



## FINLEY ROAD ELEMENTARY

1089 Finley Road  
Rock Hill, SC 29730

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	461 Students	
<b>Principal</b>	Allen L. Bogan	803-981-1280
<b>Superintendent</b>	Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Average	Average
2009	Good	Average
2008	Average	Good
2007	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

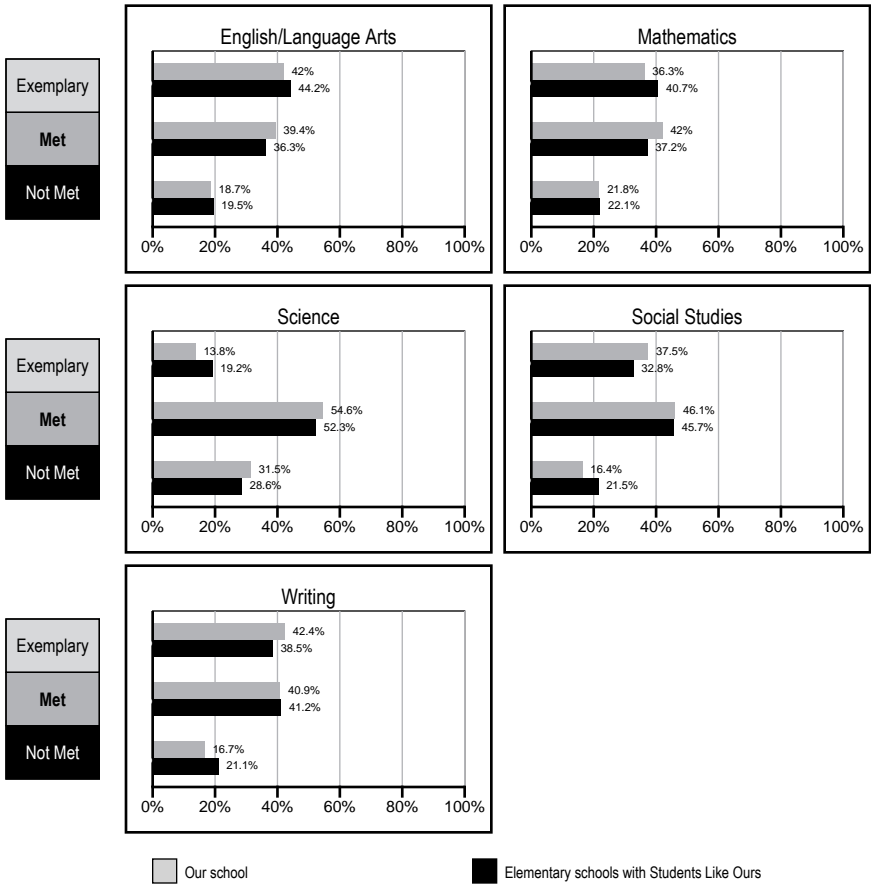
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
26	37	38	0	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=461)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 0.8%	1.1%	1.1%
Attendance rate	96.0%	Down from 96.7%	96.1%	96.2%
Served by gifted and talented program	11.6%	Up from 11.1%	16.5%	13.4%
With disabilities other than speech	4.5%	Down from 8.9%	4.5%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	60.7%	Up from 58.1%	60.9%	62.5%
Continuing contract teachers	82.1%	Up from 77.4%	90.0%	88.2%
Teachers returning from previous year	86.7%	Down from 86.9%	88.4%	87.8%
Teacher attendance rate	95.2%	Down from 96.5%	95.3%	95.2%
Average teacher salary*	\$49,872	Down 2.7%	\$46,534	\$46,773
Professional development days/teacher	6.1 days	Down from 15.8 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 20.2 to 1	20.5 to 1	19.9 to 1
Prime instructional time	90.4%	Down from 92.6%	90.4%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,841	Up 3.6%	\$6,826	\$7,447
Percent of expenditures for instruction**	74.1%	Down from 74.7%	68.4%	68.4%
Percent of expenditures for teacher salaries**	73.2%	Up from 72.8%	66.0%	65.8%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Finley Road is a learning community committed to the development and success of every child. Our staff uses the district's four "pathways" to plan and implement an instructional program to meet the needs of our students. The pathways include Shared Vision and Beliefs, Nurturing Environment, Future Focus, and Design and Delivery of Quality Work. Through collaboration with parents and the community, students are held to high expectations to ensure academic success.

The School Improvement Council (SIC) works to promote continuous improvement. Portfolio Night is an event planned and implemented by the SIC. Parents of students in kindergarten through fifth grade are able to meet with classroom teachers to receive information concerning state and local assessments, and to receive data that shows how their children are progressing. The PTO is very involved in the school. This organization supports the faculty of Finley Road Elementary School and funds projects that augment the learning opportunities for our students.

Finley Road Elementary is committed to providing a nurturing environment for our staff and students. This year we continued to develop and implement our character education program using the nine virtue words that were established last year. Opportunities to practice good character are encouraged through our guidance counselor, extracurricular activities, and lessons taught by teachers. The school is dedicated to being a warm and welcoming environment to all.

Finley Road teachers align classroom instruction and lessons to the state and district standards in order to design and deliver quality work. The district literacy guide and math expectation guide have been implemented to provide a comprehensive program of study that is consistent among grade level teachers. Grade level teams collaborate to develop and revise formative assessments to monitor student progress and develop lesson plans. Teachers differentiate instruction to meet the needs of individual students. The faculty of Finley Road Elementary School has studied and begun implementing the Response To Intervention (RTI) model so that students will be supported to achieve to their fullest potential.

Our goal is to prepare our students to be successful in the digital environment of the 21st century. Communication, collaboration, and problem solving are important aspects of this process. Promethean Boards and computers enhance instruction and provide students the opportunity to maximize their learning.

Finley Road is dedicated to the development of the whole child. We will continue to provide quality work, opportunities for students to use technology, and a nurturing environment. With the support of our staff, parents, and community, Finley Road students will continue to learn, grow, connect, and thrive.

Allen L. Bogan, Principal  
 Carrie Gaffney, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	23	68	42
Percent satisfied with learning environment	95.7%	83.6%	90.5%
Percent satisfied with social and physical environment	95.7%	58.8%	90.5%
Percent satisfied with school-home relations	81.8%	92.6%	85.4%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 out of 17 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	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	25.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	215	100	19.1	40.2	40.7	89.4	83.1	82.4	Yes	Yes
<b>Gender</b>										
Male	111	100	23.1	37.5	39.4	84.6	79.5	78.7	N/A	N/A
Female	104	100	14.7	43.2	42.1	94.7	86.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	92	100	8.1	39.5	52.3	95.3	91.2	88.9	Yes	Yes
African American	110	100	29.4	43.1	27.5	84.3	72.4	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.7	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	77.9	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	50	40.9	9.1	68.2	54.9	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	74.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	127	100	25.4	48.2	26.3	84.2	75	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	215	100	23.6	41.2	35.2	83.4	83.2	81.9	Yes	Yes
<b>Gender</b>										
Male	111	100	27.9	37.5	34.6	76	80.9	79.9	N/A	N/A
Female	104	100	18.9	45.3	35.8	91.6	85.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	92	100	11.6	33.7	54.7	90.7	91	88.9	Yes	Yes
African American	110	100	35.3	47.1	17.6	76.5	72.6	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.4	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.2	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	63.6	22.7	13.6	50	51.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	127	100	34.2	44.7	21.1	77.2	75.4	74.9	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

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	146	100	31.3	55.2	13.4	68.7	72.1	68.6
<b>Gender</b>								
Male	75	100	32.9	55.7	11.4	67.1	71.1	68.3
Female	71	100	29.7	54.7	15.6	70.3	73.2	68.9
<b>Racial/Ethnic Group</b>								
White	60	100	14.5	63.6	21.8	85.5	84.8	80.7
African American	75	100	44.9	49.3	5.8	55.1	54.6	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.4	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	66.2	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	61.7	70.8
<b>Disability Status</b>								
Disabled	16	100	50	43.8	6.3	50	43.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	63.5	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	95	100	37.2	58.1	4.7	62.8	60.3	57.3
<b>Social Studies</b>								
All Students	141	100	18.3	45	36.6	81.7	75.9	72.5
<b>Gender</b>								
Male	72	100	20.9	34.3	44.8	79.1	75.8	72
Female	69	100	15.6	56.3	28.1	84.4	76	73.1
<b>Racial/Ethnic Group</b>								
White	64	100	5	45	50	95	85.6	81
African American	71	100	31.8	43.9	24.2	68.2	63.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	66.9	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	65.8	73.5
<b>Disability Status</b>								
Disabled	13	100	58.3	33.3	8.3	41.7	45.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	67.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	76	100	30.4	49.3	20.3	69.6	65.4	62.9

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
<b>Writing</b>										
All Students	71	100	16.7	40.9	42.4	83.3	75.7	73.2	96	96.2
<b>Gender</b>										
Male	39	100	21.6	48.6	29.7	78.4	71	67.2	96	96.1
Female	32	100	10.3	31	58.6	89.7	80.6	79.4	96	96.3
<b>Racial/Ethnic Group</b>										
White	29	100	3.7	51.9	44.4	96.3	87.4	81.5	95.8	96.1
African American	37	100	25.7	37.1	37.1	74.3	60.2	61.3	96.3	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	87	97.6	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	65.3	66.7	94.9	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.4	72.2	96.3	94.6
<b>Disability Status</b>										
Disabled	8	I/S	I/S	I/S	I/S	I/S	36.4	26	95	95.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	93
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.7	65.7	94.9	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	43	100	23.7	42.1	34.2	76.3	64.6	63.2	95.6	95.7

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
<b>English/Language Arts</b>							
<b>2010</b>	3	94	100	22.9	21.7	55.4	77.1
	4	78	100	18.9	36.5	44.6	81.1
	5	76	100	25	33.3	41.7	75
	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	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	72	100	18.8	33.3	47.8	81.2
	4	71	100	21.5	36.9	41.5	78.5
	5	72	100	16.9	50.8	32.3	83.1
	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
<b>Mathematics</b>							
<b>2010</b>	3	94	100	37.3	34.9	27.7	62.7
	4	78	100	12.2	56.8	31.1	87.8
	5	76	100	34.7	43.1	22.2	65.3
	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	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	72	100	31.9	26.1	42	68.1
	4	71	100	16.9	49.2	33.8	83.1
	5	72	100	21.5	49.2	29.2	78.5
	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
<b>Science</b>							
<b>2010</b>	3	47	100	53.7	17.1	29.3	46.3
	4	78	100	18.9	64.9	16.2	81.1
	5	39	100	35.1	59.5	5.4	64.9
	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	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	39	100	30.6	50	19.4	69.4
	4	71	100	26.2	63.1	10.8	73.8
	5	36	100	42.4	45.5	12.1	57.6
	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

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
<b>Social Studies</b>							
<b>2010</b>	3	47	97.9	36.6	34.1	29.3	63.4
	4	78	100	17.6	50	32.4	82.4
	5	37	100	37.1	45.7	17.1	62.9
	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	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	34	100	23.5	38.2	38.2	76.5
	4	71	100	16.9	50.8	32.3	83.1
	5	36	100	15.6	40.6	43.8	84.4
	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
<b>Writing</b>							
<b>2010</b>	3	91	97.8	28.4	33.3	38.3	71.6
	4	77	100	24.3	35.1	40.5	75.7
	5	77	100	25	37.5	37.5	75
	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
<b>2011</b>	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	71	100	16.7	40.9	42.4	83.3
	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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