

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT**

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Approved Memorandum with Signatures is On File.

August 28, 2002

TO: School Board Members

FROM: Katherine Blasik, Ph.D., Assistant Superintendent
Office of Research and Evaluation

VIA: Frank Till
Superintendent of Schools

SUBJECT: **2002 ACT ASSESSMENT PROGRAM**

The ACT High School Profile Report with national, state, and district results was released today by ACT, Inc. Detailed information regarding individual school results has been included in this report. Highlights of the report indicate:

- Two-thirds (16) of Broward high schools reported improved scores in at least one subtest.
- Of the 24 Broward high schools reporting ACT participation for more than one year, two-thirds (16) of the high schools reported a higher participation rate.
- Broward African American/Black students achieved average scores higher than or equal to African American/Black students in the state in every category.
- Broward African American/Black students earned mean scores higher than or equal to African American/Black students nationwide in every area except English.
- Mexican American/Chicano and Puerto Rican/Hispanic students outperformed Mexican American/Chicano and Puerto Rican/Hispanic students in all areas when compared to Mexican American/Chicano and Puerto Rican/Hispanic students across the state and the nation.

The ACT is a comprehensive, standardized college entrance test used to provide information for college admission. The ACT measures English, Mathematics, Reading and Science Reasoning skills deemed critical for successful college academic performance and is administered at various times throughout the year. Students elect to

take the ACT based on personal preference or requirements of the college(s) of their choice.

Large numbers of Broward County Public Schools students continue to take standardized, comprehensive college entrance exams. In some states a limited number of college-bound seniors take the ACT. Typically, these students have strong academic backgrounds and are applicants to the nation's most selective colleges and scholarship programs. However, all students in Broward are encouraged to take college admission tests.

Broward's ethnic demographics differ in many ways from the state and the nation. African American/Black students comprise more than one third (38%) of the ACT test-takers in Broward compared to 20 percent in Florida and 12 percent for the nation.

According to ACT, the most important prerequisite for optimum performance by students on college admission tests is a sound, comprehensive educational program (ACT, Inc., 1999). While student gains continue to be threatened by expanding areas of poverty, burgeoning student mobility, an increasingly diverse population of limited English speaking students, and continued severe overcrowding, Broward staffs strive to provide the best education available to all students. As a result, Broward students continue to narrow the achievement gap and stabilize student gains across a wide area of assessments.

High school counselors have developed many innovative ways to help students use ACT Assessment results in planning for college and careers. ACT Assessment scores are estimates of students' true performance levels on the tests. Therefore, college admission scores should be treated as general indicators of strength and weakness.

Inquiries concerning this report should be directed to **me at 954-760-7342 or Anne Dilgen, Director, Student Assessment, 954-712-1748.**

FT/KAB/AD/DG:dg
Attachments

cc: Senior Management
Area Directors
Diane Carr, Executive Director, Core Curriculum
Frank Vodolo, Executive Director, Educational Programs
High School Principals

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



Office of Research and Evaluation

2002 ACT ASSESSMENT PROGRAM

The ACT is a comprehensive, standardized college entrance test used to provide information for college admission. The ACT measures English, Mathematics, Reading and Science Reasoning skills deemed critical for successful college academic performance and is administered at various times throughout the year. Students elect to take the ACT based on personal preference or requirements of the college(s) of their choice.

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ACT Assessment Participation

The results profiled in this report are based on all students who graduated from high school in 2000, 2001 and 2002, and took the ACT Assessment during their sophomore, junior or senior year on a scheduled national test date. If a student tested more than once, only the most recent test score is reported.

According to ACT, the ACT Assessment is designed for those students who plan to attend college and the focus is on students who completed the recommended college preparatory courses. The recommended college core courses (as defined by ACT) include:

- English (Four years or more)
One credit each for English 9, English 10, English 11, English 12

- Mathematics (Three years or more)
One year credit each for Algebra I, Algebra II, Geometry
One-half year credit each for Trigonometry, Calculus (not Pre-calculus),
Other mathematics courses beyond Algebra II, computer mathematics/computer science

- Social Sciences (Three years or more)
 - One year credit each for American History, World History, American Government
 - One-half year credit each for Economics, Geography, Psychology, other history
- Natural Sciences (Three years or more)
 - One year credit each for General/Physical/Earth Science, Biology, Chemistry, Physics

Large numbers of Broward County Public Schools students continue to take standardized, comprehensive college entrance exams. Typically students having strong academic backgrounds and applicants to the nation's most selective colleges and scholarship programs take college admission tests. Therefore, in some states a limited number of college-bound seniors take the ACT. However, in Broward, all students in this district are encouraged to take college admission tests.

College-bound students who take the ACT Assessment are not necessarily representative of college-bound students nationally. Students who live in the Midwest, Rocky Mountains and plains and the Southern regions of the country are over represented among ACT-tested students as compared to college-bound students nationally (ACT, Inc., 1999).

ACT Assessment Results

Caution should be used in making comparisons between state and national results. State results may differ from national results for non-educational reasons such as the demographic make-up of a state's ACT-tested graduates compared to the nation as noted in Appendix A.

Table 1 provides ACT participation rates and test results for the district, state, and the nation. As three years of data is necessary to determine data trends, results are provided for 2000 through 2002. The number of students, as well as their overall averages for the English, Mathematics, Reading, and Science Reasoning subtests and the composite scores, are included.

As indicated in Table 1, the number of Broward students participating in ACT testing in 2002 (4,192) has increased by nine percent over last year, surpassing Florida student statewide ACT participation increase of two percent (51,935). Likewise, the nine percent increase of Broward student participation in ACT testing also surpassed the national participation rate increase of four percent (1,116,082) over 2001 (1,069,772).

A negative trendline is seen for Broward mean scores for the three year period displayed in Table 1. The slight decline in Broward mean scores from 2001 to 2002 mirrors the decline in ACT scores across the nation. Statewide, mean scores remained stable.

Table 1: Broward, Florida, and National ACT Scores, 2000-2002						
Year	Number	English	Math	Read	Science Reasoning	Composite
Broward						
2000	3,706	19.1	20.4	20.2	19.7	20.0
2001	3,845	18.9	20.1	19.9	19.5	19.7
2002	4,192	18.6	19.9	19.8	19.4	19.6
Florida						
2000	49,928	19.9	20.5	21.0	20.4	20.6
2001	51,118	19.8	20.3	20.8	20.3	20.4
2002	51,935	19.8	20.3	20.8	20.2	20.4
Nation						
2000	1,065,138	20.5	20.7	21.4	21.0	21.0
2001	1,069,772	20.5	20.7	21.3	21.0	21.0
2002	1,116,082	20.2	20.6	21.1	20.8	20.8

Results by Ethnicity

Table 2 depicts Broward ACT Assessment Composite scores by ethnicity for 2000 through 2002. The national ethnic categories listed in the table are those initiated by ACT, Inc. In Broward, 2002 Composite scores for American Indian/Alaska Native, Mexican American/Chicano, Asian American/Pacific Islander and Puerto Rican/Hispanic students remained stable or showed a slight improvement over the previous year. However, Composite scores for African American/Black and Caucasian American/White students dipped in 2002 from 2001.

Also displayed in Table 2 is a notable increase in participation rates. African American/Black student ACT participation increased by 24 percent from 2000 to 2002. Participation rates for Puerto Rican/Hispanic students increased by 28 percent during the same time period.

Table 2: Broward Average ACT Composite Scores by Ethnicity 2000-2002						
Ethnicity	2000		2001		2002	
	Number	Score	Number	Score	Number	Score
African American/Black	1,139	17.4	1,281	17.2	1,411	17.1
American Indian/Alaska Native	3	18.3	8	20.1	12	20.9
Caucasian American/White	1,471	21.8	1,370	22.0	1,419	21.8
Mexican American/Chicano	58	19.9	54	19.8	58	20.1
Asian American/Pacific Islander	164	21.3	172	21.0	204	21.0
Puerto Rican/Hispanic	445	20.0	528	19.6	570	19.7

Appendix A presents the percent of test-takers and the mean scores by ethnicity for the district, state, and nation. Broward's ethnic demographics differ in many ways from the state and the nation.

- **African American/Black students comprise more than a third (38%) of the ACT test-takers in Broward compared to 20 percent in Florida and 12 percent across the nation.**
- **Broward African American/Black students achieved average scores higher than or equal to African American/Black students in the state in every category.**
- **Broward African American/Black students earned mean scores higher than or equal to African American/Black students nationwide in every area except English.**

Similar achievement is depicted for Broward Mexican American/Chicano and Puerto Rican/Hispanic students compared to Mexican American/Chicano and Puerto Rican/Hispanic students across Florida and the nation. **Mexican American/Chicano and Puerto Rican/Hispanic students outperformed Mexican American/Chicano and Puerto Rican/Hispanic students in all areas when compared to Mexican American/Chicano and Puerto Rican/Hispanic students across the state and the nation.**

Individual School Results

Appendix B provides individual ACT school results. Again, when reviewing the district results, note that **students with a wide range of academic backgrounds are encouraged to take the ACT and/or the SAT in Broward.**

A review of individual school results finds that:

- **Two-thirds (16) of Broward high schools reported improved scores in at least one subtest.**
- **Of the 24 Broward high schools reporting ACT participation for more than one year, two-thirds (16) of the high schools reported a higher participation rate.**
- **Five schools (Cooper City, Charles Flanagan, Miramar, J.P. Taravella, and Western) posted higher average scores this year in every subtest when compared to 2001 performance.**

High school counselors have developed many innovative ways to help students use ACT Assessment results in planning for college and careers. Remember that ACT Assessment scores are estimates of students' true performance levels on the tests. Therefore, college admission scores should be treated as general indicators of strength and weakness.

Data contained in *The High School Profile Report*, which is sent to every high school, must be interpreted and shared with students and their parents so that students may better understand what is required to make a successful transition to college and to further training.

References

ACT, Inc. (1999) Test Preparation Reference Manual For Teachers and Counselors, 1999-2000, Iowa City, IA: ACT, Inc.

APPENDIX A

Broward, Florida, and national ACT Results by Ethnicity: Percent of Test-Takers and Mean Scores, 2002						
Ethnic Group	Percent	English	Mathematics	Reading	Science Reasoning	Composite
Broward						
African American/Black	38%	16.1	17.4	17.2	17.1	17.1
American Indian/Alaskan Native	<1%	20.3	20.6	21.6	20.7	20.9
Caucasian/American/White	37%	21.2	21.9	22.4	21.3	21.8
Mexican-American/Chicano	2%	19.1	20.3	20.7	19.9	20.1
Asian-American/Pacific Islander	6%	19.4	22.7	20.7	21.0	21.0
Puerto Rican/Hispanic	16%	18.7	20.1	20.0	19.6	19.7
Florida						
African American/Black	20%	16.0	17.1	17.0	17.1	16.9
American Indian/Alaskan Native	<1%	20.1	20.1	21.1	20.5	20.6
Caucasian/American/White	60%	21.3	21.3	22.3	21.4	21.7
Mexican-American/Chicano	2%	17.9	19.3	19.4	19.2	19.1
Asian-American/Pacific Islander	4%	20.4	22.9	21.2	21.2	21.5
Puerto Rican/Hispanic	14%	18.6	19.6	19.8	19.4	19.5
Nation						
African American/Black	12%	16.2	16.7	16.8	17.1	16.8
American Indian/Alaskan Native	1%	17.6	18.4	19.1	19.0	18.6
Caucasian/American/White	77%	21.2	21.3	22.1	21.6	21.7
Mexican-American/Chicano	5%	17.1	18.4	18.3	18.5	18.2
Asian-American/Pacific Islander	4%	20.5	22.9	21.2	21.3	21.6
Puerto Rican/Hispanic	2%	17.9	18.9	19.1	18.9	18.8
Note: percentages are based on the total number of test-takers who identified their ethnicity and, due to rounding, may not sum to 100.						

APPENDIX B

Table A: 2000-2002 ACT School by School Test Results for North Area							
School	Year	Number	English	Math	Read	Science	Composite
Coconut Creek	2000	165	16.8	18.0	17.6	17.9	17.7
	2001	149	16.5	18.3	17.6	17.7	17.7
	2002	157	16.9	17.9	17.8	18.0	17.8
Coral Springs	2000	225	19.6	21.2	20.5	19.9	20.4
	2001	233	19.7	21.4	20.4	19.8	20.5
	2002	225	19.1	20.7	20.2	20.0	20.1
Deerfield Beach	2000	149	18.4	19.3	19.7	19.3	19.3
	2001	158	19.0	19.8	20.0	19.3	19.6
	2002	186	18.0	19.4	19.3	19.0	19.1
Blanche Ely	2000	153	17.8	19.3	19.1	18.8	18.9
	2001	212	16.7	18.4	18.3	18.1	18.0
	2002	240	16.6	17.9	17.7	17.7	17.6
Pompano Bch. Institute	2001	38	16.2	17.3	17.5	17.2	17.1
	2002	97	16.3	17.0	17.7	17.0	17.1
Stoneman Douglas	2000	287	22.1	23.7	22.9	22.1	22.8
	2001	267	21.9	23.5	22.3	21.7	22.5
	2002	244	22.0	22.9	22.7	21.3	22.4
J.P. Taravella	2000	238	21.1	22.4	22.0	21.1	21.8
	2001	250	20.7	22.7	21.8	21.0	21.7
	2002	261	21.4	22.9	22.4	21.4	22.2

Note: Pompano Beach Institute did not have any students participating in ACT testing prior to 2001.

Table B: 2000-2002 ACT School by School Test Results for North Central Area							
School	Year	Number	English	Math	Read	Science	Composite
Boyd Anderson	2000	187	18.9	19.8	19.9	19.1	19.5
	2001	171	18.2	19.2	19.7	18.9	19.1
	2002	134	16.4	18.3	18.0	17.8	17.8
William T. McFatter Technical	2002	34	19.2	20.2	19.8	20.0	19.9
Northeast	2000	132	17.8	18.6	18.2	18.4	18.4
	2001	149	17.1	18.4	18.2	18.5	18.2
	2002	147	17.0	18.5	18.2	18.3	18.1
Nova	2000	138	21.9	23.1	22.7	21.8	22.5
	2001	156	20.9	22.8	21.9	21.1	21.9
	2002	163	20.4	21.9	22.0	21.4	21.6
Piper	2000	270	18.6	19.3	19.6	19.0	19.3
	2001	217	18.3	19.1	19.3	19.2	19.1
	2002	285	17.5	18.5	18.4	18.4	18.3

Note: William T. McFatter Technical High School did not have any students participating in ACT testing prior to 2002.

Table C: 2000-2002 ACT School by School Test Results for South Central Area							
School	Year	Number	English	Math	Read	Science	Composite
Dillard	2000	157	16.0	17.3	16.8	16.9	16.9
	2001	135	16.2	17.6	16.9	17.4	17.2
	2002	129	15.9	17.2	17.2	17.1	16.9
Fort Lauderdale	2000	134	18.0	19.0	19.4	18.4	18.8
	2001	91	18.6	19.4	19.8	18.8	19.2
	2002	102	18.2	18.8	19.4	18.2	18.8
Plantation	2000	134	18.2	20.0	19.0	18.9	19.2
	2001	146	18.9	19.4	20.2	19.0	19.5
	2002	153	18.4	19.8	20.2	19.0	19.5
South Plantation	2000	124	18.6	19.7	19.5	19.0	19.3
	2001	154	19.3	19.9	20.3	19.4	19.8
	2002	157	18.6	19.7	20.3	19.6	19.7
Stranahan	2000	151	18.2	19.9	19.9	19.7	19.5
	2001	172	19.1	20.2	20.5	19.9	20.1
	2002	189	18.3	19.6	19.7	19.5	19.5
Western	2000	202	21.3	22.2	22.6	21.1	21.9
	2001	219	20.2	21.6	21.2	20.8	21.1
	2002	224	20.5	22.1	21.9	21.0	21.5

Table D: 2000-2002 ACT School by School Test Results for South Area							
School	Year	Number	English	Math	Read	Science	Composite
Cooper City	2000	114	21.6	23.3	23.1	21.8	22.6
	2001	139	20.4	21.7	22.0	20.7	21.4
	2002	158	21.3	23.0	22.5	21.4	22.2
Flanagan, Charles	2000	367	19.3	20.8	20.6	20.0	20.3
	2001	337	19.1	20.3	19.9	19.7	19.9
	2002	382	19.6	20.6	21.0	20.2	20.5
Hallandale	2000	61	16.7	17.9	17.1	17.9	17.5
	2001	70	17.4	17.9	17.8	18.2	18.0
	2002	58	16.7	17.6	17.2	16.8	17.2
Hollywood Hills	2000	52	20.3	22.6	21.8	20.7	21.4
	2001	57	19.2	19.8	20.9	19.1	19.9
	2002	84	19.6	20.6	20.2	20.0	20.2
McArthur	2000	86	18.3	19.3	19.9	19.0	19.3
	2001	109	17.9	18.5	18.6	18.4	18.4
	2002	97	18.0	18.5	18.9	18.4	18.6
Miramar	2000	100	16.0	17.0	17.5	17.3	17.0
	2001	132	15.4	16.9	17.5	16.7	16.7
	2002	138	16.1	17.6	17.1	17.5	17.2
South Broward	2000	59	19.3	20.5	20.3	19.6	20.1
	2001	68	18.0	19.0	19.0	18.7	18.8
	2002	59	17.6	18.8	18.6	18.7	18.6

Table 3: 2000-2002 ACT School by School Test Results for Charter Schools							
Charter School	Year	Number	English	Math	Read	Science	Composite
Coral Springs	2001	1	20.0	19.0	19.0	24.0	21.0
	2002	37	18.6	17.3	19.5	19.2	18.8
North Lauderdale Academy	2001	10	18.8	18.4	22.1	20.0	20.0
	2002	33	14.7	16.3	15.3	16.2	15.7
Note: Coral Springs and North Lauderdale Academy Charter Schools did not have any students participating in ACT testing prior to 2001.							