

Frequently Asked Questions (FAQ)

School Report Cards

2025-26

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Q01: Where can I find information on how indicator ratings are calculated?

A: Please refer to the current Accountability Manual (“the Manual”) for information on the indicators, the ratings, and the other data elements found on the South Carolina report cards. The most current Manual is always available at <https://eoc.sc.gov/accountability-manuals>.

Q02: What denominator was used in high school calculations?

A: The denominators used are as follows:

- **College and Career Readiness** – students in the four-year on-time graduation cohort file (includes graduates and non-graduates)
- **Graduation Rate** – students in the four-year on-time graduation cohort file (includes graduates and non-graduates)
- **Achievement and Preparing for Success** – in 2022-23 the cohort of students used for these indicators changed from prior years. To provide context, the text below is reproduced from the current Accountability Manual (see the “What Students are Included in the Indicator” subsection under INDICATOR: Academic Achievement, School Level: High) to explain the cohort used for the indicator:

What Students are Included in the Indicator:

- School: The High School Academic Achievement indicator includes all students who have been assigned a ninth-grade code (9GR; according to the process described in the INDICATOR: Graduation Rate section), regardless of the specific 9GR assigned, who fit into any of the following three categories:
 - (1) Students who: (a) were enrolled in a course which requires an EOCEP test included in the Academic Achievement indicator (i.e., Algebra 1 or English 2, or the course activity enrollments required for students taking the corresponding SC ALT assessments) for at least three days in the case of a 45-day course, for at least five days in the case of a 90-day course, or for at least ten days in the case of a 180-day course during the reported school year and (b) were enrolled at the high school on the first day of testing for that exam for the reported school year (i.e., Summer 2025, Fall 2025, or Spring 2026 for 2026 Report Cards). If a student with a qualifying enrollment is not actively enrolled in any SC High School on the first day of testing for the course in question (i.e., (a) is true but (b) is not), then they shall be included in the indicator for the High School of the Four-Year Graduation Cohort to which they are assigned on the 180th day (i.e., 9GR23, 9GR24, 9GR25, or 9GR26 for 2026 Report Cards).
 - (2) Students who: (a) are in their first year in High School, (b) were enrolled in a course prior to being assigned a 9GR which requires an EOCEP test included in the Academic Achievement indicator for at least the durations described in (1) above, and (c) are enrolled at the High School before the 180th day of the reported school year and remain in the High School’s first-year graduation cohort on the 180th day (i.e., 9GR26 for 2026 Report Cards).

(3) Students who: (a) are included in the Graduation Rate indicator for the High School (see the INDICATOR: Graduation Rate section; i.e., 9GR23 for 2026 Report Cards) and (b) have never been enrolled in a course which requires an EOCEP test included in the Academic Achievement indicator (i.e., Algebra 1 or English 2, or the course enrollments required for students taking the corresponding SC ALT assessments) for at least the durations described in (1) above.

- District: All students who are included in the indicator for any High School in the District, regardless of whether the student transferred between two or more High Schools within the District (including Residential Treatment Facilities and Group Homes) and regardless of whether the student took the assessment(s) in question, are included in the denominator for the calculation of District indicators for comparison metrics or for District report cards.
- State: All students who are included in the indicator for any High School in the state, regardless of whether the student transferred between two or more High Schools within the state (including Residential Treatment Facilities and Group Homes) and regardless of whether the student took the assessment(s) in question, are included in the denominator for the calculation of District indicators for comparison metrics or for state report cards.
- Students awarded a transfer credit in Algebra 1 or English 2 from accredited out-of-state schools (or in state from accredited sources other than public schools as defined in Regulation 43-273) or awarded equivalent credit from home-school experiences pursuant to Chapter 65 of Title 59 of the Code of Laws are excluded from both the numerator and the denominator of this indicator for the EOCEP test associated with the transferred credit.

Note: This exclusion will be applied to the calculation of the indicator during the student's fourth year of high school when they are included in the Graduation Rate (i.e., the year that they would qualify for inclusion in the indicator under point (3) above).

- Students not tested for an authorized and properly documented purpose described in the most recently released Students Not Tested Guidelines (found on the SCDE website under Student Information System Documents or the School District Memoranda Archive) are excluded from both the numerator and denominator of this indicator.
- Students whose date of entry into United States schools is less than 24 months prior to their date tested and who were not initially English proficient at the time of their initial enrollment (see the section on Recently Arrived Multilingual Learners) are excluded from both the numerator and the denominator of this indicator.

Note: Recently Arrived MLs are not excluded from the calculation of the testing participation rate, only from the calculation of Rating Points.

- Students included in this indicator who do not have an appropriate EOCEP score or a score on the corresponding SC ALT assessment are included in the denominator of this indicator when calculating the percent of all students who meet or exceed expectations but cannot be included in the numerator because of missing the test.
- Only the EOCEPs for Algebra 1 and English 2, or the appropriate corresponding SC ALT assessment, are included in this indicator and, for each student, the highest EOCEP score

in each subject area that was obtained at any previous time is the score used for that student.

Q03: Why don't the numbers posted on the SCDE State Assessments results and the Report Card assessment results match?

A: SCDE State Assessments report the scores for ALL students in the school who tested that year.

For elementary and middle schools, the Report Card/Accountability results include SC-Ready and SC-ALT test scores for students who were actively enrolled on the 45th day and the first day of testing and were continuously enrolled in the school all year (between the 45th day and the first day of testing) with no break in enrollment. We also excuse from the performance results, students who reside in group homes, Residential Treatment Facilities (RTF), and local detention centers, as well as some Multilingual students if they just moved to the US within the past two years, as well as any student who had a Students Not Tested (SNT) exclusion.

For high schools, the Embargo Report Card achievement/preparing for success results includes SC-ALT as well EOCEP assessments. Additionally, for Accountability we only look at students who were actively enrolled on the first day of testing AND enrolled for a minimum number of days. We also remove duplicate records, take only the highest score if a student tested more than once in the same subject at the same school, and excuse certain students for Students Not Tested (SNT) reasons, or if they reside in a group home, Residential Treatment Facility (RTF), or local detention center, or if they are multilingual learner students who just moved to the US within the past two years (as discussed in the EOC Accountability manual).

Q04: What if I think the items “Second graders who are on track for success in English Language Arts at the third grade” and “Second graders who are on track for success in Mathematics at the third grade” are wrong?

A: These two items and the items about first graders on track for success at the second grade are questions on the Summer Survey. The information displayed on the report card is the same information entered into the Summer Survey by somebody at the school.

Q05: In the College & Career Readiness (CCR) section of the report card, the information appearing on bar charts on each screen matches, but when you click on the left of the screen to look at the results for the individual assessment components, those numbers do not match.

A: The data displayed under the individual test results and dual enrollment are from the 2025-26 school year only. That information is noted at the top of that column. The College & Career Readiness data displayed in bar charts are the results of matching to the students who were in the four year on-time graduation cohort for 2026.

Q06: On the College and Career Readiness (Detail) page what do the numbers on the right side of the bar charts represent? (17/200, for example)

A: These numbers display the proportion of your graduation cohort who met the criteria for college/career readiness on the specific item. If 17/200 appears next to the ASVAB bar, this means that 17 of the 200 graduation rate cohort students at your school scored 31 or greater on the ASVAB. This does not mean that 183 students did not score 31 or greater. It is possible that only 50 students even took the ASVAB. The detail page also displays the corresponding percentage next to each fraction.

Q07: Where does the number of students completing a FAFSA come from?

A: The US Department of Education reports that information at this website: <https://studentaid.gov/data-center/student/application-volume/fafsa-completion-high-school> Information for the report card was downloaded from the site in mid-August.

Q08: One of our schools only has 18 Multilingual Learner (ML) students in the report card subgroup for Achievement. However, the Multilingual Learners page on the Report Card site shows an n-count of 36 for the subgroup; 26 for assessed. Please help me understand the difference in those numbers.

A: **Number of Students taking the English language proficiency test:** Number of students taking the ACCESS test in current school year

- **Number of ML students in the ML Subgroup:** Number of students selected from PowerSchool 180 day file (esl codes excluding codes of 8, 8FOREX, 8FRMEL, 8NVREL, 9, or Blank, and gradelevel K-12). Note: The ML population for subgroup reporting includes

students who have achieved proficiency (coded in PowerSchool as M1, M2, M3, or M4), students who have not achieved proficiency (coded in PowerSchool as 1.0-6.0, A1, A2, A3), or students with waivers from services (coded as W) and students who have a missing composite score (coded as CM).

- **Number of Students in the ML Subgroup included in the Met Progress calculation:** The ML students selected from PowerSchool FDT file and enrolled on or before the 45th day of the same school year within the same school (for continuous enrollment); and with “years in the program” greater than or equal to 1 (students with an initial enrollment date or initial assessment date on or before October 1, 2025)
- **Number of Students in the ML Subgroup who Met Progress Toward Proficiency Target:** The students among the above “Number of Students in the ML Subgroup included in the Met Progress calculation”, whose current year (2025-2026) ACCESS test score, greater or equal than each student’s targeted goal (determined by the target goal table, calculating from student’s “Date of Initial Test” and “Years in the program”).
- **Percent of Students in the ML Subgroup who Met Progress Toward Proficiency Target:** Divide the above “Number of Students in the ML Subgroup included in the Met Progress calculation” by “Number of Students in the ML Subgroup who Met Progress Toward Proficiency Target”
- **Number of Students in the ML Subgroup who Achieved English Language Level Proficiency:** The students among the above “Number of ML students in the ML Subgroup” and with esl codes M1, M2, M3, M4.
- **Percent of Students in the ML Subgroup who Achieved English Language Level Proficiency:** Divide the above “Number of ML students in the ML Subgroup” by “Number of Students in the ML Subgroup who Achieved English Language Level Proficiency”.

You can find more details for specific calculation methods documented in the EOC Accountability Manual.

Q09: If a school has fewer than 20 Multilingual Learners (ML), where do the extra ten points go for the overall rating?

A: When an elementary or middle school has fewer than 20 ML students, the extra ten points normally given to the Multilingual Learners’ Proficiency (MLP) indicator are redistributed equally to Achievement and Student Progress before calculating the OVERALL rating. These points do not affect the individual indicator ratings. For high schools the points are redistributed to Achievement and Graduation Rate before calculating the overall rating for the school.

Q10: How did SCDE determine the teacher counts and average teacher salaries?

A: Due to the teacher shortage that South Carolina is experiencing, it was appropriate to include teachers employed 180 days or more with a minimum of .95 full-time equivalents for the calculations that determined the number of teachers and the average teacher salaries.

Q11: Where can I find more detailed information about the report card data elements and calculation methodologies?

A: The current Accountability Manual prepared by the Education Oversight Committee details the data elements to appear in the report card and calculation methodologies. The most current Manual is always available here: <https://eoc.sc.gov/accountability-manuals>

Q12: Are there any resources we can share with parents that would explain the report cards?

A: A document prepared by the Education Oversight Committee for the general public is available here: <https://eoc.sc.gov/school-report-cards/information-families-and-communities>

Q13: Why are the career cluster categories on the College and Career Readiness page different this year?

A: Beginning with the 2025-26 report cards, the industry credentials earned through Career and Technical Education (CTE) are reported using the updated national Career Clusters framework. The “Industry Credentials earned by Career Cluster” table now lists the revised clusters: Advanced Manufacturing; Agriculture; Arts, Entertainment, & Design; Construction; Digital Technology; Education; Energy & Natural Resources; Financial Services; Healthcare & Human Services; Hospitality, Events, & Tourism; Management & Entrepreneurship; Marketing & Sales; Public Service & Safety; Supply Chain & Transportation; and Universal. These categories replace the cluster names used on prior report cards (for example, Health Science, Business Management & Administration, and Information Technology). Because the clusters have been redefined, the credential counts reported by cluster are not directly comparable to those on earlier report cards.

Q14: Why do some pages show a three-year trend, and why does a year sometimes show “N/A”?

A: Several indicator pages (for example, College & Career Readiness and Multilingual Learners’ Progress) display a three-year trend showing the school, district, and state results for the three most recent report card years. A value appears as “N/A” when a rating or result is not available for the school for that year. The most common reason is that the group of students for that indicator fell below the minimum of 20 students (the minimum n-size) required for inclusion in accountability calculations; a school may also show “N/A” if it did not serve the relevant grades or did not report that indicator in a given year.