Orangeburg County Consolidated School District Thr Sch

1654 Camden Road
Holly Hill, SC 29059.00

Grades	PK-12 District	
Enrollment	3,058 Students	
Superintendent	Cynthia Cash-Greene	803-496-3288
Board Chair	Mrs. Betty Shuler	803-496-3852

THE STATE OF SOUTH CAROLINA
2012 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	**Average**	**Average**
2011	Average	At-Risk
2010	Average	Excellent
2009	At-Risk	At-Risk
2008	At-Risk	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 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.

http://ed.sc.gov
http://www.eoc.sc.gov

Orangeburg County Consolidated School District Thr School District 11/07/12-3803

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

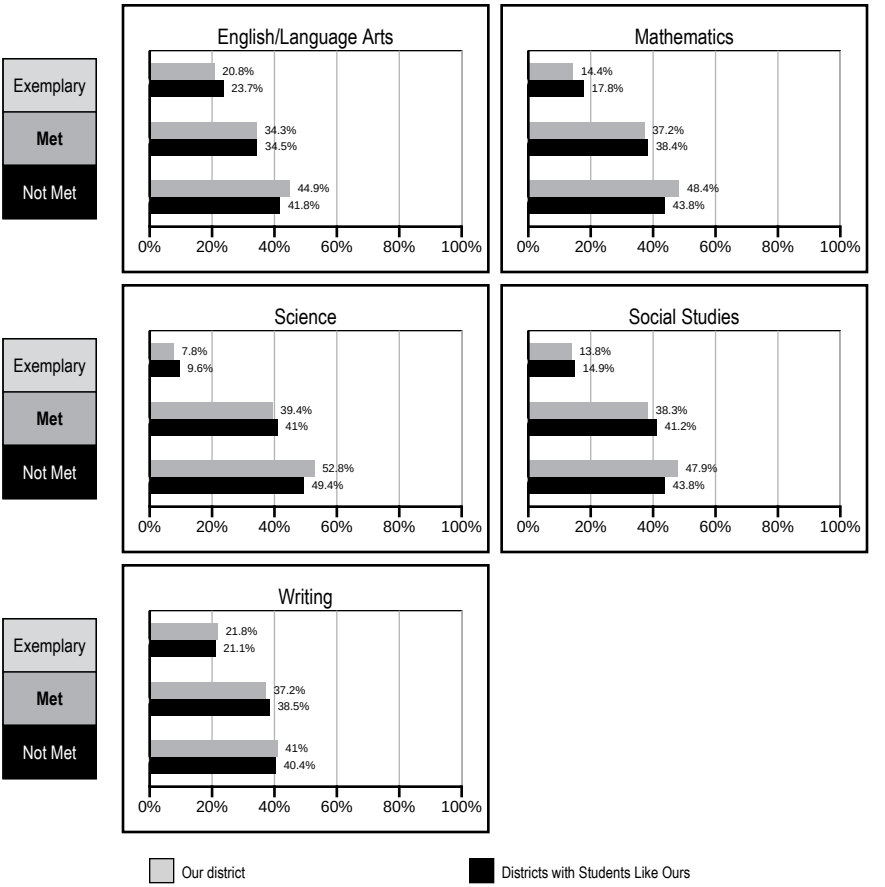
Percent of students tested in 2011-12 whose 2010-11 test scores were located	97.2%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	2	8	3	6

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



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

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

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

	Our District			Districts with Students Like Ours		
Percent	**2010**	**2011**	**2012**	**2010**	**2011**	**2012**
Passed both subtests	70.9%	61.3%	67.2%	62.4%	65.8%	65.2%
Passed one subtest	14.1%	18.1%	17.9%	17.2%	18.3%	18.7%
Passed no subtests	15.0%	20.6%	15.0%	20.4%	15.9%	16.1%

End of Course Tests

Percent of tests with scores of 70 or above on:	**Our District**	**Districts with Students Like Ours**
Algebra 1/Math for the Technologies 2	56.1%	60.2%
English 1	54.4%	54.4%
Biology 1/Applied Biology 2	44.3%	53.8%
US History and the Constitution	33.7%	25.4%
All Subjects	49.0%	48.6%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2011*	**2012**	**2011**	**2012**
Number of Students in Four-Year Cohort	251	221	187	189
Number of Graduates in Cohort	180	171	131	137
Rate	71.7%	77.4%	72.8%	74.8%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2011	**2012**	**2011**	**2012**
Number of Students in Cohort	190	246	196	188
Number of Graduates in Cohort	174	184	139	139
Rate	91.6%	74.8%	72.7%	76.5%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,058)				
First graders who attended full-day kindergarten	100.0%	Up from 98.7%	100.0%	99.3%
Retention rate	1.8%	Down from 3.0%	2.4%	2.0%
Attendance rate	95.3%	Up from 94.7%	96.0%	96.1%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.3%	0.8%	0.6%
Enrolled in AP/IB programs	2.6%	Up from 0.0%	2.4%	13.5%
Successful on AP/IB exams	N/A	N/A	34.8%	49.9%
Eligible for LIFE Scholarship	28.4%	Up from 23.2%	28.8%	30.3%
Enrolled in adult education GED or diploma programs	15	Up from 13	37	59
Completions in adult education GED or diploma programs	6	No Change	18	31
Annual dropout rate	3.9%	Up from 3.8%	2.5%	2.7%
Teachers (n=214)				
Teachers with advanced degrees	61.2%	Down from 65.4%	59.7%	62.4%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	88.4%	Down from 89.4%	86.9%	91.1%
Teacher attendance rate	94.9%	Up from 93.4%	94.8%	95.1%
Average teacher salary*	$46,702	Down 3.0%	$43,519	$46,595
Vacancies for more than nine weeks	0.5%	Down from 1.4%	0.5%	0.1%
Professional development days/teacher	17.1 days	Up from 15.4 days	11.8 days	12.4 days
District				
Superintendent's years at district	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 20.5 to 1	20.8 to 1	21.7 to 1
Prime instructional time	88.4%	Up from 86.7%	89.6%	89.9%
Dollars spent per pupil**	$10,717	Down 0.3%	$10,569	$8,866
Percent of expenditures for teacher salaries**	48.7%	Down from 52.0%	48.7%	53.1%
Percent of expenditures for instruction**	53.9%	Down from 54.0%	51.6%	55.9%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Number of schools	7	No Change	4	9
Number of magnet schools	1	Down from 5	0	0
Portable classrooms	1.0%	Up from 0.0%	2.4%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	7.0	No Change	4.0	8.0
Parents attending conferences	97.4%	Up from 94.4%	96.8%	99.5%
Average administrator salary	$77,471	Up 4.4%	$71,059	$77,744

* 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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Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	194	88.7%	985	49.0%	221	77.4%
Gender						
Male	93	80.6%	511	48.7%	107	67.3%
Female	101	96.0%	474	49.4%	114	86.8%
Racial/Ethnic Group						
White	21	100.0%	77	66.2%	29	72.4%
African American	172	87.2%	898	47.3%	189	78.3%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	10	70.0%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	19	26.3%	148	15.5%	24	20.8%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized meals	161	89.4%	813	49.0%	176	77.8%

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

HSAP Passage Rate by Spring 2012

	Our District	Districts with Students Like Ours
Percent	88.7%	86.2%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total	
	2011	2012	2011	2012	2011	2012	2011	2012
District	411	401	424	430	401	411	1236	1242
State	479	477	489	487	459	458	1427	1422
Nation	493	491	506	505	482	481	1481	1477

ACT	English		Math		Reading		Science		Total	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
District	16.1	16.2	17.1	17.2	16.8	16.9	17.1	17.0	16.9	17.0
State	19.0	19.1	20.1	20.1	20.0	20.1	19.9	19.9	19.9	19.9
Nation	20.6	20.5	21.1	21.1	21.3	21.3	20.9	20.9	21.1	21.1

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School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	29.4 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Orangeburg County Consolidated School District Three serves students in the southeastern section of Orangeburg County. The system provides district–wide choice for all students. There are three strands that students are able to choose from that afford them opportunities for career experiences early beginning at elementary school and ending with academies at the high school. The district has seen growth in sub-categories as more students are beginning to move from “not met” to more “proficient” academic performers. Students engage in curriculum designs supported by science, technology, engineering, and math (STEM); International Baccalaureate; or the arts.

The district is becoming more diverse as families move into the area and take advantage of courses such as the Middle College, robotics, bridge building, project lead the way and/or gateway to technology. The high school band competed this year as a state finalist for high school bands. The basketball team competed at the state level semifinals. One elementary school team competed internationally for Odyssey of the Minds. Students also participated in FBLA, Skills USA Pre-Engineering, and Governor’s School for the Arts and Humanities.

Continuous planning and monitoring of the instructional program have become a natural part of the process for improvement. Students participated in benchmark assessments every five weeks providing teachers with information for data instructional decisions.

Professional learning continues to be a main focus for the staff as student achievement is contingent upon the proficiency of teachers. Teachers have begun to participate in common core standards training, math and literacy instruction. A rich environment is provided to support and enhance student learning. One school was awarded the Palmetto Silver Award for reducing the student academic achievement gap. One school was identified by the state as a Palmetto Priority school; however, by the end of the year, goals for student growth were met. Each school continues to move students from all categories of the reporting system in an upward mobility.

The Board of Trustees stands behind their vision that we will prepare every student for high school graduation and to become positive future leaders.

Cynthia Cash-Greene, Ed. D., Superintendent

ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	**57.8**
Overall Grade Conversion	**F**
Points Total - Elementary Grades	**75.9**
Points Total - Middle Grades	**44.2**
Points Total - High School Grades	**44.8**

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator (Title I Schools)

The Orangeburg County Consolidated School District Thr School District consists of 7 public schools with 1 of these schools, or 14.3%, in improvement status.

School	Status
Holly Hill-Roberts Middle	Priority

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

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Orangeburg County Consolidated School District Thr School District						11/07/12-3803
Performance By Group						
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	634.5	624.9	589.1	606.3	98.7	99.5
Male	628.6	620.7	583.6	606.3	98.3	99.4
Female	640.4	629.3	595.0	606.2	99.3	99.6
White	661.3	644.5	610.5	620.4	97.6	98.4
African American	631.1	621.7	585.9	604.1	98.8	99.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	593.5	583.0	563.2	581.8	92.4	97.8
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	633.2	624.1	587.6	606.4	98.9	99.6
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	617.8	616.1	606.6	610.2	98.7	99.5
Male	611.5	613.0	604.3	606.3	98.3	99.4
Female	623.9	619.1	608.9	613.9	99.3	99.6
White	645.9	639.0	637.0	619.6	97.6	98.4
African American	614.7	613.4	602.9	608.6	98.8	99.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	574.0	582.7	556.7	571.9	92.4	97.8
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	616.8	615.9	606.2	609.3	98.9	99.6
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0
Grades 9-12						
All Students	221	219	71	64	99.5	99.5
Male	219	216	70	64	100.0	100.0
Female	223	221	71	65	99.1	99.1
White	235	229	78	63	100.0	100.0
African American	220	218	70	64	99.5	99.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	237	232	N/A	64	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	203	194	67	60	96.9	96.9
Limited English Proficient	N/A	N/A	N/A	62	100.0	100.0
Subsidized meals	220	217	71	64	99.3	99.3
Annual Measurable Objective (AMO)	223	220	76	71	95	95

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Orangeburg County Consolidated School District Thr School District 11/07/12-3803

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	232	94.4	33.5	25.2	41.3	66.5
	4	235	93.2	34.3	50.2	15.4	65.7
	5	240	99.6	41.3	41.8	16.9	58.7
	6	231	99.6	46.5	35.9	17.5	53.5
	7	199	99.5	44.7	37.9	17.4	55.3
	8	201	98.5	50	34.9	15.1	50
2012	3	233	98.3	33.8	34.2	32	66.2
	4	225	95.6	46.5	32.2	21.3	53.5
	5	224	99.6	40.3	42.7	17	59.7
	6	238	99.6	58.5	25	16.5	41.5
	7	239	100	42.2	38.8	19	57.8
	8	198	99.5	46	34.9	19	54
Mathematics							
2011	3	232	99.6	61	25.7	13.3	39
	4	235	100	61.6	31	7.4	38.4
	5	240	99.6	59.1	35.6	5.3	40.9
	6	231	99.6	51.2	37.3	11.5	48.8
	7	199	99.5	51.6	40.5	7.9	48.4
	8	201	98.5	50	39.8	10.2	50
2012	3	233	100	46.2	29.6	24.2	53.8
	4	225	98.7	48.8	31.6	19.6	51.2
	5	224	99.1	40.8	43.7	15.5	59.2
	6	238	99.6	51.3	38.8	9.8	48.7
	7	239	100	47.4	41.4	11.2	52.6
	8	198	99.5	56.6	39.7	3.7	43.4
Science							
2011	3	114	100	67.6	25	7.4	32.4
	4	235	100	62.5	34.3	3.2	37.5
	5	122	97.5	64.9	28.9	6.1	35.1
	6	116	94.8	50.5	41	8.6	49.5
	7	198	99.5	32.3	52.9	14.8	67.7
	8	100	97	59.1	29	11.8	40.9
2012	3	118	100	68.4	28.9	2.6	31.6
	4	225	98.7	57.4	39.2	3.3	42.6
	5	111	99.1	57.3	38.8	3.9	42.7
	6	120	100	60.9	34.8	4.3	39.1
	7	239	99.6	35.1	47.2	17.7	64.9
	8	98	100	51.5	41.2	7.2	48.5

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Orangeburg County Consolidated School District Thr School District 11/07/12-3803

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	117	97.4	38.2	43.6	18.2	61.8
	4	235	100	42.1	51.4	6.5	57.9
	5	118	96.6	57.8	33	9.2	42.2
	6	115	97.4	43.4	51.9	4.7	56.6
	7	199	99.5	60	30.5	9.5	40
	8	101	92.1	38.2	46.1	15.7	61.8
2012	3	116	99.1	49.5	34.9	15.6	50.5
	4	225	98.7	46.4	40.7	12.9	53.6
	5	112	100	60.8	29.4	9.8	39.2
	6	117	99.2	44	47.7	8.3	56
	7	239	99.6	45.5	37.2	17.3	54.5
	8	100	99	45.7	38	16.3	54.3
Writing							
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	240	98.3	37.3	40.4	22.2	62.7
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	200	96.5	41.3	42.4	16.3	58.7
2012	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	222	99.1	42.6	39.7	17.6	57.4
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	196	98.5	38.6	34.9	26.5	61.4

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	N/A	99.7	21.3	42.0	27.1	9.6	43.1
	2012	272	99.3	13.7	40.1	32.1	14.1	58.8
Mathematics								
All Students	2011	N/A	99.0	37.2	36.7	19.1	6.9	37.2
	2012	272	99.3	24.3	33.1	29.7	12.9	51.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.1%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.8%	0.0%	No
Student attendance rate, grades K-8	95.3%	94.0%*	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year

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