

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

**JAMES F. NOTTER
SUPERINTENDENT OF SCHOOLS**

Telephone: (754) 321-2600

Facsimile: (754) 321-2701

Signatures on file.

September 6, 2007

TO: School Board Members

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

VIA: James F. Notter
Superintendent of Schools

SUBJECT: 2006-07 ACT ASSESSMENT PROGRAM

The 2007 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 ACT Assessment is a comprehensive, standardized college entrance examination 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 skills (plus an optional writing test) 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 Hispanic students, where a 66% increase in student participation was documented in the period from 2004-05 to 2006-07.
- During the same time period, Black student ACT participation increased by 52% and White student participation increased by 15%.
- Of the 33 Broward high school programs with reportable ACT participation in 2005-06 and 2006-07, 30 schools (91%) posted a higher participation rate in 2006-07.
- Black students in Broward posted mean ACT composite scores that were similar to Black student Composite scores in Florida but were below the scores of Black students nationally.
- Broward Hispanic students' mean composite scores surpassed their peers across Florida and the nation.
- White students' mean composite scores were similar to their counterparts statewide and below those nationwide.
- Of the 33 Broward high school programs reporting ACT scores in 2005-06 and 2006-07, 16 schools (48%) posted improved scores in at least one subject area in 2006-07.

- Nine schools (City of Coral Springs Charter, City of Pembroke Pines Charter, Cooper City, Coral Glades, Cypress Bay, William T. McFatter Technical, Nova, Pompano Beach, and J.P. Taravella) exceeded the mean scores of the state in every ACT subtest.
- In 2006-07, mean ACT scores at two Broward schools (College Academy @ BCC, and Stoneman Douglas) surpassed the mean scores of students across the state and nationwide in every ACT subtest.

According to ACT, Inc., the most important prerequisite for optimum performance by students on college admission tests is a sound, comprehensive educational program (ACT, Inc., 2007). 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/reports/AssessmentReleases.htm>. If you have any questions regarding this report, please contact **Paul Houchens, Director Designee of Student Assessment & School Performance, at (754) 321-4257.**

JFN/KB/PH:dg

Attachment

cc: Executive Leadership Team

Area Directors

Diane Carr, Executive Director, Core Curriculum

Leslie Brown, Executive Director, Educational Programs

Cynthia Park, Director, Advanced Academic Programs

High School Principals



Assessment Brief

©2007, The School Board of Broward County, Florida

Number 115

Report from the Office of the Superintendent

September 2007

2006-07 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 skills (plus an optional writing test) 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., 2007).

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., 2007):

- 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. (2007) notes that the assessment was administered to more than 1.3 million graduates in the class of 2007. The test is administered in all 50 states and the District of Columbia; it is the predominant college entrance exam in 26 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.

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 2004-05, 2005-06, or 2006-07 academic years, and who graduated from high school during the 2006-07 school year. For students testing more than once, their most recent test record was used.

Results

This year, large numbers of Broward County Public Schools' students participated in 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 nation for the 2004-05 through 2006-07 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 reveals that the number of Broward 2006-07 graduates participating in ACT testing (7,433 students) increased by 1,744 students (31%) over the previous year. This increase in Broward student participation in ACT testing surpasses the 23% increase statewide and the eight percent increase in student participation across the nation as compared to 2005-06.

Review of the performance data presented in Table 1 reveals that, nationally, average scores have remained stable over the three year period. In Broward and Florida mean scores in all areas have declined slightly from the previous year. However, this finding is not surprising given the large increase in student participation in Broward (31%) and Florida (23%) when compared to the national increase (8%).

Table 1

Broward, Florida, and National Average ACT Scores, 2004-05 through 2006-07

Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
Broward						
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
2007	7,433	17.7	19.5	19.5	18.4	18.9
Florida						
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
2007	81,527	19.1	20.0	20.5	19.5	19.9
Nation						
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
2007	1,300,599	20.7	21.0	21.5	21.0	21.2

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 reveals an increase in the number of participants across ethnic groups in Broward County for 2006-07. Of the three major ethnic groups, the highest proportional growth in ACT participation occurred among Hispanic students, where a 66% increase in student participation rate was documented in the period from 2004-05 to 2006-07. During the same time period, African American/Black student ACT participation increased by 52% and Caucasian American/White student participation increased by 15% percent. It is also important to note that the proportion of students who did not report a specific ethnicity increased by 158%.

Review of performance data summarized in Table 2 reveals that the composite scores for African American/Black, Hispanic, and Caucasian American/White students declined slightly in 2006-07. This may be due in part to the increased participation.

Table 2

Broward Average ACT Composite Scores by Ethnicity, 2004-05 to 2006-07

Ethnicity	2005		2006		2007	
	Number Tested	Score	Number Tested	Score	Number Tested	Score
African American/Black	1,730	16.9	1,980	16.8	2,624	16.5
American Indian/Alaskan Native	7	*	16	*	9	*
Asian American/Pacific Islander	198	21.5	233	21.5	257	21.8
Caucasian American/White	1,474	22.0	1,480	21.8	1,695	21.5
Hispanic	823	19.7	987	19.6	1,366	19.2
Other/No Response	575	20.0	993	19.6	1,482	19.5

*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 examined, Caucasian American/White students registered higher Composite scores than did the other major ethnic groups. The magnitude of the score differences has decreased slightly (0.1 points) between African American/Black students and Caucasian American/White students. No change is noted between Hispanic and Caucasian American/White scores during the three reported school years.

Table 3

Differences in Broward Average ACT Composite Scores by Major Ethnic Groups, 2004-05 to 2006-07

	2005	2006	2007	Change in Gap 2005 to 2007
African American/Black	16.9	16.8	16.5	
Gap between African American/Black and Caucasian American/White	5.1	5.0	5.0	-0.1
Caucasian American/White	22.0	21.8	21.5	
Gap between Hispanic and Caucasian American/White	2.3	2.2	2.3	0.0
Hispanic	19.7	19.6	19.2	

College Readiness

Figures 1, 2, and 3 report an indication of the extent to which students are prepared for college-level work in Broward and statewide. 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.

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
- Algebra: 22 on ACT Mathematics Test
- Social Science: 21 on ACT Reading Test
- Biology: 24 on ACT Science Test

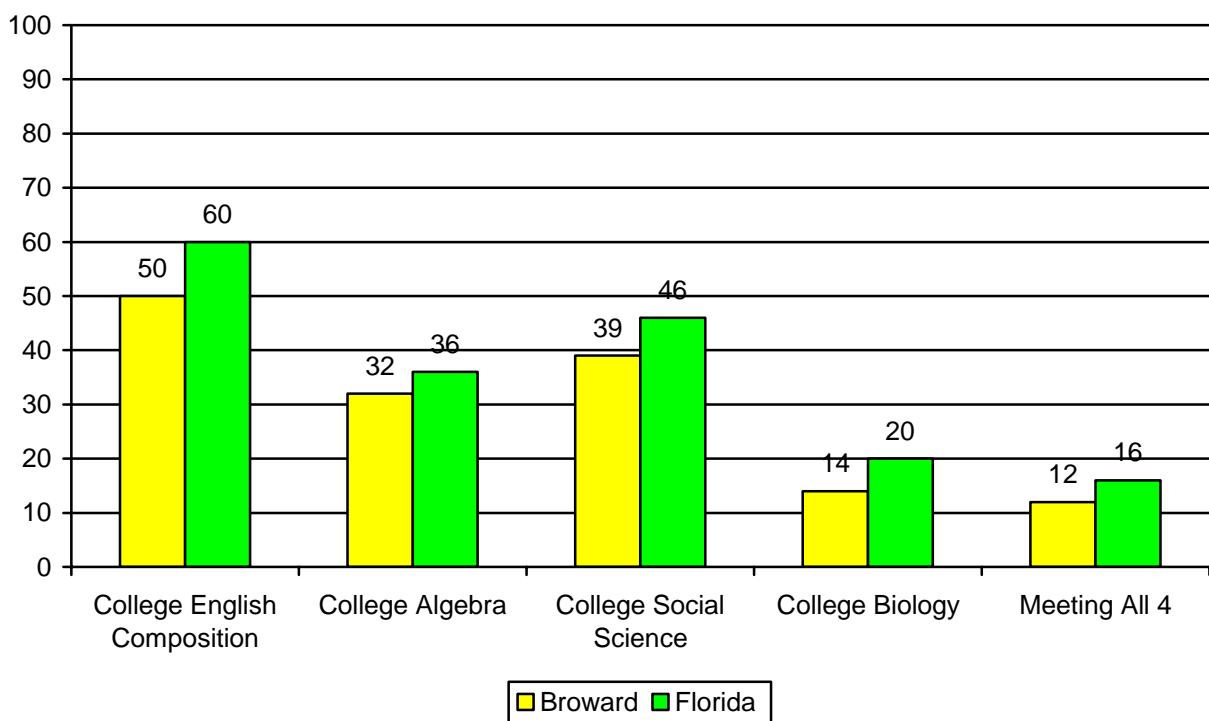


Figure 1: Percent of ACT-Tested Students Ready for College-Level Coursework

According to ACT, 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. 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 mathematics and science respectively.

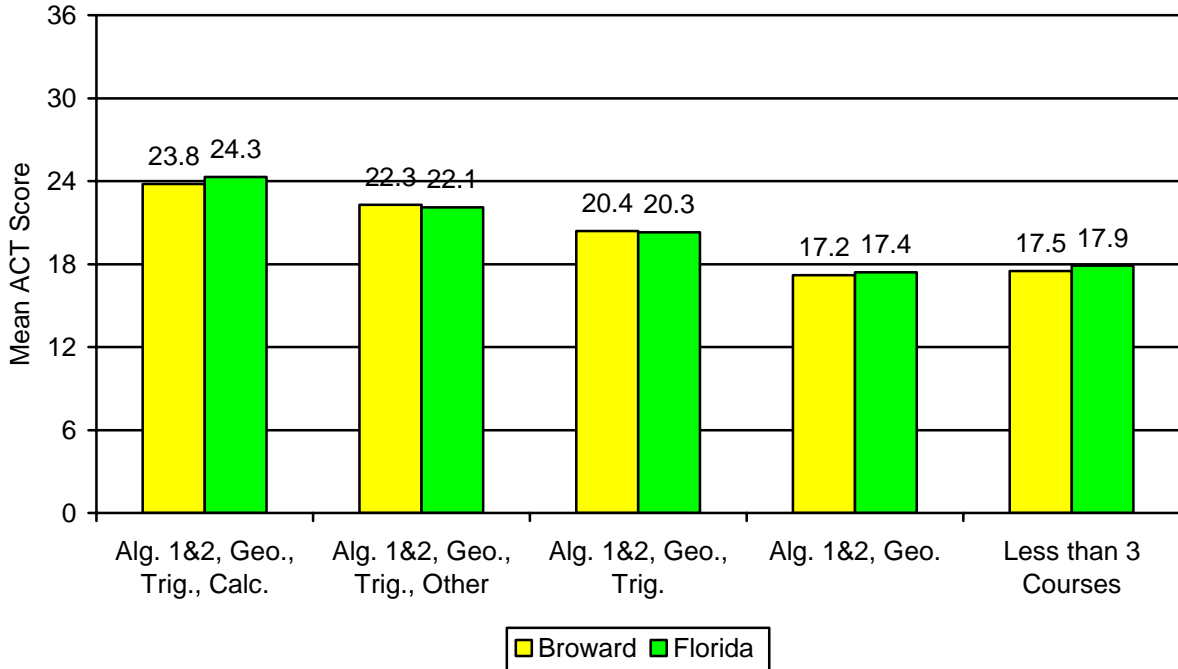


Figure 2: Average ACT Mathematics Scores by Course Sequence

Students who take a mathematics course beyond Algebra 2 or Geometry achieved higher ACT Mathematics scores than Students who took Algebra 1, 2, and Geometry or students who took less than three mathematics courses. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

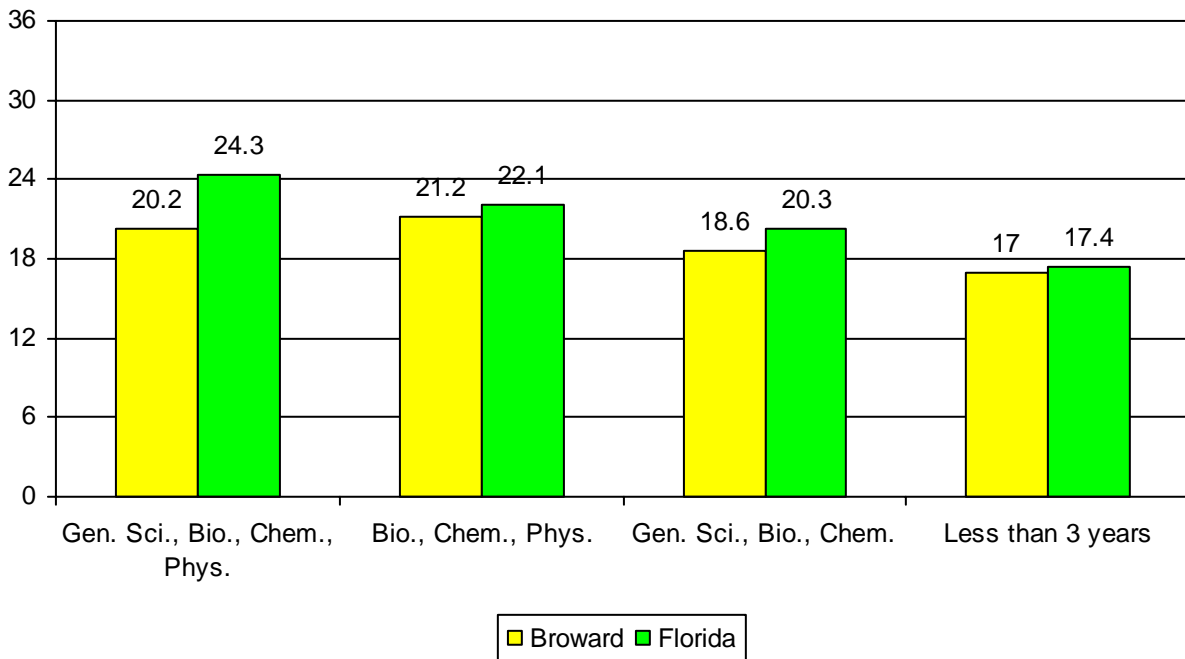


Figure 3: Average ACT Science Scores by Course Sequence

Figure 3 reports value added by science courses. As seen in the figure, students taking any combination of three or more science courses typically achieve higher ACT Science scores than students taking less than three science courses.

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 nation in 2006-07. As indicated in Appendix A, Broward student participation by ethnicity differs 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 20% in Florida and 12% across the nation, and Hispanic students represent 18% of ACT participants in Broward versus 16% statewide and only 7% nationally. In contrast, Caucasian American/White students account for less than one-fourth (23%) of the ACT test-takers in Broward compared to 42% in Florida and 60% nationwide.

The scores summarized in Appendix A reveal that in 2006-07, 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 those of other Hispanic students in Florida.
- Caucasian American/White students' mean composite were similar to their counterparts across the state and below those nationwide.
- African American/Black students in Broward posted mean ACT composite scores that were similar to 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 2004-05, 2005-06, and 2006-07, by administrative 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 33 Broward high school programs with reportable ACT participation in 2005-06 and 2006-07, 30 schools (91%) posted a higher participation rate in 2006-07.
- Sixteen Broward high schools (48%) posted improved scores in at least one subject area during 2006-07.
- Nine schools (City of Coral Springs Charter, City of Pembroke Pines Charter, Cooper City, Coral Glades, Cypress Bay, William T. McFatter Technical, Nova, Pompano Beach, and J.P. Taravella) exceeded the mean scores of the state in every ACT subtest.
- In 2006-07, mean ACT scores at two Broward schools (College Academy @ BCC, and Marjory Stoneman Douglas) surpassed the mean scores of students across the state and nationwide in every ACT subtest.

Writing Results

Appendix C provides average English, Writing, and English/Writing Combined scores by ethnicity for students who took the ACT Writing test. As previously indicated, the ACT Writing

test is a direct examination which requires students to write an essay response to a given prompt. Students have 30 minutes to complete their essay. 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.

- African American/Black students' Writing scores were similar to those of their peers in the state and the nation.
- Although Hispanic results in English, Writing, and English/Writing trailed their peers in the state, their scores surpassed their peer's efforts across the nation.
- Writing results for Caucasian American/White students were similar to Caucasian American American/White students in the state and across the nation.

A *High School Profile Report*, which details student participation and performance, is sent to the principal at each high school with 30 or more ACT-tested graduates. 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 efforts at schools.

References

2007 ACT College Readiness Report News Release. (2007, August). Retrieved August 15, 2007, from the World Wide Web: <http://www.act.org/news/releases/2007/ndr.html>

Prepared by

David V. Genevive, Research Specialist
Michael Lower, Ph.D., Research Specialist

The School Board of Broward County, Florida

Beverly A. Gallagher, Chair
Robin Bartleman, Vice-Chair
Maureen S. Dinnen
Jennifer Leonard Gottlieb
Phyllis C. Hope
Stephanie Arma Kraft, Esq.
Robert D. Parks, Ed.D.
Eleanor Sobel
Benjamin J. Williams
James F. Notter, Superintendent of Schools

The School Board of Broward County, Florida prohibits any policy or procedure that results in discrimination on the basis of age, color, disability, gender, national origin, marital status, race, religion, or sexual orientation

Appendix A

Table A1

Broward, Florida, and National ACT Results by Ethnicity: Percent of Test-Takers and Average Composite Score, 2006-07

Ethnic Group	Percent	Composite Score
Broward		
African American/Black	35	16.5
American Indian/Alaskan Native	<1	
Caucasian American/White	23	21.5
Hispanic	18	19.2
Asian American/Pacific Islander	3	21.8
Other/No Response	20	19.5
Florida		
African American/Black	20	16.4
American Indian/Alaskan Native	<1	20.6
Caucasian American/White	42	21.6
Hispanic	16	19.0
Asian American/Pacific Islander	3	21.7
Other/No Response	18	20.4
Nation		
African American/Black	12	17.0
American Indian/Alaskan Native	1	18.9
Caucasian American/White	60	22.1
Hispanic	7	18.7
Asian American/Pacific Islander	3	22.6
Other/No Response	17	21.6

Appendix B

Table B1
School-by-School Average ACT Test Results for North Area, 2004-05 through 2006-07

School	Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
Coconut Creek	2005	132	15.7	17.3	16.8	17.0	16.8
	2006	168	16.0	17.7	17.8	16.8	17.3
	2007	209	14.5	16.4	16.9	15.8	16.0
Coral Glades	2006*	110	19.8	21.0	21.0	20.7	20.8
	2007	186	19.8	21.3	21.6	20.5	21.0
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
	2007	332	17.9	20.2	20.1	18.5	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
	2007	209	15.8	18.5	18.1	17.2	17.5
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
	2007	300	15.1	17.5	17.2	16.6	16.7
Monarch	2005	40	17.5	18.9	18.4	18.3	18.5
	2006	87	16.5	18.1	17.9	18.2	17.8
	2007	229	18.2	19.3	19.1	18.8	19.0
Pompano Beach	2005	70	20.7	19.9	21.7	19.5	20.6
	2006	108	20.0	20.3	21.6	19.7	20.5
	2007	139	20.5	20.5	21.5	19.8	20.7
Stoneman Douglas	2005	281	21.2	22.9	22.0	21.2	22.0
	2006	245	21.6	23.0	22.6	21.0	22.2
	2007	299	21.9	23.3	23.0	21.5	22.6
Taravella, J.P.	2005	255	20.8	22.4	21.8	21.0	21.6
	2006	234	20.7	22.2	22.1	20.7	21.6
	2007	284	20.5	22.3	21.5	20.4	21.3

*First year of participation.

(Appendix B continues)

Appendix B (continued)

Table B2

School-by-School Average ACT Test Results for North Central Area, 2004-05 through 2006-07

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
	2007	43	17.0	19.0	18.7	18.5	18.4
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
	2007	278	14.2	16.8	16.6	15.6	15.9
College Academy @ BCC	2005	67	26.4	26.3	26.5	24.5	26.1
	2006	83	24.1	24.0	24.9	22.5	24.0
	2007	113	24.3	25.1	25.2	23.4	24.7
Hallandale Adult Community Center	2006*	10	**	**	**	**^	**
William T. McFatter Technical High	2007	35	12.5	15.0	14.0	15.1	14.2
	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	2007	80	20.6	21.6	22.2	21.1	21.5
	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	2007	234	16.9	18.6	19.4	17.9	18.4
	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	2007	236	19.4	21.2	21.0	19.9	20.5
	2005	269	17.1	18.6	18.9	18.2	18.3
	2006	265	17.1	18.8	18.7	18.1	18.3
	2007	294	15.6	18.2	17.7	16.9	17.2

*First year of participation.

**No data reported when fewer than 30 students tested.

Table B3

School-by-School Average ACT Results for South Central Area, 2004-05 through 2006-07

School	Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
Cypress Bay	2005	288	20.5	21.6	21.3	20.3	21.1
	2006	326	20.7	22.1	21.6	20.7	21.4
	2007	452	20.7	22.2	21.6	20.6	21.4
Dillard	2005	128	15.5	16.8	16.7	16.5	16.5
	2006	133	15.1	16.7	17.3	16.3	16.5
	2007	198	14.8	17.2	17.3	16.5	16.6
Fort Lauderdale	2005	127	17.0	18.1	18.6	17.4	17.9
	2006	136	15.9	17.9	17.8	16.5	17.1
	2007	149	16.3	18.0	18.3	17.3	17.6
Plantation	2005	164	17.4	18.8	18.9	18.0	18.4
	2006	241	16.0	17.6	18.0	16.5	17.2
	2007	325	15.8	17.6	17.6	16.4	17.0
South Plantation	2005	138	18.1	19.7	20.2	18.9	19.3
	2006	221	16.8	18.6	18.3	17.7	17.9
	2007	273	17.0	18.7	18.8	17.7	18.2

(Appendix B continues)

Table B3 (continued)

School-by-School Average ACT Results for South Central Area, 2004-05 through 2006-07

School	Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
Stranahan	2005	137	18.0	19.1	19.1	18.9	18.9
	2006	209	17.8	19.0	19.4	18.3	18.7
	2007	231	16.6	18.7	18.3	17.9	18.0
Western	2005	94	21.4	21.8	22.4	21.7	21.9
	2006	127	21.4	21.9	22.6	21.0	21.8
	2007	185	19.3	20.6	20.8	19.6	20.2

Table B4

School-by-School Average ACT Test Results for South Area, 2004-05 through 2006-07

School	Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
Cooper City	2005	241	21.4	22.4	22.9	21.0	22.0
	2006	219	20.7	21.9	21.9	20.8	21.4
	2007	299	19.9	21.6	21.8	20.5	21.1
Everglades	2005	166	19.4	19.9	20.6	19.2	19.9
	2006	218	19.5	20.3	20.3	19.4	20.0
	2007	349	18.9	20.3	20.7	19.3	19.9
Flanagan, Charles W.	2005	247	19.0	20.1	20.5	19.5	19.9
	2006	229	18.8	20.1	19.7	19.6	19.7
	2007	302	17.7	19.1	19.5	18.5	18.8
Hallandale	2005	101	14.9	17.2	16.8	17.2	16.7
	2006	110	15.1	16.5	17.1	15.9	16.3
	2007	114	14.8	17.1	16.6	15.7	16.1
Hollywood Hills	2005	64	19.1	20.4	20.1	19.5	19.9
	2006	87	17.7	19.3	19.5	19.1	19.0
	2007	98	17.2	19.2	18.5	18.3	18.4
McArthur	2005	110	16.8	19.0	18.6	17.9	18.2
	2006	141	15.8	17.6	18.1	17.0	17.3
	2007	219	15.5	17.6	17.5	16.6	16.9
Miramar	2005	192	16.5	17.6	17.9	17.5	17.5
	2006	223	17.9	18.7	19.1	18.4	18.6
	2007	239	16.4	18.0	18.1	17.0	17.5
South Broward	2005	88	17.5	19.0	20.0	18.8	18.9
	2006	100	17.6	18.9	19.0	18.4	18.6
	2007	129	16.6	18.8	18.9	17.9	18.2

(Appendix B continues)

Appendix B (continued)

Table B5

School-by-School Average ACT Test Results for Charter Schools, 2004-05 through 2006-07

Charter School	Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
City of Coral Springs	2005	52	19.1	19.9	20.9	20.7	20.3
	2006	74	21.5	20.4	22.1	20.3	21.2
	2007	54	20.2	20.4	21.0	20.4	20.6
City of Pembroke Pines	2005	135	19.6	19.6	20.3	19.7	19.9
	2006	163	20.0	21.0	20.7	19.9	20.5
	2007	182	19.4	20.6	21.4	20.0	20.5
Parkway Academy	2005	37	15.5	15.6	16.4	16.8	16.2
	2006	4	**	**	**	**	**
	2007	38	14.5	15.9	16.2	16.0	15.7
Somerset Academy	2006*	14	**	**	**	**	**
High School	2007	37	18.1	19.9	19.6	18.5	19.2

*First year of participation.

** 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, 2006-07

Ethnic Group	Number	Scores		
		English	Writing	English/Writing Combined
Broward				
African American/Black	1,091	16.1	6.8	16.6
American Indian/Alaskan Native	3	*	*	*
Caucasian American/White	951	22.2	7.7	21.8
Hispanic	626	19.6	7.4	19.6
Asian American/Pacific Islander	145	22.0	7.8	21.7
Other/No Response	690	20.0	7.5	20.0
Florida				
African American/Black	5,528	16.4	6.9	16.9
American Indian/Alaskan Native	117	22.1	7.6	21.7
Caucasian American/White	15,510	22.7	7.7	22.2
Hispanic	5,891	19.8	7.5	20.0
Asian American/Pacific Islander	1,320	22.4	7.8	22.1
Other/No Response	6,844	21.5	7.6	21.3
Nation				
African American/Black	50,340	17.2	6.7	17.3
American Indian/Alaskan Native	3,462	19.8	7.0	19.4
Caucasian American/White	308,578	23.4	7.6	22.6
Hispanic	42,588	18.8	7.3	19.0
Asian American/Pacific Islander	25,616	23.2	8.0	22.8
Other/No Response	102,359	23.2	7.8	22.7

* No data reported when fewer than 30 students tested.