



Wilson Consulting Services, LLC

Improving Student Performance: Horry County Parents and the Church Community

August 1, 2017

David C. Wilson

Founder/CEO

<https://www.wilsonconsultingservices.net>

Copyright © 2017 All rights reserved.



"It must be demonstrated..."

Page Intentionally Left Blank

Table of Contents

Letter from the Author.....	4
Abstract	5
I. Introduction and Overview	6
II. Course Offerings (Horry County Schools)	10
2.1 English Language Arts (Grades K–5).....	10
2.2 Mathematics (Grades K–5).....	12
2.3 Response to Intervention	13
2.4 English Language Arts (Grades 6–8).....	14
2.5 Mathematics (Grades 6–8)	15
2.6 English Language Arts (Grades 9–12)	16
2.7 Mathematics (Grades 9–12)	17
References	18
About Us	19



Letter from the Author:

The subject of education is dear to my heart, and I therefore have strong feelings about many things that can be done to improve the quality of education in grades K–12. Because of my skills at Internet-based research and self-publishing, I have been able to share statistical reports and my thoughts about students' performance relative to race and ethnicity at the national, state, and local levels.



David C. Wilson

Because of my background, the essay in this report permits me to speak with a sense of moral authority about what should be done to improve the academic performance of black students. However, my ideas are not confined to black children; rather, they apply to any race or ethnicity. Nonetheless, my emphasis is on black students because they are performing at a much lower level than other groups. Furthermore, a disproportionate percentage of black students become entangled with the criminal justice system. These two phenomena are most likely not mutually exclusive.

I was born and raised in Red Bluff in Horry County, South Carolina, to Willie Wilson Sr. and Rosa Carr. I grew up in a household with seven brothers and sisters. After my father passed on in 1959, my mother kept the family together and insisted that all her children continue in school; my siblings and I all graduated from high school.

As a teenager, I lay in bed on many full-moon nights and counted the stars through cracks in the ceiling and roof while visualizing a better future through education. My struggle with true poverty in my youth taught me valuable lessons that helped shape the person I am today. I attended the former Todd Swamp Colored School, Poplar Training School (Elementary), and Chestnut Consolidated High School (7–12). Very few of Chestnut's graduates continued with higher education at that time, and scholarships were almost nonexistent. I was very fortunate to have received two scholarships: the Wampee Teachers Scholarship and a scholarship from the Coastal Carolina Higher Education Commission. This was in 1962, and I was not allowed to enroll in Coastal Carolina College (now Coastal Carolina University); I could attend any of the historically black colleges and universities in South Carolina. I ended up attending South Carolina State College (now South Carolina State University) but subsequently withdrew and joined the army. After military service, I earned undergraduate and graduate degrees in engineering from schools in New York. As a result, I enjoyed a long and successful career in engineering from which I retired many years ago.

While pursuing your education, do not take the shortest or easiest path; rather, seek out a good challenge in academics, as you would do in sports, because you will be prepared to make a better future for yourself and family. I learned from my own experience that education is a tool that can and will lift the veil of despair, hopelessness, and anger from your eyes. Education can also lead you into the glorious sunlight of a prosperous and successful life. Thank you.

Best regards,

A handwritten signature in black ink that reads "David C. Wilson". The signature is written in a cursive style.

David C. Wilson



Abstract

Despite significant increases in resources, such as special programs, teacher training, tutoring, technology, health care, free/reduced cost breakfast and lunch, the performance gap between white and minority students stubbornly persists in grades K–12. Black student performance on almost all benchmark tests throughout the nation has been hovering lower than the capability of students for a long time, and there is no indication of any significant improvement on the horizon.

The gap between white and black students has been widely discussed, but efforts to close it at the federal, state, and local levels have had little success. A group or society can realize true change only by making efforts from within. Therefore, change in the status quo will require interventions by parents, religious and community leaders, and others who are truly interested in educating children.

In looking for a solution to performance improvement, the focus for additional help must be placed on parents and black churches and their communities. Why? Because history tells us that African American churches have long been the center of communities, serving as school sites in the early years after the Civil War; taking up social welfare functions, such as providing for the indigent; and establishing schools, orphanages, and prison ministries. As a result, black churches have fostered and built strong community organizations and provided spiritual and political leadership, especially during the civil rights movement. Therefore, the church and church communities can play a very special role in rekindling the spirit of what worked so well after the Civil War and during the days of segregation. Today, the clear majority of black children in the community have food and shelter; therefore, the church community must leverage the same level of energy to nurture the human mind. The church community has the structure to play a major role in helping parents set high expectations for their children and helping children set high expectations for themselves and strive for excellence.



I. Introduction and Overview

The purpose of this paper is to discuss some facts and highlights about children in Horry County Schools (HCS) and the role that parents and the church community can and should play, especially for black students. Additionally, a list of course offerings is reviewed to help parents and the community get a more comprehensive understanding of two of the most fundamental courses that will be beneficial for success in school, after high school, and throughout life: English language arts and mathematics. The term church community will be used often in this paper because it is the only organized entity that has been a pillar of the black community and has remained intact for more than 150 years.

The outcomes of the benchmark assessments show a significant disparity between white and black students. Although Hispanic students are not performing as well as white students, they nevertheless consistently outperform black students in every benchmark assessment category. Asian American students consistently scored the highest in readiness for every testing category. Black students consistently scored the lowest benchmark readiness in every testing category. Performance for black students has remained flat and consistently lower than all other racial/ethnic groups for many years, whereas Hispanic students have shown a small but steady improvement over the years. See the report *A Statistical Analysis of Student Benchmarks 2016: South Carolina and Horry County Schools* by David C. Wilson, dated February 17, 2017, which can be downloaded or viewed at https://wilsonconsultingservices.net/wcs-sc-hcs-benchmarks_17.pdf. There are several other reports that consistently describe similar findings. Mathematically speaking, despite all the current interventions by public schools and other external entities, not only will the improvement line remain flat, or maybe even tilt downward, for black students in HCS, but nationally as well. This is a national problem.

This is simply a problem that cannot be fixed with money alone; rather, it must be corrected by parents and help from the church community. Simply put, a culture change is needed, starting at home. The cliché that says “It takes a village to raise a child” has much validity to it when put in this context—the village is the combination of parents and the church community. The school will educate your child, but it cannot raise your child. In this short paper, several suggestions are given for what you as the parent or guardian can do immediately to help improve your child’s performance in school and, subsequently, on benchmark tests. This will require stronger relationships among parents, students, teachers, administrators, community leaders, and others who need to become passionate stakeholders in the process of educating children.

There is no panacea that will change these facts immediately; however, there are many things that can be done, starting in your home and church community. There is one common denominator that often comes up in success stories from blacks who have done well as adults—most will attribute their success in school and life to a parent, a grandparent, an uncle, an aunt, or some other adult who made sure that they received the best education accessible to them during their school years. This would suggest that students, parents, ministries, and community leaders can be instrumental in any improvement students make themselves. Teachers, administrators, and counselors are a part of the solution, but they need help and support from parents and the community. It is strongly recommended that parents read the state’s standards, which every state has posted on its department of education website. For example, if your child is attending school in South Carolina, read South Carolina College- and Career-Ready Standards relative to your child’s grade level. It is also recommended that parents, church pastors, and community leaders visit the HCS website often and review



I. Introduction and Overview, cont'd

the Students & Parents section. Among the collection of pertinent information found there that will be beneficial to you and your child is the “Parent Student Guide,” which provides relevant information for day-to-day operations as well as policies and procedures that define expectations for the students. Although the volume of resources might appear overwhelming at first glance, the information provided will help you and your child become better informed about the school system’s operations, which collectively will help put you and your child and his or her school on the same path of understanding and expectations. An informed parent can be the biggest catalyst for a child’s success in school.

In a fast-paced and busy life, many parents are dealing with numerous challenges; nevertheless, the common denominator that was mentioned in the previous paragraph is you. Finding time to understand and help your children is no different than investing money in the stock market or other investments that you might make. For example, do not let a day pass without asking your children to name two things that they learned that day in school, no matter their current grade level. Inquire about homework, and follow up as necessary to make sure that they completed it. Often, as children progress through the grades, some parents become a bit rusty and/or intimidated about helping them understand a concept during homework, especially mathematics. This is a situation that can be addressed in the church community by finding targeted individuals in the community who would be able to help these parents via a phone call or in some other way. Most churches already have a well-organized Sunday school program; therefore, why not use the same model to get students together on a special evening during the week and/or Saturday mornings to discuss school, goals, dreams,

and aspirations? This model will help each community to find and designate individuals who can help with tutoring in person or through other means. For example, if your child is using his or her school’s ALEKS* at home, often, a human voice can be the nudge that he or she needs to successfully complete the assignment at home. Once parents and the community get together, they will be able to figure out how to best help the children.

An area that I have frequently observed in middle school mathematics that can be a bit challenging to students are word problems that are centered around proportions and ratios. This is an example of a having a good understanding of a grade-level vocabulary in order to read and interpret a passage. Word problems in mathematics and English language arts are coupled far more often than one might think. Tables 1 through 6 show the distribution of mathematics and English language arts courses in HCS. Horry County course offerings are based on state standards and guidelines. Parents should be aware of the course level and start working with their child in the early grades by encouraging the child to aspire to make it to the honors and/or accelerated classes. Performing well in mathematics increases self-confidence, which can certainly spill over into other courses. As parents, you do not need to know the content of all your child’s homework in order to cajole and encourage him or her to set high expectations and strive for excellence.

The impact of students’ taking the more advanced courses is also consistent with the fact that black students are not proportionally represented in honors and/or accelerated courses in elementary and middle school and honors advanced placement (AP), pre-calculus, calculus, or international baccalaureate courses in high

*ALEKS (Assessment and Learning in Knowledge Spaces) is a Web-based, artificially intelligent assessment and learning system.



I. Introduction and Overview, cont'd

school. Logically speaking, a lack of enrollment in these courses limits their ascension into honors and/or AP courses in high school, and that can result in lower performance on benchmark measurements. Enrolling in only regular-level, or below, courses in middle school makes it difficult for students to later move into the honors and accelerated courses when they are in high school (see course offerings in Tables 1 through 6 in this paper).

The South Carolina State Department of Education lists two pathways* for mathematics sequencing through high school. In pathway one, students take Algebra I in middle school or the first year of high school. This allows for a greater opportunity for students to include more honors and advanced courses in mathematics in their high school career, including calculus. With pathway two, generally, the students complete no high school mathematics courses in middle school, and instead, they start ninth grade in the course Foundations in Algebra. If a student successfully completes this course, he or she cannot enroll in Algebra I. Rather, the student is expected to enroll in Intermediate Algebra in tenth grade. After successfully completing this two-course sequence, the student must take the end-of-course assessment for Algebra I. This will give the student credit for Algebra I. This example illustrates the challenge of moving into honors or advanced courses later in high school.

The above example provides another reason that parents and the church community need to get involved with children, starting no later than first grade, to ensure that more minority students are being prepared early to follow the pathway that will allow them to enroll in some of the honors and/or accelerated courses. However, it

is strongly recommended that, if a child is not ready for honors and/or accelerated classes, then he or she should not be placed in such classes because far more harm can be done to the child than any benefit that might be derived from such placement. Regardless of which of the two pathways is followed, any student (except special education) should, by the time he or she graduates from high school, be able to, for example, factor a third-degree polynomial and find its zero roots, fluently; and have a basic understanding of Euclidean geometry (Euclid's postulates).** Additionally, any student (except special education) should be able to construct a complete sentence demonstrating subject, verb, and object agreement. The sentence should not contain slang or emojis. The student needs to be able to read, comprehend, and work out word problems.

The intent of this article is not to simply focus on honors and/or accelerated students. The HCS administration is on record as supporting every student based on his or her individual needs. Consequently, students who are performing below grade level receive additional support, and students performing above grade level receive opportunities for honors and accelerated learning, accelerated being the highest-level course in any grade. Students may have the opportunity to gain high school credits in both English language arts (English I) and math (Algebra I and Geometry) before leaving the middle school grades if they are prepared to enter courses based on their achievement data. This information should provide parents and the community a better understanding of class choices at all levels (K–12). HCS has indicated that parents are encouraged to meet with the school administration should they feel that their

*South Carolina will implement a personalized pathway high school starting school year 2018-2019.

There will be only one high school diploma affixed with various seals of distinctions.

** Euclidean geometry is a mathematical system attributed to the Alexandrian Greek mathematician Euclid about 350 BC. He is known as the father of geometry. Textbooks and/or teachers might not use the name Euclidean geometry per se; nevertheless, Euclidean geometry is the underpin for high school geometry, which it is built on Euclid's five postulates.



I. Introduction and Overview, cont'd

child needs additional support or acceleration of instruction. HCS has reported that it is its goal for all students, during their eighth grade school year, to participate in an individual graduation program (IGP) conference with their school guidance counselor and their parents for the purpose of developing a plan for courses between eighth grade and graduation. It is extremely important that parents and their child meet with the appropriate school staff to complete this individual education program.

Here are a few recommended tips to monitor and encourage your child daily. The child should 1) go to bed early enough so that he or she gets eight hours of sleep; 2) do homework every day and, if no homework has been assigned, review notes from that day's classes; 3) turn homework in on time; 4) never blame others or something else for his or her mistakes; 5) not talk or get out of his or her seat without permission from the teacher; 6) always raise his or her hand to get the teacher's attention; and 7) always be on time to class.

A few tips for church pastors: 1) Make public school education a centerpiece of the weekly pastoral duties; 2) lead the charge to implement Saturday morning activities related to education, such as conducting education forums for students or hands-on enrichment activities; 3) set aside a few minutes during every church service to talk about school and/or let students volunteer to share a positive experience about school or community; 4) invite speakers who are willing to volunteer their time; and 5) conduct workshops

related to academics, classroom behavior, and so on. Please click the following link to learn about the background rationale and the workshop process. The workshop is *strongly* recommended, and it is free. The Learned Behaviors and Your Challenge link is https://www.wilsonconsultingservices.net/Learned_Behaviors_wcs14.pdf.

In closing, let me say that most everything we are frightened of or that negatively affects our lives is the result of learned behaviors and those behaviors can be unlearned. Let your every day become replete with unlearning, relearning, and learning new things that will help lead you and your child to desired outcomes. Parents should stress that it is just as important as academics for the child to learn basic life skills and habits, such as taking responsibility for one's actions, negotiation skills, employability skills, problem solving, conflict resolution, leadership and presentation skills, and more. Celebrate accomplishments, and seek help if you are overwhelmed by your child's feelings or behaviors or if you are unable to control your own frustration or anger. Encourage your child's talents, and accept his or her limitations. Set goals based on the child's abilities and interests—not someone else's expectations. Always encourage your child to set high expectations and strive for excellence. Remember that you, the parent, are the primary catalyst who can help spark your child's inner talents that can and will propel him or her to become a good and productive citizen in life.



II. Horry County Schools: Course Offerings*

2.1 English/Language Arts: Elementary School (Grades K–5)

Table 1. English Language Arts—elementary school**

Grade Level	Course Title	Course Type
Child Development (yearlong)	Language Arts PK	General/Special Education**
Early Childhood Special Education	Read It Once Again	Special Education ECSE
Kindergarten (yearlong)	Language Arts K	General/Special Education**
Kindergarten	Burst Intervention	General Education (Tier 2)†
Kindergarten	Reading Mastery Signature	Special Education (Tier 3b)
1 st grade (yearlong)	Language Arts 1	General/Special Education***
1 st grade	Burst Intervention	General Education (Tier 2)†
1 st grade	Reading Mastery Signature	Special Education (Tier 3b)†
2 nd grade (yearlong)	Language Arts 2	General/Special Education***
2 nd grade	Burst Intervention	General Education (Tier 3A)†
2 nd grade	Voyager Passport Intervention	General Education (Tier 2)† Special Education (Tier 2)†
2 nd grade	Kaleidoscope Intervention	General Education (Tier 3A)†
2 nd grade	Reading Mastery Signature	Special Education (Tier 3B)†
3 rd grade (yearlong)	Language Arts 3	General/Special Education***
3 rd grade	Voyager Passport Intervention	General Education (Tier 2)† Special Education (Tier 2)†
3 rd grade	Kaleidoscope Intervention	General Education (Tier 3A)†
3 rd grade	Corrective Reading	Special Education Supplemental
3 rd grade	Reading Mastery Signature	Special Education (Tier 3B)†
3 rd grade (yearlong)	Language Arts 3 GT	Gifted Education

*Information listed in Tables 1–6 in this report is the courtesy of Horry County Schools

**There are no honor classes in elementary school

***Indicates Imagine It! Pre-teach Re-teach instruction as intervention

†Refer to Figure 1 (Page 13) for explanation of all references to tiers listed in the above table



II. Horry County Schools: Course Offerings

2.1 English/Language Arts: Elementary School (Grades K–5), cont'd

Table 1. English Language Arts—elementary school, cont'd

Grade Level	Course Title	Course Type
4 th grade (yearlong)	Language Arts 4	General/Special Education*
4 th grade	Voyager Passport Intervention	General Education (Tier 2)† Special Education (Tier 2)†
4 th grade	Corrective Reading	Special Education Supplemental
4 th grade	Language! 4E Intervention	General Education (Tier 3A or Tier Core Replacement)† Special Education Core Replacement
4 th grade	Kaleidoscope Intervention	General Education (Tier 3A)†
4 th grade (yearlong)	Language Arts 4 GT	Gifted Education
5 th grade (yearlong)	Language Arts 5	General/Special Education*
5 th grade	Voyager Passport Intervention	General Education (Tier 2)† Special Education (Tier 2)†
5 th grade	Corrective Reading	Special Education Supplemental
5 th grade	Language! 4E Intervention	General Education (Tier 3A or Tier 3B Core Replacement)† Special Education Core Replacement
5 th grade (yearlong)	Language Arts 5 GT	Gifted Education
K-12	Unique Learning Systems	Special Education- Moderate/ Severe Classrooms
New for 2017-18 K-5 th grade	SPIRE	Special Education Tier 3B

*Indicates Imagine It! Pre-teach Re-teach instruction as intervention

†Refer to Figure 1 (Page 13) for explanation of all references to tiers listed in the above table



II. Horry County Schools: Course Offerings

2.2 Mathematics: Elementary School (Grades K–5)

Table 2. Mathematics—elementary school*

Grade Level	Course Title	Course Type
Child Development (yearlong)	Mathematics PK	General Education
Early Childhood Special Education	Read It Once Again	Special Education ECSE
Kindergarten (yearlong)	Mathematics K	General Education
Kindergarten	Connecting Math Concepts	Special Education
1st grade (yearlong)	Mathematics 1	General Education
1 st grade	Connecting Math Concepts	Special Education
2 nd grade (yearlong)	Mathematics 2	General Education
2 nd grade	Connecting Math Concepts	Special Education
3 rd grade (yearlong)	Mathematics 3	General Education
3 rd grade (yearlong)	Mathematics 3 GT	Gifted Education
3 rd grade	Connecting Math Concepts	Special Education
4 th grade (yearlong)	Mathematics 4	General Education
4 th grade (yearlong)	Mathematics 4 GT	Gifted Education
4 th grade	Connecting Math Concepts	Special Education
5 th grade (yearlong)	Mathematics 5	General Education
5 th grade (yearlong)	Mathematics 5 GT	Gifted Education
5 th grade	Connecting Math Concepts	Special Education
K-5 th grade	Unique Learning Systems	Special Education- moderate/ severe population

*There are no honors classes in elementary school. However, HCS offers Online pre-algebra fifth grade students who are accelerated in mathematics.



II. Horry County Schools: Course Offerings

2.3 Response to Intervention (RTI)

South Carolina recommends a three-tier, service-delivery model in which all students receive high-quality, scientific, research and evidence -based instruction, and behavior strategies.

Tier I is the foundation of a tiered instructional delivery model and refers to the universal instruction provided to all students in the school.

Tier II consists of research-and evidence based small group interventions for students not meeting grade-level academic and behavior expectations.

Tier III provides research-supported, individualized, intensive instructional intervention, and even more frequent progress monitoring for students not responding to Tier II interventions.

Note: The suffix after Tiers 2 and 3 in Table 1 is a variation of interventions

A Three Tier Model

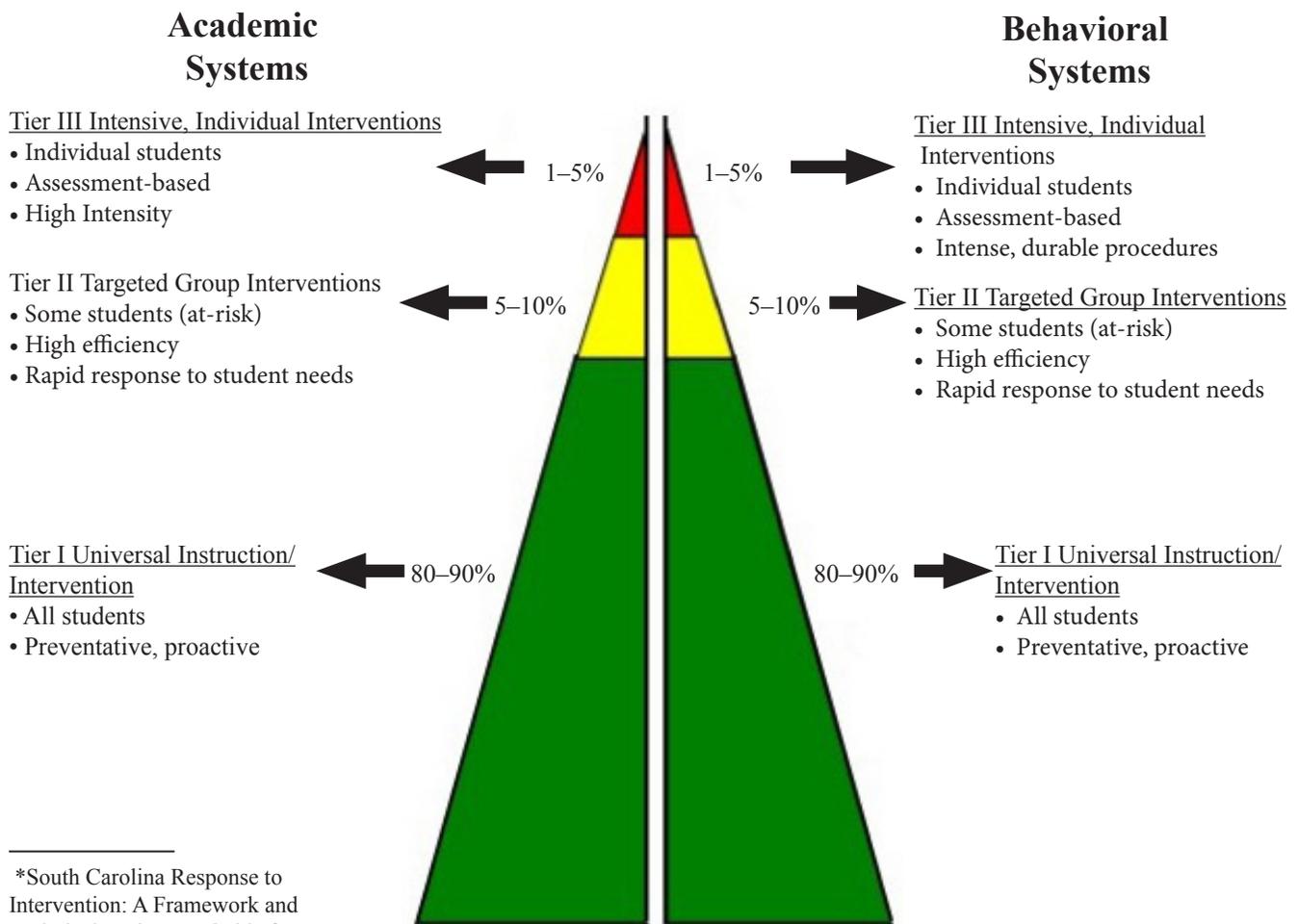


Figure 1. Response to Intervention (Three Tier Model)

*South Carolina Response to Intervention: A Framework and Technical Assistance Guide for Districts and Schools. Mick Zais, Ph. D



II. Horry County Schools: Course Offerings

2.4 English Language Arts: Middle School (Grades 6–8)

Table 3. English Language Arts—middle school

Grade Level	Course Title	Course Type
6 th grade (usually yearlong)	6 th Grade Language Live	Special Education
6 th grade (usually yearlong)	6 th Grade Read 180	Special Education and Regular Education Support
6 th grade (yearlong)	6 th Grade English Language Arts	Regular Grade Level
6 th grade (yearlong)	6 th Grade Honors English Language Arts	Honors Level
6 th grade (yearlong)	6 th Grade Accelerated English Language Arts	Accelerated Level
7 th grade (usually yearlong)	7 th Grade Language Live	Special Education
7 th grade (usually yearlong)	7 th Grade Read 180	Special Education and Regular Education Support
7 th grade (yearlong)	7 th Grade English Language Arts	Regular Grade Level
7 th grade (yearlong)	7 th Grade Honors English Language Arts	Honors Level
7 th grade (yearlong)	7 th Grade Accelerated English Language Arts	Accelerated Level
8 th grade (usually yearlong)	8 th Grade Language Live	Special Education
8 th grade (usually yearlong)	8 th Grade Read 180	Special Education and Regular Education Support
8 th grade (yearlong)	8 th Grade English Language Arts	Regular Grade Level
8 th grade (yearlong)	8 th Grade Honors English Language Arts	Honors Level
8 th grade (yearlong)	8 th Grade Accelerated English 1 (High School Credit)	Accelerated Level



II. Horry County Schools: Course Offerings

2.5 Mathematics: Middle School (Grades 6–8)

Table 4. Mathematics—middle school

Grade Level	Course Title	Course Type
6 th grade (usually yearlong)	6 th Grade Transmath	Special Education
6 th grade (usually yearlong)	6 th Grade V-math (Offered in some schools depending on need)	Special Education and Regular Education Support
6 th grade (yearlong)	6 th Grade Math	Regular Grade Level
6 th grade (yearlong)	6 th Grade Honors Math	Honors Level
6 th grade (yearlong)	6 th Grade Accelerated Math	Accelerated Level
7 th grade (usually yearlong)	7 th Grade Transmath	Special Education
7 th grade (usually yearlong)	7 th Grade V-math (Offered in some schools depending on need)	Special Education and Regular Education Support
7 th grade (yearlong)	7 th Grade Math	Regular Grade Level
7 th grade (yearlong)	7 th Grade Honors Math	Honors Level
7 th grade (yearlong)	7 th Grade Accelerated Algebra 1 (High School Credit)	Accelerated Level
8 th grade (usually yearlong)	8 th Grade Transmath	Special Education
8 th grade (usually yearlong)	8 th Grade V-math (Offered in some schools depending on need)	Special Education and Regular Education Support
8 th grade (yearlong)	8 th Grade Math (Pre-Algebra)	Regular Grade Level
8 th grade (yearlong)	8 th Grade Algebra 1 (High School Credit)	Honors Level
8 th grade (yearlong)	8 th Grade Accelerated Geometry (High School Credit)	Accelerated Level



II. Horry County Schools: Course Offerings

2.6 English Language Arts: High School (Grades 9–12)

Table 5. English Language Arts—high school

Grade Level	Course Title	Course Type
9 th grade (usually yearlong)	Occupational English 1	Special Education
10 th grade (usually yearlong)	Occupational English 2	Special Education
11 th grade (usually yearlong)	Occupational English 3	Special Education
12 th grade (usually 1 term)	Occupational English 4	Special Education
9 th grade	Secondary English Literacy (READ180)	College Prep Elective (remedial)
8-9 grades	English 1	College Prep & Honors
9-10 grades	English 2	College Prep & Honors
10 – 11 grades	English 3	College Prep & Honors
11-12 grades	English 4	College Prep & Honors
11-12 grades	Adv. Placement English Literature	Advanced Placement
11-12 grades	Adv. Placement English Language	Advanced Placement
11-12 grades	IB English Language (Standard & Higher Level)	IB
9-12 grades	Creative Writing	College Prep Elective
9-12 grades	Journalism	College Prep Elective



II. Horry County Schools: Course Offerings

2.7 Mathematics: High School (Grades 9–12)

Table 6. Mathematics—high school

Grade Level	Course Title	Course Type
9 th grade (usually yearlong)	Occupational Math 1	Special Education
10 th grade (usually yearlong)	Occupational Math 2	Special Education
11 th grade (usually yearlong)	Occupational Math 3	Special Education
12 th grade (usually 1 term)	Occupational Math 4	Special Education
9 th grade	Foundations of Algebra	College Prep
10 th grade	Intermediate Algebra	College Prep
7-9 grades	Algebra 1	College Prep & Honors
8 – 10 grades	Geometry	College Prep & Honors
9 – 12 grades	Algebra 2	College Prep & Honors
11-12 grades	Probability & Statistics	College Prep & Honors
11-12 grades	Algebra 3 & Trigonometry	College Prep
11-12 grades	Discrete Mathematics	College Prep
10-12 grades	Pre-Calculus	Honors
11-12 grades	Calculus	Honors
11-12 grades	Adv. Placement Calculus (AB)	Advanced Placement
11-12 grades	Adv. Placement Calculus (BC)	Advanced Placement
11-12 grades	Adv. Placement Statistics	Advanced Placement
11-12 grades	IB Mathematics (Standard and Higher Level)	IB

*South Carolina State Department of Education phasing out the Mathematics for Technologies sequence is being followed by Horry County Schools. The school year indicates the last time the course will be offered.

Math for the Technologies 1 -- 2014-2015

Math for the Technologies 2 -- 2015-2016

Math for the Technologies 3 -- 2016-2017

Math for the Technologies 4 -- 2017-2018



References

Heath, Thomas L. Translation, Densmore, Dana (Ed.) 2010, Euclid's Elements, Green Lion Press, Santa Fe, New Mexico

Horry County Schools, District Office, 2017 Conway, South Carolina
Retrieved July 16, 2017 from http://www.horrycountyschools.net/pages/Horry_County_Schools

South Carolina Department of Education
<http://ed.sc.gov>

South Carolina Response to Intervention: A Framework and Technical Assistance Guide for Districts and Schools 2011, Mick Zais, Ph. D, State Superintendent of Education

Spearman, Molly (2017), SC Pathway Project, South Carolina Department of Education
Retrieved July 23, 2017 from
<http://ed.sc.gov/instruction/standards-learning/diploma-pathway/files/diploma-pathways-powerpoint/>

Wilson, David C. (2017). A Statistical Analysis of Student Benchmarks 2016, Wilson Consulting Services, LLC Conway, South Carolina
Retrieved July 1, 2017 from https://wilsonconsultingservices.net/wcs-sc-hcs-benchmarks_17.pdf

Wilson, David C. (2014) Learned Behaviors and Your Challenge, Wilson Consulting services, LLC Conway, South Carolina
Retrieved July 14, 2017 from https://www.wilsonconsultingservices.net/Learned-Behaviors_wcs14.pdf

Wilson, David C. (2012): Comparative Analysis of Race/Ethnicity Performance Patterns in South Carolina/Horry County Schools, Wilson Consulting Services, LLC, Conway, SC
Retrieved June 20, 2017 from https://www.wilsonconsultingservices.net/hcspass_11.pdf



ABOUT Us...



WILSON CONSULTING SERVICES, LLC is a Limited Liability Company that provides consulting in measurement processes, statistical analyses, mathematics education, and family history research.

Our core values are integrity, quality, and customer satisfaction.

Our mission is on each client with the most effective and ethical service possible, and to preserve and promote evidence-based decision making for our clients.

<http://www.wilsonconsultingservices.net>



David C. Wilson is an engineer and adjunct mathematics professor (Retired). Also, he is a statistical practitioner, family history researcher, author, and consultant. His areas of interest are cause-and-effect analysis, measurement systems, mathematics education, and family genealogy.

Samples of Work—click on the link below title to open or download

Poplar Training School (1940–1954): A High School for Black Students, Wampee, South Carolina

https://www.wilsonconsultingservices.net/wcs_poplar_sch_17.pdf

A Statistical Analysis of Student Benchmarks 2016

https://www.wilsonconsultingservices.net?wcs-sc-hcs-benchmarks_17.pdf

The Electoral College and Proportionality

https://www.wilsonconsultingservices.net/wcs_electoral_college_16.pdf

Distributions of Administrators and Teachers Relative to Race/Ethnicity: United States, South Carolina, and Horry County Schools

https://www.wilsonconsultingservices.net/wcs_teachers_16.pdf

Comparative Analysis of Race/Ethnicity Performance Patterns in South Carolina/Horry County Schools

https://www.wilsonconsultingservices.net/hcspass_11.pdf

Historical Facts: Poplar or Popular

https://www.wilsonconsultingservices.net/wcs_poplar_16.pdf

Learned Behaviors and Your Challenge: A Cause and Effect Analysis Approach to Closing Student Performance Gap

https://www.wilsonconsultingservices.net/Learned_Behaviors_wcs14.pdf

Normalizing Throughput Yield

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

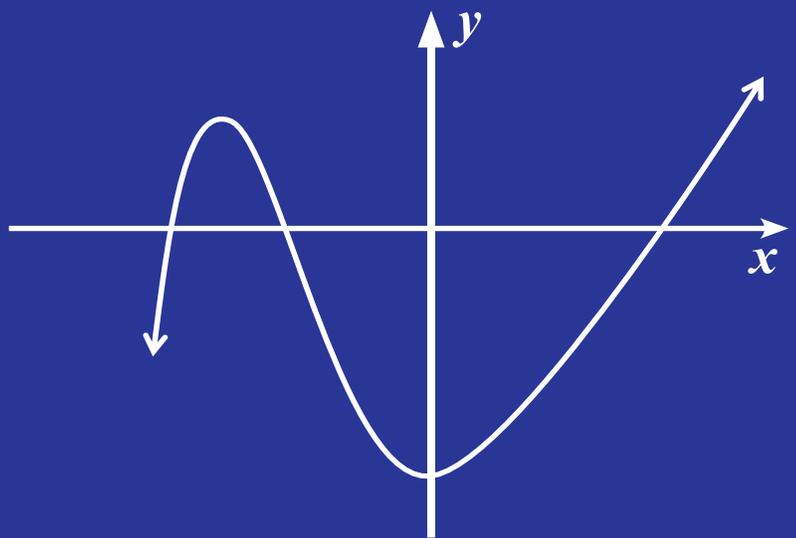




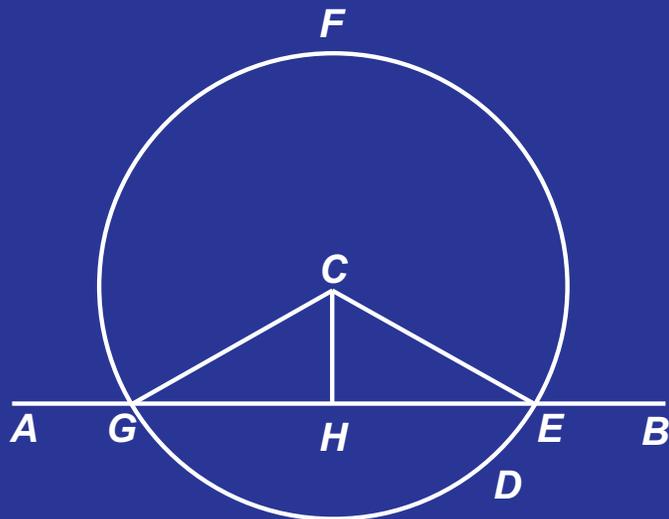
The Four Sentence Structures

1. Simple
2. Compound
3. Complex
4. Compound-Complex

$$f(x) = x^3 + 3x^2 - 16x - 48$$



Conjugating The Verb To Be



Form

Infinitive
 Present Tense
 Past Tense
 Past Participle
 Present Participle

To Be

1. be
 2. am, 3. is, 4. are
 5. was, 6. were
 7. been
 8. being



Wilson Consulting Services, LLC
 Conway, South Carolina ■ <https://wilsonconsultingservices.net>

