

2015-2016 College Entrance Exams Summary Report

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Goal 1, Objective D, Measure 3

- 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 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).

SAT

- The SAT consists of three subject area tests in the areas of critical reading, mathematics, and writing.
- Scores for each section may range from 200 to 800, for a total possible combined score of 2400.
- SAT data is provided by the College Board, and reflects 2015-2016 seniors who took the SAT at any time during high school prior to March 2016.
- The College Board implemented a redesign of SAT in March 2016, therefore, scores for students who tested after that date are not included due to a lack of comparability.

Key Points: 2015-2016 SAT Report

- SCCPSS students earned an average combined score of 1,362
- Thirty percent (30%) of SCCPSS students earned a combined score at or above the target score of 1,500. This reflects a 2-point increase from last year and a 6-point increase from 2013.
- SCCPSS students improved their average combined score by 11 points compared to last year, and achieved a 48 point increase over the past four years.



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- Islands and Savannah Arts met or exceeded their 2015-2016 targets for raising the percentage of students scoring at or above the college and career ready goal of 1,500.
- Groves, Islands, Jenkins and Johnson High each improved their average combined score compared to last year, with gains ranging from 24 to 58 points.
- Beach has improved its average combined score by nearly 100 points over the past four years.



ACT

- 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.
- These summaries include SY 2014-15 seniors who have taken the exam within the most recent three years.
- For students taking the ACT more than once, only the most recent scores are reported.

Key Points: 2015-2016 ACT Report

- Twenty-five percent (25%) of SCCPSS students earned a composite score at or above the target score of 22. This reflects a one point increase over the prior year, and a six point increase compared to 2013.
- SCCPSS students earned an average composite score of 18.7 and improved their scores in both math and reading, earning an average of 18.3 and 19.4, respectively.
- While SAT participation dropped by 53, ACT participation rose by 54 students compared to last year.



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- Islands and Jenkins surpassed their SY 2015-16 targets for increasing the percentage of students scoring at or above the college and career ready goal of 22.
- Groves, Islands, Jenkins, and Woodville-Tompkins improved their average composite score compared to last year.
- Groves earned the greatest gains, with one-year improvements of 0.6 points in math, 1.5 points in reading, and 1.1 points in science.



Action Items

- ✓ Academic Affairs staff, in partnership with the College Board, will provide the following support to principals, school counselors and lead gifted teachers in order to improve student growth and achievement:
 - ❑ Monitor Intervention Plans of identified historically underperforming schools (Beach, Groves, and the School of Liberal Studies at Savannah High School) to ensure students have access to rigorous courses through (i.e. Honors, AP and dual enrollment).
 - ❑ Continue to provide ongoing professional development to teachers of Honors level feeder courses. This will increase students' capacity for rigor in AP, IB and dual enrollment courses.



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- ❑ Provide mandatory gifted certification courses to middle and high school teachers so they may plan challenging lessons and assignments which promote critical thinking.
- ✓ Maximize gifted FTE segments (middle/high school) through the early identification of students with the potential to be successful in rigorous courses (honors, AP, IB, SAT, ACT, etc.).
- ✓ Continue to enhance the district's professional video library and webinars for teachers on ACORN based on content specific research based instructional strategies.
- ✓ High school and middle school principals coordinate vertical teaming opportunities (fall/spring/summer) among teachers based on feeder patterns to provide a continuum of knowledge.



Questions