

York School District One School District

1475 E Liberty St
York, SC 29745.00

Grades	PK-12 District	
Enrollment	5,166 Students	
Superintendent	Dr Vernon Prosser	803-684-9916
Board Chair	Shirley Harris	803-684-3733

THE STATE OF SOUTH CAROLINA 2012 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Good	Good*
2011	Average	Good
2010	Average	Good
2009	Below Average	At-Risk
2008	Average	Below Average

* The District's 2012 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

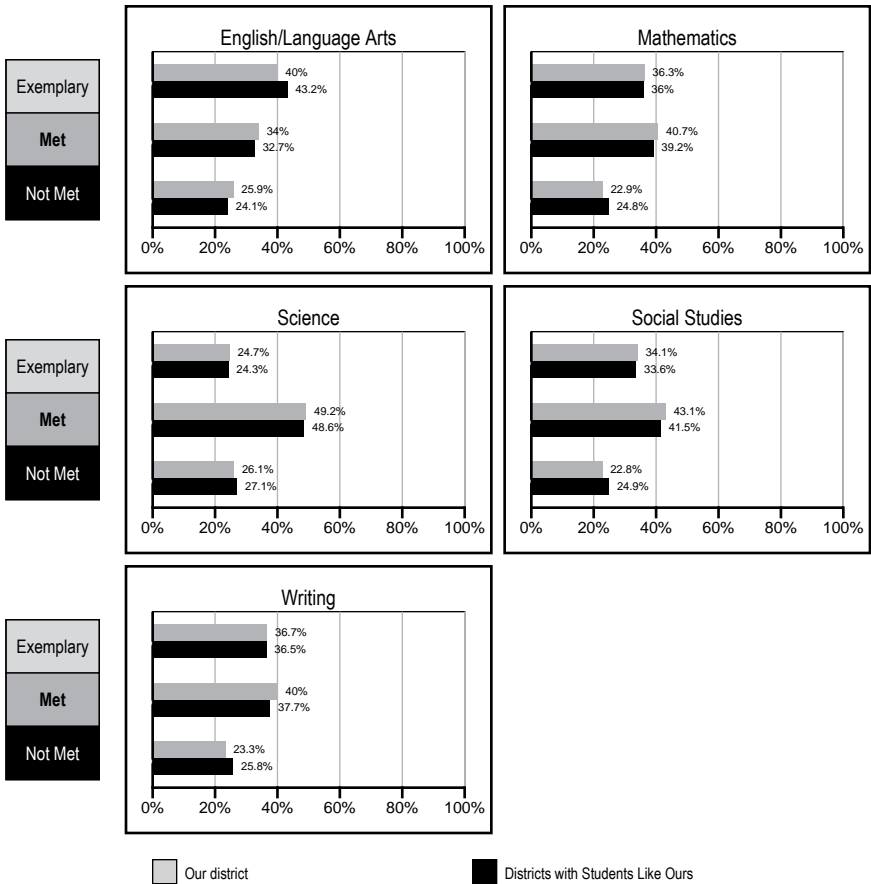
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 97.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	6	6	0	1

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

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

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our District			Districts with Students Like Ours		
	2010	2011	2012	2010	2011	2012
Passed both subtests	79.5%	82.5%	86.3%	79.6%	78.8%	80.0%
Passed one subtest	11.7%	9.7%	8.2%	11.1%	12.3%	12.5%
Passed no subtests	8.8%	7.9%	5.5%	9.4%	8.9%	7.9%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	85.9%	83.9%
English 1	78.0%	76.1%
Biology 1/Applied Biology 2	72.9%	79.1%
US History and the Constitution	63.9%	50.1%
All Subjects	75.9%	72.7%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	378	381	803	776
Number of Graduates in Cohort	296	286	567	550
Rate	78.3%	75.1%	74.5%	76.1%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	423	367	796	745
Number of Graduates in Cohort	343	304	572	550
Rate	81.1%	82.8%	73.4%	78.0%

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=5,166)				
First graders who attended full-day kindergarten	100.0%	No Change	98.8%	99.3%
Retention rate	1.3%	Up from 0.9%	1.8%	2.0%
Attendance rate	96.0%	Up from 95.7%	96.2%	96.1%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 1.0%	0.6%	0.6%
Enrolled in AP/IB programs	10.1%	Down from 10.5%	15.7%	13.5%
Successful on AP/IB exams	49.6%	Up from 39.1%	49.7%	49.9%
Eligible for LIFE Scholarship	60.8%	Up from 53.5%	32.8%	30.3%
Enrolled in adult education GED or diploma programs	21	Up from 14	63	59
Completions in adult education GED or diploma programs	18	Up from 14	39	31
Annual dropout rate	3.0%	Down from 3.1%	2.7%	2.7%
Teachers (n=343)				
Teachers with advanced degrees	69.1%	Up from 67.0%	63.4%	62.4%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	94.8%	Up from 93.5%	92.1%	91.1%
Teacher attendance rate	95.5%	Up from 95.4%	95.3%	95.1%
Average teacher salary*	\$49,383	Up 3.4%	\$47,927	\$46,595
Vacancies for more than nine weeks	0.0%	No Change	0.0%	0.1%
Professional development days/teacher	8.7 days	Up from 8.5 days	12.7 days	12.4 days
District				
Superintendent's years at district	3.0	Up from 2.0	5.0	3.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 19.8 to 1	22.7 to 1	21.7 to 1
Prime instructional time	90.8%	Up from 89.9%	90.1%	89.9%
Dollars spent per pupil**	\$8,852	Down 0.3%	\$8,689	\$8,866
Percent of expenditures for teacher salaries**	55.2%	Down from 57.2%	54.4%	53.1%
Percent of expenditures for instruction**	57.1%	Down from 59.2%	57.2%	55.9%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	9	Up from 8	13	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	Down from 0.3%	3.6%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	9.0	Up from 8.0	13.0	8.0
Parents attending conferences	100.0%	Up from 96.0%	98.9%	99.5%
Average administrator salary	\$76,674	Up 5.4%	\$79,028	\$77,744

* Includes current year teachers contracted for 185 or more days.

** 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	338	93.2%	1557	75.9%	381	75.1%
Gender						
Male	164	89.0%	733	74.4%	192	68.8%
Female	174	97.1%	824	77.2%	189	81.5%
Racial/Ethnic Group						
White	243	96.7%	1154	80.6%	273	78.4%
African American	75	84.0%	293	60.8%	82	65.9%
Asian/Pacific Islander	N/A	N/A	19	63.2%	N/A	N/A
Hispanic	11	72.7%	73	67.1%	15	60.0%
American Indian/Alaskan	N/A	N/A	18	66.7%	N/A	N/A
Disability Status						
Disabled	38	68.4%	143	50.3%	45	40.0%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	41	56.1%	N/A	N/A
Socio-Economic Status						
Subsidized meals	172	88.4%	865	70.1%	207	62.8%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2012

	Our District	Districts with Students Like Ours
Percent	93.2%	92.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2011	2012	2011	2012	2011	2012	2011	2012		
District	457	469	478	484	432	448	1366	1401		
State	479	477	489	487	459	458	1427	1422		
Nation	493	491	506	505	482	481	1481	1477		
ACT	English		Math		Reading		Science		Total	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
District	18.1	18.1	19.0	19.2	19.2	19.3	18.8	19.1	18.9	19.1
State	19.0	19.1	20.1	20.1	20.0	20.1	19.9	19.9	19.9	19.9
Nation	20.6	20.5	21.1	21.1	21.3	21.3	20.9	20.9	21.1	21.1

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School District Governance

Board Membership	5 trustees elected to single-member seats, 2 trustees elected to at-large seats
Fiscal Authority	District Board/Legislative Delegation
Average Number of Hours of Training Annually	102.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Sparking potential. Inspiring success. These four words are the foundation of our vision statement: Building the foundation for tomorrow by sparking potential and inspiring success. This vision frames our school district's mission of providing our students with a diverse, innovative education in a safe environment enabling them to be successful in their life's aspirations as responsible citizens living in a global society.

York School District One believes that each child is unique and should have the greatest opportunity to reach his or her full potential. This belief embodies our goals of using data to drive the district's decisions responding to the diverse needs of our students; creating an environment that develops a passion and the ability to read, write and communicate effectively in a global society; providing extra time and extra help in personal, social and academic areas for every student at all levels; and keeping pace with ever-changing technology.

Because we believe each child is unique and should have the opportunity to reach his or her full potential, York School District One is committed to providing a seamless transition from secondary to post-secondary education. We have created a college-going and career-readiness culture where many of our graduates attend some of the most prestigious colleges in the nation, go directly to work with Industry Certification, receive military preparation, and earn dual credits to attend two and four year colleges and universities.

Our greatest strength continues to rest in our community stakeholders. We enjoy strong, unified support of our schools across the district. The support is reflected in the first part of our mission of which states, "Working with the community ..." York School District One truly believes that education is a cooperative effort between schools and the community.

Learning is a life-long, ever-changing process, and our teachers realize that the timeless traits of good teaching and effective instruction never change. Everyone in the district, regardless of their position, has made a commitment to the professional ethics of the district. This means you can always count on us to be nurturing, inspiring, respectful, protective and dependable.

This is truly an exciting time for our school community. Our newest elementary school, Harold C. Johnson Elementary School, opened this fall. Through our comprehensive renovation process all of our facilities are now state-of-the-art and will serve as reminders of our communities' commitment to education, and as a reminder of one of our beliefs and goals: to keep pace with ever-changing technology that enhances teaching and learning. As our comprehensive high school alma-mater states, "We are one, we are many...different people, yet the same." This is who we are. "Building the foundation for tomorrow by sparking potential and inspiring success" – This is what we do!

Vernon L. Prosser, Superintendent

ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	92.8
Overall Grade Conversion	A
Points Total - Elementary Grades	92.9
Points Total - Middle Grades	94.2
Points Total - High School Grades	87.8

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator (Title I Schools)

The York School District One School District consists of 9 public schools with 1 of these schools, or 11.1%, in improvement status.

School	Status
Cotton Belt Elementary	Reward-Performance

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	655.6	651.6	622.3	631.5	99.8	99.8
Male	649.9	650.7	620.7	634.1	99.8	99.8
Female	661.6	652.6	624.0	629.0	99.8	99.8
White	663.1	657.7	630.5	636.7	99.8	99.8
African American	633.2	631.8	602.0	614.9	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	642.7	643.6	607.7	622.4	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	607.5	611.3	591.3	598.7	99.6	99.6
Limited English Proficient	635.2	640.3	601.0	619.0	100.0	100.0
Subsidized meals	642.7	640.0	612.3	620.2	99.9	99.9
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	650.4	656.0	639.7	647.4	99.8	99.8
Male	643.2	652.6	637.3	649.9	99.8	99.8
Female	657.4	659.2	642.2	644.9	99.8	99.8
White	656.0	660.6	646.9	651.1	99.8	99.8
African American	629.0	636.7	613.7	630.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	642.7	643.6	607.7	622.4	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	601.0	612.3	603.6	611.2	99.6	99.6
Limited English Proficient	645.8	657.7	636.9	652.8	100.0	100.0
Subsidized meals	640.3	647.5	629.5	636.9	99.9	99.9
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0
Grades 9-12						
All Students	233	237	76	72	99.4	99.4
Male	228	233	76	73	99.4	99.4
Female	237	242	76	71	99.4	99.4
White	235	240	79	73	99.6	99.6
African American	223	222	68	67	97.9	97.9
Asian/Pacific Islander	235	249	77	73	100.0	100.0
Hispanic	226	237	70	71	100.0	100.0
American Indian/Alaskan	229	220	70	70	100.0	100.0
Disabled	211	210	67	62	100.0	100.0
Limited English Proficient	219	241	71	68	100.0	100.0
Subsidized meals	228	231	71	69	100.0	100.0
Annual Measurable Objective (AMO)	223	220	76	71	95	95

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							
2011	3	418	99.8	28.1	23.1	48.7	71.9
	4	403	99.5	25.1	42	32.9	74.9
	5	419	100	24.6	44.1	31.4	75.4
	6	389	100	28.7	38.6	32.7	71.3
	7	407	98.5	25.5	37	37.5	74.5
	8	374	99.5	30.6	33.9	35.6	69.4
2012	3	348	99.7	24.4	23.2	52.4	75.6
	4	410	100	30.4	35.7	33.9	69.6
	5	380	100	24	42.1	33.9	76
	6	405	100	23.5	34.9	41.6	76.5
	7	402	100	25.3	33.9	40.9	74.7
	8	390	99.2	29.4	31.9	38.7	70.6
Mathematics							
2011	3	418	99.8	38.9	26.4	34.7	61.1
	4	403	99.5	30.5	42	27.4	69.5
	5	419	99.3	27.2	39.7	33.1	72.8
	6	389	100	21.5	44.4	34	78.5
	7	407	98	26.9	38.6	34.5	73.1
	8	374	99.5	32.8	48.6	18.6	67.2
2012	3	348	99.7	29.8	31.9	38.3	70.2
	4	410	99.8	25.9	44.6	29.5	74.1
	5	380	100	18.6	43.4	38	81.4
	6	405	100	15.8	40.6	43.6	84.2
	7	402	100	20.6	39.8	39.6	79.4
	8	390	99.2	28.3	43.1	28.6	71.7
Science							
2011	3	209	100	39.2	39.2	21.6	60.8
	4	399	99.5	31.1	58	10.8	68.9
	5	212	99.5	29.6	56.1	14.3	70.4
	6	193	100	33	56.2	10.8	67
	7	406	98.5	20.6	51.4	27.9	79.4
	8	188	100	21	43.6	35.4	79
2012	3	176	100	42.4	34.7	22.9	57.6
	4	407	100	28.6	62.8	8.6	71.4
	5	191	100	25.1	55.2	19.7	74.9
	6	205	100	32.2	53.3	14.6	67.8
	7	402	100	15.4	43	41.7	84.6
	8	192	99.5	22.1	37	40.9	77.9

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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							
2011	3	209	100	28.2	37.4	34.4	71.8
	4	396	99.5	27.7	50.3	22.1	72.3
	5	206	100	26.1	43.2	30.7	73.9
	6	196	100	17.3	53.4	29.3	82.7
	7	407	98	32.5	32.7	34.8	67.5
	8	185	100	23.9	36.7	39.4	76.1
2012	3	173	99.4	30.5	40.9	28.7	69.5
	4	409	100	26.2	50.6	23.2	73.8
	5	189	100	27.2	45.1	27.7	72.8
	6	200	100	18.7	52.3	29	81.3
	7	402	100	20.1	35.2	44.8	79.9
	8	196	99	14.3	35.7	50	85.7
Writing							
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	417	99.8	25.9	44.1	30	74.1
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	374	98.7	32.4	42.2	25.4	67.6
2012	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	380	99.7	25.1	42.8	32.2	74.9
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	391	99.7	21.3	37.3	41.4	78.7

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	N/A	99.2	11.3	32.5	31.7	24.5	63.9
	2012	1257	99.0	8.5	28.7	34.4	28.5	72.4

Mathematics								
All Students	2011	N/A	99.3	13.8	33.3	31.1	21.8	63.9
	2012	1257	98.9	15.9	28.6	26.2	29.3	65.0

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate, grades K-8	96.0%	94.0%*	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year

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