

SC Annual School District Report Card Summary

Orangeburg 5 School District
 Grades: PK-12 Enrollment: 6,748
 Superintendent: Cynthia Wilson
 Board Chair: Lisa Jenkins

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Excellent	N/A	N/A	Not Met	CA
2010	Below Average	At-Risk	N/A	N/A	Not Met	CA
2009	Below Average	At-Risk	N/A	N/A	Not Met	CA

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	3	8	2	7

* Ratings are calculated with data available by 11/09/2011. Districts with Students Like Ours are Districts with Poverty Indices of no more than 5% above or below the index for this district.

PASS

PASS	2011 Reading	2011 Math	2011 Science	2011 Social Studies	2011 Writing
	% Met or above	% Met or above	% Met or above	% Met or above	% Met or above
District	64.3%	60.0%	57.8%	64.6%	66.5%
Districts with Students Like Ours**	60.3%	57.3%	50.8%	56.9%	60.1%
Average District	74.3%	73.6%	69.0%	73.0%	73.1%

PASS	2011 Reading	2011 Math	2011 Science	2011 Social Studies	2011 Writing
	% Exemplary	% Exemplary	% Exemplary	% Exemplary	% Exemplary
District	26.7%	19.4%	12.7%	23.6%	24.0%
Districts with Students Like Ours**	24.1%	18.2%	10.0%	16.5%	19.4%
Average District	40.4%	35.5%	23.3%	33.3%	33.7%

HSAP

HSAP: 2nd Year Students	Passed 2 Subtests (%)	Passed 1 Subtest (%)	Passed No Subtests (%)
District	71.8%	14.5%	13.7%
Districts with Students Like Ours**	66.2%	18.4%	15.4%

HSAP Passage Rate by Spring 2011 (%)

District	84.9%
Districts with Students Like Ours**	86.5%

End of Course Test Passage Rate (%)

District	51.2%
Districts with Students Like Ours**	46.4%

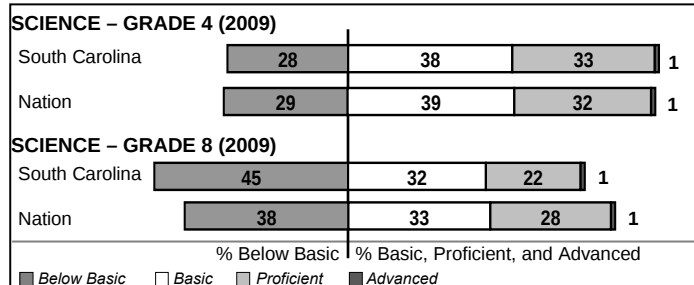
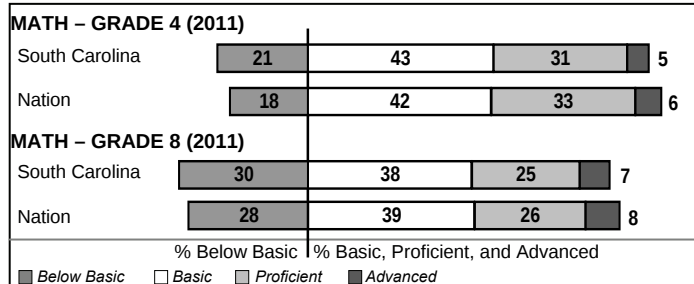
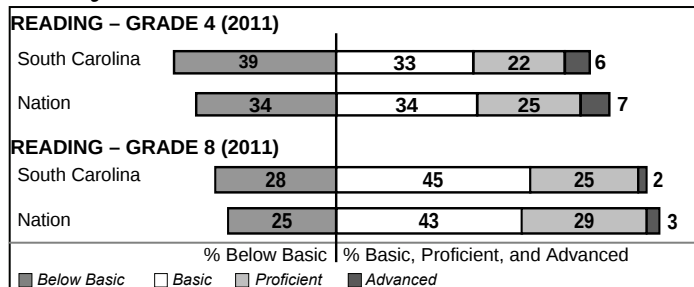
On-Time Graduation Rate (%)

District	70.4%
Districts with Students Like Ours**	73.2%

** Districts with Students Like Ours are districts with Poverty Indices of no more than 5% above or below the index for this district.

NAEP*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
 NI Newly Identified CDI Continuing District Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY District Improvement Status HOLD District Improvement Status

Orangeburg 5 School District

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=6,748)				
Retention rate	4.9%	Down from 5.2%	3.0%	2.3%
Attendance rate	94.5%	Down from 94.8%	96.0%	95.8%
Served by gifted and talented program	7.0%	Up from 3.3%	8.1%	14.0%
With disabilities other than speech	5.0%	Down from 10.5%	7.8%	7.4%
Older than usual for grade	5.0%	Down from 7.1%	4.2%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 3.3%	0.4%	0.5%
Enrolled in AP/IB programs	19.0%	Up from 11.4%	3.8%	12.2%
Successful on AP/IB exams	17.8%	N/A	23.2%	52.9%
Eligible for LIFE Scholarship	23.7%	Down from 25.3%	28.1%	30.3%
Enrolled in adult education GED or diploma programs	78	Down from 86	50	66
Completions in adult education GED or diploma programs	44	Down from 45	29	35
Annual dropout rate	2.8%	Down from 7.4%	2.2%	2.8%
Teachers (n=481)				
Teachers with advanced degrees	75.3%	Up from 72.9%	58.9%	61.2%
Continuing contract teachers	85.7%	Up from 82.3%	79.1%	85.6%
Teachers returning from previous year	86.8%	Down from 88.0%	85.4%	90.3%
Teacher attendance rate	94.9%	Up from 94.7%	94.4%	95.2%
Average teacher salary*	\$48,713	Down 0.4%	\$43,925	\$46,166
Vacancies for more than nine weeks	0.8%	Up from 0.4%	0.8%	0.0%
Classes not taught by highly qualified teachers	1.7%	Down from 3.6%	4.5%	2.0%
Professional development days/teacher	19.1 days	Down from 19.5 days	12.5 days	12.2 days
District				
Superintendent's years at district	1.0	Up from 0.0	1.5	3.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 19.6 to 1	20.7 to 1	21.7 to 1
Prime instructional time	87.3%	Down from 88.0%	89.5%	90.1%
Dollars spent per pupil**	\$11,427	Down 0.3%	\$10,636	\$9,140
Percent of expenditures for teacher salaries**	49.5%	Down from 50.7%	48.5%	53.5%
Percent of expenditures for instruction**	51.8%	Down from 52.6%	52.1%	56.5%
Opportunities in the arts	Excellent	Up from Poor	Good	Excellent
Number of schools	14	No Change	6	9
Portable classrooms	0.4%	Up from 0.3%	1.5%	1.4%
Number of schools with SACS accreditation	14.0	No Change	5.0	8.0
Parents attending conferences	99.4%	Down from 100.0%	94.4%	96.6%
Average administrator salary	\$78,838	Up 4.7%	\$72,235	\$78,000
Number of charter schools	0	No Change	0	0
% of AYP objectives met	92.0%		83.2%	93.1%

* Length of contract = 185+ days.

** Prior year audited financial data available.

RESIDENTIAL TREATMENT FACILITIES STUDENT PERFORMANCE

	PASS	HSAP	End-of-Course Tests
Passage Rate	N/A	N/A	N/A

CHARTER SCHOOLS IN DISTRICT

School Name	Absolute Rating	Growth Rating	Adequate Yearly Progress
There are no charter schools in this district.			

REPORT OF SUPERINTENDENT

On this, the latest release of the school and district Report Card, Orangeburg Consolidated School District Five had some encouraging results; however, we realize we have a great deal of work ahead of us. Our primary goal in OCSD 5 is to build a world-class school system for students, parents and our community. We believe it is important to develop an education system that improves student learning, helps children reach their full potential, offers children the opportunity to be the best they can be, and understands that children aren't at-risk they are underserved.

The broad definition of our purpose in OCSD 5 is to promote excellence in teaching and learning not only in the classroom, but outside as well. We believe student learning is the foundation of everything adults do in a school community that works. This requires an unwavering belief in, thorough understanding of, and a tenacious commitment to creating a world-class culture of teaching and learning. Across the district, we want to find better ways of helping students grasp concepts and absorb instruction. For example, we want to make history come alive in social studies and help students understand math and science concepts because we know these courses are the gatekeepers to lifelong academic success. We want to provide our students with the skills needed to move to the next levels of education and into life after school.

We are establishing a culture of excellence that promotes a non-negotiable manner of doing business that contains instructional imperatives for teachers as well as students, and provides demonstrations of what is known as the 21st Century Three R's: Rigor – Relevance – Relationships. Our students and teachers will participate in lessons and activities that go beyond the remembering and understanding levels of what they were heretofore accustomed to. Now, they will learn to think and reason critically, analyze information, justify answers, problem-solve, conduct research, and make presentations. Rigorous instruction will not only promote student leadership in classrooms, but prepare students for life on the college level. The second R, Relevance, is present when students understand how the information they are taught and the skills they learn apply to their daily life experiences. Our teachers will prepare and make easily understood creative lessons, which include student interests, talents and hobbies. Students will understand why taught concepts are important and how their knowledge of these concepts will apply to their current life and their future, and subsequently they will be challenged to be responsible for their own thinking.

In order for the first two R's, Rigor and Relevance, to be meaningful, the third R – Relationships must exist. A genuine relationship must exist between our student learners and our teachers who are instructing them. Like the old adage says – "Students won't care how much we know, until they know how much we care." In OCSD 5, we will not just teach students subject matter, but we will build relationships of mutual respect, trust and caring. Our teachers will use cognitive empathy to place themselves in the place of the student so they never forget how challenging school can be. We believe a district culture embracing and maintaining the Three R's of rigor, relevance and relationships will ultimately produce a world-class school system that truly makes a difference in the lives of our children.

Cynthia S. Wilson, Superintendent

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