



## ORCHARD PARK ELEMENTARY

600 Toccoa Highway  
Westminster, S.C. 29693

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	446 Students	
<b>Principal</b>	Kathy Whitmire	864-886-4515
<b>Superintendent</b>	Dr. Mike Lucas	864-886-4400
<b>Board Chair</b>	Andy Inabinet	864-710-0796

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	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

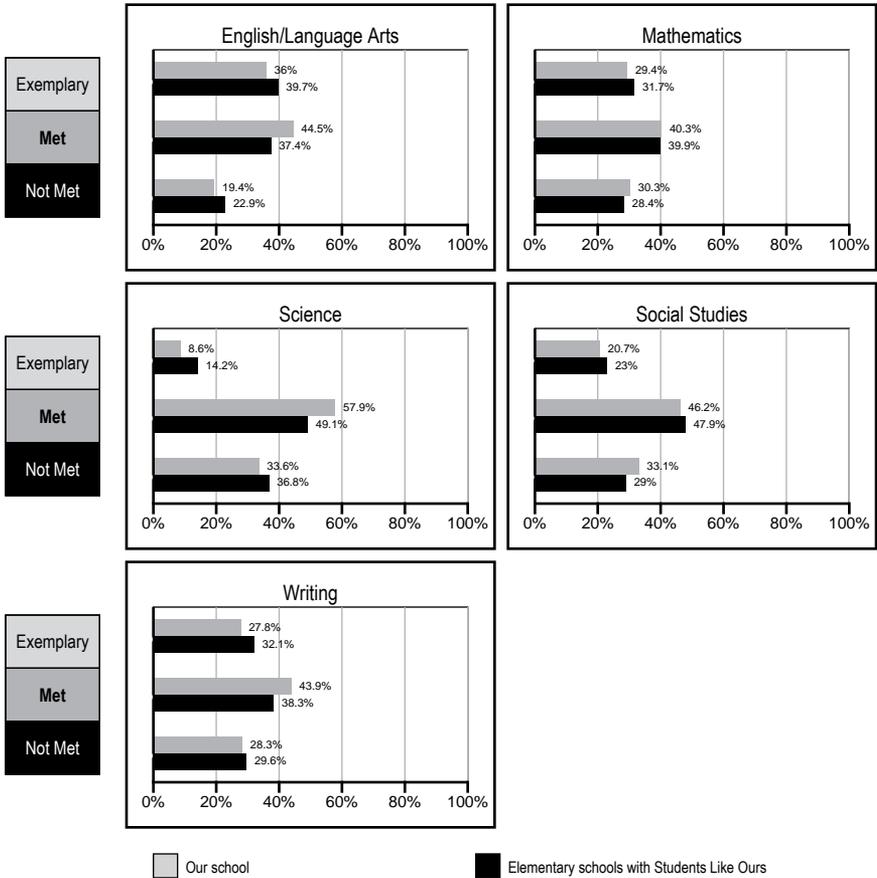
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
7	25	89	3	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
<b>Students (n=446)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 90.3%	100.0%	100.0%
Retention rate	1.5%	Down from 1.6%	1.2%	1.2%
Attendance rate	95.4%	Down from 96.1%	95.9%	96.1%
Eligible for gifted and talented	10.9%	Up from 10.0%	11.6%	11.7%
With disabilities other than speech	10.4%	Down from 12.4%	8.8%	8.0%
Older than usual for grade	0.6%	Up from 0.5%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	63.2%	Down from 64.9%	60.6%	60.5%
Continuing contract teachers	89.5%	Up from 86.5%	86.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.1%	Up from 88.0%	88.8%	87.0%
Teacher attendance rate	97.5%	Up from 93.3%	95.3%	95.4%
Average teacher salary*	\$47,746	Up 1.9%	\$47,317	\$47,288
Professional development days/teacher	16.2 days	Up from 7.9 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.9 to 1	19.1 to 1	19.2 to 1
Prime instructional time	92.2%	Up from 88.6%	90.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.5%	Down from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,917	Up 4.3%	\$7,549	\$7,548
Percent of expenditures for instruction**	68.2%	Up from 66.3%	67.4%	68.7%
Percent of expenditures for teacher salaries**	66.6%	Up from 63.4%	64.2%	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

After comprehensive review of our data, Orchard Park Elementary chose to focus on literacy for the 2009-2010 school year. A Reading Strategist was hired to work with 3rd-5th grade students struggling in reading. The Orton-Gillingham reading program was introduced and teachers in grades K-3 were trained. First grade support teachers pushed into classrooms giving students more small-group instruction in reading. To support our literacy instruction additional site licenses for Successmaker, a supplemental reading program, were purchased. An additional computer lab was set up which allowed students access to Successmaker at least 3 times a week.

Early Intervention strategies were implemented which included the Kindermusik/Early Literacy program and was introduced to PIP, PK, and Kindergarten; two Motor Labs were established to provide early intervention to address motor planning and sensory integration in students who are struggling academically; and ERI and Reading Recovery services were continued. The MAP (Measurement of Academic Progress) was given 3 times this year to monitor student progress. This data was shared with staff, students, parents, and SIC.

Activities and programs were introduced to enrich our curriculum. A Community Garden Committee was established to refurbish the apple orchard and begin plans for a school garden. A school vegetable garden was started and integrated into our curriculum. A garden blog and wiki were created to promote dialog among teachers regarding curriculum and instruction. Authentic experiences were created for our students with activities such as voting machines for student council elections, and a living museum project for fourth grade students.

Students were challenged to take ownership in their learning and to set high expectations for achievement. Data was shared with students and goals established each nine weeks. Trophies were given to the classes with the highest gains in Successmaker. A GPS (Great Potential and Success) club was started to work with families and students who were experiencing school challenges. Leadership opportunities were provided for students which included The Buzz News Team, Media helpers, Safety patrol, Student Council, and Jr. Beta Club. Students were provided enrichment opportunities that included Chorus, Handbells, Drama Club, and SmART Club. PBIS, our school-wide discipline program, was strengthened which resulted in a reduction in total discipline referrals to the office from 138 to 105.

Communicating and involving parents in our school continues to be a goal of OPE's. Examples of parental involvement included participation by over 800 parents attending our Grits for Grans, Muffins for Mom, and Donuts for Dad events and our school-wide cookout. The All Pro Dad Program, sponsored by Chick Fil A, was started to promote involvement by fathers in their children's education.

Communication was improved through updates to our school website and the establishment of teacher websites. Classroom newsletters were sent home weekly, school newsletters were sent out monthly, surveys were conducted with students and parents, and weekly news articles were submitted to local papers to keep our community informed of school activities.

All of these efforts have resulted in improving our students' achievements. We will continue to strengthen our curriculum, instruction, and parental support to work in partnership to make Orchard Park Elementary a top performing school.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	63	37
Percent satisfied with learning environment	100.0%	88.9%	88.9%
Percent satisfied with social and physical environment	100.0%	84.1%	91.7%
Percent satisfied with school-home relations	73.0%	93.7%	86.5%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

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

School Improvement Status

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	215	99.1	19.3	44.8	35.8	90.1	83.6	83.5	Yes	Yes
<b>Gender</b>										
Male	113	98.2	22.5	40.5	36.9	86.5	80	80.1	N/A	N/A
Female	102	100	15.8	49.5	34.7	94.1	87.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	184	99.5	17	46.2	36.8	92.3	85.6	89.6	Yes	Yes
African American	18	94.4	41.2	41.2	17.6	76.5	74.3	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76.7	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.6	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	43	95.4	44.2	48.8	7	74.4	52.7	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	76.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	138	98.6	24.3	43.4	32.4	87.5	77.8	76.9	Yes	Yes

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

All Students	215	99.5	30.2	40.1	29.7	83	82.6	80.4	Yes	Yes
<b>Gender</b>										
Male	113	99.1	36	36	27.9	79.3	80.7	78.4	N/A	N/A
Female	102	100	23.8	44.6	31.7	87.1	84.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	184	100	26.9	42.3	30.8	84.1	84.6	87.8	Yes	Yes
African American	18	94.4	64.7	23.5	11.8	76.5	70.6	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	79.6	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.6	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	43	97.7	55.8	34.9	9.3	65.1	53.9	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	79.5	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	138	99.3	36	39	25	79.4	76.2	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**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	144	100	33.3	57.4	9.2	66.7	68.2	67.3
<b>Gender</b>								
Male	74	100	33.3	56.9	9.7	66.7	68.3	66.9
Female	70	100	33.3	58	8.7	66.7	68.2	67.7
<b>Racial/Ethnic Group</b>								
White	123	100	30.6	60.3	9.1	69.4	72.8	79.6
African American	14	100	53.8	38.5	7.7	46.2	45.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	77.8	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	51.5	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>								
Disabled	29	100	48.3	48.3	3.4	51.7	39	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	49.4	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	93	100	38.5	52.7	8.8	61.5	57.8	55.4
<b>Social Studies</b>								
All Students	146	100	32.9	46.6	20.5	67.1	68.4	70.9
<b>Gender</b>								
Male	73	100	31.5	45.2	23.3	68.5	68.9	70.1
Female	73	100	34.2	47.9	17.8	65.8	67.8	71.7
<b>Racial/Ethnic Group</b>								
White	125	100	32	46.4	21.6	68	70.9	79.2
African American	8	I/S	I/S	I/S	I/S	I/S	56.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	58.5	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	27	100	51.9	40.7	7.4	48.1	39.5	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	60.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	93	100	37.6	43	19.4	62.4	56.9	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
<b>Writing</b>										
All Students	216	99.1	28	44.1	28	72	72.8	72.1	95.4	95.9
<b>Gender</b>										
Male	113	99.1	35.1	45	19.8	64.9	64.7	65.2	95.5	95.9
Female	103	99	20	43	37	80	81.3	79.2	95.3	95.8
<b>Racial/Ethnic Group</b>										
White	184	99.5	26	46.4	27.6	74	75	80.8	95.3	95.6
African American	18	94.4	43.8	37.5	18.8	56.3	63.2	59.7	96.1	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.6	87	96.1	98.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.9	64.6	95.6	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.9	73.4	96.6	95.9
<b>Disability Status</b>										
Disabled	43	95.4	58.5	34.1	7.3	41.5	29.2	27.7	95.2	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	59.7	63.7	95.8	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	140	98.6	33.3	43.7	23	66.7	63.9	61.9	95.1	95.4

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
<b>English/Language Arts</b>							
<b>2009</b>	3	81	98.8	11.3	40	48.8	88.8
	4	75	100	19.7	59.2	21.1	80.3
	5	71	100	26.1	40.6	33.3	73.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	67	98.5	24.2	33.3	42.4	75.8
	4	74	98.7	14.9	47.3	37.8	85.1
	5	74	100	19.4	52.8	27.8	80.6
	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
<b>Mathematics</b>							
<b>2009</b>	3	81	98.8	31.3	45	23.8	68.8
	4	75	100	21.1	57.7	21.1	78.9
	5	71	100	39.1	40.6	20.3	60.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	67	100	37.9	39.4	22.7	62.1
	4	74	98.7	17.6	44.6	37.8	82.4
	5	74	100	36.1	36.1	27.8	63.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	40	97.5	23.1	61.5	15.4	76.9
	4	75	100	26.8	63.4	9.9	73.2
	5	35	100	38.2	50	11.8	61.8
	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
<b>2010</b>	3	33	100	46.9	25	28.1	53.1
	4	74	100	21.6	73	5.4	78.4
	5	37	100	N/A	N/A	N/A	54.3
	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

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
<b>Social Studies</b>							
<b>2009</b>	3	40	100	12.5	55	32.5	87.5
	4	75	100	16.9	67.6	15.5	83.1
	5	36	100	37.1	51.4	11.4	62.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	35	100	37.1	40	22.9	62.9
	4	74	100	23	55.4	21.6	77
	5	37	100	48.6	35.1	16.2	51.4
	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
<b>Writing</b>							
<b>2009</b>	3	82	96.3	34.6	41	24.4	65.4
	4	74	96	31.4	57.1	11.4	68.6
	5	71	98.6	44.8	46.3	9	55.2
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	68	98.5	43.1	35.4	21.5	56.9
	4	75	98.7	18.9	47.3	33.8	81.1
	5	73	100	23.6	48.6	27.8	76.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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