



---

**DISTRICT ACCOUNTABILITY SYSTEM-  
REPORTING, EVALUATING & MONITORING INSTRUMENT  
DAS-REMI  
EXECUTIVE SUMMARY REPORT**

---



**Goal 1, Objective C, Measure 2  
College Entrance Exams: SAT & ACT  
SY 2016-2017**

As documented in the District Accountability System’s Reporting, Evaluating, & Monitoring Instrument (DAS-REMI), Goal 1 Objective C, Measure 2 seeks to increase the number of students meeting high school graduation requirements necessary to be successful when entering post-secondary education and the workforce. Student performance on college entrance exams serves as one of the key measures supporting this objective, as scores at or above the target level is one indicator of students’ readiness for college level coursework. The two entrance exams most widely used by colleges across the nation are the Scholastic Aptitude Test (SAT) and American College Test (ACT).

The SAT was redesigned in 2016 for both content and scoring. Previously, the SAT consisted of three subject area tests in the areas of Critical Reading, Mathematics, and Writing. Each subject was scored on a scale of 200-800, resulting in a maximum combined score of 2400. The new SAT consists of two subject areas – Evidence-Based Reading & Writing, and Math. The subject area scores again range from 200-800, for a maximum combined score of 1600. The College Board has established college readiness benchmark scores of 480 for Evidence-Based Reading & Writing and 530 for math; the Georgia Department of Education (GADOE) also uses these readiness benchmark targets within the CCRPI. Results for the graduating class of 2017 reflect the first time that College Board has published scores for the new SAT. Due to the changes in SAT content and scoring, the 2017 results are considered a new baseline for performance, and cannot be compared to previous year’s scores.

The ACT consists of four curriculum-based tests in the areas of English, mathematics, reading, and science reasoning. A composite or total score is also reported. ACT examination scores, including the composite scores, range from a low of 1 to a high of 36. A composite ACT score of 22 or higher is the target score indicating that a student is well-prepared for college level coursework.

In the report that follows, information on the number of participants and average test scores are reported based on summary data provided by the testing vendors (College Board and ACT) and published by the Georgia Department of Education. Information on the percentage of students meeting the college readiness benchmarks is calculated from student level data files provided by the testing vendors. All data reflect a student’s most recent test score, and all demographic information is student self-reported.

Within the DAS-REMI, the baseline year was reset to SY 2016-17 for both SAT and ACT in order to maintain consistency for the purposes of reporting on the two college entrance exams. However, because SY 2016-17 ACT data is comparable to prior years, schools that achieved a one-year gain of at least 3% of the gap between the 2015 score and 100% are highlighted as meeting the annual improvement target. For schools with no data in 2015, the 2016 score was used as the basis for calculating the annual improvement target.



---

# DISTRICT ACCOUNTABILITY SYSTEM- REPORTING, EVALUATING & MONITORING INSTRUMENT DAS-REMI EXECUTIVE SUMMARY REPORT

---

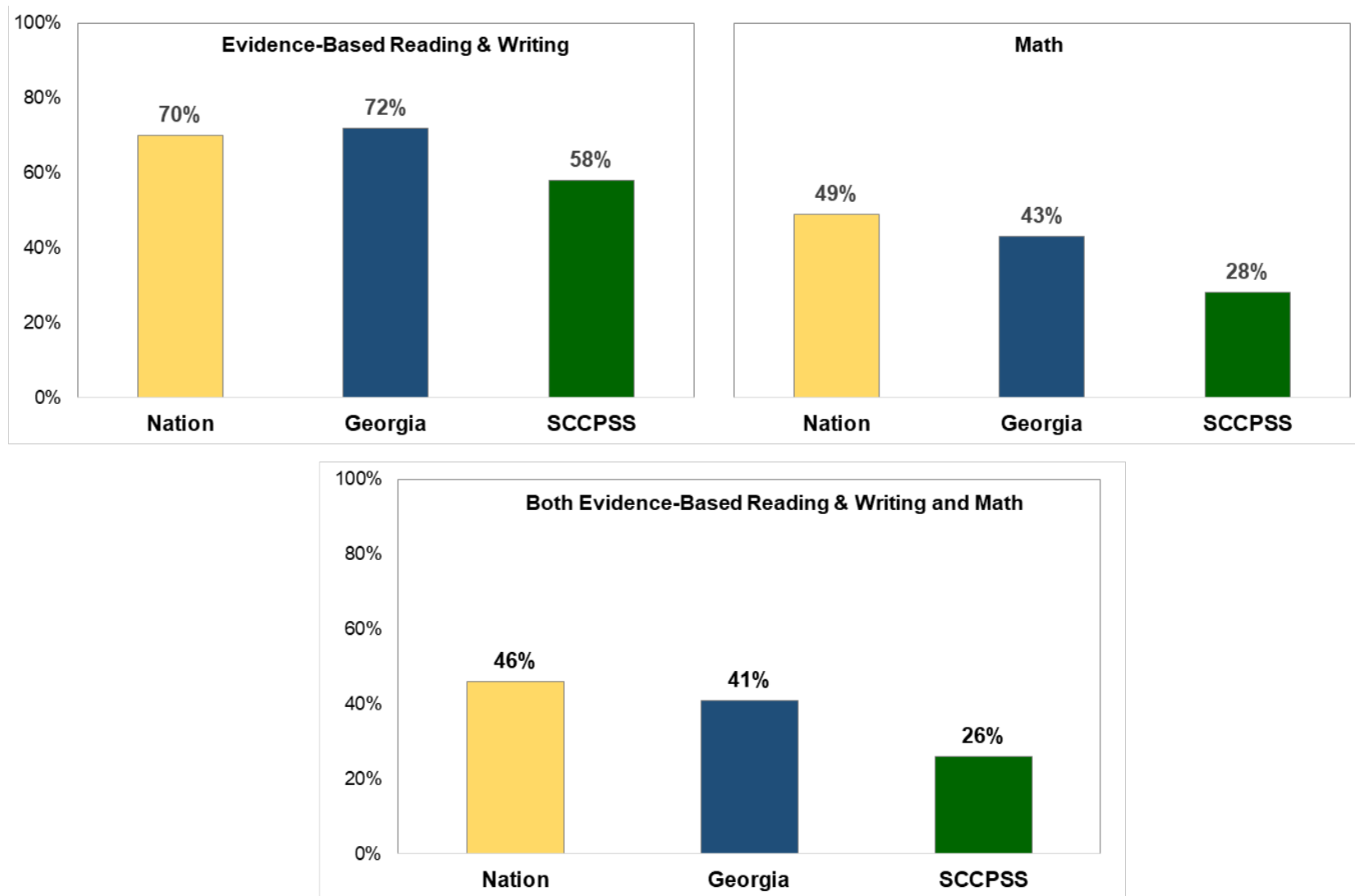
## Key Points:

- Among the class of 2017, over 1,000 students participated in the redesigned SAT, while 737 took the ACT. Fewer students took the ACT compared to last year, with one-year declines of 64 students for the district, 642 students for the state, and over 60,000 students nationwide.
- Fifty-eight percent (58%) of students scored at or above the SAT readiness benchmark of 480 in Evidence-Based Reading and Writing. In math, 28% of students met the readiness benchmark of 530, bringing the number of students meeting both benchmarks to 26%.
- The district's average SAT Evidence-Based Reading & Writing score of 502 exceeded the college readiness benchmark of 480. The majority of high schools met or exceeded the benchmark score, including Early College, Islands, Jenkins, Johnson, New Hampstead, Savannah Arts, Windsor Forest, and Woodville-Tompkins.
- Across the nation, state, and district, students performed lower in Math than in Evidence-Based Reading & Writing. The district's average math score was 476, with school averages ranging from 403 to 568. Savannah Arts Academy exceeded the college readiness benchmark of 530.
- The district's average combined SAT score was 978, compared to 1,050 for the state and 1,060 nationally.
- At the school level, the percentage of students meeting both the Evidence-Based Reading & Writing and Math benchmarks ranged from 0% to 72%, and average combined SAT scores ranged from 824 to 1,168. Early College, Islands, and Savannah Arts each exceeded a combined score of 1,000.
- Twenty-six percent (26%) of students earned an ACT composite score at or above the CCRPI target score of 22. This reflects a one-point improvement over the prior year.
- School level percentages of students at/or above the CCRPI target score ranged from 1% to 77%. Early College, Islands, Johnson, Savannah Arts, and Woodville-Tompkins exceeded their annual improvement targets, with Early College and Johnson achieving double-digit gains.
- For the third consecutive year, the district earned an average ACT Composite score of 18.7. The national average rose by 0.2 points over last year, recovering to the 2015 average score of 21.0. The state also improved over last year, rising by 0.3 points to 21.4.
- The district's ACT English scores remained the same as last year, while the average Reading score dropped by 0.1 point. In both Math and Science, average scores improved by 0.1 point.
- School ACT Composite scores ranged from 14.9 to 24.7. Savannah Arts Academy exceeded the CCRPI college readiness benchmark, and Early College, Islands, Jenkins, and Johnson improved over last year, with Johnson achieving the greatest gain, at 1.2 points.



**DISTRICT ACCOUNTABILITY SYSTEM-  
REPORTING, EVALUATING & MONITORING INSTRUMENT  
DAS-REMI  
EXECUTIVE SUMMARY REPORT**

**Figure 1. Percentage of Students At/Above College Readiness Benchmarks: SAT by Nation, State, & District**

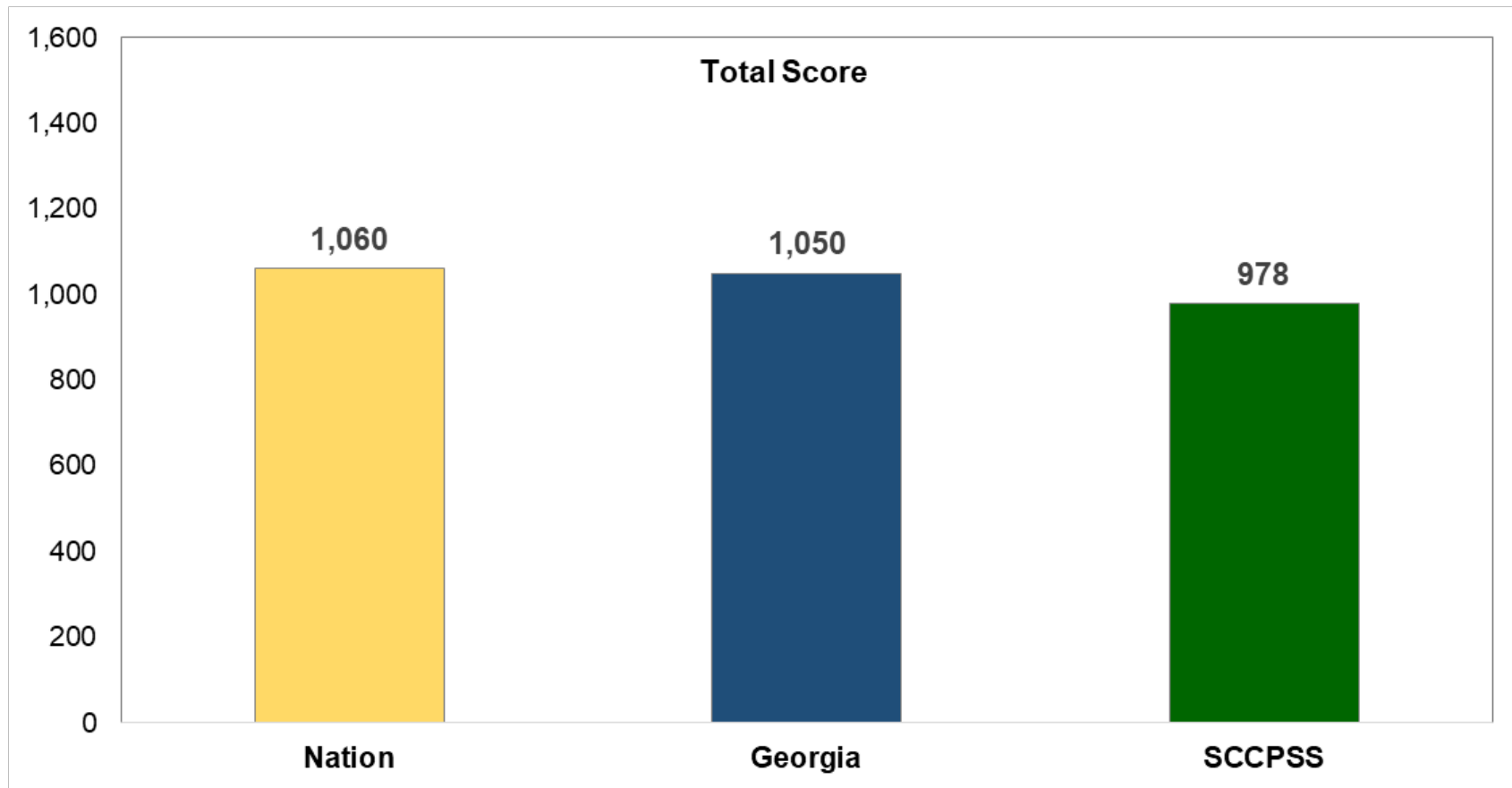


Note: Due to the redesign of SAT, 2017 represents a new performance baseline.



**DISTRICT ACCOUNTABILITY SYSTEM-  
REPORTING, EVALUATING & MONITORING INSTRUMENT  
DAS-REMI  
EXECUTIVE SUMMARY REPORT**

**Figure 2. Average Total Score: SAT by Nation, State, and District**



Note: Due to the redesign of SAT, 2017 represents a new performance baseline



**DISTRICT ACCOUNTABILITY SYSTEM-  
REPORTING, EVALUATING & MONITORING INSTRUMENT  
DAS-REMI  
EXECUTIVE SUMMARY REPORT**

**Figure 3. Percentage of Students At/Above College Readiness Benchmarks and Average Score: SAT by Subgroup**

	# Tested	Percentage of Students At/Above Readiness Benchmark			Average Score		
		Ev. Based Reading & Writing	Math	Both	Ev. Based Reading & Writing	Math	Total Score
Female	660	56%	25%	24%	500	469	969
Male	458	61%	31%	29%	505	486	991
Asian	47	81%	66%	64%	558	565	1,123
Black	628	41%	12%	11%	465	441	905
Hispanic	81	67%	30%	27%	509	487	996
White	286	86%	54%	53%	567	535	1,027
Multi-Racial	55	73%	35%	35%	538	490	1,027
No Response	18	61%	11%	6%	486	449	936

Note: Due to the redesign of SAT, 2017 represents a new performance baseline



**DISTRICT ACCOUNTABILITY SYSTEM-  
REPORTING, EVALUATING & MONITORING INSTRUMENT  
DAS-REMI  
EXECUTIVE SUMMARY REPORT**

**Figure 4. Percentage of Students At/Above College Readiness Benchmarks and Average Score: SAT by School**

	# Tested	Percentage of Students At/Above Readiness Benchmark			Average Score		
		Ev. Based Reading & Writing	Math	Both	Ev. Based Reading & Writing	Math	Total Score
Nation	1,715,481	70%	49%	46%	533	527	1,060
Georgia	63,805	72%	43%	41%	535	515	1,050
SCCPSS	1,118	58%	28%	26%	502	476	978
Beach	110	18%	5%	5%	424	411	835
Early College	39	74%	44%	38%	521	495	1,016
Groves	34	44%	6%	3%	462	446	908
Islands	149	77%	38%	38%	536	506	1,042
Jenkins	101	56%	33%	31%	500	487	987
Johnson	105	50%	13%	12%	481	455	936
New Hampstead	157	51%	15%	13%	480	445	925
Savannah Arts Academy	172	97%	72%	72%	601	568	1,168
SLS at Sav. High <sup>□□</sup>	50	14%	0%	0%	421	403	824
Windsor Forest	130	58%	14%	14%	490	449	939
Woodville Tompkins	68	50%	22%	18%	489	480	969

■ At/above college readiness benchmark

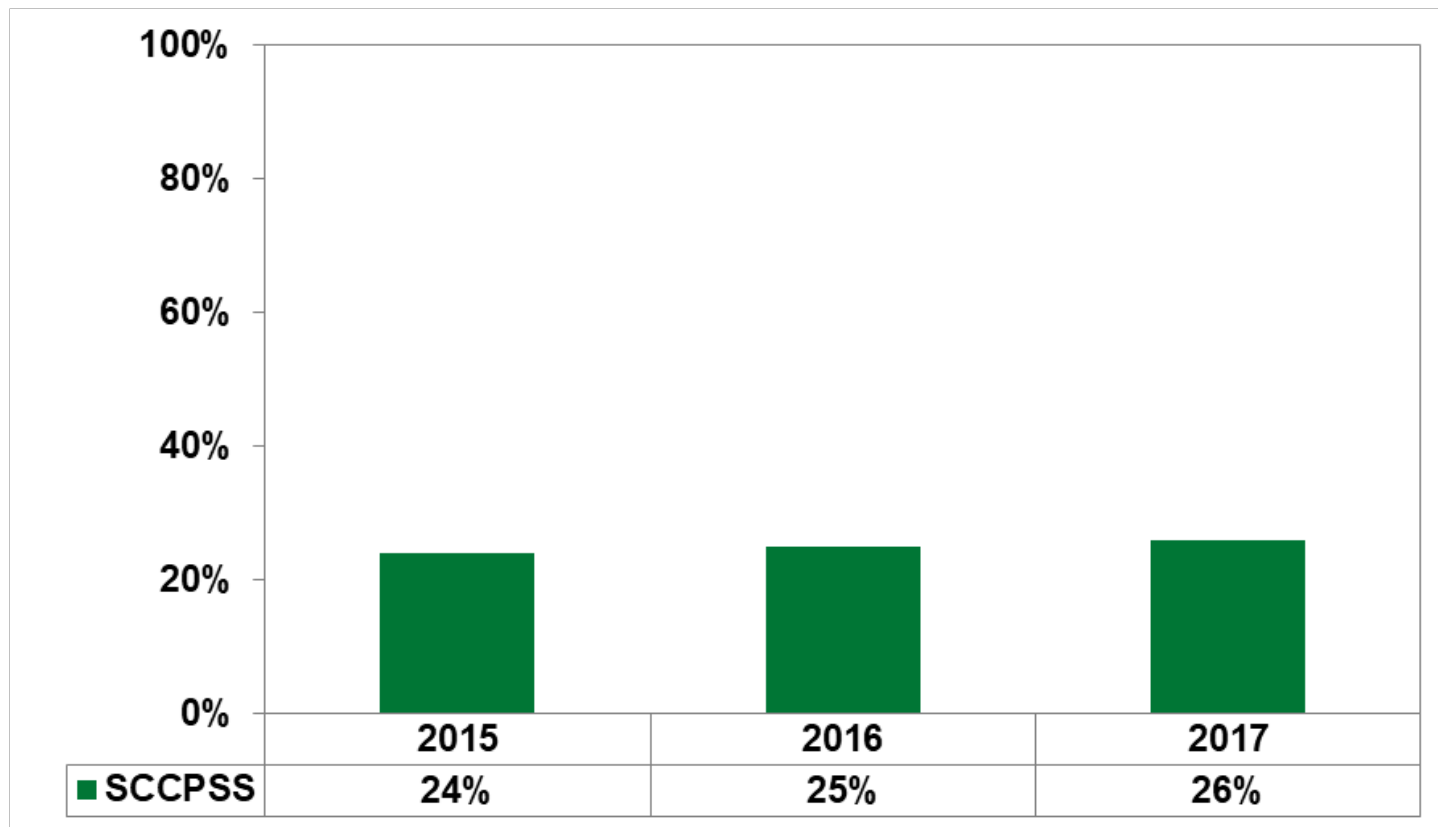
□□ Priority School

Note: Due to the redesign of SAT, 2017 represents a new performance baseline



**DISTRICT ACCOUNTABILITY SYSTEM-  
REPORTING, EVALUATING & MONITORING INSTRUMENT  
DAS-REMI  
EXECUTIVE SUMMARY REPORT**

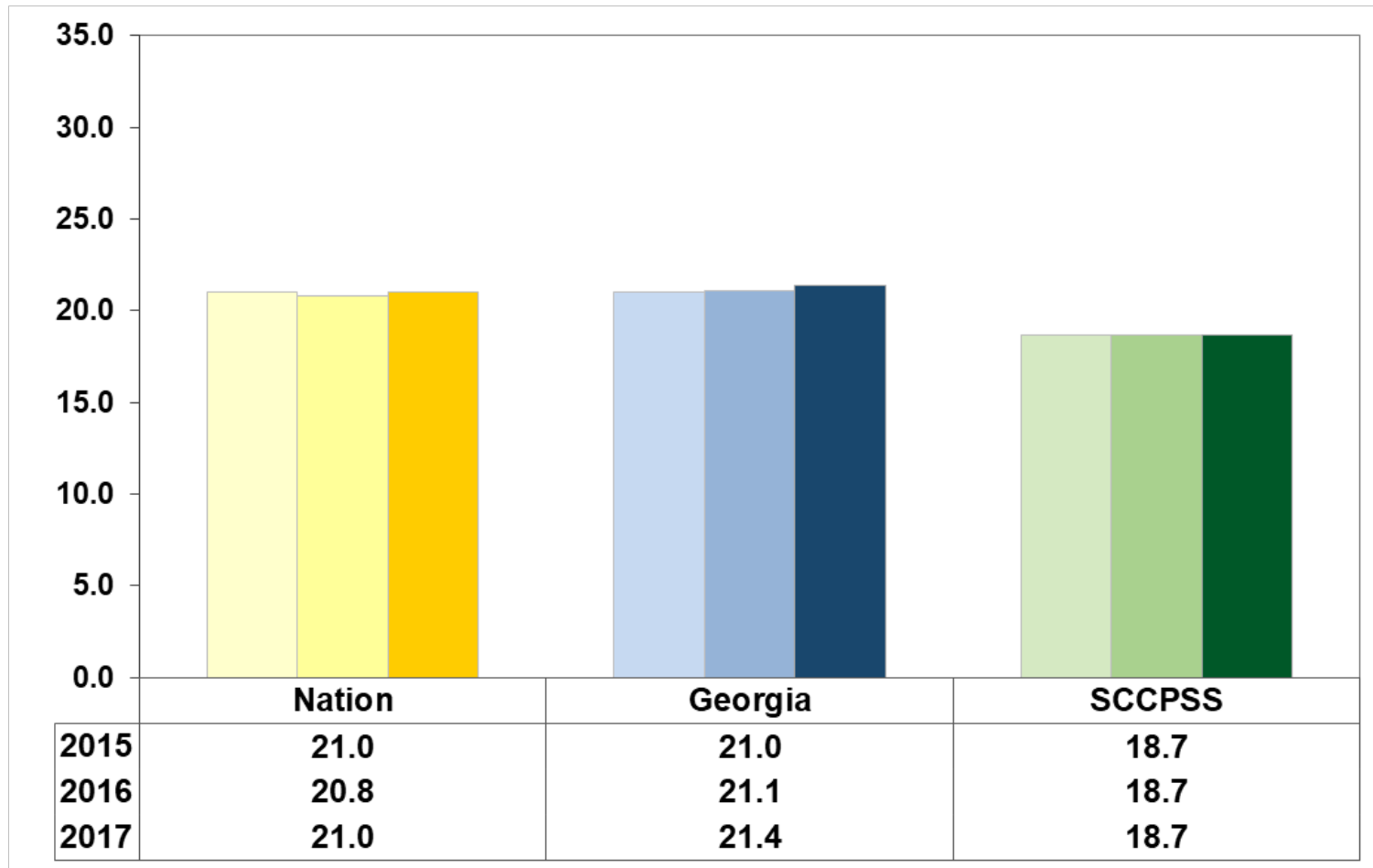
**Figure 5: Percentage of Students Scoring At/Above College & Career Target: ACT**





**DISTRICT ACCOUNTABILITY SYSTEM-  
REPORTING, EVALUATING & MONITORING INSTRUMENT  
DAS-REMI  
EXECUTIVE SUMMARY REPORT**

**Figure 6: Average Combined Score: ACT by Nation, State, and District**



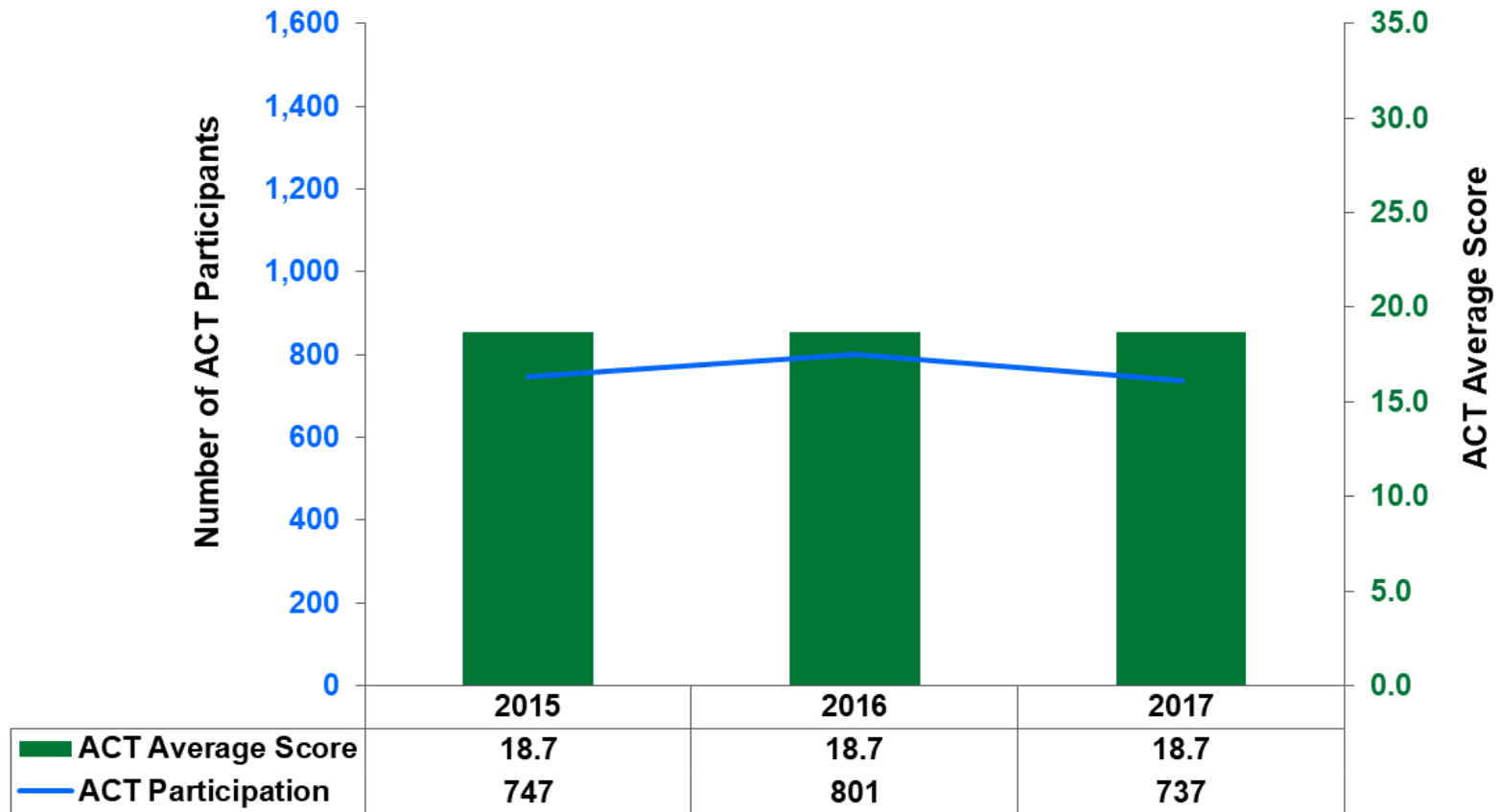
Note: Progression of chart color from lightest to darkest represents progression of years.





**DISTRICT ACCOUNTABILITY SYSTEM-  
REPORTING, EVALUATING & MONITORING INSTRUMENT  
DAS-REMI  
EXECUTIVE SUMMARY REPORT**

**Figure 7: SCCPSS Average Combined Score with Participation: ACT**





**DISTRICT ACCOUNTABILITY SYSTEM-  
REPORTING, EVALUATING & MONITORING INSTRUMENT  
DAS-REMI  
EXECUTIVE SUMMARY REPORT**

**Figure 8: Percentage of Students At/Above College & Career Target and Average Composite Score: ACT by Subgroup**

	Percentage of Students At/Above College & Career Target					Average Composite Score				
	2015	2016	2017	1 Yr Chg	3Yr Chg	2015	2016	2017	1 Yr Chg	3 Yr Chg
Female	25%	26%	28%	2	3	18.8	18.8	19.0	0.2	0.2
Male	23%	23%	23%	0	0	18.5	18.3	18.2	-0.1	-0.3
Asian	38%	61%	70%	9	32	21.1	21.8	24.4	2.6	3.3
Black	8%	10%	9%	-1	1	16.7	16.9	16.4	-0.5	-0.3
Hispanic	35%	29%	25%	-4	-10	20.2	18.8	19.6	0.8	-0.6
Multi-Racial	36%	41%	22%	-19	-14	20.7	20.5	19.1	-1.4	-1.6
White	55%	57%	61%	4	6	22.4	23.0	23.1	0.1	0.7



**DISTRICT ACCOUNTABILITY SYSTEM-  
REPORTING, EVALUATING & MONITORING INSTRUMENT  
DAS-REMI  
EXECUTIVE SUMMARY REPORT**

**Figure 9: Percentage of Students At/Above College & Career Target: ACT by School**

	# Tested 2017	Percentage of Students At/Above College & Career Target				
		2015	2016	2017	1 Yr Chg	3 Yr Chg
<b>SCCPSS</b>	737	24%	25%	26%	1	2
Beach	108	3%	3%	1%	-2	-2
Early College	29	NA	23%	34%	11	NA
Groves	25	2%	3%	4%	1	2
Islands	81	37%	41%	44%	3	7
Jenkins	81	19%	22%	20%	-2	1
Johnson	66	11%	5%	17%	12	6
New Hampstead	94	16%	14%	13%	-1	-3
Savannah Arts	120	79%	75%	77%	2	-2
SLS at Sav. High <sup>□□</sup>	30	6%	7%	3%	-4	-3
Windsor Forest	61	23%	23%	13%	-10	-10
Woodville-Tompkins	42	10%	8%	12%	4	2

NA: School not in existence or did not have graduates in reported year    □□ Priority school

■ At/above annual target    ■ Made progress    ■ Did not make progress    ■ Increase



**DISTRICT ACCOUNTABILITY SYSTEM-  
REPORTING, EVALUATING & MONITORING INSTRUMENT  
DAS-REMI  
EXECUTIVE SUMMARY REPORT**

**Figure 10: Average Composite, English, and Math Scores: ACT by School**

	COMPOSITE					ENGLISH					MATHEMATICS				
	2015	2016	2017	1 Yr Chg	3 Yr Chg	2015	2016	2017	1 Yr Chg	3 Yr Chg	2015	2016	2017	1 Yr Chg	3 Yr Chg
Nation	21.0	20.8	21.0	0.2	0.0	20.4	20.1	20.3	0.2	-0.1	20.8	20.6	20.7	0.1	-0.1
Georgia	21.0	21.1	21.4	0.3	0.4	20.6	20.7	21.0	0.3	0.4	20.5	20.6	20.9	0.3	0.4
SCCPSS	18.7	18.7	18.7	0.0	0.0	18.1	17.7	17.7	0.0	-0.4	18.2	18.3	18.4	0.1	0.2
Beach	16.1	15.6	14.9	-0.7	-1.2	14.5	13.6	13.1	-0.5	-1.4	16.2	16.1	15.7	-0.4	-0.5
Early College	NA	19.3	19.7	0.4	NA	NA	19.3	18.4	-0.9	NA	NA	18.4	18.9	0.5	NA
Groves	15.5	16.3	16.0	-0.3	0.5	13.9	13.9	14.6	0.7	0.7	15.8	16.4	15.9	-0.5	0.1
Islands	20.0	20.4	20.9	0.5	0.9	19.6	19.5	20.2	0.7	0.6	19.0	19.8	20.0	0.2	1.0
Jenkins	17.7	18.0	18.5	0.5	0.8	16.7	16.7	17.1	0.4	0.4	17.8	18.2	18.6	0.4	0.8
Johnson	16.4	16.4	17.6	1.2	1.2	15.4	14.9	16.8	1.9	1.4	16.3	16.3	17.2	0.9	0.9
New Hampstead	18.9	17.5	17.3	-0.2	-1.6	18.1	16.3	16.3	0.0	-1.8	18.1	17.0	17.1	0.1	-1.0
Savannah Arts	25.3	24.8	24.7	-0.1	-0.6	26.1	25.6	25.1	-0.5	-1.0	23.8	23.3	23.6	0.3	-0.2
SLS at Sav. High <sup>□□</sup>	15.9	15.9	15.9	0.0	0.0	14.4	13.7	14.0	0.3	-0.4	16.2	15.8	15.7	-0.1	-0.5
Windsor Forest	18.4	18.1	17.2	-0.9	-1.2	18.0	17.2	16.0	-1.2	-2.0	17.9	17.9	16.9	-1.0	-1.0
Woodville Tompkins	17.8	18.1	17.5	-0.6	-0.3	17.2	17.3	16.3	-1.0	-0.9	17.4	17.8	17.9	0.1	0.5

NA: School not in existence or did not have graduates in reported year

□□ Priority school

□ Increase



**DISTRICT ACCOUNTABILITY SYSTEM-  
REPORTING, EVALUATING & MONITORING INSTRUMENT  
DAS-REMI  
EXECUTIVE SUMMARY REPORT**

**Figure 11: Average Reading & Science Scores: ACT by School**

	READING					SCIENCE				
	2015	2016	2017	1 Yr Chg	3 Yr Chg	2015	2016	2017	1 Yr Chg	3 Yr Chg
Nation	21.4	21.3	21.4	0.1	0.0	20.9	20.8	21.0	0.2	0.1
Georgia	21.6	21.8	22.0	0.2	0.4	20.9	21.0	21.3	0.3	0.4
SCCPSS	19.3	19.4	19.3	-0.1	0.0	18.8	18.7	18.8	0.1	0.0
Beach	16.3	16.3	15.0	-1.3	-1.3	16.8	16.0	15.3	-0.7	-1.5
Early College	NA	20.0	21.1	1.1	NA	NA	18.8	19.6	0.8	NA
Groves	15.9	17.4	16.1	-1.3	0.2	15.9	17.0	16.8	-0.2	0.9
Islands	21.1	20.9	21.9	1.0	0.8	19.7	20.8	20.9	0.1	1.2
Jenkins	17.7	18.6	18.9	0.3	1.2	17.8	18.2	18.7	0.5	0.9
Johnson	16.5	16.6	18.0	1.4	1.5	17.0	17.0	17.8	0.8	0.8
New Hampstead	19.7	18.6	17.5	-1.1	-2.2	19.1	17.6	17.8	0.2	-1.3
Savannah Arts	26.7	26.1	26.0	-0.1	-0.7	24.3	23.7	23.6	-0.1	-0.7
SLS at Sav. High <sup>□□</sup>	16.3	16.9	16.5	-0.4	0.2	16.5	16.4	17.0	0.6	0.5
Windsor Forest	19.0	18.8	17.8	-1.0	-1.2	18.3	18.0	17.8	-0.2	-0.5
Woodville Tompkins	18.3	18.5	18.0	-0.5	-0.3	18.0	18.3	17.3	-1.0	-0.7

NA: School not in existence or did not have graduates in reported year    <sup>□□</sup> Priority school      Increase