



Wilson Consulting Services, LLC

**“The College/Career
Readiness Indicator
Ratings: Diploma Earners”**

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



September 27, 2019

by

David C. Wilson

Founder / CEO

Wilson Consulting Services, LLC

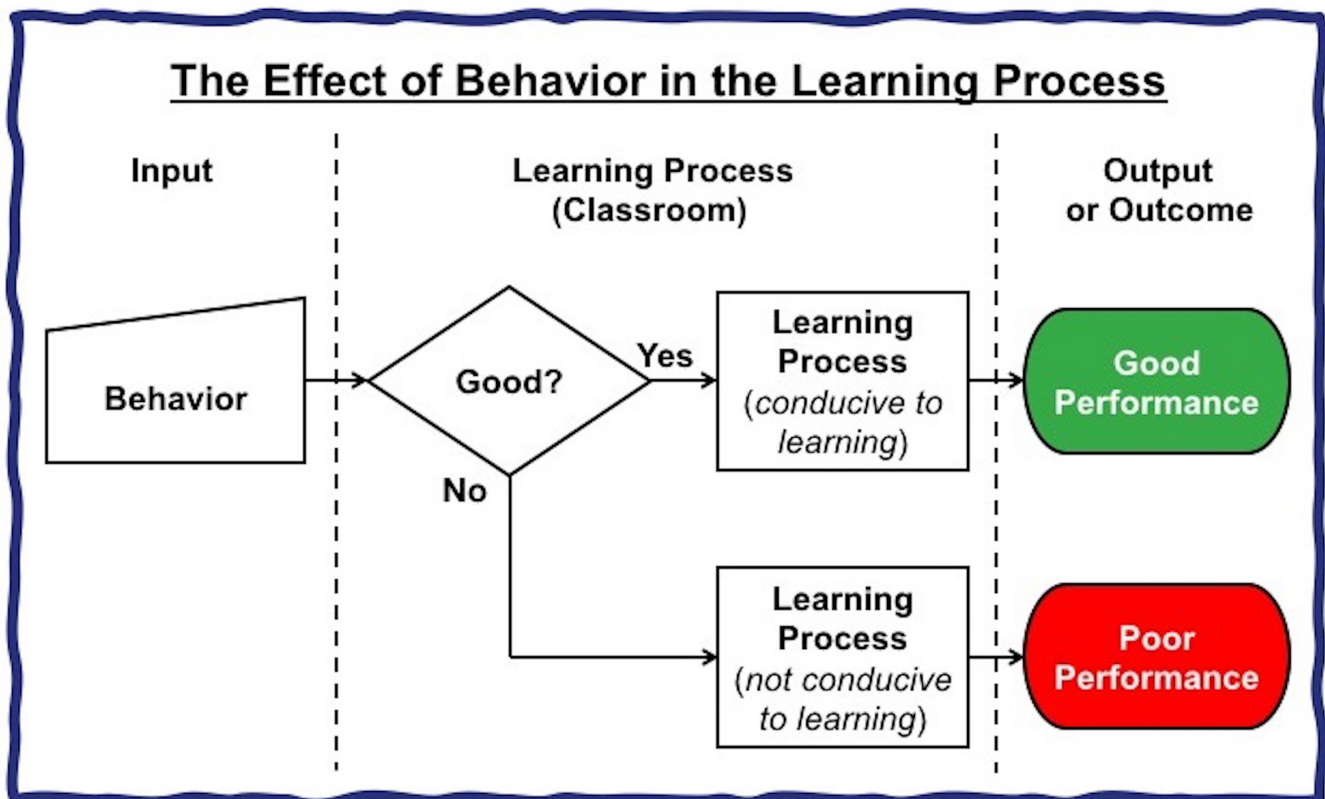
Conway, SC 29527



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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 = Σ (Science, Technology, Engineering, Mathematics)

“The College/Career Readiness Indicator Ratings: Diploma Earners”

Indicator Ratings of Horry County Schools ~Report 4 of 4~

Note:

The author has published a separate series of 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
2. The Student Progress Indicator Ratings
https://www.wilsonconsultingservices.net/wcs_progress_19.pdf
3. The Graduation Rate Indicator Ratings
https://www.wilsonconsultingservices.net/wcs_graduation_19.pdf
4. The College/Career Readiness Indicator Ratings
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_college_19.pdf

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The Author's Comments

In recent years, there has been much said about preparing students for tomorrow's jobs, especially those in the science, technology, engineering, and mathematics (STEM) fields. Interwoven with this notion is the quality of the preparation received in high school that makes a student college- and/or career-ready. There are some reports indicating that "college-ready" and "career-ready" are interchangeable terms. Conversely, some literature claims they are not.

In 2017, the South Carolina legislature amended the Education Accountability Act of 1998 with ACT 94 of 2017. The amended act provided the foundation and requirements for the South Carolina accountability system for public schools and school districts, establishing a performance-based accountability system for public education that focuses on improving teaching and learning so that students are equipped with a strong academic foundation. The amended act as outlined in the South Carolina Department of Education's 2017–18 Accountability Manual, which include seven indicator ratings, including a college/career-readiness indicator rating for high school diploma earners. It is this indicator rating that is discussed in this paper.

This report highlights many of the criteria that determine the readiness of diploma earners in the HCS. Parents, students, and the general population will acquire knowledge to better understand the scope of college/career readiness of high school diploma earners. Moreover, data on college/career readiness will be presented for the state, the county, and each diploma-granting public high school in the county. The percentages are not indicative of performance per se, rather they are measures used to determine the rating of the school using the college/career readiness indicator and how it contributes to the overall rating on a school.

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.

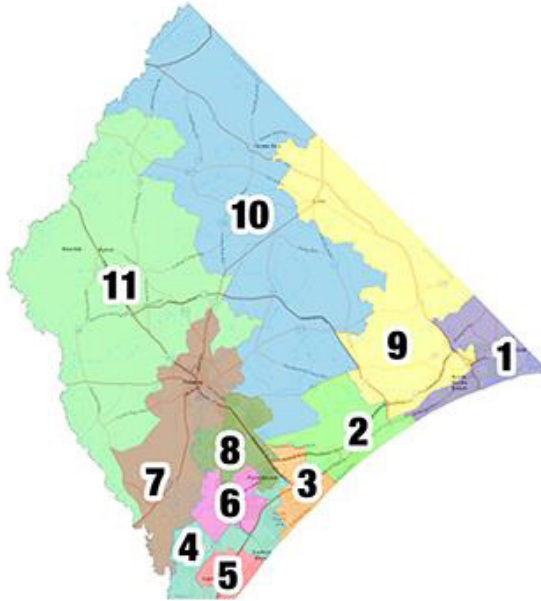
Wilson has worked in the engineering areas of product development, quality, and reliability for more than 35 years with multinational corporations such as IBM, General Electric, and Honeywell.

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.



Name	District	Serving High School Attendance Areas
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 map to view voting districts in greater detail.

I. Introduction

Introduction

The purpose of this report is to share with parents and the general public an independent summary on South Carolina's high school diploma earners for the state's indicator (metric) that measures college/career readiness.

Before discussing college/career readiness, 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. Although South Carolina does not provide a definition of college/career readiness per se as many other states do, rather it appears that the state has taken more of a holistic approach by establishing the Profile of the South Carolina Graduate, which means that all students graduating from public high schools in South Carolina should have the knowledge, skills, and opportunity to be college ready, career ready, and life ready for success in the global, digital, and knowledge-based world of the twenty-first century as provided in Section 59-1-50. Furthermore, per the statute, all graduates should have the opportunity to qualify for and be prepared to succeed in entry-level, credit-bearing college courses, without the need for remedial coursework, postsecondary job training, or significant on- the-job training.

Consequently, the South Carolina Department of Education (SCDE), Office of Research and Data Analysis developed an overall rating based on a school's performance on the following indicators. Depending upon the grade level and number of students served and based upon state and federal law. The indicators are as follows: (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.

Of the seven indicators listed above, the metrics for elementary and middle schools are as follows: (1) Academic Achievement, (2) Preparing for Success, (3) Student Progress, (4) Student Engagement, and (5) English Learners' Proficiency. Of the seven indicators, the indicators for high school are as follows: (1) Academic Achievement, (2) Preparing for Success, (3) Student Engagement, (4) English Learners' Proficiency (5) Graduate Rate, and (6) College/Career Readiness.

For each of the above indicators as applicable, schools will also receive a rating for the indicator as required by S.C. Code §59-18-900. 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 or 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.

The author of this report examined the **college/career readiness indicator**. The college/career readiness indicator is for high school and consists of ten criteria (college and career combined). For the purpose of ease in understanding this report, "metric" and "indicator" will be used interchangeably. The word "college" consists of six criteria and the word "career" consists of four criteria. To be considered college-ready at least one criterion from the college metric must be met. To be career ready at least one criterion from the career metric must be met. These measures were implemented for the first time for diploma earners who received a high diploma between June 16, 2017, and June 15, 2018.

College OR Career Readiness: The logical conjunction "OR" implies that a set of operands



Introduction, cont.

is true, if and only if one or both operands are true. To that end, because the readiness categories are not mutually exclusive, the college-or-career readiness of a diploma earner is true if and only if at least one criterion is met in the college-readiness category or in the career-readiness category.

The percentage of college- or career-readiness students is determined by adding the percent of diploma earners who were college-ready to the percent of diploma earners who were career-ready, then subtracting the percentage of students who were *college- and career-readiness*, i.e., both, from this sum. The metric, college- or career-readiness, is the only combination of college/ career readiness that is used for accountability. To convert to the point scale for matching onto the ratings scale, the percentage of college- or career-readiness is divided by four and rounded to tenths place. For example, Conway High School (CHS) percentage for college- or career-ready is 71.1% divided by 4 is equal to 17.775, rounded to 17.8 points earned out of a maximum of 25, which equates to an indicator rating of good (ratings scale). The 17.8 points from this indicator are added to the other indicators for high school, which equates to an overall rating of 54% for CHS. See Table 3.3.1 and Figure 3.1.1.

College AND Career Readiness: The logical conjunction “AND” implies that a set of operands is true if and only if all of its operands are true. To that end, readiness of a diploma earner is only true if and only if at least one criterion each is met in both the college and career readiness categories.

The percentage of college- and career-ready diploma earners is determined by adding the number of diploma earners who met at least one criterion in college readiness and at least one

criterion in *career readiness* and dividing the sum by the number of students earning a diploma between June 16th of the previous year and June 15 of the current year.

For example, in CHS, the number of diploma-earning students who met benchmark for college- and career-readiness was 113 and the total number of diploma-earning students was 332 between June 16, 2017, and June 15, 2018. Therefore, $113/332$ equates to 34% of CHS diploma earners scoring as college- and career-ready. Hence, this metric (34%) is significantly smaller than the college- or career-ready metric (71%). See Table 5.5.1 and Figure 4.1.1.

College Readiness: To be deemed college-ready, the diploma earner must have met at least one of the six criteria outlined under college readiness. A student is deemed college-ready if he or she met or meets at least one of the six criteria: (1) scores a composite score of 20 or higher on the ACT; (2) scores a composite score of 1020 or higher on the SAT; (3) scores a 3 or higher on an Advanced Placement (AP) exam; (4) scores a C or higher in any Advanced Level (A) Cambridge International Exam, or if the student earns a C or higher in an Advanced Subsidiary (AS) Level of the Cambridge International Exam in: biology, chemistry, computer science, economics, English, environmental science/ management, history, politics, psychology, or a foreign language (Chinese, French, German, Japanese or Spanish); (5) scores a 4 or higher on an International Baccalaureate (IB) assessment in English, mathematics, science, or social studies (only higher learning [HL] exams count); or (6) completes at least six credit hours in dual enrollment courses with a grade of C or higher.

To be classified as college-ready, the diploma

*If a diploma earner met or exceeded threshold in at least one of the seven criteria for college readiness listed in this paper, the diploma earner is deemed college ready. For example, if the student achieved an ACT composite score of 20 (which is the threshold for college ready in South Carolina). Another student might have an SAT threshold score 1020, but scored below the ACT threshold, nevertheless, both students are deemed college ready.



Introduction, cont.

earner must meet the threshold for at least one of the six college-ready criteria shown for college ready. The percentage of students meeting the college-ready metric is determined by dividing the number of diploma earners who met threshold for college ready and the number of diploma earning students who received their diploma between June 16th of the previous school year and June 15th of the current year. The computation is based on the number of diploma earners and the number of diploma earners measuring readiness in the indicated metric.

For example, in Myrtle Beach High School (MBHS), the number of diploma-earning students who met the college-ready was 145 and the total number of diploma-earning students was 323 between June 16, 2017, and June 15, 2018. Therefore, $145/323$ equates to 44.9% of MBHS diploma earners scoring as college-ready. See Table 5.5.1 and Figure 4.2.1.

Career Readiness: To be deemed career-ready, the diploma earner must have met at least one of the four criteria outline under career readiness. A student is deemed career-ready if the student met or meets readiness in at least one of the following criteria: (1) completes a Career Technical Education (CTE) certification and earns a national or state industry credential as determined by the business community; (2) earns a silver, gold, or platinum national career readiness credential exam (ACT Workkeys or

Worldwide Interactive Network [WIN]); (3) earns a scaled score of 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB); or (4) successfully completes a state-approved work-based learning evaluation from an employer which meets the state's definition per SCDE Accountability Manual.

The percentage of students meeting the career-ready is determined by dividing the number of diploma earners who met the threshold for career-ready and the number of diploma-earning students who received their diploma between June 16th of the previous school year and June 15 of the current year.

For example, in MBHS, the number of diploma-earning students who met the career-ready was 202 and the total number of diploma-earning students was 323 between June 16, 2017, and June 15, 2018. Therefore, $202/323$ equates to 62.5% of MBHS diploma earners scoring as college-ready. See Table 5.5.1 and Figure 4.2.2.

The paper comprises two parts: (1) tabular analysis, and (2) graphical analysis. The tabular analysis places all diploma-granting high schools in Horry County in alphabetical order and the graphical analysis lists the schools in order of their percentage of readiness within the district of HCS from highest to lowest.

Note: All college and career readiness data in this report were extracted from SCDE data for Researchers (excel spreadsheet 2018)—Office of Research and Data Analysis. Therefore, there might be some differences in the percents of readiness on the SCDE report card and this report because of rounding. This report relied on the accuracy of SCDE's report card that was posted for researchers.



II. High School: Overall Rating

2.1 High School: Overall Rating

The indicators listed in the introduction provide converted points to percent, as outlined in Table 2.1.1, that feed into the 100% maximum overall rating per school. Table 2.1.1 list the indicators used for high 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 seven indicators. This report examines the indicator for College/ Career Readiness.

As shown in Table 2.1.1, the indicators for high school are as follows: Academic Achievement, Preparing for Success, Student Engagement, English Learners’ Proficiency (ELP), Graduation

Rate, and College/Career Readiness. To receive a rating for the ELP for 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. *See Table 2.1.1.*

A computation example of North Myrtle Beach High School’s overall rating is as follows: Academic Achievement (13.5 points), Preparing for Success (5.7 points), Student Engagement 2.0 points), English Learners’ Proficiency (5.5 points), Graduation Rate (17.8 points) , and College/Career Readiness (18.9 points). These contributors total 63.49, resulting in an overall rating of 63%, which equates to a rating of good. See Table 3.3.1 or Figure 2.2.1.

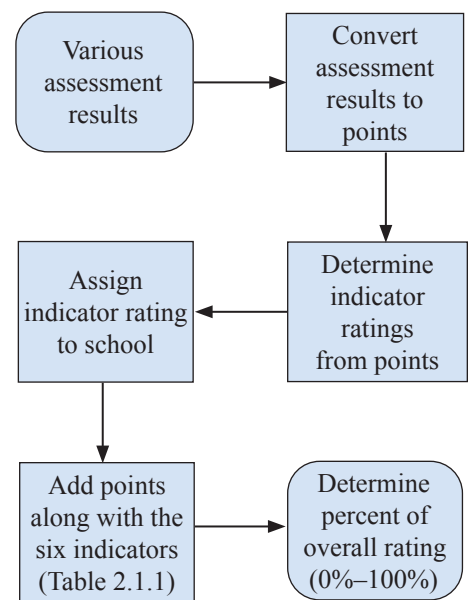
Table 2.1.1 Overall Rating: Point totals by school type—high schools

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

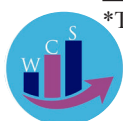
Per SCDE, for each rating, a range of points was established based on results obtained from the 2015–16 and 2016–17 academic years.

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

Figure 2.2.2: Flow chart from percent-to-point measure to overall rating in percent



*This is the indicator examined in this report.

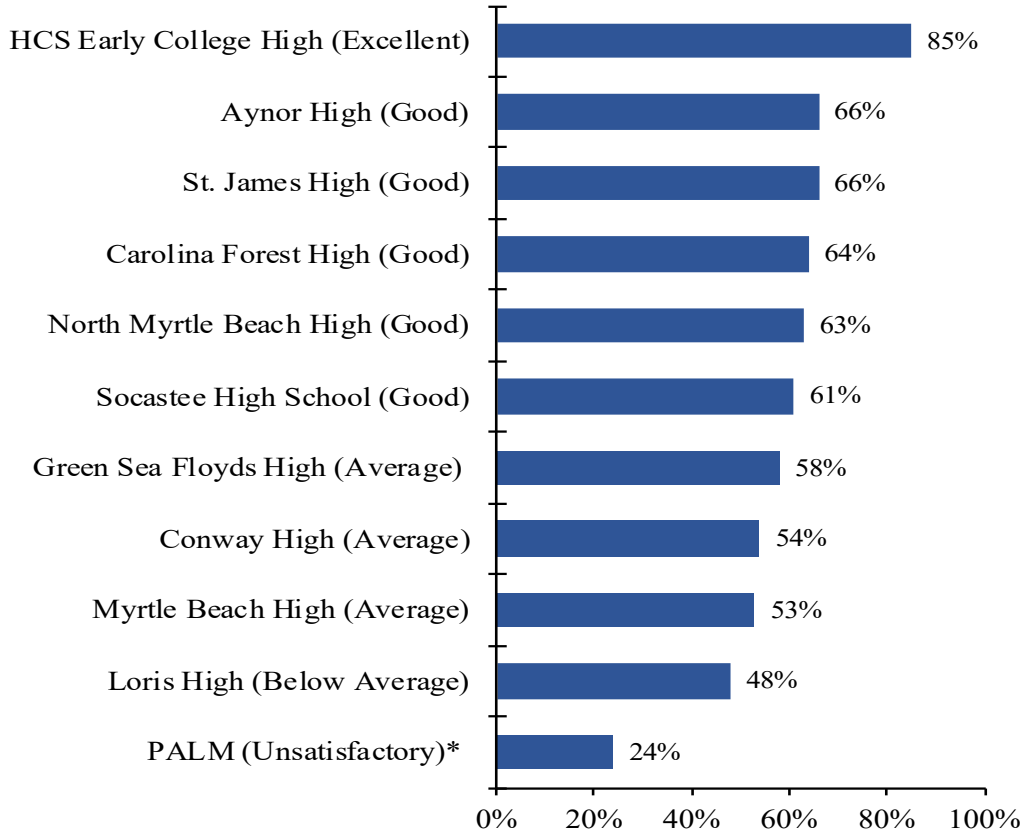


2.2. High School—Overall Rating by School

The graph in Figure 2.2.1 depicts the overall percentage and descriptive rating (ratings scale) of high 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 high schools 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 2.2.2 depicts the total enrollment and percentage of HCS high school students enrolled in schools with one of the overall ratings shown in Table 2.2.1.

Figure 2.2.2: Enrollment and percentage distribution of ratings scale for all high school students (Enrollment 13,302)

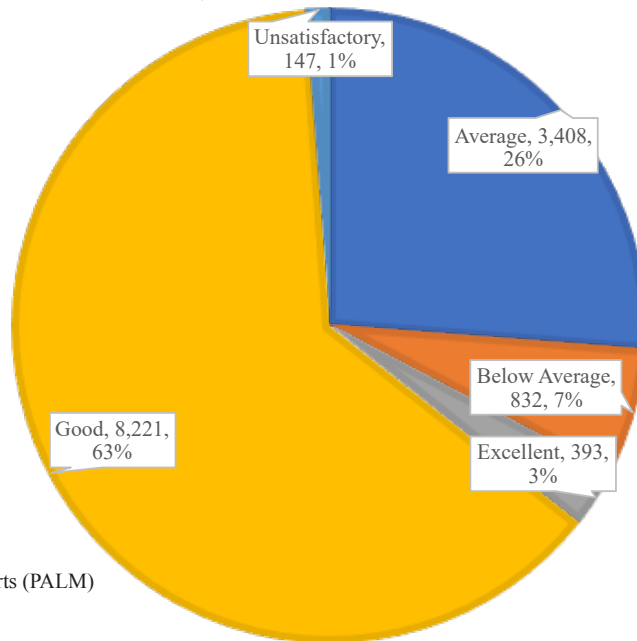


Table 2.2.1: Overall Ratings

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

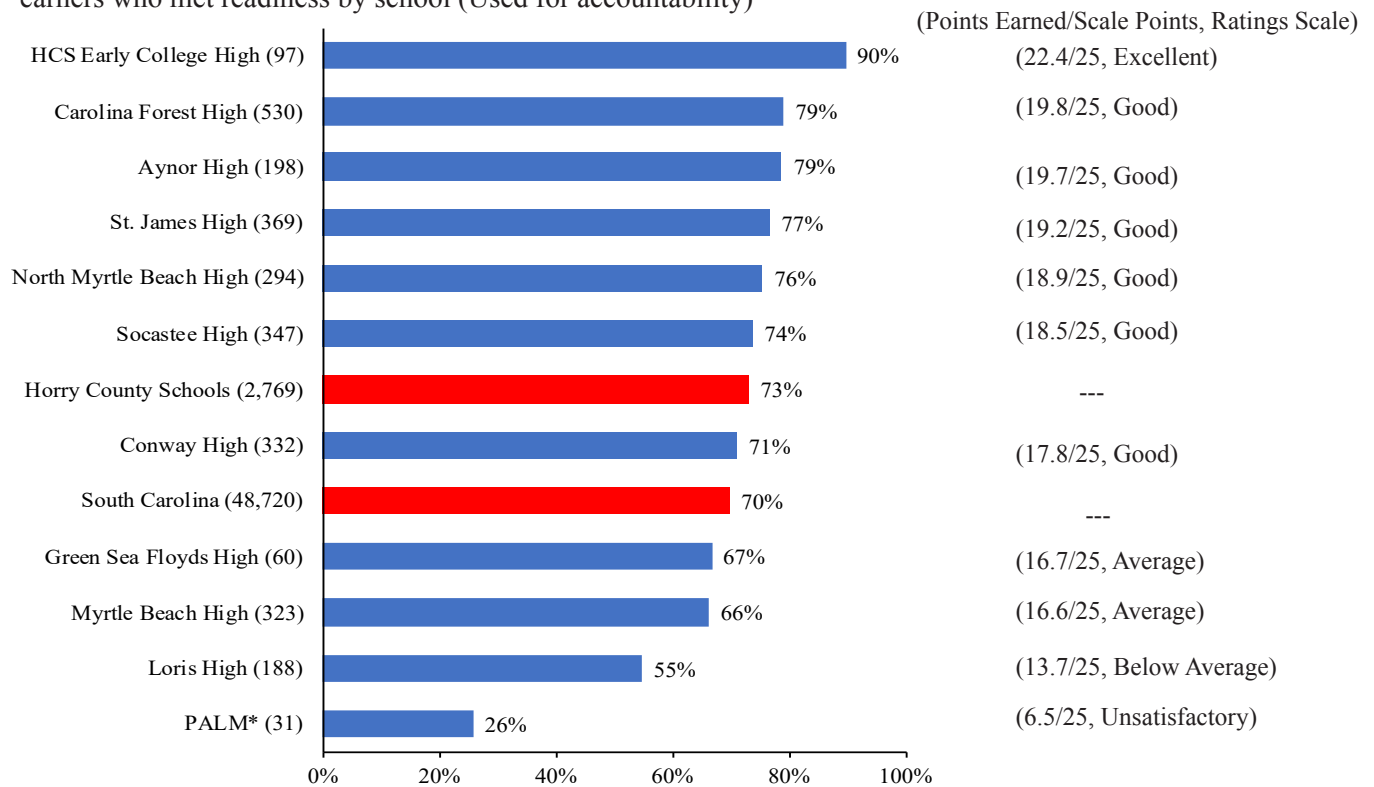
*Palmetto Academy For Learning Motorsports (PALM)



III. High School: College- or Career Readiness Indicator

3.1 Diploma Earners: Percentages Deemed College- or Career-Readiness by School

Figure 3.1.1. Percentage distribution of college- or career-readiness diploma earners who met readiness by school (Used for accountability)



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

Table 3.1.1: College- or Career-Readiness Indicator percentage range to point scale***

Ratings Scale	Percent Range
Excellent	80.0%–100%
Good	70.0%–79.9%
Average	60.0%–69.9%
Below Average	50.0%–59.9%
Unsatisfactory	0%–49.9%

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

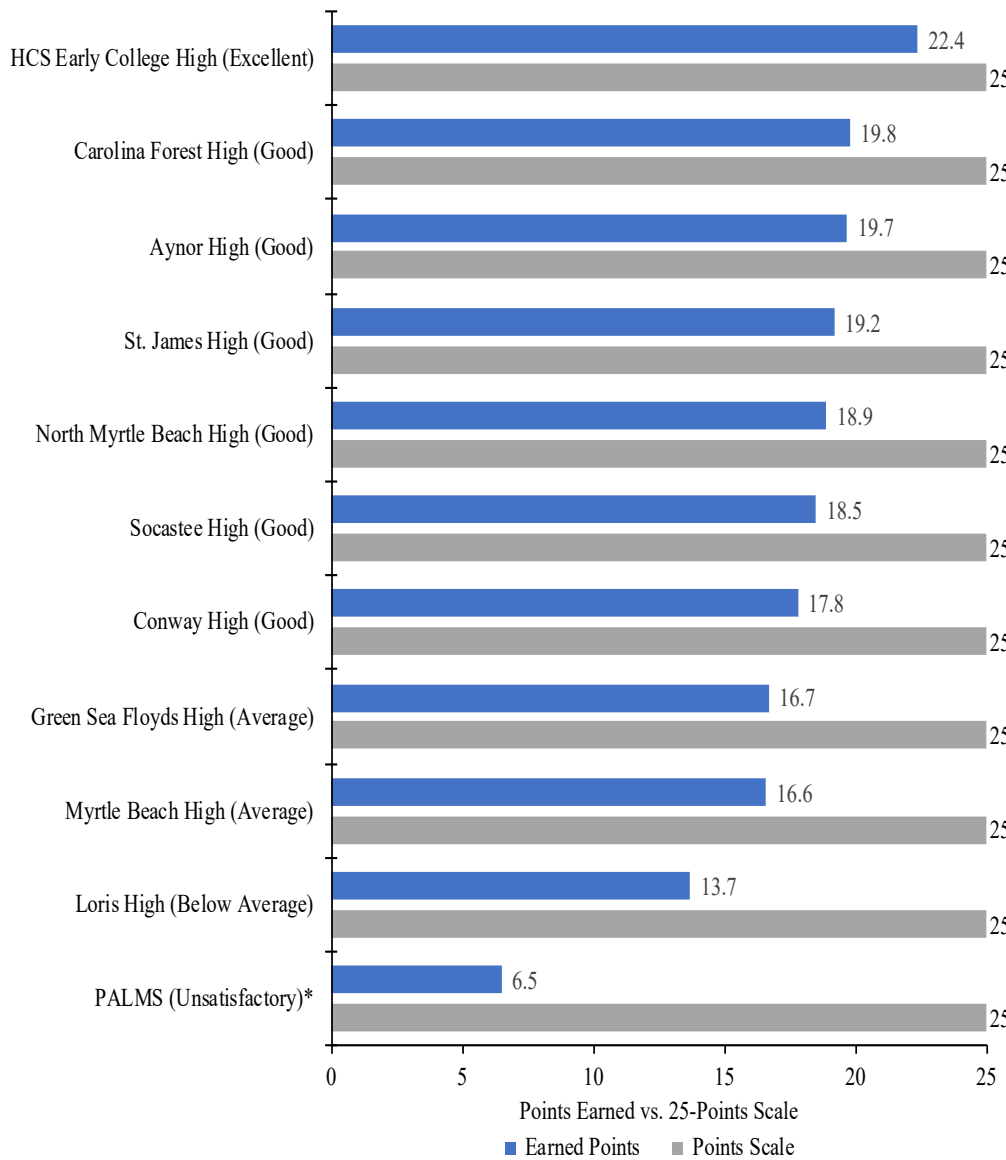
*Palmetto Academy For Learning Motorsports (PALM)
 **Ratings are not assigned to school districts per the state's
 ***This measure (combination) is the only criterion that is used for college/career readiness accountability indicator.

Figure 3.1.1 shows the percentage distribution of HCS based on the percent of college- or career-ready diploma earners. This graph can be misleading because in North Myrtle Beach High School (NMBHS) only 44% of students met college-ready criteria and 75.5% met career-ready threshold criteria (Table 5.1.1) among diploma earners. Here is why the college or career readiness is misleading. The difference between career ready and college ready is 31 percentage points, which equates to a difference of 52%. Statistically speaking, the size of the gap can cause an inflated or distorted view relative to the percentage of students who are truly college ready. The 76% of students who met college- or career-readiness threshold (Table 5.5.1) for NMBHS is computed as follow: Let A = college-ready and B = career-ready. Then, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$; therefore, the percent of (college- or career-ready) = (college-ready) + (career-ready) – (college- and career-ready). Hence, college- or career-ready = $(44.2\%) + (75.5\%) - (44.2\%) = 76.2\%$ or 76%. Q.E.D.



3.2. Diploma Earners: College- or Career-Readiness Points Earned/Points Scale by School

Figure 3.2.1: Distribution of points earned and ratings 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**.

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

Example of Computation:

To convert to points earned on the points scale, divide the percentage for college- or career-readiness for a given school by four. Example (Figure 3.1.1 or Table 3.3.1): HCS Early College High School’s College- or Career-Readiness Indicator is 89.7%; therefore, $89.7\% \div 4 = 22.425$, rounded to tenths place is equal to 22.4 points, thus rated as excellent. Please be reminded that the college- or career-readiness metric is the only combination used for accountability purpose (SCDE’s 2018 Accountability Manual).

*See Table 3.1.1, column 4 and 5, for point/scale ratings.

**Palmetto Academy For Learning Motorsports (PALM)



3.3 Tabular Analysis: Diploma Earners’ College- or Career-Readiness by School

Table 3.3.1: Proportion of diploma earners, indicator ratings, overall ratings, and ratings scale—college- or career-readiness by school (Used for accountability)

Name	Number	Percentage Ready	Indicator Rating Quantitative/Qualitative		Overall Rating Quantitative/Qualitative	
			Points/Scale	Ratings Scale	Percentage Ratings ³	Ratings Scale
South Carolina	48,720	69.8%	-----Not Rated -----		-----Not Rated -----	
Horry County	2,769	73.1%	-----Not Rated -----		-----Not Rated -----	
Aynor High	198	78.8%	19.7/25	Good	66%	Good
Carolina Forest High	530	79.1%	19.8/25	Good	64%	Good
Conway High	332	71.1%	17.8/25	Good	54%	Average
Green Sea Floyds High	60	66.7%	16.7/25	Average	58%	Average
HCS Early College High	97	89.7%	22.4/25	Excellent	85%	Excellent
Loris High	188	54.8%	13.7/25	Below Average	48%	Below Average
Myrtle Beach High	323	66.3%	16.6/25	Average	53%	Average
North Myrtle Beach High	294	75.5%	18.9/25	Good	63%	Good
PALM ⁴	31	25.8%	6.5/25	Unsatisfactory	24%	Unsatisfactory
Socastee High	347	73.8%	18.50/25	Good	61%	Good
St. James High	369	76.7%	19.2/25	Good	66%	Good

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

¹Number of diploma earners between June 17, 2017 to June 15, 2018

²Percentage of diploma earners deemed college- or career-ready. This metric is the only combinations of college/career readiness that is used for accountability

³Only integers are used for overall ratings (no decimals)

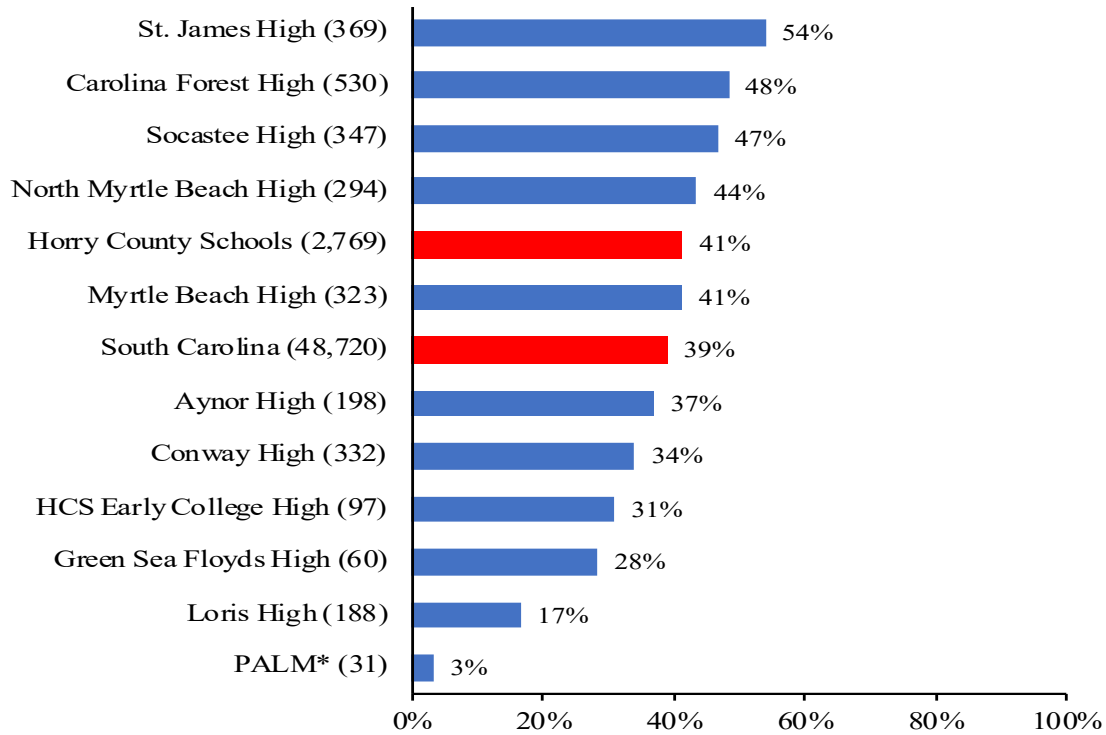
⁴Palmetto Academy For Learning Motorsports (PALM)



IV. High School: College- and Career-Readiness

4.1 Diploma Earners: Percentages Deemed College- and Career-Ready by School

Figure 4.1.1: Percentage distribution of college- and career-ready diploma earners by school (This combination is not used for the accountability)



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

Figure 4.1.1 depicts the percentage distribution of HCS by school based on the percent of *college- and career-ready* diploma earners. This metric means that of the 2,769 diploma earners, 1,143 achieved college- and career-ready threshold, which equated to 41%. Hence, this metric is based on the sum of the threshold metrics met in at least one criterion from any of the six criteria for college-ready and at least one of the four criteria for career-ready. A North Myrtle Beach High School (NMBHS) example: The college- and career-ready metric shown in the graph means that of the 294 diploma earners, 128 scored ready in at least one of the criteria under college-ready and one under career-ready. The 128 (numerator) was divided by 294 (denominator), which equates to 43.5%, or 44% of diploma earners deemed as college- and career-ready. A NMBHS example: Examining data from Table 3.2.1. The difference between college- and career-ready versus NMBHS for college- or career-ready is 32 percentage point or 53.3%. If the same measures were applied to Figure 4.3.1, all HCS high schools diploma earners would rank below average or unsatisfactory (Table 4.2.1). To emphasize, the conjunction “AND” means both here. Statistically speaking, the large difference between the two metrics clearly indicates that the career-ready metric alone is inflating the college- or career-ready metric.

*Palmetto Academy For Learning Motorsports (PALM)



4.2. Diploma Earners: Percentages Deemed College Ready by School

Figure 4.2.1: Percentage distribution of college-ready diploma earners by school

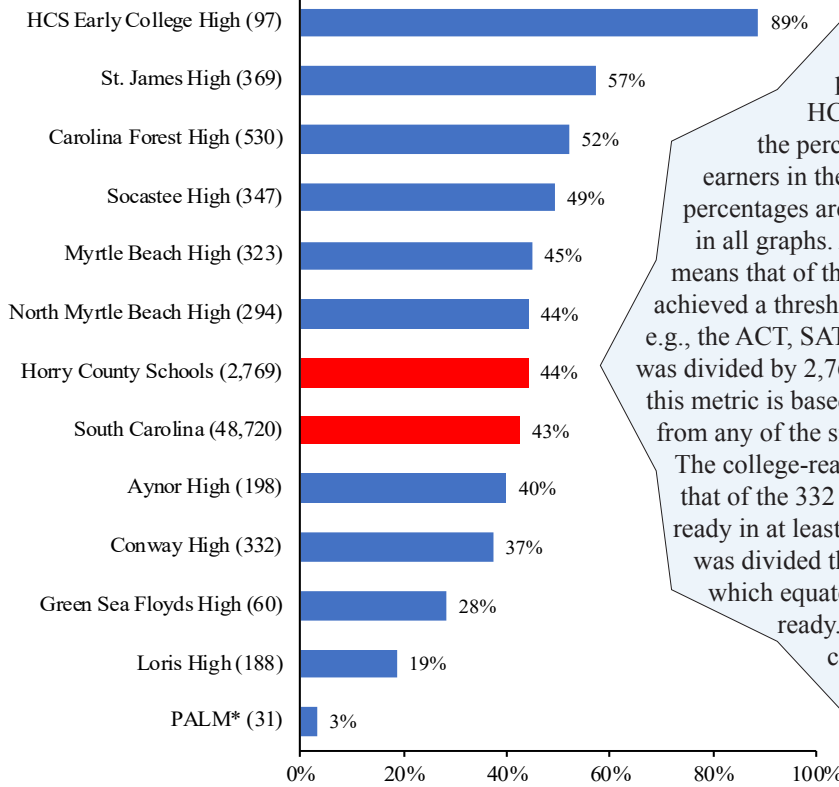


Figure 4.2.1 shows the percentage distribution of HCS diploma earners based on the percentage of *college-ready* diploma earners in the time span outlined in this paper. The percentages are rounded to the nearest whole numbers in all graphs. An HCS District example: This metric means that of the 2,769 diploma earners, a total of 1,220 achieved a threshold score on at least one of the six criteria, e.g., the ACT, SAT, AP, IB, and so on. The 1,220 (numerator) was divided by 2,769 (denominator) to arrive at 44.1%. Hence, this metric is based on thresholds met in at least one criterion from any of the six criteria. Conway High School example: The college-ready for Conway High in the graph means that of the 332 diploma earners, 124 scored as college-ready in at least one of the criteria. The 124 (numerator) was divided the 332 (denominator) diploma earners, which equates to 37.4%, or 37% deemed college-ready. This also means that least one college-ready criterion was met.

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

Figure 4.2.2: Percentage distribution career-ready diploma earners by school

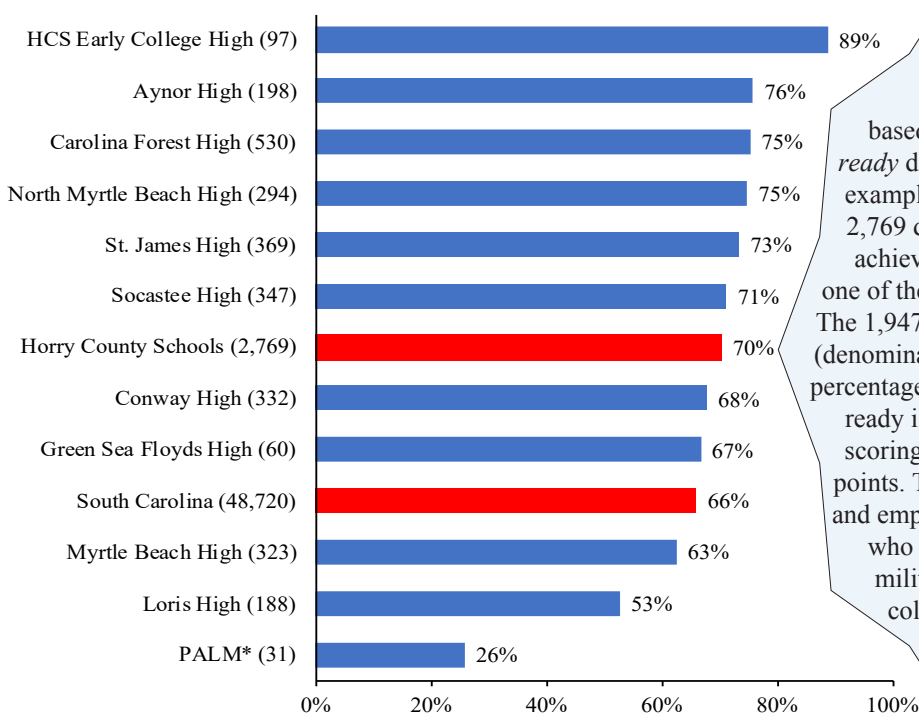


Figure 4.2.2 shows the percentage distribution of HCS diploma earners based on the percentage of *career-ready* diploma earners. An HCS District example: This metric means that of the 2,769 diploma earners, a total of 1,947 achieved a threshold score on at least one of the four criteria for career readiness. The 1,947 (numerator) was divided by 2,769 (denominator) to arrive at 70.3%. Hence, the percentage of diploma earners scoring career-ready is substantially higher than those scoring college-ready by 26 percentage points. This suggests that more resources and emphasis should be given to students who plan to enter the workforce or military. The difference between college-ready and career-ready is noteworthy (see Figures 4.2.1 and 4.2.2).

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

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V. High School: Key Criteria in Determining Readiness

5.1. Percentages of Key Criteria for College Readiness by School—ACT and SAT

Figure 5.1.1. Percentage distribution of diploma earners by school who met college-readiness threshold with an ACT composite score of 20 or higher

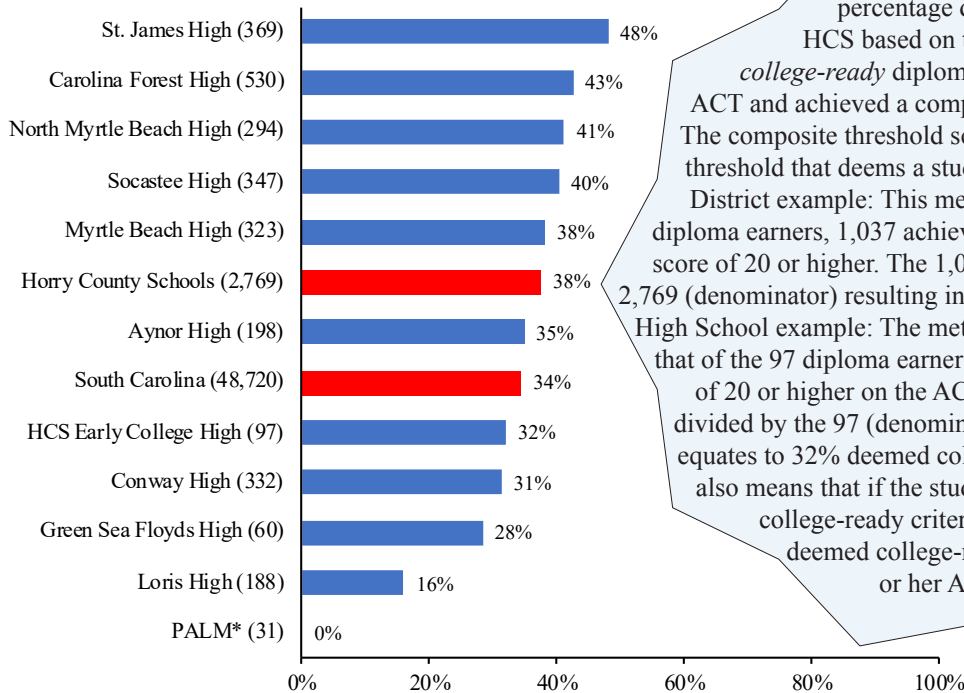


Figure 5.1.1 depicts the percentage distribution of HCS based on the percentage of college-ready diploma earners who took the ACT and achieved a composite score of 20 or higher. The composite threshold score of 20 is based on SCDE threshold that deems a student college-ready. An HCS District example: This metric means that of the 2,769 diploma earners, 1,037 achieved a threshold ACT composite score of 20 or higher. The 1,037 (numerator) was divided by 2,769 (denominator) resulting in 37.5%, or 38%. An Early College High School example: The metric college-ready by ACT means that of the 97 diploma earners, 31 scored a composite score of 20 or higher on the ACT. The 31 (numerator) was divided by the 97 (denominator) diploma earners, which equates to 32% deemed college-ready by the ACT. This also means that if the student did not meet any other college-ready criteria, the student is still deemed college-ready based on his or her ACT score.

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

Figure 5.1.2: Percentage distribution of diploma earners by school who met college-readiness with an SAT composite score of 1020 or higher

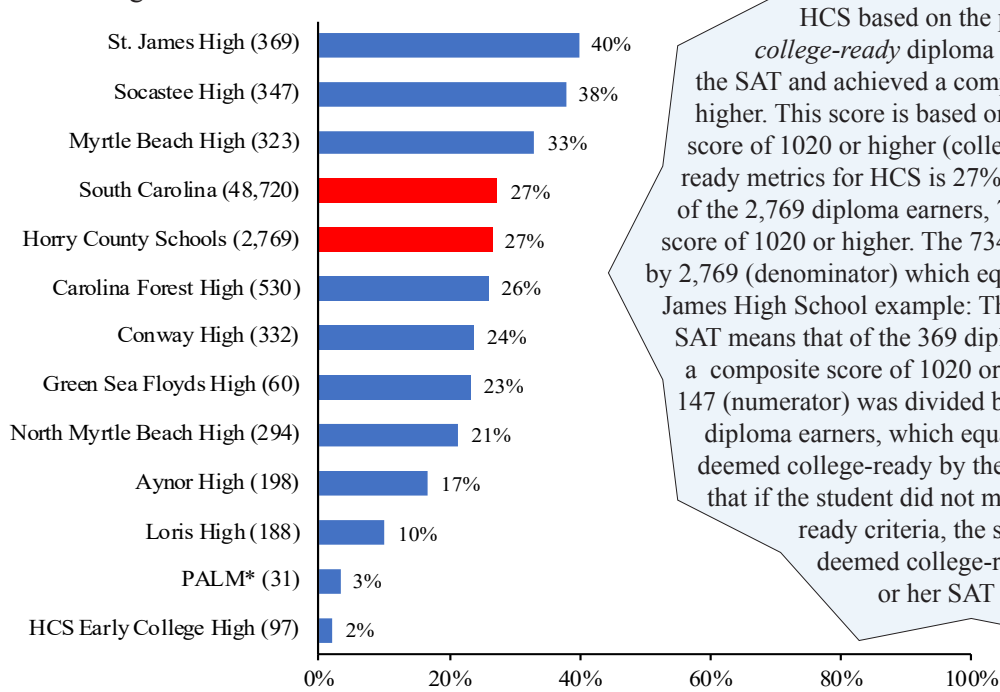


Figure 5.1.2 depicts the percentage distribution of HCS based on the percentage of college-ready diploma earners who took the SAT and achieved a composite score of 1020 or higher. This score is based on SCDE threshold SAT score of 1020 or higher (college-ready). The college-ready metrics for HCS is 27%. This metric means that of the 2,769 diploma earners, 734 achieved a threshold score of 1020 or higher. The 734 (numerator) was divided by 2,769 (denominator) which equates to 26.5%, or 27%. A St. James High School example: The metric college-ready by SAT means that of the 369 diploma earners, 147 scored a composite score of 1020 or higher on the SAT. The 147 (numerator) was divided by the 369 (denominator) diploma earners, which equates to 39.8%, or 40% deemed college-ready by the SAT. This also means that if the student did not meet any other college-ready criteria, the student is still deemed college-ready by his or her SAT score.

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

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5.2. Percentages of Key Criteria for College Readiness by School—AP and IB

Figure 5.2.1: Percentage distribution of diploma earners by school who met college readiness threshold with an AP score of three or higher

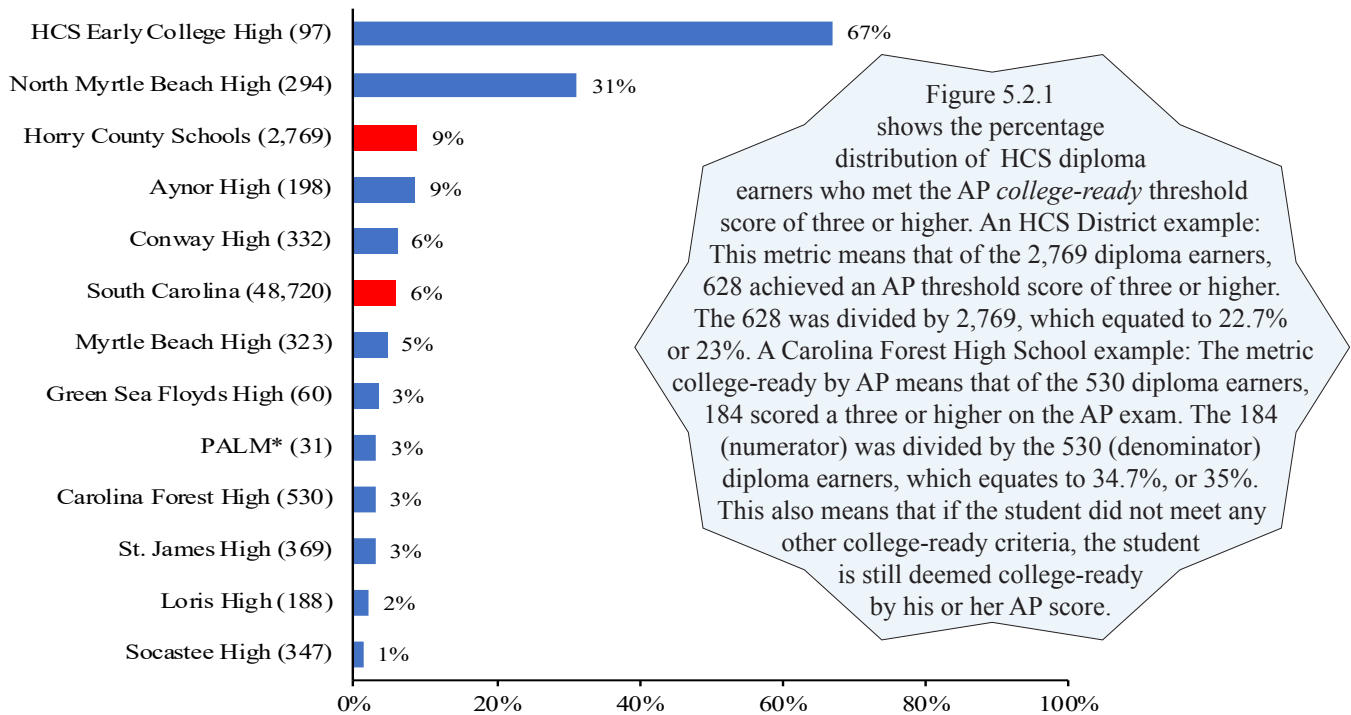


Figure 5.2.1 shows the percentage distribution of HCS diploma earners who met the AP *college-ready* threshold score of three or higher. An HCS District example: This metric means that of the 2,769 diploma earners, 628 achieved an AP threshold score of three or higher. The 628 was divided by 2,769, which equated to 22.7% or 23%. A Carolina Forest High School example: The metric college-ready by AP means that of the 530 diploma earners, 184 scored a three or higher on the AP exam. The 184 (numerator) was divided by the 530 (denominator) diploma earners, which equates to 34.7%, or 35%. This also means that if the student did not meet any other college-ready criteria, the student is still deemed college-ready by his or her AP score.

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

Figure 5.2.2: Percentage of HCS high diploma earners by school who met college-ready threshold with an IB score of four or higher

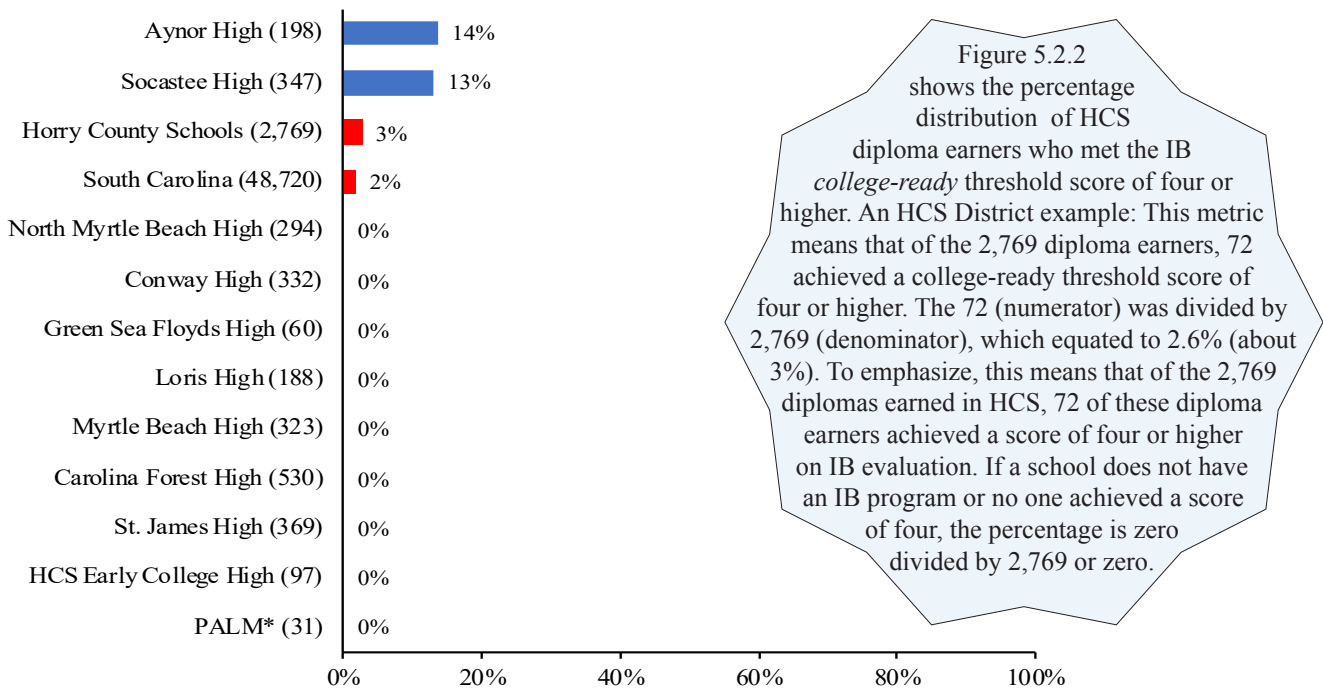


Figure 5.2.2 shows the percentage distribution of HCS diploma earners who met the IB *college-ready* threshold score of four or higher. An HCS District example: This metric means that of the 2,769 diploma earners, 72 achieved a college-ready threshold score of four or higher. The 72 (numerator) was divided by 2,769 (denominator), which equated to 2.6% (about 3%). To emphasize, this means that of the 2,769 diplomas earned in HCS, 72 of these diploma earners achieved a score of four or higher on IB evaluation. If a school does not have an IB program or no one achieved a score of four, the percentage is zero divided by 2,769 or zero.

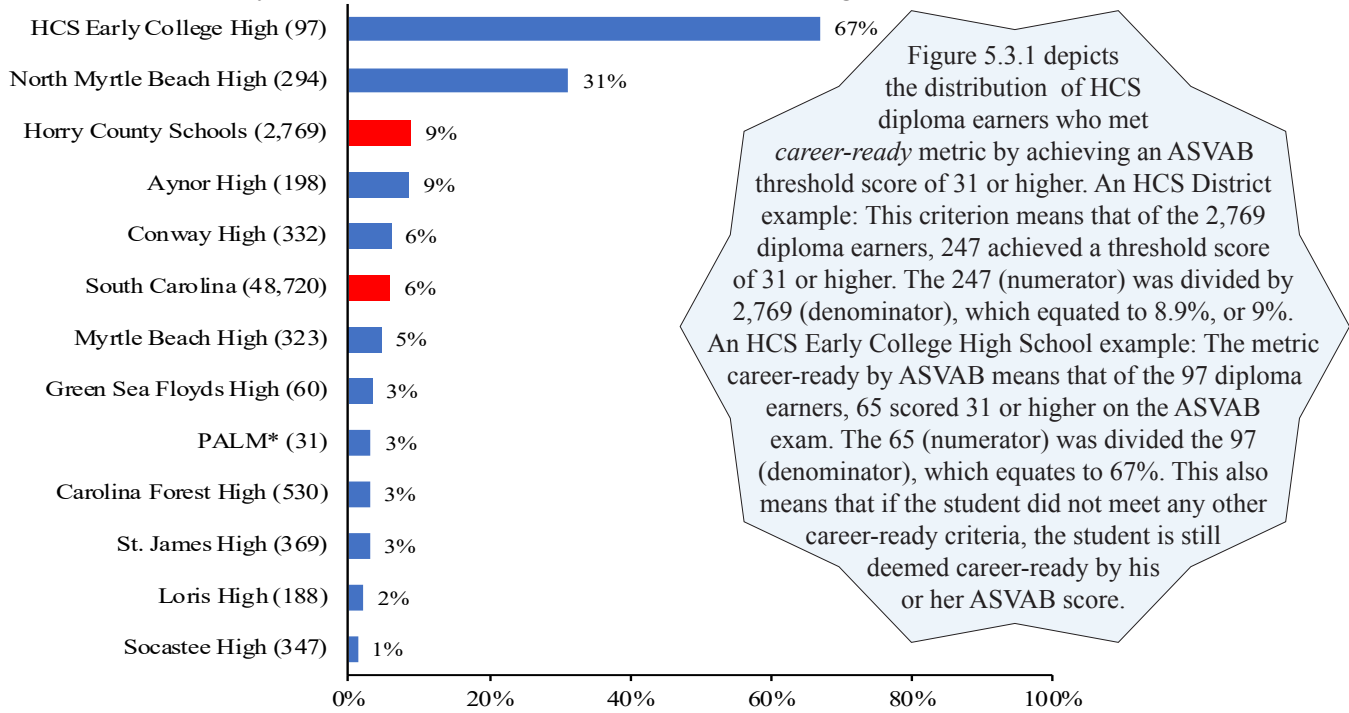
Source: South Carolina Department of Education—Office of Research and Data Analysis

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5.3 Percentages of a Key Criteria for Career Readiness by School—ASVAB

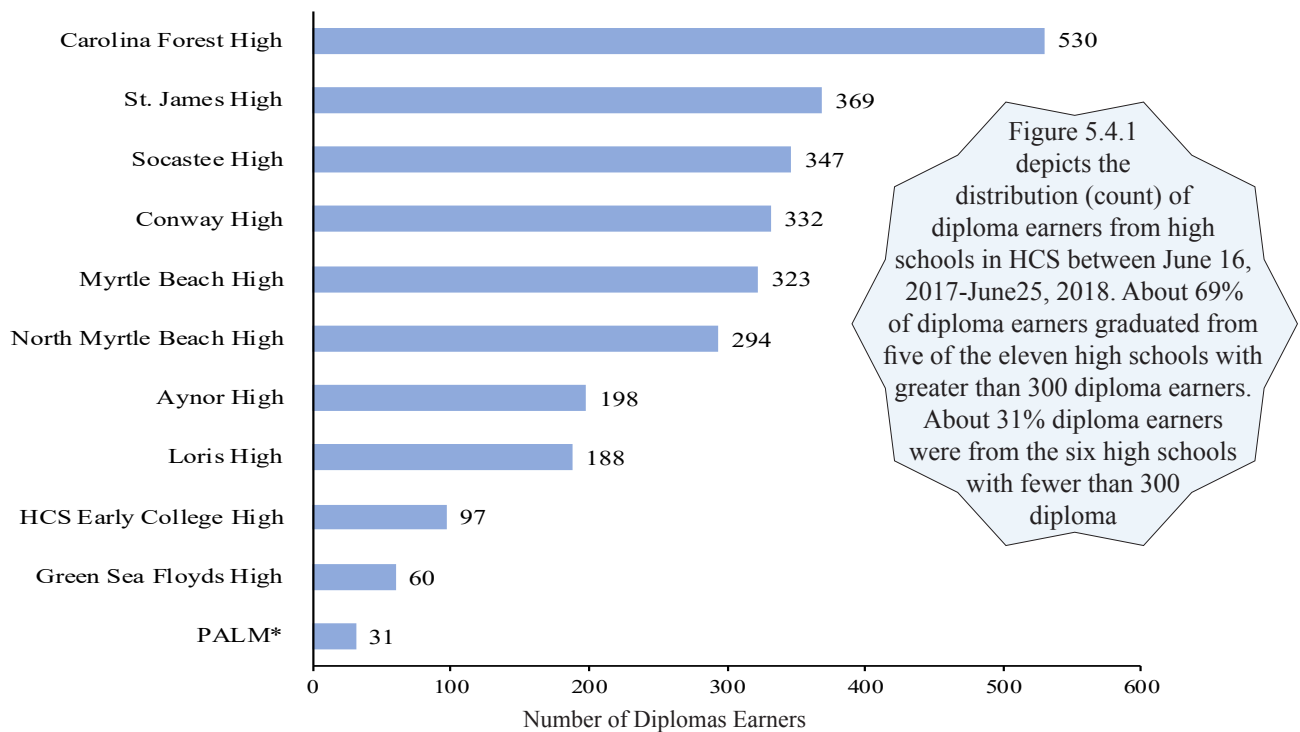
Figure 5.3.1: Percentage of HCS high school diploma earners by school who met career-ready threshold with an ASVAB score of four 31 or higher



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

5.4 Distribution of Headcount of Diploma Earners

Figure 5.4.1 Diploma Earners Count: Distribution count of HCS high school diploma earners



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

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5.5 Tabular Analysis: Percentages Meeting Various Key Readiness Criteria by School

Table 5.5.1: Proportion of diploma earner meeting or exceeding various criteria for the college/career readiness indicator

Name	Number	Percentage Ready				Percentage Met or Exceeded Benchmark				
		College or Career ²	College and Career ³	College ⁴	Career ⁵	ACT ⁶ 20	SAT ⁷ 1020	AP ⁸ 3	IB ⁹ 4	ASVAB ¹⁰ 31
South Carolina	48,720	69.8%	38.9%	42.5%	66.0%	34.4%	27.4%	17.4%	1.7%	5.9%
Horry County	2,769	73.1%	41.3%	44.1%	70.3%	37.5%	26.5%	22.7%	2.6%	8.9%
Aynor High	198	78.8%	36.9%	39.9%	75.8%	34.8%	16.7%	14.6%	13.6%	8.6%
Carolina Forest High	530	79.1%	48.3%	52.1%	75.3%	42.5%	26.0%	34.7%	0	3.0%
Conway High	332	71.1%	34.0%	37.3%	67.8%	31.3%	23.8%	13.6%	0	6.0%
Green Sea Floyds High	60	66.7%	28.3%	28.3%	66.7%	28.3%	23.3%	20.0%	0	3.3%
HCS Early College High	97	89.7%	30.9%	32.0%	88.7%	32.0%	2.1%	0	0	67.0%
Loris High	188	54.8%	16.5%	18.6%	52.7%	16.0%	10.1%	8.0%	0	2.1%
Myrtle Beach High	323	66.3%	41.2%	44.9%	62.5%	38.1%	33.1%	23.5%	0	4.6%
North Myrtle Beach High	294	75.5%	43.5%	44.2%	74.8%	41.2%	21.4%	27.6%	0	31.3%
PALM ¹¹	31	25.8%	3.2%	3.2%	25.8%	0	3.2%	0	0	3.2%
Socastee High	347	73.8%	46.7%	49.3%	71.2%	40.3%	37.8%	21.3%	13.0%	1.2%
St. James High	369	76.7%	53.9%	57.3%	73.4%	48.0%	39.8%	30.4%	0	3.0%

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

¹Number of diploma earners between June 17, 2017 to June 15, 2018

²Percentage of diploma earners deemed college- or-career ready if at least one of the criteria is met or exceeds the one metric

³Percentage of diploma earners deemed college- and career-ready if at least one of the criteria met or exceeded the one metric

⁴Percentage of diploma earners deemed college-ready if at least one of the six college criteria met or exceeded benchmark

⁵Percentage of diploma earners deemed career-ready if at least one of the four criteria met or exceeded benchmark from either the college-ready or career-ready benchmarks. See Figure 3 from the college-ready and career-ready benchmarks. See Figure 4.

⁶Percentage of diploma earners who achieved an ACT composite threshold score of 20 or higher (college-ready)

⁷Percentage of diploma earners who achieved an SAT threshold score 1020 or higher (college-ready)

⁸Percentage of diploma earners who earned an AP threshold score of three or higher (college-ready)

⁹Percentage of diploma earners who earned an IB threshold score of four or higher (college-ready)

¹⁰Percentage of diploma earners who earned an ASVAB threshold scored of 31 or higher (career-ready)

¹¹Palmetto Academy For Learning Motorsports (PALM)



VI. Summary

Summary

The intent of this paper is not to report on college- or career-readiness performance per se but to provide information on how to determine an indicator rating and overall ratings for HCS schools. To that end, this report provides parents, students, educators, political leaders, the public, and others with a snapshot of college/career readiness of HCS high school diploma earners between June 16, 2017, and June 15, 2018. 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.

Per SCDE, SC has an objective criteria of meeting the state goal that 90% or greater of students who graduate with a high school diploma be college-, career-, and citizenship-ready by 2035. If a high school meets the objective that 80% of its graduates are college/career-ready, then the school is rated as excellent in this indicator. A high school with an unsatisfactory indicator for college/career readiness would be a high school where less than 50% of the high school graduates are college/career ready. Although SCDE is using college- or career-readiness as the ac-countability measure, the state has published along with its annual report the other measures relative to college- and career-readiness, college readiness, and career readiness. Statistically speaking, the use of college- or career-readiness as the accountability measure is rather confusing because the combination is often referred to in various literature and the state’s accountability manual as college/career. However, as was shown in this report, the difference in college- or career-readiness and college- and career-readiness is quite large. The statistical definition of college- or career-ready means that a certain percentage of students is either college ready or career ready, but not both. Hence, if a student with a percentage that indicates he or she is college-

or career-ready is chosen at random from that school, the probability of the selected student being college- or career-ready is the percentage assigned to that school’s indicator. The flaw in using the statistical model “OR” for this measure is that many students from that school most likely will be career ready but not college ready. As published in the state’s report card and this report, the difference between the two computations is significantly large.

Figure 3.1.1 shows the distribution of the schools with their earned college- or career-ready percent of diploma earners. For example, 44% of North Myrtle Beach High School (NMBHS) students met the college-ready criteria, and 74.8% met career-ready criteria (Table 5.5.1) among diploma earners. NMBHS’s college- or career-ready students were 75.5% and college- and career ready students were 43.5%. Here is why the college- or career-readiness is misleading: (Table 5.5.1) for NMBHS is computed as follows; let A = college-ready and B = career-ready. Then, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$; therefore, the percent of (college- or career-ready) = (college-ready) + (career-ready) – (college- and career-ready). Hence, college- or career-ready = $(44.2\%) + (75.5\%) - (44.2\%) = 75.5\%$ or 76%. Statistically, the college- or-career readiness is computed as a statistical probability measure and not a true percentage of both college- and career-readiness, which is 43.5% and not 75.5%. Hence, the “OR” means readiness in one measure of the two, but not both; whereas the “AND” readiness measure means readiness in both measures.

There were expected variations among discrete high schools; however, the variation among some schools within HCS was more than 100%. For example, based on points earned (college- or career- readiness) by high school diploma earners between St. James High School (SJHS) and Loris High School (LHS), the difference was about



Summary, cont.

33%. However, for college AND career readiness, the percentage difference between SJHS and LHS is 106% in favor of SJHS. There is a significantly higher percentage difference with the combination of college- or career-readiness compared to college- and career-readiness between the two schools at about 54%. This difference is consistent with the fact that the difference between the two combinations of readiness is large.

The ECHS has the largest percentage of college- or career-readiness diploma earners at 85%; however, for college- and career-readiness, the percentage is only 31%. However, of the indicators used for an overall rating of high schools, ECHS generally rates higher than all other HCS diploma-granting high schools with an overall rating of excellent. Therefore, it is important that these ECHS statistics are emphasized because of the school’s remarkable success story.

A quality education for high school graduates and varying levels of postsecondary education is a growing need, and prospective postsecondary institutions and employers expect that caliber of education. Students who take advantage of the opportunity to obtain a quality education will have a good start in life, regardless of whether they attend college or join the workforce. In contrast,

students who do not avail themselves of the opportunity for a quality education run the risk of being severely incapacitated, resulting in limited opportunities for becoming productive members of society.

In closing, it is my hope that this report provides the reader with a better understanding of college or career-readiness and college- and career-readiness and that it demonstrates the need to better prepare HCS students with a diploma to pursue postsecondary education or training without the need for remediation work. 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 6.1.1: Percentage distribution of college- or career-readiness indicator’s ratings scale

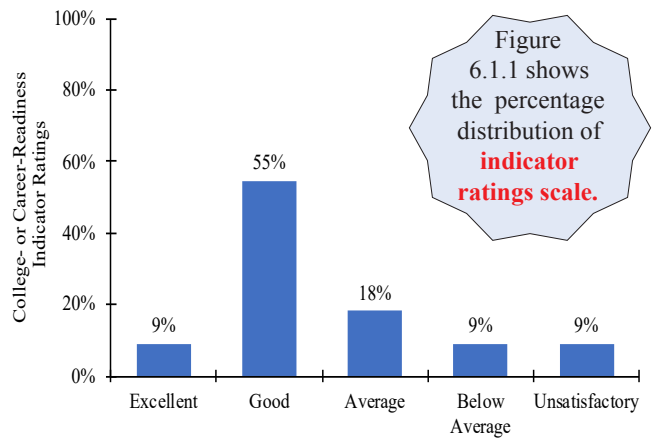
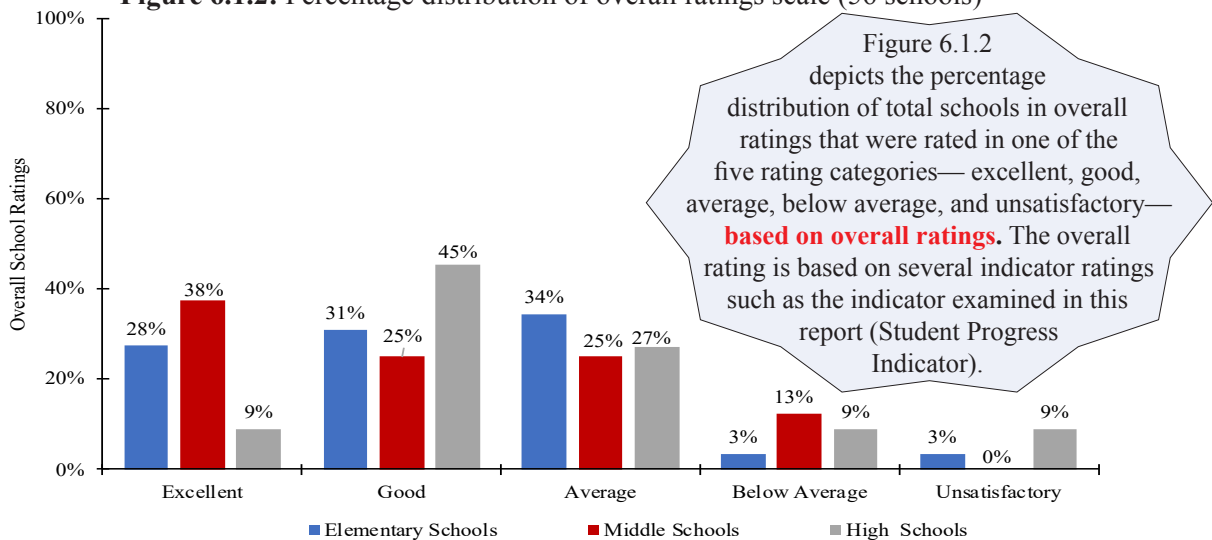


Figure 6.1.2: Percentage distribution of overall ratings scale (56 schools)



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



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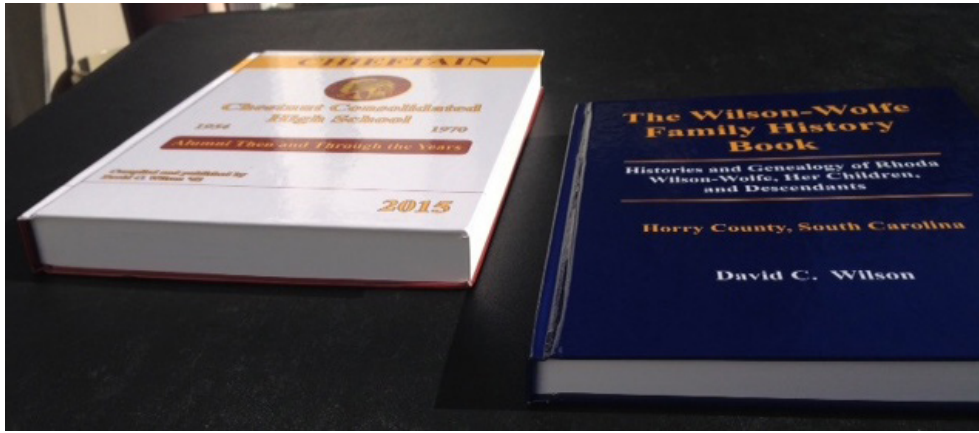
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Public Schools for African-Americans in Horry County, South Carolina (1930-1970)
 INTRODUCTION
 In July, 64 years ago, on May 17, 1954, the U.S. Supreme Court ruled that segregation in public schools by race was unconstitutional. The process to open up the United States between the two predominant races, white and black, had not been an easy one. In 1857, 15 Southern states seceded from the United States because, in which the U.S. Supreme Court ruled that states were not obliged to enforce federal laws that prohibited racial discrimination. In 1890, the Jim Crow laws were enacted, which defined citizenship and included the right to property, contract, and the right to sue. In 1904, the Plessy vs. Ferguson case was decided, which established the "separate but equal" doctrine. In 1954, the Supreme Court ruled that segregation in public schools was unconstitutional. In 1957, the Little Rock Nine were the first African American students to integrate Central High School in Little Rock, Arkansas. In 1964, the Civil Rights Act was passed, which prohibited discrimination on the basis of race, color, religion, sex, or national origin. In 1968, the Fair Housing Act was passed, which prohibited discrimination in housing. In 1970, the Voting Rights Act was passed, which prohibited discrimination in voting. In 1978, the Education of All Handicapped Children Act was passed, which guaranteed a free and appropriate education for all children with disabilities. In 1984, the Education Reform Act was passed, which required states to set standards for student achievement. In 1990, the Americans with Disabilities Act was passed, which prohibited discrimination against people with disabilities. In 1994, the Violence Against Women Act was passed, which provided federal funding for law enforcement and legal services for victims of violence against women. In 1996, the Personal Responsibility and Work Opportunity Reconciliation Act was passed, which reformed welfare and created the Temporary Assistance for Needy Families program. In 2001, the No Child Left Behind Act was passed, which required states to set standards for student achievement and to test students in reading and math. In 2010, the Affordable Care Act was passed, which provided health insurance to millions of Americans. In 2012, the National Defense Authorization Act was passed, which authorized funding for the military. In 2014, the Sequester was implemented, which reduced federal spending. In 2017, the Tax Cuts and Jobs Act was passed, which reduced the corporate tax rate and the individual income tax rate. In 2018, the Farm Bill was passed, which provided funding for farm programs. In 2019, the Infrastructure Investment and Jobs Act was passed, which provided funding for infrastructure projects. In 2020, the Coronavirus Aid, Relief, and Economic Security Act was passed, which provided relief for the economic impact of the COVID-19 pandemic. In 2021, the American Rescue Plan Act was passed, which provided relief for the economic impact of the COVID-19 pandemic. In 2022, the Inflation Reduction Act was passed, which provided funding for clean energy and climate change programs. In 2023, the Infrastructure Investment and Jobs Act was passed, which provided funding for infrastructure projects. In 2024, the American Rescue Plan Act was passed, which provided relief for the economic impact of the COVID-19 pandemic.

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From a Quail to a Unitary School System
 The Road to Equality in Educating African American Students: Horry County Public Schools (1930-2019)
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 Introduction
 The road to equality in educating African American students in Horry County, South Carolina, is a long and winding one. It begins with the establishment of the first public school for African American students in 1930, the Poplar Training School. This school was the only one of its kind in the county and provided a basic education for African American students. In 1954, the Supreme Court ruled that segregation in public schools was unconstitutional. This led to the desegregation of Horry County Public Schools. In 1970, the county was declared a unitary school system, which meant that all students in the county would be educated in the same schools. This was a major step towards equality in education. In 2019, the county was declared a unitary school system again, which was a result of a court order. This was another major step towards equality in education. This report provides a detailed history of Horry County Public Schools from 1930 to 2019. It covers the challenges faced by African American students and the efforts to provide them with a quality education. It also covers the efforts to desegregate the schools and to provide a unitary school system. This report is intended to provide a historical perspective on the road to equality in educating African American students in Horry County, South Carolina.

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The "Four Cs"



"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

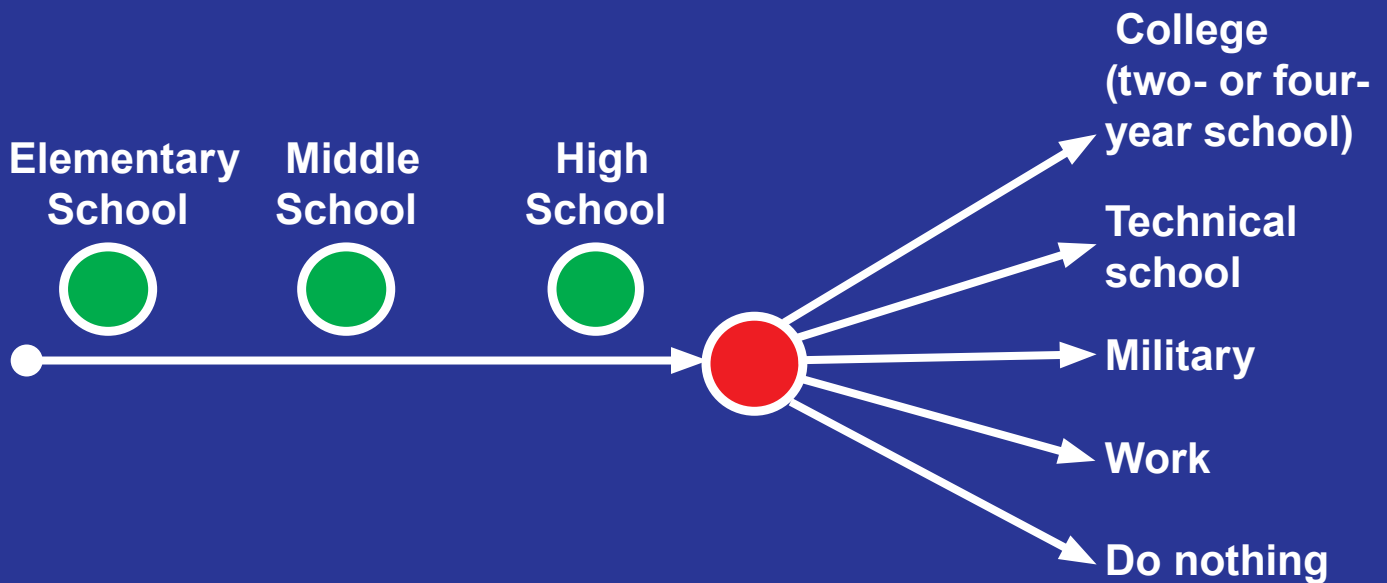
Working together to
reach a goal. Putting
talents, expertise,
and smart to work.



"C"
Creativity

Trying new
approaches to get
things done equals
innovation and
invention

Which choice will you make?



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