

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
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February 7, 2007

TO: School Board Members

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

VIA: James F. Notter
Interim Superintendent of Schools

SUBJECT: 2005-06 ACT ASSESSMENT PROGRAM

The 2006 ACT High School Profile Report with national, state, district, and individual school results was recently released by ACT, Inc. Each year, Broward's high school students voluntarily participate in college entrance testing. The two most common assessments are the ACT and the SAT. The ACT Assessment is a comprehensive, standardized college entrance exam designed to assess high school students' general educational development and their ability to complete college-level work. The ACT is a curriculum-based achievement test that measures English, mathematics, reading, and science (plus an optional writing test) skills deemed critical for successful college academic performance and is administered at various times throughout the year. Students elect to take the ACT based on personal preference or requirements of the college(s) of their choice.

Highlights of the report indicate:

- The highest proportional growth in Broward ACT participation occurred among African American/Black students, where a 36 percent increase in student participation rate was documented in the period from 2003-04 to 2005-06.
- During the same time period, Hispanic student ACT participation increased by 26 percent and Caucasian American/White student participation increased by eight percent.
- Of the 31 Broward high school programs with ACT participation in 2004-05 and 2005-06, more than three-fourths (24 schools or 77%) of the schools posted a higher participation rate.
- In 2005-06 composite scores for African American/Black and Hispanic students remained stable, while composite scores for Caucasian American/White students declined in 2005-06.
- Broward Hispanic students' mean composite scores surpassed their peers across the nation, and matched those of Hispanic students' scores in Florida.
- Caucasian American/White students' mean composite equaled their counterparts statewide but were below the scores of Caucasian American/White students nationwide.
- African American/Black students in Broward posted mean ACT composite scores that equaled African American/Black Composite scores in Florida and were only slightly below the scores of African American/Black students nationally.

- Of the 31 Broward high school programs reporting ACT scores in 2004-05 and 2005-06, 18 schools (58%) posted improved scores in at least one subject area this year.
- **In 2005-06, mean ACT scores at three Broward schools (College Academy @ BCC, Stoneman Douglas, and Western) exceeded the mean scores of the state and nationwide in every ACT subtest.**

According to ACT, the most important prerequisite for optimum performance by students on college admission tests is a sound, comprehensive educational program (ACT, Inc., 2006). These most recent ACT results speak well of Broward's efforts to provide a well-rounded education to all students and increase student achievement. This memorandum and the attached report can be accessed on the Student Assessment & School Performance website located at: <http://www.broward.k12.fl.us/studentassessment/AssessmentReleases.htm>. If you have any questions regarding this report, please contact **Dr. Russell Clement, Director of Student Assessment & School Performance, at (754) 321-4257.**

JFN/KB/RC/DG:sjm

Attachment

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



Assessment Brief

2005-06 ACT ASSESSMENT PROGRAM

The ACT Assessment is a comprehensive, standardized college entrance exam designed to assess high school students' general educational development and their ability to complete college-level work. The ACT is a curriculum-based achievement test that measures English, mathematics, reading, and science (plus an optional writing test) skills deemed critical for successful college academic performance and is administered at various times throughout the year. Students elect to take the ACT based on personal preference or requirements of the college(s) of their choice. The ACT Assessment yields scores in four content areas: English, Mathematics, Reading, and Science, in addition to a Composite score, all of which are reported on a scale of 1 to 36, with 36 being the highest possible score on the ACT Assessment. The ACT writing test requires students to write an essay response to a given prompt. Students have 30 minutes to complete their essays. Scores on the writing test are reported separately and are not included in the Composite score (ACT, Inc., 2006).

The ACT Assessment is designed for those students who plan to attend college and the focus is on students who completed the recommended college preparatory courses. The recommended college core courses include (ACT, Inc., 2006):

- English (four years or more)
One credit each for English 9, English 10, English 11, and English 12
- Mathematics (three years or more)
One year credit each for Algebra I, Algebra II, and Geometry
One-half year credit each for Trigonometry, Calculus (not Pre-calculus), and other advanced mathematics courses beyond Algebra II
- Social Sciences (three years or more)
One year credit each for American History, World History, and American Government
One-half year credit each for Economics, Geography, Psychology, and other history
- Natural Sciences (three years or more)
One year credit each for General/Physical/Earth Science, Biology, Chemistry, and Physics

Documentation from ACT, Inc. (2006) notes that the examination was administered to more than 1.2 million graduates in the class of 2006. The test is administered in all 50 states and the District of Columbia; it is the predominant college entrance exam in 25 states. However, college-bound students who take the ACT Assessment are not necessarily representative of graduating students nationally. Students who live in the Midwest, Rocky Mountains, Plains, and the Southern regions of the country are overrepresented among ACT-tested students as compared to college-bound students nationally. Florida is among the top five states in numbers of ACT-tested high school graduates (ACT, Inc., 2006).

Method

The results profiled in this report were provided by ACT, Inc and encompass all students who took the ACT Assessment on a national test date during the 2003-04, 2004-05, or 2005-06 academic years, and who graduated from high school in the spring of 2006. For students testing more than once, their most recent test record was used (ACT, Inc., 2006).

Results

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

Table 1 provides ACT participation rates and test results for the district, state, and the nation for the 2003-04 through 2005-06 school years. The numbers of students, as well as their overall averages for the English, Mathematics, Reading, and Science Reasoning subtests and Composite score, are included. Examination of the table revealed that the number of Broward students participating in ACT testing in 2005-06 (5,689 students) increased by 882 students (18%) over the previous year. This increase in Broward student participation in ACT testing surpasses the 14% increase statewide and the two percent increase in student participation across the nation as compared to 2004-05.

Review of the performance data presented in Table 1 revealed that, average scores in Florida and across the nation remained stable over the three-year period. In Broward, 2005-06 mean scores in all areas were below those of the previous year and trailed scores registered across Florida and the nation. This finding is not surprising given emphasis on encouraging all students to participate on the college entrance examinations.

Table 1

Broward, Florida, and National Average ACT Scores, 2003-04 through 2005-06

Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
Broward						
2004	4,418	18.8	20.1	20.2	19.5	19.8
2005	4,807	18.6	19.9	19.9	19.2	19.5
2006	5,689	18.3	19.7	19.8	18.8	19.3
Florida						
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
2006	66,299	19.6	20.3	20.9	19.9	20.3
Nation						
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
2006	1,206,455	20.6	20.8	21.4	20.9	21.1

Table 2 provides a three-year participation and performance summary disaggregated by ethnic group. The ethnic categories listed in the table are those identified by ACT, Inc. Review of these data revealed an increase in the number of participants in all ethnic groups in Broward County in 2005-06. Of the three major ethnic groups, the highest proportional growth in Broward ACT participation occurred among African American/Black students, where a 36% increase in student participation rate was documented in the period from 2003-04 to 2005-06. During the same time period, Hispanic student ACT participation increased by 26% and Caucasian American/White student participation increased by eight percent.

Review of performance data summarized in Table 2 revealed that the 2005-06 composite scores for African American/Black, Hispanic and Caucasian American/White students remained stable, in 2005-06.

Table 2

Broward Average ACT Composite Scores by Ethnicity, 2003-04 to 2005-06

Ethnicity	2004		2005		2006	
	Number Tested	Score	Number Tested	Score	Number Tested	Score
African American/Black	1,458	17.4	1,730	16.9	1,980	16.8
American Indian/Alaskan Native	9	*	7	*	16	*
Asian American/Pacific Islander	212	21.8	198	21.5	233	21.5
Caucasian American/White	1,365	21.9	1,474	22.0	1,480	21.8
Hispanic	782	19.7	823	19.7	987	19.6
Other/No Response	592	20.1	575	20.0	993	19.6

*No data reported when fewer than 30 students tested.

Table 3 summarizes Composite score differences between Caucasian American/White students and the two other major ethnic groups in Broward: African American/Black and Hispanic students. During each year studied, Caucasian American/White students registered higher Composite scores than did the other major ethnic groups. The magnitude of the score differences has increased slightly (0.5 points) between African American/Black students and Caucasian American/White students and has remained unchanged between Hispanic and Caucasian American/White during the three reported school years.

Table 3

Differences in Broward Average ACT Composite Scores by Major Ethnic Groups, 2003-04 to 2005-06

	2004	2005	2006	Change in Gap 2004 to 2006
African American/Black	17.4	16.9	16.8	
Gap between African American/Black and Caucasian American/White	4.5	5.1	5.0	+0.5
Caucasian American/White	21.9	22.0	21.8	
Gap between Hispanic and Caucasian American/White	2.2	2.3	2.2	0.0
Hispanic	19.7	19.7	19.6	

While Tables 2 and 3 illustrate three years of Broward data by ethnicity, Appendix A presents the percent of test takers and the average ACT composite scores by ethnicity for the district, state, and the nation in 2005-06. As indicated in Appendix A, Broward student demographics by ethnicity differ from the state and the nation. Specifically, African American/Black students comprise more than one-third (35%) of the ACT test-takers in Broward compared to 19% in Florida and 12% across the nation, and Hispanic students represent 17% of ACT participants in Broward versus 15% statewide and only 7% nationally. In contrast, Caucasian American/White students account for over one-fourth (26%) of the ACT test-takers in Broward compared to 46% in Florida and 63% nationwide.

The scores summarized in Appendix A revealed that in 2005-06, Broward students' performance shows mixed results compared to the state and nation.

- Broward Hispanic students' mean composite scores surpassed their peers across the nation, and matched those of Hispanic students' scores in Florida.
- Caucasian American/White students' mean composite equaled their counterparts statewide but were below the scores of Caucasian American/White students nationwide.
- African American/Black students in Broward posted mean ACT composite scores that equaled African American/Black Composite scores in Florida but were below the scores of African American/Black students nationally.

Individual School Results

Appendix B provides school-by-school average ACT results for 2003-04, 2004-05, and 2005-06 by area. Again, when reviewing the school-by-school results, note that students with a wide range of academic backgrounds are encouraged to take college entrance exams such as the ACT in Broward County.

A review of individual school results finds that:

- Of the 31 Broward high school programs with ACT participation in 2004-05 and 2005-06, more than three-fourths (24 schools or 77%) of the schools posted a higher participation rate.
- Of the 31 Broward high school programs reporting ACT scores in 2004-05 and 2005-06, 18 schools (58%) posted improved scores in at least one subject area this year.
- In 2005-06, mean ACT scores at three Broward schools (College Academy @ BCC, Stoneman Douglas, and Western) exceeded the mean scores of the state and nationwide in every ACT subtest.

Writing Results

Appendix C provides average English and writing scores by ethnicity for students who took the ACT writing test. As previously indicated, the ACT writing test is a direct writing examination which requires students to write an essay response to a given prompt. Students have 30 minutes to complete their essays. Scores on the writing test are reported separately and are not included in the ACT composite score.

As reported in Appendix C, scores for the three major ethnic groups show mixed results.

- Although African American/Black students' English and English/writing scores trailed their peers across the state and the nation, their essay score matched their peers across the state and surpassed scores across the nation.
- Likewise, Caucasian American/White students' English and English/writing combined scores lagged behind the state and nation, their essay scores equaled Caucasian American/White students' scores across the state and the nation.
- Hispanic students' essay and English/writing combination scores surpassed those of Hispanic students across the nation, but were below Hispanic students across the state and the nation in all other areas.

Overall College Entrance Examination Participation

The present analyses and those presented in a previous report of SAT participation (Genevive, 2006) examined the two tests independently. Such analyses do not provide the opportunity to address questions pertaining to the combined participation rate across these examinations. To conduct an analysis of the overall college examination participation rates, data were extracted from the District's Data Warehouse after ACT and SAT scores were linked with demographic and enrollment records. Graduating seniors who took the ACT and/or the SAT at least one time during their high school careers were counted as having participated in a college entrance examination. The data are summarized in Table 4. Examination of the data revealed that 32.4% ($n=4,718$) of the 2005-06 graduates took the ACT and 56.2% ($n=8,193$) took the SAT at some point during their high school career. Relative to the 2003-04 graduates, ACT increased slightly from 29.6% ($n=4,108$) and decreased from 58.6% for the SAT ($n=8,131$). Counts of students who took only the ACT, only the SAT, or both ACT and SAT are also provided. Examination of these counts revealed that nearly one-third of Broward's graduates only took the SAT for each of the cohorts examined. One quarter of the graduates (25.6% in 2005-06) took both the ACT and the SAT. A small proportion of the students only took the ACT ($< 7%$) as their college entrance examination. Encouragingly, nearly two-thirds of Broward's graduates took the ACT and/or the SAT at some point during their college career with 63.0% ($n=9,174$) of the graduating class of 2005-06 participating.

Table 4
Number and Proportion of Grade 12 Graduates with ACT/SAT Test Scores, 2003-04 through 2005-06

	2004		2005		2006	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Graduates	13,866	-	13,904	-	14,571	-
ACT	4,108	29.6	4,522	32.5	4,718	32.4
SAT	8,131	58.6	8,305	59.7	8,193	56.2
ACT only	637	4.6	753	5.4	981	6.7
SAT only	4,660	33.6	4,536	32.6	4,456	30.6
ACT & SAT	3,471	25.0	3,769	27.1	3,737	25.6
Total ACT and/or SAT	8,768	63.2	9,058	65.1	9,174	63.0
Total No ACT or SAT	5,098	36.8	4,846	34.9	5,397	37.0

All high schools receive a customized report, *The High School Profile Report*, which details student participation and performance. The data in these reports should be interpreted and shared with students and their parents to promote a successful transition to college and to further training.

References

- 2006 ACT National Score Report News Release*. (2006, August). Retrieved August 23, 2006, from the World Wide Web: <http://www.act.org/news/releases/2006/ndr.html>
- ACT, Inc. (2006). *ACT High School Profile Report*, Iowa City, IA: ACT, Inc.
- Genevive, D. (2006). *2005-06 SAT Assessment Program*. Research Brief to The School Board of Broward County, Florida.
- Facts about the ACT*. (2006). Retrieved August 22, 2006, from the World Wide Web: <http://www.act.org/news/aapfacts.html>

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Appendix A

Table A1

Broward, Florida, and National ACT Results by Ethnicity: Percent of Test-Takers and Average Composite Scores, 2005-06

Ethnic Group	Percent	Composite Score
Broward		
African American/Black	35%	16.8
American Indian/Alaskan Native	<1%	19.1
Caucasian American/White	26%	21.8
Hispanic	17%	19.6
Asian American/Pacific Islander	4%	21.5
Other/No Response	17%	19.6
Florida		
African American/Black	19%	16.8
American Indian/Alaskan Native	<1%	20.2
Caucasian American/White	46%	21.8
Hispanic	15%	19.6
Asian American/Pacific Islander	3%	21.7
Other/No Response	16%	20.5
Nation		
African American/Black	12%	17.1
American Indian/Alaskan Native	1%	18.8
Caucasian American/White	63%	22.0
Hispanic	7%	18.6
Asian American/Pacific Islander	3%	22.3
Other/No Response	14%	21.1

Appendix B

Table B1
School-by-School Average ACT Test Results for North Area, 2003-04 through 2005-06

School	Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
Coconut Creek	2004	114	17.7	18.6	18.7	18.5	18.5
	2005	132	15.7	17.3	16.8	17.0	16.8
	2006	168	16.0	17.7	17.8	16.8	17.3
Coral Glades	2006*	110	19.8	21.0	21.0	20.7	20.8
	2004	238	20.1	21.7	21.4	20.6	21.1
Coral Springs	2005	213	19.3	21.0	21.0	19.5	20.3
	2006	294	18.6	20.6	20.0	19.4	19.8
	2004	123	18.0	19.8	19.7	19.4	19.3
Deerfield Beach	2005	124	18.5	20.0	19.4	18.9	19.3
	2006	137	17.8	19.9	19.4	18.6	19.0
	2004	244	16.5	17.7	18.2	17.7	17.7
Blanche Ely	2005	201	15.4	17.7	17.2	17.1	17.0
	2006	270	15.9	17.9	17.8	17.3	17.4
	2005*	40	17.5	18.9	18.4	18.3	18.5
Monarch	2006	87	16.5	18.1	17.9	18.2	17.8
	2004	80	18.6	18.5	20.2	18.8	19.1
	2005	70	20.7	19.9	21.7	19.5	20.6
Pompano Beach	2006	108	20.0	20.3	21.6	19.7	20.5
	2004	232	21.4	23.1	22.3	21.4	22.2
	2005	281	21.2	22.9	22.0	21.2	22.0
Stoneman Douglas	2006	245	21.6	23.0	22.6	21.0	22.2
	2004	225	21.7	23.0	22.8	21.5	22.4
	2005	255	20.8	22.4	21.8	21.0	21.6
Taravella, J.P.	2006	234	20.7	22.2	22.1	20.7	21.6

*First year of participation.

(Appendix B continues)

Appendix B (continued)

Table B2

School-by-School Average ACT Test Results for North Central Area, 2003-04 through 2005-06

School	Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
Atlantic Technical High	2006*	44	19.3	19.6	21.3	19.1	19.9
	2004	160	15.7	18.1	17.4	17.7	17.3
Boyd Anderson	2005	205	16.0	18.0	17.7	17.1	17.3
	2006	168	14.9	17.3	17.0	16.3	16.5
College Academy @ BCC	2004	70	23.5	24.6	25.4	22.6	24.2
	2005	67	26.4	26.3	26.5	24.5	26.1
	2006	83	24.1	24.0	24.9	22.5	24.0
William T. McFatter Technical High	2004	52	20.6	22.4	22.2	21.0	21.7
	2005	71	20.8	22.1	23.3	21.5	22.1
	2006	86	20.4	21.6	21.6	20.4	21.1
Northeast	2004	178	17.9	19.2	19.4	18.6	18.9
	2005	180	18.1	18.8	19.3	18.8	18.9
	2006	179	17.7	19.1	19.6	18.4	18.8
Nova	2004	146	20.6	22.1	21.8	20.9	21.5
	2005	152	20.2	22.3	21.4	20.5	21.2
	2006	149	19.5	22.0	21.3	20.2	20.9
Piper	2004	273	17.4	18.4	18.9	18.3	18.3
	2005	269	17.1	18.6	18.9	18.2	18.3
	2006	265	17.1	18.8	18.7	18.1	18.3

Table B3

School-by-School Average ACT Results for South Central Area, 2003-04 through 2005-06

School	Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
Cypress Bay	2004	185	20.4	21.7	21.7	20.7	21.3
	2005	288	20.5	21.6	21.3	20.3	21.1
	2006	326	20.7	22.1	21.6	20.7	21.4
Dillard	2004	137	15.9	17.4	17.1	17.3	17.1
	2005	128	15.5	16.8	16.7	16.5	16.5
	2006	133	15.1	16.7	17.3	16.3	16.5
Fort Lauderdale	2004	101	17.3	18.7	18.6	17.9	18.3
	2005	127	17.0	18.1	18.6	17.4	17.9
	2006	136	15.9	17.9	17.8	16.5	17.1
Plantation	2004	137	18.3	19.9	19.9	19.3	19.5
	2005	164	17.4	18.8	18.9	18.0	18.4
	2006	241	16.0	17.6	18.0	16.5	17.2
South Plantation	2004	125	18.3	19.4	19.4	19.5	19.3
	2005	138	18.1	19.7	20.2	18.9	19.3
	2006	221	16.8	18.6	18.3	17.7	17.9
Stranahan	2004	197	17.7	19.0	19.2	19.0	18.9
	2005	137	18.0	19.1	19.1	18.9	18.9
	2006	209	17.8	19.0	19.4	18.3	18.7
Western	2004	93	20.6	21.4	22.2	20.7	21.4
	2005	94	21.4	21.8	22.4	21.7	21.9
	2006	127	21.4	21.9	22.6	21.0	21.8

(Appendix B continues)

Appendix B (continued)

Table B4

School-by-School Average ACT Test Results for South Area, 2003-04 through 2005-06

School	Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
Cooper City	2004	221	20.4	21.7	21.5	20.8	21.2
	2005	241	21.4	22.4	22.9	21.0	22.0
	2006	219	20.7	21.9	21.9	20.8	21.4
Everglades	2004	3	*	*	*	*	*
	2005	166	19.4	19.9	20.6	19.2	19.9
	2006	218	19.5	20.3	20.3	19.4	20.0
Flanagan, Charles W.	2004	391	19.5	21.0	20.9	20.3	20.5
	2005	247	19.0	20.1	20.5	19.5	19.9
	2006	229	18.8	20.1	19.7	19.6	19.7
Hallandale	2004	56	16.8	18.0	18.5	18.1	18.0
	2005	101	14.9	17.2	16.8	17.2	16.7
	2006	110	15.1	16.5	17.1	15.9	16.3
Hollywood Hills	2004	111	18.9	20.6	20.1	20.1	20.0
	2005	64	19.1	20.4	20.1	19.5	19.9
	2006	87	17.7	19.3	19.5	19.1	19.0
McArthur	2004	103	16.9	18.7	18.4	18.3	18.2
	2005	110	16.8	19.0	18.6	17.9	18.2
	2006	141	15.8	17.6	18.1	17.0	17.3
Miramar	2004	151	17.4	18.5	19.3	18.1	18.4
	2005	192	16.5	17.6	17.9	17.5	17.5
	2006	223	17.9	18.7	19.1	18.4	18.6
South Broward	2004	69	16.8	17.6	18.3	18.0	17.8
	2005	88	17.5	19.0	20.0	18.8	18.9
	2006	100	17.6	18.9	19.0	18.4	18.6

*No data reported when fewer than 30 students tested.

Table B5

School-by-School Average ACT Test Results for Charter Schools, 2003-04 through 2005-06

Charter School	Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
City of Coral Springs	2004	39	20.4	18.9	21.1	20.0	20.2
	2005	52	19.1	19.9	20.9	20.7	20.3
	2006	74	21.5	20.4	22.1	20.3	21.2
City of Pembroke Pines	2004	109	20.0	20.1	21.6	20.1	20.6
	2005	135	19.6	19.6	20.3	19.7	19.9
	2006	163	20.0	21.0	20.7	19.9	20.5
North Lauderdale Academy	2004	32	15.3	16.8	17.4	17.7	16.9
	2005	22	*	*	*	*	*
	2006	41	13.3	15.2	15.3	15.2	14.9
Parkway Academy	2004	16	*	*	*	*	*
	2005	37	15.5	15.6	16.4	16.8	16.2
	2006	4	*	*	*	*	*

* No data reported when fewer than 30 students tested.

Appendix C

Average ACT English, Writing, and English/Writing Combined Scores by Ethnicity for Students who took ACT Writing Test, 2005-06

Ethnic Group	Number	Scores		
		English	Writing	English/Writing Combined
Broward				
African American/Black	765	16.6	6.9	17.0
American Indian/Alaskan Native	6	17.0	7.7	18.2
Caucasian American/White	723	22.3	7.8	22.0
Hispanic	442	19.8	7.5	19.9
Asian American/Pacific Islander	116	21.4	7.8	21.4
Other/No Response	420	20.1	7.5	20.2
Florida				
African American/Black	3,975	16.8	6.9	17.2
American Indian/Alaskan Native	91	21.3	7.5	21.0
Caucasian American/White	12,461	22.9	7.8	22.5
Hispanic	4,170	20.3	7.7	20.4
Asian American/Pacific Islander	996	22.4	8.0	22.3
Other/No Response	4,444	21.5	7.7	21.4
Nation				
African American/Black	38,583	17.5	6.8	17.6
American Indian/Alaskan Native	2,803	19.8	7.1	19.6
Caucasian American/White	269,428	23.4	7.8	22.8
Hispanic	33,207	18.9	7.4	19.1
Asian American/Pacific Islander	21,275	23.0	8.0	22.8
Other/No Response	65,108	22.8	7.9	22.5