

Appendix A

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Accreditation, Southern Association of Colleges and Schools (SACS)

DEFINITION:

General

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

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

Formula

School: Accreditation is indicated with a “Yes” or “No.”

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Timeframe:

End of school year

Number of Students Completing Adult Education Diploma or GED Preparation Programs

DEFINITION:

General

This fact reports the number of students receiving 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

Number of Students Enrolled in Adult Education Diploma or GED Preparation Programs

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:

Advanced Placement/International Baccalaureate Scores: Educational Testing Service

(ETS) Timeframe:

End of school year

Teachers with Advanced Degrees

DEFINITION:

General

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

Formula

School

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

District

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts via Professional Certification System

Timeframe:

190 day

Opportunities in the Arts

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).

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 School: 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

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

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

Average Daily Attendance Rate, Students

DEFINITION:

General

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

Formula

- (1) Determine the total number of days present for students in the school 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

Average Daily Attendance Rate, Teachers

DEFINITION:

General

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

Formula

School

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

Itinerant teachers should be included in calculations proportionate to assignment.

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Teacher Attendance Survey

Districts – District Teacher Attendance Survey

Timeframe:

End of school year

Average Teacher Salary

DEFINITION:

General

School

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

District

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

Formula

School

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

District

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

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School districts – Professional Certified Staff (PCS) file

Timeframe:

135-day data collection

ESEA grade

Refer to the SC Department of Education website at <http://ed.sc.gov/data/esea/>

Percent New Trustees Completing Board Orientation Training

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

SC School Boards Association

Reported by:

School districts

Timeframe:

Periodic

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
Unsatisfactory	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.

PROCEDURE:

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

Dual Enrollment (DE) Student Count -- District

DEFINITION:

District

This indicator reports the total number of students in the districts who completed at least one dual credit course in the school year based on the 180-day count.

Collected by:

State Department of Education, Office of Research and Data Analysis

Dual Enrollment (DE) Courses -- District

DEFINITION:

District

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

Collected by:

State Department of Education, Office of Research and Data Analysis

Teachers with Continuing Contract Status

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

Percentage of Students with Disabilities

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 and 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

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.

Annual Dropout Rate

DEFINITION:

General

This fact 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 2012-13 who reenrolled in a public school in 2013-14 or enrolled in an Adult Education high school diploma granting program 2013-14

Denominator: The number of students in grades 9–12 reported as dropouts as of October 1, 2013 (to reflect October 1, 2012 through September 30, 2013)

PROCEDURES:

Collected by:

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

Reported by:

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

Timeframe:

135-day report

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 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

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.

Five-year Graduation Rate

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

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

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

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

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

The following considerations are important in implementing this definition:

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

The following is an example of the calculation of the five-year adjusted cohort graduation rate for two high schools (High School A and High School B) for a four-year adjusted cohort graduating in 2009-2010:

1. In 2009-2010, High School A had 85 on-time graduates out of a four-year adjusted cohort of 109 students.
 - a. High School A’s four-year numerator was 85.
 - b. High School A’s four-year denominator was 109.
 - c. High School A’s four-year graduation rate was 78.0% (rounded from 77.98%).
 - d. High School A had 24 students in its four-year cohort who did not graduate on time.
 - e. Of those 24 students, 6 returned to School A during the following school year (2010-2011).
 - f. Of those 6 students, 4 graduated during or at the end of the 2010-2011 school year (becoming fifth-year graduates).
 - g. In addition, 3 students from High School B transferred to and attended High School A during the following year (2010-2011).
 - h. Of those 3 transfer students, 2 graduated during or at the end of the 2010-2011 school year (becoming fifth-year graduates).
2. In 2009-2010, High School B had 137 on-time graduates out of a four-year adjusted cohort of 183 students.
 - a. High School B’s four-year numerator was 137.
 - b. High School B’s four-year denominator was 183.
 - c. High School B’s four-year graduation rate was 74.9% (rounded from 74.86%).
 - d. High School B had 46 students in its four-year cohort who did not graduate on time.
 - e. Of those 46 students, 11 returned to School B during the following school year (2010-2011).
 - f. Of those 11 students, 8 graduated during or at the end of the 2010-2011 school year (becoming fifth-year graduates).

- g. Of those 46 students, 3 transferred to and attended School A during the following school year (2010-2011).

The five-year graduation rate for the Class of 2009-2010 at School A would be calculated as follows:

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

The five-year graduation rate for the Class of 2009-2010 at School B would be calculated as follows:

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

Those complete federal guidelines for graduation rate calculations, with annotations by SCDE staff, can be found at the following link:

<http://www.ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/documents/GradRateGuidelines-100104-2.pdf> (extended-year graduation rates are discussed on pages 7-9).

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts, SCDE Office of Adult Education

Timeframe:

After Summer School

Students Served in State Gifted and Talented Services

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

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:

- ‰ board membership: number of trustees and election/selection method;
- ‰ fiscal authority: governing body with authority to levy and expend funds;
- ‰ 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

Percentage of Seventh and Eighth Grade Students in High School Credit Courses

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

Core Academic Classes Not Taught by Highly Qualified Teachers

DEFINITION

General

School

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

District

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

Formula

School

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

District

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

PROCEDURES

Collected by:

State Department of Education, Division of School Effectiveness

Reported by

District Student Information System

Timeframe

180-day data collection

Percent Funding Expended on Classroom Instruction

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 InSite™ 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.

Percentage Seniors Eligible for LIFE Scholarship

DEFINITION:

General

This fact 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

Students Older Than Usual for Grade (Two or More Years)

DEFINITION:

General

This fact provides information on the percentage of students who are two or more years over age for grade.

Formula

- (1) Determine the total number of students enrolled who are two or more years older than the typical age of pupils at student's current grade assignment (September 1 as reference date for students born in 1991 or later; November 1 as the reference date for students born prior to 1991).
- (2) Divide the sum by the total number of students enrolled at the school.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe: 135-day Data Collection

On-time Graduation Rate

DEFINITION:

General

This indicator reports 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 School/District

- (1) Student Count
Ninth-grade student count (first time ninth-graders who are actively enrolled as of the 45th day of school) for school year beginning four years before year of graduation.
Subtract all students who transferred out of school/district
(Adjustment made only for documented transfers to diploma-granting program.) Add all students who transferred into school/district
Equals total number of students
- (2) Diplomas Issued
Number of students receiving regular diplomas in four years or less
Equals total number of diplomas
- (3) On-time Graduation Rate
Divide (step two by step one), convert to percentage

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

School districts

Timeframe: End of school year

Addendum: After summer school

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

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

Percentage of Student Records Matched

DEFINITION:

General

This fact provides information on the degree to which student PASS test records were matched longitudinally from the previous year to the current year. The matched student test records are used for the calculation of the school and district Improvement rating.

Formula

Calculated for each school in which PASS-tested grade levels are housed and for each school district.

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

PROCEDURES:

Collected by:

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

Reported by:

School districts

Timeframe:

Summer of current school year

Percentage of Portable Classrooms in the District

DEFINITION:

General

This fact reports the number of portable (relocatable units)* classrooms (shown as a percentage of the total classrooms).

Formula

- (1) Determine the number of classrooms classified as portable structures (relocatable units)* in the district during the school year for which data is being reported.
- (2) Divide by the total number of classrooms.

*Designation given in *Statewide Summary Capital Needs, 1998–99*, State Department of Education, Office of Facilities

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

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

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

DEFINITION:

General

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

Formula

Total the principal's or director's actual length of time at the school or center:

Ninety days or less = .5 year; more than ninety days = 1 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

Professional Development Days, Teachers

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Schools – School Report Card Summer Survey

Districts – District Report Card Summer Survey

Timeframe:

End of school year

Student-Teacher Ratio for Core Subjects (Each Class)

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 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

Student Retention

DEFINITION:

General

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

Formula

Grades K–8

School

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

District

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

Grades 9–12

School

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

District

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

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District Student Information System

Timeframe

135-day Data Collection

Average Administrative Salary

DEFINITION:

General

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

Formula

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

PROCEDURES:

Collected by:

State Department of Education, Office of Finance

Reported by:

School districts – Professional Certified Staff (PCS) file

Timeframe:

End of school year

Number of Magnet Schools in the District

DEFINITION:

General

This fact reports the total number of magnet schools in the district accredited through the State Department of Education, Office of Organizational Development.

Formula

Determine the number of magnet schools in the district accredited through the State Department of Education, Office of Organizational Development.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

District – District Report Card Summer Survey

Timeframe:

End of school year

District Superintendent's Years in Office

DEFINITION:

General

The number of years that the current district superintendent has held that position.

Formula

Determine the length of time the superintendent has been in office. The total time should be reported in years.

Ninety days or less = .5 year; more than ninety days = 1 year.

PROCEDURES:

Collected by:

State Department of Education, Office of Research and Data Analysis

Reported by:

Districts – District Report Card Summer Survey

Timeframe:

End of school year

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

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

Teachers Returning from the Previous School Year

DEFINITION:

General

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

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

Students in Work-Based Experiences

DEFINITION:

General

This fact reports the percentage of students involved with in-depth 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