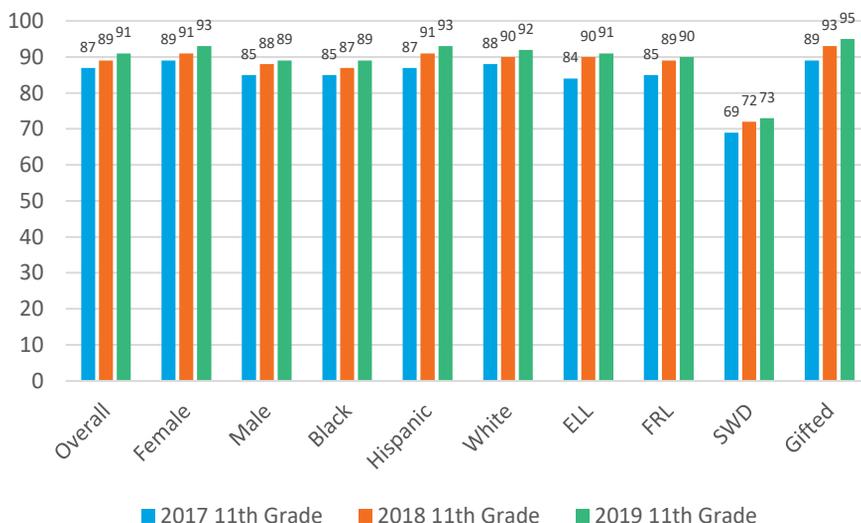


SAT Participation Remains High:

91%

- Overall participation **increased** from 89% in 2018 to 91% in 2019.
- **The participation gap was virtually eliminated** for all groups except for students with disabilities, whose gap dramatically decreased when SAT School Day was introduced in 2016.

SAT Participation Among 11th Grade Students



SAT Performance

- The overall average scores for 11th grade test takers remained unchanged at 496 from 2018 to 2019 for the Evidence-Based Reading and Writing (EBRW) section. Math scores decreased from 471 in 2018 to 469 in 2019.
- Over half of 11th grade test takers met the college readiness benchmark for EBRW, and a quarter met the benchmark for Math in 2019.
- The overall average scores for 12th grade test takers increased from 406 in 2018 to 408 in 2019 for the EBRW section. Math scores decreased from 372 in 2018 to 370 in 2019.

2,151

Students not meeting the FSA ELA graduation requirement achieved a concordance score on SAT School Day 2019

Over one-third of all students taking the SAT to achieve ELA concordance were successful:

- 41% of 11th graders in 2019
- 31% of 12th graders in 2019

349

Students not meeting the Algebra 1 EOC graduation requirement achieved a concordance score on SAT School Day 2019

More than one-in-ten of all students taking the SAT to achieve Algebra 1 EOC concordance were successful:

- 18% of 11th graders in 2019
- 15% of 12th graders in 2019

Additional Resources

- Detailed school-by-school results: <https://www.browardschools.com/sar>
- Information on the SAT: <http://www.collegeboard.org>

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

**DANIEL GOHL
CHIEF ACADEMIC OFFICER**

Signatures on File

DATE: June 20, 2019

TO: All Principals

FROM: Daniel F. Gohl
Chief Academic Officer

VIA: Valerie S. Wanza, Ph.D.
Chief School Performance and Accountability Officer

SUBJECT: **2019 SAT SCHOOL DAY**

Broward County Public Schools (BCPS) offered a Stanford Achievement Test (SAT) School Day to students on March 6, 2019 with a makeup date of April 9, 2019. All 11th grade students enrolled in traditional schools and centers were offered a SAT School Day for the first time in April 2016. The initiative was put in place to eliminate the economic and logistical barriers that limited students' participation in the SAT in the past. Twelfth graders who had not met the graduation reading requirement were offered the test for the first time in April 2017. Twelfth graders who had not met the Algebra 1 End of Course graduation test requirements were offered the test for the first time in March 2019, following a change in Algebra 1 concordance rules to include the SAT. This report summarizes student participation and scores from the 2019 SAT School Day administration.

Major findings include:

- **Participation in the SAT School Day increased from 89% in 2018 to 91% in 2019 among 11th grade students.** Participation has remained above 80% for nearly all subgroups, except for students with disabilities. For English language learners and students who receive free or reduced-price lunch, SAT School Day participation remains above 80 percent.
- **The average Evidence-Based Reading and Writing (EBRW) score remained static from 2018 to 2019.** Among 11th grade students, the mean EBRW score remained the same at 496 from 2018 to 2019. The mean Math score went from 471 in 2018 to 469 in 2019.
- **Over one-third of all students who had not met the graduation requirement for English Language Arts (ELA) achieved a concordant score on SAT School Day (41.2% of 11th grade students, $n=2,151$; and 30.9% of 12th grade students, $n=527$).**
- **Just over half of all 11th grade students participating in SAT School Day achieved the college-readiness benchmark score for the EBRW section (55.6%; $n=8,874$), while a quarter met the benchmark for the Math section (25.7%; $n=4,103$).**

Please direct any questions or comments concerning this report to **Richard Baum, Director, Student Assessment & Research at 754-321-2500**. This memo and report may also be accessed via the Student Assessment & Research website at <https://www.browardschools.com/sar>.

VSW/DG/RGB/RAA/MP:rs
Attachment

CC: School Board Members
Senior Leadership Team
Directors, School Performance and Accountability



Assessment Report

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Number 194

Report from the Office of the Superintendent

June 2019

2019 SAT School Day

The Stanford Assessment Test (SAT), a college entrance exam offered through College Board, provides many benefits, both to students and schools. For the fourth year in a row, Broward County Public Schools (BCPS) partnered with College Board to provide a school day administration of the SAT to all eleventh-grade students enrolled in the District's traditional schools and centers in order to increase SAT participation throughout the District. The SAT was also offered to twelfth grade students who had not yet met the reading graduation testing requirement or who had not yet met the Algebra 1 End of Course (EOC) graduation testing requirement.

Registration fees were waived for all who participated during SAT School Day. The District, in collaboration with high schools, pre-registered students, paid their registration fee (providing a direct cost savings of sixty-four dollars and fifty cents to each student), and offered the SAT assessment during a regular school day, thus making it highly convenient for students to take the exam. Prior to the exam, students were given access to the *Official SAT Practice* online exam preparation course.

The first SAT School Day took place in April 2016, following a successful pilot in three high schools the year before. In April 2017, BCPS held the second annual SAT School Day, and also invited all 12th grade students who had not yet met the English Language Arts (ELA) graduation testing requirement to participate. For the fourth year of the initiative, SAT School Day again was offered to 11th and 12th grade students. Following the pattern of the last three years of SAT School Day, the test was scheduled earlier than in prior years: March 6, 2019.

Background

SAT: Benefits to Students

The SAT is a college entrance exam accepted by all U.S. colleges. As such, many students participate to meet college entrance requirements. Additionally, various colleges and educational organizations award scholarships or grants based in part on SAT scores. Students can also use their scores to determine areas where they are ready for college-level courses and areas where they need to improve their skills and knowledge. Students who did not pass the 10th grade ELA portion of the

Florida Standards Assessment (FSA) can meet that graduation requirement by earning a concordant score on the Evidence-Based Reading and Writing (EBRW) section of the SAT. Beginning with the 2019 SAT School Day, students who earn a concordance score on the Math section of the SAT can meet the graduation requirement for a passing score on the Algebra 1 End-of-Course (EOC) Assessment.

SAT: Benefits to Schools

Schools have access to an online educator reporting portal that offers participation and score reports for the whole school, broken down by different demographic groups (College Board, 2015). Reports include the percent of students meeting the college readiness benchmark scores for both the EBRW and Mathematics sections of the redesigned SAT (College Board, 2016a). Schools can compare the performance of their students with students at the district and at the state level. The portal also supplies Instructional Planning reports and Question Analysis reports that allow schools to drill down to the student level on specific questions. Taken together, these reports allow for curriculum planning at the student, class, school, and district level. Additionally, schools benefit by increasing their graduation rate when students who failed to pass the 10th grade ELA portion of the FSA or the Algebra 1 EOC meet those graduation requirements by earning concordance scores on the EBRW section or the Math section of the SAT, respectively.

Barriers to Taking the SAT

The SAT is typically offered on specified weekend dates seven or eight times yearly at a cost (in 2019) of forty-seven dollars and fifty cents per student (for the SAT without the essay) and sixty-four dollars and fifty cents (for the SAT with the essay). The cost, plus the need to take the SAT outside of school time—often at testing sites far from home—limits students’ ability to take the assessment. While some students from low-income families can waive the testing fee, not all are aware that they may be eligible for a waiver. Even those students who can afford to pay the registration fee or are aware that they are eligible for a fee waiver, face the burden of arranging travel to and from the testing site during weekend days when many have work or family obligations. Thus, despite the benefits associated with the SAT, taking the SAT has been out of reach for many students.

Method

This report summarizes SAT data from the 2019 SAT School Day administration. Eleventh grade students enrolled on the day of the exam (March 6, 2019) were included in the analyses. Additionally, twelfth grade students who were invited to participate in the 2019 SAT School Day were included in the analyses. Twelfth grade students were invited to participate if they failed to pass the 10th grade ELA portion of the FSA or the Algebra 1 EOC. Results detail participation rates and scores District-wide as well as broken down by school, gender, race/ethnicity, and special

student populations. These special populations include students eligible for free or reduced-price lunch (FRL), students with disabilities (SWD), gifted students, and students who are English language learners (ELL). The Broward County SAT data were obtained by retrieving demographic, enrollment, and testing records from the District's data warehouse and linking these records to data available from the College Board.

Data Definitions

- **Participation Rate** refers to the number of 11th grade students who took the SAT on SAT School Day divided by the number of 11th grade students enrolled on that day. The participation rate for 12th grade students was not calculated because only 12th grade students who had not yet met the 10th grade ELA Reading or Algebra 1 EOC graduation test requirements were invited to participate.
- **EBRW Mean** refers to the average score on the Evidence-Based Reading and Writing section of the SAT. Possible scores range from 200 to 800.
- **Math Mean** refers to the average score on the Mathematics section of the SAT. Possible scores range from 200 to 800.
- **Concordant Score** refers to a score that a student may use to satisfy the 10th grade ELA FSA or Algebra 1 EOC graduation requirement if he or she scored lower than a level 3 on the ELA portion of the FSA or lower than a level 3 on the Algebra 1 EOC. For ELA, a concordant score on the redesigned SAT is a score of 430 (or higher) on the EBRW section *or* a score of 24 (or higher) on the redesigned SAT Reading subtest. For Algebra 1, a concordant score on the redesigned SAT Math section is a score of 420 or higher (Florida Department of Education, 2019).
- **EBRW Benchmark** refers to the college readiness benchmark College Board put forth for the redesigned Evidenced-Based Reading and Writing section of the SAT. Students who meet the benchmark, a score of 480 on the EBRW, have a 75 percent likelihood of achieving at least a C in first-semester, credit-bearing college-level courses in history, literature, social science or writing (College Board, 2016a).
- **Math Benchmark** refers to the college readiness benchmark College Board put forth for the redesigned Mathematics section of the SAT. Students who meet the benchmark, a score of 530 on the Math section, have a 75 percent likelihood of achieving at least a C in first-semester, credit-bearing college-level courses in algebra, statistics, precalculus, or calculus (College Board, 2016a).

Results

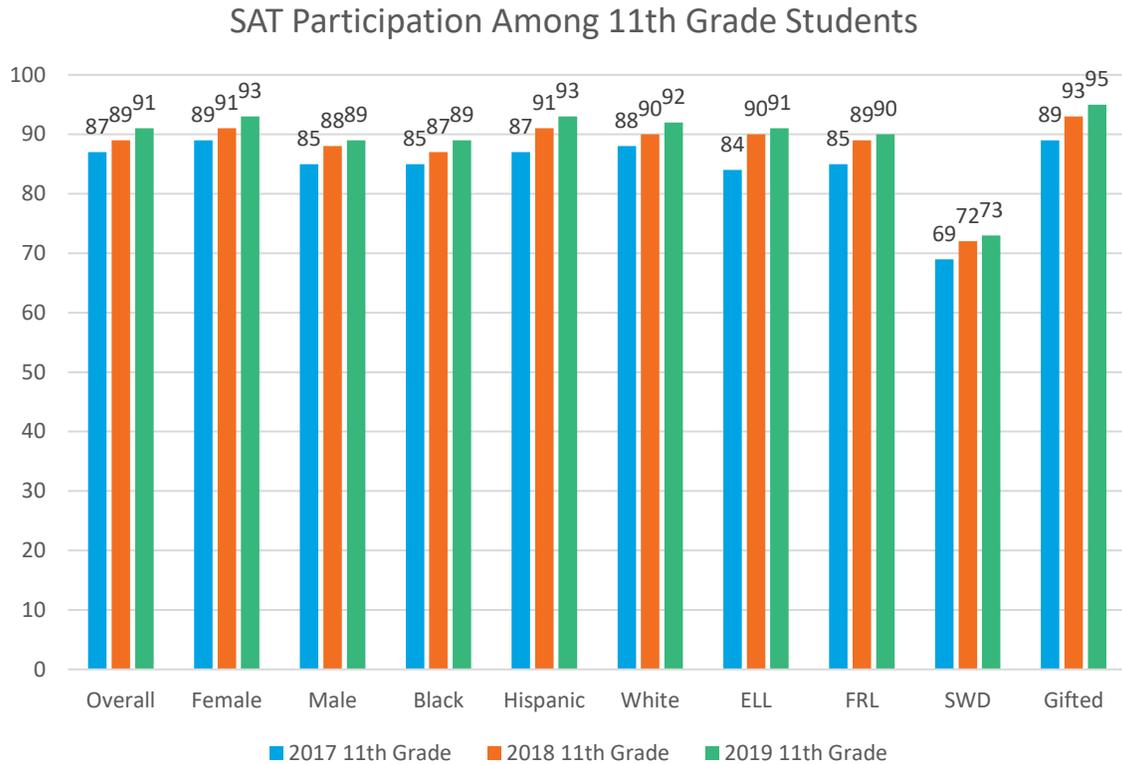


Figure 1: SAT participation among 11th grade students, 2017 through 2019

Participation during SAT School Days. As in previous years, more than 80 percent of all subgroups of 11th grade students participated in the 2019 SAT School Day with one exception: Participation among students with disabilities (SWD) lower than among others (73.0% SWD vs. 93.3% Non-SWD).

Participation rate varied by school type. The District’s SAT School Day included students from center schools as well as traditional schools (but not charter schools). Participation among 11th grade students enrolled in center schools was lower (43.6%) than among those enrolled in traditional schools (94.1%) in 2019. School-by-school participation rates for 11th grade students are provided in Appendix A.

Performance. Figures 2, 4, and Appendix C display SAT scores overall and by subgroup for EBRW and Math for 11th grade. Appendix C includes mean scores as well as the percent that met concordance and college-ready benchmark scores for 11th grade. Appendix D contains parallel data for 12th grade. School-by-school measures of performance are displayed for 11th grade students in Appendix A and for 12th grade students in Appendix B.

Performance: Evidence-Based Reading and Writing (EBRW)

Mean Score. Figure 2 displays mean scores overall and by subgroup for 11th and 12th grade students in 2019. The solid black line denotes the college-readiness benchmark of 480, while the dotted black line denotes the concordance score of 430.

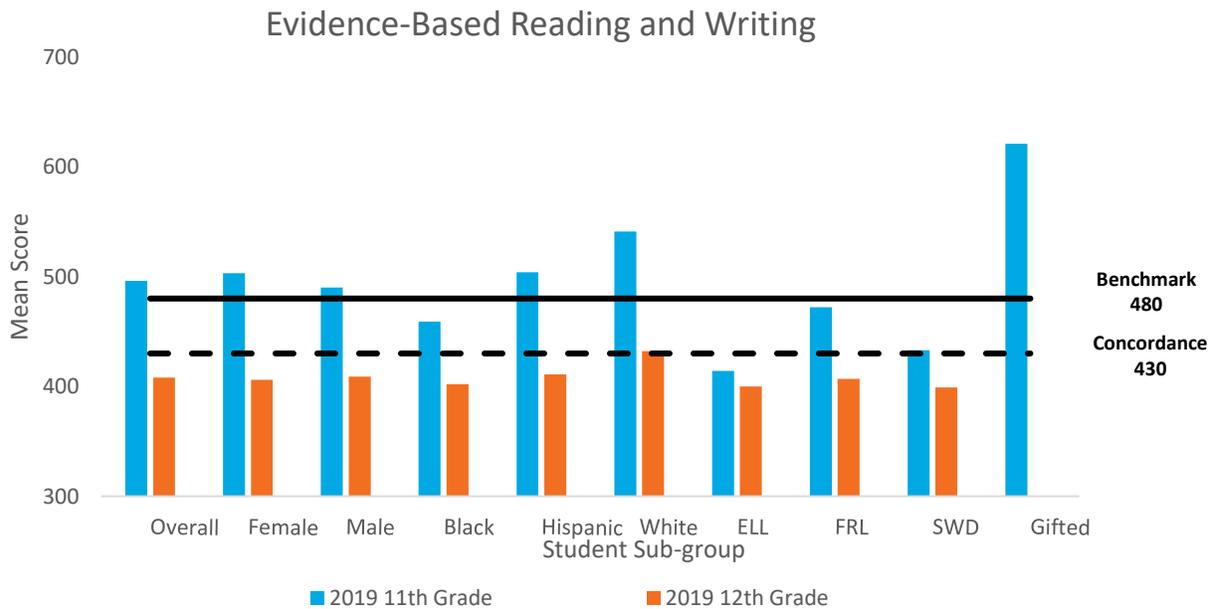


Figure 2. Evidence-Based Reading and Writing SAT mean scores by student sub-population, 2019 SAT School Day

Eleventh Grade Students. On a scale from 200 to 800 the mean score for 11th grade students was 496 in 2019, exceeding both the concordant score of 430 and the college-readiness benchmark of 480 (see Figure 2 and Appendix C). The two highest-performing groups were gifted students ($m=621$) and White students ($m=541$). The lowest performing group was English language learners ($m=414$). Overall average scores remained stable from 2018 to 2019. The 2019 average Evidence-Based Reading and Writing (EBRW) score remained unchanged at 496 from 2018.

Twelfth Grade Students. Twelfth grade students who had not yet met the 10th grade ELA reading test graduation requirement were invited to participate in the SAT School Day in 2019. Their overall mean score was 408 on a scale from 200 to 800 (see Figure 2 and Appendix D). The highest performing group¹ was White students ($m=432$), while the lowest performing groups were students with disabilities ($m=399$) and English language learners ($m = 400$). Overall average scores increased from 2018 to 2019. The EBRW score went from 406 in 2018 to 408 in 2019.

¹ There were fewer than 10 Gifted students in 12th grade participating so their scores are not reported.

Concordance Score. Currently a score of 430 (or higher) on the EBRW section or a score of 24 (or higher) on the Reading subsection of the EBRW earns concordance. Of the 11th grade students who had not yet met the requirement, 41.2% ($n=2,151$) met the requirement on the 2019 SAT School Day. Of the participating 12th graders who had not yet met the requirement by 2019 SAT School Day, 527 (30.9%) met concordance that day (see Figure 3 and Appendices A and B).

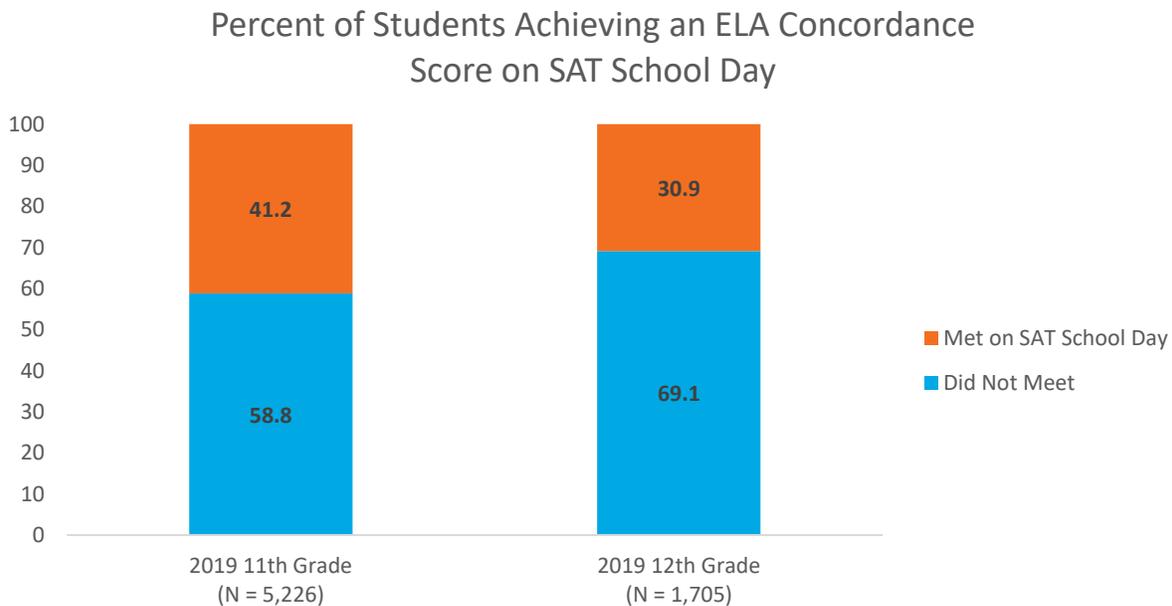


Figure 3. Percent of students not meeting ELA graduation testing requirement who achieved an ELA concordance score on SAT School Day in 2019

Among students who needed to meet ELA concordance on SAT School Day in 2019, for 11th grade students (see Appendix C), males and females were similar with respect to meeting concordance (male, 40.9%; female 41.4%). There were some differences in other groups. A larger percentage of White students met concordance than Hispanic or Black students. Also, a larger percentage of gifted students met concordance than non-gifted students. Students eligible for free or reduced-price lunch and English language learners were less likely than their counterparts to meet concordance. A similar percentage of students with disabilities met concordance as did their counterparts. Among 12th grade students (see Appendix D) differences by subgroup were that Black and Hispanic students, students eligible for free or reduced-price lunch, and English language learners were less likely than their counterparts to meet concordance. A larger percentage of students with disabilities met concordance than students without disabilities.

Benchmark Score. Students who meet the college-ready benchmark score for the EBRW section, a score of 480, have a 75 percent likelihood of achieving at least a C in first-semester, credit-bearing college-level courses in history, literature, social science or writing (College Board, 2016a). More than half of 11th grade participants in SAT School Day met the EBRW college-ready benchmark in 2019 (55.6%). Eight percent of participating 12th grade students met the EBRW benchmark.

Among 11th grade students in 2019 (see Appendix C), a larger percentage of female students, White students, and gifted students met the benchmark than did their counterparts. Students with disabilities, students eligible for free or reduced-price lunch, and English language learners had a lower percentage of students that met the EBRW benchmark than their counterparts.

For 12th grade (see Appendix D), female and male groups had a similar percentage of students that met the EBRW benchmark. White students were more likely to meet the benchmark than were Hispanic or Black students. Also, students eligible for free or reduced-price lunch, English language learners, and students with disabilities were less likely to meet the EBRW benchmark than their counterparts. Gifted students had too few in the group to analyze.

Performance: Mathematics

Mean Score. Figure 4 displays mean scores overall and by subgroup for the students who participated in the 2019 SAT School Day. The solid black line denotes the college-readiness benchmark score of 530, while the dotted black line denotes the concordance score of 420.

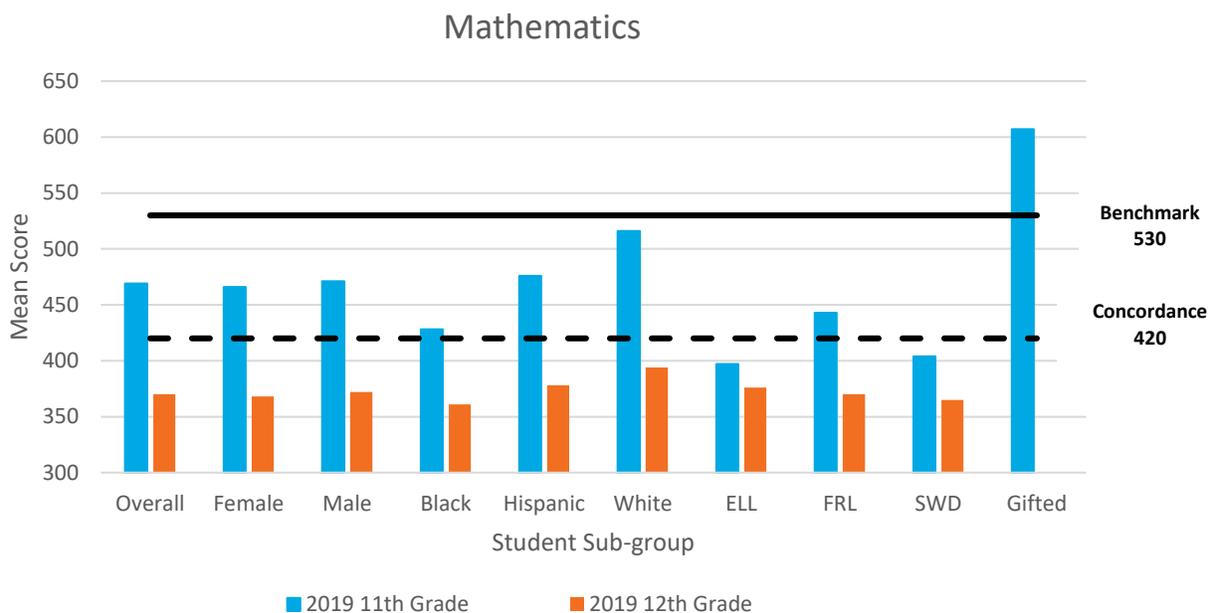


Figure 4. Mathematics SAT mean scores by student sub-population, 2019 SAT School Day

Eleventh Grade Students. On a scale from 200 to 800, the mean score for 11th grade students was 469 in 2019 (see Figure 4 and Appendix C). The groups with the larger mean scores were males ($m=471$), White students ($m=516$) and gifted students ($m=607$). The lowest performing groups were English language learners ($m=397$) followed by students with disabilities ($m=404$). The overall Math score decreased from 471 in 2018 to 469 in 2019.

Twelfth Grade Students. As noted previously, twelfth grade students who had not yet met the 10th grade ELA or Algebra I EOC graduation testing requirement were invited to participate in the 2019 SAT School Day. Their overall mean Math score was 370 on a scale from 200 to 800; it decreased from 372 in 2018 to 370 in 2019 (see Figure 4 and Appendix D). The highest performing group² was White students ($m=394$), while the lowest performing group was Black students ($m=361$).

Concordance Score. As of 2019, a score of 420 (or higher) on the SAT Math earns concordance for the Algebra 1 EOC graduation testing requirement. Of the 11th grade students who had not yet met the requirement, 18.0% ($n=309$) met the requirement on the 2019 SAT School Day. Of the participating 12th graders who had not yet met the requirement by 2019 SAT School Day, 40 (14.5%) met concordance that day (see Figure 5 and Appendices A and B).

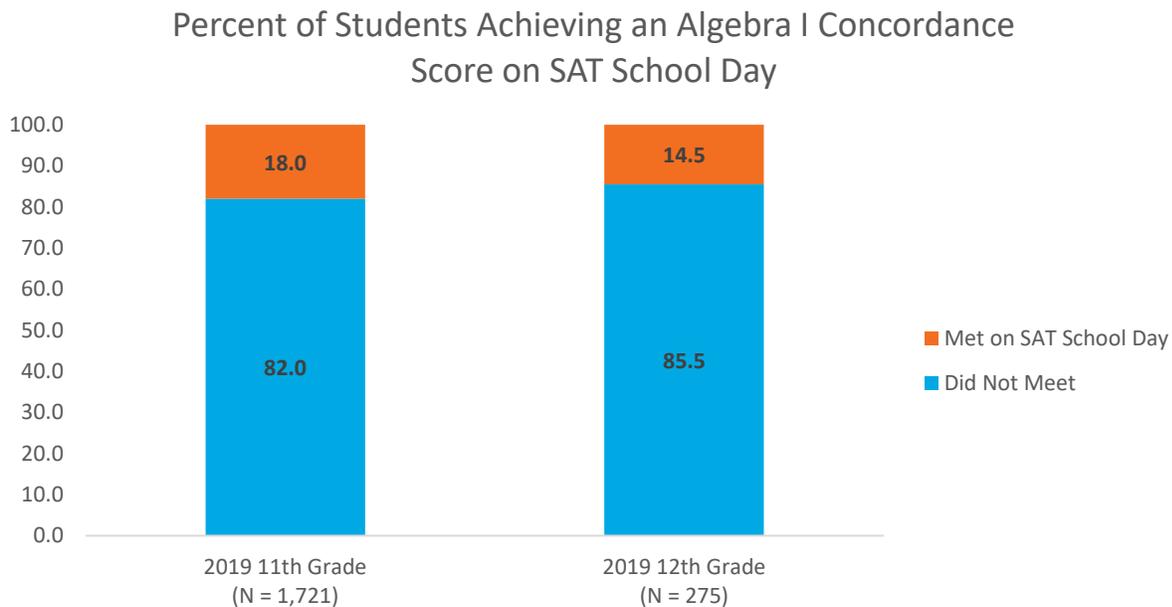


Figure 5. Percent of students not meeting Algebra 1 EOC graduation testing requirement who achieved a concordance score on SAT School Day in 2019

² There were fewer than 10 Gifted students in 12th grade participating so their scores are not reported.

Among students who needed to meet concordance on SAT School Day in 2019, for 11th grade students (see Appendix C), a larger percentage of males met concordance than females (male, 19.5%; female 16.3%). A larger percentage of White students met concordance than Hispanic or Black students. Students eligible for free or reduced-price lunch, students with disabilities, and English language learners were less likely than their counterparts to meet concordance. Among 12th grade students (see Appendix D) differences by subgroup were that Black students were less likely to meet concordance than White or Hispanic students. Unlike concordance scores for ELA, students eligible for free or reduced-price lunch and English language learners were more likely than their counterparts to meet concordance on the SAT Math section. Gifted students in both grade levels had too few in the group to analyze. As with ELA concordance scores, a larger percentage of students with disabilities met concordance than students without disabilities.

Benchmark Score. Students who meet the Math college-ready benchmark score, a score of 530, have a 75 percent likelihood of achieving at least a C in first-semester, credit-bearing college-level courses in algebra, statistics, precalculus, or calculus (College Board, 2016a). For 11th grade students, just over twenty-five percent scored at or above the Math benchmark. Under 2 percent of participating 12th grade students met the Math benchmark.

Among 11th grade students (see Appendix C), a greater percentage of male students, White students, and gifted students met the math benchmark than did their counterparts. A smaller percentage of students with disabilities, students eligible for free or reduced-price lunch, and English language learners met the math benchmark, compared to their counterparts. This pattern in subgroup differences was the same for math and EBRW with the exception of the gender difference. While female students in the 11th grade scored higher on the Evidence-Based Reading and Writing section of the SAT, male students scored higher on the math section. For the 12th grade students (see Appendix D), the pattern was the same as 11th grade, although with a much smaller percent (less than 2% in most instances) of students who met the math benchmark.

Summary

In 2019 BCPS hosted the fourth year of SAT School Day for all 11th grade students. Twelfth grade students have participated in the SAT School Day for three consecutive years, 2017-2019. All participating students were offered the *Official SAT Practice* online course to help them prepare for the exam.

Participation in the SAT School Day increased

Over 89% of enrolled 11th grade students participated in the SAT School Day in 2018 (School Board of Broward County, 2018). **The number increased to over 91% in the 2019 SAT School Day.** The

year prior to BCPS launching the SAT School Day (2015), only 49.7% of 11th grade students took the SAT at any time during the school year. **Participation is over 85% for groups with historically low SAT participation rates: Black students, students eligible for free or reduced-price lunch, and English language learners.** Participation varied by school type, with students from centers less likely to participate than students from traditional schools.

Over one-third of the students who had not yet met the ELA graduation testing requirement achieved a concordant score on SAT Day. Over 41% ($n = 2,151$) of 11th grade students met concordance, and over 30% ($n = 527$) of 12th grade students fulfilled this requirement on SAT School Day. Among students who had not yet met the Algebra I EOC graduation testing requirement, 18% ($n=309$) of 11th graders met concordance, and over 14% ($n=40$) of 12th graders met concordance on SAT School Day.

The overall average scores remained stable from 2018 to 2019 for EBRW scores and declined for the Math section. Among 11th graders, the Evidence-Based Reading and Writing (EBRW) score remained at 496 and the Math score decreased from 471 in 2018 to 469 in 2019. Among 12th graders, the EBRW score increased from 406 in 2018 to 408 in 2019 and the Math score decreased from 372 in 2018 to 370 in 2019.

Over half of all 11th grade students participating in SAT School Day achieved the college-readiness benchmark score for the EBRW section, while over a quarter met the benchmark for the Math section.

Discussion

There are many reasons for schools to encourage students to participate in SAT School Day. SAT School Day offers free and convenient access to a popular college entrance exam accepted by all U.S. colleges. The school-day administrations of the SAT are designed to eliminate economic and logistic barriers that have traditionally limited many students' participation in this exam. Students who participate in SAT School Day can use their results to meet college entrance requirements and to apply for scholarships and grants. Students who have not yet met the ELA or Algebra 1 graduation testing requirements can meet those requirements by earning concordant scores on the SAT. Finally, educators can use the results from the SAT School Day to guide instruction by identifying existing strengths and weaknesses in their curriculum in English, reading, writing, and mathematics. The online educator reporting portal that accompanies the SAT allows educators to tailor reports specifically for the school, class, and student level.

The overall average scores remained the same from 2018 to 2019 for the Evidence-Based Reading and Writing (EBRW) section and decreased for the Math section. School administrators can use the

information in Appendices A and B to evaluate their school's level of participation and their students' performance on the Evidence-Based Reading and Writing and the Mathematics sections of the SAT. Administrators and educators at schools with lower mean scores on either section can use these results to inform their curriculum, instruction, and enrichment programs to best serve their students.

Schools can boost their students' performance on the SAT by encouraging them to practice for the SAT using online preparation tools available free of charge to all students. College Board offers great tools to prepare students for the SAT. These materials are customized based on a student's results on the PSAT (which all students take in the 10th grade) and SAT. Promoting early preparation and practice is especially important among groups who did not score as high as their counterparts. Schools could dedicate a class session or hold an assembly to demonstrate how students can access and use the *Official SAT Practice* materials. See <https://collegereadiness.collegeboard.org/sat/k12-educators/advising-instruction/practice-resources> for suggestions on how to encourage your students to practice for the SAT.

In the not-too-distant future admissions officers at colleges and universities will have a way of contextualizing applicants' SAT Scores. **The College Board is introducing an adversity score for SAT test takers that reflects test takers' social and economic backgrounds** (Andone & del Valle 2019; College Board 2016b; Goldstein 2019). The score, which is based on readily available data such as the US Census and the National Center for Education Statistics, will be available to colleges considering applicants but not divulged to students. The adversity score measures factors on two levels – an applicant's neighborhood level and the applicant's school level – and includes such measures as the crime rate and poverty levels of a student's neighborhood as well as the percentage of students at their high school eligible for free and reduced lunches. The score does not consider race. The adversity score is meant to contextualize SAT scores and does not affect the student's SAT score. Instead it will be presented to admissions counselors as a larger package of data about the student. Colleges will have to decide how, if at all, to use the adversity measure. The score was piloted at 50 colleges and College Board hopes to make it more widely available to other colleges and universities next year. With the introduction of the adversity score it becomes more vital than ever that groups that have typically been underrepresented in SAT participation have the opportunity to take the exam. This makes Broward's SAT School Day, with its increased participation among typically underrepresented groups, more salient than ever.

Appendices

Appendix A

2017, 2018, and 2019 SAT School Day school-level participation and performance - grade 11

Appendix B

2017, 2018, and 2019 SAT School Day school-level performance - grade 12

Appendix C

Grade 11, 2017, 2018, and 2019 SAT School Day scores for EBRW and Math by subgroup, including percent that met concordant scores and percent that met college-ready benchmarks

Appendix D

Grade 12, 2017, 2018, and 2019 SAT School Day scores for EBRW and Math by subgroup, including percent that met concordant scores and percent that met college-ready benchmarks

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Appendix A: 2017, 2018, and 2019 SAT School Day school-level participation and performance - grade 11

Grade 11

School #	School	Year	N Enrolled	n Tested	Participation Rate	EBRW Mean	n Needed	n Met ELA	% Met ELA	n Met	% Met	Math Mean	n Needed	n Met Alg. 1	% Met Alg. 1	Math Benchmark	% Met Math
							ELA Concordant Score	Concordant Score and Needed It	Concordant Score and Needed It	EBRW Benchmark	EBRW Benchmark		Alg. 1 Concordant Score*	Concordant Score and Needed It*	Concordant Score and Needed It*		
Broward		2019	17,509	15,974	91.2	496	5,226	2,151	41.2	8,874	55.6	469	1,721	309	18.0	4,103	25.7
		2018	17,873	15,943	89.2	496	5,786	2,338	40.4	8,877	55.7	471				4,307	27.0
		2017	17,866	15,474	86.6	503	4,951	2,180	44.0	8,869	57.3	481				4,636	30.0
2221	ATLANTIC TECHNICAL COLLEGE	2019	147	147	100.0	551	1	--	--	126	85.7	524	0	--	--	64	43.5
		2018	138	138	100.0	563	6	--	--	120	87.0	533				65	47.1
		2017	129	128	99.2	570	0	--	--	118	92.2	533				63	49.2
0361	BLANCHE ELY HIGH SCHOOL	2019	501	457	91.2	449	195	48	24.6	140	30.6	422	43	4	9.3	47	10.3
		2018	440	412	93.6	440	232	43	18.5	111	26.9	414				40	9.7
		2017	436	396	90.8	457	191	63	33.0	162	40.9	435				53	13.4
1741	BOYD H. ANDERSON HIGH SCHOOL	2019	367	330	89.9	424	209	56	26.8	60	18.2	400	36	3	8.3	8	2.4
		2018	378	334	88.4	437	236	79	33.5	82	24.6	404				18	5.4
		2017	408	352	86.3	441	214	87	40.7	93	26.4	409				15	4.3
3921	BROWARD VIRTUAL FRANCHISE	2019	69	43	62.3	532	4	--	--	32	74.4	483	3	--	--	14	32.6
		2018	57	47	82.5	560	6	--	--	40	85.1	528				24	51.1
		2017	47	35	74.5	570	1	--	--	31	88.6	509				18	51.4
3391	CHARLES W FLANAGAN HIGH SCHOOL	2019	624	570	91.3	488	147	55	37.4	309	54.2	452	37	3	8.1	95	16.7
		2018	636	545	85.7	487	102	26	25.5	297	54.5	449				98	18.0
		2017	738	639	86.6	507	126	47	37.3	392	61.3	471				160	25.0
1681	COCONUT CREEK HIGH SCHOOL	2019	349	324	92.8	444	185	56	30.3	104	32.1	413	86	6	7.0	23	7.1
		2018	341	297	87.1	439	200	70	35.0	80	26.9	416				18	6.1
		2017	394	354	89.8	431	186	59	31.7	78	22.0	412				11	3.1
3851	COLLEGE ACADEMY AT BROWARD COLLEGE	2019	217	207	95.4	630	9	--	--	206	99.5	640	2	--	--	202	97.6
		2018	228	210	92.1	633	8	--	--	210	100.0	651				207	98.6
		2017	169	154	91.1	645	6	--	--	152	98.7	636				145	94.2
1931	COOPER CITY HIGH SCHOOL	2019	537	525	97.8	531	107	58	54.2	386	73.5	518	23	10	43.5	229	43.6
		2018	564	542	96.1	524	135	78	57.8	371	68.5	508				215	39.7
		2017	587	540	92.0	552	90	57	63.3	413	76.5	524				239	44.3
3861	CORAL GLADES HIGH SCHOOL	2019	563	523	92.9	505	157	92	58.6	326	62.3	470	38	3	7.9	138	26.4
		2018	578	543	93.9	494	152	84	55.3	317	58.4	456				114	21.0
		2017	611	548	89.7	508	170	93	54.7	336	61.3	474				145	26.5
1151	CORAL SPRINGS HIGH SCHOOL	2019	681	655	96.2	486	264	130	49.2	337	51.5	460	41	7	17.1	140	21.4
		2018	737	694	94.2	475	327	158	48.3	319	46.0	450				132	19.0
		2017	679	628	92.5	485	250	116	46.4	315	50.2	472				156	24.8
3623	CYPRESS BAY HIGH SCHOOL	2019	1,229	1,168	95.0	566	109	70	64.2	991	84.8	552	24	13	54.2	651	55.7
		2018	1,154	1,117	96.8	565	169	90	53.3	951	85.1	558				632	56.6
		2017	1,181	1,073	90.9	574	106	71	67.0	904	84.2	568				694	64.7
2123	CYPRESS RUN ALTERNATIVE/ESE	2019	27	16	59.3	408	12	4	33.3	3	18.8	419	6	--	--	0	0.0
		2018	13	8	--	--	--	--	--	--	--	--				--	--
		2017	12	0	--	--	--	--	--	--	--	--				--	--
3651	DAVE THOMAS EDUCATION CENTER WEST	2019	147	108	73.5	393	97	14	14.4	4	3.7	369	60	9	15.0	0	0.0
		2018	148	121	81.8	390	109	21	19.3	8	6.6	362				0	0.0
		2017	150	102	68.0	396	94	21	22.3	6	5.9	385				1	1.0
1711	DEERFIELD BEACH HIGH SCHOOL	2019	577	531	92.0	469	197	78	39.6	224	42.2	449	34	10	29.4	94	17.7
		2018	602	555	92.2	472	187	54	28.9	247	44.5	449				121	21.8
		2017	586	523	89.2	475	231	93	40.3	229	43.8	459				117	22.4
0371	DILLARD 6-12	2019	443	405	91.4	452	141	42	29.8	129	31.9	420	54	3	5.6	31	7.7
		2018	369	330	89.4	450	134	45	33.6	116	35.2	416				19	5.8
		2017	402	371	92.3	459	169	73	43.2	135	36.4	429				30	8.1
3731	EVERGLADES HIGH SCHOOL	2019	595	563	94.6	498	164	76	46.3	319	56.7	465	26	6	23.1	126	22.4
		2018	626	532	85.0	490	186	72	38.7	291	54.7	467				123	23.1
		2017	658	590	89.7	493	201	89	44.3	326	55.3	473				148	25.1
0951	FORT LAUDERDALE HIGH SCHOOL	2019	457	422	92.3	518	110	45	40.9	272	64.5	498	33	5	15.2	164	38.9
		2018	491	471	95.9	527	115	51	44.3	334	70.9	504				186	39.5
		2017	480	453	94.4	531	106	35	33.0	315	69.5	510				193	42.6

(Appendix A continues)

Grade 11

	Year	N Enrolled	n Tested	Participation Rate	EBRW Mean	n Needed	n Met ELA	% Met ELA	n Met	% Met	Math Mean	n Needed	n Met Alg. 1	% Met Alg. 1	n Met	% Met
						ELA Concordant Score	Concordant Score and Needed It	Concordant Score and Needed It	EBRW Benchmark	EBRW Benchmark		Alg. 1 Concordant Score*	Concordant Score and Needed It*	Concordant Score and Needed It*	Math Benchmark	Math Benchmark
0403 HALLANDALE HIGH SCHOOL	2019	288	253	87.8	439	116	26	22.4	73	28.9	410	23	3	13.0	18	7.1
	2018	322	291	90.4	434	190	53	27.9	70	24.1	397				7	2.4
	2017	335	309	92.2	456	137	47	34.3	115	37.2	427				17	5.5
6501 HENRY D PERRY EDUCATIONAL CENTER	2019	388	120	30.9	397	108	23	21.3	9	7.5	366	67	7	10.4	0	0.0
	2018	427	68	15.9	408	61	19	31.1	7	10.3	376				1	1.5
	2017	201	82	40.8	403	78	26	33.3	9	11.0	381				2	2.4
1661 HOLLYWOOD HILLS HIGH SCHOOL	2019	413	376	91.0	462	208	87	41.8	154	41.0	430	112	25	22.3	43	11.4
	2018	437	390	89.2	458	238	87	36.6	145	37.2	429				41	10.5
	2017	481	410	85.2	463	186	68	36.6	159	38.8	451				59	14.4
2751 J. P. TARAVELLA HIGH SCHOOL	2019	784	754	96.2	489	281	125	44.5	391	51.9	462	117	28	23.9	179	23.7
	2018	784	728	92.9	485	299	123	41.1	389	53.4	460				148	20.3
	2017	738	690	93.5	497	221	102	46.2	384	55.7	478				187	27.1
0405 LANIER-JAMES EDUCATION CENTER	2019	31	22	71.0	481	9	--	--	13	59.1	448	7	--	--	3	13.6
	2018	13	7	--	--	--	--	--	--	--	--				--	--
	2017	13	7	--	--	--	--	--	--	--	--				--	--
1391 LAUDERHILL 6-12	2019	27	27	100.0	487	1	--	--	18	66.7	463	1	--	--	3	11.1
	2018	36	36	100.0	488	8	--	--	20	55.6	456				6	16.7
	2017	19	18	94.7	512	3	--	--	13	72.2	462				6	33.3
3011 MARJORY STONEMAN DOUGLAS HIGH SCHOOL	2019	772	705	91.3	546	137	87	63.5	550	78.0	519	20	3	15.0	316	44.8
	2018	851	766	90.0	555	142	96	67.6	621	81.1	534				404	52.7
	2017	769	681	88.6	560	94	60	63.8	549	80.6	537				378	55.5
0241 MCARTHUR HIGH SCHOOL	2019	483	447	92.5	463	183	76	41.5	178	39.8	427	81	4	4.9	47	10.5
	2018	519	476	91.7	467	225	98	43.6	198	41.6	435				58	12.2
	2017	549	497	90.5	481	200	92	46.0	235	47.3	462				98	19.7
1751 MIRAMAR HIGH SCHOOL	2019	559	526	94.1	460	251	97	38.6	208	39.5	424	38	7	18.4	49	9.3
	2018	661	604	91.4	465	328	129	39.3	243	40.2	430				80	13.2
	2017	594	536	90.2	473	219	91	41.6	235	43.8	452				90	16.8
3541 MONARCH HIGH SCHOOL	2019	571	536	93.9	487	200	92	46.0	286	53.4	456	82	19	23.2	99	18.5
	2018	541	484	89.5	490	198	90	45.5	258	53.3	463				100	20.7
	2017	609	539	88.5	502	178	86	48.3	331	61.4	480				148	27.5
1241 NORTHEAST HIGH SCHOOL	2019	404	356	88.1	462	165	65	39.4	144	40.4	434	109	24	22.0	36	10.1
	2018	385	346	89.9	455	184	66	35.9	116	33.5	418				22	6.4
	2017	372	318	85.5	465	154	71	46.1	131	41.2	440				42	13.2
1281 NOVA HIGH SCHOOL	2019	514	512	99.6	533	71	48	67.6	387	75.6	496	2	--	--	167	32.6
	2018	510	495	97.1	533	86	42	48.8	383	77.4	503				170	34.3
	2017	521	508	97.5	531	64	32	50.0	364	71.7	495				161	31.7
6501 OFF CAMPUS LEARNING CENTERS	2017	356	1	--	--	--	--	--	--	--	--	--	--	--	--	--
1901 PIPER HIGH SCHOOL	2019	591	538	91.0	454	259	83	32.0	189	35.1	422	93	18	19.4	51	9.5
	2018	564	508	90.1	454	266	106	39.8	186	36.6	423				64	12.6
	2017	597	516	86.4	459	260	123	47.3	188	36.4	434				57	11.0
1451 PLANTATION HIGH SCHOOL	2019	511	490	95.9	460	275	115	41.8	189	38.6	428	99	21	21.2	51	10.4
	2018	519	484	93.3	458	275	97	35.3	182	37.6	433				61	12.6
	2017	542	442	81.5	475	187	74	39.6	200	45.2	450				80	18.1
0185 POMPAÑO BEACH INSTITUTE OF INTERNATIONAL STUDIES	2019	256	256	100.0	573	1	--	--	238	93.0	562	0	--	--	169	66.0
	2018	288	276	95.8	584	8	--	--	262	94.9	573				192	69.6
	2017	295	286	96.9	581	4	--	--	267	93.4	565				196	68.5
0601 SEAGULL SCHOOL	2019	54	37	68.5	388	35	6	17.1	2	5.4	357	27	1	3.7	0	0.0
	2018	62	37	59.7	390	37	6	16.2	2	5.4	363				0	0.0
	2017	70	51	72.9	389	51	15	29.4	2	3.9	369				0	0.0
1051 SHERIDAN TECHNICAL COLLEGE	2019	116	116	100.0	546	2	--	--	107	92.2	498	0	--	--	39	33.6
	2018	127	120	94.5	541	4	--	--	98	81.7	502				41	34.2
	2017	96	90	93.8	543	3	--	--	72	80.0	509				36	40.0
0171 SOUTH BROWARD HIGH SCHOOL	2019	575	550	95.7	495	151	82	54.3	320	58.2	457	63	11	17.5	118	21.5
	2018	557	525	94.3	485	207	101	48.8	276	52.6	456				108	20.6
	2017	499	439	88.0	482	169	83	49.1	214	48.7	464				105	23.9

Appendix A (continued).

Grade 11

	Year	N Enrolled	n Tested	Participation Rate	EBRW Mean	ELA					Alg. 1					
						n Needed ELA Concordant Score	n Met ELA Concordant Score and Needed It	% Met ELA Concordant Score and Needed It	n Met EBRW Benchmark	% Met EBRW Benchmark	Math Mean	n Needed Alg. 1 Concordant Score*	n Met Alg. 1 Concordant Score and Needed It*	% Met Alg. 1 Concordant Score and Needed It*	n Met Math Benchmark	% Met Math Benchmark
2351 SOUTH PLANTATION HIGH SCHOOL	2019	470	446	94.9	493	160	82	51.3	236	52.9	461	47	5	10.6	106	23.8
	2018	547	503	92.0	490	172	88	51.2	272	54.1	460				129	25.6
	2017	505	439	86.9	508	158	83	52.5	261	59.5	482				128	29.2
0211 STRANAHAN HIGH SCHOOL	2019	326	301	92.3	457	136	49	36.0	98	32.6	431	47	9	19.1	40	13.3
	2018	317	302	95.3	458	155	50	32.3	118	39.1	429				34	11.3
	2017	292	263	90.1	469	121	48	39.7	104	39.5	444				43	16.3
3971 WEST BROWARD HIGH SCHOOL	2019	646	627	97.1	542	106	68	64.2	495	78.9	511	31	15	48.4	257	41.0
	2018	705	645	91.5	534	151	88	58.3	488	75.7	508				254	39.4
	2017	663	619	93.4	541	107	72	67.3	462	74.6	521				289	46.7
2831 WESTERN HIGH SCHOOL	2019	785	745	94.9	515	167	84	50.3	485	65.1	488	39	10	25.6	211	28.3
	2018	802	756	94.3	517	173	89	51.4	508	67.2	501				292	38.6
	2017	709	628	88.6	524	130	70	53.8	433	68.9	505				240	38.2
0452 WHIDDON RODGERS EDUCATION CENTER	2019	256	92	35.9	387	87	10	11.5	3	3.3	357	63	7	11.1	0	0.0
	2018	231	47	20.3	396	46	8	17.4	3	6.4	365				0	0.0
	2017	217	73	33.6	376	72	12	16.7	0	0.0	371				0	0.0
1752 WHISPERING PINES EXCEPTIONAL EDUCATION CENTER	2019	16	6	--	--	--	--	--	--	--	--	--	--	--	--	--
	2018	27	13	48.1	367	11	0	0.0	2	15.4	376				1	7.7
	2017	12	5	--	--	--	--	--	--	--	--				--	--
1291 WILLIAM T. MCFATTER TECHNICAL COLLEGE	2019	143	142	99.3	580	5	--	--	132	93.0	539	2	--	--	75	52.8
	2018	141	140	99.3	574	4	--	--	133	95.0	543				82	58.6
	2017	145	141	97.2	583	3	--	--	135	95.7	555				86	61.0

Note. In 2017-2018 Off Campus Learning Centers (#6501) was subsumed under Henry D. Perry Education Center. Data suppressed for schools with fewer than 10 participants. *2019 is the first year that the new concordance rules are in effect whereby a score of 420 on the SAT earns concordance for the Algebra I graduation requirement.

Appendix B: 2017, 2018, and 2019 SAT School Day school-level performance - grade 12

Grade 12

School #	School	Year	n Tested	ELA			Math			Math Mean	Alg. 1			n Met Math Benchmark	% Met Math Benchmark
				EBRW Mean	n Needed ELA Concordant Score	n Met ELA Concordant Score and Needed It	% Met ELA Concordant Score and Needed It	n Met EBRW Benchmark	% Met EBRW Benchmark		n Needed Alg. 1 Concordant Score*	n Met Alg. 1 Concordant Score and Needed It*	% Met Alg.1 Concordant Score and Needed It*		
Broward		2019	1,948	408	1,705	527	30.9	158	8.1	370	275	40	14.5	26	1.3
		2018	1,658	406	1,535	489	31.9	131	7.9	372				26	1.6
		2017	1,762	410	1,430	484	33.8	165	9.4	382				25	1.4
2221	ATLANTIC TECHNICAL COLLEGE	2019	0	--	--	--	--	--	--	--	--	--	--	--	--
		2018	0	--	--	--	--	--	--	--	--	--	--	--	--
		2017	2	--	--	--	--	--	--	--	--	--	--	--	--
0361	BLANCHE ELY HIGH SCHOOL	2019	61	407	50	17	34.0	1	1.6	371	3	--	--	0	0.0
		2018	52	381	46	8	17.4	0	0.0	356				0	0.0
		2017	48	411	40	17	42.5	6	12.5	367				0	0.0
1741	BOYD H. ANDERSON HIGH SCHOOL	2019	72	411	53	10	18.9	7	9.7	365	6	--	--	1	1.4
		2018	74	396	61	15	24.6	1	1.4	355				0	0.0
		2017	74	403	56	16	28.6	2	2.7	365				0	0.0
3921	BROWARD VIRTUAL FRANCHISE	2019	1	--	--	--	--	--	--	--	--	--	--	--	--
		2018	0	--	--	--	--	--	--	--	--	--	--	--	--
		2017	0	--	--	--	--	--	--	--	--	--	--	--	--
3391	CHARLES W FLANAGAN HIGH SCHOOL	2019	41	391	34	10	29.4	0	0.0	365	8	--	--	1	2.4
		2018	30	414	29	12	41.4	5	16.7	384				0	0.0
		2017	40	385	32	8	25.0	2	5.0	368				0	0.0
1681	COCONUT CREEK HIGH SCHOOL	2019	45	390	44	5	11.4	0	0.0	370	2	--	--	0	0.0
		2018	72	386	64	9	14.1	4	5.6	365				0	0.0
		2017	57	404	52	13	25.0	4	7.0	379				0	0.0
1931	COOPER CITY HIGH SCHOOL	2019	25	450	15	9	60.0	9	36.0	362	1	--	--	2	8.0
		2018	28	461	15	12	80.0	12	42.9	443				4	14.3
		2017	15	403	12	0	0.0	1	6.7	401				0	0.0
3861	CORAL GLADES HIGH SCHOOL	2019	30	423	27	9	33.3	4	13.3	363	2	--	--	0	0.0
		2018	29	431	27	15	55.6	5	17.2	381				0	0.0
		2017	52	415	43	20	46.5	5	9.6	380				0	0.0
1151	CORAL SPRINGS HIGH SCHOOL	2019	68	409	53	16	30.2	4	5.9	366	3	--	--	0	0.0
		2018	79	431	75	45	60.0	12	15.2	390				0	0.0
		2017	70	426	52	25	48.1	10	14.3	401				1	1.4
3623	CYPRESS BAY HIGH SCHOOL	2019	18	443	16	8	50.0	2	11.1	425	1	--	--	3	16.7
		2018	16	443	15	8	53.3	3	18.8	418				1	6.3
		2017	20	452	13	8	61.5	7	35.0	445				4	20.0
2123	CYPRESS RUN ALTERNATIVE/ESE	2019	4	--	--	--	--	--	--	--	--	--	--	--	--
		2018	1	--	--	--	--	--	--	--	--	--	--	--	--
		2017	0	--	--	--	--	--	--	--	--	--	--	--	--
3651	DAVE THOMAS EDUCATION CENTER WEST	2019	139	389	130	22	16.9	3	2.2	360	31	5	16.1	1	0.7
		2018	127	390	125	23	18.4	5	3.9	355				0	0.0
		2017	116	392	106	24	22.6	3	2.6	374				0	0.0
1711	DEERFIELD BEACH HIGH SCHOOL	2019	57	400	54	15	27.8	3	5.3	364	4	--	--	1	1.8
		2018	75	392	72	16	22.2	1	1.3	365				0	0.0
		2017	57	416	41	13	31.7	5	8.8	400				0	0.0
0371	DILLARD 6-12	2019	33	402	31	5	16.1	2	6.1	376	1	--	--	1	3.0
		2018	26	395	22	7	31.8	1	3.8	357				0	0.0
		2017	53	408	42	10	23.8	5	9.4	377				0	0.0

(Appendix B continues)

Appendix B (continued).

Grade 12															
School #	School	Year	n Tested	ELA			Math			Math Mean	Alg. 1			n Met Math Benchmark	% Met Math Benchmark
				EBRW Mean	n Needed ELA Concordant Score	n Met ELA Concordant Score and Needed It	% Met ELA Concordant Score and Needed It	n Met EBRW Benchmark	% Met EBRW Benchmark		n Needed Alg. 1 Concordant Score*	n Met Alg. 1 Concordant Score and Needed It*	% Met Alg. 1 Concordant Score and Needed It*		
3731	EVERGLADES HIGH SCHOOL	2019	48	407	47	19	40.4	4	8.3	386	1	--	--	1	2.1
		2018	34	414	32	12	37.5	3	8.8	374				1	2.9
		2017	42	422	31	17	54.8	7	16.7	393				1	2.4
0951	FORT LAUDERDALE HIGH SCHOOL	2019	22	410	19	4	21.1	1	4.5	377	3	--	--	0	0.0
		2018	9	--	--	--	--	--	--	--	--	--	--	--	--
		2017	20	426	18	8	44.4	2	10.0	373				0	0.0
0403	HALLANDALE HIGH SCHOOL	2019	47	401	43	11	25.6	1	2.1	365	3	--	--	0	0.0
		2018	36	406	36	9	25.0	2	5.6	371				0	0.0
		2017	49	408	33	9	27.3	4	8.2	385				1	2.0
6501	HENRY D PERRY EDUCATIONAL CENTER	2019	296	400	270	80	29.6	23	7.8	356	72	6	8.3	0	0.0
		2018	166	401	165	39	23.6	10	6.0	367				2	1.2
		2017	121	394	110	28	25.5	4	3.3	360				0	0.0
1661	HOLLYWOOD HILLS HIGH SCHOOL	2019	78	425	61	29	47.5	12	15.4	380	7	--	--	3	3.8
		2018	51	414	38	17	44.7	3	5.9	351				1	2.0
		2017	52	419	45	17	37.8	9	17.3	363				2	3.8
2751	J. P. TARAVELLA HIGH SCHOOL	2019	56	413	50	19	38.0	4	7.1	391	8	--	--	2	3.6
		2018	72	419	67	34	50.7	6	8.3	383				1	1.4
		2017	76	400	60	18	30.0	3	3.9	397				2	2.6
0405	LANIER-JAMES EDUCATION CENTER	2019	2	--	--	--	--	--	--	--	--	--	--	--	--
		2018	3	--	--	--	--	--	--	--	--	--	--	--	--
		2017	2	--	--	--	--	--	--	--	--	--	--	--	--
1391	LAUDERHILL 6-12	2019	3	--	--	--	--	--	--	--	--	--	--	--	--
		2018	0	--	--	--	--	--	--	--	--	--	--	--	--
		2017	0	--	--	--	--	--	--	--	--	--	--	--	--
3011	MARJORY STONEMAN DOUGLAS HIGH SCHOOL	2019	29	418	28	12	42.9	4	13.8	386	0			0	0.0
		2018	13	442	4	--	--	4	30.8	435				2	15.4
		2017	25	435	17	8	47.1	7	28.0	404				1	4.0
0241	MCARTHUR HIGH SCHOOL	2019	64	405	55	14	25.5	6	9.4	372	3	--	--	1	1.6
		2018	29	416	29	9	31.0	2	6.9	372				1	3.4
		2017	79	418	63	22	34.9	7	8.9	384				2	2.5
1751	MIRAMAR HIGH SCHOOL	2019	74	403	68	24	35.3	4	5.4	359	4	--	--	0	0.0
		2018	75	409	73	21	28.8	4	5.3	378				1	1.3
		2017	71	414	57	26	45.6	5	7.0	388				1	1.4
3541	MONARCH HIGH SCHOOL	2019	61	432	55	26	47.3	11	18.0	407	11	1	9.1	2	3.3
		2018	29	414	27	7	25.9	4	13.8	394				1	3.4
		2017	48	414	40	12	30.0	7	14.6	401				0	0.0
1241	NORTHEAST HIGH SCHOOL	2019	62	400	48	10	20.8	3	4.8	393	18	4	22.2	0	0.0
		2018	53	412	52	15	28.8	7	13.2	380				0	0.0
		2017	47	422	38	17	44.7	7	14.9	392				0	0.0
1281	NOVA HIGH SCHOOL	2019	7	--	--	--	--	--	--	--	--	--	--	--	--
		2018	13	441	12	6	50.0	2	15.4	372				0	0.0
		2017	16	451	11	6	54.5	4	25.0	413				2	12.5
6501	OFF CAMPUS LEARNING CENTERS	2017	1	--	--	--	--	--	--	--	--	--	--	--	

(Appendix B continues)

Appendix B (continued).

Grade 12

School #	School	Year	n Tested	ELA			Math		Math Mean	Alg. 1			n Met Math Benchmark	% Met Math Benchmark	
				EBRW Mean	n Needed ELA Concordant Score	n Met ELA Concordant Score and Needed It	% Met ELA Concordant Score and Needed It	n Met EBRW Benchmark		% Met EBRW Benchmark	n Needed Alg. 1 Concordant Score*	n Met Alg. 1 Concordant Score and Needed It*			% Met Alg. 1 Concordant Score and Needed It*
1901 PIPER HIGH SCHOOL		2019	78	419	64	24	37.5	13	16.7	369	6	--	--	0	0.0
		2018	50	387	49	11	22.4	1	2.0	369				1	2.0
		2017	75	420	59	25	42.4	11	14.7	372				0	0.0
1451 PLANTATION HIGH SCHOOL		2019	68	418	58	23	39.7	5	7.4	374	9	--	--	0	0.0
		2018	78	415	76	34	44.7	5	6.4	375				2	2.6
		2017	80	425	61	29	47.5	12	15.0	383				2	2.5
0601 SEAGULL SCHOOL		2019	46	377	44	5	11.4	1	2.2	348	15	2	13.3	0	0.0
		2018	49	393	49	14	28.6	1	2.0	350				0	0.0
		2017	55	394	52	11	21.2	3	5.5	368				0	0.0
1051 SHERIDAN TECHNICAL COLLEGE		2019	2	--	--	--	--	--	--	--	--	--	--	--	--
		2018	0	--	--	--	--	--	--	--	--	--	--	--	--
		2017	0	--	--	--	--	--	--	--	--	--	--	--	--
0171 SOUTH BROWARD HIGH SCHOOL		2019	39	417	33	8	24.2	6	15.4	382	8	--	--	0	0.0
		2018	56	420	55	22	40.0	8	14.3	391				2	3.6
		2017	38	415	29	8	27.6	5	13.2	394				0	0.0
2351 SOUTH PLANTATION HIGH SCHOOL		2019	33	418	27	11	40.7	2	6.1	370	10	1	10.0	1	3.0
		2018	24	394	24	7	29.2	1	4.2	373				0	0.0
		2017	30	423	14	4	28.6	1	3.3	372				0	0.0
0211 STRANAHAN HIGH SCHOOL		2019	41	415	39	11	28.2	3	7.3	373	1	--	--	1	2.4
		2018	32	405	24	6	25.0	2	6.3	378				1	3.1
		2017	51	404	40	13	32.5	3	5.9	369				0	0.0
3971 WEST BROWARD HIGH SCHOOL		2019	25	428	21	12	57.1	2	8.0	388	4	--	--	0	0.0
		2018	17	403	15	6	40.0	1	5.9	383				0	0.0
		2017	28	438	21	10	47.6	5	17.9	411				3	10.7
2831 WESTERN HIGH SCHOOL		2019	45	440	34	17	50.0	12	26.7	414	5	--	--	3	6.7
		2018	37	422	34	19	55.9	7	18.9	401				3	8.1
		2017	39	416	31	12	38.7	4	10.3	418				3	7.7
0452 WHIDDON RODGERS EDUCATION CENTER		2019	122	399	119	36	30.3	5	4.1	350	21	2	9.5	2	1.6
		2018	114	389	105	18	17.1	5	4.4	351				0	0.0
		2017	111	389	106	27	25.5	5	4.5	367				0	0.0
1752 WHISPERING PINES EXCEPTIONAL ED.CENTER		2019	5	--	--	--	--	--	--	--	--	--	--	--	--
		2018	8	--	--	--	--	--	--	--	--	--	--	--	--
		2017	2	--	--	--	--	--	--	--	--	--	--	--	--
1291 WILLIAM T. MCFATTER TECHNICAL COLLEGE		2019	1	--	--	--	--	--	--	--	--	--	--	--	--
		2018	1	--	--	--	--	--	--	--	--	--	--	--	--
		2017	0	--	--	--	--	--	--	--	--	--	--	--	--

Note. In 2017-2018 Off Campus Learning Centers (#6501) was subsumed under Henry D. Perry Education Center. Data suppressed for schools with fewer than 10 participants. *2019 is the first year that the new concordance rules are in effect whereby a score of 420 on the SAT earns concordance for the Algebra I graduation requirement.

Appendix C: Grade 11 2017, 2018, and 2019 SAT School Day scores for EBRW and Math by subgroup, including percent that met concordant scores and percent that met college-ready benchmarks

Year	Group	N Tested	EBRW Mean	n Needed	n Met ELA	% Met ELA	n Met EBRW	% Met	Math Mean	n Needed	n Met Alg. 1	% Met Alg. 1	n Met Math	% Met
				ELA Concordant Score	Concordant Score and Needed It	Concordant Score and Needed It		EBRW Benchmark		EBRW Benchmark	Alg. 1 Concordant Score*	Concordant Score and Needed It*		Concordant Score and Needed It*
2019	Broward	15,974	496	5,226	2,151	41.2	8,874	55.6	469	1,721	309	18.0	4,103	25.7
2018		15,943	496	5,786	2,338	40.4	8,877	55.7	471				4,307	27.0
2017		15,474	503	4,951	2,180	44.0	8,869	57.3	481				4,636	30.0
Gender														
2019	Female	8,072	503	2,362	979	41.4	4,719	58.5	466	833	136	16.3	1,955	24.2
	Male	7,902	490	2,864	1,172	40.9	4,155	52.6	471	888	173	19.5	2,148	27.2
2018	Female	8,021	501	2,646	1,055	39.9	4,693	58.5	468				2,052	25.6
	Male	7,922	491	3,140	1,283	40.9	4,184	52.8	474				2,255	28.5
2017	Female	7,902	510	2,251	1,069	47.5	4,764	60.3	477				2,203	27.9
	Male	7,572	497	2,700	1,111	41.1	4,105	54.2	486				2,433	32.1
Race/Ethnicity														
2019	Black	6,327	459	2,836	975	34.4	2,429	38.4	428	908	125	13.8	724	11.4
	Hispanic	5,135	504	1,567	743	47.4	3,073	59.8	476	569	127	22.3	1,414	27.5
	White	3,333	541	592	336	56.8	2,541	76.2	516	169	44	26.0	1,456	43.7
2018	Black	6,128	460	3,032	1,072	35.4	2,393	39.1	428				726	11.8
	Hispanic	5,302	499	1,855	761	41.0	3,089	58.3	476				1,461	27.6
	White	3,396	543	656	376	57.3	2,591	76.3	522				1,595	47.0
2017	Black	6,089	466	2,722	1,074	39.5	2,482	40.8	441				828	13.6
	Hispanic	4,772	507	1,427	655	45.9	2,859	59.9	487				1,527	32.0
	White	3,548	553	570	328	57.5	2,784	78.5	530				1,796	50.6
Free or Reduced-Price Lunch														
2019	FRL	9,401	472	3,869	1,528	39.5	4,214	44.8	443	1,250	204	16.3	1,492	15.9
	Non-FRL	6,573	531	1,357	623	45.9	4,660	70.9	505	471	105	22.3	2,611	39.7
2018	FRL	10,580	473	4,670	1,785	38.2	4,861	45.9	446				1,863	17.6
	Non-FRL	5,363	540	1,116	553	49.6	4,016	74.9	520				2,444	45.6
2017	FRL	9,250	477	3,786	1,562	41.3	4,280	46.3	456				1,810	19.6
	Non-FRL	6,224	543	1,165	618	53.0	4,589	73.7	520				2,826	45.4

(Appendix C continues)

Appendix C (continued).

Year	Group	N Tested	EBRW Mean	<i>n</i> Needed ELA	<i>n</i> Met ELA	% Met ELA	<i>n</i> Met EBRW	% Met EBRW	Math Mean	<i>n</i> Needed Alg. 1	<i>n</i> Met Alg. 1	% Met Alg. 1	<i>n</i> Met Math	% Met Math
				Concordant Score	Concordant Score and Needed It	Concordant Score and Needed It	Benchmark	Benchmark		Concordant Score*	Concordant Score and Needed It*	Concordant Score and Needed It*	Benchmark	Benchmark
Students with Disabilities														
2019	SWD	1,280	433	669	283	42.3	329	25.7	404	293	34	11.6	93	7.3
	Non-SWD	14,694	502	4,557	1,868	41.0	8,545	58.2	474	1,428	275	19.3	4,010	27.3
2018	SWD	1,227	433	725	275	37.9	300	24.4	406				98	8.0
	Non-SWD	14,716	501	5,061	2,063	40.8	8,577	58.3	476				4,209	28.6
2017	SWD	1,126	436	730	227	31.1	291	25.8	419				115	10.2
	Non-SWD	14,348	509	4,221	1,953	46.3	8,578	59.8	486				4,521	31.5
Gifted														
2019	Gifted	951	621	15	9	60.0	913	96.0	607	2	--	--	773	81.3
	Non-Gifted	15,023	488	5,211	2,142	41.1	7,961	53.0	460	1,719	309	18.0	3,330	22.2
2018	Gifted	880	628	24	16	66.7	855	97.2	628				750	85.2
	Non-Gifted	15,063	488	5,762	2,322	40.3	8,022	53.3	462				3,557	23.6
2017	Gifted	785	642	13	9	69.2	764	97.3	629				668	85.1
	Non-Gifted	14,689	496	4,938	2,171	44.0	8,105	55.2	474				3,968	27.0
English Language Learners														
2019	ELL	1,084	414	928	254	27.4	162	14.9	397	367	61	16.6	45	4.2
	Non-ELL	14,890	502	4,298	1,897	44.1	8,712	58.5	474	1,354	248	18.3	4,058	27.3
2018	ELL	1,194	407	1,035	266	25.7	143	12.0	397				51	4.3
	Non-ELL	14,749	503	4,751	2,072	43.6	8,734	59.2	477				4,256	28.9
2017	ELL	1,034	416	831	253	30.4	176	17.0	417				89	8.6
	Non-ELL	14,440	510	4,120	1,927	46.8	8,693	60.2	486				4,547	31.5

Note. Data suppressed for groups with fewer than 10 participants. * 2019 is the first year that the new concordance rules are in effect whereby a score of 420 on the SAT earns concordance for the Algebra I graduation requirement.

Appendix D: Grade 12, 2017, 2018, and 2019 SAT School Day scores for EBRW and Math by subgroup, including percent that met concordant scores and percent that met college-ready benchmarks

Year	Group	N Tested	EBRW Mean Score	% Met Concordant			% Met EBRW		Math Mean Score	% Met Alg. 1			n Met Math Benchmark	% Met Math Benchmark
				N Needed ELA Concordant Score	n Met Concordant Score and Needed It	% Met Concordant Score and Needed It	n Met EBRW Benchmark	% Met EBRW Benchmark		n Needed Alg. 1 Concordant Score*	n Met Alg. 1 Concordant Score and Needed It*	% Met Alg. 1 Concordant Score and Needed It*		
2019	Broward	1,948	408	1,705	527	30.9	158	8.1	370	275	40	14.5	26	1.3
2018		1,658	406	1,535	489	31.9	131	7.9	372				26	1.6
2017		1,762	410	1,430	484	33.8	165	9.4	382				25	1.4
Gender														
2019	Female	887	406	775	226	29.2	67	7.6	368	141	20	14.2	7	0.8
	Male	1,061	409	930	301	32.4	91	8.6	372	134	20	14.9	19	1.8
2018	Female	775	408	715	231	32.3	66	8.5	373				11	1.4
	Male	883	404	820	258	31.5	65	7.4	371				15	1.7
2017	Female	854	413	671	232	34.6	88	10.3	381				9	1.1
	Male	908	407	759	252	33.2	77	8.5	382				16	1.8
Race/Ethnicity														
2019	Black	1,103	402	978	264	27.0	62	5.6	361	146	14	9.6	7	0.6
	Hispanic	648	411	565	194	34.3	60	9.3	378	103	19	18.4	9	1.4
	White	133	432	106	52	49.1	26	19.5	394	20	4	20.0	6	4.5
2018	Black	1,053	400	993	280	28.2	57	5.4	364				5	0.5
	Hispanic	426	414	389	149	38.3	41	9.6	381				9	2.1
	White	130	422	107	38	35.5	27	20.8	398				9	6.9
2017	Black	1,087	407	897	295	32.9	86	7.9	375				5	0.5
	Hispanic	476	411	379	130	34.3	48	10.1	389				15	3.2
	White	130	422	101	41	40.6	19	14.6	397				2	1.5
Free or Reduced-Price Lunch														
2019	FRL	1,370	407	1,198	348	29.0	98	7.2	370	179	30	16.8	19	1.4
	Non-FRL	578	410	507	179	35.3	60	10.4	370	96	10	10.4	7	1.2
2018	FRL	1,331	404	1,241	387	31.2	83	6.2	369				14	1.1
	Non-FRL	327	415	294	102	34.7	48	14.7	386				12	3.7
2017	FRL	1,419	409	1,166	385	33.0	127	8.9	381				17	1.2
	Non-FRL	343	415	264	99	37.5	38	11.1	385				8	2.3

(Appendix D continues)

Appendix D (continued).

Year	Group	N Tested	EBRW Mean Score	N Needed ELA Concordant Score	n Met Concordant Score and Needed It	% Met Concordant			Math Mean Score	n Needed Alg. 1 Concordant Score*	n Met Alg. 1 Concordant Score and Needed It*	% Met Alg. 1 Concordant		
						Score and Needed It	n Met EBRW Benchmark	% Met EBRW Benchmark				Score and Needed It*	n Met Math Benchmark	% Met Math Benchmark
Students with Disabilities														
2019	SWD	110	399	39	27	69.2	4	3.6	365	10	3	30.0	1	0.9
	Non-SWD	1,838	408	1,666	500	30.0	154	8.4	371	265	37	14.0	25	1.4
2018	SWD	106	387	64	14	21.9	5	4.7	371				2	1.9
	Non-SWD	1,552	407	1,471	475	32.3	126	8.1	372				24	1.5
2017	SWD	192	388	178	36	20.2	7	3.6	373				1	0.5
	Non-SWD	1,570	413	1,252	448	35.8	158	10.1	383				24	1.5
Gifted														
2019	Gifted	7	--	--	--	--	--	--	--	--	--	--	--	--
	Non-Gifted	1,941	407	1,704	526	30.9	152	7.8	370	275	40	14.5	21	1.1
2018	Gifted	3	--	--	--	--	--	--	--	--	--	--	--	--
	Non-Gifted	1,655	406	1,534	488	31.8	129	7.8	372				25	1.5
2017	Gifted	1	--	--	--	--	--	--	--	--	--	--	--	--
	Non-Gifted	1,761	410	1,429	484	33.9	165	9.4	382				25	1.4
English Language Learners														
2019	ELL	575	400	544	135	24.8	36	6.3	376	113	19	16.8	8	1.4
	Non-ELL	1,373	411	1,161	392	33.8	122	8.9	368	162	21	13.0	18	1.3
2018	ELL	424	393	410	94	22.9	17	4.0	370				6	1.4
	Non-ELL	1,234	410	1,125	395	35.1	114	9.2	373				20	1.6
2017	ELL	458	397	391	77	19.7	30	6.6	382				9	2.0
	Non-ELL	1,304	415	1,039	407	39.2	135	10.4	382				16	1.2

Note. Data suppressed for groups with fewer than 10 participants. * 2019 is the first year that the new concordance rules are in effect whereby a score of 420 on the SAT earns concordance for the Algebra I graduation requirement.