

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

**DR. FRANK TILL
SUPERINTENDENT OF SCHOOLS**

Telephone: (954) 765-6271

Facsimile: (954) 760-7483

Approved memorandum with signature is on file.

November 6, 2003

TO: School Board Members

FROM: Katherine Blasik, Ph.D., Assistant Superintendent
Research, Evaluation, Assessment & Boundaries

VIA: Frank Till
Superintendent of Schools

SUBJECT: **2003 ACT ASSESSMENT PROGRAM**

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

- **Broward Puerto Rican/Hispanic students' mean Composite scores matched or surpassed Puerto Rican/Hispanic students in the state and nationwide in every area.**
- **Mexican American/Chicano, African American/Black, Asian American/Pacific Islander, and White students' mean Mathematics and Composite scores equaled or were greater than their counterparts statewide and across the nation.**
- **African American/Black, Asian American/Pacific Islander, and White students in Broward posted mean scores in Reading equivalent to or exceeding scores across the state and nationwide.**
- **Asian American/Pacific Islander students in Broward demonstrated English and Science Reasoning mean scores comparable to or above Asian American/Pacific Islander students statewide and across the nation.**
- **Of the 26 Broward high school programs reporting ACT mean scores in 2002 and 2003, 21 (81%) posted improved scores in at least one area this year.**
- **Seven schools (Boyd Anderson, Coral Springs High, Deerfield Beach, Northeast, Pompano Beach, South Broward, and Western) posted higher average scores this year in every subtest when compared to 2002 performance.**

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 for test participants differ in many ways from the state and the nation. African American/Black students comprise nearly two-fifths (39%) 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. Inquiries concerning this report should be directed to **me at 954-760-7342 or Anne Dilgen, Director, Student Assessment, 754-321-4257.**

FT/KAB/AD:dg
Attachment

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

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



Research, Evaluation, Assessment & Boundaries

2003 ACT ASSESSMENT PROGRAM

The ACT is a comprehensive, standardized college entrance test designed to assess high school students' general educational development and their ability to complete college-level work. 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.

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 Broward 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 stabilize their gains across a wide area of assessments.**

ACT Assessment Participation

The results profiled in this report are based on all students who took the ACT Assessment during their sophomore, junior or senior year, and who graduated from high school in the spring of 2003. If a student tested more than once, only the most recent test score is reported (ACT, Inc., 2003).

According to ACT Inc., 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, and English 12
- Mathematics (Three years or more)
One year credit each for Algebra I, Algebra II, and Geometry
One-half year credit each for Trigonometry, Calculus (not Pre-calculus), and other Mathematics courses beyond Algebra II and 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, and History
- Natural Sciences (Three years or more)
One year credit each for General/Physical/Earth Science, Biology, Chemistry, and Physics

Although one percent fewer Broward students participated in ACT testing as reported in 2003 compared to 2002, 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 the 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., 2003).

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 2001 through 2003. The numbers 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 2003 (4,169) has decreased by one percent compared to last year. As the 2002 participation increased significantly from the 2001 rates, the slight decrease in 2003 is not seen as statistically significant at this time. This contrasts with the seven percent increase noted in Florida and the five percent increase across the nation.

As displayed in Table 1, mean scores in Broward, Florida and across the nation remained relatively stable for the three-year period. Broward mean scores were slightly lower than scores statewide and across the nation.

Table 1: Broward, Florida, and National ACT Scores, 2001-2003						
Year	Number	English	Math	Read	Science Reasoning	Composite
Broward						
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
2003	4,169	18.8	20.0	20.1	19.4	19.7
Florida						
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
2003	55,784	19.8	20.3	21.0	20.2	20.5
Nation						
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
2003	1,175,059	20.3	20.6	21.2	20.8	20.8

Results by Ethnicity

Table 2 depicts Broward ACT Assessment Composite scores by ethnicity for 2001 through 2003. The national ethnic categories listed in the table are those initiated by ACT, Inc. In Broward, 2003 Composite scores for African American/Black, Caucasian American/White, Asian American/Pacific Islander, and Puerto Rican/Hispanic students remained stable or showed a slight improvement over the previous year.

Also displayed in Table 2 is an increase in participation rates. African American/Black student ACT participation increased by 12 percent from 2001 (1,281) to 2003 (1,430), Puerto Rican/Hispanic students increased by 15 percent (528 to 605) during the same time period.

Ethnicity	2001		2002		2003	
	Number	Score	Number	Score	Number	Score
African American/Black	1,281	17.2	1,281	17.2	1,430	17.0
American Indian/Alaska Native	8	20.1	12	20.9	8	19.1
Caucasian American/White	1,370	22.0	1,419	21.8	1,369	22.0
Mexican American/Chicano	54	19.8	58	20.1	53	19.7
Asian American/Pacific Islander	172	21.0	204	21.0	183	21.8
Puerto Rican/Hispanic	528	19.6	570	19.7	605	19.8

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 nearly two-fifths (39%) of the ACT test-takers in Broward compared to 20 percent in Florida and 12 percent across the nation.**

In 2003, Broward students outperformed their counterparts, in most areas, in the state and nationwide.

- **Broward Puerto Rican/Hispanic students' Composite mean scores matched or surpassed Puerto Rican/Hispanic students in the state and nationwide in every area.**
- **Mexican American/Chicano, African American/Black, Asian American/Pacific Islander, and White students' Mathematics and Composite mean scores equaled or were greater than their counterparts statewide and across the nation.**
- **African American/Black, Asian American/Pacific Islander, and White students in Broward posted mean scores in Reading equivalent to or exceeding scores across the state and nationwide.**
- **Broward Mexican American/Chicano students earned Science Reasoning mean scores commensurate with or superior to Mexican American/Chicano students in the state and nationwide.**
- **Asian American/Pacific Islander students in Broward demonstrated English and Science Reasoning mean scores comparable to or above Asian American/Pacific Islander students statewide and across the nation.**

Similar achievement is depicted for African American/Black students in Broward who achieved English mean scores identical to African American/Black students in the state. Broward's Caucasian American/White students earned higher mean scores than White

students statewide in Science Reasoning and matched White students' scores in English nationwide. Broward Mexican American/Chicano students' mean scores in Reading surpassed those of Mexican American/Chicano students across 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:

- **Of the 26 Broward high school programs reporting ACT mean scores in 2002 and 2003, 21 (81%) posted improved scores in at least one area this year.**
- **Of the 29 Broward high school programs reporting ACT participation in 2002 and 2003, over two-thirds (11) of the schools reported a higher participation rate.**
- **Seven schools (Boyd Anderson, Coral Springs High, Deerfield Beach, Northeast, Pompano Beach, South Broward, and Western) posted higher average scores this year in every subtest when compared to 2002 performance.**

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.

ACT, Inc. (2003) The High School Profile Report, A Description of the Academic Abilities and Nonacademic Characteristics of Your ACT Tested 2003 Graduates, Iowa City, IA: ACT, Inc.

APPENDIX A

Broward, Florida, and National ACT Results by Ethnicity: Percent of Test-Takers and Mean Scores, 2003						
Ethnic Group	Percent	English	Mathematics	Reading	Science Reasoning	Composite
Broward						
African American/Black	39%	16.0	17.2	17.3	17.0	17.0
American Indian/Alaskan Native	<1%	18.6	19.5	18.9	18.8	19.1
Caucasian/American/White	38%	21.3	22.2	22.5	21.4	22.0
Mexican-American/Chicano	1%	18.6	20.8	19.2	19.4	19.7
Asian-American/Pacific Islander	5%	20.6	23.0	21.5	21.4	21.8
Puerto Rican/Hispanic	17%	19.0	20.1	20.2	19.5	19.8
Florida						
African American/Black	20%	16.0	17.1	17.2	17.1	17.0
American Indian/Alaskan Native	<1%	19.6	19.8	20.8	20.1	20.2
Caucasian/American/White	60%	21.4	21.4	22.4	21.3	21.8
Mexican-American/Chicano	2%	18.0	19.4	19.8	19.1	19.2
Asian-American/Pacific Islander	4%	20.5	22.8	21.5	21.3	21.7
Puerto Rican/Hispanic	14%	19.0	19.7	20.2	19.5	19.7
Nation						
African American/Black	12%	16.2	16.7	17.0	17.2	16.9
American Indian/Alaskan Native	1%	17.7	18.3	19.1	19.1	18.7
Caucasian/American/White	76%	21.3	21.3	22.2	21.6	21.7
Mexican-American/Chicano	5%	17.2	18.3	18.5	18.5	18.3
Asian-American/Pacific Islander	4%	20.7	22.9	21.3	21.5	21.8
Puerto Rican/Hispanic	2%	18.1	18.9	19.3	19.0	19.0
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: 2001-2003 ACT School by School Test Results for North Area							
School	Year	Number	English	Math	Read	Science	Composite
Coconut Creek	2001	149	16.5	18.3	17.6	17.7	17.7
	2002	157	16.9	17.9	17.8	18.0	17.8
	2003	159	16.4	17.4	17.9	17.7	17.5
Coral Springs	2001	233	19.7	21.4	20.4	19.8	20.5
	2002	225	19.1	20.7	20.2	20.0	20.1
	2003	214	19.3	21.1	20.9	20.2	20.5
Deerfield Beach	2001	158	19.0	19.8	20.0	19.3	19.6
	2002	186	18.0	19.4	19.3	19.0	19.1
	2003	172	19.8	20.8	20.9	19.8	20.5
Blanche Ely	2001	212	16.7	18.4	18.3	18.1	18.0
	2002	240	16.6	17.9	17.7	17.7	17.6
	2003	225	15.4	17.2	17.3	16.9	16.8
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
	2003	39	19.0	18.3	20.9	18.7	19.3
Stoneman Douglas	2001	267	21.9	23.5	22.3	21.7	22.5
	2002	244	22.0	22.9	22.7	21.3	22.4
	2003	243	21.7	22.8	23.0	21.4	22.4
J.P. Taravella	2001	250	20.7	22.7	21.8	21.0	21.7
	2002	261	21.4	22.9	22.4	21.4	22.2
	2003	240	21.3	22.9	22.3	21.5	22.1

Table B: 2001-2003 ACT School by School Test Results for North Central Area							
School	Year	Number	English	Math	Read	Science	Composite
Boyd Anderson	2001	171	18.2	19.2	19.7	18.9	19.1
	2002	134	16.4	18.3	18.0	17.8	17.8
	2003	192	17.2	18.5	18.8	18.1	18.3
College Academy	2002	6	*	*	*	*	*
	2003	55	22.8	23.7	23.4	22.2	23.1
Wm. T. McFatter Tech	2002	34	19.2	20.2	19.8	20.0	19.9
	2003	37	19.2	20.8	20.6	19.8	20.3
Northeast	2001	149	17.1	18.4	18.2	18.5	18.2
	2002	147	17.0	18.5	18.2	18.3	18.1
	2003	164	17.9	18.7	19.5	18.9	18.9
Nova	2001	156	20.9	22.8	21.9	21.1	21.9
	2002	163	20.4	21.9	22.0	21.4	21.6
	2003	152	20.7	22.7	21.5	21.2	21.6
Piper	2001	217	18.3	19.1	19.3	19.2	19.1
	2002	285	17.5	18.5	18.4	18.4	18.3
	2003	263	17.6	18.4	18.6	18.4	18.4
Note: College Academy and William T. McFatter Technical High School did not have any students participating in ACT testing prior to 2002.							

Table C: 2001-2003 ACT School by School Test Results for South Central Area							
School	Year	Number	English	Math	Read	Science	Composite
Dillard	2001	135	16.2	17.6	16.9	17.4	17.2
	2002	129	15.9	17.2	17.2	17.1	16.9
	2003	154	15.4	16.8	17.2	16.8	16.7
Fort Lauderdale	2001	91	18.6	19.4	19.8	18.8	19.2
	2002	102	18.2	18.8	19.4	18.2	18.8
	2003	87	18.4	18.6	19.9	18.3	19.0
Plantation	2001	146	18.9	19.4	20.2	19.0	19.5
	2002	153	18.4	19.8	20.2	19.0	19.5
	2003	158	18.4	19.5	19.5	19.4	19.3
South Plantation	2001	154	19.3	19.9	20.3	19.4	19.8
	2002	157	18.6	19.7	20.3	19.6	19.7
	2003	127	18.2	18.9	19.5	18.1	18.8
Stranahan	2001	172	19.1	20.2	20.5	19.9	20.1
	2002	189	18.3	19.6	19.7	19.5	19.5
	2003	135	17.5	18.6	18.2	18.3	18.2
Western	2001	219	20.2	21.6	21.2	20.8	21.1
	2002	224	20.5	22.1	21.9	21.0	21.5
	2003	199	20.8	22.2	22.2	21.3	21.7

Table D: 2001-2003 ACT School by School Test Results for South Area							
School	Year	Number	English	Math	Read	Science	Composite
Cooper City	2001	139	20.4	21.7	22.0	20.7	21.4
	2002	158	21.3	23.0	22.5	21.4	22.2
	2003	208	21.3	22.8	22.8	21.6	22.3
Flanagan, Charles W.	2001	337	19.1	20.3	19.9	19.7	19.9
	2002	382	19.6	20.6	21.0	20.2	20.5
	2003	340	20.2	21.3	21.0	20.2	20.8
Hallandale	2001	70	17.4	17.9	17.8	18.2	18.0
	2002	58	16.7	17.6	17.2	16.8	17.2
	2003	58	16.5	17.0	16.6	17.2	17.0
Hollywood Hills	2001	57	19.2	19.8	20.9	19.1	19.9
	2002	84	19.6	20.6	20.2	20.0	20.2
	2003	84	18.6	19.9	20.2	19.5	19.5
McArthur	2001	109	17.9	18.5	18.6	18.4	18.4
	2002	97	18.0	18.5	18.9	18.4	18.6
	2003	101	17.6	19.3	19.3	18.5	18.8
Miramar	2001	132	15.4	16.9	17.5	16.7	16.7
	2002	138	16.1	17.6	17.1	17.5	17.2
	2003	141	15.9	16.9	17.5	17.3	17.0
South Broward	2001	68	18.0	19.0	19.0	18.7	18.8
	2002	59	17.6	18.8	18.6	18.7	18.6
	2003	49	18.8	19.6	20.4	19.4	19.7

Table 3: 2001-2003 ACT School by School Test Results for Charter Schools

Charter School	Year	Number	English	Math	Read	Science	Composite
Coral Springs	2001	1	*	*	*	*	*
	2002	37	18.6	17.3	19.5	19.2	18.8
	2003	0					
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
	2003	33	15.5	15.9	17.4	16.0	16.3
Pembroke Pines	2002	1	*	*	*	*	*
	2003	93	19.4	20.2	20.5	19.7	20.0

*No data reported when less than 10 students tested.
Note: Pembroke Pines Charter High did not have any students participating in ACT testing prior to 2002.