



**Wilson Consulting Services, LLC**

# **“The Academic Achievement Indicator Ratings”**

**A Snapshot of Horry County Schools  
~Report 1 of 4~**



**September 27, 2019**

by

**David C. Wilson**

Founder / CEO

Wilson Consulting Services, LLC

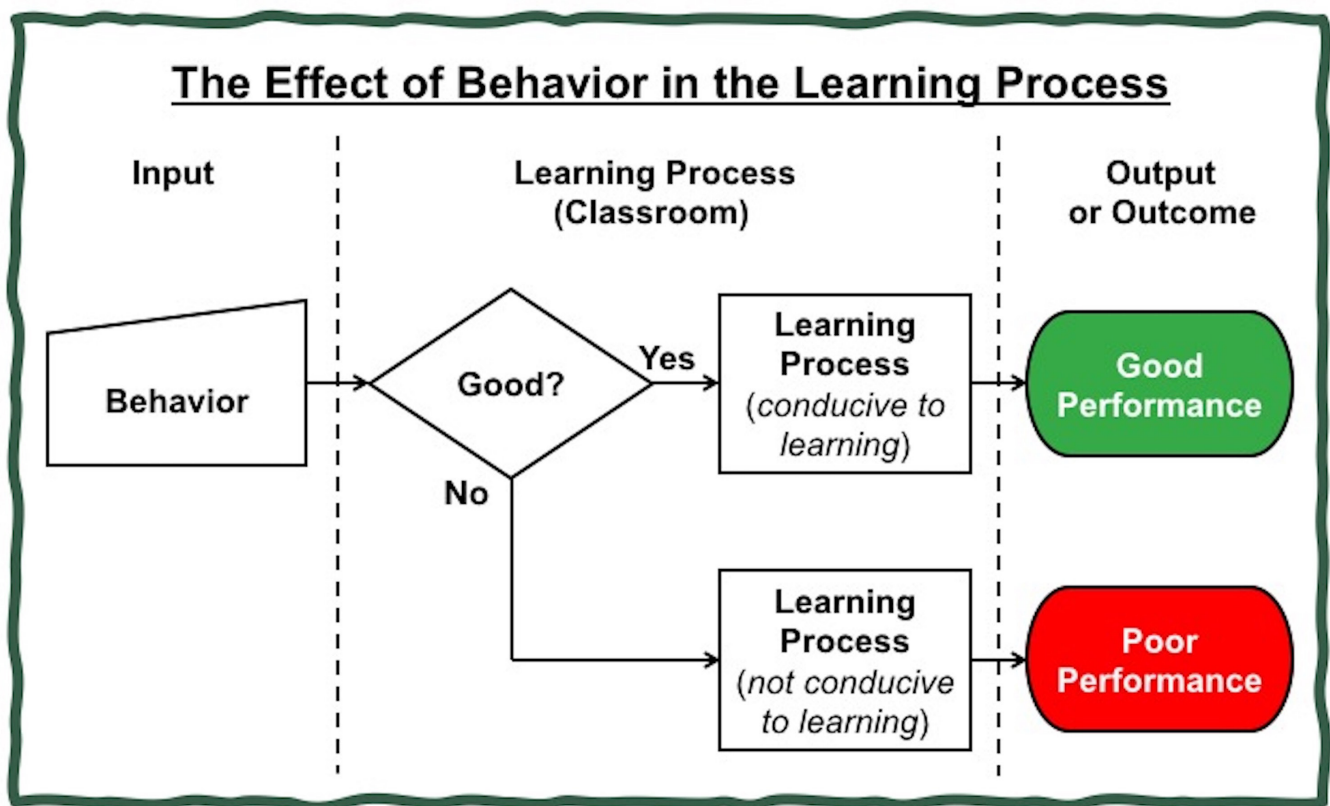
Conway, SC 29527



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**“It must be demonstrated...”**

We are proponents and advocates of literacy in STEM and statistics in a technological and data-driven world.



STEM =  $\Sigma$ (Science, Technology, Engineering, Mathematics)

# “The Academic Achievement Indicator Ratings”

## A Snapshot of Horry County Schools ~Report 1 of 4~

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**Note:**

The author has published reports on four of the seven indicators: (1) Academic Achievement, (2) Student Progress, (3) Graduation Rate, and (4) College/Career Readiness. As previously stated, this report discusses the Student Progress Indicator’s metric.

The links to all four reports are as following:

1. The Academic Achievement Indicator Ratings  
[https://www.wilsonconsultingservices.net/wcs\\_academic\\_19.pdf](https://www.wilsonconsultingservices.net/wcs_academic_19.pdf)
2. The Student Progress Indicator Ratings  
[https://www.wilsonconsultingservices.net/wcs\\_progress\\_19.pdf](https://www.wilsonconsultingservices.net/wcs_progress_19.pdf)
3. The Graduation Rate Indicator Ratings  
[https://www.wilsonconsultingservices.net/wcs\\_graduation\\_19.pdf](https://www.wilsonconsultingservices.net/wcs_graduation_19.pdf)
4. The College/Career Readiness Indicator Ratings  
[https://www.wilsonconsultingservices.net/wcs\\_college\\_19.pdf](https://www.wilsonconsultingservices.net/wcs_college_19.pdf)

## Acknowledgments

This report is based primarily on data collected from the South Carolina Department of Education and its Office of Research and Data Analysis. Therefore, I would like to thank all the people from these agencies with whom I had the pleasure of communicating through emails, Freedom of Information Act requests, and personal conversations. They gave me valuable assistance in providing me with additional data and helping me interpret some key metrics that required analysis to generate this report. I am also grateful to my wife, Beverly, for her encouragement and gift of uninterrupted time to complete this and three similar reports, which were published simultaneously.

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Location of report:

[https://www.wilsonconsultingservices.net/wcs\\_academic\\_19.pdf](https://www.wilsonconsultingservices.net/wcs_academic_19.pdf)

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## The Author's Comments

Much is said about the quality of education a student receives from the time they start public school until they graduate. The workforce is becoming more complex, and the need for a high school diploma is not only growing, but having one has become paramount in today's world where technological literacy is expected. A high school diploma is required in almost any endeavor, whether it is admission to college, military service, or a technical school, or for an apprenticeship or job. Every field encompasses a multitude of skills; the list is infinite. A quality high school education is the starting point to gain entrance to this vast work spectrum.

In 2017, the South Carolina legislature amended the Education Accountability Act of 1998 with Act 94 of 2017. The amended act lays out the foundation and requirements for the South Carolina accountability system for public schools and school districts. The act established a performance-based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation, as outlined in the South Carolina Department of Education's "2017–2018 Accountability Manual for the Annual School and District Report Card System for South Carolina Public Schools and School Districts." The accountability manual includes seven indicator ratings. Among them is an academic achievement indicator, which is the indicator discussed exclusively in this report.

The report provides an independent summary of Horry County Schools, including an overall rating of every public school, but focuses on the Academic Achievement Indicator. This report allows parents, students, and others to see at a glance how the schools in their attendance area are performing in overall rating and academic achievement. This allows for comparison of your child's school with other schools within the district.

In closing, this quote from Galileo Galilei (1564–1642) sums up the learning process best: "We cannot teach people anything; we can only help them discover it within themselves." Furthermore, it is my hope that the report will provide some insight into one of the seven indicators implemented to foster quality education in the state's public schools.

Sincerely,



David C. Wilson  
Founder and CEO



**David C. Wilson**

David C. Wilson is an electrical engineer by training as well as an adjunct mathematics professor—now retired. He is a statistical consultant, local history researcher, author, and self-publisher.

Wilson is a graduate of the former Chestnut Consolidated High School (Horry County, South Carolina) and an army veteran. He earned his bachelor's and master's degrees in electrical engineering from the City College of New York and Manhattan College, respectively.

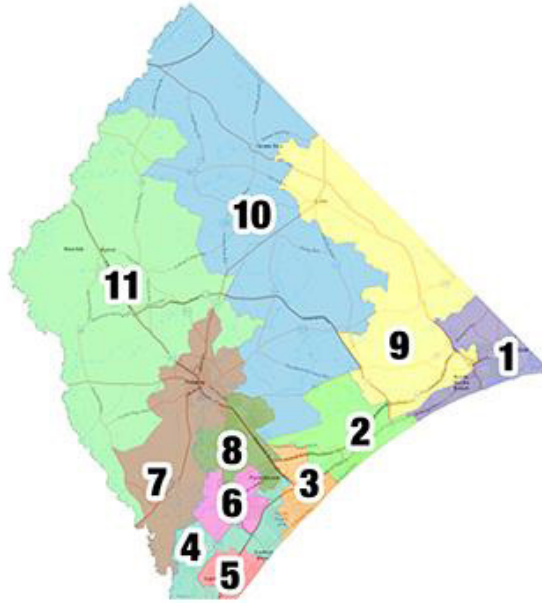
Wilson has worked in the engineering areas of product development, quality, and reliability for more than 35 years with multinational corporations such as IBM, General Electric, and Honeywell.

During his 25+ years as an adjunct professor, he taught engineering, mathematics, and statistics at Dutchess Community College (NY), Quinnipiac University (CT), and Horry Georgetown Technical College (SC). Additionally, he served one year with the prestigious IBM Faculty Loan Program.

He and his wife, Beverly, have two adult sons and six grandchildren. They reside in Conway, South Carolina.

## Horry County Schools Board of Education\*

Per the Horry County Board of Education, its School Board is made up of 12 members, 11 of whom are elected from the single-member districts and the chairperson, who is elected at large.



<b>Board of Education Members</b>		
<b>Name</b>	<b>District</b>	<b>Serving High School Attendance Areas</b>
Ken Richardson	Chairperson	All
TBD	1	North Myrtle Beach and Myrtle Beach
Sherrie Todd	2	Myrtle Beach and Carolina Forest
Ray Winters	3	Myrtle Beach and Carolina Forest
David Cox	4	St. James, Socastee, Myrtle Beach, and Carolina Forest
Janice Morreale	5	St. James and Socastee
Helen Smith	6	Carolina Forest, Socastee, and St. James
Janet Graham	7	Conway and Carolina Forest
John Poston	8 (Vice Chair)	Carolina Forest and Socastee
Chris Hardwick	9	Loris, North Myrtle Beach, and Green Sea Floyds
Neil James	10	Carolina Forest, Conway, Green Sea Floyds, and Loris
Shanda Allen	11	Aynor, Conway, and Green Sea Floyds

Superintendent of Horry County Schools  
Rick Maxey, PhD

\*Members of the Horry County Board of Education represent the same voting districts as the Horry County Council. Click on the above map to view voting districts in greater detail.

## I. Introduction

### Introduction

The purpose of this report is to share an independent summary of Horry County Schools' Academic Achievement Indicator Ratings with parents and the public. This indicator measures the performance and ratings of elementary, middle, and high schools students. The information in this report is also in the 2017–2018 South Carolina Department of Education (SCDE) Report Card. This report, however, is different in that it allows the reader to compare academic achievement indicator ratings, including performance, for each of the public schools of Horry County at a glance. The countywide school district encompasses 56 schools in the nine attendance areas with more than 45,000 students, is South Carolina's third-largest school district.

Before discussing the Academic Achievement Indicator, I will provide a summary of how it fits into the overall discussion. The Education Accountability Act of 1998, as last amended by Act 94 of 2017, provides the foundation and requirements for the South Carolina accountability system for public schools and school districts. It appears that South Carolina has taken a holistic approach, starting in the 2017–18 school year, by establishing what is now known as the Profile of the South Carolina Graduate. This means that all students graduating from public high schools in South Carolina should have the knowledge, skills, and opportunities to succeed in entry-level, credit-bearing college courses without the need for remedial coursework, postsecondary job training, or significant on-the-job training.

Therefore, to meet the amended Act 94 of 2017, the SCDE's "2017–2018 Accountability Manual for the Annual School and District Report Card System for South Carolina Public Schools and School Districts" established the following indicators: (1) Academic Achievement, (2)

Preparing for Success, (3) Student Progress, (4) Student Engagement, (5) English Learners' Proficiency, (6) Graduation Rate, and (7) College/Career Readiness. These indicators are based on a 100-point system whereby points are earned across various indicators for each school. The points earned from the indicators are compiled to determine each school's overall rating. Of the seven indicators listed above, the metrics for elementary, middle, and high schools are outlined in Tables 2.1.1 and 6.1.1.

For each of the above indicators, SCDE applies a rating for the indicator as required by SCDE's 2017–18 Accountability Manual. The same ratings scale (excellent, good, average, below average, and unsatisfactory) will apply. Per SCDE, there will also be other data reported for these indicators that do not count in the rating but are required by state or federal law. The data may also provide additional information to assist educators and the public in understanding the accomplishments and challenges of the school and in designing interventions to improve outcomes.

All academic achievement analyses throughout this report are based on the school year 2017–18. There is significant variation among the individual schools' academic achievement indicator ratings within the district. This includes elementary, middle, and diploma-granting public high schools in the district. The Academy for the Arts, Science & Technology; the Academy for Technology and Academics; and the Scholars Academy are not diploma-granting high schools. Their students graduate from the base school they are assigned to, which is generally in the students' attendance areas. Also, per SCDE, primary schools are not rated.

The measures in this report used 2018 assessment results in SCREADY† and the EOCEP‡.

†South Carolina College- and Career-Ready (SCREADY)

‡End-of-Course Program Examination (EOCEP)





### Introduction, cont.

SCREADY assessment results are for English language arts (ELA) and mathematics consisting of grades 3–8; therefore, SCREADY applies to elementary and middle school students.

The EOCEP consists of four courses: Algebra 1, English 1, Biology 1, and US History and the Constitution. English 1 and Algebra 1 are used by SCDE for high school accountability requirements. Therefore, this report includes only these two courses from the EOCEP. Meeting the expectation for EOCEP requires a “C” or higher (70–100 percent).

The conversion from assessment results to points for the Academic Achievement Indicator Rating does not use direct percentages; rather, the conversion uses the number of students scoring in four specific categories (exceeds, meets, approaches, and does not meet). The conversion provides a quantitative points earned rating value, which is matched to the ratings scale such as excellent, good, average, below average, and unsatisfactory. The points earned are based on converting the expectation categories specific courses listed in SCREADY and EOCEP to either a 25- or a 30-point scale (for additional details see SCDE’s 2017–18 Accountability Manual or contact the author of this paper).

The categories of excellent, good, average, below average, and unsatisfactory are used to qualitatively measure a school’s academic achievement rating. The score on the points scale will determine the rating. For example, Conway Elementary School (CES) has a rating of 23.38 out of 40 points, which equates to a good rating for the Academic Achievement Indicator discussed in this report. The earned points for this indicator are found by computing a numerator and denominator and then dividing the two quantities. Subsequently, the total points awarded for the numerator are computed by multiplying

the assigned weight for each expectation category from 0 to 3 by the number of test takers associated with each of the four categories and then summing the results of the four expectation categories. The expectation categories are the following: exceeds (3 points), meets (2 points), approaches (1 point), or does not meet (0 points). Likewise, the total points awarded for the denominator are computed by multiplying the highest possible assigned weight (3) by the number of test takers associated with each of the four categories, which means all categories in the denominator are assigned a weight of three and added together. Finally, the earned points for this indicator are found by dividing the awarded points in the numerator by the awarded points in the denominator. In this example, the CES numerator was 1,129<sup>1</sup>. This number was divided by the denominator—1,932<sup>2</sup>. The result (0.5844) was multiplied by 40, the size of the point scale, and it equaled 23.38 points (Table 3.3.1). The 40-point scale was used because CES did not have the minimum of 20 English learners.

The high school uses the same process with five categories of test grades as follows with point weights from 0–4 points as follows: A = 4, B = 3, C = 2, D = 1, and F = 0. In this example, the Conway High School (CHS) numerator—weighted total number of points (1,485)<sup>3</sup> divided by the denominator—weighted total number of points (3,140)<sup>4</sup>. The result (0.4729) is multiplied by 25 which equals 11.83 points on a 25-point scale (Table 7.3.1). The 25-point scale was used because CHS met the minimum requirement of 20 English learners.

As a reminder, the overall rating is derived from the indicators mentioned earlier, therefore academic achievement is one of the seven indicators used to compute the overall rating. See Tables 2.1.1 and 6.1.1 in this report.

<sup>1</sup>Numerator:  $(3*197) + (2*192) + (1*154) + (0*101) = 1,129$

<sup>2</sup>Denominator:  $(3*197) + (3*192) + (3*154) + (3*101) = 1,932$

<sup>3</sup>Numerator:  $(4*131) + (3*146) + (2*187) + (1*149) + (0*172) = 1,485$

<sup>4</sup>Denominator:  $(4*131) + (4*146) + (4*187) + (4*149) + (0*172) = 3,140$



## II. Elementary School: Overall Rating

### 2.1 Elementary Schools: Overall Rating

This section describes the overall rating per elementary school in Horry County Schools. Per SCDE's 2017–18 Accountability Manual, primary schools are not rated. The indicators listed in the introduction provide converted points, as outlined in Table 2.1.1, that feed into the 100% maximum overall rating per school. Table 2.1.1 indicates the indicators for elementary and middle schools.

The overall rating is pursuant to Section 59-18-120 of South Carolina’s Education Accountability Act of 1998, as last amended by Act 94 of 2017, which states that each school will receive an overall rating based on a 100-point scale. The 100 points may be earned across the various indicators. This report examines the indicator for Academic Achievement.

As shown in Table 2.1.1, the indicators for elementary and middle schools are as follows:

Academic Achievement, Preparing for Success, Student Progress, Student Engagement, and English Learners’ Proficiency. To receive a rating for ELP for each indicator, a school must have a minimum of 20 students progressing toward ELP. Table 2.1.1 documents the total number of points each indicator may earn with and without a population of at least 20 English learners being assessed. Figure 2.1.1 shows a flowchart of the percentage-point conversion process.

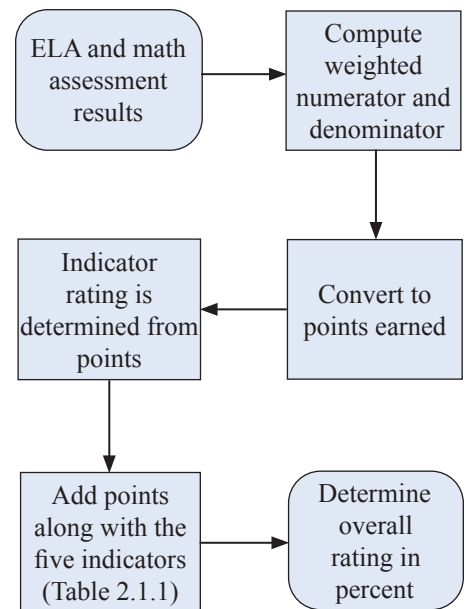
A computation example of Kingston Elementary School’s overall rating is as follows: Academic Achievement (20.32 points), Preparing for Success (7.12 points), Student Progress (14.47 points), Student Engagement (1.0 point), and English Learners’ Proficiency (6.45 points). These contributors total 49.36 points, resulting in an overall rating of 49%, which equates to a rating of average. See Tables 2.2.1 and 3.3.1.

**Table 2.1.1:** Overall Rating: point totals by school type

Indicator	Elementary and Middle Schools	
	Without ELs	With ELs
<b>Academic Achievement*</b>	<b>40</b>	<b>35</b>
Preparing for Success	10	10
Student Progress (all students and lowest 20% of students)	40	35
Student Engagement	10	10
English Learners' Proficiency (ELP)	0	10
Graduation Rate	N/A	N/A
College and Career Readiness	N/A	N/A
<b>Total</b>	<b>100</b>	<b>100</b>

Per SCDE, for each rating, a range of points was established based on results obtained from the 2015–16 and 2016–17 academic years.

**Figure 2.1.1:** Flow chart from percent-to-points earned measure to overall rating in percent



\*This indicator is examined in this report.

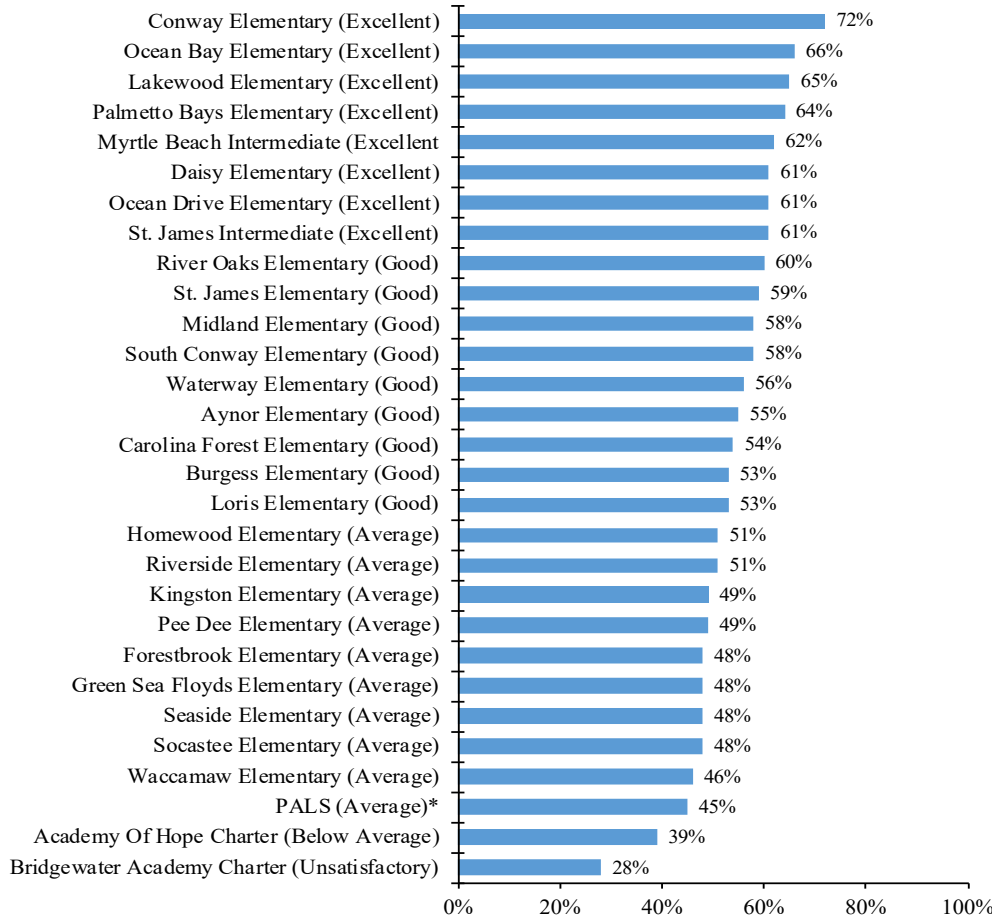


### 2.2. Elementary School—Overall Ratings by School

The graph in Figure 2.2.1 depicts the overall rating percentage distribution and descriptive rating of elementary schools in HCS. The graph

in Figure 2.2.2 shows a pie chart with the number and percentage of total students associated with one of the five ratings depicted in Table 2.2.1.

**Figure 2.2.1:** Percentage distribution of overall ratings of elementary school students by school (29 schools)



**Overall Ratings Scale**

**Excellent:**  
School performance substantially exceeds the criteria to ensure all students meet the [Profile of the SC Graduate](#).

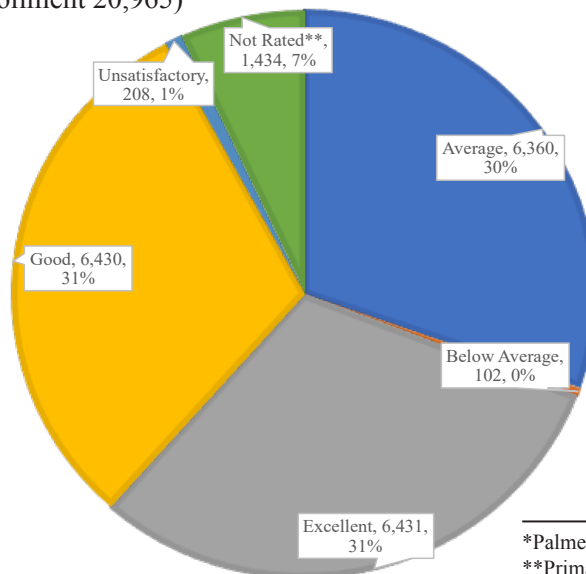
**Good:**  
School performance exceeds the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Average:**  
School performance meets the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Below Average:**  
School performance is in jeopardy of not meeting the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Unsatisfactory:**  
School performance fails to meet the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Figure 2.2.2:** Enrollment and percentage distribution of overall ratings for all elementary school students (Enrollment 20,965)



Source: South Carolina Department of Education—Office of Research and Data Analysis

\*Palmetto Academy of Learn/Success (PALS)  
\*\*Primary schools are not rated.

Figure 2.2.2 depicts the total enrollment and percentage of HCS elementary students enrolled in schools with one of the ratings shown in Table 2.2.1.

**Table 2.2.1:** Overall Ratings—qualitative and quantitative

Ratings Scale	Elementary Schools
Excellent	61%–100%
Good	53%–60%
Average	42%–52%
Below Average	34%–41%
Unsatisfactory	0%–33%



### III. Elementary School: Data Analysis of the Indicator

#### 3.1 Elementary School: Percentage Met or Exceeded Expectations by School

The graph in Figure 3.1.1 depicts the percentage distribution of students meeting or exceeding benchmark in ELA. The number in parenthesis following the name of each school represents the number of students tested in ELA from the school. The graph shown in Figure 3.2.1 shows indicator points earned and rating

by school. The SCREADY test takers points are computed to a point-scale rating as described in the introduction to this report. The indicator points are rated in Figure 3.2.1 and Table 3.3.1 as excellent, good, average, below average, and unsatisfactory.

**Figure 3.1.1:** Percentage distribution of elementary students who met or exceeded expectations in ELA by school (29 schools)

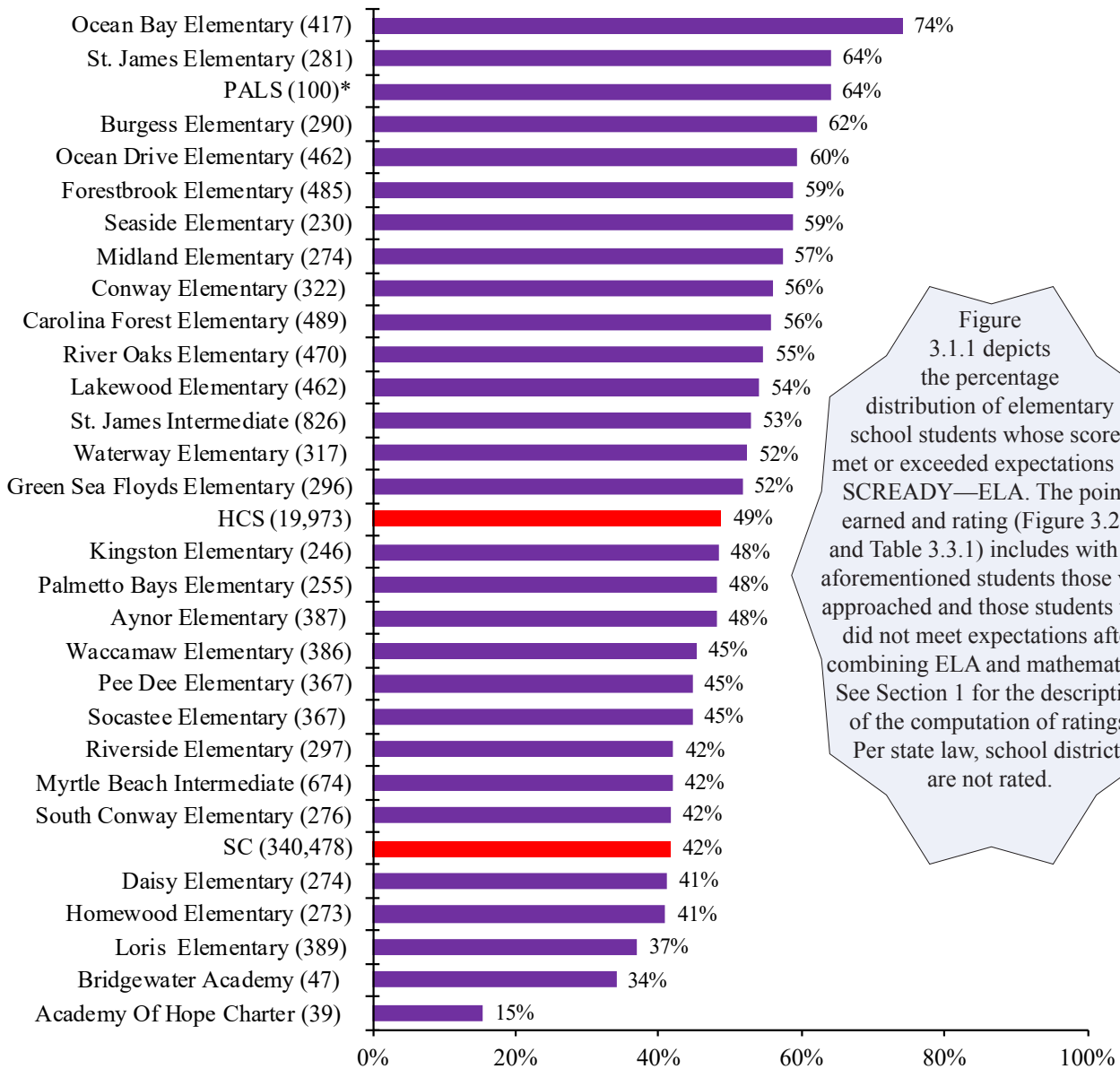


Figure 3.1.1 depicts the percentage distribution of elementary school students whose scores met or exceeded expectations for SCREADY—ELA. The points earned and rating (Figure 3.2.1 and Table 3.3.1) includes with the aforementioned students those who approached and those students who did not meet expectations after combining ELA and mathematics. See Section 1 for the description of the computation of ratings. Per state law, school districts are not rated.

Source: South Carolina Department of Education—Office of Research and Data Analysis

\*Palmetto Academy of Learn/Success



### 3.1 Elementary School: Percentage Met or Exceeded Expectations by School, cont.

The graph in Figure 3.1.2 depicts the percentage distribution of students meeting or exceeding benchmark in mathematics. The number in parenthesis following the name of each school represents the number of students tested in mathematics from the school. The graph shown in Figure 3.2.1 shows indicator points

earned and rating by school. The SCREADY test takers points are computed to a point-scale rating as described in the introduction to this report. The indicator points are rated in Table 3.3.1 as excellent, good, average, below average, and unsatisfactory.

**Figure 3.1.2:** Percentage distribution of elementary students who met or exceeded expectations in mathematics by school (29 schools)

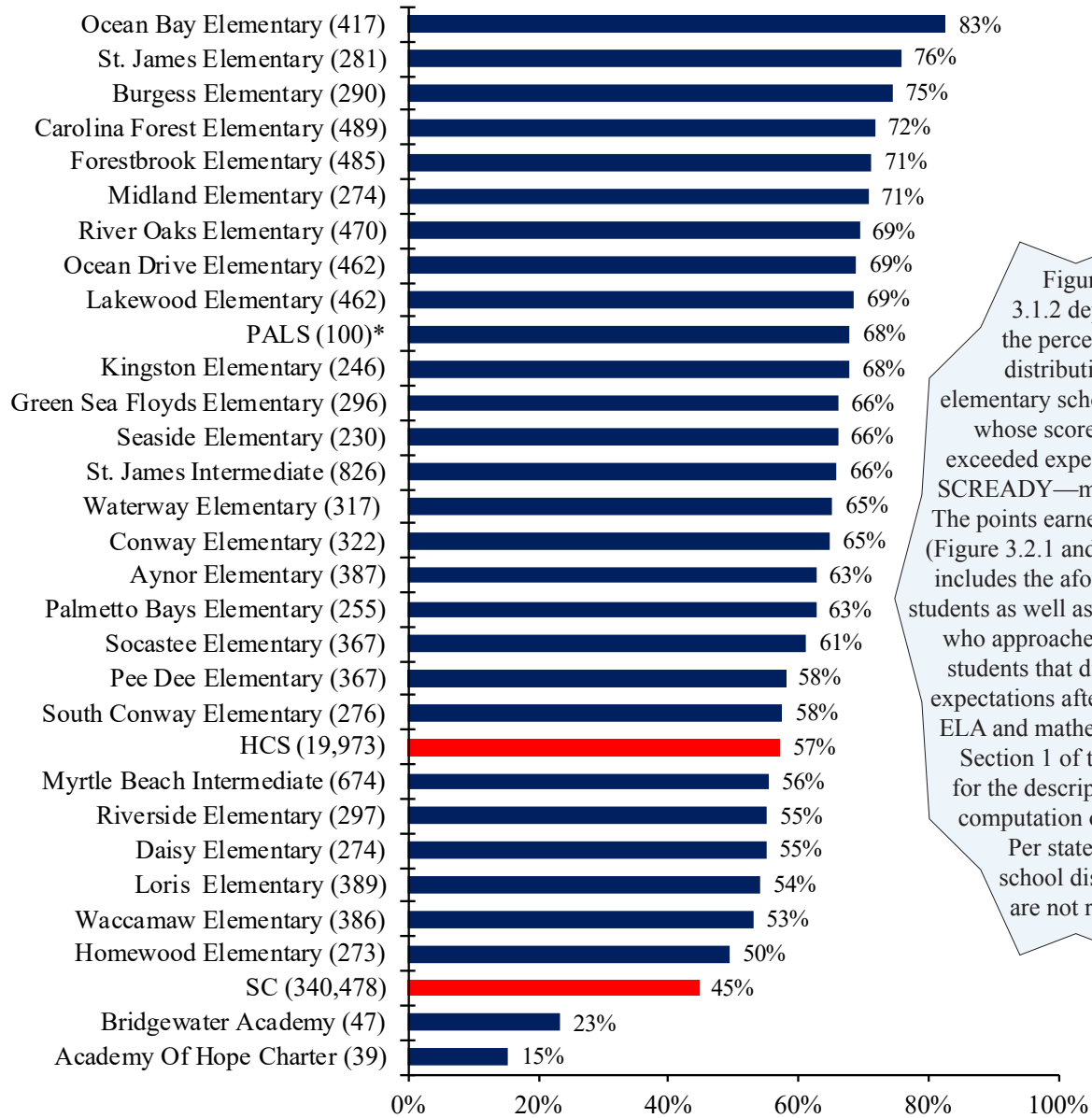


Figure 3.1.2 depicts the percentage distribution of elementary school students whose scores met or exceeded expectations for SCREADY—mathematics. The points earned and rating (Figure 3.2.1 and Table 3.3.1) includes the aforementioned students as well as those students who approached and those students that did not meet expectations after combining ELA and mathematics. See Section 1 of this report for the description of the computation of ratings. Per state law, school districts are not rated.

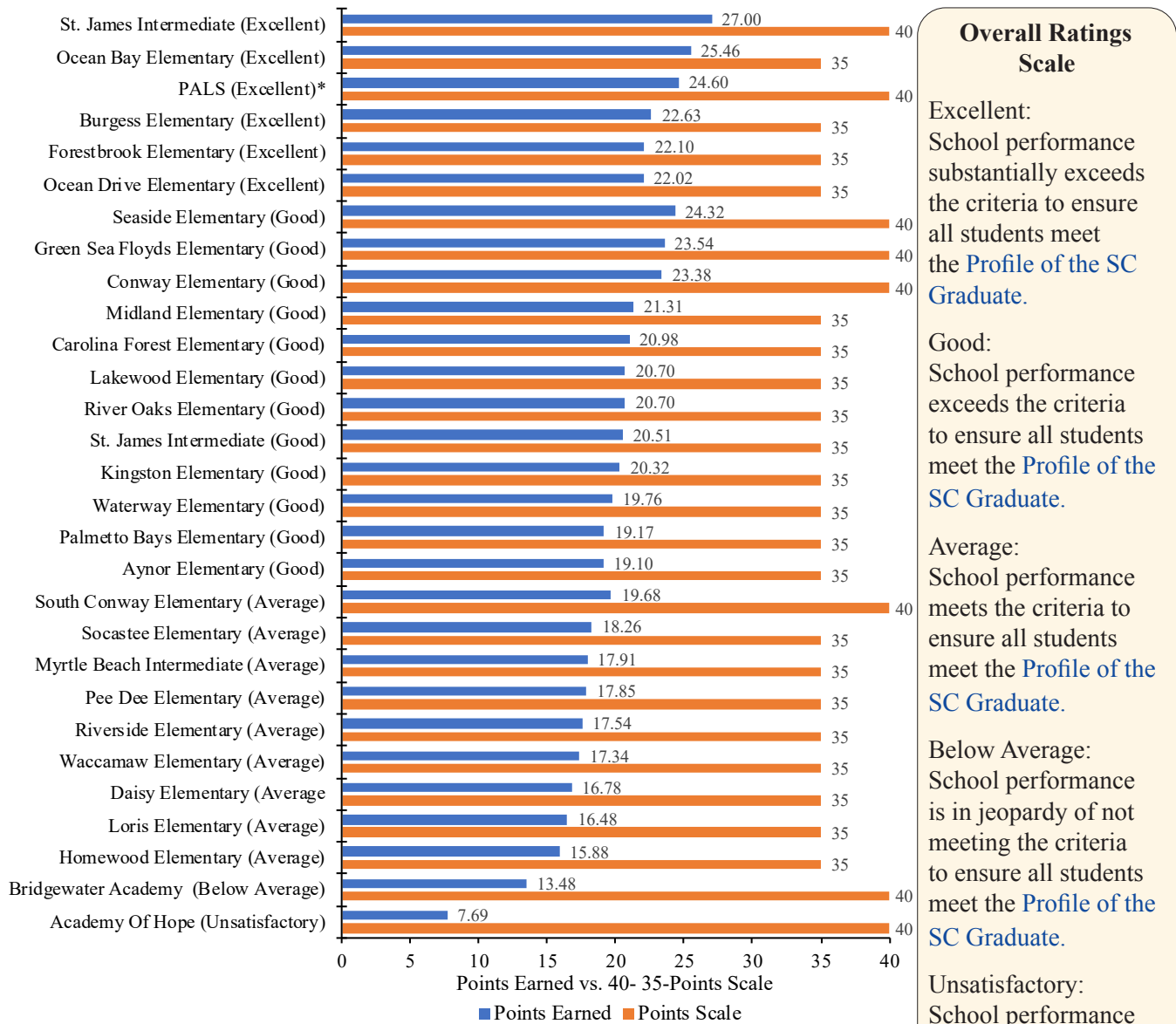
Source: South Carolina Department of Education—Office of Research and Data Analysis

\*Palmetto Academy of Learn/Success



### 3.2 Elementary School: Average Points Earned and Ratings by School

**Figure 3.2.1:** Distribution of points earned and ratings scale by elementary school students who exceeded, met, approached met, or did not meet expectations in ELA and mathematics by school (29 schools)



Source: South Carolina Department of Education—Office of Research and Data Analysis

**Table 3.2.1:** Academic Achievement Indicator—elementary school converted points to ratings

Ratings Scale	Elementary	
	With ELP	Without ELP
Excellent	21.43–35	24.49–40
Good	18.55–21.42	21.19–24.48
Average	13.36–18.54	15.27–21.18
Below Average	9.62–13.35	10.99–15.26
Unsatisfactory	0–9.61	0–10.98

Source: South Carolina Department of Education—Office of Research and Data Analysis

Figure 3.2.1 depicts the points earned in the indicator toward overall points. If a school tests fewer than 95 percent of eligible students, then the school's rating will be reduced by one rating level. No HCS elementary school had fewer than 95 percent participation. Pay special attention to the numerical value for earned points versus 35 or 40 point-scale.

\*Palmetto Academy of Learning and Success



### 3.3 Elementary School: Tabular Analysis of Indicator by School

**Table 3.3.1:** Academic achievement indicator—performance and ratings for elementary schools (29schools)

School Type	Number	Percent Met or Exceeded <sup>1</sup>		Indicator Rating <sup>2</sup> Quantitative/Qualitative		Overall Rating <sup>3</sup> Quantitative/Qualitative	
		Tested	ELA	Math	Points/Scale <sup>4</sup>	Ratings Scale	Percent Ratings
<b>South Carolina</b>	<b>340,478</b>	<b>41.7%</b>	<b>44.6%</b>	<b>-----Not Rated -----</b>		<b>----- Not Rated -----</b>	
<b>Horry County Schools</b>	<b>19,997</b>	<b>48.8%</b>	<b>57.2%</b>	<b>-----Not Rated -----</b>		<b>----- Not Rated -----</b>	
Academy Of Hope	39	15.4%	15.4%	7.69/40	Unsatisfactory	39%	Below Average
Aynor Elementary	387	48.1%	62.8%	19.10/35	Good	55%	Good
Bridgewater Academy	47	34.0%	23.4%	13.48/40	Below Average	28%	Unsatisfactory
Burgess Elementary	290	62.1%	74.5%	22.63/35	Excellent	53%	Good
Carolina Forest Elementary	489	55.8%	71.8%	20.98/35	Good	54%	Good
Conway Elementary	322	55.9%	64.9%	23.38/40	Good	72%	Excellent
Daisy Elementary	274	41.2%	55.1%	16.78/35	Average	61%	Excellent
Forestbrook Elementary	485	58.8%	71.3%	22.10/35	Excellent	48%	Average
Green Sea Floyds	296	51.7%	66.2%	23.54/40	Good	48%	Average
Homewood Elementary	273	41.0%	49.5%	15.88/35	Average	51%	Average
Kingston Elementary	246	48.4%	67.9%	20.32/35	Good	49%	Average
Lakewood Elementary	462	54.1%	68.6%	20.70/35	Good	65%	Excellent
Loris Elementary	389	37.0%	54.2%	16.48/35	Average	53%	Good
Midland Elementary	274	57.3%	70.8%	21.31/35	Good	58%	Good
Myrtle Beach Intermediate	674	42.0%	55.5%	17.91/35	Average	62%	Excellent
Ocean Bay Elementary	417	74.1%	82.7%	25.46/35	Excellent	66%	Excellent
Ocean Drive Elementary	462	59.5%	69.0%	22.02/35	Excellent	61%	Excellent
PALS <sup>5</sup>	100	64.0%	68.0%	24.60/40	Excellent	45%	Average
Palmetto Bays Elementary	255	48.2%	62.7%	19.17/35	Good	64%	Excellent
Pee Dee Elementary	367	44.7%	58.0%	17.85/35	Average	49%	Average
River Oaks Elementary	470	54.7%	69.4%	20.70/35	Good	60%	Good
Riverside Elementary	297	42.1%	55.2%	17.54/35	Average	51%	Average
Seaside Elementary	230	58.7%	66.1%	24.32/40	Good	48%	Average
Socastee Elementary	367	44.7%	61.3%	18.26/35	Average	48%	Average
South Conway Elementary	276	41.7%	57.6%	19.68/40	Average	58%	Good
St. James Elementary	281	64.1%	75.8%	27.00/40	Excellent	59%	Good
St. James Intermediate	826	52.9%	66.0%	20.51/35	Good	61%	Excellent
Waccamaw Elementary	386	45.3%	53.1%	17.34/35	Average	46%	Average
Waterway Elementary	317	52.4%	65.3%	19.76/35	Good	56%	Good

Source: South Carolina Department of Education—Office of Research and Data Analysis

<sup>1</sup>Percentage of points earned in the student progress indicator.

<sup>2</sup>Points earned are converted from percent total per school and counted towards the overall rating. For example, Daisy Elementary School 16.78 points (Average) derived from the indicator examined in this report counted towards the total overall rating for school of 61% (Excellent). The maximum points are based on a 35 or 40-point scale depending on whether the school meet the threshold of 20 students for ELP or not.

<sup>3</sup>Percent overall rating is based on the applicable indicators shown in Table 2.1.1.

<sup>4</sup>Ratio of points earned to maximum allowed on the 40 or 30-point scale.

<sup>5</sup>Palmetto Academy for Learning and Success (PALS).



## IV. Middle School: Overall Rating

### 4.1 Middle Schools: Overall Ratings

This section describes the overall rating per middle school in Horry County Schools. Per SCDE's 2017–18 Accountability Manual, primary schools are not rated. The indicators listed in the introduction provide converted points, as outlined in Table 4.1.1, that feed into the 100% maximum overall rating per school. Table 4.1.1 indicates the indicators for elementary and middle schools.

The overall rating is pursuant to Section 59-18-120 of South Carolina’s Education Accountability Act of 1998, as last amended by Act 94 of 2017, which states that each school will receive an overall rating based on a 100-point scale. The 100 points may be earned across the various indicators. This report examines the indicator for Academic Achievement.

As shown in Table 4.1.1, the indicators for elementary and middle schools are as follows: Academic Achievement, Preparing for Success,

Student Progress, Student Engagement, and English Learners’ Proficiency. To receive a rating for ELP for each indicator, a school must have a minimum of 20 students progressing toward ELP. Table 4.1.1 documents the total number of points each indicator may earn with and without a population of at least 20 English learners being assessed. Figure 4.1.1 shows a flowchart of the percentage-point conversion process.

A computation example of Socastee Middle School’s overall rating is as follows: Academic Achievement (27.83 points), Preparing for Success (7.72 points), Student Progress (39.08 points), Student Engagement (4.0 points), and English Learners’ Proficiency (0 points). These contributors total 78.63 points, resulting in an overall rating of 79%, which equates to a rating of excellent. See Table 5.3.1.

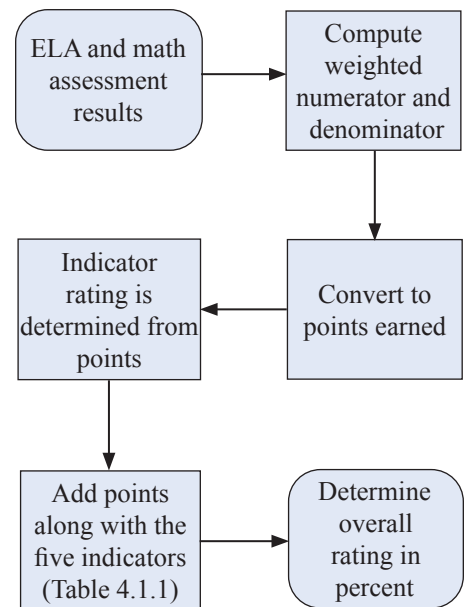
**Table 4.1.1:** Overall Rating: Point totals by school type

Indicator	Elementary and Middle Schools	
	Without ELs	With ELs
Academic Achievement	40	35
Preparing for Success	10	10
Student Progress (all students and lowest 20% of students)	40	35
Student Engagement	10	10
English Learners' Proficiency (ELP)	0	10
Graduation Rate	N/A	N/A
College and Career Readiness	N/A	N/A
Total	100	100

Per SCDE, for each rating, a range of points was established based on results obtained from the 2015–16 and 2016–17 academic years.

\*This indicator is examined in this report.

**Figure 4.1.1:** Flowchart from assessment-to-points earned measure to overall rating in percent



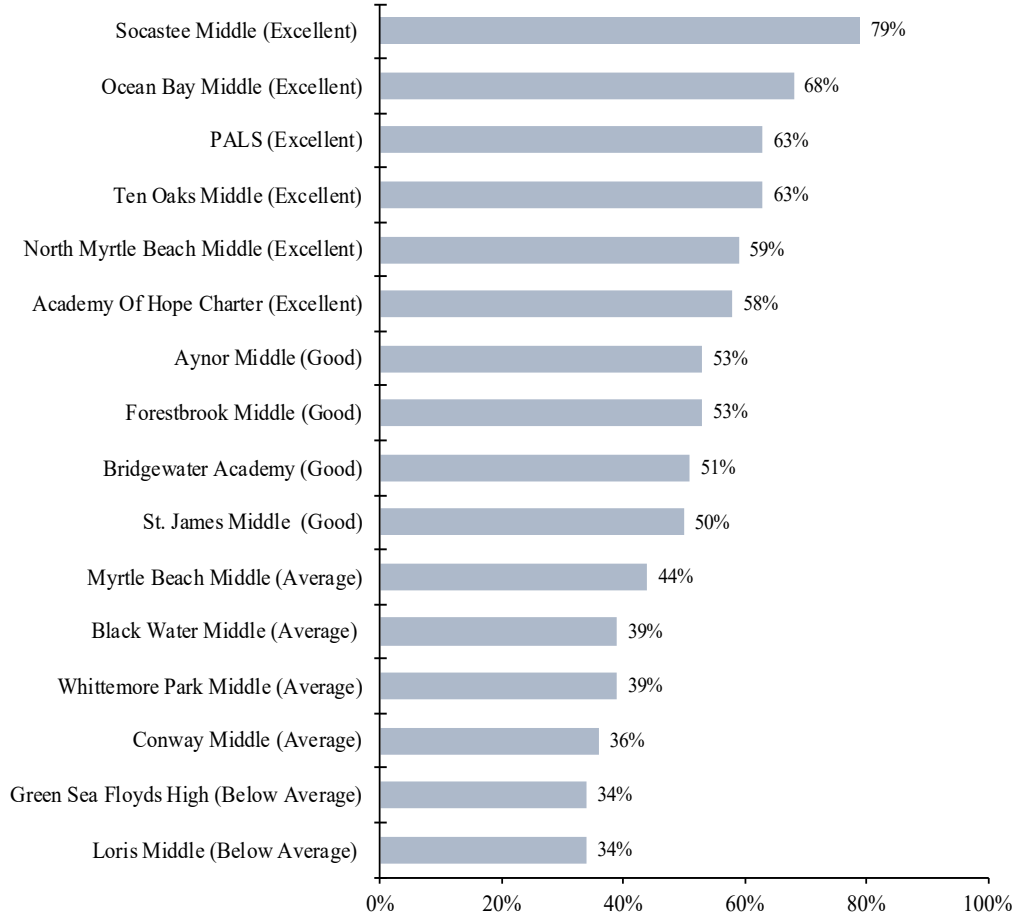


### 4.2. Middle School—Overall Rating by School

The graph in Figure 4.2.1 depicts the overall percentage and descriptive rating of middle schools in HCS. The graph in Figure 4.2.2 shows

a pie chart with the number and percentage of total students associated with one of the five ratings depicted in Table 4.2.1.

**Figure 4.2.1:** Percentage distribution of overall ratings of middle school students by school (16 schools)



**Overall Ratings Scale**

**Excellent:**  
School performance substantially exceeds the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Good:**  
School performance exceeds the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Average:**  
School performance meets the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Below Average:**  
School performance is in jeopardy of not meeting the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Unsatisfactory:**  
School performance fails to meet the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Figure 4.2.2:** Enrollment and percentage distribution of overall ratings for all middle school students (Enrollment 10,393)

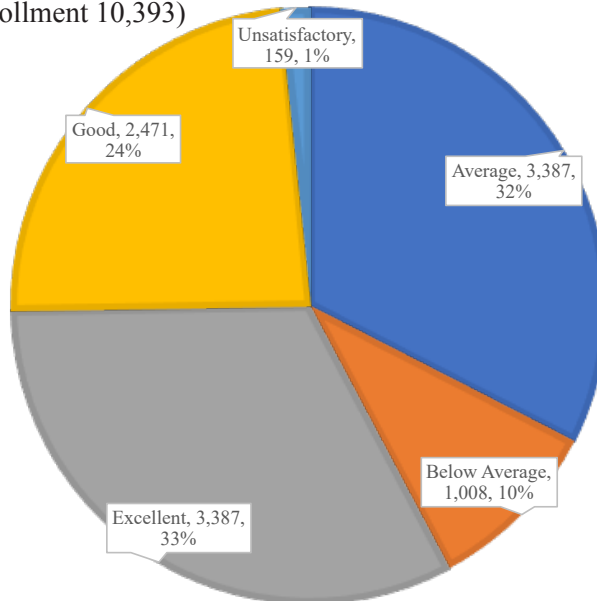


Figure 4.2.2 depicts the total enrollment and percentage of HCS middle school students enrolled in schools with one of the ratings shown in Table 4.2.1.

**Table 4.2.1:** Overall Ratings—qualitative and quantitative

Ratings Scale	Middle Schools
Excellent	56%–100%
Good	48%–55%
Average	36%–47%
Below Average	29%–35%
Unsatisfactory	0%–28%

Source: South Carolina Department of Education—Office of Research and Data Analysis

\*Palmetto Academy of Learn/Success (PALS)



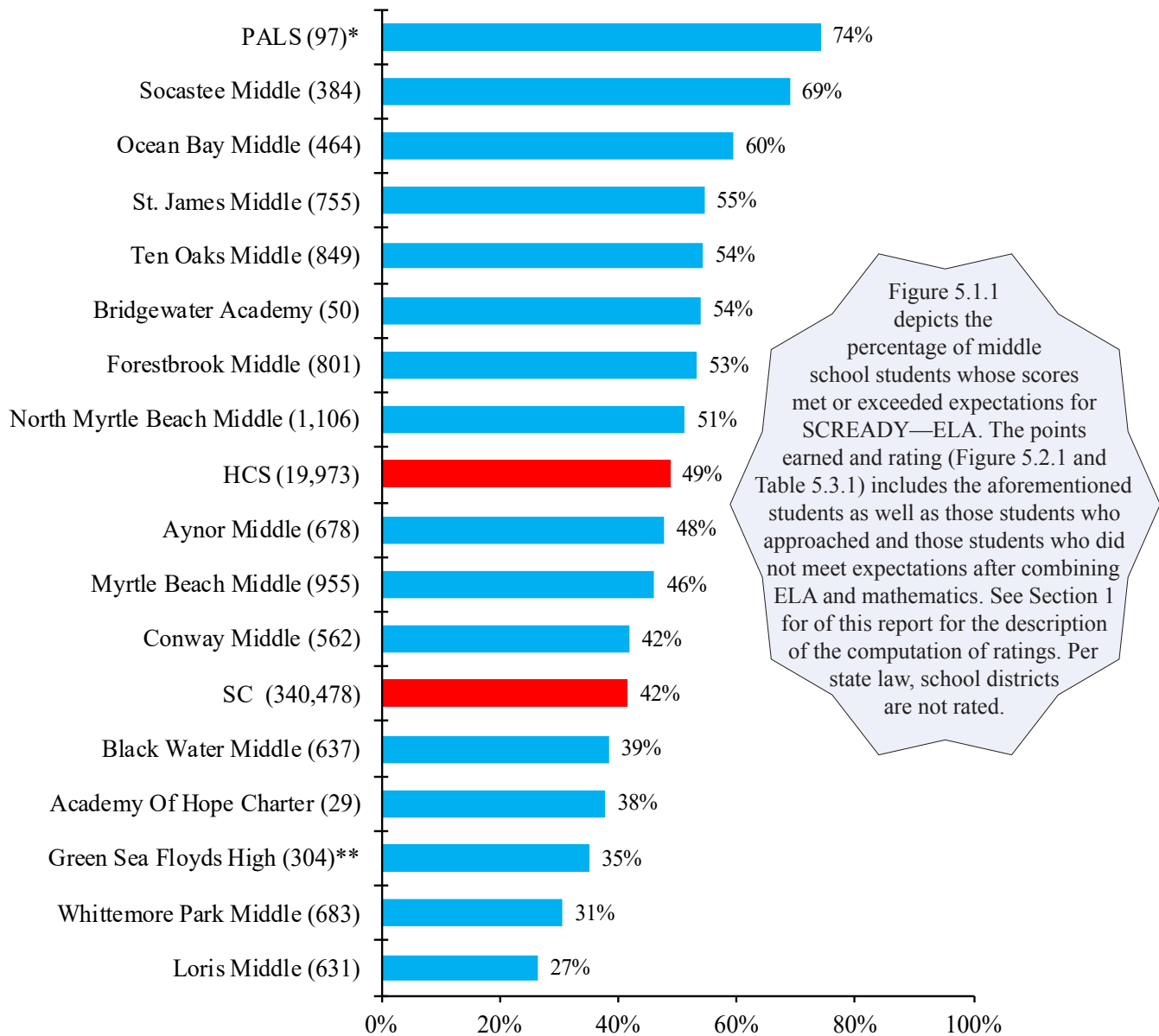
## V. Middle School: Data Analysis of the Indicator

### 5.1 Middle School: Percentage Met or Exceeded Expectations by School

The graph in Figure 5.1.1 depicts the percentage meeting or exceeding benchmark in English language arts (ELA). The number in parenthesis following the name of each school represents the number of students tested in ELA from the school. The graph shown in Figure 5.2.1 shows indicator points earned and rating

by school. The SCREADY test takers points are computed to a point-scale rating as described in the introduction to this report. The indicator points are rated in Figure 5.2.1 Table 5.3.1 as excellent, good, average, below average, and unsatisfactory.

**Figure 5.1.1:** Percentage distribution of middle school students who met or exceeded expectations in ELA by school (16 schools)



Source: South Carolina Department of Education—Office of Research and Data Analysis

\*Palmetto Academy of Learn and Success (PALS)

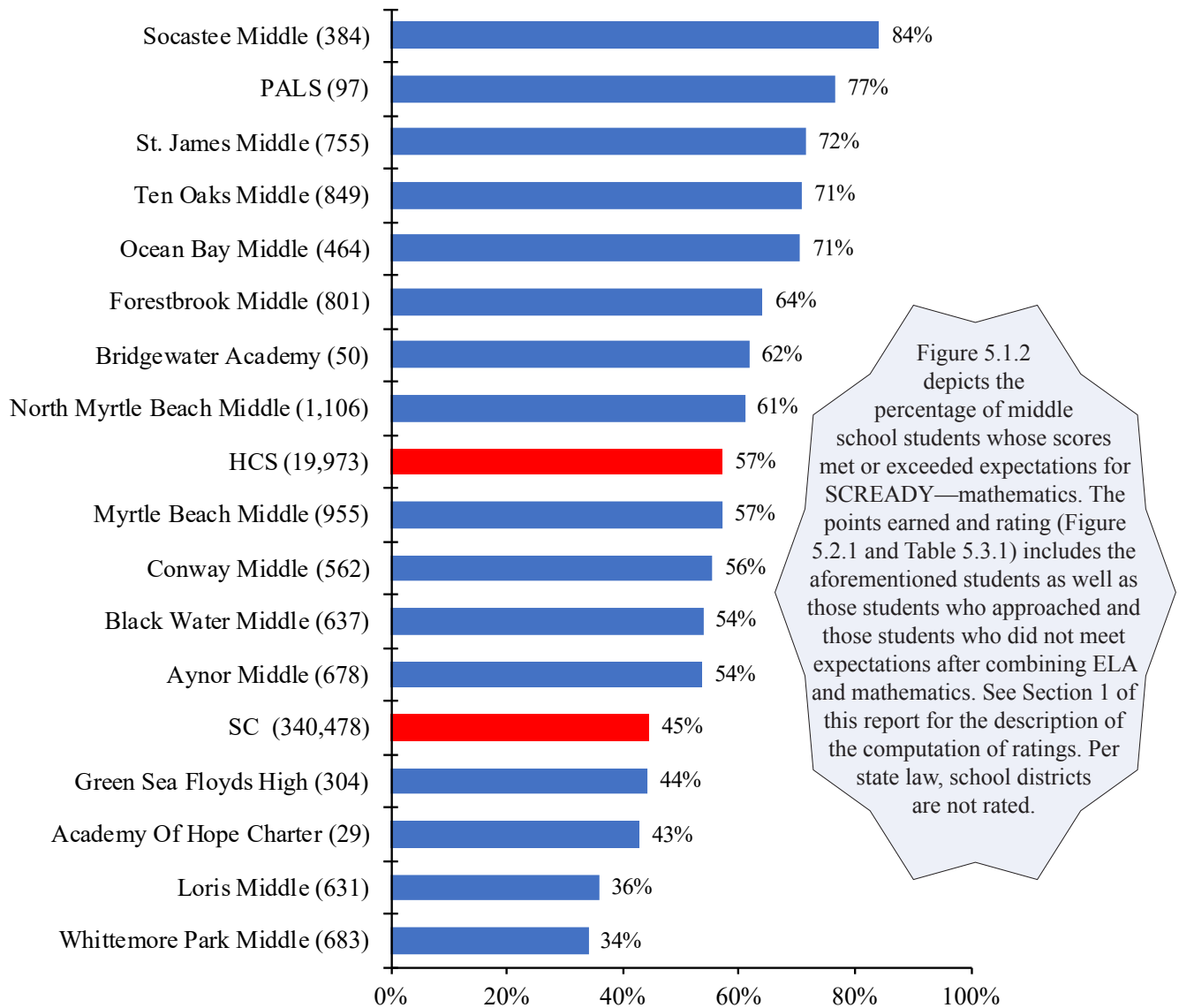


**5.1 Middle School: Percentage Met or Exceeded Expectation by School, cont.**

The graph in Figure 5.1.2 depicts the percentage distribution meeting or exceeding expectations in mathematics. The number in parenthesis following the name of each school represents the number of students tested in mathematics from the school. The graph shown in Figure 5.2.1 shows indicator points earned

and rating by school. The SCREADY test takers points are computed a point-scale rating as described in the introduction to this report. The indicator points are rated in Figure 5.2.1 and Table 5.3.1 as excellent, good, average, below average, and unsatisfactory.

**Figure 5.1.2: Percentage of middle school students who met or exceeded expectations in mathematics by school (16 schools)**



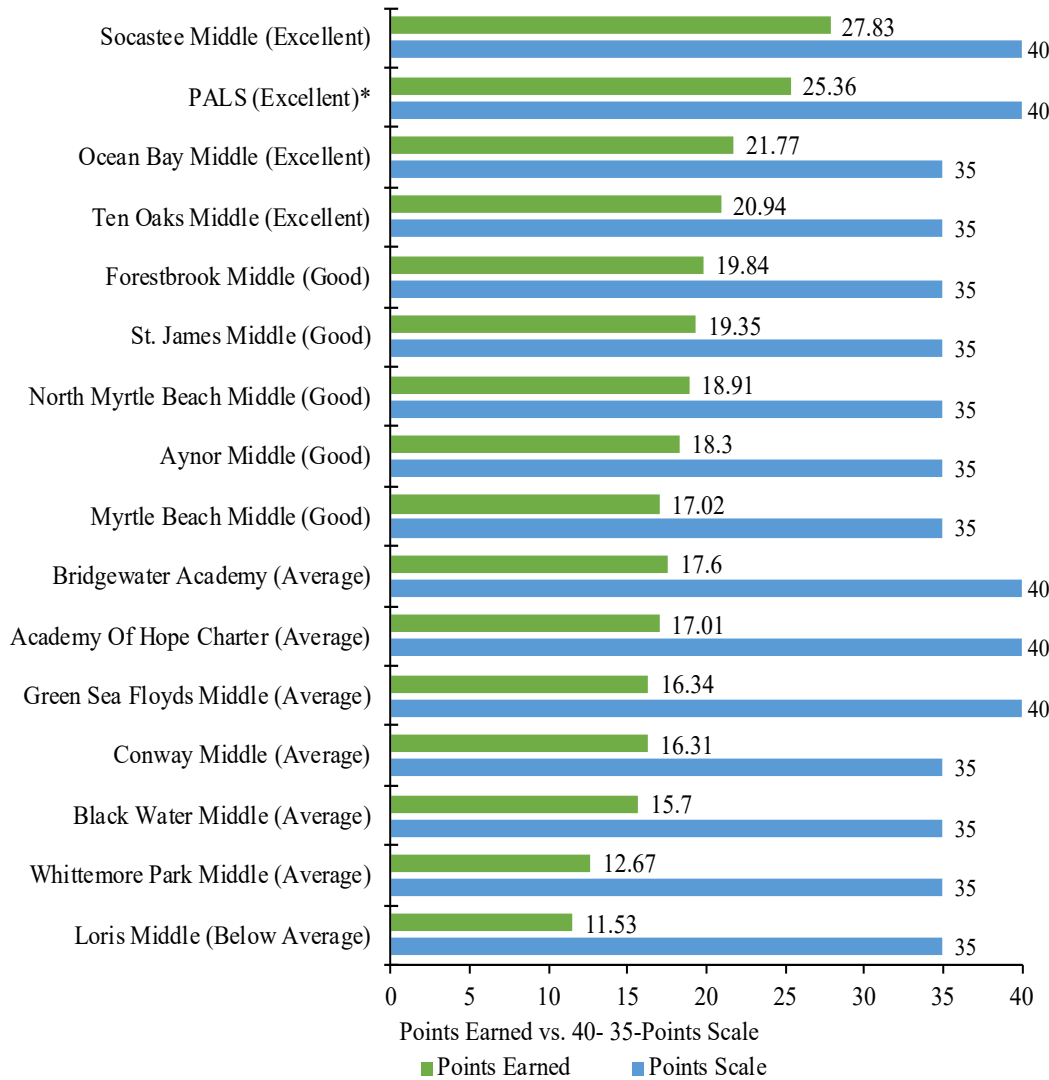
Source: South Carolina Department of Education—Office of Research and Data Analysis

\*Palmetto Academy of Learn and Success (PALS)



### 5.2 Middle School: Average Indicator Points Earned and Ratings by School

**Figure 5.2.1:** Distribution of points earned and ratings scale middle schools who exceeded, met, approached met, or did not meet expectations ELA and mathematics by school (16 schools)



Source: South Carolina Department of Education—Office of Research and Data Analysis

**Table 5.2.1:** Academic Achievement Indicator—middle school converting points to ratings

Ratings Scale	Middle	
	With ELP	Without ELP
Excellent	20.10–35	22.97–40
Good	16.72–20.09	19.11–22.96
Average	12.00 –16.71	13.71–19.10
Below Average	8.37–11.99	9.57–13.70
Unsatisfactory	0–8.36	0–9.56

Source: South Carolina Department of Education—Office of Research and Data Analysis

\*Palmetto Academy of Learn and Success (PALS)

Figure 5.2.1 depicts the points earned in the indicator toward overall points. If a school tests fewer than 95 percent of eligible students, then the school's rating will be reduced by one rating level. No HCS middle school had fewer than 95 percent participation. Pay special attention to the numerical value for earned points versus 35 or 40 point-scale

**Overall Ratings Scale**

**Excellent:** School performance substantially exceeds the criteria to ensure all students meet the Profile of the SC Graduate.

**Good:** School performance exceeds the criteria to ensure all students meet the Profile of the SC Graduate.

**Average:** School performance meets the criteria to ensure all students meet the Profile of the SC Graduate.

**Below Average:** School performance is in jeopardy of not meeting the criteria to ensure all students meet the Profile of the SC Graduate.

**Unsatisfactory:** School performance fails to meet the criteria to ensure all students meet the Profile of the SC Graduate.



### 5.3 Middle School: Tabular Analysis of Indicator by School

**Table 5.3.1:** Academic achievement indicator—performance and ratings for middle schools (16 schools)

School Type	Number	Percent Met or Exceeded <sup>1</sup>		Indicator Rating <sup>2</sup> Quantitative/Qualitative		Overall Rating <sup>3</sup> Quantitative/Qualitative	
		Tested	ELA	Math	Points Earned/Scale <sup>4</sup>	Ratings Scale	Percent Ratings
<b>South Carolina</b>	<b>340,478</b>	<b>41.7%</b>	<b>44.6%</b>	-----Not Rated -----		----- Not Rated -----	
<b>Horry County Schools</b>	<b>19,997</b>	<b>48.8%</b>	<b>57.2%</b>	-----Not Rated -----		----- Not Rated -----	
Academy Of Hope Charter	29	37.9%	42.9%	17.01/40	Average	58%	Excellent
Aynor Middle	678	47.8%	53.7%	18.30/35	Good	53%	Good
Black Water Middle	637	38.5%	53.8%	15.70/35	Average	39%	Average
Bridgewater Academy	50	54.0%	61.8%	17.60/40	Average	51%	Good
Conway Middle	562	42.0%	55.5%	16.31/35	Average	36%	Average
Forestbrook Middle	801	53.3%	64.2%	19.84/35	Good	53%	Good
Green Sea Floyds Middle	304	35.2%	44.3%	16.34/40	Average	34%	Below Average
Loris Middle	631	26.5%	35.9%	11.53/35	Below Average	34%	Below Average
Myrtle Beach Middle	955	46.2%	57.1%	17.02/35	Good	44%	Average
North Myrtle Beach Middle	1106	51.3%	61.0%	18.91/35	Good	59%	Excellent
Ocean Bay Middle	464	59.5%	70.6%	21.77/35	Excellent	68%	Excellent
PALS <sup>5</sup>	97	74.2%	76.6%	25.36/40	Excellent	63%	Excellent
Socastee Middle	384	69.0%	84.2%	27.83/40	Excellent	79%	Excellent
St. James Middle	755	54.6%	71.6%	19.35/35	Good	50%	Good
Ten Oaks Middle	849	54.4%	70.9%	20.94/35	Excellent	63%	Excellent
Whittemore Park Middle	683	30.7%	34.0%	12.67/35	Average	39%	Average

Source: South Carolina Department of Education—Office of Research and Data Analysis

<sup>1</sup>Percentage of points earned in the student progress indicator.

<sup>2</sup>Points earned are converted from percent total per school and counted towards the overall rating. For example, Socastee Middle School 27.83 points from the indicator examined in this report counted towards the total overall rating of 79% for the school. The maximum points are based on a 35 or 40-point scale depending on whether the school meets the threshold of 20 students for ELP or not.

<sup>3</sup>Percent overall rating is based on the applicable indicators shown in Table 2.1.1 (posted in integers only).

<sup>4</sup>Ratio of points earned to maximum allowed on the 40 or 30-point scale.

<sup>5</sup>Palmetto Academy for Learning and Success (PALS).



## VI. High School: Overall Rating

### 6.1 High School: Overall Rating

This section describes the overall rating per high school in Horry County Schools. Per SCDE's 2017–18 Accountability Manual, high school academies are not rated. The indicators listed in the introduction provide converted points, as outlined in Table 6.1.1 that feed into the 100% maximum overall rating per school. Table 6.1.1 indicates the indicators for high school. The indicators listed in the introduction provide converted points, as outlined in Table 6.1.1, that feed into the 100% maximum overall rating per school.

The overall rating is pursuant to Section 59-18-120 of South Carolina’s Education Accountability Act of 1998, as last amended by Act 94 of 2017, which states that each school will receive an overall rating based on a 100-point scale. The 100 points may be earned across the various indicators. This report explains the indicator for Academic Achievement.

As shown in Table 6.1.1, the indicators for high schools are as follows: Academic Achievement, Preparing for Success, Student Engagement, English Learners’ Proficiency (ELP), Graduation Rate, and College and Career Readiness. To receive a rating for ELP for each indicator, a school must have a minimum of 20 students progressing toward ELP. Therefore, Table 6.1.1 documents the total number of points each indicator may earn with and without a population of at least 20 English learners being assessed.

A computation example of St. James High School’s overall rating is as follows: Academic Achievement (15.71 points), Preparing for Success (6.81 points), Student Engagement (1.0 point), English Learners’ Proficiency (4.86 points), Graduation Rate (18.78 points), and College- or Career-Readiness (19.2 points). These contributors total 66.36 points, resulting in an overall rating of 66%, which equates to a rating of good. See Table 7.3.1 and Figure 7.2.1.

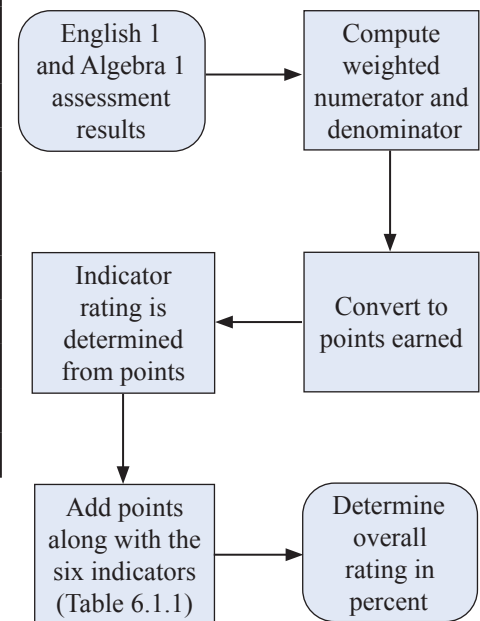
**Table 6.1.1** Overall Rating: Point totals by school type—high schools

Indicator	High Schools	
	Without ELs	With ELs
Academic Achievement*	30	25
Preparing for Success	10	10
Student Progress (all students and lowest 20% of students)	N/A	N/A
Student Engagement	5	5
English Learners' Proficiency (ELP)	0	10
Graduation Rate	30	25
College and Career Readiness	25	25
Total	100	100

Per SCDE, for each rating, a range of points was established based on results obtained from the 2015–16 and 2016–17 academic years.

Source: South Carolina Department of Education—Office of Research and Data Analysis

**Figure 6.1.1:** Flow chart from assessment-to-points earned measure to overall rating in percent



\*This is the indicator examined in this report.

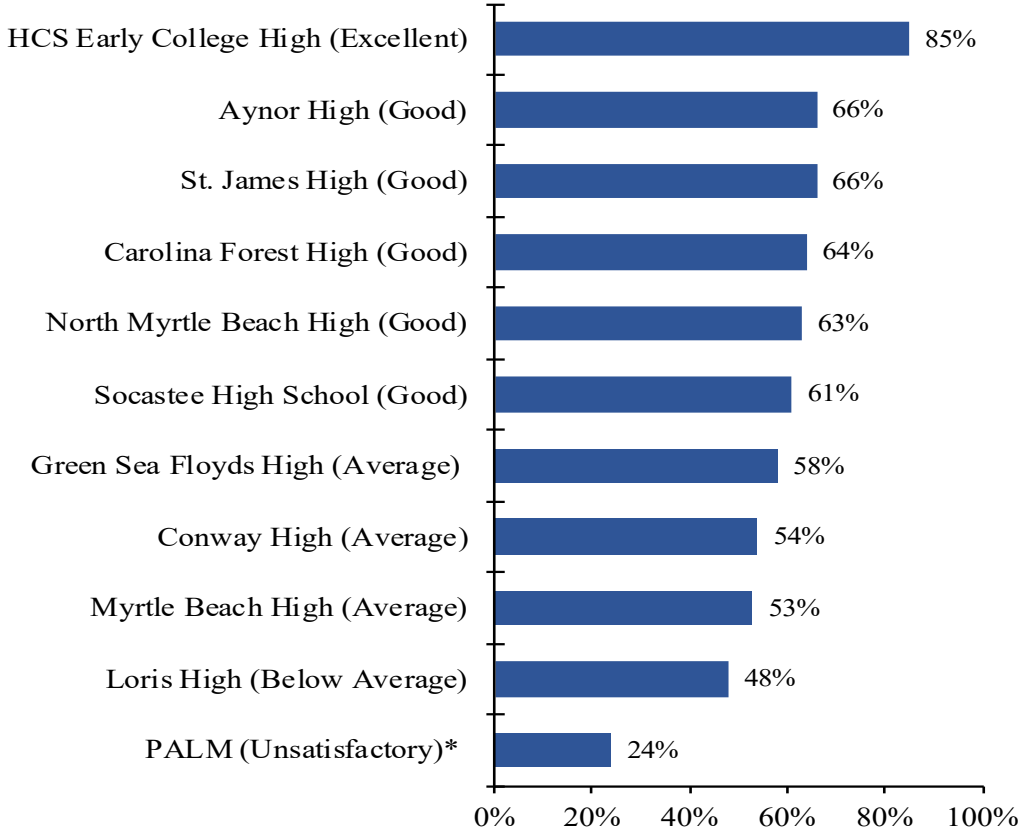


### 6.2. High School—Overall Rating by School

The graph in Figure 6.2.1 depicts the overall percentage and descriptive rating of high schools in HCS. The graph in Figure 6.2.2 shows

a pie chart with the number and percentage of total students associated with one of the five ratings depicted in Table 6.2.1.

**Figure 6.2.1:** Percentage distribution of overall ratings of high school students by school (11 schools)



**Overall Ratings Scale**

**Excellent:**  
School performance substantially exceeds the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Good:**  
School performance exceeds the criteria to ensure all students meet the [Profile of the SC Graduate](#).

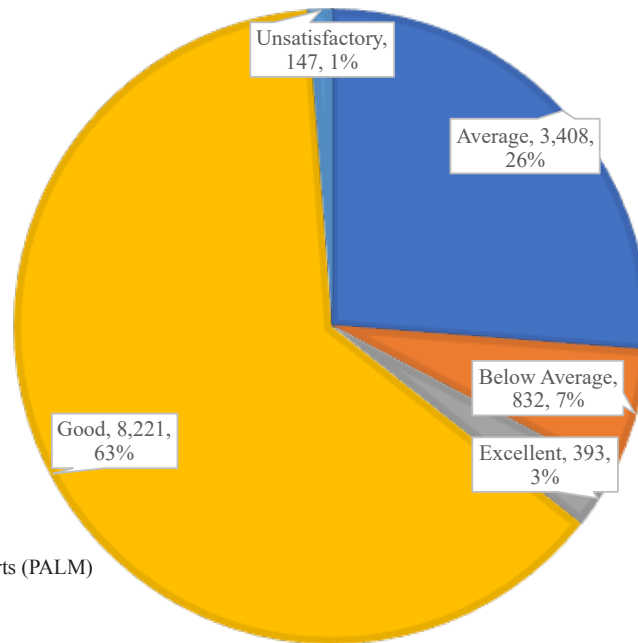
**Average:**  
School performance meets the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Below Average:**  
School performance is in jeopardy of not meeting the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Unsatisfactory:**  
School performance fails to meet the criteria to ensure all students meet the [Profile of the SC Graduate](#).

Figure 6.2.2 depicts the total enrollment and percentage of HCS high school students enrolled in schools with one of the ratings shown in Table 6.2.1.

**Figure 6.2.2:** Enrollment and percentage distribution of overall ratings for all high school students (Enrollment 13,302)



**Table 6.2.1:** Overall Ratings—qualitative and quantitative

Ratings Scale	High Schools
Excellent	67%–100%
Good	60%–66%
Average	49%–59%
Below Average	38%–48%
Unsatisfactory	0%–37%

Source: South Carolina Department of Education—Office of Research and Data Analysis

\*Palmetto Academy For Learning Motorsports (PALM)



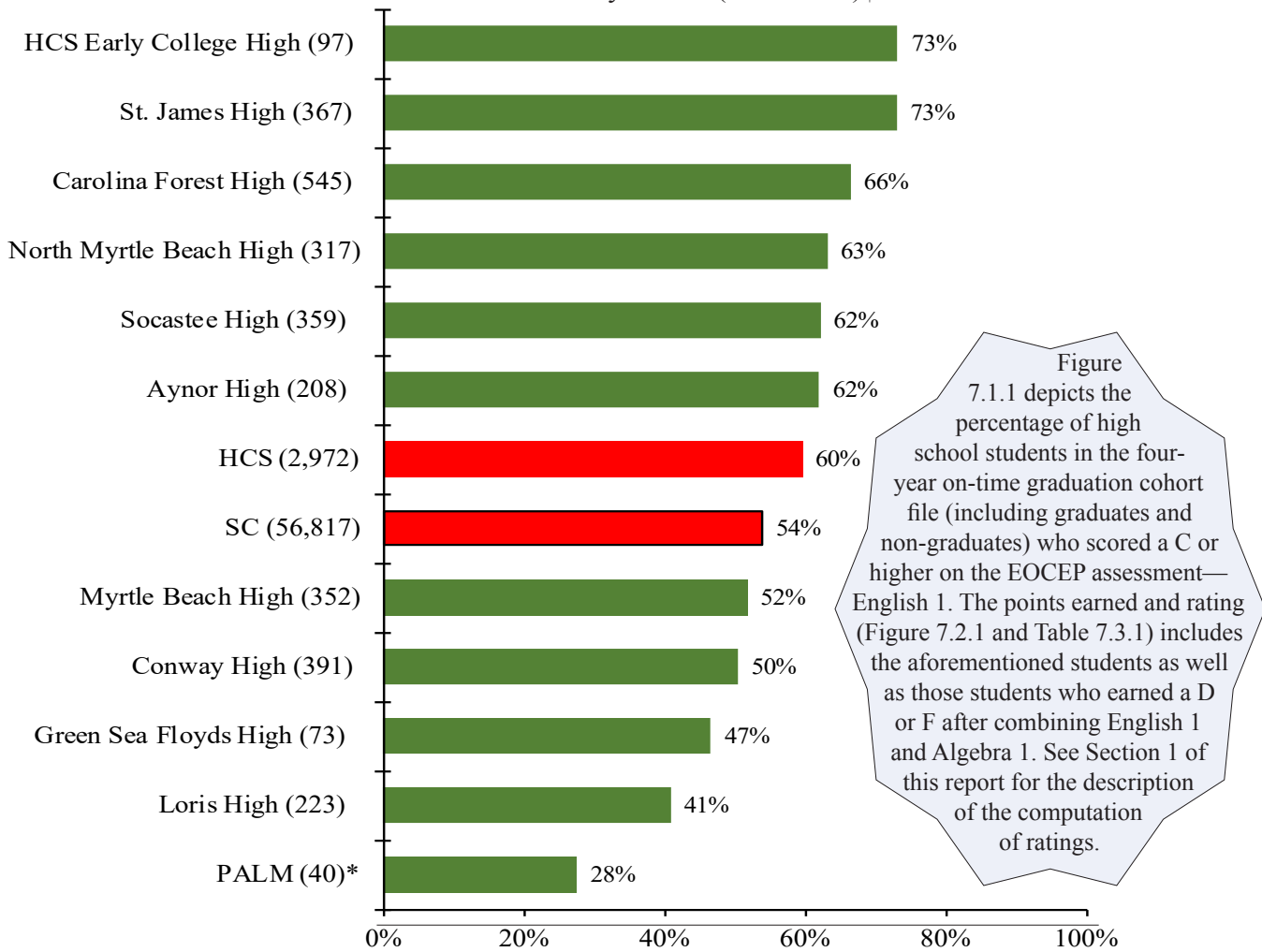
## VII. High School: Data Analysis of the Indicator

### 7.1 High School: Percentage of Students Earning a “C” or Higher by School

The graph in Figure 7.1.1 depicts the percentage who earned a “C” or higher in EOCEP English 1. The number in parenthesis following the name of each school represents the number of students tested in English 1 from the school. The graph shown in Figure 7.2.1 shows

indicator points earned and rating by school. The EOCEP test takers points are computed to a point-scale rating as described in the introduction to this report. The indicator points are rated in Table 7.3.1 as excellent, good, average, below average, and unsatisfactory.

**Figure 7.1.1:** Percentage distribution of English 1 students who earned a “C” or higher on the EOCEP by school (11 schools)†



Source: South Carolina Department of Education—Office of Research and Data Analysis

†English 1 and Algebra 1 Categories

Scores below 60 (F): The student does not meet the expectations of the course content standards.

Scores from 60 to 69 (D): The student minimally meets the expectations of the course content standards.

Scores from 70 to 89 (B and C): The student meets the expectations of the course content standards.

Scores from 90 to 100 (A): The student exceeds the expectations of the course content standards.

\*Palmetto Academy For Learning Motorsports (PALM)



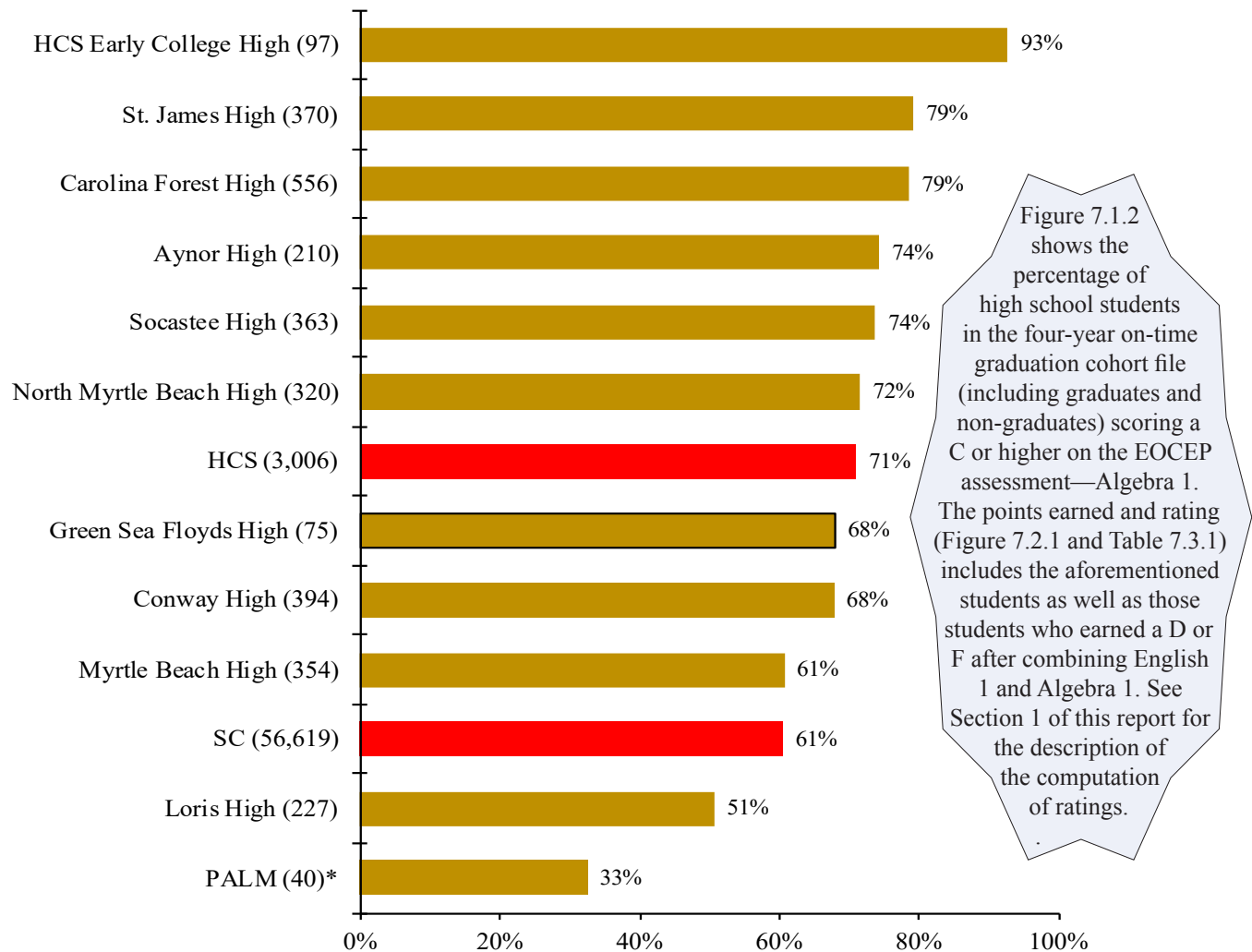


**7.1 High School: Percentage of Students Earning a “C” or Higher by School, cont.**

The graph in Figure 7.1.2 depicts the percentage earning a “C” or higher in Algebra 1. The number in parenthesis following the name of each school represents the number of students tested in Algebra 1 from the school. The graph shown in Figure 7.2.1 shows indicator points

earned and rating by school. The EOCEP test takers points are computed to a point-scale rating as described in the introduction to this report. The indicator points are rated in Table 7.3.1 as excellent, good, average, below average, and unsatisfactory.

**Figure 7.1.2:** Percentage distribution of Algebra 1 students who earned a “C” or higher on the EOCEP by school (11 schools)†



Source: South Carolina Department of Education—Office of Research and Data Analysis

†EOCEP: English 1 and Algebra 1 Categories

Scores below 60 (F): The student does not meet the expectations of the course content standards.

Scores from 60 to 69 (D): The student minimally meets the expectations of the course content standards.

Scores from 70 to 89 (B and C): The student meets the expectations of the course content standards.

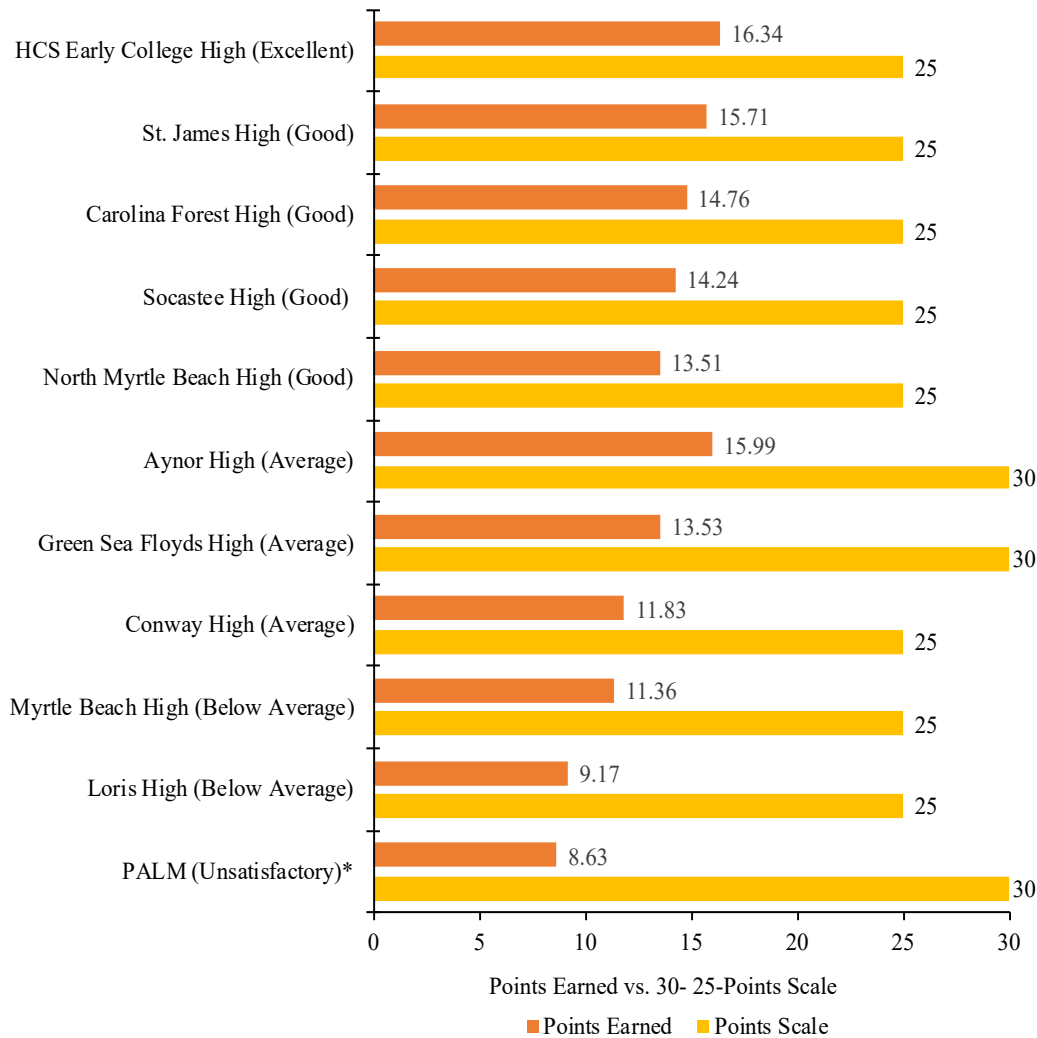
Scores from 90 to 100 (A): The student exceeds the expectations of the course content standards.

\*Palmetto Academy For Learning Motorsports (PALM)



### 7.2 High School: Average Indicator Points Earned and Rating by School

**Figure 7.2.1:** Distribution of points earned to ratings scale of high school students who earned grades of A, B, C, D or F on the EOCEP in English 1 and Algebra 1 (11 schools)



Source: South Carolina Department of Education— Office of Research and Data Analysis

**Table 7.2.1:** Academic Achievement—high school converting points to ratings

Ratings Scale	High School	
	With ELP	Without ELP
Excellent	15.91–25	19.09–30.00
Good	13.45–15.90	16.14–19.08
Average	10.22–13.44	12.26–16.13
Below Average	7.22–10.21	8.66–12.25
Unsatisfactory	0–7.21	0–8.65

Source: South Carolina Department of Education—Office of Research and Data Analysis

\*Palmetto Academy For Learning Motorsports (PALM)

\*\*Myrtle Beach High had fewer than 95 percent participation at 94 percent; therefore, the rating was reduced from average to below average.

**Overall Ratings Scale**

**Excellent:** School performance substantially exceeds the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Good:** School performance exceeds the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Average:** School performance meets the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Below Average:** School performance is in jeopardy of not meeting the criteria to ensure all students meet the [Profile of the SC Graduate](#).

**Unsatisfactory:** School performance fails to meet the criteria to ensure all students meet the [Profile of the SC Graduate](#).

Figure 7.2.1 depicts the points earned in the indicator toward overall points. If a school tests fewer than 95 percent of eligible students, then the school's rating will be reduced by one rating level. One\*\* HCS high school had fewer than 95 percent participation. *Pay special attention to the numerical value for earned points versus 35 or 40 point-scale.*



### 7.3 High School: Tabular Analysis of the Indicator by School

**Table 7.3.1:** Academic achievement indicator—performance and ratings for high schools (11 schools)

School Type	Number	Percent "C" or Higher <sup>1</sup>		Indicator Rating <sup>2</sup> Quantitative/Qualitative		Overall Rating <sup>3</sup> Quantitative/Qualitative	
		ENG	ALG	Points Earned/Scale <sup>4</sup>	Ratings Scale	Percent Ratings	Ratings Scale
<b>South Carolina</b>	<b>56,817</b>	<b>53.9%</b>	<b>60.5%</b>	-----Not Rated -----		----- Not Rated -----	
<b>Horry County Schools</b>	<b>3,006</b>	<b>59.5%</b>	<b>71.0%</b>	-----Not Rated -----		----- Not Rated -----	
Aynor High	208	62.0%	74.3%	15.99/30	Average	66%	Good
Carolina Forest High	545	66.4%	78.6%	14.76/25	Good	64%	Good
Conway High	391	50.4%	67.8%	11.83/25	Average	54%	Average
Green Sea Floyds High	73	46.6%	68.0%	13.53/30	Average	58%	Average
HCS Early College High	97	73.2%	92.8%	16.34/25	Excellent	85%	Excellent
Loris High	223	40.8%	50.7%	9.17/25	Below Average	48%	Below Average
Myrtle Beach High	352	51.7%	60.7%	11.36/25	Below Average	53%	Average
North Myrtle Beach High	317	63.1%	71.6%	13.51/25	Good	63%	Good
PALM <sup>5</sup>	40	27.5%	32.5%	8.63/30	Unsatisfactory	24%	Unsatisfactory
Socastee High	359	62.1%	73.8%	14.24/25	Good	61%	Good
St. James High	367	73.0%	79.2%	15.71/25	Good	66%	Good

Source: South Carolina Department of Education—Office of Research and Data Analysis

<sup>1</sup>Percentage of points earned in the student progress indicator.

<sup>2</sup>Points earned are converted from percent total per school and counted towards the overall rating.

For example, St. James High School 15.71 points (equates to good) from this indicator is counted towards the school's total overall rating of 66%, which equates to "Good." The maximum points are based on a 25 or 30-point scale depending on whether the school meet the threshold of 20 students for ELP or not.

<sup>3</sup>Percent overall rating is based on the applicable indicators shown in Table 6.1.1.

<sup>4</sup>Ratio of points earned to maximum allowed on the 25 or 30-point scale.

<sup>5</sup>Palmetto Academy for Learning Motorsports (PALM).



## VIII. Summary

### Summary

This paper’s intent was not to report on performance per se but to provide information on the Academic Achievement Indicator as outlined in the introduction. This report provided parents, students, educators, political leaders, the public, and others with a snapshot of the Academic Achievement Indicator and its role in the overall rating of the schools in HCS. The Academic Achievement Indicator applies to elementary, middle, and high schools. Although this report is based on data from school year 2017–18, statistically speaking, the pattern across schools will most likely remain largely unchanged in the 2018–19 state report card, which is scheduled to be released in November 2019.

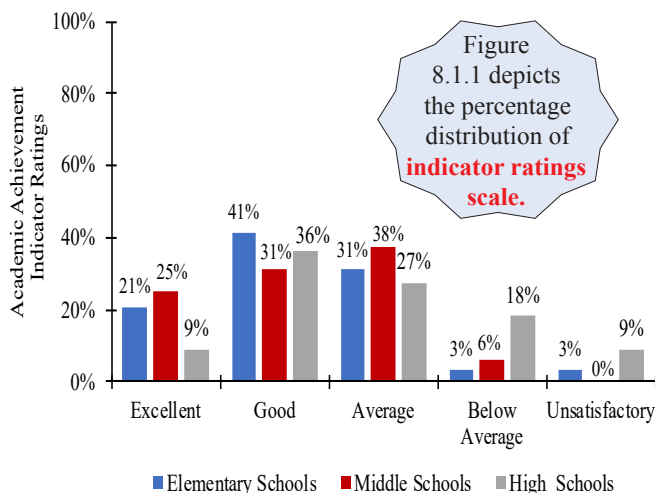
As a reminder to the reader, in elementary and middle schools, the academic achievement indicator uses SCREADY (English language arts and mathematics assessment results). The high school uses the EOCEP’s English 1 and Algebra 1 assessment results to determine the academic achievement as explained in the introduction. The academic achievement indicator largest percentage differences between indicator points of two schools were 111%, 83%, and 62% for elementary, middle, and high schools,

respectively. The elementary schools experienced over 100% differences (111%), which is an astonishingly difference in numerical ratings.

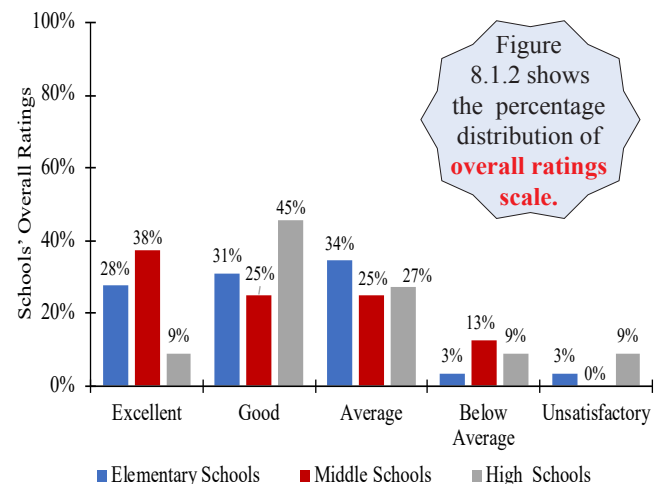
Although the methodologies for achieving point ratings across the different indicators may vary, the ratings scale—such as excellent, good, average, below average, and unsatisfactory—have the same meaning. Also, please note that the methodology for computation is different in each indicator (SCDE’s 2017–18 Accountability Manual).

The primary outcome of this report is that the schools in HCS are woefully uneven in academic achievement, as shown in graphs and tables throughout this report. Although the majority of schools rated average or higher, many of the schools will need to work harder to improve their academic achievement. Moreover, it is my hope that this report provides readers with a snapshot view and a better understanding of the Academic Achievement Indicator role to their child’s improvement in school. Furthermore, I implore every parent, guardian, or anyone interested in the education of the children of South Carolina to read SCDE’s accountability manual\*. ■

**Figure 8.1.1:** Percentage distribution of academic achievement indicator ratings scale



**Figure 8.1.2:** Percentage distribution of schools’ overall ratings scale



\*The location of the manual: <https://ed.sc.gov/data/report-cards/sc-school-report-card/files/accountability-manual/>



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South Carolina Department of Education

2017-2018 Accountability Manual

<https://ed.sc.gov/data/report-cards/sc-school-report-card/files/accountability-manual/>

South Carolina Department of Education

2017-2018 Accountability Manual-Addendum

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South Carolina Department of Education

South Carolina Value-Added Assessment System (EVAAS)

<https://scva.sas.com/welcome.html?as=r&aj=t>

South Carolina Department of Education

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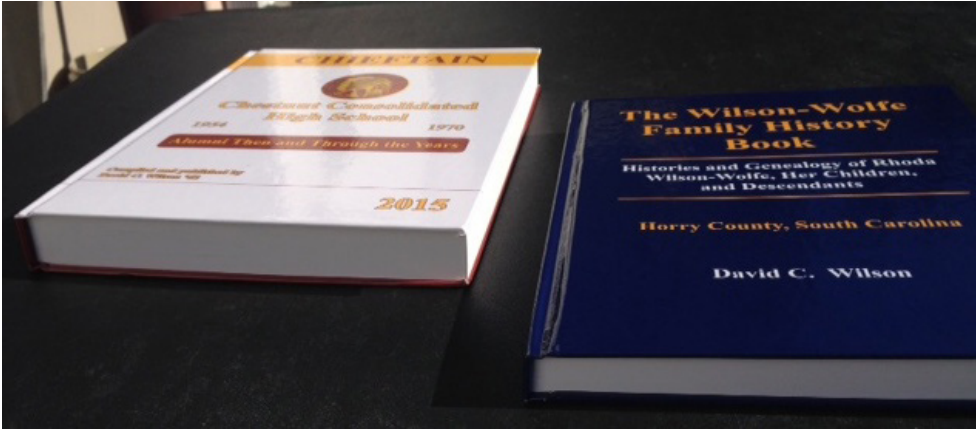
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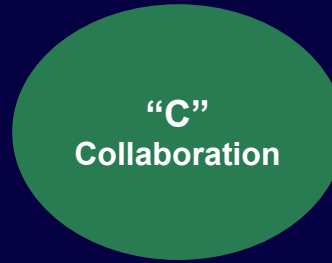
**"C"**  
**Communication**

Sharing, thoughts,  
questions, ideas,  
and solutions



**"C"**  
**Critical Thinking**

Looking at problems  
in a new way and  
linking learning  
across subjects and  
discipline



**"C"**  
**Collaboration**

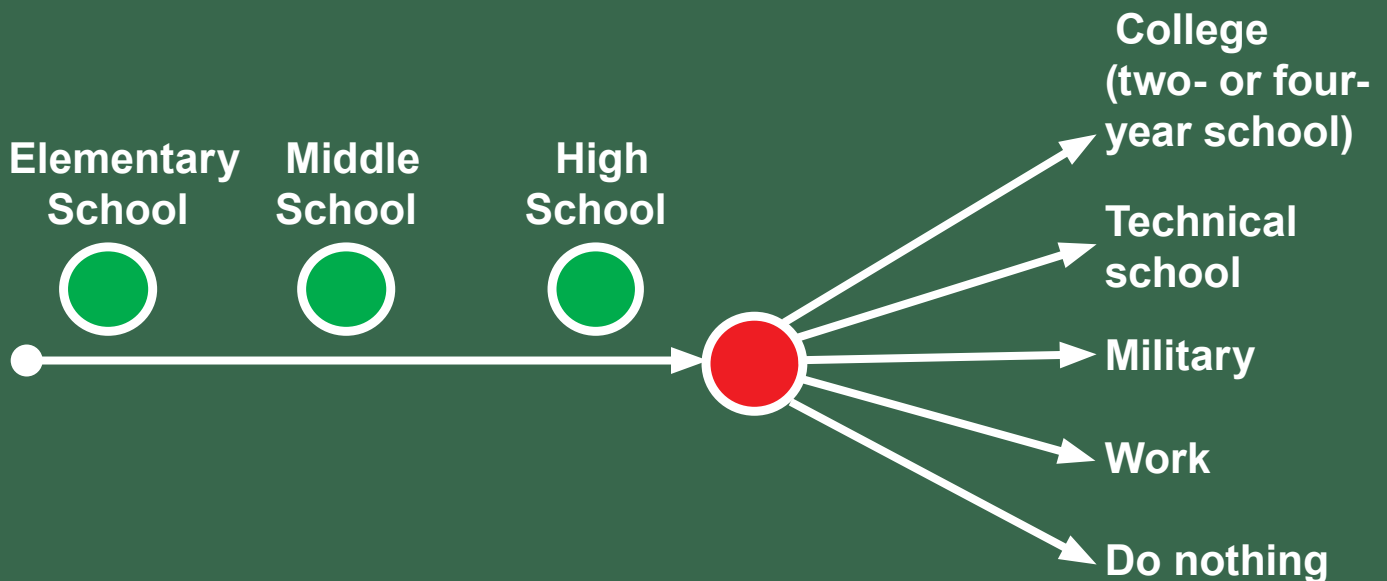
Working together to  
reach a goal. Putting  
talents, expertise,  
and smart to work.



**"C"**  
**Creativity**

Trying new  
approaches to get  
things done equals  
innovation and  
invention

## Which choice will you make?



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