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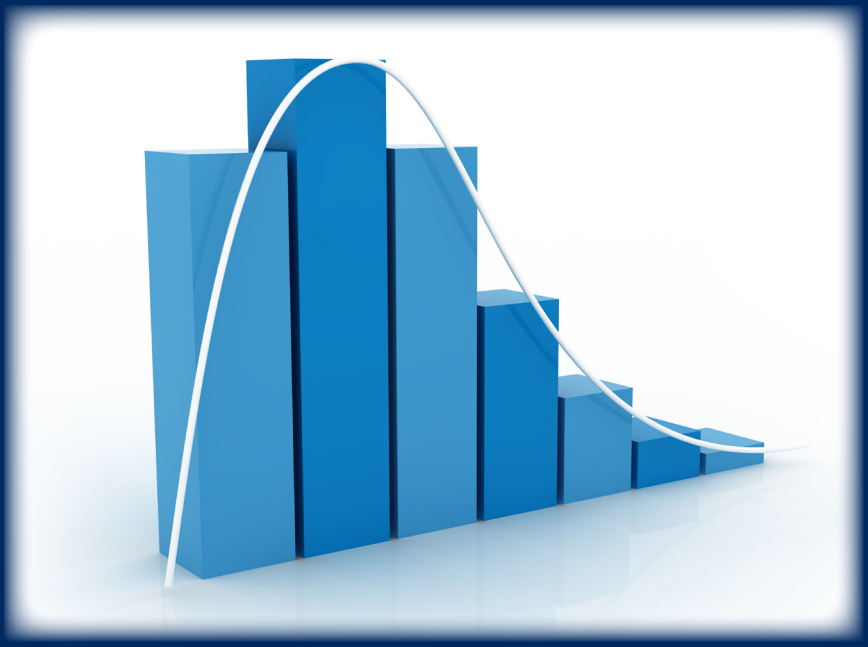
Comparative Analysis of Performance and Enrollment Patterns Among South Carolina Public School Districts



February 1, 2019

by

David C. Wilson, MSEE

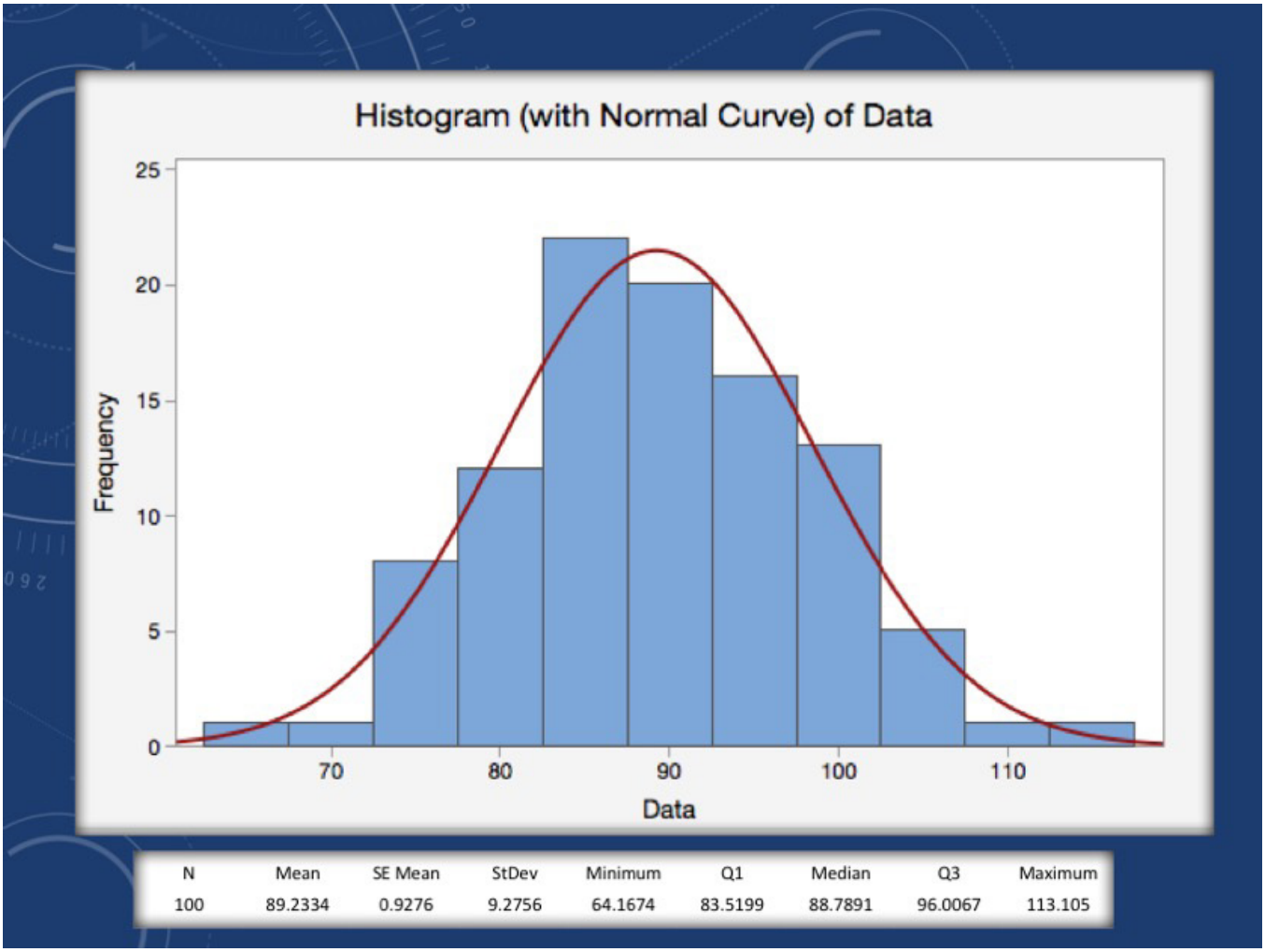
Founder/CEO

Wilson Consulting Services, LLC

ACCREDITED BUSINESS BBB

It must be demonstrated . . .

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



N	Mean	SE Mean	StDev	Minimum	Q1	Median	Q3	Maximum
100	89.2334	0.9276	9.2756	64.1674	83.5199	88.7891	96.0067	113.105

STEM = ∑(Science, Technology, Engineering, Mathematics)

Comparative Analysis of Performance and Enrollment Patterns Among South Carolina Public School Districts

South Carolina School Districts—Map*

*Courtesy of South Carolina Department of Education. This footnote is applicable to this map wherever it appears throughout this report.

Manufactured in the United States of America.

Wilson Consulting Services, LLC
Conway, SC 29527

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Location of report:
https://www.wilsonconsultingservices.net/wcs_schdist_sc_19.pdf

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The Author

This paper provides an independent comparative analysis of 82 of the 85 school districts in South Carolina. Excluded are the Governor's Schools, Deaf and the Blind, the Department of Juvenile Justice because it would not be fair, statistically, for these nontraditional districts be included in the analysis for this paper. Some school districts are county wide, and some counties are divided into more than one school district. Therefore, there are significantly more school districts than the 46 counties in South Carolina, and there are huge variations in the sizes of school districts throughout the state. *Hence, the reference—82 public school districts, all 82 public districts, or all public school districts—will be used interchangeably in this report.*

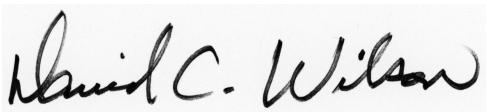
The performance outcomes exhibited in this report show large variations among school districts. The districts with higher academic outcomes are affected by the low-performing districts in the sense that the state's average performance is lowered. This is clearly evident in this paper. Perhaps educators are trying hard to improve academic outcomes by looking for solutions from whomever can offer them a panacea, which many see lies in the area of technology.

All of my experience and research suggests that technology is an excellent productivity tool. Simply put, productivity means getting more output with less input. To that end, students still need character, perseverance, collaborative skills, interpersonal skills, computational skills, critical-thinking skills, and so on. For example, technology allows faster access to information. Once students locate information, however, they need the same reading skills to interpret and extrapolate key points from the passage, just as would have been needed more than 50 years ago, when all many had was an old book with the cover falling off and torn pages.

Being from a low-income or single-parent family home does not negate the requirements for character, perseverance, collaborative skills, interpersonal skills, critical-thinking skills, and more to be successful in school and life. This applies to all children, regardless of race, gender, or income.

Serving the community is one of our highest priorities. Thank you for letting us share this report with you.

Sincerely,



David C. Wilson, MSEE
Founder / 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, family 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.

Executive Summary

This report provides an independent comparative analysis of the 2018 student test scores relative to the accountability measurements for the state of South Carolina for all 82 public school districts. This report also profiles the state's public schools' enrollment distribution by district, relative to size, academic ranking, and race/ethnicity.

The assessment tests included in this report are the South Carolina College- and Career-Ready Assessments (SCREADY), the End-of-Course Examination Program (EOCEP), the ACT test, and the SAT. This report is limited to these selected tests: (1) SCREADY—for English language arts and mathematics—and (2) EOCEP—for Algebra 1 and English 1. Also included are the traditional ACT and SAT composite scores.

The two most notable statistics in this report involve school districts whose enrollment consists of more than 25 percent African American students and small school districts that are underperforming compared to other school districts. Furthermore, there is no credible research indicating that African American children are deficient in the ability to perform as well academically as other racial or ethnic groups.

Key Assessment Statistics

Active Enrollment

- The combined student population of school districts with 10,000 or more students is 559,539 (73 percent). For districts with fewer than 10,000 students, the combined total enrollment is 211,962 students (27 percent).
- Of the 82 school districts (24) with 10,000 or more students, the percentages of distribution of race/ethnicity are (1) African American—30 percent, (2) White—53 percent, (3) Hispanic or Latino—10 percent, and (4) Others—7 percent. For the school districts (58) with fewer than 10,000 students, the percentages are (1) African American—47 percent, (2) White—42 percent, (3) Hispanic or Latino—6 percent, and (4) Others—5 percent.
- There is a correlation between performance of school districts with 10,000 or more students and those with fewer than 10,000 students in favor of larger districts.

SCREADY

- Of the 82 public school districts in South Carolina, 12 scored 50 percent* or greater in meeting or exceeding expectations in English language arts (ELA) and mathematics. This equates to about 111,804 of the 352,407 test takers statewide or 32 percent of test takers performing 50 percent or higher. See Figure 3.1.1.
- Of the 82 public school districts in South Carolina, about 19 scored below 25 percent in meeting or exceeding expectations in ELA and mathematics. This equates to about 24,468 of the 352,407 test takers statewide or 7 percent of test takers performing at 25 percent or lower. Of the 24,468 students in the 19 school districts, African Americans comprised 73 percent of student enrollment. See Figure 3.1.1.
- Of the 82 public school districts, students attending large school districts outperformed those attending small school districts by 30 percent in ELA and mathematics. The difference increased to 60 percent between those in a school district of 10,000 or more and those in a district with fewer than 1,000 students. See Figure 6.2.1.

*The 50 percent is an arbitrary number to show the number or percentage of students who performed at least half of the maximum of 100 percent. In order to be at 100 percent, all test takers would have met or exceeded expectations.

Key Assessment Statistics, cont.

EOCEP

- Of the 82 public school districts in South Carolina, 10 districts scored 70 percent or greater (a grade of C or higher) in English 1. This equates to about 8,436 test takers from these school districts of the total 58,645 test takers statewide or 15 percent earning a C or higher. See Figure 3.6.1.
- Of the 82 public school districts, students attending large school districts outperformed those attending small school districts by 32 percent in Algebra 1 and English 1 (combined). The difference increased to 51 percent between those in a school district of 10,000 or more and those in a district with fewer than 1,000 students. See Figure 6.2.2.
- Of the 82 public school districts with less than 25 percent African American students, these districts outperformed districts with 25 percent or more African American students by 28 percent in Algebra 1 and English 1 (combined). See Figure 6.3.1.

ACT

- South Carolina deemed that an ACT composite score of 20 or higher indicates college and career readiness, which is at the 51st percentile nationally. This means that in a school district with an ACT composite score of 20, only about 50 percent of its seniors are deemed college or career ready. See Figure 3.7.1.
- About five school districts (7,402 test takers) achieved an ACT composite score of 20 or higher out of 50,936 statewide test takers. This equates to about 15 percent of South Carolina ACT test takers, on average, achieving an ACT composite score of 20 or greater—college or career readiness—rounded up when applicable. See Figure 3.7.1.
- Of the 82 school districts, those with less than 25 percent African American students outperformed districts with 25 percent or more African American students on the ACT composite tests by 12 percent. The result shown in the ACT is significant because the difference is two full points (18 to 16), which is a drop in percentile ranking from the 39th to the 26th percentile (near the bottom quartile). See Figure 6.3.1.

SAT

- On the SAT, an ACT composite score of 20 equates to about 1050—the 50th percentile. This means that a school district with an SAT composite score of 1050, only about 50 percent of its seniors are deemed college or career ready. See Figure 3.8.1.
- About 29 school districts (13,885 test takers) obtained an SAT composite score of 1050 out of 21,921 statewide test takers. This equates to about 63 percent of South Carolina's SAT test takers, on average, achieving an SAT composite score of 1050 or greater, which is equivalent to an ACT composite score of 20—South Carolina's college- or career-readiness benchmark. The enrollment population for the 29 school districts was 454,000 students. See Figure 3.8.1.
- Of the SAT graduating seniors, test takers from large districts (scored 1066) performed at the 58th percentile equivalent compared to students from districts with fewer than 10,000 students (scored 1005) who performed at the equivalent of the 32nd percentile. Students from districts with fewer than 1,000 students (scored 908) performed at the 16th percentile. See Figure 6.3.3.

Section I

Introduction

It must be demonstrated . . .

Introduction

The purpose of this report is to share with the general public an independent comparative analysis of South Carolina's assessment testing and student enrollment. *All performance levels throughout this paper are based on school year 2017–18.* There are significant variation among school districts test scores within the state by comparing the scores and enrollment of students attending public schools in all school districts in the state. This includes schools in all 85 districts, with the exception of special schools such as the Governor's Schools, SC School for the Deaf and the Blind, and Department of Juvenile Justice; therefore, a total of 82 school districts are examined in this paper. When the state is listed among the rankings, the rankings will extend from 1 to 83. The ACT and SAT includes national scores; therefore, when the national measurements are included, the range is from 1 to 84 in this paper. The assessments include elementary, middle, and high schools, where applicable. Overall, 771,501 students were included in this analysis.

The analyses in this report are illustrated with tables and graphs, as well as in narrative form. The primary data source is the South Carolina Department of Education. The four tests used in this report are the South Carolina College- and Career-Ready Assessments (SCREADY, End-of-Course Examination Program (EOCEP),* the ACT, and the SAT.**

The subjects included came from two assessments: (1) SCREADY—English language arts and mathematics and (2) EOCEP—tests in high school gateway courses, including courses taken in middle school for high school credit. The EOCEP tests are in the following subject areas: Algebra 1, Biology 1, English 1, and US History and the Constitution. Algebra 1 and English 1 are included in the analysis from the EOCEP assessment, but Biology 1 and US History and the Constitution are excluded from this report. The composite scores for the ACT and the SAT analysis are also given. The focused-on performance measurements in this paper is primarily on the subjects in English and mathematics because of their core value to success in school and life. Therefore, they were selected from the major assessment subjects as vital benchmarks to measure and compare.

This report takes a binary approach to the benchmark measurements; the student either met or did not meet the benchmark standard for readiness. The analyses do not break down the various other levels, such as approaching expectations and economic factors; thus, the analyses reflect the percentage of students scoring the minimum and above or did not score the minimum. The calculations of performance for the SCREADY and EOCEP are based on the number of test takers in a given district for that specific subject. The EOCEP assessment in this report shows the percentage of students earning a grade of C or higher (70–100). The ACT composite score is a scaled score based on the four parts of the test, with a range of 1–36. Additionally, the SAT composite score is a scaled score with a range of 400–1600. For this report, two courses were selected from the SCREADY test results—English language arts and mathematics—and from the EOCEP test results—Algebra 1 and English 1.

In addition to performance analysis, the author ranked each district—rank index—based on performance and student enrollment. The *ranking index* integer was assigned to a district based on the total number of districts starting with one (1) as being the best. Also, examined was the impact of district enrollment size and the variability

*The EOCEP test scores in this paper are across one school year (2017–18). The EOCEP results in South Carolina Department of Education report card might be slightly different from those in this report because the state's report card is based on multiple years and a particular cohort of students. However, the performance pattern, statistically, remains the same.

**There were 50,936 and 22,141 South Carolina graduating seniors who took the ACT and SAT, respectively. It appears that only a fraction of the graduating seniors took the SAT test compared to the ACT test.

Introduction, cont.

of race/ethnicity among districts on academic outcomes.

The data are shown in tabular formats (Tables 2.1.1 and 2.2.1) and graphic formats. The total head count for each school district is included to give the reader a sense of the size of that school district. The rankings are in descending order, with the number one (1) being the highest relative to the other 82 districts plus the state for a total of 83. The ACT and SAT include the districts' count plus the state and national for a total of 84 entities. The school districts—first column of Table 2.1.1—shown in alphabetical order indicating their performance in percentages in specific test areas. Table 2.2.1 depicts the rank index of each of South Carolina's school districts, as shown in this report. The format of both tables is the same. For example, Table 2.1.1 shows Aiken County School District with 37 percent of students who met or exceeded expectations in SCREADY mathematics, and Table 2.2.1 shows the district's rank index of 38 for the same subject. This means that Aiken County School District ranks 38 out of 83 (including state) in SCREADY mathematics.

The graphs (Figures 3.1.1–3.8.1) depict a visual view of the performance percentage in descending order by school district for individual subject areas. The graphs (Figures 4.1.1–4.8.1) depict a visual view in descending order by school district for subject area. The graphs (Figures 5.1.1 and 5.2.1) show the visual distribution of school districts by enrollment size and performance in ascending order. The graphs (Figures 6.1.1, 6.2.1, 6.2.2, 6.2.3, 6.3.1, 6.3.2, 6.3.3, and 6.4.1) show visual distributions of student enrollment and race/ethnic groups by districts.

The efforts to disseminate these statistics on student performance and variation among school districts in South Carolina are not intended to lay blame on South Carolina or any of its school districts. Instead, it is to inform students, parents, community leaders, political leaders, and anyone interested in understanding the variations in student performance across South Carolina, and among school districts.

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The pie chart in Figure 1.1.1 depicts the distribution of districts relative to the number of students enrolled across clusters of the 82 school districts. The absolute number (left) is the actual number of students in the cluster of districts. The percent (right) of the absolute number represents the total percent in the state from that cluster of districts. For example, the blue area of the pie graph represents the cluster of districts with a total enrollment of 559,539 students, which equates to 72.5 percent of students enrolled statewide.

In the legend at the bottom of the graph, for example, there are 24 school districts with 10,000 or more students in each of these districts. See Table 2.3.1.

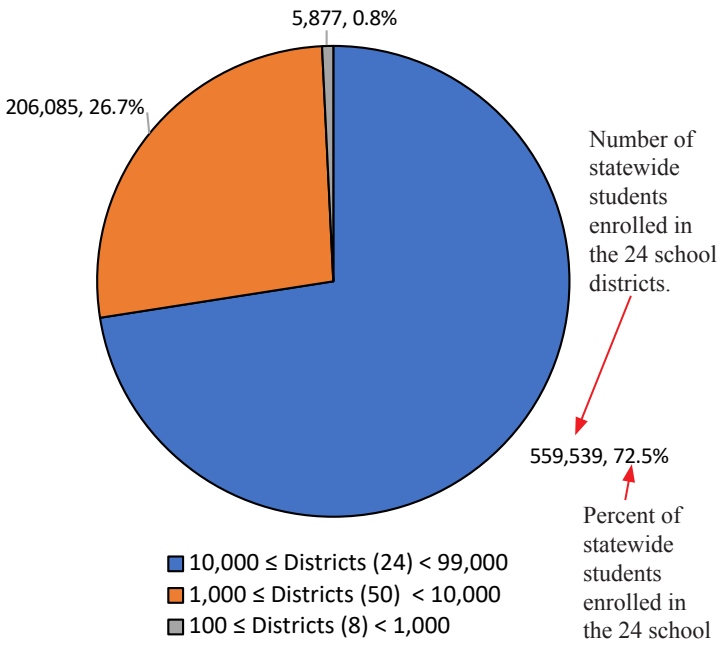

Figure 1.1.1 Clusters of school districts relative to size of each district.

Source: South Carolina Department of Education

Section II

Tabular Analysis: Enrollment, Performance, and Rank Index by School District—Districts in Alphabetical Order

It must be demonstrated . . .

2.1 Percentage Performance by School District—English Language Arts, Mathematics, End-of- Course Examination Program, the ACT, and the SAT

Table 2.1.1 Percentage student performance by district in ELA, math, algebra, English, the ACT, and the SAT.

		SCREADY			EOCEP			ACT & SAT	
		Percentage Met or Exceeded Expectations			Percentage Grade of "C" or Higher			Composite Score	
(Alphabetical) District Name	Enrollment	ELA	Math	ELA & Math	Alg 1	Eng 1	Alg 1 & Eng 1	ACT	SAT
South Carolina	**771,501***	**41.2**	**44.1**	**42.7**	**44.0**	**62.1**	**53.1**	**18.0**	**1064**
Abbeville 60	3,028	48.9	61.8	55.4	67.7	71.3	69.5	17.8	1044
Aiken	24,119	36.9	36.5	36.7	38.0	53.0	45.5	18.1	1067
Allendale	1,120	16.4	18.3	17.4	15.7	35.2	25.5	14.3	866
Anderson 01	10,203	53.4	61.5	57.5	54.1	72.2	63.2	18.2	1062
Anderson 02	3,778	38.4	40.7	39.6	23.8	58.9	41.4	17.5	1069
Anderson 03	2,617	40.7	49.3	45.0	54.7	54.5	54.6	18.1	1149
Anderson 04	2,842	52.8	55.8	54.3	58.3	74.2	66.3	18.4	1061
Anderson 05	13,202	41.6	47.8	44.7	45.3	57.8	51.6	17.4	1045
Bamberg 01	1,317	29.1	37.8	33.5	48.9	49.6	49.3	16.2	1007
Bamberg 02	678	31.1	26.5	28.8	22.0	55.6	38.8	15.0	885
Barnwell 19	600	23.6	34.8	29.2	29.5	25.0	27.3	14.5	835
Barnwell 29	840	25.5	24.6	25.1	25.6	41.0	33.3	16.7	951
Barnwell 45	2,189	29.2	33.3	31.3	23.2	38.5	30.9	15.7	1018
Beaufort	22,328	41.1	45.9	43.5	53.9	68.4	61.2	18.6	1061
Berkeley	36,191	44.3	43.0	43.7	43.8	62.1	53.0	17.8	1047
Calhoun	1,693	32.5	33.0	32.8	26.7	50.8	38.8	16.0	951
Charleston	49,755	46.4	47.1	46.8	50.9	62.9	56.9	19.5	1096
Cherokee	8,754	33.2	36.6	34.9	33.3	60.8	47.1	16.9	1033
Chester	5,165	26.7	23.8	25.3	20.4	56.3	38.4	16.3	1015
Chesterfield	6,965	29.0	33.6	31.3	36.8	52.2	44.5	16.5	1002
Clarendon 01	747	22.1	21.0	21.6	16.0	51.1	33.6	15.8	---
Clarendon 02	2,893	5.7	30.4	18.1	9.7	38.2	24.0	15.6	1031
Clarendon 03	1,305	40.6	45.1	42.9	37.5	53.3	45.4	16.9	1006
Colleton	5,541	22.5	22.4	22.5	9.9	31.9	20.9	16.3	993
Darlington	9,968	30.0	34.4	32.2	15.0	25.0	20.0	17.0	1065
Dillon 03	1,622	42.1	46.8	44.5	58.6	65.6	62.1	17.3	1047
Dillon 04	4,120	27.7	29.5	28.6	42.7	42.1	42.4	15.7	961
Dorchester 02	26,239	52.1	52.2	52.2	48.9	71.6	60.3	19.3	1085
Dorchester 04	2,286	34.0	32.3	24.5	36.5	56.2	46.4	16.3	1017
Edgefield	3,375	38.2	39.7	39.0	38.2	40.9	39.6	17.4	1051
Fairfield	2,634	26.2	30.6	28.4	19.5	41.6	30.6	16.1	983

Source: South Carolina Department of Education

*The total count is based on the eighty-two school districts examined in this report. The number is higher when the Governor's Schools and other special schools are included.

2.1 Percentage Performance by School District—English Language Arts, Mathematics, End-of-Course Examination Program, the ACT, and the SAT

Table 2.1.1 cont.

		SCREADY			EOCEP			ACT & SAT	
		Percentage Met or Exceeded Expectations			Percentage Grade of "C" or Higher			Composite Score	
(Alphabetical) District Name	Enrollment	ELA	Math	ELA & Math	Alg 1	Eng 1	Alg 1 & Eng 1	ACT	SAT
Florence 01	16,148	34.8	35.1	35.0	37.3	59.6	48.5	17.3	1008
Florence 02	1,157	26.4	32.4	29.4	31.1	47.7	39.4	16.6	982
Florence 03	3,408	22.8	21.7	22.3	18.9	35.5	27.2	15.1	912
Florence 04	668	10.1	14.7	12.4	13.9	23.3	18.6	14.6	863
Florence 05	1,233	32.7	33.8	33.3	46.4	72.0	59.2	17.2	1062
Georgetown	9,325	37.3	37.2	37.3	32.1	52.9	42.5	17.0	1011
Greenville	76,176	48.1	51.5	49.8	48.0	69.0	58.5	18.7	1089
Greenwood 50	8,889	35.9	34.7	35.3	38.6	50.5	44.6	17.0	1034
Greenwood 51	951	32.9	36.0	34.5	21.5	50.0	35.8	16.9	1015
Greenwood 52	1,566	45.6	48.3	47.0	42.6	60.4	51.5	18.1	1057
Hampton 01	2,209	28.9	35.6	32.3	22.4	44.9	33.7	16.2	961
Hampton 02	697	22.9	25.4	24.2	26.5	61.0	43.8	13.1	829
Horry	45,106	48.0	56.0	52.0	56.6	68.7	62.7	18.3	1095
Jasper	2,561	16.5	16.1	16.3	10.1	35.8	23.0	14.0	924
Kershaw	10,769	38.7	40.6	39.7	35.9	60.3	48.1	18.2	1050
Lancaster	13,507	40.4	46.1	43.3	44.0	58.9	51.5	17.4	1016
Laurens 55	5,762	28.4	31.6	30.0	30.8	54.3	42.6	16.7	1008
Laurens 56	3,096	29.7	35.6	32.7	27.5	58.8	43.2	16.7	975
Lee	1,822	16.8	15.0	15.9	11.9	27.0	19.5	13.1	828
Lexington 01	26,786	49.5	51.5	50.5	53.3	70.6	62.0	19.6	1107
Lexington 02	8,968	32.2	33.4	32.8	11.5	39.3	25.4	17.4	1026
Lexington 03	2,083	32.0	41.0	36.5	34.7	45.8	40.3	15.8	1007
Lexington 04	3,512	16.5	11.8	14.2	11.9	39.9	25.9	15.6	952
Lexington/ Richland 05	17,432	53.6	55.4	54.5	57.3	77.4	67.4	20.1	1123
Marion 10	4,369	16.7	20.0	18.4	24.5	40.5	32.5	15.6	975
Marlboro	3,964	18.8	19.9	19.4	32.6	50.9	41.8	15.2	1018
McCormick	696	21.1	22.7	21.9	14.7	43.2	29.0	15.2	889
Newberry	6,004	34.4	43.1	38.8	38.6	55.4	47.0	16.9	1016
Oconee	10,615	42.0	44.4	43.2	40.4	60.0	50.2	18.2	1091
Orangeburg 03	2,629	18.9	14.9	16.9	20.5	33.9	27.2	15.5	999
Orangeburg 04	3,554	26.2	33.8	30.0	25.5	50.1	37.8	15.7	920
Orangeburg 05	6,363	22.6	21.9	22.3	17.1	38.8	28.0	15.6	940
Pickens	16,259	45.2	50.7	48.0	41.9	66.4	54.2	19.2	1115

Source: South Carolina Department of Education

2.1 Percentage Performance by School District—English Language Arts, Mathematics, End-of-Course Examination Program, the ACT, and the SAT, cont.

Table 2.1.1 cont.

		SCREADY			EOCEP			ACT & SAT	
		Percentage Met or Exceeded Expectations			Percentage Grade of "C" or Higher			Composite Score	
(Alphabetical) District Name	Enrollment	ELA	Math	ELA & Math	Alg 1	Eng 1	Alg 1 & Eng 1	ACT	SAT
Richland 01	23,782	33.4	31.3	32.4	31.7	59.0	45.4	16.6	1040
Richland 02	28,411	42.8	45.0	43.9	49.3	63.0	56.2	17.7	1035
Saluda	2,371	29.3	39.6	34.5	33.4	47.2	40.3	17.6	1016
SC Public Charter School District	20,313	43.0	38.1	40.6	41.4	68.4	54.9	18.6	1072
Spartanburg 01	5,200	43.7	49.8	46.8	59.1	74.3	66.7	19.0	1094
Spartanburg 02	10,254	49.4	52.6	51.0	51.3	69.0	60.2	18.2	1054
Spartanburg 03	2,873	37.2	45.0	41.1	10.3	42.1	26.2	17.7	1097
Spartanburg 04	2,900	47.8	62.1	55.0	55.6	70.1	62.9	18.2	1077
Spartanburg 05	8,796	46.4	52.5	49.5	55.5	68.1	61.8	18.3	1066
Spartanburg 06	11,467	35.3	36.1	35.7	47.9	64.1	56.0	17.9	1080
Spartanburg 07	7,423	34.9	34.1	34.5	38.5	58.3	48.4	17.9	1090
Sumter	16,587	27.2	30.8	29.0	23.8	46.9	35.4	15.6	970
Union	3,964	29.1	32.8	31.0	25.6	39.2	32.4	16.1	931
Williamsburg	3,589	23	18	20.5	4.2	30.5	17.4	14.7	891
York 01	5,246	32.4	46.3	39.4	32.8	50.2	41.5	17.7	1011
York 02	8,037	58.7	66.3	62.5	46.6	55.3	51.0	19.8	1101
York 03	17,776	38.1	42	40.1	44.0	63.5	53.8	17.9	1041
York 04	16,114	65.9	71.8	68.9	74.3	85.1	79.7	21.1	1143
United States	**51 Million**							**20.9**	**1049**

Source: South Carolina Department of Education

2.2 Rank Index of Performance by School District—English Language Arts, Mathematics, End-of-Course Examination Program, the ACT, and the SAT

Table 2.2.1 Rank index in descending order of performance by district: ELA, math, algebra, English, the ACT, and the SAT—from 1 to 82 with one being the best performing school district.

		SCREADY			EOCEP			ACT & SAT	
		Rank Index by School District—Met or Exceeded Expectations			Rank Index by School District—Earning a Grade of "C" or Higher			Rank Index by School District—Composite Score	
(Alphabetical) District Name	Enrollment	ELA	Math	ELA & Math	Alg 1	Eng 1	Alg 1 & Eng 1	ACT	SAT
South Carolina	**771,501**	**24**	**28**	**27**	**25**	**24**	**25**	**25**	**23**
Abbeville 60	3,028	9	4	4	2	8	2	28	35
Aiken	24,119	35	41	37	37	44	38	21	19
Allendale	1,120	81	77	78	72	76	75	81	79
Anderson 01	10,203	4	5	3	11	5	6	16	23
Anderson 02	3,778	30	33	32	60	32	50	34	18
Anderson 03	2,617	26	16	18	10	42	21	21	1
Anderson 04	2,842	5	7	7	5	4	5	13	25
Anderson 05	13,202	23	18	19	23	36	26	35	34
Bamberg 01	1,317	55	38	46	17	55	31	58	55
Bamberg 02	678	50	66	62	64	39	55	77	78
Barnwell 19	600	67	47	60	52	81	70	80	81
Barnwell 29	840	66	68	66	56	65	63	49	69
Barnwell 45	2,189	54	55	55	62	72	66	65	43
Beaufort	22,328	25	23	23	12	14	12	11	25
Berkeley	36,191	17	30	22	27	23	25	28	32
Calhoun	1,693	46	56	49	54	50	56	62	69
Charleston	49,755	13	19	16	15	22	17	6	8
Cherokee	8,754	43	40	42	44	26	35	42	40
Chester	5,165	62	69	65	67	37	57	55	49
Chesterfield	6,965	57	53	54	40	47	42	54	58
Clarendon 01	747	73	74	73	71	48	62	63	41
Clarendon 02	2,893	83	64	77	82	73	77	68	57
Clarendon 03	1,305	27	24	26	38	45	39	45	60
Colleton	5,541	72	71	69	81	78	79	55	21
Darlington	9,968	51	49	53	73	81	80	42	32
Dillon 03	1,622	21	20	20	4	18	9	39	66
Dillon 04	4,120	60	65	63	28	62	47	65	14
Dorchester 02	26,239	6	11	8	17	7	13	7	43
Dorchester 04	2,286	41	59	67	41	38	37	55	29
Edgefield	3,375	31	35	34	36	66	53	35	61
Fairfield	2,634	64	63	64	68	64	67	60	61

Source: South Carolina Department of Education

2.2 Rank Index of Performance by School District—English Language Arts, Mathematics, End-of-Course Examination Program, the ACT, and the SAT, cont.

Table 2.2.1 cont.

		SCREADY			EOCEP			ACT & SAT	
		Rank Index by School District—Met or Exceeded Expectations			Rank Index by School District—Earning a Grade of "C" or Higher			Rank Index School District—Composite Score	
(Alphabetical) District Name	Enrollment	ELA	Math	ELA & Math	Alg 1	Eng 1	Alg 1 & Eng 1	ACT	SAT
Florence 01	16,148	39	46	41	39	30	32	39	53
Florence 02	1,157	63	58	59	50	56	54	52	62
Florence 03	3,408	70	73	70	69	75	71	76	75
Florence 04	668	82	82	83	75	83	82	79	80
Florence 05	1,233	44	51	47	22	6	15	41	23
Georgetown	9,325	33	39	36	48	46	46	42	51
Greenville	76,176	10	12	12	19	11	16	10	13
Greenwood 50	8,889	36	48	40	33	51	41	45	39
Greenwood 51	951	45	43	44	65	54	59	45	49
Greenwood 52	1,566	15	17	15	29	27	27	21	27
Hampton 01	2,209	58	44	52	63	60	61	58	66
Hampton 02	697	69	67	68	55	25	43	83	82
Horry	45,106	11	6	9	7	13	8	14	9
Jasper	2,561	79	79	80	80	74	78	82	73
Kershaw	10,769	29	34	31	42	28	34	16	30
Lancaster	13,507	28	22	24	24	32	28	35	46
Laurens 55	5,762	59	59	60	51	43	44	49	53
Laurens 56	3,096	52	44	50	53	34	45	49	63
Lee	1,822	77	80	81	76	80	81	83	83
Lexington 01	26,786	7	12	11	13	9	10	5	5
Lexington 02	8,968	48	54	48	78	69	76	35	42
Lexington 03	2,083	49	32	38	43	59	52	63	55
Lexington 04	3,512	79	83	82	76	68	74	68	68
Lexington/ Richland 05	17,432	3	8	6	6	2	3	3	3
Marion 10	4,369	78	75	76	59	67	64	68	63
Marlboro	3,964	76	76	75	47	49	48	74	45
McCormick	696	74	70	72	74	61	68	74	77
Newberry	6,004	40	29	33	33	40	36	45	46
Oconee	10,615	22	27	25	32	29	30	16	11
Orangeburg 03	2,629	75	81	79	66	77	71	73	59
Orangeburg 04	3,554	64	51	57	58	53	58	65	74
Orangeburg 05	6,363	71	72	70	70	71	69	68	71
Pickens	16,259	16	14	14	30	17	22	8	4

Source: South Carolina Department of Education

2.2 Rank Index of Performance by School District—English Language Arts, Mathematics, End-of-Course Examination Program, the ACT, and the SAT, cont.

Table 2.2.1 cont.

		SCREADY			EOCEP			ACT & SAT	
		Rank Index by School District—Met or Exceeded Expectations			Rank Index by School District—Earning a Grade of "C" or Higher			Rank Index by School District—Composite Score	
(Alphabetical) District Name	Enrollment	ELA	Math	ELA & Math	Alg 1	Eng 1	Alg 1 & Eng 1	ACT	SAT
Richland 01	23,782	42	61	51	49	31	40	52	37
Richland 02	28,411	20	25	21	16	21	18	30	38
Saluda	2,371	53	36	44	45	57	51	33	46
SC Public Charter School District	20,313	19	37	29	31	14	20	11	17
Spartanburg 01	5,200	18	15	16	3	3	4	9	10
Spartanburg 02	10,254	8	9	10	14	11	14	16	28
Spartanburg 03	2,873	34	25	28	79	62	73	30	7
Spartanburg 04	2,900	12	3	5	8	10	7	16	16
Spartanburg 05	8,796	13	10	13	9	16	11	14	20
Spartanburg 06	11,467	37	42	39	20	19	19	25	15
Spartanburg 07	7,423	38	50	443	35	35	33	25	12
Sumter	16,587	61	62	61	60	58	60	68	65
Union	3,964	55	57	56	56	70	65	60	72
Williamsburg	3,589	68	78	74	83	79	83	78	76
York 01	5,246	47	21	33	46	52	49	30	51
York 02	8,037	2	2	2	21	41	29	4	6
York 03	17,776	32	31	30	24	20	23	25	36
York 04	16,114	1	1	1	1	1	1	1	2
United States	**51 Million**							**2**	**32**

Source: South Carolina Department of Education

2.3 Percentage Enrollment Distribution of Student Enrollment by School District and Race/Ethnicity

Table 2.3.1 Percentage distribution of student enrollment by school district and race/ethnicity.

		Percentage distribution of student enrollment by district and race/ethnicity			
(Alphabetical) District Name	Enrollment	White	Black or African American	Hispanic or Latino	Other*
South Carolina	771,501	50.9	33.6	10.3	6.6
Abbeville 60	3,028	62.1	33.9	1.5	2.4
Aiken	24,119	50.5	33.9	10.2	5.4
Allendale	1,120	3.0	93.8	1.5	1.7
Anderson 01	10,203	80.3	6.4	7.6	5.8
Anderson 02	3,778	76.7	14.2	2.8	6.3
Anderson 03	2,617	83.3	8.3	3.4	5.0
Anderson 04	2,842	75.1	16.4	2.7	5.8
Anderson 05	13,202	50.7	33.1	8.1	8.2
Bamberg 01	1,317	39.4	56.0	2.0	2.6
Bamberg 02	678	2.5	94.2	0.7	2.5
Barnwell 19	600	14.2	80.3	3.2	2.3
Barnwell 29	840	39.9	55.1	1.2	3.8
Barnwell 45	2,189	43.0	47.3	3.5	6.2
Beaufort	22,328	39.9	26.3	27.8	6.0
Berkeley	36,191	49.7	29.3	12.6	8.3
Calhoun	1,693	35.1	56.6	6.8	1.4
Charleston	49,755	48.2	37.0	9.9	4.9
Cherokee	8,754	63.5	26.4	6.9	3.2
Chester	5,165	46.8	46.1	2.3	4.8
Chesterfield	6,965	49.9	38.0	6.8	5.3
Clarendon 01	747	3.9	92.5	2.1	1.5
Clarendon 02	2,893	28.0	62.3	5.0	4.6
Clarendon 03	1,305	70.9	22.5	5.5	1.1
Colleton	5,541	41.9	46.5	5.8	5.8
Darlington	9,968	38.7	50.4	4.1	6.8
Dillon 03	1,622	59.6	31.4	2.1	6.8
Dillon 04	4,120	27.5	59.5	5.1	8.0
Dorchester 02	26,239	53.9	28.9	8.3	8.9
Dorchester 04	2,286	43.8	45.5	3.4	7.3
Edgefield	3,375	48.8	39.5	6.5	5.2
Fairfield	2,634	9.8	85.2	2.4	2.6

Data Source: South Carolina Department of Education

*Other: American Indian, Asian, Hawaiian or Other Pacific Islander, Two or More Races, and missing.

2.3 Percentage Enrollment Distribution of Student Enrollment by School District and Race/Ethnicity, cont.

Table 2.3.1 cont.

		Percentage distribution of student enrollment by district and race/ethnicity			
(Alphabetical) District Name	Enrollment	White	Black or African American	Hispanic or Latino	Other*
Florence 01	16,148	37.5	53.7	3.6	5.2
Florence 02	1,157	55.4	35.9	4.3	4.4
Florence 03	3,408	27.6	64.5	5.2	2.7
Florence 04	668	8.4	79.9	7.6	4.0
Florence 05	1,233	65.8	27.0	3.5	3.7
Georgetown	9,325	49.3	43.7	5.7	1.3
Greenville	76,176	53.8	22.5	16.4	7.3
Greenwood 50	8,889	39.6	42.5	13.2	4.7
Greenwood 51	951	74.4	15.5	5.5	4.6
Greenwood 52	1,566	70.7	23.0	2.1	4.2
Hampton 01	2,209	41.9	53.1	1.4	3.7
Hampton 02	697	1.0	94.3	4.3	0.4
Horry	45,106	59.7	18.5	14.4	7.4
Jasper	2,561	11.6	58.9	27.8	1.8
Kershaw	10,769	60.6	25.8	7.5	6.1
Lancaster	13,507	59.3	26.4	9.2	5.1
Laurens 55	5,762	54.4	29.9	12.1	3.5
Laurens 56	3,096	52.4	36.6	5.6	5.5
Lee	1,822	6.4	90.6	1.7	1.3
Lexington 01	26,786	73.0	11.7	8.2	7.1
Lexington 02	8,968	41.2	32.4	19.5	6.9
Lexington 03	2,083	52.3	31.4	12.1	4.2
Lexington 04	3,512	58.1	18.5	17.1	6.3
Lexington/Richland 05	17,432	57.7	27.9	5.4	9.1
Marion 10	4,369	17.1	76.6	3.2	3.1
Marlboro	3,964	29.6	58.6	0.9	10.9
McCormick	696	19.5	78.2	0.1	2.2
Newberry	6,004	45.4	34.0	15.3	5.3
Oconee	10,615	75.3	9.3	10.7	4.7

Source: South Carolina Department of Education

*Other: American Indian, Asian, Hawaiian or Other Pacific Islander, Two or More Races, and missing.

2.3 Percentage Enrollment Distribution of Student Enrollment by School District and Race/Ethnicity, cont.

Table 2.3.1 cont.

		Percentage distribution of student enrollment by district and race/ethnicity			
(Alphabetical) District Name	Enrollment	White	Black or African American	Hispanic or Latino	Other*
Orangeburg 03	2,629	8.5	87.4	2.1	2.1
Orangeburg 04	3,554	46.2	45.8	4.6	3.5
Orangeburg 05	6,363	7.1	87.4	3.5	2.1
Pickens	16,259	78.4	6.9	7.9	6.8
Richland 01	23,782	18.9	69.9	5.6	5.7
Richland 02	28,411	21.1	60.0	10.9	8.0
Saluda	2,321	35.8	23.1	38.8	2.3
SC Public Charter School District	20,313	60.3	23.2	9.0	7.4
Spartanburg 01	5,200	79.4	6.7	6.8	7.0
Spartanburg 02	10,254	69.4	12.1	8.5	9.9
Spartanburg 03	2,873	70.9	14.4	8.5	6.3
Spartanburg 04	2,900	69.8	13.2	10.1	6.8
Spartanburg 05	8,796	62.1	18.3	11.7	7.9
Spartanburg 06	11,467	41.6	29.6	20.0	8.8
Spartanburg 07	7,423	31.3	53.2	7.9	7.6
Sumter	16,587	30.3	61.0	4.2	4.4
Union	3,964	53.9	36.2	1.7	8.2
Williamsburg	3,589	5.6	91.2	0.9	2.3
York 01	5,246	66.0	18.4	8.8	6.7
York 02	8,037	76.3	9.8	6.7	7.2
York 03	17,776	43.6	40.0	9.4	7.1
York 04	16,114	69.0	10.4	8.9	11.7

Source: South Carolina Department of Education

*Other: American Indian, Asian, Hawaiian or Other Pacific Islander, Two or More Races, and missing.

2.4 ACT—Concordance Tables for Conversion Between SAT Score and ACT Composite Score

Table 2.4.1 (For this report) 2018 Concordance Tables

Table A1: SAT Total to ACT Composite

SAT	ACT	SAT	ACT	SAT	ACT
1600	36	1250	26	910	16
*1590	36	*1240	26	900	16
1580	36	1230	26	*890	16
1570	36	1220	25	880	16
1560	35	*1210	25	870	15
1550	35	1200	25	860	15
*1540	35	1190	24	*850	15
1530	35	*1180	24	840	15
1520	34	1170	24	830	15
1510	34	1160	24	820	14
*1500	34	1150	23	810	14
1490	34	*1140	23	*800	14
1480	33	1130	23	790	14
1470	33	1120	22	780	14
*1460	33	*1110	22	770	13
1450	33	1100	22	*760	13
1440	32	1090	21	750	13
*1430	32	*1080	21	740	13
1420	32	1070	21	730	13
1410	31	1060	21	720	12
*1400	31	1050	20	*710	12
1390	31	*1040	20	700	12
1380	30	1030	20	690	12
*1370	30	1020	19	680	11
1360	30	*1010	19	*670	11
1350	29	1000	19	660	11
*1340	29	990	19	650	11
1330	29	980	18	640	10
1320	28	*970	18	*630	10
*1310	28	960	18	620	10
1300	28	950	17	610	9
1290	27	940	17	600	9
*1280	27	*930	17	*590	9
1270	27	920	17		
1260	27				

Table A2: ACT Composite to SAT Total

ACT	SAT	SAT Range
36	1590	1570–1600
35	1540	1530–1560
34	1500	1490–1520
33	1460	1450–1480
32	1430	1420–1440
31	1400	1390–1410
30	1370	1360–1380
29	1340	1330–1350
28	1310	1300–1320
27	1280	1260–1290
26	1240	1230–1250
25	1210	1200–1220
24	1180	1160–1190
23	1140	1130–1150
22	1110	1100–1120
21	1080	1060–1090
20	1040	1030–1050
19	1010	990–1020
18	970	960–980
17	930	920–950
16	890	880–910
15	850	830–870
14	800	780–820
13	760	730–770
12	710	690–720
11	670	650–680
10	630	620–640
9	590	590–610

*Use this SAT score when a single score point comparison is needed.

Note: Concordance tables for the ACT Composite were derived from concordances of the ACT sum score.

Section III

Graphical Analysis: Performance of School Districts in Descending Order Relative to Assessment Results

It must be demonstrated . . .

3.1 SCREADY: Descending Performance Percentages by School District—English Language Arts and Mathematics

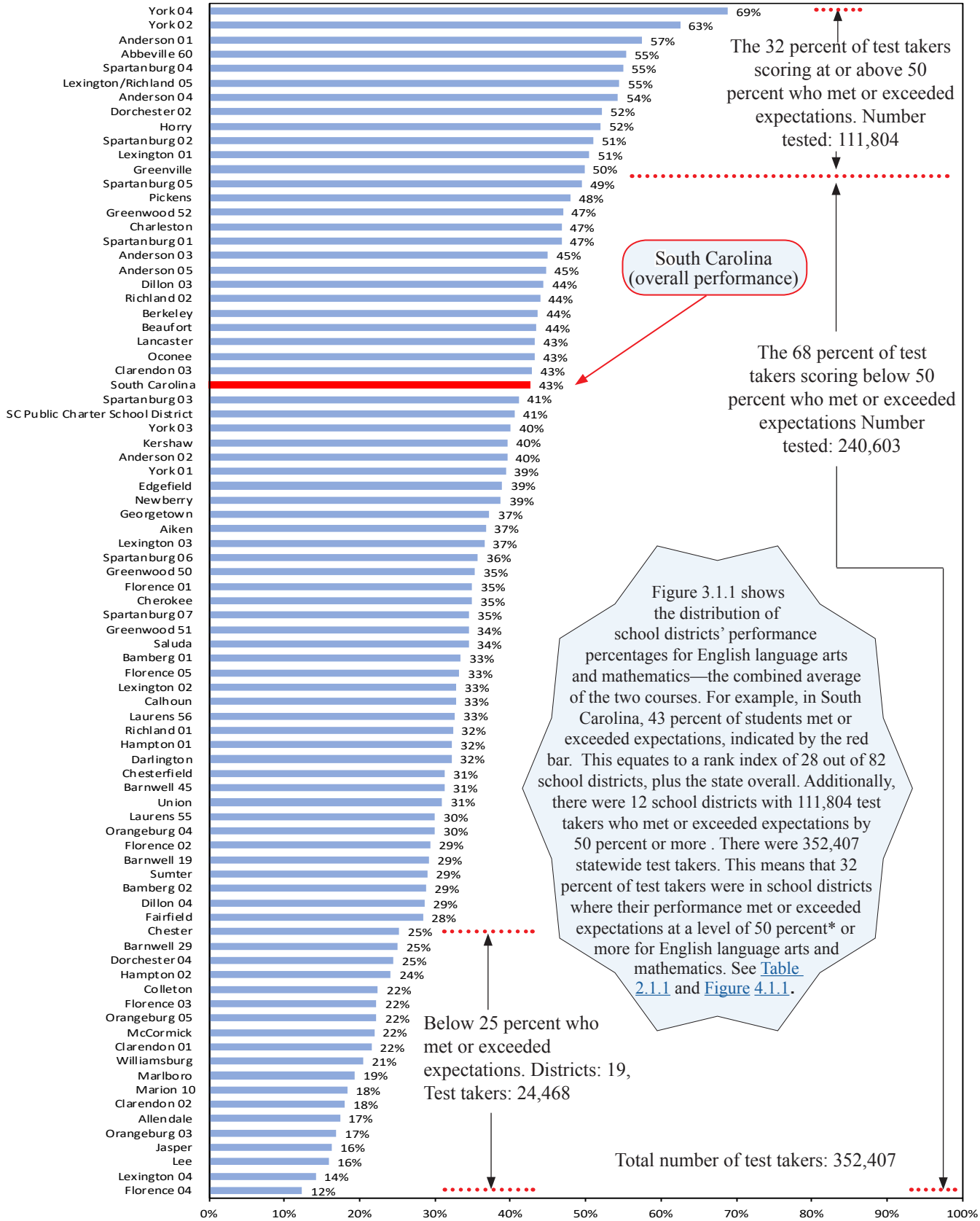

Figure 3.1.1 Descending percentages by school district—met or exceeded expectations in English language arts and mathematics.

Source: South Carolina Department of Education

3.2 SCREADY: Descending Performance Percentages by School District—English Language Arts

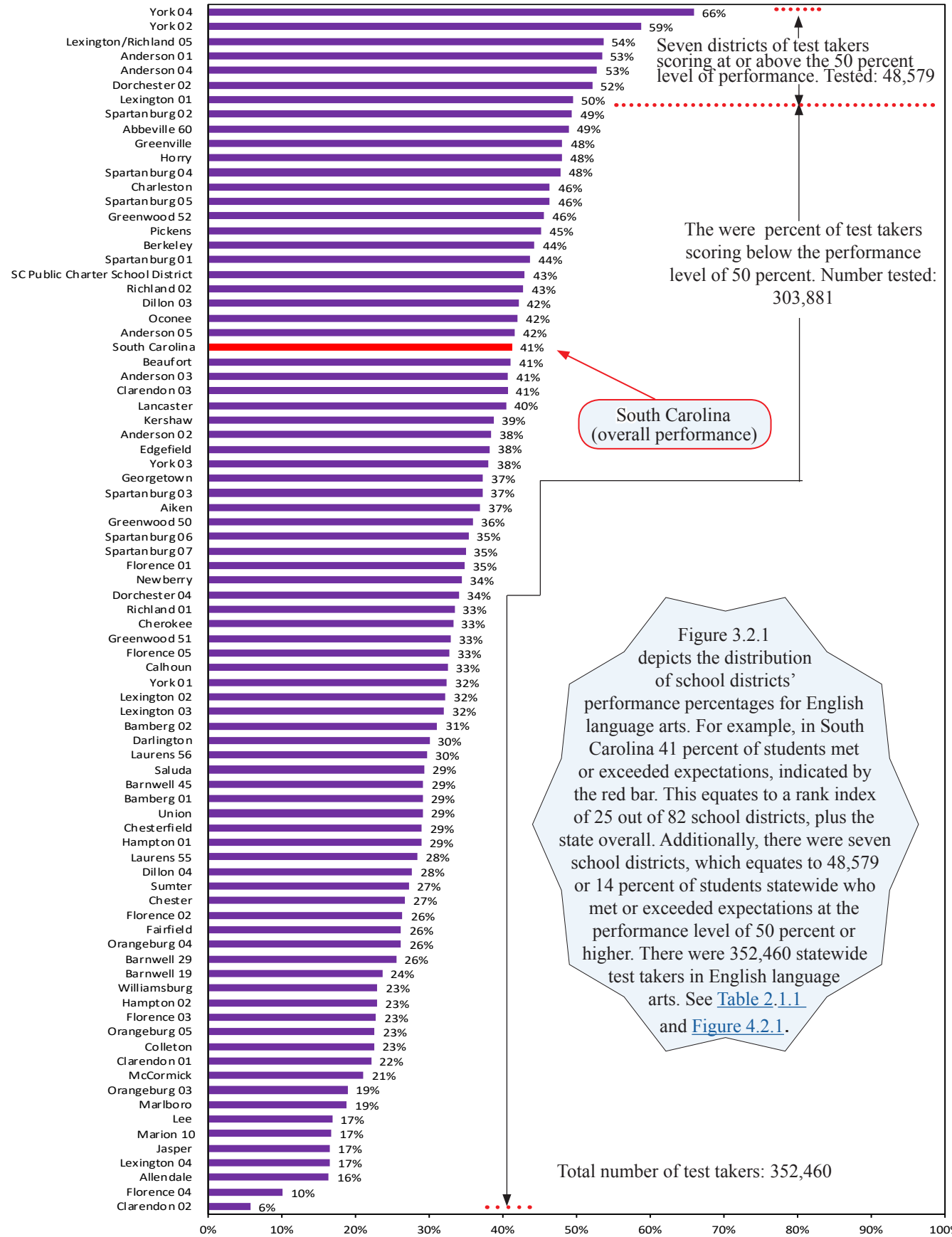

Figure 3.2.1 Descending percentages by school district—met or exceeded expectations in English language arts.

Source: South Carolina Department of Education

3.3 SCREADY: Descending Performance Percentages by School District—Mathematics

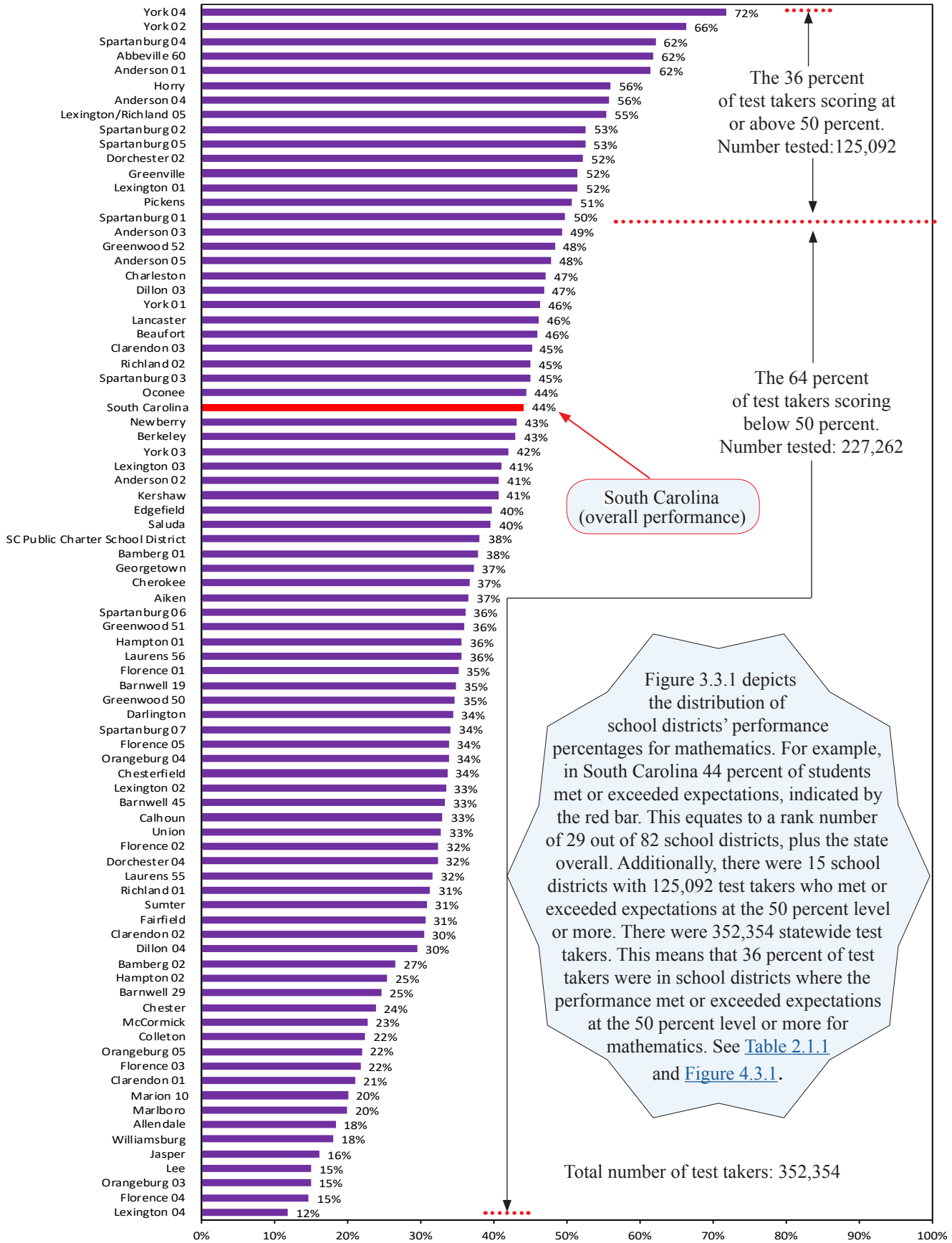

Figure 3.3.1 Descending percentage by school district—met or exceeded expectations in mathematics.

Source: South Carolina Department of Education

3.4 EOCEP: Descending Performance Percentages by School District—Algebra 1 and English 1

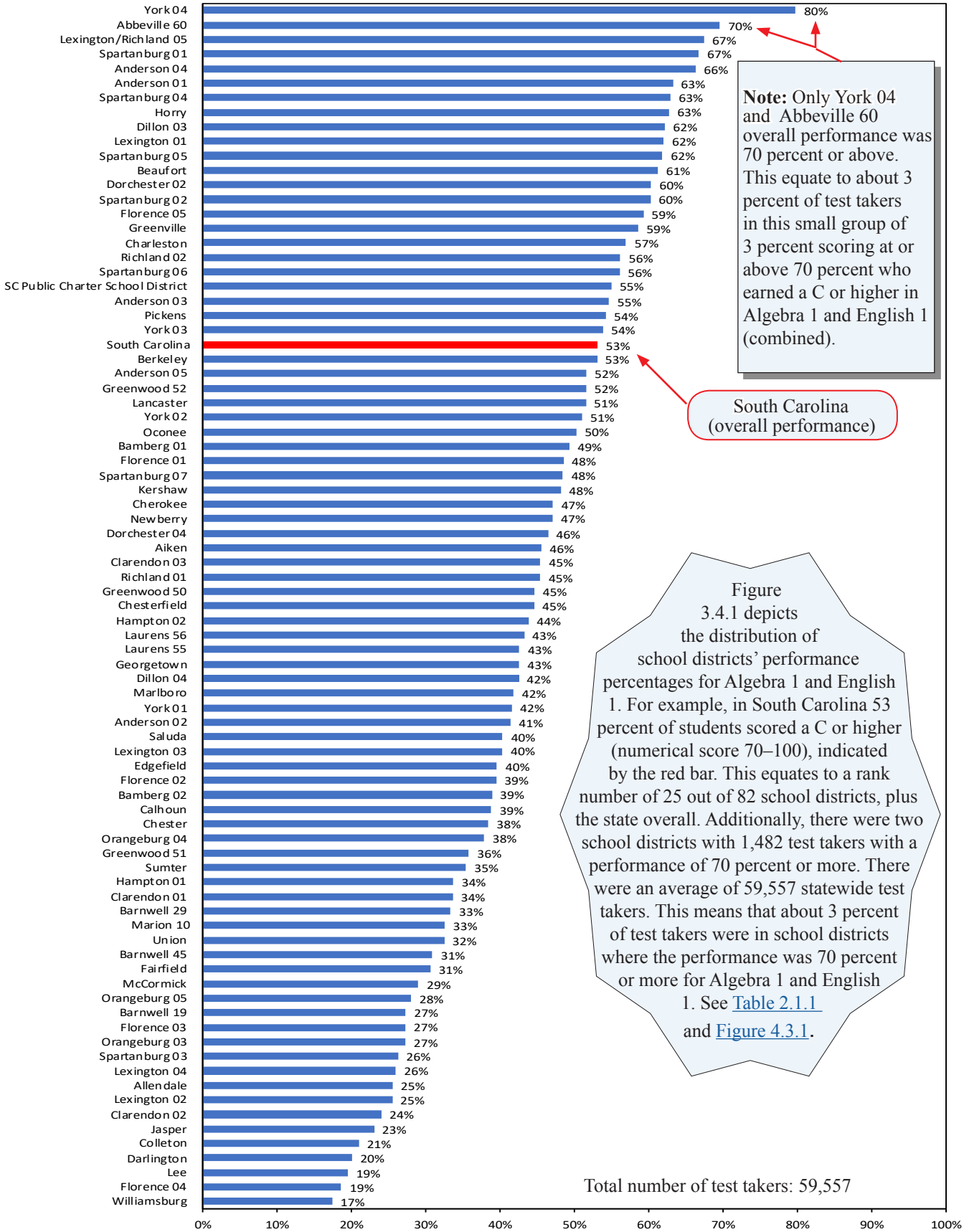

Figure 3.4.1 Descending Percentages by school district—earning a "C" or higher in Algebra 1 and English 1.

Source: South Carolina Department of Education

3.5 EOCEP: Descending Performance Percentages by School District—Algebra 1

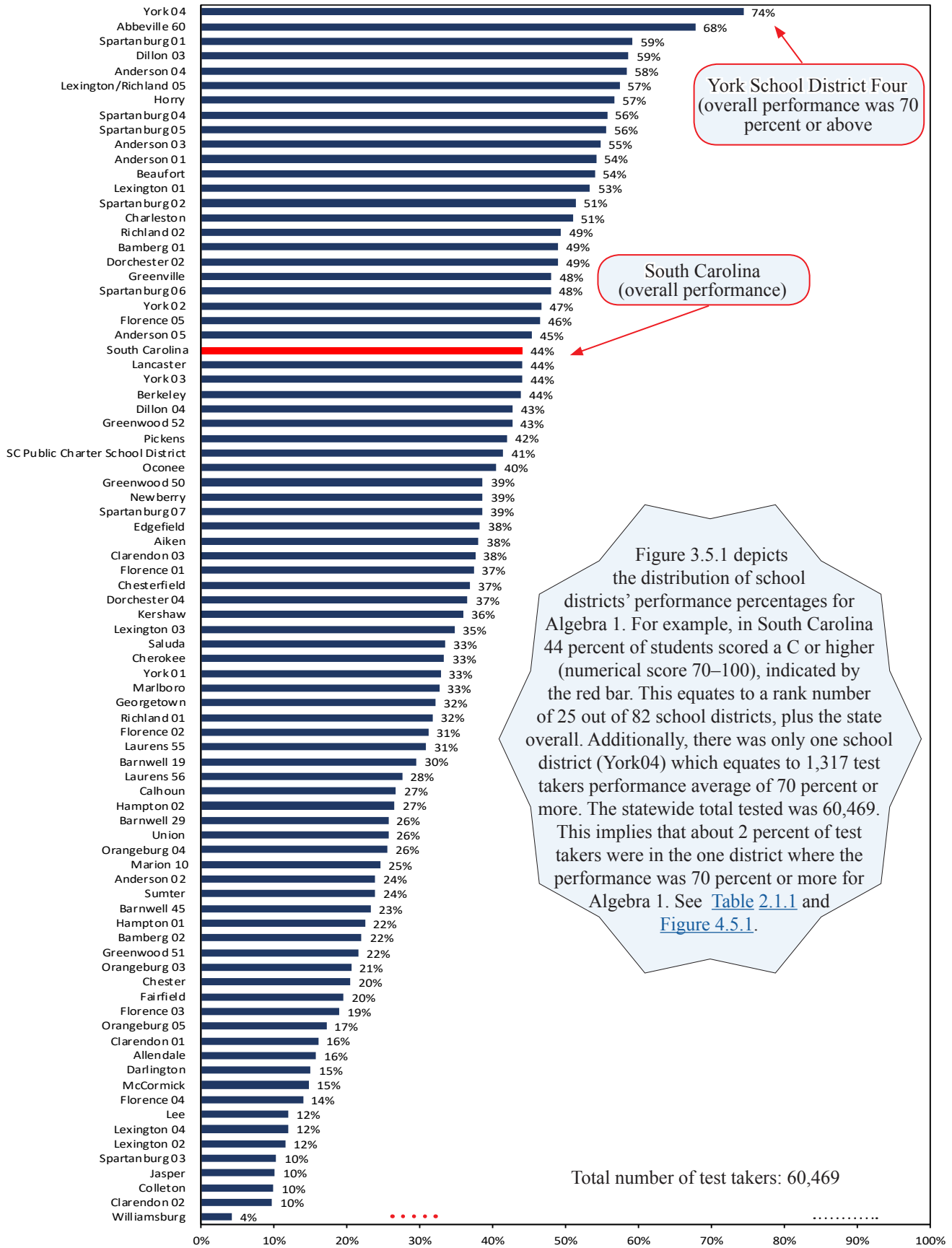

Figure 3.5.1 Descending percentages by school district—earning a "C" or higher in Algebra 1.

Source: South Carolina Department of Education

3.6 EOCEP: Descending Performance Percentages by School District—English 1

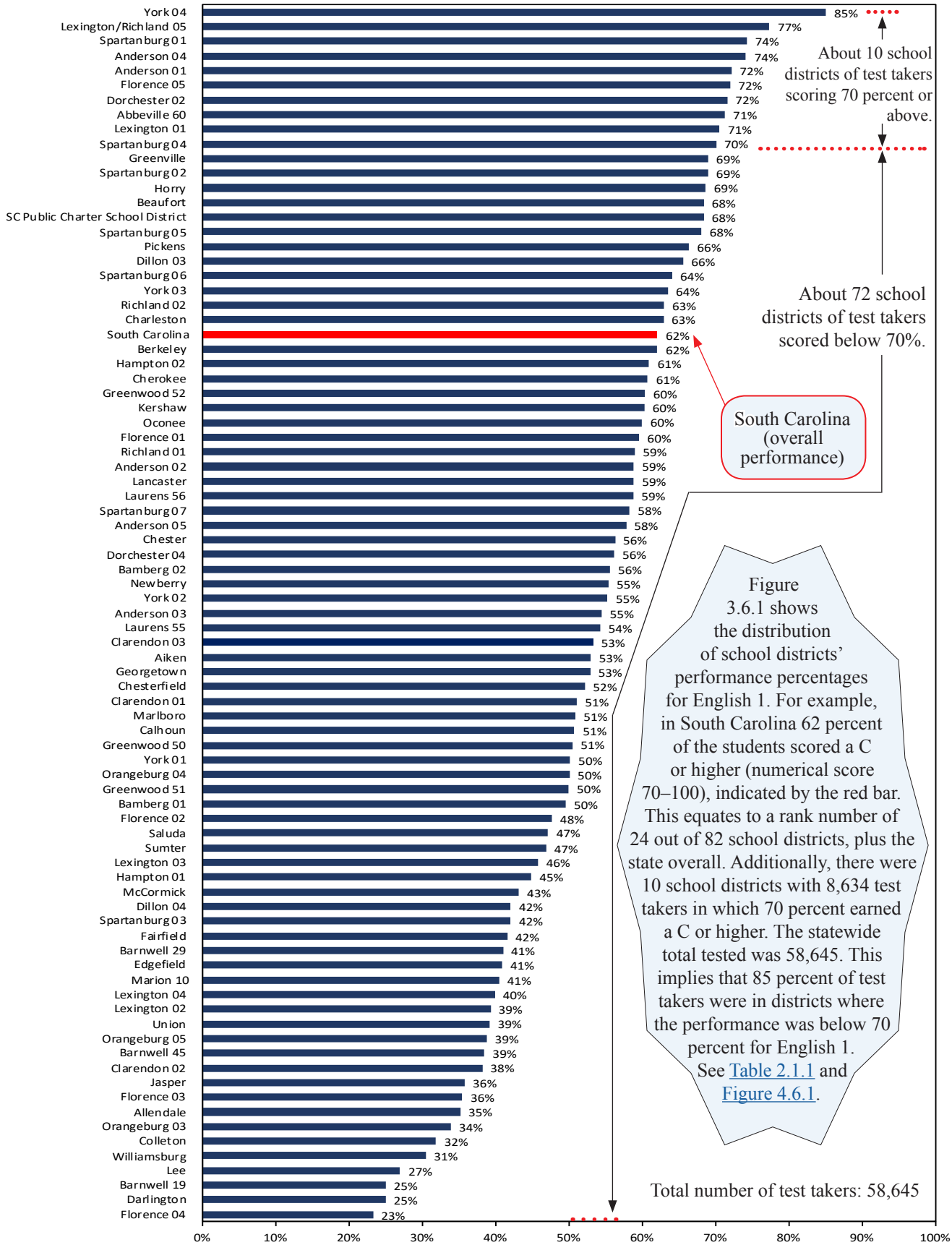

Figure 3.6.1 Descending percentages by school district—earning a "C" or higher in English 1

Data Source: South Carolina Department of Education

3.7 ACT: Descending Order—ACT Composite Scores by School District

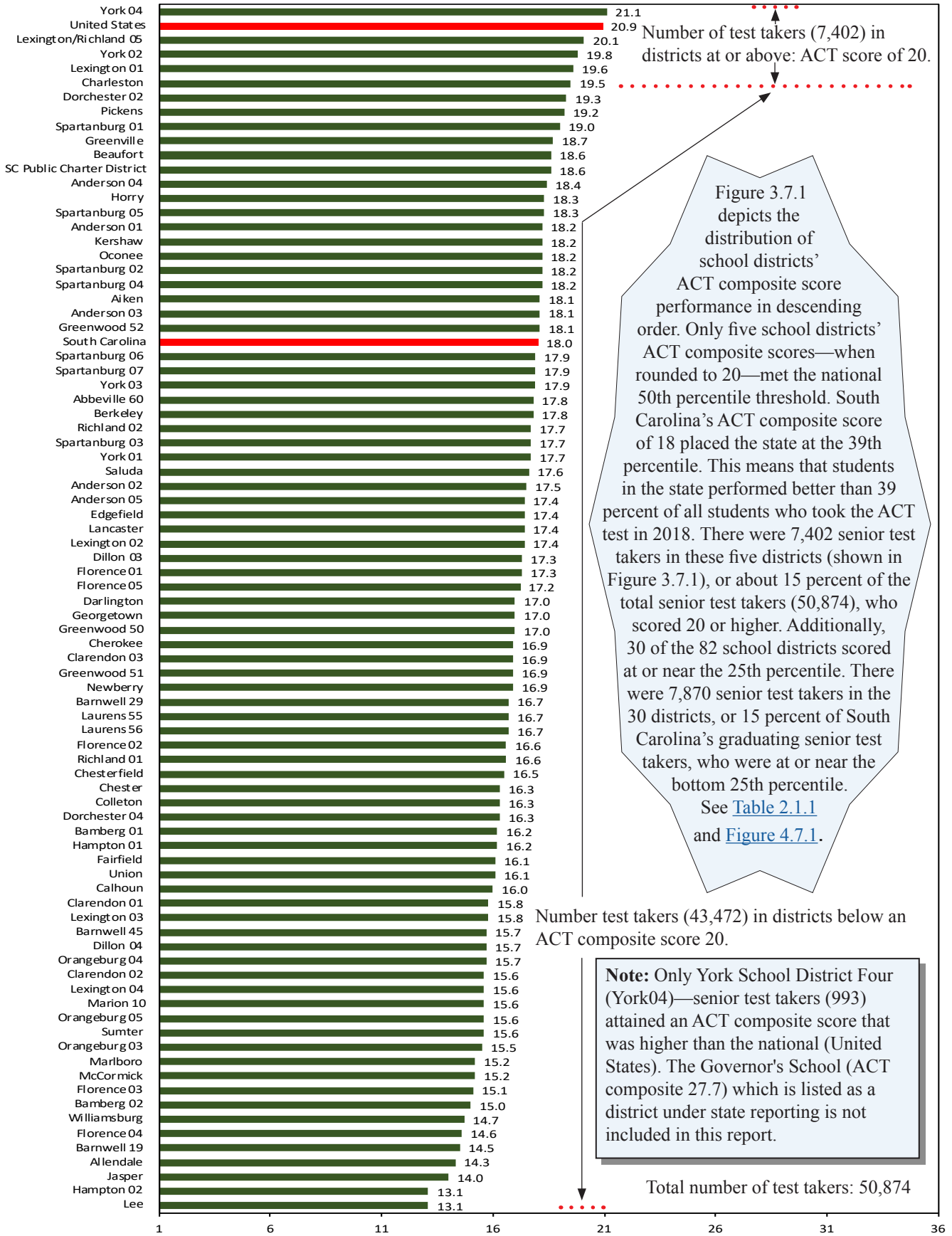

Figure 3.7.1 Descending ACT composite score by school district.

Source: South Carolina Department of Education

3.8 SAT: Descending Order— SAT Composite Scores by School District

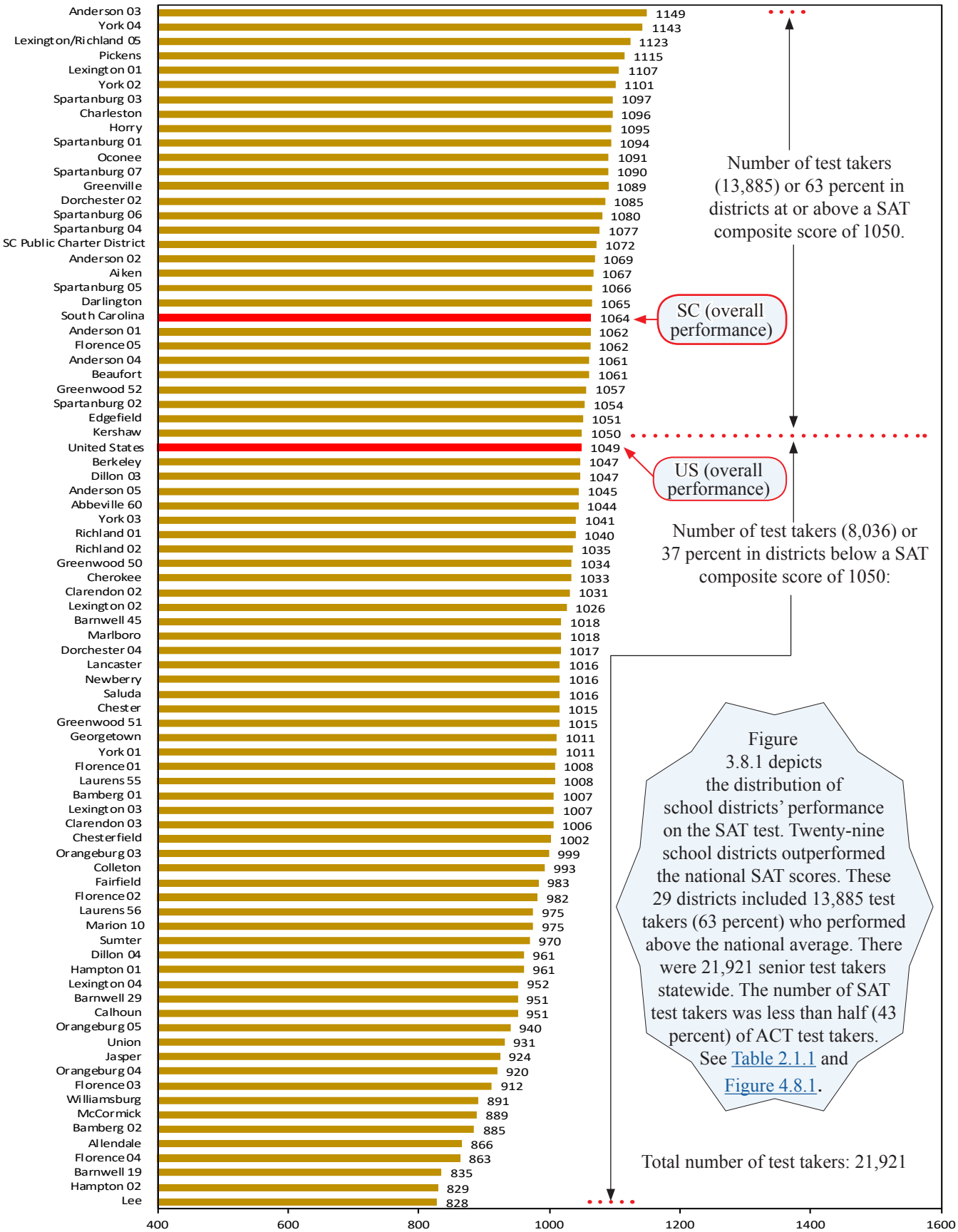

Figure 3.8.1 Descending SAT composite score by school district.
Source: South Carolina Department of Education

Section IV

Graphical Analysis: Rank Index of School Districts in Descending Order Relative to Assessment Results

It must be demonstrated . . .

4.1 SCREADY: Rank Descends for Performance by School District—English Language Arts and Mathematics

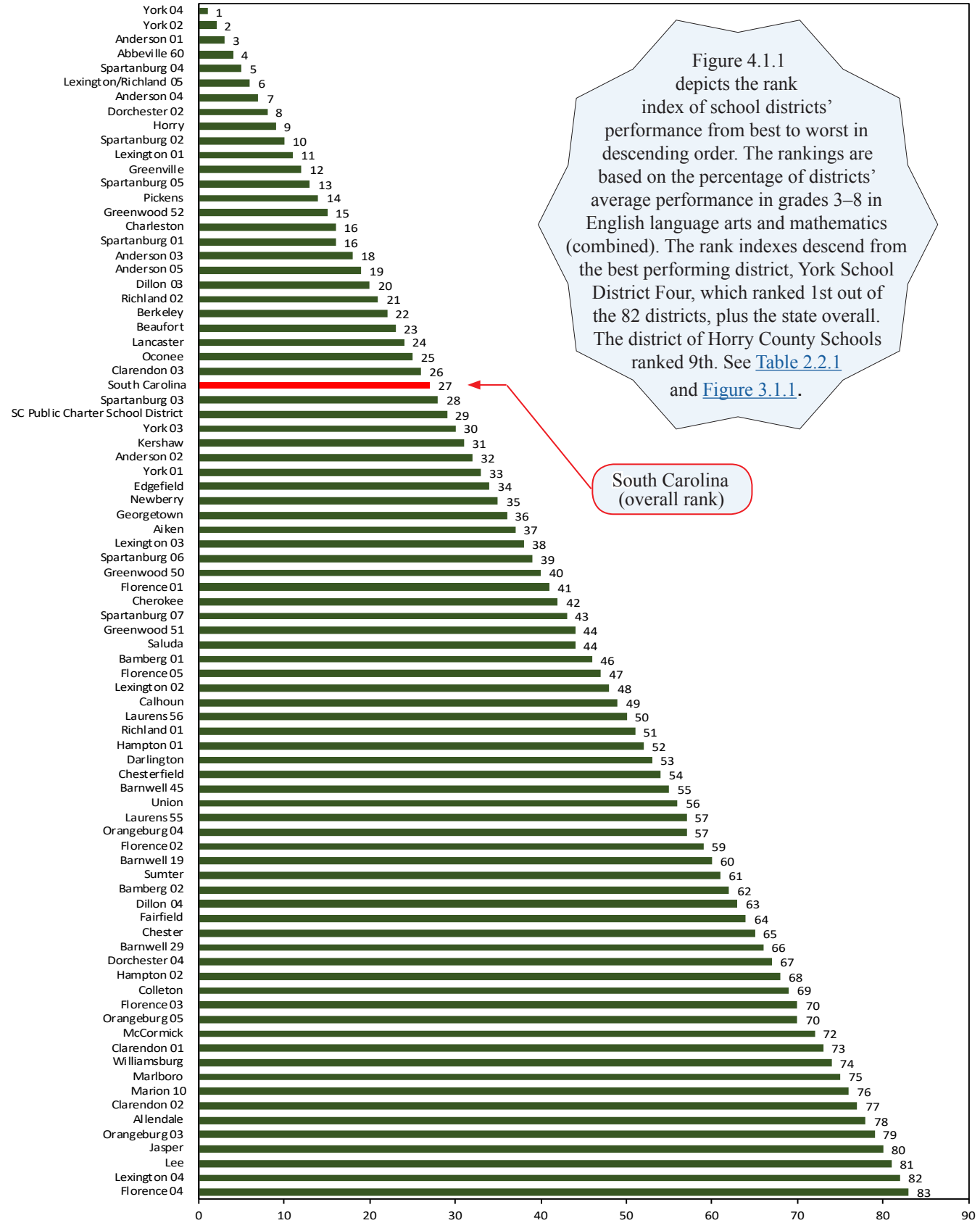

Figure 4.1.1 Descending rank indexes by school district based on performance—English language arts and mathematics.

Source: South Carolina Department of Education

4.2 SCREADY: Rank Descends for Performance by School District—English Language Arts

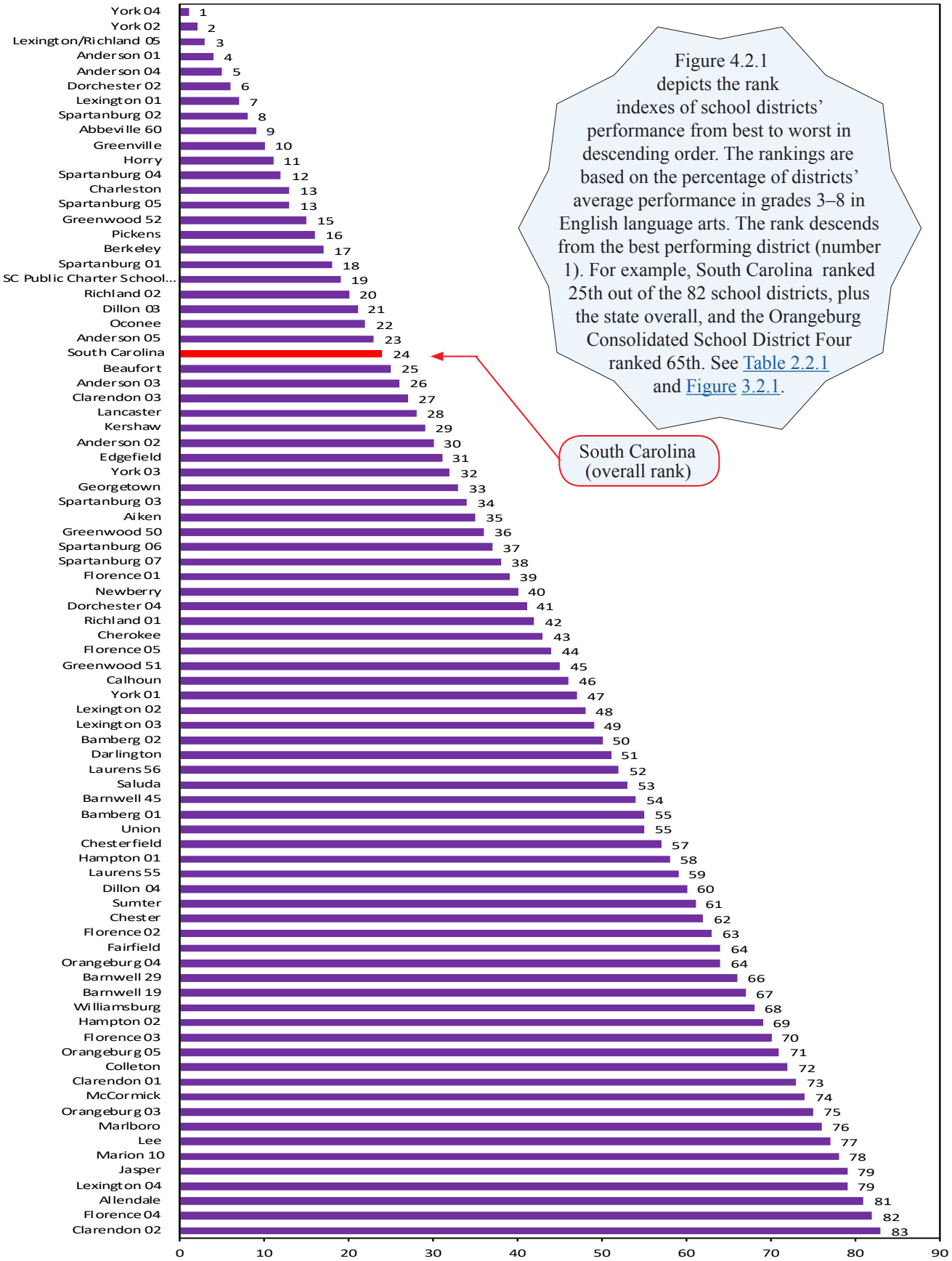

Figure 4.2.1 Descending rank indexes by school district based on performance—English language arts.
Source: South Carolina Department of Education

4.3 SCREADY: Rank Descends for Performance by School District—Mathematics

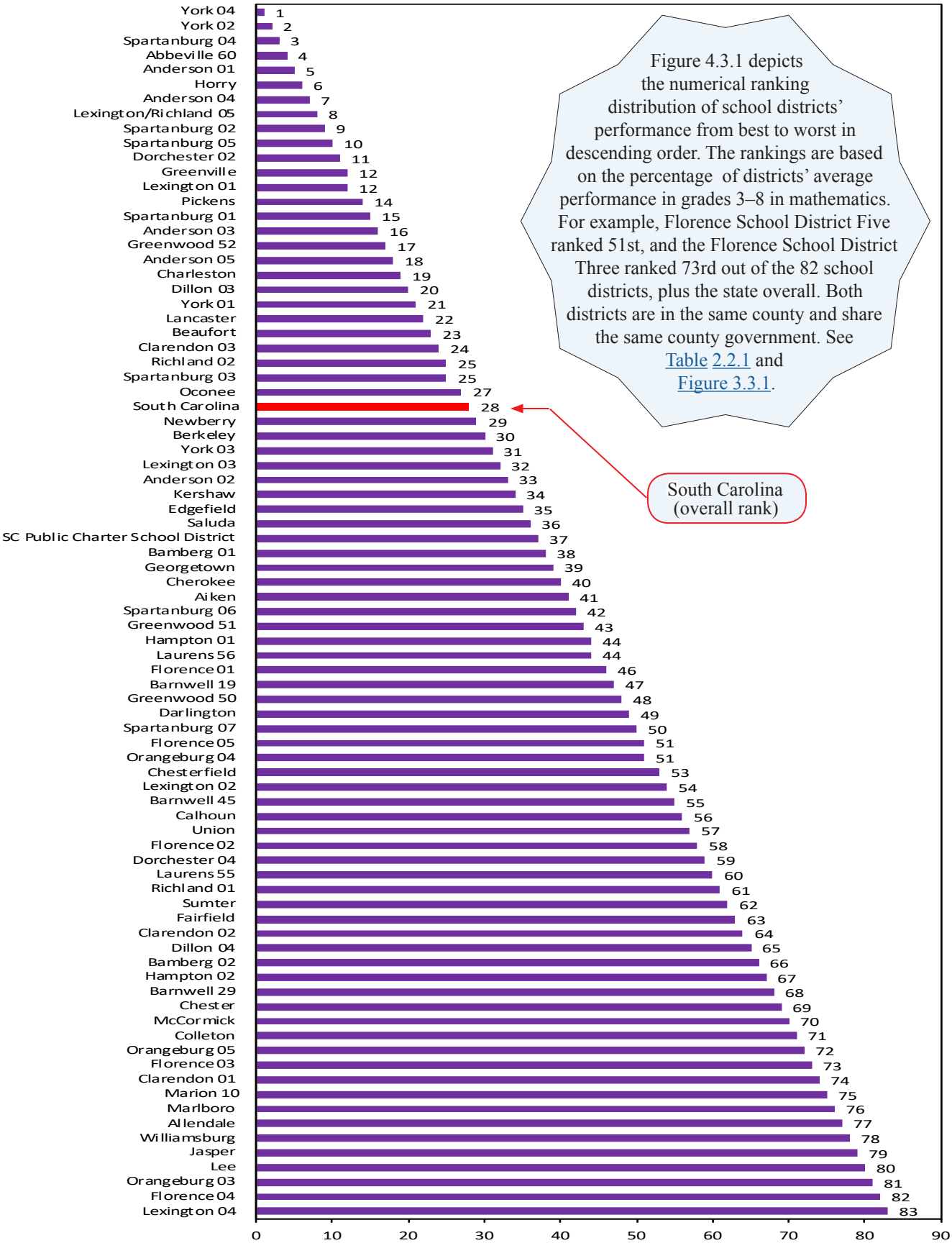

Figure 4.3.1 Descending rank indexes by school district based on performance—mathematics.

Source: South Carolina Department of Education

4.4 EOCEP: Rank Descends for Performance by School District—Algebra 1 and English 1

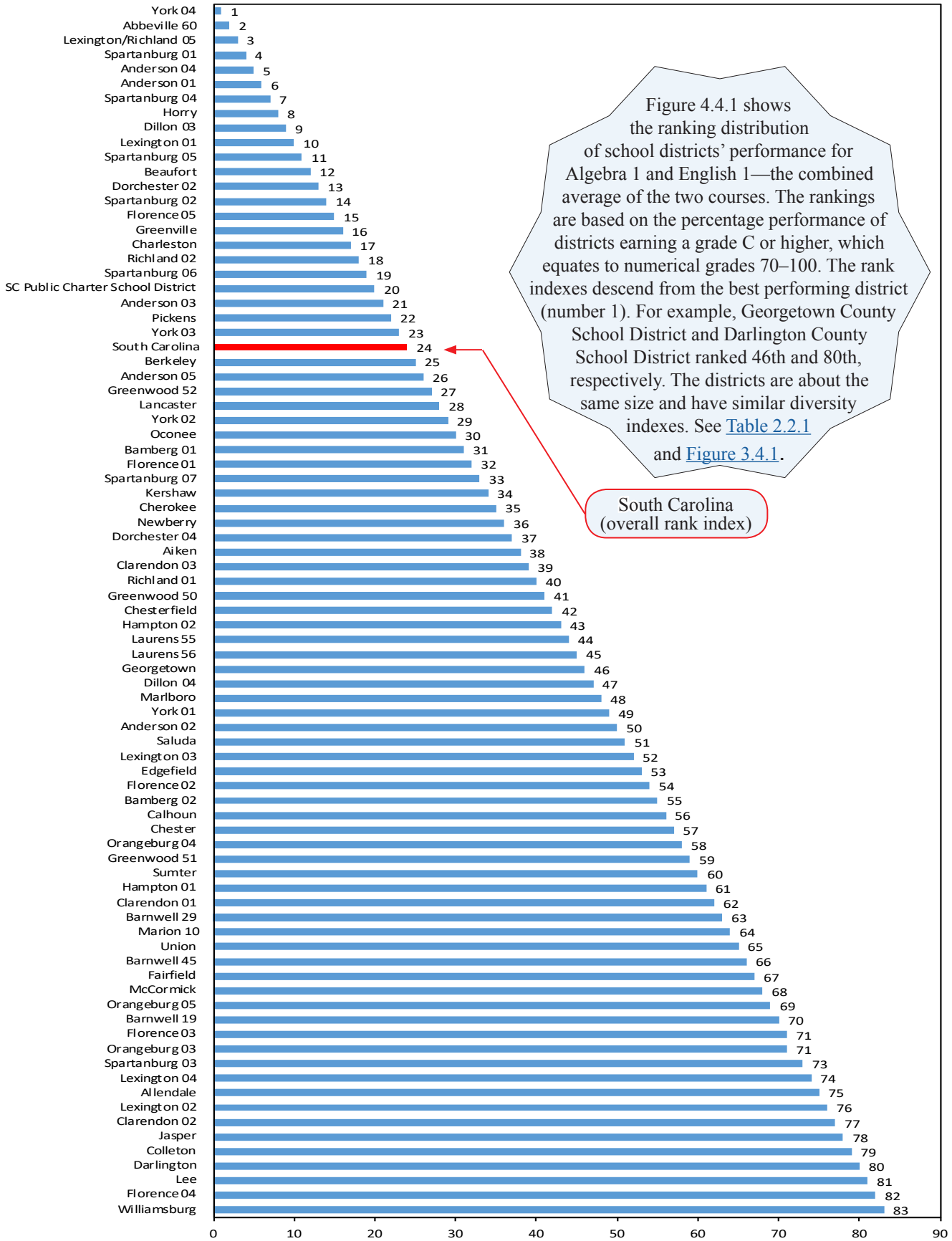

Figure 4.4.1 Descending rank indexes by school district based on performance—Algebra 1 and English 1.
Source: South Carolina Department of Education

4.5 EOCEP: Rank Descends for Performance by School District—Algebra 1

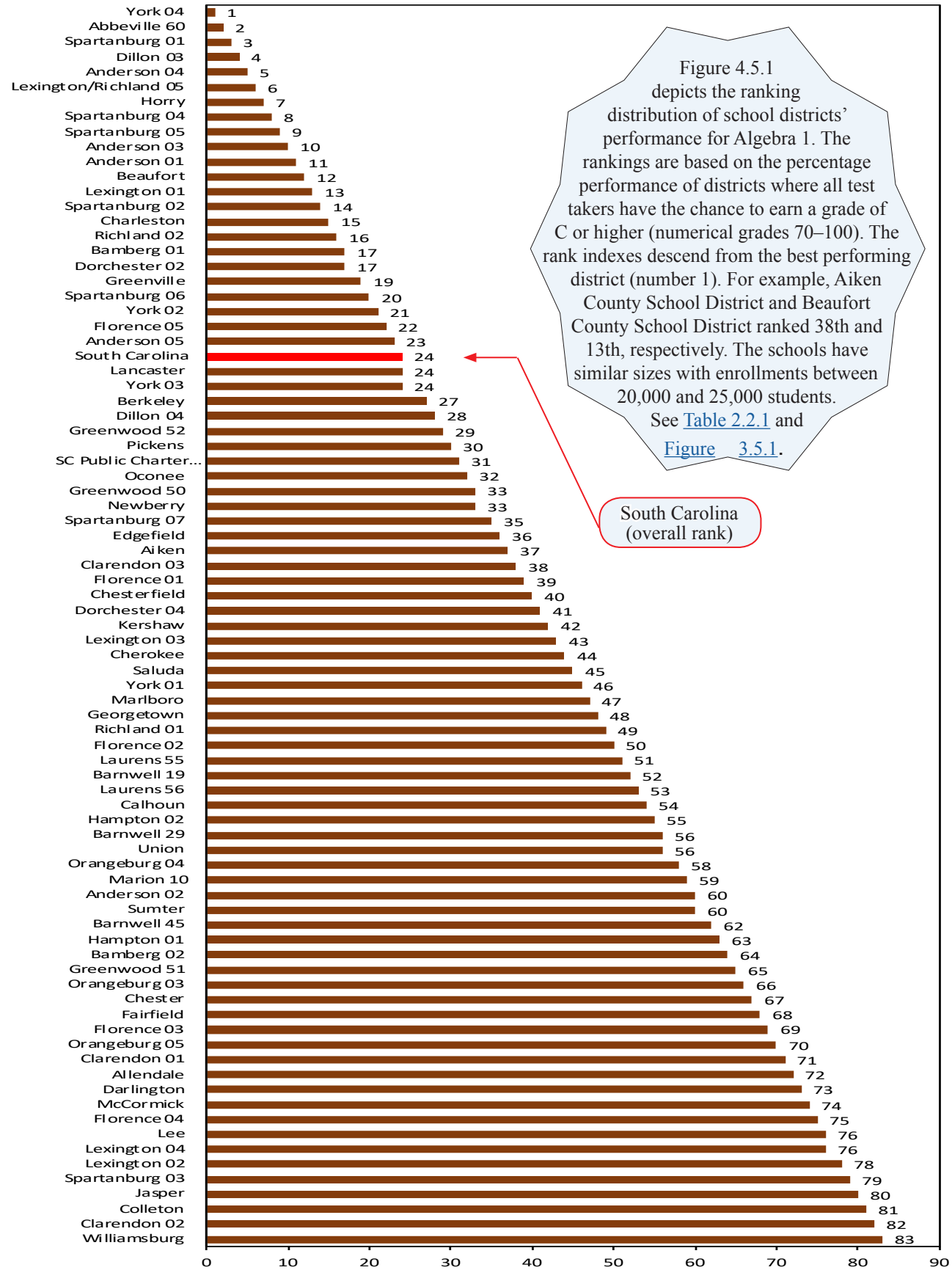

Figure 4.5.1 Descending rank indexes for performance by school district—Algebra 1.
Source: South Carolina Department of Education

4.6 EOCEP: Rank Descends for Performance by School District—English 1

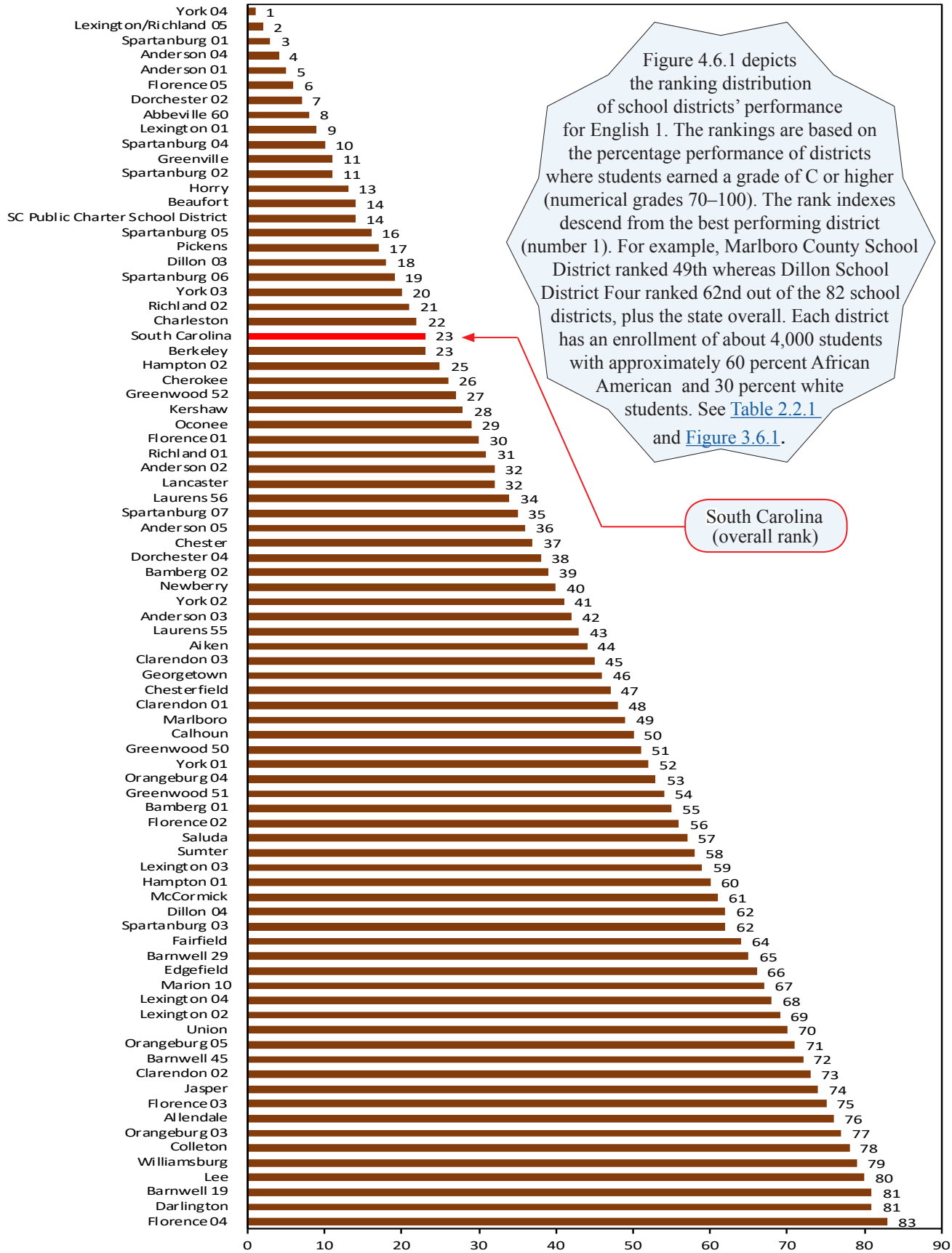

Figure 4.6.1 Descending rank indexes for performance by school district—English 1.
Source: South Carolina Department of Education

4.7 ACT: Rank Descends for Performance by School District—ACT Composite Score

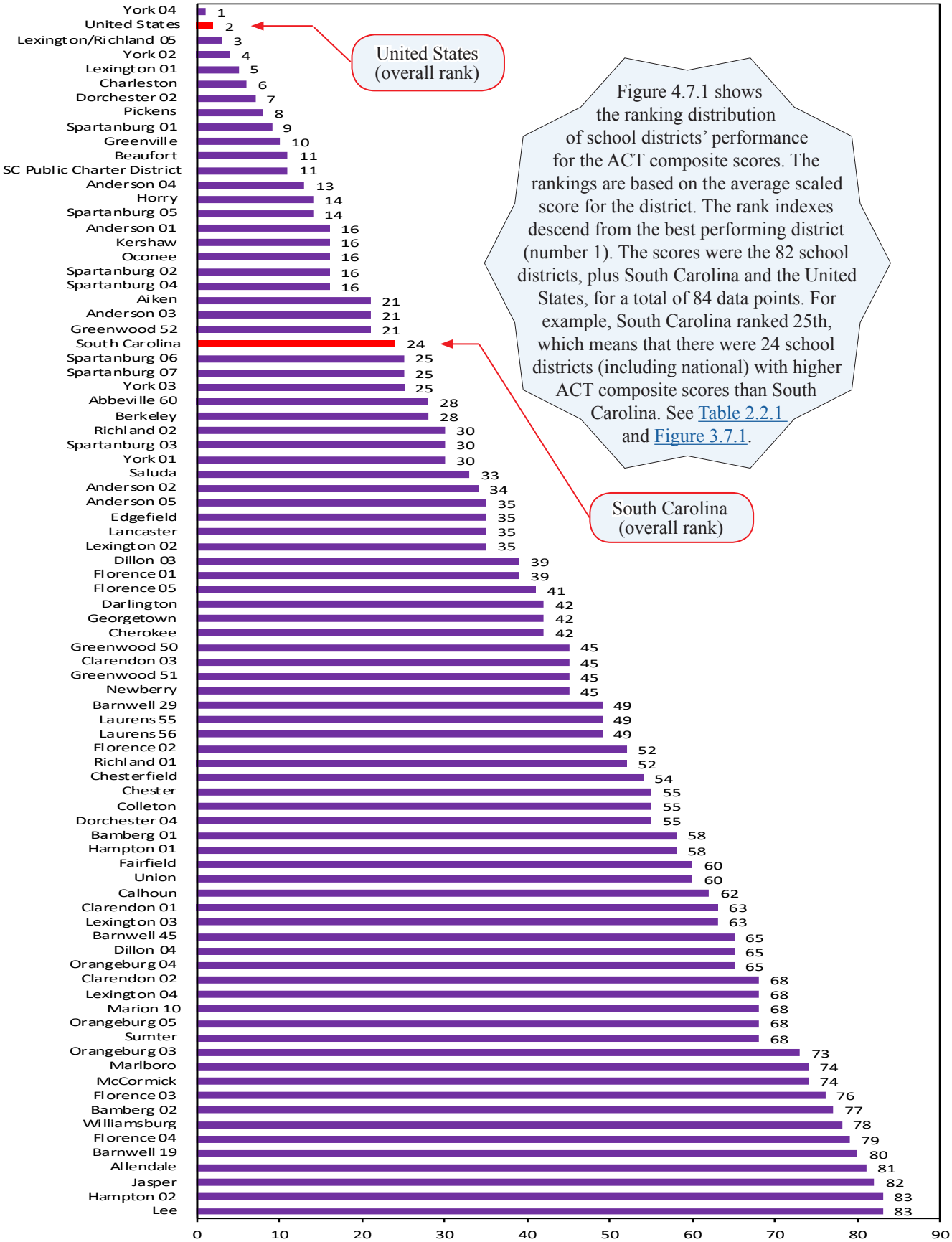

Figure 4.7.1 Descending rank indexes for performance by school district—ACT.
Source: South Carolina Department of Education

4.8 SAT: Rank Descends for Performance by School District—SAT Composite Score

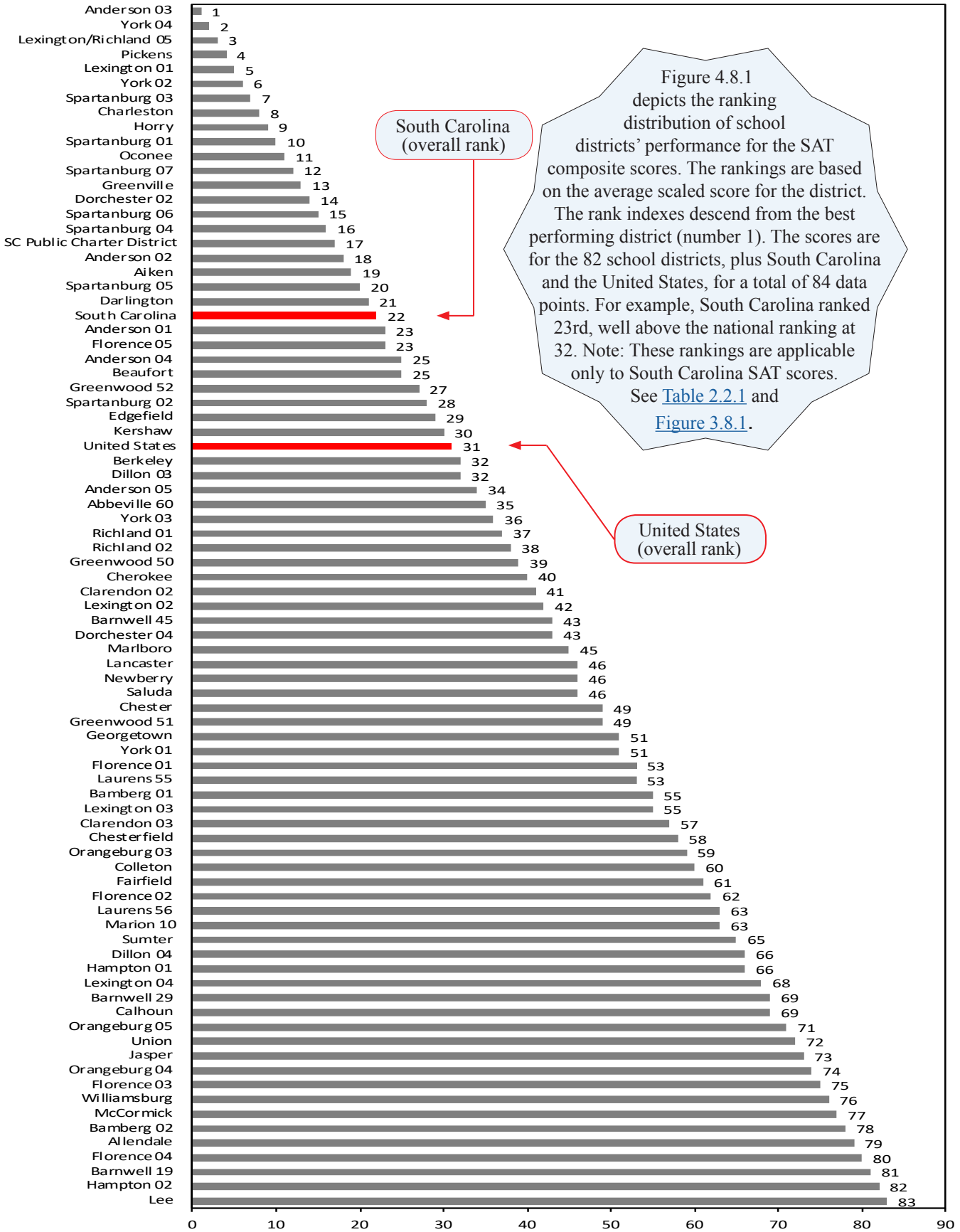

Figure 4.8.1 Descending rank indexes for performance by school district—SAT.
Source: South Carolina Department of Education

Section V

Graphical Analysis: Rank Index of School Districts in Descending Oder Relative to Enrollment

It must be demonstrated . . .

5.1 Enrollment Distribution in Descending Order by School District*

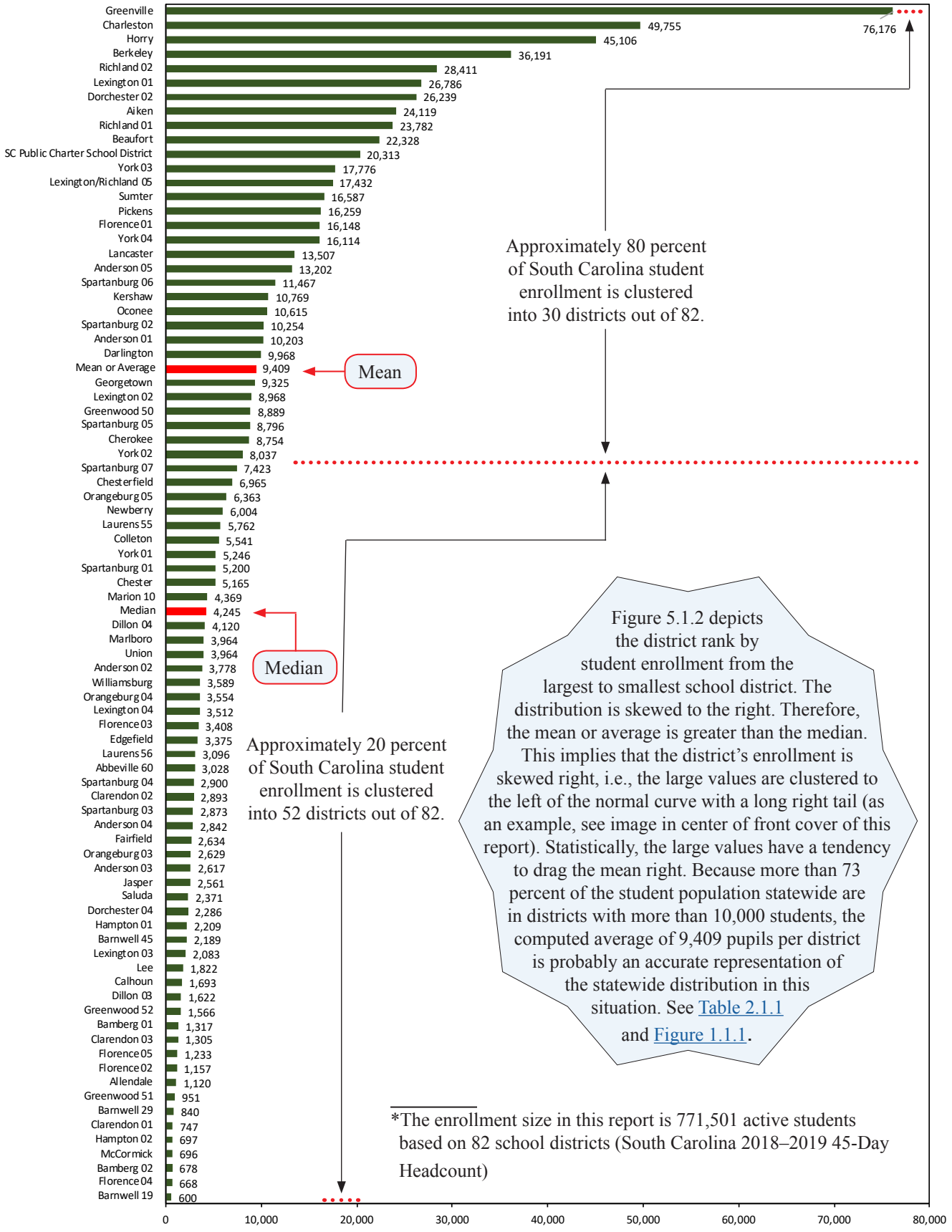

Figure 5.1.1 Enrollment in descending order by school district size.
Source: South Carolina Department of Education

5.2 Enrollment Rank Descends by School District

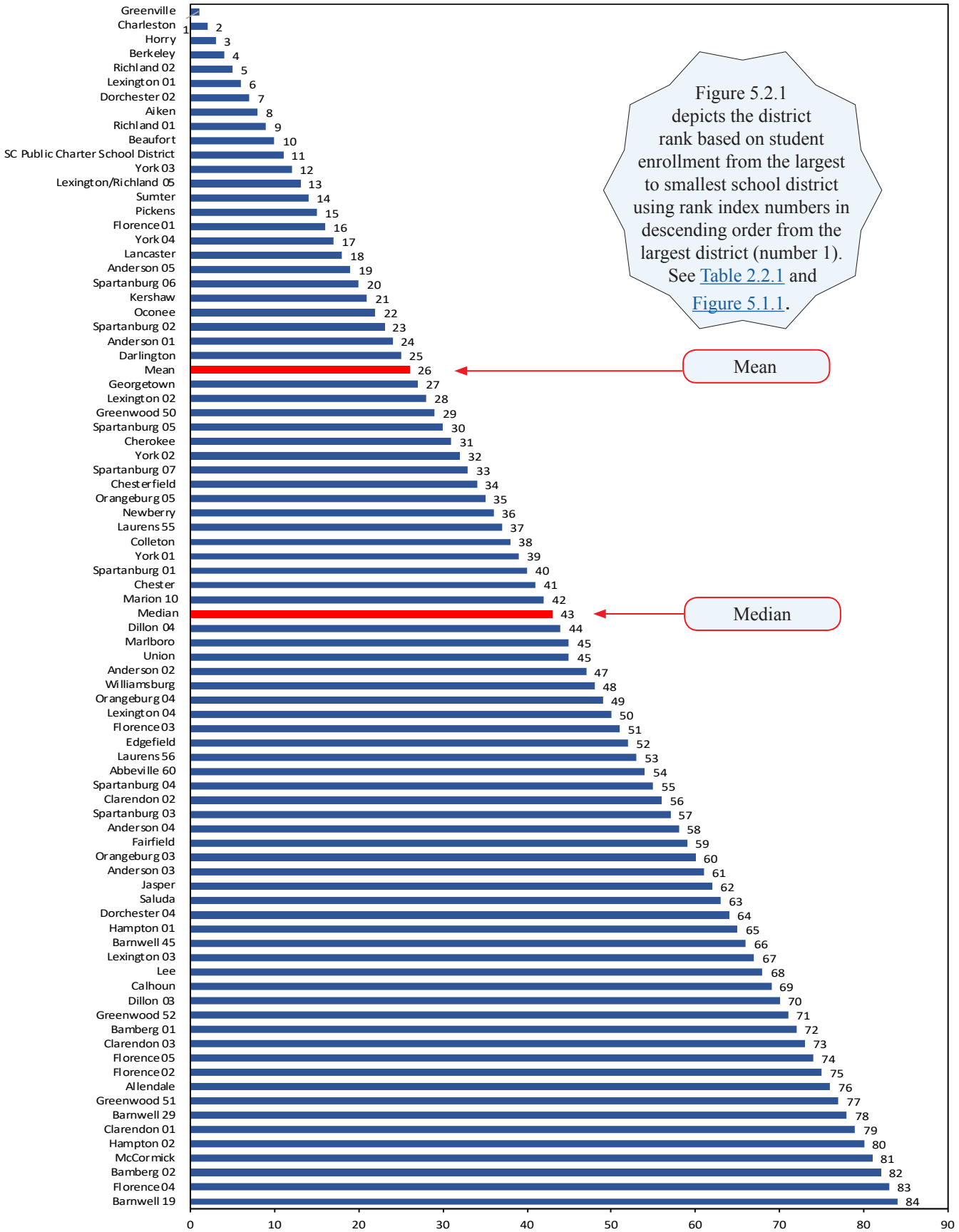

Figure 5.2.1 Descending rank indexes by school districts based on enrollment.

Source: South Carolina Department of Education

Section VI

Performance and Enrollment Statistics Relative to Race/Ethnicity on Academic Outcomes

It must be demonstrated . . .

6.1 The Impact of Larger and Smaller School Districts on Overall Student Performance Statistics

This section depicts graphical analyses of the effect of larger school districts on academic outcomes. The computation of each district's percentage performance is based on the number of test takers from the district. Therefore, all percentage computations are local to the district where the student was enrolled at the time of testing. The causation for the disparity in performance in favor of larger school districts is beyond the scope of this paper. The graphs (Figures 6.2.1, 6.2.2, and 6.2.3) illustrate a correlation between school district size and performance.

This section also shows graphical analyses of the effect of school districts having more than 25 percent of African American students. The graphs (Figures 6.3.1, 6.3.2, and 6.3.3) illustrate a strong correlation between percentage of African American students in a school district and academic outcomes in English language arts, mathematics, Algebra 1, English 1, and the ACT and SAT tests. There were 59 school districts with more than 25 percent African American students (total all students 487,681), and there were 23 school districts with fewer than 25 percent African American students (total students 283,820).

The graph below in Figure 6.1.1 shows the percentages of students per clusters of school districts relative to enrollment range and race/ethnicity in each school district. The graph in Figure 6.4.1 shows the largest three racial/ethnic groups by district and percentage for the more than 700,000 students enrolled in South Carolina public schools.

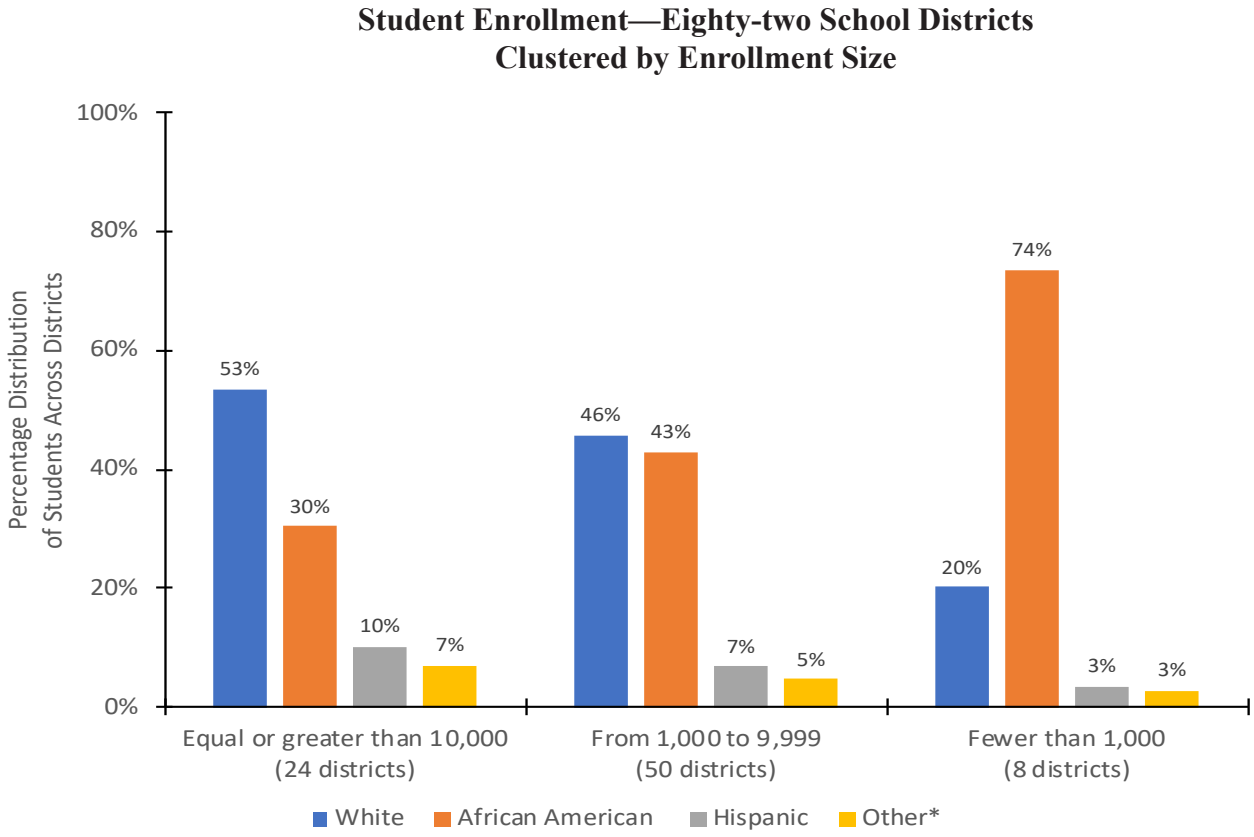

Figure 6.1.1 Percentage of students-clustered of districts by enrollment range of each school district.

Source: South Carolina Department of Education

*Other: American Indian, Asian, Hawaiian or Other Pacific Islander, Two or More Races, and missing.

6.2 Graphical Analysis: Enrollment Size of District Relative to Performance

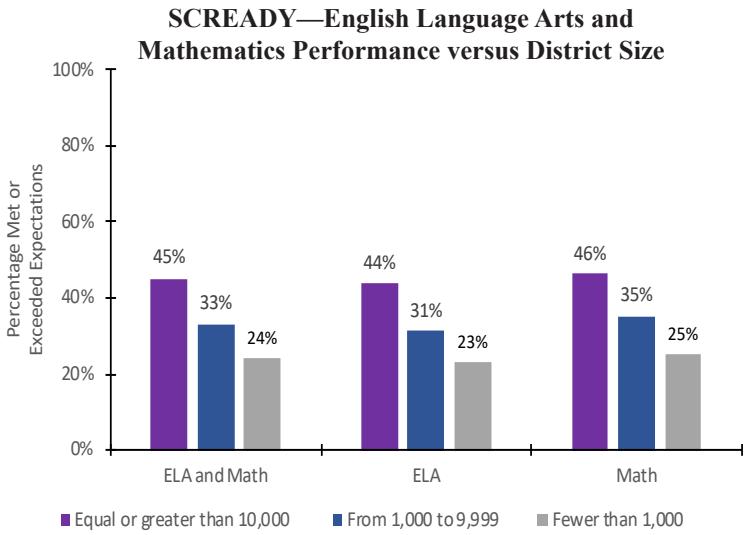

Figure 6.2.1 ELA and math performance versus size.

Figure 6.2.1 depicts the percentage distribution of students' performance in English language arts and mathematics relative to the size of school district. Students attending large school districts outperformed those attending small districts by 30 percent. The difference increased to 60 percent between students in districts of 10,000 or more and those in districts with fewer than 1,000 students.

Figure 6.2.2 shows the percentage distribution of students' performance in Algebra 1 and English 1 relative to the size of school district. Students attending large districts outperformed those attending small districts by 32 percent. The difference increased to 51 percent between students in districts of 10,000 or more and those in districts with fewer than 1,000 students.

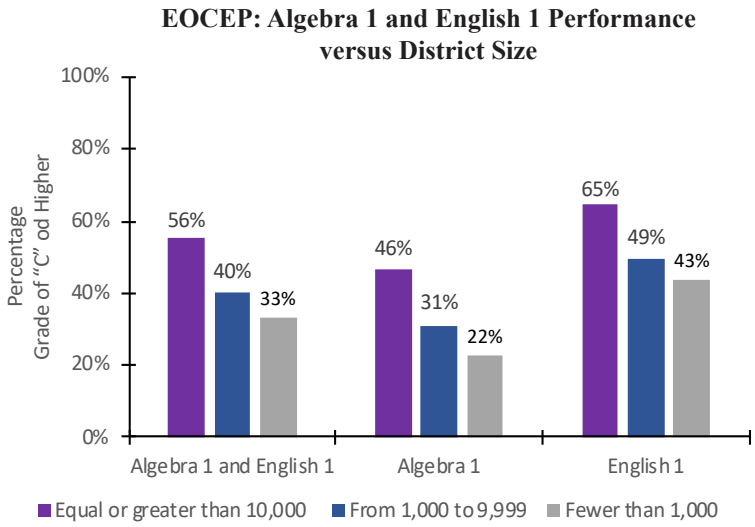

Figure 6.2.2 Algebra 1 and English 1 performance versus size.

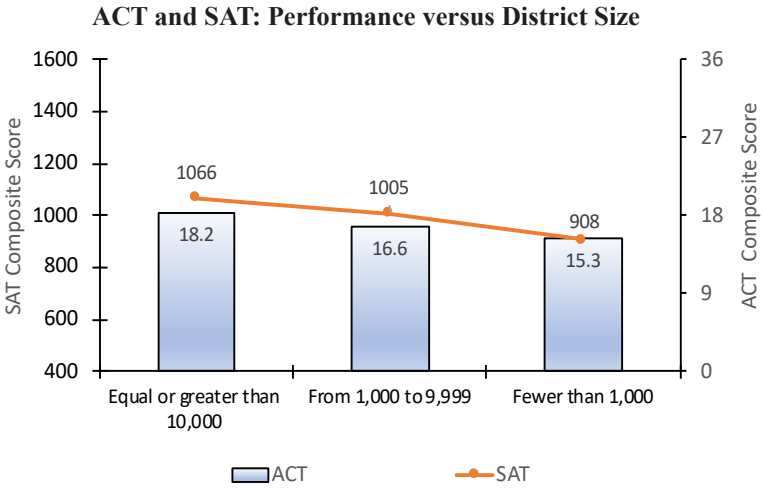

Figure 6.2.3 ACT and SAT composite performance versus size.

Figure 6.2.3 displays the percentage distribution of students' performance on the ACT and SAT tests relative to the size of school district. Students attending large districts and small districts of fewer than 1,000 students were at the 39th and 20th percentiles, respectively. For the SAT, students from large districts performed at the 58th percentile compared to students from small districts (fewer than 1,000 students) who performed at the 16th percentile.

Source: South Carolina Department of Education

6.3 Racial/Ethnic Composition of District Relative to Performance

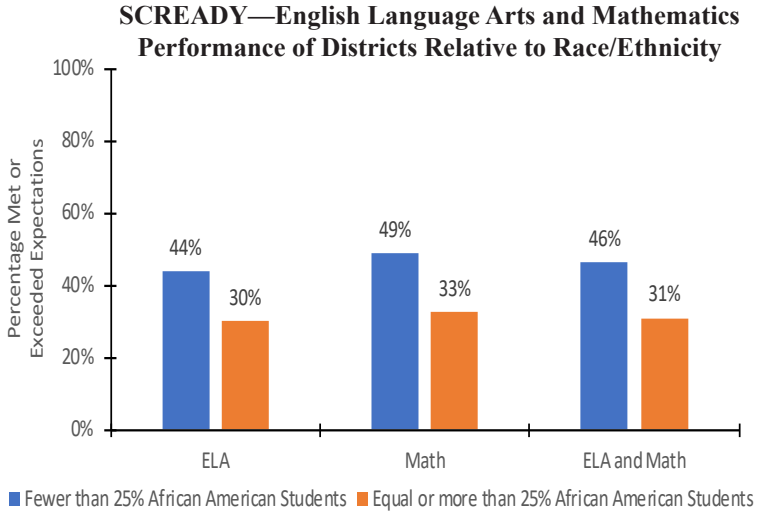

Figure 6.3.1 ELA and math performance versus size.

Figure 6.3.1 depicts student performance in public schools in English language arts and mathematics relative to school districts' racial/ethnic makeup. Students attending a school district with fewer than 25 percent African American students outperformed districts with African American student enrollment of 25 percent or more by 39 percent. See Table 2.3.1 and Figure 6.4.1.

Figure 6.3.2 depicts student performance in public schools in Algebra 1 and English 1 relative to the school district's racial/ethnic makeup. For example, districts with fewer than 25 percent African American students outperformed districts with 25 percent or more African American students by 28 percent in Algebra 1 and English 1 (combined) and 35 percent in Algebra 1 alone. See Table 2.3.1 and Figure 6.4.1.

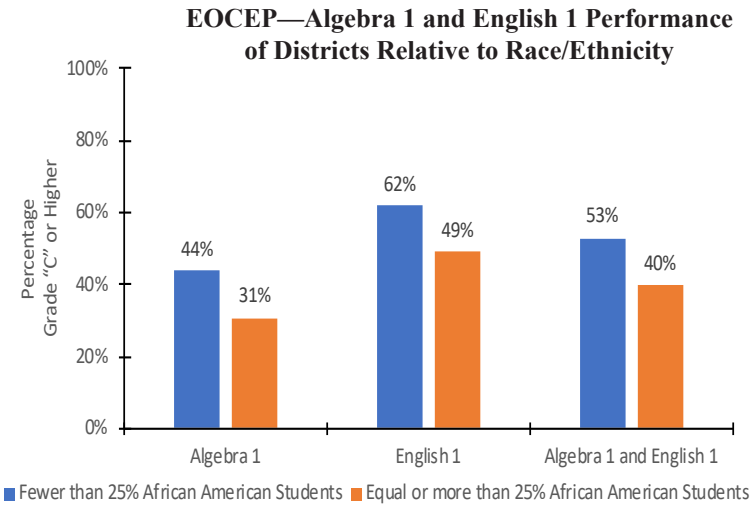

Figure 6.3.2 Algebra 1 and English 1 performance versus size.

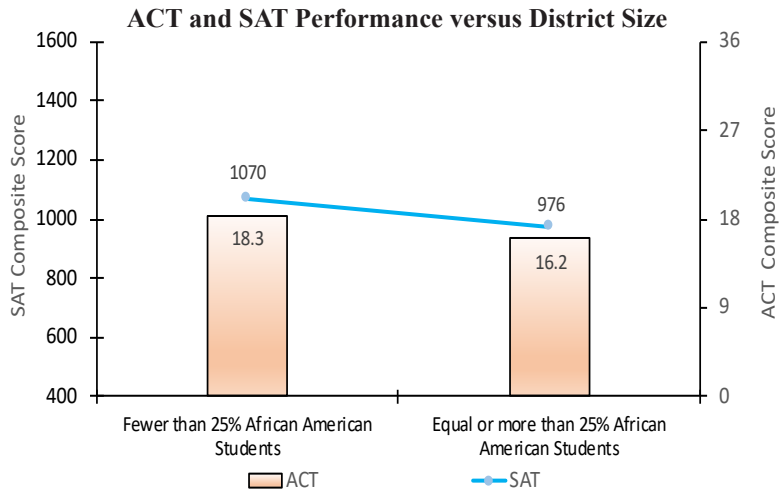

Figure 6.3.3 ACT and SAT composite performance versus size.

Figure 6.3.3 depicts performance in public school districts on the ACT and SAT tests relative to the district's racial/ethnic makeup. For example, districts with fewer than 25 percent African American students outperformed districts with 25 percent or more African American students on the ACT by 12 percent and the SAT by 9 percent. The difference in the ACT is significant because the difference is two full points, which is a drop in percentile ranking from the 39th to the 26th percentile (near the 25th percentile).

Source: South Carolina Department of Education

6.4 Percentage Student Enrollment Distribution by District and Race/Ethnicity

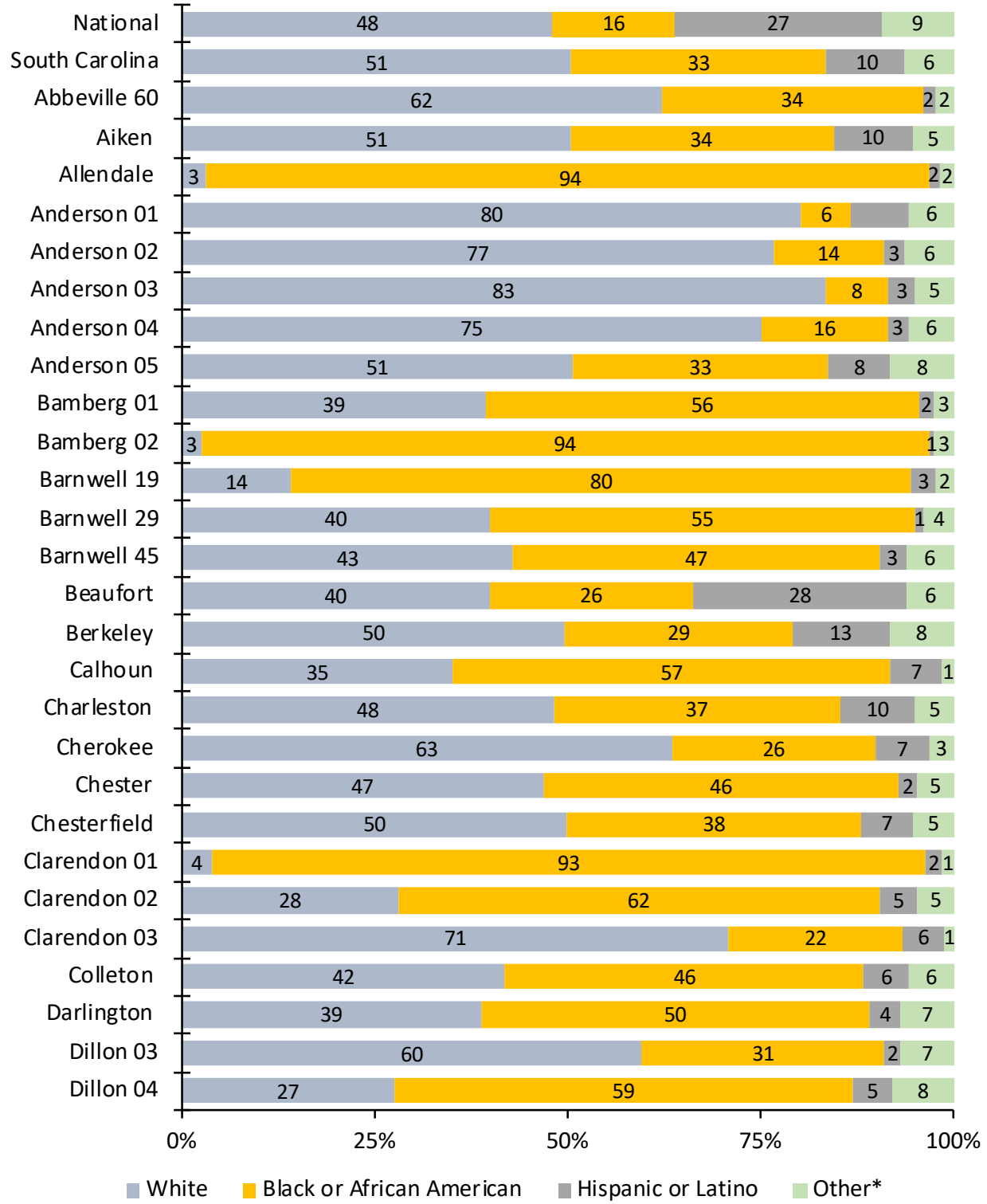

Figure 6.4.1 Enrollment: Percentage student enrollment distribution by district and race/ethnicity.

Source: South Carolina Department of Education

*Other: American Indian, Asian, Hawaiian or Other Pacific Islander, Two or More Races, and missing.

6.4 Percentage Student Enrollment Distribution by District and Race/Ethnicity, cont.

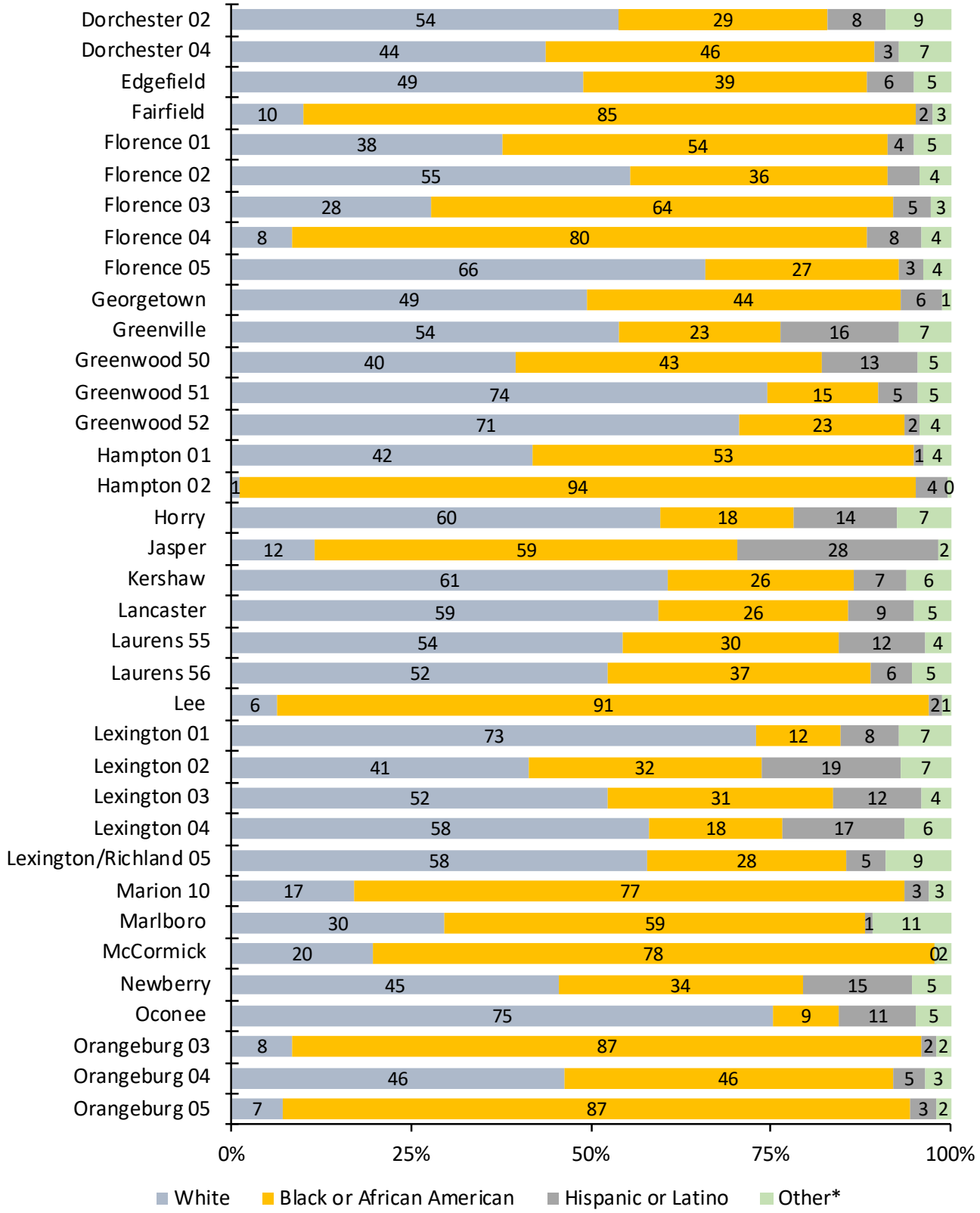

Figure 6.4.1 cont.

Source: South Carolina Department of Education

*Other: American Indian, Asian, Hawaiian or Other Pacific Islander, Two or More Races, and missing.

6.4 Percentage Student Enrollment Distribution by District and Race/Ethnicity, cont.

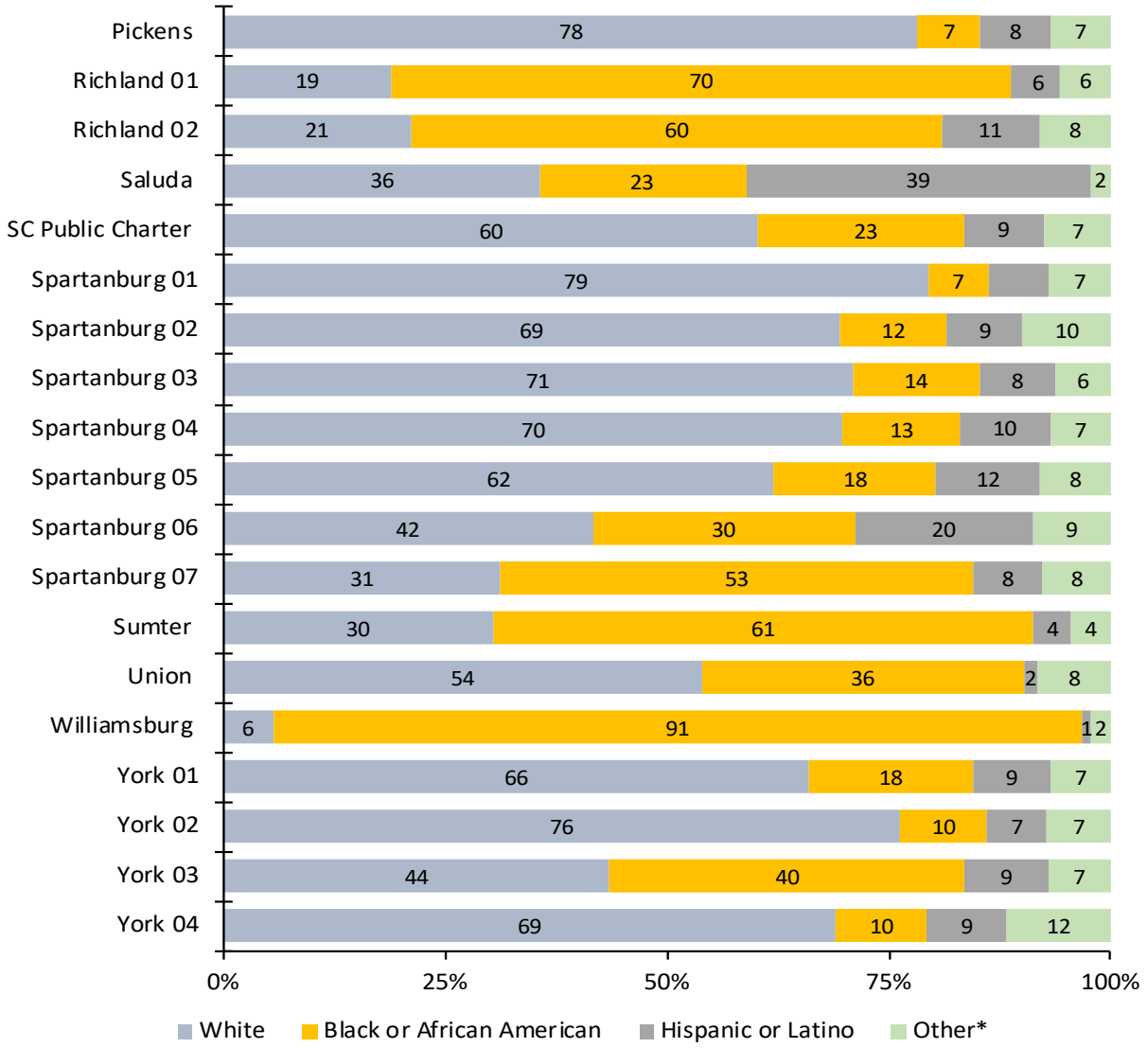

Figure 6.4.1 cont.

Source: South Carolina Department of Education

*Other: American Indian, Asian, Hawaiian or Other Pacific Islander, Two or More Races, and missing.

Section VII

Report Summary

It must be demonstrated . . .

Summary

This report analyzed and compared the student benchmark assessments for each public school district in South Carolina. To that end, this report included student performance scores for every school district in South Carolina. Aside from overall performance, this report included academic outcomes for selected fundamental subject areas and comparative analysis across eighty-two public school districts.

Although the report showed that these test results are a comparative analysis of the 2018 test performance and some districts may have seen an increase or decrease in performance from year to year, the overall differences in most situations were within the margin of error. Therefore, the performance and pattern shown among school districts were statistically consistent year after year.

For example, York School District Four outperformed South Carolina in English language arts and mathematics by 47 percent and the lowest-performing school district in these subjects by 140 percent. The following are some examples of large variations within the same county in English language arts and mathematics: (1) York School District Four outperformed York School District Three by 53 percent, and (2) Florence School District Five outperformed Florence School District Four by 91 percent. Economics is most likely a factor; however, the differences might suggest other significant underlying causes, such as a lack of parental involvement, behavioral or apathy for these disparities.

There is a lot of discussion for and against too much technology in the classrooms; however, school boards and administrators should be mindful of the fact that technology is only a productivity tool used to help educate children, and it is not a substitute for human cognition and maturity. All of the efforts to put more technology in front of children to improve their learning does not conform with the results in this paper. It seems that improvement in productivity is being conflated with improvement in learning.

The two most notable statistics from this report involve school districts whose enrollment consists of more than 25 percent of African American students and small school districts that are underperforming compared to other school districts. To that end, closing the academic achievement gap of African American students is paramount to moving South Carolina from the bottom tier of states with the nation's lowest academic outcomes in public school. The second item is to determine why small school districts are underperforming compared to large school districts. Addressing these issues with an open and honest discussion should be of the highest priority.

In closing, let me ask this question: Will South Carolina forever remain in the bottom among a group of a six states relative to public education outcomes? The most challenging question is "What should be done to improve the situation?" Obviously, past efforts have failed catastrophically. Although race and economics are often discussed and mentioned in this letter, the question remains: Are they the only cause of the dangerously low performance of students, especially African American students? Clearly, there is a need to focus more on other causes for low performance such as parental apathy, student study habits, student behavior, and the community. A lot of money and effort have been placed on what parents, some educators, and political leaders perceive to be the overwhelming causes of low performance, whereas not enough attention has been given to other causes. This change of focus can and will help improve the situation significantly. Because of the complexity associated with race and economics, it is difficult to dissect and separate the two. They are interwoven with many factors and underlying behaviors. ■

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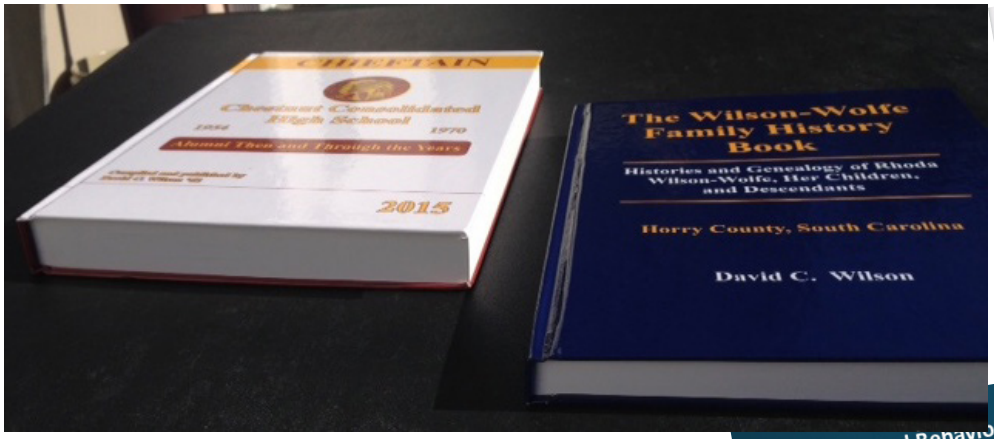

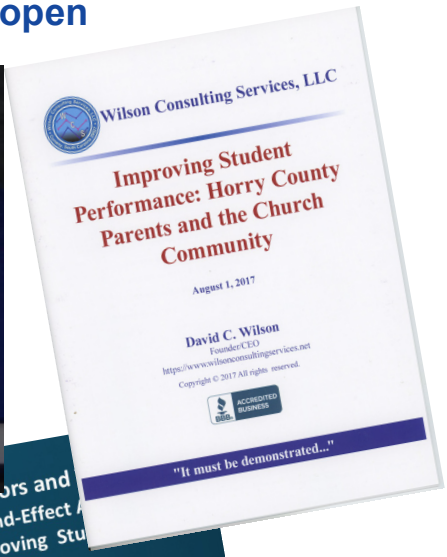

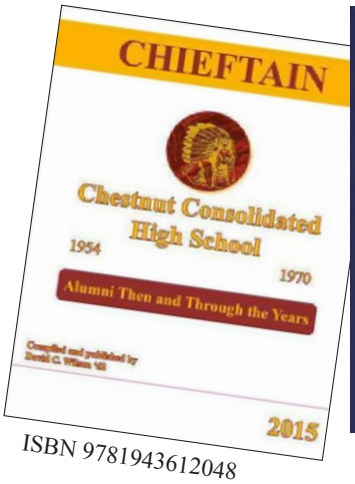

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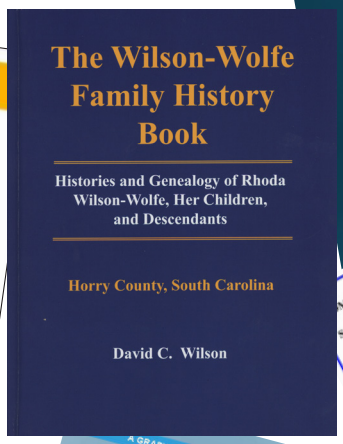
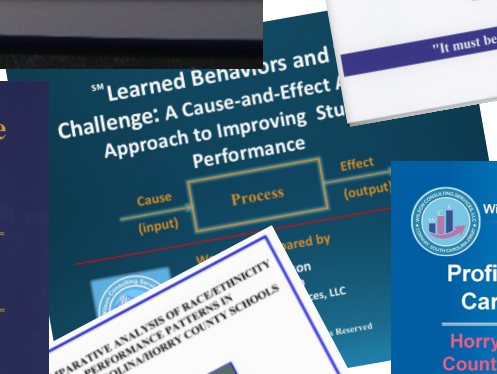
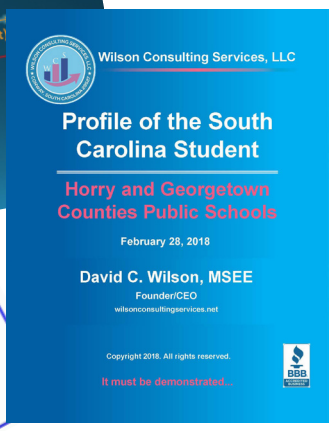
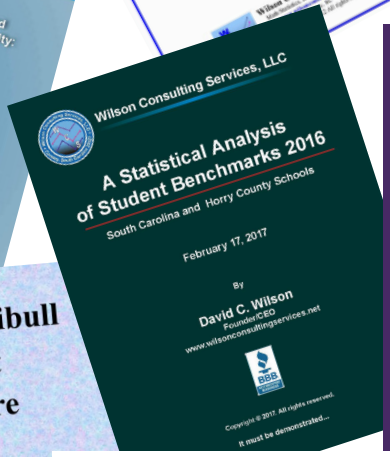
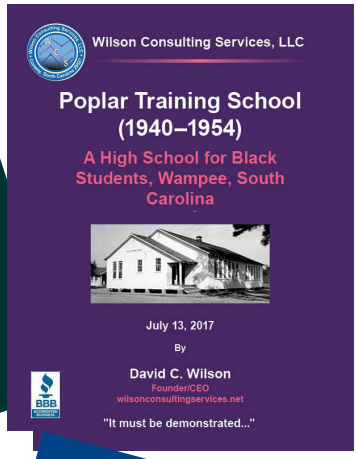
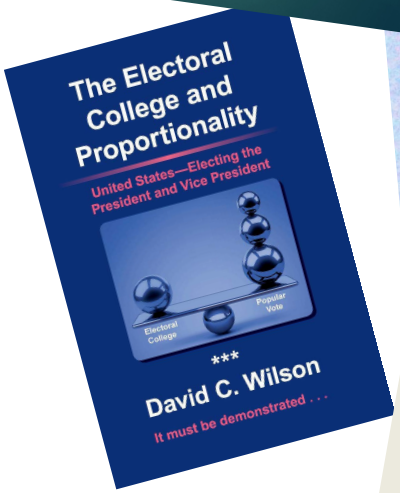


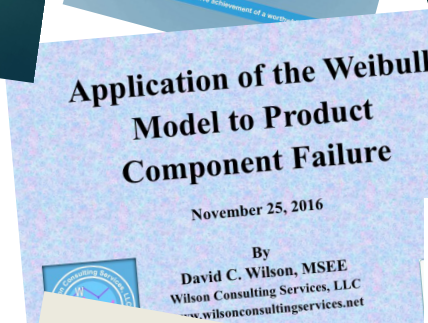


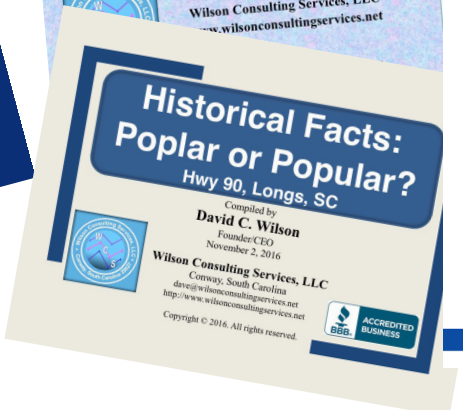


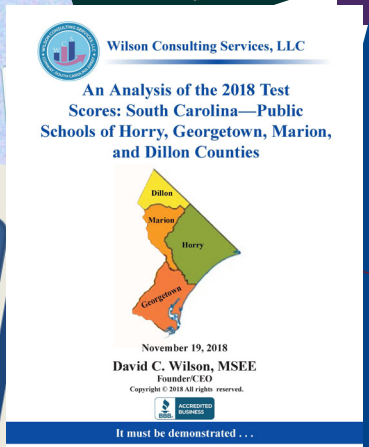










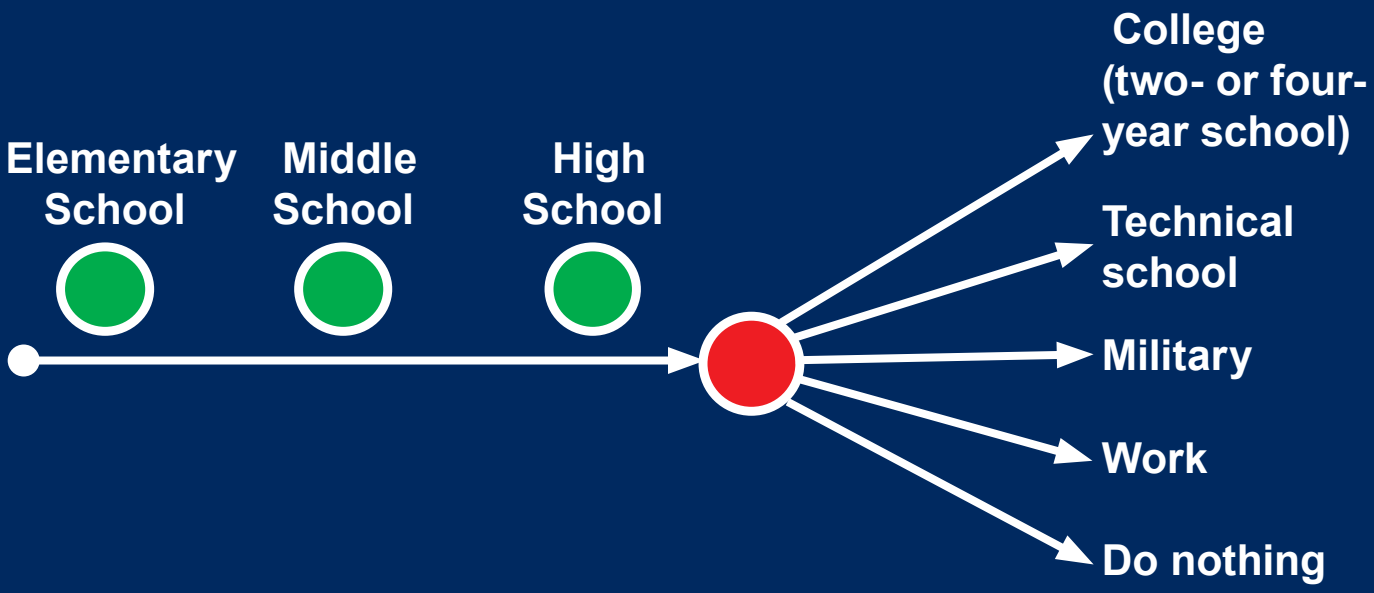


Setting High Expectations and Striving for Excellence

What does it mean?

Setting high expectations and striving for excellence will be a natural outcome of your new self. From now on, what will distinguish you from others will be the drive, determination, and excellence that you will start to bring into your life. Set the bar a little higher and push yourself a little further. Work within yourself, your school, your college, your community, and beyond. The principle is the same for making an excellent pair of scissors as it is for making an iPad: Never let second best be good enough. Believe in yourself and what you want to achieve. Make sure the person who postpones starting his or her career until tomorrow is not you. You deserve more, so never settle for less.

Which choice will you make?



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