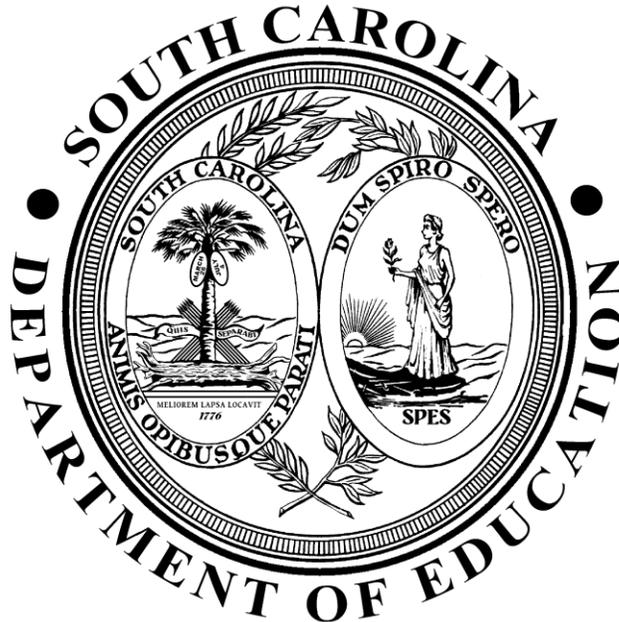


STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION



2017 Summer Reading Camp
and Community Partnerships Report

Report to the General Assembly

Pursuant to Act 284 and Proviso 1.59

June 2018

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Introduction

The Read to Succeed Act was passed in 2014 to increase the number of students in our state who are able to proficiently read and comprehend grade-level text. When students fall behind in literacy skills (reading, writing, speaking, and listening) in the early years, they often fail to demonstrate reading proficiency in later grades. Students in middle and high school who have difficulty comprehending texts often struggle academically in their content area courses. Without effective instruction and appropriate intervention in the early grades, these children become the students in our high schools least likely to graduate college or career ready. According to the Annie E. Casey Foundation (2013), third-grade reading proficiency is crucial for continued academic success and to break the cycle of intergenerational poverty.

Reporting Requirements

One of many components of Read to Succeed is third grade summer reading camps. The reporting requirements are outlined below.

Section 59-155-130. Duties of Office.

The Read to Succeed Office must guide and support districts and collaborate with university teacher training programs to increase reading proficiency through the following functions, including, but not limited to: . . .

- (8) monitor and report to the State Board of Education the yearly success rate of summer reading camps. Districts must provide statistical data to include the:
 - (a) number of third grade students enrolled in camps;
 - (b) number of students, by grade level, who successfully complete camps;
 - (c) number of third graders promoted to fourth grade;
 - (d) number of third graders retained; and
 - (e) total expenditures of funds to operate the camps by source of funds to include in kind donations.

Section 59-155-160. Mandatory retention.

- (A) Beginning with the 2017–18 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment that equates to Not Met 1 on the Palmetto Assessment of State Standards (PASS). A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. Good cause exemptions include students: . . .
 - (6) who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or through a norm-referenced, alternative assessment, selected from a list of norm-referenced, alternative assessments approved by the Read to Succeed Office for use in the

summer reading camps, that the student's mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment.

- (C) (1) Students eligible for retention under the provisions in Section 59-155-160(A) may enroll in a summer reading camp provided by their school district or a summer reading camp consortium to which their district belongs prior to being retained the following school year. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade level texts. The Read to Succeed Office shall assist districts that cannot find qualified teachers to work in the summer camps. Districts also may choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.
- (D) Retained students must be provided intensive instructional services and support, including a minimum of ninety minutes of daily reading and writing instruction, supplemental text-based instruction, and other strategies prescribed by the school district. These strategies may include, but are not limited to, instruction directly focused on improving the student's individual reading proficiency skills through small group instruction, reduced teacher-student ratios, more frequent student progress monitoring, tutoring or mentoring, transition classes containing students in multiple grade spans, and extended school day, week, or year reading support. The school must report to the Read to Succeed Office on the progress of students in the class at the end of the school year and at other times as required by the office based on the reading progression monitoring requirements of these students.

Section 59-155-190. Local school districts.

Local school districts are encouraged to create family-school-community partnerships that focus on increasing the volume of reading, in school and at home, during the year and at home and in the community over the summer. Schools and districts should partner with county libraries, community organizations, local arts organizations, faith-based institutions, pediatric and family practice medical personnel, businesses, and other groups to provide volunteers, mentors, or tutors to assist with the provision of instructional supports, services, and books that enhance reading development and proficiency. A district shall include specific actions taken to accomplish the requirements of this section in its reading proficiency plan.

Proviso 1.59. (SDE: Summer Reading Camps)

For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) up to twenty percent to the Department of Education to provide bus transportation for students attending the camps; (2) \$700,000 allocated to the department to provide grants to support community partnerships whereby community organizations shall partner with local school districts to provide enrichment activities as part of after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of forty percent or greater based on the poverty index utilized the prior fiscal year that was student eligibility for the free or reduced price lunch program and Medicaid. All mentors and tutors that are a part of these after school programs or summer reading camps must have passed a SLED criminal background check. Participant to volunteer or teacher ratio must conform to that of the school district in which the program is located; and (3) the remainder on a per pupil allocation to each school district based on the number of students who substantially failed to demonstrate third-grade reading proficiency as indicated on the prior year's state assessment as defined by Section 59-155-120 (10) of the 1976 Code.

Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. School transportation shall be provided. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade-level texts. The Department of Education shall assist districts that cannot find qualified teachers to work in the summer camps. Districts may also choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps.

In the current school year, any student in third grade who substantially fails to demonstrate third-grade reading proficiency by the end of the school year must be offered the opportunity to attend a summer reading camp at no cost to the parent or guardian. The purpose of the reading camp is to provide students who are significantly below third-grade reading proficiency with the opportunity to receive quality, intensive instructional services and support. A district may also include in the summer reading camps students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second or third grade. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.

South Carolina Department of Education Support

The South Carolina Department of Education (SCDE) provided support for 2017 summer reading camps (SRCs) in the following ways:

- provided technical assistance on reporting of SRC data to refine the data collection process;
- provided training on the administration of recommended pre- and post-assessment measures, including accurate interpretation and communication between the classroom teacher, SRC teacher, and future classroom teacher as part of the student’s portfolio;
- provided regional technical assistance sessions in regard to the expenditure of state funding, including appropriate expenditures specifically related to staffing, professional development, and instructional materials;
- hosted a roundtable discussion to share ideas about successful attendance rates and student reading achievement;
- partnered with various community stakeholders to host the symposium, “Leaders Making Readers: Symposium for Read to Succeed Summer Reading Camps and Their Partners.” The purpose of the symposium was to learn, share, and develop best practices for SRCs. Topics included data-driven instruction, increasing parent engagement, and other best practices; and
- provided technical support documents, such as the “Summer Reading Camp One Pager” and “Summer Reading Camp: Effective Summer Reading Camp Snapshots,” which are provided in Appendix A.

District Implementation

Each district identified third grade students who were not reading on grade level during the 2016–17 school year and offered them with the opportunity to attend a SRC. Students attended SRC four hours a day, four days a week, for six weeks, or the equivalent of ninety-six instructional hours. Districts had flexibility to structure the days of the camp. During SRCs, students were to be taught by highly-qualified teachers who have experience in working with struggling readers. In addition, students were provided the opportunity to receive small group and individual instruction to work on their reading, writing, listening, and research skills. Although the SRC was not mandatory for students who were not reading proficiently and parents had the option to not have their child participate, families were encouraged to have their children take part. Districts were encouraged to partner with local businesses/community groups to provide supplemental learning opportunities after academic instruction. Districts were responsible for the following implementation steps:

1. Assess and identify students with cut scores eligible for the camps using one of the three approved state-wide standardized formative assessments: DRA2, Fountas and Pinnell, or Dominie;
2. Complete the SRC pre- and post-assessment surveys by dates indicated by the SCDE to ensure all data were submitted for reporting purposes;
3. Provide planning time prior to beginning of camp so that teachers and district staff may provide an effective literacy environment;
4. Maintain Literacy Assessment Portfolio (LAP) data points for each student, provide the data to the SRC teacher, and provide the data to the student’s next regular school-year teacher;

5. Provide ninety-six hours of literacy instruction based on the reading/writing/research workshop model;
6. Provide end-of-camp celebrations and an opportunity for parents to celebrate their students' progress;
7. Participate in SCDE professional development, including the SRC symposium, technical assistance sessions, webinars, and/or roundtable discussions, to gain knowledge on effective SRC implementation, third grade retention requirements, and district and school reading plans;
8. Ensure that all SRC classrooms have an ample and adequate supply of books to support the various levels and interests of students; and
9. Consider strategies for including local partnerships to support effective literacy instruction.

Summer Reading Camp Assessments

Districts were required to use Dominie Portfolio Assessment, Developmental Reading Assessment (DRA2+), or the Fountas and Pinnell Benchmark Assessment for pre- and post-assessments for students attending SRC. Most districts chose Fountas and Pinnell (68 percent), 24 percent chose DRA2+, and six percent chose Dominie.

Finding #1: More students were administered the Fountas and Pinnell Benchmark Assessment than DRA2+ and Dominie. Less than half of the students, however, were reported as having both a pre- and post-assessment that could be evaluated for growth. *See also* Table 8.

Table 1. *Number of Students Assessed Pre-Kindergarten Through Sixth Grade Per Formative Assessment*

Assessments	Districts		Students	
	2016	2017	2017 Students tested for Pre-Assessment	2017 Students tested for Post-Assessment
Dominie	14	5	350	334
DRA2	24	20	1,780	1,516
Fountas-Pinnell	45	57	6,760	6,047
Not Reported	--	--	0	7
Not Tested	--	1	46	1,032
Total	83	83	8,936	8,936

Source: Post-camp Survey

Note: The SRC collection database provided districts the means for reporting required data elements in regard to student assessment. The student assessment data field included a dropdown menu with the options: gained/growth, maintained, regressed, or not tested. If a district left the data field empty, the data was record as “not reported.” Not tested means the district reported that the student was not assessed.

Camp Participation and Demographics

During the summer of 2017, school districts throughout South Carolina held SRCs. One of the good cause exemptions referenced in Act 284 is “successful completion of summer reading camp.” Those students identified as reading “significantly below grade level” and in danger of

being retained in third grade were offered the opportunity to attend their district’s SRC. Students who successfully participated in the SRC were promoted to fourth grade. (Note that the mandatory retention provisions do not go into effect until spring 2018.) The definition of “successful completion” was dependent upon each district’s determination. District- and school-level factors affected implementation across camps: variability in the assessments used by each district, administration of pre- and post-assessment measures, quality of instruction, credentials of teachers, local district and school support, parental support, and the relationships established between the student and the teacher. While each school district was required to provide SRC opportunities to students not reaching grade-level proficiency, per S.C. Code § 59-155-160, the student’s parent or guardian made the final decision regarding their student’s participation.

Section 59-155-130 of Act 284 requires the SCDE Read to Succeed Office to monitor and report annually to the State Board of Education (SBE) the following data in order to determine the success rate of SRC:

- Number of third grade students enrolled in camps;
- Number of students, by grade level, who successfully complete camps;
- Number of third graders promoted to fourth grade;
- Number of third graders retained; and
- Total expenditures of funds to operate the camps by source of funds to include in kind donations.

It is important to note that the determination of successfully completing camp is a district level decision.

Attendance Across Grade Levels

Table 2 provides a comparison of the number of students enrolled in SRC by grade level. The number of kindergarten students enrolled in SRC increased 57 percent from 2016 to 2017. The increase in second graders from 2016 to 2017 can be attributed to the emphasis on preventing mandatory third grade retention, which begins in the 2017–18 school year.

Finding #2: The total number of students enrolled in summer reading camp for 2017 increased compared to the total number of students in 2015 and 2016.

Table 2. *Number of Students Enrolled by Grade Level during 2015, 2016, and 2017 SRCs*

Year	PK	K	1	2	3	4	5	6	Total
2015 ^a	--	--	--	--	--	--	--	--	4,033
2016	0	121	853	1,949	4,616	784	286	0	8,609
2017	13	441	742	2,694	4,590	438	17	1	8,936

Source: Post-camp Survey

Note. ^aData for 2015 was not reported by grade level breakdowns.

Table 3 indicates the number of students by grade level who successfully completed their SRC. Third grade had the highest number of students to successfully complete the SRC. Data for 2015 was not reported by grade level breakdowns.

Finding #3: The number and percentage of Pre-K–6 students who completed SRC in 2017 decreased in comparison to 2016.

Table 3. *Number and Percentage of Students Successfully Completed by Grade Level*

Year	PK	K	1	2	3	4	5	6	Total
2016	0	113 (93.4%)	825 (96.7%)	1,919 (98.5%)	4,491 (97.4%)	770 (98.2%)	267 (93.4%)	0	8,385 (93.8%)
2017	2 (15.4%)	354 (80.3%)	644 (86.8%)	2,394 (88.9%)	4,115 (89.7%)	382 (87.2%)	14 (82.4%)	1 (100.0%)	7,906 (88.5%)
% Change	15.4%	-13.1%	-9.9%	-9.6%	-7.6%	-11.0%	-11.0%	100%	-5.4%

Source: Post-camp survey

Third Graders

Finding #4: There was a decrease of 501 students in third grade who attended summer reading camp in 2017 compared to the total number of third grade students who attended in 2016.

Table 4. *Number of Third Grade Students Who Were Eligible for and Attended SRCs in 2016 and 2017*

2016		2017	
Eligible	Attended	Eligible	Attended
8,229	4,616	-- ^a	4,590

Source: Post-camp Survey

Note. ^aThe number of students eligible for SRC was not reported in 2017.

Attendance Rates and Demographics

In evaluating SRC, there is adequate evidence that attendance was an issue in 2016. In order for students to become successful readers and writers, attendance in summer camp is beneficial. Research from the National Summer Learning Project suggests that when students attend a summer learning camp with moderately high attendance, they achieve more and hold their gains the following year (Wallace Foundation, 2018).

Finding #5: Camp attendance improved in 2017. The attendance rate for SRC was calculated by taking the total days in session divided by the total days students were in attendance. All districts had an attendance rate of 88.7 percent or higher for 2017. The lowest attendance rate for 2016 was 41.33 percent.

Table 5. 2016 and 2017 SRC Attendance Rates by District

District	2016		2017	
	Total Number of Students Enrolled	Attendance Rate	Total Number of Students Enrolled	Attendance Rate
Abbeville	7	73.20%	14	100.0%
Aiken	323	58.98%	318	100.0%
Allendale	92	88.75%	82	97.0%
Anderson 01	67	72.50%	54	100.0%
Anderson 02	11	82.95%	60	93.8%
Anderson 03	37	76.90%	33	97.0%
Anderson 04	24	66.10%	37	100.0%
Anderson 05	66	72.05%	95	97.1%
Bamberg 01	15	91.44%	37	100.0%
Bamberg 02	14	83.93%	10	97.5%
Barnwell 19	10	50%	11	100.0%
Barnwell 29	71	67.10%	42	95.5%
Barnwell 45	14	83.60%	17	99.0%
Beaufort	1,522	89.55%	1,408	100.0%
Berkeley	104	84.50%	115	98.3%
Calhoun	31	70.05%	18	100.0%
Charleston	207	69.26%	402	98.1%
Cherokee	70	86.60%	130	98.2%
Chester	95	72.53%	55	100.0%
Chesterfield	128	77.94%	105	98.7%
Clarendon 01	8	96.30%	7	99.4%
Clarendon 02	30	87.79%	30	99.3%
Clarendon 03	13	61%	9	95.8%
Colleton	88	86.02%	76	100.0%
Darlington	101	64.48%	136	95.9%
Dillon 03	22	87%	14	100.0%
Dillon 04	27	88.60%	44	95.9%
Dorchester 02	139	65.78%	190	98.1%
Dorchester 04	22	84.20%	24	97.7%
Edgefield	23	61.10%	45	100.0%
Fairfield	15	72.67%	9	98.8%
Florence 01	49	91.63%	123	98.9%
Florence 02	28	63.54%	27	98.8%
Florence 03	66	82.51%	66	100.0%
Florence 04	129	84.45%	30	96.0%
Florence 05	8	77%	11	100.0%
Georgetown	82	51.22%	131	99.2%
Greenville	1373	58.90%	370	99.9%

District	2016		2017	
	Total Number of Students Enrolled	Attendance Rate	Total Number of Students Enrolled	Attendance Rate
Greenwood 50	162	73.04%	208	94.5%
Greenwood 51	22	87.29%	30	100.0%
Greenwood 52	14	75.89%	34	100.0%
Hampton 01	37	82.51%	39	99.9%
Hampton 02	28	64.90%	46	94.4%
Horry	44	86.21%	134	100.0%
Jasper	48	54.07%	157	95.8%
Kershaw	84	71.20%	105	94.9%
Lancaster	127	80.90%	96	97.8%
Laurens 55	25	82.50%	30	100.0%
Laurens 56	75	60.30%	44	98.6%
Lee	29	46.21%	34	97.9%
Lexington 01	74	61.98%	89	98.5%
Lexington 02	65	77.51%	218	99.0%
Lexington 03	24	92.50%	42	100.0%
Lexington 04	14	86.30%	25	100.0%
Lexington 05	43	77.78%	50	100.0%
McCormick	97	65.91%	61	98.5%
Marion 10	50	87.14%	78	99.4%
Marlboro	30	84.20%	48	99.9%
Newberry	72	81.90%	68	96.8%
Oconee	97	62.16%	125	100.0%
Orangeburg 03	46	74.40%	73	99.9%
Orangeburg 04	52	86.41%	51	100.0%
Orangeburg 05	105	91.49%	74	100.0%
Pickens	153	61.20%	263	97.9%
Richland 01	208	73.08%	704	97.7%
Richland 02	174	61.17%	166	97.9%
Saluda	60	83.60%	70	100.0%
Spartanburg 01	17	72.04%	61	97.6%
Spartanburg 02	166	75%	68	100.0%
Spartanburg 03	89	62.12%	55	100.0%
Spartanburg 04	35	41.33%	20	100.0%
Spartanburg 05	46	68.80%	97	99.9%
Spartanburg 06	70	65.20%	176	100.0%
Spartanburg 07	58	70.75%	76	97.2%
Sumter 01	238	75.80%	261	98.9%
Union	71	75.30%	77	99.8%
Williamsburg	217	71.60%	126	100.0%
York 01	53	67.61%	68	97.1%

District	2016		2017	
	Total Number of Students Enrolled	Attendance Rate	Total Number of Students Enrolled	Attendance Rate
York 02	26	75.90%	15	100.0%
York 03	130	81.29%	144	100.0%
York 04	29	75.60%	41	100.0%
SCPCSD	144	72.04%	103	88.7%

Source: Post-camp Survey

Finding #6: Eighty-two percent of the students enrolled in SRC have been identified as pupils in poverty.

Table 6. *Number of Students Enrolled in 2017 SRCs by Race/Ethnicity, Gender, and Poverty Level*

Demographic Factor	Number	Percentage
Race/Ethnicity		
Asian	73	0.8%
Black	4,725	52.9%
Hispanic	1,531	17.1%
Native American	34	0.4%
Multi-Race	301	3.4%
Pacific Islander	10	0.1%
White	2,248	25.2%
Not Reported	14	0.2%
Gender		
Male	4,816	53.9%
Female	4,108	46.0%
Not Reported	12	0.1%
Poverty Level		
Yes	7,356	82.3%
No	1,554	17.4%
Not Reported	26	0.3%
Total Count Enrolled	8,936	100.0%

Source: Post-camp Survey

Student Learning Outcomes

Academic Growth

Finding #7: In 2016, sixty-three percent of students in SRCs maintained or made minimal gains based on the results of the pre- and post- assessment data, while thirty-seven percent made moderate or exceptional gains. (Note: The 2016 data collection did not gather data on students whose pre- and post-test might have indicated regression.)

Table 7. *Percentage of Students Achieving Each Level of Growth in 2016*

Level	Percentage of Students Achieving each Level
Maintained	26%
Minimal	37%
Moderate	22%
Exceptional	15%

Source: Post-camp Survey

Finding #8: Almost 63 percent of students had growth during SRCs, while 4 percent showed regression. Although 23 percent of students maintained their reading level between the pre- and post-assessment, research suggests that one could have expected “summer slide,” or learning losses, especially among students in poverty (Quinn & Polikoff, 2017). Therefore, having 85.7 percent of students maintain or grow in literacy skills is significant.

Table 8. *Percentage of Third Grade Students Achieving Each Level of Growth in 2017*

2017 Level	Number of Students	Percentage of Students Achieving Each Level
Regressed	181	3.9%
Maintained	1065	23.2%
Gained/Growth	2869	62.5%
Not Reported ^a	13	0.3%
Not Tested ^a	462	10.1%
Total Students with Growth Levels	4115	
Total Reported	4590	

Source: Post-camp Survey *Note.* ^aStudents must have both a pre- and post-test for growth reporting. It is unclear whether “not tested” includes students who missed just one or both tests.

Third Grade Promotion

Finding #9: Table 9 fulfills the legislative requirement to report the number of third grade students promoted to fourth grade and the number of third grade students retained. Fewer students, and a slightly smaller percentage of students, were retained in third grade in 2017 than in 2016. Note that mandatory retention does not begin until the 2017–18 school year.

Table 9. *Number and Percentage of Third Grade Students Who Attended, Who Were Promoted, and Who Were Retained in 2016 and 2017*

Third Graders 2016				Third Graders 2017			
Attended	Promoted	Retained	NR ^a	Attended	Promoted	Retained	NR ^a
4,616	4,491	56	69	4,590	4,507	48	35
--	97.3%	1.2%	1.5%	--	98.2%	1.0%	0.8%

Source: Post-camp Survey

Note. ^aNot Reported

Comparison of Growth Among Districts

Finding #10: Seventy-four percent of school districts had fifty percent or more of third grade students who achieved overall gains/growth in 2017.

Finding #11: In 2016, thirty-eight percent of school districts had fifty percent or higher growth rated moderate or exceptional.

Table 10. *Percentage of Third Grade Students with Growth Across Districts (Rated Gained /Growth 2017, Moderate or Exception Growth 2016)*

District	2017 Total Number of Third Grade Students Enrolled	2017 Percentage of Students with Gains/Growth	2016 Percentage of Students with Moderate or Exceptional Growth
Abbeville	14	71%	0%
Aiken	241	51%	56%
Allendale	14	86%	33%
Anderson 01	54	46%	17%
Anderson 02	11	64%	36%
Anderson 03	24	46%	41%
Anderson 04	23	22%	40%
Anderson 05	55	60%	20%
Bamberg 01	26	50%	53%
Bamberg 02	10	20%	0%
Barnwell 19	3	67%	38%
Barnwell 29	15	80%	40%
Barnwell 45	17	100%	43%
Beaufort	388	67%	23%
Berkeley	115	60%	16%

District	2017 Total Number of Third Grade Students Enrolled	2017 Percentage of Students with Gains/Growth	2016 Percentage of Students with Moderate or Exceptional Growth
Calhoun	18	78%	58%
Charleston	193	36%	36%
Cherokee	130	78%	48%
Chester	30	67%	27%
Chesterfield	90	71%	59%
Clarendon 01	7	71%	25%
Clarendon 02	15	27%	83%
Clarendon 03	6	67%	67%
Colleton	76	75%	55%
Darlington	51	73%	83%
Dillon 03	14	93%	60%
Dillon 04	30	100%	100%
Dorchester 02	130	58%	14%
Dorchester 04	24	54%	41%
Edgefield	45	49%	88%
Fairfield	8	88%	53%
Florence 01	58	91%	41%
Florence 02	6	83%	0%
Florence 03	66	79%	91%
Florence 04	17	71%	48%
Florence 05	11	73%	75%
Georgetown	64	66%	28%
Greenville	116	61%	12%
Greenwood 50	50	26%	12%
Greenwood 51	5	100%	100%
Greenwood 52	10	30%	0%
Hampton 01	21	76%	50%
Hampton 02	20	75%	82%
Horry	111	89%	93%
Jasper	37	70%	33%
Kershaw	105	60%	65%

District	2017 Total Number of Third Grade Students Enrolled	2017 Percentage of Students with Gains/Growth	2016 Percentage of Students with Moderate or Exceptional Growth
Lancaster	68	64%	31%
Laurens 55	17	94%	52%
Laurens 56	20	50%	67%
Lee	34	53%	8%
Lexington 01	59	46%	8%
Lexington 02	65	43%	73%
Lexington 03	19	68%	63%
Lexington 04	25	100%	79%
Lexington 05	39	21%	11%
McCormick	11	27%	63%
Marion 10	77	60%	30%
Marlboro	48	77%	40%
Newberry	68	63%	10%
Oconee	38	34%	18%
Orangeburg 03	73	37%	48%
Orangeburg 04	38	66%	18%
Orangeburg 05	43	72%	40%
Pickens	160	64%	79%
Richland 01	336	79%	40%
Richland 02	85	32%	43%
Saluda	1	0% ^a	7%
Spartanburg 01	25	64%	22%
Spartanburg 02	68	24%	2%
Spartanburg 03	13	15%	33%
Spartanburg 04	13	69%	50%
Spartanburg 05	51	49%	20%
Spartanburg 06	82	67%	65%
Spartanburg 07	27	85%	28%
Sumter 01	139	76%	45%
Union	31	81%	45%
Williamsburg	39	56%	71%

District	2017 Total Number of Third Grade Students Enrolled	2017 Percentage of Students with Gains/Growth	2016 Percentage of Students with Moderate or Exceptional Growth
York 01	25	60%	72%
York 02	15	73%	0%
York 03	64	53%	30%
York 04	41	95%	86%
SCPCSD	59	73%	60%

Note. Method of requesting districts to report growth was modified between 2016 and 2017 as part of continuous improvement efforts. Data are reported from Post-camp Survey.

SCDE Monitoring

The Monitoring Tool for Read to Succeed Summer Reading Camp 2017 was used to observe and support SRC sites based on the following domains: Environment, Instructional Plan, and Reading Structures. There are specific elements listed under each domain that relate to the domain. The specific descriptors under each domain are used to calculate an overall percentage for each domain. The results are being used to inform planning and preparation for SRC 2018.

Monitoring Data

Finding #12: Ninety-five percent of districts had an overall performance of fifty percent or higher in Domains One - Environment, Two - Instructional Plan, and Three - Reading Structures when observed in SRC.

Table 12. 2017 Performance Observed in Each Monitoring Domain by District

District	Domain 1: Environment	Domain 2: Instructional Plan	Domain 3: Reading Structures	Overall Performance	District Percentage of Students Rated "Gained"
Abbeville	67%	59%	33%	53%	71%
Aiken	46%	44%	50%	47%	51%
Allendale	58%	42%	63%	54%	86%
Anderson 01	100%	99%	50%	83%	46%
Anderson 02	100%	97%	88%	95%	64%
Anderson 03	100%	100%	50%	83%	46%
Anderson 04	100%	98%	88%	95%	22%
Anderson 05	96%	100%	25%	74%	60%
Bamberg 01	92%	72%	50%	71%	50%
Bamberg 02	100%	93%	88%	94%	20%

District	Domain 1: Environment	Domain 2: Instructional Plan	Domain 3: Reading Structures	Overall Performance	District Percentage of Students Rated “Gained”
Barnwell 19	45%	72%	63%	60%	67%
Barnwell 29	100%	72%	50%	74%	80%
Barnwell 45	83%	79%	50%	71%	100%
Beaufort	92%	90%	75%	86%	67%
Berkeley	83%	97%	63%	81%	60%
Calhoun	83%	76%	50%	70%	78%
Charleston	100%	84%	63%	82%	36%
Cherokee	100%	91%	38%	76%	78%
Chester	100%	89%	75%	88%	67%
Chesterfield	61%	40%	25%	42%	71%
Clarendon 01	67%	62%	25%	51%	71%
Clarendon 02	56%	57%	50%	54%	27%
Clarendon 03	100%	100%	88%	96%	67%
Colleton	92%	85%	75%	84%	75%
Darlington	100%	87%	63%	83%	73%
Dillon 03	100%	86%	100%	95%	93%
Dillon 04	90%	84%	88%	87%	100%
Dorchester 02	58%	51%	88%	66%	58%
Dorchester 04	100%	97%	88%	95%	54%
Edgefield	94%	98%	50%	81%	49%
Fairfield	92%	69%	50%	70%	88%
Florence 01	100%	86%	75%	87%	91%
Florence 02	100%	93%	38%	77%	83%
Florence 03	100%	97%	100%	99%	79%
Florence 04	100%	95%	88%	94%	71%
Florence 05	83%	83%	38%	68%	73%
Georgetown	75%	84%	50%	70%	66%
Greenville	100%	94%	63%	86%	61%
Greenwood 50	67%	53%	63%	61%	26%
Greenwood 51	56%	64%	38%	53%	100%
Greenwood 52	17%	68%	50%	45%	30%

District	Domain 1: Environment	Domain 2: Instructional Plan	Domain 3: Reading Structures	Overall Performance	District Percentage of Students Rated “Gained”
Hampton 01	83%	86%	75%	81%	76%
Hampton 02	96%	91%	88%	92%	75%
Horry	96%	74%	88%	86%	89%
Jasper	96%	50%	63%	70%	70%
Kershaw	93%	77%	88%	86%	60%
Lancaster	100%	100%	63%	88%	64%
Laurens 55	100%	100%	88%	96%	94%
Laurens 56	100%	100%	88%	96%	50%
Lee	83%	97%	88%	89%	53%
Lexington 01	100%	97%	50%	82%	46%
Lexington 02	88%	99%	75%	87%	43%
Lexington 03	67%	78%	50%	65%	68%
Lexington 04	87%	83%	88%	86%	100%
Lexington 05	100%	86%	50%	79%	21%
McCormick	75%	54%	100%	76%	27%
Marion 10	96%	92%	100%	96%	60%
Marlboro	94%	91%	88%	91%	77%
Newberry	71%	61%	50%	61%	63%
Oconee	100%	97%	88%	95%	34%
Orangeburg 03	97%	93%	75%	88%	37%
Orangeburg 04	96%	97%	88%	94%	66%
Orangeburg 05	95%	90%	88%	91%	72%
Pickens	100%	100%	100%	100%	64%
Richland 01	89%	75%	75%	80%	79%
Richland 02	78%	81%	63%	74%	32%
Saluda	75%	75%	100%	83%	0%
Spartanburg 01	100%	100%	75%	92%	64%
Spartanburg 02	100%	98%	75%	91%	24%
Spartanburg 03	83%	93%	75%	84%	15%

District	Domain 1: Environment	Domain 2: Instructional Plan	Domain 3: Reading Structures	Overall Performance	District Percentage of Students Rated “Gained”
Spartanburg 04	100%	97%	100%	99%	69%
Spartanburg 05	100%	97%	88%	95%	49%
Spartanburg 06	79%	82%	63%	75%	67%
Spartanburg 07	100%	98%	100%	99%	85%
Sumter 01	100%	99%	100%	100%	76%
Union	100%	87%	63%	83%	81%
Williamsburg	100%	99%	50%	83%	56%
York 01	96%	93%	88%	92%	60%
York 02	100%	93%	88%	94%	73%
York 03	67%	64%	63%	65%	53%
York 04	100%	100%	63%	88%	95%
SCPCSD	78%	62%	100%	80%	72%

Source: Post-camp Survey

Community Partnership Grants

Expenditures

One factor that may increase student achievement is parent and community involvement. The research on the impact of school, family, and community connections indicates that student achievement increases when these collaborations are effective, embedded, and on-going.

“Families have a major influence on their children’s achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more” (Henderson & Mapp, 2002 p.7).

To create effective partnerships between community organizations and school districts, the South Carolina General Assembly passed Proviso 1.59 of the 2017–18 Appropriations Act to encourage partnerships and provide funding for those partnerships. This funding is in addition to the annual allocations districts receive for SRC activities.

Thirty proposals were submitted for the 2017 SRC Community Partnership Grant (CPG) awards. All thirty proposals were reviewed and scored using a rubric. Twenty of the applicants were

awarded funds, but there were not enough funds available to meet the total requested amounts proposed. The SCDE determined that funds for students at risk, available under the Education and Economic Development Act of 2005 (EEDA), could appropriately be allocated under the CPG program. An additional \$436,137 of EEDA funds was awarded to the districts and organizations to meet their requested amounts to help create effective partnerships between community organizations and school districts. Funding amounts are provided in Table 12.

Finding #13. All of the grant recipients were awarded up to \$37,141 for community partnerships in addition to various amounts of EEDA funds.

Table 13 2017 Summer Reading Camp Community Partnership Grant Recipients and Funding Amounts

District/Organization	Requested	Proviso Funds	EEDA Funds
Aiken	\$43,025.00	\$37,141.00	\$5,884.00
Allendale	\$70,686.00	\$37,141.00	\$33,545.00
Anderson Two	\$75,000.00	\$37,141.00	\$37,859.00
Berkeley	\$16,700.00	\$16,700.00	\$0.00
Charleston Promise Neighborhood	\$39,655.00	\$37,141.00	\$2,514.00
Colleton	\$57,183.00	\$37,141.00	\$20,042.00
Darlington	\$75,000.00	\$37,141.00	\$37,859.00
Dorchester Two	\$31,486.00	\$31,500.00	\$0.00
Florence Three	\$100,000.00	\$37,141.00	\$62,859.00
Greenwood 51	\$69,000.00	\$37,141.00	\$31,859.00
Kershaw	\$56,305.00	\$37,141.00	\$19,164.00
Laurens 55	\$45,000.00	\$37,141.00	\$7,859.00
Legacy Charter School/Greenville County	\$49,510.00	\$37,141.00	\$12,369.00
Lexington One	\$49,600.00	\$37,141.00	\$12,495.00
McCormick	\$70,000.00	\$37,141.00	\$32,859.00
Richland One	\$115,727.00	\$37,141.00	\$78,586.00
Saluda	\$39,910.00	\$37,141.00	\$2,769.00
Spartanburg 7	\$20,400.00	\$20,400.00	\$0.00
United Way of Pickens County	\$70,000.00	\$37,141.00	\$32,859.00
York One	\$41,897.00	\$37,141.00	\$4,756.00
Totals	\$1,136,084.00	\$699,997.00	\$436,137.00

Source: Community Partnership Reporting

The SCDE literacy specialists provided the following support for CPG reading coaches and camp directors:

- Webinars to districts prior to the start of the application process to provide information and to answer any questions from districts about the grant writing process;
- Timely feedback via email and over the phone to answer questions as needed; and
- Opportunities to find out how other districts partnered with community organizations through presentations by districts at the SRC Symposium.

Finding #14: Appendix B reflects the expenditures reported by district for the 2017 SRCs. Total amounts spent on the following categories were reported: salary, fringe benefits, professional development, instructional supplies/materials, and other. The in-kind donation totals were also reported by district if applicable. Over \$9.5 million was spent on SRCs in 2017. This amount does not include funding from the CPGs. This averages to approximately \$1,066 per student; camps with CPGs spent on average approximately \$1,971 per student.

Considerations for 2018 SRCs

The SCDE reviews the SRC program each year to continuously improve services, data collection, analytics, and reporting. The following are recommendations for the 2018 SRC program:

- Collect data on all grade levels for reporting. For 2017, some items were collected only for third grade.
- Continue use of the Monitoring Tool for SRC instructional data collection. Use the data from 2017 to target instructional improvements.
- Continue to have SCDE Literacy Specialists provide professional learning opportunities for SRC teachers. For the 2018 SRC, support will be provided in maintaining portfolios because of the Read to Succeed mandatory retention policies that go into effect this year.
- Provide regional professional learning opportunities on various topics such as data analysis for targeted growth in reading; predictable reading, writing, and research structures for balanced literacy model; classroom libraries; and the SRC classroom environment.
- Adjust the timeline for SRC planning, preparation, and support to continuously improve SRC outcomes as needed.

2018 Planning, Preparation, and Support Timeline

Month	Activity/Action
September/October	<ul style="list-style-type: none"> • SCDE encourage Read to Succeed district liaisons to meet with SCDE Literacy Specialists and school-based reading coaches to review and analyze SRC assessment results. • SCDE evaluate the SRC from the preceding year.
November/December	<ul style="list-style-type: none"> • SCDE and SC Reading Partners begin planning and preparation for the Read to Succeed SRC Symposium. • Districts conduct initial third grade student identification after the second grading period.
January	<ul style="list-style-type: none"> • Districts identify the eligible SRC population.

Month	Activity/Action
	<ul style="list-style-type: none"> • Districts communicate and involve parents early. • SCDE and districts provide preliminary professional learning opportunity (PLO) session. • SCDE provide technical assistance. • SCDE issue CPG request for proposals.
February	<ul style="list-style-type: none"> • Districts recruit qualified staff for SRC. • Districts assess the needs of the staff teaching SRC. • Districts plan for pre-assessment of SRC students. • SCDE Literacy Specialists facilitate breakout sessions for participants of the Read to Succeed SRC Symposium. • Districts and partners submit CPG proposals.
March	<ul style="list-style-type: none"> • Districts provide on-site PLO sessions to train teachers in evidence-based literacy strategies. • Districts encourage active participation from staff at all PLOs. • SCDE and districts provide training on administering and analyzing assessment data. • Districts finalize eligible population based on assessment data. • SCDE Literacy Specialists provide support to districts as needed. • SCDE announces CPG grant awards.
April	<ul style="list-style-type: none"> • Districts recruit and train all volunteers in research-based literacy strategies. • Districts employ and partner with all community stakeholders to provide support and to assist with the provision of the SRCs. • SCDE Literacy Specialists facilitate training for SRC teachers within their regions.
May	<ul style="list-style-type: none"> • Districts finalize SRC details including transportation, staff, materials, locations, and students. • SCDE Literacy Specialists facilitate training for SRC teachers within their regions.
June/July	<ul style="list-style-type: none"> • SCDE Literacy Specialists and Office of Early Learning and Literacy team support SRCs for the duration of the camp by coaching teachers during camp and monitoring SRCs using the SRC Monitoring Tool.

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Wallace Foundation. (2018). The national summer learning project. Retrieved from <http://www.wallacefoundation.org/knowledge-center/summer-learning/recruitment/pages/the-national-summer-learning-project.aspx>

Appendix A: SCDE Resources

Summer Reading Camp Snapshots

<https://ed.sc.gov/scdoe/assets/File/instruction/read-to-succeed/Summer%20Reading%20Camps/SRC%20Community%20Partnership%20One%20Pager%20Dec%202013.pdf>

Summer Reading Camp One Pager

<https://ed.sc.gov/scdoe/assets/File/instruction/read-to-succeed/Summer%20Reading%20Camps/SRC%20all%20One%20Pager%20December%202016.pdf>

Appendix B: Summer Reading Camp Expenditures by District

District Number	District Name	Salary Total	Fringe Benefits Total	Prof Dev Total	Supplies/ Materials Total	Other Total	Subtotal	In-Kind Total	Total
160	Abbeville	9,905.64	2,662.45	0	9,561.58	0	22,129.67	0	22,129.67
201	Aiken	164,385.03	43,907.24	5,655.00	23,379.64	0	237,326.91	500	237,826.91
301	Allendale	36,271.00	4,763.00	0	9,654.00	0	50,688.00	0	50,688.00
401	Anderson 01	23,557.85	5,781.09	0	9,620.10	0	38,959.04	0	38,959.04
402	Anderson 02	18,423.26	4,535.31	0	45,478.00	6,277.00	74,713.57	0	74,713.57
403	Anderson 03	25,288.18	6,674.91	0	11,027.11	0	42,990.20	0	42,990.20
404	Anderson 04	15,755.28	3,932.94	0	0	0	19,688.22	0	19,688.22
405	Anderson 05	53,768.56	12,995.08	0	40,608.01	0	107,371.65	0	107,371.65
501	Bamberg 01	17,418.48	4,378.24	0	11,591.41	730	34,118.13	0	34,118.13
502	Bamberg 02	3,311.25	935.74	0	1,038.01	0	5,285.00	0	5,285.00
619	Barnwell 19	5,912.56	2,392.54	474.98	0	0	8,780.08	0	8,780.08
629	Barnwell 29	16,313.21	3,186.27	0	4,629.23	0	24,128.71	976.8	25,105.51
645	Barnwell 45	7,411.37	1,891.42	0	0	0	9,302.79	0	9,302.79
701	Beaufort	624,239.41	160,561.90	0	133,580.58	108,098.91	1,026,480.80	0	1,026,480.80
801	Berkeley	93,867.50	22,528.20	328.94	37,321.30	2,012.19	156,058.13	0	156,058.13
901	Calhoun	20,615.39	6,229.26	0	2,059.97	698.59	29,603.21	0	29,603.21
1001	Charleston	396,994.00	66,248.00	0	29,500.00	13,839.64	506,581.64	0	506,581.64
1101	Cherokee	85,829.56	24,052.30	0	34,335.08	0	144,216.94	0	144,216.94
1201	Chester	19,037.49	4,318.37	0	30,935.77	1,449.90	55,741.53	0	55,741.53
1301	Chesterfield	32,617.12	8,786.46	0	21,242.94	0	62,646.52	0	62,646.52
1401	Clarendon 01	12,039.67	3,831.87	0	575	0	16,446.54	0	16,446.54
1402	Clarendon 02	24,494.22	6,021.83	0	7,102.45	3,892.16	41,510.66	0	41,510.66
1403	Clarendon 03	5,800.00	1,539.32	0	4,241.32	0	11,580.64	0	11,580.64
1501	Colleton	75,476.20	18,976.77	250.97	26,231.36	755.5	121,690.80	0	121,690.80
1601	Darlington	126,797.61	34,169.47	6,000.00	30,058.00	0	197,025.08	0	197,025.08
1703	Dillon 03	8,040.00	1,964.16	0	330.04	0	10,334.20	0	10,334.20
1704	Dillon 04	23,366.00	5,735.00	0	4,253.02	3,399.68	36,753.70	0	36,753.70
1802	Dorchester 02	91,689.00	23,170.00	5,001.00	5,000.00	2,075.00	126,935.00	0	126,935.00
1804	Dorchester 04	12,470.16	3,172.40	0	2,567.69	0	18,210.25	0	18,210.25

District Number	District Name	Salary Total	Fringe Benefits Total	Prof Dev Total	Supplies/ Materials Total	Other Total	Subtotal	In-Kind Total	Total
1901	Edgefield	32,318.39	8,076.35	0	2,129.77	0	42,524.51	0	42,524.51
2001	Fairfield	20,761.15	3,509.58	0	21,080.50	0	45,351.23	0	45,351.23
2101	Florence 01	151,710.44	37,299.51	11,423.82	22,682.63	0	223,116.40	5,236.00	228,352.40
2102	Florence 02	9,418.19	2,311.21	0	2,534.19	0	14,263.59	0	14,263.59
2103	Florence 03	46,202.41	17,085.84	0	17,000.00	3,050.00	83,338.25	0	83,338.25
2104	Florence 04	37,900.00	6,109.00	0	5,000.00	0	49,009.00	0	49,009.00
2105	Florence 05	4,470.84	1,096.89	0	753.54	0	6,321.27	0	6,321.27
2201	Georgetown	75,126.57	20,282.20	0	51,227.01	0	146,635.78	0	146,635.78
2301	Greenville	231,701.89	59,805.85	49,000.00	85,747.45	141,891.69	568,146.88	0	568,146.88
2450	Greenwood 50	165,078.28	43,573.25	0	41,933.89	0	250,585.42	3,320.00	253,905.42
2451	Greenwood 51	18,420.00	4,727.48	0	12,049.89	50,101.05	85,298.42	0	85,298.42
2452	Greenwood 52	23,851.61	6,164.64	0	0	5,394.71	35,410.96	0	35,410.96
2501	Hampton 01	19,679.50	1,478.57	0	946	0	22,104.07	0	22,104.07
2502	Hampton 02	17,938.00	5,182.00	0	2,426.00	0	25,546.00	7,360.00	32,906.00
2601	Horry	217,825.85	56,265.96	28,275.11	146,825.63	9,309.32	458,501.87	0	458,501.87
2701	Jasper	86,700.00	21,198.00	0	10,670.26	9,540.00	128,108.26	0	128,108.26
2801	Kershaw	51,988.25	12,676.63	0	14,774.31	11,612.36	91,051.55	0	91,051.55
2901	Lancaster	58,833.14	14,305.14	0	19,619.18	0	92,757.46	0	92,757.46
3055	Laurens 55	48,176.14	14,169.41	0	31,207.18	0	93,552.73	0	93,552.73
3056	Laurens 56	28,019.24	7,010.55	0	5,546.54	0	40,576.33	0	40,576.33
3101	Lee	10,865.00	2,484.00	0	972	0	14,321.00	0	14,321.00
3201	Lexington 01	78,233.06	20,530.93	875.41	32,386.74	0	132,026.14	0	132,026.14
3202	Lexington 02	127,906.97	31,941.68	250.1	8,342.84	18,206.50	186,648.09	0	186,648.09
3203	Lexington 03	26,209.95	6,343.46	0	2,000.58	0	34,553.99	0	34,553.99
3204	Lexington 04	25,626.73	5,721.24	0	21,789.24	2,539.17	55,676.38	0	55,676.38
3205	Lexington 05	57,811.00	13,185.00	0	9,691.71	897.7	81,585.41	0	81,585.41
3301	McCormick	31,788.00	9,308.00	0	7,777.00	12,008.00	60,881.00	0	60,881.00
3410	Marion 10	52,624.92	13,271.99	3,000.00	20,083.35	6,558.00	95,538.26	0	95,538.26
3501	Marlboro	33,841.24	5,275.09	0	11,039.11	1,200.48	51,355.92	177.5	51,533.42
3601	Newberry	29,507.80	7,750.96	0	630.01	0	37,888.77	0	37,888.77
3701	Oconee	146,311.67	37,620.30	0	1,364.25	0	185,296.22	0	185,296.22
3803	Orangeburg 03	5,186.97	1,273.76	10,409.72	9,394.59	0	26,265.04	0	26,265.04
3804	Orangeburg 04	45,332.48	11,635.12	0	41,865.88	1,927.07	100,760.55	0	100,760.55
3805	Orangeburg 05	40,998.08	4,938.30	3,800.00	64,357.44	279.2	114,373.02	0	114,373.02

District Number	District Name	Salary Total	Fringe Benefits Total	Prof Dev Total	Supplies/ Materials Total	Other Total	Subtotal	In-Kind Total	Total
3901	Pickens	118,504.73	27,731.27	0	10,029.66	1,619.65	157,885.31	1,500.00	159,385.31
4001	Richland 01	430,676.00	109,753.20	0	40,164.70	15,776.71	596,370.61	0	596,370.61
4002	Richland 02	193,399.44	50,607.12	0	41,250.19	8,607.01	293,863.76	0	293,863.76
4101	Saluda	37,903.15	9,573.35	3,000.00	15,411.13	6,916.00	72,803.63	0	72,803.63
4201	Spartanburg 01	33,728.53	9,359.18	0	6,449.91	0	49,537.62	0	49,537.62
4202	Spartanburg 02	61,315.41	15,299.35	0	1,848.17	3,843.53	82,306.46	0	82,306.46
4203	Spartanburg 03	23,873.85	6,486.23	0	13,968.57	0	44,328.65	0	44,328.65
4204	Spartanburg 04	15,604.47	3,926.14	0	1,012.96	0	20,543.57	0	20,543.57
4205	Spartanburg 05	57,827.14	15,309.98	347.33	24,655.40	0	98,139.85	0	98,139.85
4206	Spartanburg 06	78,837.15	19,709.16	2,400.00	34,770.26	0	135,716.57	0	135,716.57
4207	Spartanburg 07	46,590.45	11,074.21	804.73	23,569.73	0	82,039.12	0	82,039.12
4301	Sumter 01	206,523.75	54,691.59	0	0	0	261,215.34	0	261,215.34
4401	Union	37,800.00	10,240.00	0	5,500.00	1,581.00	55,121.00	0	55,121.00
4501	Williamsburg	59,197.00	15,515.00	1,862.50	16,100.00	4,663.00	97,337.50	0	97,337.50
4601	York 01	50,934.77	12,547.80	0	23,860.99	13,095.00	100,438.56	0	100,438.56
4602	York 02	20,807.88	5,143.04	0	891.07	0	26,841.99	0	26,841.99
4603	York 03	130,666.97	34,724.92	1,855.98	8,479.62	1,492.30	177,219.79	0	177,219.79
4604	York 04	67,007.50	16,624.26	0	7,930.54	0	91,562.30	0	91,562.30
4701	SCPCSD	107,810.39	9,940.90	1,138.98	14,734.72	9,423.20	143,048.19	0	143,048.19
	State Total	5,888,467.34	1,441,206.13	136,154.57	1,552,397.94	484,761.22	9,502,987.20	19,070.30	9,522,057.50