State Aid to Classrooms: Review of Student Weights and Alignment of Funding with Student Enrollment

Prepared Pursuant to
Proviso 1.3 of FY 2025-26

South Carolina Revenue and Fiscal Affairs Office
October 15, 2025

I. EXECUTIVE SUMMARY

The General Assembly established a new foundation and process for supporting public education in FY 2022-23, the State Aid to Classrooms (SAC) formula, which targets funding for specific statewide goals regarding the salary for and hiring of teachers while also including flexibility provisions that allow autonomy at the local level regarding the use of those funds. The State provides 75 percent of the total formula cost, and local school districts collectively fund the remaining 25 percent based on their ability to generate revenue through local property taxes.

This report examines the student weights used in determining the distribution of funding under the formula. Both the student weights and distribution of funding under the current SAC formula impact the allocation of funds appropriated for State Aid to Classrooms in the budget but not necessarily the amount appropriated on the line.

By formula, the FY 2024-25 General Appropriations Act provides funding for one teacher for every 11.2 students. The total appropriation funded 73,368 teachers (instructional positions) compared to the total 57,930 teachers employed by districts (see Funded and Actual Instructional Positions on page 14). Notably, 66 regular districts and the 3 statewide charter districts were funded for more teachers than they employed, while 6 districts were funded for fewer teachers than they employed, reflecting the flexibility for districts to make decisions regarding the best use of resources for their students.

As under the prior education funding method, the current SAC education funding formula includes assigning weights to students based on certain criteria to reflect the varying educational resources provided to different students. If each district had the same mix of students, weights would not be necessary as all districts would be providing a similar set of educational resources.

Weights serve the purpose of allowing the State to prioritize funding to students with specific educational characteristics, but the wide range in the use of some weights by districts raises questions. In reviewing and analyzing the data on student weights, several issues were identified and additional analysis by program experts at the SC Department of Education (SCDE) is recommended in order to provide additional insight on the use of weights. For example, some districts did not assign any students to some of the weight categories in a particular year.

The weights are used to allocate funding in the new formula. As such, local decisions by one district regarding student services and programs affect the total weighted students and, therefore, can affect another district's funding if other districts have different local programs or preferences. The differences between the rate of use of certain weights by districts and the significance of the weights in allocating funding highlight the need for

understanding and/or distinguishing between the use of weights to address common statewide goals versus local preferences.

The analysis of the student weights and distributions in this report centers on several general principles:

- Maximizing property tax equity in allocations through more consistent applications of weights and greater consideration for the relative wealth of a district's local property tax base,
- Simplifying the use of weights in order to reduce the burden on districts, the impact of errors, and the influence of local preferences,
- Adding more clarity and certainty to the budget process for districts, and
- Working within the existing resources while recognizing the practical impact of significant changes in funding to school districts.

Specific recommendations are provided and include:

- Distribute all funding through the formula to improve tax equity by taking into consideration the local property tax wealth of a district in allocating resources,
- Consolidate some weights and adjust others to improve alignment of funding distributions with the State's goals,
- Adjust the funding mechanism for weights for the statewide charter districts while maintaining the current level of state support to better reflect the funding goals of these weights, and
- Allocate funding based on prior year's student counts to improve consistency and predictability for districts, with the flexibility for SCDE to consider adjustments for new schools and/or fast-growing districts as appropriate.

We also recommend requesting SCDE to review processes and/or identify standards to help ensure consistency in assignment and reporting of weights.

(Refer to the Recommendations section on page 37 for additional information.)

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II. LIST OF FIGURES

III. INTRODUCTION

The South Carolina Revenue and Fiscal Affairs Office (RFA) has developed this report in accordance with Subitem X of Proviso 1.3 of the FY 2025-26 General Appropriations Act. The proviso directs RFA to: (1) review the student weights used in the State Aid to Classrooms (SAC) funding formula and (2) examine methods to improve the alignment of SAC funding with student enrollment while ensuring districts and charter authorizers receive more consistent distributions.

Proviso 1.3 of FY 2025-26, Subitem (X)

> *(X) The South Carolina Revenue and Fiscal Affairs Office shall review the student weightings used in the State Aid to Classrooms funding formula and examine methods to improve the alignment of State Aid to Classrooms funding with student enrollment while ensuring districts and charter authorizers receive more consistent distributions. The agency must consider input from policymakers and relevant stakeholders as determined by the Revenue and Fiscal Affairs Office. Any recommendations for changes to the formula must be submitted to the Chairman of the House Ways and Means Committee, the Chairman of the Senate Finance Committee, the Governor, and the Superintendent of Education by December 1, 2025.*

This report provides the following information:

- An overview of the SAC formula and current funding,
- An analysis of current issues and observations regarding student weights and the alignment of funding with enrollment, and
- Recommendations regarding student weights and to improve the alignment of the distribution of funding with enrollment and provide more consistent distributions.

As directed by the proviso, this report examines the student weights and distribution of funding under the current SAC formula. These two items impact the allocation of funds appropriated by the SAC budget line-item but not necessarily the amount appropriated on the line. As such, the proviso and this report do not directly address total funding or other appropriations or the total scope of education funding.

TERMINOLOGY AND OTHER NOTES

School Districts: The regular school districts include all 72 traditional, geographically identified local school districts. The charter districts include the 3 statewide charter school districts: the SC Public Charter School District (SCPCSD), the Charter Institute at Erskine (Erskine), and the Limestone Charter Association (Limestone). This report refers to totals for regular school districts and charter school districts for simplicity. Additional detailed tables by district are available in the Appendix as noted in the report.

State Aid to Classrooms (SAC): This report references SAC funding from multiple sources:

- SAC formula funding includes state and local SAC formula funding only and does not include other amounts distributed outside the base formula.
- SAC total funding includes SAC formula funding (state and local formula funding), proportional funding, and hold harmless funding.
- For additional information, see State Aid to Classrooms – History and Overview on page 8.

Average Daily Membership (ADM): the number of students (without weights). Average daily membership is calculated as the cumulative number of pupils present plus the number of pupils absent on each day divided by the total number of days that school is in session. (See S.C. Code of Regulations, 43-172) For this report, ADM is measured as of the 135th day of the school year unless otherwise specified.

Charter district ADM includes 3 and 4-year-old students with a disability who are eligible for services under the Individuals with Disabilities Education Act (IDEA) and receive the brick-and-mortar weight only when noted.

Weighted Pupil Units (WPU): the number of weighted students, i.e. the total of all students' personalized instructional weights. (See Student Weights section on page 13 for additional discussion.)

All tables referenced in the report are available in the Appendix beginning on page 46.

IV. Overview of State Aid to Classrooms Formula and Funding

State Aid to Classrooms – History and Overview

The SAC line-item in the general appropriations act consists of funding that is distributed currently in three ways– the SAC formula amount (state share), a hold harmless amount, and a proportional distribution.

The SAC formula was implemented by the General Assembly in FY 2022-23 and redefined and prioritized the major state education funding program to focus on classrooms. In this change, the General Assembly moved away from funding a general per pupil amount without specific goals and various other teacher and salary programs to funding a targeted number of teachers at a known cost based on a student-teacher ratio (11.2 to 1) and a teacher cost (salary and fringe at the statewide minimum teacher salary for a master's degree with 12 years of experience). Under the SAC formula, the

State funds 75 percent of the cost of the program (formula), and districts fund the remaining 25 percent. Charter school districts and authorizers are statewide entities that do not have a local property tax base, and the State currently funds 100 percent of the formula cost for charter districts.

While student weights were a part of the previous funding formula and continue to be a factor in the current formula, their role in SAC is distinctly different than in the prior funding model. Student weights are used to allocate the SAC formula funding to the various school districts based on the relative composition of students. If each district was comprised of the same mix of students, weights would serve no purpose, and ADM would be a sufficient basis to allocate funding. However, districts serve students with different needs and, therefore, may require different resources than other districts with a different mix of students. Since the total appropriations are determined by the targeted number of teachers and their cost, weights do not affect the total amount of formula funding and only impact the distribution of funds among districts within the formula based on the different characteristics of the students in each district.

Districts receive an allocation from the State for their share of formula funding based on the district's percentage of total weighted students and relative property tax wealth (Index of Taxpaying Ability). If any district's state formula funding is less than the amount received in FY 2021-22, the district receives "hold harmless" funding to keep the district's state formula funding at that level as specified in Proviso 1.3.

Funds appropriated to the SAC line-item in excess of the funding required by the formula and hold harmless are distributed proportionally to districts based on WPU. Funding for health insurance is also distributed proportionally to districts.

Issues regarding the interplay and impact of these various factors on funding and suggestions or recommendations are noted and explained later in this report.

Key Components of the State Aid to Classrooms Formula

Student-Teacher Ratio

The SAC formula funding amount is based on a student-teacher ratio as provided in the general appropriations act. The ratio of 11.2 to 1 included in the FY 2025-26 budget has remained unchanged since FY 2022-23 and represents the funding of one teacher per 11.2 students, measured by ADM. The number of teachers funded by the SAC formula depends on the total number of students and, again, is not affected by the student weights, measured by WPU.

Flexibility

Districts are not required to hire the number of teachers allocated by the formula and are given flexibility to use the SAC funds as they determine best. Additionally, the 11.2

to 1 student-teacher ratio differs from actual class size. Class size is a local decision and depends on how districts allocate teachers to individual schools.

Teacher Cost

The SAC formula funding amount is also based on a specified average teacher cost including salary and fringe. The average teacher cost that is funded in the FY 2025-26 budget is the state minimum teacher salary for a teacher with a master's degree and 12 years of experience. Although the minimum state salary for teachers at all levels has changed, the use of the 12-year master's minimum salary to determine the average teacher cost has remained constant since FY 2022-23. The teacher cost used in the SAC formula by year is shown in Figure 1 below.

Figure 1. Total Average Teacher Cost by Year

Year	Average Teacher Salary	Fringe Benefits	Total Average Teacher Cost
FY 2022-23	$52,604	$16,549	$69,153
FY 2023-24	$55,104	$17,887	$72,991
FY 2024-25	$57,250	$18,641	$75,891

Formula Funding Amount and State Appropriations

The SAC formula funding amount is determined in two steps. The first step is dividing the number of estimated students for the coming year by the student-teacher ratio to determine the number of teachers needed for the formula. Second, the number of teachers is multiplied by the average teacher cost (salary and fringe) to determine formula funding (state and local match) as shown in Figure 2 below.

Figure 2. State Aid to Classrooms Formula Funding by Year

Year	Number of Students (ADM)	Student-Teacher Ratio (Formula)	Number of Teachers (Formula)*	Average Teacher Cost	Total SAC Formula Funding (Actual)**	Total SAC Formula Funding per Pupil
FY 2022-23	758,077	11.2	67,685	$69,153	$4,705,877,567	$6,208
FY 2023-24	762,229	11.2	68,056	$72,991	$4,967,468,503	$6,517
FY 2024-25	764,506	11.2	68,259	$75,891	$5,180,275,955	$6,776

**Figures are rounded and do not include adjustments to the ratio to incorporate retirement funding.*
***Figures are based upon actual payments to districts including retirement funding.*

The State funds 75 percent of the SAC formula funding amount. School districts are responsible for funding the remaining 25 percent. However, since the State provides 100 percent of the SAC amount for charter districts, the State funds approximately 78

percent of the formula funding cost when adjusted to account for the local share for charter districts as shown in Figure 3 below.

Figure 3. Percent of Total Funding from State and Local Sources, FY 2024-25

District	Total Formula	State Formula Funding	Percent of Total	Local Formula Funding	Percent of Total
Regular Districts	$4,617,067,659	$3,462,800,744	75%	$1,154,266,915	25%
Charter Districts	$563,208,296	$563,208,296	100%	$0	0%
Total	$5,180,275,955	$4,026,009,040	78%	$1,154,266,915	22%

Each district's SAC formula funding (state and local share) is equivalent to its percentage of total statewide weighted students multiplied by the statewide SAC formula funding amount. For example, if a district has 5 percent of weighted students, the district's SAC formula funding is 5 percent of the statewide SAC formula funding amount.

The allocation of state funds under the SAC formula is affected by a district's local tax base. A district's share of the total local 25 percent is based on its percentage of total statewide property tax wealth. The property tax wealth of a district is measured by the Index of Taxpaying Ability (ITA). For example, if a district's ITA is .06000, then the district has 6 percent of the statewide property tax wealth and must provide funding for 6 percent of the local 25 percent share. The State provides funding for the difference between a district's total SAC program funding (based on its percentage of weighted students) minus the district's portion of the local 25 percent share. As with the funding model under the previous method, the ITA is a tool for ensuring the same millage rate is needed in each district to account for the total 25 percent local share.

Other issues to note regarding the ITA are:

- The ITA is based on assessed property values from approximately two years prior to the school year to which it applies. Because of this timing, districts with a growing property tax base benefit locally from increased property values for two years before these changes are captured in the index.
- For districts with faster growth in property taxes due to changes in assessed value, the increase in collections occurs prior to the impact of the change in the district's ITA, and the property tax change may need to be factored into planning for future years.
- The ITA accounts for a district's inability to tax owner-occupied property for school operating purposes. Proviso 1.38 requires the Department of Revenue to calculate an imputed index value for owner-occupied residential property, which factors in only the reimbursements a district receives for these properties and not the actual value. Changes in owner-occupied property values, which cannot be taxed, do not impact a district's relative wealth.

- All property tax reassessments do not occur in the same year. As such, changes in a district's property tax wealth due to reassessment may temporarily increase or decrease a district's ITA until other districts implement their reassessments. Reassessment schedules are known in advance, and districts may need to plan for these changes in their budgeting.

HOLD HARMLESS

In addition to the base SAC formula distribution, some districts receive a hold harmless distribution. The FY 2025-26 budget specifies that a district may not receive less formula funding than it did in FY 2021-22, the year before the start of the SAC formula. Hold harmless funding is the amount districts receive to increase their state payments to meet the FY 2021-22 funding amount. In FY 2022-23, nine districts received approximately $11 million in hold harmless funding. Hold harmless funding decreased in FY 2024-25 to approximately $2.5 million among six districts. The hold harmless funding amounts and number of districts that received funding are listed by year in Figure 4 below.

Figure 4. State Aid to Classrooms - Hold Harmless Funding by Year

Year	Hold Harmless Funding Amount	Number of Districts Receiving Hold Harmless Funding
FY 2022-23	$11,031,534	9
FY 2023-24	$2,865,667	9
FY 2024-25	$2,544,643	6

PROPORTIONAL FUNDING

Although the majority of funding is distributed through the SAC formula, when additional funds are appropriated for SAC in the general appropriations act above the amount needed to fund the State's portion of the formula and the hold harmless, the funds are distributed proportionally based on each district's percentage of statewide weighted students. The amount of SAC funding distributed proportionally is shown in Figure 5 below. This distribution does not factor in the relative wealth of the local property tax base.

Figure 5. State Aid to Classrooms - Proportional Funding by Year

Year	Total Proportional Funding
FY 2022-23	$130,468,654
FY 2023-24	$319,174,642
FY 2024-25	$385,178,561

A portion of the proportional funding is appropriated by the State for health insurance employer premiums paid by school districts. Health insurance is distributed proportionally based on each district's percentage of statewide weighted students. The

amounts distributed proportionally for health insurance are shown below in Figure 6. (These amounts are also included in the total proportional funding shown in Figure 5 above). The health insurance funding is appropriated under statewide benefits and is then allocated to state agencies and local entities. The allocation is then rolled up to the SAC line of the budget in the following year.

Figure 6. State Aid to Classrooms - Health Insurance Allocations by Year

Year	Amount
FY 2022-23*	$39,460,804
Change in Budget Proviso	
FY 2023-24**	$ 47,228,150
FY 2024-25**	$ 49,281,223
Total Proportional (FY 24 & FY 25)	$ 96,509,373

**The requirement to distribute the health insurance allocation proportionally was not included in Proviso 1.3 of the FY 2022-23 budget, and this funding is not required to be distributed proportionally.*
***The FY 2023-24 and FY 2024-25 allocations must be distributed proportionally based on the revised language in Proviso 1.3.*

STUDENT WEIGHTS

A key component in determining a district's SAC formula funding is student weights. The student weights used in the SAC formula for FY 2025-26 as specified in Proviso 1.3 are shown below in Figure 7.

- For regular and charter districts, each student receives one of the first three weights: K-12 and Homebound (K-12), Students with Disabilities (SwD), or Precareer and Career Technology (CTE).
- Each student may also receive one or more additional, or add-on, weights for Pupils in Poverty (PIP), Limited English Proficiency (LEP), Gifted and Talented (GT), and Academic Assistance (AA).
- Students enrolled in a statewide charter school district receive an additional weight based on the type of school they attend, either the Brick & Mortar (B&M) or virtual weight, in addition to one of the first three weights and any add-on weights.

Figure 7. Student Weight Categories, FY 2025-26

Category	Abbreviation	Weight
Base Classifications:		
K-12 and Homebound	K-12	1.00
Students with Disabilities	SwD	2.60
Precareer and Career Technology	CTE	1.20
Add-on Weights:		
Pupils in Poverty	PIP	0.50
Limited English Proficiency	LEP	0.20
Gifted and Talented	GT	0.15
Academic Assistance	AA	0.15
Charter District Classifications:		
Charter – Brick & Mortar (in addition to one of the first three)	B&M	1.25
Charter – Virtual (in addition to one of the first three; previously 0.65 prior to FY 2025-26)	Virtual	0.50

As included in Proviso 1.3 of the FY 2025-26 General Appropriations Act

FUNDED AND ACTUAL INSTRUCTIONAL POSITIONS

The SAC formula provides funding for "teachers" based on the student-teacher ratio. Again, the student weights are used to distribute the SAC total funding amount but do not affect the total funding available. Additionally, any funding appropriated to SAC above the formula funding requirement is distributed to districts based on their proportion of total weighted students. Proviso 1.3 identifies the "teachers" included in the student-teacher ratio as the following instructional personnel: classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists.

Please note that in reviewing the following teacher data, there are notable differences among districts, as it appears that there are a wide range of individual hiring decisions or preferences at the local level. These local decisions and the flexibility provisions appear to significantly impact the number of teachers a district actually employs.

The actual number of instructional positions employed by districts in total, as defined in Proviso 1.3, is lower than the number funded by the SAC formula, hold harmless, and proportional funding as shown in Figure 8 below. In FY 2024-25, 15,438 more instructional positions were funded than were filled by districts.

Figure 8. Funded and Actual Instructional Positions by Year

Year	Funded Positions (Including Proportional and Hold Harmless Funding)	Actual Filled Positions (Proviso 1.3)	Difference
FY 2022-23	70,096	54,813	15,283
FY 2023-24	72,468	56,299	16,169
FY 2024-25	73,368	57,930	15,438

Figures may be rounded. Proviso 1.3 positions shown exclude those funded by federal programs and pre-kindergarten/child development positions.

By funding source, the SAC formula funded 68,259 positions in FY 2024-25, the hold harmless funding provided another 34 positions, and proportional funding provided 5,075 positions as shown in Figure 9 below.

Figure 9. State Aid to Classroom Funded Positions by Funding Source, FY 2024-25

Funding Source	Regular Districts	Charter Districts	Total
SAC Formula	60,838	7,421	68,259
SAC Hold Harmless	34	0	34
SAC Proportional	4,524	552	5,075
Total - SAC Funded Positions	65,395	7,973	73,368

In looking at further details, several additional factors are noted:

- In total, regular districts were funded for 10,691 more positions than were employed, and charter districts were funded for 4,748 more positions than filled as shown in Figure 10.
- Within these groupings, 66 regular districts and all 3 charter districts were funded for more positions than they employed, while 6 districts were funded for fewer positions than they employed.[1] These figures are provided in Table 1.
- In comparing the number of funded to filled positions, it appears that districts have used their flexibility and made different decisions in how to best allocate resources. As discussed later, these differences do not appear to be related to any weighting or factor and are local decisions not easily identified or measured.

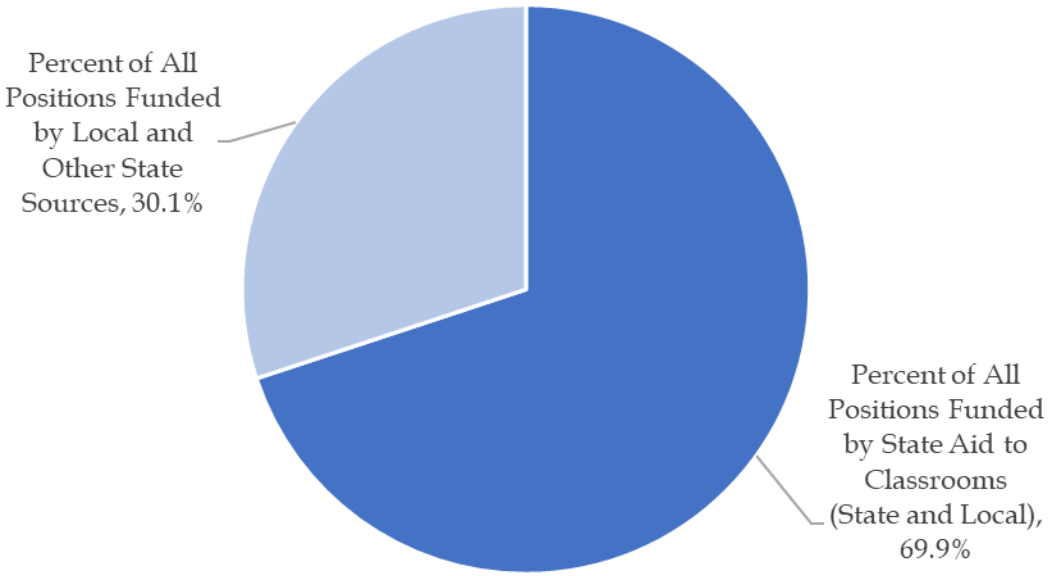
[1] In FY 2024-25, Beaufort, Fairfield, Lexington 5, Spartanburg 7, York 2, and York 4 employed more instructional positions (as defined by Proviso 1.3) than funded.

Figure 10. Funded Versus Actual Positions in Regular and Charter Districts, FY 2024-25

District	Funded Positions	Actual Filled Positions (Proviso 1.3)	Difference
Regular Districts	65,395	54,704	10,691
Charter Districts	7,973	3,226	4,748
Total	73,368	57,930	15,439

For further comparison of the funded positions, the total SAC funding (including the state and local share, hold harmless, and proportional funding) is sufficient to fund almost 70 percent of all district employees (FTEs) at the average teacher cost in FY 2024-25 as shown in Figure 11. Other state programs provide a portion of the funding for the remaining 30 percent such as funding for reading coaches. (Please note, calculations exclude federally funded positions. The number of FTEs funded is calculated using a teacher salary and may fund more or fewer positions depending on the actual salary for the position.)

Figure 11. Percentage of District Employees Funded by State Aid to Classrooms, FY 2024-25



Source: SC Department of Education, SC Educator, FY 2024-25; calculations by RFA; excludes federally funded positions; estimates of funded positions (FTEs) based on average teacher cost and not actual salaries

V. Input from Policymakers and Relevant Stakeholders

The proviso specifies that RFA must consider input from policymakers and relevant stakeholders as determined by our office. RFA met with staff from the executive and legislative branches to gather information regarding our review from the perspective of policymakers. This information was taken into consideration in the analysis provided in this report.

Further, RFA developed a survey seeking input from relevant stakeholders as a part of this review to obtain feedback and information regarding SAC student weights and budgeting issues. Based on the proviso's direction and scope of our review, the survey was designed to gather information on the perspectives of stakeholders familiar with the issues school districts face in budgeting under the SAC formula. The survey was emailed to school district superintendents and finance officers and the SC School Boards Association, which distributed the survey to school board members on behalf of RFA. Additionally, some districts chose to distribute the survey to school staff and parents.

In reviewing the information received, responses frequently focused on the adequacy of the overall amount of funding received, which is outside the scope of this review, as opposed to the specific impacts of the student weights and the formula on distributions of the available funding. Responses to the survey varied and appeared to be influenced by the environment or perspective of the respondent (regular districts versus charter districts; school superintendents and finance officials versus others). The survey responses that were informative to our analysis are noted throughout the review as appropriate.

RFA greatly appreciates the time and effort of all survey respondents to provide their input. The survey responses were used to ensure that the issues and concerns of districts were known prior to our review and to ensure concerns were not overlooked. While the survey provided valuable feedback regarding issues and concerns of districts, RFA's review is based on our independent analysis and is not a reflection of the survey results.

VI. Review of Student Weights

As noted above, the student weights are used to distribute the SAC total funding amount. If each district had the same percentage of students in each weight classification, the students would receive the same types of services, or relative allocation of teachers, across all districts. However, because the individual characteristics of the students in each district are different, the weights are used to

allocate resources (teachers) based on the unique attributes of the students in each district.

The average weight, WPU divided by ADM, provides a means to evaluate the relative composition of students because it allows for a comparison regardless of the number of students. The total statewide average weight increased from FY 2022-23 to FY 2023-24 from 1.699 to 1.725, largely due to the growth in charter school district students, which have a higher average weight than regular districts. In looking at more detail, the average weight for a regular school district student is 1.654, and the average weight for a charter district student is 2.664 as shown in Figure 12. The average also varies among regular districts as shown in Table 2. The regular district weights averaged 1.654, with a median of 1.711, but ranged from 1.426 to 1.916 in FY 2024-25 due to differences in the mix or assignment of students to weights.

Figure 12. Average Weight – Regular Districts, Charter Districts, and Total

Year	Regular Districts	Charter Districts	Total
FY 2022-23	1.646	2.620	1.699
FY 2023-24	1.649	2.646	1.710
FY 2024-25	1.654	2.664	1.725

In FY 2024-25, the overall percentage of students in each of the classifications was fairly similar between the regular districts and charter districts statewide as shown below in Figure 13.

Figure 13. Number and Percent of Students by Weight Category - Regular and Charter Districts, FY 2024-25

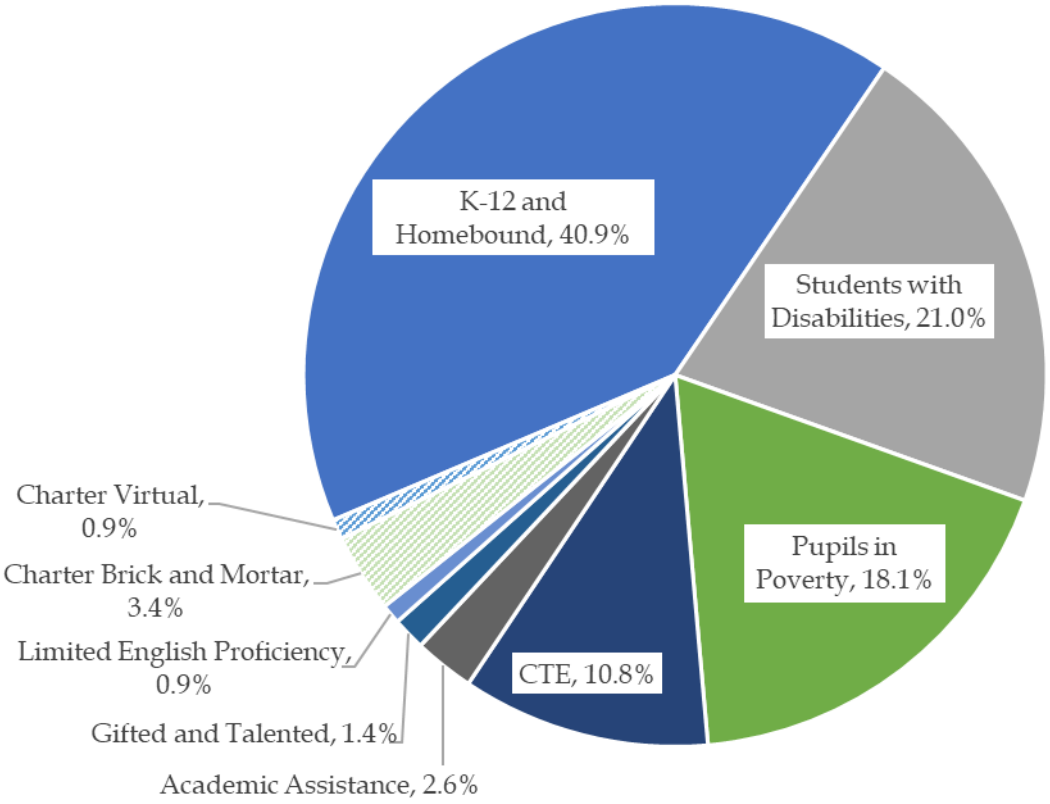
Student Classification	Weight	Number of Regular District Students	Percent of Regular District Students	Number of Charter School Students	Percent of Charter School Students	Number of Students Statewide	Percent of Students Statewide
Total Students		**710,678**	**100%**	**53,827**	**100%**	**764,506**	**100%**
Base Classifications (Students can only be placed in 1 of the following 3 classifications)							
K-12 and Homebound	1.00	503,855	70.9%	35,566	66.1%	539,421	70.6%
Students with Disabilities	2.60	99,282	14.0%	7,080	13.2%	106,362	13.9%
Precareer and Technology	1.20	107,541	15.1%	11,182	20.8%	118,722	15.5%
Add-on Classifications (Students can be placed in one or more of these classifications)							
Pupils in Poverty	0.50	446,265	62.8%	31,381	58.3%	477,646	62.5%
Limited English Proficiency	0.20	54,642	7.7%	2,256	4.2%	56,897	7.4%
Gifted and Talented	0.15	121,432	17.1%	3,740	6.9%	125,172	16.4%
Academic Assistance	0.15	213,892	30.1%	16,951	31.5%	230,843	30.2%
Charter District Classifications (Charter district students are also placed in 1 of the 2 following classifications)							
Brick & Mortar*	1.25	---	---	36,204	67.2%	36,204	4.7%
Virtual **	0.65	---	---	17,673	32.8%	17,673	2.3%
Average Weight		**1.654**		**2.664**		**1.725**	

** Charter district ADM in this figure includes 3 and 4-year-old students with a disability who are eligible for services under IDEA and receive the B&M weight that are not included in ADM counts elsewhere.*
***Virtual weight decreased to 0.5 for FY 2025-26*

As a percentage of total WPU, the K-12 classification is the largest at 40.9 percent, followed by SwD at 21.0 percent. The CTE weight is the smallest of the base classifications at approximately 10.8 percent of total WPU. With the exception of PIP, which is the third largest weight category at 18.1 percent of WPU, the add-on weights are relatively small at 2.6 percent for AA, 1.4 percent for GT, and 0.9 percent for LEP. The charter district weights are 3.4 percent of WPU for B&M students and 0.9 percent for virtual students. The percentages for each of the categories are show in Figure 14

below. Notably, the percentage of WPU for each student weight directly relates to the percentage of total resources allocated to that group of students.

Figure 14. Student Weight Categories as a Percentage of Total WPU, FY 2024-25



Because student weights vary, they allocate proportionally more or less of the total instructional positions funded by the SAC formula, which results in different levels of funding for different student categories. The average student-teacher ratio funded by the formula is 11.2 to 1. When the additional hold harmless and proportional funding is included, the FY 2024-25 actual funded student-teacher ratio declines to 10.4 to 1 as shown in Figure 15 statewide. Please note, however, because districts have local flexibility, actual allocation of resources may differ, and class sizes may vary widely from the funded average ratios.

Although the FY 2024-25 average funded student-teacher ratio is 10.4 to 1, the ratio varies for different student weight categories because the formula provides different levels of resources for each weight classification. These ratios differ as follows:

- The student-teacher ratio for the base K-12 weight is 18.0 to 1.
- Because the weights impact the distribution of funds, the highest weight, SwD, has a significant impact on the allocation of funds and resources. In FY 2024-25, 21 percent of the funding went to 13.9 percent of the students for the SwD

weight. As a result, the funded student-teacher ratio for SwD was 6.9 to 1, much lower than the ratio for K-12 students.
- The CTE ratio was funded at 15.0 to 1.

Overall, the student-teacher ratio for the base classifications (K-12, SwD, and CTE) averaged 14.3 to 1 and allocated 72.7 percent of the total resources. The add-on weights impact the allocation of the remaining 27.3 percent of funding. Based on the average ratio of 14.3 to 1, the ratio for the add-on categories changes as follows:

- PIP has a significant impact on resources and allocated 18.1 percent of the remaining 27.3 percent funding to these students. Using the average base weight of 14.3 to 1, PIP students were allocated an average student-teacher ratio of 10.2 to 1 for the 62.5 percent of students that receive this weight.
- Conversely, the add-on weights for LEP, GT, and AA have significantly less impact on the distribution of resources. Although the student-teacher ratio is lower for these students, ranging from 12.4 to 1 to 12.8 to 1, these weights only impact 4.9 percent of total resources.
- For charter school students, the base student-teacher ratio is 14.4 to 1. The ratio declines to 7.2 to 1 for the B&M weight and 9.5 to 1 for virtual students when accounting for the charter district weights (without any other add-ons).

Figure 15. Estimated Funded Student-Teacher Ratio by Student Weight Category, FY 2024-25

Student Weight Category	Percent of Total ADM	Percent of Total WPU	Funded Teachers	Funded Student-Teacher Ratio
Base Classifications				
K-12 and Homebound	70.6%	40.9%	30,010	18.0
Students with Disabilities	13.9%	21.0%	15,385	6.9
Precareer and Technology	15.5%	10.8%	7,926	15.0
Subtotal	*100%*	*72.7%*	*53,321*	*14.3*
Add-on Weights:				(Using the base average of 14.3)
Pupils in Poverty	62.5%	18.1%	13,287	10.2
Limited English Proficiency	7.4%	0.9%	633	12.4
Gifted and Talented	16.4%	1.4%	1,045	12.8
Academic Assistance	30.2%	2.6%	1,926	12.8
Charter Weights				(Using the charter base average of 14.4)
Brick & Mortar	4.7%	3.4%	2,518	7.2
Virtual	2.3%	0.9%	639	9.5
Total	100%	100%	73,368	10.4

K-12 and Homebound (1.00)

The K-12 and homebound weight of 1.00 is the base weight a student may receive. In FY 2024-25, approximately 70.5 percent of students statewide received the K-12 weight as shown in Figure 16. However, the range in the percentage of students by district fluctuates, and this weight is simply the default category, or the residual of, the SwD and CTE weights.

Figure 16. K-12 Weight ADM- Percent of Total ADM

Year	K-12 ADM	Total ADM	K-12 Percent of Total ADM	Range
FY 2022-23	543,256	758,077	71.7%	58.0%-80.9%
FY 2023-24	544,864	762,229	71.5%	56.6%-83.7%
FY 2024-25	539,100	764,506	70.5%	47.7%-88.7%

In FY 2024-25, approximately 0.04 percent of students statewide received the homebound weight as shown in Figure 17.

Figure 17. Homebound Weight ADM - Percent of Total ADM

Year	Homebound ADM	Total ADM	Homebound Percent of Total ADM	Range
FY 2022-23	432	758,077	0.06%	0.0%-0.50%
FY 2023-24	374	762,229	0.05%	0.0%-0.42%
FY 2024-25	321	764,506	0.04%	0.0%-0.41%

District survey responses regarding the K-12 and homebound weight noted that homebound students are typically not comparable to the base K-12 students as some districts allocate additional positions and/or resources to deliver homebound instruction. However, based on preliminary discussions with SCDE, regulations for the services that must be provided to these students allow for significant local discretion, and districts provide a wide range of levels of service.

Students with Disabilities (2.60)

The SwD weight of 2.60 allocates funding for the additional educational services needed by students who require special education. The services can range widely depending on the individual needs of the student as outlined in the Individualized Education Plan (IEP). The statewide percentage of students receiving the SwD weight was 13.9 percent but ranged from 7.4 percent to 20.3 percent in FY 2024-25 as shown in Figure 18 below. The SwD weight accounts for approximately 21 percent of total weighted pupils, but again, there is a wide difference between districts as shown in Figure 19. The percentages by district for FY 2022-23 to FY 2024-25 are detailed in Table 3. The

variation among districts is considerable, as 3 out of 75 districts were more than two standard deviations above or below the average in FY 2024-25. In reviewing the district percentages, no correlation with district size or any other factor is observed.

Figure 18. Students with Disabilities ADM - Percent of Total ADM

Year	Students with Disabilities -ADM	Total ADM	Disabilities Percent of Total ADM	Range
FY 2022-23	104,387	758,077	13.8%	9.1%-22.2%
FY 2023-24	105,418	762,229	13.8%	8.9%-20.5%
FY 2024-25	106,362	764,506	13.9%	7.4%-20.3%

Figure 19. Students with Disabilities WPU - Percent of Total WPU

Year	Students with Disabilities - WPU	Total WPU	Disabilities Percent of Total WPU	Range
FY 2022-23	271,406	1,288,284	21.1%	10.2%-31.6%
FY 2023-24	274,088	1,303,309	21.0%	9.4%-29.7%
FY 2024-25	276,542	1,318,777	21.0%	8.7%-29.8%

The survey responses regarding the SwD weight noted that the cost to educate students with disabilities can vary widely depending on the type of disability and suggested that different weights are needed for the disability categories. However, data are not readily available to understand the total service needs, as details from IEPs are not captured in a way that would allow us to measure these services.

COST OF SERVICES

The cost of special education services is not easily defined, and studies on this issue are limited. One of the most widely recognized is the Special Education Expenditure Project (SEEP), which was conducted during the 1999-2000 school year.[2] SEEP found that special education services were equivalent to 21 percent of overall spending on public schools that year. This percentage is similar to the percentage in SC. An updated study by the U.S. Department of Education is currently underway but is not scheduled to be released until after 2027.[3]

[2] Mark Lieberman, EducationWeek, *How Much Does Special Education Truly Cost? Finally an Answer is on the Horizon*, August 26, 2024, https://www.edweek.org/teaching-learning/how-much-does-special-education-truly-cost-finally-an-answer-is-on-the-horizon/2024/08

[3] U.S. Department of Education, Institute for Education Sciences, *National Study of Special Education Spending*, Retrieved July 30, 2025, https://ies.ed.gov/use-work/evaluations/national-study-special-education-spending

OTHER STATES

According to a report by the Education Commission of the States, all states provide additional funding for students with disabilities. [4] The methods of determining funding vary by state and include: a single weight, multiple student weights, high-cost student system, census-based (total enrollment with and without disabilities), reimbursement, and resource allocation (allocation of staff and not dollars). Many states' funding methods differentiate funding based on the level of services a student needs. States may also vary their weights based on cost or placement. Additionally, at least 13 states have a cap limiting the state's special education funding either by limiting the percentage of students, percentage of costs that are reimbursed, or a cap on the growth factor.

PRECAREER AND CAREER TECHNOLOGY (1.20)

The CTE weight of 1.20 provides an extra 0.2 weight above the K-12 base weight. In order to review the use of the CTE weight by districts, the percentage of students with the CTE weight is compared to the number of sixth through twelfth graders in each district. Using this calculation, the percentage of students with a CTE weight varies widely by district. In FY 2024-25, approximately 28.3 percent of all middle and high school students received the CTE weight as shown in Figure 20 below. The range for districts using this weight is significant and measured from 14.6 percent to 52.0 percent on average as shown in Table 4, or a 256 percent difference.

Figure 20. Career Technology Weight ADM - Percent of Total ADM

Year	CTE ADM	Total 6th – 12th Grade ADM	CTE Percent of Total 6th – 12th Grade ADM	Range
FY 2022-23	110,003	416,929	26.4%	13.7%-48.3%
FY 2023-24	111,572	419,054	26.6%	6.5%-47.7%
FY 2024-25	118,722	420,053	28.3%	0.0%-60.1%

Some districts have significantly more or less participation in CTE programs than the state average. However, swings in student participation from year to year within a district may indicate issues with availability of these programs or reporting difficulties.

The survey responses regarding the CTE weight noted that CTE students are typically more expensive to educate due to the equipment costs associated with CTE programs, and some districts expressed a desire to have a higher CTE weight. Since SAC focuses on teacher salaries, funding for equipment may be moved to a different distribution so that it does not impact the allocation of teachers.

[4] Chris Duncombe, Education Commission of the States, *State Information Request: Equitable Special Education Funding*, updated September 25, 2023, published April 11, 2024, https://www.ecs.org/state-information-equitable-special-education-funding/

ADD-ON WEIGHTS

The add-on weights allocate portions of the total instructional positions funded by the SAC formula to specific students identified for additional services. In FY 2024-25, approximately 62.5 percent of students received the PIP weight as shown in Figure 21. PIP accounted for 18.1 percent of total WPU, and therefore, approximately 18.1 percent of total SAC formula funding was allocated to additional resources for these students as shown in Figure 22 below. The other add-on weights generated significantly less as they are much smaller relative to the PIP weight. The LEP weight accounted for 7.4 percent of students and only 0.9 percent of WPU. GT students were 16.4 percent of total students and 1.4 percent of WPU. AA is the second largest add-on, accounting for 30.2 percent of students and 2.6 percent of WPU.

Figure 21. Add-on Weight ADM - Percent of Total ADM, FY 2024-25

Add-on Weight	Add-on ADM	Total ADM	Add-on Percent of Total ADM	Range
Pupils in Poverty (0.5)	477,646	764,506	62.5%	22.2%-99.8%
Limited English Proficiency (0.2)	56,897	764,506	7.4%	0.6%-40.4%
Gifted and Talented (0.15)	125,172	764,506	16.4%	0.0%-35.0%
Academic Assistance (0.15)	230,843	764,506	30.2%	18.1%-44.7%

Figure 22. Add-on Weight WPU - Percent of Total WPU, FY 2024-25

Add-on Weight	Add-on WPU	Total WPU	Add-on Percent of Total WPU	Range
Pupils in Poverty (0.5)	238,823	1,318,777	18.1%	7.8%-26.8%
Limited English Proficiency (0.2)	11,379	1,318,777	0.9%	0.1%-5.0%
Gifted and Talented (0.15)	18,776	1,318,777	1.4%	0.0%-3.7%
Academic Assistance (0.15)	34,626	1,318,777	2.6%	1.5%-3.7%

Survey responses received regarding the add-on weights primarily focused on requesting additional resources for these populations.

PUPILS IN POVERTY (0.5)

The PIP weight allocates resources for students affected by poverty. Proviso 1.3 defines PIP as students who qualify for Medicaid, SNAP, TANF, or are homeless, transient, or in foster care. The weight of 0.5 essentially allocates 50 percent more resources than the K-12 base weight. The percentage of PIP students averages 62.5 percent overall but varies widely by district, ranging from 22.2 percent to 99.8 percent in FY 2024-25 as shown in Table 5.

Although the percentage of PIP students varies, this add-on weight has a standard definition, is determined at the state-level, and is applied consistently across districts as a result. Unlike other weights, local decisions regarding which programs to offer or which students require which services do not influence this weight.

The survey responses indicate that students in the PIP weight category require significantly more resources and additional services, specifically in high poverty schools.

Research has shown that poverty has an impact on student outcomes. Further, a study published by the Quarterly Journal of Economics concluded that providing additional resources to students in poverty has a meaningful impact on outcomes.[5] The report states, "For children from low-income families, increasing per-pupil spending yields large improvements in educational attainment, wages, family income, and reductions in the annual incidence of adult poverty. All of these effects are statistically significant and are robust to a rich set of controls for confounding policies and trends."

For reference, data included on the Education Funding Dashboard show a high inverse correlation between poverty and test scores.[6] Essentially, students in districts with a higher percentage of PIP students tend to have lower test scores than districts with a lower percentage of PIP students.

LIMITED ENGLISH PROFICIENCY (0.2)

The LEP weight allocates resources to the educational needs of students that require additional instruction in English. Proviso 1.3 defines students with limited English proficiency as those who require intensive English language instruction programs and whose families require specialized parental involvement intervention. The percentage of LEP students averages 7.4 percent overall but varies widely by district, ranging from 0.6 percent to 40.4 percent in FY 2024-25 as shown in Table 5.

The survey responses indicate that some districts have experienced an increase in the LEP student population and an increase in the number of different home languages spoken by students. Some districts noted that while they receive federal funds for LEP, the cost for LEP materials has increased, and it is hard to continue to support the program with the current weight.

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[5] Jackson, C. K., Johnson, R. C., and Persico, C., The Effects of School Spending on Educational and Economic Outcomes: Evidence from School Finance Reforms, *The Quarterly Journal of Economic*s, 131(1): p. 157-218, February 2016, https://www.jstor.org/stable/26495136

[6] Comparison of % of Students in Poverty to % ELA & Math Meets/Exceeds expectations for FY 2022-23; Retrieved July 30, 2025. https://rfa.sc.gov/education-funding-dashboard

Most states provide funding for students considered English language learners.[7] States primarily provide funding through a formula weight, categorical funding outside the primary funding formula, or through a reimbursement for costs. Additional information regarding state-specific funding methods is available from the Education Commission of the States 50-State Comparison: English Learner Policies.[8]

GIFTED AND TALENTED (0.15)

The GT weight allocates resources to students who are classified as gifted and talented. Proviso 1.3 specifies that the GT weight is for students who are academically or artistically gifted and talented, or those who are enrolled in Advanced Placement, International Baccalaureate and Cabridge International courses in high school. Further, districts are required to set aside 12 percent of the funds for serving artistically gifted and talented students in grades 3 through 12. The percentage of GT students averages 16.4 percent overall and ranges from 0 percent to 35 percent in FY 2024-25 as shown in Table 5.

The survey respondents noted that districts provide GT students different resources for advanced learning opportunities. The respondents also suggested that the GT weight should be equal to the add-on weight for LEP, as it costs about the same to educate both populations of students.

According to the Education Commission of the States, about 73 percent of states provide funding for gifted and talented programs.[9] Of these states, 32 percent fund these programs through categorical funding outside the student weight funding formula. About 27 percent of gifted and talented funding is based on a student weight multiplied by a per student base amount, and the remaining use another method such as allocating funds for specific staffing or certain resources.

ACADEMIC ASSISTANCE (0.15)

The AA weight allocates resources to the educational needs of students who are behind expectations. Proviso 1.3 defines AA as students who do not meet state standards in mathematics, English, or both on state approved assessments in grades 3 through 8 and high school assessments in grades 9 through 12. The percentage of AA students averages 30.2 percent overall and ranges from 18.1 percent to 44.7 percent in FY 2024-25 as shown in Table 5.

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[7] Education Commission of the States, *How States Allocate Funding for English Language Learners*, January 21, 2020, https://www.ecs.org/how-states-allocate-funding-for-english-language-learners/

[8] Education Commission of the States, *50-State Comparison: English Learner Policies*, May 27, 2020, https://www.ecs.org/50-state-comparison-english-learner-policies/

[9] Education Commission of the States, *50-State Comparison, K-12 Funding 2024: Gifted and Talented Funding*, March 2024, https://reports.ecs.org/comparisons/k-12-funding-2024-07

The survey respondents noted that AA is also needed in the early grades to address gaps in learning prior to the assessment in third grade. The respondents also suggested that the AA weight should be equal to the add-on weight for LEP, as it costs about the same to educate both populations of students.

Most states provide additional funding for special education, English learners, students from low-income backgrounds, and gifted and talented programs as noted. However, other state comparisons for the AA weight are limited.

Other Survey Comments Regarding Add-on Weights

The survey responses also noted that dual enrollment courses require more resources and suggested that reinstating the dual enrollment add-on weight would help offset the cost of these classes for students. The dual enrollment add-on weight was 0.15 and was eliminated in FY 2022-23. The General Assembly eliminated this weight in the adoption of the new formula. If the services are provided by the technical college system, it may be more effective if this is funded through the technical college system.

Charter Weights – Brick & Mortar and Virtual (1.25 and 0.50)

In addition to the weights previously discussed, students enrolled in a charter school district also receive an additional weight of 1.25 for B&M and 0.50 for virtual schools. The virtual school weight was 0.65 from FY 2022-23 to FY 2024-25 and was lowered to 0.50 for FY 2025-26. These weights were created to transition the per pupil funding provided to charter districts under the Education Improvement Act (EIA) into the SAC formula.[10] The number of B&M and virtual students varies by charter school district as shown in Figure 23 below.

Figure 23. Brick & Mortar and Virtual ADM by Charter District, FY 2024-25

District	Total ADM*	Brick & Mortar ADM*	Percent of Total ADM	Virtual ADM*	Percent of Total ADM
SCPCSD	21,119	18,739	89%	2,380	11%
Erskine	25,492	11,527	45%	13,965	55%
Limestone	7,266	5,938	82%	1,328	18%
Total	53,877	36,204	67%	17,673	33%

** ADM in this figure includes 3 and 4-year-old students with a disability who are eligible for services under IDEA and receive the B&M weight that are not included in ADM counts elsewhere.*

Charter District Weight - Impact on Average Weight

The average weight is significantly larger for charter districts than regular districts due to the B&M and virtual weights that only apply to charter districts as shown in Figure 24. Without charter-specific weights, the charter districts have a much closer average

[10] See Proviso 1A.49 of the FY 2021-22 General Appropriations Act

weight to regular districts as shown in Figure 25. The difference in these averages as a result of the charter weights demonstrates the impact the charter weight has on the relative percentage of total WPU in a charter district, which has a considerable impact on the distribution of funding.

Figure 24. Regular Versus Charter District – ADM, WPU, and Average Weight

Year	Regular Districts			Charter Districts		
	ADM	WPU	Average Weight	ADM	WPU	Average Weight
FY 2022-23	716,765	1,180,036	1.646	41,312	108,248	2.620
FY 2023-24	715,903	1,180,720	1.649	46,326	122,588	2.646
FY 2024-25	710,678	1,175,398	1.654	53,827	143,380	2.664

Figure 25. Charter District WPU and Average Weight without Brick & Mortar and Virtual Weights

	Regular Districts			Charter Districts (Exc. Brick & Mortar and Virtual Weights)		
Year	ADM	WPU	Average Weight	ADM	WPU	Average Weight
FY 2022-23	716,765	1,180,036	1.646	41,312	65,473	1.585
FY 2023-24	715,903	1,180,720	1.649	46,326	74,085	1.599
FY 2024-25	710,678	1,175,398	1.654	53,827	86,637	1.610

CHARTER DISTRICT WEIGHT – IMPACT ON FUNDING

The additional charter district weight replaced the per weighted pupil funding charter school districts received prior to the implementation of the SAC formula from the EIA. In FY 2021-22, charter school students enrolled in brick-and-mortar charter schools were to receive $3,600 per weighted pupil and virtual students were to receive $1,900 per weighted pupil. The charter district student weights of 1.25 and 0.65 (now 0.5), respectively, replaced this funding in FY 2022-23 in the SAC formula.

The B&M per weighted pupil funding generated approximately $118.3 million, or $4,784 per student, in FY 2021-22. Under the SAC formula, the distribution due to the B&M weight is now approximately $187.9 million, or $5,191 per student, in FY 2024-25. Similarly, the virtual per weighted pupil funding was approximately $40.3 million in FY 2021-22, or $2,557 per pupil. The SAC distribution due to the virtual weight is approximately $47.6 million in FY 2024-25, or $2,693 per pupil. Overall, the charter district per pupil payments totaled $158.6 million in FY 2021-22, and the distribution due to the charter weights is now approximately $235.5 million as shown in Figure 26 below. Per pupil, the overall funding increased from $3,915 per student to $4,372.

Figure 26. Estimated Charter District Brick & Mortar and Virtual Weight Funding per Student

Brick & Mortar Weight

District	FY 22 ADM	FY 22 Charter Payment	FY 22 per Student	FY 25 ADM B&M*	FY 25 Funding	FY 25 per Student
SCPCSD	16,291	$77,463,648	$4,755	18,739	$97,422,640	$5,199
Erskine	8,445	$40,867,884	$4,839	11,527	$59,645,231	$5,174
Limestone	NA	NA	NA	5,938	$30,863,153	$5,198
Total	24,736	$118,331,532	$4,784	36,204	$187,931,024	$5,191

Virtual Weight

District	FY 22 ADM	FY 22 Charter Payment	FY 22 per Student	FY 25 ADM Virtual	FY 25 Funding	FY 25 per Student
SCPCSD	452	$1,107,244	$2,451	2,380	$6,433,683	$2,703
Erskine	15,323	$39,234,259	$2,561	13,965	$37,574,919	$2,691
Limestone	NA	NA	NA	1,328	$3,590,044	$2,703
Total	15,774	$40,341,503	$2,557	17,673	$47,598,646	$2,693

Total – Brick & Mortar and Virtual Weight

District	FY 22 ADM	FY 22 Charter Payment	FY 22 per Student	FY 25 Total ADM*	FY 25 Funding	FY 25 per Student
SCPCSD	16,743	$78,722,092	$4,702	21,119	$103,856,323	$4,918
Erskine	23,767	$79,858,320	$3,360	25,492	$97,220,150	$3,814
Limestone	NA	NA	NA	7,266	$34,453,197	$4,742
Total	40,510	$158,580,412	$3,915	53,877	$235,529,670	$4,372

NA – not applicable as Limestone was not established
**Total ADM includes 3 and 4-year-old students with a disability who are eligible for services under IDEA and receive the B&M weight that are not included in ADM counts elsewhere.*
Note: Figures may be rounded. Estimates are impacted by hold harmless and proportional distributions as well as the SAC formula.

The SAC formula funds 11.2 students per teacher, and state appropriations currently do not expressly factor in additional funding for the resources supported by the charter district weight. However, growth in charter district students generates proportionally more weighted students compared to growth in the regular districts. This disproportionate charter WPU growth results in a greater change in the distribution of funding when student growth is in charter districts versus regular districts.

Survey Reponses on Charter District Weights

Survey responses received regarding the charter district weights varied depending on the respondent's perspective. Respondents who said their primary school setting is a

charter district focused on maintaining the weights or requesting additional resources for these populations. Respondents who said their primary school setting is a regular district often noted that the charter district weights shift SAC funding to charter districts and wanted the weights to be lowered.

VII. Distributions and Consistency

Changes in Distributions from Year to Year

Changes in enrollment, weighting assignments, and the ITA by district impact the SAC formula distributions to districts. Enrollment and tax values are outside the districts' control. Districts with declining enrollment resulting in a lower percentage of weighted pupils will receive less funding than in previous years (with all else equal) as a result of the enrollment changes. From FY 2021-22 to FY 2024-25, 32 of the regular districts declined in enrollment by as much as 17.2 percent, while 40 regular districts and the 3 charter districts increased in enrollment as shown in Table 6. Enrollment growth was strongest in the charter districts, growing 32.9 percent over the period. In FY 2024-25, 6 districts received hold harmless funding to keep their SAC state formula funding at their FY 2021-22 payment level.[11]

Because funding is allocated by WPU, a district's percent change in its percentage of total WPU directly measures a district's percent change in funding. In total from FY 2023-24 to FY 2024-25, 13 districts experienced an increase in their percentage of total WPU, while 62 districts declined as shown in Table 7. The percent change in the overall percentage of WPU per district declined as much as 11 percent from FY 2023-24 to FY 2024-25, which would result in an 11 percent change in funding (with all else equal).

Another way to look at changes in distributions from year to year is the funded student-teacher ratio. The funded student-teacher ratio takes into account changes in a district's student count to then measure changes in the number of teachers supported by total SAC funding. Statewide, the funded student-teacher ratio decreased from 10.8 to 10.4 from FY 2022-23 to FY 2024-25 as shown in Figure 27 due to increases in total appropriations and the funded teacher salary. The student-teacher ratio decreased for 33 districts by 0.1 or more, 27 districts saw no substantive change, and the remaining 15 districts saw an increase in their student-teacher ratio of 0.1 or more even though the statewide student-teacher ratio decreased. Districts with an increase in their student-teacher ratio typically experienced a significant decrease in their average weight, resulting in a decrease in the relative allocation of resources and the resulting increase in the funded student-teacher ratio. Each district's funded student-teacher ratio is

[11] Allendale, Fairfield, Florence 3, Greenwood 52, Lee, and Williamsburg school districts received hold harmless funding in FY 2024-25.

provided in Table 7. Districts expressed concerns that these changes in funding from year to year result in budgeting difficulties.

Figure 27. Funded Student-Teacher Ratio by Year

Year	Funded Positions	Students (ADM)	Funded Student-Teacher Ratio	Range (by District)
FY 2022-23	70,096	758,077	10.8	6.5 to 12.6
FY 2023-24	72,468	762,229	10.5	6.4 to 12.6
FY 2024-25	73,368	764,506	10.4	6.5 to 12.6

Funded positions and ratio are based on all funding from the SAC formula (state and local), hold harmless, and proportional funding.

Changes in Distribution Projections During the Fiscal Year

The SAC formula distributions to districts are based on each district's percentage of total WPU. As a result, the distribution estimates change during the school year as student enrollment projections change. In FY 2024-25, the funding for some regular districts declined by as much as 9.9 percent from the initial estimates prior to the start of the school year (frequently based on prior year 135-day counts) to the final distributions based on actual students as shown in Table 8. Funding to charter districts grew by 8.9 percent in total from initial estimates to final payments. Many districts noted in the survey that these changes during the fiscal year make budgeting difficult.

VIII. Issues and Observations

As part of this review of the SAC student weights and distributions, a number of issues and observations have been raised through analysis of the student weights and funding distributions, comments by survey respondents, and other avenues. To provide further clarification of certain topics that impact the recommendations, these issues and observations are detailed below.

Local Decisions

Overall, the state budget identifies and allocates resources to meet a targeted level of services on a statewide basis. However, districts have flexibility in deciding how to allocate resources. As noted previously in Figure 10, districts chose to employ more or fewer teachers (instructional personnel) as defined by Proviso 1.3 than the total funded number statewide. On a district level, 69 districts were funded for more teachers than they actually employed, and 6 districts were funded for fewer than they employed as shown in Table 1 for FY 2024-25.[12] Based on the differences in actual and funded

[12] In FY 2024-25, Beaufort, Fairfield, Lexington 5, Spartanburg 7, York 2, and York 4 employed more instructional positions (as defined by Proviso 1.3) than funded.

teachers in districts and assignment of students in some weighting categories, it appears that local decisions play a major role in service delivery. While respecting these local decisions, it is difficult to identify and balance the funding objectives expected by the State with local preferences.

Additionally, school districts make different decisions on teacher pay. The state average teacher salary is $64,050 in FY 2024-25 as shown in Figure 28.[13] Approximately 20 districts paid more, and 55 districts paid less than the average. Average teacher pay in the charter districts is lower than both the state average and the regular district average due to flexibility provisions that apply to charter districts.

Figure 28. Preliminary Average Teacher Salary, FY 2024-25

SAC Funded Teacher Salary	Regular District Average Teacher Salary	Charter District Average Teacher Salary	Statewide Average Teacher Salary
$57,250	$64,539	$56,131	$64,050

Average salary figures are preliminary and subject to change.

The impact of local decisions is also noted in the range of the percentage of students in the weight categories. Significant differences between districts observed in the percentage of students included in the SwD, CTE, and add-on weights (LEP, GT, and AA) may be driven by local decisions on which programs to offer and which students need which services. Because these decisions affect the distribution of funding, the local decisions of each district have an impact on the funding provided to other districts. Providing additional guidance or oversight regarding the level of services that are funded through the SAC formula may be necessary to align the distribution of funding with the State's goals and reduce the impact of local decisions on funding distributions.

STUDENTS WITH DISABILITIES

The SwD weight has a significant impact on the distribution of funding due to the relative size of the weight. As noted in the discussion of the SwD weight above, there is a wide range in the percentage of students with disabilities identified by districts. Overall, the average is approximately 14.0 percent in FY 2024-25 but ranges from 7.4 percent to 20.3 percent.

[13] Figures for average teacher salary based on a preliminary report from SC Department of Education for FY 2024-25 as of September 3, 2025, and subject to change. A "teacher" is defined as any person who is employed either full-time by any school district either to teach or to supervise teaching. The following teacher position codes were selected to determine the final numbers: 03 (special education-itinerant teacher), 04 (child development teacher), 05 (kindergarten teacher), 06 (special education-self-contained), 07 (special education-resource), 08 (classroom teacher), 17 (speech therapist), and 46 (purchased-services teachers). This preliminary report includes teachers with a full-time equivalent of a minimum of 0.95 and employed 190 days or more.

There are patterns of differences in the identification of students with disabilities across the nation. In a report by the National Center for Education Statistics, the US average percentage of public-school students who received special education and/or related services under the IDEA was approximately 15 percent in FY 2022-23.[14] South Carolina's reported percentage of SwD students was 14 percent, approximately the same as the nationwide percentage of IDEA students. Our neighboring states of North Carolina and Georgia each had slightly lower percentages of 13 percent. Other states in the Northeast region have higher percentages up to 21 percent, and the lowest percentage was in Idaho at 12 percent.

The underlying causes of these differences in the percentage of students receiving IDEA services may be due to differences in local decisions on how to best service students or difficulties in finding qualified staff as noted in an analysis by the Pew Research Center.[15] The authors noted that research has shown that decisions about whether to recommend a student for special education may be influenced by the school's socioeconomic makeup, as well as by the school's test scores and other academic markers. These issues may highlight a need to provide additional guidance for districts to ensure consistency in the level of services that state funding is supporting.

The Pew Research Center also noted that the number of students served under IDEA has grown in number and share from approximately 13 percent in FY 2010-11 to the current 15 percent average. If these increases in the number of students who require additional services continue, it may present challenges to districts moving forward.

Unlike the assignment of the PIP weight, which is based on a small set of measured criteria, identifying students with a disability involves a much broader and diverse range of circumstances; consists of a more complex process of identifying, referring, testing, evaluating, and assessing students; and requires collaboration between special education professionals, classroom teachers, parents, and others. Having SCDE conduct a statewide review of processes and designations for consistency across districts may help explain how or ensure students throughout the state are similarly identified.

Charter District Brick & Mortar Versus Virtual Resources

The charter district B&M and virtual weights provide additional resources for charter district students above the instructional (teacher) resources funded through the SAC base formula based on the learning environment (brick-and-mortar versus virtual). As such, the funding amount should be based on the differences in the resources required

[14] National Center for Education Statistics, Students With Disabilities. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences, May 2024, https://nces.ed.gov/programs/coe/indicator/cgg

[15] Schaeffer, Katherine. Pew Research Center, *What federal education data shows about students with disabilities in the US*, July 24, 2023. https://www.pewresearch.org/short-reads/2023/07/24/what-federal-education-data-shows-about-students-with-disabilities-in-the-us/

for these students other than teachers. When comparing the B&M weight of 1.65 to the virtual weight of 0.5 for FY 2025-26, the virtual students are funded at approximately 30 percent of the level of B&M students. Data regarding the cost for a brick-and-mortar charter school versus a virtual charter school are limited. Comparing expenditures is also difficult, as these expenditures are also impacted by decisions by authorizers in the same way local decisions impact regular district expenditures. In-person school environments require resources such as classrooms, maintenance, security, and other services that typically do not apply to virtual environments. However, there may be other non-teacher resources in a virtual program that the General Assembly wishes to support with these funds. The differences in the cost for brick-and-mortar and virtual environments support a variance in the weight for these students, but adjustments in the weights may be needed to align the funding with the policy goals of these resources.

Considerations To Reduce Reporting Burdens

As previously noted, the student weights are used to distribute SAC funding and do not play a role in determining the total funding. If each district had the same percentage of students in each weight classification, the students would require the same level of services, or allocation of teachers per student, across all districts. However, because students in each district are different, the weights are used to allocate more teachers to students in specific categories. Eliminating student weights would significantly simplify the current process but has several important implications. The funding allocations among districts would shift significantly if the weights were eliminated, even after accounting for moving the charter district weights to a separate allocation.

The reporting requirements and data collection for weights may result in a burden on districts and should be weighed carefully against the policy goals surrounding each weight. As some of the weights have a relatively small impact on funding distributions, the reporting requirements and impact of local decisions on these weights may outweigh the benefit of expressly directing funds to meet certain goals. Notably, simply removing a weight without adjusting the remaining weights would increase the relative importance of the other weights and should also be considered in conjunction with any changes to the weights themselves.

Federal Funding

In addition to state and local funding, school districts receive federal funding for a number of programs that overlap with the student weights. School districts receive funding to help meet the requirements of IDEA for students with special needs. Schools also receive funding to support students from low-income families through Title I. Federal funding is also available to support services for students with limited English proficiency. Given the interactions of state funding with these other federal programs, we would recommend that any changes to the student weights or funding be discussed

with SCDE to determine the potential impact on federal funding or maintenance of effort requirements.

Cost of Services and Local Budgeting

The cost of services is difficult to measure accurately with available data. Expenditures by districts are influenced by local decisions regarding many aspects of the services provided from salaries to class sizes. The percentage of total spending on instruction by district typically ranges from 40 percent to 55 percent, and expenditure per student ranges from about $10,300 to $26,500, illustrating the differences in local spending decisions.[16] Districts have used the flexibility provided to make decisions regarding the allocation of resources.

The change in school funding to a service-based formula that allocates resources based on the targeted number of teachers as opposed to a per pupil amount requires different budgeting practices. The SAC formula considers growth in the number of students in the total funding required, but the marginal cost to a district may differ from the annual change in funding a district sees. For example, for growing districts, the marginal cost of adding a student to a class differs from the marginal cost of adding additional teachers to the school. Similarly, a district may not experience a significant decrease in expenses when a student leaves a class since the teacher is still needed. As such, the new formula requires budgeting based on the total funding provided annually as opposed to only considering the incremental change in funding.

State Budgeting

One of the considerations in the cost of services and budgeting is the impact of changes in the number of students. Under the SAC formula, the number of students determines the number of teachers that the formula supports. The cost of the program to the State is directly related to changes in total student enrollment. However, the marginal cost of a charter student to the State is higher than the cost of students in the regular districts because the State provides 100 percent of the charter district formula cost. Growth in the charter school districts has significantly outpaced the regular districts, increasing the portion of the SAC formula for which the State is responsible and changing the dynamics of how the 11.2 to 1 student-teacher ratio is funded. This issue is one to consider regarding how the current formula or any changes will impact the state budget in the future.

In order to estimate the increase in the cost of the local share for charter districts, we compared the base level funding in FY 2021-22 prior to the start of the SAC formula to the funding provided in FY 2024-25. Assuming that the State provided 25 percent in additional funding to the charter districts in FY 2021-22, approximately $90.5 million of

[16] Revenue and Fiscal Affairs, Education Funding Dashboard, FY 2022-23, Retrieved September 1, 2025, https://rfa.sc.gov/education-funding-dashboard

the base $361.8 million payments to charter districts was for this additional support. The state funding for the charter district local match increased to $140.8 million in FY 2024-25. Based on these estimates, approximately $50.3 million of the new funding since the start of the SAC program has been to provide the local match for charter districts as shown in Figure 29 below. The State's cost for the charter district local match has grown by approximately 55.7 percent over the period.

Figure 29. Estimated State Funding for Charter District Local Match

District	FY 22 Total Charter Funding	Estimated FY 22 State Funding for 25% Local Match	FY 25 Total Charter Formula Funding (100%)	FY 25 State Funding for 25% Local Match	Estimated Difference in State Funding for Local Match from FY 22 to FY 25
SCPCSD	$163,786,315	$40,946,579	$230,122,436	$57,530,609	$16,584,030
Erskine	$198,042,214	$49,510,553	$256,252,186	$64,063,046	$14,552,493
Limestone	$0	$0	$76,833,674	$19,208,419	$19,208,419
Total	$361,828,529	$90,457,132	$563,208,296	$140,802,074	$50,344,942

IX. RECOMMENDATIONS

The recommendations provided below would not change the total SAC appropriation and only address changes to the distribution of funding. However, changes to the distributions may cause significant shifts in the funding levels for certain districts, and the impact of these shifts should be considered in conjunction with these recommendations to ensure that the results align with policy goals and do not have unintended consequences. As such, changes to hold harmless provisions, a phase-in approach, or other avenues to handle the transition may be considered. We would also recommend requesting SCDE to review processes and/or identify standards to help ensure consistency in assignment and reporting of weights.

RECOMMENDATIONS REGARDING STUDENT WEIGHTS

1. Reduce the Number of Weight Categories for Reporting Simplicity

Overall, each weight should be considered carefully to determine whether it is necessary, particularly given the small impact that some of the weights have on resources. Since the weights only allocate resources and do not determine the total appropriation, the current number of weights requires a notable degree of tracking and reporting by districts relative to their impact. Further, given the flexibility provisions, districts can assign resources as they determine regardless of the weights. Additionally, fewer weights would be less complicated and potentially reduce the impact of local

preferences on the distribution of state funds. As noted previously, simply removing a weight without adjusting the remaining weights would increase the relative importance of the other weights and should also be considered in conjunction with any changes to the weights themselves. Specific items and considerations regarding the weights are detailed below.

2. Career and Technology – Alignment of Funding with Goals

Resources for career and technology equipment costs are not part of the teacher cost that the SAC formula covers. Increasing the CTE weight as requested by some survey respondents to provide equipment funding would potentially divert funding intended for teacher salaries. Funding for CTE equipment may be better handled directly through career and technology equipment appropriations than the CTE weight.

Two changes are recommended: (1) allocate funding for equipment and other resources separately through the Career and Technology Education line-item appropriation based on the State's goals for these programs to better align funding and expectations, and 2) combine the CTE weight students with the K-12 base weight to account for the instructional cost only. Based on FY 2024-25, approximately $72.1 million in state formula funding and an additional $6.9 million in proportional funding, or $79.1 million, was distributed to school districts for the additional CTE weight of 0.2 above the K-12 base weight as shown in Figure 30. This funding may be allocated for equipment based on ADMs in CTE programs as opposed to through the SAC formula.

Figure 30. Estimated Career and Technology Funding above K-12 Base Weight, FY 2024-25

Funding Category	CTE Funding From Current Extra Weight (0.2) above K-12 Base
State SAC Formula Funding	$72,148,718
Proportional	$6,935,087
Total to Move to CTE Appropriation	$79,083,806

State SAC formula funding includes the 100% charter district match.

3. Consolidate the LEP, GT, and AA Funding by Increasing the K-12 Base Weight

With the exception of the PIP weight, the add-on weights for LEP, GT, and AA account for less than 5 percent of all WPU and have a limited impact on overall funding currently. Based on estimates for FY 2024-25, the LEP weight impacts approximately $50 million, GT impacts $78 million, and the AA weight allocates $145 million of the total $5.56 billion in total SAC formula funding (state and local) and proportional funding as shown in Figure 31 below.

Figure 31. Estimated Funding Allocated by Certain Add-on Weights, FY 2024-25

Add-on Weight	Percentage of WPU	Estimated Total SAC Funding Allocated by Add-on Weight
Limited English Proficiency (0.2)	0.9%	$50,089,091
Gifted and Talented (0.15)	1.4%	$77,916,363
Academic Assistance (0.15)	2.6%	$144,701,817
Total	4.9%	$272,707,271

The reporting requirements and data collection for these three add-on weights may result in an undue burden on districts given the small relative weights. As such, increasing the K-12 base weight by 0.1 (and the weight for students currently in the CTE category as noted in the recommendation above) would redistribute the funds currently generated by the LEP, GT, and AA add-on weights to all districts based on their general student population and avoid unintentionally shifting resources to other student weight categories for specific populations. Districts would receive the funding but would no longer need to track and report on these three add-on categories. As different districts have different percentages of students in these weights, the impact may be marginally more for some districts than others, but the shifts would be limited in scope overall.

4. Charter District B&M and Virtual Weights – Review Current Process for Appropriating Funding

The charter district weights (B&M and virtual) replaced the EIA per pupil funding provided to the charter districts prior to the implementation of the SAC formula. The EIA funding provided resources for other educational needs in addition to the funding for instructional positions distributed through the Education Finance Act and teacher salary funding. As noted previously, the charter districts do not have a local property tax base. To compensate for this difference, historically the State pays 100 percent of formula funding for charter districts, and the State provides additional funding for other resources.

The appropriation process does not currently include a component to account for the funding needed for these other resources when the number of charter students grows. The SAC formula provides resources to fund 1 teacher for every 11.2 students. Growth in the total number of students results in additional teacher funding. Growth in the number of charter students generates the same amount of teacher funding as growth in regular district enrollment, but charter district growth also receives considerably more state funding to provide both the teacher funding and the other resources previously funded through the per pupil EIA amount. As a result, the allocation of increases in funding for changes in the teacher salary cost are disproportionately reallocated to fund charter district resources other than instructional positions.

If the desire is to align the SAC formula with funding instructional positions, this would require a change in the method of funding the additional resources charter districts receive from the State. Due to the size of the charter district weights, any changes would have a significant impact on funding distributions and should be reviewed carefully.

One option to address the conflict between formula funding for instructional positions and the additional funding charter districts receive from the B&M and virtual weights would be to separate funding for these additional resources for charter districts. For example, this funding may be calculated and included as an additional component of the SAC line-item annual appropriation above the student-teacher ratio.

Based on FY 2024-25, the B&M and virtual weights accounted for approximately $235.5 million in total funding from formula and proportional distributions. After adjusting the formula and distribution to move this funding and the associated weights to a separate distribution, the revised charter formula funding would be approximately $355.6 million. After this adjustment, the charter weight funding is approximately 66.2 percent of total charter district formula funding without the charter weights as shown in Figure 32 below. Adding additional funding to SAC for 66.2 percent of the revised charter formula funding annually would provide the funding for these additional distributions to the charter districts without impacting the formula funding. The separate distribution of the additional funding would be allocated to the charter districts based on only the B&M and virtual weights (excluding all other student weights) as these are the weights that generate this funding. The B&M and virtual weights would only be used to allocate the additional resources among the charter districts and would no longer be included in the SAC formula WPU. (Please note: 66.2 percent is based on the current formula funding and weights and may need to be updated if other weights are changed or to meet other policy goals.)

Figure 32. Charter District Weight Funding as a Percentage of Revised Formula Funding

District	Estimated FY 25 Funding allocated by B&M and Virtual Weights	Estimated FY 25 Formula Funding without B&M and Virtual Weights (100%)	B&M and Virtual Weight Funding as a Percentage of Revised Formula Funding
SCPCSD	$103,856,323	$137,969,606	75.3%
Erskine	$97,220,150	$171,369,417	56.7%
Limestone	$34,453,197	$46,279,668	74.4%
Total	$235,529,670	$355,618,691	66.2%

5. Funding For State and Local Share for Charter Districts

The formula requires the school districts to provide 25 percent of the cost of the SAC formula. However, the State funds the 25 percent local share for charter districts. The SAC formula amounts that the State funded for charter districts in FY 2024-25 are

shown in Figure 33 below. As charter district enrollment grows, the State's share of the formula increases faster so that the State can continue to fund 100 percent of the charter district's formula cost. Currently, the State's cost in the formula is calculated to factor in the additional funding for the charter local share. Continuing in this practice would ensure that state funding is sufficient to meet the goal of funding both the 75 percent base funding for all districts and 100 percent for the charter districts. However, as noted previously, as charter enrollment grows, the State's funding responsibility continues to grow as well.

Figure 33. Funding for State and Local Match for Charter Districts, FY 2024-25

District	ADM	FY 25 Charter Formula 75% Base	FY 25 State Funding for 25% Local Match	FY 25 State Funding for Local Match per ADM
SCPCSD	21,069	$172,591,827	$57,530,609	$2,731
Erskine	25,492	$192,189,139	$64,063,046	$2,513
Limestone	7,266	$57,625,256	$19,208,419	$2,644
Total	53,827	$422,406,222	$140,802,074	$2,616

RECOMMENDATIONS TO IMPROVE THE ALIGNMENT OF FUNDING

6. Distribute All Funding Through Formula

The funding formula is designed to incorporate a district's local ability to fund education based on its relative property tax wealth through the ITA to ensure that each district's state allocation and required local support are equitable from a tax perspective. However, funding that is distributed proportionally does not include this property tax equity component, and some districts receive more support than others relative to their ability to generate revenue locally. The relative size of a district's property tax wealth significantly impacts a district's ability to generate funds and including the tax equity component in the formula addresses this discrepancy. Changing the student-teacher ratio to incorporate proportional funds in the formula would ensure that the property tax equity component is applied to the majority of funding. Please note, distributing the health insurance funding through the formula instead of proportionally, would require a change to Proviso 1.3 and is discussed further below.

7. Include Health Insurance Allocations in Formula

In addition to adjusting the student-teacher ratio to transition proportional funding into the formula, further changes may be made to distribute health insurance through the formula with the local share/tax equity component. Approximately $96.5 million of the $385 million distributed proportionally in FY 2024-25, or 25 percent, was appropriated for health insurance costs in FY 2023-24 and FY 2024-25.

The health insurance funding for active school district employees and Retiree Insurance is appropriated through the statewide employee benefits line-item in the first year it is funded. In subsequent years, the amount funded through statewide employee benefits that is attributable to active district employees is moved to the SAC appropriation. Because the calculation of the fringe cost for teachers does not include a measure for health insurance, the formula cost does not capture this health insurance funding in the cost of a teacher, and the allocation has been distributed through the proportional funding in the first year it is appropriated as a result since the implementation of the SAC formula. Additionally, the health insurance funding in the SAC line-item appropriation has been required to be distributed proportionally by Proviso 1.3 since FY 2023-24, both in the first year it is allocated to districts and in subsequent years.

Two changes to the current process are recommended to ensure that this funding is also distributed based on the formula including the tax equity component:

1. Adding an amount to the teacher salary fringe cost for health insurance to capture this funding in the formula and directly appropriating the SAC portion of the health insurance funding to this line-item (instead of funding this through the statewide employee benefits) would transition this funding into the formula and reduce the proportional funding that does not include the local share/tax equity component. Please note, if the health insurance cost component is included in the SAC formula teacher cost but the appropriation from statewide benefits is not included in the annual SAC funding consideration, the formula may be overfunded.
2. Removing the proviso requirement that health insurance funding must be distributed proportionally would allow the transition of the funding into the formula and ensure that the tax equity component applies to this funding.

8. Changes During the Fiscal Year - Allocate Funding on Prior Year Student Counts

Using the prior year's student count would eliminate the issues with unpredictable changes in the SAC funding during the fiscal year and provide districts with a known figure to use for budgeting before the fiscal year begins. As noted previously, district funding declined as much as 9.9 percent from the initial estimates to the final distributions for FY 2024-25. Allocating funding using the prior year's student counts would eliminate this issue. The change would delay the impact of declining enrollment on funding but, conversely, would delay funding increases to growing districts. As such, this recommendation requires evaluating the positive impact of stability in funding distributions with the negative impact of delaying changes in funding, particularly for growing districts. To help with the issue of growing districts, additional appropriations or flexibility to allow SCDE to adjust the prior year's count to include new schools or significant growth may help alleviate some of the concerns for growing districts with significant changes in enrollment between years.

9. Update Hold Harmless Year

We recognize that changes in the formula, no matter how well intended, will have an impact on district funding and resources. Changes to the funding formula will result in differences in funding across all districts, which may be difficult for districts to implement if they are significant. Updating the hold harmless year would be an option to reduce the impact of the change on districts. Changing the hold harmless would likely result in more funding allocated to keeping districts at their FY 2024-25 or FY 2025-26 funding level and reduce the amount of funding distributed proportionally, absent other changes. However, the impact will depend on the specific changes made to the student weights and distribution. Further, a prior year hold harmless erodes the property tax equity component of the formula. Maintaining a prior year hold harmless beyond a reasonable timeframe allocates funding based on historical enrollment and property tax values as opposed to current enrollment and values.

X. Impact of Recommendations

Each recommendation for consideration has a different impact on the distribution of funding. Overall, the impact will vary depending on which recommendations, if any, are adopted.

For illustration, the following recommendations are included in an analysis of the cumulative impact of these changes based on FY 2024-25:

- Separate CTE equipment funding and distribute this funding through a direct appropriation
    - For this illustration, the CTE funding generated by the 0.2 weight above the current K-12 base weight of 1.0 is removed from the SAC formula and distributed by CTE ADM
    - CTE students will be combined with the K-12 base weight for the SAC formula
    - FY 2021-22 payment hold harmless is not adjusted for base CTE funding as a method to estimate this amount is not available
- Consolidate the LEP, GT, and AA funding by increasing the K-12 base weight to 1.1 to redistribute this funding to students generally given the relatively small impact on funding allocations as noted previously; this weight change to 1.1 also applies to the CTE students that will be combined with the K-12 weight
- Distribute the funding for charter district B&M and virtual weights separately from the formula based on B&M and virtual WPU; remove B&M and virtual WPU from SAC formula WPU
    - FY 2021-22 payment hold harmless is adjusted to remove base FY 2021-22 charter district payments since this funding is now outside the formula

    - Changes to the formula will change the percentage of charter formula funding that is equivalent to the current funding allocated by the B&M and virtual charter weights - see below for additional information

- Distribute all funding through the funding formula
    - Change student-teacher ratio to distribute additional funding through the formula
- Allocate funding on prior year student counts
    - Allocation is based on FY 2023-24 students for regular districts and FY 2024-25 for charter districts based on the recommendation that SCDE be permitted to make adjustments for new schools or significant growth
- Determine a new hold harmless year or phase-in approach
    - This impact will depend on the year chosen or phase-in period

The recommendations include calculating the amount to appropriate for charter district B&M and virtual weight funding annually as a percentage of the SAC formula distribution to charter districts. As noted previously, these weights currently generate an amount equivalent to approximately 66.2 percent of total SAC formula funding to the charter districts after adjusting to separate the B&M and virtual weight funding. Based on the cumulative effect of all recommendations, this percentage changes to 64.2 percent. Depending on the changes that are made, the percentage may need to be adjusted to maintain the same funding level or to target a different funding level in relation to the SAC formula.

SUMMARY OF IMPACT

These recommendations allow for a decrease in the current 11.2 to 1 student-teacher ratio to 10.95 to 1, which allocates the majority of funding through the formula. Under these recommendations, FY 2024-25 funding would be redistributed, and 46 districts would receive additional funding of approximately $48 million, while 29 districts would receive $48 million less. In order for the 29 districts that would receive less funding to generate the difference locally, these districts would need to increase school operating millage by an average of 3.2 mills per district, with a range of 0.1 to 13.7 mills, based on property tax values for tax year 2023. The impact is also likely to vary by year and will depend on which recommendations are included. However, as noted, updating the hold harmless year or phasing in the changes in funding would mitigate the impact on districts and is a key component of evaluating the recommendations.

XI. ACKNOWLEDGEMENTS

RFA would like to thank State Superintendent of Education, the Honorable Ellen E. Weaver, and SCDE staff for their assistance in providing data and information used in this report. We would also like to thank the many individuals and organizations who took the time to complete our survey on the education funding formula.

XII. DISCLAIMER

The findings, opinions, and recommendations expressed in this report are solely those of the author(s) and do not necessarily reflect the views of any other parties.

APPENDIX OF TABLES

Table 1. Funded and Actual Instructional Positions by District, FY 2024-25

District	Funded	Actual	Difference (Funded - Actual)	Difference as a Percentage of Actual
Abbeville	245	231	14	6.0%
Aiken	2,010	1,578	432	27.4%
Allendale	81	81	0	0.5%
Anderson 1	934	694	240	34.5%
Anderson 2	314	226	88	38.8%
Anderson 3	250	178	72	40.7%
Anderson 4	271	225	46	20.4%
Anderson 5	1,090	857	233	27.2%
Bamberg	162	149	12	8.3%
Barnwell	288	233	55	23.6%
Beaufort	1,824	1,923	(99)	(5.1%)
Berkeley	3,456	2,556	900	35.2%
Calhoun	138	118	21	17.7%
Charleston	4,082	3,977	105	2.6%
Cherokee	677	582	96	16.4%
Chester	420	375	45	11.9%
Chesterfield	611	489	122	24.9%
Clarendon	377	274	103	37.7%
Colleton	436	309	127	41.2%
Darlington	822	650	172	26.4%
Dillon 3	132	80	52	64.5%
Dillon 4	334	199	135	68.1%
Dorchester 2	2,257	1,681	576	34.3%
Dorchester 4	196	158	38	23.9%
Edgefield	267	254	13	5.2%
Fairfield	198	218	(20)	(9.3%)
Florence 1	1,408	1,239	169	13.6%
Florence 2	103	76	27	36.2%
Florence 3	267	205	62	30.0%
Florence 5	109	80	29	36.5%
Georgetown	757	590	168	28.4%
Greenville	6,897	5,374	1,522	28.3%
Greenwood 50	736	585	151	25.7%
Greenwood 51	81	65	16	24.8%
Greenwood 52	126	107	20	18.5%
Hampton	205	140	65	46.1%
Horry	4,283	3,442	841	24.4%
Jasper	246	179	67	37.4%
Kershaw	990	751	239	31.8%
Lancaster	1,348	1,110	239	21.5%
Laurens 55	458	397	61	15.4%
Laurens 56	258	206	52	25.1%
Lee	122	75	48	64.3%

Table 1. Funded and Actual Instructional Positions by District, FY 2024-25

District	Funded	Actual	Difference (Funded - Actual)	Difference as a Percentage of Actual
Lexington 1	2,337	2,214	124	5.6%
Lexington 2	817	706	111	15.7%
Lexington 3	178	157	20	13.0%
Lexington 4	333	244	89	36.4%
Lexington 5	1,469	1,539	(71)	(4.6%)
McCormick	53	43	10	23.2%
Marion	350	228	121	53.1%
Marlboro	312	297	15	4.9%
Newberry	506	476	30	6.3%
Oconee	934	777	157	20.2%
Orangeburg	923	700	224	32.0%
Pickens	1,439	1,201	238	19.8%
Richland 1	1,937	1,823	114	6.3%
Richland 2	2,557	2,057	500	24.3%
Saluda	234	133	101	76.1%
Spartanburg 1	469	394	75	19.0%
Spartanburg 2	1,056	746	310	41.6%
Spartanburg 3	245	188	56	29.8%
Spartanburg 4	261	175	87	49.7%
Spartanburg 5	970	806	163	20.3%
Spartanburg 6	1,115	867	247	28.5%
Spartanburg 7	664	706	(42)	(5.9%)
Sumter	1,272	963	309	32.1%
Union	349	270	79	29.2%
Williamsburg	263	252	11	4.4%
York 1	463	379	84	22.1%
York 2	698	718	(20)	(2.8%)
York 3	1,481	1,245	236	19.0%
York 4	1,442	1,481	(39)	(2.6%)
Total Regular Districts	65,395	54,704	10,691	19.5%
SCPCSD	3,258	1,437	1,820	126.6%
Erskine	3,628	1,389	2,238	161.1%
Limestone	1,088	399	689	172.6%
Total Charter Districts	7,973	3,226	4,748	147.2%
Grand Total	73,368	57,930	15,439	26.7%

Data Source: SC Department of Education, FY 2024-25 SC Educator data; RFA calculations

Notes: Funded positions are the number that can be funded with total SAC formula funding (state and local), hold harmless, and proportional funding.
Actual positions include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists.
Federally-funded employees and pre-kindergarten/child development are excluded.

Table 2. Average Daily Membership, Weighted Pupil Units, and Average Weight by District

District	FY 2022-23 ADM	FY 2023-24 ADM	FY 2024-25 ADM	FY 2023-24 Percent Change	FY 2024-25 Percent Change	FY 2022-23 WPU	FY 2023-24 WPU	FY 2024-25 WPU	FY 2023-24 Percent Change	FY 2024-25 Percent Change	FY 2022-23 Average Weight	FY 2023-24 Average Weight	FY 2024-25 Average Weight
Abbeville	2,761	2,687	2,640	(2.7%)	(1.8%)	4,530	4,418	4,406	(2.5%)	(0.3%)	1.640	1.644	1.669
Aiken	22,462	22,191	22,169	(1.2%)	(0.1%)	36,885	35,901	36,149	(2.7%)	0.7%	1.642	1.618	1.631
Allendale	894	866	780	(3.2%)	(9.9%)	1,556	1,489	1,340	(4.3%)	(10.0%)	1.740	1.720	1.718
Anderson 1	10,463	10,590	10,503	1.2%	(0.8%)	16,690	16,933	16,800	`	(0.8%)	1.595	1.599	1.600
Anderson 2	3,388	3,354	3,281	(1.0%)	(2.2%)	5,810	5,799	5,649	(0.2%)	(2.6%)	1.715	1.729	1.722
Anderson 3	2,600	2,578	2,643	(0.8%)	2.5%	4,327	4,384	4,494	1.3%	2.5%	1.665	1.701	1.701
Anderson 4	2,927	2,999	2,976	2.4%	(0.8%)	4,881	4,914	4,875	0.7%	(0.8%)	1.668	1.639	1.638
Anderson 5	12,028	11,953	11,573	(0.6%)	(3.2%)	20,241	20,216	19,593	(0.1%)	(3.1%)	1.683	1.691	1.693
Bamberg	1,715	1,670	1,721	(2.6%)	3.0%	2,945	2,859	2,908	(2.9%)	1.7%	1.717	1.712	1.689
Barnwell	3,014	2,968	2,960	(1.5%)	(0.3%)	5,312	5,245	5,182	(1.3%)	(1.2%)	1.762	1.767	1.751
Beaufort	20,587	20,653	20,234	0.3%	(2.0%)	33,195	33,477	32,799	0.8%	(2.0%)	1.612	1.621	1.621
Berkeley	36,551	37,546	37,895	2.7%	0.9%	59,098	61,233	62,149	3.6%	1.5%	1.617	1.631	1.640
Calhoun	1,435	1,429	1,371	(0.4%)	(4.0%)	2,530	2,581	2,490	2.0%	(3.5%)	1.763	1.806	1.816
Charleston	46,850	47,240	47,763	0.8%	1.1%	71,721	72,360	73,407	0.9%	1.4%	1.531	1.532	1.537
Cherokee	7,462	7,281	7,101	(2.4%)	(2.5%)	12,846	12,268	12,179	(4.5%)	(0.7%)	1.722	1.685	1.715
Chester	4,563	4,424	4,293	(3.0%)	(3.0%)	7,912	7,769	7,557	(1.8%)	(2.7%)	1.734	1.756	1.760
Chesterfield	6,700	6,651	6,558	(0.7%)	(1.4%)	11,129	11,067	10,985	(0.6%)	(0.7%)	1.661	1.664	1.675
Clarendon	4,111	4,038	4,002	(1.8%)	(0.9%)	7,119	6,921	6,788	(2.8%)	(1.9%)	1.732	1.714	1.696
Colleton	4,710	4,524	4,272	(3.9%)	(5.6%)	8,446	8,193	7,840	(3.0%)	(4.3%)	1.793	1.811	1.835
Darlington	8,691	8,457	8,360	(2.7%)	(1.1%)	15,339	14,834	14,784	(3.3%)	(0.3%)	1.765	1.754	1.768
Dillon 3	1,417	1,424	1,416	0.5%	(0.6%)	2,337	2,385	2,381	2.1%	(0.2%)	1.649	1.675	1.681
Dillon 4	3,732	3,599	3,524	(3.6%)	(2.1%)	6,382	6,117	6,014	(4.1%)	(1.7%)	1.710	1.700	1.707
Dorchester 2	25,370	25,740	25,206	1.5%	(2.1%)	40,026	40,882	40,590	2.1%	(0.7%)	1.578	1.588	1.610
Dorchester 4	1,934	2,011	2,044	4.0%	1.7%	3,312	3,496	3,523	5.5%	0.8%	1.713	1.738	1.723
Edgefield	2,979	2,924	2,937	(1.9%)	0.5%	4,781	4,755	4,806	(0.5%)	1.1%	1.605	1.626	1.636
Fairfield	2,074	2,015	1,892	(2.9%)	(6.1%)	3,759	3,687	3,418	(1.9%)	(7.3%)	1.812	1.830	1.807
Florence 1	15,376	15,345	15,250	(0.2%)	(0.6%)	25,471	25,479	25,311	0.0%	(0.7%)	1.656	1.660	1.660
Florence 2	1,011	1,038	1,049	2.7%	1.1%	1,803	1,851	1,859	2.7%	0.5%	1.784	1.783	1.772
Florence 3	2,828	2,752	2,639	(2.7%)	(4.1%)	5,211	4,977	4,703	(4.5%)	(5.5%)	1.843	1.808	1.783
Florence 5	1,173	1,179	1,095	0.5%	(7.1%)	2,145	2,120	1,959	(1.2%)	(7.6%)	1.828	1.798	1.788
Georgetown	8,115	8,027	7,855	(1.1%)	(2.1%)	13,904	13,825	13,615	(0.6%)	(1.5%)	1.713	1.722	1.733
Greenville	76,016	76,268	75,615	0.3%	(0.9%)	124,859	125,706	124,024	0.7%	(1.3%)	1.643	1.648	1.640
Greenwood 50	8,233	8,083	8,020	(1.8%)	(0.8%)	13,734	13,520	13,238	(1.6%)	(2.1%)	1.668	1.673	1.651
Greenwood 51	859	820	838	(4.6%)	2.1%	1,485	1,420	1,451	(4.4%)	2.2%	1.728	1.731	1.733
Greenwood 52	1,417	1,405	1,353	(0.9%)	(3.7%)	2,299	2,222	2,112	(3.4%)	(4.9%)	1.622	1.581	1.561
Hampton	2,249	2,211	2,135	(1.7%)	(3.4%)	3,824	3,799	3,682	(0.7%)	(3.1%)	1.701	1.718	1.724
Horry	45,631	46,441	46,897	1.8%	1.0%	75,368	76,097	77,018	1.0%	1.2%	1.652	1.639	1.642
Jasper	2,516	2,546	2,748	1.2%	7.9%	4,292	4,272	4,425	(0.5%)	3.6%	1.706	1.678	1.610
Kershaw	10,719	10,746	10,704	0.3%	(0.4%)	17,610	17,678	17,805	0.4%	0.7%	1.643	1.645	1.663
Lancaster	14,791	14,987	15,097	1.3%	0.7%	23,658	24,152	24,250	2.1%	0.4%	1.599	1.612	1.606
Laurens 55	4,967	4,857	4,671	(2.2%)	(3.8%)	8,704	8,559	8,240	(1.7%)	(3.7%)	1.752	1.762	1.764
Laurens 56	2,571	2,574	2,551	0.1%	(0.9%)	4,657	4,613	4,633	(0.9%)	0.4%	1.811	1.792	1.816
Lee	1,413	1,301	1,226	(8.0%)	(5.7%)	2,551	2,331	2,191	(8.6%)	(6.0%)	1.805	1.792	1.787
Lexington 1	27,304	26,324	26,229	(3.6%)	(0.4%)	43,066	41,841	42,034	(2.8%)	0.5%	1.577	1.589	1.603

Table 2. Average Daily Membership, Weighted Pupil Units, and Average Weight by District

District	FY 2022-23 ADM	FY 2023-24 ADM	FY 2024-25 ADM	FY 2023-24 Percent Change	FY 2024-25 Percent Change	FY 2022-23 WPU	FY 2023-24 WPU	FY 2024-25 WPU	FY 2023-24 Percent Change	FY 2024-25 Percent Change	FY 2022-23 Average Weight	FY 2023-24 Average Weight	FY 2024-25 Average Weight
Lexington 2	8,267	8,186	8,122	(1.0%)	(0.8%)	14,735	14,633	14,693	(0.7%)	0.4%	1.782	1.788	1.809
Lexington 3	1,864	1,869	1,843	0.3%	(1.4%)	3,235	3,246	3,196	0.3%	(1.5%)	1.736	1.737	1.734
Lexington 4	3,223	3,166	3,224	(1.8%)	1.8%	6,100	5,922	5,989	(2.9%)	1.1%	1.893	1.871	1.858
Lexington 5	16,956	16,751	16,521	(1.2%)	(1.4%)	26,811	26,576	26,409	(0.9%)	(0.6%)	1.581	1.587	1.599
McCormick	561	530	494	(5.6%)	(6.6%)	1,018	1,001	947	(1.6%)	(5.4%)	1.814	1.891	1.916
Marion	3,737	3,660	3,500	(2.1%)	(4.4%)	6,761	6,559	6,291	(3.0%)	(4.1%)	1.809	1.792	1.797
Marlboro	3,383	3,273	3,183	(3.3%)	(2.8%)	5,744	5,714	5,606	(0.5%)	(1.9%)	1.698	1.746	1.761
Newberry	5,534	5,479	5,444	(1.0%)	(0.6%)	9,250	9,085	9,091	(1.8%)	0.1%	1.671	1.658	1.670
Oconee	9,756	9,603	9,515	(1.6%)	(0.9%)	17,023	16,817	16,801	(1.2%)	(0.1%)	1.745	1.751	1.766
Orangeburg	10,387	10,112	9,558	(2.6%)	(5.5%)	17,920	17,511	16,605	(2.3%)	(5.2%)	1.725	1.732	1.737
Pickens	15,650	15,449	15,490	(1.3%)	0.3%	25,859	25,593	25,881	(1.0%)	1.1%	1.652	1.657	1.671
Richland 1	20,790	20,861	20,514	0.3%	(1.7%)	35,424	35,473	34,838	0.1%	(1.8%)	1.704	1.700	1.698
Richland 2	27,567	27,812	27,858	0.9%	0.2%	44,497	45,394	45,991	2.0%	1.3%	1.614	1.632	1.651
Saluda	2,356	2,371	2,409	0.7%	1.6%	4,192	4,197	4,209	0.1%	0.3%	1.779	1.770	1.747
Spartanburg 1	5,163	5,210	5,147	0.9%	(1.2%)	8,321	8,504	8,433	2.2%	(0.8%)	1.612	1.632	1.638
Spartanburg 2	11,301	11,410	11,284	1.0%	(1.1%)	18,658	19,145	18,987	2.6%	(0.8%)	1.651	1.678	1.683
Spartanburg 3	2,629	2,656	2,563	1.0%	(3.5%)	4,531	4,634	4,398	2.3%	(5.1%)	1.724	1.745	1.716
Spartanburg 4	2,688	2,724	2,760	1.3%	1.3%	4,547	4,656	4,697	2.4%	0.9%	1.692	1.710	1.702
Spartanburg 5	10,067	10,333	10,678	2.6%	3.3%	16,283	16,723	17,437	2.7%	4.3%	1.617	1.618	1.633
Spartanburg 6	11,253	11,300	11,316	0.4%	0.1%	19,751	19,907	20,045	0.8%	0.7%	1.755	1.762	1.771
Spartanburg 7	6,956	7,158	6,914	2.9%	(3.4%)	11,957	12,271	11,946	2.6%	(2.6%)	1.719	1.714	1.728
Sumter	14,209	13,650	13,224	(3.9%)	(3.1%)	24,677	23,952	22,870	(2.9%)	(4.5%)	1.737	1.755	1.729
Union	3,612	3,538	3,434	(2.1%)	(3.0%)	6,643	6,497	6,268	(2.2%)	(3.5%)	1.839	1.836	1.826
Williamsburg	2,833	2,713	2,587	(4.2%)	(4.6%)	5,190	4,943	4,662	(4.8%)	(5.7%)	1.832	1.822	1.802
York 1	4,807	4,770	4,700	(0.8%)	(1.5%)	8,531	8,316	8,320	(2.5%)	0.0%	1.775	1.744	1.770
York 2	8,705	8,735	8,658	0.3%	(0.9%)	12,637	12,580	12,558	(0.5%)	(0.2%)	1.452	1.440	1.450
York 3	15,906	15,710	15,460	(1.2%)	(1.6%)	26,864	26,634	26,641	(0.9%)	0.0%	1.689	1.695	1.723
York 4	17,995	18,158	18,191	0.9%	0.2%	25,124	25,588	25,932	1.9%	1.3%	1.396	1.409	1.426
Total Regular Districts	716,765	715,903	710,678	(0.1%)	(0.7%)	1,180,036	1,180,720	1,175,398	0.1%	(0.5%)	1.646	1.649	1.654
SCPCSD	17,286	18,351	21,069	6.2%	14.8%	48,214	50,849	58,584	5.5%	15.2%	2.789	2.771	2.781
Erskine	22,220	25,099	25,492	13.0%	1.6%	54,951	63,661	65,236	15.8%	2.5%	2.473	2.536	2.559
Limestone	1,807	2,875	7,266	59.2%	152.7%	5,083	8,079	19,560	58.9%	142.1%	2.814	2.810	2.692
Total Charter Districts	41,312	46,326	53,827	12.1%	16.2%	108,248	122,588	143,380	13.2%	17.0%	2.620	2.646	2.664
Grand Total	758,077	762,229	764,506	0.5%	0.3%	1,288,284	1,303,309	1,318,777	1.2%	1.2%	1.699	1.710	1.725

Data Source: SC Department of Education, 135-day student counts; RFA calculations

Note: Average weight calculated as WPU/ADM.

Table 3. Students with Disabiltities as a Percentage of Total Students

District	FY 2022-23			FY 2023-24			FY 2024-25		
	Total ADM	Disability ADM	Percent Disability	Total ADM	Disability ADM	Percent Disability	Total ADM	Disability ADM	Percent Disability
Abbeville	2,761	345	12.5%	2,687	333	12.4%	2,640	373	14.1%
Aiken	22,462	2,744	12.2%	22,191	2,729	12.3%	22,169	2,707	12.2%
Allendale	894	87	9.7%	866	77	8.9%	780	77	9.9%
Anderson 1	10,463	1,598	15.3%	10,590	1,579	14.9%	10,503	1,577	15.0%
Anderson 2	3,388	563	16.6%	3,354	537	16.0%	3,281	511	15.6%
Anderson 3	2,600	352	13.5%	2,578	372	14.4%	2,643	391	14.8%
Anderson 4	2,927	461	15.7%	2,999	462	15.4%	2,976	450	15.1%
Anderson 5	12,028	1,731	14.4%	11,953	1,692	14.2%	11,573	1,637	14.1%
Bamberg	1,715	207	12.1%	1,670	189	11.3%	1,721	180	10.4%
Barnwell	3,014	459	15.2%	2,968	454	15.3%	2,960	439	14.8%
Beaufort	20,587	2,334	11.3%	20,653	2,467	11.9%	20,234	2,453	12.1%
Berkeley	36,551	4,972	13.6%	37,546	5,215	13.9%	37,895	5,305	14.0%
Calhoun	1,435	222	15.5%	1,429	247	17.3%	1,371	253	18.5%
Charleston	46,850	5,058	10.8%	47,240	5,107	10.8%	47,763	5,167	10.8%
Cherokee	7,462	998	13.4%	7,281	923	12.7%	7,101	977	13.8%
Chester	4,563	701	15.4%	4,424	694	15.7%	4,293	666	15.5%
Chesterfield	6,700	681	10.2%	6,651	671	10.1%	6,558	706	10.8%
Clarendon	4,111	562	13.7%	4,038	493	12.2%	4,002	449	11.2%
Colleton	4,710	710	15.1%	4,524	717	15.9%	4,272	728	17.0%
Darlington	8,691	1,428	16.4%	8,457	1,387	16.4%	8,360	1,405	16.8%
Dillon 3	1,417	159	11.2%	1,424	168	11.8%	1,416	172	12.2%
Dillon 4	3,732	344	9.2%	3,599	342	9.5%	3,524	340	9.7%
Dorchester 2	25,370	3,138	12.4%	25,740	3,227	12.5%	25,206	3,393	13.5%
Dorchester 4	1,934	291	15.0%	2,011	317	15.8%	2,044	299	14.6%
Edgefield	2,979	322	10.8%	2,924	342	11.7%	2,937	356	12.1%
Fairfield	2,074	342	16.5%	2,015	340	16.9%	1,892	311	16.4%
Florence 1	15,376	1,827	11.9%	15,345	1,863	12.1%	15,250	1,868	12.2%
Florence 2	1,011	204	20.2%	1,038	206	19.8%	1,049	204	19.4%
Florence 3	2,828	518	18.3%	2,752	465	16.9%	2,639	406	15.4%
Florence 5	1,173	260	22.2%	1,179	242	20.5%	1,095	222	20.3%
Georgetown	8,115	1,326	16.3%	8,027	1,319	16.4%	7,855	1,352	17.2%
Greenville	76,016	11,560	15.2%	76,268	11,632	15.3%	75,615	11,290	14.9%
Greenwood 50	8,233	883	10.7%	8,083	862	10.7%	8,020	896	11.2%

Table 3. Students with Disabiltities as a Percentage of Total Students

District	FY 2022-23			FY 2023-24			FY 2024-25		
	Total ADM	Disability ADM	Percent Disability	Total ADM	Disability ADM	Percent Disability	Total ADM	Disability ADM	Percent Disability
Greenwood 51	859	129	15.0%	820	117	14.3%	838	119	14.3%
Greenwood 52	1,417	169	11.9%	1,405	144	10.2%	1,353	134	9.9%
Hampton	2,249	246	11.0%	2,211	271	12.2%	2,135	271	12.7%
Horry	45,631	6,380	14.0%	46,441	6,247	13.5%	46,897	6,206	13.2%
Jasper	2,516	229	9.1%	2,546	230	9.0%	2,748	203	7.4%
Kershaw	10,719	1,504	14.0%	10,746	1,502	14.0%	10,704	1,552	14.5%
Lancaster	14,791	2,245	15.2%	14,987	2,364	15.8%	15,097	2,327	15.4%
Laurens 55	4,967	741	14.9%	4,857	744	15.3%	4,671	703	15.1%
Laurens 56	2,571	475	18.5%	2,574	449	17.5%	2,551	451	17.7%
Lee	1,413	187	13.3%	1,301	164	12.6%	1,226	160	13.1%
Lexington 1	27,304	3,809	13.9%	26,324	3,754	14.3%	26,229	3,841	14.6%
Lexington 2	8,267	1,346	16.3%	8,186	1,319	16.1%	8,122	1,305	16.1%
Lexington 3	1,864	305	16.4%	1,869	305	16.3%	1,843	304	16.5%
Lexington 4	3,223	690	21.4%	3,166	632	20.0%	3,224	637	19.7%
Lexington 5	16,956	2,363	13.9%	16,751	2,411	14.4%	16,521	2,457	14.9%
McCormick	561	94	16.8%	530	94	17.7%	494	96	19.5%
Marion	3,737	588	15.7%	3,660	539	14.7%	3,500	523	15.0%
Marlboro	3,383	357	10.6%	3,273	391	12.0%	3,183	451	14.2%
Newberry	5,534	675	12.2%	5,479	626	11.4%	5,444	648	11.9%
Oconee	9,756	1,935	19.8%	9,603	1,908	19.9%	9,515	1,880	19.8%
Orangeburg	10,387	1,243	12.0%	10,112	1,187	11.7%	9,558	1,153	12.1%
Pickens	15,650	2,278	14.6%	15,449	2,253	14.6%	15,490	2,279	14.7%
Richland 1	20,790	2,664	12.8%	20,861	2,633	12.6%	20,514	2,525	12.3%
Richland 2	27,567	3,531	12.8%	27,812	3,661	13.2%	27,858	3,802	13.6%
Saluda	2,356	348	14.8%	2,371	351	14.8%	2,409	332	13.8%
Spartanburg 1	5,163	627	12.1%	5,210	669	12.8%	5,147	669	13.0%
Spartanburg 2	11,301	1,691	15.0%	11,410	1,788	15.7%	11,284	1,764	15.6%
Spartanburg 3	2,629	421	16.0%	2,656	444	16.7%	2,563	390	15.2%
Spartanburg 4	2,688	413	15.4%	2,724	445	16.3%	2,760	439	15.9%
Spartanburg 5	10,067	1,438	14.3%	10,333	1,433	13.9%	10,678	1,523	14.3%
Spartanburg 6	11,253	1,925	17.1%	11,300	1,928	17.1%	11,316	1,955	17.3%
Spartanburg 7	6,956	1,080	15.5%	7,158	1,135	15.9%	6,914	1,166	16.9%
Sumter	14,209	2,082	14.7%	13,650	2,054	15.0%	13,224	1,907	14.4%

Table 3. Students with Disabiltities as a Percentage of Total Students

District	FY 2022-23			FY 2023-24			FY 2024-25		
	Total ADM	Disability ADM	Percent Disability	Total ADM	Disability ADM	Percent Disability	Total ADM	Disability ADM	Percent Disability
Union	3,612	745	20.6%	3,538	718	20.3%	3,434	667	19.4%
Williamsburg	2,833	445	15.7%	2,713	413	15.2%	2,587	348	13.5%
York 1	4,807	996	20.7%	4,770	887	18.6%	4,700	953	20.3%
York 2	8,705	984	11.3%	8,735	960	11.0%	8,658	939	10.8%
York 3	15,906	2,594	16.3%	15,710	2,592	16.5%	15,460	2,606	16.9%
York 4	17,995	1,855	10.3%	18,158	1,969	10.8%	18,191	2,035	11.2%
Total Regular Districts	716,765	99,214	13.8%	715,903	99,404	13.9%	710,678	99,282	14.0%
SCPCSD	17,286	2,157	12.5%	18,351	2,336	12.7%	21,069	2,873	13.6%
Erskine	22,220	2,817	12.7%	25,099	3,388	13.5%	25,492	3,552	13.9%
Limestone	1,807	199	11.0%	2,875	291	10.1%	7,266	654	9.0%
Total Charter Districts	41,312	5,173	12.5%	46,326	6,015	13.0%	53,827	7,080	13.2%
Grand Total	758,077	104,387	13.8%	762,229	105,418	13.8%	764,506	106,362	13.9%

Statistics

Average			14.3%			14.3%			14.4%
Standard Deviation			2.9%			2.8%			2.8%
2 Std. Dev. or More Below Avg.			0			0			1
2 Std. Dev. or More Above Avg.			5			5			2
Minimum			9.1%			8.9%			7.4%
Maximum			22.2%			20.5%			20.3%

Data Source: SC Department of Education, 135-day student counts; RFA calculations

Table 4. Career and Technology Students as a Percentage of 6th-12th Grade Students

District	FY 2022-23			FY 2023-24			FY 2024-25		
	6th-12th Grade ADM	CTE ADM	Percent CTE	6th-12th Grade	CTE ADM	Percent CTE	6th-12th Grade	CTE ADM	Percent CTE
Abbeville	1,512	427	28.3%	1,432	428	29.9%	1,436	378	26.3%
Aiken	12,265	4,137	33.7%	12,080	2,920	24.2%	12,014	3,374	28.1%
Allendale	518	179	34.6%	487	170	34.9%	437	137	31.3%
Anderson 1	5,704	1,222	21.4%	5,833	1,442	24.7%	5,775	1,187	20.5%
Anderson 2	1,909	760	39.8%	1,892	793	41.9%	1,802	723	40.1%
Anderson 3	1,444	369	25.6%	1,417	418	29.5%	1,425	397	27.9%
Anderson 4	1,513	462	30.5%	1,586	297	18.7%	1,603	550	34.3%
Anderson 5	6,514	1,101	16.9%	6,520	1,447	22.2%	6,349	1,354	21.3%
Bamberg	970	264	27.2%	961	316	32.9%	977	358	36.6%
Barnwell	1,622	572	35.3%	1,621	592	36.5%	1,608	510	31.7%
Beaufort	11,474	3,400	29.6%	11,483	3,403	29.6%	11,156	3,461	31.0%
Berkeley	19,850	5,165	26.0%	20,264	4,633	22.9%	20,436	5,979	29.3%
Calhoun	753	256	33.9%	749	250	33.3%	716	240	33.5%
Charleston	24,362	5,133	21.1%	24,623	5,723	23.2%	24,866	6,429	25.9%
Cherokee	4,117	1,216	29.5%	3,988	259	6.5%	3,859	775	20.1%
Chester	2,466	338	13.7%	2,390	534	22.4%	2,315	469	20.3%
Chesterfield	3,692	1,352	36.6%	3,652	1,293	35.4%	3,582	1,210	33.8%
Clarendon	2,405	586	24.4%	2,345	643	27.4%	2,270	684	30.1%
Colleton	2,596	747	28.8%	2,441	752	30.8%	2,242	730	32.5%
Darlington	4,852	926	19.1%	4,642	685	14.8%	4,535	762	16.8%
Dillon 3	763	195	25.6%	758	211	27.9%	765	228	29.8%
Dillon 4	2,042	361	17.7%	1,919	346	18.0%	1,906	384	20.2%
Dorchester 2	14,192	3,565	25.1%	14,341	4,121	28.7%	14,186	4,103	28.9%
Dorchester 4	1,062	210	19.7%	1,116	302	27.0%	1,138	321	28.2%
Edgefield	1,491	591	39.6%	1,483	611	41.2%	1,466	572	39.0%
Fairfield	1,164	337	28.9%	1,141	349	30.6%	1,060	242	22.8%
Florence 1	8,414	2,111	25.1%	8,430	1,972	23.4%	8,311	2,162	26.0%
Florence 2	564	210	37.2%	567	244	43.0%	579	223	38.5%
Florence 3	1,495	312	20.8%	1,396	303	21.7%	1,332	249	18.7%
Florence 5	634	130	20.6%	628	155	24.6%	602	161	26.8%
Georgetown	4,597	844	18.4%	4,494	985	21.9%	4,405	935	21.2%
Greenville	41,229	9,393	22.8%	41,349	9,803	23.7%	40,457	9,968	24.6%
Greenwood 50	4,488	891	19.9%	4,514	1,080	23.9%	4,429	0	0.0%

Table 4. Career and Technology Students as a Percentage of 6th-12th Grade Students

District	FY 2022-23			FY 2023-24			FY 2024-25		
	6th-12th Grade ADM	CTE ADM	Percent CTE	6th-12th Grade	CTE ADM	Percent CTE	6th-12th Grade	CTE ADM	Percent CTE
Greenwood 51	452	158	35.1%	444	182	40.9%	449	185	41.2%
Greenwood 52	801	238	29.7%	800	206	25.8%	774	184	23.7%
Hampton	1,224	363	29.7%	1,155	395	34.2%	1,096	343	31.3%
Horry	25,423	5,751	22.6%	25,904	6,140	23.7%	25,801	6,694	25.9%
Jasper	1,185	316	26.7%	1,270	315	24.8%	1,427	401	28.1%
Kershaw	6,013	1,318	21.9%	6,030	1,347	22.3%	5,964	1,507	25.3%
Lancaster	7,679	1,964	25.6%	7,756	2,047	26.4%	7,777	2,261	29.1%
Laurens 55	2,721	862	31.7%	2,589	878	33.9%	2,426	878	36.2%
Laurens 56	1,438	419	29.2%	1,379	379	27.5%	1,379	562	40.8%
Lee	796	297	37.3%	740	254	34.3%	685	242	35.3%
Lexington 1	15,046	5,632	37.4%	14,653	5,033	34.3%	14,671	5,540	37.8%
Lexington 2	4,511	841	18.6%	4,393	752	17.1%	4,352	1,446	33.2%
Lexington 3	995	285	28.7%	1,020	322	31.6%	1,001	264	26.3%
Lexington 4	1,721	605	35.1%	1,682	586	34.8%	1,701	555	32.6%
Lexington 5	9,809	3,567	36.4%	9,697	3,634	37.5%	9,635	3,600	37.4%
McCormick	341	82	24.2%	325	90	27.7%	293	98	33.4%
Marion	2,077	381	18.3%	2,026	454	22.4%	1,918	423	22.0%
Marlboro	1,845	419	22.7%	1,748	605	34.6%	1,666	16	0.9%
Newberry	2,941	587	20.0%	2,875	614	21.4%	2,957	667	22.6%
Oconee	5,286	942	17.8%	5,213	853	16.4%	5,192	1,253	24.1%
Orangeburg	5,729	1,233	21.5%	5,586	1,139	20.4%	5,282	1,194	22.6%
Pickens	8,489	1,838	21.7%	8,334	1,778	21.3%	8,308	2,390	28.8%
Richland 1	10,895	2,968	27.2%	10,971	3,447	31.4%	10,655	3,263	30.6%
Richland 2	15,530	4,820	31.0%	15,590	4,516	29.0%	15,641	5,296	33.9%
Saluda	1,201	279	23.2%	1,217	248	20.4%	1,246	188	15.1%
Spartanburg 1	2,754	689	25.0%	2,799	721	25.8%	2,730	711	26.0%
Spartanburg 2	5,950	1,171	19.7%	6,112	1,147	18.8%	5,977	1,027	17.2%
Spartanburg 3	1,502	336	22.4%	1,487	373	25.1%	1,460	182	12.5%
Spartanburg 4	1,466	359	24.5%	1,496	347	23.2%	1,527	336	22.0%
Spartanburg 5	5,338	1,071	20.1%	5,482	1,170	21.3%	5,704	1,168	20.5%
Spartanburg 6	6,519	1,756	26.9%	6,543	1,867	28.5%	6,451	1,826	28.3%
Spartanburg 7	3,632	794	21.9%	3,729	646	17.3%	3,694	617	16.7%
Sumter	7,752	1,837	23.7%	7,470	2,116	28.3%	7,319	2,273	31.1%

Table 4. Career and Technology Students as a Percentage of 6th-12th Grade Students

District	FY 2022-23			FY 2023-24			FY 2024-25		
	6th-12th Grade ADM	CTE ADM	Percent CTE	6th-12th Grade	CTE ADM	Percent CTE	6th-12th Grade	CTE ADM	Percent CTE
Union	1,939	685	35.4%	1,886	739	39.2%	1,807	672	37.2%
Williamsburg	1,580	619	39.2%	1,502	579	38.5%	1,441	650	45.1%
York 1	2,675	722	27.0%	2,672	898	33.6%	2,630	787	29.9%
York 2	4,770	1,496	31.4%	4,774	1,297	27.2%	4,786	1,533	32.0%
York 3	8,694	2,164	24.9%	8,664	2,259	26.1%	8,595	2,785	32.4%
York 4	9,837	4,061	41.3%	9,972	4,049	40.6%	10,217	4,266	41.8%
Total Regular Districts	391,234	101,689	26.0%	390,526	101,905	26.1%	386,673	107,541	27.8%
SCPCSD	9,917	1,912	19.3%	10,150	1,995	19.7%	11,692	2,507	21.4%
Erskine	14,633	5,848	40.0%	16,737	6,890	41.2%	16,460	5,532	33.6%
Limestone	1,145	553	48.3%	1,641	782	47.7%	5,228	3,142	60.1%
Total Charter Districts	25,695	8,313	32.4%	28,528	9,667	33.9%	33,380	11,182	33.5%
Grand Total	416,929	110,003	26.4%	419,054	111,572	26.6%	420,053	118,722	28.3%

Statistics

Average			27.2%			27.9%			28.3%
Standard Deviation			7.1%			7.7%			9.1%
2 Std. Dev. or More Below Avg.			0			1			2
2 Std. Dev. or More Above Avg.			1			1			1
Minimum			13.7%			6.5%			0.0%
Maximum			48.3%			47.7%			60.1%

Data Source: SC Department of Education, 135-day student counts; RFA calculations

Table 5. Percentage of Students with Add-on Weights

District	Pupils in Poverty			Limited English Proficiency			Gifted and Talented			Academic Assistance		
	FY 2022-23	FY 2023-24	FY 2024-25	FY 2022-23	FY 2023-24	FY 2024-25	FY 2022-23	FY 2023-24	FY 2024-25	FY 2022-23	FY 2023-24	FY 2024-25
Abbeville	69.7%	70.7%	72.1%	1.6%	2.1%	1.8%	9.4%	10.0%	5.6%	29.2%	27.7%	27.8%
Aiken	64.5%	61.9%	63.6%	5.9%	6.2%	5.9%	15.2%	14.5%	15.7%	35.2%	34.1%	34.3%
Allendale	93.1%	92.6%	92.1%	1.3%	1.5%	1.4%	4.4%	3.5%	2.0%	47.0%	44.7%	39.2%
Anderson 1	50.4%	51.9%	52.5%	5.0%	5.7%	5.7%	19.6%	19.1%	19.4%	24.0%	22.5%	22.4%
Anderson 2	65.9%	70.5%	71.1%	1.6%	1.8%	2.1%	17.9%	19.2%	19.6%	29.8%	27.3%	26.1%
Anderson 3	69.8%	73.3%	74.0%	2.9%	2.9%	3.6%	12.2%	13.5%	13.5%	31.1%	29.8%	24.4%
Anderson 4	59.7%	60.0%	57.2%	2.1%	2.3%	2.3%	30.5%	23.6%	24.9%	24.1%	21.6%	21.0%
Anderson 5	67.5%	68.5%	70.4%	5.5%	6.3%	7.0%	26.2%	28.7%	23.3%	30.8%	28.4%	28.2%
Bamberg	83.8%	83.9%	82.8%	1.0%	1.2%	1.7%	5.0%	5.4%	3.8%	43.0%	41.9%	38.5%
Barnwell	81.5%	81.9%	81.7%	2.2%	2.5%	2.7%	5.0%	5.6%	4.6%	41.0%	39.6%	38.9%
Beaufort	58.6%	58.2%	57.9%	15.3%	16.4%	15.6%	18.4%	18.7%	19.0%	31.3%	29.9%	29.1%
Berkeley	54.6%	57.5%	57.9%	9.8%	10.8%	10.6%	16.4%	14.8%	16.0%	35.9%	35.0%	33.4%
Calhoun	80.7%	84.4%	83.7%	3.4%	3.2%	2.9%	6.3%	4.3%	3.3%	40.5%	39.6%	37.6%
Charleston	48.3%	47.5%	47.4%	8.5%	10.2%	11.2%	25.1%	26.2%	27.2%	26.7%	25.1%	24.5%
Cherokee	76.5%	77.0%	76.9%	4.7%	5.0%	5.5%	15.5%	14.9%	15.2%	40.1%	38.3%	36.7%
Chester	78.8%	80.3%	81.6%	1.8%	2.1%	2.5%	12.2%	12.8%	14.9%	38.2%	37.3%	36.8%
Chesterfield	74.8%	75.6%	76.6%	3.8%	4.0%	4.0%	10.9%	12.0%	9.7%	40.2%	39.8%	40.2%
Clarendon	82.3%	83.8%	83.2%	1.9%	1.9%	1.9%	6.0%	6.4%	7.3%	40.1%	36.3%	34.5%
Colleton	86.2%	87.9%	88.5%	3.6%	4.4%	4.5%	8.7%	6.2%	7.4%	46.1%	44.3%	44.0%
Darlington	80.1%	80.5%	82.0%	1.5%	1.5%	2.1%	12.5%	11.1%	10.4%	39.0%	35.7%	34.4%
Dillon 3	74.5%	77.6%	78.4%	0.8%	0.8%	0.7%	12.7%	11.5%	9.7%	32.6%	33.4%	31.1%
Dillon 4	93.0%	90.7%	91.6%	2.5%	2.6%	2.6%	6.4%	6.3%	6.0%	42.4%	40.2%	38.7%
Dorchester 2	53.5%	54.3%	55.6%	4.6%	5.9%	6.1%	19.4%	20.0%	20.3%	30.4%	28.3%	28.1%
Dorchester 4	74.9%	76.0%	76.2%	2.9%	3.1%	3.9%	5.1%	7.4%	6.8%	41.5%	39.2%	38.9%
Edgefield	63.0%	64.0%	64.4%	4.8%	5.2%	4.6%	6.7%	6.5%	10.8%	38.4%	38.2%	37.3%
Fairfield	85.7%	88.6%	89.2%	1.5%	1.8%	1.5%	16.6%	16.4%	11.2%	39.8%	36.1%	35.0%
Florence 1	72.1%	73.1%	73.0%	3.0%	3.3%	3.2%	12.3%	12.2%	12.5%	36.1%	33.4%	30.1%
Florence 2	70.3%	71.0%	71.6%	2.0%	2.4%	1.9%	4.2%	3.7%	3.8%	38.4%	35.3%	33.9%
Florence 3	89.3%	89.2%	89.9%	4.1%	4.0%	3.1%	5.2%	2.6%	3.2%	43.6%	38.7%	37.8%
Florence 5	74.8%	74.9%	73.4%	1.4%	1.0%	0.7%	10.0%	8.5%	8.6%	39.5%	36.3%	35.6%
Georgetown	68.6%	69.9%	69.9%	4.5%	4.2%	4.0%	14.0%	13.7%	16.3%	38.8%	37.6%	34.6%
Greenville	55.7%	56.3%	56.4%	11.8%	12.4%	12.0%	20.3%	21.6%	20.8%	28.0%	26.6%	25.1%
Greenwood 50	75.5%	75.0%	76.0%	9.7%	10.8%	9.8%	14.3%	16.3%	16.3%	37.8%	36.2%	31.8%
Greenwood 51	76.4%	77.5%	78.8%	2.9%	3.2%	2.0%	5.4%	7.0%	8.4%	36.8%	35.9%	33.2%
Greenwood 52	64.5%	64.8%	62.8%	0.8%	0.8%	0.6%	17.5%	16.3%	16.2%	31.4%	25.3%	23.8%
Hampton	84.6%	84.1%	85.3%	1.7%	2.0%	2.2%	5.4%	4.6%	4.8%	39.1%	36.6%	34.0%
Horry	62.7%	61.5%	63.0%	7.9%	9.0%	9.1%	20.1%	21.1%	20.0%	28.7%	26.5%	25.8%

Table 5. Percentage of Students with Add-on Weights

District	Pupils in Poverty			Limited English Proficiency			Gifted and Talented			Academic Assistance		
	FY 2022-23	FY 2023-24	FY 2024-25	FY 2022-23	FY 2023-24	FY 2024-25	FY 2022-23	FY 2023-24	FY 2024-25	FY 2022-23	FY 2023-24	FY 2024-25
Jasper	79.5%	71.9%	64.8%	37.2%	43.6%	40.4%	0.0%	1.2%	0.0%	41.9%	39.8%	38.8%
Kershaw	62.4%	63.0%	64.1%	3.8%	4.6%	4.4%	14.2%	14.2%	14.5%	35.5%	33.9%	34.8%
Lancaster	50.4%	51.0%	50.8%	5.5%	6.6%	6.7%	14.1%	14.1%	14.7%	30.7%	28.5%	26.7%
Laurens 55	77.8%	78.7%	80.1%	9.6%	10.4%	10.5%	5.0%	5.5%	5.4%	42.3%	38.7%	37.4%
Laurens 56	80.9%	82.0%	83.0%	2.8%	3.0%	2.9%	13.7%	13.2%	13.7%	35.0%	31.8%	31.5%
Lee	95.0%	95.7%	93.7%	1.2%	1.4%	1.0%	1.3%	0.0%	0.9%	47.6%	46.3%	44.3%
Lexington 1	45.9%	47.6%	48.9%	4.8%	5.8%	5.5%	18.2%	20.4%	19.1%	30.9%	28.7%	28.1%
Lexington 2	77.9%	78.7%	79.7%	16.2%	18.2%	19.0%	15.8%	16.5%	16.1%	37.3%	38.0%	37.3%
Lexington 3	71.1%	71.1%	70.2%	7.8%	8.5%	10.3%	9.8%	9.5%	10.2%	38.4%	36.1%	36.3%
Lexington 4	81.5%	82.1%	81.7%	16.0%	17.3%	17.3%	4.3%	5.2%	4.8%	44.4%	40.9%	38.0%
Lexington 5	45.3%	45.4%	46.8%	2.9%	3.1%	3.1%	26.3%	25.1%	23.3%	29.6%	28.0%	27.7%
McCormick	87.1%	99.3%	99.8%	0.0%	0.6%	0.9%	2.2%	2.6%	2.2%	51.3%	48.3%	40.5%
Marion	92.1%	91.5%	91.6%	1.8%	1.9%	2.0%	3.8%	3.5%	3.0%	44.8%	43.3%	44.7%
Marlboro	85.6%	87.4%	90.4%	0.6%	0.7%	0.7%	4.8%	9.9%	10.2%	44.9%	42.7%	43.3%
Newberry	73.2%	72.9%	73.6%	9.8%	10.6%	10.1%	9.6%	10.4%	10.8%	36.6%	34.4%	33.7%
Oconee	65.7%	67.5%	68.9%	4.4%	5.1%	5.4%	14.5%	13.5%	13.5%	32.6%	31.7%	31.8%
Orangeburg	85.6%	88.5%	89.0%	2.8%	3.1%	3.1%	3.5%	4.1%	2.8%	47.5%	44.4%	42.6%
Pickens	62.5%	63.7%	64.8%	4.4%	4.6%	5.0%	19.5%	19.7%	19.5%	30.3%	28.5%	27.4%
Richland 1	76.7%	76.0%	76.6%	3.6%	4.2%	4.8%	14.5%	15.1%	16.1%	38.7%	36.2%	35.1%
Richland 2	59.1%	62.1%	63.2%	5.0%	5.4%	5.5%	13.4%	13.1%	12.6%	32.5%	32.1%	32.2%
Saluda	77.7%	77.6%	77.9%	29.1%	29.5%	25.9%	9.8%	7.5%	9.0%	38.8%	36.1%	37.1%
Spartanburg 1	59.0%	60.0%	61.0%	9.7%	9.6%	9.1%	22.3%	27.0%	25.9%	28.4%	26.3%	27.1%
Spartanburg 2	61.5%	64.4%	66.3%	11.7%	12.9%	12.0%	13.3%	13.3%	13.9%	26.8%	26.4%	25.4%
Spartanburg 3	72.3%	73.9%	76.2%	4.8%	5.5%	5.7%	14.4%	15.1%	16.6%	32.6%	30.4%	27.4%
Spartanburg 4	68.6%	68.8%	69.3%	4.0%	5.2%	6.0%	15.0%	15.2%	14.5%	30.5%	30.4%	28.9%
Spartanburg 5	57.2%	58.0%	59.5%	9.6%	10.1%	10.0%	13.7%	13.7%	15.2%	28.0%	28.6%	28.7%
Spartanburg 6	69.6%	70.4%	72.1%	12.3%	13.7%	13.7%	16.5%	16.3%	16.3%	35.1%	34.5%	33.5%
Spartanburg 7	72.6%	72.0%	71.6%	6.0%	7.3%	6.9%	14.1%	13.3%	15.0%	34.4%	31.9%	30.4%
Sumter	77.8%	79.1%	76.6%	2.2%	2.5%	2.9%	11.9%	11.9%	10.5%	43.6%	43.2%	39.8%
Union	79.6%	79.8%	80.2%	1.0%	1.3%	1.8%	6.4%	6.4%	9.7%	41.1%	39.2%	37.9%
Williamsburg	93.7%	92.8%	93.9%	0.3%	1.1%	0.6%	3.4%	3.5%	6.4%	42.2%	42.8%	37.2%
York 1	66.7%	65.5%	66.6%	3.0%	3.1%	3.2%	11.0%	11.4%	12.3%	38.3%	38.1%	36.2%
York 2	34.0%	34.3%	35.4%	2.3%	2.7%	2.4%	17.7%	17.4%	17.8%	23.3%	21.3%	22.0%
York 3	63.6%	64.0%	67.0%	6.0%	6.7%	6.9%	12.6%	12.6%	12.5%	34.7%	33.6%	33.3%
York 4	20.8%	21.3%	22.2%	4.5%	5.0%	4.6%	29.8%	32.1%	35.0%	18.8%	17.7%	18.1%
Total Regular Districts	61.7%	62.2%	62.8%	6.9%	7.7%	7.7%	16.6%	17.1%	17.1%	32.7%	31.1%	30.1%

Table 5. Percentage of Students with Add-on Weights

District	Pupils in Poverty			Limited English Proficiency			Gifted and Talented			Academic Assistance		
	FY 2022-23	FY 2023-24	FY 2024-25	FY 2022-23	FY 2023-24	FY 2024-25	FY 2022-23	FY 2023-24	FY 2024-25	FY 2022-23	FY 2023-24	FY 2024-25
SCPCSD	51.4%	53.3%	57.1%	6.0%	5.9%	5.2%	11.4%	10.0%	9.4%	29.5%	27.3%	29.0%
Erskine	58.6%	59.1%	61.1%	2.1%	2.6%	2.6%	5.1%	5.9%	5.5%	34.6%	34.6%	35.0%
Limestone	52.3%	54.8%	52.0%	0.5%	10.4%	7.0%	6.9%	5.9%	5.0%	35.5%	26.3%	26.4%
Total Charter Districts	55.3%	56.6%	58.3%	3.7%	4.4%	4.2%	7.8%	7.5%	6.9%	32.5%	31.2%	31.5%
Grand Total	61.4%	61.9%	62.5%	6.7%	7.5%	7.4%	16.2%	16.5%	16.4%	32.7%	31.1%	30.2%
Statistics												
Average	70.1%	71.0%	71.4%	5.4%	6.1%	6.0%	12.2%	12.3%	12.3%	36.1%	34.2%	33.0%
Standard Deviation	14.3%	14.4%	14.3%	6.0%	6.6%	6.2%	6.8%	6.9%	6.9%	6.5%	6.5%	6.0%
2 Std. Dev. or More Below Avg.	2	2	2	0	0	0	0	0	0	1	1	1
2 Std. Dev. or More Above Avg.	0	0	0	2	2	3	4	4	2	1	1	0
Minimum	20.8%	21.3%	22.2%	0.0%	0.6%	0.6%	0.0%	0.0%	0.0%	18.8%	17.7%	18.1%
Maximum	95.0%	99.3%	99.8%	37.2%	43.6%	40.4%	30.5%	32.1%	35.0%	51.3%	48.3%	44.7%

Data Source: SC Department of Education, 135-day student counts; RFA calculations

Table 6. Change in Student Enrollment, FY 2021-22 to FY 2024-25

District	FY 2021-22 ADM	FY 2024-25 ADM	Number Change	Percent Change
Abbeville	2,835	2,640	(195)	(6.9%)
Aiken	22,051	22,169	118	0.5%
Allendale	915	780	(135)	(14.7%)
Anderson 1	10,235	10,503	268	2.6%
Anderson 2	3,279	3,281	3	0.1%
Anderson 3	2,535	2,643	108	4.3%
Anderson 4	2,808	2,976	168	6.0%
Anderson 5	12,158	11,573	(585)	(4.8%)
Bamberg	1,728	1,721	(7)	(0.4%)
Barnwell	3,106	2,960	(146)	(4.7%)
Beaufort	20,438	20,234	(204)	(1.0%)
Berkeley	35,649	37,895	2,246	6.3%
Calhoun	1,464	1,371	(93)	(6.4%)
Charleston	46,811	47,763	952	2.0%
Cherokee	7,346	7,101	(245)	(3.3%)
Chester	4,629	4,293	(336)	(7.3%)
Chesterfield	6,611	6,558	(53)	(0.8%)
Clarendon	4,137	4,002	(134)	(3.3%)
Colleton	4,757	4,272	(485)	(10.2%)
Darlington	8,869	8,360	(509)	(5.7%)
Dillon 3	1,395	1,416	21	1.5%
Dillon 4	3,747	3,524	(223)	(6.0%)
Dorchester 2	24,674	25,206	532	2.2%
Dorchester 4	1,944	2,044	100	5.1%
Edgefield	3,031	2,937	(94)	(3.1%)
Fairfield	2,148	1,892	(257)	(11.9%)
Florence 1	15,293	15,250	(43)	(0.3%)
Florence 2	1,038	1,049	12	1.1%
Florence 3	2,964	2,639	(326)	(11.0%)
Florence 5	1,162	1,095	(67)	(5.7%)
Georgetown	8,068	7,855	(213)	(2.6%)
Greenville	75,095	75,615	520	0.7%
Greenwood 50	8,247	8,020	(227)	(2.7%)
Greenwood 51	884	838	(46)	(5.2%)
Greenwood 52	1,439	1,353	(87)	(6.0%)
Hampton	2,337	2,135	(202)	(8.6%)
Horry	44,964	46,897	1,932	4.3%
Jasper	2,492	2,748	256	10.3%
Kershaw	10,472	10,704	232	2.2%
Lancaster	14,381	15,097	716	5.0%
Laurens 55	5,098	4,671	(427)	(8.4%)
Laurens 56	2,651	2,551	(100)	(3.8%)
Lee	1,404	1,226	(177)	(12.6%)
Lexington 1	27,082	26,229	(853)	(3.2%)

Table 6. Change in Student Enrollment, FY 2021-22 to FY 2024-25

District	FY 2021-22 ADM	FY 2024-25 ADM	Number Change	Percent Change
Lexington 2	8,250	8,122	(128)	(1.5%)
Lexington 3	1,933	1,843	(90)	(4.7%)
Lexington 4	3,148	3,224	75	2.4%
Lexington 5	16,735	16,521	(214)	(1.3%)
McCormick	597	494	(103)	(17.2%)
Marion	3,781	3,500	(281)	(7.4%)
Marlboro	3,526	3,183	(343)	(9.7%)
Newberry	5,497	5,444	(53)	(1.0%)
Oconee	9,780	9,515	(266)	(2.7%)
Orangeburg	10,821	9,558	(1,263)	(11.7%)
Pickens	15,370	15,490	120	0.8%
Richland 1	21,017	20,514	(502)	(2.4%)
Richland 2	27,417	27,858	441	1.6%
Saluda	2,307	2,409	102	4.4%
Spartanburg 1	4,916	5,147	232	4.7%
Spartanburg 2	10,542	11,284	742	7.0%
Spartanburg 3	2,514	2,563	49	2.0%
Spartanburg 4	2,708	2,760	52	1.9%
Spartanburg 5	9,511	10,678	1,167	12.3%
Spartanburg 6	11,036	11,316	281	2.5%
Spartanburg 7	6,829	6,914	86	1.3%
Sumter	14,540	13,224	(1,316)	(9.1%)
Union	3,678	3,434	(244)	(6.6%)
Williamsburg	2,875	2,587	(288)	(10.0%)
York 1	4,774	4,700	(73)	(1.5%)
York 2	8,478	8,658	180	2.1%
York 3	16,335	15,460	(875)	(5.4%)
York 4	17,690	18,191	500	2.8%
Total Regular Districts	710,976	710,678	(298)	(0.0%)
SCPCSD	16,743	21,069	4,327	25.8%
Erskine	23,767	25,492	1,725	7.3%
Limestone	0	7,266	7,266	0.0%
Total Charter Districts	40,510	53,827	13,318	32.9%
Grand Total	751,486	764,506	13,019	1.7%

Data Source: SC Department of Education, 135-day student counts; RFA calculations

Note: Limestone began in FY 2022-23.

Table 7. Funded Instructional Positions, Percentage of Total WPU, and Funded Student-Teacher Ratio

District	Funded Instructional Positions			Percentage of Total WPU					Funded Student - Teacher Ratio				
	FY 2022-23	FY 2023-24	FY 2024-25	FY 2022-23	FY 2023-24	FY 2024-25	FY 2023-24 Percent Change	FY 2024-25 Percent Change	FY 2022-23	FY 2023-24	FY 2024-25	FY 2023-24 Difference	FY 2024-25 Difference
Abbeville	247	250	245	0.4%	0.3%	0.3%	(3.6%)	(1.5%)	11.2	10.8	10.8	(0.4)	0.0
Aiken	2,002	1,995	2,010	2.9%	2.8%	2.7%	(3.8%)	(0.5%)	11.2	11.1	11.0	(0.1)	(0.1)
Allendale	84	84	81	0.1%	0.1%	0.1%	(5.4%)	(11.0%)	10.6	10.3	9.6	(0.3)	(0.7)
Anderson 1	906	941	934	1.3%	1.3%	1.3%	0.3%	(1.9%)	11.5	11.3	11.2	(0.2)	(0.1)
Anderson 2	315	322	314	0.5%	0.4%	0.4%	(1.3%)	(3.7%)	10.7	10.4	10.4	(0.3)	0.0
Anderson 3	235	244	250	0.3%	0.3%	0.3%	0.2%	1.3%	11.1	10.6	10.6	(0.5)	0.0
Anderson 4	265	273	271	0.4%	0.4%	0.4%	(0.5%)	(2.0%)	11.0	11.0	11.0	0.0	0.0
Anderson 5	1,099	1,123	1,090	1.6%	1.6%	1.5%	(1.3%)	(4.2%)	10.9	10.6	10.6	(0.3)	0.0
Bamberg	160	160	162	0.2%	0.2%	0.2%	(4.0%)	0.5%	10.7	10.4	10.6	(0.3)	0.2
Barnwell	289	293	288	0.4%	0.4%	0.4%	(2.4%)	(2.4%)	10.4	10.1	10.3	(0.3)	0.2
Beaufort	1,802	1,860	1,824	2.6%	2.6%	2.5%	(0.3%)	(3.2%)	11.4	11.1	11.1	(0.3)	0.0
Berkeley	3,208	3,403	3,456	4.6%	4.7%	4.7%	2.4%	0.3%	11.4	11.0	11.0	(0.4)	0.0
Calhoun	137	143	138	0.2%	0.2%	0.2%	0.8%	(4.7%)	10.4	10.0	9.9	(0.4)	(0.1)
Charleston	3,962	4,021	4,082	5.6%	5.6%	5.6%	(0.3%)	0.3%	11.8	11.7	11.7	(0.1)	0.0
Cherokee	697	682	677	1.0%	0.9%	0.9%	(5.6%)	(1.9%)	10.7	10.7	10.5	0.0	(0.2)
Chester	430	432	420	0.6%	0.6%	0.6%	(2.9%)	(3.9%)	10.6	10.2	10.2	(0.4)	0.0
Chesterfield	604	615	611	0.9%	0.8%	0.8%	(1.7%)	(1.9%)	11.1	10.8	10.7	(0.3)	(0.1)
Clarendon	386	385	377	0.6%	0.5%	0.5%	(3.9%)	(3.1%)	10.6	10.5	10.6	(0.1)	0.1
Colleton	459	455	436	0.7%	0.6%	0.6%	(4.1%)	(5.4%)	10.3	9.9	9.8	(0.4)	(0.1)
Darlington	833	824	822	1.2%	1.1%	1.1%	(4.4%)	(1.5%)	10.4	10.3	10.2	(0.1)	(0.1)
Dillon 3	127	133	132	0.2%	0.2%	0.2%	0.9%	(1.4%)	11.2	10.7	10.7	(0.5)	0.0
Dillon 4	346	340	334	0.5%	0.5%	0.5%	(5.2%)	(2.9%)	10.8	10.6	10.5	(0.2)	(0.1)
Dorchester 2	2,173	2,272	2,257	3.1%	3.1%	3.1%	1.0%	(1.9%)	11.7	11.3	11.2	(0.4)	(0.1)
Dorchester 4	180	194	196	0.3%	0.3%	0.3%	4.3%	(0.4%)	10.7	10.4	10.4	(0.3)	0.0
Edgefield	263	265	267	0.4%	0.4%	0.4%	(1.7%)	(0.1%)	11.3	11.0	11.0	(0.3)	0.0
Fairfield	204	205	198	0.3%	0.3%	0.3%	(3.0%)	(8.4%)	10.2	9.8	9.6	(0.4)	(0.2)
Florence 1	1,383	1,416	1,408	2.0%	2.0%	1.9%	(1.1%)	(1.8%)	11.1	10.8	10.8	(0.3)	0.0
Florence 2	98	103	103	0.1%	0.1%	0.1%	1.5%	(0.7%)	10.3	10.1	10.1	(0.2)	0.0
Florence 3	283	277	267	0.4%	0.4%	0.4%	(5.6%)	(6.6%)	10.0	10.0	9.9	0.0	(0.1)
Florence 5	116	118	109	0.2%	0.2%	0.1%	(2.3%)	(8.7%)	10.1	10.0	10.1	(0.1)	0.1
Georgetown	755	768	757	1.1%	1.1%	1.0%	(1.7%)	(2.7%)	10.8	10.4	10.4	(0.4)	0.0
Greenville	6,778	6,986	6,897	9.7%	9.6%	9.4%	(0.5%)	(2.5%)	11.2	10.9	11.0	(0.3)	0.1
Greenwood 50	746	751	736	1.1%	1.0%	1.0%	(2.7%)	(3.2%)	11.0	10.8	10.9	(0.2)	0.1
Greenwood 51	81	80	81	0.1%	0.1%	0.1%	(5.5%)	1.0%	10.7	10.3	10.4	(0.4)	0.1
Greenwood 52	125	126	126	0.2%	0.2%	0.2%	(4.5%)	(6.0%)	11.4	11.2	10.7	(0.2)	(0.5)
Hampton	208	211	205	0.3%	0.3%	0.3%	(1.8%)	(4.2%)	10.8	10.5	10.4	(0.3)	(0.1)
Horry	4,092	4,229	4,283	5.9%	5.8%	5.8%	(0.2%)	0.0%	11.2	11.0	10.9	(0.2)	(0.1)

Table 7. Funded Instructional Positions, Percentage of Total WPU, and Funded Student-Teacher Ratio

District	Funded Instructional Positions			Percentage of Total WPU					Funded Student - Teacher Ratio				
	FY 2022-23	FY 2023-24	FY 2024-25	FY 2022-23	FY 2023-24	FY 2024-25	FY 2023-24 Percent Change	FY 2024-25 Percent Change	FY 2022-23	FY 2023-24	FY 2024-25	FY 2023-24 Difference	FY 2024-25 Difference
Jasper	233	237	246	0.3%	0.3%	0.3%	(1.6%)	2.4%	10.8	10.7	11.2	(0.1)	0.5
Kershaw	956	982	990	1.4%	1.4%	1.4%	(0.8%)	(0.5%)	11.2	10.9	10.8	(0.3)	(0.1)
Lancaster	1,284	1,342	1,348	1.8%	1.9%	1.8%	0.9%	(0.8%)	11.5	11.2	11.2	(0.3)	0.0
Laurens 55	473	476	458	0.7%	0.7%	0.6%	(2.8%)	(4.9%)	10.5	10.2	10.2	(0.3)	0.0
Laurens 56	253	256	258	0.4%	0.4%	0.4%	(2.1%)	(0.8%)	10.2	10.0	9.9	(0.2)	(0.1)
Lee	138	130	122	0.2%	0.2%	0.2%	(9.7%)	(7.1%)	10.2	10.0	10.0	(0.2)	0.0
Lexington 1	2,347	2,335	2,337	3.3%	3.2%	3.2%	(4.0%)	(0.7%)	11.6	11.3	11.2	(0.3)	(0.1)
Lexington 2	800	813	817	1.1%	1.1%	1.1%	(1.8%)	(0.8%)	10.3	10.1	9.9	(0.2)	(0.2)
Lexington 3	176	180	178	0.3%	0.2%	0.2%	(0.8%)	(2.7%)	10.6	10.4	10.4	(0.2)	0.0
Lexington 4	331	329	333	0.5%	0.5%	0.5%	(4.0%)	(0.1%)	9.7	9.6	9.7	(0.1)	0.1
Lexington 5	1,455	1,477	1,469	2.1%	2.0%	2.0%	(2.0%)	(1.8%)	11.6	11.3	11.2	(0.3)	(0.1)
McCormick	55	56	53	0.1%	0.1%	0.1%	(2.7%)	(6.5%)	10.2	9.5	9.4	(0.7)	(0.1)
Marion	367	365	350	0.5%	0.5%	0.5%	(4.1%)	(5.2%)	10.2	10.0	10.0	(0.2)	0.0
Marlboro	312	318	312	0.4%	0.4%	0.4%	(1.7%)	(3.0%)	10.8	10.3	10.2	(0.5)	(0.1)
Newberry	502	505	506	0.7%	0.7%	0.7%	(2.9%)	(1.1%)	11.0	10.9	10.8	(0.1)	(0.1)
Oconee	924	935	934	1.3%	1.3%	1.3%	(2.3%)	(1.3%)	10.6	10.3	10.2	(0.3)	(0.1)
Orangeburg	973	973	923	1.4%	1.3%	1.3%	(3.4%)	(6.3%)	10.7	10.4	10.4	(0.3)	0.0
Pickens	1,404	1,422	1,439	2.0%	2.0%	2.0%	(2.2%)	(0.1%)	11.1	10.9	10.8	(0.2)	(0.1)
Richland 1	1,923	1,971	1,937	2.7%	2.7%	2.6%	(1.0%)	(2.9%)	10.8	10.6	10.6	(0.2)	0.0
Richland 2	2,416	2,523	2,557	3.5%	3.5%	3.5%	0.8%	0.1%	11.4	11.0	10.9	(0.4)	(0.1)
Saluda	228	233	234	0.3%	0.3%	0.3%	(1.0%)	(0.9%)	10.4	10.2	10.3	(0.2)	0.1
Spartanburg 1	452	473	469	0.6%	0.7%	0.6%	1.0%	(2.0%)	11.4	11.0	11.0	(0.4)	0.0
Spartanburg 2	1,013	1,064	1,056	1.4%	1.5%	1.4%	1.4%	(2.0%)	11.2	10.7	10.7	(0.5)	0.0
Spartanburg 3	246	258	245	0.4%	0.4%	0.3%	1.1%	(6.2%)	10.7	10.3	10.5	(0.4)	0.2
Spartanburg 4	247	259	261	0.4%	0.4%	0.4%	1.2%	(0.3%)	10.9	10.5	10.6	(0.4)	0.1
Spartanburg 5	884	929	970	1.3%	1.3%	1.3%	1.5%	3.0%	11.4	11.1	11.0	(0.3)	(0.1)
Spartanburg 6	1,072	1,106	1,115	1.5%	1.5%	1.5%	(0.4%)	(0.5%)	10.5	10.2	10.2	(0.3)	0.0
Spartanburg 7	649	682	664	0.9%	0.9%	0.9%	1.4%	(3.8%)	10.7	10.5	10.4	(0.2)	(0.1)
Sumter	1,340	1,331	1,272	1.9%	1.8%	1.7%	(4.1%)	(5.6%)	10.6	10.3	10.4	(0.3)	0.1
Union	361	361	349	0.5%	0.5%	0.5%	(3.3%)	(4.7%)	10.0	9.8	9.9	(0.2)	0.1
Williamsburg	282	275	263	0.4%	0.4%	0.4%	(5.9%)	(6.8%)	10.1	9.9	9.8	(0.2)	(0.1)
York 1	463	462	463	0.7%	0.6%	0.6%	(3.6%)	(1.1%)	10.4	10.3	10.2	(0.1)	(0.1)
York 2	688	699	698	1.0%	1.0%	1.0%	(1.6%)	(1.3%)	12.6	12.5	12.4	(0.1)	(0.1)
York 3	1,458	1,480	1,481	2.1%	2.0%	2.0%	(2.0%)	(1.1%)	10.9	10.6	10.4	(0.3)	(0.2)
York 4	1,438	1,438	1,442	2.0%	2.0%	2.0%	0.7%	0.2%	12.5	12.6	12.6	0.1	0.0
Total Regular Districts	64,220	65,656	65,395	91.6%	90.6%	89.1%	(1.1%)	(1.6%)	11.2	10.9	10.9	(0.3)	0.0

Table 7. Funded Instructional Positions, Percentage of Total WPU, and Funded Student-Teacher Ratio

District	Funded Instructional Positions			Percentage of Total WPU					Funded Student - Teacher Ratio				
	FY 2022-23	FY 2023-24	FY 2024-25	FY 2022-23	FY 2023-24	FY 2024-25	FY 2023-24 Percent Change	FY 2024-25 Percent Change	FY 2022-23	FY 2023-24	FY 2024-25	FY 2023-24 Difference	FY 2024-25 Difference
SCPCSD	2,617	2,826	3,258	3.7%	3.9%	4.4%	4.2%	13.9%	6.6	6.5	6.5	(0.1)	0.0
Erskine	2,983	3,538	3,628	4.3%	4.9%	4.9%	14.5%	1.3%	7.4	7.1	7.0	(0.3)	(0.1)
Limestone	276	449	1,088	0.4%	0.6%	1.5%	57.1%	139.3%	6.5	6.4	6.7	(0.1)	0.3
Total Charter Districts	5,876	6,813	7,973	8.4%	9.4%	10.9%	11.9%	15.6%	7.0	6.8	6.8	(0.2)	0.0
Grand Total	70,096	72,468	73,368	100.0%	100.0%	100.0%	0.0%	0.0%	10.8	10.5	10.4	(0.3)	(0.1)

Data Source: SC Department of Education, SC Educator Data; SC Department of Education, 135-day student counts; RFA calculations

Note: Funded instructional positions are the number that can be funded with total SAC formula funding (state and local), hold harmless, and proportional funding. Funded-student teacher ratio is students divided by funded instructional positions.

Table 8. Change in State Aid to Classrooms Payments from Initial Estimates to Final, FY 2024-25

District	FY 2024-25 Initial Estimates	FY 2024-25 Final Payments	Dollar Change	Percent Change
Abbeville	$15,821,900	$15,626,418	($195,482)	(1.2%)
Aiken	$118,037,290	$118,040,099	$2,810	0.0%
Allendale	$5,105,183	$4,940,650	($164,533)	(3.2%)
Anderson 1	$61,590,596	$60,476,608	($1,113,988)	(1.8%)
Anderson 2	$21,797,886	$20,966,940	($830,945)	(3.8%)
Anderson 3	$15,781,383	$16,104,768	$323,385	2.0%
Anderson 4	$14,504,327	$14,212,999	($291,328)	(2.0%)
Anderson 5	$69,604,839	$66,351,148	($3,253,691)	(4.7%)
Bamberg	$11,046,693	$11,151,303	$104,610	0.9%
Barnwell	$19,623,952	$19,177,539	($446,413)	(2.3%)
Beaufort	$69,354,150	$65,953,339	($3,400,811)	(4.9%)
Berkeley	$200,264,015	$202,361,764	$2,097,749	1.0%
Calhoun	$7,085,204	$6,640,713	($444,490)	(6.3%)
Charleston	$145,077,809	$148,375,696	$3,297,887	2.3%
Cherokee	$41,884,775	$41,137,259	($747,516)	(1.8%)
Chester	$27,270,403	$26,130,709	($1,139,694)	(4.2%)
Chesterfield	$40,770,628	$40,054,607	($716,022)	(1.8%)
Clarendon	$24,836,847	$24,050,876	($785,971)	(3.2%)
Colleton	$25,974,637	$24,257,587	($1,717,050)	(6.6%)
Darlington	$50,786,382	$50,120,531	($665,851)	(1.3%)
Dillon 3	$9,110,696	$9,007,912	($102,784)	(1.1%)
Dillon 4	$23,245,874	$22,596,626	($649,248)	(2.8%)
Dorchester 2	$150,688,025	$148,093,518	($2,594,508)	(1.7%)
Dorchester 4	$11,016,220	$11,034,648	$18,428	0.2%
Edgefield	$16,578,898	$16,645,873	$66,975	0.4%
Fairfield	$8,917,024	$8,296,512	($620,512)	(7.0%)
Florence 1	$87,727,306	$86,236,228	($1,491,078)	(1.7%)
Florence 2	$7,149,332	$7,119,800	($29,532)	(0.4%)
Florence 3	$18,529,877	$17,614,581	($915,297)	(4.9%)
Florence 5	$8,387,263	$7,630,919	($756,344)	(9.0%)
Georgetown	$34,632,424	$33,461,437	($1,170,987)	(3.4%)
Greenville	$420,391,534	$412,105,708	($8,285,826)	(2.0%)
Greenwood 50	$47,717,893	$46,099,658	($1,618,235)	(3.4%)
Greenwood 51	$5,358,779	$5,444,446	$85,667	1.6%
Greenwood 52	$6,179,914	$6,122,334	($57,580)	(0.9%)
Hampton	$13,590,603	$12,978,061	($612,542)	(4.5%)
Horry	$214,277,622	$216,330,962	$2,053,340	1.0%
Jasper	$11,279,002	$11,828,625	$549,623	4.9%
Kershaw	$63,550,230	$63,518,571	($31,659)	(0.0%)
Lancaster	$87,372,504	$86,998,077	($374,427)	(0.4%)
Laurens 55	$30,927,636	$29,304,394	($1,623,243)	(5.2%)
Laurens 56	$16,546,719	$16,480,815	($65,905)	(0.4%)
Lee	$8,027,360	$7,412,251	($615,110)	(7.7%)

Table 8. Change in State Aid to Classrooms Payments from Initial Estimates to Final, FY 2024-25

District	FY 2024-25 Initial Estimates	FY 2024-25 Final Payments	Dollar Change	Percent Change
Lexington 1	$156,208,698	$155,608,621	($600,077)	(0.4%)
Lexington 2	$47,281,910	$47,116,135	($165,774)	(0.4%)
Lexington 3	$11,668,547	$11,353,333	($315,214)	(2.7%)
Lexington 4	$23,288,644	$23,359,014	$70,371	0.3%
Lexington 5	$92,504,974	$90,974,557	($1,530,418)	(1.7%)
McCormick	$2,515,373	$2,265,692	($249,680)	(9.9%)
Marion	$24,112,460	$22,762,187	($1,350,273)	(5.6%)
Marlboro	$20,362,505	$19,723,282	($639,223)	(3.1%)
Newberry	$31,080,037	$30,829,915	($250,122)	(0.8%)
Oconee	$44,135,150	$43,697,625	($437,525)	(1.0%)
Orangeburg	$60,914,783	$56,547,949	($4,366,834)	(7.2%)
Pickens	$82,007,813	$82,502,092	$494,279	0.6%
Richland 1	$112,111,309	$108,445,568	($3,665,741)	(3.3%)
Richland 2	$171,458,281	$172,422,573	$964,292	0.6%
Saluda	$15,497,426	$15,406,234	($91,193)	(0.6%)
Spartanburg 1	$30,786,056	$30,209,460	($576,596)	(1.9%)
Spartanburg 2	$69,872,250	$68,575,197	($1,297,052)	(1.9%)
Spartanburg 3	$16,366,239	$15,224,283	($1,141,956)	(7.0%)
Spartanburg 4	$16,591,085	$16,612,889	$21,804	0.1%
Spartanburg 5	$51,517,743	$54,077,842	$2,560,099	5.0%
Spartanburg 6	$68,941,961	$68,907,298	($34,663)	(0.1%)
Spartanburg 7	$38,708,297	$39,080,577	$372,280	1.0%
Sumter	$86,892,228	$81,543,501	($5,348,728)	(6.2%)
Union	$23,533,752	$22,355,835	($1,177,918)	(5.0%)
Williamsburg	$16,167,048	$15,156,888	($1,010,160)	(6.2%)
York 1	$31,130,208	$30,864,219	($265,989)	(0.9%)
York 2	$40,273,685	$39,827,260	($446,426)	(1.1%)
York 3	$91,689,041	$90,904,342	($784,699)	(0.9%)
York 4	$93,186,825	$93,798,812	$611,987	0.7%
Total Regular Districts	$3,858,225,966	$3,808,646,689	($49,579,277)	(1.3%)
SCPCSD	$222,972,261	$247,233,151	$24,260,890	10.9%
Erskine	$261,509,188	$275,305,775	$13,796,587	5.3%
Limestone	$71,024,829	$82,546,629	$11,521,800	16.2%
Total Charter Districts	$555,506,279	$605,085,556	$49,579,277	8.9%
Grand Total	$4,413,732,245	$4,413,732,245	$0	0.0%

Data Source: SC Department of Education, estimated and actual payments to school districts