

YORK ROAD ELEMENTARY

2254 West Main Street
Rock Hill, SC 29732

Grades	K-5 Elementary School	
Enrollment	450 Students	
Principal	J. Patrick Robinson	803-981-1950
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	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
2011	Average	Average
2010	Average	Average
2009	Good	Average
2008	Good	Below Average
2007	Good	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

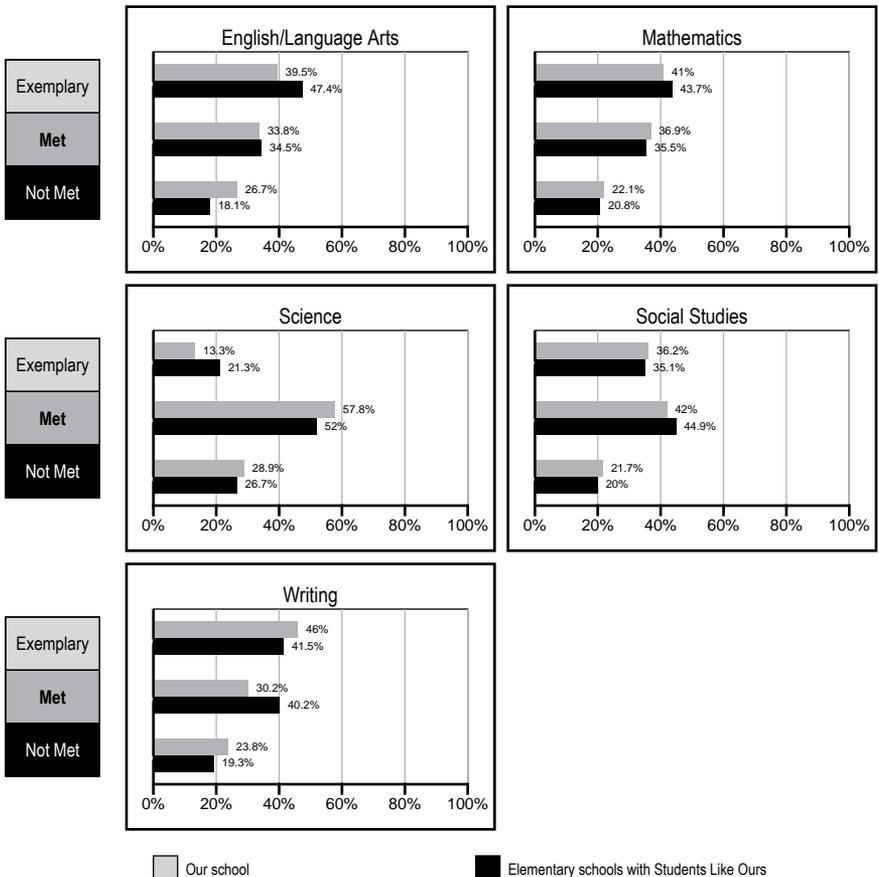
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	38	23	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
Students (n=450)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Up from 0.0%	1.0%	1.1%
Attendance rate	96.0%	Down from 96.2%	96.2%	96.2%
Served by gifted and talented program	12.9%	Up from 12.8%	18.0%	13.4%
With disabilities other than speech	9.2%	Down from 15.4%	4.1%	4.1%
Older than usual for grade	0.0%	Down from 0.5%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	55.2%	Down from 56.7%	62.5%	62.5%
Continuing contract teachers	82.8%	Up from 80.0%	90.3%	88.2%
Teachers returning from previous year	84.6%	Down from 84.8%	89.3%	87.8%
Teacher attendance rate	96.6%	Down from 97.5%	95.3%	95.2%
Average teacher salary*	\$48,107	Down 4.8%	\$47,962	\$46,773
Professional development days/teacher	9.2 days	Up from 6.1 days	11.7 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 22.0 to 1	20.8 to 1	19.9 to 1
Prime instructional time	90.5%	Down from 92.9%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,788	Up 1.0%	\$7,042	\$7,447
Percent of expenditures for instruction**	73.8%	Down from 74.4%	68.8%	68.4%
Percent of expenditures for teacher salaries**	73.0%	Up from 72.7%	66.1%	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

At York Road Elementary School, we have placed a great emphasis on Literacy and Math instruction. Having completed curriculum maps over the past few years, complete implementation of our literacy Expectation guide is in place. In addition, this year we fully implement the District Math Expectation Guide, which includes an emphasis on the math workshop approach. These efforts have helped to strengthen our academic program.

The school continues to maintain a strong relationship with Northwestern High School by working with their Teacher Cadet program. Students from the Applied Technology Center's aspiring preschool teacher's program work with our students on a weekly basis. We also maintain a positive relationship with Winthrop University, housing numerous teacher interns.

In addition to the Literacy Expectation Guide, all York Road students are assessed at least two times per year using the Fountis and Pinnell diagnostic reading assessment. These scores help our teachers determine the reading levels of all students in order to direct instruction to the students' individual needs. York Road faculty and staff were given many professional development opportunities in RTI - Response to Intervention. RTI efforts are continuous as we strive to meet the needs of every child.

York Road established a Watch D.O.G. program this year - Dads of Great Students - which inlisted many fathers to volunteer at our school.

York Road maintains a very strong PTA which works tirelessly to raise funds for important school supplies and projects, as well as support the school in many other areas.

J. Patrick Robinson, Principal
Edward Leonard, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	65	50
Percent satisfied with learning environment	93.8%	92.3%	81.3%
Percent satisfied with social and physical environment	100.0%	90.8%	84.0%
Percent satisfied with school-home relations	100.0%	96.9%	89.8%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 out of 20 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	229	93.5	22.3	34.5	43.1	85.3	83.1	82.4	Yes	Yes
Gender										
Male	121	90.9	32	34	34	79.6	79.5	78.7	N/A	N/A
Female	108	96.3	11.7	35.1	53.2	91.5	86.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	127	95.3	8.3	39.8	51.9	96.3	91.2	88.9	Yes	Yes
African American	85	89.4	41.7	29.2	29.2	68.1	72.4	72.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.7	93	I/S	I/S
Hispanic	11	100	45.5	27.3	27.3	81.8	77.9	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2	83	I/S	I/S
Disability Status										
Disabled	51	72.6	22.9	40	37.1	82.9	54.9	48.1	I/S	No
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	74.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	117	90.6	35.1	31.9	33	75.5	75	75.4	No	Yes

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

All Students	229	98.7	21.7	37.2	41.1	85	83.2	81.9	Yes	Yes
Gender										
Male	121	97.5	23.6	39.1	37.3	85.5	80.9	79.9	N/A	N/A
Female	108	100	19.6	35.1	45.4	84.5	85.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	127	97.6	10	33.6	56.4	94.5	91	88.9	Yes	Yes
African American	85	100	35	43.8	21.3	75	72.6	71.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.4	94.6	I/S	I/S
Hispanic	11	100	45.5	36.4	18.2	63.6	79.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75.2	84.4	I/S	I/S
Disability Status										
Disabled	51	96.1	44.4	33.3	22.2	71.1	51.6	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	78	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	117	99.2	32.4	40.2	27.5	77.5	75.4	74.9	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	159	98.7	27.3	57.3	15.4	72.7	72.1	68.6
Gender								
Male	85	97.7	32.9	53.9	13.2	67.1	71.1	68.3
Female	74	100	20.9	61.2	17.9	79.1	73.2	68.9
Racial/Ethnic Group								
White	90	97.8	11.7	66.2	22.1	88.3	84.8	80.7
African American	59	100	50	41.1	8.9	50	54.6	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.4	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	66.2	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	61.7	70.8
Disability Status								
Disabled	36	97.2	22.6	54.8	22.6	77.4	43.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	63.5	60.7
Socio-Economic Status								
Subsidized meals	80	98.8	44.9	49.3	5.8	55.1	60.3	57.3
Social Studies								
All Students	160	98.1	24	40.4	35.6	76	75.9	72.5
Gender								
Male	87	96.6	17.7	46.8	35.4	82.3	75.8	72
Female	73	100	31.3	32.8	35.8	68.7	76	73.1
Racial/Ethnic Group								
White	85	96.5	12	38.7	49.3	88	85.6	81
African American	64	100	33.3	45	21.7	66.7	63.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	9	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
Disability Status								
Disabled	33	93.9	40	43.3	16.7	60	45.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	67.7	69.7
Socio-Economic Status								
Subsidized meals	85	98.8	38.2	39.5	22.4	61.8	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
Writing										
All Students	79	84.8	22.6	30.6	46.8	77.4	75.7	73.2	96	96.2
Gender										
Male	41	87.8	33.3	27.3	39.4	66.7	71	67.2	95.9	96.1
Female	38	81.6	10.3	34.5	55.2	89.7	80.6	79.4	96.2	96.3
Racial/Ethnic Group										
White	51	82.4	8.1	32.4	59.5	91.9	87.4	81.5	96.4	96.1
African American	21	85.7	50	22.2	27.8	50	60.2	61.3	95.6	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.5	87	98.6	97.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	65.3	66.7	94.8	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.4	72.2	97.5	94.6
Disability Status										
Disabled	24	54.2	23.1	69.2	7.7	76.9	36.4	26	95.8	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	93
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	61.7	65.7	95.8	96.7
Socio-Economic Status										
Subsidized meals	41	82.9	40	30	30	60	64.6	63.2	95.2	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
English/Language Arts							
2010	3	92	100	23	24.1	52.9	77
	4	81	100	24.7	31.5	43.8	75.3
	5	103	100	20.6	43.3	36.1	79.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	62	88.7	19.6	21.6	58.8	80.4
	4	90	92.2	26	48.1	26	74
	5	77	98.7	20.3	29	50.7	79.7
	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	
Mathematics							
2010	3	92	98.9	37.9	29.9	32.2	62.1
	4	81	98.8	24.7	31.5	43.8	75.3
	5	103	99	24.7	56.7	18.6	75.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	62	100	26.8	32.1	41.1	73.2
	4	90	97.8	20.7	47.6	31.7	79.3
	5	77	98.7	18.8	29	52.2	81.2
	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	
Science							
2010	3	46	100	40.9	38.6	20.5	59.1
	4	79	98.7	22.9	60	17.1	77.1
	5	52	98.1	33.3	58.3	8.3	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	31	100	37	48.1	14.8	63
	4	90	97.8	29.3	59.8	11	70.7
	5	38	100	14.7	58.8	26.5	85.3
	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	

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							
2010	3	46	97.8	23.8	33.3	42.9	76.2
	4	79	97.5	18.6	45.7	35.7	81.4
	5	51	100	31.3	43.8	25	68.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	31	100	17.2	41.4	41.4	82.8
	4	90	97.8	22	41.5	36.6	78
	5	39	97.4	34.3	37.1	28.6	65.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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						
2010	3	92	98.9	33.7	31.4	34.9	66.3
	4	80	87.5	40.6	31.3	28.1	59.4
	5	103	94.2	22.8	42.4	34.8	77.2
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	79	84.8	22.6	30.6	46.8	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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