Report of SC School and District Report Card Regional Focus Groups



PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | WWW.SCEOC.ORG

Contents

	Page
Acknowledgements	1
Executive Summary	3
Study Background and Purpose	6
Methodology	6
Statement of Limitations	7
Detailed Key Findings	8
Staff Recommendations	31
Reference	32
Appendices A. Focus Group Materials	33

Acknowledgements

The EOC acknowledges the following individuals who participated in the focus group sessions:

Mona Lisa Andrews Jay Lindler Preston Young
Rick Arboscello Tara Lowry Amanda Twitty
Angela Bain Greta McAvoy Anna Washington
Caraca Ballows

Carey Ballew Terri McColl Ricky White
Clarissa Bennett Jason McCreary Valeria Wright
Carl Blackstone Christina Melton Amy Young
Nathaniel Brown Ken Middleton

Michael Burgess Kasey Miles Feagin
Debbie Chavis Nathanial Marshall
Kathy Colomon

Kathy Coleman Max Monroe

Christopher Cox Willie Mae Muldrow Clint Davis Kevin O'Gorman Lisa Deluca-Alexander Tammy O'Quinn Kate DiNatale **Andy Patrick** George Pendleton Laura Donnelly Daniel Fallon Morgan Platt Charles Finch Shannon Prosser Wendy Folsom Andrea Pulling Melissa Frazier Beth Purcell

Marie Gibbons
Julie Putnam
Sheila Quinn
Tom Grobisich
Amanda Reily
Barbara Hairfield
Elizabeth Rollyson

Sarah Hartung Nate Roper Amy Russell Melissa Hook Shannon Ryan Mark Hopkins Liz Horton Deana Scott Shari Sebuck Chad Hudson Cornelius Huff Kelly Shealy Chandra Jefferson Linda Simmons Tonia Smith Herb Johnson Rodney Johnson Melvin Stroble Chris Jones Penny Sturgill Patti Tate Merrit Jones

Lashanda Keels
Vicky Kirby
Meredith Taylor
Rebecca Kirk
Pam Knight
Anita Latham
Dora Leonard
Lynn Liebenrood
Charlotte Taylor
Meredith Taylor
Heather Thore
Jackie Tyner
Alicia Ward
Reginald White
Leslie Wietzel

Executive Summary

In Section 59-18-100 of the SC Education Accountability Act (EAA), the SC General Assembly found 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 "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. 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 law directs the Education Oversight Committee (EOC), working with the State Board of Education, "to establish a comprehensive annual report card, its format, and an executive summary of the report card to report on the performance for the individual primary, elementary, middle, high schools, and school districts of the State....The annual report card must serve at least five purposes: (1) inform parents and the public about the school's performance; (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; and (5) meet federal report card requirements."

Since the passage of the EAA, the EOC has worked with the SC Department of Education (SCDE) in determining the criteria to be published on the cards as well as developing the format of the annual state school and district report cards. The SCDE works to annually publish the cards on its website, www.ed.sc.gov. While the state report cards continue to meet federal report card requirements, state and federal accountability systems have in the past used different criterion to rate schools and districts. Two accountability systems sending different messages to the public have understandably brought confusion. With the passage of Act 200 in the 2014, the SC General Assembly sought to alleviate the confusion by mandating that the EOC "develop and recommend a single accountability system that meets federal and state

accountability requirements by the Fall of 2016." Plans for a joint accountability system are underway.

South Carolina is not alone. Dramatic shifts are occurring around the country as many states are developing new accountability systems based on new criteria and new rating systems. The reauthorization of the Elementary and Secondary Education Act, Every Student Succeeds Act (ESSA), has increased the amount of reporting requirements but allowed states greater flexibility in reporting. As these shifts are occurring, "both formal research and anecdotal evidence point to the myriad ways in which today's report cards fall short of their potential to serve as a powerful tool for sharing school information." A 2015 report from the Foundation for Excellence in Education found that in the majority of cases, "school report cards are challenging to find, lacking in visual appeal, difficult to interpret, and missing key pieces of data" (Foundation for Excellence in Education 2015).

In November 2015, the EOC Public Awareness Subcommittee recognized the need to provide more understandable information to various stakeholder groups about the status of the public schools and school districts in South Carolina. Additionally, they acknowledged the need to make information about schools more accessible and available. Recognizing the pause year in the ratings as a "window of opportunity" to make improvements, the subcommittee embarked on a study of the current reporting system and enlisted the expertise of the Foundation for Excellence in Education and the Data Quality Campaign to consider a "next-generation" reporting system. EOC staff was directed to conduct regional focus groups to gather feedback and work toward "reinventing the SC school and district report cards and establishing a report card web portal accessible to a diverse group of stakeholders (general public, schools and school districts, as well as educational researchers.)"

Four regional focus groups were held during the week of March 21, 2016. Eighty-eight individuals attended and participated. The feedback from the focus groups underscores the need for the format and accessibility of the report cards to change to better meet the needs of multiple stakeholder groups and ultimately empower individuals to make decisions which will positively impact the students who are in SC public schools. Elements of the "next generation card" that were consistently expressed within the focus include:

 Clearly defined summary information on how schools and districts are performing, with details following

- Responsive formats, allowing for accessibility across multiple modalities, including print, online, and mobile
- Multiple methods to find and compare schools and districts, as well as view trend data
- Mechanisms so that users can communicate with knowledgeable persons if they have questions (i.e. text, email, live chat)
- Explanations of jargon and education terms

Study Background and Purpose

The purpose of this study is to obtain perceptions, opinions, and attitudes about the reporting of the annual progress of schools and school districts and the extent to which various stakeholder groups value and use the information contained in these reports. Specifically, focus groups were asked to provide feedback on the 2014 and 2015 report cards (school and district) – the content, format, and accessibility. Additionally, the groups were asked to provide feedback on a report card design that won a national design competition sponsored by the Foundation for Excellence in Education. Finally, individuals in each group were asked to provide information about what they value most in the reporting of schools and districts.

As directed by the EOC, staff of the committee conducted twelve focus groups in North Charleston, Florence, Easley, and Columbia. In each location, hour-long sessions were conducted with a parent group, a business/community group, and an educator group. Individuals were nominated by school district superintendents, EOC members, as well as members of the SC State Board of Education. Additionally, the Executive Director of the SC Realtors Association assisted in the recruitment of several real estate professionals from around the state. Efforts were made to invite nominated individuals from geographically diverse parts of the state.

Eighty-eight individuals attended and participated in the twelve focus groups. Of those 88, 43 participants were educators, 27 were parent participants, and 18 individuals participated as business and community leaders.

Methodology

Twelve focus groups were conducted the week of March 21.

- Three focus groups were conducted on Monday, March 21, 2016, at the Dorchester Road Regional Branch of the Charleston County Library.
- Three focus groups were conducted on Tuesday, March 22, 2016, at the Drs. Bruce and Lee Foundation Library in Florence.
- Three focus groups were conducted on Wednesday, March 23, 2016, at the Hampton Memorial Library in Easley.

• Three focus groups were conducted on Thursday, March 24, 2016, at the Southeast Branch of the Richland Library in Columbia.

Each hour-long session was conducted in the community rooms of each public library, and each session was audio recorded. Each session was scripted and participants were provided with the same handouts (located within Appendix A).

Dr. Rainey Knight, EOC Director of Special Projects and EOC Director of Community Engagement and Communications, Dana Yow moderated the focus groups and analyzed the data for this report.

Statement of Limitations

It should be noted that focus groups are intended to provide insight and direction, rather than a quantitative measure. The focus group structure allows for small groups to provide unfiltered comments within a segment of a target population. Using this research, decision-makers can gain knowledge and make decisions based on the opinions and perceptions of target groups of stakeholders.

Detailed Key Findings

Specifically, on the 2015 and 2014 school and district report cards:

Data on report cards and formatting of cards confusing as presented

Participants agreed that the formatting and presentation of data were difficult to understand and explain – sometimes misleading, even among educators. In the case of the WorkKeys results, school district personnel reported they had not received the data that was presented on the report cards, breaking out the percentage of student performance by subject test rather than overall certificates earned. Some stakeholders suggested consistency in the use of charts and graphs as well as better use of space. Overall, stakeholder groups were supportive of areas where a summary of the data was provided and where less information was presented while still allowing for a "drill down" if more information was desired.

"One thing we have had trouble with is the WorkKeys results. Percentage of students getting Platinum, Gold, Silver for all the subject tests? We only have the certificate results for all 3. We would like to get those data or report just the certificate." (Educator)

"Don't know which bars correspond to each key." (referring to ACT Aspire results) (Educator)

"Stakeholders want consistent formatting. They can figure out one and then use for the rest. The keys need to be on the top, not on the back. It would make it understandable for someone who doesn't know what they are looking for." (Educator)

"Have trouble understanding the percent ready and exceeding for ACT. People never read that correctly – that is represents 2 categories." (Educator)

"You have to go through too many layers on the State Dept. of Education website to get to the report cards. If you are a non-educator or LEP, or with limited accessibility, it would be hard. An app would be better." (Educator)

"Would be easier if it was a pull-down with more info." (Parent)

"I think this a confusing chart with the bar charts printed in black and white – needs to reproduce in black and white." (Business/Community)

"Pie chart is the easiest to understand. When you put percentages in, I want to know the number of children too." (Business/Community)

"How ACT Aspire was reported was confusing as presented. Same as WorkKeys, which was misleading as it was reported." Educator)

"You would still have to pull all the reports to do any comparisons. How friendly is this format for these groups?" (Parent)

"My first comment is there is a lot of white space (referring to 2015 card). Another thing I noticed is that data aren't presented consistently like state and district like ours.

Graduation rate, state graduation rate comes first. There is no consistency." (Educator)

"If everything is supposed to be on an 8th grade level, this is hard to understand. People understand pie charts. Much easier to understand." (Business/Community Member)

"There is a lot that is not available or not reported. Why is that?" (Business/Community Member)

<u>Lack of understanding of numbers and jargon – current reporting system not designed</u> <u>for non-educators</u>

Nearly all participants in the focus groups agreed that the current reporting system for schools and districts is not designed for non-educators to understand and use. Many participants used words like "intimidating" and "overwhelming" when trying to understand the cards. The use of education jargon like "cohort" and "co-curricular" struck non-educators as unfriendly to parents and others trying to research how schools are doing. While parents and business leaders differed on their goals when using the cards, both groups agreed that they are looking for "bottom line" information with "conclusions first" about the performance of schools and students. Parents determining if a school is right for their child want to know more about what a school offers (i.e. special programs like Montessori, Advanced Placement offerings, etc.) Educators would like for the report cards to focus on the annual growth students make, and feel that the current reporting system does not lead to partnership, engagement, or action.

I think the State Dept. of Ed. should make some of this stuff more friendly to the causal layperson or someone who doesn't focus on this stuff every day. (Business/Community)

"One of the interesting things I have always found is the number of surveys sent vs. how many were received. I want to know number and percentage." (Business/Community)

"There is a lot of text on the current report cards that is more PR like. In 2014, I like the comparative with the years before. I like that it defines what the ratings are."

(Business/Community)

"What do the results mean? Does it mean that 20 percent of the kids aren't passing?" (Business/Community)

"I think in today's world of reading data and digesting data since we get about 3000 messages a day it needs to be more like USA Today, infographics if you will. With some conclusions." (Business/Community)

"A parent who may not have excelled in school themselves – they are looking at these percentages but don't know what all that means. Need some sort of mechanism to tell people what the expectations are and what all this means." (Business/Community)

"Needs to be simplified." Can be overwhelming for some. If you have never seen this, you are like' wow.' It is intimidating. No one wants to say anything. They don't understand it so they don't know what to ask." (Business/Community)

"Is this information beneficial for the public? Is very beneficial for us as educators. As a parent, I don't care. It would almost be good to have something different going to the parent than to educators." (Educator)

"This is hard for non-educators to understand. It is great for grant writing." (Educator)

"This is just really quite intimidating for those of us who are educators. When you try to communicate this to parents, you lose them in the first five minutes. In my mind I think we need a clear idea of student performance — one or two pages, very concise with trend data. Showing how student is growing, toward a goal. If that is how we are communicating with students, that is how we need to communicate with the public as well. Not jump ship and give them something that is misleading. Parents want to know if they are growing. What's working? What's not working and what are the areas for improvement? If we were able to condense this into something more usable, we would have more community engagement, more engagement from businesses. Teachers look at this and say what I am I going to do with this? This is just too much. Creates more

confusion. We want to move to an absolute growth rating. Show it and we will get bang for a buck. Parents would throw this in the garbage." (Educator)

"The absolute rating and growth ratings have also been unclear to me. What has a school done to deserve an Excellent rating?" (Parent)

"I don't understand the 2 year high school grade trends data. Don't know how to read it. What does the 'n' mean?" (Business/Community Member)

"I am teacher and this is for parents. As a parent I can't imagine trying to understand some of the jargon. Especially districts with students like ours. What does that mean? As a parent, you aren't going to do all that. You are looking for r an A, or a C, or an 85. How many parents understand what Exceeding the standards mean?" (Educator)

"There needs to be something that is user friendly. Is this a good school for my kid? Bottom line. Opportunities in the arts...excellent? How about listing what is offered?" (Educator)

"I like Illinois' Report Card and Louisiana. Super user-friendly. You could figure out if this is the school for you in like 5 minutes. I don't know many parents who are going to sift through all of this. Is this a good school? – that is the main question." (Educator)

"I don't know if the parents would want all of this information like the demographic info – like educators do." (Parent)

"For educators there is a lot of good information. For the typical parent, it is completely overwhelming. Where does it say that in very good simple clear terms what we are trying to tell parents with page after page--using words like matrix and four-year graduation cohort? (Business/Community Member)

"We moved down here from Ohio. Had my wife not been an educator, I am not sure what we would have done. She was able to decipher things. She had the expertise. (Business/Community Member)

<u>Information overload – participants agree less is more</u>

Information overload was a constant theme when participants discussed the 2014 and 2015 report cards. Terms like "snapshot" and "summary" were often used when participants discussed preferable options for report cards. Most agreed that all the information needed to be available using a "drill-down" approach; however, casual users wanted less information with an emphasis on summary information that may lead to further research.

"You drown in all the information. It all starts running together. A snapshot would be good." (Business/Community Member)

"Some people are visual learners and some people want to get into the nitty gritty.

Sometimes the number tell too much of a story and you get lost. You need a summary of what it is. If people want additional stuff they can click on something for the nuances. A summary would help." (Business/Community Member)

"I like getting a one page snapshot and then I can drill down if I want." (Educator)

Stakeholders want to see reported information tied to Profile of the SC Graduate

There was great awareness among stakeholders on the Profile of the SC Graduate. Many participants agreed that if the Profile was the goal, the reporting should tie back to the goal and the measures of progress toward the goal.

"This year because the state dept. is focusing on the Profile of the SC Graduate we liked the fact the way it was developed this year because it reflects the vision of the state dept." (Educator)

"If the Profile of the Graduate is our goal, it is almost like what we report on should be tied back to if we are achieving those goals?" (Parent)

"I would like to know how these data tie to the profile of the graduate and what does this mean for my children. How does it all tie together?" (Educator)

"It would be nice if the data tied to the categories in the Profile of the Graduate. Break down the data under World Class Knowledge, what is the data that supports it? Put that under it." (Parent)

"We need to consider the Profile. There is less of an emphasis of what you know, more about what you can do, especially for businesses." (Educator)

"The end user is looking at how we measure the profile of the graduate. If you are going to be held to accountability standards, that is what we should be doing."

(Business/Community Member)

<u>Self-reported measures and variables unrelated to achievement reported under</u> "Opportunities" lacked meaning to many stakeholders

The opportunities section of the 2014 and 2015 report cards were a source of problems for many participants, who cited that some of data points were "meaningless" to most people and contributed to the overall complaint that the reports contained "too much information." The fact that many of the indicators were self-reported by schools and districts caused particular angst since those data points were not seen as accurate nor necessary. Educators expressed frustration about some of the newer measures, citing that they were not measures of the Profile, were not accurate, and added to the confusion.

"Are these really the measures that parents want to know when looking at the Profile? Some of the new indicators like FAFSA? Some of these measures don't relate at all to the Profile. In some way the report card needs to reflect some of the indicators in the Profile." (Educator)

"On some of the stats, it would be good to know what the number is out of. Number of seniors who created a FAFSA: I don't know what that is. This tells me that so many seniors filled it out but of how many students? It makes it really not relevant. Same thing for graduation rate – not statistically relevant." (Business/Community Member)

"Parents attending conferences at 100% -- that seems crazy to me. 100% out of the ones that the teacher requested? How many parents didn't show up to teacher requested conferences? That seems more indicative of engagement."

(Business/Community Member)

"Coming back to the addition of all these new variables are being added to the report card, my guess is that these are not really important predictors of student achievement or graduation rate or any outcomes like that. Some you are required to put on. I would

like the SCDE to do a study to see which of these are predictive of outcomes – and only publish those. Not waste times on things that don't matter or that are the same across schools." (Educator)

"I appreciate the measure that looks at the percentage of students who participate in work-based learning. It is good because it is not self-reported; it is collected in Powerschool." (Educator)

"I would like to know why bandwidth is on there. Who does that serve? What do you do with that?" (Educator)

"I would like to see the profile information be something that is not just a block of numbers. Needs to mean something. Some are not critical. Also in there, there needs to be a place to highlight special programs. Montessori, single gender. Not just numbers; what are the things you offer? Credit recovery? I want to know the opportunities that will be there for my student." (Educator)

"A lot of times self-reporting can be problematic. For something as important as this, you would want a third party to put it together." (Business/Community Member)

Confusion with "Students like Ours" consistent among all stakeholders

Among all stakeholder groups, there is confusion about the meaning and purpose of "Students like Ours" and "Districts like Ours" comparisons. While most educators understand the comparisons made with schools with similar poverty indexes, they admit to their own confusion as well as public confusion and expressed an interest in making it easier for people to find the schools that were used for comparisons. Non-educators would like the ability to search for schools using a variety of different data points, not just poverty.

"There is a wealth of information here. 'Districts like ours' doesn't tell you enough. If you are going to compare it, you would almost want to compare it to the national average."

(Parent)

"Districts like ours' is kind of a leading question. What does that mean?" (Parent)

"It is great information but it is never really defined outside of the district office. We have had board members on the school board for 20 plus years who don't know what 'schools

like ours' mean. Being able to click on a box and show 'Schools like Ours' would be very helpful because they don't understand it. That would be fantastic at a district level." (Educator)

"When it says schools like ours, you could say demographics... I don't know what this means?" (Parent)

"Concerning the schools and districts like ours, even educators know what the definition is for this. Where all these people? You have to find the list it would be nice if an online version, you could click and find the definition and who the students are." (Educator)

Mixed reactions on the school and district narratives

The school and district narrative, which allows school principals, superintendents, and School Improvement Council leaders the opportunity to write a description of their school and district, received mixed reactions. While some felt that the narratives drew people to their school, others felt like the narratives were "unkind" because of their length and the effort that school and state officials have to go through to publish them.

"I think the narrative is very useful and helpful. Helps a lot for parents that don't know much about education. It is a positive impact rather than the negative ratings we have had in the past." (Parent)

"The summary is rather lengthy. If it could get to the point quicker, that would be good. I don't know how many people would read. Font too small. Needs to be bullets." (Parent)

"Some of this information is interesting to me but this format is not kind to my eyes. I would rather see a bullet point, especially the narrative. It is easy for me to hit what I want to hit." (Parent)

"I am not going to read that (referring to narrative). We want our children to be successful. Anytime there are paragraphs I am not going to read that." (Parent)

"There was great difficulty in getting the narratives right and to show up." (Educator)

"Many of our parents gravitate to the narrative rather than the multiple pages of graphs." (Educator)

"It was because of a school narrative on a report card that we chose a school for my daughter." (Educator)

"I would like to see more narrative. More detail to find out if they are doing what they are saying they do." (Educator)

"Break up narrative into smaller, critical sections. They look at this wall of text and stop reading. Remind the folks that are writing this, they need to keep in mind the folks that are reading it." (Educator)

"Having information at the front, gives a principal the opportunity to say this is what the data means." (Educator)

"To me the narrative has too much detail. I don't read it. That is not my primary interest in a report card" (Parent)

> Specifically, on the report card that won the School Report Card Design Challenge:

Report card design and format is designed to be "user-friendly"

Participants overwhelmingly liked the graphic-heavy, user-friendly look of the card that won the design challenge competition. Many found that the "friendly", "clean" interface caused them to ask more questions and seek additional information.

"It is friendly doesn't scare you away. So much on the other cards scare you away." (Business/Community Member)

"I like the grades. It is quick and easy. I can see if I need to drill down. If I am surprised by the grading, I can ask questions." (Business/Community Member)

"I have to get kids or an analyst to tell me what the report cards say. People grow apathetic in general. We have to make it as user friendly as we can or as engaging as we can. This is important if it is going to do something. I wonder how many people study this stuff. I am as caring a human as there is around but what is going to cause me really dig in? (Business/Community Member)

"It would be nice to have the ability to print to a pdf and export to Excel." (Educator)

"Here, you don't get lost in the shuffle. You have that one touch view and if you want to explore in depth, you have the ability to do it." (Educator)

"This is so much more user-friendly. It gives you the opportunity to go into the minutia if you so choose. You are able to easily see what the graduation rate was, growth of students – fundamental equations that people have answers to appear to be up front. As opposed to the tedious work of trying to sort through what all of this means. Hopefully, somewhere that leads to an action plan. As a business person, we get this info; now what is next?" (Business/Community Member)

"I like the option where it gives you an overview. You can see the rating and there is an option for plus more. I like the prompts especially." (Parent)

"My clients go on Great Schools website. They research before they come into Greenville. I would like to lead them to this website as opposed to the private Great Schools." (Business/Community Member)

"I love the option to expand. I don't want to know every gory detail. I pulled up NC. I could look at safe, orderly schools. If I don't care about something, I don't need to click on it." (Parent)

"I like the explanations; that is my job. I understand the accountability system but for parents, this is parent user-friendly." (Parent)

"The thing that jumps out to you is the grade. Every time, my eye goes to the grade. Out of that, I ask "Why is it a B?" whatever you want parents to focus on, make that consistently part of every page." (Parent)

Stakeholders like the ability to compare schools based on multiple criteria and see trends

Focus group participants liked the ability to compare schools and districts using various criteria. The current report card structure does not allow comparisons among schools to be easily made. Stakeholders also liked being able to see trends to determine the level of improvement over time.

"I like how you can compare schools easily. Everything is cluttered in the report card. As a random parent, you don't want to read it. The app makes it simple, breaks it down." (Educator)

"How far down on the tree can we go? We want to go other schools in the district. Like that you can drill down and reverse engineering back up. How does the state compare? How does my district compare? How do districts compare?" (Parent)

"It is hard to compare schools in a pdf format. The opportunity to compare in this format would be good. I like the graphs and less text." (Educator)

"One thing I like is the trends for more than a year in a visual format. On this (new report card) you can easily see that things are improving." (Parent)

"There are thousands of people who want to know. Many people will be scared away by these displays. If you going to present the data in a different way, there needs to be more of an emphasis on trending data." (Business/Community)

According to participants, a next-generation report card needs to be in an interactive, responsive design (able to function on mobile devices, tablets, etc.) with real-time information.

The report card presented to focus group participants was able to be accessed via a mobile device and tablet. Participants felt that increasing accessibility options for stakeholders would allow for more use of the report cards and the data. Many liked the idea of teachers integrating it into parent meetings in addition to allowing for real-time data presentations.

"A mobile strategy has to play a part. You have to have a mobile friendly option for everyone – especially millennials. They are not going to read a printed report card. Those people are becoming parents now." (Business/Community Member)

"If we are moving to a responsive design with a digital format, these should be in the same format as report cards. Teachers should be using these tools in parents meetings so that the branding is consistent. Somebody's child is in that percentage. These are the conversations that are going to change things." (Business/Community Member)

"As a real estate agent, real time data, real time information is really helpful. Something that can be accessed via phone or tablet." (Business/Community Member)

"I like the fact that it is accessible via the Internet. An app would be something that could be constantly monitored. I am all out for the app. It looks more inviting." (Parent)

"Like the web, mobile responsive part. I don't like the app because you have to download something and it captures your information." (Parent)

"We want real-time reports of test scores because principals are pulled in a thousand different directions." (Parent)

"I think this will be easier on a principal too rather than coming up with an extended narrative that flows that my superintendent will like. Easier to come up with chunks than some eloquent dissertation." (Educator)

"I like that it is mobile-friendly. That may be the only way some parents will see it." (Parent)

"This data should be more accessible from the State Dept. We have to do this, go back and forward with this, change that. It is such a pain considering how little our parents use it." (Educator)

<u>Prompted by the format of the Design Challenge report card, stakeholders want to be</u> able to ask questions and learn more

The majority of stakeholders liked the fact that the Design Challenge report card allowed users to interact and ask questions – via email and text. A conversational record was kept on the application so that others could view questions and answers asked previously. Some educators expressed an interest in using the tool themselves to address questions while others expressed a concern that questions coming to principals would overburden their already-crowded schedules. Most agreed that the conversations would occur regardless of the tool's availability and that it was advisable for stakeholders to seek out those individuals who could give them accurate information about their questions.

Additionally, participants overwhelmingly supported the use of some web-based mechanism that would explain jargon and unfamiliar terms.

"If it is text friendly, the accountability goes back to the classroom. Maybe I get an email from a teacher instead of the district. Please check the box after you look at this. Keep parents accountable and the parents keep the teachers accountable."

(Business/Community Member)

"Everybody has chats now. Is something like a live chat unrealistic? Especially when you are looking at issues like what the heck does his mean?" (Business/Community Member)

"I like the conversational record piece – it more interactive. I'm a realtor. This would be very good to send clients form out of states. They are very concerned."

(Business/Community Member)

"I would like the ability to allow districts or schools to add a comment. I could pin a comment to this section instead of trying to cover something in the narrative." (Educator)

"I like being able to actually ask someone a guestion." (Parent)

"It is more than just what – it explains why. I like that the lingo is hyperlinked for those of us who don't know all of the education jargon." (Parent)

"It is easier to look at. Something about it easier to understand. It is organized better. Here we are using numbers, as opposed to the percentages. N count and percentages." (Parent)

"I like the college readiness information. It is scattered in our report card. If you are looking for it, it is nice to have it in one place." (Parent)

"I like having the ability to sign up for frequent updates. The recently asked questions are nice too. You can see questions others have asked." (Parent)

"It would be nice to search for certain topics. Which schools have a few IB? Which schools have something else? Instead of having to click through each school, a more comprehensive search on a meta level." (Parent)

"These conversations are going to take place with or without you. We have so many clients that say we don't want to manage that. I tell him that the conversation is going to take place. You can either be a part of it or not be a part of it." (Parent)

"I like that people can ask questions and those are archived. This will give us real time data which will let us know how people are thinking. It will drive change and help us make better decisions." (Educator)

"The question part sounds great until you get the question. If it goes to the principal, they already have so much they have to do." (Educator)

Specifically, on the distribution of the report cards:

Need to focus on effective distribution of school and district report cards and allow schools and districts to use as well

All participants agreed that before change can occur, the information has to be accessible for various stakeholder groups. It has to be distributed via a myriad of communication channels. Many educators expressed interest in a tool they could use themselves to bring about positive change.

"If you are sending home a piece of paper on the bottom of my child's book bag, you are saying to me that you don't care if I really get that because of your delivery method."

(Business/Community Member)

"We would like the opportunity to go back throughout the year and change the message of the narrative. If I know my parents are using this tool, make it a real tool and let me use it as well." (Educator)

"This is about bringing about positive change in the school system. Need a way for schools and districts to engagement parents in an easier way. Provide a service to schools that they can actually use." (Educator)

"As much as an app sounds amazing, how many parents would upload an app? How many times do they use Powerschool to look at their kids grades? More likely that people would look at it if it was linked to Powerschool." (Educator)

"Maybe there are portions of the page that schools can put together...graphs, videos, to highlight their greatest successes." (Educator)

"We are having to message to our community of parents and having something you could pull up, have them pull up with you – to be able to talk about literacy rates and the Profile of the Graduate and where we are headed. This could be something that could be done collectively at a meeting. It wouldn't be something that would be told to them." (Educator)

Other education accountability themes that emerged during discussions:

Parents want national comparisons of data, not just state comparisons

In discussing data elements, parents expressed a desire to have the academic performance of SC students compared with the academic performance of other students in the country. As it relates to college readiness, parents want to know if their children are on track and prepared for rigorous college coursework as they progress through the grades. Educators, on the other hand, want fair reporting urging clearer, "apples-to-apples" comparisons.

"I wish that 'Districts with Students like ours' was made more clear. Is it only districts in SC? I think parents moving into our state want to see how schools compare on the national level." (Parent)

"This is the PASS. A lot of people are frustrated that we are not doing a nationally recognized test where people can actually compare because what we are doing — comparing ourselves against everyone else in SC. The big question is how are we meeting my kids' expectations to go to college and how we can measure that? And now we have these reports saying that kids in SC aren't prepared for college? Honestly, we should get rid of SC PASS and only use national testing. We should have a nationally recognized test so kids are not focused on the test so much, but the joy of learning which will propel them forward." (Parent)

"We aren't holding schools to a national standard, we are holding them to a state standard. Then local districts spend a great deal of money coming up with their own goals which are sometimes unrealistic." (Parent)

"This is very state-centric but if you are going to put data, could we not have a line about how we are doing nationally?" (Parent)

What about how we compare to schools in the nation? We are not from here. We moved here 9 years ago. I was worried. I wanted to know if my child would get the same kind of education that they would across the nation. (Parent)

Stakeholders want to know about standards and how to move the metric forward

Parents and business leaders expressed a need for "truth-telling" and more knowledge about how to improve education in South Carolina. If science scores are low, as one parent found,

what can he and others do to help the situation? How do the numbers relate to an overall vision?

"One of the things I hear a lot – not only from teachers but from parents is what is the standard by which we are going to move the metrics? What is the goal to move the metric forward? For example, if you are looking at the percent met and above for each grade level, there isn't one of those that is above 75% (looking at PASS Science scores). For someone who spends a couple of hours a night with their kids and is concerned with STEM, what are we going to do to move the metric forward? How do we relate these numbers at the district and state level? Who can we talk to about these metrics and moving these forward?" (Parent)

"Need long term vision. How do you relate a report card numbers with the vision? How long should a long term vision be? (Parent)

Questions about assessment – over testing, value-oriented assessments, and lack of consistency

All stakeholders agreed that there is a need for consistency with student assessments. Many felt that students, educators, and parents were not being served well by changing tests from year to the next. Additionally, it is difficult, sometimes impossible, to determine growth and view trends in an evolving assessment environment.

Some parents also expressed concern over assessing some of the "soft" or "life" skills in the Profile of the SC Graduate as well as what they view as a culture of over-testing of students.

"They need to decide on the test they are using and stick with it." (Parent)

"When things change from year to year, it makes it difficult to compare trends. It sound like you are making excuses when you say you can't compare because it was done differently." (Educator)

"A lot of these things are not measurable in the profile of the graduate. Some are more value-oriented than achievement oriented." (Parent)

"We need consistency with the tests." (Business/Community Member)

"Very few of our assessments measure much of the profile. Maybe we need to step back and look at what we are assessing." (Educator)

"Parents are at a point where they are looking for the best opportunities for their children. This (Profile of the Graduate) right here is nice but this isn't what are children are being assessed on. They are not being assessed on integrity and self-direction." (Parent)

"I would have a concern about children being assessed in that way (on soft skills) just for the purpose of developing a measure for the profile." (Parent)

"Kids are over-assessed. They are tested all the time. Kids are getting burned out. I would hate for an assessment to be created just for this. I am not interested in another person's perception of my child's work ethic or their interpersonal skills or their view of my child's integrity. That is my job to teach my child at home. I expect them to teach my child content...I feel like my children have been assessed non-stop this year [parent of a middle and high school student], it is impacting instruction. When there is assessment going on, there is typically less homework, there aren't as many opportunities for graded materials in the classroom." (Parent)

"I like the MAP test they do because you get immediate feedback. I am frustrated with state tests because we don't get results until they are in a different grade." (Parent)

Stakeholders agree on need for ratings, but mixed on verbiage used to rate schools

Although the rating of schools and the verbiage used to "rate" them was not specifically addressed during the focus groups, some participants reacted to one example that included a letter grade. Among those that addressed the issue, there was not consensus.

"How do we feel about A,B,C,D? How do we feel about Excellent, Good? How do you come up with one rating? I see it as a spectrum where you present the information.

Present it but not try to mesh it into one grade." (Educator)

"I want to see schools ranking -- like on School Digger. It charts trends on School Digger. Our principal says that the format is so user friendly. He lives and breathes by School Digger." (Parent)

"I am totally against A-F. People think 1 of 2 things. They are uptight overachievers who only want an A. Or they didn't care much from school and they have a negative connotation for any grade. Also, restaurants get letter grades. You aren't touching any place less than a B. Our teachers and administrators deserve more respect than a letter grade. I think a word is better." (Educator)

(Regarding using letter grades to rate schools) "I agree with what you see. But that is how schools communicate with students. Parents go to a letter grade. I agree it is not the best, but I don't know what is better." (Educator)

'I don't like a letter grade. We have been down this road several times in SC. I think showing improvement is much more important. Showing growth tells you something. A letter grade does not. I want to know that my child is ready to go to the next grade not whether a school has an A, B, C, D or an F. It doesn't tell me whether that is a good school." (Business/Community Member)

"We need to tell the public we are exceeding or failing miserably. If this is what's been set, this is what we have to judge you on." (Business/Community Member)

"My principal said just make sure they don't do letter grades. We have fought this battle." (Educator)

"Honesty, I like Excellent, Good. If I saw a D or an F, I would be super worried." (Business/Community Member)

"We give our kindergartners, excellent, average, etc. Once they get into more rigor, they get A-F. This is important, more rigorous from a business perspective. I want to know. I think we need to respect the facts." (Business/Community Member)

"If people see an F, they look at it and move on because people think there is not an educated population." (Educator)

Stakeholders want to know how to help SC students improve

Stakeholders expressed a need to know the truth and to know how to help students. Some knew that students and schools were struggling; they wanted to know more information about how they could help.

"Comparing SC to other states isn't funny now that I have children in the system. If every South Carolinian knew how to help our children. They are seeing numbers but no real 'here's what you can do' actual change." (Business/Community Member)

"We need a system that is responsive to a new system and brutal facts. We need a system that is going to be responsive to continue truth telling and disseminate truth telling to everyone that wants to hear the truth. We all want to hear the truth. Take advantage of this new state of awareness. We need to take people beyond awareness, to engagement. Take this level of engagement to the next level." (Business/Community Member)

"It is great to feed this information to parents and the community but unless we get these schools and educators to embrace and own these results and want to be able to speak to parents and members of the community and develop a strategy or plan on how they are going to improve on those results. We are not there unfortunately. It is the same story that it was 2 years ago. Same story as it was 2 years before that. There are certain leaders in school districts that get it and embrace it. Others don't. How do we develop leaders in school districts, embrace accountability, and see how to improve with these results?" (Business/Community Member)

"Many of us are shocked by the results we see, especially after the ACT Aspire results. The awareness level has got to be so much higher. You have to take people beyond awareness to kind of a connectedness. It is not an easy leap. Now you need to take an extra leap." (Business/Community Member)

What do stakeholders value in reporting about schools and districts?

Participants were asked to write down five things they "value in the reporting of schools and school districts" (Table 1). The respondents were provided a list of the data points that are required to be published per the Every Student Succeeds Act (ESSA). They could choose to use items from the list provided or choose their own. Although the comments were open-ended, the responses are grouped below by areas of significance. Participants were also asked to record one thing they would change in the reporting of schools and districts if they were provided the opportunity (Table 2).

Table 1

Focus Group Responses to "list the top 5 things you value in the reporting of schools and districts. What do you most want to see and know about schools?"

Information / Data	Number of respondents indicating data was valued
Descriptive Evidence of Student Academic Growth Measures/Trends, 3-5 Years	12
Information on Measures of School Quality & Climate with more than Percent	3
Student Academic Proficiency/Student Achievement Clearly Evident & Understood	6
Evidence-Based Short Narrative from Principal/Parent Leader w/Pictures, Example work	3
Growth Rate toward College & Career Readiness (WorkKeys, ACT, Career Course Certification)	5
Accountability System Based Description/Performance Indicators (SC Expectations)	4

Student Retention/On-Time Graduation		
Student Retention/On-Time Graduation	4	
Description/Growth of Long Term Education Process/Goals at		
·		
School Level (Getting Students Ready for Next Step)	5	
Student/Teacher/Parent Engagement Data	_	
	2	
Highlight What Schools/Students Are Excelling In and Continued		
Growth	2	
	۷	
Achievement Gap/Subgroup Info/Programs		
	4	
Consistently Calculated & Uniform Graduation Rates across		
Districts/State		
Districts/State	5	
Mary Oak and a life Mine France (10 and a fine fine fine fine		
More Schools Like Mine Format/Comparisons of Schools/District		
/Statewide	3	
	· ·	
Information/Data listed by 1 focus grou	p participant	
Definition to Occurrence October 1820 Cate		
Definition Used to Compare Schools/Districts		
0		
Overall School Grade for Past 5 Years, Not Growth Rate (Confusing))	
O affect Total and Their Edward Date 1		
Qualified Teachers, Their Education, Returning		
Financial Status of District (Including Per-Pupil Expenditures)		
How Weaknesses are Addressed		
Higher Rating for Cost Per Pupil for Region on County		
Academic Performance w/Like Socio-Economic School Environments		
Standardized Test Scores in Comparisons		
Warding/Craphics/Dis Charte for Lawer Lavel Danders (Eliminate Ele	at Data)	
I Wording/Graphics/Pie Charts for Lower-Level Reagers (Filminate Fiz		
Wording/Graphics/Pie Charts for Lower-Level Readers (Eliminate Fla	a Bata)	

Table 2

Focus Group Responses to "suppose you were in charge of education in SC, what would be one (1) change you would make to the reporting of schools and school districts?"

Access to Information that can be Understood by Everyone (Broad Data Points, Language, Data) – 2 responses
Mobile App or Mobility-Accessible Format (Including PDF, Paper Copies)
More Relevant to and Goals for the Profile of the Graduate
Action-Oriented Rating/Grade Reflect Schools a Whole (Not Only the Academic Measurement)
Stack-Rank all Schools (Top to Bottom)
Use Progress Indicators (Not Letter Grades-Use Graph, Adjective, etc.)
Rating of Schools Based on Operating Budget
Measure of Meeting Accountability Standards/Expectations
Certificated Students Included in Graduation Rate
Indicator of Parent Engagement (i.e., PTSA, PTA, Booster Club, Volunteers, etc.)
Robust Teacher Evaluation System with Student Growth as a Significant Component
Better Promotion of Report Card and What it Means
Customize Communication as the Audience Prefers-Talk, Email, Text, Paper, Calls, etc.
SDE Needs to be Leader in Emphasizing Goal is Growth for All Students
Add Metrics Relating to Growth
Transparency to Student Performance
Focus Group Meeting for Stakeholders
Accountability for Administrators
Improved Test Scores for Children of Poverty
Incentives for Teacher Recruitment of Highly Qualified Teachers to High Poverty Areas
Accurate Numbers Reporting
Parents Encouraged to Get GEDs/Diplomas to Inspire Children

Staff Recommendations

The following section outlines recommendations on developing a robust, dynamic web-based report card for SC schools and districts by Fall 2018:

- Work with the SC State Department of Education to make necessary revisions to the 2016 report cards noted by the focus groups (i.e., presentation of WorkKeys results, lack of format consistency, etc.)
- 2. Designate funding of \$75,000 for an "intake phase," which will analyze the current data systems and technology requirements necessary to build a robust, dynamic web-based report card for SC schools and districts. The intake phase, which will uncover "flags" that will impede the process, will begin immediately and take up to six months. The process will result in a set of specific data and technical, design and functional requirements for the online report cards.
- 3. Following the intake phase, the EOC Public Awareness Subcommittee, working in collaboration with SC Department of Education staff, will put steps in place to ensure the completion and effective distribution of a robust, dynamic web-based report card for SC schools and districts that will meet the needs of the state and its diverse stakeholder groups by Fall 2018. The subcommittee will work to streamline the cards using the recommendations of the focus groups. The final product must contain:
 - Clearly defined summary information on how schools and districts are performing, with details following
 - Responsive formats, allowing for accessibility across multiple modalities, including print, online, and mobile
 - Multiple methods to find and compare schools and districts, as well as view trend data
 - Mechanisms so that users can communicate with knowledgeable persons if they have questions (i.e. text, email, live chat)
 - Explanations of jargon and education terms

Reference

Foundation for Excellence in Education, 2015. *Building State Capacity For Powerful School Information: Results Of The My School Information Design Challenge*. Foundation for Excellence in Education. http://excelined.org/wp-content/uploads/ExcelinEd-MySchoolInfoDesignChallenge-BuildingStateCapacityForPowerfulSchoolInformation-FindingsBrief-02232015.pdf.

Appendix A

Handouts used in focus groups

South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

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

© SCASA Superintendents' Roundtable

Adopted by: SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC School Boards Association, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.

Script for Parent Session

Welcome – 7 minutes

Good morning/afternoon and welcome to our session. Thank you for taking the time to talk about school and district report cards in South Carolina. My name is Dana Yow and I am the Director of Community Involvement and Communications at the SC Education Oversight Committee. Assisting me today is Dr. Rainey Knight, the Director of Special Projects at the SC Education Oversight Committee. We are staff working for the SC Education Oversight Committee, which is a legislative committee created by the Education Accountability Act, a comprehensive state education law which was passed in 1998.

We are here today because we have a wonderful opportunity in South Carolina right now. As you are probably aware, federal education law recently changed. What was once known as No Child Left Behind is now known as the Every Student Succeeds Act or ESSA. Both NCLB and ESSA are re-authorizations of what was and will remain the Elementary and Secondary Education Act, our nation's national education law which passed in 1965 during the term of President Lyndon B. Johnson. You have an information sheet in front of you that gives you a brief timeline and summary of how things have changed in the last 50 years.

How is ESSA different from NCLB?

One fundamental difference is that states now have a great deal of flexibility and control over how schools and school districts are held accountable. There is information that must be reported on reports for schools and school districts but states now have control over what reporting looks like, how it is accessed, what ratings schools and districts receive, etc.

Before ESSA was passed, your state legislators had the forethought to make some changes in the area of education accountability. Last legislative session, the SC General Assembly passed a law that required that the federal and state accountability systems become one. For almost 15 years, SC had 2 education accountability systems that were operational. Mixed messages were being sent to all of us about the status of schools and that just wasn't working. In that same law, SC lawmakers made some changes regarding standards and assessments. We are currently in the second of two pause school years, meaning that school and district report cards are produced, test scores are averaged and published, but schools are not held accountable – or graded – on any of these reported measures. The SC Department of Education has asked the Education Oversight Committee to consider a 3rd pause year – to match the federal ESSA timeline.

So, why are you here today?

The Education Oversight Committee, for whom Dr. Knight and I work, has asked us to hold focus group sessions with parents, community members, business people, and educators to find out what you think about the reporting we do of schools and school districts in this state. Do you find it accessible, useful and does it have meaning to you? We also want to show you an example of what reporting looks like in other areas of the country, and get your thoughts on the accessibility and usefulness of that reporting tool. Finally, we want to find out what you value the most when it comes to finding out information about schools and school districts. What would you change if you were in charge?

You were invited here today because you were nominated by a school district superintendent, a member of the SC State Board of Education, or a member of the EOC. This is one of 4 parent sessions being conducted this week around the state and one of 12 sessions overall.

Please know that you are here because we value your ideas and perspectives. We want you to do the talking. There are NO wrong answers but rather differing points of view. Please feel to share your point of view even if it differs from what others have said.

We are recording the session so we don't miss any of your comments. While your names will not be attached to comments, a report of the session will be produced for the EOC. It will be shared with you as well. There is a blue card in front of you. Please give us your name and email so that we can send you a copy of the final report. Also, there is a box to check if you want to be included in some opinion surveying we are doing later this spring which will go into detail about the development of the joint accountability system. You can just leave those behind; we will pick them up.

Also, we know that 1 hour is not a long time. If you have burning comments or questions that you don't get to express, please contact me. Take my card and call or email me. Finally, if we go into territory that is on topic but not related to our overall goal for this session, you may see me put that in the parking lot (paper on the wall). That does not mean it is not important. Following the session, please jot your name and contact information under the topic and I will follow-up with you.

Question 1: Current System: 20 minutes

Let's begin.

I am going to show you what is currently used as the current report for SC schools and I am going to show you how it is accessed. (NAVIGATE TO THE CARDS.) This card is for a school that my child attended for elementary school. The other is for the school district I reside in. It shows results from last school year, which was a pause year for ratings. You can see the ratings for the school and district from 2012 to 2014 on the final page of the handouts. We have printed in black and white a copy of both cards for you (PASS OUT COPIES OF REPORT CARDS.)

After taking some time to look at the cards and think about how they are accessed, what do you think about the report cards?

OPEN DISCUSSION

Question 2: New system – 20 minutes

Now, I want to show you examples of a card that was part of a national school information design challenge. The challenge was sponsored by the Foundation for Excellence in Education and it challenged designers to create a report card that met the needs of users while providing all of the required data. I am showing you a handout that describes both the site and its accessibility in detail. (Pass out Excellence in Education handout)

After taking some time to look at the cards and think about how they are accessed, what do you think about the report cards?

Question 3: What information is valued? – 12 minutes

The last activity we are going to do today gets to this question of what information you value about report cards. Imagine if the report cards and the information within them did 3 things: inspired action by educators, parents, and the community. 2) Surfaced new questions and allowed for meaningful answers to be found. 3) Promoted real and ongoing engagement with public schools.

You have before you a list of what the Every Student Succeeds Act requires schools to report. On the back side, you will see a list of what some states choose to report.

What we would like for you to do is make a list of the top 5 things you value in the reporting of schools and school districts. What do you most want to see and know about schools? You can use the list we have provided as a guide or you can give us your own thoughts.

Secondly, suppose you were in charge of education in SC, what would be 1 change you would make the reporting of schools and school districts? What would you do?

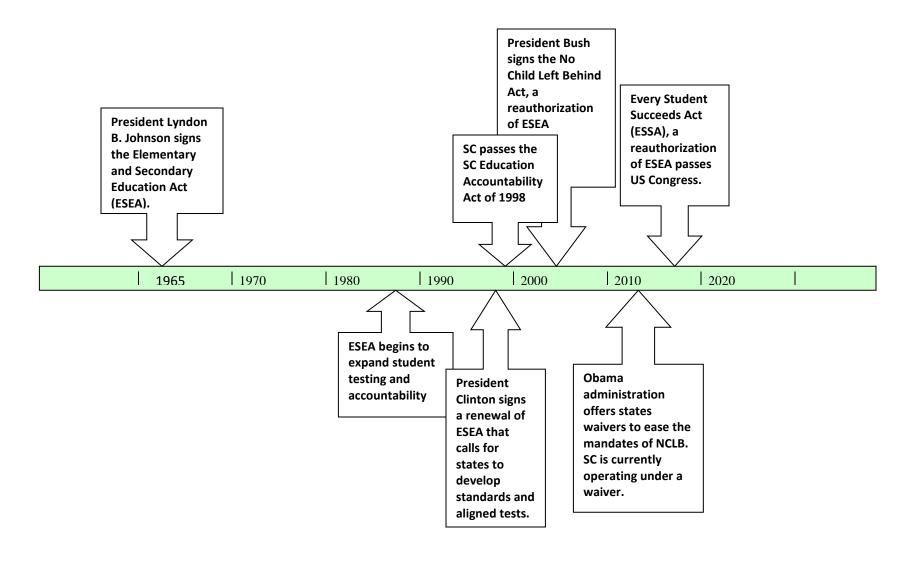
Reflect on the discussions today and what you feel is really important to know about schools and districts.

Conclusion

We thank you for the time you have spent with us today. The information is extremely valuable to us as we move forward in shaping the public reporting of the accountability system in South Carolina.

I would like for the final report which summarizes focus group recommendations to be sent to me via email.
Your Name
Your Email
☐ I would like to be included in public opinion surveying about the South Carolina education accountability system, which will be sent in late-Spring via email.
I would like for the final report which summarizes focus group recommendations to be sent to me via email.
Your Name
Your Email
☐ I would like to be included in public opinion surveying about the South Carolina education accountability system, which will be sent in late-Spring via email.

50 Years of Education Law





RICHLAND 2 School District

Grades PK-12 District Enrollment 26,783 Students

Superintendent **Board Chair**

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD							
YEAR	ABSOLUTE RATING	GROWTH RATING					
2014	Excellent	Good					
2013	Excellent	Excellent					
2012	Excellent	Good					
2011	Good	Average					
2010	Good	Good					

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good District performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average District performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk District performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

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

RICHLAND 2 School District

4/27/2015

4002

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

Percent of students tested in 2013-14 whose 2012-13 test scores were located

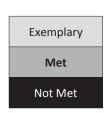
94.2%

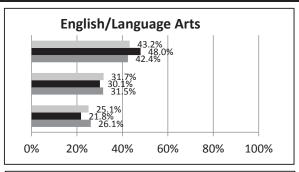
A DOOLLITE DATIM	OC OF DICTRICTC MUTHIC	TUDENTO LUCE OUDOS
ARSOLUTE RATIN	GS OF DISTRICTS WITH S	1111)FN1511KF()URS1

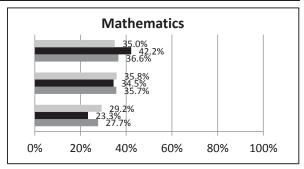
Excellent	Good	Average	Below Average	At-Risk
6	0	0	0	0

NOTE: Ratings are calculated with data available by 04/27/2015.

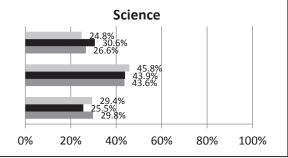
South Carolina Palmetto Assessment of State Standards (SC PASS)

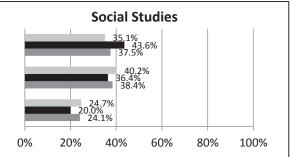


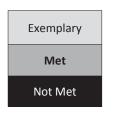


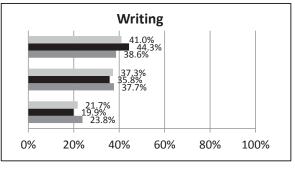


Exemplary Met Not Met













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

Definition of Critical Terms						
Exemplary "Exemplary" means student demonstrated exemplary performance in meeting the grade level standard.						
Met "Met" means student met the grade level standard.						
Not Met "Not Met" means that the student did not meet the grade level standard.						

Page 2 of 12

8.5%

6.0%

2014

81.1%

12.5%

6.4%

9.3%

5.5%

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students Our District **Districts with Students Like Ours** 2013 Passed both subtests 80.9% 76.5% 85.5% 85.2% 80.7%

12.6%

6.7%

11.9%

7.2%

15.3%

8.2%

RICHLAND 2 School District

Passed one subtest

Passed no subtests

End of Course Tests		
Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	89.3%	91.5%
English 1	76.0%	81.5%
Biology 1/Applied Biology 2	80.5%	85.1%
US History and the Constitution	65.6%	73.5%
All Subjects	78.3%	83.3%

Four-Year Cohort Graduation Rate							
	Our l	District	Districts wi	th Students			
			Like Ours				
	2013	2014	2013	2014			
Number of Students in Four-Year Cohort	1,907	1,865	2,201	2,143			
Number of Graduates in Cohort	1,547	1,544	1,740	1,773			
Rate	81.1%	82.8%	80.8%	84.1%			

Five-Year Cohort Graduation Rate						
	Our l	District	Districts wi	th Students		
			Like Ours			
	2013	2014	2013	2014		
Number of Students in Cohort	1,857	1,868	2,094	2,060		
Number of Graduates in Cohort	1,608	1,612	1,666	1,685		
Rate	86.6%	86.3%	82.1%	83.2%		

Abbreviations for Missing Data

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

District Profile				
	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n = 26,783)				
1st graders who attended full-day kindergarten	92.4%	Down from 97.9%	97.5%	99.5%
Retention Rate	1.9%	Up from 1.4%	1.7%	2.1%
Attendance Rate	97.3%	No change	96.3%	96.2%
Served by gifted and talented program	14.7%	Up from 13.2%	19.1%	11.5%
With disabilities	11.5%	No change	10.9%	13.1%
Older than usual for grade	3.2%	Up from 3.1%	3.3%	4.6%
Out-of-school suspensions or expulsions for violent	1.0%	Down from 2.1%	0.6%	0.7%
and/or criminal offenses				
Dual Enrollment Student Count	141	N/A	246	55
Enrolled in AP/IB programs	24.9%	Up from 23.0%	24.9%	15.7%
Successful on AP/IB exams	64.2%	Down from 67.4%	57.6%	51.6%
Eligible for LIFE Scholarship	29.7%	Down from 29.9%	37.8%	31.1%
Enrolled in adult education GED or diploma	593	Up from 88	395	115
programs	333	op ironi oo	333	113
Completions in adult education GED or diploma	115	Up from 75	134	31
programs	1113	op nom 75	134	31
Annual dropout rate	1.7%	Up from 1.6%	1.7%	2.3%
Dropout Recovery Rate	9.0%	N/A	4.0%	4.0%
Teachers (n = 1,867)				
Teachers with advanced degrees	71.7%	Down from 71.9%	61.7%	60.4%
Continuing contract teachers	74.7%	Down from 76.0%	75.9%	79.6%
Teachers returning from previous year	89.2%	Down from 90.1%	89.5%	90.1%
Teacher attendance rate	96.9%	Up from 96.0%	95.4%	95.2%
Average teacher salary*	\$49,744	Down 3.1%	\$47,897	\$47,169
Vacancies for more than nine weeks	0.4%	Up from 0.1%	0.4%	0.1%
Professional development days/teacher	9.4 days	Down from 10.3 days	11.1 days	11.1 days
District				
Superintendent's years at district	N/R	N/A	6.0	5.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 19.3 to 1	22.5 to 1	20.7 to 1
Prime instructional time	93.1%	Up from 92.0%	90.8%	90.0%
Dollars spent per pupil**	\$10,380	Up 4.6%	\$8,209	\$9,403
Percent expenditures for teacher salaries**	52.3%	Down from 53.0%	53.8%	52.6%
Percent of expenditures for instruction**	56.2%	Up from 56.0%	59.9%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Number of schools	35	Up from 34	35	9
Number of magnet schools	N/R	N/A	1	0
Portable classrooms Average age of school facilities	1.5%	Down from 2.0%	1.5% N/A	0.8%
Average age of school facilities Number of schools with SACS accreditation	N/A	N/A	20.0	N/A 9.0
	34.0	Up from 31.0		
Parents attending conferences	100.0%	No change	100.0%	100.0%
Average administrator salary	\$92,325	Up 1.1%	\$81,852	\$79,777

^{*} Includes current year teachers contracted for 185 or more days.

Abbreviations for Missing Data

N/AV-Not Available N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

^{**} Prior year audited financial data are reported.

Performance By Student Groups							
		HSAP Passage Rate by End of Course Tests				On-time Graduation	
	Spring	g 201 4	Passage Rate		Rate, 2014		
	n	%	t	%	n	%	
All Students	1,378	92.8%	8,507	78.3%	1,865	82.8%	
Gender							
Male	678	90.7%	4,209	77.5%	926	76.8%	
Female	700	94.9%	4,193	80.2%	939	88.7%	
Racial/Ethnic Group							
White	461	97.2%	2,408	92.0%	543	87.8%	
African American	792	90.3%	5,249	72.2%	1,162	80.6%	
Asian/Pacific Islander	54	96.3%	279	92.5%	59	91.5%	
Hispanic	66	89.4%	433	76.0%	95	75.8%	
American Indian/Alaskan	N/A	N/A	26	92.3%	N/A	N/A	
Disability Status							
Disabled	117	53.8%	717	44.1%	177	42.9%	
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	
English Proficiency							
Limited English Proficient	66	90.9%	332	73.8%	72	69.4%	
Socio-Economic Status							
Subsidized meals	484	86.4%	3,633	69.1%	752	73.8%	

 ${\tt NOTE:}\ n = number\ of\ students\ on\ which\ percentage\ is\ calculated;\ t = number\ of\ tests\ taken.$

HSAP Passage Rate by Spring 2014		
	Our District	District with Students Like Ours
Percent	92.8%	94.4%

College Admissions Tests

SAT	SAT Critical Reading		Math		Writing		Total	
	2013	2014	2013	2014	2013	2014	2013	2014
District	472	478	478	477	453	452	1403	1407
State	479	483	484	487	460	459	1423	1429
Nation	491	492	503	501	480	478	1474	1471

ACT		English	M	ath Rea		ading	Scier	nce
	2013	2014	2013	2014	2013	2014	2013	2014
District	19.3	19.2	20.4	20.2	20.5	20.7	20.0	20.2
State	19.3	19.2	20.1	20.1	20.5	20.6	20.1	20.2
Nation	20.2	20.3	20.9	20.9	21.1	21.3	20.7	20.8

ACT	Total				
	2013	2014			
District	20.1	20.2			
State	20.1	20.2			
Nation	20.9	21.0			

Abbreviations for Missing Data

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

RICHLAND 2 School District	4/27/2015	4002
School District Governance		
Board Membership	7 trustees elected to at-large seats	
Fiscal Authority	County Council	
Average Number of Hours of Training Annually	N/A	
Percent New Trustees Completing Orientation	N/A	

District Superintendent's Report

Dear Richland Two Students, Parents, Employees and Community Members:

Thank you for an outstanding 2013-2014 school year. Our focus remains on pursuing "Four Squares" to success: Learning, Character, Community and Joy. I believe each square must overlap and intersect with the other for our school system to continue to improve. Richland Two constantly strives to design the best learning and professional development opportunities for our 27,000 students and 3,400 employees. Our efforts result in an abundance of achievements to celebrate. The Class of 2014 earned \$88.7 million in college scholarships. Richland Two ranks top in the state and 12th nationally for the number of National Board Certified teachers with 678.

Continuing our tradition of innovation, we recently broke ground on the Richland Two Institute of Innovation. At this new facility, located in the Village at Sandhill, students will immerse themselves in a professional culture, solving real-world problems while being mentored by real employers and receiving high school and possibly college credit. Our students need a program that exposes them to different career options based on their interest and prepares them to successfully enter the workforce or continue their education and training toward their career goals.

After several years of collaborative planning and a three-phased rollout of the 1TWO1 student computing project, the district completed the distribution of mobile computers to all students in grades 3-12 during the 2013-2014 school year. Now, more than 22,000 students each have a Chromebook or an iPad for enhancing their educational experience and in aiding their academic progress. To ensure the success of 1TWO1, we continue to focus on professional development and sustaining the technology infrastructure.

Along with innovation, Richland Two is known for being a growing district. Our taxpayers passed a bond referendum in November 2008 to build four elementary schools, a middle school and a high school to accommodate our increasing student population. The third new elementary school, Lake Carolina Elementary Upper, opened this past August. During these past six years, the district has grown by more than 2,400 students (PK-12).

Whether it is building an innovative school or utilizing an innovative learning strategy, Richland Two employees strive to provide a firm foundation for our students' "Becoming." We focus on learning, promoting good character, building a sense of community and finding joy, to ensure that our students become successful and capable citizens. Thank you for playing an important role in making this a reality for all students.

Sincerely,

Dr. Debbie Hamm, Superintendent

Abbreviations for Missing Data

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

ESEA/Federal Accountability Rating System

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

Overall Weighted Points Total	85.9
Overall Grade Conversion	В
Points Total - Elementary Grades	92.5
Points Total - Middle Grades	79.7
Points Total - High School Grades	85.6

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

Accountability Indicator (Title I Schools)

Two RICHLAND 2 schools were identified as Title 1 Reward Schools.

School	Status
L W CONDER ELEMENTARY	Reward-Performance
KILLIAN ELEMENTARY	Focus

Accountability Indicator Definitions

N/A-Not Applicable

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

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

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

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

Abbreviations for Missing Data

RICHLAND 2 School D	District						4/27/2015	4002
Performance By Group	- ESEA/Fed	leral Accour	ntability					
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
			Grade	es 3-5				
All Students	648.8	646.9	629.6	646.8	99.8	99.9	99.8	N/A
Male	643.3	647.1	630.1	647.9	99.8	99.9	99.7	N/A
Female	654.7	646.7	629.1	645.7	99.8	99.9	99.8	N/A
White	673.3	678.4	657.7	669.1	99.9	99.9	100.0	N/A
African American	637.2	630.8	615.0	635.4	99.8	99.9	99.6	N/A
Asian/Pacific Islander	673.8	690.8	662.5	677.9	99.6	100.0	100.0	N/A
Hispanic	638.4	636.3	624.5	639.1	99.6	99.8	99.7	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With disabilities	607.9	606.6	598.2	615.3	99.5	99.8	99.3	N/A
Limited English Proficient	639.8	646.4	628.8	648.0	99.5	100.0	100.0	N/A
Subsidized Meals	631.3	624.9	610.8	629.7	99.8	99.9	99.7	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable								
Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
			Grade					,
All Students	625.8	625.5	631.1	630.5	99.7	99.7	99.5	N/A
Male	618.6	624.1	630.7	632.9	99.7	99.7	99.5	N/A
Female	633.2	627.0	631.6	628.1	99.7	99.7	99.6	N/A
White	651.2	652.4	662.3	656.2	99.9	99.8	99.3	N/A
African American	613.4	611.4	615.7	617.4	99.7	99.7	99.6	N/A
Asian/Pacific Islander	666.3	682.9	674.1	679.2	99.6	100.0	99.4	N/A
Hispanic	615.1	616.2	624.0	624.8	98.5	99.8	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With disabilities	572.9	581.4	584.1	593.2	99.7	99.5	99.4	N/A
Limited English Proficient	615.3	625.3	622.5	633.1	97.2	99.4	99.5	N/A
Subsidized Meals	607.3	606.4	611.0	613.8	99.6	99.7	99.5	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable								
Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
			Grade	s 9-12				
All Students	230.1	222.1	82.4	74.5	98.2	98.4	100.0	82.0
Male	225.3	220.9	82.3	74.9	97.6	97.8	100.0	76.0
Female	234.6	223.3	82.8	74.2	98.8	98.9	100.0	87.8
White	242.0	238.6	90.1	80.4	99.8	99.8	100.0	87.1
African American	224.5	213.8	78.4	71.7	97.9	97.9	100.0	79.7
Asian/Pacific Islander	247.6	256.5	92.2	80.2	98.3	98.3	100.0	88.5
Hispanic	225.7	218.3	81.8	74.9	94.4	96.3	100.0	76.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With disabilities	201.3	195.2	65.9	66.6	98.2	96.9	100.0	43.1
Limited English Proficient	219.6	217.2	80.3	74.9	94.6	97.3	100.0	68.5
Subsidized Meals	221.6	211.4	76.8	70.7	97.6	97.7	100.0	73.0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable								

^{*} Social Studies used as "Other Academic Indicator" for elementary and middle schools.

229.0

75.0

78.0

95.0

95.0

95.0

75.1

Objective (AMO)

226.0

Two Year Elementary and Middle School Grades Trend Data								
	Grade		SCPASS ELA		SCPASS Math			
		N	Mean	% Tested	N	Mean	% Tested	
	3	1946	653.9	99.9	1946	628.4	99.5	
	4	1979	640.5	99.6	1979	644.8	99.9	
	5	2025	650.5	99.7	2025	641.2	99.8	
	6	2038	632.9	99.5	2038	624.8	99.5	
	7	2128	624.5	99.7	2128	624.6	99.6	
~~	8	2014	627.4	99.8	2014	625.8	99.7	
2013		SCPASS Science			SCPASS Social Studies*/History			
5		N	Mean	% Tested	N	Mean	% Tested	
	3	969	621.3	99.4	976	643.9	98.9	
	4	1978	629.3	100.0	1973	655.6	100.0	
	5	1018	631.7	99.6	1007	644.3	99.5	
	6	1016	616.0	99.1	1023	644.2	98.5	
	7	2124	628.9	99.6	2125	626.0	99.5	
	8	1013	625.4	98.0	998	633.6	99.3	

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	2027	654.6	99.8	2028	639.8	99.6
	4	1977	644.6	99.8	1979	647.6	99.6
	5	1990	647.4	99.8	1991	653.4	99.7
	6	2074	629.1	99.7	2073	622.2	99.5
	7	2063	626.2	99.8	2064	632.5	99.5
	8	2064	622.2	99.6	2068	622.0	99.7
014			SCPASS Science	ė	SCPASS Social Studies*/History		
2(N	Mean	% Tested	N	Mean	% Tested
	3	1014	620.6	99.6	1011	643.0	99.1
	4	1977	630.9	99.6	1976	652.7	99.6
	5	993	636.2	99.4	989	639.1	99.1
	6	1034	617.9	99.1	1040	638.8	99.2
	7	2062	638.8	99.4	2059	625.9	99.5
	8	1031	629.5	99.3	1029	631.5	99.5

^{*} Social Studies used as "Other Academic Indicator" for elementary and middle schools. NOTE: Results include the SC-ALT test.

I/S-Insufficient Sample

Two-Year H	High School Grades Trend Data						
	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
	9	173	210.2	92.1	171	198.4	90.6
	10	1767	231.6	99.2	1767	226.6	99.1
	11	3	I/S	I/S	3	I/S	I/S
	12	0	I/S	I/S	1	I/S	I/S
2013		End	-of-Course Scie	ence	End-of-Course Social Studies*/History		
2(N	Mean	% Tested	N	Mean	% Tested
	9	320	73.5	100.0	12	66.9	100.0
	10	1571	83.1	100.0	186	67.5	100.0
	11	138	79.4	100.0	1525	73.7	100.0
	12	28	67.5	100.0	82	73.8	100.0

	Grade	HSAP ELA			HSAP Math			
		N	Mean	% Tested	N	Mean	% Tested	
	9	162	209.3	90.9	163	197.3	91.4	
	10	1735	232.0	99.2	1735	224.5	99.3	
	11	1	I/S	I/S	1	I/S	I/S	
	12	1	I/S	I/S	1	I/S	I/S	
2014		End	-of-Course Scie	ence	End-of-Course Social Studies*/History			
2		N	Mean	% Tested	N	Mean	% Tested	
	9	558	83.5	100.0	7	I/S	100.0	
	10	1596	82.9	100.0	187	67.8	100.0	
	11	163	77.9	100.0	1604	75.7	100.0	
	12	31	72.9	100.0	80	70.5	100.0	

NOTE: ELA and Math N-counts are based on number of students. Science and History N-counts are based on number of End-of-Course Biology 1 and US History and the Constitution tests administered. Results include the SC-ALT test.

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.6%	3.2%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	7.3%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.8%	0.0%	No
Student attendance rate, grades K-8	97.3%	94.0%*	Yes

	State
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)	61.9%
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials	0.0%

 $[\]ensuremath{^{*}}$ Or greater than last year.

N/A-Not Applicable

Abbreviations for Missing Data

N/AV-Not Available N/C-Not Collected N/R-Not Reported

 $[\]hbox{* Social Studies used as "Other Academic Indicator" for elementary and middle schools.}$

South Carolina - State 4/27/2015 4002

Performance by Group - ESEA/Federal Accountability								
			Science	Soc Studies*/	ELA %	Math %	Science %	Graduation
Subgroups	ELA Mean	Math Mean	Mean	History Mean	Tested	Tested	Tested	Rate
Subgroups	ELA WICCH	Width Wican		es 3 - 5	resteu	restea	restea	Nate
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With disabilites	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable								,
Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
				s 6 - 8				,
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With disabilites	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
								1
Migrant Annual Measurable	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
All Co.	220.0	222.6		s 9 - 12	00.7	00.7	100.0	00.0
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With disabilites	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable	, , .	,,,	,, .	,//	,,,	,,,	,,,	31.3
	220.0	226.0	70.0	75.0	OF O	OF O	OF O	7F 1
Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

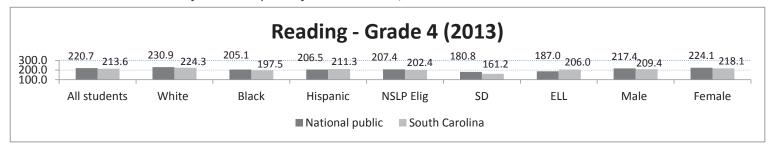
^{*} Social Studies used as "Other Academic Indicator" for elementary and middle schools.

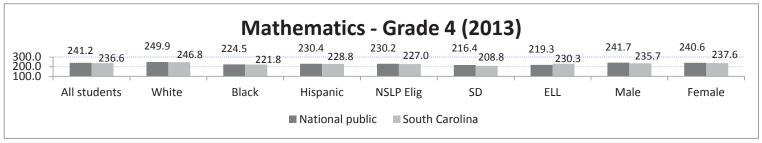
Abbreviations for Missing Data

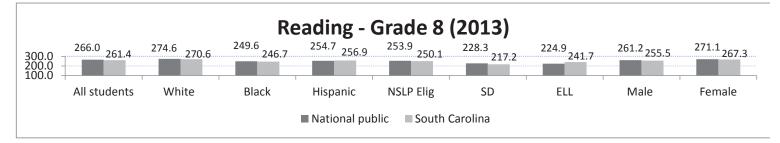
N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

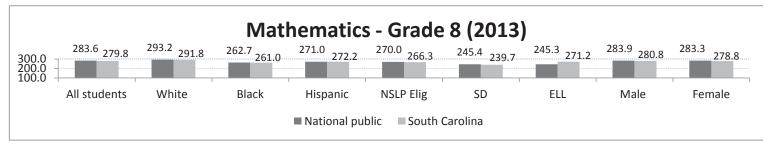
NAEP* Average Scale Scores - ESEA/Federal Accountability

*Performance reported for SC and nation, data not available at school level.









Кеу				
NSLP	National school lunch program			
SD	Student with disabilities			
ELL	English language learner			
NAEP	National Association of Education Progress			

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

Our School 30

Number of recently arrived ELL students exempted from ELA in state assessments

Abbreviations for Missing Data

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



Bethel-Hanberry Elementary

125 Boney Road Blythewood, SC 29016

Grades PK-5 Elementary School

Enrollment 659 Students

Principal Tracy M. Footman 803-691-6880

Superintendent Board Chair

THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL REPORT CARD

RATINGS OVER	5-YEAR PERIOD	
YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Excellent	Excellent
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

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

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

Percent of students tested in 2013-14 whose 2012-13 test scores were located

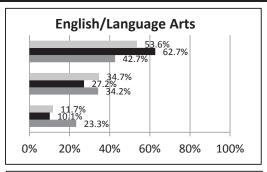
94.8%

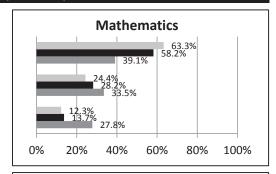
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*				
Excellent	Good	Average	Below Average	At-Risk
27	2	0	0	0

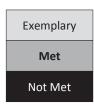
^{*} Ratings are calculated with data available by 04/27/2015.

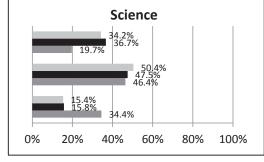
South Carolina Palmetto Assessment of State Standards (SC PASS)

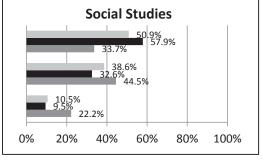


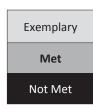


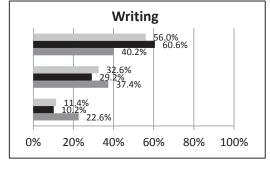


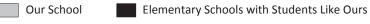












Elementary Schools Statewide

^{*} Elementary Schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms				
Exemplary	"Exemplary" means student demonstrated exemplary performance in meeting the grade level standard.			
Met	"Met" means student met the grade level standard.			
Not Met	"Not Met" means that the student did not meet the grade level standard.			

Bether-namberry Elementary	4/2//2015	4002070		
School Profile				
	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n = 659)				
1st graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention Rate	0.2%	No change	0.5%	1.0%
Attendance Rate	96.8%	Down from 96.9%	97.0%	96.5%
Served by gifted and talented program	11.6%	Up from 11.3%	16.4%	7.3%
With disabilities	13.1%	Up from 10.8%	9.6%	12.5%
Older than usual for grade	1.3%	Down from 1.5%	1.0%	1.8%
Out-of-school suspensions or expulsions for	0.0%	No obongo	0.0%	0.0%
violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 42)				
Teachers with advanced degrees	71.4%	Up from 68.4%	64.5%	62.3%
Continuing contract teachers	88.1%	Up from 86.8%	88.1%	81.2%
Teachers returning from previous year	87.5%	Up from 85.1%	88.5%	88.4%
Teacher attendance rate	96.8%	Up from 96.2%	95.5%	95.3%
Average teacher salary*	\$51,062	Down 3.8%	\$50,190	\$47,902
Professional development days/teacher	16.9 days	Up from 15.0 days	12.5 days	10.9 days
School				
Principal's years at school	0.5	Down from 5.5	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.9 to 1	20.9 to 1	19.9 to 1
Prime instructional time	92.4%	Up from 91.9%	91.0%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$7,253	Down 2.4%	\$7,659	\$7,680
Percent of expenditures for instruction**	70.5%	Down from 71.0%	65.9%	66.8%
Percent of expenditures for teacher salaries**	70.0%	No change	65.3%	66.0%

^{*} Includes current year teachers contracted for 185 or more days.

^{**} Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The Bethel-Hanberry campus was established in 1949 as a place in which students were provided a quality education. Over the years, our community has grown tremendously, but their dedication to our Bethel-Hanberry Elementary family has always been a priority. We are fortunate to have the unwavering support of our Educational Foundation, PTO and SIC along with numerous volunteers who bring their talents to share with our children.

Our school continues to accumulate awards that recognize us as a first-class learning community. A shared-vision by all of our stakeholders has truly helped us accomplish more than we can do on our own. Our 2013 State of South Carolina Annual School Report Card marked the 5th consecutive year we have received an excellent rating for both the Absolute Rating and Growth Rating. These ratings have designated us as a Palmetto Gold and Silver award winner numerous times. We are proud of this consistency as this proves we are driven to improve teaching and learning each year. In addition, we received an "A" based on the ESEA/Federal Accountability Rating System.

As we continue to implement Common Core State Standards, we are focused on providing our students with the tools necessary to compete in a global culture. Our collaborative efforts with our learning community have produced invaluable resources to allow our students to inquire through their learning. Each classroom in our school has one-to-one technology devices that enhance learning for each child and bring inspiring teaching opportunities for our educators. Through our PTO, Educational Foundation and parents, we have access to more resources than ever dreamed possible.

We are grateful for a dedicated faculty/staff who strives daily to bring their best for our students. In order to be the best for our students, the faculty/staff also have to be the best for themselves. We worked on two faculty/staff goals for 2013-2014, the first of which was Building Community, which encompassed creating relationships with students, colleagues, parents and businesses. The second faculty/staff goal was Encouraging Risk-Taking, which cultivated leaders while providing them with the necessary resources to be successful. Our hope is that we are always moving forward in our work as educational leaders and, as a result, inspire our students to grow as successful learners.

Tracy Footman-Principal

Robyn Owens-SIC Chair

Evaluations by Teachers, Students and Parents				
	Teachers	Students*	Parents*	
Number of surveys returned	37	117	72	
Percent satisfied with learning environment	94.6%	81.2%	86.2%	
Percent satisfied with social and physical environment	94.6%	76.7%	82.8%	
Percent satisfied with school-home relations	100.0%	93.2%	67.6%	

^{*} Only students at the highest elementary school grade level and their parents were included.

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: http://ed.sc.gov/data/esea/ or request this information from your child's district or school.

Overall Weighted Points Total	97.4
Overall Grade Conversion	Α

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

Accountability Indicator (Title I Schools)

Bethel-Hanberry Elementary has been designated as a:

	Title I Reward School for Performance - among the highest performing Title I schools in a given year.
	Title I Reward School for Progress - one of the schools with substantial progress in school subgroups.
	Title I Focus School - one of the schools with the highest average performance gap between subgroups.
	Title I Priority School - one of the 5% lowest performing Title I schools.
	Title I School - does not qualify as Reward, Focus or Priority School.
Х	Non-Title I School - therefore the designations above are not applicable.

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.6	3.2%
Classes in high poverty schools not taught by highly qualified teachers	0.7	7.3%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

	State
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)	61.9%
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials	0.0%

^{*} Or greater than last year

Abbreviations for Missing Data

Bethel-Hanberry Elementary							4002070		
SC PASS Performance By Group -	SC PASS Performance By Group - ESEA/Federal Accountability								
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested		
Grades 3-5									
All Students	654.5	672.3	649.3	663.5	100.0	100.0	100.0		
Male	650.6	676.2	655.6	670.7	100.0	100.0	100.0		
Female	658.3	668.5	642.5	657.2	100.0	100.0	100.0		
White	667.5	691.1	666.9	676.1	100.0	100.0	100.0		
African American	640.2	652.2	627.6	647.6	100.0	100.0	100.0		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
With Disabilities	628.9	638.4	633.5	N/A	100.0	100.0	100.0		
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Subsidized Meals	636.9	646.0	623.9	640.3	100.0	100.0	100.0		
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0		

^{*} Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Two Year Elementary and Middle School Grades Trend Data							
	Grade		SCPASS ELA		SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	101	663.7	99.0	101	642.7	99.0
	4	112	652.3	100.0	112	670.8	99.1
	5	114	671.1	100.0	114	656.1	100.0
	6	N/A	N/A	N/AV	N/A	N/A	N/AV
	7	N/A	N/A	N/AV	N/A	N/A	N/AV
	8	N/A	N/A	N/AV	N/A	N/A	N/AV
2013		SCPASS Science		SCPASS Social Studies*/History		/History	
2		N	Mean	% Tested	N	Mean	% Tested
	3	49	636.1	100.0	52	657.0	98.1
	4	112	657.0	100.0	112	683.4	100.0
	5	57	651.7	100.0	57	674.4	100.0
	6	N/A	N/A	N/AV	N/A	N/A	N/AV
	7	N/A	N/A	N/AV	N/A	N/A	N/AV
	8	N/A	N/A	N/AV	N/A	N/A	N/AV

	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	124	647.3	100.0	124	651.1	100.0
	4	111	663.8	100.0	111	689.3	100.0
	5	125	653.3	100.0	125	678.2	100.0
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2014		SCPASS Science SCPASS Social Studies*/History		SCPASS Science		/History	
2(N	Mean	% Tested	N	Mean	% Tested
	3	62	620.3	100.0	62	646.7	100.0
	4	111	662.6	100.0	111	668.0	100.0
	5	62	654.9	100.0	62	671.7	98.4
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

 $[\]hbox{* Social Studies used as "Other Academic Indicator" for elementary and middle schools.}$

NOTE: Results include the SC-ALT test.

Performance by Gro	up - ESEA/	Federal Aco	countabilit	ty (District)			4/27/2015	4002070	
			Science	Soc Studies*/	ELA %	Math %	Science %	Graduation	
Subgroups	ELA Mean	Math Mean	Mean	History Mean	Tested	Tested	Tested	Rate	
9	Grades 3 - 5								
All Students	648.8	646.9	629.6	646.8	99.8	99.9	99.8	N/A	
Male	643.3	647.1	630.1	647.9	99.8	99.9	99.7	N/A	
Female	654.7	646.7	629.1	645.7	99.8	99.9	99.8	N/A	
White	673.3	678.4	657.7	669.1	99.9	99.9	100.0	N/A	
African American	637.2	630.8	615.0	635.4	99.8	99.9	99.6	N/A	
Asian/Pacific Islander	673.8	690.8	662.5	677.9	99.6	100.0	100.0	N/A	
Hispanic	638.4	636.3	624.5	639.1	99.6	99.8	99.7	N/A	
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
With Disabilities	607.9	606.6	598.2	615.3	99.5	99.8	99.3	N/A	
Limited English Proficient	639.8	646.4	628.8	648.0	99.5	100.0	100.0	N/A	
Subsidized Meals	631.3	624.9	610.8	629.7	99.8	99.9	99.7	N/A	
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Annual Measurable									
Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A	
				es 6 - 8					
All Students	625.8	625.5	631.1	630.5	99.7	99.7	99.5	N/A	
Male	618.6	624.1	630.7	632.9	99.7	99.7	99.5	N/A	
Female	633.2	627.0	631.6	628.1	99.7	99.7	99.6	N/A	
White	651.2	652.4	662.3	656.2	99.9	99.8	99.3	N/A	
African American	613.4	611.4	615.7	617.4	99.7	99.7	99.6	N/A	
Asian/Pacific Islander	666.3	682.9	674.1	679.2	99.6	100.0	99.4	N/A	
Hispanic	615.1	616.2	624.0	624.8	98.5	99.8	100.0	N/A	
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
With Disabilities	572.9	581.4	584.1	593.2	99.7	99.5	99.4	N/A	
Limited English Proficient	615.3	625.3	622.5	633.1	97.2	99.4	99.5	N/A	
Subsidized Meals	607.3	606.4	611.0	613.8	99.6	99.7	99.5	N/A	
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Annual Measurable									
Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A	
				s 9 - 12					
All Students	230.1	222.1	82.4	74.5	98.2	98.4	100.0	82.0	
Male	225.3	220.9	82.3	74.9	97.6	97.8	100.0	76.0	
Female	234.6	223.3	82.8	74.2	98.8	98.9	100.0	87.8	
White	242.0	238.6	90.1	80.4	99.8	99.8	100.0	87.1	
African American	224.5	213.8	78.4	71.7	97.9	97.9	100.0	79.7	
Asian/Pacific Islander	247.6	256.5	92.2	80.2	98.3	98.3	100.0	88.5	
Hispanic	225.7	218.3	81.8	74.9	94.4	96.3	100.0	76.0	
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
With Disabilities	201.3	195.2	65.9	66.6	98.2	96.9	100.0	43.1	
Limited English Proficient	219.6	217.2	80.3	74.9	94.6	97.3	100.0	68.5	
Subsidized Meals	221.6	211.4	76.8	70.7	97.6	97.7	100.0	73.0	
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Annual Measurable									
Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1	

 $[\]hbox{* Social Studies used as "Other Academic Indicator" for elementary and middle schools.}$

Performance by Gro	oup - ESEA/	Federal Ac	countabili	ty (State)			4/27/2015	4002070
,								
			Science	C - C - 1: - * /	ELA %	Math %	Science %	Graduation
C. In annual control	ELA 84	N 4 - 1 l- N 4		Soc Studies*/				
Subgroups	ELA Mean	Math Mean	Mean	History Mean es 3 - 5	Tested	Tested	Tested	Rate
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable	000.2	015.1	330.4	025.4	100.0	100.0	100.0	14//
Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Objective (Alvio)	040.0	040.0		es 6 - 8	93.0	95.0	95.0	IN/A
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable	300.4	000.0	000.0	007.7	30.2	30.2	100.0	14//
Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
	032.0	032.0		es 9 - 12	33.0	33.0	33.0	14/71
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable		,		,		,	,	
Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1
. , ,								

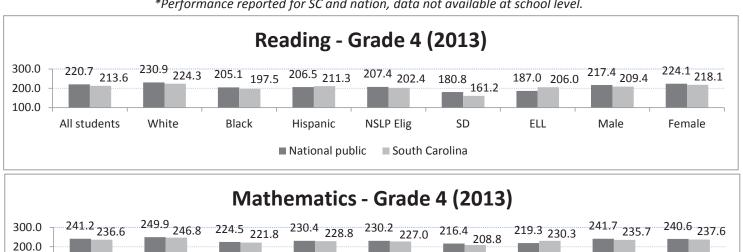
^{*} Social Studies used as "Other Academic Indicator" for elementary and middle schools.

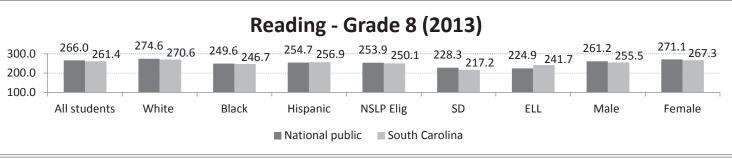
100.0

All students

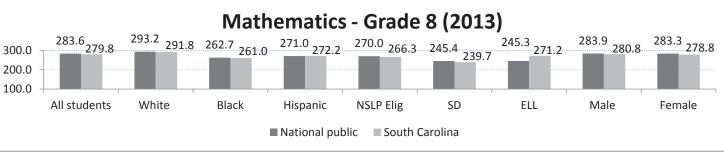
N/A-Not Applicable

*Performance reported for SC and nation, data not available at school level.





■ National public ■ South Carolina



Кеу					
NSLP	National school lunch program				
SD	Student with disabilities				
ELL	English language learner				
NAEP	National Association of Education Progress				

White

Black

Hispanic

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

Our School

Number of recently arrived ELL students exempted from ELA in state assessments

Abbreviations for Missing Data

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

ELL

Male

Female

I/S-Insufficient Sample

Richland School District Two

6831 Brookfield Road Columbia, SC 29206



South Carolina State Report Card

State and federal laws require public schools to release report cards to the public each year. This year, the report card has been updated to reflect changes in reporting directed by the SC Education Oversight Committee. Schools will not be rated for state accountability purposes until Fall 2017 when the state will transition to a single accountability system. The following reports student performance in school year 2014-15.

Grades: PK-12 District **Superintendent:** Dr. Debbie Hamm

Enrollment: 27,286 students **Board Chair:** The Honorable Calvin "Chip" Jackson

District Phone: 803-787-1910

District Website: https://www.richland2.org/Pages/default.aspx



Profile of the SC Graduate

World Class Knowledge

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

World Class Skills

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

Life and Career Characteristics

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

WORLD CLASS SKILLS & LIFE AND CAREER CHARACTERISTICS

Our district is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by ...

Richland School District Two is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by providing an engaging, innovative, inclusive and safe environment for all students. As superintendent I have outlined the "Four Squares" to success that I believe lie at the heart of Richland Two's mission for preparing all students for success: Learning, Character, Community and Joy Just like the children's game, these four components of education have withstood the test of time. We believe that students who take part in rigorous learning experiences while building character, supporting their communities, and experiencing joy will have a strong foundation to achieve success.

Richland Two makes these educational cornerstones relevant for 21st century students through the innovative and effective application of technology, real-world experiences in the classroom and personalized learning.

Our students use their foundation in learning, character, community and joy to acquire world-class knowledge and develop world-class life and career skills that serve them well as they seek out success during all stages of their life.

Using the Profile of the Graduate in conjunction with the four squares Richland Two has created a learning framework that includes Professional Development, Leadership and Support, and Continuous Quality Improvement. This framework has been implemented across the district, and we continue to make improvements to these areas to better serve our students.

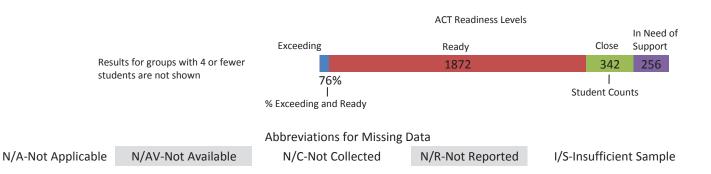
Dr. Debbie Hamm, Superintendent

^{* 21}st Century core courses in Social Sciences include History, Geography, Economics, Government and Civics.

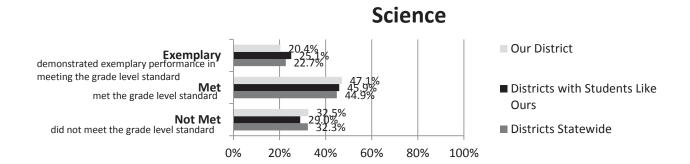
The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing

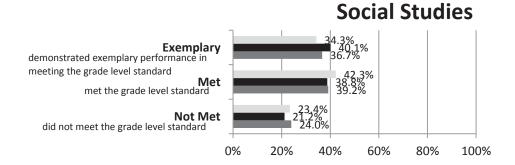


MATHEMATICS WRITING **Richland School** 2,134 4,110 2,210 **255 2,697** 5,950 2,260 46.6% 26.5% **District Two** Districts with 3,165 4,633 3<mark>1</mark>7 3,422 7,198 Students Like Ours 26.8% 50.8% Statewide 59,092 114,023 57,428 5,426 68,628 165,272 64,594 46.7% District: Grade 3 464 507 251 12 290 916 552 17.1% 60.0% 130 15 317 809 District: Grade 4 350 17.7% 51.0% 1,010 District: Grade 5 362 742 55.2% 16.8% 94 611 District: Grade 6 396 52.2% 38.6% 921 District: Grade 7 263 507 602 380 32.9% 35.7% 873 285 District: Grade 8 31.0% 34.9%



The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies.





Science SCPASS

Our District: Percent Met and Above for each grade level

4th grade	5th grade	6th grade	7th grade	8th grade
72.4	70.7	61.5	68.3	65.5

Social Studies SCPASS

Our District: Percent Met and Above for each grade level

4th grade	5th grade	6th grade	7th grade	8th grade
88.0	78.2	77.3	66.4	74.2

Note: Results include SC-Alt assessment results.

"Exemplary": student demonstrated exemplary performance in meeting the grade level standard.

Met "Met": student met the grade level standard.

Not Met "Not Met": student did not meet the grade level standard.

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available

N/C-Not Collected

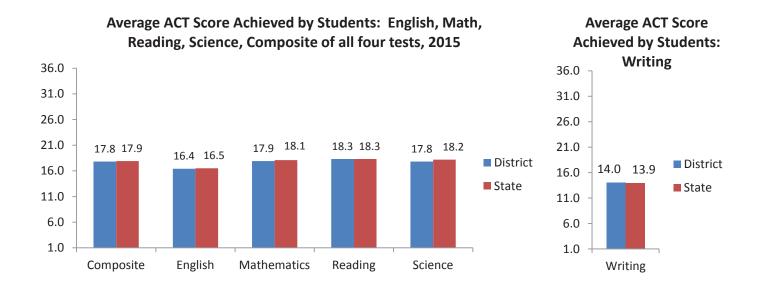
N/R-Not Reported

I/S-Insufficient Sample

End of Course Tests				
Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours	State	
Algebra 1/Math for the Technologies 2	91.0	87.9	85.7	
English 1	71.7	79.2	75.1	
Biology 1	74.0	80.7	77.8	
US History and the Constitution	68.9	72.9	69.1	
All Subjects	77.0	80.4	77.3	

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

The ACT, a college readiness assessment, was given to every South Carolina 11th grader in 2015 with the exception of those eligible for alternate assessments. The ACT scores range from 0 to 36. The district and state averages are included for comparison. State averages for ACT data are based on regular public schools and do not include private schools in the state.



Percent of Students in District Meeting ACT College-Ready Benchmarks, 2015				
English Benchmark	Math Benchmark	Reading Benchmark	Science Benchmark	
Score: 18	Score: 22	Score: 22	Score: 23	All 4 Subjects
37	20.4	25.7	16.6	11.3

ACT benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.

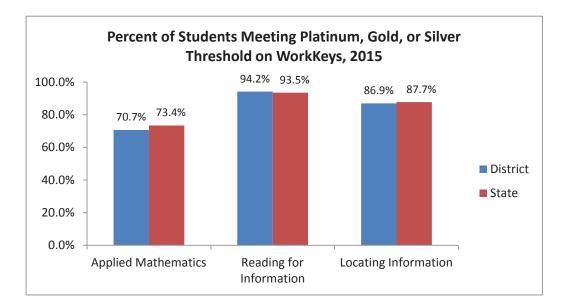
The ACT is a registered trademark of ACT, Inc.

Abbreviations for Missing Data

N/AV-Not Available N/C-Not Collected

N/R-Not Reported

ACT WorkKeys is a job skills assessment system measuring "real world" skills that employers believe are critical in the workplace. The assessment is given to every South Carolina 11th grader with the exception of those eligible for alternative assessments. The assessment consists of three subtests: Applied Mathematics, Reading for Information, and Locating Information. Students can earn certificates at the Platinum, Gold, Silver, and Bronze level on WorkKeys assessments.



District SAT Performance				
Percent of Students	Average Critical		Average Writing	Average Composite
Tested	Reading Score	Average Math Score	Score	Score
66.7	472	470	451	1393

The highest composite score on the SAT is a 2400. For each of the three sections of the test, the highest score is 800.

OUTCOMES

State Graduation Rate		
Four-Year Five-Year		
80.3	82.0	

District Four-Year Cohort Graduation Rate			
2015	2014	2013	2012
86.4	82.8	81.1	80.0

District Five-Year Cohort Graduation Rate			
2015	2014	2013	2012
84.2	86.3	86.6	76.8

Percentage of Seniors Eligible for LIFE Scholarship		
District State		
29.0	42.2	

Percentage of Students from 2014 Graduating Class Enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall 2014

District State

70.5 70.3

For students to meet the profile of the SC Graduate

	Our District	Change from Last Year	Districts with students like ours
		Last feat	like ours
Students (n = 27,286)			
Percent of students participating in Medicaid, SNAP, or TANF; homeless, foster, or migrant students (poverty index)	54.0	Down from 61.2%	N/A
Attendance Rate	96.2	Down from 97.3%	95.4
With disabilities	11.5	No change	10.7
Out of school suspensions or expulsions for violent and/or criminal offenses	1.6	Up from 1.0%	1.1
Percentage of students served by gifted and talented programs	15.2	Up from 14.7%	18.2
Enrolled in AP/IB programs	24.2	Down from 24.9%	24.6
Successful in AP/IB programs	63.8	Down from 64.2%	58.0
Career/tech students in co-curricular organizations	2.3	N/A	1.5
Enrollment in career/technology courses	N/A	N/A	-18.0
Students participating in work-based experiences	4.6	N/A	3.6
Number of seniors who have completed FAFSA forms	1210	N/A	1220
Percentage of seniors completing college applications	N/A	N/A	85.0
Number of students in dual enrollment courses	116	Down from 141	493
Success rate of students in dual enrollment courses	100.0	N/A	97.7
Annual dropout rate	1.6	Down from 1.7%	2.2
Dropout recovery rate	12.8	N/A	7.1
Percentage of students retained	1.9	No change	1.9
Enrolled in adult education GED or diploma programs	652	Up from 593	610
Completed adult education GED or diploma program	60	Down from 115	53
Teachers (n = 1,882)			
Percentage of teachers with advanced degrees	70.7	Down from 71.7%	59.6
Percentage of teachers on continuing contract	75.5	Up from 74.7%	76.2
Teachers returning from previous year	88.8	Down from 89.2%	88.9
Teacher attendance rate	94.6	Down from 96.9%	94.4
Average teacher salary*	\$51,112	Up 2.8%	\$47,476
Professional development days / teacher	N/A	N/A	N/AV
District-issued technology devices per teacher	N/A	N/C	N/A
Percentage of classes not taught by highly qualified teachers	2.4	Down from 4.8%	1.8
Percentage of teacher vacancies for more than 9 weeks	0.1	N/A	1.0

	Our District	Change from Last Year	Districts with students like ours
District			
Superintendent's years at district	2.0	N/A	2.8
Student-teacher ratio in core subjects	23.6 to 1	Up from 22.7 to 1	23.6 to 1
Prime instructional time	89.4	Down from 93.1%	89.0
Opportunities in the arts	Excellent	No change	Excellent
Opportunities in foreign languages	Excellent	N/A	Excellent
Number of schools with AdvancEd (SACS) accreditation	36	Up from 34	N/A
Parents attending conferences	100.0	No change	100.0
Bandwidth capacity per student	>100 Mbps	N/C	N/A
Number of schools with classroom wireless access	30.0	N/C	N/A
Do any schools plan to implement one-to-one computing	Yes	N/C	N/A
District-issued learning devices per student	N/A	N/C	N/A
Do any schools offer online or blended (50% online) courses	No	N/C	N/A
Dual enrollment courses offered	5	N/A	31
Dollars spent per pupil**	\$10,568	Up 1.8%	\$8,153
Percent of expenditures for instruction**	52.6	Up from 52.3%	53.5
Percent of expenditures for teachers' salaries**	56.5	Up from 56.2%	58.2
Average administrator salary	\$92,967	Up 0.7%	\$84,380

^{*} Includes current year teachers contracted for 190 days or more.

State Ratings History of District

Year	Absolute Rating	Growth Rating
2014	Excellent	Good
2013	Excellent	Excellent
2012	Excellent	Good

Based on state law, districts will not be rated for state accountability purposes until Fall 2017.

Additional Resources

SC State Content Standards

Family-Friendly Guides to the SC Content Standards

2014-15 Accountability Manual

Report Card Data Files

ESEA Data Files

Abbreviations for Missing Data

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

^{**} Prior year audited financial data are reported.

Bethel-Hanberry Elementary School

125 Boney Road Blythewood, SC 29016



South Carolina State Report Card

State and federal laws require public schools to release report cards to the public each year. This year, the report card has been updated to reflect changes in reporting directed by the SC Education Oversight Committee. Schools will not be rated for state accountability purposes until Fall 2017 when the state will transition to a single accountability system. The following reports student performance in school year 2014-15.

Grades: PK-5 Elementary **Principal:** Tracy M. Footman **Enrollment:** 664 students **Superintendent:** Dr. Debbie Hamm

School Phone: 803-691-6880 Board Chair: The Honorable Calvin "Chip" Jackson

School Website: https://www.richland2.org/bhe/pages/default.aspx



Profile of the SC Graduate

World Class Knowledge

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

World Class Skills

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

Life and Career Characteristics

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

WORLD CLASS SKILLS & LIFE AND CAREER CHARACTERISTICS

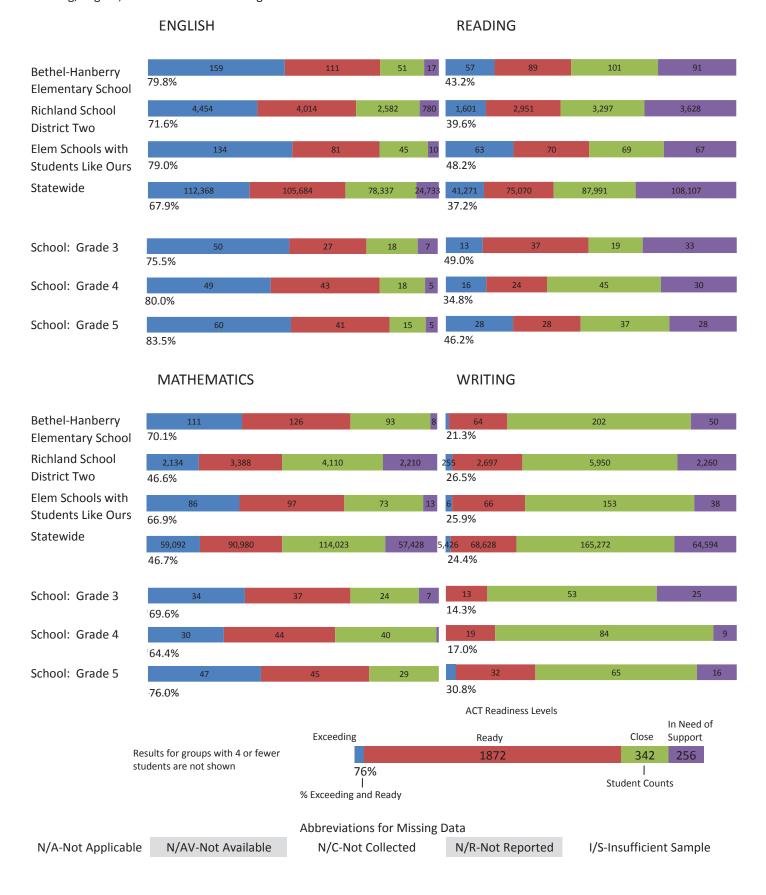
Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by ...

Bethel-Hanberry Elementary School is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by providing a safe, supportive, nurturing, and academically challenging learning environment. We provide such an environment through the implementation of our school vision: "Nurturing Learners to Lead and Succeed." We develop successful student leaders through empowerment, engagement, and inspiring learning opportunities while nurturing creativity and discovery. Additionally, we challenge all students with rigorous and authentic learning experiences so that they reach their full potential. Our dedicated teachers engage in on-going professional develop and always seek to learn new and effective strategies to use in the classroom to meet the needs of all students. We are proud of our history of academic excellence and success and we have been named as Palmetto Gold and Silver award winners numerous times. We are proud of this consistency as this proves we are driven to improve teaching and learning each year. At Bethel-Hanberry Elementary we believe that, collectively, the school, our parent organizations, our families, and our community play a vital role in educating and nurturing our students to be their best. As we continue to prepare the students of Bethel-Hanberry Elementary to be 21st leaders, our goal is to continue moving forward in our work to nurture and develop future South Carolina graduates and prepare our learners to lead with confidence. Tracy Footman, Principal Robyn Owens, Chair of the School Improvement Council

^{* 21}st Century core courses in Social Sciences include History, Geography, Economics, Government and Civics.

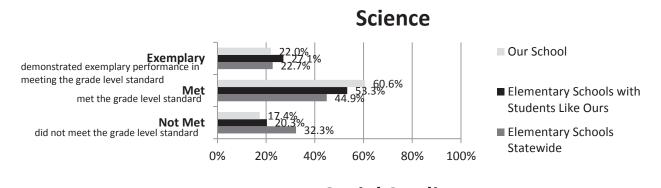
KNOWLEDGE

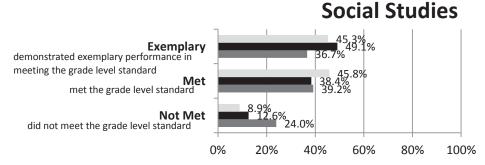
The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing



KNOWLEDGE

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies.





Science SCPASS		
Our School: Percent Met and Above for each grade level		
4th grade	5th grade	
87.0	78.5	
Social Studies SCPASS		
Our School: Percent Me	et and Above for each grade level	
4th grade	5th grade	
92.2	90.1	

Note: Results include SC-Alt assessment results.

"Exemplary": student demonstrated exemplary performance in meeting the grade level standard.

Met "Met": student met the grade level standard.

Not Met "Not Met": student did not meet the grade level standard.

Elementary Schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Abbreviations for Missing Data

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

For students to meet the profile of the SC Graduate

Tot stadents to meet the prome of the se dradate	Our School	Change from Last Year	Elementary Schools with students like ours
Students (n = 664)			
Percent of students participating in Medicaid, SNAP, or TANF; homeless, foster, or migrant students (poverty index)	41.1	Down from 45.5%	N/A
Attendance Rate	97.0	Up from 96.8%	96.4
With disabilities	12.7	Down from 13.1%	10.1
Out of school suspensions or expulsions for violent and/or criminal offenses	0.0	No change	0.0
Percentage of students served by gifted and talented programs	11.2	Down from 11.6%	13.1
Percentage of students retained	0.4	Up from 0.2%	0.7
Teachers (n = 42)			
Percentage of teachers with advanced degrees	71.4	No change	60.5
Percentage of teachers on continuing contract	85.7	Down from 88.1%	84.3
Teachers returning from previous year	89.4	Up from 87.5%	89.4
Teacher attendance rate	93.1	Down from 96.8%	95.1
Average teacher salary*	\$54,013	Up 5.8%	\$50,017
Professional development days / teacher	17.9 days	Up from 16.9 days	12.1 days
Percentage of teacher vacancies for more than 9 weeks	0.0	N/A	0.9
School			
Principal's years at school	1.5	Up from 0.5	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 19.5 to 1	20.5 to 1
Prime instructional time	88.9	Down from 92.4%	90.1
Opportunities in the arts	Good	No change	Good
Opportunities in foreign languages	Poor	N/A	Poor
AdvancEd (SACS) accreditation	Yes	No change	Yes
Parents attending conferences	99.7	Down from 100.0%	100.0
Character development program	Excellent	No change	Excellent
Avg. age of books / electronic media in the school library	13.0	N/A	12.1
Number of resources available per student in the school library media center	18.9	N/A	19.2
Bandwidth capacity per student	>100 Mbps	N/C	N/A
Percent of classrooms with wireless access	76-100%	N/C	N/A
District-issued learning devices per student	1.0	N/C	0.7
District-issued technology devices per teacher	2.1	N/C	1.7
Percentage of classes not taught by highly qualified teachers	0.0	No change	0.0
Dollars spent per pupil**	\$7,697	Up 6.1%	\$7,719
Percent of expenditures for instruction**	70.3	Up from 70.0%	66.7
Percent of expenditures for teachers' salaries**	71.1	Up from 70.5%	67.3

^{*} Includes current year teachers contracted for 190 days or more.

Abbreviations for Missing Data

^{**} Prior year audited financial data are reported.

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	30	129	74
Percent satisfied with learning environment	96.7	83.0	97.3
Percent satisfied with social and physical environment	93.3	86.1	94.6
Percent satisfied with school-home relations	96.7	87.6	78.6

^{*} Only students at the highest elementary school grade and their parents were included.

State Ratings History of School

Year	Absolute Rating	Growth Rating
2014	Excellent	Excellent
2013	Excellent	Excellent
2012	Excellent	Excellent

Based on state law, schools will not be rated for state accountability purposes until Fall 2017.

Additional Resources

SC State Content Standards

Family-Friendly Guides to the SC Content Standards

2014-15 Accountability Manual

Report Card Data Files

ESEA Data Files

Abbreviations for Missing Data

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



Nice to meet you

A school description highlights points of pride and innovation, inviting the community in. School leaders are empowered to describe each school in their own words by directly updating this information.

We're flexible

One size doesn't fit all. This dashboard is tailored to its school and invites users to explore key pieces of information appropriate to the grades served and academic focus.

Oak Grove School ak Grove School offers a unique learning environment that ensures student success through the integration of visual and performing arts and academics. We believe fine arts, inication, technology and languages are integral to the process of learning and inspire students to think critically about the world surrounding them. We promote academic excellence Mr. Adams is a dedicated leader for all students through personalized instruction and powerful vehicles for self-expression. career educator and former profes sional pianist who believes in develop-OakGroveSchool Academic Success School Environment Q Search **Student Characteristics** School Grade **Graduation Rate** 545 students 64.42% 180 student 159 students 13 students LEARN MORE Native American Students Making Growth English Language Learners 62.59% **62.17**% Free and Reduced Lunch Total Students: 900 Growth in English Growth in Math LEARN MORE (College Readiness Student Awards Top Colleges Jamie Smith **62.12**% 1. Bard College 2014 Congressional Art 2. Georgetown University Competition 3. Indiana University Sam Brown 4. Shenandoah University 2014 Scholastic Art and 5. University of Maryland Writing Awards LEARN MORE

Recently Asked Questions

October 10, 2014 Do schools receive any additional support or resources as a result of having a poor letter grade?

October 2, 2014 Does school-sponsored after care offer any tutoring or other academic support for my child?

Español Contact Login

Stay tuned

Interested users can request email updates whenever new information is available, enabling ongoing engagement.

A human face

A biography, photo and contact button create an opportunity for dialogue with school leadership.

Conversational record

More than simply a repository of data, this dynamic report card is a living public forum for conversations about data and what's happening in schools.



Oak Grove School

Cedar School District | 123 Third Street, Franklin, USA | Grades K-12

COMPARE SCHOOL

DOWNLOAD PDF

SIGN UP FOR UPDATES

Home

Academic Success

School Environment

Programs

🔾 Search

School Grade



Grading Scale

A 60-100% D 45-49%
B 50-59% F 0-45%
C 50-54%

Grade Distribution Compare our school to the state

59% 13% 6%

F D C B A
This school's grade is better than
93% of the schools in the state.

Grade History

Compare our grade to our past grades



How did we get this grade?

Schools earn points toward the school grade based on the percent of students that are successful in each of the 10 equally weighted categories that make up the grade. The 2014 grade is based on results from the 2014 school year.



Data organized for action

Grade components are sorted and grouped to identify strengths and weaknesses of the school.

More than just "what"

Descriptions explain **why** measure is an important component of the school's grade, emphasizing for users why it should matter to them.

A journey begins with a single step

Action buttons invite users to "explore" the data. By sequencing information complexity, users are eased into more and more powerful features, never overwhelmed with too much information at once.

Ask a Question

Name Email
I'm a...

Lingo ate my baby

encyclopedia-style entries.

If you liked this data

Key terms are linked to tooltips that

provide quick, easy-to-understand

definitions. Users are invited to "Learn"

More" at glossary pages, which provide

Pages suggest other exhibits containing

related or relevant information, encouraging

users to dig deeper and combine multiple

metrics into a more complete picture.

Oak Grove School

COMPARE SCHOOL

DOWNLOAD PDF

SIGN UP FOR UPDATES

Cedar School District | 123 Third Street, Franklin, USA | Grades K-12 Where do I go to find out how my son's school is performing in subjects that aren't covered on the state test?

Home Academic Success School Environment Programs

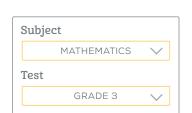
Final exams that measure student knowledge and skills gained from taking specific courses.

LEARN MORE

State Test Achievement

Grade level ? and end-of-course texts? measure whether students meet state expectations of what they should know and be able to do in various subjects. Students who meet state academic standards? are said to be proficient? in the tested subject.

These charts show the percentage of students who are proficient in a given subject area.



Test Participation

97.33% of eligible students at Oak Grove School participated in mathematics tests.

The federal government requires that at least 95% of students enrolled in public schools are tested in reading and mathematics.

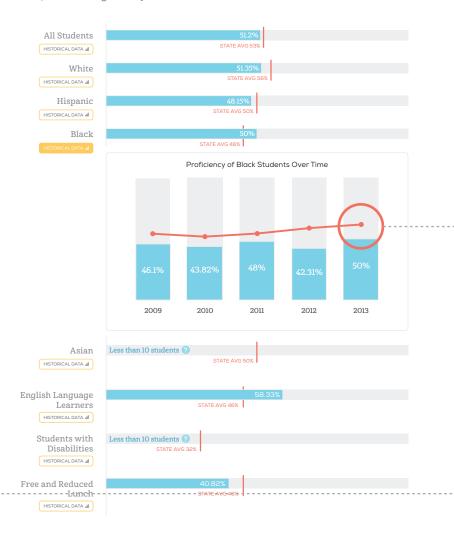
Related Exhibits

Student Growth

We track academic growth in order to understand how our schools are helping students improve from year to year.

Achievement Gaps

Comparing the performance of students of different gender, race, ethnicity, economic status and educational need enables us to ensure that schools are serving all students.



Compare and conquer

Data displays enable users to compare school values to state averages, look across student subgroups and examine trends over time, all in one place.

Know it all

The report card encourages users to ask questions about what they see. Searchable responses not only serve to create a living and robust knowledge base of information about the school, they offer a built-in feedback mechanism that can inform future improvements to the tool.

Ask a Question

I'm a...
Question

Questions About This Exhibit

eptember 5, 2014 Are the results of my child's test scores private?

July 20, 2014 Where do I go to find out how my son's school is performing in subjects that aren't covered on the state test?

SHOW RESPONSE

SHOW RESPONSE



Find out more about



Search

Academic Success

State Test Achievement

Student Growth

Achievement Gaps

High School Readiness

Graduation Rate

College Readiness

School Environment

Student Characteristics

Suspension and Expulsion

School Personnel

School Finance

Programs



Find out more about this school



math

State Test Achievement

Grade level and end-of-course tests measure whether students meet state expectations of what they should know and be able to do in various subjects.

Student Growth

We track academic growth in order to understand how our schools are helping students improve from year to year.

Middle School Students Passing Algebra I Successful completion of Algebra I during middle school is a useful indicator of high school readiness.

Academic Courses

... AP Calculus AB. AP English Language and Composition, AP European History, AP French Language, AP Microeconomics...

Not finding what you're looking for?

ASK A QUESTION

What's that called?

Traditional menu-based navigation is enhanced by a keyword search function that empowers novice users and enables discovery of new information.

These are the data you are looking for

Each exhibit has a concise and easy-to-read description, helping users recognize information.

Data to go

The navigation system works great everywhere, including on mobile phones.

We have answers, even if we don't

If users are unable to answer a question on their own, they are invited to ask a real person. Users are assured that when data is not yet available, their request will help prioritize the addition of that information. 1

A parent notices a trend in the data and submits a question using the "Ask a Question" button underneath the display.



52nd State Report Card 3:54 PM >
 Response from Principal Adams
 Achievement gaps among students are an important issue that Oak Grove is...

4

The parent is notified that her question has been answered. The question becomes part of the living archive of information about the school.





2

A staffer reviews incoming messages and either answers the question or passes the question along to the school.



Question EDIT

The data on the school report cards shows that the academic performance of Hispanic students at Oak Grove School has declined significantly in recent years compared to other student groups. What is Oak Grove doing about this issue?

Response

Achievement gaps among students are an important issue that Oak Grove is actively working to address. It is critical that we keep our Hispanic students and all students on track to graduate and be successful in life. Specifically, we have expanded our English as a Second Language (ESL) courses by adding additional remedial support in math and science for all grades. We have also developed parent engagement tools in both Spanish and English to our family resource center. For more information



Publish Response



3

The contact at the school now has the opportunity to respond to the question. In this case, the principal of the school responds, and opts to publish the question and answer to the report card.

have provided as a guide or you can give us your own thoughts.
1.
2.
3.
4.
5.

Suppose you were in charge of education in SC, what would be one (1) change

you would make to the reporting of schools and school districts?

List the top 5 things you value in the reporting of schools and school districts.

What do you most want to see and know about schools? You can use the list we

Items REQUIRED to be published on Report Cards:

- Description of the state's accountability system (how schools and districts are held accountable for student performance
- Description of the long-term education goals for SC in the areas of academic achievement and on-time graduation rate
- Descriptions and evidence of student academic proficiency
- Descriptions and evidence of student academic growth
- Descriptions and evidence of on-time graduation rate
- Names of schools who are in the bottom 5 percent of performers
- Number and percentage of English language learners achieving English proficiency
- Information on progress made toward meeting the state's long-terms goals
- Information on measures of school quality and climate (i.e., in-school suspensions; out-of-school suspensions; expulsions; referrals to law enforcement, chronic absenteeism, incidences of violence)
- Number and percentage of students enrolled in preschool programs
- Number and percentage of students enrolled in accelerated coursework to earn postsecondary credit while in high school (i.e., AP courses, IB courses, dual enrollment)
- Information on the professional qualifications of teachers in the state
- Per-pupil expenditures of funds for education (Federal, State, and local)
- Number and percentage of students with the most significant disabilities who take an alternative assessment
- The rate at which students who graduate enroll in a public or private college or university within the state
- Information about gaps between historically underachieving groups and historically overachieving groups (i.e., achievement gaps breaking out students by ethnicity, gender, lunch status, disabilities)

<u>Items NOT REQUIRED to be published on Report Cards but often included:</u>

(note: ESSA requires that states hold schools and districts accountable for a non-academic indicator. SC has not yet chosen this indicator)

- Indicator(s) of student engagement
- Indicator(s) of teacher engagement
- Indicator(s) of parent engagement
- Narrative about a school from the principal or parent leader
- Demographic information about a school (race, gender, lunch status)
- Comparisons of other schools and districts
- ?
- ?
- 7
- ?

