

LEARNING MATTERS

SOUTH CAROLINA'S PROGRESS TO THE 2010 EDUCATION GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve the goal, we must become one of the five fastest improving systems in the country.

Where are we now?

South Carolina's economic future depends upon a quality education system. To propel our move forward, the EOC adopted an education goal for the year 2010. As the state experiences improved levels of student achievement, the goal should be adjusted to reflect higher aspirations over the next decade.

The SC Education Oversight Committee, in partnership with state business, education and elected leaders, identified nine strategic issues for public actions that should be addressed to meet the 2010 goal. They are:

1. Governance and structure of the system;
2. Sufficient funding for all school districts and schools;
3. Efficient use of resources and accountability;

4. Education for economic development;
5. Leadership and coalition building;
6. Teacher quality;
7. Early childhood education and development;
8. Community and parental support and involvement; and
9. Safe and healthy schools.

Nine points of evaluation linked directly to the goal were established to annually measure the state's progress. This report presents the progress on the nine evaluation points used in measuring student and school performance.

Goal 1

SC will rank in the top half of states on NAEP examinations and other international and national measures.

Measurements

- a. NAEP (National Assessment of Educational Progress) assesses achievement nationally and in participating states. NAEP tests are given annually in different content areas.

The most recent (2003) results reveal steady improvement in reading and math for SC fourth- and eighth-graders. Average math scale scores for SC fourth graders increased 16 points from 2000 to 2003, while the nation increased 10 points. In that same time period, SC fourth-grade reading scores increased one point while the nation decreased one point; SC eighth-grade math scores went up 12 points while the nation increased 4 points; and SC eighth grade reading scores remained the same while the nation decreased two points.

Grade/Subject	NAEP		National Ranking*
	Average Scale Score SC	Nation	
4/Reading 2002	214	217	32 of 43
4/Reading 2003	215	216	36 of 50*
4/Writing 2002	145	153	35 of 43
4/Math 2000	220	224	30 of 46
4/Math 2003	236	234	23 of 50*
4/Science 2000	141	148	33 of 39
8/Reading 2002	258	263	32 of 41
8/Reading 2003	258	261	38 of 50*
8/Writing 2002	146	152	30 of 41
8/Math 2000	265	272	29 of 46
8/Math 2003	277	276	31 of 50*
8/Science 2000	142	149	32 of 38

Source: National Assessment Governing Board, 2003

*Tied rank with other state(s)

Goal 1 (Continued)

b. TIMSS & TIMSS-R (Third International Math & Science Study, 1995 and 1999 Repeater). Of 13 participating states, SC ranks 9th.

c. TerraNova Survey Testing Program
TerraNova replaced MAT-7 (1995-98) in 1999. A sample of students from grades five, eight and 11 took the tests in 2000. A sample of students from grades four, seven and 10 took the tests in 2001.

In 2002, SC students scored at or above the national level in grades three, six and nine in almost all grades/subjects.

Note: In order to reach the national average, the number of SC students scoring in the upper half has to be at 50 percent or above.

	SC	Nation	International
Mathematics	502	502	487
Science	515	515	488

Source: SC Department of Education, 2002

Grade	Reading			Language			Math			Total		
	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
3			49.2			51.5			58.2			54.8
4		47.8			43.1			58.4				50.5
5	48.2			51.1			51.4			50.0		
6			57.6			49.0			51.2			51.4
7		45.8			59.4			54.7				53.9
8	52.3			49.5			52.0			51.5		
9			56.1			46.8			51.6			51.2
10		59.6			59.5			62.4				59.1
11	57.1			56.7			52.9			55.9		

Source: SC Department of Education, 2003

Goal 2

Nine out of 10 SC students will score at or above grade level on PACT, SC's standards-based criterion-referenced tests.

Measurements

PACT (Palmetto Achievement Challenge Test) uses four terms to indicate student performance levels: Below Basic, Basic, Proficient and Advanced. Performance at the Proficient level or above means a student is well prepared for the next grade. The scores reported are based upon students enrolled in the school as of the 45th day and present for testing. The state is focused on all students scoring Proficient and above.

English Language Arts:

The percentage of students scoring Proficient or above in 2003 was 27.3 across all grades. This is a decline from 2002 when 31.2% of students scored Proficient or above. Declines occurred in every grade except third grade.

Mathematics:

The percentage of students scoring Proficient or above in 2003 was 29.6 across all grades or nearly three out of 10 students. This represents an increase from 2002 when 28.6% of students scored Proficient or above. Declines occurred in the fourth and fifth grades.

Year	Grade	English / Language Arts		Mathematics	
		% Scoring Basic	% Scoring Proficient & Above	% Scoring Basic	% Scoring Proficient & Above
2002	Grade 3	39.2	40.7	42.5	31.1
2003	Grade 3	37.3	43.8	48.5	33.1
2002	Grade 4	47.1	32.5	38.7	35.6
2003	Grade 4	44	31.4	46.4	33.7
2002	Grade 5	50.2	24	41.7	28.3
2003	Grade 5	47.7	19.7	46.9	26.6
2002	Grade 6	39	32.7	40.9	28.8
2003	Grade 6	37.8	26.8	37.8	36.2
2002	Grade 7	47	26.2	33.3	26.7
2003	Grade 7	46.3	22.7	38.8	28.9
2002	Grade 8	43.3	26.2	42.8	18.9
2003	Grade 8	46.3	19.9	47.1	19.2

Source: SC Department of Education, 2003

Goal 3

SC will rank in the top half of states on the SAT and ACT.

Measurements

a. Since 1999, SAT (Scholastic Assessment Test) scores in South Carolina have increased 35 points. When the 2003 performance is compared with the 1999 performance, the verbal score increased 14 points and the math increased 21 points in SC, as compared to a slight increase within that time period for the nation.

The 2003 state ranking is 49.

SC and National Average SAT Scores, 1999-2003

Year	Verbal		Math		Composite	
	SC	Nation	SC	Nation	SC	Nation
1999	479	505	475	511	954	1016
2000	484	505	482	514	966	1019
2001	486	506	488	514	974	1020
2002	488	504	493	516	981	1020
2003	493	507	496	519	989	1026
1999-03	+14	+2	+21	+8	+35	+10

Source: College Board, 2003

Note: The SAT Composite score ranges from 200 to 1600.

There are 23 states and the District of Columbia that use SAT as its primary college admissions test. The percentage of seniors who elect to take the SAT ranges from a low of 54 percent in California to a high of 85 percent in New Jersey. SC's percentage rate was 59% in 2003 and ranked 22 in this group.

SAT SC Ranking of States
With 54% or More Senior Participation Rate

Year	Verbal	Mathematics	Composite
1999	24	24	24 out of 24
2000	24	24	24 out of 24
2001	24	24	24 out of 24
2002	23	22	22 out of 24
2003	23	22	22 out of 24

Source: College Board, 2003

b. ACT (American College Test) is a testing program focusing on identifying students for admission to colleges and universities. SC scores have changed little between 2001 and 2003.

Information on ACT ranking by states is not available.

SC and National ACT Scores at a Glance,
2001-2003 Results

	South Carolina	National
English 2001	18.8	20.5
English 2002	18.8	20.2
English 2003	18.7	20.3
Math 2001	19.3	20.7
Math 2002	19.1	20.6
Math 2003	19.0	20.6
Reading 2001	19.5	21.3
Reading 2002	19.3	21.1
Reading 2003	19.4	21.2
Science Reasoning 2001	19.2	21.0
Science Reasoning 2002	19.2	20.8
Science Reasoning 2003	19.2	20.8
Composite 2001	19.3	21.0
Composite 2002	19.2	20.8
Composite 2003	19.2	20.8

Source: SC Department of Education, 2003

Note: The range of scores for each ACT subject area, as well as the composite score, is one to 36.

Goal 4

SC Advanced Placement and International Baccalaureate Program passage rates will be at or above the national average, and SC students will receive college credit as well as high school credit for courses offered under PACE or university program sponsorship.

Measurements

- a. A score of three, four or five is considered passing the test and qualifying for college credit. Currently, SC's average of qualifying scores is below the national average by three percentage points. AP participation is increasing at the national and state levels.

AP Exam Results, 1997-2003								
All Exams								
Year	1997	1998	1999	2000	2001	2002	2003	
Number of Tests Taken in SC	14,177	14,994	14,894	14,560	15,703	16,628	17,429	
Qualifying Percentage	SC	53	54	55	55	56	59	57
	Natl	63	63	62	62	60	62	60

Source: College Board, 2003

SC AP Student Participation, 1997-2003							
YEAR	1997	1998	1999	2000	2001	2002	2003
SC	8,962	89,269	9,402	9,130	9,349	10,094	10,646
National	467,133	509,895	568,895	617,547	681,308	706,129	828,487

Source: College Board, 2003

- b. The number of schools offering IB programs, number of students participating in IB and the number of exams taken are increasing. The percentage of qualifying scores has declined slightly, since 1999.

National data are not available.

SC and National IB Scores, 1999-2003						
YEAR	# Schools Participating	# Students taking at least one IB subject exam	# Exams	South Carolina	National	
				% Qualifying	% Qualifying	# Exams Taken
1999	12	303	809	76	81	43,017
2000	9	290	750	77	81	50,745
2001	NA	NA	NA	NA	NA	NA
2002	12	548	1296	71	NA	NA
2003	14	686	1646	73	NA	NA

Source: SC Department of Education, 2003

Goal 4 (Continued)

- c. The USC PACE (Program for Accelerated College Education) Program enrollment has been declining in recent years. Credit earned in the PACE program at USC is transferable to most institutions of higher education in the US. Only data on enrollment, not success, are available.

Dual Credit: USC PACE Program Evaluations, 1993-2003

Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Program Enrollment	752	929	1,175	1,119	1,171	1,292	1,263	1,048	1,145	1,015	994

Source: PACE, 2003

Goal 5

High school completion rate will be at or above the national average.

2001 High School Completion Rate

SC	51%
National	67%
SC Rankings	50

Source: NCES, Common Core Data, 2003

2003 SC Graduation Rate

Average Rate	76.5%
Minimum	30.9%
Maximum	99%

Source: Graduate Rate Statistics, SC Department of Education, 2003

Measurements

The high school completion or graduation rate is the percentage of ninth grade students who earn a standard high school diploma and graduate in four years or less (i.e., on time).

The latest high school completion rate (2001) reported by the National Center for Educational Statistics is calculated by comparing the estimated number of public high school graduates in 2001 with the 9th grade enrollment in the fall of 1997. This statistic ranks below the national average and includes transfers to other high schools, but excludes transfers to adult education programs.

The high school graduation rate reported on the 2003 SC high school report cards was calculated by comparing the number of graduates in 2003 with the ninth grade enrollment in the fall of 1999. This statistic includes transfers to other high schools and/or adult education.

Goal 6

High school dropout rate will be in the lower half of the states.

	Dropout Rate
1996-97	2.7
1997-98	2.7
1998-99	2.7
1999-00	3.2
2000-01	3.3

Source: SC Department of Education, 2003

Measurements

SC calculates dropout rates by dividing the total number of dropouts for grades 9-12 by the total enrollment for grades 9-12. This is expressed as a percentage. SC's drop out rate for 2001 was 3.3. This rate ranked 8th lowest among 45 states, according to the National Center for Education Statistics, Common Core Data 2003. The majority of states (26 of the 45) had dropout rates ranging from 4.0 to 7.0 percent.

Goal 7

SC will be in the top half of states in percentage of students with disabilities earning a high school diploma.

Measurement

The percentage of students with disabilities receiving a high school diploma or certificate is displayed in the table below. Recent data for the nation are not available.

Students with Disabilities in SC Ages 17 – 21				Percentage of students with Disabilities receiving a diploma or certificate	
Year	Total # Students	# Receiving Diploma	# Receiving Certificate	South Carolina	National
1999	7,045	1,093	1,094	31.0	57.4
2000	7,380	1,033	986	27.4	NA
2001	7,522	1,120	1,106	29.6	NA
2002	9,046	1,361	1,479	31.4	NA

Source: SC Department of Education, Office of Exceptional Children, 2003

Goal 8

SC will be in the top half of states in freedom from drugs, weapons, violence and teacher victimization by students.

Measurements

There are no national data available for comparison at this time. As federal data collections are adjusted, those data are to be reported.

Prior to 2003, the SC Department of Education produced annual SC School Crime Reports. These reports are to be modified in accordance with the federal reporting guidelines during 2004. The table below presents a five-year comparison of the incidence of the top 10 school crimes though 2002.

Crime	1998	1999	2000	2001	2002
Simple Assault	NA	3,489	3,504	3,972	3,851
Pagers	1,103	NA	NA	NA	NA
Disturbing Schools	2,690	2,051	2,051	2,649	2,605
Intimidation	539	1,017	1,017	1,005	867
Weapon Possession	970	996	860	875	813
Drug Possession	940	NA	751	906	937
Larceny/Theft	655	718	720	969	915
Vandalism	618	646	616	619	613
Aggravated Assault	596	724	412	369	441
Liquor Violations	265	202	233	194	NA
Burglary/B&E	363	320	230	215	NA

Source: SC Department of Education, 2003

Goal 9

The gap among achievements of students of different racial/ethnic groups and different economic status will be eliminated.

Measurements

a. SAT

Differences in SAT performance among White, African-American and Hispanic students are to be eliminated. There has been a slight increase in the achievement of African-American students in the last decade, but the improvement in achievement for White students has been greater. The achievement gap between the two groups has not narrowed.

The gap between White and Hispanic students decreased.

Note: Data for free/reduced price lunch participation status are not available.

SAT Verbal Performance by Ethnicity 1994-2003

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
African American	409	415	419	415	414	415	415	420	418	422
White	501	506	508	508	508	509	514	514	515	518
W-AA Diff	92	91	89	93	94	94	99	94	97	100
Hispanic**	-	-	-	482	483	473	490	485	487	491
W-His Diff	-	-	-	26	25	36	22	29	28	27

Source: SC Department of Education, Office of Research, 2003 and College Board, 2003

* 13% did not report an ethnic group

** Excludes Mexican American and Puerto Rican.

SAT Mathematics Performance by Ethnicity 1994-2003

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
African American	409	412	412	407	407	407	414	421	421	425
White	501	499	500	502	502	504	510	515	519	521
WAA Diff	92	87	88	95	95	97	96	94	98	96
Hispanic**	-	-	-	477	479	468	489	479	495	483
W-His Diff	-	-	-	25	23	36	21	36	24	38

Source: SC Department of Education, Office of Research, 2003 and College Board, 2003

* 13% did not report an ethnic group.

** Excludes Mexican American and Puerto Rican.

b. ACT

The ACT includes four tests: English, Mathematics, Reading and Science Reasoning. Results are reported for each of the four tests and as a composite score. Scores range from one to 36.

ACT Composite Scores by Ethnic Group 1997-2003

	1997	1998	1999	2000	2001	2002	2003
African American	16.8	17.1	17.2	17.2	16.5	16.2	16.3
White	21.3	21.3	21.4	21.3	20.9	21.0	21.0
W-AA Diff	4.5	4.2	4.2	4.1	4.4	4.8	4.7
Hispanic	NA	NA	NA	NA	NA	NA	NA

Source: SC Department of Education, Office of Research, 2003

*These totals will not add up to the number of students who took the ACT in SC because not all students reported a race/ethnicity.

c. Advanced Placement

Differences in Advanced Placement performance (percent of qualifying scores) among White, African-American and Hispanic students are to be eliminated. A score of three, four or five is considered passing the

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
African American	28	21	24	24	17	25	23	26	32	30
White	59	55	55	58	60	60	60	61	62	61
Hispanic	69	60	69	55	55	60	58	59	61	60

*Source: SC Department of Education, Office of Research, 2003 and College Board, 2003
* 13% did not report an ethnic group.*

test and qualifying for college credit.

d. PACT

Data for these categories are to be followed over time. Adjustments in the student groups preclude use of data before 2002 for comparison.

The 2003 PACT results in grades three through eight show disparities of achievement among different ethnic and socioeconomic student groups.

	PACT Mathematics % Proficient and Above		PACT English Language Arts % Proficient and Above	
	2002	2003	2002	2003
White	40.2	41.7	42.9	37.8
African American	12.7	13.4	15.3	13.6
Asian/Pacific Islander	56.7	56.6	52.2	45.5
Hispanic	23.7	22.2	24.5	17.9
American Indian/ Alaskan	26.9	28.2	28.4	24.2
Free/Reduced Price Meal	15.2	16.1	16.7	14.6
Full Pay	42.8	44.5	46.4	41.4

Source: SC Department of Education, 2003

The percentage of White students scoring Proficient or above in English/ language arts was nearly three times greater than for African-American students. The percentage of White students scoring Proficient or above in mathematics was three times greater than African-American students. The percentage of full pay meal students scoring Proficient or above also was nearly three times greater than free/reduced price meal students in both subject areas.



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