

Richland County School District One Summary Report



Fall 2003 Results of PLAN

Office of Research and Evaluation

June 2004

In Fall 2003, 666 Richland District One tenth grade students at A. C. Flora, Keenan and Lower Richland high schools participated in the national administration of ACT's PLAN assessment. The remaining high schools in the district made school-level decisions not to administer PLAN to their students due to funding issues.

According to ACT, PLAN helps tenth grade students to "build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years." PLAN is often taken in preparation for the ACT which is broadly used for college entrance.

This assessment includes four curriculum-based tests: English, Mathematics, Reading and Science. Each test covers the skills and knowledge that are typically taught in our nation's schools and that are judged to be important for academic success in high school and post-graduation education. For each of these four tests, PLAN yields a score ranging from 1 to 32 based on the number of questions answered correctly with no penalty for guessing. A Composite score is also provided that ranges from 1 to 32 and is an average of the four test scores. PLAN also provides two subscores each in English (Usage/Mechanics and Rhetorical Skills) and Mathematics (Pre-Algebra/Algebra and Geometry) that range from 1 to 16 and indicate specific areas where improvement may be needed; however, it is important to note that summing the subscores will not necessarily yield the overall score because the subscores are scaled independently.

Richland District One Tenth Grade PLAN Performance for 1999 through 2003

Chart 1 provides a comparison of the number of Richland District One tenth grade students who participated in PLAN testing in 1999 through 2003. Because only three of the seven district high schools administered this assessment in Fall 2003 due to funding issues while six of seven participated in 2002 testing, the chart shows a distinct decrease of students (-492). A similar result can be seen in Chart 2 which displays for each of the past five PLAN administrations the percent of grade ten students who were enrolled on the 45th day of the school year who tested with PLAN (-27%).

Chart 1
Number of Grade 10 Students Taking PLAN
1999 through 2003

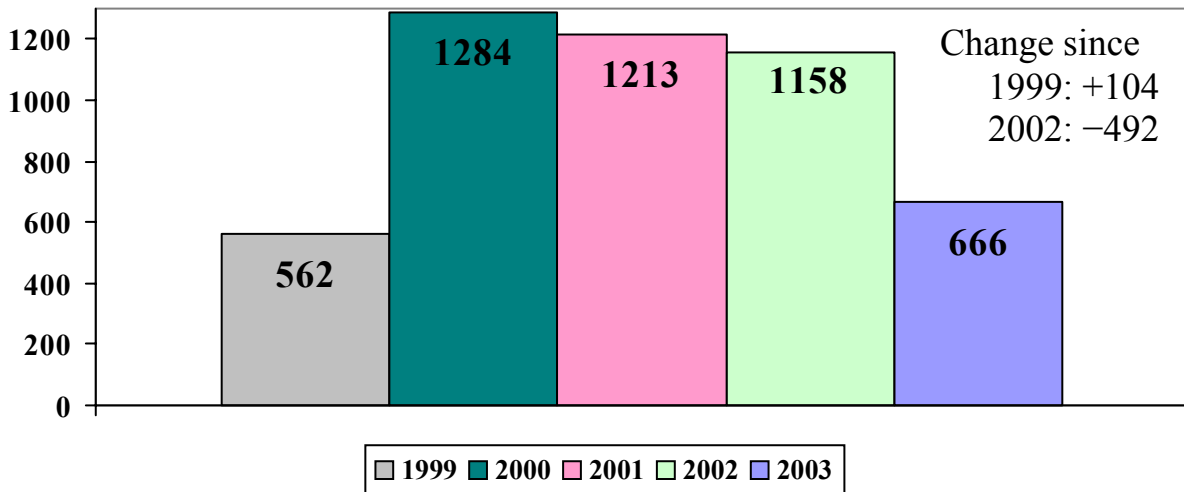
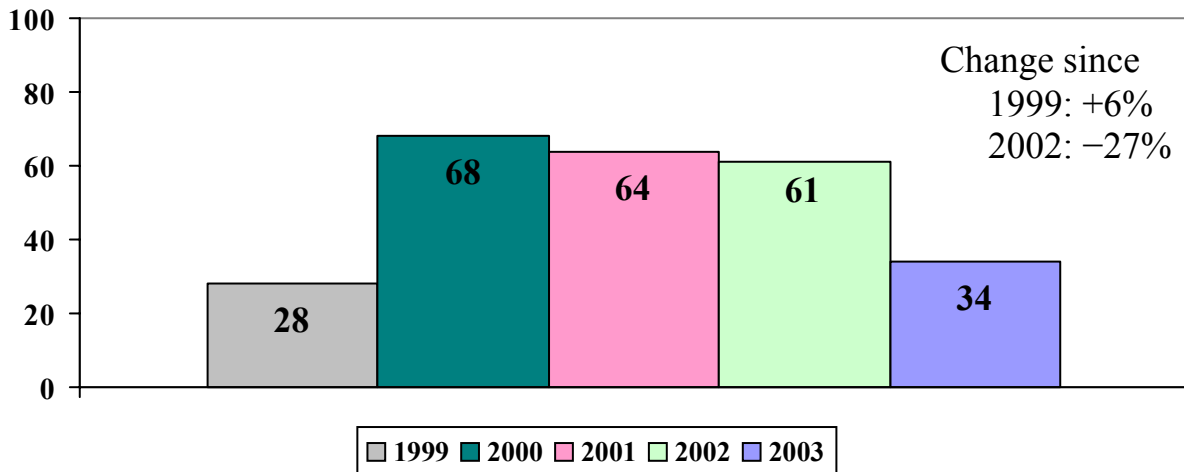


Chart 2
Percent Tested of 45-ADM for Grade 10 Students Taking PLAN
1999 through 2003



Historical average PLAN scores for the English test are given in Chart 3. English scores for district tenth graders decreased between 2002 and 2003 from 15.4 to 14.9 (−0.5). When comparing English subscores for the past two administrations of PLAN as shown in Chart 4, the subscore for Usage/Mechanics fell from 7.5 to 7.2 (−0.3) while the subscore for Rhetorical Skills fell from 7.4 to 7.3 (−0.1). National percentile ranks are listed within the charts for 2003 only because they were not calculated in previous years. District performance for 2003 earned a percentile rank of 44% for English with percentile ranks of 47% and 48% for Usage/Mechanics and Rhetorical Skills respectively.

Chart 3
PLAN Average Scores for 1999 through 2003
English

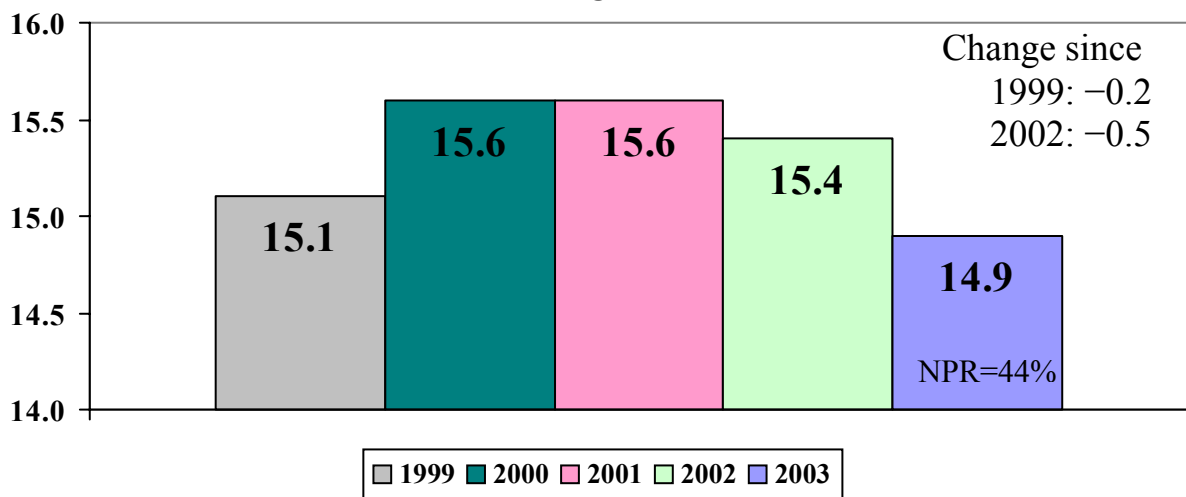
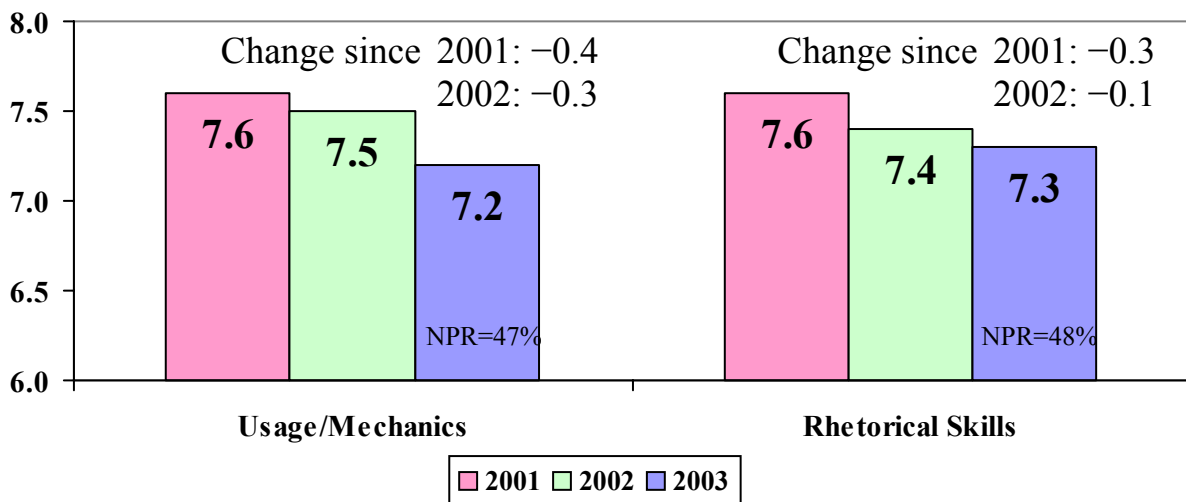


Chart 4
PLAN Average Subscores for 2001 through 2003
English



Results for the 1999-2003 Math portions of PLAN are graphically displayed in Chart 5. As occurred with the English test, Math performance decreased since 2002 falling 0.5 from 16.0 to 15.5. Referring to Chart 6, both 2003 Math subscores fell from the 2002 averages with a Pre-Algebra/Algebra subscore of 6.9, 0.4 less than the 2002 subscore of 7.3, and a Geometry subscore of 7.4, 0.5 less than the corresponding 2002 subscore of 7.9. National percentile ranks for Math scores were 53% for Pre-Algebra/Algebra, 44% for Geometry and 46% for Math overall.

Chart 5
PLAN Average Scores for 1999 through 2003
Math

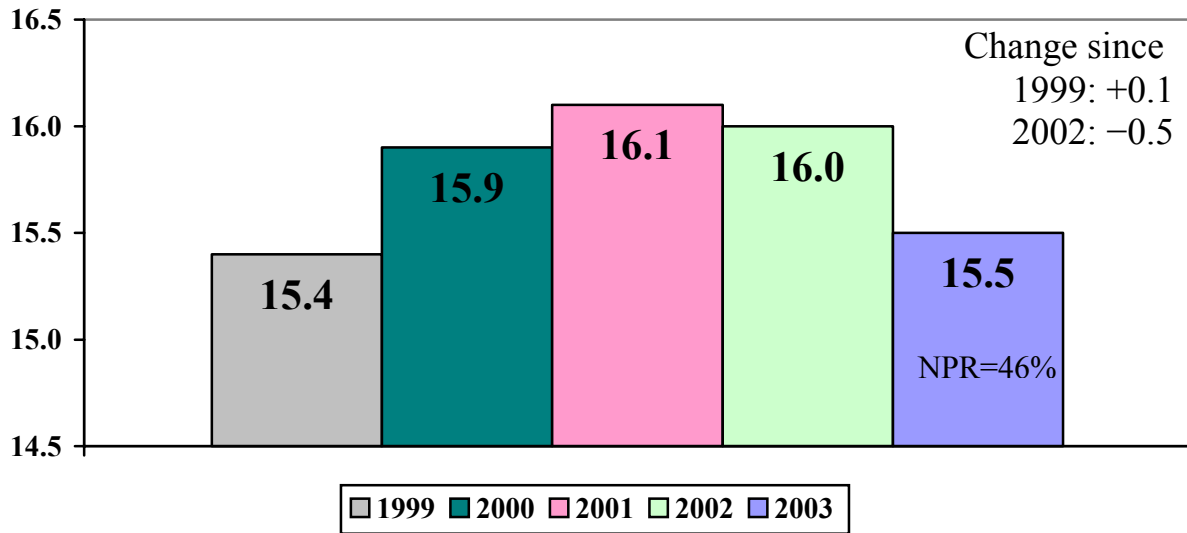


Chart 6
PLAN Average Subscores for 2001 through 2003
Math

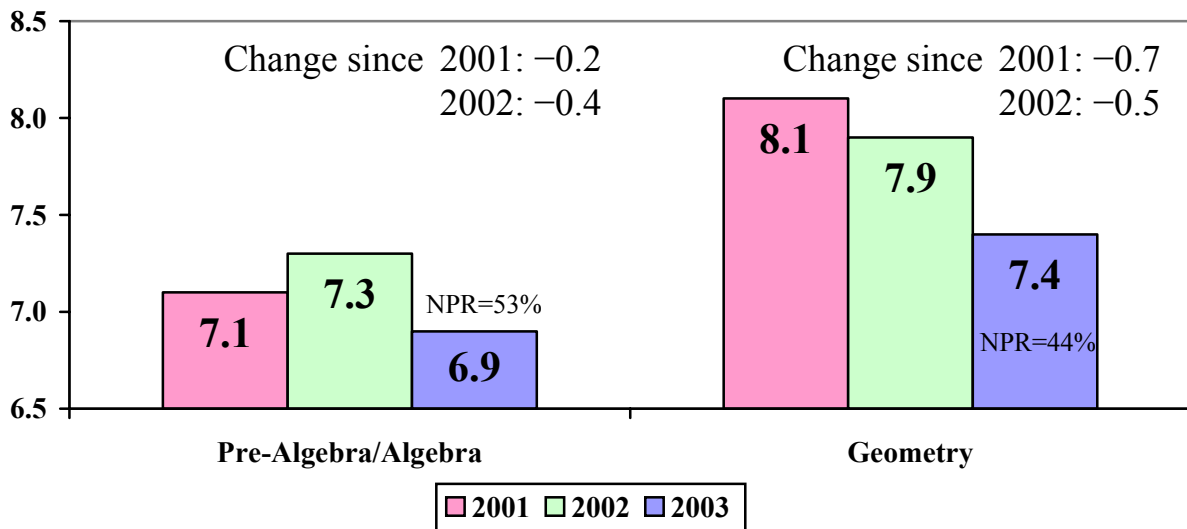
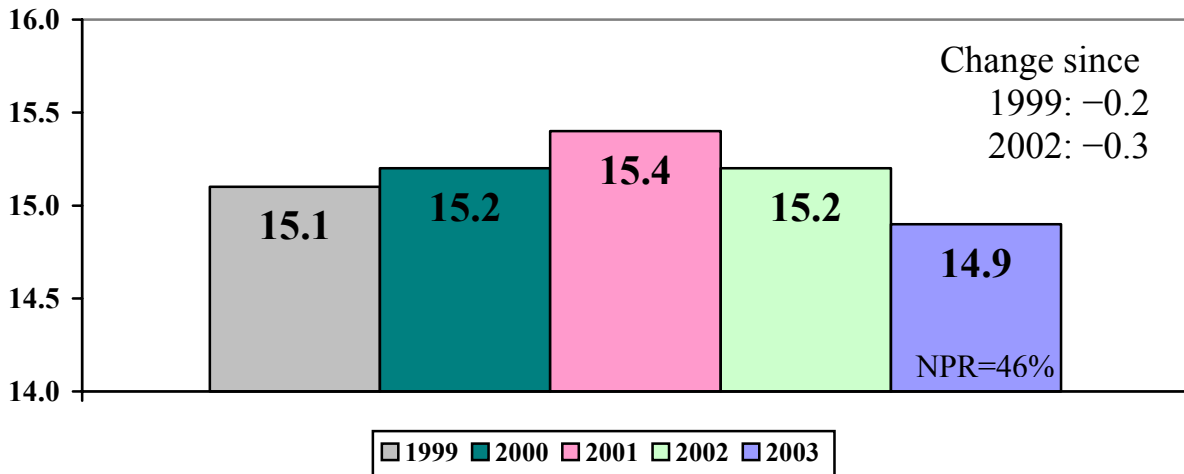


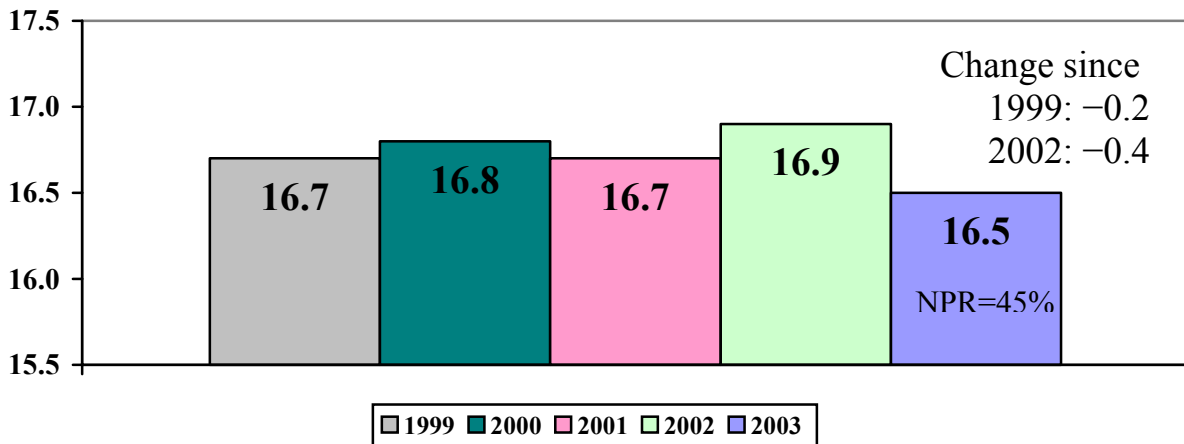
Chart 7 provides 1999-2003 average scores for the PLAN Reading section. For this portion of the test, 2003 district tenth grade students again experienced lower performance than their 2002 counterparts by averaging 14.9 which is 0.3 lower than the 2002 average of 15.2. Richland District One's Reading performance earned a 46% percentile rank for 2003.

Chart 7
PLAN Average Scores for 1999 through 2003
Reading



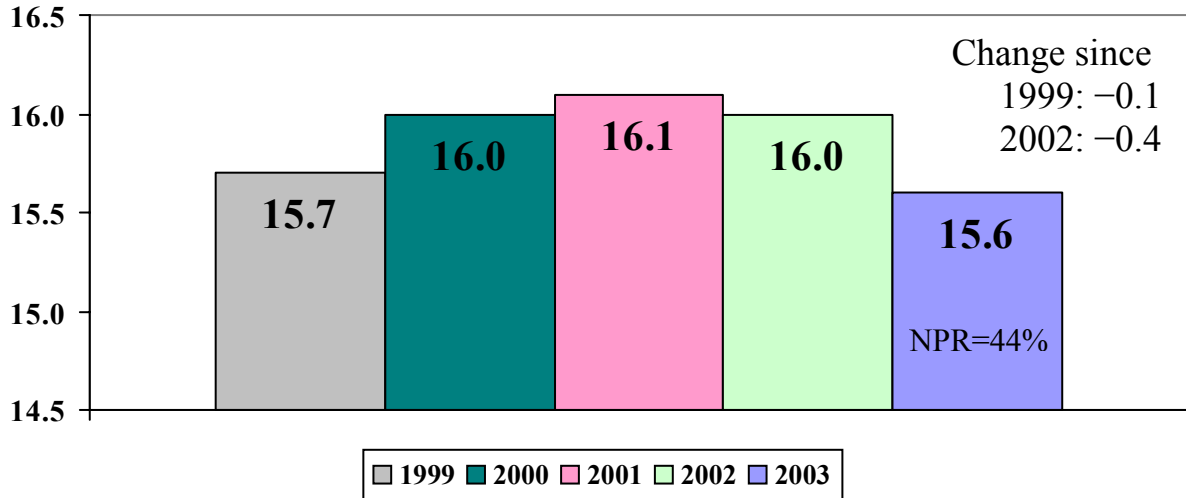
Richland District One students tend to perform better on PLAN in Science than on the other three parts of PLAN, and 2003 proved to be no exception as shown in Chart 8. However, although the 2003 Science average of 16.5 surpasses the averages in English (15.0), Math (15.5), and Reading (14.9), this value shows a decrease of 0.4 from 2002 when the average score was 16.9. The district performed better on the Science section of PLAN than 45% of national tenth graders who participated in PLAN testing.

Chart 8
PLAN Average Scores for 1999 through 2003
Science



Average PLAN Composite scores, combining results from English, Math, Reading, and Science, for district tenth grade students in 1999-2003 are listed in Chart 9. Decreased performance on each of these four components yields an overall lower score of 15.6 when compared to the 2002 average score of 16.0. Composite results of PLAN testing show that Richland District One has a national percentile ranking of 44% for 2003.

Chart 9
PLAN Average Scores for 1999 through 2003
Composite



Tables 1 and 2 display the number of students tested with PLAN, the percent of 45-day average daily membership (ADM) who tested as well as average scores and subscores for PLAN administrations in 1999 through 2003 and average national percentile ranks for 2003. Note that “NA” denotes that the data is not available.

Table 1
PLAN Grade 10 Average Scores for 1999 through 2003

Year	# Tested	% ADM	English		Math		Reading		Science		Composite	
			Score	NPR	Score	NPR	Score	NPR	Score	NPR	Score	NPR
1999	562	28	15.1	NA	15.4	NA	15.1	NA	16.7	NA	15.7	NA
2000	1284	68	15.6	NA	15.9	NA	15.2	NA	16.8	NA	16.0	NA
2001	1213	64	15.6	NA	16.1	NA	15.4	NA	16.7	NA	16.1	NA
2002	1158	61	15.4	NA	16.0	NA	15.2	NA	16.9	NA	16.0	NA
2003	666	34	14.9	44%	15.5	46%	14.9	46%	16.5	45%	15.6	44%

Table 2
PLAN Grade 10 Average Subscores for 2001 through 2003

Year	English				Math			
	Usage/ Mechanics		Rhetorical Skills		Pre-Algebra/ Algebra		Geometry	
	Score	NPR	Score	NPR	Score	NPR	Score	NPR
2001	7.6	NA	7.6	NA	7.1	NA	8.1	NA
2002	7.5	NA	7.4	NA	7.3	NA	7.9	NA
2003	7.2	47%	7.3	48%	6.9	53%	7.4	44%

Richland District One 2003 Tenth Grade PLAN Performance by Ethnicity and Gender

Charts 10 and 11 display 2003 PLAN performance by ethnicity for Richland District One black and white tenth graders using measures of average scores and percentile ranks respectively. White students showed the highest score of 19.1 in English and the lowest score of 18.3 in Reading. When compared to all tenth grade students in the nation who participated in PLAN testing, white students showed the best achievement with a Composite percentile rank of 78 and the poorest achievement in Reading with a percentile rank of 73. The English score of 13.4 was lower than those of the other tests for black students in the district, and these students performed best on Science with an average score of 15.6. Comparing percentile ranks, black students performed best on Reading with higher performance than 35% of students nationally and performed the least well on Composite only surpassing 31% of students nationally.

Chart 10
2003 PLAN Average Scores by Ethnicity

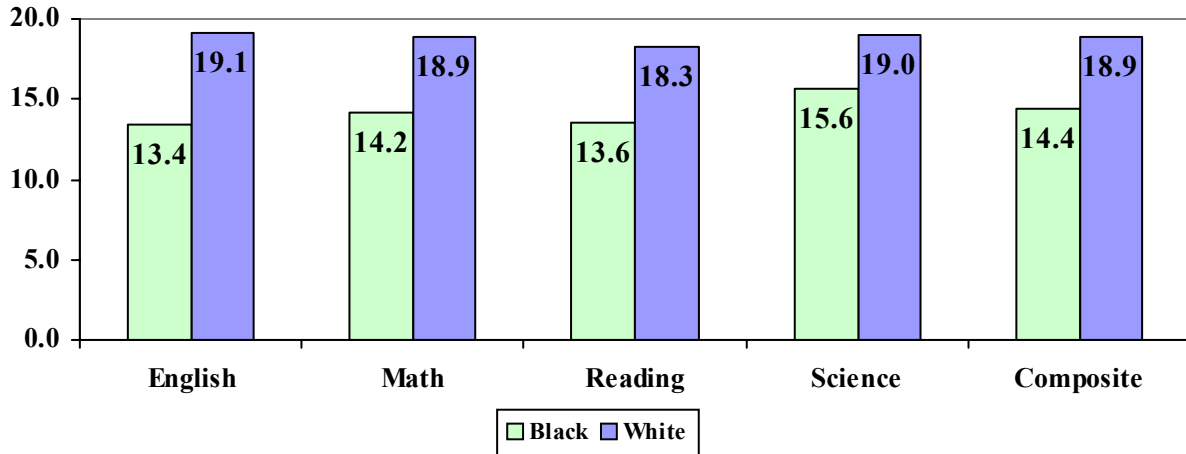
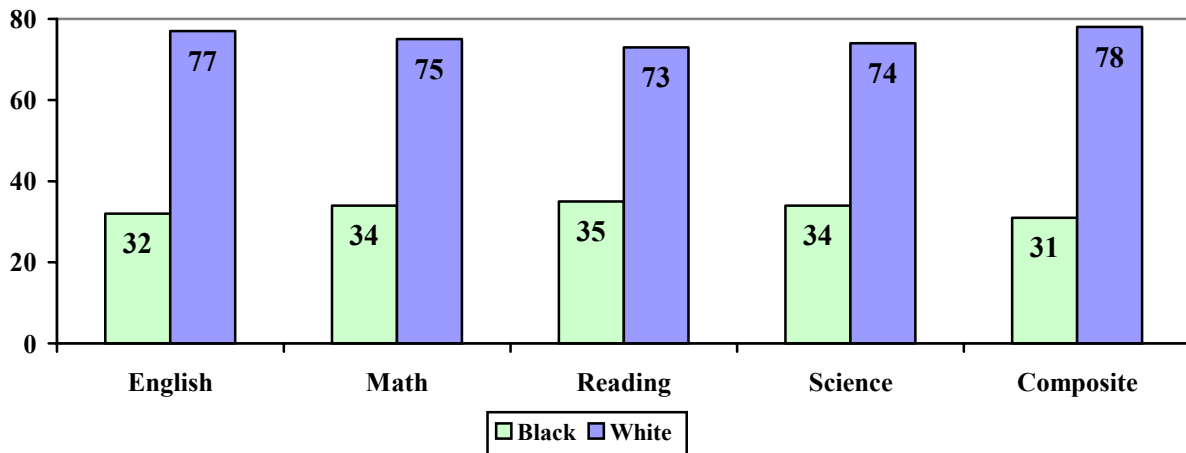


Chart 11
2003 PLAN Percentile Ranks by Ethnicity



Richland District One PLAN average scores for 2003 by gender are given in Chart 12 while Chart 13 lists percentile ranks for these groups of students. Female students in the district outperformed male students in all areas except Math. Females had their highest score in Science (16.6) and lowest (15.3) in English and Reading. However, when comparing to all students nationally district females performed best on Reading with a percentile rank of 50 and poorest on Math and Science with percentile ranks of 45. Male students also had their highest average score in Science (16.5) and lowest average score (14.5) in English and Reading. English also yielded the lowest percentile rank (40) for males while the best achievement in terms of a national comparison for males occurred in Math (46).

Chart 12
2003 PLAN Average Scores by Gender

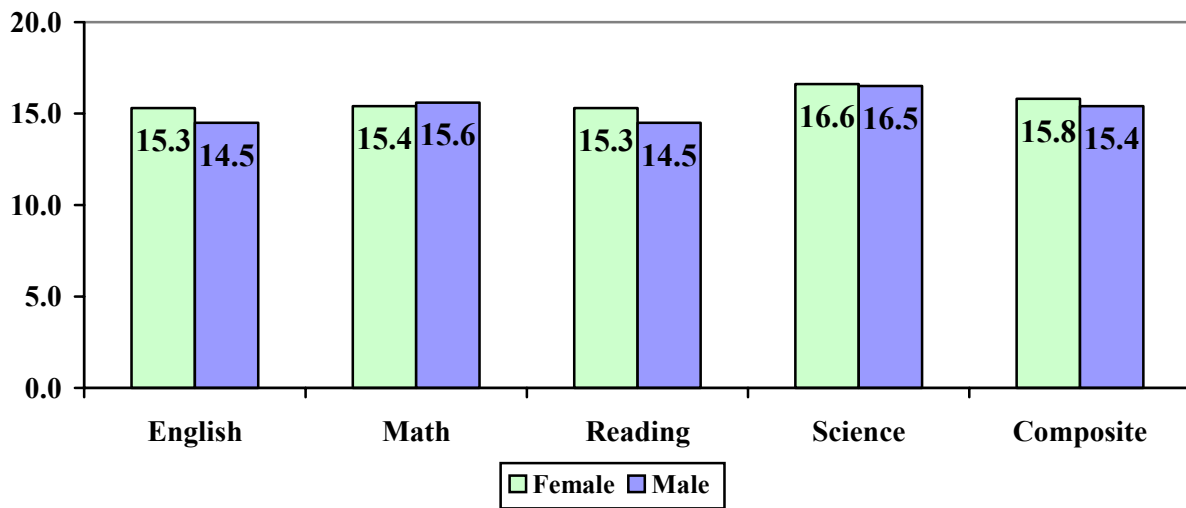
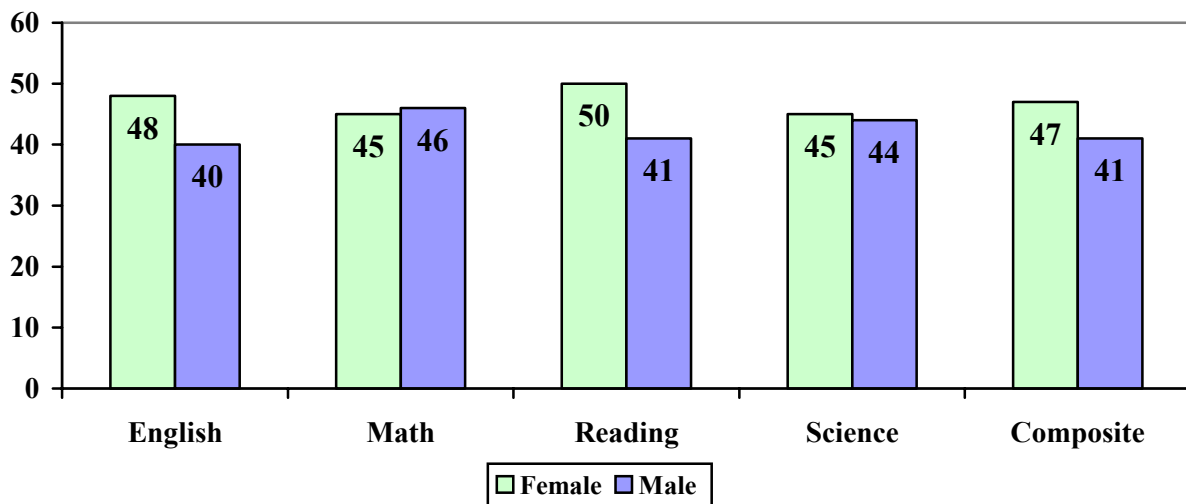


Chart 13
2003 PLAN Percentile Ranks by Gender



Tables 3 and 4 detail 2003 PLAN tenth grade performance by ethnicity and gender respectively. Each table lists the number, the average scores and national percentile ranks of students tested with PLAN.

Table 3
PLAN Grade 10 Performance by Ethnicity

Ethnicity	# Tested	English		Math		Reading		Science		Composite	
		Score	NPR	Score	NPR	Score	NPR	Score	NPR	Score	NPR
Black	446	13.4	32	14.2	34	13.6	35	15.6	34	14.4	31
Other	44	14.0	36	15.1	40	14.2	40	15.8	35	15.0	38
White	176	19.1	77	18.9	75	18.3	73	19.0	74	18.9	78

Table 4
PLAN Grade 10 Performance by Gender

Gender	# Tested	English		Math		Reading		Science		Composite	
		Score	NPR	Score	NPR	Score	NPR	Score	NPR	Score	NPR
Female	340	15.3	48	15.4	45	15.3	50	16.6	45	15.8	47
Male	326	14.5	40	15.6	46	14.5	41	16.5	44	15.4	41