

EDUCATION

SPARTANBURG COMMUNITY INDICATORS PROJECT

LEADING INDICATORS

POPULATION EDUCATIONAL ATTAINMENT

WHY IS THIS IMPORTANT?

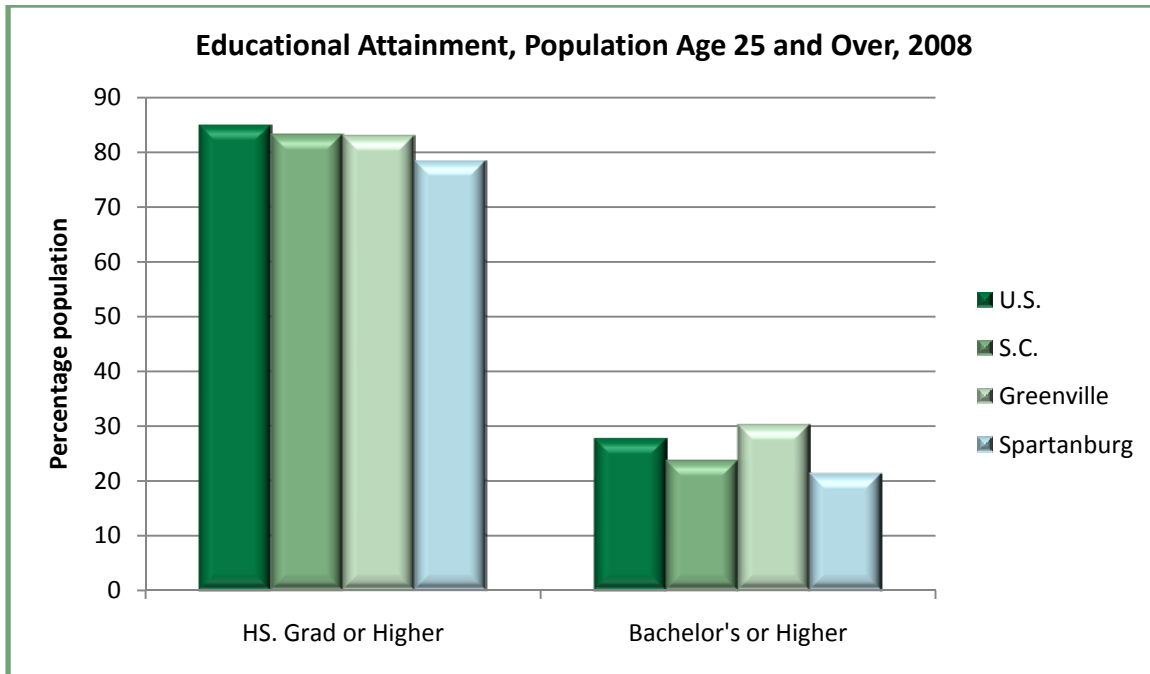
According to Dr. Garrison Walters, Executive Director of the SC Commission on Higher Education, raising the mean educational level of SC adults between the ages of 25 and 54 (the peak working years) to the baccalaureate or certificate level is critical if South Carolina is to be economically competitive in the coming years. According to Walters, “Even if South Carolina were to somehow immediately increase its high school graduation, college-going, and college graduation rates (two and four year) to the highest levels in the country, we would still be 112,000 degrees short of economically competitive education levels in 2025.” The data tell us that the educational level of a community determines its prosperity, or lack thereof.

THE DATA

It is clear that Spartanburg County has a lower mean educational level than the state average, and a significantly lower educational level than the national average. However, in keeping with state and national trends, the mean educational level of the county has increased since 2005-2007.

Educational Attainment, Population age 25 and Over						
	Spartanburg County		S.C.		U.S.	
	2005-2007	2006-2008	2005-2007	2006-2008	2005-2007	2006-2008
% HS Grad or higher	78.1	78.5	81.4	82.1	84.0	84.5
% Bachelor’s degree or higher	18.6	19.9	22.8	23.2	27.0	27.4

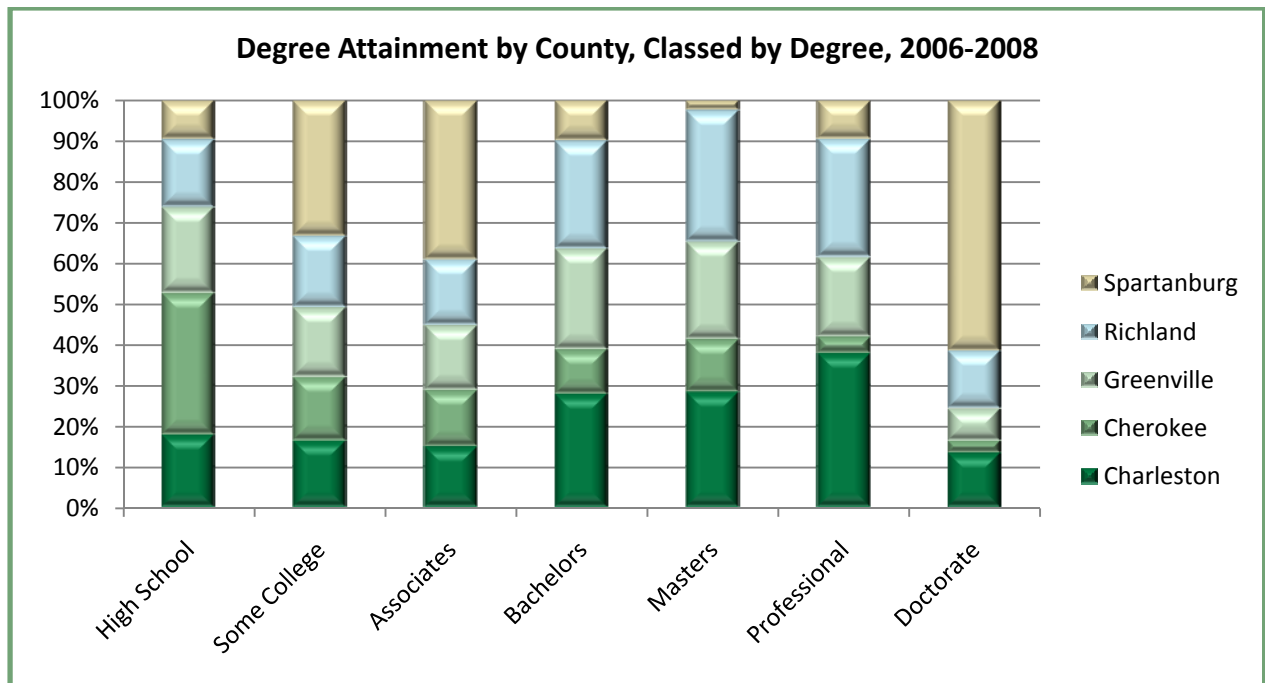
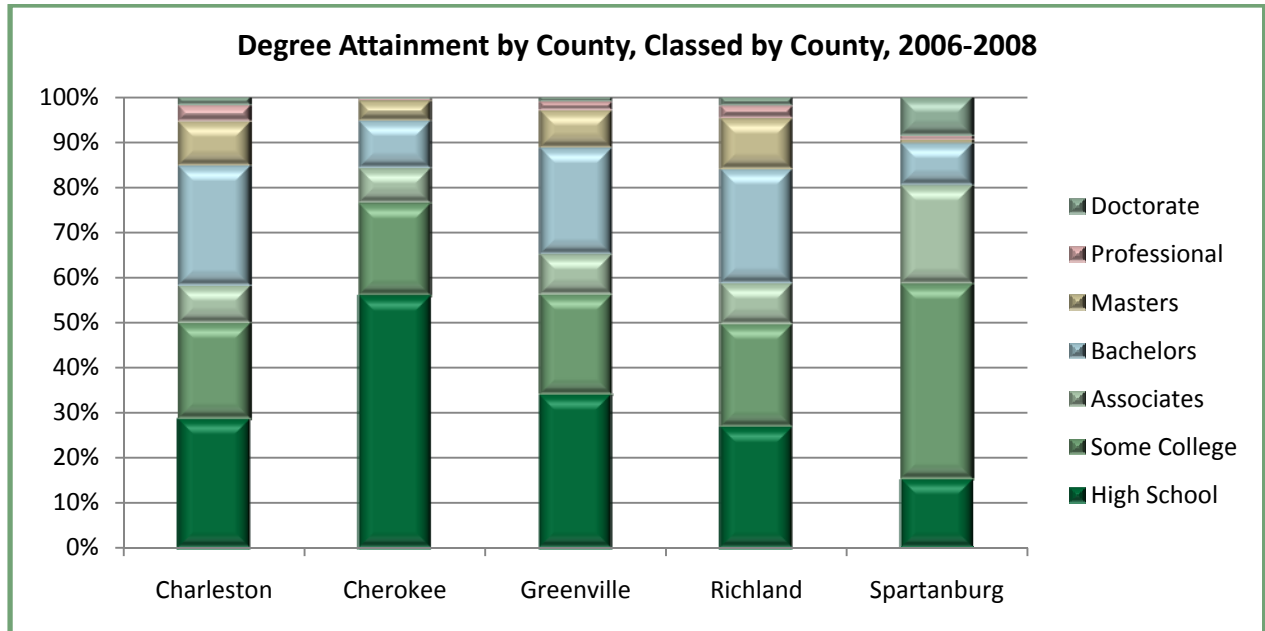
Compared with the adult population in neighboring Greenville County, the state and the nation, Spartanburg County residents have the lowest high school or above attainment levels.



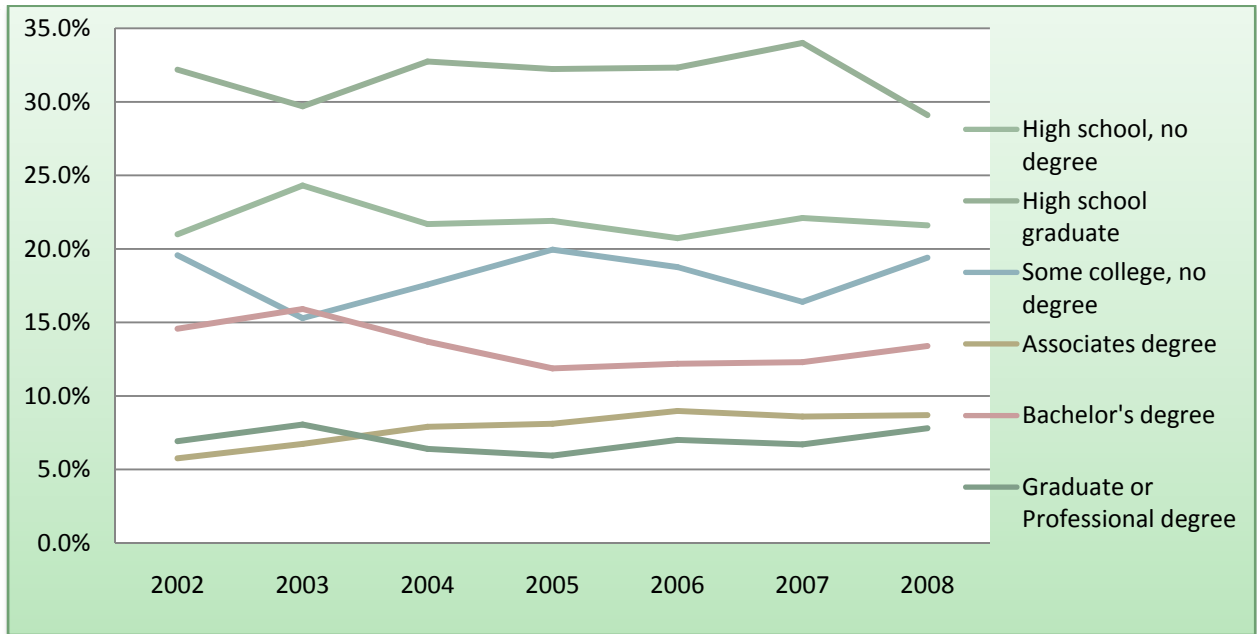
Generally older adults (age 35 to 44) have higher educational attainment rates and females have higher rates than males.

Educational Attainment by Age and Sex, Spartanburg, S.C. and U.S.												
	Spartanburg				S.C.				U.S.			
	2005-2007		2006-2008		2005-2007		2006-2008		2005-2007		2006-2008	
	M	F	M	F	M	F	M	F	M	F	M	F
% HS Grad or higher age 25 to 34	76.0	84.6	76.1	85.5	81.5	88.5	81.8	88.8	83.9	88.1	84.1	88.4
% Bachelor's degree or higher age 25 to 34	15.8	21.1	16.9	24.2	20.5	27.0	20.4	28.5	25.8	32.4	25.8	32.7
% HS Grad or higher, age 35 to 44	83.9	88.3	82.6	87.9	84.4	88.8	84.9	89.4	85.3	88.6	85.6	88.9
% Bachelor's Degree or higher, age 35 to 44	17.0	19.8	20.2	21.7	22.7	25.7	23.2	25.9	28.5	30.8	29.0	31.7

Compared to peer counties (and neighboring Cherokee County) for residents with high school degrees and above, a greater proportion of Spartanburg County residents have some college credit and associate's degrees. Conversely, a lower proportion has bachelor's degrees and master's degrees. Spartanburg County, however, has the highest proportion of residents with doctorates (likely due to the existence of five institutions of higher education in the county).



A 2002-2008 trend analysis of educational attainment in Spartanburg County of the population 25 years and over demonstrates no significant or sustained increase in educational attainment over the seven year period.



SOURCES

American Community Survey: <http://www.census.gov/acs/www/SBasics/What/What1.htm>

Walters, G. (2008, July). *Higher education needs a "new front door" for adults*. Retrieved from South Carolina Commission on Higher Education:

http://www.che.sc.gov/ExecutiveDirector/Rep&Presentations/GWalters_NewFrontDoor_Jul08.pdf

READINESS FOR SCHOOL

WHY IS THIS IMPORTANT?

Standardized tests determine if a student is considered ready to transition to school or continue in the early years of schooling, based on a state standard. The results of these tests are used by teachers to plan appropriate programs for each child.

Problems in early childhood development and insufficient readiness for school often are the prelude to serious challenges lasting into adolescence and young adulthood. Successful early childhood development and school readiness have been defined in terms of six dimensions: health/physical ability, social competence, emotional well-being, language/communication skills, general knowledge, and thinking processes/skills.

Identified predictors of risk for reaching school less than ready and subsequently testing below basic academic standards include:

- Low language / literacy: The primary variable is the mother having less than 12 years of education at birth of the child.
- Disability: The primary variable is having a disability identified for special education placement in kindergarten and first grade.
- Emotional / behavioral problems: The primary variable is having a “less than ready” rating in kindergarten for self-control, social problem-solving, interaction with others, and self-concept with causal factors including genetic, neuro-biological, and family influences such as abuse, neglect, and harsh or negative parenting.

The 2009 Kids Count Data Book postulates that:

Early identification and intervention from birth through age 4 are imperative in order that 4K pre-school can have sufficient impact for the highest risk children to reach kindergarten ready to meet academic standards.... [However,] most systems and agencies lack the ability to access important data from multiple sources. As a result, frontline workers (or teachers) in one system typically can't obtain information on the full range of their clients' (and students') needs and circumstances: Child welfare workers don't have children's education data; juvenile justice workers don't have child welfare records, or health records, and so on. Only a handful of jurisdictions nationwide integrate administrative data sets from several systems, even though this is crucial for understanding the complex needs of children and families with multiple issues and those who are involved with two or more systems simultaneously.

THE DATA

For two decades, the readiness of first graders was assessed through the Cognitive Skills Assessment Battery (CSAB). The percentage of students in the county assessed “not ready” decreased from 31.4% in 1980 (36.3% statewide) to 19.3% in 1995 (28.1% statewide) and then improved further to 13.3% in 2001 (13.6% statewide) as a result of full-day kindergarten and other educational enhancements.

Data from 2007-2008 kindergarten and first grade students throughout the state show that approximately 20.8% were assessed as less than “consistently demonstrating” essential readiness competencies. Disaggregated by county, approximately 18.0% in Spartanburg, 17.7% in Charleston, 18.6% in Greenville, and 25.7% in Richland were assessed as less than "consistently demonstrating" readiness

From the data in the table below, it is clear that there is disparity by race and sex in readiness for first grade in Spartanburg County kindergarten students. State and national data reflect similar disparity.

SPARTANBURG COUNTY KINDERGARTENERS' READINESS FOR FIRST GRADE, 2007-2008

Kindergarten Assessment of Readiness for First Grade	White Female	White Male	African-American & Other Female	African-American & Other Male	Total
English-Language Arts					
Communication	81.9%	74.5%	68.6%	50.9%	71.0%
Reading	86.1%	78.9%	78.5%	63.7%	77.7%
Writing	89.5%	84.0%	83.1%	69.0%	82.2%
Mathematics					
Mathematical Processes	79.6%	77.9%	66.3%	58.8%	72.4%
Number and Operations	89.3%	77.9%	80.7%	76.9%	84.5%
Patterns, Relationships, and Functions	94.5%	92.9%	88.9%	81.5%	90.3%
Geometry and Spatial Relations	93.8%	92.5%	87.6%	80.7%	89.6%
Measurement	87.3%	84.4%	75.6%	68.6%	80.3%
Data Collection and Probability	85.6%	84.1%	73.3%	65.4%	78.7%
Personal and Social Development					
Self Concept	85.9%	79.1%	79.4%	64.6%	78.4%
Self Control	92.8%	80.0%	88.4%	69.8%	83.3%
Approaches to Learning	84.6%	74.4%	76.0%	56.3%	73.9%
Interaction with Others	92.3%	85.2%	85.7%	74.8%	85.2%
Social Problem Solving	89.5%	83.2%	83.3%	68.2%	82.1%

Data reflecting failure in the early school years is reported below. It should be noted that extensive research has determined that grade retention as an academic improvement strategy does not work. That is, retention provides no greater benefit to students with academic or adjustment difficulties than does promotion to the next grade. Further, studies have shown that high school graduation and dropout rates can be predicted by reading abilities at the end of the third grade with a 70% predictive accuracy. Low reading skills in elementary school is also a strong predictor of juvenile delinquency and later incarceration. In Spartanburg County, readiness trends present a mixed picture.

READINESS INDICATORS, SPARTANBURG COUNTY TREND, 2000 - 2008

	2000	2001	2002	2003	2004	2005	2006	2007	2008
Children not consistently ready for first grade*	15.0%	13.3%	NA	NA	24.6%	NA	NA	21.4%	18.0%
Failures grades 1-3	6.4%	NA	7.5%	6.2%	6.1%	NA	6.1%	5.9%	6.6%
Over-age for grade 3	9.5%	11.1%	12.3%	13.1%	12.6%	12.9%	12.9%	12.6%	12.4%
Grade 3 Reading below standards	21.0%	21.0%	21.6%	17.7%	14.9%	15.0%	15.0%	14.2%	12.5%
Grade 3 Math below standards	23.2%	22.8%	24.1%	14.7%	16.8%	18.2%	18.2%	21.3%	19.7%

*SCRA rating of less than "consistently demonstrates" for 2004 for the average of Math, English/Language Arts, and Personal/Social Development.

When compared to peer counties and the state average, Spartanburg children fare better than the state average for these measures of readiness. Otherwise, comparison findings are mixed.

READINESS INDICATORS BY COUNTY, 2008

	Spartanburg	Greenville	Richland	Charleston	S.C.
Children not consistently ready for first grade*	18.0%	18.6%	25.7%	17.7%	20.8%
Failures grades 1-3	6.6%	7.3%	7.0%	8.0%	9.3%
Over-age for grade 3	12.4%	16.2%	11.7%	14.1%	15.9%
Grade 3 Reading below standards	12.5%	12.4%	13.0%	12.4%	13.3%
Grade 3 Math below standards	19.7%	18.3%	28.9%	22.2%	22.8%

SOURCES

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Burns, M.D., Griffin, P.I., & Snow, C.E. (Eds.). (1998). *Preventing reading difficulties in young children*. Available from http://www.nap.edu/openbook.php?record_id=6023

Institute for Education and Social Policy, Steinhardt School of Education, New York University, & National Center for Schools and Communities, Fordham University (2004). *First, do no harm: A response to the proposed New York City third grade retention policy*. Available from [http://www.ncscatfordham.org/binarydata/files/First Do No Harm.pdf](http://www.ncscatfordham.org/binarydata/files/First_Do_No_Harm.pdf)

National Dropout Prevention Center: <http://www.dropoutprevention.org/ndpcdefault.htm>

S. C. Kids Count: www.sckidscount.org

Spartanburg County First Steps: <http://www.1steps.org/>

HIGH SCHOOL GRADUATION RATE

WHY IS THIS IMPORTANT?

According to the Educational Testing Service (ETS), about one-third of U.S. high school students do not graduate, and this rate is increasing. Further, there are diminishing supported opportunities for dropouts to complete their education if and when they choose to do so. Consequences of dropping out of high school without a diploma are dire in terms of multiple economic, social and health outcomes. Only 37% of high school dropouts nationwide are steadily employed, and dropouts are more than twice as likely to live in poverty. In fact, high school dropouts were the only group of workers who saw income levels decline over the last 30 years.

Various stakeholders – states, education organizations, advocacy groups, etc. - utilize different methods to calculate graduation rates that yield wide variation in data. Thus, significant controversy surrounds reported graduation and dropout rates. However, since graduation data reported by the S.C. Department of Education is calculated using the same formula statewide, county-level data can be compared.

THE DATA

Three factors have been found to be most strongly associated with school completion rates for a given area – socioeconomic characteristics (median family income, percentage of adult residents with bachelor’s degrees or higher, percentage of those employed who are in professional and managerial occupations), two-parent families (percentage of children living in two parent families), and changing schools (percentage of eighth graders who had not changed schools during the preceding two years).

According to the S.C. Department of Education’s calculations, the 2008-2009 graduation rates for Spartanburg school districts range from 73% to 86%. As compared to peer counties, six of Spartanburg’s districts have higher graduation rates. Four of Spartanburg’s districts have higher than expected graduation rates, based on districts with similar poverty indices. The fact that poverty is associated with lower graduation rates is reflected across all districts.

Graduation Rates by District, 2008-2009

District	"On Time" Graduation Rate	Graduation Rate for Other Districts With Similar Student Poverty Indices	Graduation rate for Students Eligible for Subsidized Meals
Spartanburg 1	75.1%	75.6%	67.8%
Spartanburg 2	77.3%	74.7%	67.6%
Spartanburg 3	85.0%	75.5%	80.2%
Spartanburg 4	83.6%	74.9%	77.9%
Spartanburg 5	80.2%	74.7%	67.2%
Spartanburg 6	80.8%	74.9%	74.4%
Spartanburg 7	73.7%	75.1%	64.2%
Greenville	75.0%	75.2%	60.7%
Richland 1	72.3%	74.5%	62.4%
Richland 2	72.0%	74.6%	62.4%
Charleston	71.4%	75.6%	61.8%

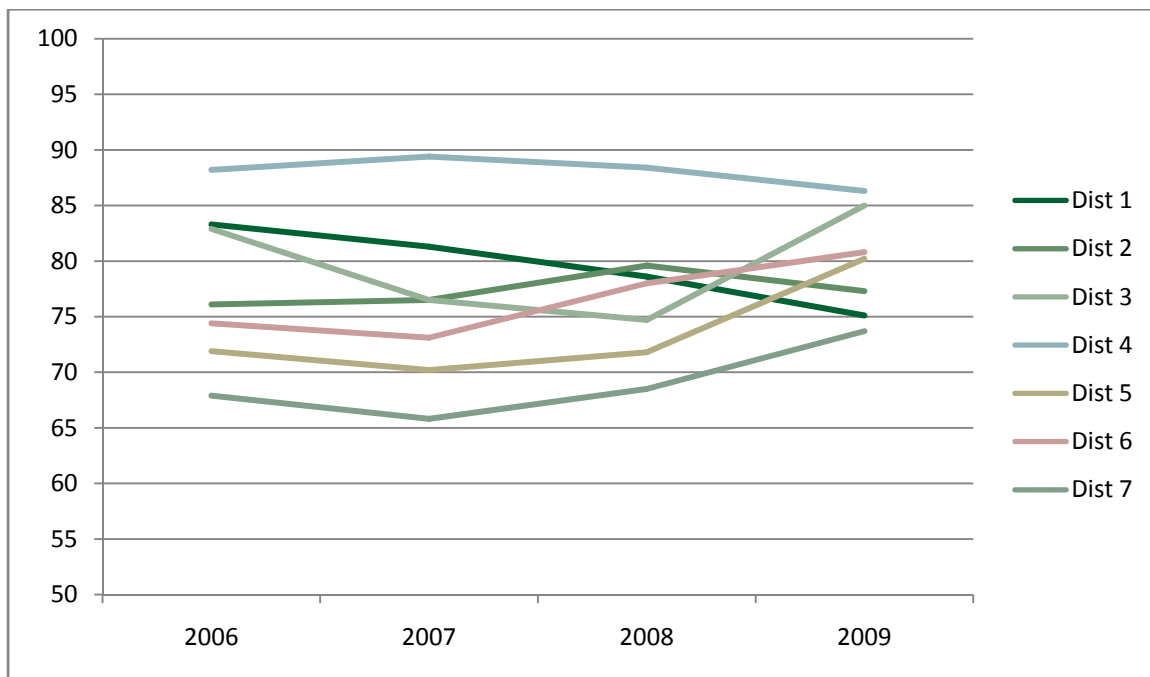
There is disparity in graduation rates by race and sex, with Hispanics, African Americans, and males generally graduating at lower rates. Two districts, however, exhibit higher graduation rates for African Americans than for whites. Socio-economic status is the strongest predictor of low graduation rate.

Graduation Rates by Demographic by Spartanburg District, 2008-2009

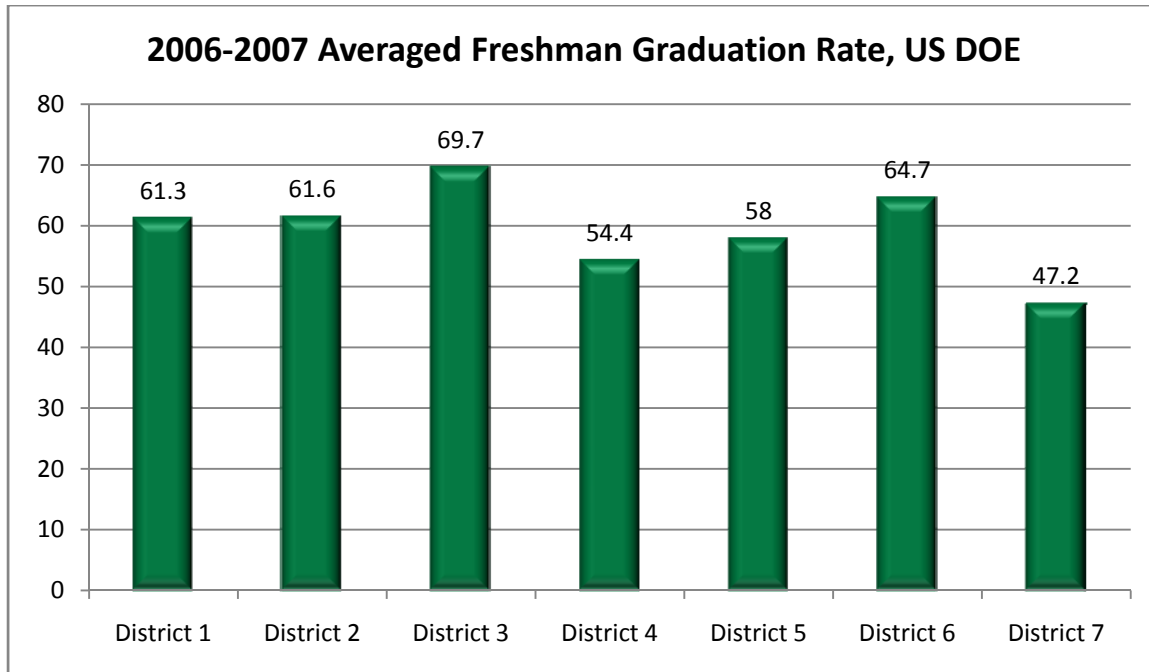
District	White	African American	Hispanic	Male	Female	Low SES
Spartanburg 1	78.3%	53.2%	63.6%	75.1%	75.1%	67.8%
Spartanburg 2	80.1%	65.6%	48.6%	73.4%	81.4%	67.6%
Spartanburg 3	82.7%	95.8%	NA	83.5%	86.6%	80.2%
Spartanburg 4	82.4%	86.8%	NA	82.5%	85.0%	77.9%
Spartanburg 5	81.2%	78.5%	73.3%	77.3%	83.5%	67.2%
Spartanburg 6	81.8%	78.0%	76.4%	78.5%	83.3%	74.4%
Spartanburg 7	80.4%	68.5%	NA	71.2%	75.9%	64.2%

The four-year trend in Spartanburg County graduation rates is reported below by school district.

Graduation Rates, Spartanburg County by District, 2006-2009				
District	2006	2007	2008	2009
Spartanburg 1	83.3%	81.3%	78.6%	75.1%
Spartanburg 2	76.1%	76.5%	79.6%	77.3%
Spartanburg 3	82.9%	76.5%	74.7%	85.0%
Spartanburg 4	88.2%	89.4%	88.4%	86.3%
Spartanburg 5	71.9%	70.2%	71.8%	80.2%
Spartanburg 6	74.4%	73.1%	78.0%	80.8%
Spartanburg 7	67.9%	65.8%	68.5%	73.7%



The U.S. Department of Education reports graduation rates from its Common Core of Data (CCD); however, it recommends against using CCD data to evaluate school systems below the state level as rates become less stable as enrollment bases supporting the estimates decrease. The best approximation of graduation rates based on CCD data is the “Averaged Freshman Graduation Rate.” These data are reported below for 2006-2007, the latest available calculations.



SOURCES

Barton, P.E. (2005). *One-third of a nation: Rising dropout rates and declining opportunities*. Available from: <http://www.ets.org/Media/onethird.pdf>

Education Commission of the States: <http://mb2.ecs.org/reports/Report.aspx?id=865>

Education Week – Research Center on Graduation Rates: <http://www.edweek.org/apps/gmap/>

South Carolina Department of Education: <http://ed.sc.gov/>

South Carolina Kids Count: <http://www.sckidscount.org/report08/dropout.php>

Swanson, C.B. (2009, April). *Closing the graduation gap: Educational and economic conditions in America's largest cities*. Available from: http://www.edweek.org/media/cities_in_crisis_2009.pdf

U.S. Department of Education Common Core of Data: <http://nces.ed.gov/ccd/bat/>

COLLEGE GRADUATION RATE

WHY IS THIS IMPORTANT?

In addition to the economic and social benefits of higher education to the individual, a well-educated populous results in increased tax revenues that flow back to the community. For example, in a 2009 study, the Commonwealth of Virginia found that, for every dollar spent on higher education, more than \$13 (2007 dollars) in job-creating economic activity is realized.

In South Carolina, all of the public and private colleges and universities use the same process to calculate a graduation rate for full-time, first-time college students. The same methods are used by the National Center for Education Statistics (NCES). Data collected by the NCES for the purpose of identifying graduation rates and transfer-out rates of full-time, first-time certificate or degree-seeking undergraduate students is known as the Graduation Rate Survey (GRS) and is a component of the Integrated Postsecondary Education Data System (IPEDS). Although the best available, this method of calculating graduation rates is imperfect – the first-time, full-time traditional college student represents only about one-fourth of today’s college students.

Examination of college graduation rates indicates how confident we can be that a student who matriculates at a particular institution will graduate, yields information about changes in the college-going rate of the population, and illuminates colleges’ track records for graduating diverse groups of students. Variation in graduation rates reflects variation in selectivity of institutions, academic rigor, and other related issues. However, a recent study of data reported to the U.S. Department of Education by 1,400 colleges found that within every category of institutional selectivity there were substantial differences between schools that graduate most students and those that graduate relative few. For example, graduation rates at “competitive” colleges were shown to range between 16% (Chicago State University) and 78% (Merrimack College). The authors of the study concluded that students with the same credentials were three times more likely to graduate in six years if they had gone to one set of selective schools, rather than the other.

THE DATA

Most students search for institutions that are close to home, have high acceptance rates and are affordable. Nationally, the six-year graduation rate for undergraduate students at four-year public institutions varies between 28% and 74.1%, depending on selectivity of the institution:

Six Year Graduation Rate by Acceptance Rate for 4-Year Public Institutions, 2001 Cohort	
Acceptance Rate	Six -Year Graduation Rate
Open admission	28%
90% + accepted	48.6%
75% to 89.9% accepted	56.1%
50% to 74.9% accepted	59.3%
25% to 49.9% accepted	74.1%
Less than 25% accepted	85.4%

The 6-year graduation rate for the 2003 Cohort at USC Upstate, the only 4-year public institution in the county, is 40.4%. This is up from the 2002 cohort graduation rate of 36.9%.

The number and percentage of degree-seeking, first-time, full-time freshmen entering S.C. public research and comprehensive institutions in Fall 2002 and graduating with a Bachelor’s Degree or Associate’s degree within 150% of normal time for completion is listed in the table below.

Graduation Rates for Freshmen Entering Fall 2002, S.C. Public Research and Comprehensive Institutions

	Bachelor's Cohort	Number Graduating within 150% of Normal Time	Percent graduating within 150% of Normal Time
Research Institutions			
Clemson University	2,462	1,956	79.4%
USC Columbia	3,500	2,337	66.8%
Subtotal	5,962	4,293	72.0%
Comprehensive Teaching Institutions			
The Citadel	521	349	68.2%
Coastal Carolina University	1,072	499	46.5%
College of Charleston	1,991	1,275	64.0%
Francis Marion University	734	288	39.2%
Lander University	526	229	43.5%
SC State University	716	323	45.1%
USC Aiken	478	184	38.5%
USC Beaufort	131	28	21.4%
USC Upstate	647	233	36.0%
Winthrop University	1,086	636	58.6%
Subtotal	7,893	4,044	51.2%
Total	13,855	8,337	60.2%

The number and percent of degree-seeking, first-time, full-time freshmen entering in fall 2005 and graduating with a certificate, diploma, or Associate's degree or equivalent degree within 150% of normal time for completion is reported below for S.C. technical colleges. A better measure for two-year institutions is the "success rate" which includes a number of factors that impact two-year colleges, such as transfer rates. Trends over the last three years for USC Upstate and Spartanburg Community College show a consistent graduation rate, varying by less than three percentage points for both institutions.

Graduation Rates for Freshmen Entering Fall 2005, S.C. Technical Colleges

	Cohort	Number Graduating within 150% of Normal Time	Percent graduating within 150% of Normal Time	Success Rate
Aiken Tech	286	31	10.8%	35.7%
Central Carolina Tech	307	24	7.8%	35.2%
Denmark Tech	389	51	13.1%	25.7%
Florence-Darlington Tech	724	87	12.0%	38.6%
Greenville Tech	1,616	165	10.2%	44.3%
Horry-Georgetown Tech	740	63	8.5%	43.6%
Midlands Tech	1,479	128	8.7%	36.3%
Northeastern Tech	198	38	19.2%	39.9%
Orangeburg-Calhoun Tech	459	82	17.9%	41.6%
Piedmont Tech	547	76	13.9%	35.6%
Spartanburg C.C.	848	102	12.0%	39.9%
T.C. of the Lowcountry	138	10	7.2%	44.2%
Tri-County Tech	1,000	135	13.5%	52.5%
Trident Tech	1,390	97	7.0%	44.0%
Williamsburg Tech	95	18	18.9%	36.8%
York Tech	626	69	11.0%	36.7%
Total	10,842	1,176	10.8%	40.9%

Graduation rate data reported by the National Center of Education Statistics IPEDS Data Center is listed in the table below. Data for the four year institutions reflect the 2002 cohort of Bachelor's degree seekers, and data for two-year institutions reflect Associate's degree or certificate-seeking undergraduates. Private institutions have higher graduation rates. Generally, women have higher graduation rates than men and blacks have higher graduation rates than whites.

Graduation rates within 150% of normal time to program completion, 2008

	Overall	Men	Women	White, Non-Hispanic	Black, Non-Hispanic	Hispanic
Wofford	83%	79%	86%	83%	84%	100%
Converse	56%	NA	56%	57%	79%	NA
USC Upstate	37%	25%	42%	35%	42%	20%
Spartanburg Methodist	41%	40%	43%	41%	42%	55%
Spartanburg Community College	12%	16%	10%	14%	8%	9%

SOURCES

Hess, F.M., Schneider, M., & Kelly, A.P. (2009, June). *Diplomas and dropouts: Which colleges actually graduate their students (and which don't)*. Available from: <http://www.aei.org/paper/100019>

National Center on Education Statistics, IPEDS Data Center:
<http://nces.ed.gov/ipeds/datacenter/InstitutionByName.aspx> and
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SECONDARY INDICATORS

HEAD START ENROLLMENT

WHY IS THIS IMPORTANT?

Failure to graduate from high school is a long-term process that can be predicted in the early school years based on a number of risk factors. Children who enter school less prepared are at great risk of eventual dropout. When compared to national averages, risk factors for school readiness are extremely high in Spartanburg County. In fact, even when compared to in-state peer cities, risk factors in Spartanburg are greater. Among many others, these risk factors include high percentages of children who live in poverty, high rates of teen pregnancy and low-birth weight, low community and maternal educational attainment, and a lack of quality early childhood care and education programs. In addition, the effect of cumulative risk, or “deprivation amplification”, imposed by the county’s multiple risk factors magnifies risk for greater effect than the sum of individual risk factors alone.

THE DATA

Head Start is a program of the U.S. Department of Health and Human Services that “promotes school readiness by enhancing the social and cognitive development to children through the provision of educational, health, nutritional, social and other services to enrolled children and families”. Two agencies in Spartanburg County, Piedmont Community Actions and Spartanburg County First Steps, provide a variety of Head Start services to at-risk young children and their families.

- Piedmont Community Action administers nine Head Start Centers in its service area of Spartanburg and Cherokee counties. The total service area comprises 1,203 square miles. Four of the Centers are housed in local schools. Head Start’s funded enrollment is 570 children.
- Spartanburg County First Steps provided direct intensive services to 514 children and to 194 adults in 2009

According to the U.S. Census, there are 5,248 children age 5 and under living in poverty in Spartanburg County (2006-2008 combined average). Clearly, Head Start services are being provided to a fraction of those children.

SOURCES

Piedmont Community Actions: <http://www.pcasp.org/>

Spartanburg County First Steps: <http://www.1steps.org/>

U.S. Department of Health and Human Services: <http://www.acf.hhs.gov/programs/ohs/>

PACT/PASS AND NAEP

WHY IS THIS IMPORTANT?

The Palmetto Achievement Challenge Tests (PACT) was a standards-based measure of student achievement in four core academic areas – English language arts, mathematics, science, and social studies. Scores on the PACT are available through the SC Department of Education from 2002 through 2008. The final administration of the PACT was in spring 2008. After that point, the PACT was replaced with the PASS— Palmetto Assessment of State Standards. No longitudinal data for PASS exist yet. Like the PACT, the PASS is one of the tests used in calculating Absolute Ratings, Growth Ratings and Adequate Yearly Progress status under the federal No Child Left Behind legislation to determine if students are improving their performance based on established annual targets.

The National Assessment of Educational Progress (NAEP) is the largest nationally representative assessment of state-level student performance in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history. Since NAEP assessments are administered uniformly across the nation, and since the assessment stays essentially the same from year to year, the NAEP is a common metric across states over time.

THE DATA

While many students are making solid progress in school, many others are performing below the minimum standards for basic academic skills. Approximately 20% of all 4th graders and 29% of all 8th graders in South Carolina perform below a basic level on the National Assessment of Education Progress in math. Approximately 41% of all 4th graders and 31% of all 8th graders in South Carolina perform below basic level in reading. There is significant disparity by race and income for student achievement. In fact, local education statistician John Wardlaw calculates that 69% of the differences in scores on the PASS for county students is explained by percentage of students receiving Free and Reduced Meals. All other factors contribute less than one third to student performance.

NAEP Math and Reading Achievement for S.C. 4th Graders, 2006-2007

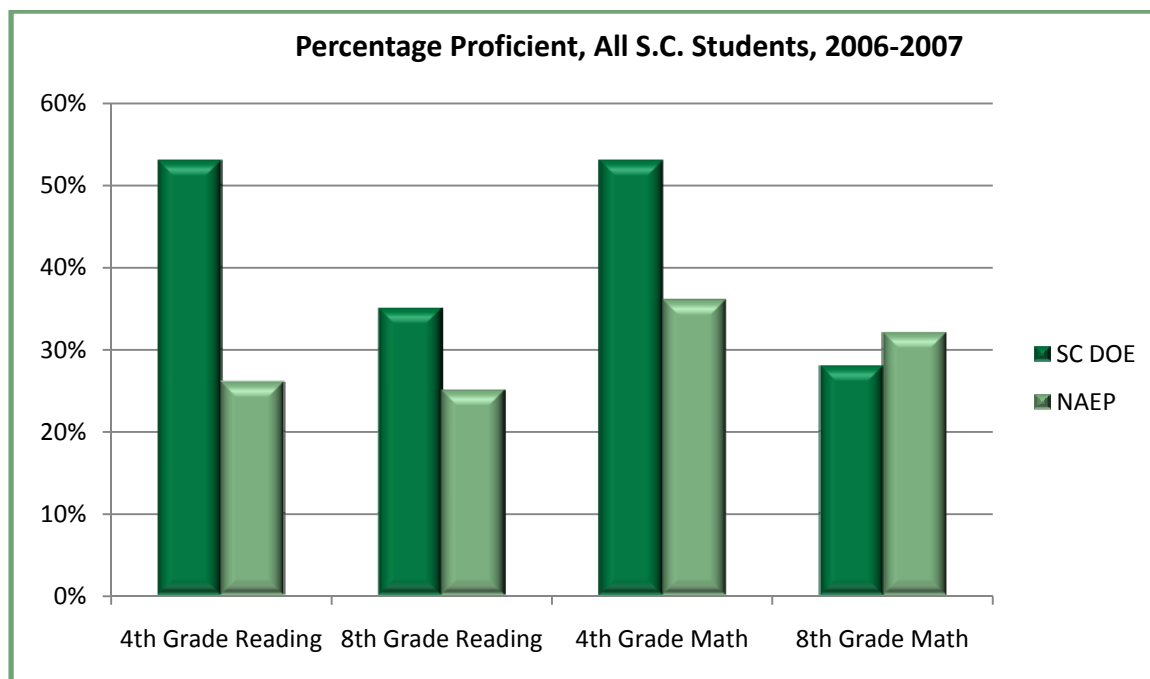
	Math			Reading		
	Below Basic	Basic	Proficient	Below Basic	Basic	Proficient
All	20%	44%	36%	41%	33%	26%
White	10%	40%	50%	29%	36%	35%
Black	36%	50%	14%	60%	28%	12%
Hispanic	26%	53%	21%	51%	32%	17%
Low Income	30%	50%	20%	56%	30%	14%

NAEP Math and Reading Achievement for S.C. 8th Graders, 2006-2007

	Math			Reading		
	Below Basic	Basic	Proficient	Below Basic	Basic	Proficient
All	29%	39%	32%	31%	44%	25%
White	17%	39%	44%	19%	46%	35%
Black	45%	40%	15%	49%	42%	9%
Hispanic	38%	39%	23%	49%	36%	15%
Low Income	41%	41%	18%	45%	44%	11%

Data reported by the U.S. Department of Education show that reading achievement has stayed fairly consistent for S.C. 4th graders and 8th graders from 2002 to 2007; however, math achievement has improved for S.C. 4th graders and 8th graders during the same time period.

Proficiency data for the state's students in reading and math varies as reported by the S.C. Department of Education and by NAEP scores, as demonstrated in the graph below.



PACT results for 2008 indicate that 19% of Spartanburg County 4th graders perform below the basic standard in math and 18% perform below basic in English / Language Arts. There is a large disparity in performance between white and African-American students. This disparity holds true for both genders.

Spartanburg County Students Performing Below a Basic Level on the 2008 PACT Math Test

	Total	White Male	White Female	African-American & Other Male	African-American & Other Female
Grade 3	19.7%	14.0%	11.9%	37.3%	34.7%
Grade 4	19.3%	13.4%	11.6%	37.6%	36.4%
Grade 5	19.5%	15.0%	10.8%	39.7%	29.3%

Spartanburg County Students Performing Below a Basic Level on the 2008 PACT English / Language Arts Test

	Total	White Male	White Female	African-American & Other Male	African-American & Other Female
Grade 3	12.5%	10.5%	6.6%	24.7%	16.6%
Grade 4	18.0%	16.3%	9.1%	36.0%	25.4%
Grade 5	21.1%	17.7%	12.3%	41.7%	27.8%

Compared to the state aggregate and neighboring Greenville County, findings are consistent county to county; however, both counties fare better than the state aggregate.

Spartanburg, Greenville, and State Students Performing Below a Basic Level on the 2008 PACT Math and English / Language Arts Tests

	Spartanburg Math	Spartanburg English	Greenville Math	Greenville English	State Math	State English
Grade 3	19.7%	12.5%	18.3%	12.4%	22.8%	13.3%
Grade 4	19.3%	18.0%	19.2%	19.5%	21.0%	19.2%
Grade 5	19.5%	21.1%	19.8%	20.8%	22.0%	22.4%

Some consistent differences by school district are evident in student performance on the 2009 PASS:

Percentage Spartanburg County Students Who Scored “Met” or “Exemplary” on 2009 Palmetto Assessment of State Standards (PASS), by District							
Grade	District 1	District 2	District 3	District 4	District 5	District 6	District 7
Writing							
3	75.8	74.0	69.6	59.9	68.6	72.1	62.3
4	77.0	81.0	75.2	70.0	78.6	70.6	68.1
5	75.5	78.8	72.1	76.1	77.0	72.8	68.2
6	76.3	79.4	78.4	72.6	77.7	69.5	70.5
7	75.2	81.8	77.4	68.1	75.0	70.3	60.4
8	77.1	80.4	72.0	63.8	71.9	73.1	64.1
English							
3	85.3	79.5	76.5	76.5	85.1	79.8	70.1
4	79.8	82.2	75.4	77.9	80.7	77.0	71.0
5	81.7	83.0	79.2	83.8	82.9	76.9	75.0
6	77.7	76.8	79.9	74.4	77.3	67.9	73.3
7	73.9	77.9	74.0	74.7	72.7	70.2	60.0
8	74.6	76.6	75.2	69.5	72.4	75.1	61.4
Math							
3	76.5	74.5	67.0	71.0	73.7	64.5	58.1
4	82.1	88.2	76.1	84.6	84.6	72.5	71.7
5	78.0	81.9	72.1	87.7	83.7	71.7	67.4
6	83.4	78.6	75.6	74.0	79.8	70.2	74.4
7	78.9	80.2	75.8	78.1	76.9	69.3	63.4
8	77.4	73.5	63.6	74.6	72.1	71.6	54.6
Science							
3	69.6	64.0	67.9	59.8	70.3	62.0	53.9
4	84.4	75.5	76.0	65.4	76.1	69.0	67.6
5	84.0	74.7	70.8	66.7	81.1	66.6	59.9
6	76.3	76.2	81.4	77.8	70.2	56.6	59.4
7	81.7	81.1	78.4	77.3	75.5	70.1	63.7
8	70.3	74.5	79.6	61.1	68.0	66.7	56.7
Social Studies							
3	83.5	75.6	81.6	72.3	77.1	73.7	71.8
4	89.7	83.8	82.4	79.8	85.6	79.7	76.0
5	78.5	69.9	71.7	79.6	79.6	72.3	68.4
6	85.5	84.9	84.6	73.9	86.7	74.8	80.6
7	66.4	70.5	71.9	55.2	65.4	58.2	55.0
8	82.6	73.7	65.4	64.6	73.6	71.5	62.4

SOURCES

National Center for Education Statistics: <http://nces.ed.gov/nationsreportcard/>

SC Department of Education: <http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/PACTPortal.html>

U.S. Department of Education: <http://www2.ed.gov/nclb/accountability/ayp/edpicks.jhtml>

U.S. Department of Education (n.d.). *Mapping S. Carolina's educational progress 2008*. Available from <http://www2.ed.gov/nclb/accountability/results/progress/southcarolina.pdf>

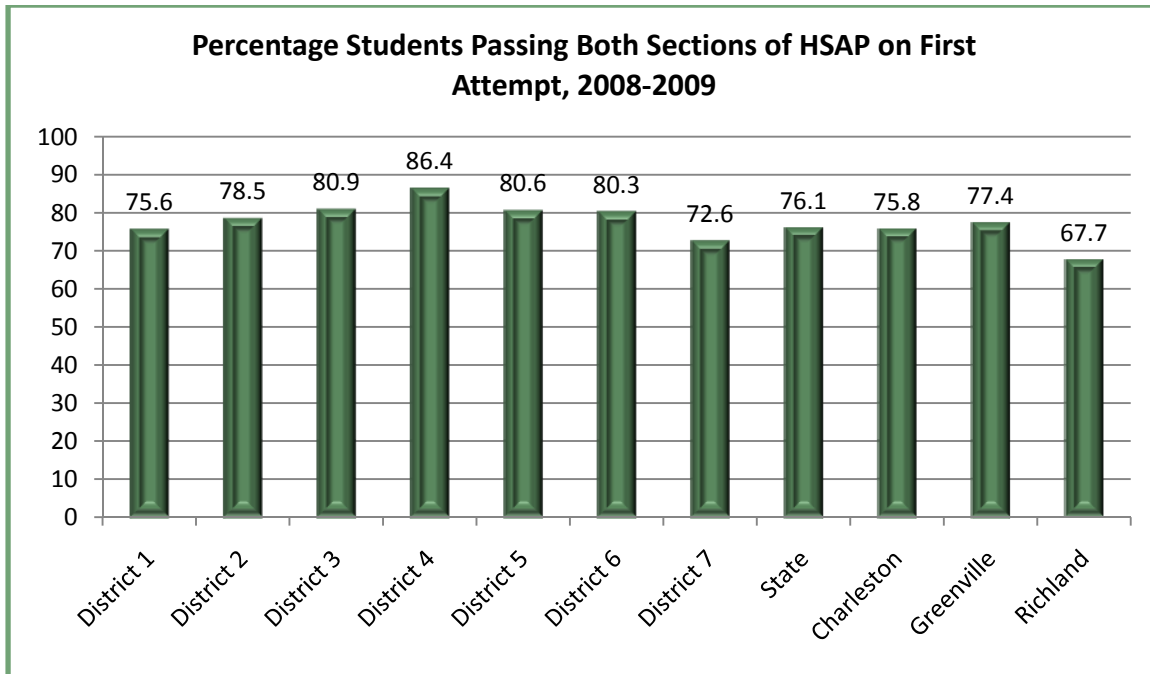
SC HIGH SCHOOL ASSESSMENT PROGRAM (HSAP)

WHY IS THIS IMPORTANT?

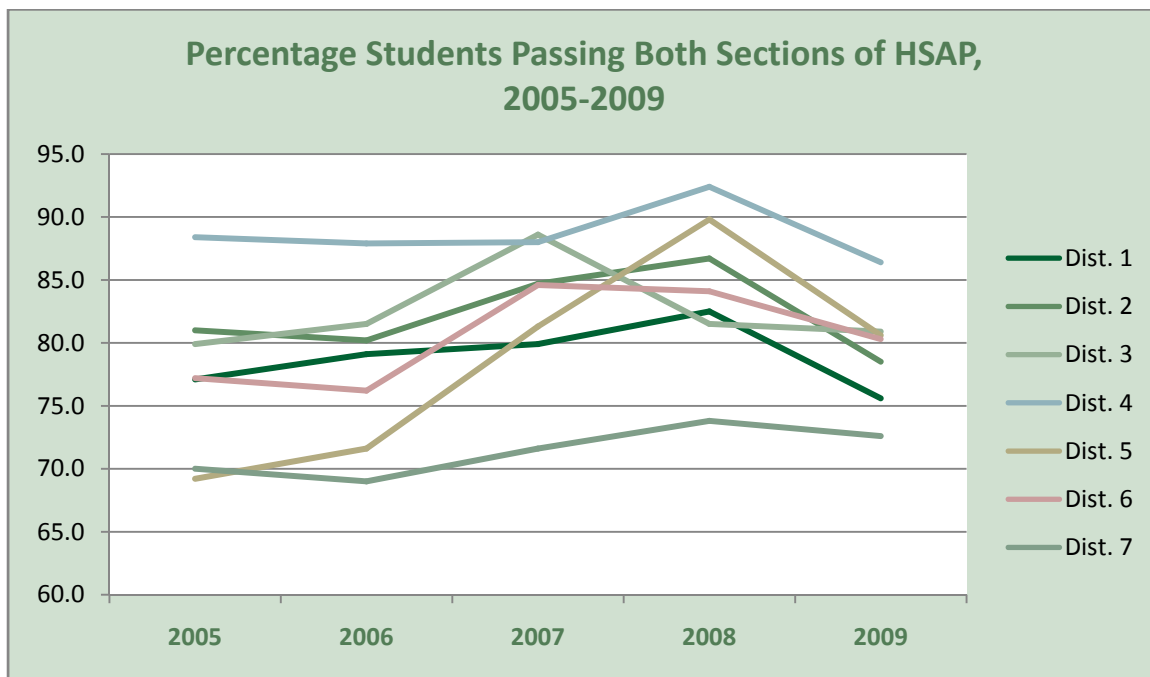
The HSAP is based on the South Carolina Curriculum Standards of English and language arts (ELA) and mathematics that teachers use in classroom instruction. The student's individual test scores on the HSAP determine whether he or she meets graduation requirements, and as such, the HSAP is South Carolina's high school exit exam. Students are given multiple opportunities to pass the HSAP, beginning in tenth grade. Group test results are used in reporting adequate yearly progress (AYP) for each school and school district.

THE DATA

The latest HSAP data show that students in five of the seven Spartanburg County school districts passed the HSAP at higher rates than the state average, and Charleston, Greenville and Richland counties. These data are reported below.



Over time, there has been a general increase in the percentage of students county-wide who passed the HSAP. However, this trend reversed itself from 2008 to 2009.



SOURCES

South Carolina Department of Education: <http://ed.sc.gov/topics/researchandstats/>

DROP OUT RATES

WHY IS THIS IMPORTANT?

Nationwide, nearly one in three U.S. High school students fails to graduate with a diploma. In fact, approximately 7,200 students drop out of school every day. Failing to finish high school has extreme financial, personal, and social consequences. High school dropouts are more than twice as likely to live in poverty, to be involved in the criminal justice system, and to receive public assistance.

According to the State Board of Education Innovation and Finance Committee minutes of May 12, 2010,

Each year, approximately 8,000 children in South Carolina drop out of school, leaving South Carolina with one of the highest rates of dropouts in the nation. While most students do not plan to drop out of school, a significant number drop out for a variety of reasons, including low attendance, academic problems, pregnancy, over-age for grade, and expulsion. The cost of dropouts is tremendous. The annual salary of a dropout is \$9,200 less than that of a high school graduate. Dropouts are 2.5 times as likely to live in poverty, two times as likely to be unemployed, and eight times more likely than high school graduates to be in jail or prison. Converting a year's dropouts to graduates would increase personal income in South Carolina by \$8 billion over the life of these students.

South Carolina is making strides to reduce dropout rates through various approaches, including, among other things, EEDA's Personal Pathways to Success Program, evidence-based models, and programs that target at-risk characteristics among school populations, district pilots (Graduate Greenville), public school choice (single-gender), and diversified instruction (Virtual and Alternative Schools).

THE DATA

The State Board of Education Innovation and Finance Committee reports the following state dropout data:

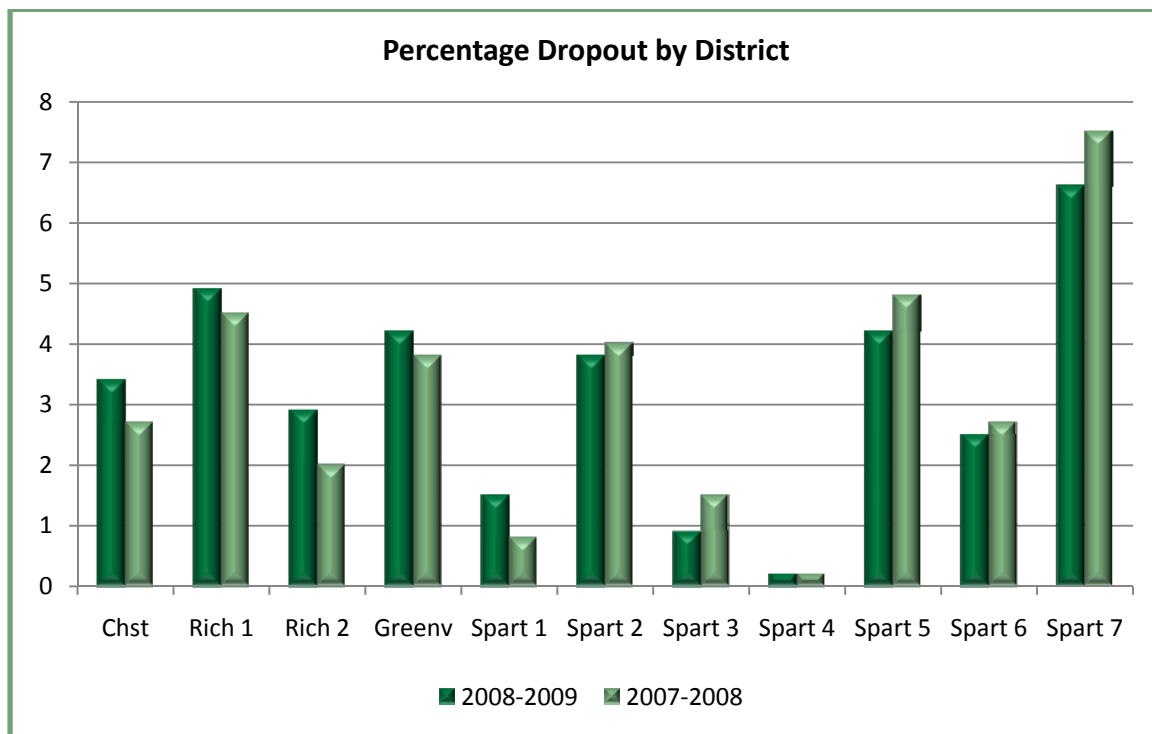
- 2005–06 Number of Dropouts—8,108; Dropout rate of 4.0
- 2006–07 Number of Dropouts—7,891; Dropout rate of 3.8
- 2007–08 Number of Dropouts—8,032; Dropout rate of 3.9

Reportedly, the cost of dropouts to the state from annual wage and tax revenue losses alone was calculated to be \$3,193 per dropout in 2007.

The South Carolina Department of Education dropout data for Spartanburg County schools for the 2006-2007 and 2008-2009 school years show a wide variation in the dropout rates among high schools.

Dropout Rate, Spartanburg County by School				
District	School	2008-2009 Dropout Rate	2006-2007 Dropout Rate	High Schools with Similar Students
1	Chapman High	0.5%	0.6%	4.1%
1	Landrum High	3.6%	1.2%	3.6%
2	Boiling Springs High	5.1%	4.1%	3.6%
2	Chesnee High	3.2%	5.0%	4.3%
3	Broome High	0.9%	1.5%	4.0%
4	Woodruff High	0.2%	0.2%	3.7%
5	James F. Byrnes High	5.8%	4.8%	3.5%
6	Dorman High	3.4%	3.7%	3.6%
7	Spartanburg High	7.1%	7.9%	4.0%

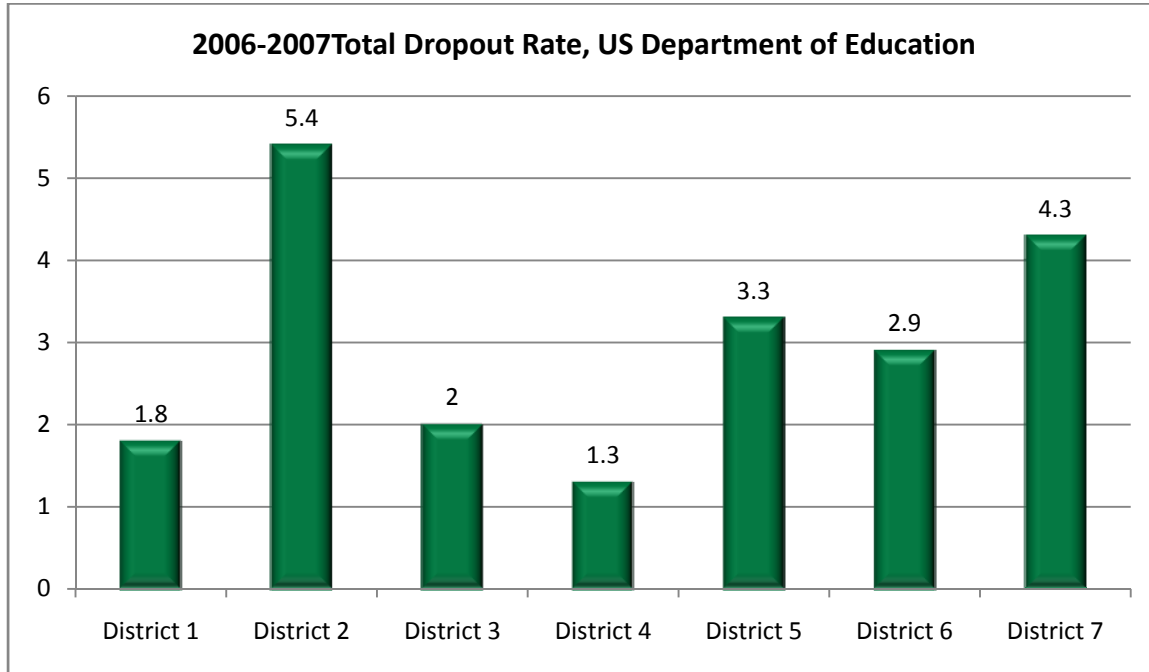
By peer districts, Spartanburg 7 has the highest percentage of dropouts, and Spartanburg 4 has the lowest. It should be noted, however, that a number of variables impact dropout rate. For example, District 7 dropout rate includes students who attend (and drop out of) McCarthy-Teszler School which serves special needs students from all seven districts. McCarthy-Teszler students drop out at a higher rate than other district 7 students.



Reported dropout rates, like graduation rates, differ significantly depending on the source. Further, because the Department of Education uses different variables to calculate dropout rates and graduation rates, the sum of the two do not equal 100%.

The U.S. Department of Education and the SC Department of Education report dropout rates that capture, in so far as possible, early graduation, transfer to adult education, and migration of students to and from school districts.

The U.S. Department of Education Common Core of Data (CCD) reports district level total high school dropout rate; however, it recommends against using CCD data to evaluate school systems below the state level as rates become less stable as enrollment bases supporting the estimates decrease. CCD dropout data for the 2006-2007 school year, the latest available, is reported below.



SC Kids Count, a highly regarded source of social data, reports that over the 2006-2008 period, Spartanburg County ranked 24th of the state's 46 counties for the percentage of students enrolled in the 8th grade who were enrolled in 12th grade 4 years later. These data indicate that approximately 27% of Spartanburg County students dropped out of school, due to differences in calculation methods, a significantly higher rate than reported by the SC Department of Education. Spartanburg County had a higher all-student dropout rate than the state average, Greenville County and Richland County. Across counties, African-American males are much more likely to drop out than their peers, followed by white males, and African-American females.

S.C. Dropout Rates by County Rank, 2006-2008						
Rank*	County	All	White Male	White Female	African-American and Other Male	African-American and Other Female
1	Horry	12.1	14.8	6.6	20.3	9.4
3	Greenville	17.5	17.0	14.5	28.4	12.5
10	Richland	22.5	19.0	15.9	30.9	18.3
24	Spartanburg	26.9	27.1	24.2	35.5	22.7
26	Charleston	27.4	13.1	11.4	46.4	26.3
28	Union	28.7	30.3	31.6	30.2	20.8
31	Cherokee	30.7	32.8	25.1	41.4	28.0
46	Chester	52.9	62.8	50.0	53.8	44.8
	South Carolina	24.5	24.4	19.2	34.7	20.4

*1 is best, 46 is worst

SOURCES

Alliance for Excellent Education. (2009, February). *High school dropouts in America*. Retrieved June 29, 2010 from http://www.all4ed.org/files/GraduationRates_FactSheet.pdf

America's Promise Alliance: <http://www.americaspromise.org/Our-Work/Dropout-Prevention.aspx>

S.C. Kids Count: www.sckidscount.org

S.C. State Board of Education, Synopsis Agenda / Executive summary. (2010, May 12). Retrieved June 29, 2010 from <http://ed.sc.gov/agency/stateboard/agendas/documents/Current-Month/IF/IF-03-05-10-Dropout-Prevention-skmmjp.doc>.

U.S. Department of Education Common Core of Data: <http://nces.ed.gov/ccd/bat/>

NO CHILD LEFT BEHIND – ADEQUATE YEARLY PROGRESS

WHY IS THIS IMPORTANT?

The No Child Left Behind Act of 2001 (NCLB) is the latest federal legislation that requires standards-based educational reform. Each state is required to set high standards for student achievement and measureable goals at improve individual outcomes in education. In order to receive federal funding for schools under the Act, states have developed assessments in basic skills to be given to all students in certain grades. The overarching goal is for all students to meet or exceed standards in reading and mathematics by 2014. Each year states calculate schools' and districts' Adequate Yearly Progress (AYP), the central measure of achievement included in the NCLB law, to determine if students are improving their performance based on the established annual targets.

The intent of NCLB was to improve educational system accountability and student outcomes through increased educational quality, school choice, attention to at-risk students, and educational funding increases. However, NCLB is strongly criticized for the fact that all 50 states have different performance requirements and because hasty and undeserved sanctions are imposed that ultimately hurt the neediest schools and the neediest students. Further, schools and districts are measured on a number of objectives - if even one objective is not met, AYP is not met. As a result, critics claim that the system is rife with incentives for schools to manipulate test scores. It is widely believed that no school in the country will achieve the required 100% student proficiency in math and reading by 2014, that punitive measures applied to schools that fail to make adequate progress actually hamper educational progress, that the Act does not provide incentives for high-performing students, and that it has actually increased segregation in public schools.

For these reasons, local Subject Matter experts have advised against using AYP as an indicator of the status of education in Spartanburg County. Accordingly, no data will be reported here. However, because AYP is an important federal measure of educational progress, despite its validity issues, the reader is directed to district (and school) report cards for pertinent data.

SOURCES

S.C. Department of Education, Report Card Portal: <http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/ReportCardPortal.html>

U.S. Department of Education, No Child Left Behind: A Desktop Reference: <http://www2.ed.gov/admins/lead/account/nclbreferance/index.html>

HIGHER EDUCATION FUNDING

WHY IS THIS IMPORTANT?

The steady decrease in funding for higher education in South Carolina has direct impact on the mean level of education of the state's residents which, in turn, directly impacts economic development.

THE DATA

State appropriations for higher education funding in South Carolina are extremely low as demonstrated by comparisons with neighboring states.

Select State Education Expenditures, 2010-2011

	S.C.	N.C.	GA
Average Tuition and fees at public 4-year institutions	8,976	4,373	4,270
State funds for higher education operating expenses	\$1,057,754,000	\$3,985,327,000	\$3,085,213,000
2009 – 2001 funding change	Down 2.7%	Up 5.2%	Down 5.3%

The S.C. appropriations for higher education, per full time course credit hours, have decreased consistently at comprehensive teaching colleges and universities across the state, with USC Upstate receiving second lowest funding among all of these institutions.

SC Appropriations per Full Time Equivalent Course Credit Hours, 2009:

In terms of dollars, this equates to \$2,008 per SC student at USC Upstate.

State Appropriations per SC Resident for Comprehensive Teaching Universities, 2009:

As a percentage of the general operating budget, state appropriations have fallen from 54% in 2000-2001 to 17% in 2010-2011 at USC Upstate.

State Appropriations as Percent of General Operating Budget at USC Upstate:

SOURCES

Chronicle of Higher Education. (2010, August 27). Almanac of higher education [Special issue].

Stockwell, J. (2010). *University Day Speech: What is to be done? Life in South Carolina higher education* [PowerPoint slides].

COLLEGE ENROLLMENT RATE

WHY IS THIS IMPORTANT?

Educational status is highly correlated with income. In fact, there is an almost perfect positive correlation between educational attainment and income - for every incremental increase in education, there is a corresponding incremental increase in earnings. In South Carolina, an increase of 1% in the population with a Bachelor's degree is associated with an increase in per capita income of \$314. These trends generalize from Spartanburg County to the state, to the nation. College enrollment trends are therefore associated with trends in poverty and its related social impact.

THE DATA

By high school, between 50% and 85% of 2008 Spartanburg County high school graduates entered college. Five of the nine Spartanburg County high schools had higher percentages of college enrollment than the state average. Of

these students, 22% to 55% went to four-year colleges. The vast majority went to in-state institutions. The data below reflect significant enrollment pattern differences by high school.

Percentage 2007-2008 High School Completers Enrolled in 2008-2009 College Freshman Classes by High School						
	Chapman (1)	Landrum (1)	Boiling Springs (2)	Chesnee (2)	Broome (3)	S.C.
Entered Freshman Class	58.3%	50.0%	85.2%	68.6%	66.1%	67.1%
* 4-year	22.2%	38.9%	34.3%	31.4%	26.1%	40.1%
* 2-year	11.1%	3.3%	11.9%	14.4%	6.1%	4.4%
* Technical degree	25.0%	7.8%	38.9%	22.9%	33.9%	22.6%
* in-state	94.4%	91.1%	93.7%	93.8%	95.4%	90.7%
* out-of-state	5.6%	8.9%	6.3%	6.2%	4.6%	9.3%
Technical certificate	0.5%	6.7%	1.5%	-	-	2.4%
Other school	-	-	2.4%	1.7%	-	0.7%
Gainful Employment	5.1%	40.0%	7.3%	22.0%	14.5%	13.6%
Armed Forces	3.2%	-	1.2%	4.2%	2.4%	3.3%
Other activities	32.9%	3.3%	2.4%	3.4%	17.0%	12.9%
	Woodruff (4)	Byrnes (5)	Dorman (6)	Spartanburg (7)	S.C.	
Entered Freshman Class	67.4%	51.6%	85.3%	80.5%	67.1%	
* 4-year	44.4%	30.5%	47.3%	55.8%	40.1%	
* 2-year	15.6%	5.6%	7.8%	5.0%	4.4%	
* Technical degree	7.4%	15.5%	30.2%	19.7%	22.6%	
* in-state	96.7%	88.6%	88.2%	80.3%	90.7%	
* out-of-state	3.3%	11.4%	11.8%	19.7%	9.3%	
Technical certificate	14.1%	7.9%	0.5%	0.2%	2.4%	
Other school	0.7%	1.2%	1.7%	-	0.7%	
Gainful Employment	13.3%	18.2%	6.1%	10.8%	13.6%	
Armed Forces	1.5%	0.9%	2.5%	2.4%	3.3%	
Other activities	3.0%	20.2%	4.0%	6.0%	12.9%	

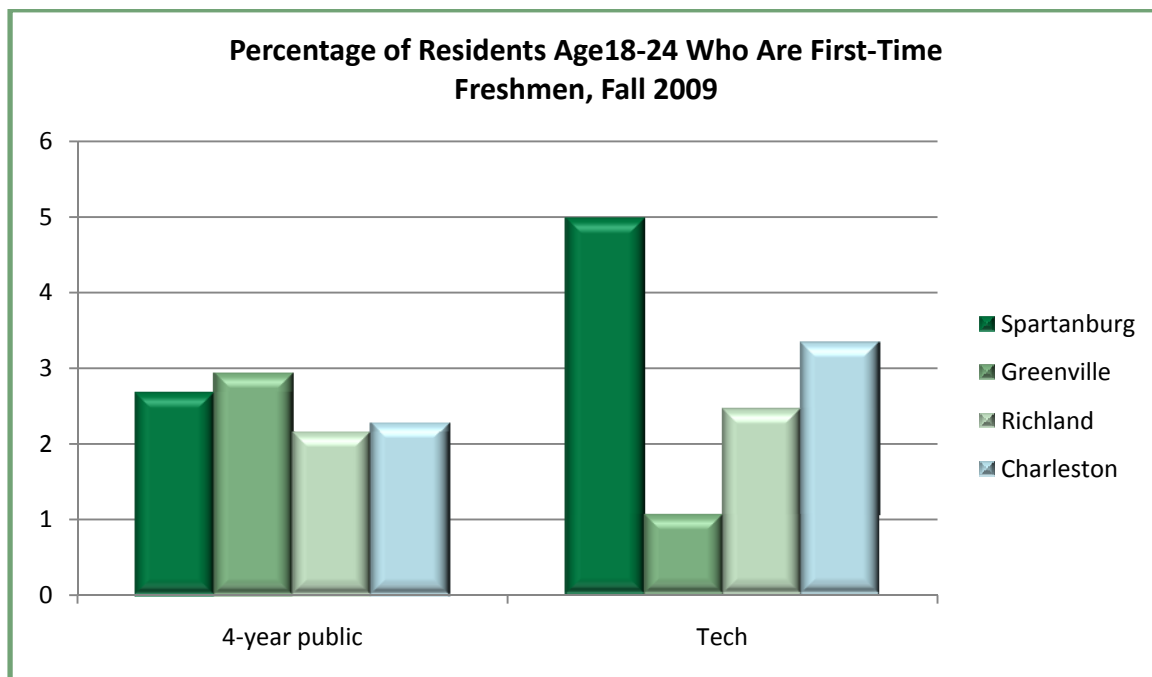
According to the S.C. Commission on Higher Education's 2009 Statistical Abstract, total post-secondary education enrollment increased by 21.8% in the 1998-2008 ten year period, somewhat under the national rate of 26% (1997-2007). Although the state saw similar enrollment growth in fulltime students (32%) as that of the nation (34%), the growth in part-time students was much lower in South Carolina (8%) as compared with the nation (15%). Data by institution is found in the table below:

<div style="background-color: #4CAF50; color: white; padding: 5px;">% Change in Enrollment, S.C. Public Institutions</div>						
	% Change All <i>Full-Time</i> Students		% Change <i>Undergraduate</i> Full-Time Students		% Change All Students	
	2008 over 1999	2008 over 2007	2008 over 1999	2008 over 2007	2008 over 1999	2008 over 2007
Research Institutions						
Clemson University	10.7	6.9	10.1	4.6	7.9	4.2
USC Columbia	26.3	3.7	36.9	5.7	17.3	0.8
Medical University of SC	17.4	-2.2	-19.5	17.9	6.1	-0.4
Subtotal	19.3	4.5	23.4	5.3	12.9	2.0
Comprehensive Teaching Institutions						
The Citadel	7.2	1.4	18.6	1.4	-16.1	0.8
Coastal Carolina University	90.7	6.0	88.1	7.0	76.7	3.6
College of Charleston	3.4	-1.0	3.6	-1.5	-2.2	0.5
Francis Marion University	15.6	1.2	20.6	0.3	5.4	4.0
Lander University	6.0	9.2	10.4	8.7	-9.3	8.6
SC State University	4.9	-6.2	4.2	-7.4	5.7	-0.9
USC Aiken	8.5	0.7	8.5	0.4	1.9	-1.1
USC Beaufort	92.1	8.4	92.1	8.4	32.7	2.8
USC Upstate	54.3	2.1	57.9	2.1	34.0	3.0
Winthrop University	14.6	0.1	13.9	1.0	7.0	-2.1
Subtotal	22.0	1.2	24.1	1.2	10.9	1.4
Technical Colleges (not inclusive)						
Aiken	24.5	8.6	24.5	8.6	15.6	6.9
Greenville	52.1	4.0	52.1	4.0	44.0	0.8
Horry-Georgetown	59.6	5.5	59.6	5.5	69.7	6.7
Midlands	18.9	4.4	18.9	4.4	14.5	4.9
Piedmont	51.5	1.2	51.5	1.2	40.3	1.6
Spartanburg Community Col	58.8	3.7	58.8	3.7	57.2	5.4
Tri-County	72.9	14.1	72.9	14.1	56.8	9.7
Trident	37.9	5.7	37.9	5.7	29.2	5.7
Subtotal	41.5	6.1	41.5	6.1	36.7	6.2
Total S.C. Public Institutions	27.9	4.0	30.7	4.2	22.0	3.8

By county, proportionately more full-time students from Spartanburg enter technical colleges than public four-year colleges. Data reflecting county of origin for fall 2009 first time freshmen is found in the tables below.

Numbers of Students by County of Origin for First-Time Freshmen, Four-Year/Two-Year Public Institutions and Technical Colleges, Fall 2009

	4-Year Public	2-Year Public	Technical	Total
Cherokee	69	2	243	314
Charleston	866	6	1,270	2,142
Greenville	1,128	5	403	1,536
Richland	1,101	11	1254	2,266
Spartanburg	646	6	1,203	1,855
Union	48	104	86	238
State	16,861	1,092	20,224	38,177



SOURCES

S.C. Department of Commerce, South Carolina Key Performance Indicators 2009:

http://www.doleta.gov/Programs/2008ReportsAndPlans/Economic_Analysis_Reports/SC.pdf

S.C. Commission on Higher Education: http://www.che.sc.gov/New_Web/Rep&Pubs/Enrollment/2009-10.htm

S.C. Commission on Higher Education, South Carolina higher education statistical abstract 2009 (2009):

<http://www.che.sc.gov/Finance/Abstract/Abstract2009-web.pdf>

S.C. Department of Education: <http://ed.sc.gov/agency/Accountability/Data-Management-and-Analysis/old/research/documents/COLL09.UPDATE.ALL.doc>

U.S. Census Bureau, American Community Survey: <http://www.census.gov/acs/www/Products/>

COLLEGE FRESHMEN RETENTION RATE

WHY IS THIS IMPORTANT?

The freshman retention rate is a measure of whether freshmen thrive on a particular college campus and move to their sophomore year. The strongest predictor for college completion is first-year student retention. That is, if students matriculate into their sophomore year, they are at significantly increased likelihood of graduation. As many as one in three students will not return to college after their freshman year for various reasons, including family issues, financial difficulties, academic problems, etc. Since the greatest amount of student attrition occurs between the first and second year of college, the freshman retention rate is ultimately the best predictor of the college graduation rate for the freshman cohort.

Generally, the more selective the institution, the higher its freshman retention rate is. In addition, three other primary variables impact this rate – affordability of the institution, adequate preparation for college-level work, and engagement in campus life. Data from the college testing service, ACT, found that the 2008 average national freshman retention rates by type of institution were:

- 53.7% for public community colleges
- 69.6% for private liberal arts colleges
- 72.9% for public research universities
- 80.4% for private universities
- And 65.7% for all schools

THE DATA

The full time retention rate for the county institutions for years 2005 through 2008 is reported below. Four-year institutions have higher retention rates, and, of those, the private institutions have the highest retention rates.

Full Time First Year Retention Rate, Spartanburg County Institutions, 2005 through 2008

	2005	2006	2007	2008
Wofford	89%	89%	92%	90%
Converse	75%	71%	69%	76%
USC Upstate	62%	65%	64%	65%
Spartanburg Methodist	52%	57%	55%	47%
Spartanburg Community College	60%	55%	55%	52%

Comparison by state institution yields data that generally reflect the national trends in terms of retention rate by nature of institution. Data from the S.C. Commission on Higher Education for South Carolina institutions, fall 2009, is listed in the table below.

Percentage Full-Time, First-time, Degree-Seeking Freshmen Retained from Fall 2008 to Fall 2009, S.C. Public Institutions	
Research Institutions	
Clemson University	90.4%
USC Columbia	86.8%
Subtotal	88.3%
Comprehensive Teaching Institutions	
The Citadel	82.7%
Coastal Carolina University	65.9%
College of Charleston	82.3%
Francis Marion University	67.9%
Lander University	70.0%
SC State University	67.0%
USC Aiken	69.1%
USC Beaufort	59.8%
USC Upstate	64.5%
Winthrop University	67.3%
Subtotal	71.2%
Technical Colleges (not inclusive)	
Aiken	57.2%
Greenville	52.5%
Horry-Georgetown	62.6%
Midlands	54.4%
Piedmont	59.7%
Spartanburg Community College	57.6%
Tri-County	45.7%
Trident	60.9%
Subtotal	55.0%
Total S.C. Public Institutions	67.9%

Percentage Full-Time, First-time, Degree-Seeking Freshmen Retained from Fall 2008 to Fall 2009, S.C. Independent Institutions (not inclusive)

Senior Institutions	
Allen University	62.0%
Anderson University	74.4%
Bob Jones University	71.5%
Charleston Southern University	60.1%
Columbia College	62.1%
Converse College	71.8%
Furman University	91.5%
Limestone College	57.3%
Newberry College	61.6%
North Greenville University	65.9%
Presbyterian College	84.8%
Southern Wesleyan University	66.9%
Wofford College	86.3%
Subtotal	69.6%
Two-Year Institutions	
Spartanburg Methodist College	54.5%
Total Independent Institutions	68.8%

SOURCES

ACT: <http://www.act.org/research/policymakers/reports/retain.html>

The Admission Center: <http://www.theadmissioncentre.com/2010/what-the-freshman-retention-rate-really-is/>

S.C. Commission on Higher Education: http://www.che.sc.gov/New_Web/Rep&Pubs/Enrollment/2009-10.htm

DEGREES AWARDED FROM SPARTANBURG COUNTY

WHY IS THIS IMPORTANT?

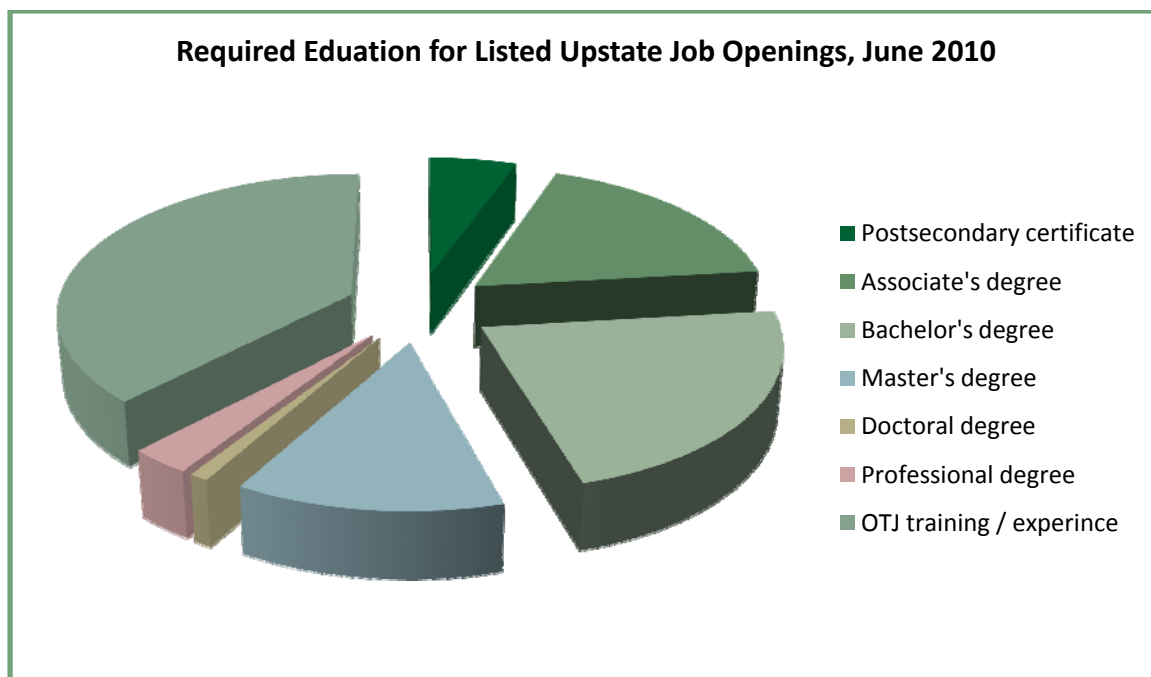
A thriving community is one that values education, beginning in pre-school, through kindergarten and the 12 grades, through college and into the work force for career development. Just as it is important for a community to provide educational opportunities for its residents in the K-12 grades, it is also imperative that those residents have opportunity at the post-secondary level.

THE DATA

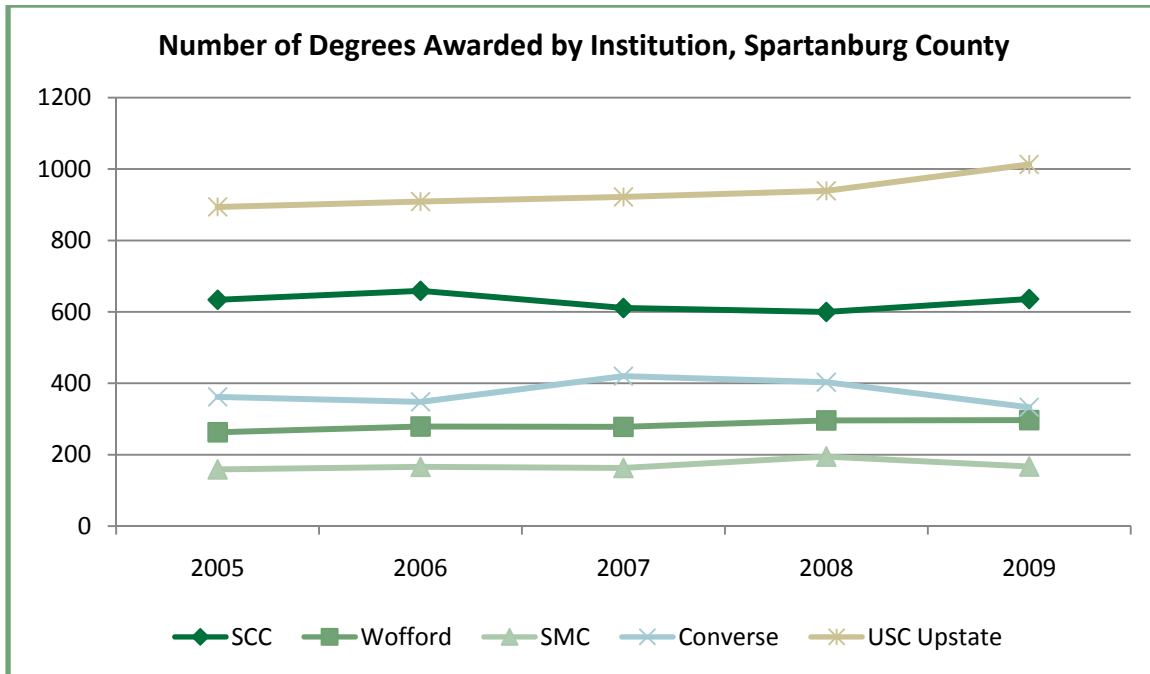
As of June, 2010 the South Carolina Department of Commerce reported that there are 21,777 job openings among companies with more than 10 employees in the Upstate commute shed (the high number of jobs is, in part, a function of the definition of the Upstate commute shed. The Department of Commerce includes Cherokee, Spartanburg, Union, Greenville and Richland Counties in this commute shed). All of the jobs listed were assumed to require at least a high school diploma or GED. Beyond that, educational requirements for these jobs include:

- 1,205 jobs requiring Postsecondary award / certificate
- 3,914 jobs requiring associate degrees
- 4,936 jobs requiring bachelor's degrees
- 2,805 jobs requiring master's degrees
- 206 jobs requiring doctoral degrees
- 654 jobs requiring professional degrees
- The balance of 8,357 jobs requiring on the job training or related work experience

A graphic conceptualization of these data is found in the pie chart below.



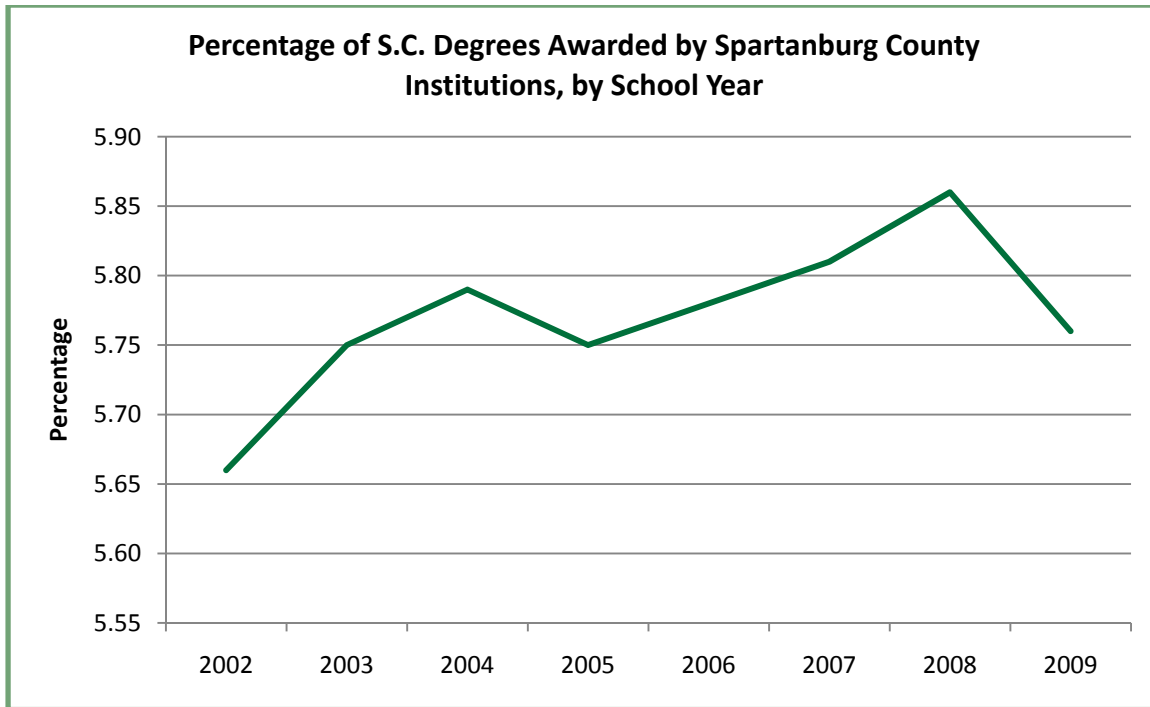
Spartanburg County Colleges and Universities have demonstrated a stable or slightly increasing 5-year trend in numbers of degrees awarded. USC Upstate has consistently awarded the greatest number of degrees, followed by Spartanburg Community College.



Spartanburg Community College its degrees at the Associate’s level.

Degrees awarded, SC Technical Colleges (not inclusive), 2008-2009				
	Certif.	Diploma	Assoc	Total
Aiken Tech	421	51	260	732
Greenville Tech	1,259	233	965	2,457
Horry-Georgetown Tech	225	83	514	822
Midlands Tech	724	126	922	1,772
Piedmont Tech	387	116	593	1,096
Spartanburg Community College	166	55	415	636
Tri County Tech	191	172	485	848
Trident Tech	715	110	1,075	1,900
Total S.C. Technical Colleges	5,459	1,396	6,981	13,836

The percentage of S.C. institution degrees awarded in Spartanburg County has also remained stable since 2002, between 5.5% and 5.9%. Of the state’s public comprehensive colleges, USC Upstate demonstrates the highest number of degrees awarded as a percentage of enrollment.



Spartanburg is reflective of a state-wide trend of more women than men being awarded degrees.

2008-2009 Total Bachelor's Degrees Awarded by Race and Gender, Spartanburg Four-Year Institutions								
	White		Black		Hispanic / Latino		Other*	
	Men	Women	Men	Women	Men	Women	Men	Women
Converse**	0	120	0	15	0	2	0	25
USC Upstate	183	437	34	167	7	17	61	91
Wofford	140	128	6	4	0	3	8	8
Total	323	685	40	186	7	22	69	141
State Total	6,470	8,405	1,238	2,773	146	190	795	976

*includes American Indian/ Alaskan Native, Asian, Native Hawaiian / Other Pacific Islander, Two or More Races, Non-Resident Alien, and Unknown

**Converse is a single-gender institution

SOURCES

Labor Demand by Workforce Investment Area [Data file]. Columbia, SC: SC Department of Commerce.

Labor Supply and Demand Commuted Area [Data file]. Columbia, SC: SC Department of Commerce.

S.C. Commission on Higher Education: http://www.che.sc.gov/New_Web/Rep&Pubs/Completions.htm

RETAINING GRADUATES OF PUBLIC COLLEGES AND UNIVERSITIES

WHY IS THIS IMPORTANT?

If communities are to improve competitiveness in the knowledge-based economy, well-educated workers must be available to them. Responding to a critical need for college graduates, significant investments have been made in higher education in South Carolina, primarily through merit-based student financial aid programs. The payoff for investment in higher education must be realized if the state and its communities are to gain economic ground.

THE DATA

The first state-level migration study of public college and university graduates in S.C., including four-year, two-year, community and technical colleges, was published in November 2007 by the S.C. Commission on Higher Education. This study tracked graduates using Division of Motor Vehicles records and found that, of 2001-2002 public college and university graduates:

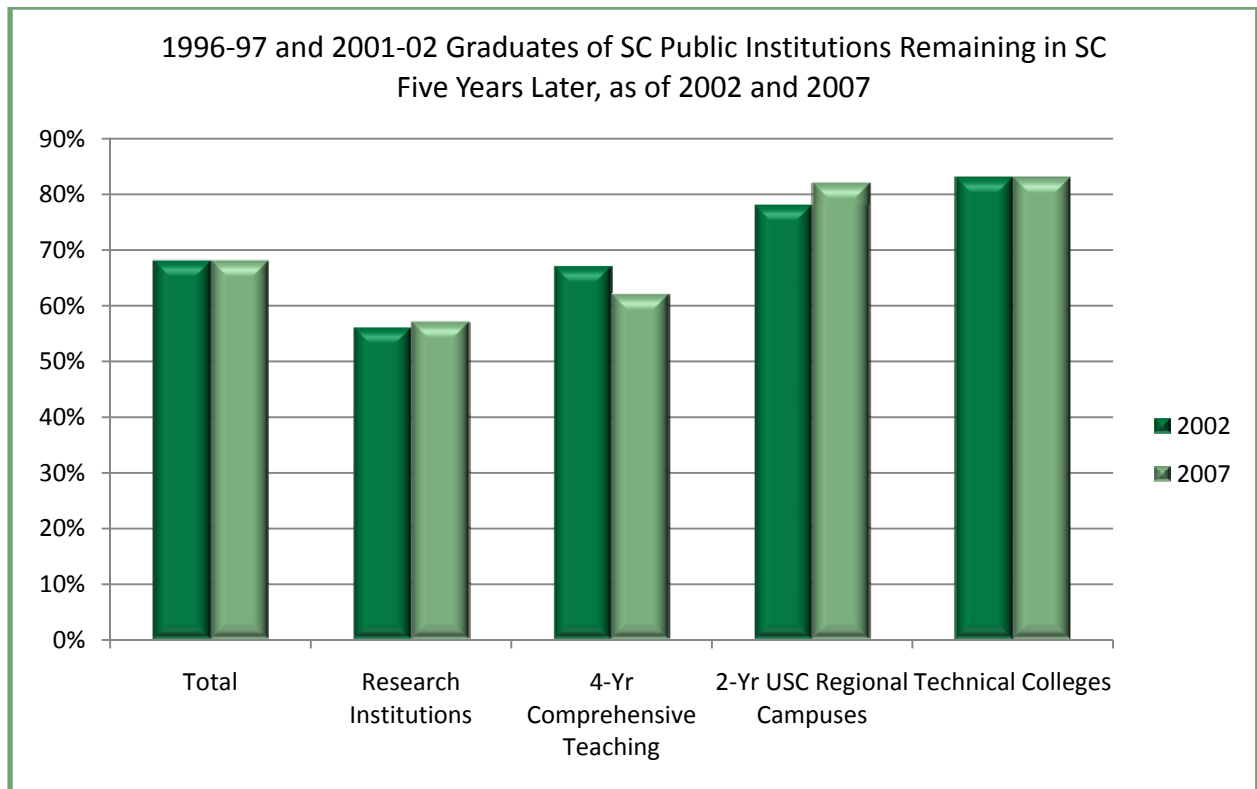
- 68% remained in S.C. as of 2007
- 79% of “native” S.C. graduates remained in S.C. as of 2007
- 71% of female graduates and 65% of male graduates remained in S.C. as of 2007
- 67% of graduates who received Palmetto Fellow Scholarships and 77% of LIFE Scholarship recipients remained in S.C. in 2007
- Graduates tend to locate in the larger counties in the Upstate, Midlands and Lowcountry regions of S.C.
- African Americans are most likely to remain in S.C., followed by whites and then by Hispanics

This study also found that graduates earning certificates, diplomas or associate’s degrees are more likely to remain in S.C. than those earning bachelor’s degrees. Bachelor’s degree recipients are more likely to remain than master’s degree recipients, and master’s degree recipients are more likely to remain than doctoral degree recipients. Compared to a 1996-1997 cohort, there was no significant difference in findings.

When disaggregated by institution, the data indicate that, for all degree recipients, greater proportions of graduates from USC Upstate remain in S.C. than graduates of its comparable institutions, The Citadel and College of Charleston. Further, greater proportions of Spartanburg Community College graduates remain in S.C. than graduates of Greenville Technical College and Midlands Technical College, its comparable institutions.

Graduates of Select Public Institutions Living in SC Five Years Later (Undergraduate & Graduate)

	1996-1997 Graduates living in SC as of 2002	2001-2002 Graduates living in SC as of 2007
Research Institutions	56%	57%
Clemson University	52%	52%
USC Columbia	58%	59%
Medical University of SC	60%	65%
4-Year Comprehensive Universities	67%	62%
The Citadel	56%	55%
Coastal Carolina University	59%	50%
College of Charleston	58%	54%
Francis Marion University	81%	76%
Lander University	84%	76%
S.C. State University	69%	63%
USC Aiken	71%	66%
USC Beaufort	49%	61%
USC Upstate	83%	78%
Winthrop University	65%	66%
Technical Colleges	83%	83%
Aiken Tech	76%	78%
Greenville Tech	84%	82%
Horry-Georgetown Tech	74%	76%
Midlands Tech	86%	83%
Piedmont Tech	90%	91%
Spartanburg Community College	89%	88%
Tri-County Tech	76%	80%



Although a higher proportion of USC Upstate and Spartanburg Community College graduates remain in SC, they do not remain in Spartanburg County at rates of comparable institutions in peer counties (although data for independent institutions are not included, the preponderance of all graduates is from public institutions).

Distribution of Graduates of S.C. Public Institutions Remaining in S.C. Five Years Later, by County		
	1996-1997 Graduates remaining in SC as of 2002	2001-2002 Graduates remaining in SC as of 2007
Spartanburg	5.3%	5.1%
Greenville	9.1%	9.4%
Richland	11.4%	10.8%
Charleston	9.8%	10.7%

The exodus of college graduates from Spartanburg County may explain, in part, the fact that Spartanburg County has the highest median population age of all peer counties, higher also than the state and national averages. It is also likely a large factor in the status of Spartanburg as having the lowest median family income and per capita income of peer counties.

SOURCES

S.C. Commission on Higher Education (2007, November). *Retaining graduates of South Carolina public colleges and universities*. Available from http://www.che.sc.gov/Finance/CHEMIS/CHE_SpecialReport_110207.pdf

CROSS-CUTTING INDICATORS

POVERTY

WHY IS THIS IMPORTANT?

Children from low income families do not perform as well in school as their higher income peers and are at significantly greater risk of dropping out before graduating. The accepted measure of poverty for South Carolina schools is the percentage of its students eligible for free and /or reduced price meals served under the National School Lunch and Breakfast Program. In October of each school year, eligibility data is reported by the state Department of Education to the US Department of Agriculture for federal reimbursement.

THE DATA

Data reported in 2009 indicate that 65% of the state's students are eligible for free and reduced meals. Eligibility in Spartanburg County ranges from 48% in Districts 2, 5 and 6 to 67% in District 7. Eligibility is higher in neighboring Cherokee County at 69% and Union County at 68%, but lower in neighboring Greenville County at 46%.

2009 Free and Reduced Meal Eligibility Data

	Total Enrollment	Number Eligible for Free Lunch	Number Eligible for Reduced Lunch	% Free and Reduced Lunch
Charleston	43265	19486	2834	51.59%
Cherokee	8976	5465	696	68.64%
Greenville	67825	26487	4382	45.51%
Richland 1	23688	13867	1163	63.45%
Richland 2	24524	8306	2356	43.48%
Spartanburg 1	4944	2165	468	53.26%
Spartanburg 2	9568	3879	743	48.31%
Spartanburg 3	2986	1558	256	60.75%
Spartanburg 4	2848	1465	266	60.78%
Spartanburg 5	7415	2819	738	47.97%
Spartanburg 6	10598	4270	808	47.91%
Spartanburg 7	7991	4763	553	66.52%
Union	4453	2524	487	67.62%
State	1418807	691750	105064	64.74%

SOURCES

S.C. Department of Education 2009 Free and Reduced Meal Eligibility Data:
<http://ed.sc.gov/topics/researchandstats/reports/tech/erate/2009/default.cfm>

INCOME

WHY IS THIS IMPORTANT?

Educational status is highly correlated with income. In fact, in South Carolina, an increase of 1% in the population with a Bachelor's degree is associated with an increase in per capita income of \$314. Generally, educational level determines income level. The educational level of a community is also a driver of economic development as high wage employers are drawn to communities where the workforce is well-educated and highly skilled. Thus, a well-educated community is a thriving community in terms of personal income, economic development, and the attendant quality of life.

THE DATA

Spartanburg County's low educational status, compared to peer counties, the state average and the national average is reflected in the table below. Spartanburg County has lower per capita income, median household income and median family income of all peer counties, the state and the nation.

Family Income Estimates 2006-2008

	Spartanburg County	Greenville County	Richland County	Charleston County	S.C.	U.S.
Per Capita Income*	\$22,797	\$26,133	\$26,355	\$30,457	\$23,668	\$27,466
Median Household Income*	\$43,207	\$47,408	\$49,047	\$49,118	\$44,326	\$52,175
Median Family Income*	\$54,384	\$59,290	\$62,428	\$62,433	\$54,710	\$63,211

*in 2008 inflation-adjusted dollars

The correlation between poverty and educational attainment is almost perfect, with a coefficient of -0.925 for national poverty and educational attainment data. The correlation coefficients represent an almost perfect negative correlation between educational attainment and poverty. That is, for every incremental increase in education, there is a corresponding incremental decrease in poverty.

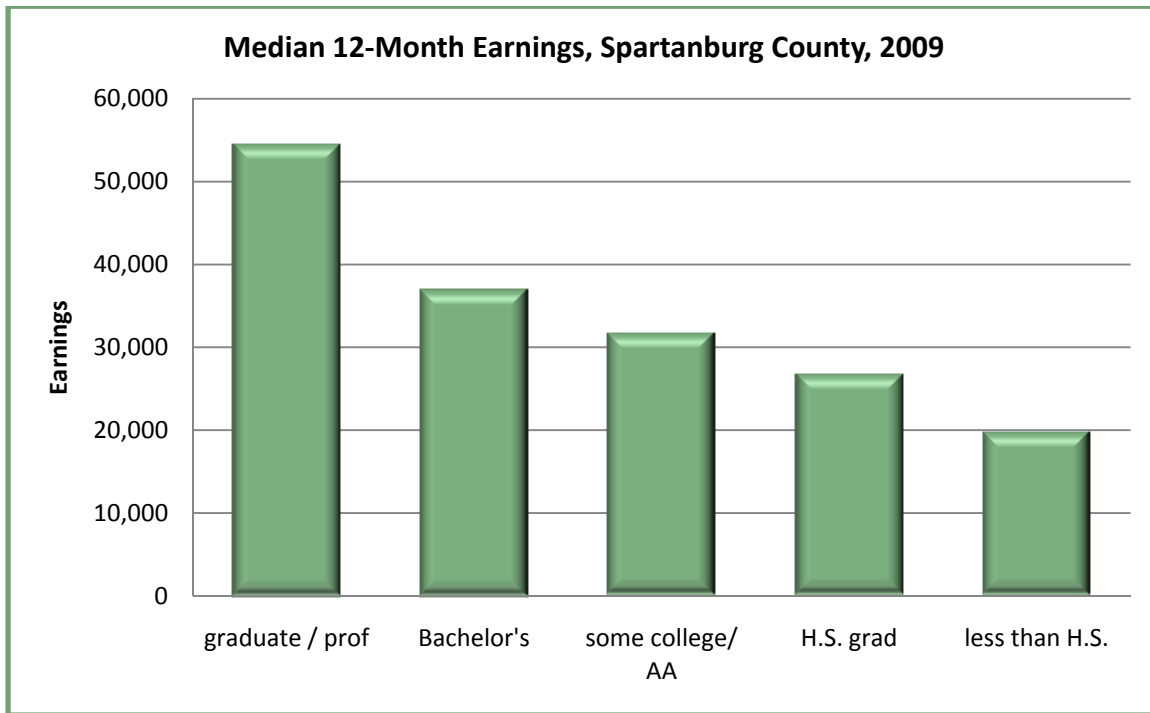
An even stronger relationship is found for Spartanburg, Greenville, and Richland Counties. In other words, educational attainment is almost a perfect predictor of poverty rate.

Percentage of Population At or Below Poverty Level by Educational Attainment, 2008						
Subject	Spartanburg County	Greenville County	Richland County	Charleston County	S.C.	US
Less than high school graduate	22.2%	24.1%	28.0%	32.6%	27.4%	23.6%
High school graduate (includes equivalency)	11.1%	13.0%	13.3%	15.2%	13.5%	11.5%
Some college or associate's degree	7.0%	7.8%	8.7%	8.4%	8.1%	7.8%
Bachelor's degree	3.5%	4.1%	4.0%	5.0%	4.0%	4.1%
Graduate or professional degree	2.0%	2.5%	2.2%	2.2%	2.5%	3.0%
Correlation Between Educational Attainment and Poverty Rate	- 0.93816	- 0.94608	- 0.93335	- 0.92411	- 0.93201	- 0.92531

The table below demonstrates earnings by educational level for Spartanburg County residents, with state and national comparison. The more education the average citizen receives, the more median income he or she is expected to earn in any given 12 month period. The correlation coefficient is extremely high on this measure as well, especially in Spartanburg County.

Median Earnings in the Past 12 Months and Educational Attainment, 2006-2008						
	Median 12-Month Earnings (2008 Inflation-Adjusted Dollars)			Educational Attainment (Population Age 25 and Over)		
	Spartanburg	S.C.	US	Spartanburg	S.C.	US
Less than high school graduate	\$20,785	\$18,837	\$19,989	21.5%	17.8%	15.5%
High school graduate (includes equivalency)	\$26,547	\$25,815	\$27,448	31.7%	32.1%	29.6%
Some college or associate's degree	\$33,134	\$31,342	\$33,838	27.0%	26.9%	27.5%
Bachelor's degree	\$43,859	\$42,217	\$47,853	12.6%	15.1%	17.3%
Graduate or professional degree	\$52,613	\$52,670	\$63,174	7.2%	8.2%	10.1%
Correlation between Median 12-Month Earnings and Educational Attainment	0.992931	0.990814	0.981773			

Although the graph below demonstrates this for county residents, the same holds true statewide and nationally.



When poverty is examined at the neighborhood level by Census tract, there are 11 tracts in Spartanburg County where median household income (2010) is between \$9,999 and \$30,198. Ten of these cluster in, or contiguous to, the City of Spartanburg; the other tract includes the Spartanburg County portion of the City of Greer. Median household income is higher in all other county census tracts.

SOURCES

American Community Survey: <http://www.census.gov/acs/www/>