

2016-2017

ACCOUNTABILITY MANUAL

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



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OVERSIGHT COMMITTEE**

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

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Section I INTRODUCTION

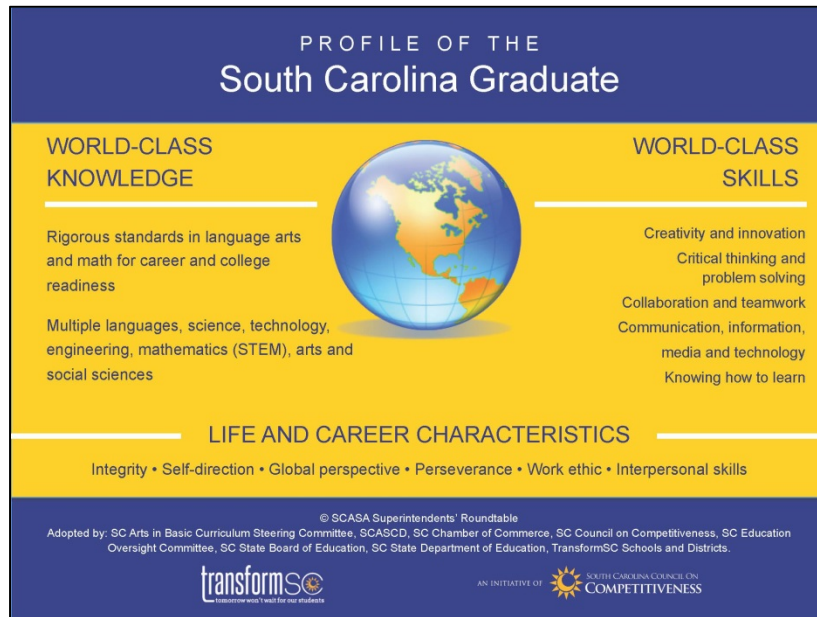
State law has suspended the rating of schools and districts since school year 2014-15. Act 281 of 2016 further delayed any ratings until school year 2017-18.

The committee may not determine state ratings for schools or districts, pursuant to Section 59-18-900, using the results of the assessments required by this subsection until after the conclusion of the 2016-2017 school year; provided, however, state ratings must be determined by the results of these assessments beginning in the 2017-2018 school year. The Oversight Committee also must develop and recommend a single accountability system that meets federal and state accountability requirements by the Fall of 2017. While developing the single accountability system that will be implemented in the 2017-2018 school year, the Education Oversight Committee shall determine the format of a transitional report card released to the public in the Fall of 2016 and 2017 that will also identify underperforming schools and districts. These transitional reports will, at a minimum, include the following: (1) school, district, and statewide student assessment results in reading and mathematics in grades three through eight; (2) high school and district graduation rates; and (3) measures of student college and career readiness at the school, district, and statewide level. These transitional reports will inform schools and districts, the public, and the Department of Education of school and district general academic performance and assist in identifying potentially underperforming schools and districts and in targeting technical assistance support and interventions in the interim before ratings are issued. (Section 59-18-325 (C)(7))

Proviso 1A.85 of the 2016-17 Appropriation Act also suspended ratings calculations for schools and districts for the 2016-17 school year.

1A.85. (SDE-EIA: Report Cards). With the funds appropriated for assessment and the achievement results obtained from these assessments, the Education Oversight Committee shall not calculate absolute or growth performance ratings for the 2016-17 school year for schools or districts.

Like the two previous school years before, the state report card for school year 2016-17 will include assessment information and measurements that address the Profile of the South Carolina Graduate.



The Palmetto Gold and Silver Program, a program which has recognized and rewarded schools for academic achievement and for making progress toward closing the achievement gap is suspended for the school year 2016-17 as program criteria are based entirely on ratings.

Therefore, the state report card for school year 2016-17 will include the following indicators and measurements as defined herein.

Section II Report Cards

Identification of School/Program Units for Report Cards

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

- ❑ Each school or district organizational unit assigned a School Identification Number (SIDN) by the SC Department of Education (SCDE) and operational for one year or more.
- ❑ Each special school operating under the auspices of the State of South Carolina, including those operated by the Department of Juvenile Justice, the Governor's School for the Arts and Humanities, the Governor's School for Science and Mathematics, the Palmetto Unified School District, the S.C. School for the Deaf and the Blind, and the Wil Lou Gray Opportunity School.
- ❑ Multiple report cards for a school crossing two or more organizational levels will be issued only if there are 30 students in each group to meet the criteria for reporting disaggregated data. When multiple report cards are issued for a school, data elements that are specific to the different grade levels will be different. All other data elements will be identical. In a school with grades seven through twelve, for example, the report card for grades seven and eight will include the number of students enrolled in courses for high school credit, while the report card for grades nine through twelve will include the number of students successfully completing AP/IB courses. Other data, such as attendance rates, will be identical on the two report cards.

A typical elementary school is defined as containing kindergarten through grade five; a typical middle school, grades six through eight; a typical high school, grades nine through twelve. Any school that includes one grade on either side of the typical pattern will be viewed as part of that organizational pattern. For example, if a school includes kindergarten through grade six, it will be considered elementary. If a school includes grades five through nine, it will be considered a middle school. If a school includes two or more grades on either side of the typical pattern (e.g., grades four through eight), two report cards will be produced. Any school that contains grade ten and crosses organizational patterns will require at least two report cards.

- ❑ Charter schools authorized by a local school district will receive a separate school report card; however, data from students attending a charter school authorized by a local school district will not be reported in the local school district report card per the Education Accountability Act as amended in 2006 (Section 59-18-920).
- ❑ Charter schools within the SC Public Charter School District (SCPCSD) that have been in operation for at least one year will receive individual report cards and the SCPCSD will receive a report card.

Superintendent Requests

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

Requests for separate report cards must be made to the State Superintendent of Education by **July 1, 2017**. The State Superintendent will approve or deny such requests.

- ❑ In districts with only one high school and only one ninth grade school (as defined by separate SIDNs), the district superintendent may request of the State Superintendent of Education by **July 1, 2017** that the two schools are to be combined for purposes of the reporting system. In this circumstance, all performance data and school profile data are to be combined and one report card document distributed for the two schools. If the district superintendent elects not to request that the data from both schools be combined, both the school containing grade 9 only and the high school will receive report cards listing all data.

Section III

WORLD CLASS KNOWLEDGE

The following assessments administered in school year 2016-17 to measure student academic performance against state standards and to document student progress toward college and career benchmarks are as follows:

- South Carolina College and Career READY Assessments (SC READY) in English language arts (ELA) and mathematics in grades 3 through 8;
- Palmetto Assessment of State Standards (SCPASS) in science and social studies in grades four through eight;
- End-of-course assessments for selected high school courses; and
- WorkKeys and ACT Plus Writing for 11th graders.

Due to the fact that there will be paper-based and computer-based testing of SC READY and that there will be testing windows associated with the computer-based testing, student performance data will be reported if a student is enrolled in a school (or district) on the 45th day and on the 160th day of the school year with no break in enrollment. For the 2017 report cards, scheduled to be released in November 2017, the following information and assessments will be reported on for schools and districts:

- Schools enrolling students only in kindergarten through grade two
 - No assessment data reported.
- Elementary schools enrolling students in grades three through five:
 - 2017 SCPASS science and social studies data and
 - 2017 SC READY ELA and math data.
- Middle schools enrolling students in grades 6, 7, or 8 and schools enrolling students in grades 6, 7, or 8 with grade 9 as the terminal grade:
 - 2017 SCPASS science and social studies data,
 - 2017 SC READY ELA and math data, and
 - 2016-2017 end-of-course tests for high school credit courses.
- High schools enrolling students in grades nine through twelve:
 - End-of-Course tests scores,
 - WorkKeys data, and
 - ACT Plus Writing data.
- Career and technology centers:
 - WorkKeys data
- Special schools: Assessments as administered at each school
- Districts:
 - SCPASS, science and social studies data;
 - SC-Alt results;
 - SC READY ELA and math data,
 - End-of-Course test scores;
 - WorkKeys data; and,
 - ACT Plus Writing data.

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

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

WorkKeys

- Number of WorkKeys exams administered in 2016-17
- Percent and number of students receiving Bronze, Silver, Gold and Platinum Certificates
- Percent and number of students scoring at each level on the tests

ACT Plus Writing

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

End-of-Course Assessments

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

NAEP

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

Primary Schools

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

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

Section IV

WORLD CLASS SKILLS AND LIFE AND CAREER CHARACTERISTICS

Prior to school year 2015-16, principals and School Improvement Councils were given the flexibility to report on any accomplishments on the school report cards. For the 2017 school report card, principals and School Improvement Councils will again be given the opportunity to inform the public on their school's achievements but within the context of the Profile of South Carolina Graduate. Specifically, each principal and School Improvement Council are asked to complete the following statement which will be printed on the report card: ***“Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by...”***

The principal and SIC are encouraged to document policies, initiatives, curriculum, learning strategies, etc. Examples include, but are not limited, to: (1) project-based learning; (2) extended performance tasks; (3) community service projects; (4) Gallup Student Poll results; etc.

Superintendents will also be able to include a narrative that describes how their district is helping students develop the skills and characteristics of the Profile of the South Carolina Graduate.

The infographic is titled "PROFILE OF THE South Carolina Graduate" and is set against a blue background with yellow and white text. It features a central globe of the Americas. The content is organized into three main sections: "WORLD-CLASS KNOWLEDGE" on the left, "WORLD-CLASS SKILLS" on the right, and "LIFE AND CAREER CHARACTERISTICS" at the bottom. The knowledge section lists rigorous standards in language arts and math, and multiple languages, science, technology, engineering, mathematics (STEM), arts, and social sciences. The skills section lists creativity and innovation, critical thinking and problem solving, collaboration and teamwork, communication, information, media and technology, and knowing how to learn. The life and career characteristics section lists integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills. At the bottom, it includes copyright information for SCASA Superintendents' Roundtable and logos for TransformSC and the South Carolina Council on Competitiveness.

PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE

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

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

WORLD-CLASS SKILLS

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

LIFE AND CAREER CHARACTERISTICS

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

© SCASA Superintendents' Roundtable
Adopted by: SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.

transformSC
Lessons we won't wait for our students

AN INITIATIVE OF SOUTH CAROLINA COUNCIL ON COMPETITIVENESS

Section V OPPORTUNITIES

The report card will continue to publish information on opportunities or educational services students have in schools and districts to support their attainment of the Profile of the South Carolina Graduate. These services include student access to technology, quality teachers, positive school climates, etc., as well as other indicators. Appendix A of the *Accountability Manual* defines these terms.

Access to Technology

- Percent of students served by one-to-one computing
- Percent of classrooms with wireless access
- Number of devices dedicated for student use

Teacher Quality

- Percentage of teachers with advanced degrees
- Number of certified teachers
- Teacher attendance rates
- Average teacher salary
- Teachers with continuing contract status
- Core academic classes not taught by certified teachers (under revision)
- Percentage of expenditures spent on teacher salaries
- Professional development
- Percentage of teachers returning from the previous school year
- Percentage of teaching positions unfilled for more than nine weeks

On Track to Graduate

- Student attendance rate
- Annual dropout rate
- Dropout recovery rate
- Percentage of students retained
- Out of school suspensions or expulsions for violent and/or criminal offenses
- Percentage of 7th and 8th grade students enrolled in high school courses

College and Career Preparedness

- College applications completed
- Dual enrollment in postsecondary coursework- number of students enrolled and success rate
- Enrollment in career and technology courses at comprehensive high schools
- Completion of the Free Application for Federal Student Aid (FAFSA)
- Number and success rate of students enrolled in AP/IB programs
- Number and percentage of students successful in AP/IB programs
- Career/tech students in co-curricular organizations
- Percentage of students participating in work-based experiences

School Climate

- Results of annual student, parent and teacher surveys
- Parents attending conferences

Other

- Average age of books/electronic media
- Opportunities in the arts
- Opportunities in foreign languages
- Character education program

Finance

- Percentage expended on classroom instruction
- Dollars spent per pupil
- Administrative salaries

Section VI OUTCOMES

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

Graduation Rates

A four-year and five-year cohort graduation rate will be reported on report cards for high schools, and school districts. The graduation rate for subgroups will also be reported. The number of students graduating in the four-year and five-year cohorts will also be reported.

LIFE Scholarships

The number and percentage of student eligible for LIFE scholarships will also be published as outcomes.

College and Career Readiness

As first reported in 2015, this measurement will report the number and percentage of students from the prior year's graduating class (2016) who were enrolled in a state two or four-year college in the Fall of 2016. Referred to as the "freshman report," these data have been collected by state law since 1962.

Post-Secondary Remediation – To be reported in subsequent years

If the student level data can be collected, the number and percentage of students from the prior year's graduation class (2016) who were enrolled in state 2 year colleges in the Fall of 2016 and who were enrolled in a remedial English or math course or both, if data are able to be collected will be reported.

Core competency mastery, placement rates, and certification requirements

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

- Number and percentages of students mastering core competencies or certification requirements in center courses,
- 12th grade graduation rates, including the number of graduates, and
- Placement rates for completers in postsecondary instruction, military service, or employment.

Reporting for Special Schools

THE DEPARTMENT OF CORRECTIONS: PALMETTO UNIFIED SCHOOL DISTRICT

Students to be included:

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

Criteria to be reported:

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

DEPARTMENT OF JUVENILE JUSTICE (DJJ)

Students to be included:

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

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

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

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

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

Criteria to be reported:

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

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

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

Students to be included:

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

Criteria to be reported:

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

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

Students to be included:

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

Criteria to be reported:

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

WIL LOU GRAY OPPORTUNITY SCHOOL

Students to be included:

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

Criteria to be reported:

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

Tasks Include:

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

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

Students to be included:

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

Criteria to be reported:

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

Appendix A

Definitions and Formulas for School or District Profile Information

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Student Information

Accreditation, AdvanceED

DEFINITION:

General

School Report Card: School is/is not accredited by AdvancED.

District Report Card: Percentage of schools in the district accredited by AdvancED

Formula

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

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Adult Education / GED Program, Students Completing

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Adult Education

Reported by:

Adult education directors

Timeframe:

End of school year

Adult Education / GED Program, Students Enrolled

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Adult Education

Reported by:

Adult education directors

Timeframe:

End of school year

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

DEFINITION:

General

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

Formula

Present this indicator as a ratio.

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

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

Timeframe:

End of school year

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

DEFINITION:

General

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

Formula

Present this indicator as a percent.

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

The College Board and International Baccalaureate Organization (IBO)

Timeframe:

End of school year

Attendance Rate, Student Average Daily

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial reports

Timeframe:

135-day data collection

Board Orientation Training, Percent New Trustees Completing

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Report Card Summer Survey

Timeframe:

End of school year

College Applications Completed

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School Report Card Summer Survey

Timeframe:

End of school year

College Enrollment

DEFINITION:

General

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

Formula

Present this indicator as the percentage of students from the prior year's graduation class who are enrolled in an in-state or out-of-state two- or four-year college in the Fall of the prior year. Students enrolled in certificate programs are not currently included in the formula.

PROCEDURES:

Collected by:

State Department of Education, College Freshman Report, <http://ed.sc.gov/data/other/>

Reported by:

Schools/Districts

Timeframe:

End of school year

Disabilities, Students with

DEFINITION:

General

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

Formula

School

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

District

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe:

January–March

Dropout Rate

DEFINITION:

General

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

Formula

School/district (grades seven through twelve only)

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

- (1) Determine the number of students who dropped out of school during the previous

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

Note: Data will be two years behind.

PROCEDURES:

Collected by:

State Department of Education, Office of Student Intervention Services

Reported by:

School district

Timeframe:

Forty-fifth day of the following school year

Dropout Recovery Rate

DEFINITION:

General

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

Formula

Numerator: The number of students reported as dropouts in 2015-16 who re-enrolled in a public school in 2016-17 or enrolled in an Adult Education high school diploma granting program 2016-17

Denominator: The number of students in grades 9–12 reported as dropouts as of October 1, 2016 (to reflect October 1, 2015 through September 30, 2016)

PROCEDURES:

Collected by:

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

Reported by:

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

Timeframe:

135-day report

Dual Enrollment / Dual Credit, Number of Courses

DEFINITION:

District

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Dual Enrollment / Dual Credit, Number of Students

DEFINITION:

General

This measure provides the number of students enrolled in a dual credit / dual enrollment course in the previous year.

Formula

Determine the number of students enrolled in course that are dual credit / dual enrollment in the previous year.

PROCEDURES:

Collected by:

State Department of Education, Office of Research & Data Analysis

Reported by:

District Student Information System

Dual Enrollment / Dual Credit, Success Rate

DEFINITION:

General

This measure provides the percentage of students enrolled in dual credit / dual enrollment classes that obtain a grade that provides college credit (grade of C or better).

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research & Data Analysis

Reported by:

District Student Information System

Enrollment in School/District

DEFINITION:

General

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

Formula

School

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

District

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Student Information System

Timeframe:

135-day Data Collection

Enrollment in Career and Technology Courses at Comprehensive High Schools

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

Office of Career and Technology Education

Reported by:

District Student Information System

Timeframe:

January–March

Enrollment at Career Technology Centers

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Career and Technology Education

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

FAFSA Completion

DEFINITION:

General

The total number of students who have completed a FAFSA form in 2016-17. Data can be downloaded from studentaid.ed.gov and includes completed FAFSAs among first-time filing applicants no older than 18 who will have received their high school diploma by the start of school year to which they are applying for aid.

PROCEDURES:

Collected by:

U.S. Department of Education:

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

Reported by:

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

Timeframe:

June

Governance, School District

DEFINITION:

General

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

Formula

The following information is reported:

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

SC School Boards Association

Timeframe:

End of school year

Graduation Rate, On-time

DEFINITION:

General

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

Formula

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

**Career and Technology Center graduation rate is calculated using the Center 12th Grade Graduation Rate: the number of 12th grade career technology education students who graduate in the spring divided by the number of 12th graders enrolled in the center and converted to a percentage.*

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

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

Timeframe:

4-year data collection completed in August.

Graduation Rate, 5-year

The following text comes from “Every Student Succeeds Act High School Graduation Rate: Non-Regulatory Guidance,” published by the U.S. Department of Education, January 2017:

A-9. What is an extended-year adjusted cohort graduation rate?

An extended-year ACGR is an ACGR calculated to include students who graduate from high school in one or more additional years beyond their cohort’s original four years in high school. For example, for a given year, a five-year ACGR is the number of students who receive a regular high school diploma five years after their cohort started grade 9 divided by the adjusted cohort of students who started grade 9 five years earlier.

Calculation of an extended-year ACGR follows the same rules as calculation of the four-year ACGR. The following example builds on the example provided in question A-1 to show an example of the calculation of a five-year ACGR for the cohort entering grade 9 for the first time in the fall of the 2014-2015 school year and graduating five years later at the end of the 2018-2019 school year. This example is for a State that offers a State-defined alternate diploma in the cohort for a four-year ACGR.

(Numerator in the four-year ACGR
plus
the number of students from the cohort
who earned a regular high school diploma by the end
of the 2018-2019 school year)

(Denominator in the four-year ACGR
plus

Number of students who transferred in during the 2018-2019 school year and any students expected to receive a State-defined alternate diploma who were reassigned to the cohort

Number of students who transferred out, emigrated to another country, transferred to a prison or juvenile facility⁸, or died during the 2018-2019 school year)

A-10. May a State include students who graduate in more than four years with a regular high school diploma in an extended-year ACGR?

Yes. In addition to the four-year ACGR, a State may use an extended-year ACGR that takes into account students who graduate with a regular high school diploma in more than four years. A State also may use multiple extended-year ACGRs to separately account for students who graduate in different numbers of years (e.g., a five-year and a six-year ACGR). (34 C.F.R. § 200.34(d)(2)). The option to use an extended-year ACGR allows a State to give its LEAs and schools credit for successfully graduating students who take longer than four years to graduate high school with a regular high school diploma. However, a State may not use an extended-year ACGR only for students in one or more particular subgroups (e.g., a five-year ACGR only for students with disabilities). (ESEA section 1111(h)(1)(C)(iii)(II)).

In calculating an extended-year ACGR, in addition to counting students who receive a regular high school diploma, under certain circumstances, a State may count a student with the most significant cognitive disabilities who graduates with a State-defined alternate diploma in the cohort for an extended-year ACGR even if the student graduates in additional years beyond the time period captured by the extended-year ACGR. See question A-18 for more information on this exception.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts, SCDE Office of Adult Education

Timeframe:

5-year data collection completed in July.

Gifted and Talented, Percentage of Students State Served

DEFINITION:

General

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

Formula

School

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

District

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

PROCEDURES:

Collected by:

Office of Research and Data Analysis, Office of Finance

Reported by:

District Student Information System

Timeframe:

135-day Data Collection

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

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of School Year

LIFE Scholarship, Percentage of Seniors Eligible for

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Participation in Co-Curricular Career Technology Organizations

DEFINITION:

General

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

Formula

Career Technology Centers

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

day of school.

Comprehensive High School

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

PROCEDURES:

Collected by:

State Department of Education, Office of Career and Technology Education

Reported by:

School district career technology coordinators, directors

Timeframe:

End of school year

Prime Instructional Time

DEFINITION:

General

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

Formula

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

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

TOTDAYS= total days of employment and

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

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

- (2) Calculate prime instructional time (PRIME):

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

STUATTEND= student attendance rate expressed as a percentage.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts
End-of-year Teacher Survey

Timeframe:

End of school year

Retention

DEFINITION:

General

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

Formula

Grades K–8

School

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

District

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

Grades 9–12

School

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

District

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe

135-day Data Collection

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

DEFINITION:

General

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

Formula

School

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

percentage.

District

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

PROCEDURES:

Collected by:

SC Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Work-Based Experiences

DEFINITION:

General

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

Formula

Career Technology Centers

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

Comprehensive High Schools

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

PROCEDURES:

Collected by:

State Department of Education, Office of Career and Technology Education

Reported by:

School districts

Timeframe:

End of school year

Teacher Information

Advanced Degrees

DEFINITION:

General

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

Formula

School

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

District

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts via Professional Certification Staff (PCS) file

Timeframe:

190 day

Attendance Rate, Teacher Average Daily

DEFINITION:

General

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

Formula

School

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

Itinerant teachers should be included in calculations proportionate to assignment.

Professional development days attended with permission of a school or district administrator are excused from the calculation.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Teacher Attendance Survey

Districts – District Teacher Attendance Survey

Timeframe:

End of school year

Average Teacher Salary

DEFINITION:

General School

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

District

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

Formula

School

- (1) Add the salaries of the total full-time teachers assigned to the school (based on 190 days).
- (2) Divide the sum by the total full-time teachers assigned to the school (based on 190 days).

District

- (1) Add the salaries of the total full-time teachers assigned to the district (based on 190 days).
- (2) Divide the sum by the total full-time teachers assigned to the district (based on 190 days).

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School districts – Professional Certified Staff (PCS) file

Timeframe:

135-day data collection

Continuing Contract Status, Teachers with

DEFINITION:

General

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

Formula

School

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

District

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

PROCEDURES:

Collected by:

State Department of Education, Office of Educator Certification

Reported by:

School districts
Educator Information System

Timeframe:

End of school year

Core Academic Classes Not Taught by Highly Qualified Teachers (under revision)

DEFINITION and PROCEDURES (under revision):

The US Department of Education has allowed school year 2016-17 to be a pause year for this item. Therefore, the SC Dept. of Education is modelling different calculation methodologies during Spring and Summer 2017. While the “Percentage of classes not taught by highly qualified teachers” will remain on the report card, ***under revision*** will be reported.

Number of Certified Teachers

DEFINITION:

General

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

Formula

School

Determine the number of certified teachers from the PCS file.

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School districts – Professional Certified Staff (PCS) file

Timeframe:

135-day data collection

Percentage of Expenditures Spent on Teacher Salaries

DEFINITION:

General

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

Formula

School

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

District

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

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

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135-day data collection

Note: Data will be one year behind.

Professional Development Days

DEFINITION:

General

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

Formula

- (1) Multiply the number of professional staff paid on the teacher salary schedule by the five statutory days for professional development.
- (2) Add the product of the number of additional days (in which each day must consist of at least 6 hours of instruction) for which the district or school has paid a stipend, or registration fee, or the teacher has permission from school or district administrator for professional development that meets the state-adopted standards (conference attendance does not meet the standards) by the number of teachers participating.
- (3) Divide the sum of step one and step two by the total number of professional staff in item one.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey
Districts – District Report Card Summer Survey

Timeframe:

End of school year

Returning from the Previous School Year

DEFINITION:

General

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

Formula

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

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

District

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts

Timeframe:

End of school year

Teacher Vacancies Unfilled for More Than Nine Weeks

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

School/District Information

Average Age of Books / Electronic Media

DEFINITION:

General

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

Formula

School

Data obtained from School Library Media Specialist Survey

PROCEDURES:

Collected by:

SC Department of Education Office of School Leadership

Reported by:

Schools

Timeframe:

May 1-July 1

Arts, Opportunities in the

DEFINITION:

General

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

Formula

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

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

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

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

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

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

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

Interpretation of Total Scores

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Character Education Program

DEFINITION:

General

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

Formula

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

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

Definitions of Rating Terms

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

Good: The school has a comprehensive character development initiative that is producing results among students and staff.

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

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

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Climate Surveys (Student, Parent, and Teacher)

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Students, Parents, Teachers – Annual Climate Survey

Timeframe:

Spring of each year.

Foreign Languages, Opportunities in

DEFINITION:

General

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

Reporting:

Middle and high schools should list the foreign languages (Spanish, French, German, Chinese, Latin, etc.) offered.

Formula

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

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

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

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

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

Total Score: $\frac{A+B}{2}$

Interpretation of Total Scores

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Library / Media Center Book / e-Book Access

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

Department of Education – Office of School Leadership

Reported by:

Schools

Timeframe:

May 1 - July 1

Parents Attending Conferences

DEFINITION:

General

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

Formula

- (1) Count the number of students in the school whose parents/guardians attended at least one individual parent conference (unduplicated count) or an academic plan conference during the school year.
- (2) Divide the total number of students in the school whose parents/guardians attended at least one individual parent conference or an academic plan conference at the school (step one) by the total number of students enrolled at the school on the 135th day of school.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School – School Report Card Summer Survey

Timeframe:
End of school year

Percent of Classrooms with Wireless Access

DEFINITION:

General

This indicator provides information on the percent of classrooms that have wireless access. Classroom is defined as a room with a certified teacher who provides direct instruction to students.

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Annual Technology Survey

Reported by:

Schools

Timeframe:

May-June 30

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

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Student / Teacher Ratio in Core Subjects

DEFINITION:

General

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

Formula

Grades K–5

- (1) Determine the number of students enrolled at the school (excluding students enrolled in self-contained special education classes) on the forty-fifth day of school.
- (2) Determine the total number of teachers in the school (excluding counselors, librarians,

administrators, specialists, and teachers of art, music, physical education, or special education).

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

District

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe

January–March

Financial Information

Classroom Instruction, Percent Expended on

DEFINITION:

General

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

Formula

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

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

PROCEDURES

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135-day data collection

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

Dollars Spent per Pupil

DEFINITION:

General

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

Formula

School

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

District

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

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

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School district financial officers

Timeframe:

135-day data collection

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

Salaries, Administrative

DEFINITION:

General

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

Formula

- (1) Determine the aggregate salaries of administrators in the district (paid on administrative schedule and with a contract length of at least 190 days.)
- (2) Divide the sum by the total number of administrators in the district.

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School districts – Professional Certified Staff (PCS) file

Timeframe:

End of school year