



Orangeburg Consolidated 5 School District

578 Ellis Avenue
Orangeburg, SC 29115

Grades	PK-12 District	
Enrollment	6,421 Students	
Superintendent	Cynthia Wilson	803-534-5454
Board Chair	Mary Ulmer	803-533-7927

THE STATE OF SOUTH CAROLINA 2013 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The District's 2013 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

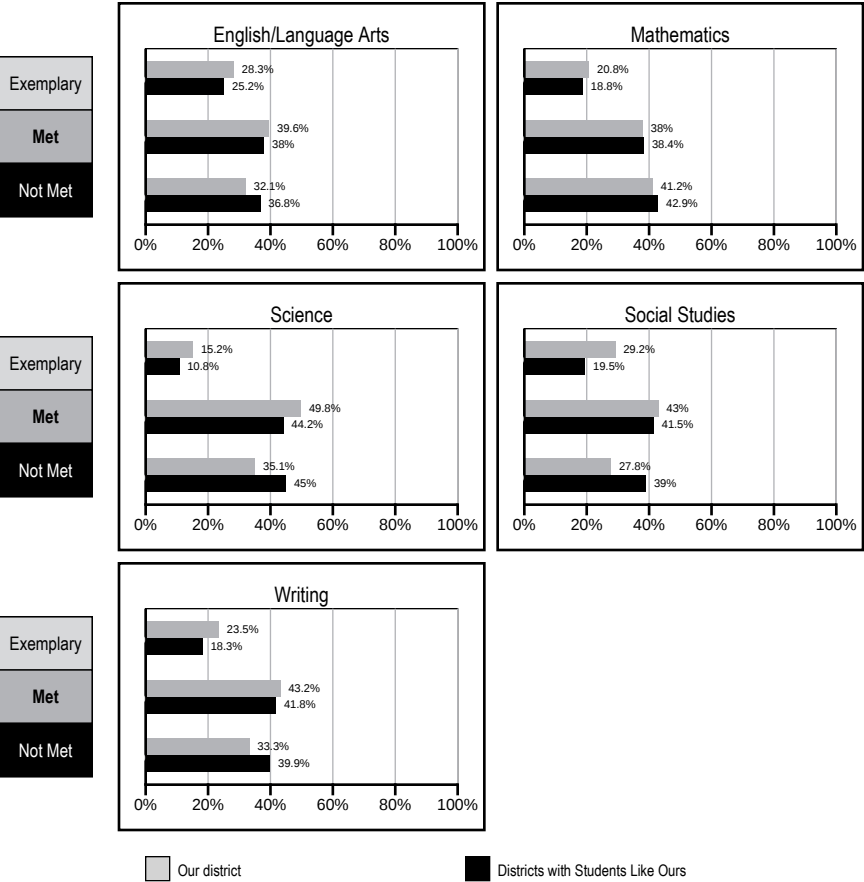
97.7%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	1	10	5	1

* Ratings are calculated with data available by 02/03/2014.

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

	Our District			Districts with Students Like Ours		
Percent	2011	2012	2013	2011	2012	2013
Passed both subtests	71.8%	74.0%	71.8%	66.2%	65.9%	67.1%
Passed one subtest	14.5%	15.1%	16.9%	18.4%	18.4%	18.1%
Passed no subtests	13.7%	11.0%	11.3%	15.4%	15.7%	14.7%

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	70.2%	66.5%
English 1	58.2%	59.4%
Biology 1/Applied Biology 2	73.4%	58.0%
US History and the Constitution	34.0%	32.5%
All Subjects	58.2%	54.9%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Four-Year Cohort	487	456	207	206
Number of Graduates in Cohort	358	327	150	153
Rate	73.5%	71.7%	74.2%	76.6%

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	524	480	202	213
Number of Graduates in Cohort	370	358	150	166
Rate	70.6%	74.6%	77.2%	80.0%

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=6,421)				
First graders who attended full-day kindergarten	92.1%	Down from 93.1%	100.0%	99.2%
Retention rate	2.5%	Down from 3.8%	2.5%	1.9%
Attendance rate	94.0%	Down from 94.5%	95.8%	95.8%
Served by gifted and talented program	4.5%	N/A	5.6%	12.0%
With disabilities	12.7%	N/A	13.8%	12.7%
Older than usual for grade	7.0%	N/A	6.0%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.4%	0.8%	0.7%
Enrolled in AP/IB programs	11.8%	Down from 19.0%	4.4%	14.0%
Successful on AP/IB exams	N/A	N/A	48.5%	50.5%
Eligible for LIFE Scholarship	29.1%	Up from 26.7%	29.1%	31.8%
Enrolled in adult education GED or diploma programs	47	Down from 90	16	50
Completions in adult education GED or diploma programs	47	Up from 30	15	37
Annual dropout rate	2.2%	Down from 2.5%	2.2%	2.3%
Teachers (n=477)				
Teachers with advanced degrees	71.3%	Down from 73.2%	59.3%	61.4%
Continuing contract teachers	73.8%	Down from 77.7%	71.8%	80.0%
Teachers returning from previous year	84.3%	Down from 86.0%	86.0%	90.4%
Teacher attendance rate	95.6%	Down from 96.5%	94.9%	94.8%
Average teacher salary*	\$47,899	Up 1.4%	\$44,355	\$47,587
Vacancies for more than nine weeks	0.4%	Down from 1.4%	1.0%	0.2%
Professional development days/teacher	13.4 days	Down from 19.0 days	9.6 days	10.3 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.7 to 1	20.8 to 1	22.2 to 1
Prime instructional time	86.4%	Down from 88.8%	88.8%	89.4%
Dollars spent per pupil**	\$10,977	Down 4.0%	\$10,200	\$9,101
Percent of expenditures for teacher salaries**	48.0%	Up from 47.9%	48.0%	52.0%
Percent of expenditures for instruction**	51.0%	Down from 51.2%	51.0%	56.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	17	Up from 14	6	11
Number of magnet schools	2	No Change	0	0
Portable classrooms	0.0%	Down from 0.4%	0.9%	0.9%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	18.0	Up from 14.0	5.0	10.0
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Average administrator salary	\$79,472	Down 1.5%	\$74,522	\$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	382	83.2%	1280	58.2%	456	71.7%
Gender						
Male	186	76.3%	659	56.9%	231	64.5%
Female	196	89.8%	621	59.6%	225	79.1%
Racial/Ethnic Group						
White	31	93.5%	126	66.7%	34	82.4%
African American	346	82.7%	1130	56.8%	414	71.3%
Asian/Pacific Islander	N/A	N/A	17	88.2%	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	63	42.9%	124	19.4%	66	31.8%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	10	60.0%	N/A	N/A
Socio-Economic Status						
Subsidized meals	299	80.3%	1038	54.8%	353	68.0%

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	83.2%	87.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2012	2013	2012	2013	2012	2013	2012	2013		
District	431	415	439	412	419	403	1289	1230		
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	16.8	15.5	17.8	17.2	17.8	16.9	17.8	17.0	17.7	16.8
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

Abbreviations for Missing Data

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School District Governance

Board Membership	4 trustees elected to single-member seats, 3 trustees elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	35.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Orangeburg Consolidated School District Five exists to increase learning opportunities for boys and girls in our community. Our primary goal remains the same, which is to build a world-class school system the entire community can be proud of. We remain steadfast in our belief that it is important to build a system that improves student outcomes and helps children reach their full potential. While our state test scores reflect we are headed in the right direction academically; we acknowledge and understand we have not reached our goals yet.

Of critical importance is our vision to create and nurture a World-Class culture of teaching and learning. Everyone working in the district has to have an unwavering commitment to its development and execution of this goal. Our world-class culture of teaching and learning is guided by five Teaching and learning Domains, known as the Five I's: Instruct, Inform, Intervene, Improve and Include. Across the District, we want to explore better ways of assisting students with grasping concepts and understanding instruction. The Instruct Domain encompasses curriculum, planning, instruction, assessment and classroom environment. We must ensure that we know the expected outcome of any task that is approached or any assignment that is given. Rigorous instruction will go a long way toward creating student leadership in our classrooms and toward preparing our students for success on the next level.

Inform, the second major domain, demands that instruction is driven by the data retrieved. Educators must know and make determinations on the two types of data we rely on – quantitative, which is numeric and measurable, and qualitative, which is individual and situational. When educators make use of the varied data sources, it allows them to know whether students grasped the instruction received and provides unique opportunities for educators to Intervene on a student's behalf. The Intervene Domain enables us to determine who needs intervention and who will provide it; the resources available to us, and which are needed; what do we expect from the intervention; and who will determine and monitor the success of the intervention. One of the most important determinations of an intervention is what we do when a student has been successful. It is critical for us as educators to devise plans for our high achieving students, so they may continue to master the skills taught.

The Improve Domain takes on the challenge of and commitment to continuous improvement as a school district, which includes acceleration of student mastery, building on human capital, progress monitoring, providing state of the art resources, and ensuring that every student is safe. Improvement is not a one-time destination, but a constant and never ending journey by district personnel along with all stakeholders. The final domain, Include, begs for involvement from all stakeholders in the district. For our students to be global, productive citizens, the involvement and engagement of all OCSD5 constituencies is absolutely essential. OCSD5 is committed to creating opportunities for community members to share their wisdom and experiences because our collective knowledge is by far more powerful than any one person's. As a district we will open our doors to the community at large, so together we can Build a World-Class School System of which we are all proud.

Cynthia Wilson, 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	70.9
Overall Grade Conversion	C
Points Total - Elementary Grades	78.7
Points Total - Middle Grades	69.8
Points Total - High School Grades	47.1

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)

Ten schools were identified as Title I Reward School.

School	Status
Bethune-Bowman Middle High	Reward-Performance
Bethune-Bowman Elementary	Priority
Robert E Howard Middle	Priority
Marshall Elementary	Focus
Mellichamp Elementary	Priority
Brookdale Elementary	Priority
William J Clark Middle	Focus
Sheridan Elementary	Focus
Whittaker Elementary	Reward-Progress
Whittaker Elementary	Reward-Performance

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
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Grades 3-5

All Students	646.5	635.3	615.5	634.8	99.6	99.8	N/A
Male	639.9	631.0	612.5	632.4	99.3	99.7	N/A
Female	653.2	639.8	618.9	637.3	99.9	99.9	N/A
White	660.8	641.4	628.2	634.8	99.3	99.3	N/A
African American	644.1	633.5	613.3	634.0	99.6	99.8	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	645.7	642.3	626.4	629.8	100.0	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	605.6	589.6	575.7	594.5	98.2	100.0	N/A
Limited English Proficient	658.0	656.8	632.0	644.3	100.0	100.0	N/A
Subsidized meals	643.6	632.3	612.5	632.2	99.7	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	633.7	625.5	615.2	631.2	99.8	99.8	N/A
Male	629.3	622.1	614.4	631.3	99.9	99.9	N/A
Female	638.0	628.9	615.9	631.1	99.9	99.9	N/A
White	645.7	633.4	622.6	638.9	99.1	99.1	N/A
African American	632.3	623.9	613.8	629.9	99.9	99.9	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	592.7	593.1	567.1	587.8	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	629.3	620.5	609.3	625.4	99.8	99.8	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	226.9	221.9	69.1	68.4	98.0	98.3	73.5
Male	224.9	221.4	69.4	69.6	96.6	97.0	66.7
Female	229.0	222.5	68.9	67.3	99.6	99.6	81.2
White	228.2	226.4	N/A	75.4	97.2	100.0	73.7
African American	226.7	221.5	68.4	67.8	98.5	98.5	73.7
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	200.9	196.7	59.2	63.9	94.6	94.6	30.4
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	224.8	219.7	67.7	67.2	98.6	98.9	72.1
Annual Measurable Objective (AMO)	226.0	223.0	77.0	73.0	95.0	95.0	74.1

Abbreviations for Missing Data

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

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
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SC-Alt Grades 6-8

All Students	578.9	562.9	551.1	575.2	100.0	100.0	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	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	578.9	562.9	551.1	575.2	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	465.0	465.0	465.0	465.0	95.0	95.0	N/A

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	513	98.6	27	26.6	46.3	73
	4	473	98.3	36	41	23	64
	5	494	99.8	37.9	43.9	18.2	62.1
	6	544	99.6	45.5	29.9	24.7	54.5
	7	487	99.4	41.7	37.4	21	58.3
	8	430	99.5	38.1	37.3	24.6	61.9
2013	3	510	99.6	28.5	30.1	41.4	71.5
	4	502	99.2	30.7	39.8	29.4	69.3
	5	467	100	25.9	50.9	23.2	74.1
	6	473	99.8	34.4	42.6	23	65.6
	7	538	99.6	34.1	41.5	24.5	65.9
	8	447	100	38.9	36.6	24.6	61.1
Mathematics							
2012	3	513	99.6	40.2	26	33.9	59.8
	4	473	99.8	34.1	41.9	23.9	65.9
	5	494	99.6	40	44.2	15.7	60
	6	544	99.8	35.2	44.6	20.2	64.8
	7	487	99.4	39.3	40.6	20.1	60.7
	8	430	99.5	45.5	43.8	10.7	54.5
2013	3	510	99.6	44.1	27	28.9	55.9
	4	502	99.6	32.1	43.5	24.5	67.9
	5	467	100	34.4	41.1	24.6	65.6
	6	473	99.8	47	43.3	9.7	53
	7	538	99.6	53	29.5	17.4	47
	8	447	100	35.4	49.2	15.4	64.6
Science							
2012	3	264	99.2	40.1	37.3	22.6	59.9
	4	473	99.8	35.3	55	9.8	64.7
	5	244	99.2	44.1	43.6	12.3	55.9
	6	274	100	43	49	8	57
	7	487	99.4	41.7	39.5	18.8	58.3
	8	215	100	35	49.8	15.3	65
2013	3	252	100	44.2	40.9	14.9	55.8
	4	502	99.4	26.8	56.4	16.7	73.2
	5	238	100	38.3	52.9	8.8	61.7
	6	241	100	36.1	53.2	10.7	63.9
	7	535	99.6	32	47.9	20	68
	8	224	100	48.2	41.3	10.6	51.8

Abbreviations for Missing Data

N/A--Not Applicable

NAV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	252	98.8	34.4	41	24.6	65.6
	4	471	99.8	27.4	53.2	19.4	72.6
	5	249	99.2	34.7	44.8	20.5	65.3
	6	274	99.6	31	57.1	11.9	69
	7	481	99.8	36	40.6	23.4	64
	8	214	99.1	37.4	33.8	28.8	62.6
2013	3	262	99.6	26.4	45.6	28	73.6
	4	501	99.4	23.7	48.1	28.2	76.3
	5	230	100	40.5	37.4	22.1	59.5
	6	236	99.6	18.2	57.8	24	81.8
	7	536	99.6	31.6	35.4	33	68.4
	8	223	99.6	27.8	39.8	32.4	72.2
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	496	98.6	32.6	43.6	23.9	67.4
	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	425	98.1	34.5	36.8	28.7	65.5
2013	3	508	97.2	40.4	35.1	24.5	59.6
	4	499	97.8	31.3	46.1	22.5	68.7
	5	462	98.7	33.4	43.6	23	66.6
	6	469	97.9	33.1	46.2	20.7	66.9
	7	533	97	28.3	45.4	26.3	71.7
	8	446	97.1	31.8	43.9	24.3	68.2

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	District % Proficient or Advanced*
English/Language Arts								
All Students	2012	421	95.7	13.7	37.6	35.1	13.7	48.8
	2013	459	98.0	15.3	40.7	28.2	15.8	44.0

Mathematics								
All Students	2012	421	95.5	23.6	35.8	26.6	13.9	40.5
	2013	459	98.3	23.9	40.6	21.5	14.0	35.5

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	0.7%	4.9%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate, grades K-8	94.0%	94.0%*	Yes

* Adjusted to account for natural variation in performance.
** Or greater than last year

Abbreviations for Missing Data