



Wilson Consulting Services, LLC

An Analysis of the 2018 Test Scores: South Carolina—Public Schools of Horry, Georgetown, Marion, and Dillon Counties



November 19, 2018

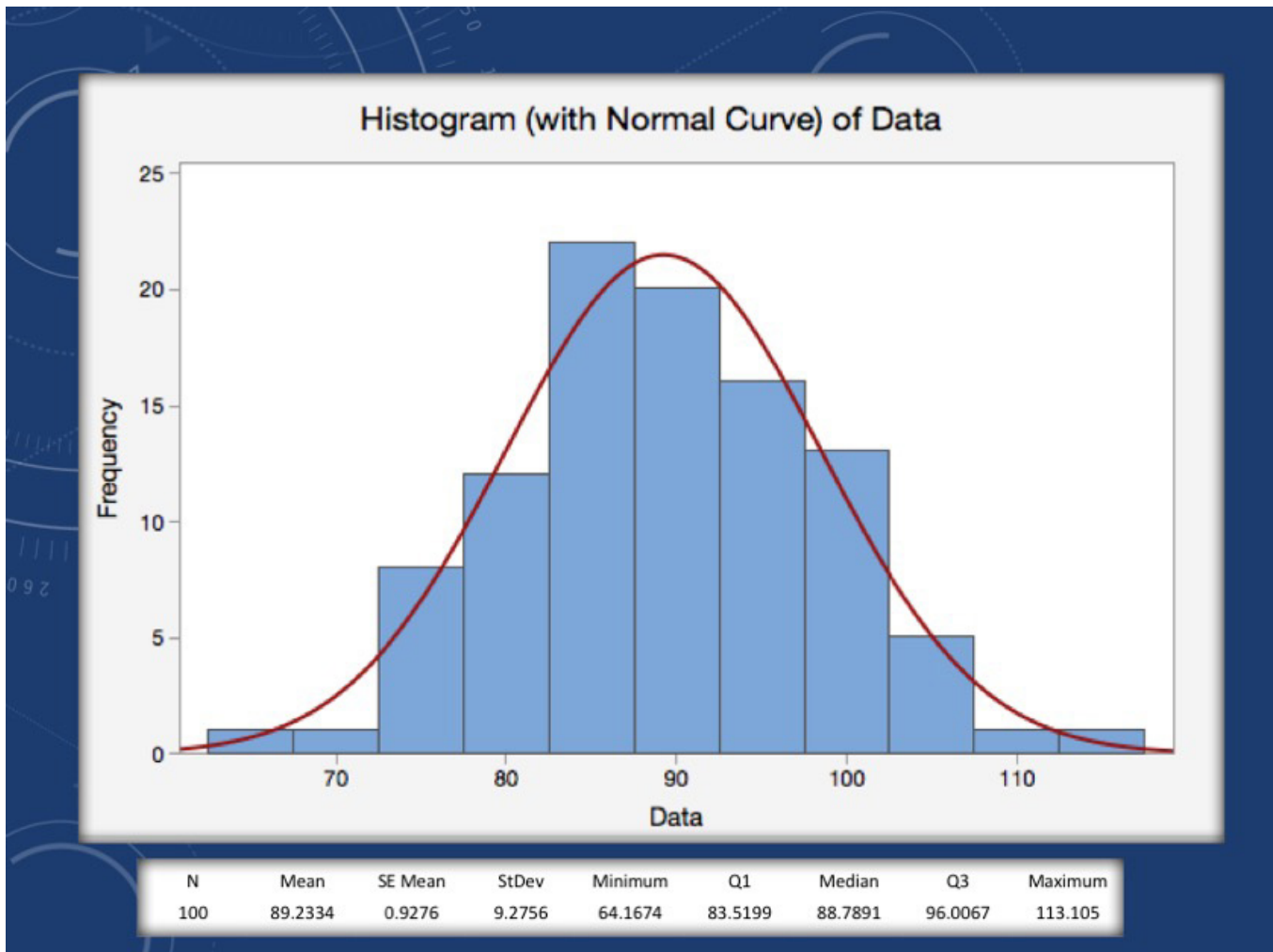
David C. Wilson, MSEE
Founder/CEO

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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)

**An Analysis of the 2018
Test Scores: South
Carolina—Public Schools
of Horry, Georgetown,
Marion, and Dillon
Counties**

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Wilson Consulting Services, LLC, Conway, SC 29527

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Location of report:

https://www.wilsonconsultingservices.net/wcs_2018testscores_sc_18.pdf

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The Author

As we listen to parents, teachers, administrators, politicians, and clergy emphasize the need for a four-year college degree, one may wonder, who will repair the automobiles, maintain aircraft engines, maintain anesthesia machines, work as medical technicians, and manage the sophisticated workstations in manufacturing plants today and tomorrow? The list of skills needed is extensive.

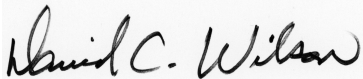
This report profiles the academic performance of students in the public schools of Horry, Georgetown, Marion, and Dillon counties. Many states have adopted the notion of college or career readiness and apply it interchangeably. Given the aforementioned skill set requires a good foundation acquired from PK–12, then the idea of college or career readiness is a valid one.

Although assessment testing is only a partial measurement of a student’s potential, it can serve as a guide in helping students, parents, and teachers identify strengths and weaknesses, which can lead to corrective action and improvement. To that end, it should not be used to lay blame on the school districts but as an opportunity to improve student performance so they are ready to enter a four- or two-year college or the workforce. For example, in 2016, about 37 percent of jobs required postsecondary education (US Bureau of Labor Statistics, 2016). Often, the notion of a better-educated workforce is conflated with a four-year college degree.

Generally, there is a work spectrum that requires different skill sets. For example, a scientist generally requires a doctoral degree and is concerned with expanding knowledge of how and why things occur. An engineer generally requires a bachelor’s or master’s degree and is concerned with making things happen. This is accomplished by using tools, machines, materials, and applied techniques. The technician, or skilled craftsperson, generally requires an associate’s degree or completion of an apprenticeship program. The technician or craftsperson uses the tools and machinery provided by the engineer to build and test a product. Hence, the workers’ success in this example were an outgrowth of a good educational foundation (PK–12) made possible through assessment testing.

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

Regards,



David C. Wilson, MSEE
Founder / CEO



David C. Wilson

David C. Wilson is an electrical engineer by training as well as an adjunct 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, SC) 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 examines the 2018 student test scores relative to the accountability measurements for the state of South Carolina (SC), Horry County Schools (HCS), Georgetown County School District (GCSD), Marion County School District (MCSD), and Dillon County School Districts Three and Four (DSD–3 and DSD–4). Additionally, this report profiles the general population relative to its demographic proportionality for public school students.

The analysis found there is a higher percentage (+28%) of African Americans in public school relative to their percentage in the general population of Horry, Georgetown, Marion, and Dillon counties. White students are significantly underrepresented (–37%) in public schools

relative to their proportion in the general population of the counties.

The assessment tests included in this report are the South Carolina College- and Career-Ready Assessments (SCREADY), the South Carolina Palmetto Assessment of State Standards (SCPASS), the End-of-Course Examination Program (EOCEP), and the ACT test.

The outcomes of the test scores shown in this report highlight the need to further examine ways, including a paradigm shift, to improve the percentage of students meeting or exceeding academic expectations in South Carolina, especially African-American students. Money alone will not fix the problem.

Key Findings for 2018

SCREADY

- Neither of the five school districts examined, nor SC, scored 50% or greater (half of the students) in meeting or exceeding expectations in English language arts.
- Only one of the five school districts, including SC, scored 50% or greater (half of the students) in meeting or exceeding expectations in mathematics.
- HCS outperformed SC in English language arts and mathematics by 15% and 24%, respectively.
- HCS outperformed GCSD, MCSD, DSD–3, and DSD–4 (combined) in English language arts and mathematics by 42% and 51%, respectively.
- HCS African-American students outperformed GCSD, MCSD, DSD–3, and DSD–4 African-American students (combined) in English language arts and mathematics by 25% and 44%, respectively.
- HCS Hispanic students outperformed HCS African-American students in English language arts and mathematics by 43% and 38%, respectively.

SCPASS

- DSD–3 and DSD–4 outperformed MCSD in science by 78% and 37%, respectively.
- SC and HCS Hispanic students outperformed SC and HCS African-American students in science by 63% and 63%, respectively.
- Changes in science for all students—from 2017 to 2018: SC (+2.1%), HCS (+2.6%), GCSD (+8.4%), MCSD (–18.8%), DSD–3 (+3.3%), and DSD–4 (+10.8%).

EOCEP

- HCS outperformed GCSD, MCSD, DSD–3, and DSD–4 (combined) in Algebra 1 and English 1 by 36% and 37%, respectively.
- DSD–3 outperformed HCS in Algebra 1 by 3%.
- DSD–3 outperformed DSD–4 in English 1 and Algebra 1 by 44% and 31%, respectively.
- SC and HCS Hispanic students outperformed SC and HCS African-American students in Algebra 1 and English 1 (combined) by 33% and 29%, respectively.
- Changes in Biology 1 for all students—from 2017 to 2018: SC (–17.2%), HCS (–18.1%), GCSD (–19.9%), MCSD (–51.5%), DSD–3 (+10.2%), and DSD–4 (–29.3%).

Executive Summary, cont.

Key Findings for 2018

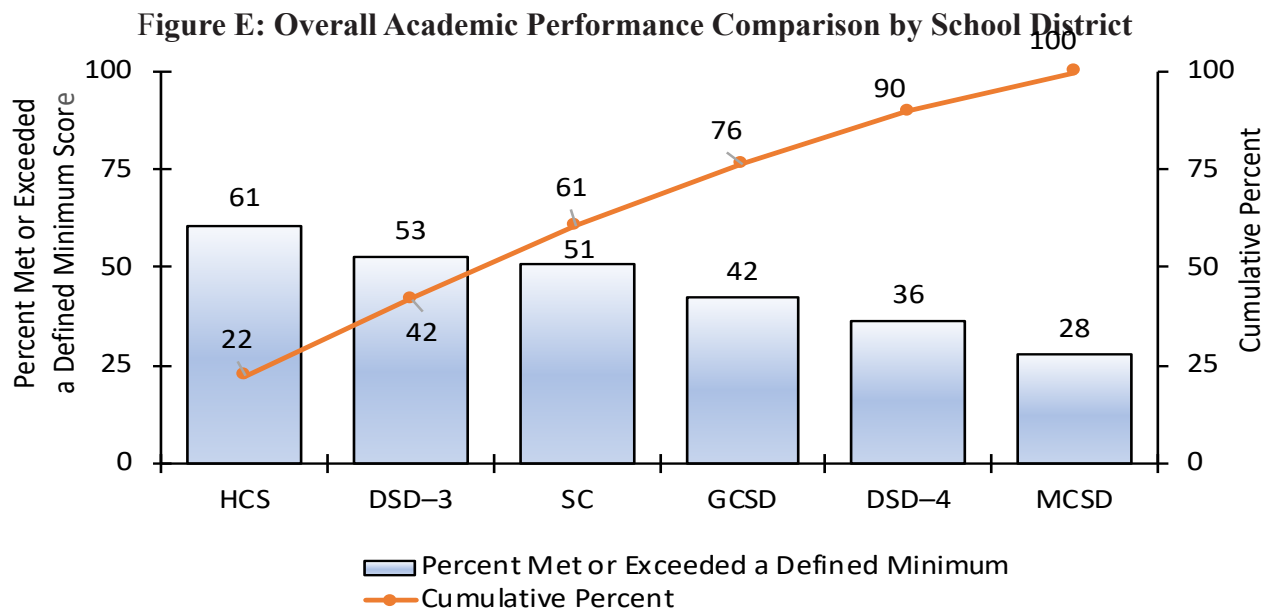
ACT*

- SC and HCS seniors ranked in the 39th percentile, nationally, on the ACT test.
- MCSD seniors ranked the lowest (20th percentile) of the five school districts—including SC.
- SC and HCS underperformed the US on the ACT test percentile ranking by 39% and 39%, respectively.
- SC and HCS outperformed GCSD, MCSD, DSD-3, and DSD-4 on the ACT test percentile rankings by 20%, 64%, 20%, and 40%, respectively.
- DSD-3 was the only school district of the five analyzed in this paper with improvement (+3.6%), including SC, on the composite score on the ACT test from 2017 to 2018.

Table E. Summary of changes from 2017 to 2018 by school district—up (+) or down (-)

Assessment Tests→	SCREADY Change from 2017 to 2018		EOCEP Change from 2017 to 2018		ACT Change from 2017 to 2018
	English Language Arts	Mathematics	English 1	Algebra 1	Composite Score
SC	+4.0%	+6.5%	+10.5%	+1.3%	-2.2%
HCS	+8.4%	+7.3%	+14.5%	+9.7%	-3.4%
GCSD	-4.6%	+1.4%	-13.2%	+2.2%	-1.2%
MCSD	+1.1%	-3.4%	-6.2%	-21.2%	-3.2%
DSD-3	+4.0%	-8.1%	+44.0%	+70.0%	+3.6%
DSD-4	-0.4%	+10.1%	+15.7%	+7.3%	-4.7%

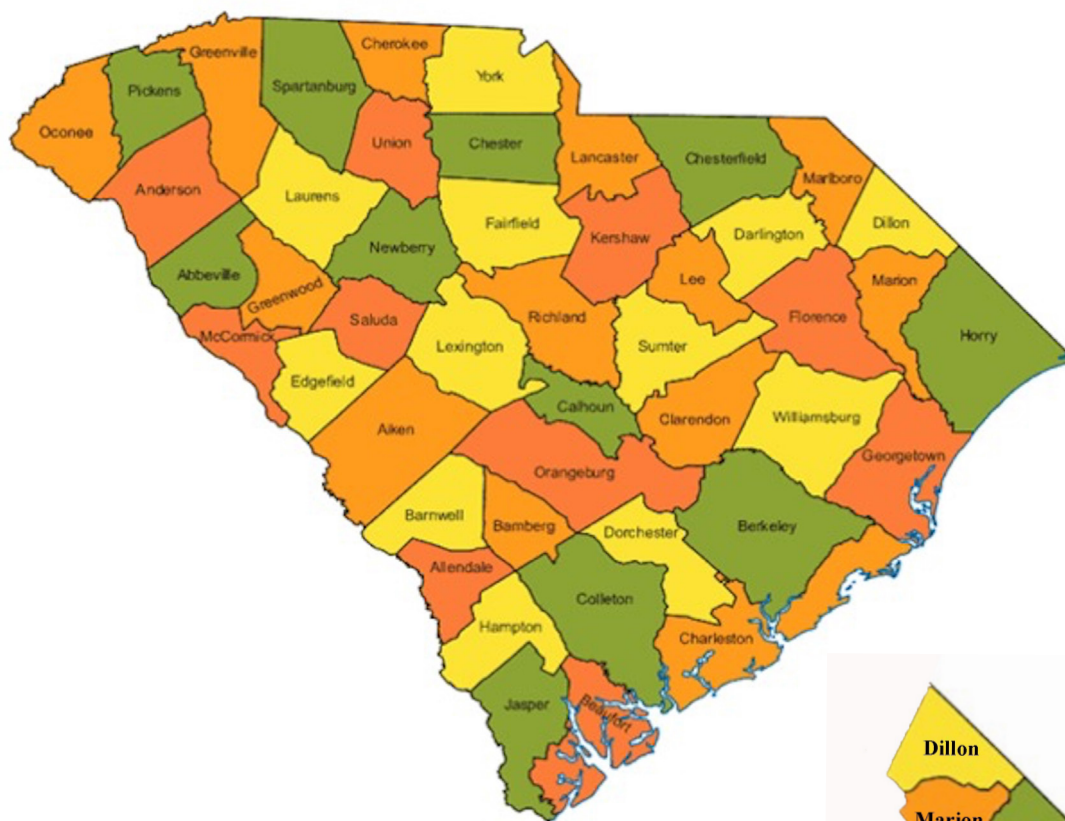
Overall Comparative Analysis—SCREADY, SCPASS, and EOCEP



*ACT test student performance by demographics was not available for this report at time of publication.

Section 1

Introduction



South Carolina—Map*



It must be demonstrated . . .

*Courtesy of geology.com

Introduction

The purpose of this report is to share an analysis of the state assessment for South Carolina (SC) students enrolled in public schools in Horry, Georgetown, Marion, and Dillon counties. The neighboring school districts included in this report are the Horry County Schools (HCS), Georgetown County School District (GCSD), Marion County School District (MCSD), Dillon School District Three (DSD–3), and Dillon School District Four (DSD–4). The assessments include elementary, middle, and high schools, where applicable.*

The analysis shown with graphs, tables, and narrative in this report is based on data from state assessments from the South Carolina Department of Education. The four tests used in this report are the South Carolina College- and Career-Ready Assessments (SCREADY), the South Carolina Palmetto Assessment of State Standards (SCPASS), End-of-Course Examination Program (EOCEP), and the ACT.**

The subjects in the four assessment tests are the following: (1) SCREADY Tests—English language arts and mathematics, (2) SCPASS Tests—science and social studies, (3) 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, and (4) ACT—English, mathematics, reading, and science.

The SCREADY is administered to students in grades three through eight. However, starting in 2018, the SCPASS test for science will be

administered to students in grades four, six, and eight; and social studies will be administered in grades five and seven, respectively.

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 breakdown the various other levels such as approaching expectations and economics; thus, the analyses reflects the percentage of students scoring the minimum and above or did not score the minimum. The percent calculation of performance for each group is based on the group’s population, which is the proportion within their own subpopulation. See Section 6, the number of test takers by demographics.

The report examines the benchmarks of these demographics: male, female, White, Black or African Americans,† Hispanic/Latino, Asian, two or more races, Native Hawaiian or Other Pacific Islanders, and American Indian or Alaskan Native. The total number of students tested in each subject name per assessment is about sixty thousand at the state level and ranges from about thirty-five hundred to less than two hundred at the district levels.

My efforts to disseminate these key facts on student performance are not intended to lay blame on SC, HCS, GCSD, MCSD, DSD–3, and DSD–4; this is a national phenomenon. Instead, it is to inform students, parents, community leaders, political leaders, and anyone interested in improving education in South Carolina and local school districts. Our children are the nation’s most precious natural resource.

*Exception to those students who qualify for the South Carolina Alternate Assessment (SC-Alt).

**When the organization was developed in 1959, ACT stood for “American College Testing.” But the ACT no longer formally calls it that. It is simply the ACT. The acronym (ACT) is a registered trade mark of ACT®.

****Merriam-Webster*—something that serves as a standard by which others may be measured or judged.

†In this report, African-American is hyphenated only when used as a compound adjective preceding a noun, as in an African-American student. It is not hyphenated when used in a noun phrase, as in African Americans or he is an African American. Black and White are capitalized when used as a noun to designate as White or Black. The words are not capitalized when used as an adjective phrase as in black students or white students.



Section 2

Populations: General, Student, and Demographics by School District

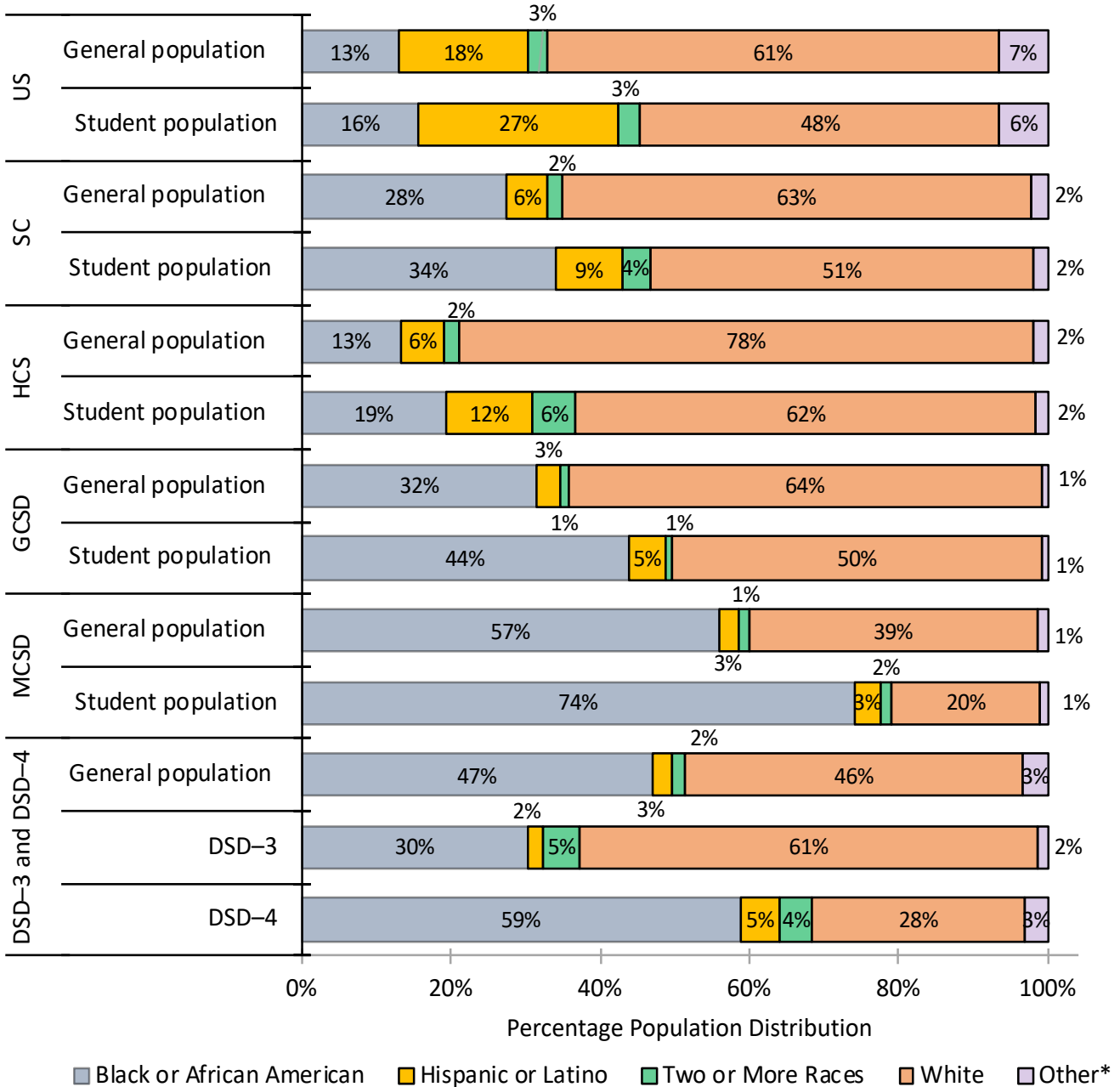


It must be demonstrated . . .

2.1 Graphical Distribution: General and Student Populations by District and Demographics

This graph (Figure 2.1.1) shows the percentage comparison among the general and school populations by demographics of the US, SC, HCS, GCSD, MCSD, DSD-3, and DSD-4.

Figure 2.1.1: Percentage comparison of the general and school populations by demographics.†



Source: U.S. Census Bureau
South Carolina Department of Education

†Numbers may vary slightly between federal and state databases because all populations are a continuous distribution. However, the slight variation in raw count will not change the percent distribution or pattern.

*Includes Asian, American Indian, Alaskan Native, and Pacific Islanders or Other Native Hawaiian.



2.2 Tabular Distribution: General and Student Populations by District and Demographics

Table 2.2.1: Percentages and headcount distribution of the general population and the student enrollment by demographics in the US, SC, HCS, GCSD, MCSD, DSD-3, and DSD-4.

Description↓	US		SC		HCS		GCSD		MCSD		DSD 3 and 4 ¹		
General population ²	323M		42M		322.3K		61.4K		32.0K		31.6K		
School population ³	51M		771.8K		44.0K		9.5K		4.8K		1.7K 4.2K		
Percentage distribution↓	Percent ↓		Percent ↓		Percent ↓		Percent ↓		Percent ↓		Percent ↓		
Population ^{4,5}	Gen	Sch	Gen	Sch	Gen	Sch	Gen	Sch	Gen	Sch	Gen	DSD-3	DSD-4
Male ⁶	49.2	44.9	48.5	51.2	48.3	51.6	47.6	51.5	45.5	51.0	47.0	51.2	50.8
Female ⁶	50.8	56.0	51.5	48.8	51.7	48.4	52.4	48.5	54.1	49.0	53.0	48.8	49.2
Hispanic or Latino ⁶	17.8	26.8	5.5	9.0	6.0	11.7	3.0	5.1	2.6	3.4	2.6	2.0	5.4
American Indian or Alaska Native ⁶	1.2	1.0	0.5	0.3	0.6	0.3	0.3	0.1	0.7	0.6	3.0	1.0	2.8
Asian ⁶	5.4	5.4	1.6	2.5	1.3	1.2	0.5	0.5	0.7	0.4	0.4	0.4	0.3
Black or African American ⁶	13.1	15.7	27.5	32.0	13.4	19.3	31.8	43.8	56.6	74.1	47.4	30.3	58.8
Native Hawaiian or Other Pacific Islander ⁶	0.2	0	0.1	0.1	0.2	0.2	0.1	0.2	0	0.1	0	0.1	0
White ⁶	61.3	48.1	63.0	51.1	77.5	61.6	63.8	49.7	39.9	19.8	43.7	61.1	28.4
Two or More Races ⁶	2.6	3.0	1.8	3.8	2.0	5.0	1.2	0.7	1.4	1.6	1.9	5.0	4.3

Source: U.S. Census Bureau
South Carolina Department of Education

¹Dillon County has two school districts (3 and 4).

²M = million

³K = thousand

⁴Gen = general population

⁵Sch = school population

⁶Numbers represent percentages distribution of population by demographics.



2.3 Student–Teacher Ratio by District and Demographics

The student–teacher ratios for African-American and Hispanic students (Table 2.3.1) are large, but consistent with the low proportion of nonwhites earning bachelor’s degrees in education. US, SC, HCS, GCSD, MCSD, DSD–3, and DSD–4 have ratios which are disproportionately to black student–black teacher.

The Hispanic student–Hispanic teacher ratios are even larger than the black student–black teacher ratios.

Research has shown that students of color do better on a variety of academic outcomes if they are taught by teachers of color.*

Table 2.3.1: Student–teacher ratio by district and demographics. Additionally, the percentage of board of education members, teachers, and students are depicted in the table.

Entities	Demographics	US	SC	HCS	GCSD	MCSD	DSD–3	DSD–4
Board of Education (or Trustee)** <i>Percentage</i> →	White		76.5	91.7	66.7	0	57.1	57.1
	Black or African American		23.5	8.3	33.3	100	42.9	42.9
	Hispanic or Latino		0	0	0	0	0	0
	Other		0	0	0	0	0	0
Teachers <i>Percentage</i> →	White	81.9	78.4	90.7	80.8	63.1	93.0	70.0
	Black or African American	6.8	16.2	6.5	15.7	28.9	4.7	24.2
	Hispanic or Latino	7.8	1.6	1.4	1.8	0.9	0	0.4
	Other	3.5	3.9	1.4	1.7	7.1	2.3	5.3
Students <i>Percentage</i> →	White	48.1	51.1	61.6	49.7	19.8	61.1	28.4
	Black or African American	15.7	34.0	19.3	43.8	74.1	30.3	58.8
	Hispanic or Latino	26.8	9.0	11.7	5.1	3.4	2.0	5.4
	Other	9.4	5.9	7.4	1.4	2.7	6.6	7.5
Student–Teacher Ratio →***	All: AS/AT	15:1	15:1	15:1	15:1	15:1	19:1	19:1
	White: WS/WT	9:1	10:1	10:1	9:1	5:1	13:1	8:1
	Black: BS/BT	34:1	32:1	43:1	41:1	38:1	126:1	45:1
	Hispanic: HS/HT	46:1	89:1	120:1	41:1	55:1	–	226:1
	Other: OS/OT	38:1	23:1	80:1	12:1	6:1	55:1	26:1

*Ingersoll, Richard and May, Henry. (2011). Recruitment, Retention, and the Minority Teacher Shortage. CPRE Research Reports. Retrieved from http://repository.upenn.edu/cpre_researchreports/63

**These percentages are estimated based on a visual view of photos; therefore, they might not be completely accurate.

***Student–teacher ratio: The number of students divided by the number of teachers.



Section 3

Analysis of Student Performance by School District



It must be demonstrated . . .

3.1 Tabular Analysis of Performance by School District

The percentages (Table 3.1.1) illustrates the student test scores comparison of years 2017 and 2018 of students among SC, HCS, GCSD,

MCSD, DSD-3, and DSD-4. The table includes benchmark percentages on the SCREADY, SCPASS, EOCEP, and the ACT test.*

Table 3.1.1: Performance comparison of SCREADY, SCPASS, EOCEP, and ACT Test Scores—2017 to 2018.

SCREADY												
Percentage Scoring Met or Exceeded Expectations												
School Districts	SC		HCS		GCSD		MCSD		DSD-3		DSD-4	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
English Language Arts	39.6	41.2	44.3	48.0	39.1	37.3	18.6	18.8	40.5	42.1	27.8	27.7
Mathematics	41.4	44.1	52.2	56.0	36.7	37.2	20.6	19.9	50.9	46.8	26.8	29.5
SCPASS												
Percentage Scoring Met or Exceeded Expectations												
School Districts	SC		HCS		GCSD		MCSD		DSD-3		DSD-4	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Science	47.7	48.7	57.7	59.2	39.2	42.5	27.1	22.0	48.6	50.2	28.8	31.9
Social Studies	71.2	68.2	79.7	77.4	67.0	64.4	51.8	45.9	76.3	75.1	55.8	49.7
EOCEP												
Percentage Scoring "C" or Higher												
School Districts	SC		HCS		GCSD		MCSD		DSD-3		DSD-4	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Algebra 1	44.6	44.0	51.6	56.6	31.4	32.1	31.1	24.5	34.4	58.6	39.8	42.7
Biology 1	59.4	49.2	69.6	57.0	52.8	42.3	48.5	23.5	37.4	41.2	48.1	34.0
English 1	56.2	62.1	60.0	68.7	49.4	42.9	43.3	40.6	45.5	65.6	36.4	42.1
US History and the Constitution	47.9	50.2	59.3	61.3	52.2	39.8	30.2	25.6	43.0	41.3	36.8	32.0
ACT												
Subject Area Scores, Composite Scores, and Percentile (nationally)*												
School Districts	SC		HCS		GCSD		MCSD		DSD-3		DSD-4	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
English	17.1	16.9	17.9	17.3	15.8	15.6	14.0	13.5	14.8	16.0	15.6	14.3
Mathematics	18.5	18.0	19.2	18.4	17.5	17.1	16.2	15.7	17.5	17.3	16.2	16.0
Reading	18.9	18.4	19.5	18.6	17.4	17.2	15.8	15.5	16.3	17.7	17.0	15.9
Science	18.7	18.3	19.1	18.4	17.6	17.4	16.4	15.6	17.6	17.7	16.9	16.0
Composite Score	18.4	18.0	19.0	18.3	17.2	17.0	15.7	15.2	16.7	17.3	16.5	15.7
Percentile	39	39	45	39	32	32	26	20	32	32	32	26

Source: South Carolina Department of Education

*ACT scores range from 1-36 and percentile range from 1-100%.



3.2 SCREADY—Performance by School District

The graph (Figure 3.2.1) illustrates the performance pattern of students among SC, HCS, GCSD, MCSD, DSD–3, and DSD–4). The graph includes percentages of the students meeting or exceeding the benchmark for English language arts and mathematics on the SCREADY in 2018, respectively.

There is a significant variation in performance levels among the five school districts profiled in this report. Additionally, economic situation for the population of students and demographics are significantly different across the school districts depicted. See Section 6.

As a friendly reminder to the reader, all percentages are based on individual populations and subpopulations.

Key Statistics

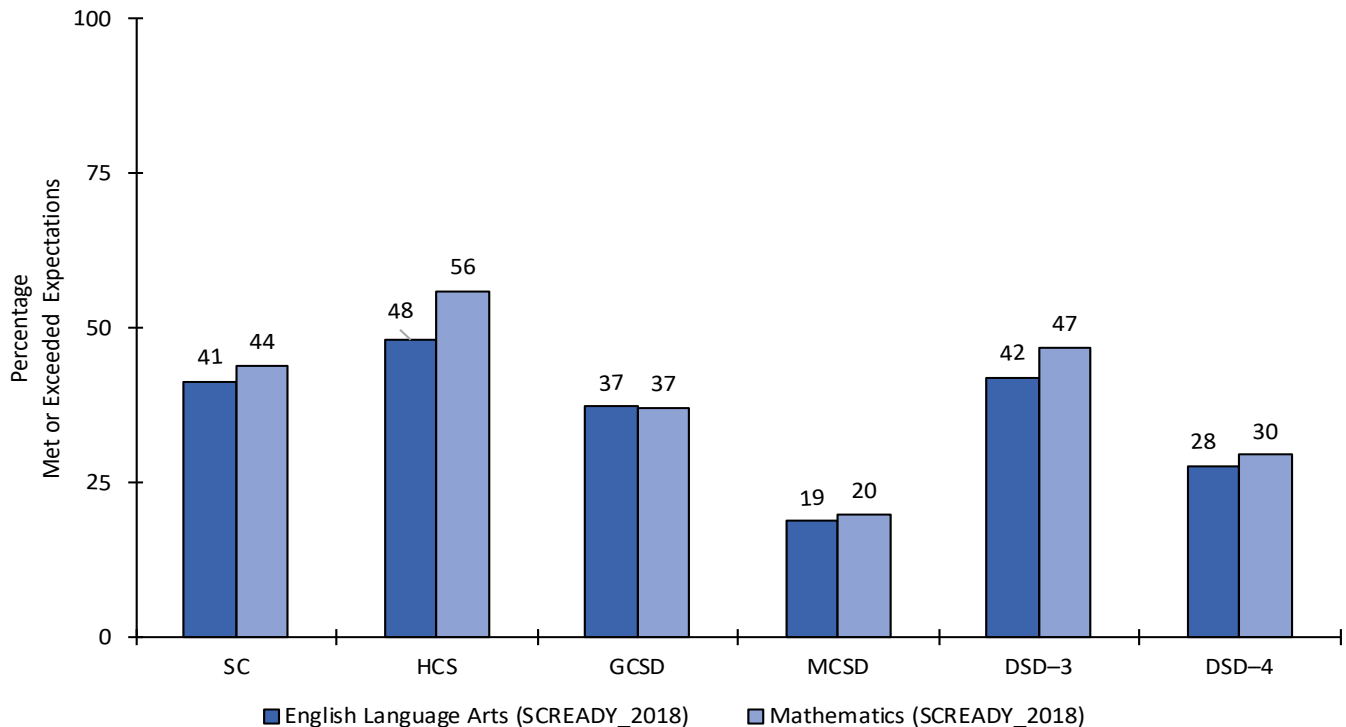
■ English Language arts

- HCS outperformed MCSD by 87%.
- HCS outperformed SC by 15%.
- GCSD underperformed HCS by 25%.
- DSD–3 outperformed DSD–4 by 41%.
- DSD–3 and DSD–4 outperformed MCSD by 77% and 38%, respectively.
- Change from 2017 to 2018: SC (+4.0%), HCS (+8.4%), GCSD (–4.6%), MCSD (+1.1%), DSD–3 (+4.0%), and DSD–4 (0.4%).*

■ Mathematics

- HCS outperformed MCSD by 95%.
- HCS outperformed SC by 24%.
- GCSD underperformed HCS by 40%.
- DSD–3 outperformed DSD–4 by 45%.
- DSD–3 and DSD–4 outperformed MCSD by 81% and 39%, respectively.
- Change from 2017 to 2018: SC (+6.5%), HCS (+7.3%), GCSD (+1.4%), MCSD (–3.4%), DSD–3 (–8.1%), and DSD–4 (+10.1%).*

Figure 3.2.1: Percentage of benchmark performances—SCREADY—English language arts and mathematics: SC, HCS, GCSD, MCSD, DSD–3, and DSD–4.



Source: South Carolina Department of Education

*Plus (+) symbol means an increase from 2017 to 2018 and the minus symbol (–) means a decrease from 2017 to 2018.



3.3 SCPASS—Performance by School District

The graph (Figure 3.3.1) illustrates the performance pattern of students among SC, HCS, GCSD, MCSD, DSD-3, and DSD-4. The graph includes the percentages of students meeting or exceeding the benchmark for science and social studies on the SCPASS in 2018, respectively.

There is a significant variation in performance levels among the five school districts. Additionally, the population of students and demographics are significantly different across the school districts depicted in this report (Section 6). There are huge economic factors that play a major role in the variation of these performances, which are beyond the scope of this report.

As a friendly reminder to the reader, all percentages are based on individual populations and subpopulations as applicable.

Key Statistics

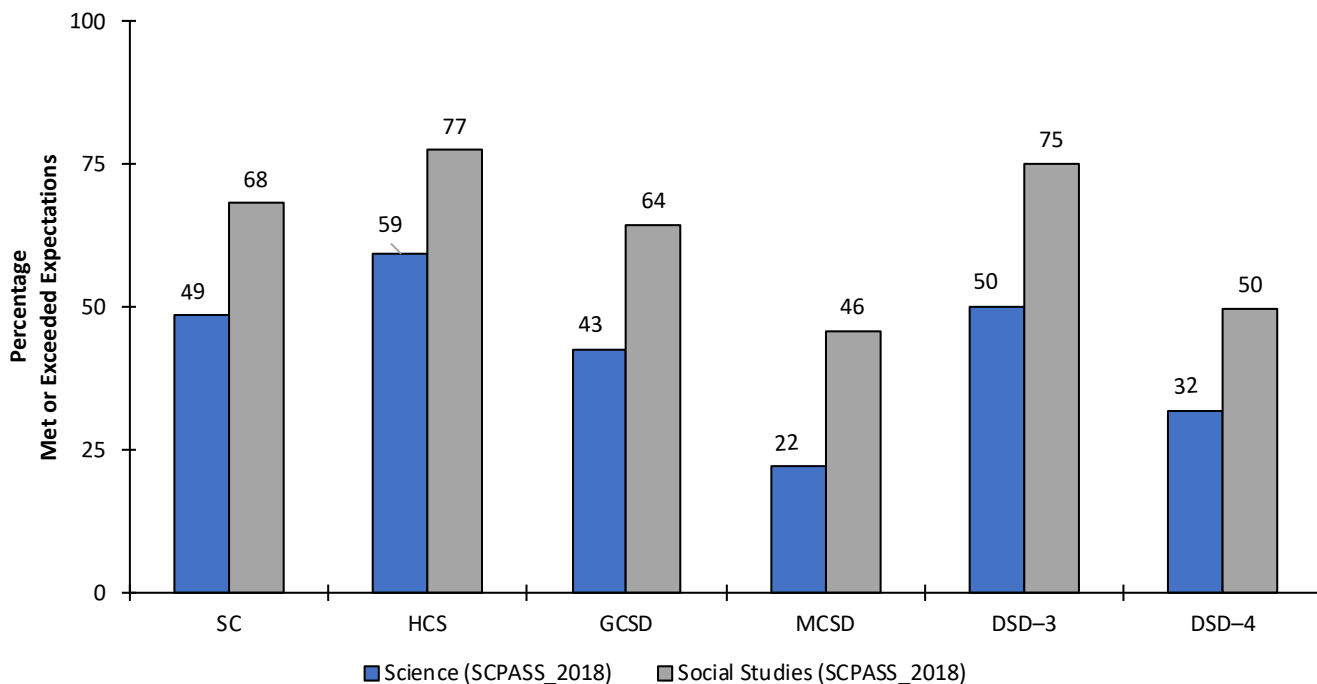
■ Science

- HCS outperformed MCSD by 92%.
- HCS outperformed SC by 19%.
- GCSD underperformed HCS by 33%.
- DSD-3 outperformed DSD-4 by 45%.
- DSD-3 and DSD-4 outperformed MCSD by 78% and 37%, respectively.
- Change from 2017 to 2018: SC (+2.1%), HCS (+2.6%), GCSD (+8.4%), MCSD (-18.8%), DSD-3 (+3.3%), and DSD-4 (+10.8%).*

■ Social Studies

- HCS outperformed MCSD by 51%.
- HCS outperformed SC by 13%.
- GCSD underperformed HCS by 18%.
- DSD-3 outperformed DSD-4 by 41%.
- DSD-3 and DSD-4 outperformed MCSD by 48% and 8%, respectively.
- Change from 2017 to 2018: SC (-4.2%), HCS (-2.9%), GCSD (-3.9%), MCSD (-11.4%), DSD-3 (-1.6%), and DSD-4 (-10.9%).*

Figure 3.3.1: Percentage of benchmark performances—SCPASS—science and social studies: SC, HCS, GCSD, MCSD, DSD-3, and DSD-4.



Source: South Carolina Department of Education

*Plus (+) symbol means an increase from 2017 to 2018 and the minus symbol (-) means a decrease from 2017 to 2018.



3.4 EOCEP—Performance by School District

The graph (Figure 3.4.1) shows the performance pattern of students among SC, HCS, GCSD, MCSD, DSD–3, and DSD–4. The graph includes the percentages of students earning a “C” or higher on the EOCEP Algebra 1 and English 1, respectively.

There is significant variation in performance levels among the five local school districts profiled in this report. Additionally, the population of students and demographics are significantly different across the neighboring school districts depicted in this report (Section 6). There are huge economic factors that play a major role in the variation of these performances, which are beyond the scope of this report.

As a friendly reminder to the reader, all percentages are based on the individual populations and subpopulations.

Key Statistics

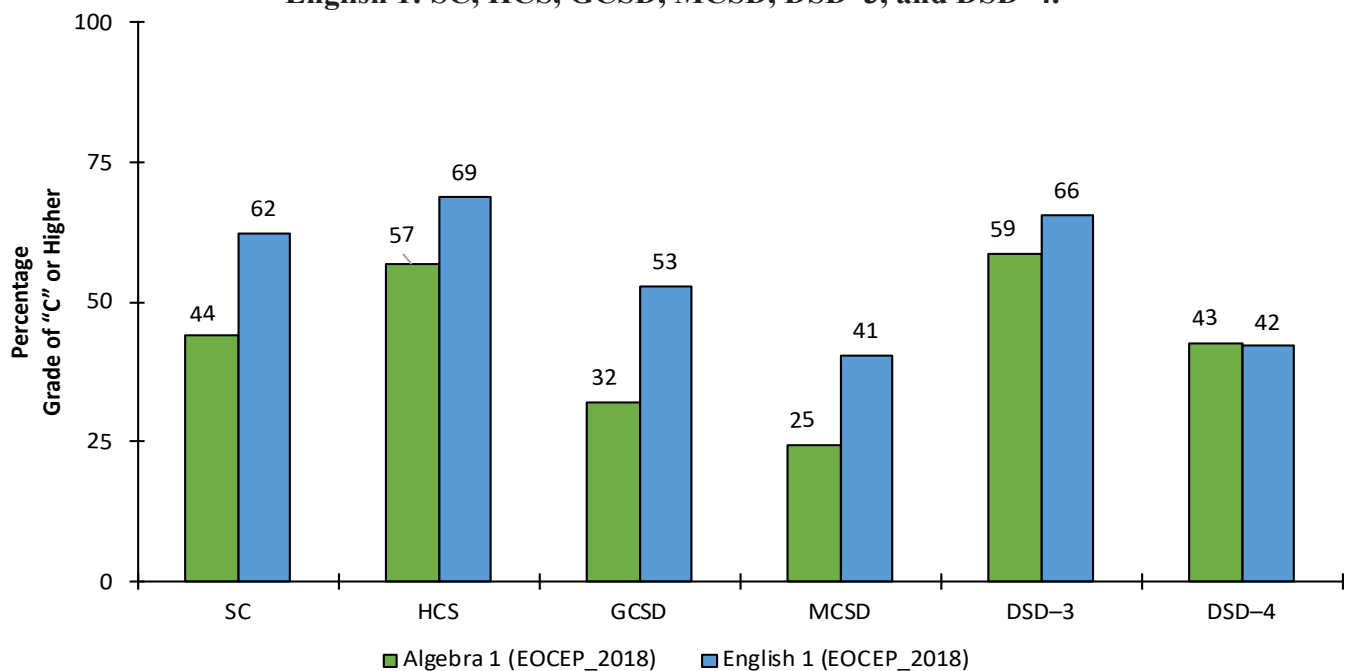
■ Algebra 1

- HCS outperformed MCSD by 79%.
- HCS outperformed SC by 25%.
- DSD–3 outperformed HCS by 3%.
- GCSD underperformed HCS by 55%.
- DSD–3 outperformed DSD–4 by 31%.
- DSD–3 and DSD–4 outperformed MCSD by 82% and 54%, respectively.
- Change from 2017 to 2018: SC (–1.3%), HCS (+9.7%), GCSD (+2.2%), MCSD (–21.2%), DSD–3 (+70.3%), and DSD–4 (+7.3%).*

■ English 1

- HCS outperformed MCSD by 51%.
- HCS outperformed SC by 10%.
- GCSD underperformed HCS by 46%.
- DSD–3 outperformed DSD–4 by 44%.
- DSD–3 and DSD–4 outperformed MCSD by 47% and 4%, respectively.
- Change from 2017 to 2018: SC (+10.5%), HCS (+14.5%), GCSD (–13.2%), MCSD (–6.2%), DSD–3 (+44.2%), and DSD–4 (+15.7%).*

Figure 3.4.1: Percentage of students earning a grade of “C” or higher—EOCEP—Algebra 1 and English 1: SC, HCS, GCSD, MCSD, DSD–3, and DSD–4.



Source: South Carolina Department of Education

*Plus (+) symbol means an increase from 2017 to 2018 and the minus symbol (–) means a decrease from 2017 to 2018.



3.4 EOCEP—Performance by School District, cont.

The graph (Figure 3.4.2) depicts the performance pattern of students among SC, HCS, GCSD, MCSD, DSD-3, and DSD-4. The graph includes the percentages of students earning a “C” or higher on the EOCEP Biology 1 and US History and the Constitution, respectively.

There is a significant variation in performance levels among the five local school districts profiled in this report. Additionally, the population of students and demographics are significantly different across the school districts shown in Section 6. There are economic factors that play a major role in the variations of these performances, which are beyond the scope of this report.

As a friendly reminder to the reader, all percentages are based on the individual populations and subpopulations.

Some Key Statistics

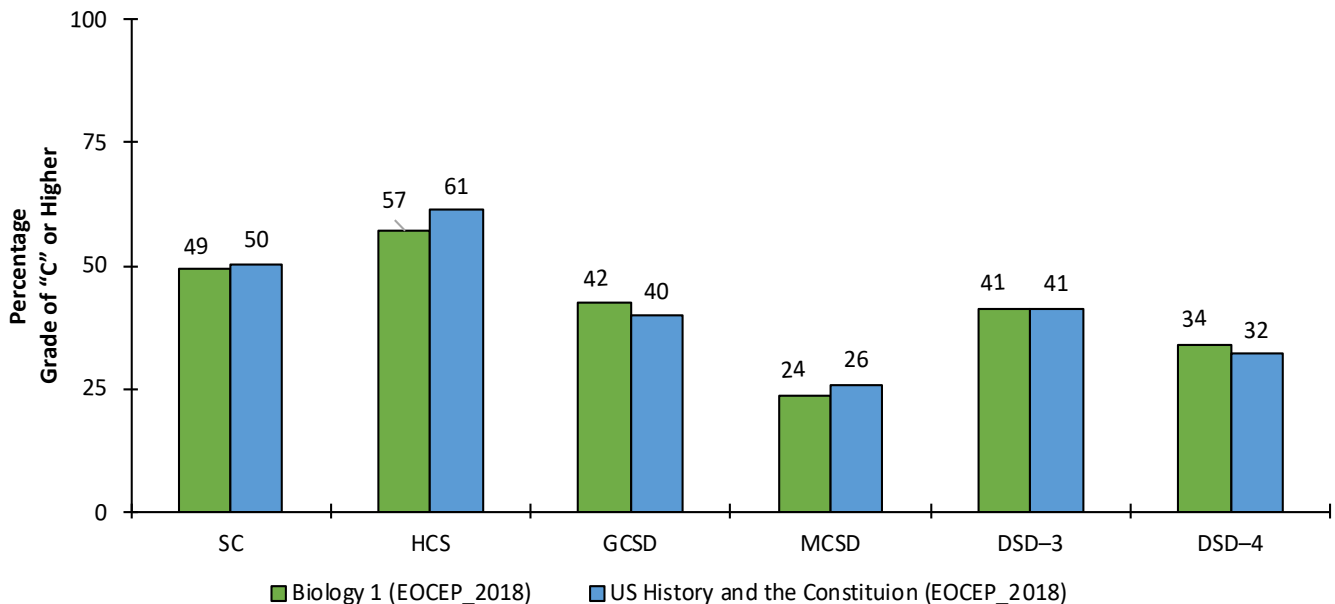
■ Biology 1

- HCS outperformed MCSD by 83%.
- HCS outperformed SC by 15%.
- GCSD underperformed HCS by 30%.
- DSD-3 outperformed DSD-4 by 19%.
- DSD-3 and DSD-4 outperformed MCSD by 55% and 37%, respectively.
- Change from 2017 to 2018: SC (-17.2%), HCS (-18.1%), GCSD (-19.9%), MCSD (-51.5%), DSD-3 (+10.2%), and DSD-4 (-29.3%).*

■ US History and the Constitution

- HCS outperformed MCSD by 82%.
- HCS outperformed SC by 20%.
- GCSD underperformed HCS by 43%.
- DSD-3 outperformed DSD-4 by 25%.
- DSD-3 and DSD-4 outperformed MCSD by 47% and 22%, respectively.
- Change from 2017 to 2018: SC (+4.8%), HCS (+3.4%), GCSD (-23.8%), MCSD (-15.2%), DSD-3 (-4.0%), and DSD-4 (-13.0%).*

Figure 3.4.2: Percentage of students earning a grade of “C” or higher—EOCEP—Biology 1 and US History and the Constitution: SC, HCS, GCSD, MCSD, DSD-3, and DSD-4.



Source: South Carolina Department of Education

*Plus (+) symbol means an increase from 2017 to 2018 and the minus symbol (-) means a decrease from 2017 to 2018.



3.5 EOCEP—Percentage Summary of Student Performance by School District

Figure 3.5.1: SC—EOCEP

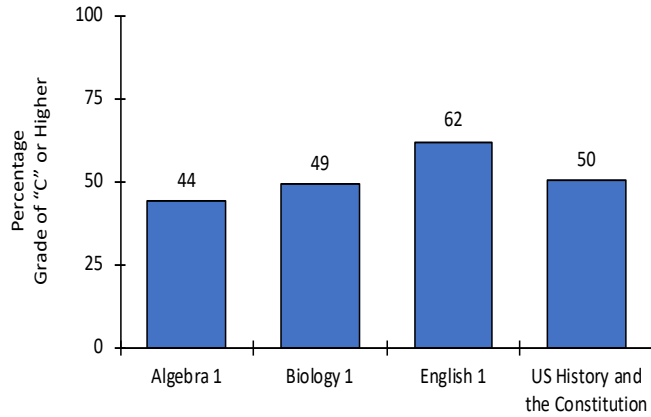


Figure 3.5.2: HCS—EOCEP

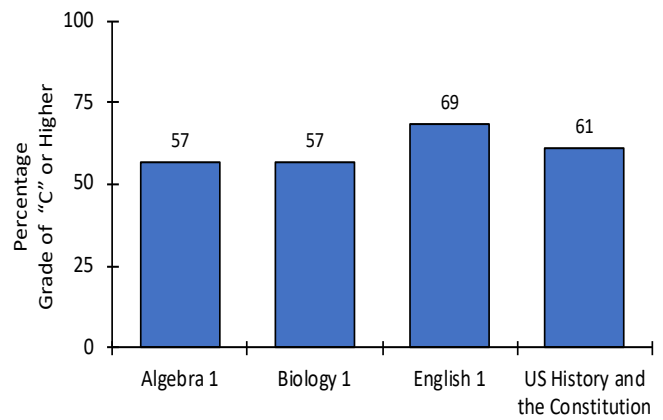


Figure 3.5.3: GCSD—EOCEP

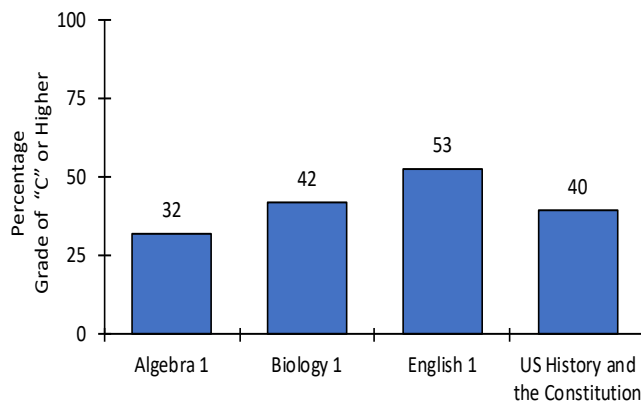


Figure 3.5.4: MCSD—EOCEP

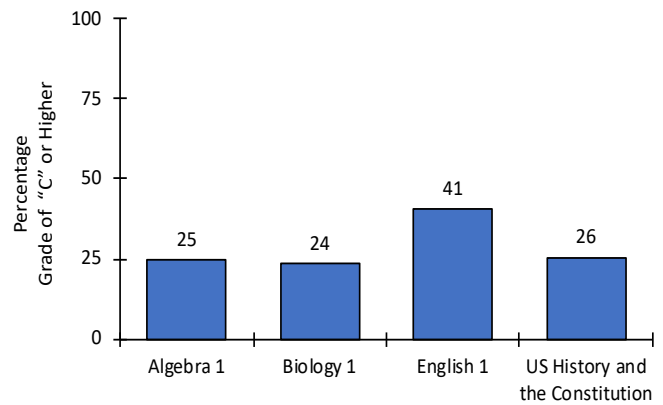


Figure 3.5.5: DSD-3—EOCEP

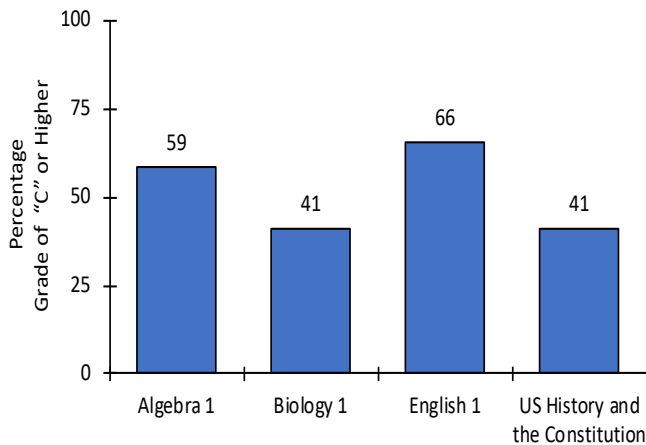
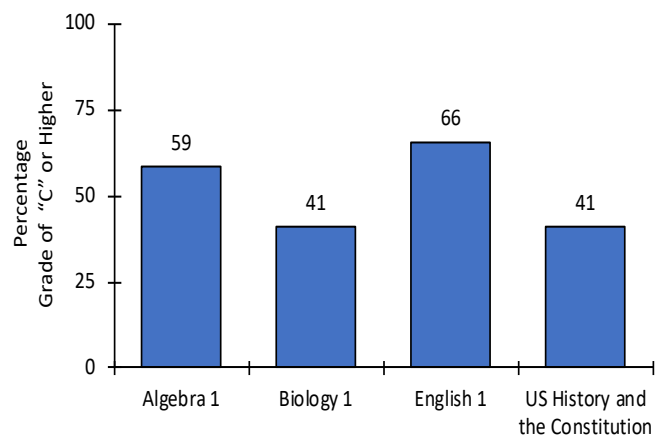


Figure 3.5.6: DSD-4—EOCEP



Source: South Carolina Department of Education



3.6 ACT—Composite Score Performance by School District

The graph (Figure 3.6.1) depicts a five year trend of the ACT test composite scores among US, SC, HCS, GCSD, MCSD, DSD–3, and DSD–4. The data in Table 3.6.1 list the ACT benchmark minimum scores for the four subject areas and STEM. The composite score is the average of the four subjects. These are the minimum scores a student needs to meet to be considered college or career ready. The student's ACT score is a scaled score that is converted

from a raw score. For example, if a student scored an 18 (scaled score) or higher in English, then that person is considered college or career ready in English.

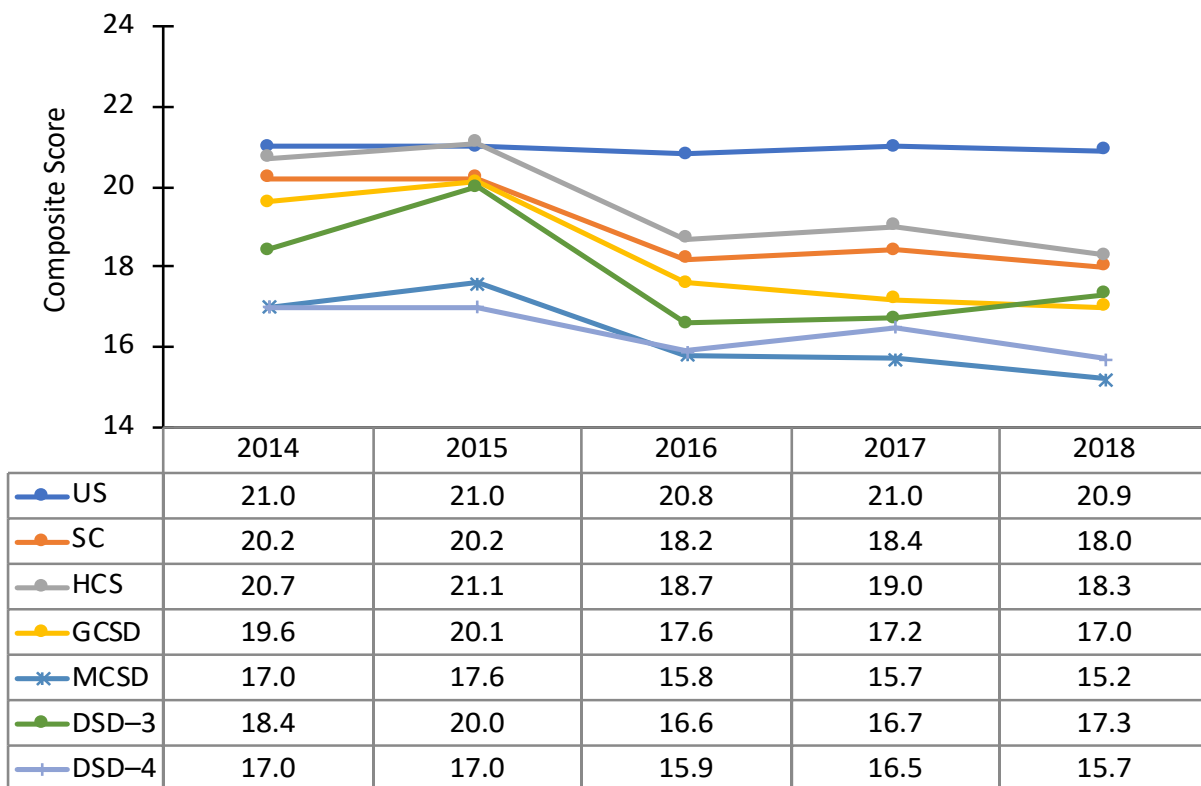
The benchmarks are scores representing the level of achievement required for students to have a 50% chance of obtaining a “B” or higher or about a 75% chance of obtaining a “C” or higher in corresponding credit-bearing first-year college courses.

Table 3.6.1 ACT Benchmark Standards (Ranges 1–36)

College Courses	ACT Subject Area	ACT Benchmark
English Composition	English	18
College Algebra	Mathematics	22
Social Studies	Reading	22
Biology	Science	23
STEM	STEM*	26

*STEM score is based on the mathematics and science benchmarks

Figure 3.6.1: Five year trend of seniors ACT composite score—US, SC, HCS, GCSD, MCSD, DSD–3, and DSD–4.



Source: South Carolina Department of Education



3.7 ACT—Composite Score and Percentile by School District

The graph (Figure 3.7.1) illustrates the performance pattern and percentile of graduating seniors among the school districts analyzed in this paper. The graph includes the composite scores of seniors in 2018. ACT® created the percentile table to determine the percentile for each score per subject area and composite ACT scores.

An ACT percentile ranking shows how one student did compared to everyone else on the test. For example, if an ACT composite score is at the 25th percentile, this means the student performed better than 25% of those taking the test. Thus, the composite score of 20 places a student in the 51st percentile in 2018 nationally.

Also, a college or university can (and many do) set its own percentiles, whereas a composite score of 15 is at the 20th percentile nationally, but a score of 15 could be at the 50th percentile at a less competitive college or university that has established its own percentile range for ACT scores.

In school years 2014–15, 2015–16, and 2016–17, ACT was given to all students in the eleventh grade in South Carolina. This requirement was lifted in 2017–18 school year. Therefore, by default, all 2018 ACT seniors test takers in SC previously took the ACT test in 2017 as eleventh graders.*

Figure 3.7.1: National percentile of composite 2018 ACT scores**

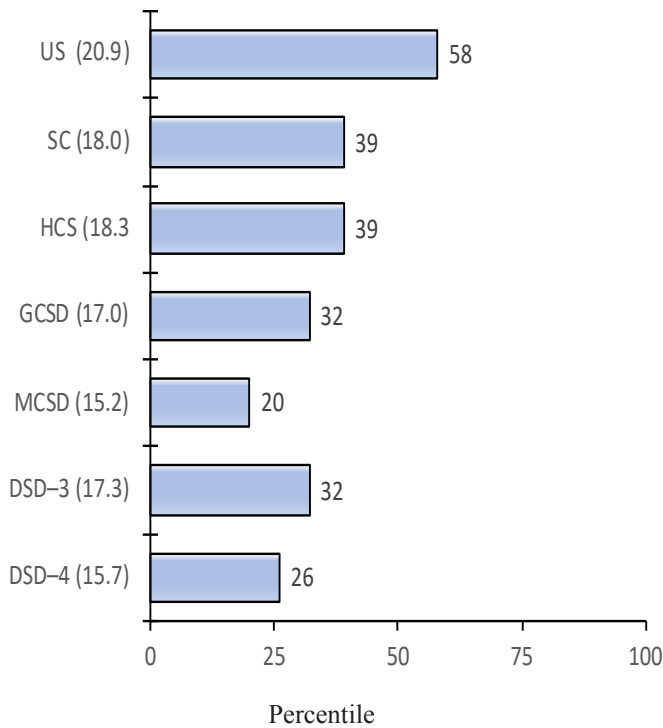


Figure 3.7.2: US—ACT Test

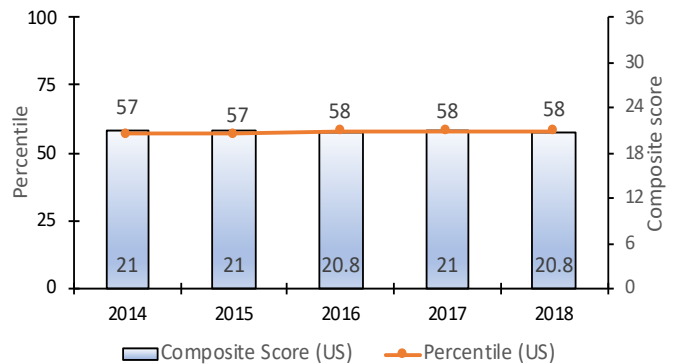
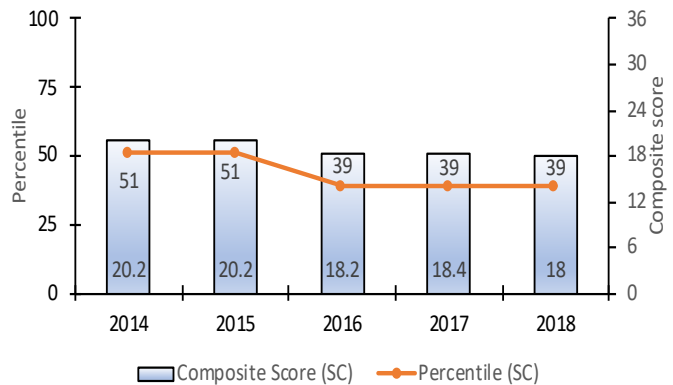


Figure 3.7.3: SC—ACT-Test



Source: South Carolina Department of Education

*Profile of the South Carolina Student: Horry and Georgetown Counties Public Schools
https://wilsonconsultingservices.net/wcs_profile_sc_18.pdf

**Percentiles are based on the national distribution of cumulative percents for ACT test scores of ACT-tested high school graduates from 2016, 2017, and 2018.



3.7 ACT—Composite Score and Percentile by School District, cont.

Figure 3.7.4: HCS—ACT Test

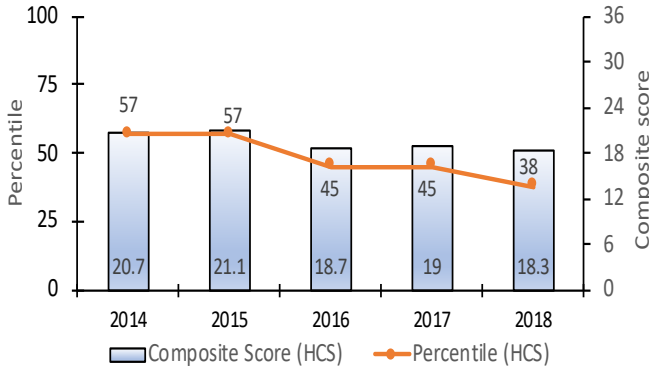


Figure 3.7.5: GCSD—ACT Test

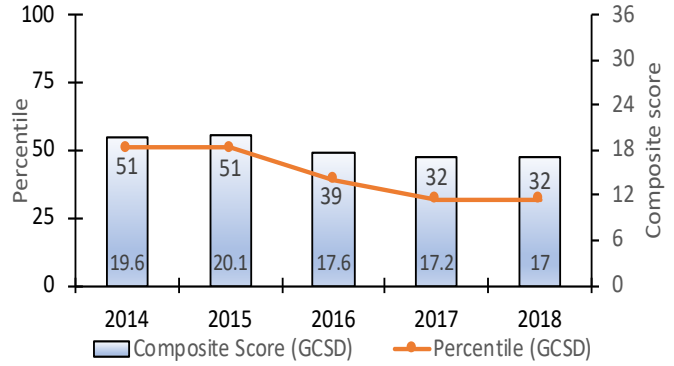


Figure 3.7.6: MCSD—ACT Test

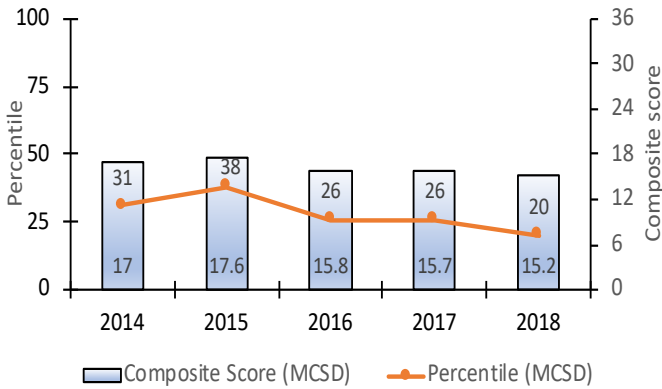


Figure 3.7.7: DSD-3—ACT Test

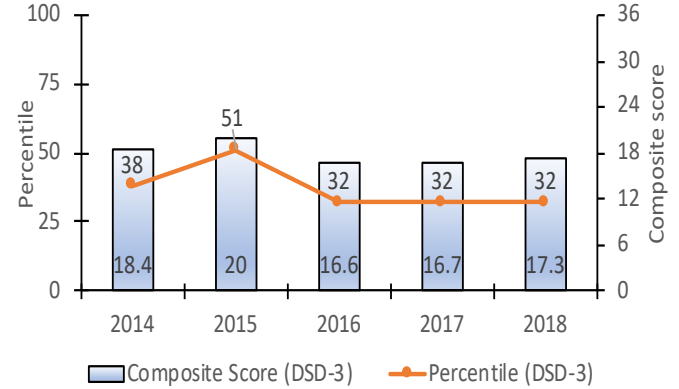
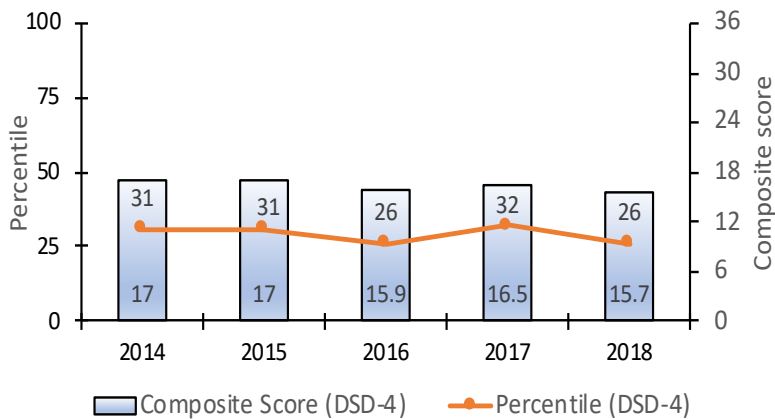


Figure 3.7.8: DSD-4—ACT Test



Source: South Carolina Department of Education



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

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.

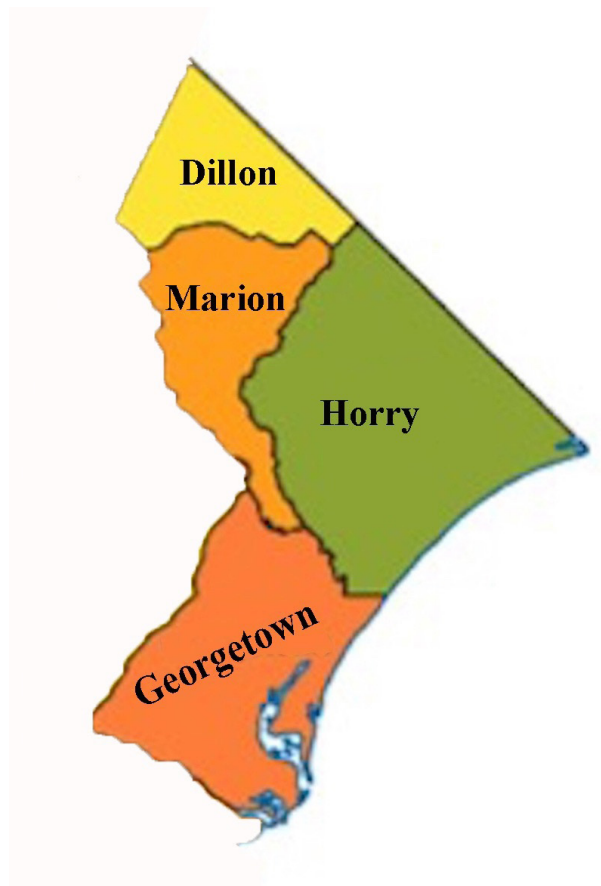
Note: Concordance tables for the ACT Composite were derived from concordances of the ACT sum score.

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Section 4

Tabular Analysis by School District and Demographics



It must be demonstrated . . .

4.1 SCREADY—Performance by School District and Demographics

Table 4.1.1: This table depicts performance percentages among neighboring school districts by demographics. SCREADY—English language arts and mathematics. The percentages are of students who met or exceeded expectations. All numbers in the table represent percentages.

School Districts	SC	HCS	GCSD	MCS D	DSD-3	DSD-4
Subjects→*	ELA MAT	ELA MAT	ELA MAT	ELA MAT	ELA MAT	ELA MAT
All Students	41.2 43.9	48.0 56.0	37.3 37.2	18.8 19.9	42.1 46.8	27.7 29.5
Male	36.0 42.8	42.7 54.6	32.6 35.9	13.5 16.8	36.0 45.5	24.1 27.5
Female	46.7 45.0	53.5 57.5	42.3 38.6	24.6 23.3	47.8 48.0	31.6 31.8
Hispanic or Latino**	32.5 37.3	38.0 47.4	35.1 36.2	25.9 37.0	– –	27.8 23.9
American Indian or Alaska Native**	36.2 39.9	– –	– –	– –	– –	– –
Asian**	67.6 76.5	70.6 83.6	– –	– –	– –	– –
Black or African American	22.5 24.0	24.6 32.3	18.8 20.4	14.8 15.7	22.6 26.1	20.3 23.1
Native Hawaiian or Other Pacific Islander**	39.8 40.1	– –	– –	– –	– –	– –
White	54.4 57.3	57.1 65.1	53.3 51.6	32.5 34.8	51.8 56.5	42.1 42.1
Two or More Races**	42.2 44.0	43.8 50.7	– –	– –	– –	– –

Source: South Carolina Department of Education

*ELA = English Language Arts and MAT = Mathematics

**The (–) percentages were not listed for fewer than 20 students tested..



4.2 SCPASS—Performance by School District and Demographics

Table 4.2.1: This table depicts performance percentages among neighboring school districts by demographics. SCPASS—science and social studies (2018). The percentages are of students scoring who met or exceeded expectations. All numbers in the table represent percentages.

School Districts→	SC		HCS		GCSD		MCSD		DSD-3		DSD-4	
	Sci	SS	Sci	SS	Sci	SS	Sci	SS	Sci	SS	Sci	SS
All Students	48.7	68.2	59.2	77.4	42.5	64.4	22.1	45.9	50.2	75.1	31.9	49.7
Male	48.1	67.4	58.2	76.5	41.6	66.0	19.6	40.0	51.3	71.5	31.7	48.7
Female	49.4	69.0	60.2	78.3	43.5	62.7	25.0	52.0	49.2	79.0	32.0	50.2
Hispanic or Latino**	40.1	63.7	50.8	71.3	41.8	65.0	33.3	—	—	—	27.3	65.0
American Indian or Alaska Native**	44.7	62.7	—	—	—	—	—	—	—	—	—	—
Asian**	76.4	88.0	81.4	92.1	—	—	—	—	—	—	—	—
Black or African American	26.9	52.1	32.1	57.9	21.5	47.7	16.9	40.8	33.3	64.2	24.3	42.8
Native Hawaiian or Other Pacific Islander**	40.3	67.4	—	—	—	—	—	—	—	—	—	—
White	63.8	78.9	68.8	84.6	60.6	77.2	41.9	60.9	57.8	79.0	46.8	63.6
Two or More Races**	50.6	70.5	56.1	75.5	—	—	—	—	—	—	—	—

Source: South Carolina Department of Education

*Sci = Science and SS = Social Studies

** The (—) percentages were not listed for fewer than 20 students tested..



4.3 EOCEP—Performance by School District and Demographic

Table 4.3.1: This table depicts performance percentages among neighboring school districts by demographics. EOCEP—Algebra 1 and English 1 (2018). The percentages are of students earning a “C” or higher. All numbers in the table represent percentages.

School Districts	SC		HCS		GCSD		MCSD		DSD-3		DSD-4	
Subject Areas→*	ALG	ENG	ALG	ENG	ALG	ENG	ALG	ENG	ALG	ENG	ALG	ENG
All Students	44.0	62.1	56.6	68.7	32.1	52.9	24.5	40.5	58.6	65.6	42.7	42.1
Male	40.8	56.9	52.7	63	30.5	47	19	29.2	56.6	68.9	37.2	40.9
Female	47.5	67.9	60.8	74.7	33.8	59	29.1	51.1	60.8	62.1	48.3	43.7
Hispanic or Latino**	37.6	53.8	44.8	57.8	46.4	60	–	–	–	–	–	–
American Indian or Alaska Native**	38	62.1	–	–	–	–	–	–	–	–	–	–
Asian**	78.1	85.3	83	89.8	–	–	–	–	–	–	–	–
Black or African American	24.1	41.5	34.4	42.5	14.6	31.4	22.4	36.9	39.1	47.4	35.4	34.6
Native Hawaiian or Other Pacific Islander**	45.7	67.6	–	–	–	–	–	–	–	–	–	–
White	56.2	75.4	64.3	77.6	43.9	70.2	31.2	50	67.2	77.2	55.6	59.6
Two or More Races**	44.1	66.5	57.5	70	–	–	–	–	–	–	–	–

Source: South Carolina Department of Education

*ALG = Pre-algebra 1 and ENG = English 1

** The (–) percentages were not listed for fewer than 20 students tested..



4.3 EOCEP—Performance by School District and Demographics, cont.

Table 4.3.2: This table depicts a performance percentages among neighboring school districts by demographics. EOCEP—Biology 1 and US History and the Constitution. The percentages are of students earning a “C” or higher. All numbers in the table represent percentages.

School Districts	SC		HCS		GCSD		MCSD		DSD-3		DSD-4	
	BIO	HIS	BIO	HIS	BIO	HIS	BIO	HIS	BIO	HIS	BIO	HIS
All Students	49.2	50.2	57.0	61.3	42.3	39.8	23.5	25.6	41.2	41.3	34.0	32.0
Male	47.6	52.8	55.5	64.5	39.0	44.1	26.1	29.3	36.6	50	32.8	31.9
Female	50.9	47.9	58.6	58.2	45.7	35.7	20.9	22.1	46.7	32.2	35.5	32.3
Hispanic or Latino**	41.6	44.5	51.7	56.7	51.3	39.3	–	–	–	–	–	–
American Indian or Alaska Native**	44.0	49.7	–	–	–	–	–	–	–	–	–	–
Asian**	73.4	72.0	71.1	76.9	–	–	–	–	–	–	–	–
Black or African American	25.2	28.3	29.2	34.6	20.2	17.5	18.2	21.3	27.6	23.8	22.6	23.9
Native Hawaiian or Other Pacific Islander**	54.5	53.3	–	–	–	–	–	–	–	–	–	–
White	63.7	63.9	66.5	68.6	58.4	58.9	37	39.6	49.2	52.9	50.6	49.3
Two or More Races**	52.4	53.0	55.3	61.0	–	–	–	–	–	–	–	–

Source: South Carolina Department of Education

*BIO = Biology 1 and HIS = US History and the Constitution

** The (–) percentages were not listed for fewer than 20 students tested..



Section 5

Graphical Analysis by School District, Grade Level, and Demographics

Level and Demographics



It must be demonstrated . . .

5.1 South Carolina—SCREADY—Performance by Grade and Demographics

The graph (Figure 5.1.1) illustrates the performance pattern (percentages) of students in discrete grade level for grades 3–8 in SC for English language arts and mathematics. Figure 5.1.2 combines all of the grade levels and depicts

the performance by demographics. Third graders (Figure 5.1.1) outperformed eighth graders in English language arts and mathematics at grade level by 14% and 41%, respectively.

Figure 5.1.1: English language arts and mathematics: SC—percentage who met or exceeded expectations—SCREADY benchmark test scores by grade level.

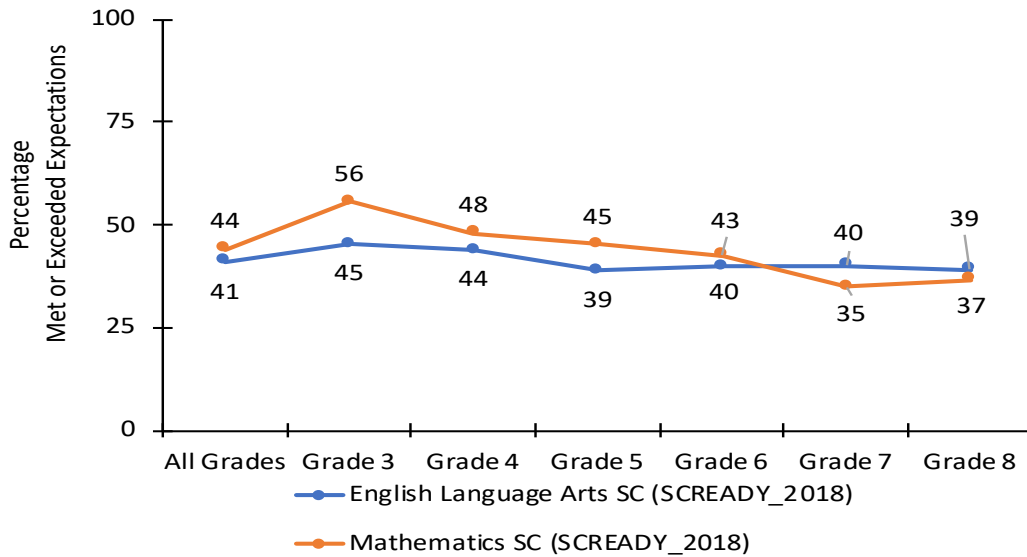
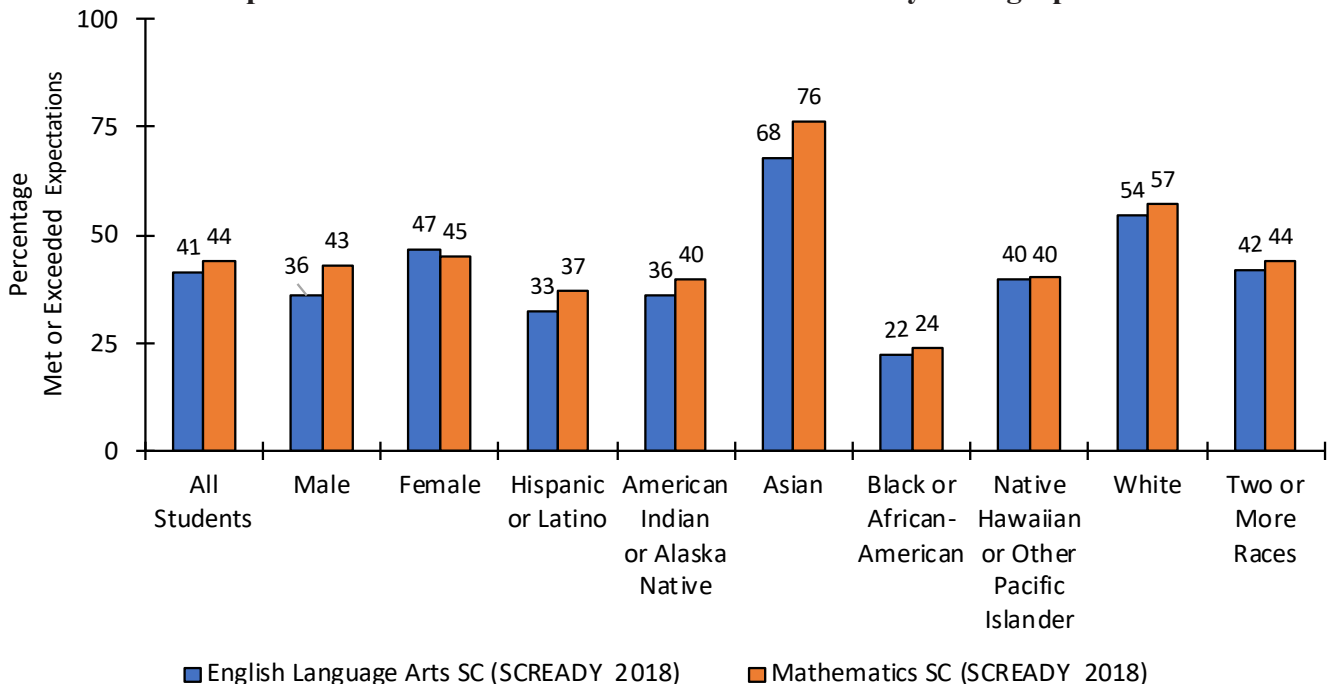


Figure 5.1.2: English language arts and mathematics: SC—percentage who met or exceeded expectations—SCREADY benchmark test scores by demographics



Source: South Carolina Department of Education



5.2 Horry County—SCREADY—Performance by Grade Level and Demographics

The graph (Figure 5.2.1) illustrates the performance pattern (percentages) of students in discrete grade level for grades 3–8 in HCS for English language arts and mathematics. Figure 5.2.2 combines all of the grade levels and depicts

the performance by demographics. Third graders (Figure 5.2.1) outperformed eighth graders in English language arts and mathematics at grade level by 23% and 41%, respectively.

Figure 5.2.1: English language arts and mathematics: HCS—percentage who met or exceeded expectations—SCREADY benchmark performance by grade level.

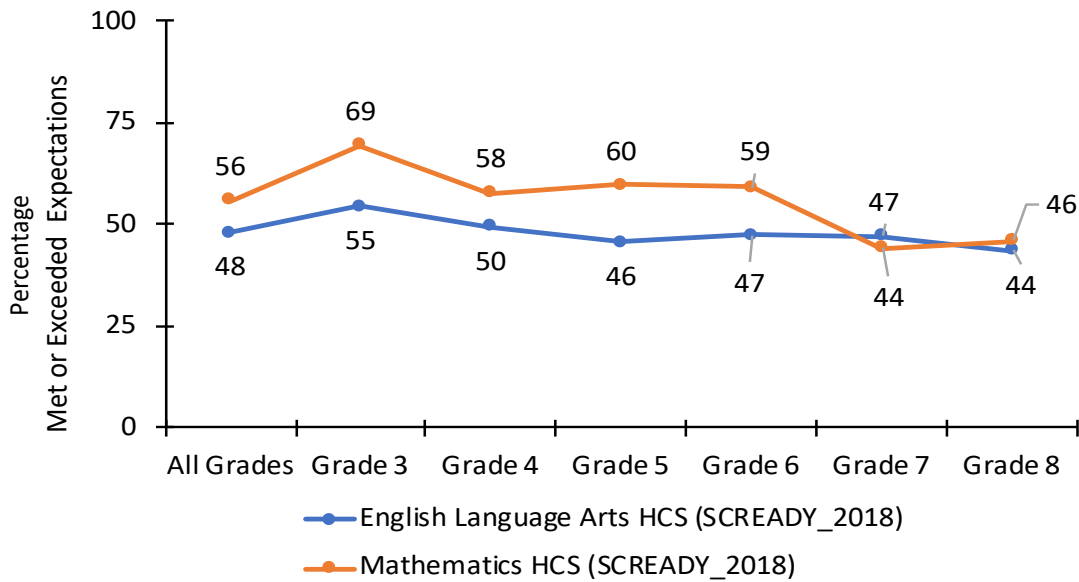
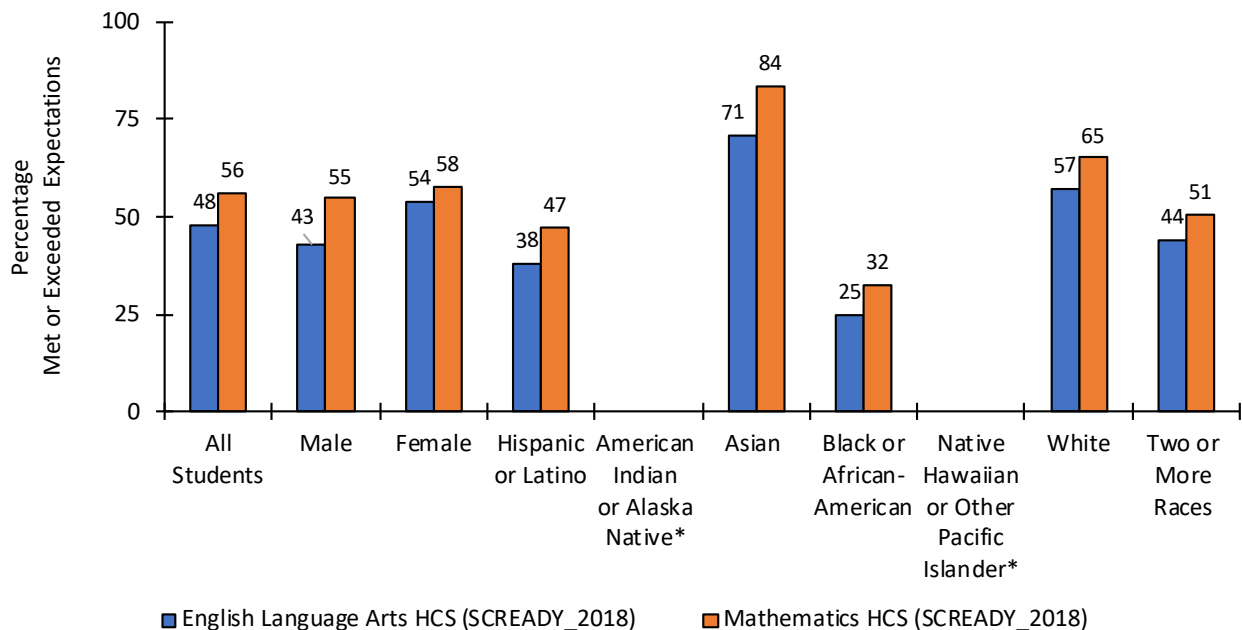


Figure 5.2.2: English language arts and mathematics: HCS—percentage who met or exceeded expectations—SCREADY benchmark performance by demographics.



Source: South Carolina Department of Education

*If the number of test takers is fewer than 20, percentage is not calculated listed.



5.3 Georgetown County—SCREADY—Performance by Grade Level and Demographics

The graph (Figure 5.3.1) illustrates the performance pattern (percentages) of students in discrete grade level for grades 3–8 in GCSD for English language arts and mathematics. Figure 5.3.2 combines all of the grade levels

and depicts the performance by demographics. Third graders (Figure 5.3.1) outperformed eighth graders in English language arts and mathematics at grade level by 10% and 68%, respectively.

Figure 5.3.1: English language arts and mathematics: GCSD—percentage who met or exceeded expectations—SCREADY benchmark performance by grade level.

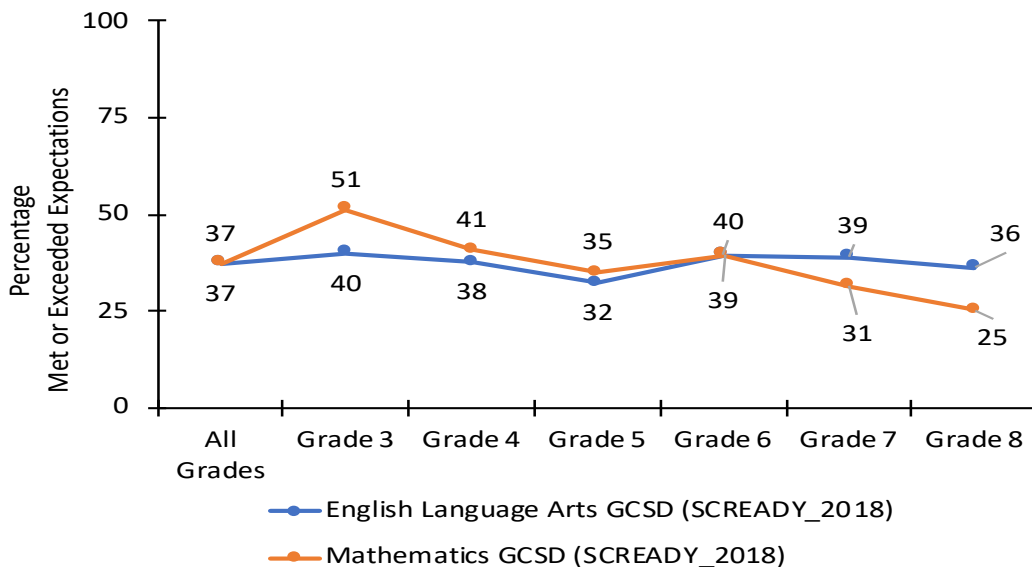
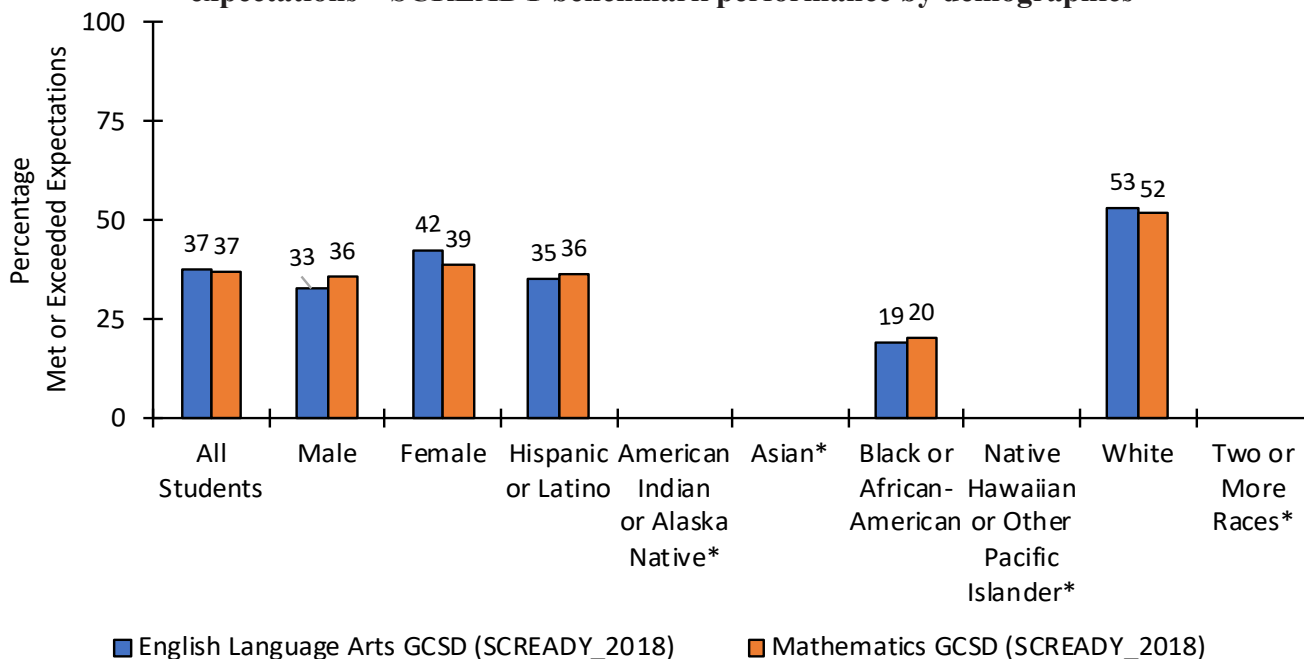


Figure 5.3.2: English language arts and mathematics: GCSD—percentage who met or exceeded expectations—SCREADY benchmark performance by demographics



Source: South Carolina Department of Education

*If the number of test takers is fewer than 20, percentage is not calculated listed.



5.4 Marion County—SCREADY—Performance by Grade Level and Demographics

The graph (Figure 5.4.1) illustrates the performance pattern (percentages) of students in discrete grade level for grades 3–8 in MCSD for English language arts and mathematics. Figure 5.4.2 combines all of the grade levels and depicts

the performance by demographics. Third graders (Figure 5.4.1) outperformed eighth graders in English language arts and mathematics at grade level by 10% and 93%, respectively.

Figure 5.4.1: English language arts and mathematics: MCSD—percentage who met or exceeded expectations—SCREADY benchmark performance by grade level.

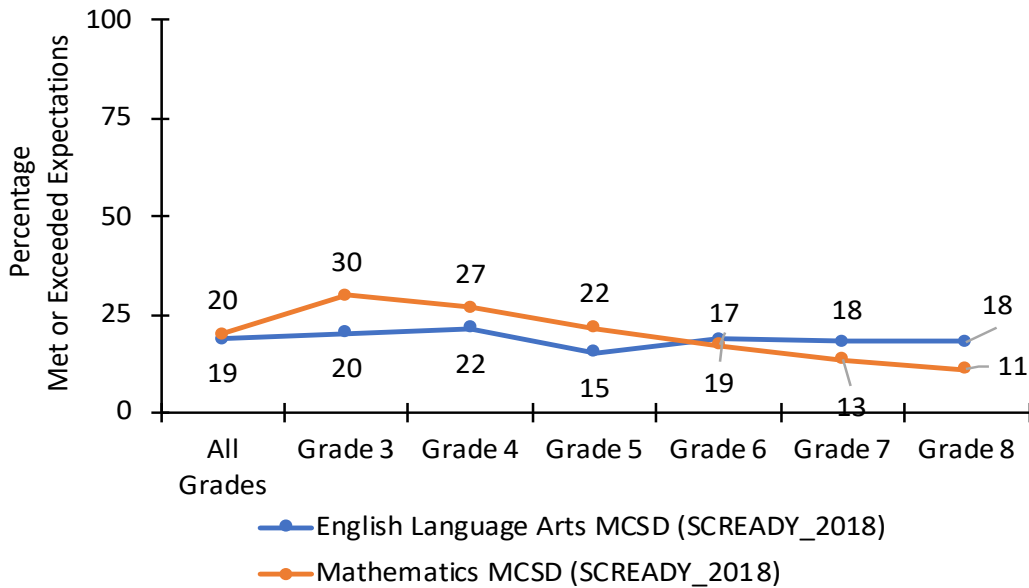
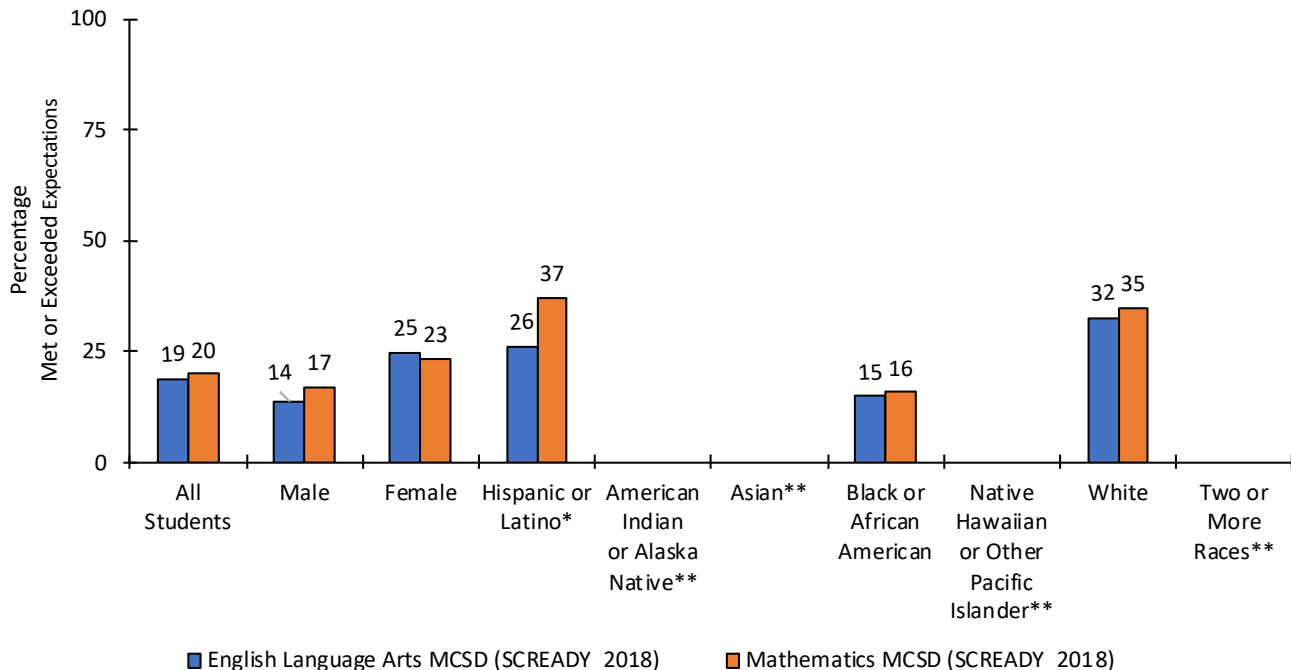


Figure 5.4.2: English language arts and mathematics: MCSD—percentage who met or exceeded expectations—SCREADY benchmark performance by demographics.



Source: South Carolina Department of Education

*Only one Hispanic grades had 20 or more students; therefore, the percentage may not present an accurate performance..

**If the number of test takers is fewer than 20, the percentage is not listed.



5.5 Dillon County Three—SCREADY— Performance by Grade Level and Demographics

The graph (Figure 5.5.1) illustrates the performance pattern (percentages) of students in discrete grade level for grades 3–8 in DSD–3 for English language arts and mathematics. Figure 5.5.2 combines all of the grade levels

and depicts the performance by demographics. Eighth graders (Figure 5.5.1) outperformed third graders in English language arts by 27% but underperformed third graders in mathematics by 25% at grade level.

Figure 5.5.1: English language arts and mathematics: DSD–3—percentage who met or exceeded expectations—SCREADY benchmark performance by grade level.

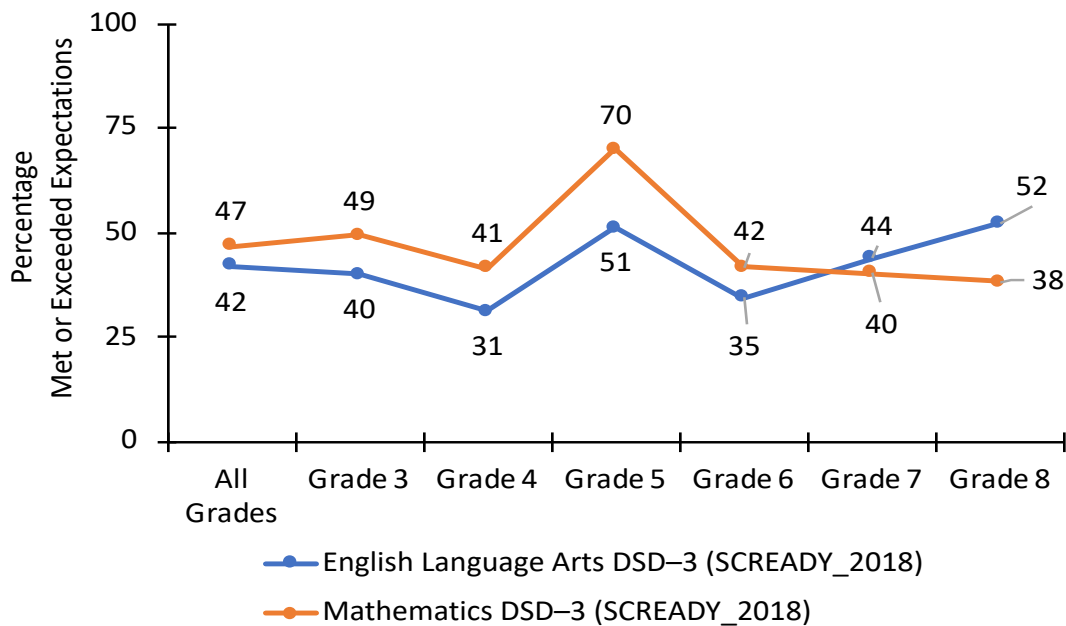
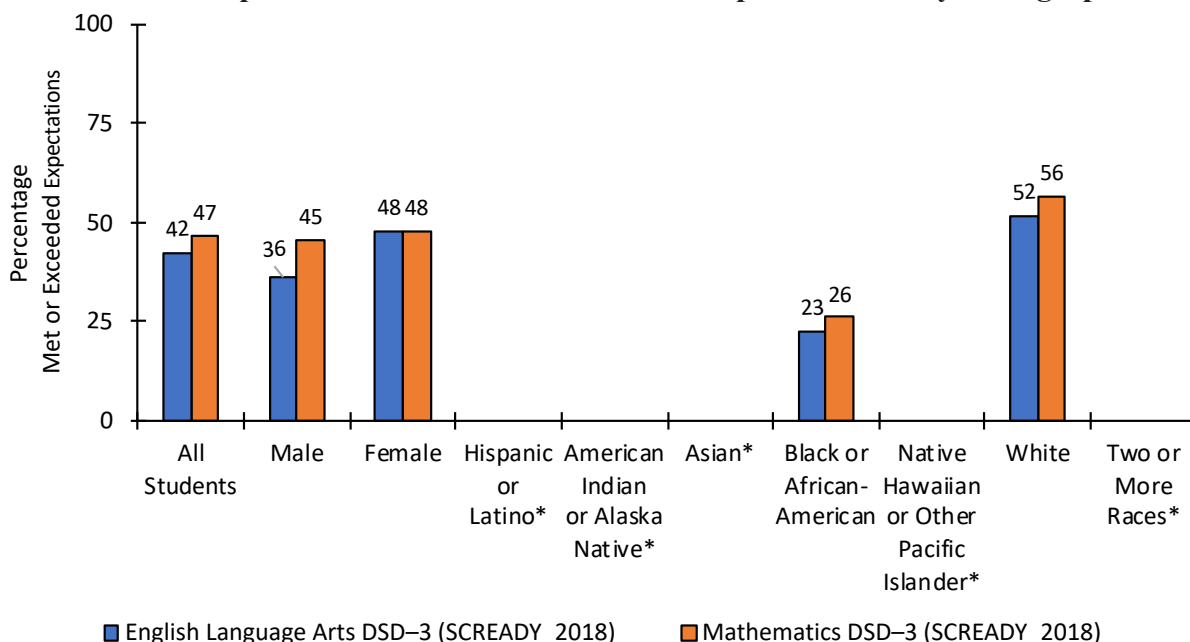


Figure 5.5.2: English language arts and mathematics: DSD–3—percentage who met or exceeded expectations—SCREADY benchmark performance by demographics.



Source: South Carolina Department of Education

*If the number of test takers is fewer than 20, the percentage is not listed.



5.6 Dillon County Four—SCREADY—Performance by Grade Level and Demographics

The graph (Figure 5.6.1) illustrates the performance pattern (percentages) of students in discrete grade level for grades 3–8 in DSD–4 for English language arts and mathematics. Figure 5.6.2 combines all of the grade levels

and depicts the performance by demographics. Third graders (Figure 5.6.1) outperformed eighth graders in English language arts and mathematics at grade level by 13% and 36%, respectively.

Figure 5.6.1: English language arts and mathematics: DSD–4—percentage who met or exceeded expectations—SCREADY benchmark performance by grade level.

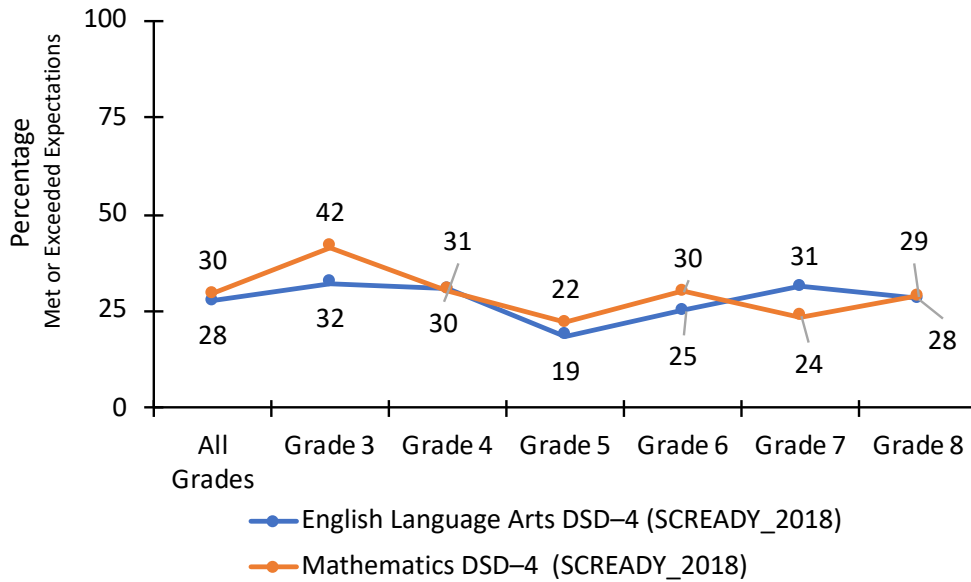
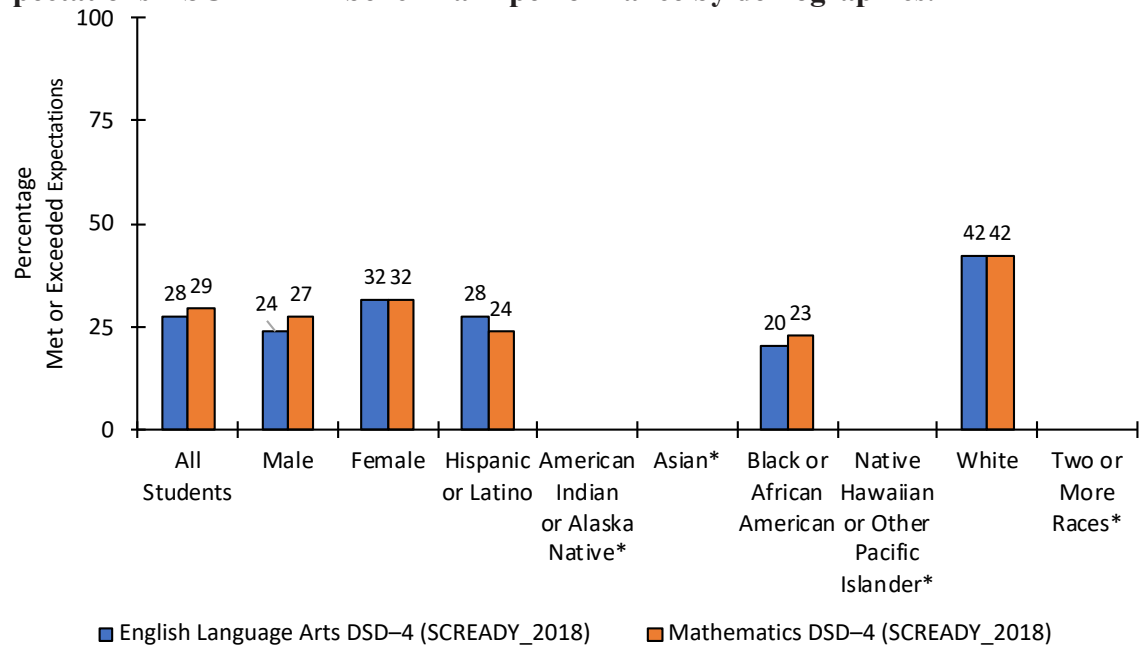


Figure 5.6.2: English language arts and mathematics: DSD–4—percentage who met or exceeded expectations—SCREADY benchmark performance by demographics.



Source: South Carolina Department of Education

*If the number of test takers is fewer than 20, the percentage is not listed.



5.7 South Carolina—SCPASS—Performance by Grade Level and Demographics

The graph (Figure 5.7.1) illustrates the percentage distribution of SC student benchmarks of students and the discrete grade level for grades 4, 6, and 8 for science and grades 5 and 7 for social studies. Figure 5.7.2 combines all of the grade levels and the depicts

the performance by demographics. Fourth graders (Figure 5.7.1) outperformed eighth graders in science by 2% and fifth graders outperformed seventh graders in social studies by 5% at grade level.

Figure 5.7.1: Science and social studies: SC—percentage who met or exceeded expectations— SCPASS benchmark test scores by grade level.†,‡

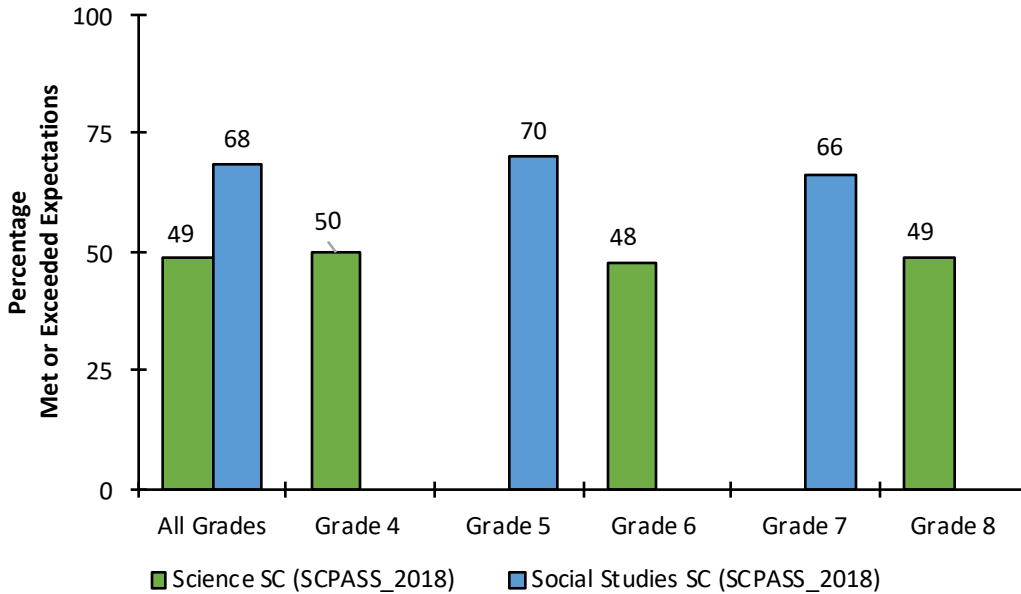
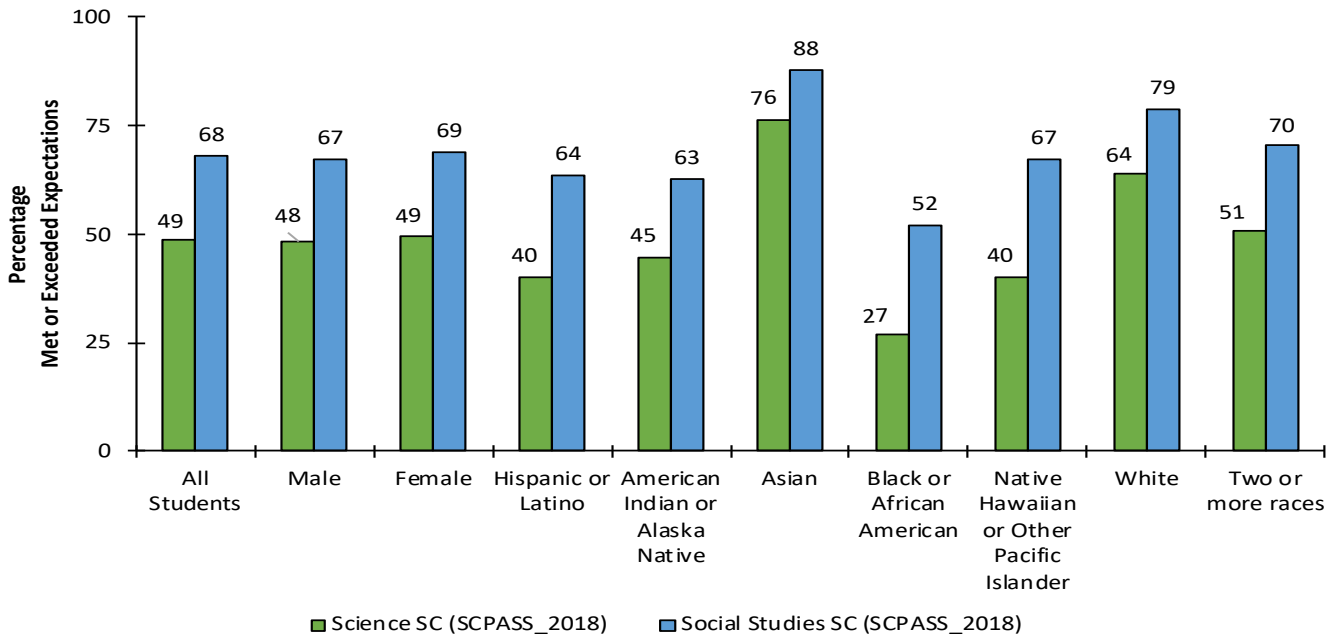


Figure 5.7.2: Science and social studies: SC—percentage who met or exceeded expectations—SCPASS benchmark test scores by demographics.



Source: South Carolina Department of Education

†Social studies not tested in grades 4, 6, and 8.

‡Science is not tested in grades 5 and 7.



5.8 Horry County—SCPASS—Performance by Grade Level and Demographics

The graph (Figure 5.8.1) illustrates the percentage distribution of HCS student performance by discrete grade level for grades 4, 6, and 8 (science) and grades 5 and 7 (social studies). Figure 5.8.2 combines all of the

grade levels and depicts the performance by demographics. Fourth graders outperformed eighth graders in science by 11% and fifth graders outperformed seventh graders in social studies by 11% at grade level.

Figure 5.8.1: Science and social studies: HCS—percentage who met or exceeded expectations—SCPASS benchmark performance by grade level.†,‡

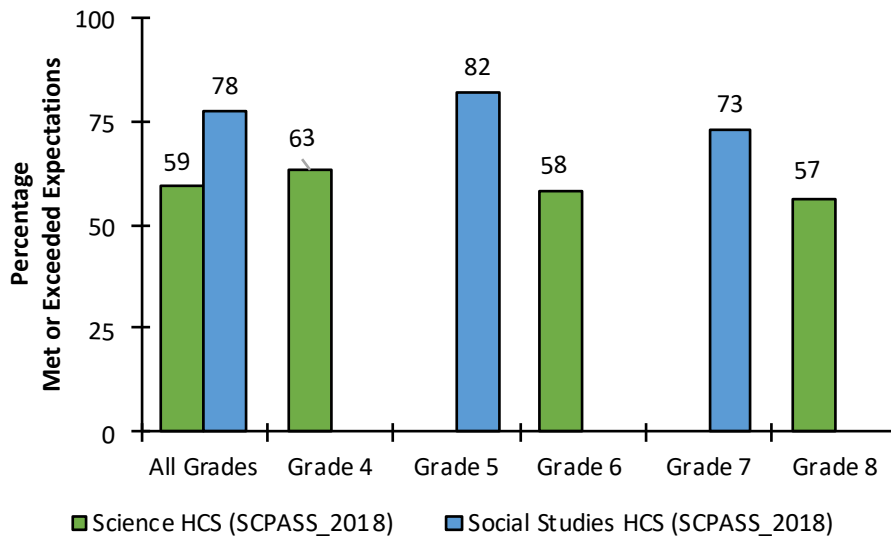
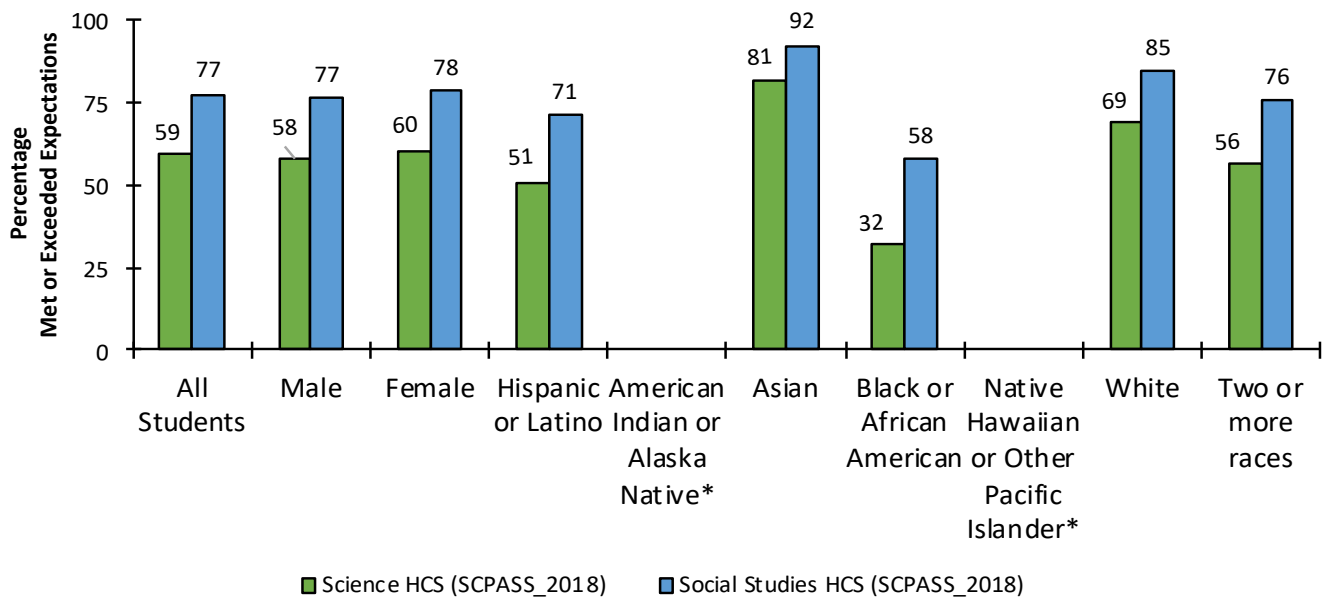


Figure 5.8.2: Science and social studies: HCS—percentage who met or exceeded expectations—SCPASS benchmark performance by demographics.



Source: South Carolina Department of Education

†Social studies not tested in grades 4, 6, and 8.

‡Science is not tested in grades 5 and 7.

*If the number of test takers is fewer than 20, the percentage is not listed.



5.9 Georgetown County — SCPASS — Performance by Grade Level and Demographics

The graph (Figure 5.9.1) illustrates the percentage distribution of GCSD student performance by discrete grade level for grades 4, 6, and 8 (science) and grades 5 and 7 (social studies). Figure 5.9.2 combines all of the

grade levels and depicts the performance by demographics. Fourth graders (Figure 5.9.1) outperformed eighth graders in science by 3% and seventh graders outperformed fifth graders in social studies by less than 1% at grade level.

Figure 5.9.1: Science and social studies: GCSD—percentage who met or exceeded expectations— SCPASS benchmark performance by grade level.†,‡

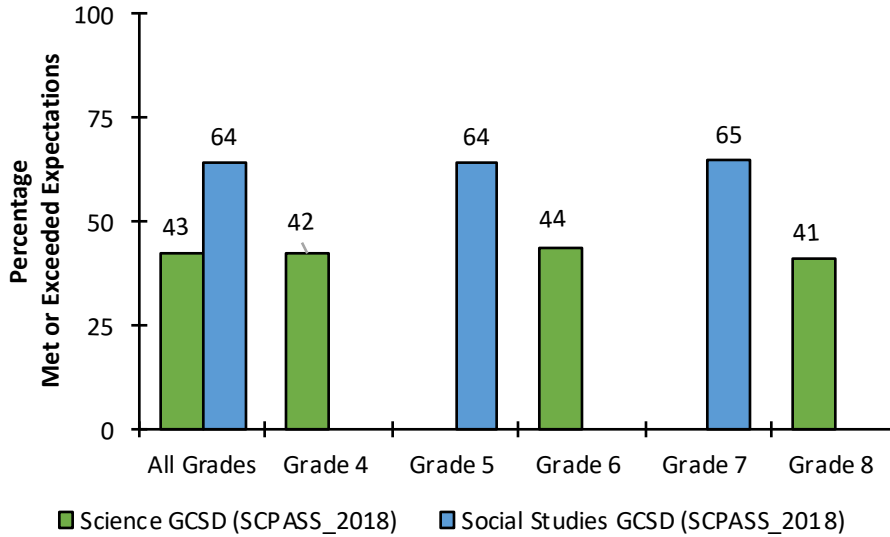
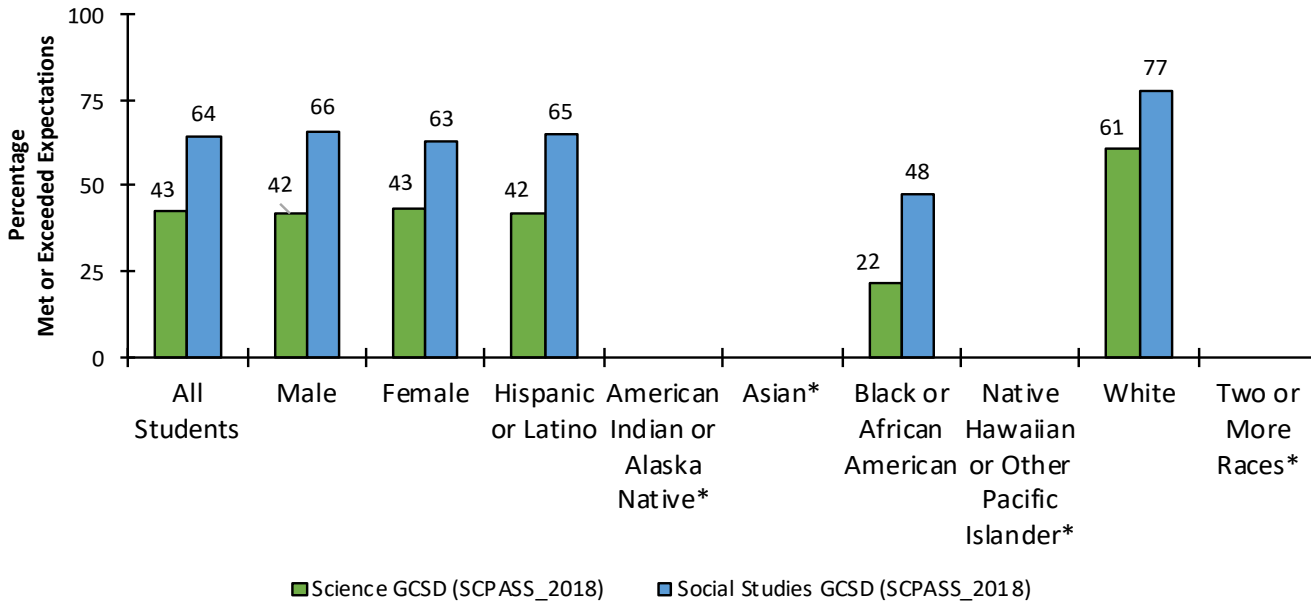


Figure 5.9.2: Science and social studies: GCSD—percentage who met or exceeded expectations—SCPASS benchmark performance by demographics.



Source: South Carolina Department of Education

†Social studies not tested in grades 4, 6, and 8.

‡Science is not tested in grades 5 and 7.

*If the number of test takers is fewer than 20, the percentage is not listed.



5.10 Marion County—SCPASS—Performance by Grade Level and Demographics

The graph (Figure 5.10.1) illustrates the percentage distribution of GCSD student performance by discrete grade level for grades 4, 6, and 8 (science) and grades 5 and 7 (social studies). Figure 5.10.2 combines all of the

grade levels and depicts the performance by demographics. Fourth graders (Figure 5.10.1) outperformed eighth graders in science by 15% and fifth graders outperformed seventh graders in social studies by 24% at grade level.

Figure 5.10.1: Science and social studies: MCSD—percentage who met or exceeded expectations—SCPASS benchmark performance by grade level.^{†,‡}

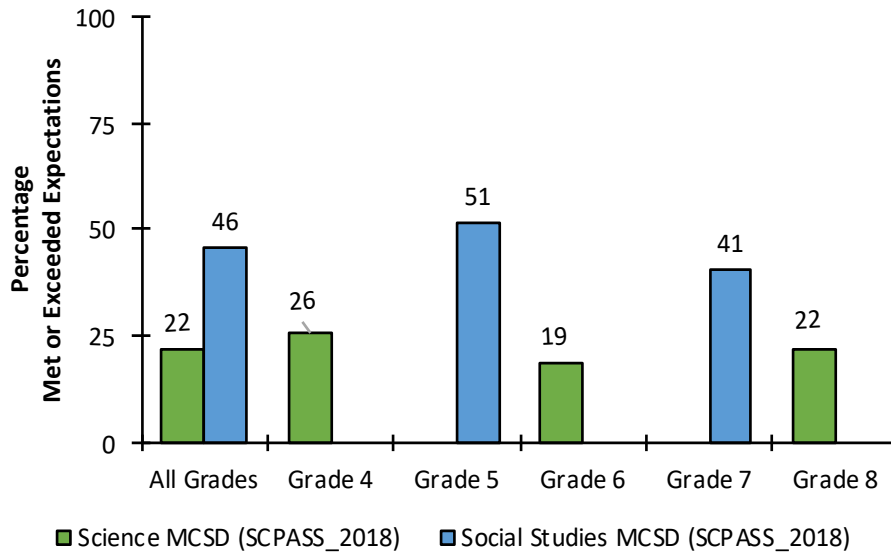
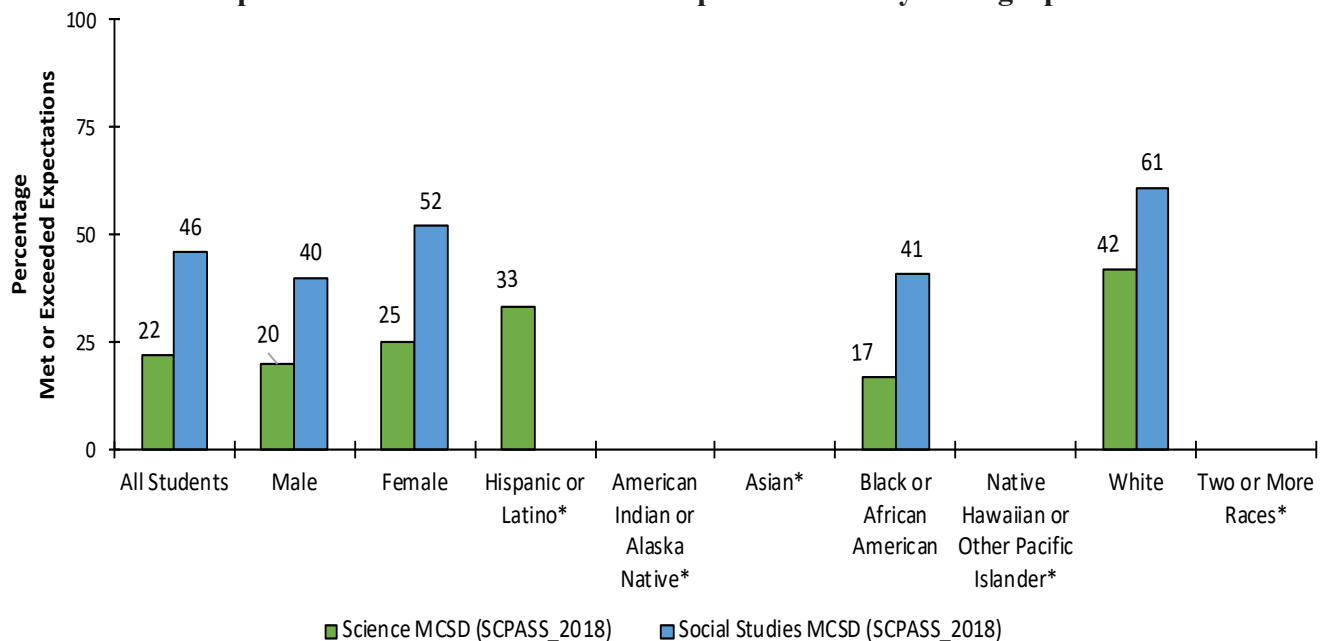


Figure 5.10.2: Science and social studies: MCSD—percentage who met or exceeded expectations—SCPASS benchmark performance by demographics.



Source: South Carolina Department of Education

[†]Social studies not tested in grades 4, 6, and 8.

[‡]Science is not tested in grades 5 and 7.

*If the number of test takers is fewer than 20, the percentage is not listed.



5.11 Dillon County Three—SCPASS—Performance by Grade Level and Demographics

The graph (Figure 5.11.1) illustrates the percentage distribution of DSD–3 student performance by discrete grade level for grades 4, 6, and 8 (science) and grades 5 and 7 (social studies). Figure 5.11.2 combines all of the

grade levels and depicts the performance by demographics. Eighth graders (Figure 5.11.1) outperformed fourth graders in science by 29% and fifth graders outperformed seventh graders in social studies by 21% at grade level.

Figure 5.11.1: Science and social studies: DSD–3—percentage who met or exceeded expectations—SCPASS benchmark performance by grade level.^{†‡}

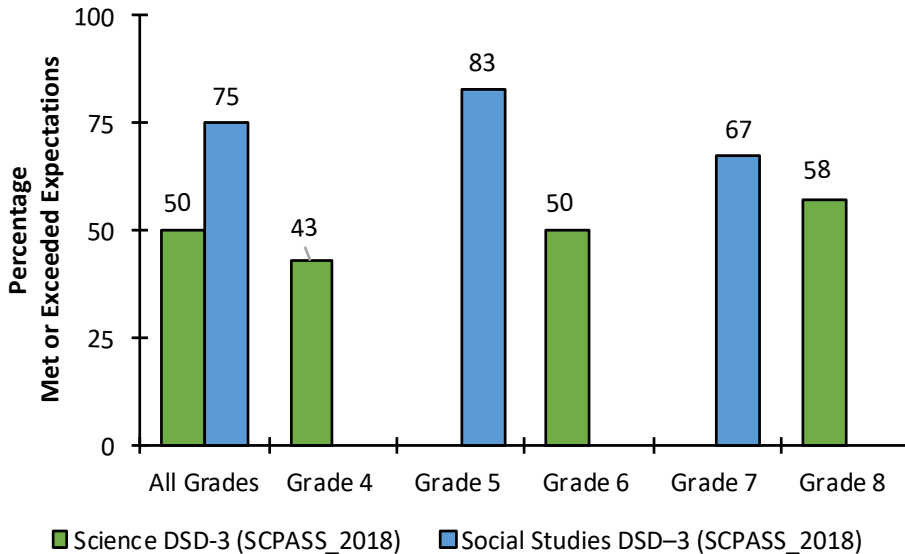
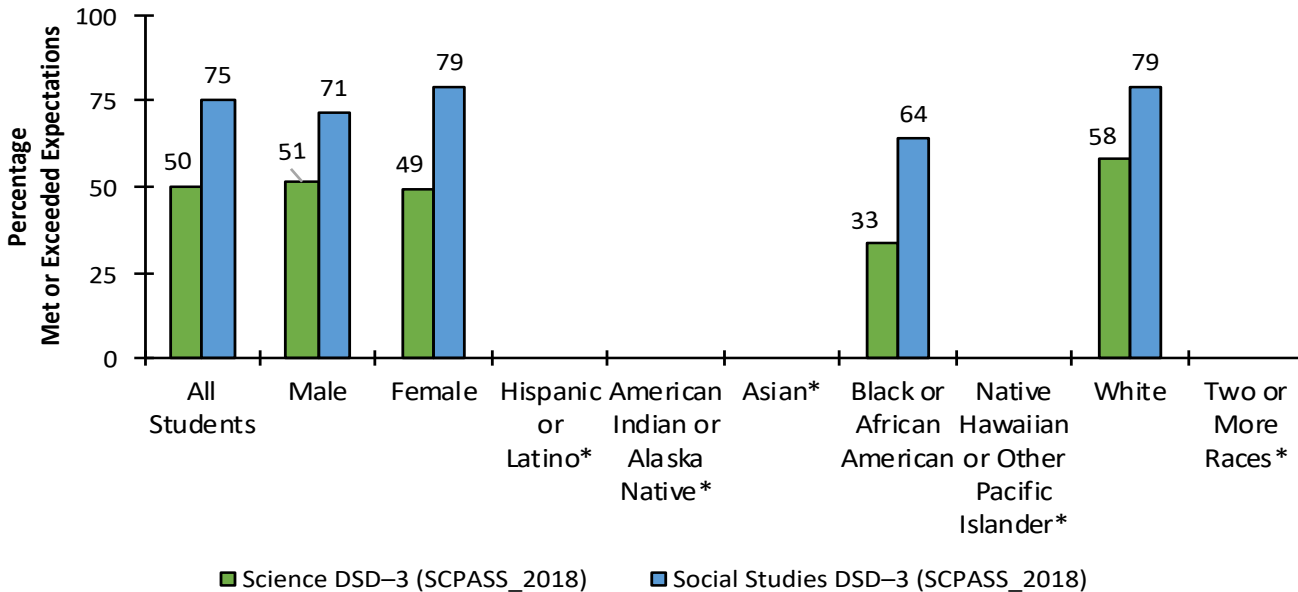


Figure 5.11.2: Science and social studies: DSD–3—percentage who met or exceeded expectations—SCPASS benchmark performance by demographics.



Source: South Carolina Department of Education

[†]Social studies is not tested in grades 4, 6, and 8.

[‡]Science is not tested in grades 5 and 7.

*If the number of test takers is fewer than 20, the percentage is not listed.



5.12 Dillon County Four—SCPASS—Performance by Grade Level and Demographics

The graph (Figure 5.12.1) illustrates the percentage distribution of DSD-4 student performance by discrete grade level for grades 4, 6, and 8 (science) and grades 5 and 7 (social studies). Figure 5.12.2 combines all of the

grade levels and depicts the performance by demographics. Fourth graders (Figure 5.12.1) outperformed eighth graders in science by 28% and fifth graders outperformed seventh graders in social studies by 18% at grade level.

Figure 5.12.1: Science and social studies: DSD-4—percentage who met or exceeded expectations—SCPASS benchmark performance by grade level.^{†‡}

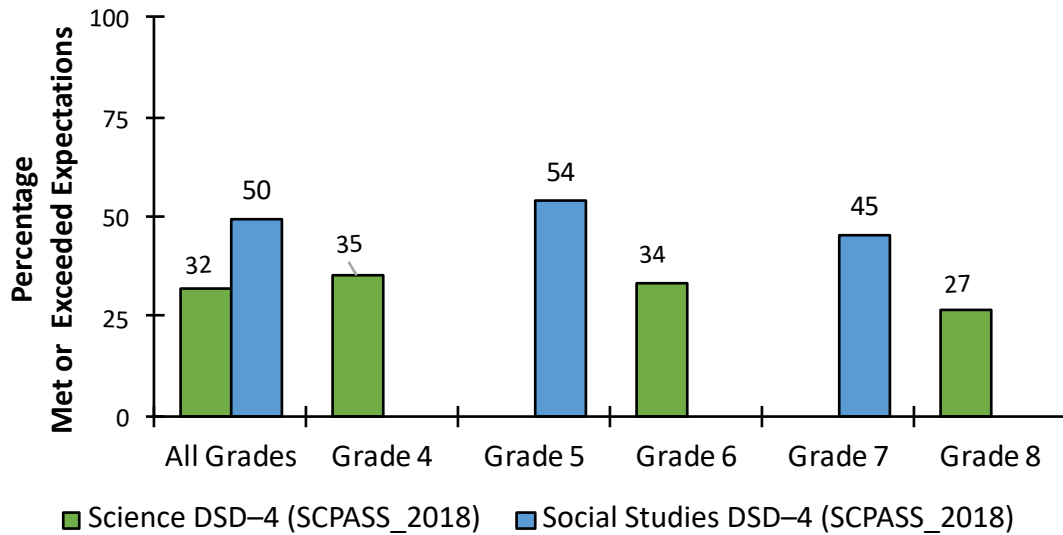
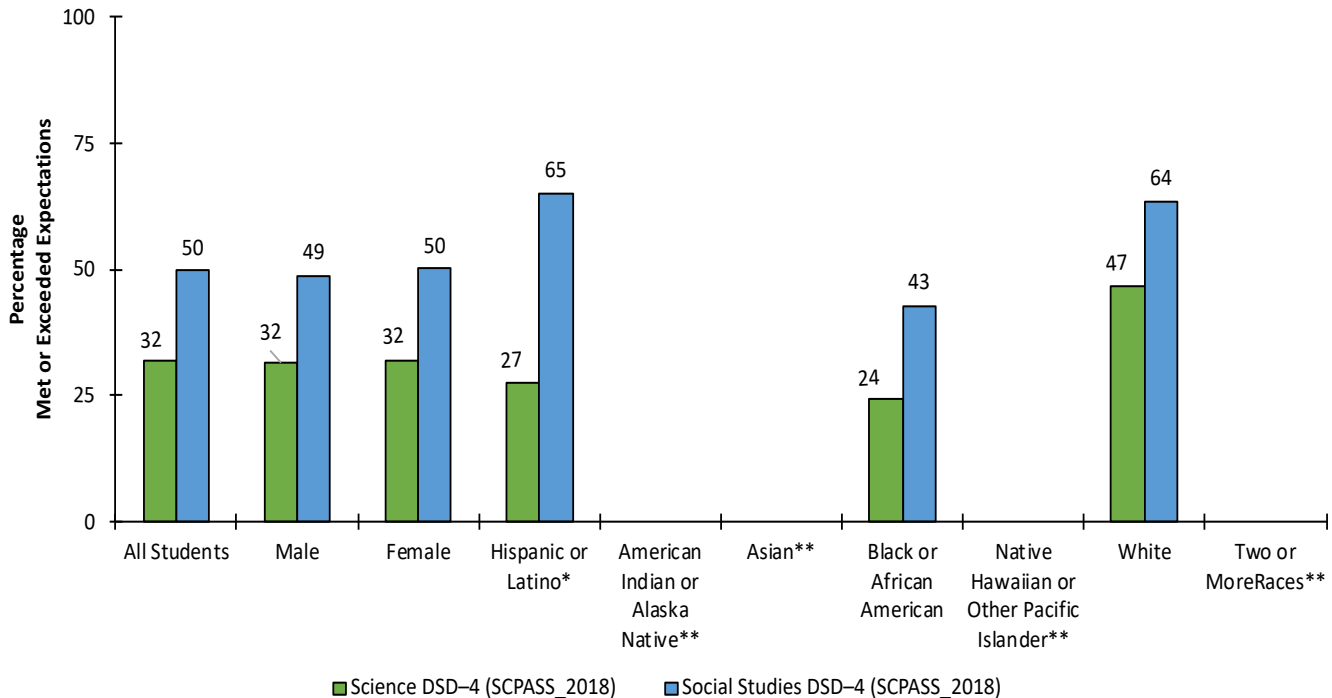


Figure 5.12.2: Science and social studies: DSD-4—percentage who met or exceeded expectations—SCPASS benchmark performance by demographics.



Source: South Carolina Department of Education

[†]Social studies not tested in grades 4, 6, and 8.

[‡]Science is not tested in grades 5 and 7.

*If the number of test takers is fewer than 20, percentage is not listed.



5.13 South Carolina—EOCEP—Performance by Subject and Demographics

The graphs in this section depict the percentage distribution of SC students earning a grade of “C” or higher (70–100). Figure 5.13.1 shows

Algebra 1 and English 1 and Figure 5.13.2 shows Biology 1 and US History and the Constitution.

Figure 5.13.1: Algebra 1 and English 1: SC—percentage of students earning a grade of “C” or higher on the EOCEP test.

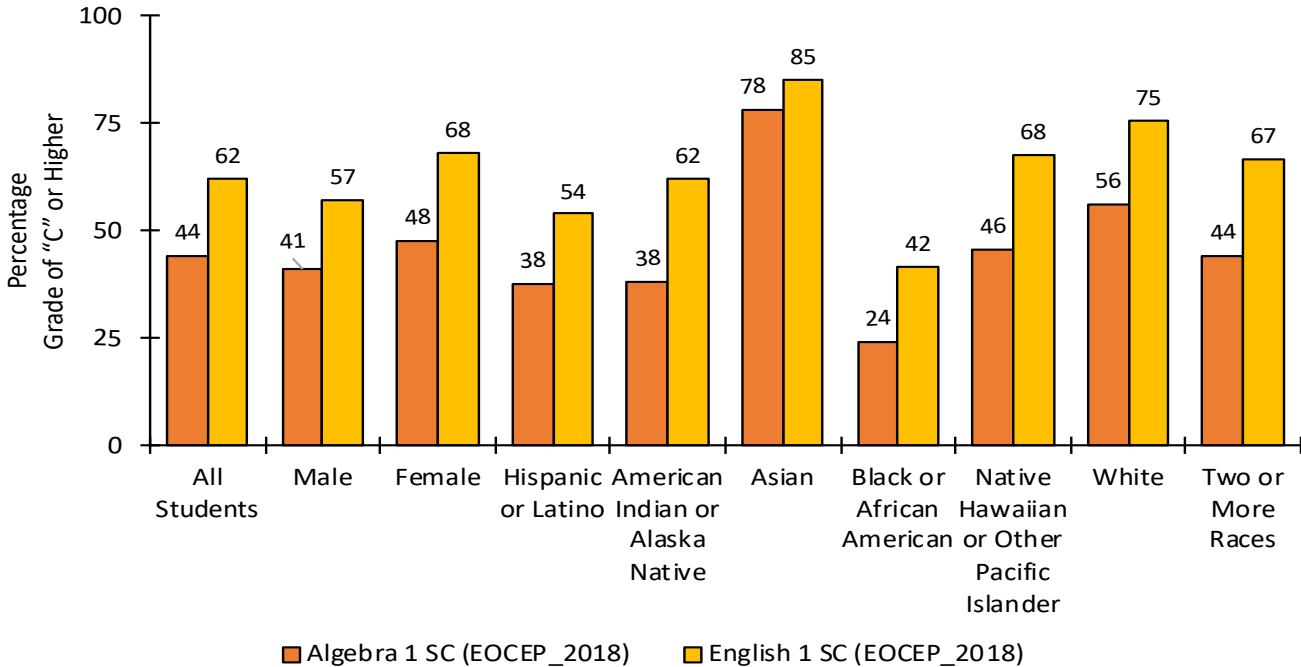
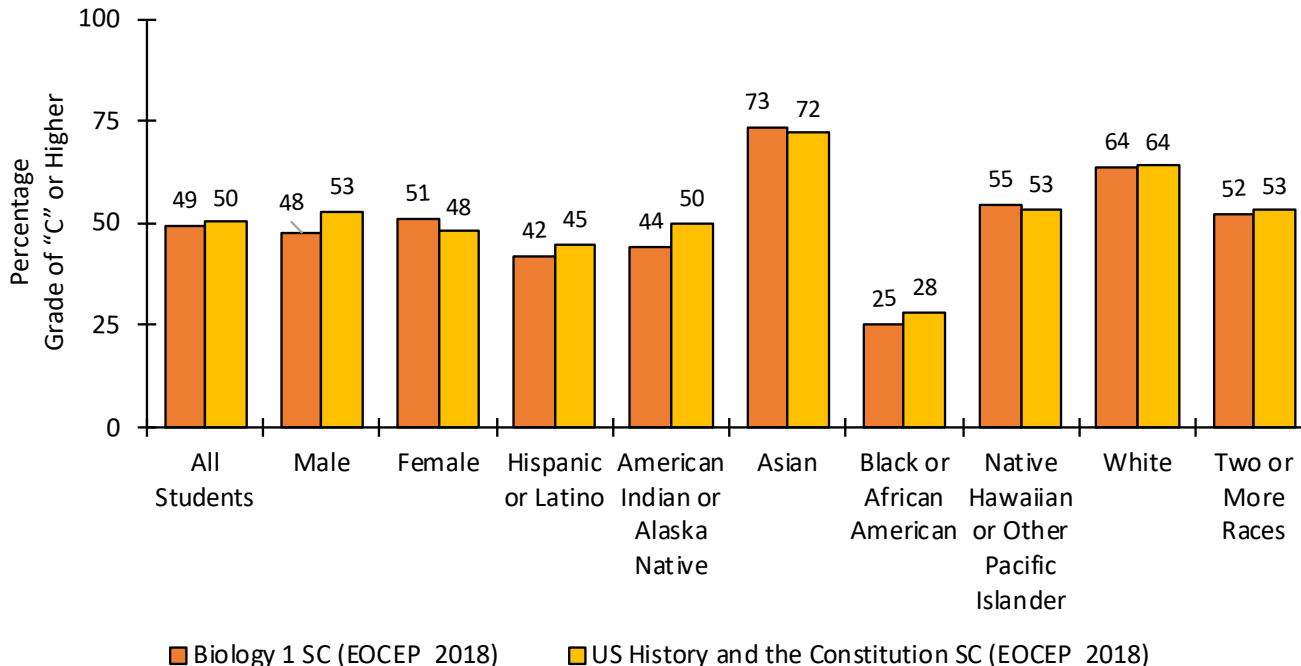


Figure 5.13.2: Biology 1 and US History and the Constitution: SC—percentage of students earning a grade of “C” or higher on the EOCEP test.



Source: South Carolina Department of Education



5.14 Horry County—EOCEP—Performance by Subject and Demographics

The graphs in this section depict the percentage distribution of HCS students earning a grade of “C” or higher (70–100). Figure

5.14.1 shows Algebra 1 and English 1 and Figure 5.14.2 shows Biology 1 and US History and the Constitution.

Figure 5.14.1: Algebra 1 and English 1: HCS—percentage of students earning a grade of “C” or higher on the EOCEP test.

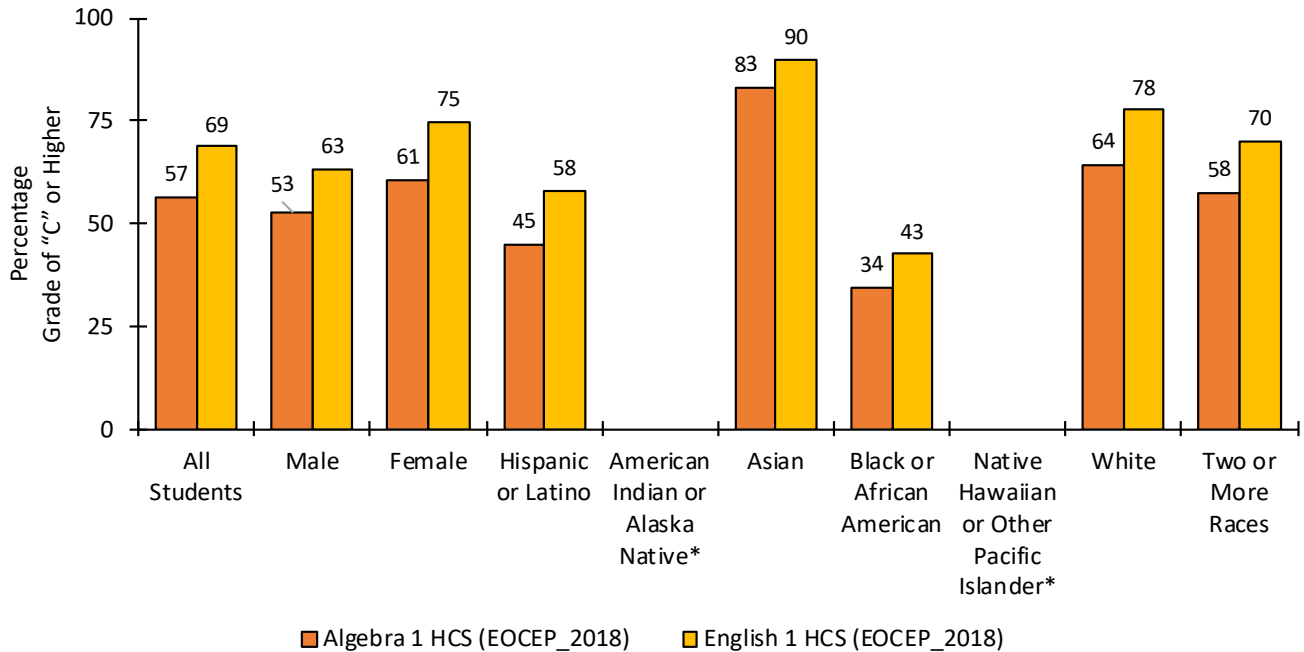
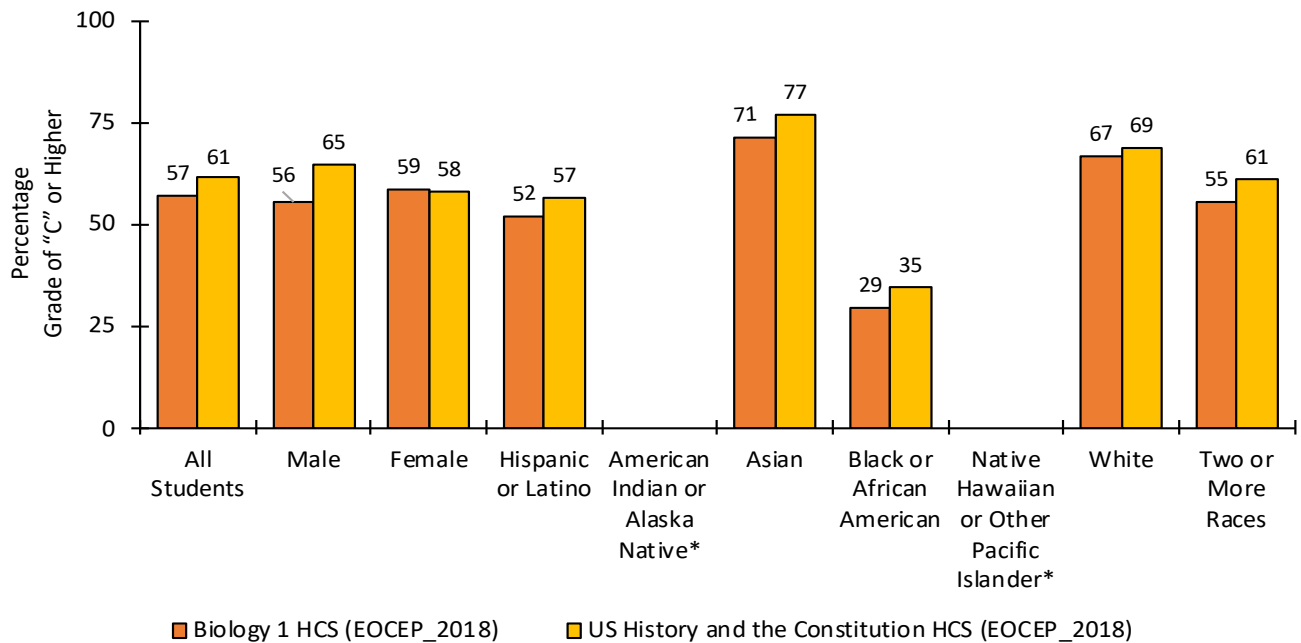


Figure 5.14.2: Biology 1 and US History and the Constitution: HCS—percentage of students earning a grade of “C” or higher on the EOCEP test.



Source: South Carolina Department of Education

*If the number of test takers is fewer than 20, the percentage is not listed.



5.15 Georgetown County—EOCEP—Performance by Subject and Demographics

The graphs in this section depict the percentage distribution of GCSD students earning a grade of “C” or higher (70–100). Figure 5.15.1

shows Algebra 1 and English 1 and Figure 5.15.2 shows Biology 1 and US History and the Constitution.

Figure 5.15.1: Algebra 1 and English 1: GCSD—percentage of students earning a grade of “C” or higher on the EOCEP test.

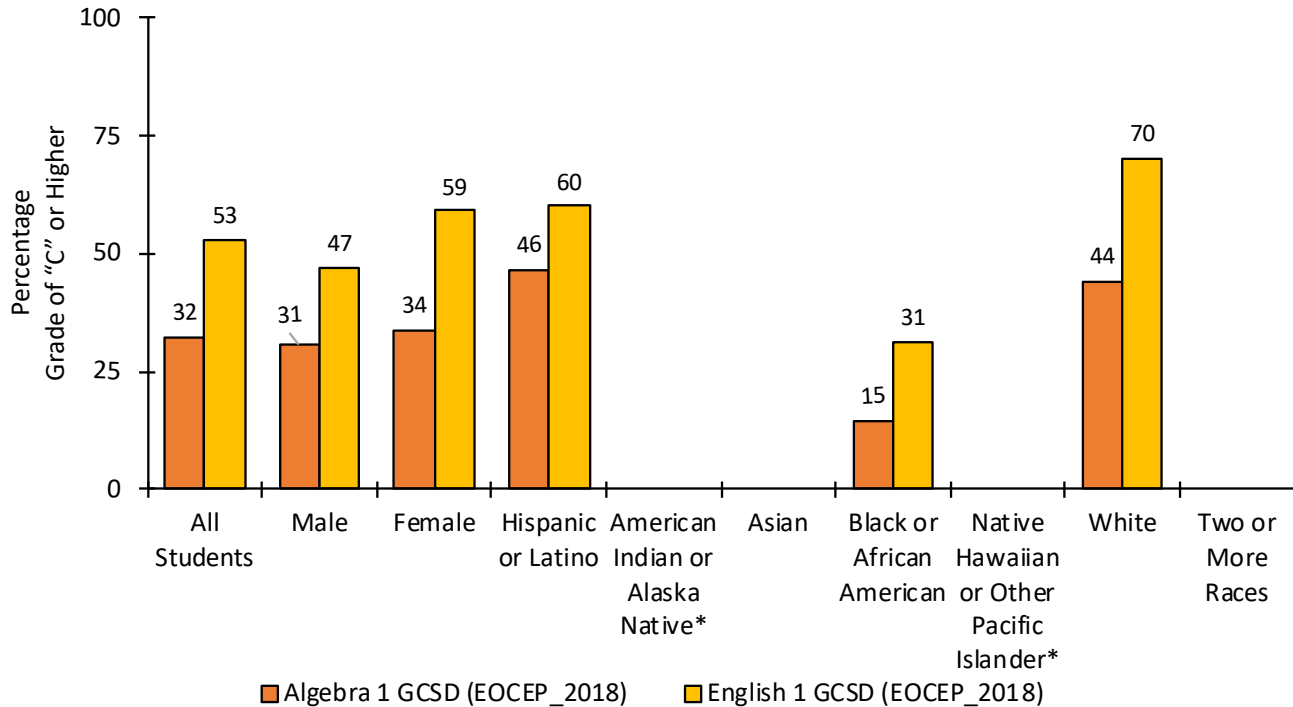
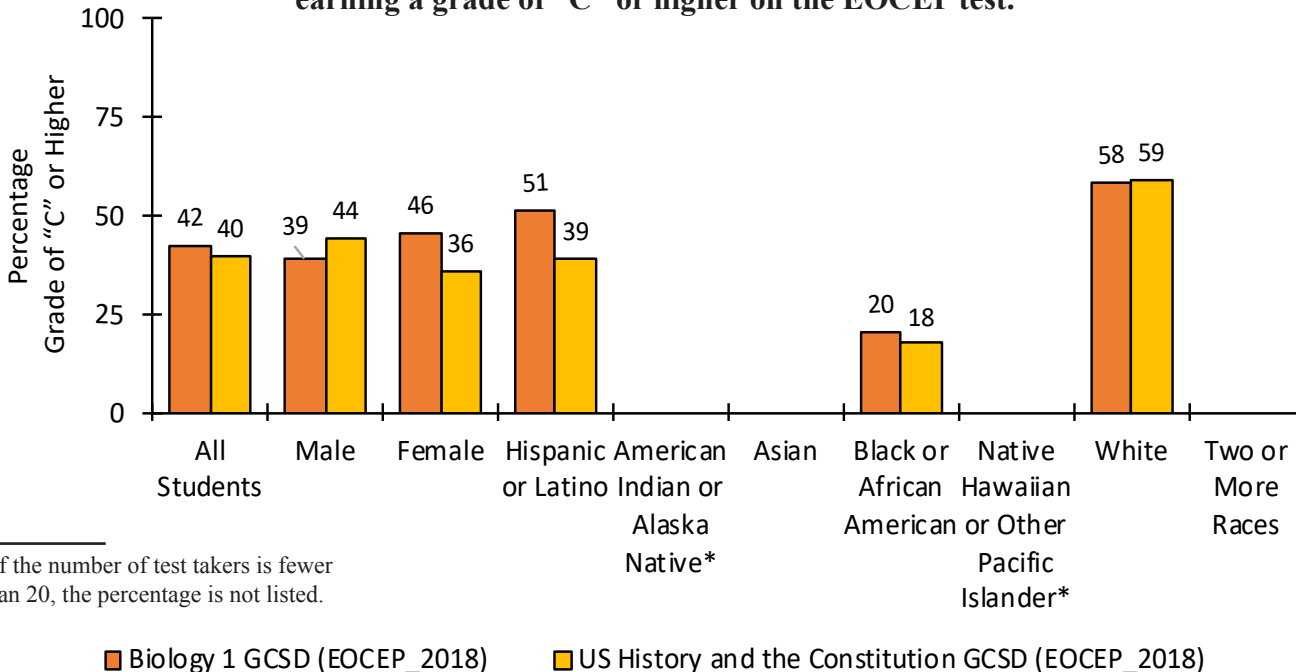


Figure 5.15.2: Biology 1 and US History and the Constitution: GCSD—percentage of students earning a grade of “C” or higher on the EOCEP test.



*If the number of test takers is fewer than 20, the percentage is not listed.



5.16 Marion County—EOCEP—Performance by Subject and Demographics

The graphs in this section depict the percentage distribution of MCSD students earning a grade of “C” or higher (70–100). Figure 5.16.1

shows Algebra 1 and English 1 and Figure 5.16.2 shows Biology 1 and US History and the Constitution.

Figure 5.16.1: Algebra 1 and English 1: MCSD—percentage of students earning a grade of “C” or higher on the EOCEP test.

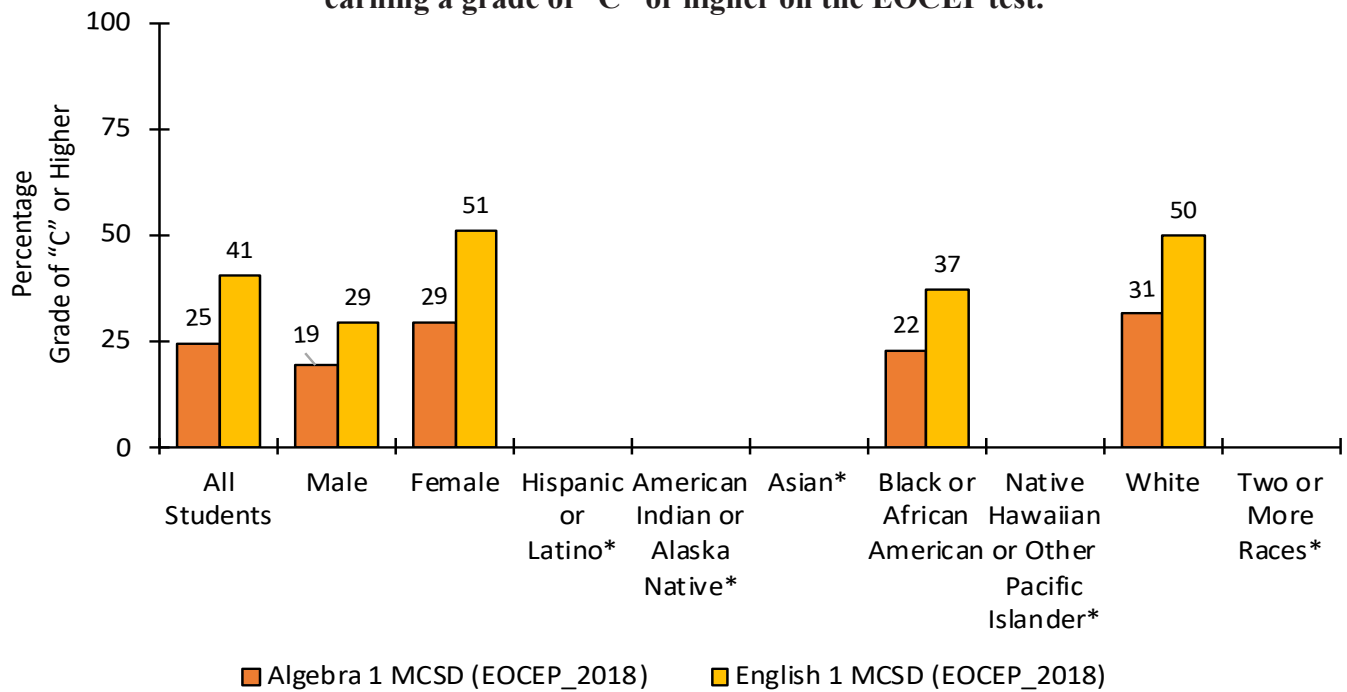
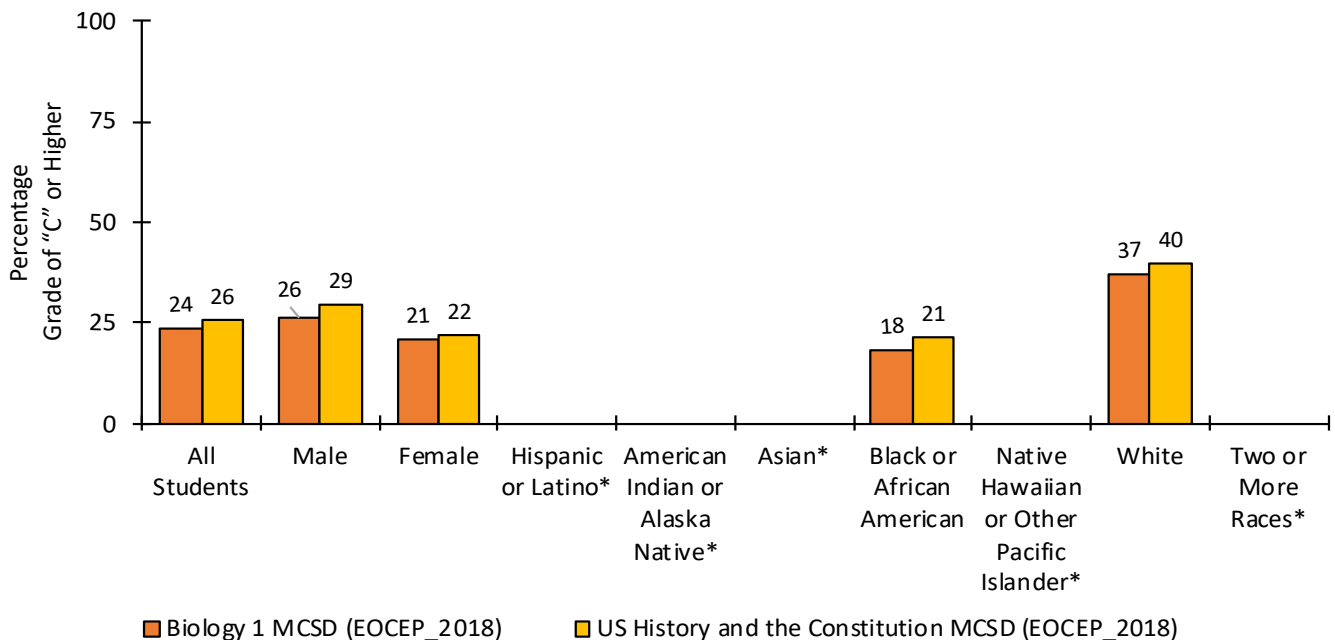


Figure 5.16.2: Biology 1 and US History and the Constitution: MCSD—percentage of students earning a grade of “C” or higher on the EOCEP test.



Source: South Carolina Department of Education

*If the number of test takers is fewer than 20, the percentage is not listed.



5.17 Dillon County Three—EOCEP—Performance by Subject and Demographics

The graphs in this section depict the percentage distribution of DSD-3 students earning a grade of “C” or higher (70–100). Figure

5.17.1 shows Algebra 1 and English 1 and Figure 5.17.2 shows Biology 1 and US History and the Constitution.

Figure 5.17.1: Algebra 1 and English 1: DSD-3—percentage of students earning a grade of “C” or higher on the EOCEP test.

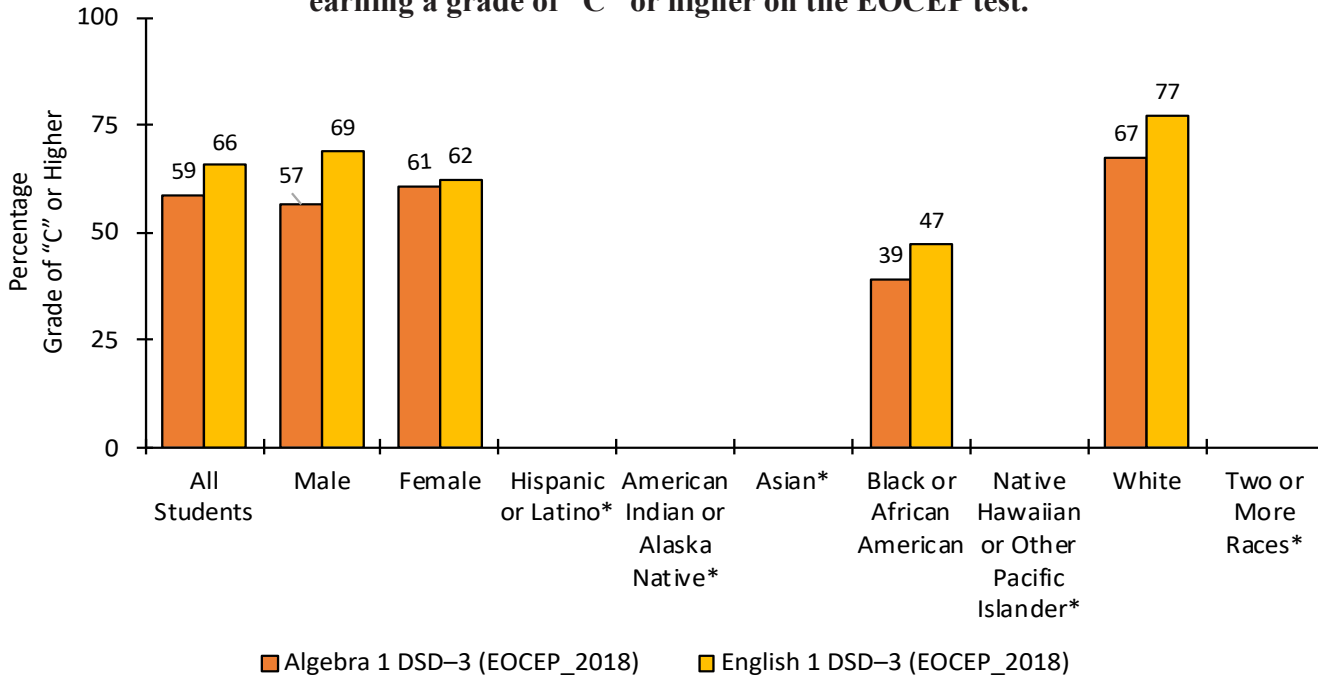
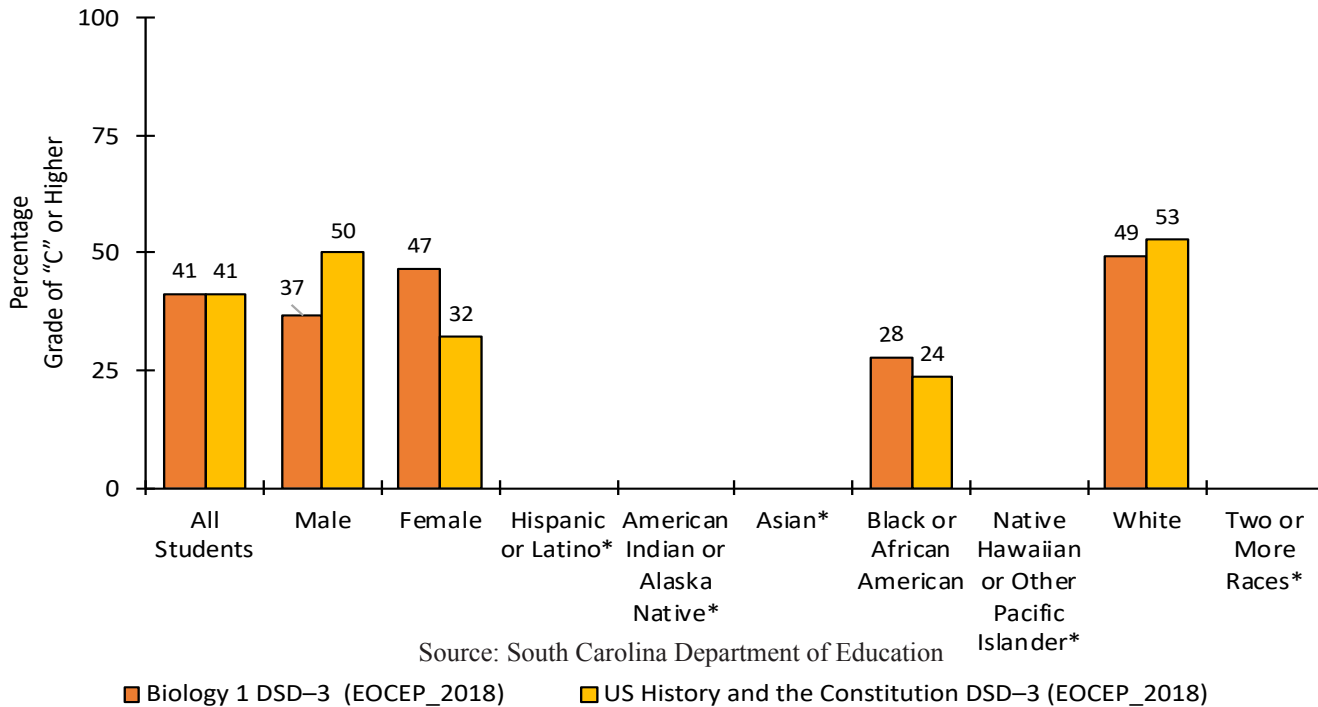


Figure 5.17.2: Biology 1 and US History and the Constitution: DSD-3—percentage of students earning a grade of “C” or higher on the EOCEP test.



Source: South Carolina Department of Education

Legend: ■ Biology 1 DSD-3 (EOCEP_2018) ■ US History and the Constitution DSD-3 (EOCEP_2018)

*If the number of test takers is fewer than 20, the percentage is not listed.



5.18 Dillon County Four—EOCEP—Performance by Subject and Demographics

The graphs in this section depict the percentage distribution of DSD-4 students earning a grade of “C” or higher (70–100). Figure 5.18.1

shows Algebra 1 and English 1 and Figure 5.18.2 shows Biology 1 and US History and the Constitution.

Figure 5.18.1: Algebra 1 and English 1: DSD-4—percentage of students earning a grade of “C” or higher on the EOCEP test.

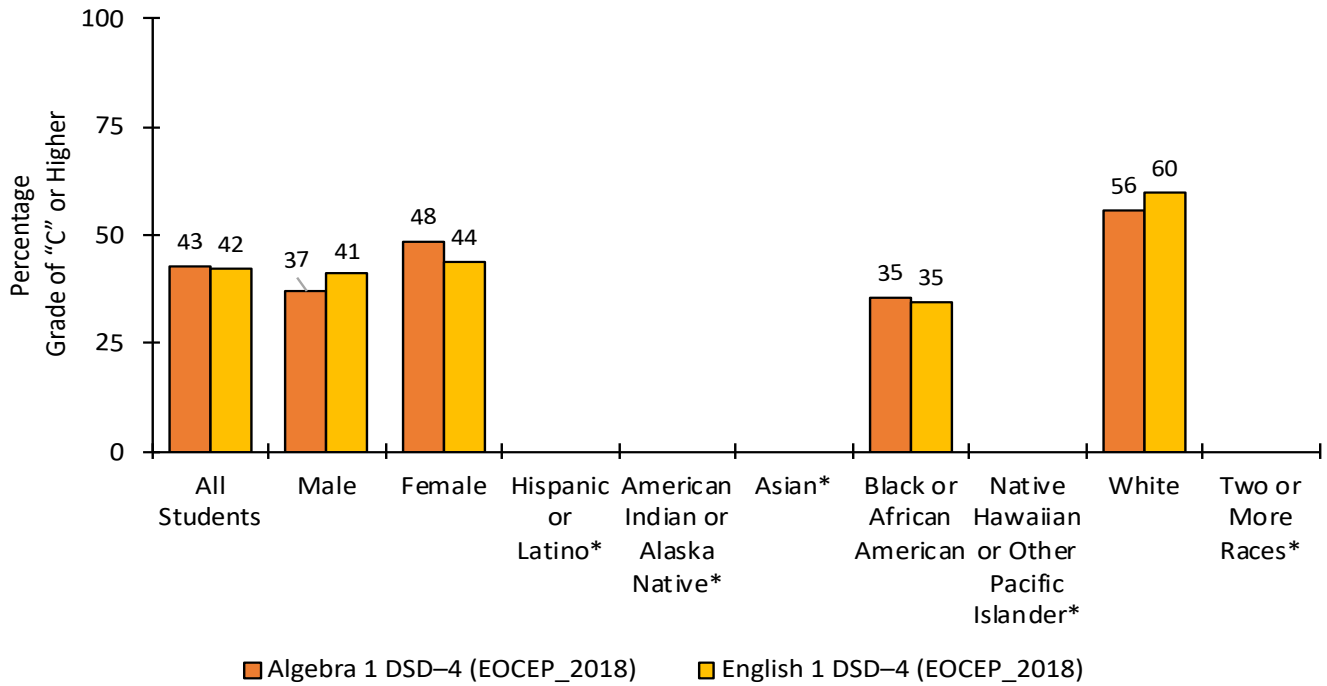
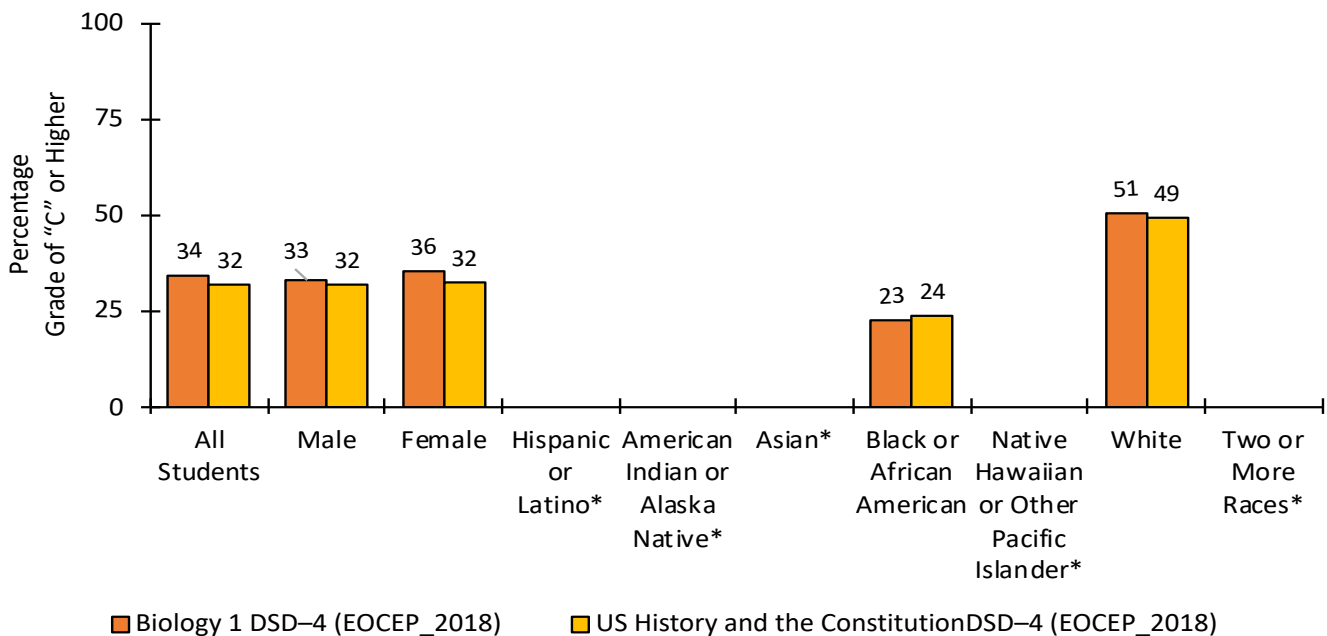


Figure 5.18.2: Biology 1 and US History and the Constitution: DSD-4—percentage of students earning a grade of “C” or higher on the EOCEP test, 2018



Source: South Carolina Department of Education

*If the number of test takers is fewer than 20, percentage is not calculated listed.



Section 6

Number of Students Tested by School District and Demographics



It must be demonstrated . . .

6.1 SCREADY—Number of Students Tested by School District and Demographics**Table 6.1.1: SCREADY—English Language Arts (2018). Number of students tested by school district and demographics.**

School Districts→	SC	HCS	GCSD	MCSD	DSD-3	DSD-4
Subject→	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts
All Students	352,354	20,733	4,284	2,064	699	1,916
Male	179,532	10,671	2,214	1,061	350	990
Female	172,719	10,062	2,070	1,003	349	926
Hispanic or Latino	35,405	2,542	261	90	18	108
American Indian or Alaska Native	1,184	79	4	20	7	62
Asian	5,569	269	19	11	2	1
Black or African American	117,339	3,926	1,830	1,549	196	1,121
Native Hawaiian or Other Pacific Islander	472	36	3	1	0	1
White	177,584	12,732	2,138	366	435	544
Two or More Races	14,651	1,147	22	27	33	56

Table 6.1.2: SCREADY—Mathematics (2018). Number of students tested by school district, subject, and demographics.

School Districts→	SC	HCS	GCSD	MCSD	DSD-3	DSD-4
Subject→	Math	Math	Math	Math	Math	Math
All Students	352,460	20,731	4,282	2,064	699	1,916
Male	179,613	10,672	2,212	1,061	350	990
Female	172,786	10,058	2,070	1,003	349	926
Hispanic or Latino	35,438	2,544	261	90	18	108
American Indian or Alaska Native	1,186	78	4	20	7	62
Asian*	5,562	269	19	11	2	1
Black or African American	117,402	3,931	1,829	1,549	196	1,122
Native Hawaiian or Other Pacific Islander	471	36	3	1	0	1
White	177,612	12,727	2,137	366	435	544
Two or More Races	14,667	1,144	22	27	33	54



6.2 SCPASS—Number of Students Tested by District and Demographics**Table 6.2.1: SCPASS—Science (2018). Number of students tested by school district subject and demographics.**

School Districts→	SC	HCS	GCSD	MCSD	DSD-3	DSD-4
Subject→	Science	Science	Science	Science	Science	Science
All Students	174,724	10,301	2,143	1,011	339	951
Male	89,065	5,245	1,128	527	174	493
Female	85,656	5,056	1,015	484	165	458
Hispanic or Latino	17,438	1,194	127	49	12	58
American Indian or Alaska Native	607	42	3	9	3	29
Asian	2,772	140	10	4	2	0
Black or African American	57,972	1,940	928	764	91	550
Native Hawaiian or Other Pacific Islander	232	14	1	0	0	1
White	88,434	6,391	1,063	175	210	271
Two or More Races	2,415	579	11	16	21	42

Table 6.2.2: SCPASS—Social Studies (2017–18). Number of students tested by school district and demographics.

School Districts→	SC	HCS	GCSD	MCSD	DSD-3	DSD-4
Subject→	Social Studies	Social Studies	Social Studies	Social Studies	Social studies	Social Studies
All Students	117,783	6,915	1,456	695	242	638
Male	60,109	3,574	755	354	112	325
Female	57,671	3,341	701	341	130	312
Hispanic or Latino	11,888	889	97	29	3	31
American Indian or Alaska Native	385	22	1	9	1	21
Asian*	1,880	90	8	4	0	1
Black or African American	39,221	1,322	582	521	65	379
Native Hawaiian or Other Pacific Islander	168	12	–	–	–	–
White	59,524	4,221	758	124	159	178
Two or More Races	4,704	359	10	8	14	27



6.3 EOCEP—Number of Students Tested by School District and Demographics**Table 6.3.1: EOCEP—Average number of students tested per subject area by school district and demographics.**

School Districts→	SC	HCS	GCS D	MCS D	DSD-3	DSD-4
Subject→	EOCEP	EOCEP	EOCEP	EOCEP	EOCEP	EOCEP
All Students	56,901	3,447	729	346	109	281
Male	28,850	1,767	368	225	57	140
Female	27,966	1,677	361	230	52	140
Hispanic or Latino	4,936	346	31	115	2	11
American Indian or Alaska Native	176	12	3	112	2	7
Asian	951	50	4	148	1	2
Black or African American	18,298	627	307	286	33	162
Native Hawaiian or Other Pacific Islander*	76	5	1	222	–	–
White	30,360	2,221	379	157	67	90
Two or More Races	1,892	175	6	222	5	10

6.4 ACT—Number of Students Tested by School District**Table 6.4.1: ACT—number of students tested in 2018 by the district.**

School Districts→	US	SC	HCS	GCS D	MCS D	DSD-3	DSD-4
2018	ACT	ACT	ACT	ACT	ACT	ACT	ACT
High School Seniors	2M**	51,183	3,014	716	272	127	259

*The dash in the box means no student-self identified for that race/ethnic group.

**M = million



Section 7 Summary



It must be demonstrated . . .

Summary

This report analyzed the students benchmark assessment in public schools of Horry, Georgetown, Marion, and Dillon counties. To that end, the report included a preponderance of student performance analysis for the state of South Carolina and four neighboring counties, including Horry County. Aside from the overall performance, the report included demographics, primarily in the form of graphs, tables, and narrative to complement some of the analyses. The intended audience includes students, parents, educators, community leaders, and other stakeholders in educating public school students.

In the four assessment tests depicted in this report (SCREADY, SCPASS, EOCEP, and ACT*), the Asian students consistently scored the highest in readiness in every testing category discussed in this report. Black students consistently scored the lowest in readiness in every testing category. Performance for black students has remained flat and consistently lower than all of the other racial or ethnic groups for many years, whereas Hispanic students have shown a small but steady improvement over the years. The wide gap between white and black students is also consistent with the fact that black students are concentrated heavily in less rigorous courses, the general education track, instead of the gifted, accelerated, and honor courses. Logically speaking, the lack of participation in these courses limits ascension into the more rigorous courses in middle school and high school. Research by the American Testing Company (ACT) has found that students enrolled in more rigorous courses perform substantially better on the ACT than those who did not complete more advanced courses in high school.

Some performance by racial or ethnic groups were much better than others; however, on SCREADY none of the five school districts depicted in this report scored met or exceeded expectations by 50 percent or greater in English language arts, and

only one district met or exceeded expectations by 50 percent or greater in mathematics. In EOCEP, two districts out of five scored at least 50 percent (a grade of “C” or higher) in Algebra 1, and two of the five districts, plus SC, scored at least 50 percent or higher (a grade of “C” or higher) in English 1.

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 comport with the results in this paper. It seems that improvement in productivity is being conflated with improvement in learning.

In closing, let me mention that in my analysis of empirical data across the years, there is no single program or collection of programs that will ever narrow the academic gap in the performance of black students relative to other students. Instead a paradigm change is needed on how best to educate all children, especially black children who continue to struggle in greater proportion than their population compared to others. Furthermore, there is no credible research indicating that black children are deficient in the ability to perform as well academically as other racial or ethnic groups.

There is one common denominator that often comes up in success stories from former students who have done well as adults—most will attribute their success in life to a parent who made sure they received the best education accessible to them during their school years. This would suggest that students, parents, and community leaders can be instrumental in any improvement students make. Teachers, administrators, and counselors are a part of the solution, but they need help and support from parents. ■

*ACT student performance by demographics was not made available at time of publication.



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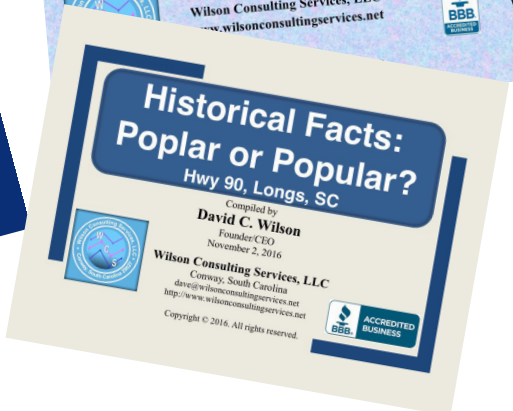
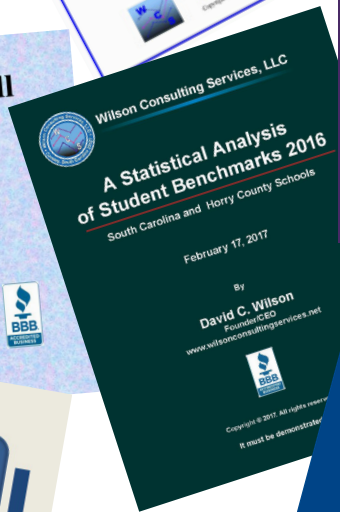
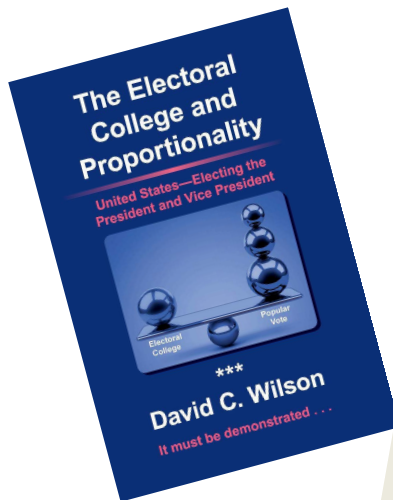
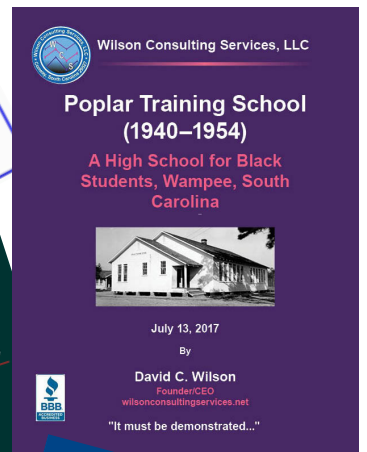
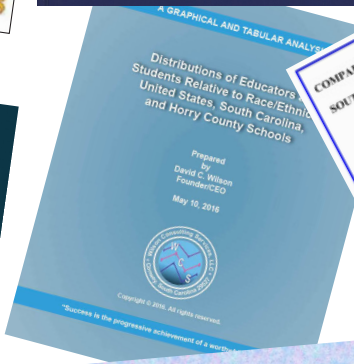
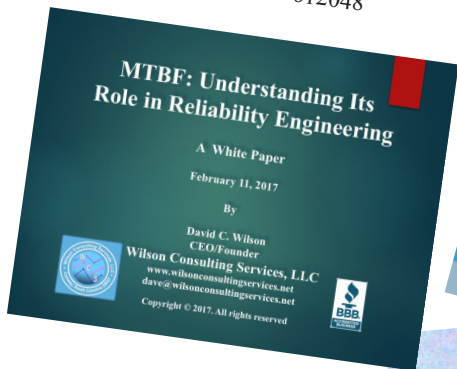
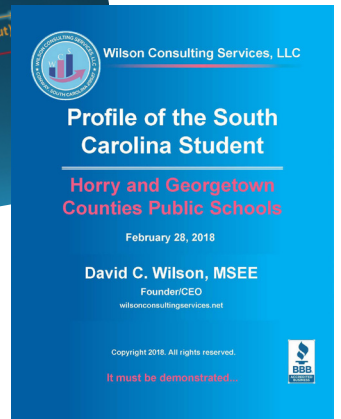
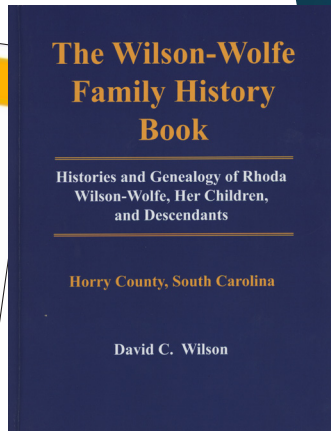
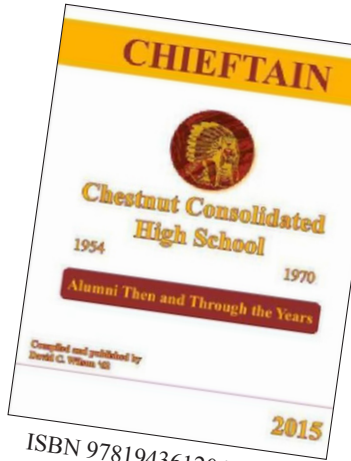
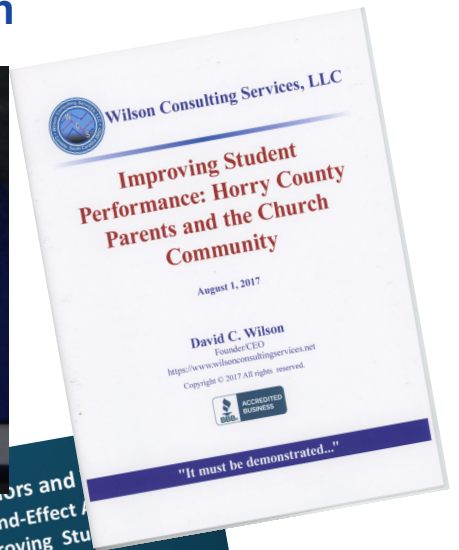
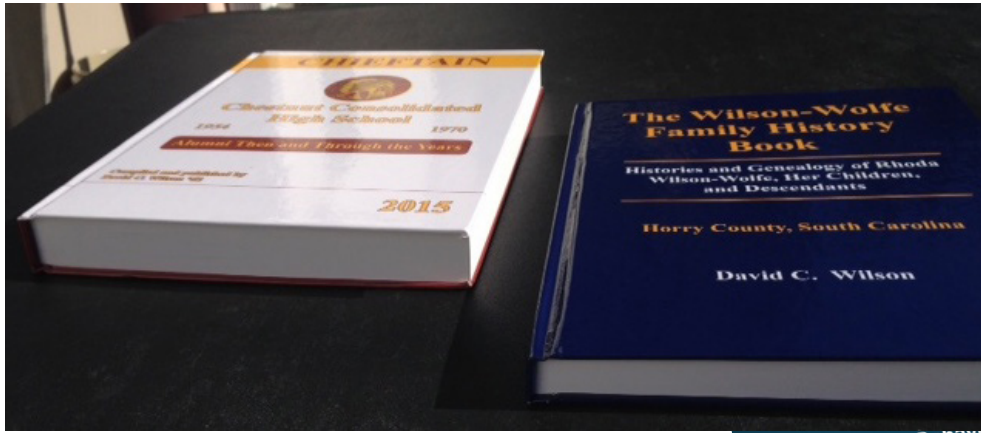
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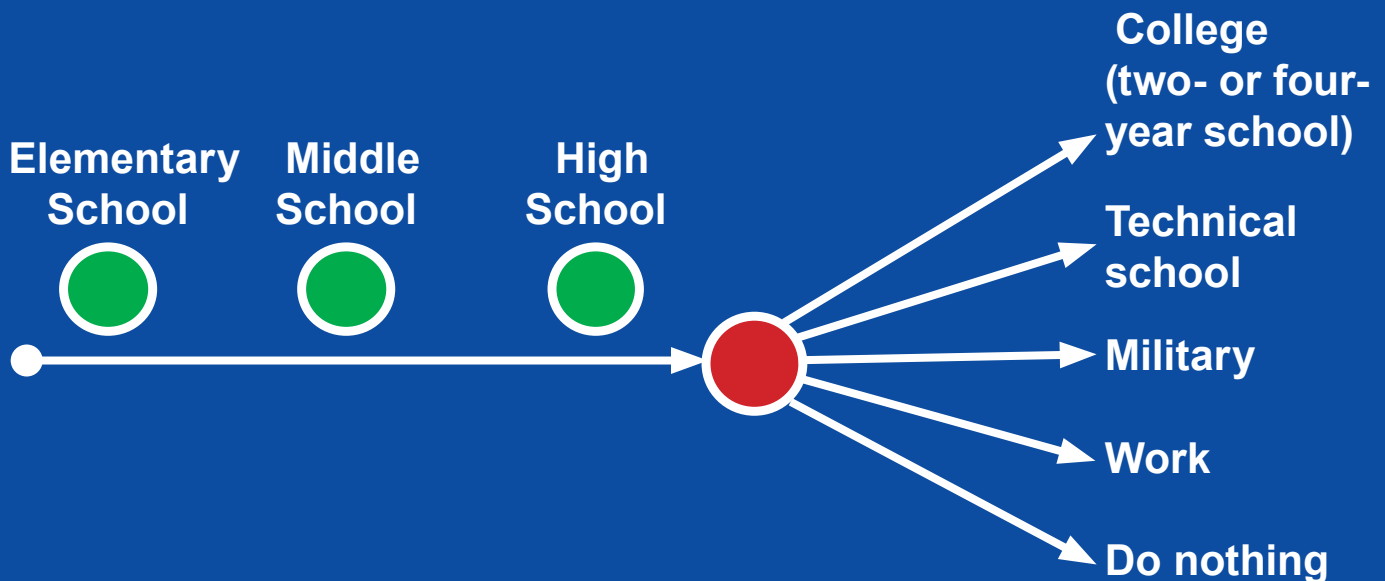


Setting High Expectations and Striving for Excellence

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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