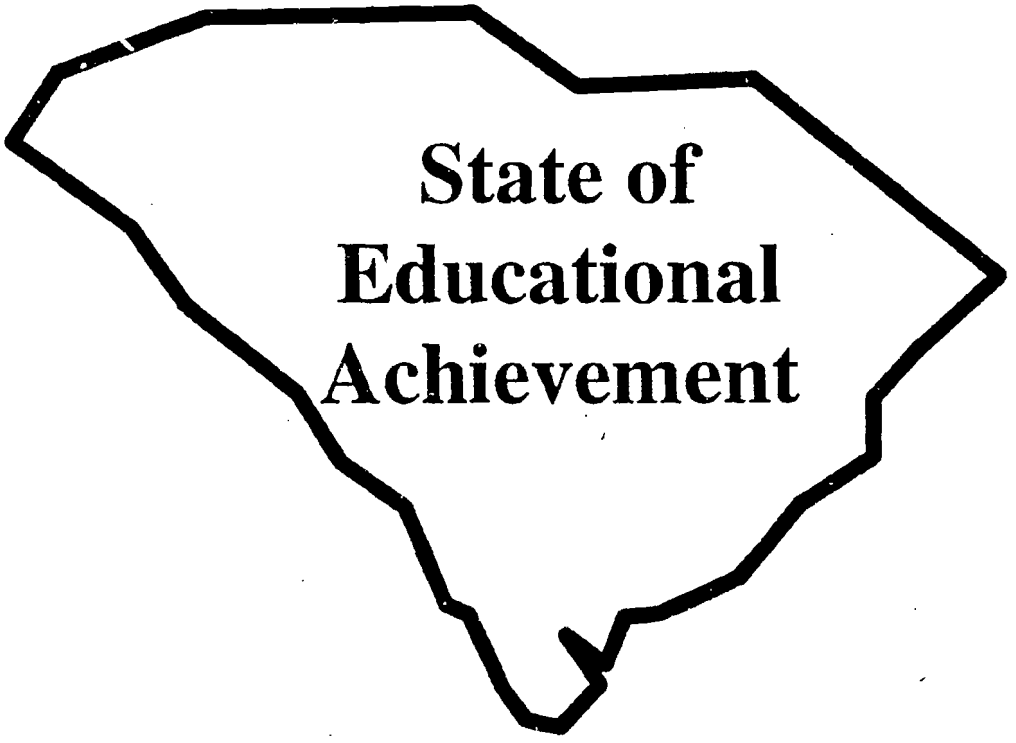
DOCUMENT RESUME

ED 375 528 EA 026 242

TITLE	State of Educational Achievement: 1992-93.
INSTITUTION	South Carolina State Dept. of Education, Columbia.
PUB DATE	Apr 94
NOTE	111p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Change Strategies; Dropout Rate; Educational Objectives; Elementary Secondary Education; *Outcomes of Education; *Public Schools; School Holding Power; State Action; *State Programs; Teacher Characteristics
IDENTIFIERS	*South Carolina

ABSTRACT

This document provides an overview of educational achievement in South Carolina, including: (1) promising strategies to improve education; (2) national comparisons; (3) student achievement; and (4) statistics profiling South Carolina teachers. The first chapter explores answers to the question "What is South Carolina doing to improve education?" Information is presented on the systemic strategies under way in the state's public schools to raise academic standards and accountability. The second chapter shows how South Carolina compares with the nation, using the results of two tests--National Assessment of Education Progress (NAEP) and the Stanford Achievement Test. The third chapter examines the overall achievement of South Carolina students. Information is provided on statewide testing results of the Cognitive Skills Assessment Battery, Basic Skills, Stanford Achievement Test, and NAEP. Testing results and retention/dropout data are presented by grade. Specific strategies related to grade level are highlighted at the beginning of each section. Chapter 4 offers information on teacher characteristics, such as average teacher salary, education level, gender, and ethnicity. Teacher preparation and certification are also highlighted. A total of 113 figures, 9 tables, and an executive summary are included. Appendices contain SAT scores by district, a list of selected awards, and results of the annual salary study. (LMI)



State of Educational Achievement

1992 - 93

South Carolina Department of Education
Barbara S. Nielsen, State Superintendent of Education

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Dr. Barbara Stock Nielsen
State Superintendent of Education

April, 1994

Dear Citizens:

The *State of Educational Achievement* combines many reports into one document. By combining state and national data, achievement and retention rates, college attendance, and Scholastic Aptitude Test data, the *State of Educational Achievement* enables South Carolina citizens to be fully informed about education without having to juggle multiple documents to make comparisons.

As you read this report, I am certain that you will be pleased to see that South Carolina students have been showing steady improvement. We have out performed the nation in SAT improvement. South Carolina students are continuing to show improvement on standardized tests. The number of students scoring in the top 25% on the Stanford Achievement Test has steadily increased since 1990 with significant movement out of the bottom quartile. More South Carolina students are taking Advanced Placement exams than in most states. (South Carolina ranks eighth in the nation.)

Clearly we have charted an aggressive approach to meet the education needs of South Carolina's children and adults. Our educational system must change if we are to meet the Nation's Education Goals by the year 2000. As you will see in this report, reform efforts are well underway with representative efforts by teachers, parents, administrators and school boards working hard to make this happen. Thank you for your interest in education and for caring about and supporting the children of South Carolina.

Sincerely,

Barbara S. Nielsen

Barbara S. Nielsen, Ed.D.
State Superintendent of Education

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State of Educational Achievement

1992 - 93

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How to use the State of Educational Achievement

The *State of Educational Achievement* provides an overview of educational achievement in South Carolina, including:

- **Promising Strategies to improve education,**
- **Student achievement data,**
- **Retention and dropout rates, and**
- **Statistics profiling South Carolina's teachers**

Information is separated into four chapters. The first chapter explores answers to the question, **"What is South Carolina doing to improve education?"** Information is presented on the systemic strategies underway in South Carolina public schools to raise academic standards and accountability.

The second chapter responds to the question, ***"How does South Carolina compare with the nation?"*** by including information that compares South Carolina students with the nation. The results of two tests which provide national comparisons, National Assessment of Education Progress and the Stanford Achievement Test, are provided in this chapter. Additional data on these two national tests are presented in Chapter 2 (Student Achievement), allowing the reader to examine all statewide testing information in one chapter.

The third chapter asks, ***"How well do all South Carolina students achieve?"*** Included in Chapter 3 is information on statewide testing--Cognitive Skills Assessment Battery, Basic Skills, Stanford Achievement Test, and NAEP. This testing information as well as retention and dropout data is presented by grade to promote efficient information retrieval. Specific strategies relating to the grade level are highlighted at the beginning of each section. Primary Success, for example, leads off the presentation of data in the K - 3 section.

The fourth chapter provides information concerning, ***"Who teaches South Carolina's students?"*** Included in Chapter 4 is information on average teacher salary, education level of professional staff, and comparisons by gender and by ethnicity of South Carolina teachers. Additionally, teacher preparation and a cumulative report on the Education Entrance Examination are highlighted in Chapter 4.

For a more complete overview of the chapters, please see the Table of Contents on page 1.

State of Educational Achievement in South Carolina

What's in this Report?

A Call to Action!

Executive Summary

With extensive public dialogues taking place regarding Curriculum Frameworks, South Carolina is dramatically raising academic standards for accountability while building the infrastructure that will support quality learning communities.

South Carolina has taken giant steps toward changing its education system. However, reform takes place slowly as people change the way they think about their schools. To raise expectations for the academic performance of South Carolina's schools, all parts of the educational system are being changed to provide the highest level of service. South Carolina citizens are eager to be a part of the restructuring efforts as evidenced by the thousands of South Carolinians who have participated in the development of Curriculum Frameworks and Education Excellence Teams.

In order for the education system to change, efforts to improve the quality of education in each community must take place at the school level. These efforts must address multiple components within each school community--academic learning standards, curriculum standards, instructional emphasis, assessment practices, staff development emphasis, management and administrative structure, and school/community environment.

Schools restructure by:

- creating academic standards that describe what all students should know and be able to do at critical points in their education;
- changing the curriculum so it reflects new, higher academic standards;
- changing instruction, scheduling, and student/teacher ratios, so that all students, not just the college bound, can meet the new academic achievement standards;
- changing testing so that it assesses true performance and the skills necessary to meet the academic achievement standards;
- changing the working environment so that teachers can learn continuously as they work;
- changing management and administrative practices so they reward initiative, innovation, and achievement by emphasizing site based decision making to involve parents, administrators, teachers, and support staff; and
- changing the school culture so it focuses on students, learning, quality, and continuous improvement.
- creating increased parent and community involvement in the school system.

As restructuring takes place, South Carolina schools are continuing to build upon the basic skills that all children must have to be successful, but must also stress the problem-solving skills that students will find necessary in our technological society.

The following examples demonstrate changes needed in assessment practices. The first question is adapted from a sample item on a third grade Basic Skills Assessment Program

Test (BSAP). The second question is an item from the National Assessment of Education Progress (NAEP).

BSAP Question

It takes 10 minutes to prepare a pizza for cooking, and 20 minutes to cook it. A pizza has been in the oven for 5 minutes. How many more minutes should it stay in the oven?

A. 5 minutes
B. 10 minutes
C. 15 minutes
D. 25 minutes

National Assessment of Educational Progress Question

Think carefully about the following question. Write a complete answer. You may use drawings, words and numbers to explain your answer. Be sure to show all of your work.

Jose ate half of a pizza.
Ella ate half of another pizza.
Jose said that he ate more pizza than Ella, but Ella said they both ate the same amount.
Use words and pictures to show that Jose could be right.

The Basic Skills question requires that the child have the ability to perform a simple mathematical computation. The National Assessment question, however, asks that the child, using a variety of communication tools--words, pictures, numbers--think about a mathematical concept, and explore possible applications of that concept.

The interpretative skills necessary to explore applications of a subject must become a central part of what is taught. Curriculum must focus on knowledge, problem-solving skills, and the integration and application of knowledge.

The educational system must foster a love of learning within each child, enabling the child to be a life-long learner and a productive member of society. All concerned with education must believe wholeheartedly that all children can learn at high levels, and accept that each child's learning pace may be different. Consequently, all students must be provided access to a rigorous course of study. Schools must challenge all students to meet high academic standards by eliminating programs that focus solely on lower-level skills and by designing a curriculum that is challenging and stimulating for every child.

Where We Are!

Executive Summary

Our children must be encouraged to take advantage of the challenging courses available in our schools to ensure that they will be prepared to enter the technological workplace of the future.

South Carolina Public School System

There are 91 school districts in South Carolina serving public school students in 46 counties. Widely diverse, these school districts range in size from the largest--53,744 students--to the smallest--544 students; from expenditures per student of $5,454 to expenditures per student of $3,552; from wealth per pupil of $77,279 to wealth per pupil of $4,656.

South Carolina Students

644,358 students in Kindergarten through Grade 12 attended South Carolina public schools in the 1992-93 school year. This number of students represented a 4.6% (28,252) increase from the 616,106 students attending school in 1984-85.

- 57% (368,169) of public school students were white, and 43% (276,189) were minority.
- Approximately 44.9% (285,732) of the students were eligible for federal free/reduced price lunch programs.
- More than 1 in 4 third graders (12,700) were over-age for their grade. Most of these over-age students had been retained at least once. Black male students were most likely to be over-age for their grade.
- Approximately 86% (40,390) of students attending the eighth grade in 1987-88 received a high school diploma or General Educational Development High School Equivalency Diploma (GED) by 1992.

South Carolina's Economic Status

In 1992, the average per capita income in South Carolina was $15,391.

- 15.4% (517,793) of South Carolinians were classified as living in poverty. The poverty level for a family of three was a family income below $11,570.
- For those families with school age children, the percentage living in poverty increased to 21%.
- Minority children were affected most by poverty. 39.6% of Black children live in poverty.

Family Status

Poverty is not the only challenge that faced children in South Carolina. In 1992, households in South Carolina with one parent in the home comprised 28% of all families.

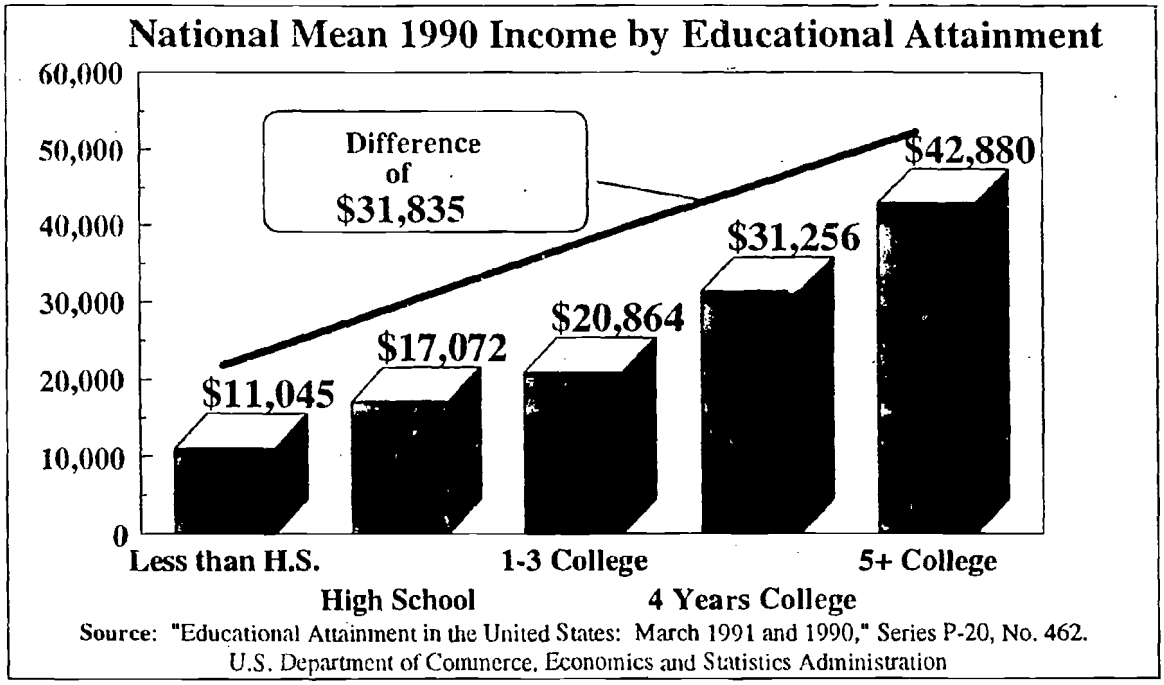
- 16.6% of all infants were born to teen mothers in 1992.
- 23.6% of all births were to mothers with less than 12 years of education. This percentage has improved dramatically since 1970 when 44.6% of all births were to mothers with less than 12 years of education.
- 30.3 % of all births were to unwed mothers, a percentage that has increased steadily since the 1950's; in 1981, this percentage was 21.9%.

Education has always been a key to raising the standard of living for citizens of the United States.

Executive Summary

The statistic for births to unwed mothers is particularly unsettling since in 1992, 50% of children in single parent families in South Carolina lived in poverty while 9.3% of children in married couple families lived in poverty.

One key to improving the standard of living is to raise the educational level of our citizens. The gap in mean income between the high school graduate and the college graduate has been increasing. In the chart below, the dramatic differences in income in 1990 are highlighted.



Source: "Educational Attainment in the United States: March 1991 and 1990," Series P-20, No. 462. U.S. Department of Commerce, Economics and Statistics Administration

Persons who attain higher educational levels generally earn higher incomes.

- In the United States, persons who have less than a high school diploma have a mean income of $11,045, while those who have completed high school earned $6,027 more ($17,072).

- The difference in income is even greater between the high school graduate and the college graduate. A college graduate has a mean income of $31,256, which is $14,184 over the mean income of the high school graduate ($17,072).

Where We're Going!

Executive Summary

"The 'basic skills' of the future should include communication skills, thinking, analysis, problem solving skills, foreign language fluency and scientific and mathematical literacy." S.C. Chamber of Commerce's Business Center for Education

We have seen steady improvement in educational achievement in the past decade in South Carolina.

- Our student attendance rate of 95.8% remains one of the highest in the nation.
- Student achievement has improved. The number of students scoring in the lower quarter on the Stanford Achievement Test has been reduced; more students are scoring in the upper quarter on the Stanford Achievement Test. (Grade 7 results are typical. From 1990 to 1993 the percentage of students scoring in the lower quarter on the 3R's Battery total was reduced from 32% (14,630) to 24% (11,346); in the upper quarter, the percentage of students increased from 20% (9,221) to 22% (10,585).
- The event dropout rate for South Carolina students in grades 10-12 is 2.7% lower than the national rate of 4.4% and the average rate of 4.4% for the Southeast region. The event dropout rate refers to students who drop out of school and do not return within one calendar year.(Source: U.S. Department of Commerce.)

As America rises to the challenge of worldwide competition, new demands are placed on South Carolina citizens to increase competence in all academic areas, particularly in science and mathematics. The technological complexity of the workplace demands that students become powerful learners, capable of creative problem-solving far beyond the level of rote mathematical computation and memorization of scientific "facts."

South Carolina is moving forward. The state is improving in all the conventional indicators of education success. We have come a long way; we must continue to make progress to achieve the National Educational Goals by the year 2000.

National Educational Goals

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography (South Carolina has added Foreign Language and Visual and Performing Arts); and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

The educational needs of South Carolinians are growing and changing. The system is growing and responding to meet the needs of the people.

Where We're Going!

Executive Summary

Education has always been a key to raising the standard of living for United States citizens. With the changes now underway, South Carolina citizens have reason to be optimistic.

- The award of a $9.7 million competitive grant from the National Science Foundation to South Carolina in 1993 funds the **Statewide Systemic Initiative**, a five-year education reform package designed to improve performance and enrollment in mathematics and science classes. Thirteen regional mathematics and science "HUBS" have been created throughout the state to assist teachers in preparing students for the workplace of the twenty-first century.
- The implementation of **curriculum frameworks**, setting a more rigorous standard for student learning in academic areas, is well underway. Frameworks in mathematics, visual and performing arts and foreign languages were adopted in 1993, making South Carolina one of a few states leading the nation in the development of Curriculum Frameworks. Curriculum Frameworks in Language Arts and in Science are anticipated in Spring 1994 and Summer 1994 respectively.
- The efforts underway to revise the **assessment system** call for more rigorous tests that will reflect the higher academic standards established through the frameworks
- The implementation of the **Early Childhood Development and Academic Assistance Act** of 1993 focuses the state's resources on academic success and prevention of problems.
- **District Strategic and School Renewal Plans,** required by the Early Childhood Development and Academic Assistance Act, provide a bases for local decision making.
- A continued emphasis on the **Tech Prep** initiative and its three components--applied academics, occupational specialty, and youth apprenticeships--strengthens the curriculum and supports the transition between school and technical school or work.
- The use of **instructional technology** ensures access to quality education, particularly in rural areas.

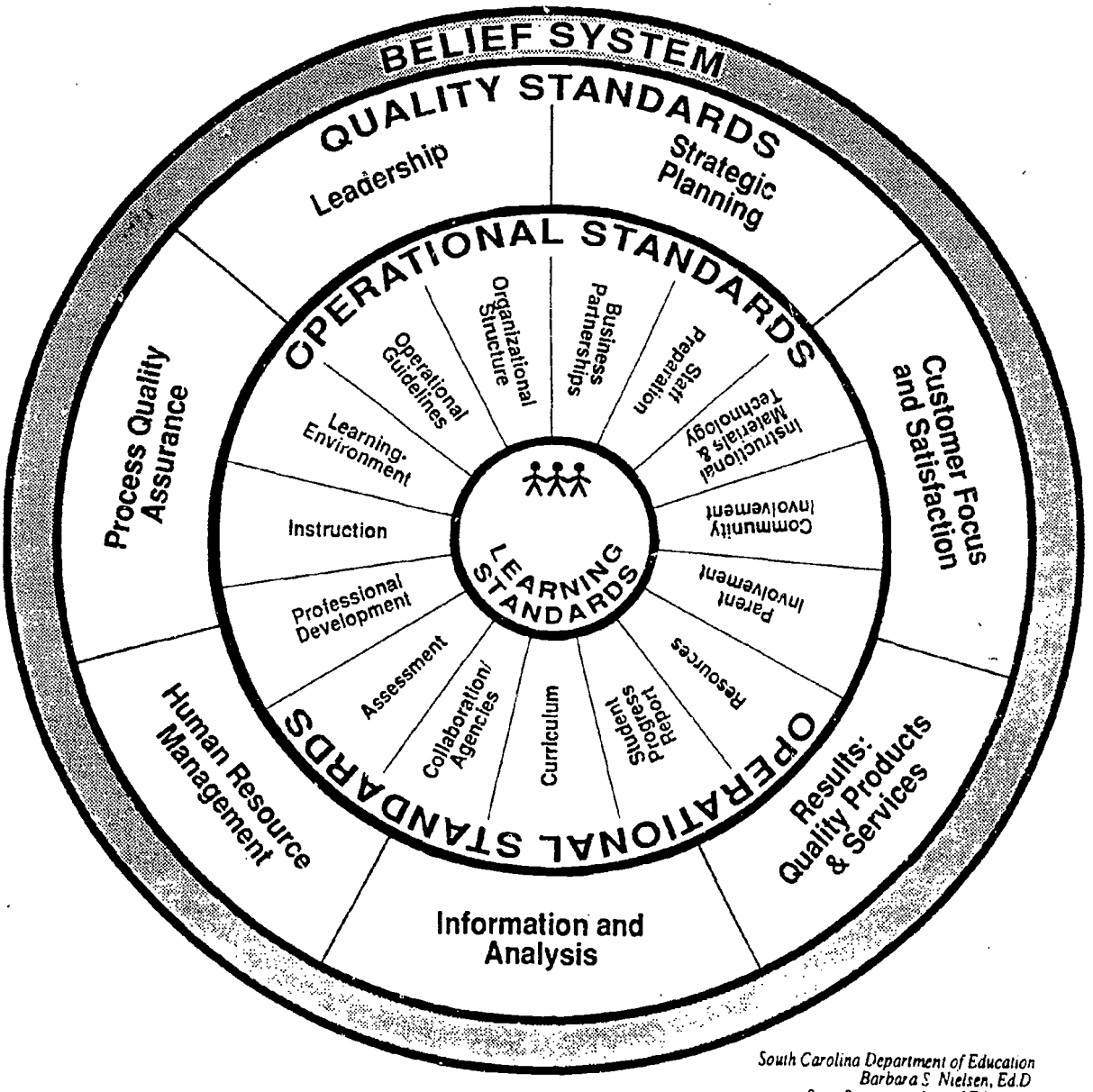
The picture that emerges is of an educational system performing at an improved level, a system that is versatile, accessible and undergoing a healthy surge of grassroots reform activity.

Conceptual Framework of Systemic Reform

Equity and Excellence for All Students

The South Carolina Department of Education has developed a Conceptual Framework of Systemic Reform. In this model, learning standards are the central focus, with operational standards, revolving around the academic learning standards. Within each operational standards are multiple ways of promoting alignment. Quality standards of the school district and community must also be aligned for coherent reform to occur. This process of systemic reform is based on a commonly held belief system which permeates the business of schooling.

As parts of South Carolina's reform efforts continue to be put into place with the frameworks, public discussion must be aligned with the ultimate decisions of how education is delivered at the local level.



South Carolina Department of Education
Barbara S. Nielsen, Ed.D
State Superintendent of Education

What is South Carolina doing to improve education?

Chapter 1

Promising Strategies

Curriculum Frameworks

Promising Strategy

Key academic learning standards have been identified in Mathematics, Foreign Language and in Visual and Performing Arts.

Curriculum Frameworks

In South Carolina, thousands of citizens are involved in developing a state consensus of what students should know and be able to do through curriculum frameworks in the following content areas: **Foreign Languages, Visual and Performing Arts, Mathematics, English (Language Arts), Health and Safety, Physical Education, and Social Studies.**

Key learning standards have been identified in Mathematics, Foreign Language and Visual and Performing Arts.

Mathematics

All students at all grade levels will study the same six strands of mathematics, but with **increasing levels of complexity** as they move through the education system:

- Number and numeration systems
- Numeric and algebraic concepts
- Patterns, relationships, and functions
- Geometry and spatial sense
- Measurement
- Probability and statistics

- By the end of twelve years of study of mathematics, students will be able to explain the properties of real number systems, the meaning of infinity, ordering, and the basic operations.
- They will be able to represent situations that involve variables and inequalities, use tables and graphs to interpret expressions and equations, and evaluate formulas and expressions to solve a variety of applied problems.
- They will be able to model real-life phenomena with a variety of functions, explore informally calculus connections, both graphically and numerically, and develop and analyze algorithms.
- They will be able to represent problem situations with geometric models, apply geometric properties related to those models, and explore periodic real-world phenomena using the sine and cosine functions.
- They will choose appropriate techniques and tools to measure quantities, use suitable methods of approximation to find areas and volumes of irregular shapes, and estimate, construct, and use measurement for description and comparison.
- They will be able to summarize and make inferences about single-variable data by deterring means, medians, quartiles, and outliers, look for associations in two-variable data by constructing and analyzing fitted lines, and find and use probabilities, odds, and expected values to explain the outcomes of experiments involving uncertainty.

Curriculum Frameworks in English (Language Arts,) Health and Safety, Physical Education, and Social Studies are under development.

Curriculum Frameworks

Promising Strategy

Foreign Language

At every level, students will be able to demonstrate proficiency in listening, speaking, reading and cultural tasks as well as writing grammar and vocabulary. The complexity of these performance objectives for each of these five task areas will increase with age and year of study.

- Elementary school students will be able to carry out simple commands, answer personal questions, match labels with pictures, copy words and sentences in the foreign languages, and demonstrate an awareness of languages and social differences in the foreign culture.
- Middle school students will be able to get the main ideas from foreign broadcasts, participate in conversations, read authentic foreign language ads and cartoons, write letters to friends, and compare American customs with those in other countries,
- High school students who complete four years of secondary study of a foreign language will be able to understand conversational and written texts, effectively communicate in common place situations, draw conclusions from short fictions and poetry, and correspond in the foreign language.

Visual and Performing Arts

Students will be able to demonstrate a proficiency in all four components of the arts curriculum: knowing about the different art forms, knowing how art is created, knowing who, what, when, and where art forms emerged historically and culturally, and knowing why different art forms are valued aesthetically.

- Whether in dance, drama, music, or the visual arts, all students by the end of a sequential arts program will be able to perform improvisations explored in earlier lessons, discuss the improvisational process with the audience, and share their insights gained through the improvisation.
- They will be able to perform the art form or original compositions and explain why they presented a piece of art expression the way they did.
- They will be able to explain the piece, its basic elements, and its historical and cultural context.
- They will be able to judge a work or art by some set of criteria and justify their conclusions.

Authentic Assessment

Promising Strategy

Assessment of student achievement should support the high content and performance standards specified in the curriculum frameworks.

Authentic Assessment

The South Carolina assessment system is being revised to measure higher levels of student achievement and to allow students to demonstrate competency in challenging subject matter as reflected in the curriculum frameworks.

A variety of measures are needed to provide a rich picture of each area of knowledge. Major revisions in the statewide testing program have been proposed to the General Assembly.

The proposed state assessment system is based on recommendations of the Governor's Task Force on Accountability and of the Educational Excellence Team on Assessment. These groups of legislators, parents, teachers and educators recognized that parents and teachers need frequent information on student progress in order to improve classroom instruction.

If adopted, these changes will result in a testing program which not only provides information to South Carolina citizens about what our students know and are able to do, but also will give direction to schools and teachers on how they can improve student learning. Through the use of multiple measures of student learning, the revised assessment system will provide better information on students' problem solving skills, and their ability to apply their knowledge and skills in real life situations. The revised testing program will provide rigorous measures of student performance which will allow comparisons with students in South Carolina as well as the nation.

Continuous assessment of students in grades K - 3 will provide teachers an opportunity to record a student's competency in academic content areas throughout the year without relying on a single test administered on just one measure.

Gathering information about a child's academic progress frequently through the year is necessary to allow a teacher to make daily decisions about a child's academic progress based on accurate and timely information. Feedback to parents on academic progress is provided frequently in continuous assessment in a way that is understandable and useful to the student, parent and teacher.

After identifying what students should know and do, teachers develop assessments which evaluate the extent to which students can demonstrate performance.

Authentic Assessment

Promising Strategy

Authentic Assessment

South Carolina is currently participating in two projects intended to develop student assessment methods which will measure a student's application of knowledge and skills. One of these initiatives, the **Twelve Schools Project**, is unique to South Carolina. The dozen schools originally selected for this project in 1991 continue to develop and pilot alternative student assessment methods such as portfolios and performance tasks in their classrooms. With the addition of twenty-four schools to the project in the 1993, the new participating schools will work as partners with each other and with the original twelve schools to generate additional information on how to set high achievement standards which are integrated with curriculum and instruction.

Through the use of the curriculum frameworks, national standards, and best practices, teachers are identifying what their students should know and do. They are then developing performance assessments that measure these critical skills. This development process includes devising criteria for scoring student performance; these criteria are referred to as "rubrics." The rubrics lay out the expectations for students and provide a yardstick for teachers, students and parents to assess student progress in terms of what the student has learned and can demonstrate performance. Teachers are using the frameworks' standards and assessments to analyze what they teach and how they teach, making changes in curriculum and instruction that will foster rigorous levels of learning.

As the curriculum frameworks emerge, the alternative assessments and curriculum and instructional changes which the schools in the project have made provide valuable information to all teachers as they implement the frameworks in their classrooms.

The second initiative is the **New Standards Project**, a national partnership of states and school district which is working to develop standardized performance tasks and portfolios. Approximately 200 South Carolina teachers and school administrators have participated in their project since Summer, 1991. The participants have tried out performance assessments with their students and have attended national and state meetings to learn how to score student responses to the tasks. The New Standards assessments and scoring rubrics set high standards for students' performance, while at the same time providing teachers with guidance on how to improve curriculum and instruction to help students meet those high standards.

Statewide Systemic Initiative

Promising Strategy

The Statewide Systemic Initiative will assist teachers and schools in implementing the Mathematics Curriculum Frameworks into everyday classroom practices.

South Carolina Statewide Systemic Initiative

In 1993, South Carolina received a $9.7 million competitive grant award from the National Science Foundation (NSF) to support mathematics and science education improvement across the state. This initiative, called the **South Carolina Statewide Systemic Initiative** (SC SSI), will assist teachers and schools in translating the instructional visions outlined in the South Carolina Mathematics and Science Curriculum Frameworks into everyday classroom practices. The NSF award provides networks of educators, ideas, resources, and services at thirteen regional "HUBs" serving every school in the state.

The HUBs will provide a number of services, including;

- Access to Mathematics and Science Teaching Specialists on staff who are prepared to assist teachers and schools on instructional models;
- Provision of workshops and institutes for teachers and administrators on topics such as new instructional technology and materials, student performance assessments, and local implementation of the South Carolina Mathematics and Science Frameworks;
- Expansion of successful teacher preparation pilot programs to colleges and universities;
- Development of successful teachers of mathematics and science into teacher leaders who will work with other districts, schools, and teachers in the process of changing their mathematics and science education programs; and
- Creation of after-school and summer study programs, such as the highly successful Family Math and Family Science programs where parents learn mathematics and science side-by-side with their children.

Partners in the initiative include the State Department of Education, Governor's Office, Commission on Higher Education, colleges and universities, businesses, parents, community organizations, and schools.

The Integrated State Technology in Education Plan provides a comprehensive blueprint for supporting students' academic achievement through the use of instructional materials and technologies.

Technology

Promising Strategy

Integrated State Technology in Education Plan

The Integrated State Technology in Education Plan (INSTEP) is a comprehensive plan for implementing technology in schools throughout the state. This State Educational Technology Plan is being developed by district representatives from all areas of instruction and administration, including technicians, principals, teachers, superintendents, media specialists, other state agencies and businesses.

The plan, currently undergoing field review, provides a comprehensive blueprint for improving students' academic achievement through the use of new and emerging technologies at the school, district, and state level, and through the training of teachers and support personnel in the use of technology to enhance instruction.

INSTEP describes three models for implementation and defines the roles of agencies in the implementation process:

- **The State Model, which defines specific technologies to meet those needs, and the role of the South Carolina Department of Education in implementing the specified technology throughout the state;**
- **The District Model, which assists districts in defining specific needs, broad categories of technologies to meet those needs, and the role of local school districts in identifying and implementing specific technologies that are most appropriate for their local schools; and**
- **The School Model, which assists schools in defining specific needs, broad categories of technologies to meet those needs, and the role of the local school in identifying and implementing technologies that are most appropriate for their classrooms and support services.**

INSTEP provides a focus for linking all students, teachers, media specialists, counselors, administrators, managers, and others to the resources they need to learn, teach, and support those who learn and teach. The focus is on using technology in the most appropriate ways--thus providing opportunities to develop meaningful long-term skills and strategies for life-long learning and living.

School Expenditures

Promising Strategy

South Carolina schools are spending the most money at the school level where it directly benefits students.

School Expenditures

In an innovative project to assess how public school districts spend money conducted by the South Carolina Chamber of Commerce's Business Center for Excellence in Education, it was found that South Carolina schools are spending the most money at the school level where it directly benefits students.

The South Carolina study, based on a micro-financial model developed by Dr. Bruce S. Cooper of the Fordham University Graduate School of Education, asked the following four questions and received the following answers:

1. **How much money goes to operate the central office versus the schools?**

   The data in the seven sample districts showed about 10% of overall expenditures went to central office expenses. Between 88% and 94% of public resources go directly to the schools.

2. **Of the money spent for education, how much reaches students for direct instruction as well as for other direct services, such as sports, guidance and library?**

   Some 70 cents on each dollar received by school districts benefits students directly. The amount ranged from 67% to 74%.

3. **What proportion of the resources is spent on younger children--those attending elementary schools--versus middle and high schools?**

   As was the case across the country, elementary schools received the least funding per pupil and the high schools the most. Middle schools were in between.

   More advanced courses, the need for expensive laboratory equipment, and the cost of sports and extracurricular programs in the high schools could explain this difference.

4. **How do individual schools vary in their expenditure levels and use?**

   Data show a wide range of classroom level expenditures across the seven districts, with greater diversity within districts than between them.

Six representative public school districts piloted the micro-financial model in South Carolina--Aiken, Beaufort, Chesterfield, Greenville, Greenwood District #52, and Orangeburg District Five; Spartanburg District Seven participated in the U. S. Chamber of Commerce study. Application of the micro-financial model substantiated the fact that South Carolina school districts are getting money to their schools and children and that central office costs are relatively low.

Using the micro-financial model, districts can trace more precisely how their money is being spent.

Micro-financial Model

Promising Strategy

Micro-financial Model

The research and development study by the South Carolina Chamber of Commerce's Business Center for Excellence in Education piloted in seven school districts is based on a micro-financial model. The South Carolina Department of Education developed a cross walk model for conversion to this new system.

By using the micro-financial model, districts can trace more precisely how their money is being spent--school-by-school and function-by-function--and calculate the efficiency of their efforts and make improvements.

The model separates school site from central office expenditures to assess the cost of operation at each level and enables school systems to trace resources from the central office to the classroom and students. The model sorts the expenditures into five functions:

- ☑ **Administration**
- ☑ **Operations and Facilities**
- ☑ **Staff Development**
- ☑ **Pupil Support and Aid, and**
- ☑ **Classroom Instruction**

The Micro-financial model is an effective tool for district and school planning as well as an effective method of showing taxpayers where school dollars are actually being utilized.

Pilot School Districts

	Schools	Pupils	Total Expenditures (Millions)	Per Pupil Expenditures
Aiken	36	24,662	94.513	3,832
Beaufort	20	13,617	58.270	4,279
Chesterfield	16	7,743	32.367	4,180
Greenville	85	52,208	202.802	3,848
Greenwood 52	3	1,494	6.713	4,493
Orangeburg Five	10	6,543	31.778	4,857
Spartanburg Seven*	13	9,030	45.481	5,037
Total	183	115,297	471.924	
Average				$4,356

* Spartanburg Seven gathered data in 1990-91 for the national pilot study.

Forty-one Businesses, the most ever, received State Board Awards for outstanding partnerships in education.

Business/Education Partnerships

Education excellence requires that the major components of an educational system are working in harmony to support a common instructional vision for all students. Education excellence also requires that the business and civic community share the common education vision and that the graduates of our schools meet their expectations.

Over one-half of the state's tax dollars are spent on education. Since businesses, small and large, are the largest taxpayers, they perceive the task of educating youth to be one in which they have a vested interest. Many businesses are participating in business/education partnerships across the state. This year, forty-one businesses, the most ever, received State Board Awards for outstanding partnerships in education.

The South Carolina Network of Business Partners for Education assists the State Department of Education business/education partnership program in the areas of planning, promotion, and evaluation. While the South Carolina Network of Business Partners for Education supports all levels of partnerships and strongly encourages the developmental states of partnership efforts, the Network has a strong commitment to bringing together all of the stakeholders at the highest level of partner programs, i.e., the collaborative level of partnerships.

At the collaborative stage partners are mutually involved in all phases of activities including evaluations to determine the impact of projects. Planning includes activities with reciprocal arrangements and the setting of long-range commitments for large-scale educational projects.

The key to creating successful business/education partnerships at the collaborative level lies in understanding the context of the community, its strengths and weaknesses, and how it is being affected by social and economic changes.

The collaborative stage secures partnerships that can produce more than a community with good schools. It means a community with a healthy sense of the common good--knowing what we believe in and what we must do for our children and our families.

Business Education Continuum

Promising Strategy

Reaching the Collaborative stage indicates a community with a healthy sense of the common good.

Continuum of School-Community Partnerships

Institutional One-on-One (Sponsor <---> Beneficiary) **Focuses:**	**Cooperative Agreements** (Sponsor <---> Beneficiary) **Focuses:**	**Comprehensive Collaboratives** (Sponsors <---> Beneficiaries) **Focuses:**
1. Tutoring	1. Needs assessment	1. Needs
2. Mentoring	2. Planning	2. Broad-based multiagency planning
3. Field trips	3. Research and development	3. Research and development
4. Guest speakers	4. Training in new technology	4. Long-term institutional commitment
5. Summer jobs	5. Teacher/administrator professional development	5. Commonly defined vision
6. Paid work-study	6. Advocacy--policy/laws	6. Goals/objectives by consensus
7. Scholarships	7. School-based health clinics	7. Shared authority/ decision making
8. Incentives/recognition awards	8. Magnet schools	8. New roles/relationships
9. Demonstrations	9. Funds to support innovation	9. Advocacy--policy/laws
10. Use of business facilities	10. Advice on restructuring schools	10. Integration of multiple services
11. Loaned executives	11. "Focused" (e.g., on dropout or teen pregnancy prevention)	11. Cross institutional program
12. Volunteers		12. "Comprehensive" services, focusing on the whole child
13. Mini grants for teachers		
14. Teaching assistance		
15. Equipment/supplies donation		
16. Public relations		

The staff at these technical assistance sites are available to provide detailed information on program activities and components which have been successful in reducing dropouts.

Dropout Prevention and Retrieval: Technical Assistance Sites

Act 135, Early Childhood Development and Academic and Assistance Act of 1993, continued funding for Target 2000 pilot dropout prevention and retrieval sites across the state to serve as technical assistance sites for other districts.

District Sites

Sheron Lee
Project KARE
Anderson District 5
Anderson, SC 29622

Judy Ingle
Project VISION
Georgetown County Schools
P.O. Box 609
Georgetown, SC 219440

Glennis Cannon
Dropout Prevention Program
Greenwood District 50
P.O. Box 248
Greenwood, SC 29648

Dr. Deborah Fite
Newberry Tomorrow
Newberry County Schools
P.O. Box 718
Newberry, SC 29108

Julia Boyd
Dropout Prevention & Retrieval Program
Richland District 2
6831 Brookfield Road
Columbia, SC 298206

Louis Holleman
Oconee County Schools
P.O. Box 220
Walhalla, SC 29691

Elementary School Sites

Debra Hite
Greenville St. Dropout Prevention
Greenville St. Elementary School
Abbeville, SC 29620

Gary Bruhjell
Project KISS
South Fant Elementary School
1700 South Fant Street
Anderson, SC 29624

Emanuel V. Dore
Project Care
Shell Point Elementary School
Savannah Highway
Beaufort, SC 29902

Eleanor G. Davis
Dropout Prevention Project
North Vista Elementary School
1100 N. Irby Street
Florence SC 29501

Pam Brogdon
Dropout Prevention Program
Easterling Elementary School
616 Northside Avenue
Marion, SC 29571

Jennie Thompson
Project CARES
Kingstree Elementary School
400 Lexington Avenue
Kingstree, SC 29556

Assistance is available to help schools or districts replicate successful strategies and activities that would be appropriate for a comprehensive dropout prevention program.

Dropout Prevention and Retrieval: Technical Assistance Sites

Middle School Sites

Mel Arant
Wren Futures
Wren Middle School
100 Wren School Road
Piedmont, SC 29673

Karen Coste
Project MS/5
Moultrie Middle School
645 Coleman Boulevard
Mt. Peasant, SC 29464

H. M. Dixon
Dropout Prevention Project
Hannah-Pamplico Middle School
P.O. Box 158
Pamplico, SC 29583

Michael Blanton
Adventure/Challenge Program
North Myrtle Beach Middle School
655 Highway 90
Little River, SC 29566

Secondary Sites

Nancy Lanford
Project HOPE
The Career Center
702 Belton Highway
Williamston, SC 29697

Beth Phillips
Project TOPS
Chesterfield High School
Route 1, Box 2
Chesterfield, SC 29709

Linda Jacobus
Lexington Academies
Lexington Applied Technology Center
P. O. Box 1869
Lexington, SC 29071

Abbiegial H. Hugine
Project PASS
Orangeburg-Wilkinson High School
601 Bruin Parkway
Orangeburg, SC 29115

Denise Collier
Project GOAL
W.J. Keenan High School
3455 Pine Belt Road
Columbia, SC 29204

Promising Strategy

Technical Assistance Sites provide information on effective parenting/family literacy strategies to parents and educators.

Parenting/Family Literacy Technical Assistance Sites

Act 135, Early Childhood Development and Academic Assistance Act of 1993, continued funding for Target 2000 pilot parenting sites across the state to serve as technical assistance sites for other districts.

Ms. Lee Looney
Anderson School District #5
1909 West Market Street
Anderson, SC 29624

Ms. Kay Broxton
Beaufort County Schools
Post Office Drawer 309
Beaufort, SC 29201

Ms. Everleen Frederick
Calhoun County School District
St. Matthews, SC 29235

Ms. Brenda Ayers
Darlington County School District
271 North Main Street
Darlington, SC 29532

Ms. Lorine Pressley
Georgetown School District
624 Front Street
Georgetown, SC 29440

Ms. Pat Tolbert
Greenwood School District 50
1802 E. Durst Avenue
Greenwood, SC 29646

Ms. Berely Madewell
Laurens School District #56
Drawer 484
Clinton, SC 29325

Dr. Clare Hodge
Lexington School District One
Lexington, SC 29072

Ms. Sylvia Yarborough
Lexington School District Four
Post Office Box 569
Swansea, SC 29160

Ms. Helen Smith
Marion District 1 & 2
616 Northside Avenue
Marion, SC 29571

Ms. Estella Holliday
Liberty Child Development Center
425 East Main Street
Liberty, SC 29657

Ms. Karen Moore
Spartanburg School District 4
Post Office Box 399
Woodruff, South Carolina 29388

Ms. Barbara Ragin
Sumter School District 2
Post Office Box 151
Dalzell, SC 29040

Ms. Mary Foster
Union County School District
Box 907
Union, SC 29379

Ms. Pat Wolfe
York School District 4
Post Office Box 399
Fort Mill, SC 29715

The South Carolina Rural Initiative provides services to rural schools, and establishes and strengthens relationships among the rural schools, and between rural schools and the State Department of Education.

Promising Strategy

South Carolina Rural Initiative

Rural schools in South Carolina, as with all other schools, are caught up in the path of change and improvement. Virtually all South Carolina school districts have some area defined as rural, using the definition of the Southeastern Educational Improvement Laboratory. There is broad acknowledgment that rural schools and districts have unique problems that need special attention.

The South Carolina Rural Initiative, established by the Office of Community Education, provides services to rural schools, and establishes and strengthens relationships among the rural schools, and between rural schools and the State Department of Education. Additionally, the South Carolina Rural Initiative, working with regional partners such as the Southeastern Educational Improvement Laboratory, identifies, gathers, and generates information about rural education for the following two purposes:

1. to assist rural educators in their efforts to improve instruction, and
2. to assist policymakers, business leaders and other community decision makers in understanding and becoming more aware of rural education issues.

Central to the support of rural schools by the Department of Education is the development of the recently formed South Carolina Rural Education Association. The Association strengthens the ties and partnerships among rural school districts and provides a forum for the identification, discussion and solution of the unique needs and problems faced by rural schools.

Several efforts are underway to improve services in rural schools. Models are being developed for a coordinated system to deliver adult literacy services by promoting coordination of services among school districts, literacy organizations, civic and social organizations, government organizes and business and industry.

Adult Literary efforts, especially those dealing with the whole family, are vitally important to the improvement of rural schools. The Rural Initiative Grants (a state funded program) and the Gateway Grants (a federally funded program under the Adult Education Act) fund the development of family literacy programs in ten rural school districts.

Action Team

Promising Strategy

There are significant gaps in the achievement of Black students and White students in the state's educational system.

Young African American Males Action Team

The Young African American Males Action Team was created in July, 1993 by State Superintendent of Education, Dr. Barbara S. Nielsen, and the State Board of Education in response to education statistics that show significant gaps in the achievement of Black students, especially males, and White students in the state's educational system. The Action Team is chaired by Dr. Cleveland Sellers of the State Board of Education.

The Action Team is composed of members appointed by the Governor, the State Board of Education, the State Superintendent of Education, the Legislative Black Caucus, the South Carolina NAACP, the Urban League, the Commission on Higher Education, the Department of Corrections, the Department of Social Services and the Department of Juvenile Justice.

The Action Team collaborates with other major stakeholders to prepare a proposal for development and implementation of actions to improve the status of African American males in the public schools of South Carolina.

A subcommittee of the Action Team has recommended the following actions:

- Devise incentives for educators to improve student performance,
- Encourage school districts to take advantage of reform efforts that enable site-based management and local control,
- Address curriculum development in teacher preparation programs and ensure that in-service programs include multicultural education and instruction in various teaching styles,
- Explore ways to make curriculum and instruction more relevant and appealing to students, including incorporating the arts in the curriculum,
- Examine instructional materials, including textbooks, for cultural bias or exclusion,
- Establish a continuing education requirement in cultural diversity education for all teachers, administrators and school board members,
- Re-examine suspension and expulsion policies and discipline procedures.

Service Learning programs have been implemented throughout the state to address critical human, education, environmental, and public safety needs. Students learn by doing with the entire community as their classroom.

Service Learning

Promising Strategy

Service Learning

Service Learning links schools with their communities. Designated a Service Learning leader state in 1992, South Carolina is a national leader in establishing these innovative programs. Students are given an opportunity to perform community service work that complements their classroom work.

Teachers use Service Learning to reinforce academic skills taught in the classroom. Students apply the skills and knowledge they acquire in school to meet community needs. Community projects in South Carolina range from a 7 ½-acre park built by Britton's Neck High School students to an outdoor wetland laboratory and nature facilities on a 14-acre freshwater marsh preserve adjacent to McCracken Middle School. The wetland laboratory project is a combined project of four schools in Beaufort County.

As they work on their service project in the community. students make the connection between what they are learning and its importance in the "real world."

Service Learning allows students to learn through active participation in well-organized service experiences . . .

- **That meet actual community needs.**
- **That are coordinated in collaboration with the school and community.**
- **That are integrated into each young person's academic curriculum.**
- **That provide structured time for a young person to think, talk, and write about what he/she saw during the actual service activity.**
- **That enhance what is taught in the school by extending student learning beyond the classroom.**
- **That foster the development of a sense of caring for others.**

The Corporation for National and Community Service provides funds to implement programs and provides training and technical assistance to expand service opportunities for K - 12 students as well as young adults in adult education.

Promising Strategy

In Primary Success, students are actively engaged in meaningful learning experiences supported by appropriate materials and technological resources within a positive, inviting atmosphere.

Primary Success

Primary Success is a process to ensure success for ALL children in grades Pre-Kindergarten through Grade 4.

- On-going Success: An enriched instructional program with a developmentally appropriate curriculum provides success for each student.
- Flexible Grouping Practices: Instructional grouping practices allow flexibility for independent student work, cooperative learning, and large and small groups.
- Integrated Curriculum: Curriculum incorporates the use of all skills and subjects in a cross disciplinary theme. Teachers apply the standards and principles delineated by the South Carolina Curriculum Frameworks.
- Appropriate Instructional and Assessment Practices: A variety of instructional, as well as performance based strategies, are used to support the learning philosophy.
- Supportive Classroom Environment: Students are actively engaged in meaningful learning experiences supported by appropriate materials and technological resources within a positive, motivating atmosphere.
- Strong Professional Team: Teachers are valued members of decision-making teams. Professional growth is enhanced through high quality professional development experiences for teachers and administrators.
- Alternative Reporting of Progress: Alternative reporting methods such as portfolios, presentations, and parent conferences are used to convey a more understandable representation of student progress.
- Family Involvement and Support: The relationship between the family and the school is enhanced by strong parental involvement, as well as parent education programs.
- Community Involvement: Schools are a reflection of the community. Primary Success schools seek to include the involvement of volunteers and participation from business, and community members.

The projects in Rising from the Middle focus on the eight key concepts of middle school restructuring presented in Turning Points.

Promising Strategy

Rising from the Middle

The projects and programs in **Rising from the Middle** focus on the eight key concepts of middle school restructuring presented in *Turning Points*, a national document from the Carnegie Council on Adolescent Development, and the State Middle Level Excellence Educational Team. The eight key concepts called Turning Points practices are:

- Creating a small caring community for learning
- Teaching a common core of knowledge
- Ensuring success for ALL students
- Empowering teachers and administrators
- Developing expert teachers of adolescents
- Improving academic success by better health & fitness
- Reengaging families in the education of adolescents
- Connecting schools with communities

The Rising from the Middle Initiative has three major projects that involve middle school sites in restructuring toward more effective education for adolescents using the Turning Points concepts. They are Project Advance: Partner Schools, The Lead School Consortium, and the six new Carnegie Lighthouse Schools.

Project Advance: Partner Schools has paired two schools in different regions of the states to promote networking and mentoring between selected schools. A lead school is paired with a school serving primarily disadvantaged students for structured planning, informal visitations and collegial sharing. The lead schools in each region remain as mentors and each year receive a new partner.

The Lead School Consortium is a group of exemplary middle schools that have been selected to provide direct technical assistance to assist schools that wish to restructure.

The Carnegie Lighthouse Schools are six schools serving primarily disadvantaged youth that have been selected to be model sites to demonstrate exemplary practices. Three schools will focus on the integration of health service (health instruction to create a healthy school environment), and three schools will focus on the integration of curriculum frameworks, instructional strategies and performance assessment through the development of thematic units.

Tech Prep

Promising Strategy

Applied academic courses are quickly becoming the new standard for effective instructional methods.

Tech Prep

Tech Prep, a national reform movement, is making great strides in helping South Carolina high school students become better prepared for work and further education. Tech Prep raises the standards of education by stressing rigorous academic and occupational preparatory programs. These programs are aimed at helping students understand the connection between classroom instruction and the real world.

Tech Prep provides meaningful education and career preparation for the majority of today's high school students. After completing a strong academic and occupational program in high school, Tech Prep students are well prepared to enter full-time employment, continue their education at a two-year technical college, or at a four-year college.

Schools that are effectively implementing the components of Tech Prep are seeing the following results:

- **An increase in student achievement,**
- **A decrease in dropouts,**
- **A decrease in remediation,**
- **An increase in the number of students going to post secondary institutions,**
- **An increase in student and staff morale.**

Tech Prep Consortia include:

Academic and Career Achievement Partnership, Sumter
Aiken Tech Prep Consortium, Aiken
Career and Academic Preparation Consortium, Organgeburg
Catawba Regional Education Consortium, Rock Hill
Central Midlands Tech Prep Consortium, Columbia
Chesterfield-Marlboro-Dillon Consortium, Cheraw
Darlington, Florence and Marion Counties Consortium, Florence
Greenville Tech Prep Consortium, Greenville
Horry-Georgetown Preparation for the Technologies Consortium, Myrtle Beach
Lowcountry Tech Prep Consortium, Varnville
Partnership for Academic and Career Education, Pendleton
Piedmont Area Tech Prep Consortium, Greenwood
Tri-County Tech Prep Consortium, Denmark
Trident Area Consortium for the Technologies, Moncks Corner
Upstate Tech Prep Consortium, Spartanburg
Williamsburg County Preparation for the Technologies Consortium, Kingstree

Elimination of the unproductive "general track" will prevent students from choosing the path of least resistance and finding themselves unprepared for work or for post secondary education after graduation.

Key Components of Tech Prep

South Carolina is the only state in the nation in which every school district and every technical college are members of a consortium dedicated to implementing Tech Prep. **Business leaders and educators throughout the state are heralding Tech Prep as the most significant education movement in thirty years.**

Tech Prep has ten key components that work together as a unified strategy to improve education.

- A foundation in applied academic courses in science, mathematics, and communications similar in content to traditional college preparatory courses but stressing learning styles that are most effective for the majority of students.
- Tech Prep students complete at least three credits in one of five occupational areas: Business and Marketing, Health Occupations, Agriculture, Trade and Industrial or Occupational Home Economics.
- Business/industry involvement ensures that school programs prepare students for current and future employment opportunities.
- A comprehensive career guidance plan for every Tech Prep student allows a student to "map out" a program of courses to prepare them for their future occupation- or higher education.
- Intensive staff development ensures that teachers and administrators learn new styles of effective instruction.
- Elimination of the unproductive "general track" prevents students from being unprepared for work or for post- secondary education upon graduation.
- Integrating the content of academic and occupational education blends the strength of the various program areas. When teaching theoretical subject matter, academic teachers in math, science, and language arts incorporate real-life applications learned from occupational teachers.
- Participation in entrepreneurship education helps students understand the principles of a free enterprise system.
- Active articulation arrangements between high schools and technical colleges are designed to provide students opportunities for advanced placement credit at technical colleges.
- Developments of school-to-work transition initiatives help to bridge the gap between what students are learning in school and what they need to know in the workplace.

How does South Carolina compare with the nation?

Chapter 2

Key Indicators

South Carolina's educational system, Pre-K - 12, is setting high expectations for ALL students, providing access to challenging content, regardless of location or size of the schools.

Chapter 2

National Comparisons

National Comparisons of Student Achievement

Different measures of student achievement are used to compare states' performance in education with one another. Only one of the tests used in South Carolina was designed specifically to allow comparisons across states. The **National Assessment of Education Progress**, commonly known as *The Nation's Report Card*, was administered statewide for the first time in 1992.

Other measures such as the **American College Test** (ACT) and **Scholastic Aptitude Test** (SAT) are designed to predict freshmen student performance in college.

The **Stanford Achievement Test**, a norm-referenced test, is designed to measure student performance against a national sample of students who were tested in 1988. The scores are reported in relation to that national sample of students.

South Carolina's **Basic Skills Assessment Program Tests** were developed by South Carolina to measure performance against minimum standards set by South Carolina.

Other state indicators of performance are available for the nation and are provided in this report. **College attendance rates and participation in advanced placement classes** are indicators that South Carolina's students aspire to high standards.

Unfortunately, high retention rates in early grades, low expectations for students' performance, and a focus on minimum standards have not fostered an education system that prepares all students to achieve their potential.

Course taking patterns indicate that **only 29% of South Carolina's students taking the SAT were prepared for the Scholastic Aptitude Test by having taken 20 or more academic units**, compared with 42% of students nationally. Yet, **61% of all South Carolina seniors take the Scholastic Aptitude Test.**

Of that 61%, **36.1% attended a four-year college** that required the Scholastic Aptitude Test. An additional 19% of students who took the SAT went on to attend two-year colleges that do not necessarily require the SAT for admission.

Grades 4 & 8

The Nation's Report Card

In 1992, a sample of South Carolina fourth graders took the National Assessment of Education Progress (NAEP) Reading assessment and the NAEP Mathematics assessment.

South Carolina scores are similar to

- ✓ ***20** other states in 4th grade reading*
- ✓ ***19** other states in 4th grade math*
- ✓ ***16** other states in 8th grade math*

Since 1988, the National Assessment of Educational Progress (NAEP) has developed academic achievement standards that represent a broad consensus of what American students should know and be able to do. These assessments are designed to measure a student's progress toward these standards.

But rather than orchestrating a massive, time-consuming individual testing program, NAEP takes a "snapshot" of students' abilities using representative samples of many students' work.

The 1992 fourth and eighth grade mathematics assessment included more than 200 schools and 5,000 students in South Carolina. The fourth grade Reading assessment included more than 100 schools and 2,500 students in South Carolina.

The assessment itself comprised several hundred questions, many requiring students to construct their responses and some asking for explanations of their reasoning.

States with Scores Similar to South Carolina's Grade 4 Mathematics

Michigan	219
Ohio	217
New York	217
Texas	217
Delaware	217
Maryland	217
Georgia	216
Rhode Island	214
West Virginia	214
Arizona	214
Kentucky	214
Hawaii	213
Florida	212
New Mexico	212
North Carolina	211
South Carolina	***211***
Tennessee	209
Arkansas	209
California	207
Alabama	207

Grade 8 Mathematics

New York	266
Rhode Island	265
Arizona	265
Maryland	264
Texas	264
Delaware	262
Kentucky	261
California	260
South Carolina	***260***
Florida	259
New Mexico	259
Georgia	259
West Virginia	258
Tennessee	258
North Carolina	258
Hawaii	257
Arkansas	255

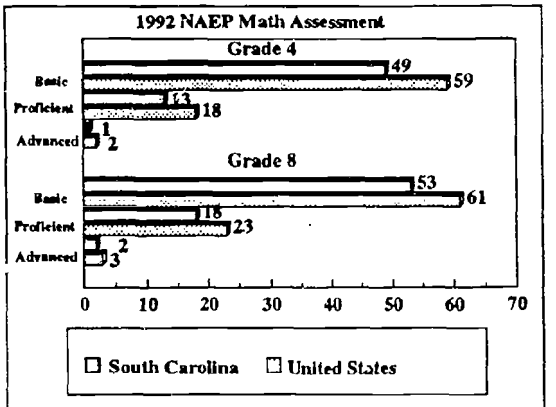
The sample of South Carolina students who participated in NAEP was representative of 96% of the eligible fourth graders and 91% of the eligible eighth-grade students.

Grades 4 & 8

The Nation's Report Card

Forty-one states, the District of Columbia, Guam and the U.S. Virgin Islands participated in the 1992 math assessment. National and regional results were reported only for Grades 4 and 8.

Students were scored on three levels. The **"Basic"** level represents partial mastery of knowledge, the **"Proficient"** level represents solid academic performance for each grade; and the **"Advanced"** level represents superior performance beyond the Proficient level.

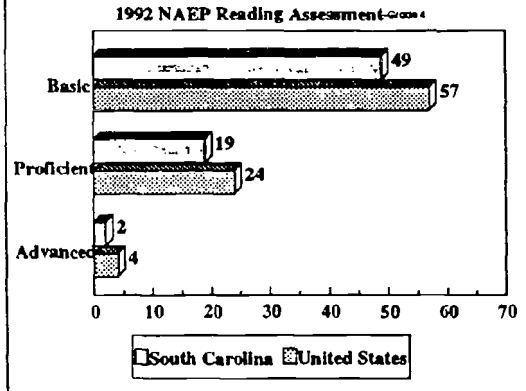


- 49% of South Carolina fourth-graders, and 53% of South Carolina eighth-graders scored at the **Basic** Level.
- 13 percent of South Carolina fourth-graders, and 18% of South Carolina eighth-graders scored at the **Proficient** Level.
- 1% of South Carolina fourth-graders, and 2% of South Carolina eighth-graders scored at the **Advanced** Level

White students in South Carolina demonstrated higher average mathematics proficiency than did Black students.

- White students -- In the fourth grade 22 percent were at or above Proficient. In eighth grade, 27 percent.
- Black Students -- In the Fourth Grade, 2 percent were at or above Proficient. In eighth grade, 4 percent.

Results for Grade 4 Reading follow:



- At or Above **"Basic"** level -- 49% of South Carolina fourth-graders (versus 57% in the nation).
- At or Above **"Proficient"** level -- 19% of South Carolina fourth-graders (versus 24% in the nation).
- At or Above **"Advanced"** level -- 2% of South Carolina fourth-graders (versus 4% in the nation).

Exams Administered

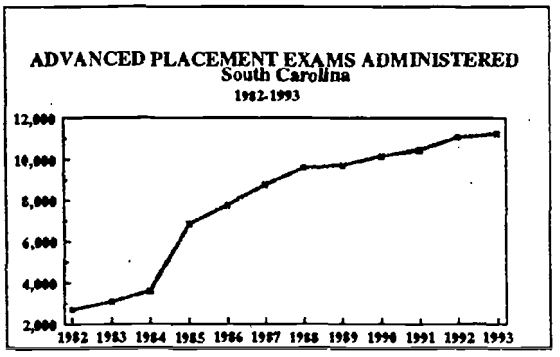
Advanced Placement Tests

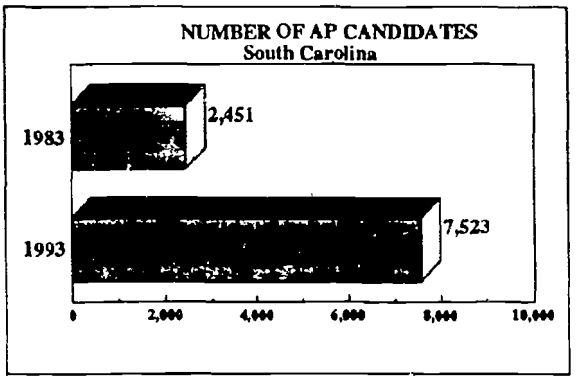
Ranking eighth in the nation in the number of AP exams administered, South Carolina, is a leader in encouraging students to take the Advanced Placement Exam.

Beginning in 1984-85 South Carolina students who took Advanced Placement (AP) classes were required to take AP Exams. Students who make scores of 3 to 5 on an AP Exam are considered to have passed the exam and may receive college credit.

South Carolina is a leader in encouraging its students to take Advanced Placement Exams. Since 1985, each school district in South Carolina has been required to provide Advanced Placement courses in all secondary schools that enroll an adequate number of academically talented students to support those courses.

- In 1993, more Advanced Placement Exams were administered to South Carolina public school students than in any previous year (11,104), an increase of 9% (900) over 1992.
- In 1993, South Carolina ranked eighth in the nation in the number of AP exams administered to 11th and 12th grade students.
- Approximately 8.7% (2,975) of high school seniors were enrolled in AP English classes in 1993.
- In 1993 2.4% (1,684) of high school juniors and seniors were enrolled in AP science classes.
- 3.9% (2,774) of high school juniors and seniors were enrolled in AP history classes in 1993.





Quick Facts About AP

- 7,523 South Carolina public school students took AP Exams in 1993.
- 11,105 AP Exams, in 28 exam areas, were administered to public school students in 1993.
- 53% percent of AP Exams taken by South Carolina public school students qualified for college credit versus 63% in the nation as a whole.

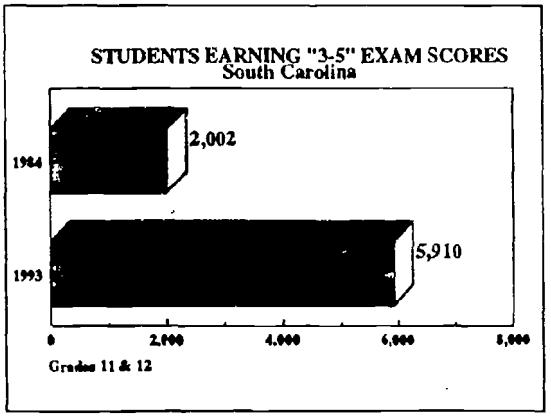
Students who make scores of 3 to 5 on an AP Exam may receive college credit for the subject area.

Exam Results

Advanced Placement Tests

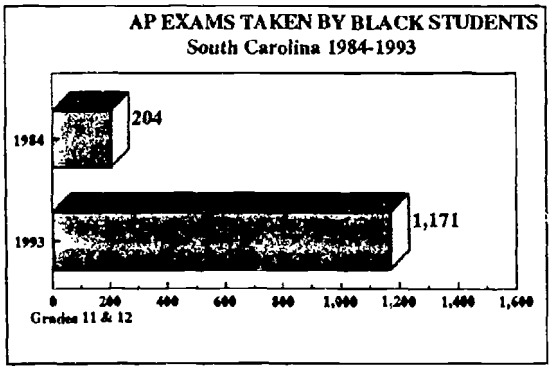
- The percentage of AP examinations qualifying South Carolina public school students for college credit increased from 39% in 1985 to 53% (5,910 out of 11,105 exams administered) in 1993.

- The percentage of AP examinations qualifying students for college credit nationally decreased from 68% in 1985 to 64% (401,256 out of 623,933 students tested) in 1993.

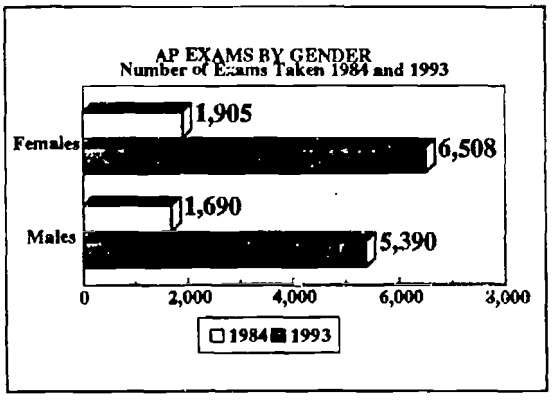


- The percentage of South Carolina public school students with an AP exam score of 3-5 equaled or surpassed the national percentage on 4 out of 29 examinations in 1993 (Art Studio: Drawing, Government & Politics, Physics C, and Psychology).

- The three most taken AP exams among South Carolina students were, in order, English Literature and Composition, U.S. History, and Calculus.



- In 1993 AP exams taken by Black students increased by 9 percentage points over 1992. In 1993, 1,570 AP exams were taken by Black students; 406 (26%) qualified for college credit.

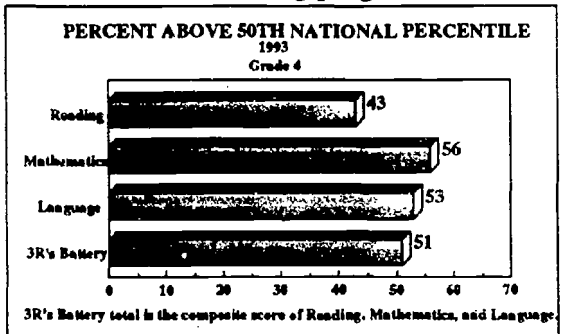


Grade 4

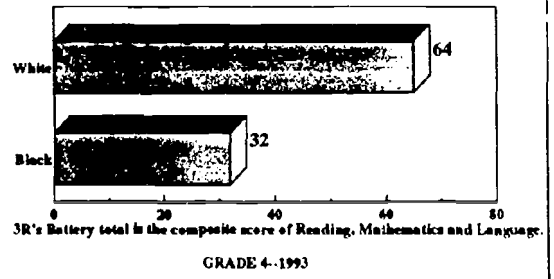
Stanford Achievement Test

The Stanford Achievement Test, administered in South Carolina for the fourth year (since 1990), is a part of the statewide testing program.

The Stanford Achievement Test is administered to Grade 4 students as part of the statewide testing program.

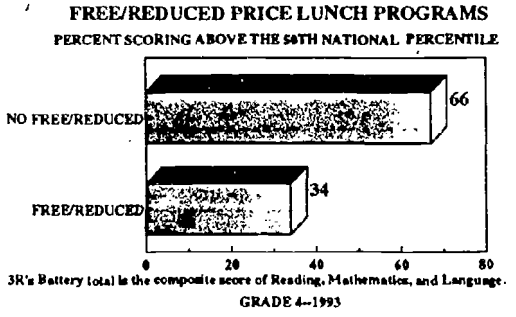


- In Language, scores increased from 40% (19,505) in 1990 to 53% (25,274) in 1993.
- In Reading, scores increased from 37% (17,922) in 1990 to 43% (20,485) in 1993.

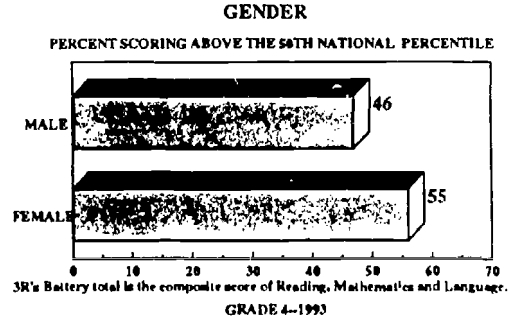


- A significant gap exists in the performance of Black and White students on the Stanford Achievement Test. In 1993, 64% (17,389) of White students, and 32% (6,096) of Black students scored above the 50th national percentile.

- In 1993, 34% (7,520) of students who participated in the Free/Reduced Price Lunch Programs scored above the 50th national percentile as compared to 66% (15,216) of the students who do not participate in the programs.



- In 1993, 55% (12,853) of female students scored above the 50th national percentile as compared to 46% (11,011) of male students.

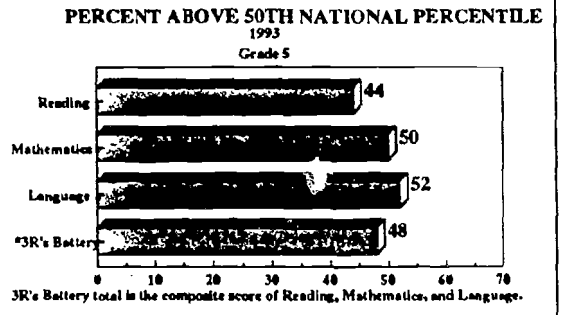


There has been an increase in the percentage of South Carolina fifth-grade students who score above the 50th national percentile on the Stanford Achievement Test.

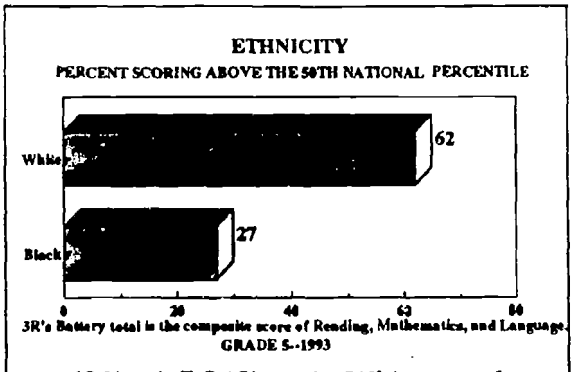
Grade 5

Stanford Achievement Test

Students in Grade 5 take the Reading, Mathematics, and Language tests of the Stanford Achievement Test.

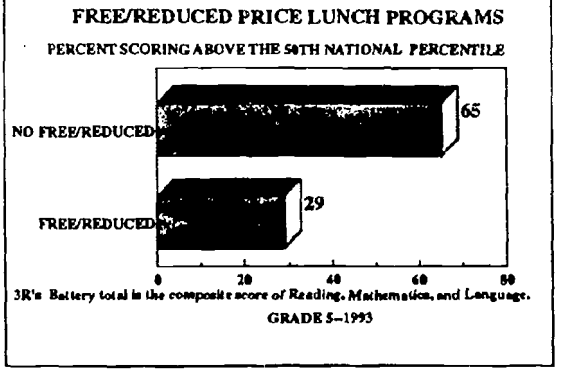


- From 1990 to 1993 student scores above the 50th national percentile have increased in Reading (from 38%, or 17,736, to 44%, or 21,220), in Mathematics (from 46%, or 21,459, to 50%, or 24,348), and in Language (from 45%, or 21,235, to 52%, or 24,953).

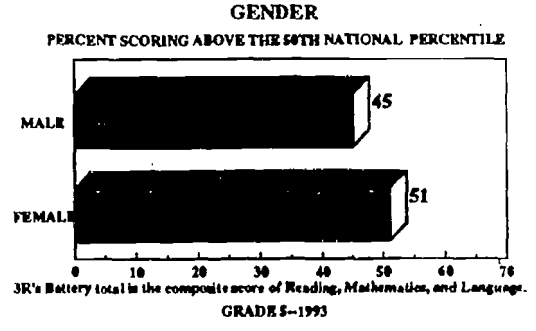


- 62% (17,249) of White students scored above the 50th national percentile on the 3R Battery as compared to 27% (5,341) of Black students.

- Socioeconomic differences also are related to test scores. In 1993, 29% (6,307) students who qualified for Free/Reduced Price Lunch Programs scored above the 50th percentile on the 3R Battery as compared to 65% (15,476) of those students who did not apply for Free or Reduced lunch.



- In 1993, 51% (12,205) of female students and 45% (10,744) of male students scored above the 50th national percentile.

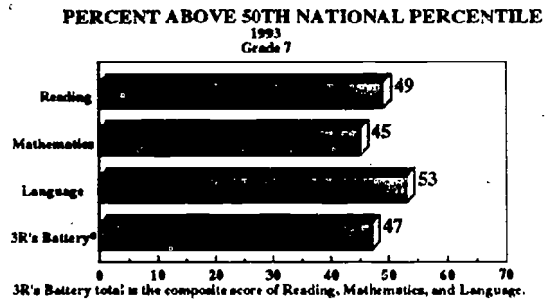


Grade 7

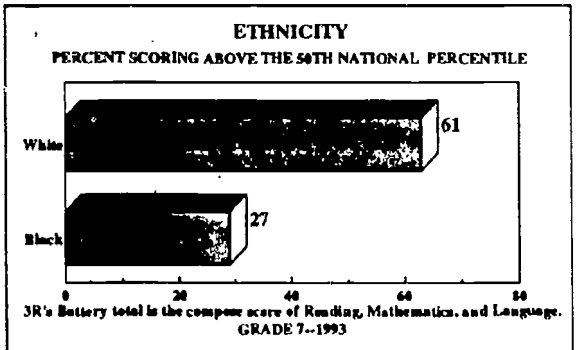
Stanford Achievement Test

Since 1990 on the 3R Battery, scores have risen from 41% above the 50th national percentile to 47% above the 50th national percentile in 1993.

Administered for the first time in 1990, the Stanford Achievement Test is part of the state testing program for Grade 7.

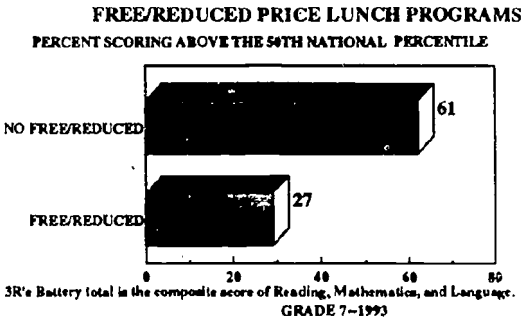


- From 1990 to 1993 student scores above the 50th national percentile have increased in Reading (from 38% or 17,845, to 49% or 23,973), and in Language (from 43% or 19,722, to 53% or 25,568); they have decreased slightly in Mathematics (from 46% or 21,361 to 45% or 22,124).

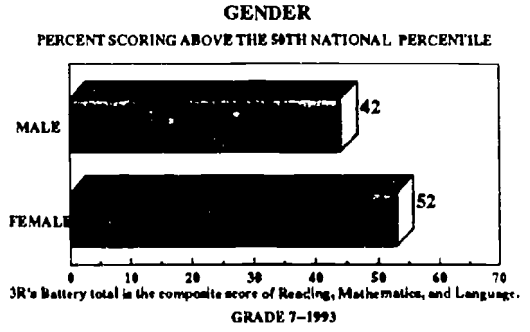


- While 61% (16,864) of White students scored above the 50th national percentile in 1993, 27% (5,259) of the Black students scored above the 50th national percentile.

- Socioeconomic status is related to achievement. In 1993, 27% (5,102) of students participating in the Free/Reduced Price Lunch Programs scored above the 50th national percentile, compared to 61% (16,410) of students not participating in the Free/Reduced Price Lunch Programs.



- In 1993, 52% of female students (12,138) scored above the 50th national percentile as compared to 42% of male students (10,319) on the 3R Battery.

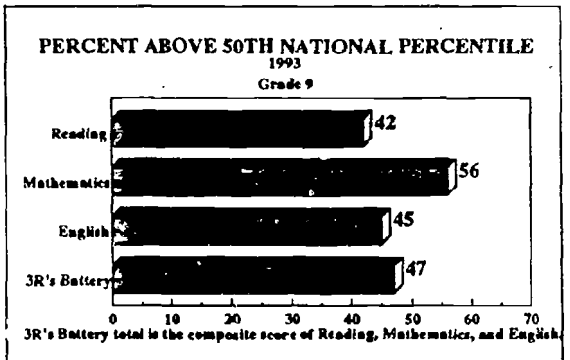


Students of lower socioeconomic status as indicated by participation in Free/Reduced Price Lunch Programs do not perform as well as other children on the Stanford Achievement Test.

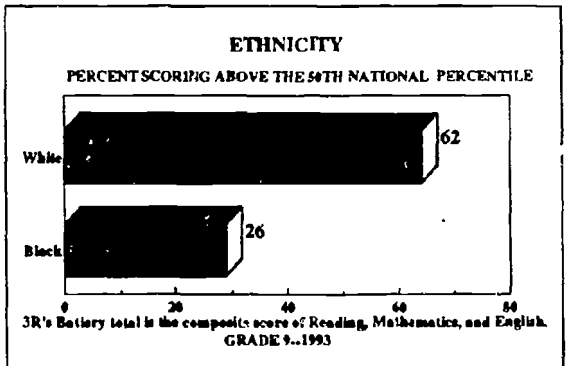
Grade 9

Stanford Achievement Test

Since 1990, students in Grade 9 have taken the Reading, Mathematics, and English tests of the Stanford Achievement Test.

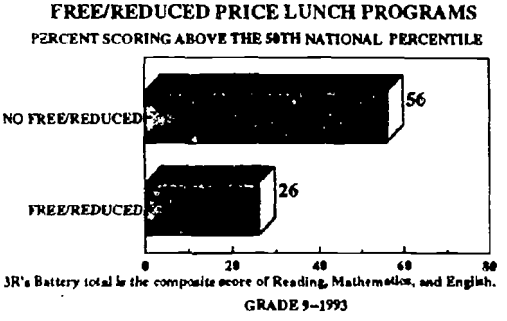


- From 1990 to 1993 student scores above the 50th national percentile have remained stable in Reading (from 42% or 19,626, to 42% or 20,290), and in English (from 45% or 20,978, to 45% or 21,938); they have increased in Mathematics (from 44% or 20,321, to 56% or 27,383).

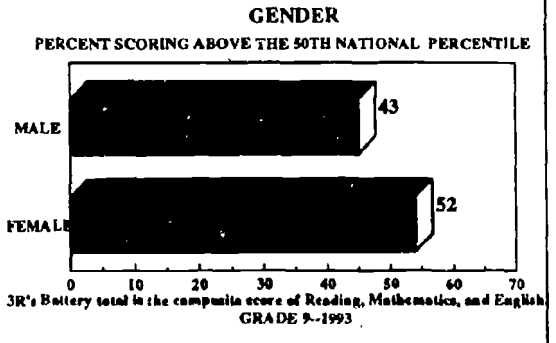


- 62% of White students (16,912) scored above the 50th national percentile as compared to 26% of Black students (5,211).

- A significant gap in achievement occurs for students of lower socioeconomic status as indicated by participation in Free/Reduced Price Lunch Programs. In 1993, 26% (3,713) of students participating in the lunch programs scored above the 50th national percentile as compared to 56% (17,552) of students not participating in the Free/Reduced Price Lunch Programs.



- 52% Female students (11,953) scored above the 50th national percentile on the 3R Battery as compared to 43% of male students (10,513).

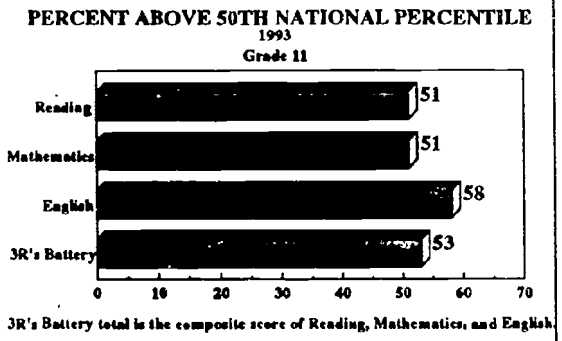


Grade 11

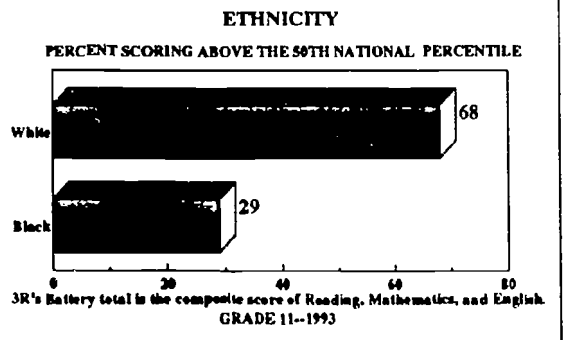
Stanford Achievement Test

The percentage of Grade 11 students scoring above the 50th national percentile in Reading increased from 43% in 1990 to 51% in 1993.

The Stanford Achievement Test, consisting of Reading, Mathematics, and English, has been administered to students in Grade 11 since 1990.

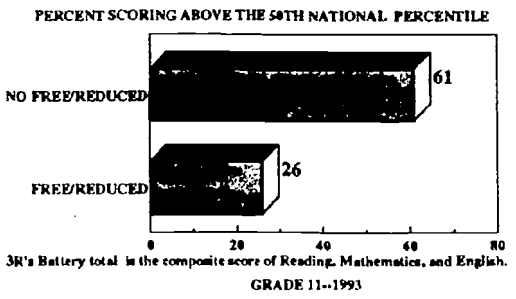


- The percentage of South Carolina students scoring above the 50th national percentile in Reading increased from 43% (14,776) in 1990 to 51% (16,311) in 1993.

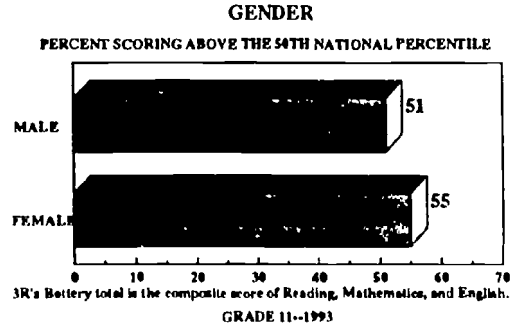


- 29% (3,399) of Black students scored above the 50th percentile in 1993 as compared to 68% (13,050) of the White students.

- In 1993, 26% (1,798) of students of lower socioeconomic status as measured by participation in the Free/Reduced Price Lunch Programs scored above the 50th national percentile as compared to 61% (13,875) of students not participating in the Free/Reduced Price Lunch Programs.



- 55% (8,869) of female students scored above the 50th national percentile as compared to 51% (7,875) of male students.



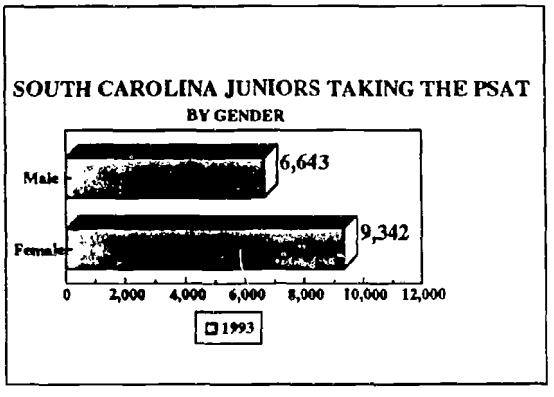
The main purpose of the PSAT/NMSQT, taken primarily by high school juniors, is to provide an early profile of the college bound population.

Test Results

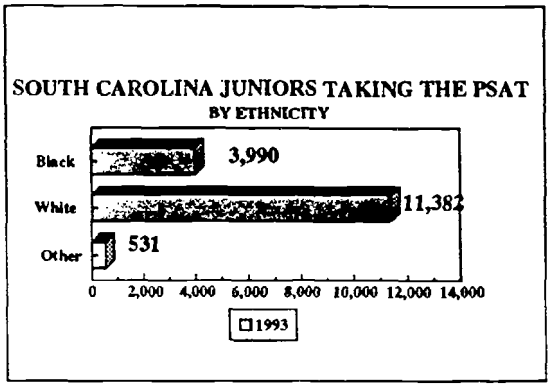
PSAT/NMSQT

The **Preliminary Scholastic Aptitude Test/National Merit Service Qualifying Test (PSAT/NMSQT)**, administered each year in the fall, serves two purposes. For Juniors, the PSAT/NMSQT is taken to qualify for the National Merit Program, a scholarship program that recognizes the top scoring students in the country.

The main purpose of the PSAT is to provide an early profile of the college bound population. Considered a practice test for the Scholastic Aptitude Test (SAT), scores on the PSAT can be compared to SAT scores by multiplying them by ten. Those students who score 60 or higher (SAT score of 600) are potential candidates for the nation's best colleges. Those students who score below 30 (SAT score of 300) are likely candidates for college remedial courses.



- Of the 15,985 South Carolina juniors who took the PSAT in the Fall, 1993, 41.6% (6,643) were male, and 58.4% (9,342) were female.



- During the Fall 1993 administration of the PSAT, 25.1% (3,990) of the South Carolina juniors who took the PSAT were Black; 71.6% (11,382) were White; and 3.3% (531), classified as Other, were Asian American, American Indian, Puerto Rican, Mexican American, or Other Hispanic.
- The **PSAT average verbal score** for South Carolina students was 39.7 (SAT score of 397).
- The PSAT average verbal score for South Carolina males was 39.8 (SAT score of 398); for females, the PSAT score was 39.6 (SAT score of 396).
- The **PSAT average math score** was 43.7 (SAT score of 437).
- The PSAT average math score for males was 45.6 (SAT score of 456); for females, the PSAT was 42.4 (SAT score of 424).

Quick Facts

Scholastic Aptitude Test

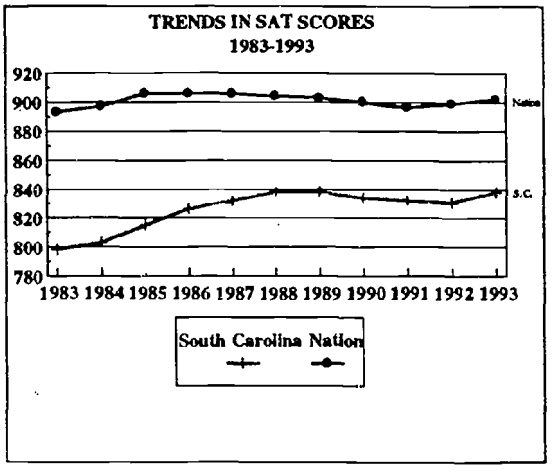
The Scholastic Aptitude Test is a predictor of a student's performance in college.

Quick Facts on the SAT

- In 1993, 61% (21,469) of South Carolina seniors took the SAT as compared with 43% nationally.
- South Carolina's performance on the SAT has improved by 40 points since 1983 as compared to 9 points nationally.
- Even with the large gain, South Carolina's average of 396 (Verbal), and 442 (Mathematics) is still last among the twenty-two states who predominately give the SAT.
- From 1988 to 1993, South Carolina's Black students gained 18 points in the average total score, while the average total score for White students increased by 7 points.
- Since 1983, the average verbal score of South Carolina students increased 13 points as compared to a decline of 1 point for the nation.

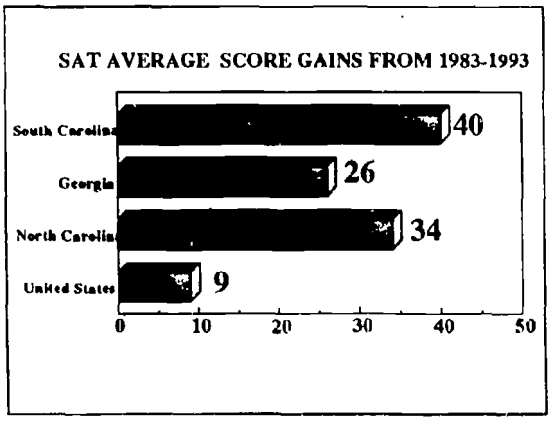
Quick Facts on Verbal Scores

- The SAT average verbal score for males increased by 5 points between 1992 and 1993, from 398 to 403.
- The SAT average verbal score for females remained the same between 1992 and 1993 (390).
- The SAT average verbal score for Black students remained the same between 1992 and 1993 (334).



Quick Facts on Math Scores

- The SAT average mathematics score for males increased by 8 points between 1992 and 1993, from 456 to 464.
- The average mathematics score for females has increased by four points between 1992 and 1993, from 421 to 425.
- The average mathematics score for Black students increased by five points between 1992 and 1993, from 374 to 379.



In 1993, although 61% of South Carolina seniors took the SAT, only 29% had taken the twenty or more academic courses recommended by the college board.

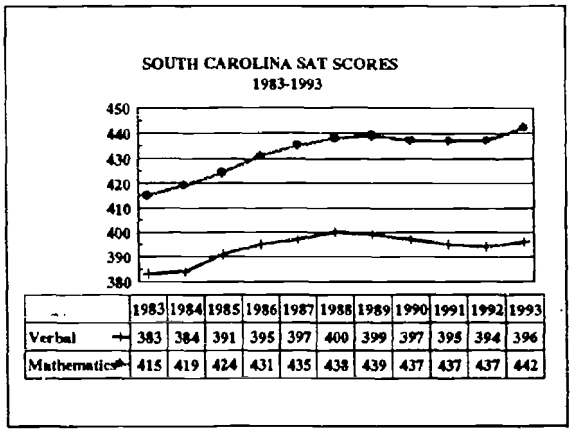
Scholastic Aptitude Test

The Scholastic Aptitude Test is a predictor of a student's performance in the freshman year of college.

- More of South Carolina's graduating seniors take the SAT than do graduating seniors nationally. 61% of all South Carolina seniors took the Scholastic Aptitude Test in 1993, compared to 43% nationally.
- Although 61% of South Carolina seniors took the SAT, only 36.1% attend four-year colleges that require the Scholastic Aptitude Test.
- In 1992, 19% of South Carolina high school completers went on to attend two-year colleges that do not necessarily require the SAT for admission.

Examining the course-taking pattern of South Carolina's students who take the SAT reveals that **South Carolina's students take fewer academic courses than students across the nation**. This course taking pattern impacts directly upon student performance on the Scholastic Aptitude Test.

- Only 29% of South Carolina students who took the SAT in 1993 had taken the 20 or more academic courses in high school recommended by the college board; nationally, 42% of the students took 20 or more academic courses.
- Students who report themselves as taking honors' courses performed better on the SAT than other students (average of 486v and 553m).
- A 1993 profile of college-bound South Carolina seniors indicates that those who had studied a foreign language for four years had an SAT average verbal score 83 points higher than the state's SAT average verbal score.



	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
Verbal	383	384	391	395	397	400	399	397	395	394	396
Mathematics	415	419	424	431	435	438	439	437	437	437	442

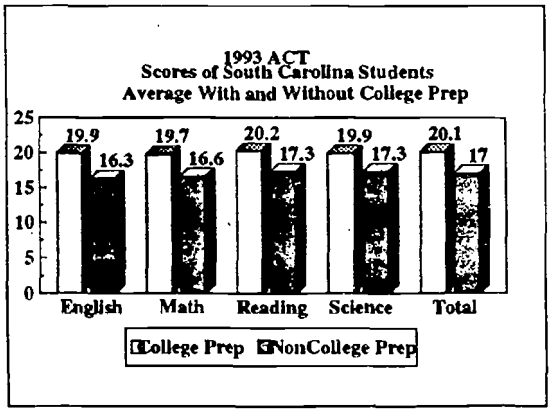
Differences in Average Performance for Students with High Level Courses

	Average SAT Math Score	Students Taking Course
All Students	**442**	
Algebra	**445**	**97%**
Geometry	**456**	**89%**
Trigonometry	**486**	**43%**
Calculus	**566**	**15%**
Biology	**443**	**98%**
Chemistry	**457**	**85%**
Geology	**442**	**35%**
Physics	**502**	**29%**

The American College Test (ACT) is taken by high school students seeking college admission. The ACT predicts freshman college success.

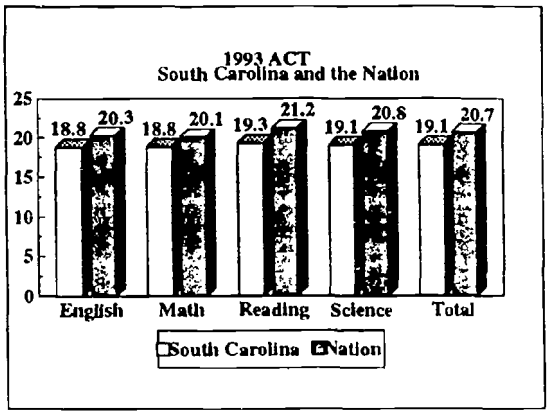
American College Test

College-bound high school students take either the American College Test (ACT) or the Scholastic Aptitude Test (SAT), depending on which test is required by the four year college to which they are applying. In 1993, most South Carolina seniors took the Scholastic Aptitude Test (61% or 21,469). Only 7.3% (2,552) of South Carolina students took the American College Test in 1993.



- South Carolina students completing a college preparatory program perform better on the ACT than students who have not completed the curriculum. In 1993, South Carolina students who completed the college preparatory program in English scored an average of 19.9, compared with 16.3 for who did not complete the college preparatory curriculum.
- Students in South Carolina completing the college preparatory curriculum in Mathematics had an average score of 19.7, compared with 16.6 for the non college prep students.

- **The ACT states (states in which most colleges require the ACT for admission purposes) include Alabama, Alaska, Arizona, Arkansas, Colorado, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, Tennessee, Utah, West Virginia, Wisconsin, and Wyoming.**
- Some colleges in South Carolina use the ACT. These colleges include Central Wesleyan, the Citadel, Coker, College of Charleston, Columbia Bible College, Presbyterian, South Carolina State, USC-Aiken, USC-Spartanburg, and Coastal Carolina.



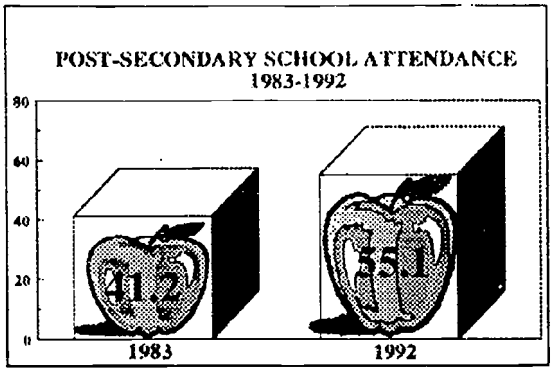
- South Carolina students scored below the national average in English, Mathematics, Reading, and Science on the ACT.

SC High School Graduates

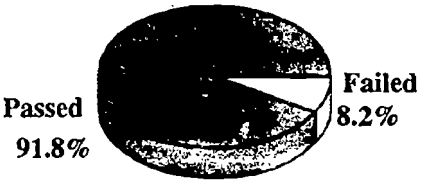
College Attendance Rate

With the knowledge needed to compete successfully in the workplace increasing in technological complexity, South Carolinians must think of education as a K-16 commitment.

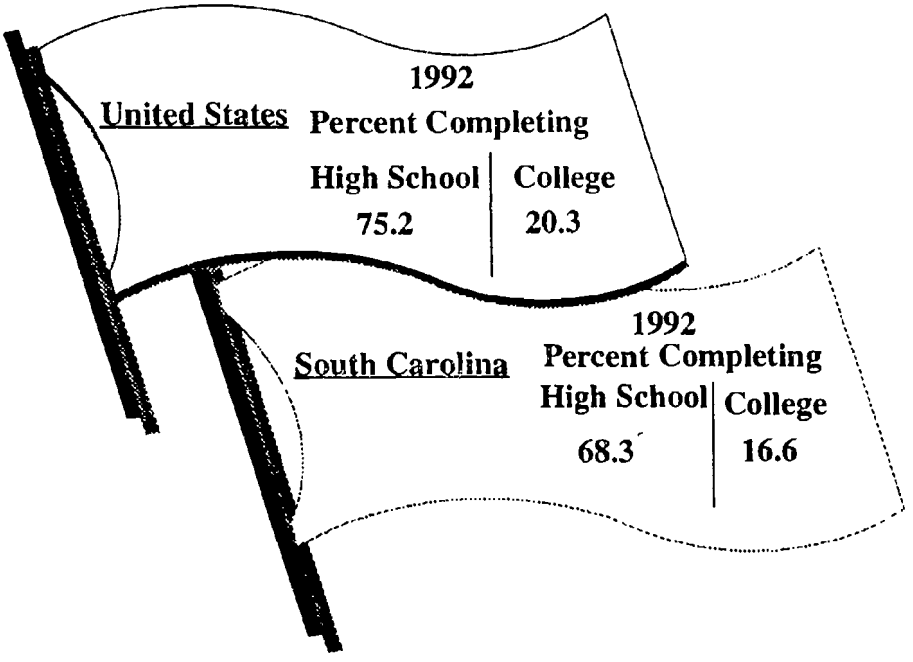
The percentage of South Carolina students enrolling in post-secondary school, which includes four year colleges and technical college degree programs, has increased by 13.9 percentage points since 1983 (from 41.2% to 55.1%). Enrollment in college rose 2.1 percentage points in 1992 to 55.1% from 53.0% in 1991.



COLLEGE SUCCESS
(Four year colleges and technical college degree programs)
% Of Freshman Passing College Courses
South Carolina, 1992



- A gap exists between national high school completion rates and South Carolina's completion rate. 68.3% of South Carolina students who entered the eighth grade in 1988 completed high school compared with a national average of 75.2%.



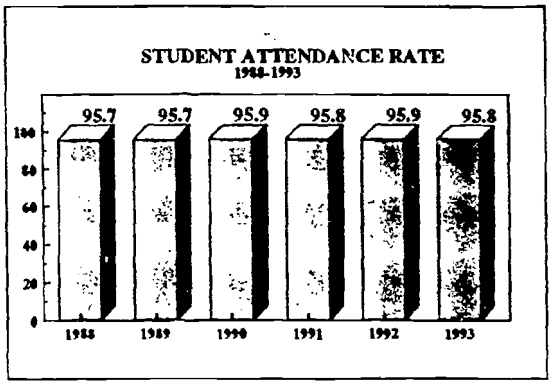
South Carolina is a national leader in student attendance. During the 1992-1993 school year, South Carolina had the second best attendance rate in the nation.

National Leader

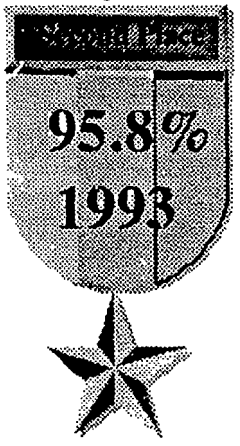
Student Attendance

South Carolina's attendance requirements have effectively increased student attendance. Before the attendance requirements were strengthened, South Carolina ranked 18th in the nation.

- In 1985 and again in 1986, South Carolina led the nation with a 97% attendance rate.
- In 1993, South Carolina ranked second in the nation with a 95.8% attendance rate.



South Carolina Attendance Nationally Recognized



South Carolina students have an nationally recognized attendance record. The next emphasis must be upon encouraging students to make the best use of time while they are in school. South Carolina students must be encouraged to take the challenging courses which are necessary for them to be successful.

Student Attendance 1992-93
Top Three States

1. **North Dakota**
2. **South Carolina**
3. **Connecticut**

Nation, South, and South Carolina

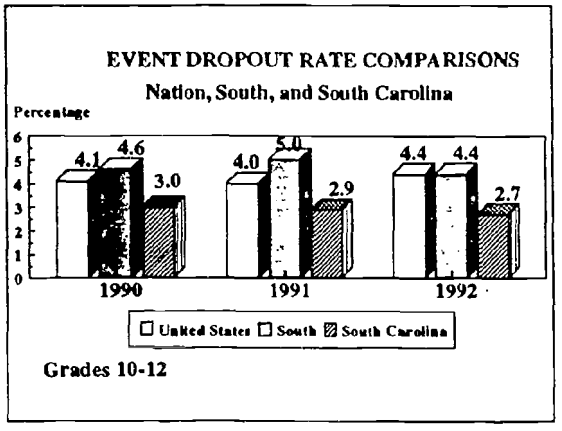
In the United States, 383,000 of students dropped out of school in 1992.

National Dropout Rate

There are several methods of calculating drop out statistics as recognized by the United States Department of Education. One rate, the event rate, is based on students who drop out in Grades 10-12.

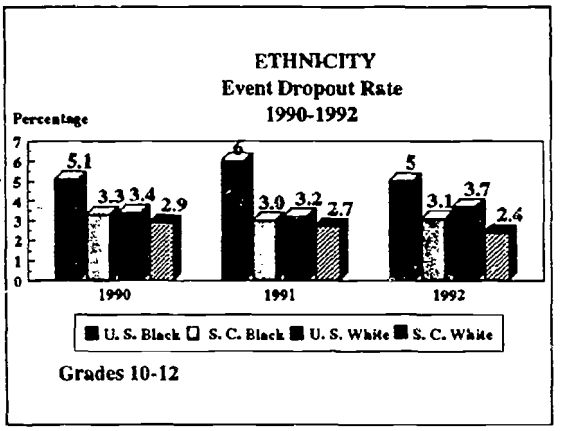
In the United States, the event dropout rate has been increasing steadily since 1990. The trend in South Carolina, however, has been the opposite. Utilizing figures for Grades 10-12, 3,651 South Carolina students dropped out of school in 1990; the number had decreased to 3,116 in 1992.

The dropout rate in 1992 in the Southern Region was similar to that in the United States.

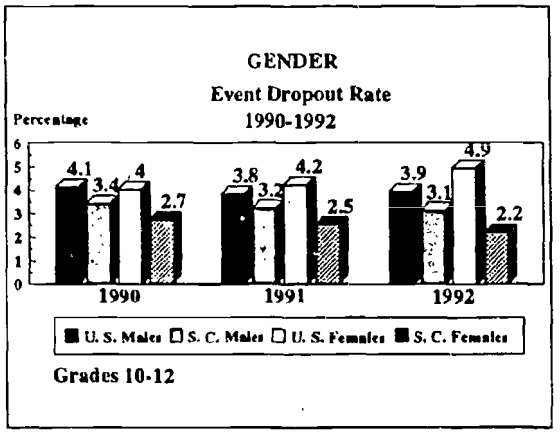


Fewer South Carolina females leave school than do females in the nation as a whole.

- While 207,000 (4.9%) female students (Grades 10-12) leave school in the United States, in South Carolina the rate is less than half, 2.2% or 1,296 students in 1992.



- Black students dropped out of school at a higher rate than did White students.
- In the United States (Grades 10-12), 68,000 (5%) Black students left school in 1992; in South Carolina (Grades 10-12), 1,447 (3.1%) Black students left school.
- In the United States, 225,000 (3.7%) White students dropped out of school; in South Carolina, 1,669 (2.4%) White students dropped out of school.



According to the National Education Goals Panel's 1993 report, today's dropout earns less than half the amount of someone who dropped out of school in 1973.

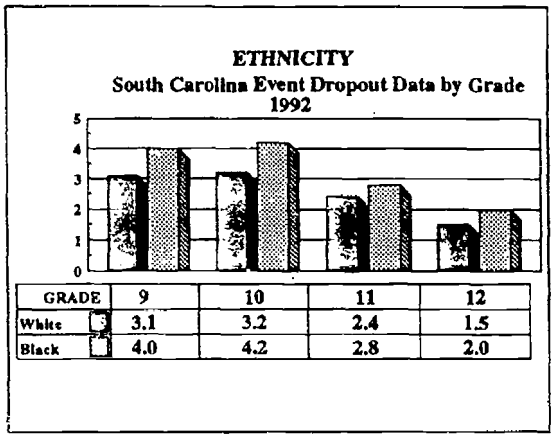
South Carolina

National Dropout Rate

The nation's event dropout rate reports on students in Grades 10-12 who leave school and do not return within a calendar year. When South Carolina's dropout rate is compared with the nation's, South Carolina has a lower event dropout rate than the nation as a whole. However, South Carolinians should not be complacent in accepting this current rate.

For young people without a diploma, job prospects are dismal. In the past, the economy could absorb most high school dropouts. Today, except for the most menial labor, employers demand workers with skills and the ability to learn them quickly.

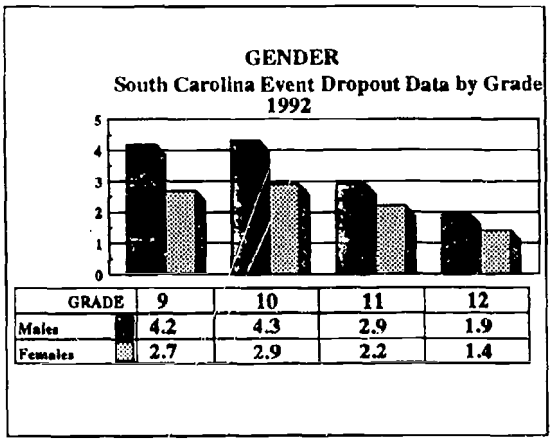
According to the National Education Goals Panel's 1993 report, today's dropout earns less than half the amount of someone who dropped out of school in 1973.



GRADE	9	10	11	12
White	3.1	3.2	2.4	1.5
Black	4.0	4.2	2.8	2.0

- Black students (Grades 9-12) dropped out of school at a slightly higher percentage rate than did White students in South Carolina. In 1992, 2,401 (3.4%) Black students left school before the end of the year and did not return within one year.
- In 1992, 2,647 (2.6%) White students left school in Grades 10-12.

- In Grades 9-12, in South Carolina, male students (3,039 or 3.5%) dropped out of school at a significantly higher rate than female students (2,009 or 2.4%) in 1992.
- During the twelfth grade, male students had an event dropout rate of 1.9% (323) and female students had an event dropout rate of 1.4% (250).



GRADE	9	10	11	12
Males	4.2	4.3	2.9	1.9
Females	2.7	2.9	2.2	1.4

Chapter 3

Student Achievement

We must believe that all children can learn at high levels, and accept that each child's learning pace may be different. All students must be given access to a rigorous course of study.

Student Achievement, K - 12

The educational system should foster a love of learning within each child, enabling the child to be a lifelong learner and a productive member of our society. We must believe wholeheartedly that all children can learn at high levels, and accept that each child's learning styles may be different. Consequently, all students must be given access to a rigorous course of study.

There are many factors affecting South Carolina students' achievement.

A profile of South Carolina shows economic and social factors that impact greatly on our schools.

- 15.4% (517,793) of South Carolina citizens had incomes below the poverty line, the 15th highest poverty rate in the nation.
- 21% (190,873) of South Carolina school children were classified as poor in 1990, the ninth highest ranking in the nation.
- The average income of families with children in South Carolina was only 85% of the United States average.
- Between 10% and 25% of children in South Carolina were estimated to be victims of abuse or neglect during their lifetimes.
- An estimated 3,865 school age children were homeless during 1993; another 1,442 pre-school children in South Carolina were homeless during 1993.
- 28.5% (494,955) of the households with children were headed by single parents.
- 45.4% (1,581,325) of South Carolinians resided in rural areas (well above the national average); Rural population is a commonly used predictor of economic development.
- An estimated 22% of children in South Carolina (200,000) had no health insurance.
- 30.3% (17,578) of all births in 1992 were to unwed mothers.
- 16.6% (9,778) of the births in 1992 were to teenage mothers (under the age of 20), one of the highest rates in the nation.

How do South Carolina students achieve?

Chapter 3

Key Indicators

Student Achievement

The relative performance of children in Kindergarten through Grade 12 is well established by the end of Grade 2.

Elementary School Students, K - 3

There is a strong connection between how students begin school and how they finish school.

- Currently, 25% of South Carolina students do not meet state readiness standards as measured by performance on the Cognitive Skills Assessment Battery (CSAB) when they enter first grade.
- Early school performance has its roots in the learning experiences provided from birth to age 5.
- The relative performance of children across Kindergarten through Grade 12 is well established by the end of Grade 2.
- More than one in four third graders (12,700) were over-age for their grade. Most of these over-age students were retained more than once. Non-white male students were most likely to be over-age for their grade.
- Currently, the assessment system focuses on minimum basic skills. Problem-solving skills that are necessary in today's society must be addressed. Assessment focus must broaden from a reliance on minimum basic skills to include the thinking skills required in this technological society.

Current Statewide Testing, Grades 1-3

- Cognitive Skills Assessment Battery, Grade 1
- Basic Skills Assessment Program, Grades 1, 2, and 3

The Cognitive Skills Assessment Battery (CSAB) is a readiness test for first grade. A score of 88 of a possible 117 points indicates readiness to begin the formal school curriculum.

First Grade Readiness

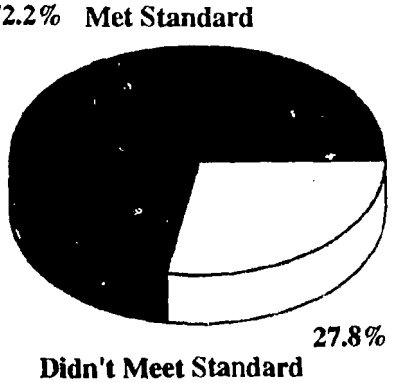
Cognitive Skills Assessment

The Cognitive Skills Assessment Battery (CSAB) was administered for the first time in 1979.

Significant trends in students meeting the standard include:

- The percentage of first grade students meeting or exceeding the standard of 88 has increased from 60.2% (29,188) in 1979 to 72.2% (38,318) in 1993.
- The percentage of students meeting or exceeding the standard was highest in 1987, with 75.2% (41,877) of the students meeting the standard.
- Since 1987, the number of students meeting or exceeding the readiness standard has moved in a downward direction.

Percent Meeting Readiness Standard 1993



Efforts to improve identification of early learning needs led to passage of the Early Childhood and Academic Assistance Act of 1993, which focuses on early prevention of academic failure and provides greater flexibility to districts in providing targeted coordinated programs to meet student needs. Emphasis is being given to providing instruction in the early grades that is appropriate for the age of the child and for the individual child.

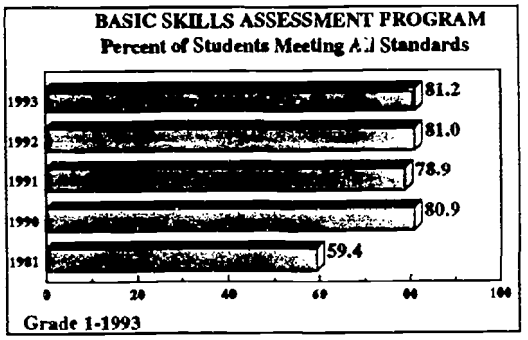
What does The Early Childhood Development and Assistance Act (Act 135 of 1993) do?

- ✓ **seeks to assure success for each student.**
- ✓ **gives schools and districts the flexibility to serve the needs of their particular communities.**
- ✓ **challenges schools to involve all interest groups in the development of the School Renewal Plan.**
- ✓ **supports parents in their role as their child's first teacher.**
- ✓ **provides accelerated learning for students rather than traditional remediation.**

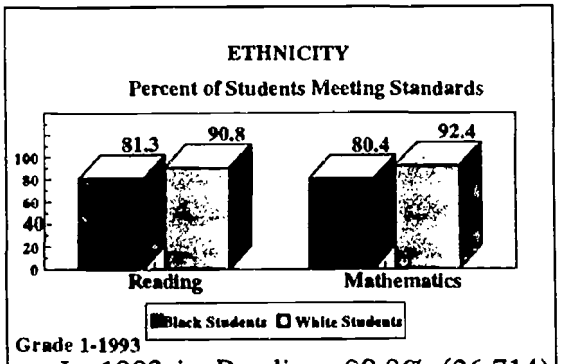
Grade 1

BSAP

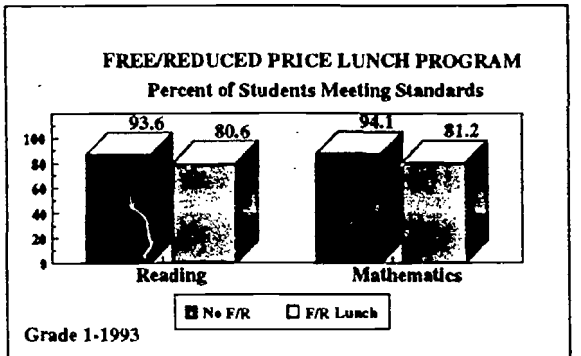
In 1981, 70.0% of South Carolina students in Grade 1 met the Reading standard; in 1993, 86.7% of the students met the Reading standard.



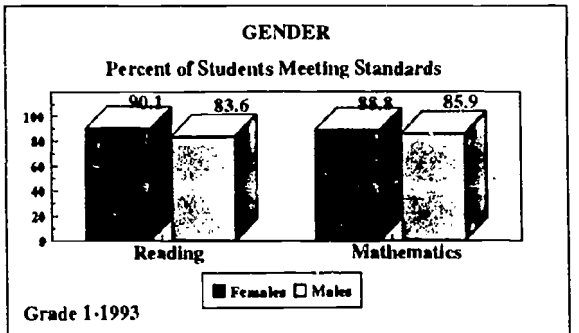
- In the first administration of the Reading test in 1981 for Grade 1, 70.0% (33,190) of the students met the South Carolina standard for minimum performance. In 1993, 86.7% (45,480) of the students met the South Carolina Reading standard.
- In the first administration of the Mathematics test in 1981, 68.6% (32,452) of the students met the South Carolina minimum standard. In 1993, this percentage rose to 87.3 (45,847).



- In 1993 in Reading, 90.8% (26,714) of White students and 81.3% (18,143) of Black students met the minimum standard in Grade 1. In Mathematics, 92.4% (27,231) of White students and 80.4% (17,973) of Black students met the standard.



- In 1993, 80.6% (21,707) of first grade students who qualified for the Free/Reduced Price Lunch Program met the standard in Reading; 81.2% (21,934) in Mathematics. Students who did not participate in the Free/Reduced Lunch Program met the minimum standard at a higher percentage rate--93.6% (22,014) in Reading; 94.1% (22,133) in Mathematics.



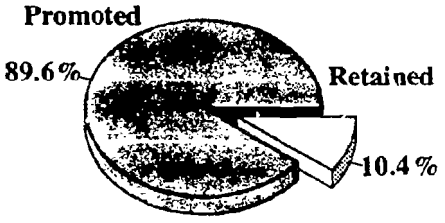
- In 1993, a higher percentage of female first graders (90.1% or 22,813) than male first graders (83.6% or 22,623) met the standard in Reading; In Mathematics, 88.8% (22,469) of female students and 85.9% (23,329) of male students met the minimum standard.

Students were retained in Grade 1 more than at any other grade level.

Grade 1

Retention Rates

RETENTION RATE
Grade 1

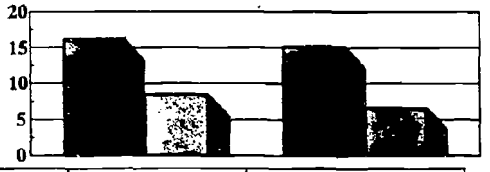


1992

- **In 1992, the 10.4% retention rate (4,908) for first graders was the highest of any grade.**

As required by law, promotion in Grades 1-3 is based in part on each student's proficiency in Reading and Mathematics. By state law, 75% of the criteria are determined by individual districts. State-mandated, standardized testing accounts for 25% of the criteria.

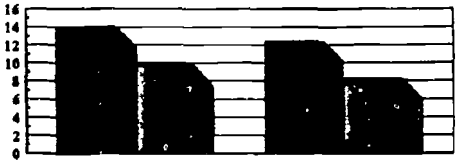
ETHNICITY
Retention Rates
Grade 1



	1991	1992
Black	16.2	15.2
White	8.5	6.7

- **More than twice as many Black first graders were retained as White first graders in 1992.**
- In 1991 and 1992, 16.2% (3,364) and 15.2% (3,122) of Black students were retained as compared to 8.5% (2,228) and 6.7% (1,754) of White students.

GENDER
Retention Rates
Grade 1



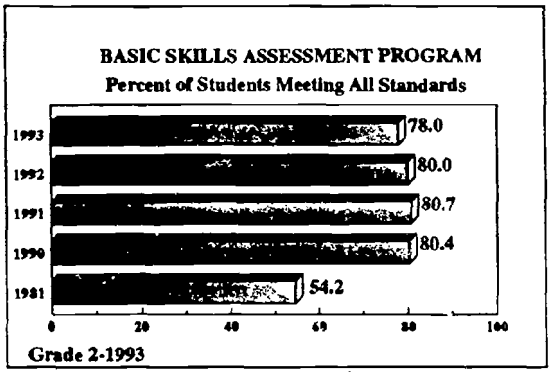
	1991	1992
Males	14.0	12.4
Females	9.7	8.3

- More male students than female students were retained in 1991 and 1992.
- In 1992, 12.4% (3,007) of male students were retained as compared to 8.3% (1,900) of the female students.

Grade 2

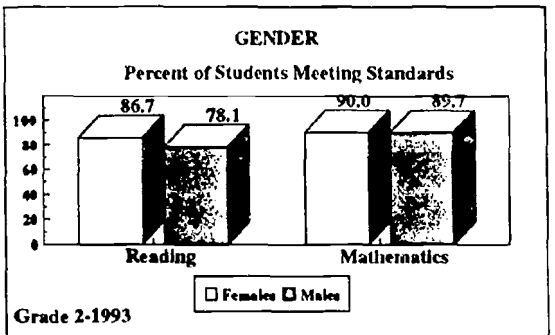
BSAP

The percentage of second graders meeting standards in both BSAP Reading and Mathematics rose from 54.2% in 1981 to 78% in 1993.

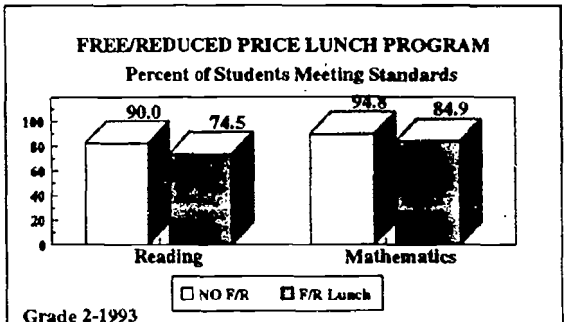


Since the first administration of the Basic Skills Assessment Program test, student scores have increased in Reading and Mathematics.

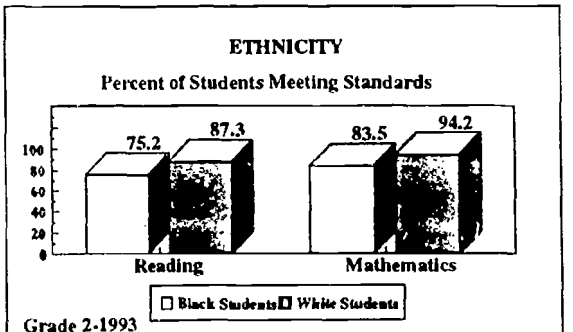
- The percentage of second graders meeting minimum standards in both BSAP Reading and Mathematics rose from 54.2% (24,728) in 1981 to 80.7% (39,695) in 1991; in 1993, 78.0% (38,458) of students met the minimum standard in both areas.



- Fewer males (78.1% or 19,486) than females (86.7% or 20,836) met the minimum standard in Reading in 1993.



- In 1993, 74.5% (17,738) of second graders who qualified for Free/Reduced Price Lunch Program met the minimum standard in Reading; 90.0% (20,969) of students who did not participate in the Free/Reduced Price Lunch Programs met the standard. In Mathematics, 84.9% (20,335) met the standard as opposed to 94.8% (22,159) of those students not participating.

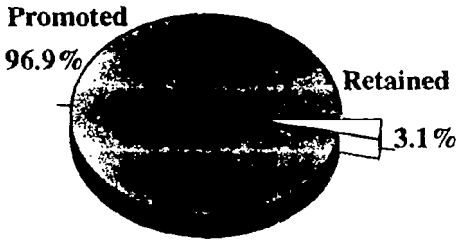


- Fewer Black second graders (75.2% or 15,047) met the standard in Reading than did White students (87.3% or 24,822). In Mathematics, 83.5% (16,796) of the Black students and 94.2% (26,915) of the White students met the minimum standard.

Retention rates were much lower for Grade 2 than for Grade 1.

Retention Rates

RETENTION RATE
Grade 2

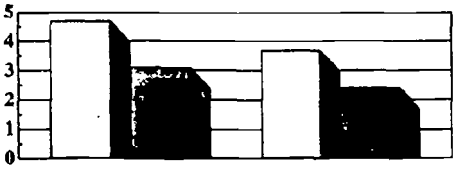


1992

Retention rates were much lower for Grade 2 than for Grade 1 in 1992.

- **Retention rates for male students were higher than for female students.**
- **Retention rates were higher for Black students than for White students.**

GENDER
Retention Rates
Grade 2



	1991	1992
Males	4.7	3.7
Females	3.1	2.4

- In 1991, 4.7% (1,050) of male second graders and 3.1% (685) of female second graders were retained.
- In 1992, 3.7% (827) of male second graders and 2.4% (522) of female second graders were retained.

ETHNICITY
Retention Rates
Grade 2

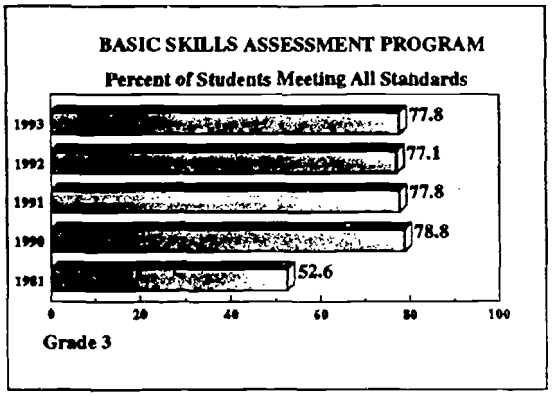
	1991	1992
Black	5.6	4.5
White	2.6	2.1

- In 1991, 5.6% (1,056) of Black students in Grade 2 and 2.6% (663) of White students were retained.
- In 1992, 4.5% (821) of Black students in Grade 2 and 2.1% (524) of White students were retained.

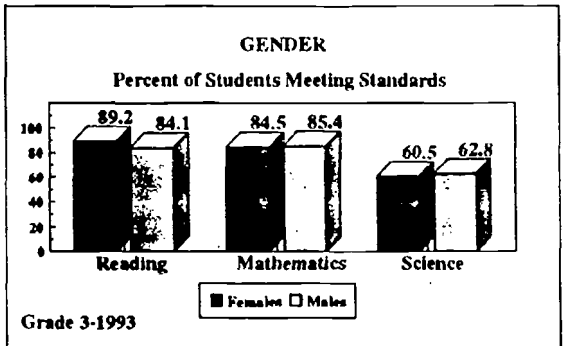
Grade 3

BSAP

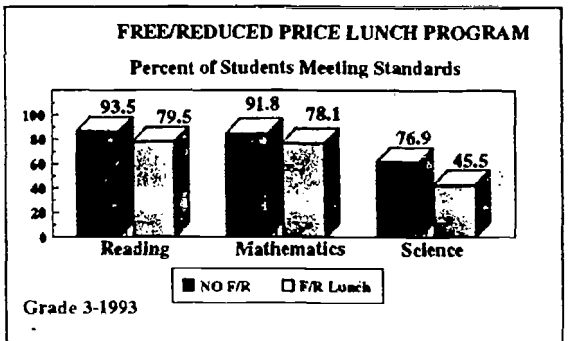
The percentage of students meeting the Basic Skills Assessment Tests standards has increased from 52.6% in 1981 to 77.8% in 1993.



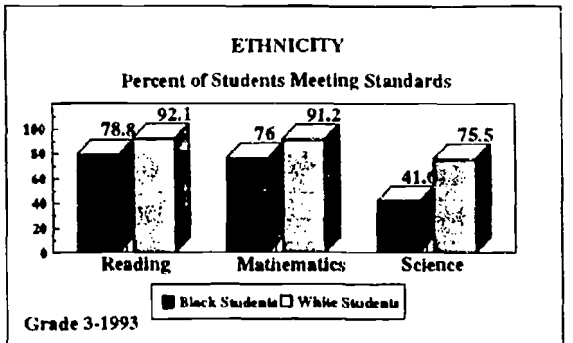
The percentage of third grade students meeting all minimum standards on the Basic Skills Assessment Tests has increased from 52.6% (24,743) in 1981 to a high of 78.8% in 1990 (38,628). Since 1990, the percentage of students meeting the standard has dropped slightly to 77.8% or 37,519 in 1993.



- In 1993, the percentage of female students (89.2% or 21,237) who met the minimum standard in Reading is higher than that of male students (84.1% or 20,178). In Mathematics, 84.5% (20,193) of female students and 85.4% (20,694) of male students met the minimum standard.



- In 1993, 76.9% (17,680) of third grade students who did not participate in the Free/Reduced Price Lunch Programs met the minimum standard in Science; 45.5% (10,405) of students who qualified for the Free/Reduced Price Lunch Programs met the minimum standard in Science. The disparity in the percentages meeting the standards was not as great in Reading and in Mathematics.



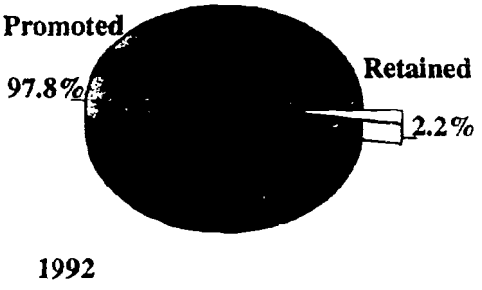
- In 1993, 75.5% (20,824) of White third grade students met the minimum standard in Science, as compared to 41.6% (8,094) of Black students.

In 1992, male students were retained more frequently than female students.

Grade 3

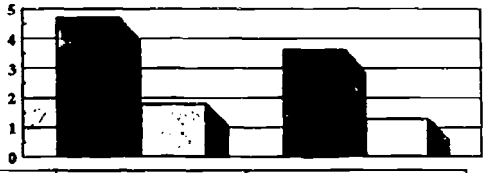
Retention Rates

RETENTION RATES
Grade 3



Generally retention rates for Grade 3 are lower than those for Grade 2 in 1992. However, **the difference in the percentage of Black and White students retained remained large.**

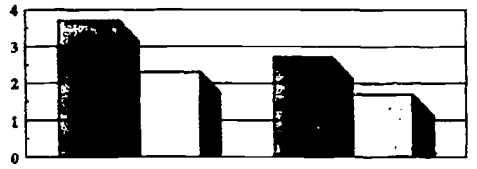
ETHNICITY
Retention Rates
Grade 3



	1991	1992
Black	4.7	3.6
White	1.8	1.3

- In 1992, more than twice as many Black students (3.6% or 664) were retained than White students (1.3% or 327).

GENDER
Retention Rates
Grade 3



	1991	1992
Males	3.7	2.7
Females	2.3	1.7

- Fewer female third grade students than male students were retained in 1991 and 1992.
- In 1992, 2.7% (612) of male students were retained, an improvement over the retention rate of 1991.
- In 1991, 3.7% (805) of male students and 2.3% (511) of female students were retained.

Grades 3 - 12

Gifted and Talented

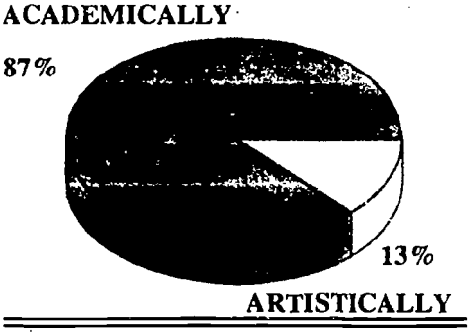
54,913 South Carolina students in Grades 3-12 were identified as academically or artistically gifted and talented during the 1992-93 school year.

Gifted and Talented Programs were in operation in all of South Carolina's 91 school districts during the 1992-93 school year. In that year,

- 11.5% (54,913) of South Carolina's 479,090 students in Grades 3-12 were identified as academically or artistically gifted and talented.
- Approximately 87% of these students were identified as academically gifted and talented.
- 13% were identified as artistically gifted and talented.

GIFTED AND TALENTED

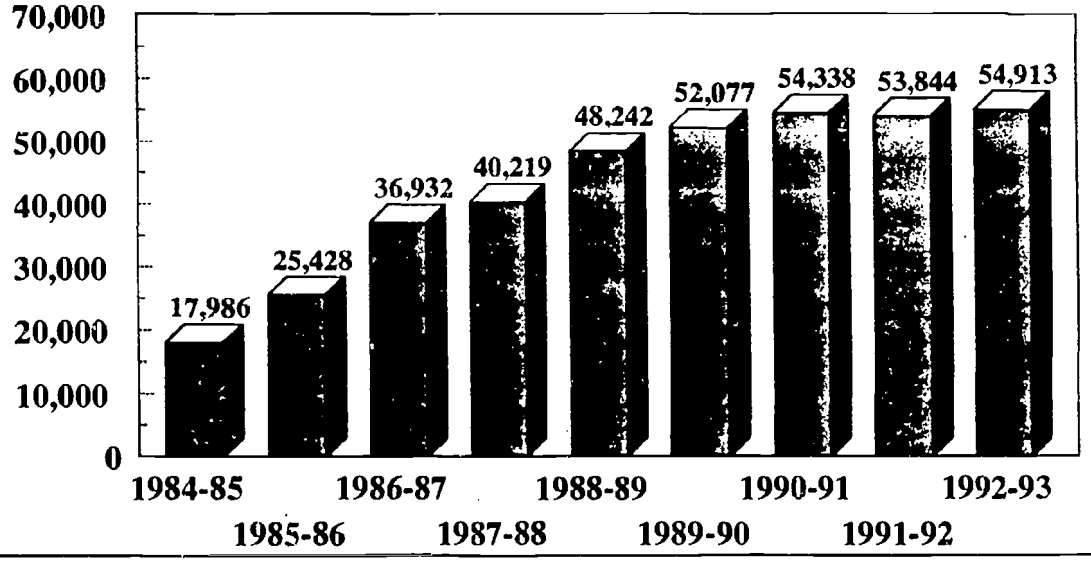
1992



GIFTED AND TALENTED ENROLLMENT

Grades 3 - 12

1984-1993



Student Achievement

Different forms of student assessment are used to accurately portray progress on skills and knowledge.

Middle School Achievement, 4 - 8

The middle level years (Grades 4-8) have received increasing emphasis in the last decade. With increased attention on these important years in a child's life, the structure of the school has been altered, eliminating the junior high school (Grades 7-9) as the dominant instructional arrangement and moving to a middle school structure (Grades 4-8) as the preferred arrangement. In South Carolina, only 39 junior high schools are still in existence as compared to 169 middle schools.

Middle school education has changed. The emphasis has shifted, moving the middle school philosophy from the belief that schools for these young adolescents should be content-centered, mini-high-schools, and focusing on the belief that schools should be student-centered.

The following characteristics are common in an outstanding middle school:

- Students are actively engaged in learning.
- Multiple forms of student assessment are used to portray progress on skills and knowledge more accurately.
- Flexible materials and methods are used to meet individual student needs.
- Assessment is viewed as a learning opportunity.
- Assessment helps the student demonstrate what they know and are able to do.

Current Statewide Middle Level Testing Program, Grades 4 - 8

- National Assessment of Educational Progress, Grades 4, and 8
- Basic Skills Assessment Program, Grades 6, and 8
- Stanford Achievement Test, Grades 4, 5, and 7 (See Chapter 1)

The National Assessment of Educational Progress, commonly know as the Nation's Report Card, is specifically designed to permit comparison among states and to regional and national averages.

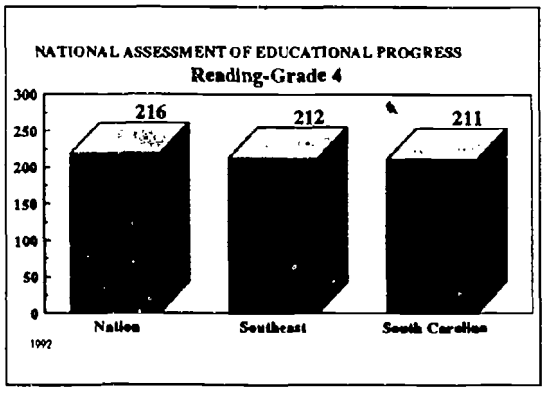
Grade 4

National Assessment

The *National Assessment of Educational Progress* (NAEP) is commonly known as the Nation's Report Card. NAEP is specifically designed to permit comparison among states and to regional and national averages.

In 1992, South Carolina received its first state results for mathematics in Grades 4 and 8 from the *National Assessment of Educational Progress* (NAEP). The NAEP is designed to follow students' progress toward recognized high standards and to compare their progress with students from other regions and states. It is the only ongoing and representative assessment of what American students know and can do.

When compared to NAEP's national standards in mathematics, average proficiency in South Carolina's fourth and eight grade students in 1992 was similar to the average proficiency in the Southeast.

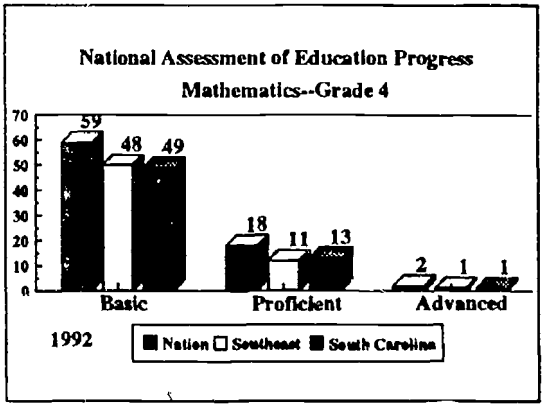


- In Grade 4 Reading, the South Carolina average (211) was behind the Southeastern average (212) and the national average (216).

States with Scores Similar to South Carolina's

Grade 4 Mathematics

Michigan	219
Ohio	217
New York	217
Texas	217
Delaware	217
Maryland	217
Georgia	216
Rhode Island	214
West Virginia	214
Arizona	214
Kentucky	214
Hawaii	213
Florida	212
New Mexico	212
North Carolina	211
South Carolina	***211***
Tennessee	209
Arkansas	209
California	207
Alabama	207



Grade 4

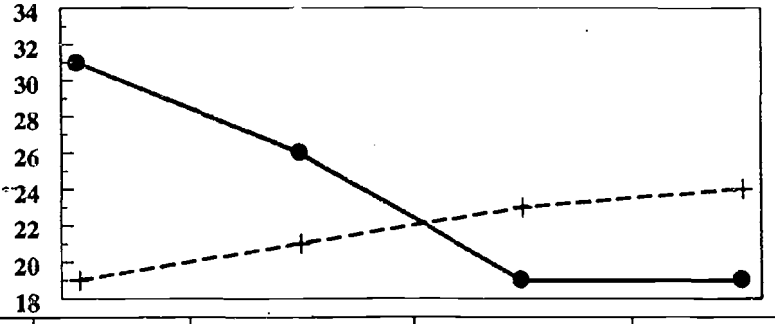
Stanford Achievement Test

In 1990, 31% of fourth graders scored in the lower quarter on the 3R's Battery total; in 1993, that percentage had been reduced to 19%.

PERCENT SCORING IN THE UPPER AND LOWER QUARTER

Stanford Achievement Test

Grade 4-3R's Battery Total



	1990	1991	1992	1993
Lower (0-25)	31	26	19	19
Upper (75-100)	19	21	23	24

***3R's Battery total is the composite score of Reading, Mathematics and Language.**

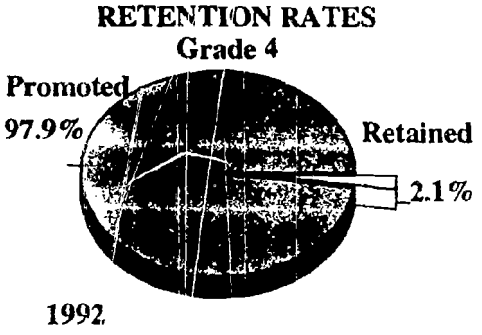
The Stanford Achievement Test is a norm-referenced test which provides a comparison between the performance of South Carolina's students and the performance of a national sample of students. Scores are reported by quarters. By definition, 25% of the students in the national norm group occurred in each quarter.

- Since the Stanford Achievement Test was first administered to fourth graders in 1990, educational progress has been made.
- In 1990, 31% (15,066) of South Carolina's fourth graders scored in the lower quarter on the 3R's Battery total (a composite score of Reading, Mathematics and Language). By 1993, that percentage had been reduced to 19% (9,170), a decrease of 12 percentage points.
- Movement of students into the top 25% of the nation also has occurred during this time period.
- In 1990, the percentage of students who scored in the upper quarter on the 3R Battery was 19% (9,222); in 1993, this figure rose to 24% (11,356).
- In 1993, the performance of female students exceeded that of male students in Reading, Mathematics, and Language.

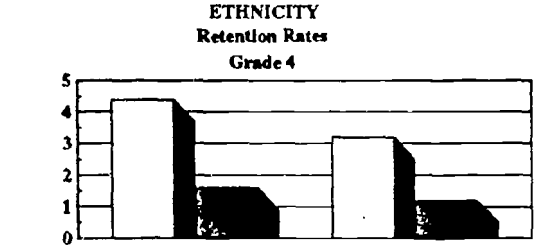
In 1992, the lowest retention rate in grades 1-8 occurred in Grade 4.

Grade 4

Retention Rates

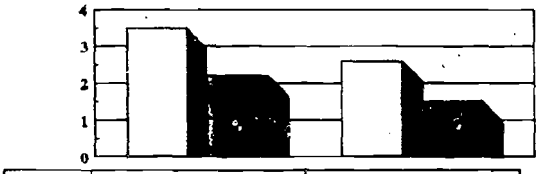


In 1992, the lowest retention rate in Grades 1-8 occurs in Grade 4 with a 2.1% (904) retention rate.



	1991	1992
Black	4.4	3.2
White	1.6	1.2

- In 1991, the Black fourth grade student retention rate was 4.4% (766), while the retention rate for White students was 1.6% (393), a 2.8 percentage point difference.
- In 1992, the retention gap between Black students and White students narrowed to a 2.0 percentage point difference.



	1991	1992
Males	3.5	2.6
Females	2.2	1.5

In 1992, fourth grade male students were retained at a higher rate than were female students.

- In 1991, 3.5% (718) of male students were retained. This figure dropped to 2.6% (571) in 1992.
- In 1991, 2.2% (446) of female students were retained. This figure dropped to 1.5% (332) in 1992.

Grade 5

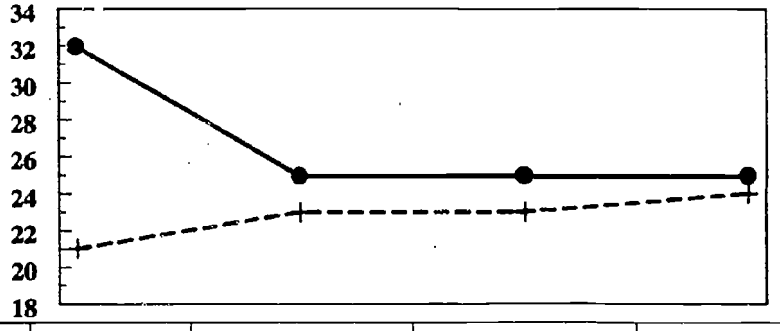
Stanford Achievement Test

The percentage of fifth-grade students in the lower quarter decreased from 32% in 1990 to 25% in 1993.

PERCENT SCORING IN THE UPPER AND LOWER QUARTER

Stanford Achievement Test

Grade 5-3R's Battery Total



	1990	1991	1992	1993
Lower (0-25)	32	25	25	25
Upper (75-100)	21	23	23	24

***3R's Battery total is the composite score of Reading, Mathematics and Language.**

The Stanford Achievement Test has been administered to South Carolina fifth graders since 1990. Scores are reported in each of the four quarters. By definition, 25% of students in the national norm group scored in each quarter.

The performance of South Carolina children on the Stanford Achievement Test has been steadily improving.

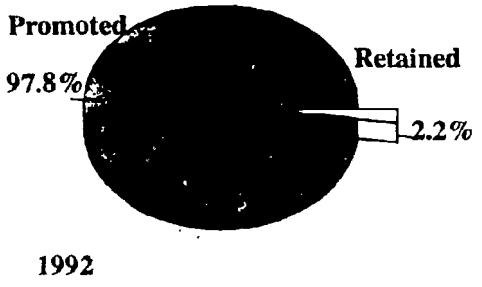
By reducing the percentage of South Carolina students in the lower quarter and increasing the percentage in the upper quarter, fifth graders are demonstrating positive gains.

- The percentage of South Carolina students in the lower quarter decreased, from 32% (14,872) in 1990 to 25% (11,790) on the 3R's Battery total in 1993.
- The percentage of students in the upper quarter also has shown improvement. In 1990, 21% (9,665) of students scored in the top quarter; by 1993 this percentage had increased to 24% (11,324).

The retention rate for 1992 in Grade 5 was slightly higher than that of Grade 4.

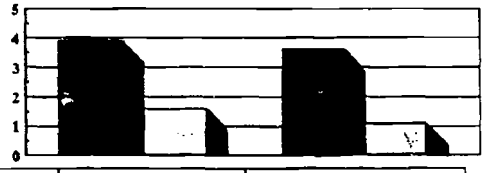
Retention Rates

RETENTION RATES
Grade 5



- The 1992 retention rate in Grade 5 of 2.2% (941) was slightly higher than that of Grade 4.

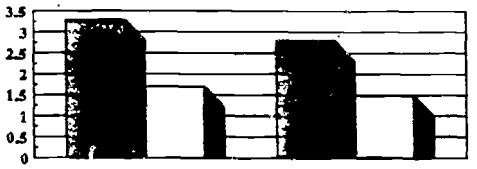
ETHNICITY
Retention Rates
Grade 5



	1991	1992
Black	3.9	3.6
White	1.6	1.1

- In 1992, the retention rate for Black fifth grade students (3.6% or 649) was higher than for White students (1.1% or 274).
- The retention rate has decreased from 1991 to 1992 for Black students (from 3.9% or 643 to 3.6% or 649) and for White students (from 1.6% or 374 to 1.1% or 274).

GENDER
Retention Rates
Grade 5

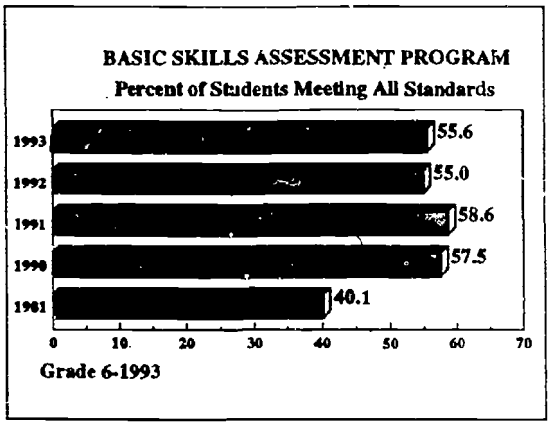


	1991	1992
Males	3.3	2.8
Females	1.7	1.5

- Male students (2.8% or 607) were retained at a higher rate than do female students (1.5% or 316).
- The gap in retention rates in Grade 5 for male students and female students has narrowed slightly (.3 of a percentage point) between 1991 and 1992.

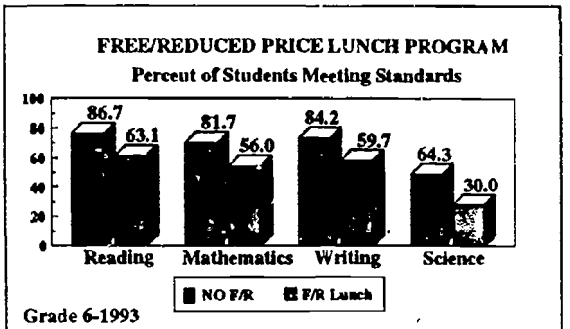
BSAP

More female students (80.5%) met the standard in Writing than male students (66.1%).

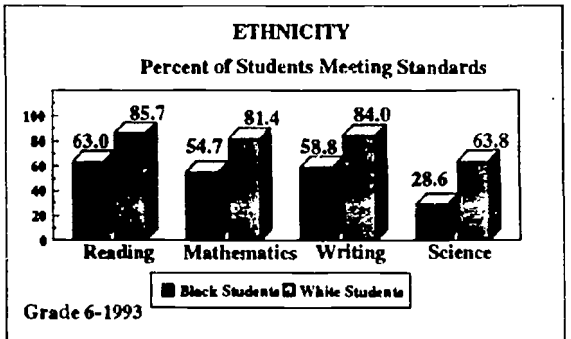


Students in Grade 6 in 1993 took minimum basic skills tests in Reading, Writing, Mathematics and Science.

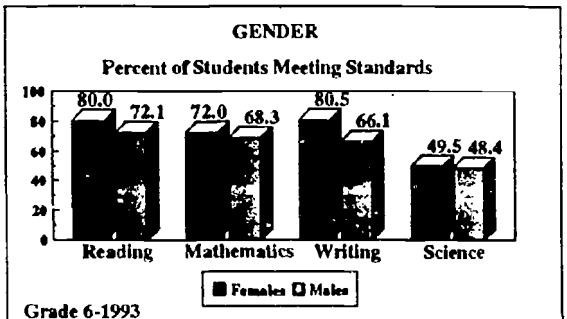
- The peak performance in Grade 6 Science scores was in 1993 when 48.9% (23,817) of the students met or exceeded the standard.



- In Reading, 63.1% (13,582) of students who qualified for the Free/Reduced Price Lunch Programs met the standard; 86.7% (22,488) of students met the standard who did not participate in the Free/Reduced Price Lunch Programs.
- Similar differences in academic performance occurred in Mathematics, Writing, and Science.



- In Reading, fewer Black sixth grade students (63.0% or 12,958) met the standards than White students (85.7% or 23,822) in 1993.
- In 1993, the largest gap between Black (28.6% or 5,832) and White students (63.8% or 17,636) in Grade 6 was in Science with a difference of 35.2 percentage points.

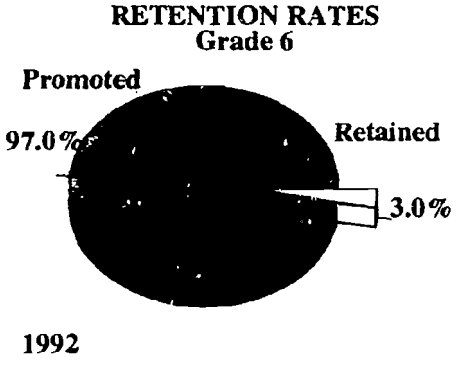


- In 1993, more female students in the sixth grade (80.0% or 19,601) than male students (72.1% or 17,615) met the standard in Reading; in Mathematics, female students (72.0% or 17,644) met the standard at a higher percentage rate than male students (68.3% or 16,749). More female students (80.5% or 19,634) than male students (66.1% or 16,041) met the standard in Writing.

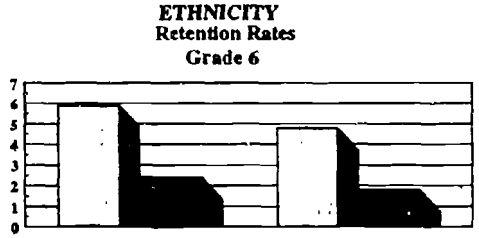
There is a disparity in rates of retention for Black students and for White students, and for male students and female students.

Grade 6

Retention Rates

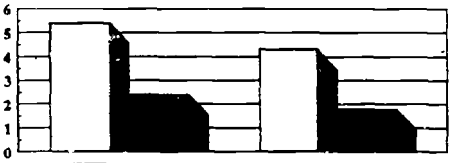


In 1992, the retention rate rises in Grade 6, increasing by .8 of a percentage point from Grade 5. The different rates of retention for Black students and for White students persist in Grade 6, as do the different rates between male students and female students.



	1991	1992
Black	5.9	4.8
White	2.4	1.8

- In 1992, Black sixth grade students (4.8% or 852) were more than twice as likely to be retained than were White students (1.8% or 453).



	1991	1992
Males	5.4	4.3
Females	2.4	1.8

- In 1992, male sixth grade students were more than twice as likely to be retained (4.3% or 927) than were female students (1.8% or 381).
- Retention rates for male students were reduced by 1.1 of a percentage point between 1991 and 1992.

Grade 7

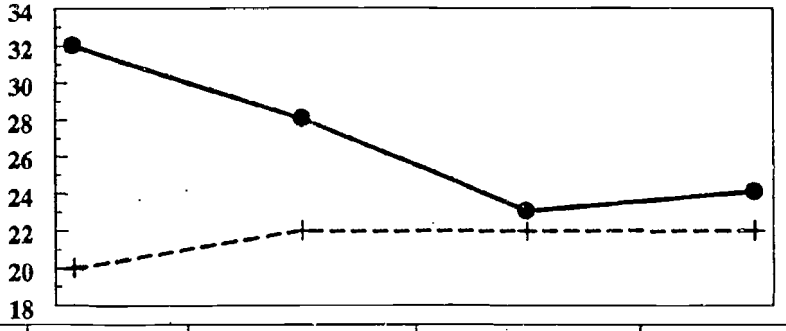
Stanford Achievement Test

Improvement has taken place in the movement of seventh graders scoring in the lowest quarter on the Stanford Achievement Test, 3R's Battery total, to higher quarters.

PERCENT SCORING IN UPPER AND LOWER QUARTER

Stanford Achievement Test

Grade 7-3R's Battery Total



	1990	1991	1992	1993
Lower (0-25)	32	28	23	24
Upper (75-100)	20	22	22	22

***3R's Battery total is the composite score of Reading, Mathematics and Language.**

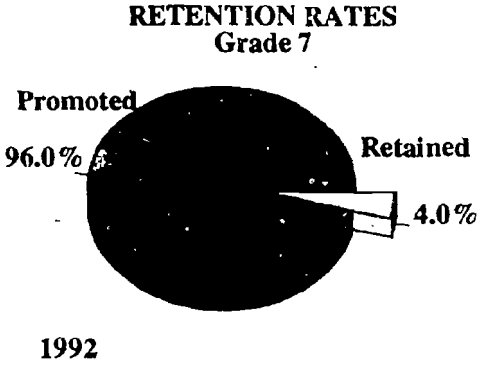
Seventh grade students first took the Stanford Achievement Test in 1990. In comparing South Carolina Grade 7 students to the national sample of students in the lower (bottom 25%) quarter, improvement has taken place in moving seventh graders from the lowest quarter to a higher quarter.

- In 1990, 32% (14,630) of all South Carolina students scored in the lower quarter on the 3R's Battery total; in 1993, this figure had decreased by 8 percentage points with 24% (11,346) of all students in the lower quarter.
- Improvement has also occurred on the 3R's Battery total in the movement of seventh graders scoring in the upper quarter (top 25%). In 1990, 20% (9,221) of seventh grade students scored in the upper quarter. In 1993, that percentage had increased to 22% (10,583).

The retention rate in Grade 7 was the highest rate in middle school (grades 4-8), and was second to Grade 1 (10.4%) for grades 1-8.

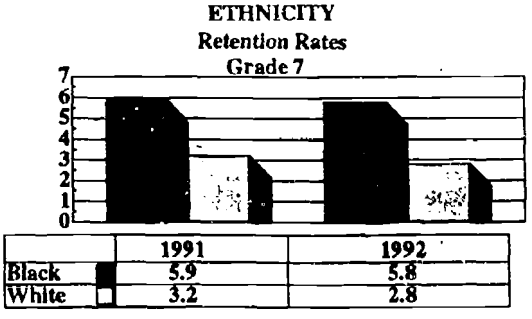
Grade 7

Retention Rates



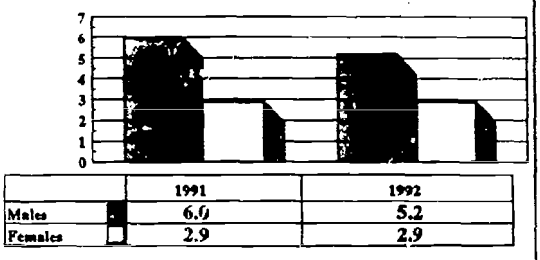
The retention rate of 4.0% (1,651) in Grade 7 was the highest retention rate in the middle level years (grades 4-8).

In 1991 and 1992, the rate of retention was higher for seventh grade Black students than for White students. Male students were more likely to be retained than female students.



	1991	1992
Black	5.9	5.8
White	3.2	2.8

- Black students in Grade 7 were retained more frequently (5.8% or 966) than White students (2.8% or 665).



	1991	1992
Males	6.0	5.2
Females	2.9	2.9

- The retention rate for male students has dropped by .8 of a percentage point since 1991 (from 6.0% or 1,110 to 5.2% or 1,053); for female students, the rate has remained the same (2.9% or 592).
- Male students are retained more frequently (5.2% or 1,053) than are female students (2.9% or 592).

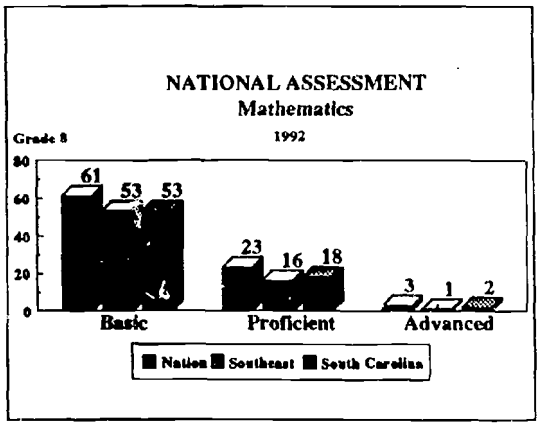
Grade 8

National Assessment

South Carolina eighth-graders scored better than eighth-graders in Alabama, the District of Columbia, Guam, Louisiana, Mississippi and the U.S. Virgin Islands in Mathematics.

The *National Assessment of Educational Progress* (NAEP) was administered for the first time in 1992. A sample group of eighth graders was selected to represent South Carolina.

- Fifty-three percent of eighth graders in South Carolina scored at or above the Basic level as compared to 53% in the Southeast and 61% in the nation.
- Eighteen percent of the students in South Carolina, 23% of the students in the nation and 16% in the Southeast scored at or above the Proficient level.
- Two percent of the students in this state scored at or above the Advanced level as compared to 1% in the Southeast and 3% nationally.



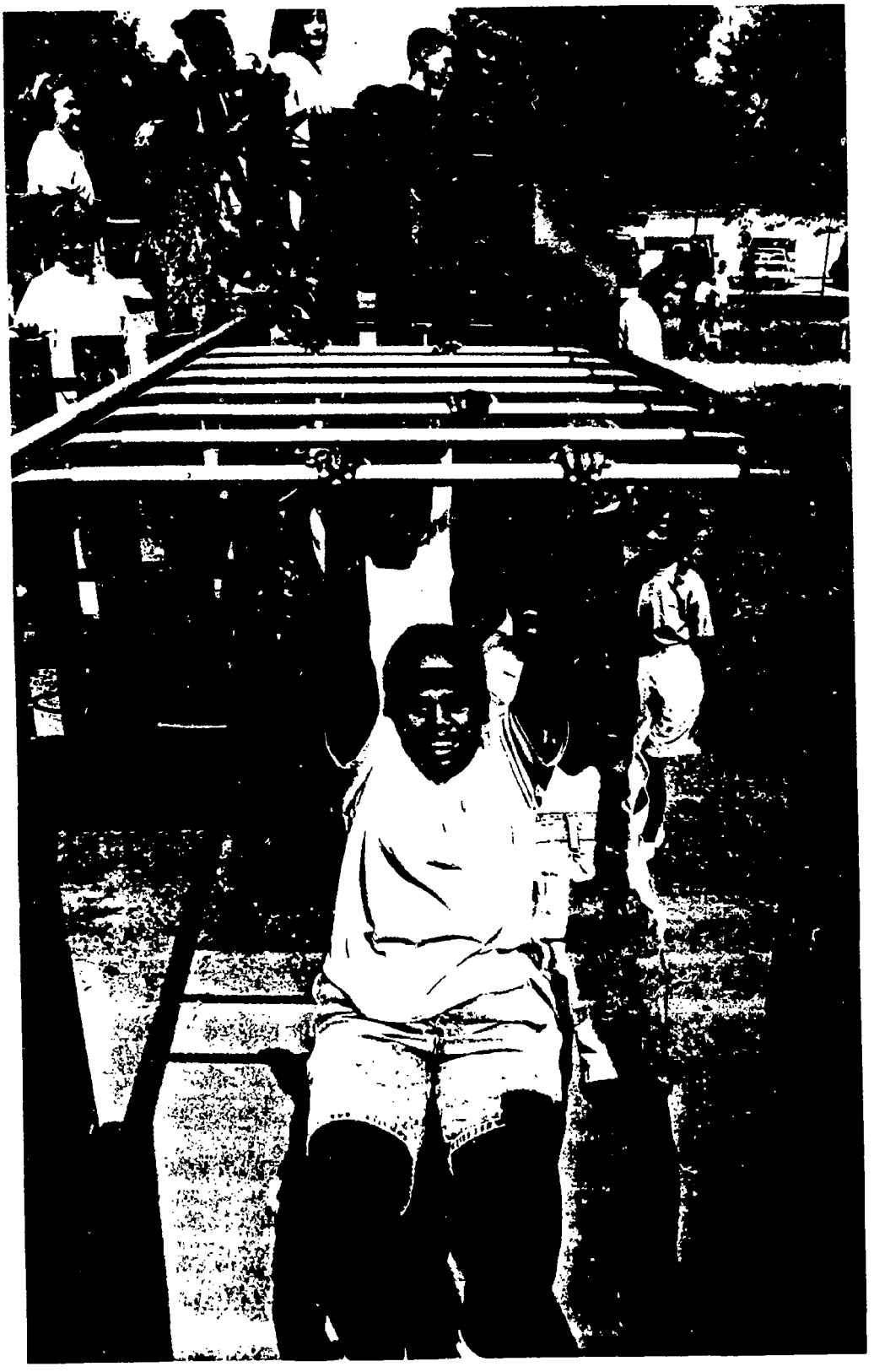
States with Scores Similar to South Carolina's

Grade 8 Mathematics

New York	266
Rhode Island	265
Arizona	265
Maryland	264
Texas	264
Delaware	262
Kentucky	261
California	260
South Carolina	***260***
Florida	259
New Mexico	259
Georgia	259
West Virginia	258
Tennessee	258
North Carolina	258
Hawaii	257
Arkansas	255

In Grade 8 Mathematics, South Carolina students scored:

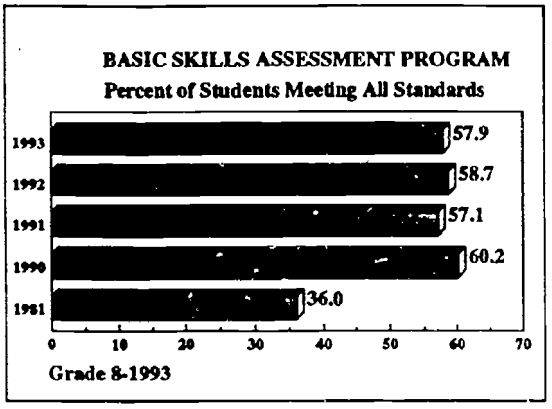
- Better than eighth-graders in Alabama, the District of Columbia, Guam, Louisiana, Mississippi and the U.S. Virgin Islands.
- About the same as students in Arizona, Arkansas, California, Delaware, Florida, Georgia, Hawaii, Kentucky, Maryland, New Mexico, New York, North Carolina, Rhode Island, Tennessee, Texas and West Virginia.



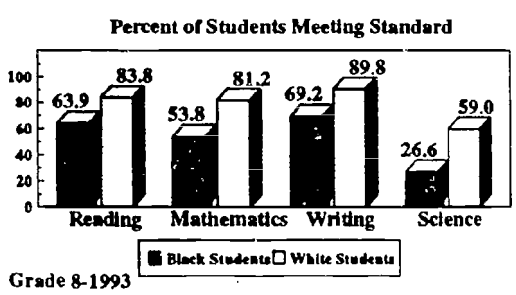
Grade 8

BSAP

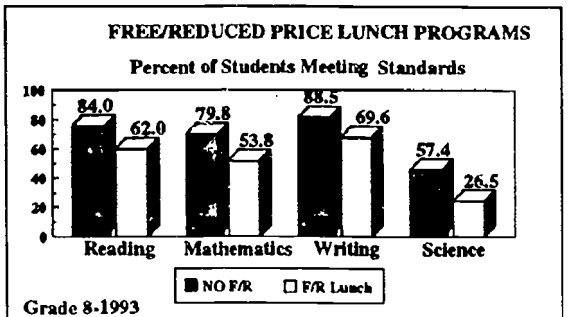
Eighth grade students take the Basic Skills Assessment Program tests in Reading, Mathematics, Writing, and Science.



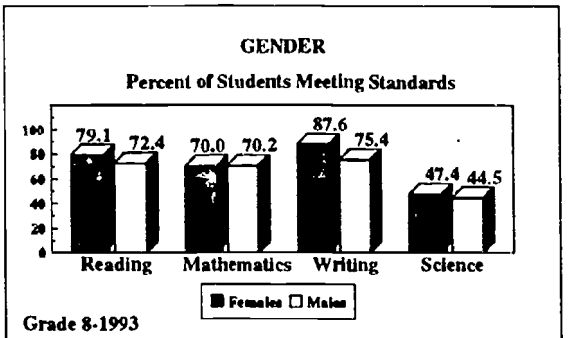
In 1993, eighth grade students took the minimum basic skills tests in Reading, Mathematics, Writing, and Science.



- In 1993, White students in Grade 8 outscored Black students in Reading (83.8% or 22,915 to 63.9% or 12,026), in Mathematics (81.2% or 22,175 to 53.8% or 10,143), in Writing (89.8% or 24,332 to 69.2% or 12,884), and in Science (59.0% or 15,951 to 26.6% or 4,945).



- In 1993, eighth grade students who qualified for the Free/Reduced Lunch Program did not perform as well on the Basic Skills test as those students who did not participate in the Free/Reduced Lunch Program--in Reading, 62.0% or 10,695 to 84.0% or 23,334; in Mathematics, 53.8% or 9,287 to 79.8% or 22,160; in Writing, 69.6% or 11,848 to 88.5% or 24,393; and, in Science, 26.5% or 4,499 to 57.4% or 15,804.

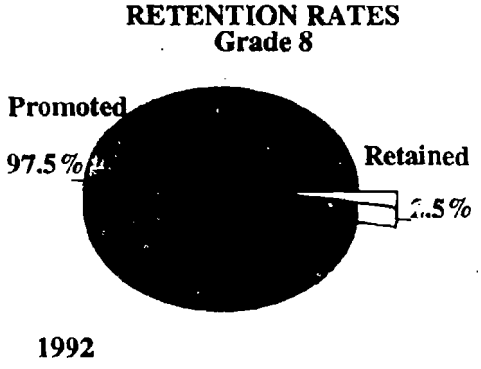


- In 1993, eighth grade female students outscored male students in Reading (79.1% or 18,323 to 72.4% or 17,058), in Writing (87.6% or 20,099 to 75.4% or 17,576), and in Science (47.4% or 10,863 to 44.5% or 10,333).

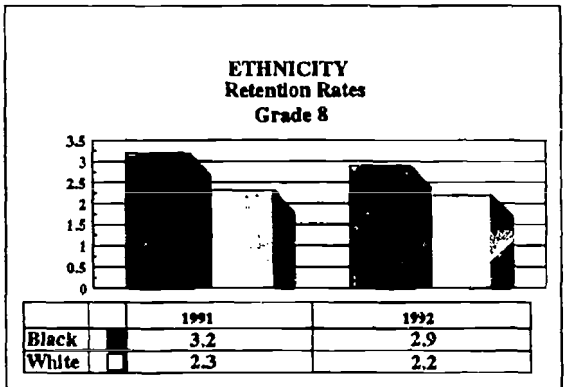
The 1992 gap in retention rates between Black students (2.9%) and White students (2.2%) was narrower in Grade 8 than in any other middle school grade.

Grade 8

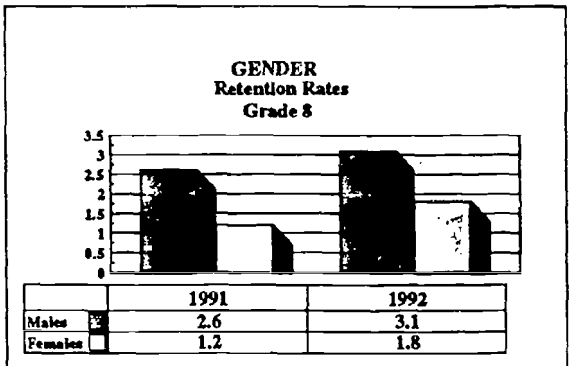
Retention Rates



In 1992, the retention rate in Grade 8 (2.5% or 966) is lower than the retention rate for Grade 7 (4% or 1,651) by 1.5 of a percentage point.



- In 1992, the retention rate for eighth grade Black students (2.9% or 463) and for White students (2.2% or 497) continues the pattern of higher retention rates for Black students.



- In 1992, male students (3.1% or 597) were retained at a higher rate than female students (1.8% or 363).
- The retention rate increased for male students (from 2.6% or 480 to 3.1% or 597) and for female students (from 1.2% or 233 to 1.8% or 363) from 1991 to 1992.

The picture of the high school teacher lecturing to a class of students is being replaced by the picture of a teacher actively engaging students in learning through a variety of instructional methods.

9 - 12
High School Students

Student Achievement

High School Achievement, 9 - 12

In South Carolina's effort to focus her children's attention on the importance of education, **an increasing emphasis in the high school program is in establishing the relationship and the relevance of the high school curriculum to the real world.** The all too common picture of the high school teacher lecturing to a class of students is being replaced by a teacher actively engaging students in learning through a variety of instructional methods and application opportunities.

Studies indicate that American students are not as well prepared in science and mathematics when compared to students from many other countries. For example, a comparison of the science achievement of American middle- and high-school students with that of students in sixteen other countries revealed that our students performed poorly and that we should be concerned about the scientific literacy of our work force. South Carolina has received a $9.7 million competitive grant award from the National Science Foundation to support mathematics and science education improvement across the state.

All students need access to challenging course content in order to be prepared adequately for a technological society. South Carolina is a leader in the Tech Prep initiative. More and more of our students are being given access to the traditional "gate keeper" courses, such as algebra. If we as a nation expect to compete successfully with many of the other countries studied, we must change our expectations for our students to include higher levels of academic achievement.

Current Statewide High School Testing Program, Grades 9-12

- Stanford Achievement Test, Grades 9, and 11 (See Chapter 1 also)
- Exit Examination, Grade 10 (Exit Examination is offered to all students in Grade 10. Students who do not pass on first attempt are provided three additional opportunities in eleventh and twelfth grades.)

Grade 9

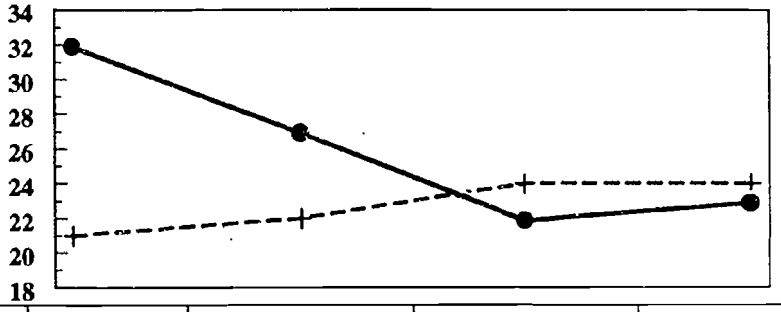
Stanford Achievement Test

An important indicator of educational progress is the movement of student scores from the lower quarters into the upper quarters.

PERCENT SCORING IN THE UPPER AND LOWER QUARTER

Stanford Achievement Test

Grade 9-3R's Battery Total



	1990	1991	1992	1993
Lower (0-25)	32	27	22	23
Upper (75-100)	21	22	24	24

***3R's Battery total is the composite score of Reading, Mathematics and English.**

South Carolina ninth-grade scores on the Stanford Achievement Test have shown improvements since the first administration in 1990.

An important indicator of educational progress is the movement of students from the lower quarters into the upper quarters. Several conclusions can be drawn:

- Ninth graders have shown improvement on the 3R's Battery total, a composite score of Reading, Mathematics, and English, from 21% in the upper quarter in 1990 to 24% in 1993.
- In 1990, 32% (14,654) of ninth graders scored in the lower quarter in Mathematics; in 1993, the number of students scoring in the lower quarter was 17% (8,041).
- In Mathematics, the number of students scoring in the upper quarter increased from 22% (10,166) in 1990 to 29% (14,096) in 1993.
- There has been a 9 percentage point reduction in the percentage of students in the lower quarter on the 3R's Battery total, falling from 32% (14,518) in 1990 to 23% (10,879) in 1993.
- Students have moved into the upper quarter (the top 25%) on the 3R's Battery total. The percentage of students in this category has increased from 21% (9,692) in 1990 to 24% (11,362) in 1993.

South Carolina eleventh graders have shown improvement on the Stanford Achievement Test.

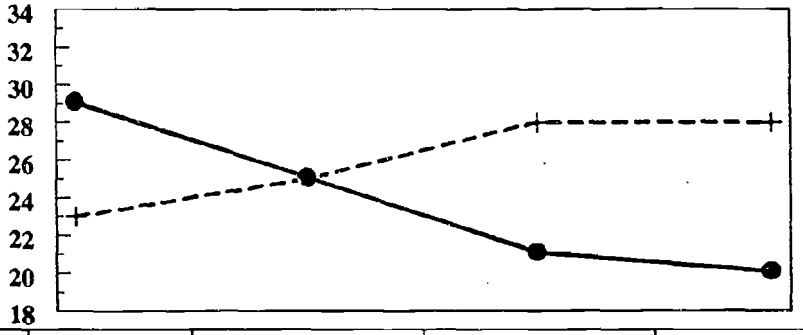
Grade 11

Stanford Achievement Test

PERCENT SCORING IN UPPER AND LOWER QUARTER

Stanford Achievement Test

Grade 11-3R's Battery Total



	1990	1991	1992	1993
Lower (0-25)	29	25	21	20
Upper (75-100)	23	25	28	28

***3R's Battery total is the composite score of Reading, Mathematics and English.**

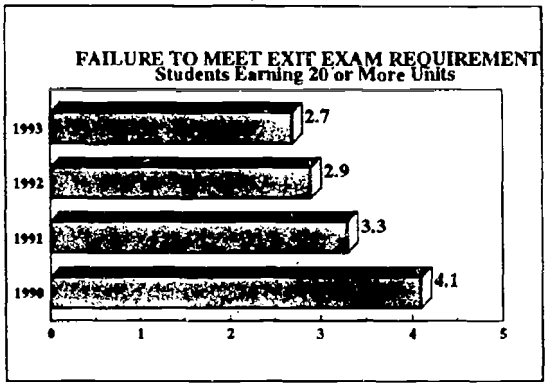
The Stanford Achievement Test, administered for the first time in South Carolina in 1990, consists of Reading, Mathematics, and English tests in the eleventh grade.

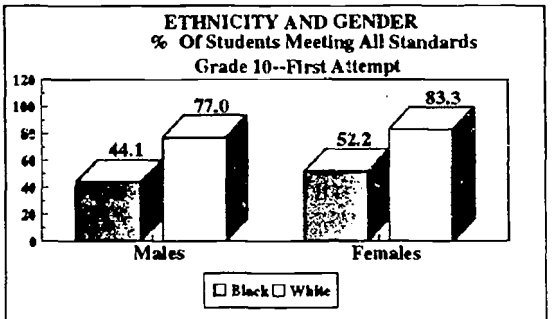
- On the 3R's Battery total, a composite score of Reading, Mathematics, and English, South Carolina eleventh graders have shown improvement.
- In English, the percentage of eleventh grade students scoring in the upper quarter has increased from 26% (8,867)in 1990 to 32% (10,270) in 1993.
- In 1990, 29% (9,827) of the 3R's Battery total scores for eleventh graders were in the lower quarter. By 1993, 20% (6,400) of the eleventh graders scored in the lower quarter.
- In 1990, the percentage of South Carolina eleventh graders scoring in the upper quarter on the 3R's Battery total was 23% (7,927). In 1993, the percentage of eleventh graders scoring in the upper quarter had increased to 28% (8,676).

Exit Examination

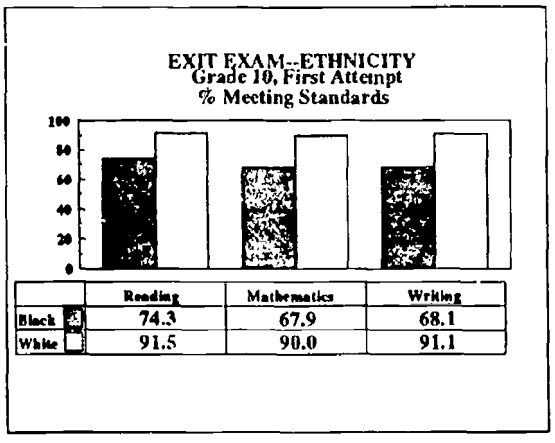
Socioeconomic status as measured by participation in the Free/Reduced Price Lunch Program relates to student success on the Exit Exam.

- In 1990, 4.1% (1,444) of the senior class who had earned 20 units failed the Exit Examination as compared to 2.7% (903) in 1993.





- Black male students (44.1% or 3,155) were less likely to meet Exit Exam standards on the first attempt than White male students (77.0% or 9,060); Black female students (52.2% or 4,232) were less likely to meet the standard than White female students (83.3% or 9,958).



	Reading	Mathematics	Writing
Black	74.3	67.9	68.1
White	91.5	90.0	91.1

Quick Facts

- 1,025 students (3.1%) earned 20 or more units but did not pass (903 or 2.7%) or attempt (122 or 0.4%) the Exit Examination, thus, qualifying for a State Certificate. This figure represents 0.3 of a percentage point fewer students than in 1992.
- 1,553 students (4.7%) who passed the Exit Examination did not earn the necessary 20 units; this figure represents a drop of 0.2 of a percentage point over 1992.
- 326 students (1.0%) did not satisfy either diploma requirement. This percentage did not change from the previous year.
- 611 students (1.8%) did not attempt the Exit Examination nor obtain 20 units. Most of this group were special needs students with Individual Education Plans which prohibited testing.

The passing of all three subtests of the Exit Examination is one of the requirements for receiving a South Carolina high school diploma.

Grades 10 - 12

Exit Examination

The Exit Examination, a part of the Basic Skills Assessment Program, assesses students' skills in Reading, Mathematics, and Writing. The passing of all three subtests is one of the requirements for a high school diploma.

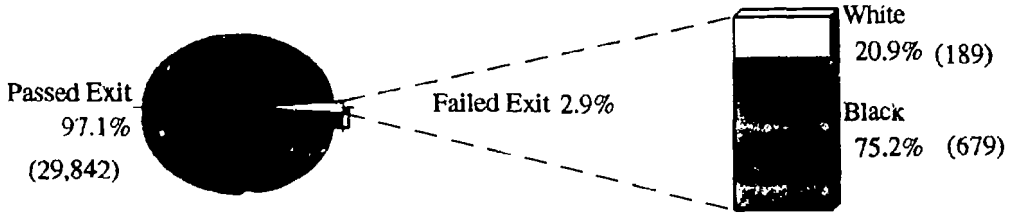
Students take the Exit Examination for the first time in the tenth grade.

Eleventh and twelfth grade students who have not successfully completed all subtests of the Exit Examination are tested each spring on the subtests not passed. An additional administration is offered each fall for students in Grade 12 who have not successfully completed the examination.

PERCENT OF STUDENTS WHO FAILED EXIT EXAM IN FINAL ATTEMPT

Earned 20 Units But Did Not Meet Diploma Requirements

1993



Students Must Pass The Exit Examination To Receive A Diploma

- In 1993, 97.1% (29,842) of the seniors who had attempted the Exit Examination, and had earned 20 units, passed the examination by their final attempt.
- In 1993, of the students who failed the Exit Examination in the final attempt and who had earned 20 units, 75.2% (679) were Black and 20.9% (189) were White.

Three out of every four students were placed in a related field ten months after graduation.

Occupational Education

The following table represents placement rates of occupational completers for the years 1989-90, 1990-91, 1991-92. For this period, more than three out of every four occupational completers were placed in a related field ten months after graduation.

Occupational Education Service Areas	Number of Occupational Programs	Occupational Graduates Available for Placement	Occupational Graduates Placed in Area Trained	Percent Students Placed in Area Trained
Business & Marketing	246	10,952	8620	78.71%
Health Occupations	41	1,319	1090	82.64%
Occ Home Economics	44	1,163	859	73.86%
Trades & Industrial	577	1,2789	9668	75.60%
Totals	**908**	**26,223**	**20,237**	**77.17%**

Virtually all secondary school programs (98.24%) were successful in having their students meet or exceed the placement requirement.

Service Area	Programs Meeting Placement Standard		% Meeting Standard
	Yes	No	
Business & Marketing	244	2	99.18
Health Occupations	41	0	100
Occ Home Economics	42	2	95.42
Trade & Industrial	565	12	97.92
Totals	**892**	**16**	**98.24**

The United States's workforce continues to lose its competitive edge. Many educators and business people believe Tech Prep, with its occupational education component, is one of the vehicles that will help get America's workforce back into the race of international competitiveness.

Adult Learners

In 1992-93, 7,532 adults in South Carolina took the Tests of General Educational Development (GED) to qualify for the High School Equivalency Diploma, 66.7% or 5,207 passed.

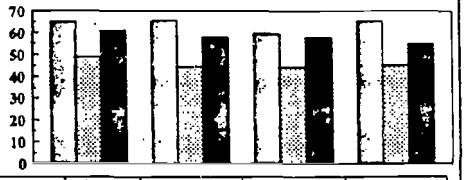
Adult education programs include **literacy, basic education**, upgrading of **job skills**, as well as **GED** and **high school diploma programs.** Local school districts provide most of the adult education services. Other providers are technical colleges, correctional institutions, vocational rehabilitation and community-based organizations.

The **State Literacy Resource Center** serves as the statewide research and training arm for adult learning programs.

High School Diploma Program

Adult education students, who were classified as tenth graders, were given the Exit Examination for the first time in 1988.

ADULT LEARNERS--FIRST ATTEMPT
% Meeting Standard
Exit Examination



	1990	1991	1992	1993
Reading	65.0	65.7	59.5	65.2
Mathematics	49.0	44.5	44.3	45.0
Writing	61.0	58.0	57.6	54.7

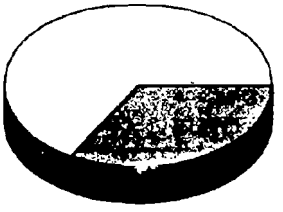
- In 1993, 65.2% (526) of adult learners in their first attempt met or exceeded the state minimum standard for Reading, 45% (358) met the Mathematics standard, and 54.7% (430) scored at or above the standard in Writing. 26.9% of adult learners met all standards on their first attempt.

General Educational Development

In 1992-93, 7,532 adults in South Carolina took the Tests of General Educational Development (G.E.D.) to qualify for the High School Equivalency Diploma; 66.7% or 5,207 passed.

G.E.D. PASS/FAIL RATE
1993

Pass 66.7%



Fail 33.3%

Quick Facts about Adult Education

During the 1992-93 school year:

- 2,110 high school diplomas were issued to adult education students..
- 7,307 adult education students entered other education or training programs after attending adult education programs
- Adult education programs helped 2,972 adults gain employment, and 3,324 adults obtain job security.
- Enrollment in workplace programs increased from 9,126 to 9,830.
- Adult education assisted 68 adults to receive United States citizenship

Approximately seven out of ten eighth grade students graduated from high school five years later. The proportion has remained rather steady since the 1981-82 school year.

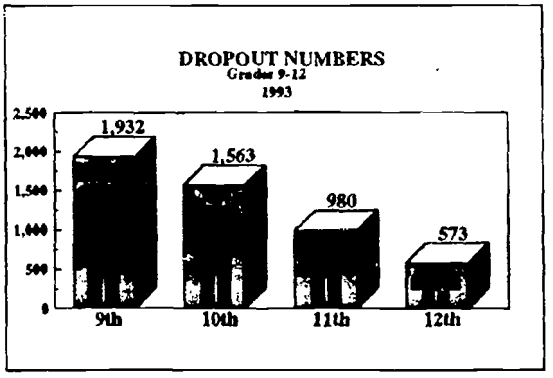
Grades 9 - 12

Statewide Dropout Rate

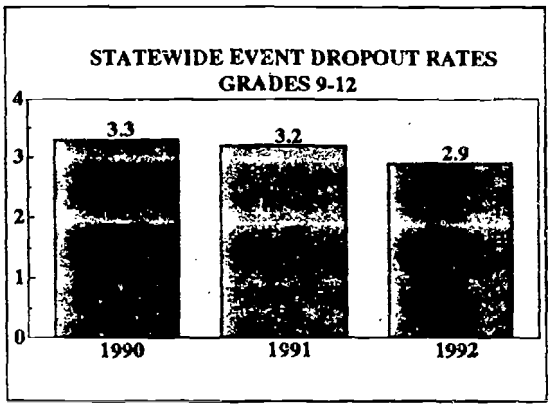
Since 1990, the South Carolina Department of Education has used the United States Department of Education method to compute dropout rates. This new definition allows comparisons between states and districts not previously possible.

This method, termed the "event dropout rate" computes dropouts as a percentage of enrollment each calendar year.

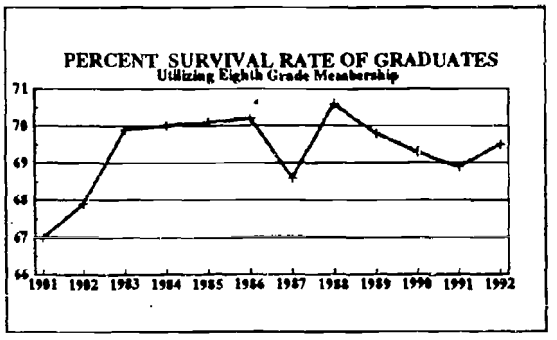
The state's dropout rate has improved each year since 1990 with 412 fewer students dropping out (grades 9-12) in 1992 than the previous year.



Approximately seven out of ten eighth grade students in South Carolina graduated from high school four years later. The proportion, termed the survival rate, has remained rather steady since the 1981-82 school year.



- The overall rate of eighth grade students earning a high school diploma or high school equivalent diploma five years later was 69.5% (32,782) in 1992.



- In Grades 9-12, minority students (3.4% or 2,401) drop out at a higher rate than White students (2.6% or 2,647).

Chapter 4

Teachers

Qualified teachers know the subject areas they teach and are equipped with the skills and techniques to engage students in the subject matter.

Quality of Teaching Staff

The achievement of students hinges, in large part, on qualified teachers. Qualified teachers know the subject areas they teach and are equipped with the skills and techniques to engage students in the subject matter. Yet some school systems find it challenging just to get enough teachers to fill available positions.

Many districts in South Carolina currently report shortages of qualified teachers in Mathematics, Science, Foreign Languages, Industrial Technology, Art, Guidance, Home Economics, Media Specialist, and Special Education.

The shortage of minority teachers in South Carolina is SEVERE. Clearly, the need for a culturally diverse teaching force is great. Although 41.5% of South Carolina's students are Black, only 18% of South Carolina's teachers are members of ethnic minority groups. Projections indicate that this gap may widen. By the year 2000 in the nation, Black teachers are projected to comprise as little as 5% of the teaching force. Minority students who graduate from college are recruited heavily by business and the professions. Clearly, the education profession must increase recruitment efforts for minority teachers.

The quality of teacher preparation programs varies throughout the state in their ability to prepare graduates to teach in a culturally diverse setting or to teach at-risk students. There are many efforts to improve teacher preparation programs. The Goodlad Project for restructuring teacher education has been initiated at five South Carolina colleges and universities.

South Carolina also is one of 17 states participating in The Interstate New Teacher Assessment and Support Consortium (INTASC), sponsored by the Council of Chief State School Officers. INTASC is developing model standards for licensing teachers and assessment methodologies for use in making licensing decisions.

South Carolina's standards for Colleges of Teacher Education are under revision by an advisory committee of deans, superintendents, principals and schools. These new rigorous standards will be used in partnership with higher education to restructure teacher and administration preparation programs and foster Professional Development Schools. Many changes are taking place at a rapid pace in South Carolina schools. Often, teachers have not had adequate professional development to plan and to adjust to these changes. *Education Week* reports that **businesses spend three times the amount that is spent by local school districts for employee training and development programs**. Professional development for our teachers must become a priority in the budgeting of limited resources.

Who teaches South Carolina's students?

Chapter 4

Quick Facts About Teachers

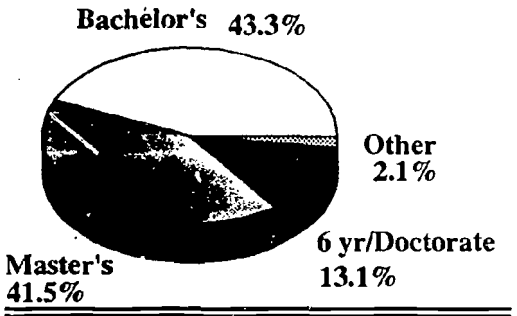
- 37,278 teachers were employed in 91 public school districts.
- 83% (30,878) of South Carolina's teachers were female and 17% (6,305) were male.
- Almost 18% (6,865) of the teachers were members of ethnic minority groups.
- 48.7% (18,165) of South Carolina teachers held master's degrees or higher; slightly less than one-half (49.3% or 18,374) held bachelor's degrees. The remaining teachers held Reserve Officer Training Corps (ROTC) or trade certification.
- The median age of teachers in 1992-1993 was 40 years. Over two thirds (68.5% or 25,527) were between 31 and 50 years of age, while 19.3% (7,209) were younger than 30.
- The average number of years of experience for teachers was 12.8 years.
- 64.4% (2,193 of 3,405) of all new teachers were prepared in higher education institutions in South Carolina; 35.6% (1,212 of 3,405) of all new teachers in South Carolina were prepared in higher education institutions from other states.

Age, Education, and Salary

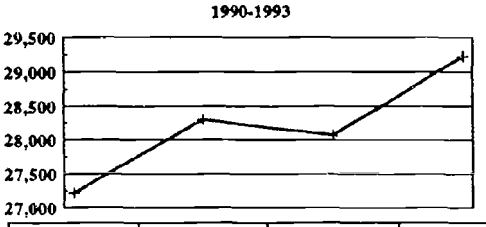
Profile of SC Teachers

The typical South Carolina public school teacher is a forty year old, white female, who holds a master's degree or higher, and has 12.8 years of experience.

Educational Level of Professional Staff

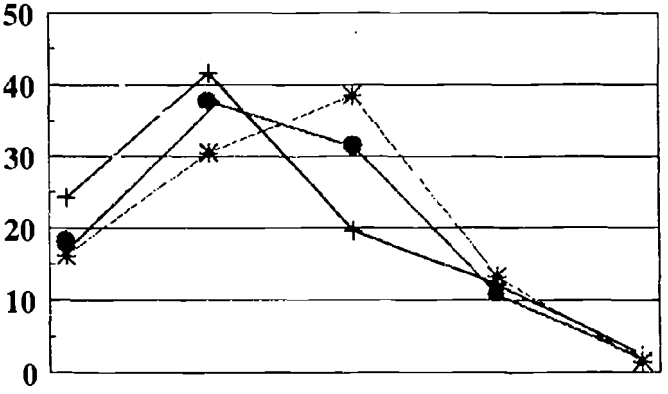


AVERAGE TEACHER SALARY



1990	1991	1992	1993
27,217	28,301	28,068	29,224

GRAYING OF THE SOUTH CAROLINA TEACHER WORKFORCE



Age	20-29	30-39	40-49	50-59	Over 60
1985 +	24.2	41.6	19.6	12.2	2.4
1990 ●	18.1	37.7	31.4	10.8	1.9
1995 (Projected) ✳	16.2	30.5	38.5	13.3	1.5

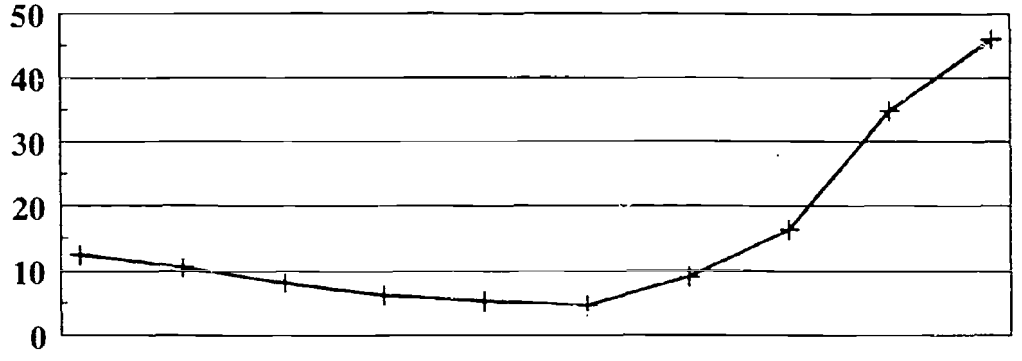
- The average age of South Carolina teachers is increasing. By 1995, 38.5% of all South Carolina teachers are projected to be between the ages of 40-49.
- As the mature teaching force retires, renewed efforts to attract the best and brightest students to the teaching profession are necessary.

The annual attrition rate for classroom teachers has been reduced since the 1980's.

Profile of SC Teachers

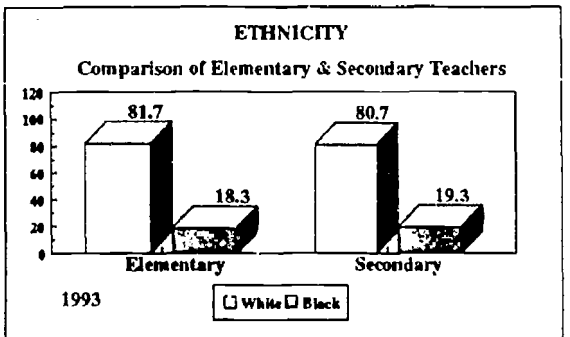
ANNUAL TEACHER ATTRITION RATES

Average 1985-1990

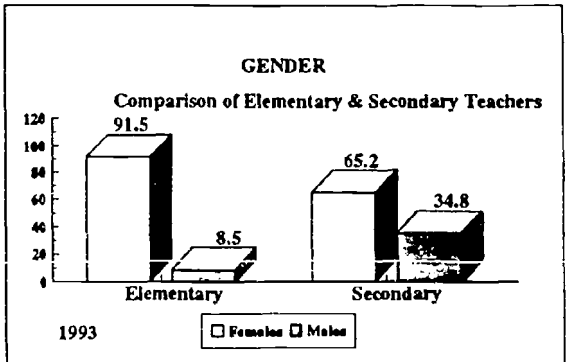


Age	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	Over 64
+	12.4	10.5	8.1	6.2	5.3	4.6	9.0	16.3	34.8	46.0

- The annual attrition rate for classroom teachers has been reduced since the 1980's. Younger and older teachers (especially older) left the teaching profession at rates higher than middle-aged teachers.



- There has been a decline in the percentage of Black teachers in South Carolina since 1988, dropping from 21% in 1988 to 18% in 1993.



- The number of males teaching in elementary school (8.5%) has remained constant since 1988.

Prospective Teachers

A Teacher Loan Program recipient can have the loan balance forgiven at the rate of 20% for each year of teaching in a critical need subject area or geographic area.

Teacher Preparation

There are 28 institutions of higher education with approved teacher education programs. Seventeen are private, and eleven are public institutions. Many factors contribute to a need for changing how teachers are prepared.

- There are different expectations for elementary and secondary teacher preparation programs; few programs are designed for middle school preparation.
- Standards vary widely among state teacher credentialing authorities, professional associations, and other advocacy groups.
- There are conflicting college accreditation processes for preparation programs. This situation leads to fragmentation and crowding of teacher preparation curricula.

Critical Needs for Teachers

There are critical shortages in the number of trained teachers available to teach in certain geographic areas of the state as well as specific certification areas. The State Board of Education designated in 1994 the following certification areas as being of critical shortage: Mathematics, Science, Foreign Languages, Industrial Technology, Art, Media Specialist, and Special Education, and all subjects in rural areas.

Teacher Loans

The Teacher Loan Program was established to provide financial assistance to undergraduate and graduate students intending to become teachers in critical need areas. A loan recipient can have the loan balance forgiven at the rate of 20% for each year of teaching in a critical need subject area or a critical need geographical area.

In 1992-93, 1,708 teacher loans were granted; of these, 1,326 were in critical subject areas.

As of June 30, 1993, 3,035 borrowers have reached repayment or cancellation status. Of these borrowers, 1,145 have never been eligible for cancellation and are repaying their loans, 268 have previously taught but are not currently teaching, and 959 (32%) are teaching and having their loans forgiven.

Teacher Loans by Critical Subject Areas

1992-93

Subject	# of Loans	Amount
Mathematics	**182**	**$444,173**
Science	**93**	**$226,243**
Special Education	**334**	**$983,375**
Library Science	**32**	**$135,073**
Foreign Language	**76**	**$194,535**
Home Economics	**25**	**$83,100**
Art	**110**	**$297,221**
Ind. Technology	**443**	**$1,188,755**
Guidance	**31**	**$103,321**