



Orchard Park Elementary

474 Third Baxter Street
Fort Mill, South Carolina

Grades	PK-5 Elementary School	
Enrollment	919 Students	
Principal	Linda D. Locklier	803-548-8170
Superintendent	Dr. V. Keith Callicutt	803-548-2527
Board Chair	Jan Smiley	803-548-7258

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	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 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

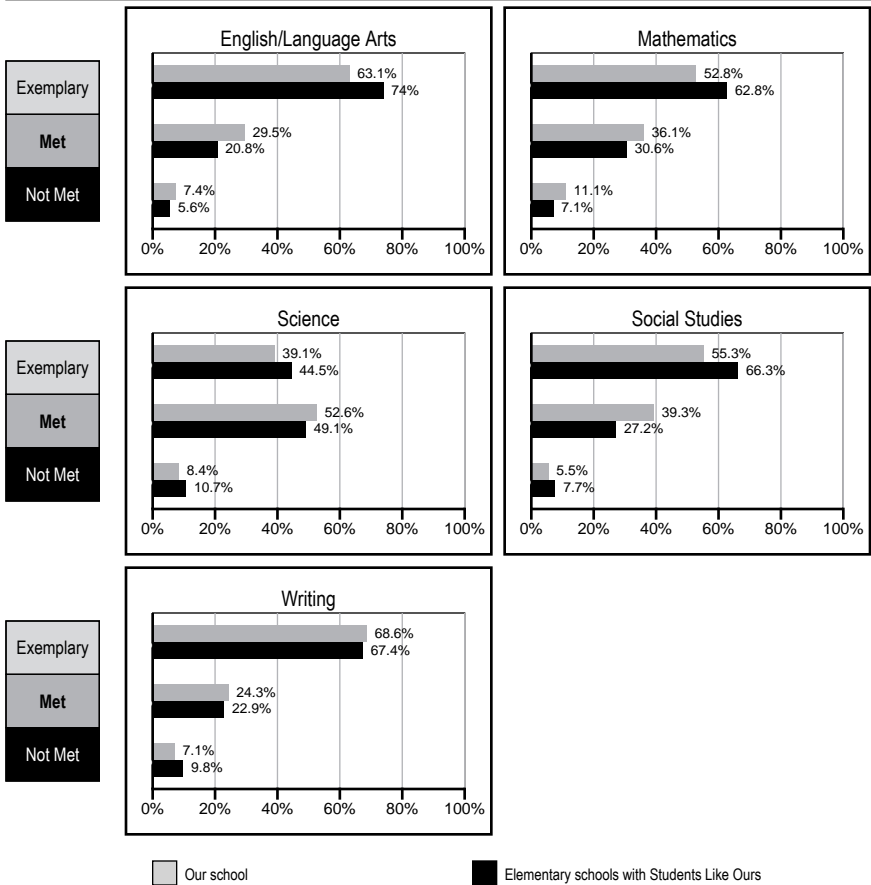
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	1	0	0	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=919)				
First graders who attended full-day kindergarten	98.7%	Down from 100.0%	100.0%	100.0%
Retention rate	0.8%	Down from 1.0%	0.6%	1.9%
Attendance rate	97.2%	Down from 97.3%	97.2%	96.3%
Eligible for gifted and talented	30.6%	Down from 30.8%	36.1%	10.0%
With disabilities other than speech	4.6%	Up from 4.4%	4.0%	7.7%
Older than usual for grade	0.0%	No Change	0.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=61)				
Teachers with advanced degrees	68.9%	Up from 62.1%	67.3%	59.4%
Continuing contract teachers	85.2%	Down from 87.9%	85.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.6%	Up from 93.5%	86.3%	85.9%
Teacher attendance rate	95.8%	Up from 93.3%	95.4%	95.1%
Average teacher salary*	\$50,342	Up 4.8%	\$49,349	\$47,149
Professional development days/teacher	11.5 days	Down from 14.8 days	9.4 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	7.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.0 to 1	20.2 to 1	18.8 to 1
Prime instructional time	92.0%	Up from 89.4%	91.7%	90.4%
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**	\$6,502	Up 7.6%	\$7,484	\$7,458
Percent of expenditures for instruction**	74.1%	Down from 75.9%	67.7%	68.8%
Percent of expenditures for teacher salaries**	70.9%	Down from 72.0%	65.0%	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

The Orchard Park family has had a challenging year! When the enrollment freeze was lifted for families of incoming kindergarten students, we began the year with 930 pupils. As in the past, our supportive PTO provided funding for additional classroom instructional items, student handbooks, agendas, and staff coffee and also coordinated our successful Art Walk, Kickball game, Spelling Bee, Fall Festival, and Booster-Thon projects. In preparation for the opening of the district's two new elementary schools, the PTO contributed a generous sum to the newly organized Pleasant Knoll PTO. Our School Improvement Council sponsored a parent Internet Safety program to encourage online guidelines for home use.

Students continued to visit the cabanas for Spanish and Computer Lab, and kindergarten resumed Technology classes. Thanks to creative scheduling, the teachers were able to take advantage of daily common planning time. All classrooms enjoyed the interactive benefits of the Smart Boards, and teachers continued to learn and share the many ways to design instruction around Smart Board lessons. The students won the Palmetto Gold Award for Performance for the seventh consecutive year, and received the Palmetto Silver Award for Improvement. Fifth graders piloted an archery program, all first, second, and third grade students presented music programs for parents within their classes, and a new Green Screen technology was utilized for the OPES News.

Pupils at Orchard Park continued to serve others through School Patrol, Students Thinking of People, Angel Tree, and the Environmental Club. An emphasis on health was available through Jump Rope for Heart, the Marathon Club, Booster-Thon, 2nd grade swimming classes, Girls on the Run, and the Nutrition Council. An expanded chorus, Wee Deliver, podcasts, and the school news show addressed individual interests. Learning activities included Book Buddies, the "Too Good for Drugs" curriculum, widespread use of Senteos, and visits from local elected representatives. Students enjoyed opportunities to participate in Star Lab, media literacy studies, Junior Achievement, Biz Town, and Accelerated Reader. We were excited to learn that Mrs. Hardister was selected as a SC Distinguished Reading Teacher, Mrs. Hunt was named as one of two finalists for the SC Presidential Award for Math, four additional teachers earned National Board Certification (bringing our total to 17), and Mrs. Spears was chosen to participate in the Science PLUS program. Six teachers were recipients of grants, three were presenters for state conferences, and four presented at national conferences.

As we strive to continue our mission to put children first by providing quality instruction in a caring environment where students are recognized as individuals and educated to their potential, we wish to thank our dedicated partners in education: Orchard Park's parents, the PTO and School Improvement Council, our district administrators and school board, and local businesses. As students affected by the enrollment freeze return to OPES, we will continue the quest for development of lifelong learning in the face of severe state and local budget shortfalls. For more information, visit our website at www.fort-mill.k12.sc.us/OPES.

Linda Locklier, Principal
Mike Shaughnessy, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	124	106
Percent satisfied with learning environment	100.0%	93.5%	92.4%
Percent satisfied with social and physical environment	100.0%	92.7%	97.2%
Percent satisfied with school-home relations	100.0%	92.7%	88.2%

* 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 21 out of 21 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	0.8%	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	97.2%	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 = 58.8% (Met or Exemplary)

All Students	410	99.8	7.1	29.6	63.3	97.8	93.8	82.8	Yes	Yes
Gender										
Male	217	99.5	10.2	28.4	61.4	95.8	92.5	79.3	N/A	N/A
Female	193	100	3.7	30.9	65.4	100	95.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	342	99.7	5.6	28.3	66.1	98.2	95.5	89.5	Yes	Yes
African American	47	100	19.1	44.7	36.2	93.6	83.5	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.3	92.3	I/S	I/S
Hispanic	11	100	9.1	18.2	72.7	100	88.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.3	82.5	I/S	I/S
Disability Status										
Disabled	47	100	21.3	46.8	31.9	93.6	69.9	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	82	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	48	100	25	35.4	39.6	91.7	81	75.5	Yes	Yes

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

All Students	410	99.8	10.8	36.2	53	93.1	91.6	78.9	Yes	Yes
Gender										
Male	217	99.5	10.7	32.1	57.2	92.6	90.5	77	N/A	N/A
Female	193	100	11	40.8	48.2	93.7	92.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	342	99.7	8.6	37.2	54.3	94.4	94	87.2	Yes	Yes
African American	47	100	29.8	38.3	31.9	83	75.6	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.3	93	I/S	I/S
Hispanic	11	100	9.1	27.3	63.6	90.9	86.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.6	79.5	I/S	I/S
Disability Status										
Disabled	47	100	36.2	42.6	21.3	74.5	60.4	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	80.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	48	100	29.2	37.5	33.3	77.1	75.9	70.2	Yes	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	275	100	8.1	52.7	39.2	91.9	87.6	67.5
Gender								
Male	152	100	7.3	51	41.7	92.7	87.1	67
Female	123	100	9	54.9	36.1	91	88.1	68
Racial/Ethnic Group								
White	228	100	5.7	54.2	40.1	94.3	90.7	79.5
African American	32	100	25	50	25	75	66.1	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.8	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	82.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	33	100	18.2	54.5	27.3	81.8	55.1	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	5	I/S	I/S	I/S	I/S	I/S	70.1	59.6
Socio-Economic Status								
Subsided meals	35	100	28.6	48.6	22.9	71.4	66.6	55.1
Social Studies								
All Students	278	100	5.5	39.3	55.3	94.5	89.7	72.3
Gender								
Male	139	100	5.1	31.2	63.8	94.9	90.4	71.5
Female	139	100	5.8	47.4	46.7	94.2	88.9	73.2
Racial/Ethnic Group								
White	228	100	4.4	38.5	57.1	95.6	92.1	80.7
African American	33	100	12.1	54.5	33.3	87.9	76.6	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.6	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	76.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	26	100	19.2	50	30.8	80.8	64.1	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	70.8	67.9
Socio-Economic Status								
Subsided meals	33	100	27.3	42.4	30.3	72.7	70.8	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	410	100	7.1	24.3	68.6	92.9	87.7	70.2	97.2	97
Gender										
Male	217	100	8.8	27.8	63.4	91.2	83.5	63.2	97.3	97
Female	193	100	5.2	20.4	74.3	94.8	92.2	77.5	97.2	97
Racial/Ethnic Group										
White	342	100	5.9	22.4	71.8	94.1	90.1	79.1	97.2	97
African American	47	100	17	42.6	40.4	83	73.2	57.6	97.1	97.1
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	91.3	86.2	98.4	97.6
Hispanic	11	100	9.1	18.2	72.7	90.9	79.4	62.6	97.8	97.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	68.7	95.8	96.8
Disability Status										
Disabled	49	100	28.6	40.8	30.6	71.4	47.8	26.1	96.9	96.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	71.1	61.2	98.2	97.5
Socio-Economic Status										
Subsidized meals	47	100	21.3	36.2	42.6	78.7	68.2	58.9	96.9	96.4

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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							
2009	3	135	99.3	4.5	18.8	76.7	95.5
	4	144	100	11.3	28.2	60.6	88.7
	5	131	100	5.3	42	52.7	94.7
	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
Mathematics							
2009	3	135	99.3	6.8	35.3	57.9	93.2
	4	144	100	12.7	32.4	54.9	87.3
	5	131	100	13	41.2	45.8	87
	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	67	100	6	37.3	56.7	94
	4	144	100	7.7	54.2	38	92.3
	5	64	100	10.9	65.6	23.4	89.1
	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
Social Studies							
2009	3	67	100	1.5	31.8	66.7	98.5
	4	144	100	6.3	38.7	54.9	93.7
	5	67	100	7.5	47.8	44.8	92.5
	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
Writing							
2009	3	135	100	5.2	16.4	78.4	94.8
	4	144	100	8.5	26.1	65.5	91.5
	5	131	100	7.6	30.5	61.8	92.4
	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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