



Orchard Park Elementary

600 Toccoa Highway

Westminster, S.C. 29693

Grades	PK-5 Elementary School	
Enrollment	460 Students	
Principal	Kathy Whitmire	864-647-3062
Superintendent	Dr. Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	Below Average
2005	Good	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 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 2008-09 whose 2007-08 test scores were located

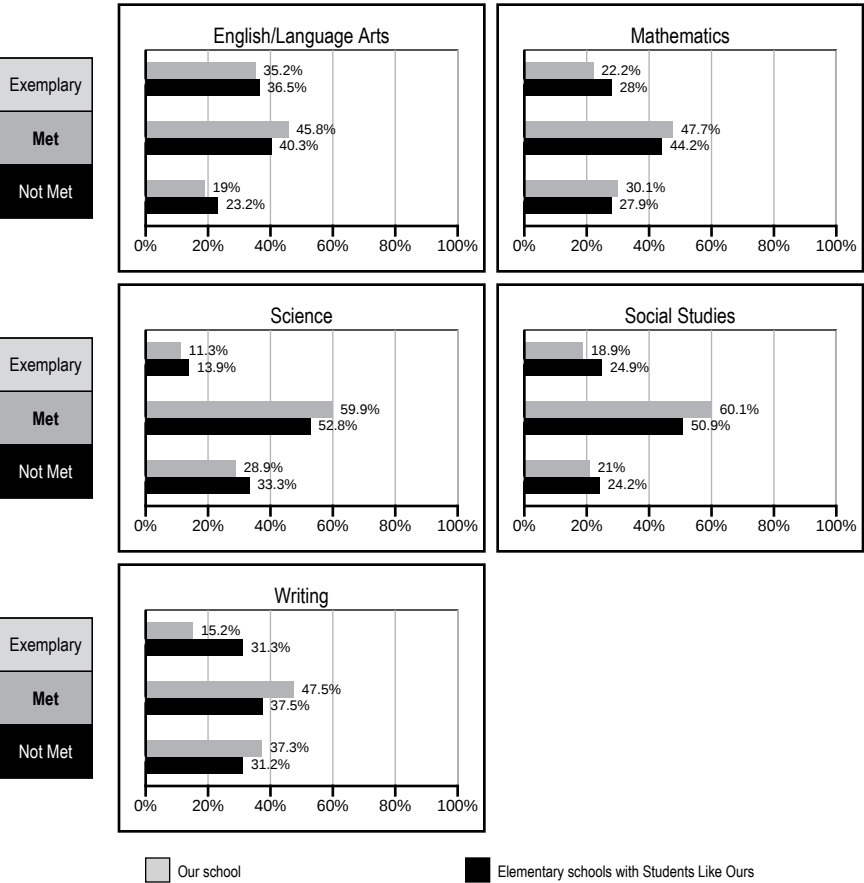
99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	24	82	5	0

* Ratings are calculated with data available by 06/01/2010.

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=460)				
First graders who attended full-day kindergarten	90.3%	Down from 100.0%	100.0%	100.0%
Retention rate	1.6%	Down from 3.9%	2.1%	1.9%
Attendance rate	96.1%	Up from 95.8%	96.2%	96.3%
Eligible for gifted and talented	10.0%	Up from 9.6%	10.0%	10.0%
With disabilities other than speech	12.4%	Up from 10.7%	9.5%	7.7%
Older than usual for grade	0.5%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	64.9%	Down from 66.7%	59.7%	59.4%
Continuing contract teachers	86.5%	Up from 86.1%	83.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.0%	Up from 85.0%	88.0%	85.9%
Teacher attendance rate	93.3%	Down from 94.3%	95.1%	95.1%
Average teacher salary*	\$46,874	Up 7.2%	\$47,517	\$47,149
Professional development days/teacher	7.9 days	Down from 13.7 days	11.6 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 22.4 to 1	19.0 to 1	18.8 to 1
Prime instructional time	88.6%	Down from 88.9%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,591	Up 4.3%	\$7,433	\$7,458
Percent of expenditures for instruction**	66.3%	Down from 66.5%	68.0%	68.8%
Percent of expenditures for teacher salaries**	63.4%	Down from 63.9%	61.6%	63.2%

* 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

Orchard Park Elementary School is a rural school that serves 465 students in grades PreK -5. The mission of the school is, through partnerships with home and community to develop responsible, productive citizens by providing an inviting learning environment with high standards for success for all students. At Orchard Park, administrators and faculty continue to analyze data and use the results to drive instruction, and provide support to students so they may reach their goals and achieve academic success.

Orchard Park maintains Red Carpet School status, and provides a warm and friendly environment for staff, students, parents, and visitors. This year Orchard Park was awarded the Chick-fil-A-Core Essentials Award. This is the second time in four years that the school has attained this honor. Orchard Park emphasizes character development in all areas of the school day, and engages parents, community members, and churches to support the Core Essentials Program. As a result, our students are well behaved, caring and developing skills and values they will utilize throughout their life.

To further support the academic needs of our students, Orchard Park offers a variety of programs such as: SOAR to Success, Reading Recovery, Early Reading Intervention, Mentoring, Tutoring, Book Buddies, Business Partner Volunteer Program, 100 Book Challenge, Rocket Math, Literacy Coach, Homework Center, NCS Lab, Streets of Learning Parent Nights, and Parenting Classes.

Orchard Park Elementary School is a place where students feel valued, are able to learn, experience success, be creative, 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 and the success of all students. The faculty and staff devote endless hours to ensuring students have meaningful opportunities to reach their potential.

Janice Halman
Principal

Kim Hurtado
SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	68	29
Percent satisfied with learning environment	84.6%	91.2%	92.9%
Percent satisfied with social and physical environment	96.2%	89.6%	82.8%
Percent satisfied with school-home relations	76.9%	95.6%	89.7%

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

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	
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	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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	227	99.6	18.6	46.4	35	90.9	86	82.8	Yes	Yes
Gender										
Male	110	99.1	21.5	43	35.5	89.7	82.7	79.3	N/A	N/A
Female	117	100	15.9	49.6	34.5	92	89.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	192	99.5	16.4	46	37.6	92.6	87.8	89.5	Yes	Yes
African American	23	100	40	35	25	80	76.8	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.9	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	80.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	49	98	38.3	46.8	14.9	80.9	62.8	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	79.4	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	133	99.3	26	44.9	29.1	85.8	80.7	75.5	Yes	Yes

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

All Students	227	99.6	30.5	47.7	21.8	79.5	82.8	78.9	Yes	Yes
Gender										
Male	110	99.1	29.9	48.6	21.5	78.5	81.2	77	N/A	N/A
Female	117	100	31	46.9	22.1	80.5	84.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	192	99.5	29.1	48.1	22.8	80.4	85.2	87.2	Yes	Yes
African American	23	100	45	45	10	65	68.6	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	79.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	49	98	46.8	46.8	6.4	59.6	54.8	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	79.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	133	99.3	42.5	44.1	13.4	71.7	75.3	70.2	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
Science								
All Students	150	99.3	28.5	59.7	11.8	71.5	69	67.5
Gender								
Male	74	98.7	23.9	64.8	11.3	76.1	67	67
Female	76	100	32.9	54.8	12.3	67.1	71.1	68
Racial/Ethnic Group								
White	127	99.2	28	59.2	12.8	72	73	79.5
African American	17	100	N/AV	N/AV	N/AV	57.1	48.7	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.8	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	58.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	34	97.1	56.3	37.5	6.3	43.8	38.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	53.7	59.6
Socio-Economic Status								
Subsided meals	88	98.9	34.9	54.2	10.8	65.1	57.9	55.1

Social Studies

All Students	151	100	20.5	60.3	19.2	79.5	71.8	72.3
Gender								
Male	74	100	15.3	58.3	26.4	84.7	72.1	71.5
Female	77	100	25.7	62.2	12.2	74.3	71.6	73.2
Racial/Ethnic Group								
White	127	100	20.8	59.2	20	79.2	74.5	80.7
African American	15	100	25	66.7	8.3	75	55.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	66.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	32	100	22.6	61.3	16.1	77.4	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	66.7	67.9
Socio-Economic Status								
Subsided meals	84	100	30	55	15	70	62.6	62.1

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
Writing										
All Students	227	96.9	36.7	47.9	15.3	63.3	72	70.2	96.1	96.4
Gender										
Male	111	95.5	45.2	45.2	9.6	54.8	63.8	63.2	96.4	96.4
Female	116	98.3	28.8	50.5	20.7	71.2	80.5	77.5	95.8	96.3
Racial/Ethnic Group										
White	193	96.9	34.6	49.2	16.2	65.4	74.3	79.1	96.1	96.2
African American	21	95.2	57.9	31.6	10.5	42.1	59.8	57.6	96.1	97.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.8	86.2	95.3	97.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	65.7	62.6	96.3	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	96.7	97.5
Disability Status										
Disabled	49	89.8	69.8	25.6	4.7	30.2	26.4	26.1	95.2	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	62.8	61.2	96.4	97.2
Socio-Economic Status										
Subsidized meals	131	96.2	47.1	43.8	9.1	52.9	62.4	58.9	95.6	95.8

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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
Mathematics							
2009	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
Science							
2009	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
Social Studies							
2009	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
Writing							
2009	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

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