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ABSTRACT

The Cognitive Skills Assessment Battery (CSAB), a school-readiness test, is administered to all public school students at the beginning of Grade 1 in South Carolina. This test is designed to measure a student's readiness to begin the formal school curriculum. The number of beginning first graders tested in 1992 (54,357) represented a decrease from that of 1991. Of these, 72.5% (39,403) tested ready, which was also a slight decrease from the 73.4% deemed ready in 1991. Approximately 60.5% of black students tested ready, as compared with 81.9% of white students. More female than male students were considered ready. In addition, there was a difference of 25.1 percentage points in the readiness rates of children eligible for and those not eligible for the lunch program. The readiness rate of students who attended private kindergarten was higher than that of public kindergarten students. Fewer children in 1992 had participated in Head Start, and the number of Head Start students who were ready declined from 1991. The readiness rate of students identified as handicapped also declined. Five figures present test results. Appendix 1 contains three tables of numbers and percentages of students tested, and Appendix 2 has two tables of score summaries. (SLD)

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STUDENT PERFORMANCE ASSESSMENT REPORT SERIES

COGNITIVE SKILLS ASSESSMENT BATTERY (CSAB) 1992 REPORT

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STUDENT PERFORMANCE ASSESSMENT REPORT SERIES

COGNITIVE SKILLS ASSESSMENT BATTERY (CSAB) 1992 REPORT

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HIGHLIGHTS FROM THE 1992 CSAB ADMINISTRATION

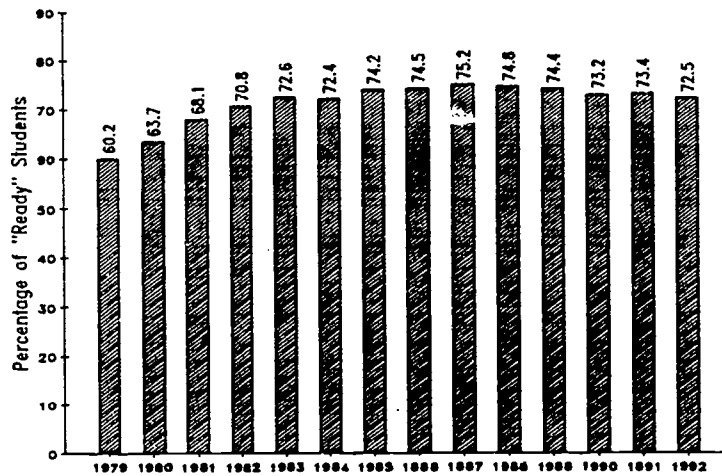
- The percentage and number of South Carolina students entering first grade who tested "ready" in 1992 (72.5% or 39,403) decreased slightly from those who tested "ready" in 1991 (73.4% or 40,616).
- The percentage of Black students who tested "ready" for first grade (60.5% or 14,115) is 21.4 percentage points less than the percentage of white students (81.9% or 24,738).
- A larger percentage of female students (76.2% or 19,867) were classified "ready" for first grade than male students (69.1% or 19,529).
- A difference of 25.1 percentage points is present between the readiness rate of children eligible for free lunch (59.0% or 13,600) and children not eligible for any lunch program (84.1% or 22,715).
- The readiness rate of students who attended private kindergarten (87.4% or 4,009) is 16 percentage points higher than that of students who attended public kindergarten (71.4% or 34,614).
- The number of students who were identified as having participated in Head Start programs as 5-year-olds during 1992 (204) decreased by 19% from those identified in 1991 (252).
- Of the Head Start participants, the percentage and number ready" decreased from 52.4% (132) in 1991 to 39.7% (81) in 1992.
- The readiness rate of students identified as handicapped decreased slightly between 1991 (52.3% or 2,464) and 1992 (50.8% or 2,202).
- The percentage of students who repeated the first grade reflected a slight decrease in their readiness status between 1991 (78.1% or 5,250) and 1992 (77.6% or 4,427).

EXECUTIVE SUMMARY

The *Cognitive Skills Assessment Battery (CSAB)*, a readiness test, is administered to all public school students at the beginning of Grade 1. This test is designed to measure a student's readiness to begin the formal school curriculum. The number of beginning first-grade students tested in 1992 (54,357) reflected a decrease of 1.8% from the number tested in 1991 (55,368).

In order for a student to test "ready" on the *CSAB*, the student must score at least 88 out of a possible 117. The percentage of students tested "ready" for first grade activities remained fairly stable between 1991 and 1992. In 1991, 73.4% (40,616) of the students tested "ready" on the *CSAB*; in 1992, 72.5% (39,403) of the students tested "ready" on the *CSAB*. The slight decrease from 1991 to 1992 continues to reflect fluctuations in *CSAB* scores since 1983, when the percentage of beginning first-grade students tested "ready" was 72.6.

Cognitive Skills Assessment Battery
Comparison Across Years
1979-1992



The percentage of students testing "ready" in 1979, the year of the first statewide administration of the *CSAB*, was 60.2% (29,188 of 48,523). The percentages continued to increase until 1983. Since 1983, when 72.6% (36,572 of 50,380) of the students tested "ready", scores on the *CSAB* have been varying by less than plus or minus two percent reaching the highest percentage in 1987 with 75.2% of students "ready" for the first grade. Performance on the *CSAB*, as measured by the percent of students who tested "ready" during 1992, exceeds the performance of the 1979 cohort by 12.3 percentage points.

The exact reasons for the initial increases and the subsequent leveling off of the test scores are not known. Factors such as the increased implementation of kindergarten instructional objectives across the State along with the establishment of mandatory kindergarten attendance, the greater percentage of children with pre-first grade experience, and more effective training procedures for administration of the *CSAB* are some of the factors that may account for real gains in readiness scores.

Nevertheless, the scores appear to have leveled off during the past 9 years. One possible explanation for the minor fluctuations experienced during the past 9 years could be that some of the skills tested are a function of physical maturity and first graders arrive at school with varying levels of physical maturity. The result of the "readiness" test should not be viewed as solely identifying weaknesses, but rather identifying strengths for the child at a given point in time.

POLICY CONSIDERATIONS

All children are born ready to learn. They are learning every minute, every day.

Goal One of the National Goals states, "By the year 2000, all children in America will start school ready to learn." This emphasis on early childhood education reflects increased awareness at the national level of early intervention as a measure to help prevent later schooling problems. The new emphasis on readiness has implications for all programs which serve children age 0-6, including preschool programs, kindergarten programs, parenting programs, and health and human service programs.

In recent years, there has been a shift in thinking regarding assessment of young children. Schooling which relies on one-shot, high stakes testing, which labels the progress of children, and which focuses on students' deficiencies limits the potential of children. Early childhood educators advocate restructuring the curriculum and instructional methods to fit individual children, taking into consideration each child's learning styles and strengths. The State Department of Education supports the position that children should not be made to fit a program which at an early age sorts, categorizes, and sets expectations for children that limit their access to higher level instructional opportunities. The challenge of the

1990's is to create systems of schooling that are supportive of the individual child's needs. If children are to learn at high levels, schools must provide a curriculum that fosters those skills and competencies that children should know and be able to do. The Curriculum Frameworks, now under development in South Carolina, are being written by teachers to define what students should know and be able to do in terms of maximum, not minimum, standards.

Replacement of current readiness test. The *CSAB*, an individually-administered test, requires that a teacher work with a child one-on-one to become aware of the child's strengths and weaknesses at the beginning of first grade. This one-on-one assessment to determine a child's readiness to begin formal schooling is a positive aspect of this test. The State Department of Education and school districts are moving to a revised early childhood curriculum that is developmentally appropriate. This curriculum includes strategies that support individual children rather than the system and that focus on how children learn and develop. The *CSAB* test should be replaced with an appropriate, continuous, informal assessment system, accompanied by staff development programs for teachers of primary grades. Multiple indicators of "readiness" should be defined and assessment systems should be designed to reflect those indicators. The level of a child's readiness should be used to structure educational opportunities for the individual child, building upon existing abilities.

Full-day kindergarten. Opportunities for five-year olds to attend full-day kindergarten should be provided for students to maximize the positive effect of kindergarten. Increased collaboration among agencies serving young children is needed to provide an integrated service delivery system that identifies early problems and provides intervention before children reach first grade.

COGNITIVE SKILLS ASSESSMENT BATTERY (CSAB)

Introduction

Section 1(b)(1) of the 1978 Act 631 (Basic Skills Assessment Program) requires that a readiness test be administered to all public school students at the beginning of Grade 1. According to the legislation, the test should be designed to measure a student's readiness to begin the formal school curriculum; the results of the test are to be used to provide appropriate developmental activities to the first grade student. Additionally, the law requires that school districts advise the parents of any student not indicating readiness for first grade work to secure a complete physical examination for that child.

On June 8, 1979, the State Board of Education adopted the *Cognitive Skills Assessment Battery (CSAB)* as the readiness test to be administered to all entering public school first graders. The *Boehm/Slater: Cognitive Skills Assessment Battery (CSAB)*, published by Teachers College Press, is an individually administered readiness battery requiring approximately 25 to 30 minutes per child. The test is not timed and a teacher is encouraged to use as much time during the administration of the instrument as may be necessary to obtain an accurate assessment of each child. The instrument includes items related to the following areas: basic information, number knowledge, information from pictures, picture comprehension, story comprehension, multiple directions, large muscle coordination, auditory memory, visual-motor coordination, sentence recall, vocabulary, visual memory, symbol discrimination, letter knowledge, visual-auditory discrimination, auditory discrimination, and response during assessment.

Section 1(a) of Act 631 requires that the State Board of Education set a minimum standard for the readiness test. In accordance with this requirement, the State Department of Education and the State Board identified a standard below which a child would be considered as "not ready." The selection of this minimum standard was based on data collected during the field test of the *CSAB* during Spring, 1979. The standard of 88 out of a possible 117 points was established.

Two major cautions appear to be in order concerning the interpretation of the test results. The first of these relates to the minimum standard for the determination of readiness. Student performance on the *CSAB* provides information concerning the degree of readiness at the time of testing and should be used by teachers for the purpose of planning appropriate programs for each child. The test results provide information to be used in meeting the needs of each child, but *the scores should not, however, be viewed as unchanging or unchangeable and the scores should not be used for the purpose of labeling or*

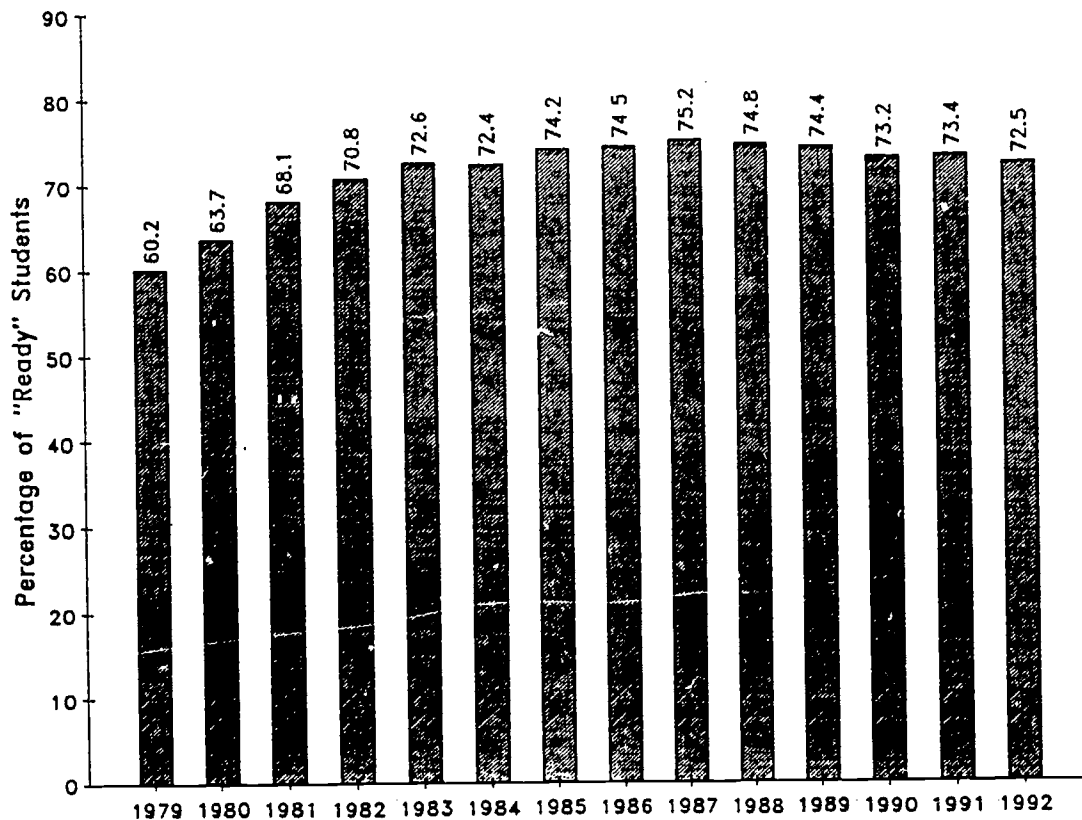
tracking children. Districts receive funding for each student identified as "not ready," but placement of a child in a particular class or program is not required.

Secondly, while data for various subgroups can provide information as to which of the subgroups, as a whole, may need additional developmental activities in the first grade, the data should not be used as a basis for making cause-and-effect statements. This caution about the interpretation of the data is applicable to any comparisons where the populations involved differ significantly on some important characteristic(s).

State Readiness Results for 1979-1992

Of the 54,357 first graders tested on the CSAB in August and September of 1992, 72.5% (39,403) were classified as "ready" having a minimum score of at least 88 out of 117 possible points.

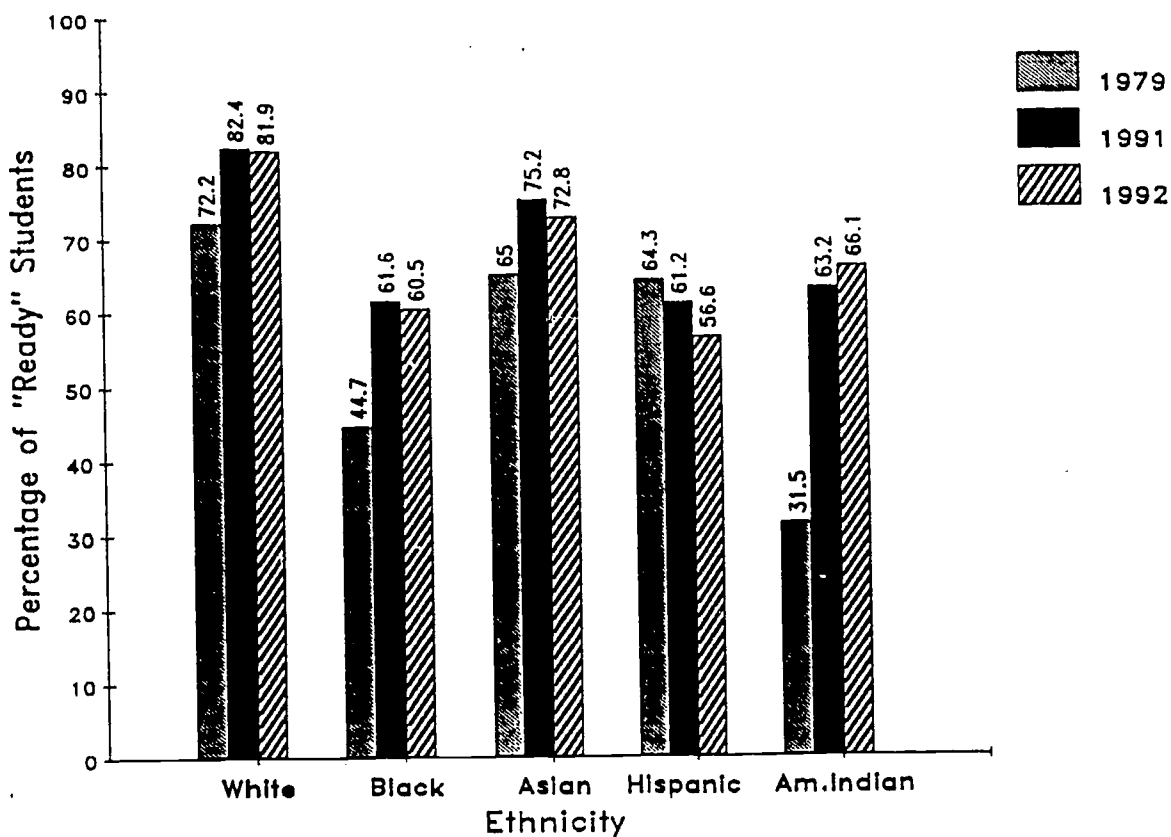
Figure 1
Cognitive Skills Assessment Battery
Comparison Across Years
1979-1992



The proportion of students who tested "ready" on the *CSAB* continued to fluctuate between 1991 and 1992, declining 0.9 of a percentage point. Approximately 26% (14,046) of first graders were classified as "not ready" in 1992, and almost 2% (908) of *CSAB* results were considered "incomplete" (which occurs when a student scores below 88 and has one or more omissions and/or multiple marks on the answer sheet). Compared to 1979, when the test was first administered, the percentage of students classified as "ready" for the first grade in 1992 shows an increase of 12.3 points.

Figure 2 shows the changes in the percentage of students who tested "ready" on the *CSAB* in the five different ethnic/racial classifications for the years 1979, 1991, and 1992. Most of the students tested were either Black (43% or 23,322) or White (56% or 30,195). The numbers of students in the other three ethnic classifications were so small that comparisons of the changes reflected across years would not be as reliable as the comparison of changes for White and Black students. Both percentages and numbers of students in all classifications are reported in Table 1 in Appendix A.

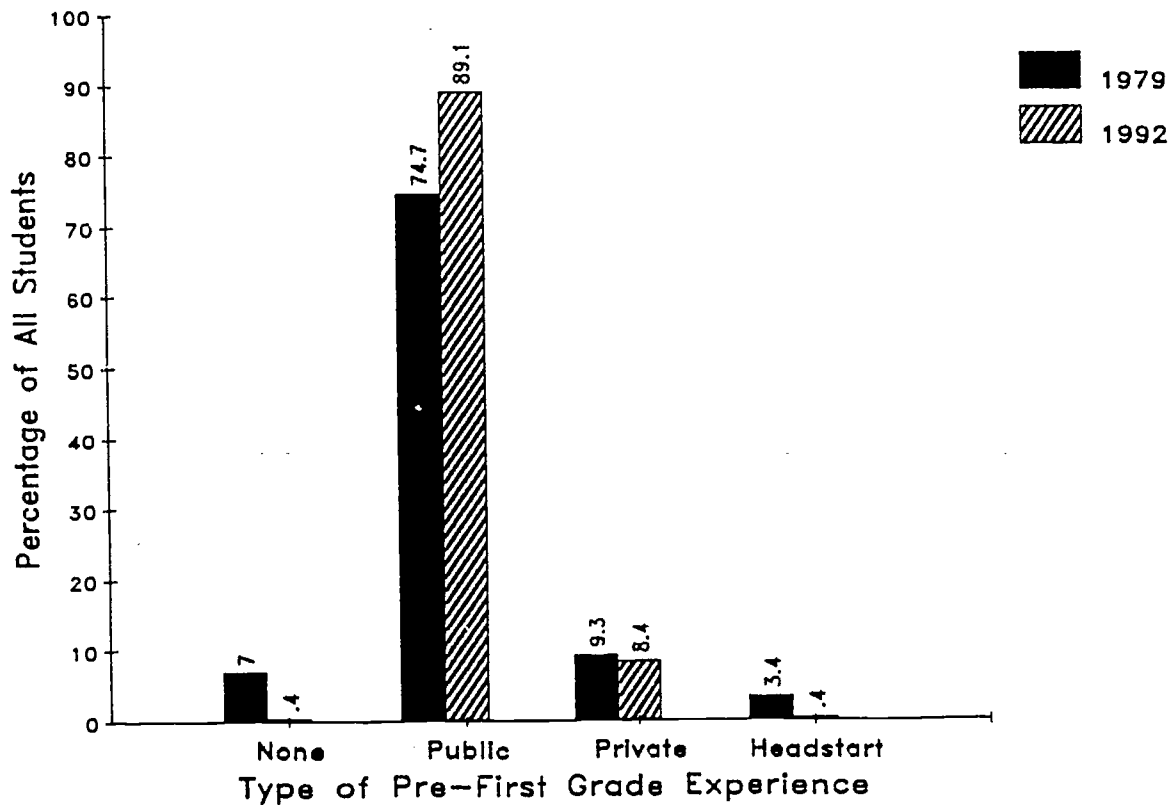
Figure 2
CSAB Readiness of Ethnic/Racial Subpopulations
1979, 1991, and 1992



As depicted in Figure 2, the scores of neither White nor Black students reflected great changes in "readiness" between 1991 and 1992. The percentage and number who tested "ready" for White students dropped slightly from 82.4% (25,623) in 1991 to 81.9% (24,738) in 1992. For Black students, the percentage and number who tested "ready" dropped slightly more than that of White students, from 61.6% (14,483) in 1991 to 60.5% (14,115) in 1992. Of course, the percentages of students "ready" for the first grade in 1992 remain higher for both subpopulations as compared to 1979.

Differences in pre-first grade education, home environment factors, and other factors combine to produce the "readiness" of a child for the first grade. Educational experience is one possible explanation for the differences in scores among subpopulations and it can be examined through available data. As shown in Figure 3, the percentage of students with pre-first grade educational experience changed considerably between 1979 and 1992.

Figure 3
Percentage of All Students With Differing
Pre-First Grade Educational Experience
1979 and 1992



Of particular significance is the advent of a statewide kindergarten program as indicated by the change in the percentage of students with no pre-first grade educational program, from 7% (3,390) in 1979 to 0.4% (195) in 1992. The percentage of students attending public kindergarten has risen from 74.7% (36,147) in 1979 to 89.1% (48,449) in 1992. The implementation of statewide kindergarten objectives which focused the program orientation on pre-reading skills, as well as the steady growth in the number of students attending some type of pre-first grade program, may account for much of the increase in "readiness" for all students since 1979.

The percentages of students classified as "ready" in groups with different kinds of pre-first grade educational experiences are shown in Figure 4. Both the numbers and percentages of "ready" students in each of the three categories, as well as groups labeled "other" and "unknown," are presented in Table 2 in Appendix B.

Figure 4
CSAB Readiness of Subpopulation Varying in
Pre-First Grade Educational Experiences
1979, 1991, and 1992

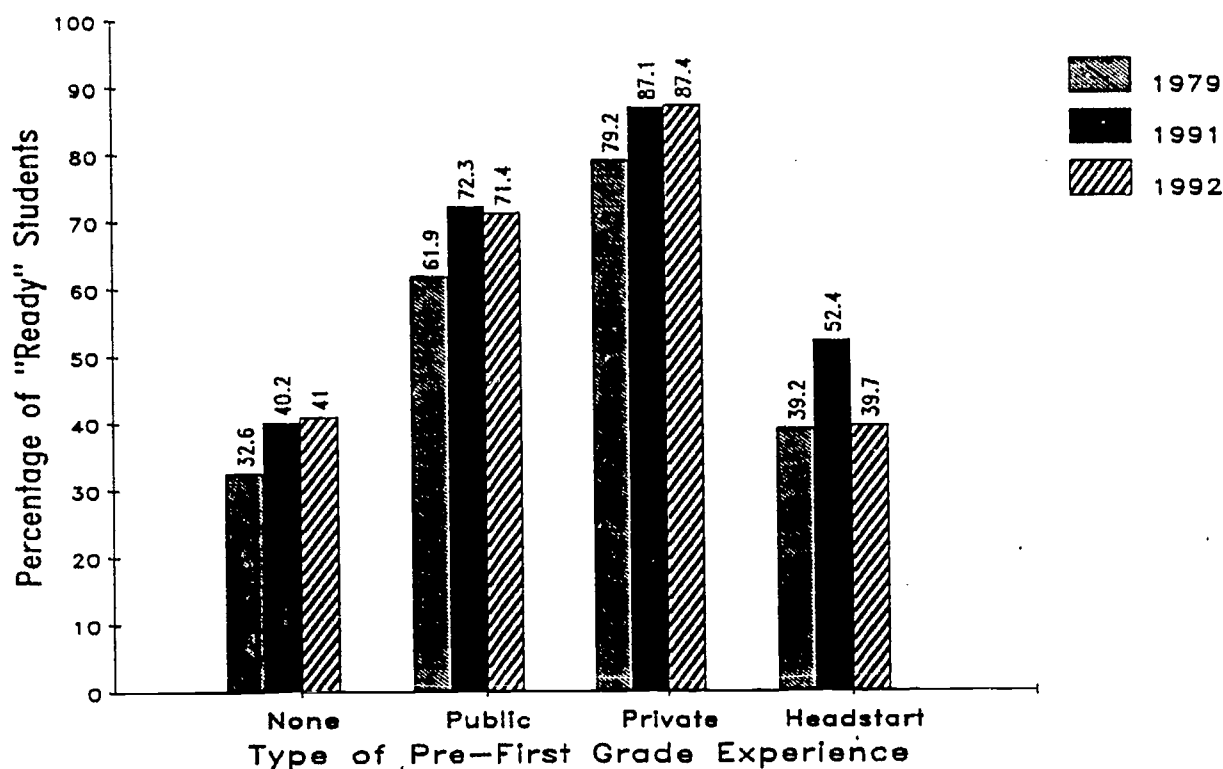


Figure 4 shows very little change from 1991 to 1992 in the readiness levels of children who attended either public or private kindergarten. Between 1991 and

1992, the percentage of students "ready" for the first grade dropped 0.9 of a percentage point [from 72.3% (35,128) to 71.4% (34,614)] for children who attended public kindergartens and increased 0.3 of a percentage point [from 87.1% (4,353) to 87.4% (4,009)] for students from private kindergartens. However, the percent and number "ready" for children who attended Head Start show substantial decreases, from 52.4% (132) in 1991 to 39.7% (81) in 1992 [a decrease that should be interpreted cautiously because participation in this program also decreased by 19% between 1991 (252) and 1992 (204)]. As noted earlier, the number of students with no pre-first grade education program was especially small and has been unstable over the past years; therefore, further interpretation of changes in percentages across years is not provided.

Although small fluctuations in the percent of students who tested "ready" on the *CSAB* have occurred during the past 9 years, gains since 1979 are still significant for all groups. However, these gains were achieved during the first 5 years' administration of the *CSAB*. It is impossible to establish a direct cause for these initial gains and the subsequent leveling off of the test scores, but school district personnel have suggested as a possible explanation that kindergarten objectives have received more emphasis in public school programs, as well as in other programs for five-year-olds. In addition, the enrollment of students identified as "at risk" in public programs for four-year-olds is increasing across the state. A combination of these factors and the increase in the number of children attending pre-first grade educational programs offer a viable hypothesis for the increase in scores. The fluctuations experienced over the past 9 years could be an indication that a maximum level of statewide readiness as measured by the *CSAB* has been attained.

Figure 5 shows the percentage of students classified as "ready" who differ in gender, repeater status, handicapped status, and free lunch eligibility for 1979, 1991, and 1992. Table 3, which depicts the "readiness" levels of these groups between 1979 and 1992, may be found in Appendix A.

As reported in Figure 5, the change in the percentages of male and female students who were "ready" for first grade activities between 1991 and 1992 was smaller for males (0.7 of a percentage point decrease) than for females (1.0 percentage point decrease). The readiness levels of repeaters decreased 0.5 percentage point between 1991 and 1992, while the performance of non-repeaters decreased 0.8 percentage point.

For the group of first-grade students labeled as handicapped, the percentage of students "ready" for the first grade also decreased (Figure 5). The percentage

and number of "ready" handicapped students was 52.3% (2,464) in 1991 and 50.8% (2,202) in 1992. A smaller decrease occurred in the performance of non-handicapped students, with the percentage and number "ready" decreasing from 75.4% (37,911) in 1991 to 74.5% (36,954) in 1992.

Figure 5
CSAB Readiness of Four Subpopulations: Gender, Repeater Status, Handicapped Status, and Free Lunch Eligibility
1979, 1991, and 1992

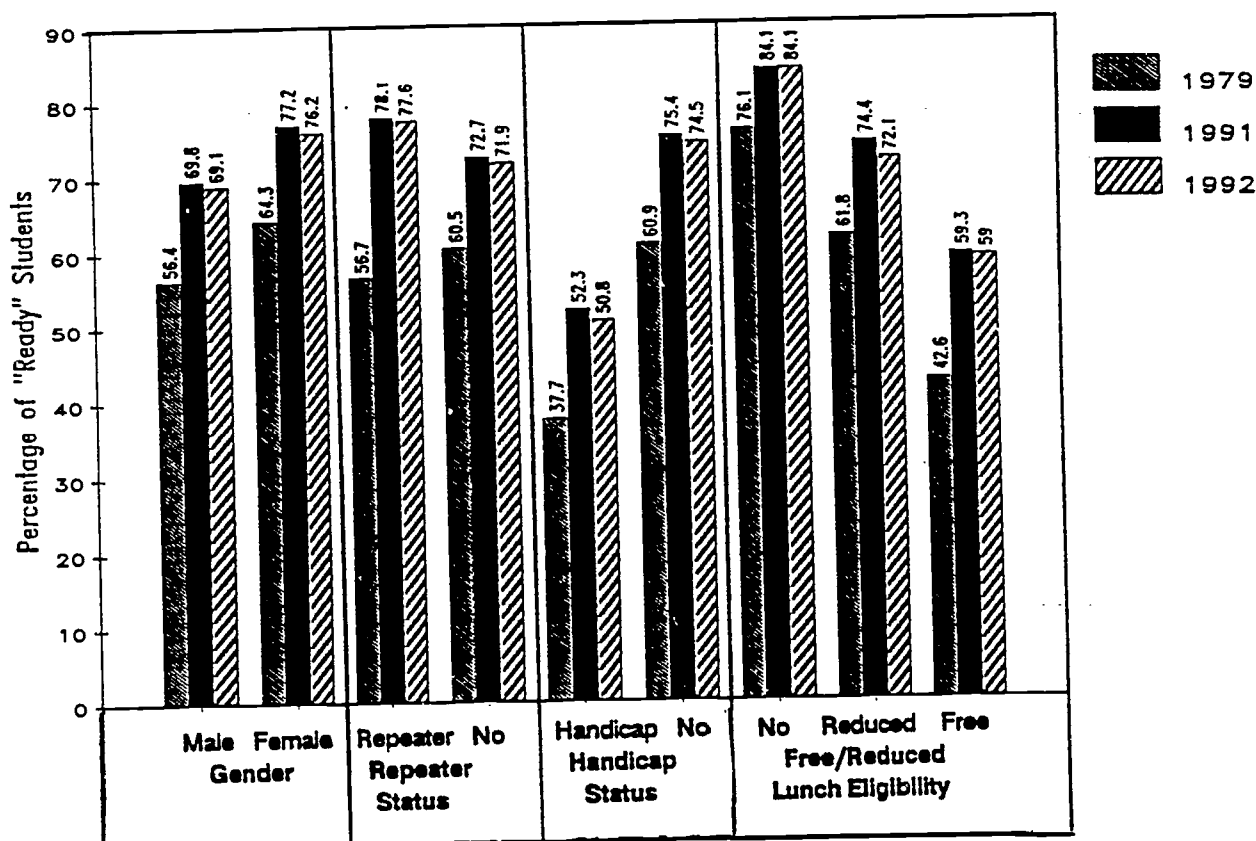


Figure 5 also shows that changes in "readiness" levels over the past year varied for students differing in free lunch eligibility status. Between 1991 and 1992, the percentages judged as "ready" on the CSAB in the non-eligible group and those categorized as eligible for free lunch remained fairly stable. Although the number of non-eligible students changed from 24,428 in 1991 to 22,715 their relative percentage remained the same (84.1%). The percentage and number of "ready" students who are eligible for free lunch decreased slightly from 59.3%

(13,067) in 1991 to 59.0% (13,600) in 1992. The percentage and number for the reduced lunch group decreased from 74.4% (2,208) in 1991 to 72.1% (2,073) in 1992.

The "readiness" of all the groups shown in Figure 5 has improved when compared to the 1979 cohort. Since 1979, the largest improvements among the four subpopulations have been for repeaters (20.9 percentage points) and students eligible for free lunch (16.4 points).

District Results for 1992

The percentage of students classified by the *CSAB* as "ready" in each district is reported in Appendix B. Included in this listing are the number of students tested (**NUMBER TESTED**), the percentage of students not participating in any type of formal education program for five-year-olds (**% NO KGEXP**), and the percentage of students in the free/reduced lunch eligibility category (**% LUNCH**).

Interpretation of changes in scores across time and/or comparisons of districts should be made in terms of the following considerations.

1. There may be wide variation in readiness among schools within the same district.
2. *CSAB* scores are strongly related to several student characteristics; therefore, comparisons among districts are valid only to the extent that the characteristics of the student populations are similar.
3. District scores normally fluctuate from year to year, and the degree of fluctuation is usually higher for small districts.
4. Because of the developmental nature of "readiness," there is little likelihood that all of the students in any district will ever be classified as "ready" on a statewide measure.

APPENDIX A
NUMBER AND PERCENT OF
STUDENTS TESTED ON CSAB, BY SUBPOPULATION
1979, 1991, AND 1992

TABLE 1
NUMBER AND PERCENT OF CSAB STUDENTS TESTED AND "READY" BY ETHNIC GROUPS
1979, 1991, AND 1992

Subgroup	1979		1991		1992	
	# Tested % of Total	# Ready % Ready	# Tested % of Total	# Ready % Ready	# Tested % of Total	# Ready % Ready
White	26,983 55.6	19,492 72.2	31,107 56.2	25,623 82.4	30,195 55.5	24,738 81.9
Black	21,047 43.4	9,398 44.7	23,509 42.5	14,483 61.6	23,322 42.9	14,115 60.5
Asian American	263 0.5	171 65.0	323 0.6	243 75.2	389 0.7	283 72.8
Hispanic	98 0.2	63 64.3	322 0.5	197 61.2	364 0.7	206 56.6
American Indian	54 0.1	17 31.5	68 0.1	43 63.2	56 0.1	37 66.1
Unknown	80 0.2	47 58.8	39 0.08	27 69.2	31 0.05	24 77.4
ALL STUDENTS	48,525 100.0	29,188 60.2	55,368 100.0	40,616 73.4	54,357 100.0	39,403 72.5

TABLE 2

NUMBER AND PERCENT OF CSAB STUDENTS TESTED AND "READY" BY TYPE OF EDUCATIONAL PROGRAM EXPERIENCED AS A FIVE-YEAR OLD
1979, 1991, AND 1992

Subgroup	1979		1991		1992	
	# Tested % of Total	# Ready % Ready	# Tested % of Total	# Ready % Ready	# Tested % of Total	# Ready % Ready
No Program	3,390 7.0	1,105 32.6	224 0.4	90 40.2	195 0.4	80 41.0
Public Kindergarten	36,147 74.7	22,358 61.9	48,600 87.8	35,128 72.3	48,449 89.1	34,614 71.4
Private or Non-Profit Kindergarten	4,525 9.3	3,584 79.2	4,999 9.0	4,353 87.1	4,589 8.4	4,009 87.4
Head Start	1,627 3.4	638 39.2	252 0.5	132 52.4	204 0.4	81 39.7
Other (Nursery Schools, etc.)	807 1.7	499 61.8	296 0.5	234 79.1	124 0.2	98 79.0
Unknown	2,029 4.2	1,004 49.5	997 1.8	679 68.1	796 1.5	521 65.5
ALL STUDENTS	48,525 100.0	29,188 60.2	55,368 100.0	40,616 73.4	54,357 100.0	39,403 72.5

TABLE 3

NUMBER AND PERCENT OF CSAB STUDENTS TESTED AND "READY" BY SEX,
FIRST GRADE REPEATER OR NON-REPEATER, HANDICAPPED OR NON-HANDICAPPED,
AND ELIGIBILITY FOR FREE/REDUCED-PRICE LUNCH PROGRAM
1979, 1991, AND 1992

Subgroup ^a	1979		1991		1992	
	# Tested % of Total	# Ready % Ready	# Tested % of Total	# Ready % Ready	# Tested % of Total	# Ready % Ready
Female	23,142 47.7	14,876 64.3	26,339 47.6	20,340 77.2	26,085 48.0	19,867 76.2
Male	25,340 52.2	14,286 56.4	29,017 52.4	20,265 69.8	28,260 52.0	19,529 69.1
Repeaters	4,951 10.2	2,807 56.7	6,719 12.1	5,250 78.1	5,708 10.5	4,427 77.6
Non-Repeaters	43,430 89.8	26,279 60.5	48,478 87.6	35,237 72.7	48,487 89.2	34,874 71.9
Handicapped	1,629 3.4	614 37.7	4,712 8.5	2,464 52.3	4,335 8.0	2,202 50.8
Non-Handicapped	46,768 96.6	28,485 60.9	50,300 90.9	37,911 75.4	49,626 91.3	36,954 74.5
Not Eligible for Free/ Reduced Price Lunch	20,447 42.3	15,564 76.1	29,057 52.5	24,428 84.1	27,025 49.7	22,715 84.1
Eligible for Reduced Price Lunch	3,376 7.0	2,085 61.8	2,966 5.4	2,208 74.4	2,877 5.3	2,073 72.1
Eligible for Free Lunch	17,866 36.9	7,607 42.6	22,043 39.8	13,067 59.3	23,051 42.4	13,600 59.0

^aNote: Numbers of percentages for subgroups may differ from those for the State because of incomplete data for some students.



APPENDIX B
CSAB, FALL 1979 TO FALL 1992
PERCENT "READY" BY DISTRICT

CSAB DISTRICT SCORE SUMMARY
PERCENT OF STUDENTS CLASSIFIED AS READY

DISTRICT	NUMBER TESTED	XNO KGEXP	% LUNCH	CSAB 1979	CSAB 1980	CSAB 1981	CSAB 1982	CSAB 1983	CSAB 1984	CSAB 1985	CSAB 1986	CSAB 1987	CSAB 1988	CSAB 1989	CSAB 1990	CSAB 1991	CSAB 1992
ASBEVILLE	328	0.0	37.4	61.4	53.7	60.9	66.1	74.8	72.3	76.9	72.6	76.8	76.2	78.6	73.4	73.9	74.7
AIKEN	2148	0.6	28.8	55.8	59.1	64.7	64.0	66.4	67.7	65.7	66.4	66.9	66.3	66.0	70.1	66.9	64.4
ALLENDALE	248	0.0	75.5	42.2	62.4	53.1	62.2	67.6	61.3	54.9	57.2	64.3	58.3	66.7	67.7	68.7	67.3
ANDERSON 1	524	0.0	13.7	68.0	68.6	76.6	84.3	86.4	82.5	81.4	80.0	88.1	87.8	81.9	79.0	76.8	83.8
ANDERSON 2	284	0.4	22.0	56.7	64.2	66.9	74.0	72.7	69.5	75.6	77.3	77.3	87.6	75.1	68.1	80.4	74.5
ANDERSON 3	183	0.5	27.8	54.8	51.6	66.5	68.5	68.5	67.7	76.2	77.0	69.4	72.6	76.3	73.6	75.1	68.3
ANDERSON 4	207	0.5	26.3	61.2	67.0	68.7	73.6	77.5	81.6	71.2	83.1	83.5	73.7	74.5	74.5	75.1	70.5
ANDERSON 5	881	0.8	26.9	64.5	73.3	77.3	81.5	80.7	77.2	80.9	80.7	79.3	80.2	79.4	81.0	80.9	72.9
BAMBERG 1	166	0.6	56.7	54.2	62.9	76.4	72.7	58.2	76.3	65.5	78.9	82.0	86.2	77.3	79.3	81.3	78.9
BAMBERG 2	97	0.0	79.2	47.8	42.1	66.7	58.9	78.0	78.4	72.7	76.0	75.7	63.2	60.2	58.7	52.7	66.0
BARNWELL 19	88	0.0	64.1	52.3	34.8	62.8	66.3	89.8	74.2	71.6	81.8	82.8	78.1	74.1	64.3	68.7	60.2
BARNWELL 29	73	0.0	43.6	32.2	50.5	37.8	58.1	50.0	63.5	68.5	71.4	70.8	68.9	58.0	80.9	65.6	86.3
BARNWELL 45	228	0.4	37.6	71.4	62.5	59.1	65.4	74.7	77.0	75.9	79.2	79.5	81.0	81.0	78.5	75.8	73.2
BEAUFORT	1157	0.3	36.7	64.2	73.9	72.4	74.5	79.0	83.5	80.0	81.5	85.0	80.4	81.4	78.1	77.8	80.6
BERKELEY	2547	0.5	27.1	67.3	63.1	74.4	74.5	78.5	79.1	78.7	76.8	75.4	73.8	75.5	71.6	71.6	60.4
CALHOUN	169	0.0	70.1	55.4	53.3	46.4	54.2	75.5	75.1	73.3	76.7	72.4	69.0	73.7	70.4	68.9	60.4
CHARLESTON	4218	0.6	44.4	59.3	64.0	71.8	70.2	73.3	72.8	73.8	72.9	72.8	71.3	78.6	74.2	77.4	74.1
CHEROKEE	644	0.8	33.8	52.3	57.9	57.9	61.6	64.9	62.1	70.4	72.9	72.8	69.0	69.7	73.4	73.4	65.5
CHESTER	571	0.7	43.7	43.8	50.7	66.7	63.5	60.1	59.2	60.6	66.0	72.1	69.0	66.5	65.3	65.8	66.2
CHESTERFIELD	662	0.8	43.2	46.9	54.5	58.6	63.7	62.3	68.9	64.7	63.6	64.5	62.2	66.5	65.3	65.8	66.2
CLARENDON 1	98	0.0	50.2	33.0	78.5	69.3	61.1	56.1	57.6	71.4	69.1	64.8	63.8	70.4	68.4	74.0	69.4
CLARENDON 2	287	0.0	56.5	46.3	69.4	67.1	72.0	72.4	84.1	79.0	78.8	73.2	71.7	75.2	68.5	72.4	74.9
CLARENDON 3	102	0.0	55.2	48.4	54.3	45.1	55.8	68.8	63.5	76.6	68.4	67.5	66.4	67.7	67.3	70.2	62.7
COLLETON	582	0.0	54.8	53.1	46.0	56.4	56.0	63.8	64.0	63.6	67.8	68.2	71.3	67.7	67.3	67.0	63.1
DARLINGTON	876	0.5	45.5	57.1	65.6	71.1	71.9	74.5	76.0	73.6	72.8	72.4	74.4	71.6	67.0	66.1	66.2
DILLON 1	94	0.0	62.3	23.1	60.3	60.7	78.8	66.7	71.3	64.4	73.4	59.3	73.3	65.0	74.7	65.6	74.5
DILLON 2	343	0.0	66.4	42.6	48.5	56.2	61.5	61.2	66.1	63.4	79.3	75.5	68.2	65.4	61.6	57.9	67.6
DILLON 3	160	0.0	61.1	60.4	61.3	78.9	62.5	73.7	84.2	78.7	83.4	82.4	74.5	79.1	76.5	75.4	82.5
DORCHESTER 1	1267	0.4	15.8	69.2	69.8	75.4	75.4	77.2	75.6	77.1	81.3	80.1	80.1	76.0	77.3	75.7	74.9
DORCHESTER 2	215	0.0	59.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.5	73.3	58.4	61.5	69.7	67.9
DORCHESTER 4	371	0.8	50.8	46.4	56.2	54.7	61.3	62.7	60.6	64.6	67.8	72.2	68.8	71.5	70.3	68.1	70.9
EDGEFIELD	321	0.0	51.5	35.7	45.6	42.7	61.3	62.6	57.9	78.1	80.5	82.6	75.6	77.1	79.7	85.6	77.9
FAIRFIELD	1290	0.2	38.7	62.9	65.6	69.0	73.5	72.9	63.4	73.3	74.8	74.1	74.8	76.2	72.6	74.9	73.5
FLORENCE 1	68	0.0	48.8	54.9	71.7	72.6	74.6	64.7	68.9	73.3	74.8	80.7	82.4	74.3	73.8	66.7	64.7
FLORENCE 2	394	0.3	63.6	47.6	56.3	62.1	64.3	62.7	56.2	64.4	55.5	59.7	58.3	59.6	64.7	59.9	62.9
FLORENCE 3	109	1.8	72.5	48.5	53.4	45.4	41.2	34.7	46.7	68.9	59.3	57.0	64.4	70.3	60.3	61.2	48.6
FLORENCE 4	127	0.0	44.4	57.3	63.2	61.9	65.7	67.0	75.4	66.4	67.2	63.2	61.9	70.0	65.9	70.4	65.4
FLORENCE 5	939	0.3	48.9	51.6	49.2	58.3	62.9	63.1	60.1	69.5	68.1	69.4	65.6	66.0	61.8	66.1	66.9
GEORGETOWN	4689	0.5	23.8	69.9	70.5	71.7	73.9	75.4	77.4	78.4	77.3	77.4	77.9	76.9	75.2	73.4	73.4
GREENVILLE	763	0.1	36.5	63.3	64.0	64.4	73.2	70.0	67.0	71.3	72.5	73.9	71.9	67.5	70.9	72.0	70.5
GREENWOOD 50	89	0.0	26.5	71.1	78.3	82.0	85.5	86.2	84.8	90.8	80.2	85.9	77.7	79.6	78.8	71.8	78.3
GREENWOOD 51	120	0.0	25.8	83.9	82.7	78.8	75.3	74.3	88.8	91.1	93.5	87.0	84.8	86.8	77.1	81.8	78.3
GREENWOOD 52	255	1.2	56.0	53.8	62.4	72.0	69.6	76.1	70.5	74.2	74.0	66.2	66.2	75.2	67.4	82.6	74.9
H-MPTON 1	152	0.0	79.7	27.9	25.4	34.7	46.7	50.8	57.6	48.5	67.3	55.4	56.8	54.9	76.6	72.5	73.7
HAMPTON.2	2087	0.1	40.5	58.3	61.7	64.1	70.7	74.7	74.9	76.0	74.4	72.3	75.8	77.0	77.3	73.4	75.7

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CSAB DISTRICT SCORE SUMMARY
PERCENT OF STUDENTS CLASSIFIED AS READY

DISTRICT	NUMBER TESTED	%NO KGEXP	X LUNCH	CSAB 1979	CSAB 1980	CSAB 1981	CSAB 1982	CSAB 1983	CSAB 1984	CSAB 1985	CSAB 1986	CSAB 1987	CSAB 1988	CSAB 1989	CSAB 1990	CSAB 1991	CSAB 1992
JASPER	253	0.0	67.0	32.9	37.5	47.2	48.9	59.6	68.4	72.0	64.4	61.5	75.8	57.6	69.3	64.8	72.7
KERSHAW	658	0.2	29.5	66.5	66.5	75.7	77.2	79.0	76.9	77.5	80.0	80.0	80.1	82.8	78.2	76.4	72.2
LANCASTER	937	0.4	29.2	57.8	64.2	69.4	69.3	69.7	75.6	79.5	77.9	80.8	78.7	77.8	79.8	79.5	74.8
LAURENS 55	462	0.4	33.6	61.1	73.6	73.3	71.6	76.2	71.2	73.5	69.9	72.3	75.7	79.0	80.3	78.4	77.7
LAURENS 56	267	0.4	36.2	55.3	54.9	59.2	66.7	64.3	65.2	73.5	71.7	72.1	69.9	74.2	73.8	68.6	64.8
LEE	296	0.3	71.3	52.9	70.1	81.7	63.2	62.4	75.7	66.6	67.7	77.5	73.4	73.2	66.3	61.1	59.1
LEXINGTON 1	991	0.2	12.9	68.5	75.0	79.0	81.2	84.3	82.7	78.8	81.3	84.7	82.7	83.6	82.0	81.5	81.3
LEXINGTON 2	817	0.6	22.8	62.5	60.6	67.8	68.2	70.1	73.9	71.7	70.2	72.2	66.8	66.6	70.5	72.1	70.0
LEXINGTON 3	200	0.0	41.4	59.1	77.6	88.4	88.4	70.9	68.3	71.5	70.2	70.4	71.4	72.5	51.4	62.8	68.0
LEXINGTON 4	199	0.0	34.4	51.4	57.9	52.2	62.4	58.2	70.1	66.4	71.1	58.9	73.4	79.3	76.1	78.6	69.8
LEXINGTON 5	921	0.1	4.8	87.6	87.2	89.8	93.4	94.3	92.5	94.2	93.7	92.4	91.7	90.7	91.8	90.2	88.2
MCCORMICK	119	0.0	60.3	50.0	68.5	61.3	58.5	68.6	72.3	70.8	67.6	76.9	72.1	70.3	76.0	71.3	60.5
MARION 1	271	0.0	49.4	63.4	65.0	68.0	67.6	73.1	71.8	78.6	78.1	76.3	75.4	76.1	74.4	78.4	74.5
MARION 2	226	0.0	56.9	49.1	51.5	46.2	61.4	61.5	71.3	65.9	69.2	73.5	67.1	71.4	69.3	64.7	67.3
MARION 3	65	0.0	74.9	38.1	62.3	61.4	51.4	73.0	68.8	53.6	69.6	74.2	72.1	80.0	87.0	63.6	61.5
MARION 4	30	0.0	70.1	60.4	64.1	47.2	83.3	54.8	68.9	81.8	68.1	70.7	67.4	59.1	72.5	86.2	66.7
MARLBORO	486	0.0	71.4	46.7	57.5	56.4	55.7	64.8	69.0	65.9	62.0	72.8	62.8	64.9	65.3	63.2	62.3
MEMBERRY	449	0.0	39.7	53.6	66.0	73.0	72.8	79.4	73.2	78.0	78.0	77.9	75.2	77.6	72.7	78.8	75.9
OCONEE	784	0.1	24.1	71.4	69.7	73.2	77.1	77.8	79.4	82.7	81.9	83.5	83.3	83.9	74.0	73.1	77.7
ORANGEBURG 1	89	1.1	63.9	56.1	86.8	71.1	79.6	80.0	68.1	78.3	80.0	85.7	93.3	87.9	74.2	67.8	64.0
ORANGEBURG 2	79	1.3	83.0	43.2	51.1	59.1	41.5	81.3	62.5	86.3	97.0	95.1	86.1	88.4	74.2	74.1	75.9
ORANGEBURG 3	257	0.0	72.1	56.3	51.8	64.7	65.5	64.6	66.3	66.0	64.2	66.9	74.4	81.7	73.1	73.8	72.4
ORANGEBURG 4	167	0.6	35.3	64.9	61.9	58.2	67.6	86.9	83.0	84.5	84.8	81.9	85.4	85.3	83.8	92.5	87.4
ORANGEBURG 5	595	0.2	59.8	54.6	55.5	61.5	64.1	68.6	69.5	65.6	72.1	72.0	75.8	74.0	74.3	78.9	74.1
ORANGEBURG 6	79	0.0	57.9	27.6	43.7	31.1	29.9	45.7	58.0	75.9	79.1	94.4	51.7	85.3	52.4	90.2	77.2
ORANGEBURG 7	86	0.0	84.6	34.4	39.4	50.0	52.5	56.2	64.0	65.1	79.1	79.2	69.9	68.0	59.5	92.0	71.8
ORANGEBURG 8	39	0.0	54.9	79.4	71.8	75.6	76.9	79.1	76.6	79.1	79.8	79.3	79.3	84.9	82.5	78.9	79.2
PICKENS	1188	0.1	17.1	69.4	71.8	70.5	66.4	66.9	65.5	66.0	68.4	67.4	68.2	69.0	66.7	65.9	65.8
RICHLAND 1	2469	0.5	53.4	56.7	59.1	61.3	66.4	80.7	78.0	81.7	79.8	79.8	78.2	77.0	75.1	77.5	75.4
RICHLAND 2	1032	0.4	17.0	71.3	69.1	74.1	77.4	80.7	78.0	75.4	74.3	80.4	76.7	71.0	64.4	71.5	72.4
SALUDA	181	0.6	45.2	63.7	63.2	70.5	68.8	74.3	79.3	75.4	74.3	80.4	76.7	71.0	64.4	71.5	72.4
SPARTANBURG 1	319	0.3	21.8	61.0	59.9	69.9	67.4	75.6	75.4	77.5	82.5	83.5	85.3	81.8	75.9	77.3	82.8
SPARTANBURG 2	544	0.0	17.3	68.0	69.9	74.2	79.8	82.3	86.4	85.1	87.1	80.6	74.8	81.1	80.7	78.1	78.9
SPARTANBURG 3	246	0.0	25.8	65.8	72.9	84.5	87.3	90.0	91.5	92.5	94.2	96.5	95.4	90.2	87.5	85.4	88.2
SPARTANBURG 4	211	0.0	26.2	66.1	66.0	75.7	75.8	78.4	77.2	83.4	76.3	88.4	78.3	82.3	83.7	79.7	81.0
SPARTANBURG 5	365	0.3	20.0	59.3	67.8	76.1	76.1	76.6	74.5	78.7	78.0	81.8	80.6	74.4	78.5	86.6	78.1
SPARTANBURG 6	616	0.3	19.8	78.2	79.8	84.8	82.5	86.7	89.4	88.1	87.4	85.5	89.5	91.0	88.3	93.2	92.2
SPARTANBURG 7	835	0.5	47.2	63.4	64.4	69.3	72.5	70.4	67.0	70.8	70.0	72.2	74.5	70.3	73.9	76.8	72.9
SUMTER 2	949	0.4	54.8	55.4	55.2	62.0	64.8	65.4	60.5	65.3	66.3	66.3	65.5	63.0	60.1	64.2	62.8
SUMTER 17	735	0.5	50.6	61.9	68.2	72.5	72.4	72.4	62.5	72.7	70.0	70.0	68.7	66.6	66.2	69.4	68.2
UNION	407	0.0	38.2	54.9	64.1	65.2	74.2	77.8	77.3	80.9	84.5	78.4	82.7	76.3	75.2	78.7	70.5
WILLIAMSBURG	676	0.0	80.0	46.7	54.3	63.5	56.2	56.2	58.9	64.1	64.1	65.5	70.3	65.4	63.8	61.6	68.2
YORK 1	368	0.3	36.8	45.4	44.9	51.2	60.1	62.7	66.7	70.3	69.5	74.3	72.2	78.0	73.3	75.5	73.4
YORK 2	306	0.0	20.9	56.2	59.9	69.3	70.7	73.5	76.0	77.7	73.0	81.9	78.4	78.1	78.0	80.6	72.2
YORK 3	1183	0.4	23.4	62.4	67.7	76.4	75.3	78.6	76.6	75.1	75.0	78.0	74.9	78.2	79.0	78.3	76.4
YORK 4	243	0.0	13.9	67.0	67.7	68.8	85.6	80.1	76.9	73.0	76.7	86.0	84.9	81.7	82.3	72.8	83.1
STATE TOTALS	54357	0.4	37.1	60.2	63.7	68.1	70.8	72.6	72.4	74.2	74.5	75.2	74.8	74.4	73.2	73.4	72.5

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