

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
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September 3, 2008

TO: School Board Members

FROM: Joanne W. Harrison, Ed.D., Deputy Superintendent
Educational Programs & Student Support

VIA: James F. Notter
Superintendent of Schools

SUBJECT: 2007-08 ACT ASSESSMENT PROGRAM

The 2008 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. In addition, student in Florida may use the ACT to serve as an alternate graduation test if they are struggling to pass the FCAT.

Highlights of the report indicate:

- The highest proportional growth in Broward ACT participation occurred among Hispanic students, where a 102% increase in student participation was documented in the period from 2005-06 to 2007-08.
- During the same time period, Black student ACT participation increased by 71% and White student participation increased by 44%.
- Of the 36 Broward high school programs with reportable ACT participation in 2006-07 and 2007-08, 30 schools (83%) posted a higher participation rate in 2007-08.
- 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 36 Broward high school programs reporting ACT scores in 2006-07 and 2007-08, 23 schools (64%) posted improved scores in at least one subject area in 2007-08.
- Nine schools (Atlantic Technical High, City of Pembroke Pines Charter, Cooper City, Cypress Bay, William T. McFatter Technical, Nova, Pompano Beach, J.P. Taravella, and Western) exceeded the mean scores of the state in every ACT subtest.
- In 2007-08, mean ACT scores at two Broward schools (College Academy @ BCC, and Stoneman Douglas) equaled or surpassed the mean scores of students across the state and nationally 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., 2008). These most recent ACT results speak well of Broward's efforts to provide a well-rounded education to all students, access to college entrance tests, and to increase student achievement. This memorandum and the attached report can be accessed on the Student Assessment & School Performance Web site 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 of Student Assessment & School Performance, at (754) 321-4257.**

JFN/JWH/KB/PH:cl

Attachment

cc: Executive Leadership Team

Area Directors

High School Principals

Diane Carr, Executive Director, Core Curriculum

Leslie Brown, Executive Director, Educational Programs

Cynthia Park, Director, Advanced Academic Programs



Assessment Brief

2007-08 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. The ACT writing test 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 Composite score (ACT, Inc., 2008).

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., 2008):

- 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. (2008) notes that the assessment was administered to more than 1.42 million graduates in the class of 2008. 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 2005-06, 2006-07, or 2007-08 academic years, and who graduated from high school during the 2007-08 school year. For students testing more than once, their most recent test record was used.

Results

This year, large numbers of Broward County Public School 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, students are encouraged to take college admission tests, regardless of whether their post-high school plans include college. This predictably leads to higher participation rates but lower mean scores.

Table 1 provides ACT participation and test results for Broward, the state, and the nation for the 2005-06 through 2007-08 school years. The numbers of students, as well as their overall averages for the English, Mathematics, Reading, and Science Reasoning subtests and Composite scores are included. Examination of the table reveals that the number of Broward 2007-08 graduates participating in ACT testing (9,002 students) increased by 1,567 students (21%) over the previous year. This increase in Broward student participation in ACT testing surpasses the 15% increase statewide and the 9% increase in student participation across the nation as compared to 2006-07. The large annual increases in ACT participation in Broward and Florida coincide with the state's decision to allow the ACT to serve as an alternate graduation test for students struggling to pass the FCAT.

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 have declined slightly from the previous year. However, this finding is expected given the large increase in participation in Broward (21%) and Florida (15%) when compared to the national increase (9%).

Table 1

Broward, Florida, and National Average ACT Scores, 2005-06 through 2007-08

Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
Broward						
2006	5,689	18.3	19.7	19.8	18.8	19.3
2007	7,435	17.7	19.5	19.5	18.4	18.9
2008	9,002	17.7	19.3	19.3	18.1	18.7
Florida						
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
2008	93,884	19.0	20.0	20.3	19.3	19.8
Nation						
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
2008	1,421,941	20.6	21.0	21.4	20.8	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 reveals an increase in the number of participants across ethnic groups in Broward County for 2007-08. Of the three major ethnic groups, the highest proportional growth in ACT participation occurred among Hispanic students, where a 102% increase in student participation rate was documented in the period from 2005-06 to 2007-08. During the same time period, African American/Black student ACT participation increased by 71% and Caucasian American/White student participation increased by 44%. The proportion of students who did not report a specific ethnicity increased by 18% over the three year period.

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 2007-08. A contributing factor is the increased participation from non-college bound students.

Table 2

Broward Average ACT Composite Scores by Ethnicity, 2005-06 to 2007-08

Ethnicity	2006		2007		2008	
	Number Tested	Score	Number Tested	Score	Number Tested	Score
African American/Black	1,980	16.8	2,625	16.5	3,393	16.5
American Indian/Alaskan Native	16	*	9	*	14	*
Asian American/Pacific Islander	233	21.5	257	21.8	297	22.1
Caucasian American/White	1,480	21.8	1,695	21.5	2,130	21.3
Hispanic	987	19.6	1,367	19.2	1,996	19.0
Other/No Response	993	19.6	1,482	19.5	1,172	19.2

*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 (0.2 points) between African American/Black students and Caucasian American/White students. A slight increase 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, 2005-06 to 2007-08

	2006	2007	2008	Change in Gap 2006 to 2008
African American/Black	16.8	16.5	16.5	
<i>Gap between African American/Black and Caucasian American/White</i>	5.0	5.0	4.8	-0.2
Caucasian American/White	21.8	21.5	21.3	
<i>Gap between Hispanic and Caucasian American/White</i>	2.2	2.3	2.3	0.1
Hispanic	19.6	19.2	19.0	

College Readiness

Figures 1, 2, and 3 provide an indication of the extent to which students are prepared for college-level work in Broward County 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, Inc. has established the following as college readiness benchmark scores for designated college courses:

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

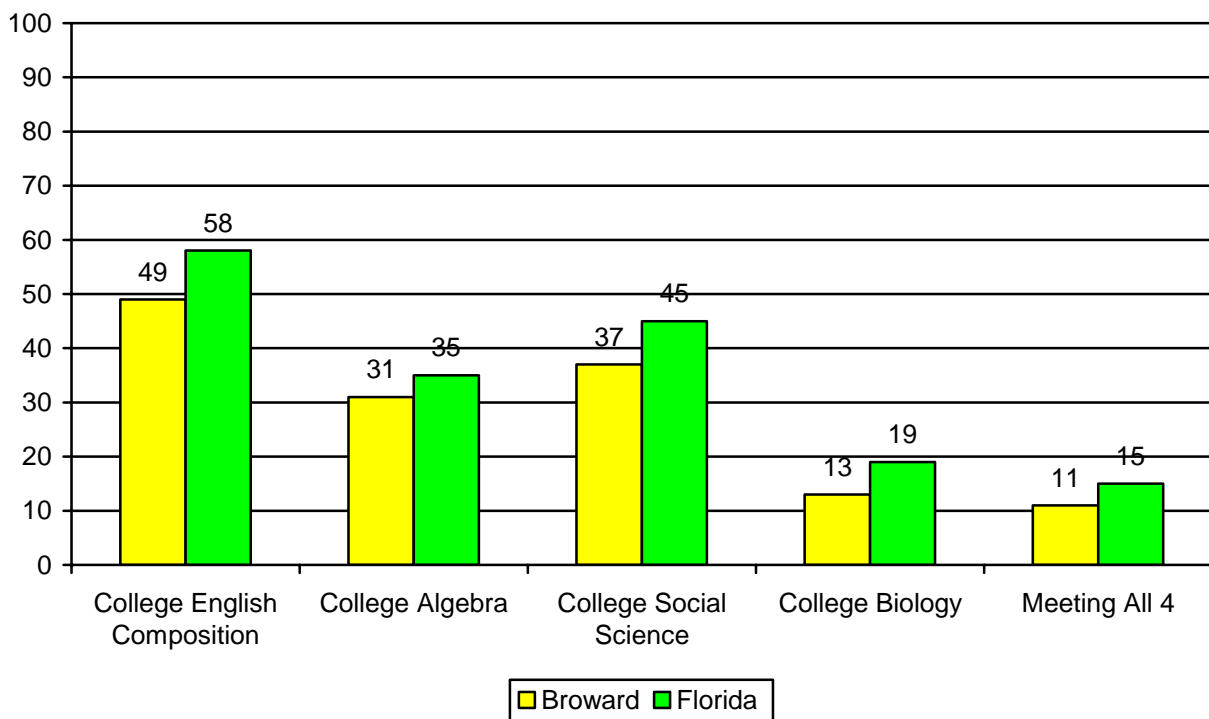


Figure 1: Percent of ACT-Tested Students Ready for College-Level Coursework

According to ACT, Inc., 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, Inc. 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.

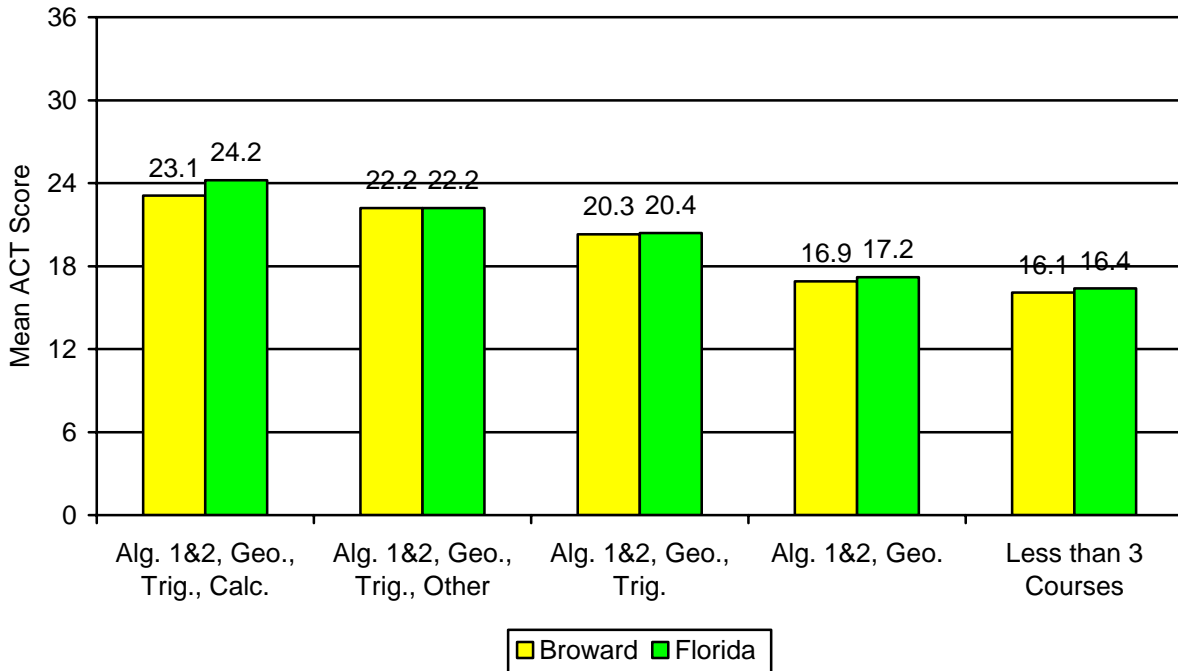


Figure 2: Average ACT Mathematics Scores by Course Sequence

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

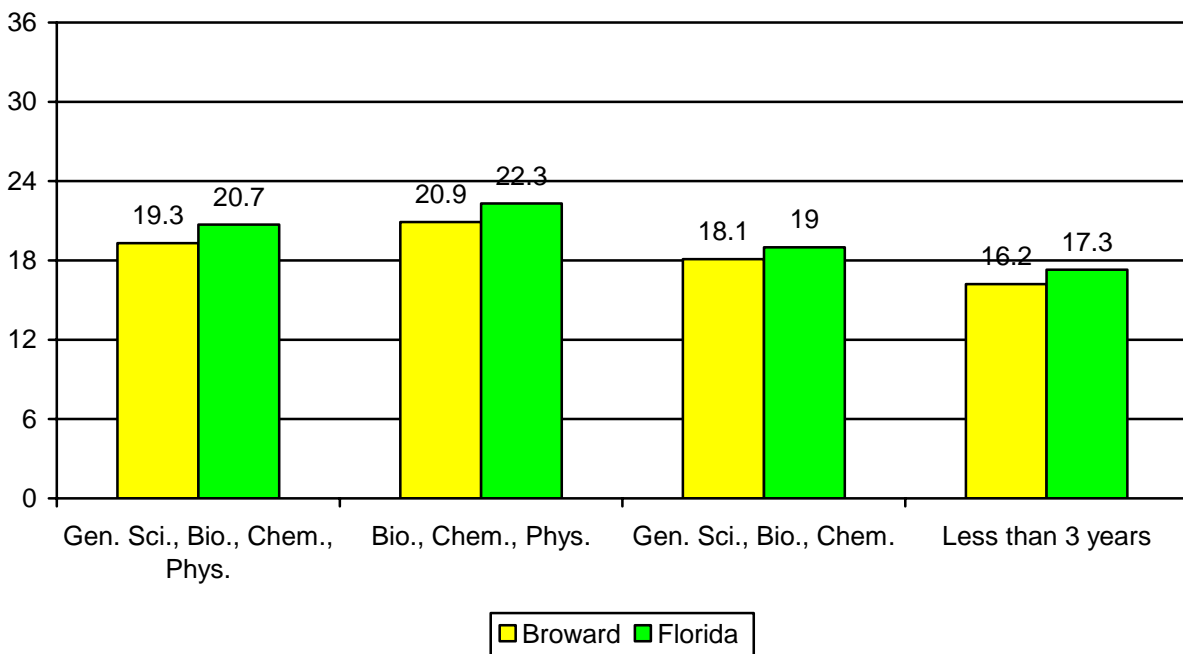


Figure 3: Average ACT Science Scores by Course Sequence

Figure 3 reports value added by science courses. As seen in the figure, students taking any combination of three or more science courses typically achieved 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 2007-08. 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 (38%) of the ACT test-takers in Broward compared to 22% in Florida and 13% across the nation, and Hispanic students represent 22% of ACT participants in Broward versus 19% statewide and only 8% nationally. In contrast, Caucasian American/White students account for less than one-fourth (24%) of the ACT test-takers in Broward compared to 44% in Florida and 63% nationwide.

The scores summarized in Appendix A reveal that in 2007-08, 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 scores were slightly lower than their counterparts across the state and 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 slightly below the scores of African American/Black students nationally.

Individual School Results

Appendix B provides school-by-school average ACT results for 2005-06, 2006-07, and 2007-08, 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 36 Broward high school programs with reportable ACT participation in 2006-07 and 2007-08, 30 schools (83%) posted a higher participation rate in 2007-08.
- Twenty-three Broward high schools (64%) posted improved scores in at least one subject area during 2007-08.
- Nine schools (Atlantic Technical High, City of Pembroke Pines Charter, Cooper City, Cypress Bay, William T. McFatter Technical, Nova, Pompano Beach, J.P. Taravella, and Western) exceeded the mean scores of the state in every ACT subtest.
- In 2007-08, mean ACT scores at two Broward schools (College Academy @ BCC, and Stoneman Douglas) equaled or 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:

- African American/Black students' English/Writing scores in Broward surpassed their peers in the state and the nation.
- Hispanic results in English/Writing were similar to Hispanic students in the state, and surpassed their peer's efforts across the nation.
- English/Writing results for Caucasian American/White students were similar to their peers in the state but lower than the national mean.

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

2008 ACT College Readiness Report News Release. (2008, August). Retrieved August 13, 2008, from the World Wide Web: <http://www.act.org/news/releases/2008/crr.html>

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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, 2007-08

Ethnic Group	Percent	Composite Score
Broward		
African American/Black	38	16.5
American Indian/Alaskan Native	<1	**
Caucasian American/White	24	21.3
Hispanic	22	19.0
Asian American/Pacific Islander	3	22.1
Other/No Response	13	19.2
Florida		
African American/Black	22	16.4
American Indian/Alaskan Native	<1	20.3
Caucasian American/White	44	21.6
Hispanic	19	18.8
Asian American/Pacific Islander	3	21.9
Other/No Response	11	20.4
Nation		
African American/Black	13	16.9
American Indian/Alaskan Native	1	19.0
Caucasian American/White	63	22.1
Hispanic	8	18.7
Asian American/Pacific Islander	4	22.9
Other/No Response	12	21.7

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

Appendix B

Table B1

School-by-School Average ACT Test Results for North Area, 2005-06 through 2007-08

School	Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
Coconut Creek	2006	168	16.0	17.7	17.8	16.8	17.3
	2007	209	14.5	16.4	16.9	15.8	16.0
	2008	238	14.6	16.4	16.5	15.2	15.8
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
	2008	259	19.3	20.4	20.2	19.2	19.9
Coral Springs	2006	294	18.6	20.6	20.0	19.4	19.8
	2007	332	17.9	20.2	20.1	18.5	19.3
	2008	335	18.4	20.3	20.0	18.2	19.3
Deerfield Beach	2006	137	17.8	19.9	19.4	18.6	19.0
	2007	209	15.8	18.5	18.1	17.2	17.5
	2008	282	17.1	19.0	18.8	17.7	18.3
Blanche Ely	2006	270	15.9	17.9	17.8	17.3	17.4
	2007	300	15.1	17.5	17.2	16.6	16.7
	2008	312	15.1	17.5	17.2	16.3	16.7
Monarch	2006	87	16.5	18.1	17.9	18.2	17.8
	2007	229	18.2	19.3	19.1	18.8	19.0
	2008	275	17.9	19.1	19.7	17.8	18.8
Pompano Beach	2006	108	20.0	20.3	21.6	19.7	20.5
	2007	139	20.5	20.5	21.5	19.8	20.7
	2008	179	20.7	21.2	21.9	20.2	21.1
Stoneman Douglas	2006	245	21.6	23.0	22.6	21.0	22.2
	2007	299	21.9	23.3	23.0	21.5	22.6
	2008	376	21.4	23.0	22.4	20.8	22.0
Taravella, J.P.	2006	234	20.7	22.2	22.1	20.7	21.6
	2007	284	20.5	22.3	21.5	20.4	21.3
	2008	274	19.7	21.7	20.9	19.9	20.7

*First year of participation.

(Appendix B continues)

Appendix B (continued)

Table B2
School-by-School Average ACT Test Results for North Central Area, 2005-06 through 2007-08

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
	2008	49	20.1	21.6	22.5	20.9	21.5
Boyd Anderson	2006	168	14.9	17.3	17.0	16.3	16.5
	2007	278	14.2	16.8	16.6	15.6	15.9
	2008	316	14.6	16.4	16.4	15.9	16.0
College Academy @ BCC	2006	83	24.1	24.0	24.9	22.5	24.0
	2007	113	24.3	25.1	25.2	23.4	24.7
	2008	94	25.7	26.3	25.8	24.0	25.6
Hallandale Adult Community Center	2006*	10	**	**	**	**	**
	2007	35	12.5	15.0	14.0	15.1	14.2
	2008	51	11.7	14.9	15.0	13.8	14.0
William T. McFatter Technical High	2006	86	20.4	21.6	21.6	20.4	21.1
	2007	80	20.6	21.6	22.2	21.1	21.5
	2008	81	20.4	21.6	21.9	20.4	21.1
Northeast	2006	179	17.7	19.1	19.6	18.4	18.8
	2007	234	16.9	18.6	19.4	17.9	18.4
	2008	180	16.2	18.5	18.4	17.1	17.7
Nova	2006	149	19.5	22.0	21.3	20.2	20.9
	2007	236	19.4	21.2	21.0	19.9	20.5
	2008	277	19.6	21.3	20.9	19.8	20.5
Piper	2006	265	17.1	18.8	18.7	18.1	18.3
	2007	294	15.6	18.2	17.7	16.9	17.2
	2008	327	16.5	18.2	18.1	17.0	17.5
Whiddon-Rodgers Education Center	2006*	5	**	**	**	**	**
	2007	13	**	**	**	**	**
	2008	60	10.8	14.8	13.0	13.7	13.2

*First year of participation.

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

(Appendix B continues)

Appendix B (continued)

Table B3
School-by-School Average ACT Results for South Central Area, 2005-06 through 2007-08

School	Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
Cypress Bay	2006	326	20.7	22.1	21.6	20.7	21.4
	2007	452	20.7	22.2	21.6	20.6	21.4
	2008	677	20.8	22.3	22.0	20.3	21.5
Dillard	2006	133	15.1	16.7	17.3	16.3	16.5
	2007	198	14.8	17.2	17.3	16.5	16.6
	2008	237	15.6	17.4	16.8	16.6	16.7
Fort Lauderdale	2006	136	15.9	17.9	17.8	16.5	17.1
	2007	149	16.3	18.0	18.3	17.3	17.6
	2008	209	17.2	18.9	19.1	17.4	18.3
Plantation	2006	241	16.0	17.6	18.0	16.5	17.2
	2007	325	15.8	17.6	17.6	16.4	17.0
	2008	257	15.3	17.2	17.0	16.4	16.6
South Plantation	2006	221	16.8	18.6	18.3	17.7	17.9
	2007	273	17.0	18.7	18.8	17.7	18.2
	2008	289	17.5	19.0	19.2	18.2	18.6
Stranahan	2006	209	17.8	19.0	19.4	18.3	18.7
	2007	231	16.6	18.7	18.3	17.9	18.0
	2008	249	16.9	18.4	18.9	17.6	18.0
Western	2006	127	21.4	21.9	22.6	21.0	21.8
	2007	185	19.3	20.6	20.8	19.6	20.2
	2008	269	19.7	21.1	21.0	19.8	20.6

(Appendix B continues)

Appendix B (continued)

Table B4
School-by-School Average ACT Test Results for South Area, 2005-06 through 2007-08

School	Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
Cooper City	2006	219	20.7	21.9	21.9	20.8	21.4
	2007	299	19.9	21.6	21.8	20.5	21.1
	2008	291	20.7	22.1	22.5	20.0	21.4
Everglades	2006	218	19.5	20.3	20.3	19.4	20.0
	2007	349	18.9	20.3	20.7	19.3	19.9
	2008	419	18.5	19.6	19.6	18.5	19.2
Flanagan, Charles W.	2006	229	18.8	20.1	19.7	19.6	19.7
	2007	302	17.7	19.1	19.5	18.5	18.8
	2008	403	17.4	18.7	18.8	17.6	18.3
Hallandale	2006	110	15.1	16.5	17.1	15.9	16.3
	2007	114	14.8	17.1	16.6	15.7	16.1
	2008	221	14.6	16.5	16.8	15.6	16.0
Hollywood Hills	2006	87	17.7	19.3	19.5	19.1	19.0
	2007	98	17.2	19.2	18.5	18.3	18.4
	2008	170	16.4	18.3	18.3	17.3	17.7
McArthur	2006	141	15.8	17.6	18.1	17.0	17.3
	2007	219	15.5	17.6	17.5	16.6	16.9
	2008	284	16.2	17.4	17.6	16.5	17.0
Miramar	2006	223	17.9	18.7	19.1	18.4	18.6
	2007	239	16.4	18.0	18.1	17.0	17.5
	2008	332	16.2	17.7	17.6	16.7	17.2
South Broward	2006	100	17.6	18.9	19.0	18.4	18.6
	2007	129	16.6	18.8	18.9	17.9	18.2
	2008	199	16.2	17.8	18.0	17.0	17.4

(Appendix B continues)

Appendix B (continued)

Table B5

School-by-School Average ACT Test Results for Charter Schools, 2005-06 through 2007-08

Charter School	Year	Number Tested	English	Mathematics	Reading	Science Reasoning	Composite
City of Coral Springs	2006	74	21.5	20.4	22.1	20.3	21.2
	2007	54	20.2	20.4	21.0	20.4	20.6
	2008	93	17.5	18.5	18.4	17.6	18.1
City of Pembroke Pines	2006	163	20.0	21.0	20.7	19.9	20.5
	2007	182	19.4	20.6	21.4	20.0	20.5
	2008	176	19.7	21.3	20.7	19.7	20.5
Parkway Academy	2006	4	**	**	**	**	**
	2007	38	14.5	15.9	16.2	16.0	15.7
	2008	60	14.7	15.6	16.3	15.0	15.5
Smart School Institute	2007*	25	**	**	**	**	**
	2008	50	13.6	14.9	15.1	14.9	14.8
Somerset Academy	2006*	14	**	**	**	**	**
High School	2007	37	18.1	19.9	19.6	18.5	19.2
	2008	60	18.6	19.3	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, 2007-08

Ethnic Group	n	Scores		
		English	Writing	English/Writing Combined
Broward				
African American/Black	1,323	17.2	7.1	17.6
American Indian/Alaskan Native	3	*	*	*
Caucasian American/White	1,351	22.1	7.5	21.7
Hispanic	981	20.1	7.4	20.0
Asian American/Pacific Islander	188	22.5	7.8	22.2
Other/No Response	590	20.6	7.5	20.5
Florida				
African American/Black	7,100	17.0	7.0	17.3
American Indian/Alaskan Native	138	21.8	7.3	21.2
Caucasian American/White	21,255	22.8	7.6	22.2
Hispanic	8,549	20.0	7.5	20.0
Asian American/Pacific Islander	1,811	22.7	7.8	22.4
Other/No Response	5,548	22.0	7.6	21.6
Nation				
African American/Black	86,049	16.6	6.5	16.6
American Indian/Alaskan Native	5,148	18.9	6.7	18.5
Caucasian American/White	464,177	22.5	7.4	21.8
Hispanic	71,060	18.3	7.1	18.5
Asian American/Pacific Islander	37,359	23.1	7.9	22.6
Other/No Response	106,736	22.2	7.5	21.7

* No data reported when fewer than 30 students tested.