

## **DISTRICT PROFILE**

Greenville County Schools (GCS) is widely recognized as a leader in public education. Serving over 67,903 students, GCS is the largest public school system in South Carolina. According to the latest publication from the National Center of Education Statistics, GCS is the 51<sup>st</sup> largest school district in the nation. The area served by GCS covers over 800 square miles and includes almost all of Greenville County and portions of Laurens and Spartanburg Counties. The District facilities include 6 child development centers, 49 elementary schools, 18 middle schools, 14 high schools, 4 career centers, and 7 special focus centers. Among the elementary, middle, and high schools, 12 International Baccalaureate programs and 11 magnet academics operate, providing unique educational opportunities, including concentrations in foreign language, communication arts, pre-engineering, and science and technology.

GCS has 16 schools receiving federal funding from Title I. Title I funds allow schools to provide opportunities for children to acquire the knowledge and skills contained in the challenging state content standards. The GCS Title I program provides enriched and accelerated educational programs. These programs include school-wide programs which provide additional staffing, professional development, and parent involvement programs to help parents participate in the education of their children at home and at school.

GCS serves a culturally diverse population of students. The ethnic make-up of students in GCS in 2008-2009 was 59.9% white, 26.0% African-American, 10.4% Hispanic, 2.6% Asian, and 0.2% Native American. Dedicated to meeting the educational needs of all students, GCS serves over 10,790 (15.9%) students with disabilities. Of those, over 8,434 are students with disabilities more severe than speech and an additional 2,360 are students with speech disabilities. Additionally, 8,771 (12.9%) GCS students participate in the District's gifted and talented program. GCS also serves over 5,800 (8.5%) students who meet the state specifications for English for Speakers of Other Languages (ESOL).

GCS stresses the importance of daily attendance for all students and teachers. As reported in the 2007-2008 Annual Report Card, GCS had an average student attendance rate of 96.2% and a teacher attendance rate of 95.6%. The annual student dropout rate was 3.8%.

There are 4,864 teachers in the District; 60.1% hold Master's degrees or higher, while 500 are National Board Certified. The average teacher salary is \$44,197. Thirteen Greenville County schools have been named National Blue Ribbon Schools of Excellence. Over the last thirty years, 18 schools have been designated Palmetto's Finest Schools, our state's highest honor for schools. In May 2009, three GCS schools were identified as Red Carpet Schools for their efforts to provide the highest level of customer service to their parents and school community. In the past six years, over 40 schools have received the honor at least once. Twenty-nine schools are part of the PTA National Schools of Excellence, and 34 schools have been identified as Baldrige Model Schools. Finally, 88% of our graduates in 2009 went on to pursue higher education.

In 2008-2009, Greenville County Schools earned National Accreditation from the AdvancED Accreditation Commission, recognizing GCS as a high quality school district and granting full accreditation to the school district and all of its schools.

**EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS  
(Mandated Component)**

**GOAL 1**

AYP and Report Card Ratings

In 2009, the percentage of GCS schools that met AYP increased by 26.3 percentage points from 2008. Figure 1 displays the percentage of GCS schools that met AYP for the past eight years. The percentage of elementary schools that met AYP increased 2009. One GCS middle school met AYP. No GCS high schools met AYP in 2008-09. The district has not met AYP since 2004-05. The district met 29 out of 37 objectives (78.4%) in 2005-06 and in 2006-07, 27 out of 37 objectives (73.0%) in 2007-08, and 34 out of 37 objectives (92.0%) in 2008-09.

**Figure 1. AYP History in GCS**

<b>GCS All Schools</b>	<b>No</b>	<b>Yes</b>	<b>Total</b>	<b>% Met</b>
02-03	67	19	86	22.1%
03-04	37	50	87	57.5%
04-05	48	37	85	43.5%
05-06	60	24	84	25.6%
06-07	58	26	84	31.0%
07-08	70	14	84	16.7%
08-09	49	37	86	43.0%
<b>Elementary</b>				
02-03	35	15	50	30.0%
03-04	9	40	49	81.6%
04-05	18	30	48	62.5%
05-06	28	20	48	41.7%
06-07	28	19	47	40.4%
07-08	39	8	47	17.0%
08-09	17	31	48	64.6%
<b>Middle</b>				
02-03	18	0	18	0.0%
03-04	18	0	18	0.0%
04-05	18	0	18	0.0%
05-06	17	0	17	0.0%
06-07	17	0	17	0.0%
07-08	17	0	17	0.0%
08-09	17	1	18	5.6%

<b>High</b>					
	02-03	14	0	14	0.0%
	03-04	8	6	14	42.9%
	04-05	11	3	14	21.4%
	05-06	14	0	14	0.0%
	06-07	13	1	14	7.1%
	07-08	13	1	14	7.1%
	08-09	14	0	14	0.0%

\*GCS All Schools totals include traditional schools, career centers, and special centers (Sterling School and Washington Center).

In 2005-06, the Absolute Rating for GCS was *Average* and the Growth Rating was *At-Risk*. In 2006-07 and 2007-08, the Absolute Rating for GCS was *Average* and the Growth Rating was *Average*. In 2008-09, the Absolute Rating for the district remained *Average*; however, the Growth Rating dropped one level from 2008 to *Below Average*. In 2008-09, the district's Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. Figure 2 displays the Absolute and Growth Rating totals and percentages since 2000-01.

**Figure 2. GCS Report Card Absolute Ratings\***

<b>GCS DISTRICT RATINGS</b>	<b>2008-09</b>				<b>2007-08</b>			
	<b>ABSOLUTE NUMBER</b>	<b>ABSOLUTE PERCENT</b>	<b>GROWTH NUMBER</b>	<b>GROWTH PERCENT</b>	<b>ABSOLUTE NUMBER</b>	<b>ABSOLUTE PERCENT</b>	<b>GROWTH NUMBER</b>	<b>GROWTH PERCENT</b>
<b>Total Excellent</b>	<b>18</b>	<b>21.4%</b>	<b>10</b>	<b>11.9%</b>	<b>8</b>	<b>9.5%</b>	<b>11</b>	<b>13.1%</b>
<b>Total Good</b>	<b>15</b>	<b>17.9%</b>	<b>16</b>	<b>19.0%</b>	<b>17</b>	<b>20.2%</b>	<b>12</b>	<b>14.3%</b>
<b>Total Average</b>	<b>46</b>	<b>54.8%</b>	<b>45</b>	<b>53.6%</b>	<b>34</b>	<b>40.5%</b>	<b>12</b>	<b>14.3%</b>
<b>Total Below Average</b>	<b>4</b>	<b>4.8%</b>	<b>11</b>	<b>13.1%</b>	<b>20</b>	<b>23.8%</b>	<b>29</b>	<b>34.5%</b>
<b>Total At-Risk</b>	<b>3</b>	<b>3.6%</b>	<b>4</b>	<b>4.8%</b>	<b>5</b>	<b>6.0%</b>	<b>20</b>	<b>23.8%</b>
<b>Total</b>	<b>86</b>		<b>86</b>		<b>84</b>		<b>84</b>	

<b>GCS DISTRICT RATINGS</b>	<b>2006-07</b>				<b>2005-06</b>			
	<b>ABSOLUTE NUMBER</b>	<b>ABSOLUTE PERCENT</b>	<b>GROWTH NUMBER</b>	<b>GROWTH PERCENT</b>	<b>ABSOLUTE NUMBER</b>	<b>ABSOLUTE PERCENT</b>	<b>GROWTH NUMBER</b>	<b>GROWTH PERCENT</b>
<b>Total Excellent</b>	<b>7</b>	<b>8.4%</b>	<b>5</b>	<b>6.0%</b>	<b>12</b>	<b>14.6%</b>	<b>6</b>	<b>7.4%</b>
<b>Total Good</b>	<b>16</b>	<b>19.3%</b>	<b>8</b>	<b>9.6%</b>	<b>19</b>	<b>23.2%</b>	<b>13</b>	<b>16.0%</b>
<b>Total Average</b>	<b>35</b>	<b>42.2%</b>	<b>8</b>	<b>9.6%</b>	<b>28</b>	<b>34.1%</b>	<b>7</b>	<b>8.6%</b>
<b>Total Below Average</b>	<b>18</b>	<b>21.7%</b>	<b>24</b>	<b>28.9%</b>	<b>17</b>	<b>20.7%</b>	<b>16</b>	<b>19.8%</b>
<b>Total At-Risk</b>	<b>7</b>	<b>8.4%</b>	<b>38</b>	<b>45.8%</b>	<b>6</b>	<b>7.3%</b>	<b>39</b>	<b>48.1%</b>
<b>Total</b>	<b>83</b>		<b>83</b>		<b>82</b>		<b>81</b>	

GCS DISTRICT RATINGS	2004-05				2003-04			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	14	16.9%	6	7.2%	17	20.0%	9	10.6%
Total Good	27	32.5%	13	15.7%	35	41.2%	13	15.3%
Total Average	28	33.7%	6	7.2%	22	25.9%	6	7.1%
Total Below Average	10	12.0%	19	22.9%	9	10.6%	19	22.4%
Total At-Risk	4	4.8%	39	47.0%	2	2.4%	38	44.7%
<b>Total</b>	<b>83</b>		<b>83</b>		<b>85</b>		<b>85</b>	

GCS DISTRICT RATINGS	2002-03				2001-02			
	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT	ABSOLUTE NUMBER	ABSOLUTE PERCENT	GROWTH NUMBER	GROWTH PERCENT
Total Excellent	25	29.1%	5	5.8%	20	23.0%	6	6.9%
Total Good	29	33.7%	20	23.3%	36	41.4%	19	21.8%
Total Average	21	24.4%	3	3.5%	18	20.7%	2	2.3%
Total Below Average	8	9.3%	14	16.3%	10	11.5%	32	36.8%
Total At-Risk	3	3.5%	44	51.2%	3	3.4%	28	32.2%
<b>Total</b>	<b>86</b>		<b>86</b>		<b>87</b>		<b>87</b>	

\*GCS Totals include traditional schools, career centers, and special centers (Sterling School and Washington Center).

### PASS Scores

In spring 2009, South Carolina instituted the new Palmetto Assessment of State Standards (PASS) to replace the Palmetto Achievement Challenge Tests (PACT) in grades 3-8. The new state test includes five subject areas: writing, English language arts (reading and research), mathematics, science, and social studies. PASS scores are reported using three scoring levels: Not Met, Met, and Exemplary. Students scoring Met or Exemplary are considered to have met the state's academic standards.

In spring 2009, Greenville County Schools' students met or exceeded the state average on 23 of 30 tests on PASS.

Figure 3 displays the difference between GCS and SC PASS writing scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, 7, and 8 when compared to the state.

**Figure 3. Percent Met and Exemplary on 08-09 PASS Writing**

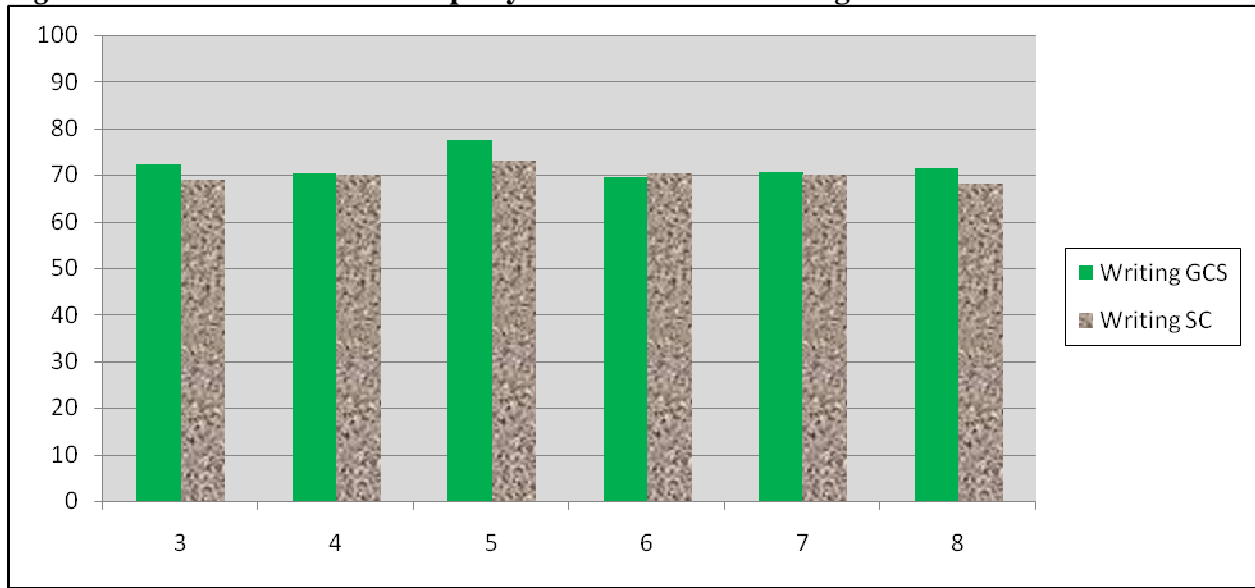


Figure 4 displays the difference between GCS and SC PASS ELA (reading and research) scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5 and 8 when compared to the state.

**Figure 4. Percent Met and Exemplary on 08-09 PASS ELA (Reading and Research)**

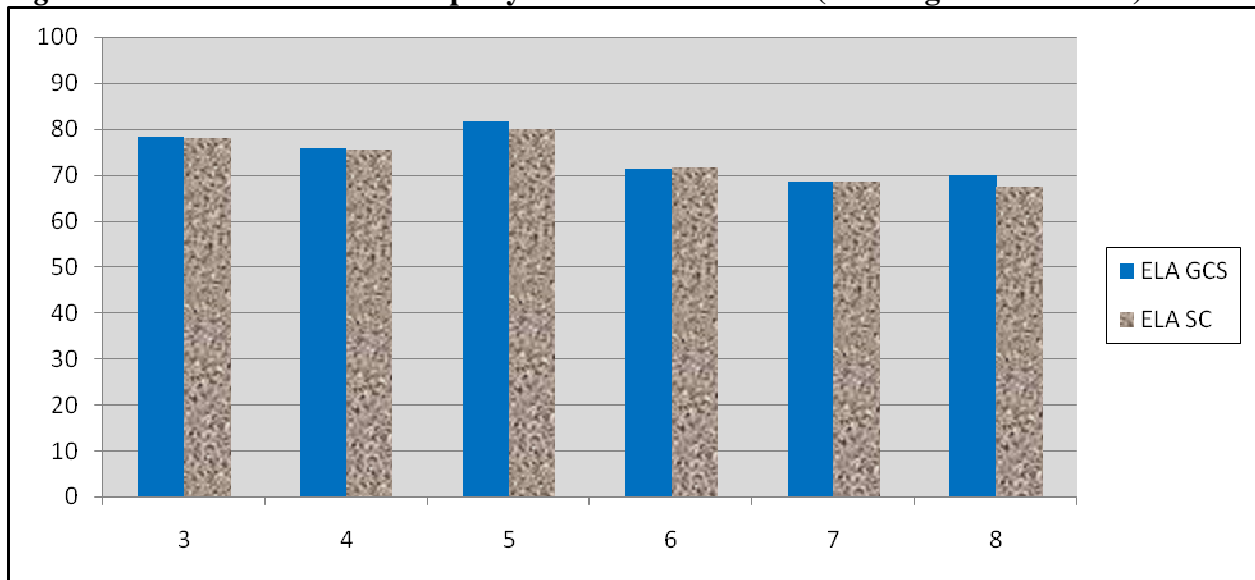


Figure 5 displays the difference between GCS and SC PASS math scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5 and 8 when compared to the state.

**Figure 5. Percent Met and Exemplary on 08-09 PASS Math**

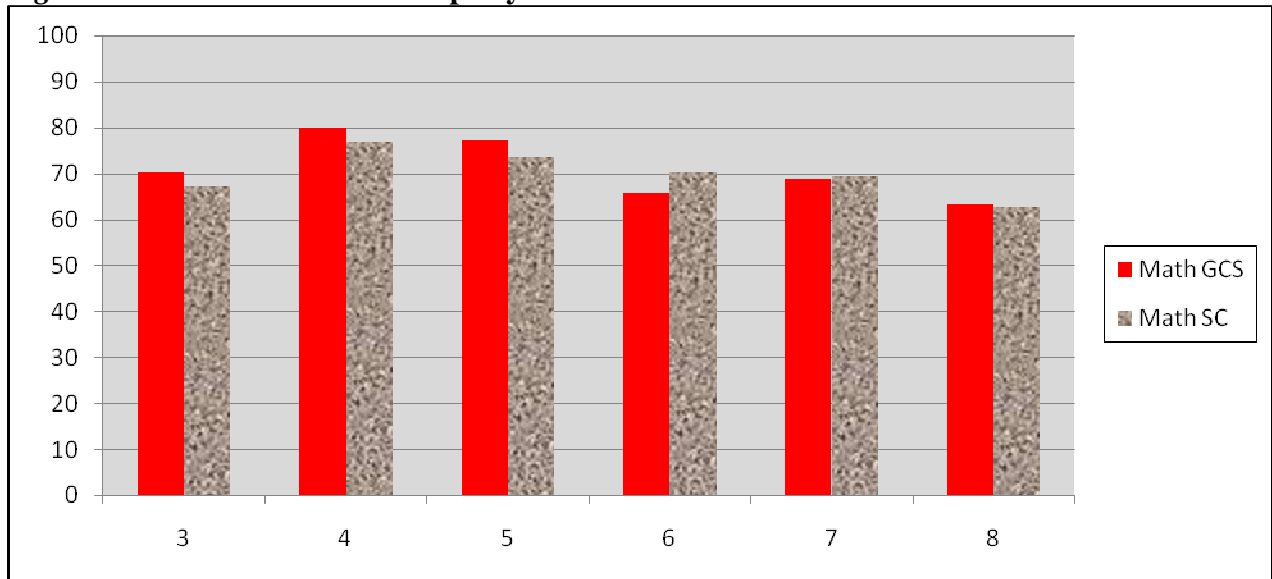


Figure 6 displays the difference between GCS and SC PASS science scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, 6, and 8 when compared to the state.

**Figure 6. Percent Met and Exemplary on 08-09 PASS Science**

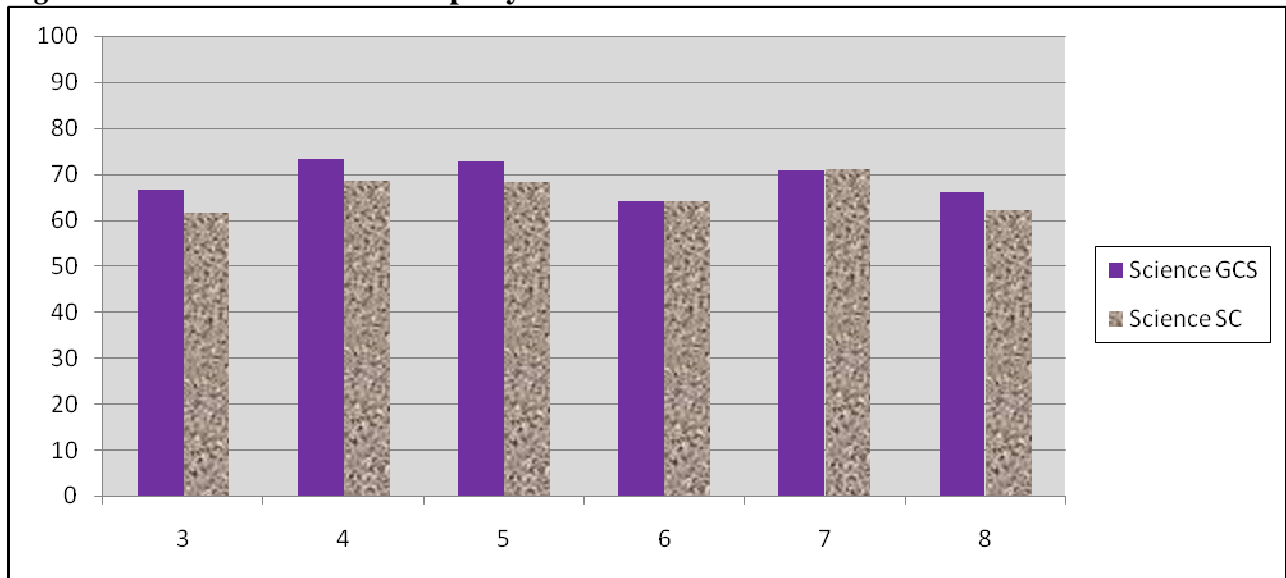
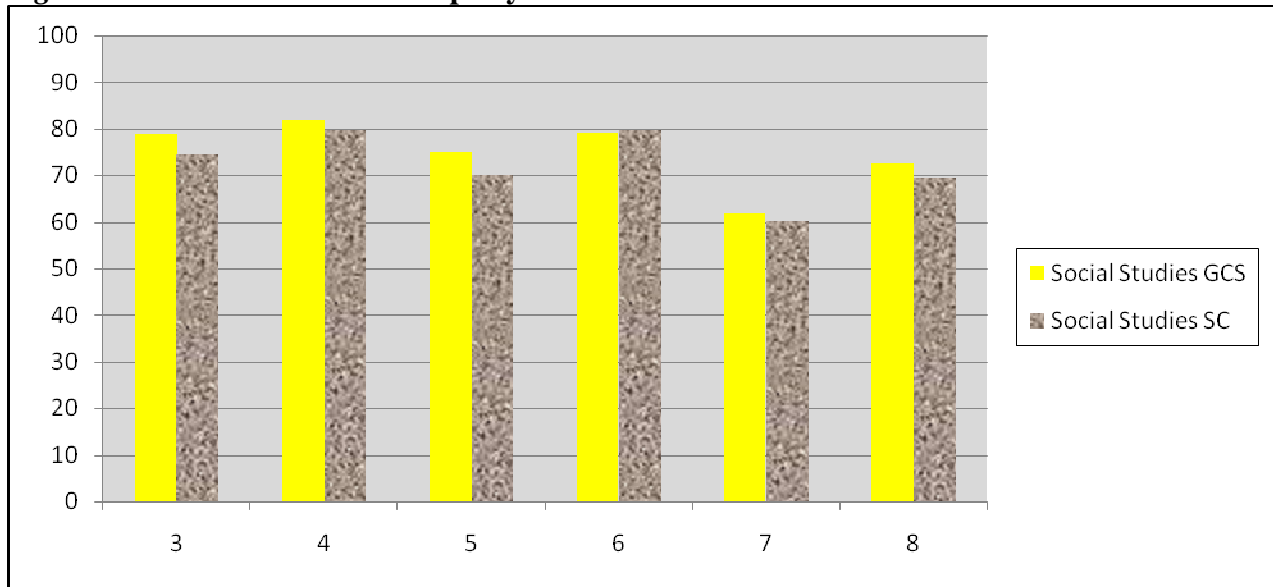


Figure 7 displays the difference between GCS and SC PASS social studies scores. GCS had more students scoring Met and Exemplary in grades 3, 4, 5, 7, and 8 when compared to the state.

**Figure 7. Percent Met and Exemplary on 08-09 PASS Social Studies**



### Measures of Academic Progress (MAP)

Since 2005-2006, an additional resource for assessment in Greenville County has been used, the Measures of Academic Progress (MAP) test. This computerized system of testing is administered two to three times a year in every school in reading and mathematics, and two optional subjects, language usage and science. MAP correlates with national and state curriculum and standards, and is nationally norm-referenced. The difficulty of each test adjusts to individual students' performance; meaning if a student answers a question correctly, the next question will be more difficult and vice-versa. After a student completes a test, the program reports the student's equal-interval RIT score. Unlike the PASS and other standardized tests, MAP reports provide a snapshot of student achievement at intervals throughout the school year. MAP results are regularly being used in the schools for curriculum decisions, student placement, and parent conferences. As MAP testing continues, the results will increasingly be used to help assess students' academic achievement and in district planning.

### High School Achievement Scores

#### **End-of-Course Exam Program (EOCEP)**

Middle school students' English I EOCEP passage rates remained constant at 98.7% from 2007-08 to 2008-09. High school students' English I passage rates increased from 64.7% in 2007-08 to 68.0% in 2008-09.

Middle school students' passage rate on the Algebra I EOCEP increased from 97.9% in 2007-08 to 99.1% in 2008-09. The high school passage rate on the Algebra I EOCEP decreased from 72.3% in 2007-08 to 69.3% in 2008-09.

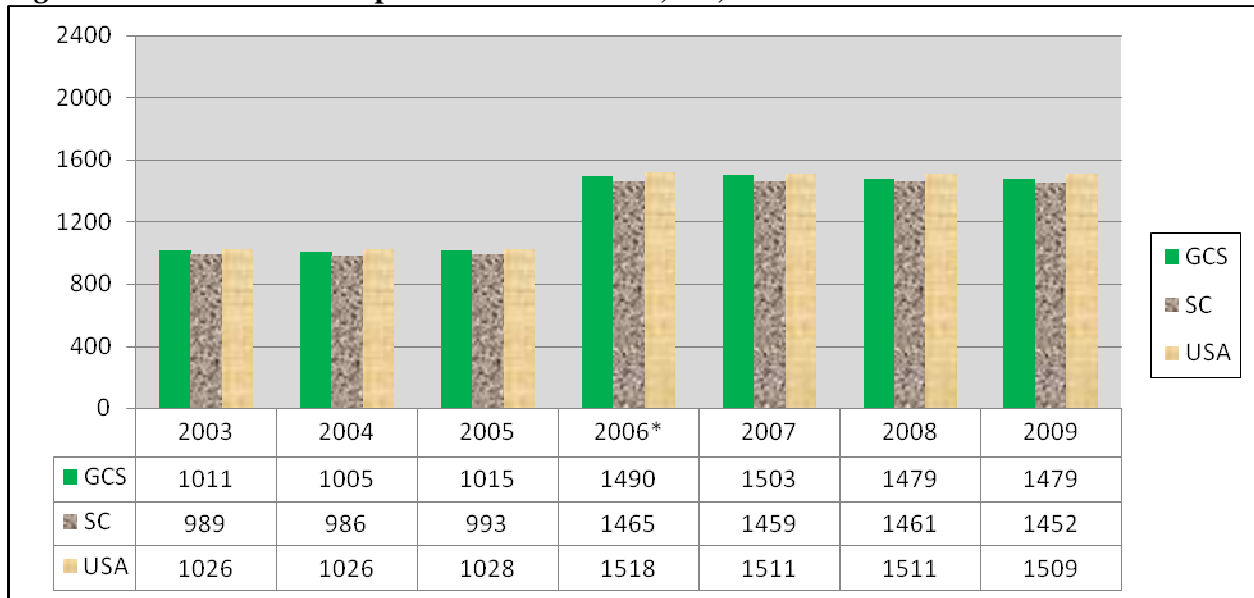
The Physical Science EOCEP passage rate (high schools only) decreased slightly from 62.1% in 2007-08 to 61.5% in 2008-09.

In 2008-09, the US History and Constitution EOCEP results (high school only) were reported for the first time. The passage rate for GCS students in 2008-09 was 54.0%.

## SAT

GCS high school students have continued to maintain SAT scores that are higher than the SC state average for verbal, math and composite scores. In GCS, the average composite score on the SAT remained constant at 1479 from 2008 to 2009. There were 2,315 (54%) GCS seniors tested in 2009. The average critical reading score was 498, the average writing score was 480, and the average math score was 500. Figure 8 displays the SAT composite score results from the past seven years. GCS has remained higher than the average SC score and slightly behind the average national score.

**Figure 8. 7-Year SAT Composite Scores of GCS, SC, and the Nation**



\*In 2006, writing was added to the composite score of the SAT.

## ACT

The number of GCS students who take the ACT, another college entrance exam, continues to rise every year. The composite score in GCS increased from 21.1 in 2008 to 21.4 in 2009. One-tenth of an ACT point is comparable to four points on the SAT. Figure 9 displays the 2008-09 ACT results in GCS.

**Figure 9. 2009 ACT Results**

	# of students	English	Math	Reading	Science	Composite
GCS	1,449	21	21.2	21.7	21.1	21.4
SC	16,030	18.9	19.9	19.7	19.7	19.7
Nation	1,480,469	20.6	21	21.4	20.9	21.1

## Advanced Placement (AP) Exams

The number of students taking AP Exams decreased from 2008 to 2009. However, the percentage of students scoring a 3 or higher on an AP exam increased from 2008 to 2009. Figure 10 displays the total number of exams taken as well as the percent scoring 3 or higher on an AP exam.

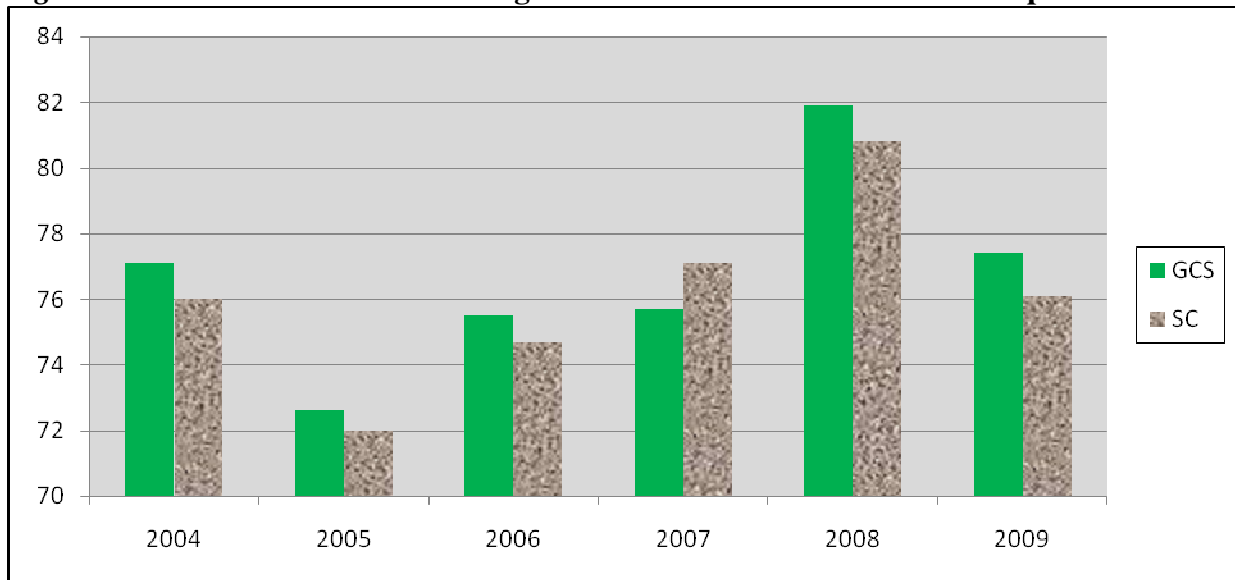
**Figure 10. Number of AP Exams and Percent Scoring 3-5 in GCS**

Year	# Exams	% 3-5 Scores
1999	1,911	58%
2000	1,965	60%
2001	2,078	60%
2002	2,881	55%
2003	3,437	53%
2004	3,777	48%
2005	4,877	43%
2006	4,568	48%
2007	4,943	51%
2008	4,457	51%
2009	4,311	57%

## High School Assessment Program (HSAP)

SC's EXIT Exam changed from the Basic Skills Assessment Program (BSAP) to the High School Assessment Program (HSAP) Exam in 2003-04. Currently, there are six years' data from the HSAP, shown in Figure 11.

**Figure 11. Percent of Students Passing Both Sections of HSAP on 1<sup>st</sup> Attempt**



The Achievement Gap

In 2008, 11 schools were identified as Gap schools, and four schools from 2007 that no longer met the criteria continued to receive services to assist them in maintaining their positive results. The criteria for 2008 was based on at least a 21% point difference in PACT ELA and/or math in the Below Basic category between students receiving subsidized meals and students not receiving subsidized meals. Five of the eleven identified schools were Gap schools in 2007. Those schools made progress but still remained within the 21% point difference range. Because of the switch from PACT to PASS state testing in 2009, new data was not available in order to establish new criteria and select new schools at the beginning of the 2008-09 school year. Therefore, a decision was made to continue working with the 2008 schools for the 2008-09 school year. Services are also made available to any school making a request.

The percentage of African American and Hispanic students scoring Proficient and Advanced is much lower than the percentage of White and Asian students scoring Proficient and Advanced on all PACT subtests for the 2007-08 school year. Figure 12 displays the difference in PACT scores. The achievement gap for elementary and middle schools must continue to be a high priority need for improvement in GCS’ Strategic Plan.

**Figure 12. % of Students Scoring Proficient and Advanced on PACT 2007-08**

	ELA	Math	Science	Soc. St.
White	49.9	46.7	49.7	46.1
African American	21.8	16.8	18.3	20.5
Asian	62.7	64.8	60.9	60.2
Hispanic	26.0	26.1	23.8	27.7

The percentage of FARMS students scoring Proficient and Advanced on PACT ELA in 2007-08 was 52.6% compared to 22.6% of full-pay students. The greatest difference between full-pay and FARMS students was in Science with a difference of 30.6%. The differences between these two groups of students are displayed in Figure 13.

**Figure 13. % of Full-Pay and FARMS Students Scoring Proficient and Advanced on PACT 2007-08**

	ELA	Math	Science	Soc. St.
Full-Pay	52.6	48.0	50.8	47.8
FARMS	22.6	20.1	20.2	21.7
<i>Difference</i>	<i>30.0</i>	<i>27.9</i>	<i>30.6</i>	<i>26.1</i>

The percentage of students with IEPs scoring Proficient and Advanced on PACT ELA in 2007-08 was 12.2% compared to 44.3% of students without IEPs. The greatest difference between IEP students and non-IEP students was in ELA with a difference of 32.1%. The differences between these two groups of students are displayed in Figure 14.

**Figure 14. % of Non-Disabled and Disabled Students Scoring Proficient and Advanced on PACT 2007-08**

	ELA	Math	Science	Soc. St.
No IEP	44.3	40.4	42.0	40.5
IEP	12.2	11.4	13.7	14.5
<i>Difference</i>	<i>32.1</i>	<i>29.0</i>	<i>28.3</i>	<i>26.0</i>

The percentage of LEP students scoring proficient and advanced on the 2007-08 PACT ELA was 28.9% while the percent of non-LEP students scoring proficient or advanced in 2007-08 was 40.7%. PACT Science was the largest difference between LEP and non-LEP student performance. Figure 15 displays the differences between LEP and non-LEP on the PACT 2007-08.

**Figure 15. % of Non-LEP and LEP Students Scoring Proficient and Advanced on PACT 2007-08**

	ELA	Math	Science	Soc. St.
Non-LEP	40.7	36.9	39.7	37.3
LEP	28.9	28.5	25.0	29.4
<i>Difference</i>	<i>11.8</i>	<i>8.4</i>	<i>14.7</i>	<i>7.9</i>

Ethnicity differences in student performance can be seen on the ELA section of the HSAP for both spring 2008 and spring 2009. In 2008 and spring 2009, Asian/Pacific Islander students had the greatest percentage of students who scored at or above Level 2 compared to the other ethnicity groups. In 2008, 94.8% of white students, 77.4% of African-American students, 79.0% of Hispanic students, and 94.9% of Asian/Pacific Islander students earned a score at or above Level 2. In 2009, 92.4% of white students, 75.3% of African-American students, 78.8% of

Hispanic students, and 94.1% of Asian/Pacific Islander students earned a score at or above Level 2. From 2008 to 2009, the percentage of students scoring at or above Level 2 decreased for all ethnic groups, with white students seeing the greatest drop at 2.4%. Ethnicity differences in student performance are also apparent on the mathematics section of the HSAP for spring 2008 and 2009. Asian/Pacific Islander students had the highest percentage of students passing the mathematics section of the HSAP in 2008 and 2009. In 2008, 92.0% of white students, 69.5% of African-American students, 74.8% of Hispanic students, and 94.9% of Asian/Pacific Islander students scored at or above Level 2 on the mathematics section of the test. In 2009, 88.2% of white students, 63.3% of African-American students, 78.9% of Hispanic students, and 93.1% of Asian/Pacific Islander students scored at or above Level 2 on the mathematics portion of the test. From 2008 to 2009, the percentage of students scoring at or above Level 2 and the percentage of students scoring at or above Level 3 increased for one ethnic group—Hispanic students.

**Figure 16. % of All Students by Ethnicity Scoring at or Above Level 2 on HSAP 1<sup>st</sup> Attempt**

	ELA 2008	ELA 2009	Math 2008	Math 2009
<b>WHITE</b>				
% Level 2 +	94.8	92.4	92.0	88.2
% Level 3 +	78.5	69.2	68.7	65.6
<b>AFRICAN-AM</b>				
% Level 2 +	77.4	75.3	69.5	63.3
% Level 3 +	40.3	30.8	30.5	25.3
<b>HISPANIC</b>				
% Level 2 +	79.0	78.8	74.8	78.9
% Level 3 +	50.8	40.9	42.2	45.5
<b>ASIAN / PI</b>				
% Level 2 +	94.9	94.1	94.9	93.1
% Level 3 +	80.8	70.3	84.8	83.2

Students in Greenville County Schools receiving free or reduced priced lunch also have lower HSAP exam scores than full-pay lunch students, as shown in Figure 17 below.

**Figure 17. % of All Students by Lunch Status Scoring At or Above Level 2 on HSAP 1<sup>st</sup> Attempt**

	ELA 2008	ELA 2009	Math 2008	Math 2009
<b>SUBSIDIZED MEALS</b>				
% Level 2 +	78.4	74.3	71.3	67.4
% Level 3 +	43.7	33.2	35.3	32.1
<b>FULL-PAY MEALS</b>				
% Level 2 +	94.1	93.1	91.4	87.8
% Level 3 +	77.4	68.6	67.3	64.5

Graduation rates in 2008-09 exemplify the achievement gaps that currently exist in Greenville County Schools. The graduation rate for African American students was 64.6% versus 79.7% for white students, while the graduation rate for students receiving free or reduced priced lunch was 60.9% and the graduation rate for full-pay students was 81.9%.

End-of-course passage rates in Greenville County during the 2008-09 school year also show the achievement gaps that currently exist in Greenville County Schools. The end-of-course passage rate for African-American students was significantly lower on all tests than the passage rate for white students. The same hold true for students receiving free or reduced priced lunch compared to full-pay lunch students.