



## ORCHARD PARK ELEMENTARY

474 Third Baxter Street  
Fort Mill, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	781 Students	
<b>Principal</b>	Linda D. Locklier	803-548-8170
<b>Superintendent</b>	Dr. James N. Epps, Jr	803-548-2527
<b>Board Chair</b>	Patrick White	803-802-0033

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good

## 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

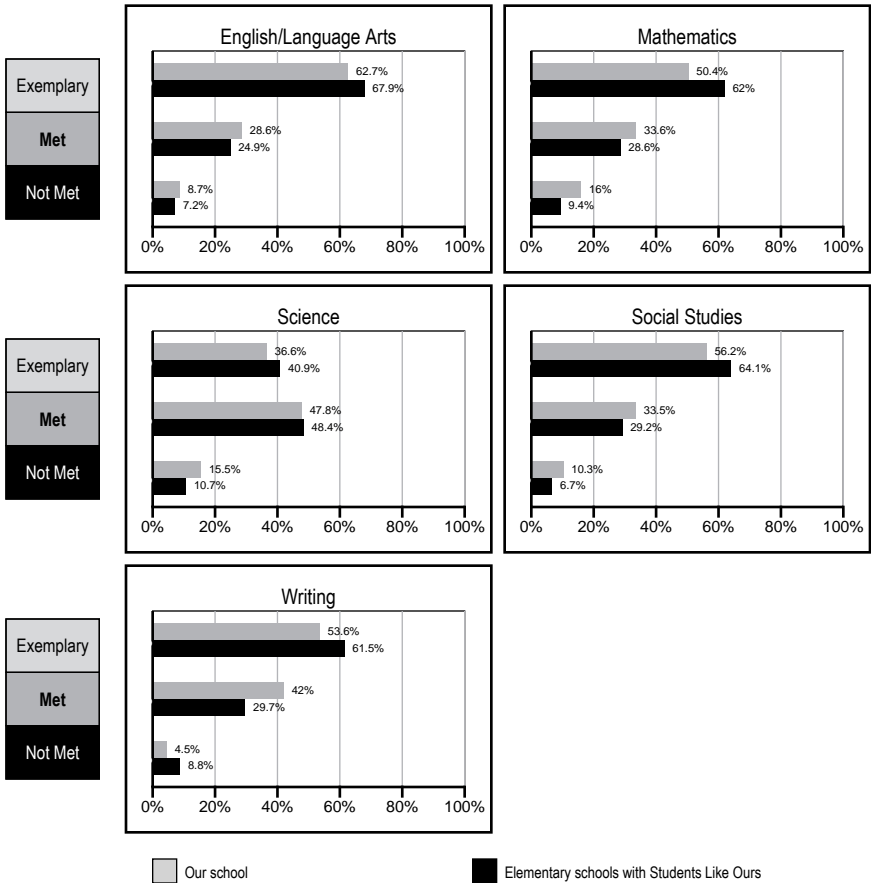
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 92.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
15	0	0	0	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
<b>Students (n=781)</b>				
First graders who attended full-day kindergarten	96.3%	Down from 100.0%	100.0%	100.0%
Retention rate	0.6%	Down from 0.8%	0.5%	1.1%
Attendance rate	96.6%	Down from 96.9%	96.8%	96.2%
Served by gifted and talented program	28.9%	Up from 27.9%	39.9%	13.4%
With disabilities other than speech	2.7%	Down from 5.6%	2.7%	4.1%
Older than usual for grade	0.1%	Down from 0.2%	0.1%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	66.0%	Down from 67.3%	66.0%	62.5%
Continuing contract teachers	91.5%	Up from 87.8%	89.6%	88.2%
Teachers returning from previous year	85.8%	Down from 86.3%	89.3%	87.8%
Teacher attendance rate	94.6%	Down from 94.7%	95.0%	95.2%
Average teacher salary*	\$49,918	Down 2.6%	\$49,087	\$46,773
Professional development days/teacher	8.7 days	Down from 9.0 days	10.7 days	10.5 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 18.3 to 1	21.6 to 1	19.9 to 1
Prime instructional time	90.2%	Down from 90.8%	91.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Up from 97.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,353	Up 5.7%	\$6,801	\$7,447
Percent of expenditures for instruction**	74.8%	Down from 77.2%	70.4%	68.4%
Percent of expenditures for teacher salaries**	73.5%	Down from 74.6%	70.6%	65.8%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

The mission of Orchard Park Elementary School is to put children first by providing quality instruction in a caring environment where all students are recognized as individuals and are educated to their greatest potential. Through collaboration with home, school, and community, our children will become independent learners and responsible citizens.

Every child is encouraged to "Soar High With Pride" at Orchard Park, and the 781 pupils have had many opportunities to develop their talents. Community service was an important endeavor as students collected food for the Fort Mill Care Center, raised \$7,971 for Jump Rope for Heart and supported the holiday Angel Tree. The Environmental Club was recognized as the York County Environmental Student Group of the Year. Individuals with interest participated in the School Patrol, The Breakfast Club, Marathon Club, Book Buddies, Junior Achievement's Biztown, Accelerated Reader, WEE Deliver, Recorder Club, Girls on the Run, Student of the Month, Math Maniacs, the OPES news and the newly organized Chess Clubs. The developmental guidance program emphasized character traits monthly. Pupil achievement and attendance were recognized in the Math Maniac and Student of the Month awards. The school was honored with its 9th consecutive Palmetto Gold Award. In September, the district and school received an excellent rating from the AdvancED accreditation group.

Even though two staff development days were lost to furloughs, the faculty completed an investigation of Response to Intervention, worked through a restructuring of the program for Gifted/Talented Math and Science, participated in team building activities and two bullying awareness programs, took part in monthly technology workshops, and attended Phonics Dance professional development. Fourteen teachers are presently National Board Certified, and an additional seven earned Gifted/Talented endorsements this year.

As our support staff continues to shrink due to financial constraints and class size continues to climb, the PTO and School Improvement Council have provided vital assistance. These groups have joined us for problem solving, child care for Curriculum Nights, grounds beautification, the organization of Cultural Arts Day and a Booster-thon, the purchase of classroom supplies as well as a poster maker and a supplemental math technology program, and provided assistance for the Ten Year Birthday Bash. As we face several more lean budget years, we wish to thank our partners in education: our parents, district administrators and school board, local businesses, and community organizations who continue to provide support. In 2011-2012, we anticipate continued growth as we strive to develop lifelong learners at Orchard Park. For additional information, visit our website at [www.fort-mill.k12.sc.us/OPES](http://www.fort-mill.k12.sc.us/OPES)

Linda Locklier, Principal Brad Lower, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	112	83
Percent satisfied with learning environment	93.3%	87.5%	94.0%
Percent satisfied with social and physical environment	93.6%	92.0%	93.9%
Percent satisfied with school-home relations	91.3%	92.0%	88.0%

\* 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 13 out of 13 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	0.4%	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	2.4%	0.0%	No
Student attendance rate	96.6%	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 = 79.4% (Met or Exemplary)**

All Students	365	99.5	8.1	28.7	63.2	94.9	92.8	82.4	Yes	Yes
<b>Gender</b>										
Male	172	100	11.2	32	56.8	91.7	91.1	78.7	N/A	N/A
Female	193	99	5.3	25.7	69	97.9	94.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	302	99.3	6.4	25.6	68	96.3	94.6	88.9	Yes	Yes
African American	38	100	20	54.3	25.7	88.6	82.4	72.9	I/S	I/S
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93.7	93	I/S	I/S
Hispanic	16	100	20	40	40	80	89.1	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	83	I/S	I/S
<b>Disability Status</b>										
Disabled	33	97	45.2	29	25.8	58.1	61.1	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	82.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	70	100	24.2	45.5	30.3	81.8	79.8	75.4	Yes	Yes

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

All Students	365	99.7	15.7	33.9	50.4	91	93	81.9	Yes	Yes
<b>Gender</b>										
Male	172	100	20.1	33.7	46.2	88.8	92.5	79.9	N/A	N/A
Female	193	99.5	11.7	34	54.3	93.1	93.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	302	99.7	12.1	31.9	56	93.6	95.1	88.9	Yes	Yes
African American	38	100	42.9	48.6	8.6	68.6	80.8	71.4	I/S	I/S
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.4	94.6	I/S	I/S
Hispanic	16	100	26.7	53.3	20	86.7	88.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	53.1	40.6	6.3	56.3	58.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	85.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	70	100	42.4	50	7.6	74.2	80.9	74.9	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	239	99.6	15.1	48.3	36.6	84.9	87.1	68.6
<b>Gender</b>								
Male	108	100	17.9	45.3	36.8	82.1	87	68.3
Female	131	99.2	12.7	50.8	36.5	87.3	87.3	68.9
<b>Racial/Ethnic Group</b>								
White	196	99.5	10.9	50.3	38.9	89.1	90.9	80.7
African American	26	100	43.5	43.5	13	56.5	69.6	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.4	85.3
Hispanic	11	100	I/S	I/S	I/S	I/S	71.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	22	100	N/AV	N/AV	N/AV	45.5	53.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.1	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	47	100	40.9	50	9.1	59.1	67.4	57.3
<b>Social Studies</b>								
All Students	237	99.6	9.9	33.6	56.5	90.1	89.5	72.5
<b>Gender</b>								
Male	110	100	13	30.6	56.5	87	89.1	72
Female	127	99.2	7.3	36.3	56.5	92.7	89.8	73.1
<b>Racial/Ethnic Group</b>								
White	197	99.5	6.7	32	61.3	93.3	91.5	81
African American	24	100	30.4	43.5	26.1	69.6	78.1	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.8	89
Hispanic	12	100	27.3	45.5	27.3	72.7	82.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	21	100	45	45	10	55	57	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.9	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	46	100	34.1	43.2	22.7	65.9	74.4	62.9

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	116	99.1	4.5	42	53.6	95.5	89.3	73.2	96.6	96.3
<b>Gender</b>										
Male	54	98.2	9.6	50	40.4	90.4	85.5	67.2	96.7	96.4
Female	62	100	N/AV	N/AV	N/AV	100	93.6	79.4	96.5	96.2
<b>Racial/Ethnic Group</b>										
White	94	98.9	5.4	35.9	58.7	94.6	91.9	81.5	96.6	96.2
African American	13	100	N/AV	N/AV	N/AV	100	74.7	61.3	96.6	96.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.2	87	95.8	96.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	86.3	66.7	97.1	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.2
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	45	26	96.3	95.8
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80.4	65.7	98.5	97.1
<b>Socio-Economic Status</b>										
Subsidized meals	26	100	16.7	54.2	29.2	83.3	73.9	63.2	96.4	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
<b>English/Language Arts</b>							
<b>2010</b>	3	109	100	16.5	13.6	69.9	83.5
	4	110	99.1	5.9	31.7	62.4	94.1
	5	92	100	13.5	25.8	60.7	86.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	138	99.3	4.4	15.4	80.1	95.6
	4	111	99.1	15	32.7	52.3	85
	5	116	100	6.2	40.7	53.1	93.8
	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>Mathematics</b>							
<b>2010</b>	3	109	100	26.2	31.1	42.7	73.8
	4	110	99.1	4	37.6	58.4	96
	5	92	100	15.7	40.4	43.8	84.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	138	100	14.6	25.5	59.9	85.4
	4	111	99.1	16.8	34.6	48.6	83.2
	5	116	100	15.9	43.4	40.7	84.1
	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>Science</b>							
<b>2010</b>	3	53	100	20	30	50	80
	4	109	100	7.9	68.3	23.8	92.1
	5	47	100	17.8	46.7	35.6	82.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	69	100	10.1	39.1	50.7	89.9
	4	111	99.1	19.6	48.6	31.8	80.4
	5	59	100	12.5	58.9	28.6	87.5
	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	

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>2010</b>	3	56	100	11.3	34	54.7	88.7
	4	109	100	5.9	34.7	59.4	94.1
	5	45	100	6.8	31.8	61.4	93.2
	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>2011</b>	3	69	100	4.4	29.4	66.2	95.6
	4	111	99.1	13.1	36.4	50.5	86.9
	5	57	100	10.5	33.3	56.1	89.5
	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>Writing</b>							
<b>2010</b>	3	109	99.1	15.4	24	60.6	84.6
	4	109	100	5.8	34	60.2	94.2
	5	94	98.9	8.8	28.6	62.6	91.2
	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>2011</b>	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	116	99.1	4.5	42	53.6	95.5
	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

Abbreviations for Missing Data

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