


# MEMORANDUM

August 17, 2005

**TO:** The Honorable Chair and Members of The School Board of Miami-Dade County, Florida

**FROM:** Rudolph F. Crew, Superintendent of Schools 

**SUBJECT: RESULTS OF THE 2005 ACT ASSESSMENT**

On August 17, 2005, ACT, Inc., released the national, state, and district *ACT Assessment* (ACT) results for the 2005 graduating class. Approximately 27% of students in the class of 2005 took the ACT representing a 2% increase over 2004. The 2005 ACT mean scores for the English, Mathematics, Reading, and Science Reasoning test sections, as well as the overall Composite scores, are presented below for the district, Florida, and the nation.

**Table 1: District, Florida, and National ACT Results for 2004 and 2005: Number Tested and Mean Scores**

	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
<b>DISTRICT</b>						
2004	5,281	17.9	18.9	19.3	18.9	18.9
2005	5,756	17.8	18.8	19.2	18.6	18.7
Change 04 to 05		-.1	-.1	-.1	-.3	-.2
<b>FLORIDA</b>						
2004	56,431	19.9	20.4	21.0	20.2	20.5
2005	58,302	19.8	20.4	20.9	20.1	20.4
Change 04 to 05		-.1	0	-.1	-.1	-.1
<b>NATION</b>						
2004	1,171,460	20.4	20.7	21.3	20.9	20.9
2005	1,186,251	20.4	20.7	21.3	20.9	20.9
Change 04 to 05		0	0	0	0	0

Note: "Number Tested" is the unduplicated count of students who took the ACT *Assessment* during their sophomore, junior, or senior year and reported their graduation year as 2005. If a student took the ACT more than once, only the most recent scores are included in the mean scores.

- In general, test scores decreased at the district and state levels, and remained constant at the national level.
- At the district level, mean score decreases were reported in all content areas, the largest decrease observed in Science Reasoning.
- At the state level, English, Reading, Science Reasoning, and Composite scores were slightly lower while Mathematics scores remained constant.
- The national mean scores are highest, followed by Florida's and then the district scores.

Attached are three reports provided by ACT, Inc. and highlights of the findings:

- 1) *The 2005 ACT Score Comparison* is a graphical representation of the data displayed in Table 1 for the national, state, and district results.
- 2) *The Composite Report*, which provides a distribution of scores, scores by core coursework, and student's identified need for curricular assistance. This report reveals:
  - Students who participate in core curriculum courses tend to earn higher ACT scores at the national, state, and district levels.
  - Miami-Dade County Public Schools (M-DCPS) students identified a greater need for assistance with study skills and math skills when compared to peers in the state and nation.
- 3) *The College Readiness Report*, which provides five-year trend data to include the percent of ACT-tested college ready students, as well as the average ACT math and science scores by course sequence. The information provided in this report shows:
  - The five-year trend data for M-DCPS and the state, both showing increases in total students tested.
  - M-DCPS students benefit by the rigor of science and math course sequencing as indicated in their ACT performance.

Individual school ACT results for the Class of 2005 are presented in Table 2. This table displays the number of test-takers at each school, as well as the mean scores for each subject area test and the accompanying Composite score. School summary score results are not presented if less than 30 students participated. The data for these schools are represented in the district subject area and Composite scores.

As with all college entrance exams, the population tested consists of self-selected students who participate on a voluntary basis. As a result, student demographic characteristics and the numbers and percent of students tested at each school can vary greatly both between schools and between years. Therefore, caution should be used in making comparisons, particularly in schools with relatively low numbers of students tested. The following test results for M-DCPS are shown in Table 2:

- Sixteen percent (16%, or 6 of 37) of the participating high schools had Composite scores at or higher than the national mean of 20.9.
- The 2005 Composite scores for 8 of the 37 (22%) participating high schools met or exceeded the state mean of 20.4.

**Table 2: Individual School ACT 2005 Results: Number Tested and Mean Scores For Each Subject Area and the Composite**

School	Number Tested	English	Math.	Reading	Science Reas.	Composite
American	119	17.5	18.0	18.6	17.9	18.1
G. Holmes Braddock	256	18.1	19.1	19.2	19.0	19.0
Coral Gables	191	20.1	20.6	20.7	20.0	20.5
Coral Reef	391	21.2	21.4	22.4	21.1	21.6
Doral Academy Charter	42	18.7	20.1	20.3	18.8	19.6
Barbara Goleman	202	18.4	19.6	19.4	18.8	19.2
Hialeah	139	16.4	17.4	17.8	17.6	17.4
Hialeah-Miami Lakes	198	17.9	18.4	19.4	18.8	18.8
Homestead	142	15.7	16.9	17.4	17.0	16.9
Dr. Michael M. Krop	130	19.6	20.5	20.7	19.4	20.2
MAST Academy	73	23.6	23.9	24.8	23.4	24.0
Miami Beach	46	19.7	19.9	21.2	20.3	20.4
Miami Carol City	131	15.5	15.8	16.6	16.2	16.2
Miami Central	127	14.5	16.4	16.2	16.4	16.0
Miami Coral Park	364	18.0	19.2	18.9	19.2	19.0
Miami Edison	120	12.0	15.3	15.2	15.2	14.5
Miami Jackson	132	14.0	16.5	15.6	15.8	15.6

**Table 2 (continued)**

<b>School</b>	<b>Number Tested</b>	<b>English</b>	<b>Math.</b>	<b>Reading</b>	<b>Science Reas.</b>	<b>Composite</b>
Miami Killian	164	18.8	19.9	19.9	19.4	19.6
Miami Lakes Ed. Center	95	17.5	18.4	18.6	18.3	18.3
Miami Norland	144	15.7	16.6	17.0	16.2	16.5
Miami Northwestern	204	15.3	16.2	16.6	16.8	16.4
Miami Palmetto	270	21.5	22.0	22.1	21.3	21.9
Miami Senior	134	16.4	18.0	18.1	18.0	17.7
Miami Southridge	161	17.1	18.0	18.2	18.2	18.0
Miami Springs	129	16.0	18.1	17.7	17.3	17.4
Miami Sunset	165	18.1	19.2	19.5	19.0	19.1
New World School of the Arts	78	22.2	20.5	23.3	20.1	21.6
North Miami	123	15.8	17.3	17.4	16.9	17.0
North Miami Beach	143	16.7	18.0	18.3	17.3	17.7
School for Adv. Studies South	50	23.4	23.5	25.0	22.8	23.8
School for Adv. Studies North	39	22.9	23.4	24.8	22.1	23.4
South Dade	120	18.8	19.0	20.5	19.6	19.7
South Miami	133	18.3	20.4	19.3	19.0	19.4
Southwest Miami	165	18.5	19.5	19.2	19.0	19.2
William Turner Tech Center	256	16.1	16.8	17.6	17.1	17.0
Felix Varela	263	17.7	18.9	19.3	19.3	19.0
Booker T. Washington	60	11.9	15.1	15.2	15.4	14.5
<b>District</b>	<b>5,756</b>	<b>17.8</b>	<b>18.8</b>	<b>19.2</b>	<b>18.6</b>	<b>18.7</b>
<b>Florida</b>	<b>58,302</b>	<b>19.8</b>	<b>20.4</b>	<b>20.9</b>	<b>20.1</b>	<b>20.4</b>
<b>Nation</b>	<b>1,186,251</b>	<b>20.4</b>	<b>20.7</b>	<b>21.3</b>	<b>20.9</b>	<b>20.9</b>

\* The results for any school with fewer than 30 students tested are not reported separately, but are included in the district, state and national summaries.

Should you have any questions about the 2005 *ACT* results, please contact Ms. Antoinette Dunbar, Deputy Superintendent, Curriculum, Instruction, and School Improvement, at 305 995-1451 or Ms. Gisela Feild, District Director, Assessment and Data Analysis, at 305 995-7512.

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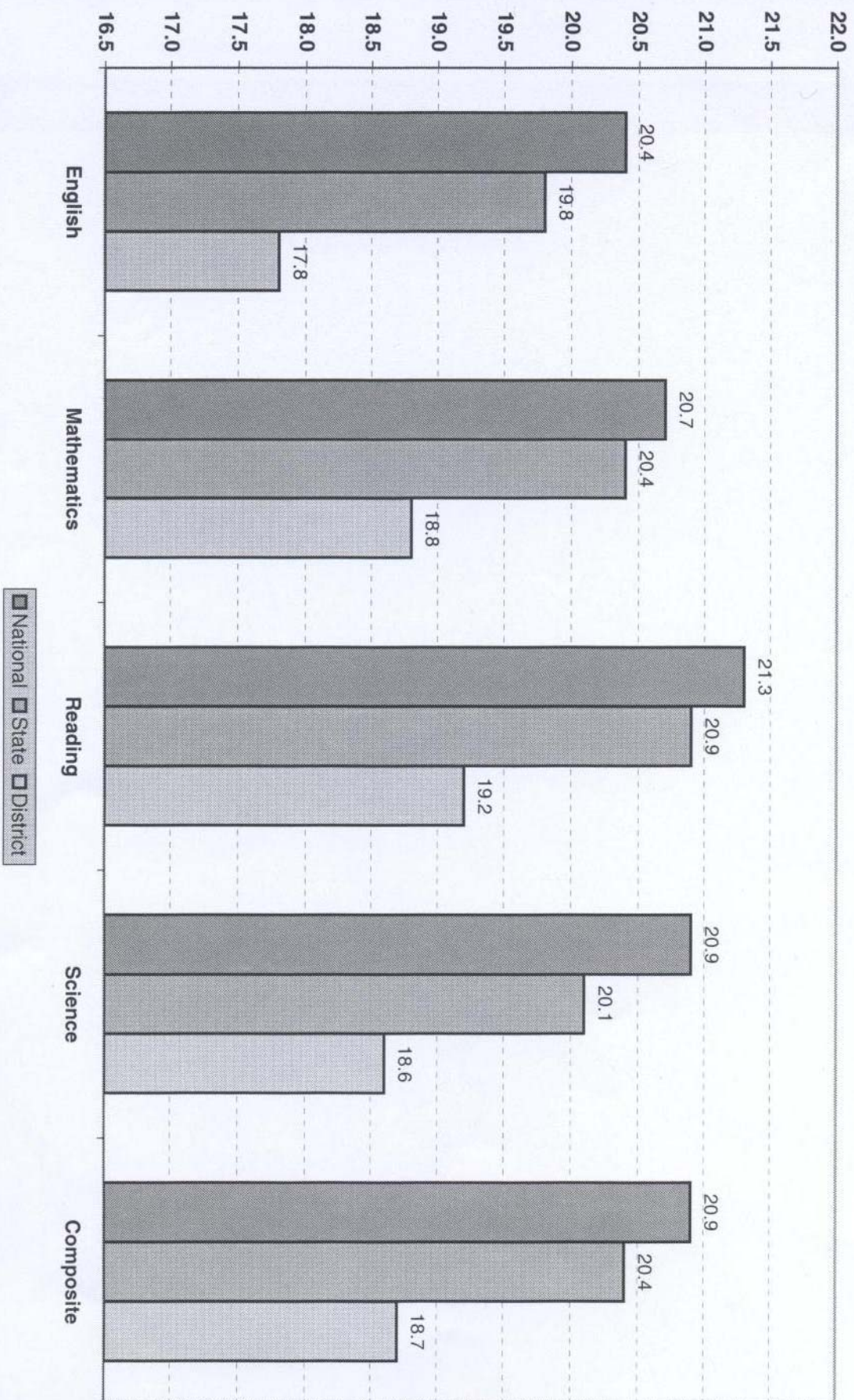
cc: School Board Attorney  
Superintendent's Senior Staff  
Regional Administrative Directors  
Dr. Natalie Roca  
Senior High School Principals



National(990000)  
Florida(100000)  
Miami-Dade Co Public Schools(107040)

## 2005 ACT Score Comparison Total Group

ACT<sup>®</sup>





National(990000)  
 Florida(100000)  
 Miami-Dade Co Public Schools(107040)

# COMPOSITE REPORT



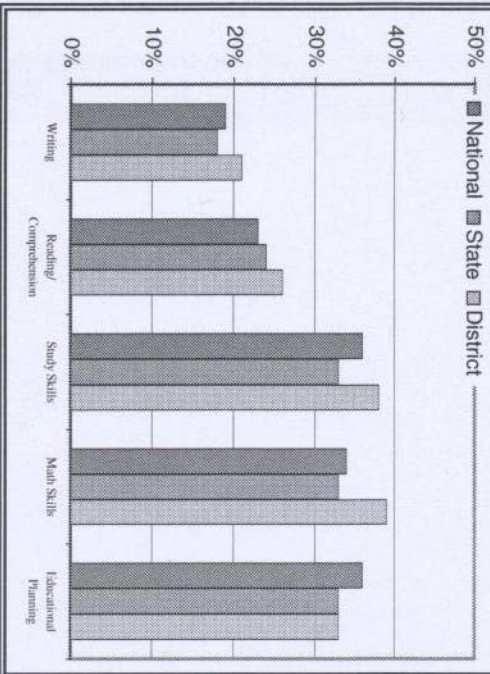
Core Curriculum (Executive Summary)	COMPOSITE Scores		
	National	State	District
Core or More	21.9	21.1	19.2
Less than Core	19.5	19.3	17.5
Total Group	20.9	20.4	18.7

Core Curriculum
4 Units - English
3 Units - Mathematics
3 Units - Science
3 Units - Social Studies

H.S. GPA (Table 8)	COMPOSITE Scores		
	National	State	District
3.50 - 4.00	24.2	23.4	23.0
3.00 - 3.49	20.4	19.9	19.8
2.50 - 2.99	18.4	17.8	17.5
2.00 - 2.49	17.0	16.1	15.7

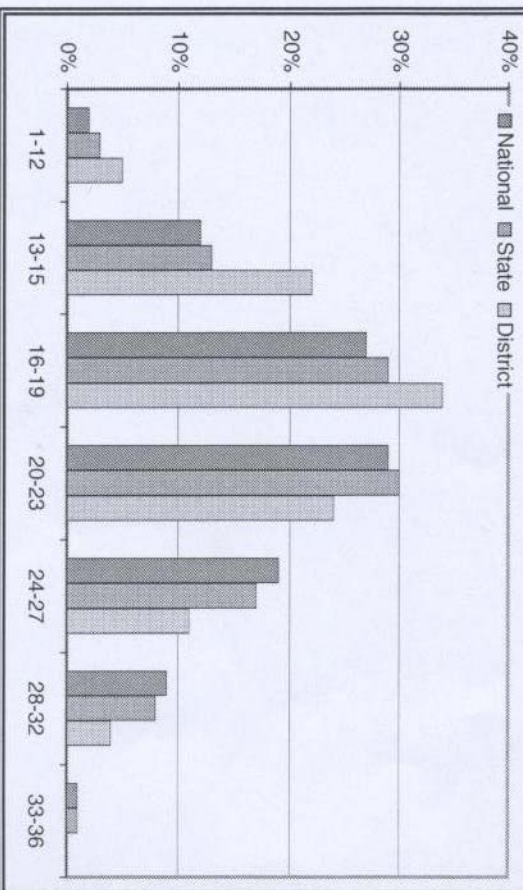
## Students' Identified Needs

(Table 11)



## Standards for Transition Composite Test Score Ranges

(Table 4)



Students in the Report	Count
National	1,186,251
State	58,302
District	5755

English Test - 75 Items, 45 Minutes  
 Math Test - 60 Items, 60 Minutes  
 Reading Test - 40 Items, 35 Minutes  
 Science Test - 40 Items, 35 Minutes

Quartiles (Executive Summary)	COMPOSITE Values		
	National	State	District
Q3 (75th percentile)	24.3	23.6	21.5
Q2 (50th percentile)	20.6	20.1	18.1
Q1 (25th percentile)	17.3	16.9	15.3





## College Readiness Report for: MIAMI-DADE CO PUBLIC SCHOOLS

Aug. 2005  
Code: 107040

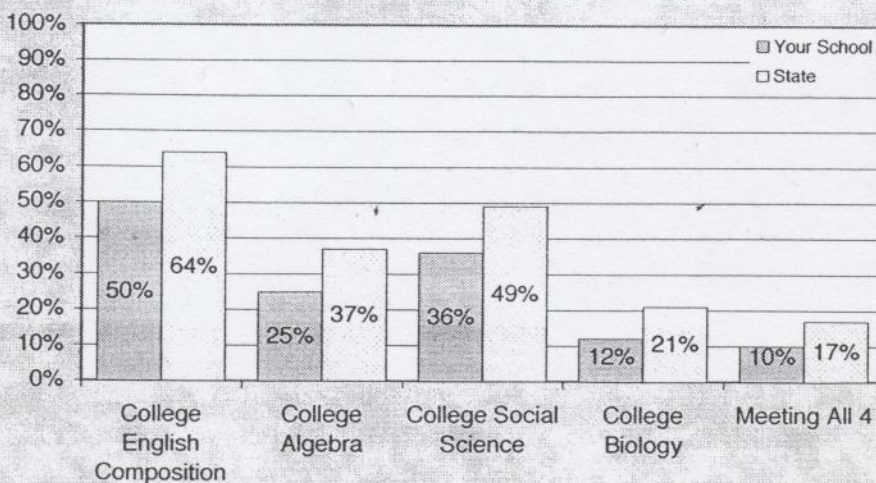
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. (Results of the optional ACT Writing Test will be reported beginning with the 2006 High School Graduating Class.) Table 1 shows the five-year trend of your high school's ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

**Table 1: Five Year Trend - Average ACT Scores**

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	Local	State	Local	State	Local	State	Local	State	Local	State	Local	State
2000-2001	5,396	51,118	17.6	19.8	18.9	20.3	18.7	20.8	18.6	20.3	18.6	20.4
2001-2002	5,185	51,935	17.7	19.8	18.8	20.3	18.9	20.8	18.6	20.2	18.6	20.4
2002-2003	5,455	55,784	17.8	19.8	18.7	20.3	19.2	21.0	18.5	20.2	18.7	20.5
2003-2004	5,281	56,431	17.9	19.9	18.9	20.4	19.3	21.0	18.9	20.2	18.9	20.5
2004-2005	5,756	58,302	17.8	19.8	18.8	20.4	19.2	20.9	18.6	20.1	18.7	20.4

**Figure 1. Percent of ACT-Tested Students College Ready**



### Are Your Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- \* English Composition: 18 on ACT English Test
- \* Algebra: 22 on ACT Math Test
- \* Social Science: 21 on ACT Reading Test
- \* Biology: 24 on ACT Science Test

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.

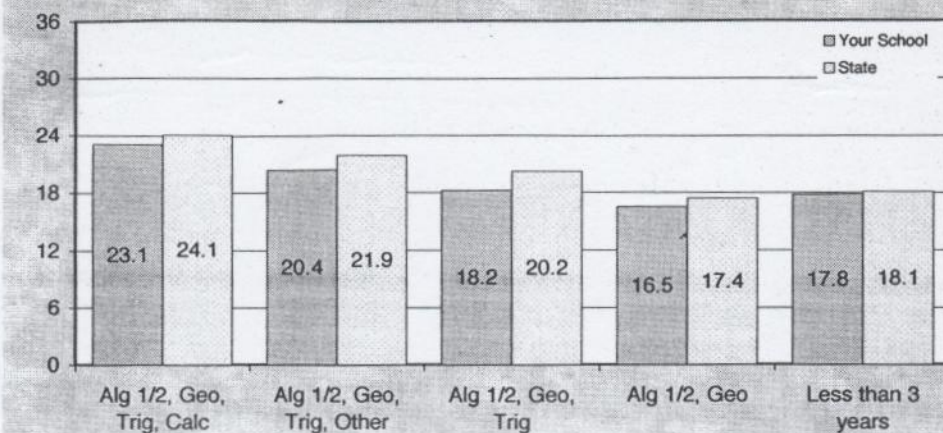
A High School College Readiness Report has been sent to the Principal of each high school.



## College Readiness Report for: MIAMI-DADE CO PUBLIC SCHOOLS

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in math and science respectively.

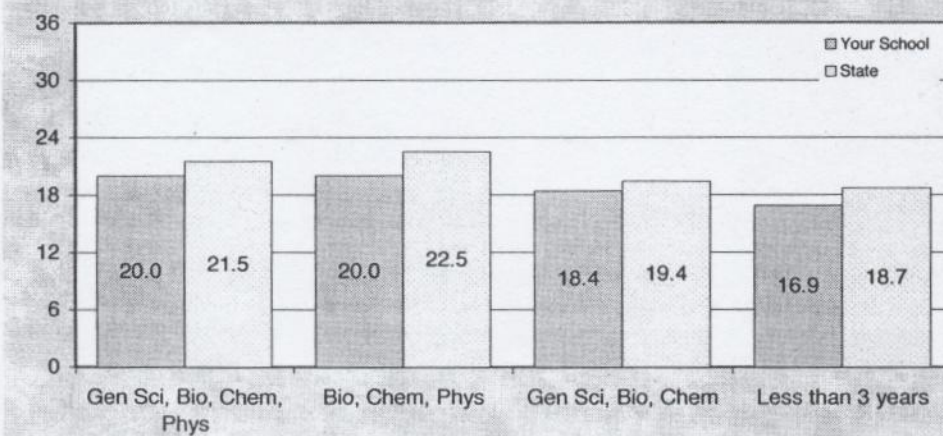
**Figure 2. Average ACT Math Scores by Course Sequence**



### **Value Added by Math Courses**

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Math scores than students who take less than three years of math. In addition, students who take more advanced math courses substantially increase their ACT Math score.

**Figure 3. Average ACT Science Scores by Course Sequence**



### **Value Added by Science Courses**

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

### **College Readiness for All: An Action Plan for Schools and Districts**

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness at your school, contact your ACT Regional Director at 850-878-2729, or email Tallahassee@act.org.