

Richland County School District One Summary Report



2005 Results of the American College Testing (ACT) Assessment

Office of Research and Evaluation

September 2005

Of the 2005 Richland One seniors who finished high school last spring, 480 took the ACT testing program—a participation rate of 36%, down from 40% in 2004. Table 1 presents demographic characteristics of ACT participants since 1997.

ACT scores are reported on a scale of 1 to 36. Any gain larger than 0.05 was considered significant because a one-tenth-point increase on ACT equates to a four-point increase on SAT. The mean composite score for 2005 Richland One students reached its all-time high at 18.2, which was three-tenths of a point higher than that of 2004 (17.9). For the 2005 school year, the mean composite score for all South Carolina students was 19.4 as compared with the mean composite score for the nation (20.9). Richland One students made gains in each area in 2005 compared with 2004 (**Table 2**). The largest gain was shown in Reading (+0.6), followed by English (+0.4), Composite (+0.3), and Math and Science (+0.1 each).

District 2005 students who reported having completed the recommended college preparatory core courses scored an average composite score of 18.6, compared to an average of 16.8 scored by students completing less than the core courses. The mean composite scores for these two groups of district ACT participants in 2004 were 18.3 and 16.8, respectively. In 2005 less than two-thirds (64%) of Richland One's ACT participants reported completing the recommended college preparatory core courses compared to 63% for all South Carolina participants, and 56% for all national participants.

In terms of school performance, Flora, Johnson, and Keenan made gains in all areas and Lower Richland made gains in all areas except Science Reasoning where 17.4 was maintained for two consecutive years (**Table 3**).

Table 1
Demographic Characteristics of ACT Participants
1997 – 2005

Year	Gr. 12 ADM	ACT Participants			
		No. Of Students	Percent ADM	Percent Black/White	Percent Male/Female
1997	1356	163	12	70/15	42/58
1998	1372	168	12	75/16	31/69
1999	1387	299	22	75/17	36/63
2000	1394	422	30	73/17	36/64
2001	1225	444	36	75/19	35/65
2002	1247	514	41	73/18	36/63
2003	1274	532	42	73/25	40/60
2004	1292	523	40	71/22	37/62
2005	1334	480	36	72/18	37/62

Table 2
State and National Mean ACT Scores
1997-2005

	Year	Number	English	Math	Reading	Sci Reas	Composite
District	1997	163	16.2	17.2	17.2	17.2	17.5
	1998	168	16.6	16.8	17.9	17.3	17.2
	1999	299	16.3	17.3	16.9	17.4	17.1
	2000	422	16.6	17.3	17.4	17.4	17.3
	2001	444	16.8	17.6	17.5	17.7	17.5
	2002	514	16.6	17.3	17.1	17.3	17.2
	2003	532	16.9	17.5	18.0	17.7	17.7
	2004	523	17.2	17.8	17.9	18.1	17.9
	2005	480	17.6	17.9	18.5	18.2	18.2
State	1997	4994	18.1	18.9	19.1	19.0	18.9
	1998	5385	18.4	18.8	19.4	19.0	19.0
	1999	6766	18.6	19.0	19.3	19.2	19.1
	2000	9051	18.7	19.2	19.5	19.2	19.3
	2001	10797	18.8	19.3	19.5	19.2	19.3
	2002	11978	18.8	19.1	19.3	19.2	19.2
	2003	13359	18.7	19.0	19.4	19.2	19.2
	2004	13332	18.8	19.1	19.4	19.3	19.3
	2005	13867	18.8	19.3	19.6	19.3	19.4
National	1997	959301	20.3	20.6	21.3	21.1	21.0
	1998	995039	20.4	20.8	21.4	21.1	21.0
	1999	1019053	20.5	20.7	21.4	21.0	21.0
	2000	1065138	20.5	20.7	21.4	21.0	21.0
	2001	1069772	20.5	20.7	21.3	21.0	21.0
	2002	1116082	20.2	20.6	21.1	20.8	20.8
	2003	1175059	20.3	20.6	21.2	20.8	20.8
	2004	1171460	20.4	20.7	21.3	20.9	20.9
	2005	1186251	20.4	20.7	21.3	20.9	20.9

Table 3
Mean ACT Scores by School
1997-2005

School	Year	Number	English	Math	Reading	Sci Reas	Composite
Columbia	1997	47	16.9	17.6	18.3	18.2	17.9
	1998	30	16.8	17.0	17.7	17.1	17.3
	1999	35	16.4	17.3	17.5	17.7	17.3
	2000	43	16.9	17.3	17.5	17.2	17.3
	2001	67	16.0	17.6	17.0	17.6	17.2
	2002	72	15.6	16.9	15.9	16.8	16.4
	2003	59	15.5	16.6	17.1	16.7	16.6
	2004	79	16.6	17.8	17.2	17.9	17.5
	2005	60	15.0	16.8	16.1	16.5	16.2
	Dreher	1997	21	17.2	17.8	17.8	17.0
1998		23	18.3	18.2	18.6	18.0	18.4
1999		65	18.1	19.2	18.5	18.8	18.8
2000		64	17.7	19.2	18.9	18.5	18.7
2001		52	19.1	19.5	19.7	19.2	19.5
2002		100	19.4	19.3	19.9	18.9	19.5
2003		89	19.3	19.4	20.1	19.2	19.6
2004		62	20.1	19.7	20.7	19.4	20.1
2005		66	16.5	18.0	18.5	18.3	18.0
Eau Claire		1997	6	15.7	15.3	14.8	15.7
	1998	19	13.7	14.8	15.9	14.9	15.0
	1999	15	13.5	15.6	16.3	16.2	15.3
	2000	16	13.7	15.6	15.7	14.9	15.1
	2001	26	13.3	15.9	15.1	15.2	15.0
	2002	25	14.2	15.9	14.0	15.8	15.1
	2003	39	13.5	15.8	15.3	15.6	15.1
	2004	41	13.9	16.1	14.6	16.3	15.3
	2005	21	13.9	15.2	14.3	15.7	15.0
	Flora	1997	17	17.9	18.6	19.4	18.9
1998		30	18.5	17.8	19.2	19.4	18.8
1999		30	16.1	17.6	17.0	17.5	17.1
2000		55	18.6	18.7	18.8	18.8	18.9
2001		61	19.6	19.5	19.0	19.1	19.5
2002		55	18.8	18.7	18.8	18.7	18.9
2003		83	20.1	19.5	20.6	20.1	20.2
2004		94	19.9	20.1	20.6	20.3	20.4
	2005	103	21.1	20.6	21.9	20.4	21.1

Table 3 (cont.)
Mean ACT Scores by School
1997-2005

School	Year	Number	English	Math	Reading	Sci Reas	Composite
Johnson	1997	23	12.9	15.4	13.3	15.6	14.4
	1998	7	12.6	14.9	14.7	14.4	14.1
	1999	20	14.8	16.3	16.0	16.0	15.8
	2000	32	15.3	16.2	16.6	16.6	16.3
	2001	28	13.9	15.5	16.3	15.2	15.4
	2002	35	14.5	15.4	16.1	15.4	15.5
	2003	36	14.2	16.0	16.2	16.4	15.9
	2004	18	15.4	15.9	16.0	16.9	16.2
	2005	33	17.8	17.3	17.6	18.1	17.8
	Keenan	1997	15	16.0	17.5	17.8	16.9
1998		20	16.1	17.2	18.2	17.9	17.5
1999		21	17.5	17.4	15.8	17.6	17.2
2000		78	15.6	16.7	16.4	16.4	16.3
2001		121	16.8	17.0	17.2	17.4	17.2
2002		91	17.5	17.6	17.0	17.6	17.6
2003		79	16.8	16.8	17.5	17.2	17.2
2004		85	17.6	17.1	17.9	17.7	17.7
2005		80	18.0	17.7	19.1	18.3	18.4
Lower Richland		1997	33	16.3	17.1	17.0	18.1
	1998	37	16.2	16.4	17.8	16.9	16.8
	1999	109	15.7	16.4	16.3	16.9	16.5
	2000	131	16.4	16.7	17.0	17.2	17.0
	2001	88	16.1	17.3	17.2	17.7	17.2
	2002	135	14.9	16.1	15.9	16.5	15.9
	2003	147	15.9	16.9	17.1	17.0	16.9
	2004	142	15.7	16.8	16.4	17.4	16.7
	2005	115	16.7	17.0	17.2	17.4	17.2
	District	1997	163	16.2	17.2	17.2	17.2
1998		168	16.6	16.8	17.9	17.3	17.2
1999		299	16.3	17.3	16.9	17.4	17.1
2000		422	16.6	17.3	17.4	17.4	17.3
2001		444	16.8	17.6	17.5	17.7	17.5
2002		514	16.6	17.3	17.1	17.3	17.2
2003		532	16.9	17.5	18.0	17.7	17.7
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