

Pursuant to Court's Instructions the Record on Appeal in this matter was condensed. Pages were not renumbered, therefore it appears there are missing pages, however, counsel has confirmed all pertinent information is included in the condensed record.

THE STATE OF SOUTH CAROLINA
In The Supreme Court

APPEAL FROM LEE COUNTY
Court of Common Pleas

Thomas W Cooper, Jr , Circuit Court Judge

Case No 93-CP-31-169

Abbeville County School District, Allendale County School District, Bamberg County School District 1, Bamberg County School District 2, Barnwell County School District 19, Barnwell County School District 29, Barnwell County School District 45, Berkeley County School District, Chesterfield County School District, Clarendon County School District 1, Clarendon County School District 2, Clarendon County School District 3, Dillon County School District 1, Dillon County School District 2, Dillon County School District 3, Florence County School District 1, Florence County School District 2, Florence County School District 3, Florence County School District 4, Florence County School District 5, Hampton County School District 1, Hampton County School District 2, Jasper County School District, Laurens County School District 55, Laurens County School District 56, Lee County School District, Lexington County School District 4, Marion County School District 1, Marion County School District 2, Marion County School District 7, Marlboro County School District, McCormick County School District, Orangeburg Consolidated School District 3, Orangeburg Consolidated School District 5, Saluda County School District and Williamsburg County School District, *(caption continued on second page)*

**RECORD ON APPEAL (CONDENSED),
VOL XVI OF XXVIII**

Lena Manning, individually, and as a taxpayer residing in Allendale County and as Guardian ad Litem of

Courtney V , Courtney V , a minor, by and through Lena Manning, as Guardian ad Litem, William L Mills, individually, and as a Taxpayer residing in Allendale County and as Guardian ad Litem of Waylon P , Waylon P , a minor, by and through William Mills,

as Guardian ad Litem, Betty Bagley, individually, and as a taxpayer residing in Bamberg County and as a parent and Guardian ad Litem of Tyler B , Tyler B , a minor, by and through Betty Bagley, as Guardian ad Litem, Evert Comer, Jr , individually, and as a taxpayer residing in Bamberg County and as parent and Guardian ad Litem of Kimberly C , Kimberly C , a minor, by and through Evert Comer, Jr , as Guardian ad Litem, Marla Q Jameson, individually, and as a taxpayer residing in Barnwell County, and as a parent and Guardian ad Litem of Eleanor J , Eleanor J , a minor, by and through Marla Q Jameson, as Guardian ad Litem, Victor M Lancaster, Sr , individually, and as a taxpayer residing in Barnwell County, and as parent and Guardian ad Litem of Christie L , Christie L , a minor, by and through Victor M Lancaster, Sr , as Guardian ad Litem, Dr Charles Clark, individually, and as a taxpayer residing in Chesterfield County, and as parent and Guardian ad Litem of Candace C , a minor, by and through Dr Charles Clark, as Guardian

ad Litem, Colonel Larry Coker, individually, and as a taxpayer residing in Clarendon County, and as a parent and Guardian ad Litem of Corrie C , Corrie C , a minor, by and through Colonel Larry Coker, as Guardian ad Litem, Pamela Williams, individually, and as a taxpayer residing in Dillon County, and as parent and Guardian ad Litem of Katisha W , Kathisha W , a minor, by and through Pamela Williams as Guardian ad Litem, Eddie Wright, individually, and as a taxpayer residing in Florence County, and as parent and Guardian ad Litem of Brandon F , Brandon F , a minor, by and through Eddie Wright as Guardian ad Litem, John Whiteside, individually, and as a

taxpayer residing in Florence County and as Parent and Guardian ad Litem of Joel W , Joel W , a minor, by and through John Whiteside as Guardian ad Litem, Dr Francis Mills, individually, and as a taxpayer residing in Hampton County and as a parent and Guardian ad Litem of Amy M , Amy M , a minor, by and through Dr Francis Mills, as Guardian ad Litem, Brenda Brooks, individually, and as a taxpayer residing in Hampton County, and as parent and Guardian ad Litem of Tyrin B , Tyrin B , a minor, by and through Brenda Brooks as Guardian ad Litem, Marva Tigner, individually, and as a taxpayer residing in Jasper County, and as parent and Guardian ad Litem of Bryan T and Bradley T , Bryan T , a minor, by and through Marva Tigner as Guardian ad Litem, Bradley T , a minor, by and through Marva Tigner as Guardian ad Litem, Robert Elisha Short, individually, and as a taxpayer residing in Laurens County and as parent and Guardian ad Litem of Robert B S , Robert B S , a minor, by and through Robert Elisha Short, as Guardian ad Litem, Dr Keith A Bridges, individually, and as a taxpayer residing in Laurens County and as parent and Guardian ad Litem of Jorgana Ranson B , Jorgana Ranson B , a minor, by and through Dr Keith A Bridges, as Guardian ad Litem, Gail Y Harriott, individually, and as a taxpayer residing in Lee County and as parent and Guardian ad Litem of Rashade H , Rashade H , a minor, by and through Gail Y Harriott, as Guardian ad Litem, Linda Carraway, individually, and as a taxpayer residing in Marion County, and as parent and Guardian ad Litem of Kimberly W , Kimberly W , a minor, by and through Linda Carraway as Guardian ad Litem, Dr John Nobles, individually, and as a taxpayer residing in Marlboro County and as parent and Guardian ad Litem of Erin N , Erin N , a minor, by and through Dr John Nobles, as Guardian ad Litem, Patricia Hampton, individually, and as a taxpayer residing in McCormick County and as parent and Guardian ad Litem of Krystle H ,

Krystle H , a minor, by and through Patricia Hampton, as Guardian ad Litem, Bernice Profit, individually, as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Russell H , Russell H , a minor, by and through Bernice Profit, as Guardian ad Litem, Matlin P Brown, individually, and as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Tanisha P B , Tanisha P B , a minor, by and through Matlin P Brown, as Guardian ad Litem, James Berry, individually, and as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Dondrea B , Dondrea B , a minor, by and through James Berry, as Guardian ad Litem, Gerald Smith, individually, and as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Brenda S , Brenda S , a minor, by and through Gerald Smith, as Guardian ad Litem, Thomas Shealy, individually, and as a taxpayer residing in Saluda County and as parent and Guardian ad Litem of Thomas S , Jr , Thomas S , Jr , a minor, by and through Thomas Shealy, as Guardian ad Litem,

Of whom

Allendale County School District,
Dillon County School District 2,
Florence County School District 4,
Hampton County School District 2,
Jasper County School District,
Lee County School District,
Marion County School District 7,
Orangeburg School District 3,
Lena Manning, individually, and as a taxpayer residing in Allendale County and as Guardian ad Litem of Courtney V , Courtney V , a minor, by and through Lena Manning, as Guardian ad Litem, Pamela Williams, individually, and as a taxpayer residing in Dillon County, and as parent and Guardian ad Litem of Katisha W , Katisha W , a minor, by and through Pamela Williams as

Plaintiffs,

Guardian ad Litem, Eddie Wright, individually, and as a taxpayer residing in Florence County, and as parent and Guardian ad Litem of Brandon F , Brandon F , a minor, by and through Eddie Wright as Guardian ad Litem, Brenda Brooks, individually, and as a taxpayer residing in Hampton County, and as parent and Guardian ad Litem of Tyrin B , Tyrin B , a minor, by and through Brenda Brooks as Guardian ad Litem, Marva Tigner, individually, and as a taxpayer residing in Jasper County, and as parent and Guardian ad Litem of Bryan T and Bradley T , Bryan T , a minor, by and through Marva Tigner as Guardian ad Litem, Bradley T , a minor, by and through Marva Tigner as Guardian ad Litem, Gail Y Harriott, individually, and as a taxpayer residing in Lee County and as parent and Guardian ad Litem of Rashade H , Rashade H , a minor, by and through Gail Y Harriott, as Guardian ad Litem, Linda Carraway, individually, and as a taxpayer residing in Marion County, and as parent and Guardian ad Litem of Kimberly W , Kimberly W , a minor, by and through Linda Carraway as Guardian ad Litem, Bernice Profit, individually, and as a taxpayer residing in Orangeburg County and as parent and Guardian ad Litem of Russell H , Russell H , a minor, by and through Bernice Profit, as Guardian ad Litem, are

Appellants-
Respondents,

v

Glenn F McConnell, as President *Pro Tempore* of the Senate and as a representative of the South Carolina Senate, Robert W Harrell, Jr , as Speaker of the House of Representatives and as a representative of the South Carolina House of Representatives,

Respondents-
Appellants,

and

The State of South Carolina, Mark C Sanford, as Governor of the State of South Carolina,

Respondents

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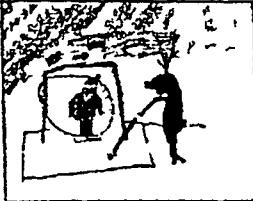
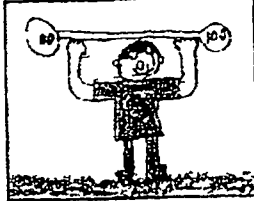
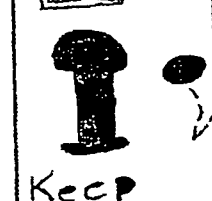
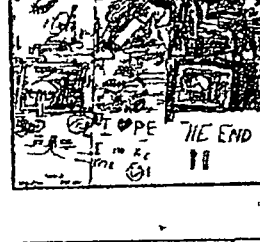
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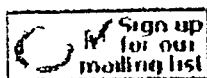
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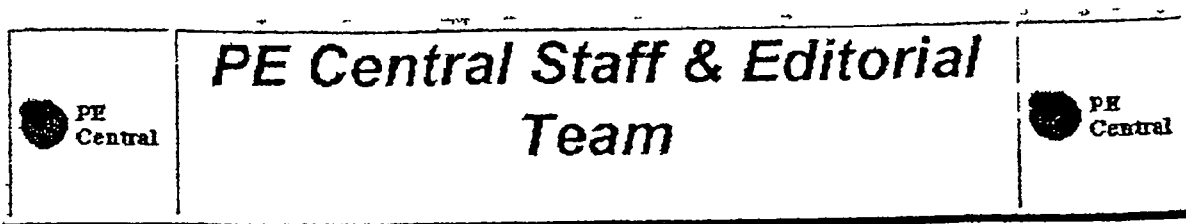
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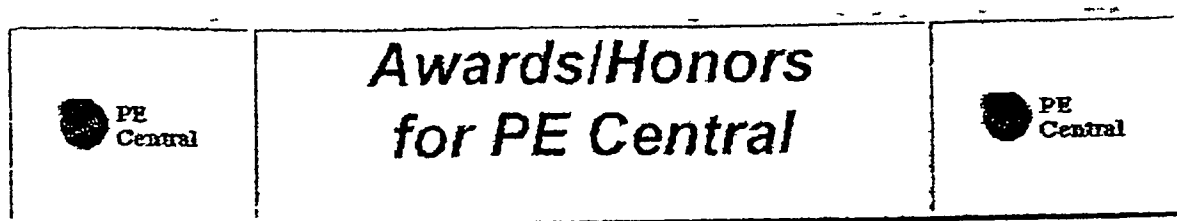
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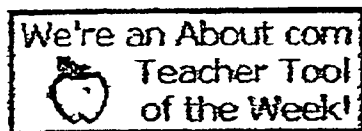
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June 12 16 2000

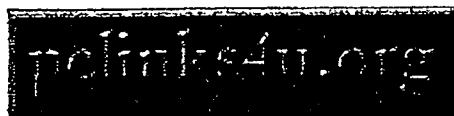
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During the week of your selection, your site was publicized on the front page of my site, as well as in my community's weekly newsletter. About.com is the 8th largest site on the web and I feel confident that this award will bring added exposure for your site. Again, congratulations on your selection as a Teacher Tool of the Week. Welcome to the About.com community!



Suite 101

December, 1999 Congratulations are in order because the Classroom Teacher Integrated Lesson Plans on PE Central has been selected by Gina Dronenburg, the Contributing Editor of Physical Education (<http://www.suite101.com/welcome.htm/1838>) for Suite 101 as a Recommended Site in Suite101.com's Best of Web Directory. As part of one of the most comprehensive directories on the Internet today, your site is now one of over 25,000 hand-picked and selected links on over 800 topics in our Best-of-Web Directory.



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December, 1999 Thanks to the folks at PELinks4U for naming PE Central as the Web site of the Century Here is what they wrote

Conceived of by Dr. George Graham and his graduate students at Virginia Tech PE Central has evolved into the leading resource for physical education teaching professionals. Now with additional leadership from Mark Manross, Todd Pennington, Eloise Elliott and many others, PE Central is the first place to turn to for PE teaching information.



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December 1999 Congratulations! Your site has been chosen as one of the outstanding sites listed in the new K-12 Subject Guide on Educating.net, the Internet's premier education portal. We have chosen only the highest quality sites to display and link in this new feature, which lists pre-school and K-12 subjects by grade level in order to make it easier for teachers, parents and students to find the high quality educational resources they need.



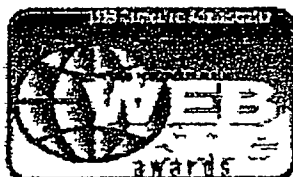
Community Learning Network Nugget

October 1999 Congratulations! The PE Central Instant Activity section has been selected as a Community Learning Network Nugget for Oct. 6, 1999. Network Nuggets help classroom teachers use the Internet effectively in the classroom by searching for, evaluating, and reporting exemplary educational web resources.



PC Novice/Smart Computing Magazine Top Web Site

August, 1999 Congratulations PE Central has been selected as one of the Top Web Sites as named by PC Novice/Smart Computing Magazine. The editors of Smart Computing selected your site because they felt the content of your web site provided useful information to users of our magazines. We were also featured as a top web site under the category of education and children in the May issue of our Guide Series.



Curriculum Administrator Web Site Awards

February, 1999 In the February Issue of Curriculum Administrator PE Central was recognized as an exemplary K-12 curriculum Web site. Out of 500 reviewed sites PE Central was one of the top 36 awardees which was based on "appropriateness of content, instructional design, quality of interaction with the learner, and the creative and effective use of online technologies." The review read like this:

Thus "Ultimate Web Site for Health and Physical Education Teachers" contains a gold mine of lesson and assessment ideas, links to interactive instructional materials, best practices and professional resources. The site also maintains extensive links to the top Web sites in physical education including gymnastics, dance, outdoor recreation, playgrounds, sports and fitness, as well as information on finding grants and fund raising. (p. 35, Curriculum Administrator, Vol. 35, no. 2)

In addition, our site was featured in the September Issue as a **Curriculum Hot Spots on the Web** for year 2000.

(Quote and award icon used by permission of Curriculum Administrator)

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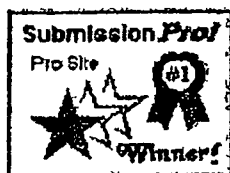


Kathy Schrock's Guide for Educators

April 17, 1999 Kathy Schrock's Guide for Educators is a respected portal site for educators that has been on the Web since June of 1995. I have instituted an award this past week to highlight the sites (of the more than 1600 the Guide contains) I feel contain exemplary content. Your site has received the award! Thank you and congratulations!

T H E Journal
Road Map to the World Wide Web III

1998 Recognized by this respected journal as an Educator's Top Pick in the latest edition of the publication entitled Road Map to the World Wide Web III. T.H.E. stands for Technological Horizons in Education.



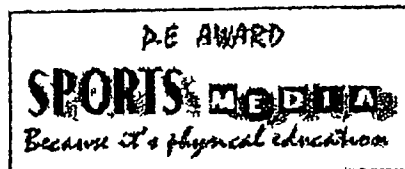
Submission Pro

April 10, 1999 Your site has been awarded the Submission Pro! Pro Site Award! We would like to thank you for taking the time to make the Internet a better place. Without you and others like you, the Internet wouldn't be what it is today. We appreciate your hard work and effort and would like to give you our award. On behalf of all of us here at Submission Pro! and of our 10,000 users. Congratulations!



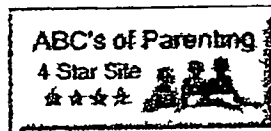
StudyWeb Award for Academic Excellence

August, 1999 Congratulations! Your Web sites Assessment Ideas Best Practices Showcase Room, and Health Lesson Plans, have been selected as featured sites in StudyWeb as some of the best educational resources on the Web by our researchers. StudyWeb is one of the Internet's premier sites for educational resources for students and teachers. Since 1996, our expert reviewers have scoured the Internet to select only the finest sites to be included in StudyWeb's listing of educational links.



Sports Media

March 26, 1999 Congratulations! The SPORTS MEDIA organization has awarded your site - "PE Central" - with the P.E. AWARD. Especially the new topics "PE Instructional Resources On The Web", "Creating a Positive Climate for Learning" and "Best Practices" has attracted our attention. The site PE Central is an important aspect of support in the daily education of physical education. The content of this site is a positive contribution to the PE community. We think it is a good and useful tool for our target groups. Keep up the good work!



The ABC's of Parenting

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PLT_6215 0246

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November 27, 1998 Congratulations! Your site has been reviewed by the editors of the new ABC's of Parenting Directory and chosen to appear in our listings. The ABC's of Parenting is devoted to providing web surfers with reviews and ratings of the absolute best web sites of interest to families and parents to be. It should be noted that the editors of the ABC's of Parenting are extremely selective and only include the absolute best web sites in each category in our directory. You should be proud of your site and the distinction to be included among other terrific web sites in our directory. To see PE Central's review click on the Education section.

BBC Education Web Guide

October 13, 1998 I am pleased to tell you that your web site has been chosen for inclusion in the BBC Education Web Guide. The Education Web Guide team was particularly impressed by the quality and educational content of your site and have placed a short review of it in our searchable database which can be accessed by internet users everywhere. The sites included in the BBC Education Web Guide have been hand-picked by a team of subject specialists and scrutinized for educational rigour by experts at BBC Education.



HealthyWay Best of the Web Award

February 5, 1998 Congratulations! Your site has won a HealthyWay Best of the Web Award! After reviewing thousands of Web sites, the HealthyWay team has designated your site "Physical Education Central", as one of the best online resources for health and wellness information. Our site features links to over 10 000 Web sites, articles and FAQs. Conditions & Diseases. Visit the Specialist Disabilities, Alternative Medicine, Family Living and more. Only the very best of these sites are reviewed and rated by the HealthyWay team. and "Physical Education Central" is among this select group. Click here to see HealthyWay's review of PE Central.



Classroom Connect

Summer, 1997 Classroom Connect recognized PE Central as an A+ Educational Web site on the Internet. Classroom Connect is one of the premiere educational organizations on the Web. PE Central has also been featured in their print newsletter.



Education World's Top 20 Sites on the Web--Feb. 1997

Feb. 4, 1997 "Congratulations! Your site is one of 20 that has been awarded "Best of February" and has been reviewed by Education World Search Engine. On behalf of all net-surfing educators, we thank you for your contribution in making the web valuable for the education community." [Click here](#) to see PE Central's write up.



Blue Web's Learning & Application Library Award For Excellence

August 30, 1996 (Our very first Award!) Congratulations! PE Central has been included in the Blue Web's Learning Applications Library. We have awarded you a 5/5 STAR rating. Each site included in this database has been selected and reviewed by an Education First Fellow. Your inclusion in the database is an honor reserved for the best instructional lessons, activities, projects, resources, references, and tools on the Web. To go directly to the write up go to the [Physical Education](#) section in the

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Application Library



The Education Index

January 15, 1998 PE Central has been selected as one of the best education-related resources on the Internet by our editors. The Education Index is an annotated directory of the best education-related Web sites. It is not a catalog of every site on a given subject; only of those that are well organized, reliable, and provide valuable information for someone interested in a given category. [Click here](#) to see PE Central's listing on the Education Index.



Your WebScout's Way Cool Web site Award for Excellence

October 12, 1996 PE Central was recognized by Your WebScout's site as a high quality educational Web site. PE Central was also featured in their Education and Sports Newsletters. "We've reviewed PE Central and decided that it deserves to be included as one of our "Way Cool Sites" (and we're extremely choosy!) Your site will be listed in our Teaching and Fitness sections of our site. You offer an excellent service. Keep up the good work!"



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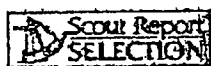
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Tu Bears Hot Site Web Page

January 1, 1998 Congratulations! You have won the TuBears Hot Site Award. You have a great site. The description of your site reads as follows "Guiding youngsters in the process of becoming physically active and healthy for a lifetime" This may be the ultimate Web site for physical education teachers, students, interested parents and adults. Their goal is to provide the latest information about contemporary developmentally appropriate physical education programs for children and youth. This site is full of Ideas for Lessons, Assessment, and Activities. There are many resources for Supplies, Books, Professional Info, Employment, and much more."



The Scout Report

November 25, 1997 Your site PE Central, has been chosen as a selection for the Scout Report, the premier weekly collection of useful Internet sites for discerning Internauts. Care is taken in the selection of items included in the Scout Report with the criteria for each selection being depth of content, author information maintenance, and presentation. The Scout Report is a publication of the Internet Scout Project, a project of the InterNIC, based at the University of Wisconsin, Madison. Volume 4 Number 30, November 21, 1997



Cyber Platinum Site Award

June 21, 1998 Congratulations! We have just finished our review and are very happy to inform you that you are a WINNER. We think your site is very well designed and has some excellent content.



EduNET Choice Award

June 1, 1998 Congratulations! I have reviewed your site and am pleased to offer you the EduNET Choice Award for providing and maintaining valuable educational content. You will be linked under the category "previous winners and other useful links" (June, 1998), "teachers only" for your lesson ideas and the "schools" directory.



Net Guide's ★★★★★ Rating

Winter 1997. Net Guide recognized PE Central as a Best Site on the Web by awarding it a 4/5 star rating.

Microsoft Works Education Web Site

January, 1998 The Microsoft Works Education Web site did a monthly feature about physical education and PE Central was one of the featured sites.



Market Tek Design Award

February 5, 1998 Congratulations! After reviewing your site, we are pleased to present you with the Market Tek Design Award!



World Sports News

December 30, 1997 We have reviewed your site and found it to be creative and full of content. Congratulations you have won the "The World Sports News Non Sporting site, Web award." Keep up the good work.



NBNSOFT, Inc Content Awards

The NBNSoft Corporation recognized PE Central with Content Excellence Award in it's September, 1996 (Edition 1) Contents Award Electronic Newsletter This site reviews and recognizes sites that "are the best and newest on the Net"

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Contents

Acknowledgements

Preface

Chapter 1. Introduction

Chapter 2. A New Perspective

Chapter 3. Standards for Health and Safety Education

Chapter 4. Assessments

Chapter 5. Professional Development

Conclusion

Glossary

Bibliography



TEX_3206

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REC031435

South Carolina Health and Safety Education Curriculum Standards

**Developed by the
South Carolina Health and Safety
Education Standards Writing Team**

**Adopted by the
South Carolina State Board of Education
May 10 2000**

**Inez Moore Tenenbaum
State Superintendent of Education
South Carolina Department of Education
Columbia, South Carolina**

For further information regarding South Carolina Curriculum Standards please write

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CONTENTS

Acknowledgments	v
Preface	vii
Chapter 1 A Rationale	1
What Is Health Education?	1
What Is Safety Education?	2
What Are Health and Safety Education Curriculum Standards?	3
What Is Known about the Teaching and Learning of Health and Safety?	4
The Rationale for Change	6
Reversing the Trend	10
Chapter 2 A New Perspective	13
What Is Health Literacy?	13
How Can School Health and Safety Education Be Most Effective?	14
A Coordinated Approach	15
Chapter 3 Standards for Health and Safety Education	19
Integrating Learning Standards into Target Content Areas	19
The Rationale for Each Target Content Area	22
Content Area I Personal Health and Wellness	24
Content Area II Nutritional Choices	31
Content Area III Mental Health	38
Content Area IV Preventing Injuries	45
Content Area V Family Living and Healthy Sexuality	52
Content Area VI Alcohol Tobacco and Other Drugs	59

Chapter 4 Assessment	66
The Purposes of Assessment	65
Student Assessment	67
Selection of Assessments	69
System Assessment	70
Recommendations	73
Assessment Examples	74
 Chapter 5 Professional Development	 79
What Teachers Should Know and Be Able to Do	79
Recommendations	81
 Chapter 6 Selecting Instructional Materials for Health and Safety Education	 84
Foundation Principles for Materials Selection	84
Criteria for Materials Selection	86
Types of Appropriate Instructional Materials	88
Sources of Instructional Materials	88
 Conclusion	 90
Glossary	91
Bibliography	97

iii

TEX_3210

PLT_6216 0005

REC031439

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Health and Safety Curriculum Standards Writing Team

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TEX_3211

iv

PLT_6216 0006

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TEX_3212

PLT_6216 0007

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PREFACE

This document which contains the South Carolina Health and Safety Education Curriculum Standards presents the basic concepts and justifications of the vision for school health and safety education in the State. Designed and revised by a team of teachers, faculty, and other practitioners in health and safety education, the document sets forth the learning standards for health and safety education and recommendations for policies and actions that can ensure effective implementation of comprehensive health and safety education programs in districts and schools. The standards and recommendations explained here are consistent with the most recent national health education standards and policy recommendations for school health education.

Standards describes what students should know and be able to do in terms of seven knowledge and skill standards with performance indicators for six target content areas. Each of the standards is demonstrated with performance indicators at three grade level spans: kindergarten through grade five, grades six through eight, and grades nine through twelve. These benchmarks describe performance expectations that all students should fulfill at an acceptable level of performance. This document is not intended to serve as a teaching guide but rather to provide the conceptual structure for developing curricula that are consistent with best practices. This material can provide direction to both policy-makers and teachers with regard to priority and the measurable expectations for children and adolescents.

Why do we continue to stress the necessity of school health and safety education? At this time in our society, effective health and safety education is an increasingly critical component of school programming. Research evidence attests to a clear linkage among health and risk-taking behaviors and school academic success. Many organizations from public and private sectors across the spectrum have called for the improvement of school health education as a national strategy for improving the health of Americans. Parents across America believe that health education, particularly prevention of illegal drug and alcohol use, is one of the most important goals of public education.

Guidelines for assessing accomplishment of standards as well as steps and recommendations for health and safety education program assessment are also included in this document. In our state's efforts to assure educational accountability, the legislatively mandated content of health education should not be omitted.

This health and safety education document was circulated throughout South Carolina for review and it received strong endorsement. The comments and suggestions that were offered were considered when decisions were made concerning the final document to be submitted to the State Board of Education. Thanks to all concerned individuals for their efforts to improve the health and education of South Carolina's children and youth.

CHAPTER ONE

A Rationale

Staying healthy in today's complex world requires more than "an apple a day." *Brush your teeth! Wash your hands! Stop, look, and listen!* Sound familiar? The routine rules we all learned as children still apply today and will continue to be heard in South Carolina classrooms, but they are not enough. Health and safety education today is more than just a set of rules to be recited like the ABCs or the multiplication tables.

Complex health and social problems require innovative approaches that go beyond simply adding new rules. Telling students to "Just say no!" must develop into the students knowing not only *how* to say no but also understanding *why* to say no. They must also be given ample opportunity to develop this new skill of saying no. Health and safety skills must be learned and practiced like reading and writing.

What Is Health Education?

Health education, once aimed at providing students with knowledge and awareness about body systems and hygiene, must now address a much broader perspective to include the interaction of that human being with a highly influential social context in a time of rapid change. Students completing a comprehensive health education curriculum should be equipped with a solid health knowledge base, but they must also possess the tools necessary to apply this knowledge wisely. These critical tools are the health performance skills that will enable students to become productive health-literate members of society.

A committee composed of representatives of the National Professional School Health Education Organizations defined health education as a planned, sequential, prekindergarten to grade twelve curriculum based on students' needs and current health concepts and societal issues. A comprehensive school health instructional program will encompass the following:

- instruction intended to motivate health maintenance and promote wellness and not merely to prevent disease
- activities to develop decision-making skills and individual responsibility for one's health
- opportunities for students to develop and demonstrate health-related knowledge, attitudes, and practices; integration of the physical, mental, emotional, and social dimensions of health as the basis for study of other topics; areas such as consumer, environmental, and nutritional health; and

- the use of program planning including formative and summative evaluation procedures an effective management system and adequate resources (National Professional Organizations 1984: 312,

What Is Safety Education?

Injury prevention and safety are areas of health education that address student learning of the concepts and skills to keep safe and prevent injuries that may be unintentional or intentional including those caused by weapons and personal assault. It includes also skills for emergency response, first aid, and primary treatment of injury. Intentional and unintentional injuries have an enormous impact on South Carolina children and youth.

The National Committee for Injury Prevention and Control defines injury as any unintentional and intentional damage to the body resulting from acute exposure to thermal, chemical, mechanical, or electrical energy or from absence from such essential as heat or oxygen. Unintentional injuries can be grouped into six broad categories:

- motor vehicle crashes
- injury by machines and weapons
- poisoning and exposure to toxins
- falls
- fire and burns and
- drowning and suffocation.

Intentional injuries as causes of death consist of two main categories: *homicide* or violence to others including personal or weapons assault and *suicide* or violence to the self. Prevention skills related to intentional acts and events include skills in anger management, self-discipline, and conflict resolution. They address mental health issues such as dealing with sadness or depression and risk awareness in protection from personal and sexual abuse, assaults, and weapon safety.

Safety education often addresses the channel or arena in which injuries may occur: the workplace, at home, on the move, in public places, including school and community environments. Injuries may occur through personal assault and use of weapons in all arenas:

- Injuries in the workplace
 - job related falls
 - electric shocks
 - toxic exposure and
 - machinery mishaps
- falls
 - burns
 - poisoning
 - suffocation and
 - firearms

- Injuries in public places
 - sports and recreation
 - water sports, fishing, and boating

Injuries at home

- farm equipment and
- events in parks, malls, or school

- motorcycles, bicycles, ATVs
- pedestrian events and
- public transportation (e.g., planes, boats, and trains)

Injuries on the move

- automobiles

South Carolina's young people are a natural resource whose health, education, and well-being are of vital concern to the members of every South Carolina community. The common concern over the health and safety of our youth is based on our knowledge that they are at risk for certain diseases, accidents, and trauma that lead to an increase in illness and premature death.

Unintentional injury is the leading cause of death in children and adolescent youth. Injury, whether intentional or unintentional, is the leading cause of hospitalization for South Carolina's children and youth. Many of these injuries—which contribute to increased costs for medical care and insurance—can be prevented, and schools should play an important role in this effort (South Carolina Department of Health and Environmental Control 1998:30).

What Are Health and Safety Education Curriculum Standards?

Learning standards specify what students should know and be able to do. They involve the knowledge and skills essential to a discipline that students are expected to learn. Those skills include the ways of thinking, working, communicating, reasoning, and investigating that characterize each discipline. That "knowledge" includes the most important and enduring ideas, concepts, issues, dilemmas, and information of the discipline. Learning standards are not merely lists of facts; they should be academically sound, broadly conceived, and assessable.

The South Carolina Health and Safety Education Curriculum Standards are designed to provide direction to communities, districts, schools, and teachers toward the development and delivery of high-quality comprehensive school health education. Health education is a required subject for students in South Carolina public schools, and each instructional program should be appropriate for the grade level setting and effective for the student population in that community.

Health and safety education standards provide the guidance and direction for districts to develop an instructional program geared to the needs of that particular district and community. The standards are not intended to serve as a specific curriculum but rather to establish the structure for the concepts and skills to be addressed in instructional programs. Standards provide a structure that is more specific than traditional health topics and more focused on the skills essential for learning healthful behaviors and making positive health decisions. When standards are utilized this way, they also

provide the basic foundation for developing and implementing assessment criteria for comprehensive school health education

What Is Known about the Teaching and Learning of Health and Safety?

Many health behaviors are learned by example. Children and youth model what they observe. Sometimes the results are positive, sometimes not. For example, a young child with a mother who smokes may learn to dislike the odor of cigarette smoke and remain a nonsmoker. However, it is more likely that children of parents who smoke will also smoke.

Although negative behaviors can be changed later in life, it is more effective to encourage positive behaviors at the earliest age possible. South Carolina students have a better chance of becoming healthy, productive adults when they receive planned, sequential health instruction that focuses on positive health behaviors early in their lives. Instruction that begins while children are young and continues into their youth not only reinforces these behaviors during their adolescence but also enables the positive behaviors to be sustained throughout adulthood.

Professionals in the fields of education and health know a great deal about learning and the dynamics of change. Research-based information about the teaching and learning of health behaviors suggests that education and health are interdependent: healthy children learn better. Learning is an active process, and involvement is inherent in it; individuals learn best from instruction that is hands-on and related to life experiences. Learning is more effective with organized, sequential, age-appropriate instruction than with disorganized, isolated, or piecemeal instruction, and individuals learn best when the task is relevant to the learner. Health education must be a collaborative process among family, school, and community since home, peers, social norms, public policy, social support systems, and mass media influence health behaviors. Teaching involves guiding the learner to and through meaningful experiences. Learning is enhanced when the learner is self-motivated and has a positive self-concept.

While individuals learn best through personal interaction, peer instruction can also have a positive impact on learning. Individuals learn differently, so a variety of teaching methods should be employed. Consistent and repeated messages—along with a multifaceted approach reinforced across all learning environments—are necessary to reinforce health learning. Integrating health topics into other subjects increases health learning. Moreover, significant changes in health knowledge, attitudes, and health practices occur and are maintained with forty to fifty hours of quality classroom instruction each year taught by certified health teachers (Connell et al 1985; Wojtowicz 1990).

Elements of Effective Health Education Programs

Recent evaluation research has identified the elements of health education programs that are highly effective in preventing or reducing risk-taking behaviors. Where these

elements are incorporated in well-implemented instruction, credible evaluations have demonstrated that risk behaviors are delayed and protective behaviors are increased. Health education programs that work include the following elements:

- They are founded and grounded in sound social learning theory and thus include
 - skills for inoculation or resistance to pressure
 - health belief constructs leading to action, and
 - the prevention skills of modeling, personalization, training, and situational practice
- They are specific about the protection behaviors to practice and the risk behaviors to avoid
- They provide clear, accurate, and factual health and medical information
- They include activities that address peer, social, and mass media influences on behaviors
- They reinforce clear and appropriate norms for protective behaviors
- They last long enough for students to learn and practice protection and risk reduction skills
- They are age, gender, and developmentally and culturally appropriate
- They engage students by using a variety of teaching methods and activities
- They reinforce skills and information over time
- They are taught by trained teachers and/or peer facilitators (Kirby 1998: 28-30)

The Rationale for Change

By any measure, the health status of many South Carolinians is impaired. Poor health is related to lower academic achievement, decreased productivity, and increased costs to society. Substance abuse, poor nutrition, inadequate physical activity, teen pregnancy, HIV, and other sexually transmitted diseases, emotional stress, injuries, and violence are contributing factors to the overall poor health status of students and to their lack of academic success. Many of the poor health conditions are rooted in risk behaviors and unhealthy lifestyle habits and thus are preventable and correctable.

According to the *KIDS COUNT Data Book 1999: State Profiles of Child Well-Being*, South Carolina ranks forty-fifth in overall life and health status of children. While improvement has occurred in some indicators over the last decade, such as infant mortality, critical indicators, such as child and teen death rates, single-parent families, and percentage of teens that have dropped out of school, have worsened. South

Carolina's rates on key indicators and ranking in the nation are shown in the chart below

Table 1
KIDS COUNT Status and State Ranking
Comparison between South Carolina and the United States

INDICATOR	S C	U S	S C's Rank
Percent low birth weight babies	9.2	7.4	47
Infant death rate/1000 births	8.4	7.3	38
Child death rate/100,000	39.0	25.0	49
Teen death rate by accident homicide or suicide/100,000	75.0	62.0	35
Rate of births to teens/1000 (ages 15-17)	41.0	34.0	39
Percent of teens who are high school dropouts (ages 16-19)	11.0	10.0	35
Percent of children in poverty	24.0	20.0	39
Percent of single parent families	31.0	27.0	43
Percent of children without health insurance	17.0	14.0	40

The publication *Health of South Carolinians* (South Carolina Department of Health and Environmental Control 998-32) identifies four critical health concerns as the leading causes of death, hospitalization, and disability for children and teenagers. Targeted educational efforts have the potential to reduce each of these threats.

Unintentional injuries are the primary cause of death and hospitalizations for both children and teenagers. Motor vehicle crashes, falls, and fires are major causes with drowning deaths also prevalent. The motor vehicle crash death rate for teens has been increasing with alcohol use, speeding, and the failure to wear seat belts as contributing factors.

Homicide and suicide death rates for children and youth have increased, and the rates in South Carolina are higher than the national rates. Males are at greater risk for suicide, with guns being the weapon of choice. Of considerable concern is the percentage of teens who confront the possibility of committing suicide: one in five has considered it, one in six has planned it, and one in ten has attempted it.

Adolescent pregnancy in South Carolina remains a continuing problem: one in twenty-five girls will become pregnant before her eighteenth birthday. 70 percent of these teen births are to single mothers. Too early motherhood adversely affects the lives of both

the infant and the mother. Although the teen rates of sexual activity, pregnancy, and births have steadily declined over the last decade, the sexual activity rates still place teenagers at increased risk of pregnancy, sexually transmitted diseases, and HIV infection. To date, over five hundred South Carolina teenagers have been diagnosed with HIV infection, and more than half of them are female.

Substance abuse is a contributing factor in sexual activity and HIV infection. It also is the leading contributor to motor vehicle deaths and injuries for adolescents. The risk behavior data show alcohol use prevalent and unchanging through the decade, with more than 70 percent of teens reporting use. In addition, the 1990s saw large increases in marijuana and tobacco use, and in 1999 nearly half of teens reported using it. Reported cocaine use, which had been very low throughout the decade, doubled in 1999.

The 1999 South Carolina Youth Risk Behavior Survey, conducted by the University of South Carolina School of Public Health with a grant from the South Carolina Department of Education (SDE), assessed risk-related behaviors of adolescents for that year. This survey, which biannually questions students in grades nine through twelve, documents alarming levels of tobacco, alcohol, and other drug use, possession of weapons, early sexual activity, and attempted suicide among high school students. Some of these data are reflected in table 2. The deaths, injuries, and illnesses identified in these statistics reflect serious threats to the lives and health of South Carolina's students, but these risks can be prevented.

Priority Health-Risk Behavior

The Centers for Disease Control and Prevention (CDC) Division of Adolescent and School Health (DASH) has identified six categories of health risk behaviors that are most detrimental to adolescents. These behaviors are the primary causes of the most prevalent health problems of teenagers. They include tobacco use, poor nutritional choices, and lack of physical activity as the precursor behaviors for the leading chronic diseases: cardiovascular disease and cancer. These behaviors are also interrelated. Youth who engage in one risk behavior are more likely to engage in others, and the skills for preventing or reducing risk behaviors are similar across the categories (Symonds 1997: 220). Dr. Lloyd Kolbe, DASH director, clearly cites the six types of behaviors that are most detrimental to the health of adolescents as the targets for school health education:

- behaviors that result in unintentional or intentional injuries
- Use of alcohol and other drugs
- sexual behaviors that result in HIV infection, other sexually transmitted diseases, or unintended pregnancy
- use of tobacco
- poor nutritional choices, and
- insufficient physical activity (Kolbe 1990: 44)

These interrelated behaviors contribute to the major health problems facing our country and state. They contribute to premature death and disability, and they result in spiraling

health and medical care costs in addition to welfare costs and lost productivity. These also are the risk behaviors that contribute to low test scores and school failure, school dropout, and lost educational potential. It is therefore most logical that these six priority risk behaviors be the target of health education.

For the first time in the history of this country, young people are less healthy and less prepared to take their places in society than were their parents.

—National Commission on the Role of the School and Community in Improving Adolescent Health/National Association of State Boards of Education and the American Medical Association, 1990

Table 2

1999 South Carolina Youth Risk Behavior Survey Summary Findings

Percentage of S.C. High School Students
Who Display Risk Taking Behaviors

RISK BEHAVIOR	PERCENT
Rarely or never wore a seatbelt when riding in a car	20.9
In the past month, rode with a driver who had been drinking alcohol	34.6
In the past month, carried a weapon	21.7
Attempted suicide in the past year	7.9
Smoked one or more cigarettes in the past month	36.0
Drank alcohol at least once in the past month	45.4
Used marijuana at least once in the past month	24.5
Ever had sexual intercourse	58.1

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Were sexually active and did not use a condom during last sexual intercourse	32.8
Did not participate in vigorous physical activity on three or more days in the past week	44.8
Did not attend PE class daily	81.9
Were overweight	10.7
Did not eat five or more fruits and vegetables per day	17.6

Reversing the Trend

Each decade since the 1970s the U.S. Public Health Service has established specific national health goals, and its 1990 publication *Healthy People 2000* identified goals to be attained by the end of this century. About a third of these goals focus on reducing priority risk behaviors of children and youth and improving school health programs. One of the National Education Goals specifically addresses the objective that every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning (Secretary's Commission on Achieving Necessary Skills, 1991).

Families, communities, and businesses have begun to work together with the schools to address total community health and provide a safety net to support children and create for them a health-enhancing environment in schools and communities. Federal policy, the 21st Century Learning Centers program, has provided major funding for health and academic after-school initiatives.

The South Carolina General Assembly moved aggressively to set in motion the reforms that would enable our schools and our students to meet the nation's objectives and to mesh educational, health, and social service interests to better coordinate delivery of services to school-aged children. In 1996, the General Assembly enacted legislation that now calls for a system to coordinate interagency funds to support health, social, and education services to children and families (S.C. Code Ann. § 59-141-10 (C)(g) (1990)).

The potential cost effectiveness of prevention programs is well documented. The increasing costs of health care demand greater collaboration among private and public institutions. The concept of primary prevention has been promoted through interagency collaboration. These primary prevention programs are defined as those that seek to prevent the onset of disease, disability, or high risk behaviors through the enhancement of individual and community protective factors and the reduction of risk factors (Kolbe, 1994: 554).

South Carolina law currently mandates comprehensive health education. Recognizing its importance, the South Carolina General Assembly approved the Comprehensive

Health Education Act in 1988. It was intended to foster health-related skills, attitudes, and practices in children and youth. Although there has been progress, the legislation has not completely fulfilled its potential. Implementation efforts vary from district to district and from school to school. Results from the 1996 and 1998 South Carolina School Health Education Profile Surveys show some improvements in the delivery of health education, including increases in cooperative health promotion activities and support for professional development. Parent feedback and public support remains favorable. However, more than 30 percent of the lead teachers of health in middle and high schools are not certified in health education, and twenty-five percent of secondary principals report that health education is not required in their schools.

The Comprehensive Health Education Act brought health education to the forefront and defined its parameters. It gave authorization to the efforts of health professionals and recognition that the content was important. Two major statewide studies (one in 1987, which was prior to passage of the act, and one in 1997) demonstrated clearly the continued high levels of public support for the contents of comprehensive health education. In the 1997 study, for example, 96 percent of registered voters supported the AIDS and sexuality content (Lindley and Reininger 1997).

With such high levels of public support, it is clearly time for the health education needs of our students and their families to be given the priority they deserve. These concerns demand that the school health program become a central area of attention. Priority in health education calls for leadership from health educators and other health professions and needs the commitment of families, communities, business, government, and the educational system. Health and safety instruction, focusing on the health and wellness of children and youth, must become an integral and consistent part of the total school program.

Other initiatives in South Carolina—such as the Early Childhood Development and Academic Assistance Act, the School-to-Work Transition Act, and First Steps—focus on increasing students' in-school time. The Schoolhouse Safety Alliance Act, which increased funding for school resource officers, addresses the prevention of school violence. The federal Safe and Drug-Free Schools Program provides resources for addressing substance use and safety education. The continued effectiveness of such legislation and initiatives may well depend on our addressing the health behaviors of students and their families.

All South Carolina students should have the opportunity to learn. However, their capacity for succeeding in school is diminished significantly if they are absent or are hungry or distracted by unhealthy behaviors or hazardous situations. The Health and Safety Education Curriculum Standards represent a commitment to improving the health and safety of South Carolina students. Health-literate students will have the capacity to obtain, interpret, and use basic health information and skills in ways that enhance their health.

Reversing the trend of impaired health and safety in South Carolina requires schools, families, and communities to make a commitment to the health and well-being of children and youth. It also dictates increased emphasis on the knowledge, skills, and

behaviors that are requisite for healthy living. Priority status must be given to health literacy just as it is to mathematical, scientific, and linguistic literacy.

South Carolina's response must be immediate and comprehensive. The State's school systems must design and implement quality health and safety instructional programs in a coordinated school health context that promotes improved health for all students. The purpose of the Health and Safety Education Curriculum Standards is to provide for the development of instructional programs that produce health-literate citizens. To achieve health literacy, health and safety education must equip students with the knowledge and skills necessary to make lifelong health-enhancing choices that demonstrate responsibility to self and others. To accomplish that purpose, the traditional emphases of health education must shift the focus to best practice activities that have been shown to develop the skills of health literacy.

CHANGING THE EMPHASES OF HEALTH EDUCATION TO PROMOTE HEALTH LITERACY

LESS EMPHASIS ON	MORE EMPHASIS ON
Activities that focus on <i>health content</i>	Activities that provide practice in using content to apply <i>health skills</i>
Activities <i>confined</i> to one class period	Activities over <i>extended</i> periods of time
Processing skills <i>out of context</i>	Processing skills <i>in context</i>
Getting an <i>answer</i>	Using skills to develop a <i>healthy lifestyle</i>
Doing few activities in order to leave time to cover <i>large amounts of content</i>	Doing <i>more activities</i> to develop understanding, knowledge of health content, and health skills

From the CCSSO SCASS Health Education Assessment Project, 1998

The health of the people is really the foundation upon which all their happiness and all their powers depend.

—Benjamin Disraeli, Prime Minister of England, 1874–80

CHAPTER TWO

A NEW PERSPECTIVE

What is Health Literacy?

According to the Joint Committee on Health Education Terminology, health literacy for students is the "capacity of an individual to obtain, interpret, and understand basic health information and services and the competence and skills to use such information and services in ways which are health enhancing" (Joint Committee 1991, p. 99). The learning standards in this document have the goal that every student in South Carolina become health literate.

Health literate people exhibit the following four characteristics:

- *Critical thinking and problem-solving skills* Health literate individuals are able to identify and address personal health problems and issues at an appropriate level. They have the ability to use various sources of information and services for making sound rational decisions for ensuring an optimum quality of life.
- *Responsible, productive citizenship* Health literate individuals acknowledge their obligation to assure that their community is kept healthy, safe, and secure. They also realize that this obligation begins with the self and with incorporating health-related knowledge into everyday behavior. Responsible individuals value themselves and avoid behaviors that pose a health or safety threat to themselves, to others, or to the environment.
- *Self-directed learning* Health-literate individuals assume personal responsibility for their own health and wellness. They assess their own well-being, gather current information, evaluate changing health promotion and disease prevention issues, and apply this knowledge to achieve a higher level of wellness.
- *Effective communication* Health-literate individuals effectively convey beliefs, ideas, and information about personal and community health. They utilize health information, products, and services and advocate for positions, policies, and programs that are in the best interest of society. They also use interpersonal and social skills to maintain healthy relationships.

How Can School Health and Safety Education Be Most Effective?

School health programs for children and youth are most effective when they coordinate the elements that most influence the life and learning of children. The vision for preparing productive, contributing members for a complex, rapidly changing society will be reached with approaches that involve families and communities working in collaboration with schools.

Many factors contribute to the poor health status of South Carolina's students and influence whether or not a child will be healthy and will maintain a lifelong commitment to health. These factors include economic disadvantage, neighborhood disintegration, poor family management practices, peers and family who use alcohol and other drugs, low expectations for children's success, and academic failure. However, there are also factors that buffer and reduce risks in children's lives. They include having opportunities to practice health-related skills, having clearly defined expectations and norms for appropriate behavior at school and at home, having opportunities for service and contribution, and receiving recognition for participation in positive activities and personal accomplishments. Health and safety education is enhanced in a program context that addresses multiple prevention and intervention activities in a planned and coordinated manner.

School health and safety education can be most effective when it is coordinated in a planned and systematic way with other related health and safety school health program components:

- skills-based health and safety education
- physical education and activity
- healthy and safe school and community environment
- family, business, and community involvement
- staff health and wellness promotion
- school food services
- guidance/counseling, psychological, and social services, and
- school health services

Each of these components includes programs, policies, procedures, and activities that are intended to promote and protect the health and well-being of the school community. They have been described as the "safety net" that supports and endeavors to assure that all students can have the best chance to profit from the educational opportunity afforded them.

Clearly, for health education to be effective, students need more than isolated health messages delivered by a single teacher on a rainy Friday afternoon or even during a one-semester health course. Instruction must focus on the development of life skills that promote good health. Students must be actively engaged in a variety of learning experiences that provide them with opportunities to practice and reinforce those skills both in and out of school.

Health education skills are best learned when reinforced by a healthy school environment. Good health should be modeled every day throughout the school—nutrition in the lunchroom, physical activity on the campus, safety in the halls, restrooms, at the crosswalks, and athletic events. Faculty and staff are important role

models in the promotion of good student health. School-site health promotion programs for staff provide obvious personal benefits as well as enhance the teaching/learning process. Clear policies for responsible discipline, tobacco-free campuses, and healthy selections in vending machines and canteens contribute to an environment that supports and enhances good health.

A coordinated school health program also delivers services to meet the needs of the student population. Services such as screening, referrals, guidance and counseling, psychological and social service, and school health services all address the specific needs of students. Finally, a coordinated school health program will provide families, as well as businesses and the community, with opportunities to ensure that every student is given the chance to learn the skills necessary to become a health-literate individual.

A Coordinated Approach

The following descriptions of these eight components help to define the broad scope of health and safety education in the context of a coordinated approach to school health.

Skills-Based Health and Safety Instruction

Health instruction should motivate and enable students to maintain and improve their health and not merely to avoid risks or prevent disease. A planned, sequential preK-12 health curriculum provides structured and age-appropriate experiences to assure students acquire relevant, scientifically accurate knowledge about health. It provides for the development and practice of skills needed to support health-enhancing attitudes, beliefs, and behaviors. Priority areas appropriate for the developmental stage and potential for risks should be targeted in the content. As best practice, health education should be scheduled at each grade level for at least fifty hours of instruction annually and should be taught by qualified, adequately prepared teachers. Proven effective, research-based curricula and appropriate instructional strategies should be used to actively engage students in the learning process.

Physical Education and Fitness

A planned, sequential, age-appropriate prekindergarten through grade twelve physical education curriculum provides skill learning in the variety of movement activities and health-related fitness activities that promote lifelong physically active lifestyles. Quality physical education promotes each student's optimum physical, mental, emotional, and social development. Health concepts related to fitness, nutrition, weight control, stress management, effects of substance abuse, injury prevention, and safety can be integrated and enforced in the physical education curriculum.

Healthy and Safe School Environment

A healthy school environment includes all the physical surroundings and the psychological climate in which students, faculty, and staff work. Factors that influence the physical environment include the school building, the area surrounding it,

playgrounds and athletic fields biological or chemical agents that may be detrimental to health and physical conditions such as temperature noise and lighting The psychological environment includes the interrelated physical emotional and social conditions that affect the well-being and productivity of students and staff These include physical and psychological safety positive interpersonal relationships and recognition of the needs worth and successes of students and school personnel Administrative policies both formal and informal and the school community should support the establishment and maintenance of a healthy and safe environment School resource officers connect to the community and contribute to safe and substance free school environments

Family, Business, and Community Involvement

Coordinating community resources and services with programming and facilities in the school improves the ability of both the community and the school to meet the needs of students and their families Such collaborations increase the quantity and quality of school health and wellness promotion efforts redefine institutional roles and reduce fragmentation and duplication of services Schools must encourage and actively pursue parent involvement and provide parent education about relevant health topics Local organizations working with the schools can provide service projects and opportunities that involve and engage students in contributing to their community

Staff Health and Wellness Promotion

A staff health and wellness promotion program encourages and motivates all school staff to pursue a healthy lifestyle It promotes better health improved morale and a greater personal commitment to the school's comprehensive health program Facilities and schedules should promote opportunities for health assessment health education and health-promoting activities Specific activities might address nutrition physical activity stress and time management conflict resolution or smoking cessation Wellness promotion programs have been shown to improve faculty and staff productivity decrease absenteeism and reduce health insurance costs

School Food Services

School food services promote the health and education of students by providing them access to a variety of nutritionally balanced and appealing meals that reflect the principles outlined in the *Dietary Guidelines for Americans* The school cafeteria may serve as a learning laboratory for classroom nutrition and health education and reinforce the concepts taught regarding the selection of healthy foods and the adoption of health-enhancing nutritional habits A school food service may function as a resource for linkages with nutrition-related community services and may be effectively utilized as an opportunity for parental and community participation in school activities

Guidance Counseling Psychological Services and Social Services

These services consist of assessments interventions and referrals that address the mental emotional and social health needs of students The developmental guidance and consultation skills of counselors and psychologists contribute to the overall health of

students and to the healthy psychosocial environment of the school. Intervention programs may be broad based and include assertiveness training, life skills training, peer led discussions, problem-solving training, and programs that address esteem, coping strategies, and personal and family concerns. Guidance counselors, psychologists, mental health specialists, and social workers also connect families and community-based providers to meet the mental health and social service needs of students.

School Health Services

School health services provide appraisal, identification, intervention, and management of health problems that may interfere with learning. This assistance may include assessment and early detection of disease and other health problems, as well as referral to primary health care services. It may also include monitoring students with special medical needs and providing emergency care for illness or injury. In addition, school health services work to promote safe and sanitary conditions within the school environment and to provide educational and counseling opportunities that maintain and foster the health of students, families, and the community as a whole. Health personnel may also provide reinforcement for health instruction and provide leadership for school and community activities that promote healthy lifestyles for students and staff. Services are generally provided by qualified school nurses, but schools also use dentists, physicians, community health educators, and other allied health personnel.

Summary

The groundwork for change is in place in South Carolina. Problems have been identified, and the foundations for interagency collaboration have been established. The law mandates health instruction, and communities are recognizing their role in health promotion. Now it is clear that all parties in the State must begin to work together to produce a community of health-literate individuals who will create a healthier South Carolina. The goal of these standards is for every student in South Carolina to become health literate.

**The vision for
health and safety education
in South Carolina's schools,
in partnership with families and communities, is
for every student to become health literate.**

**Health and safety education must equip students
with the knowledge and skills necessary
to make lifelong, health-enhancing choices
that demonstrate responsibility to self and others.**

The health of nations is more important than the wealth of nations
—Will Durant, American historian and essayist (1885–1981)

CHAPTER THREE

STANDARDS FOR HEALTH AND SAFETY INSTRUCTION

For several decades, health education curricula have addressed from ten to fifteen traditional health topics. This construct has contributed to fragmented instruction and a lack of attention to skills. Cumulative research has demonstrated the interrelatedness of health risk behaviors and the effectiveness of skills-based health education in reducing risk behaviors and enhancing protective behaviors. The standards-based approach introduced with the publication of the *National Health Education Learning Standards* in 1996 fused health and safety concepts with essential skills. The learning standards are interwoven to create an integrated skills-based approach to health and safety instruction. They provide direction for communities and school systems to develop a responsive local health education program that promotes health literacy for all students. This shift from the traditional focus on health topics to the expanded emphasis on health and safety standards and skills serves to connect, rather than fragment, health and safety instruction.

Integrating Learning Standards into Target Content Areas

The *South Carolina Health and Safety Education Curriculum Standards* describes seven standards that identify what students should know and be able to do. Student knowledge and skills are the appropriate focus. It is not the intent of health education practitioners to evaluate individual students on their health status or grade them on whether or not they have made health behavior changes. Such is not the case with other disciplines: social studies students are not graded on whether they vote, and math students are not judged by whether or not their checkbooks balance. Rather, health education assessment measures gains in knowledge and skills. These standards based on the National Health Education Standards state that students should be able to acquire the following knowledge and skills at the end of three grade level spans (kindergarten through grade five, grades six through eight, and grades nine through twelve).

In the larger context, schools are society's vehicle for providing young people with the tools for successful adulthood. Perhaps no tool is more essential than good health.

Council of Chief State School Officers, 1995

The Learning Standards

1. Students will comprehend health promotion and disease prevention concepts.
2. Students will demonstrate the ability to access valid health information, products, and services.
3. Students will demonstrate the ability to practice behaviors that enhance health and reduce risks.

-
- 4 Students will analyze the influence of personal beliefs culture mass media technology and other factors on health
 - 5 Students will demonstrate the ability to use interpersonal communication skills to enhance health
 - 6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health
 - 7 Students will demonstrate the ability to advocate for personal family and community health

Content Areas

This document also identifies six target content areas in which students should work to fulfill each standard

- I Personal Health and Wellness
- II Nutritional Choices
- III Mental Health
- IV Preventing Injuries
- V Family Living and Healthy Sexuality
- VI Alcohol Tobacco and Other Drugs

Performance Indicators

Performance indicators benchmark how students should demonstrate their achievement. They are stated for the end of three grade spans according to the target content area in which the students are working. Performance indicators are more specific illustrations of the material and ideas implied by the learning standards. They state specific concepts and skills that fifth-, eighth-, and twelfth-grade students should know and be able to do to demonstrate achievement of the health and safety education standards. Because the learning standards tend to be broad statements of intent, performance indicators will show specific applications of the standards in more measurable terms and for specific target content areas. They are broadly stated to allow flexibility in selection of instruction and materials, but they are specific enough to provide clear direction. Taken as a group, the performance indicators for a specific learning standard will demonstrate most, but perhaps not all, of the ways in which the learning standard can be further defined. They are intended to help educators focus on the essential knowledge and skills basic to the development of health literate students. The performance indicators serve as the blueprint for organizing the health and safety curriculum and student assessment.

Comprehensive school health education offers the opportunity for us to provide the knowledge and instruction necessary to enable children to be productive learners and to develop the skills to make health decisions for the rest of their lives

—National School Boards Association 1995

The Rationale for Each Target Content Area

I Personal Health and Wellness

Seven of the ten leading causes of death are related to personal behavior and lifestyle choices. Physical wellness and personal responsibility for the practice of health-enhancing behaviors are basic components of health. Students learn personal health skills best in an environment that supports the development and maintenance of positive health behaviors as well as an understanding of the causes, effects, prevention, and treatment of diseases.

II Nutritional Choices

An effective nutrition education program will contribute to lifelong health. Diverse nutrition practices and changing nutritional needs throughout the life cycle require balancing daily food intake with energy expenditure. Healthy eating habits reduce the risks of developing chronic diseases and health problems.

III Mental Health

A positive self image is an important component of mental health. Emotional health includes the ability to express needs, wants, and feelings; to handle emotions in positive ways; and to manage anger, conflict, and frustration. Stress management provides the coping skills for maintaining sound mental health. Interpersonal communication skills promote social health by building and maintaining healthy relationships.

IV Preventing Injuries

Whether measured in the number of deaths, in the dollar costs for treatment, or in the loss of potential years of life, injury ranks highest among health problems affecting children and youth and is the leading cause of death among them. Violent and self-destructive behaviors significantly contribute to these deaths in the school-aged population. Effective safety education promotes beliefs and practices that

enable students to avoid and reduce the risk of injuries that occur on streets and highways and in the workplace home and school

V Family Living and Healthy Sexuality

Emphasis on the rights and responsibilities of family members on understanding accepting and managing one's sexuality and on acquiring the skills that promote abstinence and positive family involvement will contribute to improved health of the individual families and society

VI Alcohol, Tobacco, and Other Drugs

Substance abuse pervades our society and students must understand its lifelong physical emotional social and economic consequences They must develop skills for resisting peer social and mass media influences on these personal choices

Content Area I Personal Health and Wellness

Content Area I Personal Health and Wellness

Standard 1 Comprehend health promotion
and disease prevention concepts

By the end of grade five students should be able to

- identify personal practices that promote health and safety (e.g. hand-washing and other forms of personal hygiene and preventive health behaviors)
- identify the structure and functions of the major systems of the human body
- identify health problems that should be detected and treated early
- give reasons healthy behaviors prevent disease and
- explain how the environment affects health

By the end of grade eight students should be able to

- describe how lifestyle behaviors, environment, genetics, and medical care influence health
- explain how disease processes affect body systems
- compare and contrast strategies for reducing the risks of communicable and chronic diseases and
- describe the components of a personal health program

By the end of grade twelve students should be able to

- evaluate risk relationships between healthy lifestyle behaviors and disease prevention
- analyze strategies for detection and treatment of communicable and chronic diseases and
- evaluate the risks and benefits of personal health practices

Content Area I Personal Health and Wellness

Content Area I Personal Health and Wellness

**Standard 2 Access valid health information
products and services**

By the end of grade five students should be able to

- find health information products and services that promote personal hygiene wellness disease prevention and environmental health and
- cite ways of knowing whether or not health information products and services are valid and reliable

By the end of grade eight, students should be able to

- analyze the validity of health information products and services
- demonstrate the ability to utilize school and community resources that provide valid health information products and services and
- demonstrate the ability to access resources and services that promote a safe and healthy environment

By the end of grade twelve students should be able to

- evaluate the validity of health information products and services from community agency technology (Internet) and mass media sources
- evaluate factors that influence personal selection of health products and services
- demonstrate the ability to access school and community health services
- analyze the cost and accessibility of medical care services and
- evaluate resources and services that promote a safe and healthy environment

Content Area I Personal Health and Wellness

Content Area I Personal Health and Wellness

Standard 3 Demonstrate the ability to practice behaviors that enhance health and reduce risks

By the end of grade five, students should be able to

- demonstrate strategies for accepting responsibility for personal health behaviors and
- demonstrate strategies to improve or maintain personal health dental care hygiene wellness fitness and disease prevention

By the end of grade eight students should be able to

- demonstrate strategies for personal health maintenance and enhancement and
- demonstrate strategies for detection and treatment of common health problems and communicable and chronic diseases

By the end of grade twelve students should be able to

- demonstrate the ability to use primary care prevention strategies for maintaining and enhancing health
- design and evaluate a health and wellness plan that is adaptable to changing needs and
- develop a plan for using health resources for the prevention of and intervention in various diseases

Content Area I Personal Health and Wellness

Content Area I Personal Health and Wellness

Standard 4 Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

By the end of grade five, students should be able to

- give examples of how various factors influence health choices (e.g., personal, cultural, mass media, technology, peer, family) and
- describe how physical, social, and emotional environments influence personal health and well-being.

By the end of grade eight, students should be able to

- analyze the influence of peers, family, and mass media on health behaviors
- describe the influence of cultural beliefs on health and the use of health services, and
- analyze the influence of technology and the environment on personal health.

By the end of grade twelve, students should be able to

- analyze how the environment influences the health of the community
- describe how public health policies and government regulations influence health promotion and disease prevention, and
- analyze how research, technology, and medical advances influence the prevention and control of health problems.

Content Area I Personal Health and Wellness

Content Area I Personal Health and Wellness

Standard 5 Use interpersonal communication skills to enhance health

By the end of grade five students should be able to

- demonstrate the ability to ask for assistance in improving health and dealing with common health problems

By the end of grade eight students should be able to

- demonstrate effective verbal and nonverbal communication skills to enhance health and access personal health services

By the end of grade twelve students should be able to

- use strategies to overcome barriers to communication about health issues
- demonstrate refusal and negotiation skills to enhance health and reduce risks and
- demonstrate effective verbal and nonverbal communication skills to enhance health

Content Area I Personal Health and Wellness

**Content Area I
Personal Health
and Wellness**

Standard 8 Use goal setting and decision making skills to enhance health

By the end of grade five students should be able to

- demonstrate the ability to apply a decision-making process to health issues and problems
- determine when health problems require adult assistance and
- set a personal health goal track progress and assess achievement

By the end of grade eight students should be able to

- predict how decisions regarding health behaviors have consequences for the self for others and for the environment
- demonstrate the ability to assess personal health strengths and weaknesses and
- demonstrate the ability to develop and implement a personal health and wellness program

By the end of grade twelve students should be able to

- demonstrate the ability to use various strategies when making decisions related to health needs
- evaluate a personal health assessment to determine strategies for health enhancement and risk reduction and
- design implement and evaluate a personal plan for lifelong health and wellness

Content Area I Personal Health and Wellness

Content Area I: Personal Health and Wellness

Standard 7 Demonstrate the ability to advocate for personal, family, and community health

By the end of grade five, students should be able to

- explain ways or strategies to influence and support others in making positive health choices

By the end of grade eight, students should be able to

- demonstrate the ability to influence and support others in promoting a healthy environment and
- demonstrate the ability to use a variety of methods to disseminate valid health information

By the end of grade twelve, students should be able to

- evaluate the effectiveness of a health promotion campaign for accurate communication
- demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience, and
- analyze community strategies for preventing or reducing the spread of disease

Content Area II Nutritional Choices

Content Area II Nutritional Choices

Standard 1 Comprehend health promotion
and disease prevention concepts

By the end of grade five students should be able to

- classify foods by their type, function, and nutritional content
- explain the short and long-term benefits and risks of nutritional choices
- explain the structure and function of the digestive system, and
- recognize the relationship among food intake, physical activity, and health

By the end of grade eight students should be able to

- describe the relationship between proper nutrition and food handling and the prevention of disease and premature death
- describe the relationships of food selection to body composition, energy expenditure, and health
- describe the adverse effects of eating disorders, and
- describe the adverse effects of high dietary fat intake

By the end of grade twelve students should be able to

- discuss the effects of nutrition on appearance and on physical and mental performance
- analyze the consequences of poor nutritional choices
- analyze current dietary recommendations for reducing disease risk, and
- analyze varying nutritional needs based on life cycle changes and circumstances

Content Area II Nutritional Choices

Content Area II
Nutritional Choices

Standard 2 Access valid health information
products and services

By the end of grade five students should be able to

- demonstrate the ability to locate valid nutrition information (e.g. food labels, *Dietary Guidelines for Americans*, Food Guide Pyramid, school nutrition services)
- use the *Dietary Guidelines for Americans* and the Food Guide Pyramid as guides for making healthy food choices
- describe reliable sources of nutrition information and
- demonstrate the ability to locate community nutrition-related resources

By the end of grade eight students should be able to

- compare the validity of nutrition information from a variety of sources including mass media and the Internet
- demonstrate the ability to locate nutrition services and products that are cost-effective, safe, and appropriate and
- describe situations requiring the intervention of professional nutrition services

By the end of grade twelve students should be able to

- evaluate the validity of nutrition information, recommendations, products, and services
- analyze factors that influence cost, quality, availability, and selection of a variety of foods and
- use current research to recommend changes in dietary intake to reduce risk of disease

Content Area II Nutritional Choices

**Content Area II
Nutritional Choices**

Standard 3 Demonstrate the ability to practice behaviors that enhance health and reduce risks

By the end of grade five students should be able to

- explain the relationship between food selection and oral health
- demonstrate safe and sanitary food handling procedures that prevent disease and
- demonstrate the ability to practice appropriate nutrition behaviors and make healthy nutritional choices

By the end of grade eight students should be able to

- demonstrate the ability to make age appropriate nutritional choices based on valid information (e.g. Food Guide Pyramid, *Dietary Guidelines for Americans*) in a variety of settings
- demonstrate the ability to make nutritive comparisons
- demonstrate the ability to select adequate amounts of appropriate foods to meet personal health needs
- demonstrate the ability to plan and prepare nutritionally appropriate snacks and meals and
- demonstrate the ability to modify personal nutrition practices to avoid eating disorders

By the end of grade twelve students should be able to

- demonstrate the ability to utilize a personal nutrition assessment to improve nutrition behaviors
- evaluate the selection of nutritional foods using a variety of criteria
- evaluate alternative food selections to meet personal health needs appropriately
- demonstrate the ability to plan and prepare nutritionally appropriate snacks and meals and
- demonstrate how to achieve and maintain healthy body composition

Content Area II: Nutritional Choices

**Content Area II
Nutritional Choices**

Standard 4: Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

By the end of grade five, students should be able to

- relate examples of how parents, family, culture, peers, and personal preferences influence food choices
- explain how technology influences food availability and selection
- explain how mass media influence the selection of nutrition information, products, and services, and
- describe marketing and advertising techniques used to influence food selection and body image

By the end of grade eight, students should be able to

- describe parent, family, peer, and environmental influences on food consumption
- analyze factors that influence nutrition behaviors (e.g., gender, age, costs, body image)
- analyze the influence of mass media, societal messages, and technology on nutrition behaviors, and
- analyze how technology influences food availability and selection

By the end of grade twelve, students should be able to

- analyze the influence of mass media, nutrition claims, and food advertising on personal, family, and community health
- analyze the factors that influence nutritive content of foods (e.g., food processing and preparation) and
- analyze how technology influences food availability and selection

Content Area II: Nutritional Choices

**Content Area II
Nutritional Choices**

Standard 5: Use interpersonal communication skills to enhance health.

By the end of grade five, students should be able to

-
- demonstrate the use of effective communication skills to express nutritional needs and
 - demonstrate ways to communicate consideration and respect for self and others as related to body composition and shape and dietary choices

By the end of grade eight students should be able to

- demonstrate the use of effective communication skills to express nutritional needs and improve nutrition in a variety of settings and
- demonstrate ways to communicate consideration and respect for self and others as related to body composition and shape weight control and dietary choices

By the end of grade twelve students should be able to

- demonstrate the use of effective communication skills to express nutritional needs and improve nutrition in a variety of settings

Content Area II Nutritional Choices

**Content Area II
Nutritional Choices**

Standard 6 Use goal setting and decision making skills to enhance health

By the end of grade five, students should be able to

- demonstrate the ability to apply a decision-making process to nutrition issues and problems
- predict risks and consequences of positive and negative nutrition decisions and
- set a personal dietary goal and track progress toward its achievement

By the end of grade eight students should be able to

- demonstrate the ability to use nutritional assessment to develop a personal nutrition plan and
- analyze personal nutrition practices as related to eating disorders and to the prevention of chronic disease

By the end of grade twelve students should be able to

- predict personal nutrition practices based on changing energy expenditures and
- develop and implement a personal nutrition plan and track progress

Content Area II Nutritional Choices

**Content Area II
Nutritional Choices**

**Standard 7 Demonstrate the ability to advocate
for personal, family, and community health**

By the end of grade five, students should be able to

- demonstrate ways to influence and support others in making positive nutritional choices and
- define nutrition issues that affect health in the school and community

By the end of grade eight, students should be able to

- demonstrate the ability to promote an environment that supports appropriate nutritional choices and
- participate in school and community activities that promote positive approaches to nutritional choices

By the end of grade twelve, students should be able to

- evaluate an advocacy plan for ensuring greater accessibility to healthful food choices in a variety of settings
- mobilize school and/or community to advocate for community nutrition issues and
- participate in the public policy process related to nutrition

Content Area III Mental Health

Content Area III Mental Health

Standard 1 Comprehend health promotion
and disease prevention concepts

By the end of grade five, students should be able to

- identify effective verbal and nonverbal communication skills
- describe the characteristics needed to be a responsible friend and family member
- identify strategies for managing stress and emotions
- describe characteristics and behaviors that promote positive mental health and
- recognize individual and cultural differences

By the end of grade eight, students should be able to

- describe the interrelationships among mental, emotional, social, and physical health during adolescence
- recognize the symptoms of depression and other mental illnesses
- describe characteristics of mentally healthy adolescents and
- explain relationships between mental illness and substance abuse

By the end of grade twelve, students should be able to

- describe brain physiology and its relation to mental health and emotional control
- evaluate coping strategies to address stress and conflict
- evaluate healthy and unhealthy relationships and recommend solutions and
- identify symptoms and behaviors characteristic of depression, suicide, and other mental health problems common to adolescents

Content Area III Mental Health

**Content Area III
Mental Health**

**Standard 2 Access valid health information
products and services**

By the end of grade five students should be able to

- demonstrate the ability to locate home, school, and community mental health and emergency services and
- identify indicators of need for valid information, support, and assistance

By the end of grade eight students should be able to

- explain criteria for valid mental health information from a variety of sources and
- demonstrate the ability to locate appropriate services for mental health issues

By the end of grade twelve students should be able to

- evaluate the validity of mental health information from a variety of sources including the Internet and
- identify and match emotional and social health needs to community resources and services

Content Area III Mental Health

**Content Area III
Mental Health**

Standard 3 Demonstrate the ability to practice behaviors that enhance health and reduce risks

By the end of grade five students should be able to

- demonstrate use of positive self-management skills (i.e. ways to manage frustration and emotion, such as fear, anger, sadness, disappointment, happiness)
- demonstrate strategies to resist negative peer pressure and
- demonstrate positive strategies to reduce stress and anger in relation to identified stressors

By the end of grade eight students should be able to

- demonstrate the ability to avoid situations that are potentially harmful
- demonstrate healthful strategies to assess and manage conflict and stress and
- use positive strategies to express and manage strong emotions such as anger, frustration, fear, and joy

By the end of grade twelve students should be able to

- develop strategies for maintaining positive self-concept throughout life
- demonstrate the ability to assess and adjust behavior to respond appropriately to stress, anger, and other strong emotions and
- develop and implement a personal stress management plan

Content Area III Mental Health

**Content Area III
Mental Health**

Standard 4 Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

By the end of grade five, students should be able to:

- compare and contrast different types of family, social, and community relationships
- recognize influences of mass media and culture on self-perception, feelings, and relationships, and
- recognize how qualities of good character enhance emotional and social health.

By the end of grade eight, students should be able to:

- analyze influences of culture and mass media on self-image, feelings, behaviors, and relationships
- explain how information from and perceptions of peers influence mental and emotional health, and
- compare and contrast how character qualities influence emotional and social health.

By the end of grade twelve, students should be able to:

- analyze how individual and family beliefs influence feelings, health behavior, relationships, and character development
- critique and evaluate mass media messages that may influence self-image, behaviors, relationships, and character development, and
- analyze causes of conflict among youth in schools and communities.

Content Area III Mental Health

**Content Area III
Mental Health**

**Standard 5 Use interpersonal
communication skills to enhance health.**

By the end of grade five students should be able to

- demonstrate effective communication skills to build and maintain healthy relationships with parents family friends and other adults
- demonstrate ways to communicate care consideration and respect for self for parents and family and for the diversity of others
- demonstrate nonviolent strategies to resolve conflicts and
- demonstrate appropriate ways to express emotion

By the end of grade eight students should be able to

- demonstrate ways to communicate care consideration and respect for self for parents and family and for the diversity of others
- demonstrate effective interpersonal communication skills and
- demonstrate strategies for the expression of needs wants and feelings

By the end of grade twelve students should be able to

- demonstrate ways to communicate care consideration and respect for self for parents and family and for the diversity of others
- demonstrate the effective use of communication skills in pressure situations and
- demonstrate strategies for the healthy expression of needs wants and feelings

Content Area III Mental Health

**Content Area III
Mental Health**

Standard 6 Use goal setting and decision making skills to enhance health.

By the end of grade five students should be able to

- use an age appropriate decision-making model for emotional and social health decisions
- assess personal strengths and weaknesses in promoting and maintaining healthful relationships and
- identify when help is needed in making decisions and setting goals

By the end of grade eight students should be able to

- use an age appropriate decision-making process with positive mental health issues and problems both individually and collaboratively
- analyze how individual family and community values influence health-related decisions and
- demonstrate the ability to assess one's personal strengths needs and health risks

By the end of grade twelve, students should be able to

- analyze the short and long-term consequences of risk decisions on emotional and social health
- evaluate the effect of healthy and unhealthy relationships on one's decisions and goals
- develop a life plan for achieving long term health goals using the results of a self-assessment and
- demonstrate the ability to apply a decision-making process to health issues and problems both individually and collaboratively

Content Area III Mental Health

**Content Area III
Mental Health**

**Standard 7 Demonstrate the ability to
advocate for personal family and community
health**

By the end of grade five students should be able to

- demonstrate the ability to influence and support others in making positive mental health choices

By the end of grade eight students should be able to

- demonstrate the ability to influence and support others in making positive health choices
- apply strategies for working cooperatively in support of mentally healthy individuals families or schools and
- apply various methods to accurately promote information ideas and opinions about mental health issues

By the end of grade twelve students should be able to

- demonstrate the ability to influence and support others in making positive health choices
- demonstrate the ability to advocate for mental health issues and
- assess and adapt mental health campaign messages to the characteristics of a particular audience

Content Area IV Preventing Injuries

Content Area IV Preventing Injuries

Standard 1 Comprehend health promotion and disease prevention concepts

By the end of grade five, students should be able to

- identify hazards to personal safety related to the environment and the type of injury
- identify the consequences of violent or unsafe behavior
- identify and develop safety strategies to avoid violence and injury to self or others and
- identify steps to follow for emergencies related to the six types of injuries in home, school, and community environments, including varying weather conditions

By the end of grade eight, students should be able to

- explain the relationship between positive health behaviors and the prevention of injury and premature death and
- describe causes and effects of violence

By the end of grade twelve, students should be able to

- analyze laws and regulations related to health and safety
- analyze the short- and long-term results of safe, risky, and harmful behaviors, and
- analyze the possible causes of conflict in schools, families, and communities.

Content Area IV Preventing Injuries

**Content Area IV
Preventing Injuries**

**Standard 2 Access valid health information
products and services**

By the end of grade five students should be able to

- demonstrate the ability to locate community resources and services that contribute to a safe and healthy environment and
- describe and participate in school emergency procedures

By the end of grade eight students should be able to

- demonstrate the ability to utilize resources at home and in the school and community that provide valid safety information and services and
- describe and participate in school emergency procedures

By the end of grade twelve students should be able to

- develop strategies for improving the availability of health and safety resources and services for the community
- identify available agencies that are helpful in dealing with violent and abusive behavior and
- analyze community emergency procedures

Content Area IV Preventing Injuries

**Content Area IV
Preventing Injuries**

Standard 3 Demonstrate the ability to practice behaviors that enhance health and reduce risks

By the end of grade five students should be able to

- demonstrate strategies for reducing or avoiding unsafe situations
- demonstrate appropriate responses to emergency situations including first aid procedures and
- identify potentially hazardous household products

By the end of grade eight students should be able to

- develop injury prevention management and treatment strategies for personal and family health
- demonstrate ways to avoid and reduce threatening situations and
- demonstrate appropriate use of hazardous products

By the end of grade twelve students should be able to

- develop injury prevention and management strategies for personal family and community health
- demonstrate ways to avoid and reduce threatening situations to prevent or minimize violence and
- demonstrate emergency care procedures that may be used in life-threatening situations

Content Area IV Preventing Injuries

**Content Area IV
Preventing Injuries**

Standard 4 Analyze the influence of personal beliefs, technology, and other factors on health

By the end of grade five, students should be able to

- identify violent and risk behaviors and situations in mass media samples
- describe mass media influences on behaviors associated with risk-taking and violence
- recognize peer influences on strategies for dealing with conflict and safety, and
- describe how family and friends influence personal safety practices

By the end of grade eight, students should be able to

- identify the effects of culture and mass media on personal safety and violent behaviors, and
- explain the effect of peers and mass media on pedestrian and vehicular safety

By the end of grade twelve, students should be able to

- analyze influences of culture and mass media on violent and personal safety behavior
- explain reasons for laws related to safety in the workplace, and
- assess the effects of violence on school, community, and state

Content Area IV Preventing Injuries

**Content Area IV
Preventing Injuries**

**Standard 5 Use interpersonal
communication skills to enhance health.**

By the end of grade five students should be able to

- demonstrate refusal skills to enhance health and reduce exposure to risk.
- demonstrate the use of negotiation skills to promote personal safety and
- demonstrate nonviolent strategies to resolve conflicts

By the end of grade eight students should be able to

- demonstrate strategies to manage conflict in healthy ways and
- demonstrate refusal and negotiation skills to reduce the risk of injury and promote personal safety

By the end of grade twelve, students should be able to

- demonstrate communication skills necessary to prevent or reduce risk of injury
- demonstrate refusal negotiation and collaboration skills to avoid potentially harmful situations
- demonstrate strategies for solving interpersonal conflicts without harming self or others and
- demonstrate strategies used to prevent conflict

Content Area IV Preventing Injuries

**Content Area IV
Preventing Injuries**

Standard 6 Use goal setting and decision making skills to enhance health

By the end of grade five students should be able to

- predict consequences of unsafe behaviors
- demonstrate the ability to apply an age-appropriate decision making process to reduce risk of harm to self and others and
- explain when to ask for assistance in making decisions related to safety of self and others

By the end of grade eight students should be able to

- demonstrate the ability to apply an age appropriate decision making process to situations regarding personal safety and risk

By the end of grade twelve students should be able to

- evaluate various strategies to manage and mediate interpersonal conflicts and
- develop and implement a plan for increasing personal safety at home work or school

Content Area IV Preventing Injuries

**Content Area IV
Preventing Injuries**

**Standard 7 Demonstrate the ability to
advocate for personal family and community
health**

By the end of grade five students should be able to

- demonstrate strategies to influence and support others in practicing behaviors for safe living and
- promote positive conflict resolution with peers and family

By the end of grade eight, students should be able to

- demonstrate the ability to influence and support others in making choices that reduce the risks of intentional and unintentional injury

By the end of grade twelve, students should be able to

- develop and implement and plan for a campaign to influence and support others in making choices that reduce the risks of intentional or unintentional injury

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Content Area V Family Living and Healthy Sexuality

**Content Area V
Family Living and
Healthy Sexuality**

Standard 1 Comprehend health promotion and disease prevention concepts

By the end of grade five, students should be able to

- define family and identify various family structures
- identify the stages of growth that occur during the life cycle
- describe the influences of the family on personal health and disease prevention
- identify responsibilities of family members to each other and
- identify abstinence from sexual activity as the expected and healthiest behavior for school-aged children

By the end of grade eight, students should be able to

- analyze how family roles, rules, and responsibilities change over time
- describe psychological, physical, and emotional changes that occur with puberty
- compare and contrast the structures and functions of the male and female reproductive systems
- justify abstinence as the most effective means of teen pregnancy prevention and protection of reproductive health and
- describe strategies for the prevention of sexually transmitted diseases (STDs), Acquired Immune Deficiency Syndrome (HIV/AIDS), and unintended pregnancy

By the end of grade twelve, students should be able to

- describe the relationship between abstinence and the prevention of health and family-related problems
- explain the stages of pregnancy, the birth process and infant care, and the effects of the mother's health behaviors on the developing fetus and child
- analyze prevention, symptoms, and treatment of STDs (including HIV/AIDS) and
- analyze the risks, benefits, and effectiveness of the methods of pregnancy prevention

Reproductive health instruction is not required below grade six but is permitted at the option of local school districts. This standard for kindergarten through grade five is appropriate if districts choose that option. It is recommended that this standard be addressed in grade five. See also the provisions of the Comprehensive Health Education Act [S.C. Code Ann. §59-32-10 et seq. (1990)].

Content Area V Family Living and Healthy Sexuality

**Content Area V
Family Living and
Healthy Sexuality**

Standard 2 Access valid health information, products, and services

By the end of grade five students should be able to

- identify and access valid information and services that promote healthy family living and
- identify school and community resources that can help families with health and social problems

By the end of grade eight students should be able to

- demonstrate the ability to locate and utilize community resources that support health and social needs of families
- demonstrate the ability to access appropriate resources for child abuse, sexual assault, and domestic violence and
- demonstrate the ability to access valid information concerning sexuality

By the end of grade twelve students should be able to

- analyze validity of information about the characteristics and responsibilities of relationships (e.g. dating, marriage)
- evaluate the availability and appropriate use of information and community resources that help families with health and parenting problems and
- demonstrate the ability to access information and services appropriate to protecting reproductive health

Content Area V Family Living and Healthy Sexuality

**Content Area V
Family Living and
Healthy Sexuality**

Standard 3 Demonstrate the ability to practice behaviors that enhance health and reduce risks

By the end of grade five students should be able to

- demonstrate the ability to use self-management skills in family relationships
- apply appropriate strategies that contribute a healthy family
- demonstrate coping strategies for dealing with change within the family (e.g. birth, death, divorce, illness, and
- explain when and where to ask for assistance in harmful or abusive situations

By the end of grade eight students should be able to

- distinguish between safe and risky or harmful behaviors in relationships
- demonstrate strategies to improve or maintain family health,
- demonstrate coping strategies to address changes during adolescence and
- demonstrate skills for avoiding risky sexual behaviors

By the end of grade twelve students should be able to

- analyze strategies for avoiding situations that increase the risk of sexual assault or abuse
- demonstrate coping strategies that address changes during the life cycle
- develop strategies to improve or maintain personal, family, and community health and
- demonstrate skills for avoiding risky sexual behaviors.

Content Area V Family Living and Healthy Sexuality

**Content Area V
Family Living and
Healthy Sexuality**

Standard 4 Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

By the end of grade five, students should be able to:

- identify how the culture influences family beliefs, roles, and relationships in regard to health and
- identify how mass media and technology influence decision making that affects personal and family health.

By the end of grade eight, students should be able to:

- compare and contrast the effect of culture, mass media, and technology on personal and family health and
- analyze the influence of peers, mass media, and culture on sexual attitudes and behaviors.

By the end of grade twelve, students should be able to:

- analyze factors that influence reproductive, fetal, and infant health
- evaluate the effects of mass media, technology, and other factors on sexual attitudes and behavior
- evaluate the impact of HIV/AIDS and other STDs on individuals and families, and
- identify South Carolina laws relating to family health, parent responsibilities, and criminal sexual behavior.

Content Area V Family Living and Healthy Sexuality

Content Area V Family Living and Healthy Sexuality

**Standard 5 Use interpersonal communication
skills to enhance health**

By the end of grade five students should be able to

- recognize verbal and nonverbal communication skills from examples and
- demonstrate the ability to use positive communication skills with parents family members and peers

By the end of grade eight students should be able to

- demonstrate the ability to utilize effective verbal and nonverbal communication skills to enhance parent family and peer relationships
- demonstrate refusal and negotiation skills to protect sexual health and
- demonstrate the ability to communicate with parents family members or trusted adults about sexuality

By the end of grade twelve students should be able to

- analyze how interpersonal communication affects health and relationships
- demonstrate skills to communicate effectively with parents family and peers about sexuality and other important health issues and
- demonstrate refusal and negotiation skills to enhance health

Content Area V Family Living and Healthy Sexuality

**Content Area V
Family Living and
Healthy Sexuality**

Standard 6 Use goal-setting and decision making skills to enhance health

By the end of grade five students should be able to

- describe the steps of responsible decision-making with peers and within the family
- set a goal and develop a plan for personal responsibility within the family and track its progress and identify the benefits of delaying sexual activity and avoiding parenthood until marriage *

By the end of grade eight, students should be able to

- analyze factors that influence decisions about sexual behavior
- predict how decisions regarding sexual behavior have consequences for self and others and describe risks and consequences of early sexual involvement and benefits of delaying sexual activity and avoiding parenthood until marriage

By the end of grade twelve students should be able to

- predict immediate and long-term impact of health decisions on the individual, family, and community
- examine and evaluate how individuals make choices regarding dating, marriage, childbirth, and adoption
- analyze risks and consequences of early sexual involvement and benefits of delaying sexual activity and avoiding parenthood until marriage and
- evaluate personal decision making and goal setting skills

Reproductive health instruction is not required below grade six but is permitted at the option of local school districts. This standard for kindergarten through grade five is appropriate if districts choose that option. It is recommended that this standard be addressed in grade five. See also the provisions of the Comprehensive Health Education Act (S.C. Code Ann. §59-32-10 et seq. (1990)).

Content Area V Family Living and Healthy Sexuality

**Content Area V
Family Living and
Healthy Sexuality**

**Standard 7 Demonstrate the ability to
advocate for personal family and community
health**

By the end of grade five, students should be able to

- demonstrate ways to influence and support others in promoting personal and community family health

By the end of grade eight students should be able to

- demonstrate the ability to influence and support others in making choices that promote healthy families and healthy sexual development

By the end of grade twelve students should be able to

- compare and contrast strategies for promoting individual family and community health
- provide volunteer service to family community health initiatives and
- advocate for adolescent family and community health

Content Area VI Alcohol, Tobacco, and Other Drugs (ATOD)

Content Area VI
Alcohol Tobacco and
Other Drugs (ATOD)

Standard 1 Comprehend health promotion
and disease prevention concepts

By the end of grade five, students should be able to

- distinguish drugs and medications as potentially harmful or helpful
- identify short and long term effects and common health problems resulting from use of ATOD
- identify the influences of family peers mass media school community and laws as related to the use of ATOD and
- describe the impact of ATOD use/abuse on the individual on family health and on society

By the end of grade eight students should be able to

- describe the relationship between ATOD use and physical injury violence disease and premature death
- describe risks associated with ATOD use dependence and addiction and
- describe the impact of ATOD use/abuse on the individual family and society

By the end of grade twelve students should be able to

- evaluate the long- and short term effects of ATOD use on health behavior appearance and the ability to contribute to society
- analyze the cycle of addiction as it relates to individuals and families and
- describe the impact of ATOD use/abuse on the individual family and society

Content Area VI Alcohol, Tobacco, and Other Drugs

Content Area VI
Alcohol Tobacco and Other
Drugs (ATOD)

Standard 2 Access valid health information
products and services

By the end of grade five students should be able to

- demonstrate the ability to locate valid information concerning ATOD use and
- demonstrate the ability to access information on proper use of over-the-counter and prescription medications

By the end of grade eight students should be able to

- demonstrate the ability to utilize resources for ATOD-related problems and
- access valid information on ATOD issues

By the end of grade twelve students should be able to

- demonstrate the ability to access resources for assistance with ATOD problems
- demonstrate ability to access positive ATOD prevention activities and
- evaluate information sources related to ATOD

Content Area VI Alcohol, Tobacco, and Other Drugs

Content Area VI Alcohol Tobacco and Other Drugs (ATOD)

Standard 3 Demonstrate the ability to practice behaviors that enhance health and reduce risks

By the end of grade five, students should be able to

- demonstrate age appropriate ability to reduce the risks of ATOD use
- demonstrate the ability to use medications appropriately and
- explain when to ask for assistance in dealing with ATOD abuse in the family

By the end of grade eight students should be able to

- demonstrate the ability to use medications properly
- demonstrate the ability to avoid potentially harmful situations related to ATOD use
- demonstrate individual responsibility for preventing risky ATOD behaviors and
- assess personal risks related to ATOD use

By the end of grade twelve students should be able to

- analyze personal risks related to ATOD use misuse and addiction
- demonstrate strategies to avoid and reduce the risks in ATOD use and
- demonstrate the ability to use stress management strategies

Content Area VI Alcohol Tobacco, and Other Drugs

Content Area VI Alcohol Tobacco and Other Drugs (ATOD)

Standard 4 Analyze the influence of personal beliefs culture mass media technology and other factors on health

By the end of grade five students should be able to

- recognize the influences of culture and mass media on behaviors related to ATOD use and
- recognize the influences of peers and family on behaviors related to ATOD use

By the end of grade eight students should be able to

- analyze the effect of mass media culture gender age and other factors on attitudes and behaviors related to ATOD use
- analyze advertising messages related to alcohol and tobacco and
- recognize current policies laws and criminal consequences related to ATOD use

By the end of grade twelve students should be able to

- assess influences of individual family culture and peer pressures on ATOD use
- evaluate ATOD mass media messages and marketing techniques and
- evaluate current policies laws and criminal consequences related to ATOD use

Content Area VI Alcohol, Tobacco and Other Drugs

Content Area VI Alcohol Tobacco and Other Drugs (ATOD)

Standard 5 Use interpersonal communication skills to enhance health.

By the end of grade five students should be able to

- demonstrate effective verbal and non verbal communication skills to make positive choices concerning ATOD and
- demonstrate strategies and skills to refuse alcohol tobacco and other illegal drug use

By the end of grade eight students should be able to

- demonstrate resistance and negotiation skills to avoid ATOD use and
- demonstrate healthy ways to express feelings and relieve stress

By the end of grade twelve students should be able to

- demonstrate resistance and negotiation skills to avoid ATOD use and reduce risk situations

Content Area VI Alcohol, Tobacco, and Other Drugs

Content Area VI Alcohol Tobacco and Other Drugs (ATOD)

Standard 6 Use goal setting and decision making skills to enhance health

By the end of grade five students should be able to

- predict the impact of ATOD use
- demonstrate the ability to apply a decision making process to issues dealing with ATOD use and
- use goal setting as a deterrent to ATOD use

By the end of grade eight students should be able to

- apply decision-making strategies to ATOD issues and
- predict how decisions regarding ATOD use have consequences for individuals family and society

By the end of grade twelve students should be able to

- predict legal financial occupational and family problems associated with ATOD use
- apply decision-making strategies to ATOD issues
- develop a lifelong health plan that addresses use and nonuse of ATOD including medications and
- evaluate the impact of ATOD use on one's life plan

Content Area VI Alcohol, Tobacco, and Other Drugs

Content Area VI
Alcohol Tobacco and Other
Drugs (ATOD)

Standard 7 Demonstrate the ability to
advocate for personal family and community
health

By the end of grade five students should be able to

- demonstrate strategies to influence and support others in making positive choices concerning ATOD and
- demonstrate the ability to work cooperatively with others in the prevention of illegal ATOD use

By the end of grade eight students should be able to

- demonstrate the ability to work cooperatively to prevent ATOD use among adolescents
- demonstrate the ability to influence and support others in making positive choices regarding the use of ATOD and
- support school and community efforts regarding the illegal use of ATOD

By the end of grade twelve students should be able to

- advocate for ATOD policies laws and programs that promote a safe and healthy society
- support school and community efforts regarding the illegal use of ATOD and
- demonstrate the ability to work cooperatively with others in preventing misuse of ATOD

CHAPTER FOUR

ASSESSMENT

The Purposes of Assessment

In many ways, assessment is the driving force behind education in that it provides the basis for accountability. Assessment is important because it affects the way students view themselves, the way parents, community, and governing bodies evaluate schools and districts, and the way the citizens of this nation compete with those of other nations in a worldwide marketplace. The variety of consequences suggests why the nature of particular assessments will differ according to the purpose of the evaluation.

Educational assessment is the collection of information used to evaluate a student or a system (class, school, district, or curriculum/program). All assessment in health and safety should focus on students' attainment of health literacy, which includes the knowledge of health-related information as well as the application of that knowledge to

- critical thinking and problem solving
- responsible, productive citizenship
- self-directed learning, and
- effective communication.

In addition to measuring student progress toward health literacy, health assessment should inform the family, school, and community and enable educators to focus programmatic efforts on the development of health literacy and to monitor the effectiveness of health and safety programs. In general, health assessment should

- be consistent with the unifying ideas of this framework
- focus on applying knowledge and skills to achieve health literacy
- provide useful feedback to individual students, teachers, and parents
- provide baseline health literacy data so that the behavioral changes of groups can be tracked over time and the programs can be evaluated and refined
- measure the extent to which the coordinated school health system enhances and reinforces health literacy, and
- promote ongoing refinement of both health education and the entire coordinated school health system.

However, as suggested above, measurement of health literacy may differ according to the various purposes of the assessment and the level or size of the group assessed. For example, while individual student assessment will be based on classroom performance, assessments of groups/systems (classes, schools, districts, and curricula/programs) may involve indicators that sometimes measure health literacy in other ways. The different purposes and types of assessment are addressed in the following sections of this chapter.

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Student Assessment

Student assessment is the collection of information used to evaluate student learning. Its purpose is to evaluate student progress and provide meaningful feedback to students, teachers, and schools so that instruction can be improved. The evidence of learning we use and our methods for measuring that learning must accurately reflect what students need to know (content) and be able to do (skills).

Knowledge of essential facts and concepts is necessary in every subject area. Also, the application of health-related knowledge and skills in real-life situations is critical because it is tantamount to survival for some students. Both knowledge and application need to be assessed.

Principles of Student Assessment

The following principles should be integrated into the design and selection of all student assessment in health and safety. The assessments should:

- measure student achievement in a variety of ways (projects, tests, tasks, portfolios, open-ended questions, etc.)
- examine the extent to which all students are achieving the four underlying ideas of health literacy (critical thinking and problem solving skills, responsible, productive citizenship, self-directed learning, and effective communication)
- focus on health and safety knowledge and skills that increase positive and reduce negative health behaviors
- be ongoing and integrated as part of the learning process
- provide meaningful feedback (for individual students and improvement of instruction)
- include performance measurement related to real-life situations, and
- accommodate the developmental stages of students

Types of Student Assessment

In order to measure the knowledge of facts and concepts as well as the students' skill in applying this knowledge, classroom assessments should include both objective and performance measures.

Objective Assessment

Objective tests written by the teachers themselves (multiple choice, true/false, fill-in-the-blank, matching, etc.) are efficient and easy means of measuring the knowledge of facts and concepts when there is a single correct answer. Professionally developed objective

tests can measure higher levels of learning (e.g., application, analysis, synthesis, and evaluation) however most tests given in classrooms do not

Objective classroom tests typically cannot measure whether or not students are able to solve a problem by analyzing, organizing, and presenting data, nor do they require that students demonstrate the processes used to obtain an answer. Objective tests do give a quick picture of what students know.

Performance Assessment

In order to fully measure what students know and are able to demonstrate, classroom evaluation should also include performance assessment. Performance assessments are especially well suited to certain content areas since they allow teachers to directly observe the application of the desired skill. Measurement of the application of knowledge and skills completes the partial picture provided by classroom objective tests. Some assessments are described as being more authentic than others because they more fully, fairly, and equitably reflect what students know and can do in real-life situations. Performance assessment is usually fit this description more closely than objective tests because they require students to organize and present their knowledge and skills in ways that more closely resemble real-world applications.

Here are some examples of activities that can be used in performance assessment:

- > Journals and learning logs provide insight into reading and writing development.
- > Group participation allows students to share, discuss, and analyze various ideas and concepts while solving problems or completing projects.
- > Debates encourage students to share the pros and cons of issues and to develop language and reasoning skills.
- > Role playing, improvisations, and reenactments enable students to explore their understanding of various experiences.
- > Video and audio productions allow students opportunities to demonstrate their visual or artistic talents through presentations in the form of songs, theatrical productions, poems, plays, short stories, and so forth.
- > Portfolios foster students' ability to evaluate their own work and allows them to demonstrate that they can create a purposeful collection of student work gathered across grading periods.
- > Peer critiques or interviews and conferences offer ideal ways to get to know students and determine their levels of understanding.
- > Self-appraisal includes risk assessment and personal inventory to give students an understanding of their health status.

Selection of Assessments

While the purpose of the assessment is always a major factor guiding the selection and design of particular assessment tools, other conditions are also important. For example, assessment decisions should consider

- staff competence and general level of experience
- previous staff development in assessment
- the availability of resources (e.g., personnel, time, funds)
- the nature of the objectives being assessed
- the needs of the assessment audience, and
- the way the assessments are to be used (e.g., to grade students, to change curriculum)

The strategies that are being used should be those that are most appropriate to the total assessment context.

The selection, design, and use of assessment techniques should also be guided by considerations of validity, reliability, and objectivity (i.e., the extent to which strategies will yield information that is relevant, accurate, and verifiable). To help ensure that student assessments have these three characteristics, the following guidelines may prove helpful:

- Judgments should be based on the results of multiple assessment techniques; a variety of formats and methods of assessment should be used.
- Assessment procedures should be fair to all students.
- Assessments should adequately represent the range of objectives and standards that students are expected to achieve.
- The techniques used for assessment should be compatible with the approaches used for instruction.
- The criteria for making judgments about student responses should be clearly established.

It is essential for health and safety educators and their students to be active participants in the assessment process. In fact, assessment itself might best be viewed as a learning experience—one that encourages teachers and students to reflect on their classroom experiences and to share those reflections with family, school, and community. With that perspective, it becomes apparent that much of what goes on in classrooms every day involves assessment. Throughout a given class period, the teacher and students continually evaluate their own work and the work of others. The challenge for health and safety educators is to find innovative ways that provide systematic feedback about students and programs.

System Assessment

Definition and Components

Assessment of comprehensive health and safety education provides valuable information for planning program improvements to promote student health literacy. The system assessment should involve monitoring and evaluating the impact of the program on students, family, and community. An effective system assessment will measure the following:

- the allocation of staff and resources to support comprehensive school health and safety education
- the number of students participating in various learning activities
- the implementation of comprehensive school health and safety instruction
- the levels of family and community involvement
- the use of community health data
- the infusion of health and safety education into all curriculum areas
- system compliance with local, state, and federal regulations, and
- the extent of learning by groups of students

The overall program assessment should begin in the initial planning stages of the comprehensive health literacy program and continue annually. Schools and districts can monitor their efforts to promote student health and safety literacy and adjust those efforts as necessary.

Planning Classroom Assessment

The classroom is the basic level of the system assessed. While student assessments are necessary to measure the learning of individual students and are used to assign grades to students for their work, system assessments may also be needed to evaluate health literacy for the class as a whole. Obtaining valid data begins with planning and continues through selection, administration, and interpretation of the results—as shown in the following components:

Evaluating Implementation and Effects of Programs

Since health behavior is influenced by family, peers, and community as well as the school, evaluating the effectiveness of health and safety instruction and the coordinated school health system may seem difficult to do. Given the wide range of data that might be included in an assessment of comprehensive school health and safety instruction and the different individual assessment activities, evaluation is viewed in terms of three different approaches: *process*, *content*, and *impact*.

Process evaluation focuses on what is happening in the various components of a coordinated school health and safety system. It looks at how many students are participating, the extent to which all the components of a coordinated system are being implemented, the level of parent and community involvement, the degree to which appropriate program planning has taken place, the extent of linkages among the components of a coordinated system, and other factors. It offers a picture of the process of program planning and implementation.

Content evaluation measures how well the actual content of instruction matches the standards in this framework. This match is often referred to as content validity because it measures whether or not the intended instruction actually takes place. Content validity is essential to ensure consistency and quality in health education programs.

Impact evaluation measures the extent to which the goals of the program have been accomplished. While student assessments should focus on whether or not students have acquired essential knowledge and skills related to health and safety, health educators also want to know if their instruction has actually affected students' health-related behaviors. Are students choosing more nutritious foods? Are they choosing not to drink when they drive? The collection of such data may call for the use of system assessments that use group rather than individual assessments.

The Use of Group and Individual Data

As in all educational disciplines, individual student assessment data are used in health education to evaluate student progress and to provide feedback about instruction to the individual students and parents as well as teachers. Aggregation of these data across classes, schools, districts, or even states is done in some subject areas, including health, to evaluate the learning of groups of students. In most subjects, little of this information is controversial; therefore, collection of the data for individual students (by name) presents few problems for educators.

However, as noted above, assessment of health literacy does not require measurement of the impact of instruction on actual health behaviors of students. That kind of information is such that it might be distorted if collected (and graded) for individual students (who would likely respond with socially desirable or teacher-liked answers). For example, distortion of data might occur with a test question in driver safety about how often the student wears seat belts. A student might answer yes, whether he or she really wears them or not, because a grade is at stake. Some information might also be considered overly intrusive or a violation of privacy by some parents or the students themselves. An example of the intrusion/privacy problem might be a test question about personal beliefs or behaviors. Neither the student nor the parent might wish to reveal such information. And such assessment would be an inappropriate measure of the health literacy objective.

Both kinds of problems can result in invalid data about health behaviors. Moreover, health educators sometimes want to assess long-term impact of instruction. Has the number of teen pregnancies gone down in the district since the curriculum began? Are students actually staying away from illegal drugs? All of these behavioral questions call for the use of other kinds of evaluation measures—for example, the anonymous group surveys or the use of statistical data from health departments, courts, or other social agencies.

Therefore, the recommendations of this document follow the earlier admonition in this chapter regarding the validating of data: Use the type of assessment appropriate for the purpose of the assessment. Classroom tests (tests, performance tasks, projects, etc.)

should not be used to evaluate individual student behaviors, beliefs, or attitudes. To assess change in health-related behaviors (and/or associated beliefs or attitudes) system measures such as anonymous group surveys and/or information from public agencies are recommended.

Recommendations

Several general recommendations for assessment in health and safety have been provided in this chapter.

- The type of assessment used should fit the purpose of the assessment.
- Individual classroom assessments should measure both the student's knowledge of essential facts and concepts and their ability to apply the knowledge and skills.
- Both objective and performance assessments should be used in the classroom.
- The impact of instruction on health-related behavior should be measured through system assessments, not through individual classroom assessments.

One final recommendation is offered for future assessment of health and safety. To measure quality and efficacy, assessments of health and safety programs need to be conducted statewide. The most economical suggestion for implementing such an evaluation is a system assessment (that may include student assessments) in which samples of programs across South Carolina would be evaluated every three years. If this plan and the performance indicators in this document are utilized, all programs could expect to be evaluated by the same standards every three years, and valid and relevant data would be obtained.

Assessment Examples

The following set of exercises is adapted from the Health Education Project module *Tobacco Use Prevention* produced by the State Collaborative on Assessment and Student Standards (SCASS) and published in 1995 by the Council of Chief State Schools Officers (CCSSO) in Washington, DC. South Carolina is a continuing participant in this project.

Performance tasks are exercises or curriculum embedded projects that students complete over a extended period of time (i.e., more than one class period). The exercise involves several parts and may require multiple activities and types of responses. Students may complete some work in groups, but the final product always includes one or more individually completed components. Although performance tasks will require health facts and concepts specific to the context of the assessment, they are intended to assess thinking and behavioral skills, such as accessing information, analyzing influences, making decisions, or communicating. Task activities could include community or library research, brainstorming, and other group work, report or journal writing, role-playing or other demonstrations, and the use of art or instructional media such as posters, brochures, or videos. Performance tasks are intended to be grounded in authentic student experiences and in investigations and interactions that are genuine for students in their home, school, or community environments.

Example Performance Task: A Smoking Body

Health Standards Assessed: VI.1, VI.2, and VI.4
Other Standards Reinforced: VI.5, Language Arts, Science
Grade Level: Middle School

Overview

In this activity, students will write and perform a skit in which they play parts of the body that tobacco affects. This activity is an opportunity for students to synthesize what they have learned about the physical effects of tobacco. By working together to access information to prepare, students reinforce their interpersonal communication skills. The exercise also provides students with the opportunity to apply the knowledge they have gained in an enjoyable and instructive way.

Requirements

Organize students into small groups of four to five students. Each group will write and perform a skit that portrays some of the effects of tobacco on the human body. Each skit must include the effects of using tobacco products on the brain, the heart, and the lungs. The skit must also include the effects on other organs or body parts (e.g., liver, kidneys, throat, mouth) chosen by the group. In addition, each student will write a short descriptive paper that summarizes the group's skit and identifies the differences between his or her group's skit and those performed by other groups.

70

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Time

Students will need at least one class period to write the skit. Additional time should be provided to research the effects of tobacco. Each skit should be three to five minutes long and may be presented over two days.

Materials

Students should have access to text, library, or other written or media materials about the effects of tobacco on the body. Students will need writing and art materials: tag board, construction paper, markers, and so forth. Other creative skit materials may be provided.

Instructional Review

Students should be able to identify the effects of tobacco on different parts of the body. Students will need more information than just the general knowledge of the effects of smoking. They will need to be able to recall tobacco's effects on specific organs of the body and to access sources of tobacco effects information.

Assessment Criteria

An acceptable student performance on this task would include a written script and the complete performance of three- to five-minute skit that reports on the harmful effects of tobacco use on various parts of the body. Accurate effects on brain, heart, lungs, and at least two additional organs should be presented. Higher rating should be given for inclusion of multiple or detailed effects and additional organs. An acceptable student paper includes at least two paragraphs: one accurately describing the focus of the skit and the second identifying differences in skits performed by other groups.

SHORT ANSWER RESPONSE An exercise in which a student provides a word, a phrase, a couple of sentences, or a diagram in response to a question.

Example Short Answer Response: Tobacco Information Sources

Health Standards Assessed: VI.2

Grade Level: Middle School

Name: _____
Three valid sources of accurate information about the effects of tobacco use on body systems:

1. _____

2

3

SELECTED RESPONSE An exercise in which the student selects one or more responses from among predetermined answers, often termed a multiple-choice item. A test module composed of selected-response items together with constructed response items is intended to assess a broad range of knowledge and concepts while performance tasks focus on assessing skills. Well-developed selected-response items generally assess comprehension and the application of knowledge and concepts.

Sample A There has been a great deal of research about what it takes to quit smoking. Based on these research findings, which statement is correct?

- A It is easy to quit smoking cigarettes if you have enough will power.
- B Nicotine causes psychological as well as physical dependency.
- C People who start smoking at a young age have less trouble quitting than people who start smoking when they are older.
- D Most people are successful in quitting the first time they try.

Sample B Which of these statements about chewing tobacco is true?

- A Chewing tobacco is safer than smoking tobacco.
- B Chewing tobacco is not addictive because you don't inhale nicotine into the lungs.
- C Chewing tobacco increases your risk of mouth and throat cancer more than smoking tobacco.
- D Chewing tobacco is a good substitute for people who like tobacco but don't want the nicotine.

Sample C Which of these statements about nicotine is *not* true?

- A Nicotine is both a stimulant and a depressant.
- B Nicotine affects all parts of the central nervous system.
- C Nicotine is the chemical in tobacco that causes lung cancer.
- D Nicotine is absorbed through the lungs, the mouth, and the stomach.

CONSTRUCTED OR EXTENDED RESPONSE An exercise in which a student provides up to several paragraphs or more of extended text or other type of written response to a question. Constructed or extended-response items, together with selected-response items, are intended to assess a broader range of knowledge and concepts than can be addressed with a performance task. Most of the extended response items are designed to elicit responses that range from one or two sentences to one or two paragraphs. They could also prompt the student to complete or draw a chart, graph, or schematic diagram. Good items present students with authentic contexts and prompts that require more than rote memory.

Example Extended Response: Health Effects of Tobacco Use

Health Standards Assessed: VI.1

Grade Level: Middle School

Sample A Using tobacco affects more than your physical health. What are some of the effects of tobacco on your appearance, mental attitude, and/or pocketbook?

Sample B Your favorite uncle has come to live in your house for a few weeks after moving from another state. He is starting a new job and looking for a place of his own to live. However, he smokes, and your family has a no smoking rule inside your house. Your uncle is grumbling, and relationships are a little strained. What could your parents say to your uncle that may help him understand the family's no smoking rule?

CHAPTER FIVE

PROFESSIONAL DEVELOPMENT

Accomplished teaching involves making difficult and principled choices, exercising careful judgment, and honoring the complex nature of the educational mission. Teachers employ technical knowledge and skill, yet they must be ever mindful of teaching's ethical dimensions. The primary mission is to foster the development of skills, dispositions, and understandings while responding thoughtfully to a wide range of human needs and conditions. Teachers owe joint allegiance to the forms and standards of knowledge within and across disciplines and to the students they serve. They must acquire and employ a repertoire of instructional methods and strategies, yet remain open-minded and reflective about their practice, drawing lessons from experience. Teachers' professional responsibilities focus on instructing the students in their immediate care and participating in supporting activities within the school and in partnership with parents and the community.

Teaching is often portrayed as a conserving activity—transmitting culturally valued knowledge and skills to succeeding generations. It is that and more. Teachers also have a responsibility to question settled structures, practices, and definitions of knowledge, to invent and test new approaches, and where necessary, to pursue change in the organizational arrangements that support instruction. As agents of the public interest in a democracy, teachers contribute to the dialogue about the kind of society they seek, both to preserve and improve, and they initiate future citizens into this ongoing public discourse. (National Board for Professional Teaching Standards, 1994)

What Teachers Should Know and Be Able to Do

Effective health and safety education teachers possess qualities in common with teachers in any discipline. In addition to these common qualities, health and safety education teachers have the special vision for and a commitment to the idea that health and safety are important to every student's ability to succeed in life. Successful teachers have such a strong belief in their discipline that they model what they teach.

In order for health and safety education programs to succeed, they require qualified health and safety personnel. Education for health and safe living deserves acceptance as an inherent right of human beings. Since society is placing emphasis on quality of life, it should provide citizens with effective means of preserving life. Health and safety personnel are the pivotal element in accomplishing this goal.

All teachers should have the following qualities

- A commitment to students and their learning

Teachers recognize individual differences in their students and adjust their teaching accordingly.

-
- Teachers understand how students develop and learn
 - Teachers treat students equitably
 - Teachers' missions extend beyond developing the cognitive capacity of their students
 - A knowledge both of the subjects they teach and of the methodology for the delivery of those subjects to students
 - Teachers appreciate how knowledge in their subject areas is created, organized, and linked to other disciplines
 - Teachers command specialized knowledge of how to convey a subject to students
 - Teachers generate multiple paths to knowledge
 - The responsibility for managing and monitoring student learning
 - Teachers call on multiple methods to meet their goals
 - Teachers orchestrate learning in group settings
 - Teachers place a premium on active involvement
 - Teachers regularly assess student progress
 - Teachers are mindful of the relationship of teaching activities to objectives
 - The ability to think systematically about their practice and to learn from experience
 - Teachers are continually making difficult choices that require their judgment
 - Teachers seek the advice of others and draw on education research and scholarship to improve their practice
 - The ability to enhance teaching through an active participation in their learning community
 - Teachers contribute to school effectiveness by collaborating with other professionals
 - Teachers work collaboratively with parents
 - Teachers take advantage of community resources

Recommendations

Achievement of effective health and safety education programs is contingent upon an increase in the number and employment of qualified certified health and safety education teachers. Priority must be given to obtaining the resources to upgrade teacher preparation and certification and to assure that health is taught by qualified teachers.

The following priority actions are recommended:

Establish health and safety as a critical teaching need

Require that middle and high school health and safety education be taught as separate courses by certified health education teachers

Revise the criteria for teacher preparation, certification, and accreditation to include a requirement that all elementary teachers certified and employed in South Carolina have a minimum of two health and safety courses:

1. general health and safety (content knowledge) and
2. methodology (implementing skills-based instruction, wellness concepts, training with effective curricula and resources)

- Provide assessment of health and safety learning standards at the school, district, and state levels

The following strategies for achieving these priorities are recommended:

- Develop an add-on certification program for teachers in related disciplines
- Establish a Lead Teacher Program for health and safety specialists in elementary schools
- Require that schools, districts, and/or the State yearly provide in-service opportunities specific to health and safety education certification
- Accept recertification credits from professional organizations such as the American Red Cross and from agencies such as DHEC and the CDC
- Provide alternative certification for health and safety teachers based on experience, district recommendations, and in-service completion
- Require Human Sexuality/Family Life certification endorsement for all middle and high school teachers responsible for sexuality instruction
- Establish a health leadership training module for principals
- Identify and monitor current and projected personnel needs for health and safety education
- Provide state monitoring for compliance with the requirements of the Comprehensive Health Education Act
- Develop criteria for qualifications needed to work with special populations, to determine needs of students, and to assess achievement of standards

Colleges and universities should address the following priority actions:

- Develop and strengthen additional teacher preparation programs in school health and safety education
- Ensure that rigorous courses are required to meet teacher certification requirements that are consistent with the skills needed to teach the Health and Safety Education Curriculum Standards at the elementary and secondary levels

Promote college, school, and agency collaboration in the development of preservice and in-service courses that include

strategies and techniques for teaching health and safety education that meet learning standards
add-on certification for teachers in related disciplines
a wide range of experiences working actively with students within a school setting
encouragement to participate in health and safety education professional organizations and meetings and
opportunities to achieve Certified Health Education Specialist (CHES) certification

- Evaluate, interpret, and disseminate research findings in health and safety education

The State Department of Education should address the following priority actions

- Ensure that certification and recertification requirements are consistent with the Health and Safety Education Curriculum Standards and these recommendations
- Conduct school health and safety education program assessment for achievement of grade range standards at state, district, and school levels
- Develop key indicators and conduct annual reviews of district and school compliance with provisions of the Comprehensive Health Education Act
- Ensure that discipline-based professional development activities are designed to support teachers and schools in translating the instructional vision of the Health and Safety Education Curriculum Standards into classroom practice

The following are additional recommended leadership strategies and activities for the Department of Education

Provide professional development and technical assistance to schools in their effort to meet health and safety education standards. The Department should provide at least the following needed services:

identify exemplary health and safety education programs
offer opportunities for school personnel to observe exemplary programs in action
provide teacher training in assessment strategies
disseminate current research to teachers and administrators
encourage schools and districts to field-test (pilot) instruction and assessment techniques and
collaborate with colleges and universities

-
- Provide leadership to ensure that district strategic plans incorporate activities for health and safety staff development that make effective use of local and state-wide resources and that reflect effective practice

Develop a Leadership Academy training module for principals on the requirements of the Comprehensive Health Education Act and strategies for meeting health and safety education learning standards

Strengthen and support existing networks to facilitate improved communication among public school and university-based teachers, preservice teachers, students and community agencies

SELECTING INSTRUCTIONAL MATERIALS FOR HEALTH AND SAFETY EDUCATION

The purpose of this chapter is to provide guidelines and criteria for selecting appropriate materials for health and safety instruction. These criteria should be used for review and selection of materials for statewide adoption and for the selection and adoption of instructional materials to be used in local districts and schools.

Foundation Principles for Materials Selection

Health and safety education is unique among the disciplines in that it is characterized by the rapidly and continually changing nature of its content. New health knowledge is generated at an increasing pace and instructional materials and curricula must be sufficiently flexible to incorporate new content on a regular basis. Health information is vital to life. Credibility and believability are important criteria since life-threatening actions derive from health information. It is therefore critically important that health materials reflect accurate, factual, credible, and current information.

Since concepts of health have strong roots in culture, controversy, mythology, and misrepresentation are often associated with health issues. Myth, opinion, and biased information have no place in health materials unless they are clearly labeled as such. If controversial health issues are included, they should be presented with a balanced approach, clearly communicating the different views on the issue.

Unlike other subjects whose essential curriculum elements are based on traditional concepts, basic skills, politics, or even testing, the field of health and safety education is epidemiological or disease-driven. Priorities are set on the basis of the most current and pressing health problems as determined by population-based data. Consequently, trained health educators need to be centrally involved in the materials review process. Materials must be sufficiently responsive to differences in target populations. Treatment of gender, cultural, and minority health issues should reflect balance and respect for differences.

Health is an application discipline requiring knowledge of the physical, social, and behavioral sciences, language arts, and communication skills, and higher-order thinking and psychomotor skills. The interdisciplinary nature of health contributes to the feasibility of infusing health content and skills across disciplines. These characteristics necessitate that health materials be user-friendly for teachers who may not be expert and be flexible enough to interrelate and connect with other disciplines.

The field of health and safety education is comprised of a wide array of topics and professional organizations. No single piece of material can adequately address all areas. Instructional materials and curriculum units that address comprehensive health instruction as well as single-topic or thematic units and issues are appropriate.

Focus on Research Based Materials

Health and safety often receive low priority status in the curriculum. When preparation in health content is lacking in teaching staff, priority should be given to the selection of research based curriculum materials that have been proven effective in accomplishing their objectives. This is preferable to attempting to invent or construct curricula when depth of preparation in the content area is not available.

Health and safety materials selection must be grounded in sound learning theory. Materials must be appropriate to meet differences in learning styles, age, and developmental learning needs of students. Teachers must utilize an array of multiple-media materials to meet the varied learning needs of students.

In addition, current research, including meta analyses, has identified the necessary elements of health education programs that are highly effective in preventing or reducing risk taking behaviors. Where these elements are incorporated in well-implemented instruction, credible evaluations have demonstrated that risk behaviors are delayed and protective behaviors are increased. Programs that work include the following elements:

- They are founded and grounded in sound social learning theory that reflects
 - skills for inoculation or resistance to pressure
 - health belief constructs leading to action, benefits, barriers, self efficacy, and perceived success, and
 - the cognitive behavioral prevention skills of modeling and personalization, training, and situational practice
- They focus specifically on the behaviors to practice and those to avoid, and they provide clear, accurate, factual information on risks and protection.
- They include activities that address peer, social, and mass media influences on behaviors, and they reinforce clear and appropriate norms or protective behaviors.
- They provide opportunities for modeling and practice of protection and risk-reduction skills.

Integrating Health Messages in School and Community

Since class time is finite, health and safety materials should enable interdisciplinary integration and infusion so that instructional time can be used efficiently. Effective health and safety instruction is skills focused, so materials should have the content, emphasis, and learning-support resources to enable skills based instruction and support cooperative learning.

Since the effectiveness of health and safety instruction is highly influenced by reinforcement in the home, instructional materials should include activities that are appropriate for involving parents and families outside the classroom. These interactive activities might include parent-child homework and projects. They may also involve

parents in the use of community resources and in special events such as health fairs, parent-child workshops, and conferences.

Elements of Health Education Policy

Districts should have an instructional materials policy that involves classroom teachers in the review and selection process. This policy should include a process for updating materials regularly and should provide teachers with access to varied and multiple-media instructional materials without extraordinary effort. Materials and units for teaching the required sexuality topics must be reviewed by a district community advisory committee, as specified by the Comprehensive Health Education law.

Sufficient funds should be provided for the purchase of quality skills-based instructional materials. Yet, since quality supplemental materials are almost always the most costly, the resource of time to search and discover free and inexpensive materials should also be available.

Criteria for Materials Selection

Instructional materials for health and safety should comply with the provisions of the Comprehensive Health Education Act of 1988. Additionally, so that the best quality resources are selected with regard to content, methodology, instructional support, and aesthetic/technical quality, these materials should meet the criteria that are set forth in the following statements:

As the selection for instructional materials is made, it is imperative that the content of the materials demonstrates the following:

- adequacy and depth of content coverage
- balanced coverage of relevant topics
- accurate, factual, current, credible health and medical information
- balanced presentation of controversial issues
- inclusion of higher order thinking processes
- promotion of health skills as well as knowledge
- emphasis on priority health risks/behaviors and
- organization that reflects current health education theory and principles

It is imperative that the methodology reflect the following:

- provision for varied learning levels, readability
- provision for variety of learning styles
- provision for variety in appropriate teaching strategies
- provision for student assessment strategies and resources that are both varied and relevant
- balanced and respectful treatment with regard to gender, culture, and minority status
- research-based prevention principles and skills-based instructional approaches
- interdisciplinary feasibility with clear points of interrelationships and interconnections

81

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-
- clear provisions strategies and activities for integration across disciplines
 - capacity to be user-friendly for out of field teachers, and
 - adapted activities appropriate for special needs students

Instructional support should include the following.

- material whose design reflects sound health and safety education research or theoretical base
- material that is proven effective in practice based on research data that are credible found in referred journals or available for review
- high quality teacher guidance materials and
- high quality resource and supplemental materials

There should also be an aesthetic or technical quality that reflects the following

- visual appeal
- production quality and
- current language/dress/hairstyles

Types of Appropriate Instructional Materials

The following lists are an assortment of various types of instructional materials available to teachers in the field of health and safety education

Print Materials

- books reference books textbooks booklets
- periodicals magazines journals newspapers
- data and technical reports copies of laws
- brochures pamphlets leaflets flyers transparencies
- packaged curriculum units teacher guides and lessons and
- resource kits and instructional planning materials

Technology

- films filmstrips videos TV programs satellite broadcasts audiotapes laser video disks interactive videos DVD videos
- computer software and interactive programs CD ROMs and
- computer networking Internet sites communications technology

Dimensional Materials

- models exhibits simulation kits manipulatives and materials for health experiments and demonstrations
- learning centers visual and interactive displays and
- health promotional materials such as posters buttons and stickers

Sources of Instructional Materials

Listed below are a few of the places where teachers in the field of health and safety education can locate appropriate instructional materials

- commercial and nonprofit publishers
- national state and community health and public safety agencies
- government health and public safety agencies
- national and state health and safety professional associations
- voluntary private nonprofit health and safety organizations
- college/university health and safety education departments and
- health and safety professional journals

Health and safety education is unique among school-based programs in that there is a significant body of research regarding the program elements curricula and instructional materials that are effective in helping children and youth to learn positive healthy behaviors. Schools having the vision to incorporate sound research-based elements in designing their health education programs will have a better chance in assuring that all their students learn the skills necessary to protect their health.

CONCLUSION

School health and safety education is not new. It has been part of the mission of public education since the beginning of public schools. Health was one of the seven cardinal principles of public education. Unfortunately, it has not been systematically implemented and supported at a level necessary to make a real difference for South Carolina students. Unsupported, fragmented programs do not meet the health and safety needs of our students or our society.

The preventable health problems of American children and adolescents continue to embarrass the nation and impede needed educational achievement. Large numbers of youth have emotional problems that often lead to poor performance, suicide, and risk-taking behaviors. Many turn to drugs and violence as a way of coping with life's challenges. Indiscriminate sexual behaviors expose many to exploitation, unplanned pregnancy, and sexually transmitted diseases. Many young people practice unhealthy nutrition and lead sedentary lifestyles.

Schools are in the business of preparing youth to be productive adults in tomorrow's world. However, to succeed in school—or in life—one must be healthy. It has long been acknowledged that health status affects how children learn, grow, and develop. Children and youth that are healthy are better able to benefit from learning experiences provided at home and in school. Comprehensive school health and safety education provides students with opportunities to develop the knowledge and skills necessary to practice a healthy lifestyle that enables them to become more successful students and adults. These standards provide a way of making the school program more responsive to student, family, and community needs. They provide a comprehensive approach to make good on past failures in school health programs.

Planned, sequential health and safety instruction as part of a comprehensive school health program for every student in South Carolina is an achievable goal. While not likely to be accomplished quickly, it can happen with careful curriculum planning, collaboration among school administrators, teachers, and members of the community, and a deep commitment to the health of our students and our state. In the next century, we should ensure that every student in South Carolina has the opportunity to receive a world-class education. This education should include the opportunity to become health literate.

Comprehensive school health programs offer the opportunity for us to provide the services and knowledge necessary to enable children to be productive learners and to develop the skills to make healthy decisions for the rest of their lives.

—National School Boards Association 1997

GLOSSARY

HEALTH TERMS

ABSTINENCE The denial of one's appetites; the conscious avoiding of pleasures that are thought to be harmful. To *abstain* is to refrain from something by one's own choice.

ADOLESCENT RISK BEHAVIORS Behaviors identified by the Centers for Disease Control as being the most influential on the health of teenagers. These behaviors include tobacco use, eating patterns that contribute to disease, a lack of physical activity, sexual behaviors that result in HIV/STD infection and unintended pregnancy, alcohol and other drug use, and behaviors that result in injury.

COORDINATED SCHOOL HEALTH PROGRAM An organized set of policies, procedures, and activities designed to protect and promote the health and well-being of students and staff that has traditionally included school health education, healthful school environments, and school health services. At a minimum, such a program should include school guidance and counseling, physical education, nutrition services, social work, psychological services, and employee health promotion (Joint Committee 1991: 103).

DEVELOPMENTALLY APPROPRIATE Strategies that are suitable for, or consistent with, the age, growth, and developmental level of a student.

HEALTH A state of complete physical, mental, and social well-being, not merely the absence of disease and infirmity (Joint Committee 1991: 100).

HEALTH EDUCATOR A practitioner who is professionally prepared in the field of health education, who demonstrates competence in both theory and practice, and who accepts responsibility to advance the aims of the health education profession (Joint Committee 1991: 101).

HEALTH LITERACY The capacity of an individual to obtain, interpret, and understand basic health information and services, and the competence to use such information and services in ways that are health enhancing (Joint Committee 1991: 102).

HEALTH EDUCATION STANDARDS Standards that specify what students should know and be able to do. They involve the knowledge and skills essential to the development of health literacy. This knowledge includes the most important and enduring ideas, issues, and concepts in health education. These skills include the ways of communicating, reasoning, and investigating that characterize health education. Health education standards are not merely facts; rather, they identify the knowledge and skills that students should master to attain a high level of competency in health education.

HEALTHFUL SCHOOL ENVIRONMENT The component of the coordinated school health program that includes a safe and health-enhancing physical environment; the organization of a healthful school day; an atmosphere that promotes respect and self-esteem; and the fostering of interrelationships that are favorable to social and emotional health (Montana 1993: 4).

LEARNING LOG A record in which students communicate how and what they have understood about a concept or unit of study.

NUTRITION SERVICES The component of the coordinated school health program that provides nutritionally balanced, quality, appealing meals that follow the *Dietary Guidelines for Americans* and reinforce the concepts taught in the instructional setting regarding the selection of healthy foods and the development of health-enhancing nutritional habits (Montana 1993: 4).

OPPORTUNITY TO LEARN STANDARDS Descriptors that identify policies, resources, and activities to enable schools, communities, institutions of higher education, and state and national education agencies to support the implementation of the National Health Education Standards.

PARENT AND COMMUNITY INVOLVEMENT An integrated approach to enhance the health and well-being of students. School health advisory councils, coalitions, and broad-based constituencies for school health can build support for program efforts. Schools actively solicit parent involvement and engage community resources and services to respond more effectively to the health-related needs of students. Community involvement also provides the opportunity for students to engage in volunteer and service-learning activities that provide chances to extend practice of essential health and safety skills.

PHYSICAL EDUCATION The component of the coordinated school health program that includes sequential prekindergarten through grade twelve curricula that provide a variety of developmental movement activities and health-related physical fitness programs to promote each student's optimum physical, mental, emotional, and social development and the development of physically active lifestyles.

RESPONSIBLE PRODUCTIVE CITIZENS Individuals who understand and carry out the obligation to ensure that their community is healthy, safe, and secure. They also recognize that this obligation begins with self and they know that responsible individuals avoid behaviors that pose a health or safety threat to themselves or to others or that place an undue burden on society.

SCHOOL GUIDANCE AND COUNSELING The component of the coordinated school health program that provides primary prevention and early intervention programs that attend to the mental, emotional, and social health of students.

SCHOOL HEALTH EDUCATION The component of the school health program that addresses the dimensions of health and the development, delivery and evaluation of a planned, sequential curriculum and teaching strategies. Curriculum development includes the articulation of objectives, content sequence, and specific classroom lessons that draw from various content and topic areas to achieve learning standards and the broader based student outcomes relating to health. School health education is designed to positively influence the health knowledge, attitudes, skills, and behaviors of individuals so as to promote health and prevent or reduce the risks of disease.

SCHOOL HEALTH EDUCATOR A practitioner who is professionally prepared in the field of health education, meets state teaching requirements, and demonstrates competence and commitment in the development, delivery and evaluation of health education curricula in a school setting. (Joint Committee 1991: 104)

SCHOOL HEALTH SERVICES The component of the coordinated school health program that is provided by physicians, school nurses, dentists, and other allied health personnel to appraise, protect, and promote the health of students and school personnel. These education personnel ensure access to and the appropriate use of primary health care services, prevent and control communicable disease, and provide emergency care for injury or sudden illness. They also promote sanitary conditions in a school facility and environment and often provide concurrent learning opportunities. (Joint Committee 1991: 104)

SCHOOL SAFETY EDUCATION The area of health education that deals with students acquiring the knowledge and skills that will keep them safe from injury, accidents, and personal assault, as well as their learning what to do to prevent and treat injuries.

SCHOOL SITE HEALTH PROMOTION The component of the coordinated school health program that provides health assessments, health education, and health-related fitness activities to encourage and assist all personnel in the development of health-enhancing behaviors. For faculty and staff, it promotes better health, improved morale, and a greater personal commitment to the school's overall school health program.

SELF-DIRECTED LEARNER Health literate individuals are self-directed learners who have a command of the dynamic, changing health promotion and disease prevention knowledge base. They use literacy, quantitative, and critical thinking skills to gather, analyze, and apply health information as their needs and priorities change throughout their lives. They also apply interpersonal and social skills in relationships to learn from and about others and, as a consequence, to grow and mature toward high-level wellness.

ASSESSMENT TERMS

The definitions in this section are adapted from *Promises to Keep: Creating High Standards for American Students*, the report to the National Education Goals Panel on the review of educational standards that was made by the Goals 3 and 4 Technical Planning Group (Wurtz et al. 1993).

ASSESSMENT A collection of information used to evaluate student performance. Assessment information may include teacher observations, tests, writing samples, projects, research papers, class presentations, and performance tasks.

ASSESSMENT COMPONENT A type of assessment instrument.

ASSESSMENT SYSTEM The various pieces or components of the assessment process. This term may refer to formative and summative assessments or to assessments of different types or those conducted for different purposes.

CRITERION REFERENCED This type of assessment interpretation compares a student's response to a predetermined level of desired performance. Students' scores are expressed in terms of their meeting or not meeting the criterion or in terms of how far above or below the criterion the scores fall.

EXERCISE An individual task or item to which a student responds.

EXTENDED RESPONSE An exercise in which a student provides up to several paragraphs or more of extended text or other type of written response to a prompt or task.

FORMATIVE ASSESSMENT These assessments, usually carried out at the classroom or school level, are used to guide the instruction of individual students.

INSTRUCTIONALLY EMBEDDED A type of activity that takes place within the on-going classroom instruction. As used in assessment, this means a student activity, usually of some length (days or weeks), in which students engage in a hands-on learning activity that yields one or more products on which students can be scored, either collectively or individually.

INSTRUMENT A set of exercises of one or more types that have known statistical properties and are to be used together to yield a broader set of information than at the individual exercise level.

LEARNING STANDARDS Learning standards specify what students should know and be able to do. They involve the knowledge and skills essential to a discipline that students are expected to learn. These skills include the ways of thinking, working, communicating, reasoning, and investigating that characterize each discipline. This knowledge includes the discipline's most important and enduring ideas, concepts, issues, dilemmas, and information. Learning standards are not merely lists of facts. Standards should be academically sound, broadly conceived, and assessable.

NORM-REFERENCED This type of assessment interpretation compares a student's response to a comparison (or norm) group. Students' scores are expressed in terms of performance relative to the comparison group.

ON DEMAND ASSESSMENT These assessments are given to students in one relatively brief sitting where they have not had an opportunity to rehearse their responses or to alter or improve their responses once they have given them.

PERFORMANCE INDICATOR Performance indicators are more specific illustrations of the material and ideas implied by the learning standards. They state specific concepts and skills that fifth, eighth, and eleventh-grade students should know and be able to do to demonstrate achievement of the health and safety education standards. Because the learning standards tend to be broad statements of intent, performance indicators will show specific applications of the standards in more measurable terms and for specific target content areas. Taken as a group, the performance indicators for a learning standard will demonstrate most but not all of the ways in which the learning standard can be further defined. They are intended to help educators focus on the essential knowledge and skills basic to the development of health-literate students. The performance indicators serve as a blueprint for organizing student assessment.

PERFORMANCE EVENT An on-demand performance of some type, including written response, that calls for the student to respond within a relatively brief period of time (i.e., fifteen to forty-five minutes).

PERFORMANCE STANDARDS These standards specify "how good is good enough." They indicate how adept or competent a student demonstration must be to indicate his or her attainment of the content standards. They involve judgments of what distinguishes an adequate from an outstanding level of performance. Student performance standards should establish the degree or quality of the student performance in the challenging subject matter set out in the content standards. Performance standards are *not* skills and modes of reasoning referred to in the learning standards. Rather, they indicate both the nature of the evidence (such as an essay, mathematical proof, scientific experiment, project, exam, or a combination of these) that is required to demonstrate that the content standard has been met. They also state the quality of the student performance that is deemed acceptable (that means a passing or an A grade).

PERFORMANCE TASK An exercise to which a student responds over a period of some time (i.e., several weeks). The exercise usually involves several parts and may require multiple activities and types of responses.

PORTFOLIO Refers to the accumulation of student prompted and unprompted work within the classroom, as well as to the reflections of students, teachers, and others on this work. The folder may include standard tasks or one that the student selects and it may include a variety of assessment results or other information. The intent is

to portray both the current level of the student and the progress of the student over time

SELECTED RESPONSE An exercise in which the student selects one or more responses from among predetermined answers, often termed a multiple choice item

SHORT ANSWER RESPONSE An exercise in which a student provides a word, a phrase, a couple of sentences, or a diagram in response to a question

SUMMATIVE ASSESSMENT These assessments—which may be carried out at the school, district, state, or national level—serve the purpose of summarizing student performance on larger portions of learning at the end of major blocks of time

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**SDE - S C Curriculum Standards
Visual and Performing Arts (draft)
Introduction only**

Curriculum Standards

SDE-06895

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SOUTH CAROLINA VISUAL AND PERFORMING ARTS CURRICULUM STANDARDS

Draft -- January 1999

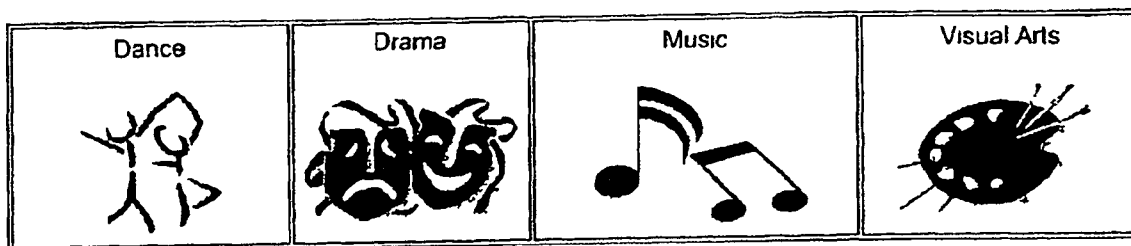
INTRODUCTION

ACKNOWLEDGEMENT

VISUAL AND PERFORMING ARTS CURRICULUM STANDARDS TASK FORCE MEMBERS

DEVELOPMENT TEAM

STATE DEPARTMENT OF EDUCATION FACILITATORS



INTRODUCTION

The South Carolina Visual and Performing Arts Curriculum Standards describes what students should know and be able to do in the visual and performing arts prior to graduation from high school. These standards set high expectations for students and are intended to raise the level of artistic and cultural literacy as well as improve students' performance in the visual and performing arts. The standards clearly communicate these expectations to parents, students, teachers, the business community, and the public.

These standards are based on the *South Carolina Visual and Performing Arts Framework* adopted by the South Carolina State Board of Education in November 1993. The standards were developed in collaboration with the following professional arts organizations: South Carolina Dance Association, South Carolina Theatre Association, South Carolina Music Educators Association, and South Carolina Art Education Association. Each organization appointed four individuals to serve on the Visual and Performing Arts Academic Achievement Standards Development Team. In addition, each respective arts organization appointed a Standards/Assessment Task Force to serve as a resource for the Achievement Standards Development Team. This document represents a collaborative effort among the Development Team, the professional arts organizations, and the Department of Education.

This document outlines the specific content knowledge and skills expected of all students by the end of grades 2, 5, 9, and 12 in drama, music, visual arts, and at the end of 2, 5, 8, and 12 in dance. Grades 2, 5, and 9 serve as benchmark years in drama, music, and visual art, and at the end of 2, 5, and 8 in dance. At the end of each of these grades, student performance should be measured to determine the progress that students are making towards achieving the standards by the end of grade 12.

<http://www.sde.state.sc.us/sde/educator/standard/vparts/index.html>

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12. Parents and teachers can use this information to design appropriate instruction to enable students to continue to progress and, ultimately to achieve the standards

The South Carolina Visual and Performing Arts Curriculum Standards are divided into four major content strands: Aesthetic Perception, Cultural Heritage, Creative Expression, and Aesthetic Valuing. The content strands identify what students will learn in the following four art disciplines: dance, drama, music, and visual arts. The arts academic achievement standards are organized under these content strands.

Visual and Performing Arts Curriculum Standards Task Force Members		
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03/22/2001

SDE-06897

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Ms Anna Houser *Orangeburg County Consolidate School District Five*
Mr Clarence Jones *Spartanburg School District Seven*
Dr Joanne M Lunt *Winthrop University*
Ms Nancy Pope, *Richland School District One*
Dr Donald Shetler *Ladson South Carolina*
Ms Sabrina Slater-Warren *Beaufort County School District*
Ms Cynthia Waddell Johansen *Spartanburg School District Seven*
Ms Donna Wilson *Richland School District Two*
Ms Linda Wolford *Lexington School District Five*

ACKNOWLEDGEMENT

Developed in collaboration with the following professional arts organizations

South Carolina Art Education Association
South Carolina Music Educators Association
South Carolina Dance Association
South Carolina Theatre Association

STATE DEPARTMENT OF EDUCATION FACILITATORS

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Mr. Mac Arthur Goodwin, *Office of Standards and Professional Development*

Dr. Patricia Mohr, *Office of Standards and Professional Development*

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ALLENDALE SCHOOL DISTRICT
3249 Allendale-Fairfax Hwy
Fairfax SC 29827

GRADES PK 12
ENROLLMENT 1 815 Students
SUPERINTENDENT Paula L. Hams 803-584-4603
BOARD CHAIR Artheon Hoover 803-584-3366
FISCAL AUTHORITY District Board/Referendum

THE STATE OF SOUTH CAROLINA
ANNUAL DISTRICT REPORT CARD **2003**

ABSOLUTE RATING: **UNSATISFACTORY**
Absolute Ratings of Districts with Students like Ours
Excellent 0 Good 0 Average 1 Below Average 3 Unsatisfactory 5

IMPROVEMENT RATING: **BELOW AVERAGE**

ADEQUATE YEARLY PROGRESS: **N/A**

SOUTH CAROLINA PERFORMANCE GOAL

By 2010 South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
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6231**

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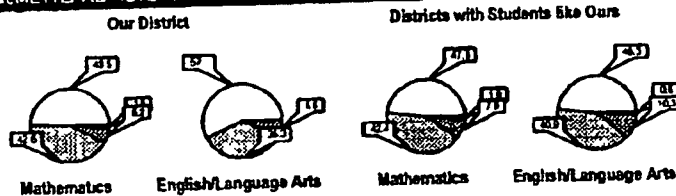
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Alameda School District

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Unsatisfactory	Below Average	N/A
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



	Definition of Critical Terms
Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our District			Districts with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	56.7	37.1	39.0	50.1	44.6	44.8
Passed 2 subtests	21.7	24.2	26.8	18.9	24.9	23.8
Passed 1 subtest	15.0	18.9	19.5	16.6	15.5	19.1
Passed no subtests	6.7	19.7	13.8	13.4	15.0	11.2

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our District	Districts with Students Like Ours
Seniors eligible for LIFE Scholarships at four year institutions	4.3	2.5
Seniors who met the SAT requirement	21.4	4.4
Seniors who met the grade point average	21.4	30.9

Using only the SAT and grade point average requirements

FACT PERFORMANCE BY GROUP

	Exempted for Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	851	99.3	57.1	36.3	6.6		6.6	17.6
Gender								
Male	409	98.8	61.8	33.6	4.6		4.6	17.6
Female	442	99.8	52.9	38.7	8.3		8.3	17.6
Racial/Ethnic Group								
White	32	100.0	30.8	42.3	26.9		26.9	17.6
African-American	804	99.3	58.3	35.8	5.8		5.8	17.6
Asian/Pacific Islander	2	100.0						17.6
Hispanic	12	100.0	50.0	50.0				17.6
American Indian/Alaskan		0.0						17.6
Disability Status								
Not disabled	658	99.2	53.5	36.5	0.8		0.8	17.6
Disabled	193	99.5	68.9	30.6	0.5		0.5	17.6
Lipform Status								
Migrant		0.0						17.6
Non-migrant	851	99.3	57.1	36.3	6.6		6.6	17.6
English Proficiency								
Limited English proficient	4	100.0						17.6
Non-limited English proficient	847	99.3	57.3	36.0	6.7		6.7	17.6
Socio-Economic Status								
Subsidized meals	787	98.2	49.1	35.4	6.8		6.8	17.6
Full-pay meals	63	100.0	32.7	50.8	16.4		16.4	17.6
Mathematics								
All students	851	100.0	49.5	42.5	6.2	1.8	7.9	15.5
Gender								
Male	409	100.0	53.2	40.6	6.2	1.9	8.1	15.5
Female	442	100.0	48.1	44.9	7.3	1.7	9.0	15.5
Racial/Ethnic Group								
White	32	100.0	14.8	55.8	22.2	7.4	29.6	15.5
African-American	804	100.0	50.9	42.2	5.3	1.6	6.9	15.5
Asian/Pacific Islander	2	100.0						15.5
Hispanic	12	100.0	41.7	41.7	16.7		16.7	15.5
American Indian/Alaskan		0.0						15.5
Disability Status								
Not disabled	658	100.0	41.2	45.4	8.0	2.3	10.4	15.5
Disabled	193	100.0	66.7	33.3				15.5
Lipform Status								
Migrant		0.0						15.5
Non-migrant	851	100.0	49.2	42.8	6.2	1.8	8.0	15.5
English Proficiency								
Limited English proficient	4	100.0						15.5
Non-limited English proficient	847	100.0	49.5	42.5	6.2	1.8	8.1	15.5
Socio-Economic Status								
Subsidized meals	787	100.0	50.6	42.4	6.3	1.5	7.8	15.5
Full-pay meals	63	100.0	32.7	43.6	18.2	5.5	23.6	15.5

Abbreviations for Missing Data

N/A Not Applicable N/C Not Collected N/R Not Reported US Insufficient Sample

Alhambra School District

NY 667

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment	Day of Testing	English/Language Arts				
				% Tested	% Below Basic	% Basic	% Proficient	% Advanced
2002	Grade 3	146		40.3	45.1	14.8		34.8
	Grade 4	146		52.8	41.5	5.6		5.6
	Grade 5	161		57.8	38.8	4.4		4.4
	Grade 6	121		46.7	41.7	10.8	0.8	11.7
	Grade 7	121		46.3	46.2	5.8		5.4
	Grade 8	151		52.7	41.8	4.8	0.7	5.5
2003	Grade 3	142	98.6	46.8	47.7	12.8		12.0
	Grade 4	144	100.0	44.8	46.3	9.0		9.0
	Grade 5	141	99.5	70.9	28.8	3.1		3.1
	Grade 6	170	99.4	68.4	24.5	7.1		7.1
	Grade 7	128	100.0	52.4	42.2	5.2		4.2
	Grade 8	128	99.2	63.3	34.2	2.5		2.5

		Enrollment	Day of Testing	Mathematics				
				% Tested	% Below Basic	% Basic	% Proficient	% Advanced
2002	Grade 3	146		45.6	42.3	12.8		12.0
	Grade 4	146		57.7	32.4	7.7	2.1	9.9
	Grade 5	161		69.0	25.9	4.4	0.8	5.1
	Grade 6	121		49.2	38.3	9.2	3.3	12.5
	Grade 7	121		59.2	36.7	4.2		4.2
	Grade 8	151		70.3	25.7	3.4	0.7	4.1
2003	Grade 3	142	100.0	40.2	53.5	4.9	1.6	8.3
	Grade 4	144	100.0	42.5	46.3	8.2	3.0	11.2
	Grade 5	141	100.0	57.1	38.1	4.8		4.8
	Grade 6	170	100.0	53.5	35.5	10.3	0.6	11.0
	Grade 7	126	100.0	46.2	41.0	6.6	5.0	12.8
	Grade 8	128	100.0	57.0	42.1	0.8		0.8

STATE PERFORMANCE ON NATIONAL TESTS

Term Nova a national, norm-referenced achievement test.

Percentage of students scoring in the upper half, 2002

Grade	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	48.2	50.0	51.5	50.0	58.3	50.0	54.8	50.0
6	57.8	50.0	49.0	50.0	51.2	50.0	51.4	50.0
9	58.1	50.0	46.8	50.0	51.8	50.0	51.2	50.0

Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

National Assessment of Educational Progress, a national, criterion-referenced achievement test.

Percentage of students scoring

Test	Grade	Year	Advanced		Proficient		Basic		Below Basic	
			State	Nation	State	Nation	State	Nation	State	Nation
Reading	8	2002	1	3	22	38	44	43	33	25
Writing	4	2002	1	2	18	28	56	58	18	14
Mathematics	8	2000	2	4	14	22	57	38	45	31

PLT_6231-0004

REC031596

Alhambra School District

200009

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships		Graduation Rate	
	n	%	n	%	n	%
All Students	41	83.0%	68	2.9%	97	51.5%
Gender						
Male	21	81.0%	33	0.0%	47	51.1%
Female	32	84.4%	37	8.1%	54	51.9%
Race or Ethnicity						
African American	46	80.4%	68	2.9%	97	51.5%
Hispanic	N/A	N/A	0	N/A	0	N/A
White	6	100.0%	2	VS	3	VS
Other	1	VS	0	N/A	1	VS
Disability Status						
Non-speech disabilities	1	VS	2	VS	4	VS
Students without disabilities	52	82.7%	68	4.4%	0	52.6%
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	27	81.5%	70	4.3%	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	53	83.0%	70	4.3%	100	52.0%
Meal Status						
Subsidized meals	42	83.3%	54	0.0%	68	76.5%
Full pay meals	11	81.8%	16	18.8%	33	0.0%

Using only the SAT and grade point average requirements
n = number of students on which percentage is calculated

2002-2003 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2001	2002	2001	2002	2001	2002
District	426	437	432	401	858	838
State	438	453	450	498	888	951
Nation	504	507	515	519	1020	1026

ACT	English		Math		Reading		Science		Total	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
District	17.6	16.7	18.7	18.4	16.1	17.3	17.8	18.0	17.3	18.7
State	18.6	18.7	19.1	19.0	18.3	19.4	19.2	19.2	18.2	19.2
Nation	20.2	20.3	20.6	20.5	21.1	21.2	20.8	20.8	20.8	20.8

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

	2001	2002
Alhambra Elementary	Yes	Yes

PLT_6231-0005

REC031597

Altamonte School District

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,015)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.1%	Down from 10.1%	4.7%	4.0%
Attendance rate	96.1%	Up from 85.2%	94.7%	85.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.8%	Down from 6.6%	5.2%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.9%	Down from 10.0%	10.6%	10.5%
Older than usual for grade	7.5%	Down from 9.4%	8.7%	5.5%
Suspended or expelled	1.3%	Up from 1.2%	4.8%	1.6%
Enrolled in AP/IB programs	0.0%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	167	Up from 75	73	186
Completions in adult education GED or diploma programs	36	Up from 22	40	40

Teachers (n= 153)				
Teachers with advanced degrees	34.0%	Down from 34.4%	39.3%	47.8%
Contracting contract teachers	69.3%	Up from 68.7%	76.2%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	71.1%	Down from 72.3%	70.3%	69.1%
Teacher attendance rate	94.4%	Down from 96.9%	94.5%	95.1%
Average teacher salary	\$35,829	Down 0.9%	\$37,364	\$39,787
Prof development days/teacher	7.3 days	Up from 6.2 days	10.7 days	11.3 days

Other Data				
Superintendent's years at district	1.5	Up from 0.5	3.0	3.0
Student-teacher ratio	15.5 to 1	Down from 16.7 to 1	17.8 to 1	20.6 to 1
Prime instructional time	68.2%	Down from 69.8%	66.7%	69.0%
Dollars spent per pupil	\$10,404	Down 1.5%	\$8,903	\$7,412
Percent spent on teacher salaries	48.0%	No change	49.0%	56.0%
Opportunities in the arts	Poor	Down from Good	Fair	Excellent
Parents attending conferences	99.0%	No change	95.4%	86.1%
Number of schools	4	No change	4	4
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Portable classrooms	4.0%	Down from 9.3%	12.1%	3.5%
Average age in years of school facility	39	N/A	39	25
Number of schools with SACS accreditation	2	N/A	2	8

Four year audited financial data are reported	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A - Not Applicable N/C - Not Collected N/R - Not Reported IS - Insufficient Sample

Allendale School District

2011-12

SCHOOL DISTRICT GOVERNANCE

Board Membership

5 trustees elected to single-member seats

Fiscal Authority

District Board/Referendum

Average Number of Hours of Training Annually 15.0 per board member

Percent new trustees completing orientation N/A

DISTRICT SUPERINTENDENT'S REPORT

Allendale County School District is continuing to make strides toward providing a quality education for the children of Allendale County. This report card will clearly show the areas of our improvement as well as the areas that require additional attention. The District is relying heavily on data to make informed decisions about instructional programs, personnel and resources. We take pride in the accomplishments of our children and staff. Here is a list of a few such accomplishments:

Fairfax Elementary School received the Palmetto Silver Award
An award winning High School Debate Team
Distinguished JROTC Program
Outstanding Fine Arts Program
Montessori Program serving three to five year old children
Little New Steps Program serving infants through three year old children
Nationally recognized Adult Education Program

Last year we improved the facility for Little New Steps. This year we will be doing extensive renovations at Allendale-Fairfax Middle School. All seventh and eighth grade students will be housed at the Allendale-Fairfax High School in the wing that served as the ninth grade academy last year. We are excited by all of the possibilities for next year and appreciate all of the support we have received from the community.

If you have any comments or questions about this report card, please send them to Paula Harris, P.O. Box 458, Allendale, SC 29810.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent: District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good: District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average: District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average: District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory: District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PLT_6231-0007

REC031599

DILLON 2 SCHOOL DISTRICT
405 West Washington Street
Dillon South Carolina 29536

GRADES PK 12
ENROLLMENT 3 681 Students
SUPERINTENDENT D Ray Rogers 843-774-1200
BOARD CHAIR Fitzgerald Lych 843-774-5454
FISCAL AUTHORITY Appointed Legislative Delegation

THE STATE OF SOUTH CAROLINA
ANNUAL DISTRICT
REPORT CARD

2003

ABSOLUTE RATING: BELOW AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	6	3

IMPROVEMENT RATING: UNSATISFACTORY

ADEQUATE YEARLY PROGRESS: N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010 South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PLAINTIFF'S
EXHIBIT
6236

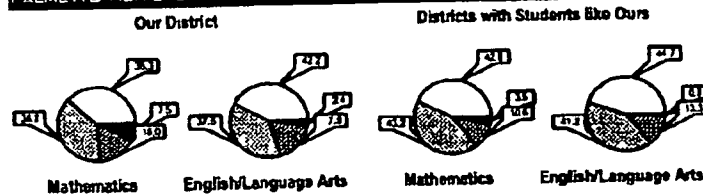
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REC031622

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	N/A
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



	Definition of Critical Terms
Advanced	Very high score very well prepared to work at next grade level exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our District			Districts with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	49.8	56.5	56.0	53.9	53.9	50.6
Passed 2 subtests	20.5	22.7	20.7	18.7	19.8	20.8
Passed 1 subtest	17.1	12.1	15.1	15.9	14.1	16.1
Passed no subtests	12.7	8.7	8.2	11.4	12.1	12.3

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our District	Districts with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions	7.9	5.4
Seniors who met the SAT requirement	7.9	5.4
Seniors who met the grade point average	31.5	39.1

*Using only the SAT and grade point average requirements

Dillon 2 School District

FACT PERFORMANCE BY GROUP

	Enrollment	On or before	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English Language Arts									
All students	1,709	99.5	42.2	37.5	17.9	2.4	20.3	17.6	
Gender									
Male	913	99.5	40.7	34.4	15.3	1.8	18.9	17.6	
Female	796	99.6	34.9	40.2	21.4	3.5	24.9	17.6	
Race/Ethnic Group									
White	451	99.5	28.2	32.9	30.1	3.9	34.0	17.6	
African-American	1,161	99.5	46.5	37.2	14.2	2.1	16.3	17.6	
Asian/Pacific Islander	2	100.0						12.6	
Hispanic	26	96.2	63.6	22.7	13.6		13.6	17.6	
American Indian/Alaskan	57	100.0	54.2	35.4	10.4		10.4	17.6	
Disability Status									
Not disabled	1,533	99.7	40.0	38.4	18.9	2.5	21.8	17.6	
Disabled	176	97.7	68.3	26.8	4.9		4.9	17.6	
Migrant Status									
Migrant		0.0						17.6	
Non-migrant	1,709	99.5	42.1	37.2	18.2	2.5	20.7	17.6	
English Proficiency									
Limited English proficient	149	100.0	70.5	23.5	6.3		5.9	17.6	
Non-limited English proficient	1,690	99.5	41.7	37.3	18.5	2.5	21.0	17.6	
Socio-Economic Status									
Subsidized meals	1,422	99.8	47.1	38.8	14.3	1.9	18.3	17.6	
Full-pay meals	286	99.0	17.2	40.2	37.2	5.4	42.5	17.6	
Mathematics									
All students	1,709	99.6	38.3	38.2	18.0	7.5	23.5	15.5	
Gender									
Male	913	99.6	39.9	31.8	14.8	8.2	22.5	15.5	
Female	796	99.7	34.8	39.7	18.4	7.1	25.5	15.5	
Race/Ethnic Group									
White	451	99.3	22.1	39.8	22.8	15.5	30.1	15.5	
African-American	1,161	99.7	42.7	38.2	14.4	4.6	19.1	15.5	
Asian/Pacific Islander	2	100.0						15.5	
Hispanic	26	100.0	40.9	36.4	13.6	9.1	22.7	15.5	
American Indian/Alaskan	57	100.0	52.1	37.5	4.2	8.3	10.4	15.5	
Disability Status									
Not disabled	1,533	99.8	36.5	38.8	18.7	8.1	24.3	15.5	
Disabled	176	97.7	59.8	32.8	6.6	0.8	7.4	15.5	
Migrant Status									
Migrant		0.0						15.5	
Non-migrant	1,709	99.6	37.5	38.6	16.3	7.7	23.9	15.5	
English Proficiency									
Limited English proficient	149	100.0	47.1	29.4	17.8	11.6	23.2	15.5	
Non-limited English proficient	1,690	99.6	37.3	38.6	16.4	7.7	24.1	15.5	
Socio-Economic Status									
Subsidized meals	1,422	99.8	41.0	39.0	14.1	5.8	19.9	15.5	
Full-pay meals	286	99.0	19.8	36.3	27.1	16.8	43.9	15.5	

Abbreviations for Missing Data

N/A Not Applicable NDC Not Collected N/R Not Reported IS Insufficient Sample

PLT_6236-0003

REC031624

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment for Day of Testing	English Language Arts				
			% Tested	% Below Basic	% Basic	% Proficient	% Advanced
2002	Grade 3	280	28.1	41.7	26.3	1.6	28.9
	Grade 4	296	37.6	41.0	18.6	2.7	21.4
	Grade 5	281	38.3	43.8	17.3	0.4	17.7
	Grade 6	277	44.2	25.8	24.7	5.2	30.0
	Grade 7	285	44.0	36.3	15.3	3.5	16.7
2003	Grade 3	281	51.5	34.8	13.0	0.7	13.7
	Grade 4	286	89.6	18.8	14.7	8.5	46.3
	Grade 5	274	99.6	40.5	41.2	14.8	3.5
	Grade 6	289	99.7	18.3	34.4	15.3	31.7
	Grade 7	289	99.7	36.5	38.0	23.4	2.2
2004	Grade 8	287	99.0	48.1	42.1	8.3	1.5

		Enrollment for Day of Testing	Mathematics				
			% Tested	% Below Basic	% Basic	% Proficient	% Advanced
2002	Grade 3	280	21.5	37.8	27.6	14.2	41.7
	Grade 4	296	39.3	31.5	14.6	14.6	29.2
	Grade 5	281	31.9	38.5	18.3	11.5	28.8
	Grade 6	277	49.4	27.0	19.9	3.7	23.6
	Grade 7	285	63.9	25.5	5.5	3.1	10.6
2003	Grade 8	281	60.0	30.7	7.4	1.9	9.3
	Grade 3	286	100.0	31.2	18.5	32.6	18.7
	Grade 4	274	99.6	33.7	41.1	14.3	10.9
	Grade 5	296	100.0	39.4	41.3	13.5	6.0
	Grade 6	289	100.0	33.9	38.7	19.0	8.4
2004	Grade 7	285	100.0	36.0	31.7	10.4	3.8
	Grade 8	287	99.0	55.3	35.8	6.4	1.5

STATE PERFORMANCE IN NATIONAL TESTS

Term Nova is a national, norm-referenced achievement test.

Grade	Percentage of students scoring in the upper half, 2002							
	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	59.2	50.0	51.5	50.0	50.7	50.0	58.3	50.0
6	57.8	50.0	49.0	50.0	51.2	50.0	51.4	50.0
9	58.1	50.0	48.8	50.0	51.3	50.0	51.2	50.0

Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

National Assessment of Educational Progress is a national, criterion-referenced achievement test.

Test	Grade	Year	Percent of students scoring							
			Advanced		Proficient		Basic		Below Basic	
			State	Nation	State	Nation	State	Nation	State	Nation
Reading	8	2002	3	3	12	30	43	43	22	25
Writing	4	2002	4	2	16	26	65	58	16	14
Mathematics	8	2000	2	5	15	22	57	38	45	34

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships		Graduation Rate	
	n	%	n	%	n	%
All Students	181	84.5%	165	7.9%	206	70.9%
Gender						
Male	87	85.1%	81	7.4%	107	70.1%
Female	94	84.0%	84	8.3%	99	71.7%
Race or Ethnic Group						
African American	109	80.7%	108	0.9%	139	63.3%
Hispanic	1	VS	1	VS	1	VS
White	68	89.7%	52	21.2%	62	88.7%
Other	2	VS	4	VS	4	VS
Physical Status						
Non-speech disabilities	1	VS	2	VS	15	0.0%
Students without disabilities	180	84.4%	163	8.0%	0	76.4%
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	1	VS	165	7.9%	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	181	84.5%	165	7.9%	206	70.9%
Meals Status						
Subsidized meals	119	79.8%	118	0.9%	151	65.6%
Full-pay meals	62	93.5%	49	24.5%	55	85.5%

Using only the SAT and grade point average requirements
n = number of students on which percentage is calculated

2002-2003 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	457	432	403	404	860	836
State	468	483	433	456	901	939
Nation	504	507	516	519	1020	1026

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	18.5	17.1	18.8	18.7	20.0	19.6	19.1	18.1	19.1	18.5
State	18.6	18.7	19.1	19.0	19.3	19.4	19.2	18.2	19.2	19.2
Nation	20.2	20.3	20.5	20.6	21.1	21.2	20.8	20.8	20.8	20.8

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

District 2 School District

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,531)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	7.7%	Down from 7.9%	5.6%	4.0%
Attendance rate	95.2%	Up from 95.1%	95.1%	95.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.4%	Up from 5.3%	6.1%	10.7%
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.8%	Up from 7.3%	10.5%	10.6%
Older than usual for grade	6.7%	Down from 7.1%	6.8%	5.5%
Suspended or expelled	1.6%	Down from 2.6%	1.6%	1.8%
Enrolled in AP/IB programs	3.7%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	303	Up from 217	187	186
Completed in adult education GED or diploma programs	27	Up from 20	27	40

Teachers (n=223)				
Teachers with advanced degrees	39.5%	Down from 40.9%	43.5%	47.8%
Continuing contract teachers	85.2%	Down from 87.8%	80.1%	82.6%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.4%	Up from 80.9%	86.5%	89.5%
Teacher attendance rate	94.9%	Down from 95.1%	94.4%	95.1%
Average teacher salary	\$37,062	Up 0.3%	\$38,288	\$38,707
Prof. development days/teacher	19.1 days	Up from 10.9 days	12.6 days	11.3 days

Other Data				
Superintendent's years at district	12.0	Up from 11.0	2.0	3.0
Student-teacher ratio	20.7 to 1	Up from 19.2 to 1	19.8 to 1	20.6 to 1
Prime instructional time	89.0%	Down from 89.2%	87.5%	89.0%
Dollars spent per pupil	\$6,473	Up 6.0%	\$6,549	\$7,412
Percent spent on teacher salaries	53.3%	Up from 51.9%	53.9%	56.0%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	97.5%	Up from 84.0%	92.1%	96.1%
Number of schools	8	No change	5	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Portable classrooms	7.8%	Down from 12.0%	4.9%	3.5%
Average age in years of school facility	41	N/A	36	26
Number of schools with SACS accreditation	5	N/A	4	8

Prior year audited financial data are reported	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable, N/C Not Collected, NR Not Reported, ES Insufficient Sample

SCHOOL DISTRICT GOVERNANCE**Board Membership**

7 trustees appointed

Fiscal Authority

Appointed Legislative Delegation

Average Number of Hours of Training Annually 60 per board member

Percent new trustees completing orientation N/A

DISTRICT SUPERINTENDENT'S REPORT

In Dillon District Two our highest priority is to ensure an excellent education for all students by providing relevant curricula skilled staff ample resources and community partnerships in an environment conducive to learning. There will be opportunities for improvement as we continue the implementation of the four year District Strategic Plan and the preparation for the Palmetto Achievement Challenge Tests (PACT) and High School Assessment Program (HSAP). Some of our accomplishments are

Communities in Schools and 21st Century Learning Grants funded two after school programs and 21st Century Learning Grant funded an extended school year for students in grades 6-8

Technology improvements included updating the infrastructure new computers for classrooms technology training for teachers and providing email for students to allow them to communicate with others around the world

New construction and renovations have been completed at Gordon Elementary Seven teachers have achieved National Board Certification (NBPTS)

Five teachers are pursuing National Board Certification (NBPTS)
A standards-based curriculum was emphasized in all grades.

Although our schools have had an excellent year we still have challenges to meet. A few of these challenges are

Statewide budget cuts remain a concern

81.1 percent of our students are eligible for free or reduced-price lunch

Since most of District Two is rural more industry a higher tax base and higher teacher pay are needed.

New construction and renovations are needed at all of our schools and at the district office

With the nationwide teacher shortage teacher recruitment and retention of qualified teachers is a concern

Implementing the No Child Left Behind (NCLB) federal requirements.

Special thanks to students parents staff Board of Trustees and the entire community for their hard work and support.

D. Ray Rogers Superintendent

DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

FLORENCE 4 SCHOOL DISTRICT
220 N Pinckney Street
Timmonsville SC 29161

GRADES PK 12
ENROLLMENT 1 065 Students
SUPERINTENDENT Valene E. Hamson Ed D 843-346-5391
BOARD CHAIR Eleanor J. Pigate 843-346-3042
FISCAL AUTHORITY District Board/Referendum

THE STATE OF SOUTH CAROLINA
ANNUAL DISTRICT
REPORT CARD **2003**

ABSOLUTE RATINGS: **BELOW AVERAGE**

Absolute Ratings of Districts with Students like Ours
Excellent 0 Good 0 Average 4 Below Average 5 Unsatisfactory 6

IMPROVEMENT RATING: **BELOW AVERAGE**

ADEQUATE YEARLY PROGRESS: **N/A**

SOUTH CAROLINA PERFORMANCE GOAL

By 2010 South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEDC.ORG

PLAINTIFF'S
EXHIBIT
6243

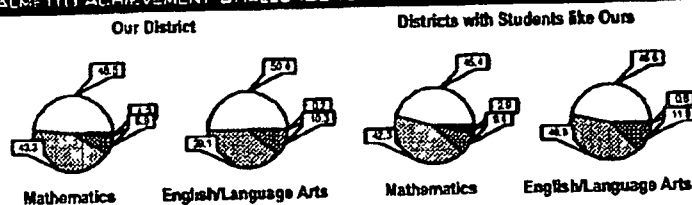
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REC031663

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	N/A
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards, minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan the local board policy determines progress to the next grade level

NOTE. Science and social studies are to be included in the 2005 school report card.

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our District			Districts with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	69.7	49.2	32.8	53.2	50.9	47.4
Passed 2 subtests	6.1	16.9	26.2	20.1	22.1	21.9
Passed 1 subtest	10.6	11.9	26.2	15.4	13.9	17.4
Passed no subtests	13.6	22.0	13.1	11.3	13.0	12.9

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our District	Districts with Students Like Ours
Seniors eligible for LIFE Scholarships at four year institutions	4.7	4.4
Seniors who met the SAT requirement	4.7	5.6
Seniors who met the grade point average	39.1	34.5

*Using only the SAT and grade point average requirements

PAIIT PERFORMANCE BY GROUP

	Enrollment List	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	528	98.9	50.4	39.1	10.3	0.2	10.5	17.6
Gender								
Male	266	98.1	57.3	34.8	7.9	0.4	8.3	17.6
Female	262	99.6	43.5	43.5	12.7	0.4	13.1	17.6
Race/Ethnic Group								
White	65	98.5	34.5	55.4	10.1	0.2	10.4	17.6
African-American	459	98.9	52.6	37.0	10.2	0.2	10.4	17.6
Asian/Pacific Islander	1	100.0						17.6
Hispanic	2	100.0						17.6
American Indian/Alaskan		0.0						17.6
Disability Status								
Not disabled	439	99.3	49.4	41.4	12.0	0.2	12.2	17.6
Disabled	89	99.6	71.4	27.3	1.3		1.3	17.6
Migrant Status								
Migrant		0.0						17.6
Non-migrant	528	98.9	50.4	39.1	10.3	0.2	10.5	17.6
English Proficiency								
Limited English proficient		0.0						17.6
Non-limited English proficient	528	98.9	50.5	39.0	10.3	0.2	10.5	17.6
Socio-Economic Status								
Subsidized meals	424	98.6	53.8	38.5	7.9		7.9	17.6
Full-pay meals	95	98.9	36.4	42.0	20.5	1.1	21.6	17.6
Mathematics								
All students	528	99.1	48.5	43.3	6.9	1.3	8.2	15.5
Gender								
Male	266	99.2	51.2	41.7	6.2	0.3	6.5	15.5
Female	262	98.9	45.8	44.9	7.6	1.7	9.3	15.5
Race/Ethnic Group								
White	65	100.0	32.7	54.5	13.6	12.3	15.9	15.5
African-American	459	98.9	50.7	41.9	6.4	0.9	7.3	15.5
Asian/Pacific Islander	1	100.0						15.5
Hispanic	2	100.0						15.5
American Indian/Alaskan		0.0						15.5
Disability Status								
Not disabled	439	99.5	49.0	45.5	8.0	1.5	9.5	15.5
Disabled	89	99.6	67.1	31.6	1.3		1.3	15.5
Migrant Status								
Migrant		0.0						15.5
Non-migrant	528	99.1	48.5	43.3	6.9	1.3	8.2	15.5
English Proficiency								
Limited English proficient		0.0						15.5
Non-limited English proficient	528	99.1	48.4	43.4	6.9	1.3	8.2	15.5
Socio-Economic Status								
Subsidized meals	424	98.8	49.1	45.5	8.2	0.8	9.0	15.5
Full-pay meals	95	100.0	46.1	33.7	16.9	3.4	20.2	15.5

Abbreviations for Missing Data

N/A Not Applicable N/C Not Collected N/R Not Reported 1/3 Insufficient Sample

FACT PERFORMANCE BY GRADE LEVEL

	Enrollment 1st / Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
2002							
Grade 3	79	33.3	44.9	20.5	1.3	21.8	
Grade 4	66	35.4	50.8	13.8		13.8	
Grade 5	73	48.5	43.6	5.9		5.9	
Grade 6	75	62.2	33.8	4.1		4.1	
Grade 7	91	58.2	28.2	11.0	1.1	12.1	
Grade 8	80	57.5	35.0	7.5		7.5	
2003							
Grade 3	86	97.9	34.5	51.7	12.8	13.2	
Grade 4	87	98.9	37.7	44.2	18.2	18.2	
Grade 5	88	100.0	48.5	44.9	6.8	6.8	
Grade 6	82	97.8	61.5	26.9	11.5	11.5	
Grade 7	89	98.8	53.2	35.5	1.3	7.4	
Grade 8	92	100.0	58.1	31.4	9.3	10.5	
Mathematics							
2002							
Grade 3	78	35.4	41.3	16.4	3.6	20.3	
Grade 4	66	38.4	57.8	6.1		6.1	
Grade 5	73	39.7	47.1	10.3	2.9	13.2	
Grade 6	75	74.3	23.0	2.7		2.7	
Grade 7	91	63.7	25.3	8.8	2.2	11.0	
Grade 8	80	57.5	41.3	1.3		1.3	
2003							
Grade 3	86	97.9	43.2	53.4	8.4	34	
Grade 4	87	97.7	35.5	51.3	11.8	13.2	
Grade 5	86	100.0	37.8	52.7	6.8	6.8	
Grade 6	82	100.0	53.2	30.4	13.9	16.5	
Grade 7	85	99.0	48.5	35.5	2.8	3.9	
Grade 8	92	98.9	60.0	36.5	3.5	3.5	

STATE PERFORMANCE ON NATIONAL TESTS

Terra Nova a national, norm-referenced achievement test.

Grade	Percentage of students scoring in the upper half, 2002							
	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	48.2	50.0	51.5	50.0	58.2	50.0	54.9	50.0
6	62.8	50.0	48.0	50.0	58.2	50.0	54.9	50.0
9*	55.1	50.0	45.0	50.0	51.0	50.0	51.2	50.0

Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

National Assessment of Educational Progress a national, criterion-referenced achievement test.

Test	Grade	Year	Percent of students scoring							
			Advanced		Proficient		Basic		Below Basic	
			State	Nation	State	Nation	State	Nation	State	Nation
Reading	8	2002	1	3	23	30	44	43	32	29
Writing	4	2002	3	2	16	26	65	58	18	14
Mathematics	8	2000	2	5	15	22	37	36	45	34

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships		Graduation Rate	
	n	%	n	%	n	%
All Students	56	92.3%	64	4.7%	77	68.8%
Gender						
Male	25	88.0%	32	3.1%	41	63.4%
Female	31	96.6%	32	6.3%	36	75.0%
Race/Ethnicity						
African American	41	90.2%	50	2.0%	62	68.1%
Hispanic	N/A	N/A	0	N/A	0	N/A
White	15	100.0%	14	14.3%	15	80.0%
Other	N/A	N/A	0	N/A	0	N/A
Disability Status						
Non-speech disabilities	N/A	N/A	9	0.0%	12	8.3%
Students without disabilities	56	92.9%	55	5.5%	0	80.0%
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	64	4.7%	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	56	92.9%	64	4.7%	77	68.8%
Meal Status						
Subsidized meals	37	94.6%	41	7.3%	49	67.3%
Full-pay meals	19	89.5%	23	0.0%	28	71.4%

Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

2002-2003 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	312	387	428	422	540	609
State	400	403	403	406	501	509
Nation	504	507	535	519	620	626

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	13.5	14.9	16.7	18.1	14.2	14.9	15.1	16.1	14.8	15.7
State	18.8	18.7	19.1	19.0	19.3	18.4	19.2	19.2	19.2	19.2
Nation	20.2	20.3	20.6	20.6	21.1	21.2	20.8	20.8	20.8	20.8

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Florence School District

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,055)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	5.1%	4.6%
Attendance rate	94.3%	Down from 94.8%	95.1%	95.4%
Meeting grade 1 & 2 mathematics standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.8%	Down from 5.9%	5.4%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.5%	Up from 10.7%	10.5%	10.6%
Older than usual for grade	6.7%	Down from 6.8%	6.8%	5.5%
Suspended or expelled	0.4%	Down from 0.6%	2.3%	1.6%
Enrolled in AP/IB programs	11.5%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	40	Down from 42	167	188
Completions in adult education GED or diploma programs	Up from 1	Up from 1	27	40

Teachers (n=92)				
Teachers with advanced degrees	40.2%	Up from 35.6%	40.2%	47.8%
Continuing contract teachers	62.2%	Down from 61.1%	73.2%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	75.2%	Up from 73.0%	82.4%	69.5%
Teacher attendance rate	91.8%	Down from 95.0%	94.5%	95.1%
Average teacher salary	\$37,928	Up 2.0%	\$37,628	\$39,707
Prof. development days/teacher	5.0 days	Down from 9.3 days	11.4 days	11.3 days

District				
Superintendent's years at district	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio	14.2 to 1	Up from 16.8 to 1	18.3 to 1	20.0 to 1
Prime instructional time	83.0%	Down from 86.4%	87.0%	89.0%
Dollars spent per pupil	\$9,766	Up 19.2%	\$9,665	\$7,492
Percent spent on teacher salaries	54.3%	Up from 50.7%	53.9%	56.0%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	95.4%	Up from 38.3%	95.4%	96.1%
Number of schools	3	No change	3	3
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Portable classrooms	2.3%	Down from 4.2%	4.9%	3.5%
Average age in years of school facility	43	N/A	32	25
Number of schools with SACS accreditation	0	N/A	5	8

Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable; N/C Not Collected; NR Not Reported; US Insufficient Sample

SCHOOL DISTRICT GOVERNANCE

Board Membership

7 trustees elected to at-large seats

Fiscal Authority

District Board/Referendum

Average Number of Hours of Training Annually 38.0 per board member

Percent new trustees completing orientation 100.0%

DISTRICT SUPERINTENDENT'S REPORT

Despite budget cuts and limited resources Florence County School District Four continues to strive for excellence by overcoming challenges and seizing opportunities to do better. Our focus remains on the improvement of teaching and learning. Continuous progress is our goal and it is evident that our students and teachers are making strides in many areas.

Brockington Elementary School staff and students work daily as a community of readers through involvement in proven reading activities/strategies and using technology as a tool for improving student learning. Johnson Middle School students and teachers are using strategies designed to improve teaching and learning of the South Carolina Curriculum standards. Timmonsville High School has the distinction of being a pilot site for Temple University's Community for Learners program that is focused on improving student learning, teaching skills and community involvement. Additionally in 2003 Timmonsville High School seniors received over \$1,300,000 in college scholarship offers. All Florence Four Schools are currently accredited by the South Carolina Department of Education and will be seeking regional SACS accreditation during the 2003-04 school year. We are definitely on our way!

The learning environment at Brockington Elementary School will be enhanced by completion of the two-classroom construction project that is underway. In early fall this space will be used as a computer lab and a 4k classroom. A \$252,000 school renovation grant will allow the relocation of the district alternative school to the old Timmonsville High School property in a more positive setting during the 2003-2004 school year. Strategies for enhancing, maintaining and restoring other district facilities are under review by district staff.

I encourage each of you to work with the Florence County School District Four Board of Trustees and the district administration to continuously improve educational opportunities for our children. Together, steady progress toward excellence in athletics and academics will continue in Timmonsville public schools. With your help and support, we will strategically make it so.

Valene E. Harnson, Ed.D. District Superintendent

DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HAMPTON 2 SCHOOL DISTRICT
319 Fourth Street
Estill South Carolina 29918

GRADES PK 12
ENROLLMENT 1 427 Students
SUPERINTENDENT Dennis Thompson Jr 803-625-5000
BOARD CHAIR Mrs. Myrtle Sumter 803-625-2187
FISCAL AUTHORITY County Council

THE STATE OF SOUTH CAROLINA
ANNUAL DISTRICT
REPORT CARD **2003**

ABSOLUTE RATING: **UNSATISFACTORY**

Absolute Ratings of Districts with Students like Ours
Excellent 0 Good 0 Average 1 Below Average 3 Unsatisfactory 5

IMPROVEMENT RATING: **BELOW AVERAGE**

ADEQUATE YEARLY PROGRESS: **N/A**

SOUTH CAROLINA PERFORMANCE GOAL

By 2010 South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal we must become one of the fastest improving systems in the country.

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PLAINTIFF S
EXHIBIT
6247

PLT_6247

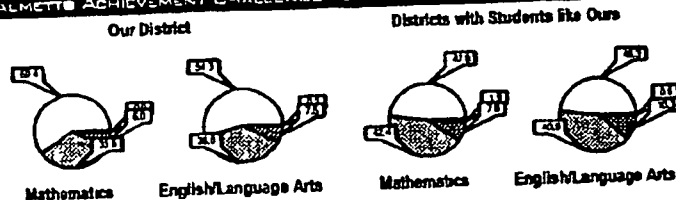
REC031680

Hamilton 2 School District

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Below Average	N/A
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



	Definition of Critical Terms
Advanced	Very high score; very well prepared to work at next grade level exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our District			Districts with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	45.5	39.7	29.3	50.1	44.6	44.8
Passed 2 subtests	27.3	33.3	25.3	19.9	24.9	23.8
Passed 1 subtest	14.3	12.7	29.3	16.6	15.5	19.1
Passed no subtests	13.0	14.3	16.0	13.4	15.0	11.2

ELIGIBILITY FOR LIFE SCHOLARSHIPS

	Our District	Districts with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions	1.2	2.5
Seniors who met the SAT requirement	1.2	4.4
Seniors who met the grade point average	30.5	30.9

*Using only the SAT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrolled 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Collective
English Language Arts								
All students	729	98.9	54.3	38.0	7.5	0.3	7.8	17.6
Gender								
Male	364	98.3	63.1	32.9	4.0		4.0	17.6
Female	369	99.5	45.4	43.1	10.9	0.6	11.5	17.6
Racial/Ethnic Group								
White	17	100.0	60.2	30.8				17.6
African-American	694	99.1	54.2	38.4	7.1	0.3	7.4	17.6
Asian/Pacific Islander	1	100.0						17.6
Hispanic	17	88.2	35.7	28.6	35.7		35.7	17.6
American Indian/Alaskan	1	0.0						17.6
Disability Status								
Not disabled	609	99.0	53.0	37.9	7.8	0.4	8.2	17.6
Disabled	120	88.3	61.6	38.4				17.6
Migrant Status								
Migrant		0.0						17.6
Non-migrant	729	98.9	54.1	38.1	7.5	0.3	7.8	17.6
English Proficiency								
Limited English proficient	42	100.0	41.7	33.3	25.0		25.0	17.6
Non-limited English proficient	717	98.9	54.4	38.1	7.2	0.3	7.5	17.6
Socio-Economic Status								
Subsidized meals	609	99.0	55.7	37.3	6.7	0.3	7.0	17.6
Full-pay meals	56	100.0	35.8	47.2	17.0		17.0	17.6
Mathematics								
All students	729	99.9	59.4	33.8	6.0	0.9	6.9	15.5
Gender								
Male	360	99.7	60.3	33.8	4.4	0.3	4.7	15.5
Female	369	100.0	58.5	33.8	6.2	1.5	7.6	15.5
Racial/Ethnic Group								
White	17	100.0	81.5	30.8	2.7		2.7	15.5
African-American	694	99.9	60.3	33.4	5.6	0.6	6.3	15.5
Asian/Pacific Islander	1	100.0						15.5
Hispanic	17	100.0	20.0	53.3	13.3	13.3	26.7	15.5
American Indian/Alaskan	1	0.0						15.5
Disability Status								
Not disabled	609	99.6	54.3	37.2	7.0	1.0	8.0	15.5
Disabled	120	100.0	68.0	14.0				15.5
Migrant Status								
Migrant		0.0						15.5
Non-migrant	729	99.9	59.4	33.7	6.0	0.9	6.9	15.5
English Proficiency								
Limited English proficient	42	100.0	25.0	41.7	16.7	16.7	33.3	15.5
Non-limited English proficient	717	99.9	59.9	33.7	5.8	0.6	6.4	15.5
Socio-Economic Status								
Subsidized meals	609	99.0	60.5	33.2	5.3	1.0	6.3	15.5
Full-pay meals	56	100.0	47.2	39.6	13.2		13.2	15.5

Abbreviations for Missing Data

N/A: Not Applicable NC: Not Collected NR: Not Reported IS: Insufficient Sample

Hampton 2 School District

FACT PERFORMANCE BY GRADE LEVEL

		Enrollment	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
English Language Arts							
2002	Grade 3	120	45.2	42.8	12.2	32.2	7.4
	Grade 4	132	53.7	38.8	7.4	6.1	8.1
	Grade 5	118	45.9	40.8	8.1	6.5	8.6
	Grade 6	113	59.3	32.6	8.1	6.5	8.6
	Grade 7	127	41.8	31.7	6.6	6.5	8.6
2003	Grade 3	107	99.1	41.0	42.6	15.9	2.8
	Grade 4	129	100.0	40.3	47.9	11.8	11.8
	Grade 5	141	87.8	40.2	46.3	4.5	4.5
	Grade 6	115	99.1	68.7	24.8	8.6	8.6
	Grade 7	111	100.0	46.8	47.4	5.3	5.3
2004	Grade 3	120	97.6	67.8	31.4	0.8	0.8
	Grade 4	126	97.6	67.8	31.4	0.8	0.8
	Grade 5	126	97.6	67.8	31.4	0.8	0.8
	Grade 6	126	97.6	67.8	31.4	0.8	0.8
	Grade 7	126	97.6	67.8	31.4	0.8	0.8

Mathematics							
2002	Grade 3	120	55.7	53.7	6.1	8.7	5.7
	Grade 4	132	64.8	29.5	5.7	7.1	7.1
	Grade 5	118	55.3	37.8	7.1	1.2	1.2
	Grade 6	113	72.1	26.7	1.2	6.9	6.9
	Grade 7	127	78.7	28.4	0.8	7.4	7.4
2003	Grade 3	107	100.0	36.8	52.8	8.8	2.8
	Grade 4	129	100.0	55.5	37.0	6.7	0.8
	Grade 5	141	99.3	66.4	27.6	3.4	4.0
	Grade 6	115	100.0	54.3	41.0	4.8	4.8
	Grade 7	111	100.0	67.0	21.3	10.6	11.2
2004	Grade 3	120	100.0	71.7	25.8	2.5	2.5
	Grade 4	126	100.0	71.7	25.8	2.5	2.5
	Grade 5	126	100.0	71.7	25.8	2.5	2.5
	Grade 6	126	100.0	71.7	25.8	2.5	2.5
	Grade 7	126	100.0	71.7	25.8	2.5	2.5

STATE PERFORMANCE ON NATIONAL TESTS

Terra Nova, a national, norm-referenced achievement test.

Grade	Percentage of students scoring in the upper half, 2002							
	Reading		Language		Math		Total	
3	48.2	50.0	54.5	50.0	58.2	50.0	54.8	50.0
6	57.8	50.0	48.0	50.0	51.3	50.0	51.4	50.0
9*	58.1	50.0	46.8	50.0	51.8	50.0	51.7	50.0

Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

National Assessment of Educational Progress, a national, criterion-referenced achievement test.

Test	Grade	Year	Percent of students scoring							
			Advanced		Proficient		Basic		Below Basic	
Reading	8	2002	23	30	44	40	22	22	22	22
Writing	4	2002	2	2	16	24	65	58	18	18
Mathematics	8	2000	2	4	15	22	57	38	45	34

Hamilton 2 School District

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships		Graduation Rate	
	n	%	n	%	n	%
All Students	80	83.3%	31	0.0%	38	63.9%
Gender						
Male	24	83.3%	31	0.0%	38	63.9%
Female	42	92.9%	51	2.0%	57	80.7%
Race or Ethnic Group						
African American	68	89.4%	82	1.2%	93	74.2%
Hispanic	N/A	N/A	0	N/A	0	N/A
White	N/A	N/A	0	N/A	0	N/A
Other	N/A	N/A	0	N/A	0	N/A
Disability Status						
Non-speech disabilities	N/A	N/A	9	0.0%	8	75.0%
Students without disabilities	66	89.4%	73	1.4%	0	74.1%
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	20	90.0%	82	1.2%	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	66	89.4%	82	1.2%	93	74.2%
Lunch Status						
Subsidized meals	48	89.6%	78	0.0%	68	94.8%
Full-pay meals	18	88.9%	4	VS	25	20.0%

Using only the SAT and grade point average requirements
n = number of students on which percentage is calculated

2002-2003 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2001	2002	2001	2002	2001	2002
District	457	409	453	467	910	876
State	468	493	493	496	961	989
Nation	504	507	516	519	1020	1026

ACT	English		Math		Reading		Science		Total	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
District	18.5	14.6	18.6	15.4	18.5	14.8	17.0	14.8	18.0	15.4
State	18.8	18.7	19.1	19.0	19.2	18.4	18.2	18.2	19.2	18.2
Nation	20.2	20.2	20.6	20.3	21.1	21.2	20.3	20.3	20.3	20.6

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

	2001	2002		2001	2002
Estill Middle	Yes	Yes	Estill Elementary	Yes	Yes

Hampton 2 School District

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,427)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	94%	Down from 93%	94%	94%
Attendance rate	95.2%	No change	94.7%	95.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	1.7%	Up from 1.6%	5.2%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.1%	Down from 12.8%	10.6%	10.6%
Older than usual for grade	10.2%	Up from 9.2%	8.7%	5.5%
Suspended or expelled	4.8%	Up from 1.5%	4.8%	1.8%
Enrolled in AP/IB programs	4.4%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	25	Down from 66	73	186
Completions in adult education GED or diploma programs	3	Down from 5	5	40

Teachers (n=115)				
Teachers with advanced degrees	30.5%	Down from 32.1%	39.3%	47.8%
Continuing contract teachers	75.2%	Up from 70.6%	75.2%	82.4%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	80.6%	Up from 78.6%	78.2%	80.4%
Teacher attendance rate	95.4%	Up from 95.2%	94.5%	95.1%
Average teacher salary	\$37,364	Up 2.3%	\$37,364	\$36,707
Prof. development days/teacher	11.9 days	Up from 9.3 days	10.7 days	11.3 days

District				
Superintendent's years at district	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio	17.8 to 1	Down from 18.4 to 1	17.6 to 1	20.8 to 1
Prime instructional time	86.8%	Down from 91.1%	66.7%	89.0%
Dollars spent per pupil	\$6,645	Up 2.8%	\$6,903	\$7,432
Percent spent on teacher salaries	48.2%	Up from 42.7%	49.8%	56.0%
Opportunities in the arts	Fair	Down from Good	Fair	Excellent
Parents attending conferences	96.0%	Up from 87.3%	95.4%	98.1%
Number of schools	0	No change	0	0
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Portable classrooms	21.9%	Down from 22.1%	12.1%	3.5%
Average age in years of school facility	43	N/A	29	26
Number of schools with SACS accreditation	2	N/A	2	8

Prior year audited financial data are reported.				
	Our District	State		
Highly qualified teachers in low poverty schools	N/A	N/A		
Highly qualified teachers in high poverty schools	N/A	N/A		

Abbreviations for Missing Data

N/A Not Applicable NEC Not Collected NR Not Reported IS Insufficient Sample

Hampton 2 School District

SCHOOL DISTRICT GOVERNANCE

Board Membership

5 trustees elected to at-large seats

Fiscal Authority

County Council

Average Number of Hours of Training Annually 58.0 per board member

Percent new trustees completing orientation N/A

DISTRICT SUPERINTENDENT'S REPORT

The mission of Hampton County School District 2 is to prepare students to be successful responsible citizens by providing challenging educational experiences. Today educational institutions and students are faced with many obstacles. In order for an educational institution to be successful all aspects of the organization the community and the students must work collaboratively together.

Today our schools are faced with major drastic budget cuts. This shortage of dollars has caused our district to employ fewer teachers thereby creating larger class sizes while accountability measures have not changed. I can assure you that even though things shall be lean during this school year we plan to provide your children with a quality education. With the NO CHILD LEFT BEHIND legislation in place and the rigorous SOUTH CAROLINA STANDARDS in place, Hampton 2 cannot afford to fail. We will be providing instructional staff with more staff development, and we will intensely monitor classroom instruction.

Finally our teachers will continue to have higher learning expectations of the students they teach daily. Our students must continue to change their attitudes about learning and allow achievement to be their number one goal. The continued requirement of students to score proficient on PACT in grades 3-8 and for all twelfth graders to pass the new HSAP exit exam before receiving a high school diploma is reason enough for all (schools, parents and community) to work cooperatively for each student to be a success. Together we can ensure the success of each student.

Dennis Thompson Jr
Superintendent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PLT_6247-0007

REC031686

JASPER SCHOOL DISTRICT

P O Box 848
Ridgeland, S C 29936

GRADES PK 12
ENROLLMENT 3 154 Students
SUPERINTENDENT Dr William Singleton 843-717 1100
BOARD CHAIR Patricia Walls 843-784-2849
FISCAL AUTHORITY County Council

THE STATE OF SOUTH CAROLINA
ANNUAL DISTRICT
REPORT CARD **2003**

ABSOLUTE RATING: **UNSATISFACTORY**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	6	6	3

IMPROVEMENT RATING: **UNSATISFACTORY**

ADEQUATE YEARLY PROGRESS: **N/A**

SOUTH CAROLINA PERFORMANCE GOAL

By 2010 South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEDC.ORG

PLAINTIFF'S
EXHIBIT

6251

PLT_6251

REC031703

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	N/A
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our District

Districts with Students Like Ours



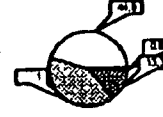
Mathematics



English/Language Arts



Mathematics



English/Language Arts

Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared; can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our District			Districts with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	48.1	41.3	36.3	55.0	53.8	51.3
Passed 2 subtests	12.6	26.1	21.9	18.7	20.0	20.9
Passed 1 subtest	22.2	15.2	20.5	15.0	14.4	15.9
Passed no subtests	17.0	17.4	21.2	11.2	11.8	11.6

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our District	Districts with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions	0.8	6.1
Seniors who met the SAT requirement	0.8	6.2
Seniors who met the grade point average	32.8	39.5

*Using only the SAT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment list	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	See Objective
English/Language Arts								
All students	1457	98.1	53.2	37.6	8.3	0.9	9.2	17.6
Gender								
Male	706	97.3	60.0	33.1	5.3	0.8	5.8	17.8
Female	689	99.1	46.2	41.9	10.6	1.3	11.8	17.6
Race/Ethnic Group								
White	1199	98.5	37.3	50.0	12.0	0.7	12.7	17.6
African-American	1113	98.7	54.5	36.4	8.1	1.0	9.1	17.6
Asian/Pacific Islander	2	100.0						17.6
Hispanic	142	97.2	63.4	31.3	5.4		5.4	17.6
American Indian/Alaskan		0.0						17.6
Disability Status								
Not disabled	1250	98.5	52.2	37.4	8.4	0.9	9.4	17.6
Disabled	198	95.5	60.1	39.3	0.6		0.6	17.6
Migrant Status								
Migrant		0.0						17.6
Non-migrant	1458	98.1	53.2	37.5	8.3	0.9	9.3	17.6
English Proficiency								
Limited English proficient	88	98.6	82.2	17.7				17.6
Non-limited English proficient	1390	98.1	51.9	38.2	8.9	1.0	9.9	17.6
Socio-Economic Status								
Subsidized meals	1808	98.2	55.6	37.0	7.3	0.7	8.0	17.6
Full-pay meals	443	98.0	48.8	38.7	10.9	1.8	12.5	17.6

Mathematics								
All students	1457	99.7	54.5	36.2	6.9	2.5	9.3	15.5
Gender								
Male	706	98.8	50.5	34.6	7.3	1.8	9.0	15.5
Female	689	99.4	52.6	37.6	6.5	3.2	9.7	15.5
Race/Ethnic Group								
White	1199	100.0	42.8	44.1	9.9	3.3	13.2	15.5
African-American	1113	99.6	56.1	35.1	6.3	2.5	8.9	15.5
Asian/Pacific Islander	2	100.0						15.5
Hispanic	142	99.3	56.6	34.5	8.8		8.8	15.5
American Indian/Alaskan		0.0						15.5
Disability Status								
Not disabled	1250	99.8	51.5	37.9	7.8	2.8	10.6	15.5
Disabled	198	99.0	74.9	24.6	0.6		0.6	15.5
Migrant Status								
Migrant		0.0						15.5
Non-migrant	1458	99.7	54.5	36.0	7.0	2.5	9.4	15.5
English Proficiency								
Limited English proficient	88	100.0	68.7	28.9	4.8		4.8	15.5
Non-limited English proficient	1390	99.6	53.9	36.3	7.1	2.6	9.8	15.5
Socio-Economic Status								
Subsidized meals	1808	99.8	55.9	36.1	8.3	1.8	10.0	15.5
Full-pay meals	443	99.8	51.3	35.9	8.6	4.2	12.8	15.5

Abbreviations for Missing Data

% N/A Not Applicable % NC Not Collected % NR Not Reported % NS Insufficient Sample

FACT PERFORMANCE BY GRADE LEVEL

		Enrollment Day of Testing	English Language Arts				
			% Tested	% Below Basic	% Basic	% Proficient	% Advanced
2002	Grade 3	223	45.2	37.8	15.4	1.8	12.2
	Grade 4	217	38.8	45.9	15.3		15.3
	Grade 5	215	46.8	49.9	8.3		6.8
	Grade 6	219	65.2	25.6	7.7	1.4	9.2
	Grade 7	248	58.8	34.3	6.7	0.6	7.1
	Grade 8	190	59.7	33.3	6.5	0.5	7.0
2003	Grade 3	253	88.8	38.5	45.6	11.8	16.9
	Grade 4	255	98.0	42.8	44.3	12.3	12.8
	Grade 5	233	98.6	58.3	35.3	6.4	6.4
	Grade 6	249	98.4	60.5	30.9	8.2	8.6
	Grade 7	228	97.8	59.9	35.2	5.0	5.0
	Grade 8	240	98.8	60.2	34.1	5.3	5.8

		Enrollment Day of Testing	Mathematics				
			% Tested	% Below Basic	% Basic	% Proficient	% Advanced
2002	Grade 3	223	54.3	33.5	8.8	3.6	12.2
	Grade 4	217	52.2	36.7	8.7	2.4	11.1
	Grade 5	215	65.0	28.8	8.3		6.8
	Grade 6	219	65.9	28.4	5.3	0.5	5.8
	Grade 7	248	76.7	18.3	4.8	0.2	5.0
	Grade 8	190	64.7	28.9	4.8	1.6	6.4
2003	Grade 3	253	89.8	48.5	42.7	7.6	16.2
	Grade 4	255	99.6	35.7	49.3	12.7	14.9
	Grade 5	233	99.1	61.5	34.3	3.8	3.8
	Grade 6	249	100.0	57.5	31.7	10.4	10.9
	Grade 7	228	100.0	61.7	30.8	5.6	7.5
	Grade 8	240	99.6	70.9	27.8	0.9	1.3

STATE PERFORMANCE ON NATIONAL TESTS

Terra Nova a national, norm-referenced achievement test.

Grade	Percentage of students scoring in the upper half, 25th							
	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	49.2	59.8	51.5	57.0	58.2	50.9	51.8	50.0
6	57.8	50.0	49.7	50.0	61.2	50.0	51.4	50.0
9	58.1	50.0	46.8	50.0	45.8	50.0	51.2	50.0

Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

National Assessment of Educational Progress a national, criterion-referenced achievement test

Test	Grade	Year	Percentage of students scoring							
			Advanced		Proficient		Basic		Below Basic	
			State	Nation	State	Nation	State	Nation	State	Nation
Reading	8	2002	1	22	30	44	44	42	20	29
Writing	4	2002	1	2	18	28	55	55	38	44
Mathematics	8	2000	2	4	15	22	37	38	49	54

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships		Graduation Rate	
	n	%	n	%	n	%
All Students	110	84.3%	122	0.7%	119	87.2%
Gender						
Male	45	75.6%	58	1.7%	69	56.5%
Female	60	91.7%	64	0.0%	51	83.6%
Race or Ethnicity						
African American	90	83.3%	110	0.0%	119	68.1%
Hispanic	2	VS	2	VS	1	VS
White	11	100.0%	9	11.1%	8	87.5%
Other	1	VS	1	VS	2	VS
Physical Status						
Non-speech disabilities	4	VS	2	VS	18	18.8%
Students without disabilities	101	88.1%	120	0.8%	0	76.3%
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	122	0.8%	0	N/A
English Proficiency						
Limited English proficient	4	VS	13	0.0%	3	VS
Non-LEP	94	84.0%	109	0.9%	125	71.2%
Meal Status						
Subsidized meals	64	79.7%	105	0.0%	82	74.4%
Full-pay meals	34	91.2%	17	5.9%	48	60.4%

Using only the SAT and grade point average requirements
number of students on which percentage is calculated

2002-2003 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	376	388	382	380	758	768
State	388	403	493	496	881	899
Nation	504	507	516	518	1020	1026

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	15.6	15.4	18.4	18.5	16.5	15.1	16.7	18.5	16.7	16.6
State	18.8	18.7	19.1	19.0	18.1	18.4	19.2	19.2	19.2	19.2
Nation	20.2	20.8	20.6	20.6	21.1	21.2	20.8	20.8	20.8	20.8

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

	2002	2003		2002	2003
West Hardeeville Elem	Yes	Yes	Ridgeland Middle	Yes	Yes
Ridgeland Elementary	Yes	Yes			

Jasper School District				
DISTRICT PROFILE				
	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,154)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	8.0%	Down from 4.0%	5.1%	4.0%
Attendance rate	94.7%	Up from 83.9%	95.1%	95.4%
Meeting grade 1 & 2 reading standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	3.5%	Down from 4.3%	6.1%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	30.0%	Up from 8.7%	18.5%	30.6%
Older than usual for grade	8.1%	Up from 5.1%	6.8%	5.5%
Suspended or expelled	0.4%	Down from 0.8%	1.6%	1.6%
Enrolled in AP/IB programs	17.5%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	45	Down from 131	187	186
Completions in adult education GED or diploma programs	8	Down from 24	27	40
Teachers (n=201)				
Teachers with advanced degrees	47.8%	Up from 44.6%	43.5%	47.8%
Continuing contract teachers	72.8%	Up from 62.3%	88.1%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	75.3%	Up from 72.7%	87.2%	89.5%
Teacher attendance rate	93.8%	Down from 94.5%	94.4%	95.1%
Average teacher salary	\$38,280	Up from \$37,000	\$38,280	\$38,707
Prof. development days/teacher	11.4 days	Up from 5.4 days	12.1 days	11.3 days
District				
Superintendent's years at district	4.0	Up from 3.0	2.0	3.0
Student/teacher ratio	18.3 to 1	Up from 19.4 to 1	18.8 to 1	20.6 to 1
Prime instructional time	84.6%	Down from 91.5%	87.5%	89.0%
Dollars spent per pupil	\$7,822	Up from \$7,412	\$7,822	\$7,412
Percent spent on teacher salaries	54.2%	Up from 48.3%	53.9%	56.0%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	99.0%	No change	92.6%	96.1%
Number of schools	4	No change	5	6
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Portable classrooms	6.2%	Up from 4.6%	4.9%	3.5%
Average age in years of school facility	44	N/A	24	26
Number of schools with SACS accreditation	4	N/A	4	8
Prior year audited financial data are reported.				
	Our District	State		
Highly qualified teachers in low poverty schools	N/A	N/A		
Highly qualified teachers in high poverty schools	N/A	N/A		
Abbreviations for Missing Data				
N/A Not Applicable N/C Not Collected N/R Not Reported \$S Insufficient Sample				

Jasper School District

7771333

SCHOOL DISTRICT GOVERNANCE

Board Membership

8 trustees elected to single-member seats

Fiscal Authority

County Council

Average Number of Hours of Training Annually 50.0 per board member

Percent new trustees completing orientation 100.0%

DISTRICT SUPERINTENDENT'S REPORT

Our administrative staff has extended the services of the District Office to assure that the schools instructional staff was provided all opportunities for professional development. One of the focused areas for the school year was the full implementation of the Comprehensive School Reform Models. Through our partnership effort with the University of South Carolina at Beaufort we were very successful with implementing the reform models.

The school district is continuing to bridge the gap between the instructional program and technology. We have employed numerous strategies to upgrade the present technology in our schools. A major focus with the technology initiative is professional development for all of our staff including administrators. We have also offered professional development opportunities for our paraprofessional staff.

In addition, we have aligned our curriculum to state standards and developed benchmark tests to determine how students are progressing at certain points during the school year. The school district has done a better job of analyzing test data to share with our staff.

A major focus of the Board and Superintendent was to come on line with new school facilities. This project is well on its way to meeting the 2006 deadline for new and updated facilities.

My staff and I are truly committed to raising student achievement. However, we need a total commitment from the community, parents, businesses, and the faith community if we are to reach our goals and "leave no child behind."

We encourage our parents to visit their child's school and to become active members of the School Improvement Council or PTA.

United, Believing & Achieving
William Singleton, Superintendent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent: District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.
- Good: District performance exceeds the standards for progress toward the 2010 SC Performance Goal.
- Average: District performance meets the standards for progress toward the 2010 SC Performance Goal.
- Below Average: District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.
- Unsatisfactory: District performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

PLT_6251-0007

REC031709

LEE SCHOOL DISTRICT

521 Park Street
Bishopville South Carolina 29010

GRADES PK 12
ENROLLMENT 2 675 Students
SUPERINTENDENT Dr. Willie Townes 803-484 5327
BOARD CHAIR Mrs. Queenie Boyd 803-486-6326
FISCAL AUTHORITY County Council

THE STATE OF SOUTH CAROLINA

**ANNUAL DISTRICT
REPORT CARD**

2003

ABSOLUTE RATINGS:

UNSATISFACTORY

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	3	5

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010 South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

PLAINTIFF'S
EXHIBIT

6257

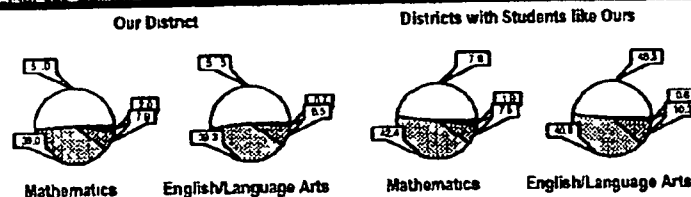
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REC031738

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Below Average	Average	N/A
2003	Unsatisfactory	Unsatisfactory	N/A
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Definition of Critical Terms

	Advanced	Very high score very well prepared to work at next grade level exceeded expectations
	Proficient	Well prepared to work at next grade level, met expectations
	Basic	Met standards; minimally prepared can go to next grade level
	Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

NOTE Science and social studies are to be included in the 2005 school report card.

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our District			Districts with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	46.8	41.8	32.9	50.1	44.6	44.8
Passed 2 subtests	23.4	20.6	21.1	19.9	24.9	23.8
Passed 1 subtest	15.8	18.8	27.0	16.6	15.5	19.1
Passed no subtests	13.9	18.8	17.8	13.4	15.0	11.2

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our District	Districts with Students Like Ours
Seniors eligible for LIFE Scholarships at four year institutions	2.1	2.5
Seniors who met the SAT requirement	2.1	4.4
Seniors who met the grade point average	27.0	30.9

*Using only the SAT and grade point average requirements

PAC F PERFORMANCE BY GROUP

	Enrollment	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	1,364	97.7	51.5	39.3	8.5	0.7	9.2	17.6
Gender								
Male	717	96.4	50.2	33.3	6.2	0.3	6.5	17.6
Female	647	99.2	42.6	45.4	11.0	1.1	12.1	17.6
Racial/Ethnic Group								
White	73	95.9	34.8	50.0	15.0		15.0	17.6
African-American	1,278	97.9	52.2	39.0	8.1	0.7	8.8	17.6
Asian/Pacific Islander	22	0.0						17.6
Hispanic	12	91.7	45.5	27.3	27.3		27.3	17.6
American Indian/Alaskan	0	0.0						17.6
Disability Status								
Not disabled	1,167	98.5	48.1	41.3	9.8	0.8	10.6	17.6
Disabled	197	93.4	73.2	26.1	0.6		0.6	17.6
Migrant Status								
Migrant	0	0.0						17.6
Non-migrant	1,364	97.7	51.5	39.2	8.6	0.7	9.3	17.6
English Proficiency								
Limited English proficient	4	75.0						17.6
Non-limited English proficient	1,360	97.8	51.5	39.3	8.5	0.7	9.2	17.6
Socio-Economic Status								
Subsidized meals	1,210	97.9	53.2	38.5	7.6	0.7	8.3	17.6
Full-pay meals	154	96.8	34.0	47.0	18.0	1.0	19.0	17.6
Mathematics								
All students	1,364	99.0	51.0	39.0	7.9	2.0	9.9	15.5
Gender								
Male	717	98.3	55.3	37.3	6.4	1.0	7.4	15.5
Female	647	99.7	46.5	40.9	9.6	3.0	12.6	15.5
Racial/Ethnic Group								
White	73	97.3	34.9	39.4	10.3	5.1	15.4	15.5
African-American	1,278	99.1	51.6	39.3	7.4	1.6	9.1	15.5
Asian/Pacific Islander	22	100.0	50.0	16.7	25.0	8.3	33.3	15.5
Hispanic	12	0.0						15.5
American Indian/Alaskan	0	0.0						15.5
Disability Status								
Not disabled	1,167	98.3	42.3	41.3	9.1	2.3	11.4	15.5
Disabled	197	97.0	74.4	25.0	0.6		0.6	15.5
Migrant Status								
Migrant	0	0.0						15.5
Non-migrant	1,364	99.0	51.0	39.2	7.9	2.0	9.9	15.5
English Proficiency								
Limited English proficient	4	100.0						15.5
Non-limited English proficient	1,360	99.0	50.9	39.0	8.0	2.0	10.0	15.5
Socio-Economic Status								
Subsidized meals	1,210	99.0	53.0	38.2	7.3	1.5	8.8	15.5
Full-pay meals	154	98.7	30.4	48.0	14.7	6.9	21.6	15.5

Abbreviations for Missing Data

NA Not Applicable NC Not Collected NR Not Reported IS Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Environment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	199	43.7	42.1	19.3	0.5	14.2	
	Grade 4	252	43.2	45.6	11.2		11.2	
	Grade 5	218	53.0	41.4	5.8		5.8	
	Grade 6	196	47.3	39.1	13.0	0.5	13.6	
	Grade 7	227	57.3	37.8	4.5	0.4	4.9	
	Grade 8	193	58.1	35.6	5.8	0.5	6.3	
2003	Grade 3	222	88.6	33.8	43.5	21.9	1.8	22.3
	Grade 4	215	96.7	49.7	43.2	6.5	0.6	7.1
	Grade 5	244	99.2	54.5	38.8	6.8	0.5	7.4
	Grade 6	250	96.8	48.8	42.2	7.6	1.4	9.0
	Grade 7	216	96.8	59.7	36.4	4.5		4.5
	Grade 8	217	98.2	62.8	32.5	4.7		4.7
Mathematics								
2002	Grade 3	499	58.8	87.8	9.2	2.1	11.8	
	Grade 4	252	53.0	35.1	9.2	2.8	12.0	
	Grade 5	218	68.2	32.4	6.1	2.3	7.4	
	Grade 6	196	53.5	37.3	7.0	2.2	9.2	
	Grade 7	227	69.6	25.6	4.8	0.9	4.9	
	Grade 8	193	71.4	25.0	1.6	2.1	3.6	
2003	Grade 3	222	100.0	39.4	46.3	9.9	5.3	14.4
	Grade 4	215	98.6	48.5	43.3	8.2		8.2
	Grade 5	244	99.2	49.3	43.4	7.9	0.5	7.4
	Grade 6	250	98.8	47.0	36.7	11.6	4.7	16.3
	Grade 7	216	98.6	63.5	27.0	8.4	1.1	8.6
	Grade 8	217	98.6	59.7	37.2	3.1		3.1

STATE PERFORMANCE ON NATIONAL TESTS

Terra Nova, a national, norm-referenced achievement test.

Percentage of students scoring in the upper half, 2002

Grade	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	48.2	50.0	51.3	50.0	58.2	50.0	54.3	50.0
6	57.8	50.0	49.0	50.0	51.2	50.0	51.3	50.0
9	58.1	50.0	46.8	50.0	51.6	50.0	51.2	50.0

Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

National Assessment of Educational Progress a national, criterion-referenced achievement test.

Percent of students scoring

Test	Grade	Year	Advanced		Proficient		Basic		Below Basic	
			State	Nation	State	Nation	State	Nation	State	Nation
Reading	8	2002	1	2	23	20	44	43	29	27
Writing	4	2002	1	1	16	16	65	58	16	14
Mathematics	8	2000	2	3	18	22	47	38	45	34

Lee School District

1101571

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships		Graduation Rate	
	n	%	n	%	n	%
All Students	313	80.7%	141	2.1%	172	71.5%
Gender						
Male	62	85.5%	54	1.9%	75	68.3%
Female	81	87.7%	87	2.3%	97	73.2%
Race/Ethnic Group						
African American	129	85.3%	132	2.7%	162	70.4%
Hispanic	N/A	N/A	1	1/S	1	1/S
White	13	100.0%	8	0.0%	9	88.9%
Other	N/A	N/A	0	N/A	0	N/A
Physical Status						
Non-speech disabilities	21	95.2%	2	1/S	13	15.4%
Students without disabilities	122	85.2%	139	2.2%	0	76.1%
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	117	88.9%	141	2.1%	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	128	85.9%	141	2.1%	171	71.9%
Meal Status						
Subsidized meals	90	82.2%	0	N/A	135	0.0%
Full-pay meals	37	94.6%	141	2.1%	37	89.0%

Using only the SAT and grade point average requirements
n = number of students on which percentage is calculated

2002-2003 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	398	434	382	448	780	877
State	488	483	483	486	881	988
Nation	504	502	538	515	1020	1026

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	18.6	19.4	14.8	16.5	12.8	11.6	15.4	18.3	14.3	15.1
State	18.8	19.7	19.7	19.0	18.8	18.4	19.2	19.2	19.2	18.2
Nation	20.2	20.3	20.6	20.6	21.1	21.3	20.8	20.8	20.8	20.8

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

	2002		2003		2002		2003	
	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Bishopville Primary	Yes	Yes						
Lower Lee Elementary					Yes	Yes		

Lee School District 701092

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=2,475)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	8.8%	Down from 9.9%	4.2%	4.0%
Attendance rate	92.7%	Down from 93.8%	94.7%	95.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	2.3%	Up from 1.7%	5.2%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.8%	Up from 8.4%	10.6%	10.6%
Other than usual for grade	8.3%	Down from 10.6%	8.7%	5.5%
Suspended or expelled	8.4%	Up from 3.0%	4.6%	1.6%
Enrolled in AP/IB programs	8.8%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	350	Up from 317	73	186
Completions in adult education GED or diploma programs	35	Up from 31	19	40

Teachers (n=22)				
Teachers with advanced degrees	31.0%	Down from 32.6%	38.3%	47.8%
Continuing contract teachers	63.8%	Up from 63.1%	75.2%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.7%	Up from 72.8%	79.7%	88.5%
Teacher attendance rate	95.2%	Up from 95.0%	94.5%	95.1%
Average teacher salary	\$35,457	Down 2.6%	\$37,351	\$39,787
Prof. development days/teacher	10.4 days	Up from 8.0 days	10.7 days	11.3 days

Facilities				
Superintendent's years at district	7.0	Up from 5.5	3.0	3.0
Student-teacher ratio	18.7 to 1	Up from 19.1 to 1	17.6 to 1	20.6 to 1
Prime instructional time	86.6%	Down from 87.5%	86.7%	89.0%
Dollars spent per pupil	\$8,803	Up 19.8%	\$8,903	\$7,412
Percent spent on teacher salaries	54.8%	Up from 52.7%	49.9%	56.0%
Opportunities in the arts	Fair	Down from Good	Fair	Excellent
Parents attending conferences	99.5%	Up from 95.5%	95.4%	96.1%
Number of schools	7	Down from 8	4	8
Number of magnet schools	0	No change	0	0
Number of charter schools	8	No change	8	0
Portable classrooms	8.2%	Down from 8.8%	12.1%	3.5%
Average age in years of school facility	43	N/A	39	26
Number of schools with SACS accreditation	7	N/A	2	8

Prior year audited financial data are reported		Our District	State
Highly qualified teachers in low poverty schools		N/A	N/A
Highly qualified teachers in high poverty schools		N/A	N/A

Abbreviations for Missing Data

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

SCHOOL DISTRICT GOVERNANCE

Board Membership

7 trustees elected to single-member seats

Fiscal Authority

County Council

Average Number of Hours of Training Annually 37.0 per board member

Percent new trustees completing orientation N/A

DISTRICT SUPERINTENDENT'S REPORT

On behalf of the Lee County School District I am elated to present the district's report card to our public. I am pleased with the incremental gains that have become an earmark for our district. Despite budgetary constraints and restrictions we have persevered.

The report card reflects the hard work and dedication of our students, parents, teachers, principals and administrators, support staff and Board of Trustees. The results indicate that we are on the high road to improvement with increased academic achievement, improved student attendance, greater teacher retention and better parent involvement.

Lee Central High School achieved the highest state point gain, 89 points, on the Scholastic Aptitude Test (SAT). Initial investigation of our Palmetto Achievement Challenge Test (PACT) scores show that our students continue to make advancements at each grade level. Our three-peat Lee Central High School Girls Basketball Team captured the State AA Championship for three consecutive years. These achievements indicate that our students are receiving a well-rounded education.

Our schools focus on instruction and teaching of the state standards. Benchmark assessments are designed to give interim feedback for re-teaching and student advancement. Principals regularly monitor classroom instruction and school data to make informed decisions and changes.

Many efforts undergird curriculum implementation. Innovative, scientifically research-based programs enhance the curriculum at each site (i.e., Success for All, Read 180, High Schools That Work). Community involvement includes active business partnerships, Lunch Buddies and the South Carolina Chamber of Commerce High Performance Partnerships programs. The district has taken advantage of federal, state and local grants to enrich its present curriculum offerings.

In order to continue on our journey to excellence, we invite the community to become further involved in our schools. Good schools contribute to a good community. Together, we will see our mission transform from mere words to a firm reality.

Dr. Willie Townes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent: District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.
- Good: District performance exceeds the standards for progress toward the 2010 SC Performance Goal.
- Average: District performance meets the standards for progress toward the 2010 SC Performance Goal.
- Below Average: District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.
- Unsatisfactory: District performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

MARION 7 SCHOOL DISTRICT
P O Box 1439
Rains SC 29589

GRADES PK 12
ENROLLMENT 905 Students
SUPERINTENDENT Dr Everette M Dean Jr 843-423-2891
BOARD CHAIR Mrs Sylvia Holmes 843-661 8065
FISCAL AUTHORITY District Board/County Board/Referendum

THE STATE OF SOUTH CAROLINA
ANNUAL DISTRICT
REPORT CARD

2003

ABSOLUTE RATINGS:

BELOW AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	2	5

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010 South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
WWW.MYSCSCHOOLS.COM
WWW.SCEDC.ORG

PLAINTIFF'S
EXHIBIT

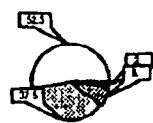
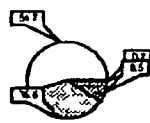
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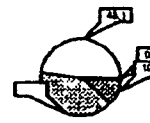
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REC031779

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Below Average	N/A	N/A
2003	Below Average	Unsatisfactory	N/A
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS
Our District
Districts with Students like Ours

Mathematics

English/Language Arts

Mathematics

English/Language Arts
Definition of Critical Terms

	Advanced	Very high score very well prepared to work at next grade level exceeded expectations
	Proficient	Well prepared to work at next grade level met expectations
	Basic	Met standards, minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan the local board policy determines progress to the next grade level

NOTE Science and social studies are to be included in the 2005 school report card

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our District			Districts with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	N/A	50.9	57.9	47.3	44.0	46.3
Passed 2 subtests	N/A	26.3	22.8	21.9	25.9	23.5
Passed 1 subtest	N/A	14.0	15.8	17.5	16.0	18.3
Passed no subtests	N/A	8.8	3.5	13.4	14.1	11.0

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our District	Districts with Students Like Ours
Seniors eligible for LIFE Scholarships at four year institutions	2.1	2.2
Seniors who met the SAT requirement	2.1	4.3
Seniors who met the grade point average	50.0	29.8

*Using only the SAT and grade point average requirements

FACT PERFORMANCE BY GROUP

	Enrollment	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	451	98.2	54.7	36.6	8.5	0.2	8.7	17.6
Gender								
Male	223	98.4	62.5	32.5	5.0	0.0	5.0	17.6
Female	228	100.0	47.4	40.4	11.7	0.5	12.2	17.6
Racial/Ethnic Group								
White	63	98.4	33.3	50.0	16.7	0.0	16.7	17.6
African-American	377	98.7	57.7	35.0	7.3	0.0	7.3	17.6
Asian/Pacific Islander	1	0.0	0.0	0.0	0.0	0.0	0.0	17.6
Hispanic	11	90.9	0.0	0.0	0.0	0.0	0.0	17.6
American Indian/Alaskan	0	0.0	0.0	0.0	0.0	0.0	0.0	17.6
Disability Status								
Not disabled	327	99.1	44.0	45.7	11.9	0.3	12.3	17.6
Disabled	124	96.0	80.8	19.2	0.0	0.0	0.0	17.6
Migrant Status								
Migrant	0	0.0	0.0	0.0	0.0	0.0	0.0	17.6
Non-migrant	451	98.2	54.7	36.6	8.5	0.2	8.7	17.6
English Proficiency								
Limited English proficient	2	50.0	0.0	0.0	0.0	0.0	0.0	17.6
Non-limited English proficient	449	98.4	54.9	36.4	8.5	0.2	8.7	17.6
Socioeconomic Status								
Subsidized meals	414	98.8	65.2	36.8	7.3	0.3	8.1	17.6
Full-pay meals	36	94.4	48.4	35.5	16.1	0.0	16.1	17.6

Mathematics								
All students	451	99.8	52.3	37.5	8.1	2.1	10.2	15.5
Gender								
Male	223	99.6	56.7	32.7	8.7	1.9	10.6	15.5
Female	228	100.0	47.9	42.3	7.5	2.3	9.9	15.5
Racial/Ethnic Group								
White	63	98.4	38.0	50.0	22.0	2.0	24.0	15.5
African-American	377	100.0	54.4	37.6	5.8	2.2	8.0	15.5
Asian/Pacific Islander	1	0.0	0.0	0.0	0.0	0.0	0.0	15.5
Hispanic	11	100.0	0.0	0.0	0.0	0.0	0.0	15.5
American Indian/Alaskan	0	0.0	0.0	0.0	0.0	0.0	0.0	15.5
Disability Status								
Not disabled	327	99.7	42.6	43.2	11.1	3.0	14.2	15.5
Disabled	124	100.0	75.2	24.0	0.8	0.8	0.8	15.5
Migrant Status								
Migrant	0	0.0	0.0	0.0	0.0	0.0	0.0	15.5
Non-migrant	451	99.8	52.3	37.5	8.1	2.1	10.2	15.5
English Proficiency								
Limited English proficient	2	100.0	0.0	0.0	0.0	0.0	0.0	15.5
Non-limited English proficient	449	99.8	52.3	37.5	8.1	2.1	10.3	15.5
Socioeconomic Status								
Subsidized meals	414	99.8	53.1	36.8	8.2	2.1	10.3	15.5
Full-pay meals	36	100.0	42.4	48.5	6.1	3.0	9.1	15.5

Abbreviations for Missing Data

N/A = Not Applicable NC = Not Collected NR = Not Reported IS = Insufficient Sample

FACT PERFORMANCE BY GRADE LEVEL

		Enrollment	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English Language Arts								
2002	Grade 3	68		47.9	54.1	16.4	3.8	38.2
	Grade 4	75		27.0	60.8	12.2		12.2
	Grade 5	62		41.3	50.6	8.7		8.2
	Grade 6	77		53.3	37.3	9.3		9.3
	Grade 7	94		48.4	45.1	6.5		6.6
	Grade 8	92		46.7	41.1	10.0	2.2	12.2
2003	Grade 3	72	97.4	52.2	36.2	11.6		15.8
	Grade 4	60	100.0	42.4	39.0	18.6		18.6
	Grade 5	79	98.7	48.5	41.2	10.3		10.3
	Grade 6	68	100.0	63.5	28.6	7.9		7.9
	Grade 7	85	98.8	58.5	37.4	2.4	1.2	3.7
	Grade 8	82	95.1	61.1	36.1	2.8		2.8
Mathematics								
2002	Grade 3	58		39.3	50.8	8.9	1.8	10.7
	Grade 4	75		39.2	40.5	17.6	2.7	20.3
	Grade 5	62		32.8	50.8	19.1	3.3	16.4
	Grade 6	77		50.7	42.7	6.7		6.7
	Grade 7	94		66.3	29.3	2.2	2.2	4.4
	Grade 8	92		62.6	35.2	2.2		2.2
2003	Grade 3	72	100.0	58.3	36.5	5.6	1.4	7.0
	Grade 4	60	100.0	28.8	49.2	15.3	6.8	22.0
	Grade 5	79	98.7	37.7	47.8	14.5		14.5
	Grade 6	68	100.0	46.0	39.7	9.5	4.8	14.3
	Grade 7	85	100.0	74.7	22.8	2.4		2.4
	Grade 8	82	100.0	60.5	34.2	3.8	1.3	5.3

STATE PERFORMANCE ON NATIONAL TESTS

Terra Nova, a national, norm-referenced achievement test.

Percentage of students scoring in the upper half, 2002								
Grade	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	49.2	50.0	51.5	50.0	54.2	50.0	51.6	50.0
6	57.8	50.0	49.0	50.0	51.2	50.0	51.4	50.0
9*	50.1	50.0	46.8	50.0	51.6	50.0	51.2	50.0

Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

National Assessment of Educational Progress a national, criterion-referenced achievement test.

Percent of students scoring								
Test	Grade	Year	Advanced		Proficient		Basic	
			State	Nation	State	Nation	State	Nation
Reading	8	2002	1	3	23	30	44	43
Writing	4	2002	4	23	18	28	65	58
Mathematics	8	2000	2	5	16	22	37	38

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships		Graduation Rate	
	n	%	n	%	n	%
All Students	62	93.2%	48	77.3%	53	85.5%
Gender						
Male	28	92.9%	20	5.0%	27	55.6%
Female	33	97.0%	28	0.0%	32	81.3%
Race or Ethnic Group						
African American	53	94.3%	42	0.0%	53	66.0%
Hispanic	N/A	N/A	1	1/5	1	1/5
White	8	100.0%	5	20.0%	5	100.0%
Other	N/A	N/A	0	N/A	0	N/A
Disabilities						
Non-speech disabilities	4	1/5	0	N/A	5	0.0%
Students without disabilities	58	96.6%	48	2.1%	0	75.9%
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	32	93.8%	48	2.1%	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	61	95.1%	48	2.1%	59	69.5%
Meal Status						
Subsidized meals	46	93.5%	38	2.6%	47	80.9%
Full-pay meals	15	100.0%	10	0.0%	12	25.0%

Using only the SAT and grade point average requirements
number of students on which percentage is calculated

2001-2003 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	435	446	435	428	870	874
State	488	480	493	495	981	985
Nation	504	507	536	518	1020	1028

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	15.9	16.0	15.4	15.9	16.1	17.3	17.2	17.5	16.2	16.9
State	16.9	18.7	19.1	19.0	19.3	19.4	19.2	19.2	19.2	19.2
Nation	20.2	20.3	20.5	20.6	21.1	21.2	20.8	20.8	20.8	20.8

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Marion 7 School District 2421933

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=905)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.2%	Down from 8.6%	4.1%	4.0%
Attendance rate	94.7%	Up from 94.4%	94.8%	95.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.2%	Up from 4.0%	4.9%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.1%	Up from 13.5%	16.1%	10.5%
Older than usual for grade	10.9%	Down from 12.1%	9.0%	5.5%
Suspended or expelled	6.0%	Up from 3.8%	6.3%	1.8%
Enrolled in AP/IB programs	11.4%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	73	Up from 36	75	186
Completions in adult education GED or diploma programs	17	Up from 7	13	40
Teachers (n=68)				
Teachers with advanced degrees	47.1%	Up from 36.3%	36.7%	47.8%
Continuing contract teachers	80.9%	Up from 78.3%	78.1%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.6%	Up from 70.1%	88.3%	89.5%
Teacher attendance rate	95.1%	Down from 95.3%	94.5%	95.1%
Average teacher salary	\$35,528	Up 7.5%	\$36,687	\$30,107
Prof. development days/teacher	12.8 days	Up from 12.4 days	11.2 days	11.3 days
District				
Superintendent's years at district	9.0	Up from 8.0	5.0	3.0
Student/teacher ratio	20.6 to 1	Up from 18.5 to 1	18.1 to 1	20.8 to 1
Prime instructional time	87.0%	Down from 87.4%	86.8%	89.0%
Dollars spent per pupil*	\$8,738	N/A	\$8,774	\$7,812
Percent spent on teacher salaries	49.9%	N/A	49.1%	56.0%
Opportunities in the arts	Fair	Down from Good	Fair	Excellent
Parents attending conferences	99.0%	No change	91.6%	96.1%
Number of schools	4	No change	4	8
Number of magnet schools	0	No change	0	0
Number of charter schools	8	No change	0	0
Portable classrooms	13.5%	Up from 8.9%	12.4%	3.5%
Average age in years of school facility	45	N/A	38	26
Number of schools with SACS accreditation	4	N/A	3	8
Prior year audited financial data are reported.				
Highly qualified teachers in low poverty schools		Our District	State	
		N/A	N/A	
Highly qualified teachers in high poverty schools		N/A	N/A	

Abbreviations for Missing Data

N/A Not Applicable N/C Not Collected N/R Not Reported S/S Insufficient Sample

Manor 7 School District

3/27/99

SCHOOL DISTRICT GOVERNANCE:

Board Membership

7 trustees elected to at-large seats

Fiscal Authority

District Board/County Board/Referendum

Average Number of Hours of Training Annually 20.0 per board member

Percent new trustees completing orientation 100.0%

DISTRICT SUPERINTENDENT'S REPORT

Manor School District Seven has successfully completed consolidation of our two high schools culminating in commencement for the first graduating class of Creek Bridge High School. Students, teachers, staff, and administrators worked hard this year to achieve our mission of ensuring that our graduates are knowledgeable, productive, contributing citizens. Forty percent of our graduates have been accepted by the college of their choice. Our students were awarded more than \$161,000.00 in scholarships. 24 of 48 seniors graduated with a G.P.A. of 3.0 or higher. Further, all graduates entered college, the military, or the workforce.

Extensive professional development for teachers and staff helped to improve student achievement. Teachers wrote curriculum and assessments aligned to state standards. They participated in training on instructional initiatives including Four Blocks, Language Arts Model, SC Reads, South Carolina Reading Initiative, Standards in Practice, Curriculum Calibration, and computer courses. Partnerships with local colleges, the Pee Dee Education Center, and the Math Science HUB enabled the district to offer graduate classes and hands-on math/science training.

Our students continue to benefit from free after-school and summer school programs. All students also have access to computer-assisted instruction and the Internet as a learning source. High school students had the opportunity to take advanced courses including anatomy and physiology, A.P. English, and Teacher Cadet. Middle school students participated in GEAR UP, and AmeriCorps tutors helped 1st and 2nd grade students.

This fall, we moved into our new state-of-the-art high school. We also began renovating the old high school to become the new Britton's Neck Elementary. Rains Centenary was also renovated. The District remains financially solid despite extensive budget cuts. We are proud of the work done by principals, teachers, staff, and students. We appreciate the support of parents, community, and school board. Working together, we will make a positive difference for our children.

Dr. Everett M. Dean, Jr., Superintendent

DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.
- **Good** District performance exceeds the standards for progress toward the 2010 SC Performance Goal.
- **Average** District performance meets the standards for progress toward the 2010 SC Performance Goal.
- **Below Average** District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.
- **Unsatisfactory** District performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

PLT_6264-0007

REC031785

ORANGEBURG 3 SCHOOL DISTRICT

Post Office Box 98/1654 Camden Road
Holly Hill South Carolina 29059

GRADES PK 12

ENROLLMENT 3 572 Students

SUPERINTENDENT David Longshore Jr 803-496-3288

BOARD CHAIR S B Marshall 803-496-3288

FISCAL AUTHORITY District Board/County Board/Referendum

THE STATE OF SOUTH CAROLINA**ANNUAL DISTRICT
REPORT CARD****2003****ABSOLUTE RATING: UNSATISFACTORY**

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	3	5

IMPROVEMENT RATING: AVERAGE**ADEQUATE YEARLY PROGRESS: N/A****SOUTH CAROLINA PERFORMANCE GOAL**

By 2010 South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT
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WWW.SCEOC.ORG

**PLAINTIFF'S
EXHIBIT****6269**

PLT_6269

REC031808

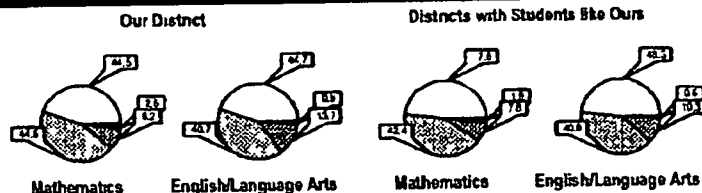
Orangeburg 3 School District

2002-2003

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Good	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Unsatisfactory	Average	N/A
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Advanced

Definition of Critical Terms

Very high score; very well prepared to work at next grade level exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our District			Districts with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	50.0	49.6	51.2	50.1	44.6	44.8
Passed 2 subtests	22.6	23.0	26.8	19.9	24.9	23.8
Passed 1 subtest	14.9	15.7	14.4	16.6	15.5	19.1
Passed no subtests	12.5	11.7	7.0	13.4	15.0	11.2

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our District	Districts with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions	16	25
Seniors who met the SAT requirement	16	44
Seniors who met the grade point average	29.7	30.9

*Using only the SAT and grade point average requirements

PLT_6269-0002

REC031809

PAC PERFORMANCE BY GROUP

	Enrollment	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	1 840	97.4	44.7	40.7	13.7	0.9	14.6	17.6
Gender								
Male	928	97.3	52.8	38.1	8.8	0.3	9.1	17.6
Female	912	97.7	38.6	43.3	18.6	1.5	20.1	17.6
Racial/Ethnic Group								
White	220	95.9	27.8	44.9	26.4	3.2	29.6	17.6
African-American	1 594	97.8	46.6	40.1	12.7	0.6	13.3	17.6
Asian/Pacific Islander	8	80						17.6
Hispanic	22	81.8	38.5	53.8	7.7		7.7	17.6
American Indian/Alaskan	0	0						17.6
Disability Status								
Not disabled	1 523	98.0	48.7	42.6	15.6	1.0	16.6	17.6
Disabled	317	84.6	65.5	30.6	4.0		4.0	17.6
Migrant Status								
Migrant	0	0						17.6
Non-migrant	1 840	97.4	44.6	40.7	13.8	0.9	14.7	17.6
English Proficiency								
Limited English proficient	8	62.5						17.6
Non-limited English proficient	1 832	97.5	44.4	40.8	13.9	0.9	14.8	17.6
Socioeconomic Status								
Subsidized meals	1 633	87.6	45.8	40.8	12.9	0.8	13.7	17.6
Full-pay meals	205	96.1	35.0	40.7	20.9	3.4	24.3	17.6
Mathematics								
All students	1 840	98.3	44.5	44.6	8.2	2.6	10.9	15.5
Gender								
Male	928	97.7	47.8	43.6	6.6	1.8	8.4	15.5
Female	912	98.8	41.1	45.7	9.8	3.4	13.2	15.5
Racial/Ethnic Group								
White	220	96.4	24.5	51.6	17.6	8.3	25.9	15.5
African-American	1 594	98.6	46.6	44.0	7.2	2.2	9.4	15.5
Asian/Pacific Islander	8	80						15.5
Hispanic	22	90.9	52.9	35.3	5.9	5.9	11.8	15.5
American Indian/Alaskan	0	0						15.5
Disability Status								
Not disabled	1 523	98.6	48.7	42.8	8.4	3.1	11.5	15.5
Disabled	317	96.5	69.2	28.5	2.3		2.3	15.5
Migrant Status								
Migrant	0	0						15.5
Non-migrant	1 840	98.3	44.3	44.8	8.3	2.6	10.9	15.5
English Proficiency								
Limited English proficient	8	100						15.5
Non-limited English proficient	1 832	98.3	44.1	44.8	8.4	2.7	11.0	15.5
Socioeconomic Status								
Subsidized meals	1 633	98.3	46.6	43.2	7.9	2.1	10.0	15.5
Full-pay meals	205	98.0	30.4	51.9	11.0	6.6	17.7	15.5

Abbreviations for Missing Data

N/A: Not Applicable N/C: Not Collected N/R: Not Reported US: Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	278	27.9	46.5	25.3	0.4	25.7	
	Grade 4	279	30.0	52.0	18.1		18.1	
	Grade 5	290	50.3	42.7	6.9		6.9	
	Grade 6	247	33.8	46.7	18.3	1.3	19.6	
	Grade 7	316	45.7	42.7	10.7	1.0	11.7	
	Grade 8	291	46.3	44.6	7.7	1.4	9.1	
2001	Grade 3	252	97.6	24.2	41.3	8.4	2.9	37.8
	Grade 4	312	97.4	37.4	41.4	20.9	0.4	21.2
	Grade 5	309	97.8	58.1	32.2	7.7		7.7
	Grade 6	322	97.8	55.1	36.5	7.4	1.1	8.4
	Grade 7	293	96.9	44.2	46.7	8.9	0.8	9.8
	Grade 8	352	97.4	49.8	42.3	7.2	0.7	7.9
Mathematics								
2002	Grade 3	278	29.0	38.0	21.6	10.4	8.0	
	Grade 4	279	48.7	37.5	10.5	3.2	13.7	
	Grade 5	290	50.0	34.7	5.9	0.3	6.3	
	Grade 6	247	54.6	32.1	12.1	1.3	13.3	
	Grade 7	316	62.8	28.1	8.3	2.0	8.3	
	Grade 8	291	55.2	38.5	5.9	0.3	6.3	
2001	Grade 3	252	89.2	24.3	51.3	4.3	24.3	
	Grade 4	312	98.1	38.4	49.3	9.8	2.5	12.3
	Grade 5	309	96.7	54.2	40.3	4.7	0.4	5.0
	Grade 6	322	97.8	45.6	43.2	9.1	2.1	11.1
	Grade 7	293	96.9	50.4	38.8	7.9	2.3	10.7
	Grade 8	352	98.0	50.2	45.1	4.1	0.7	4.7

STATE PERFORMANCE ON NATIONAL TESTS

Terra Nova a national norm-referenced achievement test.

Percentage of students scoring in the upper half, 2002								
Grade	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	49.2	50.0	54.5	50.0	58.2	50.0	54.1	50.0
6	57.6	50.0	49.0	50.0	51.2	50.0	51.4	50.0
9*	56.1	50.0	46.8	50.0	51.0	50.0	51.2	50.0

Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

National Assessment of Educational Progress a national criterion-referenced achievement test.

		Percent of students scoring								
Test	Grade	Year	Advanced		Proficient		Basic		Below Basic	
			State	Nation	State	Nation	State	Nation	State	Nation
Reading	8	2002	3.3	3.3	23.3	30.0	44.4	47.0	32.3	25.0
Writing	4	2002	1.1	2.0	16.7	26.0	65.3	58.0	18.8	14.0
Mathematics	8	2000	2.2	1.6	15.6	27.0	37.7	38.0	45.6	34.0

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships		Graduation Rate	
	n	%	n	%	n	%
All Students	224	46.4%	184	33%	107	24.5%
Gender						
Male	79	77.2%	63	0.0%	103	38.8%
Female	148	91.2%	122	2.5%	154	73.4%
Race or Ethnic Group						
African American	204	84.8%	175	1.1%	236	60.6%
Hispanic	N/A	N/A	0	N/A	0	N/A
White	23	100.0%	10	10.0%	21	47.6%
Other	N/A	N/A	0	N/A	0	N/A
Disabilities						
Non-speech disabilities	1	100.0%	15	0.0%	25	4.0%
Students without disabilities	223	86.1%	170	1.8%	0	65.5%
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	5	100.0%	185	1.6%	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	1	1/5	1	1/5
Non-LEP	226	86.3%	184	1.6%	256	59.8%
Free Lunch Status						
Subsidized meals	169	82.6%	154	0.0%	191	69.6%
Full-pay meals	57	96.5%	31	9.7%	66	30.3%

Using only the SAT and grade point average requirements
 n = number of students on which percentage is calculated

2002-2003 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	333	421	401	444	784	835
State	406	493	469	496	881	989
Nation	504	507	538	519	1020	1026

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	14.9	15.0	15.3	15.4	15.4	15.4	15.6	16.1	15.8	15.6
State	18.8	18.7	19.1	19.0	19.3	19.4	19.2	19.2	19.2	19.2
Nation	20.2	20.3	20.9	20.6	21.1	21.2	20.8	20.8	20.8	20.8

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

	2002	2003		2002	2003
Holly Hill Middle	Yes	Yes	Vance-Providence Elem.	Yes	Yes
Holly Hill Elementary	Yes	Yes			

Orangeburg 3 School District

2000-01

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,572)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	91.1%	Down from 95.0%	91.7%	93.0%
Attendance rate	93.9%	Down from 96.4%	94.7%	95.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	6.9%	Up from 6.3%	5.2%	10.7%
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.6%	Up from 8.3%	10.6%	10.6%
Older than usual for grade	4.2%	Down from 5.0%	8.7%	5.5%
Suspended or expelled	3.2%	Up from 0.5%	4.6%	1.8%
Enrolled in AP/IB programs	9.1%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	30	Down from 43	73	186
Completions in adult education GED or diploma programs	9	Up from 0	0	40
Teachers (n=263)				
Teachers with advanced degrees	56.1%	Up from 52.0%	39.3%	47.8%
Continuing contract teachers	81.8%	Up from 73.8%	75.2%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.1%	Up from 88.3%	79.7%	88.6%
Teacher attendance rate	94.2%	Down from 94.7%	94.5%	95.1%
Average teacher salary	\$41,594	Up 2.8%	\$37,354	\$39,707
Prof. development days/teacher	116 days	Up from 9.5 days	10.7 days	11.3 days
Other				
Superintendent's years at district	15.0	Up from 14.0	3.0	3.0
Student/teacher ratio	17.1 to 1	Down from 17.4 to 1	17.8 to 1	20.0 to 1
Prime instructional time	86.3%	Down from 89.5%	86.7%	89.0%
Dollars spent per pupil	\$8,456	Up 7.0%	\$8,803	\$7,412
Percent spent on teacher salaries	55.4%	Up from 51.8%	49.9%	56.0%
Opportunities in the arts	Excellent	No change	Fair	Excellent
Parents attending conferences	87.1%	Up from 83.5%	95.4%	95.1%
Number of schools	7	No change	6	6
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Portable classrooms	12.6%	Up from 9.9%	12.1%	3.5%
Average age in years of school facility	24	N/A	39	26
Number of schools with SACS accreditation	6	N/A	2	8
Prior year budgeted financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		N/A	
Highly qualified teachers in high poverty schools	N/A		N/A	

Abbreviations for Missing Data

N/A Not Applicable NC Not Collected NR Not Reported IS Insufficient Sample

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SCHOOL DISTRICT GOVERNANCE**Board Membership**

7 Trustees elected to single-member seats

Fiscal Authority

District Board/County Board/Referendum

Average Number of Hours of Training Annually 0.0 per board member

Percent new trustees completing orientation 100.0%

DISTRICT SUPERINTENDENT'S REPORT

Orangeburg County Consolidated School District Three is comprised of eight schools with a total student population of 3547. The District assists in providing for the academic success of all students by providing quality staff development opportunities for administrators to strengthen leadership focusing professional development on using data to drive instruction utilizing best practices and technology in the classroom; assisting schools in addressing student needs determined by test data; minimizing non-instructional activities to avoid loss of quality time for teaching and learning; monitoring classroom instruction on a regular basis using Standards in Practice to align student assignments with national, state, and local standards; providing Homework Centers in schools; and involving parents in encouraging their children to improve their academic performance.

Like many other districts, our district faces many unique challenges in trying to provide for our students. Eighty-six percent of the students in the District are eligible for free/reduced-price lunch, which research shows is a significant factor in student achievement. Other factors that impact student achievement are a limited tax base for generating funding and the limited number of cultural and recreational opportunities that makes it difficult to recruit and retain high-quality teachers.

In spite of the challenges noted above, positive community efforts have produced local financial efforts above the state average to provide more resources to strengthen student academic performance. Leadership of the Board of Trustees that is unified in its determination to do what is best for the children of the District and civic and religious organizations that are advocates for the public schools in the District.

With the support of parents and the community and the high level of commitment and teamwork by teachers, administrators, and other staff members, the District is making every effort to provide quality programs for its students.

David Longshore, Jr.

DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

South Carolina
Education Oversight Committee

Objectives & Critical Actions

2003-2004

South Carolina's 2010 Education Goal:

South Carolina's student achievement
will be ranked in the top half of states nationally.

To achieve this goal,
we must become one of the five fastest improving
systems in the country.



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REC031950

South Carolina is brimming with possibilities. As the state's economy moves from agriculture, textiles and light manufacturing to knowledge-based industries, we have the potential to succeed in the new century. It's a future that can be competitive if we create a talent pool of students possessing the knowledge and skills needed to succeed in the jobs of the future. SC must have a workforce-ready to utilize information technologies to solve problems creatively and to exhibit the ethical, responsible behaviors our communities and employers need.

A community's well-being - social, health, civic and economic vitality - depends upon the education our young people achieve. For too long, our school performance has not matched the aspirations our state holds for her people. While we have experienced some improvement over the past several years, we continue to be challenged by historic underachievement.

As individuals, communities and a state, we are rising to the challenge. We are examining the way we teach our children, the support we provide schools, and the aspirations we hold for ourselves. The cumulative impact of accountability systems, support for high quality teaching, parental involvement and strong leadership is yielding results.

We are experiencing success but we must stay vigilant. Even in difficult financial times, states that are staying the course show significant improvements over time. We must not be deterred. SC's future depends upon our collective will.

How do we measure progress toward SC's school performance?

Nine performance measures are used to measure our progress and achievement of the 2010 goal:

- 1 SC will rank in the top half of states on the National Assessment of Educational Progress (NAEP) and other international and national measures
- 2 Nine out of ten SC students will score Proficient or above on the Palmetto Achievement Challenge Test (PACT)
- 3 SC will rank in the top half of states on the Scholastic Assessment Test (SAT) and American College Test (ACT)
- 4 SC Advanced Placement and International Baccalaureate program exam passage rates will be at or above the national average
- 5 SC's high school completion rate will be at or above the national average
- 6 SC's dropout rate will be in the lower half of states nationally
- 7 SC will be in the top half of states in the percentage of students with disabilities earning a high school diploma
- 8 SC will rank in the top half of states in freedom from drugs, weapons, violence and teacher victimization by students
- 9 The achievement gap among students of different racial/ethnic groups and different economic status will be eliminated

Are we making gains? Yes! Among our successes are the following

- SC's fourth-grade student performance in math on NAEP was higher than counterparts in 16 states and statistically the same as fourth-graders in 23 other states. Only 10 states performed better than SC. The percentage scoring Proficient or above increased from 18 percent in 2000 to 32 percent in 2003.

- SC's average SAT score has risen 38 points in the past five years, the largest improvement in the nation.

- SC's 2003 AP performance is near the national average with 58 percent of exams scoring a three or above. The national rate is 60 percent. SC passage rates have increased steadily each year from 1995 when the figure was 50 percent.

- SC's participation rate in the IB program

is increasing rapidly. Since 1995, the number of high schools offering the program has grown from two to 14. The number of tests taken has increased from 136 to 1,646.

- SC's accountability system was rated B (ranked 12th among states) and a B+ for improving teacher quality (ranked first among states) in the 2003 Quality Counts, a national publication of Education Week.

- SC's assessment program was rated 11th in the nation by Princeton Review (2003).

- SC's content standards were rated third in the nation by the Fordham Foundation (2000).

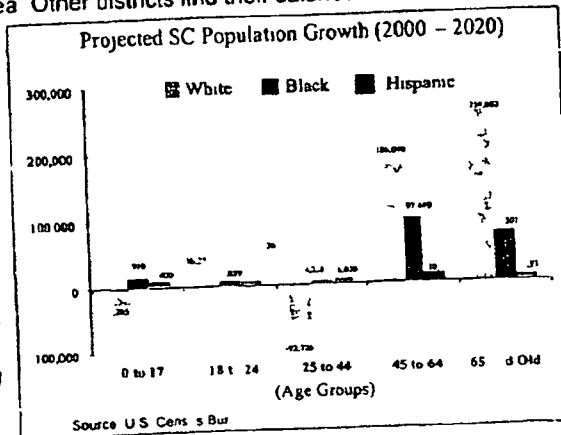
- SC has increased the number of nationally board-certified teachers to 3,225 in 2003.

What are the areas of concern or barriers to our progress?

SC and her students continue to face barriers. Students have difficulty making the transition from elementary to middle school. Test scores decline and parent involvement in school drops off in the middle school. The transition to high school is equally difficult. Higher content standards, expectations for attendance and the impact of cumulative underperformance stymie too many ninth graders.

Teacher shortages, especially in critical areas of special education, mathematics and science frustrate us all. Some geographic areas are unable to attract sufficient numbers of teachers regardless of certification area. Other districts find their salaries are not competitive with higher-paying neighboring districts. Schools and districts exhibiting the lowest student achievement typically have the highest turnover rates among administrators and teachers.

The US Census Bureau projects SC's largest population group through 2020 will be citizens who are 45 years and older, while the smallest group are children and young adults. In an era of changing demographics, local and statewide understanding and advocacy for strong public schools must be deepened.



What actions is the EOC undertaking to continue SC's progress?

Objective 1:

Continue to implement the provisions and fulfill the responsibilities of the Education Accountability Act of 1998

Education accountability as defined in the preamble to the EAA, is the "acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor the General Assembly the State Department of Education colleges and universities local school boards administrators teachers, parents, students and the community" (Section 59-18 100) Results of SC's 2003 school and district absolute ratings reveal incremental improvement in student achievement while improvement ratings illustrate the rate of improvement is not at the level needed to achieve the 2010 goal The EOC is strengthening its efforts to evaluate every aspect of SC's accountability system Within each of the five major components (Standards, Assessments Professional Development and Technical Assistance Public Reporting and Rewards and Interventions) we must take steps to ensure all students achieve at high levels

SC is hindered by the low expectations students have for themselves the historic undereducation of her citizenry and the remnants of a society that did not place equal value on students of differing demographic groups Making a difference begins with understanding the successes and challenges unique to each school and district In concert with its mission to effect the dramatic results-based and continuous improvement of SC's educational system by creating a truly collaborative environment of parents educators, community leaders and policymakers the EOC is implementing several approaches to build grassroots support for individual achievement and for investments to strengthen the educational system Structured and positive dialogue between schools and communities can lead to deeper understanding of each other's roles and responsibilities and builds bonds essential to effective schools

To facilitate solutions to complex issues the EOC proposes the following initiatives

- *Increase actions to promote public and community involvement in the promotion of strong public schools*
- *Strengthen relationships with elected officials at all levels of government to ensure that the education of young people is a first priority in communities and the state*

Objective 2:

Define sufficient funding for schools and develop models for shared responsibility between state and local governments

In spite of the austere economic conditions facing our state educators parents and policymakers are pursuing the 2010 goal with great determination and diligence. The question remains do all school districts have sufficient resources to assure every student can achieve at high academic levels and meet the requirements and goals of the standards based accountability system?

In its second year of analyzing the state's funding system the EOC is exploring the fundamental question of sufficient funding for all schools. What level of support is needed to achieve the state's goals for academic achievement? The analysis focuses on desired results of the system. It explores revenues currently expended for public education and compares them to the cost of providing a quality public education system for students in grades kindergarten through twelve including students ages 17 through 21 in adult education classes. The model considers issues as teacher student ratios academic assistance and the differences in student needs. The study examines best practices and the goal of developing local education capacity.

To determine the cost of such a system, the EOC will

- *Define adequate funding needed to achieve the state's goal with models incorporating recognition of student poverty measures to ensure teacher quality and elimination of selected process or program requirements*
- *Explore alternative revenue streams and the related responsibilities of state and local governing bodies*

Objective 3:

Advocate legislation and align budget recommendations to implement systems and structures to ensure that South Carolina schools have the capacity to reach the state's 2010 goal and the goals of No Child Left Behind

During the past year the EOC analyzed student performance on the 2002 Palmetto Achievement Challenge Test (PACT) to determine the achievement gaps among ethnic and socioeconomic student groups. Reducing achievement gaps among student groups by raising the scores of lower scoring members of those groups is a necessary component of our efforts to raise overall achievement.

Closing and eventually eliminating the gaps is crucial if SC is to meet the goals and requirements of the accountability system

A June 2003 EOC study identified 87 elementary and middle schools out of 844 statewide that were closing the gap among African-American students or students participating in the free/reduced lunch program. Which programs and initiatives should the state use to reduce the achievement gap and to increase academic achievement for all students? Answers to this question require accurate data on individual students and teachers to evaluate and prescribe consistent actions and policies.

National research as well as results of the state's annual school report cards reveal schools employing high quality teachers and principals with advanced degrees, experiencing low teacher turnover, and expending a higher percentage of funds on teacher salaries have higher student academic achievement. Attracting and retaining quality educators includes paying competitive salaries, providing positive working environments, nurturing relationships among educators, parents, and community leaders, and implementing quality professional development opportunities. According to the Bureau of Labor Statistics, 40 percent of current public school administrators are expected to retire in the next ten years. In preparation, some districts are identifying teachers as potential administrators and providing them with leadership development opportunities.

The issues are even more complex in our underperforming schools and/or schools with high percentages students from economically disadvantaged homes. Since passage of the EAA in 1998, the state has provided a variety of technical assistance including teacher and principal specialists, external review team evaluations, homework centers, and retraining grants for professional development activities. The state must consider the impact of these programs on student academic achievement and on the ability of these schools and districts to develop local capacity. About \$50.8 million was appropriated in the 2003-04 General Appropriation Act for all EAA technical assistance programs, and another \$67.7 million for other EAA related programs. The state must consider what, if any, changes are needed in the delivery or type of assistance provided.

To address these issues, the EOC proposes the following initiatives:

- *Review accountability reports for professional development programs to determine the most effective use of resources*
- *Explore salary structures, incentives, and working environments to promote employment packages that ensure highly qualified administrators and teachers in the pre-kindergarten through postsecondary system*
- *Identify teaching and learning practices and policies that eliminate the achievement gaps by advancing the achievement of all students to a high level*

- *Align technical assistance programs with strategies that ensure the development of local capacity and responsibility*
- *Propose changes to the state assessment systems to provide more information to teachers and parents and to contain costs*

Objective 4:

Provide the resources and professional development so that data-based decision-making is implemented at all levels within the educational system

The EAA established "a performance based accountability system for public education which focuses on improving teaching and learning so that every student is equipped with a strong academic foundation [Section 59 18 100] The federal No Child Left Behind (NCLB) Act also requires the collection and effective use of individual student data for continuous education improvement. School and district ratings and Adequate Yearly Progress are based on individual student assessment data.

Accurate information on student enrollment demographics and program participation is essential to evaluate the performance of schools and programs and take into account student mobility and continuous enrollment. An adequate statewide student data-collection system makes it easier for a state to meet legal reporting requirements of the accountability system. It also makes possible the analyses necessary for educators to evaluate programs and policies to identify and study best practices and to continuously improve schools. The comprehensive data collection system is dependent upon a unique statewide student identifier to match individual student records accurately over time and across databases. Assignment of a unique statewide identifier ensures that no student falls through the cracks. Easily available data in flexible formats are more likely to be utilized.

Many states have "data warehouses" in which student assessment and a variety of school operations data are linked in a single source that is accessible to educators, parents, and community members. SC has taken initial steps toward a data warehouse for several years but sufficient funds to implement it have not been available.

To facilitate the development and use of the data system the EOC proposes to

- *Advocate for a unique student identifier and teacher/faculty identifier for students and personnel in the state's public schools and public institutions of postsecondary education*
- *Establish an interactive data warehouse to improve the quality of data, the ease of collection and access to information for decision-making*

The SC Education Oversight Committee

Established by the Education Accountability Act of 1998 the EOC is an independent non-partisan, 18 member legislative committee made up of educators business persons and elected officials who serve by virtue of their elected position or by appointment of the legislature or governor. It bears responsibilities for the development and improvement of SC's educational accountability system and for making recommendations to ensure the continuous improvement of schools.

Mission

Our mission is to effect the dramatic results-based and continuous improvement of South Carolina's educational system by creating a truly collaborative environment of parents educators community leaders and policymakers.

2003-2004 Membership

Robert Staton Chairman	Columbia
Alex Martin Vice-Chairman	Greenville
Traci Young Cooper	Columbia
Robert Daniel	Anderson
Dennis Drew	Greenwood
Mike Fair	Greenville
Warren Giese	Columbia
Wallace Hall (<i>on military leave</i>)	Abbeville
Robert W. Harrell Jr.	Charleston
Susan Hoag	Greenville
Hugh K. Leatherman Sr.	Florence
Harry Lightsey III	Columbia
Susan Marlowe	Charleston
George Martin (<i>intenn for Wallace Hall</i>)	Belton
Harold Stowe	Conway
Inez Tenenbaum	Lexington
Robert Walker	Landrum
Larry Wilson	Columbia
Judy H. Williams	Columbia



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REC031957

1999 STANDARDS
for
ELEMENTARY SCHOOLS

I PERSONNEL

A. PRINCIPAL

- 1 A full-time principal is employed and/or a half time principal is employed in accordance with enrollment. [R43 205]
- 2 The principal is properly certified [R43 205]
- 3 The principal has completed a professional development plan [§59 24 30]

B. ASSISTANT PRINCIPAL(S)

- 1 Assistant principals are employed in accordance with student enrollment [R43 205]
- 2 Assistant principals employed are properly certified [R43 205]
- 3 Assistant principals have completed professional development plans [§59 24 30]

C. TEACHERS

- 1 All teachers are properly certified for the positions held [R43 205]
- 2 The percentage of instruction taught by teachers not properly certified does not exceed ten (10) percent [R43-205]

D. GUIDANCE COUNSELOR(S)

- 1 Guidance counselors are properly certified [R43-205]
- 2 The number of counselors employed is in accordance with enrollment and minutes per day requirements [R43-205]

E. LIBRARIAN/MEDIA SPECIALISTS

- 1 The librarian/media specialist is properly certified [R43-205]
- 2 The number of librarians/media specialists employed is in accordance with enrollment requirements [R43 205]

F. SCHOOL NURSE(S)

School nurse(s) is properly licensed by the State Board of Nursing [R43 205]

G. TEACHER AIDE(S)

- 1 Contracted teacher aides meet minimum age and education requirements [R43 209]
- 2 Full time teacher aides are employed for each Trainable Mentally Disabled Emotionally Disabled Orthopedically Disabled or Visually Impaired self contained class with four (4) or more students [R43-209]

H. SECRETARY

A secretary is employed [R43-209]

I. PERSONNEL - PERMITS

Permits are requested for all personnel not properly certified [R43-209]

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PLAINTIFFS
EXHIBIT

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II CURRICULUM & INSTRUCTIONAL MATERIALS

A GUIDANCE

A comprehensive guidance program including a career awareness plan has been developed [R43-231]

B LIBRARY

A library/media program and technology resources are accessible to all students and staff to achieve the goals in each school renewal and district plan [R43 231]

C CURRICULUM

- 1 Specialized programs of instruction are provided to disabled students [R43 231]
- 2 The curriculum provides programs for gifted and talented students [R43 220]
- 3 All required subjects are taught as outlined by the Defined Program grades K 5 [R43 231]
- 4 The kindergarten curriculum meets Defined Program grades K 5 requirements [R43 231]
- 5 Suitably modified physical education courses are provided for students physically or mentally unable to take part in the regular physical education program [R43 231]
- 6 Environmental education is offered as an integral part of the science social studies and health curricula [R43 231]
- 7 The school pursuant to policies and guidelines of the local Board of Trustees has implemented a Comprehensive Health Education Program [R43 231]
- 8 The school has incorporated black history into the social studies program [§59-29 55]
- 9 Career counseling activities are integrated into the curriculum [R43-231]
- 10 Innovative approaches are approved by the local school board [R43 231]
- 11 Special instruction on alcohol and drug awareness is offered [R43 231]
- 12 Academic plans are developed and conferences are held for each student in grades three through eight who lacks the skills to perform at his current grade level [§59 18 500]
- 13 Instruction in phonics is provided [§59 29-10]

III OPERATIONS & PROCEDURES

A SCHOOL YEAR

- 1 The length of the school term is one hundred ninety (190) days with at least one hundred eighty (180) days used for student instruction. The remaining days are utilized for the opening and closing of school and teacher inservice planning and preparation [§59-1-420]
- 2 Full days missed because of weather or other circumstances are made up on days other than Saturdays [R43 231]
- 3 Early dismissal days for emergencies are reported in writing to the Director Office of School Quality [R43-231]
- 4 No more than three (3) days of the school year are reduced in instructional time for the purpose of administering end of the semester examinations end of the year examinations or for staff development. The reduced days are not less than three (3) hours in length [§59 1-440]

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B SCHOOL DAY/WEEK

- 1 The length of the school day for full time teachers is a minimum of seven (7) hours [R43 57 1]
- 2 Instruction in the subject areas shall be scheduled for a minimum of eighteen hundred (1800) minutes or thirty (30) hours per week including lunch or the equivalent on a yearly basis [R43 231 §59 1-440]
- 3 Priority is given to teaching and learning tasks [§59 1-440]
- 4 The principal has established policies and procedures that prohibit non emergency class interruptions [§59-1-440]
- 5 The instructional day for a disabled student is determined by the Individualized Education Plan [R43-231]
- 6 Distribution of lunchroom duty for teachers in grades K 5 is conducted in accordance with standards [R43 208 1]

C TEACHER CLASSLOADS/PREPARATIONS

- 1 No teachers classload exceeds standards as required by the Defined Program grades K 5 [R43 205]
- 2 No teacher funded through EAA funds for reduced class sizes has a classload that exceeds 15 to 1 [§59 63-65]
- 3 No Physical Education teacher s daily student load exceeds two hundred forty (240) students per day [R43 205]
- 4 No music teacher s daily student load exceeds two hundred forty (240) students per day [R43-205]
- 5 No Physical Education class exceeds forty (40) students in membership [R43 205]
- 6 Except for music rehearsals no music class exceeds forty (40) students in membership [R43 205]
- 7 No special education teacher s daily caseload exceeds the following

<u>Self Contained</u>	<u>Caseload</u>
Educable Mentally Disabled	15 [R43 205]
Trainable Mentally Disabled	12 [R43 205]
Learning Disabilities	15 [R43 205]
Orthopedically Disabled	12 [R43 205]
Visually Impaired	10 [R43 205]
Hearing Disabled	10 [R43-205]

<u>Resource / Itinerant</u>	<u>Caseload</u>
Emotional Mentally Disabled	33 [R43-205]
Emotionally Disabled	33 [R43-205]
Learning Disabilities	33 [R43 205]
Orthopedically Disabled	20 [R43 205]

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Visually Impaired 15 [R43-205]

Hearing Disabled 15 [R43 205]

- 8 The caseload for speech/language clinicians does not exceed sixty (60) [R43 205]
- 9 The caseload for itinerant and resource teachers who are assigned students with differing disabilities is determined by the condition affecting the majority of pupils [R43-205]
- 10 Pupils participating in self-contained programs shall be of the same category of disability [R43-205]

D STUDENTS – ENROLLMENT/ATTENDANCE

- 1 Students are enrolled in accordance with State laws pertaining to age and residency requirements [§59-63-30 §59 63 31]
- 2 The school's policy for student excuses/absences conforms with the State's definitions of lawful and unlawful absences [R43 274]
- 3 Each absence exceeding ten (10) for individual students is promptly approved or disapproved [R43 274]
- 4 The District Board of Trustees or its designee approves or disapproves all individual student absences exceeding ten (10) [R43 274]
- 5 The school's designee is appointed in writing [R43 274]
- 6 Intervention plans are initiated for students who accrue three (3) consecutive or five (5) cumulative unlawful absences [R43-274]
- 7 Intervention plans contain the minimum elements stated in standards [R43 274]
- 8 Family court referrals are made when intervention plans fail [R43-274]

E STUDENTS - DISCIPLINE/CONDUCT

Policies have been developed addressing minimum standards of student conduct and discipline [R43 279]

F RECORDS, REPORTS, REQUIRED ACTIVITIES

- 1 Records of student attendance and achievement are maintained [R43-231]
- 2 All children meet age requirements prior to being admitted to the school program [§59 63-20]
- 3 Each kindergarten and first-grade pupil not previously enrolled submits a birth certificate or other documentation allowed by the local board and shows evidence of compliance with South Carolina Department of Health and Environmental Control rules and regulations concerning immunization [R43 272]
- 4 Accurate student data for enrollment attendance membership by category and dropout reports required by the SDE for submission to the Office of Finance are maintained [R43 231]
- 5 Each pupil transferring from a school is given a transfer form showing name date of birth grade placement, and attendance record to present to the principal of the school where he is enrolling [R43 273]
- 6 The school has an appropriate means of reporting to parents [R43-231]
- 7 Records of funds collected and disbursed are maintained [R43 172]
- 8 Financial records are audited annually [§59-17 100]
- 9 A School Renewal Plan is submitted to the Board of Trustees [R43 261]

- 10 A School Renewal Plan/Annual Update report is submitted to parents [R43 261]
- 11 A program of staff development has been implemented [R43 261]
- 12 A School Improvement Council is elected and/or appointed and is carrying out responsibilities as required [R43-261]
- 13 Student participation in interscholastic competition is in accordance with standards [R43-244 1]

G HEALTH & SAFETY

- 1 All personnel have been screened for tuberculosis [R43 207]
- 2 The school complies with sanitation and health regulations prescribed by South Carolina Department of Health and Environmental Control [R43 180]
- 3 Protective eye devices are provided to students and teachers in accordance with standards [§59 1 390]
- 4 Fire drills are conducted at least one time each month [§59 63 910]
- 5 Sufficient fire extinguishers are provided inspected annually and clearly designated in all buildings [R43-181]
- 6 A disaster preparedness plan has been developed [R43 166]
- 7 A disaster drill is conducted during the first month of school [R43-166]
- 8 Building and classroom exits are easily accessible and without obstructions [§59 23 90]
- 9 Ventilation provisions are made for rooms where dust fumes gases vapors odors or other hazardous impurities exist [R43 180]
- 10 Immunization records are current for each student [§44 29 180]
- 11 Adequate first aid supplies and equipment are provided [R43 166]

IV PHYSICAL FACILITIES

- A Buildings are adequate in size and arrangement to accommodate programs offered [R43 180]
- B The school complies with safety regulations prescribed by the State Fire Marshal [R43-180]
- C Each room is designed and equipped to serve the purposes for which it is used [R43-180]
- D A private office is provided for the principal [R43 180]
- E Appropriate space is provided for counseling [R43 180]
- F Buildings are kept clean and comfortable [R43 180]
- G Adequate lighting ventilation and heating are provided [R43 180]
- H Buildings and grounds are maintained to ensure safety [R43 180]
- I Playgrounds physical education and play equipment are maintained to ensure safety [R43-180]
- J The school is in compliance with minimum building codes specified in State law [§59 23-40]

I HEC_02524

1999 STANDARDS
for
MIDDLE SCHOOLS

I PERSONNEL

A PRINCIPAL

- 1 A full time principal is employed and/or a half time principal is employed in accordance with enrollment [R43 205]
- 2 The principal is properly certified [R43 205]
- 3 The principal has completed a professional development plan [R43 24-30]

B ASSISTANT PRINCIPAL(S)

- 1 Assistant principals are employed in accordance with student enrollment [R43 205]
- 2 Assistant principals employed are properly certified [R43 205]
- 3 Assistant principals have completed professional development plans [R43 24 30]

C TEACHERS

- 1 All teachers are properly certified for the positions held [R43-205]
- 2 The non certified percentage of instructional time does not exceed 10 percent [R43 205]

D GUIDANCE COUNSELOR (S)

- 1 Guidance counselors are properly certified [R43 205]
- 2 The number of counselors employed is in accordance with enrollment and minutes per day requirements [R43 205]

E LIBRARIAN/MEDIA SPECIALISTS

- 1 The librarian/media specialist is properly certified [R43 205]
- 2 The number of librarians/media specialists employed is in accordance with enrollment requirements [R43-205]

F SCHOOL NURSE

School nurse(s) is properly licensed by the State Board of Nursing [R43 205]

G TEACHER AIDES

- 1 Contracted teacher aides meet minimum age and education requirements [R43 209]
- 2 Full time teacher aides are employed for each Trainable Mentally Disabled Emotionally Disabled Orthopedically Disabled or Visually Impaired self-contained class with four (4) or more students [R43 209]

H SECRETARY

A secretary is employed [R43-209]

I PERSONNEL - PERMITS

Permits are requested for all personnel not properly certified [R43 205]

II CURRICULUM & INSTRUCTIONAL MATERIALS

A GUIDANCE

A comprehensive guidance program including career development has been developed [R43-232]

1 HEC_02526

PLAINTIFF S
EXHIBIT

6313

PLT_6313

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B LIBRARY

The library/media program and technology resources are accessible to all students and staff to achieve the goals in each school renewal and district plan [R43-232]

C CURRICULUM

- 1 Planned programs of organized instruction are scheduled as specified in the Defined Program grades 6-8 which include the following
 - (a) Language Arts/English [R43-232]
 - (b) Mathematics [R43-232]
 - (c) Sciences [R43-232]
 - (d) Social Studies [R43-232]
 - (e) Health [R43-232]
 - (f) Physical Education [R43-232]
 - (g) Special Instruction [R43-232]
 - (h) South Carolina History [R43-232]
 - (i) Environment Education [R43-232]
 - (j) Exploratory [R43-232]
 - (k) Visual/Performing Arts [R43-232]
- 2 The school pursuant to policies and guidelines of the local Board of Trustees has implemented a Comprehensive Health Education Program [R43-232]
- 3 The school has incorporated black history into the sixth through eighth grade social studies program [§59-29-55]
- 4 A Defined Tech Prep program is offered and includes [R43-225]
 - (a) Career counseling activities [R43-232]
 - (b) Mentoring opportunities [R43-232]
- 5 Career counseling activities are integrated into the curriculum [R43-232]
- 6 The school provides a range of mentoring opportunities for students [R43-225]
- 7 Special instruction on alcohol and drug awareness is offered [R43-232]
- 8 Academic plans are developed and conferences are held for each student in grades three through eight who lacks the skills to perform at his current grade level [§59-18-500]
- 9 Innovative approaches are approved by the local school board [R43-232]
- 10 Suitably modified physical education courses are provided for students physically or mentally unable to take part in the regular physical education program [R43-232]
- 11 Instruction in phonics is provided [§59-29-10]

III OPERATIONS & PROCEDURE

A. SCHOOL YEAR

- 1 The length of the school term is one hundred ninety (190) days with at least one hundred eighty (180) days used for student instruction. The remaining days are utilized for the opening and closing of school and teacher inservice, planning, and preparation [§59-1-420]
- 2 Full days missed because of weather or other circumstances are made up on days other than Saturdays [R43-232]
- 3 Early dismissal days for emergencies are reported in writing to the Director, Office of School Quality [R43-232]

I HEC_02527

- 4 No more than three (3) days of the school year are reduced in instructional time for the purpose of administering end-of the-semester examinations end of the year examinations or for staff development The reduced days are not less than three (3) hours in length [§59-1-440]

B SCHOOL DAY/WEEK

- 1 Instruction in the subject areas shall be scheduled for a minimum of eighteen hundred (1800) minutes or thirty (30) hours per week including lunch or the equivalent on a yearly basis [R43 232 §59 1-440]
- 2 Priority is given to teaching and learning tasks [§59 1-440]
- 3 The principal has established policies and procedures that prohibit non emergency class interruptions [§59 1-440]
- 4 The instructional day for a disabled student is determined by the IEP [§59-1-440]
- 5 The length of the school day for full time teachers is a minimum of seven (7) hours [R43 57 1]

C TEACHERS-CLASSLOADS/PREPARATIONS

- 1 No teacher's daily teaching load exceeds one hundred fifty (150) students per day with exceptions provided for physical education and music teachers [R43 232]
- 2 No class exceeds thirty-five (35) students in membership with exceptions provided for physical education and music teachers [R43 232]
- 3 No physical education teacher's daily student load exceeds two hundred forty (240) students per day [R43 232]
- 4 No music teacher's daily student load exceeds two hundred forty (240) students per day [R43 232]
- 5 No physical education class exceeds forty (40) students in membership [R43 232]
- 6 Except for music rehearsals no music class exceeds forty (40) students in membership [R43-232]
- 7 No special education teacher's daily caseload exceeds the following

Self Contained

Educable Mentally Disabled	18 [R43 205]
Trainable Mentally Disabled	15 [R43- 205]
Emotionally Disabled	15 [R43- 205]
Learning Disabilities	18 [R43 205]
Orthopedically Disabled	15 [R43 205]
Visually Impaired	12 [R43 205]
Hearing Disabled	12 [R43 205]

Caseload

Resource / Itinerant

Educable Mentally Disabled	33 [R43 205]
Emotionally Disabled	33 [R43- 205]
Learning Disabilities	33 [R43 205]
Orthopedically Disabled	20 [R43- 205]

Caseload

1 HEC_02528

Visually Impaired	12 [R43 205]
Hearing Disabled	15 [R43- 205]

- 8 The caseload for speech/language clinicians does not exceed sixty (60) [R43- 205]
- 9 The caseload for itinerant and resource teachers who are assigned students with differing disabilities is determined by the disabling condition affecting the majority of pupils [R43 205]
- 10 Pupils participating in self contained programs shall be of the same category of disability [R43- 232]

E STUDENTS – ENROLLMENT/ATTENDANCE

- 1 Students are enrolled in accordance with State laws pertaining to age and residency requirements [§59-63 30 59-63-31]
- 2 The school's policy for student excuses/absences conforms with the State's definitions of lawful and unlawful absences [R43 274]
- 3 Each absence exceeding ten (10) for individual students is promptly approved or disapproved [R43 274]
- 4 The District Board of Trustees or its designee approves or disapproves all individual student absences exceeding ten (10) [R43 274]
- 5 The school's designee is appointed in writing [R43 274]
- 6 Intervention plans are initiated for students who accrue three (3) consecutive or five (5) cumulative unlawful absences [R43-274]
- 7 Intervention plans contain the minimum elements stated in standards [R43 274]
- 8 Family court referrals are made when intervention plans fail [R43 274]

F STUDENTS DISCIPLINE /CONDUCT

Policies have been developed addressing minimum standards of student conduct and discipline [R43 279]

G RECORDS REPORTS REQUIRED ACTIVITIES

- 1 Records of student attendance and achievement are maintained [R43 232]
- 2 Records of funds collected and disbursed are maintained [R43 172]
- 3 Financial records are audited annual [R43 172]
- 4 Records of student transfers and withdrawals are maintained [R43 273]
- 5 Accurate student data for enrollment attendance membership by category and dropout reports required by the SDE for submission to the Office of Finance are maintained [R43-232]
- 6 A School Renewal Plan is submitted to the Board of Trustees [R43 261]
- 7 The School Renewal Plan/Annual Update report is submitted to parent [R43 261]
- 8 A program of staff development has been implemented [R43 261]
- 9 A School Improvement Council is elected and/or appointed and is carrying out responsibilities as required [R43 261]
- 10 Student participation in interscholastic competition is in accordance with regulations [R43 244 1]

1 HEC_02529

- 11 The school has an appropriate means of reporting to parents [R43 232]

H HEALTH & SAFETY

- 1 All personnel have been screened for tuberculosis [R43 207]
- 2 The school complies with sanitation and health regulations prescribed by South Carolina Department of Health and Environmental Control [R43-180]
- 3 Protective eye devices are provided to students and teachers in accordance with standards [§59 1 390]
- 4 Fire drills are conducted at least one time each month [§59 63-910]
- 5 Sufficient fire extinguishers are provided inspected annually and clearly designated in all buildings [R43-181]
- 6 A disaster preparedness plan has been developed [R43-166]
- 7 A disaster drill is conducted during the first month of school [R43 166]
- 8 Building and classroom exits are easily accessible and without obstructions [§59-23 90]
- 9 Ventilation provisions are made for rooms where dust fumes gases vapors odors or other hazardous obnoxious or injurious impurities exist [R43 180]
- 10 Immunization records are current for each student [§44 29 180]
- 11 Adequate first aid supplies and equipment are provided [R43 166]

IV PHYSICAL FACILITIES

- A Buildings are adequate in size and arrangement to accommodate programs offered [R43-180]
- B The school complies with safety regulations prescribed by the State Fire Marshal [R43-180]
- C Each room is designed and equipped to serve the specific purposes for which it is used [R43-180]
- D A private office is provided the principal [R43 180]
- E Adequate lighting ventilation and heating are provided [R43 180]
- F Buildings and grounds are maintained in a safe and attractive manner [R43 180]
- G Buildings are kept clean and comfortable [R43-180]
- H Playgrounds physical education and play equipment are maintained to ensure safety [R43-180]
- I The school is in compliance with minimum building codes specified in state law [§59 23-40]

**1999 STANDARDS
for
SECONDARY SCHOOLS**

I. PERSONNEL

A PRINCIPAL(S)

- 1 A full time principal is employed [R43-205]
- 2 The principal is properly certified [R43-205]
- 3 The principal has completed a professional development plan. [§59-24-30]

B ASSISTANT PRINCIPAL(S)

- 1 Assistant principals are employed in accordance with student enrollment.
[R43-205]
- 2 Assistant principals employed are properly certified [R43-205]
- 3 Assistant principals have completed professional development plans [§59-24-30]

C TEACHERS

- 1 All teachers are properly certified for the positions held [R43-205]
- 2 The percentage of instruction taught by teachers not properly certified does not exceed ten (10) percent [R43-205]
- 3 Teachers of applied academic courses are appropriately trained in content and applied methodology [R43-225(k)]

D GUIDANCE COUNSELOR(S)

- 1 Guidance counselors are properly certified [R43-205]
- 2 The number of counselors employed is in accordance with enrollment and minutes per day requirements [R43-205]

E LIBRARIAN/MEDIA SPECIALISTS

- 1 The librarian/media specialist is properly certified [R43-205]
- 2 The number of librarians/media specialists employed is in accordance with enrollment requirements. [R43 205]

F SCHOOL NURSE(S)

Each person employed as a school nurse holds a current license issued by the State Board of Nursing [R43-205]

G TEACHER AIDE(S)

- 1 Contracted teacher aides meet minimum age and education requirements [R43-209]
- 2 Full-time teacher aides are employed for each Trainable Mentally Disabled Emotionally Disabled Orthopedically Disabled or Visually Impaired self-contained class with four (4) or more students [R43-209]

H SECRETARY

A secretary is employed [R43-209]

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PLAINTIFF'S
EXHIBIT
6314

PERSONNEL PERMITS

Permits are requested for all personnel not properly certified for the position held [R43-205]

II CURRICULUM & INSTRUCTIONAL MATERIALS

A. GUIDANCE

A comprehensive guidance program including career development has been developed [R43-234]

B. LIBRARY

The library/media program and technology resources are accessible to all students and staff to achieve the goals in each school renewal and district plan [R43-234]

C. CURRICULUM

- 1 The curriculum includes all required courses in the Defined Program, Grades 9-12 [R43-234]
- 2 Specialized programs of instruction are provided disabled students [R43-234 R43-243]
- 3 Special instruction on alcohol and drug awareness is offered [R43-234]
- 4 Subjects offered are selected from Defined Program Grades 9-12 or are approved as innovative approaches [R43-234]
- 5 A pre-registration form has been developed outlining the courses a student may enroll in for his entire high school career [R43-234]
- 6 An accelerated program of study is provided which allows early graduation for qualified students [§59-39-110]
- 7 Students assigned to homebound instruction receive a minimum of five instructional periods per week. [R43-241]
- 8 Advanced Placement courses are offered [R43-258 1]
- 9 A defined college preparatory program is offered [R43-234]
- 10 The curriculum provides programs for gifted and talented students [R43-220]
- 11 The school pursuant to policies and guidelines of the local Board of Trustees has implemented a Comprehensive Health Education Program [R43-234]
- 12 All tenth grade students are offered the PSAT and PLAN tests and the results are used as a diagnostic tool [§59-18-350]
- 13 Instruction in phonics is provided [§59-29-10]
- 14 College course credit may be earned and applied to the units required for a State high school diploma by students in grades 9-12 and/or adult education programs. [R43-234]
- 15 A Defined Tech Prep program is offered and includes all required components [R43-234]
- 16 The general track curriculum has been eliminated [R43-234]

D. GRADUATION REQUIREMENTS & UNITS OF CREDIT

- 1 Graduating seniors have attended the school for at least the semester preceeding graduation except in cases of bona fide address changes [R43-234/259]
- 2 Units of credit are awarded in accordance with standards for
 - (a) School terms year/semester [§59-1-420]
 - (b) Class time requirements [R43-234]
 - (c) Correspondence courses [R43-234]

1 HEC_02533

- (d) Summer schools [R43-240]
- (e) Adult education [R43-240/259]
- (f) Transfer students [R43-273]
- (g) College/high school dual credit [R43-234]
- (h) Special education students [R43-234/259]
- (i) Approved restructured program [R43-234]

III OPERATIONS & PROCEDURES

A. SCHOOL YEAR

- 1 The length of the school term is one hundred ninety (190) days with at least one hundred eighty (180) days used for student instruction. The remaining days are utilized for the opening and closing of school and teacher inservice planning, and preparation [§59-1-420]
- 2 Full days missed because of weather or other circumstances are made up on days other than Saturdays [R43-234]
- 3 Early dismissal days for emergencies are reported in writing to the Director Office of School Quality [R43-234 §59-1-430]
- 4 No more than three (3) days of the school year are reduced in instructional time for the purpose of administering end-of-the-semester examinations end-of-the-year examinations or for staff development. The reduced days are not less than three (3) hours in length [§59-1-440]

B. SCHOOL DAY

- 1 The instructional day for secondary students is at least six hours a day or its equivalent weekly excluding lunch periods [R43-234 §59-1-440]
- 2 No more than twenty-five (25) minutes of the six-hour instructional day is used for class changes [R43-234]
- 3 No class is less than fifty (50) minutes in length and each instructional week equates to sixteen hundred seventy five (1675) minutes or its equivalent. [R43-234]
- 4 Homeroom periods announcement times and administrative activities are not counted as part of instructional time [R43-234]
- 5 Priority is given to teaching and learning tasks [§ 59-1-440]
- 6 Class interruptions are limited to emergencies [§59-1-440]
- 7 The length of the school day for full-time teachers is a minimum of seven (7) hours [R43-57 1]

C. TEACHERS CLASSLOADS/PREPARATIONS

- 1 No teacher's daily student load exceeds one hundred fifty (150) students per day with exceptions provided for physical education and music teachers [R43-234]
- 2 No class exceeds thirty-five (35) students in membership with exceptions provided for physical education and music teachers [R43-234]
- 3 No physical education teacher's daily student load exceeds two hundred forty (240) students per day [R43-234]
- 4 No music teacher's daily student load exceeds two hundred forty (240) students per day [R43-234]
- 5 No physical education class exceeds forty (40) students in membership [R43-234]
- 6 Except for music rehearsals no music class exceeds forty (40) students in membership [R43-234]

- 7 No teacher is permitted to teach more than fifteen hundred (1 500) minutes weekly [R43-205]
- 8 Teachers are not assigned more than four (4) preparations daily [R43-205]
- 9 Teachers assigned courses or study halls have daily teaching loads calculated in accordance with Defined Program grades 9-12. [R43-205]
- 10 No special education teacher's daily caseload exceeds the following [R43-205]

<u>Self-Contained</u>	<u>Caseload</u>
Educable Mentally Disabled	18 [R43-205]
Trainable Mentally Disabled	15 [R43-205]
Emotionally Disabled	15 [R43-205]
Learning Disabilities	18 [R43-205]
Orthopedically Disabled	15 [R43-205]
Visually Impaired	12 [R43-205]
Hearing Disabled	12 [R43-205]

<u>Resource / Itinerant</u>	<u>Caseload</u>
Educable Mentally Disabled	33 [R43-205]
Emotionally Disabled	33 [R43-205]
Learning Disabilities	33 [R43-205]
Orthopedically Disabled	20 [R43-205]
Visually Impaired	15 [R43-205]
Hearing Disabled	15 [R43-205]

- 11 The caseload for speech/language clinicians does not exceed sixty (60) [R43-205]
- 12 The caseload for itinerant and resource teachers assigned students with differing disabilities is determined by the disabling condition affecting the majority of pupils [R43-234]
- 13 Pupils participating in self-contained programs shall be of the same category of disability [R43 234]

D STUDENTS - ENROLLMENT/ATTENDANCE

- 1 Students are enrolled in accordance with State laws pertaining to age and residency requirements [§59-63-30 §59-63-31]
- 2 The school's policy for student excuses/absences conforms to the State's definitions of lawful and unlawful absences. [R43-274]
- 3 Each absence exceeding ten (10) days for individual students is promptly approved or disapproved [R43-274]
- 4 The District Board of Trustees or its designee approves or disapproves all individual student absences exceeding ten (10) [R43-274]
- 5 The school's designee is appointed in writing [R43-274]
- 6 Intervention plans are initiated for students who accrue three (3) consecutive or five (5) cumulative unlawful absences [R43-274]
- 7 Intervention plans contain the minimum elements stated in standards [R43-274]
- 8 Family court referrals are made when intervention plans fail [R43-274]

1 HEC_02535

E - STUDENT - DISCIPLINE/CONDUCT

Policies have been developed addressing minimum standards of student conduct and discipline [R43-279]

F RECORDS, REPORTS, REQUIRED ACTIVITIES

- 1 Records of student attendance and achievement are maintained [R43-234]
- 2 The school has an appropriate means of reporting to parents [R43-234]
- 3 Records of funds collected and disbursed are maintained [R43-172]
- 4 Financial records are audited annually [R43-172]
- 5 A report of the previous year's graduates post-high school education or employment status is submitted to the SDE by May 1 each year [R43-234]
- 6 Records of student transfers and withdrawals are maintained [R43-273]
- 7 Accurate student data for enrollment, attendance membership by category and dropout reports required by the SDE for submission to the Office of Finance are maintained [R43-234]
- 8 A School Renewal Plan is submitted to the Board of Trustees [R43-261]
- 9 A School Renewal Plan/Annual Update report is submitted to parents [R43-261]
- 10 A program for staff development has been implemented [R43-261]
- 11 A School Improvement Council is elected and/or appointed and is carrying out responsibilities as required [R43-261]
- 12 Student participation in interscholastic competition is in accordance with regulations [R43-261]
- 13 The school conducts an annual survey of Tech Prep completers as required [R43-234]

G HEALTH & SAFETY

- 1 All personnel have been screened for tuberculosis [R43-207]
- 2 Protective eye devices are provided to students and teachers in accordance with State law [§59-1-390]
- 3 Fire drills are conducted at least one time each month [§59-63-910]
- 4 Sufficient fire extinguishers are provided inspected annually and are clearly designated in all buildings [R43-181]
- 5 A disaster preparedness plan has been developed [R43-166]
- 6 A disaster drill is conducted during the first month of school [R43-166]
- 7 Building and classroom exits are easily accessible and without obstructions [§59-23-90]
- 8 Ventilation provisions are made for rooms where dust fumes gases vapors odors or other hazardous obnoxious or injurious impurities exist [R43-180]
- 9 Immunization records are current for each student [§44-29-150 R61-8]
- 10 Adequate first aid supplies and equipment are provided [R43-166]

IV PHYSICAL FACILITIES

- A Buildings and grounds are adequate in size and arrangement to accommodate programs offered [R43-180]
- B The school complies with safety regulations prescribed by the State Fire Marshal and South Carolina Department of Health and Environmental Control [R43-180]
- C A private office is provided for the principal [R43-180]

- D** Playgrounds physical education and play equipment are maintained to ensure safety [R43-180]
- E** Each room is designed and equipped to serve the specific purposes for which it is used [R43-180]
- F** Adequate lighting ventilation and heating are provided [R43-180]
- G** Building and grounds are properly maintained safe and attractive [R43-180]
- H** The school is in compliance with minimum building codes specified in State law [§59-23-40]

1 HEC_02537

**1999 STANDARDS
for
OCCUPATIONAL CENTERS**

I PERSONNEL

A DIRECTOR

- 1 A full-time director is employed [R43-205]

B ASSISTANT DIRECTOR

- 1 The assistant director is properly certified [R43-205]
- 2 Assistant directors have completed professional development plans [§59-24 30]

C TEACHERS

- 1 Teachers are properly certified for the positions held [R43-205]
- 2 The percentage of instruction taught by teachers not properly certified does not exceed ten (10) percent [R43-205]

D JOB PLACEMENT/SCHOOL TO-WORK COORDINATOR

Job placement/school-to-work coordinator is properly certified/qualified [R43-205]

E ADULT OCCUPATIONAL EDUCATION

The adult occupational education coordinator is properly certified [R43 205]

F GUIDANCE COUNSELOR(S)

- 1 Guidance counselors are properly certified [R43-205]
- 2 The number of counselors employed is in accordance with enrollment and minutes per day requirements [R43-205]

G CUSTODIAL SERVICES

Custodial services are provided to adequately clean and service all shops and classrooms [R43 183 R43-209]

H SCHOOL NURSE(S)

School nurse(s) is available and licensed by the State Board of Nursing [R43-205]

I TEACHER AIDE(S)

- 1 Contracted teacher aides meet minimum age and education requirements [R43-209]
- 2 Full-time aides are employed for each Trainable Mentally Disabled Emotional Disabled Orthopedically Disabled or Visually Impaired self-contained class with four (4) or more students [R43-209]

J SECRETARY

A secretary is employed [R43-209]

K PERSONNEL - PERMITS

Permits are requested for all personnel not properly certified for the position held [R43-205]

I HEC_02539

II CURRICULUM & INSTRUCTIONAL MATERIALS

A. GUIDANCE

A comprehensive written guidance program including career development has been developed [R43-234]

B. CURRICULUM

- 1 A curriculum includes courses listed in the Defined Program grades 9-12. [R43-234]
- 2 Courses are selected from the current list of approved courses in the State Plan for Vocational-Technical Education or are approved as an innovative approach [R43-234]
- 3 The Occupational Education Center has developed in cooperation with participating high schools a pre-registration form which outlines the occupational education courses a student may take in grades 9 10 11 and 12 [R43-234]
- 4 A Defined Tech Prep program is offered and includes all required components [R43-234]
- 5 The center reports all Tech Prep completers as required [R43-234]
- 6 The center conducts an annual survey of Tech Prep completers as required [R43-234]

C. CURRICULUM – OCCUPATIONAL EDUCATION

- 1 Occupational education courses are offered for the hours and periods required by standards unless a restructuring waiver has been requested and approved [R43-234]
- 2 Rigorous relevant occupational programs are provided [§59-53-1870]
- 3 Occupational programs are structured into career majors [R43-234]
- 4 Occupational programs are competency based [§59-53-1870]

D. UNITS OF CREDIT REQUIREMENTS

Units of credit are awarded in accordance with standards for:

- a School terms year/semester [§59-1-420]
- b Class time requirements. [R43-234]
- c Transfer students [R43-234]
- d Special education students [R43-234]
- e Approved restructuring proposals [R43-234]

III OPERATIONS & PROCEDURES

A. SCHOOL YEAR

- 1 The length of the school term is one hundred-ninety (190) days with at least one hundred eighty (180) days used for student instruction. The remaining days are utilized for the opening and closing of school and teacher inservice planning and preparation [§59-1-420]
- 2 Full days missed because of weather or other circumstances are made up on days other than Saturdays [R43-234]
- 3 Early dismissal days for emergencies are reported in writing to the Director Office of School Quality [R43-234 §59-1-430]
- 4 No more than three (3) days of the school year are reduced in instructional time for the purpose of administering end-of-the-semester examinations end-of-the year examinations or for staff development. The reduced days are not less than three (3) hours in length [§59-1-440]

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B SCHOOL DAY

- 1 The length of the school day for full-time teachers is a minimum of seven (7) hours [R43-57 1]
- 2 The instructional day for secondary students is at least six (6) hours a day or its equivalent weekly excluding lunch periods [R43-234 §59-1-440]
- 3 The director has established policies and procedures that prohibit non-emergency class interruptions [R43-234]
- 4 The center does not exceed the allowed maximum of twenty-five (25) minutes for class changes as part of a six hour instructional day [R43-234]
- 5 The minimum length of each class period is fifty (50) minutes in length and each instruction week equates to sixteen hundred seventy-five (1675) minutes or its equivalent [R43-234]

C TEACHERS - CASELOADS - PREPARATIONS

- 1 No teacher's daily teaching load exceeds one hundred-fifty (150) students per day [R43-234]
- 2 No teacher shall be permitted to teach more than fifteen hundred (1 500) minutes weekly [R43-205]
- 3 Teachers are not assigned more than four (4) preparations daily [R43- 205]
- 4 The center is meeting the provisions of the EIA of 1984 regarding vocational education program placement requirements [§59-53-1460]

D STUDENTS - ENROLLMENT/ATTENDANCE

- 1 Students are enrolled in the center in accordance with State laws pertaining to age and residency requirements [§59 63-30 §59-63-31]
- 2 The center's policy for student excuses/absences conforms with the State's definitions of lawful and unlawful absences [R43-274]
- 3 The Board of Trustees or its designee approves or disapproves student absences exceeding 10 [R43-274]
- 4 Each absence exceeding 10 for individual students is promptly approved or disapproved [R43-274]
- 5 The center's designee is appointed in writing [R43-274]
- 6 Intervention plans are initiated for students who accrue 3 consecutive or 5 cumulative unlawful absences [R43-274]
- 7 Intervention plans contain the minimum elements stated in standards [R43-274]
- 8 Family court referrals are made when intervention plans fail [R43-274]

E STUDENT - DISCIPLINE/CONDUCT

Policies have been developed addressing minimum standards of student conduct and discipline [R43 279]

F RECORDS, REPORTS, REQUIRED ACTIVITIES

- 1 Accurate records of student attendance are maintained [R43-277]
- 2 Records of funds collected and disbursed are maintained [R43- 172]
- 3 Financial records are audited annually by a certified or licensed public accountant. A follow-up report of the previous year's graduates' post-high school employment status is maintained on file for a five year period [R43-172]

- 4 Records of student transfers and withdrawals are maintained [R43-273]
- 5 Accurate student data for enrollment, attendance membership by category and dropout reports required by the SDE for submission to the Office of Finance is maintained [R43-234]
- 6 A center renewal plan is submitted to the Board of Trustees [R43-261]
- 7 A center renewal plan/annual update is submitted to parents [R43-261]
- 8 A program for staff development has been implemented [R43-261]
- 9 A School Improvement Council is elected and/or appointed and is carrying out responsibilities as required [R43-261]

G HEALTH & SAFETY

- 1 All personnel have been screened for tuberculosis [R43-207]
- 2 Fire drills are conducted at least one time each month [§59-63-910]
- 3 Sufficient fire extinguishers are provided inspected annually and clearly designated in all buildings [R43-181]
- 4 A disaster preparedness plan has been developed [R43-166]
- 5 A disaster drill is conducted during the first month of school [R43-166]
- 6 Building and classroom exits are easily accessible and without obstructions [§59-23-90]
- 7 The school complies with sanitation and health regulations prescribed by South Carolina Department of Health and Environmental Control [R43-180]
- 8 Ventilation provisions are made for rooms where dust fumes gases vapors odors or other hazardous impurities exist [R43-180]
- 9 Immunization records are current for each student. [R43-278]
- 10 Adequate first aid supplies and equipment are provided [R43 166]
- 11 Protective eye devices are used by teachers and students in classes involving exposure to hot molten metals sawing cutting welding explosive materials or other hazardous conditions [§59 1 390]

IV PHYSICAL FACILITIES

- A Buildings are adequate in size and arrangement to accommodate programs offered [R43-180]
- B Each room is designed and equipped to serve the purposes for which it is used [R43-180]
- C The center complies with safety regulations prescribed by the State Fire Marshal [R43-180]
- D All laboratories and facilities meet standards prescribed by the Occupational Safety and Health Act [R43 180]
- E A private office is provided for the director [R43-180]
- F Buildings are kept clean and comfortable [R43-180]
- G Adequate lighting ventilation and heating are provided [R43-180]
- H Buildings and grounds are maintained in a safe and attractive manner [R43 180]
- I Centers are in compliance with minimum building codes specified in State law [R43-180]

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What We're Recommending

Report Card Grading Absolute Grades – 3 - 8

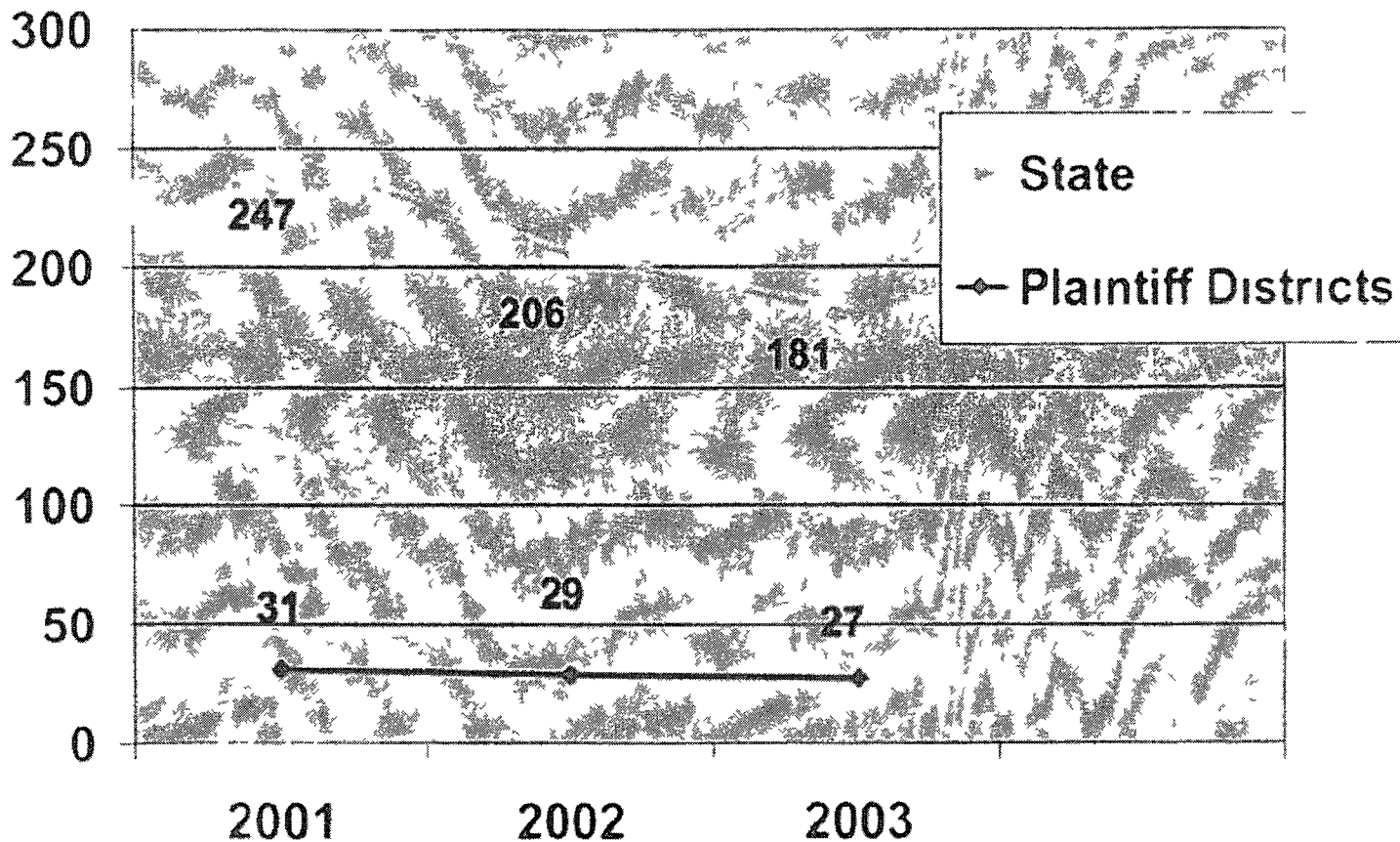
Grade	Initial Score Required	Student Skill Level	2010 Score Required	Student Skill Level
Excellent	3 4 and above	Approaching proficient	4 0 and above	Proficient to Advanced
Good	3 0 - 3 3	At Basic level	3 6 - 3 9	Approaching Proficient
Average	2 6 - 2 9	Below Basic level	3 2 - 3 5	Above Basic level
Below Average	2 2 - 2 5	Over 50% could be below Basic level	2 8 - 3.1	At Basic level
Unsatisfactory	Below 2 2	Over 80% could be below Basic level	Below 2 8	Over 20% could be below Basic level

These grades can increase or decrease based on the percentage of students below basic

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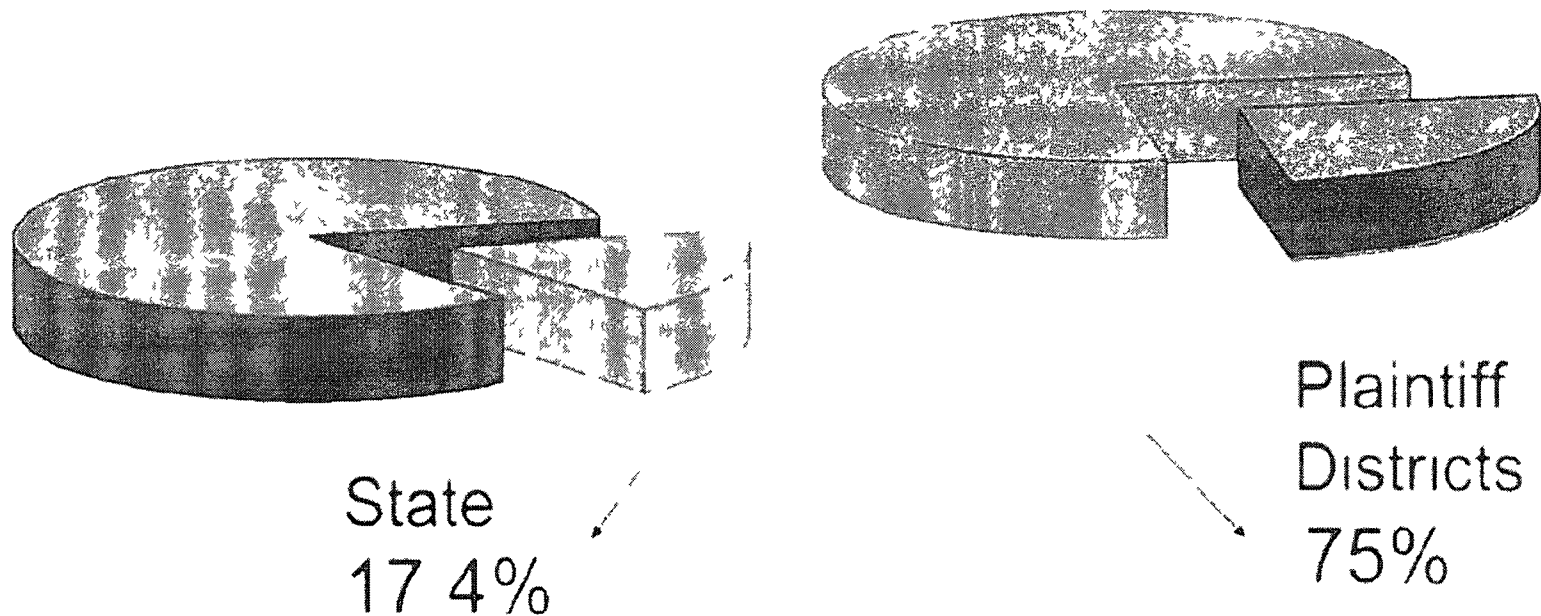
of Unsatisfactory and Below Average Schools

Plaintiff Districts v. State, 2001-2003



PL EXHIBIT 6352A

Percentage of Schools Unacceptable and Below Average State vs. Plaintiff Districts, 2003



PL EXHIBIT 6352B

REC032301

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PLAINTIFF'S
EXHIBIT

6362

2003-2004 Accountability Manual

The 2003-2004 Annual School and District Report Card System
For
South Carolina Public Schools and School Districts

June 2003



South Carolina Education Oversight Committee
Post Office Box 11867
Columbia, South Carolina 29211

PLT_6362

REC032316

Table of Contents

Section I	Introduction	1
	System Preamble and Purposes	1
	Components of the System	1
	Definition of Critical Terms	5
	Manual Organization	5
Section II	2004 Accountability System	6
	Identification of School/Program Units for Report Cards	6
	Criteria for and Calculation of School and District Ratings	7
	Ratings for Schools Enrolling Students in Grade Two or Below	8
	Ratings for Schools Enrolling Students in Grades 3 Through 8	11
	Ratings for High Schools	21
	Ratings for Career and Technology Centers	25
	Ratings for School Districts	29
	Ratings for Special Schools	33
Section III	2004 Accountability Rating Criteria and Standards	44
	Inclusion of New Assessments in Ratings	44
	Process for Determining Criteria for School/District Profile Information	44
	Minimum Size Requirements	44
	Quantitative Parameters for Each Rating Category	44
	Reporting of Subgroup Performance	45
	Ratings Conditional on the Performance of Student Subgroups	45
	Data Reported as N/A	45
Section IV	Longitudinally Matched Data	46
Section V	Schools Similar in Student Characteristics	47
	Districts and Schools Similar in Student Characteristics	47
	Building School Groups	47
Section VI	Report Card Information and Presentation	48
	General Design Issues	48
Section VII	System Safeguards	49
	Ratings Impact	49
	Serious Data Problems	49
	Ratings Changes	49
	Analyses Undertaken Prior to the Release of Ratings	49
	Analyses Undertaken After the Release of Ratings	50
Section VIII	Local Responsibilities	51

Section IX	Palmetto Gold and Silver Awards Criteria	52
	Overview	52
	Criteria and Procedures	53
	Criteria for Selecting Schools for Awards Grades 3-8, Career and Technology Centers and Special Schools	53
	Award Criteria for High Schools	55
Section X	Preview of the 2004-2005 Accountability System	58
	System Evolution	58
Section X	Additional Information	60
	Calendar for 2003-2004	60
	Whom to Call with Questions	60
Appendices		60
Appendix A	The Education Accountability Act of 1998 as Amended in 2002	
Appendix B	Analyses of 2001-2002 Report Card Data	
	B-1 SC School and District Ratings 2001-2002	
	B-2 Review of School Improvement Rating Methodology	
	B-3 Revisions to High School Ratings Criteria	
	B-4 Recommendations Regarding Changes to the 2003-2004 Accountability Manual	
Appendix C	Definitions and Formulas for School or District Profile Information	
Appendix D	Table of Specifications by School or District for Report Card Data	

Section I INTRODUCTION

The Accountability Manual is designed as a technical resource to explain South Carolina's public education accountability system. The accountability system is to promote high levels of student achievement through strong and effective schools.

This manual addresses the ratings and reporting processes for the November 2003 report card and provides the initial specifications for the November 2004 report card. It reflects changes made to the report cards resulting from analyses of data from the 2002 report cards and feedback from the field.

NOTE The federal No Child Left Behind (NCLB) legislation may require additional modifications to some aspects of the accountability system described in this edition of the Accountability Manual. The State Plan received final approval by the US Department of Education at the time of this manual's publication, and additional modifications may be needed to comply with Federal requirements. This Manual will be supplemented as needed to reflect federal legal and regulatory changes; the changes will be mailed and posted on the web.

System Preamble and Purposes

The Education Accountability Act of 1998 provides the foundation for the South Carolina Accountability System. The enabling legislation included the following preamble and purposes:

§59-18-100. The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Accountability as defined by this chapter means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students and the community.

§59-18-100. The system is to:

1. Use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;
2. Provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;
3. Require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;
4. Provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;
5. Support professional development as integral to improvement and to the actual work of teachers and school staff; and
6. Expand the ability to evaluate the system and to conduct in depth studies on implementation, efficiency and the effectiveness of academic improvement efforts.

Components of the System

Ratings Beginning with the 2001 report cards, each school and district has received two State Accountability System ratings: one for absolute performance level and one for improvement rate.

- (1) Absolute rating: the level of a school's academic performance on achievement measures for the current school year.

- (2) Improvement rating the level of growth in academic performance when comparing current performance to the previous year's (based on longitudinally matched student data and on differences between cohorts of students when longitudinal data are not available) Improvement ratings also reflect reductions in achievement gaps between majority groups and historically underachieving groups of students and on sustained high levels of school or district achievement

The five rating terms are Excellent Good, Average Below Average and Unsatisfactory

Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal

Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal

Average – School performance meets the standards for progress toward the 2010 SC Performance Goal

Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal

Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

Ina addition to the State Accountability System ratings, each school and district will receive an indicator of Adequate Yearly Progress (AYP) based on the requirements of the No Child Left Behind (NCLB) Federal legislation AYP specifies annual targets for the testing and achievement of all students and of specific demographic subgroups Information regarding the AYP indicators is available from the South Carolina Department of Education (www.myschools.com)

Standards-Based Assessments The standards based assessment system used in the development of school ratings includes Grades 3-8 Palmetto Achievement Challenge Tests in mathematics reading/English language arts science and social studies the revised exit examination and end of course assessments for selected high school courses

The availability of assessments is dependent upon the development schedule approved by the State Board of Education and shown below

Timeline for Implementation of New Assessments

Test	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Readiness 1, 2				X					
PACT 1, 2		Deleted from EAA in 2001							
PACT 3 8 Math, ELA	X								
PACT 3 8 Science					X				
PACT 3 8 Social Studies					X				
PACT Exit Exam Math, ELA						X			
PACT Exit Exam Science						Not scheduled			
PACT Exit Exam Social Studies						Not scheduled			
End of-Course Math					X				
End of-Course ELA						X			
End of Course Science						X			
End of Course Social Studies									X
Alternate Assess Grades 3 8			X						
Alternate Assess High School					X				

Source: State Department of Education 2002

For the November 2003 and 2004 report cards the following assessments are used in the calculation of school and district ratings

- ❑ Schools enrolling students in grades K-2 Criteria other than assessment data (e.g., student attendance, pupil/teacher ratios, parent involvement, external accreditation, and early childhood professional development) are used for the rating,
- ❑ Schools enrolling students in grades 3-8 2002 and 2003 PACT ELA and math data for 2003 report card 2003 and 2004 PACT ELA and math data for 2004,
- ❑ Schools enrolling students in grades 9-12 Exit Examination results, percentages of students eligible for LIFE scholarships (based on SAT/ACT test results and grade point average), graduation rates
- ❑ Career and Technology Centers Percentages of students mastering core competencies or certification requirements in center courses, along with graduation and placement rates
- ❑ Special schools Criteria appropriate for each school's mission,
- ❑ Districts Assessments used for calculating the ratings for schools enrolling students in grades 3-8 and high schools are used to calculate the district ratings

School Profile Information

School or District Profiles provide information about the educational environment over which the school community has influence and which precede performance

Annual analyses of these and other data elements are to be conducted to determine the relationship to student academic performance

Flexibility Status

(1) For schools with exemplary performance A school is given the flexibility of receiving exemptions from regulations and statutory provisions governing the defined program provided that during a three-year period the following criteria are satisfied

- ☐ the school has twice been a recipient of a Palmetto Gold or Silver Award, pursuant to Section 59 18 1100
- ☐ the school has met annual improvement standards for subgroups of students in reading and mathematics and
- ☐ the school has exhibited no recurring accreditation deficiencies

Schools receiving flexibility status are released from those regulations and statutory provisions referred to above including, but not limited to regulations and statutory provisions on class scheduling class structure and staffing

To continue to receive flexibility pursuant to this section, a school must annually exhibit school improvement at or above the state average as computed in the school recognition program pursuant to Section 59-18 1100 and must meet the gains required for subgroups of students in reading and mathematics A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year

In the event that a school is removed from flexibility status, the school is not subject to regulations and statutory provisions exempted under this section until the beginning of the school year following notification of the change in status by the State Department of Education Subsequent monitoring by the State Department of Education in a school that is removed from flexibility status shall not include a review of program records exempted under this section for the period that the school has received flexibility status or for the school year during which the school was notified of its removal from flexibility status

(2) For schools designated as unsatisfactory A school designated as unsatisfactory while in such status is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program or other State Board of Education regulations, dealing with the core academic areas as outlined in Section 59 18 120 provided that the review team recommends such flexibility to the State Board of Education

(3) For other schools Other schools may receive flexibility when their strategic plan explains why such exemptions are expected to improve the academic performance of the students and the plan meets the approval by the State Board of Education To continue to receive flexibility pursuant to this section a school must annually exhibit overall school improvement as outlined in its revised plan and must meet the gains set for subgroups of students in reading and mathematics A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year according to the provisions of Section 59 18 1110(D)

Definitions of Critical Terms (Section 59-18-320)

- (1) Oversight Committee means the Education Oversight Committee established in Section 59-6-10
- (2) Standards based assessment means an assessment where an individual's performance is compared to specific performance standards and not to the performance of other students
- (3) Disaggregated data means data broken out for specific groups within the total student population, such as by race gender and family income level
- (4) Longitudinally matched student data means examining the performance of a single student or a group of students by considering their test scores over time
- (5) Norm-referenced assessment means assessments designed to compare student performance to a nationally representative sample of similar students known as the norm group
- (6) Academic achievement standards means statements of expectations for student learning
- (7) Department means the State Department of Education
- (8) Absolute performance means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment.
- (9) Improvement performance means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous years for the purpose of determining student academic growth
- (10) Objective and reliable statewide assessment means assessments which yield consistent results and which measure the cognitive knowledge and skills specified in the state approved academic standards and does not include questions relative to personal opinions feelings or attitudes and is not biased with regard to race gender or socioeconomic status. It is not intended that the assessments be limited to true/false or multiple choice questions
- (11) Division of Accountability means the special unit within the Education Oversight Committee established in Section 59-6-100
- (12) Ratings Year means the academic year of the state test data which are incorporated into the performance level rating

Manual Organization

The organization of this manual is structured to provide state and local education agencies with details regarding the implementation of the accountability system and to enable those agencies to plan for meaningful and accurate data collections to work with their professional colleagues and public toward understanding of the elements reported and to ensure that the system improves continuously

Section II 2004 ACCOUNTABILITY SYSTEM

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 Basic Educational Data System (BEDS) code by the State Department of Education unless requested by the district,
- ❑ Each special school operating under the auspices of the State of South Carolina including those operated by the Department of Juvenile Justice the Felton Laboratory School at South Carolina State University the Governor's School for the Arts and Humanities the Governor's School for Science and Mathematics the John de la Howe School the Palmetto Unified School District the SC School for the Deaf and the Blind, and the Wil Lou Gray Opportunity School,
- ❑ Multiple report cards will be issued only if there are sufficient numbers of students in each group to meet the criteria for reporting disaggregated data (see page 43) 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 7 12 for example the report card for grades 7 8 will include the number of students enrolled in courses for high school credit while the report card for grades 9 12 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 Each report card will contain unique measures of absolute performance and improvement performance to the extent that the methods that are adopted for those ratings depend on data that are routinely collected by grade level If data that are not routinely collected by grade level are used to construct or to interpret the ratings then identical information for these data will appear on all report cards issued for the school

Superintendents may request that separate report cards be issued for special program units that meet the following criteria and that would not otherwise receive a separate report card

- 1 The program unit is a multi grade unit directed toward a purpose (either curriculum special population or distinct methodology) housed on the campus of a BEDS designated school
- 2 The program unit has an administrative leadership structure separate from the school which houses the program
- 3 The program unit is acknowledged generally by parents and the public to be separate and distinct from the school which houses the program,
- 4 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 the first day of the school year preceding the report card year The State Superintendent will approve or deny such requests

- ❑ A typical elementary school is defined as containing grades K 5, a typical middle school grades 6 8 a typical high school, grades 9 12 Any school that includes a grade on either side of the typical pattern will be viewed as part of that organizational pattern For example if a school includes grades K 6, it will be considered elementary If a school includes grades 5 9, it would be considered a middle school If a school includes two or more grades on either side of the typical pattern (e g 4 8) two report cards would be produced Due to the differences in data included in ratings for high school grades any school that contains grade 10 and crosses organizational patterns would require at least two report cards

Criteria for and Calculation of School and District Ratings

District rating approaches will parallel those used at the school level. Depending on the method selected, district ratings will be calculated by aggregating student level data. Following their third administration, student assessment results from the PACT Alternate assessment will be included in the calculation of the district but not the school ratings. Results from high school end of course assessments will be included in the calculation of high school and district ratings following the third administration of the assessments in at least four subject areas.

Students included in the ratings

Absolute Performance Ratings for Schools Any student who is in membership in a school at the time of the 45-day enrollment count will be included in the absolute performance rating for a school for the Ratings Year if he or she was enrolled at the time of testing. (Therefore students in membership but temporarily assigned to an alternative program are counted in the home school.) Students who have taken at least one complete subject area test (e.g., mathematics) will be included. Data from students repeating a grade are included in the calculation of the ratings.

Data from special education students administered the PACT tests with accommodations or modifications will be used for the calculation of school and district ratings. Scores from these students will be treated in the ratings calculations in the same manner as those from PACT administered in its standard format. Data from the results of modified administrations such as "off level" testing in which special education students are administered a test targeted for a lower grade level than that indicated by their chronological age, will also be treated in the ratings calculations in the same manner as data from the standard administration of PACT. Data from students administered the PACT Alternate assessment will be used in the calculation of district ratings only. Data from students having Limited English Proficiency (LEP) will be used in school and district ratings as available.

Absolute Performance Ratings for Districts Any student who is enrolled in a district at the time of the 45-day enrollment count will be included in the absolute performance rating for a district for the Ratings Year even if he or she has changed schools within the district. All other conditions stipulated for schools will apply for district ratings.

Mobile students are of particular importance to the accountability system. The EOC will study the impact of student mobility on the accountability system.

Improvement Ratings for Grades 3-8 Any student will be included if he or she is enrolled in a school (or district) on the 45th day, can be matched to the previous year, and has PACT test scores for both years even if the student attended a different school during the previous year. The percentage of matched students will be reported on the Report Card and will be calculated by dividing the number of students included in the improvement rating by the number of students enrolled on the 45th day.

Student performance categories The State Board of Education through the State Department of Education is mandated to adopt or develop standards based assessments in mathematics, English language arts, science, and social studies for grades 3-8, an exit examination to be first administered in grade 10, and end of course tests for gateway courses for grades 9-12.

Each test is to be reviewed and approved by the Education Oversight Committee. To date, the mathematics, English language arts, science, and social studies tests for grades 3-8 (Palmetto Achievement Challenge Tests or PACT) and the PACT Alternate assessment have been reviewed and approved for use (results from the PACT science and social studies tests will be included in the calculation of the school and district ratings beginning with the November 2005 report card).

Baseline administration of PACT ELA and mathematics was conducted in April 1999. Based on data collected and a "book marking" procedure, performance level standards were established. Four performance levels – below basic, basic, proficient, and advanced – indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

PACT Performance Levels

BELOW BASIC

A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade and must have an academic assistance plan; local district board policy will determine the student's promotion to the next grade level.

BASIC

Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level at the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade.

PROFICIENT

A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long term goal for student performance in South Carolina.

ADVANCED

A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

Ratings For Schools Only Enrolling Students In Grades Two Or Below

During the 2001-2002 school year, twenty-two schools served students only enrolled in grade two or below. These schools pose a complex challenge to the accountability system. Achievement testing is neither required nor recommended. The education of young children involves assisting them with developmental tasks as well as the acquisition of content that is the focus of upper grades. The model for accountability recommended below focuses not on test behaviors, but on other correlates of school success. The model focuses on teacher behaviors, classroom and school practices, and on parental and child behaviors which research indicates are related to school success.

Two ratings are to be assigned to schools. The ratings for absolute performance and improvement performance are defined in Article 1 of the Education Accountability Act of 1998. §59-18-120.

Absolute performance means the rating a school will receive based on the percentage of students meeting standard on the state's standards-based assessment.

Improvement performance means the rating a school will receive based on longitudinally matched student data comparing current performance to their previous year's for the purpose of determining student academic growth.

As required by the United States Department of Education through passage of the No Child Left Behind legislation, a notice of each school's attainment of Adequate Yearly Progress (AYP) must be reported. AYP specifies statewide targets for testing and achievement to be met by all students and by specific demographic groups. Information on the determination of AYP is available from the South Carolina Department of Education (www.myschools.com).

Ratings Criteria

- 1) Student Attendance. Student attendance is to be calculated in the same manner as for other SC schools. [See the Accountability Manual for formula.]
- 2) Pupil Teacher ratios. Pupil teacher ratio is to be calculated by dividing the number of students enrolled in the school on the 45th day of school divided 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)
- 3) Parent Involvement Involvement is to be calculated by dividing the number of students in the schools whose parents/guardians attend at least one individual parent conference (unduplicated count) during the school year by the 135th day ADM,
 - 4) External Accreditation Accreditation that is early childhood specific is to be determined by application and/or receipt of accreditation The scale ranges from State Department of Education 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
 - 5) Professional Development The professional development time devoted exclusively to knowledge and skills working with young children (less than eight years) is to be calculated

and for 2004 and beyond

- 6) Professional Preparation The proportion of teachers with degrees and certification in early childhood education, and
- 7) Utilization of an environmental measure for program improvement (e.g., Early Childhood Environmental Rating Scale)

Absolute Rating Calculation

The absolute ratings are calculated using a mathematical formula that results in an index The Absolute Index is calculated using a mathematical formula in which point weights are assigned to the Ratings Criteria listed in the following table

Criterion	Points Assigned				
	5	4	3	2	1
Student Attendance	98% or greater	96 97 99%	94 95 99%	92-93 99%	Less than 92%
Pupil Teacher Ratio	21 or less	22 25	26 30	31 32	Greater than 32
Parent Involvement	90% or more	75 89 %	60 74%	30 59%	29% or less
External Accreditation	NAEYC or Montessori	SDE and SACS early childhood	SDE	Conducting self study	Not pursuing accreditation
Professional Development	More than 15 days	1 to 15 days	1 day	5 to 9 day	Less than 5 day
Teachers Early Childhood Certified	(Values to be determined based on 2003 2004 data collected for simulations)				
Environmental Scale Ratings	(Values to be determined based on 2003 2004 data collected for simulations)				

The index is calculated by adding the points (weights or values) assigned to each rating criterion (table above) and dividing the total points by the number of criteria used to calculate the ratings (five through 2003 with two additional criteria in 2004)

The resulting index determines the school's Absolute Rating as follows

Index Values for Determining Absolute Ratings

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2003	3 4 and above	3 0 3 3	2 6-2 9	2 2 2 5	Below 2 2
2004	3 5 and above*	3 1 3 4*	2 7 3 0	2 3-2 6	Below 2 3
2005	3 6 and above*	3 2 3 5*	2 8 3 1	2 4 2 7	Below 2 4
2006	3 7 and above*	3 3 3 6*	2 9 3 2	2 5 2 8	Below 2 5
2007	3 8 and above*	3 4 3 7*	3 0 3 3	2 6 2 9	Below 2 6
2008	3 9 and above*	3 5 3 8*	3 1-3 4	2 7-3 0	Below 2 7
2009	4 0 and above*	3 6-3 9*	3 2 3 5	2 8 3 1	Below 2 8
2010	4 1 and above*	3 7-4 0*	3 3-3 6	2 9 3 2	Below 2 9
2011	4 2 and above*	3 8 4 1*	3 4 3 7	3 0 3 3	Below 3 0
2012	4 3 and above*	3 9 4 2*	3 5 3 8	3 1 3 4	Below 3 1
2013	4 4 and above*	4 0-4 3*	3 6 3 9	3 2-3 5	Below 3 2
2014	4 5 and above*	4 1 4 4*	3 7-4 0	3 3 3 6	Below 3 3

* School must meet Adequate Yearly Progress (AYP) for all students

Beginning with the November 2004 report card the Absolute Ratings of schools receiving an Excellent or Good rating initially may be decreased one rating category if the schools have not met Adequate Yearly Progress for *all* students. For example, if a school had an absolute index of 3 5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A school in 2004 with an index of 3 1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

Sample calculation of an Absolute Rating for a K-2 only school.

Student Attendance is 92%	2 points
Pupil Teacher Ratio is 26 to 1	3 points
Parent Involvement is 65%	3 points
External Accreditation from SDE	3 points
Professional Development is 5 day	<u>2 points</u>
Total Points	13 points
Divided by 5 (number of criteria)	<u>+ 5</u>
	2 6 Index
	Absolute Rating: Average

Note: This school's index of 2 6 is an Average Absolute Rating through the year 2003. From 2004 through 2007, a 2 6 index is Below Average and from 2008 to 2014 it becomes Unsatisfactory.

Beginning in 2004, Met AYP? Yes/No for all students. If the school's Absolute Rating is Excellent or Good but the school did not meet AYP for all students, the Absolute Rating would be lowered by one level from Excellent to Good or from Good to Average.

Improvement Rating Values

NOTE: Longitudinal student data are not available.
For schools enrolling only students in grades 2 or below, the Improvement rating shall be calculated based upon the change in the Absolute Performance Rating Index from year to year.

The improvement ratings are calculated using a mathematical formula that results in an index. The index is calculated by subtracting the school's Absolute Rating index for the prior year from the Absolute Rating Index for the year on which the report card is based. The amount of change determines the rating as follows:

Improvement Rating Index Values

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Sample calculation of an Improvement Rating for a K-2 School

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
Improvement Rating	Average

Schools with Absolute Ratings of Excellent in Two Subsequent Years

If the school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Weighted Improvement Index is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Ratings For Schools Enrolling Students In Grades Three Through Eight

Schools enrolling students in grades three through eight shall receive ratings in accordance with the grade organization patterns and rules established in the Accountability Manual (adopted by the EOC on May 18, 2000 and updated annually).

Ratings Criteria

Two ratings are to be assigned to schools. The ratings for absolute performance and improvement performance are defined in Article 1 of the Education Accountability Act of 1998, §59-18.120.

Absolute performance means the rating a school will receive based on the percentage of students meeting standard on the state's standards-based assessment.

Improvement performance means the rating a school will receive based on longitudinally matched student data comparing current performance to their previous year's for the purpose of determining student academic growth.

As required by the United States Department of Education through passage of the No Child Left Behind legislation, a notice of each school's attainment of Adequate Yearly Progress (AYP) must be reported. AYP specifies statewide targets for testing and achievement to be met by all students and

by specific demographic groups. Information on the determination of AYP is available from the South Carolina Department of Education (www.myschools.com)

Absolute Performance Rating

The absolute performance level is calculated on the basis of a weighted model in which student performance weights are assigned. A weighted model is one in which the percentage of student scores in each category is weighted to represent the importance of scoring in that category as follows: Advanced 5 points, Proficient 4 points, Basic 3 points, Below Basic 2, 2 points, and Below Basic 1 1 point. (The Below Basic performance category has been split into two subcategories (Below Basic 2 and Below Basic 1) so that improvement among low scoring students is recognized.) The determination for the break point for Below Basic 2 and Below Basic 1 is two standard errors of measurement below the Basic cut point. The standard error of measurement values used are published in the *Technical Documentation for the 1999 Palmetto Achievement Challenge Tests of English Language Arts and Mathematics, Grades Three Through Eight* (Huynh et al, 2000). The following table provides the score ranges and cut points for each score category for each grade and subject area. Score ranges and cut points for the four performance levels were determined by the Department of Education.

**PACT ENGLISH LANGUAGE ARTS
TEST RANGES AND CUT-OFFS**

Grade	Range	Below Basic 2	Basic	Proficient	Advanced
8	736-864	792	797	813	827
7	636-764	691	696	712	729
6	536-664	590	596	612	629
5	436-564	488	495	511	531
4	336-464	389	395	410	430
3	236-364	290	296	310	331
2	136-264	183	194	207	NA
1	36-164	80	91	107	NA

**PACT MATHEMATICS
TEST RANGES AND CUT-OFFS**

Grade	Range	Below Basic 2	Basic	Proficient	Advanced
8	754-853	793	800	818	827
7	653-756	691	700	717	727
6	555-656	591	599	617	628
5	458-552	490	499	517	528
4	351-452	389	399	416	427
3	260-344	290	298	316	326
2	136-264	183	195	214	NA
1	36-164	83	95	112	NA

Calculation of the Absolute Ratings for schools enrolling students in grades 3 through 8.

Ratings are calculated using a mathematical formula that results in an index reflecting the average performance level of students in the school. The index is calculated using the following mathematical formula:

Step 1 – multiply the points assigned to each of the five PACT score categories (below) by the number of student scores falling into each of those categories for each subject area tested (currently English/language arts and mathematics and eventually science and social studies)

The PACT score categories and their assigned points are as follows

Advanced	5 points
Proficient	4 points
Basic -	3 points
Below Basic 2	2 points
Below Basic 1	1 point
Test scores for students who should be tested but were not are assigned a point of 0	

Step 2 – Add the points for each category. The total is the sum of weighted scores

Step 3 – Determine the total number of student scores in each subject area tested
(English/language arts and mathematics)

Step 4 – Divide the sum of weighted scores (step 2) by the total number of scores
(step 3) and round to the nearest tenth of a point. This is the Absolute Rating index

Note on rounding. Rounding is used when determining the final Absolute Rating index. Rounding was implemented to establish clear cut-off points between each rating category. The index is rounded to the tenths place. If the calculated index results in a decimal having values in the hundredths place or beyond, the value in the hundredths place is examined to determine if the value in the tenths place is to be rounded up to the next higher tenth. The value in the tenths place is rounded up if the hundredths values range from 0.05 through 0.09.

Examples

3.34 rounds to 3.3
3.35 rounds to 3.4
3.349 rounds to 3.3
3.351 rounds to 3.4

Step 5 – Identify the school's Absolute Rating corresponding to the Absolute Index
for the current year in the table below

Index Values for Determining Absolute Ratings

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2003	3.4 and above	3.0-3.3	2.6-2.9	2.2-2.5	Below 2.2
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* School must meet Adequate Yearly Progress (AYP) for all students

Step 6a (through 2003 only) – Determine the percentage of student scores that are Below Basic.

The absolute index (step 4) determines the school's Absolute Rating; however, a school's Absolute Rating will decrease one rating category if the school has an excessive percentage of students scoring Below Basic:

having more than 20% of students scoring Below Basic in schools with an Excellent rating index
 having more than 40% of students scoring Below Basic in schools with a Good rating index,
 having more than 60% of students scoring Below Basic in schools with an Average rating index,
 having more than 80% of students scoring Below Basic in schools having a Below Average index

The percentage of student scores that are Below Basic is calculated using the following mathematical formula:

Step A – Add the number of Below Basic 2 and Below Basic 1 scores

Step B – Divide the sum (step 1) by the total number of scores, multiply by 100 and round the nearest tenth of a percentage

Step 6b (beginning in 2004) – Determine whether the school met the AYP goal for all students

The index (step 4 above) determines the school's Absolute Rating. However, in schools with an Excellent or Good rating based on the index the rating will be lowered one level if the school did not meet AYP for all students. For example, if a school had an absolute index of 3.5 in 2004 but did not achieve AYP for all students its rating would be lowered from Excellent to Good. A school in 2004 with an index of 3.1 which did not achieve AYP for all students would be awarded an Absolute Rating of Average rather than Good.

The EOC is committed to a phase-in of the criteria as shown in the table above. Rigor will increase annually until the ratings definitions reach the 2010 Target and the 2014 NCLB target.

The inclusion of students with disabilities in the Absolute Performance Rating is to be accomplished in the following manner:

1. Students with accommodated administrations will be treated identically to students taking PACT in its standard form in absolute school and district ratings,
2. Students taking alternate assessments will be reported only at the district level beginning in 2004.
3. Students taking modified assessments including "off level tests" will be factored into the absolute rating according to the test score earned,
4. The percentage of students taking PACT assessments on grade level and "off-grade level" is to be published on the school report card and shown in comparison to the percentages statewide.

The inclusion of students with Limited English Proficiency. Students with Limited English Proficiency are tested in accordance with federal guidelines, therefore, students excused from testing by federal rules are excluded from the number of students eligible for testing.

Sample calculation of an Absolute Rating for schools enrolling students in grades 3-8.

Subject Areas

English/language arts and mathematics

Score Category	No. of scores		Score Category Pts	
Advanced	27	X	5	= 135
Proficient	35	X	4	= 140
Basic	110	X	3	= 330
Below Basic 2	42	X	2	= 84
Below Basic 1	19	X	1	= 19
Not Tested	5	X	0	= 0
Total No. of scores	238		Sum of weighted scores	= 708

$$708 \div 238 = 2.97$$

Rounded 3.0
Absolute Rating: Good

Note: This school's Index of 3.0 is a Good Absolute Rating through the year 2003. From 2004 to 2007, a 3.0 Index becomes Average and from 2008 through 2011 it becomes Below Average. From 2012 through 2014, the rating becomes Unsatisfactory.

(Through 2003 only) Calculating the scores Below Basic

Number of scores Below Basic 2	42
Number of scores Below Basic 1	19
Sum =	61

$$61 \div 238 \text{ (total no. of scores)} \times 100 \text{ and rounded to the nearest tenth of a percentage} = 25.6\% \text{ Below Basic Scores}$$

(Beginning in 2004) Did the school meet AYP for all students? Yes/No

If the school's Absolute Rating is Excellent or Good but the school did not meet AYP for all students, the Absolute Rating would be lowered by one level from Excellent to Good or from Good to Average.

Improvement Rating

The Education Accountability Act provides that the EOC may consider the performance of subgroups of students in the school in the improvement ratings. Improvement ratings are based on longitudinally matched student data.

Calculation of the Improvement Index

Step 1: For the students who qualify for inclusion (e.g., those students for whom both current and prior year test scores are available and who were enrolled in the school by the 45th day of the current school year), absolute indices for the current year and for the prior year should be computed. The absolute indices for each year are calculated in a similar way as the Absolute Performance Index, but the points assigned to PACT scores are selected from the following tables:

**English Language Arts (ELA)
Conversion of Scale Scores To Point Weights
For Calculating Improvement Rating**

Grade / Point Weight	Below Basic 1				Below Basic 2				Basic				Proficient				Advanced
	1 00	1 25	1 50	1 75	2 00	2 25	2 50	2 75	3 00	3 25	3 50	3 75	4 00	4 25	4 50	4 75	5 00
8	749 or less	750	764	778	792	793	795	796	797	801	805	809	813	817	820	824	827 or more
7	649 or less	650	664	677	691	692	694	695	696	700	704	708	712	716	721	725	729 or more
6	549 or less	550	563	577	590	592	593	595	596	600	604	608	612	616	621	625	629 or more
5	448 or less	449	462	475	488	490	492	493	495	499	503	507	511	516	521	526	531 or more
4	348 or less	349	363	376	389	391	392	394	395	399	403	406	410	415	420	425	430 or more
3	249 or less	250	263	277	290	292	293	295	296	300	303	307	310	315	321	326	331 or more
2	147 or less	148	160	171	183	186	189	191	194	197	201	204	207 or more	NA	NA	NA	NA
1	46 or less	47	58	69	80	83	86	88	91	95	99	103	107 or more	NA	NA	NA	NA

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Mathematics
Conversion of Scale Scores To Point Weights
For Calculating Improvement Rating

Grade / Point Weight	Below Basic 1				Below Basic 2				Basic				Proficient				Advanced
	1 00	1 25	1 50	1 75	2 00	2 25	2 50	2 75	3 00	3 25	3 50	3 75	4 00	4 25	4 50	4 75	5 00
8	763 or less	764	774	783	793	795	797	798	800	805	809	814	818	820	823	825	827 or more
7	662 or less	663	672	682	691	693	696	698	700	704	709	713	717	720	722	725	727 or more
6	563 or less	564	573	582	591	593	595	597	599	604	608	613	617	620	623	625	628 or more
5	465 or less	466	474	482	490	492	495	497	499	504	508	513	517	520	523	525	528 or more
4	360 or less	361	370	380	389	392	394	397	399	403	408	412	416	419	422	424	427 or more
3	267 or less	268	275	283	290	292	294	296	298	303	307	312	316	319	321	324	326 or more
2	147 or less	148	160	171	183	186	189	192	195	200	205	209	214 or more	NA	NA	NA	NA
1	47 or less	48	60	71	83	86	89	92	95	99	104	108	112 or more	NA	NA	NA	NA

The appropriate point weight corresponding to each student's ELA and math PACT score is determined from the tables above, and the point weights are summed and averaged as in the calculation of the Absolute Index. These calculations are carried out for matched longitudinal data for both the current and prior year.

Step 2 Subtract the absolute index for the prior year from the absolute index for the current year and round the difference to the nearest tenth. This difference is the Improvement Index. For example, if the current year absolute index is 3.58 and the prior year's absolute index was 3.24, the Improvement Index is 0.34, which rounds to 0.3. An important point to note is that the Absolute Performance Index calculated to determine the Absolute Performance Rating for a given year and the absolute index for calculating the Improvement Index for the same year may differ because of differences in the 45-day enrollments, the loss of student data which could not be longitudinally matched in the calculation of the Improvement Index, and the use of modified tables for converting test scores to point weights.

Step 3 Compare the school's Improvement Index to those in the table below to determine the school's Improvement Rating. For example, the school achieving an Improvement Index = 0.3 would receive an Improvement Rating of "Good."

Improvement Performance Rating Criteria

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1 to 0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Step 4 A school's Improvement Rating may be increased by one level if the Improvement in performance of historically underachieving students meets or exceeds a criterion. Historically underachieving groups consist of African American, Hispanic and Native American students, those eligible for the free or reduced price federal lunch program, Limited English Proficient (LEP) students, migrant students, and students with non speech disabilities. The school's eligibility for the increased Improvement Rating is determined as follows:

Step 4A Calculate the Improvement Index for the group of eligible students. The group must consist of 40 or more students to be considered for analysis.

Step 4B Compare the Improvement Index for the group to the State Two-Year Average Improvement Index for all students in the state. The State Two-Year Average Improvement Index is the average of the Improvement Indices for all students for the current and prior years. If the Improvement Index for the historically underachieving group in the school exceeds the State Two-Year Average Improvement Index by at least one standard deviation, the school's Improvement Rating may be increased by one level. If the school is rated 'Excellent' for Improvement on the basis of all students, the performance for groups should also be calculated and reported even though the school's rating cannot be increased.

Sample calculation of an Improvement Rating for schools enrolling students in grades 3-8

Index for current school year	3.34
Index for the prior school year	-3.62
Difference	0.32
Round to	0.3
Improvement Rating: Unsatisfactory	

Schools Having Grade 3 as the Highest Grade Enrolled

Longitudinal analyses of scores from students enrolled in schools having grade organizations such as K-3, 2-3, 1-3, etc., cannot be performed because these schools will have PACT data for grade 3 only. There is no PACT test in grade 2 administered on a statewide basis to serve as a pretest for the longitudinally matched data. The improvement rating for schools such as these shall be calculated based on the change in Absolute Performance from year to year.

Schools with Absolute Ratings of Excellent in Two Subsequent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Ratings For High Schools

The performance and improvement ratings for high schools are calculated on a weighted model using the following criteria: longitudinal Exit Examination performance, the percentage of students eligible for LIFE scholarships to a four year institution, Exit Examination performance of tenth graders (first attempt), and graduation rate.

Two ratings are to be assigned to schools. The ratings for absolute performance and improvement performance are defined in Article 1 of the Education Accountability Act of 1998 §59-18.120.

Absolute performance means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment,

Improvement performance means the rating a school will receive based on longitudinally matched student data comparing current performance to their previous year's for the purpose of determining student academic growth.

As required by the United States Department of Education through passage of the No Child Left Behind legislation, a notice of each school's attainment of Adequate Yearly Progress (AYP) must be reported. AYP specifies statewide targets for testing and achievement to be met by all students and by specific demographic groups. Information on the determination of AYP is available from the South Carolina Department of Education (www.myschools.com).

Ratings Criteria

- 1) Longitudinal Exit Examination Performance. This factor gauges the percentage of tenth grade students who pass the exit exam by the spring graduation two years later. Students transferring to other schools should be deleted from the calculation; however, students dropping out are included.
- 2) Tenth Grade First attempt Exit Examination Performance. The percentage of 10th grade students in the current school year who meet the standards on all three BSAP Exit Examination subtests (Reading, Writing, Mathematics) in 2003, or the percentages of students in their second year of high school (9th or 10th grades) taking the High School Assessment Program (HSAP) for the first time who passed the English Language Arts and Mathematics subtests.
- 3) Eligibility for LIFE Scholarships. The percentage of students in the spring graduating class who qualify for LIFE Scholarships (i.e., meeting both the grade point average and SAT/ACT criteria established by the State). To maintain continuity with the 2001 ratings, the same criteria for LIFE scholarship eligibility will be used for the 2002 report card (e.g., SAT of 1050 or higher or ACT of 22 or higher and B average). Beginning with the 2002-2003 school year, this criterion will consist of the percentage of students in the spring graduating class who qualify for LIFE scholarships under the criteria for the 2002-2003 school year (e.g., SAT of 1100 or higher or ACT of 24 or higher, and B average; does not include class rank criterion).
- 4) Graduation Rate. The percentage of all (including students with disabilities) ninth grade students four years prior to the year of the report card who earn a standard high school diploma (not GED), adjusted for transfers in and out of the school.

NOTE: Until the new standards based High School Assessment Program (HSAP) is administered (beginning 2004), student performance on the BSAP Exit Examination will be used for the calculation of high school ratings. Beginning in 2004, the performance of students in their second year of high school taking the HSAP for the first time (10th graders for the most part, but some students classified as 9th graders may also be assessed) will be the 10th grade first attempt criterion. Since the standards have not yet been set on HSAP, the point weights corresponding to school levels of performance may need to be re-examined. The BSAP Exit Exam results will continue to be used for the determination of longitudinal performance through 2005. The following table shows how performance on the two exams will be phased into the ratings system.

Longitudinal and 10th Grade Exit Exam Patterns
By Year and Grade Level

Year	Grade		
	10	11	12
2001	BSAP Exit Exam	BSAP Exit Exam	BSAP Exit Exam
2002	BSAP Exit Exam	BSAP Exit Exam	BSAP Exit Exam
2003	BSAP Exit Exam	BSAP Exit Exam	BSAP Exit Exam
2004	HSAP Exit Exam	BSAP Exit Exam	BSAP Exit Exam
2005	HSAP Exit Exam	HSAP Exit Exam	BSAP Exit Exam
2006	HSAP Exit Exam	HSAP Exit Exam	HSAP Exit Exam
2007	HSAP Exit Exam	HSAP Exit Exam	HSAP Exit Exam

Source: SC Department of Education

Calculation of Absolute Rating

Ratings are calculated using a mathematical formula that results in an index. The following point distribution is applied to each of the criteria for the calculation of the absolute index (the percentage weighting for each criterion is applied to the calculation of the index).

Criteria for High School Ratings

Criterion	Points Assigned				
	5	4	3	2	1
Longitudinal Exit Exam Passage Rate (30%)	100 %	97.5-99.9 %	90.7-97.4 %	87.3-90.6 %	Below 87.3 %
10 th Grade First Attempt Exit Exam Passage Rate (20%)	81.3 % or more	70.8-81.2 %	49.8-70.7 %	39.3-49.7 %	Below 39.3 %
Eligibility for LIFE Scholarships (20%)	38.6 % or more	28.7-38.5 %	8.9-28.6 %	4.0-8.8 %	Below 4.0 %
Graduation Rate (30%)	88.3 % or more	79.6-88.2 %	62.2-79.5 %	53.5-62.1 %	Below 53.5 %

The index is calculated using the following formula:

Step 1 – Match the school's data/performance to the points assigned to each rating criterion in the table above.

Step 2 – Add the weighted points for each criterion. Weighted points are calculated by multiplying the assigned points by the weighting factor assigned to each criterion.

The resulting index determines the school's Absolute Rating as follows:

Index Values for Determining Absolute Ratings

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2003	3 4 and above	3 0-3 3	2 6-2 9	2 2 2 5	Below 2 2
2004	3 5 and above*	3 1 3 4*	2 7 3 0	2 3 2 6	Below 2 3
2005	3 6 and above*	3 2-3 5*	2 8 3 1	2 4 2 7	Below 2 4
2006	3 7 and above*	3 3 3 6*	2 9-3 2	2 5 2 8	Below 2 5
2007	3 8 and above*	3 4-3 7*	3 0-3 3	2 6-2 9	Below 2 6
2008	3 9 and above*	3 5-3 8*	3 1 3 4	2 7 3 0	Below 2 7
2009	4 0 and above*	3 6 3 9*	3 2 3 5	2 8 3 1	Below 2 8
2010	4 1 and above*	3 7-4 0*	3 3 3 6	2 9 3 2	Below 2 9
2011	4 2 and above*	3 8-4 1*	3 4 3 7	3 0 3 3	Below 3 0
2012	4 3 and above*	3 9 4 2*	3 5 3 8	3 1 3 4	Below 3 1
2013	4 4 and above*	4 0-4 3*	3 6 3 9	3 2 3 5	Below 3 2
2014	4 5 and above*	4 1 4 4*	3 7-4 0	3 3 3 6	Below 3 3

* School must meet Adequate Yearly Progress (AYP) for all students

The index determines the school's Absolute Rating. However, beginning in 2004, in schools with an Excellent or Good rating based on the index, the rating will be lowered one level if the school did not meet AYP for *all* students. For example, if a school had an absolute index of 3 5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A school in 2004 with an index of 3 1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

Sample calculation of an Absolute Rating for a high school.

92% longitudinal Exit Exam	(3 X 0 3) = 0 9 points
64% 10 th Grade Passage Rate	(3 X 0 2) = 0 6 points
25% seniors qualifying LIFE Scholarships	(3 X 0 2) = 0 6 points
70% graduation rate	(3 X 0 3) = 0 9 points
	Sum = 3 0 Index
	Absolute Rating: Good

Note: This school's index of 3 0 is a Good Absolute Rating through the year 2003. From 2004 through 2007, an index of 3 0 is Average, and from 2008 through 2011, it becomes Below Average. After 2011, a 3 0 index is Unsatisfactory.

(Beginning in 2004) Did the school meet AYP for *all* students? Yes/No

If the school's Absolute Rating is Excellent or Good, but the school did not meet AYP for all students, the Absolute Rating would be lowered by one level, from Excellent to Good, or from Good to Average.

Students who should be tested but are not tested will be assigned a weight of 0 in the accountability ratings

The inclusion of students with disabilities in the Absolute Performance Rating is to be accomplished in the following manner

- 1 Students with accommodated administrations will be treated identically to students taking the Exit Exam in its standard form in absolute school and district ratings
- 2 Students taking modified assessments will be factored into the absolute rating according to the test score earned
- 3 Data from tenth grade students with disabilities who do not meet the criteria stated in the regulations for participation in the administration of the Exit Examination will not be used in the calculation of the absolute rating

The inclusion of students with Limited English Proficiency. Students with Limited English Proficiency are only tested in accordance with federal guidelines, therefore students excused from testing by federal rules are excluded from the number of students eligible for testing

Improvement Performance Rating

NOTE Longitudinal student matched data are unavailable at the high school level because of the structure of the curriculum and assessments. Therefore the methodology examines improvement of cohorts of students over time

The improvement ratings are calculated using a mathematical formula that results in an index. The index is calculated by subtracting the school's Absolute Rating index from the prior year from the school's current year's Absolute Rating index. The difference determines the rating as follows

High School Improvement Performance Rating Criteria

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	0.1 or less

Sample calculation of an Improvement Rating for a high school

Absolute Rating Index for School Year on which report card is based	2.44
Absolute Rating Index for the Prior School Year	<u>2.22</u>
Difference =	0.22
Rounds to	0.2
Improvement Rating	Average

NOTE: Since the 2003 Absolute Rating Index includes graduation rate as a criterion, and the 2002 Absolute Rating Index does not include graduation rate, the Improvement Index for 2003 only will be based on the difference between the 2002 Absolute Rating Index and an absolute index for 2003 recalculated without graduation rate and with the same criterion weights as the 2002 index.

A school's Improvement Rating may be increased by one level if the improvement in performance of historically underachieving students meets or exceeds a criterion. Historically underachieving groups consist of African American, Hispanic and Native American students, Limited English Proficient (LEP) students, migrant students, those eligible for the free or reduced price federal lunch program and

students with non speech disabilities. The school's eligibility for the increased Improvement Rating is determined as follows:

Step A: Calculate the Improvement Index for the group of eligible students. The group must consist of 40 or more students to be considered for analysis.

Step B: Compare the Improvement Index for the group to the State Two Year Average Improvement Index for all students in the state. The State Two-Year Average Improvement Index is the average of the Improvement Indices for all students for the current and prior years. If the Improvement Index for the historically underachieving group in the school exceeds the State Two-Year Average Improvement Index by at least one standard deviation, the school's Improvement Rating may be increased by one level. If the school is rated Excellent for Improvement on the basis of all students, the performance for groups should also be calculated and reported even though the school's rating cannot be increased.

Schools with Absolute Ratings of Excellent in Two Subsequent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Ratings For Career And Technology Centers

Two ratings are to be assigned to schools. The ratings for absolute performance and improvement performance are defined in Article 1 of the Education Accountability Act of 1998, §59-18-120.

Absolute performance means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment.

Improvement performance means the rating a school will receive based on longitudinally matched student data comparing current performance to their previous year's for the purpose of determining student academic growth.

As required by the United States Department of Education through passage of the No Child Left Behind legislation, a notice of each school's attainment of Adequate Yearly Progress (AYP) must be reported. AYP specifies statewide targets for testing and achievement to be met by all students and by specific demographic groups. Information on the determination of AYP is available from the South Carolina Department of Education (www.myschools.com).

State ratings criteria and definitions were developed through work with a group of career and technology center directors and with advice from the School-to-Work Advisory Council. Four criteria for use in the ratings are adopted as shown below. These criteria incorporate the requirements of the statute as further detailed in the proviso.

The results from the ratings reported on the 2001 report card were reviewed with Career and Technology Center principals and representatives from the State Department of Education. The 2001 ratings did not successfully differentiate levels of quality among centers (95% were rated Excellent, 2.5% were rated Good, and 2.5% were rated Average). The results from a review of the criteria by State Department of Education personnel indicate that the enrollment criterion in the rating did not reflect program quality but rather was affected by factors not under direct control of career and technology center personnel. For example, the percentage enrollment was dependent in some cases on the distance and time needed for students to travel between a center and its feeder high schools. These factors did not allow for improvement in enrollment in all cases.

At its March 21, 2002 meeting, the EOC adopted the following criteria:

- 1 **Mastering Core Competencies or Certification Requirements** The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade. Students are to be assessed on the competencies identified in the adopted syllabi or specified for certification programs (e.g., FAMS). This factor applies to any career and technology course in the center. This criterion is weighted at twice the value of other criteria,
- 2 **Graduation Rate** The number of 12th grade career technology education students who graduate in the spring is divided by the number of 12th graders enrolled in the Center and converted to a percentage. This criterion incorporates passage of the Exit Examination required for graduation,
- 3 **Placement Rate** The number of career and technology completers who are available for placement in either postsecondary instruction, military services or employment is divided into the number of students over a three-year period who are actually placed and converted to a percentage. This criterion mirrors the Perkins standard.

The criteria should be weighted as follows:

- Mastering Core Competencies or Certification Requirements should be weighted 50% in the calculation of the rating
- Graduation Rate should be weighted 25%
- Placement Rate should be weighted 25%

Absolute Rating Calculation

Ratings are calculated using a mathematical formula based on the point weightings in the table below which results in an index.

Career and Technology Center Absolute Ratings Criteria

Criterion	Points Assigned				
	5	4	3	2	1
Mastery (weighted x 5)	86 % or more	78-85 %	70-77%	62-69%	61 % or below
Graduation (weighted x 2.5)	97% or more	92-96 %	87-91%	82-86%	81% or below
Placement (weighted x 2.5)	98 % or more	95-97 %	92-94 %	89-91 %	88 % or below

The absolute index is calculated using the following formula:

Step 1 – Match the center's data/performance to the points assigned to each rating criterion (table above)

Step 2 – Add the weighted points for each criterion. Weighted points are calculated by multiplying the assigned points by the weighting factor assigned to each criterion. Weighting factors:

Mastery	= 5.0
Graduation	= 2.5
Placement	= 2.5
Total Weight	= 10

Step 3 – Add the points and divide the total by 10 – the total of criteria weighting factors

The resulting index determines the school's Absolute Rating as follows

Career and Technology Center Absolute Performance Rating

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2003	3.4 and above	3.0-3.3	2.6-2.9	2.2-2.5	Below 2.2
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* School must meet Adequate Yearly Progress (AYP) for all students

The index determines the school's Absolute Rating. However, beginning in 2004, in schools with an Excellent or Good rating based on the index, the rating will be lowered one level if the school did not meet AYP for *all* students. For example, if a school had an absolute index of 3.5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A school in 2004 with an index of 3.1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

Sample calculation of an Absolute Rating for a career technology center.

78% of students exhibiting mastery	(4 X 5) = 20 points
97% of 12 th graders graduating	(5 X 2.5) = 12.5 points
73 % placement rate	(1 X 2.5) = 2.5 points
Total points	= 35 points
Divided by 10	= 3.5 (total of weights)
Absolute Index	= 3.5
Absolute Rating	Excellent

Note: This center's index of 3.5 is an Excellent Absolute Rating from 2003 – 2004. A 3.5 index becomes Good in 2005, Average in 2009, and Below Average in 2013.

(Beginning in 2004) Did the school meet AYP for *all* students? Yes/No

If the school's Absolute Rating is Excellent or Good but the school did not meet AYP for all students, the Absolute Rating would be lowered by one level from Excellent to Good or from Good to Average.

Improvement Rating

NOTE Longitudinal student matched data are unavailable for career and technology centers because of the structure of the curriculum and the criteria used in the ratings. Therefore, the methodology examines improvement of cohorts of students over time.

Comparison of school indices using student cohort data The absolute index of scores from year one is to be computed and compared to the absolute index from year two. The difference between the two indices will be computed. For example if the Year Two index is 3.54 and the Year One index was 3.20, the difference would be .34, which rounds to 0.3. The amount of change (difference from one year to the next) determines the rating as follows:

Career and Technology Center Improvement Performance Rating

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1 - 0.2
Below Average	0.0
Unsatisfactory	0.1 or less

Sample calculation of an Improvement Rating for a career and technology center

Absolute Rating Index for School Year for which report card is based	2.44
Absolute Rating Index for the Prior School Year	2.22
Difference	= 0.22
Round to 0.2	
Improvement Rating	Average

A school's Improvement Rating may be increased by one level if the improvement in performance of historically underachieving students meets or exceeds a criterion. Historically underachieving groups consist of African American, Hispanic and Native American students, Limited English Proficient (LEP) students, migrant students, those eligible for the free or reduced price federal lunch program and students with non-speech disabilities. The school's eligibility for the increased Improvement Rating is determined as follows:

Step A Calculate the Improvement Index for the group of eligible students. The group must consist of 40 or more students to be considered for analysis.

Step B Compare the Improvement Index for the group to the State Two-Year Average Improvement Index for all students in the state. The State Two-Year Average Improvement Index is the average of the Improvement Indices for all students for the current and prior years. If the Improvement Index for the historically underachieving group in the school exceeds the State Two-Year Average Improvement Index by at least one standard deviation, the school's Improvement Rating may be increased by one level. If the school is rated Excellent for Improvement on the basis of all students, the performance for groups should also be calculated and reported even though the school's rating cannot be increased.

Schools with Absolute Ratings of Excellent in Two Adjacent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Ratings For School Districts

Two ratings are to be assigned to school districts. The ratings for absolute performance and improvement performance are defined in Article 1 of the Education Accountability Act of 1998 §59-18 120.

Absolute performance means the rating a district will receive based on the percentage of students meeting standard on the state's standards based assessment,

Improvement performance means the rating a district will receive based on longitudinally matched student data comparing current performance to their previous year's for the purpose of determining student academic growth.

As required by the United States Department of Education through passage of the No Child Left Behind legislation, a notice of each district's attainment of Adequate Yearly Progress (AYP) must be reported. AYP specifies statewide targets for testing and achievement to be met by all students and by specific demographic groups. Information on the determination of AYP is available from the South Carolina Department of Education (www.myschools.com).

Both Absolute Performance and Improvement Ratings of school districts are to be calculated through a repetition of the school methodology for Grades 3-8 and High Schools. Students included in the calculation of the indices include any student enrolled in the district as of the 45th day of instruction and participating in the testing programs while enrolled in the district. The indices for Grades 3-8 and High Schools are to be weighted in accordance with the distribution of students in membership at those levels using the 135 day average daily membership for the determination of the weighting. A cumulative index is defined and the index is evaluated as described below.

The index is calculated using the following procedures:

Step 1 – Calculate an index using PACT performance of district students in grades 3 through 8 using the same mathematical formula for calculating an Absolute Rating for schools enrolling students in grades 3-8.

Step 2 – Calculate an index using performance of district students in grades 9 through 12 using the mathematical formula for calculating an Absolute Rating index for schools enrolling students in grades 9-12.

Step 3 – Multiply the grades 3-8 index by the student enrollment in grades 3-8 (135 day average daily membership ADM).

Step 4 – Multiply the grades 9-12 index by the student enrollment in grades 9-12 (135 day ADM).

Step 5 – Add the products from steps 3 and 4. Divide this sum by the total 135 day ADM for grades 3-12. Round the resulting index to the nearest tenth of a percentage.

The resulting index determines the school district's Absolute Rating as follows:

District Absolute Rating

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2003	3 4 and above	3 0-3 3	2 6 2 9	2 2 2 5	Below 2 2
2004	3 5 and above*	3 1-3 4*	2 7 3 0	2 3 2 6	Below 2 3
2005	3 6 and above*	3 2 3 5*	2 8 3 1	2 4 2 7	Below 2 4
2006	3 7 and above*	3 3 3 6*	2 9 3 2	2 5 2 8	Below 2 5
2007	3 8 and above*	3 4-3 7*	3 0-3 3	2 6 2 9	Below 2 6
2008	3 9 and above*	3 5 3 8*	3 1 3 4	2 7 3 0	Below 2 7
2009	4 0 and above*	3 6-3 9*	3 2 3 5	2 8 3 1	Below 2 8
2010	4 1 and above*	3 7 4 0*	3 3 3 6	2 9 3 2	Below 2 9
2011	4 2 and above*	3 8 4 1*	3 4 3 7	3 0-3 3	Below 3 0
2012	4 3 and above*	3 9 4 2*	3 5 3 8	3 1 3 4	Below 3 1
2013	4 4 and above*	4 0 4 3*	3 6 3 9	3 2 3 5	Below 3 2
2014	4 5 and above*	4 1 4 4*	3 7 4 0	3 3 3 6	Below 3 3

* District must meet Adequate Yearly Progress (AYP) for all students

The index determines the district's Absolute Rating. However, beginning in 2004 in districts with an Excellent or Good rating based on the index, the rating will be lowered one level if the district did not meet AYP for *all* students. For example, if a district had an absolute index of 3 5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A district in 2004 with an index of 3 1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

Sample calculation of an Absolute Rating for a school district

Step 1

Student Grade Levels	Absolute Index	District ADM	Sum of Absolute Index X ADM
3 8	2 9	12 532	36,342 8
9 12	3 0	6 621	19 863 0
Totals		19 153	56 205 8

Step 2 Calculating the Index

Sum of Absolute Index X ADM + Total ADM = District Absolute Index

$$\begin{array}{rcl} 56205.8 + 19153.0 & = & 2934 \\ \text{Rounded to nearest tenth} & & 2.9 \\ \text{Absolute Rating} & & \text{Average} \end{array}$$

Note This school district's index of 2.9 is an Average Absolute Rating through the year 2006. From 2007 through 2010, an index of 2.9 is Below Average, becoming Unsatisfactory in 2011.

(Beginning in 2004) Did the district meet AYP for *all* students? Yes/No

If the district's Absolute Rating is Excellent or Good, but the district did not meet AYP for all students, the Absolute Rating would be lowered by one level, from Excellent to Good, or from Good to Average.

Students who should be tested but are not tested will be assigned a weight of 0 in the accountability ratings.

Inclusion of students with disabilities in the Absolute Performance Rating is to be accomplished in the following manner:

1. Students with accommodated administrations will be treated identical to students taking other assessments in its standard form in absolute school and district ratings.
2. Students taking alternate assessments will be reported only at the district level.
3. Students taking modified assessments, including "off-level assessments" will be factored into the absolute and improvement ratings according to the test score earned and
4. The percentage of students taking PACT assessments on grade level and "off-grade level" is to be published on the district report card and shown in comparison to the percentage statewide.

The inclusion of students with Limited English Proficiency. Students with Limited English Proficiency are only tested in accordance with federal guidelines; therefore, students excused from testing by federal rules are excluded from the number of students eligible for testing.

Improvement Rating

The Education Accountability Act provides that the EOC may consider the performance of subgroups of students in the improvement ratings. Improvement ratings are based on longitudinally matched student data where available.

Calculation of the Improvement Index

Step 1 For the students who qualify for inclusion (e.g., those students for whom both current and prior year test scores are available and who were enrolled in the school by the 45th day of the current school year), an absolute index for the current year and for the prior year will be computed. The absolute indices for each year will be calculated in the same way as the Absolute Performance Index.

Step 2 Subtract the absolute index for the prior year from the absolute index for the current year. This difference is the Improvement Index. For example, if the current year absolute index is 3.5 and the prior year's absolute index was 3.2, the Improvement Index is 0.3. An important point to note is that the Absolute Performance Index calculated to determine the Absolute Performance Rating for a given year and the absolute index for calculating the Improvement Index for the same year may differ because of differences in the 45-day enrollments, the loss of student data which could not be longitudinally matched, and the use of modified table values for converting test scores to point weights.

Step 3 Weight the indices in Grades 3-8 and high schools in accordance with the distribution of students in membership at those levels using the 135-day average daily membership for the determination of the weighting. Compare the district's cumulative Improvement Index to those in the table below to determine the district's Improvement Rating. For example, the district achieving an Improvement Index = 0.3 would receive an Improvement Rating of "good."

Improvement Performance Rating Criteria

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	0.1 or less

Step 4 A district's Improvement Rating may be increased by one level if the improvement in performance of historically underachieving students meets or exceeds a criterion. Historically underachieving groups consist of African American, Hispanic and Native American students, Limited English Proficient (LEP) students, migrant students, those eligible for the free or reduced-price federal lunch program, and students with non-speech disabilities. The district's eligibility for the increased Improvement Rating is determined as follows:

Step 4A Calculate the Improvement Index for the group of eligible students. The group must consist of 40 or more students to be considered for analysis.

Step 4B Compare the Improvement Index for the group to the State Two-Year Average Improvement Index for all students in the state. The State Two-Year Average Improvement Index is the average of the Improvement Indices for all students for the current and prior years. If the Improvement Index for the historically underachieving group in the district exceeds the State Two-Year Average Improvement Index by at least one standard deviation, the district's Improvement Rating may be increased by one level. If the district is rated Excellent for Improvement on the basis of all students, the performance for groups should also be calculated and reported even though the district's rating cannot be increased.

Districts with Absolute Ratings of Excellent in Two Subsequent Years

If a district is rated Excellent for Absolute Achievement for both years, the district will receive an Improvement Rating of Good. If the district's Improvement Index for all students is a positive number (e.g., greater than zero), the district's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these districts. Districts achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

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 100 days during the fiscal year. All Palmetto Unified programs are to be reported as one school.

Criteria for the Rating

- (1) **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 100 days are to be included in the calculation.
- (2) **Vocational Program Completers** This is calculated by the number of program completers (federal definition) is divided by the number of students enrolled in the vocational program, and
- (3) **Pre post test gains on the TABE** This average pre-post test gain 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 (1-5) for each criterion in the following manner:

Criterion	Points Assigned				
	5	4	3	2	1
GED Completion %	81-100	61-80	41-60	20-40	19 or less
Vocational Completers %	81-100	61-80	41-60	20-40	19 or less
Pre-Post TABE	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 3 to yield an index. The index determines the school's Absolute Rating.

Absolute Performance Level Ratings

Rating	2010 Target	2001 (80% with increases of 0.1/year beginning in 2004)
Excellent	4.0 or more	3.2 or more
Good	3.6-3.9	2.9-3.1
Average	3.3-3.5	2.6-2.8
Below Average	3.0-3.2	2.4-2.5
Unsatisfactory	Less than 3.0	Less than 2.4

Improvement Rating

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

Palmetto Unified Improvement Ratings

Rating	Improvement 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
Unsatisfactory	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 years the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Department Of Juvenile Justice

The Department of Juvenile Justice requested that the formula for calculating its absolute rating be revised to better reflect student achievement in each of the two subject areas assessed (reading and math) by the California Achievement Test (CAT). The current formula combines reading and math scores when assigning the point weighting for the calculation of the index. The revised formula provides for point weightings to be assigned separately for reading and math performance. The resulting index will provide more variability which will better reflect achievement changes in these subjects from year to year. The EOC adopted the revised formula requested on March 21, 2002. The revised formula will take effect with the 2002-2003 report card.

Students to be included in the Rating

Students enrolled in the program eight months or more. Because of variations in school size and student assignment to DJJ facility, DJJ system schools are reported in an aggregated manner.

Criteria for the Rating

- (1) California Achievement Test (CAT). A pretest is administered when the juvenile is first committed. A post test is administered at the juvenile's 8-month anniversary and each 8-month anniversary thereafter. Scores are reported as differences in grade equivalencies in reading and math.
- (2) The Exit Exam is administered to juveniles who are enrolled at DJJ during the month of state testing. The sample of students who take the Exit Exam and have been committed to DJJ for at least 8 months will be reported as a percentage meeting standards.

Calculation of the Absolute Rating for 2003 and beyond

Criterion	Points Assigned				
	5	4	3	2	1
% students gaining at least one grade on CAT reading	90-100	80-89	70-79	60-69	Less than 60
% students gaining at least one grade on CAT math	90-100	80-89	70-79	60-69	Less than 60
% students passing one or more subtests on Exit Exam	90-100	80-89	70-79	60-69	Less than 60

Add points relevant to percentage of students meeting goal and divide by 3 to determine the index
The index determines the school's Absolute Rating

Absolute Performance Level Ratings

Rating	2010 Target	2001 (80% with increases of 0.1/year beginning in 2004)
Excellent	4.0 or more	3.2 or more
Good	3.6-3.9	2.9-3.1
Average	3.3-3.5	2.6-2.8
Below Average	3.0-3.2	2.4-2.5
Unsatisfactory	Less than 3.0	Less than 2.4

Improvement Rating

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

Department of Juvenile Justice Improvement Ratings

Rating	Improvement 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
Unsatisfactory	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 years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

The South Carolina School For The Deaf And Blind

Students to be included in the Rating

Students who are enrolled in the school as of the 45th day of instruction and remain through the spring testing period are included in the rating

Criteria for the Rating

- (1) **Mastery of IEP Objectives** Mastery is documented through categorical scores in English Language Arts and Math Assessments (reported as Advanced Proficient Basic and Below Basic)
- (2) **PACT Alternate** Student scores are reported on the state-adopted scale of Advanced, Proficient Basic and Below Basic
- (3) **Brigance Performance** Gains per year on the developmental scale are converted to categories of Advanced Proficient Basic and Below Basic

Calculation of the Index

Criterion	Points Assigned				
	5	4	3	2	1
% Mastery of IEP objectives	90-100	76-89	60-75	50-59	Less than 50
PACT Alt	Advanced	Proficient	Basic	Below Basic 2	Below Basic 1
Brigance gain	90-100	76-89	60-75	50-59	Less than 50

For each criterion the value for individual students is assigned and aggregated across criteria and students. The aggregate is divided by the total number of student scores to yield an index.

Absolute Performance Level Ratings

Rating	2010 Target	2001 (80% with increases of 0.1/year beginning in 2004)
Excellent	4.0 or more	3.2 or more
Good	3.6-3.9	2.9-3.1
Average	3.3-3.5	2.6-2.8
Below Average	3.0-3.2	2.4-2.5
Unsatisfactory	Less than 3.0	Less than 2.4

The index determines the school's Absolute Rating. However, beginning in 2004 in schools with an Excellent or Good rating based on the index, the rating will be lowered one level if the school did not meet AYP for *all* students. For example, if a school had an absolute index of 3.5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A school in 2004 with an index of 3.1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

Improvement Rating

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

SC School for the Deaf and Blind Improvement Ratings

Rating	Improvement 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
Unsatisfactory	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 years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

The Governor's School For Science And Mathematics

Students to be included in the Rating

Students enrolled in the school as of the 45th day of instruction and continuing through the spring testing period.

Criteria for the Rating

- (1) Advanced Placement passage rate The percentage of students scoring 3 or above on Advanced Placement Examinations
- (2) 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),
- (3) SAT The mean SAT performance of graduating seniors

Calculation of the Index

NOTE Each criterion is weighted as indicated in parentheses

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

Absolute Performance Level Ratings

Rating	2010 Target	2001 (80% with increases of 0.1/year beginning in 2004)
Excellent	4.0 or more	3.2 or more
Good	3.6-3.9	2.9-3.1
Average	3.3-3.5	2.6-2.8
Below Average	3.0-3.2	2.4-2.5
Unsatisfactory	Less than 3.0	Less than 2.4

The index determines the school's Absolute Rating. However, beginning in 2004 in schools with an Excellent or Good rating based on the index, the rating will be lowered one level if the school did not

meet AYP for *all* students. For example, if a school had an absolute index of 3.5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A school in 2004 with an index of 3.1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

Improvement Rating

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

Governor's School for Science and Mathematics Improvement Rating

Improvement Rating	Improvement 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
Unsatisfactory	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 years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement 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 either of the two five-month program periods each fiscal year.

Criteria for the Rating

- (1) **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.
- (2) **TABE Gains** This is calculated by determining the percentage of students not eligible to take the GED who achieve a 5-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.
- (3) **The Challenge Program** The number of students completing the Challenge Phase of the Youth Challenge Academy is divided by the number of students entering the Challenge Phase.
- (4) **Community Service** The number of community service hours is calculated for each student and the percentage of students reaching levels of service is calculated by dividing the number of students at selected levels of involvement by the total number of students.

Calculation of the Absolute Performance Rating

Assign points (1-5) for each criterion in the following manner

Criterion	5	4	3	2	1
GED Completion Rate	81-100 percent	61-80 percent	41-60 percent	20-40 percent	Below 20 percent
TABE Gains	90-100 percent	80-89 percent	70-79 percent	60-69 percent	Below 60 percent
Challenge Phase	86-100 percent	71-85 percent	55-70 percent	40-54 percent	Below 40 percent
Community Service	100 percent at 40 or more hours with 25 percent at more than 40 hours and 5 percent at more than 60 hours	100 percent at 40 or more hours with 25 percent at more than 40 hours	100 percent at 40 or more hours	90-99 percent at 40 or more hours	Below 90 percent at 40 or more hours

Assignment of Value to Achievement Index

Calculate the Achievement Index by summing the points for each criterion listed above, dividing by 4 and rounding to the nearest tenth of a point

Absolute Performance Level Ratings

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
Unsatisfactory	Below 3.0

Improvement Rating

Subtract the Achievement Index for the prior year from that of the current year to calculate annual gains (Improvement Index)

Wil Lou Gray Opportunity School Improvement Rating

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	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 years, the school will receive an Improvement Rating of Good. If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Felton Laboratory School

This K 8 school receives a report card using the same criteria and information used for public schools within local school districts

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 (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 OSIRIS and on paper copies of attendance sheets.)

Criteria For The Rating

- (1) PACT or Exit Exam performance (dependent upon student grade level assignment. For PACT the English language arts and mathematics tests are included for the exit exam the results of 10th graders taking the test for the first time will be used)
- (2) STAR Reading and Mathematics. Pre post test 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 0.
- (3) Number of high school credits earned each year – The number of credits earned each year is assigned points as shown below.
- (4) 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 (1-5) for each criterion in the following manner

Criterion	5	4	3	2	1
PACT	Advanced	Proficient	Basic	Below Basic 2	Below Basic 1
Exit Exams	Passed All 3	Passed 2	Passed 1	Passed 0	
STAR Pre Post Testing	81-100	61-80	41-60	21-40	20 or less
H S Credits	7	6	5	4	Less than 4
M S 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

Calculation Of Performance Rating For 2001, 2002, AND 2003

(Values are to be re examined after initial experiences)

Performance Rating	Absolute Performance Index
Excellent	3.4 or higher
Good	3.0 – 3.3
Average	2.6 – 2.9
Below Average	2.2 – 2.5
Unsatisfactory	Below 2.2

The index determines the school's Absolute Rating. However, beginning in 2004, in schools with an Excellent or Good rating based on the index, the rating will be lowered one level if the school did not meet AYP for *all* students. For example, if a school had an absolute index of 3.5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A school in 2004 with an index of 3.1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

Calculation Of The Improvement Rating For 2001, 2002, AND 2003

(Values are to be re examined after initial experiences)

Improvement Rating	Improvement Index
Excellent	Greater than 0.4
Good	0.21 to 0.4
Average	0.2 to -0.2
Below Average	0.21 to -0.4
Unsatisfactory	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 years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

SC Governor's School for the Arts and Humanities

Students to be Included in the Rating

Students enrolled in the school as of the 45th day of instruction and continuing through spring testing period.

Criteria for the Rating

- (1) Student Participation in State and National Arts Competitions, Auditions, Portfolio Review, Other by Senior Year
- (2) Student Recognition in State and National Arts Competitions, Auditions, Portfolio Review, Other by Senior Year
- (3) Advanced Placement (1 or more courses taken by Senior Year)
- (4) Advanced Placement Passage Rate (Exams Scored 3 and Above)
- (5) SAT Points Scored Above National Mean
- (6) Eligibility for Life Scholarship
- (7) Seniors Awarded Scholarships, including Life Scholarship

Calculation of the Index

Note Each criterion is weighted as indicated in parentheses

Criterion	Points Assigned				
	5 Excellent	4 Good	3 Average	2 Below Average	1 Unsatisfactory
Participation State/Nationals (20)	85% +	75 84%	65 74%	55 64%	54% or less
Recognition State/Nationals (20)	65% +	55 64%	45 54%	35 44%	34% or less
AP Course Taking (12)	75% +	65 74%	55 64%	45 54%	44% or less
AP Exam Pass Rate 3+ (12)	85% +	75 84%	65 74%	55 64%	54% or less
SAT Pts Above Nat'l Mean (12)	100+pts	90-99 pts	80 89 pts	70 79 pts	69 pts or less
LIFE Scholarship (12)	70% +	60-69%	50-59%	40 49%	39% or less
Scholarship Awards (Include LIFE) (12)	85% +	75 84%	65 74%	55 64%	54% or less

Assignment of Value to Achievement Index

Ratings for each of the seven 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:

Excellent = 4 points
Good = 3 points
Average = 2 points
Below = 1 point
Unsatisfactory = 0 points

Absolute Performance Rating

Points awarded for Standards 1 and 2 will be weighted at 20% each, and points awarded for Standards 3, 4, 5, 6 & 7 will be weighted at 12% 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 shall earn an overall rating for Absolute Performance as provided in the following table:

Absolute Performance and Achievement

Performance Level Rating	Achievement Index 2002 and 2003
Excellent	3.5 or above
Good	3.0-3.4
Average	2.5-2.9
Below Average	2.0-2.4
Unsatisfactory	Below 2.0

The index determines the school's Absolute Rating. However, beginning in 2004 in schools with an Excellent or Good rating based on the index, the rating will be lowered one level if the school did not meet AYP for *all* students. For example, if a school had an absolute index of 3.5 in 2004 but did not achieve AYP for *all* students, its rating would be lowered from Excellent to Good. A school in 2004 with an Index of 3.1 which did not achieve AYP for *all* students would be awarded an Absolute Rating of Average rather than Good.

Improvement Performance Rating

The overall improvement performance rating beginning in 2002 and for 2003 will be determined using the improvement 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 Improvement Rating as shown in the table below.

High School Improvement Performance Rating Criteria

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1 to 0.2
Below Average	0.0
Unsatisfactory	0.1 or less

Sample calculation of an Improvement Rating for a high school.

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
Improvement Rating	Average

Schools with Absolute Ratings of Excellent in Two Subsequent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Section III 2004 ACCOUNTABILITY RATING CRITERIA AND STANDARDS

Inclusion of New Assessments in Ratings

New assessments are to be included in school and district absolute ratings upon their third administration. For example, the PACT science exam for Grades 3-8 was administered first in 2003. Data on student performance would be included in the November 2005 report card. Growth from the second to third administration would be used in the Improvement Rating.

Process for Determining Criteria for School/District Profile Information

The process for adding profile components to the annual school or district report card should incorporate four stages: (1) initial study and discussion, (2) study of pilot variable, (3) baseline collection and (4) inclusion on published report card. At least one year must pass between the baseline collection and publication on the report card.

Minimum Size Requirements

Districts and schools with small numbers of students present a special challenge to the accountability system. There are two types of small numbers situations. One is small numbers of students within a group, e.g., few African American test takers in reading. The second is small numbers of total students, that is, few total students tested.

Districts and schools with small numbers of total students present special challenges regarding the stability of the data as well as the confidentiality of student performance. While all districts and campuses are rated initially under standard evaluation, these small districts and schools are subject to Special Analysis under the circumstances specified below.

- If standard evaluation indicates that a rating of *Excellent* or *Good* is appropriate, then a Special Analysis is conducted when there are fewer than 30 total students tested in two or more PACT areas.
- If standard evaluation indicates that a rating of *Below Average* or *Unsatisfactory* may be appropriate, then Special Analysis is conducted only when there are fewer than 30 total students tested which caused the district/school to be considered *Below Average* or *Unsatisfactory*.
- When the standard evaluation results in a rating of *Average*, no further analysis is performed, even if the district or campus has fewer than 30 students tested in one or more subjects of the PACT (summed across all grades tested).

If Special Analysis is necessary, only total student performance is examined. Under Special Analysis, data will be checked for completeness and accuracy and the ratings adjusted if necessary.

Quantitative Parameters for Each Rating Category

Following analyses of the 2000 PACT data for elementary and middle schools, Exit Exam and LIFE Scholarship eligibility and graduation rates for high schools, the parameters for each rating category were established by the Education Oversight Committee. The Committee is implementing a phase in of ratings criteria that increases rigor over time.

Reporting of Subgroup Performance

Student performance will be disaggregated in the following categories gender ethnicity, disability Limited English Proficiency migrant and lunch status for each subtest A disaggregated group will be reported if the group is composed of at least 10 students (summed across grades) for each subject area

Ratings Conditional on the Performance of Student Subgroups

Schools and districts are accountable for the performance of all students regardless of ethnicity or lunch status Performance levels for groups disaggregated for ethnicity or lunch status shall be a condition in the improvement ratings consistent with the provisions of §59 18 900(C)

Data Reported as "N/A" (School and District Report Cards)

Beginning with the 2002 report cards "N/A" (Not Available) should be reported only when appropriate Data not reported "Data not collected or Insufficient Sample" will be reported rather than "N/A" when appropriate

Section IV LONGITUDINALLY MATCHED DATA

Improvement performance means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous years for the purpose of determining student academic growth

Longitudinally matched student data means examining the performance of a single student or a group of students by considering their test scores over time

For grades 3-8 data will be matched longitudinally at the student level. The matching of student data may be accomplished by computer provided that the matching information is consistent for each student and unique to that student. Current matching programs utilize some combination of name and demographic information.

Section V SCHOOLS SIMILAR IN STUDENT CHARACTERISTICS

Districts and Schools Similar in Student Characteristics

Statutory Authority §59.18-900 (C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data reporting practices.

Beginning with the 2002 report cards for special schools, report data for comparison from schools similar in student characteristics: schools in which 100% of the students have Individualized Education Plans under IDEA that require either assessment with Alternate PACT and/or a special school placement as the least restrictive environment.

Building School Groups

As a result of a series of analyses and discussions among educators, a variable which combines information about the percentage of students in a school eligible for Medicaid services and the percentage participating in free or reduced lunch services (PPOV) has been identified as the grouping variable for similar schools. PPOV was identified as the grouping variable based on its strong correlation with student outcome measures (see the *2000-2001 Accountability Manual* for a description of this analysis). The inclusion of Medicaid as an indicator of poverty is important for some schools and pockets of the population where families and individual students are resistant to applying for free or reduced price meals.

Schools are banded in such a way that each school is at the center of its own band of schools similar in student characteristics (except for schools at the extremes). Schools and school units are categorized as elementary, middle, or high as previously defined (see pages 6-7). Bands are based on the range in percentages. For example, schools are banded in such a way that other schools with PPOV within + or - five percentage points will be included in the school's band. Using this methodology results in band groupings that vary in the number of schools, but that are similar in terms of the percentage of economically disadvantaged students.

In the 2001-2002 school year (most recent data available) PPOV for schools ranged from 6.1% to 100% with a statewide mean of 62.1%. School bands will be recalculated annually. The band width will be determined annually based on the distribution of PPOV.

Section VI REPORT CARD INFORMATION AND PRESENTATION

Decisions on format and design of the report cards were made with the participation of members of the State Board of Education and the State Superintendent of Education. The data listed on each page of the school and district report cards are indicated in Appendix D, Table of Specifications.

The format and presentation, including issues of readability, are to be addressed in the annual reviews conducted by the Education Oversight Committee.

General Design Issues

The Report Card is to be printed in a format providing multiple pages of information (an 8 1/2 by 11 sheet folded).

The Report Card is to be printed in four colors, providing ease in understanding of the graphics. Use of the colors is specified below. (Note: The Appropriations Act for FY 2004 calls for the substitution of black and white shades for colors on the November 2003 report card because of limited funding.)

NOTE: Federal No Child Left Behind (NCLB) legislation may require additional modifications to some aspects of the report cards described in this edition of the Accountability Manual.

Section VII SYSTEM SAFEGUARDS

Ratings Impact

The State Department of Education conducts procedures to ensure that student performance on the PACT is measured properly and that accurate data are collected. Data used to rate schools and districts should undergo routine screening before and after the release of accountability ratings. The Education Oversight Committee bears responsibility for the annual review to determine the utilization of the report card and the impact of the accountability system on student, school and district performance.

Serious Data Problems

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

- Attempts will be made to rectify the data problems within the accountability calendar.
- If the problem cannot be resolved by the rating release date, then:

A *delayed* rating may be issued. OR

If the problem pertains to assessment data, ratings may be determined using assessment results for 'all students tested'.

Ratings Changes

The State Department of Education may change ratings of schools and districts after November 1 if problems in the data used to determine the ratings subsequently are discovered. As of June, 2003, ratings for 13 schools and one school district have been modified as the result of reviews of the data.

Analyses Undertaken Prior to the Release of Ratings

Analyses to examine data reasonableness are undertaken prior to applying accountability system criteria. The State Department of Education and the Division of Accountability should analyze current year accountability information to include: the percent of test takers at each school, excessive numbers of students having modified or alternate test forms, excessive absences during testing, unusual increases in percentage of students with disabilities, excessive rates of student mobility, and unusual changes in indicator or fact data. Secondly, the testing contractor for the student assessment program should notify the SDE of potential data problems for a school district. The school district is contacted by the State Department of Education of potential data problems for a school district.

The State Department of Education is responsible for the data collection and printing of the annual school and district report cards. Their work includes analyses checking for incomplete results or data inconsistency with assessment results and other anomalies.

Questions

Inquiries concerning the analyses prior to the release of the ratings should be directed to the State Department of Education.

Analyses Undertaken After the Release of Ratings

The Education Oversight Committee assumes responsibility for annual and longitudinal reviews of the accountability system

The Annual Reviews shall address the following

- ❑ The format and readability of the school and district report card
- ❑ Public and professional access to the report card and their use of it
- ❑ Patterns within the data reported
- ❑ Identification of potential data sources to increase understanding of school processes and results
- ❑ Accuracy in data reporting and analyses
- ❑ Study of the performance of subgroups of the student population and
- ❑ Other elements as identified by policymakers

The Longitudinal reviews of the accountability system shall address the following

- ❑ Use and misuse of the system
- ❑ Intended and unintended consequences,
- ❑ Validity of the ratings methodologies and categorical definitions,
- ❑ Impact of the system on student school district and state performance
- ❑ Other studies as identified by policymakers

Section VIII LOCAL RESPONSIBILITIES

Public notification of accountability results and utilization in school and district improvement efforts are governed by multiple statutory requirements. These are described in this section. The text of the statutes is provided in Appendix A.

Report Card Narrative

The principal in conjunction with the School Improvement Council must write an annual narrative of a school's progress in order to further inform parents and the community about the school and its operation. The narrative must cite factors or activities supporting progress and barriers that inhibit progress.

Distribution of the Report Card

The school and district report cards must be furnished to schools no later than November 1st and to parents and the public no later than November 15th. School and district report cards are mailed to parents of the school and the school district by the State Department of Education. (Note: Report cards will not be mailed to parents in 2004 because of budget cutbacks.) Schools, in conjunction with the school district board, must also advertise the results of their report card in an audited newspaper of general circulation in their geographic area within 45 days of receipt of the report cards from the State Department of Education. The advertising requirement is waived if the audited newspaper has previously published the entire report card results as a news item.

Development of Local Accountability Systems

Each district board of trustees must establish and annually review a performance based accountability system or modify its existing system to reinforce the state accountability system. Parents, teachers and principals must be involved in the development, annual review and revisions of the accountability system established by the district.

This accountability system must be developed in accordance with regulations of the State Board of Education.

Annual school improvement reports must be provided to parents on or by February 1.

Note: As of the publication of this manual, the Education Oversight Committee, the State Department of Education, and the General Assembly are considering ways to set April 30 as the deadline for all district accountability reports.

Intervention and Assistance

When a school or district receives a rating of Below Average or Unsatisfactory, the school must undertake the actions outlined in §§ 18-1500 through 1590. These statutes establish the basis for improvement, assistance and intervention and should be developed with the support of the State Department of Education.

Opportunities for Data Correction

Each data source for information published on the annual school or district report card has a prescribed process and calendar for collecting the information. The accuracy of ratings, recognitions, report cards and other reports is in large measure dependent on the accuracy of the information submitted. Districts are responsible for submitting all data with the exception of testing results that are transmitted by the testing companies. The opportunities for correction of data are specified by the State Department of Education.

Section IX PALMETTO GOLD AND SILVER AWARDS CRITERIA

Statutory Authority

§59 18 1100 The State Board of Education working with the division and the Department of Education must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement Awards will be established for schools attaining high levels of absolute performance and for schools attaining high rates of improvement The award program must be based upon improved performance on longitudinally matched student data and may include such additional criteria as

- (1) student attendance
- (2) teacher attendance
- (3) student dropout rates and
- (4) any other factors promoting or maintaining high levels of achievement and performance

Schools shall be rewarded according to specific criteria established by the division In defining eligibility for a reward for high levels of performance student performance should exceed expected levels of improvement The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their schools' plans established in Section 59-139 10 Funds may be utilized for professional development support

Special schools for the academically talented are not eligible to receive an award pursuant to the provision of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding

Overview

The Palmetto Gold and Silver Awards Program was established by the Education Accountability Act of 1998 As an important part of the education accountability system in South Carolina the Awards program is designed to recognize and reward schools for attaining high levels of absolute performance and schools for attaining high rates of improvement

The Division of Accountability is responsible for developing criteria for the Palmetto Gold and Silver Awards Program As with other efforts an advisory group of South Carolina educators was formed to recommend criteria and statistical procedures The criteria and procedures utilized for selecting schools to receive the Gold & Silver Award are based on the *Criteria for School and District Ratings* as approved by The South Carolina Education Oversight Committee on December 6 2000

The criteria and procedures established for the Palmetto Gold & Silver Awards Program reflect a fundamental belief that all schools, regardless of their socioeconomic status and geographic location can improve toward high academic standards and excellence and that all children can learn at high levels Schools will be recognized not only for high levels of student academic achievement, but also for efforts that result in exemplary improvement

In developing the criteria and procedures the following essential elements were taken into consideration fairness and equity raising the performance levels of historically underachieving groups and inclusiveness of as many schools as possible

Criteria and Procedures

Eligibility

All schools and career and technology centers with student learning achievement outcome data will be eligible for participation in the Palmetto Gold and Silver Awards Program. No application is required.

There are no additional requirements for percent of student tested and the inclusion of special education students since the methodology for calculating the absolute and improvement ratings addresses these issues.

According to the Education Accountability Act of 1998 Section §59.18.1100, special schools for the academically talented are not eligible to receive an award pursuant to the provision of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

Performance of Subgroups of Students and Gap Reduction

The criteria address improvement of performance for historically underachieving subgroups. There are three student subgroups to be considered:

- (1) minority students
- (2) free/reduced price meal students and
- (3) students with non speech disabilities

Note: Two additional groups will be added for the 2002-2003 awards determination: Limited English Proficient (LEP) students and migrant students.

Minority students will be defined as African American, Hispanic, or Native American students. These students will be combined for purposes of analysis. There must be 30 students in each subgroup in a school for the group to be considered. The method for considering the performance of subgroup improvement defined in the *Criteria for School and District Ratings* will be used as gap reduction criteria. If the improvement index for each historically underachieving subgroup in the school exceeds the State two year improvement index by at least one standard deviation, the school's improvement rating will be increased by one level.

Criteria for Selecting Schools for Awards - Grades 3-8, Career and Technology Centers, and Special Schools

Three procedures will be utilized to select schools that meet the criteria for attaining high levels of absolute performance and high rates of improvement. Schools that are selected through any of the three procedures will be recognized through the Palmetto Gold and Silver Awards Program.

The Primary Selection Procedure

Based on the Absolute and Improvement Ratings

The procedure is a combination of the absolute performance and improvement ratings as prescribed in the *Criteria for School and District Ratings*. The improvement rating used for selection of award recipient schools includes adjustment for gap reduction.

To qualify for a Gold or Silver award a school's absolute performance rating must be above Unsatisfactory. Schools will receive a Gold or a Silver award when one of the following conditions occurs:

- ♦ Schools with an Excellent rating in absolute performance will receive a Gold award for high level of academic performance as long as their improvement rating is equal to or above Average
- ♦ Schools with an Excellent rating in improvement will receive a Gold award for high levels of improvement as long as their absolute performance rating is above Unsatisfactory
- ♦ Schools with a Good rating in improvement will receive a Silver award for good improvement results as long as their absolute rating is above Unsatisfactory

The following figure shows the selection procedure:

Absolute Performance Rating	Improvement Rating	Award Designation
Excellent	Excellent	Gold
Excellent	Good	Gold
Excellent	Average	Gold
Good	Excellent	Gold
Good	Good	Silver
Average	Excellent	Gold
Average	Good	Silver
Below Average	Excellent	Gold
Below Average	Good	Silver

Second Selection Procedure

Based on High Improvement Ranking by School Type

In order to insure that each of the three school types (elementary, middle, and secondary) are approximately evenly recognized through the Palmetto Gold and Silver Awards Program, the following three steps will be performed each year:

- ♦ Rank order the improvement index for each school by school type
- ♦ select the schools with an improvement index percentile rank of 85th or higher, provided the improvement index is at least 0.15
- ♦ exclude schools that have an Unsatisfactory rating for absolute performance

A school would be selected to receive a Silver award if its percentile rank for its improvement index is 85th or higher among the schools with the same type, housing, similar grades, and its absolute rating is above Unsatisfactory.

Third Selection Procedure

Based on Steady Growth over Three or More Consecutive Years

A school may qualify for a Silver award if the school's absolute performance rating is above Unsatisfactory for the most recent year, and

- ♦ its improvement index is 0.20 or greater for two consecutive years, or
- ♦ its improvement index is 0.15 or greater for three consecutive years

Schools Housing Grades K-2

Schools housing grades K-2 will not qualify for a Palmetto Gold and Silver Award for lack of student learning achievement outcome data.

Wil Lou Gray Special School

The school may qualify for an award on its absolute performance and improvement ratings as defined in *Criteria for School and District Ratings*. However, The Advisory Group recommends that the committee reconvene to examine the criteria and data available again after two years.

Career and Technology Centers

Career and technology centers may qualify for a Gold or Silver award based on the criteria developed for generating the center report cards. These three criteria are:

- 1) mastering for competencies or certification requirements,
- 2) graduation rate, and
- 3) placement rate

As described in the *Criteria for School and District Ratings*, the mastery criterion will be weighted at twice the value of the other criteria. The proportion of students enrolling is not considered as part of the criteria.

Special Schools for the Academically Talented

According to the Education Accountability Act of 1998 Section §59.18.1100, special schools for the academically talented are not eligible to receive an award pursuant to the provision of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

Definition of special schools for academically talented (Magnet schools)

A special school for the academically talented is a district operated school that has at least 50 percent of its enrollment of students based upon predicted or realized high achievement from across multiple school attendance zones.

Criteria for Awards for Special schools for Academically Talented

Special schools for academically talented will qualify to receive a gold award when one of the following conditions occurs:

- ♦ Schools with an Excellent rating in absolute performance for three consecutive years starting in the school year 1999-2000 will receive a Gold award for attaining high levels of academic performance as long as their improvement rating is equal to or above Average for the most recent year.
- ♦ Schools with an Excellent rating in absolute performance for three consecutive years and an absolute performance index value of 4.5 for the most recent year will receive a Gold award for attaining high levels of achievement.

Award Criteria for High Schools

Eligibility: Schools receiving a high school report card, in accordance with procedures outlined in The Accountability Manual, with student learning achievement outcome data will be eligible for participation in the Palmetto Gold and Silver Awards Program. Special schools for the academically talented are eligible in accordance with the requirements outlined in §59.18.1100. These requirements state that "special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding. No application is required."

Award Criteria Two procedures are employed to select schools that meet the criteria for attaining high levels of absolute performance and high rates of improvement. Schools that are selected through one of the two procedures are recognized through the Palmetto Gold and Silver Awards Program.

Procedure A The procedure is a combination of the absolute performance and improvement ratings as prescribed in the *Criteria for School and District Ratings*. The improvement rating used for selection of award recipient schools includes an adjustment for gap reduction. To qualify for a Gold or Silver award, a school's absolute performance rating must be above Unsatisfactory. Schools will receive a Gold or a Silver award when one of the following three conditions occurs:

- (1) A school with an Excellent rating in absolute performance will receive Gold award for high levels of academic performance as long as its improvement rating is equal to or above Average,
- (2) A school with an Excellent rating in improvement will receive a Gold award for high levels of improvement as long as its absolute performance rating is above Unsatisfactory, or
- (3) A school with a Good rating in improvement will receive a Silver award for good improvement results as long as its absolute rating is above Unsatisfactory.

The following figure outlines the ratings blend for the awards:

Absolute Performance Rating	Improvement Rating	Award Designation
Excellent	Excellent	Gold
Excellent	Good	Gold
Excellent	Average	Gold
Good	Excellent	Gold
Good	Good	Silver
Average	Excellent	Gold
Average	Good	Silver
Below Average	Excellent	Gold
Below Average	Good	Silver

Procedure B This is based upon steady growth demonstrated over a minimum of two consecutive years. A school may qualify for a Silver award if the school's absolute performance rating is above Unsatisfactory for the most recent year, and (1) its improvement index is 0.20 or greater for two consecutive years, or (2) its improvement index is 0.10 or greater for three consecutive years.

The 2000-2001 school year is set as the base year.

Procedure for Special High Schools for the Academically Talented A special school for the academically talented is a district operated school that has at least 50 percent of its enrollment of students based upon predicted or realized high achievement from across multiple school attendance zones.

Special schools for academically talented will qualify to receive a Gold award when one of the following two conditions occurs:

- (1) A school with an Excellent rating in absolute performance for three consecutive years starting in the school year 2000-2001 will receive a Gold award for attaining high levels of academic performance, or

- (2) A school with a Good or Excellent rating in absolute performance for three consecutive years and an absolute performance index value of 4.5 for the most recent year will receive a Gold award for attaining high levels of achievement

Allocation of Funds and Non-Achievement Criteria

School financial awards shall be calculated on a per pupil basis in accordance with the particular criteria met. A school qualifying for a financial award will receive 80% of the per pupil allocation plus up to an additional 20% based on the following criteria:

- a. student attendance criterion set at a minimum of 97%,
- b. teacher attendance criterion set at a minimum of 97%
- c. dropout rate grades 9-12 criterion set at a maximum of 2.5%

Schools qualifying for a Silver award will receive two thirds the per pupil allocation of schools receiving a gold award.

Section X PREVIEW OF THE 2004-2005 ACCOUNTABILITY SYSTEM

System Evolution

From its inception, the accountability system was designed to evolve over time to encourage higher levels of student performance incorporate additional information meet statutory requirements as quickly as possible, and improve the information with which accountability decisions are made

In order to provide schools and districts with adequate time to prepare for the rigor of the standards this section presents a preview of how the accountability system is expected to evolve over the next few years

Assumptions for Change

Additions and/or modifications of the state assessment system may require modifications of the ratings calculations For example in 2003 graduation rate was added as a criterion for the high school ratings Assessments in science and social studies for students in grades three through eight the revised exit examination and end of course tests at the high school level will be added to the ratings calculations in future years

What is Expected to Stay the Same through the 2004 Report Card

- ☐ The ratings categories
- ☐ The use of disaggregated student groups
- ☐ PACT results for accountability purposes based upon the 45th day membership,
- ☐ Provisions for small numbers of students,
- ☐ Statutory recognitions based on the performance results

Planning for the Future

The outline in this section presents data elements that may be added over the next several years These include the following

- ☐ School Technology Indicators (such as ratio of instructional computers to students in school) for reporting will be developed and piloted
- ☐ Measures of Library Resources (such as average age of media collection) will be developed and piloted,
- ☐ Foreign Language The South Carolina Foreign Language Teachers Association has requested a measure of program quality for high school foreign language programs
- ☐ Science and social studies assessments were added to the PACT program for grades three through eight in 2003 Results from these assessments will be included in the calculation of school and district ratings in 2005,
- ☐ A revised exit examination is to replace the BSAP exit exam now used,
- ☐ End-of course assessments are to be added for selected high school credit courses as they are developed by the State Department of Education The results from end of course assessments will be used in the calculation of school ratings when examinations from at least four courses are available The Algebra I end of course test was approved for use in 2003, assessments in English I Biology I, and Physical Science are currently under review,

- Information on the early childhood professional preparation of teachers and on the classroom environments in schools only enrolling students in grades two or below will be added in 2004
- And other changes in response to changes in the statutory provisions These include changes called for in recently enacted federal legislation (No Child Left Behind) such as the collection of information about high quality teachers

Section X ADDITIONAL INFORMATION

Calendar for 2003-2004

2004

March	2004 Exit Examination administration, Review of Accountability Manual (and any proposed changes)
April/May	2004 PACT administration
Summer	Review of 2004 PACT performance, Exit Exam administration results District superintendents submit questions regarding school or district data calculations
First Day of School Year	Request for program unit to receive report card
November 1	SDE distribution of school and district report cards to schools and districts
November 15	Distribution of school and district report cards to parents and community members
Within 90 days	Publication of notice about report cards in area newspapers

Whom to Call with Questions

Data Definitions	Dr David Burnett, SDE	734 8215
	David Potter EOC	734 6148
Data Collections	Dr David Burnett SDE	734 8215
	David Potter EOC	734 6148
Rating Methodologies	David Potter EOC	734 6148
Similar Schools	David Potter EOC	734 6148
Assessments	Dr Teri Siskind, SDE	734 8298
Publication of Report Card	Dr Sandra Lindsay, SDE	734 8396
General Concerns	Dr Jo Anne Anderson EOC	734 6148
	Dr Sandra Lindsay SDE	734 8396

Appendices

Appendix A	The Education Accountability Act of 1998 as Amended in 2002
Appendix B	Analyses of 2001 2002 Report Card Data and Changes Recommended
Appendix C	Definitions and Formulas for School and District Profile Elements
Appendix D	Table of Specifications for School or District Report Card
Appendix E	Acknowledgments

APPENDIX A

The Education Accountability Act of 1998 (As Amended in 2003)

The language shown in **bold type** refers to requirements for the annual school and district report cards, use of the ratings and evaluation of public education programs, including the accountability system

AN ACT TO AMEND CHAPTER 18 OF TITLE 59, CODE OF LAWS OF SOUTH CAROLINA, 1976, RELATING TO QUALITY CONTROLS AND PRODUCTIVITY REWARDS, SO AS TO ENACT THE SOUTH CAROLINA EDUCATION ACCOUNTABILITY ACT OF 1998 TO ESTABLISH STATEWIDE ACADEMIC ACHIEVEMENT STANDARDS AND ASSESSMENTS OF THOSE STANDARDS FOR SCHOOLS, TO PROVIDE ANNUAL REPORT CARDS FOR SCHOOLS WITH A PERFORMANCE INDICATOR SYSTEM, TO REQUIRE DISTRICTS TO ESTABLISH LOCAL ACCOUNTABILITY SYSTEMS, TO PROVIDE SPECIFIED RESOURCES TO IMPROVE STUDENT PERFORMANCE AND TEACHER AND STAFF DEVELOPMENT AND ASSISTANCE, AND TO PROVIDE FOR THE IMPLEMENTATION AND OVERSIGHT OF THE ABOVE PROVISIONS, TO ADD SECTION 59-24-5 SO AS TO PROVIDE FOR LEGISLATIVE FINDINGS IN REGARD TO SCHOOL PRINCIPALS AND THEIR PROFESSIONAL DEVELOPMENT, TO AMEND SECTIONS 59-24-10, 59-24-30, BOTH AS AMENDED, AND 59-24-50, RELATING TO ASSESSMENT OF AND DEVELOPMENT PLANS FOR SCHOOL ADMINISTRATORS, SO AS TO FURTHER PROVIDE FOR SUCH ASSESSMENTS AND DEVELOPMENT PLANS, TO ADD SECTION 59-24-80 SO AS TO PROVIDE FOR A FORMAL INDUCTION PROGRAM FOR FIRST-YEAR PRINCIPALS, TO ADD SECTION 59-24-15 SO AS TO PROVIDE THAT CERTIFIED EDUCATION PERSONNEL WHO ARE EMPLOYED AS ADMINISTRATORS ON AN ANNUAL OR MULTI-YEAR CONTRACT WILL RETAIN THEIR RIGHTS AS A TEACHER UNDER APPLICABLE EMPLOYMENT, DISMISSAL, AND OTHER PROCEDURES BUT NO SUCH RIGHTS ARE GRANTED TO THE POSITION OR SALARY OF ADMINISTRATOR, AND TO PROVIDE THAT ANY SUCH ADMINISTRATOR WHO PRESENTLY IS UNDER A CONTRACT GRANTING SUCH RIGHTS SHALL RETAIN THAT STATUS UNTIL THE EXPIRATION OF THAT CONTRACT, TO AMEND SECTION 59-6-10, RELATING TO THE SELECT COMMITTEE TO OVERSEE THE EIA, SO AS TO CHANGE THE NAME OF THE COMMITTEE TO THE EDUCATION OVERSIGHT COMMITTEE, TO REVISE THE MEMBERSHIP OF THE COMMITTEE AND THE MANNER IN WHICH ITS MEMBERS ARE SELECTED, AND TO REVISE ITS DUTIES AND FUNCTIONS INCLUDING A REQUIREMENT THAT IT REVIEW AND MONITOR THE EDUCATION ACCOUNTABILITY ACT OF 1998, TO ADD SECTIONS 59-6-100, 59-6-110, AND 59-6-120 SO AS TO ESTABLISH AN ACCOUNTABILITY DIVISION WITHIN THE EDUCATION OVERSIGHT COMMITTEE AND PROVIDE FOR ITS DUTIES, FUNCTIONS, AND RESPONSIBILITIES, TO PROVIDE THAT THE EDUCATION OVERSIGHT COMMITTEE SHALL APPOINT A TASK FORCE TO REVIEW CURRENT STATE PROGRAMS AND POLICIES FOR PARENT PARTICIPATION IN THEIR CHILDREN'S EDUCATION, TO AMEND SECTION 59-29-10, RELATING TO REQUIRED SUBJECTS OF INSTRUCTION, SO AS TO REQUIRE INSTRUCTION IN PHONICS, TO ADD SECTION 59-63-65 SO AS TO PROVIDE THAT SCHOOL DISTRICTS WHICH CHOOSE TO REDUCE CLASS SIZE IN GRADES ONE THROUGH THREE TO A PUPIL-TEACHER RATIO OF FIFTEEN TO ONE SHALL BE ELIGIBLE FOR CERTAIN STATE FUNDING, AND TO PROVIDE FOR THE IMPLEMENTATION OF THESE PROVISIONS INCLUDING A PROVISION ALLOWING PORTABLE OR TEMPORARY FACILITIES TO BE USED FROM FUNDING DERIVED FROM THE CHILDREN'S EDUCATION ENDOWMENT FUND, TO REQUIRE THE DEPARTMENT OF EDUCATION TO PROVIDE A COPY OF THIS ACT TO EVERY DISTRICT SCHOOL SUPERINTENDENT AND SCHOOL PRINCIPAL IN THIS STATE, TO REPEAL SECTION 59-6-12 RELATING TO CERTAIN DUTIES AND RESPONSIBILITIES OF THE SELECT COMMITTEE, AND TO REPEAL SECTIONS 59-18-10, 59-18-11, 59-18-15, 59-18-20, 59-18-25, 59-18-30, AND 59-18-31 RELATING TO SCHOOL QUALITY CONTROLS AND PRODUCTIVITY

A 1

PLT_6362-0065

REC032380

Be it enacted by the General Assembly of the State of South Carolina

Citation

SECTION 1 This act will be known and may be cited as the "South Carolina Education Accountability Act of 1998"

Education Accountability Act of 1998

SECTION 2 Chapter 18 Title 59 of the 1976 Code is amended to read

"CHAPTER 18
Education Accountability Act of 1998
Article 1
General Provisions

Section 59-18-100 The General Assembly finds that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Accountability as defined by this chapter means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community.

Section 59-18-110 The system is to

(1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance,

(2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;

(3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools

(4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance,

(5) support professional development as integral to improvement and to the actual work of teachers and school staff and

(6) expand the ability to evaluate the system and to conduct in depth studies on implementation efficiency and the effectiveness of academic improvement efforts

Section 59-18-120 As used in this chapter

(1) Oversight Committee means the Education Oversight Committee established in Section 59-6-10

(2) 'Standards based assessment' means an assessment where an individual's performance is compared to specific performance standards and not to the performance of other students

(3) 'Disaggregated data' means data broken out for specific groups within the total student population, such as by race, gender, and family income level

(4) 'Longitudinally matched student data' means examining the performance of a single student or a group of students by considering their test scores over time

(5) 'Norm-referenced assessment' means assessments designed to compare student performance to a nationally representative sample of similar students known as the norm group

(6) 'Academic achievement standards' means statements of expectations for student learning

(7) 'Department' means the State Department of Education

(8) 'Absolute performance' means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment

(9) 'Improvement performance' means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous year's for the purpose of determining student academic growth

(10) 'Objective and reliable statewide assessment' means assessments which yield consistent results and which measure the cognitive knowledge and skills specified in the state-approved academic standards and does not include questions relative to personal opinions, feelings, or attitudes and is not biased with regard to race, gender, or socioeconomic status. It is not intended that the assessments be limited to true/false or multiple choice questions

(11) 'Division of Accountability' means the special unit within the oversight committee established in Section 59-6-100

Article 3 Academic Standards and Assessments

Section 59-18-300 The State Board of Education is directed to adopt grade specific performance oriented educational standards in the core academic areas of mathematics, English/language arts, social studies (history, government, economics, and geography) and science for kindergarten through twelfth grade and for grades nine through twelve adopt specific academic standards for benchmark courses in mathematics, English/language arts, social studies, and science. The standards are to promote the goals of providing every student with the competencies to

(1) read, view, and listen to complex information in the English language

(2) write and speak effectively in the English language

(3) solve problems by applying mathematics

(4) conduct research and communicate findings

(5) understand and apply scientific concepts

(6) obtain a working knowledge of world United States and South Carolina history, government, economics and geography and

(7) use information to make decisions

The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level

Section 59-18-310 (A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to measure student performance on state standards and

(1) identify areas in which students need additional support,

(2) indicate the academic achievement for schools districts, and the State, and

(3) satisfy federal reporting requirements

All assessments required to be developed or adopted under the provisions of this section or chapter must be objective and reliable

(B) The statewide assessment program in the four academic areas shall include grades three through eight an exit examination which is to be first administered in grade ten, and end of course tests for gateway courses in English/language arts mathematics science and social studies for grades nine through twelve

(C) While assessment is called for in the specific areas mentioned above this should not be construed as lessening the importance of foreign languages, visual and performing arts health, physical education, and career/occupational programs

Section 59-18-320 (A) After the first statewide field test of the assessment program in each of the four academic areas and after the field tests of the end of course assessments of benchmark courses, the Education Oversight Committee established in Section 59-6-10 will review the state assessment program and the course assessments for alignment with the state standards, level of difficulty and validity and for the ability to differentiate levels of achievement and will make recommendations for needed changes if any The review will be provided to the State Board of Education the State Department of Education the Governor the Senate Education Committee and the House Education and Public Works Committee as soon as feasible after the field tests The Department of Education will then report to the Education Oversight Committee no later than one month after receiving the reports on the changes made to the assessments to comply with the recommendations

(B) After review and approval by the Education Oversight Committee, the standards based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students to include those students as required by the 1997 reauthorization of the Federal Individuals with Disabilities Education Act and by Title 1 at the end of grades three through eight The exit examination in these four academic areas will be administered for the first time at the end of grade ten For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student's Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities

(C) After review and approval by the Education Oversight Committee, the end of course assessments of benchmark courses will be administered to all public school students as they complete each benchmark course

(D) Any new standards and assessments required to be developed and adopted by the State Board of Education, through the Department of Education, must be developed and adopted upon the advice and consent of the Education Oversight Committee

Section 59-18-330 The State Board of Education through the State Department of Education shall develop, select or adapt a first grade readiness test which is linked to the adopted grade one academic standards and a second grade readiness test which is linked to the adopted grade two academic standards. The first administration of this test must occur no later than the 2000-2001 school year. **The purpose of the tests is to measure individual student readiness, and they are not to be used as an accountability measure at the state level. However, the grade two readiness test will serve as the baseline for grade three assessment**

Section 59-18-340 The State Board of Education, following the recommendations of the Accountability Division of the Education Oversight Committee, is directed to select a norm referenced test to obtain an indication of student and school performance relative to national performance levels. The test must be administered annually to a statistically valid random sample of students in at least three grades from grades three through eleven. The Oversight Committee shall determine an appropriate sampling plan for the norm referenced test that must be administered beginning in the 1998-1999 school year.

Section 59-18-350 High schools shall offer state-funded PSAT or PLAN tests to each tenth grade student in order to assess and identify curricular areas that need to be strengthened and re-enforced. Schools and districts shall use these assessments as diagnostic tools to provide academic assistance to students whose scores reflect the need for such assistance. Schools and districts shall use these assessments to provide guidance and direction for parents and students as they plan for postsecondary experiences.

Section 59-18-360 The State Board of Education in consultation with the Education Oversight Committee shall provide for a cyclical review by academic area of the state standards and assessments to ensure that the standards and assessments are maintaining high expectations for learning and teaching. All academic areas must be initially reviewed by the year 2005. At a minimum, each academic area should be reviewed and updated every seven years. After each academic area is reviewed, a report on the recommended revisions must be presented to the Education Oversight Committee for its consideration. After approval by the Education Oversight Committee, the recommendations may be implemented. As a part of the review, a task force of parents, business and industry persons, community leaders, and educators to include special education teachers, must examine the standards and assessment system to determine rigor and relevancy.

Section 59-18-370 The Department of Education is directed to provide assessment results annually on individual students and schools in a manner and format that is easily understood by parents and the public. In addition, the school assessment results must be presented in a format easily understood by the faculty and in a manner that is useful for curriculum review and instructional improvement. The department is to provide longitudinally matched student data from the standards-based assessments and include information on the performance of subgroups of students within the school. The department must work with the Division of Accountability in developing the formats of the assessment results. Schools and districts shall be responsible for disseminating this information to parents.

Article 5
Academic Plans for Students

Section 59-18 500 (A) Beginning in 1998 99 and annually thereafter, at the beginning of each school year the school must notify the parents of the need for a conference for each student in grades three through eight who lacks the skills to perform at his current grade level based on assessment results school work, or teacher judgment. At the conference the student parent, and appropriate school personnel will discuss the steps needed to ensure student success at the next grade level. An academic plan will be developed to outline additional services the school and district will provide and the actions the student and the parents will undertake to further student success.

(B) The participants in the conference will sign off on the academic plan including any requirement for summer school attendance. Should a parent after attempts by the school to schedule the conference at their convenience not attend the conference the school will appoint a school mentor either a teacher or adult volunteer to work with the student and advocate for services. A copy of the academic plan will be sent to the parents by certified mail.

(C) At the end of the school year the student's performance will be reviewed by appropriate school personnel. If the student's work has not been at grade level or if the terms of the academic plan have not been met the student may be retained or he may be required to attend summer school for promotion. If there is a compelling reason why the student should not be required to attend summer school or be retained, the parent or student may appeal to a district review panel.

(D) At the end of summer school a district panel will review the student's progress and report to the parents whether the student's academic progress indicates readiness to achieve grade level standards for the next grade. If the student is not at grade level or the student's assessment results show standards are not met the student will be placed on academic probation. A conference of the student, parents and appropriate school personnel will revise the academic plan to address academic difficulties. At the conference it must be stipulated that academic probation means if either school work is not up to grade level or if assessment results again show standards are not met the student will be retained. The district's appeals process remains in effect.

(E) Each district board of trustees will establish policies on academic conferences individual student academic plans and district level reviews. Information on these policies must be given to every student and parent. Each district is to monitor the implementation of academic plans as a part of the local accountability plan. Districts are to use Act 135 of 1993 academic assistance funds to carry out academic plans including required summer school attendance. Districts policies regarding retention of students in grades one and two remain in effect.

(F) The State Board of Education, working with the Oversight Committee will establish guidelines until regulations are promulgated to carry out this section. **The State Board of Education, working with the Accountability Division, will promulgate regulations requiring the reporting of the number of students retained at each grade level, the number of students on probation, number of students retained after being on probation, and number of students removed from probation. This data will be used as a performance indicator for accountability.**

Article 7
Materials and Accreditation

Section 59 18 700 The criteria governing the adoption of instructional materials shall be revised by the State Board of Education to require that the content of such materials reflect the substance and level of performance outlined in the grade specific educational standards adopted by the state board.

Section 59-18-710 By November 2000 the State Board of Education, working with the Department of Education and recommendations from the Accountability Division, must promulgate regulations outlining the criteria for the state's accreditation system which must include student academic performance

Article 9
Reporting

Section 59-18-900 (A) The Education Oversight Committee, working with the State Board of Education, is directed to establish an annual report card and its format to report on the performance for the individual elementary, middle, high schools, and school districts of the State. The school's ratings on academic performance must be emphasized and an explanation of their significance for the school and the district must also be reported. The annual report card must serve at least four purposes

- (1) inform parents and the public about the school's performance,**
- (2) assist in addressing the strengths and weaknesses within a particular school,**
- (3) recognize schools with high performance, and**
- (4) evaluate and focus resources on schools with low performance**

(B) The Oversight Committee shall determine the criteria for and establish five academic performance ratings of excellent, good, average, below average, and unsatisfactory. Schools and districts shall receive a rating for absolute and improvement performance. Only the scores of students enrolled in the school at the time of the forty-five-day enrollment count shall be used to determine the absolute and improvement ratings. The Oversight Committee shall establish student performance indicators which will be those considered to be useful for assessing a school's overall performance and appropriate for the grade levels within the school.

(C) In setting the criteria for the academic performance ratings and the performance indicators, the Education Oversight Committee shall report the performance by subgroups of students in the school and schools similar in student characteristics. Criteria must use established guidelines for statistical analysis and build on current data-reporting practices.

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

(E) The principal, in conjunction with the School Improvement Council established in Section 59-20-60, must write an annual narrative of a school's progress in order to further inform parents and the community about the school and its operation. The narrative must cite factors or activities supporting progress and barriers which inhibit progress. The school's report card must be furnished to parents and the public no later than November fifteenth.

Section 59-18-910 No later than June 1, 1999, the Accountability Division must report on the development of the performance indicators criteria and the report card to the Education Oversight Committee and the State Board of Education. A second report, to include uniform collection procedures for academic standards and performance indicators, is due by September 1, 1999. No later than September, 1999, the State Department of Education shall report to the Oversight Committee the determination of the levels of difficulty for the assessments by grade and academic area. By March 1, 2000, a report on the development of baseline data for the schools is due from the division.

Section 59-18-920 Charter schools established pursuant to Chapter 40, Title 59 will receive a performance rating and must issue a report card to parents and the public containing the rating and explaining its significance and providing other information similar to that required of other schools in this section. Alternative schools are included in the requirements of this chapter, however, the purpose of such schools must be taken into consideration in determining their performance rating. The Education Oversight Committee, working with the State Board of Education and the School to Work Advisory Council, will develop a report card for vocational schools.

Section 59-18-930 Beginning in 2001 and annually thereafter the State Department of Education must issue report cards to all schools and districts of the State no later than November first. The report card must be mailed to all parents of the school and the school district. The school, in conjunction with the district board, must also inform the community of the school's report card by advertising the results in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within ninety days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one-half by ten inches) with at least a twenty-four point bold headline.

Article 11
Awarding Performance

Section 59-18-1100 The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement. Awards will be established for schools attaining high levels of absolute performance and for schools attaining high rates of improvement. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:

- (1) student attendance
- (2) teacher attendance,
- (3) student dropout rates, and
- (4) any other factors promoting or maintaining high levels of achievement and performance.

Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their schools' plans established in Section 59-139-10. Funds may be utilized for professional development support.

Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

Section 59-18-1110 (A) Notwithstanding any other provision of law, a school is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program provided that, during a three-year period, the following criteria are satisfied

(1) the school has twice been a recipient of a Palmetto Gold or Silver Award, pursuant to Section 59-18-1100,

(2) the school has met annual improvement standards for subgroups of students in reading and mathematics, and

(3) the school has exhibited no recurring accreditation deficiencies

(B) Schools receiving flexibility status are released from those regulations and statutory provisions referred to above including but not limited to, regulations and statutory provisions on class scheduling, class structure and staffing. The State Board of Education in consultation with the Education Oversight Committee must promulgate regulations and develop guidelines for providing this flexibility by December 1, 2001

(C) To continue to receive flexibility pursuant to this section, a school must annually exhibit school improvement at or above the state average as computed in the school recognition program pursuant to Section 59-18-1100 and must meet the gains required for subgroups of students in reading and mathematics. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year

(D) In the event that a school is removed from flexibility status, the school is not subject to regulations and statutory provisions exempted under this section until the beginning of the school year following notification of the change in status by the State Department of Education. Subsequent monitoring by the State Department of Education in a school that is removed from flexibility status shall not include a review of program records exempted under this section for the period that the school has received flexibility status or for the school year during which the school was notified of its removal from flexibility status

Section 59-18-1120 (A) Notwithstanding any other provision of law, a school designated as unsatisfactory while in such status is given the flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program or other State Board of Education regulations, dealing with the core academic areas as outlined in Section 59-18-120, provided that the review team recommends such flexibility to the State Board of Education

(B) Other schools may receive flexibility when their strategic plan explains why such exemptions are expected to improve the academic performance of the students and the plan meets the approval by the State Board of Education. To continue to receive flexibility pursuant to this section, a school must annually exhibit overall school improvement as outlined in its revised plan and must meet the gains set for subgroups of students in reading and mathematics. A school which does not requalify for flexibility status due to extenuating circumstances may apply to the State Board of Education for an extension of this status for one year according to the provisions of Section 59-18-1110(D)

Article 13
District Accountability Systems

Section 59 18 1300 The State Board of Education, based on recommendations of the division, must develop regulations requiring that no later than August 1999 each district board of trustees must establish and annually review a performance based accountability system, or modify its existing accountability system, to reinforce the state accountability system. Parents, teachers, and principals must be involved in the development, annual review, and revisions of the accountability system established by the district. The board of trustees shall ensure that a district accountability plan be developed reviewed and revised annually. In order to stimulate constant improvement in the process of teaching and learning in each school and to target additional local assistance for a school when its students' performance is low or shows little improvement the district accountability system must build on the district and school activities and plans required in Section 59 139-10. In keeping with the emphasis on school accountability, principals should be actively involved in the selection, discipline, and dismissal of personnel in their particular school. The date the school improvement reports must be provided to parents is changed to February first. Until such time as regulations pursuant to this section become effective school district accountability systems must be developed adopted, and implemented in accordance with State Board of Education guidelines.

The Department of Education shall offer technical support to any district requesting assistance in the development of an accountability plan. Furthermore the department must conduct a review of accountability plans as part of the peer review process required in Section 59 139-10(H) to ensure strategies are contained in the plans that shall maximize student learning. The department shall submit plans for the peer review process to the division for approval by August, 1999. School districts not having an approved plan by August 1 1999 shall be provided a plan by the department within ninety days.

Article 15
Intervention and Assistance

Section 59-18-1500 (A) When a school receives a rating of below average or unsatisfactory, the following actions must be undertaken by the school, the district, and the board of trustees

(1) The faculty of the school with the leadership of the principal must review its improvement plan and revise it with the assistance of the school improvement council established in Section 59 20 60. The revised plan should look at every aspect of schooling and must outline activities that when implemented can reasonably be expected to improve student performance and increase the rate of student progress. The plan should provide a clear coherent plan for professional development, which has been designed by the faculty that is ongoing, job related, and keyed to improving teaching and learning. A time line for implementation of the activities and the goals to be achieved must be included.

(2) Once the revised plan is developed the district superintendent and the local board of trustees shall review the school's strategic plan to determine if the plan focuses on strategies to increase student academic performance. Once the district board has approved the plan it must delineate the strategies and support the district will give the plan.

(3) After the approval of the revised plan the principals and teachers professional growth plans as required by Section 59 26-40 and Section 59 24 40 should be reviewed and amended to reflect the professional development needs identified in the revised plan and must establish individual improvement criteria on the performance dimensions for the next evaluation.

(4) The school, in conjunction with the district board must inform the parents of children attending the school of the ratings received from the State Board of Education and must outline the steps in the revised plan to improve performance including the support which the board of trustees has agreed to.

give the plan. This information must go to the parents no later than February first. This information must also be advertised in at least one South Carolina daily newspaper of general circulation in the area. This notice must be published within ninety days of receipt of the report cards issued by the State Department of Education and must be a minimum of two columns by ten inches (four and one half by ten inches) with at least a twenty four point bold headline. The notice must include the following information: name of school district, name of superintendent, district office telephone number, name of school, name of principal, telephone number of school, school's absolute performance rating and improvement performance rating on student academic performance, and strategies which must be taken by the district and school to improve student performance, and

(5) Upon a review of the revised plan to ensure it contains sufficiently high standards and expectations for improvement, the Department of Education is to delineate the activities, support services, and technical assistance it will make available to support the school's plan and sustain improvement over time. Schools meeting the criteria established pursuant to Section 59-18-1560 will be eligible for the grant programs created by that section.

Section 59-18-1510 (A) When a school receives a rating of unsatisfactory or upon the request of a school rated below average, an external review team must be assigned by the Department of Education to examine school and district educational programs, actions, and activities. The Education Oversight Committee, in consultation with the State Department of Education, shall develop the criteria for the identification of persons to serve as members of an external review team which shall include representatives from selected school districts, respected retired educators, State Department of Education staff, higher education representatives, parents from the district, and business representatives.

(B) The activities of the external review committee may include

(1) examine all facets of school operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards, and recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;

(2) consult with parents, community members, and members of the School Improvement Council to gather additional information on the strengths and weaknesses of the school;

(3) identify personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board;

(4) work with school staff, central offices, and local boards of trustees in the design of the school's plan, implementation strategies, and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in that school;

(5) identify needed support from the district, the State Department of Education, and other sources for targeted long term technical assistance;

(6) report its recommendations no later than three months after the school receives the designation of unsatisfactory to the school, the district board of trustees, and the State Board of Education; and

(7) report annually to the local board of trustees and state board over the next four years, or as deemed necessary by the state board, on the district's and school's progress in implementing the plans and recommendations and in improving student performance.

(C) Within thirty days, the Department of Education must notify the principal, the superintendent, and the district board of trustees of the recommendations approved by the State Board of Education. After the approval of the recommendations, the department shall delineate the activities, support services,

and technical assistance it will provide to the school. With the approval of the state board, this assistance will continue for at least three years or as determined to be needed by the review committee to sustain improvement.

Section 59-18-1520. If the recommendations approved by the state board, the district's plan, or the school's revised plan is not satisfactorily implemented by the school, rated unsatisfactory, and its school district according to the time line developed by the State Board of Education, or if student academic performance has not met expected progress, the principal, district superintendent, and members of the board of trustees must appear before the State Board of Education to outline the reasons why a state of emergency should not be declared in the school. The state superintendent, after consulting with the external review committee and with the approval of the State Board of Education, shall be granted the authority to take any of the following actions:

- (1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;
- (2) declare a state of emergency in the school and replace the school's principal; or
- (3) declare a state of emergency in the school and assume management of the school.

Section 59-18-1530 (A). Teacher specialists on site must be assigned in any of the four core academic areas to a middle or high school in an impaired district or designated as below average or unsatisfactory, if the review team so recommends and recommendation is approved by the State Board of Education. Teacher specialists on site must be assigned at a rate of one teacher for each grade level with a maximum of five to elementary schools in impaired districts or designated as below average or unsatisfactory. The Department of Education, in consultation with the Division of Accountability, shall develop a program for the identification, selection, and training of teachers with a history of exemplary student academic achievement to serve as teacher specialists on site. Retired educators may be considered for specialists.

(B) In order to sustain improvement and help implement the review team's recommendations, the specialists will teach and work with the school faculty on a regular basis throughout the school year for up to three years or as recommended by the review committee and approved by the state board. Teacher specialists must teach a minimum of three hours per day on average in team teaching or teaching classes. Teacher specialists shall not be assigned administrative duties or other responsibilities outside the scope of this section. The specialists will assist the school in gaining knowledge of best practices and well validated alternatives, demonstrate effective teaching, act as coach for improving classroom practices, give support and training to identify needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills. School districts are asked to cooperate in releasing employees for full time or part time employment as a teacher specialist.

(C) To encourage and recruit teachers for assignment to below standard and unsatisfactory schools, those assigned to such schools will receive their salary and a supplement equal to fifty percent of the current southeastern average teacher salary as projected by the State Budget and Control Board, Office of Research and Analysis. The salary and supplement is to be paid by the State for three years.

(D) In order to attract a pool of qualified applicants to work in low performing schools, the Education Oversight Committee, in consultation with the Leadership Academy of the South Carolina Department of Education, shall develop criteria for the identification, selection, and training of principals with a history of exemplary student academic achievement. Retired educators may be considered for principal specialists. A principal specialist may be hired for a school designated as unsatisfactory if the district board of trustees chooses to replace the principal of that school. The principal specialist will assist the school in gaining knowledge of best practices and well validated alternatives in carrying out the recommendations of the review team. The specialist will demonstrate effective leadership for improving

classroom practices, assist in the analyses of assessment data, work with individual members of the faculty emphasizing needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills designed to increase academic performance. School districts are asked to cooperate in releasing employees for full-time or part time employment as a principal specialist.

(E) In order to attract a pool of qualified principals to work in low performing schools the principal specialists hired in such schools will receive their salary and a supplement equal to 1.25 times the supplement amount calculated for teachers. The salary and supplement are to be paid by the State for two years.

(F) The supplements are to be considered part of the regular salary base for which retirement contributions are deductible by the South Carolina Retirement System pursuant to Section 9-1-1020. For the purpose of determining average final compensation as defined in Section 9-1-10 the supplement authorized in this section shall entitle a specialist to have added to their average final compensation at the time of retirement an amount not to exceed an additional forty five days' pay based on the specialist's regular annual compensation at their home school location. A specialist shall be entitled to fifteen days' pay for the purposes of this section for each year of service as a specialist on site. Principal and teacher specialists on site who are assigned to below average and unsatisfactory schools shall be allowed to return to employment with their previous district at the end of the contract period with the same teaching or administrative contract status as when they left but without assurance as to the school or supplemental position to which they may be assigned.

(G) For retired educators drawing benefits from the state retirement system who are serving in the capacity of principal or teacher specialist on site the earnings limitations which restrict the amount of compensation that may be earned from covered employment while drawing benefits under the state retirement system do not apply to any compensation paid to them as an on site specialist not to exceed one year of such employment whether they are working directly for the school district or for some entity in this capacity. However, no further contributions may be made to the state retirement system related to this compensation and no additional retirement benefits or credits may be received or accrued.

(H) Within the parameters herein, the school district will have final determination on individuals who are assigned as teacher specialists and principal specialists.

Section 59-18-1540 Each principal continued in employment in schools in districts designated as impaired or in schools designated as below average or unsatisfactory must participate in a formal mentoring program with a principal. The Department of Education, working with the Education Oversight Committee shall design the mentoring program and provide a stipend to those principals serving as mentors.

Section 59-18-1550 Each teacher employed in schools designated as below average or unsatisfactory who participate in the professional development activities and the improvement actions of the school which go beyond the normal school day and year may earn credits toward recertification according to the criteria established by the State Board of Education. To receive credit activities must be based on identified professional development needs outlined in the school's improvement plan and must include at least one of the following:

- (1) summer institute with follow up activities
- (2) practice of new teaching strategies with peers regularly throughout the school year
- (3) work with peer study groups during the academic year in planning lessons and
- (4) observing and coaching regularly in one another's classrooms

The activities must be approved by the Department of Education and the department shall determine the amount of credit earned by the participation

Section 59-18-1560 (A) The State Board of Education, working with the Accountability Division and the Department of Education, must establish grant programs for schools designated as below average and for schools designated as unsatisfactory A school designated as below average will qualify for a grant to undertake any needed retraining of school faculty and administration once the revised plan is determined by the State Department of Education to meet the criteria on high standards and effective activities. A school designated as unsatisfactory will qualify for the grant program after the State Board of Education approves its revised plan. A grant or a portion of a grant may be renewed annually over the next three years if school and district actions to implement the revised plan continue. Should student performance not improve, any revisions to the plan must meet high standards prior to renewal of the grant. The revised plan must be reviewed by the district and board of trustees and the State Department of Education to determine what other actions, if any, need to be taken. A grant may be extended for up to an additional two years if the State Board of Education determines it is needed to sustain academic improvement. The funds must be expended based on the revised plan and according to criteria established by the State Board of Education. Prior to extending any grant, the Accountability Division shall review school expenditures to make a determination of the effective use of previously awarded grant funds. If deficient use is determined, those deficiencies must be identified, noted, and corrective action taken before a grant extension will be given.

(B) The State Board of Education, working with the Department of Education and with the approval of the Education Oversight Committee, will develop guidelines outlining eligibility for the grant programs and methods of distributing funds which will be in effect until such time as the school ratings in Section 59-18-900(B) are implemented. In developing the eligibility guidelines, the board should consider criteria similar to that used in the former impaired district program. Until such time as regulations are promulgated, the funds shall be distributed on a per teacher basis for use only as outlined in the revised school plan.

(C) A public school assistance fund shall be established as a separate fund within the state general fund for the purpose of providing financial support to assist poorly performing schools. The fund may consist of grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for this purpose. Income from the fund shall be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The State Board of Education, in consultation with the commission, shall administer and authorize any disbursements from the fund. The State Board of Education shall promulgate regulations to implement the provisions of this section.

Section 59-18-1570 (A) When a district receives a rating of below average, the State Superintendent, with the approval of the State Board of Education, shall appoint an external review committee to study educational programs in that district and identify factors affecting the performance of the district. The review committee must:

- (1) examine all facets of school and district operations, focusing on strengths and weaknesses, determining the extent to which the instructional program is aligned with the content standards and shall make recommendations which draw upon strategies from those who have been successful in raising academic achievement in schools with similar student characteristics;
- (2) consult with parents and community members to gather additional information on the strengths and weaknesses of the district;
- (3) identify personnel changes, if any, that are needed at the school and/or district level and discuss such findings with the board.

(4) work with school staff, central offices, and local boards of trustees in the design of the district's plan implementation strategies and professional development training that can reasonably be expected to improve student performance and increase the rate of student progress in the district

(5) identify needed support from the State Department of Education and other sources for targeted long term technical assistance,

(6) report its recommendations, no later than three months after the district receives the designation of unsatisfactory to the superintendent, the district board of trustees, and the State Board of Education, and

(7) report annually over the next four years to the local board of trustees and state board, or as deemed necessary by the state board on the district's and schools progress in implementing the plans and recommendations and in improving student performance

(B) Within thirty days the Department of Education must notify the superintendent and the district board of trustees of the recommendations approved by the State Board of Education. Upon the approval of the recommendations the Department of Education must delineate the activities, support services and technical assistance it will provide to support the recommendations and sustain improvement over time. The external review committee must report annually to the local board of trustees and the state board over the next four years or as deemed necessary by the state board on the district's progress in implementing the recommendations and improving student performance.

(C) The review committee shall be composed of State Department of Education staff, representatives from selected school districts, higher education and business.

Section 59-18-1580 If recommendations approved by the State Board of Education are not satisfactorily implemented by the school district according to the time line developed by the State Board of Education or if student performance has not made the expected progress and the school district is designated as unsatisfactory the district superintendent and members of the board of trustees must appear before the State Board of Education to outline the reasons why a state of emergency should not be declared in the district. The state superintendent with the approval of the State Board of Education is granted authority to do any of the following:

(1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education

(2) recommend to the Governor that the office of superintendent be declared vacant. If the Governor declares the office vacant the state superintendent may furnish an interim replacement until the vacancy is filled by the board of trustees or until an election is held as provided by law to fill the vacancy. If the superintendent who is replaced is elected to such office local boards of trustees negotiating contracts for the superintendency shall include a provision that the contract is void should the Governor declare that office of superintendency vacant pursuant to this section. This contract provision does not apply to any existing contracts but to new contracts or renewal of contracts.

(3) declare a state of emergency in the school district and assume management of the school district.

Section 59-18-1590 To assist schools and school districts as they work to improve classroom practice and student performance the Department of Education must increase the delivery of quality technical assistance services and the assessment of instructional programs. The department may need to reshape some of its organization and key functions to make them more consistent with the assistance required by schools and districts in developing and implementing local accountability systems and meeting state standards. The Department of Education must:

(1) establish an ongoing state mechanism to promote successful programs found in South Carolina schools for implementation in schools with similar needs and students to review evidence on

instructional and organizational practices considered to be effective and to alert schools and classroom teachers to these options and the sources of training and names of implementing schools,

(2) provide information and technical assistance in understanding state policies how they fit together and the best practice in implementing them, and

(3) establish a process for monitoring information provided for accountability and for assessing improvement efforts and implementation of state laws and policies which focuses on meeting the intent and purpose of those laws and policies

Article 17 Public Information

Section 59-18 1700 (A) An on going public information campaign must be established to apprise the public of the status of the public schools and the importance of high standards for academic performance for the public school students of South Carolina. A special committee shall be appointed by the Chairman of the Education Oversight Committee to include two committee members representing business and two representing education and others representing business, industry, and education. The committee shall plan and oversee the development of a campaign, including public service announcements for the media and other such avenues as deemed appropriate for informing the public. The plan must be reported to the Governor, the Senate Education Committee, and the House Education and Public Works Committee by March 15, 1999.

(B) A separate fund within the state general fund will be established to accept grants, gifts, and donations from any public or private source or monies that may be appropriated by the General Assembly for the public information campaign. Members of the Oversight Committee representing business will solicit donations for this fund. Income from the fund shall be retained in the fund. All funds may be carried forward from fiscal year to fiscal year. The State Treasurer shall invest the monies in this fund in the same manner as other funds under his control are invested. The Oversight Committee shall administer and authorize any disbursements from the fund. Private individuals and groups shall be encouraged to contribute to this endeavor.

Article 19 Miscellaneous

Section 59-18 1900 (A) The State Board of Education, working with the Department of Education and the Education Oversight Committee, shall establish a competitive grant program to fund at least ten alternative schools. Districts are authorized and encouraged to cooperate in establishing alternative schools and such jointly established schools will be given priority in awarding the grants. Alternative schools established prior to this act shall not be prohibited from participation in this program. These schools must be at a site separate from other schools, unless operated at a time when those schools are not in session. These schools shall provide appropriate services to middle or high school students who for academic or behavioral reasons are not benefiting from the regular school program. The regulations must include guidelines to ensure that effective practices are adopted.

(B) To be eligible for funding, the school districts must develop a plan for the school which establishes a comprehensive program to address student problems. State requirements for staffing may be waived if the plan meets the criteria and has a reasonable expectation of success. The plan must include:

(1) the mission of the school

(2) policy for the basis of enrollment in the school

(3) a low pupil teacher ratio to include one on one assistance, independent computer assisted learning and distance learning

(4) provision for transportation to the school

(5) establishment of comprehensive staff development,

(6) appointment of a mentor teacher at the student's original school in order to ease transition back to that school when such a transfer occurs, and

(7) a process for community involvement and support

The districts shall contract with the school for each student attending for an amount that is no less than the amount equal to that generated by the student's EFA weight

Section 59-18-1910 The State Board of Education shall establish grant programs to fund homework centers in schools and districts designated as below average and unsatisfactory

Until such time as these ratings are established all schools in districts declared to be impaired are eligible to receive funding on a per pupil basis. Schools receiving such designations must provide centers that go beyond the regular school hours where students can come and receive assistance in understanding and completing their school work. Funds provided for these centers may be used for salaries for certified teachers and for transportation costs. Homework centers meeting the criteria established by the board shall receive funds as appropriated by the General Assembly. For 1998-99 of the funds appropriated for assessment up to five hundred thousand dollars shall be used for homework centers.

Section 59-18-1920 (A) The State Board of Education through the Department of Education shall establish a grant program to encourage school districts to pilot test or implement a modified school year or school day schedule. The purpose of the grant is to assist with the additional costs incurred during the intersessions for salaries, transportation and operations, or for additional costs incurred by lengthening the school day. For a district to qualify for a grant, all the schools within a specific feeder zone or elementary to middle to high school attendance area, must be pilot testing or implementing the modified year or day schedule. Districts declared to be impaired will have priority in obtaining such grants.

(B) To obtain a grant, a district shall submit an application to the state board in a format specified by the Department of Education. The application shall include a plan for implementing a modified year or day that provides the following: more time for student learning; learning opportunities that typically are not available in the regular student day; targeted assistance for students whose academic performance is significantly below promotion standards; more efficient use of facilities and other resources; and evaluations of the impact of the modified schedule. Local district boards of trustees shall require students whose performance in a core subject area as defined in Section 59-18-300, is the equivalent of a D average or below to attend the intersessions or stay for the lengthened day and receive special assistance in the subject area. Funding for the program is as provided by the General Assembly in the annual appropriations act. Each grant award for program pilot testing or implementation may not exceed a three-year period.

Section 59-18-1930 The Education Oversight Committee shall provide for a comprehensive review of state and local professional development to include principal leadership development and teacher staff development. The review must provide an analysis of training to include what professional development is offered, how it is offered, the support given to implement skills acquired from professional development, and how the professional development enhances the academic goals outlined in district and school strategic plans. The Oversight Committee shall recommend better ways to provide and meet the needs for professional development to include the use of the existing five contract days for in-service. Needed revisions shall be made to state regulations to promote use of state dollars for training which meets national standards for staff development.

Findings

SECTION 3 Article 1 Chapter 24 Title 59 of the 1976 Code is amended by adding

"Section 59 24 5 The General Assembly finds that the leadership of the principal is key to the success of a school and support for ongoing integrated professional development is integral to better schools and to the improvement of the actual work of teachers and school staff "

Assessment and development plans for administrators

SECTION 4 Sections 59-24 10 and 59 24 30 of the 1976 Code as last amended by Act 458 of 1996, are further amended to read

"Section 59-24 10 Beginning with the school year 1999 2000 any person prior to permanent appointment as a principal for any elementary school secondary school, or vocational center must be assessed for instructional leadership and management capabilities by the Leadership Academy of the South Carolina Department of Education Districts may appoint such persons on an interim basis until such time as the assessment is completed A report of this assessment must be forwarded to the district superintendent and board of trustees The provisions of this section do not apply to any persons currently employed as principals on the effective date of the provisions of this paragraph nor to any persons hired as principals before the beginning of school year 1999 2000

Section 59 24 30 All school administrators shall develop an on going individual professional development plan with annual updates which is appropriate for their role or position This plan shall support both their individual growth and organizational needs Organizational needs must be defined by the districts strategic plans or school renewal plans Individuals completing the assessment for instructional leadership will develop their professional development plan on the basis of that assessment The Department of Education shall assist school administrators in carrying out their professional development plans by reviewing the school and district plans and providing or brokering programs and services in the areas identified for professional development "

Professional development

SECTION 5 Section 59 24 50 of the 1976 Code is amended to read

Section 59 24-50 By January 1, 1999, the South Carolina Department of Education's Leadership Academy shall develop in cooperation with school districts district consortia and state supported institutions of higher education continuous professional development programs which meet national standards for professional development and focus on the improvement of teaching and learning By July 1 1999 programs funded with state funds must meet these standards and must provide training, modeling and coaching on effective instructional leadership as it pertains to instructional leadership and school based improvement including instruction on the importance of school improvement councils and ways administrators may make school improvement councils an active force in school improvement The training must be developed and conducted in collaboration with the School Council Assistance Project "

Formal Induction program

SECTION 6 Article 1, Chapter 24, Title 59 of the 1976 Code is amended by adding

"Section 59 24 80 Beginning with school year 1999 2000, each school district or consortium of school districts, shall provide school principals serving for the first time as the head building administrators with a formalized induction program in cooperation with the State Department of Education. The State Board of Education must develop regulations for the program based on the criteria and statewide performance standards which are a part of the process for assisting, developing, and evaluating principals employed in the school districts. The program must include an emphasis on the elements of instructional leadership, skills, implementation of effective schools research, and analysis of test scores for curricular improvement."

Contract status and rights retained, exceptions

SECTION 7 The 1976 Code is amended by adding

Section 59 24 15 Certified education personnel who are employed as administrators on an annual or multi-year contract will retain their rights as a teacher under the provisions of Article 3 of Chapter 19 and Article 5 of Chapter 25 of this title but no such rights are granted to the position or salary of administrator. Any such administrator who presently is under a contract granting such rights shall retain that status until the expiration of that contract."

Education Oversight Committee, membership, duties

SECTION 8 Section 59 6-10 of the 1976 Code is amended to read

"Section 59-6-10 (A) In order to assist in, recommend, and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984, the Education Oversight Committee is to serve as the oversight committee for these acts. The Education Oversight Committee shall

- (1) review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding,
- (2) make programmatic and funding recommendations to the General Assembly,
- (3) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs,
- (4) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary.

Each state agency and entity responsible for implementing the Education Accountability Act and the Education Improvement Act funded programs shall submit to the Education Oversight Committee programs and expenditure reports and budget requests as needed and in a manner prescribed by the Education Oversight Committee.

The committee consists of the following persons:

- (1) Speaker of the House of Representatives or his designee
- (2) President Pro Tempore of the Senate or his designee

(3) Chairman of the Education and Public Works Committee of the House of Representatives or his designee,

(4) Chairman of the Education Committee of the Senate or his designee

(5) Governor or his designee,

(6) Chairman of the Ways and Means Committee of the House of Representatives or his designee,

(7) Chairman of the Finance Committee of the Senate or his designee

(8) State Superintendent of Education or the superintendent's designee who shall be an ex officio nonvoting member,

(9) Five members representing business and industry who must have experience in business management, or policy to be appointed as follows: one by the Governor, one by the President Pro Tempore of the Senate, one by the Speaker of the House, one by the Chairman of the Senate Education Committee, and one by the Chairman of the House Education and Public Works Committee, and

(10) Five members representing public education teachers and principals to be appointed as follows: one by the Governor, one by the President Pro Tempore of the Senate, one by the Speaker of the House, one by the Chairman of the Senate Education Committee, and one by the Chairman of the House Education and Public Works Committee.

Initial appointment must be made by July 31, 1998, at which time the Governor or his designee shall call the first meeting. At the initial meeting, a chairman elected from the members representing the business and industry appointees and a vice chairman representing the education members shall be elected by a majority vote of the committee. The members appointed pursuant to items (1) through (8) may serve notwithstanding the provisions of Section 8-13-770. Their terms of office on the committee must be coterminous with their terms of office as Governor, Superintendent of Education, or members of the General Assembly.

(B) The terms of office of the members of the Education Oversight Committee, except for the legislative members, Governor, and State Superintendent of Education, are four years and until their successors are appointed and qualify, except for those first appointed, the terms must be staggered as follows:

(1) Initial terms of two years shall be served by the two members of the business and industry community appointed by the chairmen of the Education Committees,

(2) Initial terms of three years shall be served by the members of the education community appointed by the President Pro Tempore of the Senate and the Speaker of the House, and

(3) All other voting members shall serve initial four-year terms. The terms of chairman and vice chairman shall be two years. At the end of each two-year term, an election must be held for the chairmanship and vice chairmanship by majority vote of the members attending with quorum present. No member shall serve more than four consecutive years as chairman or vice chairman.

Members of the committee shall meet no less than once a quarter and annually shall submit their findings and recommendations to the General Assembly before March first of each fiscal year. The staff positions of the Select Committee and the people presently in those positions initially shall be transferred to the Education Oversight Committee as administrative staff to carry out its functions."

Accountability division established

SECTION 9 Chapter 6 Title 59 of the 1976 Code is amended by adding

"Section 59-6-100 Within the Education Oversight Committee, an Accountability Division must be established to report on the monitoring, development, and implementation of the performance based accountability system and reviewing and evaluating all aspects of the Education Accountability Act and the Education Improvement Act

The Education Oversight Committee will employ, by a majority vote, for a contract term of three years an executive director for the Accountability Division. The director must be chosen solely on grounds of fitness to perform the duties assigned to him and must possess at least the following qualifications: a demonstrated knowledge of public education; experience in program evaluation; and experience in a responsible managerial capacity. No member of the General Assembly nor anyone who will have been a member for one year previously will be contracted to serve as director. The director will have the authority to employ, with the approval of the subcommittee, professional and support staff as necessary to carry out the duties of the division, which shall be separate from the administrative staff of the Education Oversight Committee.

Section 59-6-110 The division must examine the public education system to ensure that the system and its components and the EIA programs are functioning for the enhancement of student learning. The division will recommend the repeal or modification of statutes, policies, and rules that deter school improvement. The division must provide annually its findings and recommendations in a report to the Education Oversight Committee no later than February first. The division is to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts and

- (1) monitor and evaluate the implementation of the state standards and assessment,**
- (2) oversee the development, establishment, implementation, and maintenance of the accountability system,**
- (3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and**
- (4) perform other studies and reviews as required by law**

The responsibilities of the division do not include fiscal audit functions or funding recommendations except as they relate to accountability. It is not a function of this division to draft legislation and neither the director nor any other employee of the division shall urge or oppose any legislation. In the performance of its duties and responsibilities, the division and staff members are subject to the statutory provisions and penalties regarding confidentiality of records as they apply to students, schools, school districts, the Department of Education, and the Board of Education.

Section 59-6-120 The State Department of Education, the State Board of Education, and the school districts and schools shall work collaboratively with the Division of Accountability to provide information needed to carry out the responsibilities and duties of its office. The Division of Accountability may call on the expertise of the state institutions of higher learning and any other public agencies for carrying out its functions and may coordinate and consult with existing agency and legislative staff "

Task force

SECTION 10 When parents are involved with their children's education students achieve more regardless of socio-economic status ethnic/racial background or the parents' education level. The more extensive the parent involvement, the higher level of the student achievement. Therefore the Education Oversight Committee shall appoint a task force to review current state programs and policies for parent participation in their children's education. The task force is to look for ways to encourage and induce parents to oversee and support student academic performance and behavior that contributes to academic improvement. The membership of the task force should include public school educators from rural urban and suburban schools and districts parents of public school children, social service representatives and a juvenile justice representative. The task force must be appointed no later than September 1 1998 and shall provide its report and recommendations to the Education Oversight Committee by October 15, 1999.

Phonics required

SECTION 11 Section 59 29-10 of the 1976 Code is amended to read

Section 59-29 10 The county board of education and the board of trustees for each school district shall see that in every school under their care there shall be taught as far as practicable orthography, reading, writing, arithmetic geography English grammar and instruction in phonics the elements of agriculture the history of the United States and of this State the principles of the Constitutions of the United States and of this State morals and good behavior algebra physiology and hygiene (especially as to the effects of alcoholic liquors and narcotics upon the human system) English literature and such other branches as the state board may from time to time direct.

Class size reduction, funding, facilities

SECTION 12 Title 59 Chapter 63 of the 1976 Code is amended by adding

"Section 59 63 65 School districts which choose to reduce class size to fifteen to one in grades one through three shall be eligible for funding for the reduced pupil teacher ratios from funds provided by the General Assembly for this purpose. Funding for schools in districts designated as impaired or for schools rated as unsatisfactory on the accountability ratings will receive priority in the distribution of funds. Funding for the impaired district schools and schools ranked unsatisfactory will be allocated based on the average daily membership in grades one through three in those schools for implementing reduced class size of fifteen to one in those grades. Other school districts will receive funding allocated based on free and reduced lunch eligible students. Local match is required for the lower ratio funding based on the Education Finance Act formula. Boards of trustees of each school district may implement the lower pupil teacher ratios on a school by school grade by grade, or class by class basis. District boards of trustees implementing the reduced ratios must establish policies to give priority to reduce the ratios in schools with the highest number of students eligible for the federal free and reduced lunch program, and these students must be given priority in implementing the reduced class size. Unobligated funds from state appropriations which become available to a district during a fiscal year shall be redistributed to fund additional teachers on a prorated basis.

Districts choosing to implement the reduced class size must track the students served in classes with a 15:1 ratio for three years so that the impact of smaller class size can be evaluated. The Department of Education working with the Accountability Division will develop a plan for evaluating the impact of this initiative and report to the Education Oversight Committee no later than December 1 2001. School districts must document the use of these funds to reduce class size and the State Department of Education will conduct audits to confirm appropriate use of class size reduction funding.

As used in this section 'teacher' refers to an employee possessing a professional certificate issued by the State Department of Education whose full time responsibility is instruction of students. Pupil teacher ratio is based on average daily membership.

Portable or other temporary classroom space may be used to meet any facilities needs for reducing class size to fifteen to one and notwithstanding the provisions of Section 59-144.30 funding derived from the Children's Education Endowment Fund may be used to acquire such portable or temporary facilities.

Repeal

SECTION 13 Sections 59-6-12, 59-18-10, 59-18-11, 59-18-15, 59-18-20, 59-18-25, 59-18-30 and 59-18-31 of the 1976 Code are repealed.

Copy of act to be provided

SECTION 14 The Department of Education must provide a copy of this act to every district superintendent and school principal in this State.

References

SECTION 15 The Code Commissioner is directed to change all references in the Code of Laws to the Select Committee so as to read the Education Oversight Committee.

Time effective

SECTION 16 This act takes effect upon approval by the Governor.

Approved the 10th day of June, 1998.

Legislative Printing-LPITR@<http://www.lpitr.state.sc.us>

District	School	Issue(s) of Noncompliance or Recommendations provided without approval from the Department of Education
Hampton 2	Estill Elementary	
	Estill High	
	Estill Middle	
Jasper	Ridgeland Middle	1 Three teachers do not hold a South Carolina teacher certificate 2 Two teachers are not properly certified for the positions held 3 One teacher holds an expired certificate
	West Hardeeville Elementary	Six teachers do not hold a South Carolina teaching certificate
Lee	Bishopville Intermediate	
	Dennis Intermediate	1 Two teachers hold expired certificates 2 Two teachers are not properly certified for the positions assigned 3 One teacher does not hold a South Carolina teacher certificate
	Fleming Intermediate	
	Lower Lee Primary	1 Two teachers do not hold South Carolina teacher certificates 2 One teacher is not properly certified for the position assigned
	Mt Pleasant Middle	1 Two teachers do not hold South Carolina teacher certificate 2 Two teachers are not properly certified for the position assigned 3 Five teachers hold expired certificates or certificates that will expire within the next month
Manon 7	Britton's Neck High	
Orangeburg 3	Elloree Elementary	
	Elloree High	Student academic plans have not been developed
	Holly Hill Middle	

APPENDIX B

Analyses of 2001-2002 Report Card Data And Changes Recommended

B-1 SC School and District Ratings, 2001-2002

B-2 Review of School Improvement Rating Methodology

B-3 Revisions to High School Ratings Criteria

**B-4 Recommendations Regarding Changes to the 2003-2004 Accountability
Manual**

**Appendix B-1
South Carolina School and District Ratings
2001-2002**

Summary Tables

**Table 1
ALL SCHOOLS (K-2 PRIMARY, ELEMENTARY, MIDDLE, AND HIGH SCHOOLS)
2001-2002 School Report Card Ratings
Number and Percentage of School Report Cards**

Rating	Absolute Performance Rating Number (%)	Improvement Rating Number (%)
Excellent	223 (19.7)	120 (10.6)
Good	368 (32.5)	217 (19.3)
Average	310 (27.4)	192 (17.0)
Below Average	170 (15.0)	310 (27.5)
Unsatisfactory	60 (5.3)	288 (25.6)
New/Special - No Rating	28	32
Total	1131 (100)	1127 (100)

Note: Totals may not add to 100% due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (Elementary, Middle, High).

*Based on data from the SC Department of Education, November 2002.

**Table 2
K-2 PRIMARY SCHOOLS ONLY (GRADE 2 IS HIGHEST GRADE LEVEL)
2001-2002 School Report Card Ratings
Number and Percentage of School Report Cards**

Rating	Absolute Performance Rating Number (%)	Improvement Rating Number (%)
Excellent	22 (100)	8 (40.0)
Good	0 (0.0)	12 (60.0)
Average	0 (0.0)	0 (0.0)
Below Average	0 (0.0)	0 (0.0)
Unsatisfactory	0 (0.0)	0 (0.0)
New/Special - No Rating	0	2
Total	22 (100)	22 (100)

Note: Totals may not add to 100% due to rounding.

*Based on data from the SC Department of Education, November 2002.

**Table 3
ELEMENTARY SCHOOLS ONLY
2001-2002 School Report Card Ratings
Number and Percentage of School Report Cards**

Rating	Absolute Performance Rating Number (%)	Improvement Rating Number (%)
Excellent	106 (17.5)	37 (6.1)
Good	217 (35.8)	120 (19.8)
Average	195 (32.2)	104 (17.2)
Below Average	81 (13.4)	159 (26.2)
Unsatisfactory	7 (1.2)	186 (30.7)
New/Special No Rating	7	7
Total	606 (100)	606 (100)

Note: Totals may not add to 100% due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (Elementary, Middle, High).

*Based on data from the SC Department of Education, November 2002.

**Table 4
MIDDLE SCHOOLS ONLY
2001-2002 School Report Card Ratings
Number and Percentage of School Report Cards**

Rating	Absolute Performance Rating Number (%)	Improvement Rating Number (%)
Excellent	14 (5.1)	8 (2.9)
Good	73 (26.6)	32 (11.7)
Average	91 (33.2)	78 (28.5)
Below Average	70 (25.6)	107 (39.1)
Unsatisfactory	26 (9.5)	49 (17.9)
New/Special - No Rating	11	11
Total	274 (100)	274 (100)

Note: Totals may not add to 100% due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (Elementary, Middle, High).

*Based on data from the SC Department of Education, November 2002.

Table 5
HIGH SCHOOLS ONLY
2001-2002 School Report Card Ratings
Number and Percentage of School Report Cards

Rating	Absolute Performance Rating Number (%)	Improvement Rating Number (%)
Excellent	49 (25.9)	41 (21.9)
Good	70 (37.0)	43 (23.0)
Average	24 (12.7)	10 (5.4)
Below Average	19 (10.1)	42 (22.5)
Unsatisfactory	27 (14.3)	51 (27.3)
New/Special No Rating	10	12
Total	189 (100)	189 (100)

Note: Totals may not add to 100% due to rounding. Some schools may have received more than one report card if the school contained more than one organizational grade level (Elementary, Middle, High)

*Based on data from the SC Department of Education November 2002

Table 6
DISTRICTS ONLY
2001-2002 District Report Card Ratings
Number and Percentage of District Report Cards

Rating	Absolute Performance Rating Number (%)	Improvement Rating Number (%)
Excellent	3 (3.5)	1 (1.2)
Good	27 (31.8)	3 (3.6)
Average	33 (38.8)	27 (32.1)
Below Average	20 (23.5)	46 (54.8)
Unsatisfactory	2 (2.4)	7 (8.3)
Total	85 (100)	84 (100)

Note: Totals may not add to 100% due to rounding

*Based on data from the SC Department of Education November 2002

Appendix B-2
REVIEW OF SCHOOL IMPROVEMENT RATING METHODOLOGY
Adopted By Academic Standards and Assessments Subcommittee
February 11 2003

The Education Accountability Act specifies that schools will receive annual ratings for their academic improvement. The improvement ratings are defined in the law as "Improvement performance means the rating a school will receive based on longitudinally matched student data comparing current performance to the previous years for the purpose of determining student academic growth [Section 59 18 120 (9)]. The methodology for calculating the improvement ratings was adopted by the Education Oversight Committee (EOC) in December 2001. As stated in the Accountability Manual, the EOC planned to review the improvement methodology after initial experiences with it. With that intended review in mind, the cut-off scores for the improvement rating categories published in the Accountability Manual are listed only for the years 2001 through 2003.

The review process began this Fall with the convening of a technical advisory group to review the data for 2001 and 2002 with the purpose of identifying any revisions needed. The group was also asked to provide advice on the integration of the EAA Improvement Ratings and the No Child Left Behind ratings of Adequate Yearly Progress. The advisory panel met in Columbia on November 25, 2002 (see Agenda in Appendix A) to review and discuss the data related to the improvement ratings and to generate recommendations based on their review. The advisory panel consisted of four national experts in the areas of testing and accountability, three representatives from South Carolina school districts, and a representative from the SC Department of Education. The participants are listed below.

Members of Improvement Rating Advisory Group

Dr. Bill Brown, President
Brownstar Consulting
Former NC Director of Testing
Cary, NC

Dr. David Burnett
Director of Research
SC Department of Education
Columbia, SC

Dr. Robert Linn
Professor of Education, University of Colorado
Co-Director, National Center for Research on
Evaluation, Standards, and Student Testing (CRESST)
Boulder, Colorado

Dr. Wayne Martin
Special Assistant to the Executive Director
Council of Chief State School Officers
Washington, DC

Dr. Jim Ray, Superintendent
Spartanburg County School District 3
Glendale, SC

Dr. Janelle Rivers
Director of Accountability
Lexington School District 1
Lexington, SC

Dr. Frank Roberson
Associate Superintendent for Instruction
Aiken County Schools
Aiken, SC

Dr. Jim Watts
Vice President for State Services
Southern Regional Education Board
Atlanta, GA

EOC Staff

Dr. Jo Anne Anderson, Executive Director
Mr. David Potter, Director of Research

The advisory panel reviewed the improvement rating methodology, concerns about the improvement ratings raised by South Carolina educators, historical test data, and simulations of

methodological changes to the calculation of the improvement ratings which have been suggested by various groups of educators. The panel's charge was to make recommendations regarding the improvement rating methodology. The panel focused on the improvement rating methodology for schools in which PACT is administered because of the concerns about the ratings for elementary and middle schools which have been raised by educators.

Concerns about the improvement rating methodology have included concerns about communicating the basis for the ratings and concerns about the perceived fairness of the methodology for computing the ratings. Problems with communication have centered on the differences between the absolute ratings, which provide a measure of the average performance status of all students tested at the end of the current school year, and the improvement ratings which in the elementary and middle schools are based on the average change in test performance of the same students from the end of the previous year to the end of the current year. The longitudinal methodology required by statute for the improvement rating also depends on data from students for whom both pretest and posttest data are available, but matched pretest scores are not required for the absolute rating methodology. Since at present the pretest and posttest data for some students cannot be matched because of inconsistencies in the data and since pretest data are not available for all grade levels (e.g., since there is no statewide test administered to students in grade 2, a pretest is not available for students in grade 3 who take the PACT test), the absolute and improvement ratings for a school may be based on data from different numbers of students.

Absolute ratings for elementary schools are based on PACT data for the current year for students in grades 3, 4, and 5; absolute ratings for middle schools are based on PACT data for the current year from students in grades 6, 7, and 8. Improvement ratings for elementary schools are based on matched pretest and posttest data for grades 4 and 5, and matched data for students repeating grade 3 in the current year. As indicated above, PACT is not administered statewide to students in grade 2, so there are no pretest scores available for students in grade 3. Improvement ratings in the middle school are based on matched pretest and posttest data for students in grades 6, 7, and 8. The grade 5 pretest scores for students in grade 6 are obtained by matching data obtained from the administration of the grade 5 PACT in elementary schools. The methodology employed by the State Department of Education to match pretest and posttest scores for individual students enables matches to be made for students whose pretests were administered in a different school or district than the one in which the student took the posttest.

Concerns about the perceived fairness of the improvement ratings have centered on the current methodology in which changes in weighted scores used to calculate the improvement rating index only occur when a student has improved or declined by a performance level (e.g., a student's pretest performance level of Basic must increase to Proficient or drop to Below Basic 2 on the posttest to result in a change in the improvement index). The perceived unfairness in this methodology is that a student may improve his or her performance on the posttest compared to the pretest, but not enough to achieve the next higher performance level and thus contribute to a positive gain index for the school. (Of course, a student may also regress in his or her achievement on the posttest compared to the pretest, but unless the posttest score is at a lower performance level than the pretest, this change will also not be reflected in the school's improvement index, this time as a loss.) This concern is thus with the perceived lack of precision of the current improvement rating methodology to detect small achievement changes.

The advisory panel also reviewed the historical PACT data to determine whether longitudinal progress in achievement had occurred which was not detected with the improvement rating methodology (see Appendix B for charts of PACT achievement in 2001 and 2002). While there were gains in the percentages of students attaining higher performance levels on the posttests in some grades, especially in mathematics, these were offset by drops in other areas, especially in English language arts. The panel reviewed PACT technical data and concluded that the

performance levels within each subject were set initially at similar levels across the grade levels suggesting that the improvement rating methodology based on comparing percentages of students attaining higher performance levels over time was reasonably supported by the PACT test design. The panel noted that student performance on the PACT tests was lower at the upper grades than at the lower ones; that improvement in grades 4 and 5 in 2002 was lower than expected, and that improvement was noted between 2001 and 2002 in the percentages of students increasing their performance levels from Below Basic to Basic, but these improvements were offset by the increased percentages of students whose performance levels dropped from Proficient or Advanced to Basic.

The panel discussed the desirability of creating a vertical score scale across the grade levels for the PACT tests in each subject area. The current PACT score scale is unique to each grade level. Although the score scale at each grade level appears to be continuous with the scale for the adjacent grades, it is not. For example, the amount of achievement represented by the apparent 100 point increase between a third grade score of 301 and a fourth grade score of 401 and the 100 point increase between a third grade score of 320 and a fourth grade score of 420 are not the same and are not comparable, but they would be if the score scale across the grades were vertically equated. The State Department of Education is developing such a vertical PACT score scale, but this process is not yet complete. Having a vertical scale would help to improve the precision of the calculation of improvement gains over time.

The panel identified four general issues and made recommendations regarding each issue.

Issue 1 With what precision is improvement measured?

The panel reviewed the results from simulations of methods for improving the sensitivity of the improvement rating methodology to reflect small achievement changes. These simulations involved splitting the scale score intervals between adjacent performance levels into smaller units and assigning higher weights to score intervals closer to the higher performance level. These simulations and their results are described in Appendix C.

In general, it appears that dividing the score intervals between performance level cut scores will improve the precision of the ratings methodology somewhat. For example, the following results were obtained when the score intervals between PACT performance levels were divided into fourths:

- ✓ Most schools (87.9%) would receive the same improvement rating if the intervals were divided into fourths as they would using the current system.
- ✓ 5.4% of schools would receive a higher improvement rating if the intervals were divided into fourths.
- ✓ 6.6% of schools would receive lower improvement ratings when the intervals are subdivided than they would using the current methodology.

Thus, approximately 100 schools would receive either a higher or a lower improvement rating if the score intervals were broken into fourths and higher weights were assigned to the intervals closer to the performance level defining the upper limit of the interval (since the intervals between some performance level cut scores are only 5 points, the intervals were divided into a maximum of four units for this simulation). Based on the simulation, more schools which would receive a different rating using the more precise methodology would receive a lower improvement rating than a higher one.

Recommendation 1 The panel recommended that the methodology be revised to divide the score ranges into four intervals and higher weights be assigned to calculate the improvement indices. Although this would not result in a large impact, it would address the concerns of

educators that the improvement rating methodology be made more precise. Some panel members raised the concern, however, that the calculation of the improvement index would become more complicated and questioned whether the small increase in precision would be worth the effort needed to explain the new method and to teach people how to use it.

Issue 2 Which students are included in the ratings?

The panel's discussion of this issue was focused on the completeness of the match of longitudinal student data and on student transience from school to school. Since the accuracy and completeness of the match of students' pretest and posttest scores will affect the accuracy with which a school's improvement is measured, the panel felt that the percentage of student data matched is an important piece of information needed to interpret a school's improvement rating.

Recommendation 2a. Report the percentage of student data matched for the improvement rating calculation on the school report cards. (Note: this information is currently scheduled to be reported beginning with the 2003 report cards.)

Recommendation 2b. Increase the completeness and accuracy of the matched pretest and posttest data. Establish consistent and unique statewide student ID numbers to improve the accuracy and completeness of the matches.

The current improvement rating methodology measures the growth a student makes by comparing the student's pretest performance level at the end of the previous school year with the student's posttest level at the end of the current school year. Students must have been attending the current school by the 45th day of instruction and must have been posttested in the same school for their data to be used in the improvement rating calculation. The student's pretest may have been administered in a different school or district than the posttest because the student moved from one location to another or because of the organizational pattern of schools in a district (e.g., the fifth grade pretests for sixth graders in a middle school will have been administered in the elementary schools feeding the middle school). It is believed that students who frequently move from school to school may not achieve as well as less transient students and that high levels of student transience may affect the achievement of the school as a whole.

Recommendation 2c. Study the effects of transience on student achievement in South Carolina.

Issue 3 What information about the improvement ratings should be published to improve communication and understanding?

The panel identified the need to provide more information to school and district administrators to help them evaluate and understand their schools' achievement gains and to help them plan for future school years. The panel made two recommendations regarding this issue.

Recommendation 3a. Provide the absolute and improvement indices and interpretive information to schools and school districts.

Recommendation 3b. The State Department of Education should provide detailed reports on the matched student data used for the improvement rating calculation to administrators for use in program planning and evaluation.

Issue 4 How can improvement be facilitated?

Recognizing that the one of the primary tasks all South Carolina educators face is to improve student achievement the panel discussed this issue at some length. The panel reviewed two publications from the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) regarding this issue. The Spring 2002 edition of The CRESST Line (<http://cresst96.cse.ucla.edu/CRESST/Newsletters/CL.Spring02final.pdf>) proposed reasons why achievement growth targets may not be met when those growth targets are measured by accountability tests. A primary reason is that the curriculum and instruction offered by a school are not aligned with the achievement expectations listed in the academic standards and measured by the tests. The instruction offered by the school is thus inadequate to support achievement growth. This may happen because the instructional personnel at the school choose not to teach the academic standards required, or it may happen because the instructional personnel are attempting to teach to the standards but do not have adequate information and feedback to help them identify the instructional targets more accurately.

The panel also reviewed the Standards for Educational Accountability Systems (<http://cresst96.cse.ucla.edu/CRESST/Newsletters/polbrf54.pdf>) for their application to this issue. The panel identified Standard 10 as particularly relevant.

If tests are to help improve system performance there should be information provided to document that test results are modifiable by quality instruction and student effort. Comment: Tests need to be sensitive to differences in instructional quality and student effort in order to be useful as tools in improving system performance. Sensitivity to instruction and to student effort is also a prerequisite for fairness if educators and students are to be held accountable for results. (CRESST Policy Brief 5 Winter 2002, page 3)

The panel members were quite concerned that adequate information to improve student performance is not currently being provided to educators and identified several ways in which increased information regarding student performance on PACT can be provided. The suggestions included:

- ✓ release items or test forms from previous administrations of the PACT tests
- ✓ provide more information on the design of the PACT tests such as test and item specifications,
- ✓ provide information directly linking student performance to the performance expectations in the state academic standards such as the NAEP performance level descriptors or Lexile scores so that more specific areas of strength and weakness can be identified than with the current PACT score reporting system.

The panel viewed this issue as of primary importance and felt that improving the reporting of PACT results should have higher priority than such efforts as developing a vertical score scale to refine the calculation of the improvement ratings.

The failure to show improvement may also be related to characteristics of the assessments used to measure growth. The school may be teaching the academic standards and the students may be learning them but the tests may not be measuring the standards being taught (the tests are not aligned to the standards). Or the tests may be measuring other factors such as background characteristics rather than the academic expectations specified for the grade level being tested. The panel identified these factors as potential problems with the validity of the tests which should be investigated.

Recommendation 4a The State Department of Education should provide more information to educators to help them evaluate and target their instruction and curriculum so that students receive the maximum benefit from instruction and are able to increase their achievement levels to the levels needed if South Carolina is to improve its educational system. This effort to improve the information provided by the assessment system should be given top priority.

Recommendation 4b The validity of the PACT tests for measuring growth and achievement levels should be studied and recommendations made for improvement where needed.

Finally, the panel reviewed the reporting and accountability requirements for No Child Left Behind and their potential impact on South Carolina's accountability system. The consensus of the group was that efforts should be made to comply with federal requirements in a way that is most supportive of South Carolina's current efforts to improve its educational system.

AGENDA

Improvement Rating Advisory Group

November 25, 2002

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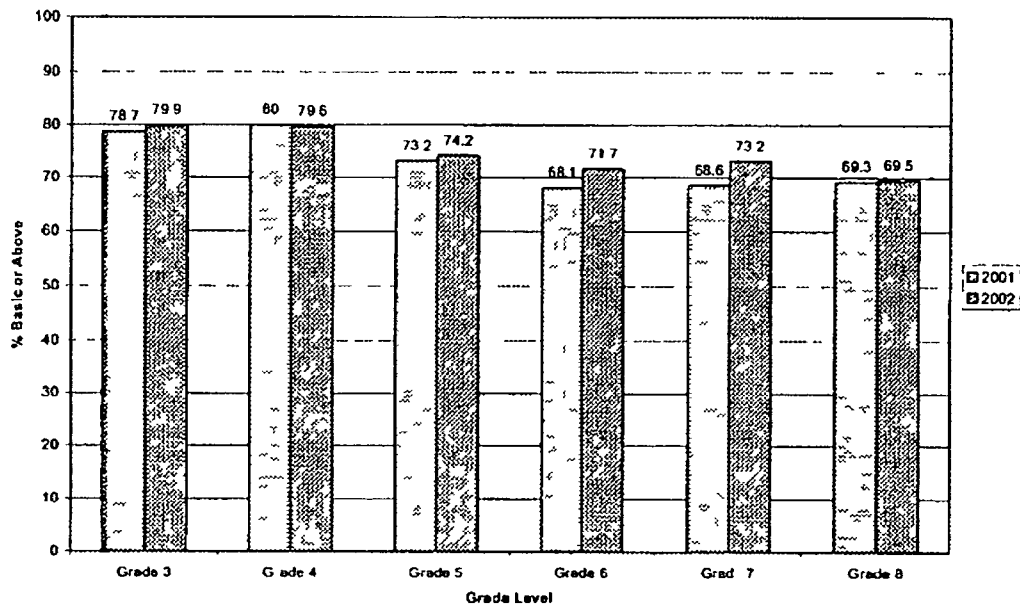
10 00 - 3 00

I	Welcome, Introductions	Jo Anne
	Anderson	
II	Overview of Improvement Rating	David Potter
III	Discussion of Issues	Group
	Lunch	
IV	Continued Discussion and Recommendations	Group
V	Adjourn	

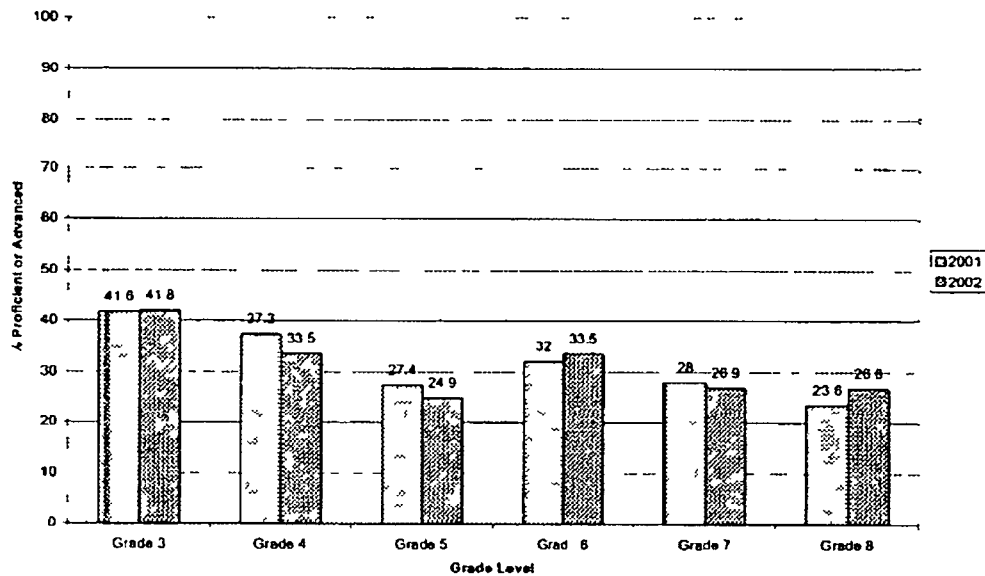
B-2 Review of Improvement Rating Methodology Appendix B

PACT Achievement, 2000-2001 and 2001-2002

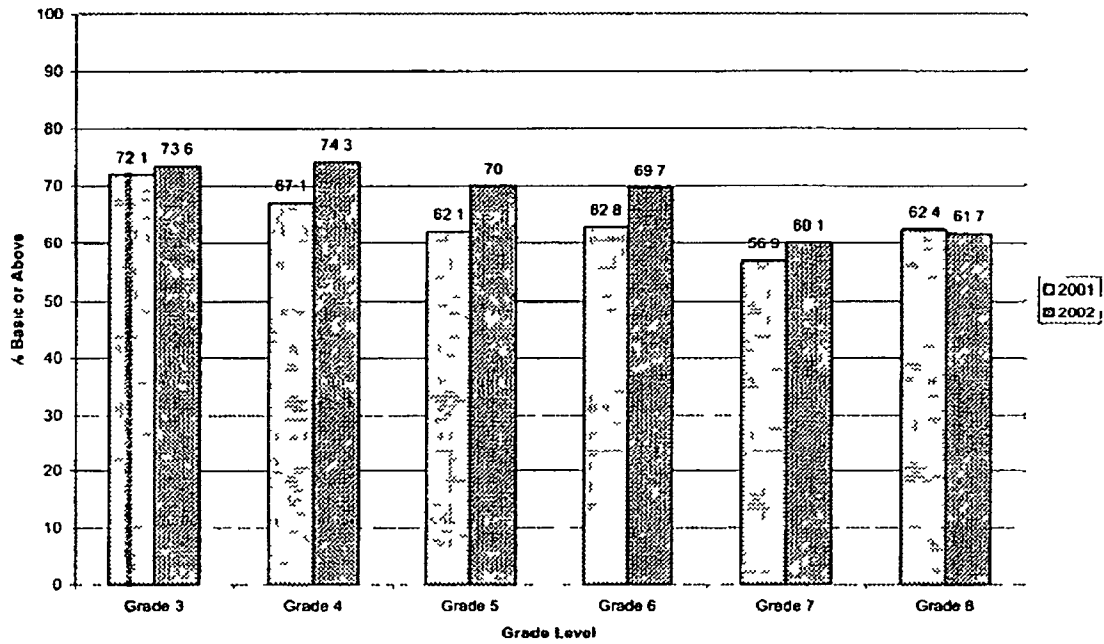
2001 and 2002 ELA % Basic or Above



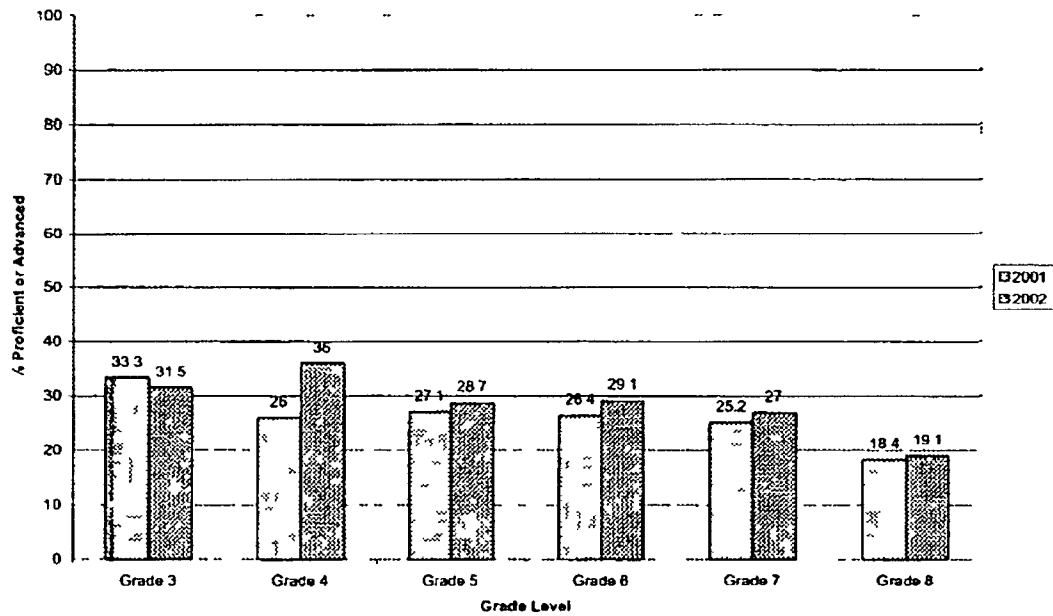
2001 and 2002 ELA % Proficient or Advanced



2001 and 2002 MATH % Basic or Above

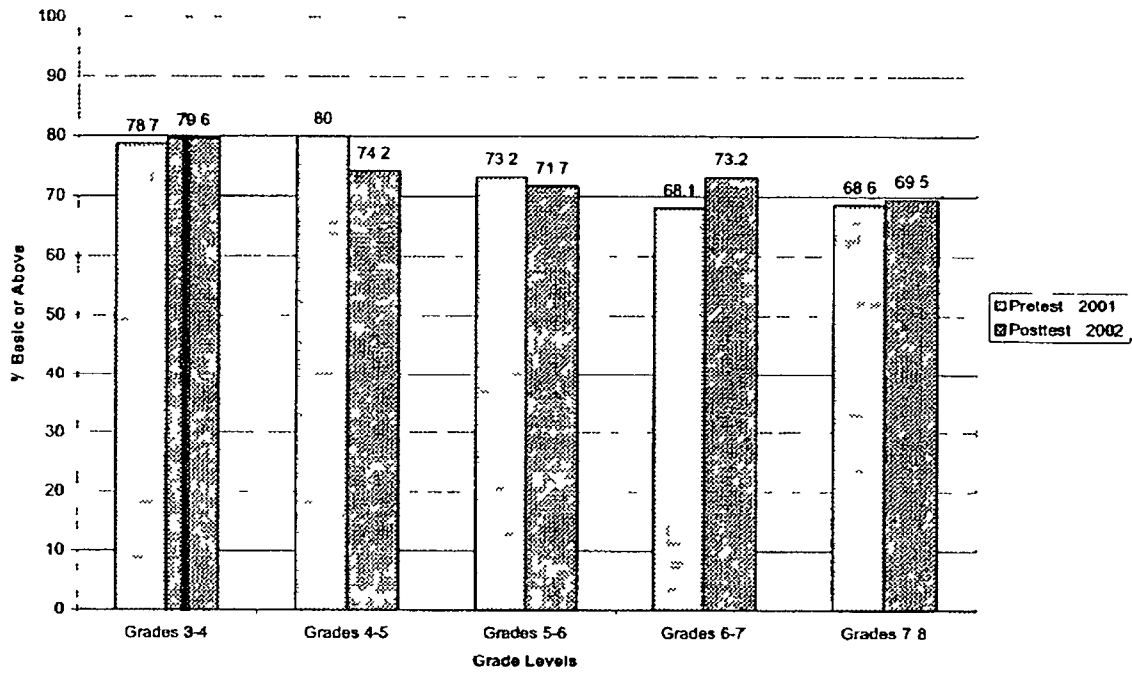


2001 and 2002 MATH % Proficient or Advanced

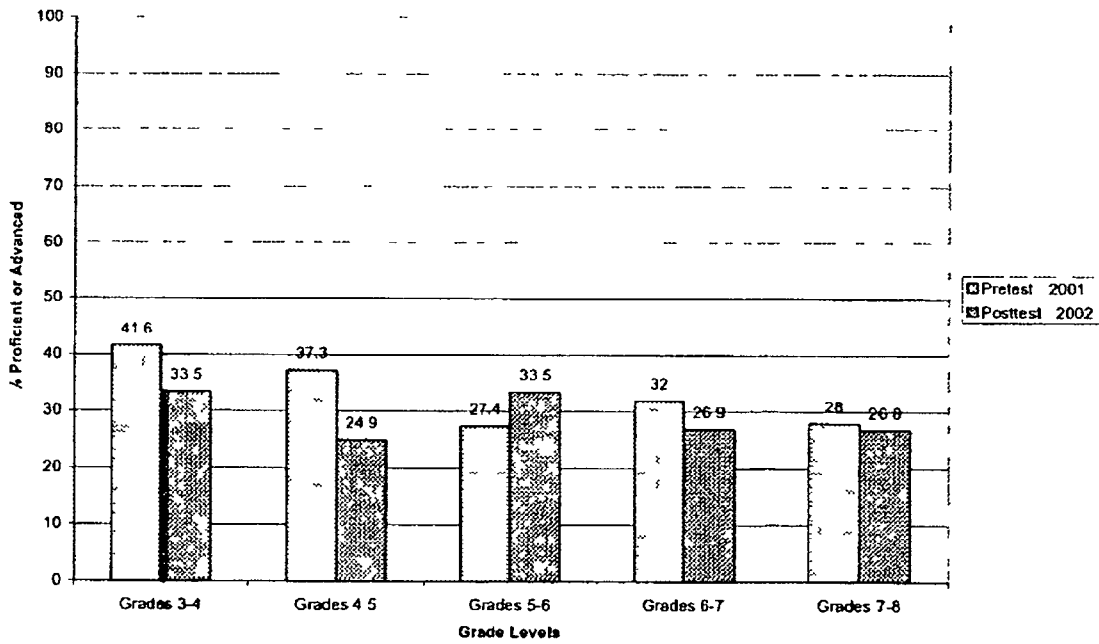


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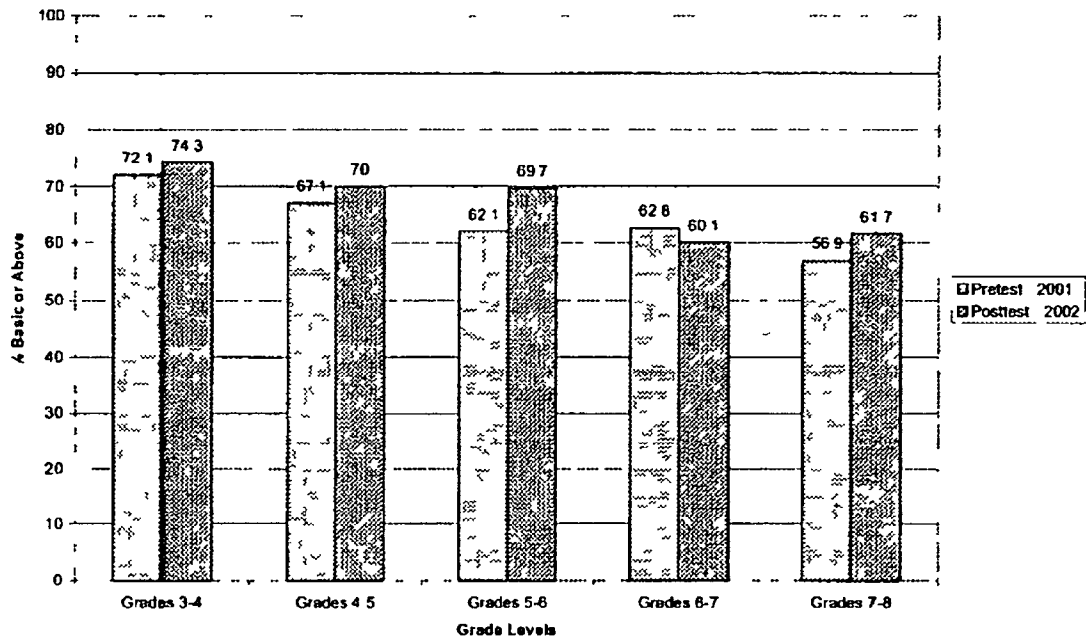
Pretest and Posttest Performance ELA % Basic or Above



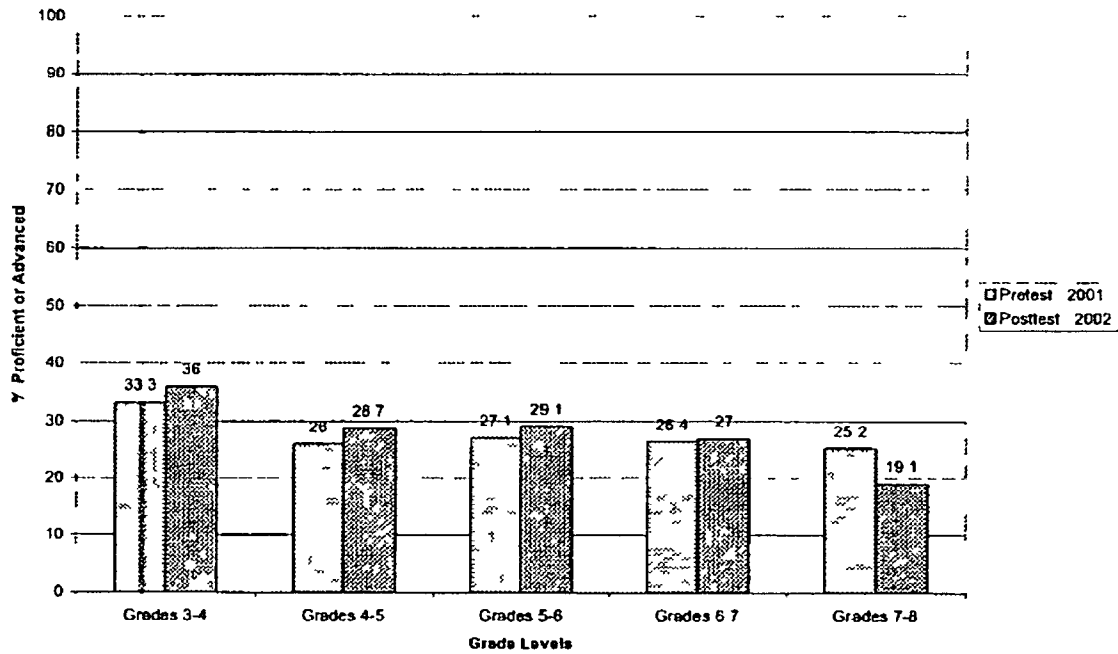
Pretest and Posttest Performance ELA % Proficient or Advanced



Pretest and Posttest Performance Math % Basic or Above



Pretest and Posttest Performance Math % Proficient or Advanced



B 2 12

B-2. Review of Improvement Rating Methodology Appendix C

Simulations of Alternate Methods for Computing School Improvement Indices

Alternate Method A. Assign a higher weight to scores in the *upper half* of the scale score intervals between PACT performance levels and compute the improvement indices

Explanation

A student receives a third grade ELA score of 291 (pretest) and a fourth grade ELA score of 394 (posttest). This student's performance level for both pretest and posttest is Below Basic 2 (see Table 1). Using the current improvement index formula, the student's scores would generate a weight of 2 for the third grade and a weight of 2 for the fourth grade. The difference between the score weights (posttest - pretest) is 0.

Table 1 PACT Cut Scores - English / Language Arts

Grade	Minimum Score	Below Basic 2	Basic	Proficient	Advanced	Maximum Score
1	36	80	91	107	n/a	164
2	136	183	194	207	n/a	264
3	253	290	296	310	331	352
4	345	389	395	410	430	445
5	445	488	495	511	531	548
6	541	590	596	612	629	652
7	639	691	696	712	729	751
8	742	792	797	813	827	848

Using a method in which scores in the upper half of the score intervals between performance levels generate weights increased by 0.5, this student's pretest weight would continue to be 2.0, but his posttest weight would be 2.5. The difference would be 0.5 ($2.5 - 2.0 = 0.5$).

In a simulation using this method, increased weights were assigned to all scores in the upper half of the score intervals between performance levels for both ELA and Math and the differences were computed for students having matched pretest and posttest data.

The improvement indices were simulated using matched 2000 and 2001 PACT data. The indices were computed for each school using both the current and the half interval increased weight methods. Improvement ratings were assigned to the schools based on the indices using the cut offs adopted by the EOC (e.g., 0.4 or higher = Excellent, 0.3 = Good, 0.1 or 0.2 = Average, 0.0 = Below Average, and less than 0.0 = Unsatisfactory). For the simulation, adjustments to the improvement ratings reflecting two consecutive years of Excellent Absolute ratings or exemplary gains by Historically Underachieving Groups were not made.

Table 2 Simulation results based on half-interval weights

Number (%) of Schools With Same Ratings From Both Systems	757 (89.5%)
Number (%) of Schools Having <u>Higher</u> Ratings With Modified (Half Interval) System	44 (5.2%)
Number (%) of Schools Having <u>Lower</u> Ratings With Modified (Half Interval) System	45 (5.3%)
Total	846 (100%)

Alternate Method B. Assign progressively higher weight values to scores in the *thirds* of the scale score intervals between PACT performance levels and compute the improvement indices

Explanation

Based on the information in Table 1, for example, sixth grade student ELA scores of 590 and 591 would be assigned a weight of 2.0, 592 and 593 would result in a weight of 2.33, and 594 and 595 would receive a weight of 2.67 (a score of 596 would have a weight of 3.0). The weights are assigned in this manner to both pretest and posttest ELA and math scores.

Table 3 Simulation results based on third-interval weights

Number (%) of Schools With Same Ratings From Both Systems	751 (88.8%)
Number (%) of Schools Having <u>Higher</u> Ratings With Modified (Third Interval) System	29 (3.4%)
Number (%) of Schools Having <u>Lower</u> Ratings With Modified (Third Interval) System	66 (7.8%)
Total	846 (100%)

Alternate Method C. Assign progressively higher weight values to scores in the *fourths* of the scale score intervals between PACT performance levels and compute the improvement indices

Explanation

Based on the information in Table 1, for example, sixth grade student ELA scores of 596 through 599 would be assigned a weight of 3.0, 600 through 603 would result in a weight of 3.25, 604 through 607 would receive a weight of 3.5, and 608 through 611 would receive a weight of 3.75 (a score of 612 would have a weight of 4.0). The weights are assigned in this manner to both pretest and posttest ELA and math scores.

Table 4 Simulation results based on fourth-interval weights

Number (%) of Schools With Same Ratings From Both Systems	744 (87.9%)
Number (%) of Schools Having <u>Higher</u> Ratings With Modified (Fourth Interval) System	46 (5.4%)
Number (%) of Schools Having <u>Lower</u> Ratings With Modified (Fourth Interval) System	56 (6.6%)
Total	846 (100%)

Appendix B-3
Recommendations From Meetings of High School Ratings Advisory
Committee
December 19, 2002 and Conference Call January 14, 2003
Revised By Academic Standards and Assessments Subcommittee on February 11,
2003

Members in Attendance December 19, 2002.

Mr. Allie Brooks Jr.
Principal Wilson High School

Mr. Joe Clarke
Principal Spartanburg High School

Mr. Ed Curlee*
Executive Director Secondary Education Horry County
Schools

Dr. Lee D Andrea
Assistant Superintendent, Instructional Services
Anderson School District Five

Mr. W. Rutledge Dingle*
Principal Sumter High School

Dr. Rallie Uston
Principal Woodruff High School

Mr. Buddy Phillips
Superintendent, Hampton School District One

Mr. Robb Streeter*
Principal Newberry High School

Mr. William Jay Ward*
Principal Ridge Spring-Monetta High School

Dr. Steve Wilson
Principal Keenan High School

Dr. Jo Anne Anderson Mr. David Potter
Staff Education Oversight Committee
Also participated in follow-up January 14, 2003
meeting

The committee reviewed the current method for calculating high school ratings, the 2002 report card results, graduation rate requirements in No Child Left Behind, simulations of graduation rate data from 2001-2002 data collection, and models for including graduation rate in the ratings formula.

The committee made the following recommendations:

- 1 Study the impact on ratings of the increase in SAT and ACT score criteria for LIFE scholarships
- 2 Include summer school graduates when calculating graduation rate for the school ratings and for Adequate Yearly Progress. Consult with the State Department of Education to establish an acceptable time frame and methodology for including data from summer school graduates in the graduation rate.
- 3 Clarify what a "regular" high school diploma is for reporting graduation rates.
- 4 If all students are expected to graduate within four years, then additional resources are needed for summer school, block scheduling, Saturday school, or other methods to provide additional learning time to students.
- 5 Identify students with disabilities and students who do not speak English who will need five years to graduate and modify the calculation of graduation rate to include those students.
- 6 Investigate the factors underlying South Carolina's low graduation rate to identify needed changes in policy.
- 7 Do not include the end of course tests in the calculation of the high school ratings until the tests for four of the courses are in place.
- 8 Include graduation rates in the formula for calculating high school absolute ratings. The committee revised this recommendation on January 14, 2003, specifying the weights for

each measure in the formula, the committee's recommendations were further revised by the Academic Standards and Assessment Subcommittee on February 11, 2003.

- ✓ longitudinal Exit Exam 30%,
- ✓ 10th grade Exit Exam 20%,
- ✓ LIFE Scholarship eligibility 20%,
- ✓ graduation rate 30%

**B-3 Recommendation for Revision of High School Report Card Ratings
To Include Graduation Rate**

Ratings Criteria

- 5) Longitudinal Exit Examination Performance This factor gauges the percentage of tenth grade students who pass the exit exam by the spring graduation two years later. Students transferring to other schools should be deleted from the calculation, however students dropping out are included.
- 6) Tenth Grade First attempt Exit Examination Performance The percentage of 10th grade students in the current school year who meet the standards on all three Exit Examination subtests (Reading, Writing, Mathematics),
- 7) Eligibility for LIFE Scholarships The percentage of students in the spring graduating class who qualify for LIFE Scholarships (i.e. meeting both the grade point average and SAT/ACT criteria established by the State). To maintain continuity with the 2001 ratings the same criteria for LIFE scholarship eligibility will be used for the 2002 report card (e.g. SAT of 1050 or higher or ACT of 22 or higher, and B average). Beginning with the 2002-2003 school year this criterion will consist of the percentage of students in the spring graduating class who qualify for LIFE scholarships under the criteria for the 2002-2003 school year (e.g. SAT of 1100 or higher or ACT of 24 or higher and B average does not include class rank criterion).
- 8) Graduation Rate Calculation of the graduation rate is defined in the EOC Accountability Manual. This definition may need to be revised to meet Federal requirements in No Child Left Behind. Based on current available information three options for calculating the graduation rate will need to be considered.

OPTION 1 Current EOC Definition of Graduation Rate

The definition published in the 2002 2003 EOC Accountability Manual is listed below

Graduation Rate

DEFINITION

General

This indicator reports the percentage of original ninth grade students who earn standard high school diplomas who graduate in four years or less (i.e. on time) excluding students with disabilities on a certificate plan

NOTE This indicator may be revised to conform with federal requirements in No Child Left Behind legislation following publication of federal regulations which are expected to be published in August, 2002 Principals and superintendents will be notified of any changes as soon as possible

Formula

School/District

- 1 Student Count
9th Grade Student Count for school year beginning 4 years before year of graduation (Count is taken from 9th grade Master Classification List)
Subtract 9th grade repeaters _____
Subtract all IEP non diploma track students _____
Subtract all students who transferred out of school/district _____
Add all students who transferred into school/district + _____
Total Number of Students = _____
- 2 Diplomas, and or GED Issued
Number of students receiving diplomas _____
Number of students receiving GED + _____
Total Number of Diplomas and/or GED Issued = _____
- 3 Graduation Rate
Divide (Step Two by Step One) _____

PROCEDURES

Collected by

State Department of Education Office of Research

Reported by

School Districts

Timeframe

190 day Available 2003

Addendum After Summer School

OPTION 2. EOC Definition Revised to Exclude GEDs

NCLB may not recognize the GED as a high school diploma for the purpose of determining the high school graduation rate The EOC formula would thus be revised to include only the number of diplomas earned in the numerator for calculating the graduation rate

OPTION 3 EOC Definition Revised to Exclude GEDs and to Include the Number of Students With Disabilities Who Are Not On a Diploma Track

NCLB may also require that the number of students with disabilities be included in the determination of the graduation rate. The EOC definition would further be revised to include the number of students with IEPs who are on a non diploma track in the denominator for calculating the graduation rate.

NOTE (May2003) Option 3 is the methodology approved by the US Department of Education.

Calculation of Absolute Rating

Ratings are calculated using a mathematical formula that results in an index. The following point distribution is applied to each of the criteria for the calculation of the absolute index (the percentage weighting for each criterion is applied to the calculation of the index).

Criterion (Weighting Factor)	Points Assigned				
	5	4	3	2	1
Longitudinal Exit Exam Passage Rate (30%)	100 %	97.5 - 99.9 %	90.7 - 97.4 %	87.3 - 90.6 %	Below 87.3 %
10 th Grade First Attempt Exit Exam Passage Rate (20%)	81.3 % or more	70.8 - 81.2 %	49.8 - 70.7 %	39.3 - 49.7 %	Below 39.3 %
Eligibility for LIFE Scholarships (20%)	38.6 % or more	28.7 - 38.5 %	8.9 - 28.6 %	4.0 - 8.8 %	Below 4.0 %
Graduation Rate (30%)					
Option 1 Definition in 2002 Accountability Manual	92.2% or more	83.5 - 92.1%	66.0 - 83.4%	57.3 - 65.9%	Below 57.3%
Option 2 Accountability Manual definition, GEDs not counted in numerator	91.4% or more	82.7 - 91.3%	65.1 - 82.6%	56.4 - 65.0%	Below 56.4%
Option 3 GED not counted in numerator students with IEPs included in denominator	88.3% or more	79.6 - 88.2%	62.2 - 79.5%	53.5 - 62.1%	Below 53.5%

The index is calculated using the following formula:

Step 1 – Match the school's data/performance to the points assigned to each rating criterion in the table above.

Step 2 Add the weighted points for each criterion. Weighted points are calculated by multiplying the assigned points by the weighting factor assigned to each criterion.

The resulting index determines the school's Absolute Rating as follows:

Year	Excellent	Good	Average	Below Average	Unsatisfactory
2001	3.4 and above	3.0-3.3	2.6-2.9	2.2-2.5	Below 2.2
2002	3.4 and above	3.0-3.3	2.6-2.9	2.2-2.5	Below 2.2
2003	3.4 and above	3.0-3.3	2.6-2.9	2.2-2.5	Below 2.2
2004	3.5 and above	3.1-3.4	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above	3.2-3.5	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above	3.3-3.6	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above	3.4-3.7	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above	3.5-3.8	3.1-3.4	2.7-3.0	Below 2.7
2009-2010	4.0 and above	3.6-3.9	3.2-3.5	2.8-3.1	Below 2.8

B-3 Simulations of High School Graduation Rate Revision of High School Ratings Criteria

Data for simulating the high school graduation rate were collected by the South Carolina Department of Education in Summer 2002. Schools were asked to provide information required for calculation of the graduation rate as defined in the Accountability Manual: ninth grade student count in 1998-99 school year adjusted for ninth grade repeaters and the numbers of students who transferred out of or transferred into the school, number of students having IEPs who are on a non-diploma track, number of students receiving diplomas in Spring 2002 and Fall 2001, number of students receiving GEDs. The graduation rates for high schools were then calculated from these data. Three high schools reported data indicating that more than 100% of their ninth grade students graduated; data from these schools were deleted from the simulations. This was the first year such data were collected. Subsequent data collections should be more complete and accurate, especially when unique student IDs can be assigned and the data warehouse is completed.

The high school graduation rates were calculated based on three optional methods. Option 1 used the method outlined in the EOC Accountability Manual. Option 2 used the same method with the revision that students receiving GEDs were no longer counted as high school graduates. Option 3 used the same method as Option 2, with the additional revision that students with disabilities who were not on a diploma track were included in the calculation as potential graduates. The graduation rate simulations were then included with the other measures (longitudinal Exit Exam performance, 10th grade first attempt Exit Exam performance, and percent eligible for LIFE scholarship criteria) to simulate the ratings. The descriptive statistics for these data are reported in Tables 1 and 2.

The graduation rates from each optional calculation method were then combined with the other measures using the weights recommended by the Academic Standards and Assessments Subcommittee to simulate the school ratings for 2002 if graduation rate had been included in the calculation. These simulations are reported in Table 3.

Table 1
Descriptive Statistics for 2001-2002 High School Ratings Variables

Variable	Mean	Median	Number Observations	Standard Deviation	Minimum	Maximum
Option 1 Grad Rate (EOC Model)	74.7	76.3	190	11.65	34.6	98.8
Option 2 Grad Rate (Minus GEDs)	73.9	75.2	190	11.62	34.6	98.8
Option 3 Grad Rate (Minus GEDs Plus Non Diploma Track)	70.8	71.9	190	11.56	30.0	98.8
% Longitudinal Exit	92.2	93.6	188	5.945	65.3	100.0
% 10 th Grade 1st Attempt Exit	64.5	66.0	191	13.54	23.1	98.4
% LIFE Scholarship (SAT/ACT + B Avg.)	18.4	15.6	191	13.51	0	90.4
Absolute Index	3.0	3.0	186	0.80	1.0	5.0

Table 2
Correlations Among High School Ratings Variables for 2001-2002 School Year

Variable	Option 1 Grad Rate (EOC Model)	Option 2 Grad Rate (Minus GEDs)	Option 3 Grad Rate (Minus GEDs, Plus Non Diploma Track)	% Long Exit	% 10 th Exit	% LIFE Schol	Absolute Index
Option 1 Grad Rate (EOC Model)	10	99	96	42	53	47	52
Option 2 Grad Rate (Minus GEDs)		10	97	39	52	46	50
Option 3 Grad Rate (Minus GEDs, Plus Non Diploma Track)			10	46	55	51	56
% Longitudinal Exit				10	57	52	74
% 10 th Grade 1 st Attempt Exit					10	76	88
% LIFE Scholarship (SAT/ACT + B Avg.)						10	87

Table 3
Comparisons of Simulated High School Absolute Ratings and 2002 Ratings

Rating	Option 1 Grad Rate (EOC Model) No (%) [*]	Option 2 Grad Rate (Minus GEDs) No (%) [*]	Option 3 Grad Rate (Minus GEDs, Plus Non-Diploma Track) No (%) [*]	2002 Report Card Results No (%) [*]
Excellent	50 (27.2%)	50 (27.2%)	48 (26.1%)	47 (25.5%)
Good	63 (34.2%)	63 (34.2%)	62 (33.7%)	70 (38.0%)
Average	37 (20.1%)	36 (19.6%)	39 (21.2%)	24 (13.0%)
Below Average	13 (7.1%)	14 (7.6%)	13 (7.1%)	17 (9.2%)
Unsatisfactory	21 (11.4%)	21 (11.4%)	22 (12.0%)	26 (14.1%)

* Total may differ from 100% due to rounding

Appendix B-4
Recommendations Regarding Changes to the 2003-2004 Accountability Manual
Spring 2003

The following recommendations for revision of the Accountability Manual reflect State statute communications from educators and others regarding improvements and explanations which are needed, and changes needed to more closely align state accountability with No Child Left Behind

Recommendation 1 Revision of Criteria for Awarding School and District Absolute Ratings
(beginning with 2003-2004 Report Card)

Based on the accountability provisions of No Child Left Behind, all students in South Carolina should be performing at the Proficient level or higher by 2014. The South Carolina Education Accountability Act (EAA) specifies school and district Absolute Ratings based on the performance levels (Below Basic, Basic, Proficient, and Advanced) of all students on the state assessments. Incentives are provided in the assignment of Improvement Ratings based on exemplary improvement of students belonging to historically underachieving demographic groups. The determinations of Adequate Yearly Progress (AYP) under No Child Left Behind are based separately on the performance (Proficient or higher levels only) of all students and on the performance of specific demographic groups in each subject area measured. In addition, AYP determinations are made based on other measures including percentage of students tested, student attendance, and high school graduation.

Under the provisions of the EAA, schools and districts receive a single absolute rating each year which is based on the academic performance of all students. Under the provisions of No Child Left Behind, schools and districts will receive a number of determinations of AYP, depending on the number of demographic groups, the number of subjects tested (English Language Arts and math, with the addition of science in 2007), the percentages tested in each subject area, student attendance data, and graduation rate.

Since the focus in the EAA Absolute Ratings is on the performance of *all* students, it is recommended that the criteria for awarding "Excellent" or "Good" Absolute Ratings be revised to reflect the school's or district's Adequate Yearly Progress for *all* students, as well (e.g., Absolute Ratings would not be revised if a school fails to meet Adequate Yearly Progress for subgroups alone). Schools and districts earning an "Excellent" Absolute Rating on the basis of the absolute index but which fail to meet Adequate Yearly Progress for all students in a subject area(s) and/or for insufficient percentages of students tested in a subject area(s) would be awarded a "Good" rating. Similarly, schools earning a "Good" Absolute Rating on the basis of the absolute index but which fail to meet AYP for all students in a subject area(s) and/or for percent tested would be awarded an "Average" Absolute Rating. It is recommended that the tables in the Accountability Manual listing the criteria for Absolute Ratings be revised as indicated below. Based on preliminary simulations of the data by the South Carolina Department of Education, approximately 4.1% of schools initially rated "Excellent" would have their rating revised to "Good" based on these criteria, and 4.6% of schools initially rated "Good" would receive ratings of "Average."

**Grades 3-8
Determination of Absolute Ratings
Based on Absolute Indices**

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3 5 and above*	3 1-3 4*	2 7 3 0	2 3 2 6	Below 2 3
2005	3 6 and above*	3 2 3 5*	2 8 3 1	2 4-2 7	Below 2 4
2006	3 7 and above*	3 3-3 6*	2 9-3 2	2 5 2 8	Below 2 5
2007	3 8 and above*	3 4-3 7*	3 0-3 3	2 6 2 9	Below 2 6
2008	3 9 and above*	3 5-3 8*	3 1 3 4	2 7 3 0	Below 2 7
2009	4 0 and above*	3 6 3 9*	3 2 3 5	2 8 3 1	Below 2 8
2010	4 1 and above*	3 7 4 0*	3 3 3 6	2 9-3 2	Below 2 9
2011	4 2 and above*	3 8-4 1*	3 4 3 7	3 0-3 3	Below 3 0
2012	4 3 and above*	3 9-4 2*	3 5 3 8	3 1 3 4	Below 3 1
2013	4 4 and above*	4 0-4 3*	3 6 3 9	3 2 3 5	Below 3 2
2014	4 5 and above*	4 1 4 4*	3 7 4 0	3 3 3 6	Below 3 3

* School must meet Adequate Yearly Progress (AYP) criteria for all students in each subject area and for percent tested

Schools earning an "Excellent" Absolute Rating on the basis of the absolute index alone but which fail to meet AYP for all students, will be awarded a 'Good' rating. Schools earning a "Good" rating on the basis of the absolute index but which fail to meet AYP for all students will be awarded an "Average" rating.

**High Schools
Determination of Absolute Ratings
Based on Absolute Indices**

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3 5 and above*	3 1 3 4*	2 7 3 0	2 3 2 6	Below 2 3
2005	3 6 and above*	3 2 3 5*	2 8 3 1	2 4 2 7	Below 2 4
2006	3 7 and above*	3 3 3 6*	2 9 3 2	2 5 2 8	Below 2 5
2007	3 8 and above*	3 4 3 7*	3 0 3 3	2 6 2 9	Below 2 6
2008	3 9 and above*	3 5 3 8*	3 1 3 4	2 7 3 0	Below 2 7
2009	4 0 and above*	3 6 3 9*	3 2 3 5	2 8 3 1	Below 2 8
2010	4 1 and above*	3 7 4 0*	3 3 3 6	2 9 3 2	Below 2 9
2011	4 2 and above*	3 8 4 1*	3 4 3 7	3 0 3 3	Below 3 0
2012	4 3 and above*	3 9 4 2*	3 5 3 8	3 1 3 4	Below 3 1
2013	4 4 and above*	4 0 4 3*	3 6 3 9	3 2 3 5	Below 3 2
2014	4 5 and above*	4 1 4 4*	3 7-4 0	3 3 3 6	Below 3 3

* School must meet Adequate Yearly Progress (AYP) criteria for all students in each subject area and for percent tested

Schools earning an Excellent Absolute Rating on the basis of the absolute index alone but which fail to meet AYP for all students will be awarded a "Good" rating. Schools earning a "Good" rating on the basis of the absolute index but which fail to meet AYP for all students will be awarded an Average rating.

**Schools Only Enrolling Students in Grades Two or Below
Determination of Absolute Ratings
Based on Absolute Indices**

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3 5 and above*	3 1 3 4*	2 7 3 0	2 3 2 6	Below 2 3
2005	3 6 and above*	3 2 3 5*	2 8 3 1	2 4 2 7	Below 2 4
2006	3 7 and above*	3 3 3 6*	2 9-3 2	2 5 2 8	Below 2 5
2007	3 8 and above*	3 4 3 7*	3 0-3 3	2 6 2 9	Below 2 6
2008	3 9 and above*	3 5 3 8*	3 1 3 4	2 7 3 0	Below 2 7
2009	4 0 and above*	3 6 3 9*	3 2 3 5	2 8 3 1	Below 2 8
2010	4 1 and above*	3 7 4 0*	3 3 3 6	2 9 3 2	Below 2 9
2011	4 2 and above*	3 8 4 1*	3 4 3 7	3 0-3 3	Below 3 0
2012	4 3 and above*	3 9 4 2*	3 5 3 8	3 1 3 4	Below 3 1
2013	4 4 and above*	4 0-4 3*	3 6-3 9	3 2 3 5	Below 3 2
2014	4 5 and above*	4 1 4 4*	3 7 4 0	3 3 3 6	Below 3 3

* School must meet Adequate Yearly Progress (AYP) criteria for all students in each subject area and for percent tested as appropriate

Schools earning an Excellent Absolute Rating on the basis of the absolute index alone, but which fail to meet AYP for all students will be awarded a "Good" rating. Schools earning a "Good" rating on the basis of the absolute index but which fail to meet AYP for all students, will be awarded an "Average" rating.

**Career and Technology Centers
Determination of Absolute Ratings
Based on Absolute Indices**

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9
2011	4.2 and above*	3.8-4.1*	3.4-3.7	3.0-3.3	Below 3.0
2012	4.3 and above*	3.9-4.2*	3.5-3.8	3.1-3.4	Below 3.1
2013	4.4 and above*	4.0-4.3*	3.6-3.9	3.2-3.5	Below 3.2
2014	4.5 and above*	4.1-4.4*	3.7-4.0	3.3-3.6	Below 3.3

* School must meet Adequate Yearly Progress (AYP) criteria for all students in each subject area and for percent tested

Schools earning an "Excellent" Absolute Rating on the basis of the absolute index alone but which fail to meet AYP for all students will be awarded a "Good" rating. Schools earning a "Good" rating on the basis of the absolute index but which fail to meet AYP for all students will be awarded an "Average" rating.

**School Districts
Determination of Absolute Ratings
Based on Absolute Indices**

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3 5 and above*	3 1 3 4*	2 7 3 0	2 3 2 6	Below 2 3
2005	3 6 and above*	3 2 3 5*	2 8 3 1	2 4 2 7	Below 2 4
2006	3 7 and above*	3 3-3 6*	2 9 3 2	2 5 2 8	Below 2 5
2007	3 8 and above*	3 4-3 7*	3 0 3 3	2 6 2 9	Below 2 6
2008	3 9 and above*	3 5 3 8*	3 1 3 4	2 7 3 0	Below 2 7
2009	4 0 and above*	3 6 3 9*	3 2 3 5	2 8 3 1	Below 2 8
2010	4 1 and above*	3 7-4 0*	3 3 3 6	2 9 3 2	Below 2 9
2011	4 2 and above*	3 8-4 1*	3 4 3 7	3 0 3 3	Below 3 0
2012	4 3 and above*	3 9-4 2*	3 5 3 8	3 1 3 4	Below 3 1
2013	4 4 and above*	4 0-4 3*	3 6 3 9	3 2 3 5	Below 3 2
2014	4 5 and above*	4 1-4 4*	3 7 4 0	3 3 3 6	Below 3 3

* District must meet Adequate Yearly Progress (AYP) criteria for all students in each subject area and for percent tested

Districts earning an "Excellent" Absolute Rating on the basis of the absolute index alone but which fail to meet AYP for all students, will be awarded a "Good" rating. Districts earning a "Good" rating on the basis of the absolute index but which fail to meet AYP for all students will be awarded an "Average" rating.

Special Schools earning Absolute Ratings of "Excellent" or "Good" based on their absolute indices will also have their ratings lowered to "Good" or "Average," respectively, if they fail to make Adequate Yearly Progress for all students in each subject area, including percent tested, as appropriate

Recommendation 2. Percentage of New School Board Trustees Completing Board Orientation Training (beginning with 2002-2003 Report Card)

Section 59-18-900 of the 1976 Code was amended in 2002 as follows

(F) The percentage of new trustees who have completed the orientation requirement provided in Section 59-19-45 must be reflected on the school district report card "

Further, the State Department of Education is directed to keep records of the school board trustees who complete the orientation program

It is recommended that the percentage of new trustees completing the board orientation program be reported on the school district report card in the section which reports on school district governance

Recommendation 3. Revision of Ratings Criteria for Governor's School for the Arts and Humanities (beginning with 2002-2003 Report Card)

At the request of the Governor's School for the Arts and Humanities, the following revisions (shaded print) to the school's rating criteria are recommended

SC Governor's School for the Arts and Humanities

Absolute Performance Rating

Points awarded for Standards 1 and 2 will be weighted at 20% each, and points awarded for Standards 3, 4, 5, 6 & 7 will be weighted at 12% 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 shall earn an overall rating for Absolute Performance as provided in the following table.

Absolute Performance and Achievement

Performance Level Rating	Achievement Index 2002 and 2003
Excellent	3.5 or above
Good	3.0-3.4
Average	2.5-2.9
Below Average	2.0-2.4
Unsatisfactory	Below 2.0

NOTE: ~~DELETE TEXT USED IN PREVIOUS MANUAL FOR IMPROVEMENT RATING AND REPLACE WITH THE FOLLOWING TEXT~~

Improvement Performance Rating

The overall improvement performance rating beginning in 2002 and for 2003 will be determined using the improvement 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 Improvement Rating as shown in the table below.

High School Improvement Performance Rating Criteria
Index Values for 2001, 2002 and 2003
(Values to be reexamined after initial experiences)

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	0.1 or less

Sample calculation of an Improvement Rating for a high school.

Absolute Rating Index for School Year for which report card is based	2.4
Absolute Rating Index for the Prior School Year	2.2
Difference =	0.2
Improvement Rating	Average

Schools with Absolute Ratings of Excellent in Two Subsequent Years

If a school is rated Excellent for Absolute Achievement for both years, the school will receive an Improvement Rating of "Good." If the school's Improvement Index for all students is a positive number (e.g., greater than zero), the school's Improvement Rating will be elevated to Excellent. The performance improvement of the groups will also be reported for these schools. Schools achieving an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating.

Recommendation 4 Report Southern Association of Colleges and Schools (SACS) Accreditation on School and District Report Cards (beginning with 2002- 2003 Report Card)

It is recommended that the following information be printed on the school report cards to report the school's SACS accreditation:

Accredited by the Southern Association of Colleges and Schools" Yes/No

It is further recommended that school district report cards report:

"___% Schools Accredited by Southern Association of Colleges and Schools"

Recommendation 5 Recognition in Improvement Ratings of Special Schools for Sustained High Absolute Achievement (beginning with 2002-2003 Report Card)

It is recommended that the following text be added to the sections on Improvement Ratings for Special Schools to recognize schools exhibiting sustained high achievement levels (e.g. "Excellent Absolute Ratings for two or more consecutive years)

Absolute Ratings of Excellent in Two Consecutive Years

If a school receives an Excellent Absolute Rating for two consecutive years the school will receive an Improvement Rating of Good. If the school's Improvement Index for all students is a positive number (e.g. greater than zero) the school's Improvement Rating will be elevated to Excellent. Schools earning an Absolute Index of 4.8 or higher for two consecutive years will be awarded an Excellent Improvement Rating."

Recommendation 6. Clarification of Source of Information for "Dollars per student and Percentage spent on teacher salaries" (beginning with 2002-2003 Report Card)

It is recommended that to clarify the source of information used to calculate these figures reported on the school and district report cards the following footnote be added

"Prior Year's Audited Financial Data

Recommendation 7. Tables of Disaggregated Test Data and Other Information Required by No Child Left Behind (beginning with 2002-2003 Report Card)

It is recommended that additional information on disaggregated test performance and additional information required by No Child Left Behind be included on the 2003 report cards. The additional information includes data on the performance in each subject area by student gender, ethnicity, disability status, socioeconomic status, English proficiency, and migrant status as well as overall student performance by grade level to be reported on the school and district report cards. The graduation rates for each of the six demographic groups above are also to be reported on the high school and district report cards. Information also required includes percentage of highly qualified teachers in the school or district and the percentages of high quality teachers in low poverty and high poverty schools reported in the School Profile. The schools or district's attainment of Adequate Yearly Progress is also to be included on the report card. Mock ups containing the new information are enclosed with this report.

Recommendation 8. Addition of Character Education Measure to School Report Cards (beginning with 2003-2004 Report Card)

It is recommended that a measure of character education as described in the attached report from Dr. Jo Anne Anderson be reported on school report cards beginning with the 2003-2004 school year.

**B-4 Report on the Pilot Study
Of
A Report Card Indicator on Character Development Programs**

Introduction

South Carolina publishes an annual school and district report card to "report on the performance for individual elementary middle, high schools and school districts of the State" (Section 59 18 900) The report card includes an absolute rating of the school or district's performance measured against a target and an improvement rating indicating the degree to which the longitudinal performance of individual students has been improved The report card also includes "a comprehensive set of performance indicators with information on comparisons, trends needs and performance over time which is helpful to parents and the public in evaluating the school this information should also provide a context for the performance of the school The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications evaluations of the school by parents teachers and students (Section 59 18 900(D)

The 2001 publication of the first report cards garnered attention about the components of successful schools among educators parents and the public The indicator information included in the School/District Profile deepened understanding of the context for school results As the potential for the School Profile was recognized interest groups asked for the inclusion of particular program information

In spring 2002 the SC Chamber of Commerce requested that an indicator on character education be included in subsequent annual school report cards The SC Chamber of Commerce *Skills That Work* 2000 survey of over 400 employers indicated that of the top fifteen skills in demand integrity and honesty were tied for first place in both 2000 and 1998 The traits of integrity and honesty are nurtured in schools The request for a report card indicator was referred to the Education Oversight Committee (EOC) for consideration The EOC is responsible for the contents of the annual school and district report card and specifies a procedure for development and consideration of new indicators That procedure includes working with relevant groups to develop potential indicators conducting a pilot study and then offering recommendations to the EOC

Definition of A Character Development Program Measure

Staff from the State Department of Education provided the EOC staff with materials relevant to character education the SC Family Respect Act, descriptive information on state support activities including professional development programs, descriptive information on programs operating in SC schools, and assessments and program literature from national organizations These materials were reviewed Staff from the agencies agreed that the SC Character Education Partnership Team (hereafter the Team) should be the entity to make final recommendations to the EOC on the pilot study and the indicator

In 1998 2000 and 2002 Ms Cathy Blume and Dr Kathy Paget had administered a survey to all school administrators (n>1000) to (1) determine the nature and extent of character education programming in South Carolina and (2) gather data reflecting school administrators' awareness of character education programming impressions of the effects of character education programs and assessments of the trustworthiness of their students These surveys were administered as components of an evaluation study completed for the State Department of Education and the Team Response rates ranged between 37 and 40 percent across the three administrations In 1998 79 percent of respondents reported implementation of character education initiatives and by 2000 and 2002 the incidence of reported implementation rose to 91 percent School administrators were positive about the impact of the program Approximately three-quarters of

the respondents reported improvements in academic performance following implementation of character education initiatives (Blume and Paget, 2002)

EOC staff met with the Team to discuss several types of indicators including programmatic behavioral and resource. After much discussion the Team recommended creation of a rubric by which local educators could evaluate their programs. The rubric incorporated five dimensions (a) school wide integration, (b) school wide planning, (c) school-wide professional development (d) assessment and evaluation, and (e) school-community partnerships. The Team designated Dr. Kathy Paget, Ms. Cathy Blume, Mr. Frank McLaine, Mrs. Camille Nairn, Mr. Cleo Richardson and Dr. Martha Lovett to develop the final rubric. The rubric development group determined that the term *character development* was more descriptive than *character education* and should be used in future materials.

The rubric was developed and illustrated implementation ranging along a scale from zero to four points. Although developers included the point range, they cautioned that expected values could not be specified since baseline information had not been collected. A copy of the rubric is attached as Appendix A.

In December 2002 superintendents in the 85 SC school districts were notified that a survey would be mailed to a random sample of school principals in January 2003. Should the superintendent choose for his/her district not to participate, he/she was asked to contact the EOC prior to the mailing date.

Three districts chose not to participate.

A sample of 171 schools was drawn. Seventy-nine districts in all geographic areas of the state were represented in the sample. The sample included the representation of schools shown in Table 2.

Table 1
Representation of Schools in Sample

Level	Total N	Sample Size (%)
Primary	22	3 (13.6 %)
Elementary	606	92 (15.2 %)
Middle	274	40 (14.6 %)
High	189	33 (17.5 %)
Career Technology	46	3 (6.5 %)

Surveys were mailed to principals of these 171 schools in January 2003. Principals were informed of the purpose of the study, the use of the information to establish a baseline and the decision process before the EOC. For demographic data, principals were asked to indicate the school level enrollment, 2002 absolute and improvement ratings, and the amount of time required to complete the survey. Principals were asked to mark the written rubric indicating the level of implementation of character development programs in that school. A total of 118 responses (68 percent) were received; one was returned blank. The mean time that was required to complete the survey was 6.4 minutes with five minutes reported as the mode. The proportion of responses by school level is shown in Table 2.

Table 2
Representation of Schools in Responses

Level	Sample Size	Percent Responding (N)
Primary	3	100 % (3)
Elementary	92	72.8 % (67)
Middle	40	58.5 % (24)
High	33	60.6 % (20)
Career Technology	3	100 % (3)

Note: one survey was returned blank

Findings from the Pilot Study

- (1) Survey Responses: To what degree is character development included in the school program? The mean responses across all school levels are shown in Table 3

Table 3
Mean Responses to Dimensions Across All Schools

Integration	2.8
Planning	2.1
Professional Development	1.5
Assessment & Evaluation	1.2
School Community Partnerships	2.1
Total Program	1.9

Mean responses to each of the five dimensions by school level are shown in Table 4

Table 4
Mean Responses to Each Dimension by School Level

School Level	Integration	Planning	Professional Development	Assessment and evaluation	School Community Partnerships	TOTAL
Primary	4.0	3	1.3	1.7	4	2.8
Elementary	2.9	2.2	1.4	1.2	2.1	2
Middle	2.2	1.6	1.5	1.0	1.7	1.6
High	3.1	2.3	2	1.3	2.3	2
Career Tech	3.7	1.7	1.7	0.7	2.7	2.3

The mean responses suggest that across all school levels principals are reporting relative strength in "school wide integration." With the exception of primary schools, the mean responses suggest that schools have done relatively little in program assessments and evaluation.

Within the dimension of school wide integration, primary school principals indicate the most agreement with the statement "We embed lessons of character in classroom instruction in all subject areas and throughout school life." Middle school responses suggest a lower degree of integration and they cluster around the statement "We embed lessons of character in classroom instruction in two subject areas."

The school wide planning dimension is also strongest among primary schools, centering on the statement, "Character development is included in two or more objectives in our school strategic plan." Again, middle school responses reflect a lower level of implementation and fall midway between these two statements, "Character development is mentioned in our strategic plan" and "Character development is included in our school strategic plan as a specific objective."

The school community partnership dimension yielded mean scores ranging from the lowest at the middle school to the highest at the primary schools. The responses fell between "We have a school community partnership that discusses character development issues" to "We have a school community partnership that implements both school and community based character development activities."

There is little variation in the professional development responses, with a slight rise at the high school level. The mean response falls between agreement with these statements: "12.5 percent of staff have participated in six hours of character related professional development this year" and "26.5 percent of staff have participated in six hours of professional development this year."

Mean responses to the assessment and evaluation dimension were lowest among the five dimensions, falling most closely to the statement "We have conducted character related needs assessment." Quite a few responses (51) were at the zero level, "We have not conducted a character related assessment this year."

(2) Exploration of Relationships: Is there a relationship among implementation across the character development dimensions and school level, size or ratings?

To determine if there were statistically significant correlations among the dimensions and school characteristics, Pearson correlations were computed. As Table 5 indicates, there were no significant relationships among the school characteristics, but there were across the dimensions. A factor analysis yielded only one factor containing all five dimensions. This further indicated that the five dimensions differ only in concept, but not empirically within the rubric. Schools with high answers on one dimension tend to have higher scores on others.

Table 5
Correlations Among School Characteristics and Program Dimensions
(Significant Correlations Displayed in **Bold Type**)

	Level	ADM	ABS	IMP	Integr ation	Planni ng	Prof Dev	A & E	S-C Partne rships
Level	1.000	.350	.037	.173	.054	.148	.108	.070	.065
ADM		1.000	.003	.002	.009	.114	.097	.069	.118
ABS			1.000	.397	.281	.099	.012	.134	.098
IMP				1.000	.090	.049	.080	.181	.060
Integr ation					1.000	.490	.312	.340	.413
Planni ng						1.000	.448	.467	.441
Prof Dev							1.000	.387	.309
A & E								1.000	.425
SC- Partne rships									1.000

To explore the relationship between school level and the five dimensions further an analysis of variance was conducted. These results indicate that there was little difference across school types. Significant differences were found only on integration ($p < .021$) and planning ($p < .020$).

Recommendations

The pilot study resulted in recommendations for changes to the rubric and implementation of the measure on the school report card.

- (1) A character education measure should be included on the annual school report card, beginning with the November 2003 report card,
- (2) Maintain the five program elements to emphasize the comprehensive nature of the program.
- (3) The rubric should be amended to delete "6 hours" under professional development, add "facilitated" to the 4 point value under professional development, specify that desired outcomes should be "character related" under assessment and evaluation,
- (4) Ascribe value terms (e.g., fair and good) to point levels on the rubric and report those terms on the school report card.

B-4 Appendix A
Character Development Program Rubric

B 4 15

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Dimensions of Character Development	0 Points	1 Point	2 Points	3 Points	4 Points
School wide Character Integration	We do not embed lessons of character in classroom instruction	We embed lessons of character in classroom instruction in one subject area	We embed lessons of character in classroom instruction in two subject areas	We embed lessons of character in classroom instruction in three four subject areas and in some extra curricular settings	We embed lessons of character in classroom instruction in all subject areas and throughout school life
School wide Planning	Character development is <u>not</u> included in our school strategic plan	Character development is mentioned in our school strategic plan	Character development is included in our school strategic plan as a specific objective	Character development is included in two or more objectives in our school strategic plan	Character development is integrated into every objective in our school strategic plan
School wide Professional Development*	No staff** have participated in character related professional development this year	1-25 percent of staff has participated in six hours of character related professional development this year	26-50 percent of staff has participated in six hours of character related professional development this year	51-75 percent of staff has participated in six hours of character related professional development this year	76-100 percent of staff has participated in six hours of character related professional development this year
Assessment & Evaluation	We have not conducted a character related assessment this year	We have conducted character related needs assessment	We have documented through a process evaluation the implementation of character development initiatives	We have assessed outcomes among students and adults over the course of one school year	We have assessed outcomes among students & adults over the course of at least two school years
School Community Partnership***	We do not have a school community partnership	We have a school community partnership, but it does not address character development issues	We have a school community partnership that discusses character development issues	We have a school community partnership that implements school based character development activities	We have a school community partnership that implements both school and community based character development activities

*In addition to character development training that includes the word 'character' in the title, school wide, character related professional development also includes, but is not limited to, training in violence prevention, crisis intervention, conflict resolution and proactive classroom/school management. **Staff includes administrators, teachers, support staff, and special services personnel. ***A formal agreement with business and/or community organizations.

B 4 APPENDIX B

Rubric as Amended after Pilot Study

Dimensions of Character Development	0 Points	1 Point	2 Points	3 Points	4 Points
School wide Character Integration	We do not embed lessons of character in classroom instruction	We embed lessons of character in classroom instruction in one subject area	We embed lessons of character in classroom instruction in two subject areas	We embed lessons of character in classroom instruction in three-four subject areas and in some extra curricular settings	We embed lessons of character in classroom instruction in all subject areas and throughout school life
School wide Planning	Character development is <u>not</u> included in our school strategic plan	Character development is mentioned in our school strategic plan	Character development is included in our school strategic plan as a specific objective	Character development is included in two or more objectives in our school strategic plan	Character development is integrated into every objective in our school strategic plan
School wide Professional Development*	No staff** have participated in or facilitated character related professional development this year	1-25 percent of staff has participated in or facilitated character related professional development this year	26-50 percent of staff has participated in or facilitated character related professional development this year	51-75 percent of staff has participated in or facilitated character related professional development this year	76-100 percent of staff has participated in or facilitated character related professional development this year
Assessment & Evaluation	We have not conducted a character related assessment in our school	We have conducted a character related needs assessment	We have assessed implementation of our character development initiative and used the results to improve the initiative	We have assessed the benefits of our character development initiative for students, staff and/or parents and used the results to improve the initiative	We have used the results of our character related assessments to affect change in school and/or district policies and procedures
School Community Partnership***	We do not have a school community partnership	We have a school community partnership but it does not address character development issues	We have a school community partnership that discusses character development issues	We have a school community partnership that implements school based character development activities	We have a school community partnership that implements both school and community based character development activities

*In addition to character development training that includes the word "character" in the title, school wide, character related professional development also includes but is not limited to, training in violence prevention, crisis intervention, conflict resolution, and proactive classroom/school management. **Staff includes administrators, teachers, support staff and special services personnel. ***A formal agreement with business and/or community organizations.

B 4 APPENDIX C

Rationale and Grading System for Character Development on the State Report Card Developed by Statewide Character Education Partnership Team Rationale

By addressing the character development of their students and staff schools will create a climate that supports learning and helps students achieve to their maximum potential, thereby helping the state meet the 2010 Education Goal and develop a productive workforce

Grading System

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

Unsatisfactory The school is not actively engaged in addressing the character development of its students or staff

APPENDIX C
Definitions and Formulas for School or District
Profile Information

Table of Contents - School or District Profile Information

1	Academic Plans Students On	C 1
2	Academic Probation Students On	C 1
3	Accreditation Southern Association of Colleges and Schools	C 2
4	Adult Education/GED Programs Students Completing	C 2
5	Adult Education/GED Programs Students Enrolled	C 3
6	Advance Placement/International Baccalaureate (AP/IB) Participation Rate	C 3
7	Advance Placement/International Baccalaureate (AP/IB) Success Rate	C 4
8	Advanced Degrees, Teachers with	C 4
9	Arts, Opportunities in the	C 5
10	Attendance Rate Students Average Daily	C 6
11	Attendance Rate Teachers, Average Daily	C 6
12	Average Teacher Salary	C 7
13	Board Orientation Training, Percent New Trustees Completing	C 7
14	Character Education Program	C 8
15	Continuing Contracts Teachers	C 9
16	Disabilities Students with Other than Speech	C 9
17	Dollars Spent per Pupil	C 10
18	Dropout Rate	C 10
19	Enrollment, School/District	C 11
20	Enrollment, Career Technology Courses, Comprehensive High Schools	C 11
21	Enrollment Career Technology Centers	C 11
22	Expenditures Percentage Spent on Teacher Salaries	C 12
23	Facilities Average Age District	C 12
24	Full Day Kindergarten, First Graders Who Attended	C 13
25	Gifted and Talented Services Students State Eligible	C 13
26	Governance, School District	C 14
27	Graduation Rate	C 14
28	High School Credit Courses Students Enrolled Grades 7 and 8	C 15
29	Older Than Usual For Grade Students	C 15
30	Organizations Participation in Co-Curricular Career Technology	C 16
31	Parents Conferences Attending	C 16
32	Portable Classrooms District	C 17
33	Prime Instructional Time	C 17
34	Principal s Years at School	C 18
35	Professional Development Days Teachers	C 18
36	Ratio Core Subjects Student Teacher	C 19
37	Retention Student	C 20
38	Salaries Administrative Comparisons	C 21
39	Schools Alternative	C 21
40	Schools Charter	C 21
41	Schools Magnet	C 22
42	Students With Non Speech Disabilities Taking PACT Off Grade Level	C 22
43	Superintendent s Years District	C 23
44	Suspensions or Expulsions for Violent and/or Criminal Offenses Out of School	C 23
45	Teachers Highly Qualified	C 24
46	Teachers Returning From the Previous School Year	C 24
47	Teachers on Emergency or Provisional Certificates	C 25
48	Vacancies More than Nine Weeks, Teacher	C 25
49	Work Based Experiences Students	C 26

Students on Academic Plans

DEFINITION

General

This fact reports the percentage of grade 4-8 students at this school/district that have state-required individualized plans for improvement of student academic performance

Formula

School

1 Determine the total number of students in grades 4-8 who have state-required individual academic plans in the school

2 Divide the sum by the total enrollment in grades 4-8 at the school

District

1 Determine the total number of students in grades 4-8 who have state-required individual academic plans in the district

2 Divide the sum by the total enrollment in grades 4-8 in the district

PROCEDURES

Collected by

State Department of Education Office of Research

Reported by

School districts

Timeframe

November 15

Students on Academic Probation

DEFINITION

General

This fact reports the percentage of students in grades 5-8 in danger of repeating current grade level because of low/poor performance in classroom and/or standardized assessments

Formula

School

1 Determine the total number of students at school designated as being in danger of repeating current grade level assignment because of low/poor performance in classroom and/or standardized assessments

2 Divide by the total number of students enrolled in grades 5-8 at the school

District

1 Determine the total number of students in district designated as being in danger of repeating current grade level assignment because of low/poor performance in classroom and/or standardized assessments

2 Divide by the total number of students enrolled in grades 5-8 in the district

PROCEDURES

Collected by

State Department of Education Office of Research

Reported by

School districts

Timeframe

November 15

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

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

Reported By

Southern Association of Colleges and Schools

Timeframe

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 completing 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

190 day

The 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 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

190 day

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 45-day ADM expressed as a percent

Formula

Advanced Placement/ International Baccalaureate

Present this indicator as a ratio

- 1 Determine the unduplicated number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) classes at the school
- 2 Divide the count in Step 1 by the 45 day ADM and express as a percent.

PROCEDURES

Collected by

State Department of Education Office of Research

Reported by

School districts

Timeframe

January March Precode

Advanced Placement/International Baccalaureate Scores - Educational Testing Service (ETS) reported to schools in July each year

Advanced Placement/International Baccalaureate (AP/IB) Success Rate**DEFINITION**General/

This indicator reports the success rate in AP or IB courses as the unduplicated count of students scoring 3 or above on the AP tests, or 4 or above on the IB examinations divided by the unduplicated count of students taking the tests, expressed as a percentage

Formula/Advanced Placement/ International Baccalaureate

Present this indicator as a percent

- 1 Determine the unduplicated count of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) classes at the school scoring 3 or above on the AP tests or 4 or above on the IB examinations
- 2 Divide the count in Step 1 above by the unduplicated number of students taking the tests and express the answer as a percentage

PROCEDURESCollected by/

State Department of Education Office of Research

Reported by/

School districts

Timeframe

January March Precode

Advanced Placement/International Baccalaureate Scores Educational Testing Service (ETS) reported to schools in July each year

Teachers with advanced degrees**DEFINITION**General/

This indicator reports the percentage of teachers with earned degrees above the Bachelor s

FormulaSchool

- 1 Determine the total number of teachers at the school with Masters 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 Masters degrees and above
- 2 Divide the sum by the total number of teachers in the district

PROCEDURESCollected by/

State Department of Education, Office of Research

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 art discipline (music, visual art, drama, dance)

Formula

Category A: Number of arts disciplines offered during school year 2000-2001, including those offered through interactive technology

Elementary schools: during the school day for at least an average of 30 minutes/arts disciplines each week

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

Option	Point Value
☐ 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)

Option	Point Value
☐ 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

Reported by

School Districts

Timeframe

190 day

Attendance Rate, Student Average Daily**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

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 1 by step 2

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 which are excused must meet state adopted standards for professional development

PROCEDURES**Collected by**

Department of Education, Office of Research/Office of Finance

Reported by

School District Survey
School Districts

Report Date

190 day

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 FTE teachers assigned to the school (based on 190 days)
- 2 Divide the sum by the total FTE teachers assigned to the school (based on 190 days)

District

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

PROCEDURESCollected by

State Department of Education Office of Finance

Reported by

District Financial Officers

Timeframe

135 day

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 Reported on district report card

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

PROCEDURESCollected By

State Department of Education

Reported By

School Districts

Timeframe

Character Education Program (Beginning in 2004)**DEFINITION****General**

The character development of students and staff in the school is measured using a rubric developed by the SC 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

Unsatisfactory 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 Safe Schools and Youth Services

Reported By

School Districts

Timeframe

Spring data collection

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 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

PROCEDURESCollected by

State Department of Education Office of Certification

Reported by

School districts

Professional Certification System

Timeframe

190 day

Percentage of students with disabilities other than speech**DEFINITION**GeneralFormula

The percentage of students qualifying under IDEA and receiving services in programs for students with disabilities (excluding students receiving speech services only)

School

- 1 Determine the total number of students at the school qualifying under IDEA and receiving services in programs for students with disabilities (excluding students receiving speech services) on the 45th day
- 2 Divide the total by the number of students enrolled at the school on the 45th day of 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 (excluding students receiving speech services) on the 45th day
- 2 Divide the total by the number of students enrolled at the district on the 45th day of school

PROCEDURESCollected by

State Department of Education Office of Research

Reported by

School district OSIRIS Precode data

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 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 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

Reporting Date

135 day

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 school for any reason other than death prior to graduation or completion of a course of studies without transferring to another school or institution divided by the total number of students enrolled at the school (grades 7-12) (SDE Guidelines)

Formula

School (Grades 7-12 only)

Calculated for each school grades 7-12 (overall)

- 1 Determine the number of students who dropped out of school during the previous school year (as per SDE guidelines)
- 2 Add the number of students who failed to return after the summer
- 3 Divide the sum of 1 & 2 by the total number of students enrolled on the last day of school during the previous school year

Data will be two years behind

PROCEDURES**Collected by**

State Department of Education, Office of Career and Technology Education

Reported by

School district

Timeframe

45th day of the following school year

Enrollment, School/District**DEFINITION**General

Total number of students enrolled in the school/district on the 45th day of school

FormulaSchool

Determine the student count for the total number of students enrolled in the school on the 45th day of school

District

Determine the student count for the total number of students enrolled in the district on the 45th day of school

PROCEDURESCollected by

State Department of Education, Office of Research

Reported by

School district

Timeframe

January - March

Enrolled 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 45th day of school.

PROCEDURESCollected by

Office of Career and Technology Education

Reported by

School District OSIRIS Precode data

Timeframe

January March

Career Technology 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 45th day.

PROCEDURESCollected by

State Department of Education Office of Career and Technology Education

Reported by

Career Technology Center Directors

Timeframe

45 day

Percentage Expenditures on Teacher Salaries**DEFINITION**General

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

FormulaSchool

- 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"

PROCEDURESCollected by

State Department of Education Office of Finance

Reported by

School District Financial Officers

Timeframe

135 day Data will be one year behind

Average Age of Facilities in the District***DEFINITION**General

The average age (years since construction) of all school facilities in the district

Formula

- 1 Determine the age of each school facility in the district
 - 2 Total the ages (years since construction) for all school facilities in the district
 - 3 Divide the sum (2) by the total number of school facilities in the district
- *Buildings used for the instruction of students

PROCEDURESCollected by

State Department of Education Office of Facilities

Reported by

School Districts

Timeframe

190 Day Report

Percentage of First Graders Participating in Full Day Kindergarten**DEFINITION**

This fact reports the percentage of 1st graders at the school who participated in full day kindergarten programs

Formula

- 1 Determine the total number of 1st grade students at the school site who participated in full day kindergarten programs (public private if available)
- 2 Divide the total by the total number of students enrolled at the school on the 45th day of school year

PROCEDURES**Collected by**

State Department of Education
Office of Early Childhood

Reported by

School Districts

Timeframe

Fall

Eligible for state gifted and talented services**DEFINITION****General**

This fact reports the percentage of students who meet the state guidelines for receiving gifted and talented services

Formula**School**

- 1 Determine the number of students at the school who qualify to receive gifted and talented services as per state-identified guidelines (grades 3-10)
- 2 Divide the sum by the total number of students enrolled in grades 3-10 at the school on the 45th day

District

- 1 Determine the number of students in (grades 3-10) the district who qualify to receive gifted and talented services as per state identified guidelines
- 2 Divide the sum by the total number of students enrolled in grades 3-10 the district on the 45th day

PROCEDURES**Collected by**

Office of Research Office of Finance

Reported by

School districts
Precode Reporting Process

Timeframe

January March

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

Reported By

School Districts

Timeframe**Graduation Rate****DEFINITION****General**

This indicator reports the percentage of original ninth grade students who earn standard high school diplomas who graduate in four years or less (i.e. on time)

NOTE Graduation Rate definition complies with requirements of No Child Left Behind legislation

Formula

School/District

1	Student Count	
	9 th Grade Student Count for school year beginning 4 years before year of graduation (Count is taken from 9 th grade Master Classification List)	
	Subtract 9 th grade repeaters	_____
	Subtract all students who transferred out of school/district	_____
	Add all students who transferred into school/district +	_____
	Total Number of Students =	_____
2	Diplomas Issued	
	Total Number of Diplomas, and/or GED Issued =	_____
3	Graduation Rate	
	Divide (Step Two by Step One) convert to percentage	_____

PROCEDURES**Collected by**

State Department of Education Office of Research

Reported by

School Districts

Timeframe

190 day Available 2003

Addendum After Summer School

Percentage of 7th and 8th grade students enrolled in high school credit courses

DEFINITION

General

This fact reports the percentage of 7th and 8th grade students that enroll in courses for high school credit

Formula

- 1 Determine the total number of students enrolled on 45th day in grades 7 and 8 enrolled in courses for high school credit
- 2 Divide the total by the number of 7th and 8th graders enrolled at the school on the 45th day

PROCEDURES

Collected by

State Department of Education Office of Research

Reported by

School districts

Timeframe

January - March

Students older than usual for grade (two or more years)

DEFINITION

General

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

Formula

- 1 Determine the total number of students enrolled at 45th day who are more than two years older than the typical age of pupils at student's current grade assignment (September as reference date)
- 2 Divide the sum by the total number of students enrolled at the school on the 45th day

PROCEDURES

Collected by

State Department of Education Office of Research

Reported by

School districts
Precode Testing File

Timeframe

January March

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 45th 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 45th 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

190 day

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 and telephone conferences 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 1) by the total number of students enrolled at the school on the 135th day of school

PROCEDURES

Collected by:

State Department of Education

Reported by:

School Districts

Timeframe

190 day

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 Facilities
Statewide Summary Capital Needs

Reported by

School Districts

Timeframe

190 day

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 average teacher load
$$\frac{\# \text{ students ADM}}{\# \text{ contract classroom teachers}}$$
- 2 Calculate the number of days teachers are absent from the classroom for any reason (Annual leave for teachers in state special schools is excluded)
- 3 Calculate the number of days students are absent from the classroom for any reason
- 4 Calculate the total instructional time in days
$$\# \text{ students ADM} \times 180 \text{ (or \# of instructional days)}$$
- 5 Prime instructional time =
$$100 - \frac{(1 \times 2) + 3}{4} \times 100\%$$

PROCEDURES

Collected by

State Department of Education Office of Research

Reported by

School Districts
OSIRIS Pupil Accounting System
End of Year Attendance Survey

Timeframe

190 day

Principal's Years at School**DEFINITION**General

This fact reports the length of time that the principal has been assigned to the school

Formula

Total the principal's actual length of time at the school
90 days or less = 5 year, more than 90 days = 1 year

PROCEDURESCollected by

State Department of Education Professional Certification System

Reported by

District Superintendent

Report Date

190 day

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 5 statutory days for professional development
- 2 Add the product of the number of additional days 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 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 1 and 2 by the total number of professional staff in item 1

Collected by

State Department of Education Office of Research

Reported by

School districts

Timeframe

190 day

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 on the 45th 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 45th day
- 4 Determine the total number of teachers of self contained 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 enrolled in math English/language arts science and social studies classes on the 45th 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 45th day
- 4 Determine the total number of teachers of self contained 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 grades K 5 in district on 45th day
- 2 Determine the number of students (grades 6 12) enrolled in math English/language arts science and social studies classes in district on 45th day
- 3 Determine the number of self contained students with disabilities enrolled in the school district on 45th day
- 4 Divide the sum (#3) by the total number of teachers of self contained classes at the school
- 5 Divide the total number of students by the total number of teachers
 $(1+3)$ total number of students
 $(2+4)$ total number of teachers

PROCEDURESCollected by

State Department of Education Office of Research

Reported by

School Districts OSIRIS

Timeframe

January March

Retention, Students**DEFINITION**General

This indicator reports the percentage of students required to repeat grade levels because of poor grades low test scores and/or teacher judgement 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 (grades K 8)
- 2 Divide the sum by the total student enrollment (grades K 8) at the school on the 45th day

District

- 1 Determine the total number of students classified at the same grade level for consecutive years (grades K 8)
- 2 Divide the sum by the total student enrollment (grades K 8) at the school on the 45th day

Grades 9-12**School**

- 1 Determine the total number of students enrolled on 45th 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 45th 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 45th day

PROCEDURESCollected by

State Department of Education Office of Research

Reported by

School District Precode Reporting

Timeframe

March January

Administrative salary. Average

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

Timeframe

190 day

Number of Alternative Schools in the District

DEFINITION

General

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

Formula

Determine the number of alternative schools in the district accredited through the State Department of Education Office of Organizational Development

PROCEDURES

Collected by.

The State Department of Education Office of School Quality

Reported by.

District Pupil Accounting System, OSIRIS

Timeframe

190 day

Number of Charter Schools in the District

DEFINITION

General

This fact reports the total number of charter schools in the district. Under state law, a charter school is a public, non-sectarian, non-religious, non-home-based, non-profit corporation forming a school which operates within a public school district.

Formula

Determine the number of charter schools in the district that have been approved for operation by the local school board or the State Board of Education

PROCEDURES

Collected by.

State Department of Education Office of School Quality

Reported by.

School Districts

Timeframe

190 day

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

The State Department of Education Office of School Quality

Reported by

District Pupil Accounting System OSIRIS

Timeframe

190 day

Students with non-speech disabilities taking PACT off grade level

DEFINITION

General

The percentage of students who take a PACT test (ELA and/or mathematics in 2001) at a grade level one or more grade levels below their EFA grade designation

Formula

Determine the number of students who take a PACT test which is one or more grade levels below their designated EFA grade level Divide by the number of students tested and convert to percentage

PROCEDURES

Collected by

State Department of Education Office of Research

Reported by

School district

Timeframe

190 day

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

(90 days or less = 5 year more than 90 days = 1 year)

PROCEDURES**Collected by**

State Department of Education Office of Research

Reported by

School district

Timeframe

190 day

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 1 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 1 above by the 45 day ADM and express as a percentage

PROCEDURES**Collected by**

State Department of Education

Reported by

School districts and individual schools

Timeframe

190 day

Teachers, Highly Qualified**DEFINITION****General**

The percentage of teachers of core academic subjects in the school or district who are highly qualified based on criteria outlined in No Child Left Behind legislation

Formula

Final approval by the US Department of Education of the methodology for determining this measure had not been received at the time of publication of this manual

PROCEDURE**Collected By**

State Department of Education Office of Teacher Preparation Support, and Assessment

Reported By

School Districts

Timeframe**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**

- 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 2 by step 1
- 4 Average the result yielded in step 3 for the preceding three year period

District

Total number of certified teachers assigned to each school in the district during the school year prior to report card distribution

PROCEDURES**Collected by**

Department of Education Office of Research

Reported by

School Districts, Professional Certification System

Timeframe

190 day

Teachers on Emergency or Provisional Certificates

DEFINITION

General

This indicator reports the percentage of teachers who do not have full teaching certification

Formula

- 1 Determine the total number of teachers
- 2 Determine the number of teachers with Emergency or Provisional Certificates
- 3 Divide step 2 by step 1 and covert to a percentage

PROCEDURES

Collected by

State Department of Education Office of Teacher Certification

Reported by

School district

Timeframe

190 day

Teacher vacancies 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

Reported by

School district

Timeframe

190 day

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 participating in structured experiences with an outside agency or business (types listed in general definition)
- 2 Divide the total (#1) by the total number of students enrolled at the center on the 45th day of school

Comprehensive High Schools

- 1 Determine the total number of students that participate in structured experiences with an outside agency or business
- 2 Divide the total (#1) by the total number of students enrolled in courses at the High School

PROCEDURES

Collected by

State Department of Education Office of Career and Technology Education

Reported by

Timeframe

190 day

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APPENDIX D

Table of Specifications for School or District Report Card Data

APPENDIX D
TABLE OF SPECIFICATIONS
Data for each noted item should be included
in the school or district report card for a
school or district enrolling students in the designated grades

Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Title Page																		
School/district name	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Address																		
Principal, Superintendent, and Board Chairman names																		
Telephone numbers																		
Fiscal authority																		
Grades and total enrollment	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Absolute & Improvement Ratings	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Adequate Yearly Progress	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Similar schools/districts Absolute Ratings	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Improvement incentive HUGs	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SC Performance Goal	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SDE & EOC website addresses	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Achievement Performance Page(s)																		
School/district name	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Performance trends	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Critical definitions	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• PACT performance levels																		
Percent student records matched					•	•	•	•	•									•

	Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Graphic display (pie charts)					•	•	•	•	•	•									
• State assessment data, by content area Distribution among the four performance levels (PACT) This school/district Schools/districts with students like ours																As applicable to the program			•
Table display					•	•	•	•	•	•						•	•	•	•
Percentage of students scoring Below Basic Basic Proficient, or Advanced by content area (PACT) Number tested Percent Not Tested Disaggregated student performance in the following categories: All Gender Racial/Ethnic Disability Status Migrant Status English Proficiency and Socio-Economic Status ¹ State objective																			
Table display					•	•	•	•	•	•						•	•	•	•
• Percentage of students scoring Below Basic, Basic Proficient, or Advanced by grade level and content area for the current year and previous year (PACT) • Number tested Percent not tested																			
Table display											•	•	•	•					
Percent seniors eligible for LIFE scholarship Percent seniors meeting SAT/ACT requirement • Percent seniors meeting grade point average requirement This school/district • Schools/districts with students like ours																As applicable to the program			•

¹ NOTE Subgroup scores should be reported consistent with the minimum requirements stated in Section III of this Manual

Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Table display Percentage of students scoring pass on 3 2 1 or 0 tests on first (10 th grade) attempt on high school Exit Exam (2003) % passing on 2 1 0 subtests on first attempt on HSAP (2004 and beyond) – for current year and previous two classes This school/district Schools/districts with students like ours										•	•	•	•					•
Table display (Beginning 2004) % of students at each performance level on each HSAP subtest (first attempt) Disaggregated student performance in the following categories All Gender Racial/Ethnic Disability Status Migrant Status English Proficiency and Socio Economic Status Number tested Percent not tested State objective										•	•	•	•					•
Table display • Longitudinal Exit Exam passage rate for current senior class • Disaggregated student performance in the following categories All Gender Racial/Ethnic Disability Status Migrant Status English Proficiency and Socio- Economic Status										•	•	•	•					•
Table display • Eligibility for LIFE scholarships Disaggregated student performance in the following categories All Gender Racial/Ethnic Disability Status Migrant Status English Proficiency and Socio- Economic Status										•	•	•	•					•

	Element	K	1	2	3	4	5	6	7	8	9	10	11	12	Career/ Technology	Charter	Alternative	Special	District
Table display	Graduation rate Disaggregated student performance in the following categories: All, Gender, Racial/Ethnic, Disability Status, Migrant Status, English Proficiency, and Socio-Economic Status Met State objective										•	•	•	•				As applicable to the program	•
Table display	Graduation rate # of students # of diplomas This school/district Schools/districts with students like ours										•	•	•	•				As applicable to the program	•
Table display	Longitudinal Exit Exam Passage Rate This school/district Schools/districts with students like ours										•	•	•	•				As applicable to the program	•
Table display (under development)	Percentage of students scoring pass on end of course tests by academic content area and by course for This school/district Schools/districts with students like ours										•	•	•	•				As applicable to the program	•
K-2 only schools																			
	Student attendance	•	•	•														As applicable to the program	
	Parent involvement	•	•	•														As applicable to the program	
	Student teacher ratio	•	•	•														As applicable to the program	
	Early childhood school accreditation by external group	•	•	•														As applicable to the program	
	Professional development time devoted to early childhood	•	•	•														As applicable to the program	
	Early childhood preparation of faculty (2004 & beyond)	•	•	•														As applicable to the program	
	Classroom environment ratings (2004 & beyond)	•	•	•														As applicable to the program	

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