

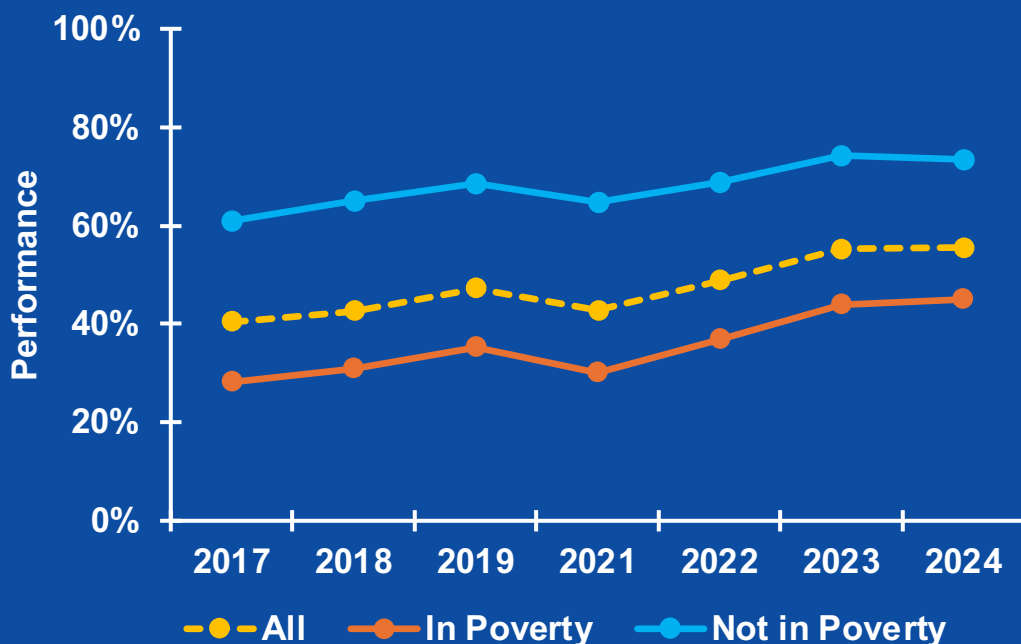


Wilson Consulting Services, LLC



The Performance of Students: In Poverty Versus Not in Poverty

Entities: SC, CCSD, GCSD, HCS, and OCSD



April 16, 2025

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Axiom: Without data, you are just one more person with an opinion.

Executive Summary

The performance of students in and not in poverty has been examined through many research studies that propose resources to help compensate the learning process for those students in poverty. Therefore, this report is not intended to confirm the differences in learning outcomes for those in and not in poverty. Rather, this report shows patterns of differences using graphical analysis. Hence, the many graphs in this report serve to visualize the disparity between the two groups of students.

The entities I used for this report were all South Carolina (SC) public schools as a group and four of its 79 public school districts. These included Horry County Schools (HCS), Georgetown County School District (GCSD), Charleston County School District (CCSD), and Orangeburg County School District (OCSD).

Each of the chapters depicts (school district) graphically the gap between students in and not in poverty; each graph can be viewed as a picture showing the negative impact poverty has on students.

The negative effect clearly illustrates the poverty paradox. For example, the poverty paradox can be defined as a statement or situation that seems contradictory or illogical yet upon closer examination reveals a deeper truth or a valid point. A common example is “less is more.” If the US is the richest country in the world and spends more per pupil than any other industrialized nation, why do some states and school districts experience a high percentage of students in poverty? Americans experiencing poverty tend to have certain characteristics placing them at a greater risk of impoverishment (Rank, 2023). The mention of certain characteristics is powerful and needs to be explored for opportunities such as enrolling more eligible children in programs like federally-funded early head start and head start, and investing more in “community school” models, which provide broad support and enrichment opportunities for students (Mader, 2023). The common thread, whether students are in poverty or not, is the importance of being motivated by dreams and aspirations, which must emerge from within. The meaning of “within” here means that the student must feel motivated to engage in opportunities that are mentioned in this paragraph, including strong parental support. For more

information on the poverty paradox, I recommend the book *The Poverty Paradox: Understanding Economic Hardship and American Prosperity* by Mark Robert Rank (2023).

Despite the significant increases in resources to benefit students in poverty (post-segregation), such as teacher training, tutoring, technology, health care, and free or cost-reduced breakfast and lunch, the performance gap between those in and not in poverty stubbornly persists in grades K–12 and into adulthood.

In the 1960s, President Johnson’s war on poverty aimed to eliminate poverty through financial support and special programs. Despite these efforts, poverty remains prevalent, particularly among Black and Hispanic populations, with a significant concentration in school district OCSD, where 74.0% of students are Black and 87.8% live in poverty. This raises concerns about the expected improvement in academic performance given the substantial performance gap between students in poverty and those not affected by it.

Most likely these are some main of factors affecting educational outcomes of those in poverty as follow:

1. **Intrinsic Motivation:** The importance of students being motivated by their dreams and aspirations, which must emerge from within.
2. **Parental Support:** Strong parental support is crucial for students to engage in educational opportunities.
3. **Resource Allocation:** Despite significant increases in resources aimed at benefiting students in poverty, such as teacher training, tutoring, technology, health care, and free or cost-reduced meals, a persistent performance gap remains between those in poverty and those not in poverty.
4. **Additional Factors:** The report raises questions about other characteristics associated with students in poverty and policies beyond just investing money and resources.

These factors highlight the complexity of educational outcomes and suggest that a multifaceted approach is necessary to address the persistent disparities. ♦

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Chapter 1

Introduction

There have been many studies about children living in poverty and the negative effect poverty has on a child's academic outcomes. The SCDE classifies a child as living in poverty if the student is enrolled in Medicaid, Temporary Assistance for Needy Families, the Supplemental Nutrition Assistance Program, or the foster system.

The purpose of this paper is not to confirm if poverty has a negative effect on the outcomes of students living in poverty but rather to provide graphical analysis of the effect of students in poverty versus not in poverty. I examined only the outcomes variable for this paper; therefore, the noun "performance" should be construed as outcomes throughout this paper. I have examined and compared the performance of students in poverty versus those not in poverty from 2017 to 2024 by showing the magnitude of the differences between those in or not in poverty. This study includes all SC students. Additionally, I examined the performances for the three largest racial or ethnic groups of students in SC as well as those in CCSD, GCSD, HCS, and OCSD. Of these four school districts, two are the largest school districts (CCSD and HCS), and two are small school districts (GCSD and OCSD). See Chapter 2 for the distribution of students and teachers by count, percentage, and race/ethnicity for these school districts. This includes the two historical US demographic groups (White and Black/African American) as well as Hispanic/Latino. In the interest of consistency, African Americans will be designated

Black throughout the report, and Hispanic/Latino will be designated Hispanic. These three groups comprised more than 90% of the student population.

To compare the performance of children in poverty with those not in poverty, I analyzed SCDE results for elementary and middle school students in English language arts (ELA) and math from the SC READY program (2017–2024). The SC READY program is a set of standardized tests that measure student performance in ELA, math, science, and social studies. For high school, I used the End-of-Course Examination Program (EOCEP) test scores from English II (ENG II) and Algebra (ALG), spanning from 2017 to 2024. The EOCEP is a statewide assessment program of end-of-course tests for high school courses that teach the SC standards for ENG II, ALG, Biology 1, and United States History and the Constitution. Substantial research has demonstrated that if a student masters these courses, the probability of learning outcome success improves. Therefore, these two subjects encompass the best measure of students' readiness to move to the next grade in their education. Hence, these two tests encompass the three Rs: reading, writing, and arithmetic. The SCDE administers the SC READY and EOCEP tests, along with other tests, annually in the spring. Both testing programs are used to satisfy the federal Education Accountability Act.

The comparative analysis between students in poverty are depicted with column and line graphs throughout this report. The major difference between

introduction, cont.

this report and other studies is that it shows the magnitude of the gaps between students in or not in poverty across local school for local school districts. The report includes the following chapters.

Chapter 1—Introduction

Chapter 2—Distribution of Head Count for Students and Teachers

Chapter 3—Horry County Schools: Comparative Analysis of Students in or Not in Poverty

Chapter 4—Georgetown County School District: Comparative Analysis of Students in or Not in Poverty

Chapter 5—Charleston County School District: Comparative Analysis of Students in or Not in Poverty

Chapter 6—Orangeburg County School District: Comparative Analysis of Students in or Not in Poverty

Each of the above chapters depicts graphically the gap between students in and not in poverty; each graph can be viewed as a picture of the negative effect poverty has on students. The poverty paradox is real. Black and Hispanic students make up a large

percentage of pupils in poverty, which places a higher burden on them because of the characteristics associated with the poverty paradox.

I have included an article in the appendix entitled “‘Opportunities,’ Not Poverty Alone, Predict Later-Life Success for Children.” It discussed students in poverty and pointed out variables other than money that must be addressed to close the student performance gap.

I extracted the performance data used in this report from South Carolina Department of Education Microsoft excel spreadsheets that are made available to researchers. The report cards for districts and schools are the same data; however, the percentages on report cards might vary from the performance in this report due to adjustments for the report card and rounding. See SCDE for complete details on the SC READY and EOCEP testing. Both tests are used to satisfy the federal Education Accountability Act. See links: <https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/> and <https://ed.sc.gov/data/test-scores/state-assessments/end-of-course-examination-program-eocep/>

Note: All original data used in this report to construct charts and graphs are from South Carolina Department of Education, Office of Research and Data Analysis; therefore, in the interest of redundancy, this source will not be cited again in this report.



Chapter 2

Distribution of Students and Teachers Relative to Student-to-Teacher Ratios and Race/Ethnicity

This chapter presents an analysis of the distribution of students and teachers by race/ethnicity within the OCSD, highlighting the headcount, percentages, and student-to-teacher ratios. I have provided tables and bar charts on the distribution and ratio of students to teachers of the same race or ethnicity. Notably, there is a closer parity between the percentage of Black students and Black teachers compared to other districts, suggesting potential positive impacts on learning outcomes for Black students. To that end, say this because many educational experts have argued that learning outcomes for Black students were better if more Black teachers were in the classroom. See my report on Black students learning outcomes relative to Black students and Black teachers' parity.

In this report, for head count, the category

“Other” included Native Americans and Alaska Natives, Asian Americans, Native Hawaiians and Other Pacific Islanders, and people who identified as two or more races. This chapter report contains a variety of graphical distributions of students and teachers relative to race/ethnicity. However, the category “Other” is used only for analysis of the many different populations of students and teachers. South Carolina Department of Education does not release data if the student count is fewer than 20 test takers; therefore, in addition to the focus in this report being on the three largest race/ethnic groups (Hispanic, Black, and White)* for performance analysis, the category “Other” is only shown with head count in this chapter.

2.1 Graphical Analysis: Distribution of Headcount for Students and Teachers

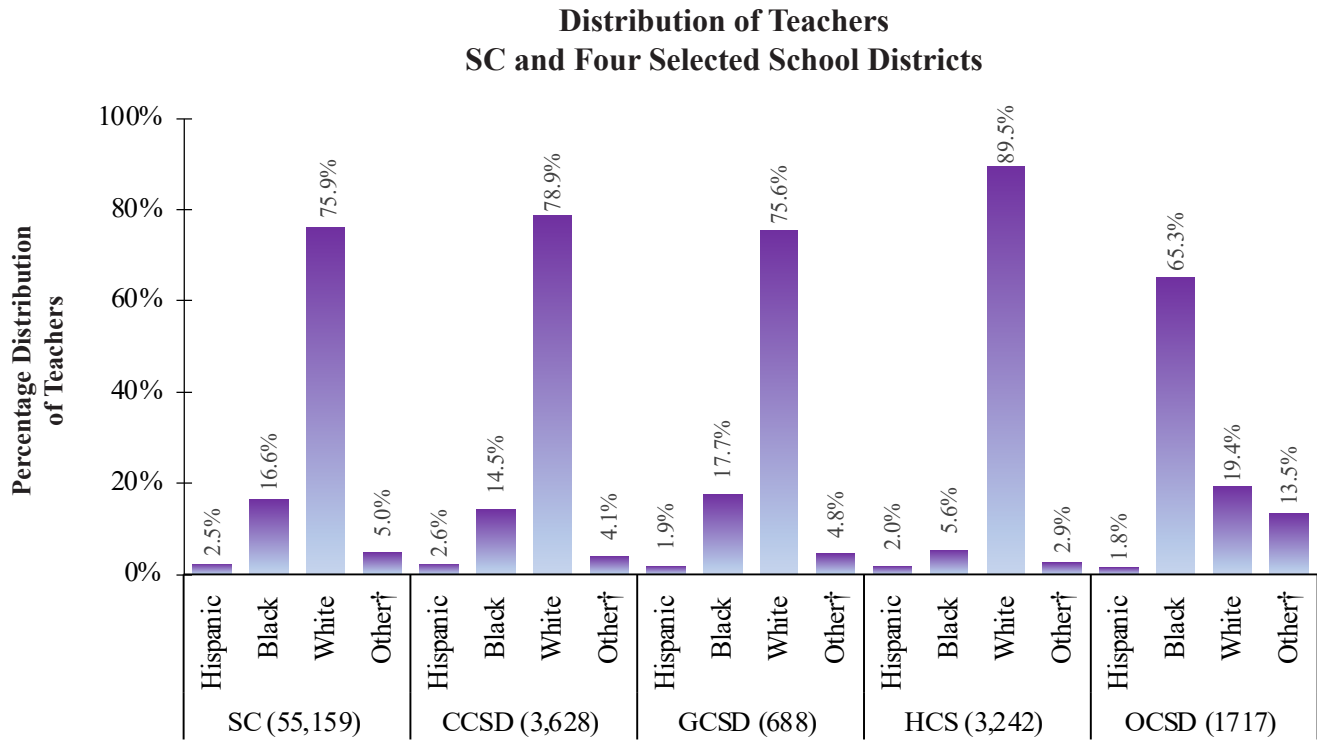


Figure 2.1.1 Distribution of teachers: SC, CCSD, GCSD, HCS, and OCSD.

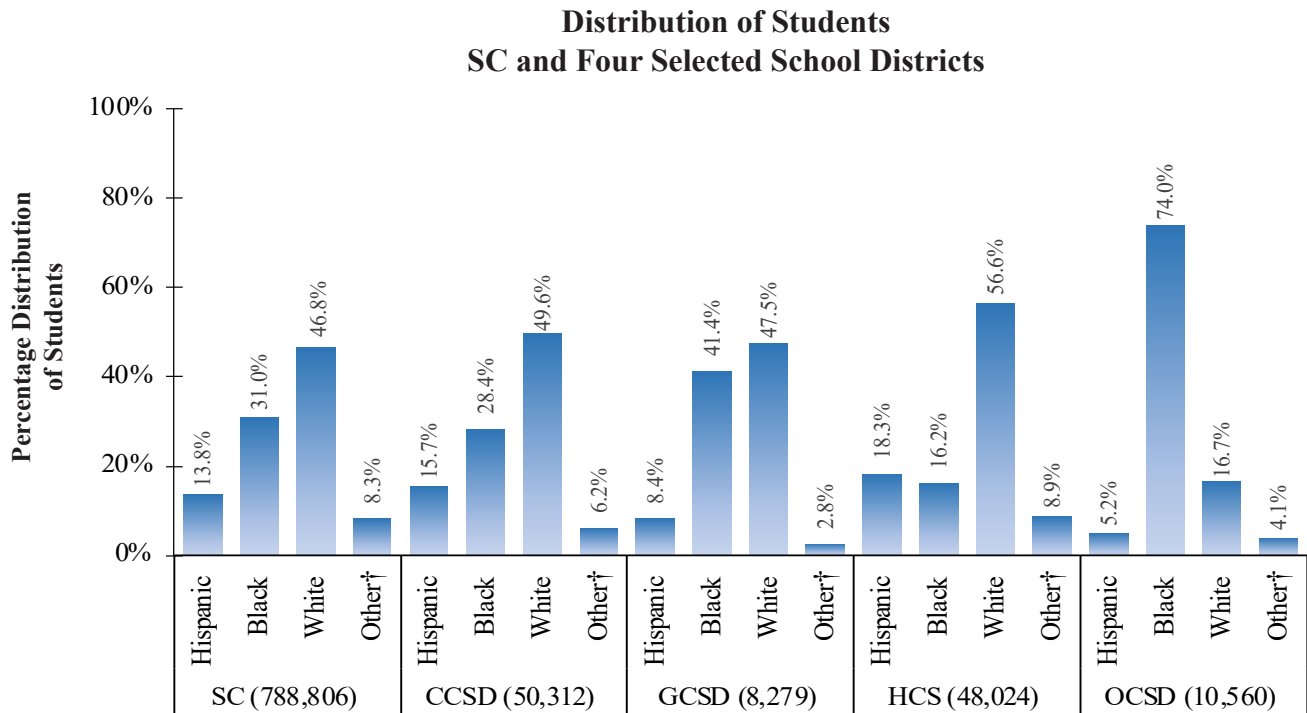


Figure 2.1.2 Distribution of students: SC, CCSD, GCSD, HCS, and OCSD.



2.3 Tabular Analysis: Distribution of Headcount for Students in Poverty

Table 2.3.1 SC public schools—student-to-teacher ratio.

SC	Public School Student to Teacher Ratio				
Categories	SC	HCS	GCSD	CCSD	OCSD
Total	15:1	15:1	13:1	14:1	15:1
Hispanic	80:1	133:1	54:1	263:1	43:1
Black	27:1	44:1	29:1	17:1	17:1
White	9:1	10:1	8:1	11:1	13:1
Other	24:1	47:1	7:1	12:1	5:1

Table 2.3.2 SC public schools—percentage of students relative to teachers.

State	Students		Teachers	
SC	Number	Percent	Number	Percent
Total	788,908	100.0%	55,159	100%
Hispanic	109,230	13.8%	1,373	2.5%
Black	244,707	31.0%	9,151	16.6%
White	369,307	46.8%	41,869	75.9%
Other	65,664	8.3%	2,767	5.0%

Table 2.3.3 HCS: public—percentage of students relative to teachers.

District	Students		Teachers	
HCS	Number	Percent	Number	Percent
Total	48,024	100%	3,242	100%
Hispanic	8,766	18.3%	66	2.0%
Black	7,796	16.2%	181	5.6%
White	27,171	56.6%	2,903	89.5%
Other	4,291	8.9%	93	2.9%

Table 2.3.4 GCSD—public schools—percentage of students relative to teachers.

District	Students		Teachers	
GCSD	Number	Percent	Number	Percent
Total	8,279	100%	688	100%
Hispanic	693	8.4%	13	1.9%
Black	3,427	41.4%	122	17.7%
White	3,930	47.5%	520	75.6%
Other	229	2.8%	33	4.8%



2.3 Tabular Analysis: Distribution of Headcount for Students and Teachers, cont.

Table 2.3.5 CCSD: public—percentage of students relative to teachers.

District	Students		Teachers	
CCSD	Number	Percent	Number	Percent
Total	50,312	100%	3,628	100%
Hispanic	7,916	15.7%	93	2.6%
Black	14,291	28.4%	525	14.5%
White	24,978	49.6%	2,862	78.9%
Other†	3,127	6.2%	148	4.1%

Table 2.3.6 OCSD: public—percentage of students relative to teachers.

Orangeburg County	Students		Teachers	
OCSD	Number	Percent	Number	Percent
Total	10,560	100%	258	100%
Hispanic	549	5.2%	13	1.8%
Black	7,814	74.0%	468	65.3%
White	1,768	16.7%	139	19.4%
Other	429	4.1%	97	13.5%

“It must be borne in mind that the tragedy of life doesn’t lie in not reaching your goal. The tragedy lies in having no goal to reach. It isn’t a calamity to die with dreams unfulfilled, but it is a calamity not to dream. It is not a disaster to be unable to capture your ideal, but it is a disaster to have no ideal to capture. It is not a disgrace not to reach the stars, but it is a disgrace to have no stars to reach for. Not failure, but low aim is sin.”

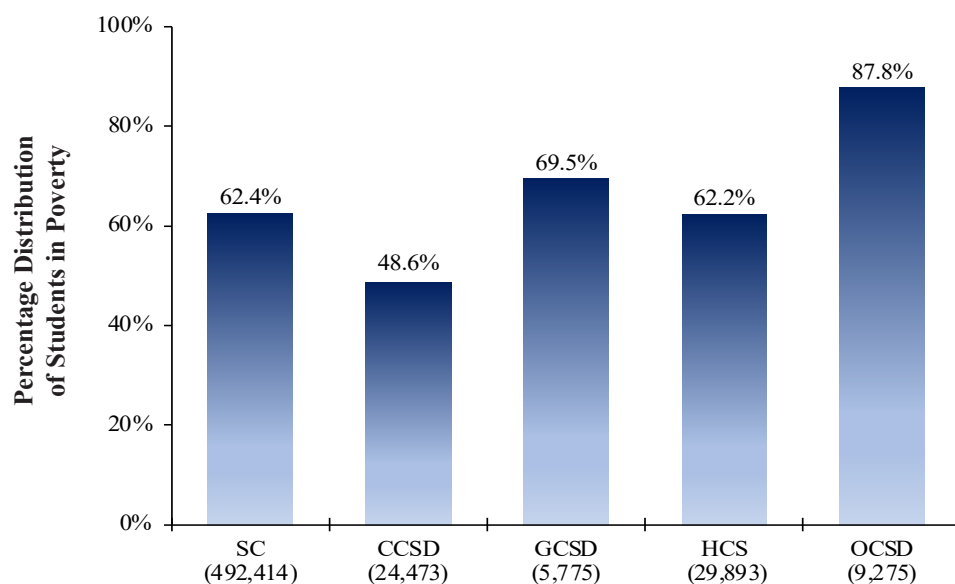
— Benjamin E Mays



2.4 Distribution of Students in Poverty

Table 2.4.1 Headcount tabular summary of South Carolina and eight of its 79 school districts.

South Carolina	Students			Teachers	
Ten Selected School Districts	Number	Pupils in Poverty	Percent in Poverty	Number	Student-to-Teacher
South Carolina	788,908	492,414	62.4%	55,159	15:1
Berkeley County School District	38,549	22,580	58.6%	2,341	17:1
Charleston County School District	50,312	24,473	48.6%	3,628	14:1
Chester County School District	4,500	3,611	80.2%	338	14:1
Georgetown County School District	8,279	5,755	69.5%	688	13:1
Greenville Area School District	78,038	44,583	57.1%	5,180	16:1
Horry County Schools	48,024	29,893	62.2%	3,242	15:1
Marion County School District	3,754	3,432	91.4%	208	19:1
Marlboro County School District	3,420	3,055	89.3%	258	14:1
Orangeburg County School District	10,560	9,275	87.8%	717	15:1
Williamsburg County School District	2,751	2,558	93.0%	208	14:1

**Distribution of Students in Poverty
SC and Four Selected School Districts****Figure 2.4.1** Distribution of students in poverty: SC, CCSD, GCSD, HCS, and OCSD.

Chapter 3

Horry County Schools Performance of Students in Poverty Versus Not in Poverty

The objective of this chapter is to show a comparative analysis of the performance of students in poverty and not in poverty in the HCS.

I compared the performance of students in poverty versus those not in poverty in the HCS. This included analyzing performance data for students in poverty and not in poverty.

As described in the introduction, the three largest racial/ethnic groups are examined in this report—the two historical US demographic groups (White and Black) and the more recent large demographic group (Hispanic). All others were placed in a category called “Other” for head count distribution, as shown in Chapter 2.

The column graphs in Figures 3.1.1, 3.1.2, and 3.1.3 depict columns joined together so the reader can see student performance and pronounced differences.

in Figure 3.1.1, elementary ELA performance was 47.8% for students in poverty and 68.3% for students not in poverty, which equates to a performance difference of 35.2% (see Table 3.1.1). in Figure 3.1.2, using the same scenario, ELA performance was 42.1% for students in poverty and 64.2% for students not in poverty, which equates to a performance difference of 41.6% (see Table 3.1.1). in Figure 3.1.3, high

school ENG II performance was 62.9% for students in poverty and 77.0% for students not in poverty, which equates to a performance difference of 20.2%.

The most notable takeaway from Figures 3.2.1–3.3.4 is that all student performance (dotted line) consistently stayed within the in poverty and not in poverty performance levels (solid lines). Additionally, the line charts provide more insight into the yearly performance, whereas the column charts simply depict the average over a given time period. Moreover, in Figures 3.4.1–3.5.4, the dotted lines represent students in and not in poverty, whereas the solid lines show the yearly performance of the three racial/ethnic groups (Hispanic, Black, White) along with students in and not in poverty (dotted lines). SCDE data released to the public do not discern the actual number or percentage of students in or not in poverty by race/ethnicity.

The fact that students in poverty underperformed those not in poverty by a large margin has been discussed and researched for a long time, yet the disparity persists despite the increase of resources allocated to this problem. There may be other confounding factors, and addressing them could help reduce the gap. *See appendix in this report.*

3.1 HCS: SC READY—Performance Comparison of Students in Versus Not in Poverty

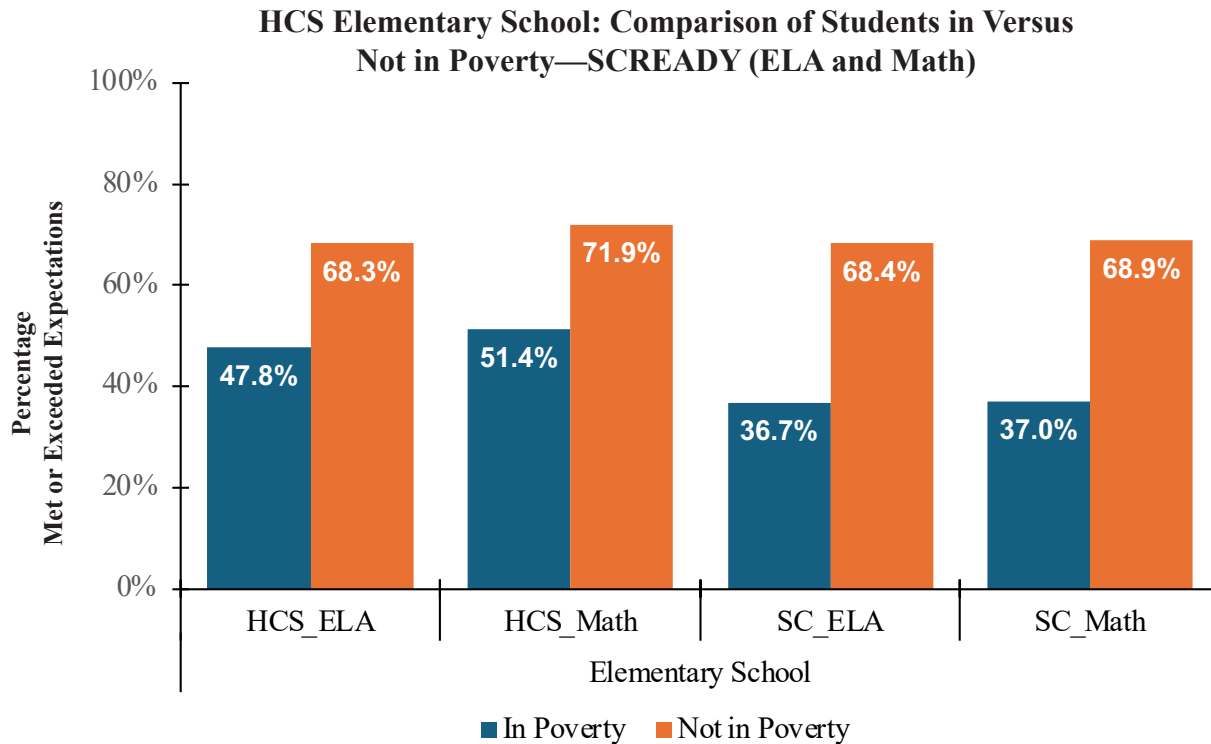


Figure 3.1.1 HCS: ELA and math elementary school—performance comparison of student in or not in poverty (2017–2024)

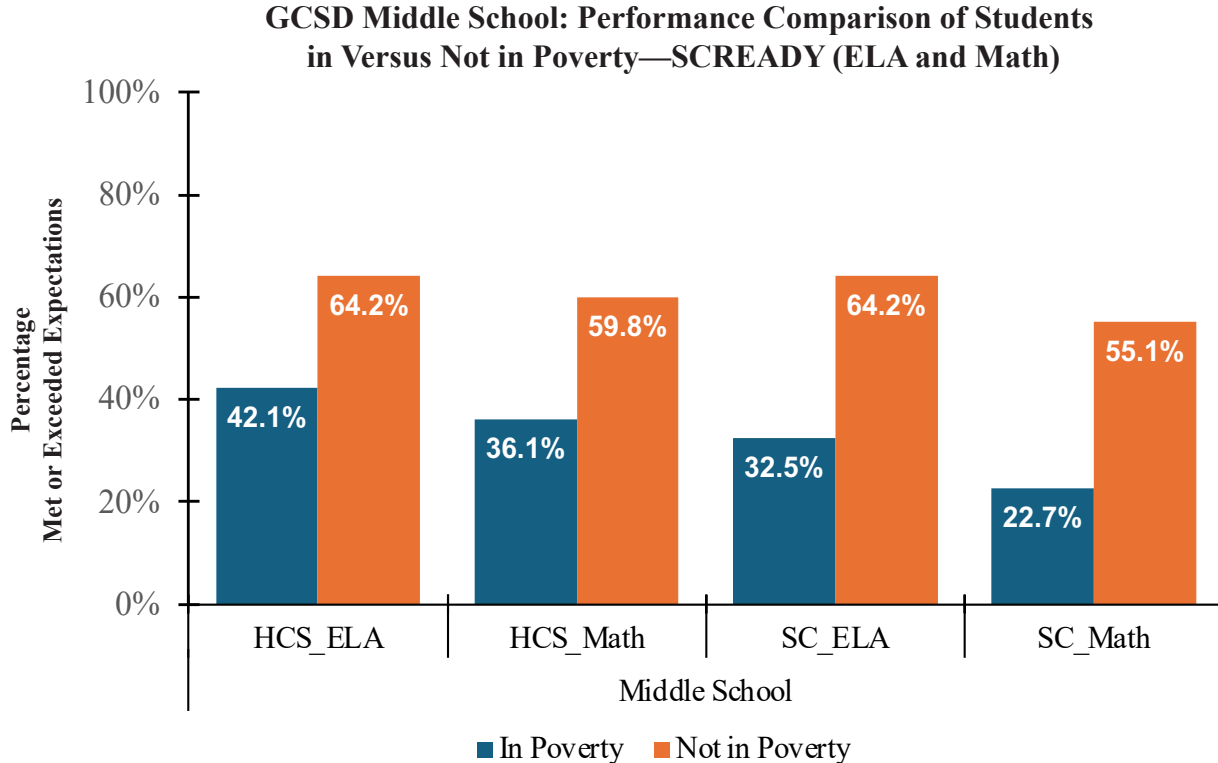


Figure 3.1.2 HCS: ELA and math middle school—performance comparison of students in or not in poverty (2017–2024),



3.1 HCS: SC READY—Performance Comparison of Students in versus Not in Poverty, cont.

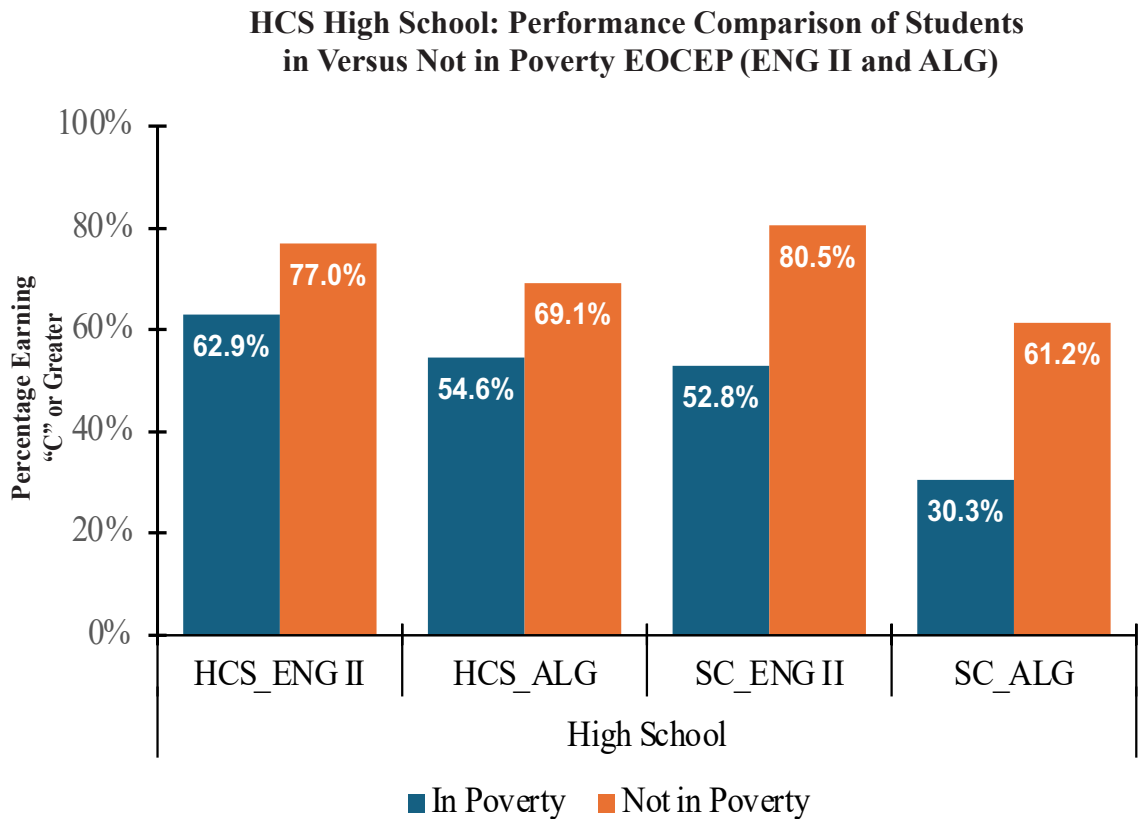


Figure 3.1.3 HCS: ENG II and ALG high school—performance comparison of students in versus not in poverty (2017–2024),

Table 3.1.1 HCS: Performance differences between in or not in poverty.

School Category	Subject Area	Performance in Poverty	Performance Not in Poverty	Performance Difference
Elementary (SC READY)	HCS_ELA	47.8%	68.3%	35.2%
	HCS_Math	51.4%	71.9%	33.2%
	SC_ELA	36.7%	68.4%	60.3%
	SC_Math	37.0%	68.9%	60.1%
Middle School (SC READY)	HCS_ELA	42.1%	64.2%	41.6%
	HCS_Math	36.1%	59.8%	49.6%
	SC_ELA	32.5%	64.2%	65.4%
	SC_Math	22.7%	55.1%	83.4%
High School (EOCEP)	HCS_ENG II	62.9%	77.0%	20.2%
	HCS_ALG	54.6%	69.1%	23.5%
	SC_ENG II	52.8%	80.5%	41.6%
	SC_ALG	30.3%	61.2%	67.5%



3.2 HCS: SC READY—Performance Comparison of Students in versus Not in Poverty

HCS Elementary School: ELA—Yearly Performance Comparison of Students in Versus Not in Poverty

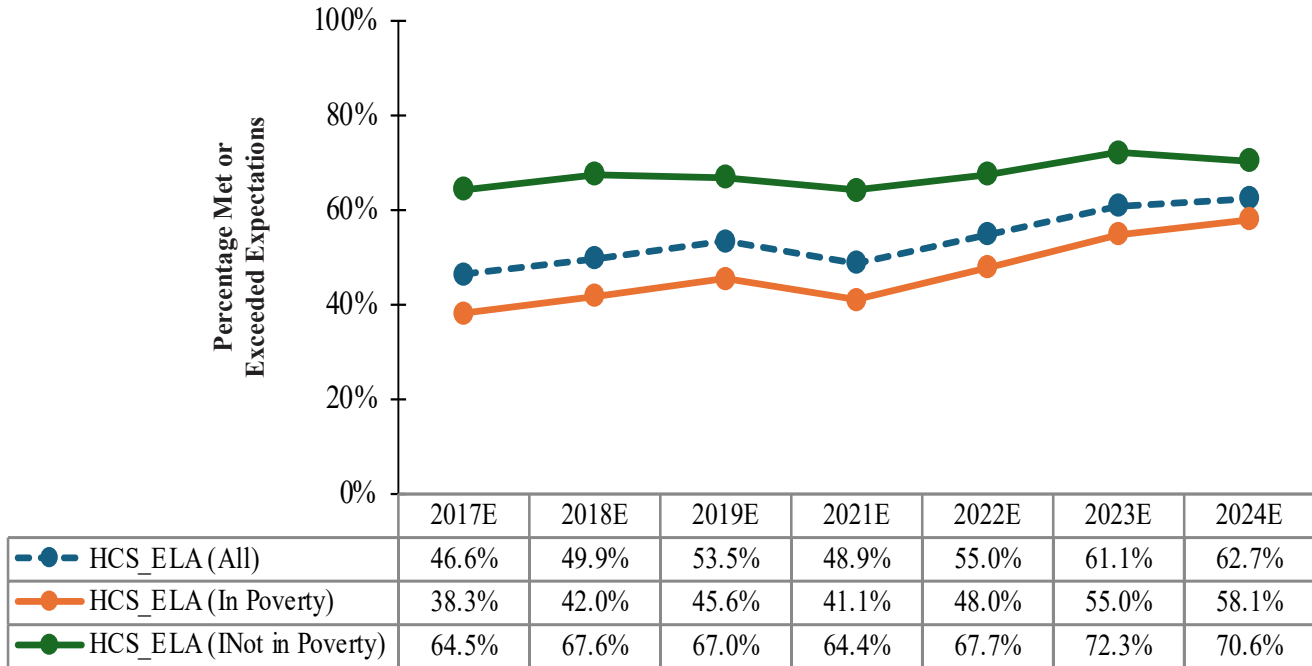


Figure 3.2.1 HCS: ELA elementary school—performance comparison of students in versus not in poverty.

SC Elementary School: ELA—Yearly Performance Comparison of Students in Versus Not in Poverty

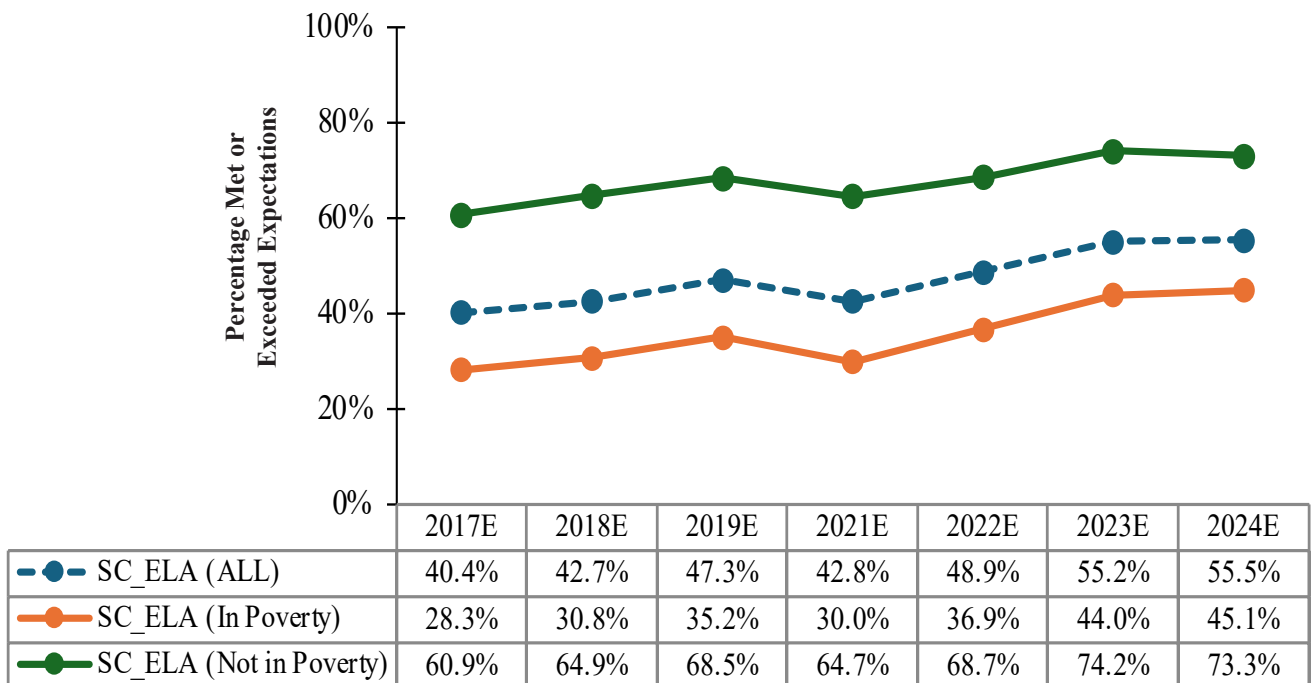


Figure 3.2.2 SC: ELA elementary school—yearly performance comparison of students in versus not in poverty.



3.2 HCS: SC READY—Performance Comparison of Students in versus Not in Poverty, cont.

HCS Elementary School: Math—Yearly Performance Comparison of Students in Poverty Versus Not in Poverty

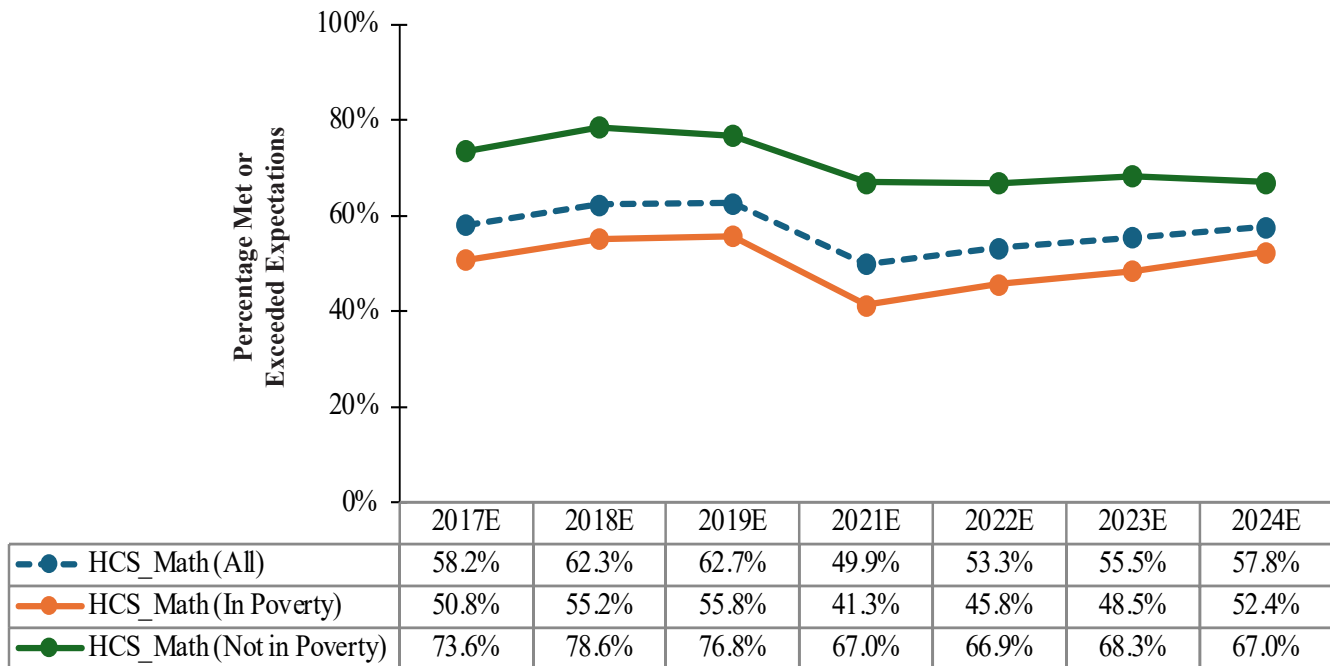


Figure 3.2.3 HCS: Math elementary school—yearly performance comparison of students in or not in poverty.

SC Elementary School: Math—Yearly Performance Comparison of Students in Poverty Versus Not in Poverty

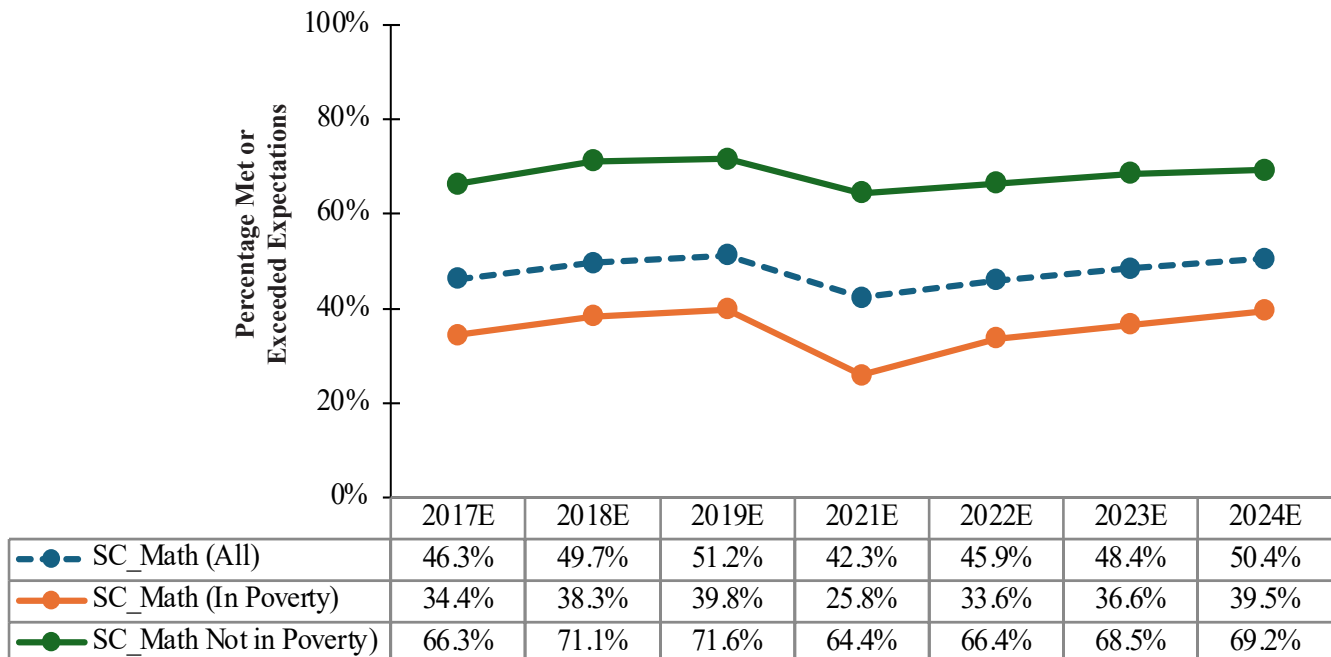


Figure 3.2.4 SC: Math elementary school—yearly performance comparison of students in versus not in poverty.



3.2 HCS: SC READY—Performance Comparison of Students in versus Not in Poverty, cont.

HCS Middle School: ELA—Yearly Performance
Comparison of Students in Versus Not in Poverty

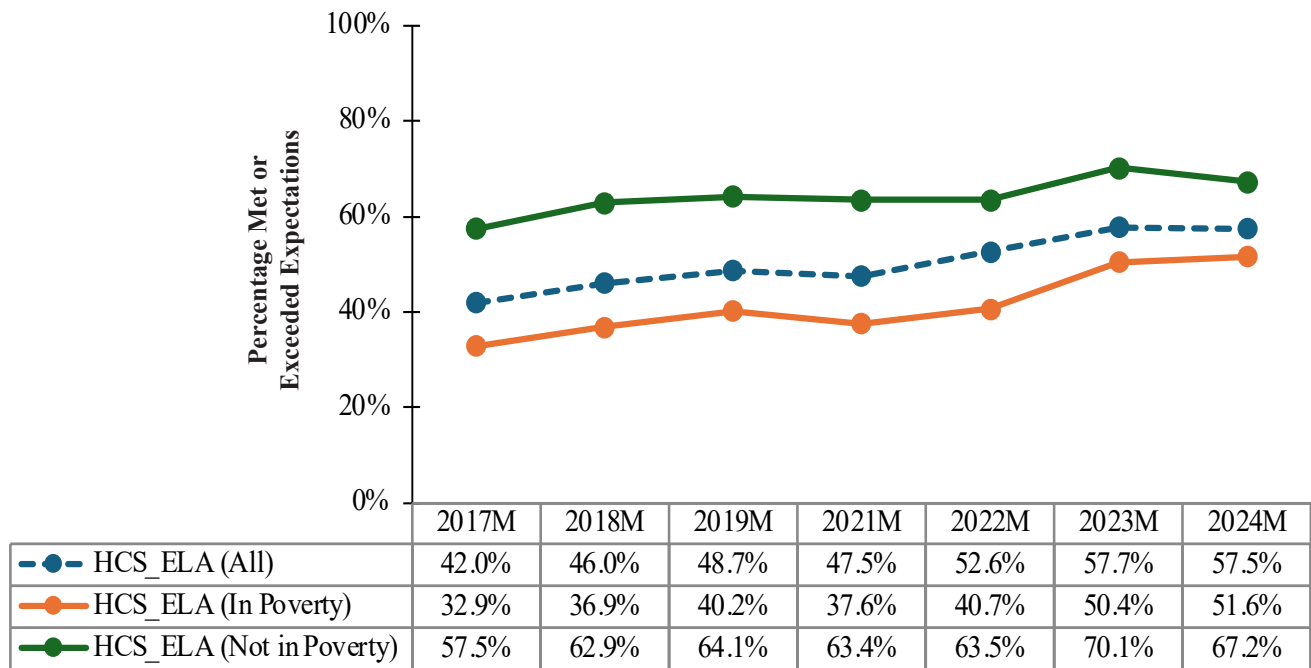


Figure 3.2.5 SC: ELA middle school—yearly performance comparison of students in versus not in poverty.

SC Middle School: ELA—Yearly Performance
Comparison of Students in Versus Not in Poverty

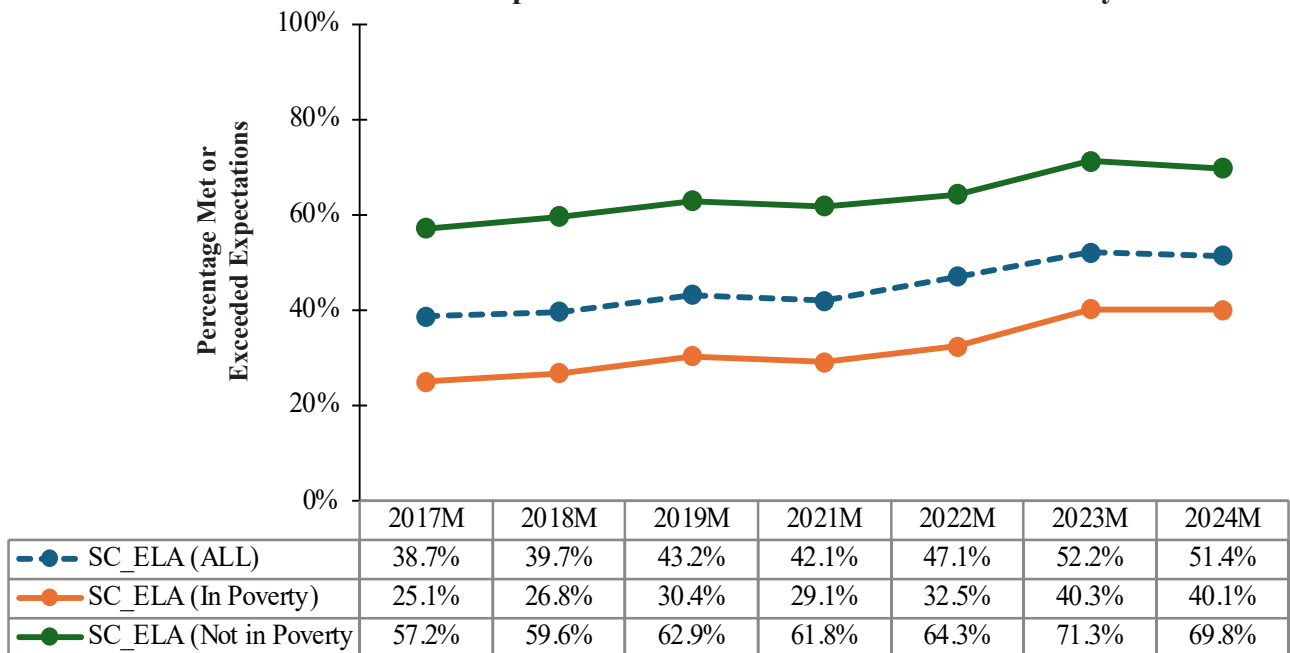


Figure 3.2.6 SC: ELA middle school—yearly performance comparison of students in versus not in poverty.



3.2 HCS: SC READY—Performance Comparison of Students in versus Not in Poverty, cont.

HCS Middle School: Math—Yearly Performance Comparison of Students in Poverty Versus Not in Poverty

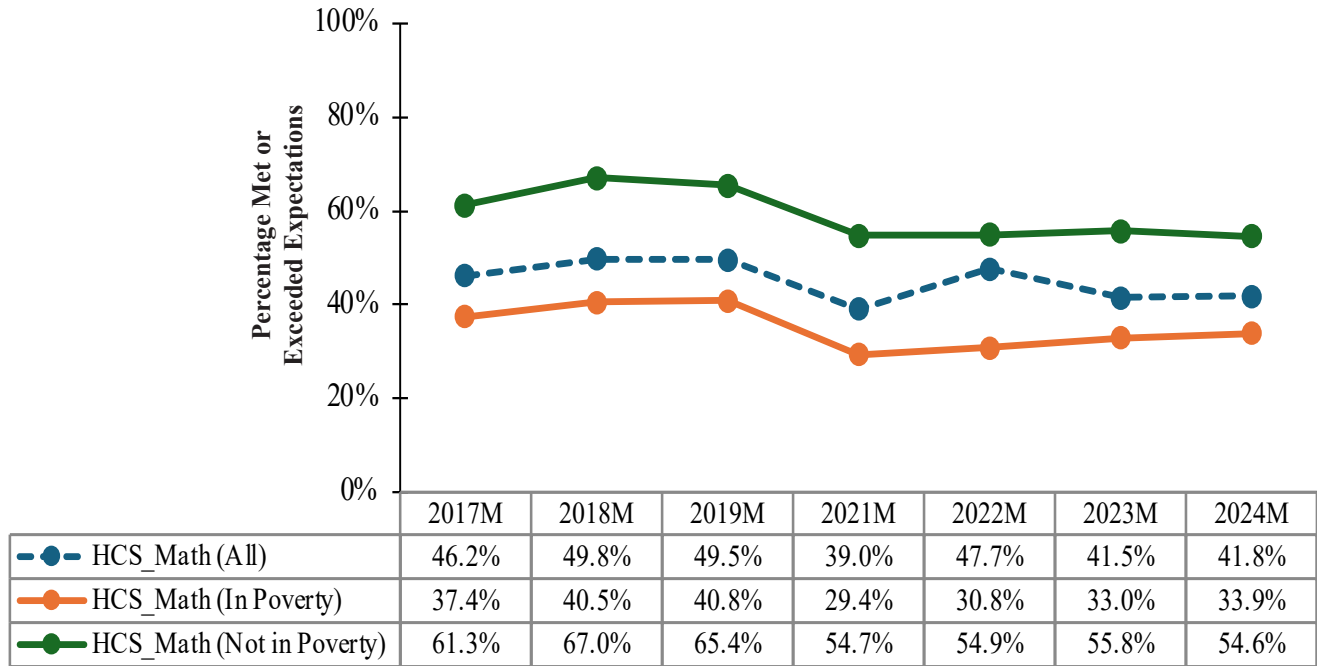


Figure 3.2.7 SC: Math middle school—yearly performance comparison of students in versus not in poverty.

SC Middle School: Math—Yearly Performance Comparison of Students in Versus Not in Poverty

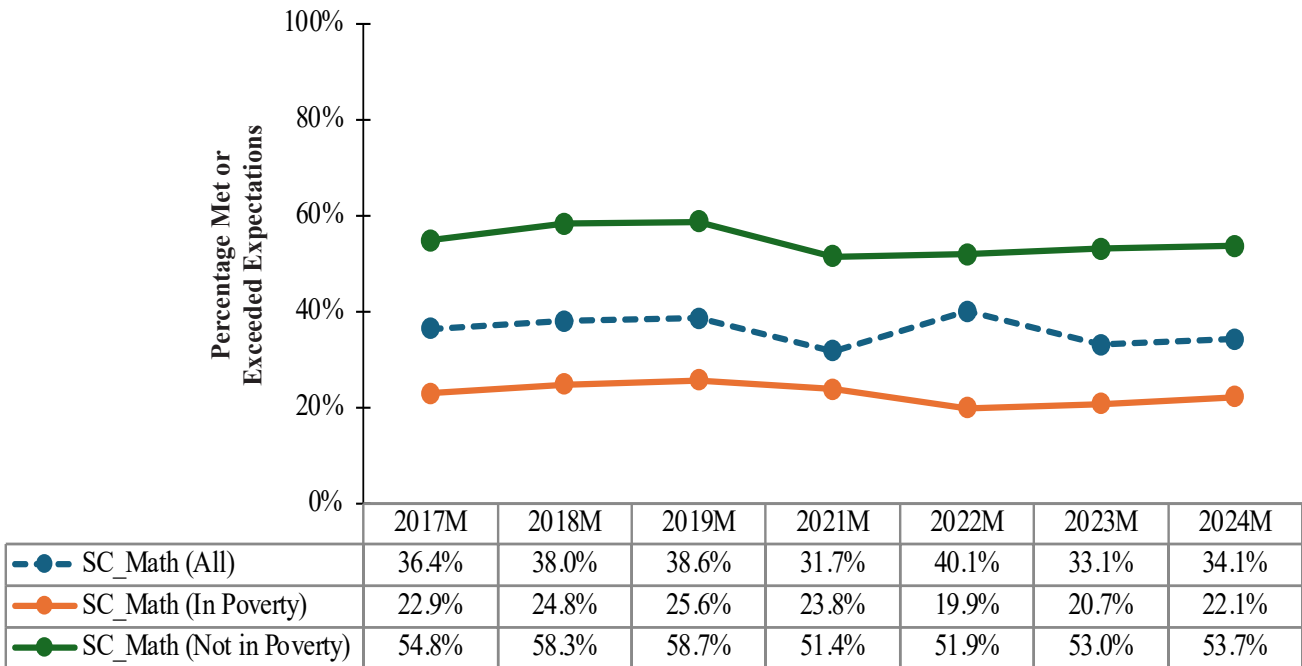


Figure 3.2.8 SC: Math middle school—yearly performance comparison of students in versus not in poverty.



3.3 HCS: EOCEP—Performance Comparison of Students in versus Not in Poverty

HCS High School: ENG II—Yearly Performance Comparison of Students in Versus Not in Poverty

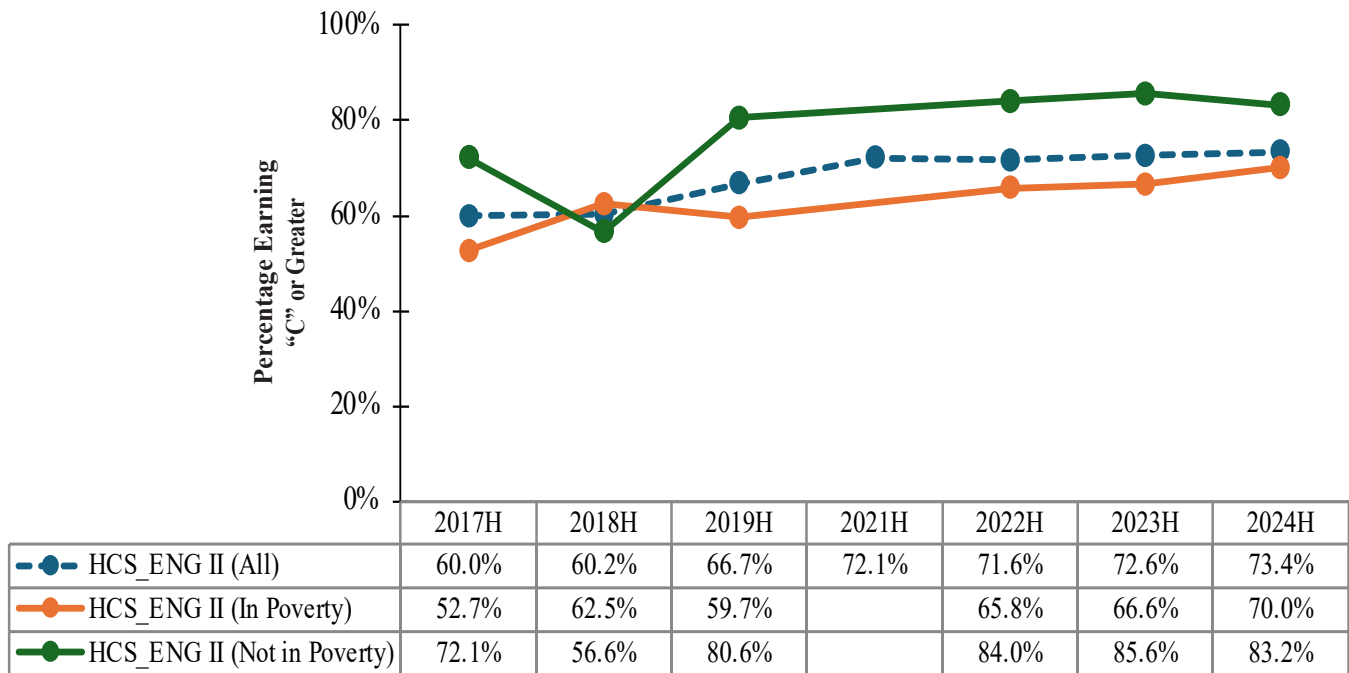


Figure 3.3.1 HCS: ENG II high school—yearly performance of students in and not in poverty.

SC High School: ENG II—Yearly Performance Comparison of Students in Poverty Versus Not in Poverty

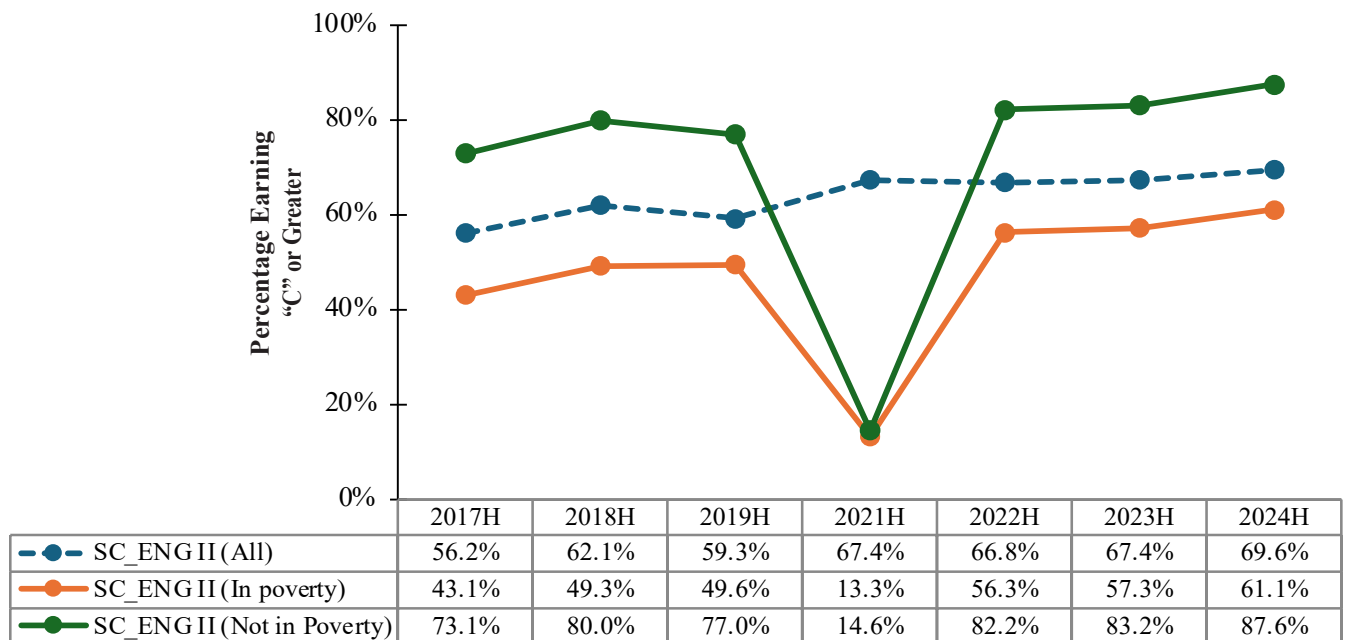


Figure 3.3.2 SC: ENG II high school—yearly performance comparison of students in versus not in poverty.



3.3 HCS: EOCEP—Performance Comparison of Students in versus Not in Poverty, cont.

HCS High School: ALG—Yearly Performance Comparison of Students in Versus Not in Poverty

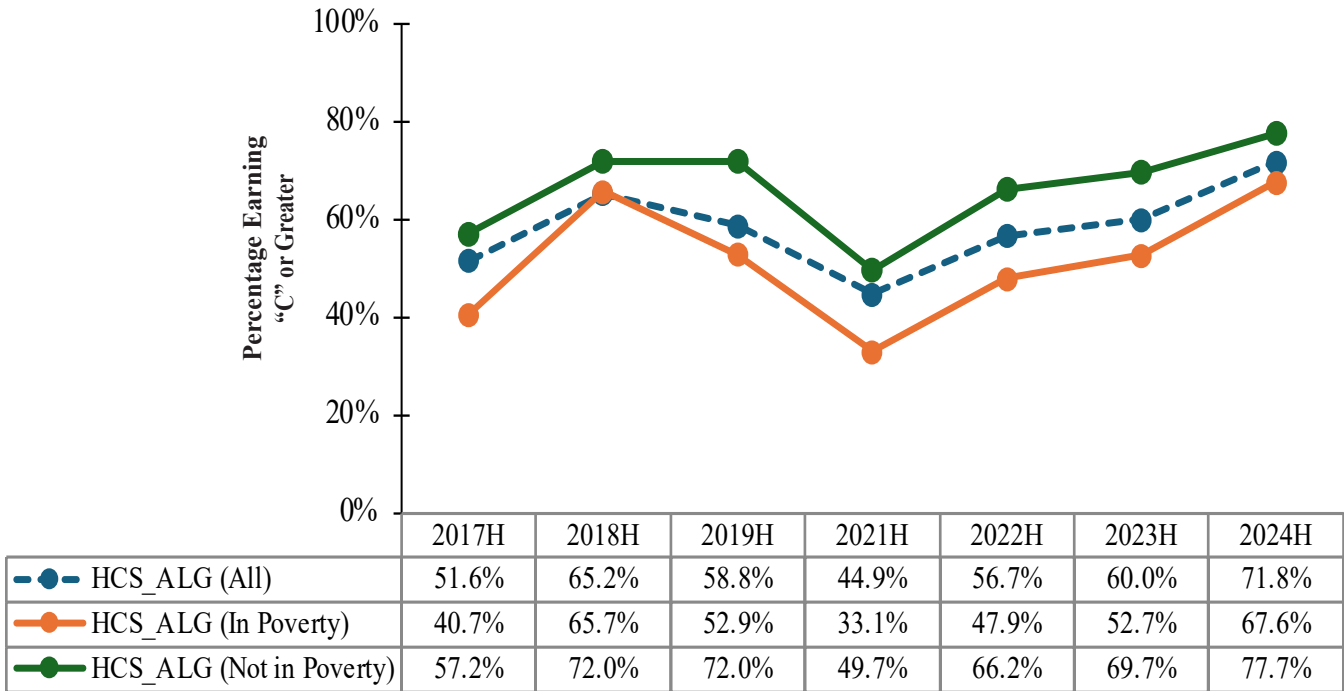


Figure 3.3.3 HCS: ALG high school—yearly performance comparison of students in and not in poverty.

SC High School ALG: Yearly Performance Comparison of Students in Versus Not in Poverty

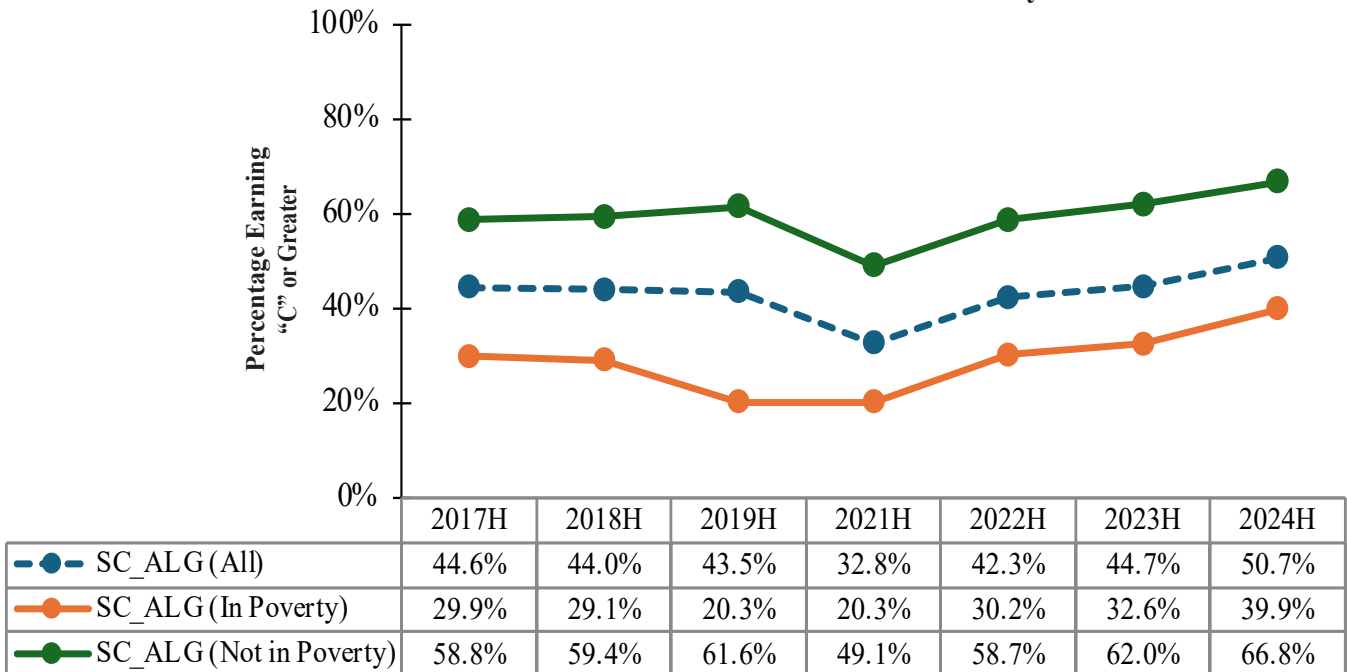


Figure 3.3.4 SC: ALG high school—yearly performance comparison of students in versus not in poverty.



3.4 HCS: SC READY: Comparison of Students in or Not in Poverty Versus Race/Ethnicity

HCS Elementary School: ELA—Yearly performance comparison of Students in or Not in Poverty Versus Race/Ethnicity

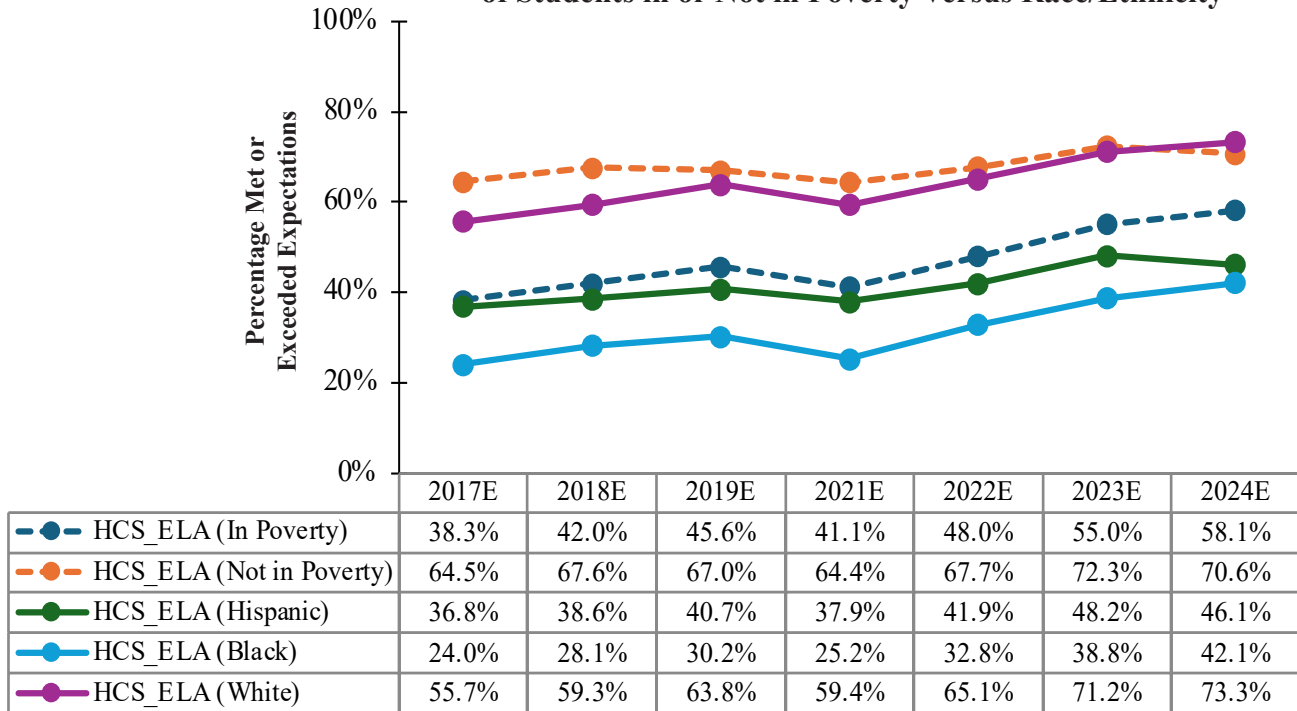


Figure 3.4.1 HCS: ELA elementary school—yearly performance comparison of students in versus not in poverty versus race/ethnicity.

SC Elementary School: ELA—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

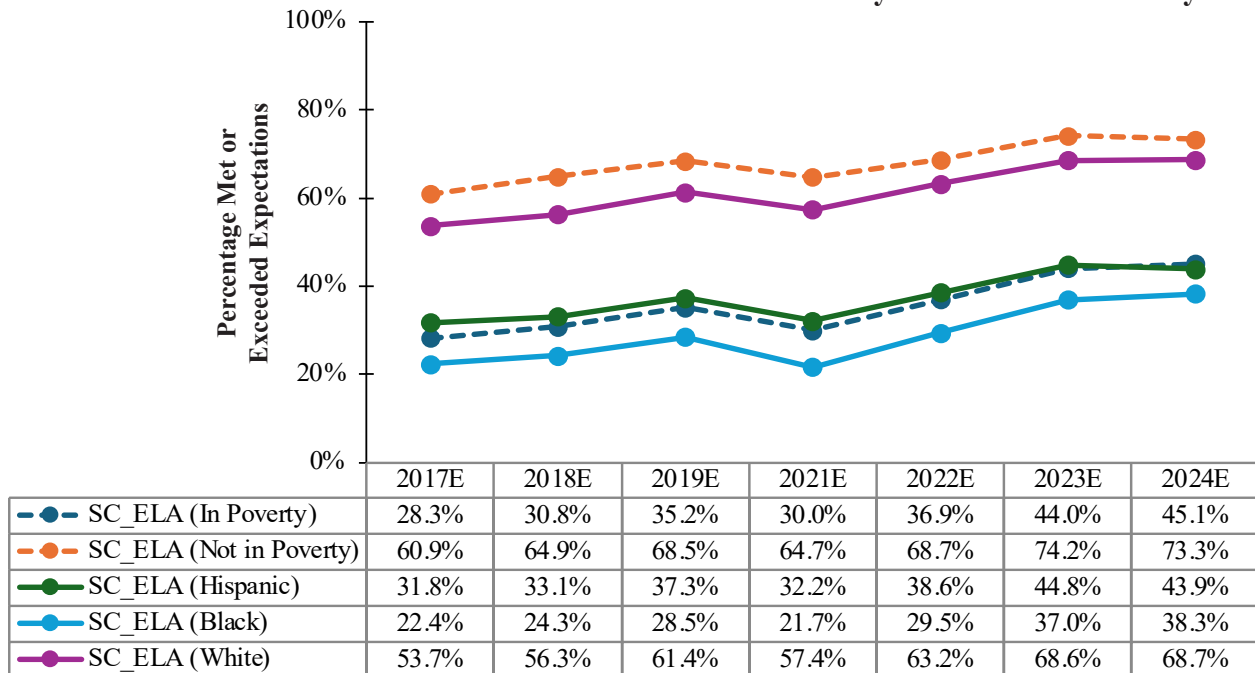


Figure 3.4.2 SC: Math elementary school—yearly performance comparison of students in or not in poverty versus race/ethnicity.



3.4 HCS: SC READY—Comparison of Students in or Not in Poverty Versus Race/Ethnicity

HCS Elementary School: Math—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

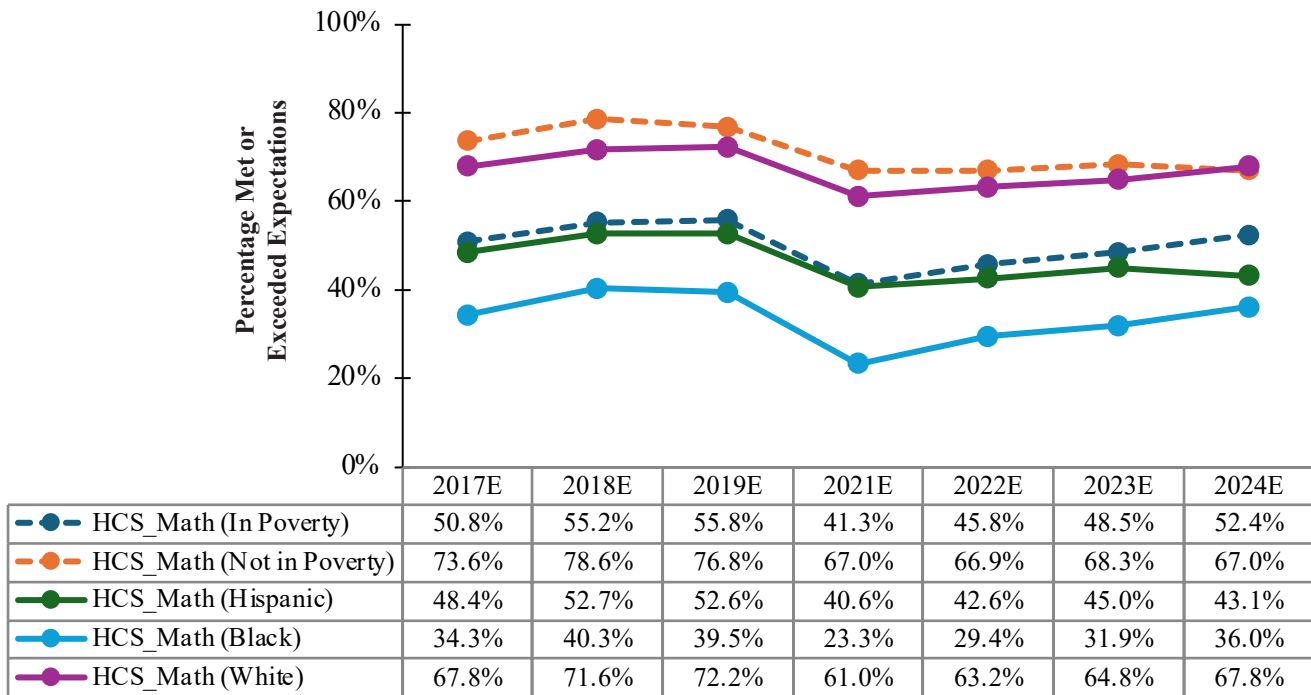


Figure 3.4.3 HCS: Math elementary school—yearly performance comparison of students in or not in poverty versus race/ethnicity.

SC Elementary School: Math—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

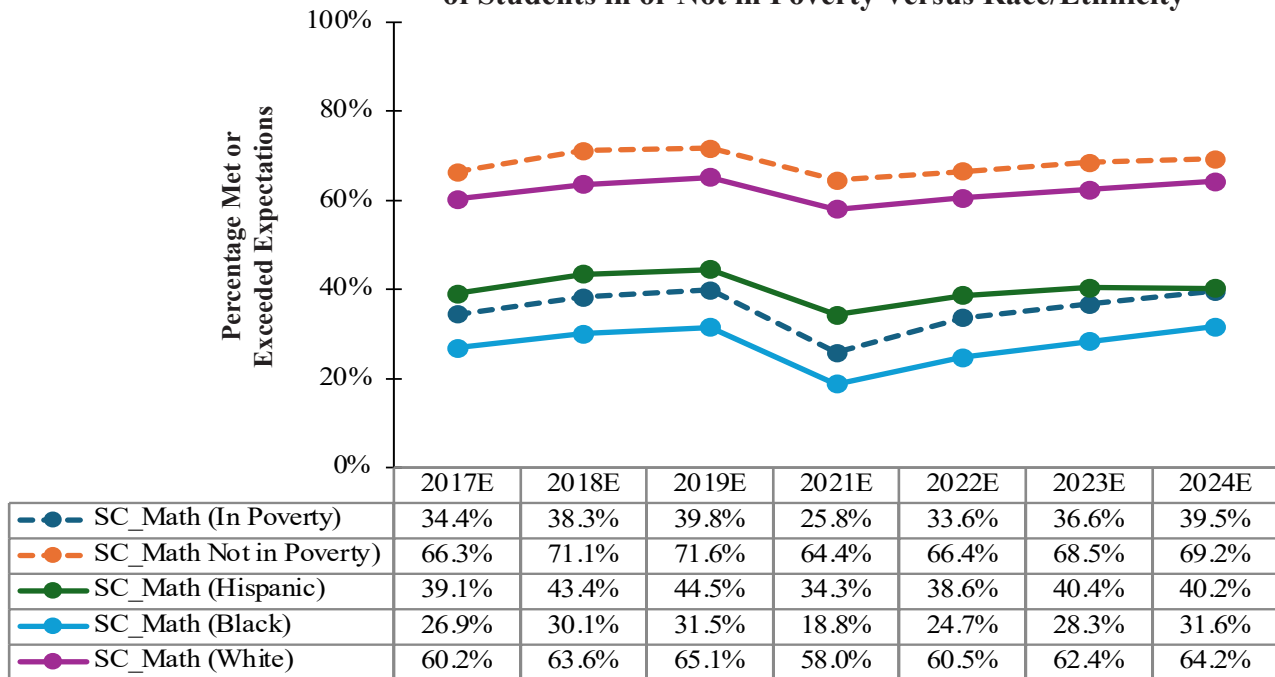


Figure 3.4.4 SC: Math elementary school—yearly performance comparison of students in or not in poverty versus race/ethnicity.



3.4 HCS: SC READY— Comparison of Students in or Not in Poverty to Race/Ethnicity, cont.

HCS Middle School: ELA —Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

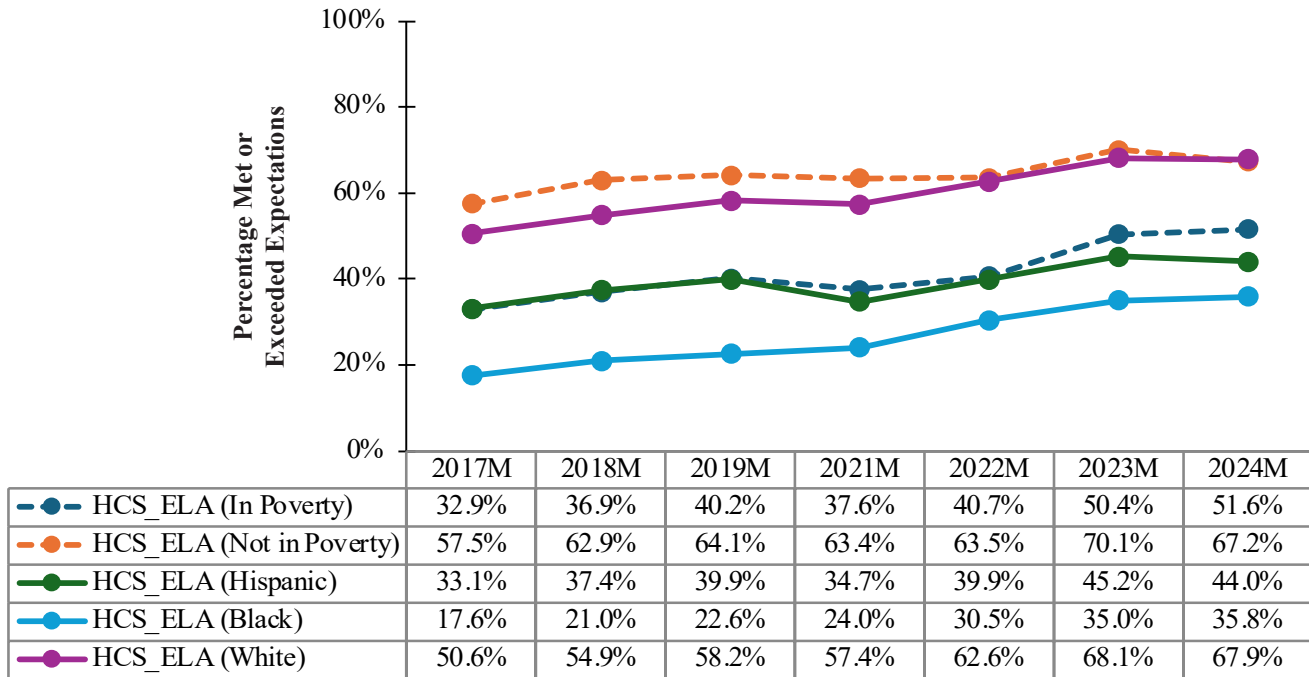


Figure 3.4.5 HCS: ELA middle school—performance comparison of students in or not in poverty versus race/ethnicity.

SC Middle School: ELA— Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

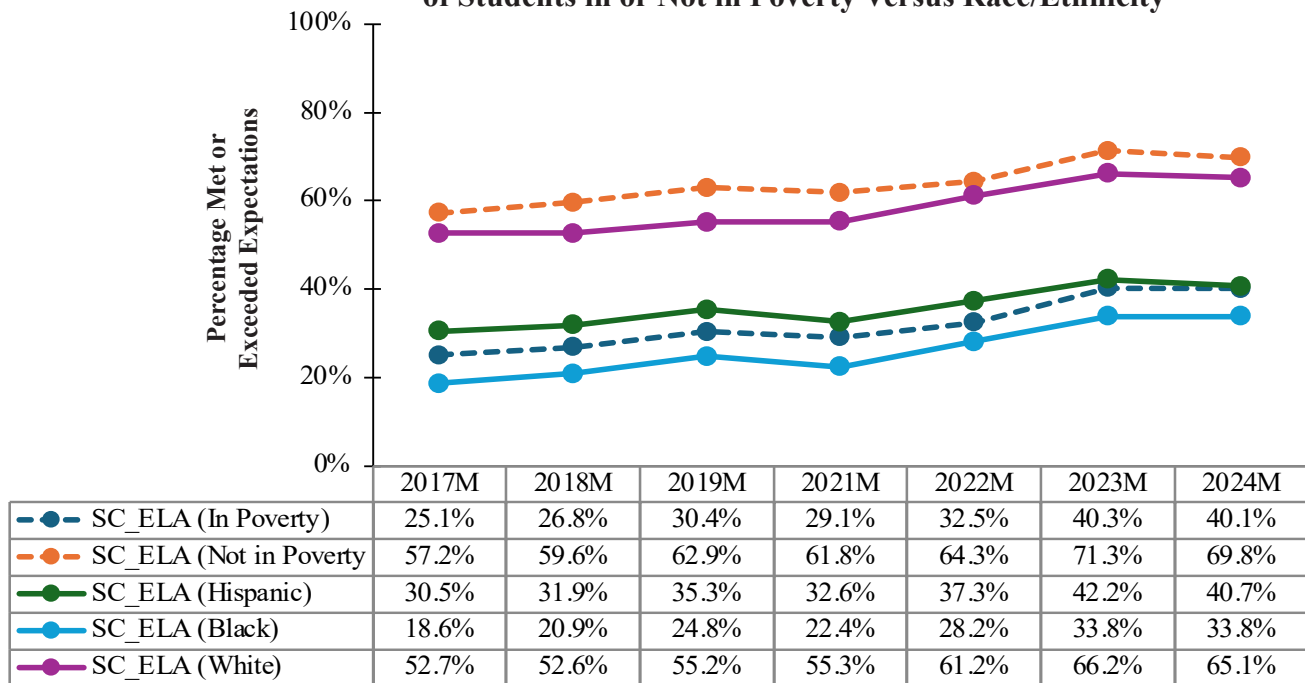


Figure 3.4.6 SC: ELA middle school—yearly performance comparison of students in or not in poverty versus race/ethnicity.



3.4 HCS: SC READY—Comparison of Students in or Not in Poverty Versus Race/Ethnicity, cont.

HCS Middle School: Math—Yearly Performance Comparison of Students in or Not in Poverty to Race/Ethnicity

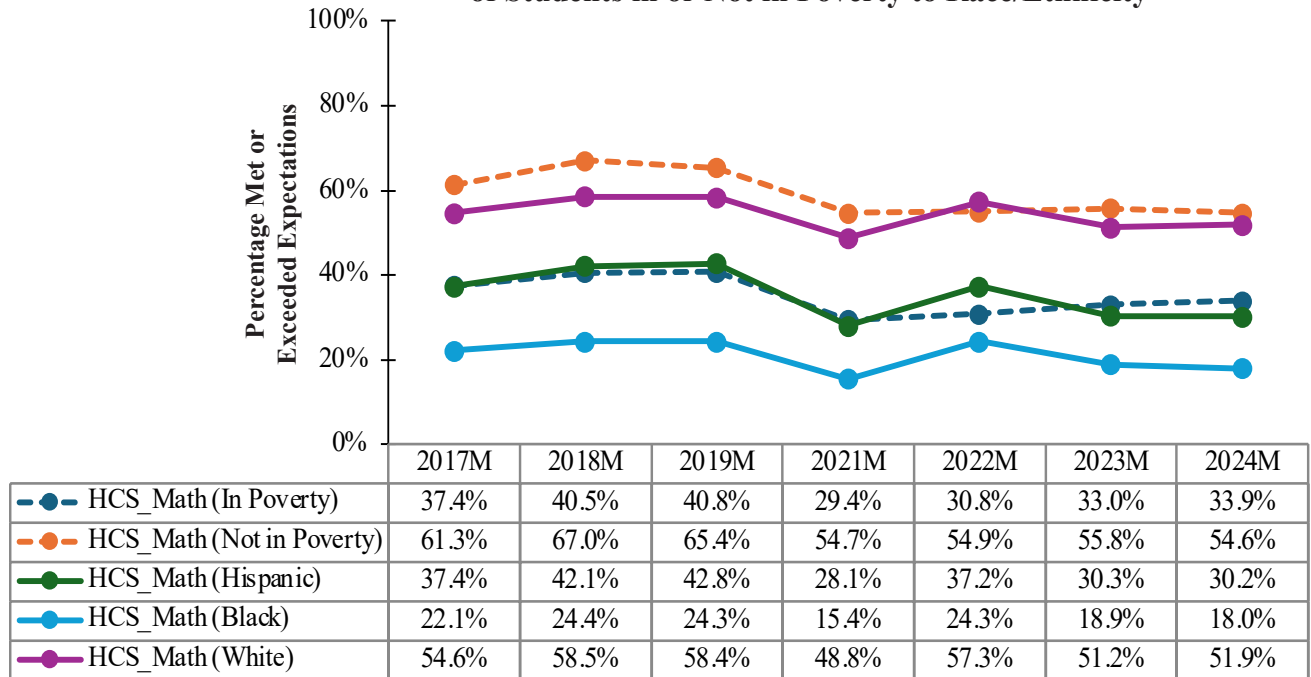


Figure 3.4.7 HCS: Math middle school—yearly performance comparison of students in or not in poverty versus race/ethnicity.

SC Middle School: Math—Yearly Performance Comparison of Students in or Not in Poverty to Race/Ethnicity

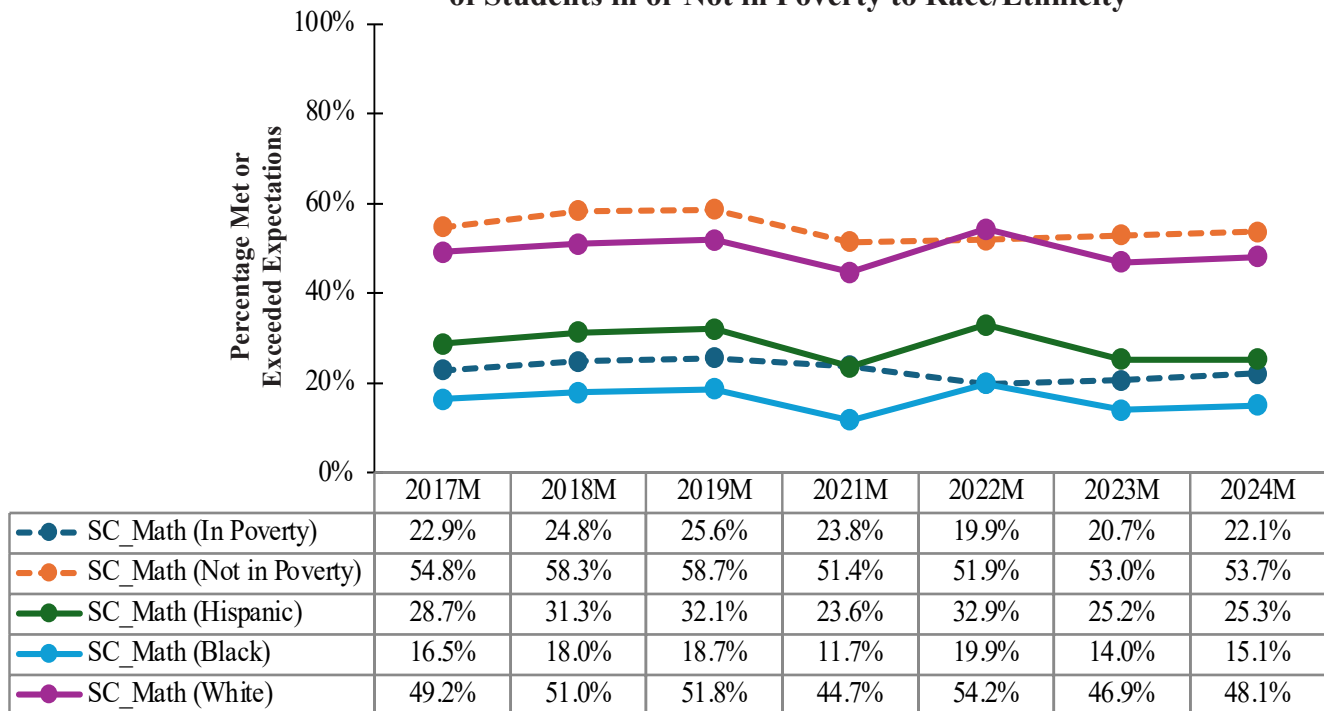


Figure 3.4.8 SC: Math middle school—yearly performance comparison of students in or not in poverty versus race/ethnicity.



3.5 HCS: EOCEP—Comparison of Students in or Not in Poverty to Race/Ethnicity

HCS High School: ENG II—Yearly Performance Comparison of Students in or Not in Poverty to Race/Ethnicity

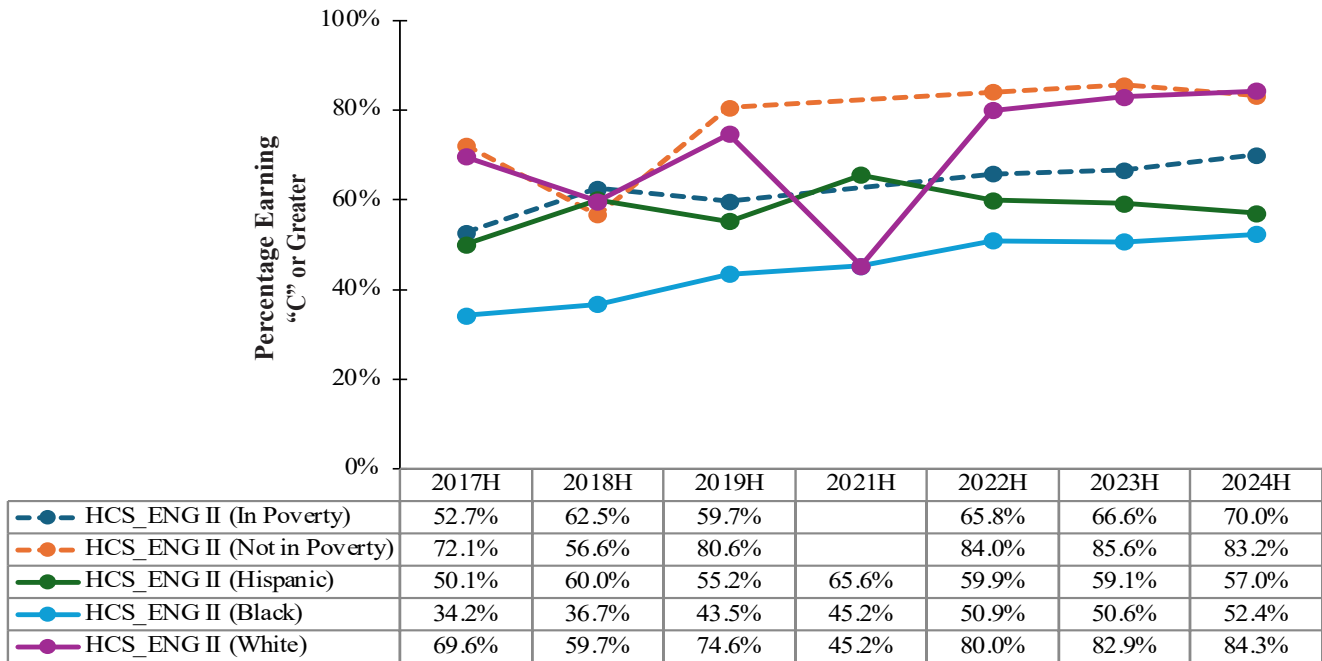


Figure 3.5.1 HCS: ENG II high school—performance comparison of students or not in poverty versus race/ethnicity.

SC High School: ENG II—Yearly Performance Comparison of Students in or Not in Poverty to Race/Ethnicity

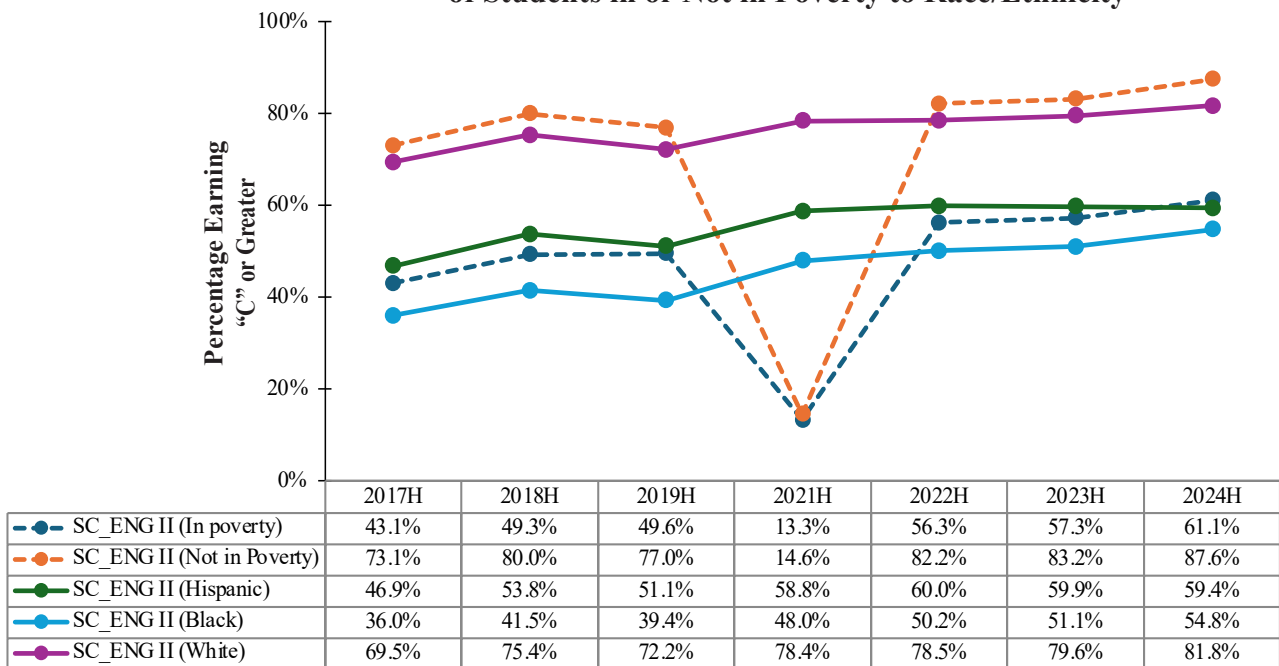


Figure 3.5.2 SC: ENG II high school—performance comparison of students in or not in poverty versus race/ethnicity.



3.5 HCS: EOCEP—Comparison of Students in or Not in Poverty to Race/Ethnicity

HCS High School: ALG—Yearly Performance Comparison of Students in Poverty or Not in Poverty Versus Race/Ethnicity

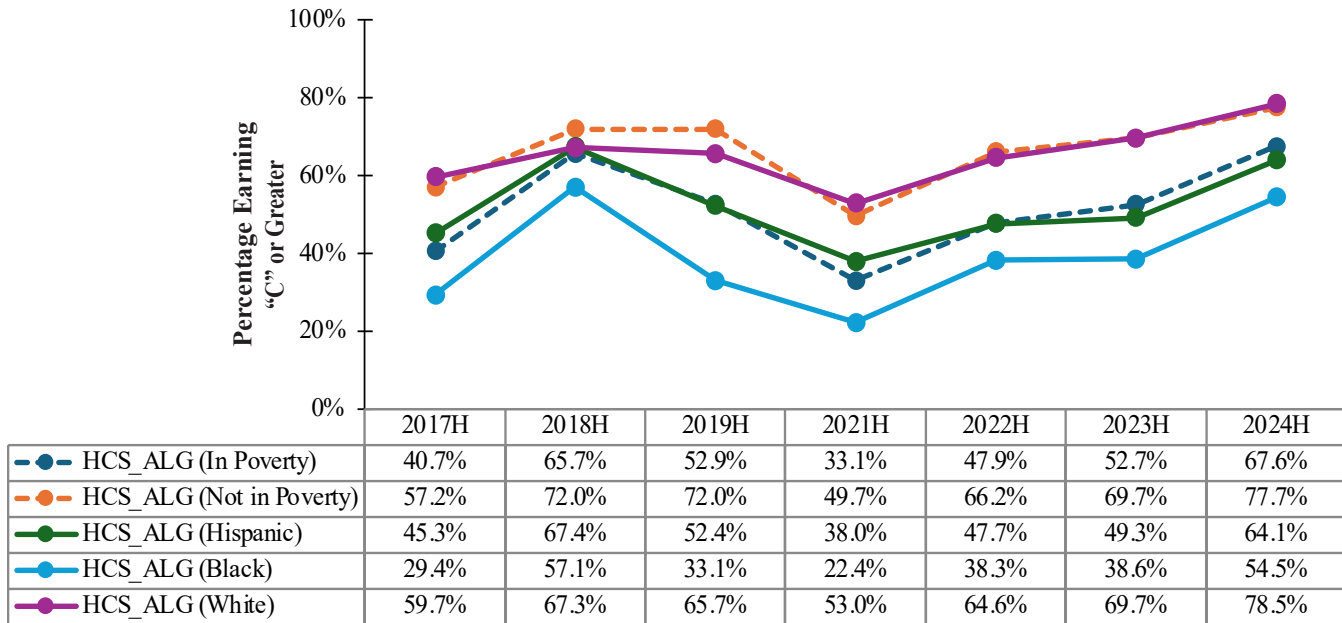


Figure 3.5.3 HCS: ALG high school—performance of students in or not in poverty versus race/ethnicity.

SC High School: ALG—Yearly Performance Comparison of Students in or Not in Poverty to Race/Ethnicity

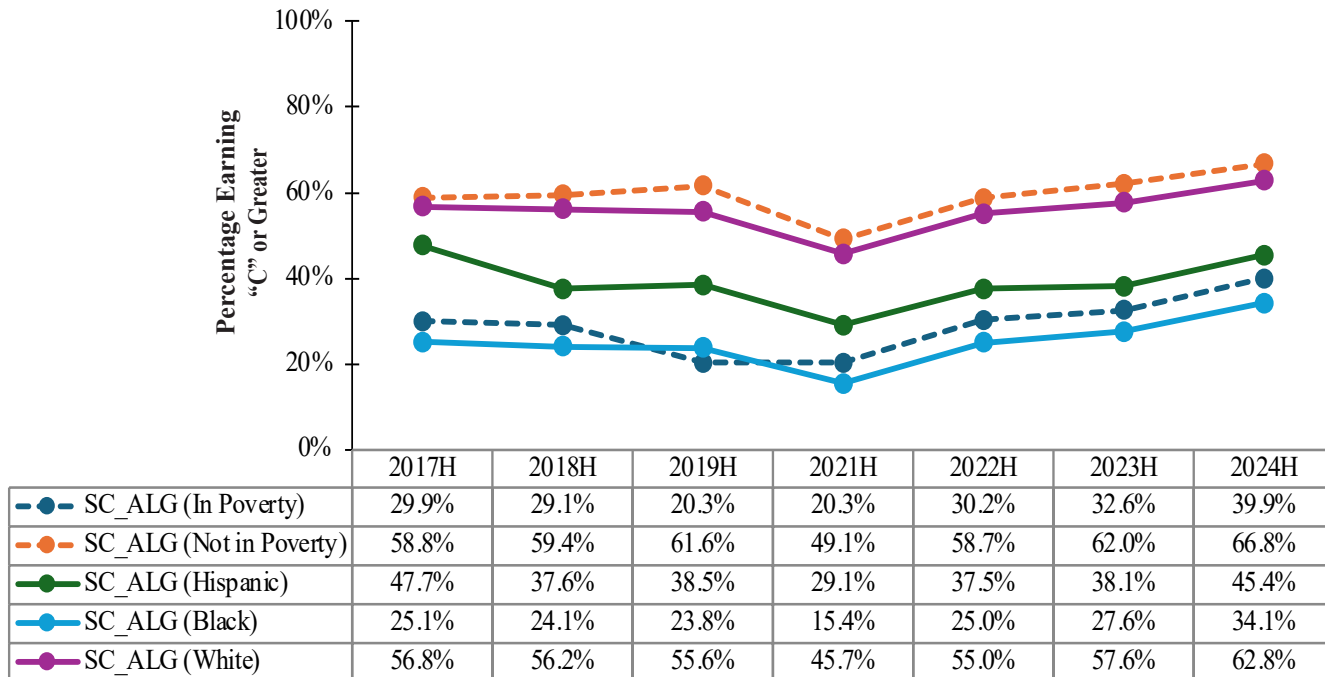


Figure 3.5.4 SC: A LG high school—performance of students in or not in poverty versus race/ethnicity.



Chapter 4

Georgetown County School District

Performance of Student in Poverty Versus Not in Poverty

The objective of this chapter is to show a comparative analysis of the performance of students in poverty and not in poverty in the GCSD.

I compared the performance of students in poverty versus those not in poverty in the GCSD. This included analyzing performance data for students in poverty and not in poverty.

As described in the introduction, the three largest racial/ethnic groups are examined in this report—the two historical US demographic groups (White and Black) and the more recent large demographic group (Hispanic). All others were placed in a category called “Other” for head count distribution, as shown in Chapter 2.

The column graphs in Figures 4.1.1, 4.1.2, and 4.1.3 depict columns joined together so the reader can see student performance and pronounced differences.

in Figure 4.1.1, elementary math performance was 30.6% for students in poverty and 63.7% for students not in poverty, which equates to a performance difference of 70.1% (see Table 4.1.1). in Figure 4.1.2, using the same scenario, performance was 18.0% for students in poverty and 52.1% for students not in poverty, which equates to a performance difference of 97.2% (see Table 4.1.1). in Figure 4.1.3, high

school ALG performance was 20.6% for students in poverty and 51.8% for students not in poverty, which equates to a performance difference of 86.3%.

The most notable takeaway from Figures 4.2.1–4.3.4 is that all students performance (dotted line) consistently stayed within the in poverty and not in poverty performance levels (solid lines). Additionally, the line charts provide more insight into the yearly performance, whereas the column charts simply depict the average over a given time period. Moreover, in Figures 4.4.1–4.5.4, the dotted lines represent students in and not in poverty, whereas the solid lines show the yearly performance of the three racial/ethnic groups (Hispanic, Black, White) along with students in and not in poverty (dotted lines). SCDE data released to the public do not discern the actual number or percentage of students in or not in poverty by race/ethnicity.

The fact that students in poverty underperformed those not in poverty by a large margin has been discussed and researched for a long time, yet the disparity persist despite the increase of resources allocated to this problem. There are most likely other confounding factors, and addressing them might help close the gap. See appendix in this report.

4.1 GCSD: Performance Comparison of Students in versus Not in Poverty

GCSD Elementary School: Comparison of Students in Versus Not in Poverty—SCREADY (ELA and Math)

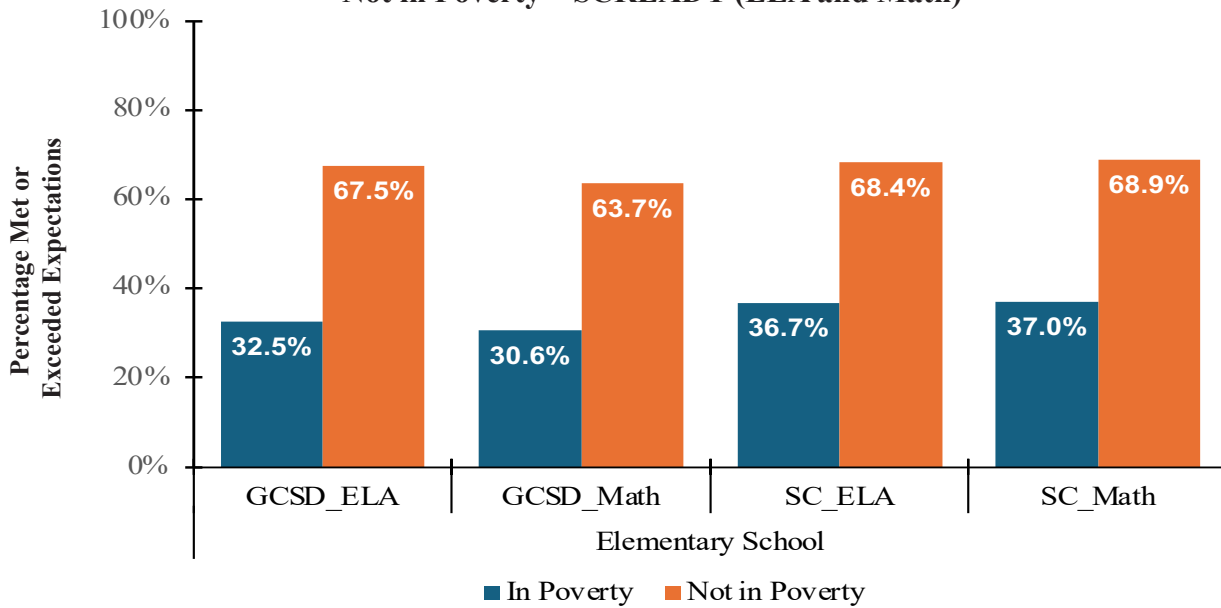


Figure 4.1.1 GCSD: ELA and math elementary school—performance comparison of student in or not in poverty (2017–2024)

GCSD Middle School: Performance Comparison of Students in Versus Not in Poverty—SCREADY (ELA and Math)

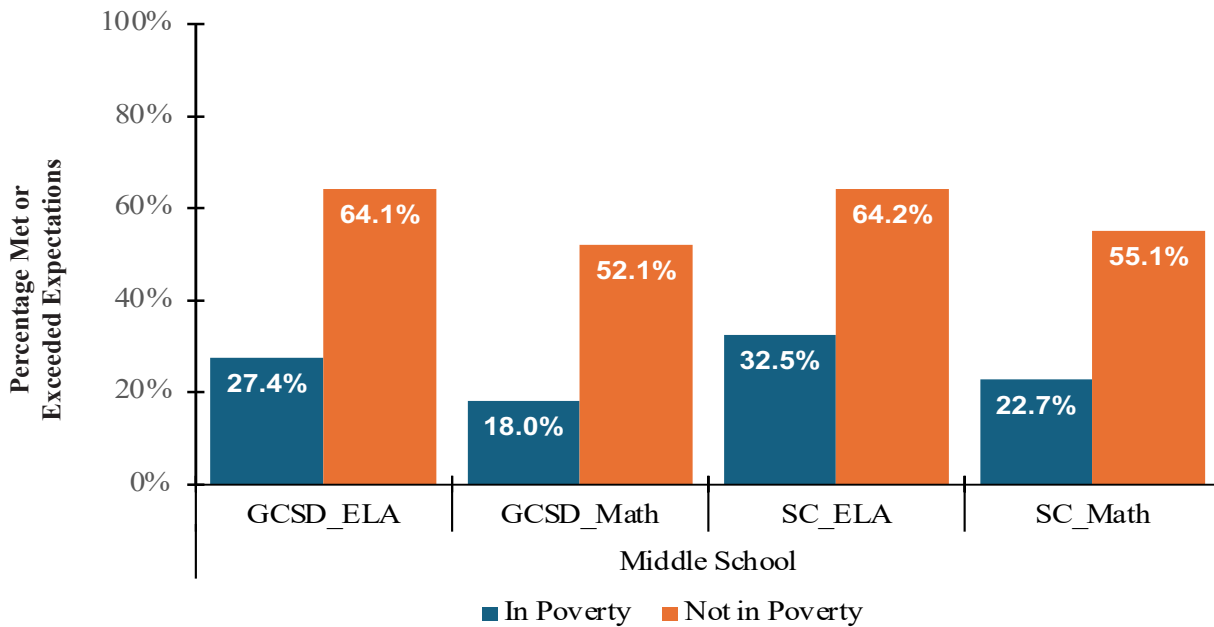


Figure 4.1.2 GCSD: ELA and math middle school—performance comparison of students in or not in poverty (2017–2024),

*These averages were adjusted for COVID-19 pandemic. Not adjusted for COVID-19 means counting performance data for school years ending in 2020 and 2021 when available. Adjusted for the COVID-19 pandemic means not counting performance data for school years ending in 2021. Data not available for 2020.



4.1 GCSD: SC READY— Performance Comparison of Students in Versus Not in Poverty, cont.

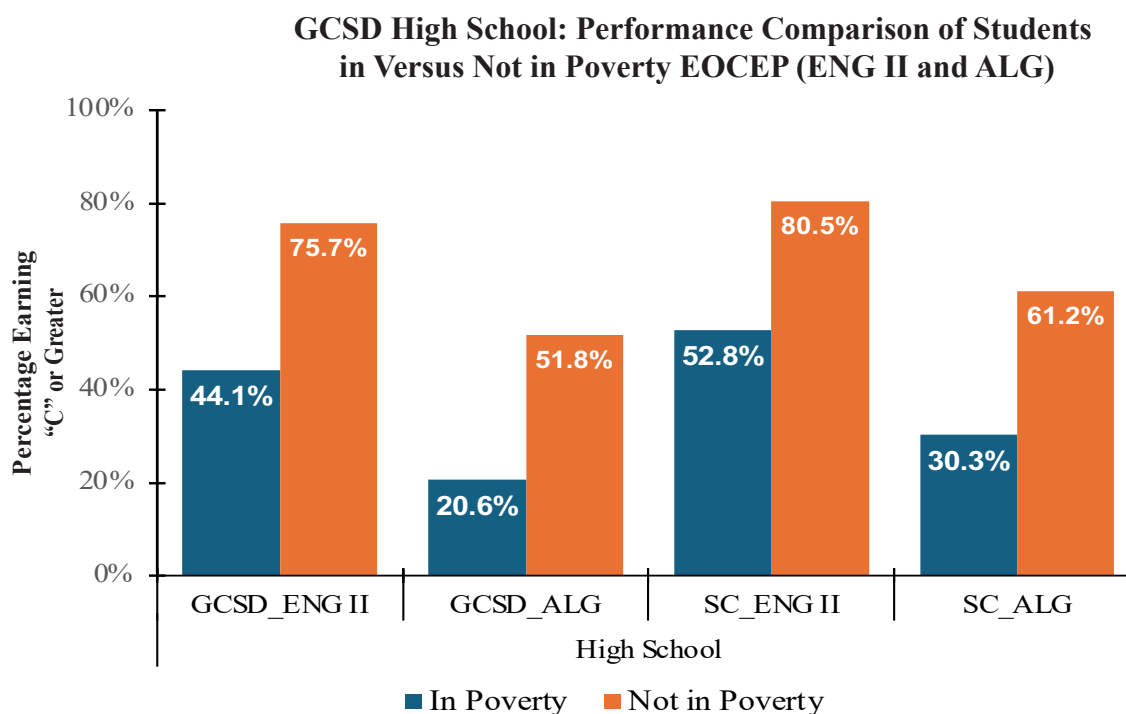


Figure 4.1.3 GCSD: ENG II and ALG high school—performance comparison of students in versus not in poverty (2017–2024),

Table 4.1.1 GCSD Performance differences between students in or not in poverty.

School Category	Subject Areas	Performance in Poverty	Performance Not in Poverty	Percentage Differences
Elementary (SC READY)	GCSD_ELA	32.5%	67.5%	70.0%
	GCSD_Math	30.6%	63.7%	70.1%
	SC_ELA	36.7%	68.4%	60.3%
	SC_Math	37.0%	68.9%	60.2%
Middle School (SC READY)	GCSD_ELA	27.4%	64.1%	80.3%
	GCSD_Math	18.0%	52.1%	97.2%
	SC_ELA	32.5%	64.2%	65.4%
	SC_Math	22.7%	55.1%	83.4%
High School (EOCEP)	GCSD_ENG II	44.1%	75.7%	52.9%
	GCSD_ALG	20.6%	51.8%	86.3%
	SC_ENG II	52.8%	80.5%	41.6%
	SC_ALG	30.3%	61.2%	67.5%

*These averages were adjusted for COVID-19 pandemic. Not adjusted for COVID-19 means counting performance data for school years ending in 2020 and 2021 when available. Adjusted for the COVID-19 pandemic means not counting performance data for school years ending in 2021. Data not available for 2020.



4.2 GCSD: SC READY—Performance Comparison of Students in versus Not in Poverty

GCSD Elementary School: ELA—Yearly Performance Comparison of Students in Versus Not in Poverty

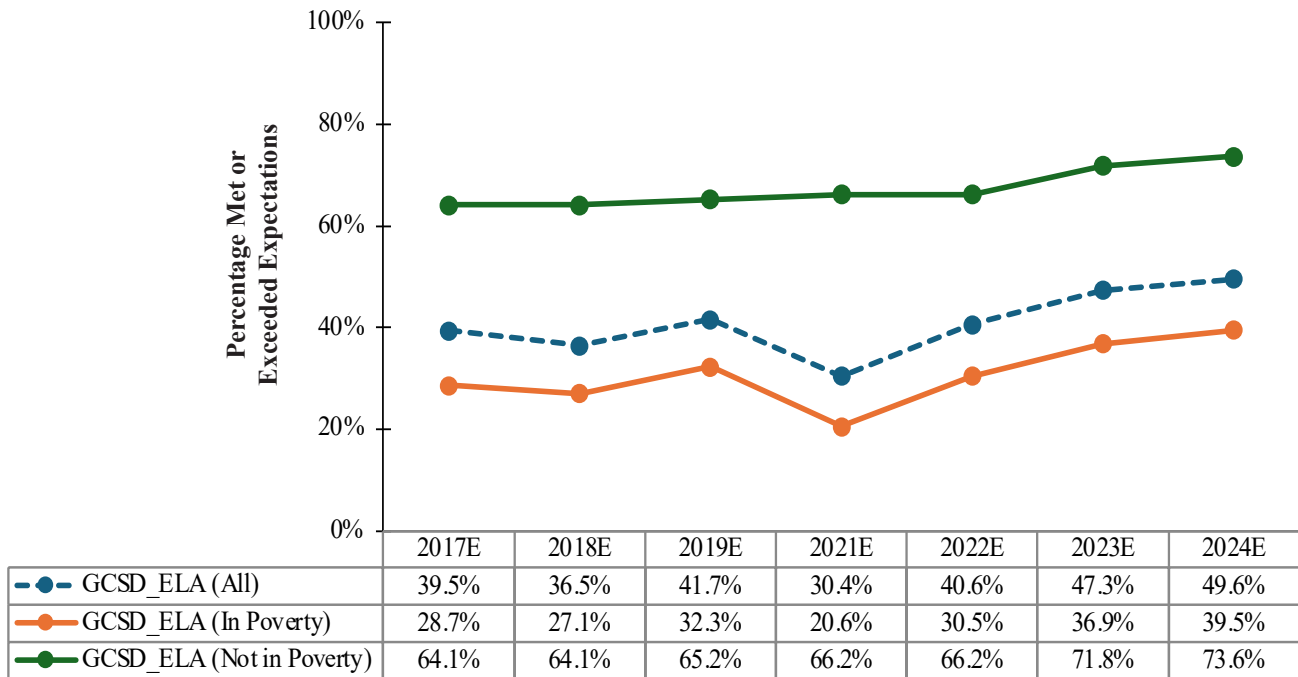


Figure 4.2.1 GCSD: ELA elementary school—performance comparison of students in and not in poverty (2017–2024).

SC Elementary School: ELA—Yearly Performance Comparison of Students in Poverty Versus Not in Poverty

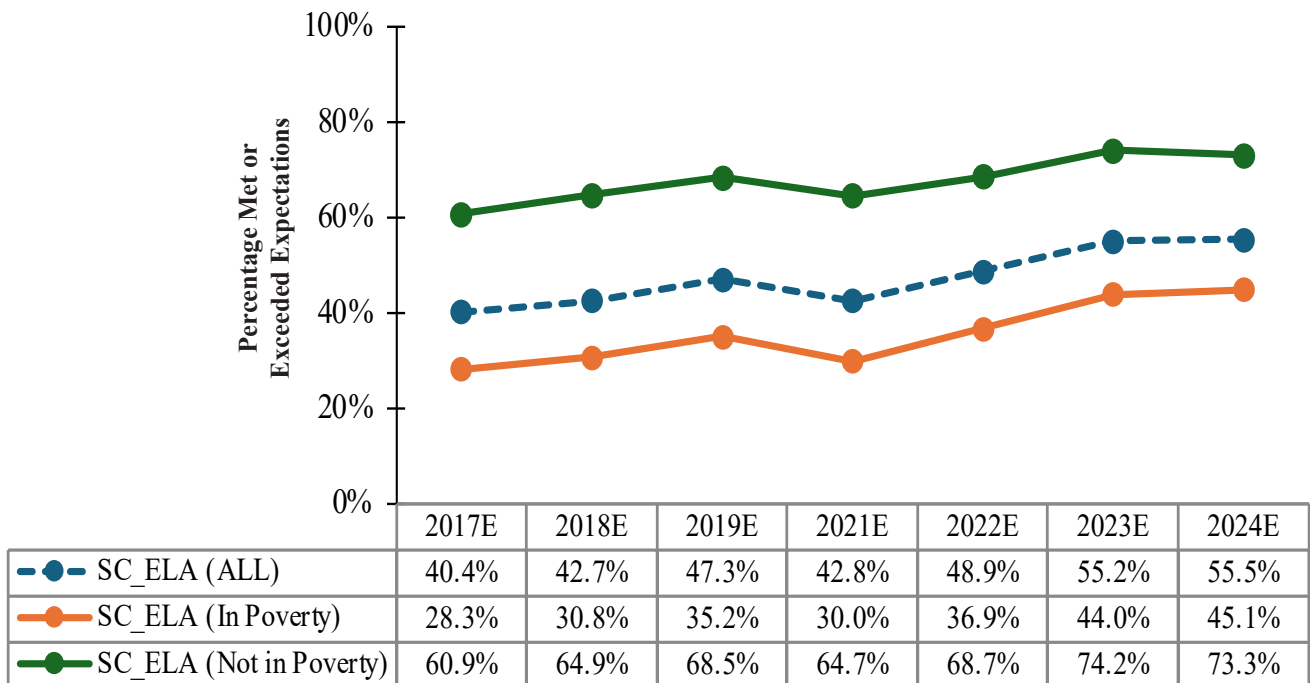


Figure 4.2.2 SC: ELA elementary school—performance comparison of students in and not in poverty (2017–2024).



4.2 GCSD: SC READY—Performance Comparison of Students in versus Not in Poverty, cont.

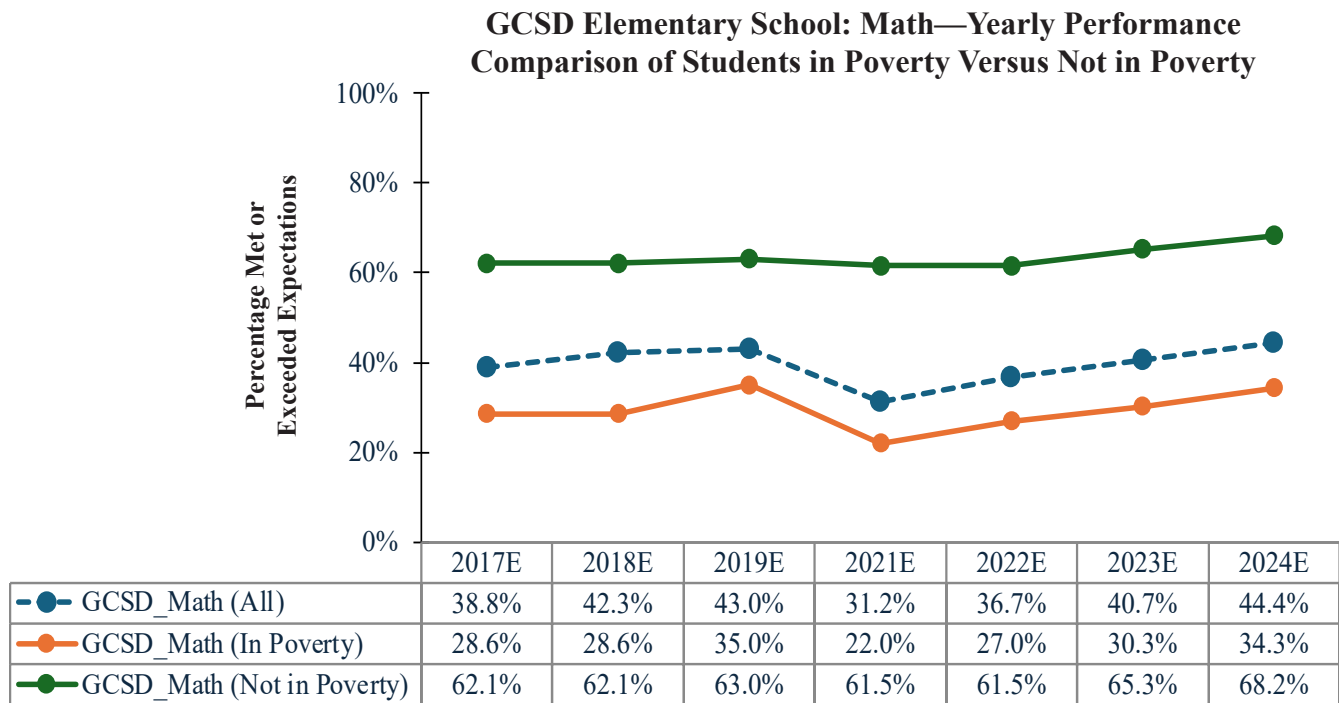


Figure 4.2.3 GCSD: Math elementary school—performance comparison of students in or not in poverty.

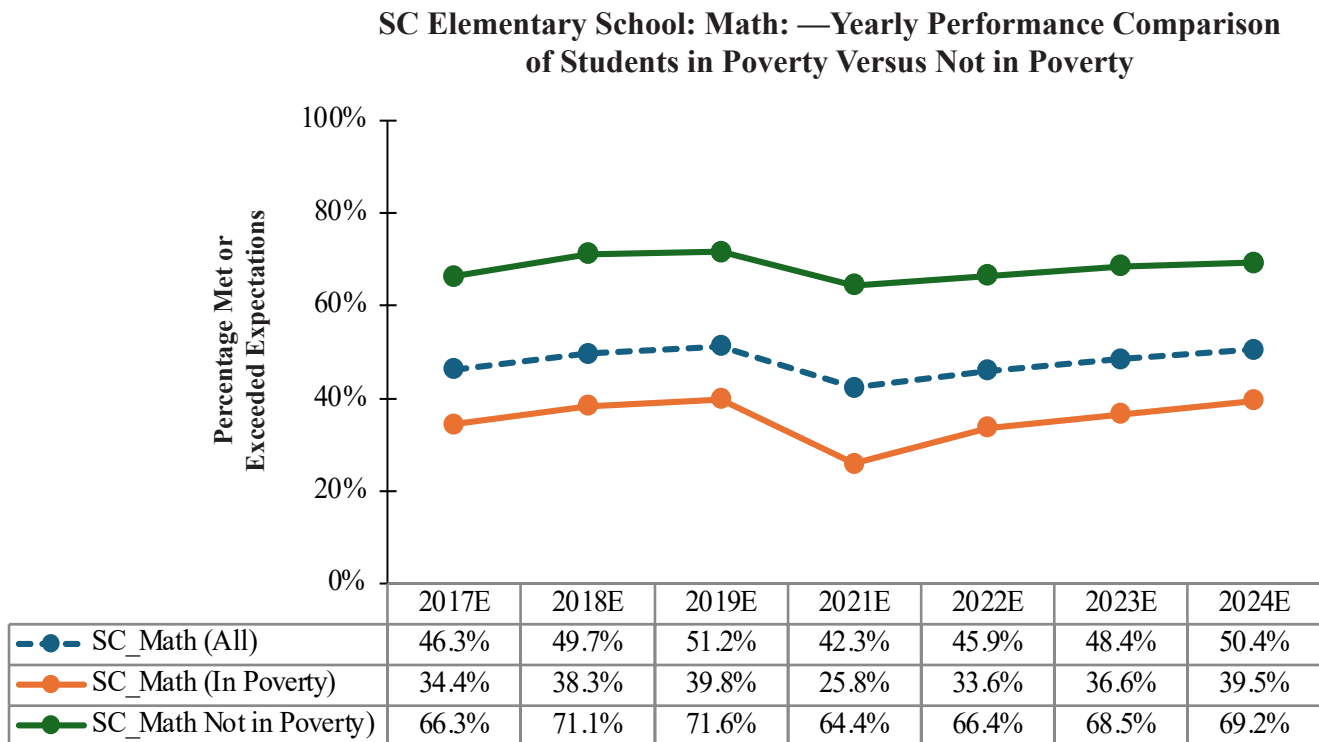


Figure 4.2.4 SC: Math elementary school—performance comparison of students in and not in poverty (2017–2024).



4.2 GCSD: SC READY—Performance Comparison of Students in versus Not in Poverty, cont.

GCSD Middle School: ELA—Yearly Performance Comparison of Students in Versus Not in Poverty

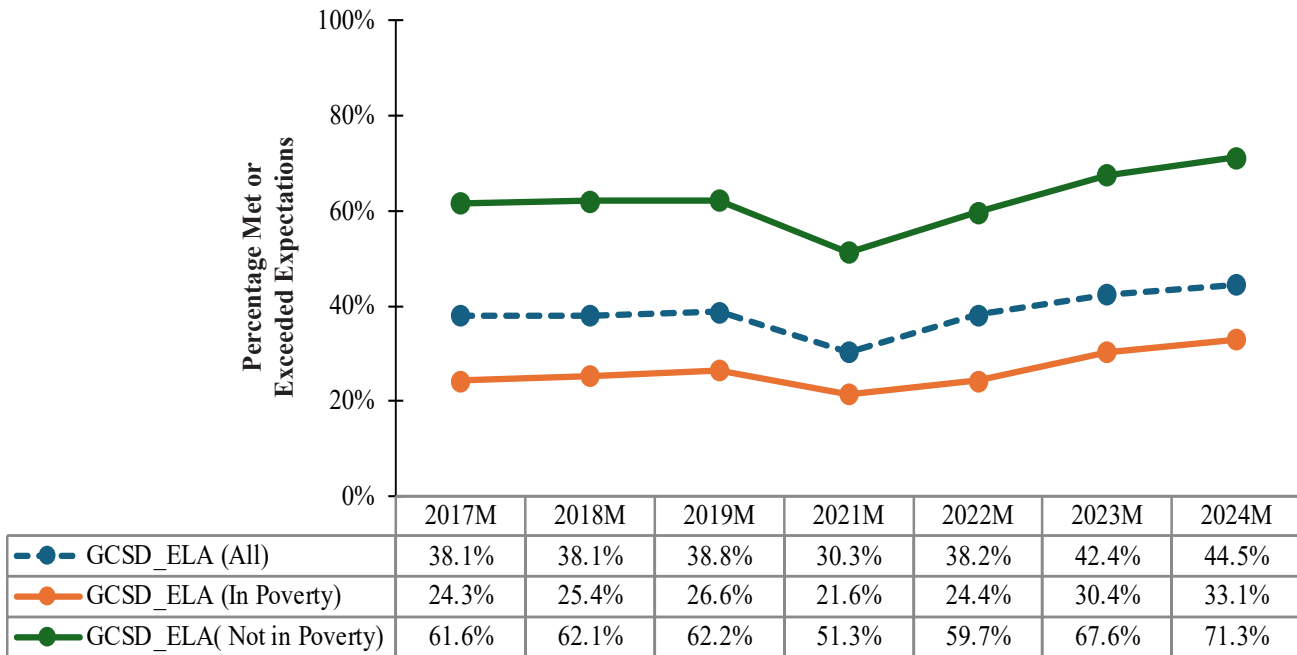


Figure 4.2.5 GCSD: ELA middle school—performance comparison of students in versus not in poverty.

SC Middle School: ELA—Yearly Performance Comparison of Students in Versus Not in Poverty

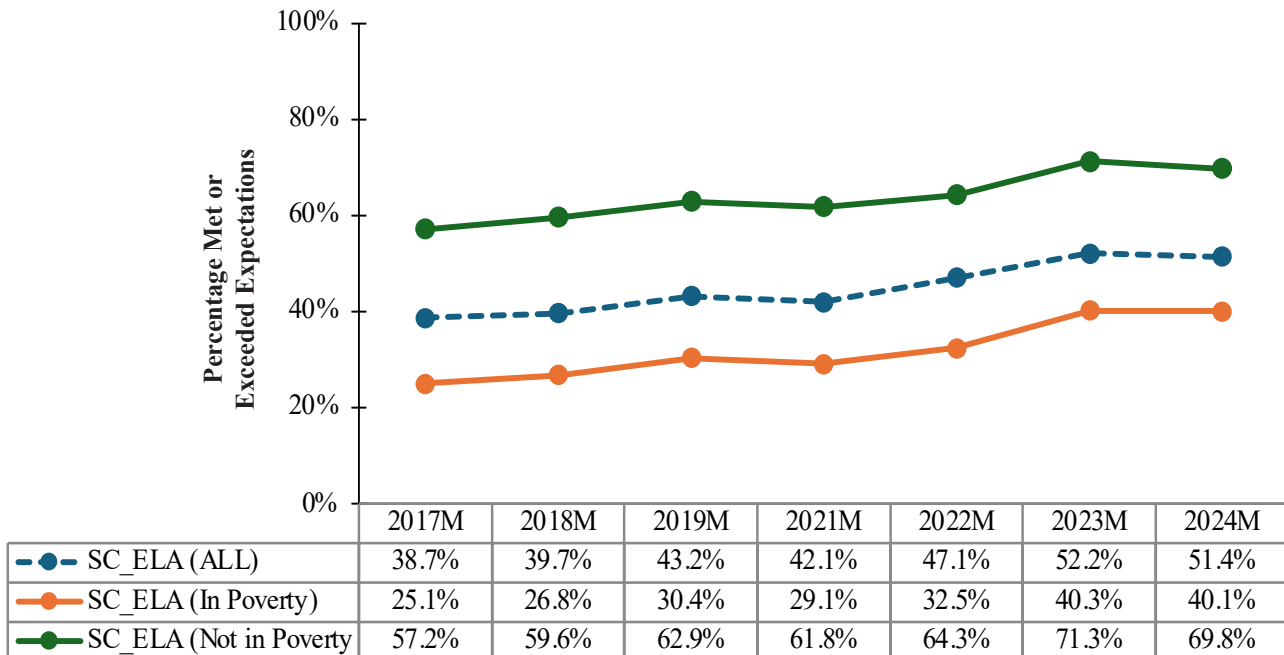


Figure 4.2.6 SC: ELA middle school—performance comparison of students in versus not in poverty.



4.2 GCSD: SC READY—Performance Comparison of Students in versus Not in Poverty, cont.

GCSD Middle School: Math—Yearly Performance Comparison of Students in Poverty Versus Not in Poverty

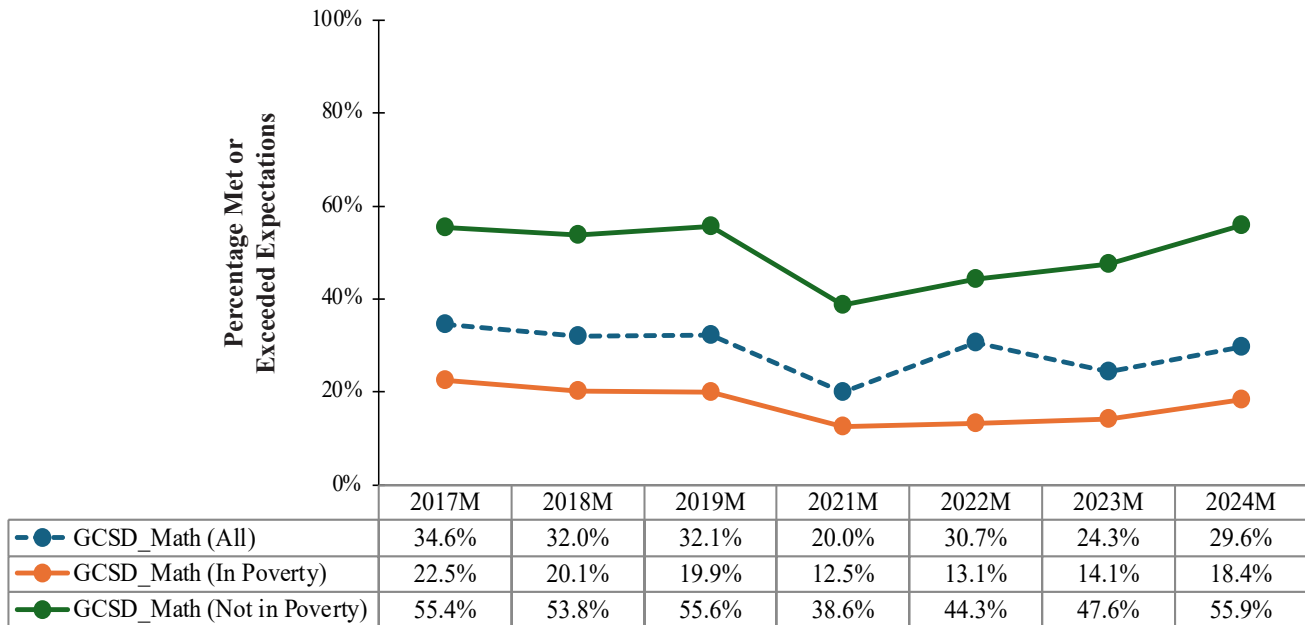


Figure 4.2.7 GCSD: Math middle school—performance comparison of students in and not in poverty.

SC Middle School: Math—Yearly Performance Comparison of Students in Poverty Versus Not in Poverty

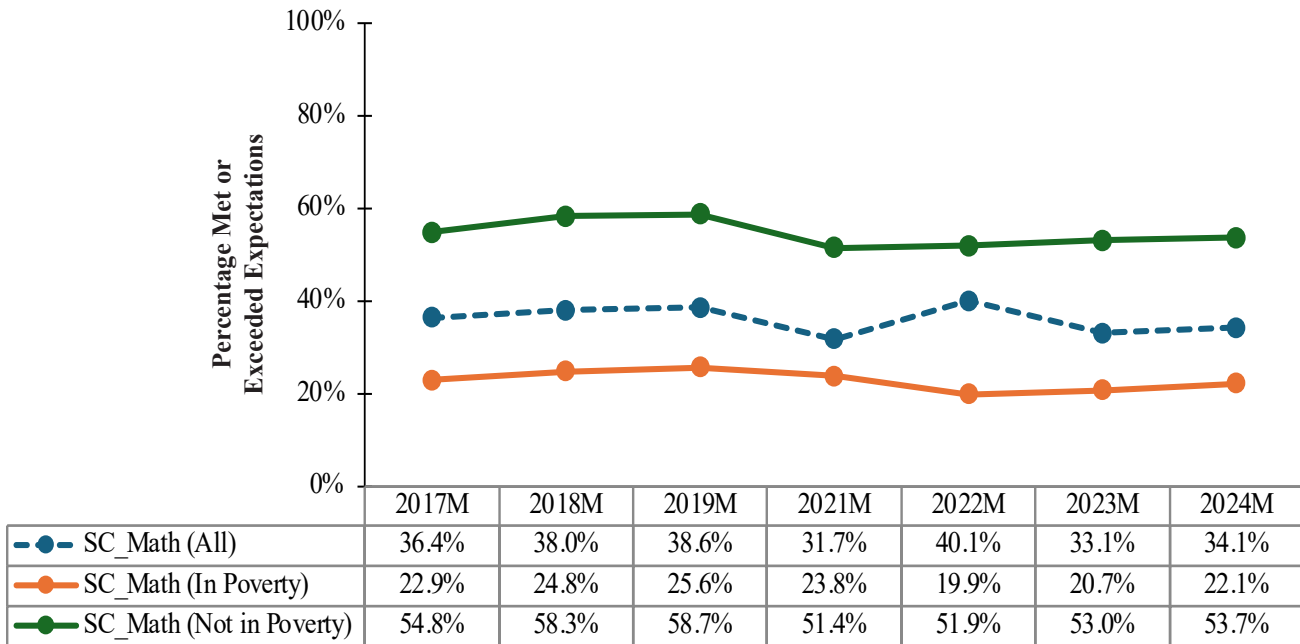
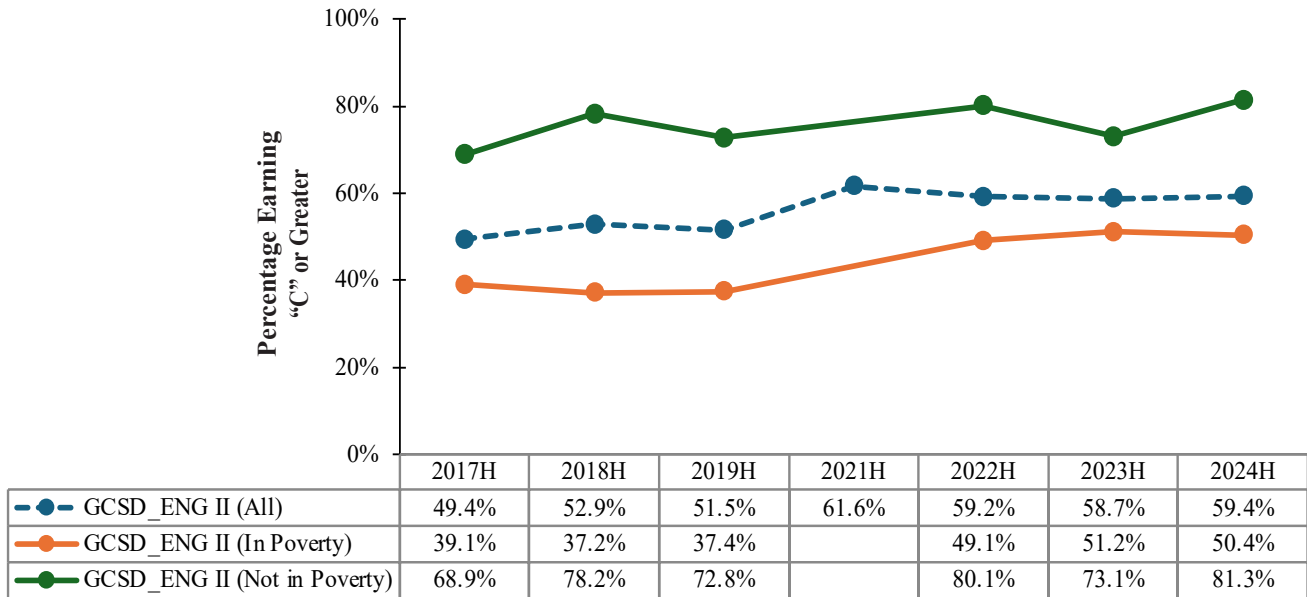


Figure 4.2.8 SC: Math middle school—performance comparison of students in versus not in poverty.



4.3 GCSD: EOCEP—Performance Comparison of Students in Versus Not in Poverty

GCSD High School: ENG II—Yearly Performance Comparison of Students in Versus Not in Poverty



SC High School: ENG II—Yearly Performance Comparison of Students in Versus Not in Poverty

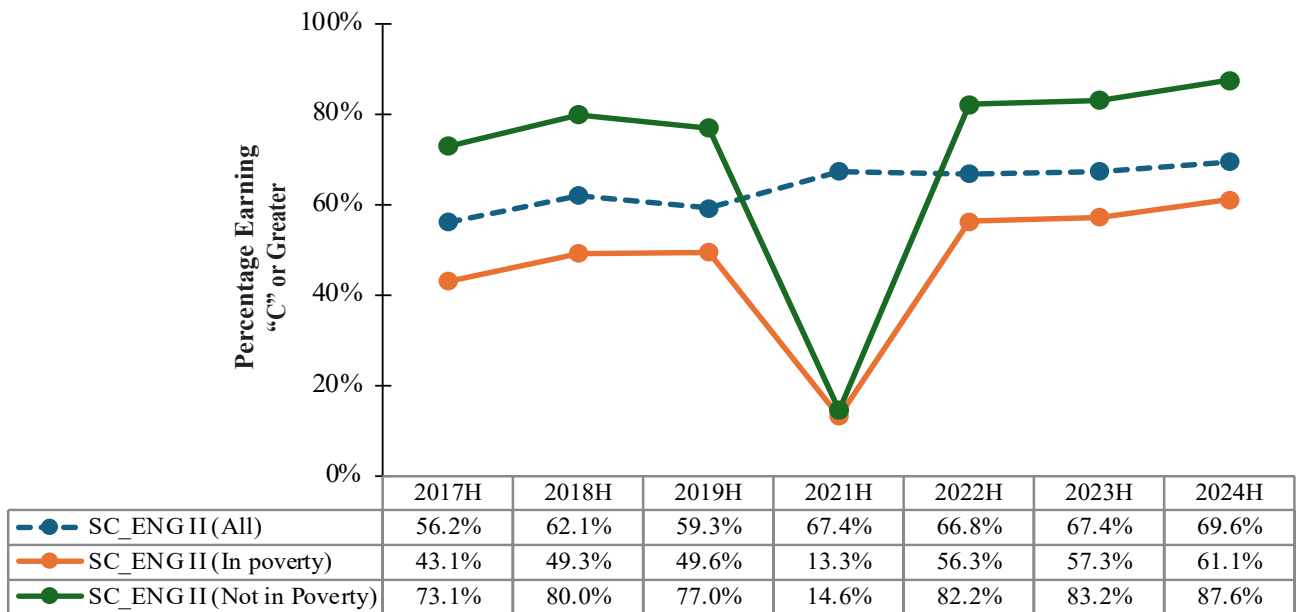


Figure 4.3.2 SC: ENG II high school—performance comparison of students in or not in poverty.



4.3 GCSD: EOCEP—Performance Comparison of Students in versus Not in Poverty, cont.

GCSD High School: ALG—Yearly Performance Comparison of Students in Versus Not in Poverty

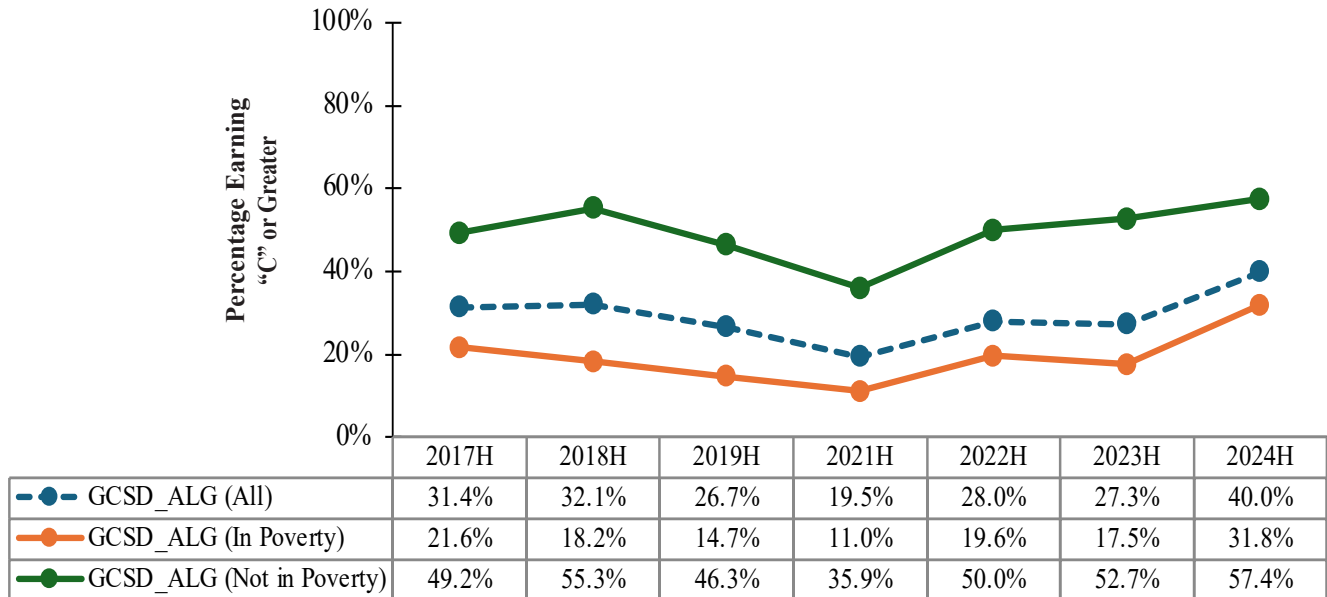


Figure 4.3.3 GCSD: ALG high school—performance comparison of students in or not in poverty.

SC High School: ALG—Yearly Performance Comparison of Students in Versus Not in Poverty

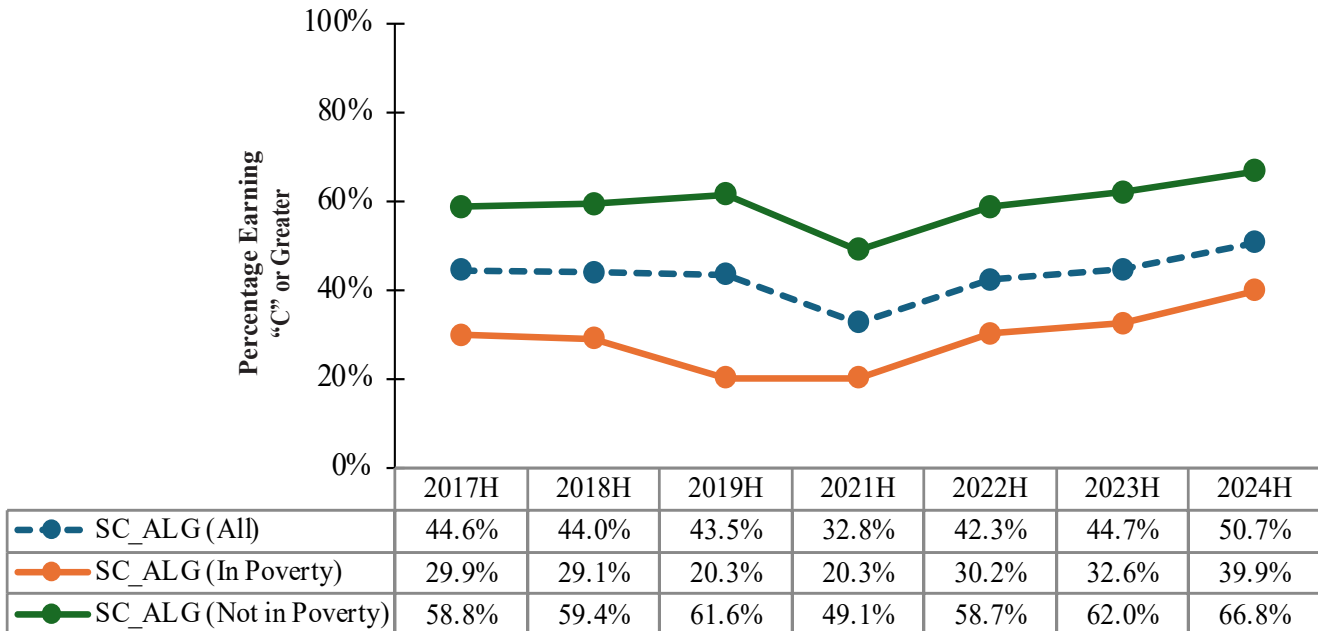


Figure 4.3.4 SC: ALG high school—performance comparison of students in or not in poverty.



4.4 GCSD: SC READY: Comparison of Students in or Not in Poverty Versus Race/Ethnicity

GCSD Elementary School: ELA—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

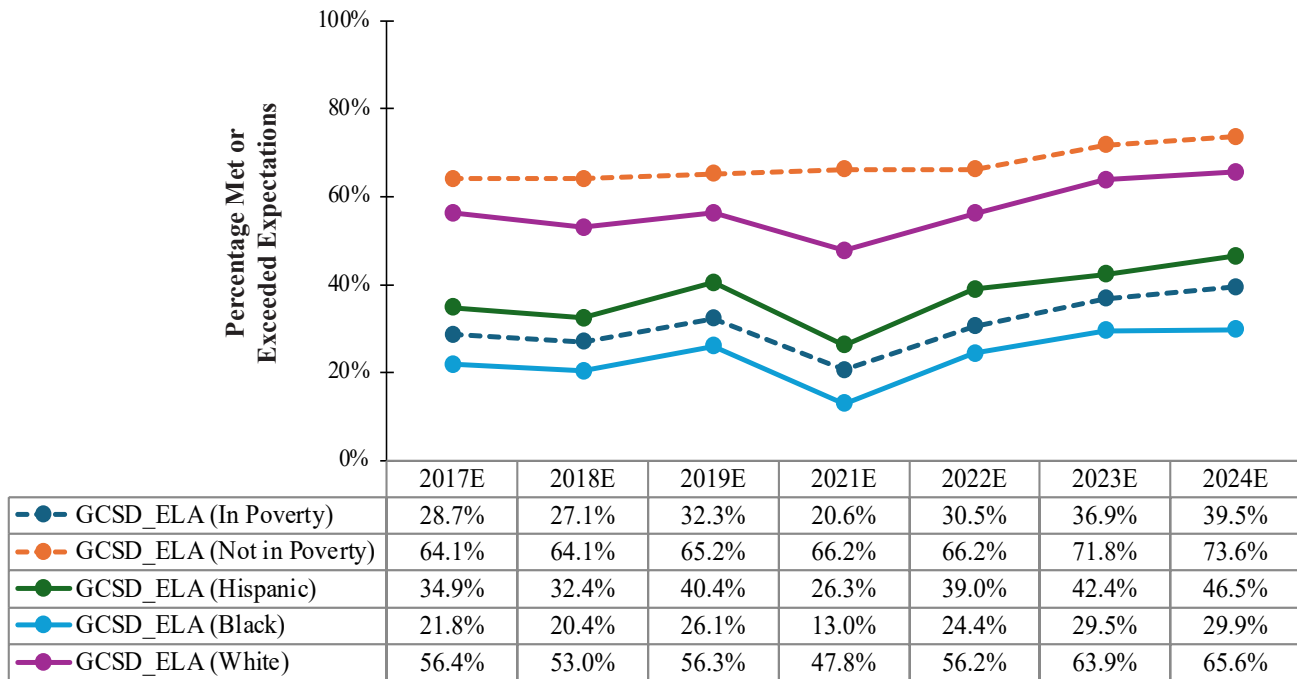


Figure 4.4.1 GCSD: ELA elementary school—performance comparison of students in or not in poverty versus race/ethnicity.

SC Elementary School: ELA—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

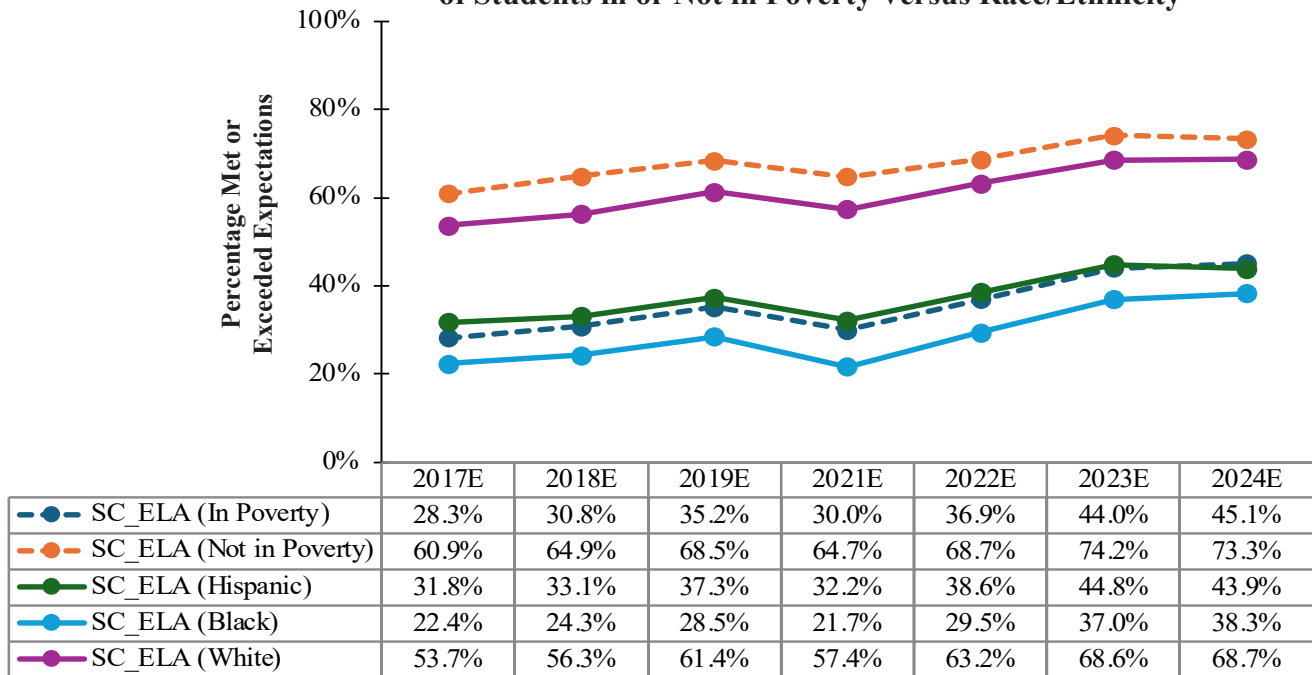


Figure 4.4.2 SC: ELA elementary school—performance comparison of students in or not in poverty versus race/ethnicity.



4.4 GCSD: SC READY: Comparison of Students in and Not in Poverty Versus Race/Ethnicity

GCSD Elementary School: Math—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

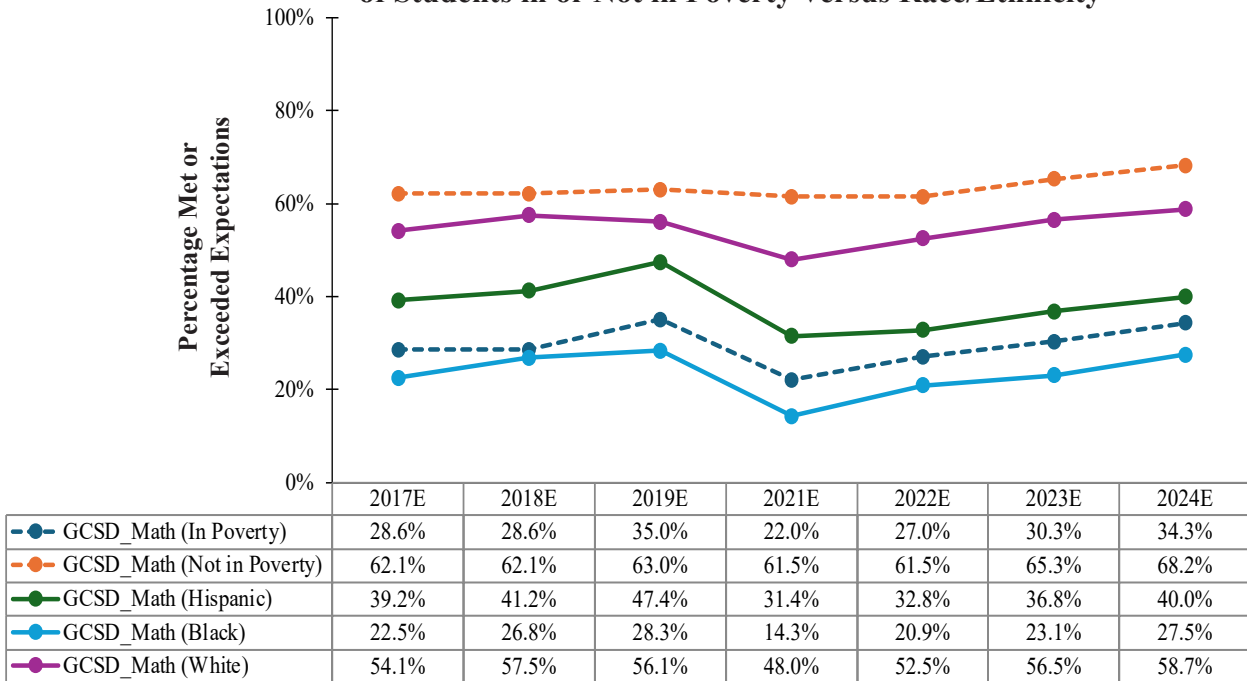


Figure 4.4.3 GCSD: Math elementary school—performance comparison of students in and not in poverty versus race e/ethnicity.

SC Elementary School: Math—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

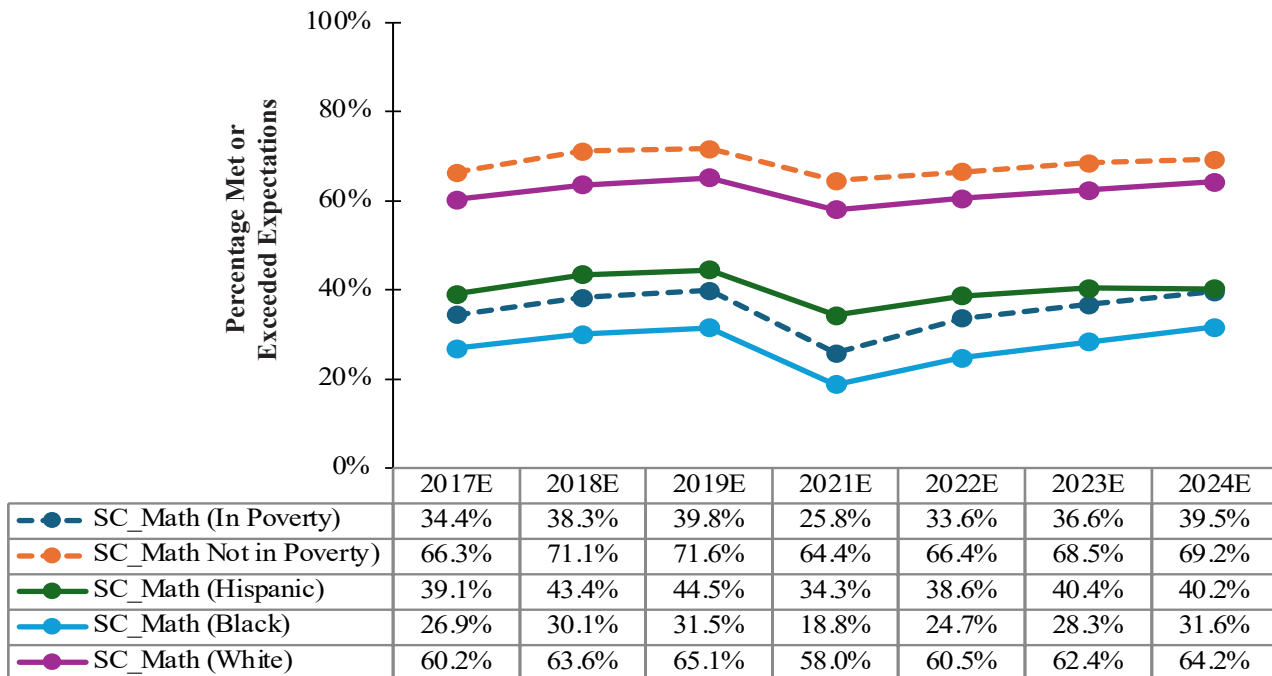


Figure 4.4.4 SC: Math elementary school—performance comparison of students in or not in poverty versus race/ethnicity.



4.4 GCSD SC READY—Comparison of Students in or Not in Poverty Versus Race/Ethnicity

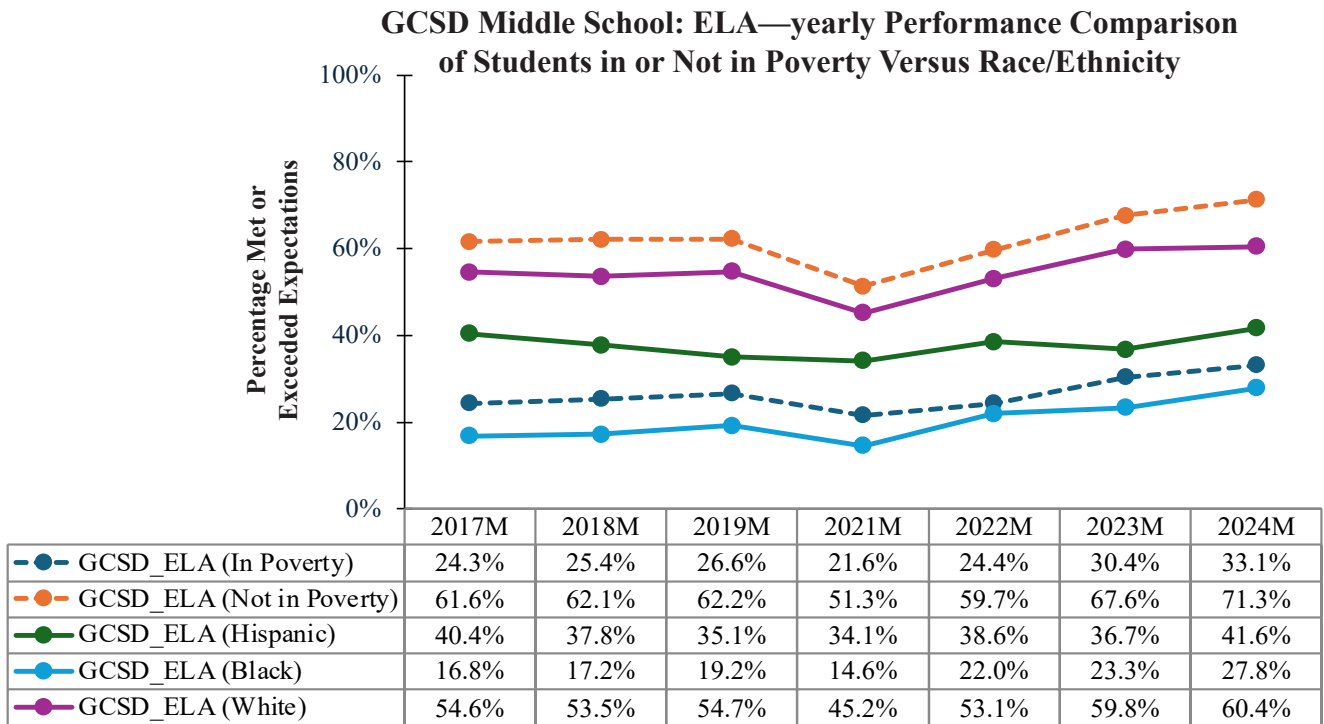


Figure 4.4.5 GCSD: ELA middle school—performance comparison of students in or not in poverty versus race/ethnicity.

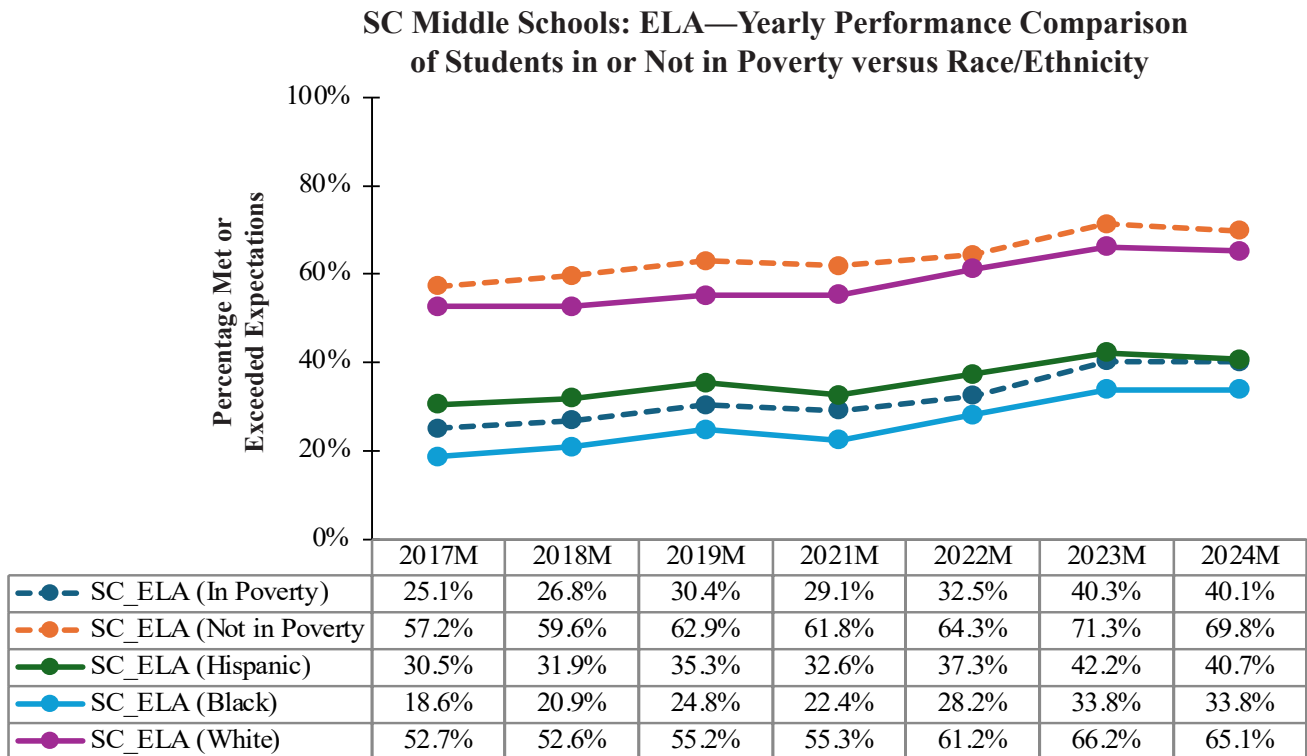


Figure 4.4.6 SC: ELA middle school—performance comparison of students in or not in poverty versus race/ethnicity.



4.4 GCSD: SC READY—Comparison of Students in or Not in Poverty Versus Race/Ethnicity, cont.

GCSD Middle School: Math—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

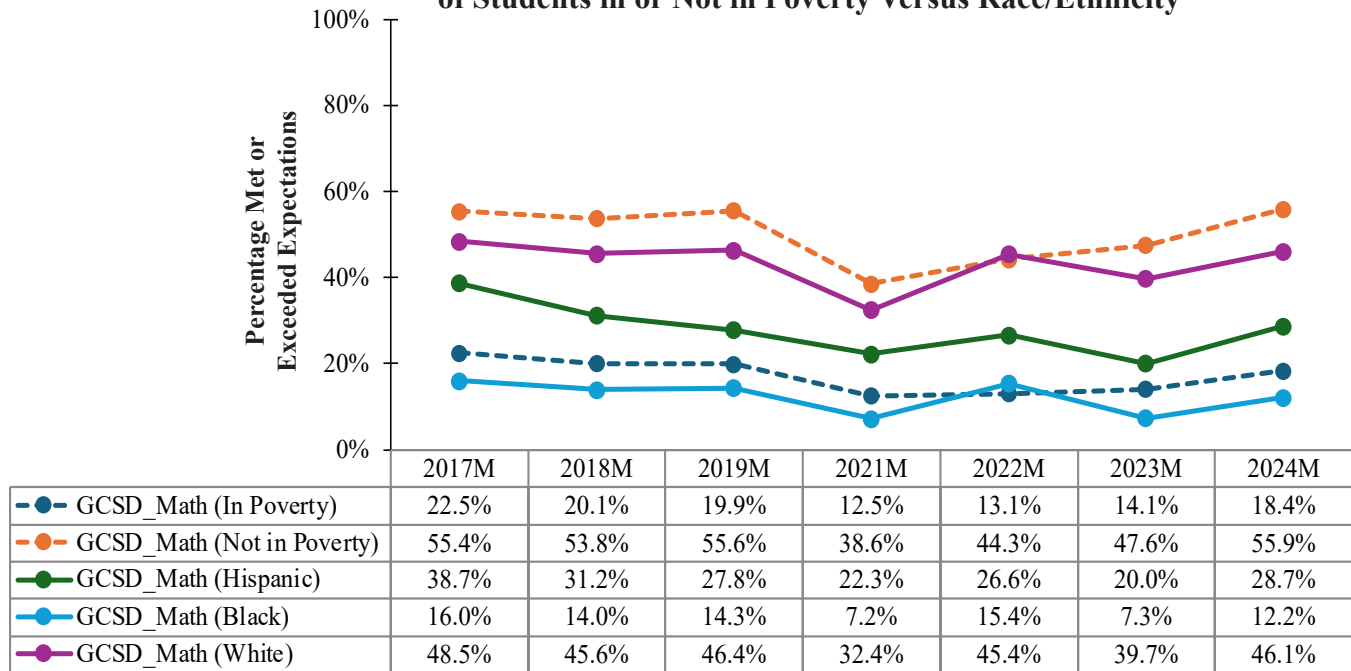


Figure 4.4.7 GCSD: Math middle school—performance comparison of students in or not in poverty versus race/ethnicity.

SC Middle School: Math—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

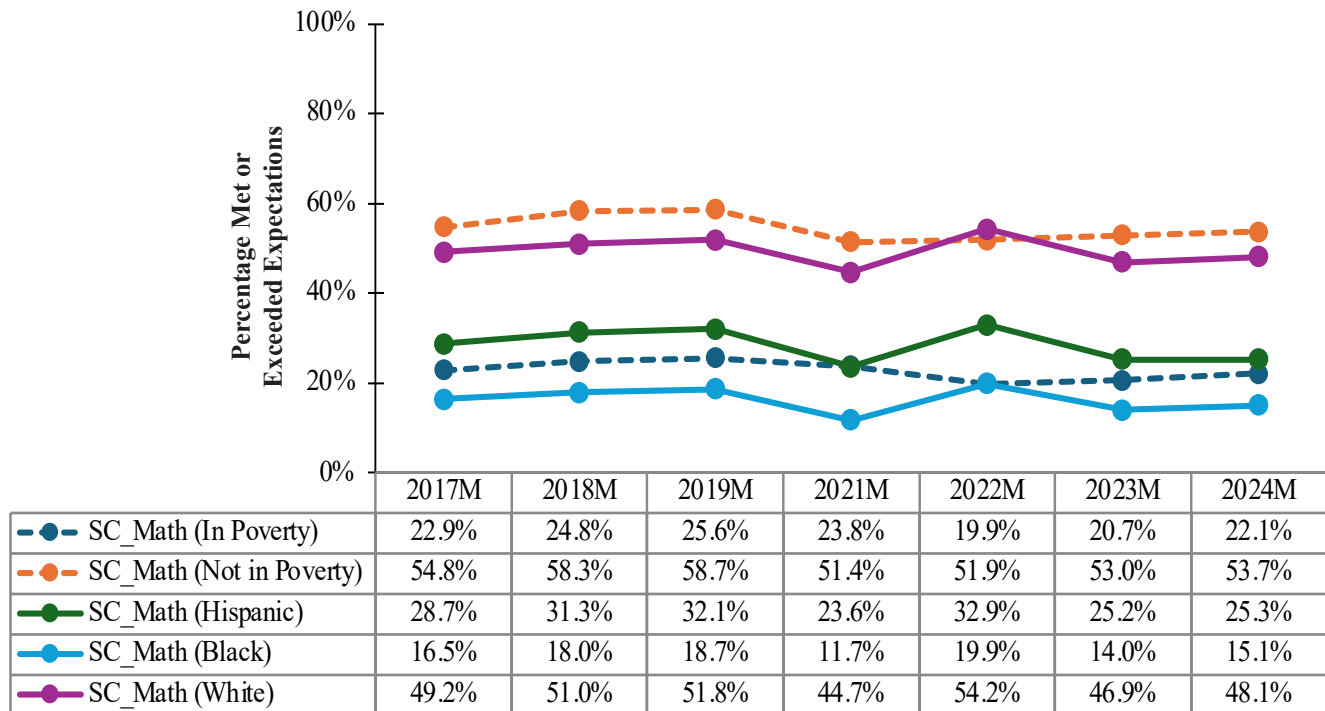


Figure 4.4.8 SC: Math middle school—performance comparison of students in or not in poverty versus race/ethnicity.



4.5 GCSD: EOCEP—Comparison of Students in or Not in Poverty Versus Race/Ethnicity

GCSD High School: ENG II—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

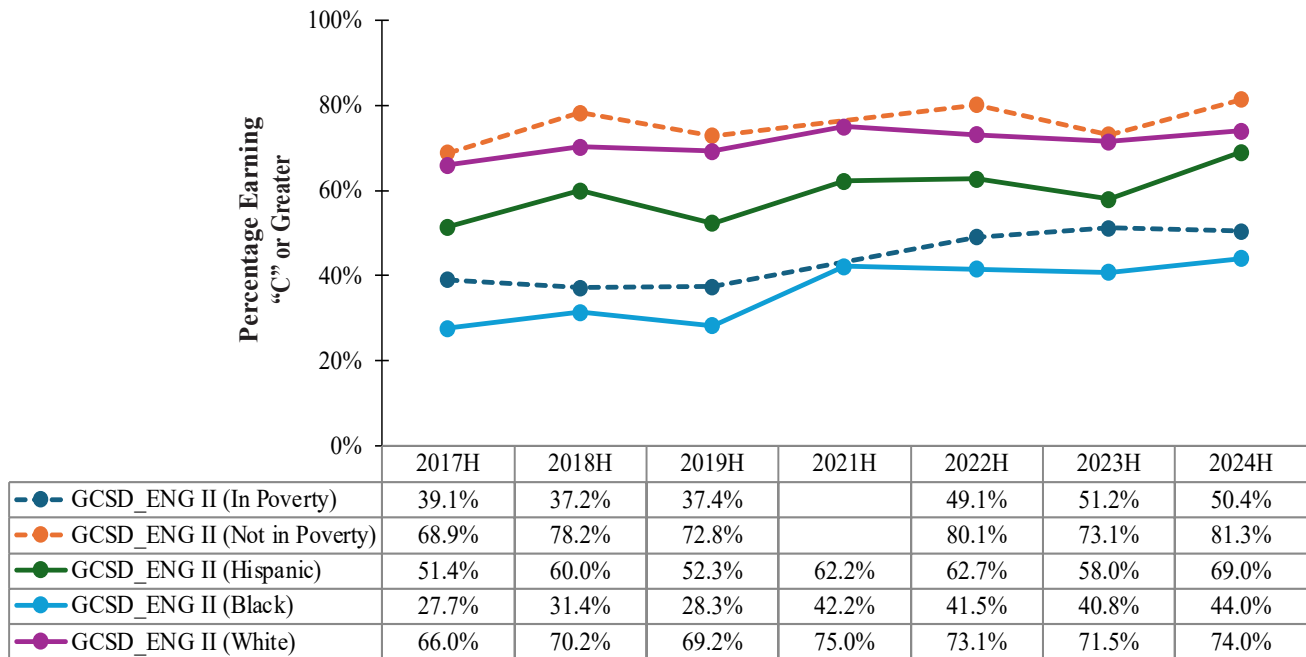


Figure 4.5.1 GCSD: ENG II high school—performance comparison of students in and not in poverty.

SC High School: ENG II—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

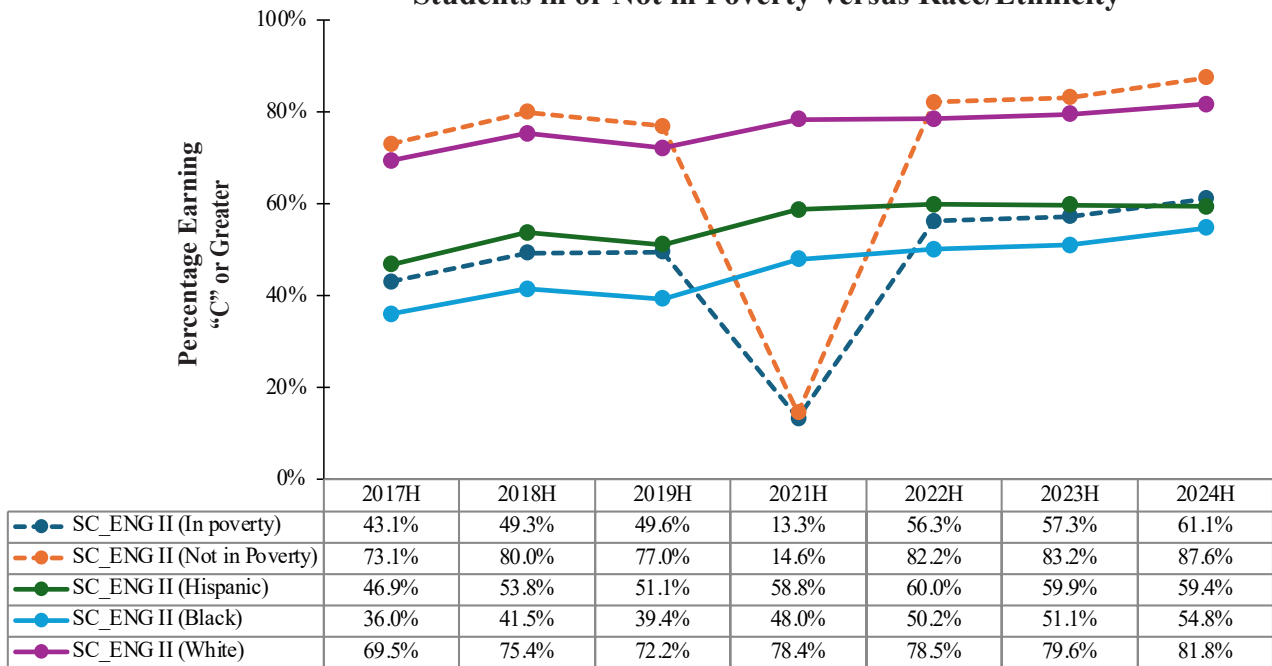


Figure 4.5.2 SC: ENG II high school—performance comparison of students in or not in poverty versus race/ethnicity.



4.5 GCSD: EOCEP—Comparison of Students in or Not in Poverty Versus Race/Ethnicity

GCSD High School: ALG—Yearly Performance Comparison of Students in Poverty or Not in Poverty Versus Race/Ethnicity

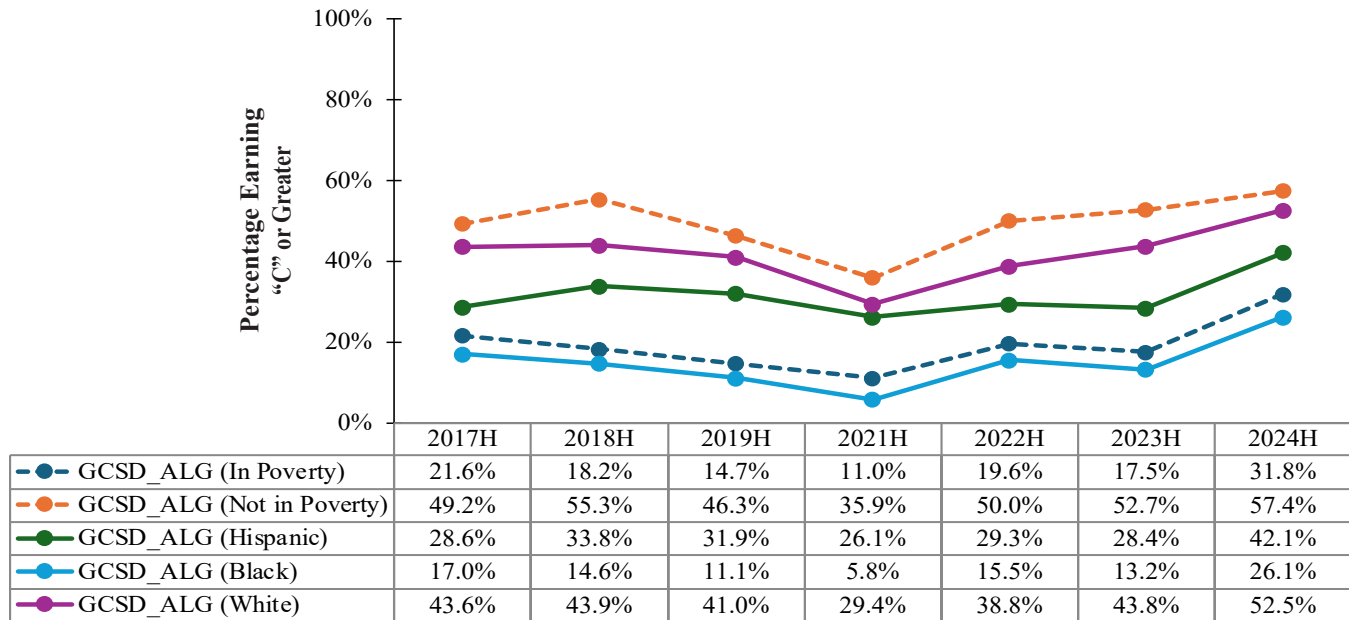


Figure 4.5.3 GCSD: ALG high school—performance comparison of students in or not in poverty versus race/ethnicity.

SC High School: ALG—Yearly Performance Comparison of Students in Poverty or Not in Poverty Versus Race/Ethnicity

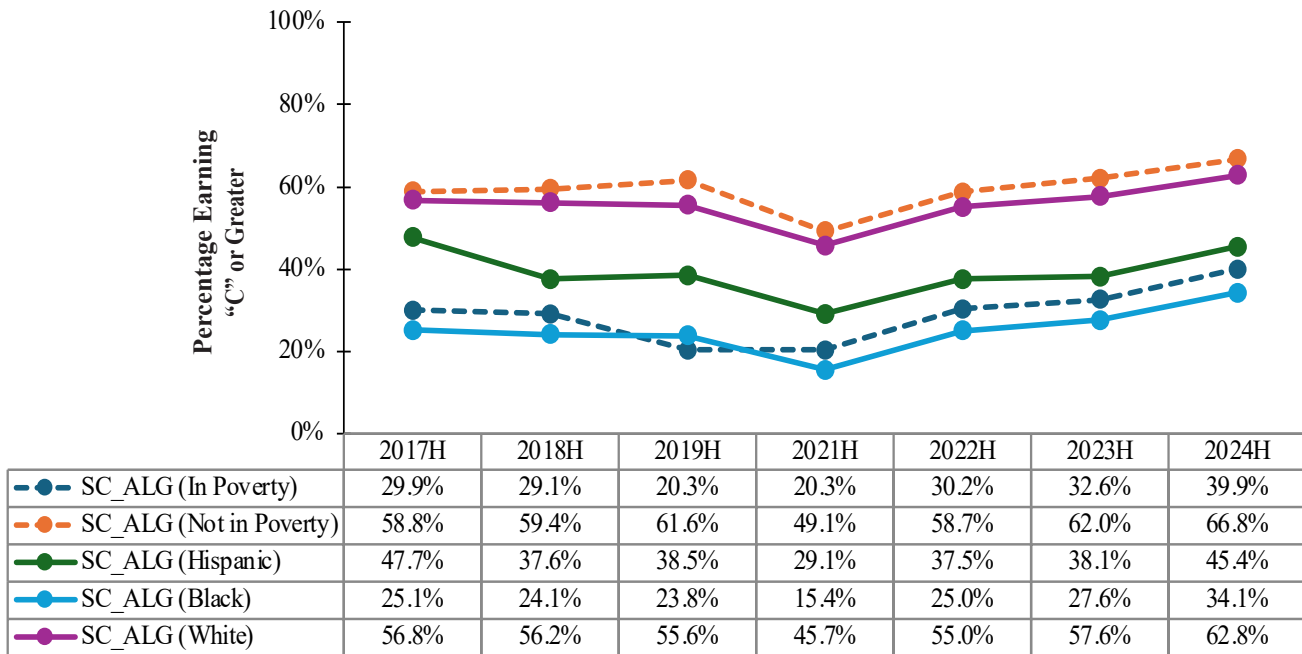


Figure 4.5.4 SC: ALG high school—performance comparison of students in or not in poverty versus race/ethnicity.



Chapter 5

Charleston County School District

Performance of Student in Poverty Versus Not in Poverty

The objective of this chapter is to show a comparative analysis of the performance of students in poverty and not in poverty in the CCSD.

I compared the performance of students in poverty versus not in poverty in the CCSD. This included analyzing performance data for students in poverty and not in poverty.

As described in the introduction, the three largest racial/ethnic groups are examined in this report—the two historical US demographic groups (White and Black) and the more recent large demographic group (Hispanic). All others were placed in a category called “Other” for head count distribution, as shown in Chapter 2.

The column graphs in Figures 5.1.1, 5.1.2, and 5.1.3 depict columns joined together so the reader can see student performance and pronounced differences.

in Figure 5.1.1, elementary math performance was 32.1% for students in poverty students and 75.9% for students not in poverty, which equates to a performance difference of 81.2% (see Table 5.1.1). in Figure 5.1.2, using the same scenario, performance was 21.3% for students in poverty and 66.0% for students not in poverty, which equates to a performance difference of 102% (see Table 5.1.1).

in Figure 5.1.3., high school ALG performance was 35.1% for students in poverty and 74.0% for students not in poverty, which equates to a performance difference of 71.4%.

The most notable takeaway from Figures 5.2.1–5.3.4 is that all students performance consistently stayed within the in poverty and not in poverty performance levels (dotted line). Additionally, the line charts provide more insight into the yearly performance, whereas the column charts simply depict the average over a given time period. Moreover, in Figures 5.4.1–5.5.4, the dotted lines represent students in or not in poverty, whereas the solid lines show the yearly performance of the three racial/ethnic groups (Hispanic, Black, and White) along with students in and not in poverty. SCDE data released to the public do not discern the actual number or percentage of students in or not in poverty by race/ethnicity.

The fact that students in poverty underperformed those not in poverty by a large margin has been discussed and researched for a long time, yet the disparity persists despite the increase of resources allocated to this problem. There are most likely other confounding factors, and addressing them might help close the gap. *See appendix in this report.*

5.1 CCSD: Performance Comparison of Students in Versus Not in Poverty

CCSD Elementary School: Comparison of Students in Versus Not in Poverty—SCREADY (ELA and Math)

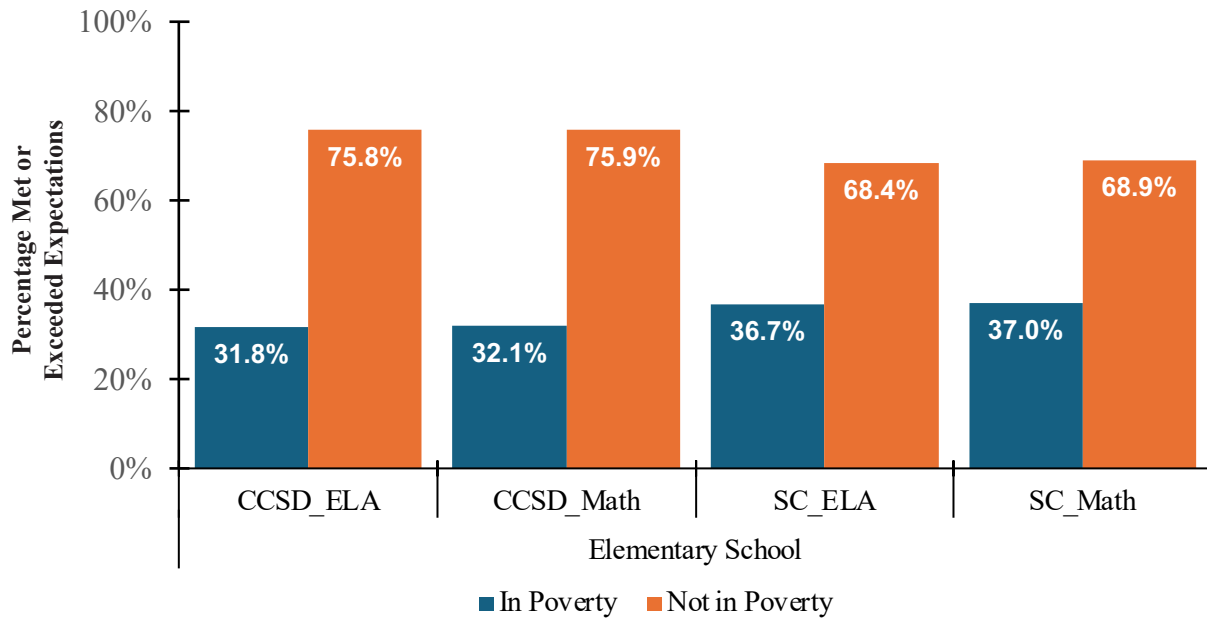


Figure 5.1.1 CCSD: ELA and math elementary school—performance comparison of student in or not in poverty (2017–2024)

CCSD Middle School: Performance Comparison of Students in Versus Not in Poverty—SCREADY (ELA and Math)

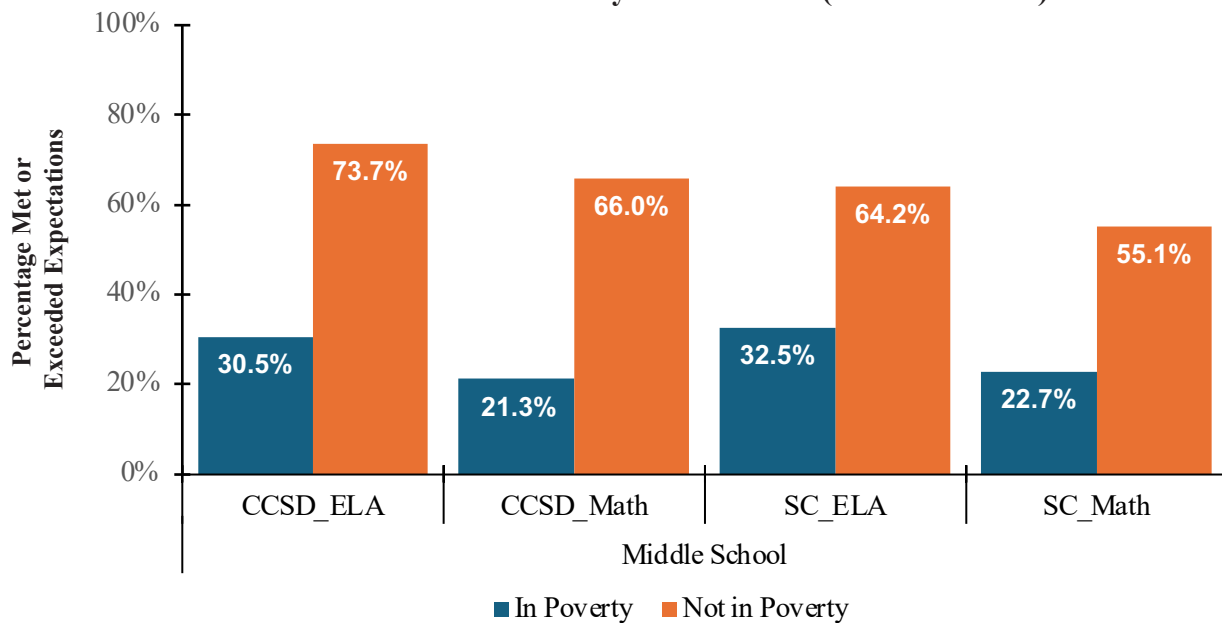


Figure 5.1.2 CCSD: ELA and math middle school—performance comparison of students in or not in poverty (2017–2024),

*These averages were adjusted for COVID-19 pandemic. Not adjusted for COVID-19 means counting performance data for school years ending in 2021. Data for 2020 not available.



5.1 CCSD: SC READY— Performance Comparison of Students in Versus Not in Poverty, cont.

CCSD High School: Performance Comparison of Students in Versus Not in Poverty EOCEP (ENG II and ALG)

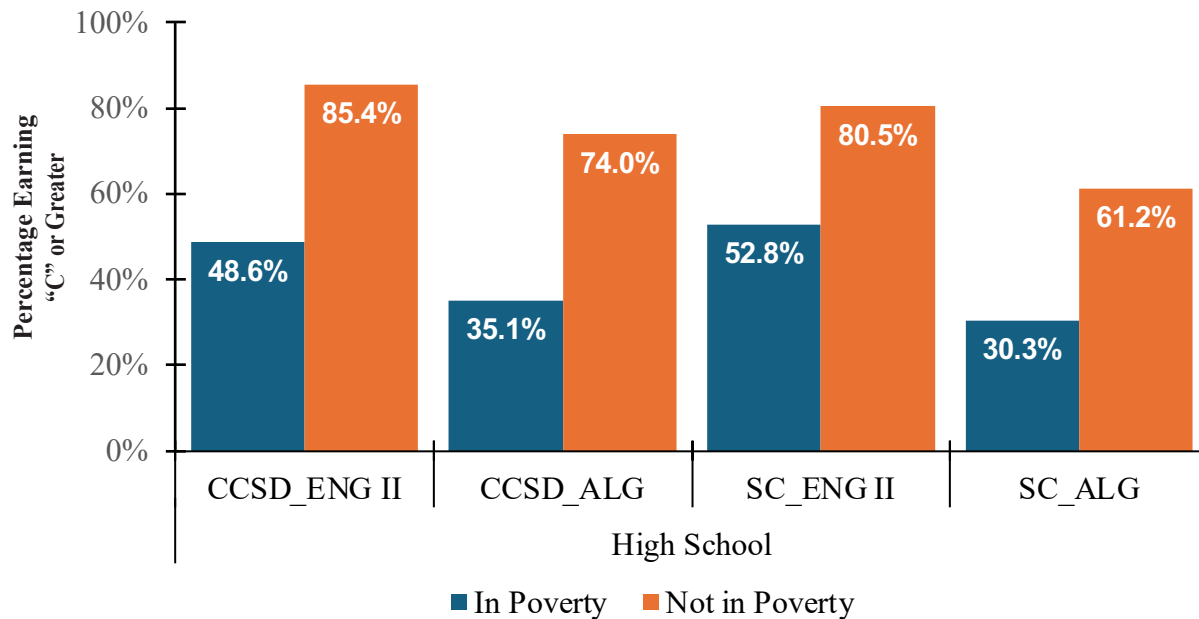


Figure 5.1.3 CCSD: ENG II and ALG high school—performance comparison of students in versus not in poverty (2017–2024),

Table 5.1.1 CCSD Performance differences between students in or not in poverty.

School Category	Subject Areas	Performance in Poverty	Performance Not in Poverty	Percentage Differences
Elementary School (SC READY)	CCSD_ELA	31.8%	75.8%	81.8%
	CCSD_Math	32.1%	75.9%	81.2%
	SC_ELA	36.7%	68.4%	60.3%
	SC_Math	37.0%	68.9%	60.2%
Middle School (SC READY)	CCSD_ELA	30.5%	73.7%	83.1%
	CCSD_Math	21.3%	66.0%	102.3%
	SC_ELA	32.5%	64.2%	65.4%
	SC_Math	22.7%	55.1%	83.4%
High School (EOCEP)	CCSD_ENG II	48.6%	85.4%	54.9%
	CCSD_ALG	35.1%	74.0%	71.4%
	SC_ENG II	52.8%	80.5%	41.6%
	SC_ALG	30.3%	61.2%	67.5%

*These averages were adjusted for COVID-19 pandemic. Not adjusted for COVID-19 means counting performance data for school years ending in 2021. Data for 2020 not available.



5.2 CCSD: SC READY—Performance Comparison of Students in versus Not in Poverty

CCSD Elementary School: ELA—Yearly Performance Comparison of Students in Versus Not in Poverty

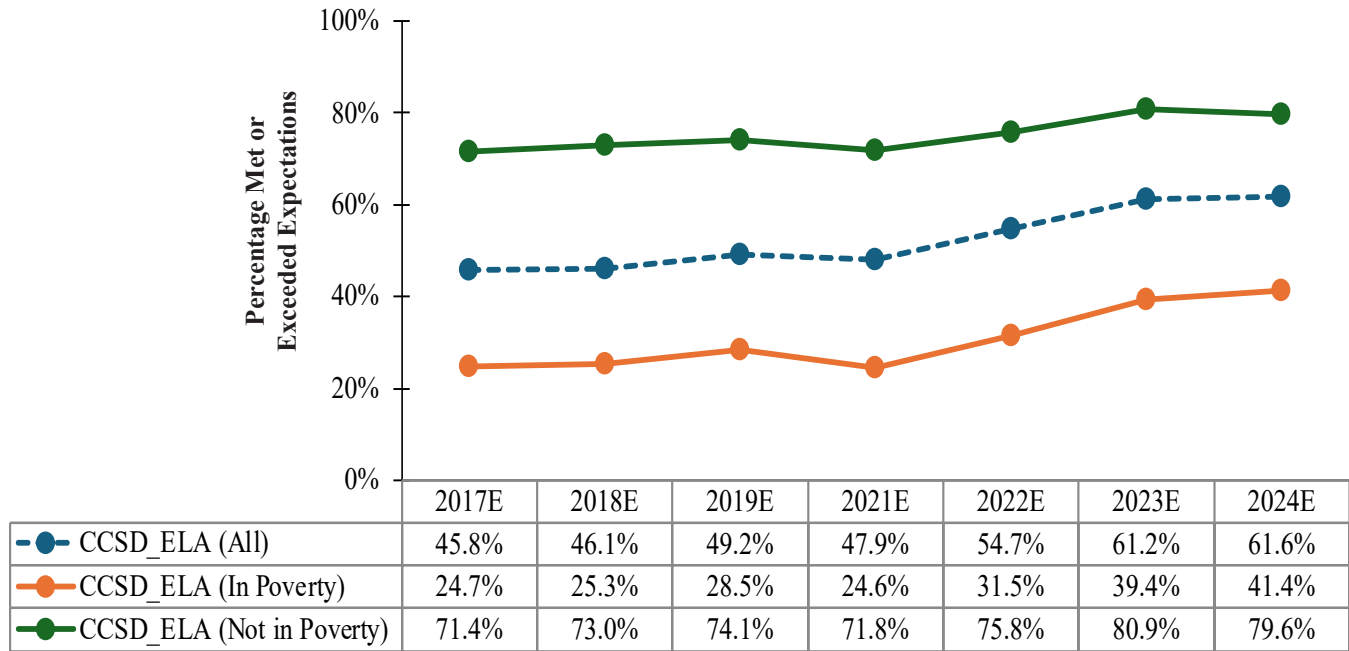


Figure 5.2.1 CCSD: ELA elementary school—performance comparison of students in or not in poverty.

SC Elementary School: ELA—Yearly Performance Comparison of Students in Poverty versus Not in Poverty

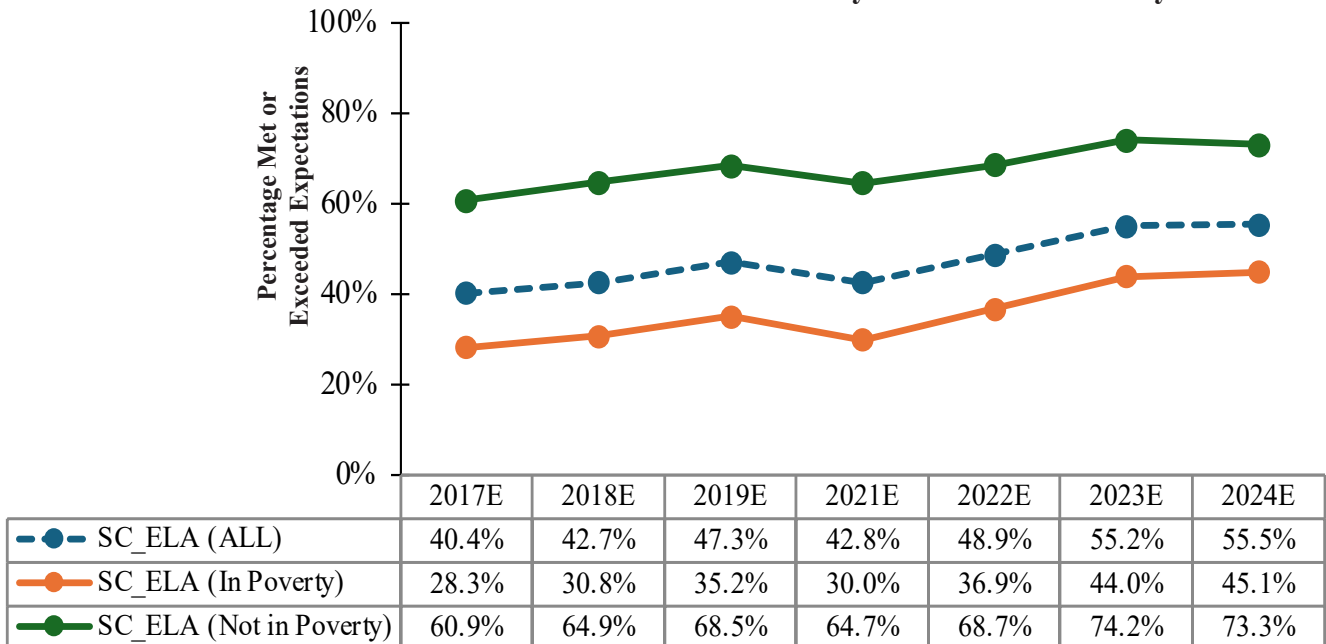


Figure 5.2.2 SC: ELA elementary school—performance comparison of students in or not in poverty.



5.2 CCSD: SC READY—Performance Comparison of Students in versus Not in Poverty, cont.

CCSD Elementary School: Math—Yearly Performance Comparison of Students in Poverty Versus Not in Poverty

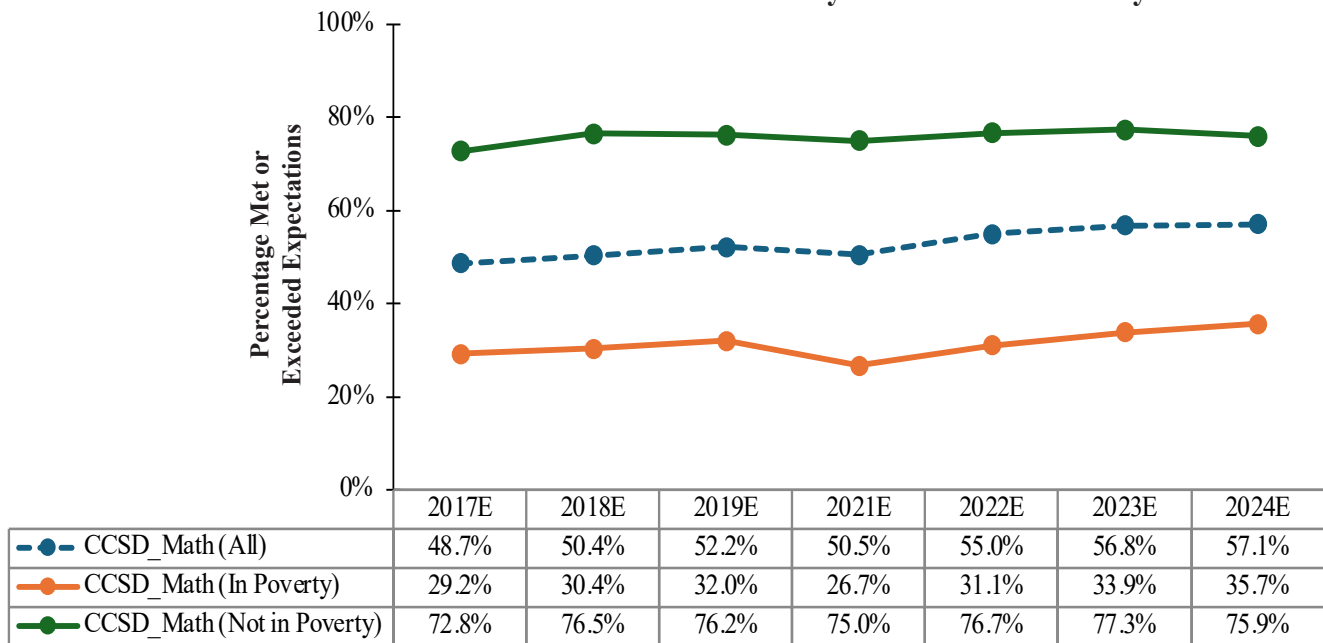


Figure 5.2.3 CCSD: Math elementary school—performance comparison of students in or not in poverty.

SC Elementary school: Math—Yearly Performance Comparison of Students in Poverty Versus Not in Poverty

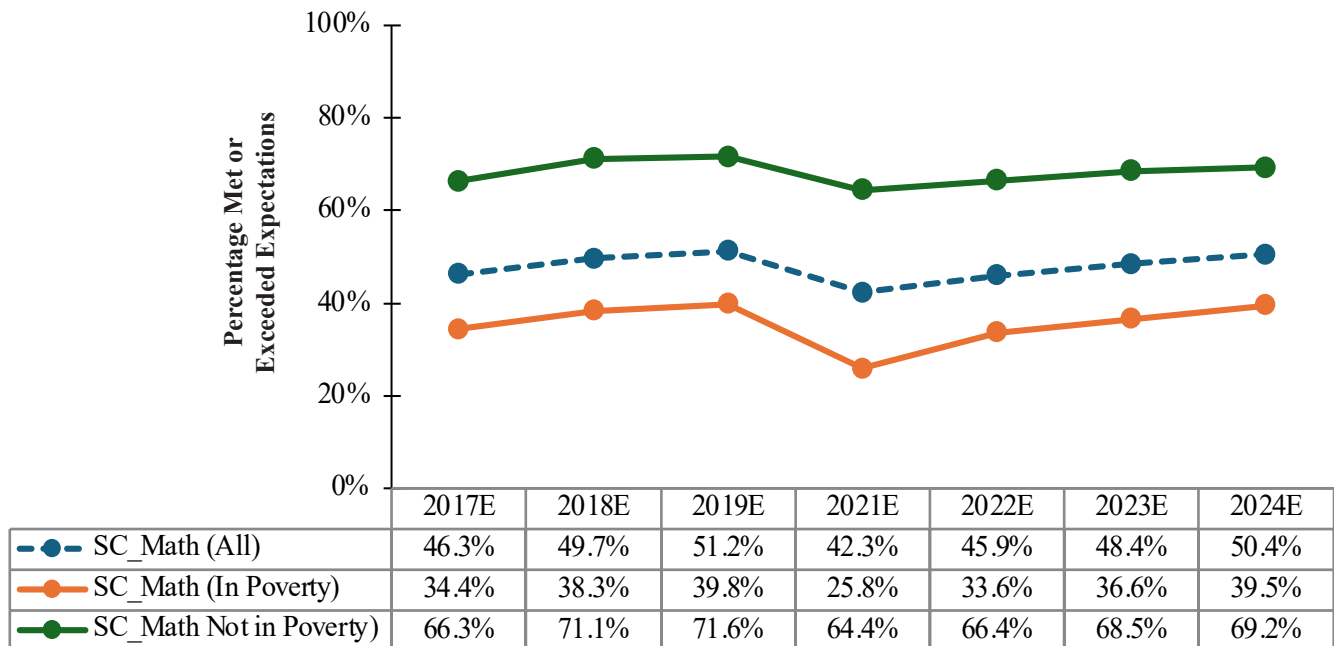


Figure 5.2.4 SC: Math elementary school—performance comparison of students in or not in poverty.



5.2 CCSD: SC READY—Performance Comparison of Students in versus Not in Poverty, cont.

CCSD Middle School: ELA—Yearly Performance Comparison of Students in Versus Not in Poverty

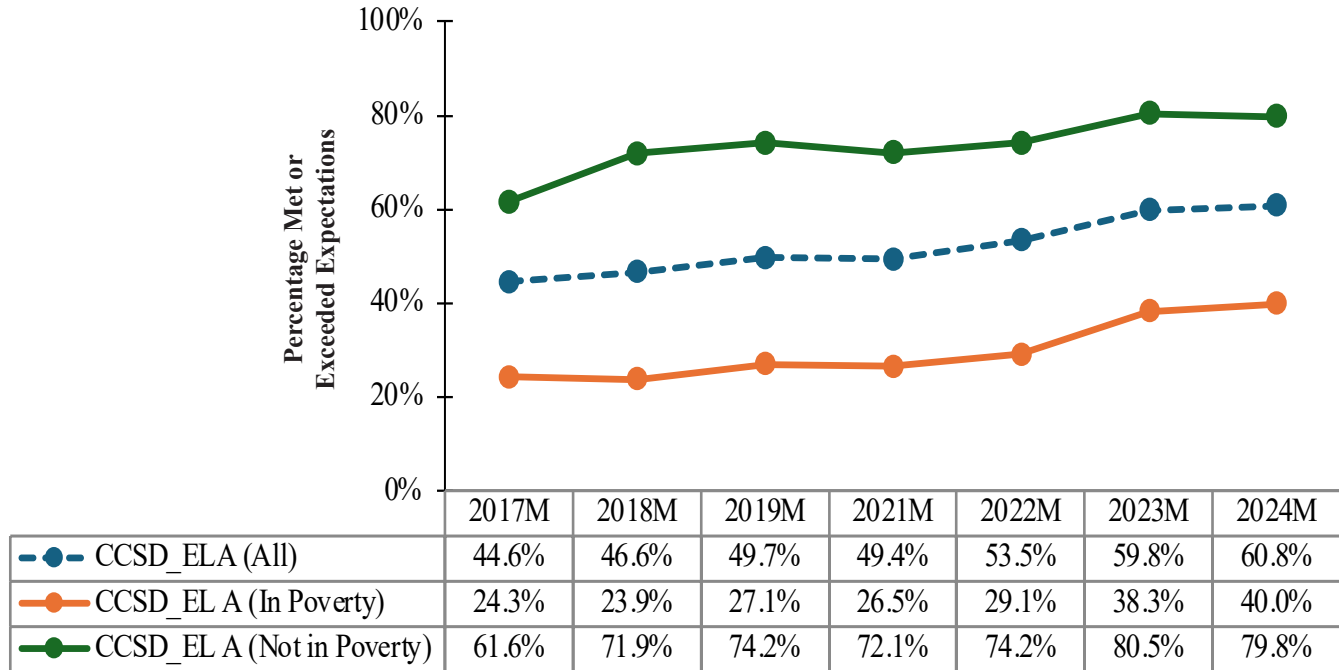


Figure 5.2.5 CCSD: ELA middle school—performance comparison of students in versus not in poverty.

SC Middle School: ELA—Yearly Performance Comparison of Students in Versus Not in Poverty

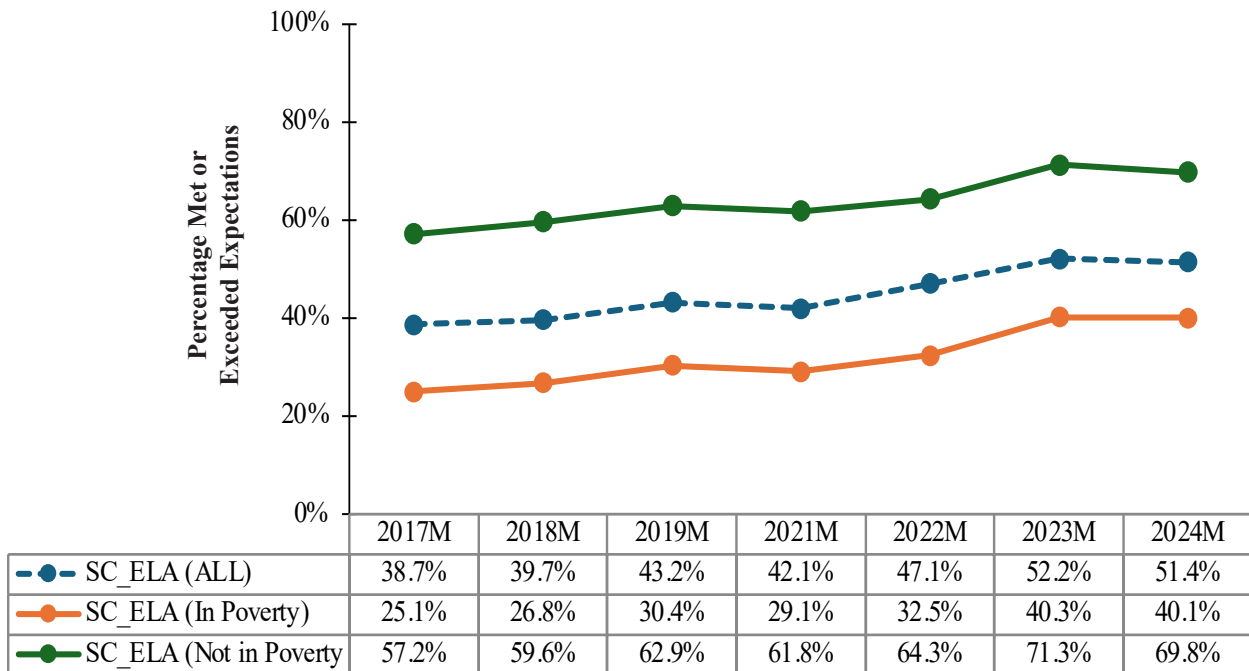


Figure 5.2.6 SC: ELA middle school—performance comparison of students in versus not in poverty.



5.2 CCSD: SC READY—Performance Comparison of Students in versus Not in Poverty, cont.

CCSD Middle School: ELA—Yearly Performance Comparison of Students in Versus Not in Poverty

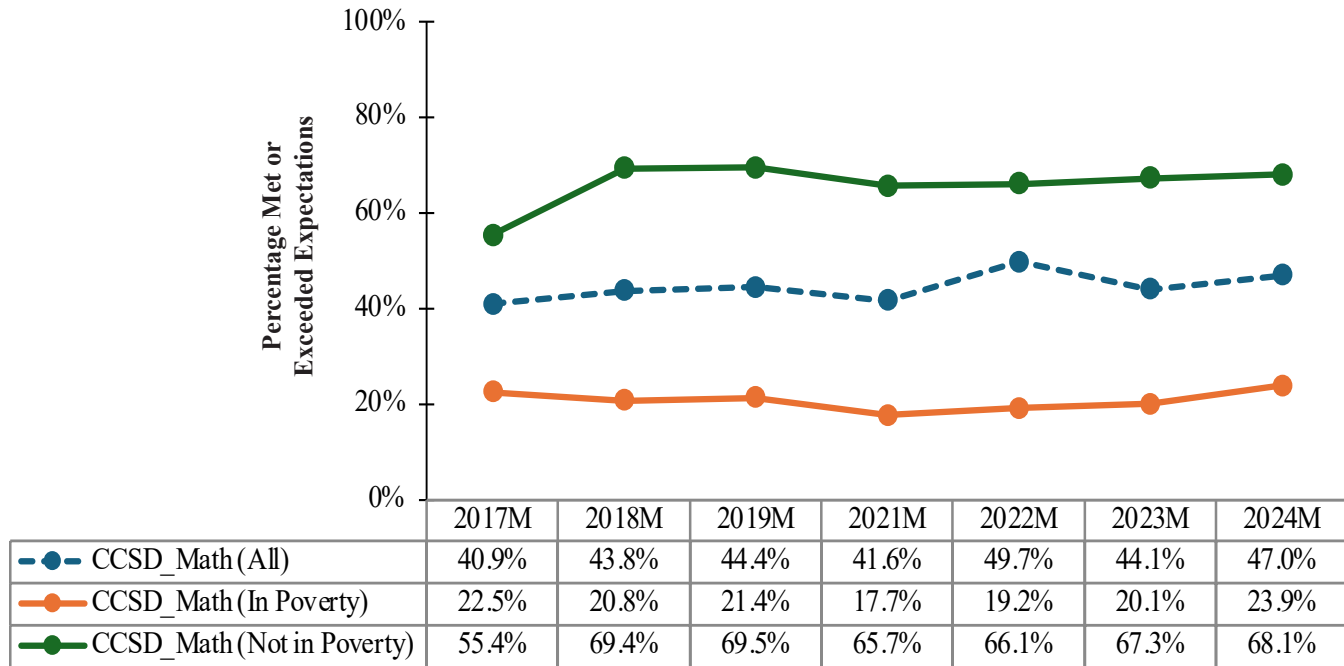


Figure 5.2.7 CCSD: ELA middle school—performance comparison of students in versus not in poverty.

SC Middle School: ELA—Performance Comparison of Students in Versus Not in Poverty

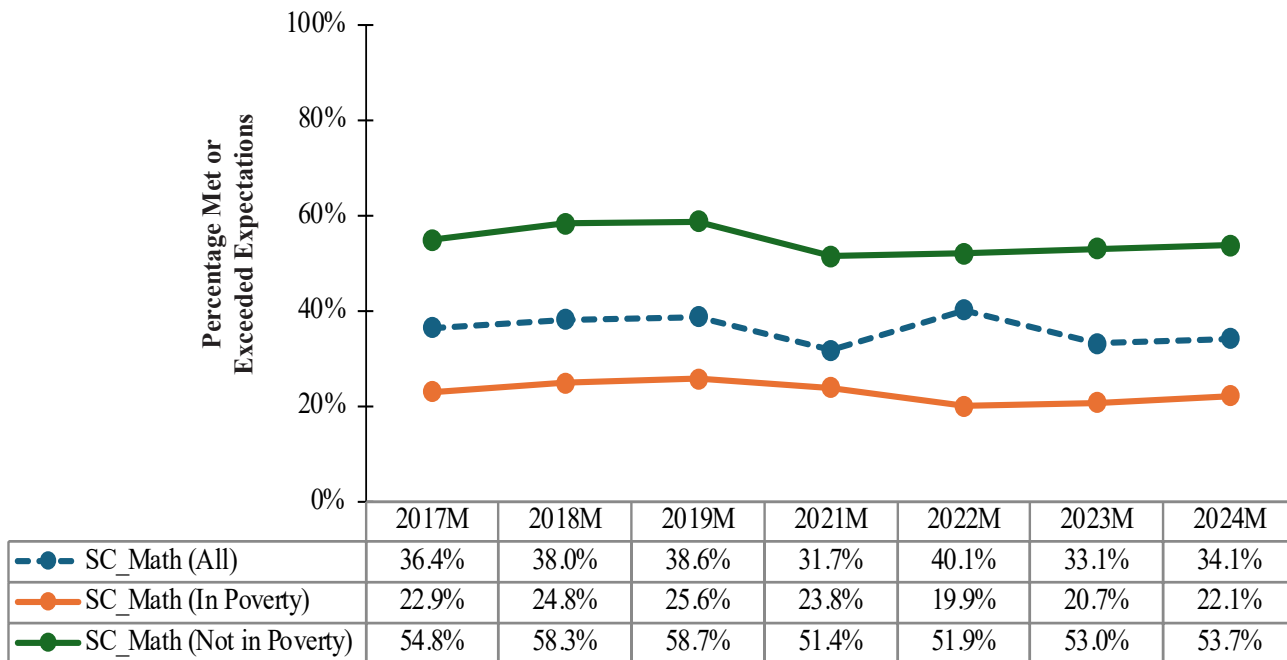


Figure 5.2.8 SC: ELA middle school—performance comparison of students in versus not in poverty.



5.3 CCSD: EOCEP—Performance Comparison of Students in Versus Not in Poverty

CCSD High School: ENG II—Yearly Performance Comparison of Students in Poverty versus Not in Poverty

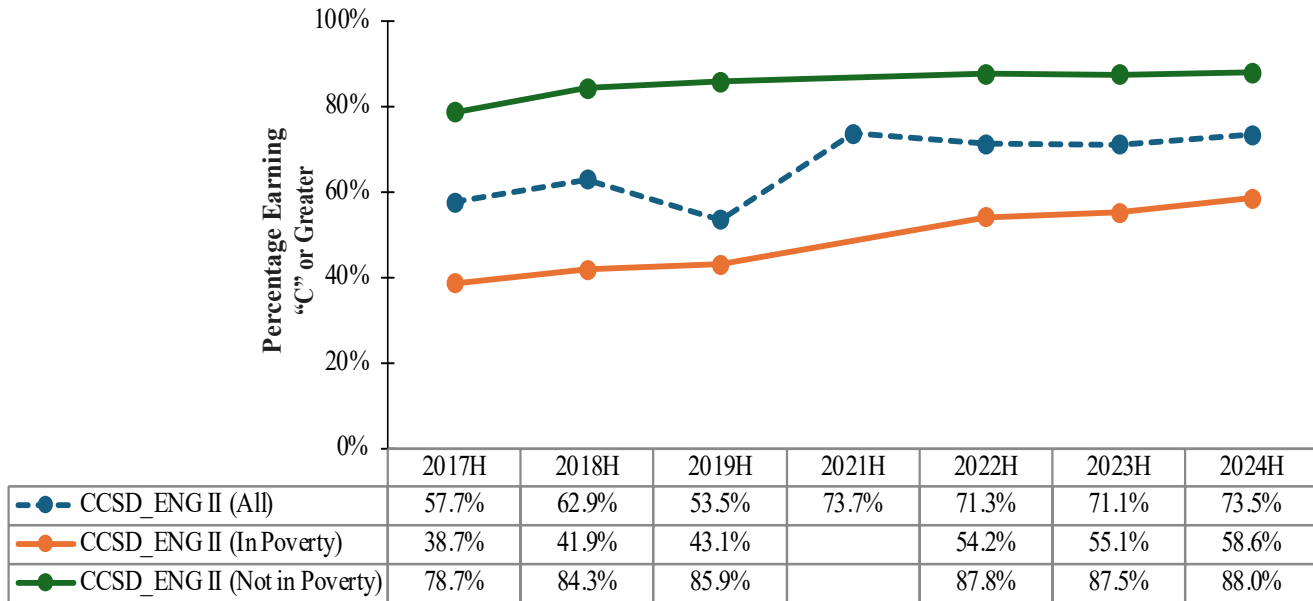


Figure 5.3.1 CCSD: ENG II high school—performance comparison of students in and not in poverty.

SC High School: ENG II—Yearly Performance Comparison of Students in Poverty Versus Not in Poverty

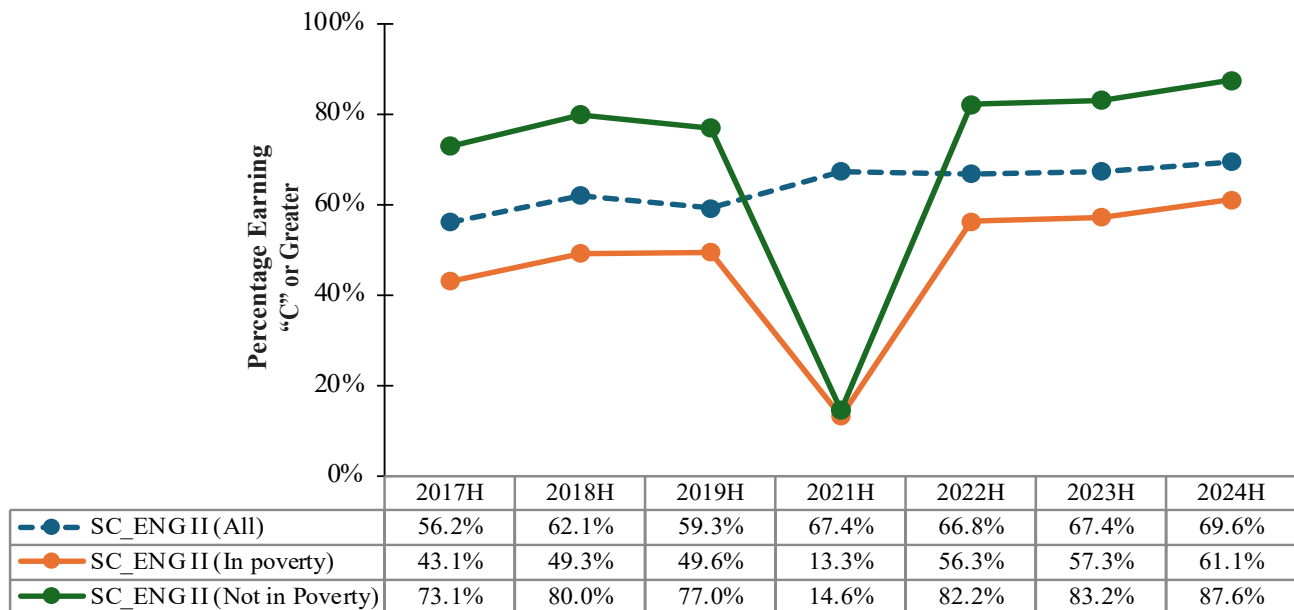


Figure 5.3.2 SC: ENG II high school—performance comparison of students in and not in poverty.



5.3 CCSD: EOCEP—Performance Comparison of Students in Versus Not in Poverty

CCSD High School: ALG—Yearly Performance Comparison of Students in Versus Not in Poverty

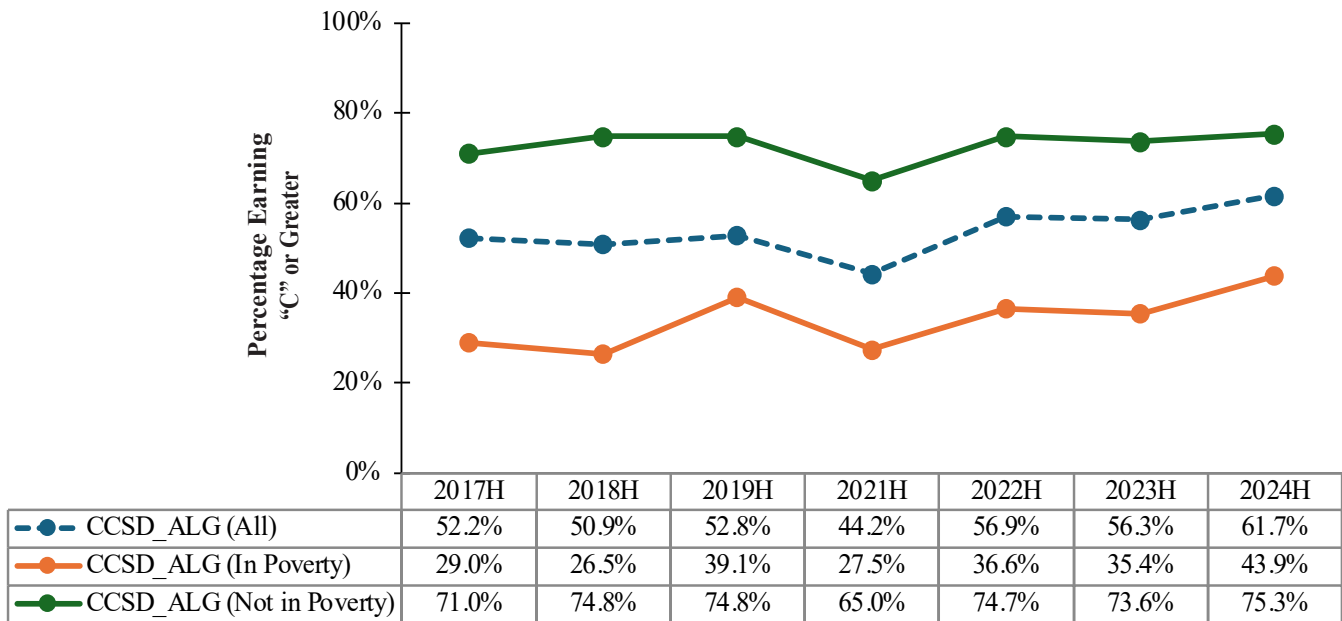


Figure 5.3.3 CCSD: ALG high school—performance comparison of students in or not in poverty.

SC High School: ALG—Yearly Performance Comparison of Students in Versus Not in Poverty

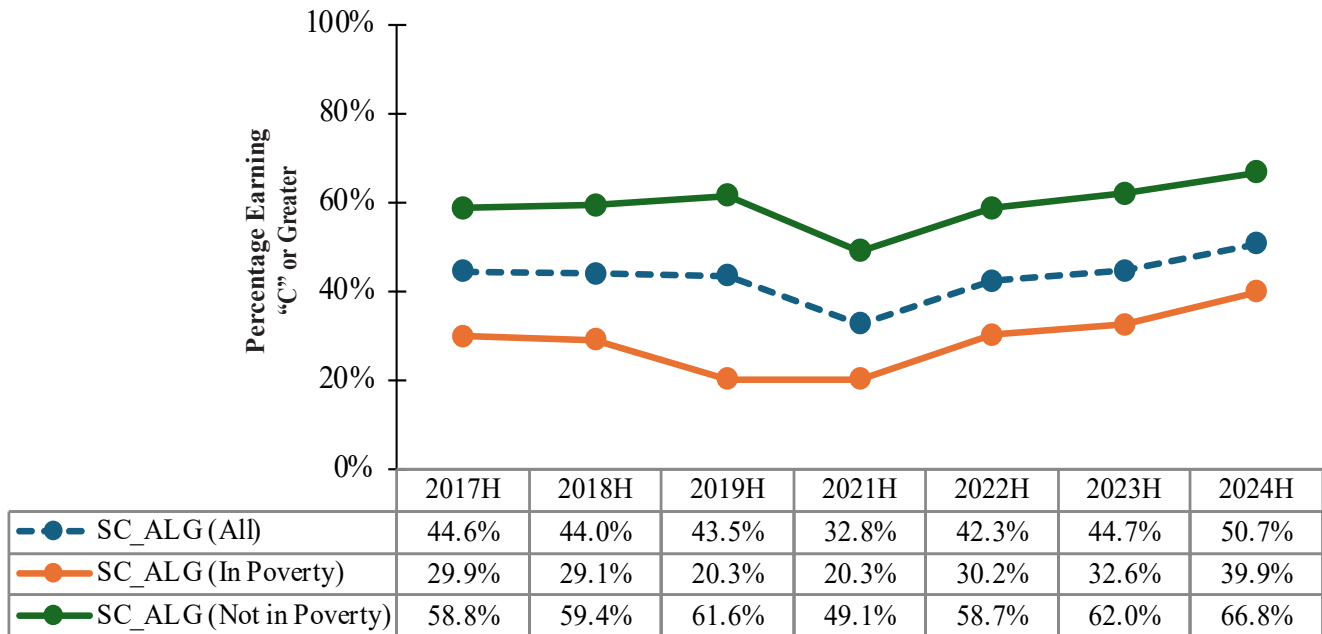


Figure 5.3.4 SC: ALG high school—performance comparison of students in or not in poverty.



5.4 CCSD: SC READY: Performance of Students in or Not in Poverty to Race/Ethnicity

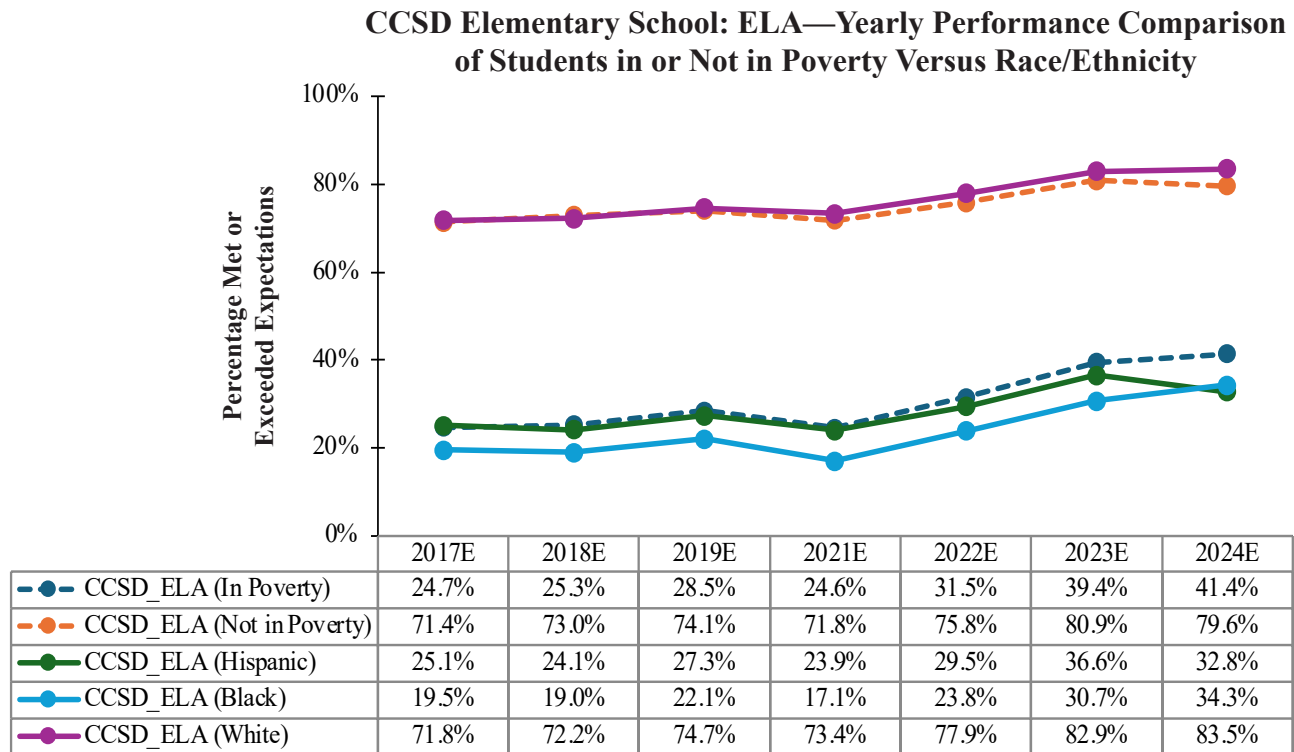


Figure 5.4.1 CCSD: ELA elementary school—performance comparison of students in or not in poverty versus race/ethnicity.

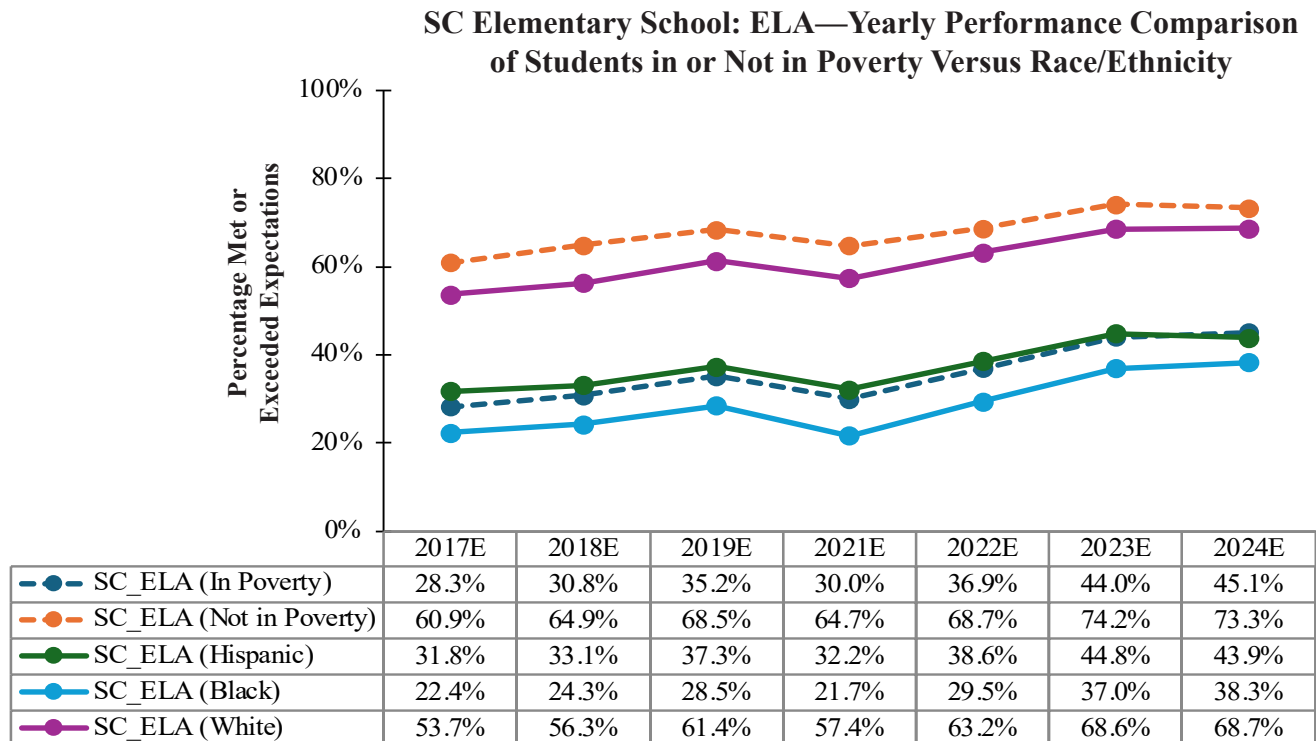


Figure 5.4.2 SC: ELA elementary school—performance comparison of students in or not in poverty versus race/ethnicity.



5.4 CCSD: SC READY: Comparison of Students in or Not in Poverty Versus Race/Ethnicity

CCSD Elementary School: ELA—Yearly Performance Comparison of Students in or Not in Poverty versus Race/Ethnicity

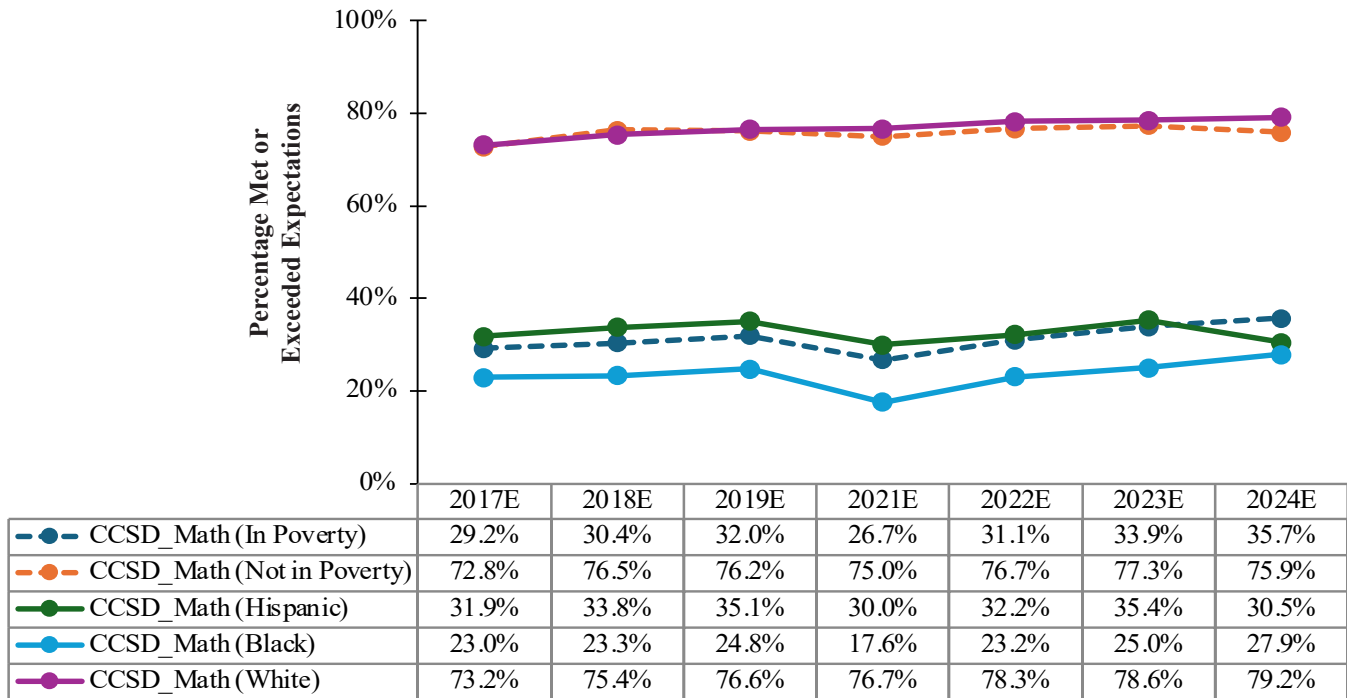


Figure 5.4.3 CCSD: ELA elementary school—performance comparison of students in or not in poverty versus race/ethnicity.

SC Elementary School: ELA—Yearly Performance Comparison of Students in or Not in Poverty versus Race/Ethnicity

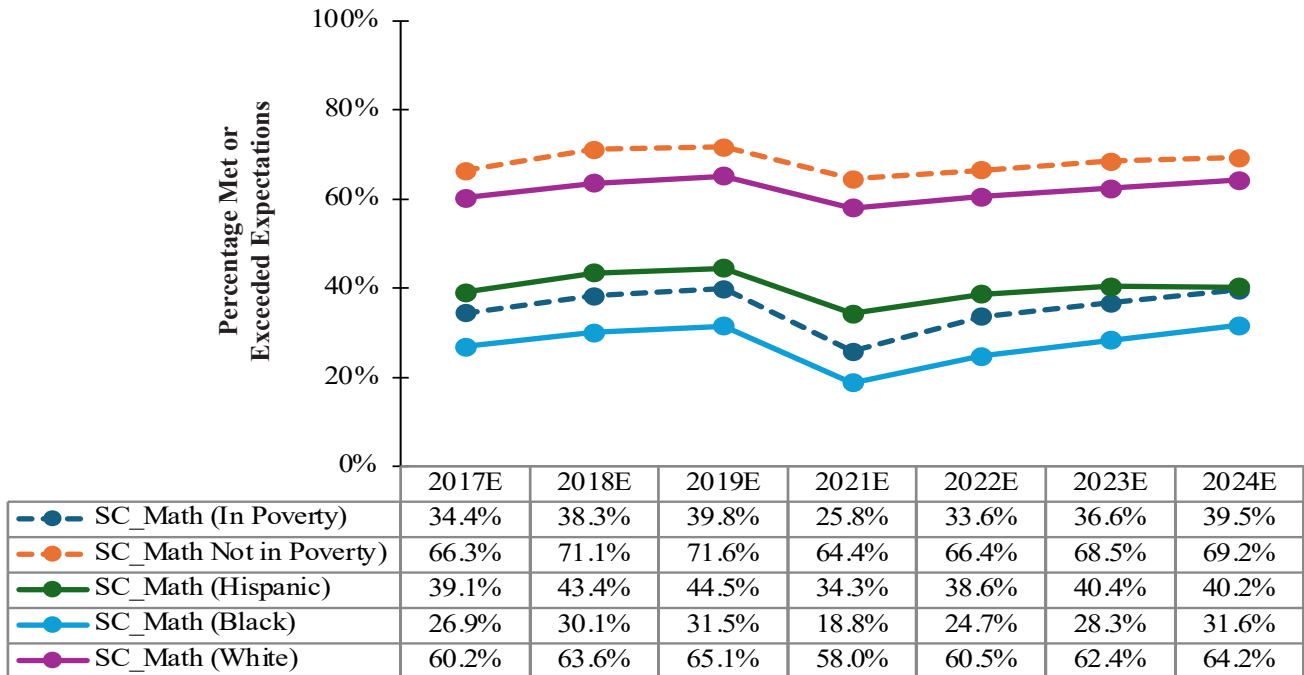


Figure 5.4.4 SC: ELA elementary school—performance comparison of students in or not in poverty versus race/ethnicity.



5.4 CCSD: SC READY—Comparison of Students in or Not in Poverty Versus Race/Ethnicity

CCSD Middle School: ELA—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

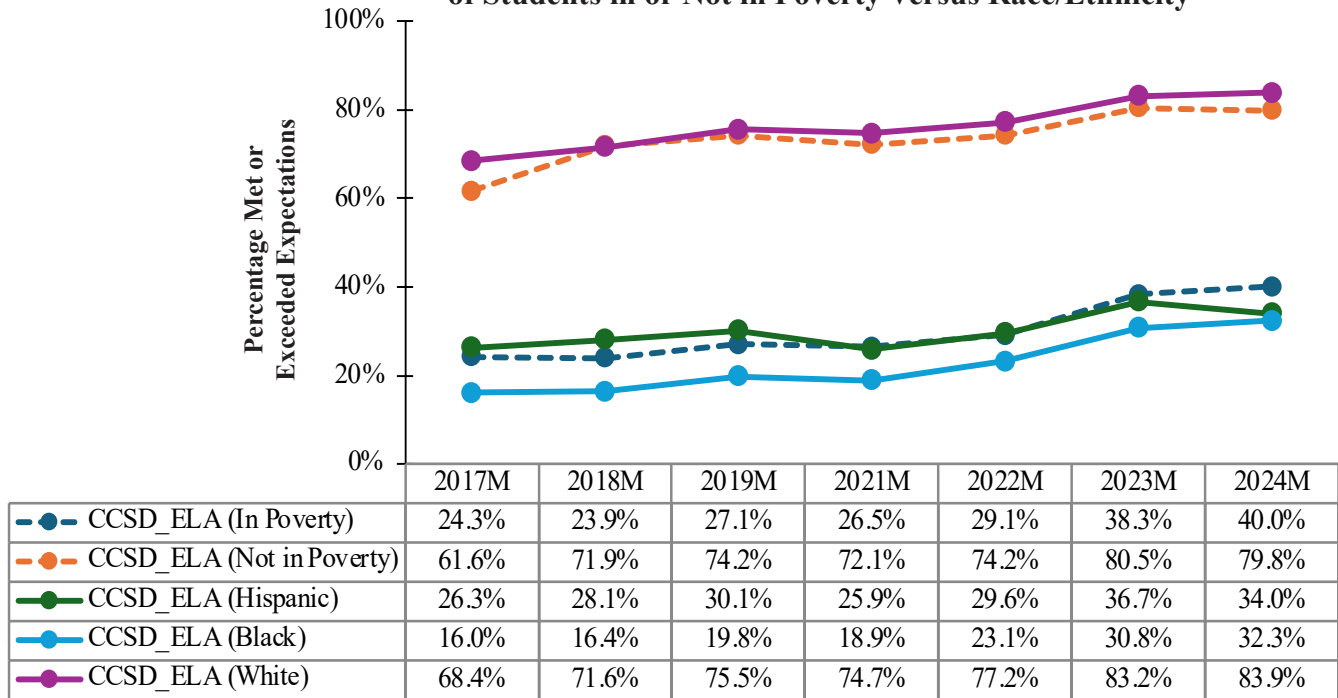


Figure 5.4.5 CCSD: ELA middle school—performance comparison of students in or not in poverty versus race/ethnicity.

SC Middle Schools: ELA—Yearly Performance Comparison of Students in or Not in Poverty versus Race/Ethnicity

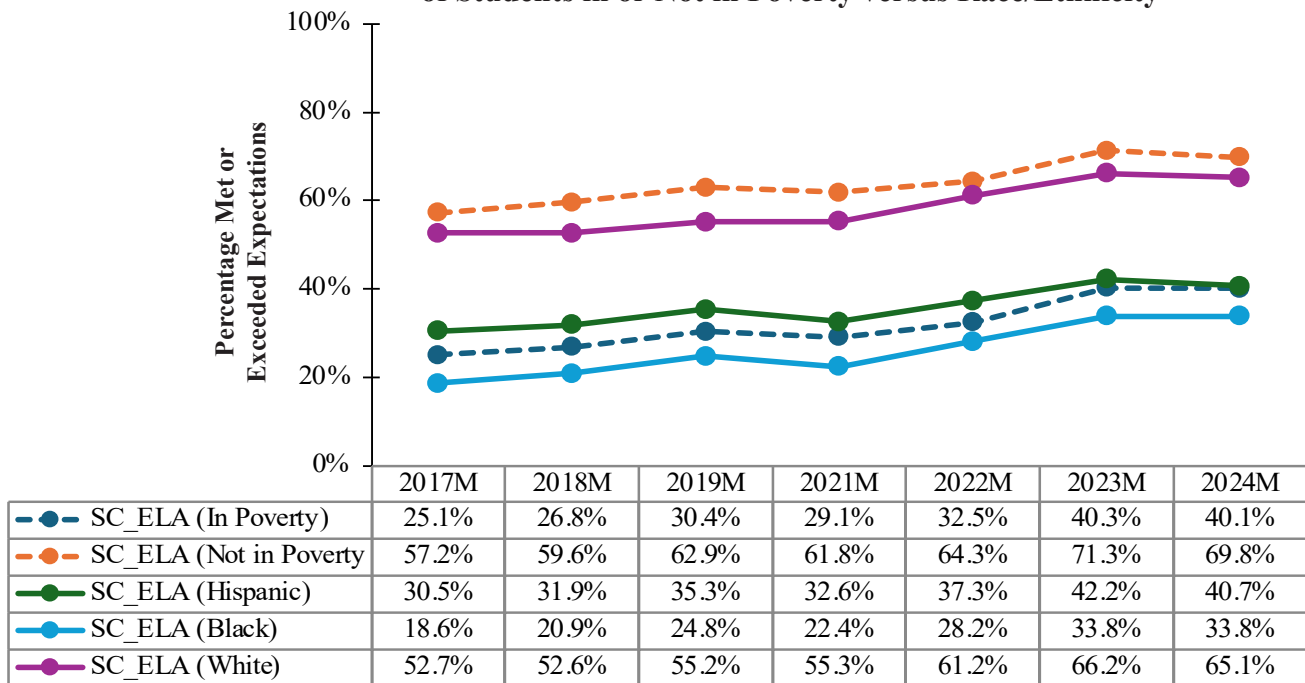


Figure 5.4.6 SC: ELA middle school—performance comparison of students in or not in poverty versus race/ethnicity.



5.4 GCSD: SC READY—Comparison of Students in or Not in Poverty Versus Race/Ethnicity, cont.

CCSD Middle School: Math—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

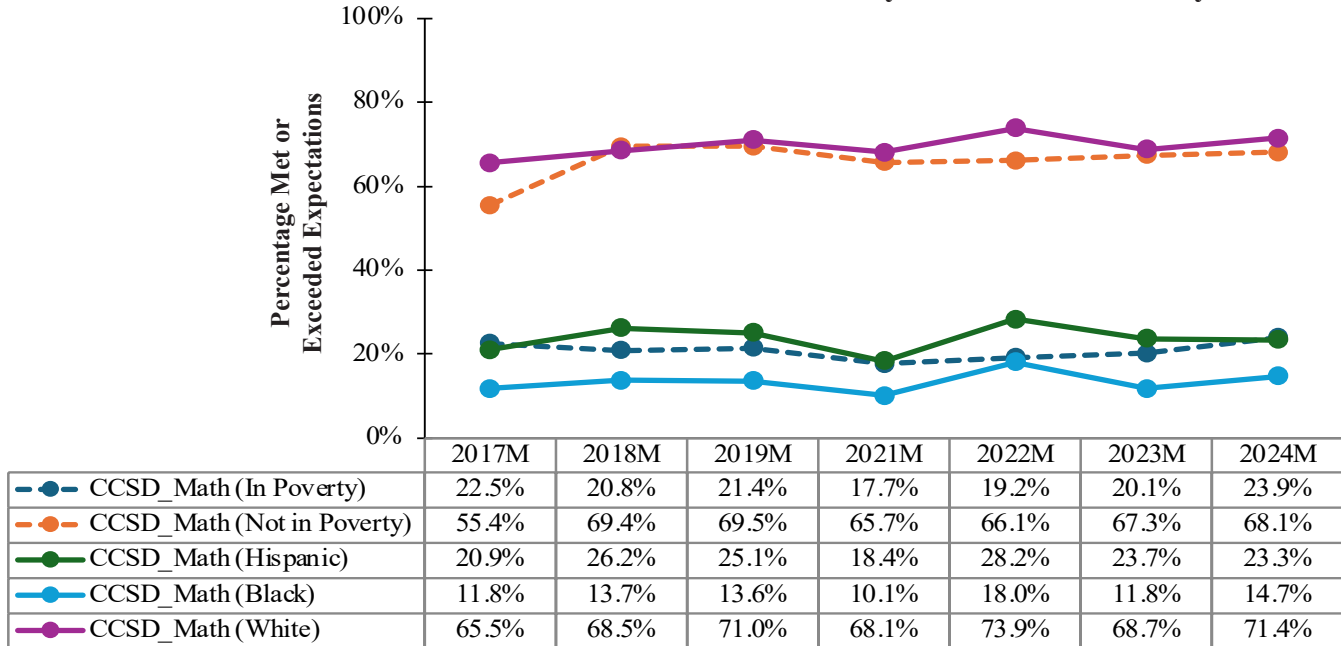


Figure 5.4.7 CCSD: Math middle school—performance comparison of students in or not in poverty versus race/ethnicity.

SC Middle School: Math—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

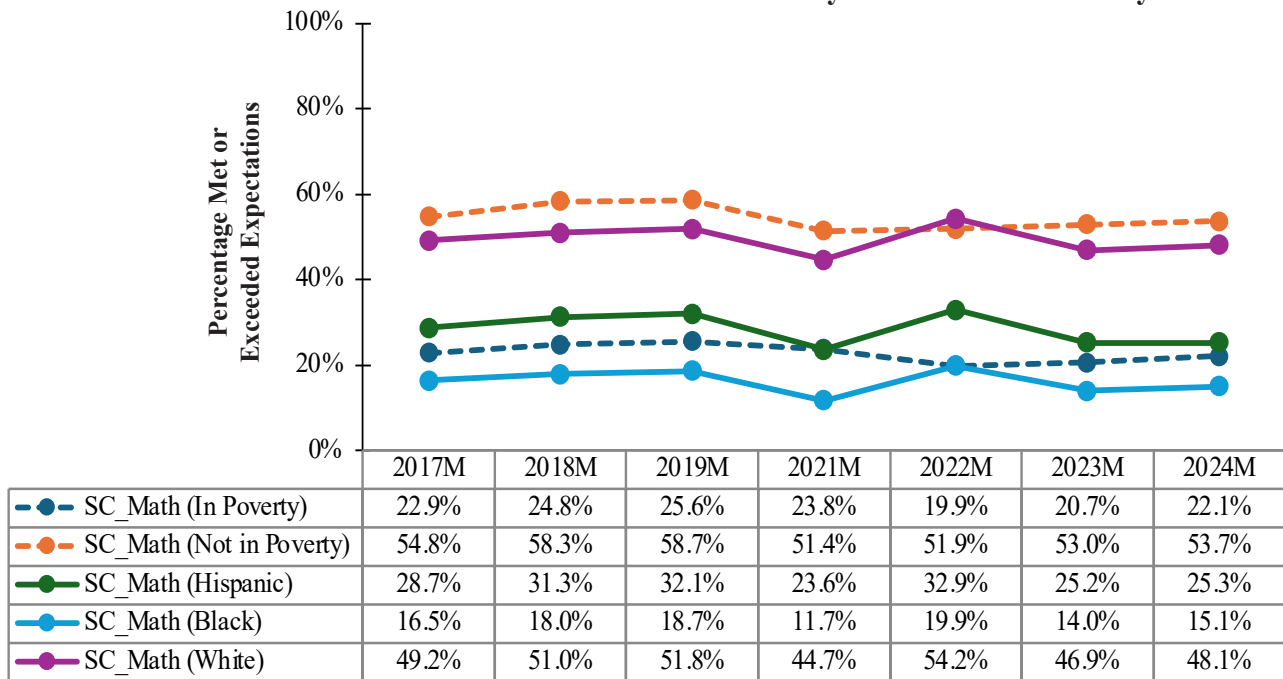


Figure 5.4.8 SC: Math middle school—performance comparison of students in or not in poverty versus race/ethnicity.



5.5 CCSD: EOCEP—Comparison of Students in or Not in Poverty Versus Race/Ethnicity

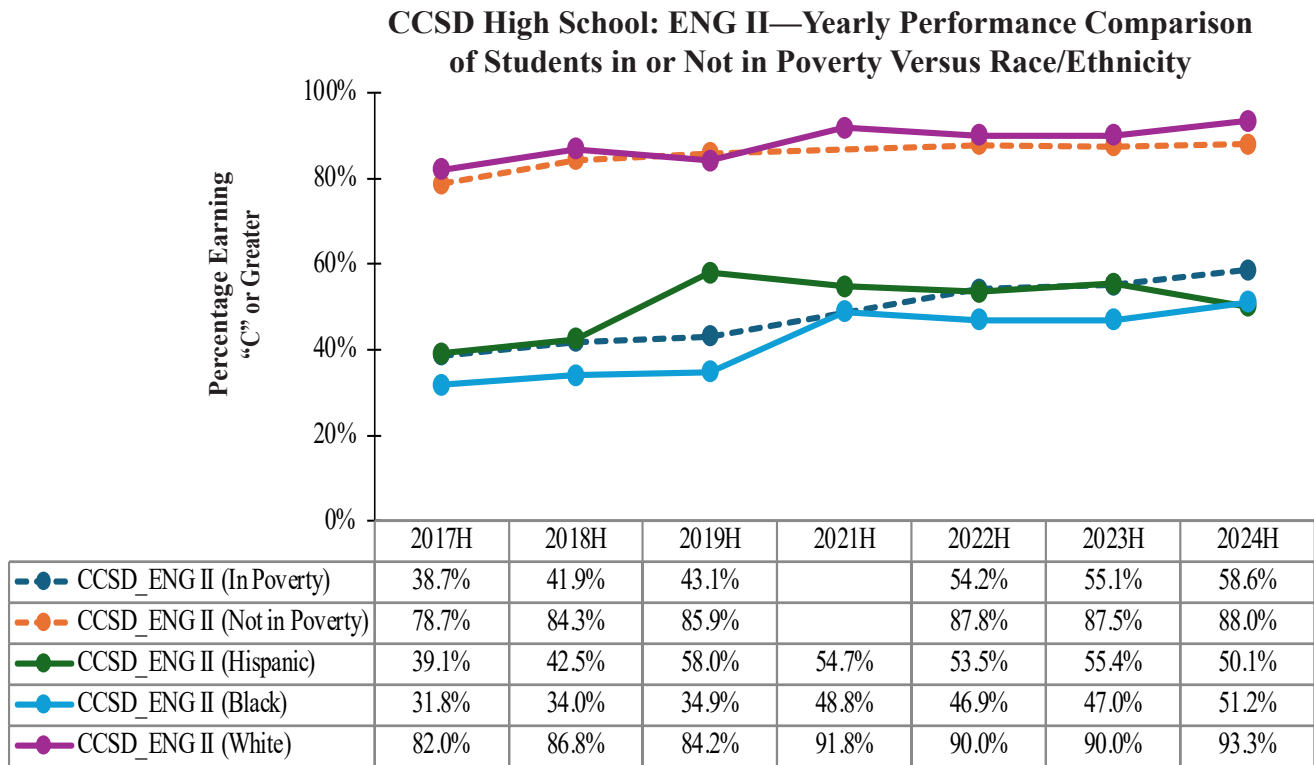


Figure 5.5.1 CCSD: ENG II high school—performance comparison of students in or not in poverty versus race/ethnicity..

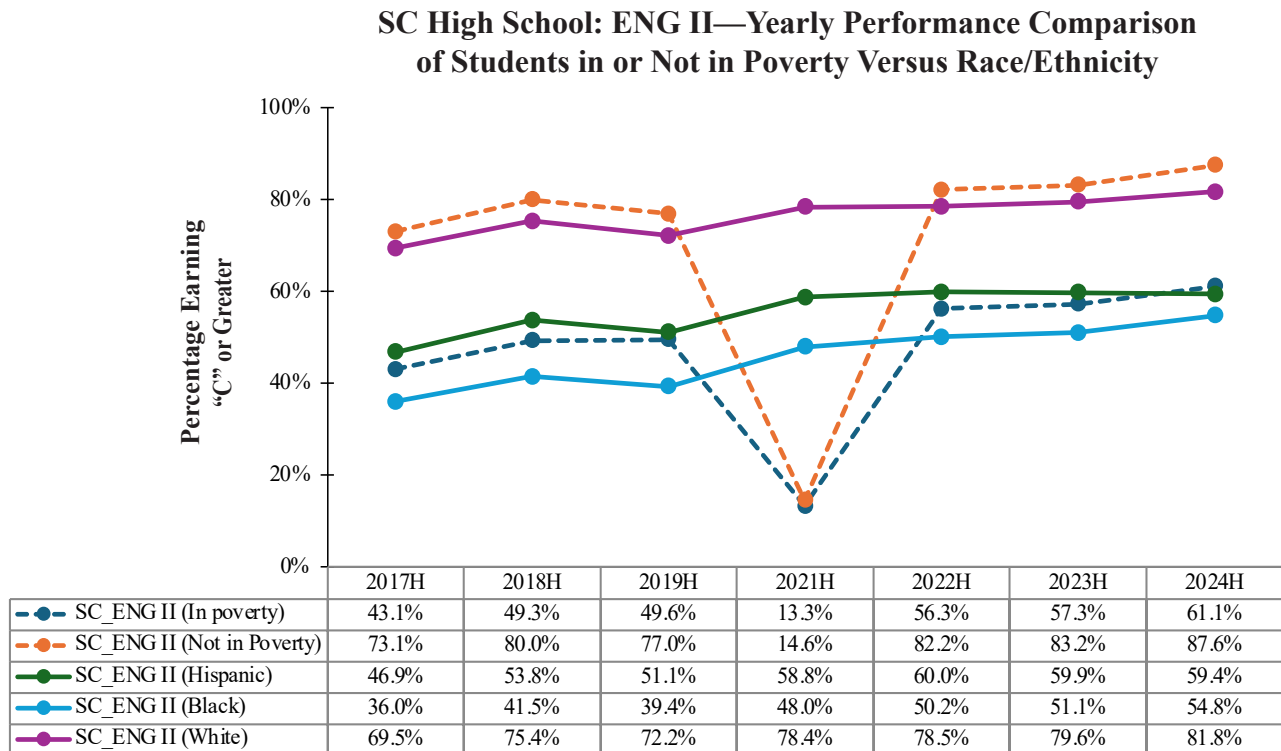


Figure 5.5.2 SC: ENG II high school—performance comparison of students in or not in poverty versus race/ethnicity.



5.5 CCSD: EOCEP—Comparison of Students in or Not in Poverty Versus Race/Ethnicity, cont.

CCSD High School: ALG—Yearly Performance Comparison of Students in Poverty or Not in Poverty Versus Race/Ethnicity

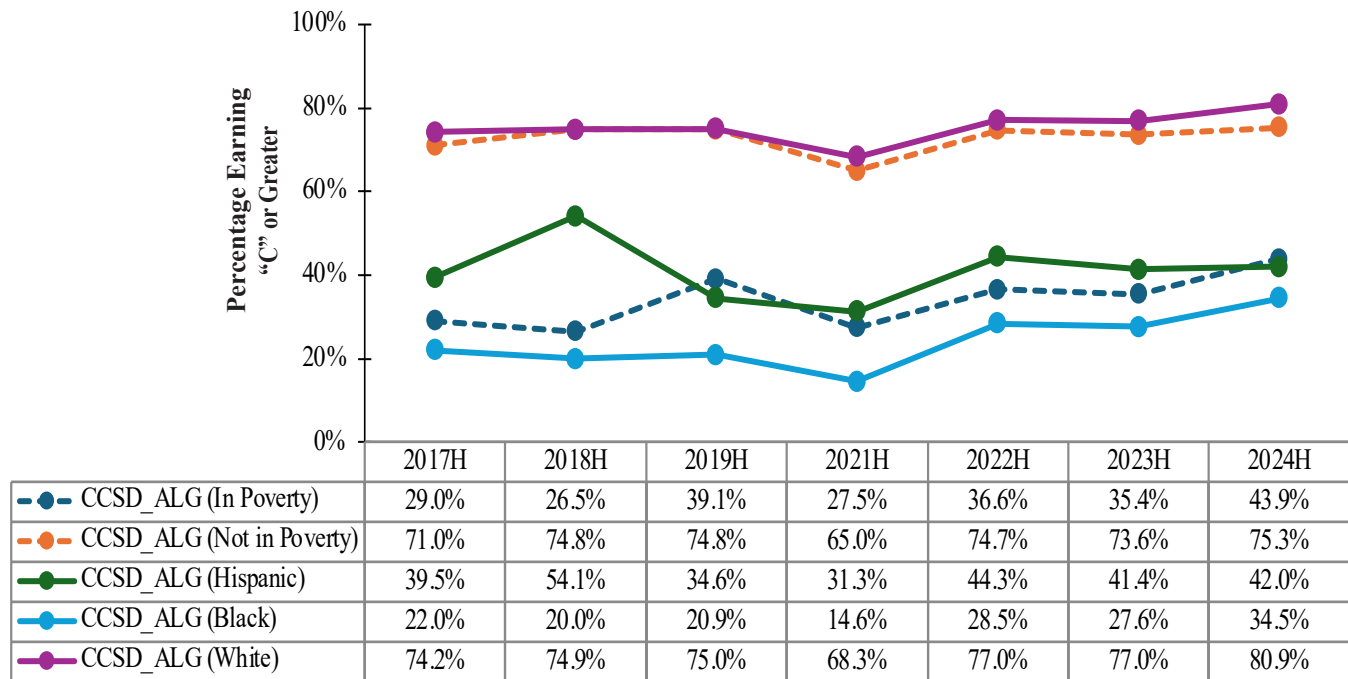


Figure 4.5.3 CCSD: ALG high school—performance comparison of students in or not in poverty versus race/ethnicity.

SC High School: ALG—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

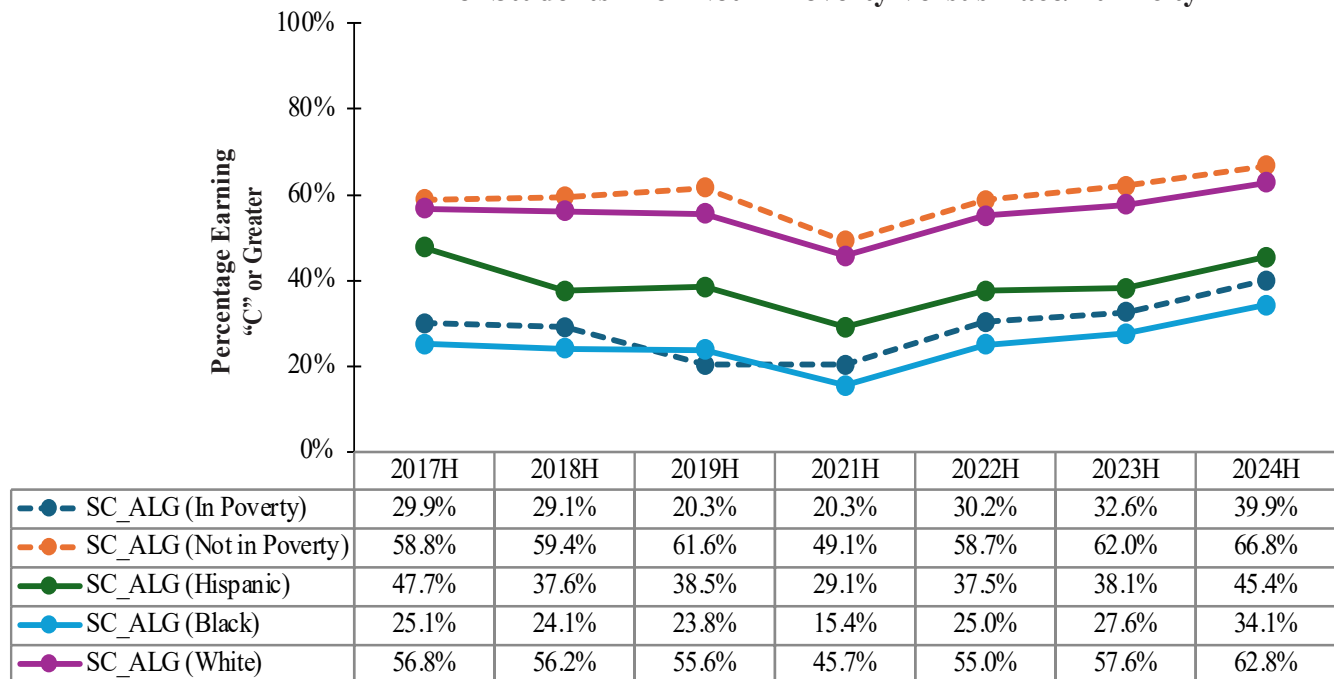


Figure 5.5.4 SC: ALG high school—performance comparison of students in or not in poverty versus race/ethnicity.



Chapter 6

Orangeburg County School District

Performance of Student in Poverty Versus Not in Poverty

The objective of this chapter is to show a comparative analysis of the performance of students in poverty and not in poverty in the OCSD.

I compared the performance of students in poverty versus those not in poverty in the OCSD. This included analyzing performance data for students in poverty and not in poverty.

As described in the introduction, the three largest racial/ethnic groups are examined in this report—the two historical US demographic groups (White and Black) and the more recent large demographic group (Hispanic). All others were placed in a category called “Other” for head count distribution, as shown in Chapter 2.

The column graphs in Figures 6.1.1, 6.1.2, and 6.1.3 depict columns joined together so the reader can see student performance and pronounced differences.

in Figure 6.1.1, elementary ELA performance was 25.3% for students in poverty and 42.6% for students not in poverty, which equates to a performance difference of 51.1% (see Table 6.1.1). in Figure 6.1.2, using the same scenario, performance was 25.3% for students in poverty and 45.1% for students not in poverty, which equates to a performance difference of 56.2% (see Table 6.1.1). in Figure 6.1.3, high

school ENG II performance was 41.2% for students in poverty and 65.0% for students not in poverty, which equates to a performance difference of 44.7%.

The most notable takeaway from Figures 6.2.1–6.3.4 is that all students performance consistently stayed within the in poverty and not in poverty performance levels. Additionally, the line charts provide more insight into the yearly performance, whereas the column charts simply depict the average over a given time period. Moreover, in Figures 6.4.1–6.5.4, the dotted lines represent students in and not in poverty, whereas the solid lines show the yearly performance of the three racial/ethnic groups (Hispanic, Black, White) along with students in and not in poverty. SCDE data released to the public do not discern the actual number or percentage of students in or not in poverty by race/ethnicity.

The fact that students in poverty underperformed those not in poverty by a large margin has been discussed and researched for a long time, yet the disparity persists despite the increase of resources allocated to this problem. There are most likely other confounding factors, and addressing them might help close the gap. *See appendix in this report.*

6.1 OCSD: Performance Comparison of Students in Versus Not in Poverty

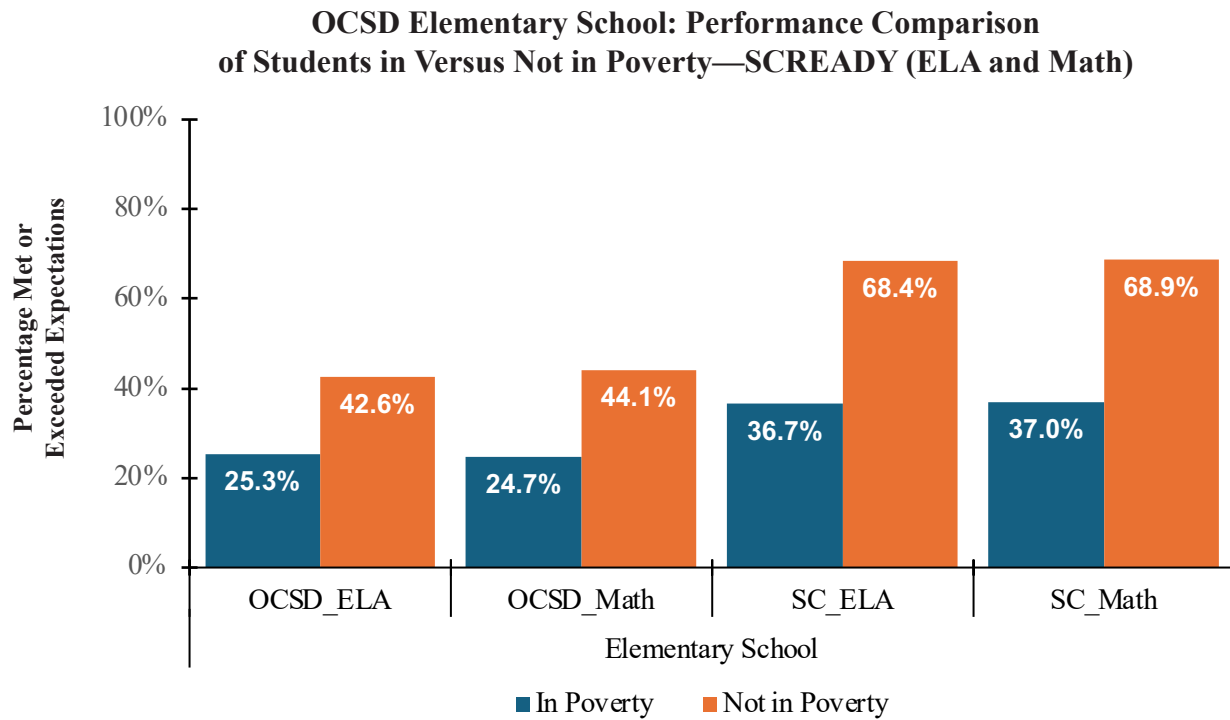


Figure 6.1.1 OCSD: ELA and math elementary school—performance comparison of student in or not in poverty (2017–2024).*

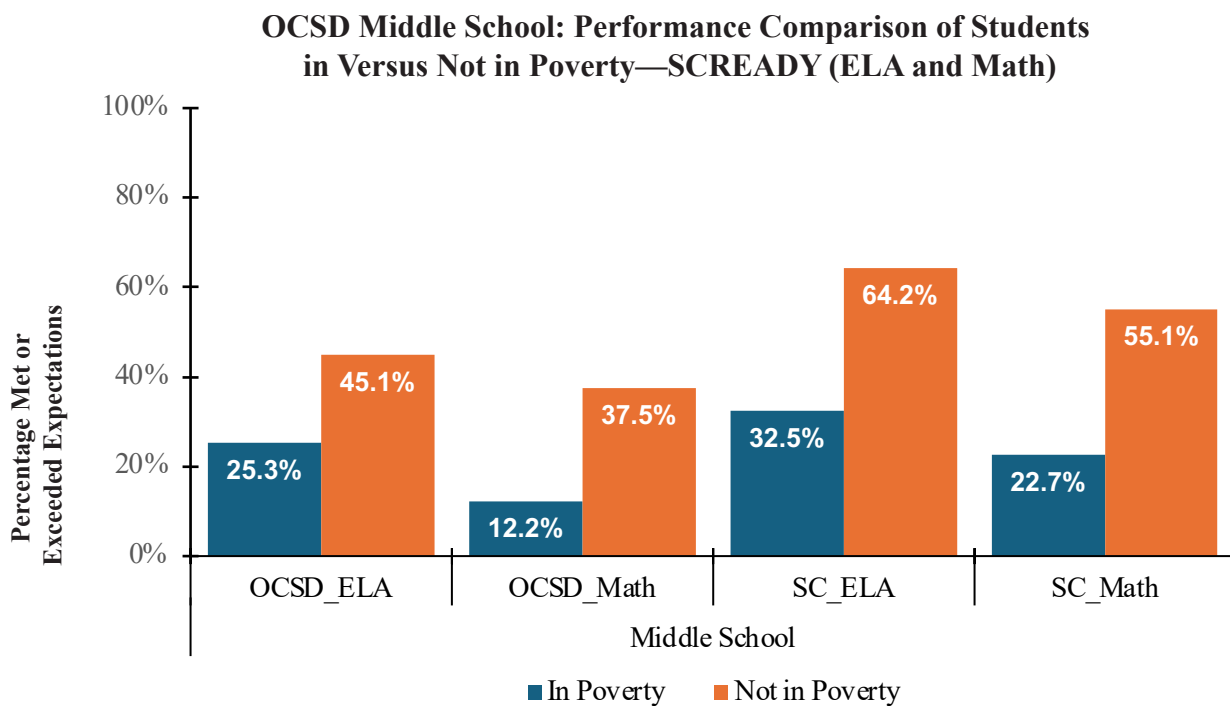


Figure 6.1.2 OCSD: ELA and math middle school—performance comparison of students in or not in poverty (2017–2024).*

*These averages were adjusted for COVID-19 pandemic. Not adjusted for COVID-19 means counting performance data for school years ending in 2021 when available. Data not available for 2020.



6.1 OCSD: SC READY— Performance Comparison of Students in Versus Not in Poverty, cont.

OCSD High School: Performance Comparison of Students in Versus Not in Poverty EOCEP (ENG II and ALG)

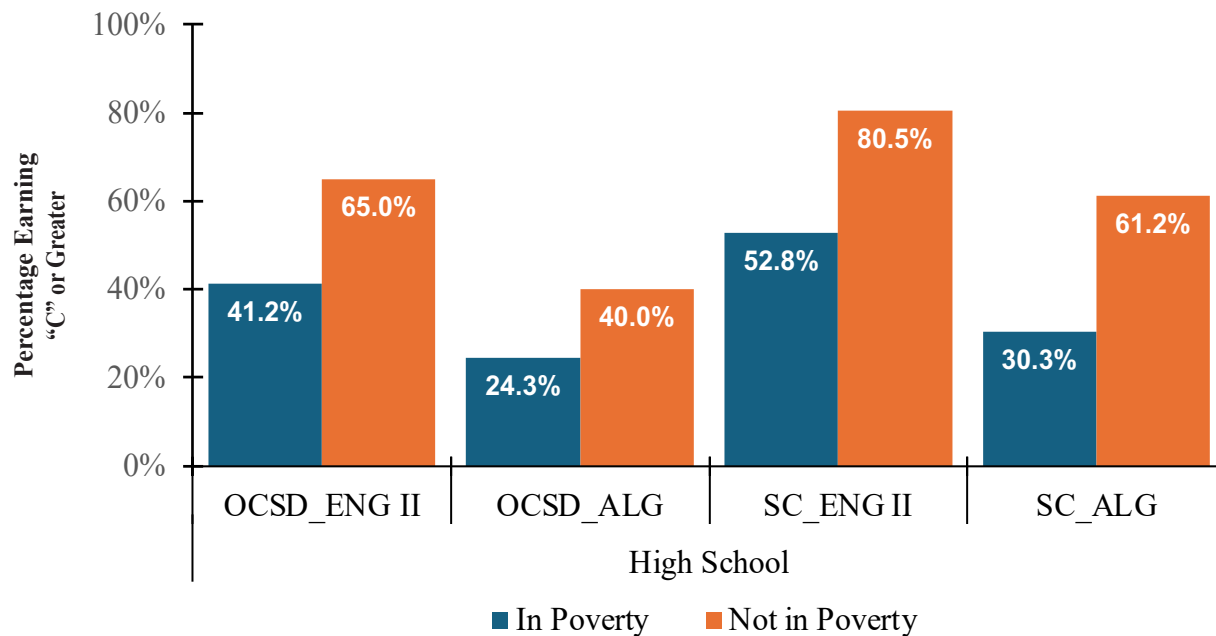


Figure 6.1.3 OCSD: ENG II and ALG high school—performance comparison of students in versus not in poverty (2017–2024),*

Table 6.1.1 OCSD Performance differences between students in or not in poverty (2021–2024).*

School Category	Subject Areas	Performance in Poverty	Performance Not in Poverty	Percentage Differences
Elementary School (SC READY)	OCSD_ELA	25.3%	42.6%	51.1%
	OCSD_Math	24.7%	44.1%	56.6%
	SC_ELA	36.7%	68.4%	60.3%
	SC_Math	37.0%	68.9%	60.2%
Middle School (SC READY)	OCSD_ELA	25.3%	45.1%	56.2%
	OCSD_Math	12.2%	37.5%	101.6%
	SC_ELA	32.5%	64.2%	65.4%
	SC_Math	22.7%	55.1%	83.4%
High School (EOCEP)	OCSD_ENG II	41.2%	65.0%	44.7%
	OCSD_ALG	24.3%	40.0%	48.6%
	SC_ENG II	52.8%	80.5%	41.6%
	SC_ALG	30.3%	61.2%	67.5%

*These averages were adjusted for COVID-19 pandemic. Not adjusted for COVID-19 means counting performance data for school years ending in 2021 when available. Data not available for 2020.



5.2 OCSD: SC READY—Performance Comparison of Students in versus Not in Poverty

OCSD Elementary School: ELA—Yearly Performance Comparison of Students in Versus Not in Poverty

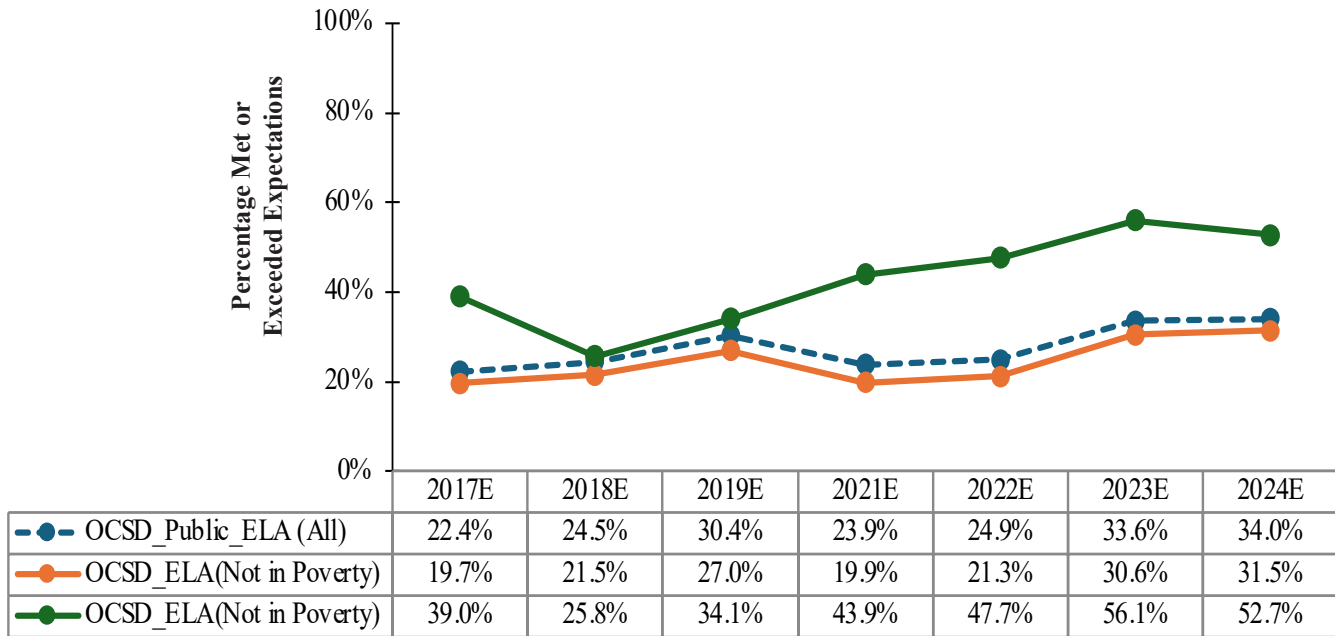


Figure 6.2.1 OCSD: ELA elementary school—performance comparison of students in and not in poverty.

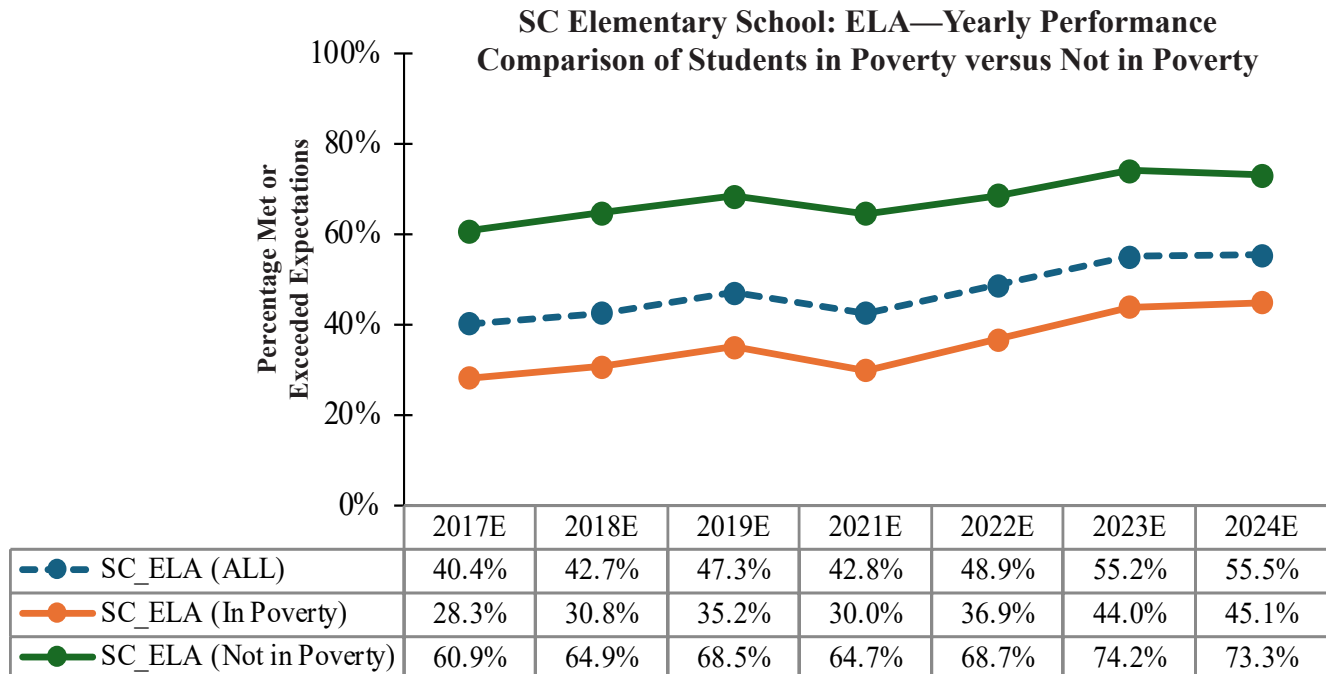


Figure 6.2.2 SC: ELA elementary school—performance comparison of students in and not in poverty.



6.2 OCSD: SC READY—Performance Comparison of Students in versus Not in Poverty

OCSD Elementary School: Math—Yearly Performance Comparison of Students in Versus Not in Poverty

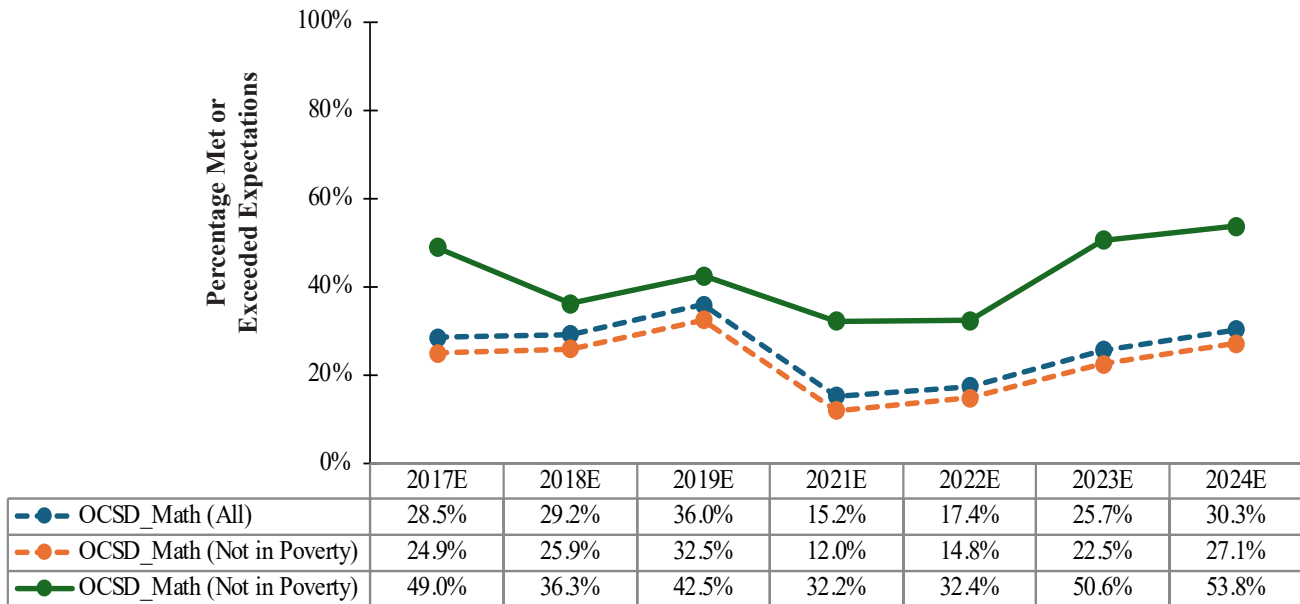


Figure 6.2.3 OCSD: ELA elementary school—performance comparison of students in or not in poverty.

SC Elementary School: Math—Yearly Performance Comparison of Students in Poverty versus Not in Poverty

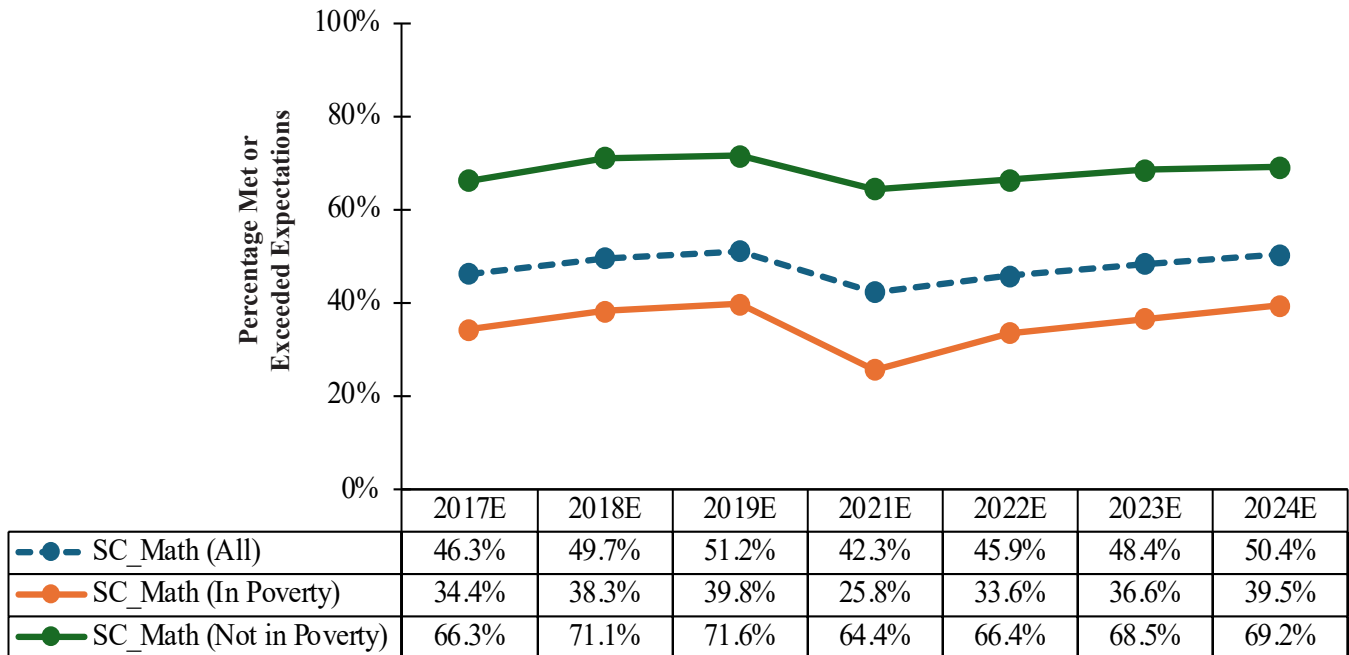


Figure 6.2.4 SC: ELA elementary school—performance comparison of students in or not in poverty.



6.2 OCSD: SC READY—Performance Comparison of Students in versus Not in Poverty

OCSD Middle School: ELA—Yearly Performance Comparison of Students in Versus Not in Poverty

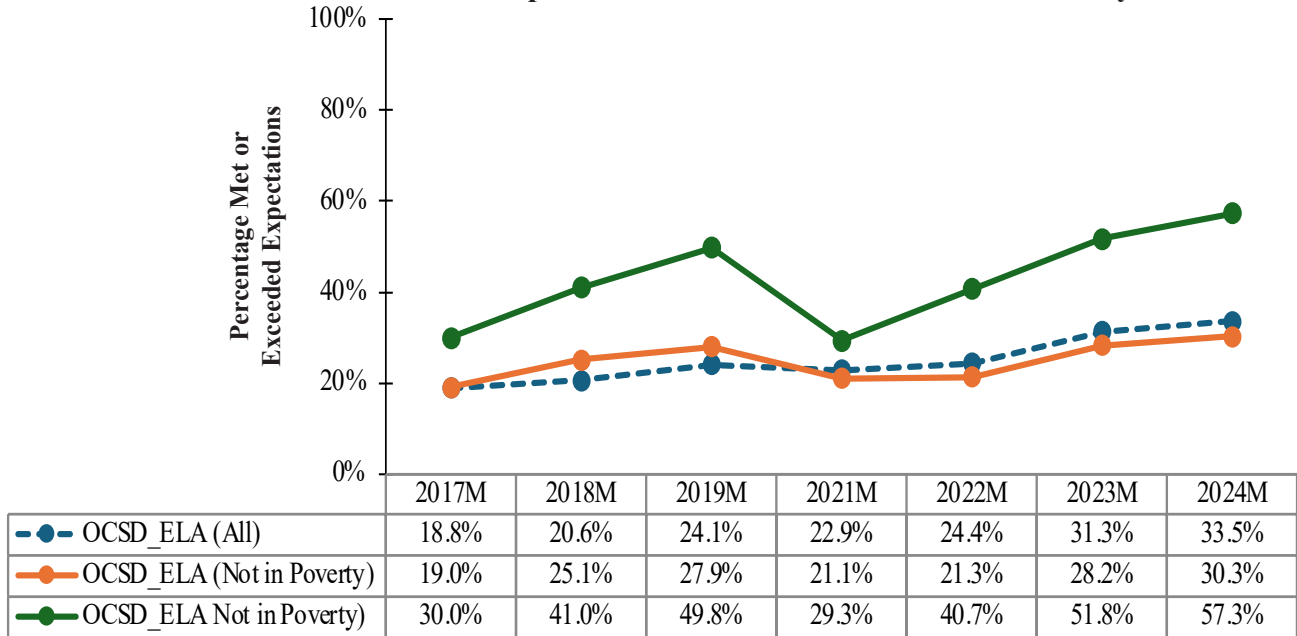


Figure 6.2.5 OCSD: ELA middle school—performance comparison of students in or not in poverty.

SC Middle School: ELA—Yearly Performance Comparison of Students in Poverty versus Not in Poverty

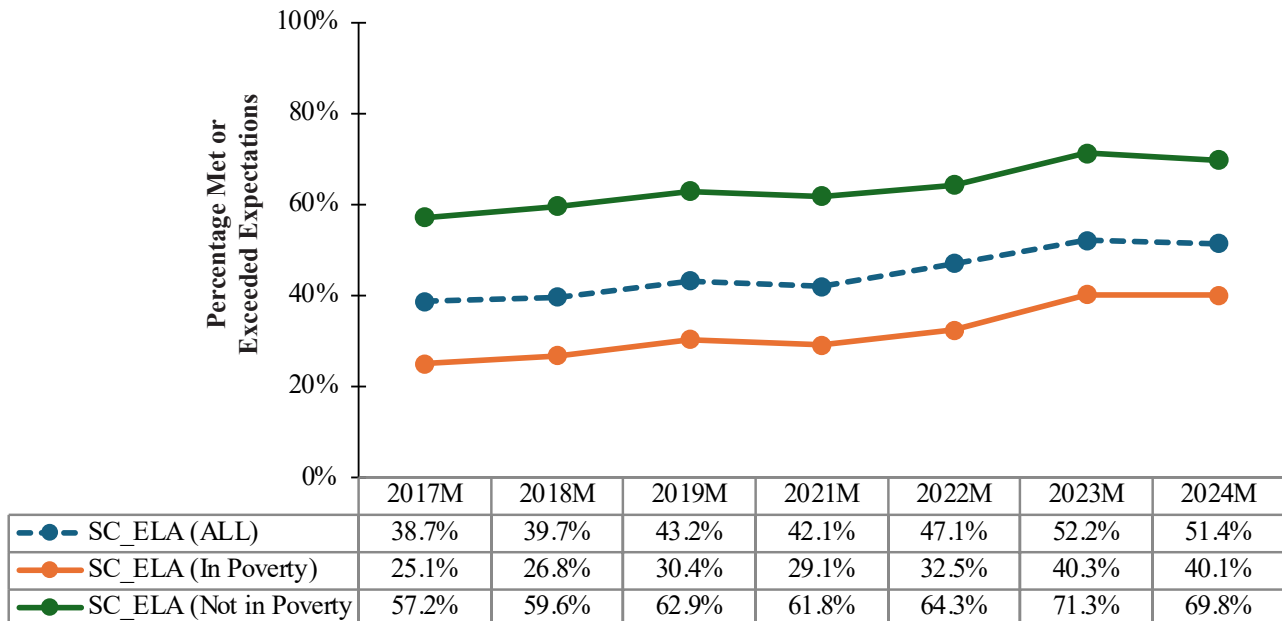


Figure 6.2.6 SC: ELA middle school—performance comparison of students in or not in poverty.



6.2 OCSD: SC READY—Performance Comparison of Students in versus Not in Poverty

OCSD Middle School: Math—Yearly Performance Comparison of Students in Versus Not in Poverty

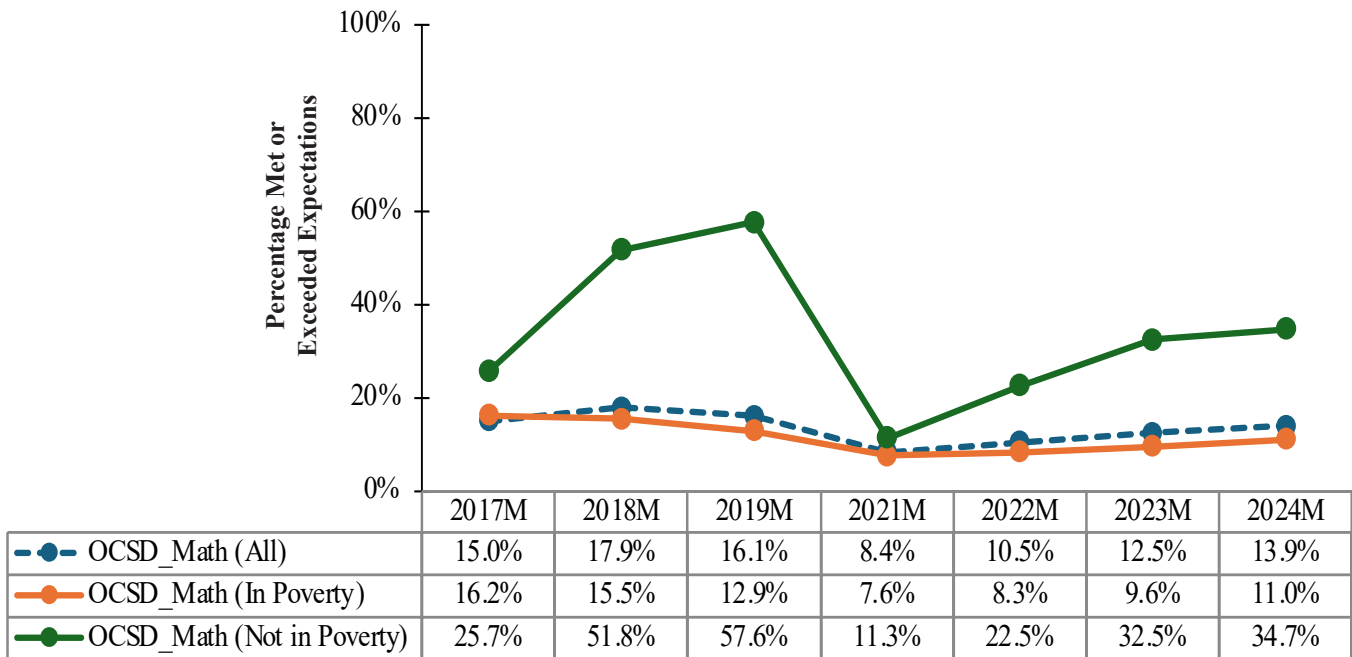


Figure 6.2.7 CCSD: Math middle school—performance comparison of students in or not in poverty.

SC Middle School: Math—Yearly Performance Comparison of Students in Poverty versus Not in Poverty

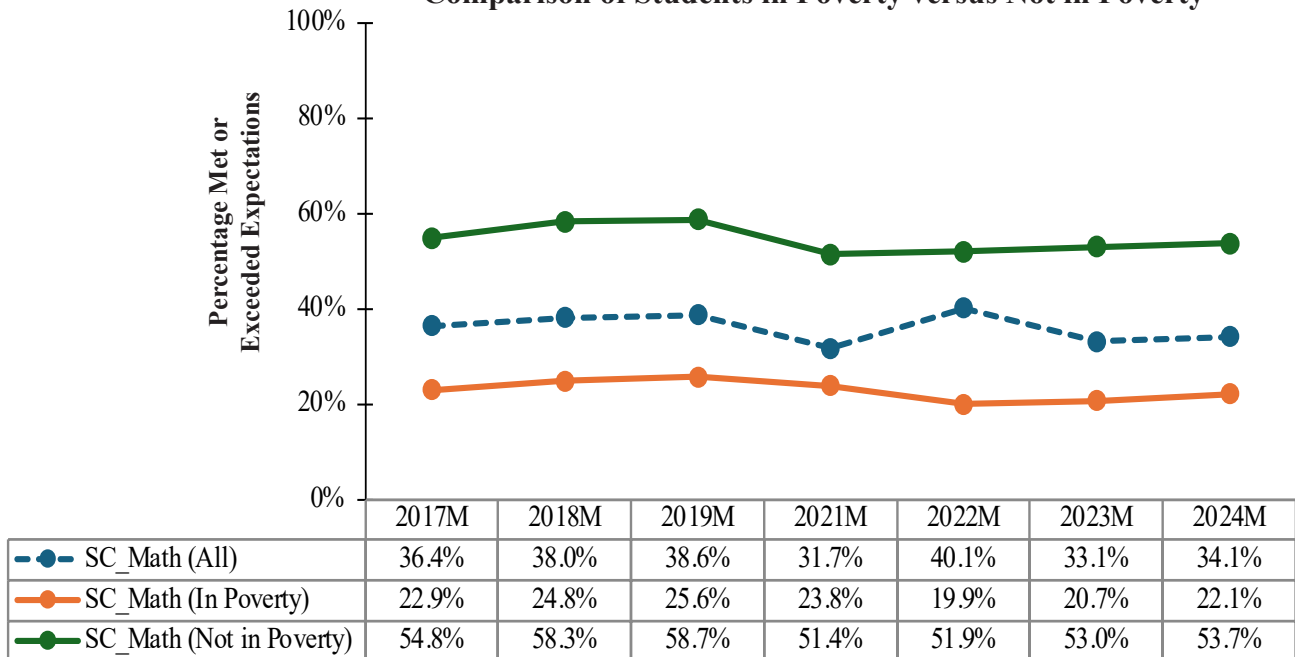


Figure 6.2.8 SC: Math middle school—performance comparison of students in or not in poverty.



6.3 OCSD: EOCEP—Performance Comparison of Students in Versus Not in Poverty

OCSD High School: ENG II—Yearly Performance Comparison of Students in Poverty Versus Not in Poverty

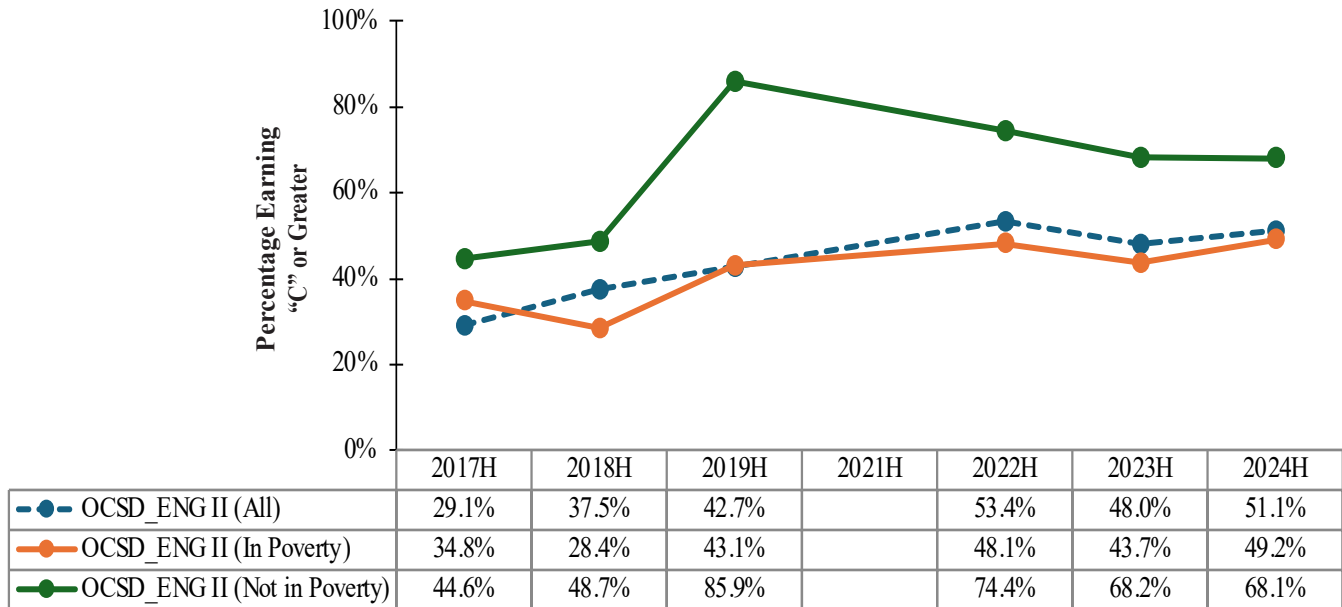


Figure 6.3.1 CCSD: ENG II high school—performance comparison of students in and not in poverty.

SC High School: ENG II—Yearly performance Comparison of Students in Poverty Versus Not in Poverty

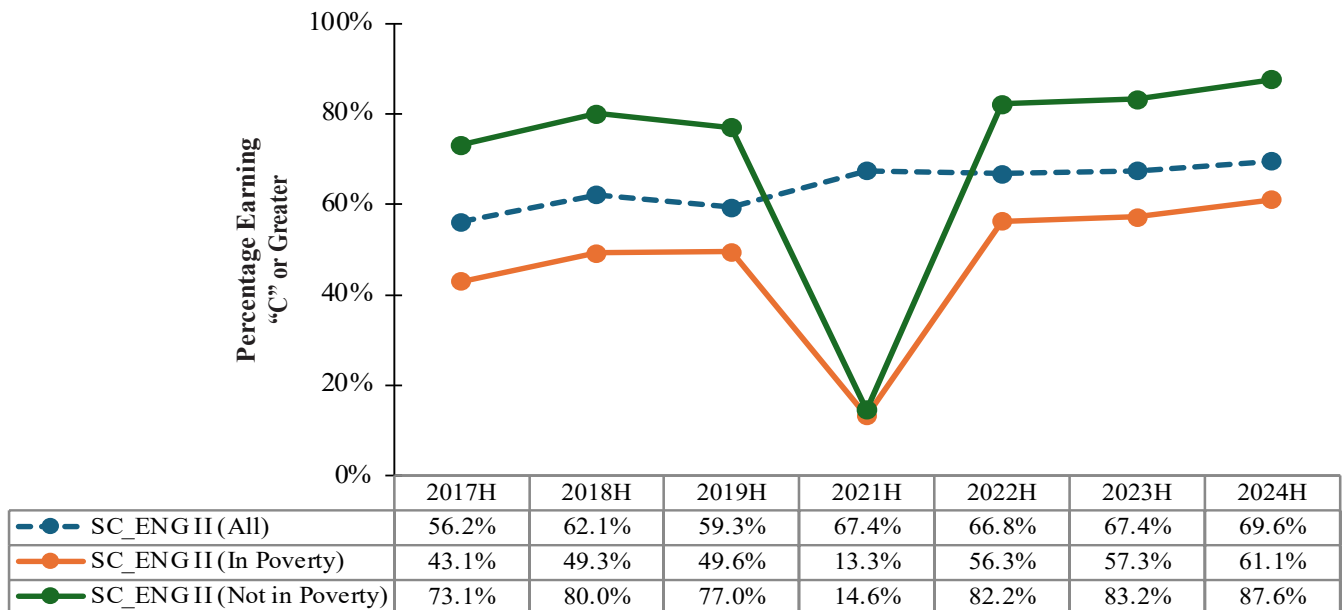


Figure 6.3.2 SC: ENG II high school—performance comparison of students in and not in poverty.



6.3 OCSD: EOCEP—Performance Comparison of Students in Versus Not in Poverty, cont.

OCSD High School: ALG—Yearly Performance Comparison of Students in Versus Not in Poverty

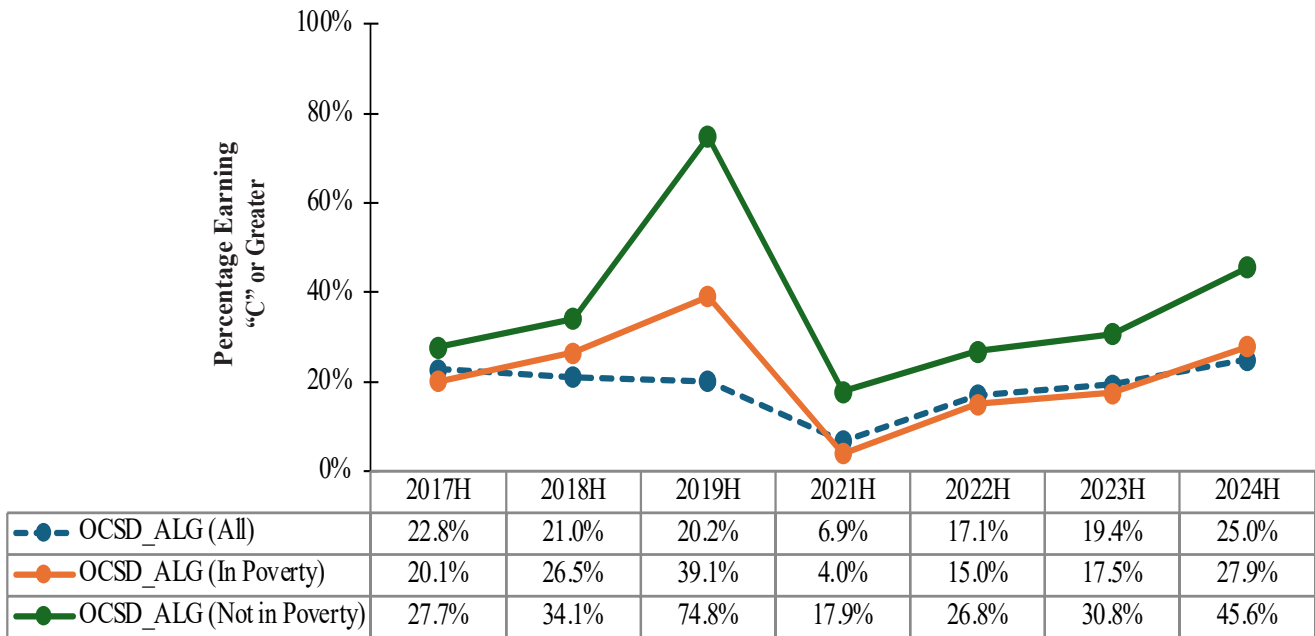


Figure 6.3.3 CCSD: ALG high school—performance comparison of students in or not in poverty.

SC High School: ALG Yearly Performance Comparison of Students in Versus Not in Poverty

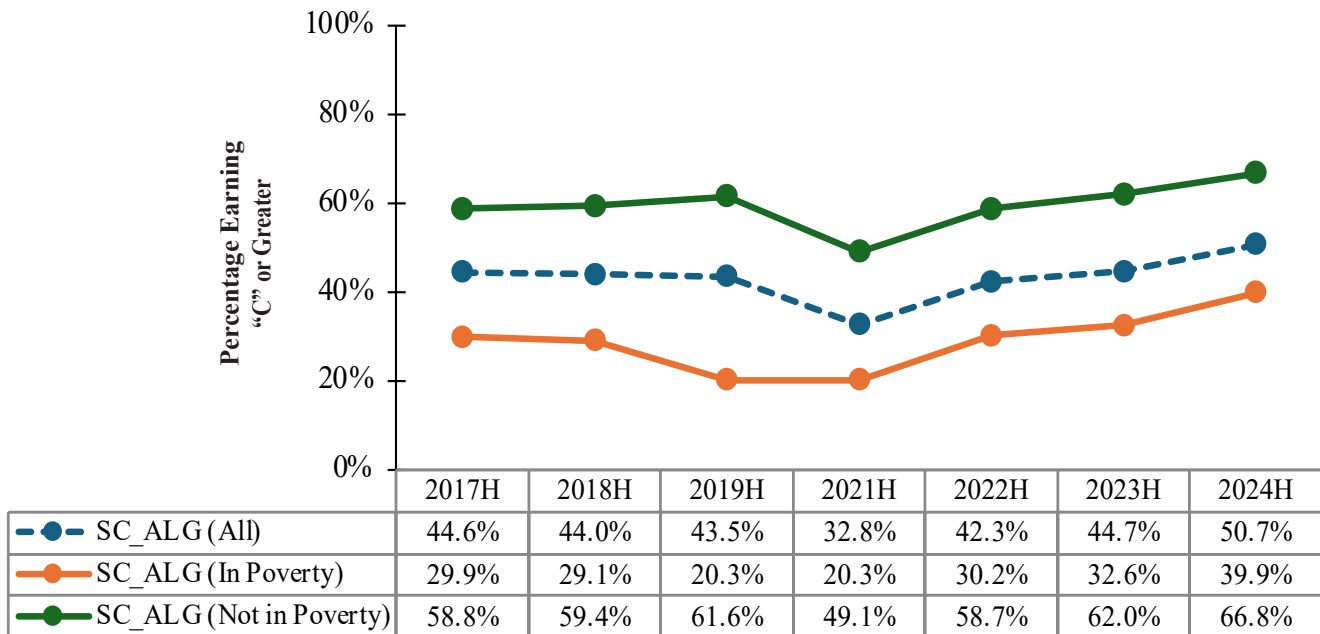


Figure 6.3.4 SC: ALG high school—performance comparison of students in or not in poverty.



6.4 OCSD: SC READY: Performance of Students in or Not in Poverty Versus Race/Ethnicity

OCSD Elementary School: ELA—Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

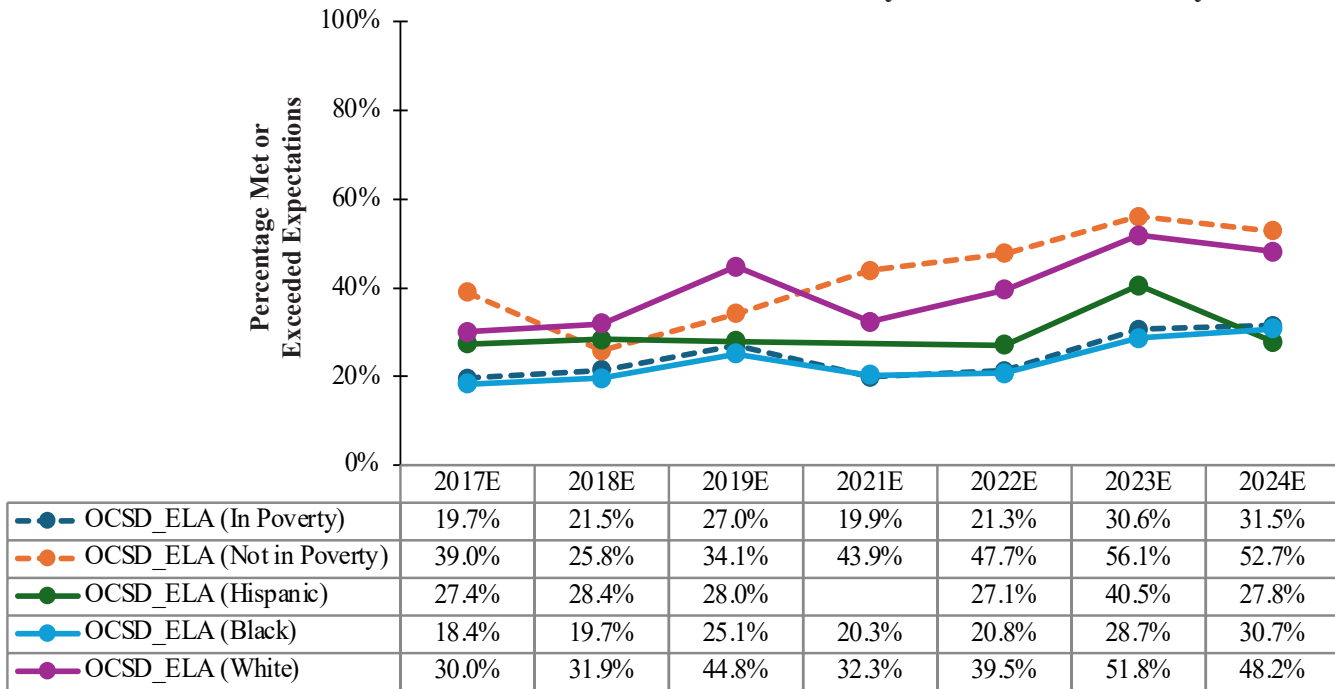


Figure 6.4.1 OCSD: ELA elementary school—performance comparison of students in or not in poverty versus race/ethnicity.

SC Elementary School: ELA—Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

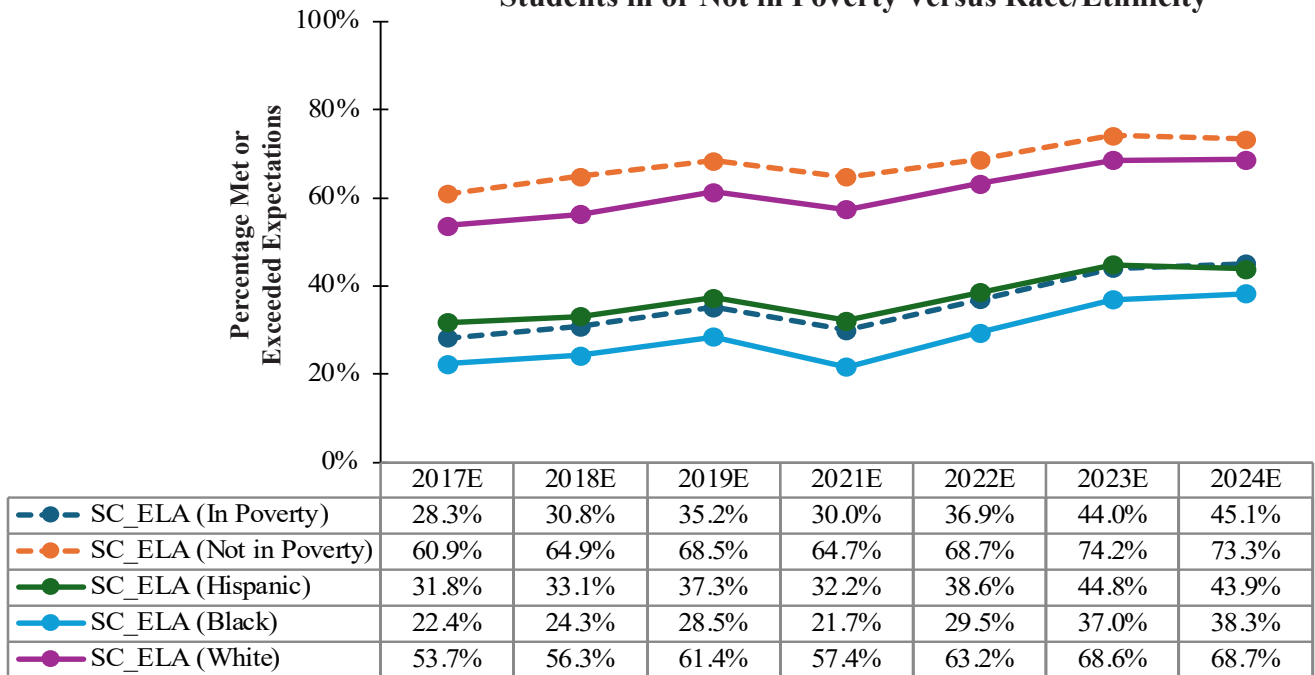


Figure 6.4.2 SC: ELA elementary school—performance comparison of students in or not in poverty versus race/ethnicity.



6.4 OCSD: SC READY: Performance of Students in or Not in Poverty to Race/Ethnicity

OCSD Elementary School: Math—Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

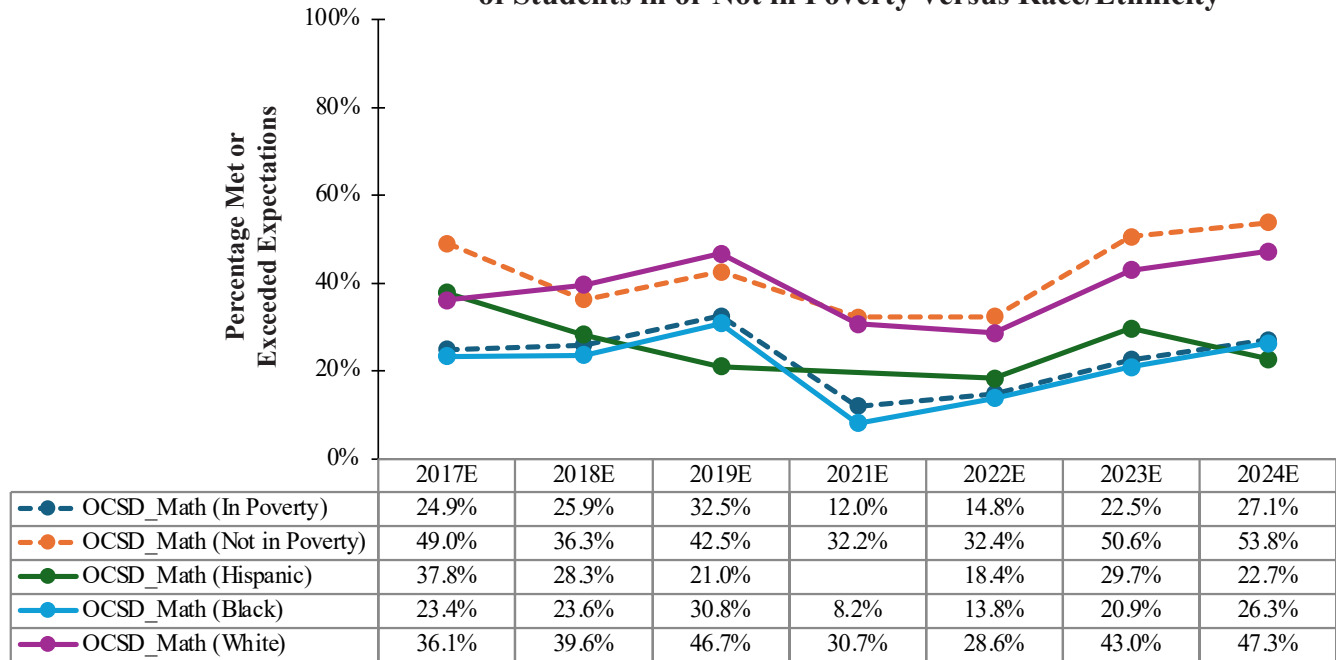


Figure 6.4.3 OCSD: Math elementary school—performance comparison of students in or not in poverty versus race/ethnicity.

SC Elementary School: Math—Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

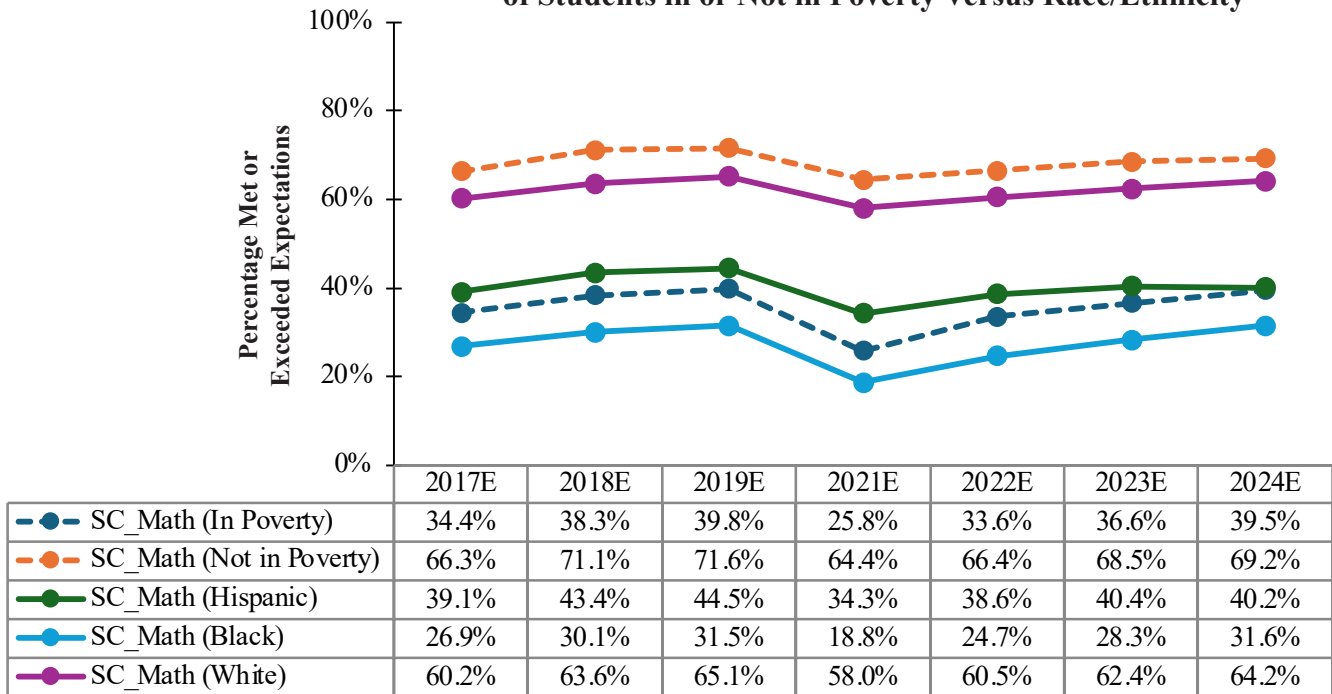


Figure 6.4.4 SC: Math elementary school—performance comparison of students in or not in poverty versus race/ethnicity.



6.4 OCSD: SC READY: Comparison of Students in or Not in Poverty Versus Race/Ethnicity

OCSD Middle School: ELA—Performance Comparison of Students in or Not in Poverty versus Race/Ethnicity

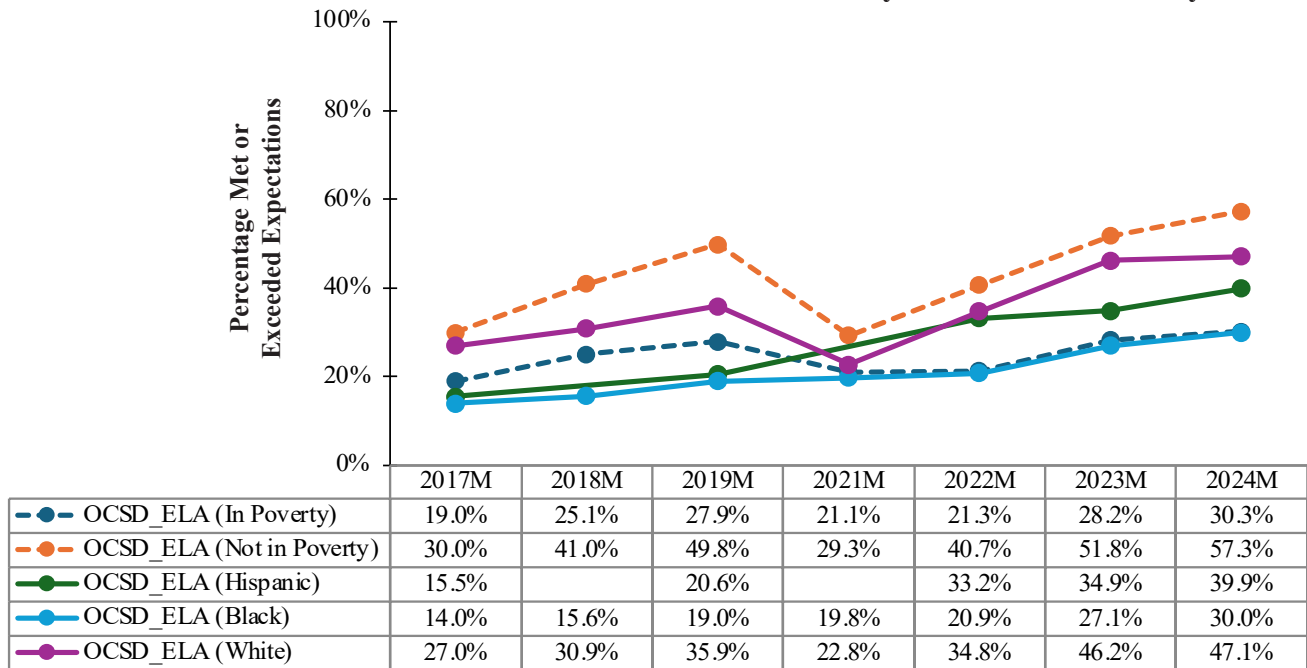


Figure 6.4.5 OCSD: ELA middle school—performance comparison of students in or not in poverty versus race/ethnicity.

SC Middle School: ELA—Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

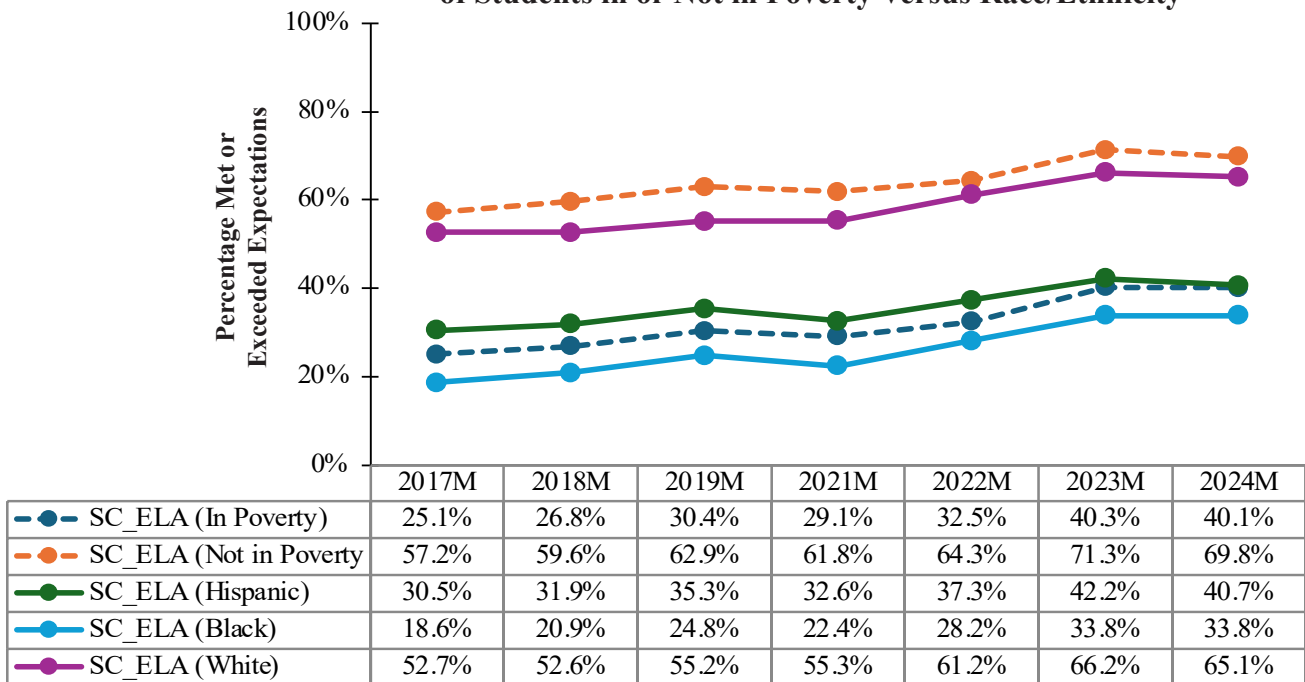


Figure 6.4.6 SC: ELA middle school—performance comparison of students in or not in poverty versus race/ethnicity.



6.4 OCSD: SC READY: Comparison of Students in or Not in Poverty Versus Race/Ethnicity

OCSD Math: Middle School—Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

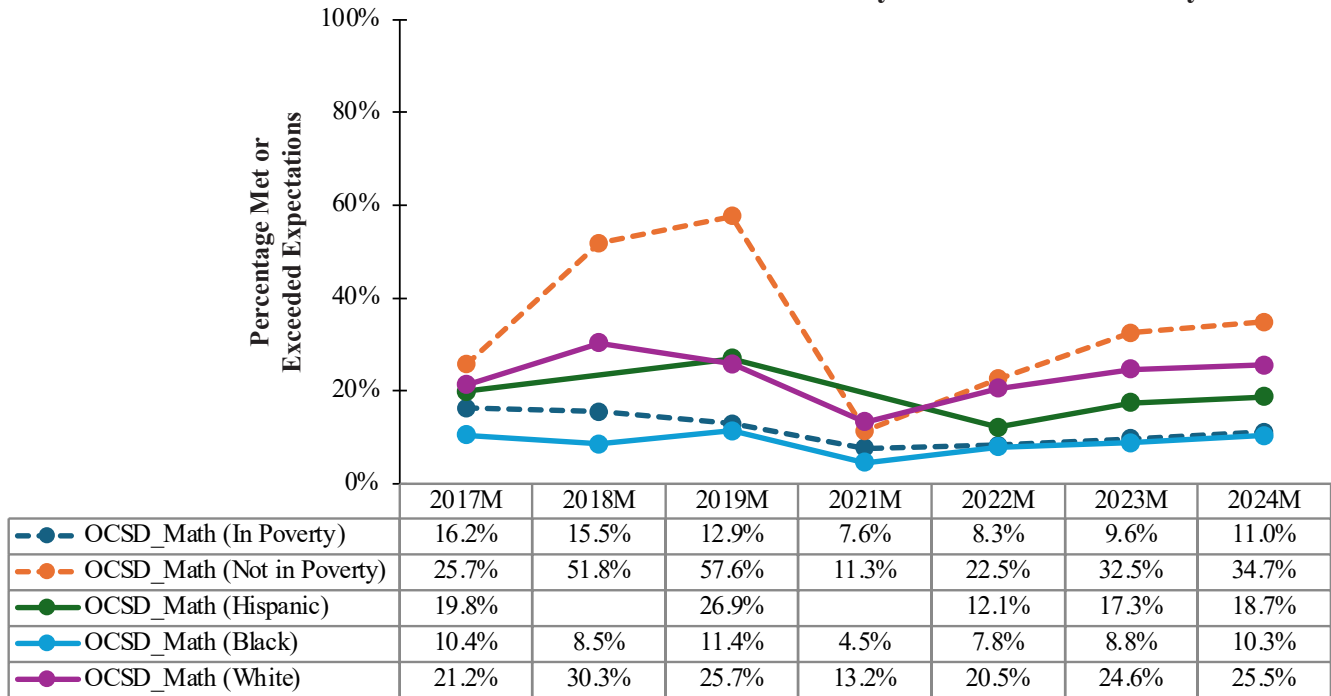


Figure 6.4.1 OCSD: Math middle school—performance comparison of students in or not in poverty versus race/ethnicity (2017–2024).

SC Math: Middle School—Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

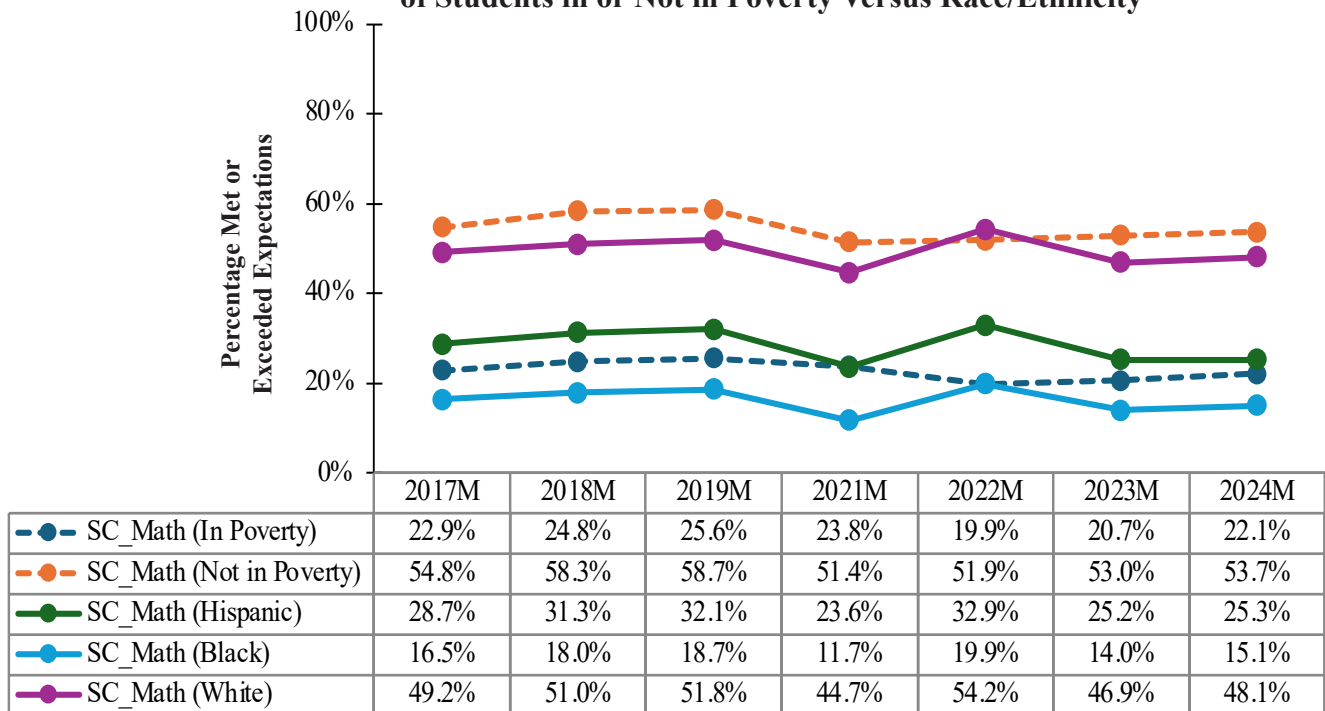


Figure 6.4.2 SC: Math middle school—performance comparison of students in or not in poverty versus race/ethnicity.



6.5 OCSD: EOCEP—Comparison of Students in or Not in Poverty Versus Race/Ethnicity

OCSD High School: ENG II—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

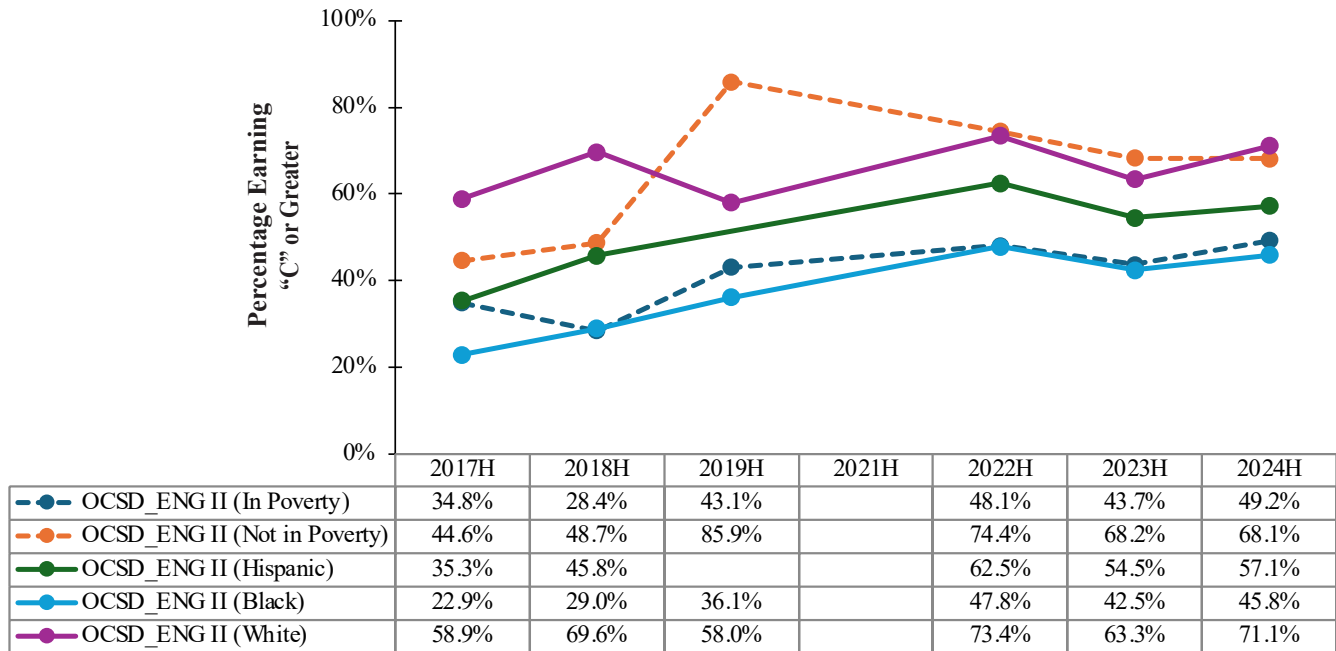


Figure 6.5.1 OCSD: ENG II high school—performance comparison of students in or not in poverty versus race/ethnicity.

SC Elementary School: ENG II—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

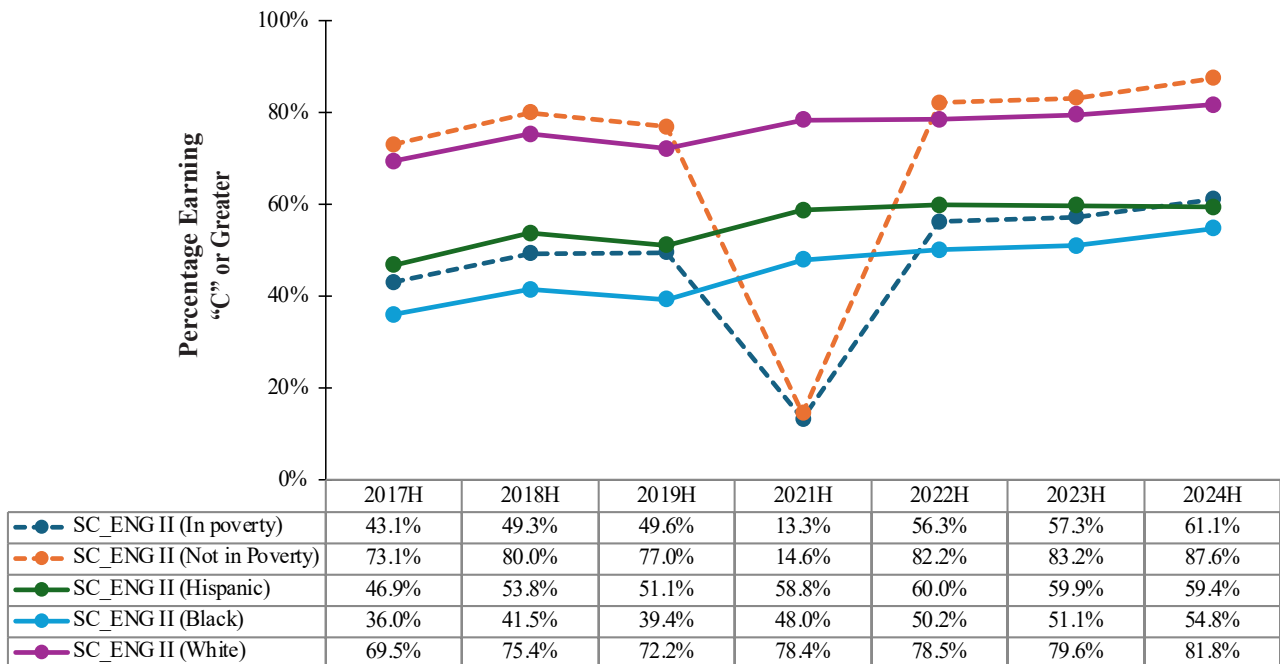


Figure 6.5.2 SC: ENG II high school—performance comparison of students in or not in poverty versus race/ethnicity.



6.5 OCSD: EOCEP—Comparison of Students in or Not in Poverty Versus Race/Ethnicity, cont.

OCSD High School:ALG—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

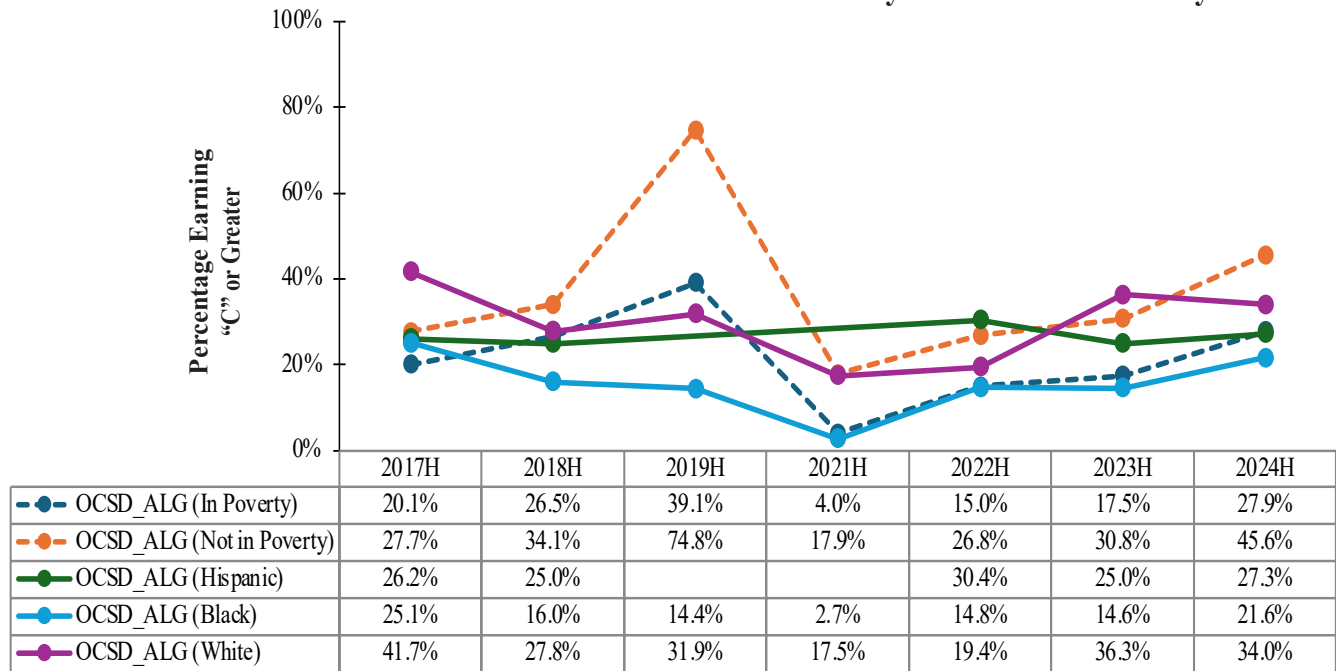


Figure 6.5.3 OCSD: ALG high school—performance comparison of students in or not in poverty versus race/ethnicity..

SC High School: ALG—Yearly Performance Comparison of Students in or Not in Poverty Versus Race/Ethnicity

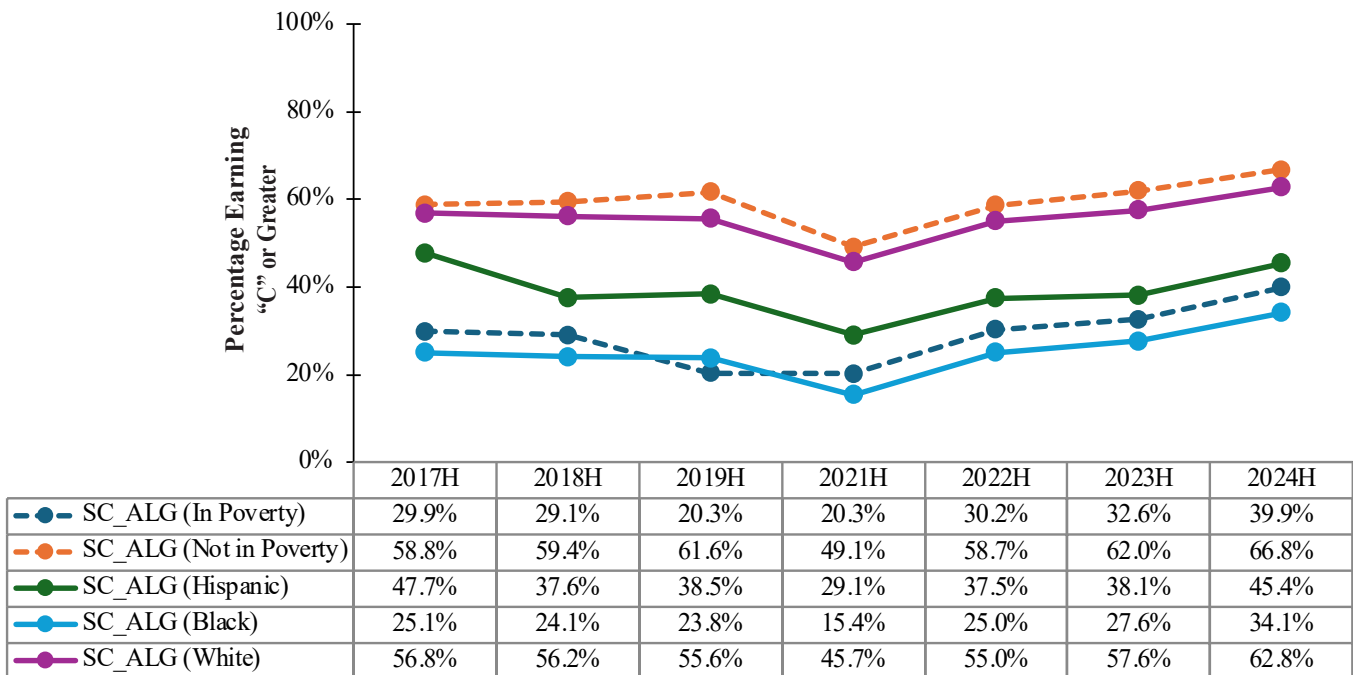


Figure 6.5.4 SC: ALG high school—performance comparison of students in or not in poverty versus race/ethnicity.



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About WCS

Wilson Consulting Services, LLC is a limited liability company that provides consulting in measurement processes, statistical analyses, mathematics education, and family history research.

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Our mission is to provide each client with the most effective and ethical service possible, and to preserve and promote evidence-based decision making for our clients.



The Author and Founder/CEO

David C. Wilson

David C. Wilson is a retired electrical and electronics engineer, adjunct mathematics professor, and founder of Wilson Consulting Services, LLC. Beyond his professional career, he is a dedicated local and family history researcher, author, and self-publisher.

A proud five-generation native of Horry County, South Carolina, Wilson attended formerly segregated public schools, including Todd Swamp Colored School, Poplar Elementary School, and Chestnut Consolidated High School. He later pursued higher education, earning a bachelor's degree in electrical engineering from the City College of New York and a master's degree in the same field from Manhattan University (formerly Manhattan College).

With more than 35 years of experience in product development, quality, and reliability engineering, Wilson contributed his expertise to multinational

corporations such as General Electric, Honeywell, and IBM. Additionally, he dedicated over 25 years to academia, teaching statistics and mathematics as an adjunct professor at institutions including Dutchess Community College, Quinnipiac University, and Horry County Technical College. His commitment to excellence has earned him numerous professional accolades and community service awards.

Wilson and his wife, Beverly, reside in Conway, South Carolina, where they cherish their family, including two sons, six grandchildren, and one great-grandchild.



David C. Wilson
CEO / Author

Appendix 1

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by Jackie Mader/The Hechinger Report

‘Opportunities,’ not poverty alone, predict later-life success for children

Study finds ‘opportunity gap’ between rich and poor children can come down to just six missed chances

Decades of research have shown that children who are born into low-income households have less access to opportunities like high-quality child care and after school activities. Now, a 26-year longitudinal study has quantified the severity of this opportunity gap for the first time, as well as the sizable impact this has on children as they grow into young adults.

The new [study](#), published by the American Educational Research Association, followed 814 children from low-, middle- and high-income families from birth through age 26, scrutinizing access to a spectrum of opportunities in childhood and adolescent years, including such factors as the instructional quality of classrooms, neighborhood income and participation in after-school activities like sports, music lessons and clubs.

Researchers found that while most high-income children experience six or more “opportunities” between birth and high school, nearly two-thirds of children from low-income households have zero or only one opportunity.

The size of that gap over the course of the childhood and adolescent years is striking, researchers said. “I wasn’t super surprised that the wealthiest kids were having seven, eight, nine, 10 opportunities, but that the poor children were getting one or no chances,” said co-author of the report, Eric Dearing, a professor at Boston College and executive director of the Mary E. Walsh Center for

Thriving Children.

in their report, the authors say this opportunity gap appears to be a more powerful predictor of future educational attainment and earnings than childhood poverty alone. Children from low-income households who benefited from even a few of these opportunities had better outcomes as young adults. When children from low-income households moved from zero to four opportunities, for example, their odds of graduating from a four-year college jumped from 10 to 50 percent, and their annual salaries by age 26 increased by around \$10,000.

Between birth and high school, “even one additional opportunity was very meaningful,” said Dearing. The study suggests there could be great societal payoffs from investing in diverse programs and opportunities for children. The outsized impact of opportunities could be attributed to the benefits that come from a range of positive experiences, Dearing noted. Those experiences and opportunities seem to be particularly valuable for brain growth and learning. “The more chances you get ... the greater the likelihood that you will find that setting, that activity, that place in life that aligns with your strengths and your talents and your abilities,” Dearing said.

Such opportunities also offer a beneficial “time substitution” for children, said co-author Henrik D. Zachrisson, a developmental psychologist and professor at the University of Oslo. These opportunities essentially replace what could be a non-enriching experience, like being in a stressful home environment, with an activity that is more enriching and beneficial, he added.

While the study showed that more opportunities were correlated with better academic outcomes and higher income, it did not prove that the opportunities caused the outcomes. However, even the fact that there is correlation indicates the potential “serious consequences” for children who do not receive a bevy of opportunities, the authors wrote.

The findings underscore the need to invest more in expanding the number of opportunities low-income children access across the childhood and adolescent years, said Dearing. This includes

Appendix 1, cont.

enrolling more eligible children in programs like federally-funded Early Head Start and Head Start, and investing more in “community school” models, which provide broad support and enrichment opportunities for students.

The research also suggests that while focusing efforts on expanding just one opportunity for children, like after school clubs or early learning programs, may be helpful, it could be short-sighted. Instead, policymakers should consider solutions that tackle as many environments in a child’s life as possible. “What I hope we’re making clear,” Zachrisson said, “is that the idea of a single solution to alleviating negative consequences of poverty is just nonsensical.”

This story about [opportunity gaps](#) was produced by The [Hechinger Report](#), a nonprofit, independent news

organization focused on inequality and innovation in education. Sign up for the [Early Childhood newsletter](#).

The Hechinger Report provides in-depth, fact-based, unbiased reporting on education that is free to all readers. But that doesn’t mean it’s free to produce. Our work keeps educators and the public informed about pressing issues at schools and on campuses throughout the country. We tell the whole story, even when the details are inconvenient. Help us keep doing that.

For additional information, contact Jackie Mader, mader@hechingerreport.org

Appendix—Related Reports

This page provides links to reports published on April 16, 2025, which can be accessed via images or report numbers. The data for these reports was sourced from the South Carolina Department of Education, Office of Research and Data Analysis, and was used to create various charts, graphs, and tables across seven reports, including this report.

Should you have a problem accessing the reports please click on or cut and paste the link in your browser:

Report 1: https://wilsonconsultingservices.net/wcs_blackteachers.pdf

Report 2: https://wilsonconsultingservices.net/wcs_studentpoverty.pdf

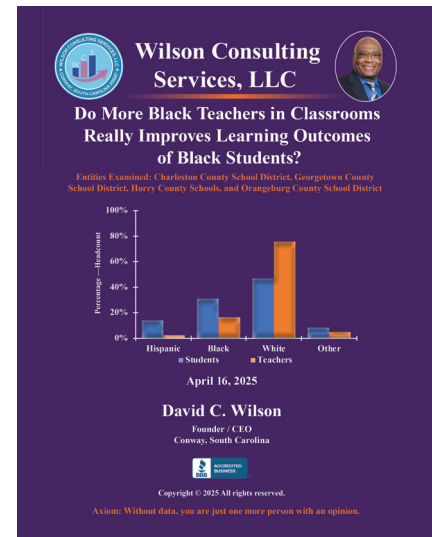
Report 3: https://wilsonconsultingservices.net/wcs_charterschools.pdf

Report 4: https://wilsonconsultingservices.net/wcs_ccsdcovid.pdf

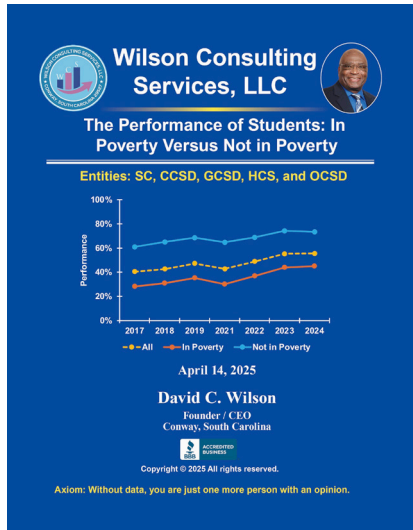
Report 5: https://wilsonconsultingservices.net/wcs_gcsdcovid.pdf

Report 6: https://wilsonconsultingservices.net/wcs_hescovid.pdf

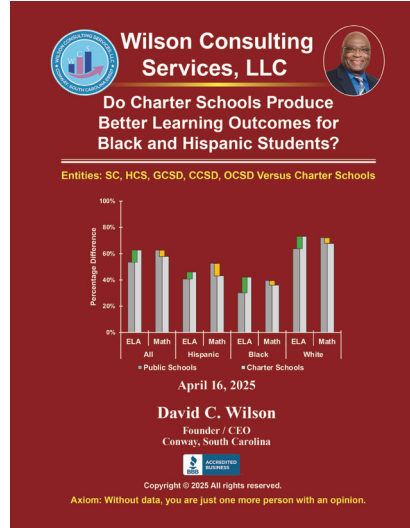
Report 7: https://wilsonconsultingservices.net/wcs_ocsdcovid.pdf



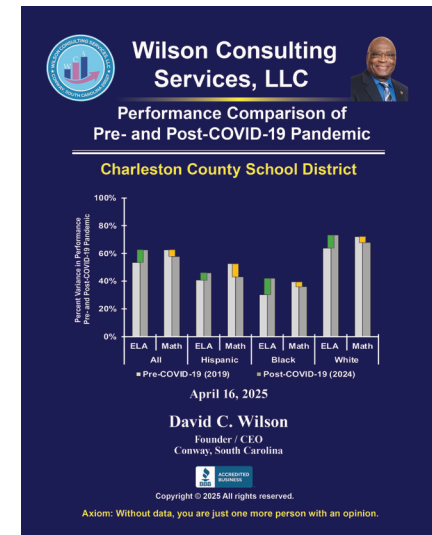
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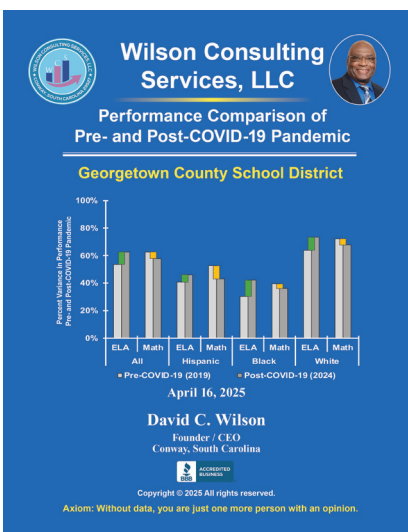
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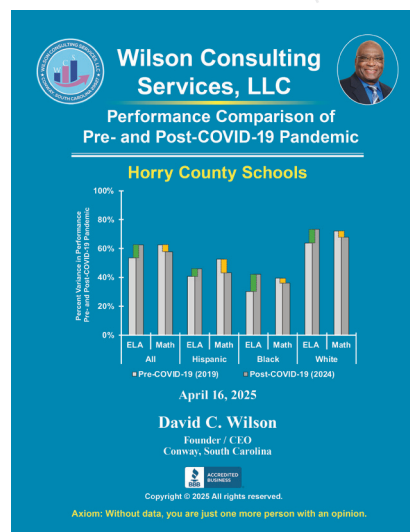
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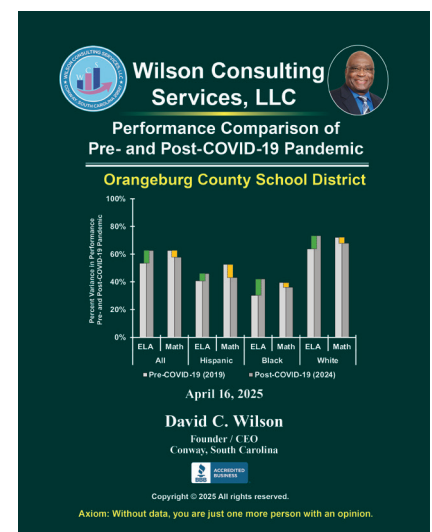
Report 4



Report 5



Report 6



Report 7

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