



## York Junior High

1280 Johnson Road  
York, SC 29745

<b>Grades</b>	8-9 Middle School	
<b>Enrollment</b>	800 Students	
<b>Principal</b>	Louvetta Dicks	803-684-5008
<b>Superintendent</b>	Dr. Russell Booker	803-684-9916
<b>Board Chair</b>	Chris Stephenson	803-684-2611

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

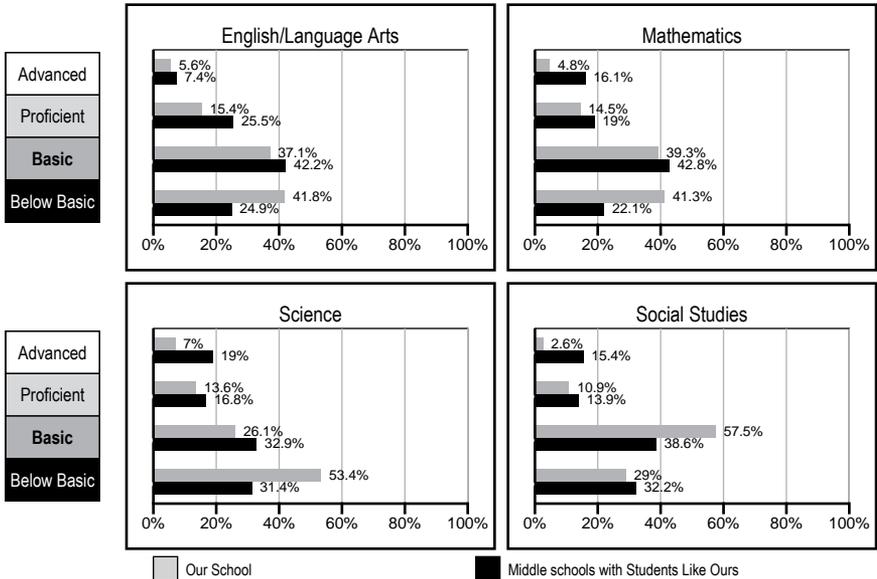
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.3%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	23	16	1

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	75.2	98.4
English 1	69.2	97.3
Physical Science	56.3	79.0
All Subjects	67.0	97.7

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=800)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	43.0%	Down from 46.4%	29.4%	19.4%
Retention rate	3.0%	Down from 3.5%	1.6%	1.8%
Attendance rate	94.9%	Up from 94.5%	95.8%	95.8%
Eligible for gifted and talented	16.5%	Down from 16.8%	18.8%	15.3%
With disabilities other than speech	13.3%	Up from 11.9%	13.1%	12.9%
Older than usual for grade	5.4%	Up from 3.7%	2.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Up from 0.5%	0.8%	0.7%
Annual dropout rate	0.5%	No Change	0.0%	0.0%
<b>Teachers (n=52)</b>				
Teachers with advanced degrees	53.8%	Down from 65.4%	57.6%	55.0%
Continuing contract teachers	76.9%	Down from 84.6%	74.4%	70.6%
Teachers with emergency or provisional certificates	4.3%	Up from 4.2%	4.5%	5.4%
Teachers returning from previous year	86.7%	Down from 89.1%	86.8%	83.4%
Teacher attendance rate	93.9%	Up from 93.5%	95.1%	94.9%
Average teacher salary	\$45,952	Down 2.0%	\$45,259	\$44,706
Professional development days/teacher	8.9 days	Down from 9.4 days	12.6 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.5	3.0
Student-teacher ratio in core subjects	22.6 to 1	Down from 23.7 to 1	21.6 to 1	20.1 to 1
Prime instructional time	86.7%	No Change	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Up from 92.0%	98.8%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$6,302	Down 0.7%	\$6,613	\$7,097
Percent of expenditures for instruction*	68.2%	Down from 69.7%	63.7%	64.4%
Percent of expenditures for teacher salaries*	65.3%	Down from 66.2%	60.1%	59.4%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

York Junior High School houses the eighth and ninth grade students of York School District One and serves as a bridge between the middle and high school years. The YJHS teachers provide standards-based instructional activities that promote student engagement and achievement.

The faculty is making strides toward improving achievement for all students at YJHS by participating in new initiatives including gaining membership as a Making Middle Grades Work school site, implementing best instructional practices, and utilizing technology to actively engage students in learning.

During the school year the faculty emphasized a theme of "High Expectations for All... No Excuses!" Students are encouraged to enroll and participate in challenging classes and activities. Forty-two percent of eighth grade students take Algebra 1 or Algebra 1 Honors. Twenty-six percent of eighth grade students take ninth grade English (CP English 1 or CP English 1 Honors). Ninth graders are also encouraged to take rigorous courses. Nearly twenty-two percent (21.9%) of ninth graders take tenth grade courses including CP English 2 or CP English 2 Honors, and 40.0% of the ninth grade students take Geometry or Geometry Honors. YJHS students were involved in numerous extra-curricular activities and competitions sponsored by such organizations as Future Business Leaders of America (FBLA), Family Career and Community Leaders of America (FCCLA), Mathcounts and YJHS athletic team events.

The YJHS Guidance Department continued to expand services to students and parents.

The goal of the counseling department at YJHS is to provide exposure to academic, personal/social, and career counseling through various activities such as Lunch n Learn, job shadowing, SCOIS, career day, and classroom guidance. The counselors strive to provide information about a variety of academic and career topics and interests.

The administration and faculty emphasized the importance of maintaining effective home/school communication by launching a new website portal through Edline. The interactive features of the Edline portal enabled teachers to create class web pages, generate activities calendars, and allowed parents and students to check impending assignments and grades. We value and appreciate support and input from parents and the community and look forward to forging stronger bonds of involvement.

The York Junior High School faculty is committed to creating an effective learning environment where student achievement is the primary objective.

Louvetta Dicks, Principal  
Dale Smarr, SIC Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	363	253
Percent satisfied with learning environment	82.9%	76.2%	78.7%
Percent satisfied with social and physical environment	90.5%	76.8%	68.7%
Percent satisfied with school-home relations	57.1%	86.3%	76.4%

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

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School Adequate Yearly Progress

NO

This school met 11 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. Sanction: Implement the restructuring plan.
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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	94.0%	Yes

\* Or greater than last year

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	397	100	31.3	47.5	17.5	3.7	32.6	45.6	48.2	No	Yes
<b>Gender</b>											
Male	185	100	37.6	47.2	12.4	2.8	25.8	39	41.7	N/A	N/A
Female	212	100	25.9	47.8	22	4.4	38.5	52.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	289	100	24.9	51.6	19.6	3.9	36.7	50.8	60	No	Yes
African American	85	100	48.8	38.8	8.8	3.8	20	31.5	31.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	30.8	70.4	I/S	I/S
Hispanic	12	100	66.7	8.3	25	0	25	32.2	38.4	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	25	47	I/S	I/S
<b>Disability Status</b>											
Disabled	54	100	71.2	21.2	1.9	5.8	7.7	18.4	16	No	Yes
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	75	8.3	16.7	0	16.7	25.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	202	100	42.6	42.1	11.1	4.2	23.7	36.1	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	397	100	28.7	53	13.3	5	26.6	49	45.8	No	Yes
<b>Gender</b>											
Male	185	100	30.9	51.7	11.2	6.2	27.5	48	45.6	N/A	N/A
Female	212	100	26.8	54.1	15.1	3.9	25.9	49.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	289	100	22.1	56.9	15.7	5.3	29.9	54.9	59	No	Yes
African American	85	100	47.5	41.3	7.5	3.8	17.5	32.1	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	46.2	71.3	I/S	I/S
Hispanic	12	100	50	41.7	0	8.3	25	31	38.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	25	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	54	100	67.3	25	0	7.7	11.5	24.4	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	58.3	41.7	0	0	16.7	28.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	202	100	36.8	50	10	3.2	21.6	39.1	31.4	No	Yes

\* Adj - 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

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	197	99.5	33.5	41.5	16	9	25	37.3	35.7	95.3	96.2
<b>Gender</b>											
Male	98	99	30.4	42.4	14.1	13	27.2	39.1	37.4	94.6	96.1
Female	99	100	36.5	40.6	17.7	5.2	22.9	35.4	33.8	96	96.2
<b>Racial/Ethnic Group</b>											
White	145	99.3	28.6	40.7	19.3	11.4	30.7	43.2	49.2	94.8	95.8
African American	38	100	54.3	40	2.9	2.9	5.7	17.9	17	96.6	97.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	97.7	97.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	22	24.9	97.5	96.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	95.7	96.5
<b>Disability Status</b>											
Disabled	30	100	57.1	32.1	0	10.7	10.7	22.2	14	93.4	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	96.1	98.3
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	19.1	24.4	97.7	97.3
<b>Socio-Economic Status</b>											
Subsided meals	104	99	43.8	39.6	12.5	4.2	16.7	26.6	21.1	95.1	95.8
<b>Social Studies</b>											
All Students	200	100	28.7	56.9	10.8	3.6	14.4	35.5	34	95.3	96.2
<b>Gender</b>											
Male	87	100	31.4	52.3	9.3	7	16.3	38.3	36.6	94.6	96.1
Female	113	100	26.6	60.6	11.9	0.9	12.8	32.8	31.3	96	96.2
<b>Racial/Ethnic Group</b>											
White	144	100	22.7	60.3	12.1	5	17	39.4	44.5	94.8	95.8
African American	47	100	51.1	44.4	4.4	0	4.4	24.3	19.1	96.6	97.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	33.3	58.9	97.7	97.6
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	21.4	27.5	97.5	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	32.7	95.7	96.5
<b>Disability Status</b>											
Disabled	24	100	58.3	33.3	0	8.3	8.3	22.9	14.4	93.4	95.1
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	96.1	98.3
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	19.6	27.3	97.7	97.3
<b>Socio-Economic Status</b>											
Subsided meals	98	100	37.2	47.9	10.6	4.3	14.9	27.2	21	95.1	95.8

\* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	399	100	30.3	48.8	18.7	2.1	20.8
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	397	100	31.3	47.5	17.5	3.7	21.1
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	399	100	31.9	47.8	16.6	3.7	20.3
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	397	100	28.7	53	13.3	5	18.3
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	198	100	29.2	44.8	20.3	5.7	26
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	197	99.5	33.5	41.5	16	9	25
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	201	99	32.4	47.6	15.1	4.9	20
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	200	100	28.7	56.9	10.8	3.6	14.4

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