



Orchard Park Elementary

600 Toccoa Highway
Westminster, S.C. 29693

Grades	PK-5 Elementary School	
Enrollment	484 Students	
Principal	Janice Halman	864-647-3062
Superintendent	Dr. Michael Lucas	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	Below Average
2005	Good	Good
2004	Good	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

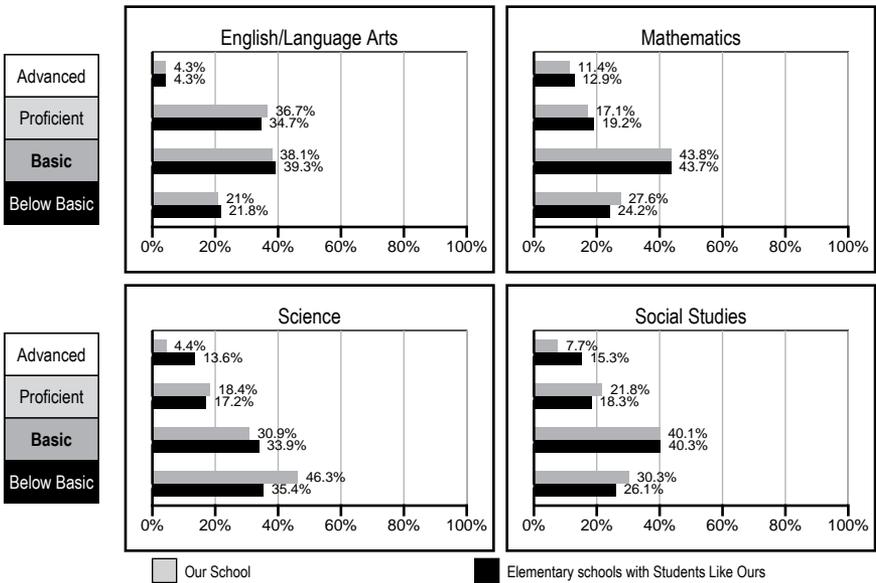
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	49	35	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=484)				
First graders who attended full-day kindergarten	100.0%	Up from 79.1%	100.0%	100.0%
Retention rate	3.9%	Up from 2.0%	2.7%	2.3%
Attendance rate	95.8%	Up from 95.6%	96.3%	96.3%
Eligible for gifted and talented	9.6%	Down from 12.6%	10.4%	10.4%
With disabilities other than speech	10.7%	Up from 8.8%	8.7%	7.5%
Older than usual for grade	0.5%	Down from 0.8%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	66.7%	Up from 58.8%	57.9%	56.7%
Continuing contract teachers	86.1%	Up from 73.5%	80.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.0%	Up from 81.6%	87.8%	86.4%
Teacher attendance rate	94.3%	Up from 93.6%	95.0%	94.9%
Average teacher salary	\$43,719	Up 4.2%	\$45,627	\$45,345
Professional development days/teacher	13.7 days	Up from 11.0 days	12.3 days	12.6 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 18.6 to 1	18.4 to 1	18.5 to 1
Prime instructional time	88.9%	Up from 87.8%	89.7%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,280	Up 5.7%	\$6,918	\$7,052
Percent of expenditures for instruction*	66.5%	Down from 67.1%	68.7%	69.1%
Percent of expenditures for teacher salaries*	63.9%	Up from 63.8%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The mission of Orchard Park Elementary School is, through partnerships with home and community, to develop responsible, productive citizens by providing an inviting learning environment with high standards of success for all students. It is our goal to continue to focus on best practices and research-based instruction across all disciplines. At Orchard Park our highly qualified teachers analyze test and Measures of Academic Progress (MAP) data to determine the academic needs of our students and provide them with the support they need for academic success.

To further support the academic needs of our students, Orchard Park offers a variety of programs: SOAR to Success, Reading Recovery, Early Reading Intervention, Mentoring, Tutoring, Before and After School Computer Lab, Business Partner Volunteer Program, Morning Book Buddies, and Small Group Reading Instruction. As our school continues to promote a balanced literacy program, all grades now participate in 100 Book Challenge. School-wide, instruction focuses on small group instruction and literacy development. Our MAP results indicate this approach has been successful with our students, as we have seen increased reading scores in all grades.

Orchard Park Elementary School is a place where students are able to learn, experience success, develop trust, demonstrate creativity, gain and return respect, and be a member of a caring family. Parents are encouraged to be members of the school family and participate in school decisions affecting their children as well as the success of all students. The faculty and staff devote endless hours to students to ensure they have opportunities to achieve their maximum potential.

Janice Halman, Principal
Kim Hurtado, SIC chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	67	35
Percent satisfied with learning environment	88.5%	92.4%	97.1%
Percent satisfied with social and physical environment	96.2%	83.6%	85.3%
Percent satisfied with school-home relations	84.6%	90.9%	85.3%

* 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

NO

This school met 14 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	232	100	21.1	38	36.2	4.7	53.5	50.9	48.2	Yes	Yes
Gender											
Male	111	100	25.7	41.6	29.7	3	42.6	43	41.7	N/A	N/A
Female	121	100	17	34.8	42	6.3	63.4	59.3	55	N/A	N/A
Racial/Ethnic Group											
White	197	100	22.1	35.4	37	5.5	55.2	54.1	60	Yes	Yes
African American	23	100	22.7	50	27.3	0	40.9	35.4	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.4	70.4	I/S	I/S
Hispanic	11	100	0	60	40	0	50	39.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
Disability Status											
Disabled	41	100	50	38.9	8.3	2.8	16.7	16.1	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	38	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	138	100	28.5	43.1	24.4	4.1	43.9	38.8	34	Yes	Yes

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

All Students	232	100	27.2	44.1	17.4	11.3	44.6	50.9	45.8	Yes	Yes
Gender											
Male	111	100	23.8	43.6	19.8	12.9	46.5	51	45.6	N/A	N/A
Female	121	100	30.4	44.6	15.2	9.8	42.9	50.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	197	100	25.4	42.5	18.8	13.3	48.1	54.9	59	Yes	Yes
African American	23	100	36.4	59.1	4.5	0	27.3	28.4	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.6	71.3	I/S	I/S
Hispanic	11	100	40	40	20	0	20	41.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.3	46.2	I/S	I/S
Disability Status											
Disabled	41	100	50	38.9	11.1	0	22.2	21.6	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	138	100	37.4	43.9	13	5.7	31.7	38.3	31.4	No	Yes

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

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	148	100	46	31.4	18.2	4.4	22.6	35.1	35.7	95.8	96.3
Gender											
Male	76	100	42.6	36.8	14.7	5.9	20.6	37	37.4	95.6	96.3
Female	72	100	49.3	26.1	21.7	2.9	24.6	33.1	33.8	95.9	96.2
Racial/Ethnic Group											
White	125	100	42.6	32.2	20	5.2	25.2	38.8	49.2	95.7	96
African American	19	100	57.9	31.6	10.5	0	10.5	15.8	17	96.1	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	58	97.2	96.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.9	97.1	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.2	97.4
Disability Status											
Disabled	28	100	70.8	20.8	8.3	0	8.3	11.9	14	94.2	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	21.3	24.4	97.7	97.3
Socio-Economic Status											
Subsided meals	79	100	62	23.9	12.7	1.4	14.1	24.2	21.1	95.3	95.7
Social Studies											
All Students	156	100	30.6	40.3	21.5	7.6	29.2	33.5	34	95.8	96.3
Gender											
Male	69	100	21.9	43.8	18.8	15.6	34.4	37.6	36.6	95.6	96.3
Female	87	100	37.5	37.5	23.8	1.3	25	29.1	31.3	95.9	96.2
Racial/Ethnic Group											
White	131	100	31.1	38.5	21.3	9	30.3	35.9	44.5	95.7	96
African American	14	100	30.8	46.2	23.1	0	23.1	20.9	19.1	96.1	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	58.9	97.2	96.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	23.5	27.5	97.1	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.2	97.4
Disability Status											
Disabled	26	100	65.2	34.8	0	0	0	15.8	14.4	94.2	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	97.7	97.3
Socio-Economic Status											
Subsided meals	96	100	31	44.8	18.4	5.7	24.1	22.6	21	95.3	95.7

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

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	73	100	8.7	47.8	40.6	2.9	43.5	
	4	67	100	14.1	54.7	29.7	1.6	31.3	
	5	66	100	16.1	62.9	19.4	1.6	21	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	84	100	18.7	34.7	40	6.7	46.7	
	4	72	100	25	35.3	33.8	5.9	39.7	
	5	76	100	20	44.3	34.3	1.4	35.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	73	100	21.7	52.2	15.9	10.1	26.1	
	4	67	98.5	23.8	34.9	17.5	23.8	41.3	
	5	66	100	14.5	45.2	22.6	17.7	40.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	84	100	28	54.7	13.3	4	17.3	
	4	72	100	32.4	38.2	14.7	14.7	29.4	
	5	76	100	21.4	38.6	24.3	15.7	40	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	36	100	34.3	48.6	17.1	0	17.1	
	4	67	100	40.6	25	21.9	12.5	34.4	
	5	33	100	24.2	42.4	24.2	9.1	33.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	40	100	25.7	37.1	34.3	2.9	37.1	
	4	72	100	54.4	29.4	13.2	2.9	16.2	
	5	36	100	50	29.4	11.8	8.8	20.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	37	100	8.8	52.9	29.4	8.8	38.2	
	4	67	100	31.3	45.3	14.1	9.4	23.4	
	5	33	100	31	37.9	24.1	6.9	31	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	44	100	15	42.5	35	7.5	42.5	
	4	72	100	39.7	41.2	14.7	4.4	19.1	
	5	40	100	30.6	36.1	19.4	13.9	33.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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