
College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2007



Division of Accountability Research
Department of Assessment, Accountability, and Data Quality
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Project Staff

Randy Gesn
Shawn P. Thomas
Rachel Au

Editorial Staff

Richard Kallus
Amanda Callinan
Cristina Everett

Division of Accountability Research
Department of Assessment, Accountability, and Data Quality
Texas Education Agency
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Texas Education Agency

Robert Scott, Commissioner of Education

Lizzette Reynolds, Deputy Commissioner for Statewide Policy and Programs

Department of Assessment, Accountability, and Data Quality

Criss Cloudt, Associate Commissioner

Office of Data Development, Analysis, and Research

Patricia Sullivan, Deputy Associate Commissioner

Division of Accountability Research

Linda Roska, Director

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Abstract. This annual report examines SAT and ACT participation and performance in Texas for the class of 2007. A total of 146,396 Texas public school graduates took the SAT, the ACT, or both examinations in 2007. The percentage of graduates who took one or both of the examinations increased from 65.8 percent in 2006 to 68.2 percent in 2007. The percentage of examinees achieving the Academic Excellence Indicator System criterion score on either test decreased slightly from 27.1 percent in 2006 to 27.0 percent in 2007. In 2007, the average SAT scores were as follows: critical reading, 487; mathematics, 505; and writing, 478. The average ACT scores were as follows: English, 19.2; mathematics, 20.6; reading, 20.4; science, 20.3; and composite, 20.2. The percentage of public and nonpublic graduates taking the SAT was higher in Texas (52%) than nationally (48%); the percentage of public and nonpublic graduates taking the ACT was lower in Texas (30%) than nationally (42%).

Keywords. *SAT, ACT, college admissions, testing, acknowledgment, accountability, high school, scores, graduate, TASP, THEA, TSI.*

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For more information about the SAT, contact the College Board Southwestern Regional Office at (512) 721-1800 or <http://www.collegeboard.com/>. For more information about the ACT Assessment, contact ACT, Inc., Southwest Region, at (512) 345-1949 or <http://www.act.org/>.

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Highlights

Texas Public Schools

Texas and the United States

Texas Public Schools

Academic Excellence Indicator System Measures

Participation

- A total of 146,396 Texas public high school graduates in the class of 2007 took the SAT, the ACT, or both examinations. This was up from 141,188 graduates in the class of 2006. The number of examinees in 2007 reflects a participation rate of 68.2 percent.
- Asian/Pacific Islander graduates participated in one or both of the examinations at a rate of 89.9 percent. African American graduates participated at a rate of 72.7 percent, and White graduates participated at a rate of 71.8 percent. Hispanic graduates participated at a rate of 54.0 percent.

Performance

- Of graduates in the class of 2007 who took the SAT, the ACT, or both examinations, 27.0 percent met or exceeded the criterion scores required for Gold Performance Acknowledgment in the Academic Excellence Indicator System. This was slightly lower than the percentage in the class of 2006 (27.1%).
- By ethnicity, 47.7 percent of Asian/Pacific Islander examinees, 38.2 percent of White examinees, 11.9 percent of Hispanic examinees, and 8.0 percent of African American examinees scored at or above criterion on one or both of the examinations.

SAT

Participation

- A total of 117,776 public high school graduates in the class of 2007 took the SAT examination. The participation rate for the class of 2007 (54.9%) was higher than the rate for the class of 2006 (52.5%).
- SAT participation rates by ethnicity were 86.1 percent for Asian/Pacific Islander graduates, 54.4 percent for African American graduates, 54.4 percent for White graduates, and 40.3 percent for Hispanic graduates.

Performance

- For SAT examinees in the class of 2007, the average critical reading and mathematics combined score was 992, one point higher than that for the class of 2006. The average SAT writing score in 2007 was 478.

- Across ethnic groups in 2007, Asian/Pacific Islander examinees had the highest average SAT critical reading and mathematics combined score (1095), and African American examinees had the lowest average combined score (867).

ACT

Participation

- A total of 66,953 Texas public high school graduates in the class of 2007 took the ACT examination. The participation rate for the class of 2007 (31.2 %) was higher than the rate for the class of 2006 (30.2%).
- ACT participation rates by ethnicity were 31.7 percent for African American graduates, 29.5 percent for White graduates, 22.6 percent for Asian/Pacific Islander graduates, and 22.0 percent for Hispanic graduates.

Performance

- For ACT examinees in the class of 2007, the average composite score was 20.2, slightly higher than the average composite score of 20.1 for the class of 2006.
- Across ethnic groups in 2007, Asian/Pacific Islander examinees had the highest average ACT composite score (23.1), and African American examinees had the lowest average ACT composite score (16.9).

Texas and the United States

SAT

- A total of 132,067 Texas public and nonpublic high school graduates in the class of 2007 took the SAT. The state participation rate of 52 percent was unchanged from the previous year. Nationally, 1,494,531 public and nonpublic high school graduates in 2007 took the SAT. The national participation rate of 48 percent was unchanged from the previous year.
- The average SAT critical reading and mathematics combined score for Texas public and nonpublic high school examinees in the class of 2007 was 999, up two points from 997 for the class of 2006. Nationally, the average SAT critical reading and mathematics combined score in 2007 was 1017, down four points from 1021 in 2006.
- Of Texas graduates in the class of 2007 who took the SAT examination, 47.9 percent were White, 25.7 percent were Hispanic, and 11.7 percent were African American. In the U.S., by comparison, the percentage of examinees accounted for by White graduates (55.4%) was 7.5 percentage higher, the percentage accounted for by Hispanic graduates (11.3%) was 14.4 percentage points lower, and the percentage accounted for by African American graduates (10.7%) was about the same.

ACT

- A total of 76,542 Texas public and nonpublic high school graduates in the class of 2007 took the ACT. The state participation rate of 30 percent was 1.0 percentage point higher than in 2006. Nationally, 1,300,599 public and nonpublic high school graduates in 2007 took the ACT. The national participation rate of 42 percent was 2.0 percentage points higher than in 2006.
- The average ACT composite score for Texas public and nonpublic high school examinees in the class of 2007 was 20.5, up from 20.3 for the class of 2006. Nationally, the average composite score in 2007 was 21.2, up slightly from 21.1 in 2006. Average ACT subject scores for all examinees were higher nationally than in Texas.
- Of Texas graduates in the class of 2007 who took the ACT examination, 45.3 percent were White, 24.2 percent were Hispanic, and 12.0 percent were African American. In the U.S., by comparison, the percentage of examinees accounted for by White graduates (59.9%) was 14.6 percentage points higher, the percentage accounted for by Hispanic graduates (7.2%) was 17.0 percentage points lower, and the percentage accounted for by African American graduates (11.7%) was about the same.

Overview

Overview

This report provides results for graduating seniors in the class of 2007 on the SAT Reasoning Test, published by the College Board, and on the ACT Assessment, published by ACT, Inc. The first section of the report provides general information on the SAT and ACT examinations, discusses policy regarding access to testing, and discusses specific uses of college admissions test scores in Texas. The second section describes data sources, methodological considerations for reporting participation and performance results, and considerations for interpretation of results.

The third section provides SAT and ACT participation and performance results for graduates in Texas public schools. The fourth section provides SAT and ACT results for all graduates in public and nonpublic schools in Texas and in the nation as a whole. This section includes SAT and ACT scores for all 50 states, along with the percentages of graduates who took the tests in each state. Appendix A provides additional information on historical trends in SAT and ACT participation and performance.

SAT and ACT results for each school district and public school in Texas are presented in the companion volume to this report, *College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2007: District and Campus Supplement* (TEA, 2008a).

College Admissions Testing: The SAT and ACT

General Information

Policy Related to the SAT and ACT

Use of Individual SAT and ACT Scores

General Information

The Examinations

SAT. According to the College Board, the SAT Reasoning Test is a measure of the critical thinking, mathematical reasoning, and writing skills college students need to be successful in college (College Board, 2008a). As a test of general reasoning ability, the SAT Reasoning Test is not tied to a specific curriculum. The test consists of three sections: critical reading, mathematics, and writing. Scores on each of the sections range from 200 to 800.

The critical reading section consists of multiple-choice sentence completion questions and multiple-choice passage-based reading questions. The sentence completion questions assess vocabulary and understanding of sentence structure. The passage-based questions assess comprehension of what is explicitly stated in text passages, comprehension of what is implied in text passages, and the ability to analyze and synthesize information.

The mathematics section consists of multiple-choice questions and questions that require a student-produced response. The mathematics questions assess problem-solving skills in the areas of algebra and functions; geometry and measurement; number and operations; and data analysis, statistics, and probability.

The writing section consists of multiple-choice questions and a student-produced essay. The multiple-choice questions assess skills in using standard written English and identifying sentence errors. For the essay, examinees are required to develop and present a position on an issue.

ACT. According to ACT, Inc., the ACT measures general educational development in four curriculum-based areas: English, mathematics, reading, and science (ACT, Inc., 2005c). Scores on each of the sections range from 1 to 36. Examinees also receive a composite score, calculated as the average of the four section scores. There is also an optional writing section that requires examinees to write an essay. The essay requires examinees to respond to a prompt by presenting a position on an issue.

The English section consists of multiple-choice questions that assess understanding of the conventions of standard written English and of rhetorical skills. Specifically, the six elements assessed by this section are punctuation, grammar and usage, sentence structure, strategy, organization, and style.

The mathematics section consists of multiple-choice questions that assess skills in the areas of pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, plane geometry, and trigonometry. The mathematics items can be categorized according to four levels: knowledge and skills, direct application, understanding concepts, and integrating conceptual understanding.

The reading section consists of multiple-choice questions that assess reading comprehension by requiring examinees to understand what is explicitly stated in text and to determine what is implied in

Preparatory Assessments for College Admissions Tests

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized practice test that prepares students to take the SAT Reasoning Test. It is administered by the College Board and sponsored by the National Merit Scholarship Corporation. The PSAT/NMSQT contains three sections—mathematics, critical reading, and writing—each of which is scored on a scale ranging from 20 to 80 points. The test is administered every year in October and takes 2 hours and 10 minutes to complete. The PSAT/NMSQT allows high school students to compete for National Merit Scholarships. Although both high school sophomores and juniors may take the test in preparation for the SAT, only juniors are eligible for National Merit Scholarships.

EXPLORE and PLAN are "pre-ACT" tests administered by ACT, Inc., that prepare students to take the ACT assessment. EXPLORE is a curriculum-based college readiness test for eighth and ninth graders that covers four subject areas: English, mathematics, reading, and science. Scores on each section range from 1 to 25, and a composite score is calculated as the average of the scores on the four sections. EXPLORE helps students plan for college by identifying academic strengths and weaknesses and providing recommendations for improvement in areas of weakness. The score report provides college benchmark scores and suggestions for core college preparatory courses. A score at or above the benchmark score indicates a student is on target academically in the subject area to succeed in related courses in college. EXPLORE is also a career exploration tool that helps students learn about occupations most likely to be of interest to them.

PLAN is a curriculum-based college readiness test for 10th graders. Like EXPLORE, PLAN covers four subject areas: English, math, reading, and science. Scores on each section range from 1 to 32, and a composite score is calculated as the average of the scores on the four sections. PLAN helps students identify their knowledge, skills, interests, and career plans. It also provides students with practical suggestions for making improvements in particular subject areas. Students can use the information to plan for rigorous high school and college preparatory coursework during the remainder of high school. PLAN score benchmarks predict how well students are likely to do on the ACT assessment.

Source: <http://actstudent.org/>; <http://www.collegeboard.com/>; and <http://www.nationalmerit.org/>.

text. Specific skills assessed include the ability to determine main ideas, locate and interpret significant details, understand sequences of events, make comparisons, comprehend cause-effect relationships, use context to determine meaning, draw generalizations, and analyze voice and method.

The science section assesses skills required in the sciences, including interpretation, analysis, evaluation, reasoning, and problem-solving. The science items are constructed in one of three formats: data representation, requiring the examinee to interpret information presented in graphs and tables; research summaries, requiring the examinee to interpret experimental results; and conflicting viewpoints, requiring the examinee to understand and analyze alternative viewpoints or hypotheses.

SAT and ACT Score Reporting

Student performance on both the SAT and ACT is reported as a scaled score, which is a normative standard score calculated from a raw score. For each scaled score there is a corresponding percentile rank, which is the percentage of test takers who score below that scaled score. For example, if a student's scaled score corresponds to the 90th percentile, 90 percent of the test takers received lower scaled scores. Percentile ranks are a straightforward metric for comparing a student's performance with that of other test takers. Unlike raw or standard scores, however, percentile ranks cannot be combined in any meaningful way to obtain average test performance for a group or for an individual across subtests.

Although the difficulty of test items and tests may change from test form to test form or from year to year, statistical equating ensures that any given score indicates the same level of student ability across test forms or testing dates. For a discussion of SAT test equating, see College Board, 2006a; for a discussion of ACT test equating, see ACT, Inc., 2001c. For a comparison of the SAT and ACT examinations, see "A Brief Comparison of the SAT Reasoning and ACT Examinations" on page 9.

Brief History

SAT. The College Board was formed in 1900 as part of an effort to develop college admissions standards and to develop uniformity in secondary school curricula (Frisch-Kowalski, 2003). The earliest College Board tests were designed to measure curricular knowledge and consisted of essay questions. The first of these tests was administered in 1901. During the 1920s, the focus of College Board college admissions testing expanded beyond assessing subject matter knowledge to include assessment of general reasoning skills. This shift was driven, in part, by the work being done in intelligence testing as a means of classifying army personnel. During the early 1920s, the College Board began investigating this line of testing for its relevance to college admissions. The resulting test was named the Scholastic Aptitude Test (SAT) and was first administered in June 1926. The first version of the SAT measured general verbal and mathematical aptitude.

In 1986, a task force met to begin discussing the first major redesign of the SAT since its inception. The following changes were introduced during the 1993-94 school year: (a) the test names were changed from Scholastic Aptitude Test to SAT I: Reasoning Test and from Achievement tests to SAT II: Subject Tests; (b) the Test of Standard Written English was removed; (c) the SAT I verbal and mathematics sections were expanded; (d) antonyms were removed from the verbal section, and longer reading passages were added to increase the focus on critical reading ability; and (e) items requiring student-produced responses were added to the mathematics section, calculators were permitted, and more emphasis was placed on the application of mathematical concepts, problem solving in real-life situations, and interpretation of data.

In March 2005, the current version of the SAT examination was introduced, with the following modifications: (a) the name of the examination was changed from SAT I: Reasoning Test to SAT Reasoning Test; (b) a writing section was added; (c) the verbal section was renamed the critical

Glossary of Useful Terms

Criterion-referenced test. A test on which an individual's performance is interpreted with respect to a predetermined set of standards or objectives, such as the Texas Essential Knowledge and Skills.

Norms. Any set of scores that have been transformed or converted to provide a frame of reference for interpreting an individual's performance on a test with respect to the performance of other examinees.

Norm group. The sample of examinees on which a norm-referenced test is standardized.

Norm-referenced test. A test on which an individual's score is interpreted with respect to the performance of the examinees in the norm group.

Participation rate. The percentage of individuals in a specified population, such as an ethnic or gender group, who take a test.

Reliability. The degree to which a test measures something consistently.

Raw score. An individual's untransformed or unconverted score on a test, generally expressed as the number of items answered correctly.

Recentering. The process of re-norming a test on a new sample of examinees (norm group) to reestablish the average standard score.

Standard score. A score that is obtained by a mathematical transformation of a raw score. An individual standard score is most often interpreted in terms of distance from average group performance. Norms are generally presented in terms of standard scores and allow examinees' scores to be compared.

Standardized test. A test that has been (a) carefully constructed with regard to item content, (b) administered under standard conditions, (c) administered to a representative sample of examinees (norm group), (d) scored and analyzed for the purpose of obtaining norms.

Validity. The degree to which a test measures what it was designed to measure.

Note. Adapted from the following: Nunally and Bernstein (1994); Aiken (1988); and Cronbach (1970).

reading section, the word analogy questions were removed, and short reading passages were added; (d) the mathematics section was expanded to cover the third year of high school mathematics (Algebra II), and the quantitative comparison questions were removed. With these modifications, the testing time for the SAT increased from 3 hours to 3 hours, 45 minutes.

ACT. ACT, Inc., was founded in 1959, and the first ACT Assessment was administered in the fall of 1959. The testing program was designed to help students make better decisions about which colleges to attend and which courses of study to pursue and to help colleges make admissions decisions about students and ensure their continued success (ACT, Inc., 2008a).

The basic structure and format of the ACT has remained the same since its inception in 1959. In 2003, the section formerly known as science reasoning was renamed science, and an optional writing

section was added in February 2005 (ACT, Inc., 2008b). Because the section is optional, results for writing are not provided in this report. The testing time for the ACT is 2 hours, 55 minutes.

Development of SAT and ACT Examinations

SAT. Test development committees made up of educators and subject matter experts determine the content and the types of questions to be included on the SAT examination. The test items are written by test developers at the College Board, high school teachers, and college instructors. The items are reviewed by a second test committee for content accuracy and fairness, and revisions are made, if necessary. Next, the items are pretested with students, and additional revisions are made based on analysis of the pretest data. The resulting draft version of the test is then submitted for review to outside faculty and a policy committee. After final revisions are made, the test is ready for administration.

ACT. To determine what curricular knowledge and skills to assess, ACT, Inc., uses three sources of information: (a) the curriculum objectives for Grades 7-12 in all states that have such objectives; (b) state-approved textbooks for Grades 7-12; and (c) the results of an ACT National Curriculum Survey in which high school and college educators are surveyed on the types of knowledge and skills that are assessed in Grades 7-12. These three sources of information are used to create guidelines for item content. Item and prompt writers are then selected to write test items based on these guidelines. After the initial set of items is written, all test materials are reviewed for accuracy by ACT, Inc., and panels of experts. The items are then administered to a sample of students so that the psychometric properties of the items can be determined. Items that meet ACT, Inc.'s content and psychometric specifications and that are free from item bias are placed in a final item pool from which the various test forms are constructed. The process of developing each new version of the ACT can take up to two and a half years.

A Brief Comparison of the SAT Reasoning and ACT Examinations

Characteristic	ACT	SAT
Type of test	A curriculum-based test that assesses what students learn in their classes; similar to an achievement test.	A general reasoning test that assesses how well students apply what they learn in their classes.
Test structure	English (1 section) Mathematics (1 section) Reading (1 section) Science (1 section) Includes 1 experimental section on selected testing dates.	Critical reading (3 sections) Mathematics (3 sections) Writing (3 sections) Includes 1 experimental section.
Test content	<p><u>Mathematics:</u> Content knowledge and application: Algebra I; Algebra II; Geometry; Trigonometry.</p> <p><u>English:</u> Mechanics: Punctuation; Grammar and usage; Sentence structure. Rhetorical skills: Strategy; Organization; Style.</p> <p><u>Reading:</u> Reading comprehension; Refer to what is explicitly stated; Reason to determine implicit meanings.</p> <p><u>Science:</u> Data representation; Research summaries; Conflicting viewpoints.</p> <p><u>Writing (optional):</u> Writing skills emphasized in high school English classes and in entry-level college composition courses.</p>	<p><u>Mathematics:</u> Content knowledge and application: Algebra I; Algebra II; Geometry.</p> <p><u>Critical reading:</u> Passage-based reading; Extended reasoning; Literal comprehension; Vocabulary in context. Sentence completions.</p> <p><u>Writing:</u> Multiple-choice: Improve sentences and paragraphs; Identify sentence errors. Essay: Organize and express ideas clearly; Support the main idea; Sentence structure; Word choice.</p>
Length	215 items: 2 hours, 55 minutes.	170 items: 3 hours, 20 minutes. 1 essay: 25 minutes
Penalty for incorrect answers	No penalty.	Subtracts 1/4 point for each incorrect answer.
Scoring	Possible score of 1 to 36 on each of the four major sections. Composite score is the average of the four section scores.	Possible score of 200 to 800 on each of the three major sections.
Score reporting	If a student takes the test multiple times, he or she can choose which scores to have sent to colleges.	If a student takes the test multiple times, all scores are sent to colleges.

Policy Related to the SAT and ACT

Financial Assistance

Unlike state assessments such as the Texas Assessment of Knowledge and Skills (TAKS), SAT and ACT examinations are voluntary. Depending on a number of factors, including college plans and financial hardship, students may choose to take one or both of the examinations or neither. The College Board and ACT, Inc., have implemented policies to help overcome barriers that might otherwise prevent students from taking one or both of the examinations.

Test fee waivers from the College Board and from ACT, Inc., are available to junior and senior high school students based on economic need. Eligibility criteria include: (a) falling below a certain level of family income; (b) receiving public assistance; (c) living in a foster home; (d) living in a federally subsidized public housing project; and (e) participating in programs for the economically disadvantaged, such as Upward Bound and other TRIO programs. Students may receive up to two fee waivers for the SAT Reasoning Test and fee waivers for two SAT Subject Test registrations (for a maximum of six SAT Subject Tests). Students may also receive two fee waivers for the ACT. In many Texas schools and districts, students who do not meet College Board or ACT, Inc., criteria for financial assistance may receive fee waivers if they meet local criteria and local funding is available.

Accommodations for Students With Disabilities

General guidelines. Both the College Board and ACT, Inc., provide special services for students with disabilities. To qualify, students must have documented needs for testing accommodations. Students must also be receiving special accommodations for classroom tests. Texas State Board of Education rules on accommodations for classroom tests are specified in Title 19 of the Texas Administrative Code (TAC), §101.29, 2008. When reporting examination results, neither the College Board nor ACT, Inc., identifies students who take the tests under special circumstances.

SAT. Students with documented disabilities may be eligible for one or more testing accommodations offered by the College Board on the SAT. To be considered eligible, a student must meet the following three criteria: (a) have a disability that necessitates testing accommodations; (b) have documentation on file at his or her school that supports the need for a testing accommodation; and (c) receive the requested accommodation for classroom tests at his or her school. If a student requesting an accommodation does not meet all three requirements, he or she may still be eligible for the requested accommodation after the College Board reviews the student's specific circumstances.

Accommodations offered by the College Board can be classified into four major categories:

- presentation of testing materials (examples include Braille, large print, and signed or oral presentation of the questions);
- response format (examples include dictation to a testing scribe and computer entry of responses);

- timing or scheduling (examples include extended testing time and frequent breaks); and
- setting (examples include private testing room and special lighting or acoustics).

To request one or more accommodations, the student or a guardian must fill out the designated portions of the College Board's student eligibility form. An official at the student's school should then complete the form and send it to the College Board. After reviewing the request, the College Board sends the student or guardian an eligibility letter either identifying the approved accommodations or explaining why the request was not approved. Finally, the student should register for the SAT, indicate the approved accommodations he or she requires, and provide his or her unique, College Board-assigned eligibility identification number.

ACT. Determination of a specific diagnosis and recommendation for accommodations on the ACT must be made by a qualified professional. Student requests for accommodations are reviewed initially by ACT, Inc., staff. If documentation is missing or inadequate, ACT will request the additional information from the student. Otherwise, the student request is submitted to a staff specialist for further review. At this level of review, the staff specialist makes one of three decisions: (a) approve the request for final processing; (b) submit the request for further review to an expert reviewer with training in the student's specific disability; or (c) determine that documentation of a disability that would require testing accommodations is missing or insufficient.

If the request for accommodations is approved, ACT, Inc., staff contact the requested testing site to make sure the site will be able to provide the accommodations. Once an appropriate site is determined, confirmation letters are sent to the testing site and to the student, outlining the specific accommodations to be provided.

Use of Individual SAT and ACT Scores

College Admissions, Placement, and Awarding of Scholarships

College admissions tests are measures of academic readiness for the first year of college. SAT or ACT scores are used by a majority of colleges and universities in the college admissions selection process (Breland et al., 2002). The SAT and ACT can be used to predict success in college, although, according to the *Standards for Educational and Psychological Testing*, decisions about a student's educational progress, including admissions or graduation decisions, should not be based on the results of a single test, but should include other applicable information (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999, as cited in American Psychological Association, 2001). Most institutions of higher education do, in fact, include other relevant and valid information in admissions decisions, including high school grade point average, class rank, courses taken, and participation in extracurricular activities (Rigol, 2003).

In Texas, each institution of higher education establishes its own criteria for admissions (Texas Higher Education Coordinating Board, 2004). Most take into consideration some combination of college admissions test scores and school achievement records. The SAT and ACT standards vary according to the admissions policies of the institution. Some institutions allow high school records and scores on college admissions tests to compensate for each other; for example, a higher class rank may compensate for a lower SAT or ACT score. Some institutions maintain open admissions policies, under which any person with a high school diploma or its equivalent may be accepted. Still other institutions guarantee admission to students who graduate from Texas high schools in the top percentages of their classes. Texas public institutions of higher education are required by law to admit applicants who: (a) graduate in the top 10 percent of their high school classes in one of the two years prior to the academic year of application; (b) graduate from an accredited public or private high school or from a high school operated by the U. S. Department of Defense; and (c) complete the recommended or advanced high school program (for public schools) or its equivalent (for non-public schools), or meet the college readiness benchmarks on the ACT Assessment or obtain at least a 1500 on the SAT Reasoning Test (Texas Education Code [TEC] §51.803, 2007).

In addition to their use as admissions tools by colleges and universities, the SAT and ACT are also used to place students in appropriate freshman courses and to award scholarships to students (ACT, Inc., 2003c). Morgan and Michaelides (2005) provide a summary of the various methods available for creating cutoff scores for college placement.

Exemption From Texas Success Initiative Testing in Texas

In 1987, the Texas Legislature established a system of testing and remediation called the Texas Academic Skills Program, or TASP (TEC §51.306, 1988). In 2003, TASP was replaced by the Texas Success Initiative (TSI) (TEC §51.3062, 2004). Under the TSI, undergraduate students enrolling for the first time in public institutions of higher education are required to take an assessment, the Texas

Higher Education Assessment (THEA), to evaluate their readiness for freshman-level academic coursework. The THEA consists of three sections: reading, writing, and mathematics. Although the THEA must be taken prior to enrollment, the results cannot be used as a condition of admission to an institution. If a student fails to meet TSI standards, the college or university in which he or she is enrolling is responsible for developing a personalized plan to prepare the student for freshman-level coursework. Students may retake the THEA at any time.

The legislature created TSI exemptions based on student performance on the SAT, the ACT, and the exit-level Texas Assessment of Academic Skills (TAAS) or exit-level Texas Assessment of Knowledge and Skills (TAKS) (19 TAC §4.54, 2004). Students who meet legislatively designated minimum scores on the SAT, ACT, or TAKS are not required to take the THEA. To qualify for an exemption based on the SAT or ACT, a student must receive a specified minimum score in one of the five years prior to enrollment in a public institution of higher education. To qualify for an exemption based on the TAKS, a student must receive a specified minimum score in one of the three years prior to enrollment. An exemption from the reading and writing sections of the THEA is granted if a student: (a) receives an ACT composite score of at least 23 and an ACT English score of at least 19; (b) receives an SAT combined score of at least 1070 and an SAT critical reading score of at least 500; or (c) receives a TAKS English language arts scale score of at least 2200 and a writing subsection score of at least 3. An exemption from the mathematics section of the THEA is granted if a student: (a) receives an ACT composite score of at least 23 and an ACT mathematics score of at least 19; (b) receives an SAT combined score of at least 1070 and an SAT mathematics score of at least 500; or (c) receives a TAKS mathematics scale score of at least 2200.

Gold Performance Acknowledgment in the Texas Academic Excellence Indicator System

In 1993, the Texas Legislature mandated creation of the Texas public school accountability system to evaluate school districts and campuses (TEC Chapter 35, 1994). Three base indicators in the Academic Excellence Indicator System are used to determine accountability ratings: performance on the TAKS, annual dropout rate for Grades 7-8, and Grade 9 longitudinal completion rate. In addition, the legislature enacted the Gold Performance Acknowledgment (GPA) system in 2001 to acknowledge districts and campuses for high levels of performance on indicators such as advanced course completion and performance on the SAT or ACT (TEA, 2008b). The system replaced the Additional Acknowledgments process that had been part of the accountability system since 1994.

The SAT/ACT GPA indicator has two components: the percentage of non-special education graduates tested and the percentage of examinees scoring at or above a criterion score. For a district or campus to meet the GPA standard, at least 70 percent of non-special education graduates must have taken the SAT and/or ACT, and at least 40 percent of the examinees must have met a criterion score. The criterion for the SAT is a score of 1110 on the critical reading and mathematics sections combined, and the criterion for the ACT is a composite score of 24. The composite score is the average of the scores on the four sections of the examination: English, mathematics, reading, and science. Standards must be met for each student group (African American, Hispanic, and White), as

well as for all students combined. Further information on college admissions test indicator definitions and acknowledgment standards as they pertain to the 2007 SAT and ACT examination results can be found in the *2008 Accountability Manual* (TEA, 2008b).

SAT and ACT criterion scores for GPA recognition of high levels of campus and district performance are established by the commissioner of education. The scores are used for GPA acknowledgment only and are not used by colleges to evaluate students for admission. The criteria for admission into a college or university can be obtained from the institution.

Reporting of SAT and ACT Results by the Texas Education Agency

Data Sources

Methodological Considerations in Data Reporting

Interpretation of Results

Data Sources

Texas Public Schools

The College Board provides the Texas Education Agency (TEA) with annual examination results and demographic information for Texas public high school SAT examinees. Similarly, ACT, Inc., provides TEA with annual examination results and demographic information for Texas public high school ACT examinees. Students may take the SAT and ACT examinations more than once, but TEA receives and reports only the results of examinees' most recent examinations. For this report, examination results for the Texas public school class of 2007 were developed through analyses of the data provided by the College Board and ACT, Inc. Historical SAT and ACT results for Texas public high schools were obtained from previous TEA annual reports (TEA, 1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007). These results are presented in the chapter, "Results for Texas Public Schools," on page 23.

TEA receives scores from the testing companies based on year of graduation. Although students other than graduating seniors, primarily high school juniors, may take the SAT and ACT examinations, results in this report are based only on the scores of examinees identified by the College Board and ACT, Inc., as expecting to graduate in the reporting year. When registering for SAT or ACT examinations, a student is asked to provide his or her expected year of graduation. The testing companies use information such as the student-reported expected year of graduation to determine whether to include examinees' scores in that reporting year.

Combined Public and Nonpublic Schools in Texas and in the United States

Results for all examinees in public and nonpublic schools combined in Texas and in the nation were obtained from summary reports released annually by the College Board (College Board, 1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002b, 2002c, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006b, 2006c, 2007a, 2007b) and by ACT, Inc. (ACT, Inc., 1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b). As is the case with testing data reported by TEA, annual reports provided by the testing agencies include only the results of examinees' most recent examinations. Additionally, results in the reports are based only on the scores of examinees identified by the College Board and ACT, Inc., as expecting to graduate in the reporting year. College Board and ACT, Inc., results are presented in the chapter, "Results for Texas and the United States," on page 49.

Methodological Considerations in Data Reporting

Coding and Reporting of Ethnicity

The College Board uses the SAT Questionnaire, and ACT, Inc., uses the Student Profile Section (SPS) and the ACT examination answer form to obtain self-reported demographic information, such as ethnicity. The questionnaires are completed when students register for the SAT or ACT examinations. School districts report student demographic information to TEA through the Public Education Information Management System (PEIMS). The data are submitted each school year at the beginning of the fall semester.

Because different data collection methods are used, ethnicity information may be inconsistent across College Board, ACT, Inc., and TEA data reporting (Table 1). The College Board's SAT Questionnaire asks students to describe themselves by choosing one of eight ethnic categories. Three of the eight categories may be combined into one "Hispanic" group, leaving six categories. The ACT's SPS asks students to choose one of nine phrases to best describe their ethnic backgrounds. Two of the nine phrases may be combined into one "Hispanic" group, leaving eight categories. For PEIMS, TEA requires that districts choose one of five ethnic categories for each student enrolled.

Table 1
Ethnic Categories in Demographic Forms Provided by the College Board, ACT, Inc., and Texas Education Agency (TEA)

College Board	ACT, Inc.	TEA
1. African American or Black	1. African American/Black (non-Hispanic)	1. American Indian or Alaskan Native
2. American Indian or Alaskan Native	2. American Indian, Alaskan Native	2. Asian or Pacific Islander
3. Asian, Asian American, or Pacific Islander	3. Asian American, Pacific Islander	3. Black, not of Hispanic origin
4. Latin American, South American, Central American, or other Hispanic or Latino	4. Caucasian American/White (non-Hispanic)	4. Hispanic
5. Mexican or Mexican American	5. Mexican American/Chicano/Latino	5. White, not of Hispanic origin
6. Puerto Rican	6. Puerto Rican, Cuban, other Hispanic	
7. White	7. Multiracial	
8. Other	8. Other	
	9. Prefer not to respond	

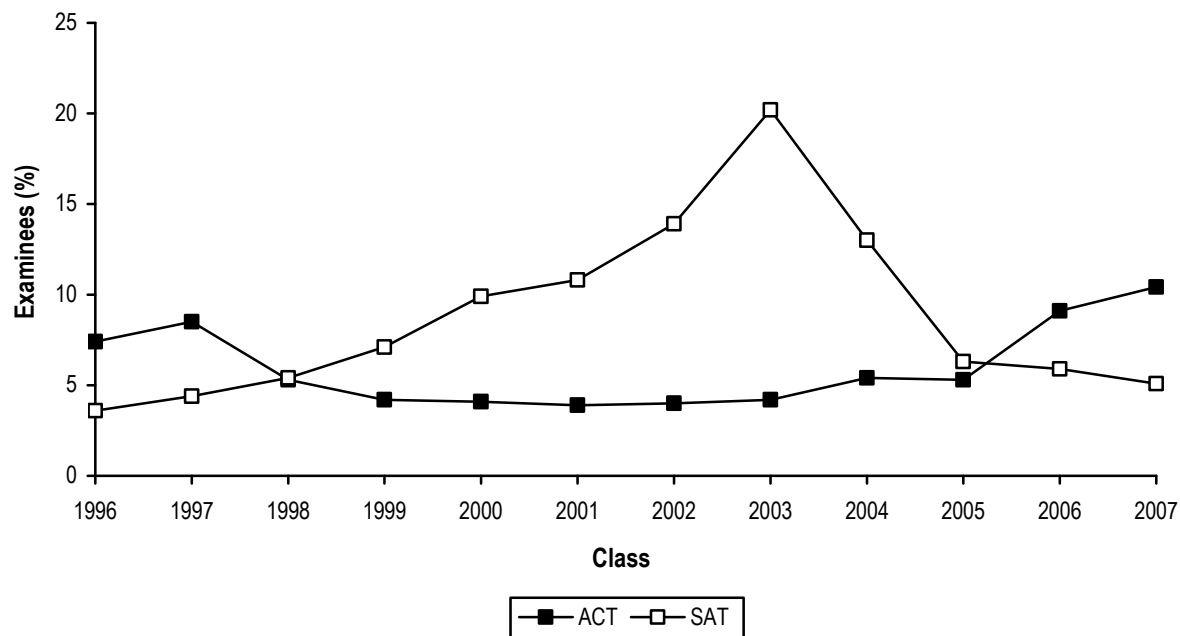
Differences in the ways the College Board, ACT, Inc., and TEA code and report ethnicity can lead to problems in the calculation of examination participation rates by ethnic groups. In the "Academic Excellence Indicator System Measures" section of the chapter, "Results for Texas Public Schools," on page 23, all information on ethnicity was obtained from PEIMS, so the numerator and denominator in the calculation of participation rates use ethnicity information from the same source. But in the "SAT" and "ACT" sections of the same chapter, the numerator and denominator use ethnicity information from different sources. The numbers of examinees in each ethnic group were obtained from the College Board and ACT, Inc., whereas the number of Texas public school graduates in each ethnic group was obtained from PEIMS. One consequence is that, in some cases (particularly for very small groups, such as Native Americans), the numerator may be larger than the denominator, resulting in percentages greater than 100. In data tables where this occurs, the

percentage of graduates tested appears as 100 (for example, see Table 4 on page 26). Because of the resulting interpretive difficulties, results for Native American graduates are not discussed in the text.

Reporting of Ethnicity by Examinees

Although a majority of examinees respond to the questionnaires provided by the College Board and ACT, Inc., some do not. Additionally, examinees who do respond to the questionnaires may not respond to all questions. Fluctuating trends in self-reported ethnicity information, including variable nonresponse rates, may bias analyses of college entrance examination participation rates and results by ethnicity and make interpretation of performance trends by ethnicity problematic. Since 1996, varying proportions of examinees have not reported ethnicity information to the College Board and ACT, Inc. (Figure 1). In 1996, a relatively small percentage of Texas public school SAT examinees (3.6%) did not provide information about their ethnicities. In 2003, the nonresponse rate reached a high of 20.2 percent. In 2004, the percentage dropped considerably to 13.0 percent, a one-year change of 7.2 percentage points. By 2007, the percentage dropped to 5.1 percent. In contrast to the trend in ethnicity nonresponse on the SAT, the percentage of ACT examinees not reporting ethnicity reached a high of 8.5 percent in 1997, dropped to between 4.0 and 5.4 percent from 1998 to 2005, then increased to 9.1 percent in 2006 and 10.4 percent in 2007.

Figure 1
Ethnicity Not Reported, SAT and ACT Examinees, Texas Public Schools, Class of 1996 Through Class of 2007



Source. ACT, Inc., College Board, and Texas Education Agency.

Ethnicity information is missing because examinees either do not respond to the SAT Questionnaire or the SPS when they register, or do respond but do not answer the ethnicity question. The decreases in 2004 and 2005 in the percentages of SAT examinees not reporting ethnicity may have resulted, in part, from a change in the College Board's on-line registration policy. Students registering on-line must complete the demographic portion of the questionnaire, or the webpage will not allow them to complete their registrations. Students who register by mail are not required to provide demographic information to complete their registrations.

When the percentage of nonrespondents is relatively small, the effect on the accuracy of performance results by ethnicity is negligible. As the percentage of nonrespondents increases, the likelihood that performance results by ethnicity are accurate decreases. The proportion of examinees who do provide ethnicity information may become less representative and may provide a less reliable estimate of true results. Increasing nonresponse rates can be especially problematic for reporting trends in the participation rates and scores of groups that have small numbers of students, such as Native Americans.

Fluctuation in nonresponse rates over time makes interpretation of long-term SAT participation and performance trends by ethnicity problematic. A change in nonresponse rate in one direction, either an increase or a decrease, can be expected to result in a change in reported participation rate in the opposite direction for one or more ethnic groups. Between 1996 and 2003, for example, reported SAT participation rates for all ethnic groups generally decreased as the nonresponse rate steadily increased (Figure 1 on page 18 and Table 9 on page 33). Conversely, ethnic group participation rates generally increased as the nonresponse rate decreased between 2003 and 2007. It is possible, as occurred between 2002 and 2003 and again between 2003 and 2004, that at the same time participation rates either increase or decrease for all ethnic groups, the statewide participation rate changes in the opposite direction (Table 8 on page 32 and Table 9 on page 33). There is no clear, consistent effect of fluctuating participation rates on performance trends for ethnic groups. It is noteworthy, nonetheless, that average SAT mathematics and critical reading scores for examinees not providing ethnicity information decreased considerably in 2005 while average scores increased considerably for all reported ethnic groups (Table 12 on page 36).

Reporting of Graduation Year

The percentages of graduates who participate in the SAT, the ACT, or both examinations are calculated using the numbers of examinees reported by the testing companies and the number of graduates reported in PEIMS. As mentioned previously, the testing companies use student-reported information, including expected year of graduation, to determine whether to include examinees' scores in that reporting year. PEIMS uses the actual year of graduation reported by school districts after students have graduated. The difference in reporting methods can result in imprecise participation rates since examinees who are reported by the testing companies to have graduated in any given year may not have actually done so.

Interpretation of Results

The Effect of Group Size

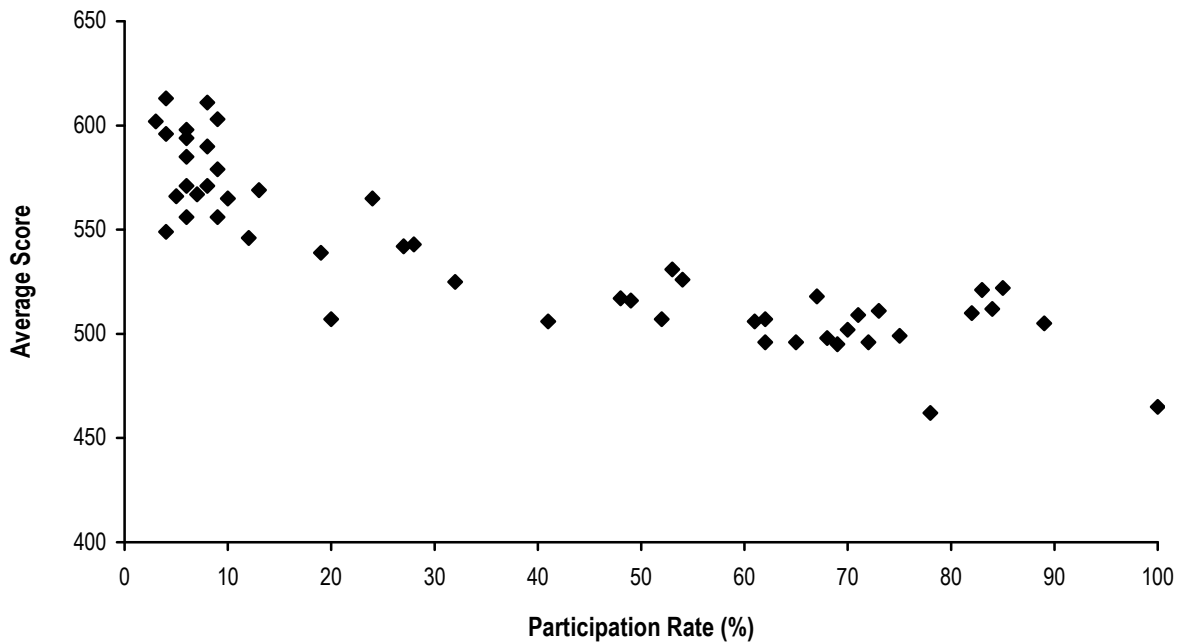
It may be useful to compare average (mean) scores within a group over time. The reliability of changes in average scores over time is dependent on the size of the group. When the group is small, reliability is reduced and caution should be used when interpreting year-to-year change. In general, smaller groups require a larger change in scores for the change to be statistically significant; larger groups require a smaller change to attain the same level of statistical significance. For example, the increase from an average SAT critical reading score of 600 to an average score of 605 in a group with 100 examinees is less likely to be statistically significant than the same change in a group with 10,000 examinees. It may also be useful to compare average scores between groups. Between-group comparisons are also dependent on the sizes of the groups. When groups differ substantially in size, comparisons of changes in scores between them can be misleading and, generally, are not appropriate.

The Effect of Participation Rate

Because both the SAT and ACT are voluntary, a self-selected portion of the high school population takes either test. When a subset of a population takes an examination, the rate of participation plays an important part in the interpretation of average examination scores. Specifically, the average examination score of a population is dependent on the percentage of its members who actually take the examination. For instance, a 90 percent participation rate would generally yield an average score that is more representative of the population than a 10 percent participation rate. This effect of participation rate on reported average scores affects the kinds of group comparisons that can be made. In groups with low participation rates, it is likely that only the most academically able, the most motivated, and the best prepared students take the test (College Board, 2002a). Consequently, low participation rates generally result in inflated estimates of population average scores. Assuming the average ability level of each population is in reality the same, the average score estimate of a population with a very low participation rate will usually be higher than the average score estimate of a population with a high participation rate.

The inverse relationship between participation rate and average score estimate is illustrated by state SAT mathematics participation and performance data in the United States in 2007 (Figure 2). As the participation rate increases, the average score estimate generally decreases. In Figure 2, the relationship between participation and performance begins to stabilize between 50 and 60 percent participation. Generally, bias in the estimate of a population's average score is reduced when the participation rate is moderate to high. Participation rates directly affect the validity of comparisons among states, districts, campuses, and various student groups. Generally, comparisons of average SAT or ACT scores are most informative between groups with similar participation rates.

Figure 2
Relationship Between SAT Mathematics Participation and Performance for States, Class of 2007



Source: College Board (2007a).

Participation Rates Over Time

SAT and ACT participation rates can be affected by many factors, including varying graduation rates, availability of test fee waivers, availability of financial aid for higher education, and state mandating of participation in one or the other examination. The number of graduates is used to calculate SAT and ACT participation rates: the number of graduates is the denominator, and the number of examinees is the numerator. In 2005, for the first time in nearly a decade, the number of students graduating from Texas public schools decreased. Because the decrease in actual graduates did not result from a decrease in enrollment, and because the numbers of SAT and ACT examinees increased, examination participation rates increased for all student groups in 2005. Specifically, while the number of graduates increased from 213,765 in 2005 to 214,580 in 2006, the number of SAT and/or ACT examinees increased from 140,003 in 2005 to 141,188 in 2006. The number of graduates in 2007 slightly decreased to 214,516, compared to the number of graduates in 2006, whereas the number of SAT and/or ACT examinees increased to 146,396. These shifts should be taken into account when comparing participation rates over time. See the section, "Reporting of Graduation Year," on page 19, for more information on the calculation of participation rates.

Results for Texas Public Schools

Academic Excellence Indicator System Measures

SAT

ACT

Academic Excellence Indicator System Measures

Participation Rates

In 1993, the Texas Legislature mandated the creation of the Texas public school accountability system to evaluate districts and campuses. "Base" indicators in the Academic Excellence Indicator System (AEIS) are used to determine accountability ratings. "Additional" indicators in AEIS are used to acknowledge districts and campuses for high levels of performance on measures other than those used for accountability ratings. College admissions test results are used as additional indicators in AEIS. The AEIS measures regarding college admissions testing are: (a) the percentage of graduating seniors tested on either the SAT or ACT; and (b) the percentage of examinees meeting the criterion established by the commissioner of education on either the SAT or the ACT. The criterion for the SAT is a score of 1110 on the critical reading and mathematics sections combined, and the criterion for the ACT is a composite score of 24. The composite score is the average of the scores on the four sections of the examination: English, mathematics, reading, and science. The performance of an examinee who takes both tests and meets the criterion on both is counted only once in AEIS achievement indicators.

In the class of 2007, a total of 146,396 public high school graduates took the SAT, the ACT, or both examinations (Table 2); this was up from 141,188 graduates in the class of 2006 (Table 3). The overall participation rate was 68.2 percent, 2.4 percentage points higher than the previous year. Asian/Pacific Islander graduates had the highest participation rate, at 89.9 percent, followed by African American graduates (72.7%) and White graduates (71.8%). Hispanic graduates had the lowest rate of participation in SAT or ACT testing, at 54.0 percent. A larger percentage of female graduates (70.8%) than male graduates (64.8%) were tested. From 2006 to 2007, the participation rates for all student groups increased (Table 4 on page 26).

Table 2
SAT and/or ACT Participation, by Ethnicity and Gender, Texas Public Schools, Class of 2007

Group	Graduates	Examinees	Participation rate (%)	Change in rate, 2006 to 2007 (percentage-point)
African American	26,540	19,303	72.7	4.6
Asian/Pacific Islander	9,277	8,337	89.9	1.0
Hispanic	76,452	41,277	54.0	2.4
Native American	766	641	83.7	6.2
White	101,481	72,815	71.8	1.6
Female	111,169	78,759	70.8	2.0
Male	103,347	66,975	64.8	2.4
State	214,516	146,396	68.2	2.4

Source. ACT, Inc.; College Board; and Texas Education Agency.

Note. Because ethnicity and gender information were missing for some examinees, group totals may not sum to the state total. See the section, "Data Sources," on page 16, for more information.

Table 3
SAT and/or ACT Participation, Texas Public
Schools, Class of 1991 Through Class of 2007

Class	Graduates	Examinees	Participation rate (%)
1991	151,154	94,207	62.3
1992	147,952	94,155	63.6
1993	149,575	96,023	64.2
1994	150,393	97,487	64.8
1995	155,086	100,544	64.8
1996	156,392	101,262	64.7
1997	164,969	104,974	63.6
1998	178,916	110,333	61.7
1999	184,144	113,807	61.8
2000	192,943	120,077	62.2
2001	194,494	122,417	62.9
2002	202,809	125,590	61.9
2003	214,483	133,755	62.4
2004	219,211	135,646	61.9
2005	213,765	140,003	65.5
2006	214,580	141,188	65.8
2007	214,516	146,396	68.2

Source. ACT, Inc.; College Board; and Texas Education Agency.

From 1991 through 2007, the overall participation rate in SAT and/or ACT testing increased from 62.3 percent to 68.2 percent (Table 3). During this period, the pattern of participation across ethnic groups was generally consistent: Asian/Pacific Islander graduates had the highest rates, followed by White, African American, and Hispanic graduates (Table 4 on page 26 and Figure 3 on page 27). An exception to this pattern occurred in 2007, however, when the participation rate for African American graduates was slightly higher than the rate for White graduates. Over the same period, participation rates for female graduates were about 4 to 6 percentage points higher than the rates for male graduates.

Percentage Meeting Criterion on the SAT or ACT

Of graduates in the class of 2007 who took the SAT, the ACT, or both examinations, 27.0 percent met or exceeded the criterion scores required for Gold Performance Acknowledgment in the AEIS (Table 5 on page 27). This was a decrease of 0.1 percentage points from the previous year (Table 6 on page 29). There were large ethnic group differences in the percentages of examinees who met the criterion scores. Asian/Pacific Islanders had the largest percentage of examinees with scores at or above criterion (47.7%), followed by Whites (38.2%). Smaller percentages of Hispanic (11.9%) and

Table 4
SAT and/or ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2007

Class	Ethnicity ^a					Gender	
	African American	Asian/Pacific Islander	Hispanic	Native American	White	Female	Male
1991	53.3	n/a ^b	47.1	n/a	68.7	64.3	60.3
1992	56.3	n/a	49.2	n/a	69.3	66.0	61.1
1993	58.8	n/a	49.5	n/a	69.4	66.2	62.0
1994	59.7	87.6	49.0	100	71.0	66.9	62.6
1995	59.1	86.0	49.3	98.1	71.2	67.1	62.3
1996	60.1	86.9	48.8	90.9	71.1	66.9	62.4
1997	58.2	88.9	46.9	88.3	70.6	66.0	61.0
1998	55.9	87.0	44.6	80.4	69.4	64.1	58.9
1999	58.6	87.3	44.5	83.8	68.9	64.3	59.0
2000	57.4	84.3	45.3	79.3	69.9	64.4	59.8
2001	58.6	85.2	46.5	76.9	70.0	65.1	60.5
2002	58.5	81.7	45.2	75.8	67.9	63.8	59.7
2003	59.5	79.3	45.7	69.3	66.4	64.1	60.3
2004	60.9	80.3	46.3	76.3	67.2	64.0	59.4
2005	66.2	86.9	50.7	80.4	70.7	68.1	62.6
2006	68.1	88.9	51.6	77.5	70.2	68.8	62.4
2007	72.7	89.9	54.0	83.7	71.8	70.8	64.8

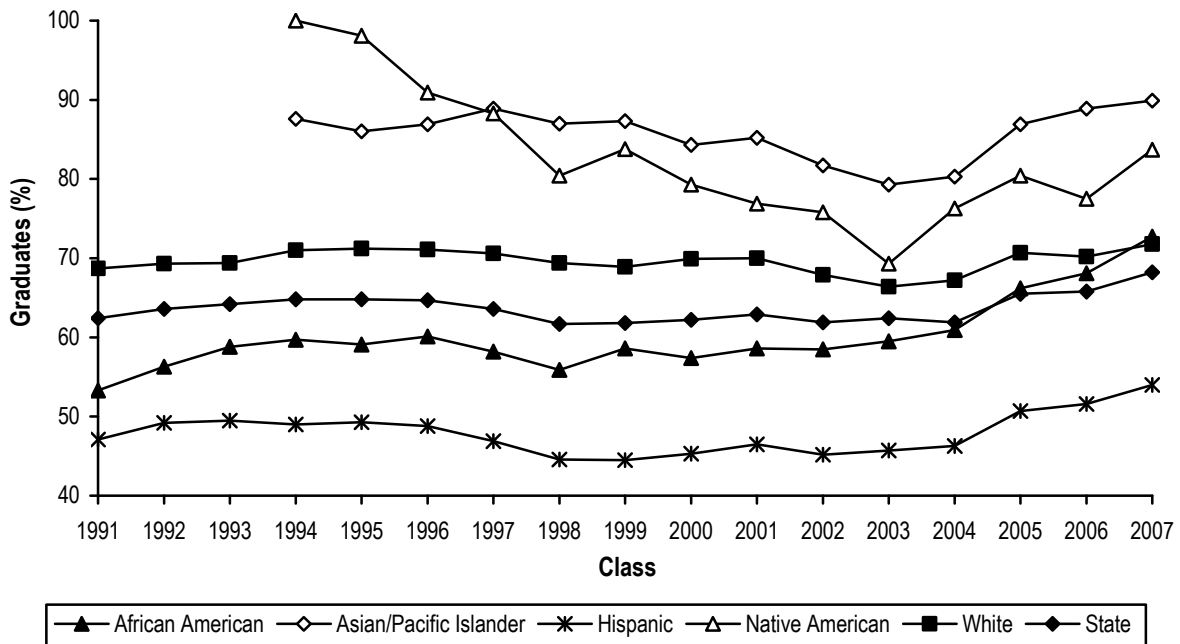
Source: ACT, Inc.; College Board; and Texas Education Agency.

^aBecause of discrepancies in the reporting of ethnicity between test score data from the testing companies and the Texas Education Agency Public Education Information Management System, participation rates for ethnic groups with small numbers of graduates may be greater than 100 percent. In such cases, the number is presented in the table as 100 percent. ^bResults are not available for Asian/Pacific Islander or Native American graduates from 1991 through 1993.

African American examinees (8.0%) scored at or above criterion. A larger percentage of male (29.8%) than female examinees (24.7%) met the criterion scores.

In 2007, the percentages of examinees who met the criterion scores increased slightly for African Americans, Hispanics, and females and decreased slightly for Asian/Pacific Islanders, Whites, and males (Table 5 on page 27, Figure 4 on page 28, and Table 6 on page 29). From 1991 through 2007, the pattern of performance across ethnic groups was consistent: Asian/Pacific Islanders had the largest percentage of examinees scoring at or above criterion, followed by White, Hispanic, and African American examinees. During this time period, male examinees consistently outperformed female examinees (Figure 5 on page 30).

Figure 3
SAT and/or ACT Participation Rates, by Ethnicity, Texas Public Schools, Class of 1991 Through Class of 2007



Source. Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007); ACT, Inc.; College Board; and Texas Education Agency.

Note. Results are not available for Asian/Pacific Islander and Native American graduates from 1991 through 1993.

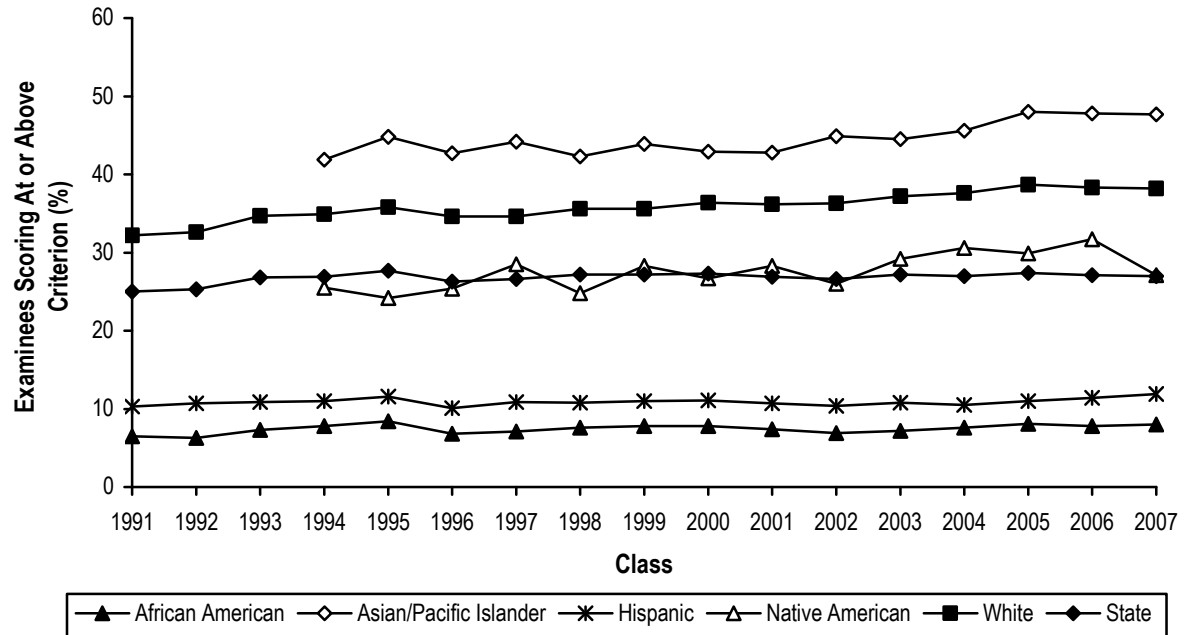
Table 5
SAT and/or ACT Performance At or Above Criterion, by Ethnicity and Gender, Texas Public Schools, Class of 2007

Group	Examinees	Examinees scoring at or above criterion		
		Number	Percent	Change in percent, 2006 to 2007 (percentage-point)
African American	19,303	1,538	8.0	0.2
Asian/Pacific Islander	8,337	3,973	47.7	-0.1
Hispanic	41,277	4,931	11.9	0.5
Native American	641	174	27.1	-4.6
White	72,815	27,838	38.2	-0.1
Female	78,759	19,433	24.7	0.1
Male	66,975	19,927	29.8	-0.2
State	146,396	39,490	27.0	-0.1

Source. ACT, Inc.; College Board; and Texas Education Agency.

Note. Because ethnicity and gender information was missing for some examinees, group totals may not sum to the state total. See the section, "Data Sources," on page 16, for more information.

Figure 4
SAT and/or ACT Performance At or Above Criterion, by Ethnicity, Texas Public Schools, Class of 1991 Through Class of 2007



Source. Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007); ACT, Inc.; College Board; and Texas Education Agency.

Note. Results are not available for Asian/Pacific Islander and Native American examinees from 1990-91 through 1992-93.

Table 6
SAT and/or ACT Performance At or Above Criterion (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2007

Class	Ethnicity					Gender		State
	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Female	Male	
	1991	6.5	n/a ^a	10.3	n/a	32.2	21.8	
1992	6.3	n/a	10.7	n/a	32.6	22.3	28.9	25.3
1993	7.3	n/a	10.9	n/a	34.7	23.7	30.3	26.8
1994	7.8	41.9	11.0	25.5	34.9	24.3	29.8	26.9
1995	8.4	44.8	11.6	24.2	35.8	25.3	30.6	27.7
1996	6.8	42.7	10.1	25.4	34.6	24.1	29.0	26.3
1997	7.1	44.2	10.9	28.5	34.6	24.2	29.5	26.6
1998	7.6	42.3	10.8	24.8	35.6	24.6	30.3	27.2
1999	7.8	43.9	11.0	28.3	35.6	24.5	30.4	27.2
2000	7.8	42.9	11.1	26.7	36.4	24.9	30.1	27.3
2001	7.4	42.8	10.7	28.3	36.2	24.4	29.9	26.9
2002	6.9	44.9	10.4	26.0	36.3	24.3	29.4	26.6
2003	7.2	44.5	10.8	29.2	37.2	24.6	30.3	27.2
2004	7.6	45.6	10.5	30.6	37.6	24.6	30.0	27.0
2005	8.1	48.0	11.0	29.9	38.7	24.9	30.3	27.4
2006	7.8	47.8	11.4	31.7	38.3	24.6	30.0	27.1
2007	8.0	47.7	11.9	27.1	38.2	24.7	29.8	27.0

Source. ACT, Inc.; College Board; and Texas Education Agency.

^aResults are not available for Asian/Pacific Islander and Native American examinees from 1991 through 1993.

Figure 5
SAT and/or ACT Performance At or Above Criterion, by Gender, Texas Public Schools, Class of 1991 Through Class of 2007



Source. Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007); ACT, Inc.; College Board; and Texas Education Agency.

SAT

Data Limitations

Not all examinees provide the ethnicity information requested by the College Board. In the following analyses, participation and performance results by ethnicity are based only on examinees who reported ethnicity information.

SAT Participation

The SAT participation rate for the Texas public school class of 2007 was 54.9 percent (Table 7). Across ethnic groups, SAT participation rates ranged from 40.3 percent for Hispanic graduates to 86.1 percent for Asian/Pacific Islander graduates. The rate for female graduates (56.9%) was higher than the rate for male graduates (52.0%).

Table 7
SAT Participation, by Ethnicity and Gender,
Texas Public Schools, Class of 2007

Group	Graduates	Examinees	Participation rate (%) ^a
African American	26,540	14,426	54.4
Asian/Pacific Islander	9,277	7,986	86.1
Hispanic	76,452	30,819	40.3
Native American	766	791	100
White	101,481	55,248	54.4
Other	n/a ^b	2,510	n/a
No response	n/a	5,996	n/a
Female	111,169	63,310	56.9
Male	103,347	53,789	52.0
State	214,516	117,776	54.9

Source: College Board and Texas Education Agency.

^aBecause of discrepancies in the reporting of ethnicity between test score data from the testing companies and the Texas Education Agency Public Education Information Management System, participation rates for ethnic groups with small numbers of graduates may be greater than 100 percent. In such cases, the number is presented in the table as 100 percent. ^bNot applicable.

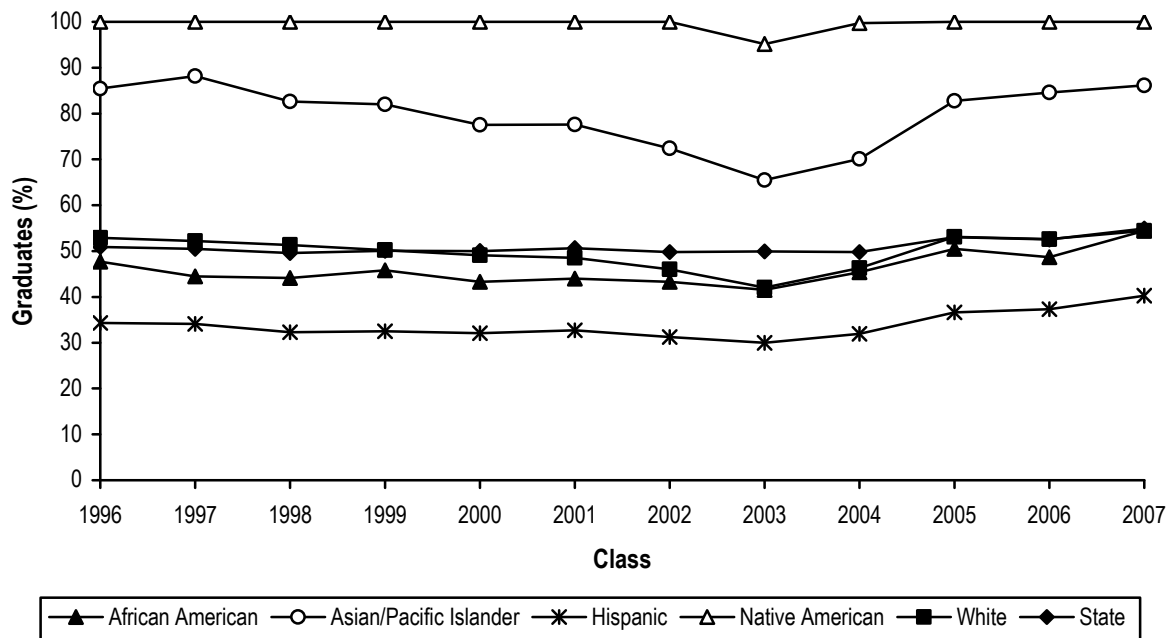
The overall rate of participation in SAT testing remained around 50 percent from 1996 to 2004 then increased to around 53 percent in 2005 and 2006 (Table 8 and Figure 6 on page 32). The participation rate increased in 2007 to 54.9 percent. Participation rates for all ethnic groups generally decreased between 1996 and 2003 but began to increase starting in 2004 (Table 9 on page 33 and Figure 6 on page 32). In 2007, rates again increased for all ethnic groups. The increase was largest

Table 8
SAT Participation, Texas Public Schools, Class
of 1996 Through Class of 2007

Class	Graduates	Examinees	Participation rate (%)
1996	151,154	79,638	50.9
1997	147,952	83,333	50.5
1998	149,575	88,697	49.6
1999	150,393	92,183	50.1
2000	155,086	96,516	50.0
2001	194,494	98,336	50.6
2002	202,809	101,083	49.8
2003	214,483	107,053	49.9
2004	219,211	109,205	49.8
2005	213,765	113,261	53.0
2006	214,580	112,657	52.5
2007	214,516	117,776	54.9

Source: College Board and Texas Education Agency.

Figure 6
SAT Participation Rates, by Ethnicity, Texas Public Schools, Class of 1996 Through Class
of 2007



Source: Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007); College Board; and Texas Education Agency.

Table 9
SAT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2007

Class	Ethnicity ^a					Gender	
	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Female	Male
	1996	47.7	85.4	34.3	100	52.9	52.7
1997	44.5	88.2	34.1	100	52.2	52.3	48.5
1998	44.1	82.6	32.3	100	51.3	51.3	47.7
1999	45.8	82.0	32.5	100	50.2	51.8	48.1
2000	43.3	77.5	32.1	100	49.1	51.3	48.6
2001	44.0	77.6	32.7	100	48.5	52.0	49.0
2002	43.3	72.4	31.2	100	46.0	51.1	48.4
2003	41.5	65.5	30.0	95.2	42.0	50.9	48.8
2004	45.4	70.1	31.9	99.7	46.3	51.2	48.3
2005	50.5	82.8	36.6	100	53.1	54.7	51.1
2006	48.7	84.6	37.3	100	52.6	54.8	50.0
2007	54.4	86.1	40.3	100	54.4	56.9	52.0

Source. College Board and Texas Education Agency.

^aBecause of discrepancies in the reporting of ethnicity between test score data from the testing companies and the Texas Education Agency Public Education Information Management System, participation rates for ethnic groups with small numbers of graduates may be greater than 100 percent. In such cases, the number is presented in the table as 100 percent.

for African American graduates, at 5.7 percentage points. From 1996 to 2007, the pattern of SAT participation across ethnic groups was consistent: Asian/Pacific Islander graduates had the highest rates, and Hispanic graduates had the lowest.

One or more of the increases in ethnic group participation rates in 2007 may have resulted from increases in the number and percentage of examinees reporting ethnicity information. Of graduates in the class of 2007 who took the SAT, 5.1 percent did not provide ethnicity information (Table 10 on page 34). This was a decrease of 0.8 percentage points from 5.9 percent in 2006 and a decrease of 15.1 percentage points from 20.2 percent in 2003. The smaller the percentage of examinees with unreported ethnicity information, the greater the accuracy of the actual rates of participation for the reported ethnic groups. In addition to the increase in reporting of ethnicity, the decrease in the number of graduates after 2004 also affected participation rates. Nevertheless, the degree to which each ethnic group's participation rate was affected by the overall increase in ethnicity reporting or the decrease in the number of graduates is unknown.

Average SAT Scores

In 2007, average SAT critical reading and mathematics combined scores were highest for Asian/Pacific Islander examinees (1095) and White examinees (1056) (Table 11 on page 34). Hispanic examinees had an average combined score of 914, and African American examinees had an

Table 10
SAT Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2007

Class	Ethnicity (%)							Examinees
	African American	Asian/Pacific Islander	Hispanic	Native American	White	Other	No response	
1996	10.9	5.6	19.6	0.9	57.8	1.5	3.6	79,638
1997	10.6	5.7	20.1	1.0	56.4	1.7	4.4	83,333
1998	10.9	5.7	20.0	0.8	55.3	1.9	5.4	88,697
1999	11.1	5.5	20.1	0.7	53.5	2.0	7.1	92,183
2000	10.8	5.4	20.5	0.6	50.9	2.0	9.9	96,516
2001	10.9	5.6	20.9	0.6	49.2	2.0	10.8	98,336
2002	11.0	5.4	20.7	0.6	46.4	1.9	13.9	101,083
2003	10.6	4.8	20.4	0.5	41.7	1.9	20.2	107,053
2004	11.7	5.2	22.3	0.6	44.9	2.3	13.0	109,205
2005	12.2	5.9	24.3	0.6	48.0	2.6	6.3	113,261
2006	11.6	6.6	25.1	0.6	47.8	2.3	5.9	112,657
2007	12.2	6.8	26.2	0.7	46.9	2.1	5.1	117,776

Source. College Board and Texas Education Agency.

Note. Parts may not add to 100 percent because of rounding.

Table 11
SAT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2007

Group	Examinees	Examinees scoring 1110 or higher		Average scores			
		Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
African American	14,426	1,253	8.7	430	436	867	425
Asian/Pacific Islander	7,986	3,731	46.7	519	576	1095	514
Hispanic	30,819	4,269	13.9	448	466	914	442
Native American	791	212	26.8	492	507	998	479
White	55,248	21,060	38.1	520	536	1056	508
Other	2,510	719	28.6	497	507	1003	488
No response	5,996	1,552	25.9	470	481	951	458
Female	63,310	15,667	24.7	486	492	978	484
Male	53,789	17,103	31.8	489	521	1010	472
State	117,776	32,796	27.8	487	505	992	478

Source. College Board and Texas Education Agency.

average combined score of 867. Asian/Pacific Islander examinees scored higher on the mathematics section than examinees from other ethnic groups, and White examinees scored higher on the critical reading section. The average writing score was highest for Asian/Pacific Islander examinees (514), followed by White (508), Hispanic (442), and African American examinees (425). The average critical reading, mathematics, and combined scores for male examinees were higher than those for female examinees. Male examinees had an average combined score of 1010, and female examinees had an average score of 978.

In analyses of SAT performance trends, the class of 2007 was compared with the class of 1998 because ethnicity nonresponse rates in those years were similar (Table 10). The average SAT critical reading and mathematics combined score for all examinees in 2007 was 992, the same as the average for examinees in 1998 (Table 12 on page 36 and Figure 7 on page 37). The average critical reading score of 487 in 2007 was five points lower than the average score of 492 in 1998, and the average mathematics score of 505 in 2007 was five points higher than the average score of 500 in 1998.

Although the overall average combined score did not change between 1998 and 2007, average combined scores did increase for all ethnic groups. Asian/Pacific Islander examinees had the largest increase (29 points), followed by African American examinees (19 points), White examinees (11 points), and Hispanic examinees (8 points). In contrast, the average combined score for examinees who did not report their ethnicity decreased by 19 points, and the average combined score for examinees who reported their ethnicity as "other" decreased by 28 points. Over the period, average combined scores were consistently highest for Asian/Pacific Islander examinees, followed by White, Hispanic, and African American examinees.

In each ethnic group in 2007, a greater percentage of SAT examinees were female than male (Table 13 on page 38). The difference was greatest among Hispanics, with females accounting for 56.5 percent of examinees and males accounting for 43.5 percent of examinees. The difference was smallest among Asian/Pacific Islanders. Average critical reading and mathematics combined scores were higher for males than females by at least 20 to 30 points in all ethnic groups except African Americans. In each group, the average mathematics score was higher for males, and the average writing score was higher for females. Average critical reading scores were higher for females among African American and Asian/Pacific Islander examinees but higher for males among Hispanic and White examinees.

Graduate Population and SAT Examinee Population

In the class of 2007, African American, Asian/Pacific Islander, and White students accounted for larger shares of the SAT examinee population than of the graduate population (Figure 8 on page 39). For example, Asian/Pacific Islander students made up 7.3 percent of examinees but only 4.3 percent of graduates. Hispanic students, by contrast, accounted for a larger share of the graduate population (35.6%) than of the SAT examinee population (28.2%). Whereas female students made up a slightly higher percentage of examinees than graduates, the reverse was true for males.

Table 12
SAT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2007

Class	Ethnicity						No response	Gender		State
	African American	Asian/Pacific Islander	Hispanic	Native American	White	Other		Female	Male	
Average critical reading score										
1996	428	502	450	487	520	519	472	491	495	493
1997	426	501	449	482	519	518	476	490	494	492
1998	425	504	449	483	520	517	482	488	496	492
1999	426	506	449	490	519	511	488	488	496	492
2000	426	503	447	493	521	506	488	489	493	491
2001	425	504	446	491	520	504	491	486	494	490
2002	419	507	442	494	519	500	496	485	491	488
2003	424	511	442	488	522	502	503	487	495	490
2004	422	508	444	494	520	496	513	486	493	489
2005	426	522	445	499	525	499	486	486	494	490
2006	428	519	443	498	521	498	469	485	489	487
2007	430	519	448	492	520	497	470	486	489	487
Average mathematics score										
1996	425	564	458	485	523	516	478	485	517	500
1997	422	566	458	486	525	516	481	486	518	500
1998	423	562	457	493	525	513	488	486	517	500
1999	421	562	453	491	524	506	493	482	517	498
2000	423	563	453	492	527	508	497	484	517	499
2001	421	564	451	492	526	504	497	483	515	498
2002	420	567	452	496	528	501	505	484	516	498
2003	420	567	450	489	529	504	512	484	516	499
2004	421	564	450	499	526	496	524	483	515	498
2005	428	573	457	505	535	505	493	488	518	502
2006	432	577	460	510	538	512	481	491	521	505
2007	436	576	466	507	536	507	481	492	521	505
Average combined score, critical reading and mathematics										
1996	852	1066	908	973	1043	1035	949	976	1013	993
1997	849	1067	907	967	1044	1034	956	976	1011	992
1998	848	1066	906	976	1045	1031	970	974	1014	992
1999	847	1068	902	981	1044	1017	981	970	1013	989
2000	849	1066	900	985	1048	1014	985	973	1010	990
2001	846	1069	897	983	1047	1008	988	970	1009	987
2002	839	1073	893	990	1047	1001	1001	969	1007	986

Source: Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007); College Board; and Texas Education Agency.

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Table 12 (continued)

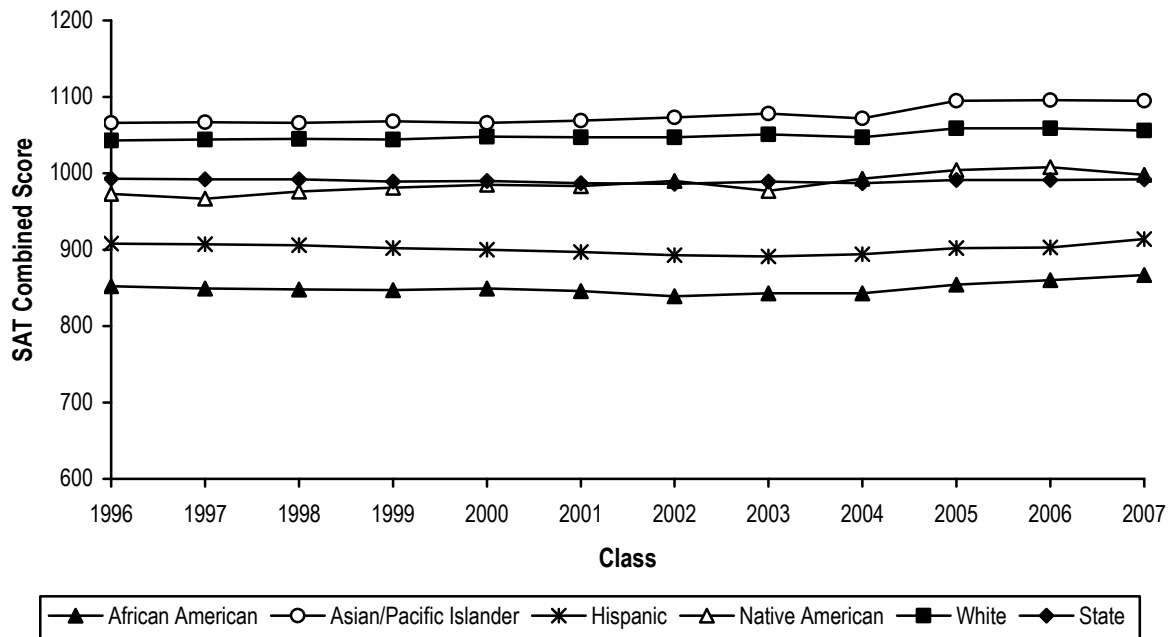
SAT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2007

Class	Ethnicity							Gender		State
	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Other	No response	Female	Male	
	2003	843	1078	891	977	1051	1006	1015	971	
2004	843	1072	894	993	1047	992	1037	970	1008	987
2005	854	1095	902	1004	1059	1004	980	974	1012	991
2006	860	1096	903	1008	1059	1010	950	976	1009	991
2007	867	1095	914	998	1056	1003	951	978	1010	992
Average writing score										
2006	430	518	442	487	514	493	463	489	476	483
2007	425	514	442	479	508	488	458	484	472	478

Source: Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007); College Board; and Texas Education Agency.

Figure 7

SAT Critical Reading and Mathematics Combined Performance, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2007



Source: Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007); College Board; and Texas Education Agency.

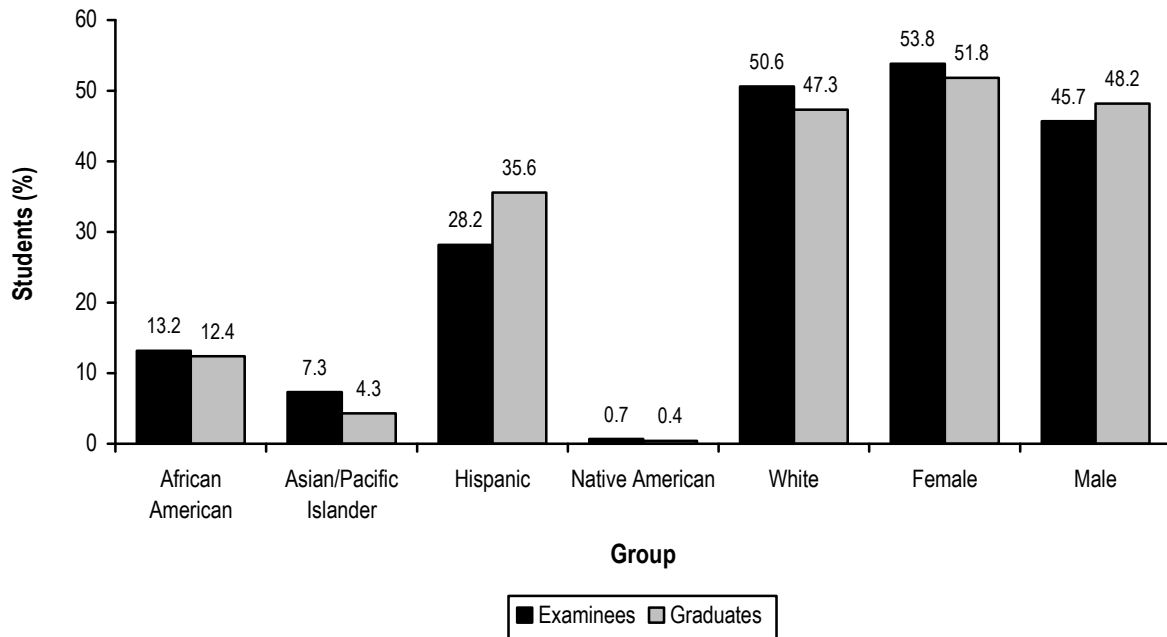
Table 13
SAT Performance of Ethnic Groups, by Gender, Texas Public Schools, Class of 2007

Gender	Examinees		Average scores			
	Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
African American						
Female	7,926	55.4	436	434	870	436
Male	6,374	44.6	424	440	864	412
All students	14,300	100	431	437	868	425
Asian/Pacific Islander						
Female	3,997	50.1	520	565	1085	522
Male	3,979	49.9	519	587	1106	507
All students	7,976	100	519	576	1095	514
Hispanic						
Female	17,270	56.5	446	453	899	445
Male	13,291	43.5	452	484	936	438
All students	30,561	100	449	466	915	442
Native American						
Female	416	52.9	493	496	989	484
Male	370	47.1	491	519	1010	473
All students	786	100	492	507	999	479
White						
Female	29,249	53.1	520	522	1042	516
Male	25,873	46.9	521	552	1073	501
All students	55,122	100	520	536	1056	509
Other						
Female	1,478	59.1	494	492	987	493
Male	1,024	40.9	500	528	1028	483
All students	2,502	100	497	507	1003	488
No response						
Female	2,974	50.8	470	468	938	467
Male	2,878	49.2	475	499	974	454
All students	5,852	100	473	483	956	461

Source. Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007); College Board; and Texas Education Agency.

Note. Parts may not add to 100 percent because of rounding.

Figure 8
Graduating Seniors and SAT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2007



Source. College Board and Texas Education Agency.

Note. Percentages of examinees are based only on examinees who reported ethnicity information. For further discussion of the effects of nonreporting of ethnicity, see the section, "Reporting of Ethnicity by Examinees," on page 18. Parts may not add to 100 percent because of rounding.

ACT

Data Limitations

Not all examinees provide the ethnicity information requested by ACT, Inc. In the following analyses, participation and performance results by ethnicity are based only on examinees who reported ethnicity information.

ACT Participation

In the Texas public school class of 2007, 31.2 percent of graduates took the ACT (Table 14). Across ethnic groups, ACT participation rates ranged from 22.0 percent for Hispanic graduates to 31.7 percent for African American graduates. The participation rate for female graduates (31.6%) was higher than the rate for male graduates (27.1%).

Table 14
ACT Participation, by Ethnicity and Gender,
Texas Public Schools, Class of 2007

Group	Graduates	Examinees	Participation rate (%)
African American	26,540	8,421	31.7
Asian/Pacific Islander	9,277	2,101	22.6
Hispanic	76,452	16,852	22.0
Native American	766	381	49.7
White	101,481	29,982	29.5
Other	n/a ^a	2,247	n/a
No response	n/a	6,969	n/a
Female	111,169	35,153	31.6
Male	103,347	27,978	27.1
State	214,516	66,953	31.2

Source. ACT, Inc., and Texas Education Agency.

^aNot applicable.

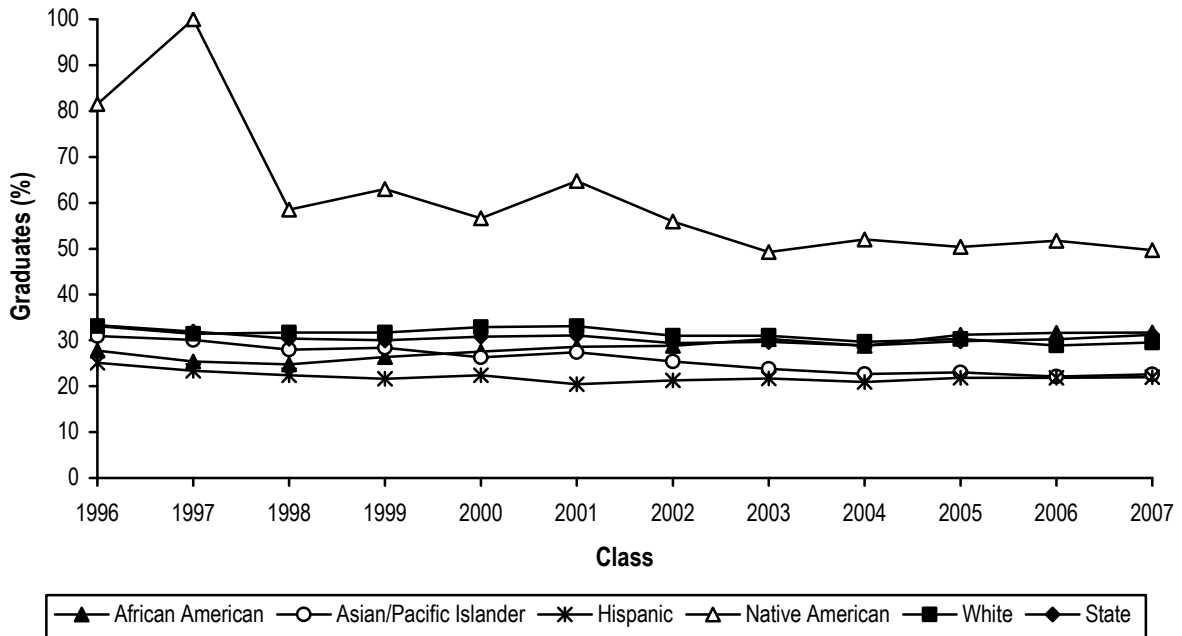
From 1996 to 2007, the overall rate of participation in ACT testing remained around 30 percent (Table 15 and Figure 9). During this period, the participation rate for African American graduates decreased from 27.8 percent in 1996 to 24.8 percent in 1998 and then increased to 31.7 percent in 2007. Participation rates for Hispanic and White graduates decreased between 1996 and 1997 and then remained fairly stable over the remainder of the period (Table 16 on page 42 and Figure 9 on page 41). The rate for Asian/Pacific Islander graduates decreased from 30.9 percent in 1996 to 22.6 percent in 2007.

Table 15
ACT Participation, Texas Public Schools, Class
of 1996 Through Class of 2007

Class	Graduates	Examinees	Participation rate (%)
1996	151,154	52,127	33.3
1997	147,952	52,610	31.9
1998	149,575	54,379	30.4
1999	150,393	55,195	30.0
2000	155,086	59,491	30.8
2001	194,494	60,536	31.1
2002	202,809	59,631	29.4
2003	214,483	63,776	29.7
2004	219,211	63,246	28.9
2005	213,765	63,615	29.8
2006	214,580	64,894	30.2
2007	214,516	66,953	31.2

Source: ACT, Inc., and Texas Education Agency.

Figure 9
ACT Participation Rates, by Ethnicity, Texas Public Schools, Class of 1996 Through Class
of 2007



Source: Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007); ACT, Inc.; and Texas Education Agency.

Table 16
ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996
Through Class of 2007

Class	Ethnicity ^a					Gender	
	African	Asian/	Hispanic	Native	White	Female	Male
	American	Pacific Islander		American			
1996	27.8	30.9	25.1	81.5	33.1	36.1	30.2
1997	25.4	30.1	23.4	100 ^a	31.4	34.9	28.5
1998	24.8	28.0	22.4	58.5	31.7	33.8	26.4
1999	26.4	28.4	21.6	63.0	31.7	33.5	25.8
2000	27.6	26.3	22.4	56.6	32.9	34.3	26.7
2001	28.6	27.4	20.4	64.7	33.1	34.5	27.0
2002	28.8	25.4	21.3	55.9	31.0	32.1	25.8
2003	30.3	23.8	21.7	49.3	31.0	32.6	26.1
2004	28.8	22.7	20.9	52.0	29.7	31.4	25.5
2005	31.2	23.0	21.8	50.4	30.3	32.7	26.0
2006	31.6	22.1	21.8	51.7	28.9	31.3	26.3
2007	31.7	22.6	22.0	49.7	29.5	31.6	27.1

Source: ACT, Inc., and Texas Education Agency.

^aBecause of discrepancies in the reporting of ethnicity between test score data from the testing companies and the Texas Education Agency Public Education Information Management System, participation rates for ethnic groups with small numbers of graduates may be greater than 100 percent. In such cases, the number is presented in the table as 100 percent.

The nonresponse rate for ethnicity information on the ACT was generally stable between 1998 and 2005 before increasing in 2006 and 2007 (Table 17). Of graduates in the class of 2007 who took the ACT, 10.4 percent did not provide ethnicity information, up 1.3 percentage points from 9.1 percent in the class of 2006.

Average ACT Scores

The average ACT composite score for examinees in 2007 was 20.2, one-tenth of a point higher than the average score of 20.1 in 2006 (Table 18 on page 43 and Table 19 on page 44). Average composite scores were highest for Asian/Pacific Islander examinees (23.1) and White examinees (22.0). Asian/Pacific Islander examinees also had the highest average score on each of the four sections of the examination: English, mathematics, reading, and science. Male examinees had an average composite score of 20.2, and female examinees had an average score of 20.1.

Between 1996 and 2007, average ACT composite scores statewide showed little variability, ranging from 19.9 to 20.3 (Figure 10 on page 46 and Table 19 on page 44). Average scores statewide on the four ACT sections ranged from a low of 19.1 to a high of 20.6. During the same time period, average ACT composite scores were consistently highest for Asian/Pacific Islander and White examinees. Composite scores were generally stable within each ethnic and gender group across years.

Table 17
ACT Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2007

Class	Ethnicity (%)							Examinees
	African American	Asian/Pacific Islander	Hispanic	Native American	White	Other	No response	
1996	9.7	3.1	21.9	0.6	55.4	2.0	7.4	52,127
1997	9.6	3.1	21.9	0.7	53.8	2.4	8.5	52,610
1998	10.0	3.2	22.6	0.6	55.7	2.7	5.3	54,379
1999	10.7	3.2	22.3	0.5	56.5	2.6	4.2	55,195
2000	11.1	3.0	23.2	0.4	55.3	2.8	4.1	59,491
2001	11.5	3.2	23.3	0.6	54.6	3.0	3.9	60,536
2002	12.4	3.2	23.9	0.5	53.1	2.9	4.0	59,631
2003	13.0	2.9	24.7	0.5	51.6	3.0	4.2	63,776
2004	12.9	2.9	25.2	0.5	49.7	3.4	5.4	63,246
2005	13.4	2.9	25.7	0.5	48.7	3.4	5.3	63,615
2006	13.0	3.0	25.5	0.6	45.6	3.2	9.1	64,894
2007	12.6	3.1	25.2	0.6	44.8	3.4	10.4	66,953

Source. ACT, Inc., and Texas Education Agency.

Note. Parts may not add to 100 percent because of rounding.

Table 18
ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2007

Group	Examinees	Examinees scoring 24 or higher		Average scores				
		Number	Percent	English	Mathematics	Reading	Science	Composite
African American	8,421	516	6.1	15.6	17.5	16.8	17.4	16.9
Asian/Pacific Islander	2,101	978	46.5	21.8	24.7	22.6	22.7	23.1
Hispanic	16,852	1,721	10.2	16.4	18.7	17.8	18.4	18.0
Native American	381	108	28.3	19.9	20.8	21.5	20.9	20.9
White	29,982	10,751	35.9	21.3	22.1	22.3	21.8	22.0
Other	2,247	530	23.6	18.9	20.4	20.2	20.0	20.0
No response	6,969	2,418	34.7	20.5	21.8	21.7	21.3	21.4
Female	35,153	8,539	24.3	19.5	20.1	20.5	19.9	20.1
Male	27,978	7,180	25.7	18.6	21.1	20.0	20.6	20.2
State	66,953	17,022	25.4	19.2	20.6	20.4	20.3	20.2

Source. ACT, Inc., and Texas Education Agency.

Male examinees had higher average scores than female examinees on the mathematics and science sections each year, and female examinees had higher average scores on the English and reading sections.

Table 19
ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2007

Class	Ethnicity							Gender		State
	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Other	No response	Female	Male	
Average English score										
1996	16.3	20.1	16.9	19.6	21.0	19.4	18.6	19.9	18.8	19.4
1997	16.2	20.1	17.0	20.0	20.9	19.9	18.8	19.7	18.8	19.3
1998	16.4	20.4	17.0	20.2	20.9	19.6	19.7	20.0	18.8	19.5
1999	16.5	20.5	17.0	19.4	21.0	19.6	19.8	20.0	18.8	19.5
2000	16.4	20.3	17.0	18.8	21.1	19.6	19.9	20.0	18.8	19.5
2001	16.2	20.8	16.9	20.4	21.1	19.5	19.8	19.9	18.8	19.4
2002	16.2	20.4	16.5	19.8	21.0	19.2	19.3	19.6	18.5	19.2
2003	15.9	20.8	16.5	19.8	21.0	19.2	20.0	19.5	18.6	19.1
2004	16.1	21.1	16.5	19.9	21.2	18.9	19.8	19.7	18.6	19.2
2005	16.0	21.3	16.5	19.7	21.2	18.9	19.6	19.5	18.6	19.1
2006	15.9	21.5	16.5	20.3	21.4	18.8	19.8	19.6	18.6	19.2
2007	15.6	21.8	16.4	19.9	21.3	18.9	20.5	19.5	18.6	19.2
Average mathematics score										
1996	17.3	23.4	18.2	19.5	20.8	20.1	19.4	19.5	20.3	19.8
1997	17.4	23.9	18.4	20.2	21.1	20.7	19.9	19.8	20.6	20.1
1998	17.3	23.7	18.3	20.5	21.3	20.5	20.6	19.9	20.7	20.2
1999	17.5	23.5	18.3	20.0	21.1	20.3	20.3	19.8	20.6	20.1
2000	17.3	23.6	18.3	19.8	21.4	20.4	20.4	19.8	20.7	20.2
2001	17.2	23.8	18.3	20.6	21.4	20.2	20.4	19.8	20.7	20.2
2002	17.1	23.5	18.1	20.3	21.3	19.9	20.2	19.6	20.5	20.0
2003	16.8	23.4	17.9	20.1	21.4	19.9	20.6	19.5	20.4	19.9
2004	17.2	23.8	18.2	20.3	21.7	19.8	20.8	19.8	20.6	20.2
2005	17.1	23.8	18.3	20.8	21.8	20.0	20.8	19.8	20.8	20.2
2006	17.3	24.4	18.5	21.2	22.1	20.1	21.2	20.0	21.0	20.5
2007	17.5	24.7	18.7	20.8	22.1	20.4	21.8	20.1	21.1	20.6
Average reading score										
1996	17.1	21.2	17.8	20.7	21.9	20.5	19.7	20.7	19.7	20.3
1997	16.9	21.2	17.8	21.4	21.8	21.0	19.9	20.5	19.9	20.2
1998	17.4	21.3	18.0	21.2	21.9	20.9	21.1	20.9	20.0	20.5
1999	17.3	21.3	18.1	20.5	21.8	20.8	21.0	20.7	20.0	20.4
2000	17.1	21.2	18.1	20.8	22.1	20.6	21.2	20.8	20.1	20.5
2001	17.0	21.4	17.9	21.5	21.9	20.5	20.9	20.6	19.9	20.3
2002	16.9	21.3	17.7	20.8	21.9	20.2	20.6	20.4	19.7	20.1

Source: Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007); ACT, Inc.; and Texas Education Agency.

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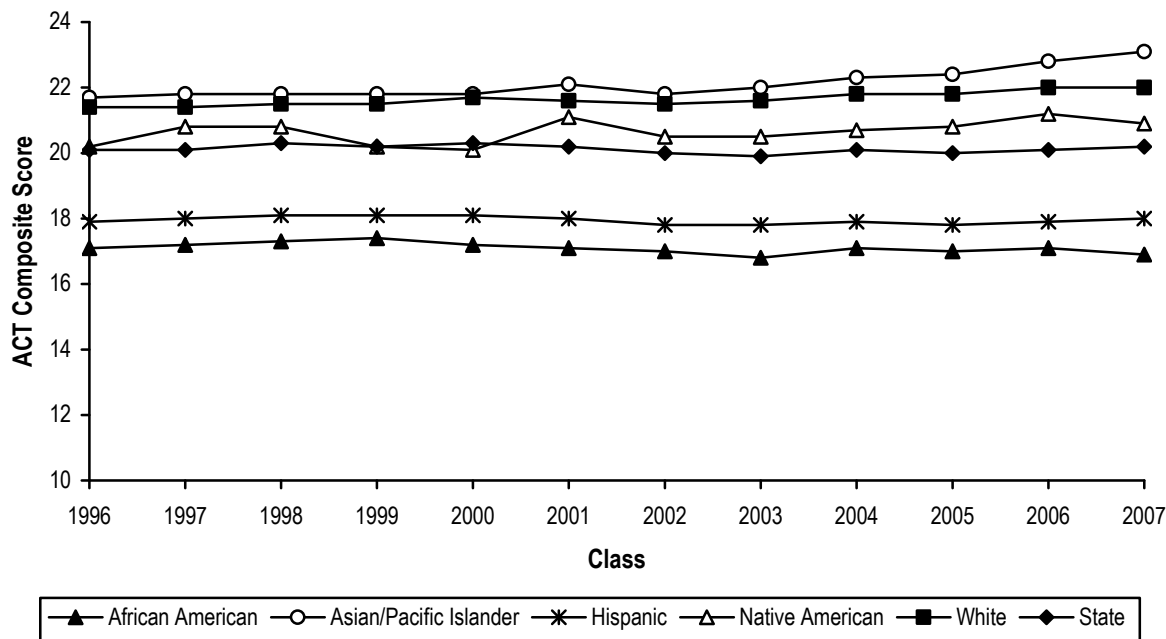
Table 19 (continued)

ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2007

Class	Ethnicity							Gender		State
	African	Asian/	Hispanic	Native		Other	No response	Female	Male	
	American	Pacific Islander		American	White					
2003	16.8	21.6	17.8	21.2	21.9	20.3	21.1	20.3	19.9	20.1
2004	17.1	21.9	17.9	21.3	22.2	20.2	21.1	20.5	20.0	20.3
2005	17.0	22.1	17.7	21.3	22.2	20.1	20.9	20.4	19.8	20.2
2006	17.0	22.4	17.7	21.8	22.2	20.0	21.0	20.5	19.8	20.2
2007	16.8	22.6	17.8	21.5	22.3	20.2	21.7	20.5	20.0	20.4
Average science score										
1996	17.4	21.5	18.3	20.5	21.5	20.4	19.8	19.9	20.7	20.2
1997	17.5	21.6	18.3	20.9	21.4	20.7	19.9	19.9	20.6	20.2
1998	17.5	21.5	18.5	20.8	21.5	20.6	20.7	20.1	20.8	20.4
1999	17.7	21.6	18.5	20.4	21.4	20.4	20.6	20.1	20.7	20.3
2000	17.5	21.5	18.5	20.5	21.5	20.3	20.6	20.0	20.7	20.3
2001	17.4	21.9	18.4	21.2	21.6	20.2	20.6	20.0	20.7	20.3
2002	17.5	21.5	18.2	20.6	21.4	20.1	20.2	19.8	20.4	20.1
2003	17.3	21.7	18.3	20.5	21.5	20.0	20.6	19.8	20.4	20.1
2004	17.6	22.0	18.3	20.8	21.6	19.9	20.6	19.9	20.5	20.1
2005	17.6	22.0	18.3	20.9	21.6	19.9	20.4	19.8	20.5	20.1
2006	17.4	22.4	18.4	21.2	21.7	19.8	20.8	19.9	20.6	20.2
2007	17.4	22.7	18.4	20.9	21.8	20.0	21.3	19.9	20.6	20.3
Average composite score										
1996	17.1	21.7	17.9	20.2	21.4	20.2	19.5	20.1	20.0	20.1
1997	17.2	21.8	18.0	20.8	21.4	20.7	19.7	20.1	20.1	20.1
1998	17.3	21.8	18.1	20.8	21.5	20.6	20.6	20.3	20.2	20.3
1999	17.4	21.8	18.1	20.2	21.5	20.4	20.6	20.3	20.2	20.2
2000	17.2	21.8	18.1	20.1	21.7	20.3	20.7	20.3	20.2	20.3
2001	17.1	22.1	18.0	21.1	21.6	20.2	20.5	20.2	20.1	20.2
2002	17.0	21.8	17.8	20.5	21.5	20.0	20.2	20.0	19.9	20.0
2003	16.8	22.0	17.8	20.5	21.6	20.0	20.7	19.9	20.0	19.9
2004	17.1	22.3	17.9	20.7	21.8	19.8	20.7	20.1	20.1	20.1
2005	17.0	22.4	17.8	20.8	21.8	19.8	20.6	20.0	20.0	20.0
2006	17.1	22.8	17.9	21.2	22.0	19.8	20.8	20.1	20.1	20.1
2007	16.9	23.1	18.0	20.9	22.0	20.0	21.4	20.1	20.2	20.2

Source. Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007); ACT, Inc.; and Texas Education Agency.

Figure 10
ACT Composite Performance, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2007



Source. Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007); ACT, Inc.; and Texas Education Agency.

In each ethnic group in 2007, a greater percentage of ACT examinees were female than male (Table 20). The difference was greatest among Hispanics, with females accounting for 57.7 percent of examinees and males accounting for 42.3 percent of examinees. The difference was smallest among Asian/Pacific Islanders. Average composite scores did not show a clear pattern of gender differences within ethnic groups. However, patterns were evident on the four sections of the examination. Average English and reading scores were higher for female examinees in each ethnic group, and average mathematics and science scores were higher for male examinees in each ethnic group, except African Americans.

Graduate Population and ACT Examinee Population

In the class of 2007, the representation of African American and Asian/Pacific Islander students in the ACT examinee population was similar to the representation of these groups in the graduate population (Figure 11 on page 48). African American students made up 14.6 percent of examinees and 12.4 percent of graduates; Asian/Pacific Islander students made up 3.6 percent of examinees and 4.3 percent of graduates. White students accounted for a larger share of the examinee population (51.9%) than of the graduate population (47.3%). Hispanic students, by contrast, accounted for a larger share of graduates (35.6%) than of examinees (29.2%). Whereas female students made up a higher percentage of examinees than graduates, the reverse was true for males.

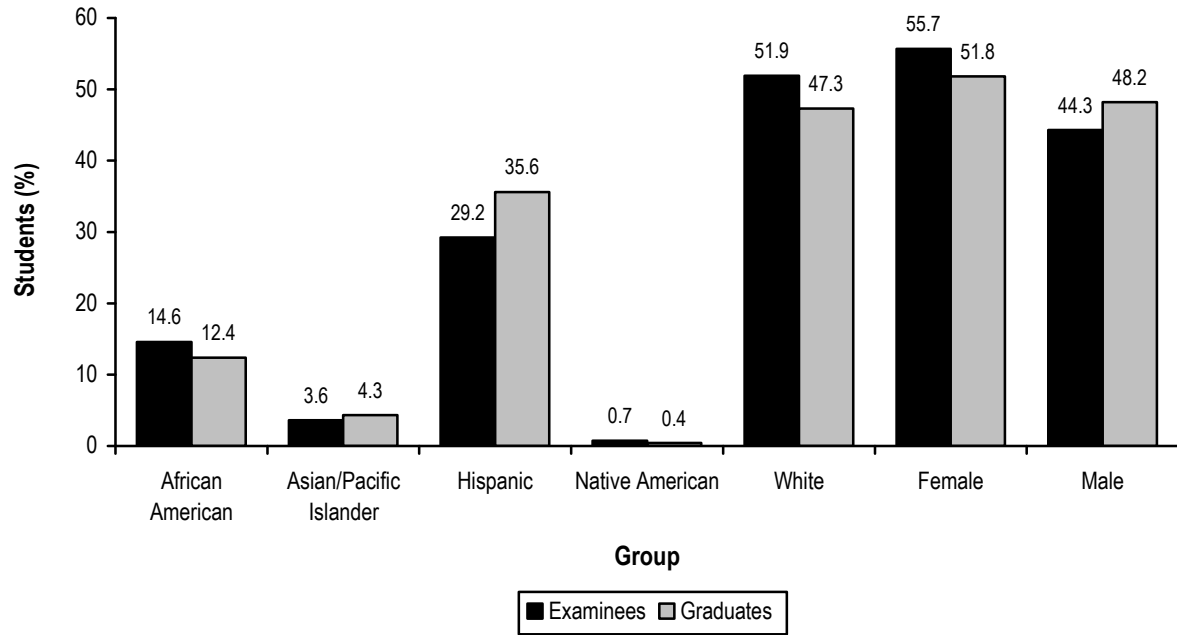
Table 20
ACT Performance of Ethnic Groups, by Gender, Texas Public Schools, Class of 2007

Gender	Examinees		Average scores				
	Number	Percent	English	Mathematics	Reading	Science	Composite
African American							
Female	4,719	56.3	16.3	17.5	17.4	17.5	17.3
Male	3,665	43.7	14.7	17.5	16.1	17.2	16.5
All students	8,384	100	15.6	17.5	16.8	17.4	16.9
Asian/Pacific Islander							
Female	1,134	54.2	22.3	24.2	23.0	22.3	23.1
Male	957	45.8	21.3	25.3	22.2	23.3	23.1
All students	2,091	100	21.8	24.7	22.6	22.7	23.1
Hispanic							
Female	9,700	57.7	16.6	18.2	17.9	18.1	17.9
Male	7,107	42.3	16.1	19.3	17.7	18.8	18.1
All students	16,807	100	16.4	18.7	17.8	18.4	18.0
Native American							
Female	203	54.0	20.6	20.6	21.9	20.8	21.1
Male	173	46.0	18.9	21.0	21.0	21.0	20.6
All students	376	100	19.8	20.8	21.5	20.9	20.8
White							
Female	16,241	54.4	21.8	21.6	22.6	21.4	22.0
Male	13,628	45.6	20.7	22.7	21.9	22.2	22.0
All students	29,869	100	21.3	22.1	22.3	21.8	22.0
Other							
Female	1,353	60.5	19.1	19.8	20.2	19.6	19.8
Male	885	39.5	18.5	21.2	20.1	20.7	20.3
All students	2,238	100	18.9	20.4	20.2	20.0	20.0
No response							
Female	1,803	53.6	20.7	21.2	21.8	20.8	21.3
Male	1,563	46.4	19.7	22.1	21.1	21.6	21.3
All students	3,366	100	20.3	21.6	21.5	21.2	21.3

Source. Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007); ACT, Inc.; and Texas Education Agency.

Note. Parts may not add to 100 percent because of rounding.

Figure 11
Graduating Seniors and ACT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2007



Source. ACT, Inc., and Texas Education Agency.

Note. Percentages of examinees are based only on examinees who reported ethnicity information. For further discussion of the effects of nonreporting of ethnicity, see the section, "Reporting of Ethnicity by Examinees," on page 18. Parts may not add to 100 percent because of rounding.

Results for Texas and the United States

Texas and the United States: SAT

Texas and the United States: ACT

Texas and Other States: SAT and ACT

Texas and the United States: SAT

SAT Participation

The number of SAT examinees among graduating seniors in Texas public and nonpublic schools combined steadily increased from the class of 1996 through the class of 2007 (Table 21). The number of examinees in Texas increased from 129,784 in 2006 to 132,067 in 2007; the participation rate held steady at 52 percent. The number of examinees nationally increased from 1,465,744 in 2006 to 1,494,531 in 2007; the participation rate remained at 48 percent.

Table 21
SAT Participation, Texas and the United States, Class of 1996 Through Class of 2007

Class	Examinees		Participation rate (%)	
	Texas	U.S.	Texas	U.S.
1996	89,329	1,084,725	48	41
1997	94,034	1,127,021	48	42
1998	100,417	1,172,779	51	43
1999	104,144	1,220,130	50	43
2000	108,919	1,260,278	52	44
2001	111,277	1,276,320	53	45
2002	116,457	1,327,831	55	46
2003	124,571	1,406,324	57	48
2004	127,723	1,419,007	52	48
2005	133,115	1,475,623	54	49
2006	129,784	1,465,744	52	48
2007	132,067	1,494,531	52	48

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002b, 2002c, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006b, 2006c, 2007a, 2007b).

Note. Rates that involve both public and nonpublic schools were obtained from summary reports released annually by the College Board. In College Board reports, the rates are rounded to the nearest whole number.

Average SAT Scores

Between 1996 and 2007, average SAT scores generally were higher nationally than in Texas for all ethnic and gender groups, with one exception (Table 22 on page 51 and Table 23 on page 53). The average SAT critical reading score for Asian/Pacific Islander examinees in Texas was equal to, or higher than, the average score for Asian/Pacific Islander examinees nationally in each year of the period. For average scores by ethnicity prior to 1996, see Table A-1 in the Appendix. Differences between Texas and the nation in average SAT critical reading and mathematics combined scores for males and females generally increased from 1996 through 2005, but then decreased somewhat in 2006 and 2007.

Table 22
SAT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2007

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Average critical reading score										
1996	428	434	503	496	454	458	521	526	495	505
1997	426	434	502	496	452	457	521	526	494	505
1998	426	434	505	498	452	456	522	526	494	505
1999	427	434	507	498	452	457	522	527	494	505
2000	427	434	504	499	450	457	523	528	493	505
2001	425	433	506	501	448	455	523	529	493	506
2002	420	430	507	501	444	452	523	527	491	504
2003	423	431	509	508	444	453	525	529	493	507
2004	422	430	507	507	446	456	523	528	493	508
2005	426	433	521	511	447	458	527	532	493	508
2006	429	434	519	510	446	456	524	527	491	503
2007	431	433	520	514	452	458	525	527	492	502
Average mathematics score										
1996	424	422	564	558	459	460	523	523	500	508
1997	422	423	566	560	459	460	525	526	501	511
1998	424	426	562	562	458	460	526	528	501	512
1999	420	422	563	560	454	458	525	528	499	511
2000	423	426	564	565	454	461	528	530	500	514
2001	421	426	565	566	452	460	528	531	499	514
2002	420	427	567	569	452	459	529	533	500	516
2003	418	426	565	575	450	459	529	534	500	519
2004	421	427	563	577	451	460	527	531	499	518
2005	427	431	572	580	457	465	534	536	502	520
2006	432	429	577	578	461	463	539	536	506	518
2007	437	429	577	578	467	463	537	534	507	515
Average combined score, critical reading and mathematics										
1996	852	856	1067	1054	912	918	1044	1049	995	1013
1997	848	857	1068	1056	911	917	1046	1052	995	1016
1998	850	860	1067	1060	910	916	1048	1054	995	1017
1999	847	856	1070	1058	906	915	1047	1055	993	1016
2000	850	860	1068	1064	904	918	1051	1058	993	1019

Source: College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002b, 2002c, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006b, 2006c, 2007a, 2007b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007).

Note: Data are based on public and nonpublic examinees.

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Table 22 (continued)
SAT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2007

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
2001	846	859	1071	1067	900	915	1051	1060	992	1026
2002	840	857	1074	1070	896	911	1052	1060	991	1020
2003	841	857	1074	1083	894	912	1054	1063	993	1026
2004	843	857	1070	1084	897	916	1050	1059	992	1026
2005	853	864	1093	1091	905	923	1061	1068	995	1028
2006	861	863	1096	1088	907	919	1063	1063	997	1021
2007	868	862	1097	1092	919	921	1062	1061	999	1017
Average writing score										
2006	431	428	518	512	446	451	517	519	487	497
2007	426	425	515	513	445	450	513	518	482	494

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002b, 2002c, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006b, 2006c, 2007a, 2007b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007).

Note. Data are based on public and nonpublic examinees.

SAT Examinee Population

From 1996 through 2007, Texas examinees made up, on average, nearly a tenth of the total national population of SAT examinees (Table 24 on page 54). During this time period, the percentage of SAT examinees accounted for by Hispanic students was, on average, 2.5 times larger in Texas than in the United States as a whole. For example, in the class of 2007, Hispanics made up 25.7 percent of the test-taking population in Texas, but only 11.3 percent of test takers nationally. The percentage of examinees represented by White students was, on average, 6.0 percentage points larger in the United States as a whole than in Texas. African American students accounted for similar percentages of SAT examinees in Texas and the nation. For SAT participation trends by ethnic group prior to the class of 1996, see Table A-2 in the Appendix. Gender representation was similar in the examinee populations of Texas and the nation over the same time period (Table 25 on page 55).

Table 23
SAT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2007

Class	Female		Male	
	Texas	U.S.	Texas	U.S.
Average critical reading score				
1996	493	503	498	507
1997	493	503	496	507
1998	490	502	499	509
1999	491	502	499	509
2000	491	504	496	507
2001	489	502	497	509
2002	488	502	495	507
2003	489	503	498	512
2004	490	504	496	512
2005	489	505	498	513
2006	489	502	493	505
2007	490	502	494	504
Average mathematics score				
1996	485	492	518	527
1997	487	494	518	530
1998	486	496	518	531
1999	483	495	517	531
2000	485	498	518	533
2001	485	498	516	533
2002	485	500	518	534
2003	485	503	517	537
2004	485	501	516	537
2005	488	504	519	538
2006	492	502	522	536
2007	493	499	523	533
Average combined score, critical reading and mathematics				
1996	978	995	1016	1034
1997	980	997	1014	1037
1998	976	998	1017	1040
1999	974	997	1016	1040
2000	976	1002	1014	1040
2001	974	1000	1013	1042
2002	973	1002	1013	1041

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002b, 2002c, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006b, 2006c, 2007a, 2007b).

Note. Data are based on public and nonpublic examinees.

continues

Table 23 (continued)**SAT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2007**

Class	Female		Male	
	Texas	U.S.	Texas	U.S.
2003	974	1006	1015	1049
2004	975	1005	1012	1049
2005	977	1009	1017	1051
2006	981	1004	1015	1041
2007	983	1001	1017	1037
Average writing score				
2006	492	502	480	491
2007	488	500	477	489

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002b, 2002c, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006b, 2006c, 2007a, 2007b).

Note. Data are based on public and nonpublic examinees.

Table 24**SAT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2007**

Class	Examinees		Ethnicity (%)					
			African American		Hispanic		White	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1996	89,329	1,084,725	10.6	9.8	19.7	7.6	57.6	62.8
1997	94,034	1,127,021	10.3	9.8	20.2	7.6	56.2	61.6
1998	100,417	1,172,779	10.6	9.8	20.1	7.7	55.0	60.1
1999	104,144	1,220,130	10.8	9.8	20.0	7.8	53.5	58.8
2000	108,919	1,260,278	10.5	9.5	20.3	7.8	50.9	56.5
2001	111,277	1,276,320	10.6	9.4	20.5	7.9	49.4	55.1
2002	116,457	1,327,831	10.6	9.2	20.2	7.8	46.5	52.6
2003	124,571	1,406,324	10.1	8.9	19.7	7.6	41.8	47.7
2004	127,723	1,419,007	11.2	9.7	21.9	8.6	45.2	50.7
2005	133,115	1,475,623	11.7	10.4	23.9	9.8	48.7	55.9
2006	129,784	1,465,744	11.2	10.3	24.6	10.4	48.8	56.3
2007	132,067	1,494,531	11.7	10.7	25.7	11.3	47.9	55.4

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002b, 2002c, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006b, 2006c, 2007a, 2007b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007).

Note. Data are based on public and nonpublic examinees.

Table 25
SAT Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2007

Class	Examinees		Gender (%)			
			Female		Male	
	Texas	U.S.	Texas	U.S.	Texas	U.S.
1996	89,329	1,084,725	54.2	53.5	45.8	46.5
1997	94,034	1,127,021	54.3	53.8	45.7	46.2
1998	100,417	1,172,779	54.3	53.8	45.7	46.2
1999	104,144	1,220,130	54.2	53.9	45.8	46.1
2000	108,919	1,260,278	54.0	53.7	46.0	46.3
2001	111,277	1,276,320	53.9	53.6	46.1	46.4
2002	116,457	1,327,831	54.1	53.6	45.9	46.4
2003	124,571	1,406,324	53.6	53.6	46.4	46.4
2004	127,723	1,419,007	53.7	53.5	46.3	46.5
2005	133,115	1,475,623	53.7	53.5	46.3	46.5
2006	129,784	1,465,744	53.6	53.6	46.4	46.4
2007	132,067	1,494,531	53.4	53.4	46.1	46.2

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002b, 2002c, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006b, 2006c, 2007a, 2007b).

Note. Data are based on public and nonpublic examinees. Parts may not add to 100 percent because of rounding.

Texas and the United States: ACT

ACT Participation

The number of ACT examinees among graduating seniors in Texas public and nonpublic schools combined generally increased from the class of 1996 through the class of 2007 (Table 26). The number of examinees in Texas increased from 73,524 in 2006 to 76,542 in 2007, and the participation rate increased from 29 percent to 30 percent. The number of examinees nationally increased from 1,206,455 in 2006 to 1,300,599 in 2007, and the participation rate increased from 40 percent to 42 percent.

Table 26
ACT Participation, Texas and the United States, Class of 1996 Through Class of 2007

Class	Examinees		Participation rate (%)	
	Texas	U.S.	Texas	U.S.
1996	55,442	924,663	30	35
1997	58,395	959,301	30	36
1998	64,064	995,039	32	37
1999	65,094	1,019,053	31	36
2000	68,010	1,065,138	32	38
2001	68,967	1,069,772	33	38
2002	67,842	1,116,082	32	39
2003	73,145	1,175,059	33	40
2004	71,696	1,171,460	29	40
2005	72,294	1,186,251	29	40
2006	73,524	1,206,455	29	40
2007	76,542	1,300,599	30	42

Source: ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b).

Note: Rates that involve both public and nonpublic schools were obtained from summary reports released annually by ACT, Inc. In ACT, Inc., reports, the rates are rounded to the nearest whole number.

Average ACT Scores

Between 1996 and 2007, overall average ACT scores generally were higher nationally than in Texas on all sections of the examination (Table 27 on page 58). The relationship between state and national performance over the period varied across ethnic groups. Whereas average scores for White and Hispanic examinees generally were higher nationally than in Texas, the opposite was true for African American and Asian/Pacific Islander examinees. In all 12 years, the mathematics and science scores of African American examinees in Texas were equal to, or higher than, those of African American examinees nationally, and the mathematics scores of Asian/Pacific Islander examinees in Texas were higher than those of Asian/Pacific Islander examinees nationally. For average scores by ethnicity prior to the class of 1996, see Table A-3 in the Appendix. For both male and female

examinees, average scores on all sections of the examination were higher nationally than in Texas (Table 28 on page 60).

ACT Examinee Population

From 1996 through 2007, Texas examinees made up, on average, 6.2 percent of the total national population of ACT examinees (Table 29 on page 62). During this time period, the percentage of ACT examinees accounted for by Hispanic students was, on average, about four times larger in Texas than in the United States as a whole. For example, in the class of 2007, Hispanics made up 24.2 percent of the test-taking population in Texas, but only 7.2 percent of test takers nationally. The percentage of examinees represented by White students was, on average, about 16 percentage points smaller in Texas than in the United States as a whole. African American students accounted for similar percentages of ACT examinees in Texas and the nation. For ACT participation trends by ethnic group prior to 1996, see Table A-4 in the Appendix. Gender representation was similar in the examinee populations of Texas and the nation over the same time period (Table 30 on page 62).

Table 27
ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2007

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Average English score										
1996	16.4	16.4	20.2	20.3	17.0	17.9	21.1	21.1	19.5	20.3
1997	16.2	16.4	20.2	20.4	17.0	18.0	20.9	21.2	19.4	20.3
1998	16.4	16.4	20.4	20.5	17.1	17.9	20.9	21.2	19.5	20.4
1999	16.5	16.4	20.6	20.5	17.2	17.9	21.1	21.3	19.7	20.5
2000	16.4	16.4	20.3	20.5	17.2	17.9	21.2	21.3	19.7	20.5
2001	16.2	16.2	20.9	20.7	17.0	17.8	21.2	21.3	19.6	20.5
2002	16.2	16.2	20.5	20.5	16.6	17.4	21.1	21.2	19.3	20.2
2003	15.9	16.2	20.9	20.7	16.7	17.5	21.2	21.3	19.3	20.3
2004	16.1	16.3	21.2	21.0	16.7	17.5	21.4	21.4	19.4	20.4
2005	15.9	16.2	21.4	21.3	16.6	17.6	21.4	21.5	19.3	20.4
2006	15.9	16.3	21.7	21.5	16.6	17.7	21.6	21.7	19.4	20.6
2007	15.6	16.1	22.0	21.7	16.6	17.6	21.6	21.8	19.5	20.7
Average mathematics score										
1996	17.3	16.8	23.4	22.9	18.3	18.7	20.8	20.8	19.9	20.2
1997	17.4	16.9	23.9	23.3	18.5	19.0	21.1	21.2	20.2	20.6
1998	17.2	16.9	23.7	23.4	18.3	19.0	21.2	21.4	20.2	20.8
1999	17.4	16.9	23.5	23.1	18.4	19.0	21.2	21.3	20.2	20.7
2000	17.3	16.8	23.5	23.2	18.4	18.9	21.4	21.3	20.2	20.7
2001	17.2	16.8	23.8	23.1	18.3	18.9	21.4	21.3	20.2	20.7
2002	17.1	16.7	23.5	22.9	18.1	18.6	21.4	21.3	20.1	20.6
2003	16.8	16.7	23.6	22.9	18.0	18.5	21.4	21.3	20.0	20.6
2004	17.2	16.9	23.8	23.0	18.3	18.6	21.7	21.4	20.3	20.7
2005	17.1	16.8	23.8	23.1	18.3	18.7	21.8	21.5	20.3	20.7
2006	17.3	17.0	24.5	23.4	18.5	18.8	22.2	21.6	20.6	20.8
2007	17.5	17.0	24.7	23.6	18.7	19.0	22.2	21.7	20.8	21.0
Average reading score										
1996	17.2	17.1	21.3	21.3	18.0	19.1	21.9	22.2	20.4	21.3
1997	16.9	17.1	21.2	21.2	17.9	19.0	21.8	22.2	20.3	21.3
1998	17.4	17.2	21.3	21.3	18.1	19.1	22.0	22.1	20.6	21.4
1999	17.3	17.1	21.4	21.2	18.3	19.1	22.0	22.1	20.6	21.4
2000	17.1	17.0	21.3	21.3	18.2	19.1	22.2	22.2	20.6	21.4

Source: ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007).

Note: Data are based on public and nonpublic examinees.

continues

Table 27 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2007

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
2001	17.0	16.9	21.5	21.1	18.0	18.9	22.0	22.2	20.5	21.3
2002	16.8	16.8	21.4	21.2	17.8	18.6	22.0	22.1	20.3	21.1
2003	16.8	17.0	21.7	21.3	18.0	18.8	22.0	22.2	20.3	21.2
2004	17.1	17.1	21.9	21.5	18.0	18.7	22.3	22.3	20.5	21.3
2005	17.0	17.0	22.1	21.8	17.9	18.7	22.3	22.3	20.3	21.3
2006	17.1	17.2	22.6	22.0	17.8	18.8	22.4	22.5	20.5	21.4
2007	16.9	17.1	22.8	22.1	18.0	18.8	22.5	22.5	20.6	21.5
Average science score										
1996	17.4	17.3	21.5	21.5	18.4	19.1	21.5	21.8	20.3	21.1
1997	17.5	17.4	21.6	21.6	18.4	19.1	21.4	21.8	20.3	21.1
1998	17.5	17.3	21.5	21.6	18.5	19.1	21.5	21.8	20.3	21.1
1999	17.6	17.3	21.6	21.3	18.5	19.1	21.5	21.7	20.4	21.0
2000	17.4	17.3	21.5	21.5	18.5	19.1	21.5	21.7	20.3	21.0
2001	17.4	17.2	21.9	21.5	18.5	19.0	21.6	21.8	20.3	21.0
2002	17.4	17.1	21.5	21.3	18.3	18.6	21.5	21.6	20.1	20.8
2003	17.2	17.2	21.8	21.5	18.4	18.7	21.5	21.6	20.1	20.8
2004	17.6	17.4	22.0	21.7	18.4	18.7	21.6	21.6	20.2	20.9
2005	17.5	17.3	21.9	21.8	18.4	18.7	21.6	21.7	20.2	20.9
2006	17.4	17.3	22.4	21.9	18.4	18.8	21.8	21.8	20.3	20.9
2007	17.3	17.2	22.8	22.3	18.5	18.8	21.9	21.9	20.4	21.0
Average composite score										
1996	17.2	17.0	21.8	21.6	18.0	18.8	21.5	21.6	20.2	20.9
1997	17.1	17.1	21.8	21.7	18.1	18.9	21.4	21.7	20.2	21.0
1998	17.2	17.1	21.8	21.8	18.2	18.9	21.5	21.7	20.3	21.0
1999	17.3	17.1	21.9	21.7	18.3	18.9	21.6	21.7	20.3	21.0
2000	17.2	17.0	21.8	21.7	18.2	18.9	21.7	21.8	20.3	21.0
2001	17.1	16.9	22.2	21.7	18.1	18.8	21.7	21.8	20.3	21.0
2002	17.0	16.8	21.9	21.6	17.8	18.4	21.6	21.7	20.1	20.8
2003	16.8	16.9	22.1	21.8	17.9	18.5	21.7	21.7	20.1	20.8
2004	17.1	17.1	22.3	21.9	18.0	18.5	21.9	21.8	20.2	20.9
2005	17.0	17.0	22.5	22.1	17.9	18.6	21.9	21.9	20.2	20.9
2006	17.1	17.1	22.9	22.3	18.0	18.6	22.1	22.0	20.3	21.1
2007	17.0	17.0	23.2	22.6	18.1	18.7	22.2	22.1	20.5	21.2

Source. ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007).

Note. Data are based on public and nonpublic examinees.

Table 28**ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2007**

Class	Female		Male	
	Texas	U.S.	Texas	U.S.
Average English score				
1996	20.0	20.7	18.9	19.8
1997	19.8	20.7	18.9	19.9
1998	20.0	20.8	18.9	19.9
1999	20.2	20.9	18.9	20.0
2000	20.2	20.9	18.9	20.0
2001	20.0	20.8	18.9	20.0
2002	19.8	20.6	18.7	19.7
2003	19.7	20.7	18.8	19.8
2004	19.8	20.8	18.8	19.9
2005	19.7	20.8	18.8	20.0
2006	19.8	21.0	18.9	20.1
2007	19.8	21.0	18.9	20.2
Average mathematics score				
1996	19.6	19.7	20.4	20.9
1997	19.8	20.1	20.6	21.3
1998	19.8	20.2	20.7	21.5
1999	19.8	20.2	20.7	21.4
2000	19.9	20.2	20.7	21.4
2001	19.9	20.2	20.7	21.4
2002	19.7	20.1	20.5	21.2
2003	19.6	20.1	20.5	21.2
2004	19.9	20.2	20.7	21.3
2005	19.9	20.2	20.8	21.3
2006	20.1	20.3	21.2	21.5
2007	20.3	20.4	21.3	21.6
Average reading score				
1996	20.9	21.6	19.9	21.0
1997	20.6	21.5	20.0	21.2
1998	20.9	21.6	20.1	21.1
1999	20.9	21.6	20.1	21.1
2000	20.9	21.5	20.2	21.2
2001	20.7	21.5	20.1	21.1
2002	20.5	21.3	19.9	20.9

Source: ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b).

Note. Data are based on public and nonpublic examinees.

continues

Table 28 (continued)
ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2007

Class	Female		Male	
	Texas	U.S.	Texas	U.S.
2003	20.5	21.4	20.0	21.0
2004	20.7	21.5	20.1	21.1
2005	20.6	21.5	20.0	21.0
2006	20.7	21.6	20.1	21.1
2007	20.8	21.6	20.2	21.2
Average science score				
1996	20.0	20.5	20.7	21.7
1997	20.0	20.6	20.7	21.7
1998	20.0	20.6	20.8	21.8
1999	20.1	20.6	20.7	21.5
2000	20.1	20.6	20.7	21.6
2001	20.1	20.6	20.1	21.6
2002	19.9	20.4	20.5	21.3
2003	19.9	20.4	20.5	21.3
2004	20.0	20.5	20.5	21.3
2005	19.9	20.5	20.6	21.4
2006	19.9	20.5	20.7	21.4
2007	20.0	20.5	20.8	21.4
Average composite score				
1996	20.2	20.8	20.1	21.0
1997	20.2	20.8	20.2	21.1
1998	20.3	20.9	20.2	21.2
1999	20.4	20.9	20.3	21.1
2000	20.4	20.9	20.3	21.2
2001	20.3	20.9	20.2	21.1
2002	20.1	20.7	20.0	20.9
2003	20.0	20.8	20.1	21.0
2004	20.2	20.9	20.2	21.0
2005	20.1	20.9	20.2	21.1
2006	20.3	21.0	20.3	21.2
2007	20.3	21.0	20.4	21.2

Source: ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b).

Note: Data are based on public and nonpublic examinees.

Table 29
ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2007

Class	Examinees		Ethnicity (%)					
			African American		Hispanic		White	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1996	55,442	924,663	9.4	9.5	21.7	5.1	55.5	70.8
1997	58,395	959,301	9.5	9.4	21.6	5.0	53.7	69.2
1998	64,064	995,039	10.1	10.1	22.4	5.2	55.7	71.1
1999	65,094	1,019,053	10.6	10.2	21.7	5.2	56.9	71.8
2000	68,010	1,065,138	10.9	10.4	22.6	5.4	55.8	71.5
2001	68,967	1,069,772	11.3	10.6	22.8	5.6	55.0	71.4
2002	67,842	1,116,082	12.2	10.8	23.4	6.0	53.5	69.3
2003	73,145	1,175,059	12.7	11.0	23.9	6.4	52.3	68.5
2004	71,696	1,171,460	12.7	11.3	24.5	6.7	50.2	67.3
2005	72,294	1,186,251	13.2	11.7	24.9	7.0	49.3	65.9
2006	73,524	1,206,455	12.5	11.5	24.6	7.1	46.2	63.0
2007	76,542	1,300,599	12.0	11.7	24.2	7.2	45.3	59.9

Source: ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007).

Note: Data are based on public and nonpublic examinees.

Table 30
ACT Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2007

Class	Examinees		Gender (%)			
			Female		Male	
	Texas	U.S.	Texas	U.S.	Texas	U.S.
1996	55,442	924,663	57.2	55.9	42.8	44.1
1997	58,395	959,301	57.5	56.3	42.5	43.7
1998	64,064	995,039	58.8	56.7	41.2	43.3
1999	65,094	1,019,053	58.8	56.7	40.8	42.9
2000	68,010	1,065,138	58.7	56.8	40.9	42.8
2001	68,967	1,069,772	58.3	56.5	41.1	43.0
2002	67,842	1,116,082	58.1	55.8	41.1	43.5
2003	73,145	1,175,059	57.4	55.9	41.7	43.4
2004	71,696	1,171,460	57.2	55.8	41.9	43.4
2005	72,294	1,186,251	57.3	55.7	41.8	43.4
2006	73,524	1,206,455	53.3	53.6	42.0	42.9
2007	76,542	1,300,599	52.0	51.9	41.7	41.9

Source: ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b).

Note: Data are based on public and nonpublic examinees. Parts may not add to 100 percent because of rounding.

Texas and Other States: SAT and ACT

SAT and ACT participation rates varied considerably across states (Table 31 on page 64 and Table 32 on page 66). Rates of SAT participation ranged from a low of 3 percent to a high of 100 percent. Since spring of 2006, Maine has required all high school juniors to take the SAT Reasoning Test (Maine Department of Education, 2007). Rates of ACT participation ranged from a low of 9 percent to a high of 100 percent. For the class of 2007, Colorado and Illinois required all Grade 11 students to participate in ACT testing as part of their statewide assessment programs (ACT, Inc., 2007a). Participation in SAT testing was generally highest in states of the Northeast, whereas participation in ACT testing was generally highest in states of the South and Midwest.

Score differences across states are difficult to interpret unless participation rates and student demographics are similar (see the section, "Interpretation of Results," on page 20). Given two groups with very different participation rates but comparable ability levels, the average score for the group with a very low participation rate will tend to be higher than the average score for the group with a very high participation rate, even though there is no actual difference in group ability levels. States with SAT participation rates similar to the rate in Texas (52%) include Alaska, California, Washington, and Oregon. States with ACT participation rates similar to Texas' (30%) include Alaska, Nevada, and Georgia.

Table 31
SAT Participation and Performance, by State, Class of 2007

State	Participation rate (%)	Average scores			
		Critical reading (CR)	Mathematics	CR and math combined	Writing
South Dakota	3	589	602	1191	567
Iowa	4	608	613	1221	586
Mississippi	4	568	549	1117	560
North Dakota	4	584	596	1180	562
Arkansas	5	578	566	1144	565
Missouri	6	594	594	1188	587
Nebraska	6	579	585	1164	562
Oklahoma	6	578	571	1149	559
Utah	6	558	556	1114	544
Wisconsin	6	587	598	1185	575
Louisiana	7	569	567	1136	563
Illinois	8	594	611	1205	588
Kansas	8	583	590	1173	569
Wyoming	8	565	571	1136	544
Alabama	9	563	556	1119	554
Michigan	9	568	579	1147	553
Minnesota	9	596	603	1199	577
Kentucky	10	567	565	1132	553
New Mexico	12	555	546	1101	540
Tennessee	13	574	569	1143	568
Idaho	19	541	539	1080	519
West Virginia	20	516	507	1023	505
Colorado	24	560	565	1125	549
Ohio	27	536	542	1078	522
Montana	28	538	543	1081	522
Arizona	32	519	525	1044	502
Nevada	41	500	506	1006	480
Alaska	48	519	517	1036	491
California	49	499	516	1015	498
Texas	52	492	507	999	482

Source. College Board (2007b).

Note. Data are based on public and nonpublic examinees.

continues

Table 31 (continued)
SAT Participation and Performance, by State, Class of 2007

State	Participation rate (%)	Average scores			
		Critical reading (CR)	Mathematics	CR and math combined	Writing
Washington	53	526	531	1057	510
Oregon	54	522	526	1048	502
Hawaii	61	484	506	990	473
Indiana	62	497	507	1004	483
South Carolina	62	488	496	984	475
Florida	65	497	496	993	479
Vermont	67	516	518	1034	508
Rhode Island	68	496	498	994	492
Georgia	69	494	495	989	483
Maryland	70	500	502	1002	496
North Carolina	71	495	509	1004	482
Delaware	72	497	496	993	486
Virginia	73	511	511	1022	498
Pennsylvania	75	493	499	992	482
District of Columbia	78	478	462	940	471
New Jersey	82	495	510	1005	494
New Hampshire	83	521	521	1042	512
Connecticut	84	510	512	1022	511
Massachusetts	85	513	522	1035	511
New York	89	491	505	996	482
Maine	100	466	465	931	457
United States	48	502	515	1017	494

Source. College Board (2007b).

Note. Data are based on public and nonpublic examinees.

Table 32
ACT Participation and Performance, by State, Class of 2007

State	Participation rate (%)	Average composite score	State	Participation rate (%)	Average composite score
Delaware	9	21.7	Florida	54	19.9
Rhode Island	9	21.8	Idaho	59	21.4
Maine	11	22.5	Montana	59	21.9
New Jersey	11	22.2	New Mexico	60	20.2
Pennsylvania	11	22.0	Iowa	66	22.3
Maryland	14	21.6	West Virginia	66	20.6
California	15	22.1	Ohio	68	21.6
Massachusetts	15	23.5	Michigan	70	21.5
New Hampshire	15	22.9	Minnesota	70	22.5
Connecticut	16	23.2	Utah	70	21.7
North Carolina	16	21.0	Wisconsin	70	22.3
Washington	16	23.1	Oklahoma	71	20.7
Arizona	18	21.8	Missouri	74	21.6
Oregon	18	22.0	Arkansas	75	20.5
Virginia	18	21.4	Kansas	76	21.9
Hawaii	20	22.3	South Dakota	76	21.9
Indiana	21	22.0	Kentucky	77	20.7
New York	21	22.9	Nebraska	77	22.1
Vermont	22	22.8	Wyoming	78	21.5
Alaska	27	21.2	Louisiana	79	20.1
Nevada	29	21.5	Alabama	81	20.3
Texas	30	20.5	North Dakota	82	21.6
District of Columbia	31	18.7	Mississippi	96	18.9
Georgia	34	20.3	Tennessee	96	20.7
South Carolina	43	19.6	Colorado	100	20.4
			Illinois	100	20.5
			United States	42	21.2

Source. ACT, Inc. (2007a).

Note. Data are based on public and nonpublic examinees.

Appendix: Supplemental Tables

Table A-1

SAT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2007

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Average critical reading score										
1987	417	428	466	479	450	455	514	524	493	507
1988	423	429	475	482	452	455	515	522	494	505
1989	422	428	479	483	452	457	514	523	492	504
1990	424	428	482	483	451	454	513	519	490	500
1991	421	427	486	485	448	452	512	518	488	499
1992	417	428	491	487	445	452	512	519	487	500
1993	420	429	495	489	449	453	516	520	490	500
1994	418	428	493	489	449	452	516	520	489	499
1995	427	432	499	492	455	457	521	525	495	504
1996	428	434	503	496	454	458	521	526	495	505
1997	426	434	502	496	452	457	521	526	494	505
1998	426	434	505	498	452	456	522	526	494	505
1999	427	434	507	498	452	457	522	527	494	505
2000	427	434	504	499	450	457	523	528	493	505
2001	425	433	506	501	448	455	523	529	493	506
2002	420	430	507	501	444	452	523	527	491	504
2003	423	431	509	508	444	453	525	529	493	507
2004	422	430	507	507	446	456	523	528	493	508
2005	426	433	521	511	447	458	527	532	493	508
2006	429	434	519	510	446	456	524	527	491	503
2007	431	433	520	514	452	458	525	527	492	502
Average mathematics score										
1987	404	411	532	541	451	453	502	514	486	501
1988	417	418	534	541	457	456	505	514	490	501
1989	419	421	535	545	458	459	507	515	490	502
1990	418	419	537	546	456	457	506	515	489	501
1991	421	419	542	548	456	457	510	513	491	500
1992	418	419	552	551	457	456	513	515	493	501
1993	425	421	557	553	462	457	518	517	498	503
1994	425	421	556	553	464	458	522	519	500	504

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002b, 2002c, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006b, 2006c, 2007a, 2007b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007).

Note. Data are based on public and nonpublic examinees. Since the class of 1996, the College Board has reported scores on a recentered scale. The College Board adjusted all scores prior to 1996 to align with the recentered scale.

continues

Table A-1 (continued)
SAT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2007

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1995	426	422	562	555	462	460	522	521	501	506
1996	424	422	564	558	459	460	523	523	500	508
1997	422	423	566	560	459	460	525	526	501	511
1998	424	426	562	562	458	460	526	528	501	512
1999	420	422	563	560	454	458	525	528	499	511
2000	423	426	564	565	454	461	528	530	500	514
2001	421	426	565	566	452	460	528	531	499	514
2002	420	427	567	569	452	459	529	533	500	516
2003	418	426	565	575	450	459	529	534	500	519
2004	421	427	563	577	451	460	527	531	499	518
2005	427	431	572	580	457	465	534	536	502	520
2006	432	429	577	578	461	463	539	536	506	518
2007	437	429	577	578	467	463	537	534	507	515
Average combined score, critical reading and mathematics										
1987	821	839	998	1020	901	908	1016	1038	979	1008
1988	840	847	1009	1023	909	910	1020	1036	984	1006
1989	841	849	1014	1028	910	919	1021	1038	982	1006
1990	842	847	1019	1029	906	911	1019	1034	979	1001
1991	842	846	1028	1033	904	909	1022	1031	979	999
1992	835	847	1043	1038	902	908	1025	1034	980	1001
1993	845	850	1052	1042	911	910	1034	1037	988	1003
1994	843	849	1049	1042	913	909	1038	1039	989	1003
1995	853	854	1061	1047	917	916	1043	1046	996	1010
1996	852	856	1067	1054	912	918	1044	1049	995	1013
1997	848	857	1068	1056	911	917	1046	1052	995	1016
1998	850	860	1067	1060	910	916	1048	1054	995	1017
1999	847	856	1070	1058	906	915	1047	1055	993	1016
2000	850	860	1068	1064	904	918	1051	1058	993	1019
2001	846	859	1071	1067	900	915	1051	1060	992	1020
2002	840	857	1074	1070	896	911	1052	1060	991	1020

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002b, 2002c, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006b, 2006c, 2007a, 2007b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007).

Note. Data are based on public and nonpublic examinees. Since the class of 1996, the College Board has reported scores on a recentered scale. The College Board adjusted all scores prior to 1996 to align with the recentered scale.

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Table A-1 (continued)
SAT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2007

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
2003	841	857	1074	1083	894	912	1054	1063	993	1026
2004	843	857	1070	1084	897	916	1050	1059	992	1026
2005	853	864	1093	1091	905	923	1061	1068	995	1028
2006	861	863	1096	1088	907	919	1063	1063	997	1021
2007	868	862	1097	1092	919	921	1062	1061	999	1017
Average writing score										
2006	431	428	518	512	446	451	517	519	487	497
2007	426	425	515	513	445	450	513	518	482	494

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002b, 2002c, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006b, 2006c, 2007a, 2007b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007).

Note. Data are based on public and nonpublic examinees. Since the class of 1996, the College Board has reported scores on a recentered scale. The College Board adjusted all scores prior to 1996 to align with the recentered scale.

Table A-2
SAT Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2007

Class	Examinees		Ethnicity (%)					
			African American		Hispanic		White	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1987	75,364	1,080,426	8.0	8.1	13.1	4.6	70.3	73.0
1988	80,107	1,134,364	8.6	8.6	13.6	4.8	68.6	71.7
1989	81,541	1,088,223	9.1	8.9	15.3	5.3	65.3	69.1
1990	78,057	1,025,523	9.8	9.2	16.9	6.0	63.2	67.8
1991	79,946	1,032,685	10.2	9.7	18.0	6.4	61.8	66.5
1992	80,174	1,034,131	10.5	9.6	18.7	6.7	60.4	65.8
1993	82,537	1,044,465	10.2	9.9	19.2	7.0	58.9	64.2
1994	83,963	1,050,386	10.2	9.8	19.6	7.4	57.9	63.0
1995	85,616	1,067,993	10.2	9.7	19.7	7.5	57.9	63.1
1996	89,329	1,084,725	10.6	9.8	19.7	7.6	57.6	62.8
1997	94,034	1,127,021	10.3	9.8	20.2	7.6	56.2	61.6
1998	100,417	1,172,779	10.6	9.8	20.1	7.7	55.0	60.1
1999	104,144	1,220,130	10.8	9.8	20.0	7.8	53.5	58.8
2000	108,919	1,260,278	10.5	9.5	20.3	7.8	50.9	56.5
2001	111,277	1,276,320	10.6	9.4	20.5	7.9	49.4	55.1
2002	116,457	1,327,831	10.6	9.2	20.2	7.8	46.5	52.6
2003	124,571	1,406,324	10.1	8.9	19.7	7.6	41.8	47.7
2004	127,723	1,419,007	11.2	9.7	21.9	8.6	45.2	50.7
2005	133,115	1,475,623	11.7	10.4	23.9	9.8	48.7	55.9
2006	129,784	1,465,744	11.2	10.3	24.6	10.4	48.8	56.3
2007	132,067	1,494,531	11.7	10.7	25.7	11.3	47.9	55.4

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002b, 2002c, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006b, 2006c, 2007a, 2007b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007).

Note. Data are based on public and nonpublic examinees.

Table A-3
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2007

Class	Ethnicity										
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees		
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	
Average English score											
1987	n/a ^a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1988	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1989	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1990	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1991	16.7	16.7	20.3	20.6	17.5	18.1	21.1	21.0	19.7	20.3	
1992	16.8	16.6	20.6	20.5	17.4	18.0	21.0	20.9	19.6	20.2	
1993	16.7	16.6	20.2	20.4	17.4	18.0	21.1	21.0	19.7	20.3	
1994	16.5	16.4	20.4	20.4	17.2	17.8	21.2	21.0	19.7	20.3	
1995	16.5	16.4	20.1	20.2	17.1	17.7	21.0	21.0	19.5	20.2	
1996	16.4	16.4	20.2	20.3	17.0	17.9	21.1	21.1	19.5	20.3	
1997	16.2	16.4	20.2	20.4	17.0	18.0	20.9	21.2	19.4	20.3	
1998	16.4	16.4	20.4	20.5	17.1	17.9	20.9	21.2	19.5	20.4	
1999	16.5	16.4	20.6	20.5	17.2	17.9	21.1	21.3	19.7	20.5	
2000	16.4	16.4	20.3	20.5	17.2	17.9	21.2	21.3	19.7	20.5	
2001	16.2	16.2	20.9	20.7	17.0	17.8	21.2	21.3	19.6	20.5	
2002	16.2	16.2	20.5	20.5	16.6	17.4	21.1	21.2	19.3	20.2	
2003	15.9	16.2	20.9	20.7	16.7	17.5	21.2	21.3	19.3	20.3	
2004	16.1	16.3	21.2	21.0	16.7	17.5	21.4	21.4	19.4	20.4	
2005	15.9	16.2	21.4	21.3	16.6	17.6	21.4	21.5	19.3	20.4	
2006	15.9	16.3	21.7	21.5	16.6	17.7	21.6	21.7	19.4	20.6	
2007	15.6	16.1	22.0	21.7	16.6	17.6	21.6	21.8	19.5	20.7	
Average mathematics score											
1987	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1988	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1989	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1990	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1991	17.0	16.8	23.1	22.9	18.1	18.6	20.2	20.4	19.5	20.0	
1992	17.2	16.9	23.6	23.0	18.3	18.7	20.3	20.4	19.6	20.0	
1993	17.4	16.9	23.3	23.0	18.5	18.7	20.7	20.5	19.9	20.1	
1994	17.3	16.8	23.3	23.0	18.4	18.6	20.8	20.6	19.9	20.2	

Source: ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007).

Note: Data are based on public and nonpublic examinees. Since the class of 1991, ACT, Inc., has reported scores on the Enhanced ACT score scale. ACT, Inc., adjusted Composite scores prior to 1991 to align with the Enhanced scale.

^aACT scores are not available for the class of 1987 through the class of 1990.

continues

Table A-3 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2007

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1995	17.5	16.8	23.6	22.8	18.5	18.6	20.8	20.7	20.0	20.2
1996	17.3	16.8	23.4	22.9	18.3	18.7	20.8	20.8	19.9	20.2
1997	17.4	16.9	23.9	23.3	18.5	19.0	21.1	21.2	20.2	20.6
1998	17.2	16.9	23.7	23.4	18.3	19.0	21.2	21.4	20.2	20.8
1999	17.4	16.9	23.5	23.1	18.4	19.0	21.2	21.3	20.2	20.7
2000	17.3	16.8	23.5	23.2	18.4	18.9	21.4	21.3	20.2	20.7
2001	17.2	16.8	23.8	23.1	18.3	18.9	21.4	21.3	20.2	20.7
2002	17.1	16.7	23.5	22.9	18.1	18.6	21.4	21.3	20.1	20.6
2003	16.8	16.7	23.6	22.9	18.0	18.5	21.4	21.3	20.0	20.6
2004	17.2	16.9	23.8	23.0	18.3	18.6	21.7	21.4	20.3	20.7
2005	17.1	16.8	23.8	23.1	18.3	18.7	21.8	21.5	20.3	20.7
2006	17.3	17.0	24.5	23.4	18.5	18.8	22.2	21.6	20.6	20.8
2007	17.5	17.0	24.7	23.6	18.7	19.0	22.2	21.7	20.8	21.0
Average reading score										
1987	n/a ^a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1988	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1989	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1990	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1991	17.0	17.0	21.2	21.4	17.8	18.9	21.7	22.0	20.2	21.2
1992	16.8	16.9	21.1	21.2	17.7	18.8	21.6	21.9	20.1	21.1
1993	17.0	17.0	20.9	21.4	18.0	18.8	21.8	22.0	20.3	21.2
1994	17.0	17.1	21.2	21.4	17.8	18.9	21.9	22.0	20.3	21.2
1995	17.1	17.1	21.2	21.3	18.0	18.8	21.8	22.1	20.3	21.3
1996	17.2	17.1	21.3	21.3	18.0	19.1	21.9	22.2	20.4	21.3
1997	16.9	17.1	21.2	21.2	17.9	19.0	21.8	22.2	20.3	21.3
1998	17.4	17.2	21.3	21.3	18.1	19.1	22.0	22.1	20.6	21.4
1999	17.3	17.1	21.4	21.2	18.3	19.1	22.0	22.1	20.6	21.4
2000	17.1	17.0	21.3	21.3	18.2	19.1	22.2	22.2	20.6	21.4
2001	17.0	16.9	21.5	21.1	18.0	18.9	22.0	22.2	20.5	21.3
2002	16.8	16.8	21.4	21.2	17.8	18.6	22.0	22.1	20.3	21.1

Source. ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007).

Note. Data are based on public and nonpublic examinees. Since the class of 1991, ACT, Inc., has reported scores on the Enhanced ACT score scale. ACT, Inc., adjusted Composite scores prior to 1991 to align with the Enhanced scale.

^aACT scores are not available for the class of 1987 through the class of 1990.

continues

Table A-3 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2007

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
2003	16.8	17.0	21.7	21.3	18.0	18.8	22.0	22.2	20.3	21.2
2004	17.1	17.1	21.9	21.5	18.0	18.7	22.3	22.3	20.5	21.3
2005	17.0	17.0	22.1	21.8	17.9	18.7	22.3	22.3	20.3	21.3
2006	17.1	17.2	22.6	22.0	17.8	18.8	22.4	22.5	20.5	21.4
2007	16.9	17.1	22.8	22.1	18.0	18.8	22.5	22.5	20.6	21.5
Average science score										
1987	n/a ^a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1988	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1989	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1990	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1991	17.2	17.2	20.9	21.1	18.0	18.8	20.9	21.3	19.8	20.7
1992	17.3	17.2	21.0	21.2	18.1	18.8	21.0	21.3	19.9	20.7
1993	17.5	17.3	21.3	21.4	18.3	19.0	21.3	21.4	20.2	20.8
1994	17.4	17.4	21.3	21.5	18.3	19.0	21.3	21.6	20.2	20.9
1995	17.5	17.4	21.5	21.5	18.4	19.0	21.4	21.6	20.2	21.0
1996	17.4	17.3	21.5	21.5	18.4	19.1	21.5	21.8	20.3	21.1
1997	17.5	17.4	21.6	21.6	18.4	19.1	21.4	21.8	20.3	21.1
1998	17.5	17.3	21.5	21.6	18.5	19.1	21.5	21.8	20.3	21.1
1999	17.6	17.3	21.6	21.3	18.5	19.1	21.5	21.7	20.4	21.0
2000	17.4	17.3	21.5	21.5	18.5	19.1	21.5	21.7	20.3	21.0
2001	17.4	17.2	21.9	21.5	18.5	19.0	21.6	21.8	20.3	21.0
2002	17.4	17.1	21.5	21.3	18.3	18.6	21.5	21.6	20.1	20.8
2003	17.2	17.2	21.8	21.5	18.4	18.7	21.5	21.6	20.1	20.8
2004	17.6	17.4	22.0	21.7	18.4	18.7	21.6	21.6	20.2	20.9
2005	17.5	17.3	21.9	21.8	18.4	18.7	21.6	21.7	20.2	20.9
2006	17.4	17.3	22.4	21.9	18.4	18.8	21.8	21.8	20.3	20.9
2007	17.3	17.2	22.8	22.3	18.5	18.8	21.9	21.9	20.4	21.0
Average composite score										
1987	16.1	16.5	21.3	21.7	17.3	18.4	20.7	21.4	19.6	20.8
1988	16.5	16.6	21.7	21.8	17.8	18.6	20.9	21.4	19.8	20.8
1989	16.6	16.6	21.7	21.9	17.7	18.5	21.0	21.3	19.8	20.6

Source: ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007).

Note: Data are based on public and nonpublic examinees. Since the class of 1991, ACT, Inc., has reported scores on the Enhanced ACT score scale. ACT, Inc., adjusted Composite scores prior to 1991 to align with the Enhanced scale.

^aACT scores are not available for the class of 1987 through the class of 1990.

continues

Table A-3 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2007

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1990	17.1	17.0	21.2	21.7	17.9	18.6	21.0	21.2	19.8	20.6
1991	17.1	17.0	21.5	21.6	18.0	18.7	21.1	21.3	19.9	20.6
1992	17.1	17.0	21.7	21.6	18.0	18.7	21.1	21.3	19.9	20.6
1993	17.2	17.1	21.5	21.7	18.2	18.8	21.3	21.4	20.1	20.7
1994	17.2	17.0	21.7	21.7	18.0	18.7	21.4	21.4	20.2	20.8
1995	17.3	17.1	21.7	21.6	18.1	18.6	21.4	21.5	20.1	20.8
1996	17.2	17.0	21.8	21.6	18.0	18.8	21.5	21.6	20.2	20.9
1997	17.1	17.1	21.8	21.7	18.1	18.9	21.4	21.7	20.2	21.0
1998	17.2	17.1	21.8	21.8	18.2	18.9	21.5	21.7	20.3	21.0
1999	17.3	17.1	21.9	21.7	18.3	18.9	21.6	21.7	20.3	21.0
2000	17.2	17.0	21.8	21.7	18.2	18.9	21.7	21.8	20.3	21.0
2001	17.1	16.9	22.2	21.7	18.1	18.8	21.7	21.8	20.3	21.0
2002	17.0	16.8	21.9	21.6	17.8	18.4	21.6	21.7	20.1	20.8
2003	16.8	16.9	22.1	21.8	17.9	18.5	21.7	21.7	20.1	20.8
2004	17.1	17.1	22.3	21.9	18.0	18.5	21.9	21.8	20.2	20.9
2005	17.0	17.0	22.5	22.1	17.9	18.6	21.9	21.9	20.2	20.9
2006	17.1	17.1	22.9	22.3	18.0	18.6	22.1	22.0	20.3	21.1
2007	17.0	17.0	23.2	22.6	18.1	18.7	22.2	22.1	20.5	21.2

Source: ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007).

Note: Data are based on public and nonpublic examinees. Since the class of 1991, ACT, Inc., has reported scores on the Enhanced ACT score scale. ACT, Inc., adjusted Composite scores prior to 1991 to align with the Enhanced scale.

*ACT scores are not available for the class of 1987 through the class of 1990.

Table A-4
ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2007

Class	Examinees		Ethnicity (%)					
			African American		Hispanic		White	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1987	41,121	777,424	6.7	7.9	18.2	3.2	65.1	78.6
1988	46,288	842,322	7.7	8.3	18.5	3.4	63.7	77.3
1989	51,609	855,171	7.5	8.7	19.9	3.8	61.9	77.3
1990	49,047	817,096	7.9	8.7	20.9	4.1	58.9	74.1
1991	50,236	796,983	8.4	9.1	21.8	4.4	57.9	73.8
1992	53,201	832,217	8.5	9.1	22.9	4.7	57.0	72.6
1993	54,115	875,603	8.1	9.2	22.1	4.8	57.0	71.4
1994	56,735	891,714	8.5	9.2	22.0	5.0	55.7	69.9
1995	59,857	945,369	9.4	9.4	22.0	5.1	55.1	68.8
1996	55,442	924,663	9.4	9.5	21.7	5.1	55.5	70.8
1997	58,395	959,301	9.5	9.4	21.6	5.0	53.7	69.2
1998	64,064	995,039	10.1	10.1	22.4	5.2	55.7	71.1
1999	65,094	1,019,053	10.6	10.2	21.7	5.2	56.9	71.8
2000	68,010	1,065,138	10.9	10.4	22.6	5.4	55.8	71.5
2001	68,967	1,069,772	11.3	10.6	22.8	5.6	55.0	71.4
2002	67,842	1,116,082	12.2	10.8	23.4	6.0	53.5	69.3
2003	73,145	1,175,059	12.7	11.0	23.9	6.4	52.3	68.5
2004	71,696	1,171,460	12.7	11.3	24.5	6.7	50.2	67.3
2005	72,294	1,186,251	13.2	11.7	24.9	7.0	49.3	65.9
2006	73,524	1,206,455	12.5	11.5	24.6	7.1	46.2	63.0
2007	76,542	1,300,599	12.0	11.7	24.2	7.2	45.3	59.9

Source. ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007).

Note. Data are based on public and nonpublic examinees.

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Compliance Statement

Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.



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