



SCHOOL DISTRICT OF THE CITY OF YORK
ANNUAL REPORT
2022–2023

Mission, Vision, Shared Values

MISSION

As a professional learning community, we educate the whole child by providing an engaging and challenging learning environment to ensure each student receives a premier education.

OUR THEORY OF ACTION

If...

Principals lead school-wide efforts to support teacher collaboration and increase students' readiness to learn; and Teachers work together to provide instruction that is aligned with standards, consistent with the district's scope and sequence, and differentiated to meet individual student needs; and Other school staff contribute to a school environment that fosters effective teaching and learning; and Central office staff work together to support school principals by setting clear expectations, providing needed resources in a timely manner, tracking and reporting on progress toward goals and facilitating communication with all stakeholders; and Students attend school prepared to engage in purposeful learning; and Families are engaged in supporting their students' learning.

Then...

Student learning will increase and all York City students will continuously graduate prepared for college and careers.

CORE BELIEFS OF THE SCHOOL DISTRICT OF THE CITY OF YORK

- All students can learn.
- Effective leaders build effective teams.
- Trust and respect are the foundation for success.
- Teaching matters. Teachers matter.
- Everyone — students, teachers, families, administrators and staff — is responsible for student success.

Non-Discriminatory Policy

The School District of the City of York does not discriminate on the basis of race, color, religious creed, ancestry, age, familial status, sex, national origin, sexual orientation, or disability. The policy of equal opportunity and treatment applies to every aspect of School District operations and activities, including admissions and employment practices.

This policy shall be made known to all persons and organizations associated with the School District of the City of York, to all Educational Placement Services, the Pennsylvania Bureau of Employment Security and all recruiting sources.

Any student, parent, employee, or citizen who feels that they have been denied because of race, color, religious creed, ancestry, age, familial status, sex, national origin, sexual orientation, or disability fair treatment or access of equal opportunity in any aspect of School District operations or activities should contact the Title IX compliance Coordinator, Rob Bernhard, or ADA and Section 504 Coordinator, Dr. Linda Brown, Administration Building, Post Office Box 1927, York, PA 17405, phone number (717) 845-3571. The School District is an "Equal Opportunity Employer."

TABLE OF CONTENTS

Superintendent’s Message	1
Leading the Way	2
Board of School Directors	2
Administration	3
Budget/Finance	4
Recovery Plan	5
Data/Demographics.	6
Academic Achievement	7
2022–2023 Data	8
EL Program Highlights	9
Safety & Security	10
Special Education	11
School Snapshots.	12
William Penn Senior High School	12
Smith STEAM Academy	13
Bearcat Cyber Academy	14
Davis Pre–K to 8.	15
Devers Pre–K to 8	16
Ferguson Pre–K to 8.	17
Goode Pre–K to 8.	18
Hannah Penn Pre–K to 8.	19
Jackson Pre–K to 8.	20
McKinley Pre–K to 8.	21

Superintendent's Message

DEAR BEARCAT FAMILIES,

I am delighted to present to you the annual report for the 2022-2023 school year. It is with great pride and appreciation that I reflect on the accomplishments and progress made throughout our school district. This year has been a testament to the unwavering dedication and resilience of our entire educational community.

Throughout the year, we have witnessed remarkable achievements in various areas of our district. Academic excellence has been at the forefront, with our students consistently demonstrating their intellectual capabilities. Our educators have gone above and beyond, adapting their teaching approaches to accommodate remote and hybrid learning models, ensuring that no student is left behind. As a result, we have seen significant improvements in test scores, academic performance, and graduation rates.

Furthermore, we have emphasized the importance of student well-being and mental health. Recognizing the unique challenges faced by our students, we have implemented comprehensive support systems, including counseling services, mentoring programs, and extracurricular activities to promote social and emotional development. Our commitment to fostering a positive school climate has yielded positive outcomes, with students reporting increased levels of happiness, engagement, and overall satisfaction.

Innovation has been a driving force in our district this year. We have invested in cutting-edge technology and resources to enhance the learning experience. Our teachers have embraced new instructional methods, incorporating blended learning, virtual reality, and project-based approaches to engage students and encourage critical thinking skills. We have also expanded our partnerships with local businesses and organizations, providing students with real-world experiences and opportunities for career exploration.

Moreover, community involvement has been instrumental in our success. We have strengthened our relationships with parents, guardians, and community members, recognizing the importance of collaboration in achieving our goals. Through town hall meetings, parent-teacher conferences, and community events, we have fostered open lines of communication, ensuring that every voice is heard and valued.

Looking ahead, we remain committed to our mission of providing an inclusive and equitable education for all students. We will continue to prioritize diversity, equity, and inclusion efforts, ensuring that every student has access to the resources and support they need to thrive. We will also focus on professional development for our educators, equipping them with the necessary tools and training to meet the evolving needs of our students.

I would like to express my deepest gratitude to our students, parents, teachers, and staff for their unwavering dedication and resilience throughout this exceptional year. Together, we have overcome numerous challenges and achieved remarkable milestones. I am confident that with our collective efforts, we will continue to inspire and empower our students to reach their fullest potential.

Thank you for your ongoing support and partnership.

Sincerely,

Andrea J. Berry, Ed.D.



Leading the Way



BOARD OF SCHOOL DIRECTORS

School Boards are policy making bodies who primarily function to create and evaluate policies needed to operate the school districts they govern. An administrative team manages the School District of the City of York, within the scope of existing School Board-approved policy. The Superintendent, who is appointed by the School Board, leads the administrative team.

A nine-member Board of Directors leads the School District of the City of York. Board members are elected at-large by District residents. Each School Board member is elected to a four-year term and serves without pay.

MICHAEL BREELAND, Board President
LISA KENNEDY, Board Vice President
JAMIEL ALEXANDER, Board Member
DIANE GLOVER BROWN, Board Member
MICAH LEONARD, Board Member
CASSANDRA LIGGINS, Board Member
MARGIE ORR, Board Member
LAQUINN THOMPSON, Board Member
TYNISHA WILKES, Board Member
JEFFREY A. GETTLE, Solicitor
LORI FERRELL, Board Secretary

PUBLIC MEETINGS

Board meetings are open to the public and community members are encouraged to attend and learn more about the operations of the district. Please note - the locations and formats of meetings are announced, in advance, on the district website.

REGULAR MEETINGS

The following public Regular Meeting dates are scheduled for 2023. Meetings begin at 6:30 PM unless otherwise noted.

Wednesday, September 20, 2023
Wednesday, October 18, 2023
Wednesday, November 15, 2023
Wednesday, December 13, 2023

REORGANIZATION MEETING

The Board will hold a Reorganization Meeting at 6PM December 4, 2023, during which Board Officers will be appointed and meeting dates for the year will be determined.

ADMINISTRATION

DR. ANDREA BERRY
SUPERINTENDENT OF
SCHOOLS

DR. LETRECIA GLOSTER
ASSISTANT SUPERINTENDENT

DR. GEORGE FITCH
ASSISTANT SUPERINTENDENT
OF STUDENT SERVICES

MARY MANNING
DIRECTOR OF SPECIAL
EDUCATION

DR. MICHAEL THEW
CHIEF RECOVERY OFFICER

DAIJA BERRY
COMMUNICATIONS
COORDINATOR

DR. DANIELLE MILES
PROJECT DIRECTOR

ANGELA ASHLEY
PRE-K PRINCIPAL AND
SUPERVISOR

LASHAUNDA HAYNES
SUPERVISOR OF
INSTRUCTION
MATH & SCIENCE K-12

BRANDON CARTER
SUPERVISOR OF
INSTRUCTION
ELA & SOCIAL STUDIES K-12

SMITA WEAKLAND
SUPERVISOR OF
INSTRUCTION ELD

STEVE PATRICK
DATA SPECIALIST
SUPERVISOR

NATASHA MATHIS
SUPERVISOR OF SPECIAL
EDUCATION

GINA CHRONIGER
SUPERVISOR OF SPECIAL
EDUCATION

CHARLOTTE BEAKLER
SUPERVISOR OF SPECIAL
EDUCATION

LAURA EDWARDS
STUDENT SERVICES
SUPERVISOR

ROBERT BERNHARD
DIRECTOR OF HUMAN
RESOURCES

DR. LORI BOWMAN
FEDERAL PROGRAMS
COORDINATOR

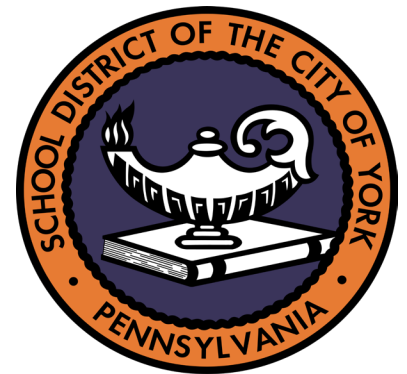
RICHARD MULDROW
SUPERVISOR OF BUILDINGS
AND GROUNDS

SHAWN HAIN
BUSINESS MANAGER

JESSICA ALTHOFF
COORDINATOR OF
TECHNOLOGY

DEBORAH HIOUTIS
SPECIAL PROGRAMS
COORDINATOR

CHIEF QUINN JOHNSON
CHIEF OF SCHOOL POLICE



FINANCES

MOVING FORWARD

The School District of the City of York (SDCY) continues to be an underfunded school district based on the Fair Funding Formula (Act 51 of 2014). The budget has been developed conservatively, including a small 1% tax increase to balance the budget without utilizing the district fund balance per PDE guidance for SDCY's Financial Recovery Plan.

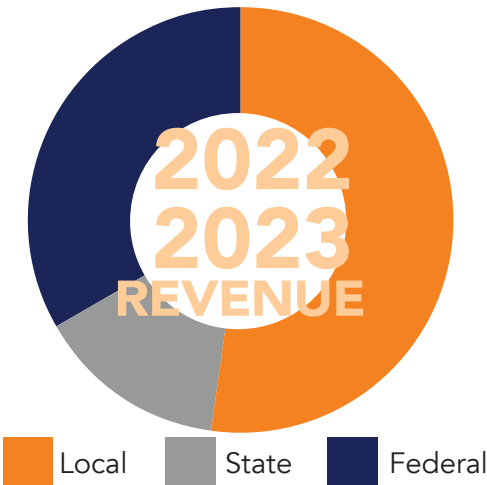
The district is optimistic that some of the Pennsylvania Department of Education (PDE) budget increases for Basic Education Funding (BEF), Special Education Funding (SEF) and the Level Up Funding proposal will be passed by the legislature.

"With an increase in these funding sources, SDCY will be able to move forward with providing an equitable, predictable, sustainable and high quality educational program for all students."

FINANCIAL YEAR	ACT 1 BASE INDEX	SDCY ADJUSTED ACT 1 INDEX	SDCY MILLAGE RATE
2018–19	3.9%	0%	33.7361
2019–20	3.7%	0%	33.7361
2020–21	4.2%	4.2%	35.1530
2021–22	4.9%	2%	35.8561
2022–23	5.5%	1%	36.2147

2022–23 BUDGET

Total Revenue	\$179,711,596
Local	\$41,179,735
(Including property taxes and other local sources)	
State	\$112,357,179
Federal	\$26,174,682
Total Expenditures	\$179,711,596
Salaries	\$52,689,312
Benefits	\$45,745,930
Professional Services	\$12,017,223
Other Services	\$1,411,228
Supplies	\$8,290,453
Property	\$250,000
Other Objects	\$4,985,423
Charter Schools	\$34,300,000
Debt Service	\$12,200,000
York County School of Technology	\$4,000,000
Surplus/Deficit	\$0.00
Fund Balance (ending 21–22)	\$24,722,924



2022-2023 BUDGET

	2022-2023 Actual	2021-2022 Budget	Dollar Change	% Change
REVENUES				
6000 Local	\$41,179,735	\$38,974,220	\$2,205,515	5.7%
7000 State	\$112,357,179	\$105,459,814	\$6,897,365	6.5%
8000 Federal	\$26,174,682	\$30,425,320	-\$4,250,638	-14.0%
9000 Other	\$0	\$0	\$0	
Total	\$179,711,596	\$174,859,354	\$4,852,242	
EXPENDITURES				
100 Salaries	\$52,689,312	\$57,084,948	-\$4,395,636	-7.7%
200 Benefits	\$45,745,930	\$42,957,090	\$2,788,840	6.5%
300 Professional Services	\$12,017,223	\$8,943,943	\$3,073,280	34.4%
400 Property Services	\$1,411,228	\$1,440,647	-\$29,419	-2.0%
500 Other Services	\$44,928,968	\$43,683,130	\$1,245,838	2.9%
600 Supplies	\$8,290,453	\$5,416,864	\$2,873,589	53.0%
700 Property	\$250,000	\$220,711	\$29,289	13.3%
800 Other Objects	\$4,985,423	\$5,826,405	-\$840,982	-14.4%
900 Other Uses of Funds	\$9,393,059	\$9,271,059	\$122,000	1.3%
Total	\$179,711,596	\$174,844,797	\$4,866,799	2.8%
Projected Surplus/(Deficit)	\$0	\$14,557		

RECOVERY UPDATE

The School District of the City of York Recovery Plan was amended on July 26, 2022 to include an Academic Focus phase.

The amendment outlined the strategies adopted by the Board geared toward improving academic outputs for all students Pre-K to 12.

The SDCY met the financial requirements of the Recovery Plan by adopting a balanced budget without the use of the fund balance, for the fourth year in a row.

Finally, the administrative team developed a SDCY Academic Plan Initiatives Summary and Resources document that demonstrated the focus of resources and efforts on creating the conditions for academic growth and improvement

of student achievement in all grade levels.

On October 28, 2022, Superintendent, Dr. Andrea Berry, Assistant Superintendent for Student Services, Dr. George Fitch and Chief Recovery Officer, Dr. Michael Thew, presented a new request to Acting Secretary of Education Eric Hagarty and his PDE Team to exit the status of Moderate Financial Recovery.

Using the financial data projections, coupled with the Academic Plan initiatives document, the team also shared the progress of the School District using PVAAS academic growth data.

On December 14, 2022 the SDCY Board of Directors approved a further Amendment to the Financial Recovery Plan and it was

subsequently approved by Acting Secretary Hagarty on December 15, 2022.

The culminating Recovery event occurred on December 29, 2022 with a ceremony held at the SDCY Administration Center where Acting Secretary of Education, Eric Hagarty and Chief Recovery Officer, Dr. Michael Thew, signed the Declaration of Termination of Moderate Financial Recovery Status Under Section 624-A of the Pennsylvania School Code.

This Declaration officially allowed the SDCY to exit Moderate Financial Recovery after 10 years.

On January 3, 2023, the SDCY entered the Monitoring Phase for the next five (5) years.

Data/Demographics

ACADEMIC ACHIEVEMENT

The School District of the City of York continues to see significant growth using the Pennsylvania Value Added Assessment (PVAAS) measure in Mathematics and English Language Arts district wide for grades 4-8. Growth data is reported through PVAAS, which is a statistical analysis that measures the progress of groups of students over time. The most recent data reflects student performance on the 2021-2022 Pennsylvania System of School Assessment (PSSA).

From an individual building perspective, PVAAS data reveals that seven of the district's eight K-8 schools exceeded the PA Academic Growth Standards in Mathematics and four of the eight K-8 schools exceeded the PA Academic Growth Standards in English Language Arts.

The district's African American, English Learner, Economically Disadvantaged, Students with IEPs, and Hispanic populations exceeded the PA Academic Growth Standards, in Mathematics and English Language Arts based on the PSSA.



PVAAS GROWTH MEASURE Grades 4–8 PSSA

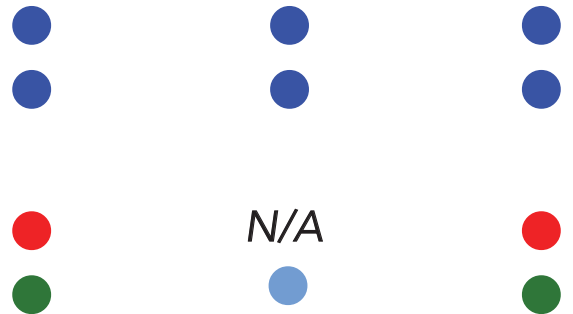
ELA
Math
Science

GRADE 4
GRADE 8

2018-2019

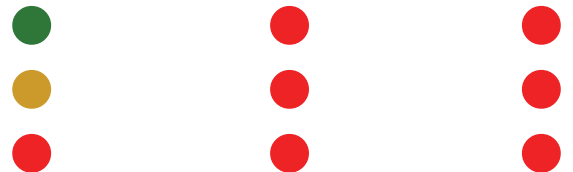
2020-2021

2021-2022



PVAAS GROWTH MEASURE HS KEYSTONE

Algebra
Biology
Literature



* Status legend Color Key on following page.

* Testing did not occur during the 2019-2020 school year due to COVID-19 closures.

* Due to the lack of initial testing in 2019-2020, growth measure data for 2020-2021 4th graders is not available.

2022–2023 PSSA GROWTH GRADES 4–8

<u>Demographic Subgroup</u>	MATH	ELA	SCIENCE
African American PSSA District PVAAS GROWTH MEASURE	●	●	●
English Learner PSSA District PVAAS GROWTH MEASURE	●	●	●
Economically Disadvantaged PSSA District PVAAS GROWTH MEASURE	●	●	●
Students with IEPs PSSA District PVAAS GROWTH MEASURE	●	●	●
Hispanic PSSA District PVAAS GROWTH MEASURE	●	●	●

STATUS LEGEND COLOR KEY

Significant evidence that the school exceeded the standard for PA Academic Growth

Moderate evidence that the school exceeded the standard for PA Academic Growth

Evidence that the school met the standard for PA Academic Growth

Moderate evidence that the school did not meet the standard for PA Academic Growth

Significant evidence that the school did not meet the standard for PA Academic Growth

Data/Demographics

2022–2023 DATA

- 5,949** Students enrolled at the start of 2022–23
- 1,185** Students who enrolled after the start of 2022–23
- 905** Students who withdrew before the end of 2022–23
- 26.46%** . . English Learner Students during of 2022–23
- 89.18%** . . K–8 Attendance Rate for 2022–23
- 78.46** High School Attendance Rate for 2022–23
- 17.0%** . . . Special Education Students at the end of 2022–23

DATA & ASSESSMENT HIGHLIGHTS

The Data and Assessment (DnA) Department continued its work to provide custom reports that enabled district and school leaders to make evidence-based decisions grounded in data.

Reporting expanded to include the creation of a new Early Warning System (EWS) tool that fostered a proactive response to identifying students in need of interventions. The EWS tool was released bi-weekly and gave leaders insight into where students were across

multiple domains, including academics, attendance, and behavior. School leaders will use the EWS in the 2023-2023 school year so that timely data may be used to support students.

The DnA team also led the creation, digitization and implementation of 149 standards-aligned locally created common assessments in three core content areas. In addition, the team supported creation and monitoring of 13,500 student testing events through the state’s Classroom Diagnostic Testing platform. The combination of locally created common assessments and the

state’s Classroom Diagnostic Testing platform provides school leaders and classroom teachers with an accurate snapshot of student achievement and growth throughout the school year. Ongoing conversations about the data ensures that steps can be taken to improve student outcomes when needed.

The DnA team also conducted a periodic in-house audit of the district’s Student Information System, Sapphire. During this audit the team standardized consolidated over 2,500 student and staff records. This enhanced operations and security for the data now and in the future. Team members also collaborated with technology department staff to ensure student accounts received security upgrades.



2022-2023 ENGLISH LEARNER REPORT

More than 27% of district students are English Learners. Out of the 27% of the English Learners, 86% of that subgroup speaks Spanish, 8% speaks Haitian Creole and 1% speaks French.

The English Language Development program (ELD) provides a rich learning environment that is student-centered, developmentally appropriate and literature-based. For more than 20 years, the district's English Learner student population has increased and, recently, there has been an increase of Haitian Creole families moving into the school district.

During the 2022-2023 school year, the district contracted with the Lincoln Intermediate Unit to provide a program review of our ELD program. The review has been completed and has provided areas of "glows and grows" to strengthen our program. PaTTAN and the district will provide professional development in the PLUSS framework at Jackson Pre-K to Grade 8 to build support in differentiating instructional strategies in lessons to engage every student in the learning process.

All districts in Pennsylvania are required to administer the annual ACCESS for ELL (WIDA) state assessment. It is a large scale and secure state English language proficiency assessment administered to Kindergarten through Grade 12 students who have been identified as English learners. ACCESS measures what students know and can do in English in the domains of

Listening, Speaking, Reading and Writing.

In addition to the ACCESS for ELLs (WIDA) state assessment, SDCY administered the Alternate ACCESS field test after the completion of the ACCESS for ELLs assessment. Previously, the assessment had not been updated for over 10 years and kindergarten was not available.

SDCY delivered professional development in-person and virtually this year. The professional development emphasized supporting English Learners through Cultural Relevance, Understanding English Learners and supporting administrators to ensure success of EL students.

Two separate, after-school EL tutoring sessions were offered in the fall and spring. The fall session ran for 16 days and the spring session ran for 14 days. The EL tutoring program provided targeted oral language opportunities on different topics to increase students' vocabulary and provided practice in increasing vocabulary usage in writing for EL students in Grades 3-6.

The Bilingual Outreach Workers (BOW) provided support at various parent activities to build connections among buildings and strengthen relationships with EL families. Their role creates a partnership between the communities, schools and EL families to strengthen and improve health knowledge, civic responsibility and the importance of family support for children in schools. SDCY offered 22 parent sessions for EL families. Some of the activities included cultural events, diversity days, financial literacy, job

readiness, navigating resources in the community, Three Kings Day, and ESL classes for parents.

The Bilingual Outreach Workers created nine short videos this year on the School District of the City of York YouTube channel. The videos provided information to support for our English Language parents in an alternative method. They provided a simple way to share short, targeted information with families. The videos are recorded in Spanish and Haitian Creole for parents.

The ESL parent classes were so successful in previous years that the district increased the number of classes offered during the 2022-2023 school year, with two separate classes offered during the fall and spring semesters. ESL parent classes averaged 34 parents per season at the Bearcat Cyber building on Mondays and Tuesdays. The program provided parents with the opportunity to learn English in order to build confidence and encourage greater involvement with their children and their teachers.

(WIDA) ASSESSMENT IS SUCCESSFUL

High School educators use the iLit program to assist EL students. The iLit program is a 45-minute intervention program that is designed for struggling readers. It accelerates English language development through a mix of strategies.

Safety & Security



SCHOOL POLICE PLEDGE TO SERVE AND PROTECT THE FUTURE LEADERS OF YORK

The School District of the City of York Police Department is a state-recognized, school-based law enforcement agency consisting of 16 sworn School Resource Officers and 30 civilian support staff.

BEYOND THE BADGE

The primary role of the School Police is to maintain safety and security and foster a safe learning environment for all students and staff. School Police model safety, diligence, building rapport, trust, and integrity with our students, staff, and community.

IN 2022-2023, THAT COMMITMENT WAS BEST HIGHLIGHTED THROUGH PROGRAMS, INCLUDING:

- Peace Summit with York City and York County
- School Zone safety initiative
- Narcan Certification for students
- Cyber Security training – York County Students
- K-9 Unit “Detection Dog” (Firearm/Explosive)
- Fleet of Emergency Patrol vehicles
- Health Career Initiative partnership with Wellspan Health
- P.A.T.H Certified Instructors
- O.C.A.T Certified Instructors
- Trauma-Informed Care Certified Instructors
- Organized York City School Police “May Day/Carnival”:
event at Good and Mckinley K-8’s
- Christmas “Giveaway” City-Wide
- Participated with students through “Wellness Wednesday”
Initiative
- Defense Tactics Certified Instructors

Special Education

OFFICE OF SPECIAL EDUCATION

The mission of the Office of Special Education (OSE) is to promote a diverse, inclusive, and supportive learning community committed to academic excellence and integrity. Academics and supports are provided in a caring, safe, and rigorous learning environment, responsive to ALL students, in collaboration with families and the community.

In order to meet the needs of students identified with an educational disability, the office of special education offers the following services and supports: Autistic Support, Emotional Support, Hearing Impaired Support, Speech and Language Support, Learning Support, Life Skills Support, Multiple Disabilities Support, Visually Impaired Support, and Gifted Support.

Other services include extended school year (ESY), hearing and audiology services, occupational therapy, psychological services, social work services, behavior analyst support, and transportation services.

The Office of Special Education is committed to working collaboratively with families to increase communication and improve overall efficacy of our student educational programs. While the development of the parent advisory committee is in its infancy stage, the OSE plans to meet regularly with the team and utilize parents' input to develop



a series of workshops for families during the 2023-2024 school year.

During the 2022-2023 school year, the OSE proudly began a PIAA regulated Special Olympics Unified Track Team, a fully-inclusive program that uses sports and leadership to successfully facilitate social inclusion and improve school climate.

The opening ceremony for our first home meet was hosted by Loretta Claiborne, the multi-award winning Special Olympian and *USA Today's* Woman of the Year. We are excited to grow this opportunity during the 2023-2024 school year to include more students and potentially add additional sports opportunities such as volleyball and bocce ball.

The OSE was also pleased to participate in their first annual walk for autism with Autism York, a non-profit group operated by a board of volunteers dedicated to supporting our local autism community.



School Snapshots

WILLIAM PENN SENIOR HIGH SCHOOL

William Penn Senior High School is committed to providing strong instruction, deep engagement, and high expectations to create life-long learners. It is time to get your learn on!

William Penn Senior High School 2022-23 big rocks included improving Tier 1 and data-driven instruction.

The administration team focused on Tier 1 instruction for students and noted that student engagement rose due through the implementation of active learning strategies.

The high school administrative team looked for group work, discussions, hands-on activities, problem-solving tasks, and real-world applications of concepts during classroom walk-throughs. Student engagement numbers were close to 90% by the end of the year.

Staff reviewed data on CDTs, Common Assessment and other academic goals to ensure that teachers created plans to accelerate student achievement and support students' weakness based on the data obtained from these assessments. The data-driven instruction led to our increased proficiency in our Keystone Data.

PRELIMINARY KEYSTONE DATA

18% increase in ELA
2% increase in Biology
No Change in Algebra 1

BEARCAT ACADEMIC SUPPORTS

SATURDAY SCHOOL

William Penn Senior High School offered students the opportunity to improve marking period grades, including the opportunity to recover one credit, by holding school on Saturdays during the 2022-2023 School Year.

Many of our students attended school from 8AM-12PM each Saturday from January to May 2023. During this time, the students worked one-on-one with teachers, either making up assignments, tutoring, and/or completing credit recovery in person.

Of the more than 70 students who attended Saturday School, 40% were seniors, 6% were juniors, 24% were sophomores and 30% were freshman. This contributed to getting students on track with their four-year cohort.

AFTER-SCHOOL TUTORING

William Penn Senior High School teachers provided students with one-on-one tutoring sessions after school during the 2022-2023 School Year. Content area teachers led content tutoring, our athletes attended sports tutoring, and many of our English Language Learners attended ELD Tutoring with the ELD Department. Many of our SLIFE (Students with Limited or Interrupted Formal Education) attended tutoring and excelled in linguistic and communication skills. Tutoring helped students achieve academic goals which kept them on track with sports, content and language development.

NIGHT SCHOOL

William Penn Senior High School offered a Night School program from March-May of 2023. More than 60 students participated in the program, which was offered from 5-8PM Monday through Thursdays. The Night School Program offered students an opportunity to obtain 2 credits and targeted students who needed to recover credits and be on track with their four-year cohorts. Of those who participated, 29% were seniors.

SUMMER SCHOOL & B.O.S.S. PROGRAM

During the 2022-2023 School Year, 292 students attended the William Penn Senior High School Summer School program. In addition, 54 students attended the Bearcats Opportunity Summer Session (B.O.S.S.) Program for rising 9th graders. Of the 54 B.O.S.S. students, 27 attained one artifact toward their state mandated Act 158 graduation requirement and 32 students attained 5 credits toward graduation.

CLASS OF 2023

We are thrilled to extend our warmest congratulations to the remarkable Class of 2023! Their hard work, dedication and perseverance culminated in the momentous achievement of attaining a 92% graduation rate for William Penn Senior High School!



EDGAR FAHS SMITH STEAM ACADEMY

Vision: To empower students to be inspired, life-long learners who are innovative problem-solvers for our future.

STEAM INTEGRATION

We believe in using integrative practices that incorporate diverse thinking across multiple disciplines. Through building-wide STEAM Challenges, students followed the steps of the Engineering Design Process, to find a solution to a problem. This school year students designed, built, and tested catapults, parade floats, grabber arms, parachutes, boats, rockets, and chain reactions in teams to find solutions. Our Makerspace is a community space for students to explore life cycles, native habitats, hydroponics, endangered species, coding, robotics, 3D printing, and circuitry.

SOLUTIONS FOCUSED

We believe all students will develop the skills of collaboration, communication, cooperation, critical thinking, and creativity to be productive in a global society. Project Based Learning embeds opportunities for students to solve real world problems. During the 2022-2023 school year, students in PreK-8th grade collaborated



with community members to gain real world experience with STEAM Career pathways including, but not limited to, scientists from local colleges, our Artists in Residency in areas of dance, photography, and historical quilting, careers in business through JA Biztown, and manufacturing and robotics through MANTEC's What's So Cool About Manufacturing contest.

TECHNOLOGY

We believe effective use of technology will lead to the development of learners who approach problems more creatively, think more critically, collaborate more skillfully, and communicate with higher levels of precision. In the 2022-2023 school year we continued our Computer Science curriculum with support from Project STEM, a grant funded Computer Science curriculum through Amazon Future Engineers. Students also participated in technology and engineering-based opportunities like Hour of Code and What's So Cool About Manufacturing. The Media Arts Lab continued to support projects in STEAM News, photography, video, audio, digital arts, and podcasts.

PERSONLIZATION

We believe that STEAM Students become life-long learners through engaging learning that applies to real life problems. Our PBIS work continues to strengthen the climate and culture of STEAM by celebrating of the positive actions of students and staff. We continue to support the needs of the whole child through daily SEL and PRIDE lessons.

CULTURE & COMMUNITY

We believe in creating a culture that embraces empathy, trust, compassion, and social awareness for others and our world. We engage with the community to ensure that learning is both authentic and meaningful. Our grant from the Department of Environmental Protection was continued into the 2022-2023 school year, affording our seventh-grade students the opportunity to continue their work on the Adopt-A-Stormwater-Drain program. As part of this experience, students had the opportunity to learn more about the Chesapeake Bay watershed and our local waterway, the Susquehanna River. Our Advisory Council continues to meet quarterly. Several members of the Advisory Council participated on the Planning Committee to develop this year's STEAM Cup Challenge. Students in grades K-4 built and designed a doll-sized cardboard chair for a storybook character. Students in grades 5-8 worked with a client from the community to design and build a full-sized chair from cardboard. STEAM student creations will be displayed in the client's business or organization. Our clients included Penn State York, The York Astrological Association, Wagman Construction, Creative York, Resource York, and TROLA Industries. We continue to grow our connection with the high school William Penn STEAM program. Several of the students in the high school engineering class assisted with the STEAM Cup Challenge, designing and building a prototype chair and sharing their build experience in a kick-off assembly with STEAM students.

School Snapshots

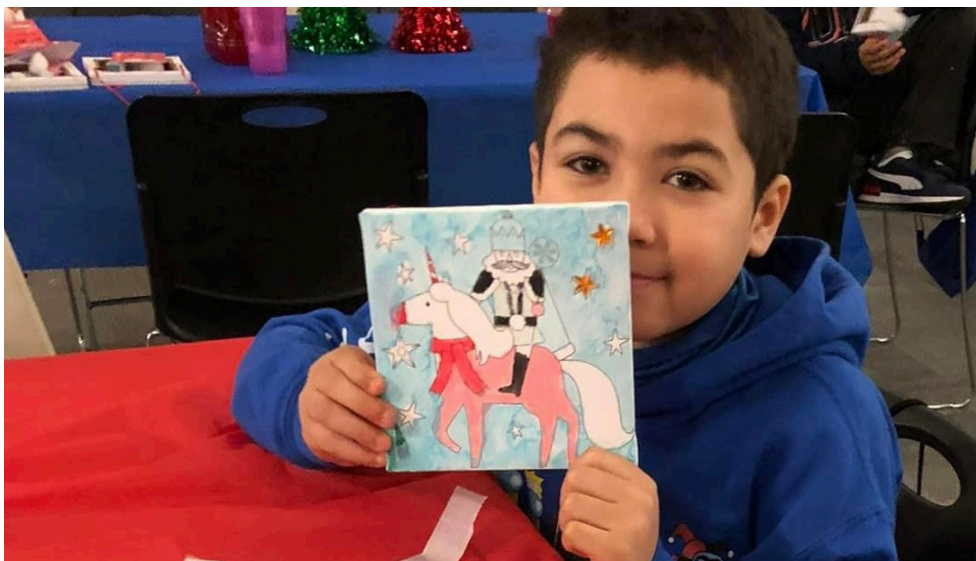
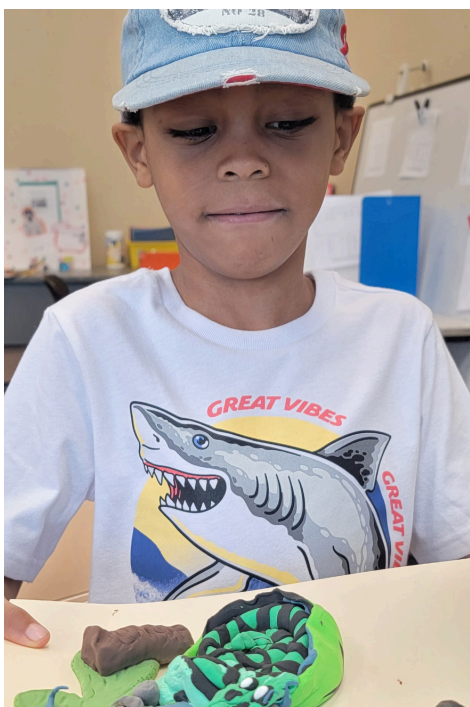
BEARCAT CYBER ACADEMY

The Bearcat Cyber Academy opened its doors at 329 Lindberg Avenue in July of 2021. It is a K-12 program serving a diverse population in the School District of York.

The Bearcat Cyber Academy is a collaborative partnership between teachers and families committed to providing a rigorous virtual education that encourages accountability, integrity and compassion within our diverse community to provide our students with a 21st century learning experience. Our program strives to provide a supportive and flexible education that can meet the ever changing needs of our students. BCA has 20 full-time staff members and offers over 200 courses. The program provides whole-group and small group instruction, 1:1 tutoring opportunities, and social events such as BCA's Trunk or Treat, BCA Family Thanksgiving Meal, and Field Day.

The program has assisted over 400 students in a variety of ways. Bearcat Cyber Academy offers credit recovery to assist students to get back on track toward graduation. Home visits and flexible small-group instruction ensures that students have what they need to succeed. Unlike other on-line learning environments, our BCA staff teach from York for our York City residents. We know our students and families and care deeply about them.

Teachers provide online instruction using Zoom meetings along with the Google Classroom platform complimented by Edgenuity (for upper grade levels) which will be new for the upcoming year. As the 2022-2023 school year comes to a close, we are excited for the partnerships and collaborations with community organizations for the upcoming year.





DAVIS Pre-K to 8

The Davis Pre-K to Grade 8 team is dedicated to our mission to provide every learner with an education that empowers them to overcome adversity in a caring environment centered on their needs, so they become productive, empathetic citizens.

The PBIS Leadership Team continues to implement a PBIS framework to help promote positive social skills and improve behavioral and academic outcomes by enhancing the school climate. We started the year off with Back to School Night with various organizations supporting our school (CYF, Pressley Ridge, York Food Bank, PA Counseling, Mosaic Church, Grace Baptist, St. Andrew's Church, York CPC, MHIDD, Family First Health, Martin Library, UPMC, Rita's, and the York City Police Department).

Our culture and climate have also been enhanced by the MTSS framework, which focuses on improving student academic performance while reducing expulsions, behavior referrals and suspension. We have seen positive results from this approach and include a team of staff to ensure

students are supported at many levels.

At Davis, our community partnerships complement and reinforce values, culture, and learning. We partner with St. Andrew's Church who hosts a monthly All Pro Family Breakfast that 60-90 Davis families attend regularly. During the breakfast, families engage in meaningful conversations and activities centered on a character-based curriculum. Partnerships with LCBC Church, Grace Baptist Church, and Mosaic Church continue to serve our students. The churches provide clothing and instrument donations and celebrate our staff. Mosaic Church provided Thanksgiving and Holiday meals and gifts to our students and families.

Listening to student voices is a critical element in adapting PBIS systems to improve equity in schools. Our students spoke, and we listened. We piloted the PALS (Partners in Academics and LiveSchool Support) Student Mentoring Program. The PALS Program provides opportunities for peer mentorship and partnerships between varied grade level classrooms. The year-long program develops relationships through building trust and respect, allows students to share experiences and perspectives, fosters a sense of community, and promotes belonging.

In addition, the student-led Davis News Morning Announcements are shown daily via video in classrooms. Students displaying Bearcat PRIDE are nominated by their teachers

to lead the News Crew. Student anchors and field reporters collaborate to write, produce and showcase all things positive at Davis!

Student Leadership is exemplified, as our students model safety behavior in the Davis Safety Patrol. Students fill out an application and interview for the position. Safeties wear their badges proudly and set a great example of Bearcat PRIDE throughout the building.

'Curriculum Corners' occurred during every monthly family engagement event to promote quality interactions surrounding academic literacy between students and parents.

We continue to celebrate our students with monthly Student of the Month Breakfast Celebrations, monthly grade-level celebrations, family attended Quarterly Academic Ceremonies, the school store, and the end of the year Field Day Celebration (all earned with LiveSchool points).



School Snapshots



DEVERS Pre-K to 8

Devers believes we need to dramatically increase academic results for our children to be successful in high school, college, and beyond. The enemy of Educational Justice is comfort. Devers K-8 is not comfortable underserving our students' academic, social, and emotional needs. We believe our students are worthy of educational excellence.

We will intentionally cultivate a community of adult and student learners, providing rigorous learning opportunities, analyzing data, and fostering relationships that help us deeply reflect on who we are and how we show up for our students and each other.

RIGOROUS LEARNING OPPORTUNITIES

Devers is committed to providing rigorous learning opportunities to students and staff. We offered accelerated math after school for 7th-grade students. To help minimize Covid gaps, students that were close to proficient readers in 3rd grade were tutored by their previous teachers after school. Math tutoring was available to 3rd and 4th-grade students. Our students attended Engineering Day at Penn State, STEM with

Next Generation IT. Students had the opportunity to experience the Whitaker Center, Cherry Lane, and Creative York.

Seven teachers took 95% training to help strengthen teaching reading skills to older students that may have skill deficiencies. Almost every reading teacher K-4 and both administrators are taking Apple Connections training this summer to better implement highly engaging structured literacy instruction.

We have a math teacher piloting the Modern Classroom and taking that coursework over the summer, as well.

This year, as we recovered from the pandemic, we kept our focus on analyzing data. We capitalized on the phenomenal work of the previous principal Keith Still and the data-driven Professional Learning Communities teachers were already participating in. We took it a step further and wanted to include parents in data discussions and created a data protocol that went out with report cards.

Last year's PVAAS growth index for Math and ELA were both dark blue indicating significant evidence that the school exceeded the growth standard.

This year three of our ELA classes, based on interim assessment data, have greater than a 50% chance of demonstrating proficiency on the PSSA's.

After the pandemic, we made a priority focus: mental wellness for our community.

Our data highlighted our disproportionate discipline toward boys. As a result, we created a boy's mentoring group called Brother to Brother to support academics and mental wellness. We started a gaming club and a chess club.

Dedicated faculty participated with a group of girls in Girls on the Run. The Student Council was also reinstated and students advocated, planned, and ran the first-ever Devers Junior Prom.

Our students continue to show PRIDE everyday. We celebrate them with monthly Pride events. We held a school dance, a fall fest, and a carnival to reward positive student behavior.

This year around PSSA, we also tried to de-stress teachers and offered massages, painting, yoga, and wellness activities to prioritize teacher mental wellness. We started Friday shoutouts to encourage and recognize the good work being done around the school.



School Snapshots



DURING THE 2022-2023 SCHOOL YEAR, OUR STUDENTS BENEFITED FROM THE FOLLOWING PROGRAMS.

VISION/MISSION STATEMENT

Our vision is to reimagine and redesign education for vulnerable students in the city of York by providing purposeful, student-centered, Tier 1 instruction that benefits ALL students.

FERGUSON Pre-K to 8

The Ferguson family's purpose is to improve student learning and meaningful collaboration. All students will feel a sense of belonging and social connection at Ferguson Pre-K to Grade 8. All staff members will accelerate high expectations and grade-level instructional content while supporting the needs of students and families.

Ferguson Pre-K to Grade 8 is a student-centered, full time comprehensive school for all students. The school provides a supportive and nurturing learning environment designed to accelerate academic achievement. Together, we work to improve our students' organizational and study habits, self-esteem, self-confidence and social skills.



School Snapshots



GOODE Pre-K to 8

During the 2022-2023 School Year, Goode Elementary focused on the idea of “being enough” using the story, “I Am Enough,” by Grace Byers, to share a message of self-affirmation for boys and girls of all backgrounds.

At Goode Elementary, the Bearcats’ academic and social success is celebrated through PBIS and Live School, where students are delighted to see the points grow and use them for school-wide events, such as Paint-and-Punch and the end-of-the-year kickball event. Faculty and staff organized a trunk-or-treat celebration for students after school, which was a highlight of the year. Our school community also celebrated a “Kindergarten Signing Day” for our incoming Bearcats.

We continue to build community partnerships and honor the York City community at Goode K-8. In the 2022-2023 School Year, students were recognized for their participation by the American Heart Association and were awarded an opportunity to purchase gym

and recess materials. In addition, through our partnership with the Community in Schools, PA Counseling and Check & Connect, students continue to build positive relationships and strengthen their skills.

The congregation of Temple Beth Israel continues to show dedication and commitment to the Goode K-8 community. We are rewarded with new experiences and ever-changing nature views in our inner courtyard as the seasons change. We have a flourishing courtyard garden that has helped educate and provide agricultural opportunities to our students in their own backyards. Together, York College of Pennsylvania and Penn State York’s College of Engineering continue to partner with Temple Beth Israel and the Goode Family to provide students with hands-on learning opportunities.

We also enjoyed the challenge that Ms. Koerner and Ms. Smallwood gave to our CIS, Student Support, and School Police Officer to provide all students with a gift for the holidays. The challenge was accepted and accomplished, with each student receiving a gift of their choice.

As part of “Doing Good for Goode,” the “Doing Good For Goode” Foundation provided school supplies to start the school year and gym equipment for the students to use as a sign of support and confirmation that the community supports and believes in the importance of students loving and believing in themselves.

Goode K-8 Choir performed at the 31st celebration of the Four Chaplains to honor our namesake A.D. Goode and his commitment to service and sacrifice. As we continue our mission to guide Goode Pre-K to Grade 8 to greatness, we look forward to our next chapter.



School Snapshots



HANNAH PENN Pre-K to 8

During the 2022-2023 academic year, Hannah Penn K-8 placed a strategic emphasis on Family Engagement, which saw remarkable support from the community through successful events like Family Roller Skating, Polar Express Night, Family Bingo, and Trunk or Treat. These events, notably the Polar Express Night, drew significant attendance from over 200 families, marking a high point in community participation. Recognizing the value of personalized teaching, Hannah Penn focused on small group instruction across all classrooms, supplemented with targeted professional development for educators. This pedagogical approach facilitated differentiation, tailored to students' abilities, interests, and learning styles, enhancing monitoring and feedback mechanisms. Small group instruction promoted peer learning, discussions, and active participation, leading to targeted interventions for struggling students, ultimately fostering academic, social, and

emotional growth. This approach is underpinned by ongoing assessments, data analysis, and collaboration among educators to ensure responsiveness to diverse student needs.

In collaboration with the 1st 10 network, Hannah Penn integrated play centers in kindergarten classrooms, adopting strategies from the Boston Public School System. These centers, which include hands-on Math and Writing Centers and imaginative Kitchen, Art, and Block Centers, contribute to cognitive, social, emotional, and physical development. They encourage creativity, social interaction, and problem-solving skills, forming a nurturing environment for emotional regulation.

Hannah Penn has fostered valuable partnerships within the community, notably with Family First Health, Community of Hope CPC, and Community in Schools. These collaborations have supported numerous initiatives, like family engagement events and PRIDE reward events, and contributed to truancy reduction. Such initiatives and programs have fostered a nurturing school community, facilitating mental health, emotional resilience, interpersonal skills development, and strengthened home-school connections. Moreover, through these partnerships, students are recognized for their achievements, fostering a positive school climate. Truancy reduction efforts ensure students remain engaged in their education, highlighting the impact

of these partnerships on the school's overall positive transformation.

Going forward, Hannah Penn plans to prioritize and nurture these partnerships further, seeing them as critical in fostering a true community school environment. This strategy allows for the development and implementation of innovative programs and evidence-based practices, with a commitment to providing high-quality education and making a lasting impact on the community.



School Snapshots



JACKSON Pre-K to 8

During the 2022-2023 School Year, the students, faculty & staff of Jackson continued to accomplish all set goals!

By creating high expectations for all and developing a positive culture that focuses on diversity, equity and inclusion, the Jackson Pre-K to Grade 8 team strives to improve academic performance. We began the school year by engaging both our Instructional and Cultural Leadership teams, composed of stakeholder representation from each grade level team, to develop our three "big rocks" for the school year. The three focal points were: increasing communication, increasing stakeholder input and our increasing reward opportunities.

Stakeholder Input/Feedback

One of the first "rocks" our Leadership teams tackled was increasing our stakeholder input and feedback. Through the use of PLCs, consistent monthly team meetings, parent surveys, community events and more, the team was able to receive input and feedback that we used to enhance our processes and

efforts throughout the school year. Creating opportunities for students, staff and families to provide feedback helped to increase the level of engagement and the overall climate and culture of the school building.

Increasing Reward Opportunities
Responding to feedback from our students and families, our leadership team developed a plan to increase our reward opportunities. Students and staff alike, received rewards throughout the year for positive behavior and exemplifying the building's high standards. We successfully hosted six school-wide fests, in addition to our annual holiday celebrations, along with recognizing student achievement in these areas monthly. Families received a "thank you" with our weekly coffee cart, staff through our sunshine cart, and students with our PawMart prizes. All activities aided in enhancing our culture and climate for all stakeholders.

Increasing Communication

Our last "big rock" was our biggest, and best way to improve our school culture through communication with stakeholders. Monthly meetings with our parent liaisons, along with consistent meetings with our student ambassadors, provided our families and student with regular opportunities to share their voices with us. Our monthly newsletters and weekly FYI's allowed us to communicate important information to our staff in a timely, consistent manner. And our biggest push was the celebration and recognition of all of the great things we do at Jackson on our social media

handles. Our newly implemented YouTube page and enhanced presence on Facebook and Instagram helped communicate our highlights and successes to our community.





MCKINLEY Pre-K to 8

McKinley Pre-K to Grade 8 emulated Dr. Berry's "Relentless Dedication" mantra this school year. Committing to creating a safe learning space that enhances critical thinking skills to create integrity at home, school, and in the community is what makes McKinley "magic".

The staff at McKinley PreK-8 embraced the implementation of Critical Thinking through the exploration of a partial book study, purposefully designed Professional Learning sessions, video exemplars of critical thinking in action, ongoing critical thinking action plans for skill improvement, Make-and-Take sessions to enhance classroom instruction, daily morning announcements that incorporate critical thinking skills, and a Critical Thinking Family night hosted in March. In addition, several Family Engagement events were held this year such as Open House, Fall Fest & Trunk or Treat, the December Holiday Shop, Family Skate Nights at Roll-R-Way, a Spring Swag Shop, the McKinley Night of Music, the Eighth Grade Promtion

Ceremony, and our end of the year celebrations. PBIS, at the Tier I level, is a bright spot at McKinley PreK-8. The staff has made an immense contribution to recognizing, rewarding, and reinforcing positive behaviors through the use of LiveSchool. Shifting staff usage from an average of 48% last year to an average of 94% this school year has been an amazing feat!

Additionally, we have worked diligently to provide our students with meaningful opportunities and experiences to expand their interests, talents, and intrinsic motivation. Some of those opportunities included: a welding program, wood burning, rocket building & launching, dissections (sharks, fetal pigs, and squids), a Student Ambassador Program, Safety Patrol Program, a girls' mentoring group, after-school Art Club, McKinley Beats (a student drum group), McKinley Chorus, along with monthly and quarterly reward event.



CONTACT US

Board of School Directors

31 N. Pershing Avenue
York PA 17401
(717) 845-3571

Devers Pre-K to Grade 8

801 Chanceford Avenue
York PA 17404
(717) 849-1210

Jackson Pre-K to Grade 8

177 E. Jackson Street
York PA 17403
(717) 849-1223

District Administration

31 N. Pershing Ave.
York, PA 17401
(717) 845-3571

Ferguson Pre-K to Grade 8

525 N. Newberry Street
York PA 17404
(717) 849-1344

McKinley Pre-K to Grade 8

600 Manor Street
York PA 17403
(717) 849-1312

Bearcat Cyber Academy

329 Lindbergh Avenue
York, PA 17403
(717) 849-1388

Goode Pre-K to Grade 8

251 N. Broad Street
York PA 17403
(717) 849-1314

Smith STEAM Academy

701 Texas Avenue
York PA 17404
(717) 849-1240

Davis Pre-K to Grade 8

300 S. Ogontz Street
York, PA 17403
(717) 849-1246

Hannah Penn Pre-K to Grade 8

415 East Boundary Avenue
York PA 17401
(717) 849-1256

William Penn Senior High School

101 W. College Avenue
York PA 17403
(717) 849-1218

CONNECT WITH US ONLINE



Website: www.ycs.k12.pa.us



Facebook: facebook.com/yorkcityschools



Instagram: instagram.com/yorkcity_sd/



YouTube: youtube.com/YorkBearcats



Twitter: twitter.com/YorkCity Schools