



## ORANGEBURG-WILKINSON SENIOR HIGH

601 Bruin Parkway  
Orangeburg, South

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,447 Students	
<b>Principal</b>	Gregory A McCord	803-534-6300
<b>Superintendent</b>	Cynthia Wilson	803-534-5454
<b>Board Chair</b>	Mr. Julius Page	803-534-5454

# 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>At-Risk</b>
2009	Below Average	At-Risk
2008	Average	Excellent
2007	At-Risk	At-Risk
2006	Good	Excellent

### 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.

## ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	5	16	5	6

\* Ratings are calculated with data available by 03/24/2011.

## High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	67.5%	66.1%	74.6%	70.4%	62.1%	68.2%
Passed 1 subtest (%)	17.9%	17.6%	11.1%	16.2%	18.4%	16.7%
Passed no subtests (%)	14.6%	16.3%	14.2%	13.4%	19.4%	15.6%

## HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	80.4%	85.8%

## Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	427	463	178	199
Number of Graduates in Cohort	287	293	126	136
Rate	67.2%	63.3%	69.4%	69.2%

\*Used to calculate current AYP.

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	56.0%	63.1%
English 1	49.0%	57.5%
Physical Science	35.3%	41.7%
US History and the Constitution	35.7%	28.7%
All Tests	43.3%	47.3%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

## 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	High Schools with Students Like Ours	Median High School
<b>Students (n=1,447)</b>				
Retention rate	11.7%	Up from 10.0%	4.5%	3.7%
Attendance rate	92.8%	Up from 92.5%	94.1%	95.4%
Eligible for gifted and talented	4.4%	Up from 2.5%	7.0%	12.4%
With disabilities other than speech	14.5%	Up from 13.5%	14.1%	12.8%
Older than usual for grade	16.5%	Up from 15.5%	12.3%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.0%	Up from 1.6%	0.7%	1.1%
Enrolled in AP/IB programs	11.4%	Up from 6.0%	7.6%	13.1%
Successful on AP/IB exams	23.6%	N/A	25.0%	50.4%
Eligible for LIFE Scholarship	23.5%	Up from 22.5%	27.8%	30.4%
Annual dropout rate	9.2%	Up from 4.7%	3.0%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	5.0%	2.2%
Enrollment in career/technology courses	97	Down from 998	320	424
Students participating in work-based experiences	17.0%	Down from 19.4%	9.8%	11.7%
Career/technology students attaining technical skills	90.8%	Up from 77.9%	72.2%	78.7%
Career/technology completers placed	N/A	N/A	98.5%	98.5%
<b>Teachers (n=97)</b>				
Teachers with advanced degrees	71.1%	Up from 70.8%	57.4%	60.4%
Continuing contract teachers	70.1%	Up from 68.8%	68.0%	76.6%
Teachers with emergency or provisional certificates	16.9%	Down from 19.1%	12.0%	6.5%
Teachers returning from previous year	81.6%	Down from 82.3%	82.8%	86.8%
Teacher attendance rate	94.5%	Down from 95.7%	95.9%	95.8%
Average teacher salary*	\$49,483	Up 0.4%	\$46,036	\$47,390
Professional development days/teacher	18.2 days	Up from 14.0 days	9.9 days	10.0 days
<b>School</b>				
Principal's years at school	0.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 15.8 to 1	23.0 to 1	25.8 to 1
Prime instructional time	86.0%	Down from 86.6%	88.3%	90.1%
Dollars spent per pupil**	\$8,326	Down 1.0%	\$8,879	\$7,974
Percent of expenditures for teacher salaries**	45.8%	Up from 44.1%	53.6%	55.4%
Percent of expenditures for instruction**	50.3%	Down from 51.4%	59.1%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.0%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Average

\* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	352	80.4%	1323	43.3%	463	63.3%	No
<b>Gender</b>							
Male	153	72.5%	649	39.4%	210	55.2%	N/A
Female	199	86.4%	674	47.0%	253	70.0%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	37	73.0%	12	50.0%	N/A
African American	344	80.2%	1273	42.3%	446	63.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	34	35.3%	144	13.9%	56	21.4%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	280	80.0%	1067	40.8%	362	61.3%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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

At Orangeburg-Wilkinson (O-W) High School, our aim is to develop well rounded students who will contribute to societies all over the world. We provide an atmosphere that is conducive to learning for all students. We also provide support to our teachers and parents, who greatly influence our students.

Orangeburg-Wilkinson High School offers an International Baccalaureate (IB) Program, as well as college prep and AP courses, which allow students the opportunity to be challenged both academically and socially and to continue to use best practices for student learning. We are recognized as a model High Schools That Work (HSTW) site.

We continue to outreach in our community which in turn supports our efforts of providing a quality education for kids. Our parents favorably support our efforts through Booster Clubs and other organizations. The overall level of parental participation increases each year.

Our focused School Renewal Plan this year, as mandated by the SDE, includes improving test scores in all areas of math, science, social studies and ELA. We use Nova Net to assist students in meeting graduation requirements and recovering lost credits.

Orangeburg-Wilkinson High School students continue to excel in the arts and academics. Our students were nationally recognized this year for their outstanding work. One student received the National Scholastic Art Program scholarship award. In addition, our school chorus was selected to appear on the program "Celebrate America," shown nationally and locally on SCETV, and they received an "Excellent Rating" awards at state band competitions. Over seventy percent of our graduates have been accepted to post-secondary colleges and universities.

At O-W, we ask our students to commit to three requests; come to school, be on time and do their best. Our students have and are committing to these requests daily. We love our students and we love our community. We believe that the best is yet to come at Orangeburg-Wilkinson High School, and we are excited.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	73	249	65
Percent satisfied with learning environment	71.2%	69.8%	73.3%
Percent satisfied with social and physical environment	87.5%	71.4%	72.6%
Percent satisfied with school-home relations	51.4%	82.0%	77.4%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

## Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 8 out of 15 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

N/A

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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.6%	5.6%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.2%	0.0%	No

Abbreviations for Missing Data

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

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	334	97.6	12.8	31.6	30	25.6	66	64	65.9	No	Yes
Male	171	96.5	19.3	31.7	28.3	20.7	57.9	55.9	60.8	N/A	N/A
Female	163	98.8	6.6	31.6	31.6	30.3	73.7	72.6	71	N/A	N/A
White	10	I/S	I/S	I/S	I/S	I/S	I/S	76.9	77.5	I/S	I/S
African American	317	98.1	13	32.6	29.5	24.9	65.3	63.4	49.7	No	Yes
Asian/Pacific Islander	5	I/S	80.2	I/S	I/S						
Hispanic	2	I/S	56.8	I/S	I/S						
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	42	97.6	66.7	22.2	2.8	8.3	13.9	13.3	21.3	I/S	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	47.3	I/S	I/S						
Subsidized meals	257	97.3	15.7	35.2	28.3	20.9	61.7	59.8	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	334	97	20.5	32.3	29.6	17.5	58.9	59	62.3	No	Yes
Male	171	95.9	25.5	31.7	26.2	16.6	53.1	53.8	61.7	N/A	N/A
Female	163	98.2	15.8	32.9	32.9	18.4	64.5	64.5	63	N/A	N/A
White	10	I/S	I/S	I/S	I/S	I/S	I/S	73.1	75	I/S	I/S
African American	317	97.5	21.1	32.6	29.5	16.8	57.9	57.6	44	No	Yes
Asian/Pacific Islander	5	I/S	85.5	I/S	I/S						
Hispanic	2	I/S	56.7	I/S	I/S						
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	42	97.6	69.4	16.7	11.1	2.8	19.4	18.3	22.1	I/S	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	52.6	I/S	I/S						
Subsidized meals	257	96.5	23.9	34.3	28.3	13.5	52.6	53.8	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	331	87.6	73.8	14.5	5.5	6.2	11.7	N/A	N/A	N/A	N/A
Male	169	82.8	78.6	10.7	3.6	7.1	10.7	N/A	N/A	N/A	N/A
Female	162	92.6	69.3	18.0	7.3	5.3	12.7	N/A	N/A	N/A	N/A
White	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	314	88.5	75.5	14.4	5.0	5.0	10.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	39	41.0	93.8	6.3	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	256	87.1	77.1	13.9	4.9	4.0	9.0	N/A	N/A	N/A	N/A

\* 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

**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------

**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2009	376	98.4	18.3	43	27.6	11	52	53.9	61.8
	2010	334	97.6	12.8	31.6	30	25.6	66	64	65.9

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	2009	376	97.3	27.4	37	21.3	14.3	46.9	52.5	62.7
	2010	334	97	20.5	32.3	29.6	17.5	58.9	59	62.3

\* 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