

YORK ROAD ELEMENTARY

2254 West Main Street
Rock Hill, SC 29732

Grades	K-5 Elementary School	
Enrollment	489 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

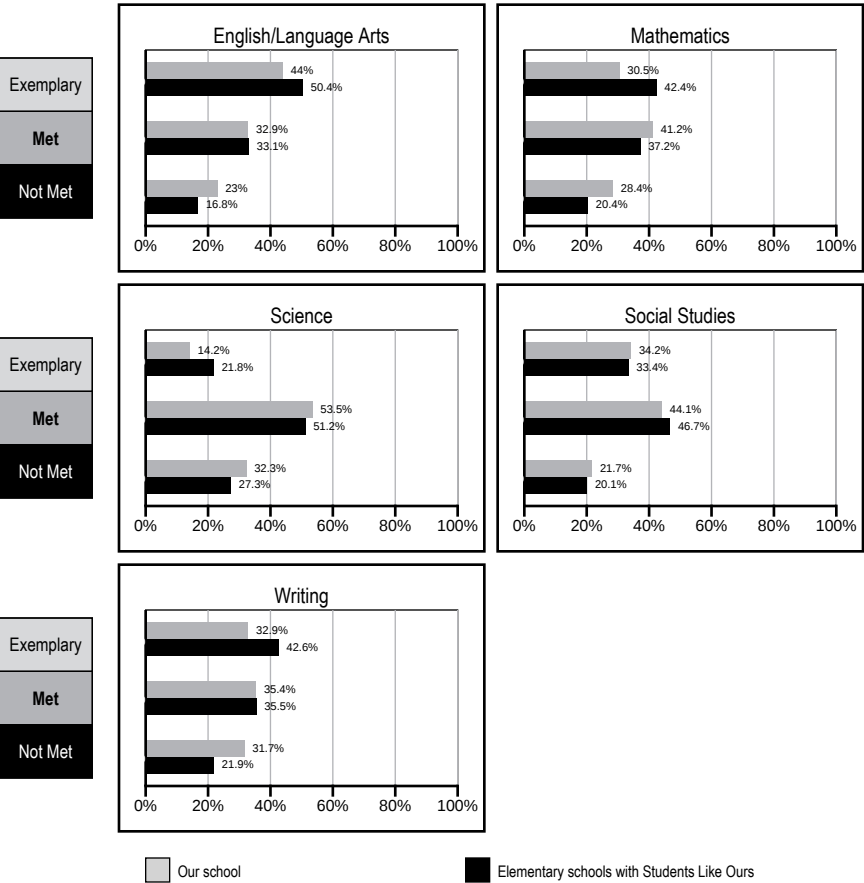
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	31	19	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=489)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 2.1%	0.8%	1.2%
Attendance rate	96.2%	Down from 96.9%	96.5%	96.1%
Eligible for gifted and talented	12.8%	Down from 12.9%	17.2%	11.7%
With disabilities other than speech	15.4%	Up from 12.6%	7.0%	8.0%
Older than usual for grade	0.5%	Up from 0.2%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	56.7%	Up from 48.5%	62.5%	60.5%
Continuing contract teachers	80.0%	Up from 78.8%	86.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.8%	Down from 85.7%	89.3%	87.0%
Teacher attendance rate	97.5%	Up from 94.5%	95.8%	95.4%
Average teacher salary*	\$50,536	Up 1.4%	\$48,677	\$47,288
Professional development days/teacher	6.1 days	Down from 7.2 days	11.7 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 19.5 to 1	19.9 to 1	19.2 to 1
Prime instructional time	92.9%	Up from 90.5%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,723	Up 3.1%	\$7,214	\$7,548
Percent of expenditures for instruction**	74.4%	Up from 73.2%	69.2%	68.7%
Percent of expenditures for teacher salaries**	72.7%	Up from 71.3%	66.2%	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

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 have fully implemented the new 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 relationships with the University of South Carolina Upstate and Winthrop University, housing numerous teacher interns from these institutions.

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 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
David Barkley, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	94	73
Percent satisfied with learning environment	77.4%	91.5%	91.8%
Percent satisfied with social and physical environment	96.8%	78.7%	93.1%
Percent satisfied with school-home relations	96.8%	87.2%	86.1%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 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	
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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	96.2%	94.0%*	Yes

* Or greater than last year

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	276	100	22.6	33.5	44	86.8	85	83.5	Yes	Yes
Gender										
Male	140	100	27.9	31.8	40.3	82.9	81.2	80.1	N/A	N/A
Female	136	100	17.2	35.2	47.7	90.6	88.9	87	N/A	N/A
Racial/Ethnic Group										
White	164	100	11.8	32.9	55.3	95.4	91.6	89.6	Yes	Yes
African American	94	100	39.3	36	24.7	74.2	75.8	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	97.4	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.1	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76	85.1	I/S	I/S
Disability Status										
Disabled	60	100	40.7	33.3	25.9	79.6	55.3	51.7	Yes	Yes
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	9	I/S	I/S	I/S	I/S	I/S	74.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	133	100	34.5	37	28.6	79	77.5	76.9	Yes	Yes

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

All Students	276	98.9	29.2	40.5	30.4	81.3	83.7	80.4	Yes	Yes
Gender										
Male	140	98.6	29.5	41.1	29.5	82.9	81.2	78.4	N/A	N/A
Female	136	99.3	28.9	39.8	31.3	79.7	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	164	99.4	19.1	44.1	36.8	91.4	90.7	87.8	Yes	Yes
African American	94	97.9	44.9	37.1	18	65.2	73.3	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	80.3	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76	83.2	I/S	I/S
Disability Status										
Disabled	60	95	57.4	31.5	11.1	61.1	51.1	46.1	Yes	Yes
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	9	I/S	I/S	I/S	I/S	I/S	78.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	133	97.7	39.5	39.5	21	68.9	75.3	72.8	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	177	98.9	30.9	53.7	15.4	69.1	70.3	67.3
Gender								
Male	90	100	26.8	54.9	18.3	73.2	69.8	66.9
Female	87	97.7	35	52.5	12.5	65	70.9	67.7
Racial/Ethnic Group								
White	107	98.1	15.8	64.2	20	84.2	83.7	79.6
African American	57	100	56.4	36.4	7.3	43.6	50.7	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.1	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.1	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	65.5	69.5
Disability Status								
Disabled	37	94.6	38.7	48.4	12.9	61.3	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	7	I/S	I/S	I/S	I/S	I/S	58.3	58.6
Socio-Economic Status								
Subsidized meals	81	98.8	47.9	42.3	9.9	52.1	56.4	55.4

Social Studies

All Students	176	98.3	23.8	41.9	34.4	76.3	74.3	70.9
Gender								
Male	90	98.9	24.1	39.8	36.1	75.9	73	70.1
Female	86	97.7	23.4	44.2	32.5	76.6	75.6	71.7
Racial/Ethnic Group								
White	103	97.1	14.1	39.1	46.7	85.9	82.9	79.2
African American	61	100	37.9	44.8	17.2	62.1	61.2	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.8	86.8
Hispanic	8	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	41	92.7	50	36.1	13.9	50	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	7	I/S	I/S	I/S	I/S	I/S	73.1	68
Socio-Economic Status								
Subsidized meals	89	97.8	30.8	47.4	21.8	69.2	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	275	93.8	31.4	35.5	33.1	68.6	73.5	72.1	96.2	96.5
Gender										
Male	140	95	38.2	35.8	26	61.8	66.5	65.2	96	96.4
Female	135	92.6	24.4	35.3	40.3	75.6	80.7	79.2	96.3	96.6
Racial/Ethnic Group										
White	164	92.7	16.3	39.7	44	83.7	83.5	80.8	96.2	96.4
African American	94	95.7	54.7	30.2	15.1	45.3	59.2	59.7	95.9	96.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.1	87	97.8	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	64.3	64.6	97.1	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	64.3	73.4	96.2	94.9
Disability Status										
Disabled	61	73.8	72.5	22.5	5	27.5	32.4	27.7	95.3	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	9	I/S	I/S	I/S	I/S	I/S	60.1	63.7	96.6	96.7
Socio-Economic Status										
Subsidized meals	131	92.4	51.8	29.5	18.8	48.2	61.6	61.9	95.6	96

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							
2009	3	77	100	31	26.8	42.3	69
	4	104	100	21.6	46.4	32	78.4
	5	102	100	10.2	37.8	52	89.8
	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	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
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	77	100	32.4	26.8	40.8	67.6
	4	104	100	18.6	51.5	29.9	81.4
	5	102	100	17.3	46.9	35.7	82.7
	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	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
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	38	100	47.1	32.4	20.6	52.9
	4	104	100	25.8	61.9	12.4	74.2
	5	51	100	22.4	59.2	18.4	77.6
	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	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
	8	0	N/A	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							
2009	3	39	100	24.3	29.7	45.9	75.7
	4	103	100	14.6	54.2	31.3	85.4
	5	51	98	20.8	41.7	37.5	79.2
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	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	77	100	32.4	19.7	47.9	67.6
	4	105	95.2	19.4	53.8	26.9	80.6
	5	103	93.2	20.9	35.2	44	79.1
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
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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