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

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**Key Performance Outcome**  
**Georgia Milestones Assessment System - End of Course (GMAS EOC)**  
**SY 2014-15**

**About the GMAS EOC:**

As documented in the District Accountability System's Reporting, Evaluating, & Monitoring Instrument (DAS-REMI), SCCPSS has identified Key Performance Outcomes to serve as culminating measures that provide an indicator of the district's progress towards meeting its overall goals and objectives. Student performance on the Georgia Milestones Assessment System End of Course tests serves as one of these Key Performance Outcomes, as scores at or above the proficient level indicate that students have mastered the curriculum knowledge and skills required for success at the next level.

SY 2014-15 marks the inaugural administration of GMAS tests. The GMAS EOC replaces the former End of Course Tests, and is a more rigorous assessment that includes constructed response (open-ended) test items in language arts and mathematics, as well as higher standards for student proficiency. For these reasons, GMAS EOC scores are not comparable to the prior years' EOCT scores.

The GMAS EOC is administered to students completing high school courses in the areas of 9<sup>th</sup> Grade Literature & Composition, American Literature & Composition, Coordinate Algebra, Analytic Geometry, Biology, Physical Science, U.S. History, and Economics. The GMAS EOC serves as the course final exam, and contributes 20% to the student's final grade. Mastery of the state curriculum standards as measured by GMAS is described along four levels of performance:

- **Beginning Learners** – do not yet demonstrate proficiency, and need substantial academic support for success at the next level
- **Developing Learners** – demonstrate partial proficiency, but need additional academic support for success at the next level
- **Proficient Learners** – demonstrate proficiency, and are prepared for success at the next level
- **Distinguished Learners** – demonstrate advanced proficiency, and are well-prepared for success at the next level

The GMAS EOC results in the tables and graphs that follow reflect the percentage of students scoring within each performance level across the winter and spring test administrations, with a focus on attainment of the Proficient or Distinguished level. Median percentile rank information is also reported, and reflects student performance on a subset of nationally norm-referenced test items embedded within the GMAS tests. All results are calculated based on winter and spring test data files provided by the Georgia Department of Education.



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**Key Points: SY 2014-15 GMAS End of Course**

**Literature & Composition**

- Seventy percent of SCCPSS students performed at the developing level or above in 9<sup>th</sup> Grade Literature and Composition, and 67% performed at or above the developing level in American Literature and Composition.
- Among SCCPSS high schools, the percentage of Literature & Composition students at developing or above ranged from 38%-98%. Among K8 and middle schools offering 9<sup>th</sup> Grade Literature and Composition, between 36% - 100% of students scored at the developing level or higher.
- The district's median national percentile rank (NPR) was above 50 in both 9<sup>th</sup> Grade Literature & Composition and American Literature and Composition. Islands, Jenkins, Johnson, New Hampstead, Savannah Arts, Woodville-Tompkins, Coastal Middle, DeRenne, Hubert, Southwest, STEM, West Chatham, Garrison, Godley Station, Hesse, and Oglethorpe each earned a median NPR at/above the 50<sup>th</sup> percentile on one or both Literature & Composition tests.

**Mathematics**

- Among SCCPSS students completing math EOCs in SY 2014-15, 60% scored at developing or higher in Coordinate Algebra, and 55% scored at developing or higher in Analytic Geometry.
- Among high schools, between 28% - 93% of students scored at developing or higher on the math EOCs. Among K8 and middle schools offering Coordinate Algebra to 8<sup>th</sup> grade students, between 89%-100% reached the developing level or higher, and all outperformed the state average.
- The district's median national percentile rank (NPR) was above 50 in both Coordinate Algebra and Analytic Geometry. Islands, New Hampstead, Savannah Arts, the School of Liberal Studies at Savannah High, Woodville-Tompkins, and all participating K8 and middle sites scored at/above the 50<sup>th</sup> percentile on one or both math EOCs.



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### **Science**

- Sixty-one percent of SCCPSS students who completed a Biology EOC achieved the developing level or higher, placing the district within 2 points of the state.
- At the school level, between 33% - 90% of students scored at developing or above in Biology. Islands, Jenkins, Savannah Arts, Windsor Forest, and Woodville-Tompkins surpassed the state percentage of students at developing or higher.
- In Physical Science, 46% of SCCPSS students scored at or above the developing level in SY 2014-15. School-level results ranged from 25% - 80%, with Woodville-Tompkins and 8<sup>th</sup> grade students from the STEM Academy outperforming the state.
- The district's median NPR was 61 in Biology and 47 in Physical Science, with Islands, Jenkins, Savannah Arts, Windsor Forest, Woodville-Tompkins, and the STEM Academy achieving median NPRs above the 50<sup>th</sup> percentile on one or both science EOCs.

### **Social Studies**

- Among SCCPSS students completing SY 2014-15 social studies EOCs, 67% scored at developing or higher in U.S. History, and 65% scored at developing or higher in Economics.
- Among the district's high schools, the percentage of students at developing or above ranged from 40% - 93% in U.S. History, and from 54% - 86% in Economics. STEM Academy was the only middle school to offer high school Economics, and 98% of their students scored at the developing level or higher.
- The district's median NPR was 40 in U.S. History and 45 in Economics. Islands, Savannah Arts, Woodville-Tompkins, and STEM surpassed the 50<sup>th</sup> percentile in one or both social studies EOCs.

### **Overall**

- It is critical to understand that the GMAS data provide baseline information for a new and more rigorous set of measures designed to make Georgia's students more competitive nationwide. The GMAS is designed to provide accurate information about what students know and can do, in order that we may provide the academic supports necessary to help students succeed at the next grade level and beyond.



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- As expected, fewer students performed at the proficient or distinguished levels of the GMAS-EOCs than scored at the meets or exceeds levels of the former EOCTs.
- Between 26%-42% of SCCPSS students scored at the developing learner level, indicating that they have obtained partial mastery of the content standards, but need additional academic support to be successful at the next level.
- Although the GMAS-EOC performance level data indicate that a substantial number of students have not achieved full mastery of the content standards, data derived from the nationally norm-referenced test items embedded within each subject area test indicate that SCCPSS students generally compare favorably to students across the nation, with median NPRs of 40 or higher in all but one EOC subject.

### **Excerpt from Op-Ed by State Superintendent Richard Woods**

In October, we will release student scores for the first year of the Georgia Milestones Assessment System -- and I want to caution that scores will likely reflect a smaller percentage of students who are proficient than we have seen in previous years.

#### **Taking an Honest Assessment of Where We Are**

Why will scores likely reflect a smaller percentage of students who are proficient? Because Georgia Milestones sets a significantly higher bar for student proficiency compared to the old Criterion-Referenced Competency Test (CRCT). That is not an arbitrary decision. Under the CRCT, Georgia had some of the lowest expectations in the nation for its students. Too many students were labeled as proficient when, in reality, they had not fully mastered the standards and needed additional support. That hurt our kids, who need to be competitive with others across the country and hurt our teachers by making it difficult for them to have a true picture of the academic strengths and weakness of their students.

We have been consistently criticized for having a gap between proficiency on our state tests and proficiency on the National Assessment of Educational Progress (NAEP), which is considered the gold standard of tests. Many of these reports have appropriately stated that what we require of our students on state tests does not come close to the standard on the NAEP. That is simply unacceptable. If we are going to address student needs, then we must be honest about how much they really know.

Again, Georgia Milestones will not show that Georgia's students know less than they did before. It shows that the bar has been raised, and raising the bar is what we must do to make sure a Georgia student has equal or greater opportunities than a student anywhere else in the United States.

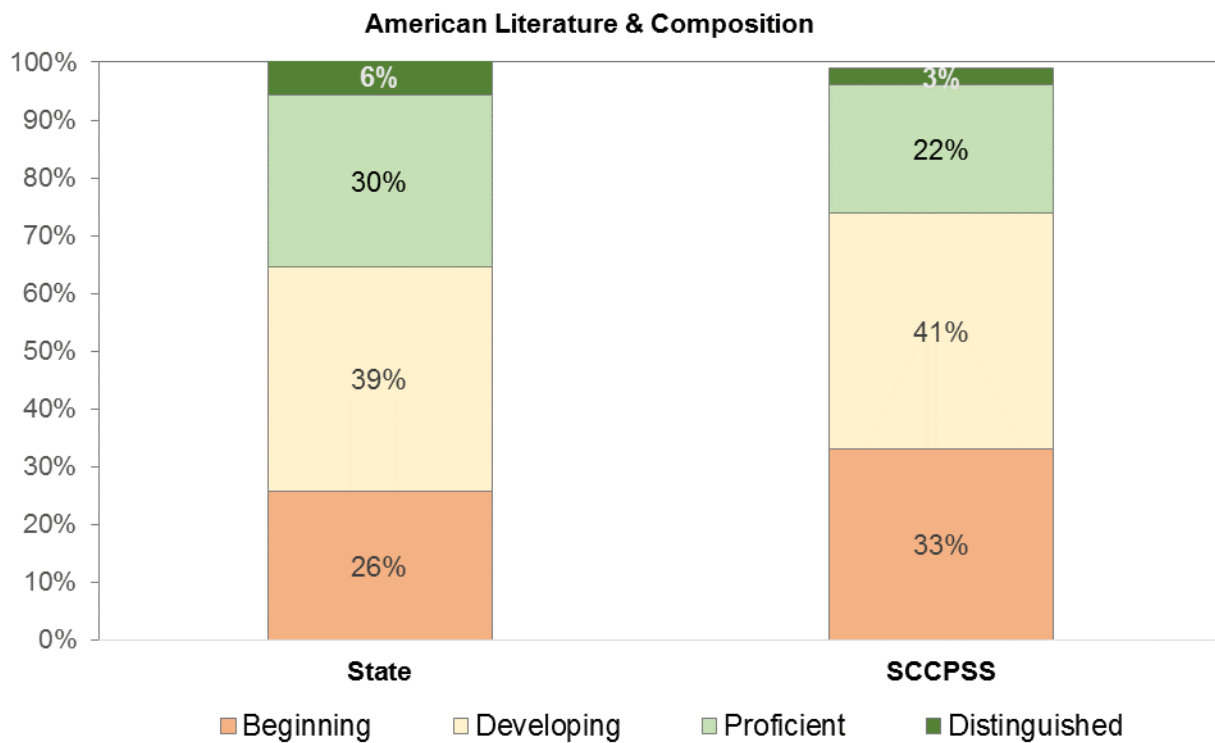
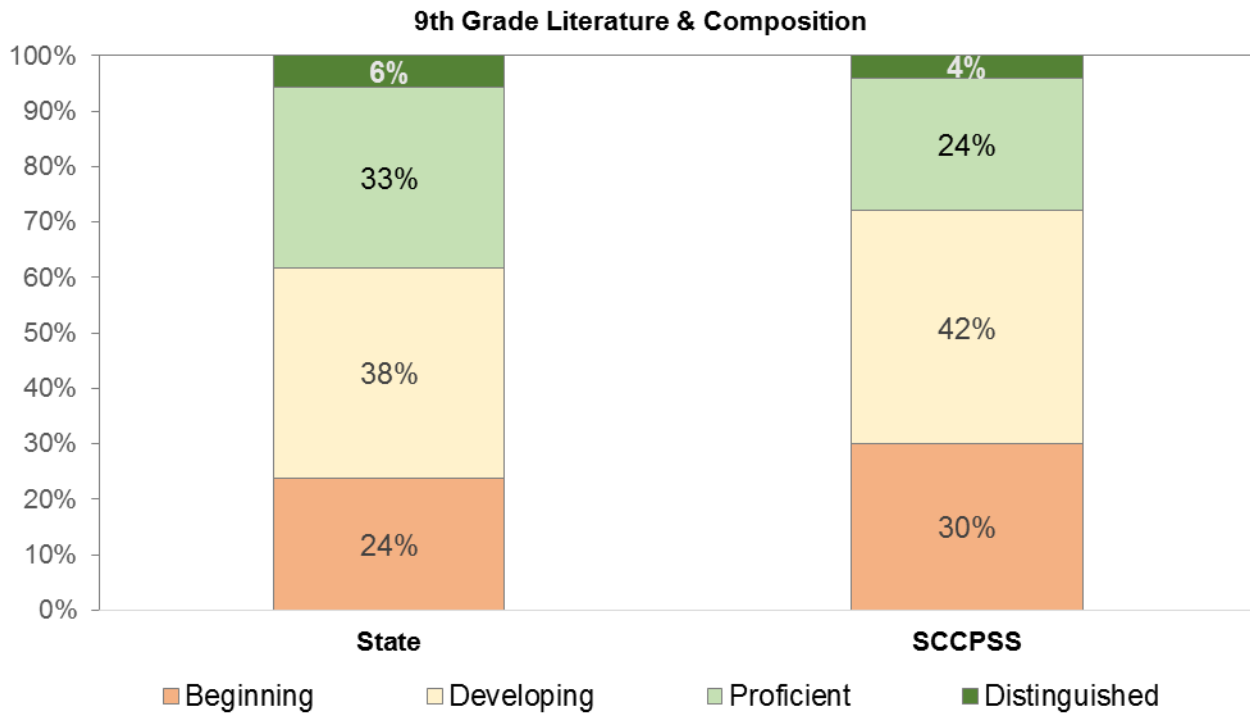
#### **Balancing Accountability with Responsibility**

Because we know these results will be a new baseline, scores for the 2014-2015 school year will not impact teacher evaluations or the promotion and retention of students.



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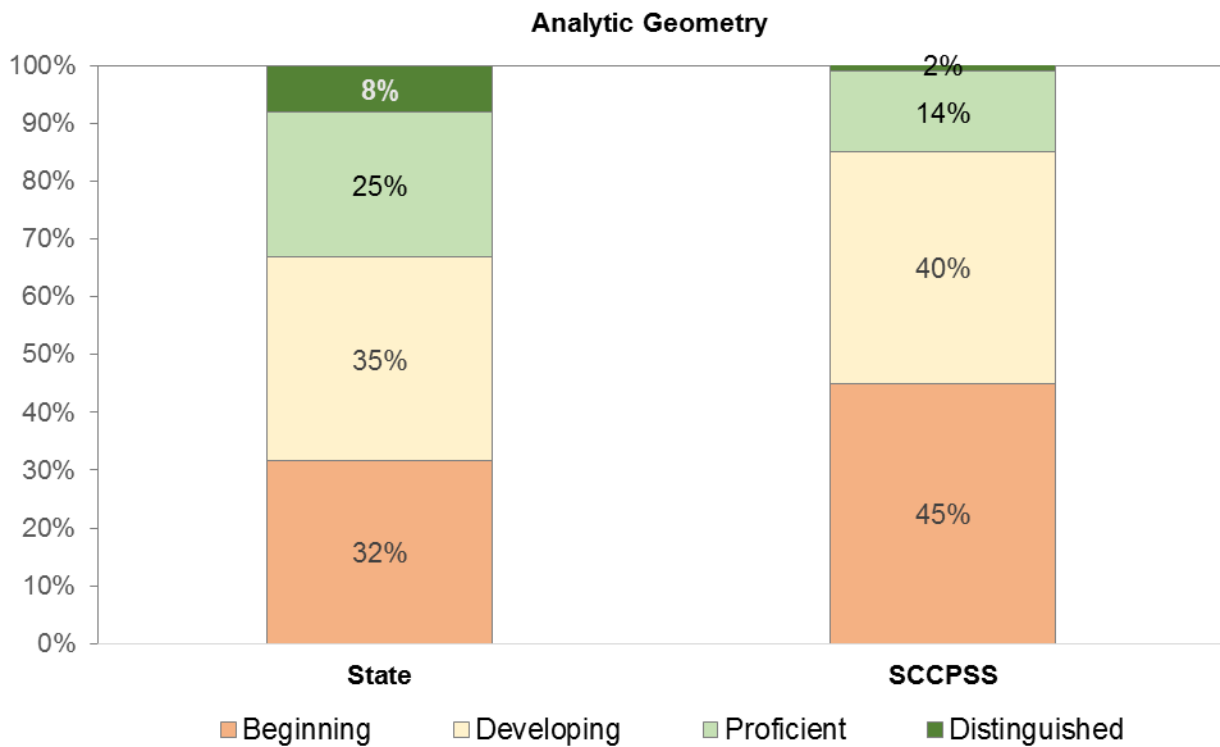
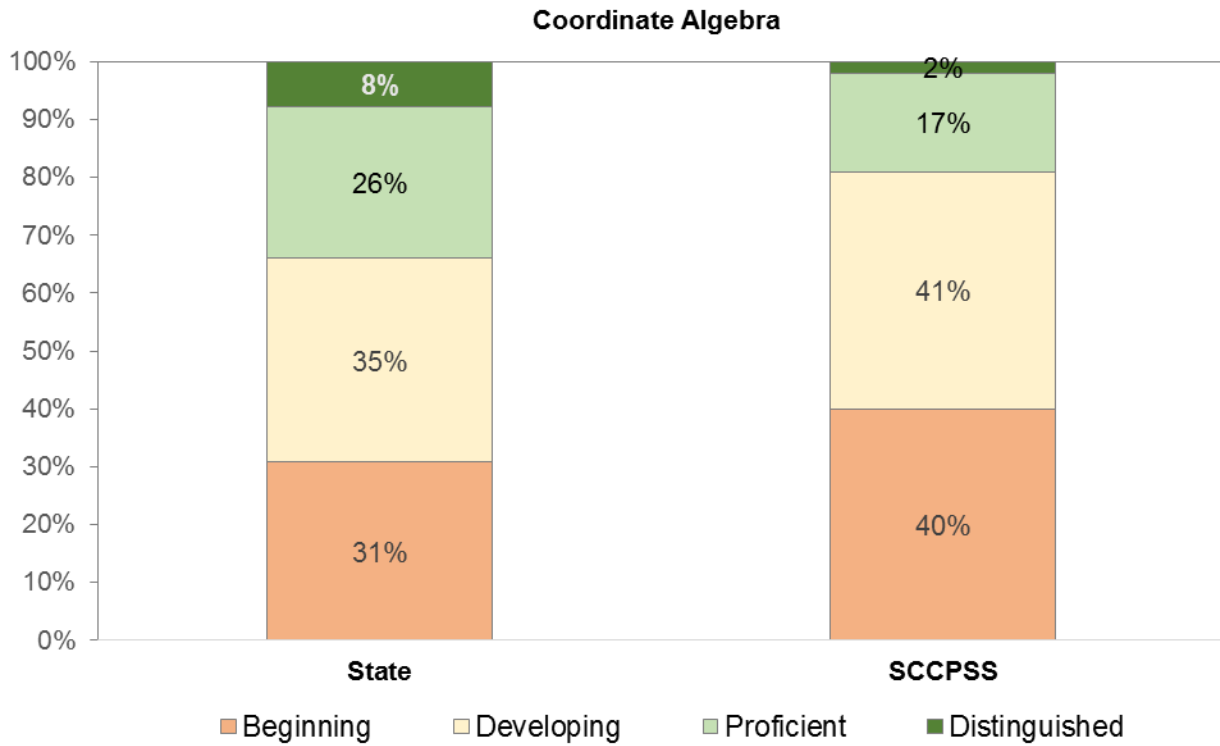
Figure 1. Percentage of Students by Performance Level: Literature & Composition





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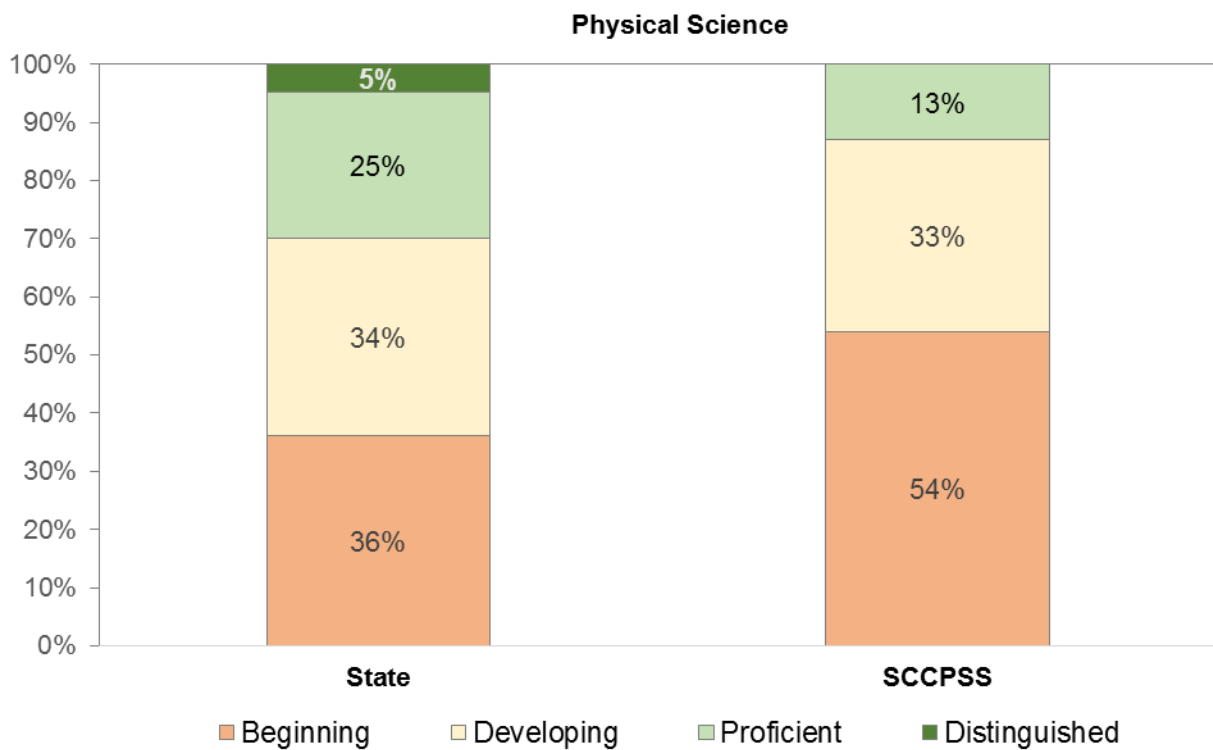
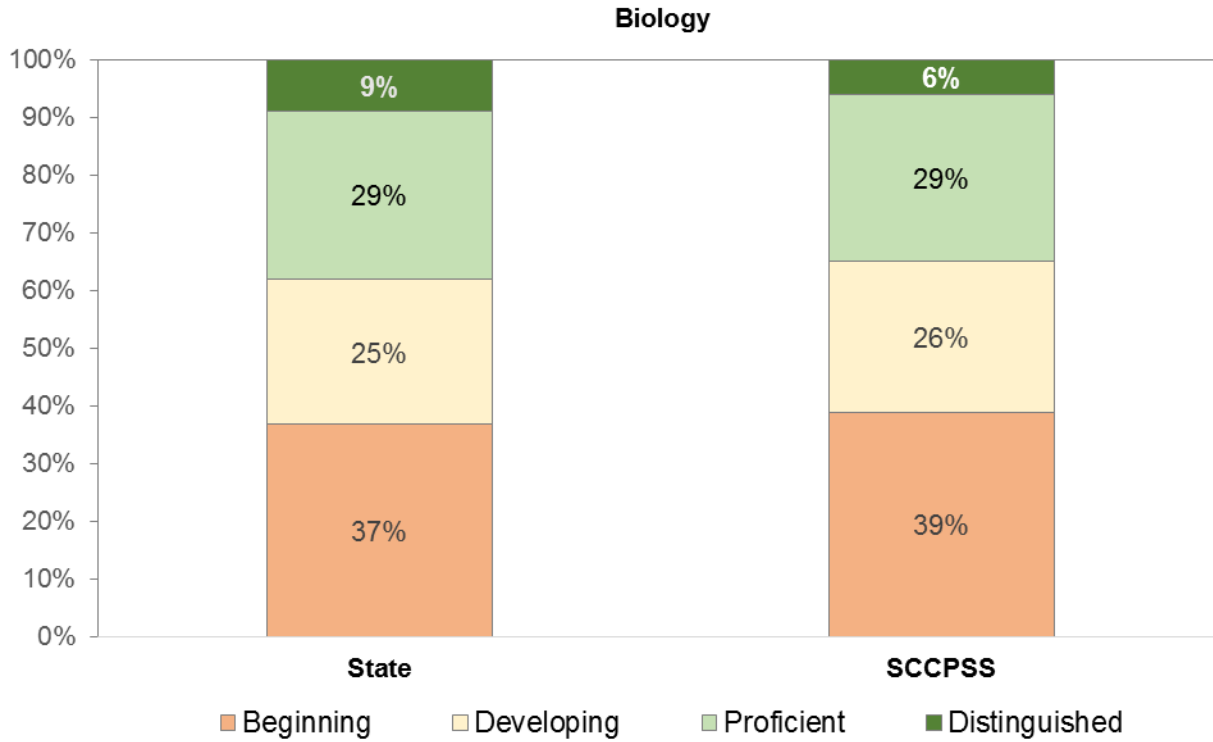
Figure 2. Percentage of Students by Performance Level: Mathematics





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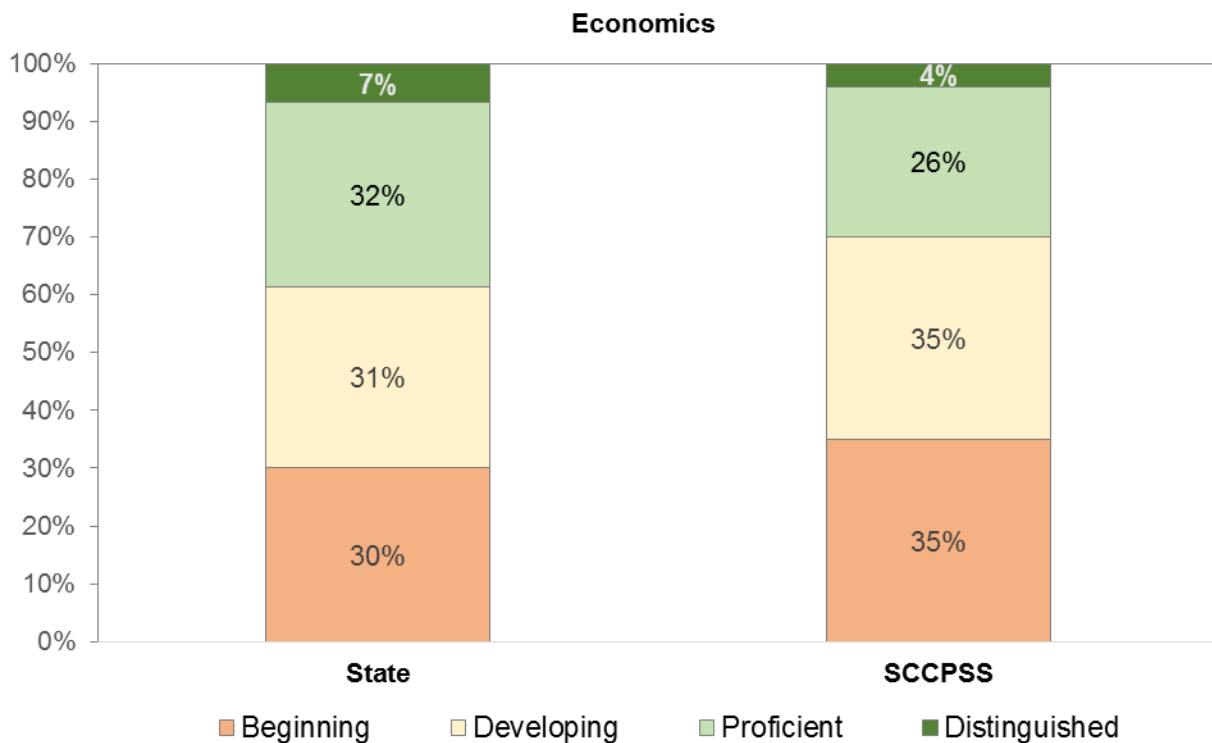
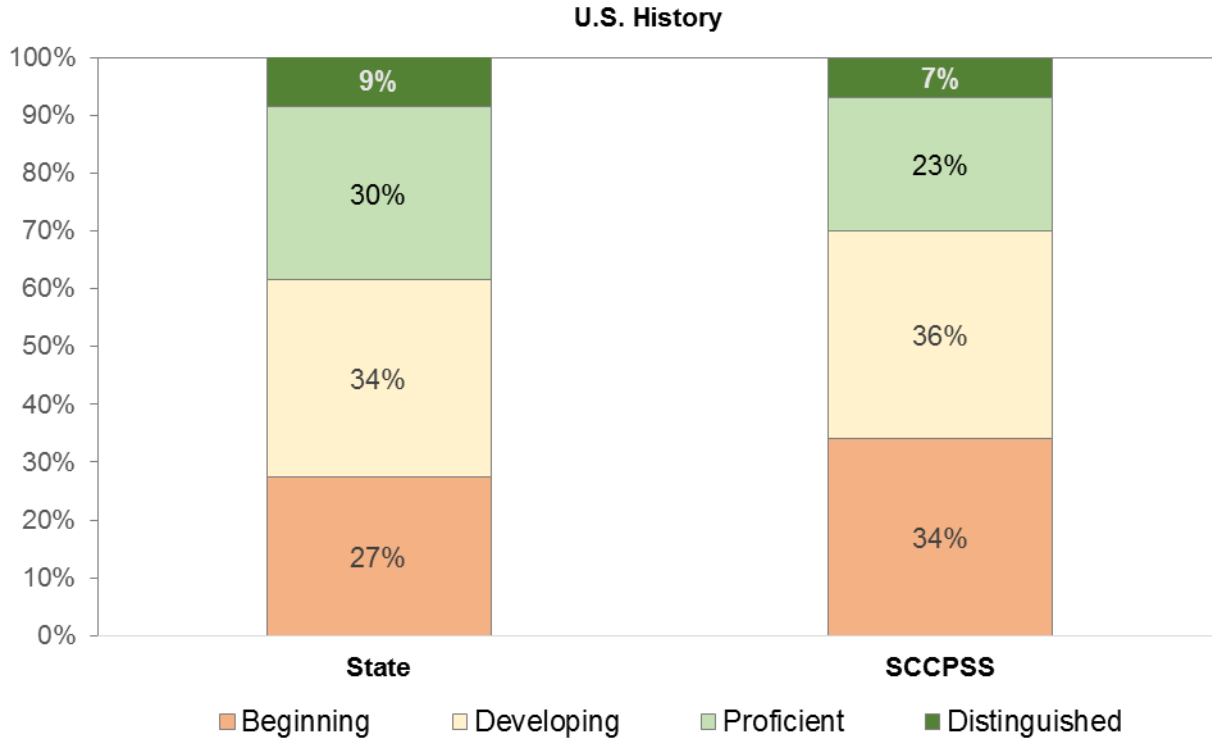
Figure 3. Percentage of Students by Performance Level: Science





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Figure 4. Percentage of Students by Performance Level: Social Studies







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**Figure 5. Percentage of Students by Performance Category: by Subgroup**

	9th Gr. Lit/Comp		American Lit/Comp		Coordinate Algebra		Analytic Geometry	
	At/Above Developing	At/Above Proficient	At/Above Developing	At/Above Proficient	At/Above Developing	At/Above Proficient	At/Above Developing	At/Above Proficient
Asian	84%	53%	84%	43%	83%	52%	84%	50%
Black	62%	18%	58%	15%	52%	11%	46%	7%
Hispanic	73%	31%	76%	32%	59%	31%	56%	22%
White	87%	50%	80%	45%	76%	35%	72%	32%
Multi-Racial	75%	29%	77%	37%	65%	21%	67%	18%
Female	77%	34%	73%	30%	62%	19%	56%	15%
Male	64%	21%	59%	20%	59%	19%	55%	17%
ED	64%	19%	58%	15%	53%	11%	48%	9%
EL	39%	4%	*	*	34%	9%	50%	20%
SWD	25%	4%	21%	2%	24%	2%	23%	4%

	Biology		Physical Science		U.S. History		Economics	
	At/Above Developing	At/Above Proficient	At/Above Developing	At/Above Proficient	At/Above Developing	At/Above Proficient	At/Above Developing	At/Above Proficient
Asian	86%	55%	64%	35%	86%	57%	88%	54%
Black	48%	23%	38%	8%	58%	21%	56%	20%
Hispanic	59%	41%	59%	19%	82%	36%	67%	23%
White	82%	56%	69%	29%	82%	50%	80%	47%
Multi-Racial	79%	54%	52%	20%	70%	39%	85%	44%
Female	63%	34%	44%	12%	67%	30%	65%	29%
Male	60%	37%	49%	16%	67%	32%	66%	32%
ED	50%	26%	41%	10%	60%	22%	57%	22%
EL	*	*	23%	9%	*	*	*	*
SWD	18%	5%	19%	3%	34%	9%	25%	9%

\*Not reported; < 10 students



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**Figure 6. Percentage of Students by Performance Level: Literature & Composition by School**

		N	Beginning	Developing	Proficient	Distinguished	At/Above Developing	At/Above Proficient
<b>9th Grade Literature &amp; Composition</b>	State	134,472	24%	38%	33%	6%	76%	38%
	SCCPSS	2,674	30%	42%	24%	4%	70%	28%
	Beach	294	46%	45%	9%	0%	54%	9%
	Groves	220	47%	41%	12%	0%	53%	12%
	Islands	167	21%	46%	29%	4%	79%	33%
	Jenkins	217	38%	46%	17%	0%	62%	17%
	Johnson	182	31%	56%	13%	1%	69%	14%
	New Hampstead	330	33%	52%	15%	0%	67%	15%
	Savannah Arts	99	12%	39%	46%	3%	88%	49%
	Sav. High - SLS	152	51%	38%	11%	1%	49%	12%
	Windsor Forest	283	36%	50%	15%	0%	64%	15%
	Woodville-Tompkins	88	15%	51%	33%	1%	85%	34%
	Coastal	51	4%	12%	69%	16%	96%	85%
	DeRenne	42	21%	48%	31%	0%	79%	31%
	Hubert	47	45%	49%	6%	0%	55%	6%
	Myers	11	64%	18%	18%	0%	36%	18%
	Southwest	49	8%	27%	53%	12%	92%	65%
	STEM Academy	209	4%	34%	54%	9%	96%	63%
	West Chatham	54	4%	54%	35%	7%	96%	42%
	Garrison	78	3%	14%	63%	21%	97%	84%
Godley Station	25	0%	4%	44%	52%	100%	96%	
Hesse	22	0%	9%	77%	14%	100%	91%	
Oglethorpe Charter	30	0%	7%	63%	30%	100%	93%	

		N	Beginning	Developing	Proficient	Distinguished	At/Above Developing	At/Above Proficient
<b>American Literature &amp; Composition</b>	State	113,580	26%	39%	30%	6%	74%	35%
	SCCPSS	2,133	33%	41%	22%	3%	67%	26%
	Beach	225	45%	43%	11%	1%	55%	12%
	Groves	149	44%	47%	9%	0%	56%	9%
	Islands	203	23%	45%	29%	3%	77%	32%
	Jenkins	234	41%	39%	18%	2%	59%	20%
	Johnson	208	34%	47%	16%	3%	66%	19%
	New Hampstead	359	33%	44%	21%	2%	67%	23%
	Savannah Arts	224	2%	30%	51%	17%	98%	68%
	Sav. High - SLS	156	62%	30%	8%	0%	38%	8%
	Windsor Forest	262	36%	37%	24%	2%	64%	26%
	Woodville-Tompkins	111	13%	53%	32%	2%	87%	34%

■ At/above state



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**Figure 7. Percentage of Students by Performance Level: Mathematics by School**

		N	Beginning	Developing	Proficient	Distinguished	At/Above Developing	At/Above Proficient
<b>Coordinate Algebra</b>	State	145,813	31%	35%	26%	8%	69%	34%
	SCCPSS	2,922	40%	41%	17%	2%	60%	19%
	Beach	286	47%	43%	10%	0%	53%	10%
	Groves	262	65%	29%	6%	0%	35%	6%
	Islands	250	32%	51%	16%	0%	68%	16%
	Jenkins	303	57%	31%	10%	2%	43%	12%
	Johnson	243	47%	44%	8%	0%	53%	8%
	New Hampstead	390	42%	46%	12%	1%	58%	13%
	Savannah Arts	106	7%	47%	41%	6%	93%	47%
	Sav. High - SLS	128	42%	45%	13%	0%	58%	13%
	Windsor Forest	418	49%	42%	8%	1%	51%	9%
	Woodville-Tompkins	110	27%	52%	20%	1%	73%	21%
	Coastal	26	0%	8%	62%	31%	100%	93%
	DeRenne	24	4%	58%	33%	4%	96%	37%
	Southwest	23	4%	30%	57%	9%	96%	66%
	STEM Academy	210	11%	54%	30%	6%	89%	36%
	Garrison	41	0%	22%	61%	17%	100%	78%
	Godley Station	22	0%	5%	68%	27%	100%	95%
Hesse	22	5%	18%	68%	9%	95%	77%	
Oglethorpe Charter	42	0%	5%	69%	26%	100%	95%	

		N	Beginning	Developing	Proficient	Distinguished	At/Above Developing	At/Above Proficient
<b>Analytic Geometry</b>	State	128,487	32%	35%	25%	8%	68%	33%
	SCCPSS	2,676	45%	40%	14%	2%	55%	16%
	Beach	329	54%	38%	9%	0%	46%	9%
	Groves	187	61%	33%	6%	0%	39%	6%
	Islands	246	35%	41%	20%	4%	65%	24%
	Jenkins	303	44%	42%	13%	1%	56%	14%
	Johnson	265	49%	45%	6%	0%	51%	6%
	New Hampstead	500	44%	46%	9%	1%	56%	10%
	Savannah Arts	224	8%	34%	47%	11%	92%	58%
	Sav. High - SLS	133	72%	24%	4%	0%	28%	4%
	Windsor Forest	353	52%	35%	12%	1%	48%	13%
	Woodville-Tompkins	131	21%	53%	24%	2%	79%	26%

At/above state



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**Figure 8. Percentage of Students by Performance Level: Science by School**

		N	Beginning	Developing	Proficient	Distinguished	At/Above Developing	At/Above Proficient
<b>Biology</b>	State	132,048	37%	25%	29%	9%	63%	38%
	SCCPSS	1,375	39%	26%	29%	6%	61%	35%
	Beach	133	47%	26%	25%	2%	53%	27%
	Groves	216	67%	20%	12%	1%	33%	13%
	Islands	127	24%	28%	43%	6%	76%	49%
	Jenkins	181	32%	21%	33%	15%	68%	48%
	Johnson	133	65%	25%	9%	2%	35%	11%
	New Hampstead	52	60%	27%	12%	2%	40%	14%
	Savannah Arts	232	10%	32%	46%	13%	90%	59%
	Sav. High - SLS	46	61%	17%	22%	0%	39%	22%
	Windsor Forest	117	33%	30%	34%	3%	67%	37%
	Woodville-Tompkins	127	17%	30%	42%	11%	83%	53%

		N	Beginning	Developing	Proficient	Distinguished	At/Above Developing	At/Above Proficient
<b>Physical Science</b>	State	91,862	36%	34%	25%	5%	64%	30%
	SCCPSS	1,917	54%	33%	13%	1%	46%	14%
	Beach	261	67%	28%	5%	0%	33%	5%
	Groves	144	49%	34%	15%	2%	51%	17%
	Islands	94	49%	39%	11%	1%	51%	12%
	Jenkins	201	75%	19%	7%	0%	25%	7%
	Johnson	147	71%	23%	5%	1%	29%	6%
	New Hampstead	387	55%	33%	11%	2%	45%	13%
	Savannah Arts	*	*	*	*	*	*	*
	Sav. High - SLS	141	64%	28%	8%	0%	36%	8%
	Windsor Forest	218	52%	35%	12%	1%	48%	13%
	Woodville-Tompkins	109	26%	43%	28%	3%	74%	31%
	STEM @ Bartlett	207	16%	49%	31%	3%	80%	34%

■ At/above state

\*Not reported; < 10 tested



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**Figure 9. Percentage of Students by Performance Level: Social Studies by School**

		N	Beginning	Developing	Proficient	Distinguished	At/Above Developing	At/Above Proficient
<b>U.S. History</b>	State	114,051	27%	34%	30%	9%	73%	39%
	SCCPSS	2,239	34%	36%	23%	7%	66%	30%
	Beach	287	36%	36%	27%	1%	64%	28%
	Groves	194	29%	42%	23%	5%	71%	28%
	Islands	202	19%	31%	36%	14%	81%	50%
	Jenkins	290	39%	29%	23%	9%	61%	32%
	Johnson	194	37%	40%	19%	5%	63%	24%
	New Hampstead	301	38%	44%	16%	2%	62%	18%
	Savannah Arts	220	7%	24%	41%	28%	93%	69%
	Sav. High - SLS	186	60%	31%	9%	1%	40%	10%
	Windsor Forest	263	43%	43%	11%	3%	57%	14%
	Woodville-Tompkins	98	8%	41%	45%	6%	92%	51%

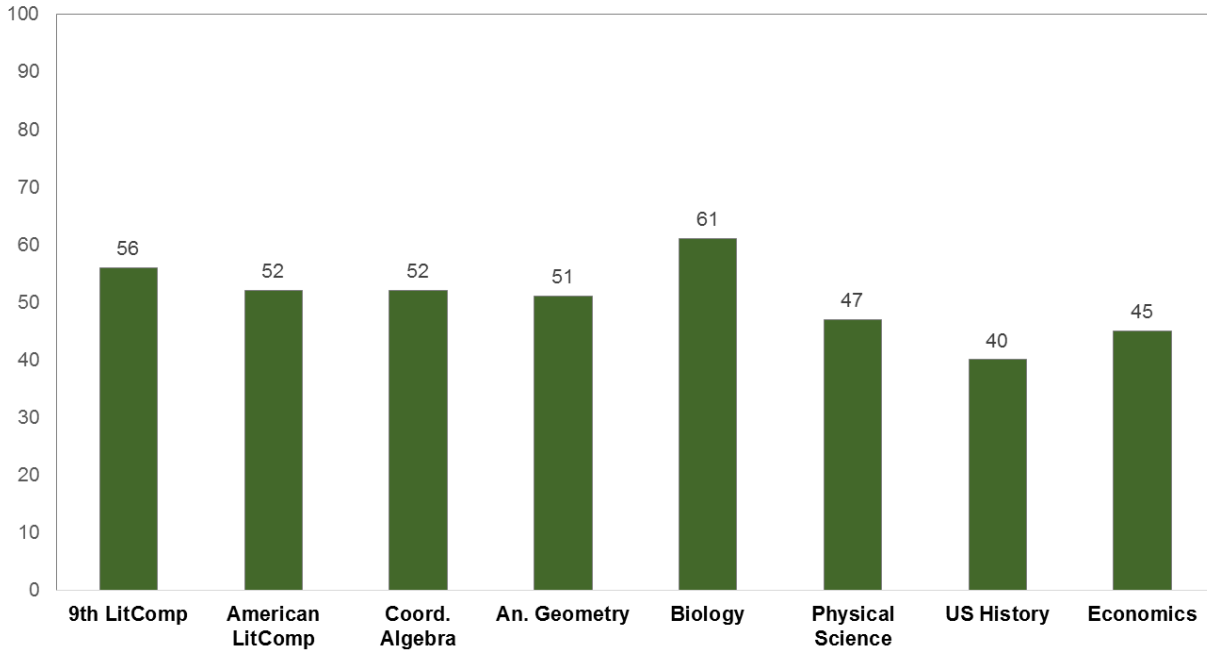
		N	Beginning	Developing	Proficient	Distinguished	At/Above Developing	At/Above Proficient
<b>Economics</b>	State	105,299	30%	31%	32%	7%	70%	39%
	SCCPSS	1,865	35%	35%	26%	4%	65%	31%
	Beach	172	40%	38%	20%	2%	60%	22%
	Groves	140	38%	32%	29%	1%	62%	30%
	Islands	254	27%	39%	31%	3%	73%	34%
	Jenkins	239	39%	29%	27%	5%	61%	32%
	Johnson	195	42%	39%	18%	1%	58%	19%
	New Hampstead	180	46%	37%	18%	3%	54%	21%
	Savannah Arts	182	14%	30%	42%	15%	86%	57%
	Sav. High - SLS	123	38%	37%	23%	2%	62%	25%
	Windsor Forest	216	39%	39%	21%	1%	61%	22%
	Woodville-Tompkins	117	33%	43%	25%	0%	67%	25%
	STEM @ Bartlett	45	2%	11%	60%	27%	98%	87%

■ At/above state



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**Figure 10. Median National Percentile Rank by Subject Area**



**Figure 11. Median National Percentile Rank: by School**

	9th Grade Lit & Comp	American Lit & Comp	Coordinate Algebra	Analytic Geometry	Biology	Physical Science	US History	Economics
SCCPSS	56	52	52	51	61	47	40	45
Beach	43	40	43	41	49	32	29	36
Groves	39	43	35	40	27	49	38	41
Islands	59	58	57	65	80	55	58	55
Jenkins	45	52	43	47	64	40	39	46
Johnson	52	50	47	49	39	36	32	36
New Hampstead	53	54	49	50	36	47	39	40
Savannah Arts	71	82	75	83	86	*	74	73
Sav. High - SLS	49	31	50	30	43	38	24	40
Windsor Forest	45	48	45	41	66	48	37	42
Woodville-Tompkins	62	56	62	70	65	69	58	39
Coastal	83	*	95	*	*	*	*	*
DeRenne	62	*	77	*	*	*	*	*
Hubert	51	*	*	*	*	*	*	*
Myers	24	*	*	*	*	*	*	*
Southwest	77	*	84	*	*	*	*	*
STEM Academy	79	*	75	*	*	68	*	63
West Chatham	74	*	*	*	*	*	*	*
Garrison	82	*	91	*	*	*	*	*
Godley Station	93	*	93	*	*	*	*	*
Hesse	83	*	86	*	*	*	*	*
Oglethorpe Charter	90	*	94	*	*	*	*	*

■ At/above 50<sup>th</sup> percentile

\*Not reported; < 10 tested