

Richland County School District One

Summary Report



2006 Results of the Scholastic Aptitude Test (SAT)

Office of Research and Evaluation

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The College Board SAT reasoning test and subject tests are designed to assess many of the skills that are important to students' success in college. Students elect to participate in the SAT program when considering colleges that accept or require SAT scores as part of the admission application. In March 2005, a new SAT was implemented for the first time, and the seniors of 2006 were first impacted.

While the new SAT reasoning test included third-year college preparatory math, more critical reading, and a new section of essay writing, it eliminated analogies and quantitative comparisons questions. With the addition of a writing section, the test length was increased to nearly five hours and the maximum score for three areas (Critical Reading, Math, and Writing) increased from 1,600 (800 each in Verbal and Math, as previously known) to 2,400.

Of the 1,259 Richland One seniors of 2006, 758 took the college entrance exam - a participation rate of 59 percent, the highest since 1999 (Table 1). When compared with other districts' participation rates, Richland One was ranked the 9th. Of these SAT test takers, 57% were black and 57% were female.

Students in the 2006 senior class participating in the SAT program obtained a verbal score mean of 463, 13 points lower than that of 2005, a mathematics score mean of 465, 15 points lower than that of 2005, and a writing score of 454, first administered to 2006 seniors. The average composite score for Critical Reading and Math for 2006 was 928, 28 points lower than that of 2005 (Table 2). The State SAT scores decreased 8 points from 993 to 985, the largest decrease in more than 20 years, while the national SAT average decreased 7 points from 1,028 to 1,021, the largest drop in more than 30 years. Due to the inclusion of the writing component in the new SAT, the math and reading sections of the new test were significantly revised for 2006. The Council of Chief State School Officers advised school officials that the 2006 SAT results should be treated as the baseline data.

Less than two-fifths (37%) of the Richland One Class of 2006 who took SAT scored 500 or higher on Critical Reading and Math areas and one-third (33%) on Writing. A critical factor in SAT performance is the level of course preparation of students who took the test. For example, a total of 273 students who reported completing 20 or more units in six academic areas posted an average composite score of 1,010, which was 82 points above the mean for all students in 2006 (928) and 116 points above the mean for students who completed 19 years of study. Students should be well counseled in taking rigorous courses before taking SAT.

Richland One boys averaged a composite of 960 while girls had an average of 903. Both gender groups performed less well when compared to their South Carolina peers. Richland One boys trailed the South Carolina boys (1,004) by 44 points, and South Carolina girls (971) were outperformed Richland One girls by 68 points.

The performance by ethnicity groups over the years is also provided in Table 3. The Richland One African American students have surpassed their South Carolina peers in SAT performance since 1999, but the African American seniors of Richland One were outperformed by their South Carolina peers by 7 points in 2005 and 21 points in 2006. The one-year comparisons between 2005 and 2006 showed the decreased performance for both ethnicity groups (20 points lower for African American students and 6 points lower for white students). The five-year comparisons showed that Richland One widened the achievement gap between both groups by 23 points whereas the South Carolina state narrowed it by 3 points and the nation also decreased it by 1 point.

Table 4 lists SAT scores by school from 1997 to 2006. Except for a 30-point increase for Eau Claire, all schools' performance on the composite scores dropped, ranging from a decrease of 5 points for Johnson to 37 points for Lower Richland. Both Dreher (1,037) and Flora (1,016) exceeded the state average composite (985), and Dreher also exceeded the national average composite (1,021).

Table 1
Demographic Characteristics of SAT Participants
1986 – 2006

SAT Participants					
Year	Gr. 12 ADM	No. Of Students	Percent ADM	Percent Black/White	Percent Male/Female
1986	1700	648	38	NA	NA
1987	1669	686	41	56/41	41/59
1988	1771	815	46	57/39	41/59
1989	1716	722	42	58/38	40/60
1990	1522	696	46	63/33	40/60
1991	1520	767	50	59/38	44/56
1992	1488	756	51	59/36	42/58
1993	1397	785	56	60/35	42/58
1994	1393	792	57	64/32	42/58
1995	1386	795	57	62/33	43/57
1996	1386	806	58	65/31	43/57
1997	1356	763	56	60/33	43/57
1998	1372	811	59	64/31	40/60
1999	1387	774	56	64/31	42/58
2000	1394	709	51	65/30	41/59
2001	1225	682	56	62/33	44/56
2002	1247	690	55	57/37	40/60
2003	1274	635	50	60/35	43/57
2004	1292	719	56	59/35	44/56
2005	1334	770	58	58/35	42/58
2006	1286	758	59	57/33	43/57

Table 2
Recentered SAT Scores
Richland County School District One State and National Means

Year	Critical Reading			Mathematics			Writing			Critical Reading & Math Composite		
	Dist.	S.C.	Nat'l	Dist.	S.C.	Nat'l	Dist.	S.C.	Nat'l	Dist.	S.C.	Nat'l
1993	456	473	500	456	472	503				912	945	1003
1994	450	473	499	442	473	504				892	946	1003
1995	458	478	504	450	473	506				908	951	1010
1996	451	480	505	448	474	508				899	954	1013
1997	463	479	505	448	474	511				911	953	1016
1998	453	478	505	440	473	512				893	951	1017
1999	454	479	505	447	475	511				901	954	1016
2000	470	484	505	459	482	514				929	966	1019
2001	470	486	506	471	488	514				941	974	1020
2002	479	488	504	476	493	516				955	981	1020
2003	495	493	507	491	496	519				986	989	1026
2004	478	491	508	480	495	518				958	986	1026
2005	476	494	508	480	499	520				956	993	1028
2006	463	487	503	465	498	518	454	480	497	928	985	1021

Table 3
SAT Scores By Ethnicity
Total Score (Critical Reading + Math)
1997-2006

Ethnic Group	Level	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	1 Yr. Diff	5 Yr. Diff
African American	District	827	809	828	856	860	866	894	852	848	828	-20	-32
	State (SC)	822	821	822	833	841	839	847	842	855	849	-6	+8
	National	857	860	856	860	859	857	857	857	864	863	-1	+4
White	District	1070	1052	1057	1062	1098	1085	1098	1092	1095	1089	-6	-9
	State (SC)	1010	1010	1013	1022	1029	1034	1039	1032	1042	1034	-8	+5
	National	1052	1054	1055	1058	1060	1060	1063	1059	1068	1063	-5	+3
Gap Between Groups	District	243	243	229	206	238	219	204	240	247	261	+14	+23
	State (SC)	188	189	191	189	188	195	192	190	187	185	-2	-3
	National	195	194	199	198	201	203	206	202	204	200	-4	-1

Table 4
Mean SAT Scores by School

School	Year	Number Tested	Percent % Tested	Critical Reading	Math	Writing	Composite	1 Yr. Diff.
Columbia	1996	117		436	427		863	+17
	1997	106		455	427		882	+19
	1998	104		445	439		884	+2
	1999	80	61	443	447		890	+6
	2000	76	52	454	448		902	+12
	2001	82	55	426	444		870	-32
	2002	64	53	440	455		895	+25
	2003	58	40	466	467		933	+38
	2004	98	57	444	444		888	-45
	2005	58	46	442	454		896	+8
	2006	61	49	440	441	422	881	-15
Dreher	1996	163		509	513		1022	-24
	1997	176		526	526		1052	+30
	1998	159		526	523		1049	-3
	1999	203	78	514	514		1028	-21
	2000	181	76	526	515		1041	+13
	2001	180	86	517	513		1030	-11
	2002	217	88	534	525		1059	+29
	2003	157	75	541	532		1073	+14
	2004	180	75	521	528		1049	-24
	2005	201	78	522	526		1048	-1
	2006	172	81	522	515	507	1037	-11
Eau Claire	1996	84		394	391		785	-18
	1997	64		405	377		782	-3
	1998	67		390	371		761	-21
	1999	87	47	380	371		751	-10
	2000	72	51	413	395		808	+57
	2001	71	64	404	395		799	-9
	2002	57	47	413	436		849	+50
	2003	64	49	416	413		829	-20
	2004	79	54	386	399		785	-44
	2005	80	65	377	385		762	-23
	2006	97	76	392	400	394	792	+30
Flora	1996	117		497	489		986	+4
	1997	121		489	480		969	-17
	1998	147		492	472		964	-5
	1999	122	61	474	465		939	-25
	2000	139	59	504	498		1002	+63
	2001	124	64	520	523		1043	+41
	2002	141	71	495	486		981	-62
	2003	173	71	535	529		1064	+83
	2004	174	79	529	533		1062	-2
	2005	212	75	521	528		1049	-13
	2006	193	76	499	517	492	1016	-33

**Table 4 (cont.)
Mean SAT Scores by School**

School	Year	Number Tested	Percent % Tested	Critical Reading	Math	Writing	Composite	1 Yr. Diff.
Johnson	1996	32		411	410		821	-44
	1997	42		396	393		789	-32
	1998	57		388	388		776	-13
	1999	31	42	385	397		782	+6
	2000	30	34	432	415		847	+65
	2001	37	47	405	410		815	-32
	2002	39	51	415	417		832	+17
	2003	37	44	414	412		826	-6
	2004	22	43	380	375		755	-71
	2005	40	45	423	427		850	+95
	2006	42	47	429	416	405	845	-5
Keenan	1996	110		420	417		837	+1
	1997	103		435	402		837	+0
	1998	95		434	409		843	+6
	1999	108	58	424	403		827	-16
	2000	68	37	428	416		844	+17
	2001	46	26	474	469		943	+99
	2002	36	25	464	454		918	-25
	2003	40	29	484	461		945	+27
	2004	46	29	462	444		908	-37
	2005	60	38	438	432		870	-38
	2006	51	40	414	434	434	848	-22
Lower Richland	1996	183		432	428		860	-7
	1997	140		441	429		870	+10
	1998	165		417	405		822	-48
	1999	135	42	441	432		873	+51
	2000	132	39	433	424		857	-16
	2001	137	47	442	445		887	+30
	2002	134	43	446	441		887	+0
	2003	101	35	461	473		934	+47
	2004	120	42	451	448		899	-35
	2005	117	43	442	438		880	-19
	2006	127	46	427	416	420	843	-37
Middle College	2006	14	30	421	385	404	806	
District	1996	806		451	448		899	-9
	1997	763		463	448		911	+12
	1998	811		453	440		893	-18
	1999	774	56	454	447		901	+8
	2000	709	51	470	459		929	+28
	2001	682	56	470	471		941	+12
	2002	690	55	479	476		955	+14
	2003	635	50	495	491		986	+31
	2004	719	56	478	480		958	-28
	2005	770	58	476	480		956	-2
	2006	758	59	463	465	454	928	-28