

South Carolina
High School Assessment Program (HSAP)

Type of test	English language arts and mathematics tests are standards-based. Science and U.S. history are assessed through end-of-course examinations.
Purpose	<p>The purpose of the test is to:</p> <ul style="list-style-type: none"> • Demonstrate students' achievement based on selected South Carolina academic standards • Provide data to state policymakers on student attainment of state education goals to inform educational policy decisions • Meet a state mandate
Major changes/pending changes in exit exam policy	<p>South Carolina will use the state's end-of-course test in physical science for NCLB science assessment purposes at the high school level for school year 2009-10. (Results of the statewide end-of-course test in physical science have been used as 20% of the final course grade for physical science since fall 2004.)</p> <p>Beginning with the graduating class of 2010, students in South Carolina public high schools must pass a high school credit course in science in which an end-of-course examination is administered. The proposed science test will be biology. Items for an end-of-course test in biology are being field-tested in spring 2009.</p>
Test used by colleges or universities for undergraduate admission?	Passing both the HSAP English language arts test and the HSAP mathematics test meets the testing requirement for a South Carolina high school diploma. Most colleges and universities require a high school diploma or equivalent for undergraduate admission. HSAP scores are not used for undergraduate admission.
Year first administered	<p>Prior to the High School Assessment Program, the state administered the Basic Skills Assessment Program (BSAP), a minimum-competency exam, as its exit exam. The BSAP exam was first given in 1986.</p> <p>The HSAP was field-tested for exit exam purposes in spring 2003. Results from this same administration were also used as a baseline for NCLB accountability.</p> <p>Beginning in spring 2004, HSAP was gradually phased in as</p>

	<p>the state exit examination. HSAP replaced BSAP as the state exit examination for all students after the final BSAP administration in summer 2005.</p>
Year diplomas first withheld	<p>For most graduating seniors, 2006 was the first year that diplomas could have been withheld based on the HSAP. A small number of students were required to pass the HSAP in order to graduate before spring 2006.</p>
Subjects tested	<p>The current exit examination has an English language arts test and a mathematics test.</p> <p>Beginning with the graduating class of 2010, students will be required to pass a high school credit course in science. The proposed science course is biology. A student's score on the corresponding end-of-course exam for science will be counted as 20% of the final course grade.</p>
Types of questions	<p>Multiple choice, constructed response, extended response</p>
Grade first administered	<p>HSAP tests are first administered to students in the second spring after their initial enrollment in the 9th grade; therefore, an individual student's first attempt could occur in any grade including or after the 9th grade.</p>
Grade(s) exam aligned to	<p>The test is aligned to standards that a student would have an opportunity to learn by the second spring after the initial enrollment in the 9th grade. These standards include selected standards across many grades, but do not include standards for 11th or 12th grade that students have not had an opportunity to learn.</p>
Number of retakes allowed before end of grade 12	<p>Students who do not pass one or both HSAP tests are scheduled to retake the test(s) not passed at the next scheduled administration. The HSAP is administered each spring and fall. Students who are expected to graduate before the beginning of the next school year are also eligible to participate in a summer administration of the HSAP.</p> <p>Participation of students with individualized education programs (IEPs) is determined annually by their IEP teams if the students meet specified criteria.</p>
Retakes after grade 12	<p>A summer administration of the HSAP is available for students who are expected to graduate by the beginning of the next school year. Eligible students enrolled in South Carolina</p>

<p>Does the state have reciprocity with other states?</p>	<p>public adult education programs can continue to retake the exam without any limits on age or the number of attempts.</p>
<p>Exit exam used for No Child Left Behind (NCLB)?</p>	<p>No</p> <p>HSAP test results in English language arts and mathematics have been used for NCLB reporting since fall 2004. Beginning with the graduating class of 2010, students will be required to pass a high school credit course in science.</p>
<p>Same cut score for graduation and NCLB?</p>	<p>No. The cut score for the exit exam requirement (level 2) is lower than the cut score for NCLB proficiency (level 3).</p>
<p>Do schools face <i>additional</i> (other than NCLB) accountability consequences linked to student performance on the exit exam?</p>	<p>Yes. The South Carolina State Education Accountability Act requires public reporting of academic performance of all public schools. The criteria used to calculate the school ratings are longitudinal HSAP passage rate, first-attempt HSAP passage rate, percent passage of end-of-course tests, and on-time high school graduation rate. (Passing the exit examination meets only the testing requirement for a South Carolina high school diploma.)</p> <p>Schools that receive a school performance rating of <i>at-risk</i> are subject to on-site review by external teams and must prepare <i>focus and renewal</i> plans to outline how learning obstacles will be addressed. The state reviews and approves the plans, with any necessary changes, and provides funding for academic assistance to help the schools implement the approved plans. The state continues to monitor the schools until targeted improvement goals are met within specified timeframes.</p>
<p>Evaluations of the state exit exam</p>	<p>The U.S. Department of Education conducted a peer review of the South Carolina assessment system and sent the state superintendent of education a letter of approval on February 15, 2006. The results of this evaluation are available online at: www.ed.gov/admins/lead/account/nclbfinalassess/sc2.html</p>
<p>State test contractor</p>	<p>American Institutes for Research (2002-06) Pearson Educational Measurement (2007-08) Data Recognition Corporation (beginning spring 2009)</p>
<p>Does the state provide</p>	<p>No. Students who do not pass the HSAP may receive a</p>

students with alternate paths to graduation?

certificate of attendance issued by a school district. Students may receive a state certificate if they complete all credit requirements but have not passed the exit examination. This state certificate is not the same as the certificate of attendance issued by the district. (A student who receives a district certificate of attendance is not eligible for a state certificate unless he or she has completed all class credits for graduation and has not passed the exit examination.)

If 12th graders complete all credit requirements but fail the exit exams, they will be automatically considered for a state certificate.

In 2006 a task force established by the state board of education met over several months to consider whether alternative procedures should be recommended to allow students who failed the exit examination to meet graduation requirements. The task force concluded that public school students in South Carolina have numerous ways and opportunities in which to receive a state high school diploma and that alternate paths to graduation were not required.

South Carolina students first take the exit examination in the second spring after their initial enrollment in the 9th grade. For most students, this is in the 10th grade. Students have at least four additional opportunities before the end of the 12th grade to take a part or parts of the exit examination not passed: fall and spring of 11th grade and fall and spring of 12th grade. In addition, state regulations stipulate that an administration of the exit examination be available during the summer after the 12th grade for students who have met all other requirements for graduation and who were actively enrolled in school.

Future administrations also are available under conditions that specify that students between the ages of 17-21 who have failed the exit examination may (a) return to high school in the fall as a senior, fully enroll, and retake the exit examination twice if necessary in the same manner it is offered to other seniors, or (b) enroll in the summer school exit examination program, or (c) enroll in the South Carolina Adult Education High School Diploma Program.

Students choosing the latter option have individualized learning plans developed by adult education staff and are eligible to take the HSAP as many times as needed so long as they have accrued 12 hours of enrollment. Upon passage of the

Alternate paths to graduation specifically for English language learners

exit examination, these students are issued a South Carolina high school diploma bearing the name of the high school from which they would have graduated. Since 1987, adult education programs throughout the state have been awarded substantial state funding based on the number of remedial programs they administer. In the 2005-06 school year, 22% of all South Carolina high school graduates received their credentials through adult education programs.

There are not any alternate paths to graduation specifically for English language learners. Students who have limited English proficiency are not required to take the HSAP English language arts test during the first year they are enrolled in a U.S. school, but they must still pass the test to meet the graduation requirement.

English language learners who do not pass the HSAP may receive a district certificate of attendance or the state certificate, or both, based on whether they meet the requirements for each certificate.

There are several accommodations for English language learners who are taking the South Carolina HSAP tests. Accommodations are as follows:

- Word-for-word bilingual dictionary without examples, pictures, or definitions for the English language arts test and the HSAP mathematics test; except during the extended writing part of the HSAP ELA test.
- Rewording of directions, in which test directions only may be read to the students
- Oral administration or use of an oral administration CD-ROM for the mathematics test only
- Oral administration of ELA only for limited English proficient (LEP) students who have a documented disability and an individualized education program specifying oral administration of the ELA test
- Scheduling accommodations, including taking the test over several sessions in a day, over several days, or in the afternoon rather than in the morning
- Individual or small group administration and setting, including preferential seating or separate testing location of individual students or small group of students
- Timing accommodations as long as the tests are completed during the school day, including frequent or

Alternate paths to graduation specifically for students with disabilities

extended breaks with or without contact with other students

- LEP students with disabilities may require customized materials or additional testing accommodations or modifications related to their disability and specified and documented in their IEP plans.

No, but students with serious cognitive impairments who cannot participate in the HSAP with accommodations or modifications may meet the criteria for taking the SC-Alt, an alternate assessment. Students who participate in the alternate assessment receive a certificate of attendance instead of a high school diploma.

Students with or without disabilities who complete all course credit requirements but do not pass the exit examination are eligible for a state certificate.

There are several accommodations for students with disabilities who take the South Carolina HSAP tests. Accommodations are as follows:

- Customized materials, including a Form C Braille test booklet, Form A loose-leaf test booklet, Form A large-print test booklet, Form C sign language test booklet
- Form A oral administration script and Form A oral administration CD-ROM
- Form C Braille audiotope
- Form C Sign Language videotapes in ASL and PSE formats
- Numerous supplemental materials and devices
- Scheduling accommodations
- Responding on separate pages, bold-line, or other special paper
- Typing of responses
- Nonverbal indication of answer choices for multiple-choice items
- Responding directly in the test booklet
- Dictation of responses to multiple-choice items
- Dictation of responses to extended-response items
- Braille responses to multiple-choice, constructed-response, and extended-response items
- Oral administration of ELA and mathematics with Form A CD-Rom operated by student, Form C Braille audiotope operated by student or test administrator, or Form A or Form C oral script read by test

	<ul style="list-style-type: none"> • administrator • Signed administration with a sign language videotape <p>Detailed procedures for all of the accommodations listed above can be found in the HSAP Spring 2008 Test Administration Manual on the South Carolina Department of Education Web site page listed below.</p> <p>http://www.ed.sc.gov/agency/Accountability/Assessment/old/assessment/programs/hsap/documents/HSAP2008SpringTAM.pdf</p>
<p>Who makes decisions on whether a student is eligible to use alternate paths?</p>	<p>South Carolina has no alternate paths to graduation.</p> <p>If a student earns 24 units but does not pass the exit examination, he or she automatically receives a state certificate.</p>
<p>What is the process for a student to apply for alternate paths to graduate?</p>	<p>South Carolina has no alternate paths to graduation.</p> <p>There is no application process for the South Carolina state certificate. Receiving a state certificate for students who earn 24 units is automatic upon failure of the exit examination. There is no appeals process.</p>
<p>When calculating the graduation rate for adequate yearly progress (AYP) purposes, does the state count students taking alternate paths together with graduates who passed the high school exit exams?</p>	<p>No, students with state certificates are not counted in calculating the graduation rate for purposes of AYP.</p>
<p>How many full-time equivalent staff in the state department of education are involved in implementing alternate paths?</p>	<p>None. One person attends to issues related to state certificates.</p>
<p>Types of assistance the state provides for all districts to raise <i>initial</i> pass rates for all students on the high school exit exam</p>	<p>The state offers technical assistance to help:</p> <ul style="list-style-type: none"> • Teachers administer the exam, which includes online assistance, specialist(s) in the state education agency, field-based specialists, train-the-trainer workshops, and a test administration manual;

- All teachers prepare students for the exam, which includes online assistance, specialist(s) in the state education agency, field-based specialists, grants to districts, and fiscal resources to fund local personnel to provide assistance;
- Teachers become more proficient in their content area, which includes specialist(s) in the state education agency, field-based specialists, grants to districts, fiscal resources to fund local personnel to provide assistance, and Professional Development on Standards Implementation (PDSI) funds that support increasing teachers' content knowledge and instructional strategies;
- Schools implement comprehensive school reform, which includes field-based specialists, train-the-trainer workshops, and fiscal resources to fund local personnel to provide assistance;
- Districts improve formative uses of assessment, which include specialist(s) in the state education agency, field-based specialists, train-the-trainer workshops, grants to districts, fiscal resources to fund local personnel to provide assistance, and state lottery funds that help school districts purchase formative assessment instruments;
- Districts improve professional development for teachers, which includes specialist(s) in the state education agency, field-based specialists, grants to districts, fiscal resources to fund local personnel to provide assistance, and PDSI funding;
- All districts improve the instructional leadership provided by administrators, which includes specialist(s) in the state education agency, field-based specialists, and grants to districts.

The state also provides:

- Test items (prototype HSAP test forms for English language arts and math) and online materials to help students and teachers understand and practice item types and scoring
- Exam preparation materials for students and teachers

Types of assistance or remediation the state provides for all districts to help students who have failed their initial attempt to

The state does *not* provide specific remediation assistance to local school districts to help students who have failed in their initial attempt to pass the exit exam. Remediation is a district-level responsibility.

pass the exit exam

Does the state provide funding for remediation?

For the current school year, 2008-09, the total amount is \$63 million, after budget reductions. The relative allocation of funds to schools is based on individual school ratings on the South Carolina state school report card. Only schools with ratings of "below average" or "unsatisfactory" on the South Carolina state report card receive state funding for intervention and assistance.

Due to the increased number of eligible schools and the reduction of funds available for intervention and assistance, the schools received the minimum dollar amounts specified by proviso for the year. Schools with ratings of "below average" received \$75,000 per school, and schools with ratings of "unsatisfactory" received \$250,000 per school.

Are districts mandated by law to provide remediation?

Yes. Local school districts are responsible for providing academic assistance to students related to the part or parts of the exit examination not passed.

Are students required to participate in remediation?

No

Initial pass rates, 2008

Percentage of Students Passing on the First Try, 2008		
Student Group	English Language Arts	Math
All students	87.7%	84.6%
White	84.0%	92.0%
African American	80.6%	74.5%
Latino	78.0%	78.6%
Asian	92.9%	95.3%
Native American	85.9%	83.1%
English language learners	68.6%	74.0%
Migrant	64.7%	70.6%
Students with disabilities	49.2%	42.0%
Free or reduced-price lunch eligible	80.3%	76.0%
Passing score (scale of 100-312)	200 (level II)	200 (level II)

Cumulative pass rates, 2008

Statewide cumulative pass-rate data are not calculated by the South Carolina Department of Education. Pass-rate data are calculated for individual school districts and for schools within each school district. These data are published for the state report card and are available on the South Carolina

**Sate graduation rates in
2007-08**

Department of Education Web page listed below.

<http://www.ed.sc.gov/topics/researchandstats/schoolreportcard/NCLBandEAASchoolReportCards.html>

All students 74.9%

White 79.0%

African American 70.4%

Latino 66.7%

Asian 80.5%

Native American 46.7%

English language learners 61.7%

Migrant 80%

Students with disabilities 46.2%

Free or reduced-price lunch eligible 66.6%