

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

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Approved memorandum with signatures is on file.

January 6, 2006

TO: School Board Members

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

VIA: Frank Till
Superintendent of Schools

SUBJECT: **REVISED 2005 PRELIMINARY SAT/NATIONAL MERIT
SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT) RESULTS**

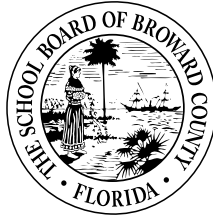
Following the release of the 2005 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) Results on November 18, 2005, an issue involving the omission of PSAT/NMSQT results for Coral Glades High School was brought to the attention of district staff. Upon investigation, staff determined that Coral Glades High School was reported by Florida Department of Education (FDOE) staff to College Board staff as not participating in the PSAT/NMSQT in the fall of 2005 administration; however, Coral Glades staff indicated that students at the school did participate in the 2005 administration. District staff contacted College Board staff who determined that Coral Glades did have students participate in the 2005 administration. College Board then provided results for Coral Glades, and the results have been merged with previously released data to produce the attached Revised 2005 Preliminary SAT/National Merit Scholarship Qualifying Test Results report.

This memorandum and report can be accessed on the Student Assessment & School Performance Department website at <http://www.broward.k12.fl.us/studentassessment/reports.htm>. If you have any questions regarding this release, **please contact me at (754) 321-2470 or Kimberley Kraft, Director, Student Assessment & School Performance at (754) 321-4250.**

FT/KAB/KEK/DG:sjm
Attachment

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



Research, Evaluation, Assessment & Boundaries

2005 PRELIMINARY SAT/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST

An ongoing partnership exists between the College Board and the Florida Department of Education. The purpose of this program is to help improve student academic performance and prepare for a college education or a rewarding career. Beginning in the 2000-01 school year, Florida's Specific Appropriation 107, allocated \$1.6 million statewide for administration of a preliminary college entrance examination to all tenth grade students. Broward, after a review of available preliminary college entrance examinations, selected the College Board's Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) for administration to tenth grade students. As directed by the State, student participation in districtwide PSAT/NMSQT testing is voluntary.

This report presents data regarding the 2002-03, 2003-04, and 2004-05 school year administrations of the PSAT/NMSQT for both tenth and eleventh grade participants as provided by the vendor, College Board.

Test Description

The new PSAT/NMSQT was administered for the first time in October 2004. According to College Board, the changes to the PSAT/NMSQT parallel many of the changes to the SAT. (The new SAT will be given starting in March 2005.) Like the SAT, the changes to the PSAT/NMSQT were intended to create a test more closely aligned with high school curricula and college skills.

Highlights of the new PSAT/NMSQT include:

Critical Reading (formerly called Verbal)

- Analogies have been eliminated
- Short reading passages were added

Mathematics

- Higher level mathematics content have been added
- Quantitative comparisons have been eliminated
- Additional student-produced response questions have been added

Writing

- One 25-minute section (five minutes less than previous writing section)
- Multiple-choice questions similar to those on the new SAT have been added
- Unlike the new SAT, the new PSAT/NMSQT does not include an essay section

The PSAT/NMSQT measures critical reading and mathematical reasoning abilities, as well as, writing skills that are important to success in college level study. The test focuses on students' ability to reason with facts and concepts, rather than the ability to recall and recite information, while assessing knowledge and skills that students develop through course work in English, mathematics, science, social studies, foreign languages, and fine arts, as well as through experiences outside the classroom.

By taking the PSAT/NMSQT in grade 10, students gain experience with the format and content of the SAT. The examination is intended to permit an opportunity for students to practice for the SAT by providing questions similar to those on that assessment. By taking the PSAT/NMSQT prior to the SAT, students become cognizant of the skills tested on the SAT and other college entrance examinations. In addition, test results will provide high school guidance counselors with data that will help identify students who are ready or need additional assistance in order to enroll and be successful in Advanced Placement (AP) and other college preparatory courses. Materials such as the Web-based AP Potential are also available to allow guidance counselors to use preliminary examinations to identify students who can be successful in advanced courses if given the encouragement and information on the importance of these courses to their future success.

The PSAT/NMSQT is also a qualifying examination for scholarship and recognition programs including the National Merit Scholarship Competition, National Achievement Scholarships for Outstanding Negro Students, and the National Hispanic Scholar Recognition Program. Of the more than one million National Merit Scholarship Corporation (NMSC) program entrants, about 55,000 students will have earned 2004-05 PSAT/NMSQT scores high enough to qualify for recognition. These students will be notified of their standing through their high schools in September 2005. Students who qualify to continue in the competitions for scholarships to be offered in 2006 then must meet academic and other requirements specified by NMSC in order to be considered for awards (College Board, 2005).

Of the more than two million students who take the PSAT/NMSQT, most are high school juniors (National Merit Scholarship Corporation, 2005). The state of Florida supports student participation in the PSAT/NMSQT for tenth grade public school students by providing the test at no cost to them. As a result, a larger proportion of Broward County high school sophomores than juniors take the assessment each October. Nearly all students nationwide who take the test indicate they plan to attend college. The PSAT/NMSQT gives students the opportunity to participate in the Student Search Service used by colleges to contact students directly with information about their programs and offerings.

The PSAT/NMSQT is administered twice during the month of October each year. Across the nation, schools may elect either the Wednesday or Saturday scheduled test dates to administer the test. Broward schools only administer the test on the Wednesday test date, thereby allowing more students to participate.

PSAT/NMSQT Assessment Results

College Board mails each examinee a PSAT/NMSQT Student Score Report in December or January, which offers skills assessment that students can use to identify their levels of proficiency in each of the reasoning skill areas and then work on improving them before entering college or taking the SAT. The reverse side of the Score Report contains interpretive and college

planning information. The PSAT/NMSQT scale of 20 to 80 is equivalent to the SAT scale of 200 to 800. Each student receives three scores (Critical Reading, Mathematics, and Writing Skills) as well as estimated scores on the SAT I: Reasoning Test (Critical Reading and Mathematics), and on the SAT II: Writing Test.

In the spring of each year, College Board provides each school participating in PSAT/NMSQT testing additional reports and materials. The PSAT/NMSQT Summary of Answers includes three different ways for school staff to analyze their students' performance. College Board staff suggests that the Summary of Answers keeps the focus on the students' skills, not their scores. Accompanying the Summary of Answers is the *Guide to the PSAT Summary of Answers*, which contains suggestions about understanding and using information from the report.

Each participating school also receives reports to assist in identifying academically promising students to participate in AP courses. According to College Board, studies have shown that student performance on the PSAT/NMSQT can be useful in identifying students who may be successful in AP courses. However, these reports are not intended to be the sole criteria for selection of students to enter an AP course, nor are they to be used to deny student access to these high rigor courses. The reports should be used in conjunction with the following to identify students who can potentially benefit from, and be successful in, AP courses:

- Upper-Level Course Enrollment Indicator (Available in the TERMS database)
- Self-nomination
- Teacher recommendations
- Previous coursework
- Grades in relevant previous courses
- Discussions with students and their parents
- Scores on other standardized tests

Accompanying these reports, each participating school receives a copy of College Board's *Using the PSAT and Course Grades in Predicting Success in the Advanced Placement Program*. AP Potential is a Web-based tool free to schools that administer the PSAT/NMSQT. This tool uses correlations between PSAT/NMSQT scores and AP examination results to create rosters of students who may be successful in AP. AP Potential helps counselors, administrators, and teachers make sure that no student who is likely to succeed in AP is overlooked

As indicated in the PSAT/NMSQT Summary of Answers, students who take the test are assumed to be planning to continue their education beyond high school. Comparisons of performance on the PSAT/NMSQT relate these students to the national group of college-bound students, a self-selected group of greater academic ability, rather than all high school students.

Participation Rates

Note must be made regarding special educational initiatives made in Florida, which are not in place nationally. Only three states (Florida, Georgia, and South Carolina) have initiatives that permit student participation in testing such as PSAT/NMSQT at no cost to the student. Therefore, comparisons of district and national results must be made with caution, as the majority of states do not fund PSAT/NMSQT testing, potentially limiting the range of students who participate in the assessment during grade 10.

Districtwide. The test results included in this report are for students who participated in the PSAT/NMSQT administration over the past three years. As can be seen in Table 1, after the remarkable increase in the participation rate of grade 10 students from 51% in 2002-03 to 73% in 2003-04, Broward’s grade 10 participation rate rose to ~~79%~~ 81% this year. **In Broward, the ~~35%~~ 39% increase in PSAT/NMSQT participation (~~4,320~~ 4,839 students) from 2003-04 to 2004-05 exceeded the districtwide tenth grade enrollment increase of 25% (4,274 students during the same timeframe.**

Eleventh grade participation over the three year timeframe has not kept pace with enrollment increases until this year. For the first time in 2004-05, the proportional increase of grade 11 students participating in PSAT (+6%) mirrored the proportional increase in the number of grade 11 students enrolled in the district (+6%). ~~For example in 2004-05, the number of juniors participating in PSAT/NMSQT testing increased by two percent (77 students), trailing the district grade 11 enrollment increase of six percent (1,077 students). However, this is likely due to the large number of students who take the PSAT/NMSQT during tenth grade.~~

Table 1: Broward Enrollment/PSAT/NMSQT Participation 2003-2005					
Year	Enrollment	Annual % Change	Participants	Annual % Change	% Participants
Grade 10					
2002-03	15,523		7,907		51%
2003-04	16,913	+ 9%	12,421	+ 57%	73%
2004-05	21,187	+25%	16,741 <u>17,260</u>	+35% <u>+39%</u>	79% <u>81%</u>
Grade 11					
2002-03	15,529		4,745		31%
2003-04	17,314	+ 11%	4,983	+ 5%	29%
2004-05	18,391	+6%	5,060 <u>5,267</u>	+2% <u>+6%</u>	28% <u>29%</u>

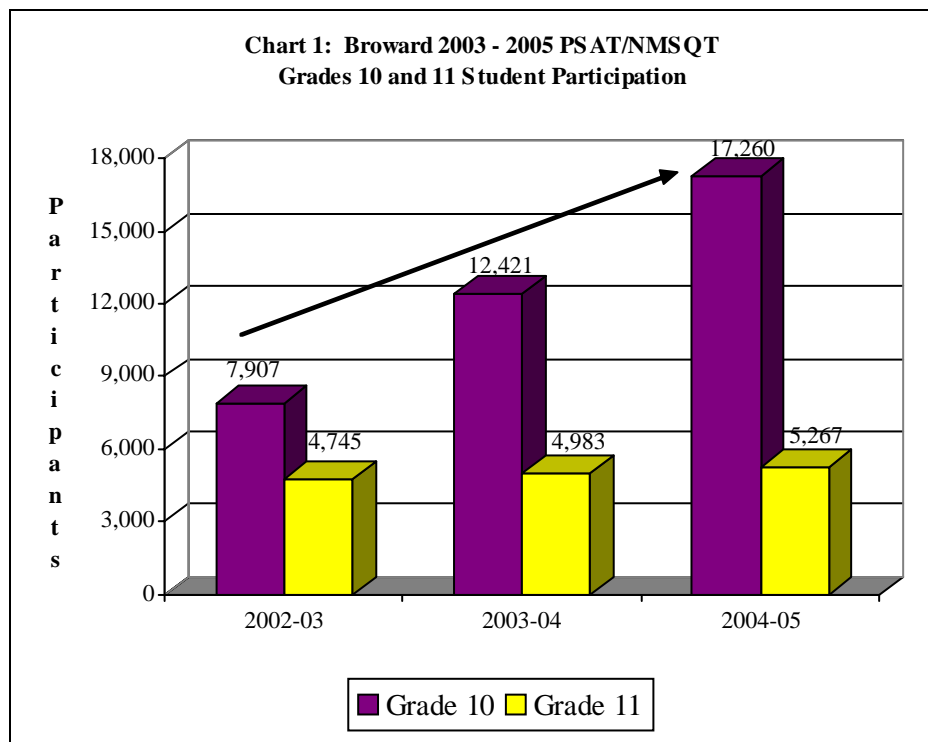
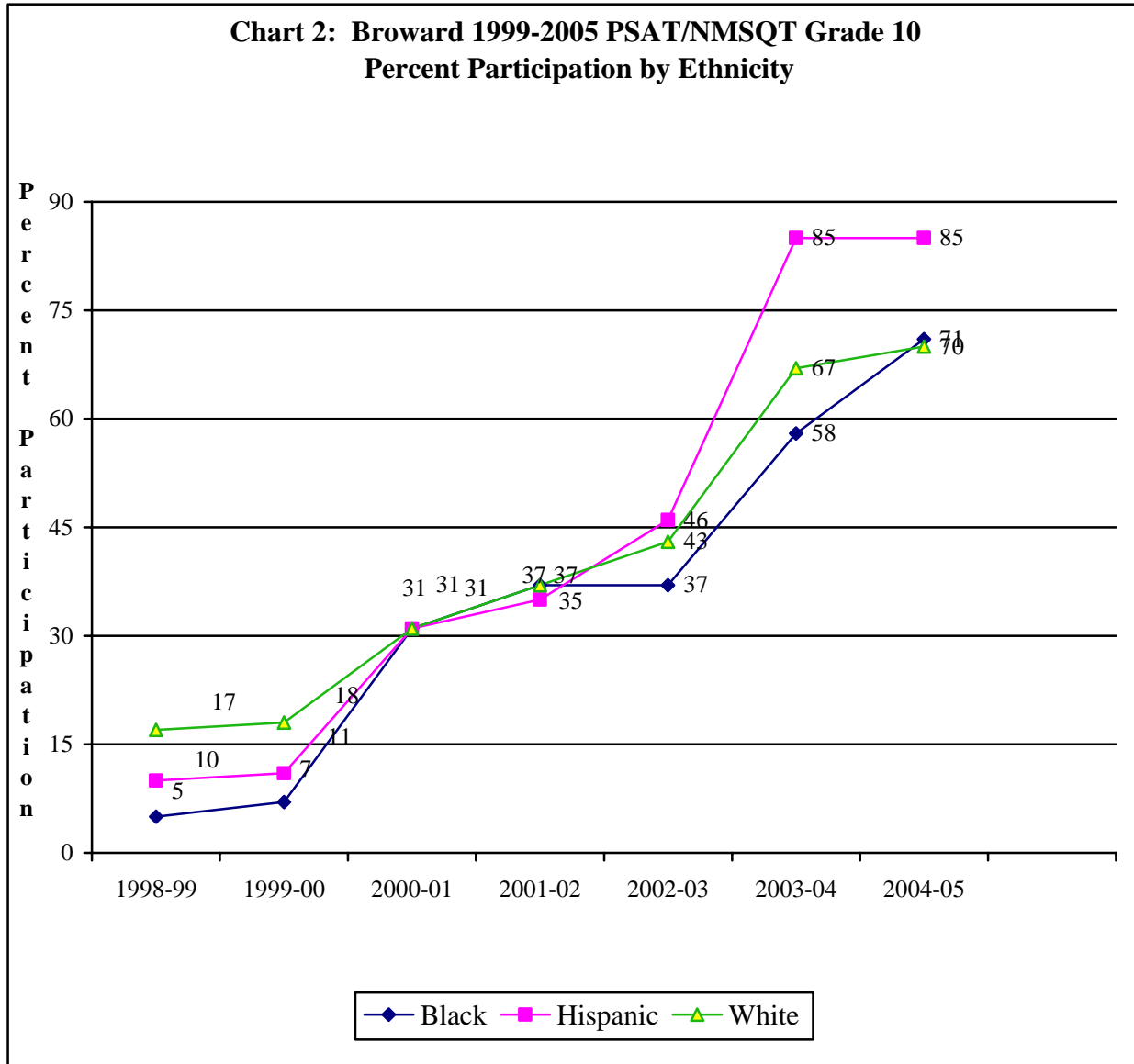


Chart 2 depicts the percentage of grade 10 students participating in PSAT/NMSQT during 1998-99 through 2004-05. **The chart indicates the progress of Black and Hispanic students in Broward during this time period. The participation gap has decreased for Black and Hispanic students.**



Ethnicity. Table 2 displays Broward enrollment, number of participants, and the percent participating in PSAT/NMSQT during 2002-03 through 2004-05 for grades 10 and 11. As seen in the table, **the 2004-05 grade 10 Black student participation was at an all-time high, dramatically exceeding the prior two years reported.** Grade 10 Hispanic participation, while surpassing other ethnic groups, ~~declined~~ remained stable this year ~~from at 85% in 2003-04 to 83%.~~ The percent of White participants ~~remained stable at 67%~~ increased slightly to 70%.

Table 2: Broward Enrollment/PSAT/NMSQT Participation by Ethnicity 2003-2005									
Black			Hispanic			White			
Grade 10									
Year	Number Enroll.	Number Part.	Percent Part.	Number Enroll.	Number Part.	Percent Part.	Number Enroll.	Number Part.	Percent Part.
2002-03	5,959	2,201	37%	3,367	1,553	46%	6,699	2,903	43%
2003-04	5,675	3,318	58%	3,793	3,207	85%	6,604	4,455	67%
2004-05	7,890	5,505 <u>5,609</u>	70% <u>71%</u>	4,880	4,050 <u>4,159</u>	83% <u>85%</u>	7,443	4,951 <u>5,192</u>	67% <u>70%</u>
Grade 11									
2002-03	6,044	1,070	18%	3,333	993	30%	6,634	2,085	31%
2003-04	6,228	1,144	18%	3,649	1,109	30%	6,610	2,136	32%
2004-05	6,591	1,280 <u>1,311</u>	19% <u>20%</u>	4,103	1,200 <u>1,229</u>	29% <u>30%</u>	6,788	1,952 <u>2,070</u>	29% <u>30%</u>

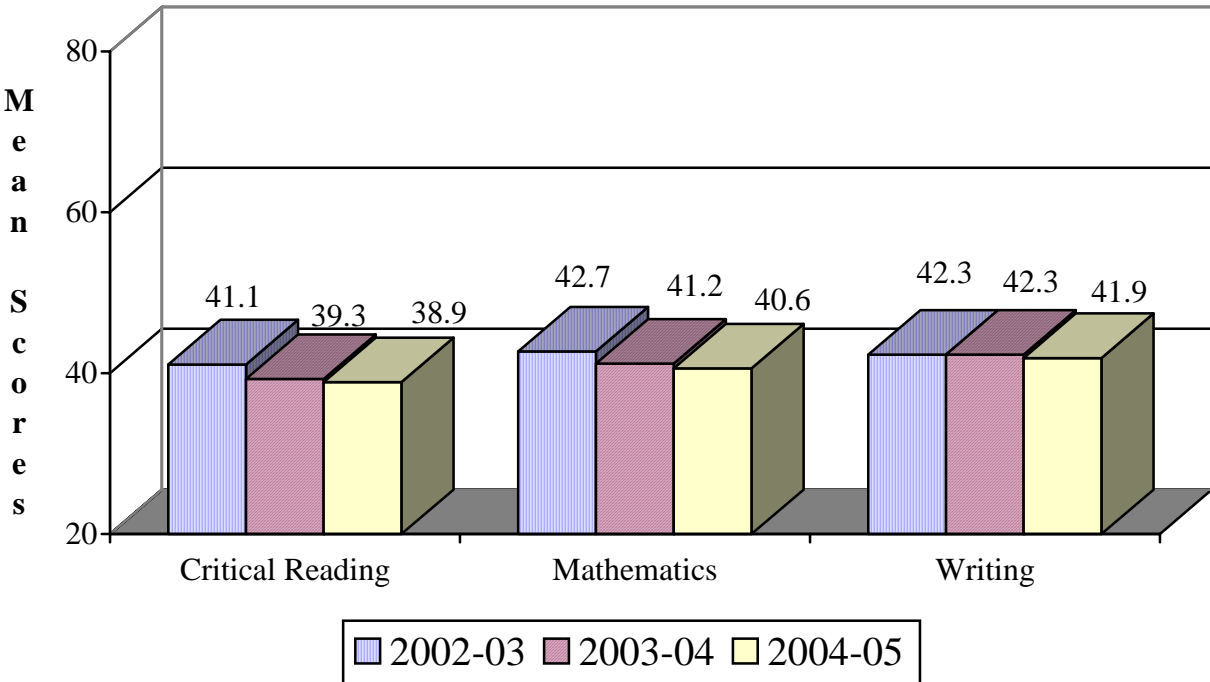
Mean Scale Scores

Districtwide. Table 3, Chart 3, and Chart 4 provide three years of National, Florida, and Broward data. The College Board reports national and state mean scale scores for only college-bound students. It should be noted that Broward mean scores are based on *all* students participating in the PSAT/NMSQT administration.

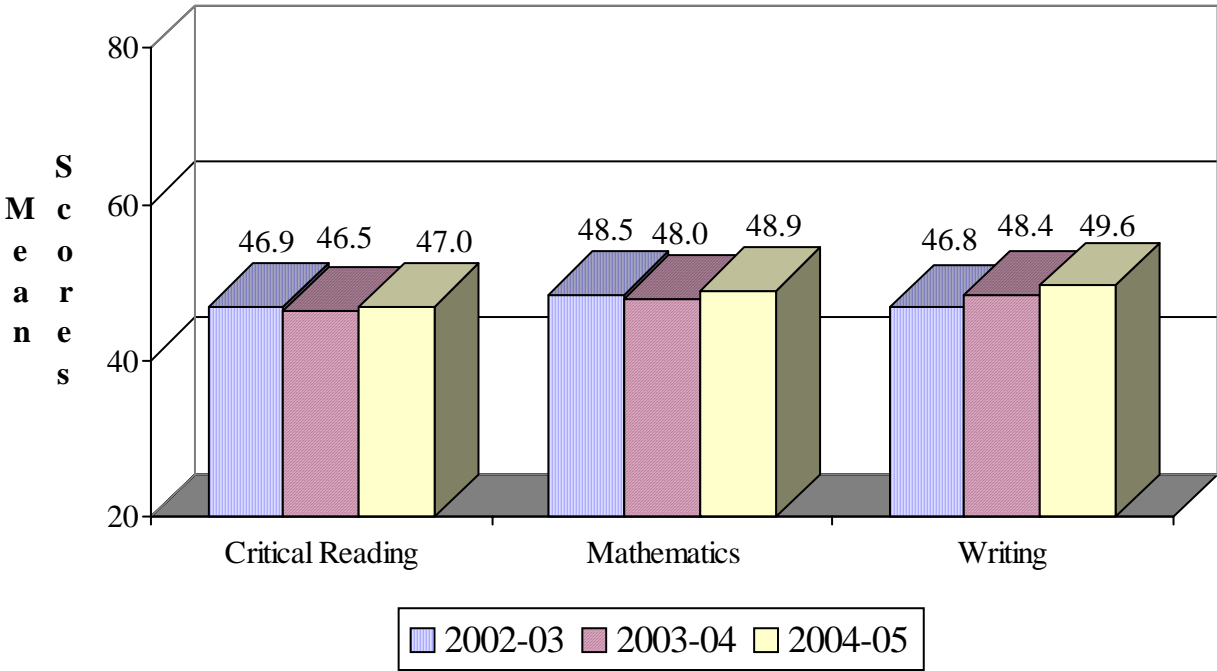
Grade 10 and 11 mean scores for the Nation, Florida, and Broward show mixed results, with Broward's grade 10 scores falling slightly in all three areas. Results were more positive for grade 11 students, with Broward posting gains in all three areas. It should be noted that while Broward's grade 11 students' scores trailed the state, Broward mean scores in Critical Reading and Mathematics surpassed national averages.

Table 3: Nation, Florida and Broward PSAT Mean Scores 2003-2005									
Critical Reading			Mathematics			Writing			
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Grade 10									
Nation	44.4	43.1	42.5	45.5	43.9	44.2	45.9	46.3	46.4
Florida	40.7	40.1	39.9	41.9	40.8	41.2	42.2	43.0	43.0
Broward	41.1	39.3	38.8 <u>38.9</u>	42.7	41.2	40.6	42.3	42.3	41.9
Grade 11									
Nation	48.0	47.3	46.9	49.2	48.1	48.8	48.8	49.8	50.5
Florida	48.8	47.9	48.5	49.5	48.5	49.5	49.0	50.1	51.3
Broward	46.9	46.5	47.0	48.5	48.0	49.0 <u>48.9</u>	46.8	48.4	49.6

**Chart 3: Broward 2003-2005 PSAT/NMSQT Grade 10
Critical Reading, Mathematics, Writing Mean Scores**



**Chart 4: Broward 2003-2005 PSAT/NMSQT Grade 11
Critical Reading, Mathematics, Writing Mean Scores**



Ethnicity. As can be seen in Table 4, decreases in PSAT/NMSQT mean scores were evident across time for all groups in all areas except for Black students in Writing. However, from 2003-04 to 2004-05 mean scores remained stable for Black, Hispanic, and White students on each subtest. At grade 11, Black, Hispanic, and White student mean scores showed improvement in all areas over the previous year. Grade 11 performance was higher than tenth grade performance in all areas and for all three subgroups. This outcome is not unexpected due to an additional year of instruction for the eleventh grade participants.

Table 4: Broward PSAT/NMSQT Mean Score by Ethnicity 2003-2005									
Year	Black			Hispanic			White		
	Critical Reading	Mathematics	Writing	Critical Reading	Mathematics	Writing	Critical Reading	Mathematics	Writing
Grade 10									
2002-03	36.6	38.1	39.0	40.6	42.4	42.1	45.9	47.6	45.9
2003-04	35.7	37.1	39.6	38.3	40.3	41.5	42.9	44.8	44.9
2004-05	35.8	37.2	39.5 <u>39.6</u>	38.4 <u>38.5</u>	40.6	41.8	42.9	44.5 <u>44.6</u>	44.9
Grade 11									
2002-03	42.2	43.4	43.0	45.7	47.3	46.2	49.6	51.4	49.2
2003-04	41.6	42.0	44.0	44.8	46.6	47.3	49.8	51.4	51.2
2004-05	42.5	43.4 <u>43.3</u>	45.5 <u>45.4</u>	46.1 <u>46.0</u>	48.2 <u>48.1</u>	48.9	50.6 <u>50.5</u>	52.7 <u>52.6</u>	52.8 <u>52.7</u>

Gender. Table 5 illustrates PSAT/NMSQT mean scores for grades 10 and 11 by gender. Grade 10 female mean scores in Critical Reading and ~~Mathematics declined, while Writing scores remained stable~~ Writing remained stable, while Mathematics scores declined slightly. Grade 10 male scores were down in ~~all areas~~ Critical Reading and Writing, but remained stable in Mathematics. At grade 11, scores in all areas improved this year for both females and males.

When comparing female and male student performance, mean scale scores for male students exceeded scores for females in Mathematics for each of the three years. However, grade 10 mean scores for females surpassed those of males in Writing each year and Mean scores for females in Critical Reading exceeded mean scores for male students during both 2003-04 and 2004-05. At grade 11, mean scores in Critical Reading and Mathematics for males were greater than scores for females for each of the years displayed in the table. However, Writing mean scores for males fell below those of females during the same three-year period.

Table 5: Broward PSAT/NMSQT Mean Score by Gender 2003-2005						
Year	Female			Male		
	Critical Reading	Mathematics	Writing	Critical Reading	Mathematics	Writing
Grade 10						
2002-03	41.0	41.8	42.7	41.5	44.5	42.0
2003-04	39.4	40.4	42.8	39.2	42.1	41.8
2004-05	39.3 <u>39.4</u>	40.1 <u>40.2</u>	42.7	38.3	41.1 <u>41.2</u>	41.1
Grade 11						
2002-03	46.4	46.9	47.1	47.7	51.0	46.7
2003-04	46.1	46.5	48.5	47.0	50.2	48.4
2004-05	47.0	47.7 <u>47.6</u>	49.9 <u>49.8</u>	47.2 <u>47.1</u>	51.1 <u>51.0</u>	49.3

School Participation Rates and Performance, Overall and by Ethnicity

Appendix A provides tenth grade total enrollment and PSAT/NMSQT participation from the 2002-03, 2003-04, and 2004-05 school years, disaggregated by ethnicity, for each school. The demographic data reflected are self-reported to the College Board by students at the time of the examination and may not mirror data recorded in TERMS. In addition, students may test at a site other than their home school which could result in the testing site being credited with the student's examination. Ninety-seven percent ($n=31$) of Broward high schools with two or more years of data registered an increase in PSAT/NMSQT participation. Seven schools (Dave Thomas, Dillard, Everglades, McArthur, Monarch, Piper, and Seagull) reported increases in excess of 100% in grade 10 student participation on the PSAT/NMSQT during the 2004-05 school year. Participation rates greater than 100% may be due to student self-reported demographic information or the participation of students in testing at a site who are not enrolled at that school. Caution should be exercised when viewing results of groups with small enrollment numbers. No data are reported when fewer than 10 students are enrolled, and enrollments with fewer than 50 students are shown in italics.

An increase in minority participation is also apparent in Appendix A. **Twenty-six high schools increased grade 10 Black student participation this year with notable increases documented at McArthur (from 54 to 158 students) and Piper (from 103 to 288 students) this year. Seventeen schools increased grade 10 Hispanic student participation with the largest increase occurring at Everglades (from 140 to 355 students) this year.**

Participation rates below 70% (schoolwide or for an ethnic group) during the 2004-05 school year are bolded for easy reference. Be advised that many of the instances where a school or ethnic group posted participation rates below the 70% mark occurred at ESE or alternative centers or among groups with small enrollment numbers. In addition, most of the schools that demonstrated participation rates in 2004-05 below 70% exceeded their 2002-03 and 2003-04 participation rates.

Appendix B provides grade 10 PSAT/NMSQT mean scale scores for Black, Hispanic, and White students by school. Data are provided over a three-year period where available. **Despite the increasing number of participants, mean scale scores continued to improve from the 2003-04 to the 2004-05 school year. Six high schools (Cypress Bay, Fort Lauderdale, Miramar, Monarch, Northeast, and J.P.Taravella) reported higher scores in all areas for Black and Hispanic students. Four schools (Coconut Creek, Charles Flanagan, Pompano Beach Institute, and Stranahan) posted increased mean scale scores for Black students in all areas, while three schools (Plantation, South Broward, and Western) reported improved scores in all areas for Hispanic students.** Please note no data are reported when fewer than ten students were tested. Caution must be used when viewing gains or declines in Appendix B as the number of students in each ethnic group varies from school to school and year to year.

Appendix C displays mean scores for tenth and eleventh grade participants during 2004-05 by school. As depicted in Appendix C, **grade 10 students at three schools (McFatter Technical, Pompano Beach Institute, and Stoneman Douglas) exceeded or matched the state and national averages in both Critical Reading and Mathematics. At grade 11, seven schools (College Academy at BCC, Cooper City, Cypress Bay, Miramar, Nova, Stoneman Douglas,**

and Western) surpassed state and national mean scores in all three content areas (Critical Reading, Mathematics, and Writing), while results for an additional three schools (Blanche Ely, Coral Springs, and J.P. Taravella) exceeded state and national mean scores in both Critical Reading and Mathematics.

Charter Schools

As reported in Appendix D, five charter high schools (City of Coral Springs, City of Pembroke Pines, North Lauderdale Academy, Parkway Academy, and Somerset Academy) participated in PSAT/NMSQT testing this year. Notable achievement in Writing was reported at the City of Coral Springs Charter High School this year, surpassing state and national mean scores.

Ongoing Action

Broward's commitment to providing broader educational opportunities, which provide students with experience and knowledge needed for success in college-level coursework, is evident in the continued increase in PSAT/NMSQT participation. School staff members continue to use PSAT/NMSQT results as an additional source of information to identify students for participation in upper-level course enrollment this year. Area Directors and Principals have examined school participation and have taken steps to increase participation, particularly where the schoolwide or ethnic group participation rate fell below 70%. It should be noted that at Broward Virtual, the low number of participating students may be the result of students inadvertently entering the College Board CEEB code assigned to the student's testing location instead of Broward Virtual's assigned code.

Finally, as recommended in the Advanced Placement Report, the Student Assessment & School Performance Department will continue to collaborate with Research Services and Education Technology Services (ETS) to ensure that the student prediction readiness flag reports and the PSAT/NMSQT test results are both available by March for reference when completing student schedules for the coming school year. These data should be used to identify those students who are capable of succeeding in AP coursework and to ensure that identified students are appropriately enrolled in AP classes. In addition, the Research Services Department will continue to analyze student data to assist schools in identifying academically promising students for participation in high rigor courses at the beginning of the second semester.

References

College Board (2005). *About PSAT/NMSQT*. Counselor's Connection – PSAT/NMSQT. Retrieved January 21, 2005 from http://www.collegeboard.com/prof/counselors/tests/psat/about_psat.html

National Merit Scholarship Corporation. (2004). *Understanding 2004 PSAT/NMSQT Scores [Brochure]*. Evanston, IL: Author.

APPENDIX A
The School Board of Broward County
PSAT/NMSQT Recap Report

Grade 10 School Enrollment and PSAT/NMSQT Participation by Ethnicity 2003-2005													
School	Year	Total			Black			Hispanic			White		
		# Enroll	# Part.	% Part.	# Enroll	# Part.	% Part.	# Enroll	# Part.	% Part.	# Enroll	# Part.	% Part.
Atlantic Technical	2004*	123	128	104%	25	25	100%	36	44	122%**	56	45	80%
	2005	139	132	95%	43	38	88%	42	43	102%**	47	39	83%
Blanche Ely	2003	520	187	36%	376	123	33%	49	19	39%	62	20	32%
	2004	581	341	59%	459	254	55%	51	25	49%	54	26	48%
	2005	617	506	82%	518	381	74%	50	36	72%	32	19	59%
Boyd Anderson	2003	553	455	82%	547	327	60%	23	24	104%**	36	27	75%
	2004	538	362	67%	465	277	60%	19	13	68%	36	28	78%
	2005	709	557	79%	635	431	68%	28	26	93%	20	10	50%
Broward Virtual	2004*	18	4	22%	0	--	--	5	--	--	13	3	23%
	2005	21	0	0%	3	--	--	3	--	--	14	0	0%
Coconut Creek	2003	574	356	62%	232	123	53%	121	83	69%	189	101	53%
	2004	418	320	77%	200	132	66%	84	75	89%	113	73	65%
	2005	634	496	78%	341	215	63%	127	90	71%	131	85	65%
Cooper City	2003	566	227	40%	8	--	--	63	23	37%	469	181	39%
	2004	474	433	91%	21	17	81%	49	54	110%**	368	317	86%
	2005	658	616	94%	23	34	152%**	89	115	129%**	510	410	80%
<u>Coral Glades</u>	<u>2005*</u>	<u>685</u>	<u>519</u>	<u>76%</u>	<u>148</u>	<u>104</u>	<u>70%</u>	<u>168</u>	<u>109</u>	<u>65%</u>	<u>335</u>	<u>241</u>	<u>72%</u>
Coral Springs	2003	658	234	36%	141	31	22%	118	33	28%	387	137	35%
	2004	679	557	82%	143	87	61%	147	134	91%	352	265	75%
	2005	711	596	84%	170	124	73%	136	125	92%	356	247	69%
Cypress Bay	2003	1,054	412	39%	42	15	36%	371	143	39%	566	223	39%
	2004	1,075	1,079	100%	51	44	86%	411	486	118%**	551	446	81%
	2005	1,271	1,132	89%	69	80	116%**	547	496	91%	586	443	76%
Deerfield Beach	2003	716	253	35%	369	103	28%	119	32	27%	223	72	32%
	2004	637	321	50%	308	117	38%	107	51	48%	194	103	53%
	2005	621	497	80%	337	209	62%	92	78	85%	159	97	61%

APPENDIX A (Continued)

School	Year	Total			Black			Hispanic			White		
		# Enroll	# Part.	% Part.	# Enroll	# Part.	% Part.	# Enroll	# Part.	% Part.	# Enroll	# Part.	% Part.
Dillard	2003	461	247	54%	412	130	32%	16	10	63%	30	20	67%
	2004	276	212	77%	233	167	72%	14	17	121%**	21	13	62%
	2005	574	470	82%	509	380	75%	30	23	77%	29	23	79%
Everglades	2004*	642	349	54%	157	87	55%	246	140	57%	181	64	35%
	2005	982	868	88%	250	238	95%	434	355	82%	232	138	59%
Flanagan, Charles W.	2003	1,358	506	37%	243	88	36%	437	186	43%	431	148	34%
	2004	655	565	86%	138	99	72%	237	250	105%**	238	153	64%
	2005	791	700	88%	192	172	90%	275	250	91%	274	172	63%
Fort Lauderdale	2003	356	266	75%	228	127	56%	37	29	78%	92	65	71%
	2004	368	312	85%	233	177	76%	34	33	97%	89	57	64%
	2005	412	362	88%	269	204	76%	36	35	97%	94	68	72%
Hallandale	2003	334	220	66%	195	114	58%	112	69	62%	40	15	38%
	2004	315	212	67%	202	120	59%	91	69	76%	19	8	42%
	2005	369	260	70%	212	115	54%	119	80	67%	32	14	44%
Hollywood Hills	2003	516	208	40%	107	33	31%	156	48	31%	273	102	37%
	2004	523	246	47%	96	35	36%	173	79	46%	230	92	40%
	2005	568	485	85%	112	81	72%	217	152	70%	214	122	57%
McArthur	2003	594	244	41%	144	53	37%	212	96	45%	182	68	37%
	2004	522	264	51%	123	54	44%	217	121	56%	159	65	41%
	2005	685	571	83%	176	158	90%	283	230	81%	199	118	59%
William T. McFatter Technical	2003	153	142	93%	17	15	88%	33	35	106%**	77	70	91%
	2004	146	138	95%	14	12	86%	35	42	120%**	83	65	78%
	2005	144	142	99%	23	31	135%**	38	35	92%	76	61	80%
Miramar	2003	562	135	24%	394	63	16%	133	40	30%	51	14	27%
	2004	632	482	76%	410	278	68%	127	103	81%	51	28	55%
	2005	732	592	81%	490	359	73%	155	122	79%	48	23	48%
Monarch	2004*	223	179	80%	40	32	80%	53	63	119%**	121	70	58%
	2005	541	457	84%	77	71	92%	128	123	96%	305	202	66%
Northeast	2003	415	124	30%	97	24	25%	105	32	30%	196	53	27%
	2004	496	400	81%	100	61	61%	140	132	94%	236	157	67%
	2005	544	484	89%	146	120	82%	136	135	99%	240	170	71%

APPENDIX A (Continued)

School	Year	Total			Black			Hispanic			White		
		# Enroll	# Part.	% Part.	# Enroll	# Part.	% Part.	# Enroll	# Part.	% Part.	# Enroll	# Part.	% Part.
Nova	2003	434	264	61%	136	58	43%	61	35	57%	208	135	65%
	2004	436	400	92%	112	100	89%	79	78	99%	214	175	82%
	2005	509	497	98%	184	177	96%	82	92	112%**	218	175	80%
Piper	2003	761	606	80%	350	136	39%	103	53	51%	245	111	45%
	2004	731	312	43%	314	103	33%	126	60	48%	256	121	47%
	2005	758	655	86%	367	288	78%	146	137	94%	211	155	73%
Plantation	2003	657	201	31%	305	72	24%	93	27	29%	231	75	32%
	2004	563	398	71%	254	153	60%	101	78	77%	182	121	66%
	2005	871	715	82%	489	363	74%	134	120	90%	211	149	71%
Pompano Beach	2003	191	182	95%	47	41	87%	21	27	129%**	121	101	83%
	2004	217	215	99%	57	54	95%	32	37	116%**	123	107	87%
	2005	240	234	98%	64	65	102%**	37	38	103%**	133	118	89%
South Broward	2003	467	378	81%	116	91	78%	107	105	98%	217	148	68%
	2004	687	521	76%	194	126	66%	200	166	83%	263	172	65%
	2005	636	569	89%	167	141	84%	214	186	87%	230	177	77%
South Plantation	2003	515	260	50%	199	72	36%	93	45	48%	226	127	56%
	2004	536	356	66%	234	109	47%	96	66	69%	187	144	77%
	2005	650	575	88%	296	222	75%	134	116	87%	195	167	86%
Stoneman Douglas	2003	989	483	49%	128	29	23%	148	60	41%	668	341	51%
	2004	1,043	839	80%	126	86	68%	169	138	82%	682	524	77%
	2005	723	679	94%	60	54	90%	89	100	112%**	529	462	87%
Stranahan	2003	459	356	78%	288	207	72%	79	55	70%	75	45	60%
	2004	463	391	84%	287	212	74%	85	78	92%	56	32	57%
	2005	570	427	75%	341	238	70%	113	84	74%	91	51	56%
Taravella, J.P.	2003	819	332	41%	78	21	27%	161	54	34%	520	223	43%
	2004	756	694	92%	102	73	72%	160	170	106%**	451	358	79%
	2005	815	750	92%	101	92	91%	193	195	101%**	483	385	80%
Western	2003	479	152	32%	20	3	15%	95	36	38%	360	100	28%
	2004	661	579	88%	31	25	81%	121	131	108%**	493	383	78%
	2005	659	613	93%	25	28	112%**	137	142	104%**	465	373	80%

APPENDIX A (Continued)

Center	Year	Total			Black			Hispanic			White		
		# Enroll	# Part.	% Part.	# Enroll	# Part.	% Part.	# Enroll	# Part.	% Part.	# Enroll	# Part.	% Part.
Cross Creek	2005*	23	<i>1</i>	4%	8	--	--	3	--	--	15	<i>1</i>	7%
Cypress Run Alternative	2005*	<i>10</i>	--	--	8	--	--	3	--	--	3	--	--
Dave Thomas Education Center*	2004	46	6	13%	21	4	19%	7	--	--	17	0	0%
	2005	77	39	51%	53	25	47%	9	--	--	15	6	40%
Hallandale Adult	2004*	98	1	1%	1	--	--	0	--	--	0	--	--
	2005	151	72	48%	95	43	45%	37	<i>16</i>	43%	15	7	47%
Lanier-James Education Center	2005*	34	22	65%	17	9	53%	6	--	--	10	--	--
Pine Ridge Alternative Center	2005*	<i>16</i>	<i>1</i>	6%	<i>11</i>	0	--	2	--	--	3	--	--
Seagull	2004*	51	2	4%	43	1	2%	1	--	--	5	--	--
	2005	69	11	16%	47	7	15%	10	2	20%	10	1	10%
Sunset School	2005*	<i>17</i>	5	29%	9	--	--	<i>1</i>	--	--	7	--	--
Whiddon-Rogers Education Center	2005*	195	57	29%	219	47	21%	10	2	20%	9	--	--
Whispering Pines	2004*	25	14	56%	5	--	--	2	--	--	18	4	22%
	2005	29	<i>21</i>	72%	6	--	--	3	--	--	20	8	40%

*First year school's data reported.

**Participation rates may exceed 100% due to student self-reported demographic information.

No data reported when fewer than 10 students enrolled.

Enrollments with fewer than 50 students during the 2004-05 school year are italicized.

Schools with less than 70% participation (schoolwide or for an ethnic group) during the 2004-05 school year are bolded for easy reference.

APPENDIX B
The School Board of Broward County
PSAT/NMSQT Recap Report

PSAT/NMSQT Grade 10 School Mean Scale Score for Critical Reading (CR), Mathematics (M), and Writing (W) by Ethnicity 2003-2005													
School	Year	Black				Hispanic				White			
		#	CR	M	W	#	CR	M	W	#	CR	M	W
Atlantic Technical	2004*	25	39.6	39.5	42.8	44	39.8	43.1	41.8	45	44.8	45.8	45.7
	2005	38	39.7	40.7	41.5	43	38.5	42.0	42.5	39	44.1	44.2	45.0
Blanche Ely	2003	123	39.6	41.8	40.6	19	40.4	43.5	43.1	20	45.9	49.0	45.4
	2004	254	37.1	40.6	40.9	25	36.6	40.4	39.2	26	40.8	45.0	43.7
	2005	381	35.7	38.8	40.4	36	35.7	38.9	40.1	19	42.9	42.2	43.6
Boyd Anderson	2003	327	34.4	35.9	37.5	24	38.0	40.1	41.4	27	53.5	54.8	52.7
	2004	277	33.5	35.6	38.5	13	43.5	47.8	43.5	28	50.3	55.6	51.7
	2005	431	33.9	35.3	38.3	26	43.4	45.9	46.7	10	51.6	55.6	52.7
Broward Virtual	2004*	0	**	**	**	1	**	**	**	3	**	**	**
	2005	0	**	**	**	0	**	**	**	0	**	**	**
Coconut Creek	2003	123	33.2	34.0	36.3	83	35.9	35.7	38.2	101	40.4	40.1	41.4
	2004	132	33.7	34.5	37.8	75	35.1	37.7	39.1	73	39.1	41.1	42.5
	2005	215	33.9	34.7	38.5	90	34.0	36.2	39.5	85	40.4	41.0	43.5
Cooper City	2003	0	**	**	**	23	45.3	43.6	44.9	181	48.3	50.0	47.5
	2004	17	42.4	46.6	46.5	54	41.5	43.7	43.1	317	44.4	46.6	46.3
	2005	34	37.9	39.0	41.3	115	42.1	43.6	43.5	410	42.2	45.3	43.5
<u>Coral Glades</u>	<u>2005*</u>	<u>104</u>	<u>37.6</u>	<u>38.6</u>	<u>40.8</u>	<u>109</u>	<u>40.7</u>	<u>42.2</u>	<u>43.4</u>	<u>241</u>	<u>44.3</u>	<u>45.4</u>	<u>45.4</u>
Coral Springs	2003	31	37.5	40.4	40.6	33	41.8	43.8	42.9	137	46.5	47.1	45.6
	2004	87	35.5	35.9	39.6	134	38.4	40.4	41.4	265	42.7	44.3	44.2
	2005	124	35.7	36.8	39.5	125	39.2	40.8	42.3	247	42.7	44.6	42.3
Cross Creek	2005*	0	**	**	**	0	**	**	**	1	**	**	**
Cypress Bay	2003*	15	39.1	43.4	41.0	143	43.3	46.2	44.2	223	46.7	49.0	47.0
	2004	44	38.5	39.8	40.4	486	39.0	41.8	42.4	446	43.1	45.4	45.4
	2005	80	40.3	43.5	43.3	496	40.5	44.1	44.1	443	45.2	47.5	46.5
Cypress Run	2005*	3	**	**	**	0	**	**	**	2	**	**	**
Dave Thomas Education Center	2004*	4	**	**	**	1	**	**	**	0	**	**	**
	2005	25	30.2	30.8	35.6	4	**	**	**	6	**	**	**

APPENDIX B (Continued)

School	Year	Black				Hispanic				White			
		#	CR	M	W	#	CR	M	W	#	CR	M	W
Deerfield Beach	2003	103	35.0	37.3	37.2	32	39.3	45.3	41.8	72	47.3	48.7	45.3
	2004	117	33.3	36.6	38.8	51	37.6	41.0	42.8	103	47.1	48.2	49.4
	2005	209	34.0	36.8	38.6	78	36.0	38.4	39.8	97	44.2	44.5	45.6
Dillard	2003	130	34.6	37.3	37.1	10	39.0	42.4	40.4	20	46.6	49.3	44.3
	2004	167	34.4	38.1	38.6	17	43.4	41.6	41.9	13	45.2	46.8	47.5
	2005	380	34.4	36.4	38.2	23	41.0	43.0	44.1	23	47.2	48.8	49.0
Everglades	2004*	87	40.9	40.1	42.0	140	41.3	42.7	44.9	64	44.7	47.4	46.4
	2005	238	36.8	37.7	39.8	355	40.3	41.6	42.8	138	42.3	44.0	44.5
Flanagan, Charles W.	2003	88	40.3	40.8	41.9	186	42.5	45.0	43.7	148	46.3	47.2	46.9
	2004	99	36.1	37.2	40.0	250	39.1	40.8	42.7	153	41.6	43.0	43.6
	2005	172	37.6	37.7	41.1	250	38.2	40.0	41.6	172	43.9	44.2	44.8
Fort Lauderdale	2003	127	36.9	38.9	38.6	29	37.9	41.2	39.7	65	48.1	47.8	46.7
	2004	177	35.1	37.7	39.9	33	38.2	38.5	38.8	57	42.2	42.3	44.4
	2005	204	37.3	39.2	40.9	35	39.3	41.5	44.1	68	44.5	47.1	47.5
Hallandale	2003	114	34.5	36.0	37.0	69	36.5	38.6	38.8	15	42.9	43.1	43.2
	2004	120	33.9	35.4	37.4	69	33.4	38.8	37.8	8	**	**	**
	2005	115	34.2	36.7	39.6	80	36.4	38.7	40.1	14	36.8	41.5	42.6
Hallandale Adult	2004*	0	**	**	**	0	**	**	**	0	**	**	**
	2005	43	28.4	28.8	36.3	16	31.0	32.4	35.8	7	**	**	**
Hollywood Hills	2003	33	37.4	37.2	37.8	48	40.1	40.2	39.7	102	43.0	46.1	43.1
	2004	35	36.3	35.6	37.2	79	38.4	38.9	40.8	92	42.8	42.6	43.6
	2005	81	35.9	36.1	38.5	152	36.3	38.6	39.9	122	40.2	42.0	42.4
Lanier-James Education Center	2005*	9	**	**	**	6	**	**	**	5	**	**	**
McArthur	2003	53	38.3	40.5	39.3	96	38.2	39.5	39.4	68	39.7	43.6	42.0
	2004	54	37.9	38.0	38.9	121	35.8	36.9	39.8	65	39.8	42.6	41.9
	2005	158	34.4	35.9	38.0	230	35.8	38.3	39.2	118	40.4	42.1	42.0
William T. McFatter Technical	2003	15	42.9	42.4	43.9	35	46.5	47.8	45.7	70	45.7	46.9	44.8
	2004	12	40.7	39.8	42.2	42	44.3	42.6	43.2	65	44.9	46.1	46.0
	2005	31	42.1	43.7	41.1	35	45.1	47.9	45.3	61	45.4	47.6	45.0
Miramar	2003	63	41.2	40.5	41.9	40	41.0	42.9	42.0	14	51.6	45.9	47.9
	2004	278	34.4	35.6	38.8	103	36.2	37.9	39.7	28	40.8	42.3	44.4
	2005	359	36.2	36.9	39.5	122	36.5	39.0	40.6	23	40.3	39.3	41.5

APPENDIX B (Continued)

School	Year	Black				Hispanic				White			
		#	CR	M	W	#	CR	M	W	#	CR	M	W
Monarch	2004*	32	35.0	36.5	40.0	63	35.1	39.0	38.5	70	38.1	39.3	41.6
	2005	71	37.6	38.2	40.6	123	37.9	39.5	41.8	202	41.1	42.4	44.5
Northeast	2003	24	39.6	40.7	42.4	32	42.1	42.1	42.5	53	46.5	47.0	45.3
	2004	61	35.9	35.1	39.1	132	35.4	36.6	39.0	157	41.5	41.7	43.7
	2005	120	36.6	38.0	39.5	135	36.2	36.8	40.1	170	41.2	41.6	43.2
Nova	2003	58	41.0	41.5	42.1	35	39.6	43.4	41.8	135	48.0	50.7	46.7
	2004	100	37.6	39.3	41.4	78	38.5	41.6	41.4	175	44.7	48.6	46.9
	2005	177	38.5	40.0	40.4	92	38.5	41.8	42.5	175	46.0	48.7	47.8
Pine Ridge Alternative Center	2005*	0	**	**	**	0	**	**	**	0	**	**	**
Piper	2003	136	36.0	36.9	38.2	53	40.1	40.8	41.9	111	42.2	44.3	42.3
	2004	103	37.5	37.1	40.2	60	41.0	43.3	43.3	121	43.0	44.0	44.9
	2005	288	34.7	36.6	38.4	137	36.5	38.6	39.6	155	40.1	41.4	42.2
Plantation	2003	72	36.7	37.2	40.0	27	40.8	41.7	41.7	75	46.7	49.7	46.9
	2004	153	34.7	35.4	39.5	78	36.9	37.7	40.8	121	44.3	47.0	45.1
	2005	363	35.1	35.4	39.3	120	38.2	39.5	41.9	149	42.3	43.4	44.6
Pompano Beach	2003	41	42.6	43.4	43.1	27	43.8	45.2	43.6	101	43.7	43.7	44.8
	2004	54	41.0	41.1	42.7	37	43.3	42.7	45.5	107	42.6	44.2	45.5
	2005	65	41.4	43.9	43.7	38	41.4	43.6	43.6	118	44.8	46.2	47.2
Seagull	2004*	1	**	**	**	1	**	**	**	0	**	**	**
	2005	7	**	**	**	2	**	**	**	1	**	**	**
Sheridan Technical	2004*	1	**	**	**	0	**	**	**	0	**	**	**
	2005	0	**	**	**	0	**	**	**	0	**	**	**
South Broward	2003	91	32.8	34.4	37.0	105	37.6	38.9	39.4	148	41.5	43.1	42.5
	2004	126	32.5	33.9	36.2	166	34.1	35.5	38.2	172	39.6	40.3	42.3
	2005	141	33.4	33.5	37.6	186	35.3	37.0	39.3	177	40.7	41.0	43.0
South Plantation	2003	72	34.5	36.4	38.7	45	37.7	40.6	41.3	127	46.0	47.1	44.7
	2004	109	36.9	38.8	41.0	66	38.5	42.9	42.0	144	43.4	46.5	45.6
	2005	222	37.1	39.0	40.6	116	39.4	42.3	41.9	167	45.1	46.6	46.7
Stoneman Douglas	2003	29	41.5	44.3	42.1	60	42.5	45.7	45.1	341	47.9	50.3	48.3
	2004	86	37.5	39.2	42.4	138	40.8	43.3	43.1	524	44.1	46.9	46.4
	2005	54	39.3	39.1	42.0	100	40.0	43.3	43.4	462	44.4	46.8	46.8
Stranahan	2003	207	38.1	39.6	40.4	55	40.0	40.9	42.3	45	43.5	44.6	43.3
	2004	212	36.6	37.8	40.7	78	38.0	41.5	42.0	32	43.1	44.8	46.9
	2005	238	37.4	38.6	41.1	84	38.2	39.9	41.8	51	41.2	43.6	43.1

APPENDIX B (Continued)

School	Year	Black				Hispanic				White			
		#	CR	M	W	#	CR	M	W	#	CR	M	W
Sunset School	2005*	47	29.1	30.3	34.9	2	**	**	**	0	**	**	**
Taravella, J.P.	2003	21	39.2	38.0	41.2	54	45.0	45.4	45.9	223	47.5	50.3	47.8
	2004	73	37.8	38.1	40.2	170	38.8	40.3	41.3	358	43.7	46.1	45.2
	2005	92	39.8	40.8	41.7	195	38.9	41.6	42.2	385	42.9	45.2	45.3
Western	2003	3	**	**	**	36	42.1	42.4	43.4	100	46.6	46.4	47.4
	2004	25	40.5	38.4	40.3	131	38.4	38.7	41.1	383	41.1	41.7	42.4
	2005	28	38.9	35.8	41.6	142	39.2	40.0	42.2	373	42.5	43.2	44.6
Whispering Pines	2004*	5	**	**	**	3	**	**	**	4	**	**	**
	2005	1	**	**	**	2	**	**	**	8	**	**	**
* First year school's data reported.													
**No data reported when fewer than 10 students tested.													

APPENDIX C
The School Board of Broward County
PSAT/NMSQT Recap Report

Broward PSAT/NMSQT Grade 10 and 11 Participation and Mean Scores for Critical Reading (CR), Mathematics (M), and Writing (W) 2005								
	Grade 10				Grade 11			
	#	CR	M	W	#	CR	M	W
Nation		42.5	44.2	46.4		46.9	48.8	50.5
Florida		39.9	41.2	43.0		48.5	49.5	51.3
Broward	16,741 <u>17,260</u>	38.8 <u>38.9</u>	40.6	41.9	5,060 <u>5,267</u>	47.0	49.0 <u>48.9</u>	49.6
School								
Atlantic Technical	132	40.7	42.5	43.1	89	46.7	49.8	48.4
Blanche Ely	506	36.0	39.0	40.7	74	49.0	50.7	50.5
Boyd Anderson	557	34.8	36.5	39.1	140	42.6	44.4	45.3
Coconut Creek	496	35.2	36.3	39.6	88	44.5	44.3	45.6
College Academy	0	*	*	*	142	52.2	55.4	56.2
Cooper City	616	42.2	44.8	43.5	154	51.5	53.8	54.5
<u>Coral Glades</u>	<u>519</u>	<u>41.6</u>	<u>42.9</u>	<u>43.7</u>	<u>207</u>	<u>46.2</u>	<u>48.1</u>	<u>49.1</u>
Coral Springs	596	40.1	41.8	42.6	243	48.5	50.3	49.9
Cross Creek	1	*	*	*	0	*	*	*
Cypress Bay	1,132	42.3	45.4	44.9	499	49.5	52.6	51.6
Cypress Run	6	*	*	*	0	*	*	*
Dave Thomas Education Center	39	31.4	30.7	35.5	2	*	*	*
Deerfield Beach	497	36.8	39.0	40.5	181	46.8	49.5	49.5
Dillard	470	35.5	37.5	39.2	63	43.8	45.5	46.1
Everglades	868	39.5	41.0	42.1	212	46.4	48.7	47.9
Flanagan, Charles W.	700	39.7	40.8	42.3	167	46.2	48.8	49.4
Fort Lauderdale	362	38.9	41.1	42.5	136	44.1	45.4	47.6
Hallandale	260	35.1	37.6	39.8	74	39.2	41.8	42.2
Hallandale Adult	72	30.3	30.8	36.7	4	*	*	*
Hollywood Hills	485	36.8	38.6	39.9	64	46.4	46.0	48.3
Lanier-James Education Center	22	30.1	32.5	34.1	1	*	*	*
McArthur	571	36.3	38.3	39.4	61	45.6	47.6	48.3
William T. McFatter Technical	142	44.5	46.9	44.4	146	47.2	47.9	48.1
Miramar	592	36.7	37.9	40.1	65	51.3	51.3	52.2
Monarch	457	38.9	40.4	42.5	34	46.0	46.2	48.1
Northeast	484	38.1	38.9	41.1	86	48.6	48.7	50.5
Nova	497	41.4	43.7	43.5	144	53.4	56.8	56.6
Pine Ridge	1	*	*	*	1	*	*	*
Piper	655	36.7	38.4	39.7	253	42.6	44.8	45.7

APPENDIX C (Continued)

	Grade 10				Grade 11			
	#	CR	M	W	#	CR	M	W
Nation		42.5	44.2	46.4		46.9	48.8	50.5
Florida		39.9	41.2	43.0		48.5	49.5	51.3
Broward	<u>16,741</u> <u>17,260</u>	<u>38.8</u> <u>38.9</u>	40.6	41.9	<u>5,060</u> <u>5,267</u>	47.0	<u>49.0</u> <u>48.9</u>	49.6
School								
Plantation	715	37.2	38.1	41.0	314	43.2	43.4	45.5
Pompano Beach	234	43.3	45.0	45.5	123	46.9	47.6	51.4
Seagull	11	32.4	34.8	39.4	0	*	*	*
Sheridan Technical	0	*	*	*	12	39.3	37.5	41.8
South Broward	569	36.4	37.4	39.9	98	47.8	48.8	50.0
South Plantation	575	40.2	42.2	42.8	171	46.2	48.8	49.2
Stoneman Douglas	679	43.1	45.6	45.8	273	50.7	53.6	54.0
Sunset School	5	*	*	*	0	*	*	*
Stranahan	427	38.2	39.8	41.8	208	45.6	47.3	49.5
Taravella, J.P.	750	41.0	43.4	43.8	299	48.5	50.9	50.8
Western	613	41.4	42.1	43.8	97	53.2	53.5	56.2
Whiddon-Rogers Education Center	57	28.6	30.3	34.8	0	*	*	*
Whispering Pines	21	34.8	31.8	38.5	1	*	*	*
*No data reported when fewer than ten students tested.								

APPENDIX D
The School Board of Broward County
PSAT/NMSQT Recap Report

Charter School PSAT/NMSQT Grade 10 and 11 Participation and Mean Scores for Critical Reading (CR), Mathematics (M), and Writing (W) 2005								
	Grade 10				Grade 11			
	#	CR	M	W	#	CR	M	W
Nation		42.5	44.2	46.4		46.9	48.8	50.5
Florida		39.9	41.2	43.0		48.5	49.5	51.3
Broward	16,741 <u>17,260</u>	38.8 <u>38.9</u>	40.6	41.9	5,060 <u>5,267</u>	47.0	49.0 <u>48.9</u>	49.6
School								
City of Coral Springs	192	40.4	41.4	43.2	27	48.2	47.4	54.0
City of Pembroke Pines	398	40.7	42.3	43.5	248	44.9	47.4	47.7
North Lauderdale Academy	86	34.2	34.0	38.4	13	33.7	34.8	38.5
Parkway Academy	97	35.2	35.3	39.0	5	*	*	*
Somerset Academy	81	38.7	41.7	40.2	37	40.2	40.9	43.5
*No data reported when fewer than ten students tested.								