



York Road Elementary

2254 West Main Street
Rock Hill, SC 29732

Grades	K-5 Elementary School	
Enrollment	511 Students	
Principal	J. Patrick Robinson	803-981-1950
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Good	Below Average
2007	Good	At-Risk
2006	Good	Below Average
2005	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

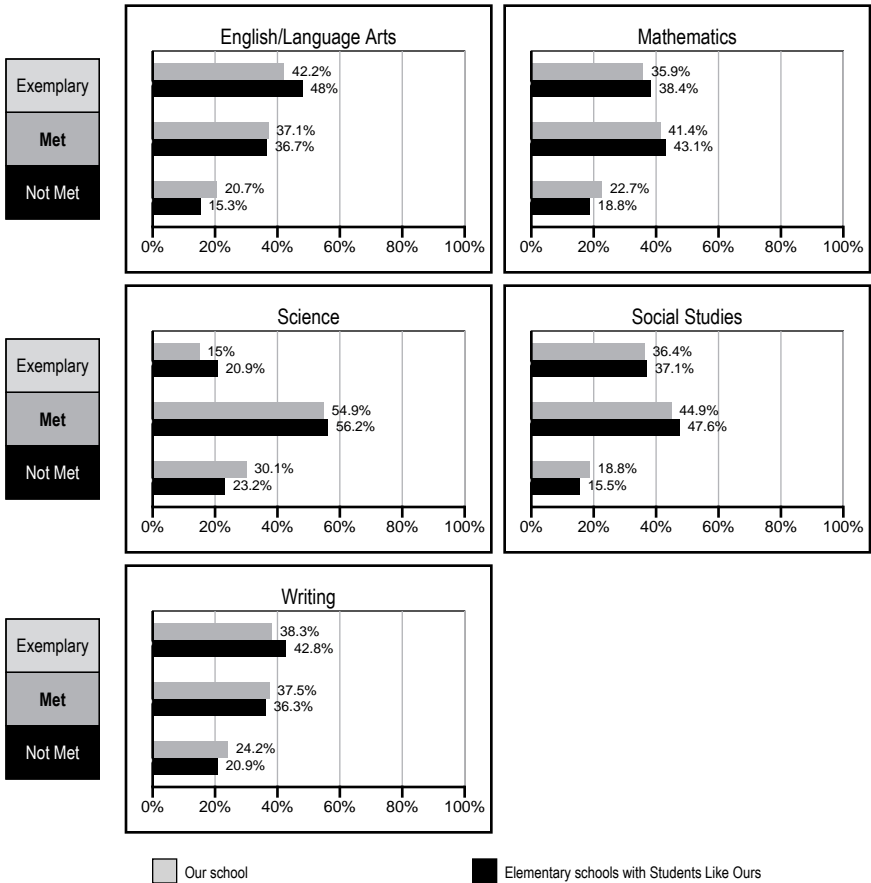
96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	31	14	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=511)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Up from 1.5%	1.3%	1.9%
Attendance rate	96.9%	Down from 97.3%	96.6%	96.3%
Eligible for gifted and talented	12.9%	Down from 16.3%	16.9%	10.0%
With disabilities other than speech	12.6%	Up from 9.6%	7.1%	7.7%
Older than usual for grade	0.2%	Up from 0.0%	0.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	48.5%	No Change	61.1%	59.4%
Continuing contract teachers	78.8%	No Change	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.7%	Down from 88.2%	86.4%	85.9%
Teacher attendance rate	94.5%	Down from 95.9%	95.1%	95.1%
Average teacher salary*	\$49,819	Down 2.6%	\$48,706	\$47,149
Professional development days/teacher	7.2 days	Down from 7.5 days	10.2 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 19.0 to 1	19.7 to 1	18.8 to 1
Prime instructional time	90.5%	Down from 92.1%	90.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 97.4%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,520	Up 0.2%	\$6,606	\$7,458
Percent of expenditures for instruction**	73.2%	Down from 73.7%	70.6%	68.8%
Percent of expenditures for teacher salaries**	71.3%	No Change	64.8%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

At York Road Elementary, curriculum mapping in the four core academic areas was completed for all grade levels, providing continuity of instruction, pacing, and accountability.

Professional development in the area of UBD (Understanding by Design) was held for all grade levels during delayed opening days and other professional development days. Units of study were designed for both Math and Language Arts in all grade levels.

The school continued a strong relationship with Northwestern High School's Beta Club for tutoring students before and after school. The gifted and talented program was reorganized to include gifted instruction for all grades K-5.

Teachers fully implemented District Literacy Expectation Guide and introduced Fountas and Pinnell diagnostic reading assessments for all students.

We increased MAP testing and use of MAP data to drive differentiated, individualized instruction. Early morning computer lab time was scheduled to assist students with academic needs.

A very strong PTA continues to work effectively to raise funds for much needed equipment at the school.

J. Patrick Robinson, Principal
Dr. David Barkley, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	93	51
Percent satisfied with learning environment	94.3%	88.0%	91.8%
Percent satisfied with social and physical environment	97.1%	86.8%	100.0%
Percent satisfied with school-home relations	100.0%	90.0%	92.2%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	283	100	19.9	38	42.1	89.8	85.2	82.8	Yes	Yes
Gender										
Male	141	100	27.6	35.8	36.6	85.1	82	79.3	N/A	N/A
Female	142	100	12.1	40.2	47.7	94.7	88.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	168	100	7.9	34.5	57.6	97	92.4	89.5	Yes	Yes
African American	102	100	44.3	45.5	10.2	75	74.5	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.5	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75.6	82.5	I/S	I/S
Disability Status										
Disabled	48	100	38.6	40.9	20.5	79.5	57.7	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	118	100	37.7	38.7	23.6	79.2	76.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	283	100	21.8	43.2	35	85.7	82.8	78.9	Yes	Yes
Gender										
Male	141	100	26.1	42.5	31.3	82.1	80	77	N/A	N/A
Female	142	100	17.4	43.9	38.6	89.4	85.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	168	100	9.1	42.4	48.5	94.5	91.5	87.2	Yes	Yes
African American	102	100	47.7	45.5	6.8	67	68.6	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	98	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.2	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80	79.5	I/S	I/S
Disability Status										
Disabled	48	100	40.9	52.3	6.8	68.2	50.2	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	79.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	118	100	41.5	44.3	14.2	69.8	72.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	193	100	28.9	55.6	15.6	71.1	71	67.5
Gender								
Male	91	100	32.9	56.5	10.6	67.1	70.2	67
Female	102	100	25.3	54.7	20	74.7	71.8	68
Racial/Ethnic Group								
White	115	100	12.4	67.3	20.4	87.6	83.9	79.5
African American	67	100	66.1	32.1	1.8	33.9	50.7	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	62.8	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	59.8	71.2
Disability Status								
Disabled	33	100	43.3	43.3	13.3	56.7	39.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	61.6	59.6
Socio-Economic Status								
Subsided meals	82	100	53.4	39.7	6.8	46.6	55.1	55.1
Social Studies								
All Students	193	99.5	18.2	45.9	35.9	81.8	76.4	72.3
Gender								
Male	100	99	21.1	41.1	37.9	78.9	75.6	71.5
Female	93	100	15.1	51.2	33.7	84.9	77.3	73.2
Racial/Ethnic Group								
White	112	99.1	9.1	46.4	44.5	90.9	84.9	80.7
African American	74	100	35.9	45.3	18.8	64.1	62.9	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.7	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	62	72.2
Disability Status								
Disabled	29	96.6	24	64	12	76	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75	67.9
Socio-Economic Status								
Subsided meals	75	100	38.8	46.3	14.9	61.2	64.3	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	285	95.8	23.5	37.6	38.8	76.5	73.1	70.2	96.9	96.7
Gender										
Male	142	95.1	31.3	35.9	32.8	68.8	65.9	63.2	96.6	96.6
Female	143	96.5	15.7	39.4	44.9	84.3	80.9	77.5	97.2	96.8
Racial/Ethnic Group										
White	168	95.8	13.3	34.8	51.9	86.7	82.5	79.1	96.8	96.6
African American	103	96.1	44.7	43.5	11.8	55.3	59.2	57.6	96.9	96.8
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.3	86.2	98.2	97.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.7	62.6	96.9	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	60.7	68.7	99	95.2
Disability Status										
Disabled	47	76.6	60.6	24.2	15.2	39.4	30.2	26.1	96.6	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	63	61.2	97.7	96.6
Socio-Economic Status										
Subsided meals	118	94.9	43.4	39.4	17.2	56.6	59.5	58.9	96.3	96.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	77	100	31	26.8	42.3	69
	4	104	100	21.6	46.4	32	78.4
	5	102	100	10.2	37.8	52	89.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	77	100	32.4	26.8	40.8	67.6
	4	104	100	18.6	51.5	29.9	81.4
	5	102	100	17.3	46.9	35.7	82.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	38	100	47.1	32.4	20.6	52.9
	4	104	100	25.8	61.9	12.4	74.2
	5	51	100	22.4	59.2	18.4	77.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	39	100	24.3	29.7	45.9	75.7
	4	103	100	14.6	54.2	31.3	85.4
	5	51	98	20.8	41.7	37.5	79.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	77	100	32.4	19.7	47.9	67.6
	4	105	95.2	19.4	53.8	26.9	80.6
	5	103	93.2	20.9	35.2	44	79.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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