

2014-2015

ACCOUNTABILITY MANUAL

The Annual School and District
Report Card System for
South Carolina Public Schools and
School Districts



**SC EDUCATION
OVERSIGHT COMMITTEE**

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The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.

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Section I INTRODUCTION

New summative assessments in English language arts (ELA) and mathematics required by Act 200 of 2014 for school year 2014-15 and college and career ready assessments in high school mandated by Act 155 of 2014 for school year 2014-15 necessitate changes in the reporting of student academic performance. State law requires that for school years 2014-15 and 2015-16 the EOC **will not rate schools or districts** but will instead **report on student academic performance**.

The Education Oversight Committee must use the results of these assessments in school years 2014-2015 and 2015-2016 to report on student academic performance in each school and district pursuant to Section 59-18-900. The committee may not determine state ratings for schools or districts, pursuant to Section 59-18-900, using the results of the assessments required by this subsection until after the conclusion of the 2015-2016 school year; provided, however, state ratings must be determined by the results of these assessments beginning in the 2016-2017 school year. The Oversight Committee also must develop and recommend a single accountability system that meets federal and state accountability requirements by the Fall of 2016.” (Section 59-18-325 (C)(6))

On February 9, 2015 the Education Oversight Committee (EOC) approved a list of various indicators and measurements, including the new assessments, to report on student academic performance in school year 2014-15. The Profile of the Graduate serves as the overall objective of the state’s public education system. The South Carolina Association of School Administrators, the South Carolina Chamber of Commerce, the EOC and the State Board of Education have all endorsed the profile.

The graphic is titled "Profile of the South Carolina Graduate" and features a blue header with a yellow swoosh. Below the header is a globe icon. The content is organized into three columns: "World Class Knowledge", "World Class Skills", and "Life and Career Characteristics". At the bottom, there are logos for "transformSC" and "NEW CAROLINA" along with approval text from SCASA and the SC Chamber of Commerce.

Profile of the South Carolina Graduate

 **World Class Knowledge**

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

 Approved by SCASA Superintendent's Roundtable and SC Chamber of Commerce 

Therefore, the state report card for school year 2014-15 will include the following indicators and measurements as defined herein.

Section II Report Cards

Identification of School/Program Units for Report Cards

Report cards are to be issued for each school or district, to include the following:

- ❑ Each school or district organizational unit assigned a School Identification Number (SIDN) by the SC Department of Education (SCDE) and operational for one year or more.
- ❑ Each special school operating under the auspices of the State of South Carolina, including those operated by the Department of Juvenile Justice, the Felton Laboratory School at South Carolina State University, the Governor's School for the Arts and Humanities, the Governor's School for Science and Mathematics, the John de la Howe School, the Palmetto Unified School District, the S.C. School for the Deaf and the Blind, and the Wil Lou Gray Opportunity School.
- ❑ Multiple report cards for a school crossing two or more organizational levels will be issued only if there are 30 students in each group to meet the criteria for reporting disaggregated data, which meets the federal minimum reporting requirement. When multiple report cards are issued for a school, data elements that are specific to the different grade levels will be different. All other data elements will be identical. In a school with grades seven through twelve, for example, the report card for grades seven and eight will include the number of students enrolled in courses for high school credit, while the report card for grades nine through twelve will include the number of students successfully completing AP/IB courses. Other data, such as attendance rates, will be identical on the two report cards.
- ❑ A typical elementary school is defined as containing kindergarten through grade five; a typical middle school, grades six through eight; a typical high school, grades nine through twelve. Any school that includes one grade on either side of the typical pattern will be viewed as part of that organizational pattern. For example, if a school includes kindergarten through grade six, it will be considered elementary. If a school includes grades five through nine, it will be considered a middle school. If a school includes two or more grades on either side of the typical pattern (e.g., grades four through eight), two report cards will be produced. Any school that contains grade ten and crosses organizational patterns will require at least two report cards.
- ❑ Charter schools authorized by a local school district will receive a separate school report card; however, data from students attending a charter school authorized by a local school district will not be reported in the local school district report card per the Education Accountability Act as amended in 2006 (Section 59-18-920).
- ❑ Charter schools within the SC Public Charter School District (SCPCSD) that have been in operation for at least one year will receive individual report cards and the SCPCSD will receive a report card.

Superintendent Requests

- ❑ Superintendents may request that separate report cards be issued for special program units that meet all of the following criteria and that would not otherwise receive a separate report card:
 - The program unit is a multi-grade unit directed toward a purpose (curriculum, special population, or distinct methodology) housed on the campus of a SIDN-designated school.
 - The program unit has an administrative leadership structure separate from the school that houses the program.
 - The program unit is acknowledged generally by parents and the public to be separate and distinct from the school that houses the program.
 - There is no overlap between the grades served by the program unit, any other program unit housed at the school, and the host school.

Requests for separate report cards must be made to the State Superintendent of Education by **July 1, 2015**. The State Superintendent will approve or deny such requests.

- ❑ In districts with only one high school and only one ninth grade school (as defined by separate SIDNs), the district superintendent may request of the State Superintendent of Education by **July 1, 2015** that the two schools are to be combined for purposes of the reporting system. In this circumstance, all performance data and school profile data are to be combined and one report card document distributed for the two schools. If the district superintendent elects not to request that the data from both schools be combined, both the school containing grade 9 only and the high school will receive report cards listing all data.

Section III KNOWLEDGE

The following assessments administered in school year 2014-15 to measure student academic performance against state standards and to document student progress toward college and career benchmarks are as follows:

- ACT Aspire in English language arts (ELA) and mathematics in grades three through eight;
- South Carolina Palmetto Assessment of State Standards (SCPASS) in science and social studies in grades four through eight;
- End-of-course assessments for selected high school courses; and,
- WorkKeys and ACT Plus Writing for 11th graders.

Data from any student will be reported if he or she is enrolled in a school (or district) on the forty-fifth day and the first day of testing with no break in enrollment. For the 2015 report cards, scheduled to be released in November 2015, the following information and assessments will be reported in school and district report cards:

- Schools enrolling students only in kindergarten through grade two:
 - No assessment data reported.
- Elementary schools enrolling students in grades three through five:
 - 2015 SCPASS science and social studies data and
 - 2015 ACT Aspire ELA and math data.
- Middle schools enrolling students in grades 6, 7, or 8 and schools enrolling students in grades 6, 7, or 8 with grade 9 as the terminal grade:
 - 2015 SCPASS science and social studies data,
 - 2015 ACT Aspire ELA and math data, and
 - 2014-2015 end-of-course tests for high school credit courses.
- High schools enrolling students in grades nine through twelve:
 - End-of-course tests scores,
 - WorkKeys data, and
 - ACT Plus Writing data.
- Career and technology centers:
 - WorkKeys data.
- Special schools: Assessments as administered at each school.
- Districts:
 - SCPASS, science and social studies data;
 - Alternate assessments;
 - End-of-Course test scores;
 - ACT Aspire ELA and Math data;
 - WorkKeys data; and,
 - ACT Plus Writing data.

The student performance data for students attending multi-district schools in which 100 percent of the students have Individualized Education Plans and in which 90 percent or more of the students are assessed with the alternate assessments should be included in the data reported for each student's home district. The data from students attending such special schools also will be reported on the special school's report card.

The following results will be reported on high school and on district report cards:

WorkKeys

- Number of WorkKeys exams administered in 2014-15
- Percent of Students Receiving Bronze, Silver, Gold and Platinum Certificates
- Percent of Students Scoring at each level on the tests

ACT Plus Writing

Mean scores by tests and mean composite scores compared to similar schools, to district average, to state average, and to national levels as appropriate. In addition, the percentage of students meeting college benchmarks by subject area and for the composite score will be reported and compared to similar schools, to district average, to state, and to national levels as appropriate.

Note regarding John de la Howe School

WorkKeys and ACT assessment results for John de la Howe School residents will be reported on the report card for John de la Howe School, and not McCormick High School.

End-of-course Assessments

End-of-course tests in English I, Algebra I/Math for the Technologies II, and Physical Science were approved for use and their results were included in the calculation of district ratings beginning in 2006. Approval of the end-of-course test in U.S. History and the Constitution followed in October 2008 and in June 2010, the EOC reviewed and approved the end-of-course test for Biology I/Applied Biology II which became operational in Fall 2010 and replaced Physical Science. End-of-course test results were used for the calculation of high school ratings beginning in 2007 and were used in the calculation of middle school ratings, beginning in 2008.

NAEP

State and national results of the National Assessment of Educational Progress will be reported on all district and school report cards as required by Section 59-18-930.

Primary Schools

The following criteria will continue to be published for primary schools although the results will not factor into ratings:

- ❑ **Prime instructional time:** Prime instructional time is a measure of the amount of school instructional time during which both teachers and students are present and is calculated in the same manner as for other South Carolina schools. (See Appendix A of the *Accountability Manual* for the formula.)
- ❑ **Pupil-teacher ratios:** Pupil-teacher ratio is calculated by dividing the number of students enrolled in the school on the forty-fifth day of school by the total number of teachers in the school (excluding counselors, librarians, administrative personnel, specialists, and teachers of the arts, physical education, or special education).
- ❑ **Parent involvement:** Involvement is calculated by dividing the number of students in the school whose parents/guardians attend at least one individual parent conference (unduplicated count) during the school year by the 135th-day average daily membership (ADM).
- ❑ **External accreditation:** Accreditation that is early childhood specific is determined by application and/or receipt of accreditation. The scale ranges from SC Department of Education (SCDE) accreditation through early childhood specific accreditation by the Southern Association of Colleges and Schools to the accreditation by the American Montessori Society or the National Association for the Education of Young Children.
- ❑ **Professional development:** The professional development time devoted exclusively to knowledge and skills working with young children (less than eight years) is calculated.
- ❑ **Percentage of teachers having advanced degrees:** Percentage of teachers having advanced degrees, a measure of the qualifications of the teachers in the school, is calculated in the same manner as for other South Carolina schools. (See Appendix A of the *Accountability Manual* for the formula.)
- ❑ **Percentage of teachers returning from the previous school year:** Percentage of teachers returning from the previous school year, a measure of the instructional continuity and stability, is calculated in the same manner as for other South Carolina schools. (See Appendix A of the *Accountability Manual* for the formula.)

Section IV

WORLD CLASS SKILLS AND LIFE AND CAREER CHARACTERISTICS

In the past, principals and School Improvement Councils are given the flexibility to report on any accomplishments on the school report cards. For the 2015 school report card, principals and School Improvement Councils will again be given the opportunity to inform the public on their school's achievements but within the context of the South Carolina Profile of the Graduate. Specifically, each principal and School Improvement Council are asked to complete the following statement which will be printed on the report card:

“Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by... .”

Profile of the South Carolina Graduate



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

<h3><u>World Class Skills</u></h3> <ul style="list-style-type: none">• Creativity and innovation• Critical thinking and problem solving• Collaboration and teamwork• Communication, information, media and technology• Knowing how to learn	<h3><u>Life and Career Characteristics</u></h3> <ul style="list-style-type: none">• Integrity• Self-direction• Global perspective• Perseverance• Work ethic• Interpersonal skills
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 Approved by SCASA Superintendent's Roundtable and SC Chamber of Commerce 

The principal and SIC are encouraged to document policies, initiatives, curriculum, learning strategies, etc. Examples include, but are not limited, to: (1) project-based learning; (2) extended performance tasks; (3) community service projects; etc.

Section V OPPORTUNITIES

The EOC will use many of the existing information provided on school and district profiles to report on opportunities students have within schools and various educational services offered which support the Profile of the South Carolina Graduate. These services include: (1) access to foreign language; (2) access to technology and electronic devices; (3) positive school cultures; etc. Appendix A enumerates the information that will be included. While all of the data within “Opportunities” has been collected, not all measures have been reported on the school and districts report cards until this year. Measures which will be reported on beginning this year include:

- Devices per student
- College applications completed
- Dual enrollment – number of students and success rate
- Enrollment in career and technology courses at comprehensive high schools
- FAFSA completion
- Online course completion
- Devices per teacher
- Number of certified teachers
- Average age of books/electronic media
- Bandwidth capacity
- Foreign-language opportunities
- Library/media center book/e-book access
- Online course completion
- One-to-one computing
- Percent of classrooms with wireless access

Section VI OUTCOMES

Each high school and district report card will include the following outcome measures:

Graduation Rates

A four-year and five-year cohort graduate rate will be reported on report cards for high schools, career and technology centers, as well as school districts. The graduation rate for subgroups will also be reported. This information is already collected and reported on prior school and district report cards.

LIFE Scholarships

The percentage of students eligible for LIFE scholarships will also be published as outcomes. This information is already collected and reported on prior school and district report cards.

College and Career Readiness

A new measurement will be reported on high school and district report cards in 2015. The percentage of students from the prior year's graduating class (2014) who were enrolled in a state two or four-year college in the Fall of 2014 will be reported. Referred to as the "freshman report," these data have been collected by state law since 1962.

Post-secondary Remediation – To be reported in subsequent years

The EOC also wants to report on the percentage of students from the prior year's graduation class (2014) who were enrolled in state 2 year colleges in the Fall of 2014 and who were enrolled in a remedial English or math course or both. Because there is not yet a uniform standard used by two-year technical colleges for determining if students must take a remedial course, the EOC will defer collecting and reporting such data until a uniform policy is adopted.

Core competency mastery, placement rates, and certification requirements

The following will continue to be reported on report cards for career and technology centers:

- Percentages of students mastering core competencies or certification requirements in center courses,
- 12th grade graduation rates, and
- Placement rates.

Reporting for Special Schools

THE DEPARTMENT OF CORRECTIONS: PALMETTO UNIFIED SCHOOL DISTRICT

Students to be included:

High school eligible students who have participated in the educational program for a minimum of one hundred days during the fiscal year are to be included. All Palmetto Unified programs are to be reported as one school.

Criteria to be reported:

- GED completion rate.
- Career and technology program completers: Number of program completers (federal definition) divided by the number of students enrolled in the career and technology program.
- Pre-test and post-test gains on the Test of Adult Basic Education (TABE): This average gain from the pretest to the posttest is calculated by adding the gains of individual students and dividing by the total number of students.

DEPARTMENT OF JUVENILE JUSTICE (DJJ)

Students to be included:

GED: Students who are age 16 and earn a passing score on the Pre-GED are designated “eligible” to take the GED. Seventeen and eighteen year old students who register to take the GED also are considered eligible. These students are not required to take the Pre-GED.

High School Credits Earned: High school students who earn Carnegie units during the school year.

MAP Gains: Middle and high school students who are assessed in reading and math using the Measures of Academic Progress (MAP) program. Students who have attended middle or high school for at least 90 school days will be included in the assessment.

Middle School Classes Passed: Middle school students who complete the four content area courses during the school year.

Calculations will be based on the DJJ School District calendar year. (August 1st through July 31st)

Criteria to be reported:

- GED: The percentage of students who pass the GED will be calculated by dividing the number of students who passed the GED by the total taking the test during the school year.

- High School Credits: The average high school credits earned will be calculated by dividing the total number of Carnegie units earned by the number of students who completed the courses.
- MAP Gains: Pre-post test scores will be calculated for reading and math. The percentage of students who make gains will be calculated by dividing the number of students who made gains by the total number of students tested.
- Middle School Classes Passed: The average for the four main content area classes passed will be calculated by dividing total classes passed by the number of the students who completed the courses (science, social studies, language arts, mathematics).

THE SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND (SCSDB)

Students to be included:

Elementary, middle or high school students who are enrolled in the school as of the forty-fifth day of instruction and are present in the school on the first day of testing will be included in assessment measures.

Criteria to be reported:

- **Brigance Inventory Gains:** For the Brigance Inventory, students make a gain if they improve their scores on three out of the four subtests given each IEP year.
- **Mastery of Individualized Education Plan (IEP) Objectives:** Mastery is documented through categorical scores in English Language Arts and Math assessments.
- **State Assessment Results:** The results of the Palmetto Achievement of State Standards (PASS) tests in Science and Social Studies, ACT Aspire results, and alternative assessments in core subject areas are used as criteria.

THE GOVERNOR'S SCHOOL FOR SCIENCE AND MATHEMATICS (GSSM)

Students to be included:

Students enrolled in the school as of the forty-fifth day of instruction and continuing through the spring testing period are to be included.

Criteria to be reported:

- **Advanced Placement Passing Rate:** The percentage of students scoring three or above on Advanced Placement examinations.
- **Freshman year GPA:** The mean grade point average of students in the fall semester of their freshman year (these data are to be reported on students graduating in the previous year).
- **WorkKeys data and ACT Plus Writing data.**

Proviso 1.86 of the 2015-15 Appropriations Act requires the two Governor's Schools work with districts, the Department of Education and School Report Card administrators, to ensure that SAT scores of current Governor's Schools' students are included in the School Report Card of those students' resident schools and districts. SCDE is staff is currently working with staff from the Governor's Schools to determine the appropriate methodology to accurately report these scores per the proviso requirements.

WIL LOU GRAY OPPORTUNITY SCHOOL

Students to be included:

All students who are enrolled in the Wil Lou Gray Opportunity School for any of the three three-month program periods each fiscal year are to be included.

Criteria to be reported:

- GED completion rate: This is calculated by the number of students who successfully complete the GED test divided by the number of students eligible to take the GED test.
- Test of Adult Basic Education (TABE) gains: This is calculated by determining the percentage of students not eligible to take the GED who achieve a five-month gain in math and reading as measured by pre- and post-TABE results. Students must attain the gain in each of the content areas to qualify as meeting the criterion.
- The Educational Phase: The number of students completing the Educational Phase of the semester is divided by the number of students entering the Educational Phase.
- Post-Secondary Skill Completion: A percentage of educational phase completers who have completed a set of post-secondary skill tasks.

Tasks Include:

1. Completion of an Individualized Graduation Plan.
2. Completion of a vocational education class.
3. Receive a Work Keys Card.
4. Participate in work experience.
5. Have a tentative post-secondary educational, military, or work placement upon graduation.

FELTON LABORATORY SCHOOL

This kindergarten through eighth-grade school receives a report card using the same criteria and information used for public schools within local school districts or the SC Public School Charter District.

JOHN DE LA HOWE SCHOOL

Students to be included:

Students who have participated in the educational program for a minimum of 135 days during the school year are to be included. (John de la Howe School operates on a traditional calendar with an extended session during the summer. The extended session provides students with an opportunity to make up days and catch up in academic subjects that they may have missed while waiting for placement at John de la Howe School. Student attendance is collected on the Student Information System and on paper copies of attendance sheets.)

Criteria to be reported:

- State assessment performance: This is dependent upon student grade level assignment. For state assessments, ACT Aspire assessments are to be included along with SCPASS in Science and Social Studies; results on students taking The ACT and WorkKeys will be included as well.
- STAR reading and mathematics: Pretest to posttest gains are calculated for each student in each content area and assigned value according to the point structure below. Gains are added together and divided by the number of students tested. Students who should have been tested but are not tested are assigned a point value of zero.
- Number of high school credits earned each year: The number of credits earned each year is assigned points as shown below.
- Number of middle school classes passed each year: The number of classes passed each year is assigned points as shown below.

Note regarding John de la Howe School

WorkKeys and ACT assessment results for John de la Howe School residents will be reported on the report card for John de la Howe School, and not McCormick High School.

S.C. GOVERNOR'S SCHOOL FOR THE ARTS AND HUMANITIES (SCGSAH)

Students to be included:

Students enrolled in the school as of the forty-fifth day of instruction and continuing through spring testing period are to be included.

Criteria to be reported:

- Student participation in state and national arts competitions, auditions, portfolio review, or other by senior year.
- Student recognition in state and national arts competitions, auditions, portfolio review, or other by senior year.
- Advanced Placement Passing Rate (exams scored three and above).
- Mean performance on The ACT and WorkKeys.
- Seniors awarded scholarships, including LIFE Scholarship.

Proviso 1.86 of the 2015-15 Appropriations Act requires the two Governor's Schools work with districts, the Department of Education and School Report Card administrators, to ensure that SAT scores of current Governor's Schools' students are included in the School Report Card of those students' resident schools and districts. SCDE staff is currently working with staff from the Governor's Schools to determine the appropriate methodology to accurately report these scores per the proviso requirements.

Appendix A

Definitions and Formulas for School or District Profile Information

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Student Information

Accreditation, Southern Association of Colleges and Schools (SACS)

DEFINITION:

General

School Report Card: School is/is not accredited by the Southern Association of Colleges and Schools (SACS-CASI).

District Report Card: Percentage of schools in the district accredited by the Southern Association of Colleges and Schools.

Formula

School: Accreditation is indicated with a "Yes" or "No."

District: The number of accredited schools is divided by the total number of schools in the district and converted to a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Adult Education / GED Program, Students Completing

DEFINITION:

General

This fact reports the number of students who received a GED or a diploma through adult education programs.

Formula

Determine the number of students age 16 or older by July 1 who received 12 or more hours of instruction, and were assessed between July 1 and June 30 who completed requirements for a GED or a high school diploma through adult education programs in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Adult Education

Reported by:

Adult education directors

Timeframe:

End of school year

Adult Education / GED Program, Students Enrolled

DEFINITION:

General

This fact reports the number of students enrolled in adult education diploma or GED preparation programs.

Formula

Determine the total unduplicated count of the number of students aged 16 or older by July 1 enrolled in adult education diploma or GED preparation programs in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Adult Education

Reported by:

Adult education directors

Timeframe:

End of school year

Advanced Placement / International Baccalaureate (AP/IB) Participation Rate

DEFINITION:

General

This indicator reports the participation rate as the unduplicated count of students enrolled in AP or IB courses divided by the one-hundred-thirty-five-day average daily membership (ADM), expressed as a percent.

Formula

Present this indicator as a ratio.

- (1) Determine the unduplicated number of students in grades 11 and 12 enrolled in Advanced Placement (AP) or International Baccalaureate (IB) classes at the school.
- (2) Divide the count in step one by the one-hundred-thirty-five-day ADM for grades 11 and 12 and express as a percent.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools report AP and IB student counts – School Report Card Summer Survey

Timeframe:

End of school year

Advanced Placement / International Baccalaureate (AP/IB) Success Rate

DEFINITION:

General

This indicator reports the success rate in Advanced Placement (AP) or International Baccalaureate (IB) courses as the percentage of all AP and IB examinations taken in which the scores were three or above on the AP tests, or four or above on the IB examinations.

Formula

Present this indicator as a percent.

- (1) Determine the count of AP or IB tests at the school with scores of three or above on the AP tests, or four or above on the IB examinations.
- (2) Divide the count in step one above by the number of AP and IB tests taken and express the answer as a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Educational Testing Service (ETS) and International Baccalaureate Organization (IBO)

Timeframe:

End of school year

Attendance Rate, Student Average Daily

DEFINITION:

General

This indicator reports the average percentage of students present on each school day.

Formula

- (1) Determine the number of days present for students on the 135th day.
- (2) Divide this amount by the number of days students were enrolled at the school.

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial reports

Timeframe:

135-day data collection

Board Orientation Training, Percent New Trustees Completing

DEFINITION:

General

Reports the percentage of newly elected school board trustees who have completed the orientation program for new school board trustees.

Formula

The number of new trustees who have completed the training is divided by the total number of new trustees and converted to a percentage.

PROCEDURES:

Collected by:

SC School Boards Association

Reported by:

School districts

Timeframe:

Periodic

College Applications Completed

DEFINITION:

General

This indicator reports the percentage of students who completed one or more college applications.

Formula

Present this indicator as the percentage of students from within the graduation cohort (defined as those students who were first enrolled as a grade 9 student three years prior) who have completed one or more college applications.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Report Card Summer Survey

Timeframe:

End of school year

College Enrollment

DEFINITION:

General

This indicator reports the percentage of students from the prior year's graduation class who are enrolled in an in-state or out-of-state two-year college, four-year college, or technical college pursuing an associate's degree, certificate or diploma in the Fall of the prior year.

Formula

Present this indicator as the percentage of students from the prior year's graduation class who are enrolled in an in-state or out-of-state two-year college, four-year college, or technical college pursuing an associate's degree, certificate or diploma in the Fall of the prior year.

PROCEDURES:

Collected by:

State Department of Education, College Freshman Report,
<http://ed.sc.gov/agency/ie/rda/CollegeFreshmanReport.cfm>

Reported by:

Schools/Districts

Timeframe:

End of school year

Devices per Student

DEFINITION:

General

This indicator reports the number of devices (desktops, laptops or notebooks) per student for every school and district.

Formula

Present this indicator as a ratio of devices to number of students.

- (1) Obtain the number of devices from the school/district technology survey.
- (2) Obtain the number of students from the ADM 135-day file.
- (3) Compute the ratio of (1) to (2).

PROCEDURES:

Collected by:

State Department of Education, Annual Technology Survey

Reported by:

School Districts/Schools

Timeframe:

May-June 30

Disabilities, Students with

DEFINITION:

General

The percentage of students qualifying under the Individuals with Disabilities Education Act (IDEA) and receiving services in programs for students with disabilities.

Formula

School

- (1) Determine the total number of students at the school qualifying under IDEA and receiving services in programs for students with disabilities.

- (2) Divide the total by the number of students enrolled at the school.

District

- (1) Determine the total number of students enrolled in the district qualifying under IDEA receiving services in programs for students with disabilities.
- (2) Divide the total by the number of students enrolled at the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

January–March

Dropout Rate

DEFINITION:

General

This measure provides information on the annual rate of students who leave the school or district for any reason, other than death, prior to graduation or completion of a course of studies without transferring to another school, district, or institution, divided by the total number of students enrolled at the school (grades seven through twelve) (SCDE guidelines).

Formula

School/district (grades seven through twelve only)

Calculated for each school/district with grades seven through twelve (overall).

- (1) Determine the number of students who dropped out of school during the previous school year (as per SCDE guidelines).
- (2) Add the number of students who failed to return after the summer.
- (3) Divide the sum of step one and step two by the total number of students enrolled on the last day of school during the previous school year.

Note: Data will be two years behind.

PROCEDURES:

Collected by:

State Department of Education, Office of Student Intervention Services

Reported by:

School district

Timeframe:

Forty-fifth day of the following school year

Dropout Recovery Rate

DEFINITION:

General

Dropout Recovery Rate reflects the proportion of students in grades 9 through 12 from each school and district who dropped out during a particular academic year and reenrolled in a public school or enrolled in an Adult Education high school diploma granting program within the first 135 days of the next academic year. To determine the dropout recovery rate, the number of reenrolled students – from both public schools and Adult Education programs – will be divided by the number of students in grades 9-12 reported as dropouts as of October 1.

Formula

Numerator: The number of students reported as dropouts in 2013-14 who re-enrolled in

Denominator: a public school in 2014-15 or enrolled in an Adult Education high school diploma granting program 2014-15
The number of students in grades 9–12 reported as dropouts as of October 1, 2014 (to reflect October 1, 2013 through September 30, 2014)

PROCEDURES:

Collected by:

State Department of Education, Office of Student Intervention Services and Office of Research and Data Analysis

Reported by:

State Department of Education, Office of Student Intervention Services and Office of Research and Data Analysis

Timeframe:

135-day report

Dual Enrollment, Number of Courses

DEFINITION:

District

This indicator reports the total number of dual credit courses taken and completed by students in the district in the school year based on the 180-day count.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

Forty-fifth day of the following school year

Dual Enrollment, Number of Students

DEFINITION:

General

This measure provides the number of students enrolled in a Dual Enrollment Course in the previous year.

Formula

Determine the number of students enrolled in course that are Dual Enrollment in the previous year.

PROCEDURES:

Collected by:

State Department of Education, Office of Research & Data Analysis

Reported by:

District Student Information System

Timeframe:

Forty-fifth day of the following school year

Dual Enrollment, Success Rate

DEFINITION:

General

This measure provides the percentage of students enrolled in Dual Enrollment classes that obtain a grade that provides college credit.

Formula

- (1) Find the number of student/class enrollments in Dual Enrollment Classes.
- (2) Find the number of student/class(es) that obtain a grade of C or better (transferable credit).
- (3) Divide (2) by (1) to obtain the percentage of student/class enrollments eligible for college credit.

PROCEDURES:

Collected by:

State Department of Education, Office of Research & Data Analysis

Reported by:

District Student Information System

Timeframe:

Forty-fifth day of the following school year

Enrollment in School/District

DEFINITION:

General

Total number of students enrolled in grades Pre-K (3- and 4-year old programs) through 12 in the school/district on the forty-fifth day of school.

Formula

School

Determine the student count for the total number of students enrolled in grades Pre-K through 12 in the school on the forty-fifth day of school.

District

Determine the student count for the total number of students enrolled in the district in grades Pre-K through 12 on the forty-fifth day of school.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Student Information System

Timeframe:

135-day Data Collection

Enrollment in Career and Technology Courses at Comprehensive High Schools

DEFINITION:

General

The total number of students that are enrolled in career technology (occupational) courses at the comprehensive high school. Each course must meet a minimum of 250 minutes weekly.

Formula

Determine the total number of students that are enrolled in career technology courses of study at the comprehensive high school on the forty-fifth day of school.

PROCEDURES:

Collected by:

Office of Career and Technology Education

Reported by:

District Student Information System

Timeframe:

January–March

Enrollment at Career Technology Centers

DEFINITION:

General

The number of students enrolled in classes at the career technology center.

Formula

Determine total number of students enrolled at the career technology center on the forty-fifth day.

PROCEDURES:

Collected by:

State Department of Education, Office of Career and Technology Education

Reported by:
Career technology center directors
Timeframe:
Forty-five-day data collection

FAFSA Completion

DEFINITION:

General

The total number of students who have completed a FAFSA form in 2014-15. Data can be downloaded from studentaid.ed.gov and includes completed FAFSAs among first-time filing applicants no older than 18 who will have received their high school diploma by the start of school year to which they are applying for aid.

PROCEDURES:

Collected by:

U.S. Department of Education:

<https://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-data>

Reported by:

<https://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-high-school>

Timeframe:

June

Governance, School District

DEFINITION:

General

Reports the type of governance for the school district. Reported on district report card.

Formula

The following information is reported:

- (1) Board membership: number of trustees and election/selection method;
- (2) Fiscal authority: governing body with authority to levy and expend funds; and,
- (3) Average hours of training annually: number of hours provided to school board trustees divided by the total number of trustees and converted to a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

SC School Boards Association

Timeframe:

End of school year

Graduation Rate, On-time

DEFINITION:

General

The percentage of students who earn standard high school diplomas who graduate in four years or less (i.e., on time). Includes data from students who meet the state diploma requirements as a result of attending summer school following their senior year in the calculation of the on-time graduation rate.

Formula

- (1) Define the graduation cohort as those students who were first enrolled as a grade 9 student three years prior.
- (2) Allow for students to be removed from the cohort for the following reasons: student death, emigration, and transfer.
- (3) Add to cohort students who transferred into the school from other institutions.
- (4) From the final cohort, identify students as graduates or non-graduates.
- (5) Divide the number of graduates from step (4) by the adjusted cohort obtained in step (3).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools identify students in cohort. Student Information System (SIS) data for four years is used to create the BASE file, which is provided to schools.

Timeframe:

4-year data collection completed in August.

Graduation Rate, 5-year

The following text comes from “High School Graduation Rate: Non-Regulatory Guidance,” published by the U.S. Department of Education, December 22, 2008:

A-14. What is an extended-year adjusted cohort graduation rate?

An extended-year adjusted cohort graduation rate is defined as the number of students **who graduate in four years or more with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year graduation rate**, provided that the adjustments add to the cohort all students who transfer into the cohort by the end of the year of graduation being considered and subtract students who transfer out, emigrate to another country, or are deceased by the end of that year (34 C.F.R. §200.19(b)(1)(v)). An extended-year graduation rate follows the same rules as the four-year graduation rate. The following formula shows an example of the calculation of a five-year adjusted cohort graduation rate based on the class entering 9th grade in fall 2007 and graduating five years later at the end of the 2011-2012 school year. (If a State chooses to lag its graduation data, as discussed in question A-6, this example would include students graduating during the summer of 2012.)

Numerator in the four-year adjusted cohort graduation rate plus the number of students from the cohort who earned a regular high school diploma by the end of the 2011-2012 school year.

Denominator in the four-year adjusted cohort graduation rate plus students who transferred in during the 2011-2012 school year minus students who transferred out, emigrated, or died during the 2011-2012 school year.

The following considerations are important in implementing this definition:

1. This calculation includes only students who are in the original four-year adjusted cohort.
2. This calculation does not create a “five-year adjusted cohort.”
3. This calculation does not move a student from one cohort to another for the purpose of inclusion in a five-year calculation.
4. If a student transfers from the high school in which he/she is included for the four-year adjusted cohort (High School A) **and graduates** from another high school (High School B) during his/her fifth year, the student is transferred to both the denominator and numerator of the five-year calculation for High School B and is not included in either the denominator or numerator of the five-year calculation for High School A. (Note: “Transfer” for five-year graduation rate calculations is defined the same as for four-year calculations.)
5. If a student transfers from the high school in which he/she is included for the four-year adjusted cohort (High School A) to another high school (High School B) during his/her fifth year **and does not graduate** during that fifth year, the student is transferred to both the denominator but not the numerator of the five-year calculation for High School B and is not included in either the denominator or numerator of the five-year calculation for High School A. (Note: “Transfer” for five-year graduation rate calculations is defined the same as for four-year calculations.)

The following is an example of the calculation of the five-year adjusted cohort graduation rate for two high schools (High School A and High School B) for a four-year adjusted cohort graduating in 2013-14:

1. In 2013-2014, High School A had 85 on-time graduates out of a four-year adjusted

- cohort of 109 students.
- a. High School A's four-year numerator was 85.
 - b. High School A's four-year denominator was 109.
 - c. High School A's four-year graduation rate was 78.0% (rounded from 77.98%).
 - d. High School A had 24 students in its four-year cohort who did not graduate on time.
 - e. Of those 24 students, 6 returned to School A during the following school year (2013-2014).
 - f. Of those 6 students, 4 graduated during or at the end of the 2013-2014 school year (becoming fifth-year graduates).
 - g. In addition, 3 students from High School B transferred to and attended High School A during the following year (2013-2014).
 - h. Of those 3 transfer students, 2 graduated during or at the end of the 2014-2015 school year (becoming fifth-year graduates).
2. In 2013-2014, High School B had 137 on-time graduates out of a four-year adjusted cohort of 183 students.
 - a. High School B's four-year numerator was 137.
 - b. High School B's four-year denominator was 183.
 - c. High School B's four-year graduation rate was 74.9% (rounded from 74.86%).
 - d. High School B had 46 students in its four-year cohort who did not graduate on time.
 - e. Of those 46 students, 11 returned to School B during the following school year (2014-2015).
 - f. Of those 11 students, 8 graduated during or at the end of the 2014-2015 school year (becoming fifth-year graduates).
 - g. Of those 46 students, 3 transferred to and attended School A during the following school year (2014-2015).

The five-year graduation rate for the Class of 2013-2014 at School A would be calculated as follows:

1. The numerator would be $85 + 4 + 2 = 91$ (85 original graduates plus 4 returning students who graduate plus 2 transfer students who graduate).
2. The denominator would be $109 + 3 = 112$ (109 original cohort members plus 3 transfer students who are in their fifth years of high school).
3. School A's five-year adjusted cohort graduation rate would be 81.3% (rounded from 81.25%), calculated by dividing 112 into 91.

The five-year graduation rate for the Class of 2013-2014 at School B would be calculated as follows:

1. The numerator would be $137 + 8 = 145$ (137 original graduates plus 8 returning students who graduate).
2. The denominator would be $183 - 3 = 180$ (183 original cohort members minus 3 students who transferred to and attended School A in their fifth years of high school).
3. School B's five year adjusted cohort graduation rate would be 80.6% (rounded from 80.56%), calculated by dividing 180 into 145.

Those complete federal guidelines for graduation rate calculations, with annotations by SCDE staff, can be found at the following link:
<http://ed.sc.gov/agency/programs-services/171/documents/GradRateGuidelines-100104-2.pdf> (extended-year graduation rates are discussed on pages 7-9).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts, SCDE Office of Adult Education

Timeframe:

5-year data collection completed in July.

Gifted and Talented, Percentage of Students State Served

DEFINITION:

General

This fact reports the percentage of students who meet the state guidelines and received gifted and talented services.

Formula

School

- (1) Determine the number of students (grades three through ten) at the school who qualified and received gifted and talented services as per state-identified guidelines.
- (2) Divide the sum by the total number of students enrolled in grades three through ten at the school.

District

- (1) Determine the number of students (grades three through ten) in the district who qualified and received gifted and talented services as per state-identified guidelines.
- (2) Divide the sum by the total number of students enrolled in grades three through ten in the district.

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Finance

Reported by:

District Student Information System

Timeframe:

135-day Data Collection

High School Credit Courses, Percentage of Seventh and Eighth Grade Students Enrolled

DEFINITION:

General

This fact reports the percentage of seventh and eighth grade students that enroll in courses for high school credit.

Formula

- (1) Determine the total number of students enrolled on forty-fifth day in grades seven and eight enrolled in courses for high school credit.
- (2) Divide the total by the number of seventh and eighth graders enrolled at the school on the forty-fifth day.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of School Year

LIFE Scholarship, Percentage of Seniors Eligible for

DEFINITION:

General

This element reports the percentage of high school seniors meeting the eligibility requirements for the LIFE Scholarship

Formula

Determine the number of high school seniors meeting the eligibility requirements promulgated by the Commission on Higher Education, divide by the number of seniors enrolled, and convert to a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Online Course Completion

DEFINITION:

General

This element reports the number of courses (blended or 100% online) completed by students where the primary mode of instruction is online.

Formula

Report of number of blended (at least 50% online) or fully-online courses available to students in school.

PROCEDURES:

Collected by:

State Department of Education, Annual Technology Survey

Reported by:

Schools/Districts

Timeframe:

May-June 30

Participation in Co-Curricular Career Technology Organizations

DEFINITION:

General

This fact reports the percentage of students attending career technology centers or comprehensive high schools that participate in career technology co-curricular organizations.

Formula

Career Technology Centers

- (1) Determine the unduplicated number of students at the career technology center that participate in school-related clubs/organizations (VICA, FBLA, FHA, HERO, DECA, HOSA, TSA, FFA).
- (2) Divide the sum by the total number of students enrolled at the school on the forty-fifth day of school.

Comprehensive High School

- (1) Determine the unduplicated number of students at the comprehensive high school that participate in school-related clubs/organizations (VICA, FBLA, FHA, HERO, DECA, HOSA, TSA, FFA).
- (2) Divide the sum by the total number of students enrolled in career technology courses on the forty-fifth day of school.

PROCEDURES:

Collected by:

State Department of Education, Office of Career and Technology Education

Reported by:

School district career technology coordinators, directors

Timeframe:

End of school year

Percentage of Student Records Matched

DEFINITION:

General

This fact provides information on the degree to which student test records were matched longitudinally from the prior year to the current year.

Formula

Calculated for each school in which grade levels are assessed.

- (1) Determine the number of students enrolled in the same school (or district) on the 45th day of school and on the first day of testing for whom the current-year assessment data are successfully matched with the individual student assessment data from the previous school year.
- (2) Divide the total from step one by the total number of students enrolled in the same school (or district) on the 45th day of school and on the first day of testing for whom current-year assessment data are available for matching. In the case of grade 3, in which only those repeating third grade may reasonably be expected to have pretest information, the pool of data available for matching a third grade posttest will include only those students identified as repeating grade 3 in the current year.

PROCEDURES:

Collected by:

State Department of Education, Office of Assessment and Office of Data Management and Analysis

Reported by:

School districts

Timeframe:

Summer of current school year

Prime Instructional Time

DEFINITION:

General

This indicator provides information on the percentage of instructional time available when both teachers and students are present.

Formula

(1) Calculate teacher attendance rate for Prime Instructional Time calculation (TAPRIME):

$TAPRIME = 100 * ((TOTDAYS * (180/190)) - TCHABS) / (TOTDAYS * (180/190))$, where

TOTDAYS= total days of employment and

TCHABS=(days of long-term absences + days of short-term absences + days of absence due to special circumstances + days of absence due to professional development on days students attend school) – NOSCHOOL, where

NOSCHOOL=days of absence on days of employment that are not days students are expected to attend school

(2) Calculate prime instructional time (PRIME):

$PRIME = (STUATTEND + TAPRIME) - 100$, where

STUATTEND= student attendance rate expressed as a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts
End-of-year Teacher Survey

Timeframe:

End of school year

Retention

DEFINITION:

General

This indicator reports the percentage of students required to repeat grade levels because of poor grades, low test scores, and/or teacher judgment in the last completed school year.

Formula

Grades K–8

School

- (1) Determine the total number of students classified at the same grade level for two consecutive years (kindergarten through eighth grade).
- (2) Divide the sum by the total student enrollment (kindergarten through eighth grade) at the school on the 135th day.

District

- (1) Determine the total number of students classified at the same grade level for consecutive years (kindergarten through eighth grade).
- (2) Divide the sum by the total student enrollment (kindergarten through eighth grade) at the school on the 135th day.

Grades 9–12

School

- (1) Determine the total number of students enrolled on 135th day not earning enough units to be classified at the next grade level in the school.
- (2) Divide the sum by the number of students enrolled in the school on the 135th day.

District

- (1) Determine the total number of students not earning enough units to be classified at the next grade level in the district.
- (2) Divide the sum by the number of students enrolled in the district on the 135th day.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe

135-day Data Collection

Suspensions or Expulsions for Violent and/or Criminal Offenses, Out-of-School

DEFINITION:

General

This fact provides information on the percentage of out-of-school suspensions and expulsions for physical violence and/or criminal offenses.

Formula

School

- (1) Determine the unduplicated count of students dismissed from school (out-of-school suspensions and expulsions) for incidents occurring on school grounds, on school transportation, or at school-sponsored events, to include: 1. Aggravated Assault; 2. Simple Assault; 3. Intimidation; 4. Drug Violations; 5. Larceny/Theft; 6. Liquor Law Violations; 7. Disturbing Schools (bomb threats, false fire alarms, disorderly conduct); 8. Vandalism; 9. Weapons Possessions; 10. Sex Offenses; 11. Arson; 12. Robbery; 13. Burglary/Breaking and Entering; 14. Vehicle Theft; 15. Homicide; 16. Other Criminal Offenses.
- (2) Divide the count from step one above by the 45-day ADM and express as a percentage.

District

- (1) Determine the unduplicated count of students dismissed from school (out-of-school suspensions and expulsions) for incidents occurring on school grounds, on school transportation, or at school-sponsored events, to include: 1. Aggravated Assault; 2. Simple Assault; 3. Intimidation; 4. Drug Violations; 5. Larceny/Theft; 6. Liquor Law Violations; 7. Disturbing Schools (bomb threats, false fire alarms, disorderly conduct); 8. Vandalism; 9. Weapons Possessions; 10. Sex Offenses; 11. Arson; 12. Robbery; 13. Burglary/Breaking and Entering; 14. Vehicle Theft; 15. Homicide; 16. Other Criminal Offenses.
- (2) Divide the count from step one above by the 45-day ADM and express as a percentage.

PROCEDURES:

Collected by:

SC Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Work-Based Experiences

DEFINITION:

General

This fact reports the percentage of students involved with learning experiences at a work site providing students with work-related knowledge and skills (youth apprenticeships, registered apprenticeships, cooperative education, mentoring, shadowing, internships, and service learning).

Formula

Career Technology Centers

- (1) Determine the total number of students enrolled in grades 9 through 12 participating in structured experiences with an outside agency or business (types listed in general definition).
- (2) Divide the total (step one) by the total number of students enrolled in grades 9 through 12 at the center on the forty-fifth day of school.

Comprehensive High Schools

- (1) Determine the total number of students enrolled in grades 9 through 12 that participate in structured experiences with an outside agency or business.
- (2) Divide the total (step one) by the total number of students enrolled in grades 9 through 12 at the high school.

PROCEDURES:

Collected by:

State Department of Education, Office of Career and Technology Education

Reported by:

School districts

Timeframe:

End of school year

Teacher Information

Advanced Degrees

DEFINITION:

General

This indicator reports the percentage of teachers with earned degrees above the bachelor's.

Formula

School

- (1) Determine the total number of teachers at the school with master's degrees and above.
- (2) Divide the sum by the total number of teachers in the school.

District

- (1) Determine the total number of teachers in the district with master's degrees and above.
- (2) Divide the sum by the total number of teachers in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts via Professional Certification System

Timeframe:

190 day

Attendance Rate, Teacher Average Daily

DEFINITION:

General

This indicator reports the average percentage of teachers present on each school day.

Formula

School

- (1) Total the number of days present for teachers in the school. (Annual leave days for teachers in state special schools are excluded.)
- (2) Multiply number of teachers by 190 contract days (or number of contract days).
- (3) Divide step one by step two.

Itinerant teachers should be included in calculations proportionate to assignment.

Until the teacher contract year reaches 195 days, teacher absences for professional development activities for which the district or school has paid a stipend or registration fee or activities teachers attend with permission from a school or district administrator are excused from the absence calculation. All activities that are excused must meet state-adopted standards for professional development.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Teacher Attendance Survey
Districts – District Teacher Attendance Survey

Timeframe:

End of school year

Average Teacher Salary

DEFINITION:

General

School

This indicator reports the average salary of teachers at the school. This average is compared to the state average teacher salary on the school report card.

District

This indicator reports the average salary of teachers in the district. This average is compared to the state average teacher salary on the district report card.

Formula

School

- (1) Add the salaries of the total full-time teachers assigned to the school (based on 185 days).
- (2) Divide the sum by the total full-time teachers assigned to the school (based on 185 days).

District

- (1) Add the salaries of the total full-time teachers assigned to the district (based on 185 days).
- (2) Divide the sum by the total full-time teachers assigned to the district (based on 185 days).

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School districts – Professional Certified Staff (PCS) file

Timeframe:

135-day data collection

Continuing Contract Status, Teachers with

DEFINITION:

General

This indicator reports on the percentage of teachers in the school/district with continuing contract status.

Formula

School

Divide the total number of full-time equivalent (FTE) teachers at the school with continuing contract status during the ratings year by the total number of FTE teachers in the school.

District

Divide the total number of FTE teachers in the district with continuing contract status during the school year of the report card data collection by the total number of FTE teachers in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Educator Certification

Reported by:

School districts
Educator Information System

Timeframe:

End of school year

Core Academic Classes Not Taught by Highly Qualified Teachers

DEFINITION:

General

School

This indicator reports the percentage of core academic classes not taught by highly qualified teachers at the school.

District

This indicator reports the percentage of core academic classes not taught by highly qualified teachers in the district.

Formula

School

- (1) Count the core academic classes not taught by highly qualified teachers at the school.
- (2) Divide the sum by the total number of core academic classes taught at the school.

District

- (1) Count the core academic classes not taught by highly qualified teachers in the district.
- (2) Divide the sum by the total number of core academic classes taught in the district.

PROCEDURES:

Collected by:

State Department of Education, Division of School Effectiveness

Reported by:

District Student Information System

Timeframe:

180-day data collection

Devices per Teacher

DEFINITION:

General

This indicator reports the number of devices (desktops, laptops or notebooks) per teacher for every school and district.

Formula

Present this indicator as a ratio of devices to number of students.

- (1) Obtain the number of devices from the district technology survey.
- (2) Obtain the number of teachers from the ADM file, 135 day.
- (3) Compute the ratio of (1) to (2).

PROCEDURES:

Collected by:

State Department of Education, Annual Technology Survey

Reported by:

School Districts / Schools

Timeframe:

May-June 30

Number of Certified Teachers

DEFINITION:

General

Total number of certified teachers of any content area: core subjects, arts, physical education, etc.

Formula

School

Determine the number of certified teachers from the PCS file.

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School districts – Professional Certified Staff (PCS) file

Timeframe:

135-day data collection

Percentage of Expenditures Spent on Teacher Salaries

DEFINITION:

General

This fact provides information on the percentage of per student expenditures spent on teacher, instructional assistant, and substitute salaries.

Formula

School

- (1) Add teacher salaries, instructional assistant salaries, and substitute teacher pay for the year of the report card data (school).
- (2) Divide by the total dollars spent per students.

District

- (1) Add teacher salaries, instructional assistant salaries, and substitute teacher pay for the year of the report card data (district).
- (2) Divide by the total dollars spent per student.

Note: Footnote on report card with statement “Prior year’s financial data.”

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135-day data collection

Note: Data will be one year behind.

Professional Development Days

DEFINITION:

General

This indicator reports the average number of professional development days per teacher.

Formula

- (1) Multiply the number of professional staff paid on the teacher salary schedule by the five statutory days for professional development.

- (2) Add the product of the number of additional days (in which each day must consist of at least 6 hours of instruction) for which the district or school has paid a stipend, or registration fee, or the teacher has permission from school or district administrator for professional development that meets the state-adopted standards (conference attendance does not meet the standards) by the number of teachers participating. Until the teacher contract year reaches 195 days, this formula may include activities occurring on instructional days.
- (3) Divide the sum of step one and step two by the total number of professional staff in item one.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Districts – District Report Card Summer Survey

Timeframe:

End of school year

Returning from the Previous School Year

DEFINITION:

General

This indicator provides information on the percentage of classroom teachers returning to the school/district from the previous school year for a three-year period.

Formula

School (Note: Not calculated for schools that have been in operation for less than four years.)

- (1) Determine total number of teachers assigned to school in year previous to ratings performance year.
- (2) Determine number of teachers who returned in the ratings year.
- (3) Divide step two by step one.
- (4) Average the result yielded in step three for the preceding three-year period.

District

- (1) Determine total number of teachers in the district in year previous to ratings performance year.
- (2) Determine number of teachers who returned to the district in the ratings year.
- (3) Divide step two by step one.
- (4) Average the result yielded in step three for the preceding three-year period.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts

Timeframe:

End of school year

Teacher Vacancies Unfilled for More Than Nine Weeks

DEFINITION:

General

This indicator reports the percentage of teaching positions that remain unfilled for more than nine weeks.

Formula

- (1) Determine the number of classroom teacher positions, excluding media specialists and guidance counselors that remained unfilled by certified teachers under contract for more than nine weeks.
- (2) Divide the total by the number of classroom teacher positions, excluding media specialists and guidance counselors, in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

School/District Information

Average Age of Books / Electronic Media

DEFINITION:

General

This indicator provides information on the overall average copyright date of print and electronic resources available to students.

Formula

School

Data obtained from School Library Media Specialist Survey

PROCEDURES:

Collected by:

SC Department of Education Office of School Leadership

Reported by:

Schools

Timeframe:

May 1-July 1

Arts, Opportunities in the

DEFINITION:

General

The number of arts disciplines offered in a school and the percentage of arts classes taught by teachers certified in the arts discipline (music, visual art, drama, dance, creative writing, etc.)

Formula

Category A: Number of arts disciplines offered during school year, including those offered through interactive technology.

Elementary schools: During the school day for at least an average of thirty minutes per arts discipline each week.

Middle/High Schools: For a minimum of one semester credit/unit.

<u>Option</u>	<u>Point Value</u>
0 or 1 discipline	1
2 disciplines	4
3 disciplines	7
4 disciplines	8

Category B: Percentage of the arts disciplines taught by teachers certified in the arts discipline(s) they are teaching (defined the same at all school levels).

<u>Option</u>	<u>Point Value</u>
Less than 50%	1
50%	2
75%	3
100%	4

Total Score: $(A+B) / 2$

Interpretation of Total Scores

Poor	=	2.5 or below
Fair	=	2.6–3.5
Good	=	3.6–4.9
Excellent	=	5 or above

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Bandwidth Capacity

DEFINITION:

General

This indicator provides information on the connectivity of school/district to the internet as measured by bandwidth (in Mbps).

Formula

School/District – Data are self-reported by District Technology Coordinator.

PROCEDURES:

Collected by:

SC Department of Education, Survey of Technology

Reported by:

School districts

Timeframe:

End of school year

Character Education Program

DEFINITION:

General

The character development of students and staff in the school is measured using a rubric developed by the S.C. Character Education Partnership Team.

Formula

The scores from the rubric are converted to ratings based on the following scale points:

Rating Terms	Point Scale
Excellent	3.6 to 4.0
Good	2.6 to 3.5
Average	1.6 to 2.5
Below Average	.6 to 1.5
At Risk	0 to .5

Definitions of Rating Terms

Excellent: The school has a comprehensive character development initiative that ensures that all students and staff perform to their maximum potential.

Good: The school has a comprehensive character development initiative that is producing results

among students and staff.

Average: The school is addressing character development, but its efforts are not comprehensive.

Below Average: The school is developing the structure needed to begin a character development initiative.

At-Risk: The school is not actively engaged in addressing the character development of its students or staff.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Climate Surveys (Student, Parent, and Teacher)

DEFINITION:

General

The perceptions of students, parents, and teachers are obtained each Spring from climate surveys unique to each group completed by parents and teachers at specific grade levels.

Formula

The percentages of each group responding “Agree” or “Strongly Agree” to the overall perception of schools in three areas are obtained.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Students, Parents, Teachers – Annual Climate Survey

Timeframe:

Spring of each year.

Foreign Languages, Opportunities in

DEFINITION:

General

The number of foreign languages offered in a school and the percentage of classes taught by certified teachers.

Reporting:

Schools should list the foreign languages (Spanish, French, German, Chinese, Latin, etc.) offered.

Formula

Category A: Number of foreign languages offered during school year, including those offered through interactive technology.

Elementary schools: During the school day for at least an average of thirty minutes per foreign language each week or 250 minutes during a 9 week period.

Middle/High School: For a minimum of one semester credit/unit.

<u>Option</u>	<u>Point Value</u>
0 or 1 language	1
2 languages	4
3 languages	7
4 languages	8

Category B: Percentage of foreign language classes taught by teachers certified in the language(s) they are teaching (defined the same at all school levels).

<u>Option</u>	<u>Point Value</u>
Less than 50%	1
50%	2
75%	3
100%	4

Total Score: $(A+B) / 2$

Interpretation of Total Scores

Poor	=	2.5 or below
Fair	=	2.6–3.5
Good	=	3.6–4.9
Excellent	=	5 or above

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Library / Media Center Book / e-Book Access

DEFINITION:

General

This indicator provides the number of resources per students within the school library resource collection, to include print and digital resources. The resources should be current, aligned with the curriculum, reflect students' interests, and are age and developmentally appropriate for the student population.

Formula

Total number of resources in the school collection divided by the 180 day school enrollment. Data obtained from the School Library Media Specialist Survey.

PROCEDURES:

Collected by:

Department of Education – Office of School Leadership

Reported by:

Schools

Timeframe:

May 1 - July 1

Online Course Offered

DEFINITION:

General

This indicator provides information on the number of courses offered to students in an online or blended learning setting, not including courses offered through the South Carolina Virtual Schools Program.

Formula

School / District

Determine the number of courses with students enrolled that have codes indicating the course is an online course.

PROCEDURES:

Collected by:

State Department of Education, Student Information System

Reported by:

School districts

Timeframe:

End of school year

One-to-One Computing

DEFINITION:

General

This indicator provides information on the percentage of students served by one-to-one computing. Devices such as desktops, laptops, tablets, and netbooks issued by school.

Formula

Determine the percentage of students who have their own learning device. Can include specialized learning devices. Divide the total number of devices by the number of students enrolled in school in 135-day ADM file.

PROCEDURES:

School/District

Collected by:

State Department of Education, Annual Technology Survey

Reported by:

School districts

Timeframe:

May-June 30

Parents Attending Conferences

DEFINITION:

General

The percentage of students in the school whose parents/guardians participate in or attended an individual parent conference and/or an academic plan conference. Conferences include face-to-face, telephone, and two-way e-mail conferences.

Formula

- (1) Count the number of students in the school whose parents/guardians attended at least one individual parent conference (unduplicated count) or an academic plan conference during the school year.
- (2) Divide the total number of students in the school whose parents/guardians attended at least

one individual parent conference or an academic plan conference at the school (step one) by the total number of students enrolled at the school on the 135th day of school.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School – School Report Card Summer Survey

Timeframe:

End of school year

Percent of Classrooms with Wireless Access

DEFINITION:

General

This indicator provides information on the percent of classroom served by wireless access.

Formula

Will be noted as a range of percentages collected on survey. This information is a part of the Annual Technology Survey.

PROCEDURES:

Collected by:

State Department of Education, Annual Technology Survey

Reported by:

Schools/School districts

Timeframe:

May-June 30

Principal's or Superintendent's Years at School or Center

DEFINITION:

General

This fact reports the length of time that the principal or director has been assigned to the school or center as a principal or director.

Formula

Total the principal's or director's actual length of time at the school or center: Ninety days or less = 0.5 year; more than ninety days = 1.0 year

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Student / Teacher Ratio in Core Subjects

DEFINITION:

General

This fact reports the average student-teacher ratio for English language arts, mathematics, science, and social studies classes.

Formula

Grades K–5

- (1) Determine the number of students enrolled at the school (excluding students enrolled in self-contained special education classes) on the forty-fifth day of school.
- (2) Determine the total number of teachers in the school (excluding counselors, librarians, administrators, specialists, and teachers of art, music, physical education, or special education).
- (3) Determine the number of self-contained students with disabilities enrolled in the school on forty-fifth day.
- (4) Determine the total number of teachers of self-contained special education classes at the school.
- (5) Find the total number of students: #1 + #3.
- (6) Find the student-teacher ratio in “regular” core classes: #1 / #2.
- (7) Find the student-teacher ratio in self-contained classes for the disabled: #3 / #4.
- (8) Find the sum of the student-teacher ratios, weighted by the proportion of students: [(#1 / #5) * #6] + [(#3 / #5) * #7]. Grades 6–12
- (1) Determine the unduplicated number of students (excluding students enrolled in self-contained special education classes) enrolled in math, English language arts, science, and social studies classes on the forty-fifth day of school.
- (2) Determine the number of FTE classroom teachers of English language arts, math, science, and social studies at the school.
- (3) Determine the number of self-contained students with disabilities enrolled in the school on forty-fifth day.
- (4) Determine the total number of teachers of self-contained special education classes at the school.
- (5) Find the total number of students: #1 + #3.
- (6) Find the student-teacher ratio in “regular” core classes: #1 / #2.
- (7) Find the student-teacher ratio in self-contained classes for the disabled: #3 / #4.
- (8) Find the sum of the student teacher ratios, weighted by the proportion of students: [(#1 / #5) * #6] + [(#3 / #5) * #7].

District

- (1) Determine the number of students enrolled in kindergarten through grade five in the district on the forty-fifth day (excluding students enrolled in self-contained special education classes).
- (2) Determine the number of students in grades six through twelve (excluding students enrolled in self-contained special education classes) enrolled in math, English language arts, science, and social studies classes in district on forty-fifth day.
- (3) Determine the total number of teachers in the district (excluding counselors, librarians, administrators, specialists, and teachers of art, music, physical education, or special education).
- (4) Determine the number of self-contained students with disabilities enrolled in the school district on forty-fifth day.
- (5) Determine the total number of teachers of self-contained special education classes at the district.
- (6) Find the total number of students in the district: #1 + #2 + #4.
- (7) Find the student:teacher ratio in “regular” core classes: (#1 + #2) / #3.
- (8) Find the student:teacher ratio in self-contained classes for the disabled: #4 / #5.
- (9) Find the sum of the student:teacher ratios, weighted by the proportions of students:

$$\{[(\#1 + \#2) / \#6] * \#7\} + [(\#4 / \#6) * \#8].$$

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe

January–March

Financial Information

Classroom Instruction, Percent Expended on

DEFINITION:

General

This fact reports the percentage of school district funding expended on classroom instruction.

Formula

Determine the percentage of district total operating expenses listed in the In\$ite™ database expended for the category "Instruction."

Note: Footnote on report card with statement "Prior year's financial data."

PROCEDURES

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135-day data collection

Note: These data are for the year preceding the ratings year.

Dollars Spent per Pupil

DEFINITION:

General

This indicator reports the federal, state, and district funds spent for the education of each student during the most recent school year.

Formula

School

- (1) Determine annual operating expenses for all school activities. Include In\$ite™ categories for instruction, instructional support, operations, and leadership. Exclude expenses for capital outlay and debt service categories.
- (2) Divide the sum by the average daily membership (ADM) of the school.

District

- (1) Determine annual operating expenses for all district activities. Include In\$ite™ categories for instruction, instructional support, operations, and leadership. Exclude expenses for capital outlay and debt service categories.
- (2) Divide the sum by the average daily membership (ADM) of the district.

Note: Footnote on report card with statement "Prior year's financial data."

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135-day data collection

Note: These data are for the year preceding the ratings year.

Salaries, Administrative

DEFINITION:

General

This fact reports the average salary of administrators in the district. The average district salary is compared to national and state average salary for these educators.

Formula

- (1) Determine the aggregate salaries of administrators in the district (paid on administrative schedule).
- (2) Divide the sum by the total number of administrators in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School districts – Professional Certified Staff (PCS) file

Timeframe:

End of school year

**COVER 3
FOR PLACEMENT ONLY**

**Total Printing Costs.....\$2,722.38
Units Printed.....2,000
Cost Per Unit.....\$1.36**

**COVER 4
FOR PLACEMENT ONLY**