



## Fiscal Year 2013-14 Accountability Report

### SUBMISSION FORM

#### AGENCY MISSION

The mission of the South Carolina Department of Education (SCDE) is to provide leadership and services to ensure a system of public education through which all students may become educated, responsible, and contributing citizens.

Please identify your agency's preferred contacts for this year's accountability report.

|                           | <u><i>Name</i></u> | <u><i>Phone</i></u> | <u><i>Email</i></u> |
|---------------------------|--------------------|---------------------|---------------------|
| <b>PRIMARY CONTACT:</b>   | Dino Teppara       | 734-8043            | dteppara@ed.sc.gov  |
| <b>SECONDARY CONTACT:</b> |                    |                     |                     |

I have reviewed and approved the enclosed FY 2013-14 Accountability Report, which is complete and accurate to the extent of my knowledge.

|   |               |
|---|---------------|
| <b>AGENCY DIRECTOR</b><br><b>(SIGN/DATE):</b> |               |
| <b>(TYPE/PRINT NAME):</b>                     | Dr. Mick Zais |

|  |  |
|--|--|
| <b>BOARD/CMSN CHAIR</b><br><b>(SIGN/DATE):</b> |  |
| <b>(TYPE/PRINT NAME):</b>                      |  |

## **AGENCY'S DISCUSSION AND ANALYSIS**

### **South Carolina Department of Education Annual Accountability Report Fiscal Year 2013-14**

The South Carolina Department of Education's annual accountability report for FY 2013-14 presents the performance of the Department and a concurrent review of the state's public education system, which relies on the agency for leadership and support. This accountability report addresses both agency and system: the South Carolina Department of Education in terms of its mission-driven, values-centered strategic focus, and the public education system in terms of data that demonstrate how the state's schools are responding to our leadership.

#### **1. Organization's Stated Purpose, Mission, Vision, and Values**

##### **Purpose**

The purpose of the SCDE is to use the funding that is available to enable every student in SC to acquire an education that provides the knowledge, skills, and attitudes to succeed in careers or college as contributing members of society.

##### **Mission**

The mission of the South Carolina Department of Education (SCDE) is to provide leadership and services to ensure a system of public education through which all students may become educated, responsible, and contributing citizens.

##### **Vision**

Dr. Zais' vision is to cultivate a system of education that puts the interests of parents and students first by providing every parent and child the opportunity to choose a school with the environment and curriculum that best fits the needs, abilities, and aspirations of the student, and where every school has effective teachers led by effective principals.

##### **Values**

The SCDE subscribes to five organizational values.

- Flexibility and adaptability in programming—We will not choose convenience over innovation. Every child can learn and achieve their potential. Every child is special, yet different. Educational services need to be personalized to account for these differences.
- Quick response to client concerns—Education is a service. A successful system of education relies on effective principals leading our schools and effective teachers instructing our students. SCDE will focus on providing high-quality, highly-effective, and timely service delivery to ensure that principals and teachers can focus on student learning.
- Stewardship—Educational funding is a finite resource. Those in a position to make decisions need to be prudent stewards over the investments taxpayers are making into the education system.
- Teamwork among co-workers—We prioritize fulfilling the duty of the agency to serve customers well over individual self-preservation.
- Discipline—No discipline seems pleasant at the time. However, over time, the return on effective employee training reaps the reward that is beneficial to the client, the organization, and the individual. SCDE is committed to a level of excellent professionalism in all that we do.

## 2. Major Achievements from Fiscal Year 2013-14

SCDE serves students, parents, and taxpayers by supporting teachers, schools, and districts. We measure our success by the effectiveness of this support. There were several organizational achievements between July 1, 2013 and June 30, 2014.

- SCDE Division of School Effectiveness continues to provide developmentally appropriate leadership programs in all areas. These programs include principal training, school leadership training, school safety, suicide prevention, and child abuse prevention. Program evaluation results, as well as other feedback, have been overwhelmingly positive. In addition to providing rigorous and relevant professional growth opportunities for educational leaders, SCDE continues to annually review and revise the continuum and content of programs. SCDE staff actively sought discounts and price reductions on goods and materials ordered and effectively expanded internal and external partnerships and collaborations over the past fiscal year.
- In federal fiscal year 2011-12, 668 fewer students dropped out of school than in the previous year. The dropout rate for all students was 2.5 percent, a decrease of 0.3 percentage points from 2010-11 and 1.4 percentage points from 2007-08. Since 2007-08, the state's total annual dropouts have declined from 8,032 to 5,232 – nearly a 35 percent reduction.
- SCDE named 12 students 2013 Technology Champions for their regions, earning a certificate of distinction and a \$250 award. This award identifies the very best career and technology students from all 12 regions in the state.
- SCDE established an Educator Evaluation Advisory team consisting of professional educators, to assist the Department in implementing the improved educator evaluation system.
- SCDE provided \$1.7 million in grants to community learning centers statewide to serve students in 12 South Carolina schools.
- SCDE announced that the class of 2013 earned more than \$1.15 billion in college scholarships.
- SCDE continues to emphasize IT security, with ongoing measures continuing to address the vital need to improve upon data security within the agency. These efforts include, but are not limited to: protecting student data, providing mandatory cyber security training for all staff, enhanced Web filtering and robust monitoring, and using a data loss prevention system.
- SCDE's alternative licensure section continued to assist applicants, educators, and school districts effectively during the fiscal year.
- SCDE recognized McCormick County as just the second county in South Carolina and the sixth in the nation to earn the Certified Work Ready Community distinction through the ACT.
- SCDE won two national awards recognizing the agency for its social media excellence.

## 3. Your Key Strategic Challenges

### Challenge 1- Commitment to Preserving the Status Quo Traditional System of Education and Organizational Processes

The organizational structure that the current administration inherited was inefficient. We changed the SCDE structure and processes to more effectively serve customers and stakeholders. The cultural change that comes along with reorganization provides a worthwhile challenge for SCDE leadership.

## **Challenge 2- Assembling the Right Team**

By reorganizing the SCDE, senior leadership embraces the opportunity to provide current staff with better functionality. There are also vacancies that have resulted from attrition or newly created roles. Serving students well necessitates that leadership identify committed individuals to fill the vacancies that currently exist. While the current economic outlook has many high-quality individuals seeking work, the fact remains that identifying the best fit for position vacancies requires prudence and patience.

## **Challenge 3- Federal Intrusion into State-provided public education**

There are many instances in which the opposites of the uncertainty in direction and imposing directives out of Washington, D.C. combine to impede success in the efforts of SCDE to support districts and schools and the effectiveness of educators. The reauthorization of the federal Elementary and Secondary Education Act (No Child Left Behind, referred to as ESEA) is a specific example. NCLB is highly-prescriptive, imposing on the state a federal accountability system that is well-intended but has significant flaws that impede local control and innovation. At the same time, the failure of Congress to reauthorize ESEA has created a continued level of uncertainty across the state, as educators hesitate to implement new initiatives for fear of later punishment for non-compliance. In response to Congress failing to reauthorize ESEA, the U.S. Department of Education offered states the opportunity to waive the all or nothing accountability mandates of NCLB and replace their accountability system with one designed by states to meet their needs while maintaining rigorous state standards and accountability for all students. SCDE accepted the challenge, worked with stakeholders, and submitted the SC ESEA Flexibility Waiver in February of 2012. The waiver was approved in July of 2012 and the new accountability system, which provided letter grades for districts and schools, was implemented for 2012-13 based on the 2011-12 accountability data. In accordance with SC's ESEA waiver, letter grades were again issued in August 2013 reflective of accountability data for 2012-13. SCDE sought and received an extension of its ESEA waiver.

## **Challenge 4- Personalizing Learning**

Decisions made in Columbia have a tremendous impact on shaping policy and setting priorities for education in the state. For decades, SC has tried to micromanage reforms through statute and regulation. The result is an overregulated system that is not flexible to meeting the needs of students and that focuses on treating everyone the same—students and teachers alike—regardless of outcomes. The system of education needs to include opportunities to create more personalized learning, paying teachers based on their performance, and reducing unnecessary or conflicting regulations on school districts.

## **5. How the accountability report is used to improve organizational performance**

The Accountability Report provides an opportunity for SCDE senior leadership to reflect on the way the organization was managed in Fiscal Year 2012-13, what progress was made in Fiscal Year 2013-14, and set the course that the agency will follow over the next few years.

## **Section II – Organizational Profile**

### **1. Your organization's main products and services and the primary methods by which these are delivered**

The public education system's end product is an educated, responsible, and contributing citizenry. Our core business is education—bringing students, teachers, and information together to instill knowledge and to encourage the proper application of that knowledge. The SCDE's products are leadership and services

delivered to school districts and their staff members who assist in the development of teaching and learning programs.

### **Internal Services**

Internal services within the agency include human resource services, finance and accounting services, research and statistical reports, policy planning, auditing services, information technology services, legal counsel services, public affairs, and government relations.

### **External Services**

The following are key external services provided by SCDE:

#### ***Local Education Agencies (LEA)***

The majority of the services SCDE provides are directly to the LEAs. These services include: curriculum and assessment, professional development, school quality resources, educator guidance and resources, school leadership, grant support, food services, facility planning, transportation, and technology services.

The agency's primary delivery methods are based on the needs of its customers. In some cases, state law or other mandates determine the delivery method. Our delivery methods include revising and developing standards and guidelines; providing resources and materials; providing training and technical assistance; funding programs and initiatives; evaluating programs and staff; developing and administering assessments; collaborating with partners and stakeholders; providing timely and accurate information; responding to customer inquiries; promoting and recognizing educational achievements; and monitoring and recommending changes to policies, laws, and regulations.

#### ***Schools***

SCDE provides several services directly to schools. As part of the statewide system of support to low-performing schools, the agency provides technical assistance services to schools. We also assist educators with professional development as well as standards-supporting documents. Further, the agency serves schools with program evaluations and grant award opportunities, including technical assistance to improve the capacity of schools to improve the outcomes of their educational services.

#### ***Educators***

The SCDE oversees:

- educator preparation, recruitment, licensure, and alternative licensure
- online courses and services delivered via the Moodle Learning Management System
- professional development for classroom teachers, school leaders, and district personnel
- development of standards and evaluation models for assessing the performance and effectiveness of educators and principals, and their impact on student learning
- implementation of TAP's Elements of Success: Multiple Career Paths, Ongoing Applied Professional Growth, Instructionally Focused Accountability, and Performance-Based Compensation
- public charter schools, school choice, focused curriculum, and tools to help administrators and teachers meet state guidelines when implementing Montessori programs.

These methods are delivered with assistance from employees who work specifically with each stakeholder on their needs to develop goals, and then monitoring progress toward meeting these goals.

## *Students*

SCDE provides are some direct services to students. The main service SCDE provides directly to students is through VirtualSC, formerly known as the South Carolina Virtual School Program. This program provides online courses for participating middle and high school students. SCDE also provides direct services to students participating in the Adult Education program, through which SCDE provides course completion, transcript, and license verification services.

## **2. Your key customer-groups and their key requirements/expectations**

Our key customers are students, parents, educators, and taxpayers. Students and parents expect that the educational services provided through the education system prepare students for life after high school. Educators expect the SCDE to assist in providing the support that they need to deliver front line educational services. Taxpayers expect the SCDE to steward over the investment they are making in education by providing the highest quality product with funds that are available.

## **6. The number of employees you have, segmented by employee category**

The following table illustrates employees, segmented by category.

### **SCDE Employees Segmented by Category Fiscal Year 2013-14**

| Employee Category            | SCDE |
|------------------------------|------|
| Classified                   | 758  |
| Unclassified                 | 27   |
| Temporary Grant              | 23   |
| Temporary Classified         | 68   |
| Temporary Unclassified       | 100  |
| Temporary Grant Unclassified | 0    |
| Time Limited                 | 6    |
| Total                        | 968  |

## **7. The regulatory environment under which your organization operates**

SCDE functions are governed by state and federal codes of laws, each of which requires that the agency maintain fiscal, legal, and regulatory accountability. The State Code of Laws, Title 59 - Education, largely encompasses the statutes and resulting regulations that define the regulatory environment under which SCDE operates. Additionally, the Appropriations Act passed each year determines the funding level for the activities the SCDE is charged to conduct. The State Fire Marshall, the Revenue and Fiscal Affairs Office, State Board of Education regulations as well as the State Auditor's Office affect SCDE's operating environment.

The U.S. Department of Education issues requirements and provides guidance that the SCDE must also follow such as ESEA, which includes Titles I, II, III, IV, V, VI- RLIS and the Individuals with Disabilities Education Act (IDEA) requirements plus other U.S. Department of Education programs. Other federal requirements are provided by the Federal Communications Commission (FCC), Occupational Safety and Health Administration (OSHA) and the U.S. Department of Agriculture (USDA).

Lastly, the Generally Accepted Governmental Accounting Standards guide the accounting practices at SCDE.

## 8. Your performance improvement system

SCDE uses both internal and external performance assessments. Key strategic performance evaluations are conducted to determine if the agency is making steady progress toward accomplishing its vision. Senior leadership regularly reviews performance data from various sources. Internally, senior leadership uses organizational performance review findings and employee feedback to evaluate the agency's performance. Additionally, the Employee Performance Management System (EPMS) serves as an effective tool for assessing the individual employee and the organization as a whole.

## 9. Your organizational structure

SCDE is led by the State Superintendent of Education, who is a constitutional officer of the state. The Superintendent also serves as secretary to the State Board of Education. In Fiscal Year 2013-14, three deputy superintendents and seven executive office directors administratively carried out the mission of the agency. The chart located in Appendix I displays the organizational structure of the agency.

## 10. Your Expenditures/Appropriations Chart

The following tables provide expenditures and appropriations for the years listed for the SCDE, the Governor's School for Science and Mathematics, the Governor's School for the Arts and Humanities, and First Steps.

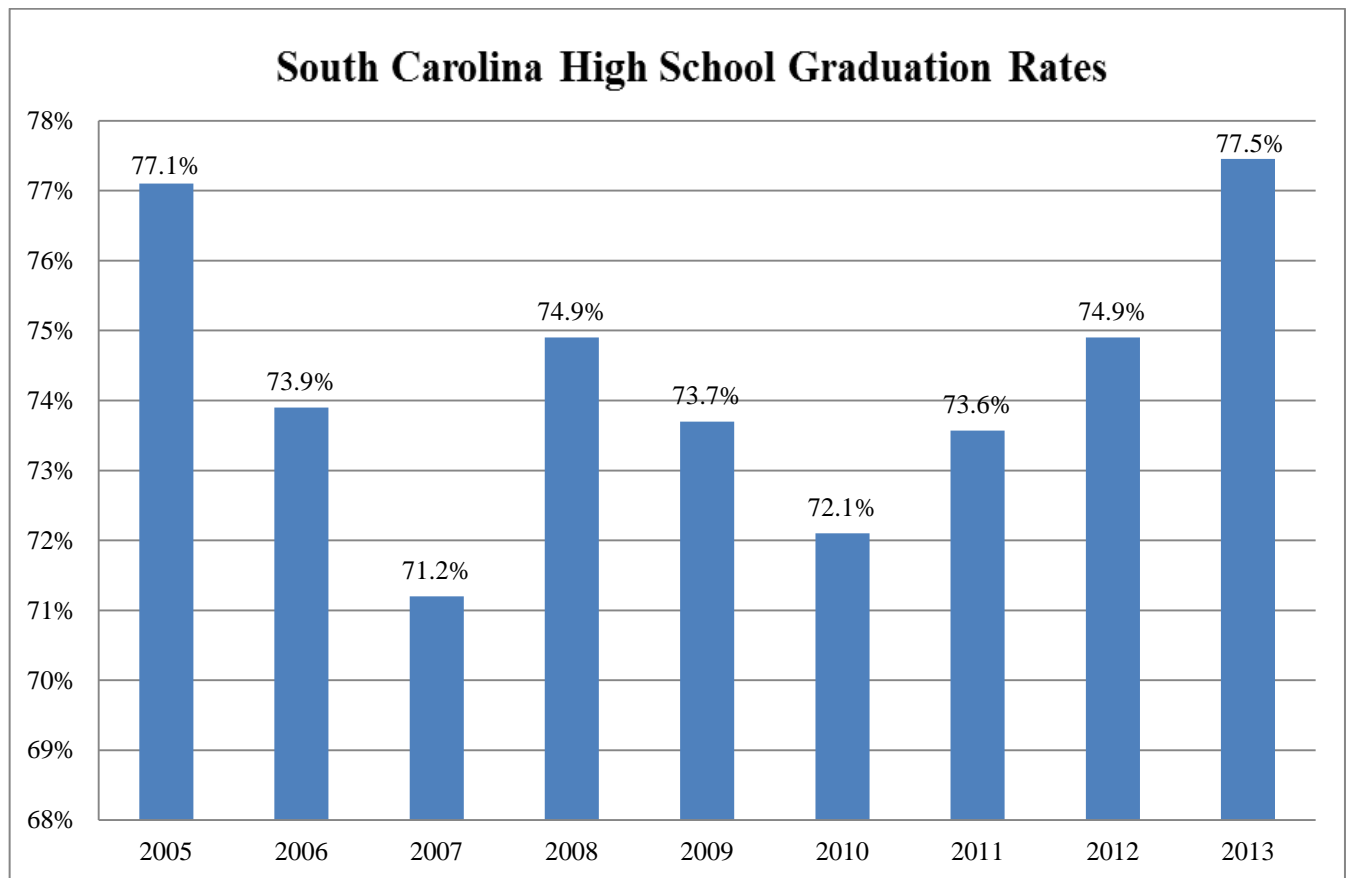
| SCDE Expenditures by Major Budget Categories |                             |                        |                             |                        |                              |                        |
|--|-----------------------------|------------------------|-----------------------------|------------------------|------------------------------|------------------------|
| Major Budget Category                        | 2012-13 Actual Expenditures |                        | 2013-14 Actual Expenditures |                        | 2014-15 State Appropriations |                        |
|  | Total Funds                 | General Funds          | Total Funds                 | General Funds          | Total Funds                  | General Funds          |
| Personal Service Agency Leadership           | \$24,243,267                | \$12,206,532           | \$24,238,916                | \$12,469,213           | \$22,380,152                 | \$11,012,437           |
| Personal Service Transportation              | \$15,903,498                | \$11,438,036           | \$15,387,778                | \$11,236,480           | \$17,463,269                 | \$12,075,747           |
| Other Operating Agency Leadership            | \$33,749,165                | \$3,382,217            | \$35,667,132                | \$4,097,109            | \$39,472,200                 | \$8,714,237            |
| Other Operating Testing and Assessment       | \$23,994,602                | \$0                    | \$20,036,676                | \$0                    | \$27,467,919                 | \$0                    |
| Other Operating Textbooks                    | \$30,650,004                | \$0                    | \$27,422,839                | \$0                    | \$22,259,677                 | \$0                    |
| Other Operating Transportation               | \$85,544,621                | \$36,273,030           | \$64,764,663                | \$45,349,792           | \$95,325,940                 | \$53,526,918           |
| Distributions to Subdivisions and Entities   | \$3,476,649,214             | \$2,143,892,674        | \$3,625,080,231             | \$2,274,237,246        | \$3,862,202,541              | \$2,383,897,611        |
| Fringe Benefits Agency Leadership            | \$8,126,938                 | \$5,025,826            | \$8,226,513                 | \$5,122,947            | \$7,576,329                  | \$5,429,556            |
| Fringe Benefits Transportation               | \$6,014,246                 | \$3,719,304            | \$6,205,966                 | \$3,864,679            | \$5,715,476                  | \$4,095,981            |
| <b>TOTAL</b>                                 | <b>\$3,704,875,555</b>      | <b>\$2,215,937,625</b> | <b>\$3,827,030,714</b>      | <b>\$2,215,937,625</b> | <b>\$4,099,863,503</b>       | <b>\$2,478,752,488</b> |

## Results

There are multiple measures that speak to the performance of the public school system. Key measures that are important to customers include:

- Student success in completing their public education
- The effectiveness of the system at preparing students for life after high school
- The overall performance of the schools that students attend
- The performance of students at key points in their educational careers

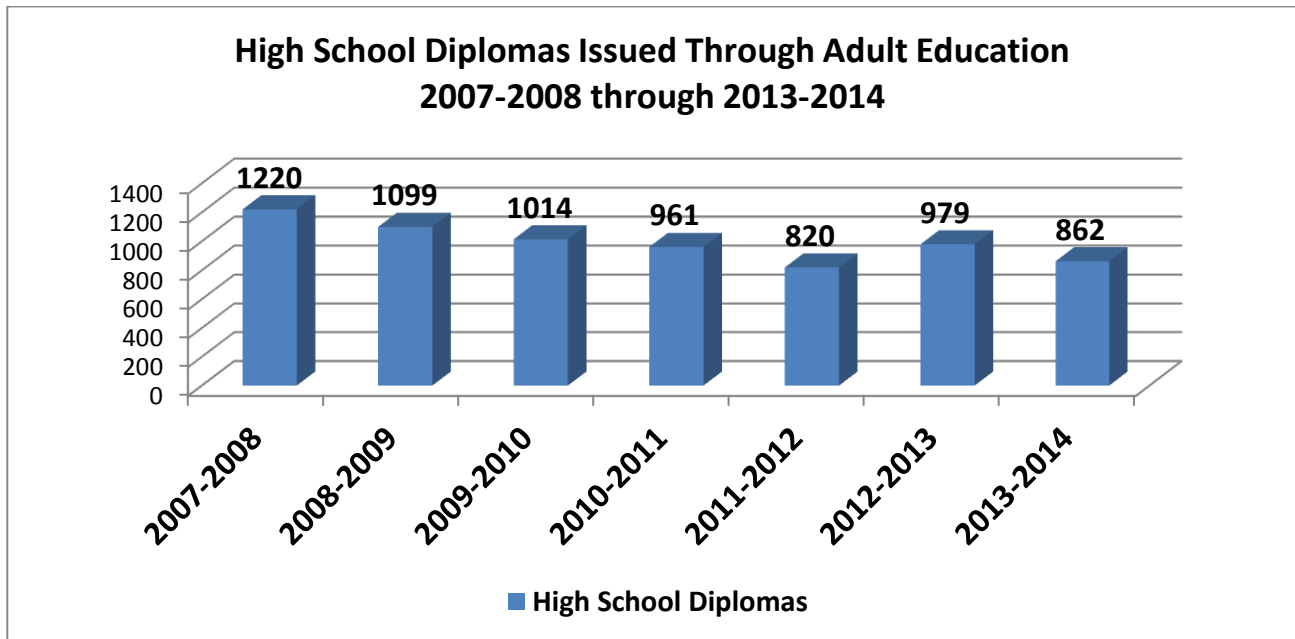
### *Student Success in Completing Their Public Education*



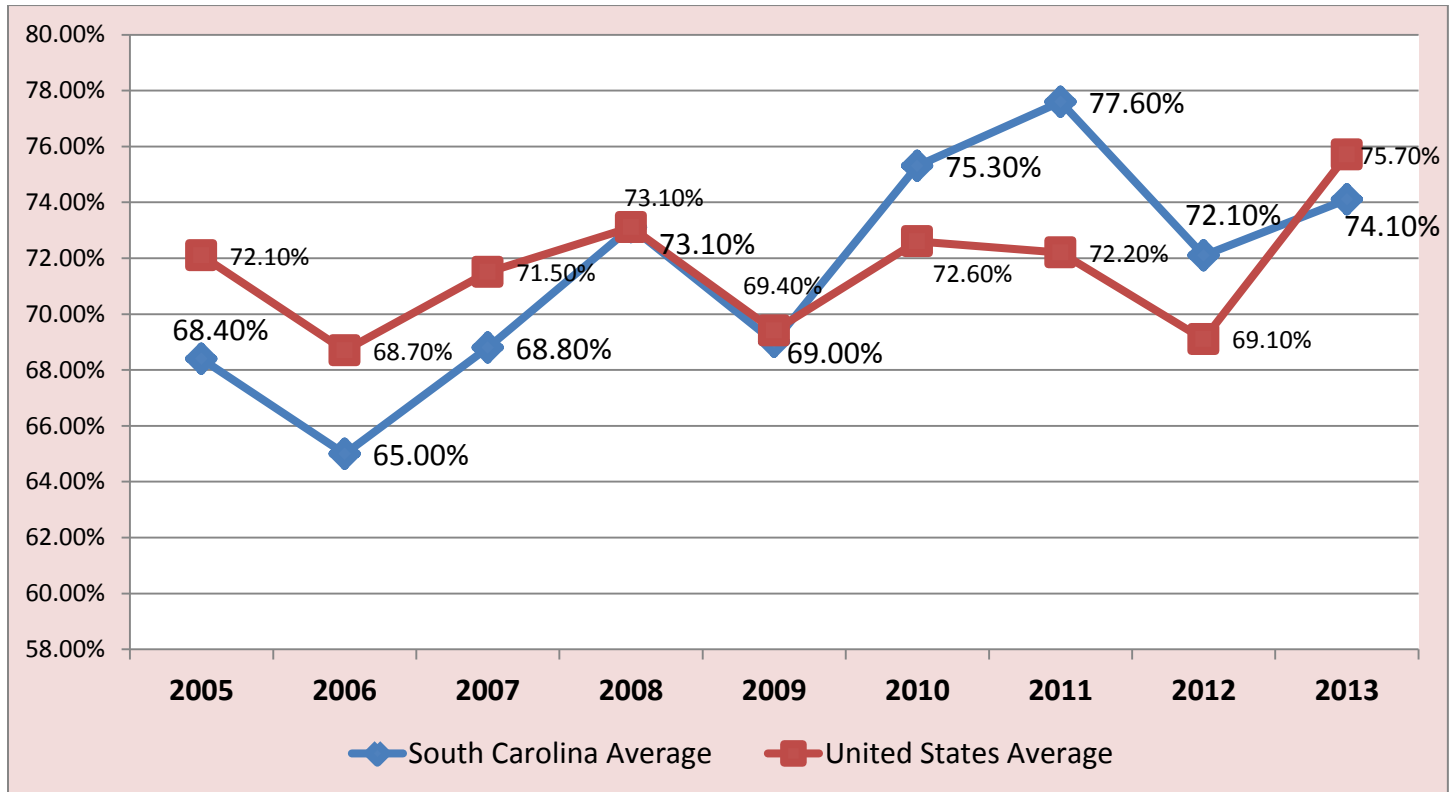
**Source: Four-year adjusted cohort graduation rate calculation – (AYP)**



## High School Diplomas Issued Through Adult Education 2007-2008 Through 2012-2013

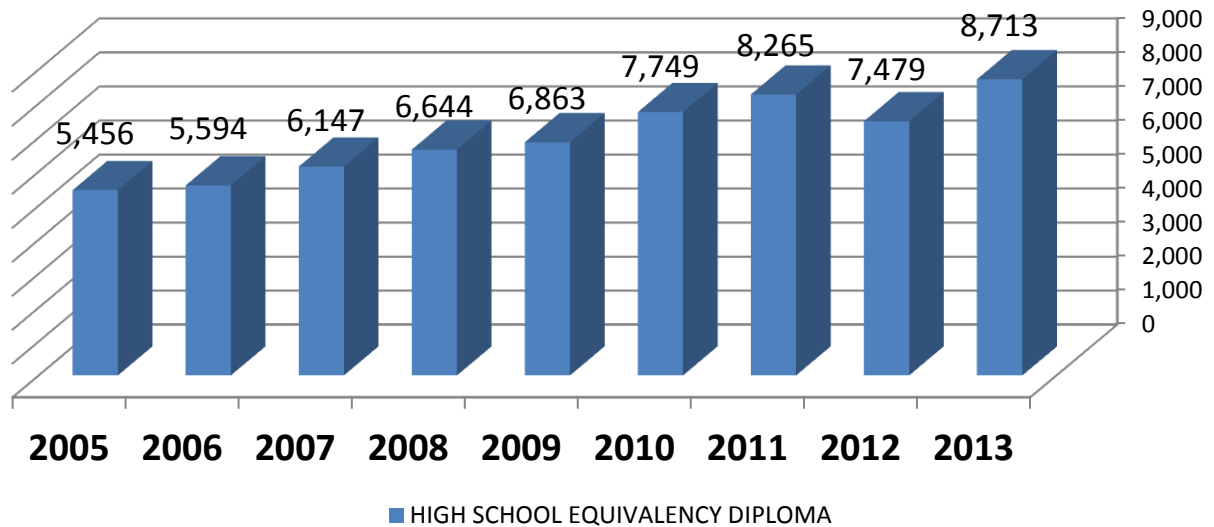


## GED Passing Rates: 2004-2012



## High School Equivalency Diplomas Issued Based on GED Exam, 2004-12

### High School Equivalency Diplomas Issued Based on GED Exam, 2005-2013

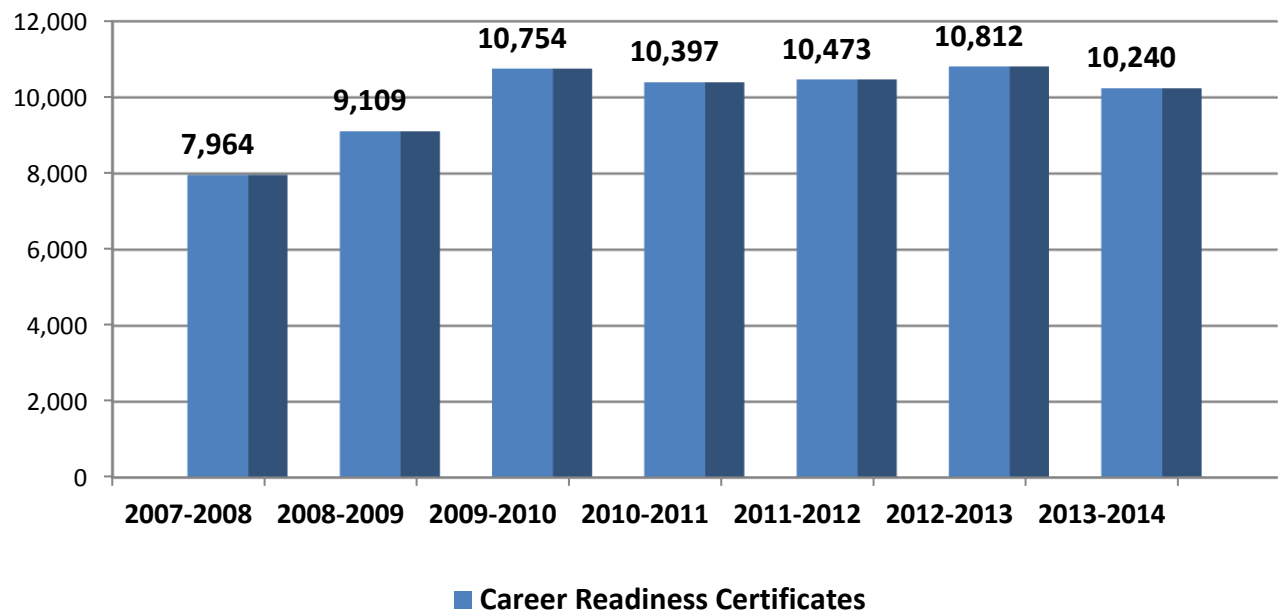


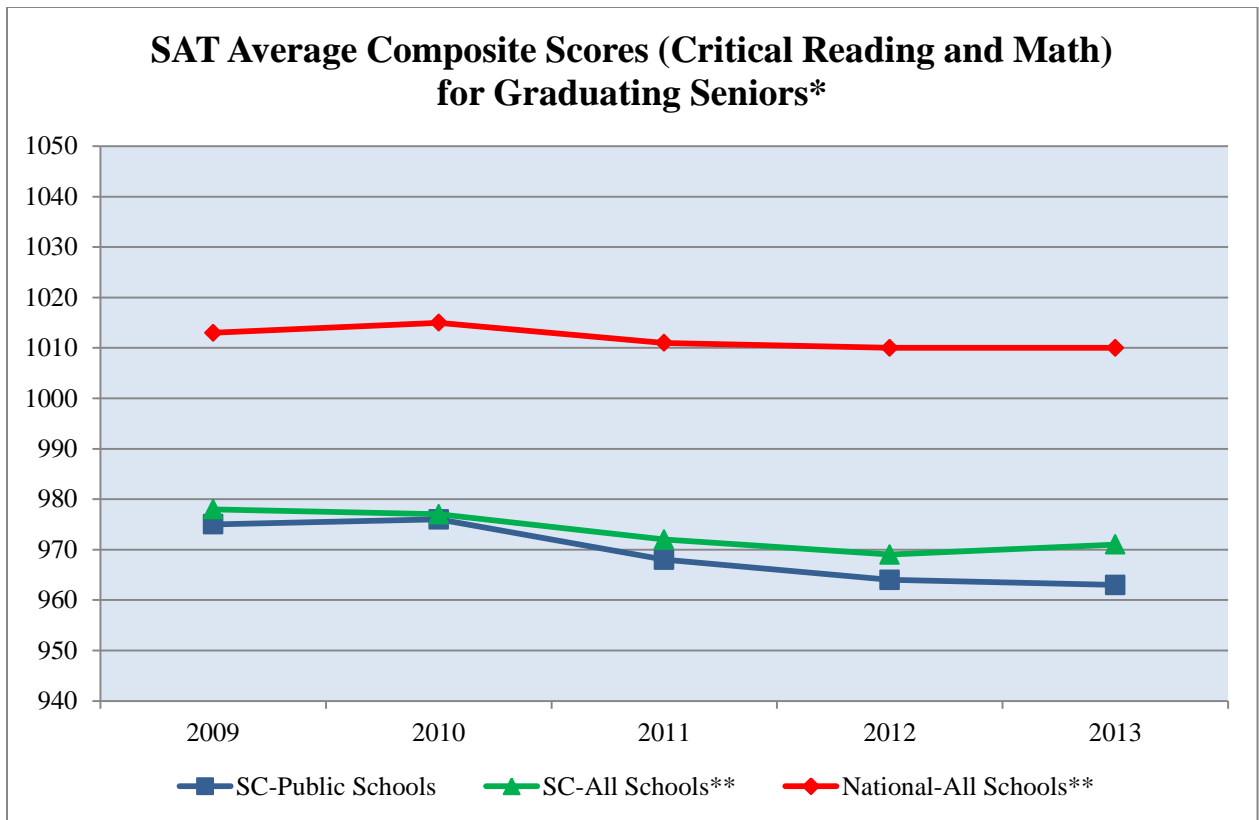
#### *The effectiveness of the system at preparing students for life after high school*

The state's public education system is charged with preparing students for life after high school. Student preparedness can be measured by college readiness or career readiness. There are several measures that show trend data as well as comparative data.

**Career Readiness Certificates Through Adult Education  
2006-07 to 2012-13**

**Career Readiness Certificates Awarded Through Adult Education  
2007-2008 to 2013-2014**

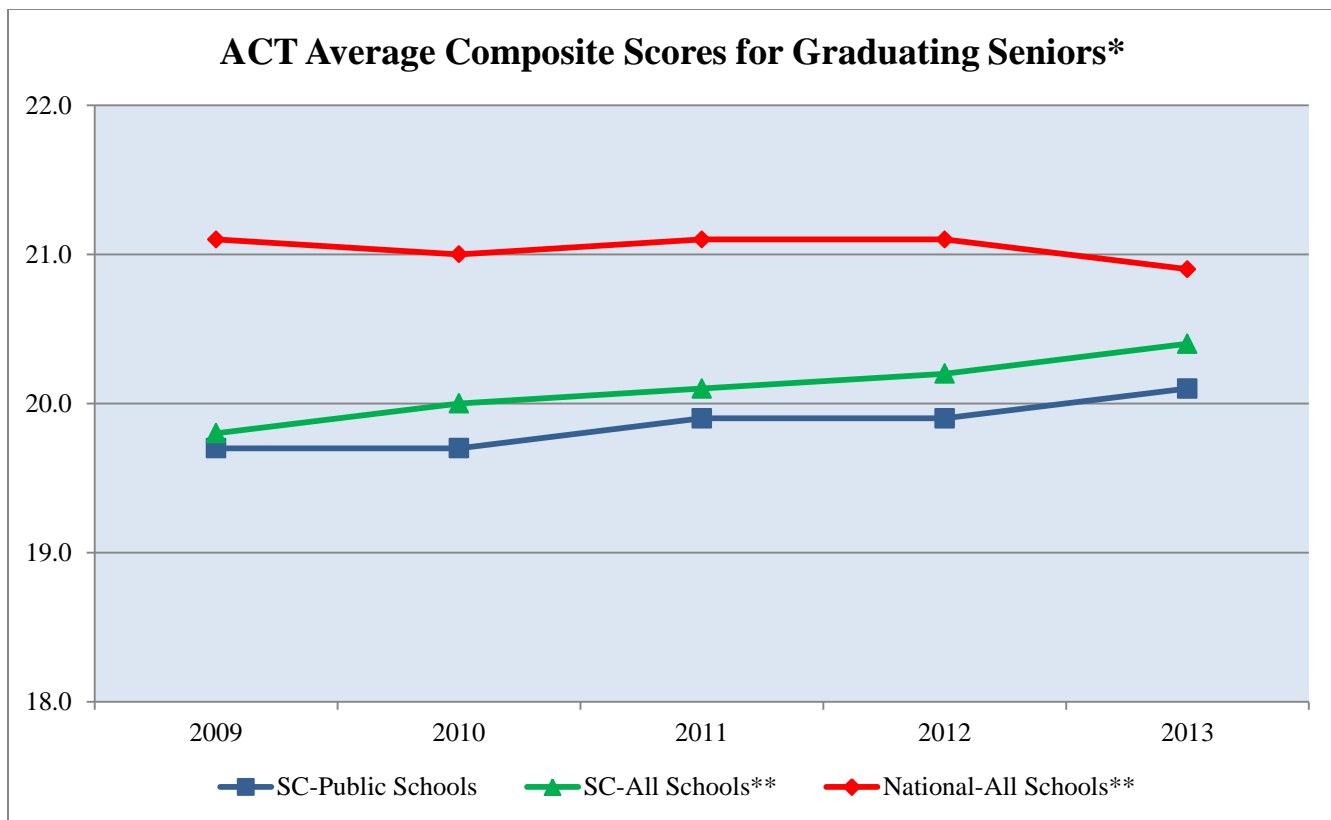




Prior to 2011, The College Board provided the SCDE with the most recent scores available for graduating seniors through the March SAT administration of their graduating year. In 2011, The College Board implemented a change in parameters and began providing results from SAT administrations through June of the graduating year. Information reflecting results prior to 2011 and appearing in this report has been adjusted by The College Board to be comparable to the 2011 and future information. Any SAT results published by the SCDE prior to September 16, 2011, do not reflect this adjustment.

\* Graduating senior information is based on self-reported data.

\*\* All schools include public, private, homeschooled and all other non-public schools.



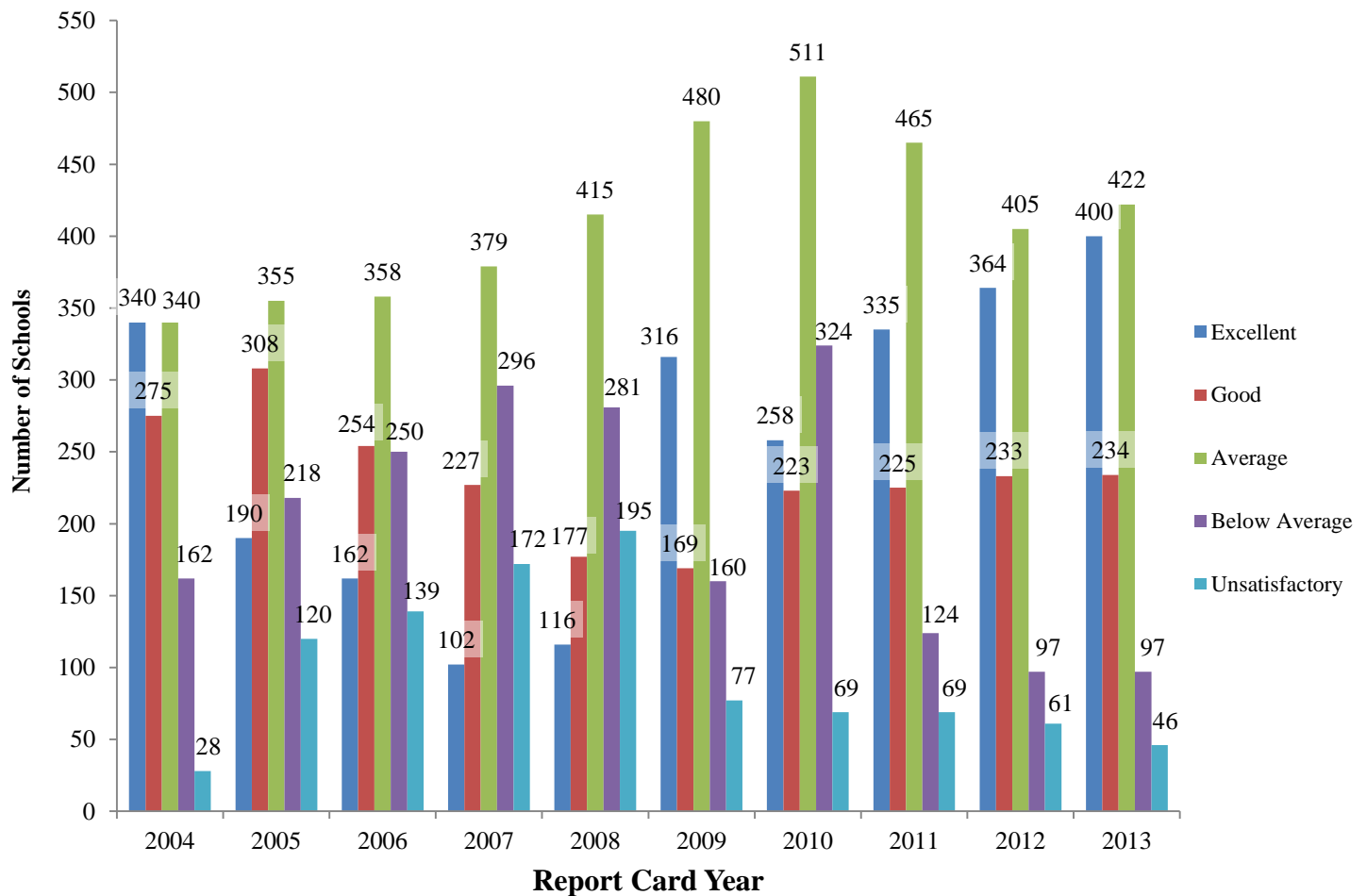
\* Graduating senior information is based on self-reported data.

\*\* All schools include public, private, homeschooled and all other non-public schools

The Overall Performance of the Schools Students Attend

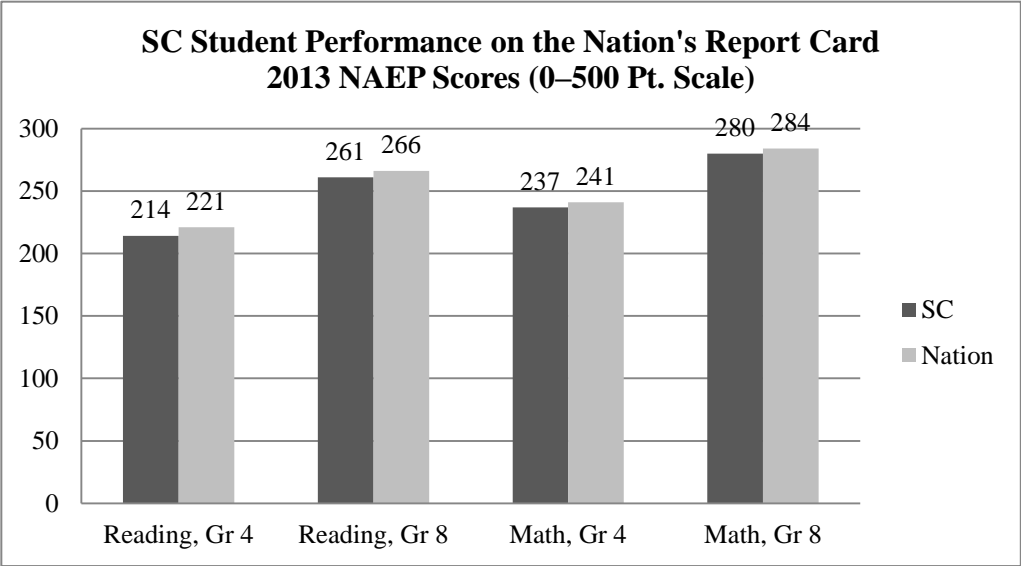
School report card results are based on Education Accountability Act standards, criteria, and measures of performance as established by the Education Oversight Committee.

## Report Card Absolute Ratings by Category 2004-2013



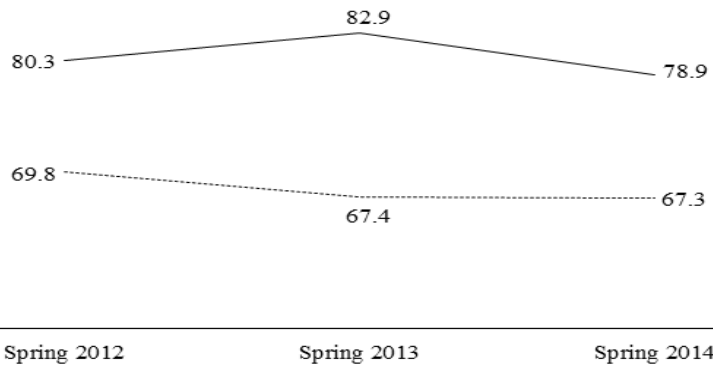
Source: Annual report card ratings and indices files – Office of Research and Data Analysis, South Carolina Department of Education

*The performance of students at key points in their educational careers*



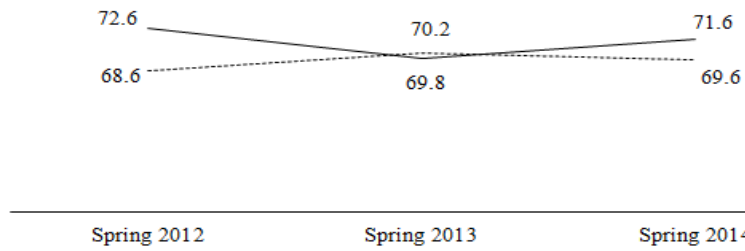
**SCPASS Performance**  
Percent of Students Passing  
ELA

— Grade 3      - - - - Grade 8



**SCPASS Performance**  
Percent of Students Passing  
Mathematics

— Grade 3      - - - - Grade 8





**What are your performance levels and trends for your key measures on customer satisfaction and dissatisfaction (a customer is defined as an actual or potential user of your organization's products or services)? How do your results compare to those of comparable organizations?**

| Evaluations by Teachers, Students, and Parents |                |                |                |                |                |                |
|--|----------------|----------------|----------------|----------------|----------------|----------------|
| Response                                       | 2007-08 Survey | 2008-09 Survey | 2009-10 Survey | 2010-11 Survey | 2011-12 Survey | 2012-13 Survey |
| <b>Teachers</b>                                |                |                |                |                |                |                |
| Satisfied with learning environment            | 89.4%          | 90.8%          | 89.7%          | 89.3%          | 95.2%          | 90.0%          |
| Satisfied with social and physical environment | 91.8%          | 93.4%          | 92.9%          | 92.8%          | 93.9%          | 93.2%          |
| Satisfied with home-school relations           | 79.3%          | 81.6%          | 81.3%          | 81.2%          | 80.1%          | 82.7%          |
| <b>Students</b>                                |                |                |                |                |                |                |
| Satisfied with learning environment            | 78.3%          | 79.0%          | 79.7%          | 79.4%          | 80.0%          | 80.2%          |
| Satisfied with social and physical environment | 79.8%          | 80.5%          | 81.5%          | 81.6%          | 81.6%          | 81.6%          |
| Satisfied with home-school relations           | 85.0%          | 85.4%          | 85.6%          | 85.5%          | 86.4%          | 86.3%          |
| <b>Parents</b>                                 |                |                |                |                |                |                |
| Satisfied with learning environment            | 84.1%          | 85.5%          | 86.3%          | 86.7%          | 87.2%          | 86.6%          |
| Satisfied with social and physical environment | 80.3%          | 82.7%          | 83.3%          | 84.2%          | 84.2%          | 83.3%          |
| Satisfied with home-school relations           | 79.8%          | 81.4%          | 82.1%          | 82.2%          | 82.8%          | 82.9%          |

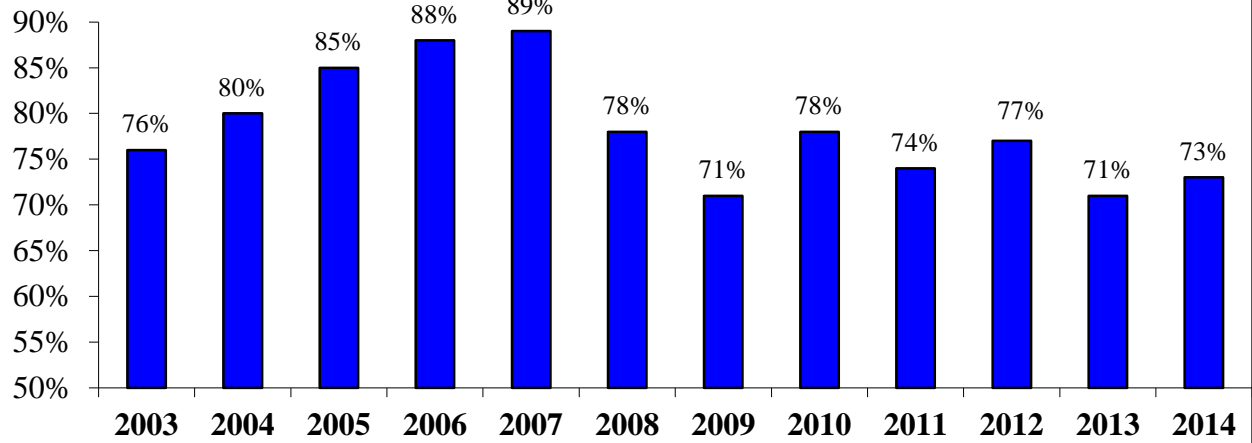
*Assisting, Developing, and Evaluating Professional Teaching* evaluation results indicate that South Carolina teachers meet required standards.

| ADEPT RESULTS                |         |         |         |         |         |         |         |
|------------------------------|---------|---------|---------|---------|---------|---------|---------|
|                              | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
| Number of teachers evaluated | 52,227  | 53,217  | 54,577  | 52,507  | 52,638  | 51,736  | 53,328  |
| Number meeting standards     | 50,719  | 51,949  | 52,171  | 50,465  | 50,452  | 50,613  | 51,614  |
| Percentage meeting standards | 97%     | 97%     | 96%     | 96%     | 96%     | 98%     | 97%     |

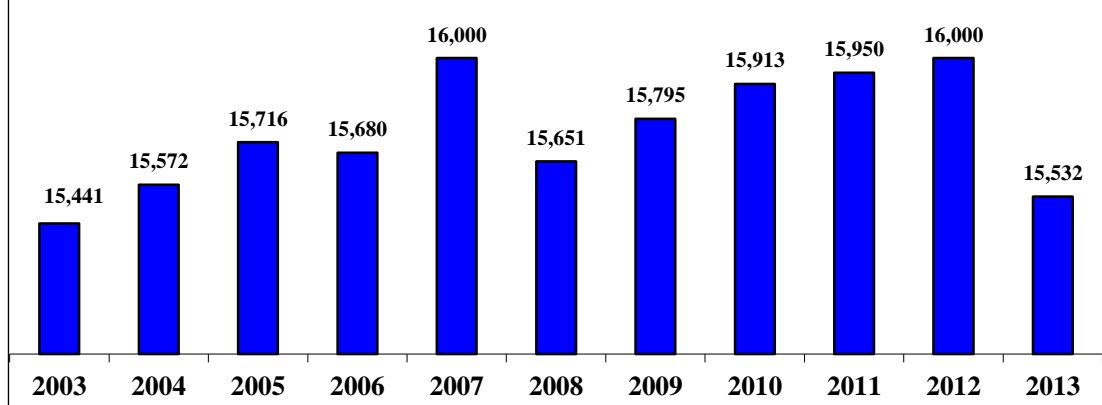
| Teacher Licensure   |       |       |       |       |       |       |       |       |
|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Activity            | 2006  | 2007  | 2008  | 2009  | 2010  | 2011  | 2012  | 2013  |
| New licenses issued | 5,955 | 4,794 | 7,876 | 5,424 | 4,033 | 4,528 | 4,970 | 5,049 |

**What are your performance levels for your key measures on financial performance, including measures of cost containment, as appropriate?**

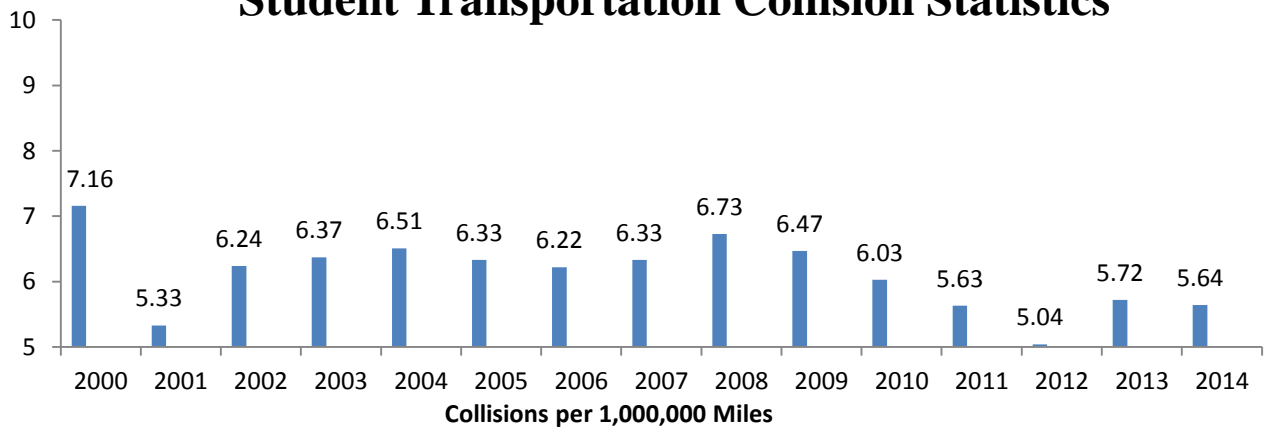
**Percent of School Buses with More Than 10 Years or 100,000 Miles**

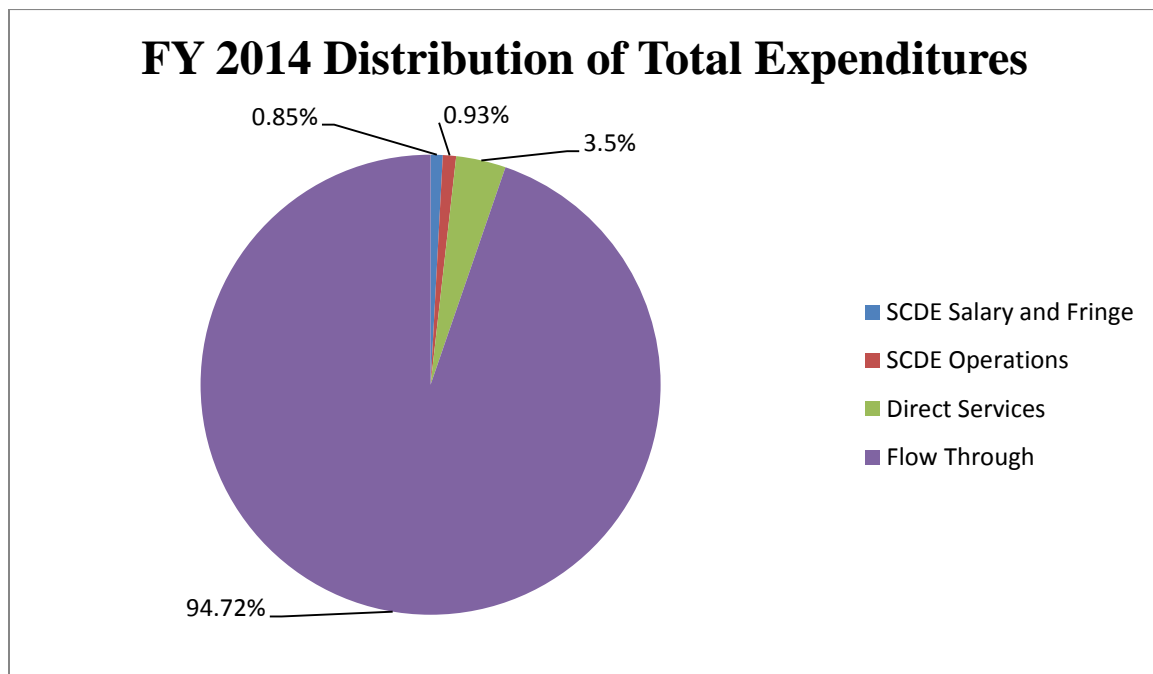
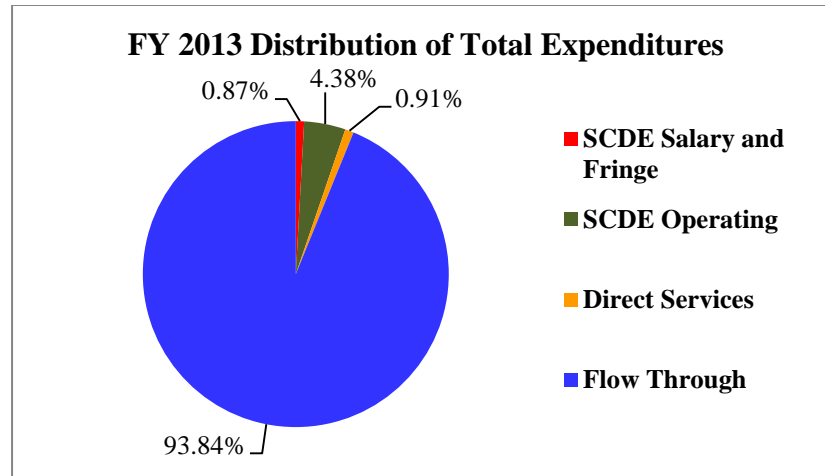


**Average Operating Miles per Bus**



**Student Transportation Collision Statistics**





**What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?**

| Number of Grievances |   |
|----------------------|---|
| 2001                 | 2 |
| 2002                 | 4 |
| 2003                 | 2 |
| 2004                 | 2 |
| 2005                 | 0 |
| 2006                 | 1 |
| 2007                 | 3 |
| 2008                 | 2 |

|      |   |
|------|---|
| 2009 | 1 |
| 2010 | 2 |
| 2011 | 1 |
| 2012 | 7 |
| 2013 | 3 |
| 2014 | 4 |

Number of Disciplinary Actions

|      |    |
|------|----|
| 2001 | 27 |
| 2002 | 41 |
| 2003 | 28 |
| 2004 | 12 |
| 2005 | 7  |
| 2006 | 25 |
| 2007 | 20 |
| 2008 | 11 |
| 2009 | 9  |
| 2010 | 5  |
| 2011 | 12 |
| 2012 | 24 |
| 2013 | 35 |
| 2014 | 38 |

|  | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--|------|------|------|------|------|------|------|------|
| Different position in the SCDE               | 15   | 22   | 38   | 13   | 30   | 21   | 22   | 17   |
| Different position in different state agency | 22   | 15   | 3    | 6    | 3    | 12   | 3    | 4    |
| Retirement                                   | 20   | 31   | 36   | 46   | 15   | 29   | 31   | 12   |
| Better pay/opportunity private/public        | 24   | 30   | 4    | 3    | 1    | 2    | 26   | 17   |
| School district employment                   | 0    | 0    | 9    | 8    | 1    | 10   | 11   | 5    |
| Personal                                     | 29   | 34   | 33   | 28   | 21   | 54   | 35   | 74   |
| Other  | 36   | 23   | 20   | 34   | 13   | 44   | 29   | 19   |

| Position Turnover Rates                 |       |       |       |       |        |       |        |        |
|---|-------|-------|-------|-------|--------|-------|--------|--------|
|   | 2007  | 2008  | 2009  | 2010  | 2011   | 2012  | 2013   | 2014   |
| Total number of SCDE employees          | 946   | 935   | 934   | 883   | 833    | 793   | 773    | 785    |
| Total number of SCDE position turnovers | 146   | 155   | 143   | 138   | 134    | 172   | 157    | 142    |
| Percentage of total position turnovers  | 15.4% | 16.5% | 15.3% | 15.6% | 16.08% | 21.7% | 20.03% | 18.08% |

|   |       |       |       |       |        |       |        |        |
|---|-------|-------|-------|-------|--------|-------|--------|--------|
| Number of employees who left the SCDE     | 131   | 133   | 105   | 125   | 102    | 151   | 135    | 125    |
| Percentage of employees who left the SCDE | 13.8% | 14.2% | 11.2% | 14.2% | 12.24% | 19.0% | 17.46% | 15.92% |

*\*Material weaknesses are included in total reportable conditions.*

| <b>Regulatory/Legal Compliance</b><br><i>SCDE results on the statewide single audit conducted by the State Auditor's Office</i> |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|
| <i>Single Audit Category</i>  | <b>2008</b> | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> |
| Total Deficiencies  | 0           | 4           | 13          | 6           | 1           |
| Deficiencies classified as Material Weaknesses  | 0           | 2           | 1           | 1           | 1           |