



*A Presentation
by
The South Carolina Caucus
of
Black School Board Members*

SESSION TITLE:
**The Takeover of School Districts,
Consolidation and Data**

Presenters:

Reverend Cynthia Vertell Brown, President
South Carolina Caucus of Black School Board Members
and
The Honorable Annie McDaniel
SC House of Representatives

The Purpose of This Presentation

The purpose of this presentation, by the South Carolina Caucus of Black School Board Members, aligns with the mission of the South Carolina School Boards Association – *to be the leading voice advocating for quality public education while ensuring excellence in school board performance through training and service*. In accordance with the South Carolina School Boards Association, this presentation is consistent with and adheres to the core responsibilities of boards of education: setting education policy for school districts, particularly policies designed in the area of Students Achievement, Accountability and Data.

Moreover, this presentation falls into two other focus areas outlined in the breakout sessions in the memorandum calling for proposals: Governance and Educational Leadership, and the SCSBA in meeting its objectives of serving as a statewide voice for boards governing the 81 public school districts and supports the four major roles envisioned for all of the state's school boards: vision, basic structure, accountability and advocacy.

This session is designed for all school board members, particularly those school board members who serve on boards of school districts which have been taken over or are in imminent danger of being taken over. The presenters will set the atmosphere so that questions can be asked in a caring and supportive environment. Attendees of this presentation, particularly board members, will leave with information they can use to devise an action plan to proactively avert their districts from being taken over by the State Department of Education.

This presentation will focus on the following:

1. Advocacy in providing the participants with information to avert school district takeover, dissolution and/or consolidation.
2. The use of student achievement data to support districts' autonomy.
3. Information board members need to request of the superintendent in order not to be accused of micromanaging in order to avert intervention by the State Superintendent of Education.

PART I: Where did the authority come from that gave the South Carolina State Superintendent of Education permission to takeover a school district or to mandate consolidation of school districts?

**ANSWER: The South Carolina General Assembly
From the FY 2018-2019 Provisos:**

PROVISO #1:

1.102 (SDE – South Department of Education: Consolidate Administrative Functions) For the current fiscal, any school district that has **an average daily membership of less than 1,500 students**, has been designated in (1) Fiscal Watch, (2) Caution or (3) Emergency status, (4) has a risk assessment of medium or high, (5) has a school or is a district with an accreditation status of probation or denied, or (6) has a school or schools that have been in improvement status for three years **may be directed by the State Department of Education to consolidate administrative and professional services with one or more school districts.**

Administrative and professional services may include, but not be limited to: finance, human resources, procurement, administrative functions, transportation and collaboration on increasing instructional offerings.

The Superintendent shall notify a district in writing that they meet one or more of the criteria.

The district then has thirty business days from receipt of the notification to deliver a plan to the Superintendent for her approval.

The Superintendent must either approve or amend the plan within fifteen days.

Plans must be implemented within sixty days of approval. **If a district fails to submit, the Superintendent shall direct the consolidation of services with another school district, and if the district fails to comply, the department shall withhold one percent of the district's EFA allocation until the district does comply.** At that time, the EFA payments shall resume and any EFA funds withheld shall be allocated to the district.

PROVISO #2:

1A.12 (SDE-EIA: Technical Assistance)

In order to meet the needs of underperforming schools, funds appropriated for technical assistance must be used to provide intensive support to schools and districts with (1) an absolute rating of below average or (2) at-risk on the most recent annual school report card or (2) with the lowest percentages of students meeting state standards on state assessments on the most recent state assessment or with the lowest high school graduation rates.

The department will create a system of tiers of technical assistance for low-performing districts that will receive technical assistance. The tiers will be determined by factors that include, but are not limited to, (1) length of time performance of the school or district has been at-risk/below average, (2) annual achievement ratings, (3) annual growth ratings, (4) school or district accreditation, (5) and/or financial risk status.

The tiers of technical assistance may include (1) a per student allocation, (2) placement of a principal mentor, (3) transformation coach, (4) instructional leader, (5) replacement of the principal, (6) reconstruction of a school, and (7) declaration of a state of emergency. Low-performing schools and districts shall be placed within the tiered technical assistance framework not later than December fifteenth.

Low performing schools shall receive a diagnostic review through the department. In addition, newly identified low-performing schools and districts must be reviewed by an External Review Team in the year of designation, and every third year thereafter. **These reports shall be made available on the Department of Education website;** any information pertaining to personnel matters or containing personally identifiable information shall be exempted.

Based upon the recommendations in the review(s), low-performing schools and districts must develop and submit to the Department of Education an updated school or district strategic plan outlining goal for improvements. The amended plans must address specific strategies designed to increase student achievement and must include measures to evaluate the success of implantation of the plan.

PROVISO #2 - Continued

With the funds appropriated to the Department of Education, and any experts placed in the school or district for technical assistance services, the department will assist low-performing schools and districts in designing and implementing the strategies and measurements identified in the amended plans and in brokering for technical assistance personnel as stipulated in the plan.

In addition, the department must monitor student academic achievement and progress on implantation and report their findings to (1) the Chairman of the Senate Finance Committee, (2) the Chairman of the House Ways and Means Committee, (3) the Chairman of the Senate Education and Public Works Committee, (4) the local legislative delegation, and (5) the Governor in the fall following the school or district designation as low performing.

If the school or school district does not provide the evaluation information necessary to determine effective use, the principal of the school or the district superintendent may be subject or receiving a public reprimand by the State Board of Education if it is determined that those individuals are responsible for the failure to provide the required information.

Funds must be used by the department for implementation and delivery of technical assistance services. Using previous report card data and monitoring reports on the status of implementation of the school renewal plan, the department shall identify priority schools.

Funds appropriated for technical assistance shall be used by the department to work with those schools identified as low-performing and to support priority schools under the tiered system. These funds shall not be transferred to any other funding category by the school district without prior approval of the State Superintendent of Education and funds are not subject to agency flexibility provisions.

Reconstitution means the redesign or reorganization of the school, which (1) may include the declaration that all positons in the school are considered vacant. (2) Certified staff currently employed in priority schools must undergo an evaluation in the spring following the school's identification as a priority school and must meet determined goals to be rehired and continue their employment at

PROVISO #2 – Continued

that school. (3) Educators who were employed at a school that is being reconstituted **prior to July 2009**, and to whom the employment and dismissal laws apply will not lose their rights in the reconstitution. If they are not rehired or are not assigned to another school in the school district they have the opportunity for a hearing. **However, employment and dismissal laws shall not apply to educators who are employed in the district and assigned to the priority schools July 1, 2009, in the event of reconstitution of the school in which the educator is employed. Those rights are only suspended in the event of a reconstruction of the entire school staff.**

Additionally, the rights and requirements of the employment and dismissal laws do not apply to educators who on July 1, 2009, were on an induction or annual contract, that subsequently were offered continuing contract status after the effective date of this proviso, and are employed at a school that is subject to reconstitution under this proviso.

The reconstitution of a school could not take place if the school has been identified as a priority school that has failed to improve satisfactorily. The decision to reconstitute a school shall be made by the State Superintendent of Education in consultation with the principal the school board of trustees, and the district superintendent.

The decision to reconstitute a school shall be made by April first, at which time notice shall be given to all employees of the school. The department, in consultation with the district superintendent, shall develop a staffing plan and a budget for each reconstituted school.

The State Department of Education may declare a state of emergency in a district (1) if the accreditation status is probation or denied, (2) if a majority of the schools fail to show improvement, (3) if the district is classified as being in “high risk” status financially, or (4) for financial mismanagement resulting in a deficit.

The State Superintendent of Education may declare a state of emergency in a school if the accreditation status is probation or denied, or if the school fails to show improvement. Upon declaration of a state of emergency, the Superintendent may take over the management of the school or district.

PROVISO #2 – Continued

Management of the school or district may include (1) direct management, (2) consolidation with another school district, (3) charter management, (4) public/private management, or (5) contracting with an educational management organization or another school district.

***The Following School Districts
Have 1,500 Students or Less:***

1. Allendale	1,120
2. Bamberg 01	1,317
3. Bamberg 02	678
4. Barnwell 19	600
5. Barnwell 29	840
6. Clarendon 01	747
7. Clarendon 03	1,305
8. Florence 02	1,157
9. Florence 04	668
10. Florence 05	1,233
11. Greenwood 51	951
12. Hampton 02	697
13. McCormick	696

DATA

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



It must be demonstrated . . .

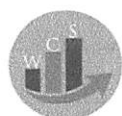
2.1 Percentage Performance by School District—English Language Arts, Mathematics, End-of- Course Examination Program, the ACT, and the SAT

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

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

Source: South Carolina Department of Education

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



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

Table 2.1.1 cont.

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

Source: South Carolina Department of Education



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

Table 2.1.1 cont.

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

Source: South Carolina Department of Education



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

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

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

Source: South Carolina Department of Education



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

Table 2.2.1 cont.

		SCREADY			EOCEP			ACT & SAT	
		Rank Index by School District—Met or Exceeded Expectations			Rank Index by School District—Earning a Grade of “C” or Higher			Rank Index School District—Composite Score	
(Alphabetical) District Name	Enrollment	ELA	Math	ELA & Math	Alg 1	Eng 1	Alg 1 & Eng 1	ACT	SAT
Florence 01	16,148	40	46	42	40	31	33	41	53
Florence 02	1,157	63	58	59	50	56	54	52	62
Florence 03	3,408	70	73	70	69	75	71	76	75
Florence 04	668	82	82	83	75	83	82	79	80
Florence 05	1,233	45	51	47	23	6	16	42	25
Georgetown	9,325	34	40	37	48	46	46	44	51
Greenville	76,176	10	13	13	20	11	17	10	14
Greenwood 50	8,889	37	48	41	34	51	42	45	40
Greenwood 51	951	45	44	45	65	54	59	47	50
Greenwood 52	1,566	16	18	16	30	28	28	24	28
Hampton 01	2,209	58	45	52	63	60	61	59	67
Hampton 02	697	69	67	68	55	26	44	83	82
Horry	45,106	11	6	9	7	14	8	15	9
Jasper	2,561	79	79	80	80	74	78	82	73
Kershaw	10,769	30	35	32	43	29	35	18	31
Lancaster	13,507	29	23	25	26	34	29	38	46
Laurens 55	5,762	59	60	57	51	44	45	50	54
Laurens 56	3,096	52	45	50	53	35	45	51	63
Lee	1,822	77	80	81	76	80	81	84	83
Lexington 01	26,786	7	14	11	14	9	10	5	5
Lexington 02	8,968	48	54	48	78	69	76	39	43
Lexington 03	2,083	49	33	39	44	59	52	64	56
Lexington 04	3,512	80	83	82	77	68	74	69	68
Lexington/ Richland 05	17,432	3	8	6	6	2	3	3	3
Marion 10	4,369	78	75	76	59	67	64	70	64
Marlboro	3,964	76	76	75	47	49	48	74	45
McCormick	696	74	70	72	74	61	68	75	77
Newberry	6,004	41	30	36	35	41	37	48	47
Oconee	10,615	23	28	26	33	30	31	19	11
Orangeburg 03	2,629	75	81	79	66	77	72	73	59
Orangeburg 04	3,554	65	52	58	58	53	58	67	74
Orangeburg 05	6,363	71	72	71	70	71	69	71	71
Pickens	16,259	17	15	15	31	18	23	8	4

Source: South Carolina Department of Education

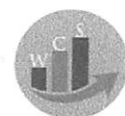


2.2 Rank Index of Performance by School District—English Language Arts, Mathematics, End-of-Course Examination Program, the ACT, and the SAT, cont.

Table 2.2.1 cont.

		SCREADY			EOCEP			ACT & SAT	
		Rank Index by School District—Met or Exceeded Expectations			Rank Index by School District—Earning a Grade of “C” or Higher			Rank Index by School District—Composite Score	
(Alphabetical) District Name	Enrollment	ELA	Math	ELA & Math	Alg 1	Eng 1	Alg 1 & Eng 1	ACT	SAT
Richland 01	23,782	43	61	51	49	32	41	53	38
Richland 02	28,411	21	26	22	17	22	19	31	39
Saluda	2,371	53	37	45	45	57	51	34	48
SC Public Charter School District	20,313	20	38	30	32	16	21	13	
Spartanburg 01	5,200	19	16	18	3	3	4	9	10
Spartanburg 02	10,254	8	9	10	15	13	15	20	29
Spartanburg 03	2,873	35	27	29	79	63	73	32	7
Spartanburg 04	2,900	13	3	5	8	10	7	21	17
Spartanburg 05	8,796	15	10	14	9	17	11	16	21
Spartanburg 06	11,467	38	43	40	21	20	20	26	16
Spartanburg 07	7,423	39	50	44	36	36	34	27	13
Sumter	16,587	61	62	61	61	58	60	72	65
Union	3,964	56	57	56	57	70	65	61	72
Williamsburg	3,589	68	78	74	83	79	83	78	76
York 01	5,246	47	22	34	46	52	49	33	52
York 02	8,037	2	2	2	22	42	30	4	6
York 03	17,776	33	32	31	27	21	24	28	37
York 04	16,114	1	1	1	1	1	1	1	2
United States	51 Million							2	32

Source: South Carolina Department of Education



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

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

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

Data Source: South Carolina Department of Education

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



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

Table 2.3.1 cont.

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

Source: South Carolina Department of Education

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



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

Table 2.3.1 cont.

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

Source: South Carolina Department of Education

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



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

Table 2.4.1 (For this report) 2018 Concordance Tables

Table A1: SAT Total to ACT Composite

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

Table A2: ACT Composite to SAT Total

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

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

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

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