



Agenda

Board of Trustees

Regular Meeting

Location: Center for Advanced Technical Studies

Video Livestream: <https://www.youtube.com/watch?v=fEOYSu4Sw4E>

September 11, 2023

1. Call to order at 6:00 p.m.
2. Approval of the agenda
3. Enter Executive Session to consider the following:
 - a. Selected employment items (Exhibit A) (Action)
 - b. Selected employment items (Exhibit B) (Information Only)
 - c. Contractual matter regarding District-Wide Social and Emotional Learning (SEL) Program (Exhibit C)
 - d. Contractual matter regarding Professional Development Services (Exhibit D)
 - e. Legal advice regarding request for sewer easement at Spring Hill High School (Exhibit N)
4. Call to order and convene regular meeting at 7:00 p.m.
5. Welcoming remarks – Rebecca Blackburn Hines, Board Chair
6. Invocation – Kimberly Snipes, Board of Trustees
7. Pledge of Allegiance – Kimberly Snipes, Board of Trustees
8. School Board Spotlight
9. Superintendent's Report
 - a. District FOCUS: Strategic Plan Update for 2022-2023 to 2026-2027
 - b. District-Wide Social and Emotional Learning (SEL) Program
 - c. Academic Update
10. Approval of the minutes of the August 21, 2023, board meeting

www.lexrich5.org

1020 Dutch Fork Road · Irmo, South Carolina 29063 · (803) 476-8000

"We Love and Grow Our Students!"

11. Public Participation*

ACTION AGENDA

12. Action as Necessary or Appropriate on Matters Discussed in Executive Session
13. OFSA (Office of Federal & State Accountability) Waiver Form (Exhibit E)
14. Second and Final Approval of Proposed Revisions to Board Policy IKACC
"Placement of Non-Accredited Private and Home School Secondary Students"
(Exhibit F)
15. Second and Final Reading Approval of Proposed Revisions to Board Policy IHCA
"Summer School" (Exhibit G)
16. Second and Final Reading Approval of Proposed Revisions to Board Policy IJNDAA
"Distance, Online, and Virtual Education" (Exhibit H)
17. Second and Final Reading Approval of Proposed Revisions to Board Policy IKG
"Secondary Education" (Exhibit I)
18. Second and Final Reading Approval of Proposed Revisions to Board Policy IKD
"Honor Rolls" (Exhibit J)

DISCUSSION AGENDA

19. McMillan | Pazdan | Smith Population and Enrollment Forecasts, 2023-24
Through 2032-33 (Exhibit K)
20. Student Nutrition Fees: USDA's Community Eligibility Provision (CEP)
21. Adjourn

INFORMATION AGENDA

22. Ten Day Enrollment Report (Exhibit L)
23. Title I, Title II, and Title IV Programs for 2023-2024 (Exhibit M)
24. Board Retreat, September 15, 2023, Saluda Shoals Park (River Center)
25. The next regular scheduled board meeting will be September 25, 2023, at the
Center for Advanced Technical Studies.

* The Board welcomes and encourages public participation. We respectfully ask that you adhere to the procedures provided in board policy BEDH "Public Participation at Meetings". Your comments should be limited to three minutes and must remain on either the topic noted on your sign-in form or a listed agenda item. Questions asked during public participation will be handled in accordance with board policy BEDH.



Minutes/August 21, 2023

The Board of Trustees of School District Five of Lexington and Richland Counties met at the Center for Advanced Technical Studies with the following members present:

Mrs. Elizabeth Barnhardt
Mrs. Rebecca Blackburn Hines, Chair
Mr. Matt Hogan, Vice Chair
Mrs. Catherine Huddle
Mike Satterfield
Kevin Scully
Kimberly Snipes, Secretary
Dr. Akil Ross, Superintendent

The following staff were in attendance:

Dr. Michael Harris, Chief Student Services and Planning Officer
Mrs. Tina McCaskill, Chief Academics Officer
Ms. Maddison Paul, Chief Financial Officer
Mrs. Amanda Taylor, Director of Communications
Dr. Tamara Turner, Chief of Human Resources
Mr. Dave Weissman, Executive Director of Operations

A livestream video link was provided to the public as a viewing option for the August 21, 2023, board meeting.

Chair Blackburn Hines called the regular meeting to order and gave welcoming remarks.

Kevin Scully, Board of Trustees, gave the Invocation and Pledge of Allegiance.

The Board conducted the School Board Spotlight.

During the Superintendent's Report, Dr. Ross presented updates on District FOCUS: Strategic Plan Update for 2022-2023 to 2026-2027; Ms. Maddison Paul, Chief Financial Officer presented and ESSER Quarterly Update (Exhibit F); and Mrs. Amanda Taylor, Director of Communications presented a 2023-2024 Back to School Video.

During the public participation, Bethany Lindberg spoke about trans rights and the courses/discussions in schools; Jay Kilmartin spoke about creating a commission/panel to review curriculum; and Joe White spoke about creating a commission panel for inappropriate matters.

The Board presented for discussion:

- Update on Five-Year Master Facilities Plan
- Discussion Regarding a Procurement Matter (Exhibit M)
- Board Retreat – September 15, 2023 (Exhibit N)

The board presented for information:

- Minority Business Procurements (Exhibit O)
- Strategic Plan Update for 2022-2023 to 2026-2027 (Exhibit P)
- McMillan, Pazdan, Smith Population and Enrollment Forecasts, 2023-24 Through 2032-33 (Exhibit Q)

A = Absent
AB = Abstain
N = No
X = Yes
R = Recuse

**SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES**

S N I P E S	S C U L Y	S A T T E R F I E L D	H U D D L E	H O G A N	B L A C K B U R N H I N E S	B A R N H A R D T
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**SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES**

Meeting of August 21, 2023

		B A R N H A R D T	B L A C K B U R N H I N E S	H O G A N	H U D D L E	S A T T E R F I E L D	S C U L L Y	S N I P E S
	appropriateness and assist the legislators in the development of possible legislation and the Board with the development of possible policy.							
	M. Huddle S. Barnhardt	X	N	N	X	N	N	N
	I make a motion to amend my motion to welcome representative Kilmartin and White to present a plan to the Board for approval.							
	VOTE ON ORIGINAL MOTION	X	N	N	X	N	N	N
5.	M. Hogan S. Snipes I move that we approve the selected employment items as shown in Exhibit A for action.	X	X	X	X	X	X	X
6.	M. Hogan S. Snipes I move that the Board approves the administration's recommendation on approval of the Minority Business Enterprise Utilization Plan. (Exhibit G)	X	X	X	X	X	X	X
7.	M. Hogan S. Snipes I move that we approve the first reading of proposed revisions to Board Policy IKACC "Placement of Non-Accredited Private and Home School Secondary Students" (Exhibit H); Board Policy IHCA "Summer School" (Exhibit I); Board Policy IJNDAA "Distance, Online, and Virtual Education" (Exhibit J); and Board Policy IKG "Secondary Education" (Exhibit K).	X	X	X	AB	X	X	X

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**SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES**

Meeting of August 21, 2023

			B A R N H A R D T	B L A C K B U R N H I N E S	H O G A N	H U D D L E	S A T T E R F I E L D	S C U L L Y	S N I P E S
8.	M. Hogan	S. Barnhardt	X	X	X	X	X	X	X
	I move that we approve the first reading of proposed revisions to Board Policy IKD "Honor Rolls" (Exhibit L).								
9.	M. Snipes	S. Barnhardt	X	X	X	X	X	X	X
	Adjourn at 9:04 p.m.								

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V. Findings and Recommendations

Finding #1: The SIG determined the District's accounts payable officials and project managers did not ensure sufficient documentation was provided by CCI to support the amount requested for payment in the pay apps and that the District failed to provide proper contract management and oversight of the payment process. This resulted in missed opportunities to ensure stewardship of taxpayer funds and questioned costs of \$396,700.65 for the PWES project. Subsequent investigation by the SIG identified sufficient documentation that reduced the final total of questioned disbursements to only \$38,362.69.

Recommendation #1: The SIG recommends that the District ensure sufficient supporting invoices or other documentation are provided by the contractor to support the amount requested for payment, provide proper contract management and oversight of the contract payment process, and remediate and strengthen internal controls. Based on policy changes, internal controls, and training initiated by the District's Board, superintendent, and CFO over the past two years this matter has been addressed. **No further action is required.**

Finding #2a: The SIG determined that a selection committee member prepared written statements as required by the South Carolina Code of Laws §8-13-700 (B)(3) that provided notice to the selection committee of his/her potential conflict of interest, and the agency head was apprised of the member's potential conflict and deemed him/her qualified.

Finding #2b: The SIG determined District officials and selection committee members were unable to provide the identity of the appointing official, documentation regarding the appointments, the timing of the appointments, or the criteria used for determining qualified committee members.

Recommendation #2: The SIG recommends that the agency head ensure any delegation of authority, the appointment of selection committee members, and the criteria used for selection be documented and retained in the procurement file. Based on policy changes, and internal controls implemented by the District's Board, superintendent, and CFO over the past two years this matter has been addressed. **No further action is required.**

Finding #3: The SIG determined that the Board's disregard of at least three legal reviews, including two investigations, in order to pursue ethics actions against a selection committee member constituted waste of District resources, amounting to at least \$12,605 and Board interference in violation of Board policy BBA.

Recommendation #3: The SIG recommends that the Board should adhere to all Board policies.

Finding #4a: The SIG determined that the District's execution of a Buyer Agency Agreement with The Education Group, Inc. without Board approval was a violation of the District's procurement code.

Finding #4b: The SIG determined that the District issued an RFP (Solicitation #2022-011) seeking a certified public accounting firm to provide procurement audit services for FYs 2019 - 2021, with the option to also audit FYs 2017 and 2018. As specified in the Scope of Work of the RFP, the procurement audit was required to be performed in accordance with the agreed upon audit procedures issued by the DPS. However, the audit agreement was changed by Board and District representatives from a procurement audit to a procurement consulting services contract, which was a substantial departure from the RFP requirements that resulted in the waste of \$105,650 in District resources.

Attachment #1, pg. 3 is included
the minutes of the 8.21.23
meeting, at the request of Board member
Rebecca Blackburn Hines
pursuant to South Carolina Code
Ann. Section 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

The full report is available through the SIG's website and in the board packet for this meeting, listed as Exhibit M. I will leave it to the public to review the report in its entirety; however, I will address some of the findings and recommendations contained in the report.

First and foremost, I think it is very important to recognize that the SIG praised District 5 for proactively identifying procurement and contract management issues and moving forward through proactive strategies, policies and efforts implemented by the board, superintendent and CFO to improve upon process and internal controls.

The SIG identified 4 findings and recommendations during the course of the investigation.

These findings are: (Read pages 21-22 of report attached)

Regarding Finding 1, I believe it is very important to recognize that the lack of internal controls and complacency within the District raised several questions relating to the costs of Piney Woods Elementary School. These issues are on the District and as identified by the SIG, we have taken steps to address them. Any implication of wrongdoing by outside parties is unfounded to our present knowledge.

Findings 3 & 4 both identify recommendations directed at the board. In an attempt to address these recommendations, the board intends to do the following:

- (1) We have an upcoming board retreat, in which we plan to discuss board priorities and district priorities and how we can effectively communicate & work together. In part, we will discuss policies that are directed at the board. It's important to understand that our current board contains new members. The three "most experienced" board members were elected in November 2020. We may, in the future, have additional workshops facilitated to ensure that the board understands the B policies and the roles of board members.
- (2) The SIG recommended that the Board receive training regarding the District's procurement code and the role and authority of the procurement officer in awarding contracts. No one on this board is an expert on procurement and we welcome this opportunity to improve. Upon approval of the SIG, we have identified some highly qualified state procurement officials and are currently seeking to coordinate the appropriate trainings/workshops to address this recommendation.

Finally, I want to reiterate that the SIG's report stands on its own.

Submitted to the Minutes of the August 21, 2023 Board Meeting

Rebecca Blackburn Hines, Board Chair

Attachment #1, pg. 2 is included with the minutes of the 8.21.23 meeting, at the request of Board member Rebecca Blackburn Hines pursuant to South Carolina Code Ann. Section 30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

On September 19th, 2022, the Board of Trustees (at that time), held a special called meeting at the district office to receive the Phase II report provided by JAG, an external auditor. Following executive session, the Board convened in open session and voted on a series of motions related to the report. Some of these motions included:

- (1) Motion to direct our attorney to share the Procurement Examination and Consulting Phase II Report dated September 19, 2022 with the South Carolina Attorney General and the Office of Inspector General per Section 2420 in the District's procurement code "reporting of anticompetitive practices;"
- (2) Motion to direct our attorney to send the letter to the vendor as discussed in executive session in order to recoup excess costs and overbilling we believe the District incurred;
- (3) Motion in accordance with the District's procurement code Section 4220 Causes for Debarment or Suspension, we instruct the Chief Financial Officer, as the District's Chief Business Official to conduct an administrative review of the audit finding and other relevant information within 90 days to determine if debarment or suspension is warranted for any of the vendors included in the Procurement Examination and Consulting Phase II Report dated September 19, 2022;
- (4) Motion to direct the administration to review the internal recommendations and other relevant facts included in the Procurement Examination and Consulting Phase II Report dated September 19, 2022 and present a plan to the Board for review and approval within 60 days.

These motions passed unanimously; each board member had their own reasons for voting in the affirmative.

As to the first motion relating to reporting Phase II to the AG and OIG, the board was informed at a later date that the proper protocol was to notify the Governor's Office of such report; Therefore, on October 10th, 2022, a motion directing the board chair (Ms. Hammond) to "send a letter with the Procurement Examination and Consulting Phase II Report to the Governor to request his review for consideration of requesting a review by the Office of Inspector General," was unanimously approved by the board.

On January 17, 2023, after the 2022 election cycle, the Governor's Office sent a letter requesting the Office of the State Inspector General to initiate and conduct a review or investigation of the District's procurement-related issues associated with the Piney Woods Elementary School construction project pursuant to South Carolina Code of Laws, Sec. 1-6-35. In addition, the request provided for the SIG to initiate and conduct a review or investigation of any different or additional allegations of fraud, waste, abuse, mismanagement, misconduct, violations of state or federal law, or wrongdoing as the SIG deemed appropriate.

The current board and district administration was made aware of this request by the Governor's Office in late January, early February of 2023. It was made explicitly clear that this investigation was to remain confidential until such time as a final report was published to the public, which has been adhered to by both the board and the administration. On August 18th, 2023, the SIG's report was made available to the public.

The SIG has made it abundantly clear to the board and administration that this report stands on its own. It is the product of the SIG's investigation and does not rely on outside findings or reports.

Attachment #1, pg. 1 is included with the minutes of the 8.21.23 meeting, at the request of Board member Rebecca Blackwell-Hines pursuant to South Carolina Code Ann. Section 30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

Recommendation #4: The SIG recommends that the Board and District leadership receive training regarding the District's procurement code and the role and authority of the procurement officer in awarding contracts.

Attachment #1, pg. 4 is included with
the minutes of the 8.21.23
meeting, at the request of Board member
Rebecca Blackburn Niles
pursuant to South Carolina Code
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From Catherine Huddle
RE: OIG Review of PWES Construction

I have many concerns with the report prepared by the OIG. There were at least two concerning areas which were omitted from the report – use of related third party subcontractor and campaign donations during the RFP period. My emails to Mr. Lamkin regarding these issues are attached.

Other areas of concern:

- \$38,362.69 of questioned costs not supported by the vendor even after the OIG obtained documents from the vendor. It appears the OIG report is explaining this away as only 0.14% of the GMP. But shouldn't our district care about \$38,000+ whether it was part of a construction contract or from any other vendor?
- LEED/Green Globe certification that was included in the architect's contract but not delivered (see attached)
- Mentions of "minority board members" questioning an issue (pg 13 of the report) that was never discussed in public. How could the OIG know about matters that were never discussed in public without talking with ALL of the board members that were present, (which I know was not done)?
- A Finding (#3 on page 18) that the board received "at least three legal reviews" and this "constituted a waste of District resources" without ANY such documentation. Having been on the board during a portion of this time I know this statement to be factually inaccurate with at least respect to one of the attorneys.
- This same finding stated this was "Board interference in violation of Board policy BBA". (pg 8 & 9) This is totally incorrect in my opinion. Board Policy BBA states that the board is responsible for "ensuring compliance with state laws". Furthermore, state law (SC 59-19-10) states "Each school district shall be under the management and control of the board of trustees provided in this article".

The special audit ^{requested} ~~conducted~~ by the board found many issues – most of which have since been corrected by policy revisions made by the board and process changes by our Finance department. It is a shame that this report pointed out the short-comings of the district but appears to totally ignore what appear to be problematic vendor issues.

LASTLY, The assertion that the special procurement audit "resulted in the waste of \$105,650 in District resources because the district apparently used faulty RFP language is absurd (see attached)



Cathy Huddle <chuddle@lexrich5.org>

Donations to voting board members

Cathy Huddle <chuddle@lexrich5.org>
 To: "Lamkin, Brian" <brianlamkin@oig.sc.gov>
 Cc: Ward Bradley <ward@mbmlawsc.com>

Thu, Jul 20, 2023 at 2:02 PM

Mr. Lamkin, I realize that you are trying to stay out of ethics issues, however, when reviewing a procurement event like PWES, I would think that the actions of a contractor with respect the the RFP should be included, regardless on how it may also touch on the ethics commission, which is focused on office holders.

Attached is a portion of the RFP that Contract Construction agreed to. Note the wording under Section B: "offeror agrees not to give anything to the Owner, any affiliated organizations, or the employees, agents or officials of either, prior to award."

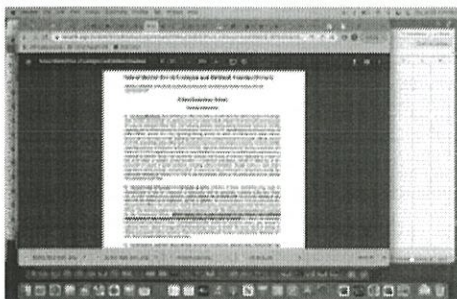
It appears that Contract Construction violated those terms when their Principals donated to 4 of 7 board members between 10/7/2018 and 10/29/2018. These donations were after the RFP was issued on 8/9/2018 and before 12/10/2018 when the board voted to award the contract.

Even if you don't want to get into the possible ethics violation by a vendor, I think the district needs to know how they should handle this section of all standard RFPs: "Violation of these restrictions may result in disqualification of your bid, suspension or debarment and may constitute a violation of the state Ethics Act". Obviously the "and may constitute a violation of the state Ethics Act" is out of the district's hands but the other actions are not. If a district learns that a vendor has violated the restrictions after award, how should it be handled? Should a district suspend or debar the vendor if it becomes aware of the violation after it is too late to disqualify the vendor from award? Would failure to take any action in the face of a known violation of this provision of the RFP be a procurement issue?

If these questions are not going to be addressed by your report, who should address them?

Thank-you,
 Cathy Huddle

--
 Catherine Huddle
 Lexington Richland Five School Board Trustee



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 2194K

Attachment #1, pg. 2 is included with
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Cathy Huddle
 pursuant to South Carolina Code
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 and Board Policy BEDG. The Board majority
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 act upon the contents of this attachment.

pg 2



Cathy Huddle <chuddle@lexrich5.org>

LEEDs/Green Globes - Architect

Cathy Huddle <chuddle@lexrich5.org>
 To: "Lamkin, Brian" <brianlamkin@oig.sc.gov>
 Cc: Ward Bradley <ward@mbmlawsc.com>

Mon, Jul 17, 2023 at 8:12 AM

Mr. Lamkin, I believe Thursday night you indicated that a LEEDs or Green Globes requirement was not in the contract with Quakenbush. Attached is an email with attachments from then-Chair Robert Gantt with the contracts approved by the board. Section 1.1.6 (screenshot attached) of the contract with Quakenbush includes the LEEDs silver or Green Globes Two Globes requirement.

If you have a copy of the fully executed contract and it is different with regard the LEEDs/Green Globes please let me know and send it to me.

The University of South Carolina apparently believes it is a valuable program: https://sc.edu/about/offices_and_divisions/sustainability/sustainability_on_campus/buildings_offices/index.php and a quick Google search of other South Carolina school districts shows a number of new schools built with LEED or Green Globes certification.

GeoEnergy describes 6 benefits of LEEDs including lower operational costs and improved air quality: <https://goenergylink.com/blog/six-benefits-of-leed-certification/#:~:text=LEED%20certification%20offers%20financial%2C%20environmental,emissions%20and%20achieving%20ESG%20objectives.>

Thursday night you mentioned that achieving LEEDs cost about \$150,000. Since the contract included LEEDs or Green Globes and it was not delivered, the architect saved that \$150,000. Shouldn't the school district either receive the certification (which I don't think is now possible) or at the very least, \$150,000 back from the architect?

Thank-you,
 Cathy Huddle

----- Forwarded message -----

From: **Robert Gantt** <ganttrw@bellsouth.net>
 Date: Tue, Dec 11, 2018 at 7:25 PM
 Subject: Fwd: Clean Versions of Contracts
 To: <bhutchison@lexrich5.org>, <michaelcates@lexrich5.org>, ewhite@lexrich5.org <EWhite@lexrich5.org>, jhammond@lexrich5.org <jhammond@lexrich5.org>, Kenneth Loveless <kloveless@lexrich5.org>, <ngardner@lexrich5.org>
 Cc: csmelton@lexrich5.org <csmelton@lexrich5.org>, Len Richardson <lrichard@lexrich5.org>

Board Members,

Attached are the "Clean Versions of Contracts" approved by the Board of Trustees and provided by Mr. Montgomery per our request last night. Please review and forward any significant concerns to me at your earliest convenience and no later than 12 noon Friday December 14, 2018. Additionally please keep this information CONFIDENTIAL since the contracts have not been fully executed.

Thank you,

Robert W. Gantt
 Chairman, School Board of Trustees
 District Five of Lexington and Richland Counties

1213 Old Tamah Road
 Irmo, SC 29063
 803-920-0652 (c)
 ganttrw@bellsouth.net

Attachment #1, pg 3 is included with
 the minutes of the 8.21.22
 meeting, at the request of Board member
Cathy Huddle
 pursuant to South Carolina Code
 Ann. Section 30-4-90(a)(4)
 and Board Policy BEDG. The Board majority
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Begin forwarded message:

pg 3

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mail.google.com/mail/u/1/#search/quackenbush++contract/FMfcgzGmtXMglVkpqlpqFxFcBFglHfTj?projector=1&mess...

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Substantial Completion date or dates:
July 1, 2021

Other milestone dates:
N/A

meeting, at the request of Board member
Cathy Huddle
pursuant to South Carolina Code
Ann. Section 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.

§ 1.1.5 The Owner intends the following procurement and delivery method for the Project:
Construction Manager at Risk (CMR)

§ 1.1.6 The Owner's anticipated Sustainable Objective for the Project:
The owner wishes for the project to be designated to meet LEED Silver or Green Globes Two Green Globes Certification.

§ 1.1.6.1 [intentionally omitted]

§ 1.1.7 The Owner identifies the following representative in accordance with Section 5.3:
A. Len Richardson
Chief Finance & Operations Officer
1020 Dutch Fork Road
Irmo, South Carolina 29063

§ 1.1.8 The persons or entities, in addition to the Owner's representative, who are required to review the Architect's submittals to the Owner are as follows:
Dan Neal
Consultant to the Superintendent

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Policy-EG (1).pdf Policy-KF.pdf Policy-EG.pdf Policy-IMB.pdf Show All

Sun Jul 16 7:55 PM

Screen Shot 2023-07-16 5:25 PM
Screen Shot 2023-07-16 5:29 AM
Screen Shot 2023-01-15 8:21 AM
Screen Shot 2023-01-15 5 PM (2)
Screen Shot 2023-01-15 0:56 PM
Screen Shot 2023-01-15 7:22 AM
Screen Shot 2023-01-15 2:09 PM
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Screen Shot 2023-01-15 4:04 PM
Screen Shot 2023-01-15 7:36 PM
Screen Shot 2023-01-15 16:17 PM
Screen Shot 2023-01-15 15:13 PM
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Cathy Huddle <chuddle@lexrich5.org>

FW: CCI Docs

Cathy Huddle <chuddle@lexrich5.org>
 To: "Lamkin, Brian" <brianlamkin@oig.sc.gov>
 Cc: Ward Bradley <ward@mbmlawsc.com>

Fri, Jul 14, 2023 at 3:57 PM

Mr. Lamkin, Please see attached contract and screenshot of section 2.3.2.4 regarding related party subcontractors. Last night we were told this requirement was not in the contract with Contract Construction. However, as you see it was in the contract and there is no written record of Contract Construction adhering to this requirement of the contract with respect to Owens Cleaning service.

Not only was the contract not followed, the circumstances around Owens are concerning. It appears to be an entity created just before the PWES project and that PWES was its only contract at the time. In my opinion, that and the fact that it was an unapproved related subcontractor are red flags for a possible shell company as outlined in this primer on the most common types of construction fraud:

<https://www.constructionbusinessowner.com/insurance/most-common-types-construction-fraud>

This unapproved related party received a material amount of funds that would have reverted to the district at the end of the project had they not been spent. Owens Cleaning and the amounts paid may well be legitimate; but given that the contract was not followed and the highly unusual nature of the situation, I would have hoped that this matter would have been investigated in detail including checking HR records, payroll records, IRS reporting, workers comp, etc.

Thank-you,
 Cathy Huddle

[Quoted text hidden]

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Catherine Huddle
 Lexington Richland Five School Board Trustee
 [Quoted text hidden]

6 attachments



image002.png
 1915K



image001.png
 9K

Attachment #1 pg 5 is included with
 the minutes of the 8.21.23
 meeting, at the request of Board member
Cathy Huddle
 pursuant to South Carolina Code
 Ann. Section 30-4-90(a)(4)
 and Board Policy BEDG. The Board majority
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pg 5

Attachment #1 pg. 6 is included with the minutes of the 8.21.23 meeting, at the request of Board member Cathy Huddle

pursuant to South Carolina Code Ann. Section 30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

other agreement in the original Schedule of Values submitted by the Construction Manager and accepted by the Owner.

§ 2.3.2.3 Subcontracts or other agreements shall conform to the applicable payment provisions of this Agreement, and to South Carolina Code of Laws Title 29, Chapter 6, and shall not be awarded on the basis of cost plus a fee without the prior consent of the Owner. If the Subcontract is awarded on a cost plus a fee basis, the Construction Manager shall provide in the Subcontract for the Owner to receive the same audit rights with regard to the Subcontractor as the Owner receives with regard to the Construction Manager in Section 6.11 below.

§ 2.3.2.4 If the Construction Manager recommends a specific bidder that may be considered a "related party" according to Section 6.10, then the Construction Manager shall promptly notify the Owner in writing of such relationship and notify the Owner of the specific nature of the contemplated transaction, according to Section 6.10.2.

§ 2.3.2.5 The Construction Manager shall schedule and conduct meetings to discuss such matters as procedures, progress, coordination, scheduling, and status of the Work. The Construction Manager shall prepare and promptly distribute minutes to the Owner and Architect.

§ 2.3.2.6 Upon the execution of Amendment 1, the Construction Manager shall prepare and submit to the Owner and Architect a construction schedule for the sitework phase of the Work and submittal schedule in accordance with Section 3.10 of A201-2007. Upon the execution of Amendment 2, the Construction Manager shall prepare and submit to the Owner and Architect a construction schedule for the building phase of the Work and submittal schedule in accordance with Section 3.10 of A201-2007.

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User Notes: (961046340)

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Mr. Lamkin, On Thursday night I believe the draft report we reviewed characterized the special procurement audit as "a waste of \$102,000" as I understood at least in part because the RFP resembled an RFP for regular procurement audits, which had already been conducted.

However, as we discussed, the board clearly intended for a special audit and not a regular audit. Attached are the minutes from that meeting.* The board discussed concerns with the preceding procurement audits and the need for a special audit during that meeting as well as preceding meetings on July 12 and August 23. Links to the videos for those meetings are available at: <https://www.lexrich5.org/Page/27797> As discussed during the meetings, the board felt a special detailed audit was needed because previous audits had not discovered issues like the very costly duplicate sewer tap purchases and contracts without required approvals and we wanted to find all the holes in our processes and take corrective action.

While the board used the term "audit", it was preceded by the word "special" and the board clearly wanted a special procurement review and we also knew the word audit is not limited to the formal financial and procurement audits.

As we discussed, the board does not typically review RFPs to ensure they are consistent with the motions voted on by the board. However, I would certainly understand if the OIG recommends that the board do so going forward.

#189.7 is included with the minutes of the meeting, at the request of Board member Cathy Hinkle, pursuant to South Carolina Code Ann. Section 30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the request.

* Board voted unanimously on 9/13/21 to "issue an RFP for a detailed procurement audit for fiscal years 2018-2019, 2019-2020 and 2020-2021" with specific requirements.

Policy BBA Board Powers and Duties

Issued 1/06

Purpose: To establish the basic legal structure in which the board operates

The law of the state requires district boards to discharge certain duties and confers upon them many legislative, judicial and executive powers.

The board takes a broad view of its required functions. It sees them as the following:

Legislative/Polycymaking

The legislative authority includes polycymaking action and the review of rules and regulations established to put policies into operation. The board is responsible for the adoption of policy. The policies will be put in written form and continually re-evaluated in terms of the changing needs and functions of public education.

Executive

The superintendent performs administrative duties for the board by virtue of the powers delegated to him/her. The board will hold the superintendent responsible for the proper and efficient administration of schools.

Quasi-judicial

The board serves in a quasi-judicial function when it acts on appeals of parents/legal guardians, pupils or employees on decisions made by the superintendent or his/her designee.

Appraisal and approval

The board is responsible for evaluating the effectiveness of its policies and how well they have been put into action. The superintendent recommends specific action, and it is the function of the board to appraise the value and importance of each recommendation and to act on each proposal.

Educational planning

The board is responsible for requiring and acquiring reliable information from responsible sources which will enable it and the staff to work toward the continuing improvement of the education program.

Interpretation

The board is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself and the staff informed about the wishes of the public. All planning, both that which is and is not related to the budget, should be communicated to the public if citizens are to support the school program.

Operational action

The board is responsible for carrying on board business, such as adopting procedures for meetings, electing board officers, and ensuring compliance with state laws and directives of the state department of education.

Provision of financial resources

Attachment #1, pg. 8 is included with the minutes of the 8.21.23 meeting, at the request of Board member Cathy Hall (P) pursuant to South Carolina Code Ann. Section 30-4-90(a)(4) and Board Policy BEDG. The Board majority did not approve, disapprove, or otherwise act upon the contents of this attachment.

pg 8

The board is responsible for adopting a budget which will provide the resources in terms of buildings, staff, materials, equipment and programs to enable the school system to carry out its mission.

Reviewing action

The board has final authority within the law for the operation of schools. No section of these policies and procedures may be construed to limit the statutory powers of the board to exercise its own judgment on the basis of the recommendation of the superintendent.

Visits to schools

Board members should make official visits to the school only under board authorization and with the full knowledge of staff including the superintendent, principals and other supervisors.

Board members may make visits to schools or classrooms (just as parents/legal guardians or other community members might) after making arrangements for visitations through the principals of the various schools. Such visits will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes.

Adopted 2/24/69; Revised 11/16/81, 1/9/06

Legal references:

S.C. Code, 1976, as amended:

Section 59-19-90 - General powers and duties of school trustees.

Title 59 - Public education.

School District Five of Lexington and Richland Counties

Attachment #1, pg. 9 is included with
the minutes of the 8.21.23
meeting, at the request of Board member
Cathy Huddle
pursuant to South Carolina Code
Ann. Section 30-4-90(a)(4)
and Board Policy BEDG. The Board majority
did not approve, disapprove, or otherwise
act upon the contents of this attachment.



TO: Members of the Board of Trustees
Dr. Akil E. Ross, Sr.

FROM: Dr. Vann Holden
Dr. Michael Harris

DATE: September 7, 2023

RE: September 11, 2023 Board Meeting, Request for Waiver
Office of Federal and State Accountability (SDE)
Action Item

Pursuant to R. 43-261, the State Board of Education (SBE) has the authority to waive any regulation that may impede the implementation of an approved district strategic plan or school renewal plan. As such, the following considerations are provided:

- The administration of School District Five of Lexington/Richland Counties request to waive compliance from the following regulation(s) - 43-205 (IV) (B) (3) (b);
- The above regulation advises that a teacher must not be permitted to teach more than 1,500 minutes per week;
- A teacher must also not be assigned classes requiring more than four preparations per day;
- Releasing identified schools from this requirement will meet the goal in the school and district strategic plan(s) which states that schools will *provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of all students.*
- Teachers at Dutch Fork High School, Dutch Fork Middle School, and Irmo High School may be assigned to teach more than four preparations per day as they instruct for six of seven daily periods;
- Releasing schools from this requirement will allow the district to continue to provide additional prime instructional time to students and will meet the strategy in the schools strategic plan which states that schools will *provide challenging curricula and implement researched-based instructional practices to ensure the academic development and college or career readiness of all students.*
- Recruitment continues to be an issue in critical needs areas throughout the school district. Some teachers teach over 1,500 minutes and are provided compensation for extra teaching time.

Administrative Recommendation:

Pursuant to the applicable State Board of Education Regulations, the administration recommends approval of the Office of Federal and State Accountability (Waiver Request), to ensure full implementation of the approved District Strategic Plan or School Renewal Plan.

www.lexrich5.org

1020 Dutch Fork Road • Irmo, South Carolina 29063 • (803) 476-8000

"We Love and Grow Our Students!"



Impediment to the Implementation of an Approved District Strategic Plan or School Renewal Plan

Pursuant to R.43-261, the State Board of Education (SBE) has the authority to waive any regulation that may impede the implementation of an approved district strategic plan or school renewal plan. Federal regulations and federal requirements may not be waived, and state statutes may not be waived unless the statute explicitly grants the SBE authority to do so.

Contact Information of the Individual Completing This Form

Position Title *

Name *

First Name

Last Name

Phone *

Email *

School District *

District Address *

Address Line 1

Address Line 2

City

State

ZIP Code

Compliance Waiver Information

List the terms of the district's five-year strategic planning cycle: (for example, 2017-18 through 2022-23) *

Our district is requesting to waive compliance from the following regulation(s): (Example: 43-205(IV) (B)(3)(b)) *

List the specific performance goal(s) from the district strategic plan or school renewal plan that is being impeded by the regulation *

How do the regulations listed above interfere with the performance goal(s) of the district strategic plan or school renewal plan? *

Other Relevant Comments

Supporting Documentation

To assure local board approval, upload public notice of this as a board agenda item; minutes of the board meeting reflecting board review and discussion identifying the specific regulations being

considered for exemption; and approval of the proposal by at least two-thirds of the local board members.

File 1

[Choose File](#) [Remove File](#) [No File Chosen](#)

File uploads may not work on some mobile devices.

File 2

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File uploads may not work on some mobile devices.

File 3

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File uploads may not work on some mobile devices.

File 4

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File uploads may not work on some mobile devices.

Attestation

By typing my name below, I attest that the information I have provided is true and correct. I affirm that this waiver request has been approved by both the local superintendent and local school board. I attest that I am authorized to submit this waiver request on behalf of the district.

Electronic Signature of the Individual
Completing this Form *

Date *

First Name

Last Name

[Save and Resume Later](#)




Submit Form



MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.
Superintendent

From: Tina McCaskill 
Chief Academic Officer

Date: September 6, 2023

Re: September 11, 2023 Board Meeting
Action Item
Second and Final Reading of Potential Revisions to Board Policy IKACC
"Placement of Non-Accredited Private and Home School Secondary Students"

Item: Second and Final Reading of Potential Revisions to Board Policy IKACC "Placement of Non-Accredited Private and Home School Secondary Students".

Background: AdvancED merged with Measured Progress in 2018 and the organization rebranded as Cognia in 2019. Cognia is a non-profit, non-governmental organization that accredits primary and secondary schools throughout the United States and Internationally. The proposed revision to this policy is to align terminology from out dated organization names to Cognia.

Recommendation: The administration recommends that the Board of Trustees approve the revisions to Board Policy IKACC "Placement of Non-Accredited Private and Home School Secondary Students".

Attachments: Current Policy and Proposed Revisions to Board Policy IKACC

Policy IKACC Placement Of Non-Accredited Private and Home School Secondary Students

Issued 1/15

Purpose: To establish the basic structure for placement of students from non-accredited private and/or home schools.

When enrolling students from home schools or private schools that are not accredited by the Southern Association of Colleges and Schools (SACS), secondary school administrators will adhere to the following guidelines.

- Check all course documentation and test scores that are presented from the private or home school and compare with similar courses offered in the district's high school(s). If a preponderance of the documentation reflects similarities with courses offered in district schools (title, course description, syllabi, assignments, assessments, etc.), the principal may award probationary credit for the course. In such case, the student will be tentatively assigned to classes for a probationary period. During this probationary period, the student will have to meet requirements (subject and state standards, satisfactory completion of designated assignments, etc.) determined by the principal or his/her designee before a decision is made granting class placement and/or Carnegie credit.
- End of the year exams will be administered for courses that are not justified by the review of the private and home school documentation. If the student successfully passes the end of the year exam(s), the student may be placed in the next grade on the level deemed appropriate by the principal or his/her designee based on the test results and review of documentation.
- The student is assigned a class rank, grades for the credited courses and a grade point average. Students will not receive honors or advanced placement weighting regarding the calculation of grade point averages.
- All requirements for graduation must be completed.
- For elective credit, documentation from the private or home school should be compared with the courses offered to determine if end of year testing is appropriate.
- Students from home schools or non-accredited private schools entering the ninth grade may not receive high school credit for courses that are not offered to District Five middle school students.
- Science courses with extensive labs may not be credited to the student unless there is substantial documentation of the same lab work done in the private or home school or the student passes the end of year test.

Adopted 6/11/01; Revised 2/25/13, 1/26/15

School District Five of Lexington and Richland Counties

Placement Of Non-Accredited Private and Home School Secondary Students

Code **IKACC** Issued **10/17 9/23**

Purpose: To establish the basic structure for placement of students from non-accredited private and/or home schools.

When enrolling students from home schools or private schools that are not accredited by ~~the Southern Association of Colleges and Schools (SACS)~~ Cognia, secondary school administrators will adhere to the following guidelines.

- Check all course documentation and test scores that are presented from the private or home school and compare with similar courses offered in the district's high school(s). If a preponderance of the documentation reflects similarities with courses offered in district schools (title, course description, syllabi, assignments, assessments, etc.), the principal may award probationary credit for the course. In such case, the student will be tentatively assigned to classes for a probationary period. During this probationary period, the student will have to meet requirements (subject and state standards, satisfactory completion of designated assignments, etc.) determined by the principal or his/her designee before a decision is made granting class placement and/or Carnegie credit.
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- The student is assigned a class rank, grades for the credited courses and a grade point average. Students will not receive honors or advanced placement weighting regarding the calculation of grade point averages.
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- Science courses with extensive labs may not be credited to the student unless there is substantial documentation of the same lab work done in the private or home school or the student passes the end of year test.


Adopted 6/11/01; Revised 2/25/13, 1/26/15

2

**MEMORANDUM**

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.
Superintendent

From: Tina McCaskill 
Chief Academic Officer

Date: September 6, 2023

Re: September 11, 2023 Board Meeting
Action Item
Second and Final Reading of Potential Revisions to Board Policy IHCA "Summer School"

Item: Second and Final Reading of Potential Revisions to Board Policy IHCA "Summer School".

Background: AdvancED merged with Measured Progress in 2018 and the organization rebranded as Cognia in 2019. Cognia is a non-profit, non-governmental organization that accredits primary and secondary schools throughout the United States and Internationally. The proposed revisions to this policy are to align terminology from out dated organization names to Cognia. An additional proposed revision to Policy IHCA is to update language in regards to summer school. We no longer offer students the opportunity to take initial credit courses that require 120 hours of seat time during summer school. We offer credit recovery for students that have failed courses with a grade of 50 – 59 during the regular school year. Initial credit courses must be taken through VirtualSC during summer session.

Recommendation: The administration recommends that the Board of Trustees approve the revisions to Board Policy IHCA "Summer School".

Attachments: Current Policy and Proposed Revisions to Board Policy IHCA

Policy IHCA Summer School

Issued 10/17

Purpose: To establish the basic structure for summer instruction of students.

For the purpose of promotion, the district may offer a summer school program whenever there is enough interest by students and parents/legal guardians for such a program. The district will operate the summer program in accordance with State Board of Education regulations and standards required by the South Carolina Department of Education and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (AdvancED/SACS CASI). The instruction offered in the summer school program will meet the same rigor and standards required during the regular school year.

For grades one through eight, a school may promote students only for courses in summer school programs, either district-wide or school-site, that meet all regulatory requirements. For students in grades nine through 12, a school may award Carnegie units of credit only for courses in summer school programs, either district-wide or school-site, that meet all regulatory requirements. All students taking a course for one unit of credit must receive at least 120 hours of instruction in that subject area. Students may earn up to two credits during one summer school session. Additional credits may be earned with prior approval from the building level principal.

Schools will charge students a fee to cover the expenses of staffing, providing instructional materials and textbooks, and other expenses directly related to the instructional aspect of the summer school program.

Summer Reading Camp

Students who are significantly below third-grade reading proficiency at the end of third grade will be subject to mandatory retention under state law. These students will be provided the opportunity to attend a district-wide summer reading camp to receive intensive instructional services and support. The summer reading camp will offer students 96 additional hours of reading instruction, progress monitoring, and ongoing access to a school library/media center. Transportation will be provided at no cost to the student. The district may elect to invite students in other grade levels who are not progressing towards grade-level proficiency in reading to attend summer reading camp. Parents/legal guardians of eligible students will make the final decision on whether their -student will participate.

Students who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or a norm-referenced, alternative assessment that their mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment, may be eligible for a good cause exemption from state-mandated third grade retention.

Cf. IG, IGCA, IHAK, IHAQ, IHBC, IKE, IKF, JLD, KB

Adopted 7/21/75; Revised 1/25/88, 4/22/96, 3/25/13, 5/8/17, 10/23/17

Legal References:

S.C. Code, 1976, as amended:

[Section 59-155](#)-110, *et seq.* - South Carolina Read to Succeed Act of 2014.

State Board of Education Regulations:

[R-43-231](#) - Defined program K-5.

[R-43-232](#) - Defined program 6-8

[R-43-234](#) - Defined program, grades 9-12.

[R-43-240](#) - Summer programs.

South Carolina Department of Education:

Intervention Guidance Document, Kindergarten through Grade Five (2017).

Read to Succeed Third Grade Retention Guidance Document, Fall 2016 (2016).

School District Five of Lexington and Richland Counties

Summer School

Code **IHCA** Issued **10/17 9/23**

Purpose: To establish the basic structure for summer instruction of students.

For the purpose of promotion, the district may offer a summer school program whenever there is enough interest by students and parents/legal guardians for such a program. The district will operate the summer program in accordance with State Board of Education regulations and standards required by the South Carolina Department of Education and ~~the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (AdvancED/SACS CASI)~~ Cognia. The instruction offered in the summer school program will meet the same rigor and standards required during the regular school year.

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Cf. IG, IGCA, IHAK, IHAQ, IHBC, IKE, IKF, JLD, KB

Adopted 7/21/75; Revised 1/25/88, 4/22/96, 3/25/13, 5/8/17, 10/23/17

Legal References:

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State Board of Education Regulations:

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South Carolina Department of Education:

Intervention Guidance Document, Kindergarten through Grade Five (2017).

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School District Five of Lexington and Richland Counties



MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.
Superintendent

From: Tina McCaskill 
Chief Academic Officer

Date: September 6, 2023

Re: September 11, 2023 Board Meeting
Action Item
Second and Final Reading of Potential Revisions to Board Policy IJNDAA
"Distance, Online, and Virtual Education"

Item: Second and Final Reading of Potential Revisions to Board Policy IJNDAA "Distance, Online, and Virtual Education"

Background: The use of technology driven courses has increased for a variety of reasons and allows students in grades 7 - 12 to receive credit towards graduation as well as dual enrollment course work. The proposed revisions to this policy will allow VirtualSC courses to be counted as academic credits to be applied toward graduation requirements. Students enrolled in dual enrollment classes may desire to complete technology delivered courses that will count towards both high school and college credit hours.

Recommendation: The administration recommends that the Board of Trustees approve the revisions to Board Policy IJNDAA "Distance, Online, and Virtual Education".

Attachments: Current Policy and Proposed Revisions to Board Policy IJNDAA

DISTANCE, ONLINE, AND VIRTUAL EDUCATION

Code **IJNDAA** Issued **1/21**

Purpose: To establish the board's vision and the basic structure for providing technology-delivered courses as an alternative means of instruction for students.

The district will utilize technology-delivered courses as part of its educational program to increase accessibility and flexibility in the delivery of instruction in the district. In addition to regular, classroom-based instruction, students in the district may earn credit through accredited distance, online, or virtual learning courses operated through the district's program and/or the state-run South Carolina Virtual School Program.

District Courses

All technology-delivered programs and courses offered by the district will be consistent with state academic standards and instructional goals of the district, ensuring both the rigor of the course and the quality of instruction. The district will review instructional materials periodically to ensure they meet program standards.

The district will integrate technology-delivered instruction as part of the regular instruction provided by a certified teacher in the district for grades K through 12.

Grades seven and eight

Students in grades seven and eight may earn academic credit to be applied toward graduation requirements by completing technology-delivered courses offered through agencies approved by the board.

A middle school student may earn credit for a distance, online, or virtual learning course under the following circumstances:

- The middle school does not offer the course due to lack of certified personnel.
- The middle school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
- The course will serve as a supplement to extended homebound instruction.
- The district has expelled the student from the regular school setting, but educational services are to be continued.
- The principal, with agreement from the student's parent/legal guardian and teachers, determines the student requires a differentiated or accelerated learning environment.

The school must receive an official record of the final grade before awarding credit toward graduation.

Grades nine through 12

Students in grades nine through 12 may earn a maximum of 12 units of academic credit to be applied toward graduation requirements by completing technology-delivered courses offered through agencies approved by the board.

PAGE 2 - IJNDAA - DISTANCE, ONLINE, AND VIRTUAL EDUCATION

A student may earn credit for a distance, online, or virtual learning course under the following circumstances:

- The high school does not offer the course due to lack of certified personnel.
- The high school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
- The course will serve as a supplement to extended homebound instruction.
- The district has expelled the student from the regular school setting, but educational services are to be continued.
- The principal, with agreement from the student's parent/legal guardian and teachers, determines the student requires a differentiated or accelerated learning environment.
- The student needs the course for credit recovery.
- The student needs the course to meet graduation requirements.

The school must receive an official record of the final grade before awarding credit toward graduation.

Application for courses

Students applying for permission to take a technology-delivered course must do the following:

- Submit parent approval to the principal or his/her designee.
- Complete prerequisites and provide teacher/counselor recommendations to confirm that he/she possesses the maturity level needed to function effectively in a distance, online, or virtual learning environment.
- Obtain the approval of the principal or his/her designee before enrolling in a technology-delivered course.
- Adhere to the district code of conduct to include rules of behavior, consequences for violations, and signed student agreements.
- Adhere to attendance requirements of the district.

District review committee

The chief instructional officer will establish a committee to review all technology-delivered courses prior to use by the district.

Evaluation

The district will evaluate the educational effectiveness of the technology-delivered courses and the teaching/learning process to include assessments based on state academic standards. The district will use this evaluation to decide whether to grant credit for the course or to continue or discontinue the use of the technology-delivered course.

PAGE 3 - IJNDAA - DISTANCE, ONLINE, AND VIRTUAL EDUCATION

The school will be responsible for providing applicable in-school supervision and monitoring of students enrolled in the district technology-delivered courses.

South Carolina Virtual School Program

Students must have permission from the principal or his/her designee to be enrolled in the South Carolina Virtual School Program.

The high school principal may allow three online courses, with VirtualSC program courses, to be included in the three courses during each school year for grades nine through 12.

The district will transcribe the student's final numeric grade to the student's permanent grade and transcript.

Students enrolled in these courses will take final exams and appropriate state assessments in a proctored environment.

Nothing in state law requires the district to provide either home computer equipment or Internet access to a student enrolling in this program.

Cf. IHBG, IHBH

Adopted 6/16/13; Revised 10/23/17, 1/25/21

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-16-10, *et seq.* - South Carolina Virtual School Program.
- B. S.C. State Board of Education Regulations:
 - 1. R43-248 - Virtual education program.

DISTANCE, ONLINE, AND VIRTUAL EDUCATION

Code **IJNDAA** Issued **4/21 9/23**

Purpose: To establish the board's vision and the basic structure for providing technology-delivered courses as an alternative means of instruction for students.

The district will utilize technology-delivered courses as part of its educational program to increase accessibility and flexibility in the delivery of instruction in the district. In addition to regular, classroom-based instruction, students in the district may earn credit through accredited distance, online, or virtual learning courses operated through the district's program and/or the state-run South Carolina Virtual School Program.

District Courses

All technology-delivered programs and courses offered by the district will be consistent with state academic standards and instructional goals of the district, ensuring both the rigor of the course and the quality of instruction. The district will review instructional materials periodically to ensure they meet program standards.

The district will integrate technology-delivered instruction as part of the regular instruction provided by a certified teacher in the district for grades K through 12.

Grades seven and eight

Students in grades seven and eight may earn academic credit to be applied toward graduation requirements by completing technology-delivered courses offered through agencies approved by the board.

A middle school student may earn credit for a distance, online, or virtual learning course ~~under if~~ **one or more of** the following circumstances **exist and is in alignment with SC regulation 43-232:**

- The middle school does not offer the course due to lack of certified personnel.
- The middle school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
- The course will serve as a supplement to extended homebound instruction.
- The district has expelled the student from the regular school setting, but educational services are to be continued.
- The principal, with agreement from the student's parent/legal guardian and teachers, determines the student requires a differentiated or accelerated learning environment.

The school must receive an official record of the final grade before awarding credit toward graduation.

Grades nine through 12

Students in grades nine through 12 may earn ~~a maximum of 12 units of~~ academic credit to be applied toward graduation requirements by completing technology-delivered courses offered through agencies approved by the board.

PAGE 2 - IJNDAA - DISTANCE, ONLINE, AND VIRTUAL EDUCATION

A student may earn credit for a distance, online, or virtual learning course ~~under~~ if one or more of the following circumstances exist:

- The high school does not offer the course due to lack of certified personnel.
- The high school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict.
- The course will serve as a supplement to extended homebound instruction.
- The district has expelled the student from the regular school setting, but educational services are to be continued.
- The principal, with agreement from the student's parent/legal guardian and teachers, determines the student requires a differentiated or accelerated learning environment.
- The student needs the course for credit recovery.
- The student needs the course to meet graduation requirements.

The school must receive an official record of the final grade before awarding credit toward graduation.

Application for courses

Students applying for permission to take a technology-delivered course must do the following:

- Submit parent approval to the principal or his/her designee.
- Complete prerequisites and provide teacher/counselor recommendations to confirm that he/she possesses the maturity level needed to function effectively in a distance, online, or virtual learning environment.
- Obtain the approval of the principal or his/her designee before enrolling in a technology-delivered course.
- Adhere to the district code of conduct to include rules of behavior, consequences for violations, and signed student agreements.
- Adhere to attendance requirements of the district.

District review committee

The chief ~~instructional~~ academic officer will establish a committee to review all technology-delivered courses prior to use by the district.

Evaluation

The district will evaluate the educational effectiveness of the technology-delivered courses and the teaching/learning process to include assessments based on state academic standards. The district will use this evaluation to decide whether to grant credit for the course or to continue or discontinue the use of the technology-delivered course.

PAGE 3 - IJNDAA - DISTANCE, ONLINE, AND VIRTUAL EDUCATION

The school will be responsible for providing applicable in-school supervision and monitoring of students enrolled in the district technology-delivered courses.

South Carolina Virtual School Program (VirtualSC)

Students must have permission from the principal or his/her designee to be enrolled in the South Carolina Virtual School Program.

The high school principal may allow ~~three VirtualSC online courses, with VirtualSC program courses, to be included in the three courses~~ during each school year for grades nine through 12.

The district will transcribe the student's final numeric grade to the student's permanent grade and transcript.

Students enrolled in these courses will take final exams and appropriate state assessments in a proctored environment.

Nothing in state law requires the district to provide either home computer equipment or Internet access to a student enrolling in this program.

Cf. IHBG, IHBH

Adopted 6/16/13; Revised 10/23/17, 1/25/21


Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 - 1. Section 59-16-10, *et seq.* - South Carolina Virtual School Program.
- B. S.C. State Board of Education Regulations:
 - 1. R43-248 - Virtual education program.

**MEMORANDUM**

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.
Superintendent

From: Tina McCaskill 
Chief Academic Officer

Date: September 6, 2023

Re: September 11, 2023 Board Meeting
Action Item
Second and Final Reading of Potential Revisions to Board Policy IKG "Secondary Education"

Item: Second and Final Reading of Potential Revisions to Board Policy IKG "Secondary Education"

Background: The term "guidance counselor" has evolved to "school counselor" as the scope of duties has changed. Although some states still used the outdated "guidance counselor" term, the American School Counselor Association encourages the use of "school counselor" to more accurately reflect the role. Proposed revisions will change the term guidance counselor to school counselor where it is listed in the policy.

Another proposed revision is to replace the name of an accreditation agency with nonspecific language so future changes will not need to be made as the name of agencies change.

The current policy also states that students who complete the regular high school program in a subject area may enroll concurrently in high school and college courses as long as course load requirements are met. It also states that approval from the principal is required and all fees associated with the courses will be borne by the student or parent. Additionally, the policy limits the number of college courses that would be accepted towards high school diploma requirements and prohibits college courses from being substituted for courses of similar content in the high school's curriculum. Proposed revisions remove the mandate that course load requirements for a subject are completed before a student is allowed to take college courses in that area, allows a principal's designee to also provide approval for college courses,

explains that fees incurred are the responsibility of the parent unless otherwise indicated by the district (implying certain fees may be incurred by the school), removes the limit on the number of college courses that can be used towards a high school diploma, and allows courses, when applicable, to be substituted for courses of similar content in the high school's curriculum.

Recommendation: The administration recommends that the Board of Trustees approve the revisions to Board Policy IKG "Secondary Education".

Attachments: Current Policy and Proposed Revisions to Board Policy IKG

Policy IKG Secondary Education

Issued 3/17

Purpose: To establish the basic structure for the educational program for secondary students.

Because of its commitment to academic excellence, the board adopts the following provisions to assure maximum educational opportunities for secondary students.

Course of Study

All students in grades nine through 11 will enroll in at least eight classes, seven of which are credit bearing courses. Students classified as seniors must enroll in at least six credit bearing courses. The course of study for students with disabilities who are not working toward a high school diploma will be determined by the IEP committee.

Extended Studies Diploma

Students are to be encouraged to elect a program of study that will prepare them for success in college and satisfy recommendations of the South Carolina State Board of Education. An optional School District Five diploma will be awarded to those students who pursue an extended program of studies to include completion of at least 28 Carnegie units of credit as listed below and a community service project each year in grades nine through 12. Guidance counselors will be responsible for approving community service projects.

- four units of English
- at least four units of mathematics including Algebra I, Algebra II, and Geometry
- at least four units of laboratory science
- at least three units in the same foreign language
- four units in social studies including U.S. History, American Government/Economics, and two others
- one unit of computer technology, including satisfaction of a technology proficiency requirement
- one unit of physical education or JROTC
- one unit in occupational education or one unit in visual and/or performing arts
- additional electives selected by the student

Concurrent College Enrollment

Students who complete the regular high school program in a subject area may enroll concurrently in high school and college courses as long as course load requirements are met. The high school's master schedule will not be altered to accommodate the student seeking concurrent enrollment. Approval will be obtained from the principal prior to enrollment in the college course(s). All expenses incurred by participation in such courses will be borne by the student or parent/legal guardian.

As many as four Carnegie units for college courses may be earned and applied to the 24 units required for a state high school diploma by students in grades nine through 12 and/or adult education programs. A three-semester hour college course will transfer as 1.0 Carnegie unit. Only courses

applicable to baccalaureate degrees, or to associate degrees, offered by institutions in the state which are accredited by the Commission of Colleges of the Southern Association of Colleges and Schools may be accepted for credit. Units earned for college courses may not be substituted for courses of similar content offered in the high school's curriculum.

Early Dismissal/Late Arrivals

There will be no permanent late arrivals or early dismissals except those approved by a special committee at each school. Exceptions will be typically limited to students involved in school sponsored work-study programs, those enrolled in college courses, and those involved in committee-approved apprenticeships, mentorships, and/or internships.

Recognition Program

Honor graduates will be recognized by each high school at graduation. Honor graduates are students who rank in the top 15 percent of the class or earn a 4.0 with a cumulative grade point average or above as defined by the state uniform grading scale. The top five percent of students in a graduating class will be designated as distinguished honor graduates. The speakers for the commencement exercises (chosen from the distinguished honor graduates) will be selected by a committee of the distinguished honor graduates and teachers at each school.

The student must be enrolled for a minimum of one semester immediately preceding his/her graduation to be considered for recognition as an honor or distinguished honor graduate.

Units earned in a summer school program do not satisfy this requirement.

Cf. IKF

Adopted 6/16/86; Revised 1/25/88, 2/6/89, 1/8/96, 4/3/00, 5/19/03, 11/19/12, 3/13/17

School District Five of Lexington and Richland Counties

Proposed Revisions to Policy

Policy IKG Secondary Education

Issued ~~3/17~~ 9/23

Purpose: To establish the basic structure for the educational program for secondary students.

Because of its commitment to academic excellence, the board adopts the following provisions to assure maximum educational opportunities for secondary students.

Course of Study

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Extended Studies Diploma

Students are to be encouraged to elect a program of study that will prepare them for success in college and satisfy recommendations of the South Carolina State Board of Education. An optional School District Five diploma will be awarded to those students who pursue an extended program of studies to include completion of at least 28 Carnegie units of credit as listed below and a community service project each year in grades nine through 12. ~~Guidance counselors~~ **School Counselors** will be responsible for approving community service projects.

- four units of English
- at least four units of mathematics including Algebra I, Algebra II, and Geometry
- at least four units of laboratory science
- at least three units in the same foreign language
- four units in social studies including U.S. History, American Government/Economics, and two others
- one unit of computer technology, including satisfaction of a technology proficiency requirement
- one unit of physical education or JROTC
- one unit in occupational education or one unit in visual and/or performing arts
- additional electives selected by the student

Concurrent College Enrollment

Students who complete the regular high school program in a subject area may enroll concurrently in high school and college courses ~~as long as course load requirements are met~~. The high school's master schedule will not be altered to accommodate the student seeking concurrent enrollment.

Approval will be obtained from the principal ~~or the principal's designee~~ prior to enrollment in the college course(s). All expenses incurred by participation in such courses will be borne by the student or parent/legal guardian ~~unless otherwise indicated by the district~~.

~~As many as four~~ Carnegie units for college courses may be earned and applied to the 24 units required for a state high school diploma by students in grades nine through 12 and/or adult education programs. 3

A three-semester hour college course will transfer as 1.0 Carnegie unit. Only courses applicable to baccalaureate degrees, or to associate degrees, offered by institutions ~~accredited by the board of education of that in the state which are accredited by or the appropriate regional accrediting agency Commission of Colleges of the Southern Association of Colleges and Schools may be accepted for credit~~ qualify. ~~Units earned for college courses may not be substituted for courses of similar content offered in the high school's curriculum.~~

Early Dismissal/Late Arrivals

There will be no permanent late arrivals or early dismissals except those approved by a special committee at each school. Exceptions will be typically limited to students involved in school sponsored work-study programs, those enrolled in college courses, and those involved in committee-approved apprenticeships, mentorships, and/or internships.

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Honor graduates will be recognized by each high school at graduation. Honor graduates are students who rank in the top 15 percent of the class or earn a 4.0 with a cumulative grade point average or above as defined by the state uniform grading scale. The top five percent of students in a graduating class will be designated as distinguished honor graduates. The speakers for the commencement exercises (chosen from the distinguished honor graduates) will be selected by a committee of the distinguished honor graduates and teachers at each school.

The student must be enrolled for a minimum of one semester immediately preceding his/her graduation to be considered for recognition as an honor or distinguished honor graduate.

Units earned in a summer school program do not satisfy this requirement.

Cf. IKF

Adopted 6/16/86; Revised 1/25/88, 2/6/89, 1/8/96, 4/3/00, 5/19/03, 11/19/12, 3/13/17


School District Five of Lexington and Richland Counties

4

**MEMORANDUM**

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.
Superintendent

From: Tina McCaskill 
Chief Academic Officer

Date: September 6, 2023

Re: September 11, 2023 Board Meeting
Action Item
Second and Final Reading of Potential Revisions to Board Policy IKD "Honor Rolls"

Item: Second and Final Reading of Potential Revisions to Board Policy IKD "Honor Rolls"

Background: A student must maintain an average of 90 in each subject in order to be eligible for A honor roll and a minimum of 80 in each course for B honor roll, in the six or more courses in which he or she is enrolled. Students enrolled in dual enrollment courses may be listed as taking less than six classes in PowerSchool as grades for courses offered through our college course partner (Midlands Technical College) will not be reported until the end of the semester. The proposed revision clarifies that dual enrollment courses are considered part of the six required blocks.

Recommendation: The administration recommends that the Board of Trustees approve the revisions to Board Policy IKD "Honor Rolls".

Attachments: Current Policy and Proposed Revisions to Board Policy IKD

HONOR ROLLS

Code **IKD** Issued **1/17**

Purpose: To establish the board's vision for publication of student honor rolls.

The board encourages and fosters the development of intellectual student ability, desirable traits of character, and qualities of leadership. The board will support programs which recognize outstanding student achievement far in excess of minimum requirements in these areas. These programs may include honor rolls, honor societies, special awards, or special recognition at honors programs and/or commencement exercises.

The board directs the certified staff to develop criteria and procedures for these recognition programs in honor of scholarship or distinguished service by students in any school activity. The criteria and procedures will make clear the relationship between the honor and the relevant goal or goals of the schools.

A student must maintain a minimum average of 90 in each subject for which he/she is enrolled in order to be eligible for the A Honor Roll. A student must maintain a minimum average of 80 in each subject for which he/she is enrolled in order to be eligible for the A/B Honor Roll. No student who is enrolled for fewer than six blocks is eligible for the honor roll.

Honor Graduates

A senior student will be considered a high school honor graduate if he/she ranks in the top 15 percent of the class or earns a 4.0 cumulative GPA or above as defined in the state uniform grading scale policy. This cumulative grade point average is determined by including all grades in all subjects and is computed at the end of the 10th, 11th, and 12th grades. Distinguished honor graduates will be defined as the top five percent of the senior class as determined by the cumulative grade point average.

Adopted 1973; Revised 11/16/81, 5/19/03, 6/17/13, 4/22/15, 1/23/17

HONOR ROLLS

Code **IKD** Issued **~~4/17~~ 9/23**

Purpose: To establish the board's vision for publication of student honor rolls.

The board encourages and fosters the development of intellectual student ability, desirable traits of character, and qualities of leadership. The board will support programs which recognize outstanding student achievement far in excess of minimum requirements in these areas. These programs may include honor rolls, honor societies, special awards, or special recognition at honors programs and/or commencement exercises.

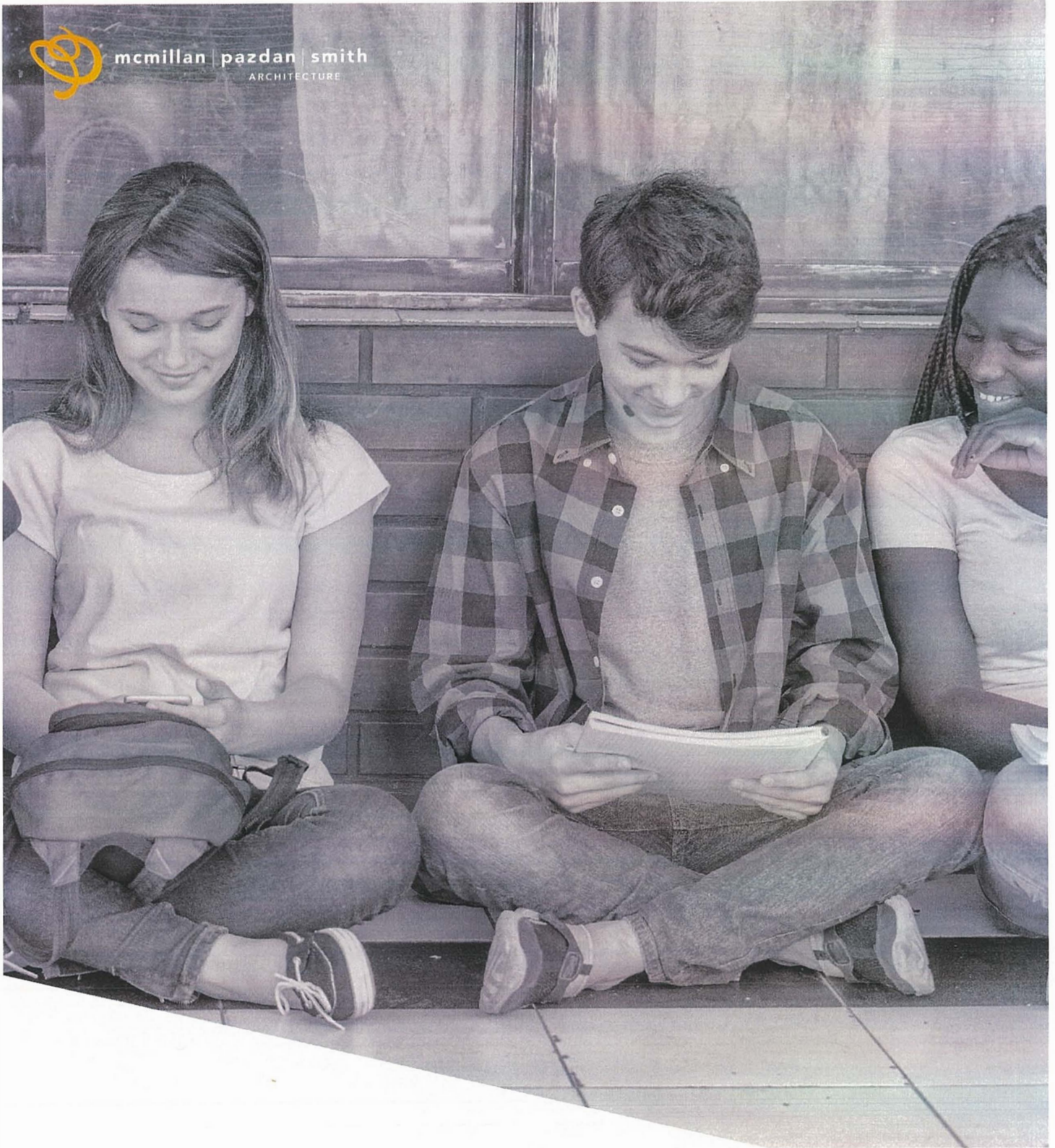
The board directs the certified staff to develop criteria and procedures for these recognition programs in honor of scholarship or distinguished service by students in any school activity. The criteria and procedures will make clear the relationship between the honor and the relevant goal or goals of the schools.

A student must maintain a minimum average of 90 in each subject for which he/she is enrolled in order to be eligible for the A Honor Roll. A student must maintain a minimum average of 80 in each subject for which he/she is enrolled in order to be eligible for the A/B Honor Roll. No student who is enrolled for fewer than six blocks is eligible for the honor roll **unless enrolled in dual credit courses during that term.**

Honor Graduates

A senior student will be considered a high school honor graduate if he/she ranks in the top 15 percent of the class or earns a 4.0 cumulative GPA or above as defined in the state uniform grading scale policy. This cumulative grade point average is determined by including all grades in all subjects and is computed at the end of the 10th, 11th, and 12th grades. Distinguished honor graduates will be defined as the top five percent of the senior class as determined by the cumulative grade point average.

Adopted 1973; Revised 11/16/81, 5/19/03, 6/17/13, 4/22/15, 1/23/17



**District Five of Lexington and Richland Counties
Population and Enrollment Forecasts**

August 17, 2023

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EXECUTIVE SUMMARY

1. The resident total fertility rate for School District Five of Lexington and Richland Counties Hancock Central Schools over the life of the forecasts is below replacement level. (1.83 vs. the replacement level of 2.1)
2. Most in-migration to the district continues to occur in the 0-to-9 and 25-to-44-year-old age groups.
3. The local 18-to-24-year-old population continues to leave the district, going to college or moving to other urbanized areas. This population group accounts for the largest segment of the district's out migration flow and will increase steadily over the next 10 years. The second largest migration outflow is in the 70+ age groups.
4. The primary factors causing the district's enrollment to increase over the next five years is the slowing of the increase in empty nest households, the relatively high number of elderly housing units turning over coupled with a sustained rate of in-migration of young families.
5. Changes in year-to-year enrollment over the next ten years will primarily be due to small cohorts entering and moving through the school system in conjunction with larger cohorts leaving the system. The 12th grade class will average 1,417 students over the next 10 years, compared to 1,264 students over the last five years.
6. The elementary enrollment will slowly increase after the 2026-27 school year.
7. The median age of the district's population will increase from 40.4 in 2020 to 42.8 in 2030.
8. Even if the district continues to have a substantial amount of annual new housing unit construction over the next 10 years, the rate, magnitude, and price of existing home sales will become the increasingly dominant factor affecting the amount of population and enrollment change.
9. Total district enrollment is forecasted to increase by 695 students, or 4.0%, between 2022-23 and 2027-28. Total enrollment will decrease by 248 students, or-1.4%, from 2027-28 to 2032-33.

INTRODUCTION

By demographic principle, distinctions are made between projections and forecasts. A projection extrapolates the past (and present) into the future with little or no attempt to take into account any factors that may impact the extrapolation (e.g., changes in fertility rates, housing patterns or migration patterns) while a forecast results when a projection is modified by reasoning to take into account the aforementioned factors.

To maximize the use of this study as a planning tool, the ultimate goal is not simply to project the past into the future, but rather to assess various factors' impact on the future. The future population and enrollment change of each school district is influenced by a variety of factors. Not all factors will influence the entire school district or its attendance areas at the same level. Some may affect different areas at dissimilar magnitudes and rates causing changes at varying points of time within the same district. The forecaster's judgment, based on a thorough and intimate study of the district, has been used to modify the demographic trends and factors to predict likely changes more accurately. Therefore, strictly speaking, this study is a forecast, not a projection; and the amount of modification of the demographic trends varies between different areas of the district as well as within the timeframe of the forecast.

To calculate population forecasts of any type, particularly for smaller populations such as a school district or its attendance areas, realistic suppositions must be made as to what the future will bring in terms of age specific fertility,

mortality, and migration rates as well as the residents' demographic behavior at certain points of the life course. The demographic history of the school district and its interplay with the social and economic history of the area is the starting point and basis of most of these suppositions, particularly on key factors such as the age structure of the area. The unique nature of each district's and attendance area's demographic composition and rate of change over time must be assessed and understood to be factors throughout the life of the forecast series. Moreover, no two populations, particularly at the school district and attendance area level, have identical demographic characteristics or undergo demographics changes at exactly the same rate.

The manifest purpose of these forecasts is to ascertain the demographic factors that will ultimately influence the enrollment levels in the district's schools. There are of course, other non-demographic factors that affect enrollment levels over time. These factors include, but are not limited to transfer policies within the district; student transfers to and from neighboring districts; placement of "special programs" within school facilities that may serve students from outside the attendance area; state or federal mandates that dictate the movement of students from one facility to another (No Child Left Behind was an excellent example of this factor); the development of charter schools in the district; the prevalence of home schooling in the area; and the dynamics of local private schools.

Unless the district specifically requests the calculation of forecasts that reflect the effects of changes in these non-demographic factors, their influences are held constant for the life of the forecasts. Again, the main function of these forecasts is to determine what impact demographic changes will have on future enrollment. It is quite possible to calculate special “scenario” forecasts to measure the impact of school policy modifications, new state mandates as well as planned economic development and/or financial changes. However, in this case the results of these population and enrollment forecasts are meant to represent the most likely scenario for changes over the next 10 years in the district and its attendance areas.

The first part of the report will examine the assumptions made in calculating the population forecasts for School District Five of Lexington and Richland Counties. Since the results of the population forecasts drive the subsequent enrollment forecasts, the assumptions listed in this section are paramount to understanding the area’s demographic dynamics. The remainder of the report is an explanation and analysis of the district’s population forecasts and how they will shape the district’s grade level enrollment forecasts.

DATA

The data used for the forecasts come from a variety of sources. The School District Five of Lexington and Richland Counties provided enrollments by grade and attendance center for the school years 2017-18 to 2022-23. Birth

and death data for the years 2010 through 2020 were obtained from the South Carolina Department of Health. The net migration values were calculated using Internal Revenue Service migration reports for the years 2010 through 2020. The data used for the calculation of migration models came from the United States Bureau of the Census, 2005 to 2020, and the models were designed using demographic and economic factors. The base age-sex population counts used are from the results of the 2010 Census, calibrated to the 2020 Census results.

Recently the Census Bureau began releasing annual estimates of demographic variables at the block group and tract level from the American Community Survey (ACS). There has been wide scale reporting of these results in the national, state, and local media. However, due to the methodological problems the Census Bureau is experiencing with their estimates derived from ACS data, particularly in areas with a population of less than 60,000, (all of the elementary attendance areas in the district have less than 60,000 population) the results of the ACS are not used in these forecasts. For example, given the sampling framework used by the Census Bureau, each year only 1,200 of the over 41,000 current households in the district would have been included. For comparison 4,800 households in the district were included in the sample for the long form questionnaire in the 2000 Census. As a result of this small sample size, the ACS survey results from the last five years must be aggregated to produce the tract and block group estimates.

To develop the population forecast models, past migration patterns, current age specific fertility patterns, the magnitude and dynamics of the gross and net migration, the current age specific mortality trends, the distribution of the population by age and sex, the rate and type of existing housing unit sales, and future housing unit construction are considered primary variables. In addition, the change in household size relative to the age structure of the forecast area was addressed. While there was a slight drop in the average household size in the School District Five of Lexington and Richland Counties (persons per household in the district was 2.50 in 2020, compared to 2.55 in 2010) as well as most other areas of the country during the previous 20 years, the rate of this decline has been forecasted to slow over the next ten years.

ASSUMPTIONS

For these forecasts, the mortality probabilities are held constant at the levels calculated for the year 2018 (pre COVID-19 levels). While the number of deaths in an area are impacted by and will change given the proportion of the local population over age 65, in the absence of an extraordinary event such as a natural disaster or a breakthrough in the treatment of heart disease, death rates rarely move rapidly in any direction, particularly at the school district or attendance area level. Thus, significant changes are not foreseen in district's mortality rates between now and the year 2032. (At this point in time, there is insufficient data at the geographic and

age levels needed for these forecasts of the impacts of COVID-19 on mortality rates. We assume that most areas will return to their traditional mortality rate levels by 2023.) Any increases forecasted in the number of deaths will be due primarily to the general aging of the district's population and specifically to the increase in the number of residents aged 65 and older.

Similarly, fertility rates are assumed to stay fairly constant for the life of the forecasts. Like mortality rates, age specific fertility rates rarely change quickly or dramatically, particularly in small areas. Even with the recently reported drop in the fertility rates of the United States, overall fertility rates have stayed within a 10% range for most of the last 40 years. In fact, the vast majority of year-to-year change in an area's number of births is due to changes in the number of women in childbearing ages (particularly ages 20-29) rather than any fluctuation in an area's fertility rate. While there was a significant decline in the number of births in most regions of the United States in 2020 and 2021 due to the impact of COVID-19, we assume that after 2022 fertility rates will resume their pre COVID trends.

The **resident** total fertility rate (TFR), the average number of births a woman will have while living in the school district during her lifetime, is estimated to be 1.83 for the total district for the ten years of the population forecasts. A TFR of 2.1 births per woman is considered the theoretical "replacement level" of fertility necessary for a population to remain constant in the absence of in-migration. Therefore, in the absence of migration, fertility alone would be slightly below the level needed

to maintain the current level of population and enrollment within School District Five of Lexington and Richland Counties over the course of the forecast period. At the current TFR and given the number of women in prime childbearing age in the district (ages 20–34-year-old), the district will consistently see the number of total resident births be on average over 300 lower than the average enrollment in grade one.

A close examination of data for School District Five of Lexington and Richland Counties has shown the age specific pattern of net migration will be nearly constant throughout the life of the forecasts. While the number of in and out migrants has changed in past years for School District Five of Lexington and Richland Counties (and will change again over the next 10 years), the basic age pattern of the migrants has stayed nearly the same over the last 30 years. Based on the analysis of data it is safe to assume this age specific migration trend will remain unchanged into the future. This pattern of migration shows most of the local out-migration occurring in the 18-to-24-year-old age group as young adults leave the area to go to college or move to other urbanized areas. The second group of out-migrants is those householders aged 70 and older who are downsizing their residences. Most of the non-college in-migration occurs in the 0-to-9 and 25-44 age groups (the bulk of which come from areas within 100 miles of School District Five of Lexington and Richland Counties) primarily consisting of younger adults and their children.

As the Lexington and Richland Counties area is not currently contemplating any major expansions or contractions, the forecasts also assume

that the current economic, political, social, and environmental factors, as well as the transportation and public works infrastructure (with a few notable exceptions, such as the completion of the I-26 expansion) of School District Five of Lexington and Richland Counties and its attendance areas will remain the same through the year 2032. Below is a list of assumptions and issues that are specific to School District Five of Lexington and Richland Counties. These issues have been used to modify the population forecast models to predict the impact of these factors more accurately on each area's population change.

Specifically, the forecasts for School District Five of Lexington and Richland Counties assume that throughout the study period:

- a. The national, state, or regional economy does not go into deep recession at any time during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)
- b. Interest rates have risen from their historic lows and will not fluctuate more than two percentage points in the short term; the interest rate for a 30-year fixed home mortgage stays between 5.0% and 7.0% for the 10 years of the forecasts;
- c. The rate of mortgage approval stays at 2022 levels and lenders do not return to “sub-prime” mortgage practices;

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| <ul style="list-style-type: none">d. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;e. The rate of housing foreclosures does not exceed 125% of the 2015-2020 average of Lexington and Richland Counties for any year in the forecasts;f. All currently planned, platted, approved, and permitted housing developments are built out and completed by 2031. All new housing units constructed are occupied by 2032. Speculative new home construction plans are not included;g. The average annual unemployment rates for the Lexington and Richland Counties and the Greater Columbia Metropolitan Area will remain below 7.5% for the 10 years of the forecasts;h. The intra-district student transfer policy remains unchanged over the next 10 years;i. The rate of students transferring out of the School District Five of Lexington and Richland Counties will remain at the 2018-19 to 2022-23 average;j. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;k. The state of South Carolina does not change the current policy on | <p>open enrollment (unrestricted inter district transfers) or school vouchers anytime in the next 10 years;</p> <ul style="list-style-type: none">l. There will be no building moratorium within the district;m. Businesses within the district and the School District Five of Lexington and Richland Counties area will remain viable;n. There are no new charter schools opened in the district in the next decade or expansion of existing charter schools over the next 10 years;o. The number of existing home sales in the district that are a result of “distress sales” (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;p. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by homeowners over the age of 60;q. The district will have at least an average of 1,600 existing home sales per year for the next 10 years;r. The district will have at least an average of 500 new single-family housing units constructed per year over the next 10 years;s. Private school, charter school and home school attendance |
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rates will remain constant at 2022-23 levels;

- t. The rate of foreclosures for commercial property remains at the 2015-2020 average for Lexington and Richland Counties;
- u. The number of students engaging in virtual learning (both within and outside of the district) remains at the 2022-23 level.

If a major employer in the district or in the Lexington and Richland Counties or the Greater Columbia Metropolitan Area (particularly in western and northern parts of the metropolitan area) closes, reduces or expands its operations, the population forecasts would need to be adjusted to reflect the changes brought about by the change in economic and employment conditions. The same holds true for any type of natural disaster, major change in the local infrastructure (e.g., highway construction, water and sewer expansion, changes in zoning regulations etc.), a further economic downturn, any additional weakness in the existing housing market, another pandemic or any instance or situation that causes rapid and dramatic population changes that could not be foreseen at the time the forecasts were calculated.

The high proportion of high school graduates from School District Five of Lexington and Richland Counties that attend college or move to urban areas outside of the district for employment is a significant demographic factor. Their departure is a major reason for the

extremely high out-migration in the 18 to 24 age group and was taken into account when calculating these forecasts. The out-migration of graduating high school seniors is expected to continue over the period of the forecasts and the rate of out-migration has been forecasted to remain the same over the life of the forecast series.

Finally, all demographic trends (i.e., births, deaths, and migration) are assumed to be linear in nature and annualized over the forecast period. For example, if 1,000 births are forecasted for a 5-year period, an equal number, or proportion of the births are assumed to occur every year, 200 per year. Actual year-to-year variations do and will occur, but overall year-to-year trends are expected to be constant.

METHODOLOGY

The population forecasts presented in this report are the result of using the Cohort-Component Method of population forecasting (Siegel, and Swanson, 2004: 561-601) (Smith et. al. 2004). As stated in the **INTRODUCTION**, the difference between a projection and a forecast is in the use of explicit judgment based upon the unique features of the area under study. Strictly speaking, a cohort projection refers to the future population that would result if a mathematical extrapolation of historical trends. Conversely, a cohort-component forecast refers to the future population that is expected because of a studied and purposeful selection of the components of change (i.e., births, deaths, and migration) and forecast models are developed to

measure the impact of these changes in each specific geographic area.

Five sets of data are required to generate population and enrollment forecasts. These five data sets are:

- a. a base-year population (here, the 2010 Census population for the School District Five of Lexington and Richland Counties and its attendance areas);
- b. a set of age-specific fertility rates for the district to be used over the forecast period and its attendance areas;
- c. a set of age-specific survival (mortality) rates for the district and its attendance areas;
- d. a set of age-specific migration rates for the district and its attendance areas; and;
- e. the historical enrollment figures by grade.

The most significant and difficult aspect of producing enrollment forecasts is the generation of the population forecasts in which the school age population (and enrollment) is embedded. In turn, the most challenging aspect of generating the population forecasts is found in deriving the rates of change in fertility, mortality, and migration. From the standpoint of demographic analysis, School District Five of Lexington and Richland Counties is classified as a “small area” population (as compared to the population of the state of South Carolina or to that of the United States). Small area population forecasts

are more complicated to calculate because local variations in fertility, mortality, and migration may be more irregular than those at the regional, state, or national scale. Especially challenging is the forecast of the migration rates for local areas, because changes in the area's socioeconomic characteristics can quickly change from past and current patterns (Peters and Larkin, 2002.)

The population forecasts for School District Five of Lexington and Richland Counties were calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the unique demographic characteristics of each of the attendance areas in the School District Five of Lexington and Richland Counties.

The enrollment forecasts were calculated using a modified average survivorship method. Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of year-to-year enrollment data were calculated for grades two through twelve. This procedure is used to identify specific grades where there are large numbers of students changing facilities for non-demographic factors, such as private school transfers or enrollment in special programs.

The survivorship rates were modified or adjusted to reflect the

average rate of forecasted in and out migration of 5-to-9, 10-to-14 and 15-to-17-year-old cohorts to each of the attendance centers in School District Five of Lexington and Richland Counties for the period 2010 to 2015. These survivorship rates then were adjusted to reflect the forecasted changes in age-specific migration the district should experience over the next five years. These modified survivorship rates were used to project the enrollment of grades 2 through 12 for the period 2015 to 2020. The survivorship rates were adjusted again for the period 2020 to 2025 to reflect the predicted changes in the amount of age-specific migration in the district for the period.

The forecasted enrollments for kindergarten and first grade are derived from the 5-to-9-year-old population of the age-sex population forecast at the elementary attendance center district level. This procedure allows the changes in the incoming grade sizes to be factors of forecasted population change and not an extrapolation of previous class sizes. Given the potentially large amount of variation in kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start Kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the forecasts. (McKibben, 1996) The level of accuracy for both the population and enrollment forecasts at the school district level is estimated to be no more than +/- 2.5% for the life of the forecasts.

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Appendix A: Supplemental Tables

Table 1: Forecasted Elementary Area Population Change, 2020 to 2030

	2020	2025	2020-2025 Change	2030	2025-2030 Change	2020-2030 Change
Ballentine	9,010	9,910	10.0%	10,610	7.1%	17.8%
Chapin	11,000	12,040	9.5%	12,740	5.8%	15.8%
Dutch Fork	7,980	7,870	-1.4%	7,720	-1.9%	-3.3%
H. E. Corley	6,990	7,160	2.4%	7,280	1.7%	4.1%
Harbison West	8,260	8,590	4.0%	8,800	2.4%	6.5%
Irmo	7,850	8,020	2.2%	8,080	0.7%	2.9%
Lake Murray	11,420	12,780	11.9%	13,640	6.7%	19.4%
Leaphart	7,820	7,640	-2.3%	7,390	-3.3%	-5.5%
Nursery Road	7,040	6,930	-1.6%	6,690	-3.5%	-5.0%
Oak Pointe	5,680	5,690	0.2%	5,630	-1.1%	-0.9%
Piney Woods	7,520	7,670	2.0%	7,830	2.1%	4.1%
River Springs	5,370	5,370	0.0%	5,350	-0.4%	-0.4%
Seven Oaks	7,630	7,400	-3.0%	7,170	-3.1%	-6.0%
District Total	103,570	107,070	3.4%	108,930	1.7%	5.2%

Table 2: Household Characteristics by Elementary Area, 2010 Census

	HH w/ Pop Under 18	% HH w/ Pop Under 18	Total Households	Household Population	Persons Per Household
Ballentine	1,004	46.2%	2,174	6,221	2.86
Chapin	1,163	37.7%	3,087	8,152	2.64
Dutch Fork	1,193	37.9%	3,151	8,051	2.55
H. E. Corley	1,020	43.2%	2,359	6,473	2.74
Harbison West	904	26.1%	3,458	7,562	2.19
Irmo	903	31.5%	2,872	7,126	2.48
Lake Murray	946	36.9%	2,562	6,838	2.67
Leaphart	939	27.2%	3,453	8,003	2.32
Nursery Road	938	34.8%	2,696	7,038	2.61
Oak Pointe	986	51.2%	1,924	5,621	2.92
Piney Woods	758	30.5%	2,486	6,317	2.54
River Springs	916	51.2%	1,791	5,314	2.97
Seven Oaks	1,029	28.8%	3,575	7,997	2.24
District Total	12,700	35.7%	35,588	90,711	2.55

Table 3: Householder Characteristics by Elementary Area, 2010 Census

	Percentage of Householders aged 35-54	Percentage of Householders aged 65+	Percentage of Householders who own homes
Ballentine	54.8%	16.0%	92.9%
Chapin	43.6%	23.1%	88.9%
Dutch Fork	44.6%	17.3%	86.6%
H. E. Corley	49.9%	9.6%	85.9%
Harbison West	36.2%	20.7%	50.9%
Irmo	42.1%	19.7%	79.7%
Lake Murray	45.0%	22.7%	92.9%
Leaphart	35.8%	26.3%	72.7%
Nursery Road	39.8%	20.7%	85.3%
Oak Pointe	58.5%	9.2%	92.7%
Piney Woods	39.1%	27.5%	92.2%
River Springs	58.3%	12.3%	92.9%
Seven Oaks	34.6%	19.4%	45.7%
District Total	43.3%	19.5%	79.0%

Table 4: Percentage of Households that are Single Person Households and Single Person Households that are over age 65 by Elementary Area, 2010 Census

	Percentage of Single Person Households	Percentage of Single Person Households and are 65+
Ballentine	14.8%	4.8%
Chapin	19.6%	8.4%
Dutch Fork	23.9%	6.5%
H. E. Corley	19.8%	3.4%
Harbison West	36.0%	11.4%
Irmo	21.6%	6.5%
Lake Murray	17.2%	7.3%
Leaphart	29.5%	11.3%
Nursery Road	17.3%	5.6%
Oak Pointe	14.6%	2.5%
Piney Woods	17.4%	7.2%
River Springs	14.4%	3.5%
Seven Oaks	34.1%	8.3%
District Total	22.8%	7.2%

Table 5: Elementary Enrollment (K-4), 2022, 2027, 2032

	2022	2027	2022-2027 Change	2032	2027-2032 Change	2022-2032 Change
Ballentine	441	401	-9.1%	419	4.5%	-5.0%
Chapin	708	669	-5.5%	673	0.6%	-4.9%
Dutch Fork	361	331	-8.3%	344	3.9%	-4.7%
H. E. Corley	396	399	0.8%	420	5.3%	6.1%
Harbison West	367	384	4.6%	402	4.7%	9.5%
Irmo	425	374	-12.0%	387	3.5%	-8.9%
Lake Murray	809	832	2.8%	802	-3.6%	-0.9%
Leaphart	388	412	6.2%	427	3.6%	10.1%
Nursery Road	339	330	-2.7%	348	5.5%	2.7%
Oak Pointe	398	403	1.3%	424	5.2%	6.5%
Piney Woods	501	564	12.6%	562	-0.4%	12.2%
River Springs	347	355	2.3%	381	7.3%	9.8%
Seven Oaks	402	396	-1.5%	409	3.3%	1.7%
District Total	5,882	5,850	-0.5%	5,998	2.5%	2.0%

Table 6: Age Under One to Age Ten Population Counts, by Year of Age, by Elementary Area: 2010 Census

	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years
Ballentine	50	75	72	82	97	96	118	117	113	123	109
Chapin	69	100	103	100	110	91	118	136	106	126	165
Dutch Fork	99	109	88	117	107	97	104	106	108	119	115
H. E. Corley	101	100	106	108	98	100	80	94	104	94	86
Harbison West	76	93	73	85	74	79	79	88	72	93	80
Irmo	88	79	66	92	77	68	75	93	78	88	77
Lake Murray	67	61	81	89	81	75	107	94	114	113	107
Leaphart	99	86	83	88	92	90	63	82	84	106	89
Nursery Road	74	75	65	89	80	75	75	69	85	88	93
Oak Pointe	88	67	86	84	89	117	101	124	115	84	97
Piney Woods	44	45	53	49	59	62	71	72	77	85	81
River Springs	52	63	68	87	83	103	103	100	106	134	103
Seven Oaks	99	106	103	96	108	101	99	110	91	100	95
District Total	1005	1059	1046	1166	1154	1152	1191	1284	1252	1351	1296

Appendix B: Population Forecasts

School District Five of Lexington and Richland Counties Total Population

	2010	2015	2020	2025	2030
0-4	5,430	6,060	6,150	5,970	5,430
5-9	6,230	6,420	6,890	6,950	6,890
10-14	6,738	6,670	6,780	7,140	7,110
15-19	6,466	6,120	6,150	6,270	6,740
20-24	4,468	4,740	4,710	4,460	4,540
25-29	5,239	5,570	5,720	5,440	5,160
30-34	5,430	6,360	6,530	6,730	6,150
35-39	6,229	7,580	8,250	7,880	7,730
40-44	6,774	7,290	8,420	8,830	8,490
45-49	7,561	6,600	7,150	8,270	8,700
50-54	7,208	7,390	6,470	6,990	8,110
55-59	6,380	6,780	6,950	6,120	6,670
60-64	5,834	5,890	6,300	6,460	5,710
65-69	4,101	5,280	5,340	5,670	5,870
70-74	2,672	3,830	4,780	4,810	5,170
75-79	1,886	2,330	3,360	4,190	4,230
80-84	1,247	1,520	1,880	2,740	3,390
85+	1,125	1,390	1,740	2,150	2,840
Total	91,018	97,820	103,570	107,070	108,930
Median Age	39.4	39.6	40.4	41.5	42.8
Births	5,070	5,290	5,220	5,000	
Deaths	2,940	3,520	4,120	4,830	
Natural Increase	2,130	1,770	1,100	170	
Net Migration	4,660	3,900	2,490	1,710	
Change	6,790	5,670	3,590	1,880	

Differences between period Totals may not equal Change due to rounding.

Ballentine Elementary Total Population

	2010	2015	2020	2025	2030
0-4	376	450	470	460	440
5-9	567	520	550	510	500
10-14	588	650	580	600	550
15-19	484	530	610	540	580
20-24	194	200	320	360	340
25-29	220	330	300	400	430
30-34	322	560	580	500	560
35-39	488	890	980	900	760
40-44	608	820	1,130	1,270	1,140
45-49	592	600	820	1,120	1,270
50-54	505	590	600	810	1,110
55-59	378	490	570	580	790
60-64	331	360	480	560	560
65-69	230	310	350	450	520
70-74	142	210	300	320	420
75-79	95	120	190	260	280
80-84	63	70	100	160	210
85+	38	60	80	110	150
Total	6,221	7,760	9,010	9,910	10,610
Median Age	38.7	38.6	40.5	42.7	45.0
Births	310	370	380	380	
Deaths	160	210	270	340	
Natural Increase	150	160	110	40	
Net Migration	1,420	1,040	810	660	
Change	1,570	1,200	920	700	

Differences between period Totals may not equal Change due to rounding.

Chapin Elementary Total Population

	2010	2015	2020	2025	2030
0-4	482	580	630	610	570
5-9	576	620	690	730	710
10-14	717	720	740	790	810
15-19	536	580	600	640	710
20-24	285	250	340	300	320
25-29	338	420	370	430	380
30-34	413	760	780	750	720
35-39	539	970	1,220	1,160	1,040
40-44	648	820	1,190	1,400	1,360
45-49	689	640	800	1,180	1,390
50-54	651	680	630	790	1,170
55-59	599	640	660	620	770
60-64	525	580	620	640	600
65-69	364	500	550	590	610
70-74	301	330	470	510	540
75-79	201	260	300	410	440
80-84	134	170	210	250	320
85+	155	170	200	240	280
Total	8,152	9,690	11,000	12,040	12,740
Median Age	41.5	39.7	40.5	42.2	44.1
Births	440	520	510	500	
Deaths	310	370	430	500	
Natural Increase	130	150	80	0	
Net Migration	1,390	1,180	950	720	
Change	1,520	1,330	1,030	720	

Differences between period Totals may not equal Change due to rounding.

Dutch Fork Elementary Total Population

	2010	2015	2020	2025	2030
0-4	519	440	410	390	360
5-9	534	560	470	470	440
10-14	590	530	560	470	470
15-19	606	510	460	500	420
20-24	409	420	330	320	370
25-29	511	450	450	360	350
30-34	559	550	480	480	380
35-39	580	590	580	500	500
40-44	619	580	590	570	500
45-49	657	620	570	580	570
50-54	626	650	600	570	580
55-59	562	580	600	560	530
60-64	466	510	520	550	520
65-69	303	410	450	460	500
70-74	220	280	380	390	410
75-79	154	190	250	330	340
80-84	93	120	160	200	270
85+	52	90	120	170	210
Total	8,059	8,080	7,980	7,870	7,720
Median Age	37.6	39.9	42.1	43.9	45.6
Births	400	380	360	340	
Deaths	220	270	320	370	
Natural Increase	180	110	40	-30	
Net Migration	-190	-180	-140	-130	
Change	-10	-70	-100	-160	

Differences between period Totals may not equal Change due to rounding.

HE Corley Elementary Total Population

	2010	2015	2020	2025	2030
0-4	512	470	450	430	410
5-9	471	520	470	470	480
10-14	514	470	520	470	460
15-19	539	490	450	500	450
20-24	382	480	440	400	430
25-29	545	400	490	440	400
30-34	521	550	400	490	450
35-39	505	530	560	400	500
40-44	498	500	520	560	400
45-49	495	490	500	520	560
50-54	511	490	490	500	520
55-59	365	480	470	470	480
60-64	262	340	460	450	440
65-69	151	240	320	430	410
70-74	89	140	220	280	390
75-79	67	80	120	190	250
80-84	30	50	60	100	160
85+	18	30	50	60	90
Total	6,473	6,750	6,990	7,160	7,280
Median Age	32.6	35.0	37.5	39.8	40.8
Births	450	440	420	400	
Deaths	120	150	190	240	
Natural Increase	330	290	230	160	
Net Migration	-60	-50	-40	-40	
Change	270	240	190	120	

Differences between period Totals may not equal Change due to rounding.

Harbison West Elementary Total Population

	2010	2015	2020	2025	2030
0-4	401	470	490	530	490
5-9	410	450	500	530	570
10-14	434	410	450	500	530
15-19	509	510	490	510	550
20-24	560	680	670	620	610
25-29	685	770	870	830	750
30-34	531	340	440	610	610
35-39	497	520	340	440	610
40-44	423	500	520	340	440
45-49	543	420	480	520	340
50-54	553	540	420	480	510
55-59	526	540	520	400	470
60-64	512	510	520	510	400
65-69	356	480	490	500	480
70-74	192	330	450	450	470
75-79	169	170	290	400	400
80-84	132	140	140	230	320
85+	141	160	180	190	250
Total	7,570	7,940	8,260	8,590	8,800
Median Age	37.6	38.3	38.2	36.9	37.4
Births	420	460	510	470	
Deaths	270	310	350	410	
Natural Increase	150	150	160	60	
Net Migration	210	200	160	140	
Change	360	350	320	200	

Differences between period Totals may not equal Change due to rounding.

Irmo Elementary Total Population

	2010	2015	2020	2025	2030
0-4	402	450	430	390	390
5-9	401	550	490	460	420
10-14	437	400	550	490	460
15-19	498	390	350	510	470
20-24	341	260	260	210	250
25-29	347	430	340	320	310
30-34	386	440	570	500	420
35-39	418	480	620	690	600
40-44	473	460	480	610	730
45-49	630	460	460	470	600
50-54	700	620	460	450	470
55-59	625	690	610	460	450
60-64	561	600	660	590	440
65-69	381	530	530	600	550
70-74	221	360	450	460	550
75-79	142	200	310	390	410
80-84	93	110	160	250	320
85+	71	90	120	170	240
Total	7,126	7,520	7,850	8,020	8,080
Median Age	43.5	43.9	43.3	43.6	44.9
Births	410	390	360	370	
Deaths	240	300	360	430	
Natural Increase	170	90	0	-60	
Net Migration	240	220	150	130	
Change	410	310	150	70	

Differences between period Totals may not equal Change due to rounding.

Lake Murray Elementary Total Population

	2010	2015	2020	2025	2030
0-4	380	650	760	690	650
5-9	503	590	830	870	850
10-14	514	710	790	950	950
15-19	462	430	640	670	870
20-24	233	250	240	280	270
25-29	248	450	440	350	350
30-34	309	680	830	920	660
35-39	504	1,030	1,330	1,310	1,220
40-44	497	920	1,410	1,550	1,530
45-49	656	490	920	1,400	1,540
50-54	569	650	490	910	1,380
55-59	518	550	630	470	890
60-64	499	500	530	620	460
65-69	348	470	480	510	580
70-74	235	330	440	440	470
75-79	162	210	280	380	390
80-84	150	140	160	230	310
85+	218	220	220	230	270
Total	7,003	9,270	11,420	12,780	13,640
Median Age	43.5	39.2	39.4	41.1	43.3
Births	430	570	570	580	
Deaths	310	350	400	470	
Natural Increase	120	220	170	110	
Net Migration	2,130	1,940	1,190	780	
Change	2,250	2,160	1,360	890	

Differences between period Totals may not equal Change due to rounding.

Leaphart Elementary Total Population

	2010	2015	2020	2025	2030
0-4	448	460	430	390	340
5-9	425	470	490	500	530
10-14	478	420	470	490	500
15-19	484	420	370	430	440
20-24	427	350	290	250	270
25-29	564	450	370	310	270
30-34	512	590	470	390	340
35-39	479	530	610	500	410
40-44	515	470	530	600	490
45-49	571	510	470	530	600
50-54	616	560	500	460	520
55-59	548	570	530	470	440
60-64	593	500	530	460	410
65-69	473	540	450	460	390
70-74	312	440	470	390	400
75-79	286	270	390	420	350
80-84	152	230	220	320	340
85+	121	160	230	270	350
Total	8,003	7,940	7,820	7,640	7,390
Median Age	41.8	43.0	43.9	44.7	45.9
Births	430	380	350	320	
Deaths	320	380	420	470	
Natural Increase	110	0	-70	-150	
Net Migration	-140	-130	-120	-110	
Change	-30	-130	-190	-260	

Differences between period Totals may not equal Change due to rounding.

Nursesey Road Elementary Total Population

	2010	2015	2020	2025	2030
0-4	383	390	390	360	320
5-9	392	400	410	410	400
10-14	502	390	400	410	410
15-19	579	450	350	360	370
20-24	340	470	350	250	220
25-29	326	360	490	370	270
30-34	335	350	380	510	390
35-39	395	350	370	400	530
40-44	425	390	350	370	400
45-49	557	420	390	350	360
50-54	641	550	420	390	340
55-59	663	610	520	400	370
60-64	616	620	560	460	370
65-69	403	570	560	500	410
70-74	245	380	500	530	460
75-79	119	220	330	440	460
80-84	66	100	170	270	360
85+	51	60	100	150	250
Total	7,038	7,080	7,040	6,930	6,690
Median Age	43.1	44.9	45.4	45.4	45.5
Births	360	340	320	300	
Deaths	220	280	350	420	
Natural Increase	140	60	-30	-120	
Net Migration	-110	-110	-100	-100	
Change	30	-50	-130	-220	

Differences between period Totals may not equal Change due to rounding.

Oak Pointe Elementary Total Population

	2010	2015	2020	2025	2030
0-4	413	420	380	380	290
5-9	540	460	490	460	450
10-14	522	540	460	490	460
15-19	460	440	470	400	430
20-24	194	210	230	240	220
25-29	281	230	240	260	280
30-34	412	320	270	270	280
35-39	538	450	350	290	290
40-44	553	530	450	350	290
45-49	524	550	530	450	350
50-54	412	520	550	530	440
55-59	274	360	470	530	490
60-64	212	220	320	400	480
65-69	128	160	180	240	360
70-74	55	120	110	160	220
75-79	48	40	100	100	140
80-84	33	40	40	90	80
85+	22	30	40	50	80
Total	5,621	5,640	5,680	5,690	5,630
Median Age	34.9	37.2	39.3	40.8	42.0
Births	340	310	300	270	
Deaths	100	120	140	180	
Natural Increase	240	190	160	90	
Net Migration	-210	-170	-140	-130	
Change	30	20	20	-40	

Differences between period Totals may not equal Change due to rounding.

Piney Woods Elementary Total Population

	2010	2015	2020	2025	2030
0-4	250	440	470	490	390
5-9	367	440	590	650	640
10-14	446	430	460	620	680
15-19	448	380	370	420	590
20-24	204	200	210	210	380
25-29	179	260	260	240	240
30-34	231	300	380	280	270
35-39	355	420	470	400	310
40-44	456	480	530	470	400
45-49	572	450	480	520	460
50-54	540	570	450	460	510
55-59	592	530	550	430	460
60-64	601	570	510	530	420
65-69	466	570	550	480	510
70-74	288	440	530	500	450
75-79	152	250	380	460	450
80-84	112	120	200	310	380
85+	70	110	130	200	290
Total	6,326	6,960	7,520	7,670	7,830
Median Age	47.0	46.4	45.2	45.5	45.2
Births	260	300	300	310	
Deaths	260	320	390	470	
Natural Increase	0	-20	-90	-160	
Net Migration	620	570	310	260	
Change	620	550	220	100	

Differences between period Totals may not equal Change due to rounding.

River Springs Elementary Total Population

	2010	2015	2020	2025	2030
0-4	354	350	350	360	350
5-9	545	380	440	420	430
10-14	542	540	380	430	400
15-19	405	490	490	330	390
20-24	188	220	290	300	210
25-29	195	220	260	310	330
30-34	270	220	240	280	330
35-39	456	300	220	270	280
40-44	564	450	290	220	260
45-49	518	560	450	290	220
50-54	389	510	560	450	290
55-59	287	350	470	520	410
60-64	228	250	310	430	480
65-69	153	190	210	270	380
70-74	94	140	170	170	230
75-79	68	80	130	150	140
80-84	33	50	60	100	120
85+	28	40	50	70	100
Total	5,314	5,340	5,370	5,370	5,350
Median Age	36.7	39.2	40.3	39.7	39.2
Births	290	290	310	300	
Deaths	110	140	170	200	
Natural Increase	180	150	140	100	
Net Migration	-150	-140	-130	-120	
Change	30	10	10	-20	

Differences between period Totals may not equal Change due to rounding.

Seven Oaks Elementary Total Population

	2010	2015	2020	2025	2030
0-4	512	490	490	490	430
5-9	501	460	470	470	470
10-14	455	460	420	430	430
15-19	456	500	500	460	470
20-24	711	750	740	720	650
25-29	802	800	840	820	800
30-34	629	700	710	750	740
35-39	476	520	600	620	680
40-44	497	370	430	520	550
45-49	559	390	280	340	440
50-54	495	460	300	190	270
55-59	444	390	350	210	120
60-64	428	330	280	260	130
65-69	347	310	220	180	170
70-74	279	330	290	210	160
75-79	224	240	290	260	180
80-84	158	180	200	230	200
85+	141	170	220	240	280
Total	8,114	7,850	7,630	7,400	7,170
Median Age	34.9	33.3	32.5	32.1	32.3
Births	530	540	530	460	
Deaths	300	320	330	330	
Natural Increase	230	220	200	130	
Net Migration	-490	-470	-410	-350	
Change	-260	-250	-210	-220	

Differences between period Totals may not equal Change due to rounding.

Appendix C: Enrollment Forecasts

School District Five of Lexington and Richland Counties: Total Enrollment

	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28	2028- 29	2029- 30	2030- 31	2031- 32	2032- 33
PK	545	381	480	502	502	502	502	502	502	502	502	502	502	502
K	1068	1051	1038	1052	1062	1086	1073	1061	1083	1099	1117	1135	1150	1166
1	1144	1062	1173	1112	1123	1144	1167	1146	1130	1146	1159	1172	1184	1195
2	1200	1112	1170	1233	1154	1163	1180	1201	1172	1153	1166	1178	1189	1199
3	1266	1119	1164	1242	1266	1186	1193	1210	1225	1197	1178	1190	1200	1211
4	1273	1250	1201	1243	1279	1304	1224	1231	1240	1255	1226	1208	1216	1227
5	924	860	856	847	766	831	843	732	755	766	780	769	762	774
Total PK-5	7420	6835	7082	7231	7152	7216	7182	7083	7107	7118	7128	7154	7203	7274
5	377	401	440	415	509	473	483	510	489	483	481	466	455	450
6	1293	1262	1295	1339	1304	1338	1332	1359	1295	1268	1270	1281	1259	1239
Total: 5-6	1670	1663	1735	1754	1813	1811	1815	1869	1784	1751	1751	1747	1714	1689
7	1491	1296	1356	1392	1448	1408	1426	1445	1461	1371	1365	1365	1373	1345
8	1401	1466	1352	1388	1427	1486	1447	1469	1484	1501	1411	1398	1393	1404
Total: 7-8	2892	2762	2708	2780	2875	2894	2873	2914	2945	2872	2776	2763	2766	2749
9	1503	1490	1671	1626	1647	1691	1756	1714	1726	1752	1772	1664	1654	1648
10	1453	1407	1460	1555	1551	1570	1613	1676	1635	1653	1674	1692	1590	1579
11	1342	1390	1346	1318	1461	1457	1475	1517	1578	1539	1562	1577	1593	1501
12	1266	1263	1279	1238	1237	1370	1365	1382	1422	1480	1443	1468	1494	1509
Total: 9-12	5564	5550	5756	5737	5896	6088	6209	6289	6361	6424	6451	6401	6331	6237
Total PK-12	17546	16810	17281	17502	17736	18009	18079	18155	18197	18165	18106	18065	18014	17949
Total PK-12	17546	16810	17281	17502	17736	18009	18079	18155	18197	18165	18106	18065	18014	17949
Change		-736	471	221	234	273	70	76	42	-32	-59	-41	-51	-65
%-Change		-4.2%	2.8%	1.3%	1.3%	1.5%	0.4%	0.4%	0.2%	-0.2%	-0.3%	-0.2%	-0.3%	-0.4%
Total: PK-5	7420	6835	7082	7231	7152	7216	7182	7083	7107	7118	7128	7154	7203	7274
Change		-585	247	149	-79	64	-34	-99	24	11	10	26	49	71
%-Change		-7.9%	3.6%	2.1%	-1.1%	0.9%	-0.5%	-1.4%	0.3%	0.2%	0.1%	0.4%	0.7%	1.0%
Total: 5-6	1670	1663	1735	1754	1813	1811	1815	1869	1784	1751	1751	1747	1714	1689
Change		-7	72	19	59	-2	4	54	-85	-33	0	-4	-33	-25
%-Change		-0.4%	4.3%	1.1%	3.4%	-0.1%	0.2%	3.0%	-4.5%	-1.8%	0.0%	-0.2%	-1.9%	-1.5%
Total: 7-8	2892	2762	2708	2780	2875	2894	2873	2914	2945	2872	2776	2763	2766	2749
Change		-130	-54	72	95	19	-21	41	31	-73	-96	-13	3	-17
%-Change		-4.5%	-2.0%	2.7%	3.4%	0.7%	-0.7%	1.4%	1.1%	-2.5%	-3.3%	-0.5%	0.1%	-0.6%
Total: 9-12	5564	5550	5756	5737	5896	6088	6209	6289	6361	6424	6451	6401	6331	6237
Change		-14	206	-19	159	192	121	80	72	63	27	-50	-70	-94
%-Change		-0.3%	3.7%	-0.3%	2.8%	3.3%	2.0%	1.3%	1.1%	1.0%	0.4%	-0.8%	-1.1%	-1.5%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Irmo Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
PK	44	24	21	23	23	23	23	23	23	23	23	23	23	23
K	82	92	73	68	69	70	69	70	70	71	72	75	76	77
1	89	88	94	80	72	73	74	72	73	73	74	75	77	78
2	84	81	88	100	82	73	75	76	74	75	74	75	76	78
3	83	85	81	94	101	83	75	77	78	76	77	75	76	77
4	103	73	99	83	95	102	85	77	79	80	78	78	76	77
5	98	108	68	96	84	96	105	87	79	81	82	79	79	77
Total PK-5	583	551	524	544	526	520	506	482	476	479	480	480	483	487
Total PK-5	583	551	524	544	526	520	506	482	476	479	480	480	483	487
Change		-32	-27	20	-18	-6	-14	-24	-6	3	1	0	3	4
%-Change		-5.5%	-4.9%	3.8%	-3.3%	-1.1%	-2.7%	-4.7%	-1.2%	0.6%	0.2%	0.0%	0.6%	0.8%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Leaphart Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
PK	20	14	20	22	22	22	22	22	22	22	22	22	22	22
K	63	65	69	75	77	78	78	77	80	81	81	82	83	81
1	72	65	69	73	79	81	82	81	80	82	83	84	85	86
2	81	70	68	76	74	81	82	83	82	81	83	84	85	86
3	91	63	74	86	79	77	83	84	85	84	83	85	86	87
4	76	85	72	78	88	81	78	84	85	86	85	84	86	87
5	82	73	98	84	80	90	83	78	85	87	88	86	85	87
Total PK-5	485	435	470	494	499	510	508	509	519	523	525	527	532	536
Total PK-5	485	435	470	494	499	510	508	509	519	523	525	527	532	536
Change		-50	35	24	5	11	-2	1	10	4	2	2	5	4
%-Change		-10%	8.0%	5.1%	1.0%	2.2%	-0.4%	0.2%	2.0%	0.8%	0.4%	0.4%	0.9%	0.8%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Nursey Road Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
PK	43	32	39	39	39	39	39	39	39	39	39	39	39	39
K	58	65	71	58	62	65	64	62	64	65	67	68	69	71
1	68	62	76	73	63	66	68	67	65	67	68	70	71	72
2	84	57	67	75	74	64	67	69	68	66	68	69	69	70
3	70	72	59	66	74	73	63	66	68	67	65	69	68	68
4	78	67	71	67	65	73	72	62	65	67	66	66	68	67
5	62	69	72	73	68	66	74	73	63	66	68	68	67	69
Total PK-5	463	424	455	451	445	446	447	438	432	437	441	449	451	456
Total PK-5	463	424	455	451	445	446	447	438	432	437	441	449	451	456
Change		-39	31	-4	-6	1	1	-9	-6	5	4	8	2	5
%-Change		-8.4%	7.3%	-0.9%	-1.3%	0.2%	0.2%	-2.0%	-1.4%	1.2%	0.9%	1.8%	0.4%	1.1%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Seven Oaks Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
PK	41	27	42	43	43	43	43	43	43	43	43	43	43	43
K	66	62	68	81	76	77	76	75	77	78	80	81	82	83
1	89	59	74	79	83	83	84	82	80	81	82	83	84	85
2	90	72	81	77	77	81	81	83	81	79	80	81	82	83
3	89	75	75	84	75	75	79	79	81	79	78	79	80	80
4	83	87	73	81	83	74	74	78	77	79	77	76	77	78
5	88	81	91	78	80	82	73	73	77	76	78	76	75	76
Total PK-5	546	463	504	523	517	515	510	513	516	515	518	519	523	528
Total PK-5	546	463	504	523	517	515	510	513	516	515	518	519	523	528
Change		-83	41	19	-6	-2	-5	3	3	-1	3	1	4	5
%-Change		-15%	8.9%	3.8%	-1.1%	-0.4%	-1.0%	0.6%	0.6%	-0.2%	0.6%	0.2%	0.8%	1.0%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Harbison West Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
PK	85	63	77	89	89	89	89	89	89	89	89	89	89	89
K	72	71	77	67	70	72	70	69	72	73	74	76	78	76
1	60	65	71	65	74	76	78	76	75	77	78	79	81	82
2	107	81	92	75	71	79	81	81	78	77	79	79	80	82
3	84	99	70	85	74	70	77	79	79	79	78	80	80	81
4	110	85	97	75	87	75	71	78	80	80	80	79	81	81
5	101	103	87	94	76	88	74	70	77	79	79	79	78	80
Total PK-5	619	567	571	550	541	549	540	542	550	554	557	561	567	571
Total PK-5	619	567	571	550	541	549	540	542	550	554	557	561	567	571
Change		-52	4	-21	-9	8	-9	2	8	4	3	4	6	4
%-Change		-8.4%	0.7%	-3.7%	-1.6%	1.5%	-1.6%	0.4%	1.5%	0.7%	0.5%	0.7%	1.1%	0.7%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Crossroads Middle School: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
6	723	708	701	698	695	628	681	691	600	619	628	640	631	625
Total 6	723	708	701	698	695	628	681	691	600	619	628	640	631	625
Total 6	723	708	701	698	695	628	681	691	600	619	628	640	631	625
Change		-15	-7	-3	-3	-67	53	10	-91	19	9	12	-9	-6
%-Change		-2.1%	-1.0%	-0.4%	-0.4%	-9.6%	8.4%	1.5%	-13%	3.2%	1.5%	1.9%	-1.4%	-1.0%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Irmo Middle School: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
6	137	140	124	135	136	136	122	133	135	117	121	122	125	123
7	467	393	439	448	440	438	396	429	435	378	390	396	403	398
8	412	431	402	428	444	436	442	400	431	437	380	392	394	401
Total 6-8	1016	964	965	1011	1020	1010	960	962	1001	932	891	910	922	922
Total 6-8	1016	964	965	1011	1020	1010	960	962	1001	932	891	910	922	922
Change		-52	1	46	9	-10	-50	2	39	-69	-41	19	12	0
%-Change		-5.1%	0.1%	4.8%	0.9%	-1.0%	-5.0%	0.2%	4.1%	-6.9%	-4.4%	2.1%	1.3%	0.0%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Irmo High School: Total Enrollment

	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28	2028- 29	2029- 30	2030- 31	2031- 32	2032- 33
9	366	353	458	409	432	448	440	446	404	435	441	384	396	398
10	310	311	315	366	372	393	408	400	406	368	396	401	349	360
11	307	291	309	269	337	342	362	375	368	374	339	364	369	321
12	280	261	255	263	245	307	311	329	341	335	340	308	331	336
Total 9-12	1263	1216	1337	1307	1386	1490	1521	1550	1519	1512	1516	1457	1445	1415
Total 9-12	1263	1216	1337	1307	1386	1490	1521	1550	1519	1512	1516	1457	1445	1415
Change		-47	121	-30	79	104	31	29	-31	-7	4	-59	-12	-30
%-Change		-3.7%	10%	-2.2%	6.0%	7.5%	2.1%	1.9%	-2.0%	-0.5%	0.3%	-3.9%	-0.8%	-2.1%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Irmo Cluster: Total Enrollment

	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28	2028- 29	2029- 30	2030- 31	2031- 32	2032- 33
PK	233	160	199	216	216	216	216	216	216	216	216	216	216	216
K	341	355	358	349	354	362	357	353	363	368	374	382	388	388
1	378	339	384	370	371	379	386	378	373	380	385	391	398	403
2	446	361	396	403	378	378	386	392	383	378	384	388	392	399
3	417	394	359	415	403	378	377	385	391	385	381	388	390	393
4	450	397	412	384	418	405	380	379	386	392	386	383	388	390
5	431	434	416	425	388	422	409	381	381	389	395	388	384	389
Total PK-5	2696	2440	2524	2562	2528	2540	2511	2484	2493	2508	2521	2536	2556	2578
6	860	848	825	833	831	764	803	824	735	736	749	762	756	748
7	467	393	439	448	440	438	396	429	435	378	390	396	403	398
8	412	431	402	428	444	436	442	400	431	437	380	392	394	401
Total: 6-8	1739	1672	1666	1709	1715	1638	1641	1653	1601	1551	1519	1550	1553	1547
9	366	353	458	409	432	448	440	446	404	435	441	384	396	398
10	310	311	315	366	372	393	408	400	406	368	396	401	349	360
11	307	291	309	269	337	342	362	375	368	374	339	364	369	321
12	280	261	255	263	245	307	311	329	341	335	340	308	331	336
Total: 9-12	1263	1216	1337	1307	1386	1490	1521	1550	1519	1512	1516	1457	1445	1415
Total PK-12	5698	5328	5527	5578	5629	5668	5673	5687	5613	5571	5556	5543	5554	5540
Total PK-12	5698	5328	5527	5578	5629	5668	5673	5687	5613	5571	5556	5543	5554	5540
Change		-370	199	51	51	39	5	14	-74	-42	-15	-13	11	-14
%-Change		-6.5%	3.7%	0.9%	0.9%	0.7%	0.1%	0.2%	-1.3%	-0.7%	-0.3%	-0.2%	0.2%	-0.3%
Total: PK-5	2696	2440	2524	2562	2528	2540	2511	2484	2493	2508	2521	2536	2556	2578
Change		-256	84	38	-34	12	-29	-27	9	15	13	15	20	22
%-Change		-9.5%	3.4%	1.5%	-1.3%	0.5%	-1.1%	-1.1%	0.4%	0.6%	0.5%	0.6%	0.8%	0.9%
Total: 6-8	1739	1672	1666	1709	1715	1638	1641	1653	1601	1551	1519	1550	1553	1547
Change		-67	-6	43	6	-77	3	12	-52	-50	-32	31	3	-6
%-Change		-3.9%	-0.4%	2.6%	0.4%	-4.5%	0.2%	0.7%	-3.1%	-3.1%	-2.1%	2.0%	0.2%	-0.4%
Total: 9-12	1263	1216	1337	1307	1386	1490	1521	1550	1519	1512	1516	1457	1445	1415
Change		-47	121	-30	79	104	31	29	-31	-7	4	-59	-12	-30
%-Change		-3.7%	10%	-2.2%	6.0%	7.5%	2.1%	1.9%	-2.0%	-0.5%	0.3%	-3.9%	-0.8%	-2.1%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Lake Murray Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
PK	7	4	4	7	7	7	7	7	7	7	7	7	7	7
K	169	144	145	152	147	147	145	143	145	148	149	148	149	152
1	179	175	142	146	159	161	162	159	157	158	159	158	156	155
2	167	186	174	158	159	172	172	172	167	163	163	162	161	159
3	210	174	165	166	164	165	177	177	177	172	168	166	165	164
4	199	215	171	187	174	172	173	186	186	186	181	175	173	172
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total PK-5	931	898	801	816	810	824	836	844	839	834	827	816	811	809
Total PK-5	931	898	801	816	810	824	836	844	839	834	827	816	811	809
Change		-33	-97	15	-6	14	12	8	-5	-5	-7	-11	-5	-2
%-Change		-3.5%	-11%	1.9%	-0.7%	1.7%	1.5%	1.0%	-0.6%	-0.6%	-0.8%	-1.3%	-0.6%	-0.2%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Piney Woods Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
PK	0	0	3	2	2	2	2	2	2	2	2	2	2	2
K	0	0	82	90	95	98	98	99	101	103	104	105	107	110
1	0	0	82	106	101	104	108	107	106	107	108	109	110	111
2	0	0	81	95	116	109	111	114	112	110	110	110	111	112
3	0	0	87	100	103	125	117	118	120	116	113	112	112	113
4	0	0	85	110	108	111	134	125	125	127	122	119	116	116
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total PK-5	0	0	420	503	525	549	570	565	566	565	559	557	558	564
Total PK-5	0	0	420	503	525	549	570	565	566	565	559	557	558	564
Change				83	22	24	21	-5	1	-1	-6	-2	1	6
%-Change				20%	4.4%	4.6%	3.8%	-0.9%	0.2%	-0.2%	-1.1%	-0.4%	0.2%	1.1%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Chapin Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
PK	78	73	81	90	90	90	90	90	90	90	90	90	90	90
K	140	143	119	115	120	122	123	121	123	123	125	127	128	131
1	164	150	140	144	126	128	130	129	127	128	128	129	130	131
2	146	163	124	146	150	131	134	137	133	131	132	132	133	134
3	169	150	153	141	152	156	138	141	141	137	135	136	136	137
4	160	188	117	162	148	160	165	146	145	145	141	139	140	140
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total PK-5	857	867	734	798	786	787	780	764	759	754	751	753	757	763
Total PK-5	857	867	734	798	786	787	780	764	759	754	751	753	757	763
Change		10	-133	64	-12	1	-7	-16	-5	-5	-3	2	4	6
%-Change		1.2%	-15%	8.7%	-1.5%	0.1%	-0.9%	-2.1%	-0.7%	-0.7%	-0.4%	0.3%	0.5%	0.8%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Chapin Intermediate School: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
5	377	401	440	415	509	473	483	510	489	483	481	466	455	450
6	428	410	466	502	469	570	525	531	556	528	517	515	499	487
Total 5-6	805	811	906	917	978	1043	1008	1041	1045	1011	998	981	954	937
Total 5-6	805	811	906	917	978	1043	1008	1041	1045	1011	998	981	954	937
Change		6	95	11	61	65	-35	33	4	-34	-13	-17	-27	-17
%-Change		0.7%	12%	1.2%	6.7%	6.6%	-3.4%	3.3%	0.4%	-3.3%	-1.3%	-1.7%	-2.8%	-1.8%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Chapin Middle School: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
7	513	452	460	495	547	511	616	567	573	600	570	558	551	534
8	494	521	483	492	525	580	537	647	595	602	630	593	580	576
Total 7-8	1007	973	943	987	1072	1091	1153	1214	1168	1202	1200	1151	1131	1110
Total 7-8	1007	973	943	987	1072	1091	1153	1214	1168	1202	1200	1151	1131	1110
Change		-34	-30	44	85	19	62	61	-46	34	-2	-49	-20	-21
%-Change		-3.4%	-3.1%	4.7%	8.6%	1.8%	5.7%	5.3%	-3.8%	2.9%	-0.2%	-4.1%	-1.7%	-1.9%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Chapin High School: Total Enrollment

	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28	2028- 29	2029- 30	2030- 31	2031- 32	2032- 33
9	370	413	419	431	433	462	510	473	569	524	530	554	522	510
10	415	364	421	421	429	431	460	507	471	566	521	527	548	517
11	381	405	361	420	419	427	429	458	504	469	563	518	522	543
12	321	367	391	343	405	404	412	414	442	486	453	543	513	517
Total 9-12	1487	1549	1592	1615	1686	1724	1811	1852	1986	2045	2067	2142	2105	2087
Total 9-12	1487	1549	1592	1615	1686	1724	1811	1852	1986	2045	2067	2142	2105	2087
Change		62	43	23	71	38	87	41	134	59	22	75	-37	-18
%-Change		4.2%	2.8%	1.4%	4.4%	2.3%	5.0%	2.3%	7.2%	3.0%	1.1%	3.6%	-1.7%	-0.9%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

School District Five of Lexington and Richland Counties Demographic Study – June 2023

Chapin Cluster: Total Enrollment

	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28	2028- 29	2029- 30	2030- 31	2031- 32	2032- 33
PK	85	77	88	99	99	99	99	99	99	99	99	99	99	99
K	309	287	346	357	362	367	366	363	369	374	378	380	384	393
1	343	325	364	396	386	393	400	395	390	393	395	396	396	397
2	313	349	379	399	425	412	417	423	412	404	405	404	405	405
3	379	324	405	407	419	446	432	436	438	425	416	414	413	414
4	359	403	373	459	430	443	472	457	456	458	444	433	429	428
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total PK-5	1788	1765	1955	2117	2121	2160	2186	2173	2164	2153	2137	2126	2126	2136
5	377	401	440	415	509	473	483	510	489	483	481	466	455	450
6	428	410	466	502	469	570	525	531	556	528	517	515	499	487
Total: 5-6	805	811	906	917	978	1043	1008	1041	1045	1011	998	981	954	937
7	513	452	460	495	547	511	616	567	573	600	570	558	551	534
8	494	521	483	492	525	580	537	647	595	602	630	593	580	576
Total: 7-8	1007	973	943	987	1072	1091	1153	1214	1168	1202	1200	1151	1131	1110
9	370	413	419	431	433	462	510	473	569	524	530	554	522	510
10	415	364	421	421	429	431	460	507	471	566	521	527	548	517
11	381	405	361	420	419	427	429	458	504	469	563	518	522	543
12	321	367	391	343	405	404	412	414	442	486	453	543	513	517
Total: 9-12	1487	1549	1592	1615	1686	1724	1811	1852	1986	2045	2067	2142	2105	2087
Total PK-12	5087	5098	5396	5636	5857	6018	6158	6280	6363	6411	6402	6400	6316	6270
Total PK-12	5087	5098	5396	5636	5857	6018	6158	6280	6363	6411	6402	6400	6316	6270
Change		11	298	240	221	161	140	122	83	48	-9	-2	-84	-46
%-Change		0.2%	5.8%	4.4%	3.9%	2.7%	2.3%	2.0%	1.3%	0.8%	-0.1%	0.0%	-1.3%	-0.7%
Total: PK-5	1788	1765	1955	2117	2121	2160	2186	2173	2164	2153	2137	2126	2126	2136
Change		-23	190	162	4	39	26	-13	-9	-11	-16	-11	0	10
%-Change		-1.3%	10.8%	8.3%	0.2%	1.8%	1.2%	-0.6%	-0.4%	-0.5%	-0.7%	-0.5%	0.0%	0.5%
Total: 5-6	805	811	906	917	978	1043	1008	1041	1045	1011	998	981	954	937
Change		6	95	11	61	65	-35	33	4	-34	-13	-17	-27	-17
%-Change		0.7%	11.7%	1.2%	6.7%	6.6%	-3.4%	3.3%	0.4%	-3.3%	-1.3%	-1.7%	-2.8%	-1.8%
Total: 7-8	1007	973	943	987	1072	1091	1153	1214	1168	1202	1200	1151	1131	1110
Change		-34	-30	44	85	19	62	61	-46	34	-2	-49	-20	-21
%-Change		-3.4%	-3.1%	4.7%	8.6%	1.8%	5.7%	5.3%	-3.8%	2.9%	-0.2%	-4.1%	-1.7%	-1.9%
Total: 9-12	1487	1549	1592	1615	1686	1724	1811	1852	1986	2045	2067	2142	2105	2087
Change		62	43	23	71	38	87	41	134	59	22	75	-37	-18
%-Change		4.2%	2.8%	1.4%	4.4%	2.3%	5.0%	2.3%	7.2%	3.0%	1.1%	3.6%	-1.7%	-0.9%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Dutch Fork Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
PK	41	18	39	36	36	36	36	36	36	36	36	36	36	36
K	57	75	70	60	62	63	62	60	61	62	63	65	66	68
1	87	64	81	77	66	67	69	67	65	66	67	68	69	70
2	78	69	65	84	78	67	66	68	66	64	65	66	67	68
3	84	60	70	68	86	80	69	68	70	68	66	67	68	69
4	90	84	67	72	69	87	81	70	69	71	69	67	68	69
5	92	87	86	79	73	70	89	83	71	70	72	70	68	69
Total PK-5	529	457	478	476	470	470	472	452	438	437	438	439	442	449
Total PK-5	529	457	478	476	470	470	472	452	438	437	438	439	442	449
Change		-72	21	-2	-6	0	2	-20	-14	-1	1	1	3	7
%-Change		-14%	4.6%	-0.4%	-1.3%	0.0%	0.4%	-4.2%	-3.1%	-0.2%	0.2%	0.2%	0.7%	1.6%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

HE Corley Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
PK	120	94	110	104	104	104	104	104	104	104	104	104	104	104
K	94	87	75	76	76	78	76	75	77	78	80	81	82	84
1	85	84	90	78	80	81	82	80	79	81	82	83	84	85
2	61	75	81	76	76	78	79	80	79	78	80	81	82	83
3	93	48	83	86	78	78	80	81	82	81	80	82	83	84
4	69	95	59	80	88	80	80	82	82	83	82	81	83	84
5	108	65	86	58	81	89	81	81	84	84	85	84	83	85
Total PK-5	630	548	584	558	583	588	582	583	587	589	593	596	601	609
Total PK-5	630	548	584	558	583	588	582	583	587	589	593	596	601	609
Change		-82	36	-26	25	5	-6	1	4	2	4	3	5	8
%-Change		-13%	6.6%	-4.5%	4.5%	0.9%	-1.0%	0.2%	0.7%	0.3%	0.7%	0.5%	0.8%	1.3%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Ballentine Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
PK	4	1	3	6	6	6	6	6	6	6	6	6	6	6
K	111	102	67	72	71	74	73	72	73	73	76	77	78	79
1	101	102	100	63	74	76	79	78	77	78	79	81	82	83
2	118	109	100	109	66	78	80	83	81	80	81	83	85	84
3	125	110	94	106	113	69	81	83	85	83	82	83	85	87
4	116	114	93	91	109	116	71	83	85	87	85	84	84	86
5	104	98	105	80	63	81	88	44	56	58	60	62	61	61
Total PK-5	679	636	562	527	502	500	478	449	463	465	469	476	481	486
Total PK-5	679	636	562	527	502	500	478	449	463	465	469	476	481	486
Change		-43	-74	-35	-25	-2	-22	-29	14	2	4	7	5	5
%-Change		-6.3%	-12%	-6.2%	-4.7%	-0.4%	-4.4%	-6.1%	3.1%	0.4%	0.9%	1.5%	1.1%	1.0%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

River Springs Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
PK	41	16	20	21	21	21	21	21	21	21	21	21	21	21
K	67	60	58	64	66	68	67	66	67	69	70	72	73	74
1	78	65	61	59	68	69	71	70	69	70	72	73	74	75
2	85	78	70	64	61	70	71	73	71	70	71	74	75	76
3	79	83	82	78	66	63	72	73	74	72	71	72	75	77
4	85	76	89	82	80	68	65	74	74	75	73	73	75	79
5	83	77	73	103	84	82	69	66	75	75	77	76	77	79
Total PK-5	518	455	453	471	446	441	436	443	451	452	455	461	470	481
Total PK-5	518	455	453	471	446	441	436	443	451	452	455	461	470	481
Change		-63	-2	18	-25	-5	-5	7	8	1	3	6	9	11
%-Change		-12%	-0.4%	4.0%	-5.3%	-1.1%	-1.1%	1.6%	1.8%	0.2%	0.7%	1.3%	2.0%	2.3%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Oak Pointe Elementary: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
PK	21	15	21	20	20	20	20	20	20	20	20	20	20	20
K	89	85	64	74	71	74	72	72	73	75	76	78	79	80
1	72	83	93	69	78	79	80	78	77	78	79	80	81	82
2	99	71	79	98	70	80	81	82	80	79	80	82	83	84
3	89	100	71	82	101	72	82	84	85	83	82	84	86	87
4	104	81	108	75	85	105	75	86	88	89	87	87	89	91
5	106	99	90	102	77	87	107	77	88	90	91	89	89	91
Total PK-5	580	534	526	520	502	517	517	499	511	514	515	520	527	535
Total PK-5	580	534	526	520	502	517	517	499	511	514	515	520	527	535
Change		-46	-8	-6	-18	15	0	-18	12	3	1	5	7	8
%-Change		-7.9%	-1.5%	-1.1%	-3.5%	3.0%	0.0%	-3.5%	2.4%	0.6%	0.2%	1.0%	1.3%	1.5%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Dutch Fork Middle School: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
6	5	4	4	4	4	4	4	4	4	4	4	4	4	4
7	511	451	457	449	461	459	414	449	453	393	405	411	419	413
8	495	514	467	468	458	470	468	422	458	462	401	413	419	427
Total 6-8	1011	969	928	921	923	933	886	875	915	859	810	828	842	844
Total 6-8	1011	969	928	921	923	933	886	875	915	859	810	828	842	844
Change		-42	-41	-7	2	10	-47	-11	40	-56	-49	18	14	2
%-Change		-4.2%	-4.2%	-0.8%	0.2%	1.1%	-5.0%	-1.2%	4.6%	-6.1%	-5.7%	2.2%	1.7%	0.2%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Dutch Fork High School: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
9	466	420	492	504	477	467	479	477	430	467	471	409	421	427
10	448	434	431	478	479	453	444	455	453	409	444	447	389	400
11	382	430	403	369	435	436	412	404	414	412	372	404	407	354
12	396	365	383	375	343	405	405	383	376	385	383	346	376	379
Total 9-12	1692	1649	1709	1726	1734	1761	1740	1719	1673	1673	1670	1606	1593	1560
Total 9-12	1692	1649	1709	1726	1734	1761	1740	1719	1673	1673	1670	1606	1593	1560
Change		-43	60	17	8	27	-21	-21	-46	0	-3	-64	-13	-33
%-Change		-2.5%	3.6%	1.0%	0.5%	1.6%	-1.2%	-1.2%	-2.7%	0.0%	-0.2%	-3.8%	-0.8%	-2.1%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Dutch Fork Cluster: Total Enrollment

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
PK	227	144	193	187	187	187	187	187	187	187	187	187	187	187
K	418	409	334	346	346	357	350	345	351	357	365	373	378	385
1	423	398	425	346	366	372	381	373	367	373	379	385	390	395
2	441	402	395	431	351	373	377	386	377	371	377	386	392	395
3	470	401	400	420	444	362	384	389	396	387	381	388	397	404
4	464	450	416	400	431	456	372	395	398	405	396	392	399	409
5	493	426	440	422	378	409	434	351	374	377	385	381	378	385
Total PK-5	2936	2630	2603	2552	2503	2516	2485	2426	2450	2457	2470	2492	2521	2560
6	5	4	4	4	4	4	4	4	4	4	4	4	4	4
7	511	451	457	449	461	459	414	449	453	393	405	411	419	413
8	495	514	467	468	458	470	468	422	458	462	401	413	419	427
Total: 6-8	1011	969	928	921	923	933	886	875	915	859	810	828	842	844
9	466	420	492	504	477	467	479	477	430	467	471	409	421	427
10	448	434	431	478	479	453	444	455	453	409	444	447	389	400
11	382	430	403	369	435	436	412	404	414	412	372	404	407	354
12	396	365	383	375	343	405	405	383	376	385	383	346	376	379
Total: 9-12	1692	1649	1709	1726	1734	1761	1740	1719	1673	1673	1670	1606	1593	1560
Total PK-12	5639	5248	5240	5199	5160	5210	5111	5020	5038	4989	4950	4926	4956	4964
Total PK-12	5639	5248	5240	5199	5160	5210	5111	5020	5038	4989	4950	4926	4956	4964
Change		-391	-8	-41	-39	50	-99	-91	18	-49	-39	-24	30	8
%-Change		-6.9%	-0.2%	-0.8%	-0.8%	1.0%	-1.9%	-1.8%	0.4%	-1.0%	-0.8%	-0.5%	0.6%	0.2%
Total: PK-5	2936	2630	2603	2552	2503	2516	2485	2426	2450	2457	2470	2492	2521	2560
Change		-306	-27	-51	-49	13	-31	-59	24	7	13	22	29	39
%-Change		-10%	-1.0%	-2.0%	-1.9%	0.5%	-1.2%	-2.4%	1.0%	0.3%	0.5%	0.9%	1.2%	1.5%
Total: 6-8	1011	969	928	921	923	933	886	875	915	859	810	828	842	844
Change		-42	-41	-7	2	10	-47	-11	40	-56	-49	18	14	2
%-Change		-4.2%	-4.2%	-0.8%	0.2%	1.1%	-5.0%	-1.2%	4.6%	-6.1%	-5.7%	2.2%	1.7%	0.2%
Total: 9-12	1692	1649	1709	1726	1734	1761	1740	1719	1673	1673	1670	1606	1593	1560
Change		-43	60	17	8	27	-21	-21	-46	0	-3	-64	-13	-33
%-Change		-2.5%	3.6%	1.0%	0.5%	1.6%	-1.2%	-1.2%	-2.7%	0.0%	-0.2%	-3.8%	-0.8%	-2.1%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Spring Hill High School: Total Enrollment

	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28	2028- 29	2029- 30	2030- 31	2031- 32	2032- 33
9	301	304	302	282	305	314	327	318	323	326	330	317	315	313
10	280	298	293	290	271	293	301	314	305	310	313	317	304	302
11	272	264	273	260	270	252	272	280	292	284	288	291	295	283
12	269	270	250	257	244	254	237	256	263	274	267	271	274	277
Total 9-12	1122	1136	1118	1089	1090	1113	1137	1168	1183	1194	1198	1196	1188	1175
Total 9-12	1122	1136	1118	1089	1090	1113	1137	1168	1183	1194	1198	1196	1188	1175
Change		14	-18	-29	1	23	24	31	15	11	4	-2	-8	-13
%-Change		1.2%	-1.6%	-2.6%	0.1%	2.1%	2.2%	2.7%	1.3%	0.9%	0.3%	-0.2%	-0.7%	-1.1%

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Appendix D: Live versus Attend Matrices

		Where K-4th Students Live																
		<div>Ballentine Elementary Chapin Elementary Dutch Fork Elementary H. E. Corley Elementary Harbison West Elementary Irmo Elementary Lake Murray Elementary Leaphart Elementary Nursery Road Elementary Oak Pointe Elementary Piney Woods Elementary River Springs Elementary Seven Oaks Elementary Out of District Unmatched Live Out, Attend In (K-4)</div>																
		476	767	391	388	367	331	869	387	332	322	409	314	432	95	2	1060	
Where K-4th Students Attend	Ballentine	441	400	4	1	5	1	4	16	2	1		1		3	3		41
	Chapin	708	4	659	2			2	16			1	6			18		49
	Dutch Fork	361	10		301	10	7	4	3	8		6		5	5	2		60
	H. E. Corley	396	13	2	12	315	4	6	8	4	4	6		7	7	8		81
	Harbison West	367	5	7	9	8	274	10	9	10	7	3	4	6	8	7		93
	Irmo	425	4	2	9	16	24	260	1	26	58	5		1	8	11		165
	Lake Murray	809	6	23					765			2	4	2		7		44
	Leaphart	388	3	2	11	3	18	4	2	302	8	3	1		24	7		86
	Nursery Road	339	3	1	2	3	17	26	2	18	245	2			19	1		94
	Oak Pointe	398	15	2	26	19	5	3	6	2	3	285	1	19	4	8		113
	Piney Woods	501	4	60				2	31		1	2	391	2		7	1	109
	River Springs	347	8	5	15	9	2	5	10	3		7	1	271	2	8	1	75
	Seven Oaks	402	1		3		15	5		12	5			1	352	8		50
Live In, Attend Out (K-4)		965	76	108	90	73	93	71	104	85	87	37	18	43	80			

School District Five of Lexington and Richland Counties Demographic Study – June 2023

		Where 5th Students Live														
		Ballentine Elementary	Chapin Intermediate	Ballentine / Chapin	Dutch Fork Elementary	H. E. Corley Elementary	Harbison West Elementary	Irmo Elementary	Leaphart Elementary	Nursery Road Elementary	Oak Pointe Elementary	River Springs Elementary	Seven Oaks Elementary	Out of District	Unmatched	Live Out, Attend In (5)
Where 5th Students Attend	Ballentine	80	69	4	6				1							11
	Chapin	415	2	390	14			2		1	1		5			25
	Dutch Fork	79	4	2		58	3	1		2	5	3		1		79
	H E Corley	58	1			2	52				1	2				56
	Harbison West	94	4	3	1	3	2	65	5	4	2	1	1			92
	Irmo	96				1	3	10	65	4	9		3	1		86
	Leaphart	84				3		7	1	64	1	1		5	2	83
	Nursery Road	73	1			1	1	3	6	1	53	1	2	2	2	72
	Oak Pointe	102	6	5		6	3	1	2	1	2	69	5		2	100
	River Springs	103		9		5	2	1		4	1	2	77	2		101
	Seven Oaks	78				1		5		1	1		67	3		78
	Live In, Attend Out (5)	196	18	23	1	22	14	28	17	17	17	11	15	13		

		Where 6th Students Live					
		Chapin Intermediate	Cross Roads Intermediate	Out of District	Unmatched	Live Out, Attend In (6)	
Where 6th Students Attend		499	828	11	1	167	
	Chapin Int	498	483	11	4		15
	CrossRoads	698	5	688	5		10
	Chapin	4	4				4
	Dutch Fork	4		4			4
	Irmo	135	7	125	2	1	134
	Live In, Attend Out (6)	156	16	140			

		Where 7-8th Students Live						
		<div>Chapin Middle</div> <div>Dutch Fork Middle</div> <div>Irmo Middle</div> <div>Out of District</div> <div>Unmatched</div> <div>Live Out, Attend In (7-8)</div>						
Where 7-8th Students		974	950	828	27	1	119	
	Chapin	987	963	6	5	13	24	
	Dutch Fork	917	6	888	14	8	1	28
	Irmo	876	5	56	809	6	67	
	Live In, Attend Out (7-8)	92	11	62	19			

		Where 9-12th Students Live					
		Chapin High School	Dutch Fork High School	Irmo High School	Out of District	Unmatched	Live Out, Attend In (7-8)
Where 9-12th Students Attend		1627	1714	1260	47	0	306
	Chapin	1615	1552	30	14	19	63
	Dutch Fork	1726	57	1600	56	13	126
	Irmo	1307	18	84	1190	15	117
	Spring Hill		429	374	279	7	
	Live In, Attend Out (7-8)	259	75	114	70		



MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.
Superintendent

From: Dr. Michael R. Harris

Date: September 6, 2023

Re: September 11, 2023 Board Meeting
Information Report

Item: 10-Day Enrollment
(All Students – In-Person Only - FIVE Only)

Attached is an Information Report pertaining to the 2023-2024 10-Day Enrollment.

Please note that the 10th day of school for the 2023-2024 school year concluded on Monday, August 28, 2023.

2023-2024 Enrollment for August 28, 2023

ALL STUDENTS

Day 10 Final

School	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12* Total	Pre-K	Registered in PSchool
Ballentine Elementary School	88	80	60	107	106	71								512	6	518
Chapin Elementary School	138	125	145	157	145									710	86	796
Chapin High School										413	414	408	395	1630		1630
Chapin Intermediate School						490	463							953		953
Chapin Middle School							1	515	507					1023		1023
CrossRoads Intermediate School							635							635		635
Dutch Fork Elementary School	51	71	65	82	72	70								411	34	445
Dutch Fork High School										458	449	456	345	1708		1708
Dutch Fork Middle School							1	444	455					900		900
H E Corley Elementary School	63	74	79	77	89	79								461	102	563
Harbison West Elementary School	52	60	77	67	78	79								413	87	500
Irmo Elementary School	75	71	81	98	89	84								498	23	521
Irmo High School										377	344	304	237	1262		1262
Irmo Middle School							145	405	416					966		966
Lake Murray Elementary School	126	163	144	158	176									767	11	778
Leaphart Elementary School	83	65	85	74	86	87								480	20	500
Nursery Road Elementary School	61	66	79	76	69	78								429	38	467
Oak Pointe Elementary School	68	74	71	93	86	78								470	19	489
Piney Woods Elementary School	95	94	113	106	111									519	2	521
River Springs Elementary School	53	64	68	67	79	86								417	20	437
Seven Oaks Elementary School	78	73	68	80	76	74								449	37	486
Spring Hill High School										307	274	268	254	1103		1103
D5 Total	1031	1080	1135	1242	1262	1276	1245	1364	1378	1555	1481	1436	1231	16716	485	17201
Difference from last year	-17	-18	-88	15	34	28	-96	-16	0	-56	-89	110	8	-185	1	-184

*Includes 10 K12 non-EFA funded students
All Non State funded students counted as attended

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2023-2024 Enrollment for August 28, 2023

IN-PERSON STUDENTS

Day 10 Final

School	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12* Total	Pre-K	Registered in PSchool
Ballentine Elementary School	88	80	60	107	104	68								507	6	513
Chapin Elementary School	138	125	145	157	145									710	86	796
Chapin High School										409	400	402	378	1589		1589
Chapin Intermediate School						489	459							948		948
Chapin Middle School							1	509	498					1008		1008
CrossRoads Intermediate School							614							614		614
Dutch Fork Elementary School	51	71	65	82	69	68								406	34	440
Dutch Fork High School										439	433	438	335	1645		1645
Dutch Fork Middle School							1	435	437					873		873
H E Corley Elementary School	63	74	79	77	89	79								461	102	563
Harbison West Elementary School	52	60	77	67	78	79								413	87	500
Irmo Elementary School	75	71	81	98	86	84								495	23	518
Irmo High School										357	325	292	230	1204		1204
Irmo Middle School							145	389	396					930		930
Lake Murray Elementary School	126	163	144	158	176									767	11	778
Leaphart Elementary School	83	65	85	74	86	86								479	20	499
Nursery Road Elementary School	61	66	79	76	69	75								426	38	464
Oak Pointe Elementary School	68	74	71	93	86	78								470	19	489
Piney Woods Elementary School	95	94	113	106	111									519	2	521
River Springs Elementary School	53	64	68	67	79	86								417	20	437
Seven Oaks Elementary School	78	73	68	80	75	73								447	37	484
Spring Hill High School										307	274	268	254	1103		1103
D5 Total	1031	1080	1135	1242	1253	1265	1220	1333	1331	1512	1432	1400	1197	16431	485	16916

*Includes 10 K12 non-EFA funded students

All Non State funded students counted as attended

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2023-2024 Enrollment for August 28, 2023

FIVE STUDENTS

Day 10 Final

School	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 Total	Pre-K	Registered in PSchool
Ballentine Elementary School					2	3								5		5
Chapin Elementary School														0		0
Chapin High School										4	14	6	17	41		41
Chapin Intermediate School						1	4							5		5
Chapin Middle School								6	9					15		15
CrossRoads Intermediate School							21							21		21
Dutch Fork Elementary School					3	2								5		5
Dutch Fork High School										19	16	18	10	63		63
Dutch Fork Middle School								9	18					27		27
H E Corley Elementary School														0		0
Harbison West Elementary School														0		0
Irmo Elementary School					3									3		3
Irmo High School										20	19	12	7	58		58
Irmo Middle School								16	20					36		36
Lake Murray Elementary School														0		0
Leaphart Elementary School						1								1		1
Nursery Road Elementary School						3								3		3
Oak Pointe Elementary School														0		0
Piney Woods Elementary School														0		0
River Springs Elementary School														0		0
Seven Oaks Elementary School					1	1								2		2
Spring Hill High School														0		0
D5 Total	0	0	0	0	9	11	25	31	47	43	49	36	34	285	0	285


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MEMORANDUM

To: Members of the Board of Trustees

Through: Dr. Akil E. Ross, Sr.
Superintendent

From: Tina McCaskill 
Chief Academic Officer

Date: September 6, 2023

Re: September 11, 2023 Board Meeting
Information Item
Title I, Title II, and Title IV Programs for 2023-2024

Item: Title I, Title II, and Title IV Programs for 2023-2024

Background: Attached to this memo you will find information regarding the following:

- Title I 2023-24 Program
- Title II 2023-24 Program
- Title IV 2023-24 Program

In order to determine the appropriate use of funding, Title I, Title II, and Title IV federal grants require stakeholder (teacher, school administrators, parents, and paraprofessionals) involvement from both Title I and non-Title I schools. Stakeholder feedback is submitted to the South Carolina Department of Education as a verification of stakeholder involvement and as a justification for funding decisions.

Attachments: Title I
Title II and Title IV



TITLE I 2023-2024

2023-2024 Program Proposal

FY 23-24 (<i>Projected</i>) New Grant Funds	\$ 2,423,400.54
FY 22-23 (<i>Projected</i>) Carryover Funds	<u>\$350,000.00</u>
TOTAL 23-24 <i>PROJECTED</i> FUNDS	\$ 2,773,400.54

Title I Served Schools:

All of the following schools have 40% F/R lunch count, or higher and have conducted a Needs Assessment in their school to make the community decision for allocating Title I funds.

School	Title I Programs
Seven Oaks Elementary	<i>Reading Intervention Math Intervention Academic Tutoring</i>
Dutch Fork Elementary	<i>Reading Intervention Math Intervention Academic Tutoring</i>
Leaphart Elementary Elementary	<i>Reading Intervention Math Intervention Academic Tutoring</i>
Harbison West Elementary	<i>Reading Intervention Math Intervention Academic Tutoring</i>
H. E. Corley Elementary	<i>Reading Intervention Math Intervention Academic Tutoring</i>
Nursery Road Elementary	<i>Reading Intervention Math Intervention Academic Tutoring</i>

Title I funds will be expended for teachers' salaries/benefits, parent involvement needs, instructional materials and supplies, professional training, and academic tutoring (during the school year and during summer).

Program Purposes:

(As stated in Federal Regulations)

Programs that provide extended learning time for disadvantaged children to assist in the acquisition of performance standards expected for all children. Programs may include extended school year; before- and after-school or summer programs; and, accelerated, high-quality curriculum including applied learning. Programs should minimize removing children from the regular classroom during regular school hours for instruction and should coordinate with and support the regular education program in the classroom. Programs supported by Title I funds may also include counseling, mentoring, and other pupil services; college and career awareness and preparation; services to transition students from school to work; services to assist preschool children; and, professional development opportunities to provide teachers with strategies to use in the classroom and with promoting parental involvement in their children's education.



TITLE II, Part A Program
Improving Teacher Quality
and
TITLE IV
Student Support and Academic Enrichment
2023-2024

2023-2024 Program Proposal

FY 23-24 (<i>Projected</i>) New Title II Grant Funds	\$ 440,117.28
FY 23-24 (<i>Projected</i>) New Title IV Grant Funds	\$ 194,700.43
FY 22-23 (<i>Projected</i>) Carryover Title II Grant Funds	\$ 392,202.52
Total 23-24 Projected Funds	\$ 1,027,020.23

Program Purposes:

(As stated in Federal Regulations)

Per our District's Strategic Plan, Title II monies will be used to support our district initiatives, professional development in the core content areas, paraprofessional training, as needed, and recruitment and retention of highly qualified staff, as outlined in Title II guidelines. Title II purposes include:

- Increasing student achievement with challenging State academic standards,
- Improving the quality and effectiveness of teachers, principals, and other school leaders.

District Five has opted to target Title IV funds for professional development activities to grow our teachers in content knowledge and teaching best practices. We target these funds for continued training and coaching for instructional improvement focused on rigor, relevance and high engagement research based strategies. Title IV purposes include:

- Provide all students with access to a well-rounded education,
- Improve school conditions for student learning,
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students.