



## York Road Elementary

2254 West Main Street  
Rock Hill, SC 29732

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	480 Students	
<b>Principal</b>	J. Patrick Robinson	803-981-1950
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

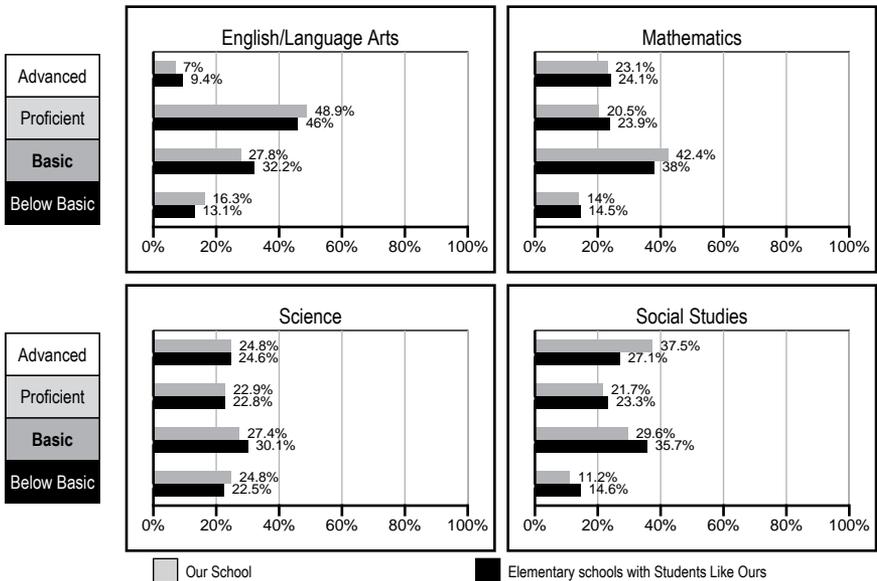
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.6%

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

Excellent	Good	Average	Below Average	At-Risk
5	20	18	2	0

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

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=480)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 1.7%	1.6%	2.3%
Attendance rate	97.3%	Up from 97.1%	96.7%	96.3%
Eligible for gifted and talented	16.3%	Down from 19.0%	20.8%	10.4%
With disabilities other than speech	9.6%	Down from 11.1%	7.0%	7.5%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No Change	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	48.5%	Down from 53.8%	60.2%	56.7%
Continuing contract teachers	78.8%	Up from 71.8%	82.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.2%	Down from 92.4%	88.5%	86.4%
Teacher attendance rate	95.9%	Up from 95.5%	95.1%	94.9%
Average teacher salary	\$51,121	Up 6.8%	\$47,416	\$45,345
Professional development days/teacher	7.5 days	Down from 9.8 days	12.4 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.6 to 1	20.6 to 1	18.5 to 1
Prime instructional time	92.1%	Up from 90.8%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	97.4%	Up from 96.2%	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,504	Up 1.5%	\$6,498	\$7,052
Percent of expenditures for instruction*	73.7%	Down from 75.2%	70.5%	69.1%
Percent of expenditures for teacher salaries*	71.3%	Down from 72.5%	65.7%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The School Improvement Council of York Road Elementary School has prepared this summary report of the school's accomplishments for the 2007-2008 school year and the goals for the 2007-2008 school year.

Teachers worked diligently this year on Understanding by Design—an approach to curriculum development that helps teachers form units of study. Numerous staff development hours were used to study and understand this framework. Teachers were also given the opportunity for additional staff development through participation in various conferences and workshops, including those on autism, literacy, and differentiated instruction.

A partnership was begun with the Urban Learning and Leadership Center to study data in order to make decisions that will positively impact academic performance at the school. Through the combined efforts of ULLC, preliminary plans are underway for a school renewal program which we will continue next school year.

Efforts were made to expand our existing PTA and SIC membership. York Road is very grateful to these organizations for their work to promote academic excellence, parental involvement, and community involvement. Our PTA continues to support our classrooms through fund-raising and volunteer efforts, including this year's biggest event, our Family Bingo Night and Silent Auction where approximately \$7,000 was raised for our school. The PTA made an \$8,000 contribution to the school for safety and literacy efforts. We will continue our work toward strengthening both of these organizations in upcoming years.

We continue to review all data in order to make decisions that will positively impact student achievement at York Road Elementary.

J. Patrick Robinson, Principal  
Steve Oehme, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	31	62	41
Percent satisfied with learning environment	93.5%	82.3%	82.1%
Percent satisfied with social and physical environment	100.0%	76.3%	92.7%
Percent satisfied with school-home relations	93.5%	80.3%	82.9%

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

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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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	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	97.3%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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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	257	99.6	15	27.9	47.1	10	71.7	51.1	48.2	Yes	Yes
<b>Gender</b>											
Male	131	99.2	18.7	28.5	45.5	7.3	66.7	44.3	41.7	N/A	N/A
Female	126	100	11.1	27.4	48.7	12.8	76.9	58.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	171	100	5.5	23.3	61.3	9.8	85.3	63.9	60	Yes	Yes
African American	71	98.6	39.1	42.2	10.9	7.8	37.5	31.8	31.7	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	69	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	40.9	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	40.5	47	I/S	I/S
<b>Disability Status</b>											
Disabled	43	100	35.7	26.2	19	19	50	17.9	16	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	35.3	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	86	98.8	34.7	38.7	18.7	8	44	33.6	34	Yes	Yes

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

All Students	257	99.6	12.9	41.3	20.8	25	61.7	51.1	45.8	Yes	Yes
<b>Gender</b>											
Male	131	99.2	12.2	43.1	19.5	25.2	62.6	50.3	45.6	N/A	N/A
Female	126	100	13.7	39.3	22.2	24.8	60.7	52.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	171	100	3.1	38.7	26.4	31.9	75.5	64.6	59	Yes	Yes
African American	71	98.6	35.9	48.4	7.8	7.8	29.7	30	26.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	72.2	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46.8	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	43	100	35.7	35.7	7.1	21.4	38.1	19	17.1	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	86	98.8	32	44	13.3	10.7	34.7	35	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	180	99.4	22.8	26.3	23.4	27.5	50.9	37.8	35.7	97.3	96.6
<b>Gender</b>											
Male	91	98.9	19	27.4	27.4	26.2	53.6	38.2	37.4	97.1	96.5
Female	89	100	26.5	25.3	19.3	28.9	48.2	37.4	33.8	97.5	96.7
<b>Racial/Ethnic Group</b>											
White	117	100	8.2	28.2	29.1	34.5	63.6	51.3	49.2	97.4	96.6
African American	51	98	57.4	23.4	10.6	8.5	19.1	17	17	97.2	96.6
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58	98	97.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	96.5	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	37.1	37.4	93.3	94.8
<b>Disability Status</b>											
Disabled	34	100	36.4	18.2	21.2	24.2	45.5	16.1	14	96.8	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	24.7	24.4	95.8	96.6
<b>Socio-Economic Status</b>											
Subsided meals	58	98.3	47.1	23.5	13.7	15.7	29.4	19.5	21.1	96.8	95.9
<b>Social Studies</b>											
All Students	172	99.4	10	30.6	20.6	38.8	59.4	38.8	34	97.3	96.6
<b>Gender</b>											
Male	84	98.8	12.5	28.8	25	33.8	58.8	40.3	36.6	97.1	96.5
Female	88	100	7.5	32.5	16.3	43.8	60	37.3	31.3	97.5	96.7
<b>Racial/Ethnic Group</b>											
White	119	100	4.4	22.8	24.6	48.2	72.8	49.4	44.5	97.4	96.6
African American	46	97.8	25	50	12.5	12.5	25	22.6	19.1	97.2	96.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58.9	98	97.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	30.9	27.5	96.5	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.3	32.7	93.3	94.8
<b>Disability Status</b>											
Disabled	26	100	12	48	12	28	40	18	14.4	96.8	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	25.3	27.3	95.8	96.6
<b>Socio-Economic Status</b>											
Subsided meals	57	98.3	27.1	47.9	8.3	16.7	25	24	21	96.8	95.9

\* 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	90	98.9	10.1	16.5	65.8	7.6	73.4
	4	85	100	22.7	33.3	41.3	2.7	44
	5	93	98.9	20.9	31.4	38.4	9.3	47.7
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	89	100	12	30.1	50.6	7.2	57.8
	4	95	99	12.6	19.5	52.9	14.9	67.8
	5	73	100	21.4	35.7	35.7	7.1	42.9
	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	90	100	8.9	49.4	26.6	15.2	41.8
	4	85	100	12	41.3	18.7	28	46.7
	5	93	100	20.7	34.5	18.4	26.4	44.8
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	89	100	19.3	48.2	14.5	18.1	32.5
	4	95	99	8	31	23	37.9	60.9
	5	73	100	11.4	45.7	25.7	17.1	42.9
	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	45	100	13.5	43.2	24.3	18.9	43.2
	4	85	100	35.1	21.6	20.3	23	43.2
	5	48	100	33.3	28.9	11.1	26.7	37.8
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	46	100	31	33.3	19	16.7	35.7
	4	95	99	14.9	24.1	31	29.9	60.9
	5	39	100	31.6	23.7	10.5	34.2	44.7
	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	45	100	7.1	35.7	26.2	31	57.1
	4	85	100	23	29.7	29.7	17.6	47.3
	5	45	100	23.8	28.6	23.8	23.8	47.6
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	43	100	7.3	36.6	22	34.1	56.1
	4	95	99	8	27.6	23	41.4	64.4
	5	34	100	18.8	31.3	12.5	37.5	50
	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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