

South Carolina: The Use of Block Grants in Education

September, 1983

A report of the South Carolina Advisory Committee to the United States Commission on Civil Rights prepared for the information and consideration of the Commission. This report will be considered by the Commission, and the Commission will make public its reaction. In the meantime, the findings and recommendations of this report should not be attributed to the Commission but only to the South Carolina Advisory Committee.

SOUTH CAROLINA: THE USE OF BLOCK GRANTS IN EDUCATION

—A report prepared by the South Carolina Advisory Committee to the U.S. Commission on Civil Rights.

Attribution:

The findings and/or recommendations contained in this report are those of the South Carolina Advisory Committee to the United States Commission on Civil Rights and, as such, are not attributable to the Commission. This report has been prepared by the South Carolina Advisory Committee for submission to the Commission, and will be considered by the Commission in formulating its recommendations to the President and Congress.

Right of Response:

Prior to the publication of a report, the State Advisory Committee affords to all individuals or organizations that may be defamed, degraded, or incriminated by any material contained in the report an opportunity to respond in writing to such material. All responses have been incorporated, appended, or otherwise reflected in the publication.

LETTER OF TRANSMITTAL

South Carolina Advisory Committee to
the U.S. Commission on Civil Rights
September 1983

MEMBERS OF THE COMMISSION

Clarence M. Pendleton, Jr., *Chairman*
Mary Louise Smith, *Vice Chair*
Mary Frances Berry
Blandina Cardenas Ramirez
Jill S. Ruckelshaus
Murray Saltzman

Linda Chavez, *Staff Director*

Dear Commissioners:

The South Carolina Advisory Committee to the U.S. Commission on Civil Rights, in partial fulfillment of its responsibility to advise the Commission on civil rights developments within the State, is pleased to transmit to you the attached report titled, *South Carolina: The Use of Block Grants in Education*.

This study scrutinizes South Carolina local educational agencies' utilization of Chapter 2 funds received under the Education Consolidation and Improvement Act (ECIA) of 1981 and the local consultation process during its first year of operation. The Advisory Committee selected five local school districts for detailed scrutiny: Anderson District No. 3, Florence District No. 3, Greenwood District No. 50, Jasper District and Richland District No. 1. These districts were chosen due to their diversity in population, geography and racial balance. In addition, the block grant applications of all 92 school districts statewide were analyzed and their contents summarized so that parents and local officials could better determine how their district's funds were spent. The Committee's concern with the allocation of these funds was aroused by the recent state basic skills test scores reflecting poor performance for predominantly black school districts.

Chapter 2 of ECLA consolidated 28 individual categorical educational programs into a single block grant and was intended to provide states greater administrative and programmatic flexibility while reducing the staggering amount of paperwork. Chapter 1 of ECLA incorporates Title I of the Elementary and Secondary Education Act of 1965 which specifically targets financial assistance to school districts with concentrations of low income families as reflected in the applications submitted from local school districts. Chapter 2 funds, on the other hand, are allocated to the state based upon school age population, while allocations within the state are made according to formulas which are adjusted due to the presence of high concentrations of "high cost" students.

In the five districts studied in detail the Committee found that three of the districts, Anderson No. 3, Florence No. 3 and Greenwood No. 50, chose to spend their Chapter 2 funds on "instructional materials and library resources" while the remaining two districts, Jasper and Richland No. 1, spent their funds on "improvement of local educational practices." In addition, Richland No. 1 spent Chapter 2 funds in the areas of the "Emergency School Aid Act" and the "Teacher Center Program." While some South Carolina school districts received greater

funding under Chapter 2 than under the previous categorical programs, Richland No. 1 and Greenwood No. 50 suffered substantial cuts.

All of the surveyed districts budgeted funds which were targeted for students scoring low on the statewide basic skills test, but four of the districts distributed funds on a district-wide per pupil basis. Richland No. 1, on the other hand, specifically targeted those students who failed to reach the minimum state standard in reading and math.

Although Chapter 2 enabling legislation called for "systematic consultation" with parents, teachers and administrators at the district level to determine the proper expenditure of funds, the Advisory Committee found that compliance with this requirement varied. Three districts, Greenwood No. 50, Richland No. 1 and Jasper, established special committees for dealing with the allocation of Chapter 2 funds while Anderson District No. 3 and Florence District No. 3 reached their decisions regarding the allocation of funds on an informal basis.

The Chapter 2 program specifically authorizes the participation of private schools. Four of the five districts studied had private schools, yet only Greenwood No. 50 and Richland No. 1 had schools which elected to participate in the Chapter 2 program.

The South Carolina Advisory Committee anticipates that this report will lead to greater awareness and understanding of the Chapter 2 program and will encourage the parents of South Carolina's school children, and other interested citizens, to become more involved in the issues and decisions affecting their children's education.

Sincerely,

Dr. Oscar P. Butler, *Chairperson*
South Carolina Advisory Committee

ACKNOWLEDGMENTS

The South Carolina Advisory Committee is grateful to the staff of the Commission's Southern Regional Office in Atlanta, Georgia for its help in conducting this study. Civil Rights Analyst Courtney Siceloff coordinated the study and conducted research in Jasper and Greenwood No. 50 School Districts. Civil Rights Analysts Richmond Doyle, Edith Hammond and Katie Harris worked in Anderson District No. 3, Richland District No. 1 and Florence District No. 3 respectively. Data gathering was aided by members of the State Advisory Committee. This report was edited by Katie Harris and reviewed for legal sufficiency by Regional Attorney Clinton Fried. Joan Harper, Portia Raby and Emma Allen provided support services. Supervisory assistance was provided by Idalia Morales-Miller, Deputy Regional Director. All staff worked under the guidance of Bobby D. Doctor, Regional Director.

Vivian Hauser, Audree Holton, and Vivian Washington, Publications Management Division, prepared the document for printing.

The Advisory Committee wishes to thank the local administrators of the school districts involved in this study as well as officials of the South Carolina Department of Education for their cooperation.

MEMBERSHIP

SOUTH CAROLINA ADVISORY COMMITTEE

Dr. Oscar P. Butler, *Chairperson*
Orangeburg

Mrs. Nella G. Barkley
Charleston

Mr. Rudolph C. Barnes, Jr.
Columbia

Mr. Charles A. Batson
Columbia

Ms. Keller Bumgardner
Columbia

Mrs. Anna T. Drawdy
Columbia

Mr. H. Parker Evatt
Columbia

Mr. James Johnson
Andrews

Ms Harriet Keyserling
Beaufort

Mr. Milton Kimpson
Columbia

Mrs. Grace B. Lowry
Columbia

Ms. Diane A. Moseley
Lexington

Dr. Isiah D. Newman
Columbia

Mrs. Elizabeth J. Patterson
Spartanburg

Mr. Samuel J. Tenenbaum
Columbia

Mr. Gilbert Zimmerman
Burton

THE UNITED STATES COMMISSION ON CIVIL RIGHTS

The United States Commission on Civil Rights, created by the Civil Rights Act of 1957, is an independent, bipartisan agency of the executive branch of the Federal Government. By the terms of the act, as amended, the Commission is charged with the following duties pertaining to discrimination or denials of the equal protection of the laws based on race, color, religion, sex, age, handicap, or national origin, or in the administration of justice: investigation of individual discriminatory denials of the right to vote; study of legal developments with respect to discrimination or denials of the equal protection of the law; appraisal of the laws and policies of the United States with respect to discrimination or denials of equal protection of the law; maintenance of a national clearinghouse for information respecting discrimination or denials of equal protection of the law; and investigation of patterns or practices of fraud or discrimination in the conduct of Federal elections. The Commission is also required to submit reports to the President and the Congress at such times as the Commission, the Congress, or the President shall deem desirable.

THE STATE ADVISORY COMMITTEES

An Advisory Committee to the United States Commission on Civil Rights has been established in each of the 50 States and the District of Columbia pursuant to section 105(c) of the Civil Rights Act of 1957 as amended. The Advisory Committees are made up of responsible persons who serve without compensation. Their functions under their mandate from the Commission are to: advise the Commission of all relevant information concerning their respective States on matters within the jurisdiction of the Commission; advise the Commission on matters of mutual concern in the preparation of reports of the Commission to the President and the Congress; receive reports, suggestions, and recommendations from individuals, public and private organizations, and public officials upon matters pertinent to inquiries conducted by the State Advisory Committee; initiate and forward advice and recommendations to the Commission upon matters in which the Commission shall request the assistance of the State Advisory Committee; and attend, as observers, any open hearing or conference which the commission may hold within the State.

CONTENTS

Introduction.....	1
1. The Education Consolidation and Improvement Act (ECIA) and South Carolina ..	3
The Allocation of Educational Funds Under Chapter 2 and State Laws	
South Carolina Chapter 2 Allocation Formula	
The Education Finance Act	
The Basic Skills Assessment Program	
2. Anderson School District No. 3	8
An Overview of the District	
Student Achievement	
Remediation Programs and Funding	
Chapter 1 of ECIA	
Chapter 2 of ECIA	
Consultation with Citizens	
3. Florence School District No. 3	11
An Overview of the District	
Student Achievement	
Remediation Programs and Funding	
Chapter 1 of ECIA	
Chapter 2 of ECIA	
State and Local Funding	
Private Schools	
Consultation with Citizens	
4. Greenwood School District No. 50.....	15
An Overview of the District	
Student Achievement	
School Desegregation	
Remediation Programs and Funding	
Chapter 1 of ECIA	
Chapter 2 of ECIA	
Private Schools	
Consultation with Citizens	

5. Jasper School District.....	19
An Overview of the District	
Student Achievement	
Remediation Programs and Funding	
Local Programs	
Chapter 1 of ECIA	
Chapter 2 of ECIA	
Consultation with Citizens	
6. Richland School District No. 1.....	23
An Overview of the District	
Remediation Programs and Funding	
Local Programs	
Chapter 1 of ECIA	
Chapter 2 of ECIA	
Private Schools	
Consultation with Citizens	
Summary	28
Appendix: Summaries of Chapter 2 Applications for the 92 South Carolina School Districts	30

Introduction

It has been said that education is the "great hope for both the individual and society."¹ Generations of Americans—former slaves and immigrants—have endured hardship and violence to secure what they knew was vital to freedom and a better life: an education.

The struggle to obtain a quality education, and for minorities, to obtain equal access to quality education, continues. In the southeastern states, where black Americans comprise 20 percent of the region's population,² obtaining physical access to the schools was only the first of the hurdles to overcome. The poverty of the South, the dominance of its rural lifestyle and other factors tended to create poorer educational opportunities for all.

Even in 1979, the average daily expenditure per student in public schools in the South was lowest in the Nation (\$1,709 compared to a U.S. average of \$2,094). South Carolina's average was the third lowest in the southeast (behind Kentucky and Tennessee) at \$1,353 per student.³ In educational attainment, South Carolina also ranks far behind the Nation and even the South. In 1980, among persons 25 and over, 34 percent nationwide had at least 4 years of high school education; in the South, 31 percent; in South Carolina, only 27 percent.⁴

The years of separate and unequal education left additional scars which still impair the performance of many black students. An analysis of the May 1982

test results in South Carolina notes that black children showed great progress in their "readiness" for the first grade: an increase of 13 percent between 1979 and 1982. But what the report does not note is that other racial groups already score at much higher levels of readiness. For white children, the percentage ready for the first grade in 1982 was 81 percent. For American Indians, it was 75 percent. For Hispanics, it was 62 percent, and for black students, it was 58 percent.⁵

A number of federally funded programs have been available to local school systems and states to help students realize their full potential. Until 1982 large amounts of money were available under the Elementary and Secondary Education Act of 1965. In 1981, with the enactment of the Education Consolidation and Improvement Act (ECIA), categorical grants were consolidated into a block grant format. The largest amount of money provided by the Congress under ECIA was set aside for remedial programs under Chapter 1 of the Act. All other categorical grants, whether for projects to aid in school desegregation, buy library books, teach gifted or slow students, were combined in a single block grant under Chapter 2 of the Act.

The South Carolina Advisory Committee to the U.S. Commission on Civil Rights and the staff of the Southern Regional Office of the Commission have reviewed the use of Chapter 2 funds in the state's 92

¹ Gunnar Myrdal, *An American Dilemma* (New York: Harper and Bros., 1944), p. 882.

² U.S. Department of Commerce, Bureau of the Census, *1980 Census of Population and Housing, Advance Reports*.

³ U.S. Department of Commerce, Bureau of the Census, *State and Metro Area Data Book*, 1982, p. 476.

⁴ *Ibid.*, p. 484.

⁵ South Carolina Department of Education, Education Assessment Section, "Cognitive Skills Assessment Battery, Preliminary Results from Fall, 1982," December 1982.

school districts with emphasis on 5 districts. The districts are representative of the diversity found in the state as a whole. Some of the districts are majority black while others are majority white. Some private schools in the districts use Chapter 2 funds while others do not. And some districts use Chapter 2 funds to continue programs related to school desegregation while others chose not to continue such programs. The students of some districts perform above average in state standardized tests; others perform below average.

The Advisory Committee presents this report as a means of informing South Carolinians about the potential use of the Chapter 2 funds, as well as the *actual* use of the funds during the 1982-83 school year. Chapter 1 of the report reviews ECIA and other laws which are relevant to this study. In Chapters 2-6, Anderson No. 3, Florence No. 3, Greenwood No. 50, Jasper and Richland No. 1

School Districts are examined. The performance of their students and the programs for which they use Chapter 2 funds are described as is the decision making process for determining how to use the funds. The final chapter summarizes the findings of the study. Finally, the Advisory Committee wishes to caution the reader of this report not to draw any inference or conclusion that by the inclusion of the Basic Skills Assessment Test scores with this report the Committee is attempting to postulate a correlation between test scores and the proper expenditure of school funds or second-guessing how Chapter 2 funds should have been allocated. The test scores are provided solely to assist parents in evaluating the scholastic performance of school districts where their children are enrolled. No attempt is being made through this report to evaluate the status or effectiveness of public education in South Carolina.

The Education Consolidation and Improvement Act (ECIA) and South Carolina

The Allocation of Educational Funds Under Chapter 2 and State Laws

The Education Consolidation and Improvement Act (ECIA) was enacted by Congress on August 13, 1981 with the articulated purpose of freeing education officials, principals, teachers and support personnel from "overly prescriptive regulations and administrative burdens which are not necessary for fiscal accountability and make no contribution to the instructional program."¹ ECIA specifically incorporates Title I of the Elementary and Secondary Education Act² which was enacted in 1965 to provide Federal aid to school districts with high concentrations of children from low income families. The Title I program has been utilized to provide compensatory educational programs for children who have been educationally deprived, concentrating on instructional services in reading, math, and language arts.³ Chapter 2 of ECIA was enacted as part of subtitle D of Title V of the Omnibus Budget Reconciliation Act of 1981 (Pub. L. 97-35) and consolidated 28 education grant programs in Fiscal

Year 1981 into a single authorization of block grants.⁴

Through consolidation of a myriad of programs (authorized by separate grants) into a single block grant appropriation, Congress intended to improve education for both public and private schools by a reduction of "the enormous administrative paperwork burden imposed on schools" at the expense of the quality of education.⁵

Funds received under Chapter 2 are distributed pursuant to a grant application submitted by the state education agency (SEA).⁶ The State must distribute at least 80 percent of the funds it receives to the local educational agencies (LEAs) in the State in proportion to the relative enrollments in public and private schools in those agencies, "adjusted, in accordance with criteria approved by the Secretary [of Education] to provide higher per pupil allocations to [LEAs] which have the greatest numbers or percentages of children whose education imposes a higher than average cost per child." Those included in this category are: 1) children from low income

¹ 20 U.S.C. §3801.

² Title I was originally designated as Title II, but was renumbered Title I by Pub. L. No. 90-247 §§108(a)(2), 110, 81 Stat. 786, 787 (1968); the entire Title was amended by Pub. L. No. 95-561, 92 Stat. 2143 (1978), codified at 20 U.S.C. §§2701-1854 (Supp. III 1979). Title I was renamed Chapter I under ECIA, Pub. L. No. 97-35, 95 Stat. 464 (1981), 20 U.S.C. §3801 et seq.

³ *Statement on the Fiscal Year 1983 Education Budget*, U.S. Commission on Civil Rights (October 1982).

⁴ The programs which were consolidated include: 1) Titles II, III, IV, V, VI, VIII, and IX (except Part C) of the Elementary

and Secondary Education Act of 1965; 2) The Alcohol and Drug Abuse Education Act; 3) Part A and Section 532 of Title V of the Higher Education Act of 1965; 4) the Follow Through Act (on a phased-in basis); 5) the pre-college science teacher training program administered under the National Science Foundation Act of 1950; and 6) The Career Education Incentive Act, 20 U.S.C. §3811.

⁵ 20 U.S.C. §3814.

⁶ An SEA means the officer or agency primarily responsible for the state supervision of public elementary and secondary schools. 20 U.S.C. §3876.

families, 2) children living in economically depressed urban and rural areas, and 3) children living in sparsely populated areas.⁷

ECIA specifically states that each educational agency shall have complete discretion in determining the allocation of funds, as long as they are permissible purposes under Chapter 2.⁸ There are three broad categories of permitted expenditures: 1) basic skill development, reading, math, and written and oral communications,⁹ 2) educational improvement and support services,¹⁰ and 3) special projects.¹¹

Each state receiving Chapter 2 funds is required to establish an advisory committee representative of the educational community and general public to provide "active and continuous consultation" to SEAs on the allocation of funds for permitted purposes, on the formula for allocating funds to LEAs, and for evaluating programs assisted under Chapter 2. Specifically, the committee is to be representative of: 1) public and private elementary and secondary school children and their parents, 2) classroom teachers, 3) local boards of education, 4) local and regional school administrators, 5) institutions of higher education, and 6) the state legislature.¹²

The South Carolina Advisory Committee for Chapter 2 was appointed by Governor Richard W. Riley on February 19, 1982. The Committee is composed of 15 persons: 6 are black and 9 are white. Six of the members are female and 9 are male. All of

the designated categories of representatives are included on the Committee. The term of the present committee will expire on July 1, 1984.¹³

In arriving at a proper formula for the allocation of funds, LEAs must provide services to both private and public elementary schools.¹⁴ Further, the Secretary of Education can arrange for services to private school children, if a SEA or LEA by state or local law is prohibited from providing services to private school children, or has substantially failed, or is unwilling to do so. If this be the case, the Secretary can then withhold from the SEA and LEA an amount necessary to pay for the cost of the services.¹⁵

Regulations implementing Chapter 2 were promulgated by the Department of Education on February 12, 1982 and were made effective November 9, 1982.¹⁶ ECIA limits the scope of regulations which may be issued by the Secretary to: 1) the discharge of the duties of the Secretary, 2) proper fiscal accounting and payment method, or 3) ensuring that there is compliance with the specific requirements and assurances in Chapter 2.

South Carolina Chapter 2 Allocation Formula

In accordance with ECIA requirements the South Carolina State Chapter 2 Advisory Committee recommended reserving 20 percent of the Chapter 2 funds for state use in strengthening state education agency management and administrative costs to

agencies to meet the needs of children in schools undergoing desegregation and to assist in the planning and implementation of desegregation plans. 20 U.S.C. §3832.

¹¹ Special projects include: 1) preparation of students for use of metric weights and measurements; 2) emphasizing the arts as an integral part of the curriculum; 3) the encouragement of parental participation in their children's education; 4) consumer education; 5) career education; 6) environmental and health education, studies on population, and education on the American system of law and its underlying principles; 7) academic and vocational development of juvenile delinquents, youth and adult offenders; 8) programs to induce disadvantaged secondary students to pursue careers in biomedical and medical science; 9) the use of education facilities and community centers in conjunction with other government agencies and community groups to provide community and human services; 10) programs to identify, encourage and meet needs of gifted children; 11) the establishment of educational proficiency standards; and 12) programs to promote safety. 20 U.S.C. §3842.

¹² 20 U.S.C. §3814.

¹³ Letter from Governor Richard W. Riley to State Superintendent of Education, Dr. Charlie Williams, Feb. 19, 1982.

¹⁴ 20 U.S.C. §3823.

¹⁵ 20 U.S.C. §3862(d), (e)(1)(2).

¹⁶ 34 C.F.R. Parts 74, 76, 78, and 298.

⁷ 20 U.S.C. §3815.

⁸ 20 U.S.C. §3816.

⁹ Programs included in this category are: 1) diagnostic testing; 2) the establishment of learning goals and objectives; 3) pre-service and in-service training and development programs for teachers, administrators, teacher aides and other support personnel to improve basic skill instruction; 4) activities designed to recruit parental support in the instruction of their children; and 5) procedures for testing students and for evaluating the effectiveness of programs for maintaining a continuity of effort for individual children. 20 U.S.C. §3823.

¹⁰ Educational improvement and support services include: 1) school library resources; 2) instructional equipment and materials taking into account the need of both private and public school children; 3) programs to improve local educational practices and particularly activities designed to meet the needs of educationally deprived, as well as gifted children; 4) programs designed to address problems caused by isolation or concentration of minorities in certain schools, but funds may not be used for the transportation of students or teachers; 5) comprehensive guidance, counseling, and testing programs; 6) programs and projects to improve the planning, management and implementation of educational programs, including fiscal management; 7) programs and projects to aid teacher training and in-service staff development; and 8) programs and projects to assist local educational

process the 80 percent flow-through funds going to local school districts. The Committee also offers advice on the formula allocation of funds to the LEA. The Committee concurred with the South Carolina Department of Education recommendation that approximately \$205,649 of the Fiscal Year 1983 funds be committed for administrative use and \$1,035,795 to strengthen educational agency management.¹⁷

The remaining \$4,965,777 in Chapter 2 funds was distributed pursuant to a formula giving primary consideration to two factors: the Title I allocation count per district due to the high cost factor in educating students from low income families, and (2) the basic enrollment factor in public and nonpublic schools per district for the second preceeding year. The low income criterion was selected due to the high correlation between "high cost educational need" and the incidence of low income. All districts with low income students do not receive funds under this factor as the law states, i.e.:

. . . an SEA shall distribute not less than 80 percent to LEAs according to the relative enrollments in public and nonpublic schools within the school districts of those agencies, adjusted, in accordance with criteria approved by the Secretary to provide higher per pupil allocations to LEAs that have the greatest numbers or percentages of children whose education imposes a higher than average cost per child, such as (1) children from low income families. . . .¹⁸

The funding formula calls for a 70 percent allocation based upon student enrollment and a 30 percent allocation based on low income.¹⁹ For Fiscal Year 1983 the Advisory Committee's formula yielded the allocation shown in table 1.1. Lastly, out of the Chapter 2 funds allocated at the state level (the 20 percent allocation), \$41,881 was set aside for use by private schools, an amount derived from the proportion of private school enrollment to the total school enrollment statewide.²⁰

Other factors which may be used to distribute Chapter 2 funds include: size of enrollment (sparsity), exceptional students, limited-English-speaking students in state institutions, minority isolation,

¹⁷ South Carolina Chapter 2 Block Grant Application Fiscal Year 1983, Apr. 14, 1982 (hereafter cited as Block Grant Application).

¹⁸ 20 U.S.C. §3815.

¹⁹ Districts with low income count, percent of 30.23 and higher (or low income students numbering 2,250 or more) qualified for additional funds as they are reflective of the state average.

²⁰ Block Grant Application.

desegregation, vocational and technical education, secondary education, and a combination of factors.²¹

The Education Finance Act

In addition to Federal financial assistance, the state along with each local school district plays a significant role in the financing of education costs. Enacted in 1977, the Education Finance Act²² was established as a program of state financial aid premised on local financial ability as a means of ensuring that each South Carolina child receives an education which meets state standards. The Act is designed to provide funding for "at school" operating costs, but specifically excludes expenditures for capital outlay, pilot programs, adult education, textbooks, food service programs, and employee benefits, all of which will be funded as before.

The Act provides that each property taxpayer will be treated equitably with all other taxpayers statewide in raising local money for schools. This is accomplished by means of indexing a local district's relative fiscal capacity based on the full market value of all taxable property classification assessment ratios. The index will be used to calculate each district's relative taxpaying ability in relation to other districts and stated in terms of each district's percentage of the total statewide ability to pay property taxes and each district's share of revenue to be raised at the local level.²³

The State Board of Education is required to establish a Defined Minimum Program (DMP) for public school students and an estimated per pupil cost of providing that education. As provided in the DMP each school district must budget \$1.10 for each pupil in grades 1 through 8 for first grade developmental activities for students who evidence a lack of readiness for first grade work and/or remedial programs in reading and math for students in grades 2 through 8.²⁴ A weighting system is used to allow for relative cost differences between programs for different students based upon pupil need. In determining student cost, more funds are provided for pupils in earlier grades, vocational students,

²¹ State Implementation of Chapter 2: The Distribution of Dollars, Education Governance Center, Education Center of the States (1982).

²² 1977 S.C. Act. No. 163 (as amended).

²³ *Id.*

²⁴ *Id.*

TABLE 1.1

	<i>Enrollment</i>	<i>Low Income</i>	<i>Total</i>
Percent of Program Funds	70%	30%	100%
Amount of Program Funds	\$3,476,047	\$1,489,730	\$4,965,777
Number of Children	688,499	176,738	
Amount Per Child	\$5.0487	\$8.4290	
Number of LEAs	92	68	

and exceptional students. Local districts must contribute approximately 30 percent of the weighted pupil cost with the state guaranteeing 70 percent of funding statewide. Further, 85 percent of the funds appropriated through state and local effort must be spent in direct and indirect aid for the children who generated the funds.²⁵

The Basic Skills Assessment Program

A portion of the Chapter 2 funds has been allocated for supplementing the statewide testing program and to aid in its implementation. The Basic Skills Assessment Program (BSAP)²⁶ was enacted by the South Carolina legislature in 1978 and amended in 1978 and 1979 upon the advice of a broad based advisory committee composed of legislators, educators, (1) to establish educational objectives for all grades, (2) to test children at appropriate intervals and to ascertain how they compare to those objectives, and (3) to provide remedial assistance to those children who are not attaining established objectives.

²⁵ Defined Minimum Program for South Carolina School Districts, South Carolina Department of Education (1980). This allocation comes from the school district's general fund and is not a special allocation from the state.

The Act calls for the State Board of Education to establish educational objectives in reading, writing and mathematics, the "basic skills," for kindergarten through grade 12 and to set minimum standards of mastery for grades 1, 2, 3, 6, 8, and 11. In addition, each first grade student is to be administered a readiness test for the school curriculum.²⁷ Test results will aid in targeting children requiring additional assistance. The Act also calls for selecting or establishing criteria referenced tests that measure achievement in reading and math for grades 1, 2, 3, and reading, math, and writing for grades 6, 7, and 11. The test for grade 11 is to include items requiring the application of school skills to life situations. Test results for grade 11 for the years 1981-82 to 1986-87 will be used to establish baseline data for the purpose of program assessment and to provide assistance to schools and districts where an inordinate number of students are not reaching established objectives. The Act requires that parents must be notified when their children do not meet minimum standards and that

²⁶ 1978 S.C. Acts. 631 (as amended).

²⁷ *Id.*

the notice be included in each child's scholastic record.²³

²³ *Id.*

Anderson School District No. 3

An Overview of the District

Anderson County is located in western South Carolina in what is commonly referred to as the Upper Piedmont Section of the state. Anderson County School District No. 3 is a semi-rural district approximately 10 miles south of the City of Anderson. It is the county seat and the 8th largest city (population 27,313) in the state. Anderson School District No. 3 encompasses the small towns of Iva and Starr. According to the 1980 Census, the Iva/Starr division had a total population of 8,666, of whom 6,847 (79 percent) are white, 1,793 (21 percent) black and 58 (0.04 percent) other minorities.¹

There are four public schools in the district: Iva Elementary, Starr Elementary, Starr/Iva Middle School, and Crescent High School. As of September 5, 1982 there were 2,505 students enrolled in the district's public schools. Of the 2,505 students enrolled, 515 or 21 percent are black with the following enrollment at each school: Starr Elementary—94 black (15 percent), 536 white; Iva Elementary—131 black (24 percent), 410 white; Starr/Iva Middle—124 black (21 percent), 465 white; Crescent High—166 black (22 percent), 579 white.² There are no private schools in the district.

There are 140 administrators, teachers and aides in the district. Blacks comprise 9 percent of the total,

holding 13 positions in the teacher/administrator categories. There are two black administrators: an assistant principal in the high school, and the Federal Program Coordinator. One of the four teacher aides is black.³

The School Board of Anderson County School District No. 3 consists of five members who serve two-year terms. Candidates run in the general election and voting is district wide. Currently, all school board members are white. There has never been a black school board member.⁴

Student Achievement

Students in grades 1-3 are performing above the grade standards according to their performance on the state required Basic Skills Assessment Program (BSAP) tests. Scores for the third graders tested in May 1982 show that the averages for blacks are slightly above the state established standard of 700. However, there is significant disparity between the scores of black students and white students. In the reading test, black students averaged 718 and whites 753. In math, black students averaged 715 and whites 784. In the statewide average which is 738 and 750 for reading and math respectively for third graders, black students had lower scores. White

¹ U.S. Department of Commerce, Bureau of the Census, *General Population Characteristics 1980, Georgia*, p. 120.

² J.H. Sherer, Superintendent, Anderson School District No. 3, interview in Starr, Jan. 25, 1983 (hereafter cited as Sherer Interview) and J.D. Blanding, Federal Program Coordinator,

Anderson District No. 3, interview in Starr, Jan. 25, 1983 (hereafter cited as Blanding Interview).

³ Ibid.

⁴ Blanding Interview.

third graders scored higher than the state average in both reading and math.⁵

Examined in another fashion, the data for third graders revealed that of the 42 blacks tested, 74 percent were above the standard in reading, and 57 percent in math. The comparable figures for white third graders were 79 percent and 78 percent for 163 pupils.⁶

The performance of sixth graders in Anderson No. 3 also shows disparity between white and black students. However, of equal if not greater significance is the disparity of test scores achieved by black students on the third and sixth grade levels. Unlike third graders, the scores for black sixth graders tested in May 1982 show that their average is below the state established standard. In the reading test, black students averaged 674 and whites 754. In math, the black students averaged 633 and whites 724. The data for sixth graders reveal that of the 55 blacks tested, only 44 percent were above the standard in reading, and only 29 percent in math. The figures for white sixth graders are 72 percent and 61 percent for 188 pupils.⁷

The performance of eleventh graders tested in May 1982 also shows a similar disparity between white and black students. Although as of this date the State has not set a standard score for the eleventh grade tests, the average raw scores for all South Carolina students can be used as a benchmark. Black students in Anderson averaged 18 in reading and 12 in math. The statewide average in reading was 23 and 17 in math. Whites averaged 26 and 18 respectively.⁸ Eleventh graders were also tested in writing skills and a state standard has been set. Sixty-one percent of the white students (121 tested) scored above the standard while only 33 percent of the black students (33 tested) did.⁹

Remediation Programs and Funding

Anderson District No. 3 received \$1,752 in South Carolina Finance Act funds for the school year 1982-83. Although the \$1,752 total is based on the total number of students (1,593) in grades 1-8, J.H.

⁵ South Carolina Department of Education, "S.C. Basic Skills Assessment Program, Demographic Report by Mean Score, Anderson District No. 3," May 1982.

⁶ Ibid.

⁷ Ibid.

⁸ Ibid.

⁹ Ibid.

¹⁰ Sherer Interview.

¹¹ Ibid.

Sherer, school superintendent, said that the funds are used for or directed toward those students who are in need of remedial training, and that the principals in each school more or less determine how the funds are used.¹⁰ However, the remedial program is a supplement to the regular curriculum and is the primary responsibility of the regular classroom teacher.¹¹

The major emphasis of the remedial program is on below standard students in reading and mathematics as identified by the BSAP, other test scores and teacher observation. Emphasis is also placed on pupils who demonstrate a lack of readiness for the first grade.¹²

The bulk of the \$1,752 was spent on teacher "aids," such as flashcards, games, practice kits, paperback books with cassette tapes, etc. In addition, some funds were made available for teacher attendance at professional meetings and for math consultants to help teachers improve their use of textbooks.¹³

Chapter 1 of ECIA

Two of the four public schools, Iva Elementary and Starr Elementary, participated in the 1982-83 Chapter 1 program funded under the ECIA. Black students comprised 60 percent of the 150 students enrolled in the Chapter 1 program.¹⁴ The 90 black students in the program also represent 40 percent of the total black student population (225) in the two schools.

The 1982-83 funding for the Chapter 1 program totaled \$96,570, \$30,929 less than was received in 1981-82 under the old Title I program. The Chapter 1 funds are used in a comprehensive reading improvement program for underachievers in grades 2, 3, 4, and 5.¹⁵

Budgeted items in the Chapter 1 program include: 2 full-time teachers, 2 full-time teacher aides, a secretary, a nurse (as needed), a part-time parent liaison person and an administrator (Federal Program Coordinator who devotes 40 percent of his time to the program). Although salaries constitute

¹² South Carolina Department of Education, "1982-83 District Remediation Program Plan Reporting Form," filed by Anderson No. 3, Oct. 1, 1982.

¹³ Ibid.

¹⁴ South Carolina Department of Education, Application for Chapter 1 (ECIA), filed by Anderson County School District No. 3, November 1982.

¹⁵ Ibid.

the bulk of the cost of the program, money is allocated for pupil services, community services, supplies, travel and other miscellaneous costs.¹⁶

Anderson District No. 3 Superintendent J.H. Sherer said that the only program casualty of the reduced funding of Chapter 1 in 1982-83 was a readiness program for 1st graders, a program to better prepare students (based upon test scores and teacher observation) in mathematics and reading. However, since it was a part of the regular classroom instruction, its loss was not that critical, he said.¹⁷

Chapter 2 of ECIA

The first year block grant request submitted by Anderson School District No. 3 for \$13,321 was approved in October 1982. The district chose as its priority "instructional materials and school library resources." A total of \$8,287 was spent on supplies and materials and the remainder (\$4,985) was used in the category of "Capital Outlay."¹⁸ J.D. Blanding, Federal Program Coordinator, said that it was determined that the Chapter 2 funds would be expended in such a way that all the students in the system could benefit. He said, however, that each school did not get an equal share; rather, funds were allocated based on enrollment.¹⁹

The librarian in each school was designated as the school's Chapter 2 coordinator. She and the counselor consulted with the teachers to determine what training aids they desired and/or needed. Teachers were given the opportunity to choose supplementary materials in their specific subject areas.²⁰ The coordinator at the Starr/Iva Middle School said that the materials purchased included: resource books/encyclopedias, tape recorders, projectors,

audiovisual stands, etc.²¹ The counselor at Starr/Iva said that the supplementary materials and equipment would be used to strengthen and enrich the instructional programs.²² The coordinator indicated that she would develop an evaluation form to determine the effectiveness of the Chapter 2 program and the extent to which the teachers used the materials and equipment.²³

Consultation with Citizens

Mr. Blanding indicated that community involvement in the Chapter 2 program was primarily through the already established district-wide parent-teacher council. He said they also used the parent-teachers annual report of particular needs and a questionnaire devised by the liaison of the parent-teacher council to assist in determining utilization of Chapter 2 funds.²⁴ In substantiating Mr. Blanding's claims, Betty Pickens, liaison of the parent-teacher advisory council, and Lindsey Funchess, chair of the parent advisory council, said that the district has a very good parent advisory council and that it was used in determining the programs funded by the Chapter 2 funds.²⁵

Involvement of citizens groups in the Chapter 2 program was limited since there are no official or active civil rights and/or civic organizations in the semi-rural area that encompasses Anderson School District No. 3. However, it was stated that all interested citizens of the Starr/Iva community were apprised of the Chapter 2 program, and were given an opportunity for comment and input. Through the parent-teacher council a questionnaire was sent to parents, and a notice was published in the local paper inviting comment on the utilization of Anderson School District No. 3 Chapter 2 funds.²⁶

¹⁶ Ibid.

¹⁷ Sherer Interview.

¹⁸ South Carolina Department of Education, Application for Grant, Chapter 2 (ECIA), filed by Anderson County School District No. 3, Oct. 4, 1982.

¹⁹ Blanding Interview.

²⁰ Sherer Interview.

²¹ Mary Jo Simmons, Librarian, and B.C. Willifred, Counselor, Interview at Starr/Iva Middle School, Jan. 26, 1983.

²² Ibid.

²³ Ibid.

²⁴ Blanding Interview.

²⁵ Interview in Starr, Jan. 25, 1983.

²⁶ Sherer, Blanding, Funchess, and Pickens Interviews.

Florence School District No. 3

An Overview of the District

Florence School District No. 3 is located in Florence County, approximately 60 miles east of Columbia in eastern South Carolina. The total population of the district must be compiled from detailed census data which was not yet available at the time this study was made. Officials estimate the population at about 18,000.¹ The largest town in the district (which includes only portions of Florence County) is Lake City with a population of 6,731, including 4,000 black residents (58 percent).²

As of September 1982, 4,264 students were enrolled in the public schools;³ approximately 62 percent are black.⁴

The ratio of white to black teachers is approximately 70:30 district-wide. Among the eight schools in the system the ratios vary from 75:25 in a K-6 grade school to 59:51 at an elementary school. The only high school has a ratio of 65:35.⁵ Fifty-five teacher aides are employed by the school system. Thirty of them, or 55 percent of all aides, are black.

¹ Henry Lyerly, Director of Federal Programs, Florence School District No. 3, telephone interview, Mar. 23, 1983 (hereafter cited as Lyerly Interview, Mar. 23, 1983).

² U.S. Department of Commerce Bureau of the Census, *General Population Characteristics*, 1980, South Carolina, p. 42.

³ South Carolina Department of Education, Application for Grant, Chapter 2 (ECIA), filed by Florence County School District No. 3, Sept. 28, 1982 (hereafter cited as Chap. 2 Appl.).

⁴ Dr. R.L. Cockfield, Superintendent, Florence District No. 3, interview in Lake City, Jan. 28, 1982 (hereafter cited as Cockfield Interview).

⁵ Ibid.

Yvonne Stuckey, Supervisor, Early Childhood Development, and Lila Myers, Supervisor, Reading, Florence District No. 3, interview in Lake City, Jan. 27, 1983 (hereafter cited as Stuckey

and Myers Interview). Also Henry Lyerly, Director of Federal Programs, Florence District No. 3, interview in Lake City, Jan. 27, 1983 (hereafter cited as Lyerly Interview).

At a minimum, the aides must have a high school diploma. Many have college degrees, but are not certified teachers because they have not passed the National Teachers Exam (NTE).⁶ Three of the 8 principals are black, and there are some black assistant principals.⁷ Civil rights leaders in Lake City believe blacks are not adequately represented among the principals, coaches and especially the school district administrators.⁸ All top administrators in the district are white.

Both George Simmons, President of the local NAACP, and Walter Scott, President of the Voters League, expressed concern that Florence No. 3 has never had a black head coach in basketball or football despite the fact that the vast majority of the athletes are black.⁹ The Chair of the School District Board of Trustees, Rev. Lester Branham, also expressed his concern over the shortage of black coaches. Although the school system employs a black track coach, Rev. Branham said they had not been successful in recruiting a qualified black coach

and Myers Interview). Also Henry Lyerly, Director of Federal Programs, Florence District No. 3, interview in Lake City, Jan. 27, 1983 (hereafter cited as Lyerly Interview).

⁷ Rev. Lester Branham, Chair, Florence District No. 3, Board of Trustees, interview in Lake City, Jan. 27, 1983 (hereafter cited as Branham Interview).

⁸ Walter Scott, President, Lake City Voters League, interview in Lake City, Jan. 27, 1983 (hereafter cited as Scott Interview) and George Simmons, President, Lake City NAACP, interview in Florence (hereafter cited as Simmons Interview).

⁹ Ibid. (School Superintendent Dr. J.W. Jenkins who replaced Superintendent Cockfield stated in a letter dated Aug. 5, 1983, to Bobby Doctor "Mr. Jerome Ballard (black) served as head basketball coach from 1976 to 1979.")

for other sports. He and Superintendent R.L. Cockfield believe that larger districts in the adjoining urban areas are more attractive from an employment standpoint to eligible candidates with teaching certificates.¹⁰

Both school officials and civil rights leaders cited the NTE as a barrier to hiring more black teachers.¹¹

South Carolina is one of the few states which requires college graduates to pass the NTE before they are certified to teach.

The Board of Trustees of Florence School District No. 3 consists of 9 members who serve 3-year staggered terms. Three members are elected each March by secret, nonpartisan ballot at a public meeting where the budget for the coming school year is adopted. While candidates must declare for a specific seat number (1-9), there is no residency requirement and voting is district-wide. The chair, vice-chair and secretary are elected annually by the 9 board members.¹² Currently, 3 members of the all male board are black. Members receive no pay, but may claim up to \$25.00 each month for expenses. Meetings are held monthly, and more often when required by disciplinary, personnel matters, etc.¹³

Student Achievement

In general, students in Florence School District No. 3 lag behind other South Carolina students in their performance on the state required Basic Skills Assessment tests. Scores for the third graders tested in May 1982 show that the average for blacks is below the state established standard. In the reading test, black students averaged 682 and whites 739. The state standard is 700. The average score for third graders statewide is even higher at 738. In math, the black students again scored below the 700 standard with an average of 675. The statewide average in math (750) is exceeded by the 771 average for white third graders in Florence School District No. 3.¹⁴

¹⁰ Cockfield and Branham Interviews.

¹¹ Cockfield, Branham, Scott and Simmons Interviews.

¹² Branham Interview.

¹³ Cockfield Interview.

¹⁴ South Carolina Department of Education, Printout of BSAP Scores, Grades 3 and 11, Spring 1982 (hereafter cited as S.C. DOE Printout).

¹⁵ South Carolina Department of Education, "S.C. Basic Skills Assessment Program Demographic Report by Mean Score, Florence No. 3 District," May 1982 (hereafter cited as BSAP Demographic Report).

¹⁶ S.C. DOE Printout.

Examined in another fashion, the data for third graders reveal that of the 187 blacks tested, only 42 percent were above the standard in reading, and only 37 percent were above the standard in math. The comparable figures for white third graders are 66 percent and 68 percent for 136 pupils.¹⁵

The May 1982 test results for eleventh graders in the district also showed a disparity between black and white students. Although the state has not yet set a standard score for the eleventh grade tests, the average raw scores for all South Carolina students can be used as a benchmark. In reading and math the statewide averages were 23 and 17 respectively. Blacks in the district averaged 17 in reading and 12 in math. Whites averaged 24 and 17 respectively.¹⁶ Eleventh graders were also tested in writing skills and a state standard has already been set. Sixty percent of the white high school juniors scored above the state standard but only 19 percent of the blacks did.¹⁷

According to the Florence School District No. 3 application for Chapter 1 funds to be used for remedial instruction in 1982-83, 53 percent of the students qualify and 60 percent of those are black.¹⁸

Remediation Programs and Funding

School officials in Florence School District No. 3 believe they are seeing significant improvement in performance and they credit the special instruction made possible by Federal funds as the reason.¹⁹ Out of the total budget of approximately \$5,715,000,²⁰ the Federal funds received for remedial programs (Chapters 1 and 2) account for 11 percent. The state funds received for a remediation program under the state Education Finance Act²¹ amount to only 0.07 percent of the total budget. Florence School District No. 3 Superintendent Dr. R.L. Cockfield notes that the readiness tests given to first graders in the first few weeks of school show that the district's kindergarten rate of improvement exceeds that of the average improvement statewide. In the district, 49

¹⁷ BSAP Demographic Report.

¹⁸ South Carolina Department of Education, Application for Grant, Chapter 1 (ECLA), filed by Florence County School District No. 3, September 1982 (hereafter cited as Chap. 1 Appl.).

¹⁹ Cockfield, Stuckey and Myers Interview, Lyerly Interview, Jan. 27, 1983.

²⁰ Lyerly Interview, Mar. 23, 1983.

²¹ South Carolina Department of Education, "1982-83 District Remediation Program Plan Reporting Form," filed by Florence School District No. 3, Sept. 23, 1982 (hereafter cited as Remediation Plan).

percent of the students tested in 1979 were ready for the first grade and by 1982, 64 percent were ready—a 16 percent increase. Statewide, although higher percentages of students were tested as ready for the first grade, the increase between 1979 and 1982 was from 60 percent to 71 percent. Students in the district still have some distance to go to catch up with the state's average of 71 percent readiness, but Dr. Cockfield's point is that significant progress is being made.²²

Funding for the entire budget of Florence School District No. 3 is derived from state sources (74 percent), Federal funds (12 percent), and local sources (14 percent).²³

Chapter 1 of ECIA

State and local sources support one-half day kindergarten programs for all students. Extended day kindergarten programs and special instruction for students in grades K-9 are supported by Chapter 1 of ECIA. In school years 1981-82 under Title I, and 1982-83 under Chapter 1, the district received approximately the same amount of money, \$600,000. According to the Florence School District No. 3 Federal Programs Coordinator, Henry Lyerly, there has been no significant change in the way the funds have been spent. Approximately 64 percent of the funds are spent for direct "instructional activities," i.e., teacher and teacher aides salaries and materials. Ten percent is spent for "service activities" such as audiovisual materials and personnel, medical and dental care and testing expenses. The remaining 26 percent covers administrative costs, including 10 percent for salaries and 10 percent for social security, unemployment insurance, etc.²⁴

Of the over 2,300 students eligible for participation in Chapter 1 programs in 1982-83, 60 percent were black.²⁵ Results of tests and evaluation by both the classroom teachers and the district supervisors of the reading, math and early childhood development programs determine a student's eligibility for the Chapter 1 programs. Once students are selected they are "clustered" for special instruction in math or reading. Based on information from the tests and teacher evaluations, a "prescription" for each stu-

dent is prepared by the supervisor and revised as the student progresses. The classroom teachers and the aides provide most of the instruction although the supervisors work with the students from time to time and provide training for the teachers. Special learning centers have been established at various schools where materials may be checked out by parents who want to help their children at home. Depending on the number of students involved, instruction may be given in the learning center of the classroom.²⁶

Chapter 2 of ECIA

Funds available under Chapter 2 of ECIA may be used for remedial instruction as well as for many other purposes. Florence School District No. 3 received a little over \$45,000 for 1982-83. Combined with approximately \$9,000 left over from the previous year, the district had a total of about \$54,000²⁷ which it could use for virtually any purpose, as explained in Chapter 1 of this report. The district chose to use its Chapter 2 funds on new library materials, primarily books. Some of the money will be used to replace audiovisual equipment as needed. Each school in the district has received some new materials paid for with the funds.²⁸

State and Local Funding

Another small source of funds for remedial instruction is the specific set-aside of \$1.10 made available under the Defined Minimum Program (DMP) for each student in grades 1-8 who need special help. In Florence, 3,276 students are in grades 1-8 so the district budgets \$3,603.60 for additional remediation expenses.²⁹ However, Superintendent Cockfield and Assistant Superintendent of the district, Dan Bushardt, estimate \$9,800 from state and local sources for remediation, 90 percent of which is designated to basic skills instruction.³⁰

Private Schools

The Carolina Academy established in 1969 is the only private school within Florence School District

²² Cockfield Interview.

²³ Cockfield and Dan Bushardt, Assistant Superintendent, Florence District No. 3, telephone interview, June 3, 1983 (hereafter cited as Cockfield and Bushardt Interview).

²⁴ Chap. 1 Appl. and Lyerly Interview, Jan. 27, 1983.

²⁵ Chap. 1 Appl.

²⁶ Stuckey and Myers Interview.

²⁷ Chap. 2 Appl.

²⁸ Ibid., and Lyerly Interview, Jan. 27, 1983.

²⁹ Remediation Plan.

³⁰ Cockfield and Bushardt Interview.

No. 3. Its enrollment in grades K-12 was 284 in 1982 and 237 in 1983.³¹ Although there are private schools elsewhere in the county, Superintendent Cockfield estimates that the percentage of white students would rise by only five percent, or less, if all students returned to the public schools.³²

As required by law, the Florence School District No. 3 officials did contact Carolina Academy officials regarding the availability of the Chapter 2 funds. Academy Headmaster Lenich Coker said his school declined to participate in the use of the funds for the 1982-83 school year.

Currently, all of the Academy's students are white, although Headmaster Coker said minority students are welcome to enroll.³³

Consultation with Citizens

In order to qualify for Chapter 2 funds, the local school districts are required by law to consult with the parents of school children, teachers, administrative personnel and "other groups as may be deemed appropriate." In Florence School District No. 3, however, Director of Federal Programs Henry Lyerly and District Superintendent Cockfield, after informally discussing the use of Chapter 2 funds with administrators and school advisory councils, felt that the purchase of library materials was vital to the school system. Mr. Lyerly reviewed the current library inventories with principals and librarians and decisions were made as to what materials would be purchased.³⁴ No public meeting was ever held to specifically discuss the use of Chapter 2 funds.³⁵

Both Mr. Lyerly and Dr. Cockfield acknowledged that with the exception of two groups, there are no active parent-teacher associations (PTAs) in the district. The PTAs are only as active as the

principals want them to be, according to the superintendent.³⁶ Other groups with interest in the schools, the NAACP and the Voters League, were not consulted about the use of the funds. Walter Scott, President of the Lake City Voters League, said the only time his group was consulted on school matters was when the officials wanted support for raising taxes.³⁷ George Simmons, President of the Lake City NAACP, was aware of the new education act and the consolidation of old grant programs under it. Although he was aware of the special remedial programs made available under Chapter 1, he was not aware of how Chapter 2 funds were being used.³⁸

Mrs. Mazie Bristow, President of the Florence County Chapter of the South Carolina Education Association, said the association was not contacted by officials of Florence School District No. 3 or the other area district officials regarding their comments on the use of Chapter 2 funds.³⁹

In contrast to the district officials' decision making process on the use of Chapter 2 funds, there is the elaborate system of consultation required for Chapter 1 programs. School districts are required to establish parent advisory councils (PACs) which meet each month. The Florence School District No. 3 PAC consists of 32 members who are elected from the ranks of PACs at each of the eight local schools. They in turn elect a chair. Any person who has children in the school system is eligible to join. Over half of the members of the district PAC are black parents. Four of the members are employed by the school district, including the current chair, Gloria Brayboy who is a teacher's aide in the Chapter 1 program.⁴⁰

³¹ Lenich Coker, Headmaster, Carolina Academy, telephone interview, Mar. 23, 1983 (hereafter cited as Coker Interview).

³² Stuckey and Myers Interview.

³³ Coker Interview.

³⁴ Lyerly Interview, Jan. 27, 1983.

³⁵ Cockfield and Bushardt Interview.

³⁶ Cockfield Interview.

³⁷ Scott Interview.

³⁸ Simmons Interview.

³⁹ Interview in Timmons ville, Jan. 26, 1983.

⁴⁰ Interview in Lake City, Jan. 28, 1983 and Lyerly Interview, Jan. 27 and Mar. 23, 1983.

Greenwood School District No. 50

An Overview of the District

Greenwood School District No. 50 is one of three school districts in Greenwood County, about 60 miles west of Columbia. The two other school districts in the county center around the towns of Ninety-Six and Ware Shoals, while the county seat of Greenwood is the hub of the Greenwood district. School district lines do not coincide with census divisions, thus only approximate population data are available at this time. The county population is 57,847, 29 percent of which is black.¹ An estimate for the Greenwood No. 50 School District is 45,754 with a black population of 30 percent.²

The student enrollment for 1982-83 in grades 1 through 12 is 8,480, about 40 percent of whom are black.³ Black teachers comprise 22 percent of 432 classroom teachers in the 16 schools, 35 percent of the 37 administrators and 32 percent of the 91 teacher aides.⁴

There are three private schools in Greenwood, including two religiously affiliated schools. The combined enrollment is 509 in grades kindergarten through 12 in two schools and 1 to 7 in the third.⁵ Two schools have one black student each and the

third has two blacks. All schools have been organized since 1968.⁶

The nine members of the Greenwood School Board are elected at-large for staggered 4-year terms in a nonpartisan election. Currently, there are two black members, five males and four females. The board elects the chair annually from its membership.⁷

Student Achievement

The results of the basic skills test of May 1982 for grades 3 and 11 in Greenwood District No. 50 are shown in table 4.1. It is clear that there is a big gap between the scores of black and white students. In the 3rd grade, blacks fell behind their fellow white students 56 points in reading and 81 points in math. By the 11th grade, black students' scores were almost one-third less than those of white students in both reading and math. No data are available for those students performing below grade level in non-Chapter 1 schools.

School Desegregation

School Board Chair James McDonald stated that the Board decided to integrate the schools in the late

¹ Callison Interview.

² Russell Glenn, Headmaster, Cambridge Academy, interview in Greenwood, Feb. 17, 1983 (hereafter cited as Glenn Interview); Laura Ann Wren, Community Christian Academy, telephone interview, Mar. 8, 1983, and Jean Fuller, Eastside Baptist Christian School, telephone interview, Mar. 8, 1983.

³ James McDonald, Chair, Board of Education, interview in Greenwood, Feb. 16, 1983 (hereafter cited as McDonald Interview).

¹ Dr. Karen Callison, Assistant Superintendent for Instruction, interview in Greenwood, Feb. 15, 1983 (hereafter cited as Callison Interview).

² U.S. Department of Commerce, Bureau of the Census, 1980 *General Population Characteristics, South Carolina*, p. 122.

³ Greenwood School District No. 50, "Enrollment Report," September 1982.

⁴ Greenwood School District No. 50, EEOC Form 168A, Feb. 1, 1983.

TABLE 4.1

	<i>Grade 3</i>		<i>Grade 11</i>	
	<i>Reading</i>	<i>Math</i>	<i>Reading</i>	<i>Math</i>
State Average	738	750	23	17
Greenwood No. 5				
Blacks	704	704	19	13
Whites	760	785	27	20

Source: South Carolina Department of Education, Printout of BSAP Scores, Grades 3 and 11, Spring 1982.

1960s and to maintain the same approximate racial proportion in each school as found in the school system, allowing for five percent above or below the district average.⁸ Periodically, school attendance lines are adjusted to maintain these percentages; this was last done in 1981.⁹ An exception was made for the only rural schools in the district, located in Hodges, where black and white parents both requested that the children not be bused into Greenwood. Currently, the black students in the North Hodges Elementary School comprise 53 percent and the West Hodges Intermediate School 54 percent of their respective enrollments.

Outside of the Hodges schools, no school has more than 45 percent or fewer than 35 percent black students. The district's average black student population is 40 percent.¹⁰

For nine years, Greenwood School District No. 50 received funds under the Emergency School Aid Act (ESAA) which funded programs designed to

alleviate burdens associated with desegregation. In the last two years of the program (1980-81, 1981-82) the district suffered substantial cuts in the funding for special math and reading tutors. In its last year, the budget of \$39,538 funded 4 tutors and a director. The preceding year its budget of \$64,000 funded 10 tutors and a director.¹¹ The director's salary was approximately two-thirds of the budget in 1981-82. ESAA programs are one of the 28 different programs which were consolidated under Chapter 2 of ECIA. Greenwood District No. 50 could have chosen to continue the tutorial program by using Chapter 2 funds in place of the ESAA grant but it elected not to do so.¹²

Remediation Programs and Funding

The district's budget for 1982-83 is approximately \$12,758,000 with about 66 percent from state

⁸ McDonald Interview.

⁹ Ibid., and Callison Interview.

¹⁰ South Carolina Department of Education, Application for Grant, Chapter 1 (ECIA) filed by Greenwood School District No. 50, June 1982.

¹¹ U.S. Department of Education, Application for Basic ESAA Grant, filed by Greenwood District No. 50, May 25, 1981.

¹² Dr. Henry C. Cole, Superintendent, Greenwood School District No. 50, interview in Greenwood, S.C., Feb. 16, 1983; Evelyn Irwin, Principal, Matthews Elementary School, interview in Greenwood, S.C., Feb. 16, 1983, and Dr. B.J. Dover, Assistant Superintendent for Special Services, interview in Greenwood, Feb. 16, 1983 (hereafter cited as Cole and Irwin Interviews).

sources, 23 percent from the county and the balance (11 percent) from various Federal programs.¹³ There are funds available specifically for programs to improve the basic skills of students who perform below grade level. Greenwood No. 50 has received over \$400,000 which was required to be used for such programs and another almost \$50,000 which could be used for remedial or other programs. These are the only funds which are designated specifically for basic skills training.

The district budgeted \$7,104 for the school year 1982-83 as required by the Defined Minimum Program to be used in remedial education.¹⁴ The money, supplemented by local funds, was allocated for staff development as it has been for the past 5 years. Based on test results, staff plans a program for each student based on student deficiencies. Emphasis was placed on teacher-made games and commercial materials to supplement basic instruction.¹⁵

Chapter 1 of ECLIA

Although Chapter 1 allocations to Greenwood School District No. 50 were cut approximately 15 percent from 1981-82, the budget for 1982-83 (\$431,839) is about the same as the prior year due to a carryover of local funds of some \$100,000. Earlier cutbacks forced the district to drop programs in the junior and senior high schools in order to concentrate on the lower grades. The programs, therefore, reach only a small percentage of eligible students. Further, a 34 percent cut over the next few years is anticipated. There are 800 students in the 1982-83 program, about 100 less than the previous year. In addition, there are 19 teachers, two less than last year. There has also been a heavy cut in materials and no equipment is being purchased. The Chapter 1 administrator estimates that student performance improves an average of 8 months during the school year due to Chapter 1 programming exposure.¹⁶

Chapter 2 of ECLIA

Greenwood School District No. 50 received a Chapter 2 grant of \$49,343 for the year 1982-83 based on its enrollment. The district was ineligible

for the additional Chapter 2 funding for low income students although some 20 percent of the students were in this category.¹⁷ School districts must have 30 percent of their enrollment as low income to be eligible for the additional funding.

Dr. Karen Callison, Assistant Superintendent for Instruction, who is in charge of the Chapter 2 program, convened a committee of 32 persons on two occasions to determine the use of the funds. The program and options for the use of funds was explained.¹⁸ The committee recommended purchasing instructional materials and school library resources with an emphasis on basic skills. It was agreed that the money should be divided on a per pupil basis for all schools, including any private schools which wished to participate. The use chosen was identical to that of a program administered by the State Department of Education the previous year and available to all schools on a per pupil basis. Each school determined how its Chapter 2 allocation of \$5.18 per student would be used within the agreed upon categories. The committee did not reconvene to review how the money was actually spent.¹⁹

Schools used different methods for determining what materials would actually be bought with the Chapter 2 funds. At Matthews Elementary School, the principal and basic skills coordinator circulated a letter to the basic skills teachers asking about needs but did not indicate that \$2,025 had been allocated to the school. While not everything requested was ordered, the school did receive 78 lesson units on teaching math and reading and one lesson unit each on writing, social studies and language arts.²⁰

Raymond Perkins, principal of Southside Junior High, brought his department heads together to discuss the expenditure of their \$3,666 allocation. The department heads then met with their respective teachers. Some funds were spent on test taking kits and supplementary math instruction kits and two-thirds of the money was spent on a video camera and accessories.²¹

¹³ Cole Interview.

¹⁴ South Carolina Department of Education, "1982-83 District Remediation Program Plan Reporting Form," filed by Greenwood No. 50, Oct. 15, 1982.

¹⁵ Martha Vincent, Staff Development Coordinator, interview in Greenwood, Feb. 17, 1983.

¹⁶ Mary Frances Gambrell, Chapter 1 Coordinator, interview in Greenwood, Feb. 17, 1983.

¹⁷ Callison Interview.

¹⁸ Dr. Karen Callison, Memo to Chapter 2 Committee, Aug. 27, 1982 (hereafter cited as Callison Memo).

¹⁹ Callison Interview.

²⁰ Irwin Interview.

²¹ Interview in Greenwood, Feb. 17, 1983.

Private Schools

Cambridge Academy is the only one of the three private schools which chose to participate in the Chapter 2 program.²² The new headmaster, Russell Glenn, indicated that this was the first time since it was organized in 1968 that the school had sought Federal funding. He indicated that the school has filed a nondiscriminatory pledge with the U.S. Department of Education, and has established a scholarship fund for minorities. There are 2 black students now enrolled.²³

Cambridge Academy received \$1,274 in Chapter 2 money (\$5.18 for each of its 246 students). With this money and some matching funds, officials of Cambridge chose to establish a learning center which serves a total of 26 students primarily in reading and math.²⁴

Consultation with Citizens

The enabling legislation for the Chapter 2 program calls for "systematic consultation" with par-

²² Callison Interview.

²³ Glenn Interview.

²⁴ Marilyn Mecca, Director, Learning Center, Cambridge Academy, interview in Greenwood, Feb. 17, 1983.

²⁵ Callison Memo.

²⁶ Lilly Anderson, Jessie Davidson, Veronica Smiley, Audrey Godwin, Robert Moore, Bobby Ligon, members of the Greenwood NAACP, interview in Greenwood, Feb. 16, 1983.

ents, teachers, administrators, and "with other groups as may be deemed appropriate" by the district. Towards this end a 32 member advisory committee with 22 administrators, 7 teachers and 3 nondistrict-employed parents was formed. Five committee members, including one parent, were black.²⁵

Some community groups were not included. The NAACP was not contacted or informed about the program and members of its executive committee expressed interest in the participation in the allocation of future grants.²⁶ The president of the district teachers association had not heard about the Chapter 2 program or its regulations. He later realized that his department at Northside Junior High School had received some funds which were not identified as Chapter 2 funds.²⁷ However, the chairs of the parent advisory committees of at least two schools had been informed about the Chapter 2 funds by principals and they concurred as to how the funds would be spent.²⁸

²⁷ John Ebo, interview in Greenwood, Feb. 16, 1983.

²⁸ Rev. Horace Sims, Chair, Parent Advisory Committee, Mathews Elementary School, and Minnie Childs, Chair, Parent Advisory Committee, Southside Junior High School, interview in Greenwood, Feb. 17, 1983.

Jasper School District

An Overview of the District

Jasper County, at the southern tip of South Carolina alongside eastern Georgia, is a rural county of 14,504 residents with a black population of 57 percent. Only 16 percent of its population lives in the two incorporated towns of Ridgeland (1,143), the county seat, and Hardyville (1,250).¹ The county is the most sparsely settled in the state with only 22 inhabitants per square mile.²

During the 1982-83 school year, there were 2,998 students in Jasper's five public schools. Eighty percent of the student body is black.³ Among the 169 teachers, 64 percent are black. The district employs 30 teacher aides of whom 90 percent are black. Among the district's 22 administrators, however, only 40 percent are black (20 percent are black women) and 60 percent are white (20 percent are white women).⁴

There are three private schools (two religiously affiliated) in the county with a combined enrollment of 796 students in kindergarten through the 12th grade. The district has the highest percentage of private school enrolled students in the state.⁵ None has black students. These schools have been organized since 1970.⁶

A plan to desegregate the district schools was approved by the U.S. Department of Health, Education, and Welfare in 1970. At that time there were 3,548 students enrolled in 10 schools with blacks comprising 65 percent of the school population.⁷ Black enrollment during this 13-year period has increased slightly while white enrollment is less than half. Today there are approximately 1,396 white students in the district (both public and private) and 57 percent are enrolled in private schools.

The 9-member school board is chosen for 4-year staggered terms in an at-large election. Among the members are 7 blacks and 3 women.⁸ A bond referendum, the first since 1964, to build a consolidated high school and make other improvements was defeated in November 1982, when it received only a 40 percent favorable vote.⁹ The vote represents a split in the white community concerning public school support.

Student Achievement

The results for the May 1982 basic skills tests for grades 3 and 11 are shown in table 5.1. As the results indicate, in grade 3, black students are well below the state average for reading while in math these

¹ U.S. Department of Commerce, Bureau of the Census, *General Population Characteristics, South Carolina, 1980*, p. 122.

² U.S. Department of Commerce, Bureau of the Census, *Number of Inhabitants, South Carolina, 1980*, p. 8.

³ Jasper County Schools, "School Enrollment 1982-83 School Term" (hereafter cited as School Enrollment).

⁴ Jasper County Schools, "District Personnel 1982-83," February 1983.

⁵ Columbia, *The State Newspaper*, May 29, 1983, p. B-1.

⁶ Gwendolyn Smith, Director of Personnel and Instruction, Jasper County School District, interview in Ridgeland, S.C., January 17, 1982 (hereafter cited as Smith Interview).

⁷ Jasper County Schools, "Plan for Integration of Schools" 1970 (hereafter cited as Plan for Integration).

⁸ Solomon Bonds, Jr., Superintendent, Jasper County Schools, interview in Ridgeland, Jan. 18, 1983 (hereafter cited as Bonds Interview).

⁹ Ibid.

TABLE 5.1

	<i>Grade 3</i>		<i>Grade 11</i>	
	<i>Reading</i>	<i>Math</i>	<i>Reading</i>	<i>Math</i>
State Average	738	750	23	17
Jasper District				
Black	713	768	16	11
White	741	828	20	13

Source: South Carolina Department of Education, Printout of BSAP Scores, Grades 3 and 11, Spring 1982.

students score above the state average. In both areas blacks fall substantially behind their white classmates: in reading 28 points, in math, 60 points. At the 11th grade level, while scores of black and white students fall below the state averages, blacks score almost one-third below the state averages.

Remediation Programs and Funding

Annually, the district identifies those students who fall below an acceptable score and, as required by law, provide remedial assistance in reading and math. Jasper County School District has a total of 825 students enrolled in a remedial program, 85 percent of whom are black.¹⁰ Also 596 students attend Chapter 1 classes; 92 percent of the students are black. Those in remedial and Chapter 1 classes represent 49 percent of the district's enrollment.¹¹ The total school budget of \$5 million comes from the state to the extent of 67 percent; Federal, 14 percent; and local sources, 19 percent.¹²

¹⁰ Jasper County Schools, "Remedial Program," February 1983.

¹¹ Ibid.

¹² Mrs. Veleria Malthrus, Director of Finance, Jasper County Schools, telephone interview, June 9, 1983.

Local Programs

The district is in the second year of a 5-year program known as the "Predictable Learning Program" devised by a consultant. In each course, at every grade level, subject areas are divided into units to be achieved in progression. Superintendent Solomon Bonds terms the program as being unique in the state and says that its emphasis is on student rather than teacher performance. A total of \$40,000 coming from the regular school budget was allocated for the program.¹³ The Predictable Learning Program funds, together with the remediation and Chapters 1 and 2 funding, represent all funds spent on basic skills within the district.

As required by state law, \$1.10 per student for remedial work in grades 1 through 8 was allocated from the general fund. Principals were authorized to spend the money as they deemed appropriate.¹⁴ In one school, Jasper Middle, Principal Walter Dodson

¹³ Bonds Interview.

¹⁴ Smith Interview.

asked all teachers for their suggestions for using the money (a total of \$167.20 in this school).¹⁵ Books with materials which could be duplicated were ordered and placed in the library to be available for all staff.¹⁶

Chapter 1 of ECIA

The district has a 1982-83 Chapter 1 budget of \$560,901 which is approximately the same amount as received in previous years under the old Title I program. This amount included \$161,000 carried over from the previous year. The basic Chapter 1 grant, then, was \$400,000.¹⁷ While the district had the option of serving all 12 grades with Chapter 1 funds, it decided to concentrate on pupils in the 1st through 8th grades. Available funds determined the number of teachers who could be hired, and they were assigned according to the number of low scoring students at each school. Jasper Middle School, for example, received 6 teachers serving 360 students in math and the language arts.¹⁸

Chapter 2 of ECIA

The Jasper County School District received a Chapter 2 grant of \$34,257. Forty-four percent of this grant (\$15,000) was an additional increment under the state's allocation formula due to the number of low income students enrolled in the system.¹⁹ Put in perspective, the Chapter 2 grant is only 6 percent of the Chapter 1 budget of \$560,000 and 0.6 percent of the total district budget of \$5 million.²⁰

The school administrators were advised by their consultant that in order to implement the Predictable Learning Program they would need a computer which would enable them to record the progress of each student in some 400 learning skills within 19 subject areas as well as other detailed information. A workshop for selected teachers would also be necessary to implement this plan.²¹ Thus, the Chapter 2 budget allocated \$15,890 for the purchase of the computer and \$9,164 for the workshop.²²

¹⁵ South Carolina Department of Education, "1982-83 District Remediation Program Plan Reporting Form," filed by Jasper County Schools, Oct. 13, 1983.

¹⁶ Principal, Jasper Middle School, interview in Ridgeland, Jan. 18, 1983.

¹⁷ William Singleton, Director, Chapter 1 Program, interview in Ridgeland, Jan. 17, 1983.

¹⁸ Ibid.

¹⁹ South Carolina Department of Education, Application for Grant, Chapter 2 (ECIA), filed by the Jasper County Schools, June 24, 1982.

A committee of administrators, teachers and parents met to discuss how the remaining \$9,243 of the Chapter 2 grant should be used. It was decided to purchase basic skills materials based upon the recommendations of librarians and teachers at each school.²³ The money was divided on the basis of school enrollment: \$2.91 per pupil. There was no consideration given to weighting the distribution of funds to those schools with a concentration of low scoring pupils.²⁴

Jasper Middle School's allocation for example, was \$1,789. The student population (422 in grades 4-7) is 82 percent black. The school's Chapter 1 students and other remedial students are also about 82 percent black. After reviewing teacher requests, the school bought a television set (to watch instructional programs), seven audio-cassette players, several programmed videotape cassettes and a number of educational kits and tapes.²⁵

Consultation with Citizens

The enabling legislation of Chapter 2, while requiring that there be a consultation among administrators, teachers, and parents, did not specify the details of implementing the consultation. As already noted, school officials discussed the use of only about a quarter of the Chapter 2 funds. Seventy-five percent of the funds was already committed for the computer and a workshop.

The consultation which occurred was in response to a June 1982 letter sent to "Friends of Education" inviting them to discuss the use of Chapter 2 funds.²⁶

Some 27 persons (19 black and 8 white) attended. A third of the attendees were parents and the remainder teachers and administrators, including the headmaster of the private school. A representative of the State Department of Education was present to explain the Chapter 2 program. It was explained that the school district could choose any of 28 programs, but a committee of administrators recommended that the money be spent in the category of "Im-

²⁰ Malthrus telephone interview, Feb. 23, 1983.

²¹ Gulf Educational System, Inc., Proposal for Jasper County Schools, Atlanta, Georgia, no date.

²² Bonds Interview.

²³ Smith Interview.

²⁴ Ibid.

²⁵ Mrs. Jessie Tyler, Librarian, Jasper Middle School, interview in Ridgeland, Jan. 18, 1983.

²⁶ Memorandum, Superintendent S.E. Bonds, Jr., to "Friends of Education," June 9, 1982.

provement of Local Education Practices" to purchase materials as described previously. The recommendation was adopted and was to be implemented by the school librarians working with math and language teachers.²⁷ While the three private schools were invited to participate in the Chapter 2 program, none chose to do so.²⁸

While some community groups were involved in the consultation, others were not aware of Chapter 2 funds. Mrs. Ruthie White, President of the Parent

²⁷ Smith Interview.

²⁸ Bonds and Smith Interviews; John D. Rodgers, Headmaster, Thomas Heyward Academy, letter to Mrs. Melissa Kalinowsky, Jasper Public Schools, June 23, 1982; and Luther E. Koon, Calvary Christian Academy, to S.E. Bonds, Chief Administrator, June 14, 1982.

Advisory Council for Chapter 1, participated in the meeting regarding Chapter 2 funds and is supportive of the use chosen.²⁹ Likewise, the president of the county teachers association agreed with the decision.³⁰ The president of the Jasper County NAACP had not heard of the Chapter 2 program, but feels the school system is doing a good job dealing with slow learners.³¹ The president of the Jasper Middle School PTA, in office only since November 1982, had not heard of the Chapter 2 funds either.³²

²⁹ Interview in Ridgeland, Jan. 18, 1983.

³⁰ Thomas McClary, interview in Ridgeland, Jan. 17, 1983.

³¹ Rev. Edgar Wade, interview in Coosahatchie, Jan. 18, 1983.

³² Luke Jenkins, President, Jasper Middle School P.T.A., interview in Ridgeland, Jan. 18, 1983.

Richland School District No. 1

An Overview of the District

Richland County School District No. 1 is located in West Central South Carolina and encompasses 482 square miles. The district includes Columbia which is the state capital, county seat, and the largest city in the state. According to the 1980 census, the county population totaled 269,735 of whom 39 percent (104,050) are black.¹ Population figures for Richland School District No. 1 are not available. The population of the City of Columbia is 101,208, of whom 40,703 (40 percent) are black.²

Richland County School District No. 1 includes the public schools in Columbia, Hopkins, and Eastover. There are 9 secondary, 9 middle and 31 elementary schools, as well as 5 special centers and 35 private schools.³ As of September 10, 1982 there were 28,920 students enrolled in the district's public schools.⁴ Seventy-two percent, or 20,704, of the students are black.⁵ Student enrollment figures for the private schools are not available. Of the 1,611 teachers, 42 percent, or 668, are black.⁶ The district employs 3,380 persons including 308 teacher aides; 66 percent, or 203, of them are black and 93 percent, or 285, of them are women.⁷ There are 51

principals: 23 are black and 24 are female.⁸ Of the 39 assistant principals, 20 are black and 10 are female.⁹ Blacks comprise 10 of the 40 persons classified as "Officials, Administrators, and Managers." The deputy superintendent is black.¹⁰

The Board of School Commissioners is elected at-large in both the primary and general elections. Of the seven members, 4 are black and 3 are white; there are 4 males and 3 females.¹¹ Members serve 4-year staggered terms of office. The terms of four members will expire on December 31, 1983 and the terms of the remaining members will expire on December 31, 1986.¹²

Student Achievement

A review of the BSAP test scores reveals that black students generally scored lower than white students in the district, although the average scores for black students in grades 1-3 are above the state standard of 700 in reading and in mathematics.¹³ Reading scores for the third grade students tested in May 1982 show that blacks averaged 714 compared to 770 for whites and 738 for third graders statewide. Mathematics scores for third graders show that

¹ U.S. Department of Commerce, Bureau of Census, *1980 Census of Population. South Carolina*, p. 123.

² *Ibid.*, p. 13.

³ Alex Raley, Assistant Superintendent for Personnel, interview in Columbia, Jan. 26, 1983.

⁴ *Ibid.*

⁵ *Ibid.*

⁶ *Ibid.*

⁷ Richland School District No. 1, 1983 Board of School Commissioners.

⁸ *Ibid.*

⁹ *Ibid.*

¹⁰ *Ibid.*

¹¹ Richland School District No. 1, 1983 Board of School Commissioners.

¹² Barbara Scott, Chairperson, Board of School Commissioners, interview in Columbia, Jan. 24, 1983.

¹³ South Carolina Department of Education, "S.C. Basic Skills Assessment Program Demographic Report by Mean Score, Richland No. 1 District," May 1982.

black students averaged 717 compared to 789 for whites and 750 for third graders statewide.¹⁴

The test scores show that of the 1,597 blacks tested in the third grade, 58 percent were above the standard in reading and 56 percent of the 1,596 tested in mathematics were also above the standard.¹⁵ Comparable figures for the 631 white students tested were 78 percent in both subjects.

The Basic Skills Assessment Test was administered to eleventh grade students in May 1982 and again the average scores for black students were below those of the white students in the district. The statewide average in reading was 23; in mathematics it was 17. Blacks in the district averaged 19 in reading and 13 in mathematics. Whites averaged 27 and 19 respectively.¹⁶ The test in writing skills shows that 88 percent of the white eleventh graders scored above the state standard, but only 44 percent of the black students scored above the state standard.¹⁷

Remediation Programs and Funding

For 1981-82 Richland School District No. 1 had a total budget of \$58,066,459.06. Of this amount, \$27,016,333.16 (46.5 percent) is derived locally, \$30,192,301.54 (52 percent) from state funds, and \$857,821.16 (1.5 percent) from Federal sources. The district currently designates \$195,243.30 from the general operating fund for basic skills.¹⁸

The district budgeted \$21,530 under the Defined Minimum Program for its 19,573 students who qualified for remediation work in grades 1-8.¹⁹ The funds are expended for staff development and related resources including: teacher attendance at professional meetings, teacher certification/college credit courses, in-service training in reading, mathematics and writing, consultant services and other training.²⁰

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Letter from Sylvia Parks, Executive Director for Developmental Programs, Richland School District No. 1, to Edith Hammond, Civil Rights Analyst, U.S. Commission on Civil Rights, June 8, 1983.

¹⁹ South Carolina Department of Education, "1982-83 District Remediation Program Plan Reporting Form," filed by Richland No. 1, Oct. 15, 1982.

²⁰ Ibid., p. 2.

Local Programs

The district has a locally funded remediation program which includes a first grade developmental program, remedial reading, mathematics and writing. The remediation program in the elementary schools provides 29 locally funded teachers who serve about 60 students a day in grades 1-6. All of the students scored below the state standard in reading and mathematics. The program emphasizes developing the unmastered skills evidenced by results of the BSAP tests. In addition, regular classroom teachers provide remediation instruction for those students not served by remediation teachers. The remedial program is in addition to the regular curriculum and involves 400 more minutes of instruction per week. The district allocated \$454,000 in salaries for remediation teachers in schools with grades 1-6.²¹

The Formula III Reading Program and the District Basic Mathematics curriculum constitute the remediation program at the middle school level. The principal objective of the program is to raise the students' reading and mathematics scores on the BSAP and other tests. The district spent \$312,000 in local funds for remedial language arts and mathematics teachers, instructional aides, supplies and materials at the middle and secondary schools this year and provided forty to forty-five minutes of remedial writing for grades 7-12.²²

Chapter 1 of ECIA

Twenty-six of the 54 public schools in Richland School District No. 1 participate in the 1982-83 Chapter 1 program²³ funded for \$2,831,864 under ECIA.²⁴ Minorities make up 92 percent or 2,689 of the 2,926 students participating in the program.²⁵ Less than one percent of the students are other minorities (Hispanics or Asian/Polynesian). Eighty-two percent of the total budget is used for salaries. One percent of the budget is allocated for supplies and materials. The remaining 17 percent of the

²¹ Ibid., pp. 1-3.

²² Ibid., p. 4.

²³ Richland School District 1, "Federal Summaries 1982-1983," Chapter 1, ECIA, p. 2 (hereafter cited as "Federal Summaries, Chapter 1, ECIA").

²⁴ Richland School District No. 1, Title I, Chapter 1, "A Comparison of Federal Funding for FY 1982 and 1983" (hereafter cited as "A Comparison of Federal Funding for FY 1982 and FY 1983").

²⁵ Letter from Sylvia L. Parks to Edith Hammond, "Number of Students by Race in Chapter 1," Feb. 14, 1983, p. 13 (hereafter cited as Parks Letter).

budget is allocated for employee benefits and purchased services.²⁶

There are seven instructional programs financed by Chapter 1 funds, including a readiness program for 647 first grade students who failed to master pre-reading and pre-mathematics skills.²⁷ Twenty-five teachers participate in the program.²⁸ Six hundred and sixty eligible Chapter 1 students remain at school for an additional three hours in the afternoon for special instruction in the "Extended Care Kindergarten" program.²⁹ Twenty-two teachers and an equal number of aides work with these students.³⁰ There is a Chapter 1 reading program for students in grades 2-7 who are performing several years below grade level. The 1,320 students participating attend classes for approximately 50 minutes each day and work under the supervision of 24 teachers who are assisted by 24 aides.³¹ A Chapter 1 mathematics program is provided for 1,008 students who are performing one or more years below grade level.³² Nineteen teachers and 10 aides work with the students to help strengthen their math skills.

Five teachers and 2 aides provide reading tutorial services in the evening for 59 pupils in attendance from Epworth Children's Home and Shenandoah Group Home.³³ The district also operates an after school "Extended School Day Program" at Carver Elementary School. This program provides instruction in reading and mathematics for an additional two hours. The 81 students participating in the program are assisted by 5 reading teachers, 3 mathematics teachers, 4 reading aides, and 3 mathematics aides.³⁴

Richland School District No. 1 Superintendent Dr. Gordon McAndrew acknowledges that the Federal funds provided under the old Title I of the Elementary and Secondary Education Act and now through Chapter 1 of the ECIA in block grant form have made it possible for the district to have more remedial programs for its students. Dr. McAndrew said, however, he does not know how effective Title

I was, "although people's perceptions are that it was." During the four years he has been superintendent, the students' scores "have gone from very low to low." He will be waiting to see over a longer period of time if there is more improvement, but said that at present there is no evidence that the scores can be tied directly to the use of Federal funds.³⁵

Chapter 2 of ECIA

The first year block grant request submitted by Richland County School District No. 1 for \$273,496 in Chapter 2 funds was approved by the South Carolina Department of Education in July 1982.³⁶

A total of 3,243 public and 1,652 private students were expected to participate in the program.³⁷ The district formed a committee (called the Education Consolidation and Improvement Act, Chapter 2 Committee) in February 1982 to "establish procedures for making grant awards from the education block grant received under the Act."³⁸ A 7-member committee composed of 4 blacks and 3 whites, 4 male and 3 female members was appointed by the Superintendent, the Associate Superintendents and the Executive Director for Developmental Programs. The committee was composed of parents, teachers, principals, a school board member, an evaluator, and the administrator of Chapter 2 programs. The Chapter 2 committee conducts the annual review of the educational and programming needs of the districts.³⁹

The district held a public hearing on March 30, 1982 to obtain input regarding the use of Chapter 2 funds. The hearing, which was advertised in the local newspaper and conducted by the School Board of Commissioners, was well attended by parents and teachers. Approximately 25-30 of the persons in attendance appeared before the board during about 4 hours of discussion.⁴⁰

After the hearing the Chapter 2 committee established priority funding based on the preponderance

²⁶ Parks Letter, "Office of Federal Programs; 9 Project Budget, Chapter 1 Budget 1982-1983," p. 14.

²⁷ "Federal Summaries, Chapter 1, ECIA," p. 1.

²⁸ Ibid.

²⁹ Ibid.

³⁰ Ibid.

³¹ Ibid.

³² Ibid.

³³ Ibid.

³⁴ Ibid.

³⁵ Dr. Gordon McAndrew, Superintendent, Richland School District No. 1, interview in Columbia, S.C., Jan. 26, 1983.

³⁶ South Carolina Department of Education, Richland District 1, "Application for Grant, Chapter 2 (ECIA)," July 13, 1983, p. 1 (hereafter cited as "Application for Grant").

³⁷ Ibid.

³⁸ "Education Consolidation and Improvement Act of 1981, Chapter 2, Resource Manual For ECIA, Chapter 2 Project Managers," Richland School District 1, Office of Developmental Programs, p. 4 (hereafter cited as "Resource Manual").

³⁹ Ibid.

⁴⁰ Sylvia L. Parks, interview in Columbia, Jan. 24, 1983 (hereafter cited as Parks Interview).

of needs identified by the participants in conjunction with existing programs.⁴¹ The district proposed to use its Chapter 2 funds in these four programs: 1) instructional materials and school library resources; 2) improvement in local educational practices; 3) Artistically Talented and Gifted program for desegregation; and 4) a teacher center program under the Emergency School Aid Act program.⁴²

The \$12,738 in Chapter 2 funds designated for "instructional materials and school library resources" was used by five parochial schools to purchase supplementary materials and equipment to strengthen and enrich their instructional programs. All five schools had limited budgets and instruction was limited to lectures and textbook usage. The district will design a questionnaire to use in determining the effectiveness of the program and the extent to which the teachers use the materials.

The district provided \$16,258 in Chapter 2 funds for the "improvement of local educational practices program" designed to improve students' basic skills in reading and mathematics.⁴³ Inadequate scores on the BSAP reading test ranged from 32 percent in grade 1 to 56 percent in grade 8.⁴⁴ The inadequate scores in mathematics ranged from 36 percent in the first grade to 66 percent in the eighth grade.⁴⁵ The improving local practices program is designed to provide remediation through the use of supplementary staff, including teacher aides and materials, for those students performing in the lowest quarter or below the state's minimum standard on the BSAP test.⁴⁶

Currently, 1,567 elementary and 448 middle school students are enrolled in the district's remediation program.⁴⁷ Black students comprise 86 percent of the total number of students enrolled and other minorities about one-half of one percent.⁴⁸

Thirteen Chapter 2 teacher aides were hired to provide practice and reinforcement activities in reading and mathematics skills taught by the remediation teachers. Twelve of the aides are women, including seven blacks. Ten are assigned to elemen-

tary schools and three are assigned to middle schools. The effectiveness of the program is to be determined by the test scores of the program participants.

One of the district's remediation teachers, Lynn Noble, said ". . .the district should be commended for using its money for basic skills." Ms. Noble feels that more Chapter 2 money would be useful.⁴⁹

A parent, who is also School Advisory Council Chair at Denny Terrace Elementary School, expressed support for the remediation program. He said he is impressed with the small classes that allow teachers and aides to give more individual instruction and attention to each student.⁵⁰ One remediation aide remarked ". . .I don't know how schools that don't have aides make it."⁵¹

The Emergency School Aid Act program is designed for Artistically Talented and Gifted (ARTAG) students and is intended to foster positive racial attitudes in the participants. Dr. Bruce Marshall, Chairperson of the School Advisory Council at Hand Middle School, said that the ARTAG program has helped with race relations and has had a positive impact although he does not see it as a remedy to race problems because so few students (120) are involved.⁵²

The ARTAG program provides classes in ballet, visual arts and drama at Hand and Fairwold Middle Schools. The program has a budget of \$47,250 for the year.⁵³ The student enrollment at Hand is 58 percent white and 42 percent black; enrollment at Fairwold is 84 percent black and 16 percent white.⁵⁴ A total of 120 students (45 at Fairwold and 75 at Hand) participate.⁵⁵ Betty Cunningham, president of the district's Teachers Association, said that the ARTAG program is good and should be continued, but should be expanded to reach more students.⁵⁶

The effectiveness of the ARTAG program will be measured by testing the program participants and a control group of nonparticipants and comparing the scores from an inventory of racial progress, the "Classroom and School Perception Inventory."

⁴¹ Ibid.

⁴² "Resource Manual," p. 5.

⁴³ Richland School District 1, "Federal Summaries 1982-1983," Chapter 2, ECIA, p. 1 (hereafter cited as "Federal Summaries, Chapter 2, ECIA").

⁴⁴ "Application for Grant," p. 3.

⁴⁵ Ibid.

⁴⁶ "Application for Grant," p. 3.

⁴⁷ Parks Letter, "Racial Breakdown of Students Enrolled in District No. 1 Remediation Programs," p. 8.

⁴⁸ Ibid.

⁴⁹ Interview in Columbia, Jan. 25, 1983.

⁵⁰ Willie Commando, interview in Columbia, Jan. 25, 1983.

⁵¹ Janice Stone, Remediation Aide, Seminole Road Elementary School, interview in Columbia, Jan. 25, 1983.

⁵² Interview in Columbia, Jan. 25, 1983.

⁵³ "Application for Grant," p. 3.

⁵⁴ Ibid.

⁵⁵ Ibid., p. 3a.

⁵⁶ Interview in Columbia, Jan. 25, 1983.

Richland School District No. 1 operates a teacher center with \$47,250 of its Chapter 2 grant.⁵⁷ The center provides in-service activities designed to strengthen teachers' basic skills instruction and classroom management. From September through December 1982, 47.4 percent of the 764 teachers used the center.⁵⁸ According to Sylvia Parks, the district's Executive Director for Developmental Programs, teachers were so impressed with the center that they contributed money to pay the center's secretary.⁵⁹ The Chapter 2 block grant replaced seven other federally funded projects in the district and resulted in a loss of \$474,480 from the preceding year.⁶⁰ During 1981-82, Richland School District No. 1 received a total of \$748,135 under the Federal programs of Emergency School Aid Act, Title IV-C Elementary and Secondary Education Act money, Title IV-B, Teacher Corps, Reading is Fundamental and Teacher Center Programs. The move from categorical grants to block grants resulted in a 63 percent loss of Federal funds to the district. The district also had a Transitional Bilingual Education program with \$46,471 in Federal funds during 1981-82. The program was not refunded in 1982-83, nor did the district choose to continue the program with Chapter 2 funds.⁶¹

Title I funds totaled \$3,030,620 in Fiscal Year 1981-82, but were reduced in 1982-83 in the program now labeled Chapter 1 to \$2,831,864 for a loss of \$198,756.⁶² The district received a total of \$3,825,226 in Federal funds during Fiscal Year 1981-82 but received \$3,105,360 for Fiscal Year 1982-83 for a total loss of \$719,707.⁶³ Ms. Linda Smolen, a member of the Board of Commissioners

for the district, expressed grave concern and was ". . . not pleased with the drastic cut in Federal funds."⁶⁴

Private Schools

Of the private schools located within the Richland School District No. 1, only one participated in a Chapter 1 program. St. Martin dePorres has a readiness, reading and mathematics program for approximately 13 of its students. One teacher and one aide each devote half of their time to the program.⁶⁵

Consultation with Citizens

Discussions with representatives from School Advisory Councils, Parent Teacher Associations and Parent Advisory Councils revealed that they have some general knowledge about Chapter 2 programs, but not about funding.

While the district placed a notice of its Chapter 2 public hearing in the newspaper, local organizations such as the Columbia Urban League and the Columbia Branch of the National Association for the Advancement of Colored People were not solicited for their input.⁶⁶

The Columbia Urban League operated an ESAA funded project until 1979 or 1980. Although it has received no ESAA funds since that time, it has continued to operate the same kinds of programs under a state funded Youth Opportunity Program which provides, among other services, a tutorial program which serves some students from the district.⁶⁷

⁵⁷ "Application for Grant," p. 8.

⁵⁸ Parks Interview.

⁵⁹ Ibid.

⁶⁰ Richland School District 1, "A Comparison of Federal Funding for FY 1982 and FY 1983."

⁶¹ Ibid.

⁶² Ibid.

⁶³ Ibid.

⁶⁴ Interview in Columbia, Jan. 24, 1983.

⁶⁵ "Federal Summaries. Chapter 1, ECIA."

⁶⁶ J.T. McLawhorn, President, Columbia Urban League, and Frank Washington, President, Columbia Branch NAACP, interviews in Columbia, Jan. 26, 1983 (hereafter cited as McLawhorn Interview).

⁶⁷ McLawhorn Interview.

Summary

The five school districts surveyed constitute a cross section of the state's 92 districts. They range in size from 2,505 pupils with a grant of \$13,000 to a system of 28,920 students and a grant of \$273,000. Black students comprise 21 to 80 percent of the districts' student population.

A concern of the South Carolina Advisory Committee to the U.S. Commission on Civil Rights was how Federal funds were used to improve educational opportunities for South Carolina's children. Generally, local districts gave priority to students from low income families and to students failing to reach standards for achievement established by the State Department of Education. Blacks constitute a disproportionate share of both groups.

Black students consistently scored substantially lower than their white counterparts under the state testing program. In the 5 districts studied, blacks in the third grade scored from 4 to 14 percent below their white classmates, while in the eleventh grade, blacks scored from 18 to 53 percent below their white peers. Chapter 1 funds were targeted for the lowest scoring students, but not all eligible students were able to participate in the program due to limited funding. Budgets were cut back in the 1982-83 school year and further cuts are anticipated.

With such limited resources to fulfill the state's mandate of targeting students failing to meet the state's standards, many students are unable to participate in the Chapter 1 program. The unlimited uses to which Chapter 2 funds can be allocated together with the limited funds available make it imperative that the allocation choices be made wisely. These

factors attracted the attention of the State Advisory Committee. The Advisory Committee was concerned about the decision making process and how it impacted upon the allocation of funds.

Out of the 28 possible Chapter 2 programs, three of the five districts, Anderson No. 3, Florence No. 3 and Greenwood No. 50, selected the category of "instructional materials and library resources," whereas the other two districts, Jasper and Richland No. 1, selected "improvement of local educational practices." (See Appendix for Basic Skills program areas and their codes.) Richland No. 1 had two other categories in addition to improvement of local educational practices, i.e., Emergency School Aid Act and Teacher Center Program. The State Department of Education, which processed the Chapter 2 allocations, also disbursed the previous year the funds for Title IV-B and C of the Elementary and Secondary Education Act which became category number 2 (instructional materials and library resources) and category 3 (improvement of local educational practices) of Chapter 2. All districts received Title IV-B funds and most districts had IV-C funds. Thus, school districts in South Carolina, having the option of choosing from among 28 programs, decided instead to continue the programs of the previous year. Likewise, a number of districts received more funds under the Chapter 2 program

than they did the previous year from the antecedents of the present programs.¹ Richland No. 1 and Greenwood No. 50 had substantial cuts.

Within the categories, districts varied a great deal as to how funds were allocated. To their credit, the surveyed districts all appropriated money for assisting low scoring students. However four of the districts distributed the money throughout the system on a per pupil basis while Richland No. 1 targeted those students who failed to reach the minimum state standard in reading and math. Two districts put money into salaries for teachers and aides to assist low achieving students. Others spent up to 46 percent of their funds on equipment.

One of the 28 programs folded into the Chapter 2 block grant was the Emergency School Aid Act (ESAA) which funded programs designed to alleviate burdens associated with desegregation. Two of the five districts had received such grants in 1981-82 and one of these (Richland No. 1) chose to use part of its Chapter 2 funding to continue the program while the other district (Greenwood No. 50) dropped its program. This coincided with the decisions of other South Carolina districts where 11 districts received such ESAA grants in 1981-82 and only 5 used Chapter 2 funds to continue that program.

Enabling legislation stipulated that there be a "systematic consultation" with parents, teachers, administrators, and "with other groups as may be deemed appropriate." Two districts, Anderson District No. 3 and Florence District No. 3, handled decision making on an informal basis whereas the other three proceeded to establish committees to

¹ In 1981-82, funds totaled \$6,000 for Anderson No. 3, \$16,800—Florence, \$71,850—Greenwood No. 50, \$15,000—Jasper, and \$748,135—Richland No. 1. Chapter 2 funds provided \$13,321 to

deal specifically with Chapter 2 allocations. In Florence District No. 3 two administrators made the decision, while in Anderson District No. 3 there was a newspaper notice that the parent-teachers council would put the matter on the agenda. Richland District No. 1 formed a broad representative committee with members of the school board present. The fourth district, Greenwood No. 50, formed a special committee but had only 3 nonschool personnel in a 32 member group. The fifth district, Jasper, had a very representative Chapter 2 committee, but limited its discussion to the use of only one-fourth of the funds since the balance had already been committed by the administrators to other projects. In no instance did any committee reach out to community civil rights groups.

All of the districts studied except Anderson No. 3 had private schools. One of 3 private schools participated in the Chapter 2 program in Greenwood No. 50 and 5 parochial of the 35 private schools received grants in the Richland No. 1 district. Private schools chose not to enter the program in the other two districts, Florence District No. 3 and Jasper. Statewide, 21 districts had private school participation out of the 55 districts reporting private schools within their boundaries.

In conclusion, the members of the South Carolina Advisory Committee to the U.S. Commission on Civil Rights hope that the information contained in this report will enable the parents of South Carolina's school children, and other interested citizens, to become more involved in the issues and decisions affecting their children's education.

Anderson No. 3, \$45,062 to Florence No. 3, \$49,343 to Greenwood No. 50, \$34,257 to Jasper and \$273,496 to Richland No. 1.

Attached are the 1982-83 application summaries for all 92 school districts in the state. The following is an explanation of the data:

White/Black: Student enrollment

Program Purposes: The code number(s) in bold face indicate the purpose(s) for which the district would spend its funds. More than one purpose could be chosen. Below are the purposes and code numbers:

1. Special Programs for Improving Basic Skills
2. Instructional Materials and School Library Resources
3. Improvement in Local Educational Practices
4. Guidance, Counseling, and Testing
5. Strengthening Educational Agency Management
6. Emergency School Aid Act
7. Teacher Corps Program
8. Teacher Center Program
9. National Science Foundation Science Teacher Program
10. Metric Education
11. Arts in Education
12. Preschool Partnership Program
13. Consumer Education
14. Youth Employment Education
15. Career Education
16. Environmental Education
17. Correction Education
18. Biomedical Education
19. Community Education Program
20. Gifted and Talented Program
21. Educational Proficiency Standards

22. Safe School Program
23. Ethnic Heritage Program
24. Law Related Education
25. Health Education
26. Dissemination
27. Population Education
28. Follow Through Program

Pupil Participation, Public and Private: Shows whether the district targeted a proportion of the entire enrollment of the district. If the first category of private participation is blank, it indicates that the private schools are not participating in the Chapter 2 program. If the second category of private participation is blank, it indicates that no private schools are listed in the district.

Funds Requested: If the figure is larger than that of the "Funds Received," it indicates the district has a carryover from funds in year 1981-82 and expects to add such funds to those Chapter 2 monies allocated for the school year 1982-83.

Use of Funds: How the grant is to be expended.

Description of use of funds: A summary of what the district stated as to how the funds would be used. The number corresponds with that checked under program purpose.

BSAP Score: At the 3rd grade level, the state sets a standard of 700 which all students are expected to reach. However, the average South Carolina 3rd grade score in reading was 738 and in math 750. The state has not established a standard for the 11th grade, but the average state score for the 11th grade in reading is 23 and in math 17.

School District: **Abbeville** White: 2,277 Black: 2,022 (47%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 177 of 2,095* *Private* of
 Funds Requested: \$23,090 Funds Received: \$23,090

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction					23,090		23,090
Pupil Services							
Instructional Staff							
Other							
Indirect Cost							
Totals							

Description of use of funds:

*Limited to Grades 7-12.

- Develop computer literacy of secondary math students
- Teach programming, develop and implement program

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 728	White: 780	<i>Math</i>	Black: 746	White: 822
(1982)	Grade 11	<i>Reading</i>	Black: 19	White: 27	<i>Math</i>	Black: 12	White: 20

School District: **Aiken** White: 14,357 Black: 7,975 (36%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 12,213 of 21,947 *Private* 695 of 1,355
 Funds Requested: \$176,942 Funds Received: \$171,255

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				18,100	2,517		20,617
Pupil Services	127,790	25,073	800				153,663
Instructional Staff							
Other							
Indirect Cost	1,981	389	12	280			2,662
Totals	129,771	25,462	812	18,380	2,517		176,947

Description of use of funds:

- # 2. Acquire instructional materials, equipment and library resources to supplement state/local funds.
- # 4. Initiate individual group guidance/counseling services in elementary schools.
- # 21. Assist high school students with reading difficulties to improve their skills.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 704	White: 751	<i>Math</i>	Black: 705	White: 766
(1982)	Grade 11	<i>Reading</i>	Black: 18	White: 26	<i>Math</i>	Black: 14	White: 18

School District: **Allendale** White: 448 Black: 2,013 (82%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 2,507 of 2,507 *Private* 0 of 240
 Funds Requested: \$27,033 Funds Received: \$24,067

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services							
Instructional Staff				18,535	8,114		26,649
Other							
Indirect Cost				384			384
Totals				18,919	8,114		27,003

Description of use of funds:
 Purchase instructional materials for classroom and books, periodicals and audiovisual materials and equipment for the libraries to supplement the state defined minimum program.

<i>BSAP Score</i> (1982)	Grade 3	<i>Reading</i>	Black: 720	White: 764	<i>Math</i>	Black: 691	White: 717
	Grade 11	<i>Reading</i>	Black: 16	White: 22	<i>Math</i>	Black: 12	White: 16

School District: **Anderson #1 (Williamston)** White: 5,279 Black: 592 (10%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 250 of 2,677* *Private* of
 Funds Requested: \$30,434 Funds Received: \$29,937

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction					30,434		30,434
Pupil Services							
Instructional Staff							
Other							
Indirect Cost							
Totals							

Description of use of funds:
 *Limited to Grades 7-12
 Presently have only 1 computer in each high school. Will set up classroom at each high school with 16 microcomputers.

<i>BSAP Score</i> (1982)	Grade 3	<i>Reading</i>	Black: 700	White: 765	<i>Math</i>	Black: 678	White: 753
	Grade 11	<i>Reading</i>	Black: 19	White: 27	<i>Math</i>	Black: 14	White: 18

School District: **Anderson #2 (Honea Path)** White: 2,859 Black: 836 (23%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 3,676 of 3,676 *Private* 0 of 49
 Funds Requested: \$18,987 Funds Received: \$18,987

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				4,500	14,487		18,987
Pupil Services							
Instructional Staff							
Other							
Indirect Cost							
Totals							

Description of use of funds:

Upgrade instructional material/equipment in science, social studies, language arts and math; purchase appropriate materials and equipment in subject area; offer computer-assisted instruction to students; purchase appropriate computer hardware and software to supplement all feasible areas of instruction.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 714	White: 773	<i>Math</i>	Black: 725	White: 786
(1982)	Grade 11	<i>Reading</i>	Black: 18	White: 26	<i>Math</i>	Black: 13	White: 19

School District: **Anderson #3 (IVA)** White: 2,041 Black: 547 (21%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 2,517 of 2,517 *Private* 0 of 50
 Funds Requested: \$13,321 Funds Received: \$13,321

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				8,287	4,985		13,272
Pupil Services							
Instructional Staff							
Other							
Indirect Cost				49			49
Totals				8,336	4,985		13,321

Description of use of funds:

Purchase instructional materials, equipment and library resources to strengthen instructional program in various subject areas.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 718	White: 752	<i>Math</i>	Black: 715	White: 783
(1982)	Grade 11	<i>Reading</i>	Black: 18	White: 26	<i>Math</i>	Black: 12	White: 18

School District: **Anderson #4 (Pendleton)** White: 1,753 Black: 739 (30%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,754 of 2,501 *Private* 0 of 49
 Funds Requested: \$12,772 Funds Received: \$12,705

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction					10,000		10,000
Pupil Services							
Instructional Staff				2,772			2,772
Other							
Indirect Cost							
Totals							12,772

Description of use of funds:
 Provides library resources to be used in assignments that require research and in depth study.

BSAP Score Grade 3 *Reading* Black: 732 White: 784 *Math* Black: 725 White: 781
 (1982) Grade 11 *Reading* Black: 20 White: 27 *Math* Black: 14 White: 19

School District: **Anderson #5 (Anderson)** White: 8,318 Black: 3,487 (29%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 11,355 of 11,355 *Private* 230 of 542
 Funds Requested: \$84,081 Funds Received: \$84,081

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	3,234	217	9,250	1,000	58,565		72,266
Pupil Services				1,800			1,800
Instructional Staff				9,500			9,500
Other							
Indirect Cost	67	4	191	253			515
Totals	3,301	221	9,441	12,553	58,565		84,081

Description of use of funds:
 # 2. Purchase audiovisual equipment for each school's specific needs.
 # 3. Acquire videotape systems for 3 schools with emphasis on basic skills and teacher competency.
 # 11. Contract for group performances, install photo darkroom for secondary school program.
 # 15. Start career information program in 6 schools.
 # 20. Continue program for gifted elementary students (previously funded by the state).

BSAP Score Grade 3 *Reading* Black: 728 White: 774 *Math* Black: 739 White: 828
 (1982) Grade 11 *Reading* Black: 19 White: 26 *Math* Black: 13 White: 19

School District: **Bamberg #1 (Bamberg)** White: 760 Black: 1,338 (63%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: Public 1,175 of 2,094 Private 0 of 250
 Funds Requested: \$19,922 Funds Received: \$19,844

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				6,700	6,964		13,644
Pupil Services			1,163	900			2,063
Instructional Staff				4,000			4,000
Other							
Indirect Cost			18	177			195
Totals			11,181	11,777	6,964		19,922

Description of use of funds:

- # 2. Utilize additional appropriate classroom instructional materials and equipment.
- # 3. Staff development in use of diagnostic instruments, teaching methods and materials toward improving student basic skill deficiencies.
- # 4. Provide necessary testing instruments and scoring services.

BSAP Score Grade 3 Reading Black: 706 White: 753 Math Black: 701 White: 784
 (1982) Grade 11 Reading Black: 19 White: 25 Math Black: 13 White: 19

School District: **Bamberg #2 (Denmark-Olar)** White: 281 Black: 1,418 (83%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: Public 1,634 of 1,634 Private of
 Funds Requested: \$16,744 Funds Received: \$15,667

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction			4,744		7,200		11,944
Pupil Services			2,000				2,000
Instructional Staff			2,800				2,800
Other							
Indirect Cost							
Totals			9,544		7,200		16,744

Description of use of funds:

- # 2. Purchase 350 volumes and 4 AV material packages for libraries.
- # 4. Purchase test materials for grades 1, 2, 3, 5, 6, 8, 9, and 11 so all students can be tested.

BSAP Score Grade 3 Reading Black: 679 White: 718 Math Black: 691 White: 724
 (1982) Grade 11 Reading Black: 19 White: 25 Math Black: 13 White: 17

School District: **Barnwell # 19 (Blackville)** White: 450 Black: 807 (64%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,232 of 1,232 *Private* 0 of 376
 Funds Requested: \$13,229 Funds Received: \$13,229

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services							
Instructional Staff				13,229			13,229
Other							
Indirect Cost							
Totals							

Description of use of funds:

Purchase audiovisual materials in the 3 libraries; periodicals, books, and high interest-low vocabulary materials for library.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 748	White: 787	<i>Math</i>	Black: 769	White: 829
(1982)	Grade 11	<i>Reading</i>	Black: 19	White: 27	<i>Math</i>	Black: 14	White: 19

School District: **Barnwell # 29 (Williston)** White: 458 Black: 627 (58%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,023 of 1,023 *Private* of
 Funds Requested: \$8,488 Funds Received: \$8,488

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services							
Instructional Staff			6,035	2,453			8,488
Other							
Indirect Cost							
Totals							

Description of use of funds:

Contract for "On Call" tape of ITV for lesson presentations; new sets of encyclopedias in each of the 3 schools' media centers; student dictionaries in 6-12 English classrooms; purchase taped components of a read-along program for elementary school library.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 682	White: 746	<i>Math</i>	Black: 677	White: 766
(1982)	Grade 11	<i>Reading</i>	Black: 15	White: 27	<i>Math</i>	Black: 11	White: 19

School District: **Barnwell #45 (Barnwell)** White: 1,305 Black: 999 (43%)

Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

Pupil Participation: *Public* 2,320 of 2,320 *Private* of

Funds Requested: \$19,188 Funds Received: \$18,266

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	4,238						4,238
Pupil Services		8,175					8,175
Instructional Staff		6,775					6,775
Other							
Indirect Cost							
Totals	4,238	14,950					19,188

Description of use of funds:

2. Contract for "On Call" tapes of ITV programs for teachers.

3. Joint consortium of adjacent school districts for staff development program.

20. Provide 1.25 FTE teachers for gifted and talented students, grades 3-10.

BSAP Score Grade 3 *Reading* Black: 694 White: 744 *Math* Black: 696 White: 758
 (1982) Grade 11 *Reading* Black: 19 White: 25 *Math* Black: 13 White: 17

School District: **Beaufort** White: 4,458 Black: 5,639 (55%)

Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

Pupil Participation: *Public* 9,315 of 9,315 *Private* 1,145 of 1,145

Funds Requested: \$98,387 Funds Received: \$98,387

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services	33,000	5,280	8,715	2,700			49,695
Instructional Staff			4,100	15,450	23,070		42,620
Other	4,719						4,719
Indirect Cost	690	97	234	332			1,353
Totals	38,409	5,377	13,049	18,482	23,070		98,387

Description of use of funds:

2. Purchase 5 computers to train 40 teachers in computer literacy to teach 500 students in the elementary and secondary grades.

3. Inservice training of 20 teachers to teach basic skills of writing.

11. Hire a half-time coordinator to arrange visits of performing visual and literacy artists.

17. Hire 3 high school staff to reduce disciplinary suspensions.

BSAP Score Grade 3 *Reading* Black: 695 White: 753 *Math* Black: 699 White: 750
 (1982) Grade 11 *Reading* Black: 18 White: 26 *Math* Black: 13 White: 19

School District: **Berkeley** White: 16,141 Black: 7,055 (29%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 22,696 of 22,696 *Private* 227 of 227
 Funds Requested: \$179,037 Funds Received: \$179,037

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				14,389	62,692		77,081
Pupil Services							
Instructional Staff			3,675	76,769	16,088		96,532
Other							
Indirect Cost			210	5,214			5,424
Totals			3,885	96,372	78,780		179,037

Description of use of funds:

2. Establish a professional resource center, purchase additional reference books and/or AV equipment and materials for each school library, purchase computers and software to supplement math, science and business education courses.

3. Institute *Every Child a Winner* program for elementary physical education curriculum.

20. Purchase computer equipment and materials for computer literacy program for middle school students.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 711	White: 756	<i>Math</i>	Black: 708	White: 786
(1982)	Grade 11	<i>Reading</i>	Black: 18	White: 26	<i>Math</i>	Black: 13	White: 19

School District: **Calhoun** White: 293 Black: 1,830 (86%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 2,171 of 2,171 *Private* 0 of 293
 Funds Requested: \$26,649 Funds Received: \$26,649

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services							
Instructional Staff				1,200	12,450		13,650
Other	11,139	1,697					12,836
Indirect Cost	129	20		14			163
Totals	11,268	1,717		1,214	12,450		26,649

Description of use of funds:

2. Upgrade library resources in all schools thru AV equipment, minicomputers, storage units and library furnishings to promote reading in elementary and middle schools.

19. To develop community schools through the employment of staff person.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 716	White: 779	<i>Math</i>	Black: 719	White: 773
(1982)	Grade 11	<i>Reading</i>	Black: 18	White: 26	<i>Math</i>	Black: 13	White: 19

School District: **Charleston** White: 19,944 Black: 23,898 (54%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 44,534 of 44,534 *Private* 5,514 of 10,767
 Funds Requested: \$463,503 Funds Received: \$452,035

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	41,500	9,153					50,653
Pupil Services			980	4,895			5,875
Instructional Staff	48,000	10,543	19,102	124,956	200,927		403,528
Other							
Indirect Cost	1,191	262	267	1,727			3,447
Totals	90,691	19,958	20,349	131,578	200,927		463,503

Description of use of funds:

- # 2. Update science film collection, purchase microcomputers for organization of media center and modern AV equipment/materials for teaching assistance.
- # 3. Provide management system/microcomputer in teaching basic skills.
- # 4. Expand testing program, provide career guidance for non-college bound students.
- # 20. Identify gifted/talented students, provide programming.

BSAP Score Grade 3 Reading Black: 718 White: 770 Math Black: 716 White: 781
 (1982) Grade 11 Reading Black: 20 White: 28 Math Black: 14 White: 20

School District: **Cherokee** White: 6,640 Black: 2,616 (28%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 9,281 of 9,281 *Private* 0 of 307
 Funds Requested: \$49,373 Funds Received: \$49,373

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	11,948	2,279	1,310	562			16,099
Pupil Services							
Instructional Staff	25,908	4,217	180	1,349			33,274
Other							
Indirect Cost							
Totals	37,856	6,496	3,110	1,911			49,373

Description of use of funds:

- # 8. 75 staff development workshops.
- # 20. To initiate project GOAL for gifted students in grades 7 and 8.
- # 21. To target students in grades 1-3 who have not reached standards for those grades.

BSAP Score Grade 3 Reading Black: 684 White: 728 Math Black: 705 White: 771
 (1982) Grade 11 Reading Black: 17 White: 24 Math Black: 12 White: 18

School District: **Chester** White: 3,287 Black: 3,733 (53%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 3,626 of 6,392 *Private* of
 Funds Requested: \$62,573 Funds Received: \$60,422

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	4,197	845					5,042
Pupil Services	47,873	8,431					56,304
Instructional Staff							
Other							
Indirect Cost	1,042	185					1,227
Totals	53,112	9,461					62,573

Description of use of funds:
 To assist teachers in managing discipline in classrooms, providing counseling service to some 750 students in middle and high schools who have discipline problems; to strengthen Parent Involvement Program in 5 elementary schools.

BSAP Score Grade 3 *Reading* Black: 666 White: 724 *Math* Black: 672 White: 733
 (1982) Grade 11 *Reading* Black: 17 White: 25 *Math* Black: 12 White: 18.

School District: **Chesterfield** White: 3,991 Black: 3,606 (43%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 8,329 of 8,329 *Private* 135 of 213
 Funds Requested: \$79,080 Funds Received: \$72,120

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				1,164	24,530		25,694
Pupil Services							
Instructional Staff			4,550	48,836			53,386
Other							
Indirect Cost							
Totals			4,550	50,000	24,530		79,080

Description of use of funds:
 #2. 6,200 books will be added to the library, 120 filmstrips, and \$24,500 for AV equipment, computer hardware and lab equipment.

#3. Purchase consultant services for \$4,550 from Pee Dee Education Center for administrative and teacher personnel.

BSAP Score Grade 3 *Reading* Black: 702 White: 752 *Math* Black: 717 White: 789
 (1982) Grade 11 *Reading* Black: 18 White: 26 *Math* Black: 13 White: 18

School District: **Clarendon #1 (Summerton)** White: 0 Black: 1,618 (100%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,605 of 1,605 *Private* of
 Funds Requested: \$25,061 Funds Received: \$24,989

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction			5,750	11,037	8,000		24,787
Pupil Services							
Instructional Staff							
Other							
Indirect Cost			94	180			274
Totals			5,844	11,217	8,000		25,061

Description of use of funds:
 # 2. \$5,000—instructional materials; \$8,000—microcomputers; \$1,000—software; \$2,000—to train 20 teachers and administrators in computer technology.
 # 3. Train 8 administrators in management (\$3,000).
 # 4. Purchase materials, scoring service for basic skills testing (\$2,061).
 # 15. Training teachers in Career Education Validated Program for 2 elementary and middle schools (\$2,000).
 # 20. Purchase materials for class of gifted students (\$2,000).

<i>BSAP Score</i> (1982)	Grade 3	<i>Reading</i>	Black: 686	White: NA	<i>Math</i>	Black: 776	White: NA
	Grade 11	<i>Reading</i>	Black: 16	White: NA	<i>Math</i>	Black: 12	White: NA

School District: **Clarendon #2 (Manning)** White: 921 Black: 2,204 (70%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 3,000 of 3,000 *Private* 0 of 668
 Funds Requested: \$35,072 Funds Received: \$35,072

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				5,020	25,317		30,337
Pupil Services				500	2,175		2,675
Instructional Staff				2,060			2,060
Other							
Indirect Cost							
Totals				7,580	27,492		35,072

Description of use of funds:
 # 2. Purchase filmstrips, charts, globes, clocks, maps, dictionaries, literature, books, word processors, AV equipment, computer printers, VCR, art and science equipment.
 # 4. Provide guidance kits and equipment for guidance services in middle and high schools.

<i>BSAP Score</i> (1982)	Grade 3	<i>Reading</i>	Black: 702	White: 749	<i>Math</i>	Black: 710	White: 806
	Grade 11	<i>Reading</i>	Black: 19	White: 25	<i>Math</i>	Black: 14	White: 18

School District: **Clarendon #3 (Turbeville)** White: 653 Black: 611 (48%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,253 of 1,253 *Private* 0 of 275
 Funds Requested: \$16,112 Funds Received: \$16,112

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services							
Instructional Staff	5,240	1,299		6,387	3,000		15,926
Other							
Indirect Cost	68	20		98			186
Totals	5,308	1,319		6,485	3,000		16,112

Description of use of funds:

#2. Provide filmstrips, charts, study prints, disc recordings, globes, prepared audio and video cassette tapes with appropriate AV equipment.

#3. Provide a clerical-library aide to maintain instruction materials and library resources.

BSAP Score Grade 3 Reading Black: 708 White: 723 Math Black: 746 White: 747
 (1982) Grade 11 Reading Black: 20 White: 26 Math Black: 15 White: 20

School District: **Colleton** White: 2,385 Black: 4,062 (63%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 6,394 of 6,394 *Private* 158 of 656
 Funds Requested: \$70,737 Funds Received: \$70,737

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	26,380	3,804		8,875	13,304		52,363
Pupil Services							
Instructional Staff				7,912	7,182		15,094
Other							
Indirect Cost	2,000	280	1,000				3,280
Totals	28,380	4,084	1,000	16,787	20,486		70,737

Description of use of funds:

#2. To upgrade libraries and academic areas. Separate lists of expenses were made for each school which include science equipment, record players, film strip projectors, etc.

#3. Operate a summer school in 1983, targeting students with deficiencies in reading, writing and math (\$34,384).

#11. Allow 1 elementary school to participate in Creative Dramatics (\$200).

BSAP Score Grade 3 Reading Black: 692 White: 765 Math Black: 680 White: 757
 (1982) Grade 11 Reading Black: 19 White: 24 Math Black: 13 White: 17

School District: **Darlington** White: 6,628 Black: 7,048 (51%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 13,688 of 13,688 *Private* 0 of 966
 Funds Requested: \$121,703 Funds Received: \$121,703

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services							
Instructional Staff	16,530	3,606	25,646	34,650	27,800		108,232
Other					12,000		12,000
Indirect Cost	302	66	469	634			1,471
Totals	16,832	3,672	26,115	35,284	39,800		121,703

Description of use of funds:

- #2. Remodel school facility as a media center for the use of teachers and libraries.
- #3. Will go from part-time media specialist and clerk to full time positions for both persons.

BSAP Score Grade 3 *Reading* Black: 715 White: 752 *Math* Black: 731 White: 772
 (1982) Grade 11 *Reading* Black: 19 White: 26 *Math* Black: 13 White: 18

School District: **Dillon #1 (Lake View)** White: 479 Black: 604 (55%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,086 of 1,086 *Private* of
 Funds Requested: \$15,172 Funds Received: \$15,172

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services							
Instructional Staff			1,550	550			2,100
Other				2,900	10,124		13,024
Indirect Cost			15	33			48
Totals			1,565	3,483	10,124		15,172

Description of use of funds:

- #2. Purchase computer terminals and software for individualized high school math instruction. Also purchase library books and reference materials in schools.
- #4. Testing materials and scoring services for grades not tested by state to evaluate instructional program.

BSAP Score Grade 3 *Reading* Black: 707 White: 732 *Math* Black: 733 White: 782
 (1982) Grade 11 *Reading* Black: 17 White: 24 *Math* Black: 12 White: 17

School District: **Dillon #2 (Dillon)** White: 2,097 Black: 2,493 (53%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 4,803 of 4,803 *Private* 0 of 65
 Funds Requested: \$45,539 Funds Received: \$44,520

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services							
Instructional Staff				24,000	21,539		45,539
Other							
Indirect Cost							
Totals							

Description of use of funds:
 Purchase new books, AV materials, software and hardware to improve libraries and AV software and hardware to improve instructional programs.

BSAP Score Grade 3 *Reading* Black: 690 White: 758 *Math* Black: 710 White: 796
 (1982) Grade 11 *Reading* Black: 18 White: 26 *Math* Black: 13 White: 18

School District: **Dillon #3 (Latta)** White: 833 Black: 949 (53%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 800 of 1,786 *Private* 0 of 258
 Funds Requested: \$18,654 Funds Received: \$18,516

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				9,000	9,501		18,501
Pupil Services							
Instructional Staff							
Other							
Indirect Cost				173			173
Totals				9,173	9,501		18,674

Description of use of funds:
 #2. Computers to give grade averages of students and provide students drill and practice in subject areas; video recorders and TV sets to provide supplemental instructions.

#20. Develop skills in critical thinking and creative problem solving.

BSAP Score Grade 3 *Reading* Black: 740 White: 775 *Math* Black: 727 White: 786
 (1982) Grade 11 *Reading* Black: 18 White: 23 *Math* Black: 14 White: 18

School District: **Dorchester #1 (St. George)** White: 466 Black: 1,169 (71%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,572 of 1,572 *Private* 0 of 325
 Funds Requested: \$17,560 Funds Received: \$17,560

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				6,560	6,000		12,560
Pupil Services			2,000	3,000			5,000
Instructional Staff							
Other							
Indirect Cost							
Totals			2,000	9,560	6,000		17,576

Description of use of funds:

#2. Provide additional instructional materials and equipment to libraries.

#4. Provide testing materials and scoring services to test students not covered by state testing program.

BSAP Score Grade 3 *Reading* Black: 714 White: 750 *Math* Black: 700 White: 747
 (1982) Grade 11 *Reading* Black: 19 White: 25 *Math* Black: 14 White: 20

School District: **Dorchester #2 (Summerville)** White: 8,991 Black: 2,086 (19%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 10,638 of 10,638 *Private* 0 of 390
 Funds Requested: \$56,896 Funds Received: \$56,896

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				26,151	30,627		56,778
Pupil Services							
Instructional Staff							
Other							
Indirect Cost				118			118
Totals				26,269	30,627		56,896

Description of use of funds:

Each librarian will meet with teachers and draw up a list of instructional equipment and materials needed in that school.

BSAP Score Grade 3 *Reading* Black: 730 White: 777 *Math* Black: 699 White: 775
 (1982) Grade 11 *Reading* Black: 20 White: 28 *Math* Black: 15 White: 21

School District: **Dorchester #3 (Dorchester)** White: 399 Black: 812 (67%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,190 of 1,190 *Private* 0 of 229
 Funds Requested: \$13,832 Funds Received: \$13,764

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services			5,500	7,882			13,382
Instructional Staff							
Other							
Indirect Cost							
Totals			5,500	7,882			13,382

Description of use of funds:
 Purchase/administer tests to target specific needs of students in the areas of reading and math (Kindergarten through 12th grade).

BSAP Score Grade 3 *Reading* Black: 718 White: 658 *Math* Black: 715 White: 707
 (1982) Grade 11 *Reading* Black: 19 White: 24 *Math* Black: 13 White: 15

School District: **Edgefield** White: 1,211 Black: 2,352 (66%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 3,487 of 3,487 *Private* 357 of 357
 Funds Requested: \$35,829 Funds Received: \$35,829

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				5,967	17,272		23,239
Pupil Services	10,364	1,739	487				12,590
Instructional Staff							
Other							
Indirect Cost							
Totals	10,364	1,739	487	5,967	17,272		35,829

Description of use of funds:
 # 2. Provide instructional equipment to prepare/store instructional materials.
 # 4. Hire a part-time test coordinator to assist in testing grades not covered by the state.

BSAP Score Grade 3 *Reading* Black: 720 White: 782 *Math* Black: 737 White: 812
 (1982) Grade 11 *Reading* Black: 19 White: 26 *Math* Black: 14 White: 19

School District: **Fairfield** White: 971 Black: 3,593 (80%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 850 of 4,517 *Private* 0 of 480
 Funds Requested: \$50,261 Funds Received: \$49,020

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	6,508	1,310	7,861	9,397	16,810		41,886
Pupil Services							
Instructional Staff			4,100	2,900			7,000
Other			1,100				1,100
Indirect Cost	54	11	108	102			275
Totals	6,562	1,321	13,169	12,399	16,810		50,261

Description of use of funds:
 # 2. Purchase instructional materials and equipment to improve curriculum in French, Spanish, Astronomy, analytical critical reading, art, instrumental study and chorus.
 # 3. Train administrators in management skills. Also identify and teach subskills of Basic Skills for 1-3 grade students.
 # 11. Develop an arts program for 1 elementary school.

BSAP Score Grade 3 *Reading* Black: 682 White: 713 *Math* Black: 708 White: 743
 (1982) Grade 11 *Reading* Black: 17 White: 25 *Math* Black: 12 White: 17

School District: **Florence # 1 (Florence)** White: 8,199 Black: 6,667 (45%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 14,471 of 14,471 *Private* 864 of 1,792
 Funds Requested: \$119,146 Funds Received: \$116,511

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	15,360	2,151		5,408	24,060		46,979
Pupil Services							
Instructional Staff	13,980		30,843	13,275			58,098
Other	5,280	739	7,600	450			14,069
Indirect Cost							
Totals	34,620	2,890	38,443	19,133	24,060		119,146

Description of use of funds:
 # 1. Conduct summer "bridge" program for students with weaknesses in language arts and math.
 # 2. Acquire library resources, instructional equipment and textbooks to supplement local funds.
 # 3. Provide professional development for teachers and administrators.
 # 21. Develop educational proficiency standards for reading, math, writing.

BSAP Score Grade 3 *Reading* Black: 706 White: 781 *Math* Black: 691 White: 773
 (1982) Grade 11 *Reading* Black: 17 White: 27 *Math* Black: 13 White: 20

School District: **Florence #2 (Pamplico)** White: 660 Black: 772 (54%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,404 of 1,404 *Private* 0 of 19
 Funds Requested: \$13,792 Funds Received: \$13,792

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction			300	769	12,710		13,779
Pupil Services							
Instructional Staff							
Other							
Indirect Cost			4	9			13
Totals			304	778	12,710		13,779

Description of use of funds:

#2. Replace several inoperable color TV sets.

#3. Purchase 4 computers with printer to teach students data processing and enable remedial instruction in math and science. Consultants and staff training will enable teachers to handle the computers.

BSAP Score Grade 3 *Reading* Black: 684 White: 757 *Math* Black: 676 White: 775
 (1982) Grade 11 *Reading* Black: 18 White: 26 *Math* Black: 13 White: 20

School District: **Florence #3 (Lake City)** White: 1,716 Black: 2,732 (61%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 4,264 of 4,264 *Private* 0 of 284
 Funds Requested: \$53,750 Funds Received: \$45,062

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				42,750	11,000		53,750
Pupil Services							
Instructional Staff							
Other							
Indirect Cost							
Totals							

Description of use of funds:

Upgrade libraries as determined by teachers and librarians.

BSAP Score Grade 3 *Reading* Black: 681 White: 738 *Math* Black: 675 White: 772
 (1982) Grade 11 *Reading* Black: 17 White: 24 *Math* Black: 12 White: 17

School District: **Florence #4 (Timmonsville)** White: 228 Black: 1,136 (83%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,366 of 1,366 *Private* 0 of 425
 Funds Requested: \$17,060 Funds Received: \$17,060

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				10,860	6,200		17,060
Pupil Services							
Instructional Staff							
Other							
Indirect Cost							
Totals							

Description of use of funds:

Purchase video tape recorder and 3 color TVs for instruction in math and science. Library will purchase professional and library books.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 665	White: 743	<i>Math</i>	Black: 654	White: 748
(1982)	Grade 11	<i>Reading</i>	Black: 18	White: 23	<i>Math</i>	Black: 13	White: 16

School District: **Florence #5 (Johnsonville)** White: 879 Black: 420 (32%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,274 of 1,274 *Private* of
 Funds Requested: \$11,431 Funds Received: \$11,431

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services							
Instructional Staff				6,602	4,829		11,431
Other							
Indirect Cost							
Totals							

Description of use of funds:

Provide additional materials, books and equipment to improve instructional programs.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 716	White: 763	<i>Math</i>	Black: 695	White: 767
(1982)	Grade 11	<i>Reading</i>	Black: 23	White: 26	<i>Math</i>	Black: 15	White: 20

School District: **Georgetown** White: 4,002 Black: 5,768 (59%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 9,811 of 9,811 *Private* 283 of 954
 Funds Requested: \$95,153 Funds Received: \$95,153

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services							
Instructional Staff	40,000	7,961	22,500	22,899			93,360
Other							
Indirect Cost	768	153	432	440			1,793
Totals	40,768	8,114	22,932	23,339			95,153

Description of use of funds:
 #3. Provide preservice training to parent volunteers to implement 50% of the school's Volunteer Development Program.
 #8. Provide training for professional personnel to better meet student educational needs.

BSAP Score Grade 3 *Reading* Black: 696 White: 742 *Math* Black: 689 White: 743
 (1982) Grade 11 *Reading* Black: 19 White: 26 *Math* Black: 14 White: 19

School District: **Greenville** White: 39,699 Black: 14,106 (26%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 52,719 of 52,719 *Private* 629 of 6,267
 Funds Requested: \$406,277 Funds Received: \$397,356

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	91,645		3,358	39,113	47,327		181,443
Pupil Services	1,903						1,903
Instructional Staff				49,182			49,182
Other	59,117	23,538	80,965	4,450	349	3,951	172,370
Indirect Cost	4,183	645	2,310	2,541		108	9,787
Totals	156,848	24,183	86,633	95,286	47,676	4,059	414,685

Description of use of funds:
 #2. Purchase/utilize supplemental instructional and library materials/equipment.
 #3. Increase use of model project W.R.I.T.E. in district.
 #6. Continue program of dropout prevention in middle schools/tutorial centers.
 #15. Continue long range plan of career education concepts.

BSAP Score Grade 3 *Reading* Black: 718 White: 777 *Math* Black: 711 White: 789
 (1982) Grade 11 *Reading* Black: 19 White: 27 *Math* Black: 14 White: 19

School District: **Greenwood #50 (Greenwood)** White: 5,634 Black: 3,671 (39%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 9,107 of 9,107 *Private* 246 of 509
 Funds Requested: \$49,343 Funds Received: \$49,343

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				24,671	24,671		49,343
Pupil Services							
Instructional Staff							
Other							
Indirect Cost							
Totals							

Description of use of funds:

Provide appropriate instruction materials/equipment to students with low test scores, with emphasis on language, reading, math, science and social studies.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 704	White: 760	<i>Math</i>	Black: 704	White: 785
(1982)	Grade 11	<i>Reading</i>	Black: 19	White: 27	<i>Math</i>	Black: 13	White: 20

School District: **Greenwood #51 (Ware Shoals)** White: 956 Black: 302 (24%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,215 of 1,215 *Private* of
 Funds Requested: \$6,383 Funds Received: \$6,383

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
instruction							
Pupil Services							
Instructional Staff				1,819	4,556		6,375
Other							
Indirect Cost				8			8
Totals				1,827	4,556		6,383

Description of use of funds:

Upgrade Educational TV system in district.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 725	White: 743	<i>Math</i>	Black: 774	White: 795
(1982)	Grade 11	<i>Reading</i>	Black: 20	White: 26	<i>Math</i>	Black: 14	White: 18

School District: **Greenwood #52 (Ninety Six)** White: 978 Black: 566 (37%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,559 of 1,559 *Private* 0 of 7
 Funds Requested: \$7,871 Funds Received: \$7,871

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction			2,930	1,363	2,625		6,981
Pupil Services			465	450			915
Instructional Staff						26	26
Other							
Indirect Cost			2	10			12
Totals			3,397	1,823	2,625	26	7,871

Description of use of funds:

- #2. Instructional materials and equipment in science and music.
- #3. Develop curriculum guides in reading, English and math.
- #15. Develop a career guidance media center for elementary students.

BSAP Score Grade 3 *Reading* Black: 695 White: 765 *Math* Black: 665 White: 721
 (1982) Grade 11 *Reading* Black: 18 White: 26 *Math* Black: 12 White: 18

School District: **Hampton #1 (Hampton)** White: 1,291 Black: 1,500 (54%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 80 of 1,324* *Private* 0 of 20
 Funds Requested: \$24,016 Funds Received: \$24,016

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	19,171	4,531					23,702
Pupil Services							
Instructional Staff							
Other				314			314
Indirect Cost							
Totals	19,171	4,531		314			24,016

Description of use of funds:

- *Limited to Grades 1-6
- Work with 80 nonparticipating Title I eligible elementary students to improve skills in reading and math.

BSAP Score Grade 3 *Reading* Black: 720 White: 742 *Math* Black: 724 White: 780
 (1982) Grade 11 *Reading* Black: 19 White: 24 *Math* Black: 12 White: 17

School District: **Hampton #2 (Estill)** White: 124 Black: 1,449 (92%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,549 of 1,549 *Private* 0 of 360
 Funds Requested: \$17,305 Funds Received: \$17,305

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				7,560	9,745		17,305
Pupil Services							
Instructional Staff							
Other							
Indirect Cost							
Totals							

Description of use of funds:
 Purchase AV equipment and materials to equip teachers to teach Arts and Humanities.

<i>BSAP Score</i> (1982)	Grade 3	<i>Reading</i>	Black: 666	White: 694	<i>Math</i>	Black: 665	White: 677
	Grade 11	<i>Reading</i>	Black: 17	White: 22	<i>Math</i>	Black: 12	White: 13

School District: **Horry County** White: 13,861 Black: 6,887 (33%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 20,007 of 20,007 *Private* 768 of 768
 Funds Requested: \$177,127 Funds Received: \$175,514

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction					135,215		135,215
Pupil Services							
Instructional Staff				41,240			41,240
Other							
Indirect Cost				672			672
Totals				41,912	135,215		177,127

Description of use of funds:
 Purchase instructional materials and audiovisual equipment for media center.

<i>BSAP Score</i> (1982)	Grade 3	<i>Reading</i>	Black: 707	White: 766	<i>Math</i>	Black: 689	White: 768
	Grade 11	<i>Reading</i>	Black: 20	White: 26	<i>Math</i>	Black: 14	White: 19

School District: **Jasper** White: 623 Black: 2,463 (80%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 2,974 of 2,974 *Private* 0 of 780
 Funds Requested: \$34,257 Funds Received: \$34,257

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	8,692			8,767	15,850		33,309
Pupil Services							
Instructional Staff							
Other							
Indirect Cost	472			476			948
Totals	9,164			9,243	15,850		34,257

Description of use of funds:
 Purchase of resource materials and equipment to assist educationally and economically deprived students in basic skills. Also for teachers to assist in the program.

BSAP Score Grade 3 *Reading* Black: 713 White: 741 *Math* Black: 768 White: 828
 (1982) Grade 11 *Reading* Black: 16 White: 20 *Math* Black: 11 White: 13

School District: **Kershaw** White: 5,591 Black: 3,077 (35%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 4,022 of 8,489 *Private* 46 of 580
 Funds Requested: \$74,455 Funds Received: \$72,158

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	59,275	12,365				45	71,685
Pupil Services				1,454			
Instructional Staff							
Other							
Indirect Cost	1,067	222		26		1	1,316
Totals	60,342	12,587		1,480		46	74,455

Description of use of funds:
 # 2. Purchase additional library books/high interest materials for secondary media centers to improve reading skill.
 # 6. Continue assignment of ombudsman in secondary schools to maintain in-school suspension program.

BSAP Score Grade 3 *Reading* Black: 708 White: 760 *Math* Black: 701 White: 766
 (1982) Grade 11 *Reading* Black: 19 White: 27 *Math* Black: 14 White: 19

School District: **Lancaster** White: 8,110 Black: 3,532 (30%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 11,420 of 11,420 *Private* of
 Funds Requested: \$80,392 Funds Received: \$79,287

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				35,280			35,280
Pupil Services	2,087	409					2,496
Instructional Staff	9,681	1,538					11,219
Other	5,960	985	23,000				29,945
Indirect Cost	326	54	423	649			1,452
Totals	18,054	2,986	23,423	35,929			80,392

Description of use of funds:

2. Purchase library books exceeding state standards for broader collection.

3. Provide additional time/compensation for administrative, instructional and support services staff to service Chapters 1 and 2 students.

11. Appoint a coordinator for a total Arts Program.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 690	White: 739	<i>Math</i>	Black: 685	White: 766
(1982)	Grade 11	<i>Reading</i>	Black: 18	White: 25	<i>Math</i>	Black: 12	White: 18

School District: **Laurens #55 (Laurens)** White: 3,542 Black: 2,295 (39%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 5,743 of 5,743 *Private* 0 of 180
 Funds Requested: \$32,050 Funds Received: \$30,911

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	9,000	1,287	750	2,976	3,539		17,552
Pupil Services							
Instructional Staff				3,092	11,231		14,323
Other							
Indirect Cost	92	13	8	62			175
Totals	9,092	1,300	758	6,130	14,770		32,050

Description of use of funds:

2. Purchase supplementary media materials and equipment to reinforce basic concepts taught.

20. Hire a teacher to work with the 5th and 6th grade gifted students in 3 schools lacking the gifted program entitled ENCORE.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 717	White: 765	<i>Math</i>	Black: 723	White: 807
(1982)	Grade 11	<i>Reading</i>	Black: 19	White: 26	<i>Math</i>	Black: 13	White: 18

School District: **Laurens #56 (Clinton)** White: 2,339 Black: 1,626 (41%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 3,653 of 3,653 *Private* 0 of 239
 Funds Requested: \$21,808 Funds Received: \$21,808

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				1,822	14,181		16,003
Pupil Services							
Instructional Staff				5,805			5,805
Other							
Indirect Cost							
Totals				7,627	14,181		21,808

Description of use of funds:
 Purchase audiovisual materials and equipment to improve instruction in science, social studies and language arts. Also purchase dictionaries where needed.

BSAP Score Grade 3 *Reading* Black: 679 White: 730 *Math* Black: 675 White: 750
 (1982) Grade 11 *Reading* Black: 20 White: 26 *Math* Black: 15 White: 19

School District: **Lee County** White: 591 Black: 3,131 (84%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 3,633 of 3,633 *Private* 0 of 520
 Funds Requested: \$53,167 Funds Received: \$53,167

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				5,410	37,367		42,777
Pupil Services	4,852	1,348					6,200
Instructional Staff				2,241			2,241
Other			1,700				1,700
Indirect Cost	77	21	27	124			249
Totals	4,919	1,269	1,727	7,775	37,367		53,167

Description of use of funds:
 #2. Purchase grade level books, language lab, word processor, other AV equipment for more curriculum support, increase comprehension of foreign language students, and have efficient record storage.
 #4. Initiate a study of in-school suspension so as to reduce suspension.

BSAP Score Grade 3 *Reading* Black: 710 White: 762 *Math* Black: 720 White: 809
 (1982) Grade 11 *Reading* Black: 17 White: 24 *Math* Black: 12 White: 16

School District: **Lexington #1 (Lexington)** White: 8,036 Black: 641 (7%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 8,567 of 8,567 *Private* 0 of 80
 Funds Requested: \$45,351 Funds Received: \$44,236

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services							
Instructional Staff				15,338	30,013		45,351
Other							
Indirect Cost							
Totals							

Description of use of funds:
 Purchase instructional materials and school library resources.

BSAP Score Grade 3 *Reading* Black: 715 White: 759 *Math* Black: 689 White: 756
 (1982) Grade 11 *Reading* Black: 22 White: 28 *Math* Black: 15 White: 20

School District: **Lexington #2 (West Columbia)** White: 9,393 Black: 1,373 (13%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 10,410 of 10,516 *Private* 0 of 511
 Funds Requested: \$59,166 Funds Received: \$59,071

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				20,320	33,489		53,809
Pupil Services			3,300	1,816			5,116
Instructional Staff							
Other							
Indirect Cost			31	210			241
Totals			3,331	22,346	33,489		59,166

Description of use of funds:
 #2. Purchase supplementary materials and equipment to strengthen basic instruction, enhance remedial programs, and foster computer literacy.
 #4. Purchase tests to supplement those provided by the state.

BSAP Score Grade 3 *Reading* Black: 711 White: 766 *Math* Black: 706 White: 769
 (1982) Grade 11 *Reading* Black: 19 White: 25 *Math* Black: 13 White: 19

School District: **Lexington #3 (Batesburg)** White: 1,569 Black: 993 (39%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,573 of 2,330 *Private* 0 of 64
 Funds Requested: \$13,371 Funds Received: \$13,371

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction			2,050	2,346	8,975		13,371
Pupil Services							
Instructional Staff							
Other							
Indirect Cost							
Totals							

Description of use of funds:

Purchase monitors and install building distribution system in 1 high school and 1 middle school to receive instruction from South Carolina Educational TV.

BSAP Score Grade 3 *Reading* Black: 715 White: 764 *Math* Black: 714 White: 770
 (1982) Grade 11 *Reading* Black: 18 White: 25 *Math* Black: 13 White: 18

School District: **Lexington #4 (Swansea)** White: 1,299 Black: 527 (29%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,883 of 1,883 *Private* of
 Funds Requested: \$14,010 Funds Received: \$14,010

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				4,000	9,870		13,870
Pupil Services							
Instructional Staff							
Other							
Indirect Cost				140			140
Totals				4,140	9,870		14,010

Description of use of funds:

Purchase instructional materials and equipment for academic subjects.

BSAP Score Grade 3 *Reading* Black: 698 White: 734 *Math* Black: 730 White: 744
 (1982) Grade 11 *Reading* Black: 21 White: 26 *Math* Black: 13 White: 18

School District: **Lexington #5 (Ballentine)** White: 9,730 Black: 785 (7%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 10,412 of 10,412 *Private* of
 Funds Requested: \$55,330 Funds Received: \$54,918

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services							
Instructional Staff	30,000	4,776		19,057			53,833
Other							
Indirect Cost	834	133		530			1,497
Totals	30,834	4,909		19,587			55,330

Description of use of funds:

2. Purchase books to replace old ones in libraries.

4. Hire a person to determine an evaluation program for all areas of instruction and purchase evaluation instruments not provided by the state.

BSAP Score Grade 3 *Reading* Black: 713 White: 783 *Math* Black: 741 White: 819
 (1982) Grade 11 *Reading* Black: 20 White: 29 *Math* Black: 15 White: 22

School District: **McCormick** White: 261 Black: 1,652 (86%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 74 of 896* *Private* 0 of 149
 Funds Requested: \$20,048 Funds Received: \$20,048

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	18,889			1,159			20,048
Pupil Services							
Instructional Staff							
Other							
Indirect Cost							
Totals	18,889			1,159			20,048

Description of use of funds:

*Limited to Grades 7-12

Establish a special class for 9th grade students who are at least 2 years behind in language skills as a supplement for regular instruction.

BSAP Score Grade 3 *Reading* Black: 726 White: 778 *Math* Black: 781 White: 812
 (1982) Grade 11 *Reading* Black: 17 White: 25 *Math* Black: 14 White: 17

School District: **Marion #1 (Marion)** White: 1,503 Black: 1,971 (57%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 3,447 of 3,447 *Private* 0 of 573
 Funds Requested: \$33,776 Funds Received: \$33,776

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services			3,944	5,000			8,944
Instructional Staff				17,500	7,332		24,832
Other							
Indirect Cost							
Totals			3,944	22,500	7,332		33,776

Description of use of funds:

2. Purchase 1,800 books to replace others in the 5 district schools.

4. Purchase tests and scoring service to test those students not covered by the State Testing Program.

BSAP Score Grade 3 *Reading* Black: 712 White: 758 *Math* Black: 706 White: 770
 (1982) Grade 11 *Reading* Black: 20 White: 26 *Math* Black: 14 White: 19

School District: **Marion #2 (Mullins)** White: 1,001 Black: 1,842 (64%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 2,831 of 2,831 *Private* of
 Funds Requested: \$27,403 Funds Received: \$27,403

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				2,000	4,500		6,500
Pupil Services			1,500	2,358			3,858
Instructional Staff	1,200	165	1,000	11,628	2,610		16,603
Other							
Indirect Cost	27	4	56	355			442
Totals	1,227	169	2,556	16,341	7,110		27,403

Description of use of funds:

2. Purchase books, media materials, and replace equipment for libraries.

3. Hire a part-time person and establish a center for personnel to develop curricular materials and conduct workshops.

4. Purchase tests for grades not included in the state program.

BSAP Score Grade 3 *Reading* Black: 701 White: 738 *Math* Black: 714 White: 784
 (1982) Grade 11 *Reading* Black: 19 White: 24 *Math* Black: 15 White: 20

School District: **Marion #3 (Rains)** White: 64 Black: 712 (92%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 827 of 827 *Private* of
 Funds Requested: \$9,385 Funds Received: \$9,357

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction			1,532	1,831	6,000		9,363
Pupil Services							
Instructional Staff							
Other							
Indirect Cost			10	12			22
Totals			1,541	1,843	6,000		9,385

Description of use of funds:

2. Purchase instructional materials and library resources.

3. Participate in Pee Dee Education Center for professional development of personnel.

BSAP Score Grade 3 *Reading* Black: 675 White: 639 *Math* Black: 675 White: 689
 (1982) Grade 11 *Reading* Black: 16 White: 21 *Math* Black: 12 White: 17

School District: **Marion #4 (Gresham)** White: 159 Black: 361 (69%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 373 of 582 *Private* of
 Funds Requested: \$5,059 Funds Received: \$4,651

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	3,342	948					4,290
Pupil Services							
Instructional Staff				703			703
Other							
Indirect Cost	44	13		9			66
Totals	3,386	961		712			5,059

Description of use of funds:

2. Purchase 140 books for 1 elementary school.

3. Hire a library aide in 1 elementary school.

BSAP Score Grade 3 *Reading* Black: 716 White: 751 *Math* Black: 729 White: 778
 (1982) Grade 11 *Reading* Black: 17 White: 22 *Math* Black: 12 White: 17

School District: **Marlboro** White: 2,993 Black: 4,169 (58%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 7,204 of 7,204 *Private* 0 of 320
 Funds Requested: \$67,609 Funds Received: \$67,609

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction					35,753		35,753
Pupil Services			6,400	2,580			8,980
Instructional Staff				21,820			21,820
Other							
Indirect Cost			220	836			1,056
Totals			6,620	25,236	35,753		67,609

Description of use of funds:
 # 2. Purchase library books, AV materials to target below-grade students, especially in area of reading.
 # 4. Supplement state provided student tests.

BSAP Score Grade 3 *Reading* Black: 679 White: 718 *Math* Black: 680 White: 748
 (1982) Grade 11 *Reading* Black: 18 White: 24 *Math* Black: 13 White: 17

School District: **Newberry** White: 3,420 Black: 3,020 (47%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 6,367 of 6,367 *Private* 0 of 262
 Funds Requested: \$34,614 Funds Received: \$34,614

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction			1,900	17,008	15,500		34,408
Pupil Services							
Instructional Staff							
Other							
Indirect Cost			21	185			206
Totals			1,921	17,193	15,500		34,614

Description of use of funds:
 # 2. Purchase supplementary materials and equipment to better address needs of all students.
 # 3. Institute "Early Prevention of School Failure" program in 3 elementary schools where 35-40 of the students test "not ready" on readiness tests.

BSAP Score Grade 3 *Reading* Black: 693 White: 762 *Math* Black: 704 White: 778
 (1982) Grade 11 *Reading* Black: 17 White: 26 *Math* Black: 13 White: 19

School District: **Oconee** White: 8,974 Black: 1,338 (13%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 6,119 of 10,116 *Private* 0 of 120
 Funds Requested: \$53,053 Funds Received: \$52,940

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				2,000	40,541		42,541
Pupil Services				6,515	3,997		10,512
Instructional Staff							
Other							
Indirect Cost							
Totals				8,515	44,538		53,053

Description of use of funds:

Purchase microcomputers for math and science classes, grades 7-12, and train elementary teachers in computer science. Also purchase books, AV materials and equipment in kindergarten and elementary schools.

BSAP Score Grade 3 *Reading* Black: 703 White: 760 *Math* Black: 686 White: 766
 (1982) Grade 11 *Reading* Black: 22 White: 26 *Math* Black: 15 White: 18

School District: **Orangeburg #1 (Springfield)** White: 413 Black: 905 (69%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,252 of 1,252 *Private* 0 of 162
 Funds Requested: \$14,432 Funds Received: \$12,844

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				2,744	7,123		9,867
Pupil Services				500			500
Instructional Staff			4,000				4,000
Other							
Indirect Cost			36	29			65
Totals			4,036	3,273	7,123		14,432

Description of use of funds:

#2. Purchase materials and equipment to assist in the improvement of basic skills.

#3. Provide inservice training for staff to focus on improvement of basic math skills.

BSAP Score Grade 3 *Reading* Black: 677 White: 729 *Math* Black: 647 White: 698
 (1982) Grade 11 *Reading* Black: 17 White: 23 *Math* Black: 13 White: 17

School District: **Orangeburg #2 (Bowman)** White: 61 Black: 890 (94%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 927 of 927 *Private* 0 of 140
 Funds Requested: \$11,667 Funds Received: \$11,667

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				3,300	6,800		10,100
Pupil Services							
Instructional Staff				1,500			1,500
Other							
Indirect Cost				67			67
Totals				4,867	6,800		11,667

Description of use of funds:
 Purchase AV equipment and library books to improve level of instruction at elementary and high school.

<i>BSAP Score (1982)</i>	Grade 3	<i>Reading</i>	Black: 722	White: 684	<i>Math</i>	Black: 819	White: 710
	Grade 11	<i>Reading</i>	Black: 17	White: 26	<i>Math</i>	Black: 11	White: 18

School District: **Orangeburg #3 (Holly Hill)** White: 511 Black: 2,948 (85%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 3,219 of 3,219 *Private* 0 of 273
 Funds Requested: \$45,533 Funds Received: \$45,533

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	13,589	3,500		2,360	13,864		33,313
Pupil Services				11,340			11,340
Instructional Staff							
Other							
Indirect Cost	380	98		402			880
Totals	13,969	3,598		14,102	13,864		45,533

Description of use of funds:
 #2. Purchase library books, AV equipment/materials.
 #3. Hire 3 tutorial aides to assist in reading and math those eligible Chapter 1 students who presently are not included in the program.

<i>BSAP Score (1982)</i>	Grade 3	<i>Reading</i>	Black: 708	White: 740	<i>Math</i>	Black: 729	White: 755
	Grade 11	<i>Reading</i>	Black: 16	White: 25	<i>Math</i>	Black: 11	White: 17

School District: **Orangeburg #4 (Cordova)** White: 874 Black: 766 (46%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,623 of 1,623 *Private* of
 Funds Requested: \$18,009 Funds Received: \$18,009

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services				925			925
Instructional Staff			1,875	10,000	5,000		16,875
Other				925			925
Indirect Cost			45	164			209
Totals			1,920	11,089	5,000		18,009

Description of use of funds:

- # 2. Purchase books, AV supplies and materials for district schools.
- # 3. Conduct a 5-day workshop for 20 elementary math teachers. Purchase microcomputer and software for science and math students in middle and high school.
- # 6. Undertake a comprehensive public relations program within the school and between the school and community.

BSAP Score Grade 3 *Reading* Black: 696 White: 742 *Math* Black: 676 White: 755
 (1982) Grade 11 *Reading* Black: 19 White: 26 *Math* Black: 13 White: 18

School District: **Orangeburg #5 (Orangeburg)** White: 1,599 Black: 5,002 (75%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 640 of 3,691* *Private* 6 of 1,964
 Funds Requested: \$69,801 Funds Received: \$69,801

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	54,881	9,800		1,500			66,181
Pupil Services							
Instructional Staff							
Other							
Indirect Cost	3,002	536		82			3,620
Totals	57,883	10,336		1,582			69,801

Description of use of funds:

*Limited to Grades 7-12

Students in 7th and 8th grades will spend additional time with language arts teachers to improve skills.

BSAP Score Grade 3 *Reading* Black: 704 White: 728 *Math* Black: 726 White: 751
 (1982) Grade 11 *Reading* Black: 20 White: 27 *Math* Black: 14 White: 19

School District: **Orangeburg #6 (North)** White: 373 Black: 670 (64%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 30 of 1,006 *Private* of
 Funds Requested: \$8,000 Funds Received: \$8,000

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction			2,500	1,200			3,700
Pupil Services	3,320	465			575		4,300
Instructional Staff							
Other							
Indirect Cost							
Totals	3,320	465	2,500	1,200	575		8,000

Description of use of funds:
 #2. Purchase additional library materials with emphasis on black culture/history.
 #3. Establish special classes for students with disciplinary problems to reduce school suspension. Seek to improve student test scores by observing teachers' methods in other districts.

BSAP Score Grade 3 *Reading* Black: 648 White: 698 *Math* Black: 682 White: 708
 (1982) Grade 11 *Reading* Black: 16 White: 21 *Math* Black: 12 White: 16

School District: **Orangeburg #7 (Elloree)** White: 95 Black: 766 (89%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 933 of 933 *Private* 0 of 257
 Funds Requested: \$11,703 Funds Received: \$11,703

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services							
Instructional Staff			1,075	4,802	5,760		11,637
Other							
Indirect Cost			12	54			66
Totals			1,087	4,856	5,760		11,703

Description of use of funds:
 #2. Purchase books and bulletin board paper dispenser.
 #3. Purchase computer, especially for classroom management and instructional uses in basic skills, but also for administrative functions.
 #4. Testing every student with Basic Skills Test Form U.

BSAP Score Grade 3 *Reading* Black: 668 White: 718 *Math* Black: 700 White: 774
 (1982) Grade 11 *Reading* Black: 14 White: 19 *Math* Black: 11 White: 15

School District: **Orangeburg #8 (Branchville)** White: 308 Black: 332 (52%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 606 of 606 *Private* of
 Funds Requested: \$5,401 Funds Received: \$5,300

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				3,076			3,076
Pupil Services				1,876	455		2,325
Instructional Staff							
Other							
Indirect Cost							
Totals				4,946	455		5,501

Description of use of funds:
 Purchase of instructional materials, books and hardware for the libraries to assist the teaching of basic skills.

BSAP Score Grade 3 *Reading* Black: 655 White: 719 *Math* Black: 652 White: 742
 (1982) Grade 11 *Reading* Black: 17 White: 24 *Math* Black: 13 White: 19

School District: **Pickens** White: 13,039 Black: 1,409 (9%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 13,993 of 13,993 *Private* 0 of 473
 Funds Requested: \$76,101 Funds Received: \$76,101

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				1,500	500		2,000
Pupil Services							
Instructional Staff				11,032	15,000		26,032
Other	39,050	6,619	2,400				48,069
Indirect Cost							
Totals	39,050	6,619	2,400	12,532	15,500		76,101

Description of use of funds:
 #2. Purchase materials and equipment in areas of math, science, language arts and social sciences; also AV equipment and library books.
 #3. Provide math teacher in-service training program and develop parental involvement to focus on math learning experiences. Develop program to strengthen primary student skill areas.
 #25. To continue a Primary Grade Health Curriculum in grades K-3.

BSAP Score Grade 3 *Reading* Black: 700 White: 750 *Math* Black: 703 White: 767
 (1982) Grade 11 *Reading* Black: 21 White: 27 *Math* Black: 14 White: 19

School District: **Richland #1 (Columbia)** White: 8,692 Black: 20,508 (69%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 3,243 of 29,102 *Private* 1,652 of 4,511
 Funds Requested: \$273,496 Funds Received: \$273,496

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	139,927	26,049	3,450	50,362	4,202		224,260
Pupil Services							
Instructional Staff	32,959	5,493	7,321	3,363			49,136
Other			100				100
Indirect Cost							
Totals	172,886	31,542	10,871	53,995	4,202		273,496

Description of use of funds:
 # 3. A remediation program will be developed to target students below standards in reading and math grades 1 to 8.
 # 6. Continuation of artistically talented and gifted classes in visual arts, ballet and drama.
 # 8. Continuation of a teacher center to provide support for teachers in improving basic skills instruction and classroom management.

<i>BSAP Score (1982)</i>	Grade 3	<i>Reading</i>	Black: 714	White: 770	<i>Math</i>	Black: 717	White: 789
	Grade 11	<i>Reading</i>	Black: 19	White: 27	<i>Math</i>	Black: 13	White: 19

School District: **Richland #2 (County)** White: 7,701 Black: 3,202 (29%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 10,539 of 10,539 *Private* 215 of 215
 Funds Requested: \$57,477 Funds Received: \$57,477

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	13,230	1,852	2,500	26,437			44,019
Pupil Services							
Instructional Staff							
Other			11,460				11,460
Indirect Cost	476	67	502	953			1,998
Totals	13,706	1,919	14,462	27,390			57,477

Description of use of funds:
 # 2. Purchase instructional materials and supplies and library resources.
 # 15. Purchase career educational materials to update the Career Education Resource Library.
 # 20. Inservice training for elementary teachers of gifted students in grades 1 to 3. Also supplies and materials for use in these classes.

<i>BSAP Score (1982)</i>	Grade 3	<i>Reading</i>	Black: 705	White: 765	<i>Math</i>	Black: 699	White: 787
	Grade 11	<i>Reading</i>	Black: 21	White: 28	<i>Math</i>	Black: 15	White: 20

School District: **Saluda** White: 1,392 Black: 1,001 (42%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 2,381 of 2,381 *Private* of
 Funds Requested: \$13,114 Funds Received: \$13,114

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				6,114			6,114
Pupil Services							
Instructional Staff			7,000				7,000
Other							
Indirect Cost							
Totals			7,000	6,114			13,114

Description of use of funds:

- # 2. Provide additional instructional materials and equipment in areas of reading, math and writing.
- # 3. Provide staff development for administrators and teachers to improve basic skill instruction.

BSAP Score Grade 3 *Reading* Black: 677 White: 737 *Math* Black: 678 White: 777
 (1982) Grade 11 *Reading* Black: 18 White: 28 *Math* Black: 14 White: 20

School District: **Spartanburg #1 (Campobello)** White: 3,366 Black: 755 (18%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 4,549 of 4,549 *Private* 0 of 151
 Funds Requested: \$21,892 Funds Received: \$21,606

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				21,671			21,671
Pupil Services							
Instructional Staff							
Other							
Indirect Cost				221			221
Totals				21,892			21,892

Description of use of funds:

- Purchase instructional materials, AV equipment and library resources to foster improvement of basic skills of math and language arts. Also expand the toy-lending library for the pre-kindergarten program.

BSAP Score Grade 3 *Reading* Black: 701 White: 755 *Math* Black: 750 White: 796
 (1982) Grade 11 *Reading* Black: 17 White: 24 *Math* Black: 12 White: 17

School District: **Spartanburg #2 (Bolling Springs)** White: 5,917 Black: 829 (12%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 6,584 of 6,584 *Private* 0 of 64
 Funds Requested: \$35,092 Funds Received: \$35,013

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				8,000			8,000
Pupil Services							
Instructional Staff			2,000	12,216	12,800		27,016
Other							
Indirect Cost							
Totals			2,000	20,285	12,800		35,092

Description of use of funds:

Purchase library books, instructional aids and a microcomputer for each elementary and 1 middle and junior high school libraries.

<i>BSAP Score</i> (1982)	Grade 3	<i>Reading</i>	Black: 694	White: 755	<i>Math</i>	Black: 733	White: 800
	Grade 11	<i>Reading</i>	Black: 20	White: 25	<i>Math</i>	Black: 14	White: 17

School District: **Spartanburg #3 (Glendale)** White: 2,764 Black: 808 (23%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 103 of 1,758* *Private* of
 Funds Requested: \$18,525 Funds Received: \$18,468

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				2,432	16,046		18,478
Pupil Services							
Instructional Staff							
Other							
Indirect Cost				47			47
Totals				2,479	16,046		18,525

Description of use of funds:

*Limited to Grades 10-12

Purchase 6 microcomputer systems and software in math, science and business education for advanced students in grades 10-12.

<i>BSAP Score</i> (1982)	Grade 3	<i>Reading</i>	Black: 736	White: 767	<i>Math</i>	Black: 730	White: 774
	Grade 11	<i>Reading</i>	Black: 20	White: 26	<i>Math</i>	Black: 14	White: 18

School District: **Spartanburg #4 (Woodruff)** White: 2,010 Black: 676 (25%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 2,780 of 2,780 *Private* of
 Funds Requested: \$13,866 Funds Received: \$13,866

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				12,880			12,880
Pupil Services				986			986
Instructional Staff							
Other							
Indirect Cost							
Totals				13,866			13,866

Description of use of funds:

#2. To provide additional library resources and instructional materials in areas of math, science, language and reading to improve student achievement.

#4. To provide a testing program for grades not covered by state programs.

BSAP Score Grade 3 *Reading* Black: 710 White: 744 *Math* Black: 668 White: 736
 (1982) Grade 11 *Reading* Black: 20 White: 27 *Math* Black: 14 White: 20

School District: **Spartanburg #5 (Duncan)** White: 3,275 Black: 1,026 (24%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 4,259 of 4,259 *Private* of
 Funds Requested: \$22,282 Funds Received: \$22,282

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				12,282	10,000		22,282
Pupil Services							
Instructional Staff							
Other							
Indirect Cost							
Totals				12,282	10,000		22,282

Description of use of funds:

To acquire school library books, materials, and instructional equipment.

BSAP Score Grade 3 *Reading* Black: 729 White: 763 *Math* Black: 725 White: 793
 (1982) Grade 11 *Reading* Black: 19 White: 26 *Math* Black: 12 White: 17

School District: **Spartanburg #6 (City and County)** White: 6,543 Black: 1,343 (17%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 7,902 of 7,902 *Private* 23 of 79
 Funds Requested: \$42,364 Funds Received: \$41,628

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services				11,158	19,770		30,928
Instructional Staff			5,736				5,736
Other	5,000	700					5,700
Indirect Cost							
Totals	5,000	700	5,736	11,158	19,770		42,364

Description of use of funds:

- # 2. Purchase equipment and materials for teaching reading, writing, math, language arts, social studies and science.
- # 3. Establish workshops for teacher development.
- # 4. Undertake a testing program not covered by the state.

BSAP Score Grade 3 *Reading* Black: 723 White: 776 *Math* Black: 739 White: 827
 (1982) Grade 11 *Reading* Black: 20 White: 26 *Math* Black: 14 White: 19

School District: **Spartanburg #7 (Spartanburg)** White: 5,816 Black: 5,250 (47%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 10,892 of 10,892 *Private* 282 of 953
 Funds Requested: \$91,621 Funds Received: \$90,825

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				74,774	5,500		80,274
Pupil Services	1,716	244		5,000			6,960
Instructional Staff							
Other			1,000	1,000			2,000
Indirect Cost	49	7	28	2,302			2,386
Totals	1,765	251	1,028	83,076	5,500		91,621

Description of use of funds:

- # 2. Purchase materials and equipment (books, AV devices, microcomputers) to improve student achievement.
- # 3. Develop printed materials for parents to bring parents and teachers closer.
- # 4. Provide additional diagnostic testing for junior high students in the language arts program.

BSAP Score Grade 3 *Reading* Black: 711 White: 790 *Math* Black: 698 White: 800
 (1982) Grade 11 *Reading* Black: 19 White: 29 *Math* Black: 14 White: 21

School District: **Sumter #2 (County)** White: 3,456 Black: 5,531 (61%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 8,646 of 8,646 *Private* 0 of 1,246
 Funds Requested: \$94,624 Funds Received: \$94,624

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	26,000	6,573		19,945	10,000		62,518
Pupil Services							
Instructional Staff			27,557	4,549			32,106
Other							
Indirect Cost							
Totals	26,000	6,573	27,557	24,494	10,000		94,624

Description of use of funds:

#2. Purchase supplemental instructional supplies and equipment and library resources in language arts, reading, math and science.

#3. Provide intensive diagnostic/prescriptive training for professional personnel and aides in reading/language arts instruction. Also conduct workshops to develop better evaluation skills.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 720	White: 749	<i>Math</i>	Black: 729	White: 756
(1982)	Grade 11	<i>Reading</i>	Black: 19	White: 26	<i>Math</i>	Black: 13	White: 18

School District: **Sumter #17 (Sumter)** White: 4,294 Black: 4,965 (54%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 9,299 of 10,157 *Private* 370 of 1,268
 Funds Requested: \$97,386 Funds Received: \$95,324

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction			12,000	30,062	25,000		67,062
Pupil Services			2,100	3,138	25,000		30,238
Instructional Staff							
Other							
Indirect Cost							
Totals			14,127	33,259	50,000		97,386

Description of use of funds:

Purchase materials, equipment and services to use computers to improve management of Basic Skills Aptitude Test in elementary and secondary schools. This will save time and be more teacher and administrative efficient.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 702	White: 749	<i>Math</i>	Black: 699	White: 766
(1982)	Grade 11	<i>Reading</i>	Black: 19	White: 26	<i>Math</i>	Black: 13	White: 18

School District: **Union** White: 3,766 Black: 2,512 (40%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 9,299 of 10,157 *Private* 0 of 109
 Funds Requested: \$33,560 Funds Received: \$33,560

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				10,000	14,160		24,160
Pupil Services			3,400	6,000			9,400
Instructional Staff							
Other							
Indirect Cost							
Totals			3,400	16,000	14,160		33,560

Description of use of funds:

- # 2. Provide supplemental instructional materials and equipment to maintain or increase achievement.
- # 4. Test grades not tested by the state to effectively plan programs and purchase needed materials. Purchase guidance and counseling materials for adolescents.

BSAP Score Grade 3 *Reading* Black: 707 White: 748 *Math* Black: 728 White: 777
 (1982) Grade 11 *Reading* Black: 17 White: 25 *Math* Black: 13 White: 18

School District: **Williamsburg** White: 1,550 Black: 7,074 (82%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 8,495 of 8,495 *Private* 0 of 786
 Funds Requested: \$106,552 Funds Received: \$102,925

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				25,039	26,086		51,125
Pupil Services							
Instructional Staff			4,655	22,539	28,233		55,427
Other							
Indirect Cost							
Totals			4,655	47,578	54,319		106,552

Description of use of funds:

- # 2. Purchase supplemental instructional materials and equipment for every school.
- # 3. Contract with Pee Dee Regional Educational Center for consultation and in-service training.

BSAP Score Grade 3 *Reading* Black: 702 White: 751 *Math* Black: 697 White: 762
 (1982) Grade 11 *Reading* Black: 18 White: 25 *Math* Black: 13 White: 18

School District: **York #1 (York)** White: 3,549 Black: 1,234 (33%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 3,621 of 3,621 *Private* of
 Funds Requested: \$19,845 Funds Received: \$19,845

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction				4,000	1,600		5,600
Pupil Services							
Instructional Staff			2,000	10,289	1,550		13,839
Other							
Indirect Cost				406			406
Totals			2,000	14,695	3,150		19,845

Description of use of funds:

- # 1. Continue previous remedial programs and purchase supplemental materials and equipment for learning center.
- # 2. Purchase library resources.
- # 3. Staff development.

BSAP Score Grade 3 *Reading* Black: 688 White: 743 *Math* Black: 701 White: 762
 (1982) Grade 11 *Reading* Black: 18 White: 25 *Math* Black: 14 White: 18

School District: **York #2 (Clover)** White: 2,340 Black: 657 (22%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 3,060 of 3,060 *Private* of
 Funds Requested: \$15,193 Funds Received: \$15,193

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction							
Pupil Services							
Instructional Staff				6,300	8,893		15,193
Other							
Indirect Cost							
Totals							

Description of use of funds:

Update all school libraries, add video cassette recorders and projection screen.

BSAP Score Grade 3 *Reading* Black: 697 White: 746 *Math* Black: 682 White: 767
 (1982) Grade 11 *Reading* Black: 19 White: 25 *Math* Black: 14 White: 19

School District: **York #3 (Rock Hill)** White: 8,571 Black: 4,302 (33%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 146 of 6,268* *Private* 17 of 146
 Funds Requested: \$94,007 Funds Received: \$94,007

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction	50,690	8,826		1,012	32,432		92,960
Pupil Services							
Instructional Staff							
Other							
Indirect Cost	877	153		17			1,047
Totals	51,567	8,979		1,029	32,432		94,007

Description of use of funds:

*Limited to Grades 1-6

#1. Basic skills instruction in 3 junior high math labs.

#2. Purchase instructional equipment and materials for academic subjects in elementary and secondary schools. Acquire library resources and books.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 703	White: 743	<i>Math</i>	Black: 722	White: 775
(1982)	Grade 11	<i>Reading</i>	Black: 20	White: 27	<i>Math</i>	Black: 14	White: 19

School District: **York #4 (Fl. Mill)** White: 2,560 Black: 301 (10%)
 Program Purposes: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 Pupil Participation: *Public* 1,622 of 2,594 *Private* of
 Funds Requested: \$14,552 Funds Received: \$14,552

<i>Use of Funds:</i>	<i>Salaries</i>	<i>Benefits</i>	<i>Purchases Services</i>	<i>Supplies & Materials</i>	<i>Capital Outlay</i>	<i>Other</i>	<i>Total</i>
Instruction			4,000	9,325	1,000		14,325
Pupil Services							
Instructional Staff							
Other							
Indirect Cost			68	159			227
Totals			4,068	9,484	1,000		14,552

Description of use of funds:

Rewrite curriculum guide. Develop math test. Establish remedial program, purchasing materials and equipment. Acquire materials for and establish a reading center.

<i>BSAP Score</i>	Grade 3	<i>Reading</i>	Black: 698	White: 749	<i>Math</i>	Black: 715	White: 790
(1982)	Grade 11	<i>Reading</i>	Black: 16	White: 27	<i>Math</i>	Black: 12	White: 18