

Ratings for Special Schools

THE DEPARTMENT OF CORRECTIONS: PALMETTO UNIFIED SCHOOL DISTRICT

Students to Be Included in the Rating

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 for the Rating

- ❑ GED completion rate: This is calculated by the number of successful completers divided by the number of students enrolled in the GED program. Those who completed the GED prior to one hundred days are to be included in the calculation;
- ❑ Career and technology program completers: This is calculated by the number of program completers (federal definition) divided by the number of students enrolled in the career and technology program; and
- ❑ 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.

Calculation of the Absolute Performance Rating

Assign points (one through five) for each criterion in the following manner:

Table 53
Absolute Performance Ratings Criteria

| Criterion | Points Assigned | | | | |
|---|-----------------|-----------|-----------|-----------|----------------|
| | 5 | 4 | 3 | 2 | 1 |
| GED Completion % | 81–100 | 61–80 | 41–60 | 20–40 | 19 or less |
| Career and Technology Completers % | 81–100 | 61–80 | 41–60 | 20–40 | 19 or less |
| Pretest-Posttest TABE Gains | 0.80 or more | 0.60–0.79 | 0.40–0.59 | 0.20–0.39 | Less than 0.20 |

Add the points and divide by three to yield an index. The index determines the school's Absolute Rating.

Table 54
Absolute Performance Level Ratings

| Rating | 2010 and beyond |
|---------------|-----------------|
| Excellent | 3.8 or higher |
| Good | 3.5-3.7 |
| Average | 3.2-3.6 |
| Below Average | 3.0-3.2 |
| At Risk | Less than 3.0 |

Growth Rating

Using the absolute performance indices, calculate annual gains based on current year minus previous year.

Table 55
Palmetto Unified Growth Ratings

| Rating | Growth Index |
|---------------|----------------------|
| Excellent | Gains of .3 or above |
| Good | Gains of .2 to .29 |
| Average | Gains of .1 to .19 |
| Below Average | Gains of .01 to .09 |
| At Risk | No gain or a loss |

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school's growth index for all students is a positive number (i.e., greater than zero), the school's Growth Rating will be elevated to Excellent. The performance growth of the groups also will be reported for these schools. Schools achieving an absolute index of 4.75 or higher for two consecutive years will be awarded an Excellent Growth Rating.

DEPARTMENT OF JUVENILE JUSTICE (DJJ)

Students Included in the Rating

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 for the Rating

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, lang. arts, math).

**Table 56
Calculation of the Index – DJJ**

Note: Each criterion is weighted as indicated in parentheses

| Criterion | 5 | 4 | 3 | 2 | 1 |
|------------------------------------|----------|----------|----------|----------|-------------------------------------|
| GED Completion Rate (.25) | 50% + | 45-49% | 40-44% | 35-39% | Below 35% |
| HS Credits Earned (.5) | 5+ | 4+ | 3+ | 2+ | less than 2 credits |
| MAP Gains/ Reading (.05) | 75%+ | 60-74% | 45-59% | 30-44% | Below 30% |
| MAP Gains/Math (.05) | 75%+ | 60-74% | 45-59% | 30-44% | Below 30% |
| Middle School Classes Passed (.15) | 4 | 3 | 2 | 1 | No credits earned (SC./Math/Eng/SS) |

**Table 57
Absolute Performance Level Ratings – DJJ**

| Rating | 2010 and beyond |
|---------------|------------------------|
| Excellent | 3.8 or higher |
| Good | 3.5-3.7 |
| Average | 3.2-3.6 |
| Below Average | 3.0-3.2 |
| At Risk | Less than 3.0 |

Growth Rating

Using the absolute performance indices, calculate annual gains based on current year minus previous year.

**Table 58
Department of Juvenile Justice Growth Ratings**

| Rating | Growth Index |
|---------------|----------------------|
| Excellent | Gains of .3 or above |
| Good | Gains of .2 to .29 |
| Average | Gains of .1 to .19 |
| Below Average | Gains of .01 to .09 |
| At Risk | No gain or a loss |

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school's growth index for all students is a positive number (i.e., greater than zero), the school's Growth Rating will be elevated to Excellent. The performance growth of the groups also will be reported for these schools. Schools achieving an absolute index of 4.75 or higher for two consecutive years will be awarded an Excellent Growth Rating.

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

Students to Be Included in the Rating

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 for the Rating

- ❑ **Brigance Inventory Gains:** For the Brigance Inventory, students make a gain if they improve their scores on three out of the four subtests given each IEP year.
- ❑ **Mastery of Individualized Education Plan (IEP) Objectives:** Mastery is documented through categorical scores in English Language Arts and Math assessments.
- ❑ **State Assessment Results:** The results of the Palmetto Achievement of State Standards (PASS) tests, the South Carolina Alternative Assessment (SC-Alt) in core subject areas are used as criteria. The state assessment results will be included in accordance with the table outlining point values in calculating the Absolute Rating.

Table 59
Criteria for the Rating – SCSDB

| School Population Category | Assessment/Test Results |
|-----------------------------------|--|
| Elementary Students | PASS Test Scores SC-Alt Assessment Scores |
| Middle and High School Students | PASS Test Scores SC-Alt Assessment Scores |

Calculation of the Index

Table 60
Absolute Ratings Criteria for the S.C. School for the Deaf and the Blind

| Criterion | Points Assigned | | | | |
|---|-----------------|----------|----------|----------|---------------|
| | 5 | 4 | 3 | 2 | 1 |
| % of students making gains on three of four or more Brigance subtests | 94 – 100% | 85 – 93% | 75 – 84% | 65 - 74% | Less than 65% |
| % of students exhibiting Mastery of IEP Objectives | 94 – 100% | 85 – 93% | 75 – 84% | 65 - 74% | Less than 65% |
| % of students scoring MET or above on PASS or 2 and above on SC-Alt | 91–100% | 81 – 90% | 60 – 80% | 50 - 59% | Less than 50% |

Table 61
The South Carolina School for the Deaf and the Blind Absolute Performance Level Ratings

| Absolute Rating | 2010 | 2011 |
|-----------------|----------------|----------------|
| Excellent | 3.40 or higher | 3.40 or higher |
| Good | 3.18 - 3.39 | 3.18 - 3.39 |
| Average | 2.65 - 3.17 | 2.65 - 3.17 |
| Below Average | 2.32 - 2.64 | 2.32 - 2.64 |
| At Risk | 2.31 or Below | 2.31 or Below |

To calculate the growth rating, the absolute index for the previous year is subtracted from the absolute index for the current year. Ratings are assigned in accordance with difference between the two years as outlined below:

Table 62
S.C. School for the Deaf and the Blind Growth Ratings

| Rating | Growth Index |
|---------------|--------------|
| Excellent | 0.4 or above |
| Good | 0.3 |
| Average | 0.1 to 0.2 |
| Below Average | 0.00 |
| At Risk | -0.1 or less |

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

Students to Be Included in the Rating

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 for the Rating

- ❑ 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).
- ❑ SAT: The mean SAT performance of graduating seniors.

Calculation of the Index

Table 63
Absolute Ratings Criteria for the Governor's School for Science and Mathematics

| Criterion | Points Assigned | | | | |
|------------------------------|-----------------|-----------|-----------|-----------|----------------|
| | 5 | 4 | 3 | 2 | 1 |
| AP Passing Rate (.45) | 87 or greater | 81–86 | 75–80 | 69–74 | Less than 69 |
| Freshman GPA (.35) | 3.5 or greater | 3.3–3.49 | 3.1–3.29 | 2.9–3.09 | Less than 2.9 |
| Mean SAT (.20) | 1300 or greater | 1260–1299 | 1170–1259 | 1120–1169 | Less than 1120 |

Note: Each criterion is weighted as indicated in parentheses.

Table 64
Absolute Performance Level Ratings – GSSM

| Rating | 2009 | 2010 and beyond |
|---------------|---------------|-----------------|
| Excellent | 3.8 or higher | 3.8 or higher |
| Good | 3.5-3.7 | 3.5-3.7 |
| Average | 3.2-3.6 | 3.2-3.5 |
| Below Average | 3.0-3.2 | 3.0-3.2 |
| At Risk | Less than 3.0 | Less than 3.0 |

The index determines the school's Absolute Rating.

Growth Rating

Using the absolute performance indices, calculate annual gains based on current year minus previous year.

Table 65
Governor's School for Science and Mathematics Growth Rating

| Improvement Rating | Growth Index |
|---------------------------|--|
| Excellent | Maintenance of Excellent absolute status or gains of .15 or more |
| Good | Maintenance of Good absolute status or gains of .10 |
| Average | Gains of .06–.09 |
| Below Average | Gains of .01–.05 |
| At Risk | No gain or a loss |

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school's growth index for all students is a positive number (i.e., greater than zero), the school's Growth Rating will be elevated to Excellent. The performance growth of the groups also will be reported for these schools. Schools achieving an absolute index of 4.75 or higher for two consecutive years will be awarded an Excellent Growth Rating.

WIL LOU GRAY OPPORTUNITY SCHOOL

Students to Be Included in the Rating

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

Criteria for the Rating

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

Tasks Include:

1. Completion of an Individualized Graduation Plan.
2. Completion of a vocational education class.
3. Receive a Work Keys Card.

4. Participate in work experience.
5. Have a tentative post-secondary educational, military, or work placement upon graduation.

Calculation of the Absolute Performance Rating

Assign points (one through five) for each criterion in the following manner:

Table 66
Absolute Ratings Criteria for the Wil Lou Gray Opportunity School

| Criterion (Weight) | Points Assigned | | | | |
|--|---|---|---|--------------------------------|--------------------------------|
| | 5 | 4 | 3 | 2 | 1 |
| GED Completion Rate (25%) | 81–100% | 61–80% | 41–60% | 20–40% | Below 20% |
| TABE Reading Gains (12.5%) | 81–100% | 61–80% | 41–60% | 20–40% | Below 20% |
| TABE Math Gains (12.5%) | 81–100% | 61–80% | 41–60% | 20–40% | Below 20% |
| Educational Phase (25%) | 86–100% | 71–85% | 55–70% | 40–54% | Below 40% |
| Post-Secondary Skill Completion (25%) | 100% at 2 of the five tasks, with 50% at more than 3 of the 5 tasks and 10% at more than 4 of the 5 tasks | 100% at 2 of the five tasks, with 50% at more than 3 of the 5 tasks and less than 10% at more than 4 of the 5 tasks | 100% at 2 of the five tasks, and less than 50% at more than 3 of the 5 tasks. | 90–99% at 2 of the five tasks. | Below 90% at 2 of the 5 tasks. |

Assignment of Value to Achievement Index

Calculate the achievement index by multiplying the points for each criterion listed above by the appropriate weight, summing the products, and rounding to the nearest tenth of a point.

Table 67
Absolute Performance Level Ratings – Wil Lou Gray Opportunity School

| Performance Level | Achievement Index, 2001 and beyond |
|-------------------|------------------------------------|
| Excellent | 4.0 or above |
| Good | 3.6–3.9 |
| Average | 3.3–3.5 |
| Below Average | 3.0–3.2 |
| At Risk | Below 3.0 |

Growth Rating

Subtract the achievement index for the prior year from that of the current year to calculate annual gains (growth index).

Table 68
Wil Lou Gray Opportunity School Growth Rating

| Rating | Growth Index |
|---------------|----------------|
| Excellent | 0.4 or greater |
| Good | 0.3 |
| Average | 0.1–0.2 |
| Below Average | 0.0 |
| At Risk | -0.1 or less |

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school's growth index for all students is a positive number (i.e., greater than zero), the school's Growth Rating will be elevated to Excellent. The performance growth of the groups also will be reported for these schools. Schools achieving an absolute index of 4.75 or higher for two consecutive years will be awarded an Excellent Growth Rating.

FELTON LABORATORY SCHOOL

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

JOHN DE LA HOWE SCHOOL

Students to Be Included in the Rating

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

Criteria for the Rating

- ❑ State assessment or HSAP performance: This is dependent upon student grade level assignment. For state assessments, the English language arts and mathematics tests are included; for HSAP, the results of students taking the test for the first time will be used.
- ❑ STAR reading and mathematics: Pretest to posttest gains are calculated for each student in each content area and assigned value according to the point structure below. Gains are added together and divided by the number of students tested. Students who should have been tested but are not tested are assigned a point value of zero.
- ❑ Number of high school credits earned each year: The number of credits earned each year is assigned points as shown below.
- ❑ Number of middle school classes passed each year: The number of classes passed each year is assigned points as shown below.

Calculation of the Absolute Performance Rating

Assign points (one through five) for each criterion in the following manner:

Table 69
Absolute Ratings Criteria for John de la Howe School

| Criterion | Points Assigned | | | | |
|---|---------------------|----------------|------------|----------------|----------------|
| | 5 | 4 | 3 | 2 | 1 |
| State Assessment | Exemplary 5 | Exemplary 4 | Met | Not Met 2 | Not Met 1 |
| HSAP Exams | Passed all three | Passed two | Passed one | Passed zero | |
| STAR Pretest- Posttest Gains | .81–1.0 | .61–.80 | .41–.60 | .21–.40 | .20 or less |
| High School Credits | 7 | 6 | 5 | 4 | Less than 4 |
| Middle School Classes Passed | 7 | 6 | 5 | 4 | Less than 4 |

Add the points together and divide by the total number of students across all measures to determine index for school. The index determines the school's Absolute Rating

Calculation of Performance Rating

Table 70
Absolute Performance Level Ratings – John de la Howe School

| Rating | 2010 and beyond |
|---------------|-----------------|
| Excellent | 3.8 or higher |
| Good | 3.5-3.7 |
| Average | 3.2-3.5 |
| Below Average | 3.0-3.2 |
| At Risk | Less than 3.0 |

Calculation of the Growth Rating

Table 71
Growth Rating Levels – John de la Howe School

| Improvement Rating | Growth Index |
|--------------------|------------------|
| Excellent | Greater than 0.4 |
| Good | 0.21 to 0.4 |
| Average | -0.2 to 0.2 |
| Below Average | -0.4 to -0.21 |
| At Risk | Less than -0.4 |

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school's growth index for all students is a positive number (i.e., greater than zero), the school's Growth Rating will be elevated to Excellent. The performance growth of the groups also will be reported for these schools. Schools achieving an absolute index of 4.75 or higher for two consecutive years will be awarded an Excellent Growth Rating.

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

Students to Be Included in the Rating

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

Criteria for the Rating

- ❑ 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).
- ❑ SAT points scored above national mean.
- ❑ Seniors awarded scholarships, including LIFE Scholarship.

Calculation of the Index

Ratings for each of the five standards of achievement described herein will determine the school's overall performance level. The performance achieved for each standard, as compared to the criteria established specifically for each standard, will be awarded points based on the following scale:

Table 72

Absolute Ratings Criteria for S.C. School for the Arts and Humanities

| Criterion | Points Assigned | | | | |
|---|-----------------------|-----------------|-----------------|-----------------------|------------------------|
| | 5 Excellent | 4 Good | 3 Average | 2 Below Average | 1 School at Risk |
| Participation State/Nationals (.25) | 85% or above | 75–84% | 65–74% | 55–64% | 54% or less |
| Recognition State/Nationals (.25) | 75% or above | 65–74% | 55–64% | 45–54% | 44% or less |
| AP Exam Pass Rate 3+ (.166) | 85% or above | 75–84% | 65–74% | 55–64% | 54% or less |
| SAT Points Above National Mean (.166) | 100 points or more | 90–99 points | 80–89 points | 70–79 points | 69 points or less |
| Scholarship Awards (Include LIFE) (.166) | 85% or above | 75–84% | 65–74% | 55–64% | 54% or less |

Note: Each criterion is weighted as indicated in parentheses.

Absolute Performance Rating

Points awarded for the first two standards will be weighted at 25 percent each, and points awarded for the remaining five standards will be weighted at 16.6 percent each. Calculate the achievement index by summing the weighted points for each criterion listed above and rounding

to the nearest tenth of a point. The total score for achievement will earn an overall rating for absolute performance as provided in the following table.

**Table 73
Absolute Performance and Achievement – SCGSAH**

| Performance Level Rating | Achievement Index |
|---------------------------------|--------------------------|
| Excellent | 3.4 or above |
| Good | 3.18 – 3.39 |
| Average | 2.65 – 3.17 |
| Below Average | 2.32 – 2.64 |
| At Risk | 2.31 or below |

Growth Rating

The overall Growth Rating has been determined, since 2002, using the growth performance index that has been adopted by the state for all high schools statewide and related provisions. High school improved performance is calculated by subtracting the school’s Absolute Rating in the prior year from the current year’s Absolute Rating. The difference determines the Growth Rating as shown in the table below.

**Table 74
Growth Rating Criteria – SCGSAH**

| Rating | Growth Index |
|---------------|---------------------|
| Excellent | 0.4 or greater |
| Good | 0.3 |
| Average | 0.1–0.2 |
| Below Average | 0.0 |
| At Risk | -0.1 or less |

Sample Calculation of the Growth Rating

| | |
|---|-------------|
| Absolute Rating index for school year for which report card is based: | 2.4 |
| Absolute Rating index for the prior school year: | <u>-2.2</u> |
| Difference: | 0.2 |
| Growth Rating: | Average |

Schools with Absolute Ratings of Excellent in Two Subsequent Years

If a school is rated Excellent for absolute achievement for both the current and the previous years, the school will receive a Growth Rating of Good. If the school’s growth index for all students is a positive number (i.e., greater than zero), the school’s Growth Rating will be elevated to Excellent. The performance growth of the groups also will be reported for these schools. Schools achieving an absolute index of 4.75 or higher for two consecutive years will be awarded an Excellent Growth Rating.