

PASS
PERFORMANCE OF
THE 2006-2007 &
2007-2008 CDEPP
COHORTS REPORT

PASS Performance of the 2006-2007 and 2007-2008 CDEPP Cohorts

Introduction

Since 1994 South Carolina has provided for at least half-day programs in public schools for at-risk four-year-old students using Education Improvement Act (EIA) funds. In many districts, half-day programs have been enhanced to full-day programs using other state, local, and federal funds.

Beginning in 2006-07 the South Carolina General Assembly implemented the Child Development Education Pilot Program (CDEPP). CDEPP provides for a full-day early childhood education for at-risk four-year-old students in the plaintiff and trail districts in the Abbeville County School District, et a., v. State of South Carolina, et al. court ruling. At-risk children who are eligible to participate in CDEPP must be four-years old by September 1 and must be eligible for the free or reduced-price federal lunch program and/or Medicaid. CDEPP districts tend to be rural and have high poverty levels as measured by the percentage of students either participating in the free or reduced-price federal lunch program or receiving Medicaid services. CDEPP classrooms can be in either public schools or private childcare centers which are licensed by the South Carolina Department of Social Services. The South Carolina Department of Education oversees implementation of CDEPP in public schools while the Office of First Steps to School Readiness oversees implementation in private child care settings. Finally, based upon the January 2010 evaluation of CDEPP, approximately 78 percent of four-year-olds at-risk for school failure due to poverty were being served with a publicly-funded pre-kindergarten program in school districts implementing CDEPP.

Cohort Data

The first cohort of students who participated in CDEPP in 2006-07, either in a public school or private child care setting, are hereafter referred to as Cohort 1. If all of these students advanced from one grade to the next each year, Cohort 1 would have been in grade 3 in the 2010-11 academic year and in grade 4 in the 2011-12 academic year.

The second cohort of students who participated in CDEPP in 2007-08, either in a public school or private child care setting, are hereafter referred to as Cohort 2. If all of these students advanced from one grade to the next each year, Cohort 2 would have been in grade 3 in the 2011-12 academic year.

Table 1. Student Grade Level for Students in each Cohort.

Academic Year	Cohort 1	Cohort 2
2006-2007	4K (CDEPP)	
2007-2008	5K	4K (CDEPP)
2008-2009	Grade 1	5K
2009-2010	Grade 2	Grade 1
2010-2011	Grade 3	Grade 2
2011-2012	Grade 4	Grade 3

The Education Oversight Committee (EOC) staff obtained complete lists of students enrolled in CDEPP from data files provided to the agency in 2007 by the Office of First Steps and the South Carolina Department of Education. Among the information these data files contained was the unique student identifier, a number assigned by the SCDE to all students enrolled in public schools in South Carolina. By arrangement with the Office of First Steps, each student participating in CDEPP at a private institution also was assigned a unique student identifier. The unique student identifier is a number associated with a student throughout his or her enrollment in public schools, which enables students to be followed over time. Students in Cohort 1 and Cohort 2 were identified using information included in these data files. For this study, the EOC used the unique student identifier and other demographic information (e.g., gender, date of birth) to obtain Palmetto Assessment of State Standards (PASS) scores in reading and research and mathematics administered in 2011 and 2012 for CDEPP and non-CDEPP students.

Questions to be Answered

1. How many CDEPP students were in each Cohort 1 and Cohort 2?
2. How many CDEPP students in Cohort 1 and in Cohort 2 were identified through PASS scores in grades 3 and 4?
3. Of the students identified in Cohort 1 and Cohort 2, how many students were identified as attending public schools in CDEPP districts in 2010-11 and 2011-12?
4. How did the performance of the CDEPP students compare to:
 - a. All other students in the state?
 - b. All other 3rd and 4th grade students in state who were eligible for subsidized meals?
 - c. All other students in the CDEPP districts?
 - d. All other students in CDEPP districts who received subsidized meals?
5. Did the CDEPP students in Cohort 1 make academic gains from grade 3 to grade 4 that were comparable, less than or greater than:
 - a. All other students in the state?
 - b. All other 3rd and 4th grade students in the state who were eligible for the free/reduced price lunch program in the state?
 - c. All other students in the CDEPP district?
6. With implementation of CDEPP, did the overall performance of students in these CDEPP districts improve?

Results

The number of students served in CDEPP increased from the first cohort (2006-2007) to the second cohort (2007-2008), both in the public and the private school settings. In both cohorts, approximately 90 percent of students attended full-day four-year-old kindergarten in a public school and 10 percent in a private daycare setting.

Table 2. Number of CDEPP Students in Each Cohort.

Cohort	Public School	Private	Total
1	2,612 (89.9%)	294 (11.1%)	2,906
2	3,828 (89.5%)	450 (10.5%)	4,278

Using the unique student identifier and additional information, the PASS achievement scores were obtained for students in Cohorts 1 and 2. For a number of reasons the PASS information for all students enrolled in CDEPP could not be obtained. Some students may have moved out of South Carolina since their enrollment in CDEPP, other students may have been enrolled in private schools that are not required to assess students with PASS. As indicated in Table 1, students in Cohort 1 who were promoted each year and not retained would have taken the PASS as grade 3 students in the Spring of 2011, and as grade 4 students in the Spring of 2012. Students in Cohort 2 who were promoted each year and not retained would have taken the PASS as grade 3 students in the Spring of 2012.

The percentages of CDEPP students for whom PASS results were obtained are presented in Table 3. For Cohort 1, PASS scores in grade 3 were obtained for approximately 76% of students and PASS scores in grade 4 were obtained for approximately 74% of students. Three hundred ninety-four Cohort 1 students were retained in grade level at some time and were assessed for the first time with PASS in the Spring of 2012 as grade 3 students. These students were not included in analyses for this study. For Cohort 2, PASS scores in grade 3 were obtained for 75.2% of students.

Table 3. Number of Students in Each Cohort Matched to PASS Data.

Cohort/PASS Match	Public School	Private	Total Number of Matches	Percent of Total Cohort
Cohort 1:				
Matched to 2011 PASS (Grade 3)	2,013	201	2,217	76.3
Matched to 2012 PASS (Grade 4)	1,957	194	2,151	74.0
Matched to BOTH PASS 2011 (Grade 3) and PASS 2012 (Grade 4)	1,789	189	1,978	68.1
Cohort 1: Retained Students				
Matched to PASS 2012 (Grade 3)	354	40	394	
Cohort 2:				
Cohort 2 to PASS 2012 (Grade 3)	2,918	299	3,217	75.2

Approximately 68% of the students in Cohort 1 were matched to PASS scores both as grade 3 students in the Spring of 2011 and as grade 4 students in the Spring of 2012. The gains made

by these students can be compared to the gains made by students who did not participate in CDEPP and took PASS in grades 3 and 4.

Table 3 also documents that 14 percent of all children in Cohort 1 were retained once between the year that the children were enrolled in CDEPP through the 2011-12 school year. The data also document that 14 percent of children served in public schools and 14 percent of children served in private child care centers were retained.

As already indicated, the achievement of CDEPP students were compared to:

- 1) all non-CDEPP students;
- 2) non-CDEPP students who resided in CDEPP districts at the time of testing;
- 3) all non-CDEPP students who received subsidized meals; and
- 4) non-CDEPP students who both resided in CDEPP districts at the time of testing and who received subsidized meals.

Comparing the achievement of CDEPP students to all students is a meaningful first reference because the goal of CDEPP and other similar educational programs is to provide help to students that will ultimately allow them to achieve at the same or higher level as the general population of students.

Previous results demonstrate that students eligible for subsidized meals score lower on PASS than do students who pay full price for their meals. This pattern of achievement can easily be seen by examining results of the PASS assessment from the Spring of 2012 (<http://www.ed.sc.gov/data/pass/2012>). By comparing CDEPP students to non-CDEPP students who receive subsidized meals, a comparison is made between students who may have faced similar barriers to academic achievement at some point in their educational experiences. This comparison is imperfect because CDEPP students were identified as eligible for subsidized meals at the time of their enrollment in 4K, and non-CDEPP students were identified for subsidized meals at the time of PASS testing – two different points in time.

Another way to compare CDEPP students to students more likely to be similar to CDEPP students in their initial achievement is to compare CDEPP students to other students enrolled in CDEPP districts. These students live in the same communities and may share a variety of educational, cultural and environmental experiences.

Appendices B and C each contain 3 tables that present summary information that describes the PASS Reading and Mathematics achievement for all of the groups described above.

1) Comparing CDEPP students to all non-CDEPP students (Tables B-1, B-2, and B-3).

Non-CDEPP students consistently score higher than CDEPP students. Evidence for this pattern is present in data obtained in the Reading scores of both Cohort 1 and Cohort 2.

For Cohort 1 in grade 3 (Table B-1):

- The percentage of non-CDEPP students scoring Exemplary is 15% higher than the percentage of CDEPP students scoring Exemplary in Reading, and 16% higher in Mathematics.
- The percentage of non-CDEPP students scoring Not Met 7% is lower than the percentage of CDEPP students scoring Not Met in Reading, and 11% lower for Mathematics.

For Cohort 2 in grade 3 (Table B-2):

- The percentage of non-CDEPP students scoring Exemplary is 14% higher than the percentage of CDEPP students scoring Exemplary in both Reading and Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 6% lower than the percentage of CDEPP students scoring Not Met in Reading, and 11% lower in Mathematics.

For Cohort 1 in grade 4 (Table B-3):

- The percentage of non-CDEPP students scoring Exemplary is 14% higher than the percentage of CDEPP students scoring Exemplary in Reading, and 16% higher in Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 8% lower than the percentage of CDEPP students scoring Not Met in Reading, and 11% lower in Mathematics.

2) Comparing CDEPP students to all non-CDEPP students in CDEPP School Districts (Tables C-1, C-2, and C-3).

Non-CDEPP students again score higher than CDEPP students, although the differences have been made smaller by considering only students in CDEPP School Districts.

For Cohort 1 in grade 3 (Table C-1):

- The percentage of non-CDEPP students scoring Exemplary is 6% higher than the percentage of CDEPP students scoring Exemplary in Reading, and 8% higher in Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 3% lower than the percentage of CDEPP students scoring Not Met in Reading, and 4% lower for Mathematics.

For Cohort 2 in grade 3 (Table C-2):

- The percentage of non-CDEPP students scoring Exemplary is 4% higher than the percentage of CDEPP students scoring Exemplary in Reading, and 5% higher in Mathematics.

- The percentage of non-CDEPP students scoring Not Met is 1% lower than the percentage of CDEPP students scoring Not Met in Reading, and 2% lower in Mathematics.

For Cohort 1 in grade 4 (Table C-3):

- The percentage of non-CDEPP students scoring Exemplary is 6% higher than the percentage of CDEPP students scoring Exemplary in Reading, and 8% higher in Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 1% lower than the percentage of CDEPP students scoring Not Met in Reading, and 4% lower in Mathematics.

3) Comparing CDEPP students to all non-CDEPP students eligible for subsidized meals (Tables B-1, B-2, and B-3).

It should be noted that the non-CDEPP students may have participated in some pre-kindergarten program but such participation cannot be documented. The differences in achievement between CDEPP and non-CDEPP students eligible for subsidized meals are minimal. Although there are differences in the percentages Exemplary between the two groups and differences in the percentages Not Met, the differences are not large enough to claim that these groups differ.

For Cohort 1 in grade 3 (Table B-1):

- The percentage of non-CDEPP students scoring Exemplary is 2% higher than the percentage of CDEPP students scoring Exemplary in Reading, and 3% higher in Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 1% higher than the percentage of CDEPP students scoring Not Met in Reading, and 1% lower for Mathematics.

For Cohort 2 in grade 3 (Table B-2):

- The percentage of non-CDEPP students scoring Exemplary is the same as the percentage of CDEPP students scoring Exemplary in both Reading and Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 1% higher than the percentage of CDEPP students scoring Not Met in Reading, and the same in Mathematics.

For Cohort 1 in grade 4 (Table B-3):

- The percentage of non-CDEPP students scoring Exemplary is the same as the percentage of CDEPP students scoring Exemplary in Reading, and 3% higher in Mathematics.

- The percentage of non-CDEPP students scoring Not Met is 1% higher than the percentage of CDEPP students scoring Not Met in Reading, and 3% lower in Mathematics.

4) Comparing CDEPP students to all non-CDEPP students eligible for subsidized meals in CDEPP Districts (Tables C-1, C-2, and C-3).

In this comparison, CDEPP students are compared to non-CDEPP students who are most similar to CDEPP students.

For Cohort 1 in grade 3 (Table C-1):

- The percentage of non-CDEPP students scoring Exemplary is 3% lower than the percentage of CDEPP students scoring Exemplary in Reading, and 2% lower in Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 3% higher than the percentage of CDEPP students scoring Not Met in Reading, and 5% higher for Mathematics.

For Cohort 2 in grade 3 (Table C-2):

- The percentage of non-CDEPP students scoring Exemplary is 7% lower than the percentage of CDEPP students scoring Exemplary in Reading, and 5% lower in Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 6% higher than the percentage of CDEPP students scoring Not Met in Reading, and 7% higher in Mathematics.

For Cohort 1 in grade 4 (Table C-3):

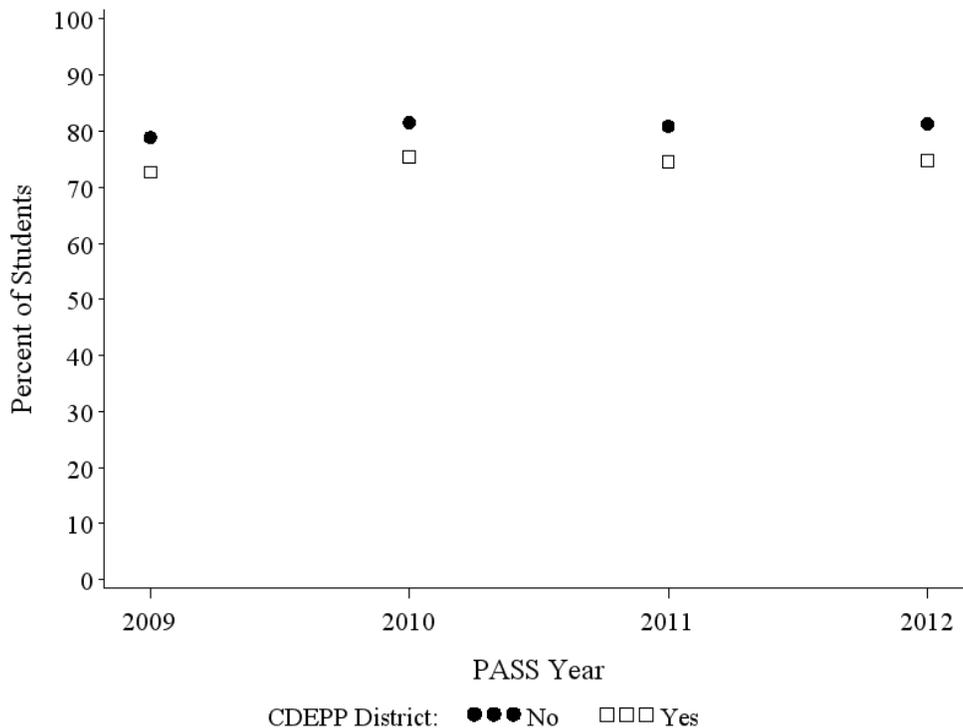
- The percentage of non-CDEPP students scoring Exemplary is 4% lower than the percentage of CDEPP students scoring Exemplary in Reading, and 2% lower in Mathematics.
- The percentage of non-CDEPP students scoring Not Met is 5% higher than the percentage of CDEPP students scoring Not Met in Reading, and 3% higher in Mathematics.

Considering the results of the previous four comparisons together, an important trend is evident: Although CDEPP students clearly have lower achievement levels than non-CDEPP students in the general population, by successively comparing CDEPP students to a more similar group of students, their relative performance increases. When comparing CDEPP students to other students that are most similar in their educational circumstances, CDEPP students have higher achievement levels.

Examining the PASS performance of students in CDEPP districts to the PASS performance of students in non-CDEPP districts over time (Figures 1 & 2).

If CDEPP students improved their achievement more than they would have without having had access to CDEPP, one would expect greater improvement in the PASS performance of CDEPP districts beginning with the 2011 administration of PASS. The pattern of PASS results for students in CDEPP districts was compared to the pattern of PASS results in non-CDEPP districts.

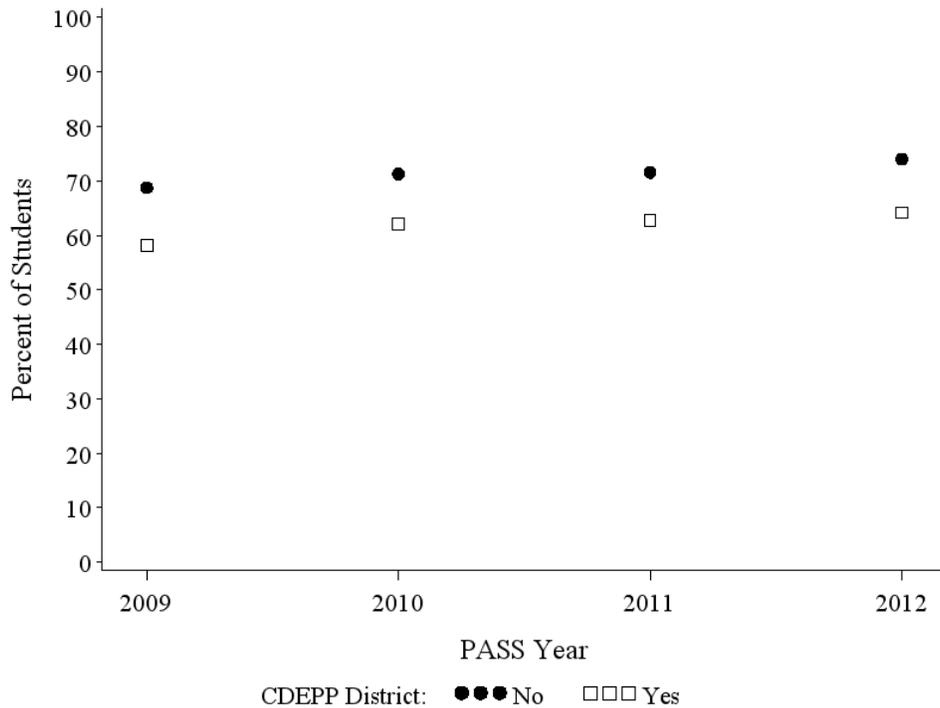
Figure 1. PASS Reading – Percent Met or Exemplary from 2009 to 2012 for Grade 3 students in CDEPP Districts and Grade 3 students in non-CDEPP Districts.



From Figures 1 and 2, there does not appear to be a trend in which CDEPP districts improve in their PASS performance compared to non-CDEPP districts. There are two major limitations to this line of inquiry: (1) Year-to-year differences between each cohort always occur, and we can only observe whether an increase in student achievement occurs beginning with the 2011 grade 3 PASS scores. Attributing any observed increase to the CDEPP program is not be justified without ruling out all other possible explanations; and (2) students who participated in CDEPP make up a small percentage of students tested in CDEPP districts. The PASS achievement as summarized here contains the achievement of many students who did not participate in CDEPP. The comparison presented is not between CDEPP and non-CDEPP students, it is between CDEPP and non-CDEPP districts.

Appendix C presents the percentages of students Met or Exemplary on PASS from 2009 to 2012 for each CDEPP school district.

Figure 2. PASS Mathematics – Percent Met or Exemplary from 2009 to 2012 for Grade 3 students in CDEPP Districts and Grade 3 students in non-CDEPP Districts.

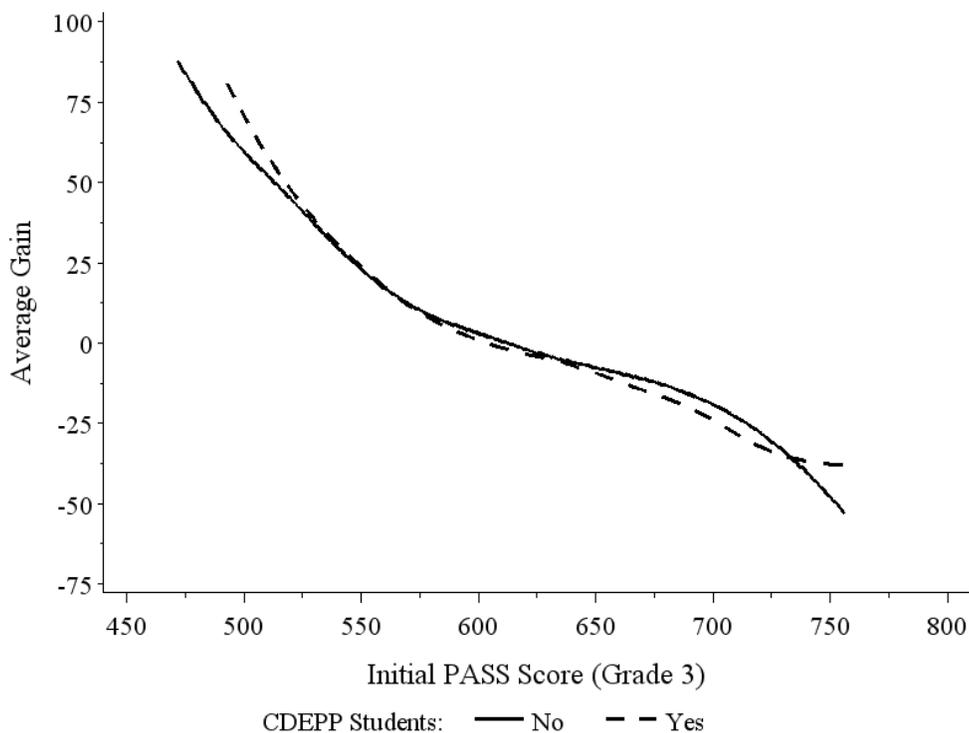


Gains in student achievement from grade 3 to grade 4 for CDEPP and non-CDEPP students.

The final question addressed in this study was whether students who participated in CDEPP achieved greater academic gains over time. Just more than two-thirds (68%) of Cohort 1 students have taken PASS as grade 3 students (Spring 2011) and as grade 4 students (Spring 2012). The gains made by CDEPP students were compared to the gains made by all other students who had PASS scores in both 2011 and 2012.

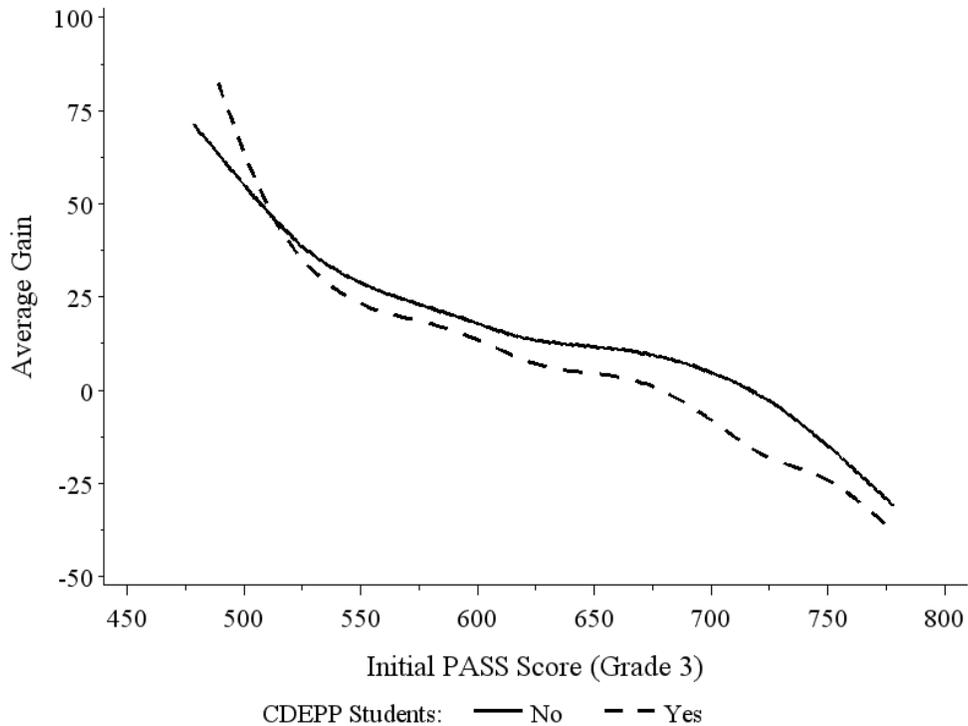
Figure 3 presents the patterns of gains for Reading. CDEPP students make gains similar to those of other students. Although differences appear for students who score below 525 on grade 3 PASS, and near 700; most students score from 525 to 650, the range for which differences between CDEPP and non-CDEPP students are minimal.

Figure 3. PASS Reading Gains from Grade 3 to Grade 4 by Initial (Grade 3) PASS Score for CDEPP and non-CDEPP Students.



In Mathematics (Figure 4), CDEPP students appear to gain less than non-CDEPP students. The amount of the difference in gains varies depending on the initial (grade 3) score of the students. For example, the average gain made by CDEPP students initially scoring 650 is approximately 5 points and the average gain made by a non-CDEPP student initially scoring 650 is approximately 12 points. The average gain is smaller for initial (grade 3) scores less than 650, and larger for initial scores greater than 650. Using this 7 point difference as the average of the differences across all initial scores – and is the best estimate of the difference in gains made between CDEPP and non-CDEPP students. Should this difference in student gains occur each year and be compounded across years, CDEPP students may fall further behind than do non-CDEPP students.

Figure 4. PASS Mathematics Gains from Grade 3 to Grade 4 by Initial (Grade 3) PASS Score for CDEPP and non-CDEPP Students.



Conclusions

Analysis of PASS scores for students who participated in the Child Development Education Program (CDEPP) in school years 2006-07 and 2007-08 reveal the following:

Within CDEPP districts, students who participated in CDEPP outperformed students who did not participate in CDEPP and who were eligible for the free or reduced-price lunch program in grades 3 and 4.

- The percentages of CDEPP students that are Exemplary is larger than the percentage of non-CDEPP students that are Exemplary.
 - For Reading the percentage of CDEPP students that are Exemplary is from 3% to 7% higher than for non-CDEPP students.
 - For Mathematics the percentage of CDEPP students that are Not Met is from 2% to 5% higher than for non-CDEPP students.
- The percentages of CDEPP students that are Not Met are consistently lower than the percentages of non-CDEPP students that are Not Met.
 - For Reading the percentage of CDEPP students that are Not Met is from 4% to 6% lower than for non-CDEPP students.

- For Mathematics the percentage of CDEPP students that are Not Met is from 3% to 7% lower than for non-CDEPP students.

Within CDEPP districts, students who participated in CDEPP and all other students, the percentages of CDEPP and non-CDEPP students that are Exemplary are within 1% of one another for Reading, and within 3% of one another for Mathematics. The magnitude of these differences is small enough that these groups cannot be called different in their achievement.

Comparing the performance of CDEPP students to all other students in the state, there still remain significant gaps in achievement.

The results duplicate national research as well as the prior evaluations published by the EOC on CDEPP. The National Institute for Early Education Research (NIERR) issued a Policy Report on February 25, 2013 clarifying the evidence of Pre-K intervention. The report notes that “pre-K does produce substantial long-term gains, particularly when programs are properly designed. . . The decline in effects over time is not adequately explained by ‘bad’ public education or the evaporation of temporary ‘hot housing’ that produces artificial gains in test scores. Instead it seems that at least some of the decline in effect sizes over time is due to the compensatory efforts of public schools that help the children who are most behind catch up. These greater efforts by the schools for children who did not benefit from preschool education are reflected in the benefit-cost analyses that document the cost savings from prevention.” Other studies in the United States and abroad show that “preschool education has larger benefits for disadvantaged children, but that high-quality programs still have substantive benefits for other children.”

While it should not be compared to a statewide or public pre-kindergarten program, the Perry Preschool Program study found a benefit-cost ratio of \$16 to \$1 by following the children to age 40. “Nevertheless, the study demonstrates that even very high-quality pre-K can yield a high rate of return, and helps establish the links between initial program impacts on cognitive and social development and long-term outcomes like greater school success, reduced crime and delinquency and increased earnings over a lifetime.:

In October 2010 the EOC issued a report on CDEPP, the “*2009-10 Student and Classroom Assessment Report*.” The report found that “across years and cohorts, modest yet meaningful child gains provide evidence of the success of CDEPP in preparing young children who are at-risk for school failure for kindergarten.” The evaluation also included classroom observations with the *CLASS PRE-K* assessment tool. The observations found that while the domains of Emotional Support and Classroom Organization were similar to other investigations, in the domain of Instructional Support ratings were significantly lower. The report found and recommended the following:

For the domain of Instructional Support with accompanying dimensions of concept development, quality of feedback, and language modeling, the ratings were lower than previous investigators have reported. A continuous improvement approach to pre-kindergarten education services indicates that targeted professional development and technical assistance might be helpful to local preschool personnel in the area of instructional support and high-quality teaching interactions. State level

early childhood administrators should carefully consider how to enhance professional development activities and technical assistance to support the efforts of local pre-kindergarten personnel.

The classroom evaluations showed evidence that instructional quality could be improved with targeted professional development. In essence, student achievement gains could be even greater.

Appendix A. School District Participation in CDEPP by Academic Year

2006-07	2007-08
Abbeville	Abbeville
Allendale	Allendale
Bamberg 2	Bamberg 2
Barnwell 19	Barnwell 19
Berkeley	Berkeley
Clarendon 1	Clarendon 1
Clarendon 2	Clarendon 2
Clarendon 3	Clarendon 3
Dillon 1	Dillon 1
Dillon 2	Dillon 2
Dillon 3	Dillon 3
Florence 1	Florence 1
Florence 2	Florence 2
Florence 3	Florence 3
Florence 4	Florence 4
Florence 5	Florence 5
Hampton 1	Hampton 1
Hampton 2	Hampton 2
Jasper	Jasper
Laurens 55	Laurens 55
Laurens 56	Laurens 56
Lee	Lee
Lexington 4	Lexington 4
Marion 2	Marion 2
Marion 7	Marion 7
Orangeburg 3	Orangeburg 3
Orangeburg 4	Orangeburg 4
Orangeburg 5	Orangeburg 5
Williamsburg	Williamsburg
	Bamberg 1
	Barnwell 29
	Chesterfield
	McCormick
	Marion 1
	Marlboro

Appendix B. PASS Performance of Cohort 1 in Grade 3 and Grade 4, and Cohort 2 in Grade 3.

Table B-1. Number and Percent of Cohort 1 and non-CDEPP Students Scoring at Each PASS Performance Level in Grade 3 in Spring of 2011.

Achievement Level	Reading		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	869 (41%)	27,803 (56%)	12,364 (43%)
Met	673 (32%)	12,388 (25%)	8,720 (30%)
Not Met	556 (27%)	9,788 (20%)	8,033 (28%)
Achievement Level	Mathematics		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	596 (28%)	21,982 (44%)	8,963 (31%)
Met	656 (31%)	13,654 (27%)	8,758 (30%)
Not Met	847 (40%)	14,404 (29%)	11,438 (39%)

Table B-2. Number and Percent of Cohort 2 and non-CDEPP Students Scoring at Each PASS Performance Level in Grade 3 in Spring of 2012.

Achievement Level	Reading		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	1,609 (46%)	28,435 (60%)	12,616 (46%)
Met	1,003 (29%)	10,248 (22%)	7,419 (27%)
Not Met	909 (26%)	9,026 (20%)	7,507 (27%)
Achievement Level	Mathematics		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	1,084 (31%)	21,251 (45%)	8,518 (31%)
Met	1,152 (33%)	13,973 (29%)	8,920 (32%)
Not Met	1,286 (37%)	12,543 (26%)	10,139 (37%)

Table B-3. Number and Percent of Cohort 1 and non-CDEPP Students Scoring at Each PASS Performance Level in Grade 4 in Spring of 2012.

Achievement Level	Reading		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	623 (29%)	21,343 (43%)	8,329 (29%)
Met	907 (42%)	17,716 (36%)	11,985 (41%)
Not Met	620 (29%)	10,479 (21%)	8,733 (30%)
Achievement Level	Mathematics		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	537 (25%)	20,435 (41%)	8,096 (28%)
Met	930 (43%)	18,922 (38%)	12,581 (43%)
Not Met	684 (32%)	10,239 (21%)	8,396 (29%)

Appendix C. PASS Performance of Cohort 1 in Grade 3 and Grade 4, and Cohort 2 in Grade 3 – of students in a CDEPP School District.

Table C-1. Number and Percent of Cohort 1 and non-CDEPP Students in CDEPP Districts Scoring at Each PASS Performance Level in Grade 3 in Spring of 2011.

Achievement Level	Reading		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	869 (41%)	2,859 (47%)	1,581 (38%)
Met	673 (32%)	1,688 (28%)	1,298 (31%)
Not Met	556 (28%)	1,510 (25%)	1,294 (31%)
Achievement Level	Mathematics		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	596 (28%)	2,155 (36%)	1,082 (26%)
Met	656 (31%)	1,710 (28%)	1,229 (29%)
Not Met	847 (40%)	2,200 (36%)	1,870 (45%)

Table C-2. Number and Percent of Cohort 2 and non-CDEPP Students in CDEPP Districts Scoring at Each PASS Performance Level in Grade 3 in Spring of 2012.

Achievement Level	Reading		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	1,609 (46%)	2,935 (50%)	1,562 (39%)
Met	1,003 (29%)	1,480 (25%)	1,148 (29%)
Not Met	909 (26%)	1,438 (25%)	1,257 (32%)
Achievement Level	Mathematics		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	1,084 (31%)	2,092 (36%)	1,016 (26%)
Met	1,152 (33%)	1,740 (30%)	1,226 (31%)
Not Met	1,286 (37%)	2,024 (35%)	1,727 (44%)

Table C-3. Number and Percent of Cohort 1 and non-CDEPP Students in CDEPP Districts Scoring at Each PASS Performance Level in Grade 4 in Spring of 2012.

Achievement Level	Reading		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	623 (29%)	2,103 (35%)	1,020 (25%)
Met	907 (42%)	2,201 (37%)	1,689 (41%)
Not Met	620 (29%)	1,630 (28%)	1,409 (34%)
Achievement Level	Mathematics		
	CDEPP Students	Non-CDEPP Students	Non CDEPP Students Eligible for Subsidized Meals
Exemplary	537 (25%)	1,927 (33%)	957 (23%)
Met	930 (43%)	2,357 (40%)	1,739 (42%)
Not Met	684 (32%)	1,654 (28%)	1,423 (35%)

Appendix D. Percent of Students Met or Exemplary on PASS from 2009 to 2012.

Table C-1. CDEPP School Districts

District	Reading				Mathematics			
	2009	2010	2011	2012	2009	2010	2011	2012
Abbeville	86.5	84.8	88.3	89.6	84.0	78.9	86.6	86.8
Allendale	45.7	48.8	60.5	45.4	32.5	29.3	44.2	28.7
Bamberg 1	79.3	75.0	68.4	72.8	60.8	70.3	64.2	69.3
Bamberg 2	68.2	58.3	50.0	37.5	36.4	24.6	19.3	15.0
Barnwell 19	57.1	78.6	56.8	64.1	37.0	46.7	32.4	31.4
Barnwell 29	70.6	81.8	79.7	73.6	53.3	80.6	65.2	67.9
Berkeley	80.0	84.6	82.8	85.1	67.0	73.9	74.2	76.0
Chesterfield	73.8	70.3	77.5	75.6	66.0	62.6	73.8	73.0
Clarendon 1	70.1	85.5	81.7	78.8	39.6	71.7	67.2	74.6
Clarendon 2	75.0	77.7	80.9	82.2	57.0	75.9	72.8	81.7
Clarendon 3	80.5	80.7	78.5	87.5	75.2	65.7	61.6	80.3
Dillon 1	65.1	83.3	64.1		42.8	68.0	65.6	
Dillon 2	73.1	76.2	75.7		62.5	68.4	70.5	
Dillon 3	75.4	78.2	75.2	73.8	67.7	70.4	69.6	68.0
Dillon 4				66.6				60.3
Florence 1	78.4	85.0	83.7	83.5	64.2	67.5	71.8	72.8
Florence 2	73.2	84.5	80.2	79.3	50.0	63.8	58.3	55.7
Florence 3	69.7	65.2	60.3	68.2	53.0	53.6	49.0	56.5
Florence 4	55.0	54.2	31.7	27.3	30.4	28.2	13.4	13.6
Florence 5	83.5	87.9	81.8	85.4	76.3	81.5	74.2	76.2
Hampton 1	71.7	79.1	72.7	73.0	59.9	66.5	70.1	65.7
Hampton 2	44.7	57.0	52.2	69.5	36.9	29.1	35.5	35.6
Jasper	65.3	53.1	52.6	59.9	32.0	30.2	30.9	38.9
Laurens 55	82.3	74.1	77.1	78.4	70.4	62.3	64.6	68.8
Laurens 56	76.8	81.2	75.3	75.9	56.2	69.0	66.2	69.7
Lee	48.2	67.2	59.7	56.7	29.1	38.0	42.6	29.8
Lexington 4	65.6	69.2	65.8	63.3	52.6	55.9	55.2	51.3
McCormick	76.6	80.7	82.2	75.8	66.1	73.3	67.8	54.5
Marion 1	68.5	67.4	63.7	61.2	50.3	54.8	45.3	42.0
Marion 2	47.5	66.4	65.2	69.8	32.6	39.7	52.2	43.4
Marion 7	80.5	75.0	73.8	77.5	47.7	46.4	64.3	67.4
Marlboro	61.1	59.9	64.3	59.7	49.0	53.2	56.8	52.2
Orangeburg 3	55.9	72.7	67.1	65.6	42.0	49.6	39.9	53.7
Orangeburg 4	50.9	58.3	58.4	51.7	45.1	51.6	46.0	48.4
Orangeburg 5	74.7	70.6	75.2	72.3	48.8	54.4	53.8	59.8
Williamsburg	70.6	67.6	66.5	67.8	54.8	51.2	45.5	50.4

Table D-2. non-CDEPP School Districts

District	Reading				Mathematics			
	2009	2010	2011	2012	2009	2010	2011	2012
Aiken	79.7	81.7	79.8	79.1	68.8	63.1	63.7	69.3
Anderson 1	89.4	88.5	89.3	88.3	76.6	82.4	84.6	83.8
Anderson 2	88.6	87.2	85.6	87.8	79.4	82.5	79.7	80.6
Anderson 3	75.9	78.3	77.3	79.4	51.9	60.0	65.0	64.9
Anderson 4	85.1	88.1	91.1	88.9	78.0	79.0	75.7	75.6
Anderson 5	84.4	82.9	82.9	81.7	72.5	72.7	71.6	77.2
Barnwell 45	57.7	76.0	69.5	60.5	42.4	67.2	62.1	52.8
Beaufort	73.4	77.4	78.1	79.8	59.7	64.4	69.2	71.8
Calhoun	86.4	80.5	80.8	84.0	72.6	75.7	65.6	74.8
Charleston	80.0	81.0	79.7	81.5	70.2	70.1	69.7	74.0
Cherokee	72.5	71.6	69.1	69.3	66.7	67.7	64.4	62.0
Chester	67.5	71.5	67.2	71.9	55.7	57.3	57.0	58.0
Colleton	67.5	72.0	78.8	71.7	53.3	58.1	60.8	67.2
Darlington	72.5	79.6	75.8	81.8	63.0	68.2	69.7	75.7
Dorchester 4	72.2	83.7	81.7	82.1	65.7	75.2	76.2	71.7
Edgefield	80.9	80.3	76.2	73.8	59.4	56.8	61.0	64.5
Fairfield	56.5	61.9	71.6	75.3	43.2	42.8	55.8	62.6
Georgetown	75.2	81.2	80.1	80.6	67.7	70.0	67.0	72.1
Greenville	78.3	83.4	83.7	83.3	70.2	74.6	75.9	77.3
Greenwood 50	70.5	78.5	78.5	77.9	61.3	67.5	68.5	72.9
Greenwood 51	85.1	75.0	91.2	88.7	71.8	82.4	83.0	81.6
Greenwood 52	91.6	95.5	88.6	86.5	84.7	91.0	87.0	83.8
Horry	84.0	83.4	84.3	84.7	73.6	77.0	76.4	79.7
Kershaw	81.4	80.9	81.0	80.0	71.2	71.2	71.9	68.9
Lancaster	73.8	82.6	79.0	78.6	67.0	73.6	69.7	70.9
Lexington 1	84.1	87.6	85.5	85.3	78.2	76.8	76.1	79.3
Lexington 2	73.9	77.7	76.5	75.8	64.5	67.5	63.0	64.4
Lexington 3	70.3	75.5	75.2	73.5	59.2	62.9	69.5	66.6
Lexington 5	85.6	88.4	87.4	86.3	81.2	82.3	80.1	82.3
Newberry	71.7	70.2	71.7	77.3	59.5	60.1	71.7	77.8
Oconee	81.5	81.3	79.6	80.1	68.2	68.9	72.6	69.2
Pickens	84.4	86.6	86.3	88.0	74.6	79.8	78.8	79.2
Richland 1	73.0	76.4	74.6	73.0	53.6	60.4	60.5	62.9
Richland 2	79.6	85.0	82.4	79.2	67.7	71.1	68.4	68.2
Saluda	72.4	69.5	77.1	77.5	65.6	67.0	67.5	72.8
Spartanburg 1	85.3	89.0	92.8	88.1	76.4	81.5	87.9	86.7
Spartanburg 2	79.5	83.1	85.1	85.8	74.5	77.5	78.4	80.4
Spartanburg 3	76.5	79.4	81.8	79.9	67.0	77.1	74.2	77.6
Spartanburg 4	76.5	75.4	82.0	82.9	71.0	74.0	74.1	73.4
Spartanburg 5	85.1	82.7	82.4	83.3	73.7	75.5	76.4	73.9
Spartanburg 6	79.8	78.3	77.0	83.2	64.5	72.6	71.9	75.0
Spartanburg 7	70.1	77.5	73.0	69.3	58.1	64.1	65.5	62.3
Sumter 2	77.6	80.8	74.0		64.7	72.7	65.8	
Sumter 17	77.1	78.3	77.5		65.3	60.7	63.4	
Union	71.0	77.0	85.7	82.0	62.4	68.7	75.1	70.6
York 1	73.5	76.7	71.8	75.1	63.3	63.2	60.7	69.2
York 2	86.7	87.7	86.1	90.3	81.9	82.8	84.5	89.0
York 3	80.2	79.8	78.7	80.5	73.2	72.0	73.3	75.7
York 4	92.2	90.6	92.5	93.6	86.9	84.5	86.1	88.7
SC Public School Charter District	74.0	72.5	73.7	78.4	51.4	52.2	54.5	55.3

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