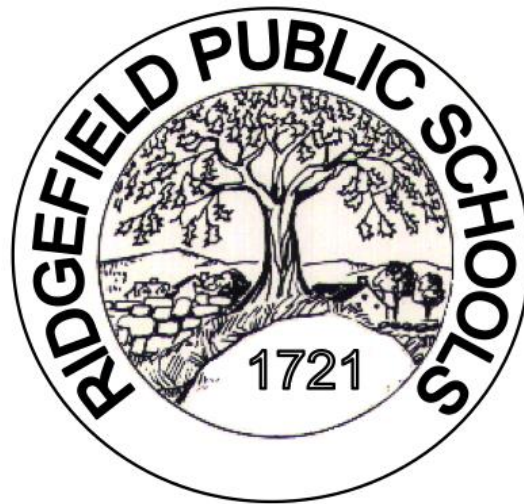


Ridgefield Public Schools

2015 RHS Testing Report



Ridgefield High School

**Postgraduate Summary
SAT/ACT/AP Testing**

Presented by Kimberly Beck
Assistant Superintendent
October 26, 2015

Ridgefield Public Schools
70 Prospect Street
Ridgefield CT 06877

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INTRODUCTION

POSTGRADUATE EXPERIENCE

This report begins with a summary of student choices for postgraduate experiences and a breakdown of college attendance by level of competitiveness and intended major.

TESTING

Ridgefield students take a variety of tests as part of the college admissions process, the results of which are outlined in this report. Below is a brief description of each of these tests.

SAT – The SAT measures critical reading, writing and math skills and is taken primarily in the junior and senior year. Most RHS sophomores and juniors take the PSAT in October of each year to prepare for the SAT test. The SAT measures reasoning and thinking skills. (SAT score scale: 200-800).

ACT - The ACT test is a content and skills based test measuring performance in the areas of English, reading, math and science. The ACT combines these score into one Composite Score. (ACT score scale: 1-36).

AP – Advanced Placement (AP) tests are taken by Ridgefield students upon completion of an AP course at Ridgefield High School. AP courses are rigorous and provide students with an opportunity to take college-level courses in high school. The College Board determines AP curriculum content. (AP score scale: 1-5 with a score of 3 as passing).

SAT Subject Tests – These tests measure content knowledge in a specific subject. They are designed for the high school level and students usually take them after completing a yearlong course in that area. The more selective colleges require SAT Subject Tests as part of their application process. (SAT Subject Test score scale: 200-800).

In addition to AP courses, Ridgefield High School offers an additional opportunity for students to complete college level coursework through the *UConn Early College Experience Program*. These courses are offered at RHS and taught by teachers who have credentials issued through the UConn certification process. Students can receive UConn credits upon successful completion of the course and payment of a registration fee. In 2014-15 UConn courses were offered in English (senior year), Economics, Environmental Science, French, and Individual/Family Development.

THE IMPORTANCE OF SCORES TO COLLEGES

The variety of academic programs and student achievement levels in high schools across the United States makes it difficult for colleges to compare students. Independent testing programs such as the SAT, ACT, AP and SAT Subject Tests enable colleges to view students on “a level playing field” where all students take the same test and, for the most part, under the same conditions. Although

student test scores do not singly determine college admission, admissions officers use them to help form a more complete picture of a student. Although the SAT and ACT are strongly associated with the college application process, increasing numbers of colleges do not require SAT or ACT scores for admission. For more information about institutions that are "test optional," "test flexible" or otherwise de-emphasize the use of standardized tests visit: <http://www.fairtest.org/university/optional> (hyperlink)

AP scores serve two purposes at the college level. As part of the admissions process, AP scores indicate a student's ability to successfully complete college course work. Once a student is enrolled, some colleges will award course credit to students who attain certain AP scores. Many colleges also use scores for course level placement.

TEST SCORES AND COLLEGE APPLICATION REQUIREMENTS

The SAT, ACT, AP and SAT Subject Tests have a variety of roles in the college admissions process. Most, but not all, colleges require applicants to submit scores from either the SAT or ACT with most now giving applicants the option to use scores from either of the two tests. Additionally, some colleges will require SAT Subject test scores as part of their application process.

THE FUTURE

SAT Redesign

When students open their SAT test books this spring 2016, they'll encounter an SAT that has been redesigned, testing the *few* things that research shows matter most for college and career readiness.

Because a test alone can't change student outcomes, assessments such as the SAT must be integrated with rigorous classroom instruction, and through their results, propel students to greater opportunities. The redesigned SAT will reward productive use of classroom time and a focus on rigorous course work.

For more information about the redesigned SAT visit: <https://www.collegeboard.org/delivering-opportunity/sat/redesign> (hyperlink)

SAT as the CT Annual Mastery Examination

In a [press release](#) on August 6, 2015, Governor Dannel P. Malloy announced that the U.S. Department of Education has approved a waiver request he submitted on behalf of the State of Connecticut to reduce the amount of standardized testing required for public high school students. In an effort to eliminate duplicative testing, reduce over-testing, mitigate student stress, and address parental concerns, the Governor last fall sought federal approval to replace the Smarter Balanced Assessments in Grade 11 with the SAT.

On October 7, 2015, the State Board of Education approved the following resolution:

RESOLVED, that the State Board of Education, pursuant to Section 10-14n of the Connecticut General Statutes, as amended by Sections 2 and 3 of Public Act No. 15-238, approves the SAT as the mastery examination to be administered to grade 11 public school students in lieu of Smarter Balanced, effective Spring 2016, and directs the Commissioner to take the necessary action.

Note: Additional presentations to the BOE will be made as more information becomes available.

Advanced Placement – AP

To continually enhance alignment with current best practices in college-level learning and help students develop the knowledge and skills essential for college majors and subsequent careers, AP is undergoing a number of key changes, including the redesign of several courses in each discipline and the introduction of new courses over the next few years.

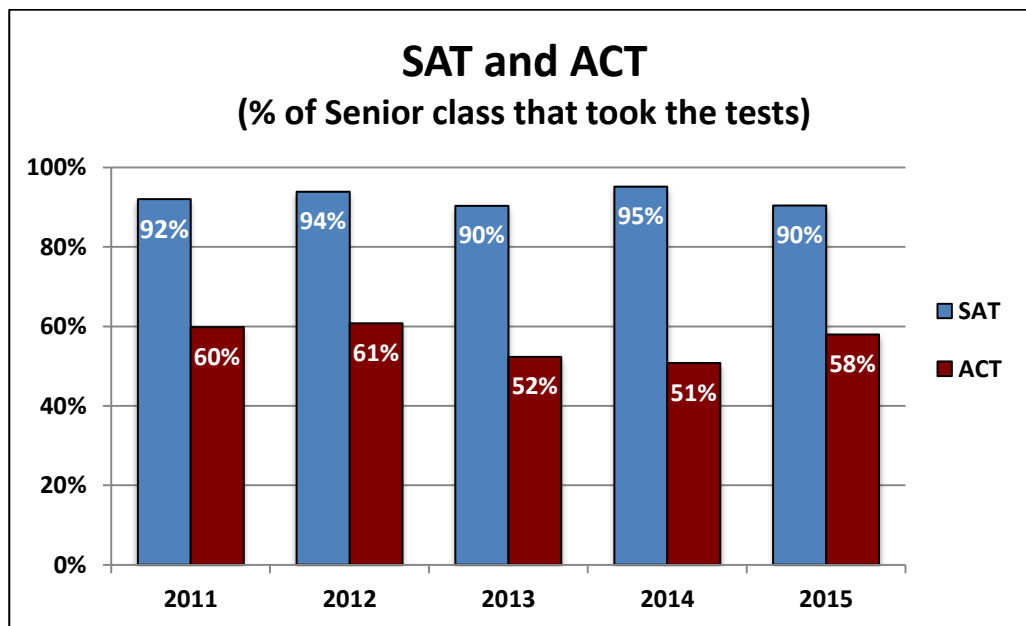
For more information about the upcoming changes to the AP Program visit: [What's Changing in AP?](#) (hyperlink)

For more information about the AP Program visit: [AP Program: Insights for Parents and Families](#) (hyperlink)

FOR USE IN READING THE REPORT

Comparable districts to Ridgfield include: Darien, New Canaan, Region 9, Weston, Westport and Wilton. Within this report, the group is referred to as “DRG A.”

SAT AND ACT – TEST TAKERS



POSTGRADUATE EXPERIENCE

CLASS OF 2015 POSTGRADUATE PLANS

The majority of Ridgefield students pursue college-level work after graduating. The charts that follow identify the postgraduate plans for the Class of 2015.

Postgraduate Experience by Class
(number of students/percentage of 2015 Senior class)

Category	2011		2012		2013		2014		2015	
	# students	%	# students	%	# students	%	# students	%	# students	%
4-Year College	394	91.0	401	89.5	381	93.8	420	91.5	387	88.8
2-Year College	5	1.2	16	3.6	7	1.7	10	2.2	5	1.1
Career Education	1	0.2	1	0.2	1	0.2	3	0.7	2	0.5
College Prep School	1	0.2	1	0.2	0	0.0	2	0.4	1	0.2
Employed	10	2.3	9	2.0	7	1.7	15	3.3	10	2.3
Other (incl. Military)	19	4.4	12	2.7	0	0.0	3	0.7	15	3.4
Year Off	3	0.7	8	1.8	3	0.7	3	0.7	11	2.5
Unknown	0	0.0	0	0.0	7	1.7	3	0.7	5	1.1
Total Students	433		448		406		459		436	

COLLEGE COMPETITIVENESS

A large percentage of Ridgefield students attend four-year colleges considered to be competitive according to *Barron's Profile of American Colleges*. The competitiveness criteria developed by Barron's are based on admissions selectivity. Examples of schools in Barron's top four categories are listed below followed by a chart with the percentages of Ridgefield students attending each category of school.

MOST COMPETITIVE Boston College, Bucknell, Colgate, Duke, Harvard, Princeton, Stanford, Vanderbilt, Wesleyan, Yale

HIGHLY COMPETITIVE Boston University, Denison, Dickinson, Furman, Gettysburg, Skidmore, Worcester Polytechnic Institute

VERY COMPETITIVE Clemson, Emerson, Fordham, Marquette, Providence, Northeastern, Quinnipiac, Stonybrook, UConn

COMPETITIVE Hanover, Lake Forest, Rochester Institute of Technology, Stonehill, Univ. of Delaware, Ursinus

Competitiveness of Colleges Attended (number of students/percentage of Senior class)

Category	2011		2012		2013		2014		2015	
	# students	%	# students	%	# students	%	# students	%	# students	%
Most Competitive	82	18.9	92	20.5	80	19.7	95	20.7	96	22.0
Highly Competitive	111	25.6	107	23.9	108	26.6	115	25.0	109	25.0
Very Competitive	80	18.5	90	20.1	89	21.9	100	21.7	84	19.3
Competitive	93	21.5	74	16.5	80	19.7	66	14.4	83	19.0
Less Competitive	8	1.8	7	1.6	4	1.0	5	1.0	2	0.5
Non Competitive	1	0.2	0	0.0	0	0.0	0	0.0	0	0.0
Special	4	0.9	9	2.0	12	3.0	6	1.3	5	1.1
Total	379		379		373		387		379	
Total in Class	433		448		406		459		436	
In Top 2 Tiers	193	45%	199	44%	188	46%	210	46%	205	47%

INTENDED MAJORS

Students taking the SAT complete a survey concerning their future majors. The results show that 60% of RHS students that took the survey are interested in pursuing careers in either the sciences or business/communications. These results have been fairly consistent for the past five years.

RHS Class of 2015 Intended Majors (self-reported - % SAT test takers)

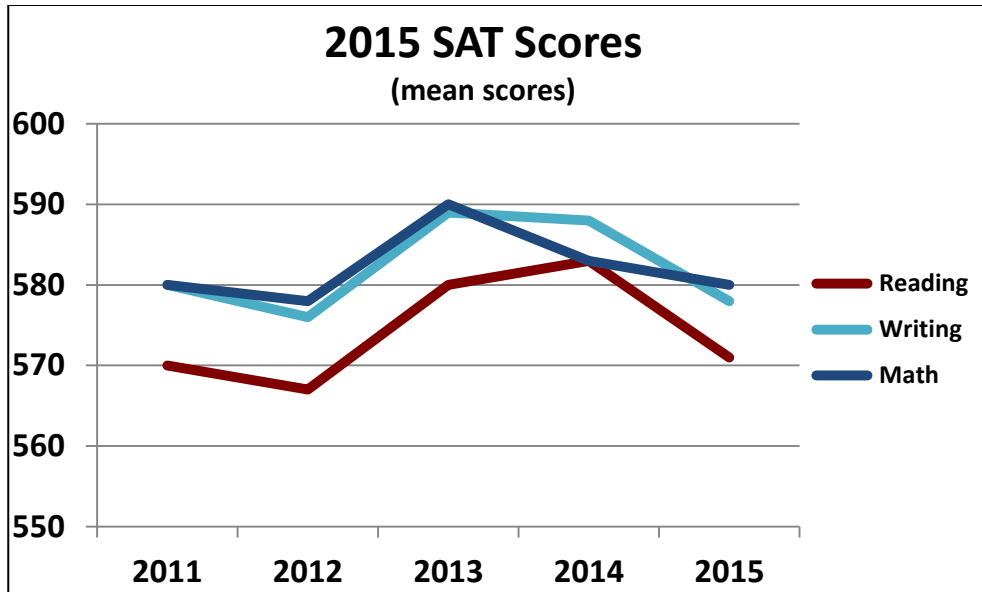
	2014	2015
Arts or Humanities	10	10
Architecture or Related Services	1	1
Visual and Performing Arts	7	7
English Language and Literature	1	1
Foreign Lang., Literature and Linguistics	1	1
Biological Sciences or Related Areas	32	35
Agriculture or Natural Resources	1	2
Biological and Biomedical Sciences	6	9
Health Professions and Rel. Clinical Services	9	8
Physical Sciences or Related Areas		
Computer and Info Sci. and Support Services	3	2
Engineering	10	11
Mathematics and Statistics	2	1
Physical Sciences	2	2
Business, Commerce or Communications	25	25
Business and Commerce	20	21
Communication, Journalism and Related Programs	5	5
Social Sciences or Related Areas	16	14
Education	3	4
Family & Consumer Science/Human Science	1	1
Military Technologies & Applied Science	1	0
Public Affairs and Services	2	3
Social Sciences and History	10	7
General Interdisciplinary	6	5
Undecided	11	10

Due to rounding, percent totals may not add to 100

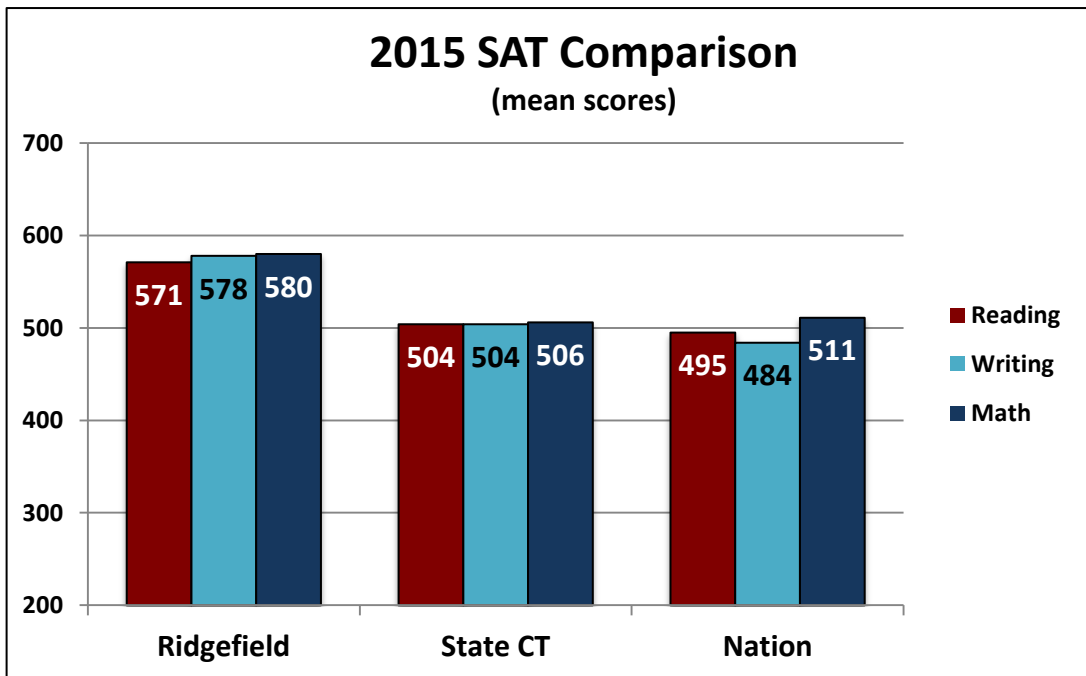
SAT

SAT PERFORMANCE – MEAN SCORES

READING	WRITING	MATH
571	578	580



The following chart compares Ridgefield 2015 SAT scores with those of the state and nation.



SAT – COMPARABLE DISTRICTS

The table below shows RPS performance in comparison to the other comparable districts (previously referred to as a “DRG A”)

2015

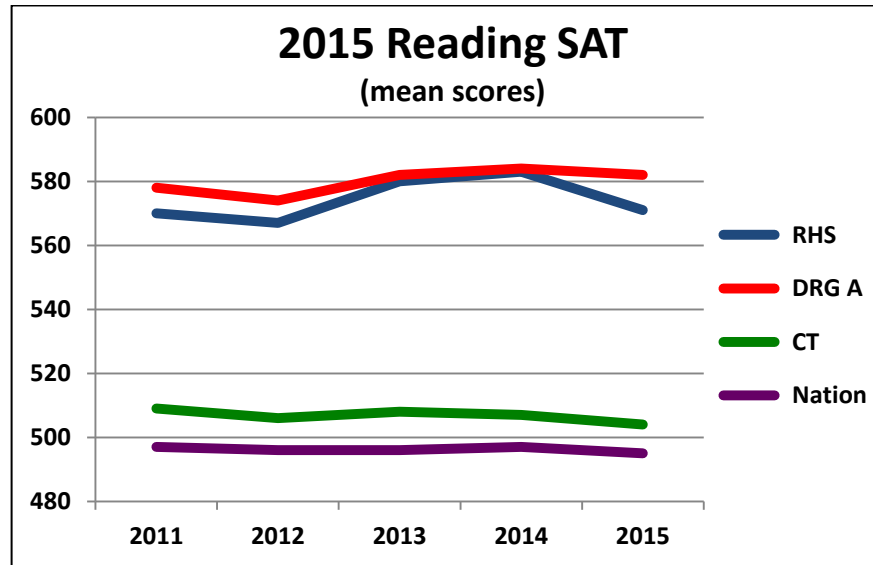
Reading		Writing		Math	
Darien	598	Darien	602	Darien	611
Wilton	591	New Canaan (T)	594	New Canaan	609
Weston	589	Wilton (T)	594	Weston	604
Westport	585	Weston	592	Wilton	596
New Canaan	582	Westport	589	Westport	589
Ridgefield	571	Ridgefield	578	Ridgefield	580
Region 9	561	Region 9	561	Region 9	567
2015 DRG Average	582		587		594
2014 DRG Average	584		593		593

2014

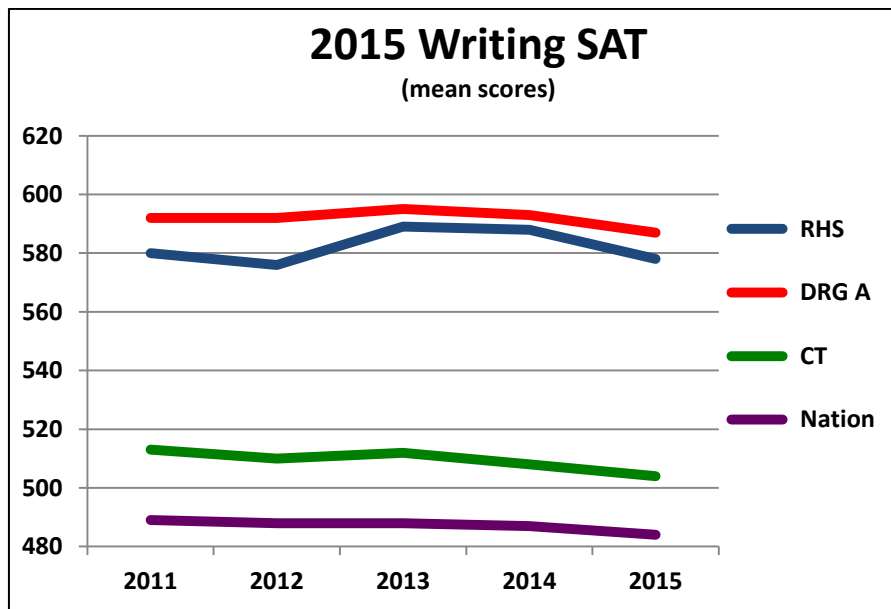
Reading		Writing		Math	
Wilton	593	Wilton	605	Darien	611
Weston	592	Darien	600	Weston	598
Darien	588	Weston (T)	594	Wilton	597
Westport (T)	583	New Canaan (T)	594	New Canaan	594
Ridgefield (T)	583	Westport	591	Westport	593
New Canaan (T)	583	Ridgefield	588	Ridgefield	583
Region 9	565	Region 9	582	Region 9	574
2014 DRG Average	584		593		593
2013 DRG Average	582		595		598

SAT COMPARISON

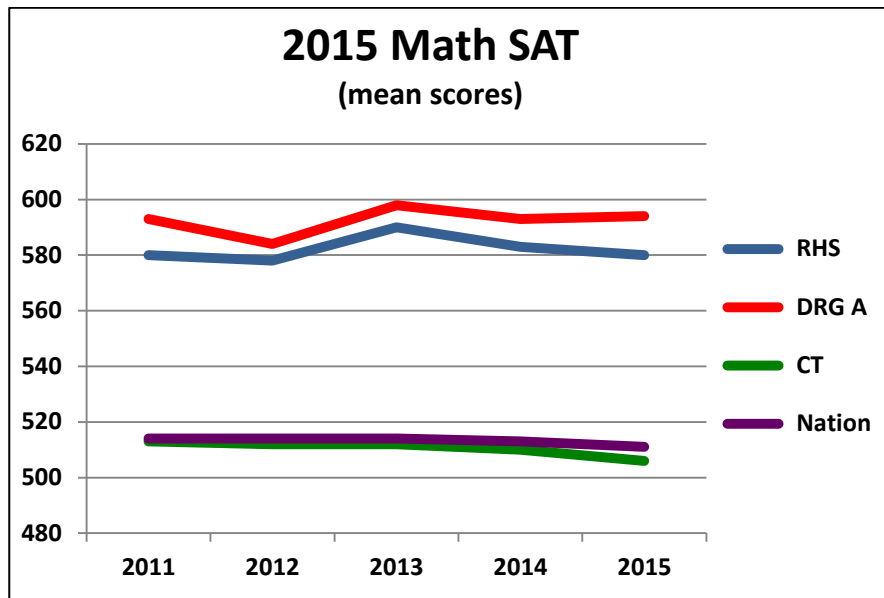
The following chart compares Ridgefield 2015 SAT scores with those of comparable districts (referred to as “DRG A” in the chart), state and nation.



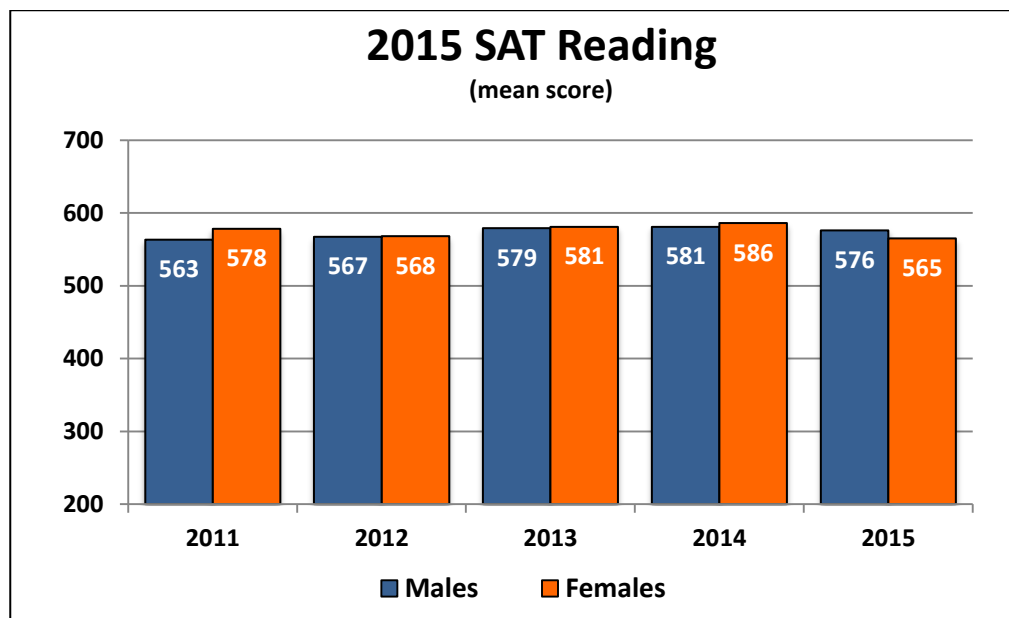
The following charts compares Ridgefield 2015 SAT scores with those of comparable districts (referred to as “DRG A” in the charts), state and nation.



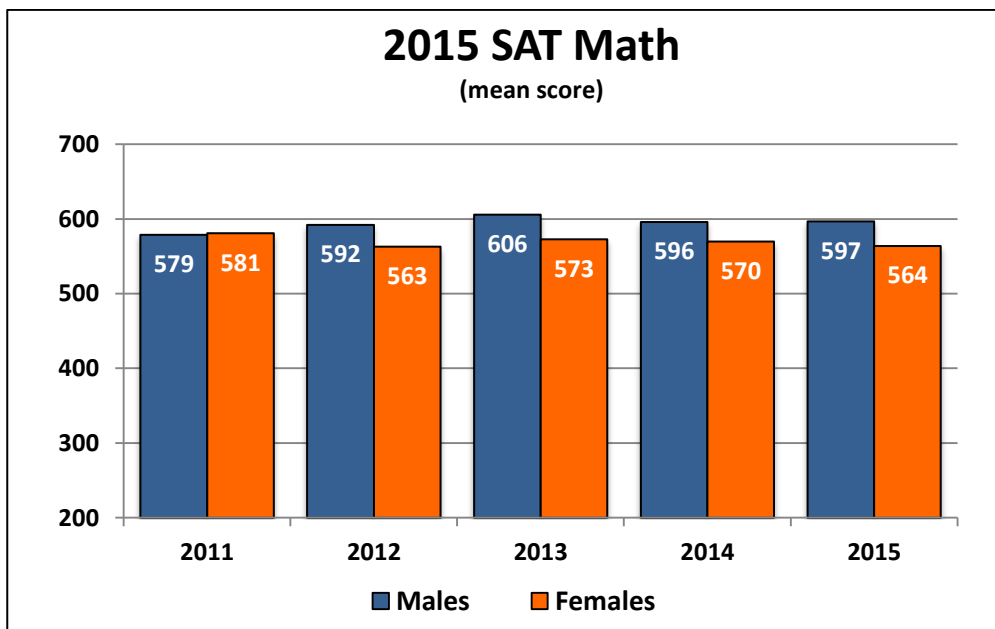
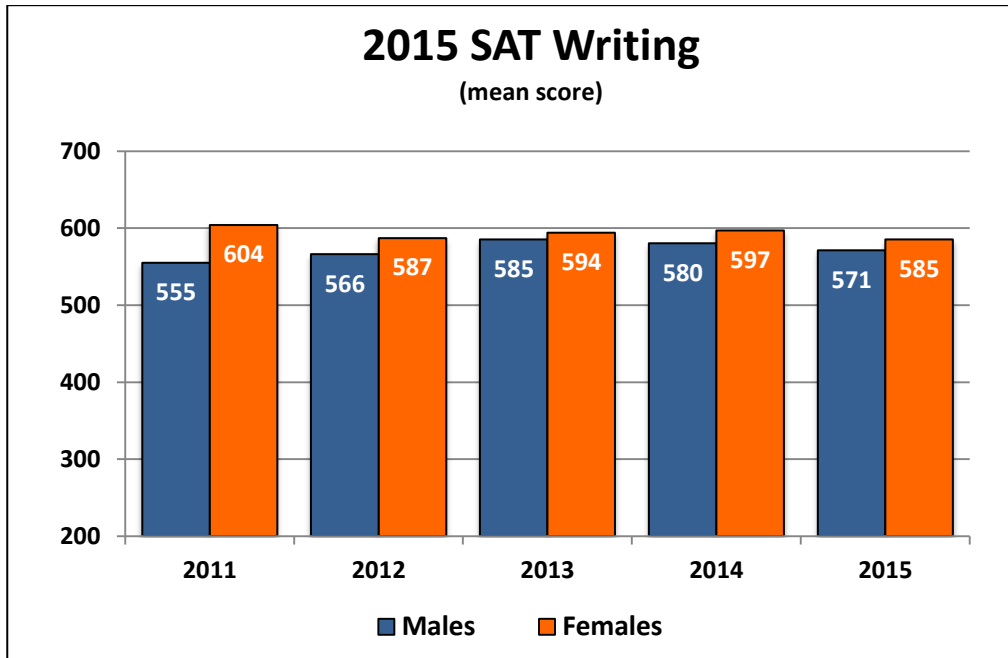
SAT COMPARISON



SAT PERFORMANCE BY GENDER



SAT PERFORMANCE BY GENDER



SAT Subject Tests

SAT Subject Tests measure performance in a specific subject. Most RHS students take these tests after completing a year-long course in that area. Some of the more selective colleges require submittal of SAT Subject Test scores as part of their application process.

2015 SAT Subject Test - Exam Profile

# Tests Taken	# Test-Takers	% of all Test-Takers
1	23	15
2	65	42
3	40	26
4 or more	25	16
Total	153	

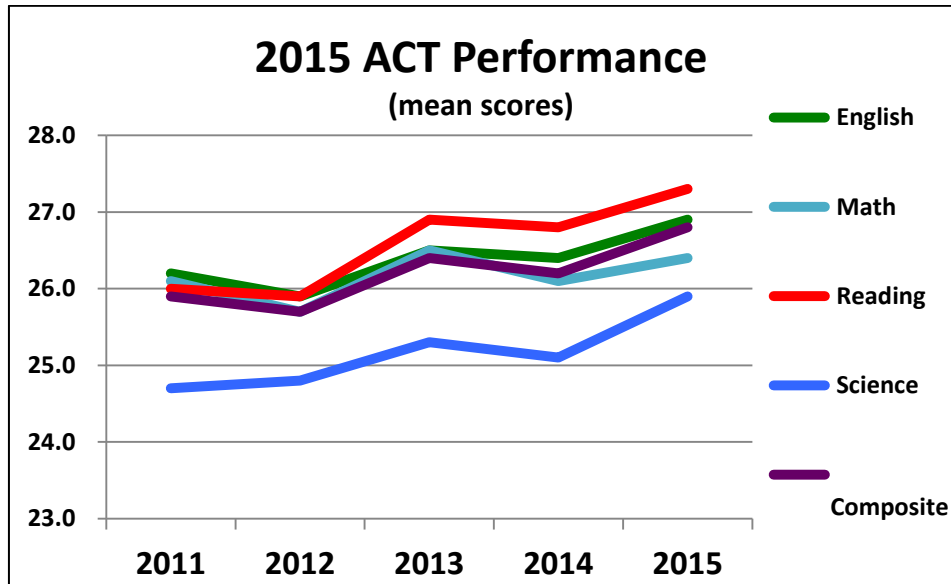
2015 SAT Subject Area Test	# Exams	RHS Score	CT Average	National Average
ENGLISH				
Literature	43	633	627	618
HISTORY AND SOCIAL STUDIES				
U.S. History	69	673	650	645
World History	31	663	631	618
MATHEMATICS				
Mathematics Level 1	49	626	626	619
Mathematics Level 2	70	696	685	690
SCIENCE				
Biology - Ecological	9	618	634	625
Biology - Molecular	47	681	662	652
Chemistry	22	669	662	666
Physics	24	674	668	667
FOREIGN AND CLASSICAL LANGUAGES				
Chinese with Listening	9	609	614	636
French	1			
Italian	0			
German	2			
German with Listening	1			
Spanish	3			
TOTAL TESTS	380			

Scores without a mean did not have enough students for an accurate calculation.

ACT

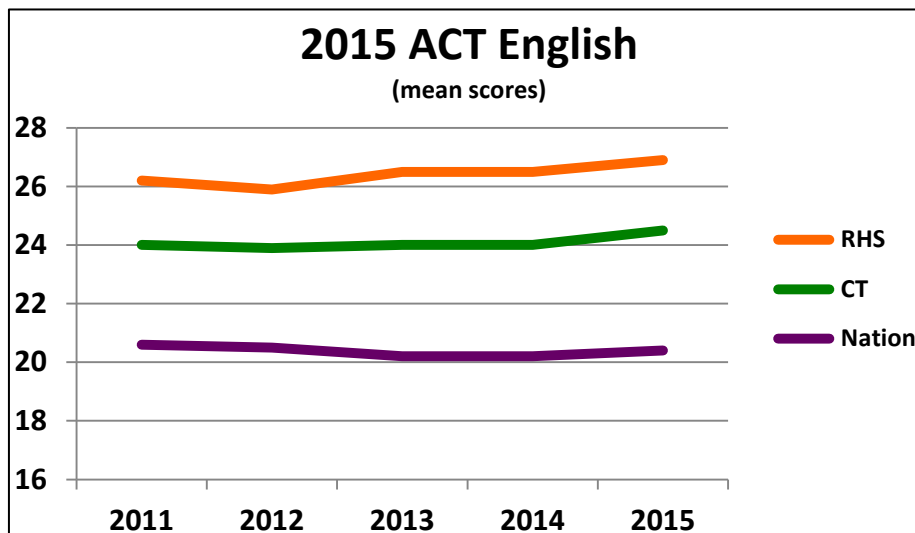
ACT PERFORMANCE – MEAN SCORES

English	Math	Reading	Science	Composite
26.9	26.4	27.3	25.9	26.8



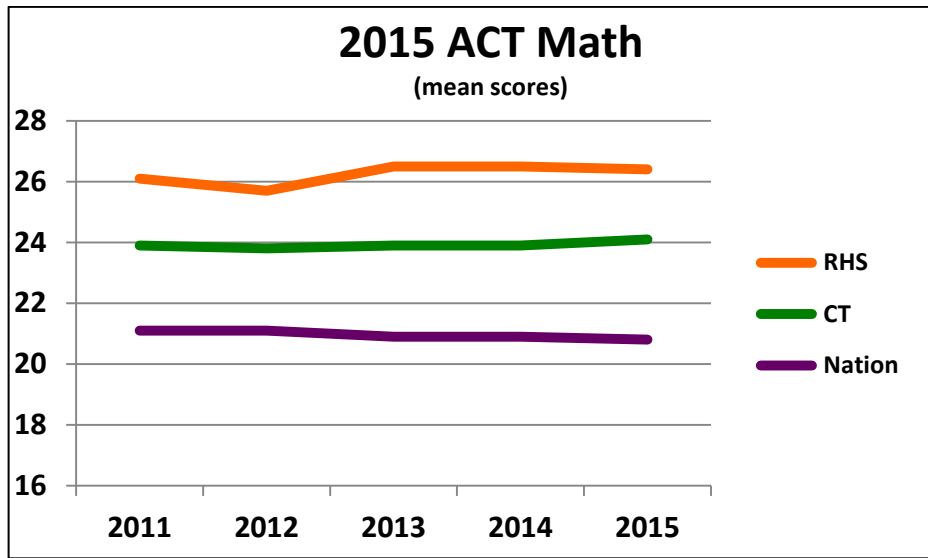
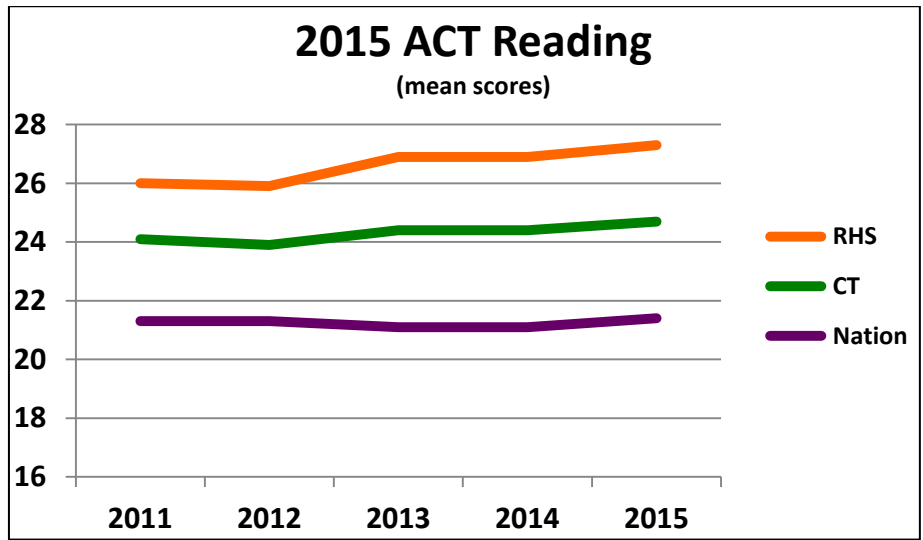
ACT COMPARISON

The following chart compares Ridgefield 2015 ACT scores with those of the state and nation.



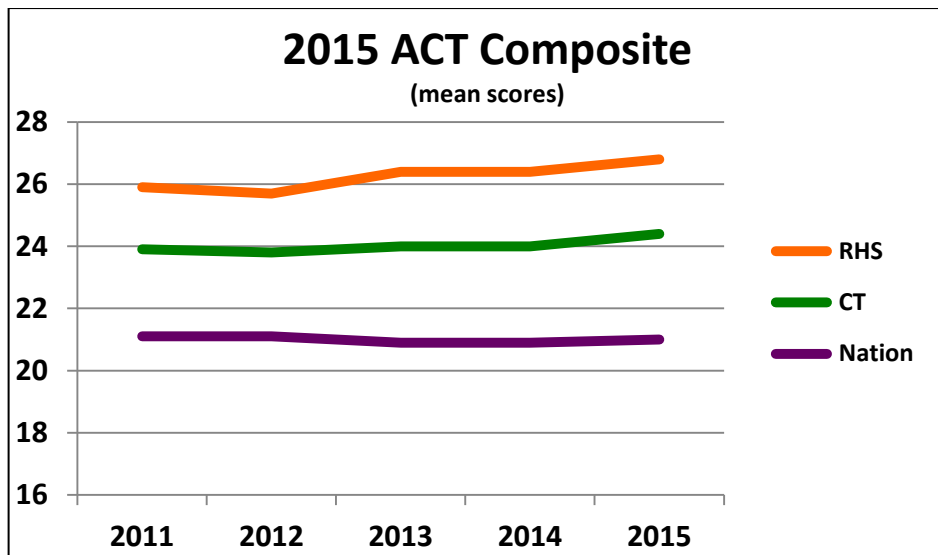
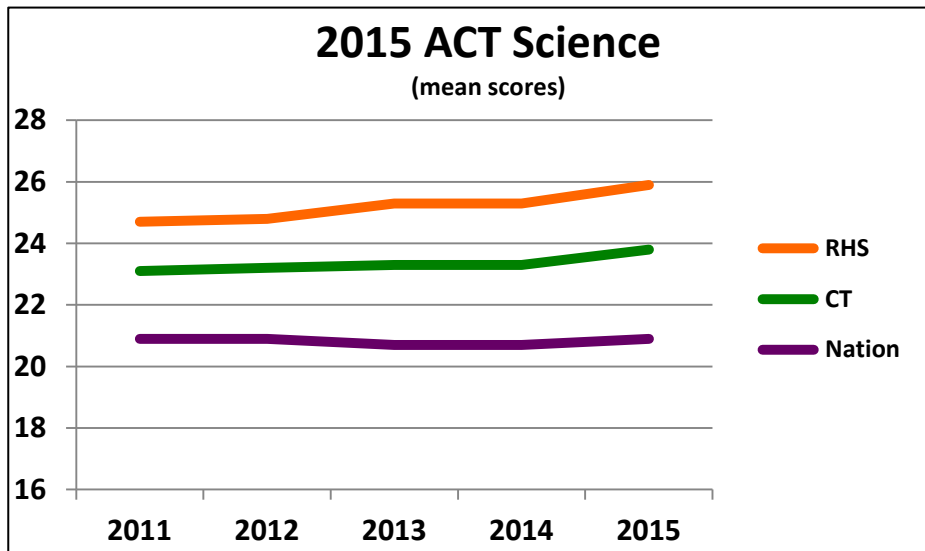
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ACT COMPARISON

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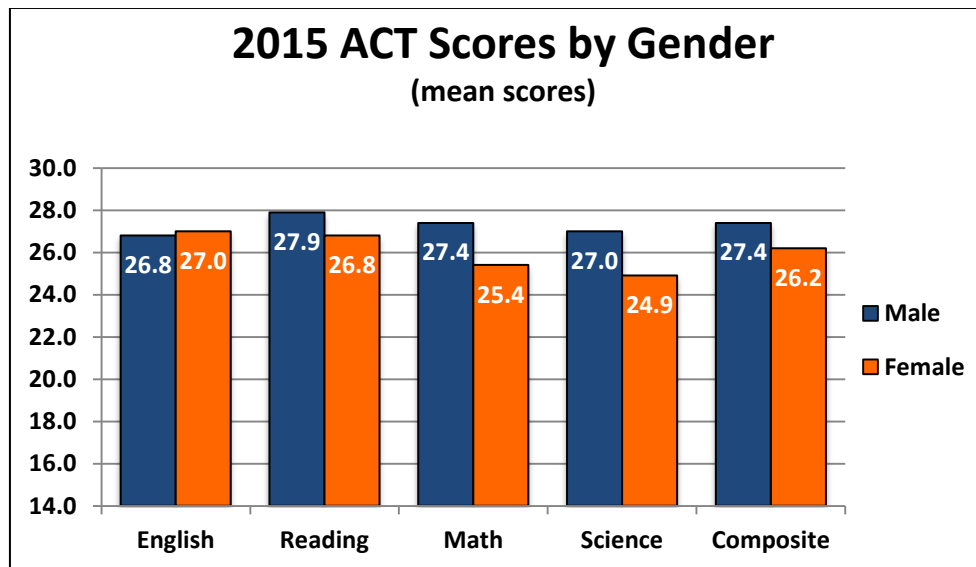


COLLEGE READINESS

The ACT works collaboratively with colleges to determine benchmark scores for college readiness. The chart below shows how well Ridgefield students perform compared to that benchmark. According to the ACT, a benchmark score is “the minimum score needed on an ACT subject area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit bearing college courses.”

2015 ACT	Benchmark Score	Ridgefield Score
English	18	26.9
Reading	22	27.3
Math	22	26.4
Science	23	25.9
Composite		26.8

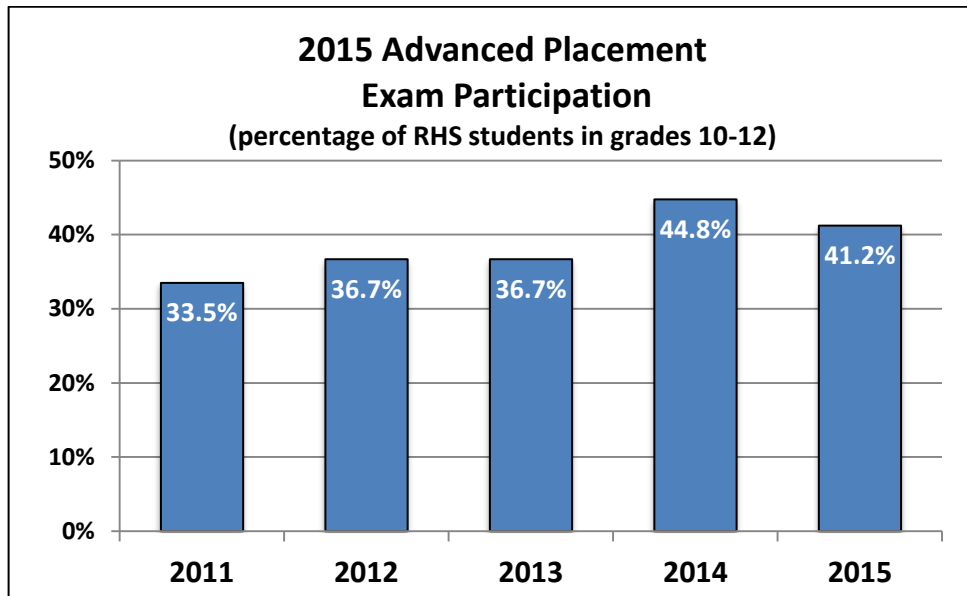
ACT SCORES BY GENDER



AP – ADVANCED PLACEMENT

AP PARTICIPATION

Ridgefield has traditionally had a large number of students participate in the AP program. **Ridgefield High School students enrolled in an AP course are required to take the AP exam in May.** Therefore, representation of numbers of exams taken is equivalent to the number of students enrolled in AP courses. Below is the percentage of Ridgefield students in grades 10 through 12 that take one or more AP courses/exams.



The general growth of the AP program is shown below.

AP Exam Profile

	2011	2012	2013	2014	2015
Number of test takers	432	486	485	601	544
Number of exams given	946	1082	1104	1386	1299

AP PARTICIPATION BY COURSE/EXAM

The following AP courses are available to students at Ridgefield High School. The number of exams given in 2015 is listed in parenthesis next to the exam name. The AP Human Geography course was new in the 2014-15 school year. One student took the AP Music Theory after studying independently.

English	Social Studies
English Language and Composition (89)	United States History (146)
English Literature and Composition (99)	United States Government and Politics (145)
World Language	Psychology (102)
Spanish Language and Culture (18)	Macroeconomics (97)
French Language and Culture (9)	Microeconomics (97)
German Language and Culture (13)	World History (60)
Chinese Language and Culture (0)	Human Geography (33)
Math	Science
Calculus AB (68)	Biology (74)
Calculus BC (31)	Chemistry (27)
Statistics (58)	Environmental Science (58)
Computer Science - Offered alternate years	Physics B (55)
Art	Physics C: Mechanics (5)
Studio Art (10)	Physics C: Electricity and Magnetism (4)

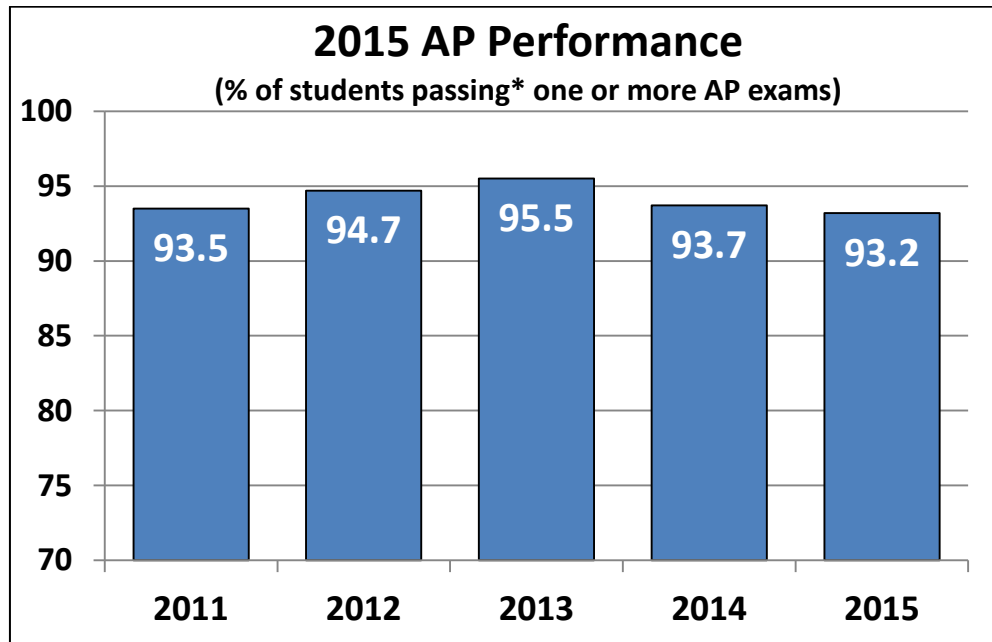
AP PARTICIPATION BY EXAMS TAKEN

Many RHS students take more than one AP course/exam. What follows is a profile of the number of students and the number of AP exams they take. (Note: Macro- and Microeconomics are taken in the senior year as one economics course but the students take two exams.) Total students in grades 10 through 12 take an average of 2.4 exams. Seniors, juniors and sophomores take an average of 2.9, 2.0 and 1.1 exams respectively.

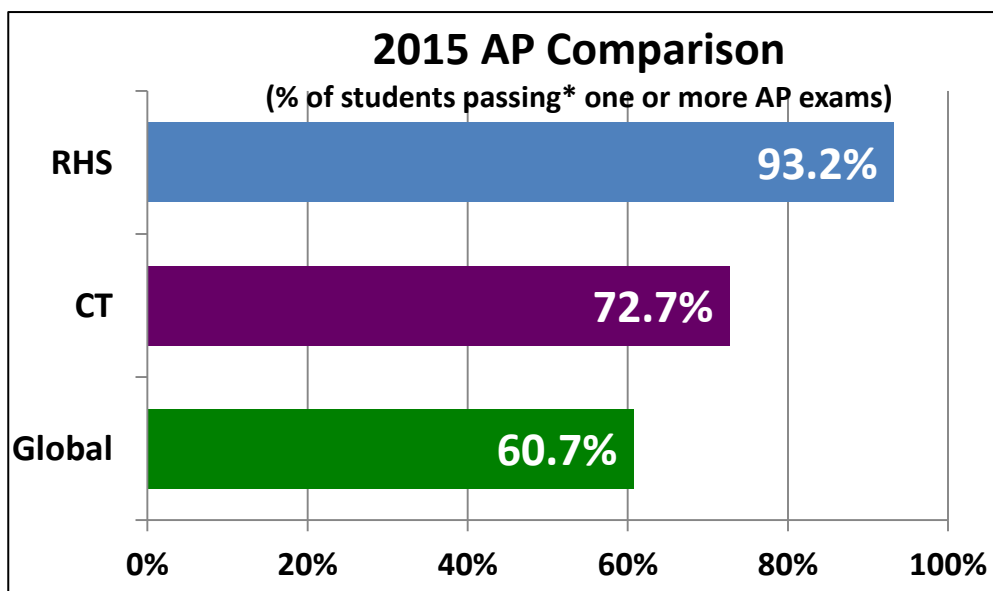
# Students Taking at Least		1 exam	2 exams	3 exams	4 exams	5 exams	6 exams	7 exams	8 exams
Seniors	# Students	282	224	161	91	45	12	6	1
	Percentage of class	64.4%	51.1%	36.8%	20.8%	10.3%	2.7%	1.4%	0.2%
Juniors	# Students	199	118	58	23	4	1		
	Percentage of class	45.9%	27.7%	13.4%	5.3%	0.9%	0.2%		
Sophomores	# Students	62	5	3					
	Percentage of class	13.9%	1.1%	0.7%					

AP PERFORMANCE

The College Board measures AP success by the percentage of students that pass one or more AP exams. Using this measure performance levels have been relatively consistent despite the fact the number of tests given in the past five years has increased.



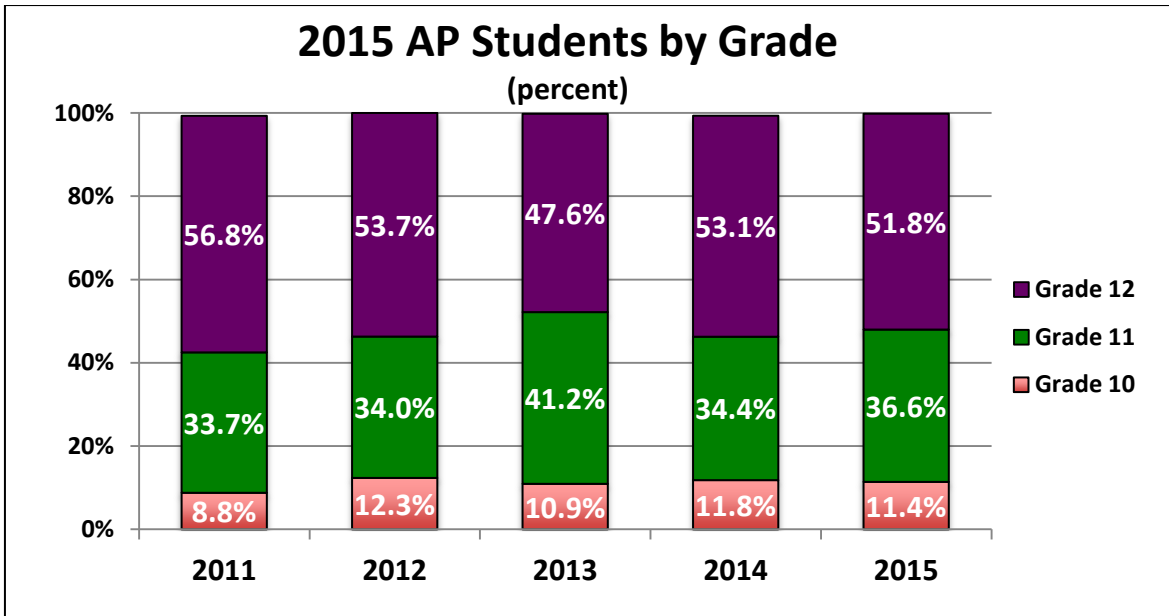
*A passing grade is 3 or above. AP score range is 1 to 5.



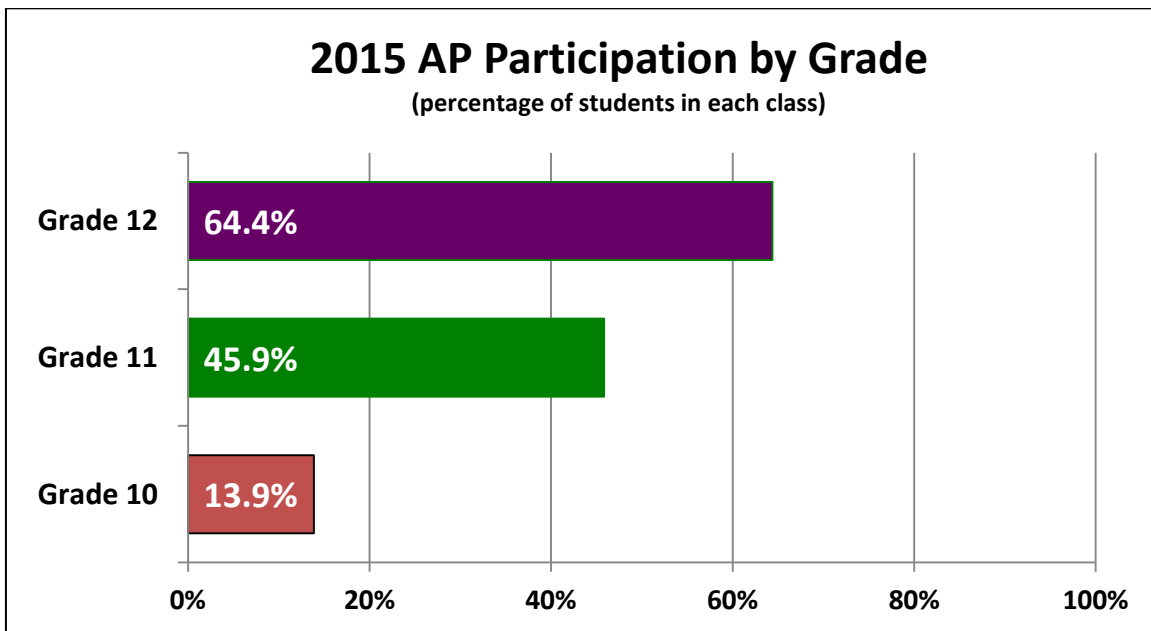
*A passing grade is 3 or above. AP score range is 1 to 5.

GRADE LEVEL PROFILE

For the group of students that take the AP test (a subset of the entire grade), the chart below shows the percentage of these students at each grade level.



The chart below shows percentage of students in the entire grade that takes at least one AP exam.



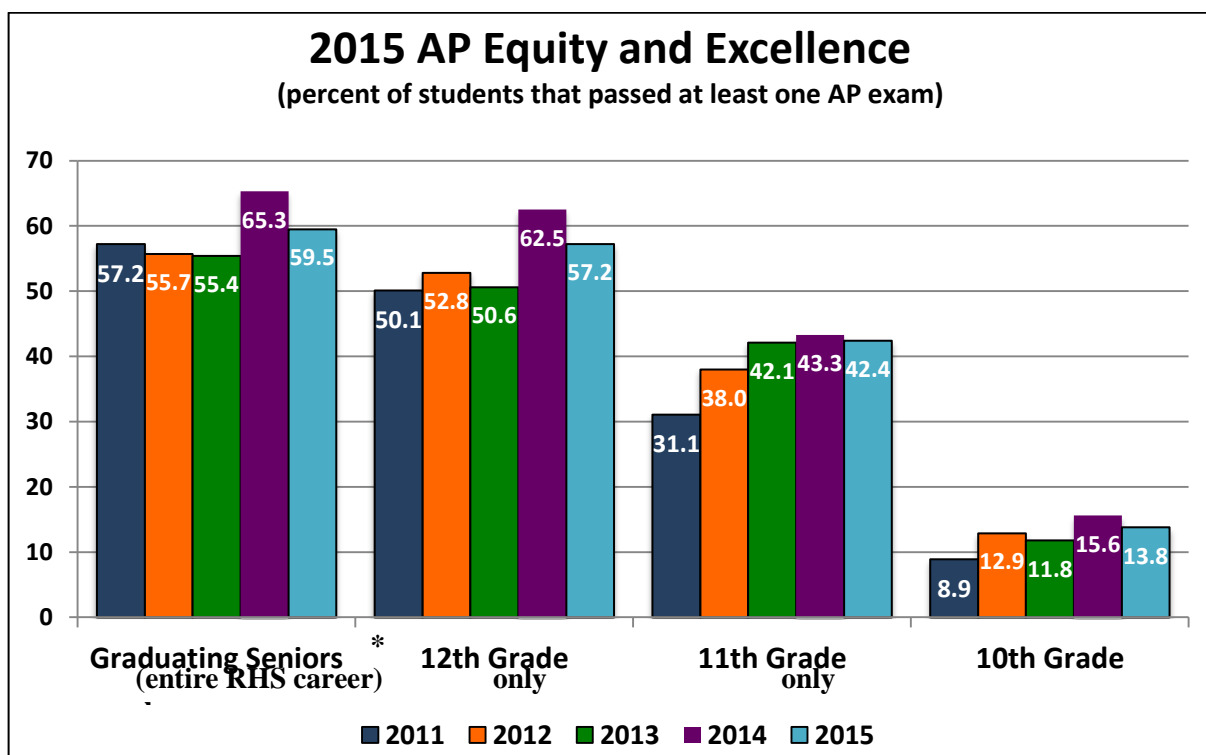
AP EQUITY AND EXCELLENCE (USED IN NATIONAL RANKINGS)

An important measure of the College Board is the Equity and Excellence measurement. The goal of the Equity and Excellence measurement is to encourage academic challenge and achievement for all students.

Equity and Excellence measures the percentage of students in a school that have taken at least one AP test and passed it with a 3 or higher. A perfect score would mean that every student in a school took and passed an AP test.

The Equity and Excellence measurement for graduating seniors is used, in some form, by publications such as *US News and World Report* and *Newsweek* to rank high schools. This measurement represents the percentage of seniors that took and passed at least one AP exam at *any* point in their high school career.

The large increase in the number of seniors taking AP courses this year and their high pass rate on the exams, will reflect favorably in ranking calculations.



* Used for *U.S. News & World Report* and *Newsweek* rankings

AP – COMPARABLE DISTRICTS

Below is an informational comparison of the depth and success of AP programs in comparable districts. Ranking is in terms of percent participation. Note: Ridgefield students who take an AP course are required to take the AP test. Not all schools have this requirement.

DRG A	Student Population*	Number of Testers	% Participation	Total Exams	Exams Passed	% Exams Passed	Per Pupil Cost	Per Pupil Cost** (% above RPS)
Ridgefield	1,744	544	31.2%	1,295	1,165	90.0%	15,759	-
Westport	1,854	574	31.0%	1,258	1,149	91.3%	18,864	20%
Weston	781	219	28.0%	536	475	88.6%	19,414	23%
Wilton	1,352	361	26.7%	774	702	90.7%	17,573	12%
Darien	1,365	362	26.5%	744	697	93.7%	17,510	11%
New Canaan	1,250	375	30.0%	843	776	92.1%	18,195	15%
Region #9	1,049	255	24.3%	440	369	83.9%	18,423	17%

* 2014-15 population data from CT State Department of Education

** 2013-14 per pupil cost data from CT State Department of Education Bureau of Grants Management

AP SCHOLARS

The AP Scholars program recognizes students with significant achievement on the AP test both in the number of AP tests taken and scores. **Forty-six percent of Ridgefield AP students attained AP scholar recognition.**

2013	2014	
27	34	AP National Scholars
		Average score of at least 4 on all AP exams taken, and Average score of 4 or higher on 8 or more AP exams
0	1	AP State Scholar
		Granted to the one male and one female student in each state with scores of 3 or higher on the greatest number of AP Exams, and then the highest average score on all AP Exams
95	127	AP Scholars With Distinction
		Average score of at least 3.5 on all AP exams taken, and Average score of 3 or higher on 5 or more AP exams
52	56	AP Scholars With Honor
		Average score of at least 3.25 on all AP exams taken, and Scores of 3 or higher on 4 or more AP exams
61	68	AP Scholars
		Scores of 3 or higher on 3 or more AP exams
AP score range is 1 through 5 with a score of 3 designated as a passing score		