



Orangeburg Consolidated 3 School District

1654 Camden Road
Holly Hill, South Carolina

Grades	PK-12 District	
Enrollment	2,856 Students	
Superintendent	Cynthia Cash-Greene	803-496-3288
Board Chair	Mrs. Betty Shuler	803-496-3852

THE STATE OF SOUTH CAROLINA 2013 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Below Average
2012	Average	Average
2011	Average	At-Risk
2010	Average	Excellent
2009	At-Risk	At-Risk

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>

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

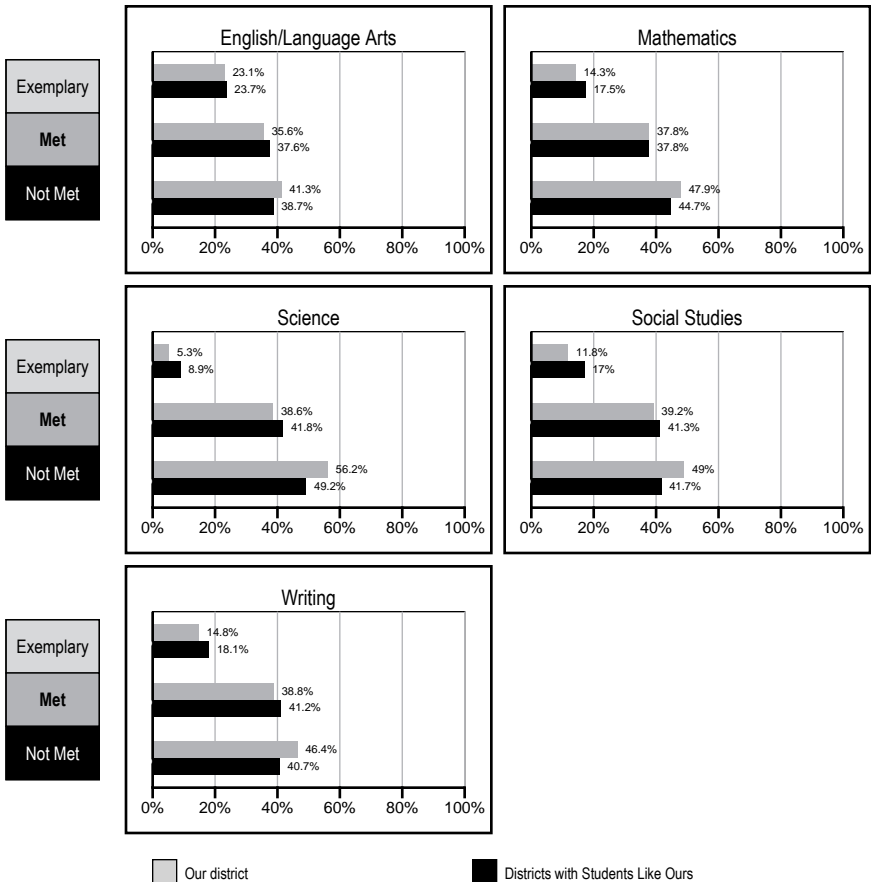
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	1	9	6	1

* Ratings are calculated with data available by 01/16/2014.

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

Percent	Our District			Districts with Students Like Ours		
	2011	2012	2013	2011	2012	2013
Passed both subtests	61.3%	67.2%	71.6%	65.8%	65.2%	65.6%
Passed one subtest	18.1%	17.9%	14.8%	18.3%	18.7%	18.7%
Passed no subtests	20.6%	15.0%	13.7%	15.9%	16.1%	15.7%

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	72.7%	66.7%
English 1	61.5%	57.6%
Biology 1/Applied Biology 2	52.8%	57.3%
US History and the Constitution	25.4%	32.0%
All Subjects	54.0%	53.9%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Four-Year Cohort	221	198	189	198
Number of Graduates in Cohort	171	149	137	149
Rate	77.4%	75.3%	74.8%	76.2%

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	246	220	188	208
Number of Graduates in Cohort	184	172	139	162
Rate	74.8%	78.2%	76.5%	79.1%

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=2,856)				
First graders who attended full-day kindergarten	99.6%	Down from 100.0%	99.2%	99.2%
Retention rate	1.5%	Down from 1.8%	2.5%	1.9%
Attendance rate	94.9%	Down from 95.3%	95.8%	95.8%
Served by gifted and talented program	3.5%	N/A	5.6%	12.0%
With disabilities	12.7%	N/A	13.0%	12.7%
Older than usual for grade	3.8%	N/A	6.5%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.8%	0.7%	0.7%
Enrolled in AP/IB programs	0.0%	Down from 2.6%	4.4%	14.0%
Successful on AP/IB exams	N/A	N/A	43.3%	50.5%
Eligible for LIFE Scholarship	27.3%	Down from 28.4%	27.3%	31.8%
Enrolled in adult education GED or diploma programs	13	Down from 15	16	50
Completions in adult education GED or diploma programs	13	Up from 6	14	37
Annual dropout rate	3.6%	Down from 3.9%	1.9%	2.3%
Teachers (n=208)				
Teachers with advanced degrees	59.1%	Down from 61.2%	59.7%	61.4%
Continuing contract teachers	71.6%	Down from 72.9%	71.8%	80.0%
Teachers returning from previous year	86.1%	Down from 88.4%	85.8%	90.4%
Teacher attendance rate	93.7%	Down from 94.9%	95.1%	94.8%
Average teacher salary*	\$46,958	Up 0.5%	\$43,967	\$47,587
Vacancies for more than nine weeks	1.0%	Up from 0.5%	1.2%	0.2%
Professional development days/teacher	11.7 days	Down from 17.1 days	9.7 days	10.3 days
District				
Superintendent's years at district	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 17.7 to 1	20.9 to 1	22.2 to 1
Prime instructional time	85.7%	Down from 88.4%	89.3%	89.4%
Dollars spent per pupil**	\$11,089	Up 3.5%	\$10,224	\$9,101
Percent of expenditures for teacher salaries**	53.0%	Up from 48.7%	48.0%	52.0%
Percent of expenditures for instruction**	56.0%	Up from 53.9%	51.0%	56.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	8	Up from 7	6	11
Number of magnet schools	6	Up from 1	0	0
Portable classrooms	1.1%	Up from 1.0%	1.1%	0.9%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	8.0	Up from 7.0	5.0	10.0
Parents attending conferences	81.6%	Down from 97.4%	100.0%	100.0%
Average administrator salary	\$78,368	Up 1.2%	\$75,136	\$79,389

* 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 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	175	86.9%	754	54.0%	198	75.3%
Gender						
Male	96	81.3%	379	52.0%	107	65.4%
Female	79	93.7%	375	56.0%	91	86.8%
Racial/Ethnic Group						
White	10	90.0%	80	77.5%	13	76.9%
African American	165	86.7%	666	51.4%	184	75.0%
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	26	53.8%	94	22.3%	30	43.3%
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	138	87.7%	615	52.4%	152	75.0%

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

HSAP Passage Rate by Spring 2013

	Our District	Districts with Students Like Ours
Percent	86.9%	87.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2012	2013	2012	2013	2012	2013	2012	2013		
District	401	385	430	409	411	415	1242	1209		
State	477	479	487	484	458	460	1422	1423		
Nation	491	491	505	503	481	480	1477	1474		
ACT	English		Math		Reading		Science		Total	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
District	16.2	15.4	17.2	16.5	16.9	16.4	17.0	16.9	17.0	16.4
State	19.1	19.3	20.1	20.1	20.1	20.5	19.9	20.1	19.9	20.1
Nation	20.5	20.2	21.1	20.9	21.3	21.1	20.9	20.7	21.1	20.9

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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	19.3 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Orangeburg Consolidated School District Three has committed to preparing every student for high school graduation and to foster positive future leaders. There are district-wide initiatives to support a common ground aligning all professional learning and instructional practices with the final outcome to improve teacher growth, ultimately improving student achievement.

The district predicts a positive trajectory as students are exposed to career pathways in kindergarten through twelfth grade based on specific interests and themes. Unique programming includes STEM themed bio-medical and engineering classes, international studies, enhanced foreign language classes beginning in elementary grades, STEM labs, visual and performing arts curricula, the most updated technology, rigorous academic competitions, a middle college for high school students and project-based learning experiences to prepare students to make informed decisions regarding college selections and career choices.

District and site-based leadership teams have collaborated and have formulated a plan to overcome the academic deficits that may have existed. The team has led the entire district to adopt the grant funded Teacher Advancement Program as the reform model towards improving the instructional practices through professional learning. This grant brings over 6.3 million for three years. This weekly TAP professional learning occurs at the school level with the support of mentor teachers and master teachers.

The District has focused on the delivery of research-based instructional practices, engaging students as inquirers, problem solvers and researchers. Data has served as the catalyst for instructional decisions through both formative and summative measures. The Office of Curriculum and Instruction provided ongoing professional learning sessions on best practices in preparation for the district's full implementation of the Common Core State Standards in 2013-2014.

During the 2012-2013 year, Lake Marion High School received endorsement as an IB World School offering the first IB Diploma Track courses in August 2013. The district received an Elementary and Secondary School Counseling Initiative Grant of approximately 1.1 million over three years providing mental health counselors and social workers to assist students and families with today's issues.

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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	52.9
Overall Grade Conversion	F
Points Total - Elementary Grades	67.2
Points Total - Middle Grades	38.9
Points Total - High School Grades	52.3

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)

One schools were identified as Title I Reward School.

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.

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
Grades 3-5							
All Students	639.2	626.7	584.2	611.6	99.9	99.9	N/A
Male	629.2	620.1	580.8	609.4	99.7	99.7	N/A
Female	650.2	633.9	588.2	614.1	100.0	100.0	N/A
White	661.3	645.7	611.0	622.5	100.0	100.0	N/A
African American	636.2	624.0	580.9	609.8	99.8	99.8	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
Disabled	601.2	590.8	553.3	585.8	100.0	100.0	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	637.3	625.5	582.8	611.9	99.8	99.8	N/A
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0	N/A
Grades 6-8							
All Students	620.3	613.0	601.0	600.6	100.0	100.0	N/A
Male	613.4	608.5	598.9	598.5	100.0	100.0	N/A
Female	627.0	617.5	603.0	602.7	100.0	100.0	N/A
White	658.1	638.8	643.0	626.4	100.0	100.0	N/A
African American	615.7	609.7	596.5	597.1	100.0	100.0	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
Disabled	569.0	583.4	558.2	571.1	100.0	100.0	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	619.9	612.6	601.5	600.2	100.0	100.0	N/A
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0	N/A
Grades 9-12							
All Students	224.4	220.3	69.7	66.6	100.0	100.0	77.4
Male	223.6	221.5	69.5	66.9	100.0	100.0	67.3
Female	225.3	219.1	69.9	66.4	100.0	100.0	86.8
White	N/A	N/A	N/A	N/A	N/A	N/A	72.4
African American	223.4	219.3	68.4	66.4	100.0	100.0	78.3
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
Disabled	N/A	N/A	61.3	N/A	N/A	N/A	20.8
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	223.2	218.3	69.0	66.6	100.0	100.0	77.8
Annual Measurable Objective (AMO)	226.0	223.0	77.0	73.0	95.0	95.0	74.1

Abbreviations for Missing Data

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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							
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
2013	3	218	100	25.2	28.2	46.6	74.8
	4	227	100	47	38.2	14.7	53
	5	225	99.6	33	43.7	23.3	67
	6	219	100	44.9	37.6	17.6	55.1
	7	225	100	46.3	34.6	19.2	53.7
	8	229	100	52.7	30	17.3	47.3
Mathematics							
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
2013	3	218	100	39.8	31.6	28.6	60.2
	4	227	100	49.3	36.9	13.8	50.7
	5	225	99.6	39.5	38.6	21.9	60.5
	6	219	100	49.3	44.9	5.9	50.7
	7	225	100	55.6	37.4	7	44.4
	8	229	100	55.9	36.4	7.7	44.1
Science							
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
2013	3	114	100	53.8	40.4	5.8	46.2
	4	226	100	69.9	28.2	1.9	30.1
	5	113	100	58.3	40.7	0.9	41.7
	6	109	100	62.7	32.4	4.9	37.3
	7	225	100	40.7	50.9	8.4	59.3
	8	115	99.1	55	35.1	9.9	45

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2013	3	106	100	28.2	47.6	24.3	71.8
	4	227	100	48.4	46.1	5.5	51.6
	5	111	100	49.5	35.5	15	50.5
	6	110	100	36.9	53.4	9.7	63.1
	7	225	100	61.7	28.5	9.8	38.3
	8	114	100	56.9	28.4	14.7	43.1
Writing							
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
2013	3	217	98.2	40	40.5	19.5	60
	4	228	97.8	55.6	37.5	6.9	44.4
	5	220	99.6	40.5	40.9	18.6	59.5
	6	219	98.6	43.3	44.3	12.3	56.7
	7	227	100	47.7	38	14.4	52.3
	8	229	99.1	49.5	33.2	17.3	50.5

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*
English/Language Arts								
All Students	2012	208	99.5	15.9	53.1	22.7	8.2	30.9
	2013	183	100.0	15.8	43.2	29.0	12.0	41.0

Mathematics								
All Students	2012	208	99.5	31.9	30.4	29.0	8.7	37.7
	2013	183	100.0	26.2	35.0	26.8	12.0	38.8

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.9%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate, grades K-8	94.9%	94.0%*	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year

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