



ORCHARD PARK ELEMENTARY

600 Toccoa Highway
Westminster, S.C. 29693

Grades	PK-5 Elementary School	
Enrollment	411 Students	
Principal	Kathy Whitmire	864-886-4515
Superintendent	Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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://eoc.sc.gov>

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

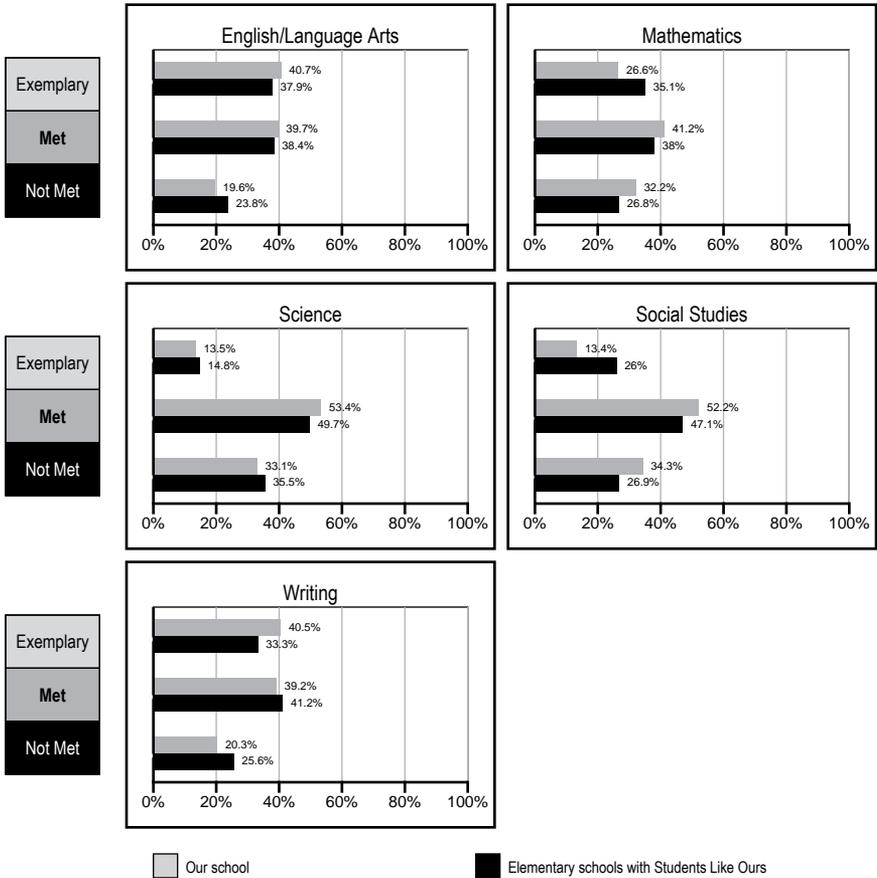
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	29	78	6	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=411)				
First graders who attended full-day kindergarten	87.7%	Down from 100.0%	100.0%	100.0%
Retention rate	0.5%	Down from 1.5%	1.2%	1.1%
Attendance rate	96.0%	Up from 95.4%	96.0%	96.2%
Served by gifted and talented program	13.2%	Up from 10.9%	12.7%	13.4%
With disabilities other than speech	7.2%	Down from 10.4%	4.7%	4.1%
Older than usual for grade	0.2%	Down from 0.6%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.0%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	66.7%	Up from 63.2%	61.3%	62.5%
Continuing contract teachers	91.7%	Up from 89.5%	90.0%	88.2%
Teachers returning from previous year	92.9%	Up from 89.1%	88.1%	87.8%
Teacher attendance rate	93.4%	Down from 97.5%	95.0%	95.2%
Average teacher salary*	\$48,522	Up 1.6%	\$46,745	\$46,773
Professional development days/teacher	10.0 days	Down from 16.2 days	11.2 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.1 to 1	19.6 to 1	19.9 to 1
Prime instructional time	88.2%	Down from 92.2%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	77.5%	Down from 84.5%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,219	Up 3.8%	\$7,423	\$7,447
Percent of expenditures for instruction**	65.5%	Down from 68.2%	67.9%	68.4%
Percent of expenditures for teacher salaries**	63.0%	Down from 66.6%	65.3%	65.8%

* 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 reviewing our data and surveying parents and staff, Orchard Park Elementary School continued the implementation of initiatives from 2009-2010 and added several new initiatives for 2010-2011 to increase student achievement. We continued our focus on increasing literacy proficiency with a structured phonics program called Orton Gillingham. Professional development focused on the reading and writing connection, reading comprehension and early interventions. A program for empowering students with information about their achievement was introduced. Professional development with Quality Tools was provided to teachers throughout the year which helped create student data notebooks and various graphs to share student progress. Intervention programs were continued that included two Reading Strategists, two Reading Recovery teachers and an ERI teacher. A Motor Lab provided motoric experiences to strengthen academic behaviors. Efforts continue to be made to increase effective communication. The school website was enhanced to provide photos of student activities and a "Garden of Gratitude" site to express our thanks to the many partners who contribute to OPE's success. Teacher websites were created for all teachers to provide better communication to parents. Weekly articles were submitted to local newspapers to share with the community our activities and celebrations at OPE. Events were held to encourage parental involvement. Donuts for Dad, Griots for Grans, and Muffins for Moms brought large numbers of parents to the school to eat with their children. An All-Pro Dad program sponsored by Chick-Fil-A began in the fall. Programs such as Jump Into Kindergarten, drama club and choral performances, and special events were also attended well by parents. Family History projects were completed by parents and shared. Strategies were developed to strengthen Business partnerships. A number of meetings were held with our Business Partners to identify needs and ways to support OPE students. Volunteers from our Business Partners and local churches assisted in many of the activities during the year, such as mentoring, Fall Festival and Science Fair. We look forward to the next school year as we continue to build on our strengths and work on areas of improvement to make Orchard Park Elementary School #1!

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	74	58
Percent satisfied with learning environment	100.0%	83.6%	87.3%
Percent satisfied with social and physical environment	100.0%	90.4%	87.7%
Percent satisfied with school-home relations	77.8%	94.6%	89.7%

* 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 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

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

* Or greater than last year

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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 = 79.4% (Met or Exemplary)

All Students	204	100	19.4	39.8	40.8	87.6	83	82.4	Yes	Yes
Gender										
Male	104	100	26.9	39.4	33.7	84.6	78.7	78.7	N/A	N/A
Female	100	100	11.3	40.2	48.5	90.7	87.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	171	100	18.3	40.2	41.4	87.6	85.1	88.9	Yes	Yes
African American	12	100	33.3	50	16.7	83.3	72.9	72.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.2	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	75.3	79.3	I/S	I/S
American Indian/Alaskan	11	100	N/AV	N/AV	N/AV	100	90	83	I/S	I/S
Disability Status										
Disabled	40	100	52.5	35	12.5	62.5	53.2	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	74.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	144	100	21	42	37.1	88.8	76.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	204	100	31.8	41.3	26.9	79.1	83.7	81.9	Yes	Yes
Gender										
Male	104	100	38.5	40.4	21.2	73.1	81.4	79.9	N/A	N/A
Female	100	100	24.7	42.3	33	85.6	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	171	100	30.8	43.8	25.4	79.9	85.9	88.9	Yes	Yes
African American	12	100	50	41.7	8.3	66.7	69.8	71.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.6	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	11	100	N/AV	N/AV	N/AV	100	100	84.4	I/S	I/S
Disability Status										
Disabled	40	100	57.5	37.5	5	55	53.2	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	82.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	144	100	37.1	41.3	21.7	76.9	77.4	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	137	100	32.6	52.6	14.8	67.4	69.2	68.6
Gender								
Male	78	100	37.2	51.3	11.5	62.8	68	68.3
Female	59	100	26.3	54.4	19.3	73.7	70.5	68.9
Racial/Ethnic Group								
White	115	100	30.7	54.4	14.9	69.3	74.3	80.7
African American	7	I/S	I/S	I/S	I/S	I/S	44.2	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	68	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	52	61.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	30	100	46.7	43.3	10	53.3	39.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	46.9	60.7
Socio-Economic Status								
Subsidized meals	98	100	33	54.6	12.4	67	59.1	57.3
Social Studies								
All Students	137	100	34.1	51.9	14.1	65.9	70.1	72.5
Gender								
Male	66	100	39.4	43.9	16.7	60.6	70.3	72
Female	71	100	29	59.4	11.6	71	69.9	73.1
Racial/Ethnic Group								
White	116	100	32.2	53.9	13.9	67.8	72.8	81
African American	9	I/S	I/S	I/S	I/S	I/S	57.6	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	81.5	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	60.6	69.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	71.4	73.5
Disability Status								
Disabled	22	100	59.1	31.8	9.1	40.9	40.2	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	62	69.7
Socio-Economic Status								
Subsidized meals	95	100	37.9	51.6	10.5	62.1	60.5	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	74	100	20.3	39.2	40.5	79.7	71.3	73.2	96	96.3
Gender										
Male	36	100	33.3	33.3	33.3	66.7	64	67.2	96.1	96.3
Female	38	100	7.9	44.7	47.4	92.1	78.6	79.4	96	96.3
Racial/Ethnic Group										
White	62	100	16.1	45.2	38.7	83.9	73.3	81.5	95.9	96.1
African American	4	I/S	I/S	I/S	I/S	I/S	64.3	61.3	96.7	97.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.5	87	98.2	98.1
Hispanic	4	I/S	I/S	I/S	I/S	I/S	57.8	66.7	97.6	96.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2	95.9	96.6
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	21.4	23.6	26	95.2	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.3
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	55.8	65.7	98.2	97.1
Socio-Economic Status										
Subsidized meals	49	100	26.5	36.7	36.7	73.5	60.5	63.2	95.9	95.8

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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							
2010	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	60	100	17.2	29.3	53.4	82.8
	4	70	100	30.4	42	27.5	69.6
	5	74	100	10.8	45.9	43.2	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
	Mathematics						
2010	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	60	100	36.2	32.8	31	63.8
	4	70	100	31.9	44.9	23.2	68.1
	5	74	100	28.4	44.6	27	71.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
	Science						
2010	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	30	100	24.1	41.4	34.5	75.9
	4	70	100	37.7	52.2	10.1	62.3
	5	37	100	29.7	62.2	8.1	70.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	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
2011	3	31	100	23.3	43.3	33.3	76.7
	4	69	100	36.8	55.9	7.4	63.2
	5	37	100	37.8	51.4	10.8	62.2
	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
Writing							
2010	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	74	100	20.3	39.2	40.5	79.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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