



YORK JUNIOR HIGH

1280 Johnson Road
York, SC 29745

Grades	8-9 Middle School	
Enrollment	779 Students	
Principal	Louvetta Dicks	803-684-5008
Superintendent	Dr. Vernon Prosser	803-684-9916
Board Chair	Chris Revels	803-925-2840

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Below Average
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk

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 2009-10 whose 2008-09 test scores were located

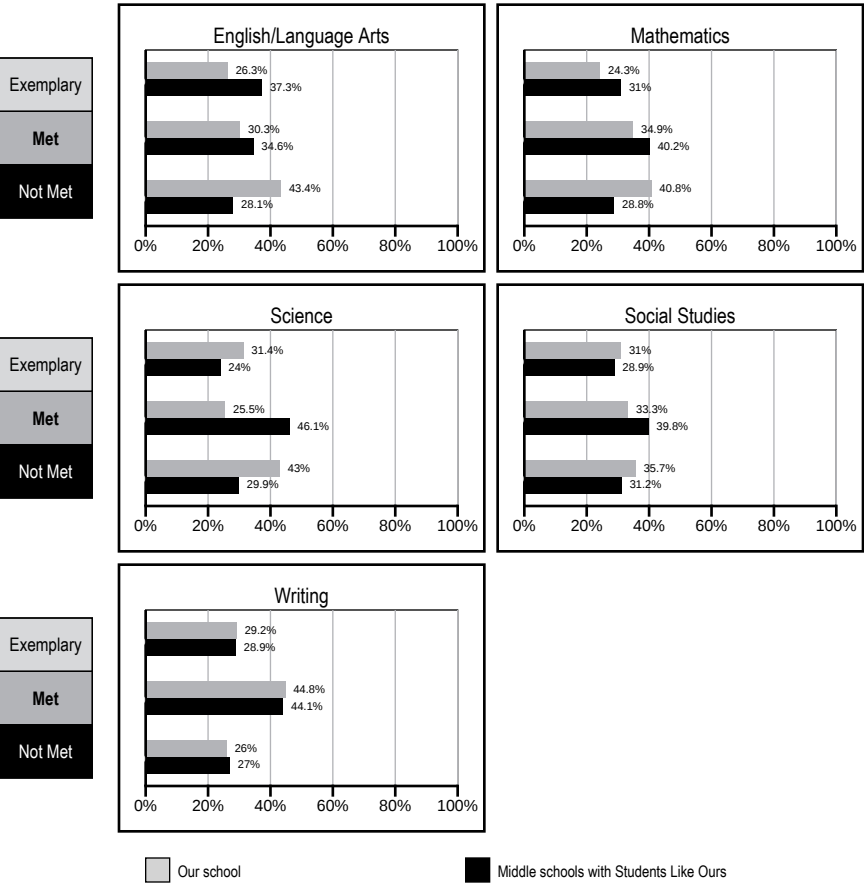
97.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	13	42	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	69.1%	96.8%
English 1	73.0%	97.4%
Physical Science	70.3%	44.2%
US History and the Constitution	N/A	N/A
All Subjects	70.8%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=779)				
Students enrolled in high school credit courses (grades 7 & 8)	45.9%	Up from 42.6%	29.5%	24.2%
Retention rate	1.6%	Up from 1.2%	0.8%	0.7%
Attendance rate	95.8%	Up from 94.8%	95.9%	95.9%
Eligible for gifted and talented	18.8%	Up from 16.3%	18.8%	16.4%
With disabilities other than speech	15.1%	Up from 14.7%	12.1%	12.0%
Older than usual for grade	8.7%	Up from 5.5%	2.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.9%	0.5%
Annual dropout rate	0.2%	Down from 0.5%	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	61.5%	Up from 55.6%	61.5%	58.5%
Continuing contract teachers	84.6%	Up from 77.8%	84.1%	80.0%
Teachers with emergency or provisional certificates	6.3%	Up from 6.1%	3.0%	4.0%
Teachers returning from previous year	84.5%	Down from 85.6%	85.6%	84.6%
Teacher attendance rate	95.7%	Down from 95.8%	95.5%	95.4%
Average teacher salary*	\$48,306	Up 0.0%	\$47,454	\$46,561
Professional development days/teacher	6.8 days	Down from 7.4 days	10.3 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Down from 23.4 to 1	21.9 to 1	21.1 to 1
Prime instructional time	90.7%	Up from 89.4%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Up from 97.3%	98.5%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$6,945	Up 1.7%	\$7,467	\$7,802
Percent of expenditures for instruction**	69.2%	Up from 68.0%	64.3%	63.8%
Percent of expenditures for teacher salaries**	65.8%	Up from 63.8%	60.9%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

York Junior High School serves the eighth and ninth grade students of York School District One and relied on the theme of "Expect the Best... Focus on Success" throughout the 2009-2010 school year to encourage students and staff in their efforts to achieve.

YJHS teachers continued to improve their instructional techniques and enhance their abilities to teach and reach all students!

Teachers participated in district and school professional development activities such as completing a book study focusing on instructional practices and classroom management techniques; collaborating in grade-level department teams and committees to plan and implement innovative instructional programs; and developing instructional plans and activities to provide enrichment and remediation during our new fifth block period of embedded time.

Math and science teachers collaborated with the YJHS iCoach (instructional coach) by participating in professional development activities which assisted teachers to become more self-directed while reflecting on instructional planning and lesson development. As a result of ongoing professional development and teacher training, students are making gains, as evidenced through increased performance on the Measure of Academic Performance (MAP) tests.

The master schedule was adjusted to maximize daily opportunities to meet students at their individual level of instruction. A period of embedded time was added to provide time for teachers to differentiate instruction, implement RIT band lessons and provide enrichment and remediation activities. In addition to academic enrichment during fifth block on Monday through Thursday, on Friday the students were able to participate in a variety of "Fifth Block Special Interest Activities." During Fifth Block Friday, students were exposed to scrap booking, board games, computer games, walking and running clubs, golfing, knitting, photography, and much more. The students and teachers benefitted from the opportunity to form positive relationships while learning new and exciting special interests.

Outstanding students and teachers make YJHS a great school! Students were actively involved in schoolwide activities such as celebrating Read Across America Day on March 2, 2010, and carrying inspiring or funny poems in honor of Poem-In-Your Pocket Day on April 17th. Our students participated in many exciting activities throughout the school year.

The faculty and staff worked diligently to create a caring, nurturing environment where student achievement and academic excellence for all are the main objectives.

Louvetta Dicks, Principal
Kimberly Winstead, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	348	66
Percent satisfied with learning environment	92.3%	72.2%	88.9%
Percent satisfied with social and physical environment	100.0%	71.9%	62.5%
Percent satisfied with school-home relations	82.5%	84.5%	73.0%

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

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 Adequate Yearly Progress

NO

This school met 19 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	N/A		1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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	342	100	36.9	31.5	31.5	72.6	83	83.5	Yes	Yes
Gender										
Male	169	100	43.6	32.1	24.2	67.3	80.1	80.1	N/A	N/A
Female	173	100	30.4	31	38.6	77.8	85.9	87	N/A	N/A
Racial/Ethnic Group										
White	265	100	34.2	31.2	34.6	75.4	85.2	89.6	Yes	Yes
African American	55	100	50.9	36.4	12.7	60	75.6	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.7	92.7	I/S	I/S
Hispanic	14	100	50	14.3	35.7	57.1	78.2	79.6	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	69.2	85.1	I/S	I/S
Disability Status										
Disabled	53	100	79.6	16.3	4.1	30.6	49.7	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	79.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	100	48	30.5	21.5	65	77.8	76.9	Yes	Yes

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

All Students	342	100	28.3	48.2	23.5	82.4	84.3	80.4	Yes	Yes
Gender										
Male	169	100	35.8	46.7	17.6	77	82.3	78.4	N/A	N/A
Female	173	100	21.1	49.7	29.2	87.7	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	265	100	25.8	47.7	26.5	84.6	86.8	87.8	Yes	Yes
African American	55	100	38.2	54.5	7.3	69.1	75.1	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.5	93.5	I/S	I/S
Hispanic	14	100	35.7	28.6	35.7	85.7	83.2	78.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	76.9	83.2	I/S	I/S
Disability Status										
Disabled	53	100	73.5	24.5	2	42.9	58.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	84.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	181	100	34.5	48	17.5	78.5	80.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	173	100	32.5	35.5	32	67.5	68.4	67.3
Gender								
Male	76	100	30.1	42.5	27.4	69.9	68.5	66.9
Female	97	100	34.4	30.2	35.4	65.6	68.3	67.7
Racial/Ethnic Group								
White	130	100	29.1	35.4	35.4	70.9	73.2	79.6
African American	30	100	50	33.3	16.7	50	53.5	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	75	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	55.4	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75	69.5
Disability Status								
Disabled	28	100	68	20	12	32	39.3	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	52.4	58.6
Socio-Economic Status								
Subsidized meals	90	100	36.8	39.1	24.1	63.2	61.9	55.4

Social Studies

All Students	169	100	35.3	33.5	31.1	64.7	71	70.9
Gender								
Male	93	100	37	31.5	31.5	63	70.2	70.1
Female	76	100	33.3	36	30.7	66.7	71.8	71.7
Racial/Ethnic Group								
White	135	100	31.6	31.6	36.8	68.4	73.5	79.2
African American	25	100	56	36	8	44	59.8	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.7	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.2	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.4	71.2
Disability Status								
Disabled	25	100	75	20.8	4.2	25	43.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75	68
Socio-Economic Status								
Subsidized meals	91	100	43.3	38.9	17.8	56.7	64.5	60.8

Abbreviations for Missing Data

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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	346	100	25.5	45.1	29.4	74.5	70.9	72.1	95.8	96.1
Gender										
Male	173	100	33.1	47	19.9	66.9	62	65.2	95.5	96.1
Female	173	100	18.1	43.3	38.6	81.9	79.7	79.2	96.1	96.2
Racial/Ethnic Group										
White	268	100	23	43.7	33.3	77	74	80.8	95.3	95.8
African American	55	100	38.9	51.9	9.3	61.1	60.6	59.7	97.1	97.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	78.9	87	98.5	97.8
Hispanic	15	100	33.3	40	26.7	66.7	64.7	64.6	97.6	96.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	57.7	73.4	97.6	96.6
Disability Status										
Disabled	53	100	77.1	20.8	2.1	22.9	29.9	27.7	94.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	59.8	63.7	99.2	97.1
Socio-Economic Status										
Subsidized meals	180	100	33.3	49.2	17.5	66.7	63.5	61.9	95.2	95.7

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	403	99.8	31.7	39.2	29	68.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	342	100	36.9	31.5	31.5	63.1

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	403	99.8	30.1	48.7	21.2	69.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	342	100	28.3	48.2	23.5	71.7

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	203	100	40.4	42.6	17	59.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	173	100	32.5	35.5	32	67.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	199	99.5	33.7	36.4	29.9	66.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	169	100	35.3	33.5	31.1	64.7
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	404	98.3	31	46.8	22.2	69
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	346	100	25.5	45.1	29.4	74.5

Abbreviations for Missing Data

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