



## Orangeburg-Wilkinson Senior High

601 Bruin Parkway  
Orangeburg, South

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	1,601 Students	
<b>Principal</b>	Gregory A McCord	803-534-6300
<b>Superintendent</b>	Mr. Melvin Smoak	803-534-5454
<b>Board Chair</b>	Dr. Kalu Kalu	803-534-5454



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Excellent</b>
2007	At-Risk	At-Risk
2006	Good	Excellent
2005	Below Average	At-Risk
2004	Good	Excellent

### DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

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

Excellent	Good	Average	Below Average	At-Risk
6	5	10	4	3

\* Ratings are calculated with data available by September 30.

**High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student**

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	67.1	65.9	67.5	61.9	67.7	70.4
Passed 1 subtest (%)	12.6	20.2	17.9	17.5	17.7	16.2
Passed no subtests (%)	20.3	13.9	14.6	21.1	14.6	13.4

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	91.1%	92.3%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	378	138
Number of Diplomas	299	100
Rate	79.1%	72.8%

**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	48.1	63.1
English 1	48.0	48.6
Physical Science	46.5	31.7
All Tests	47.9	47.6

\* 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=1,601)</b>				
Retention rate	19.1%	Up from 9.8%	8.5%	6.1%
Attendance rate	91.4%	Down from 94.4%	94.6%	95.0%
Eligible for gifted and talented	4.4%	Up from 3.2%	6.2%	8.3%
With disabilities other than speech	13.2%	Down from 13.6%	14.1%	13.0%
Older than usual for grade	14.8%	Up from 5.6%	11.7%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.2%	Down from 6.6%	1.8%	1.5%
Enrolled in AP/IB programs	10.6%	Down from 11.2%	5.9%	11.4%
Successful on AP/IB exams	N/A	N/A	21.2%	54.3%
Eligible for LIFE Scholarship	30.1%	Up from 0.0%	25.4%	30.5%
Annual dropout rate	8.4%	Up from 6.0%	3.5%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	5.3%	3.1%
Enrollment in career/technology courses	697	Up from 235	365	559
Students participating in work-based experiences	30.5%	Up from 8.1%	4.9%	10.6%
Career/technology students attaining technical skills	74.3%	Down from 80.2%	74.4%	79.6%
Career/technology completers placed	N/A	N/A	97.9%	98.5%
<b>Teachers (n=105)</b>				
Teachers with advanced degrees	65.7%	Up from 57.1%	50.7%	57.4%
Continuing contract teachers	64.8%	Down from 65.7%	57.1%	69.6%
Teachers with emergency or provisional certificates	21.3%	Up from 20.0%	15.0%	8.7%
Teachers returning from previous year	85.5%	Down from 87.6%	79.5%	85.0%
Teacher attendance rate	95.9%	Up from 95.4%	95.4%	95.4%
Average teacher salary	\$47,966	Up 4.8%	\$45,587	\$46,061
Professional development days/teacher	8.8 days	Down from 14.7 days	9.7 days	11.4 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	2.0	3.0
Student-teacher ratio in core subjects	27.8 to 1	Up from 19.6 to 1	22.3 to 1	25.4 to 1
Prime instructional time	85.6%	Down from 87.7%	88.6%	89.1%
Dollars spent per pupil*	\$7,706	Up 9.6%	\$8,538	\$7,279
Percent of expenditures for teacher salaries*	33.4%	Down from 47.0%	53.5%	55.3%
Percent of expenditures for instruction*	50.1%	Down from 53.3%	59.9%	60.8%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Parents attending conferences	100.0%	Up from 97.6%	86.9%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
Modern Language Program Assessment	N/A	N/A	Below Average	Good
Classical Language Program Assessment	N/A	N/A	N/A	Average

\* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	326	91.1%	838	47.9%	378	79.1%	No
<b>Gender</b>							
Male	145	86.9%	386	46.9%	177	72.9%	N/A
Female	181	94.5%	451	48.8%	201	84.6%	N/A
<b>Racial/Ethnic Group</b>							
White	14	100.0%	22	54.5%	16	68.8%	N/A
African American	303	90.4%	782	48.2%	352	79.0%	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	24	25.0%	99	14.1%	32	37.5%	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	238	89.1%	607	47.8%	276	75.7%	N/A

\* n=number of students on which percentage is calculated. t=number of tests taken.

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**Report of Principal and School Improvement Council**

At Orangeburg-Wilkinson (O-W) High School, our aim is to develop well-rounded students who contribute to society. To this end, we provide an atmosphere that is conducive for learning to our 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 which allows students the opportunity to challenge themselves both academically and globally. We are recognized as a model High Schools That Work (HSTW) site. Our program consistently is requested to present at local, state, and national conferences. Our students reaped rewards this year for their efforts by showing an increased graduation rate that includes nine (9) Palmetto Fellows, One (1) National Merit Achievement Scholar, and over nine (9) million dollars in scholarships awarded to the class of 2008.

More importantly, to continue student success, we realize that our teachers must increase their skills and knowledge base. Staff development and academic workshops are provided to assist teachers in teaching and learning as well as the delivery of quality classroom instruction. We also offer evening classes and Saturday academies using software systems such as Nova-Net and Plato for Credit Recovery. Additionally, evening and Saturday classes are available to students that need special attention to particular areas of studies.

Our focused School Renewal Plan this year as mandated by the SDE includes refocusing the Freshman Academy to include more opportunities for us to identify student weaknesses earlier and increase successes. We plan to use the MAP Program Model this year to better align our students' areas of deficiencies with their current strengths so that we can spend time on making strides for academic improvements based on our findings.

Orangeburg-Wilkinson High School students continue to excel in the arts. Our visual arts students were nationally recognized this year for some of their outstanding works. One student's work is on display in the U.S. Capitol. In addition, 10 members of the school's chorus were chosen as members of the All-State Chorus.

As always, we encourage your participation in any of our activities that you desire. Our parent committees are always looking for fresh ideas and new members; please join us as we climb each step on a ladder that gets higher and higher. 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!

Gregory A. McCord, Principal  
 Albert Ulmer, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	95	163	8
Percent satisfied with learning environment	73.9%	66.7%	I/S
Percent satisfied with social and physical environment	79.8%	76.3%	I/S
Percent satisfied with school-home relations	46.2%	80.0%	I/S

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 11 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

N/A

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. Sanction: Implement the restructuring plan.
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 Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.3%	6.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.6%	0.0%	No

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**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	405	97	14.7	36.3	36	13	60.7	59.7	69.7	Yes	Yes
Male	177	94.4	24	34.7	31.3	10	56	54.5	64.6	N/A	N/A
Female	228	99.1	8.1	37.4	39.3	15.2	64	63.8	74.8	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	76.2	81.7	I/S	I/S
African American	392	97.2	14.9	37.1	36	12	60	58.6	53.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	58	89.7	63	26.1	10.9	0	13	19.7	25.2	No	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47.3	I/S	I/S
Subsized meals	317	97.5	17.1	37.3	34.8	10.8	57.1	56	55.1	Yes	Yes

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	405	96.8	26	38	24.4	11.6	49.3	53.8	67.2	Yes	Yes
Male	177	94.4	33.3	34	22	10.7	41.3	46	66.3	N/A	N/A
Female	228	98.7	20.9	40.8	26.1	12.3	55	59.9	68	N/A	N/A
White	7	I/S	I/S	I/S	I/S	I/S	I/S	81	79.6	I/S	I/S
African American	392	96.9	26.3	38.3	24	11.4	48.6	52.1	49.7	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	58	87.9	71.1	26.7	2.2	0	8.9	20	23.8	No	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	54.9	I/S	I/S
Subsized meals	317	97.2	30	37.3	24	8.7	46.3	50.9	53.1	No	Yes

**Physical Science (End-of-Course Performance by Group)**

All Students	137	80.3	60.6	12.4	6.6	0.7	7.3	N/A	N/A	N/A	N/A
Male	59	61.0	40.7	6.8	11.9	1.7	I/S	N/A	N/A	N/A	N/A
Female	78	94.9	75.6	16.7	2.6	N/A	I/S	N/A	N/A	N/A	N/A
White	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	130	79.2	60.0	13.1	5.4	0.8	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	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	12	83.3	83.3	N/A	N/A	N/A	I/S	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	89	77.5	57.3	12.4	6.7	1.1	I/S	N/A	N/A	N/A	N/A

\* Adj - 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 and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

All Students	2007	434	95.4	15.6	39.8	31.2	13.4	59.7	61.1	70.7
	2008	405	97	14.7	36.3	36	13	60.7	59.7	69.7

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

All Students	2007	433	95.8	29.4	33.9	24.4	12.3	46.5	51.9	62.2
	2008	405	96.8	26	38	24.4	11.6	49.3	53.8	67.2

Abbreviations for Missing Data

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