2025-2026
ACCOUNTABILITY MANUAL

for the Annual School and District Report Card System
for South Carolina Public Schools
and School Districts, to be published in Fall 2026

SC EDUCATION OVERSIGHT COMMITTEE
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SOUTH CAROLINA DEPARTMENT OF EDUCATION 1868

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Note: Redline markup indicates content which changed since the previously released update.

Important Note

This Accountability Manual, along with the resources provided for educators on our website (https://eoc.sc.gov/educators), is intended as a reference tool to support the implementation of South Carolina's educational accountability system. It offers detailed guidance that synthesizes relevant state and federal requirements but does not establish policy.

This manual is designed primarily for educators and school and district leaders. Additional resources for families and community members are available at https://eoc.sc.gov/families and https://expectmoresc.com/.

While this manual aims to provide a comprehensive overview of current accountability policies, it may not be exhaustive. In the event of any discrepancy between this manual and applicable state or federal law, the law prevails. Nothing in this document should be interpreted in a way that contradicts legal requirements.

Also note that this manual is not meant to act as a comprehensive resource for how educational data and student information should be coded, maintained, processed, published, monitored, reviewed, and corrected using the data and information systems provided by South Carolina (including GPS tools and other components of the Ed-Fi ecosystem). This manual will provide links out to appropriate supporting information whenever possible to support educators and school and district leaders in using these systems appropriately to support continuous improvement through educational accountability.

The Education Oversight Committee reserves the right to amend, revise, or remove any content in this manual, in accordance with applicable law. To ensure you are referencing the most current version, please compare the cover page date with the latest update posted on our website.

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Section I: INTRODUCTION

System Purposes

The Education Accountability Act of 1998, as last amended by Act 94 of 2017, provides the foundation and requirements for the South Carolina accountability system for public schools and school districts. The enabling legislation includes the following preamble and purposes:

> **§59-18-100.** The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance-based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Moreover, to meet the Profile of the South Carolina Graduate, all students graduating from public high schools in this State should have the knowledge, skills, and opportunity to be college ready, career ready, and life ready for success in the global, digital, and knowledge-based world of the twenty-first century as provided in Section 59-1-50. All graduates should have the opportunity to qualify for and be prepared to succeed in entry-level, credit-bearing college courses, without the need for remedial coursework, postsecondary job training, or significant on-the-job training. Accountability, as defined by this chapter, means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community.

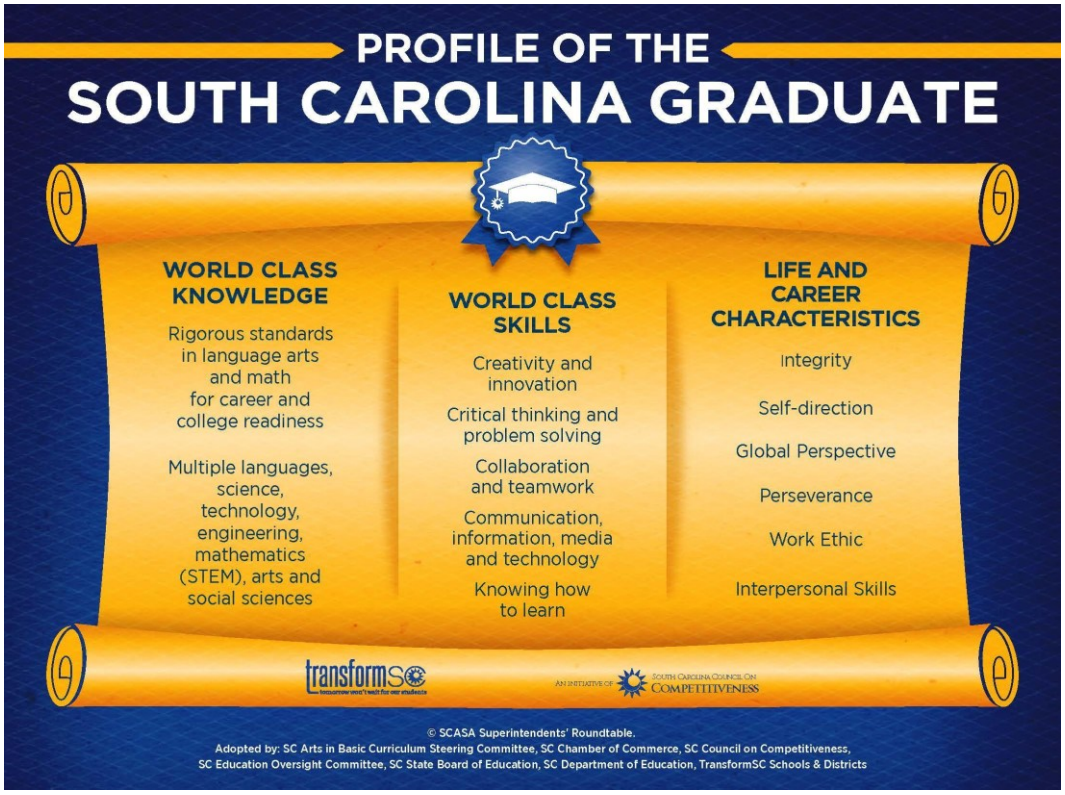
The expressed goal of the accountability system is to improve teaching and learning so that all students are equipped with a strong academic foundation and to ensure that all students graduate with the world-class knowledge, skills, and characteristics as defined by the *Profile of the South Carolina Graduate*, which had been created through the collaboration of multiple stakeholder groups, professional organizations, and agencies before being codified in state code.

> **§59-1-50.** Educational achievement goals for high school graduates and students.
>
> (A) The General Assembly declares that the principles outlined in the Profile of the South Carolina Graduate, published by the South Carolina Association of School Administrators and approved by the South Carolina Chamber of Commerce, the South Carolina Council on Competitiveness, the Education Oversight Committee, the State Board of Education and Transform SC schools and districts, are the standards by which our state's high school graduates should be measured and are this state's achievement goals for all high school students. The State shall make a reasonable and concerted effort to ensure that graduates have world class knowledge based on rigorous standards in language arts and math for college and career readiness. Students should have the opportunity to learn one of a number of foreign languages,

and have offerings in science, technology, engineering, mathematics, arts, and social sciences that afford them the knowledge needed to be successful.

(B) Students also must be offered the ability to obtain world class skills such as:
  (1) creativity and innovation;
  (2) critical thinking and problem solving;
  (3) collaboration and teamwork;
  (4) communication, information, media, and technology; and
  (5) knowing how to learn.

(C) Students finally also must be offered reasonable exposure, examples, and information on the state's vision of life and career characteristics such as:
  (1) integrity;
  (2) self-direction;
  (3) global perspective;
  (4) perseverance;
  (5) work ethic; and
  (6) interpersonal skills.



The accountability system is designed to promote high levels of student achievement through strong and effective schools. State law defines the purpose and elements of the report cards:

- The report card is “a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible, which furnishes clear and specific information about school and

district academic performance and other performance to parents and the public" (SC Code §59-18-110(2))

- The report card must be:

  a comprehensive, web based, annual report card to report on the performance for the State and for individual primary, elementary, middle, high schools, career centers, and school districts of the State. The comprehensive report card must be in a reader friendly format, using graphics whenever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The school's rating must be emphasized and an explanation of its meaning and significance for the school also must be reported. The annual report card must serve at least six purposes:

  (1) inform parents and the public about the school's performance including, but not limited to, that on the home page of the report there must be each school's overall performance rating in a font size larger than twenty six and the total number of points the school achieved on a zero to one hundred scale;
  (2) assist in addressing the strengths and weaknesses within a particular school;
  (3) recognize schools with high performance;
  (4) evaluate and focus resources on schools with low performance;
  (5) meet federal report card requirements; and
  (6) document the preparedness of high school graduates for college and career. (SC Code §59-18-900(A))

- The report card must include:

  a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. In addition, the comprehensive report card must include indicators that meet federal law requirements. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of the school by parents, teachers, and students. In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction data, dropout retention data, access to technology, student and teacher ratios, and attendance data. (SC Code §59-18-900(D))

The accountability system must also meet the federal requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 and South Carolina's ESSA Consolidated State plan which was initially approved on May 3, 2018. A link to South Carolina's currently approved ESSA Plan is available online at https://www.ed.gov/media/document/sc-2024-state-plan. A summary of the federal requirements in ESSA and how South Carolina chose to meet the requirements are below.

- The ESSA was enacted December 10, 2015. This reauthorization of the ESEA allows states greater flexibility in designing the school accountability system mandated under federal law. South Carolina used this opportunity to combine existing state and federal accountability requirements into one cohesive system.
- Section 1111 of the ESSA outlines the federal accountability requirements, and South Carolina's accountability system and Report Card are designed to address those requirements.

The federal accountability system must contain the following elements by school level:

Elementary and Middle Schools

- **Academic Achievement:** based on federally required English and mathematics assessments. The SC READY assessments meet the federal mandate for testing students in English Language Arts (ELA) and Math.
- **Student Growth or another Academic indicator:** Consistent with state law, a value-added system is used to describe growth.
- **Progress in achieving English Proficiency:** South Carolina has designed a set of interim targets to recognize Multilingual Learners who make progress toward becoming proficient (or have become proficient) in English within a five-year timeframe.
- **At least one indicator of school quality or student success (SQSS):** South Carolina uses two SQSS metrics for elementary and middle schools. Science proficiency is used as a student success metric and teacher and student perceptions of school climate are used as a school quality metric.

High Schools

- **Academic Achievement and Student Growth:** South Carolina chose not to include student growth for high school students. Academic Achievement must be based on the federally required English and mathematics high school assessments. The end-of-course tests administered in Algebra 1 and English 2 meet the federal mandate for testing students in ELA and Math.
- **The four-year adjusted graduation rate and at the state's discretion, an extended year graduation rate**. South Carolina does not collect or report an extended year graduation rate as defined in ESSA. The state will report the four-year adjusted graduation rate and a five-year student success rate as an indicator of school quality or student success.
- **Progress in achieving English Proficiency:** South Carolina has designed a set of interim targets to recognize Multilingual Learners who make progress toward becoming proficient (or have become proficient) in English within a five-year timeframe.
- **At least one indicator of school quality or student success (SQSS):** South Carolina uses multiple SQSS metrics for high schools. Rates of proficiency on science and social studies end-of-course assessments, rates of college and career readiness, teacher and student perceptions of school climate, percent of first-, second-, and third-year students on-track for graduation, and a five-year student success rate are all used as SQSS metrics.

Components of the System

Academic Achievement: The level of a school's academic performance in the areas of English Language Arts (ELA) and mathematics based on the SC READY assessment results in grades 3 through 8, South Carolina Alternative Assessment (SC ALT) results for students with significant cognitive disabilities in grades 3-8 and high school, and end-of-course assessment results in Algebra 1 and English 2 for the high school End-of-Course Examination Program (EOCEP). This indicator applies to all elementary, middle, and high schools.

Preparing for Success: This indicator captures the level of a school's academic performance in Science and Social Studies. The assessments that factor into the indicator are: SC READY Science in grades 4 and 6; end-of-course assessments in Biology 1 and US History and the Constitution; and South Carolina Alternate Assessments in science or social sciences for students with significant cognitive disabilities. This indicator applies to elementary, middle, and high schools.

Multilingual Learners' Progress: (previously called English Learners' Progress) This indicator measures how well students who are not initially proficient in English are learning the English language. ESSA requires states to measure the progress of Multilingual Learners (MLs) towards proficiency in English. This indicator applies to elementary, middle, and high schools.

Student Progress: The year-over-year achievement gains (or academic progress) in ELA and mathematics of all students in Grades 4–8 is compared to individualized growth targets which represent meaningful and measurable progress toward proficiency on grade-level standards. In addition, the academic progress of all students in ELA and mathematics is compared to other students in South Carolina who initially scored at similar levels, and the academic progress of the lowest performing 20 percent of students in a school is compared to students statewide who initially scored at the similar levels. This indicator applies to elementary and middle schools.

Graduation Rate: This indicator measures the four-year adjusted cohort graduation rate, which is the percentage of students who graduate within four full years after beginning high school, adjusted for students who transfer in or out of the cohort. This indicator applies only to high schools.

High School Student Success: This indicator measures the degree to which high school students are experiencing success at the high school, either by accumulating credits at a pace that puts them on track to graduate within four years, or by obtaining a successful high school outcome within five years. This indicator applies only to high schools.

College & Career Readiness: Using various metrics, this indicator measures the percent of students in a high school's graduation cohort who are college or career ready. This indicator applies only to high schools.

School Climate: This indicator captures teachers' and students' perceptions of the school's climate and quality as reported on the South Carolina School Climate survey, which has been given to teachers, students, and families in the state for more than 20 years. This indicator applies to elementary, middle, and high schools.

Additionally, data will be reported at the school, district, and state levels in the following areas, which will NOT receive a Rating. The specific data reporting elements are noted in later sections, are defined in Appendix A, and include ESSA reporting requirements.

Nation's Report Card (NAEP): The National Assessment of Educational Progress (NAEP) is designed to measure what students across the nation know and can do in 10 subject areas, including mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The main NAEP tests selected samples of the student population in grades 4, 8 and 12. Long-term trend assessments are given to samples of students ages 9, 13, and 17.

School Goals: Federal law requires that each report card include the state's long-term goals and measurements of interim progress for all students and defined subgroups of students. This section reports the long-term goals and performance of all students, and information on subgroup performance shall be made available in the "Download Data" section of the main report card page, currently located at www.screportcards.com.

Continuous Improvement Designations: Both state statute and federal law contain requirements that schools and districts with student outcomes below given thresholds receive certain designations and supports for continuous improvement. School report cards shall indicate any designations that the school has received. District report cards shall include a list of schools within the district that have received a designation, as well as indicate any designations the district has received. The State Report Card will include a list of all schools and districts in the state receiving a designation. For more detailed information about the designations and related supports, please see the Continuous Improvement Designations and Supports section.

Classroom Environment: Data will be reported that include but are not limited to number of teachers in school, average teacher salary, percentage of teachers with advanced degrees, principal's years in a school, and percent of classrooms with wireless access.

Student Safety: Data will be reported based on the data submitted by the district for the current school year in the Incident Management System. Data submitted for the U.S. Department of Education will be provided as a separate data file.

Financial Data: Data will be reported that include but are not limited to per pupil expenditures, percentage of expenditures for instruction, and percentage of total expenditures for teacher salaries.

Changes from the 2024-2025 Accountability Manual

Math SC READY Growth Records not used in Some Student Progress Indicator Metrics: Changes in the 2025 South Carolina College- and Career-Ready Standards for Mathematics from the 2015 standards required revisions to the SC READY Mathematics assessment. Although the changes to the assessment are not expected to affect the calculation and reporting of the Academic Achievement indicator, changes are expected to affect the vertical scale, achievement level cut scores, and distribution of expected growth scores enough to prevent the inclusion of Mathematics growth records in the calculation of the Added-Value Growth Model (AVGM) metrics (*i.e.*, RP_T and RP_P, or "Target Points" and "Percentage Points" respectively) for 2026 Report Cards. The process described in the How Rating Points are Earned for the Indicator section will be followed as presented using growth records derived from 2025 ELA SC READY scores matched with 2026 ELA SC READY scores for the same student. The ISP_{sch} metric will be calculated for both ELA growth records (*i.e.*, ISP_{sch}^{ELA}) and Mathematics growth records (*i.e.*, ISP_{sch}^{Math}). ISP_{sch}^{Math} will be the only Student Progress metric calculated for Mathematics this year, and ISP_{sch}^{ELA} will be combined with RP_T^{ELA} and RP_P^{ELA} as described in Step 20, as normal.

ELA SC READY Transitional Median Annual Targets (tMATs) and Transitional Added-Value Targets (tAVTs) for use in the Student Progress Indicator: Changes in the 2023 South Carolina College- and Career-Ready Standards for English Language Arts from the 2015 standards also required revisions to the SC READY ELA assessment. These changes required the reestablishment of proficiency level cut scores for the assessment and will require the recalibration of the Added-Value Growth Model (AGVM) to the pattern of growth observed on the new assessment scale. At the time of initial publication of this Accountability Manual, work is currently underway to produce appropriate transitional Median Annual Targets (tMATs) and appropriate transitional Added-Value Targets (tAVTs) for use during the 2025-26 academic year by educators to monitor student growth in ELA and make appropriate instructional adjustments during the year. These transitional targets, which will be estimated based on growth observed from 2024 to 2025 are intended to match the final Median Annual Targets (MATs) and Added-Value Targets (AVTs) used to calculate the Student Progress Indicator for 2026 School Report Cards. However, the final MATs and AVTs used for accountability purposes will be produced by combining growth observed from 2024 to 2025 (*i.e.*, growth observed from the old scale to the new scale) with growth observed from 2025 to 2026 (*i.e.*, new-scale to new-scale growth).

Change in SAT College Ready Criterion: On October 14, 2024, the members of the Education Oversight Committee voted to increase the total score on the SAT that is required for a student to be identified as College Ready to 1040 so that the College Ready criteria for both the SAT and the ACT would be more equivalent to one another (according to concordance information available from both ACT and the College Board). This change is in effect for 2026 Report Cards.

High School Student Success indicator: All metrics associated with the High School Student Success Indicator, namely the First-, Second-, Third-Year On Track to Graduate metrics (1YOTG,

2YOTG, and 3YOTG, respectively), and the Five Year Student Success Rate (5YSSR), are all reported and scored on 2026 School Report Cards.

Updates and Corrections Made Since Initial Publication

Whenever minor corrections of typographical errors and editing mistakes have been made in this document, those changes can always be seen in the redlined version of this updated release. These are considered scrivener's errors, either make no substantive changes to the content of this manual or correct inconsistencies within the document itself and are not described in these change notes. Notable, substantive changes are described below.

Added Clarifying Note for Cambridge International Exams (9/9/2025): The phrasing of the College Ready criterion for Cambridge International Exams created some ambiguity around which specific exams met the requirements for a college ready designation. The phrasing has been modified to more clearly state that Advanced Level (A) exams in any subject, or an Advanced Subsidiary Level (AS) exams in a specific list of subjects meet the requirements. An additional note was added to indicate that an AS Level exam in "English General Paper" meets the requirements, however an AS Level exam in "English Language" does not, as it is a foreign language course for students whose home language is a language other than English.

Added Note Regarding Future Change to CTE Completer Criterion (9/9/2025): On March 17, 2025, the Education Oversight Committee approved a change to begin using a system of Tiered Certifications and Credentials for CTE Completers. This change will go into effect for students who began High School during the 2024-2025 school year (i.e., **9GR25**), who are expected to take their earliest CTE courses during the 2025-2026 school year, and who will be reported in the College & Career Readiness indicator on 2028 Report Cards. Current information on the Certifications and Credentials, the tiers determined for these credentials, and the requirements for earning a Career Ready designation as a CTE Completer with three points of aligned certifications may be found on this SCDE webpage.

Clarified Rounding for Calculation of School Climate Indicator (9/9/2025): Added a step to specify that SC^{sch} is always rounded to the nearest hundredth. Although rounding to the nearest hundredth was always intended to be applied to any final metric displayed on the School Report Card, the initial release of this manual only specified rounding when SC^{sch} values have been adjusted for participation below 80%.

Added a Paragraph to the Important Note on p. 2 Regarding Data and Information Systems (10/29/2025): Clarified that this manual strives to serve as an exhaustive reference for accountability policy, but not for data and information systems.

Added Note Regarding School-Level Reporting Metrics with Student-Level Ratings Points (10/31/2025): Added a note to the Points for School Performance Ratings section to clarify that School Report Cards may display a metric calculated at the school level that does not exactly match the way in which ratings points are calculated for that indicator.

Added Transitional Median Annual Targets (tMATs) and Transitional Added-Value Targets (tAVTs) for ELA to the Student Progress Indicator (10/29/2025): Changes in the 2023 South Carolina College- and Career-Ready Standards for English Language Arts from the 2015 standards also required revisions to the SC READY ELA assessment. These changes required the reestablishment of proficiency level cut scores for the assessment and the recalibration of the Added-Value Growth Model (AGVM) to the pattern of growth observed on the new assessment scale. Appropriate transitional Median Annual Targets (*t*MATs) and appropriate transitional Added-Value Targets (*t*AVTs) for use during the 2025-26 academic year by educators to monitor student growth in ELA and make appropriate instructional adjustments during the year have been included in Table 14. These transitional targets, which have been estimated based on growth observed from 2024 to 2025 are intended to match the final Median Annual Targets (MATs) and Added-Value Targets (AVTs) used to calculate the Student Progress Indicator for 2026 School Report Cards. However, the final MATs and AVTs used for accountability will be produced by combining growth observed from 2024 to 2025 (*i.e.*, growth observed from the old scale to the new scale) with growth observed from 2025 to 2026 (*i.e.*, new-scale to new-scale growth).

Added a Note and Link to Linking Studies (10/29/2025): A note has been added to the section on the Student Progress indicator (following Table 14) that provides information about and a hyperlink to the most recent linking studies that have been completed for state-approved interim and benchmark assessments.

Corrected and Added Clarifying Note to VAM Points Calculations (10/29/2025): The steps to calculate of the index of student progress at the school for each subject tested (ISP_{sch}^{subj}) for the Student Progress Indicator has been corrected and clarified, and a note has been added with links to technical documentation about the value-added model.

Added Note with Link to Cohort Maintenance Resources to Graduation Rate (10/29/2025): Included a note to the "Four-Year Graduation Cohort bullet" of the What Students are Included in the Indicator section of Graduation Rate with a link to resources provided by SCDE on cohort maintenance for High Schools.

Removed Links to Students Not Tested Guidance (12/19/2025): SCDE has changed how the Students Not Tested Guidelines are distributed to districts. Notes linking to the webpages where such guidance could be found have been replaced with notes alerting readers that these guidelines are distributed to District Accountability Coordinators through ADTS.

Updated content in Continuous Improvement Designations and Supports (12/19/2025): The initial release of this manual still contained information about Priority Schools, a designation that is no longer used, and incorrectly identified 2025 as the next identification year (instead of 2028). These errors have been corrected in the current update.

Updated What Students are Included in the Indicator Section for the High School Preparing for Success Indicator (12/19/2025): The initial release of this manual contained a bullet explaining how students who had not taken the Biology 1 EOC were handled in the calculation of

this indicator, but its companion bullet describing the same for the US History and the Constitution EOC was missing. It has been added in this update.

Corrected Palmetto Silver and Gold for High Schools (12/19/2025): The initial release of this manual incorrectly included draft language for possible future revision of Palmetto Silver and Gold criteria for High Levels of Academic Achievement and Student Progress in High Schools. The criteria for these awards have not changed from the 2024-2025 Accountability Manual.

Updated Guidance for Students Passing Civics Test (12/19/2025): In fall 2025, USCIS updated the Naturalization Test and Study Resources to align with Executive Order 14161. As described in this SCDE Memorandum, no change will be implemented during the 2025-2026 school year. The updated test will be used during the 2026-2027 school year and reported on 2027 School Report Cards.

Added Minimum *n*-Size for Public Reporting Section (4/20/2026): A section has been added to the Accountability Manual to provide specific details about how South Carolina applies the minimum *n*-size described in its federally approved consolidated state plan for accountability (available at https://www.ed.gov/media/document/sc-2024-state-plan). The section includes a note describing how the implementation of small-*n* suppression guidelines differs for 2026 Report Cards from previous years to support clear interpretation of both current and historical school Report Card data.

Clarified Definitions of 9GR and Four-Year Graduation Cohort (4/20/2026): The explanations of the 9GR and of the Graduation Cohorts were substantially revised for clarity in the What Students Are Included in the Indicator section under Graduation Rate. The language was simplified and restructured to make clear the assignment of a 9GR on Day 45 of a student's first year in 9th grade in a US School as well as the assignment of cohorts to a High School. Existing policies on the assignment of a 9GR to students with disabilities enrolled in elementary or middle schools who have a True Grade of 9 are stated more explicitly in the new text.

Subgroup Coding for Longitudinal Accountability Clarified (4/20/2026): Language in the Longitudinal Accountability subsection of Subgroup Coding for Accountability was clarified.

Updated References to Day 160 (6/16/2026): Earlier releases of the manual contained outdated references to "Day 160" when the "First Day of Testing (FDT)" nomenclature was more correct and appropriate. These references have been updated.

Added Note to Table 11 to Address WIDA ACCESS Standard Setting (6/16/2026): A note has been added to Table 11 to describe that proficiency levels received from WIDA in July (*i.e.*, before standard setting) shall be used for all purposes related to 2026 Report Cards, and that final proficiency levels received in October (*i.e.*, after standard setting) shall be used for all purposes related to 2027 Report Cards.

Added Notes About Upcoming Changes for the 2027 Accountability Manual (6/16/2026): Following the final meeting of the full Education Oversight Committee on June 15th, notes were added to the relevant sections in this release of the 2026 Accountability Manual to provide information about how some current Report Card indicators are expected to change for 2027 Report Cards. Notes have been added to the Multilingual Learners' Progress Indicator, the College and Career Readiness Indicator, and the High School Student Success Indicator.

Note that changes approved at the June 15 EOC meeting have no effect on 2026 Report Cards. The notes have been added to the sections listed above to give advance notice to the field prior to the publication of the 2027 Accountability Manual, which is expected to be released in July 2026. Further note that the changes described require an amendment to the federally approved consolidated state ESSA Plan and are not considered final until federal approval is obtained.

Section II: SCHOOL REPORT CARDS

Identification of School/Program Units for Report Cards

Report Cards shall be issued for each school and district, to include the following:

- Each K-12 school assigned a School Identification Number (SIDN) by the South Carolina Department of Education (SCDE) that has been operational for at least one academic year will receive a School Report Card.
- Each special school operating under the auspices of the State of South Carolina, including those operated by the Department of Juvenile Justice, the Governor's School for the Arts and Humanities, the Governor's School for Science and Mathematics, the Governor's School for Agriculture, the Palmetto Unified School District, and the SC School for the Deaf and the Blind will receive Report Cards based on the student populations they serve.
- A typical elementary school is defined as containing prekindergarten and/or kindergarten through grade five; a typical middle school, as grades six through eight; and a typical high school, as 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 prekindergarten and/or 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), multiple Report Cards will be produced (one for each of the typical school types for which the school serves at least two grades). Due to the differences in data included in Ratings for high schools, any school that contains grades eight through ten will require at least two Report Cards.

Schools Outside of the Typical Patterns

- Schools containing only 5th grade will receive an elementary Report Card. Schools containing only 6th grade will receive a middle school Report Card. Ninth grade academies will not receive separate Report Cards; rather, the students they serve will be merged with the appropriate high school. Schools with a grade span of 5-6 will receive an elementary Report Card.
- Schools with fewer than 20 students tested will not receive an overall Rating. (Each indicator has rules related to group or *N*-size.)
- Multiple Report Cards for a school crossing two or more organizational levels (elementary, middle, or high) will be issued only if there are 20 or more students in each organizational level to meet the criteria for reporting disaggregated data. When multiple Report Cards are issued for a school, data elements that are specific to the different grade levels may 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 a measure of student progress, while the Report Card for grades nine through twelve will include a measure of the graduation rate. Other data, such as attendance rates, will be identical on the two Report Cards. Each Report Card will contain unique measures for each indicator to the extent that

the methods that are adopted for those Ratings depend on data that are routinely collected by grade level. If data that are not routinely collected by grade level are used to construct or to interpret the Ratings, then identical information for these data will appear on all Report Cards issued for the school.

Report Cards for Primary Schools

Report Cards for primary schools will contain the following information. The categories for reported information are the same as the indicators reported on for elementary schools.

Category	Data Reported
Academic Achievement	• Prime instructional time • 3rd grade SC READY Scores in ELA and mathematics if the school has a 3rd grade

Preparing for Success	• Results of Kindergarten Readiness Assessment (KRA) results by state, school district and school with domain scale score means and standard deviations reported.
	• Percentage of Students on track for 3rd grade success (where available):
	  ○ Number and percentage of 2nd grade students who are on track to be reading on a 3rd grade level;
	  ○ Number and percentage of 2nd grade students who are on track to be meeting state standards in mathematics at the end of 3rd grade; and
	  ○ Number and percentage of 1st grade students who are on track to be reading on a 2nd grade level and who are on track to be meeting state standards in mathematics by 2nd grade

Multilingual Learners' Proficiency Progress	Percentage of Multilingual Learners who achieved proficiency targets • Number students who met proficiency targets; • Number of students who were assessed; and • Number of students receiving ELP services
School Climate	• Chronic absenteeism rate for students • Percentage of students with 1:1 capabilities • Applicable SC School Climate Survey items

Category	Data Reported
Classroom Environment	Teacher or Classroom Data: • Total number of teachers • Percentage of teachers certified • Percentage of teachers with advanced degrees (above bachelor's degree) • Average teacher salary • Continuing contract status – Percentage of teachers in school with continuing contract status • Number and percentage of Inexperienced teachers • Number and percentage of Out-of-Field teachers • Percentage of classroom teacher returning to the school/district from the previous school year reported for a three-year period and for a one-year period • Teacher vacancies unfilled for more than 9 weeks – percentage of teaching positions that remain unfilled for more than 9 weeks • Number and percentage of teachers who have received Read to Succeed certification • Percentage of classrooms with wireless access defined to ensure all students in the classroom can access wireless • Length of time the principal has been at the school as school leader
Student Safety	• Percentage of student population involved in incidents by type below. The data will be the 2020-21 Incident Management data. Other data reported out with the delay based on a directive from the U.S. Department of Education will be available as a downloadable file Data must be disaggregated by: 1. In-School suspensions 2. Out-of-school suspensions 3. Expulsions 4. School-related arrests 5. Referrals to law enforcement 6. Incidents of bullying and harassment 7. Incidents of violence, which include a. Incidents involving a firearm b. Homicides c. Rape or attempted rape d. Sexual assaults (not rape) e. Robbery without a weapon f. Physical attack with a firearm or explosive g. Physical attack without a weapon h. Threats of physical attack with a firearm or explosive i. Threats of physical attack without a weapon j. Incidents of possession of a firearm or explosive

Points for School Performance Ratings

Pursuant to §59-18-120, each school will receive an overall Rating based on a 100-point scale. The 100 Rating Points are earned across various indicators. The indicators for elementary and middle schools are: Academic Achievement, Preparing for Success, Student Progress, School Climate, and Multilingual Learners' Progress. The indicators for high schools are: Academic Achievement, Preparing for Success, Graduation Rate, High School Student Success, School Climate, College & Career Readiness, and Multilingual Learners' Progress. To receive a Rating for each indicator, a school must have data for that indicator from 20 or more students.

Table 1
Available Rating Points for Schools by School Type

Indicator	Elementary / Middle Schools	High Schools
Academic Achievement	35	25
Student Progress	35	—
Preparing for Success	10	10
School Climate	10	5
Multilingual Learners' Progress	10	10
Graduation Rate	—	19
High School Student Success	—	12
College & Career Readiness	—	19
Total:	**100**	**100**

Note: — = Not applicable.

Reporting School-Level Metrics with Student-Level Ratings Points

The South Carolina School Report Cards are intended to provide a variety of stakeholders with information about South Carolina Schools to support a variety of needs. S.C. Code requires that Report Cards include information "which is helpful to parents and the public in evaluating the school" as well as "disaggregated results to schools and districts in planning for improvement" presented in "an easily understood manner and a reader friendly format" (§59-18-900(D)). However, the kinds of information that support schools and districts in planning for improvement must often be considerably more detailed than is helpful to parents and the public in understanding school performance. To meet the needs of all report card viewers, the SC School Report Cards report school-level metrics that help SC residents quickly understand and evaluate school performance, while calculating points and ratings for indicators based on individual student outcomes in a more detailed way and aggregating those results to the school level.

For example, Academic Achievement is reported on School Report Cards by displaying the percent of students at the school who meet or exceed grade level expectations. To display this metric, all students who demonstrate proficiency on the grade level expectations are included in the percent displayed on the report card whether they scored at the "Meets" level or the "Exceeds" level on the SC READY or SC ALT, or scored an A, B, or C on the SC EOCEP. However, ratings

points are calculated such that additional Ratings Points are earned by the school for higher student achievement levels on the assessment. In this way, the percent of students meeting or exceeding expectations is a quickly understandable indicator with which to evaluate the school, while the more detailed rating system provides schools and districts with the information needed to promote continuous improvement, to support positive outcomes for each individual student, and to recognize such efforts.

When a School Cannot Receive One or More Indicators

If an Elementary or Middle School has fewer than 20 unique students on which to base an indicator (see Minimum *n*-Size for Public Reporting), then the points associated with the rating it cannot receive will be reassigned equally to add to the weight of the Academic Achievement and Student Progress indicators. If a High School has fewer than 20 students on which to base an indicator, then the points associated with the rating it cannot receive will be reassigned equally to add to the weight of the Academic Achievement and Graduation Rate indicators.

> *Note that all indicators shall be scored and rated according to the number of points shown for the indicator in Table 1, even when the school in question is missing one of the other indicators. The weight of the missing indicators is reallocated after the individual indicators have been scored and rated before adding the points earned for each indicator into the 100-point total and comparing the Total Rating Points to Table 2 to determine the Overall Rating. This process is described in the examples below.*

Consider the example of a Middle School that has only 12 Multilingual Learners enrolled. That school could not receive a rating for Multilingual Learners' Progress and the 10 points associated with that indicator would be split between Academic Achievement and Student Progress. The rating for Academic Achievement would still be calculated on a 35-point scale and the Rating determined normally according to Table 4 in this manual. Similarly, Student Progress would be calculated and rated according to Table 16 on its normal 35-point scale. Since each of these indicators will be worth an additional 5 points in the school's Overall Rating (*i.e.*, splitting the points associated with the rating it cannot receive evenly between the two Federally required indicators), the Rating Points earned on each of these indicators will be multiplied by $^{40}/_{35}$ (*i.e.*, divide the points earned for Academic Achievement and Student Progress by the original point value of those indicators and multiply the quotient by the new point value of those indicators) before being included in the Total Rating Points to be compared to Table 2 below.

If the Middle School in question only served students in Grades 7 & 8, then the school would also not have a population of students who take the SC READY Science test in Grade 6 and could not receive the points or rating associated with Preparing for Success, either. In this case, the Academic Achievement and Student Progress indicators would both be worth 45 points, which is equal to the 35 points indicated in Table 1, plus half of the points associated with Multilingual Learners' Progress (*i.e.*, $^{10}/_{2} = 5$), plus half of the points associated with Preparing for Success (*i.e.*, also $^{10}/_{2} = 5$). In this case, the Rating Points earned on each of these indicators will be multiplied by $^{45}/_{35}$ before being included in the Total Rating Points to be compared to Table 2 below.

Therefore, when a school does not receive one of the other ratings, multiply the points that the school has earned for Academic Achievement and the other Federally required indicator (Student Progress for Elementary and Middle Schools, and Graduation Rate for High Schools) by the new point value of that indicator divided by the original point value of that indicator before adding them to the points earned on other indicators and comparing it to the values shown in Table 2.

Point Ranges for Overall Ratings

For each Rating, a range of Total Rating Points was established based on historically observed results obtained from the 2015-16 and 2016-17 academic years. For simplicity and readability on public-facing School Report Cards, Overall Ratings Points shall be displayed rounded to the nearest whole number. Table 2 documents the range of unrounded Total Rating Points for each Rating with the rounded, whole number that would be displayed on Report Cards shown in parentheses. The ranges of Total Rating Points that define each Rating will remain constant until the next review of the accountability system is conducted.

Table 2
Unrounded Total Rating Point Ranges for Overall Ratings by School Type

Overall Rating	Elementary	Middle	High
Excellent	60.50 (61) – 100.00	55.50 (56) – 100.00	66.50 (67) – 100.00
Good	52.50 (53) – 60.49	47.50 (48) – 55.49	59.50 (60) – 66.49
Average	41.50 (42) – 52.49	35.50 (36) – 47.49	50.50 (51) – 59.49
Below Average	33.50 (34) – 41.49	28.50 (29) – 35.49	39.50 (40) – 50.49
Unsatisfactory	0.00 – 33.49	0.00 – 28.49	0.00 – 39.49

Note: Per the requirements of subparagraph 1111(c)(4)(E)(*i*) of ESSA, if a school tests fewer than 95 percent of eligible students, then the school's Rating in Academic Achievement shall be reduced by five (5) points and the school shall also not be eligible for the highest overall rating level. For readability on School Report Cards, Overall Ratings Points shall be displayed as a whole number (shown in parentheses in this table).

Section III: INDICATORS

Federally Required Disaggregation and Reporting of Subgroups

Section 1111(c)(4)(B) of ESSA maintains the requirement that all accountability indicators (with the exception of English language proficiency progress, which is only reported for MLs) be reported for all students, as well as disaggregated and displayed separately for the following subgroups of students (which are defined in §1111(b)(2)): students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), and MLs.

ESSA provides additional specific subgroups of students for whom certain indicators must also be reported separately. Section 1111(b)(2)(B)(xi) requires academic achievement test results to be disaggregated by student gender and migrant status, in addition to the subgroups defined in §1111(b)(2). Additional disaggregation requirements for specific report card indicators are described in the subsections of §1111(h)(1)(C) dealing specifically with each indicator. These details will be provided in the applicable section of this accountability manual. Specific definitions of each reportable subgroup including details about how subgroup membership is indicated in the Student Information System (SIS) are contained in the Subgroup Coding for Accountability section of Appendix A.

ESSA provides an exception to the requirement for disaggregation when the number of students in a subgroup is either too small to provide statistically reliable information or so small as to reveal personally identifiable information about an individual student. Thus, the results of a subgroup containing fewer than 20 students shall not be reported in South Carolina, in keeping with the minimum *n*-size for public reporting guidelines described next.

Minimum *n*-Size for Public Reporting

South Carolina's current federally approved consolidated state plan (available at https://www.ed.gov/media/document/sc-2024-state-plan) includes a minimum *n*-size of 20 unique students for public reporting to guard against disclosure of personally identifiable student information and ensure that sample sizes generate points and ratings that are sufficiently reliable to reflect the characteristics of the school. This number represents a reduction in the *n*-size used previously under the ESEA waiver, which was 30 students.

The minimum *n*-size was reduced from 30 to 20 to allow more schools to be included in the full reporting of subgroup performance and to fully embrace academic improvement for all students by providing more consistent reporting of relevant subgroup data. To better satisfy those stated goals, this section has been included in the Accountability Manual to describe specifically how the minimum *n*-size shall be implemented in accountability. For school and district Report Cards:

1. A School Report Card indicator must include a minimum of 20 unique students for the school to receive Rating Points and a Rating for that indicator.
2. For a data point to be publicly reported on a School Report Card, that data point must be derived from a minimum of 20 unique students.
3. It is not necessary for all data points included in a School Report Card indicator to be publicly displayed on the Report Card for the school to receive Rating Points and a Rating for that indicator; only that the indicator itself includes a minimum of 20 unique students.
4. Small-*n* suppression, or masking of School Report Card data, is determined according to the number of unique students included in the calculation of a set of possible outcomes (*i.e.*, the denominator of a data point) rather than the number of unique students who achieved a specific outcome (*i.e.*, the numerator of a data point).

Requirement 3 is most likely to apply to High School Report Cards. For example, if High School A has 10 students included in the Preparing for Success indicator for Biology 1 and 10 ***different*** students included for US History and the Constitution in the current accountability year, then that school has the required 20 unique students included in the Preparing for Success indicator to receive Rating Points and a Rating for that indicator. However, in this example, High School A will not have any data publicly displayed on its Report Card for the outcomes of the Biology 1 EOC or for the outcomes of the US History and the Constitution EOC, since neither test has at least 20 unique students included in its calculations.

However, if High School B has 10 students included in the Preparing for Success indicator for Biology 1 and ***the same*** 10 students included for US History and the Constitution in the current accountability year, then that school only has 10 unique students included in the Preparing for Success indicator and cannot receive Rating Points or a Rating for that indicator. The weight of the points associated with Preparing for Success will be redistributed equally to Academic Achievement and Graduation Rate, as described in the When a School Cannot Receive One or More Indicators section.

> ***Note:*** *Requirement 3 represents a change in the implementation of minimum n-size requirements for School Report Cards in South Carolina. In previous years, schools were required to have at least 20 unique students for each data point included in the indicator to receive that indicator. Thus, prior to 2026 Report Cards, High School A, as described in the example above, would not have received Ratings Points or a Rating for the Preparing for Success indicator and would have had the weight of the points associated with the indicator redistributed equally to Academic Achievement and Graduation Rate. The change in practice was motivated, in part, by the change in course sequence included in the new 2025 South Carolina College- and Career-Ready Standards for Mathematics. With implementation of the new standards during the 2025-2026 school year, a much higher proportion of High Schools were expected to have fewer than 20 unique students to report for Algebra 1 and would therefore be unable to receive the Academic Achievement indicator under the previous implementation of minimum n-size requirements. As Academic Achievement is a core federally required indicator for High Schools, the implementation described in this section will minimize disruptions in accountability across this transition to the new course sequence for High School Mathematics.*

Per Requirement 4, if a school has at least 20 unique students included in the denominator of a data point, then that data point can be publicly displayed, even if fewer than 20 unique students

are in the numerator. For example, if High School C has 20 students included in Academic Achievement for Algebra 1, then all data points related to Algebra 1 shall be displayed on the School Report Card (such as 2 out of 20 students who scored an F on the EOC, or 14 out of 20 who scored a C or better).

Recently Arrived Multilingual Learners (MLs)

Section 1111(b)(3)(A)(ii) of ESSA provides accountability exceptions for MLs born somewhere other than one of the 50 United States, DC, or Puerto Rico and who have recently arrived in US schools. Per those requirements, Recently Arrived MLs will participate in all relevant achievement testing regardless of when they initially arrived in US schools. During the first 12 months after their initial arrival in US schools, Recently Arrived MLs enrolled in Elementary and Middle Schools shall participate in all relevant achievement testing and shall be included in the Multilingual Learners' Progress indicator and the School Climate indicator, but shall be excluded from both the numerator and the denominator of the Academic Achievement, Preparing for Success, and Student Progress indicators. During their second year of enrollment in US schools, Recently Arrived MLs shall be included in the Multilingual Learners' Progress, Student Progress, and School Climate indicators but shall be excluded from the Academic Achievement and Preparing for Success indicators. During their third year of enrollment in US schools and each subsequent year, Recently Arrived MLs shall no longer be excluded from any accountability indicators based on the date of their initial enrollment in US schools.

During the first 24 months after their initial arrival in US schools, Recently Arrived MLs enrolled in High Schools shall participate in all relevant achievement testing and shall be included in the Multilingual Learners' Progress, School Climate, and High School Student Success indicators, but shall be excluded from both the numerator and the denominator of the Academic Achievement and Preparing for Success indicators. During their third year of enrollment in US schools and each subsequent year, Recently Arrived MLs shall no longer be excluded from any accountability indicators based on the date of their initial enrollment in US schools. Examples follow to illustrate these guidelines.

Elementary / Middle School Examples for Recently Arrived MLs

Four our first example, imagine Alina, a nine-year-old ML born outside the United States, who is not initially proficient with the English language at the time of enrollment, and who enrolls in US schools for the first time in South Carolina during January. Recently arrived MLs should be placed in the educational setting that is most appropriate for the student based on available educational records and placement with same-aged peers. Therefore, Alina will likely be placed in a third-grade classroom with other nine-year-old students and will receive whatever educational supports and interventions are typically provided in her school and district for MLs at her demonstrated level of English language proficiency. Because flexibility for recently arrived MLs in South Carolina does not excuse any testing, Alina would take the third grade SC READY in ELA and Mathematics and would complete the ACCESS for ELLs. She is expected to take the Student School Climate Survey but would not be included in any of the indicators described in this manual because she

would not meet the continuous enrollment requirement (*i.e.*, because she has not been continuously enrolled at the school from the 45th day of school to the date of testing). The scores obtained would be used to inform instruction and to set a baseline for future indicators. After completing her fourth-grade year, she would be included in the Multilingual Learners' Progress indicator, the Student Progress indicator, and the School Climate indicator but would not be included in Academic Achievement or Preparing for Success because the date of her initial enrollment in US schools is less than 24 months prior to the date of testing. After completing her fifth-grade year, Alina would be included in all relevant accountability indicators, since the date of her initial enrollment in US schools is more than 24 months prior to the administration of any achievement tests used for accountability.

These guidelines apply the same way for students in Middle School. For this example, let's imagine that Amani, who is eleven years old, was born outside the US, is not initially proficient in the English language at the time of enrollment, and enrolls for the first time in US schools in South Carolina during the first week of the school year as a sixth-grade student. Amani would be placed in the courses most appropriate for him given his age and educational records. Because he meets the continuous enrollment requirement for Middle School indicators, Amani would be included in the Multilingual Learners' Progress indicator and the School Climate indicator. He would be excluded from all other Report Card indicators for his school for his sixth-grade year. For seventh grade, Amani would be included in the Multilingual Learners' Progress indicator, the Student Progress indicator, and the School Climate indicator but would not be included in Academic Achievement or Preparing for Success because the date of his initial enrollment in US schools is less than 24 months prior to the date of testing. Then, during Amani's eighth grade year, he will be included normally in all Report Card indicators.

High School Example for a Recently Arrived ML

The guidelines for High School aged Recently Arrived MLs follow the same principles as the guidelines for Elementary and Middle School aged Recently Arrived MLs, with the additional consideration of the assignment of the graduation cohort (represented by the ninth-grade code, or 9GR). Per the information given in the Graduation Rate section, a student is initially added to the four-year graduation cohort on the 45th day of their first year in a US High School (note that this procedure is the same for all students and not just for recently arrived MLs or immigrant students). Since the High School Student Success, Graduation Rate, and College & Career Readiness indicators are all based on the 9GR, Recently Arrived High School MLs might not be included in these indicators at the same time as their same-aged peers.

Consider the example of Anatoly, a 17-year-old student born outside the US who enrolls for the first time in a US High School in South Carolina in November of 2023. Regardless of the district in question, Anatoly has enrolled after the 45th day of the 2023-24 school year and will be assigned to 9GR = 25 on the 45th day of the 2024-25 school year (see the this section). To the extent possible, Anatoly will be placed in classes with similar-aged peers (*e.g.*, in a homeroom, electives, lunch period, etc. with other 17-year-old students) and decisions about specific course enrollments and progressions shall be made based on the best available data (such as transcripts

and assessment records) to allow Anatoly to complete the requirements for a regular high school diploma within four years.

During the 2023-24 school year, Anatoly is not included in the Multilingual Learners' Progress indicator because he does not meet the continuous enrollment requirement for that indicator. If he had enrolled prior to the 45th day, then he would be included in this indicator during his first year of enrollment in a US High School. Anatoly is also expected to take the 2023-24 Student School Climate Survey but would not be included in the School Climate indicator because he was not continuously enrolled at the High School from the 45th day to administration of the survey. Similarly, if Anatoly had enrolled prior to the 45th day, then he would also be included in the School Climate indicator. If Anatoly completes Algebra 1, English 2, Biology 1, or US History and the Constitution during the 2023-24 or 2024-25 school years, then he would not be included in the Academic Achievement or Preparing for Success indicators because the date of testing was within 24 months of his initial enrollment in US schools. However, if he took any of those courses (and their associated EOCEP exam) during the 2025-26 school year or later, then he would be included in the calculation of the indicator for the High School.

Note that, since Anatoly arrived after the 45th day and has not been assigned to 9GR = 24, he shall not be included in the High School Student Success indicator for the 2024 Report Cards. Anatoly will be included in the High School Student Success indicator for the 2024-25 school year, since he has been assigned 9GR = 25 (which includes him in the 1YOTG metric for the 2025 Report Cards). He will be included normally in all Report Card Indicators for 2026 Report Cards and 2027 Report Cards, for which he will be included in the Multilingual Learners' Progress indicator, the School Climate indicator, the High School Student Success indicator (as part of the Second Year On Track to Graduate and Third Year On Track to Graduate metrics, respectively), and might be included in the Academic Achievement or Preparing for Success indicators depending on whether he takes the associated EOCEP courses during those school years). Because the Graduation Rate and College & Career Readiness indicators are based on the four-year graduation cohort, Anatoly will be included in both indicators for 2028 Report Cards, in addition to the Multilingual Learners' Progress and School Climate indicators. Finally, Anatoly will also be included in the Five-Year Student Success Rate (5YSSR) metric for 2029 Report Cards.

Further note that, if Anatoly takes a full four school years to complete the South Carolina High School graduation requirements, then he would either graduate at the age of 21 (if his birthday occurs during the first 45 days of the school year) or at the end of the school year in which he turns 22 (if his birthday occurs later in the school year). Thus, Anatoly is less likely to "age out" of High School in this scenario than he is to graduate early. Depending on his formal education prior to arriving in South Carolina and how many high school credits are transferred based on his international transcripts, Anatoly is likely to be considered on-track to graduate throughout his high school experience for the purposes of the High School Student Success indicator and could graduate early.

INDICATOR: Academic Achievement

School Level: Elementary & Middle

For each ELA and Mathematics academic achievement test (*i.e.*, SC READY and SC ALT) administered to students at the school (or within the district or state, as appropriate for comparison metrics or for district or state report cards), aggregated scores are reported in two ways. First, the percent of students who meet or exceed expectations are reported along with the number of students who meet or exceed expectations displayed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator.

Second, the percent of all students who score at each separate achievement level (whether that achievement level was demonstrated via the SC READY or SC ALT) will be reported along with the percent of students eligible to take the achievement test in question who were not tested. Each of the percentages displayed in this second, more detailed report (including the percent not tested) will be accompanied the number of students who scored at the achievement level in question (or the number of students not tested) displayed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator.

As required by ESSA §1111(h)(1)(C)(ii) and §1111(h)(1)(C)(vii), percentages and numbers of students who meet or exceed expectations on academic assessments and who score at each separate achievement level on academic assessments (including the number and percent of students not tested) shall be reported in the format described for all students included in the indicator, as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual Learners (MLs), students by gender, migrant students, students identified as homeless, students in foster care, and students with a parent or guardian who is a member of the Armed Forces (as defined in §101(a)(4) of Title 10, United States Code).

All fractions reporting scores for all students included in this indicator (for either test included in the indicator) are expected to have the same denominator, including the percent of all students who meet or exceed expectations, the percent of all students who score at each separate achievement level, as well as the percent of all students Not Tested. Fractions reporting the achievement of subgroups of students may not sum to the total number of all students included in the indicator for each test as subgroups containing fewer than 20 students shall not be reported.

Total Rating Points Available for the Indicator:

35 points

What Students are Included in the Indicator:

- **School:** All students who are enrolled at the school in a tested grade level during the testing window (*i.e.*, the last 20 days of the school year) and who are continuously enrolled from the 45th day of the school year and on the ~~160th day of the school year~~first day of testing, with no break in enrollment at the school, regardless of whether the student took the assessment(s) in question, are included in the denominator for the calculation of school indicators.
- **District:** All students who are enrolled in the district in a tested grade level who are continuously enrolled from the 45th day of the school year and on the first day of testing~~160th day of the school year~~, with no break in enrollment in the district, regardless of whether the student transferred between two or more schools within the district (including Residential Treatment Facilities and Group Homes) and regardless of whether the student took the test in question, are included in the denominator for the calculation of district indicators for comparison metrics or for district report cards.
- **State:** All students who are enrolled in the state in a tested grade level who are continuously enrolled from the 45th day of the school year and on the first day of testing~~160th day of the school year~~, with no break in enrollment in the state, regardless of whether the student transferred between two or more schools within the state (including Residential Treatment Facilities and Group Homes) and regardless of whether the student took the assessment(s) in question, are included in the denominator for the calculation of state indicators for comparison metrics or for state report cards.
- All students eligible to take the SC READY or SC ALT in ELA or Math are included in the denominator when calculating the indicator unless excluded for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (distributed to District Accountability Coordinators through the SCDE Advanced Data Transfer System, or ADTS).
- Students not tested for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines are excluded from both the numerator and denominator of this indicator and from calculation of participation rate.
- Students included in the denominator who are not tested but who are not excluded from the indicator for an authorized and properly documented purpose (as described above) are not included in the numerator when calculating the percent of students who meet or exceed expectations and earn zero indicator points towards this indicator.
- Recently Arrived Multilingual Learners (MLs) who were not initially English proficient and whose date of entry into United States schools is less than 24 months prior to their date tested are excluded from both the numerator and denominator of this indicator. However, Recently Arrived MLs are ***not*** excluded from the calculation of participation rate for the school.

  Note: EOCEP scores for middle school students who take an end-of-course assessment will not be included in the academic achievement indicator for middle schools. Students in middle school are still required to take EOCEP exams if they have been enrolled in those courses.

  Note: Per the requirements of subparagraph §1111(c)(4)(E)(i) of ESSA, if a school tests fewer than 95 percent of eligible students, then the school's Rating in Academic Achievement shall be reduced by five (5) points and the school shall also not be eligible for the highest overall rating level. Schools that

test fewer than 95 percent of eligible students must submit a plan to the SCDE outlining how the school will increase the percentage of students tested.

How Rating Points are Earned for the Indicator:

Rating Points are earned by first converting the observed Achievement Level for all students included in the indicator to Indicator Points according to Table 3.

Table 3
Indicator Point Conversion for ELA and Mathematics Academic Achievement Tests

Indicator Points	Achievement Level	SC READY Level Descriptor	SC ALT Level Descriptor
0	Level 1 *or* Not Tested	Does Not Meet Expectations	Foundational
1	Level 2	Approaches Expectations	Emerging
2	Level 3	Meets Expectations	Meets
3	Level 4	Exceeds Expectations	Exceeds

Note: Students who are continuously enrolled at the school from the 45th day to the first day of testing~~160th day of the school year~~, with no break in enrollment, but who did not take the ELA or Mathematics academic achievement test are assigned zero (0) Indicator Points for the purposes of calculating Rating Points unless the student in question is excluded for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (distributed to District Accountability Coordinators through ADTS).

First, calculate Rating Points for the school (or district or state for comparison metrics or for district or state report cards) according to the following equation and subsequent steps:

$$RP = 35\left(\sum_{t=1}^{2}\left(\sum_{i=1}^{n_t} IP_{it}\right)\Big/\sum_{t=1}^{2}\left(\sum_{i=1}^{n_t} 3\right)\right) \quad \text{Eq. (1)}$$

Note: RP = Rating Points. IP = Indicator Points (according to conversions shown in Table 3). t = an index for the test (*i.e.*, 1 = ELA and 2 = mathematics). i = an index for the student (from 1 to n_t, the number of students included at the school for test t). The denominator includes the maximum number of Indicator Points possible (3) summed across all included students and tests.

1. For each student/test combination, convert the student's identified achievement level to Indicator Points using Table 3 (*i.e.*, IP_{it}).
2. The sum of Indicator Points awarded is determined by summing across all included students and tests (*i.e.*, $\sum_{t=1}^{2}(\sum_{i=1}^{n} IP_{it})$).
3. The total Indicator Points possible is obtained by summing the maximum number of Indicator Points available (3) across all students and tests included (*i.e.*, $\sum_{t=1}^{2}(\sum_{i=1}^{n} 3)$).
4. The proportion of possible Indicator Points earned is obtained by dividing the total obtained in step 2 by the total obtained in step 3.
5. The number of Rating Points earned for the school is obtained by multiplying the proportion found in step 4 by 35, rounded to hundredths place.

Next, calculate the testing participation rate according to the following equation and subsequent steps. Note that subparagraph §1111(c)(4)(E)(i) of ESSA requires that not less than 95% of all

students, and not less than 95% of all students in each subgroup of students, who are enrolled at the school be assessed, regardless of whether the student is included in the indicator. To meet this requirement, South Carolina uses the number of students actively enrolled on ~~Day 160 (or~~ the first day of testing~~)~~ as the denominator of the participation rate calculation. Students not tested for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (distributed to District Accountability Coordinators through the SCDE Advanced Data Transfer System, or ADTS) are excluded from both the numerator and denominator of the formula presented below.

$$\mathrm{PR} = 100 * \left(n_{tested} \Big/ \left(n_{\sout{Day160}FDT} - n_{excluded} \right) \right) \quad \text{Eq. (2)}$$

Note: PR = Participation Rate. n_{tested} = Number of students included in the indicator who have a test score on the SC READY or SC ALT in ELA and/or Mathematics. $n_{\sout{Day160}FDT}$ = Number of students actively enrolled at the school in grades 3 through 8 on the ~~160th day (*i.e.*, the~~ first day of testing~~)~~. $n_{excluded}$ = Number of students excluded from the indicator for an authorized and properly documented purpose.

6. Determine the number of actively-enrolled students on the first day of testing eligible to take the SC READY or SC ALT in ELA or Mathematics for the school (or the district or the state, as appropriate for comparison metrics or for district or state report cards), regardless of whether they are included in the indicator (as described in the What Students are Included in the Indicator section above; *i.e.*, $n_{D\sout{ay160}FDT}$).
7. From the number found in step 6, subtract the number of students not tested for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines for ***both*** tests included in the indicator (*i.e.*, $n_{excluded}$).

   *Note: Recently Arrived MLs are **not** excluded from the calculation of the testing participation rate, only from the calculation of Rating Points.*

8. Determine the number of students who have a score for either the SC READY or SC ALT in ELA and/or Mathematics (*i.e.*, n_{tested}).
9. Divide the number found in step 8 by the difference obtained in step 7.
10. Multiply the quotient found in step 9 by 100 to find the participation rate as a percent.

Finally, determine the school's Rating using and the following steps:

11. If the school's participation rate is less than 95% (found in step 10), reduce the Rating Points (found in step 5) by five (5) points and the school shall not be eligible for the highest Overall Rating.
12. Compare the Rating Points found in step 5 (or step 11, as appropriate) to Table 4 to find the school's Academic Achievement Rating.

Table 4

Academic Achievement Rating Point Conversions to Ratings by School Type

Rating	Elementary Schools	Middle Schools
Excellent	21.43 – 35.00	20.10 – 35.00
Good	18.55 – 21.42	16.72 – 20.09
Average	13.36 – 18.54	12.00 – 16.71
Below Average	9.62 – 13.35	8.37 – 11.99
Unsatisfactory	0.00 – 9.61	0.00 – 8.36

Note: Per the requirements of subparagraph §1111(c)(4)(E)(*i*) of ESSA, if a school tests fewer than 95 percent of eligible students, then the school's Rating in Academic Achievement shall be reduced by five (5) points and the school shall also not be eligible for the highest overall rating level. In addition, schools that test fewer than 95 percent of eligible students must submit a plan to the SCDE outlining how the school will increase the percentage of students tested.

Note: If an Elementary or Middle School does not receive one of the other indicators for any reason (for example, because it has too few MLs to receive the Multilingual Learners' Progress indicator), then half of the points associated with the missing indicator(s) are added to the weight of the Academic Achievement indicator before including the Rating Points earned (found in steps 1 through 12 above) in the sum of Rating Points earned on other indicators to find the Total Rating Points to determine the school's Overall Rating (see When a School Cannot Receive One or More Indicators for more details). Note that all ratings for the Academic Achievement indicator are determined on the 35-point scale described here before any adjustments are made for inclusion in the Total Rating Points.

School Level: High

For each ELA and Mathematics EOCEP test (*i.e.*, Algebra 1 and English 2) and their corresponding SC ALT assessments administered to students at the High School (or within the district or state, as appropriate for comparison metrics or for district or state report cards), aggregated scores are reported in two ways. First, the percent of all students who meet or exceed expectations (*i.e.*, scored an A, B, or C on an EOCEP test or at the *Meets* or *Exceeds* level on the corresponding SC ALT assessment) are reported along with the number of students who meet or exceed expectations displayed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator.

Second, Academic Achievement shall be reported in an interactive data visualization that allows the viewer to see the number and percent of students who meet or exceed expectations, as well as the number and percent of students who score at each level (*i.e.*, A, B, C, D, and F, including Not Tested), on the combined indicator, as well as on each of the tests included in the indicator (*i.e.*, Algebra 1 and the corresponding SC ALT assessment or English 2 and the corresponding SC ALT assessment) for all students and, as required by ESSA §1111(h)(1)(C)(ii) and §1111(h)(1)(C)(vii), disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual Learners (MLs), students by gender, migrant students, students identified as homeless, students in foster care, and students with a parent or guardian who is a member of the Armed Forces (as defined in §101(a)(4) of Title 10, United States Code). The visualization may also provide the ability to view additional subgroups, and comparison metrics for the district and state, as available.

All fractions reporting scores for all students included in this indicator (for either test included in the indicator) are expected to have the same denominator, including the percent of all students who meet or exceed expectations, the percent of all students who score at each separate achievement level, as well as the percent of all students Not Tested. Fractions reporting the achievement of subgroups of students may not sum to the number of all students included in the indicator as subgroups containing fewer than 20 students shall not be reported.

> *Note: Per the requirements of subparagraph §1111(c)(4)(E)(i) of ESSA, if a school tests fewer than 95 percent of eligible students, then the school's Rating in Academic Achievement shall be reduced by five (5) points and the school shall also not be eligible for the highest overall rating level. Schools that test fewer than 95 percent of eligible students must submit a plan to the SCDE outlining how the school will increase the percentage of students tested.*

Total Rating Points Available for the Indicator:

25 points

What Students are Included in the Indicator:

- **School:** The High School Academic Achievement indicator includes all students who have been assigned a ninth-grade code (9GR; according to the process described in the INDICATOR: Graduation Rate section), regardless of the specific 9GR assigned, who fit into any of the following three categories:
    (1) Students who: (a) were enrolled in a course which requires an EOCEP test included in the Academic Achievement indicator (*i.e.*, Algebra 1 or English 2, or the course activity enrollments required for students taking the corresponding SC ALT assessments) for at least three days in the case of a 45-day course, for at least five days in the case of a 90-day course, or for at least ten days in the case of a 180-day course during the reported school year ***and*** (b) were enrolled at the high school on the first day of testing for that exam for the reported school year (*i.e.*, Summer 2025, Fall 2025, or Spring 2026 for 2026 Report Cards). If a student with a qualifying enrollment is not actively enrolled in any SC High School on the first day of testing for the course in question (*i.e.*, (a) is true but (b) is not), then they shall be included in the indicator for the High School of the Four-Year Graduation Cohort to which they are assigned on the 180th day (*i.e.*, 9GR23, 9GR24, 9GR25, or 9GR26 for 2026 Report Cards).
    (2) Students who: (a) are in their first year in High School, (b) were enrolled in a course prior to being assigned a 9GR which requires an EOCEP test included in the Academic Achievement indicator for at least the durations described in (1) above, ***and*** (c) are enrolled at the High School before the 180th day of the reported school year and remain in the High School's first-year graduation cohort on the 180th day (*i.e.*, 9GR26 for 2026 Report Cards).
    (3) Students who: (a) are included in the Graduation Rate indicator for the High School (see the INDICATOR: Graduation Rate section; *i.e.*, 9GR23 for 2026 Report Cards) ***and*** (b) have never been enrolled in a course which requires an EOCEP test included in the Academic Achievement indicator (*i.e.*, Algebra 1 or English 2, or the course enrollments required for students taking the corresponding SC ALT assessments) for at least the durations described in (1) above.
- **District:** All students who are included in the indicator for any High School in the District, regardless of whether the student transferred between two or more High Schools within the District (including Residential Treatment Facilities and Group Homes) and regardless of whether the student took the assessment(s) in question, are included in the denominator for the calculation of District indicators for comparison metrics or for District report cards.
- **State:** All students who are included in the indicator for any High School in the state, regardless of whether the student transferred between two or more High Schools within the state (including Residential Treatment Facilities and Group Homes) and regardless of whether the student took the assessment(s) in question, are included in the denominator for the calculation of District indicators for comparison metrics or for state report cards.
- Students awarded a transfer credit in Algebra 1 or English 2 from accredited out-of-state schools (or in state from accredited sources other than public schools as defined in Regulation 43-273) or awarded equivalent credit from home-school experiences pursuant to Chapter 65

of Title 59 of the Code of Laws are excluded from both the numerator and the denominator of this indicator for the EOCEP test associated with the transferred credit.

Note: This exclusion will be applied to the calculation of the indicator during the student's fourth year of high school when they are included in the Graduation Rate (i.e., the year that they would normally qualify for inclusion in the indicator under point (3) above). Although the exclusion for the transferred student will not be applied until their fourth year of High School, the Students Not Tested exclusion must be entered and documented during the student's initial year of transfer into the district.

- Students not tested for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (distributed to District Accountability Coordinators through the SCDE Advanced Data Transfer System, or ADTS) are excluded from both the numerator and denominator of this indicator.
- Students whose date of entry into United States schools is less than 24 months prior to their date tested and who were not initially English proficient at the time of their initial enrollment (see the section on Recently Arrived Multilingual Learners) are excluded from both the numerator and denominator of this indicator.

*Note: Recently Arrived MLs are **not** excluded from the calculation of the testing participation rate, only from the calculation of Rating Points.*

- Students included in this indicator who do not have an appropriate EOCEP score or a score on the corresponding SC ALT assessment are included in the denominator of this indicator when calculating the percent of all students who meet or exceed expectations but cannot be included in the numerator because of missing the test.
- Only the EOCEPs for Algebra 1 and English 2, or the appropriate corresponding SC ALT assessment, are included in this indicator and, for each student, the highest EOCEP score in each subject area that was obtained at any previous time is the score used for that student.

How Rating Points are Earned for the Indicator:

Rating Points earned are calculated by first converting the observed Achievement Level for all students included in the indicator to Indicator Points according to Table 5.

Table 5
Indicator Point Conversion for High School ELA and Mathematics Academic Achievement Tests

Indicator Points	Achievement Level	EOCEP Exam Grade	SC ALT Level Descriptor
0	Level 1 *or* Not Tested	F	Foundational
1	Level 2	D	Emerging
2	Level 3	C	Meets
3	Level 4	B	Exceeds
4	Level 5	A	

Note: Students who are included in the indicator but did not take the Algebra 1 or English 2 EOCEP or corresponding SC ALT academic achievement test are assigned zero (0) Indicator Points for the purposes of calculating Rating Points unless the student in question is excluded for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (distributed to District Accountability Coordinators through ADTS).

First, calculate Rating Points for the school (or district or state for comparison metrics or for district or state report cards) according to the following equation and subsequent steps:

$$RP = 25\left(\sum_{t=1}^{2}\left(\sum_{i=1}^{n_t} IP_{it}\right) \Big/ \sum_{t=1}^{2}\left(\sum_{i=1}^{n_t} PointsPossible\right)\right) \quad \text{Eq. (3)}$$

Note: RP = Rating Points. IP = Indicator Points earned by student i on test t (according to conversions shown in Table 5). t = an index for the test (*i.e.*, 1 = Algebra 1 and 2 = English 2). i = a student index (from 1 to n_t, the number of students included in the indicator for the school for each test). The denominator includes the maximum number of Indicator Points possible summed across all included students and tests (in which students taking an EOCEP exam have 4 points possible, and students taking the corresponding SC ALT exam have 3 points possible).

1. For each student/test combination, convert the student's identified achievement level to Indicator Points using Table 5 (*i.e.*, IP_{it}).
2. The sum of Indicator Points awarded is determined by summing across all included students and tests (*i.e.*, $\sum_{t=1}^{2}(\sum_{i=1}^{n} IP_{it})$).
3. The total Indicator Points possible is obtained by summing the maximum number of Indicator Points available across all students and tests included (such that students taking an EOCEP exam have 4 points possible, and students taking the corresponding SC ALT exam have 3 points possible).
4. The proportion of possible Indicator Points earned is obtained by dividing the total obtained in step 2 by the total obtained in step 3.
5. The number of Rating Points earned is obtained by multiplying the proportion found in step 4 by 25, rounded to hundredths place.

Next, calculate the testing participation rate according to the following equation and subsequent steps:

$$\mathrm{PR} = 100 * \left({}^{n_{tested}}/_{(n_{indicator} - n_{excluded})}\right) \quad \text{Eq. (4)}$$

Note: PR = Participation Rate. n_{tested} = Number of students included in the indicator who have a test score on the EOCEP for Algebra 1 or English ~~t~~2 or the corresponding SC ALT in ELA and/or Mathematics. $n_{indicator}$ = Number of students included in the indicator. $n_{excluded}$ = Number of students excluded from the indicator for an authorized and properly documented purpose.

6. Determine the number of students included in the indicator for the school (or the district or the state, as appropriate for comparison metrics or for district or state report cards) as described in What Students are Included in the Indicator, above (*i.e.*, $n_{indicator}$).
7. From the number found in step 6, subtract the number of students not tested for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines for ***both*** tests included in the indicator (*i.e.*, $n_{excluded}$).

   *Note: Recently Arrived MLs are **not** excluded from the calculation of the testing participation rate, only from the calculation of Rating Points.*

8. Determine the number of students who have a score for either the English 2 or Algebra 1 EOCEP test or the corresponding SC ALT assessment (*i.e.*, n_{tested}).
9. Divide the number found in step 8 by the difference obtained in step 7.
10. Multiply the quotient found in step 9 by 100 to find the participation rate as a percent.

Finally, determine the school's Rating using the following steps:

11. If the school's participation rate is less than 95% (found in step 10), reduce the Rating Points by five (5) points and the school shall not be eligible for the highest Overall Rating.
12. Compare the Rating Points found in step 5 (or step 11, as appropriate) to Table 6 to find the school's Rating.

Table 6
Academic Achievement Rating Point Conversions to Ratings for High Schools

Indicator	Rating Points
Excellent	15.91 – 25.00
Good	13.45 – 15.90
Average	10.22 – 13.44
Below Average	7.22 – 10.21
Unsatisfactory	0.00 – 7.21

Note: Per the requirements of subparagraph 1111(c)(4)(E)(i) of ESSA, if a school tests fewer than 95 percent of students included in the indicator, then the school's Rating in Academic Achievement shall be reduced by five (5) points and the school shall also not be eligible for the highest overall rating level. In addition, schools that test fewer than 95 percent of students included in the indicator must submit a plan to the SCDE outlining how the school will increase the percentage of students tested.

Note: If a High School does not receive one of the other indicators for any reason (for example, because it has too few MLs to receive the Multilingual Learners' Progress indicator), then half of the points associated with the missing indicator(s) are added to the weight of the Academic Achievement indicator before including the Rating Points earned (found in steps 1 through 12 above) in the sum of Rating Points earned on other indicators to find the Total Rating Points to determine the school's Overall Rating (see When a School Cannot Receive One or More Indicators for more details). Note that all ratings for the Academic Achievement indicator are determined on the 25-point scale described here before any adjustments are made for inclusion in the Total Rating Points.

INDICATOR: Preparing for Success

School Level: Elementary & Middle

For each Science academic achievement test (*i.e.*, SC READY and SC ALT) administered to students at the school (or within the district or state, as appropriate for comparison metrics or for district or state report cards), aggregated scores are reported in two ways. First, the percent of students who meet or exceed expectations are reported along with the number of students who meet or exceed expectations displayed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator.

Second, the percent of all students who score at each separate achievement level (whether that achievement level was demonstrated via the SC READY or SC ALT) will be reported along with the percent of students eligible to take the achievement test in question who were not tested. Each of the percentages displayed in this second, more detailed report (including the percent not tested) will be accompanied the number of students who scored at the achievement level in question (or the number of students not tested) displayed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator.

As required by ESSA sections 1111(h)(1)(C)(ii) and 1111(h)(1)(C)(vii), percentages and numbers of students who meet or exceed expectations on academic assessments and who score at each separate achievement level on academic assessments (including the number and percent of students not tested) shall be reported in the format described for all students included in the indicator, as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual Learners (MLs), students by gender, migrant students, students identified as homeless, students in foster care, and students with a parent or guardian who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10, United States Code).

All fractions reporting scores for all students included in this indicator are expected to have the same denominator, including the percent of all students who meet or exceed expectations, the percent of all students who score at each separate achievement level, as well as the percent of all students Not Tested. Fractions reporting the achievement of subgroups of students may not sum to the total number of all students included in the indicator as subgroups containing fewer than 20 students will not be reported.

Total Rating Points Available for the Indicator:

10 points

What Students are Included in the Indicator:

- **School:** All students who are enrolled at the school in the content area and grade level assessed from the 45th day of the school year and on the first day of testing, with no break in enrollment, regardless of whether the student took the assessment(s) in question, are included in the denominator for the calculation of school indicators.
- **District:** All students who are enrolled in the district in the content area and grade level assessed from the 45th day of the school year and on the first day of testing, with no break in enrollment in the district, regardless of whether the student transferred between two or more schools within the district and regardless of whether the student took the test in question, are included in the denominator for the calculation of district indicators for comparison metrics or for district report cards.
- **State:** All students who are enrolled in the state in the content area and grade level assessed from the 45th day of the school year and on the first day of testing, with no break in enrollment in the state, regardless of whether the student transferred between two or more schools within the state and regardless of whether the student took the assessment(s) in question, are included in the denominator for the calculation of state indicators for comparison metrics or for state report cards.
- All students eligible to take the SC READY or SC ALT in Science are included in the denominator when calculating the indicator unless excluded for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (distributed to District Accountability Coordinators through the SCDE Advanced Data Transfer System, or ADTS).
- Students who were not initially English proficient and whose date of entry into United States schools is less than 24 months prior to their date tested are excluded from both the numerator and denominator of this indicator.

  *Note: Recently Arrived MLs are **not** excluded from the calculation of the testing participation rate, only from the calculation of Rating Points.*

- Students included in the denominator who are not tested are not included in the numerator when calculating the proportion of students who meet or exceed expectations.

  Note: EOCEP scores for students who take the Biology 1 end-of-course assessment in middle school will not be included in the Preparing for Success Indicator for middle schools.

How Rating Points are Earned for the Indicator:

Rating Points are earned by first converting the observed Achievement Level for all students included in the indicator to Indicator Points according to Table 7.

Table 7
Indicator Point Conversion for Science Academic Achievement Tests

Indicator Points	Achievement Level	SC READY Level Descriptor	SC ALT Level Descriptor
0	Level 1 *or* Not Tested	Does Not Meet Expectations	Foundational
1	Level 2	Approaches Expectations	Emerging
2	Level 3	Meets Expectations	Meets
3	Level 4	Exceeds Expectations	Exceeds

Note: Students who are continuously enrolled at the school from the 45th day to the first day of testing~~160th day of the school year~~, with no break in enrollment, but who did not take the Science academic achievement test are assigned zero (0) Indicator Points for the purposes of calculating Rating Points unless excluded for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (distributed to District Accountability Coordinators through ADTS).

First, calculate Rating Points for the school (or district or state for comparison metrics or for district or state report cards) according to the following equation and subsequent steps:

$$RP = 10\left(\left(\sum_{i=1}^{n} IP_i\right) \Big/ (n \times 3)\right) \quad \text{Eq. (5)}$$

Note: RP = Rating Points. IP = Indicator Points (according to conversions shown in Table 7). i = a student index (from 1 to n, the number of students included in the indicator). The denominator includes the maximum number of Indicator Points possible (3) multiplied by the number of students included in the indicator.

1. For each student, convert the student's identified achievement level to Indicator Points using Table 7.
2. The sum of Indicator Points awarded is determined by summing across all included students (*i.e.*, $\sum_{i=1}^{n} IP_i$).
3. The sum of the ~~possible~~ Indicator Points possible is obtained by summing the maximum number of Indicator Points available ~~5~~across the number of students included in the indicator (*i.e.*, $n \times 3$).
4. The proportion of possible Indicator Points earned is obtained by dividing the total obtained in step 2 by the total obtained in step 3.
5. The number of Rating Points earned is obtained by multiplying the proportion of points obtained in step 4 by 10, rounded to hundredths place.

Next, calculate the testing participation rate according to the following equation and subsequent steps:

$$\mathrm{PR} = 100 * \left({}^{n_{tested}}\Big/ {}_{\left(n_{\sout{Day160FDT}} - n_{excluded}\right)} \right) \quad \text{Eq. (6)}$$

Note: PR = Participation Rate. n_{tested} = Number of students included in the indicator who have a test score on the SC READY or SC ALT Science assessment. $n_{\sout{Day160FDT}}$ = Number of students actively enrolled at the school in grades 3 through 8 on the ~~160th day (*i.e.*, the~~ first day of testing~~)~~. $n_{excluded}$ = Number of students excluded from the indicator for an authorized and properly documented purpose.

6. Determine the number of actively-enrolled students eligible to take the SC READY or SC ALT in Science for the school (or the district or the state, as appropriate for comparison metrics or for district or state report cards) on the first day of testing, regardless of whether they are included in the indicator (as described in the What Students are Included in the Indicator section above; *i.e.*, $n_{\sout{Day160FDT}}$).
7. From the number found in step 6, subtract the number of students not tested for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (*i.e.*, $n_{excluded}$).

   *Note: Recently Arrived MLs are **not** excluded from the calculation of the testing participation rate, only from the calculation of Rating Points.*

8. Determine the number of students who have a score for either the SC READY or SC ALT in Science (*i.e.*, n_{tested}).
9. Divide the number found in step 8 by the difference obtained in step 7.
10. Multiply the quotient found in step 9 by 100 to find the participation rate as a percent.

Finally, determine the school's Rating using the following steps:

11. Compare the Rating Points found in step 5 to Table 8 to find the school's Rating.

Table 8
Preparing for Success Rating Point Conversions to Ratings by School Type

Rating	Elementary Schools	Middle Schools
Excellent	6.54 – 10.00	6.64 – 10.00
Good	5.76 – 6.53	5.75 – 6.63
Average	4.35 – 5.75	4.41 – 5.74
Below Average	3.22 – 4.34	3.23 – 4.40
Unsatisfactory	0.00 – 3.21	0.00 – 3.22

School Level: High

Scores earned on EOCEP assessments in Biology 1 and US History and the Constitution, and the corresponding SC ALT assessments in Science and Social Studies are included in the Preparing for Success indicator for High Schools. For each Biology 1 test or US History and the Constitution test required for students included in the indicator for the school (or within the district or state, as appropriate for comparison metrics or for district or state report cards), aggregated scores are reported in two ways. First, the percent of all students who meet or exceed expectations (*i.e.*, scored an A, B, or C on an EOCEP test or at the Meets or Exceeds level on the corresponding SC ALT assessment) are reported along with the number of students who meet or exceed expectations displayed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator.

Second, Preparing for Success shall be reported in an interactive data visualization that allows the viewer to see the number and percent of students who meet or exceed expectations, as well as the number and percent of students who score at each level (*i.e.*, A, B, C, D, and F, including Not Tested), on the combined indicator, as well as on each of the tests included in the indicator (*i.e.*, Biology 1 and the corresponding SC ALT assessment or US History and the Constitution and the corresponding SC ALT assessment) for all students and, as required by ESSA sections 1111(h)(1)(C)(ii) and 1111(h)(1)(C)(vii), disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual Learners (MLs), students by gender, migrant students, students identified as homeless, students in foster care, and students with a parent or guardian who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10, United States Code). The visualization may also provide the ability to view additional subgroups, and comparison metrics for the district and state, as available.

All fractions reporting scores for all students included in this indicator (for either test included in the indicator) are expected to have the same denominator, including the percent of all students who meet or exceed expectations, the percent of all students who score at each separate achievement level, as well as the percent of all students Not Tested. Fractions reporting the achievement of subgroups of students may not sum to the number of all students included in the indicator as subgroups containing fewer than 20 students shall not be reported.

Total Rating Points Available for the Indicator:

10 points

What Students are Included in the Indicator:

- **School:** The High School Preparing for Success indicator includes all students who have been assigned a ninth-grade code (9GR; according to the process described in the

INDICATOR: Graduation Rate section), regardless of the specific 9GR assigned, who fit into any of the following three categories:

(1) Students who: (a) were enrolled in a course which requires an EOCEP test included in the Preparing for Success indicator (*i.e.*, Biology 1 or US History and the Constitution, or the course activity enrollments required for students taking the corresponding SC ALT assessments) for at least three days in the case of a 45-day course, for at least five days in the case of a 90-day course, or for at least ten days in the case of a 180-day course during the reported school year ***and*** (b) were enrolled at the high school on the first day of testing for that exam for the reported school year (*i.e.*, Summer 2025, Fall 2025, or Spring 2026 for 2026 Report Cards). If a student with a qualifying enrollment is not actively enrolled in any SC High School on the first day of testing for the course in question, then they shall be included in the indicator for the High School of the Four-Year Graduation Cohort to which they are assigned on the 180th day (*i.e.*, 9GR23, 9GR24, 9GR25, or 9GR26 for 2026 Report Cards).

(2) Students who: (a) are in their first year in High School, (b) were enrolled in a course prior to being assigned a 9GR which requires an EOCEP test included in the Preparing for Success indicator for at least the durations described in (1) above, ***and*** (c) are enrolled at the High School before the 180th day of the reported school year and remain in the High School's first-year graduation cohort on the 180th day (*i.e.*, 9GR26 for 2026 Report Cards).

(3) Students who: (a) are included in the Graduation Rate indicator for the High School (see the INDICATOR: Graduation Rate section; *i.e.*, 9GR23 for 2026 Report Cards) ***and*** (b) have never been enrolled Biology 1 for at least the durations described in (1) above.

- **District:** All students who are included in the indicator for any High School in the District, regardless of whether the student transferred between two or more High Schools within the District (including Residential Treatment Facilities and Group Homes) and regardless of whether the student took the assessment(s) in question, are included in the denominator for the calculation of District indicators for comparison metrics or for District report cards.
- **State:** All students who are included in the indicator for any High School in the state, regardless of whether the student transferred between two or more High Schools within the state (including Residential Treatment Facilities and Group Homes) and regardless of whether the student took the assessment(s) in question, are included in the denominator for the calculation of District indicators for comparison metrics or for state report cards.
- Students awarded a transfer credit in Biology 1 or for US History and the Constitution from accredited out-of-state schools (or in state from accredited sources other than the public schools as defined in Regulation 43-273) or awarded equivalent credit from home-school experiences pursuant to Chapter 65 of Title 59 of the Code of Laws are excluded from both the numerator and the denominator of this indicator for the EOCEP test associated with the transferred credit.

Note: This exclusion will be applied to the calculation of the indicator during the student's fourth year of high school when they are included in the Graduation Rate (i.e., the year that they would normally qualify for inclusion in the indicator under point (3) above). Although the exclusion for the transferred

student will not be applied until their fourth year of High School, the Students Not Tested exclusion must be entered and documented during the student's initial year of transfer into the district.

- Students included in this indicator who do not have an appropriate EOCEP score or a score on the corresponding SC ALT assessment are included in the denominator of this indicator when calculating the percent of all students who meet or exceed expectations but cannot be included in the numerator because of missing the test.
- Students not tested in Biology 1 for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (distributed to District Accountability Coordinators through the SCDE Advanced Data Transfer System, or ADTS) are excluded from both the numerator and denominator of this indicator unless they are also included in the indicator because they were enrolled in a course which requires the US History and the Constitution EOCEP during the reported school year.
- Students not tested in US History and the Constitution for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (distributed to District Accountability Coordinators through the SCDE Advanced Data Transfer System, or ADTS) are excluded from both the numerator and denominator of this indicator unless they are also included in the indicator because they were enrolled in a course which requires the Biology 1 EOCEP during the reported school year.
- Students whose date of entry into United States schools is less than 24 months prior to their date tested and who were not initially English proficient at the time of their initial enrollment (see the section on Recently Arrived Multilingual Learners) are excluded from both the numerator and denominator of this indicator.

  *Note: Recently Arrived MLs are **not** excluded from the calculation of the testing participation rate, only from the calculation of Rating Points.*

- Only the EOCEP for Biology 1, US History and the Constitution, or the appropriate corresponding SC ALT assessment, are included in this indicator and, for each student, the highest EOCEP score is the score used for that student.

How Rating Points are Earned for the Indicator:

Rating Points are earned by first converting the observed Achievement Level for all students included in the indicator to Indicator Points according to Table 9.

Table 9
Indicator Point Conversion for High School Tests Used in Preparing for Success

Indicator Points	Achievement Level	EOCEP Exam Grade	SC ALT Level Descriptor
0	Level 1 *or* Not Tested	F	Foundational
1	Level 2	D	Emerging
2	Level 3	C	Meets
3	Level 4	B	Exceeds
4	Level 5	A	

Note: Students who are included in the indicator but did not take the required EOCEP test or corresponding SC ALT test are assigned zero (0) Indicator Points for the purposes of calculating Rating Points unless excluded for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (distributed to District Accountability Coordinators through ADTS).

First, calculate Rating Points for the school (or district or state for comparison metrics or for district or state report cards) according to the following equation and subsequent steps:

$$RP = 10\left(\sum_{t=1}^{2}\left(\sum_{i=1}^{n} IP_{it}\right)\Big/\sum_{t=1}^{2}\left(\sum_{i=1}^{n} PointsPossible\right)\right) \quad \text{Eq. (7)}$$

Note: RP = Rating Points. IP = Indicator Points earned by student i on test t (according to conversions shown in Table 9). t = an index for the test (*i.e.*, 1 = Biology 1 and 2 = US History and the Constitution). i = a student index (from 1 to n, the number of students included in the indicator for each test). The denominator includes the maximum number of Indicator Points possible summed across all included students and tests (in which students taking an EOCEP exam have 4 points possible, and students taking the corresponding SC ALT exam have 3 points possible).

1. For each student, convert the student's identified achievement level to Indicator Points using Table 9.
2. The sum of Indicator Points awarded is determined by summing across all included students and tests (*i.e.*, $\sum_{t=1}^{2}(\sum_{i=1}^{n} IP_{it})$).
3. The sum of the possible Indicator Points possible is obtained by summing the maximum number of Indicator Points available across students and tests (such that students taking an EOCEP exam have 4 points possible, and students taking the corresponding SC ALT exam have 3 points possible).
4. The proportion of possible Indicator Points earned is obtained by dividing the total obtained in step 2 by the total obtained in step 3.
5. The number of Rating Points earned is obtained by multiplying the proportion of points obtained in step 4 by 10, rounded to hundredths place.

Next, calculate the participation rate for the Biology 1 EOCEP assessment according to the following equation and subsequent steps:

$$\mathrm{PR} = 100 * \left({}^{n_{tested}}/_{(n_{indicator} - n_{excluded})}\right) \quad \text{Eq. (8)}$$

Note: PR = Participation Rate. n_{tested} = Number of students included in the indicator who have a test score on the Biology 1 EOCEP assessment. $n_{indicator}$ = Number of students included in the indicator for Biology 1 (*i.e.*, students enrolled this year in Biology 1 at the High School, plus students at the High School who enrolled in Biology 1 in Middle School, plus students in the High School's graduating cohort who have never been enrolled in Biology 1). $n_{excluded}$ = Number of students excluded from the indicator for an authorized and properly documented purpose.

6. Determine the number of students eligible to take the Biology 1 EOCEP assessment for the school (or the district or the state, as appropriate for comparison metrics or for district or state report cards) as described in the What Students are Included in the Indicator section above (*i.e.*, $n_{indicator}$).
7. From the number found in step 6, subtract the number of students not tested for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (*i.e.*, $n_{excluded}$).

   *Note: Recently Arrived MLs are **not** excluded from the calculation of the testing participation rate, only from the calculation of Rating Points.*

8. Determine the number of students who have a score for either the Biology 1 EOCEP or SC ALT in Science (*i.e.*, n_{tested}).
9. Divide the number found in step 8 by the difference obtained in step 7.
10. Multiply the quotient found in step 9 by 100 to find the participation rate as a percent.

Finally, determine the school's Rating using the following steps:

11. Compare the Rating Points found in step 5 to Table 10 to find the school's Rating.

Table 10
Preparing for Success Rating Point Conversions to Ratings for High Schools

Indicator	Rating Points
Excellent	6.20 – 10.00
Good	5.30 – 6.19
Average	3.74 – 5.29
Below Average	2.42 – 3.73
Unsatisfactory	0.00 – 2.41

INDICATOR: Multilingual Learners' Progress

School Level: Elementary, Middle, & High

This indicator assesses growth toward the exit criteria for South Carolina's Multilingual Learner Program (MLP) which is to be achieved within 5 years after the initial assessment of English language proficiency (ELP) as stipulated in the State's approved ESSA plan. The state's definition of English proficiency is a composite score of 4.4 (Expanding) on South Carolina's current ELP test (or the corresponding alternate assessment for not more than 1% of test takers as deemed appropriate by the student's IEP team). A series of interim targets have been developed to measure the progress of students toward achieving proficiency within 5 years of beginning the MLP (see Table 11). This allows students to have expected growth targets towards proficiency every year. Report the percent of Multilingual Learners (MLs) at the school who have met or exceeded their current annual interim target to achieve ELP within 5 years of beginning the MLP or who are within four years of having achieved English proficiency.

Note: Do not report this indicator for schools or districts with fewer than 20 students identified as Multilingual Learners (MLs) who are eligible to be included in the Multilingual Learners' Progress metric. All MLs are included in the calculation of the Multilingual Learners' Progress metric for the District and the State regardless of whether that ML is reported at the school level.

Further Note: The Education Oversight Committee approved changes to the Multilingual Learners' Progress indicator on June 15, 2026. The revised indicator includes changes to how annual growth targets are determined, separates the calculation of indicator points from the calculation of test participation, includes a proportional reduction of indicator points earned for test participation rates below federally required levels, and has recalculated the cut scores for indicator ratings. These changes do not affect the calculation or production of 2026 School Report Cards. Interested readers are encouraged to consult the 2027 Accountability Manual, scheduled to be released in July 2026, for additional details. These changes are subject to federal approval and are not considered final until such approval is received.

Total Rating Points Available for the Indicator:

10 points

What Students Are Included in the Indicator:

- For the purposes of the Multilingual Learners' Progress indicator, the ML population includes ML students who have not yet achieved proficiency (coded in PowerSchool as 1.0-4.3, AL1, AL2), or ML students with waivers from services (coded as W) and ML students who have a missing composite score. Please see the **updated** South Carolina Title III: Proficiency Codes for the Multilingual Learner Program (MLP; updated 12.06.24) matrix for additional details about coding and requirements.

Note: ML students who have achieved proficiency and are in a four-year period of monitoring (coded in PowerSchool as M1, M2, M3, or M4) are included in the ML subgroup for the purposes of reporting disaggregated results for all other accountability indicators but cannot be included in the Multilingual Learners' Progress indicator per federal guidance.

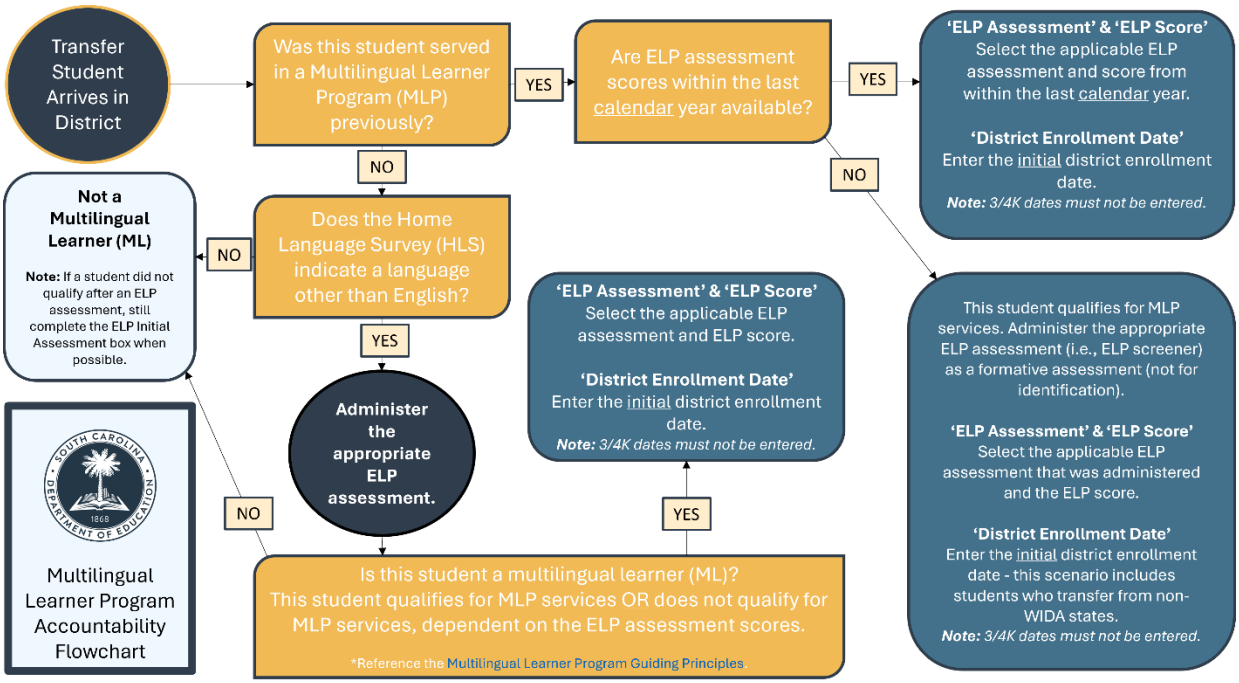
- **School:** All MLs in Kindergarten (K5) through Grade 12 who are enrolled at the school from the 45th day of the school year and on the first day of English Language Proficiency (ELP) testing, with no break in enrollment are included in the denominator for the calculation of school indicators.

  Note: All MLs enrolled at the school who meet the continuous enrollment criteria, regardless of grade level, are included in the Multilingual Learner's Progress indicator for any Report Card received by the school; this indicator is not calculated separately by grade band per federal guidance.

- **District:** All MLs in Kindergarten (K5) through Grade 12 who are enrolled in the district from the 45th day of the school year and on the first day of ELP testing, with no break in enrollment in the district, regardless of whether the student transferred between two or more schools within the district (including Residential Treatment Facilities and Group Homes), are included in the denominator for the calculation of district indicators for comparison metrics or for district report cards.
- **State:** All MLs in Kindergarten (K5) through Grade 12 who are enrolled in the state from the 45th day of the school year and on the first day of ELP testing, with no break in enrollment in the state, regardless of whether the student transferred between two or more schools within the state (including Residential Treatment Facilities and Group Homes), are included in the denominator for the calculation of state indicators for comparison metrics or for state report cards.
- Students included in the indicator who do not have an English language proficiency score for the current school year (*i.e.*, MLs required to take the English language proficiency test who were not assessed) cannot be included in the numerator when calculating the percent of students who meet or exceed English language proficiency expectations.

The SCDE Office of Federal and State Accountability has created Figure 1 to help guide school and district staff in assessing ML students:

Figure 1
ML Accountability Flowchart



How Rating Points are Earned for the Indicator:

Rating Points are awarded for the percentage of MLs who either score a composite 4.4 or who achieve the interim target based on their initial identification and number of years in South Carolina's MLP. Annually, points are earned for the percentage of MLs meeting expected growth targets on ACCESS for ELLs or WIDA Alternate ACCESS using the values shown in Table 11. This allows students to have expected growth targets that move towards proficiency every year.

Table 11
Annual On-Track English Proficiency Targets for MLs based on Initial Screener Level

Screener Level	Year 1	Year 2	Year 3	Year 4	Year 5+
1	1.9	2.9	3.8	4.1	4.4
2	2.6	3.2	3.8	4.1	4.4
3	3.3	3.6	3.8	4.1	4.4
4	4.1	4.2	4.3	4.4	4.4
Alternate ACCESS	AL1	AL1	AL2	AL2	M1

Note: Although the scores in Table 11 were set to promote MLs achieving English proficiency within five years, all MLs in the subgroup are included in the indicator until they have achieved English proficiency.

Further Note: Recent revisions to the WIDA Alternate ACCESS English Language Proficiency Test resulted in five proficiency levels, the third of which is considered proficient. On-Track English Proficiency Targets for MLs with special needs who are assessed with the Alternate ACCESS are currently shown in Table 11 by achievement level.

Final Note: Recent revisions to the WIDA ACCESS English Language Proficiency Test has necessitated a Standard Setting procedure to establish new proficiency level cut scores. According to guidance from WIDA (which has been thoroughly reviewed by SCDE personnel), the score reports distributed to states and districts in July (i.e., before standard setting) are suitable for making program and placement decisions about students. Therefore, WIDA ACCESS proficiency levels received in July shall be used for all purposes related to 2026 Report Cards. Final proficiency levels received by the state after standard setting shall be used for all purposes related to 2027 Report Cards and later.

The percent of ML students demonstrating one year's academic progress in attaining English proficiency is determined by the following steps:

(1) Determine the qualifying population (denominator):

- Select active ML students (Proficiency Level = 1-4.3, AL1-AL2, and grade = 0-12) who were actively enrolled at the school on the first day of English Language Proficiency testing. Remove duplicates by keeping most recent record for each student.

  Note: Most students scoring 4.4-6.0 will have met the English proficiency criteria and will be coded M1 (1st Year Monitor). However, there are a few exceptions where a student may score a 4.4-6.0 and remain in the Multilingual Learner Program (MLP). Please see these example scenarios where this coding may be applicable.

- Remove students who were not continuously enrolled since the 45th day of the same school year within the same school (or district, or state, as appropriate for comparison metrics or for district and state report cards).
- From the "English Language Proficiency (ELP) Initial Assessment" information in PowerSchool, use the "District Enrollment Date" field to calculate "years in the program." Use the "ELP Score" as the "screener level."

If the above information is missing, use the following steps (Steps 1-3) to fill in missing information.

Step 1: Match with longitudinal ML dataset to obtain students' historical ACCESS for ELLs test records.

Step 2: If "ELP Score" is missing, replace with student's first ACCESS for ELLs test score. Find the earliest ACCESS for ELLs test score for each student and round down to create the "screener level."

Step 3: Using "firstdate" to calculate "years of study:" When calculating years in program, a universal anniversary date of October 1st will be used. Students with an enrollment date or assessment date on or before October 1 will be assigned a year 1 target for the ML indicator in that school year, and subsequent year targets will be determined from this year. The difference between the "firstdate" and universal anniversary date of October 1 will be calculated as "years of study."

After above steps, if “years of study” cannot be calculated because of missing “firstdate,” set “gradelevel” to be “years.”

(2) Calculate the goal for the year

- Match with target table using “screen level” and “years” to calculate the goal for each student. Apply the following assumptions to resolve some students’ issues. If “years” greater or equal to 5 or “screenlevel” is at least 5, the goal is set as 4.4. If “screenlevel” is missing, the goal is set at 4.4.
- Compare student’s current ACCESS for ELLs test score with calculated goal to determine whether student “met” or “not met” the goal.

(3) For students taking alternative test use the following special steps to determine their goal.

- For students of 1 year’s study, the student needs to score AL1, AL2, or M1 to meet their goal.
- For students of 2 year’s study, the student needs to score AL1, AL2, or M1 to meet their goal.
- For students of 3 year’s study, the student needs to score AL2 or M1 to meet their goal.
- For students of 4 years of study, the student needs to score AL2 or M1 to meet their goal.
- For students with 5 or more years of study, the student needs to score M1 to meet their goal.

(4) Calculate percent of Students Meeting Proficiency Targets

- Match the student level table with the master file to output each student to schools by level.
- Divide the number of ML students meeting their goal in the school by the total number of ML students included in the indicator for the school to calculate the percentage of students meeting their goal by school. Results are masked if the school has fewer than 20 ML students assessed.

  Note that ML students included in the indicator for the school who do not have an English language proficiency test score for the reported school year (i.e., MLs who should have tested but were not assessed) are included in the denominator of this fraction but cannot be included in the numerator as they have not been given the opportunity to demonstrate progress.

- Divide the number of ML students meeting their goal in the district by the total number of ML students in the district to calculate the percentage of students meeting their goal by district. Results are masked if the district has fewer than 20 ML students assessed.
- Using student file, divide the number of ML students meeting their goal in the state by the number of ML students in the state to calculate the percentage of students meeting their goal for state.

(5) Calculate the Number of Points Earned

- Multiply the percentage of students meeting their target expressed as a decimal by 10, rounded to hundredths (e.g., 84.3% meeting target: .843 × 10 = 8.43 Rating Points).

- Finally, total Rating Points earned are converted to Ratings using Table 12.

Table 12
Multilingual Learners' Progress Rating Point Conversions to Ratings

Rating	Rating Points
Excellent	8.00 – 10.00
Good	6.00 – 7.99
Average	4.00 – 5.99
Below Average	2.00 – 3.99
Unsatisfactory	0.00 – 1.99

INDICATOR: Student Progress

School Level: Elementary & Middle

Note: Changes in the 2025 South Carolina College- and Career-Ready Standards for Mathematics from the 2015 standards required revisions to the SC READY Mathematics assessment. Although the changes to the assessment are not expected to affect the calculation and reporting of the Academic Achievement indicator, changes are expected affect the vertical scale, achievement level cut scores, and distribution of expected growth scores enough to prevent the inclusion of Mathematics growth records in the calculation of the Added-Value Growth Model (AVGM) metrics (i.e., RP_T and RP_P, or "Target Points" and "Percentage Points" respectively) for 2026 Report Cards. The process described in the How Rating Points are Earned for the Indicator section will be followed as presented using growth records derived from 2025 ELA SC READY scores matched with 2026 ELA SC READY scores for the same student. The ISP_{sch} metric will be calculated for both ELA growth records (i.e., ISP_{sch}^{ELA}) and Mathematics growth records (i.e., ISP_{sch}^{Math}). ISP_{sch}^{Math} will be the only Student Progress metric calculated for Mathematics this year, and ISP_{sch}^{ELA} will be combined with RP_T^{ELA} and RP_P^{ELA} as described in Step 20, as normal.

Further Note: Changes in the 2023 South Carolina College- and Career-Ready Standards for English Language Arts from the 2015 standards also required revisions to the SC READY ELA assessment. These changes required the reestablishment of proficiency level cut scores for the assessment and the recalibration of the Added-Value Growth Model (~~AGVM~~AVGM) to the pattern of growth observed on the new assessment scale. Appropriate transitional Median Annual Targets (tMATs) and appropriate transitional Added-Value Targets (tAVTs) for use during the 2025-26 academic year by educators to monitor student growth in ELA and make appropriate instructional adjustments during the year have been included in Table 14. These transitional targets, which have been estimated based on growth observed from 2024 to 2025 are intended to match the final Median Annual Targets (MATs) and Added-Value Targets (AVTs) used to calculate the Student Progress Indicator for 2026 School Report Cards. However, the final MATs and AVTs used for accountability purposes will be produced by combining growth observed from 2024 to 2025 (i.e., growth observed from the old scale to the new scale) with growth observed from 2025 to 2026 (i.e., new-scale to new-scale growth).

As permitted by ESSA section 1111(c)(4)(B)(ii)(I), South Carolina has chosen to use a combination of an internally developed Added-Value Growth Model (AVGM), a criterion-referenced value-added model, and the norm-referenced value-added model (VAM) that has been used in our state since 2018 to measure student annual achievement growth. As described in the next subsection, the VAM produces an index of student progress (ISP_{sch}) as a combination of the value-added estimate for all students at the school (ISP_{all}) and the value-added for the 20% of students at the school with the lowest prior achievement (ISP_{low}). The AVGM calculates student progress in two ways. The first calculates ratings points earned based on students meeting or exceeding their individualized growth targets (RP_T), while the second calculates ratings points earned based on the percentage of added-value targets (AVTs) that were met at the school (RP_P). The Student Progress indicator shall be calculated as the average of ISP_{sch}, RP_T, and RP_P.

The Index of Student Progress at the School ($\mathbf{ISP}_{sch}$):

The academic progress in ELA and Mathematics of all students at the school is compared to other students in South Carolina who initially scored at similar levels to calculate an index of student progress (ISP) for all students in the subject area (ISP_{all}^{subj}), and the academic progress in the subject area of the students in the school with the lowest 20% of prior achievement is also compared to students statewide who initially scored at similar levels to calculate an ISP for the lowest quintile (ISP_{low}^{subj}). Measures of progress from these two groups of students are combined to create a combined ISP for the subject at the school (ISP_{sch}^{subj}) for all elementary and middle schools.

The Added-Value-Growth Model (AVGM):

The AVGM compares annual student progress to individualized growth targets that have been derived from analysis of statewide historical achievement data. Each South Carolina student enrolled in Grade 4 through Grade 8 who took the SC READY in the prior school year is assigned two individualized targets for their current year SC READY scores.

Each student is assigned a Median Annual Target (MAT), which is set to reflect the median historically observed gains among students with similar prior year scores. In other words, the MAT is set to reflect the 50th conditional growth percentile (or growth that is as good or better than 50% of students with similar prior year scores demonstrated in the historical data analyzed). Each student is also assigned an Added-Value Target (AVT), which is progressively set, according to the students' prior year scores and achievement bands, to reflect the amount of annual achievement growth that is necessary for the student to make meaningful and measurable progress towards proficiency on the grade-level standard. AVTs are based on conditional growth percentiles (CGPs) which range from the 55th CGP to the 80th CGP, depending on the student's prior SC READY score. Table 13 displays the conditional growth percentiles used for current-year AVTs based on ranges of student test scores from the prior year SC READY.

The CGPs associated with MATs and AVTs were determined by analyzing student achievement growth demonstrated on the SC READY from 2017 to 2018, from 2018 to 2019, and from 2021 to 2022. The historical percentiles of growth were estimated over this combined data set using quantile regression. Quantile regression creates a prediction for any percentile of growth among students with a given assessment score. The prediction is based not only on students with exactly that score, but also students with scores near that score. This increases the number of students used to measure the historical percentile, which makes the percentile more precise and more useful for setting targets for gains in the present and future. The quantile regression is estimated separately for each grade and subject. It is also estimated separately for each percentile of gain. Historical conditional growth percentiles are estimated for the 50th, 55th, 60th, 65th, 70th, 75th, and 80th percentiles (the 50th CGP for use in MATs, and the other percentiles for use in AVTs). Achievement gains associated with MATs and AVTs based on students' prior year SC READY score can be found using Table 14 (on a following page).

Table 13

Historically Observed Conditional Growth Percentiles Used to Set Added-Value Targets (AVTs) for Growth at Various Prior SC READY Scores

Current Grade Level:	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Prior Achievement Band 6 (≈ *Exceeds*)					
Prior ELA SC READY score range:	550 – 825	610 – 850	640 – 875	650 – 900	670 – 925
Prior Math SC READY score range: [a]	550 – 825	570 – 850	630 – 875	630 – 900	650 – 925
AVT based on historically observed conditional growth percentile:	**55**				
Prior Achievement Band 5 (≈ *Meets*)					
Prior ELA SC READY score range:	460 – 549	500 – 609	530 – 639	560 –649	570 – 669
Prior Math SC READY score range: [a]	440 – 549	490 – 569	540 – 629	550 – 629	580 – 649
AVT based on historically observed conditional growth percentile:	**60**				
Prior Achievement Band 4 (≈ *upper half of Approaches*)					
Prior ELA SC READY score range:	410 – 459	470 – 499	500 – 529	520 – 559	540 – 569
Prior Math SC READY score range: [a]	410 – 439	450 – 489	490 – 539	500 – 549	540 – 579
AVT based on historically observed conditional growth percentile:	**65**				
Prior Achievement Band 3 (≈ *lower half of Approaches*)					
Prior ELA SC READY score range:	360 – 409	420 – 469	470 – 499	480 – 519	510 – 539
Prior Math SC READY score range: [a]	360 – 409	410 – 449	450 – 489	460 – 499	490 – 539
AVT based on historically observed conditional growth percentile:	**70**				
Prior Achievement Band 2 (≈ *upper half of Does Not Meet*)					
Prior ELA SC READY score range:	320 – 359	360 – 419	420 – 469	430 – 479	470 – 509
Prior Math SC READY score range: [a]	320 – 359	370 – 409	420 – 449	420 – 459	460 – 489
AVT based on historically observed conditional growth percentile:	**75**				
Prior Achievement Band 1 (≈ *lower half of Does Not Meet*)					
Prior ELA SC READY score range:	100 – 319	100 – 359	100 – 419	100 – 429	100 – 469
Prior Math SC READY score range: [a]	100 – 319	100 – 369	100 – 419	100 – 419	100 – 459
AVT based on historically observed conditional growth percentile:	**80**				

Note: Because prior-year SC READY scores are rounded down to the nearest multiple of ten (10) before assigning the Added-Value Target (AVT), score ranges shown for Prior Achievement Bands do not correspond precisely to the performance levels used for Academic Achievement.

[a] The score ranges associated with Prior Achievement Bands (PABs) for Math remain unchanged in this year's Accountability Manual because the scores shown in this table refer to scores on the 2025 Mathematics SC READY, for which cut scores, achievement levels, and score distributions are already known and are consistent with the historical achievement data used to develop the Added-Value Growth Model.

To find an individual student's target score, round *down* the vertical scale score (VSS) of their prior-year SC READY (whether ELA or Mathematics) to the nearest *multiple of 10* and find that score in the gray, center column of Table 14. For the ELA SC READY, track to the left on that row to the student's current grade level to find growth targets for this year's test. Follow the same procedure for the Mathematics SC READY but track to the right to the current grade level to find growth targets for this year's test.

Note: Changes in the 2026 Math SC READY made to align with changes in the 2025 South Carolina College- and Career-Ready Standards for Mathematics are likely to require recalculation of growth targets for the Math SC READY (like those shown in the right half of Table 14) for the 2027 Accountability Manual. When calculated, those growth targets will use the same conditional growth percentiles (CGPs) displayed in Table 13. Since the targets displayed in Table 14 were developed using the same version of the SC READY with which linking studies were conducted with state-

approved interim and benchmark assessments, these targets remain in this manual and are thought to be instructionally useful for the 2025-26 school year.

Further Note: Final MATs and AVTs used for ELA for accountability purposes will be produced by combining growth observed from 2024 to 2025 (i.e., growth observed from the old scale to the new scale) with growth observed from 2025 to 2026 (i.e., new-scale to new-scale growth). Transitional growth targets (tMATs and tAVTs) are included in Table 14 below for instructional use.

The minimum VSS point gains that are needed to meet the MAT goal are shown in the unshaded column and gains needed to meet the AVT goal are shown in the shaded column. To find the target SC READY scores the student must obtain on this year's test, add the number of points shown in the appropriate half of Table 14 to the score that student earned on the prior year ELA or Mathematics SC READY. The specific steps are given with examples in the forthcoming How Rating Points are Earned for the Indicator section.

Table 14

Median-Annual Growth Target (MAT) and Added-Value Growth Target (AVT) Lookup Table

Growth Targets for ELA SC READY										Prior Year Score (round down)	Growth Targets for Mathematics SC READY[a]									
Grade 4		Grade 5		Grade 6		Grade 7		Grade 8			Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT		MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT
268	290	171	230	146	184	174	194	151	184	100	256	302	265	301	285	363	318	342	327	334
266	286	171	246	146	184	174	194	151	184	110	240	282	258	292	278	348	308	335	326	334
263	282	171	254	146	184	174	194	151	184	120	229	268	252	285	273	338	301	329	324	332
259	276	171	259	146	184	174	194	151	184	130	218	255	245	278	267	327	294	323	321	329
253	269	175	262	146	184	174	194	151	184	140	207	242	238	270	260	315	285	315	317	326
246	261	185	262	146	184	174	194	151	184	150	196	229	230	261	252	304	277	307	312	321
238	252	192	261	146	184	174	194	151	184	160	185	217	222	252	243	291	268	299	306	315
229	243	196	257	146	184	174	194	151	184	170	173	204	213	243	234	279	259	290	299	309
218	232	197	252	146	184	174	194	151	184	180	162	192	204	234	225	267	249	280	292	302
207	221	196	246	146	184	174	194	151	184	190	152	181	194	224	215	254	239	271	283	294
195	210	193	238	146	184	174	194	151	184	200	141	170	185	214	205	242	229	260	274	286
182	199	188	229	146	184	174	194	151	184	210	131	160	175	204	194	229	219	250	265	277
169	187	182	219	146	184	174	194	151	184	220	121	150	165	195	183	216	208	239	255	267
157	176	174	208	146	181	174	194	151	184	230	111	141	155	185	172	204	198	228	244	258
144	165	165	197	146	177	174	194	151	184	240	102	132	145	175	161	191	187	218	233	247
131	154	155	186	146	171	173	194	151	184	250	94	124	135	166	149	179	176	207	222	237
120	144	146	174	142	164	169	194	151	184	260	86	117	125	157	138	167	166	196	210	226
108	134	135	162	137	157	163	187	151	184	270	78	111	116	148	127	155	155	185	199	216
98	125	123	151	131	149	156	178	151	184	280	72	106	107	140	116	144	145	174	187	205
87	117	111	139	123	140	149	168	151	184	290	66	102	98	132	105	133	135	164	175	194
78	110	100	129	115	132	140	158	151	184	300	61	99	90	125	94	123	125	153	163	183
71	105	89	119	106	123	129	149	145	184	310	56	96	83	119	84	113	115	143	152	173
65	93	79	110	94	113	118	139	136	172	320	53	85	76	113	74	103	106	134	140	163
61	91	71	102	84	103	108	130	127	159	330	50	84	69	108	64	95	97	125	129	153
58	89	64	96	74	95	97	121	118	145	340	48	83	64	104	55	87	88	116	118	143
56	88	58	91	63	87	88	112	108	133	350	46	82	59	101	47	79	80	108	107	134
55	80	54	81	53	79	78	104	98	122	360	45	73	55	99	39	73	72	100	97	125
55	80	51	79	44	72	70	98	89	112	370	43	71	52	88	32	67	64	93	88	117
55	81	48	77	35	66	62	90	79	103	380	41	69	50	87	26	63	58	87	79	110
55	81	45	75	27	60	54	84	70	96	390	39	68	49	88	21	59	51	82	71	103
55	81	43	73	20	54	47	79	62	89	400	38	67	48	88	16	56	46	77	63	97
54	73	43	73	15	51	41	75	54	84	410	36	57	48	79	12	54	41	73	57	92
53	72	42	65	11	40	37	73	47	80	420	34	56	48	80	10	45	37	63	51	88
52	71	42	64	9	39	34	63	41	76	430	32	55	48	81	8	45	33	61	46	84

Growth Targets for ELA SC READY										Prior Year Score (round down)	Growth Targets for Mathematics SC READY [a]									
Grade 4		Grade 5		Grade 6		Grade 7		Grade 8			Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT		MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT	MAT	AVT
51	70	40	63	8	38	32	63	35	73	440	31	46	48	81	7	45	30	59	42	82
50	69	39	61	8	38	31	64	31	71	450	30	45	48	70	7	37	27	57	40	81
49	61	36	58	7	38	31	64	29	69	460	29	44	47	69	7	37	25	48	38	72
48	61	33	50	7	32	30	64	27	58	470	28	44	47	68	7	37	23	47	37	72
47	60	31	48	7	32	30	56	27	58	480	27	43	46	68	7	37	21	45	37	73
48	60	31	47	9	33	30	54	27	58	490	26	42	45	60	7	30	19	44	37	65
48	61	30	41	12	29	29	52	27	58	500	25	41	45	60	6	30	18	35	37	66
48	62	30	39	14	31	30	53	27	51	510	24	40	45	60	5	30	16	34	38	66
48	63	28	37	17	33	31	48	26	49	520	23	39	45	61	4	29	15	33	38	67
50	63	26	35	18	27	32	48	26	49	530	22	38	45	62	3	29	14	32	38	67
51	63	23	33	18	28	32	48	27	43	540	21	37	45	62	2	19	13	31	38	58
52	57	20	31	19	29	31	46	27	43	550	20	28	45	62	1	18	11	23	37	58
52	57	17	27	20	30	28	38	27	43	560	19	28	45	62	1	17	10	22	36	57
53	58	13	24	20	30	26	35	28	37	570	18	28	44	54	1	16	8	21	36	57
53	59	10	21	21	31	23	33	28	38	580	16	27	43	54	0	16	7	20	36	50
52	58	6	17	22	32	20	30	28	38	590	14	26	42	53	0	15	6	19	36	50
50	56	3	14	22	32	17	27	28	38	600	12	24	41	52	0	15	5	18	36	51
48	53	1	7	22	32	13	24	27	37	610	8	22	39	51	0	14	5	18	36	51
45	50	0	5	21	32	10	21	26	37	620	5	18	37	50	0	14	4	17	36	51
42	47	0	5	20	32	7	18	25	36	630	1	14	35	48	0	5	4	11	35	51
38	43	0	5	19	25	4	15	23	35	640	0	10	34	46	0	5	3	11	35	51
34	39	0	5	17	23	1	6	22	34	650	0	5	32	44	0	5	2	10	34	42
29	34	0	5	14	21	0	5	21	33	660	0	5	30	41	0	5	0	9	33	41
25	30	0	5	11	18	0	5	21	26	670	0	5	27	38	0	5	0	7	32	41
21	26	0	5	8	15	0	5	21	26	680	0	5	25	35	0	5	0	6	31	41
16	21	0	5	5	11	0	5	20	26	690	0	5	22	32	0	5	0	5	30	40
12	17	0	5	1	7	0	5	18	25	700	0	5	20	28	0	5	0	5	29	39
8	13	0	5	0	5	0	5	15	23	710	0	5	17	25	0	5	0	5	28	38
4	9	0	5	0	5	0	5	12	20	720	0	5	14	21	0	5	0	5	27	37
1	6	0	5	0	5	0	5	7	17	730	0	5	11	17	0	5	0	5	26	35
0	5	0	5	0	5	0	5	2	13	740	0	5	7	13	0	5	0	5	25	33
0	5	0	5	0	5	0	5	0	8	750	0	5	3	8	0	5	0	5	23	31
0	5	0	5	0	5	0	5	0	5	760	0	5	0	5	0	5	0	5	22	28
0	5	0	5	0	5	0	5	0	5	770	0	5	0	5	0	5	0	5	20	26
0	5	0	5	0	5	0	5	0	5	780	0	5	0	5	0	5	0	5	18	23
0	5	0	5	0	5	0	5	0	5	790	0	5	0	5	0	5	0	5	16	21
0	5	0	5	0	5	0	5	0	5	800	0	5	0	5	0	5	0	5	13	18
0	5	0	5	0	5	0	5	0	5	810	0	5	0	5	0	5	0	5	11	16
0	5	0	5	0	5	0	5	0	5	820	0	5	0	5	0	5	0	5	7	13
		0	5	0	5	0	5	0	5	830			0	5	0	5	0	5	4	11
		0	5	0	5	0	5	0	5	840			0	5	0	5	0	5	0	9
		0	5	0	5	0	5	0	5	850			0	5	0	5	0	5	0	7
				0	5	0	5	0	5	860					0	5	0	5	0	5
				0	5	0	5	0	5	870					0	5	0	5	0	5
						0	5	0	5	880							0	5	0	5
						0	5	0	5	890							0	5	0	5
						0	5	0	5	900							0	5	0	5
								0	5	910									0	5
								0	5	920									0	5

Note: The growth targets shown have been estimated using a quantile regression procedure that estimates growth at the appropriate conditional growth percentile based on year-to-year achievement gains observed in historical achievement data. To find an individual student's target scores for the current year SC READY, round down the vertical scale score (VSS) of their prior-year SC READY (whether ELA or Mathematics) to the nearest multiple of 10 and find that score in the gray column in the center of the table. Then, for the ELA SC READY, track to the left on that row to the student's current grade level or, for the Mathematics SC READY, track to the right on that row to the student's current grade level to find growth

targets for the current year test. The minimum VSS point gains that are needed to meet the MAT goal are shown in the unshaded column and gains needed to meet the AVT goal are shown in the shaded column. Add these target gains to the appropriate prior year score to find the student's target score for the current year SC READY in ELA or Mathematics.

[a] Changes in the 2026 Math SC READY made to align with changes in the 2025 South Carolina College- and Career-Ready Standards for Mathematics are likely to require recalculation of growth targets for the ~~ELA~~ Math SC READY for the 2027 Accountability Manual. Those growth targets will use the same conditional growth percentiles (CGPs) displayed in Table 13. The targets displayed here were developed using the same version of the SC READY that has been linked with state-approved interim and benchmark assessments and shown here for instructional use.

Because MATs and AVTs are assigned based on scores that are rounded down to the nearest multiple of ten, all students whose prior year scores round down to the same score are assigned the same target gains, irrespective of the actual achievement level assigned to those scores. Therefore, Table 13 indicates that the Prior Achievement Bands listed are approximately equal to the achievement levels indicated in the Academic Achievement section (*e.g.*, Prior Achievement Band 4 is "≈ *upper half of Approaches*"). Specific examples are given in the How Rating Points are Earned for the Indicator section forthcoming.

> *One advantage of the Added-Value Growth Model and the method it uses to assign MATs and AVTs is that similar methods can be applied to interim and benchmark assessments used throughout the school year to measure a student's progress toward their AVTs. Depending on the interim and benchmark assessment used at the school, the exact method of monitoring student progress towards their growth targets may vary. Generally speaking, these methods rely either on the conditional growth percentile of the target (displayed in Table 13) or on a recent linking study that can be used to translate a score on the interim and benchmark assessment to an approximately equivalent score on the SC READY score (which can then be compared to the targets derived from Table 14). The most current linking studies can be found on the EOC Webpage for Educators (https://eoc.sc.gov/educators). To find the linking studies quickly, open the webpage and search on the page (hold Ctrl, or ⌘ on an Apple computer, and hit F) for the term "linking". Educators are encouraged to speak with the provider of the assessment platform they use for additional details.*

Student Progress at the school shall be displayed in multiple ways. First, ISP_{sch}^{subj} shall be displayed, with the number of students on whose basis the metric was calculated. Second, ISP_{all}^{subj} and ISP_{low}^{subj} for the school shall each be displayed separately, with the number of students on whose basis the metrics were calculated. Next, the percent of all student growth records included in the indicator in which the current score on the SC READY meets or exceeds the student's MAT shall be displayed. This percent will also be displayed as a fraction in which the number of growth records in which the student met or exceeded their MAT is the numerator and the total number of growth records included in the indicator is the denominator. In addition, the percent of all student growth records included in the indicator in which the current score on the SC READY meets or exceeds the AVT shall be displayed. This percent will also be displayed as a fraction in which the number of growth records in which the student met or exceeded their AVT is the numerator and the total number of growth records included in the indicator is the denominator. All these displays of school metrics shall also include comparison metrics for the district and the state, with similarly formatted fractions showing the number of students at the district and state levels.

Finally, Student Progress shall also be reported in an interactive data visualization that allows the viewer to, as required by ESSA section 1111(c)(4)(B), see the indicator, its components, and relevant data points related to the indicator, for all students included in the indicator, as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged

students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), and Multilingual Learners (MLs). The visualization may also provide the ability to view additional subgroups, and comparison metrics for the district and state, as available.

Total Rating Points Available for the Indicator:

35 points

What Students are Included in the Indicator:

- **School:** All students in Grades 4 through 8 who are continuously enrolled at the current school from the 45th day of the school year through the first day of testing, with no break in enrollment, and who have an SC READY score in the same subject area (English Language Arts and/or Mathematics) from both the current school year and the previous school year (regardless of the school at which the previous test score was obtained) are included in the calculation this indicator for the school in that subject (including ISP_{sch}^{subj}, RP_{T}^{subj}, and RP_{P}^{subj}).

  Note that, since inclusion in the indicator requires both a current year test score and a prior year test score in the same subject area, each student can be included in the indicator up to two times (once for ELA and once for Mathematics). The term "growth record" is used in this section to indicate a matched current and prior year test in the same subject for the same student. The number of growth records included in the indicator may not be equal to twice the number of unique students in the indicator. As a result, the How Rating Points are Earned for the Indicator section refers to the number of growth records included in the indicator, rather than the number of students, to avoid possible confusion.

- **District:** All students in Grades 4 through 8 who are continuously enrolled at the current district from the 45th day of the school year through the first day of testing, with no break in enrollment in the district, regardless of whether the student transferred between two or more schools within the district (including Residential Treatment Facilities and Group homes), and who have an SC READY score in the same subject area (English Language Arts and/or Mathematics) from both the current school year and the previous school year (regardless of the district at which the previous test score was obtained), are included in the calculation of the district indicator for comparison metrics or for the district report card.
- **State:** All students in Grades 4 through 8 who are continuously enrolled within the state from the 45th day of the school year through the first day of testing, with no break in enrollment within the state, regardless of whether the student transferred between two or more schools within the state (including Residential Treatment Facilities and Group homes), and who have an SC READY score in the same subject area (English Language Arts and/or Mathematics) from both the current school year and the previous school year, are included in the calculation of this indicator for the state for use in comparison metrics or for the state report card.

- The students used to calculate ISP_{all}^{subj} who have lowest 20% of prior achievement are used to create ISP_{low}^{subj}. If 20% of the students used to calculate ISP_{all} is fewer than 20 students, then the 20 students with the lowest prior achievement are used to create ISP_{low}^{subj}.
- Recently arrived Multilingual Learners (MLs) who were not initially English proficient and whose date of entry into United States schools is less than 12 months prior to their date tested for the current school year are excluded from this indicator.

How Rating Points are Earned for the Indicator:

Note: The following abbreviations, acronyms, and formula elements are used in this section and are included here as a glossary of terms for your quick reference (listed alphabetically):

- AVP_j **= Added-Value Points** *(the points available to for demonstrating added-value growth for student growth record j; see Table 15).*
- AVT_j **= Added-Value Target** *(the score for student growth record j that represents meaningful and measurable growth towards proficiency, which can be called "catch-up growth", or which challenges students who have met the grade level standard to continue to excel, also called "move-up growth").*
- CGP_j **= Conditional Growth Percentile** *(i.e., the conditional growth percentile used to set the AVT for growth record j; see Table 13 or Table 15).*
- ISP_{all} **= Index of Student Progress for All Students.**
- ISP_{low} **= Index of Student Progress for Students with Low Prior Achievement (i.e.,** *the 20% of Students with the lowest prior achievement at the school).*
- ISP_{sch} **= Index of Student Progress for the School** *(i.e., the composite index of ISP_{all} and ISP_{low}).* **j = an index for the student growth record** *(from 1 to n_{GR}, the number of growth records included in the indicator).*
- MAT_j **= Median Annual Target** *(the score for student growth record j that represents median annual growth, which can also be called "keep-up growth"; see Table 14).*
- **PAB = Prior Achievement Band** *(from 1 to 6, with 1 being the lowest prior achievement; see Table 13).*
- $PrAVT_j$ **= Proportion of Added-Value Target** *(i.e., the proportion of the distance between the MAT and the AVT at which the current-year VSS falls for growth record j, such that $PrAVT_j = \frac{VSS_j - MAT_j}{AVT_j - MAT_j}$).*
- $PtAVP_j$ **= Partial Added-Value Points** *(portion of AVP_j available for exceeding the MAT but not meeting the AVT for student growth record j).*
- RP **= Rating Points** *(the average of RP_T, RP_P, and ISP_{sch}).*
- RP_P **= Rating Points from Percentages***; calculated based on the percentage of growth records at the school in which students meet or exceed the AVT.*
- RP_T **= Rating Points from Targets***; calculated based on individual student target attainment (i.e., the degree to which student scores meet or exceed their AVT and/or MAT for each growth record).*
- VSS_j **= Vertical Scale Score** *(i.e., the current-year SC READY score for student growth record j).*

Rating Points are calculated for the Student Progress indicator separately by subject area (*i.e.*, ELA and Mathematics) using both the Added-Value Growth Model (AVGM) and a norm-referenced value-added model to determine the school's Rating. Points are calculated for the AVGM using two different metrics which reflect the priorities of our state. One method is calculated using the total number of Indicator Points earned as individual students meet or exceed their MAT and/or AVT divided by the total number of growth records included for that subject (*i.e.*, RP_T^{subj}; or Rating Points based on Target Attainment for the subject). RP_T^{subj} is designed to recognize the attainment of AVGM targets and award points in a way that is proportional to the additional time, effort, and persistence necessary (on the part of both the students and their educators) to meet

them. Therefore, more points are available for meeting AVTs that are based on higher CGPs than for AVTs based on lower CGPs.

However, AVTs are also designed to represent the targets for the subject area that are most appropriate for each individual student, based on their prior achievement and the growth that is necessary for them to either (a) make meaningful and measurable progress toward the grade level standard (*i.e.*, "catch-up growth") or (b) to continue to excel and either maintain or improve upon on their current levels of proficiency (*i.e.*, "move-up growth"). As such, the goal of the Student Progress indicator is for all students to meet or exceed their AVT so that they can catch up or move up, as necessary, no matter the CGP on which that target is based. Therefore, we also calculate Rating Points for the school using the percent of growth records included for the subject in which a student meets or exceeds their AVT (*i.e.*, RP_P^{subj}; or Rating Points based on Percent of AVTs Met in the Subject).

Further, the norm-referenced value-added model has been used in South Carolina for years because of its ability to accurately identify schools at which student achievement growth is higher than average (or lower than average) when its students are compared to students with similar prior achievement statewide. The index of student progress that it produces for each subject (ISP_{sch}^{subj}) is reasonably stable from year to year, is not adversely affected by changes in the standards or the assessments used and is generally uncorrelated with school factors (such as the proportion of Pupils in Poverty served by the school). Therefore, we also calculate Rating Points for each subject at the school using ISP_{sch}^{subj}. The Rating Points for each subject (RP^{subj}) shall be the unweighted average of RP_T^{subj}, RP_P^{subj}, and ISP_{sch}^{subj}.

By using the average of RP_T^{subj}, RP_P^{subj}, and ISP_{sch}^{subj}, Rating Points and Ratings calculated using historically observed growth records in South Carolina were sufficiently uncorrelated with school poverty, with prior achievement, and with other indicators in the accountability system. These analyses suggest that the scoring system described in this manual equitably recognizes the efforts of students and their educators to promote student achievement growth that makes meaningful and measurable progress towards achieving or maintaining grade-level proficiency.

Table 15

Indicator Points Available for Student Progress via the Added-Value Growth Model (AVGM) by Student Prior Achievement Band (PAB) that are Used to Calculate RP_T

PAB	CGP	MA Points	AV Points	Partial AV Points	Total Points Available
PAB 6	55	1	2	1.10	3
PAB 5	60	1	3	1.80	4
PAB 4	65	1	5	3.25	6
PAB 3	70	1	7	4.90	8
PAB 2	75	1	10	7.50	11
PAB 1	80	1	13	10.40	14

Note: **PAB** = Prior Achievement Band and corresponds to Table 13 (presented on a previous page). **CGP** = Conditional Growth Percentile (see Table 13). **MA Points** = Median Annual Points, or the Indicator Points available for meeting or exceeding the Median Annual Target (MAT). **AV Points** = Added-Value Points, or the Indicator Points available for meeting or exceeding the Added-Value Target (AVT; AV Points are represented by AVP_j in Equation 10, below). **Partial AV Points** = The portion of AV Points which can be earned as partial credit for students whose score exceeds the MAT but did not meet or exceed the AVT (equal to the CGP expressed as a decimal, or $\mathrm{CGP}/100$, multiplied by the AV Points). **Total Points Available** = The maximum number of Indicator Points that a student growth record can earn for the school with a prior year test score in the indicated PAB (see Table 13), which is equal to the sum of the MA Points and AV Points shown.

To calculate the Rating Points for each subject (RP^{subj}), first calculate the Rating Points for that subject at the school based on target attainment (RP_T^{subj}). The number of Indicator Points available per student for the Student Progress indicator using the AVGM is based on the students' PAB and can be found in Table 15. Calculate RP_T^{subj} using the following equation and subsequent steps:

$$RP_T^{subj} = 7\left(\frac{n_{MAG}^{subj} + \sum_{j=1}^{n_{AVG}^{subj}}\left(AVP_j\right) + \sum_{j=1}^{n_{PtAVG}^{subj}}\left(PrAVT_j \times PtAVP_j\right)}{n_{GR}^{subj}} - 1\right) \quad \text{Eq. (9)}$$

Note: $\boldsymbol{RP_{PT}^{subj}}$ = Rating Points earned for each subject (*i.e.*, ELA and Math) based on target attainment (*i.e.*, the degree to which the student's vertical scale score, or VSS, for the subject meets or exceeds their individualized AVT and/or MAT for a given student growth record for that subject). $\boldsymbol{j}$ = an index for the student growth record (*i.e.*, a matched current and prior year test in the same subject for the same student). $\boldsymbol{n_{GR}^{subj}}$ = the number of student growth records for the subject included in the indicator at the school (or within the district or state, as appropriate for comparison metrics or for district or state report cards). $\boldsymbol{n_{MAG}^{subj}}$ = the number of growth records for the subject included in the indicator for which the student demonstrated at least Median Annual Growth (*i.e.*, their VSS on a given test met or exceeded their MAT for that test). $\boldsymbol{n_{AVG}^{subj}}$ = the number of growth records for the subject included in the indicator for which the student demonstrated at least Added-Value Growth (*i.e.*, their VSS on a given test met or exceeded their AVT for that test). $\boldsymbol{AVP_j}$ = Added Value Points (*i.e.*, the number of Indicator Points available for meeting or exceeding the AVT for student growth record j as indicated in Table 15). $\boldsymbol{n_{PtAVG}^{subj}}$ = the number of growth records for the subject included in the indicator for which the student demonstrated Partial Added-Value Growth (*i.e.*, their VSS exceeded their MAT but did not meet or exceed their AVT). $\boldsymbol{PrAVT_j}$ = Proportion of Added Value Target (*i.e.*, the proportion of the distance between the MAT and the AVT at which the student's current-year VSS falls for growth record j, that $PrAVT_j = \frac{VSS_j - MAT_j}{AVT_j - MAT_j}$). $\boldsymbol{PtAVP_j}$ = Partial Added Value Points (*i.e.*, the Indicator Points available for exceeding the MAT but not the AVT for student growth record j as indicated in Table 15). If this equation produces a negative value, then set RP_T^{subj} = 0. If this equation produces a value greater than 35, then set RP_T^{subj} = 35.

1. Let n_{GR}^{subj} equal the number of student growth records included in the indicator at the school for the current subject (or within the district or state, as appropriate for comparison metrics or for district or state report cards; see the What Students are Included in the Indicator section above).
2. For each student growth record included in the indicator, determine the student's individualized MAT and AVT for the current year ELA SC READY and/or for the current year Mathematics SC READY according to the following sub-steps:

   Note that, for 2026 Report Cards, Mathematics SC READY growth records will not be used in Step 1 through Step 15; only ELA SC READY growth records will be used to calculate RP_T^{subj} and RP_P^{subj}. The examples given below use scores in both subjects and have not been changed from last year's accountability manual.

   2.a. For each available prior-year SC READY test, round the vertical scale score (VSS), whether ELA or Mathematics, down to the nearest multiple of ten and find that value in the gray center column of Table 14 (on a previous page).
   - ***Example***: Amanda, a student in Grade 5, earned a score of 478 on last year's ELA SC READY, which would round down to 470, and a score of 483 on last year's Mathematics SC READY, which would round down to 400.
   - ***Example***: Antonio, a student in Grade 7, earned a score of 629 on last year's ELA SC READY, which would round down to 620, and a score of 672 on last year's Mathematics SC READY, which would round down to 670.

   2.b. For the ELA SC READY, track to the left on that row of Table 14 or, for the Mathematics SC READY, track to the right on that row to the columns which indicate the student's current grade level.

   2.c. To find the student's MAT score for the current-year SC READY, add the number of VSS points shown in the unshaded cell of Table 14 found in step 2.b to the student's prior-year SC READY score.
   - ***Example***: To meet her MATs, Amanda has a target score for the current-year Grade 5 ELA SC READY of 520 (her prior-year score of 478 plus her ELA MAT points of 42) and a target score for the current-year Grade 5 Mathematics SC READY of 529 (her prior-year score of 483 plus her Math MAT points of 46).
   - ***Example***: To meet his MATs, Antonio has a target score for the current-year Grade 7 ELA SC READY of 670 (his prior-year score of 629 plus his ELA MAT points of 41) and a target score for the current-year Grade ~~5~~ 7 Mathematics SC READY of 672 (his prior-year score of 672 plus his Math MAT points of 0).

   2.d. To find the student's AVT score for the current-year SC READY, add the number of VSS points shown in the shaded cell of Table 14 found in step 2.b to the student's prior-year SC READY score.
   - ***Example***: To meet her AVTs, Amanda has a target score for the current-year Grade 5 ELA SC READY of 541 (her prior-year score of 478 plus her ELA AVT points of 63) and a target score for the current-year Grade 5 Mathematics SC READY of 551 (her prior-year score of 483 plus her Math AVT points of 68).
   - ***Example***: To meet his AVTs, Antonio has a target score for the current-year Grade 7 ELA SC READY of 686 (his prior-year score of 629 plus his ELA AVT points of 57) and a target score for the current-year Grade ~~5~~ 7 Mathematics SC READY of 679 (his prior-year score of 672 plus his Math AVT points of 7).

3. Let n_{MAG}^{subj} equal the number of student growth records for each subject included in the indicator for which the student demonstrated at least Median Annual Growth (*i.e.*, their VSS on a given test met or exceeded their MAT for that test).
    - ***Example***: Amanda earns a VSS of 535 for the current-year Grade 5 ELA SC READY and 527 for the current-year Grade 5 Mathematics SC READY. Amanda has met median annual growth in ELA (because 535 ≥ 520) and did not show median annual growth in Mathematics (because 527 < 529). Only one of Amanda's growth records is included in n_{MAG}.
    - ***Example***: Antonio earns a VSS of 678 for the current-year Grade 7 ELA SC READY and 682 for the current-year Grade 7 Mathematics SC READY. Antonio has met median annual growth in both ELA (because 678 ≥ 670) and Mathematics (because 682 ≥ 672). Both of Antonio's growth records are included in n_{MAG}.

    Note that, because meeting or exceeding the MAT is worth one point (see Table 15), it is not necessary to multiply the number of growth records in which the student demonstrates Median Annual Growth (i.e., n_{MAG}^{subj}) by the number of MA Points available.

4. Let n_{AVG}^{subj} equal the number of student growth records for the subject included in the indicator for which the student demonstrated Added-Value Growth (*i.e.*, their VSS on a given test met or exceeded their AVT for that test).
    - ***Example***: Amanda earns a VSS of 535 for the current-year Grade 5 ELA SC READY and 527 for the current-year Grade 5 Mathematics SC READY. Amanda has not demonstrated Added-Value growth in either ELA (because 535 < 541) or Mathematics (because 527 < 551). Neither of Amanda's growth records are included in n_{AVG}.
    - ***Example***: Antonio earns a VSS of 678 for the Grade 7 ELA SC READY and 682 for the current-year Grade 7 Mathematics SC READY. Antonio has not demonstrated Added-Value growth in ELA (because 678 < 686) but has for Mathematics (because 682 ≥ 679). Only one of Antonio's growth records is included in n_{AVG}.
5. Find the sum of AV Points earned for each student growth record in which the student demonstrated Added Value Growth (*i.e.*, $\sum_{j=1}^{n_{AVG}^{subj}}(AVP_j)$) by finding the available AV Points for each growth record (*i.e.*, AVP_j) listed in the "AV Points" column of Table 15 and adding them all together.
    - ***Example***: Because Amanda did not demonstrate-Added Value Growth for either ELA or Mathematics, her growth records are not included in this step.
    - ***Example***: Because Antonio did not demonstrate Added-Value Growth for ELA, that growth record is not included in this step. Antonio demonstrated Added-Value Growth for Mathematics, for which his prior year score of 672 was in PAB6, so he has earned 2 AV Points for his school.
6. Let n_{PtAVG}^{subj} equal the number of student growth records included in the indicator for which the student demonstrated Partial Added-Value Growth (*i.e.*, their VSS exceeded their MAT but did not meet or exceed their AVT).
    - ***Example***: Amanda earns a 535 for the ELA SC READY, which exceeds her MAT (*i.e.*, ~~537~~ 535 > 520) but less than her AVT (*i.e.*, ~~537~~ 535 < 541). Her ELA growth record is included in n_{PtAVG}. Amanda earns a 527 for the Mathematics SC READY, which does not meet or exceed her MAT (*i.e.*, 527 < 529). Her Math growth record is not included in n_{PtAVG}.
    - ***Example***: Antonio earns a 678 for the ELA SC READY, which exceeds his MAT (*i.e.*, 678 > 670) but less than his AVT (*i.e.*, 678 < 686). His ELA growth record is included

in n_{PtAVG}. Antonio earns a 682 for the Mathematics SC READY, which exceeds his AVT (*i.e.*, 682 ≥ 679). His Math growth record is not included in n_{PtAVG}.

Note that if a student growth record was not included in n_{MAG}^{subj} or if it was included in n_{AVG}^{subj}, then it is not included in n_{PtAVG}^{subj}.

7. For each growth record j for which the student demonstrated Partial Added-Value Growth (*i.e.*, n_{PtAVG}), find the sum of Partial AV Points earned (*i.e.*, $\sum_{j=1}^{n_{PtAVG}^{subj}}(PrAVT_j \times PtAVP_j)$) for each subject according to the following sub-steps.

   7.a. For each growth record included in n_{PtAVG}^{subj}, find the proportion of the AVT that the student met (*i.e.*, $PrAVT_j$). To do so, divide the difference of the MAT from the VSS by the difference of the MAT from the AVT (*i.e.*, $PrAVT_j = \frac{VSS_j - MAT_j}{AVT_j - MAT_j}$).

   - ***Example***: For ELA, the distance between Amanda's MAT and AVT is 21 VSS points (*i.e.*, $\mathrm{AVT}_j - \mathrm{MAT}_j = 541 - 520 = 21$) and she earned an ELA VSS that is 15 points above her MAT (*i.e.*, $\mathrm{VSS}_j - \mathrm{MAT}_j = 535 - 520 = 15$), so PrAVT_j = 0.714 when rounded to the nearest thousandth (*i.e.*, $15/21 = 0.714$).

     Note that, because the final number of indicator points earned per student is rounded to the nearest hundredth, it is appropriate to round values obtained in an intermediate step to the nearest thousandth so as not to introduce rounding error into calculations.

   - ***Example***: For ELA, the distance between Antonio's MAT and AVT is 16 VSS points (*i.e.*, $\mathrm{AVT}_j - \mathrm{MAT}_j = 686 - 670 = 16$), and he earned an ELA VSS that is 8 points above his MAT (*i.e.*, $\mathrm{VSS}_j - \mathrm{MAT}_j = 678 - 670 = 8$), so PrAVT_j = 0.5 (*i.e.*, 8 / 16 = 0.5).

   7.b. For each growth record included in n_{PtAVG}^{subj}, find the "partial credit" AV Points earned by multiplying the value of $PrAVT_j$ found in step 7.a by the Partial AV Points available ($PtAVP_j$) according to the student's prior achievement band (PAB) found in Table 15.

   - ***Example***: For ELA, Amanda's prior-year SC READY score is in PAB4, which has 3.25 Partial AV Points available. She has PrAVT_j = 0.741, so she earns 2.41 partial credit AV Points (*i.e.*, 0.741×3.25, rounded to the nearest hundredth)
   - ***Example***: For ELA, Antonio's prior-year SC READY score is in PAB 5, which has 1.8 Partial AV Points available. He has PrAVT_j = 0.5, so he earns 0.6 partial credit AV Points (*i.e.*, 0.5×1.8).

   7.c. Find the sum of the products found in step 7.b for all growth records included in n_{PtAVG}^{subj} for each subject.

8. For each subject, add together the number of growth records in which the student demonstrated Median Annual Growth (*i.e.*, n_{MAG}^{subj}, found in step 3), the total AV Points earned for growth records in which the student demonstrated Added-Value Growth (*i.e.*, $\sum_{j=1}^{n_{AVG}^{subj}}(AVP_j)$, found in step 5), and the total Partial AV Points earned for growth records in which the student exceeded their MAT but did not meet their AVT (*i.e.*, $\sum_{j=1}^{n_{PtAVG}^{subj}}(PrAVT_j \times PtAVP_j)$, found in step 7) and divide sum by the number of growth

records included in the indicator for that subject (*i.e.*, n_{GR}^{subj}, found in step 1) to find the average Indicator Points based on target attainment earned per student growth record.

9. Subtract 1 from the average Indicator Points earned per growth record found in Step 8. If the difference is less than 0, then make it 0.
10. Multiply the difference found in Step 9 by 7. If the product is greater than 35, make it 35.

    Note: In the historical data sets analyzed to calibrate these scoring methods, the observed values produced by steps 1 through 8 above ranged from about 1 to about 6. Therefore, subtracting 1 from these values (Step 9) and then multiplying the difference by 7 (Step 10) produces a number from about zero to about 35, the number of points available for the Student Progress indicator.

11. Determine RP_T^{subj} as the product found in Step 10, rounded to the nearest hundredth (*e.g.*, 17.62).

Next, determine the Rating Points based on the proportion of growth records for each subject in which the student met or exceeded their AVT for that subject (RP_P^{subj}) according to the following equation and subsequent steps:

$$RP_P^{subj} = \left(100 * \left(\frac{n_{AVG}^{subj}}{n_{GR}^{subj}}\right) * \frac{35}{65}\right) \quad \text{Eq. (10)}$$

Note: $\boldsymbol{RP_P^{subj}}$ = Rating Points earned for each subject (*i.e.*, ELA and Math) based on the percentage of growth records for that subject in which the student met or exceeded their AVT. $\boldsymbol{n_{AVG}^{subj}}$ = the number of growth records included for that subject in the indicator for which the student demonstrated at least Added-Value Growth (*i.e.*, their VSS on a the test met or exceeded their AVT for that subject). $\boldsymbol{n_{GR}^{subj}}$ = the number of student growth records for that subject included in the indicator at the school (or within the district or state, as appropriate for comparison metrics or for district or state report cards). If this equation produces a value greater than 35, then set RP_P^{subj} = 35.

Note that, for 2026 Report Cards, Mathematics SC READY growth records will not be used in Step 1 through Step 15; only ELA SC READY growth records will be used to calculate RP_T^{subj} *and* RP_P^{subj}.

12. Divide the number of growth records in which the student demonstrated Added-Value Growth for the given subject (*i.e.*, n_{AVG}^{subj}; found in step 4) by the number of growth records included in the indicator for that subject (*i.e.*, n_{GR}^{subj}; found in step 1).
13. Multiply the proportion found in step 12 by 100 to find a percentage.
14. Multiply the percentage found in Step 13 by 35 and divide the product by 65. If the result is greater than 35, set it to 35.

    Note: In the historical data sets analyzed to calibrate these scoring methods, the maximum observed values found in step 13 (i.e., the percentage of growth records at a school in which the student met or exceeded their AVT) was about 65%. Therefore, multiplying the percentage of students at a school who meet or exceed their AVT by $\frac{35}{65}$ *produces a number from about zero to about 35, the number of points available for the Student Progress indicator.*

15. Determine RP_P^{subj} as the value found in Step 14 for the subject, rounded to the nearest hundredth (*e.g.*, 17.62).

Next, determine the Rating Points based on the index of student progress at the school for each subject tested (ISP_{sch}^{subj}) according to the following equation and subsequent steps:

Note: Because all growth records statewide are required to calculate the index of student progress, it is not possible for schools or districts to calculate VAM Points using locally available data. These steps are included to help this manual serve as a more complete reference. For more details about the value-added model, please refer to the documents on this SCDE Accountability Resources page. Technical details about how ISP_{sch}^{subj} is calculated may be found in the 2018-2019 Technical Report on the South Carolina School Value-Added Model.

16. Growth indices are calculated for schools and districts for each grade level and subject area on a scale that generally ranges from 0 to 6. Prior to calculating ISP_{all}^{subj} and ISP_{low}^{subj}:
    16.a. All growth indices greater than 6 are assigned a growth index of 6.
    16.b. All growth indices less than 0 are assigned a growth index of 0.
17. Calculate ISP_{all}^{subj} as follows:
    17.a. Average the growth indices for all students at the school for all grade levels within the grade band reported separately for each subject (e.g., grade 4 ELA and grade 5 ELA, and grade 4 mathematics and grade 5 mathematics, for an elementary school serving students in kindergarten through grade 5).
    17.b. Multiply the average growth index by 35/6, rounding to the nearest hundredth (e.g., 16.47).
18. Calculate ISP_{low}^{subj} as follows:
    18.a. Average the growth indices for the students at the school with the lowest 20% prior achievement (or the 20 students with the lowest prior achievement, as applicable) for all subjects and grade levels within the grade band reported (e.g., grade 7 ELA and grade 8 ELA, and grade 7 mathematics and grade 8 mathematics for a middle school serving students grade 7 and grade 8).
    18.b. Multiply the average growth index by 35/6, rounding to the nearest hundredth (e.g., 17.64).
19. Calculate ISP_{sch}^{subj} for each subject (*i.e.*, ELA and Math) by taking the average of ISP_{all}^{subj} and ISP_{low}^{subj}, rounding the result to the nearest hundredth (e.g., 17.06).

Next, determine the Rating Points for each subject test for the Student Progress indicator (*i.e.*, RP^{ELA} and RP^{Math}) according to the following equation and subsequent steps:

$$RP^{subj} = mean\left(RP_T^{subj}, RP_P^{subj}, ISP_{sch}^{subj}\right) \quad \text{Eq. (11)}$$

Note: $\boldsymbol{RP^{subj}}$ = Rating Points for each subject (*i.e.*, ELA and Math). $\boldsymbol{RP_T^{subj}}$ = Rating Points earned for each subject (*i.e.*, ELA and Math) based on target attainment (*i.e.*, the degree to which the student vertical scale score, or VSS, meets or exceeds their individualized AVT and/or MAT for a given student growth record). $\boldsymbol{RP_P^{subj}}$ = Rating Points earned for each subject (*i.e.*, ELA and Math) based on the percentage of growth records in which the student met or exceeded their AVT. ISP_{sch}^{subj} = Rating Points earned for each subject (*i.e.*, ELA and Math) based on the index of student progress at the school for that subject. If one or more of the metrics cannot be calculated for a given subject, then RP^{subj} shall be calculated as the mean (or average) of the metrics that can be calculated for that subject.

20. Take the mean (average) of RP_T^{subj} (found in step 11), RP_P^{subj} (found in step 15), and ISP_{sch}^{subj} (found in step 19) for each subject (*i.e.*, ELA and Math), rounded to the nearest hundredth (e.g., 17.59).

Note: The "$mean\left(RP_T^{subj}, RP_P^{subj}, ISP_{sch}^{subj}\right)$" notation is used, instead of "$\frac{RP_T^{subj}+RP_P^{subj}+ISP_{sch}^{subj}}{3}$", to indicate that RP^{subj} shall be derived from whichever metrics can be calculated for the subject. In a transition year when the AVGM metrics cannot be calculated for a subject, Rating Points shall be determined for that subject using only ISP_{sch}^{subj} (i.e., $RP^{Math} = ISP_{sch}^{Math}$ for 2026 Report Cards).

Determine the final Rating Points for the Student Progress indicator according to the following equation and subsequent step:

$$RP = \frac{\left(RP^{ELA} + RP^{Math}\right)}{2} \quad \text{Eq. (12)}$$

Note: $\boldsymbol{RP^{ELA}}$ = Rating Points for ELA (as calculated in the previous step). $\boldsymbol{RP^{Math}}$ = Rating Points for Mathematics (as calculated in the previous step).

21. Student Progress Rating Points for the school (or district or state, as appropriate for the report card in question) shall be equal to the mean rating points found for each subject (*i.e.*, the sum of RP^{ELA} and RP^{Math}, divided by 2).

Finally compare the Rating Points found in Step 21 to the scores in Table 16 to determine school Ratings.

Table 16
Student Progress Ratings Point Conversions to Ratings by School Type

Rating	Elementary Schools	Middle Schools
Excellent	21.45 – 35.00	20.14 – 35.00
Good	17.92 – 21.44	17.18 – 20.13
Average	13.36 – 17.91	13.38 – 17.17
Below Average	9.66 – 13.35	10.15 – 13.37
Unsatisfactory	0.00 – 9.65	0.00 – 10.14

Note: If an Elementary or Middle School does not receive one of the other indicators for any reason (for example, because it has too few MLs to receive the Multilingual Learners' Progress indicator), then half of the points associated with the missing indicator(s) are added to the weight of the Student Progress indicator before including the Rating Points earned (found in steps 1 through 21 above) in the sum of Rating Points earned on other indicators to find the Total Rating Points to determine the school's Overall Rating (see When a School Cannot Receive One or More Indicators for more details). Note that all ratings for the Student Progress indicator are determined on the 35-point scale described here before any adjustments are made for inclusion in the Total Rating Points.

INDICATOR: Graduation Rate

School Level: High

This indicator reports the percent of students who graduate from high school within four full school years of their initial enrollment unless the student meets one of the approved reasons for removal from the cohort (documentation of transfer to another diploma-granting high school, emigration to another country, transfer to prison or juvenile facility following adjudication, or death). All students in the graduation cohort for the current year as defined by their ninth-grade code (9GR) are included, as assigned to the school of their enrollment on the 180th day.

The Graduation Rate shall be calculated based on the number of students who earned a regular high school diploma divided by the total number of students in the four-year graduation cohort for the school (or within the district or state, as appropriate for comparison metrics or for district or state report cards). The graduation rate shall be reported as a percentage along with the number of students who earned a regular high school diploma from the school (or within the district or state, as appropriate for comparison metrics or for district or state report cards) expressed as the numerator of a fraction with the total number of students included in the indicator displayed in the denominator, along with comparison metrics displaying the percentage and number of students who earned a regular high school diploma in the district and in the state.

As required by ESSA section 1111(h)(1)(C)(iii), the Graduation Rate shall be reported in the format described for all students included in the indicator, as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual Learners (MLs), students identified as homeless, and students in foster care.

Total Rating Points Available for the Indicator:

19 points

What Students Are Included in the Indicator:

- **Ninth-Grade Code (9GR):** A student is assigned a 9GR designation on the 45th day of their first year of high school in the United States.
    - If the student begins high school on or before Day 45, the 9GR is set to the two-digit year of the spring semester of that school year (*e.g.*, a student who begins high school by Day 45 of the 2025–2026 school year will have a 9GR of 26).
    - If the student begins high school after Day 45, the 9GR is set to the two-digit year of the spring semester of the following school year—that is, the school year in which the student is enrolled on their first Day 45 in a U.S. high school (*e.g.*, a student who

begins high school in November 2025 will have a 9GR of 27, assigned on Day 45 of the 2026–2027 school year).
    - A 9GR assigned to a student who begins high school after Day 45 is not considered official until the student is enrolled on Day 45 of the following school year. The student is not assigned to a Four-Year Graduation Cohort (see below) until that time.
    - Students transferring from another country may enter a U.S. high school in Grades 10, 11, or 12 based on prior coursework. These students are still considered first-time high school enrollees in the United States and are assigned a 9GR consistent with other first-time high school students (see High School Example for a Recently Arrived ML for an example).
    - Similarly, students with disabilities enrolled in elementary or middle schools who have a True Grade of 9 (in accordance with SCDE guidance; see note below) ~~for the first time are in their first year of high school and are assigned the same 9GR as other first-time high school students in that year~~ are considered enrolled in high school for the first time and must be assigned a 9GR consistent with that school year.
- **Four-Year Graduation Cohort:** Whereas 9GR is an attribute of students, a cohort is an attribute of the school. Each High School maintains a Four-Year Graduation Cohort for each 9GR value. A cohort consists of all students who:
    - have the same 9GR;
    - were enrolled at the High School at any time ~~on or before Day 180~~in the past after having been assigned a 9GR; and
    - have not been removed for an approved reason (see "Cohort Removal" below).

  For example, a school's 9GR26 cohort includes all students with 9GR = 26 who were enrolled at that school at any time ~~on or before Day 180~~ in the past and which have not been removed. All students are assigned to the Four-Year Graduation Cohort of the most recent High School in which they were enrolled, unless they meet an approved reason for removal.

  Note: The Graduation Rate indicator includes all students in the high school's Fourth-Year Cohort (4Y-Cohort), as that cohort represents the students who have had four years since entering 9th grade at a US School to complete the requirements for High School Graduation. The same processes described in this section are used to define the First-Year (1Y-Cohort), Second-Year (2Y-Cohort), and Third-Year (3Y-Cohort) cohorts used for the High School Student Success Indicator (HSSSI).

  Further Note: This Accountability Manual describes the intent and application of educational accountability policy in South Carolina. Accurate implementation depends on correct entry and maintenance of student data in the Student Information System (SIS) and proper reporting to Ed-Fi in accordance with SCDE guidance. Detailed procedures for data entry and cohort maintenance are outside the scope of this manual. Refer to SCDE resources for implementation guidance:
    - *https://ed.sc.gov/data/information-systems/*
    - *https://ed.sc.gov/data/cohort-maintenance-information-and-resources/*

- **School Cohorts:** The Graduating Cohort for a given high school is its Fourth-Year Cohort (4Y-Cohort), which includes all students whose initial enrollment in a US High School was four full school years prior to the current school year (*i.e.*, 9GR23, or students who began 9th grade for the first time during the 2022-23 school year and have 9GR = 23, are included in the

Graduating Cohort base files for 2025-26 Report Cards because they were expected to attend high school during the 2022-23, 2023-24, 2024-25 and 2025-26 school years).

Note that the Graduating Cohort reported on any given report card has students with 9GR equal to the two-digit year for the report card year minus three (e.g., 9GR23, since 26 – 3 = 23).

- **Cohort Removal:** Students shall be removed from a school's Four-Year Graduation Cohort for the following reasons: student death, emigration, transfer to prison or juvenile facility following adjudication, and properly documented transfer.

  Note that properly documented transfer to a diploma-seeking program at another high school, whether in-state, out-of-state, public, private, charter, or home school, prompts removal from a school's cohort because the student is considered to have been added to the receiving school's cohort. Students transferring to adult education programs (whether seeking a GED or a regular high school diploma) or to alternative education centers cannot be removed from the sending school's cohort because adult education centers and alternative schools do not have four-year graduation cohorts of their own.

- **Adding Students to a Cohort:** Students shall be added to a school's Four-Year Graduation Cohort when they transfer into a high school from in-state, out-of-state, or international institutions.

  Note that students transferring to a SC High School from outside the United States shall retain their previously assigned 9GR if they have been assigned one by a US School.

- **District Cohorts:** All students with the appropriate 9GR (see "School Cohorts" above) enrolled in a district shall be included in the cohort for the district (including Residential Treatment Facilities and Group homes).
- **State Cohort:** All students with the appropriate 9GR (see "School Cohorts" above) enrolled in the state shall be included in the cohort for the state (including Residential Treatment Facilities and Group homes).
- **Summer Graduates:** Students who meet the state diploma requirements as a result of completing requirements in the summer following their fourth year will have graduated prior to beginning a fifth year of high school and will count positively in the calculation of the on-time graduation rate.

How Rating Points are Earned for the Indicator:

Rating Points are calculated according to the following equation:

$$\mathrm{RP} = 19\left(\frac{\left(\frac{Grads}{Cohort} \times 100\right) - 50}{50}\right) \quad \text{Eq. (13)}$$

Note: RP = Rating Points. Grads = number of students who earned a regular high school diploma within four years. Cohort = number of students in the Four-Year Graduation Cohort (*i.e.*, ~~9GR22~~ 9GR23 for ~~2025~~ 2026 Report Cards). If this equation produces a negative value, then set RP = 0.

Calculate the number of Rating Points earned according to the equation using the following steps:

1. Determine the four-year graduation cohort for the school (as described in the What Students are Included in the Indicator section above).
2. Determine the number of students in the four-year graduation cohort who earned a regular high school diploma.
3. Divide the number obtained in step 2 by the number obtained in step 1.
4. Multiply the quotient by 100.
5. Subtract 50 from the product. If the difference is less than zero, set it to zero.
6. Divide the product obtained in step 5 by 50.
7. Multiply the quotient obtained in step 6 by 19 and round to the nearest hundredth (*e.g.*, 16.65) to obtain the number of Rating Points out of 19.

   Note: Steps 1 through 5 generate values between 0 and 50, while Steps 6 and 7 convert those to values between 0 and 19, the total points available for the indicator.

8. Finally, total Rating Points earned are converted to Ratings using Table 17. Per this table, any high school with a graduation rate of less than 70% is deemed Unsatisfactory and any high school which exceeds the state goal of 90% graduation rate is deemed Excellent.

Table 17
Graduation Rate Rating Point Conversions to Ratings

Rating	Rating Points
Excellent	15.20 – 19.00
Good	12.67 – 15.19
Average	10.13 – 12.66
Below Average	7.60 – 10.12
Unsatisfactory	0.00 – 7.59

Note: If a High School does not receive one of the other indicators for any reason (for example, because it has too few MLs to receive the Multilingual Learners' Progress indicator), then half of the points associated with the missing indicator(s) are added to the weight of the Graduation Rate indicator before including the Rating Points earned (found in steps 1 through 8 above) in the sum of Rating Points earned on other indicators to find the Total Rating Points to determine the school's Overall Rating (see When a School Cannot Receive One or More Indicators for more details). Note that all ratings for the Graduation Rate indicator are determined on the 19-point scale described here before any adjustments are made for inclusion in the Total Rating Points.

INDICATOR: College & Career Readiness

School Level: High

The percent of students in a high school's graduation cohort who are identified as either college or career ready according to one or more of the approved methods of demonstrating readiness are displayed in two ways. First, report the percent of all students in the current four-year graduation cohort for the school (or within the district or state, as appropriate for comparison metrics or for district or state report cards), regardless of graduation status, who (a) are identified as *either* College Ready *or* Career Ready, (b) are identified as *both* College Ready *and* Career Ready, (c) are identified as College Ready, and (d) are identified as Career Ready. For all four metrics, the percent of students in the 9GR cohort shall be accompanied by the number of students demonstrating readiness displayed as the numerator of a fraction with the total number of students in the 9GR cohort displayed in the denominator, as well as comparison metrics showing the percent of students demonstrating readiness for the district and state.

As required by ESSA section 1111(c)(4)(B), College & Career Readiness (CCR) shall be disaggregated and displayed separately for the following subgroups of students (defined in section 1111(b)(2)): students from major racial and ethnic groups, economically disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), and MLs. Consistent with other indicators, CCR metrics shall not be reported when derived from fewer than 20 students.

Note: The Education Oversight Committee approved changes to the College & Career Readiness indicator on June 15, 2026. The revised indicator includes the South Carolina Seal of Biliteracy as a new College Ready criterion. These changes do not affect the calculation or production of 2026 School Report Cards. Interested readers are encouraged to consult the 2027 Accountability Manual, scheduled to be released in July 2026, for additional details. These changes are subject to federal approval and are not considered final until such approval is received.

Total Rating Points Available for the Indicator:

19 points

What Students are Included in the Indicator:

- The CCR metric reports results based on 4-year graduation cohort base files for the school (or the district or the state, as appropriate for comparison metrics or for district or state report cards) as described in the INDICATOR: Graduation Rate section of this manual.

How Can a Student be Identified as College Ready?

A student is deemed "college-ready" if the student met one or more of the following criteria:

- Scores a composite score of 20 or higher on the ACT.
    - For students with multiple ACT scores, the highest composite score from any single administration may be used. "Superscores" (defined as a composite score constructed from the highest subject score earned on any administration) are not used.
- Scores a total score of 1040 or higher on the SAT.
    - For students with multiple SAT scores, the highest total score from any single administration may be used. "Superscores" (defined as a total score constructed from the highest section score earned on any administration) are not used.

      Note: This marks an increase from a total score of 1020 in previous accountability years. On October 14, 2024, the members of the Education Oversight Committee voted to increase the total score on the SAT that is required for a student to be identified as College Ready to 1040 so that the College Ready criteria for both the SAT and the ACT would be more equivalent to one another (according to concordance information available from both ACT and the College Board). The change was made effective for 2026 Report Cards and a note indicating the change was added to the 2025 Accountability Manual to notify educators.

- Scores a 3 or higher on an Advanced Placement (AP) exam.
- Scores a C or higher on any approved Cambridge International Exam
    - Approved Cambridge International Exams include Advanced Level (A) exams in any subject, or Advanced Subsidiary Level (AS) exams in the following subjects: Biology, Chemistry, Computer Science, Economics, English, Environmental Science/Management, History, Politics, Psychology, or foreign language (Chinese, French, German, Japanese, or Spanish).

      Note: An AS Level exam in "English General Paper" meets this requirement, however an AS Level exam in "English Language" does not, as it is a foreign language course for students whose home language is a language other than English.

- Scores a 4 or higher on any International Baccalaureate (IB) higher learning (HL) exam.
- Completes at least six (6) credit hours (typically equivalent to 2 units of high school credit) in approved dual enrollment courses with a grade of C or higher.
    - A current list of approved courses can be found in the "Download Data" section of the SC School Report Card website.

      Note: Approved courses will also have "YES" in the "College & Career Ready" field of their entry in the SCDE Course Code Database (linked from the Student Information Systems page on the SCDE website).

Note: Although a student in the graduation cohort contributes the same way toward the school's rating for this indicator regardless of whether that student satisfies only one or several of the above criteria, it is important to keep accurate data for all students on each of these areas since each criterion will be reported separately on school report cards under CCR Details.

How Can a Student be Identified as Career Ready?

A student is deemed "career-ready" if the student met one or more of the following criteria:

- Is a CTE completer and earns a national industry credential or a state industry credential as determined by the EOC following the advice and guidance of technical advisory committees composed of educators and members of the business community (see guidelines and additional information posted at https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/cate-programs/).

  *Note: On March 17, 2025, the Education Oversight Committee approved a change to begin using a system of Tiered Certifications and Credentials for CTE Completers. This change will go into effect for students who began High School during the 2024-2025 school year (i.e., **9GR25**), who are expected to take their earliest CTE courses during the 2025-2026 school year, and who will be reported in the College & Career Readiness indicator on **2028 Report Cards**. Current information on the Certifications and Credentials, the tiers determined for these credentials, and the requirements for earning a Career Ready designation as a CTE Completer with three points of aligned certifications may be found on this SCDE webpage.*

- Earns a Level 3 Credential or above on the WIN SC Career Ready Test (SCRT).
- Earns a scale score of 31 or higher on the ASVAB.

  Note: A student can be deemed career-ready with proper documentation of a qualifying ASVAB score obtained at any time in the past. Although reprinted ASVAB score reports may only be requested up to two years from the date of testing (see https://www.asvabprogram.com/faq), scores do not expire for the purposes of demonstrating career readiness.

- Successfully completes a state-approved work-based learning exit evaluation from an employer. The work-based learning program must:
  - Include a training agreement which defines a combination of objectives and a minimum of 40 practical experience hours or the highest number of hours required by industry defined competencies in a career pathway;
  - Include a WBL placement aligned to the student's IGP career goal;
  - Include an industry evaluation that is created from the training agreement, which includes the world-class skills from the Profile of the South Carolina Graduate; and
  - The student must have earned a minimum of one unit in the pathway related to the work-based placement or completed a personal pathway of study.
- Is identified as a student with a disability who successfully completes the South Carolina High School Employability Credential (see https://thesccredential.org/ for more details) according to their Individualized Education Plan (IEP).

Note: Although a student in the graduation cohort contributes the same way toward the school's rating for this indicator regardless of whether that student satisfies only one or several of the above criteria, it is important to keep accurate data for all students on each of these criteria since each criterion will be reported separately on school report cards under CCR Details.

How Rating Points are Earned for the Indicator:

Rating Points are calculated for high schools according to the following equation:

$$\mathrm{RP} = \frac{CCR}{Cohort} \times 19 \qquad \text{Eq. (14)}$$

Note: RP = Rating Points. CCR = the number of students who have been identified as either college ready or career ready, regardless of graduation status. Cohort = number of students in the four-year graduation cohort (*i.e.*, 9GR23 for 2026 Report Cards).

Calculate the number of Rating Points earned according to the following steps:

1. Determine the four-year graduation cohort for the school (as described in the INDICATOR: Graduation Rate section).
2. Determine the number of students in the four-year graduation cohort who have met at least one of the College Ready or Career Ready criteria.
3. Divide the number found in step 2 by the number found in step 1.
4. Multiply the quotient obtained in step 3 by 19 and round to the nearest hundredth (*e.g.*, 18.38) to obtain the number of Rating Points.
5. Finally, total Rating Points earned are converted to Ratings using Table 18.

Table 18
College/Career Readiness Rating Point Conversions to Ratings

Rating	Rating Points
Excellent	14.82 – 19.00
Good	12.92 – 14.81
Average	9.50 – 12.91
Below Average	6.46 – 9.49
Unsatisfactory	0.00 – 6.45

INDICATOR: School Climate

School Level: Elementary, Middle, & High

Note: In 2024, the Education Oversight Committee commissioned a study of the 2023 SC School Climate Survey results that included both exploratory and confirmatory factor analyses. Factor analyses such as these can help indicate whether the items used on a survey consistently measure the same concept(s) they are intended to measure, and which subsets of survey items seem to measure the same underlying concept(s). This study is available on our website and confirms previous research findings that suggest the factor structure of the SC Climate Surveys has remained quite stable for the past 15 years. The study's exploratory factor analyses also suggest that some of the newer items on the survey (which have not been included in previous confirmatory factor analyses) also consistently measure some of the constructs included in the School Climate indicator. Based on this study, which is the best and most recently available empirical evidence, an additional ~~six~~ four items have been included in the Teacher Perceptions of Instructional Focus (IF^T) factor and an additional four items have been included in the Teacher Perceptions of Working Conditions (WC^T) factor since the 2025 School Report Cards. No adjustments were made to the other factors included in the indicator.

Section 1111(c)(4)(B)(v) of ESSA requires at least one indicator of school quality or student success. South Carolina uses teachers' and students' perceptions of school climate, as measured by the school climate surveys developed per the Education Accountability Act of 1998, which have been given annually since their development. Prior research has found a stable factor structure, and significant relationships between the stakeholder perception factors measured and positive school outcomes.[1] The School Climate (SC^{sch}) indicator will be calculated based on the combination of three teacher perception factors and two student perception factors. Specifically, SC^{sch} will be derived from Teacher Perceptions of Instructional Focus (IF^T; which currently consists of 15 survey items), Teacher Perceptions of Working Conditions (WC^T; which currently consists of 23 survey items), Teacher Perceptions of Safety (S^T; which currently consists of three survey items), Student Perceptions of Social-Physical Environment (SPE^S; which currently consists of ten survey items), and Student Perceptions of Safety (S^S; which currently consists of three survey items). The SPE^S factor score shall not be reported or used in calculating SC^{sch} for online or virtual schools.

School Climate shall be displayed in three ways. First, SC^{sch} shall be displayed, alongside comparison metrics displaying the SC^{sch} for the district as well as the SC^{sch} for the state. Second, IF^T, WC^T, S^T, SPE^S, and S^S for the school shall each be displayed separately, with the number of respondents (whether teachers or students) on whose basis the metrics were calculated, alongside comparison metrics displaying the values of these same metrics for the district as well as for the state. The survey participation rate for teachers (PR^T) and the survey participation rate

[1] See the following references, among others:
Gareau, S., May, J., Mindrila, D., Ishikawa, T., DiStefano, C., Monrad, D.M., & Price, K. (2010, May). *The relationship between school climate and school performance*. Paper presented at the annual meeting of the American Educational Research Association, Boulder, CO.
Monrad, D.M., Ishikawa, T., DiStefano, C., Ene, M., Leighton, E., Huguley, S., Guo, Z., & McGrath, K. (2016). *School climate and student achievement outcomes*, Columbia, SC: University of South Carolina, South Carolina Educational Policy Center.

for students (PR^S) shall also be displayed separately for the school (or district or state, as appropriate for the report card in question).

Note: The participation rate may not match the number of respondents (either teachers or students) on whose basis any given factor score metric is calculated divided by the number of members of that respondent group at the school, since a respondent can legitimately participate in the survey without being included in the calculation of one or more School Climate metrics (described in the "How Rating Points are Earned for the Indicator" section).

Finally, School Climate may be reported in an interactive data visualization that allows the viewer to see, as required by ESSA section 1111(c)(4)(B), SC^{sch}, SPE^S, and S^S disaggregated and displayed separately for the following subgroups of students (defined in section 1111(b)(2)): students from major racial and ethnic groups, economically disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), and MLs. Federally mandated subgroup reporting must still be included on the school Report Card, whether displayed in an interactive data visualization or as static content.

Consistent with other indicators, SC^{sch}, SPE^S, and S^S shall not be reported when derived from fewer than 20 student respondents. In addition, SC^{sch} shall not be reported when derived from fewer than 10 teacher respondents. When calculated for subgroups of students, SC^{sch} shall be derived from the values of IF^T, WC^T, and S^T calculated for the whole school (or district or state as appropriate for district and state report cards). Similarly, for schools which receive multiple report cards (*e.g.*, a PK-8 school which receives an Elementary School Report Card and a Middle School Report Card), SC^{sch} shall be derived from the same values of IF^T, WC^T, and S^T calculated for the school, regardless of report card type. The scores of all students and teachers shall still be included in the calculation of indicators and metrics for the district or the state, even if they are not reported at the school level.

Note: Rating Points will be adjusted for schools with participation rates of less than 80% as described in the "How Rating Points are Earned for the Indicator" section.

Total Rating Points Available for the Indicator:

Elementary & Middle Schools: 10 points
High Schools: 5 points

What Teachers are Included in the Indicator:

- For the purposes of the School Climate indicator, teachers are defined as professional certified staff (PCS) eligible to receive teacher supply monies per the most current code list posted at https://ed.sc.gov/finance/financial-services/pcs-information/.
- All teachers employed by the district during the survey administration window shall be given the opportunity to complete the Teacher Survey.

- All teachers who are employed at a school for at least 0.5 FTE from the 45th day of the school year and on the last day of the survey administration period, with no break in employment are included in the calculation that school's indicators.
- All teachers employed by a district for at least 0.5 total FTE from the 45th day of the school year through the last day of the survey administration period, with no break in employment will be included in the calculation of School Climate for the district, regardless of whether that teacher is included in the calculation of this indicator for any schools in the district.
- All teachers included in the School Climate for any district in the State shall be included in the calculation of School Climate for the State.
- Any teacher who assigned to multiple schools shall only be included in the School Climate Indicator for a school at which they are employed for 0.5 FTE or greater.
- Any teacher who is employed at exactly two schools, for 0.5 FTE at each, will have the opportunity to complete a school climate survey and be included in the indicators for each of the schools at which they are employed, but is only required to complete one survey.
- If a teacher who is assigned for 0.5 FTE at two schools completes only one survey, they will be included as a respondent when calculating the response rate at the school for which they completed the survey and will not be included in the denominator when calculating the response rate at the school for which they did not complete a survey.
- Teachers who are on leave during the entirety of the survey administration window shall not be included in the indicator or in the calculation of participation rates.
- Teachers who exit a school during the survey administration period are included in calculating the School Climate Indicator and its associated response rate if they complete the survey but are not calculated as a nonrespondent if they do not.
- If multiple surveys are found in the eCollect system for the same teacher, only the most recent survey will be analyzed. For teachers who are assigned for 0.5 FTE at two schools, only the most recent survey completed for each school will be analyzed.
- Aggregate survey results returned to school and district leaders through the ADT system will include the responses from all individuals associated with that school or district, regardless of whether that individual met the requirements for inclusion in the School Climate Indicator for the purposes of accountability.

What Students are Included in the Indicator:

- All students enrolled at a school in Grades 3 through 12 during the survey administration window shall be given the opportunity to complete the Student Survey.
- **School:** All students in Grades 3 through 11 who are enrolled in the same school on the 45th day of the school year and on the last day of the survey administration period, with no break in enrollment, are included in the calculation of that school's indicators.
- **District:** All students in Grades 3 through 11 who are enrolled in the same district on the 45th day of the school year and on the last day of the survey administration period, with no break in enrollment, regardless of whether the student transferred between two or more schools within the district, are included in the calculation of that district's indicators.
- **State:** All students in Grades 3 through 11 who are enrolled in the state on the 45th day of the school year and on the last day of the survey administration period, with no break in

enrollment, regardless of whether the student transferred between two or more schools within the state, are included in the calculation of the state's indicators.

- Students who exit a school (or district, or the state) during the survey administration period are included in the indicator if they complete the survey.
- If multiple surveys are found in the eCollect system for the same student, only the most recent survey will be analyzed.
- Aggregate survey results returned to school and district leaders through the ADT system will include the responses from all individuals associated with that school or district, regardless of whether that individual met the requirements for inclusion in the School Climate Indicator for the purposes of accountability.

How Rating Points are Earned for the Indicator:

First calculate Teacher Perceptions of Instructional Focus at the District level (IF_D^T), Teacher Perceptions of Working Conditions at the District level (WC_D^T), and Teacher Perceptions of Safety at the District level (S_D^T) using all teachers continuously employed at the district according to the steps given next. These factor scores will be used in place of factor scores calculated at the school level when the school has too few complete teacher responses to report the factor even though the response rate for teachers at the school is at least 80%. Schools with fewer than 20 complete student responses with which to calculate SPE^S or S^S, even though the response rate for students at the school is at least 80%, shall not receive a rating for the School Climate indicator.

1. Calculate the district mean response for each item used in the calculation of a teacher school climate survey factor score. Mean responses calculated at the district will be used for missing items for respondents missing ≤ 20% of the items used in calculating a given factor score.
2. Calculate IF_D^T according to the following equation and the subsequent sub-steps:

$$\mathrm{IF}_D^T = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{15} \mathrm{IF}_k^T \right) \Big/ 15 \right) \Big/ n \qquad \text{Eq. (15)}$$

Note: IF_D^T = Teacher Perceptions of Instructional Focus at the current district. *i* = an index for an individual respondent (from 1 to *n*, the number of teachers included in the calculation of IF_D^T for the district). *k* = an index for an individual survey item included in IF_D^T (from 1 to 15). IF_k^T = The response to item *k* for respondent *i* (on a scale from 1 to 4).

   2.a. Exclude records that are missing responses for more than three of the items used in the calculation of IF_D^T.
   2.b. Enter the district mean found in step 1 for missing items in the remaining records (*e.g.*, if a respondent did not answer item IF_4^T, enter the mean response to that item from other teachers in the same district).
   2.c. For each individual respondent, divide the sum of item responses for this factor by 15 (the number of items in the factor) to find their individual factor score.
   2.d. Divide the sum of individual factor scores in the district by the number of respondents with a factor score in that district.

2.e. Subtract 2.95 from the result of 2.d. If the difference is less than zero, set it to zero.

2.f. Multiply the result of 2.e by 9.52. If the product is greater than 10, set it to 10.

2.g. Round the final value of IF_D^T to the nearest hundredth (*e.g.*, 7.21).

3. Calculate WC_D^T according to the following equation and the subsequent sub-steps:

$$\mathrm{WC}_D^T = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{23} \mathrm{WC}_k^T \right) \Big/ 23 \right) \Big/ n \quad \text{Eq. (16)}$$

Note: WC_D^T = Teacher Perceptions of Working Conditions in the current district. *i* = an index for an individual respondent (from 1 to *n*, the number of teachers included in the calculation of WC_D^T for the district). *k* = an index for an individual survey item included in WC_D^T (from 1 to 23). WC_k^T = The response to item *k* for respondent *i* (on a scale from 1 to 4).

3.a. Exclude records that are missing responses for more than four of the items used in the calculation of WC_D^T.

3.b. Enter the district mean found in step 1 for missing items in the remaining records (*e.g.*, if a respondent did not answer item WC_1^T, enter the mean response to that item from other teachers in the same district).

3.c. For each individual respondent, divide the sum of item responses for this factor by 23 (the number of items in the factor) to find their individual factor score.

3.d. Divide the sum of individual factor scores by the number of respondents with a factor score in that district.

3.e. Subtract 2.34 from the result of 3.d. If the difference is less than zero, set it to zero.

3.f. Multiply the result of 3.e by 6.06. If the product is greater than 10, set it to 10.

3.g. Round the final value of WC_D^T to the nearest hundredth (*e.g.*, 7.21).

4. Calculate S_D^T according to the following equation and the subsequent sub-steps:

$$\mathrm{S}_D^T = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{3} \mathrm{S}_k^T \right) \Big/ 3 \right) \Big/ n \quad \text{Eq. (17)}$$

Note: S_D^T = Teacher Perceptions of Safety in the current district. *i* = an index for an individual respondent (from 1 to *n*, the number of teachers included in the calculation of S_D^T for the district). *k* = an index for an individual survey item included in S_D^T (from 1 to 3). S_k^T = The response to item *k* for respondent *i* (on a scale from 1 to 4).

4.a. Exclude records that are missing responses for any of the items used in the calculation of S_D^T.

4.b. For each individual respondent, divide the sum of item responses for this factor by 3 (the number of items in the factor) to find their individual factor score.

4.c. Divide the sum of individual factor scores by the number of respondents with a factor score in that district rounding to the nearest hundredth (*e.g.*, 3.21).

4.d. Subtract 2.87 from the result of 4.c. If the difference is less than zero, set it to zero.

4.e. Multiply the result of 4.d by 8.84. If the product is greater than 10, set it to 10.

4.f. Round the final value of S_D^T to the nearest hundredth (*e.g.*, 7.21).

Calculate the number of Rating Points earned at the school according to the following steps:

1. Calculate the school mean response for each item used in the calculation of a climate survey factor score. Mean responses calculated by school will be used for missing items for respondents missing ≤ 20% of the items used in calculating a given factor score.
2. Calculate IF^T according to the following equation and the subsequent sub-steps:

$$\mathrm{IF}^T = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{15} \mathrm{IF}_k^T \right) \Big/ 15 \right) \Big/ n \qquad \text{Eq. (18)}$$

Note: IF^T = Teacher Perceptions of Instructional Focus at the current school. *i* = an index for an individual respondent (from 1 to *n*, the number of teachers included in the calculation of IF^T for the school). *k* = an index for an individual survey item included in IF^T (from 1 to 15). IF_k^T = The response to item *k* for respondent *i* (on a scale from 1 to 4).

   2.a. Exclude records that are missing responses for more than three of the items used in the calculation of IF^T.
   2.b. Enter the school mean found in step 1 for missing items in the remaining records (*e.g.*, if a respondent did not answer item IF_4^T, enter the mean response to that item from other teachers at the same school).
   2.c. For each individual respondent, divide the sum of item responses for this factor by ~~19~~ 15 (the number of items in the factor) to find their individual factor score.
   2.d. Divide the sum of individual factor scores at the school by the number of respondents with a factor score at that school.
   2.e. Subtract 2.95 from the result of 2.d. If the difference is less than zero, set it to zero.
   2.f. Multiply the result of 2.e by 9.52. If the product is greater than 10, set it to 10.
   2.g. Round the final value of IF^T to the nearest hundredth (*e.g.*, 7.21).
3. Calculate WC^T according to the following equation and the subsequent sub-steps:

$$\mathrm{WC}^T = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{23} \mathrm{WC}_k^T \right) \Big/ 23 \right) \Big/ n \qquad \text{Eq. (19)}$$

Note: WC^T = Teacher Perceptions of Working Conditions at the current school. *i* = an index for an individual respondent (from 1 to *n*, the number of teachers included in the calculation of WC^T for the school). *k* = an index for an individual survey item included in WC^T (from 1 to 23). WC_k^T = The response to item *k* for respondent *i* (on a scale from 1 to 4).

   3.a. Exclude records that are missing responses for more than four of the items used in the calculation of WC^T.
   3.b. Enter the school mean found in step 1 for missing items in the remaining records (*e.g.*, if a respondent did not answer item WC_1^T, enter the mean response to that item from other teachers at the same school).
   3.c. For each individual respondent, divide the sum of item responses for this factor by ~~19~~ 23 (the number of items in the factor) to find their individual factor score.
   3.d. Divide the sum of individual factor scores at the school by the number of respondents with a factor score at that school.

3.e. Subtract 2.34 from the result of 3.d. If the difference is less than zero, set it to zero.

3.f. Multiply the result of 3.e by 6.06. If the product is greater than 10, set it to 10.

3.g. Round the final value of WC^T to the nearest hundredth (*e.g.*, 7.21).

4. Calculate S^T according to the following equation and the subsequent sub-steps:

$$\mathrm{S}^T = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{3} \mathrm{S}_k^T \right) \Big/ 3 \right) \Big/ n \qquad \text{Eq. (20)}$$

Note: S^T = Teacher Perceptions of Safety at the current school. *i* = an index for an individual respondent (from 1 to *n*, the number of teachers included in the calculation of S^T for the school). *k* = an index for an individual survey item included in S^T (from 1 to 3). S_k^T = The response to item *k* for respondent *i* (on a scale from 1 to 4).

4.a. Exclude records that are missing responses for any of the items used in the calculation of S^T.

4.b. For each individual respondent, divide the sum of item responses for this factor by 3 (the number of items in the factor) to find their individual factor score.

4.c. Divide the sum of individual factor scores at the school by the number of respondents with a factor score at that school rounding to the nearest hundredth (*e.g.*, 3.21).

4.d. Subtract 2.87 from the result of 4.c. If the difference is less than zero, set it to zero.

4.e. Multiply the result of 4.d by 8.84. If the product is greater than 10, set it to 10.

4.f. Round the final value of S^T to the nearest hundredth (*e.g.*, 7.21).

5. Calculate SPE^S according to the following equation and the subsequent sub-steps:

$$\mathrm{SPE}^S = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{10} \mathrm{SPE}_k^S \right) \Big/ 10 \right) \Big/ n \qquad \text{Eq. (21)}$$

Note: SPE^S = Student Perceptions of Social Physical Environment at the current school. *i* = an index for an individual respondent (from 1 to *n*, the number of students included in the calculation of SPE^S for the school). *k* = an index for an individual survey item included in SPE^S (from 1 to 10). SPE_k^S = The response to item *k* for respondent *i* (on a scale from 1 to 4). The SPE^S factor score will not be used in calculating the School Climate Indicator for online and virtual schools.

5.a. Do not calculate or report SPE^S for online and virtual schools.

5.b. Exclude records that are missing responses for more than two of the items used in the calculation of SPE^S.

5.c. If the number of student responses remaining with which to calculate SPE^S is less than 20, then then skip 5.d through 5.i and do not report SPE^S for this school.

5.d. Enter the school mean found in step 1 for missing items in the remaining records (*e.g.*, if a respondent did not answer item SPE_5^S, enter the mean response to that item from other students at the same school).

5.e. For each individual respondent, divide the sum of item responses for this factor by 10 (the number of items in the factor) to find their individual factor score.

5.f. Divide the sum of individual factor scores at the school by the number of respondents with a factor score at that school rounding to the nearest hundredth (*e.g.*, 2.98).

5.g. Subtract 2.28 from the result of 5.f. If the difference is less than zero, set it to zero.

5.h. Multiply the result of 5.g by 5.84. If the product is greater than 10, set it to 10.

5.i. Round the final value of SPE^S to the nearest hundredth (*e.g.*, 7.21).

6. Calculate S^S according to the following equation and the subsequent sub-steps:

$$\mathrm{S}^S = \left(\sum_{i=1}^{n} \left(\sum_{k=1}^{3} \mathrm{S}_k^S \right) \Big/ 3 \right) \Big/ n \qquad \text{Eq. (22)}$$

Note: S^S = Student Perceptions of Safety at the current school. *i* = an index for an individual respondent (from 1 to *n*, the number of students included in the calculation of S^S for the school). *k* = an index for an individual survey item included in S^S (from 1 to 3). S_k^S = The response to item *k* for respondent *i* (on a scale from 1 to 4).

6.a. Exclude records that are missing responses for any of the items used in the calculation of S^S.

6.b. If the number of student responses remaining with which to calculate S^S is less than 20, then skip 6.c through 6.g and do not report S^S for this school.

6.c. For each individual respondent, divide the sum of item responses for this factor by 3 (the number of items in the factor) to find their individual factor score.

6.d. Divide the sum of individual factor scores at the school by the number of respondents with a factor score at that school, rounding to the nearest hundredth (*e.g.*, 3.06).

6.e. Subtract 2.36 from the result of 6.d. If the difference is less than zero, set it to zero.

6.f. Multiply the result of 6.e by 6.09. If the product is greater than 10, set it to 10.

6.g. Round the final value of S^S to the nearest hundredth (*e.g.*, 7.21).

7. Calculate the teacher participation rate (PR^T) for the school as the proportion of the teachers included in the indicator who submitted responses to the School Climate survey (expressed as a decimal), regardless of whether those responses were complete enough to be used in the calculation of factor scores.

8. Calculate the student participation rate (PR^S) for the school as the proportion of the students included in the indicator who submitted responses to the School Climate survey (expressed as a decimal), regardless of whether those responses were complete enough to be used in the calculation of factor scores.

9. For schools with participation rates of at least 80% for both groups of respondents (*i.e.*, both $\mathrm{PR}^{T} \geq .80$ and $\mathrm{PR}^{S} \geq .80$), calculate SC^{sch} according to the following equation and the subsequent sub-steps:

$$\mathrm{SC}^{sch} = {(\mathrm{IF}^{T} + \mathrm{WC}^{T} + \mathrm{S}^{T} + \mathrm{SPE}^{S} + \mathrm{S}^{S})}/{k} \quad \text{Eq. (23)}$$

Note: SC^{sch} = perceptions of School Climate at the current school. IF^{T} = Teacher Perceptions of Instructional Focus at the current school. WC^{T} = Teacher Perceptions of Working Conditions at the current school. S^{T} = Teacher Perceptions of Safety at the current school. SPE^{S} = Student Perceptions of Social Physical Environment at the current school. S^{S} = Student Perceptions of Safety at the current school. k = the number of factor scores used in the calculation of SC^{sch} for this school. The SPE^{S} factor score is not used in calculating SC^{sch} for online and virtual schools. If a school has $\mathrm{PR}^{T} \geq .80$ but still has one or more teacher factor scores that are not reported for having too few complete responses, use the mean of that factor score calculated at the district and that factor calculated for the school in its place. If a school has $\mathrm{PR}^{S} \geq .80$ but still has one or more student factor scores ~~this~~ that are are not reported for having too few complete responses, then SC^{sch} shall not be calculated or reported for the school and the school shall not receive a rating for the School Climate indicator.

9.a. Find the sum of all School Climate factor scores for the school (found in step 2 through step 6).

9.b. Do not calculate or report SPE^{S} for online or virtual schools.

9.c. If one or more of the teacher factor scores cannot be reported because it is based on fewer than 10 complete responses even though $\mathrm{PR}^{T} \geq .80$, then use the mean of that factor score calculated for the district and that factor calculated for the school in its place when calculating SC^{sch} (*e.g.*, if S^{T} is only based on 9 complete teacher responses, even though that school has $\mathrm{PR}^{T} \geq .80$, then use $((\mathrm{S}^{T} + \mathrm{S}_{D}^{T})/2)$ in place of S^{T} for this school when calculating SC^{sch} and report the number of teachers as "< 10" on the school's report card).

9.d. If one or more of the student factor scores has not been reported because there were too few complete responses even though $\mathrm{PR}^{S} \geq .80$, then then SC^{sch} shall not be calculated or reported for the school and the school shall not receive a rating for the School Climate indicator.

9.e. Divide the sum of factor scores at the school (*i.e.*, $\mathrm{IF}^{T} + \mathrm{WC}^{T} + \mathrm{S}^{T} + \mathrm{SPE}^{S} + \mathrm{S}^{S}$) by the number of factor scores at the school (*i.e.*, 4 for online and virtual schools or 5 for all other schools) and round the quotient to the nearest hundredth (*e.g.*, 7.21).

10. For schools with participation rates below 80% (*i.e.*, either $\mathrm{PR}^{T} < .80$ or $\mathrm{PR}^{S} < .80$), calculate SC^{sch} according to the following equation and the subsequent sub-steps:

$$\mathrm{SC}^{sch} = \left(\left(\mathrm{IF}^{T} + \mathrm{WC}^{T} + \mathrm{S}^{T} + \mathrm{SPE}^{S} + \mathrm{S}^{S}\right)/_{k}\right) \times \left(\left(\mathrm{PR}_{*}^{T} + \mathrm{PR}_{*}^{S}\right)/_{1.6}\right) \quad \text{Eq. (24)}$$

Note: SC^{sch} = perceptions of School Climate at the current school. IF^{T} = Teacher Perceptions of Instructional Focus at the current school. WC^{T} = Teacher Perceptions of Working Conditions at the current school. S^{T} = Teacher Perceptions of Safety at the current school. SPE^{S} = Student Perceptions of Social Physical Environment at the current school. S^{S} = Student Perceptions of Safety at the current school. k = the number of factor scores used in the calculation of SC^{sch} for this school. PR_{*}^{T} = either the survey participation rate at the school among teachers or 0.80, whichever is less. PR_{*}^{S} = either the survey participation rate at the school among students or 0.80, whichever is less. The SPE^{S} factor score is not used in calculating SC^{sch} for online and virtual schools. If a school has $\mathrm{PR}^{T} \geq .80$ but still has one or more teacher factor scores that are not reported for having too few complete responses, use the mean of that factor score calculated at the district and that factor calculated for the school in its place. If a school has $\mathrm{PR}^{S} \geq .80$ but still has one or more student factor scores this are not reported for having too few complete responses, then SC^{sch} shall not be calculated or reported for the school and the school shall not receive a rating for the School Climate indicator. If a school has one or more factor scores that are not reported for having too few complete responses and has < 80% participation rate for that respondent group, a zero shall be used in place of the missing factor score for the calculation of SC^{sch}.

10.a. Find the sum of all School Climate factor scores for the school (found in step 2 through step 6).

10.b. If one or more of the teacher factor scores cannot be reported because it is based on fewer than 10 complete responses even though $\mathrm{PR}^{T} \geq .80$, then use the mean of that factor score calculated for the district and that factor calculated for the school in its place when calculating SC^{sch} (***e.g.***, if S^{T} is only based on 9 complete teacher responses, even though that school has $\mathrm{PR}^{T} \geq .80$, then use $((\mathrm{S}^{T} + \mathrm{S}_{D}^{T})/2)$ in place of S^{T} for this school when calculating SC^{sch} and report the number of teachers as "< 10" on the school's report card).

10.c. If one or more of the student factor scores has not been reported because there were too few complete responses even though $\mathrm{PR}^{S} \geq .80$, then then SC^{sch} shall not be calculated or reported for the school and the school shall not receive a rating for the School Climate indicator.

10.d. If one or more of the factor scores has not been reported because there were too few complete responses (*i.e.*, < 10 responses for teachers or < 20 responses for students) and the response rate for that subgroup < 80%, then a value of zero shall be used in its place.

10.e. Divide the sum of factor scores for the school by the number of factor scores used in the calculation of SC^{sch} for the current school (either 4 or 5).

10.f. If the survey participation rate of only one group is less than 80%, then set the survey participation rate of the other group to 80% for the calculation of SC^{sch} (***e.g.***, if $\mathrm{PR}^{T} = .84$ and $\mathrm{PR}^{S} = .78$ then $\mathrm{PR}_{*}^{T} = .80$ and $\mathrm{PR}_{*}^{S} = .78$)

10.g. Divide the sum of the participation rates used in 10.f (*i.e.*, $\mathrm{PR}_{*}^{T} + \mathrm{PR}_{*}^{S}$) by 1.6 (note that this is mathematically equivalent to dividing the mean of these values by the minimum acceptable participation rate of 80%).

10.h. Multiply the quotient found in step 10.e by the quotient found in step 10.g and round to the nearest hundredth (***e.g.***, 6.65).

11. The number of Rating Points for elementary schools and middle schools is equal to the value of SC^{sch} (as calculated in either step 9 or in step 10, depending upon the school's participation rates).
12. The number of Rating Points for high schools is equal to the value of SC^{sch} (as calculated in either step 9 or in step 10, depending upon the school's participation rates) divided by 2, rounding to the nearest hundredth (***e.g.***, 3.61).
13. Finally, total Rating Points earned are converted to Ratings using Table 19.

Table 19
School Climate Rating Point Conversions to Ratings by School Type

Rating	Elementary Schools	Middle Schools	High Schools
Excellent	8.21 – 10.00	7.43 – 10.00	3.76 – 5.00
Good	7.64 – 8.20	6.63 – 7.42	3.40 – 3.75
Average	6.71 – 7.63	5.45 – 6.62	2.79 – 3.39
Below Average	5.72 – 6.70	4.38 – 5.44	2.32 – 2.78
Unsatisfactory	0.00 – 5.71	0.00 – 4.37	0.00 – 2.31

INDICATOR: High School Student Success

School Level: High

The High School Student Success Indicator (HSSSI) measures the percent of students who are either (a) in their first three years at a high school and are on track to graduate within four years, or (b) who achieve a successful high school outcome within five years of starting High School. The HSSSI includes the First Year On Track to Graduate (1YOTG) rate, the Second Year On Track to Graduate (2YOTG) rate, the Third Year On Track to Graduate (3YOTG) rate, and the Five Year Student Success Rate (5YSSR).

Since 24 High School credits are required to earn a regular diploma in South Carolina, at least four of which must be English credits and at least four of which must be math credits, a student is considered on track to graduate within four years if they have earned six or more High School credits, at least one of which must be an English credit and at least one of which must be a math credit by the end of each successive year in High School.

Thus, by the end of their first year in High School, a student is considered on track if they have earned at least 6 credits, with at least 1 English credit and 1 math credit. By the end of their second year in High School, a student is considered on track if they have earned at least 12 credits, with at least 2 English credits and 2 math credits. By the end of their third year in High School, a student is considered on track if they have earned at least 18 credits, with at least 3 English credits and 3 math credits.

The 5YSSR reports the percent of students who have either earned a regular High School diploma, earned a ~~GED~~ high school equivalency diploma, or earned the SC High School Employability Credential (see https://ed.sc.gov/districts-schools/special-education-services/post-secondary-outcomes/ employability-credential-south-carolina-high-school-credential/) within five years of starting High School.

The HSSSI shall be reported in two ways. First, it shall be reported as the percent of all students included in any of the metrics included in the indicator for the high school who meet the criteria to be counted positively in that metric (*i.e.*, who are either considered on track or who have achieved a successful High School outcome within five years, depending on the metric for which the student is included) along with the number of students who are counted positively for their respective HSSSI metrics as the numerator of a fraction with the total number of students included in the indicator as the denominator of that fraction. This first display shall also include comparison metrics for the district and the state, with similarly formatted fractions showing the number of students at the district and state levels.

Second, the HSSSI shall be reported in an interactive data visualization that allows the viewer to, as required by ESSA section 1111(c)(4)(B), see the combined indicator as well as each metric included in the indicator for all students included in the indicator, as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as

compared to children without disabilities), and Multilingual Learners (MLs). The visualization may also provide the ability to view additional subgroups, and comparison metrics for the district and state, as available.

Note: The Education Oversight Committee approved changes to the High School Student Success indicator on June 15, 2026. The changes rename the "On-Track to Graduate" metrics to the "On-Track" metrics and allow a reasonable percentage of each cohort in the state to be considered On-Track if they are students with disabilities whose IEP team has identified the Employability Credential as the appropriate outcome for them and are on track to earn the Credential within four years. The reasonable percentage shall be determined in collaboration with the Office of Special Education Services as they monitor appropriate adoption and implementation of the Employability Credential statewide and will be distributed among high schools in the state proportionally with the number of credential-seeking students they serve. These changes do not affect the calculation or production of 2026 School Report Cards. Interested readers are encouraged to consult the 2027 Accountability Manual, scheduled to be released in July 2026, for additional details. These changes are subject to federal approval and are not considered final until such approval is received.

Total Rating Points Available for the Indicator:

12 points

What Students ~~are~~Are Included in the Indicator:

Four-Year Graduation Cohort: Students shall be included in the various HSSSI metrics according to their ninth-grade code (9GR) which determines their Four-Year Graduation Cohort. The method of assignment for 9GR and for a school's Four-Year Graduation Cohort are described in the What Students are Included in the Indicator section of INDICATOR: Graduation Rate (please refer to that location for additional details). Students shall be included in the HSSSI metrics as described below.

First-Year On Track to Graduate (1YOTG):

- Students who are assigned to the high school's First-Year Cohort (1Y-Cohort) according to the guidelines and procedures described in the Graduation Rate section.

  Note that the graduation cohort reported for the 1YOTG metric on any given report card contains students with 9GR equal to the two-digit year of report cards (e.g., students with 9GR = 26 shall be reported on 2026 Report Cards, also referred to as the school's 9GR26).

Second-Year On Track to Graduate (2YOTG):

- Students who are assigned to the high school's Second-Year Cohort (2Y-Cohort) according to the guidelines and procedures described in the Graduation Rate section.

Note that the cohort reported for the 2YOTG metric on any given report card contains students with 9GR equal to the two-digit year of report cards minus 1 (e.g., students with 9GR = 25 shall be reported on 2026 Report Cards, also referred to as the school's 9GR25).

Third-Year On Track to Graduate (3YOTG):

- Students who are assigned to the high school's Third-Year Cohort (3Y-Cohort) according to the guidelines and procedures described in the Graduation Rate section.

Note that the cohort reported for the 3YOTG metric on any given report card contains students with 9GR equal to the two-digit year of report cards minus 2 (e.g., students with 9GR = 24 shall be reported on 2026 Report Cards, also referred to as the school's 9GR24).

Five-Year Student Success Rate (5YSSR):

- Students who were reported in the Graduation Rate indicator for the prior year Report Cards shall be included in the 5YSSR of the High School for which they were included in the four-year on time graduation cohort that year.

Note that the cohort reported for the 5YSSR metric on any given report card contains students with 9GR equal to the two-digit year of report cards minus 4 (e.g., students with 9GR = 22, or the school's 9GR22, shall be reported on 2026 Report Cards since they were reported in the Graduation Rate indicator on 2025 Report Cards).

- Students shall be removed from the cohort for student death, emigration, or transfer to prison or juvenile facility following adjudication but shall not be removed from the cohort for properly documented transfer during the fifth year.
- Students shall not be added to the cohort during the fifth year.

How Rating Points are Earned for the Indicator:

Rating Points are calculated according to the following equation:

$$\mathrm{RP} = 24\left(\frac{\left(\sum_{i=1}^{n_1} 1YOTG_i\right) + \left(\sum_{i=1}^{n_2} 2YOTG_i\right) + \left(\sum_{i=1}^{n_3} 3YOTG_i\right) + \left(\sum_{i=1}^{n_5} 5YSSR_i\right)}{n_1 + n_2 + n_3 + n_5} - 0.5\right) \quad \text{Eq. (25)}$$

Note: RP = Rating Points. i = an index for the student (from 1 to the number of students included for each metric). n_1 = the number of students included in the First Year on Track to Graduate (1YOTG) metric. $1YOTG_i$ = an indicator of whether student i is a high school student in their first year who is on track to graduate (where 1 = on track and 0 = not on track). n_2 = the number of students included in the Second Year on Track to Graduate (2YOTG) metric. $2YOTG_i$ = an indicator of whether student i is a high school student in their second year who is on track to graduate (where 1 = on track and 0 = not on track). n_3 = the number of students included in the Third Year on Track to Graduate (3YOTG) metric. $3YOTG_i$ = an indicator of whether student i is a high school student in their third year who is on track to graduate (where 1 = on track and 0 = not on track). n_5 = the number of students included in the Five-Year Student Success Rate (5YSSR) metric. $5YSSR_i$ = an indicator of whether student i obtained a successful outcome (as defined in this section) within five years of enrollment at a US High School (where 1 = obtained a successful outcome and 0 = did not obtain a successful outcome). If this equation produces a negative value, then set RP = 0.

Calculate the number of Rating Points earned according to the following steps:

1. Determine the number of students assigned to the high school's First-Year Cohort (1Y-Cohort) according to the guidelines and procedures described in the Graduation Rate section.
2. Determine the number of students included in Step 1 who are considered on track to graduate (*i.e.*, who have accumulated at least 6 high school credits, at least 1 of which is in English and at least 1 of which is in math; $\sum_{i=1}^{n_1} 1YOTG_i$).

   Note: Any valid high school credit listed in the SCDE Course Code Database (linked from the Student Information Systems page on the SCDE website) that has been earned by the student at any time in the past can contribute to the 6 HS credits required to be considered on track. Because 1YOTG measures whether students are on track to graduate with a regular high school diploma within four years of starting high school, only courses listed as satisfying an English graduation credit can contribute to the 1 required English credit and only courses listed as satisfying a mathematics graduation credit can contribute to the 1 required math credit.

3. Determine the number of students assigned to the high school's Second-Year Cohort (2Y-Cohort) according to the guidelines and procedures described in the Graduation Rate section.
4. Determine the number of students included in Step 3 who are considered on track to graduate (*i.e.*, who have accumulated at least 12 high school credits, at least 2 of which are in English and at least 2 of which are in math; $\sum_{i=1}^{n_2} 2YOTG_i$).

   Note: Any valid high school credit listed in the SCDE Course Code Database (linked from the Student Information Systems page on the SCDE website) that has been earned by the student at any time in the past can contribute to the 12 HS credits required to be considered on track. Because 2YOTG measures whether students are on track to graduate with a regular high school diploma within four years of starting high school, only courses listed as satisfying an English graduation credit can contribute to the 2 required English credits and only courses listed as satisfying a mathematics graduation credit can contribute to the 2 required math credits.

5. Determine the number of students assigned to the high school's Third-Year Cohort (3Y-Cohort) according to the guidelines and procedures described in the Graduation Rate section.
6. Determine the number of students included in Step 5 who are considered on track to graduate (*i.e.*, who have accumulated at least 18 high school credits, at least 3 of which are in English and at least 3 of which are in math; $\sum_{i=1}^{n_3} 3YOTG_i$).

   Note: Any valid high school credit listed in the SCDE Course Code Database (linked from the Student Information Systems page on the SCDE website) that has been earned by the student at any time in the past can contribute to the 18 HS credits required to be considered on track. Because 3YOTG measures whether students are on track to graduate with a regular high school diploma within four years of starting high school, only courses listed as satisfying an English graduation credit can contribute to the 3 required English credits and only courses listed as satisfying a mathematics graduation credit can contribute to the 3 required math credits.

7. Determine the number of students who were included in the Graduation Rate for the High School on the prior year Report Cards (n_5; the fifth year cohort; *i.e.*, 9GR = 22 for 2026 Report Cards).

   Note: Students shall be removed from the cohort for student death, emigration, or transfer to prison or juvenile facility following adjudication but shall not be removed for transfer during year five.

8. Determine the number of students included in Step 7 who obtained a successful High School outcome (*i.e.*, a regular High School diploma, a GED, or the SC HS Employability Credential) within five years of their first year in US High School ($\sum_{i=1}^{n_5} 5YSSR_i$).

   Note: Students contribute to the number of students who obtained a successful high school outcome within five years of starting high school regardless of when that outcome was obtained; students do not need to obtain the outcome during the fifth year of high school.

9. Total the numbers found in the even-numbered steps above (*i.e.*, Step 2, Step 4, Step 6, and Step 8).
10. Divide by the sum of the numbers found in the odd-numbered steps above (*i.e.*, Step 1, Step 3, Step 5, and Step 7).
11. Subtract 0.5 from the quotient found in Step 10. If the difference is less than zero, set it to zero.
12. Multiply 24 by the difference found in Step 11.

    Note: Steps 1 through 9 generate values between 0.0 and 0.5. Multiplying these values by 24 will generate values between 0 and 12, the total points available for the indicator.

13. The product obtained in Step 12, rounded to the nearest hundredth (*e.g.*, 10.65), is the number of Rating Points
14. Finally, total Rating Points earned are converted to Ratings using Table 20. Per this table, any High School with a percent of students on track or obtaining successful outcomes of less than 70% is deemed Unsatisfactory and any High School with rates exceeding 90% is deemed Excellent.

Table 20
High School Student Success Rating Point Conversions to Ratings

Rating	Rating Points
Excellent	9.60 – 12.00
Good	8.00 – 9.59
Average	6.40 – 7.99
Below Average	4.80 – 6.39
Unsatisfactory	0.00 – 4.79

Section IV: NON-INDICATOR INFORMATION

All Report Cards, whether for schools, districts, or the state, provide additional information to community stakeholders that is not used in the calculation of indicators or ratings.

General Information

The top page or landing area of each Report Card shall contain the following general information for easy reference by stakeholders.

Directory Information: The General Information area shall contain the address and phone number of the school (or of district offices), the school identification number (SIDN) for the school or district, the current leadership (the principal of the school or the district superintendent and board chair, as applicable), and a link to the school or district website.

Total Membership: Report the total student enrollment and the total number of teachers at the school, district, or state for the school year reported.

Report Card Narrative: District superintendents, school principals, and School Improvement Councils are asked to focus on the World Class Skills of the *Profile of the South Carolina Graduate* and respond to the following prompt:

Our district / school is helping all students develop the World Class Skills of the Profile of the South Carolina Graduate by. . .

For example, districts and schools may want to focus on the four Cs: critical thinking, communication, collaboration, and creativity. To make this even more targeted, a district or school may choose at least two of the four Cs and explain briefly what your district/school has done in school year to increase student readiness and provide data to show whether your efforts are having an impact. The following framework developed by Partnerships for 21st Century Skills may be of assistance: http://www.battelleforkids.org/networks/p21.

Continuous Improvement Designations and Supports

Both state and federal law require specific designations be given for schools or districts in need of focused continuous improvement efforts. The federal Elementary and Secondary Education Act of 1965 (as amended by the Every Student Succeeds Act of 2015; ESSA) requires that schools be identified for continuous improvement and receive specific support to do so. South Carolina has defined how it plans to meet the requirements of ESSA in its most recent federally approved consolidated state plan for accountability, which is available on the SCDE website at https://www.ed.sc.gov/policy/federal-education-programs/every-student-succeeds-act-essa/. Title 59 Chapter 18 of the South Carolina Code of Laws requires that schools and districts which require continuous improvement to be identified based on School Report Card ratings.

Designations Described in Federally Approved Consolidated State Plan for Accountability:

Comprehensive Support and Improvement (CSI)	Additional Targeted Support and Improvement (ATSI)	Targeted Support and Improvement (TSI): Consistently Underperforming Subgroup (CUS)
• is a Title I school in the bottom 5% of schools in South Carolina; ***or*** • is a Title I or NON-Title I high school with a graduation rate below 70%; ***or*** • was previously a CSI school and did not meet the exit criteria; ***or*** • was previously an ATSI school and did not meet the exit criteria after the second cycle. • Designated every 3 years (next in 2028). • Receives FEDERAL and STATE Funds.	• has one or more subgroups perform in the bottom 5%; ***or*** • was previously an ATSI school and did not meet the exit criteria after the first cycle. • Designated every 3 years (next in 2028). • Receives FEDERAL Funds.	• has one or more subgroups perform in bottom 10% of the school type for 3 consecutive years. • Designated Annually. • May receive FEDERAL funds.

The infographic above is designed to serve as a quick reference. Additional information about identification and exit criteria are provided in the paragraphs which follow.

Comprehensive Support and Improvement (CSI)

CSI Schools are designated every three years to provide an opportunity for identified schools to progress together through the continuous improvement process in cohorts. A school may be designated as a CSI School in one of three ways, with each identification method linked to its own exit criteria.

CSI Identification Criteria

1. **Lowest Performing 5% of Title I Schools**

   Each identification year, a CSI Benchmark Value shall be calculated that represents the Total Rating Points received by the top performing school among the bottom 5% of Title I schools in each grade band. That is to say that the CSI Benchmark for

Elementary Schools will be value at which 5% of Title I Elementary Schools received that many Total Rating Points or fewer. The Middle School CSI Benchmark represents the value of Total Rating Points under which 5% of Title I Middle Schools fall, and the High School CSI Benchmark is the Total Rating Points value that designates 5% of Title I High Schools. Identification of new CSI Schools happens every three years (with the next identification occurring with 2028 School Report Cards). During an identification year, any Title I school earning Total Rating Points that are less than or equal to the CSI Benchmark for its school type shall be designated as a CSI School.

Note: The initial publication of the 2026 Accountability Manual occurs prior to the public release of 2025 School Report Cards. Since 2025 is an Identification Year, the CSI Benchmark Values relevant to schools for the 2026 accountability year have not yet been calculated. Once those benchmarks have been calculated and released, this note will be replaced with the specific CSI Benchmark Values for Elementary Schools, Middle Schools, and High Schools.

2. **Graduation Rate Below 70%**

   Any High School (regardless of whether the High School receives Title I funds) which fails to graduate at least 70% of the students in its graduating cohort (*i.e.*, the students included in its Graduation Rate indicator for the current accountability year) within four years of their initial enrollment in a US High School during an identification year shall be designated as a CSI School. Identification of new CSI Schools happens every three years (with the next identification occurring with 2028 School Report Cards).

3. **ATSI Schools Which Did Not Exit ATSI After the Second Cycle**

   Any ATSI School, as described in the ATSI section below, that does not meet the exit criteria for ATSI after two complete cycles of Continuous Improvement Support (*i.e.*, the second identification year after initial identification as an ATSI School) shall be reclassified as a CSI School. Both CSI Schools and ATSI Schools are identified every three years on the same identification cycle (with the next identification occurring with 2028 School Report Cards).

CSI Exit Criteria

CSI Schools shall be designated for at least one full Continuous Improvement Support cycle and may be evaluated for exit from designations annually thereafter, beginning with the first identification year after their initial identification. The exit criteria for CSI Schools correspond to the identification criterion for which they were originally identified.

1. **Identified as Lowest Performing 5% of Title I Schools**

   A Title I School that has been designated as a CSI School for performance in the lowest 5% of Title I Schools shall no longer be designated and shall exit Continuous Improvement Support when ***both*** of the following conditions are met in the next identification year following initial designation or any subsequent year:

(a) The Total Rating Points earned by the school are greater than the CSI Benchmark (as described in CSI Identification Criteria) for the appropriate school type in the current identification year (in the case of non-identification years following the conclusion of the first full support cycle, the benchmark from the most recent identification year is used); ***and***

(b) The percent of all students at the school who meet or exceed expectations (as described in the Academic Achievement indicator) in English language arts or mathematics increases over the percent observed for that subject area in the original year of identification.

2. **Identified for Graduation Rate Below 70%**

   A High School that has been designated as a CSI School for failing to graduate at least 70% of the students in its graduating cohort within four years of initial enrollment in a US High School shall no longer be designated and shall exit Continuous Improvement Support when it's Graduation Rate increases to greater than 70% in the next identification year following initial designation or any subsequent year.

3. **Identified as ATSI School Which Did Not Exit ATSI After the Second Cycle**

   A school that has been designated as a CSI School for failing to exit ATSI Continuous Improvement Support after two support cycles shall no longer be designated and shall exit Continuous Improvement Support when ***both*** of the following conditions are met in the next identification year following initial designation or any subsequent year:

   (c) The performance of the subgroup(s) which led to the school's initial designation as an ATSI School improves such that the Total Rating Points earned by the subgroup(s), when calculated on their own, is greater than the CSI Benchmark (as described in CSI Identification Criteria) for the appropriate school type in the current identification year (in the case of non-identification years following the conclusion of the first full support cycle, the benchmark from the most recent identification year is used); ***and***

   (d) The percent of students in the subgroup(s) which led to the school's initial designation as an ATSI School who meet or exceed expectations (as described in the Academic Achievement indicator) in English language arts or mathematics increases over the percent observed for that subgroup for that subject area in the original year of identification.

Additional Targeted Support and Improvement (ATSI)

ATSI Identification Criteria

A school is designated for Additional Targeted Support and Improvement (ATSI) when one or more subgroups of students (as described in Federally Required Disaggregation)

demonstrate performance that is at or below the CSI Benchmark for their school type (as described in CSI Identification Criteria). ATSI Schools are designated every three years (with the next identification occurring with ~~2025~~ 2028 School Report Cards, the previous accountability year) to provide an opportunity for identified schools to progress together through the continuous improvement process in cohorts.

Identification of ATSI Schools begins by first calculating the Total Rating Points earned by each subgroup. All the procedures and business rules described in this manual shall be applied to the subgroup as if they were a school on their own, including minimum n-size reporting requirements and the procedures for reallocating the weight of indicators when one or more indicators cannot be received. Compare the Total Rating Points for the subgroup to the CSI Benchmark (as described in CSI Identification Criteria) for the appropriate school type.

> *Example: If an Elementary School serving students in grades K-5 has 10 Multilingual Learners (MLs) in each grade level (for a total of 30 MLs), then there are enough MLs at this school to calculate Total Rating Points for this subgroup. However, since there are only 10 MLs in Grade 4, the MLs at this school could not receive the Preparing for Success indicator on their own, and the points associated with that indicator would be reallocated to the weight of Academic Achievement and Student Progress when calculating the Total Rating Points for MLs at this Elementary School and comparing it to the CSI Benchmark for Elementary Schools.*

ATSI Exit Criteria

ATSI Schools shall be designated for at least one full Continuous Improvement Support cycle and may be evaluated for exit from the designation annually, beginning with the first identification year after their initial identification. When a school is designated as an ATSI School for more than one subgroup, exit criteria will be evaluated individually for each identified subgroup.

A school that has been designated as an ATSI School shall no longer be designated and shall exit Continuous Improvement Support when ***all*** the following conditions are met in the next identification year following initial designation or any subsequent year:

(a) The performance of the subgroup(s) which led to the school's initial designation as an ATSI School improves such that the Total Rating Points earned by the subgroup(s), when calculated on their own, is greater than the CSI Benchmark (as described in CSI Identification Criteria) for the appropriate school type in the current identification year (in the case of non-identification years following the conclusion of the first full support cycle, the benchmark from the most recent identification year is used); ***and***

(b) The percent of students in the subgroup(s) which led to the school's initial designation as an ATSI School who meet or exceed expectations (as described in the Academic Achievement indicator) in English language arts or

mathematics increases over the percent observed for that subgroup for that subject area in the original year of identification; ***and***

(c) The ATSI School is not designated as an ATSI School for another subgroup in the current accountability year.

Note: Criterion (c) indicates that, during a non-identification year, an ATSI School must meet criteria (a) and (b) for all subgroups for which it has been identified and that, during an identification year, the school must also not be identified for a new subgroup to no longer be considered an ATSI School.

Targeted Support and Improvement: Consistently Underperforming Subgroup

TSI:CUS Identification Criteria

Each year, a TSI Benchmark Value shall be calculated that represents the Total Rating Points received by the top performing school among the bottom 10% of all schools in each grade band (whether Title I Schools or non-Title I Schools). That is to say that the TSI Benchmark for Elementary Schools will be value at which 10% of all Elementary Schools received that many Total Rating Points or fewer. The Middle School TSI Benchmark represents the value of Total Rating Points under which 10% of all Middle Schools fall, and the High School TSI Benchmark is the Total Rating Points value that designates 10% of all High Schools.

A school is designated for Targeted Support and Improvement (TSI): Consistently Underperforming Subgroup (CUS) when one or more subgroups of students (as described in Federally Required Disaggregation) demonstrate performance that is at or below the TSI Benchmark for their school type for three consecutive years. Although a TSI Benchmark is calculated for each school type, Total Rating Points are calculated for all accountability subgroups, and schools are notified if one or more of their subgroups performs below the TSI Benchmark for their school type each year, a school is only identified as a TSI:CUS School after the same subgroup has demonstrated performance below the TSI Benchmark for three consecutive years.

TSI:CUS Exit Criteria

A school that has been designated as a TSI:CUS School shall no longer be designated and shall exit Continuous Improvement Support when the performance of the subgroup(s) for which it was originally identified improves above the TSI Benchmark for the current accountability year.

Designations Described in Title 59 Chapter 18 of the South Carolina Code of Laws:

Underperforming School (US)	Chronically Underperforming School (CUS)	Underperforming District
• has an Overall Rating of **Below Average** or **Unsatisfactory** • Designated annually	• has an Overall Rating of **Unsatisfactory** for 3 consecutive years • Designated annually	• **65% or more** of schools have an Overall Rating of **Below Average** or **Unsatisfactory** • Designated annually

The infographic above is designed to serve as a quick reference. Additional information about identification and exit criteria are provided in the paragraphs which follow.

Underperforming School (US)

Any school which receives an Overall Rating of Below Average or Unsatisfactory on its School Report Card (according to Table 2 of this manual) shall be designated an Underperforming School (US).

Chronically Underperforming School (CUS)

Any school which receives an Overall Rating of Unsatisfactory on its School Report Card for three consecutive years shall be designated a Chronically Underperforming School (CUS).

Underperforming District

Any district in which 65% or more of the schools receive an Overall Rating of Below Average or Unsatisfactory shall be designated as an Underperforming District.

For questions or more information contact the SCDE Office of School Transformation at 803-734-5849.

Section V: DISTRICT AND STATE REPORT CARDS

Neither School Districts nor the State receives summative Ratings or Ratings on individual indicators. The students reported in the data below have been continuously enrolled between the 45th day and the first day of testing ~~160th days~~ in the school district, or within the state, but not necessarily at the same school, including students in Group homes and Residential Treatment Facilities (RTF).

Academic Achievement: For each ELA and Mathematics academic achievement test reported on a school report card (*i.e.*, SC READY, SC ALT, and EOCEP tests in English 2 and Algebra 1) administered to all students continuously enrolled in the school district or state (including Residential Treatment Facilities and Group homes), the percent of students who meet or exceed expectations and the percent of students who score at each separate achievement level (including the percent of students not tested) shall be reported both in aggregate as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual Learners (MLs), students by gender, migrant students, students identified as homeless, students in foster care, and students with a parent or guardian who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10, United States Code).

Preparing for Success: For each Science and Social Studies academic achievement test reported on a school report card (*i.e.*, SC READY, SC ALT, and EOCEP tests in Biology 1and US History and the Constitution) administered to all students continuously enrolled in the school district or state (including Residential Treatment Facilities and Group homes), the percent of students who meet or exceed expectations and the percent of students who score at each separate achievement level (including the percent of students not tested) shall be reported both in aggregate as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual Learners (MLs), students by gender, migrant students, students identified as homeless, students in foster care, and students with a parent or guardian who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10, United States Code).

Multilingual Learners' Progress: The Multilingual Learners' Progress indicator for the district (or state) shall report the percent of MLs within the district (or state) who have met or exceeded their current annual interim target to achieve English language proficiency within 5 years of beginning the ML program, regardless of whether the ML has been reported at the school level.

Student Progress: The Student Progress indicator reports the percent of student growth records in which the student met or exceeded their MAT, the percent of student growth records in which the student met or exceeded their AVT, and an interactive data visualization that allows the viewer to see the indicator and relevant data points related to the indicator for all students, as well as

disaggregated by the subgroups required for reporting by ESSA section 1111(c)(4)(B). The visualization may also provide the ability to view additional subgroups, as available.

Graduation Rate: The Graduation Rate reports the percent of students in the 4-year graduation cohort base file for the district or the state (as described in the "INDICATOR: Graduation Rate" section of this manual) who graduate from high school within four full years of their initial enrollment unless the student meets one of the approved reasons for removal from the cohort (documentation of transfer to another diploma-granting high school, emigration to another country, transfer to prison or juvenile facility following adjudication, or death). The Graduation Rate shall be reported both in aggregate as well as disaggregated for students from major racial and ethnic groups, economically-disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), Multilingual Learners (MLs), students identified as homeless, and students in foster care.

College & Career Readiness: The College & Career Readiness area reports the percent of students in the 4-year graduation cohort base file for the district or the state (as described in the "INDICATOR: Graduation Rate~~College/Career Readiness~~" section of this manual) who satisfy one or more of the college ready or career ready criteria (as described in the "INDICATOR: College & Career Readiness~~Graduation Rate~~" section of this manual).

High School Student Success: The High School Student Success indicator (HSSSI) reports the percent of students who are demonstrating success in high school by either being on track to graduate with a regular diploma within four years or who have achieved a successful high school outcome within five years. The page shall display the percent of students demonstrating high school success, the percent of students in their first year of high school who are on track to graduate within four years, the percent of students in their second year of high school who are on track to graduate within four years, the percent of students in the prior year's graduation cohort who achieved a successful high school outcome within five years of beginning high school, and an interactive data visualization that allows the viewer to see the indicator and relevant data points related to the indicator for all students, as well as disaggregated by the subgroups required for reporting by ESSA section 1111(c)(4)(B). The visualization may also provide the ability to view additional subgroups, as available.

Nation's Report Card (NAEP): The National Assessment of Educational Progress (NAEP) is designed to measure what students across the nation know and can do in 10 subject areas, including mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The main NAEP tests selected samples of the student population in grades 4, 8 and 12. Long-term trend assessments are given to samples of students ages 9, 13, and 17. Although also reported on district report cards, NAEP results are reported for the state and are not considered a district measure.

School Goals: Federal law requires that each report card include the state's long-term goals and measurements of interim progress for all students and defined subgroups of students within the

district or the state. This section reports the long-term goals and performance of all students, and information on subgroup performance shall be made available in the "Download Data" section of the main report card page.

Continuous Improvement Designations: Both state statute and federal law contain requirements that schools and districts with student outcomes below given thresholds receive certain designations and supports for continuous improvement. School report cards shall indicate any designations that the school has received. District report cards shall include a list of schools within the district that have received a designation, as well as indicate any designations the district has received. The State Report Card will include a list of all schools and districts in the state receiving a designation. For more detailed information about the designations and related supports, please see the Continuous Improvement Designations and Supports section.

School Climate: The value of the School Climate indicator (SC^{sch}), of the Teacher Perceptions of Instructional Focus factor (IF^{T}), the Teacher Perceptions of Working Conditions factor (WC^{T}), the Teacher Perceptions of Safety factor (S^{T}), the Student Perceptions of Social-Physical Environment factor (SPE^{S}), and the Student Perceptions of Safety factor (S^{S}) reported for the district (or for the state) shall be calculated in the same manner as it is for schools but shall be based upon the factor scores of all students and teachers in the district (or state). District School Climate metrics shall be reported separately by school type (*i.e.*, separately for Elementary, Middle, and High Schools) both in aggregate as well as disaggregated for students from major racial and ethnic groups, economically disadvantaged students (as compared to students who are not economically disadvantaged), children with disabilities (as compared to children without disabilities), and MLs.

Classroom Environment: This indicator shows data collected about teachers and classrooms in the district or state.

Student Safety: Safety data collected from schools aggregated at the district or state level.

Financial Data: These measures are derived from audited prior year financial information. This indicator shows financial information for schools and districts including how funds are expended.

Section VI: PALMETTO GOLD AND SILVER

Pursuant to §59-18-1100 of the South Carolina Code of Laws, the State Board of Education, working with the Education Oversight Committee (EOC), must establish the Palmetto Gold and Silver Awards Program. The goal is "to recognize and reward schools for academic achievement and for closing the achievement gap."

> The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established for schools attaining high levels of absolute performance, for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:
>
> (1) student attendance;
> (2) teacher attendance;
> (3) graduation rates; and
> (4) other factors promoting or maintaining high levels of achievement and performance. Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in §59-139-10. Funds may be utilized for professional development support.
>
> Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding. (*Section 59-18-1100*)

To summarize, the law requires awards be established for schools:

1. Attaining high levels of academic achievement;
2. Attaining high rates of growth; and
3. Making substantial progress in closing the achievement gap between disaggregated groups.

On May 14, 2019 the State Board of Education approved the following criteria for the Palmetto Gold and Silver Awards Program. The criteria, which identify the general performance of schools, were based upon an analysis of the 2018 annual school report cards and upon feedback from a task force of high school principals, coordinated by the EOC between January and April of 2019. It should be noted that the criteria will be amended in the future to recognize schools that have closed the achievement gap.

High Levels of Academic Achievement and Student Progress

School Level: Elementary & Middle

The criteria focus on two indicators: **Academic Achievement** and **Student Progress,** which are similar to the criteria used in 2014.

To be eligible to receive a Palmetto Gold or Silver designation, an elementary or middle school must not be designated as a Comprehensive Support and Improvement (CSI) school, an Additional Targeted Support and Improvement (ATSI) school, or a Targeted Support and Improvement: Consistently Underperforming Subgroup (TSI:CUS) school **and** must receive a rating for the indicators of Academic Achievement and Student Progress as defined below:

Palmetto Gold for Academic Achievement and Student Progress:

1) Excellent Academic Achievement and Excellent Student Progress, or
2) Excellent Academic Achievement and Good Student Progress, or
3) Good Academic Achievement and Excellent Student Progress.

Palmetto Silver for Academic Achievement and Student Progress:

1) Average Academic Achievement and Excellent Student Progress, or
2) Good Academic Achievement and Good Student Progress, or
3) Excellent Academic Achievement and Average Student Progress.

School Level: High

The accountability system does not measure student growth or academic progress at the high school level. Therefore, to reward schools for general performance, the Palmetto Gold and Silver Awards Program will focus on the following indicators: **Academic Achievement, Preparing for Success**, **Graduation Rate**, and **College & Career Readiness**.

To be eligible to receive a Palmetto Gold or Silver designation, a high school must not be designated as a Comprehensive Support and Improvement (CSI) school, an Additional Targeted Support and Improvement (ATSI) school, or a Targeted Support and Improvement: Consistently Underperforming Subgroup (TSI:CUS) school **and** must meet the following criteria:

Palmetto Gold for High School Outcomes: High schools that have an Excellent rating on 3 out of the 4 listed indicators and a minimum of Good on the other indicator would be eligible for the Palmetto Gold Award. A high school must also have an overall report card rating of Excellent or Good to earn a Palmetto Gold.

Palmetto Silver for High School Outcomes: High schools that have a minimum rating of Good on 3 out of the 4 listed indicators and no rating lower than Average on the other indicator would

be eligible for a Palmetto Silver Award. A high school must also have an overall report card rating of Average or above to earn Palmetto Silver.

Section VII: ADDITIONAL INFORMATION

Ratings Impact

The South Carolina Department of Education (SCDE) conducts procedures to ensure that student performance on the state testing program assessments is measured properly and that accurate data are collected. Data used to rate schools undergo routine screening before and after the release of accountability Ratings. The Education Oversight Committee bears responsibility for the annual review to determine the utilization of the Report Card and the impact of the accountability system on student, school, and district performance.

Serious Data Problems

If data problems of sufficient magnitude to question the validity of any accountability Rating are uncovered, then the SCDE should take one or more of the following steps after consulting with the district:

- Attempts will be made to rectify the data problems within the accountability calendar.
- If the problem cannot be resolved by the Rating release date, then
    - a delayed Rating may be issued; *or*
    - if the problem pertains to assessment data, Ratings may be determined using assessment results for "all students tested."

Who to Contact with Questions

Data collections:

Matthew R. Lavery, EOC, 803-734-2805 mlavery@eoc.sc.gov
SCDE Office of Research and Data Analysis, 803-734-8086

Data definitions:

Matthew R. Lavery, EOC, 803-734-2805 mlavery@eoc.sc.gov
SCDE Office of Research and Data Analysis, 803-734-8086

Financial Information:

SCDE Office of Finance, 803-734-8108

Rating methodologies:

Matthew R. Lavery, EOC, 803-734-2805 mlavery@eoc.sc.gov
SCDE Office of Research and Data Analysis, 803-734-8086

Report Card publication:

Dana Yow, EOC, 803-734-6148, danay@eoc.sc.gov
SCDE Office of Research and Data Analysis, 803-734-8086

School Safety Data:

SCDE Office of Research and Data Analysis, 803-734-8086

State Assessments:

SCDE Office of Assessment, 803-734-8295

General concerns:

Matthew R. Lavery, EOC, 803-734-2805 mlavery@eoc.sc.gov
SCDE Office of Research and Data Analysis, 803-734-8086

Intervention Identification:

SCDE Office of School Transformation, 803-734-5849

APPENDIX A: Definitions for Data Published on Report Cards

ACADEMICS

Academic Achievement

Performance in ELA and Mathematics

DEFINITION:

General:

This indicator converts student test scores in ELA and Math to create the score for the Academic Achievement indicator for a school.

Formula

Detailed steps given in the INDICATOR: Academic Achievement section.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System (demographics).

Assessment files. Includes Assessment Reporting System and vendor files.

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes

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, which reflects the number of days students missed more than 50 percent of the instructional time.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts, Teacher Attendance Survey

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Note: Student Average Daily Attendance Rate is still collected and used in the calculation of this indicator; however, it is not reported separately since the USDE requires the collection and reporting of a student rate of chronic absenteeism.

Preparing for Success

Performance in Science and Social Studies

DEFINITION:

General:

This indicator converts student test scores in in Science and US History and the Constitution to create the score for the Preparing for Success indicator for a school.

Formula

Detailed steps given in the INDICATOR: Preparing for Success section.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System (demographics).

Assessment files. Includes Assessment Reporting System and vendor files.

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes

Kindergarten Readiness Rate

DEFINITION:

General

This indicator reports the percentage of students entering Kindergarten who are ready to enter based on the four domains of readiness on the Kindergarten Readiness Assessment (KRA): Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being.

At the school level, the following will be reported out:

- Percentage of students Demonstrating Readiness on the KRA
- Percentage of students Approaching Readiness on the KRA
- Percentage of students Emerging Readiness on the KRA

PROCEDURES:

Collected and Reported by:

State Department of Education, Office of Research and Data Analysis

Timeframe:

After 90th day. Assessment must be administered in first 45 days of school.

REPORTING & USE:

Reported on School Cards: Yes (Elementary and Primary Cards only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

1st Grade Students on-track for 2nd Grade Success

DEFINITION:

General

This indicator reports the percentages of 1st graders who are on track for grade level success in English Language Arts and Mathematics in 2nd grade. School districts can choose the method by which they determine student success and will report these data via two separate questions on the Summer Survey. School districts have been provided guidance on this measure from the SCDE.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (Elementary and Primary Cards only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

2nd Grade Students on-track for 3rd Grade Success

DEFINITION:

General

This indicator reports the percentages of 2nd graders who are on track for grade level success in English Language Arts and Mathematics in 3rd grade. School districts can choose the method by which they determine student success and will report these data via two separate questions on the Summer Survey. School districts have been provided guidance on this measure from the SCDE.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (Elementary and Primary Cards only)

Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Percentage of Students Passing Civics Test

DEFINITION:

General

South Carolina Code §59-29-240 requires that all South Carolina public high school students must take a district-curated civics test based on the current U.S. Citizenship and Immigration Services (USCIS) Naturalization Exam as part of their U.S. Government course. Although §59-29-240 specifies that students are not required to obtain a minimum score on the test to receive credit for the course but encourages schools and districts to recognize to recognize students who receive a passing grade, as determined by USCIS (described in this SCDE Memorandum).

Note: *In fall 2025, USCIS updated the Naturalization Test and Study Resources to align with Executive Order 14161. As described in the above linked memorandum, no change will be implemented during the 2025-2026 school year. The updated test will be used during the 2026-2027 school year and reported on 2027 School Report Cards.*

This indicator reports the number of 9th, 10th, 11th, and 12th grade students enrolled in a U.S. Government Course who pass the Civics test. Answering 60% of the questions correctly currently comprises a passing grade.

PROCEDURES:

Collected by:

SC Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes, High Schools
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Multilingual Learners’ Progress

Multilingual Learners' Progress Measure

DEFINITION:

General:

This indicator reports the percentage of students in a school who meet their individual target of becoming proficient in English to create the score for the Multilingual Learners' Progress indicator for a school.

Formula

Detailed steps given in the INDICATOR: Multilingual Learners' Progress section.

PROCEDURES:

Collected by:

SC Department of Education, Office of Research and Data Analysis

Reported by:

ACCESS for ELLs or WIDA Alternate ACCESS results files.

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes

Student Progress

Added-Value Growth Model Metrics

DEFINITION:

General:

Details given in the INDICATOR: Student Progress section.

Formula

Detailed steps given in the INDICATOR: Student Progress section.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System (demographics).

Assessment files. Includes Assessment Reporting System and vendor files.

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (Elementary and Middle Schools only)

Norm-Referenced Value-Added Model Metrics

DEFINITION:

General:

Details given in the INDICATOR: Student Progress section.

Formula

Detailed steps given in the INDICATOR: Student Progress section.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System (demographics).

Assessment files. Includes Assessment Reporting System and vendor files.

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (Elementary and Middle Schools only)

Graduation Rate

Graduation Rate, On-time

DEFINITION:

General

The percentage of students who earn a standard high school diploma in four years or less (*i.e.*, on time). Currently includes data from students who meet the state diploma requirements as a result of attending summer school following their fourth year.

Formula

Detailed steps given in the INDICATOR: Graduation Rate section.

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 Summer.

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only)

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; per SCDE guidelines).

Formula

Calculated for each school/district with students in grades seven through twelve (calculated as an overall measure for all students in grades seven through twelve at the school/district).

(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:

Once approved by the State Board the final dropout reports are posted here: https://ed.sc.gov/districts-schools/school-safety/discipline-related-reports/dropout-data/

Timeframe:

Forty-fifth day of the school year following

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Dropout Recovery Rate

DEFINITION:

General

Dropout Recovery Rate reflects the percent 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 the prior year who re-enrolled in a public school in the current year or enrolled in an Adult Education high school diploma granting program in the current year

Denominator: The number of students in grades 9–12 reported as dropouts as of October 1 of the current school year (to reflect October 1 of the prior school year through September 30 of the current school year)

PROCEDURES:

Collected by:

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

Reported by:

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

Timeframe:

135th day report

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

High School Student Success

High School Student Success Indicator (HSSSI)

DEFINITION:

General

The High School Student Success indicator (HSSSI) reports the percent of students who are demonstrating success in high school by either being on track to graduate with a regular diploma within four years or who have achieved a successful high school outcome within five years.

Formula

Detailed steps given in the INDICATOR: High School Student Success section.

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:

Data collection completed in Summer.

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only)

First-Year On-Track to Graduate (1YOTG)

DEFINITION:

General

The percentage of students who have earned enough high school credits by the end of their first year in high school to be considered on-track to graduate with a regular high school diploma after four years in high school (*i.e.*, earned at least 6 credits, at least one of which is an English credit and at least one of which is a Mathematics credit).

Formula

Detailed steps given in the INDICATOR: High School Student Success section.

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 is used to create the cohort base file, which is provided to schools.

Timeframe:

Data collection completed in Summer.

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes

Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only)

Second-Year On-Track to Graduate (2YOTG)

DEFINITION:

General

The percentage of students who have earned enough high school credits by the end of their ~~first~~ second year in high school to be considered on-track to graduate with a regular high school diploma after four years in high school (*i.e.*, earned at least 12 credits, at least 2 of which are English credits and at least 2 of which are Mathematics credits).

Formula

Detailed steps given in the INDICATOR: High School Student Success section.

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 is used to create the cohort base file, which is provided to schools.

Timeframe:

Data collection completed in Summer.

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only)

Third-Year On-Track to Graduate (3YOTG)

DEFINITION:

General

The percentage of students who have earned enough high school credits by the end of their third year in high school to be considered on-track to graduate with a regular high school diploma after four years in high school (*i.e.*, earned at least 18 credits, at least 3 of which are English credits and at least 3 of which are Mathematics credits).

Formula

(1) Determine the number of students in the High School's Third-Year Cohort as of the 180th day (i.e., 9GR = ~~23~~ 24 for ~~2025~~ 2026 Report Cards).
(2) Determine the number of students included in Step (1) who are considered on track to graduate (i.e., who have earned at least 18 high school credits, at least 3 of which are in English and at least 3 of which are in math).
(3) Divide the number found in step (2) by the number found in step (1), multiply the quotient by 100, and round to the nearest tenth.

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 is used to create the cohort base file, which is provided to schools.

Timeframe:

Data collection completed in Summer.

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: ~~No~~Yes

Five-Year Student Success Rate (5YSSR)

DEFINITION:

General

The percentage of students who earn either a standard high school diploma, GED, or SC High School Employability Credential in five years or less. Currently includes data from students who meet the state diploma requirements as a result of attending summer school following their fifth year.

Formula

Detailed steps given in the INDICATOR: High School Student Success section.

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 is used to create the cohort base file, which is provided to schools.

Timeframe:

Data collection completed in Summer.

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only)

College & Career Readiness

Except for college enrollment, college persistence, and FAFSA completion (which are calculated as a percentage of *graduates*), all percentages reported on the College & Career Readiness page are calculated using the size of the graduation cohort (9GR = 22 for 2025 Report Cards) as the denominator of the fraction. Any metric that is not calculated based on the graduation cohort shall report the unduplicated count of students meeting the given criteria at the high school (or within the district or the state, as appropriate for the report card in question) for the year reported (SY 2024-25 for 2025 Report Cards).

Number and Percentage of Cohort College- OR Career-Ready

DEFINITION:

General

Reports the number and percentage of students who are identified as either college-ready or career-ready according to the criteria described in the INDICATOR: College & Career Readiness section of this manual

Formula

Divide the unduplicated count of college- or career-ready students by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System, Assessment Reporting System, and vendor files

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

Number and Percentage of Cohort College- AND Career-Ready

DEFINITION:

General

Reports the number and percentage of students who are identified as both college-ready and career-ready according to the criteria described in the INDICATOR: College & Career Readiness section of this manual

Formula

Divide the unduplicated count of students who are college- and career-ready students by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System, Assessment Reporting System, and vendor files

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Number and Percentage of College-Ready Students

DEFINITION:

General

Reports the number and percentage of students who are identified as college-ready according to the criteria described in the INDICATOR: College & Career Readiness section of this manual

Formula

Divide the unduplicated count of college -ready students by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Student Information System, Assessment Reporting System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

Number and Percentage of Career-Ready Students

DEFINITION:

General

Reports the number and percentage of students who are identified as career-ready according to the criteria described in the INDICATOR: College & Career Readiness section of this manual

Formula

Divide the unduplicated count of career-ready students by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Student Information System, Assessment Reporting System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

College-Ready: ACT Composite Score of 20 or Higher

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) scoring a composite score of 20 or higher on the ACT.

Formula

Divide the unduplicated count of students who have a composite score of 20 or higher on the ACT by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

Note: For students with multiple ACT scores, the highest composite score from any single administration may be used. "Superscores" (defined as a total score constructed from the highest subject score earned on any administration) are not used.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Assessment Reporting System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

College-Ready: SAT Score of 1040 or Higher

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) scoring 1040 or higher on the SAT.

Formula

Divide the unduplicated count of students who have scored 1040 or higher on the SAT by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

Note: For students with multiple SAT scores, the highest total score from any single administration may be used. "Superscores" (defined as a total score constructed from the highest section score earned on any administration) are not used.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Assessment Reporting System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

College-Ready: Advanced Placement (AP) Score of 3 or Higher

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) scoring 3 or higher on an AP exam.

Formula

Divide the unduplicated count of students who have scored 3 or higher on an AP exam by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Assessment Reporting System, The College Board

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

College-Ready: C or Higher on Approved Cambridge International Exam

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) scoring C or higher on any approved Cambridge International Exam. Approved Cambridge International Exams include any Advanced Level (A) exam, or an Advanced Subsidiary Level (AS) exam in Biology, Chemistry, Computer Science, Economics, English, Environmental Science/Management, History, Politics, Psychology, or foreign language (Chinese, French, German, Japanese, or Spanish).

Formula

Divide the unduplicated count of students who have scored C or higher on any approved Cambridge International Exam by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Assessment Reporting System, Cambridge International

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

College-Ready: International Baccalaureate (IB) Score of 4 or Higher

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) scoring 4 or higher on an International Baccalaureate (IB) higher learning (HL) exam.

Formula

Divide the unduplicated count of students who have scored 4 or higher on an International Baccalaureate (IB) higher learning (HL) exam by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Assessment Reporting System, International Baccalaureate Organization (IBO)

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

College-Ready: 6 Credits of Approved Dual Enrollment Courses

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) who have completed at least six (6) credit hours in approved dual enrollment courses with a grade of C or higher. A current list of approved courses can be found in the "**Download Data**" section of the SC School Report Cards website.

Formula

Divide the unduplicated count of students who have completed at least six (6) credit hours in approved dual enrollment courses with a grade of C or higher by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

Career-Ready: CTE Completers

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) who have completed Career and Technical Education (CTE) with certification.

Formula

Divide the unduplicated count of students who have completed Career and Technical Education (CTE) with certification in an approved career cluster (see Industry Credentials Earned by Career Cluster for more detail and a list of career clusters) by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

Note: On March 17, 2025, the Education Oversight Committee approved a change to begin using a system of Tiered Certifications and Credentials for CTE Completers. This change will go into effect for students who began High School during the 2024-2025 school year (i.e., ***9GR25****), who are expected to take their earliest CTE courses during the 2025-2026 school year, and who will be reported in the College & Career Readiness indicator on* ***2028 Report Cards****. Current information on the Certifications and Credentials, the tiers determined for these credentials, and the requirements for earning a Career Ready designation as a CTE Completer with three points of aligned certifications may be found on this SCDE webpage.*

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

Career-Ready: Work-Based Learning

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) successfully completing a state-approved work-based learning exit evaluation from an employer. The work-based learning program must include:

- Training agreement which defines a combination of objectives and a minimum of 40 practical experience hours or the highest number of hours required by industry defined competencies in a career pathway;
- Be aligned with state IGP career clusters;
- Include an industry evaluation that is created from the training agreement, which includes the world-class skills from the Profile of the South Carolina Graduate;
- The student must have earned a minimum of one unit in the pathway related to the work-based placement or completed a personal pathway of study.

Formula

Divide the unduplicated count of students who have successfully completed a state-approved work-based learning exit evaluation by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

Career-Ready: Demonstrating Career Readiness via Approved Assessment

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) who either earn a Silver, Gold, or Platinum National Career Readiness Certificate after taking the ACT WorkKeys exam or who earn a Level 3 Credential, a Level 4 Credential, or a Level 5 Credential after taking the WIN SC Career Ready Test.

Formula

Divide the number of students who either earn a Silver, Gold, or Platinum National Career Readiness Certificate after taking the ACT WorkKeys exam or who earn a Level 3 Credential, a Level 4 Credential, or a Level 5 Credential after taking the WIN SC Career Ready Test by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Assessment Reporting System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

Career-Ready: ASVAB Score of 31 or Higher

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) who have scored 31 or higher on the ASVAB.

Formula

Divide the unduplicated count of students who have scored 31 or higher on the ASVAB by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Assessment Reporting System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

Career-Ready: South Carolina High School Employability Credential

DEFINITION:

Number and percentage of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) who are identified as a student with a disability who successfully completes the South Carolina High School Employability Credential (https://ed.sc.gov/districts-schools/special-education-services/programs-and-initiatives-p-i/sc-employability-credential/) according to their Individualized Education Plan (IEP).

Formula

Divide the unduplicated count of students with a disability who successfully complete the South Carolina High School Employability Credential (see https://thesccredential.org/ or https://ed.sc.gov/districts-schools/special-education-services/programs-and-initiatives-p-i/sc-employability-credential/ for more details) according to their IEP by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes (High Schools only; used as a component of the CCR indicator according to the details presented in the INDICATOR: College & Career Readiness section of this manual)

LIFE Scholarship

DEFINITION:

General

This element reports the percentage of students in the graduation cohort meeting the eligibility requirements for the LIFE Scholarship

Formula

Determine the number of high school seniors meeting the eligibility requirements for the LIFE scholarship promulgated by the SC Commission on Higher Education, divide by the total number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort), and convert to a percentage. On Report Card, number and percentage of students meeting the eligibility for LIFE Scholarship will be reported.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Palmetto Fellows Scholarship

DEFINITION:

General

This element reports the percentage of students in the graduation cohort meeting the eligibility requirements for the Palmetto Fellows Scholarship

Formula

Determine the number of students in the four-year graduation cohort meeting the eligibility requirements for the Palmetto Fellows scholarship promulgated by the SC Commission on Higher Education, divide by the number of students in the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort). On Report Card, number and percentage of students meeting the eligibility for Palmetto Fellows will be reported.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

FAFSA Completion

DEFINITION:

General

The total number of seniors who are first-time FAFSA applicants in the current school, no older than 19 who also report they will be incoming first-year undergraduates the following year.

The total number of students as described above and percentage of graduating cohort who have completed a FAFSA form in the current school year. Data file is downloaded from studentaid.ed.gov and includes completed FAAs 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.

Formula

Data, as aggregated by the federal Department of Education, is by school. This data provides a number of applications submitted and also those completed. For report card purposes, only completions are reported. This data is matched to the current master list of schools to eliminate schools listed that are not active/open and to match school names to school IDs for report card purposes.

Present this indicator as the percentage of graduates, found by dividing the number of completed FAFSAs reported by the federal Department of Education, by the number of graduates from the school.

Note: The number of graduates used as the denominator of the FAFSA completion metric includes all students who graduated from the school during the most recently completed school year (whether early, on-time, or late) and might

not match the numerator of the Graduation Rate indicator. A note shall be included for this metric to draw the reader's attention to the fact that FAFSA completion is reported as a percent of graduates rather than as a percent of students in the four-year graduation cohort.

PROCEDURES:

Collected by:

U.S. Department of Education:
https://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-data

Reported by:

U.S. Department of Education:
https://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-high-school

Timeframe:

August

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

College Applications Completed

DEFINITION:

General

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

Formula

Present this indicator as the percentage of students from the four-year graduation cohort (see INDICATOR: Graduation Rate for a detailed definition of the graduation cohort) who have completed one or more college applications.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

College Enrollment

DEFINITION:

General

This indicator reports the percentage of graduates (*i.e.*, those earning a regular high school diploma) from the prior year's four-year graduation cohort (*i.e.*, 9GR = 20 for 2024 report cards) who were enrolled in an in-state or out-of-state

two- or four-year college in the Fall immediately following their on-time graduation year (*i.e.*, Fall 2023 for 2024 report cards).

Formula

Present this indicator as the percentage of graduates from the prior year's four-year graduation cohort (labeled "Total in the Class" in the National Student Clearinghouse report for the "Class of 2023") who were enrolled in an in-state or out-of-state two- or four-year college in the Fall immediately following their on-time graduation year (labeled "Total Enrolled" in the National Student Clearinghouse report).

PROCEDURES:

Collected by:

Education Oversight Committee, State Department of Education, National Student Clearinghouse

Reported by:

Schools/Districts

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

College Persistence

DEFINITION:

General

This indicator reports the percentage of graduates (*i.e.*, those earning a regular high school diploma) from the four-year graduation cohort two years prior (*i.e.*, 9GR = 19 for 2024 report cards) who enrolled in an in-state or out-of-state two- or four-year college during the year following their on-time graduation (*i.e.*, 2022-23 for 2024 report cards) and who returned for a second year of postsecondary education (*i.e.*, were also enrolled during Fall 2023).

Formula

Present this indicator as the percentage of graduates from the four-year graduation cohort two years prior who were enrolled in an in-state or out-of-state two- or four-year college during the year following their on-time graduation year (labeled "Enrolled Anywhere 1st Year" in the National Student Clearinghouse report for the "Class of 2022") who returned for continued enrollment for a second year (labeled "Enrolled Anywhere 2nd Year" in the National Student Clearinghouse report).

PROCEDURES:

Collected by:

Education Oversight Committee, State Department of Education, National Student Clearinghouse

Reported by:

Schools/Districts

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Enrollment in Career and Technical Education (CTE) Courses

DEFINITION:

General

The total number of students who are enrolled in Career and Technical Education (CTE) courses during the reported school year, either at the high school or at district or multi-district career center(s). Each course must meet a minimum of 250 minutes weekly.

Formula

Determine the unduplicated count of students at the high school who were enrolled in at least one CTE course during the school year reported.

PROCEDURES:

Collected by:

SCDE Office of Career and Technical Education and Student Transition Services

Reported by:

District Student Information System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Industry Credentials Earned by Career Cluster

DEFINITION:

General

The total number of industry credentials or certifications earned by students at the high school during the reported school year within the career clusters displayed. If a cluster is not available to students enrolled at the high school, that cluster may either be (a) listed showing that 0 students earned a credential in that career cluster, (b) listed showing an em dash (*i.e.*, "—") to indicate that the cluster was not offered, or (c) not listed. Current career clusters can be found at https://ed.sc.gov/instruction/career-and-technical-education/programs-and-courses/career-clusters/.

Formula

Determine the total count of industry credentials or certifications earned by students at the high school during the reported school year within each career cluster. Note that this is not an unduplicated count of students, as a student can complete more than one credential in the same school year.

PROCEDURES:

Collected and reported by:

SCDE Office of Career and Technical Education and Student Transition Services

Reported by:

District Student Information System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Career Readiness Assessment Results

DEFINITION:

General

This measure provides the number and percent of students tested who earn each of the career readiness certificate levels (bronze, silver, gold, and platinum on the ACT WorkKeys exam and Level 2, Level 3, Level 4, and Level 5 on the WIN SC Career Ready Test), along with the number and percent of students tested who did not earn a career readiness certificate, during the current school year.

PROCEDURES:

Collected by:

State Department of Education, Office of Research & Data Analysis

Reported by:

Assessment Reporting System

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Dual Enrollment / Dual Credit, Number of Courses

DEFINITION:

General

This indicator reports the total number of dual credit / dual enrollment courses taken (among all students) and completed in the school or district in the school year based on the 180th day count.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Dual Enrollment / Dual Credit, Number and Percentage of Students

DEFINITION:

General

This measure provides the number of 11th and 12th grade students and percentage of 11th and 12th grade students enrolled in a dual credit / dual enrollment course in the school or district based on the 180th day count.

Formula

(1) Find the total number of 11th and 12th grade students in a school
(2) Find the number of students enrolled in one or more dual credit / dual enrollment classes among 11th and 12th grade students.
(3) Divide (2) by (1) to obtain the percentage of students enrolled in a dual credit/dual enrollment course.

PROCEDURES:

Collected by:

State Department of Education, Office of Research & Data Analysis

Reported by:

District Student Information System

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

SAT Composite Score

DEFINITION:

Average SAT Composite score of graduating seniors, as reported by the College Board, by school, district, and state

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

College Board

Timeframe:

June 15

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

ACT Composite Score

DEFINITION:

Average ACT Composite score of graduating seniors (as reported by ACT) by school, district, and state.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

ACT

Timeframe:

June 15

REPORTING & USE:

Reported on School Cards: Yes (High Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Nation's Report Card

National Assessment of Educational Progress (NAEP) Performance

DEFINITION:

General

NAEP measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing academically since 1969.

NAEP is a congressionally mandated project administered by the National Center for Education Statistics (NCES) within the U.S. Department of Education and the Institute of Education Sciences (IES).

NAEP is given to a representative sample of students across the country. Results are reported for groups of students with similar characteristics (*e.g.*, gender, race and ethnicity, school location, etc.) not individual students. National results are available for all subjects assessed by NAEP. State and selected urban district results are available for mathematics, reading, and (in some assessment years) science and writing.

Formula

Achievement level (Percent Below Basic, Basic, Proficient, and Advanced) of SC 4th and 8th graders by subgroup on the most recent reporting of NAEP for Reading and Mathematics. Data will be reported for SC and the nation.

PROCEDURES:

Collected by:

State Department of Education, Office of Assessment

Reported by:

National Center for Education Statistics (NCES)

Timeframe:

Varies

REPORTING & USE:

Reported on School Cards: No
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

School Goals

School Goals

DEFINITION:

Federal law requires that each state report card include long-term goals and measurements of interim progress for all students and defined subgroups of students.

PROCEDURES:

Collected by:

State Department of Education

Reported by:

State Department of Education

Timeframe:

Varies

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Continuous Improvement

Intervention Identification

DEFINITION:

Both state statute and federal law contain requirements that schools and districts with student outcomes below given thresholds receive certain designations and supports for continuous improvement. School report cards shall indicate any designations that the school has received. District report cards shall include a list of schools within the district that have received a designation, as well as indicate any designations the district has received. The State Report Card will include a list of all schools and districts in the state receiving a designation. For more detailed information about the designations and related supports, please see the Continuous Improvement Designations and Supports section.

PROCEDURES:

Collected by:

State Department of Education

Reported by:

State Department of Education

Timeframe:

Upon publication of Report Cards

REPORTING & USE:

Reported on School Cards: Yes (Support Status of current school shall be displayed; list of supported schools need not be provided)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

SCHOOL ENVIRONMENT

School Climate

School Climate Measure

DEFINITION:

General:

This indicator reports the perceptions of stakeholders as measured by factor scores that are based on select items from the School Climate survey (see the INDICATOR: School Climate section for more details).

Formula

Detailed steps given in the INDICATOR: School Climate section.

PROCEDURES:

Collected by:

SC Department of Education, Office of Research and Data Analysis

Reported by:

School Climate survey results.

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: Yes

Seventh and Eighth Grade Students Enrolled in High School Credit Courses

DEFINITION:

General

This reports the percentage of seventh and eighth grade students that enroll in courses for high school credit (excludes keyboarding).

Formula

(1) Determine the total number of students enrolled 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.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of School Year

REPORTING & USE:

Reported on School Cards: Yes (Middle Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Gifted and Talented, Percentage of Students Served

DEFINITION:

General

This reports the percentage of students who meet the state guidelines and received gifted and talented services provided by the state

Formula

(1) Determine the number of students (grades three through ten) at the school, district, or state (as appropriate for the Report Card in question) who qualified and received gifted and talented services as per state-identification guidelines.
(2) Divide the sum by the total number of students enrolled in grades three through ten at the school, district, or state (as appropriate for the Report Card in question).

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Finance

Reported by:

District Student Information System

Timeframe:

135th day Data Collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Student Retention

DEFINITION:

General

This indicator reports the percentage of students in Kindergarten through Grade 8 required to repeat grade levels because of insufficient progress in the last completed school year.

Formula

(1) Determine the total number of students classified at the same grade level for two consecutive years at the school, district, or state (as appropriate for the Report Card in question).
(2) Divide the sum by the total student enrollment at the school, district, or state (as appropriate for the Report Card in question) on the 135th day.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe

135th day Data Collection

REPORTING & USE:

Reported on School Cards: Yes (Primary, Elementary, and Middle School only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

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

DEFINITION:

General

This fact reports the length of time that the principal or superintendent has been assigned to lead the school, district, or state (as appropriate for the Report Card in question).

Formula

Total the leader's actual length of time at the school, district, or state (as appropriate for the Report Card in question): 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:

School Summer Survey, District Summer Survey

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Percent of Classrooms with Wireless Access

DEFINITION:

General

This indicator provides information on the percentage of classrooms that have sufficient wireless access points (all students can access the internet simultaneously). Classroom is defined as a room with a certified teacher who provides direct instruction to students.

Formula

Will be reported as a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

May-June 30

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Percent of Students Using 1:1 Computing (One Computer for Every Student)

DEFINITION:

General

This indicator provides information on the percentage of students with access to a device for use during the school day.

Formula

Percentage of students enrolled as of day 135 of school who have been assigned a device provided by the school/district or have provided their own device for use during the school day.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

May-June 30

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Chronic Absenteeism Rate

DEFINITION:

Chronic absenteeism is defined as missing at least at least half of the school day for at least 10 percent of school days enrolled (approximately 18 days in a full school year) for any reason, excused or unexcused. This is the definition of Chronic Absenteeism as reported per guidance from EDFacts, in accordance with the Office for Civil Rights' guidance. Chronically absent students include students who are absent for any reason (*e.g.*, illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.

This metric is applied to any student with an enrollment period of greater than 10 days in a school or district. If a student is absent for 10% or more of the enrollment period, the student is considered chronically absent. For the purposes of this metric, a student is considered absent if they miss more than 50% of the instructional day. If a student moves to another district after a period of enrollment greater than ten days in which they were absent for 10% or more of the enrollment period, they are still considered chronically absent in the previous district regardless of attendance in the

receiving district. Prior year results required by the U.S. Department of Education are available in the Download Data section of the report cards.

Note: Chronic absenteeism data are lagged data and are reported for the school year prior to the school year that is reported on the rest of the school report card. Therefore, 2026 Report Cards report the chronic absenteeism rate for the 2024-25 School Year.

PROCEDURES:

Collected by:

State Department of Education

Reported by:

School Districts, Student Information System

Timeframe:

Ongoing collection; pulled on 180th day

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Percentage of 8th Graders with an Individual Graduation Plan (IGP)

DEFINITION:

General

Percentage of 8th graders in a school who have completed an IGP.

Formula

Number of 8th graders in school completing an IGP divided by number of 8th graders in a school, expressed as a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (Middle Schools only)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Select School Climate Survey Items (reported on School Climate page)

DEFINITION:

General

Percentage of respondents who indicated agreement with select individual survey items from Teacher, Student, and Parent School Climate Surveys are reported on report cards.

Formula

Report the number of Teacher, Student, and Parent surveys that were submitted for the school, district, or state as appropriate for the report card in question. Then report the percentage of respondents (excluding the respondents who left the item blank or selected “No Answer” from the denominator) who selected “Mostly Agree” or “Agree” for the following individual items:

- I am satisfied with the learning environment in my [child’s] school.
- I am satisfied with the social and physical environment at my [child’s] school.
- I am satisfied with home-school relations [at my child’s school].

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Education Oversight Committee

Reported by:

District Student Information System

Qualtrics survey platform

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Classroom Environment

Read to Succeed Certification, Percentage of K-3 Teachers with

DEFINITION:

General

Percentage of K-3 teachers with Read to Succeed certification.

Formula

(1) Determine the total number of K-3 teachers at the school, district, or state (as appropriate for the Report Card in question) with Read to Succeed certification.
(2) Divide the sum by the total number of teachers at the school, district, or state (as appropriate for the Report Card in question).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts via Professional Certification Staff (PCS) file

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes (only Primary and Elementary Schools with grades K-3)
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Advanced Degrees, Percentage of Teachers with

DEFINITION:

General

Percentage of teachers with earned degrees above a bachelor's degree.

Formula

(1) Determine the total number of teachers at the school, district, or state (as appropriate for the Report Card in question) with master's degrees and above.
(2) Divide the sum by the total number of teachers in the school, district, or state (as appropriate for the Report Card in question).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts via Professional Certification Staff (PCS) file

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Attendance Rate, Teacher Average Daily

DEFINITION:

General

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

Formula

(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.

Professional development days attended with permission of a school or district administrator are excused from the calculation.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Teacher Attendance Survey

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Continuing Contract Status, Teachers with

DEFINITION:

General

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

Formula

Divide the total number of full-time equivalent (FTE) teachers at the school, district, or state (as appropriate for the Report Card in question) with continuing contract status during the Ratings year by the total number of FTE teachers in the school, district, or state (as appropriate for the Report Card in question).

PROCEDURES:

Collected by:

State Department of Education, Office of Educator Certification

Reported by:

School districts; Educator Information System

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Teachers 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 and for a one-year period.

Formula

(1) Determine total number of teachers assigned to the school, district, or state (as appropriate for the Report Card in question) in year previous to Ratings performance year.
(2) Determine number of teachers who returned to the same school, district, or state (as appropriate for the Report Card in question) in the Ratings year.
(3) Divide the result from step (2) by the result from step (1). This will be the rate for the one-year period.
(4) Average the result yielded in step (3) for the preceding three-year period.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Professional Certified Staff (PCS) file

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

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 school 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 school counselors, in the school, district, or state (as appropriate for the Report Card in question) in the Ratings year.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Student-Teacher Ratio for Core Subjects

DEFINITION:

General

This measure reports the student-teacher ratio for English Language Arts, mathematics, science, and social studies classes.

Formula

(1) Determine the unduplicated number of students enrolled at the school (or district or state) in the grade levels reported on the report card in question (excluding students enrolled in self-contained special education classes) receiving instruction in mathematics, English language arts, science, or social studies (or enrolled in classes in these content areas for secondary schools) on the forty-fifth day of school.
(2) Determine the total number of FTEs allocated to delivering instruction in mathematics, English language arts, science, or social studies (or FTE in these content areas for secondary schools) at the school (or district or state) in the grade levels reported on the report card in question (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 students with disabilities: (3) / (4).
(8) Find the sum of the student-teacher ratios, weighted by the proportion of students:

[((1) / (5)) * (6)] + [((3) / (5)) * (7)].

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts via Professional Certification Staff (PCS) file and on the Summer Survey for verification of new data systems

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Inexperienced and Out-of-Field Teachers

DEFINITION:

General

This indicator reports on the number and percentage of teachers in the school/district who meet the definitions of "Inexperienced", or "Out-of-field." Definitions per South Carolina's ESSA Plan:

Inexperienced Educator:

- An inexperienced teacher is defined as a teacher who has three or fewer years of teaching experience as indicated on their South Carolina license. In South Carolina, districts may keep their teachers on induction contracts for up to three years.

Out-of-Field Teacher:

- An out-of-field teacher is defined as a teacher who is teaching one or more courses or classes in a subject for which they do not have the appropriate certification. In South Carolina, a teacher has the appropriate certification if they have a certificate in the area or a certification permit in the area.

Formula

Inexperienced Educator

(1) Determine the number of full-time equivalent (FTE) inexperienced educators teaching.
(2) Determine the number of full-time equivalent (FTE) educators teaching.
(3) Divide step (1) by step (2)

Out-of-Field Teacher

(1) Determine the number of full-time equivalent (FTE) out of field educators teaching.
(2) Determine the number of full-time equivalent (FTE) educators teaching.
(3) Divide step (1) by step (2)

PROCEDURES:

Collected by:

State Department of Education

Reported by:

SC Educator

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Note: While ESSA prompts states to make public definitions and measures of effective teaching, it does not require reporting of this measure.

Inexperienced School Leaders

DEFINITION:

General

This indicator reports on the number and percentage of principals and other school leaders in the school (or the district or the state, for district and state report cards) who meet definitions of either "principal" or "other school leader" AND meet the appropriate definition of "inexperienced."

School Leader Definitions:

- Principals are any educators with the position codes of 01 (Principal), 13 (Director, Career & Technology Education Ctr.), or 31 (Director, Alternative Program/School) in SC Educator.
- Other School Leaders are any educators with the position codes of 02 (Assistant Principal), 14 (Assistant Director, Career & Technology Education Ctr.), or 88 (Administrative Assistant, Co-Principal) in SC Educator.

Inexperienced Definitions:

- An Inexperienced Principal is any Principal who does not possess a Tier 2 certification OR who has not held a combination of position codes 01, 13, or 31 for greater than two years. This information is sourced from SC Educator.
- An Inexperienced Other School Leader is any Other School Leader who does not possess a Tier 2 certification OR who has not held a combination of position codes 01, 13, 31, 02, 14, or 88 for greater than two years. This information is sourced from SC Educator.

Formula

Inexperienced Principals

(1) Determine the number of Inexperienced Principals in the school, district, or state (as appropriate for the report card in question).
(2) Determine the number of Principals in the school, district, or state (as appropriate for the report card in question).
(3) Divide step (1) by step (2)

Inexperienced Other School Leaders

(1) Determine the number of Inexperienced Other School Leaders in the school, district, or state (as appropriate for the report card in question).
(2) Determine the number of Other School Leaders in the school, district, or state (as appropriate for the report card in question).
(3) Divide step (1) by step (2)

PROCEDURES:

Collected by:

State Department of Education

Reported by:

SC Educator

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Student Safety

Discipline Information

DEFINITION:

General

The unduplicated number of the student population involved in incidents occurring on school grounds, on school transportation, or at school-sponsored events, disaggregated by incident type.

1. In-School suspensions
2. Out-of-school suspensions
3. Expulsions
4. School-related arrests
5. Referrals to law enforcement
6. Incidents of bullying and harassment
7. Incidents of violence, which include:
    a. Incidents involving a firearm
    b. Homicides
    c. Rape or attempted rape
    d. Sexual assaults (not rape)
    e. Robbery without a weapon
    f. Physical attack with a weapon
    g. Physical attack without a weapon
    h. Threats of physical attack with weapon
    i. Threats of physical attack without a weapon
    j. Incidents of possession of a firearm or explosive

Note: Incidents (number) will be disaggregated and reported out by incident type on the Report Card.

PROCEDURES:

Collected by:

SC Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System, Incident Management System (IMS)

Timeframe:

Reported data will include data inputted into the Incident Management System (IMS) for the current school year. Data from the Civil Rights Data collection will be reported via a web link to comply with a directive from the Office of Civil Rights.

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Select School Climate Survey Items (reported on Student Safety page)

DEFINITION:

General

Percentage of respondents who indicated agreement with select individual survey items from Teacher, Student, and Parent School Climate Surveys are reported on report cards.

Formula

Report the number of Teacher, Student, and Parent surveys that were submitted for the school, district, or state as appropriate for the report card in question. Then report the percentage of respondents (excluding the respondents who left the item blank or selected “No Answer” from the denominator) who selected “Mostly Agree” or “Agree” for the following individual items:

Parent School Climate Survey:

- My child feels safe at school.
- My child's teachers and school staff prevent or stop bullying at school.

Student School Climate Survey:

- Adults at my school prevent bullying from happening.
- I feel safe at my school during the school day.
- The rules for behavior are enforced at my school.

Teacher School Climate Survey:

- I feel safe at my school during the school day.
- The rules for behavior are enforced at my school.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Education Oversight Committee

Reported by:

District Student Information System

Qualtrics survey platform

Timeframe:

End of school year

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Financial Data

Average Teacher Salary

DEFINITION:

General

This indicator reports the average salary of teachers at the school, district, or state (as appropriate for the Report Card in question). On School and District Cards, this average is compared to the state average teacher salary.

Formula

(1) Add the salaries of the total full-time teachers assigned to the school, district, or state (as appropriate for the Report Card in question; based on 190 days).
(2) Divide the sum by the total full-time teachers assigned to the school, district, or state (as appropriate for the Report Card in question; based on 190 days).

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School districts – Professional Certified Staff (PCS) file

Timeframe:

End-of-year school year data collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Classroom Instruction, Percent Expended on

DEFINITION:

General

This measure 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 “most recent audited data.”

PROCEDURES

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135-day data collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Percentage of Expenditures Spent on Teacher Salaries

DEFINITION:

General

This measure provides information on the percentage of per student expenditures spent on teacher, instructional assistant, and substitute salaries for the prior school year.

Formula

(1) Add teacher salaries, instructional assistant salaries, and substitute teacher pay for the year of the Report Card data at the school, district, or state (as appropriate for the Report Card in question).
(2) Divide by the total dollars spent per student.

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135-day data collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Salaries, Administrative

DEFINITION:

General

This measure 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 and with a contract length of at least 190 days.)
(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

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Poverty Index

DEFINITION:

General

As defined for purposes of the Education Finance Act (EFA), the percentage of students who are transient, a runaway, in foster care, homeless, or have been Medicaid-eligible or qualified for SNAP or TANF services within the last three years.

PROCEDURES:

Collected by:

South Carolina Department of Education

SC Revenue and Fiscal Affairs (RFA) Office

Reported by:

School Districts: District Student Information System

Timeframe:

180 Day Collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Dollars Spent Per Pupil

DEFINITION:

General

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

Formula

(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, or state (as appropriate for the Report Card in question).

Note: Footnote on Report Card with statement "most recent audited data."

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135th day data collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

GENERAL INFORMATION

Non-Indicator Information

Total Number of Enrolled Students

DEFINITION:

General

Total number of students enrolled in grades Pre-K (3- and 4-year old programs) through 12 in the school, district, or state (as appropriate for the Report Card in question) on the forty-fifth day of school.

Formula

Determine the student count for the total number of students enrolled in the school, district, or state (as appropriate for the Report Card in question) in grades Pre-K through 12 on the forty-fifth day of school at their school of enrollment.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

45th day Data Collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Total Number of Teachers in School

DEFINITION:

General

Total number of teachers employed in the school, district, or state (as appropriate for the Report Card in question) on the 135th day of the reporting year.

Formula

Determine the total number of teachers employed in the school, district, or state (as appropriate for the Report Card in question) in grades Pre-K through 12 on the 135th day of school for their school of employment.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

PCS file

Timeframe:

135th day Data Collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

School / District Websites and Social Media Channels

DEFINITION:

General

The school, district, or state (as appropriate for the Report Card in question) website address as well as Facebook or Twitter channels (as applicable)

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey, District Summer Survey

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Report Card Narrative

DEFINITION:

General

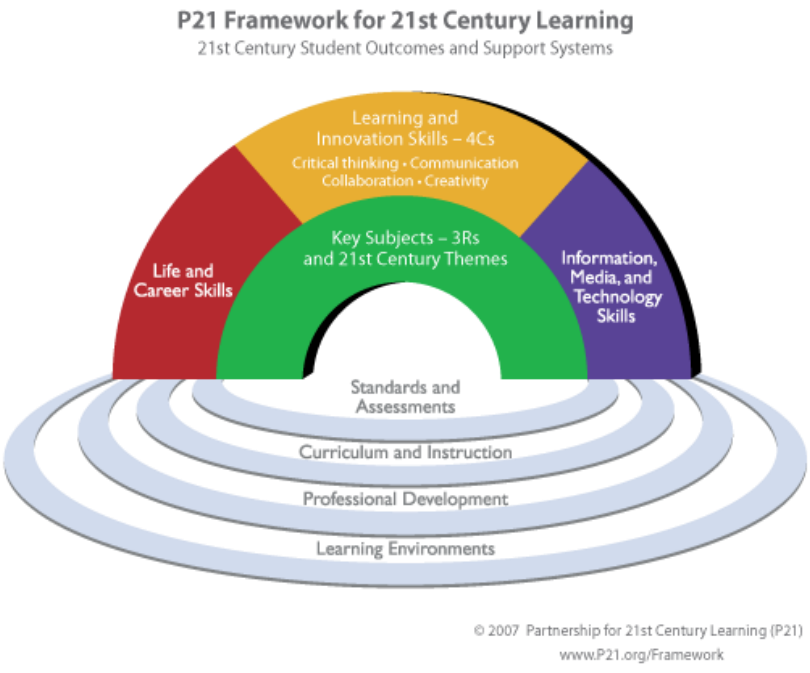
For the district and school Report Cards, district superintendents, school principals, and School Improvement Councils are asked to focus on the World Class Skills of the *Profile of the South Carolina Graduate* and respond to the following prompt:

> Our district/school is helping all students develop the World Class Skills of the *Profile of the South Carolina Graduate* by . . . .

For example, districts and schools may want to focus on the four Cs – critical thinking, communication, collaboration, and creativity. To make this even more targeted, a district or school may choose at least two of the four Cs and explain briefly what your district/school has done in the current school year to increase student readiness and provide data to show whether your efforts are having an impact.

The following framework developed by Partnerships for 21st Century Skills may be of assistance:

http://www.battelleforkids.org/networks/p21



PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Summer Survey, District Summer Survey

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Reported on State Card: Yes
Included in Accountability Measure: No

Subgroup Coding for Accountability

Economically Disadvantaged Students (Pupils in Poverty)

DEFINITION:

General

Since 2017 (as specified in this memo), after the United States Department of Agriculture has changed the funding mechanism associated with the National School Lunch Program, South Carolina has used a methodology for identifying students in poverty based on:

- Supplemental Nutrition Assistance Program (SNAP),
- Temporary Assistance for Needy Families (TANF),
- Medicaid (within three years),
- Foster,
- Migrant, and
- Homeless/Runaway status.

Formula

While there is no specific place in the student information system in which a student can be directly coded as a pupil in poverty (PIP), a PIP indicator is derived from relevant fields and combined with data from other state agencies to identify PIP for accountability purposes.

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Federal & State Accountability

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Migrant Students

DEFINITION:

General

An SEA approved Certificate of Eligibility (COE) that is completed by a SEA-approved Title I, Part C recruiter is required to determine eligibility for migratory status while resident and enrolled in a school district.

The term ‘‘migratory child’’ means a child or youth who made a qualifying move in the preceding 36 months. A “qualifying move” is defined as a move:

- that occurred in the preceding 36 months
- as a migratory agricultural worker or fisher, or
- to join a parent or spouse who is a migratory agricultural worker or fisher, and
- due to economic necessity, and
- from one residence to another residence, and
- from one school district to another school district, except—
    - in the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or
    - in the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence

Examples of Agricultural and Fishing work:

- any activity directly related to the production or processing of crops, dairy products, poultry or livestock for initial commercial sale or personal subsistence;
- any activity directly related to the cultivation or harvesting of trees; or
- any activity directly related to fish farms.

Current lists of eligible migratory students for your district are provided by the SCDE Title I, Part C MEP Coordinator and Diversity, Inclusion, & Access (DIA) Team Lead, Zach Taylor: 803-734-8219, ztaylor@ed.sc.gov

Formula

MigrantIndicator equals '1'

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Federal & State Accountability

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Military Connected Students

DEFINITION:

General

Parent Military Status (ParentsMilitaryStatus) is coded based on the following list:

- 01 – A Parent or Guardian is serving in the National Guard but is not deployed.
- 02 – A Parent or Guardian is serving in the Reserves but is not deployed.
- 03 – A Parent or Guardian is serving in the National Guard and is currently deployed.
- 04 – A Parent or Guardian is serving in the Reserves and is currently deployed.
- 05 – A Parent or Guardian is serving in the military on active duty but is not deployed.
- 06 – A Parent or Guardian is serving in the military on active duty and is currently deployed.
- 07 – The student's Parent or Guardian died while on active duty within the last year.
- 08 – The student's Parent or Guardian was wounded while on active duty within the last year.

Formula

ParentMilitaryStatus equals any of the following ('01', '02', '03', '04', '05', '06', '07', '08')

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Federal & State Accountability

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes

Included in Accountability Measure: No

Multilingual Learners

DEFINITION:

General

South Carolina defines Multilingual Learners (MLs) as a student who has a primary language other than English and is not initially proficient in listening, speaking, reading, writing, or comprehension in English as determined by an English language proficiency assessment instrument.

Note: MLs who have demonstrated English language proficiency and are in a four-year period of monitoring following their exit from the Multilingual Learner Program are still considered part of the ML subgroup and will have their assessment scores and accountability results included in the disaggregated data reported for the ML subgroup on School Report Cards. However, MLs on a monitoring status cannot be included in the Multilingual Learners' Progress indicator per federal guidance.

Formula

Multilingual Learners (may be named English, EngProf, ESL) are defined as students who are coded with values 1 through 4.3 as well as students who exited but are monitored, M1-M4 (see table below), and are **not** classified with any of the following codes: ('6P', '7', '7P', '8', '8.0', '8FOREX', '8FRMEL', '8NVREL', '9', '9.0', or blank)

English Proficiency Code	Criteria	Dropdown List Description	ELP Assessment Required
1.0-1.9	Student scored **Entering** on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher(s). or Combined Listening and Speaking score of ≤ 26 on K W- APT 1st semester. or Combined Listening & Speaking score of ≤ 26, or a reading raw score of ≤ 13, or a writing score of ≤ 16 on K W-APT 2nd semester – 1st semester 1st grade.	Entering	Y
2.0-2.9	Student scored **Emerging** on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher(s).	Emerging	Y
3.0-3.9	Student scored **Developing** on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher.	Developing	Y
4.0-4.3	Student scored **Expanding** on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher(s).	Expanding	Y
M1	This is the 1st year of monitoring. • Scored ≥ 4.4 overall composite score, *or* • Combined score of ≥ 27 on Listening and Speaking test on K W-APT 1st semester or ≥ 4.4 or higher on WIDA MODEL, *or* • P1 or higher on WIDA Alternate ACCESS.	1st Year Monitor	N
M2	2nd year monitoring	2nd Year Monitor	N
M3	3rd year monitoring	3rd Year Monitor	N
M4	4th year monitoring	4th Year Monitor	N

Note: Most students scoring 4.4-6.0 will have met the English proficiency criteria and will be coded M1 (1st Year Monitor). However, there are a few exceptions where a student may score a 4.4-6.0 and remain in the Multilingual Learner Program (MLP). Please see these example scenarios where this coding may be applicable.

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Federal & State Accountability

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Students From Major Racial and Ethnic Groups

DEFINITION:

General

Student membership in major racial and ethnic groups is stored in the student information system in multiple fields and variables. For school report cards, these fields are used to derive five major racial and ethnic groups (AP, B, H, I, W).

Formula

Student demographics are processed for inclusion or exclusion in the following groups in the order shown below and student records are designated for membership in the first subgroup for which their SIS data meets the criteria for inclusion:

- Hispanic (H) – All students for whom FedEthnicity = 1 (on the "General Demographics" screen, "Is the student Hispanic or Latino?" is marked "Yes")
- Black, non-Hispanic (B) – All students for whom RaceCd_B = 1 (on the "General Demographics" screen, the "Black or African American" box is ticked under "What is the student's race?")
- American Indian (I) – All students for whom RaceCd_I = 1 (on the "General Demographics" screen, the "American Indian or Alaska Native" box is ticked under "What is the student's race?")
- Asian or Pacific Islander (AP) – All students for whom either RaceCd_A = 1 or RaceCd_P = 1 (on the "General Demographics" screen, either the "Asian" box or the "Native Hawaiian or Other Pacific Islander" box is ticked under "What is the student's race?")
- White, non-Hispanic (W) – All students for whom RaceCd_W = 1 (on the "General Demographics" screen, the "White" box is ticked under "What is the student's race?")

If a student record has no racial or ethnic demographic information in the current data analyzed, then historical student records will be analyzed for available demographic information.

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Federal & State Accountability

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Students Identified as Homeless

DEFINITION:

General

Homeless indicator based on information collected within Primary Night Time Residence (Night_Residence) field. Select the primary nighttime residence for the student from permitted values below:

- S – Shelters, transitional housing
- D – Doubled–up means sharing the housing of other persons due to economic hardship, loss of housing or other reasons (such as domestic violence).
- U – Unsheltered includes cars, parks, camp grounds, temporary trailers including FEMA trailers, abandoned buildings, or substandard housing
- H – Hotels/motels

Formula

HomelessIndicator equals 'Y'

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Federal & State Accountability

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Students in Foster Care

DEFINITION:

General

Foster Home status is based on whether or not a student resided in a foster home for the current school year:

- Y – Yes

Formula

Foster_Home equals 'Y'

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Federal & State Accountability

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Students with a Disability (SWD)

DEFINITION:

General

A student with a disability (SWD) is any actively enrolled student with a current IEP.

Formula

Instructional Setting equals any of the following codes ('SE', 'SR', 'SP')

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Federal & State Accountability

Reported by:

Student Information System

Timeframe:

First Day of Testing and 180th day Data Collection

REPORTING & USE:

Reported on School Cards: Yes
Reported on District Cards: Yes
Included in Accountability Measure: No

Longitudinal Accountability

For longitudinal accountability (*i.e.*, GradRate, CCR, and High School Success) see following logic to determine subgroup membership.

SUBGROUP	CODING
Migrant	If ever Migrant since starting High School, mark as Migrant
Homeless	If ever Homeless since starting High School, mark as Homeless
Military Connected	If ever Military Connected since starting High School, mark as Military Connected
Foster	If ever Foster since starting High School, mark as Foster
Students with a Disability (SWD)	If ever identified as a student with a disability since starting High School, mark as SWD.

SUBGROUP	CODING
Multilingual Learners	Because of monitoring status, the coding for longitudinal accountability will be tracked as follows: • If the English Proficiency Code* does NOT equal (‘6P’, ’7’, ’7P’, '8', '8.0', '8FOREX', '8FRMEL', '8NVREL', '9', '9.0', or blank) then Multilingual Learner Subgroup=’YES’; • ALSO if English Proficiency equals any monitoring status code (‘M1’, ‘M2’, ‘M3’, ‘M4’) during prior years then code as follows: • If one year prior ESL equals ('M4',’P4’) then Multilingual Learner Subgroup=’NO’; • If two years prior ESL equals (‘M3’,’M4’,‘P3’,’P4’) then Multilingual Learner Subgroup =’NO’; • If three years prior ESL equals ('M2','M3','M4',‘P2’,‘P3’,’P4’) then Multilingual Learner Subgroup =’NO’; • If four years prior ESL equals (‘M1’,’M2’,‘M3’,’M4’,‘P1’,’P2’,‘P3’,’P4’) then Multilingual Learner Subgroup =’NO’;

APPENDIX B: Checklist of Required Report Card Elements

Tables appear below for the elements of information which must be present on the report cards hosted at https://screportcards.com/. For each element listed, a checkbox (❑) is displayed in the column if the element is required to appear on the page for that type of report card. An em dash (—) is displayed if that element does not appear on the indicated report card. An open circle (○) is displayed if that element only appears on the indicated report card if it applies to the school (or district) reported on that page. Each element is linked to the page in this document which describes it.

Landing Page

Report Card Element	Primary	ES / MS	HS	District	State
Overall Rating (total rating points and rating level)	—	❑	❑	—	—
Overall Rating Scale (level definitions & point ranges)	—	❑	❑	—	—
Directory Information					
Name of the School, District, or State	❑	❑	❑	❑	❑
Main Phone Number	❑	❑	❑	❑	❑
Mailing Address of Main Offices	❑	❑	❑	❑	❑
School Identification Number (or BEDS code)	❑	❑	❑	❑	—
Link to Main Website	❑	❑	❑	❑	❑
Link to Social Media Pages	○	○	○	○	○
Name of Principal / Superintendent	❑	❑	❑	❑	❑
Name of School Board Chair	—	—	—	❑	—
Total Membership					
Total Number of Students	❑	❑	❑	❑	❑
Total Number of Teachers	❑	❑	❑	❑	❑
Report Card Narrative	❑	❑	❑	❑	❑
Current Support Status (see Continuous Improvement)	❑	❑	❑	—	—
Links to Subpages:					
Academic Achievement	❑	❑	❑	❑	❑
Preparing for Success	❑	❑	❑	❑	❑
Multilingual Learners' Progress	○	○	○	❑	❑
Student Progress	—	❑	—	❑	❑
Graduation Rate	—	—	❑	❑	❑
College & Career Readiness	—	—	❑	❑	❑
Nation's Report Card	—	—	—	❑	❑
School Goals	❑	❑	❑	❑	❑
Continuous Improvement	—	—	—	❑	❑
School Climate	❑	❑	❑	❑	❑
Classroom Environment	❑	❑	❑	❑	❑
Student Safety	❑	❑	❑	❑	❑
Financial Data	❑	❑	❑	❑	❑

Academic Achievement Page

Report Card Element	Primary	ES / MS	HS	District	State
Overall Student Performance (ES & MS / HS)					
% meeting or exceeding expectations (%M/EE) in English language arts (ELA)	○	❑	❑	❑	❑
% meeting or exceeding expectations (%M/EE) in Mathematics	○	❑	❑	❑	❑
Comparison metrics for district	○	❑	❑	—	—
Comparison metrics for the state	○	❑	❑	❑	—
Above metrics expressed as a fraction	○	❑	❑	❑	❑
Performance by Achievement Level (ES & MS / HS)					
% scoring at each achievement level (%AchLvl)	○	❑	❑	❑	❑
% not tested (%NotTested)	○	❑	❑	❑	❑
Comparison metrics for district	○	❑	❑	—	—
Comparison metrics for the state	○	❑	❑	❑	—
Above metrics expressed as a fraction	○	❑	❑	❑	❑
Disaggregated Performance (ES & MS / HS)					
%M/EE by grade level in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested by major racial and ethnic groups in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for pupils in poverty (PIP) and non-PIP in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for SWD and Non-SWD in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for Multilingual Learners (MLs) in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested by gender in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for students identified as homeless in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for students in foster care in both ELA & Math	○	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for military connected students in both ELA & Math	○	❑	❑	❑	❑
Comparison metrics for district	○	❑	❑	—	—
Comparison metrics for the state	○	❑	❑	❑	—
All above metrics expressed as a fraction	○	❑	❑	❑	❑
Prime Instructional Time	❑	❑	❑	❑	❑

Preparing for Success Page

Report Card Element	Primary	ES / MS	HS	District	State
Overall Student Performance (ES & MS / HS)					
% meeting or exceeding expectations (%M/EE)	—	❑	❑	❑	❑
Comparison metrics for district	—	❑	❑	—	—
Comparison metrics for the state	—	❑	❑	❑	—
Above metrics expressed as a fraction	—	❑	❑	❑	❑
Performance by Achievement Level (ES & MS / HS)					
% scoring at each achievement level (%AchLvl)	—	❑	❑	❑	❑
% not tested (%NotTested)	—	❑	❑	❑	❑
Comparison metrics for district	—	❑	❑	—	—
Comparison metrics for the state	—	❑	❑	❑	—
Above metrics expressed as a fraction	—	❑	❑	❑	❑
Disaggregated Performance (ES & MS / HS)					
%M/EE by grade level	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested by major racial and ethnic groups	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for pupils in poverty (PIP) and non-PIP	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for SWD and Non-SWD	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for Multilingual Learners (MLs)	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested by gender	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for students identified as homeless	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for students in foster care	—	❑	❑	❑	❑
%M/EE, %AchLvl, and %NotTested for military connected students	—	❑	❑	❑	❑
Comparison metrics for district	—	❑	❑	—	—
Comparison metrics for the state	—	❑	❑	❑	—
All above metrics expressed as a fraction	—	❑	❑	❑	❑
Percentage of Students Passing Civics Test	—	—	❑	❑	❑
Kindergarten Readiness Rate					
Percentage of students at each Performance Level	❑	○	—	❑	❑
Demonstrating Readiness by domain	❑	○	—	❑	❑
Demonstrating Readiness by domain for district	❑	○	—	—	—
Demonstrating Readiness by domain for the state	❑	○	—	❑	—
1st Grade Students on-track for 2nd Grade Success	○	○	—	❑	❑
Comparison metrics for district	○	○	—	—	—
Comparison metrics for the state	○	○	—	❑	—
2nd Grade Students on-track for 3rd Grade Success	○	○	—	❑	❑
Comparison metrics for district	○	○	—	—	—
Comparison metrics for the state	○	○	—	❑	—

Multilingual Learners' Progress Page

Report Card Element	Primary	ES / MS	HS	District	State
Multilingual Learners' Progress Indicator					
% MLs who met annual progress goals	❑	❑	❑	❑	❑
Comparison metrics for district	❑	❑	❑	—	—
Comparison metrics for the state	❑	❑	❑	❑	—
Above metrics expressed as a fraction	❑	❑	❑	❑	❑
Links to relevant information and resources	❑	❑	❑	❑	❑

Student Progress Page

Report Card Element	Primary	ES / MS	HS	District	State
Student Progress Indicator					
Student Progress Points earned out of 35 (SPP)	—	❑	—	❑	❑
% of Growth Records indicating Median Annual Growth or better (%MAG)	—	❑	—	❑	❑
% of Growth Records indicating Added-Value Growth or better (%AVG)	—	❑	—	❑	❑
Rating Points Based on Individual Targets Attained earned out of 35 (RP_T)	—	❑	—	❑	❑
Rating Points Based on Percent of AVTs Met earned out of 35 (RP_P)	—	❑	—	❑	❑
Rating Points Based on the Norm-Referenced Value-Added Model's Index of Student Progress at the School earned out of 35 (ISP_{sch})	—	❑	—	❑	❑
Comparison metrics for district	—	❑	—	—	—
Comparison metrics for the state	—	❑	—	❑	—
%MAG and %AVG expressed as a fraction	—	❑	—	❑	❑
Interactive Data Visualization can display:					
SPP, %MAG, %AVG, RP_T, RP_P, and ISP_{sch} by major racial and ethnic groups	—	❑	—	❑	❑
SPP, %MAG, %AVG, RP_T, RP_P, and ISP_{sch} for pupils in poverty (PIP) and non-PIP	—	❑	—	❑	❑
SPP, %MAG, %AVG, RP_T, RP_P, and ISP_{sch} for SWD and Non-SWD	—	❑	—	❑	❑
SPP, %MAG, %AVG, RP_T, RP_P, and ISP_{sch} for Multilingual Learners (MLs)	—	❑	—	❑	❑
Comparison metrics for district	—	❑	—	—	—
Comparison metrics for the state	—	❑	—	❑	—
%MAG and %AVG expressed as a fraction	—	❑	—	❑	❑

Graduation Rate Page

Report Card Element	Primary	ES / MS	HS	District	State
Graduation Rate Indicator					
% of graduation cohort receiving regular diploma	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
Above metrics expressed as a fraction	—	—	❑	❑	❑
Four-years of historical graduation rates for school	—	—	❑	—	—
Four-years of historical graduation rates for district	—	—	❑	❑	—
Four-years of historical graduation rates for state	—	—	❑	❑	❑
Disaggregated Graduation Rates					
Graduation Rate by major racial and ethnic groups	—	—	❑	❑	❑
Graduation Rate for pupils in poverty (PIP) and non-PIP	—	—	❑	❑	❑
Graduation Rate for SWD and Non-SWD	—	—	❑	❑	❑
Graduation Rate for Multilingual Learners (MLs)	—	—	❑	❑	❑
Graduation Rate for students identified as homeless	—	—	❑	❑	❑
Graduation Rate for students in foster care	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
Above metrics expressed as a fraction	—	—	❑	❑	❑
Annual Dropout Rate (with change from prior year)	—	—	❑	❑	❑
Dropout Recovery Rate (with change from prior year)	—	—	❑	❑	❑

High School Student Success Page

Report Card Element	Primary	ES / MS	HS	District	State
High School Student Success Indicator (HSSSI)					
% of students included in HSSSI demonstrating success	—	—	❑	❑	❑
Comparison metric for district	—	—	❑	—	—
Comparison metric for the state	—	—	❑	❑	—
Above metrics expressed as a fraction	—	—	❑	❑	❑
Interactive Data Visualization can display:					
HSSSI, 1YOTG, 2YOTG, 3YOTG, and 5YSSR by major racial and ethnic groups	—	—	❑	❑	❑
HSSSI, 1YOTG, 2YOTG, 3YOTG, and 5YSSR for pupils in poverty (PIP) and non-PIP	—	—	❑	❑	❑
HSSSI, 1YOTG, 2YOTG, 3YOTG, and 5YSSR for SWD and Non-SWD	—	—	❑	❑	❑
HSSSI, 1YOTG, 2YOTG, 3YOTG, and 5YSSR for Multilingual Learners (MLs)	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
All above metrics expressed as a fraction	—	—	❑	❑	❑

College & Career Readiness Page

Report Card Element (CCR)	Primary	ES / MS	HS	District	State
College & Career Readiness Indicator					
% of graduation cohort college **OR** career ready	—	—	❑	❑	❑
% of graduation cohort college **AND** career ready	—	—	❑	❑	❑
% of graduation cohort college ready	—	—	❑	❑	❑
% of graduation cohort career ready	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
Above metrics expressed as a fraction	—	—	❑	❑	❑
College Ready Details					
% of graduation cohort qualifying as college-ready by scoring 20 or higher on the ACT	—	—	○	○	❑
% of graduation cohort qualifying as college-ready by scoring ~~1020~~ 1040 or higher on the SAT	—	—	○	○	❑
% of graduation cohort qualifying as college-ready by scoring 3 or higher on an Advanced Placement (AP) exam	—	—	○	○	❑
% of graduation cohort qualifying as college-ready by scoring a C or better on any approved Cambridge International (CI) exam	—	—	○	○	❑
% of graduation cohort qualifying as college-ready by scoring a 4 or higher on any International Baccalaureate (IB) higher learning (HL) exam	—	—	○	○	❑
% of graduation cohort college-ready by completing at least six (6) credit hours in approved dual enrollment courses with a grade of C or higher	—	—	○	○	❑
Above metrics expressed as a fraction	—	—	○	○	❑
Career Ready Details					
% of graduation cohort qualifying as career-ready as a CTE completer who earns a national industry credential or a state industry credential	—	—	○	○	❑
% of graduation cohort qualifying as career-ready by successfully completing a work-based learning exit evaluation	—	—	○	○	❑
% of graduation cohort qualifying as career-ready by earning a Silver, Gold or Platinum Certificate on the ACT WorkKeys exam or a Level 3 Credential or above on the WIN Ready to Work Career Assessment	—	—	○	○	❑
% of graduation cohort qualifying as career-ready by scoring 31 or higher on the ASVAB	—	—	○	○	❑
% of graduation cohort qualifying as career-ready by earning the South Carolina High School Employability Credential	—	—	○	○	❑
Above metrics expressed as a fraction	—	—	○	○	❑

Report Card Element (CCR)	Primary	ES / MS	HS	District	State
Additional Information					
% of graduation cohort eligible for LIFE scholarship	—	—	❑	❑	❑
% of graduation cohort eligible for Palmetto Fellows scholarship	—	—	❑	❑	❑
% of graduation cohort completing a FAFSA	—	—	❑	❑	❑
% of graduation cohort applied to college	—	—	❑	❑	❑
% of graduates enrolled in a 2- / 4-year college or technical school fall immediately following grad	—	—	❑	❑	❑
% of graduates who enrolled in a 2-/4-year college or technical school following grad who persist for a second year	—	—	❑	❑	❑
Above metrics expressed as a fraction	—	—	❑	❑	❑
Change in above metrics from prior year	—	—	❑	❑	❑
Career and Technical Education Information					
Enrollment in Career and Technology Courses	—	—	❑	❑	❑
Industry Credentials Earned by Career Cluster	—	—	○	❑	❑
Career Readiness Assessment Information					
% of graduation cohort who received a Level 5 Credential on the WIN Ready to Work Career Assessment	—	—	❑	❑	❑
% of graduation cohort who received a Level 4 Credential on the WIN Ready to Work Career Assessment	—	—	❑	❑	❑
% of graduation cohort who received a Level 3 Credential on the WIN Ready to Work Career Assessment	—	—	❑	❑	❑
% of graduation cohort who received a Level 2 Credential on the WIN Ready to Work Career Assessment	—	—	❑	❑	❑
% of graduation cohort who received a Level 1 Credential on the WIN Ready to Work Career Assessment	—	—	❑	❑	❑
Number of students who took each career readiness test	—	—	❑	❑	❑
Number and % of students tested who DID NOT receive a career readiness designation	—	—	❑	❑	❑
Number and % of students tested who DID RECEIVE a career readiness designation	—	—	❑	❑	❑
Number and % of students tested who received a platinum career readiness designation	—	—	❑	❑	❑
Number and % of students tested who received a gold career readiness designation	—	—	❑	❑	❑
Number and % of students tested who received a silver career readiness designation	—	—	❑	❑	❑
Number and % of students tested who received a bronze career readiness designation	—	—	❑	❑	❑

Report Card Element (CCR)	Primary	ES / MS	HS	District	State
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
Criteria and definitions of each career readiness designation	—	—	❑	❑	❑
Dual Enrollment					
Number of dual enrollment courses taken	—	—	❑	❑	❑
Number and % of students enrolled this year who have taken at least one dual enrollment course	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
Placement Exams					
Number of students taking an AP, CI, or IB exam, listed separately by exam program	—	—	○	❑	❑
Number of AP, CI, or IB exams administered, listed separately by exam program	—	—	○	❑	❑
Percent of AP, CI, or IB exams with a passing score (*i.e.*, AP ≥ 3, CI ≥ C, IB ≥ 4), listed separately by exam program	—	—	○	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
The SAT					
Number and % of graduation cohort who took the SAT	—	—	❑	❑	❑
Average Evidence-Based Reading and Writing score earned by students who took the SAT	—	—	❑	❑	❑
Average Mathematics score earned by students who took the SAT	—	—	❑	❑	❑
Average Composite score earned by students who took the SAT	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—
The ACT					
Average Science score earned by students who took the ACT	—	—	❑	❑	❑
Average Mathematics score earned by students who took the ACT	—	—	❑	❑	❑
Average Reading score earned by students who took the ACT	—	—	❑	❑	❑
Average English score earned by students who took the ACT	—	—	❑	❑	❑
Average Composite score earned by students who took the ACT	—	—	❑	❑	❑
Average Writing score earned by students who took the ACT	—	—	❑	❑	❑

Report Card Element (CCR)	Primary	ES / MS	HS	District	State
Number and % of cohort who took the ACT	—	—	❑	❑	❑
% of students who took the ACT meeting the ACT college-ready benchmark for Science	—	—	❑	❑	❑
% of students who took the ACT meeting the ACT college-ready benchmark for Mathematics	—	—	❑	❑	❑
% of students who took the ACT meeting the ACT college-ready benchmark for Reading	—	—	❑	❑	❑
% of students who took the ACT meeting the ACT college-ready benchmark for English	—	—	❑	❑	❑
% of students who took the ACT meeting the ACT college-ready benchmark for all 4 subjects	—	—	❑	❑	❑
Comparison metrics for district	—	—	❑	—	—
Comparison metrics for the state	—	—	❑	❑	—

Nation's Report Card

Report Card Element (NAEP)	Primary	ES / MS	HS	District	State
State-Level NAEP Results					
% of all students testing at each achievement level in Grade 4 Reading	—	—	—	❑	❑
% of students in reported subgroups testing at each achievement level in Grade 4 Reading	—	—	—	❑	❑
% of students with disabilities (SWD) and Multilingual Learners (MLs) included in the regular classroom for Grade 4 Reading	—	—	—	❑	❑
% of all students testing at each achievement level in Grade 4 Mathematics	—	—	—	❑	❑
% of students in reported subgroups testing at each achievement level in Grade 4 Mathematics	—	—	—	❑	❑
% of students with disabilities (SWD) and Multilingual Learners (MLs) included in the regular classroom for Grade 4 Mathematics	—	—	—	❑	❑
% of all students testing at each achievement level in Grade 8 Reading	—	—	—	❑	❑
% of students in reported subgroups testing at each achievement level in Grade 8 Reading	—	—	—	❑	❑
% of students with disabilities (SWD) and Multilingual Learners (MLs) included in the regular classroom for Grade 8 Reading	—	—	—	❑	❑
% of all students testing at each achievement level in Grade 8 Mathematics	—	—	—	❑	❑
% of students in reported subgroups testing at each achievement level in Grade 8 Mathematics	—	—	—	❑	❑
% of students with disabilities (SWD) and Multilingual Learners (MLs) included in the regular classroom for Grade 8 Mathematics	—	—	—	❑	❑

School Goals

Report Card Element	Primary	ES / MS	HS	District	State
Progress Toward State Goals					
Baseline and benchmarks for state goal metrics	❑	❑	❑	❑	❑
Current year status on state goal metrics	❑	❑	❑	❑	❑
Definitions and information on state goal metrics	❑	❑	❑	❑	❑

School Climate Page

Report Card Element (SC)	Primary	ES / MS	HS	District	State
School Climate Indicator Metrics					
School Climate (SC^{sch}) rating (out of 10) for all respondents in the school / district / state	○	❑	❑	❑	❑
Instructional Focus (IF^{T}) rating (out of 10) for all teachers in the school / district / state	❑	❑	❑	❑	❑
Working Conditions (WC^{T}) rating (out of 10) for all teachers in the school / district / state	❑	❑	❑	❑	❑
Teacher Perceptions of Safety (S^{T}) rating (out of 10) for all teachers in the school / district / state	❑	❑	❑	❑	❑
Social-Physical Environment (SPE^{S}) rating (out of 10) for all students for the school / district / state	○	❑	❑	❑	❑
Student Perceptions of Safety (S^{S}) rating (out of 10) for all students in the school / district / state	○	❑	❑	❑	❑
Teacher School Climate Survey Participation Rate	❑	❑	❑	❑	❑
Student School Climate Survey Participation Rate	○	❑	❑	❑	❑
Comparison metrics for district	❑	❑	❑	—	—
Comparison metrics for the state	❑	❑	❑	❑	—
Disaggregated School Climate Indicator Metrics					
SC^{sch} by major racial and ethnic groups	○	❑	❑	❑	❑
SC^{sch} for pupils in poverty (PIP) and non-PIP	○	❑	❑	❑	❑
SC^{sch} for SWD and Non-SWD	○	❑	❑	❑	❑
SC^{sch} for Multilingual Learners (MLs)	○	❑	❑	❑	❑
SPE^{S} by major racial and ethnic groups	○	❑	❑	❑	❑
SPE^{S} for pupils in poverty (PIP) and non-PIP	○	❑	❑	❑	❑
SPE^{S} for SWD and Non-SWD	○	❑	❑	❑	❑
SPE^{S} for Multilingual Learners (MLs)	○	❑	❑	❑	❑
S^{S} by major racial and ethnic groups	○	❑	❑	❑	❑
S^{S} for pupils in poverty (PIP) and non-PIP	○	❑	❑	❑	❑
S^{S} for SWD and Non-SWD	○	❑	❑	❑	❑
S^{S} for Multilingual Learners (MLs)	○	❑	❑	❑	❑
Comparison metrics for district	○	❑	❑	—	—
Comparison metrics for the state	○	❑	❑	❑	—

Report Card Element (SC)	Primary	ES / MS	HS	District	State
Additional Information					
% of 7th and 8th grade students enrolled in high school credit courses	—	○	—	❑	❑
% of students served by gifted and talented program	—	❑	❑	❑	❑
% of students retained	❑	❑	❑	❑	❑
Principal's / Superintendent's / Director's years at school / district / state	❑	❑	❑	❑	❑
% of classrooms with wireless access	❑	❑	❑	❑	❑
% of students served by 1:1 learning	❑	❑	❑	❑	❑
Chronic Absenteeism Rate	❑	❑	❑	❑	❑
% of 8th grade students with IGP	—	○	—	❑	❑
Select School Climate Survey Items					
Number of Teacher surveys completed	❑	❑	❑	❑	❑
Number of Student surveys completed	○	❑	❑	❑	❑
Number of Parent surveys completed	❑	❑	❑	❑	❑
% of Teachers satisfied with learning environment	❑	❑	❑	❑	❑
% of Students satisfied with learning environment	○	❑	❑	❑	❑
% of Parents satisfied with learning environment	❑	❑	❑	❑	❑
% of Teachers satisfied with social and physical environment	❑	❑	❑	❑	❑
% of Students satisfied with social and physical environment	○	❑	❑	❑	❑
% of Parents satisfied with social and physical environment	❑	❑	❑	❑	❑
% of Teachers satisfied with school-home relations	❑	❑	❑	❑	❑
% of Students satisfied with school-home relations	○	❑	❑	❑	❑
% of Parents satisfied with school-home relations	❑	❑	❑	❑	❑

Classroom Environment

Report Card Element	Primary	ES / MS	HS	District	State
Total Number of Teachers (from landing page)	❑	❑	❑	❑	❑
% of K-3 teachers with Read to Succeed certification	❑	○	—	❑	❑
% of teachers with advanced degrees	❑	❑	❑	❑	❑
Teacher attendance rate	❑	❑	❑	❑	❑
Average teacher salary (from Financial Data)	❑	❑	❑	❑	❑
% of teachers on continuing contract	❑	❑	❑	❑	❑
% of teachers returning from previous year (both current year and three year average)	❑	❑	❑	❑	❑
% of teacher vacancies unfilled for more than 9 weeks	❑	❑	❑	❑	❑
Prime instructional time (from Academic Achievement)	❑	❑	❑	❑	❑
Student-teacher ratio in core subjects	❑	❑	❑	❑	❑
Number and % of inexperienced and out-of-field teachers teaching in core classes	❑	❑	❑	❑	❑

Student Safety

Report Card Element	Primary	ES / MS	HS	District	State
Discipline Information	❑	❑	❑	❑	❑
Select School Climate Survey Items					
Parent School Climate Survey items	❑	❑	❑	❑	❑
Student School Climate Survey items	○	❑	❑	❑	❑
Teacher School Climate Survey items	❑	❑	❑	❑	❑

Financial Data

Report Card Element	Primary	ES / MS	HS	District	State
Average Teacher Salary	❑	❑	❑	❑	❑
Percent of Expenditures for Instruction	❑	❑	❑	❑	❑
Percent of Expenditures for Teacher Salaries	❑	❑	❑	❑	❑
Administrative Salaries	❑	❑	❑	❑	❑
Percent of Pupils in Poverty	❑	❑	❑	❑	❑
Per Pupil Expenditures	❑	❑	❑	❑	❑