



FINLEY ROAD ELEMENTARY

1089 Finley Road
Rock Hill, SC 29732

Grades	K-5 Elementary School	
Enrollment	495 Students	
Principal	Al Bogan	803-981-1280
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

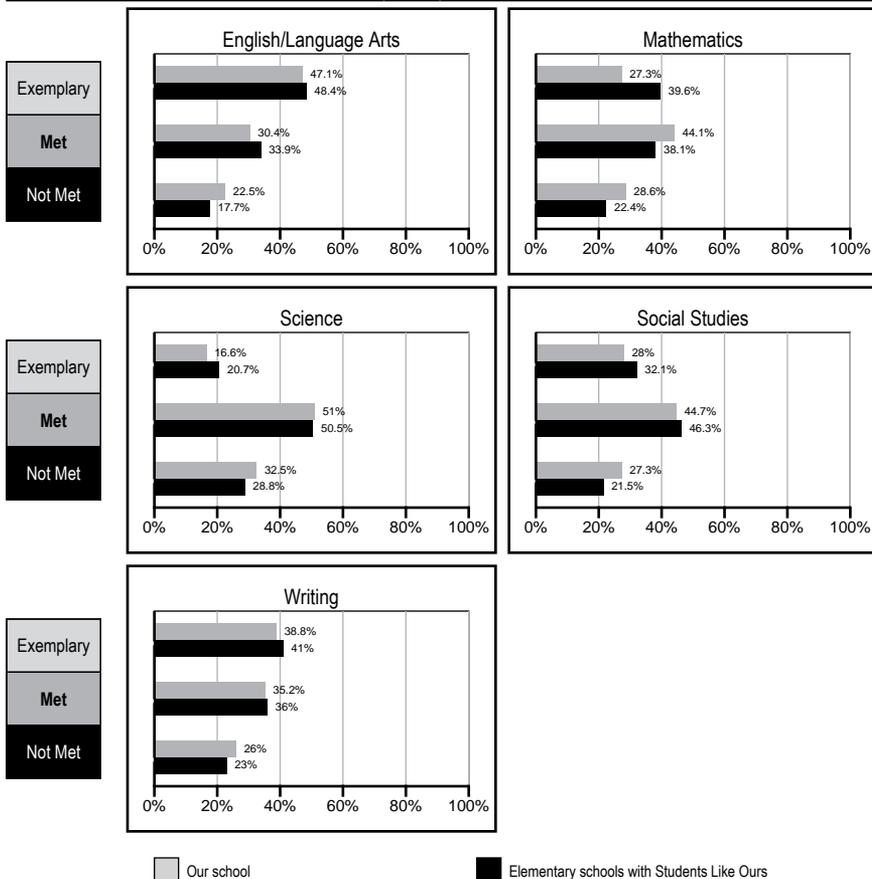
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	38	31	0	0

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

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=495)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.6%	1.2%	1.2%
Attendance rate	96.7%	Down from 96.9%	96.2%	96.1%
Eligible for gifted and talented	11.1%	Down from 11.5%	16.0%	11.7%
With disabilities other than speech	8.9%	Down from 10.7%	7.5%	8.0%
Older than usual for grade	0.2%	Down from 0.7%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	58.1%	Down from 61.1%	62.2%	60.5%
Continuing contract teachers	77.4%	Up from 66.7%	86.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.9%	Down from 88.1%	89.9%	87.0%
Teacher attendance rate	96.5%	Up from 92.9%	95.5%	95.4%
Average teacher salary*	\$51,243	Up 0.2%	\$48,113	\$47,288
Professional development days/teacher	15.8 days	Up from 7.3 days	10.7 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	5.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.5 to 1	19.9 to 1	19.2 to 1
Prime instructional time	92.6%	Up from 88.1%	90.9%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.0%	Down from 99.7%	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,603	Up 3.1%	\$6,951	\$7,548
Percent of expenditures for instruction**	74.7%	Down from 76.9%	69.3%	68.7%
Percent of expenditures for teacher salaries**	72.8%	Down from 74.7%	66.4%	65.1%

* 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 Elementary School is a learning community that provides experiences for the total development of every child. Using assessment-based instruction, teachers individualize their plans to meet the needs of every student and to provide for different learning styles. Through collaboration with parents and the community, students are held to high expectations to ensure academic success.

Finley Road Elementary is dedicated to providing a nurturing environment for both students and staff. It is our belief that relationships are a key factor in student achievement. This year, we implemented a schoolwide character-education program. Nine virtue words were established as the basis for positive interactions among staff and students. Our school submitted an application for the Red Carpet Award. It is our goal for the school to be a warm and welcoming environment to all. A comprehensive student handbook was developed to provide schoolwide consistency. A copy of the student handbook was posted on our school website.

Finley Road Elementary aspires to prepare our students to be successful in the digital environment of the 21st century. Students are taught to solve problems, collaborate, and communicate effectively. This year every classroom is equipped with a promethean board to enhance instruction and promote the use of technological resources. Grade level teams are sharing best practices for technology use and organizing electronic files. Teachers in grades 1 and 2 implemented a comprehensive plan for integrating the Successmaker computer program to increase engagement during the literacy block.

Finley Road Elementary teachers are designing and delivering quality work by aligning all classroom instruction with the state and district standards. Teachers are implementing the district literacy and math expectation guides to provide quality instruction for our students. Grade-level teachers worked collaboratively to develop and revise common formative assessments in math. These assessments are used to monitor student progress and plan for individual needs. The gifted and talented teacher worked with 1st and 2nd grade students using the Brain Booster program. The goal is to provide enrichment opportunities for potential gifted and talented students.

The School Improvement Council (SIC) worked diligently this year to promote and sustain continuous school improvement. The council attended monthly meetings, participated in a book study, and analyzed school test data. The highlighted event for the SIC was the organizing and hosting of two Pizza and Portfolio Nights for K-5 parents. The event was a huge success, and both parents and teachers learned valuable information about state and local assessments, including their uses and importance. In addition, students discussed with their parents activities and state standards that had been taught during the year.

Finley Road Elementary School will continue to learn, grow, connect, and thrive with our staff, students, parents, and community. We will continue to work diligently to improve student achievement by promoting nurturing relationships, preparing students digitally, and providing quality work.

Al Bogan, Principal
 Tim Hartis, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	62	48
Percent satisfied with learning environment	100.0%	86.9%	87.2%
Percent satisfied with social and physical environment	100.0%	72.6%	85.1%
Percent satisfied with school-home relations	95.2%	90.3%	80.9%

* 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

YES

This school met 17 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	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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 = 58.8% (Met or Exemplary)

All Students	250	100	22.1	30.7	47.2	90	85	83.5	Yes	Yes
Gender										
Male	122	100	26.8	26.8	46.4	84.8	81.2	80.1	N/A	N/A
Female	128	100	17.6	34.5	47.9	95	88.9	87	N/A	N/A
Racial/Ethnic Group										
White	120	100	12.4	24.8	62.8	95.6	91.6	89.6	Yes	Yes
African American	122	100	32.1	37.5	30.4	84.8	75.8	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	97.4	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76	85.1	I/S	I/S
Disability Status										
Disabled	29	100	48.1	29.6	22.2	59.3	55.3	51.7	I/S	I/S
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	3	I/S	N/A	N/A	N/A	N/A	74.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	100	33.9	37.1	29	82.3	77.5	76.9	Yes	Yes

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

All Students	250	100	29	44.2	26.8	84	83.7	80.4	Yes	Yes
Gender										
Male	122	100	32.1	40.2	27.7	79.5	81.2	78.4	N/A	N/A
Female	128	100	26.1	47.9	26.1	88.2	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	120	100	15.9	44.2	39.8	92.9	90.7	87.8	Yes	Yes
African American	122	100	42.9	42.9	14.3	75	73.3	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76	83.2	I/S	I/S
Disability Status										
Disabled	29	100	48.1	40.7	11.1	55.6	51.1	46.1	I/S	I/S
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	3	I/S	N/A	N/A	N/A	N/A	78.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	100	41.9	45.2	12.9	71.8	75.3	72.8	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	165	99.4	32.2	50.7	17.1	67.8	70.3	67.3
Gender								
Male	86	98.8	26.9	56.4	16.7	73.1	69.8	66.9
Female	79	100	37.8	44.6	17.6	62.2	70.9	67.7
Racial/Ethnic Group								
White	82	98.8	16.7	55.1	28.2	83.3	83.7	79.6
African American	78	100	50	44.3	5.7	50	50.7	49.7
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	91.1	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65.5	69.5
Disability Status								
Disabled	21	95.2	55.6	27.8	16.7	44.4	38.9	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	3	I/S	N/A	N/A	N/A	N/A	58.3	58.6
Socio-Economic Status								
Subsidized meals	84	98.8	48.8	42.5	8.8	51.3	56.4	55.4
Social Studies								
All Students	163	98.8	27.3	44.7	28	72.7	74.3	70.9
Gender								
Male	74	98.7	28.4	38.8	32.8	71.6	73	70.1
Female	89	98.9	26.5	49.4	24.1	73.5	75.6	71.7
Racial/Ethnic Group								
White	79	98.7	14.1	45.1	40.8	85.9	82.9	79.2
African American	78	98.7	39.2	44.6	16.2	60.8	61.2	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.8	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	68.2	71.2
Disability Status								
Disabled	19	94.7	55.6	27.8	16.7	44.4	43.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	N/A	N/A	N/A	N/A	73.1	68
Socio-Economic Status								
Subsidized meals	86	98.8	42.5	45	12.5	57.5	63.4	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	245	99.2	26	35.2	38.8	74	73.5	72.1	96.7	96.5
Gender										
Male	118	100	30	31.8	38.2	70	66.5	65.2	96.7	96.4
Female	127	98.4	22.2	38.5	39.3	77.8	80.7	79.2	96.6	96.6
Racial/Ethnic Group										
White	117	100	15.3	30.6	54.1	84.7	83.5	80.8	96.6	96.4
African American	120	98.3	37.3	40.9	21.8	62.7	59.2	59.7	96.7	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.1	87	97	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	64.3	64.6	96.1	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	73.4	N/A	94.9
Disability Status										
Disabled	26	92.3	59.1	27.3	13.6	40.9	32.4	27.7	96.2	95.6
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	3	I/S	N/A	N/A	N/A	N/A	60.1	63.7	96.1	96.7
Socio-Economic Status										
Subsidized meals	127	98.4	39.5	35.3	25.2	60.5	61.6	61.9	96.1	96

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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							
2009	3	101	100	21.9	26	52.1	78.1
	4	79	98.7	20.8	31.9	47.2	79.2
	5	93	100	14.3	40.7	45.1	85.7
	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
2010	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
Mathematics							
2009	3	101	100	26	37.5	36.5	74
	4	79	98.7	23.6	38.9	37.5	76.4
	5	93	100	17.6	42.9	39.6	82.4
	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
2010	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
Science							
2009	3	52	100	30	50	20	70
	4	78	98.7	29.6	47.9	22.5	70.4
	5	46	100	24.4	62.2	13.3	75.6
	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
2010	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

Abbreviations for Missing Data

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I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	50	98	20.8	33.3	45.8	79.2
	4	79	98.7	18.1	48.6	33.3	81.9
	5	47	100	17.4	39.1	43.5	82.6
	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
2010	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
Writing							
2009	3	103	94.2	24.5	18.1	57.4	75.5
	4	79	97.5	27.1	37.1	35.7	72.9
	5	93	100	23.1	41.8	35.2	76.9
	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
2010	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

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