
College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2004



Division of Accountability Research
Department of Accountability and Data Quality
Texas Education Agency
January 2006

**College Admissions Testing
of Graduating Seniors
in Texas High Schools,
Class of 2004**

Project Staff

Shawn P. Thomas
Erika Glaser

Editorial Staff

Amanda Callinan
Sue E. Mutchler
Richard Kallus

Division of Accountability Research
Department of Accountability and Data Quality
Texas Education Agency
January 2006

Texas Education Agency

Shirley J. Neeley, Commissioner
Robert Scott, Chief Deputy Commissioner

Department of Accountability and Data Quality

Criss Cloudt, Associate Commissioner

Division of Accountability Research

Karen Dvorak, Managing Director

Additional Acknowledgments

Special thanks to Debra Craig from the College Board and Glen Gullikson from ACT, Inc. for their kind reviews of this report.

Citation. Texas Education Agency. (2006). *College admissions testing of graduating seniors in Texas high schools, class of 2004* (Document No. GE06 601 03). Austin, TX: Author.

Abstract. This annual report examines SAT I and ACT participation and performance in Texas for the graduating class of 2004. A total of 135,646 Texas public school graduates took either the SAT I or ACT in 2004. Although the number of examinees increased, the percentage of graduates who took the SAT I or ACT decreased from 62.4 percent for the class of 2003 to 61.9 percent for the class of 2004. The percentage of examinees achieving the Academic Excellence Indicator System (AEIS) criterion score on either test decreased slightly from 27.2 percent in 2003 to 27.0 percent in 2004. Performance gaps between African American and White examinees and between Hispanic and White examinees on the SAT I decreased in 2004. Similarly, performance gaps between African American and White examinees on the ACT decreased in 2004. Performance gaps between Hispanic and White examinees on the ACT increased in 2004. From 1996 through 2004, Texas scores were superior or equal to national scores among Asian/Pacific Islanders on the SAT I Verbal and ACT Mathematics and Reading tests and among African Americans on the ACT Mathematics and Science tests.

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

Additional information about this report may be obtained by contacting the Texas Education Agency, Department of Accountability and Data Quality, Division of Accountability Research by phone at (512) 475-3523, by email at research@tea.state.tx.us, or via the division website: <http://www.tea.state.tx.us/research/>. Copies of the report may be purchased using the order form in the back of this publication.

For information regarding administration, preparation for, and scoring of the SAT I examination, contact the College Board's Southwestern Regional Office at (512) 891-8400 or <http://www.collegeboard.com/>. For information on the ACT Assessment, contact ACT, Inc., Southwest Region, at (512) 345-1949 or <http://www.act.org/>.

Copyright © Notice. The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions: (1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA; (2) residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA; (3) any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way; and (4) no monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged. Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty. For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-9270 or 512-936-6060; email: copyrights@tea.state.tx.us.

SAT[®] is a registered trademark of the College Board, and ACT Assessment[®] is a registered trademark of the ACT, Inc. Other product and company names mentioned in this report may be the trademarks of their respective owners.

Contents

Highlights	vii
Texas Public Schools	viii
Texas and the United States	ix
Overview	1
College Admissions Testing: The SAT I and ACT	5
General Information	6
Use and Interpretation of SAT I and ACT Scores	7
Use of College Entrance Examination Scores in Texas	9
Data Sources, Methods, and Reporting	13
Public and Non-Public Schools	14
Texas Public Schools	14
Public and Non-Public Schools in Texas and the United States	17
Results for Texas Public Schools	19
Academic Excellence Indicator System Measures	20
SAT I	27
ACT	32
Results for Texas and the United States	39
Texas and the United States: SAT I	40
Texas and the United States: ACT	45
Texas and Other States: SAT I and ACT	52
Appendix	57
Supplemental Tables	58
References	65

List of Tables

Table 1.	Levels of Data Reporting	3
Table 2.	SAT I and/or ACT Participation, by Ethnicity and Gender, Texas Public Schools, Class of 2004.....	20
Table 3.	SAT I and/or ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2004	21
Table 4.	SAT I and/or ACT Performance at or Above Criterion, by Ethnicity and Gender, Texas Public Schools, Class of 2004	24
Table 5.	SAT I and/or ACT Performance at or Above Criterion (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2004.....	25
Table 6.	SAT I Participation and Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2004.....	27
Table 7.	SAT I Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2004.....	28
Table 8.	SAT I Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2004.....	28
Table 9.	SAT I Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2004.....	30
Table 10.	ACT Participation and Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2004.....	32
Table 11.	ACT Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2004.....	33
Table 12.	ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2004.....	33
Table 13.	ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2004.....	35
Table 14.	SAT I Participation, Texas and the United States, Class of 1996 Through Class of 2004	40
Table 15.	SAT I Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2004.....	41
Table 16.	SAT I Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2004.....	42
Table 17.	SAT I Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2004.....	43
Table 18.	SAT I Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2004.....	44
Table 19.	ACT Participation, Texas and the United States, Class of 1996 Through Class of 2004	45
Table 20.	ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2004.....	46

Table 21.	ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2004	48
Table 22.	ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2004	50
Table 23.	ACT Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2004	51
Table 24.	SAT I Participation and Performance, by State, Class of 2004.....	53
Table 25.	ACT Participation and Performance, by State, Class of 2004.....	55
Table A-1.	SAT I Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2004	58
Table A-2.	SAT I Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2004	59
Table A-3.	ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2004	61
Table A-4.	ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2004	62

List of Figures

Figure 1.	SAT I Mathematics Participation and Performance, by State, Class of 2004.....	9
Figure 2.	Ethnicity not Reported, SAT I Examinees, Texas Public Schools, Class of 1996 Through Class of 2004.....	16
Figure 3.	SAT I and/or ACT Participation Rates, by Ethnicity, Texas Public Schools, Class of 1991 Through Class of 2004.....	22
Figure 4.	SAT I and/or ACT Participation and Performance at or Above Criterion, by Gender, Texas Public Schools, Class of 1991 Through Class of 2004.....	23
Figure 5.	SAT I and/or ACT Performance at or Above Criterion, by Ethnicity, Texas Public Schools, Class of 1991 Through Class of 2004	26
Figure 6.	SAT I Verbal and Mathematics Combined Performance, by Ethnicity, Texas Public Schools, Class of 1996 and Class of 2004	29
Figure 7.	Graduating Seniors and SAT I Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2004.....	31
Figure 8.	ACT Composite Performance, by Ethnicity, Texas Public Schools, Class of 1996 and Class of 2004.....	34
Figure 9.	Graduating Seniors and ACT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2004.....	37

Highlights

Texas Public Schools

Texas and the United States

Texas Public Schools

Academic Excellence Indicator System Measures

Participation

- A total of 135,646 Texas public high school graduates in the class of 2004 took the SAT I, the ACT, or both. This was up from 133,755 graduates in the class of 2003. The number of examinees in 2004 reflects an overall participation rate of 61.9 percent.
- Asian/Pacific Islanders had the highest participation rate at 80.3 percent, and Hispanics had the lowest participation rate at 46.3 percent.

Performance

- For the class of 2004, 27.0 percent of examinees achieved the criterion score on either the SAT I or ACT. For the class of 2003, 27.2 percent of examinees met the criterion.
- A larger proportion of Asian/Pacific Islander examinees met the criterion scores (45.6%) than of any other group. African Americans had the smallest proportion of examinees who met the criterion scores (7.6%).

SAT I

Participation

- A total of 109,205 public high school graduates in the class of 2004 took the SAT I examination. This is a slight decrease in participation rate (49.8%) from the previous year (49.9% for the class of 2003).
- The participation rates in SAT I testing by ethnicity were 70.1 percent of Asian/Pacific Islander graduates, 46.3 percent of White graduates, 45.4 percent of African American graduates, and 31.9 percent of Hispanic graduates.

Performance

- The mean SAT I Verbal and Mathematics combined score for Texas public school graduates in the class of 2004 was 987, a decrease from 989 for the class of 2003.
- For the class of 2004, Asian/Pacific Islander examinees obtained the highest average SAT I Verbal and Mathematics combined score at 1072, and African American examinees obtained the lowest average SAT I Verbal and Mathematics combined score at 843.

ACT

Participation

- A total of 63,246 Texas public high school graduates in 2004 took the ACT examination. This is a participation rate of 28.9 percent, a decrease from 29.7 percent for the class of 2003.
- The participation rates in ACT testing by ethnicity were 29.7 percent of White graduates, 28.8 percent of African American graduates, 22.7 percent of Asian/Pacific Islander graduates, and 20.9 percent of Hispanic graduates.

Performance

- The mean ACT Composite score for 2004 Texas public high school graduates was 20.1, up two-tenths of a point from 19.9 for the class of 2003.
- For the class of 2004, Asian/Pacific Islander examinees obtained the highest average ACT Composite score at 22.3, and African American examinees obtained the lowest average ACT Composite score at 17.1.

Texas and the United States

SAT I

- A total of 127,723 Texas public and non-public high school graduates in 2004 took the SAT I, resulting in a participation rate of 52 percent, down from 57 percent for the class of 2003. Nationally 1,419,007 public and non-public high school graduates in 2004 took the SAT I. The national participation rate for 2004 was the same as that from 2003, 48 percent.
- The percentages of African American examinees were comparable in Texas (11.2%) and in the United States (9.7%). Whereas Hispanics made up 21.9 percent of the test-taking population in Texas, they made up only 8.6 percent of the test-taking population nationally. The percentage of White examinees was 5.5 percentage points higher nationally than in Texas.
- The mean SAT I Verbal and Mathematics combined score for Texas public and non-public high school graduates in the class of 2004 was 992, down one point from 993 for the class of 2003. The national mean SAT I Verbal and Mathematics combined score in 2004 was the same as that from 2003, 1026. Average SAT I subject scores for all examinees were higher nationally than in Texas.

ACT

- A total of 71,696 Texas public and non-public high school graduates in 2004 took the ACT, for a participation rate of approximately 29 percent, down from 33 percent for the class of 2003. Nationally 1,171,460 public and non-public high school graduates in 2004 took the ACT. The national participation rate for 2004 was the same as that from 2003, 40 percent.
- The percentages of African American examinees were comparable in Texas (12.7%) and in the United States (11.3%). Whereas Hispanics made up 24.5 percent of the test-taking population in Texas, they made up only 6.7 percent of the test-taking population nationally. The percentage of White examinees was 17.1 percentage points higher nationally than in Texas.
- The mean ACT Composite score for Texas public and non-public high school graduates in the class of 2004 was 20.2, up one tenth of a point from 20.1 in 2003. The mean Composite score nationally for the class of 2004 was 20.9, up one tenth of a point from 20.8 in 2003. Average ACT subject scores for all examinees were higher nationally than in Texas.

Overview

Overview

This report provides results for graduating seniors in the class of 2004 on the SAT I: Reasoning Test, sponsored by the College Board and published by the Educational Testing Service, and on the ACT Assessment, published by ACT, Inc. The first section of the report provides: (1) general information on the SAT I and ACT examinations; (2) a discussion of the role of participation rates in the interpretation of test scores and as high school performance indicators; (3) information on the use and interpretation of SAT I and ACT scores; and (4) specific uses of college admissions test scores in Texas. The second section describes data sources and methods used to report participation and performance results.

The third section provides SAT I and ACT results for the class of 2004 in Texas public schools. Participation rates and performance on the examinations are provided for all examinees and by ethnicity and gender. In addition, trends in participation and performance are examined for the graduating classes of 1996 through 2004. The fourth section provides comparisons of SAT I and ACT performance for all graduates in public and non-public schools in Texas and in the nation as a whole. The section includes SAT I and ACT scores for all 50 states, along with the percentages of graduates who took the tests in each state.

Table 1 provides a summary of the various ways in which data are aggregated in this report. In the source notes for tables and figures in this report, publications are listed first, cited by author and publication date; proprietary data sets are listed second, cited by authorizing agency. SAT I 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 2004: District and Campus Listings* (TEA, 2006).

Table 1
Levels of Data Reporting

Unit	Levels
Examination	SAT I ACT SAT I, ACT, or both (Academic Excellence Indicator System [AEIS])
Measures	Participation rate Mean test score Percentage meeting criterion (AEIS)
Type of school	Public Public and non-public
Student group	All students By ethnicity By gender
Geographic area	Texas United States Other states

College Admissions Testing: The SAT I and ACT

General Information

Use and Interpretation of SAT I and ACT Scores

Use of College Entrance Examination Scores in Texas

General Information

The Examinations

The SAT I and ACT are national college admissions examinations designed to assess the readiness of high school students for college-level work. Specifically, the SAT I is a critical-reasoning test that assesses developed verbal and mathematics reasoning skills, and the ACT is an achievement test that measures learned knowledge and skills using four curriculum based tests: English, Mathematics, Science, and Reading. Both the SAT I and the ACT assess a broad range of academic skills, and neither is tied directly to a specific curriculum. Unlike many state assessments, the SAT I and ACT examinations are voluntary. Depending on their college plans, students may take either, both, or neither of the examinations.

The SAT I examination consists of two sections on which examinees receive scores: Verbal and Mathematics. The Verbal and Mathematics scores range from 200 to 800. Beginning in March of 2005, the SAT I examination was renamed the SAT Reasoning Test. The Verbal section became the Critical Reading Section; the Mathematics section expanded to cover three years of high school mathematics; and a Writing section that includes a multiple-choice section and a written essay was added (College Board, 2003a). Results from the new SAT Reasoning Test will be presented for the 2006 graduating class.

The ACT examination consists of four sections on which examinees receive scores: English, Mathematics, Reading, and Science. A Composite score, the average of scores on the four sections, also is assigned. All scores range from 1 to 36. In 2003, the section formerly known as Science Reasoning was renamed Science, but there was no change in content. Beginning in February 2005, an optional writing sample was added to the ACT (ACT, Inc., 2003c).

Access to Testing

Participation in SAT I or ACT testing is influenced by many factors. The decision to participate in testing is voluntary on the part of examinees, influenced by factors such as the decision to apply to a four year college or university. Barriers such as financial hardship and disability also could influence the decision to participate in testing. The state of Texas and the testing companies have implemented policies to help overcome these barriers to testing.

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: (1) family income; (2) public assistance received by the family; (3) living in a foster home; (4) living in a federally subsidized public housing project; and (5) participation in programs for the economically disadvantaged, such as Upward Bound. Students may receive a maximum of two fee waivers for the SAT I. Students may receive only one fee waiver for the ACT. In many Texas schools and districts, students who do not meet the above criteria may receive fee waivers if they meet local criteria and local funding is available.

Both the College Board and ACT, Inc. provide special services for students with disabilities. To qualify, students must have a documented need for testing accommodations. In most cases, students must also be receiving special accommodations for classroom tests. Texas State Board of Education rules on testing accommodations for classroom tests are specified in Texas Administrative Code, Title 19, §101.29 (2002). When reporting examination results, neither the College Board nor ACT, Inc. identify students with documented disabilities who take the tests under special circumstances.

The College Board and ACT, Inc. produce publications that provide additional information about the SAT I and ACT examination programs. Information on the tests, examination fees, fee waivers, and services for students with disabilities is available through the organizations' websites, www.collegeboard.com and www.act.org.

Use and Interpretation of SAT I and ACT Scores

Individual Scores

College admissions tests are measures of readiness for first-year college-level academic work. An individual student's performance on the SAT I or ACT is reported as a set of scale scores. For each scale score there is a corresponding percentile rank, which is the percentage of test takers who score below that particular scale score. For example, if a test taker scores at the 90th percentile, 90 percent of the test takers received lower scale scores. 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.

SAT I or ACT scores are used by a majority of colleges and universities in college admissions selection processes (Breland et al., 2002). As norm-referenced tests, the SAT I and ACT can be used to predict success in college studies, although, according to the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 1999), "any decision about a student should not be based on the results of a single test, but should include other relevant and valid information." Most institutions of higher education do, in fact, include other relevant and valid information in admission decisions, including high school grade point average, class rank, courses taken, and participation in extracurricular activities (Rigol, 2003). The manner in which all the relevant information is combined as part of the selection decision is unique to each institution. Colleges and universities have developed their own processes for evaluating information and determining whether students meet final criteria for admission. As a result, admission standards associated with SAT I and ACT scores vary from institution to institution. In addition to their use as admissions tools by colleges and universities, college admissions tests are also used in awarding scholarships to students and may be used for freshman course placement (ACT, Inc., 2003d).

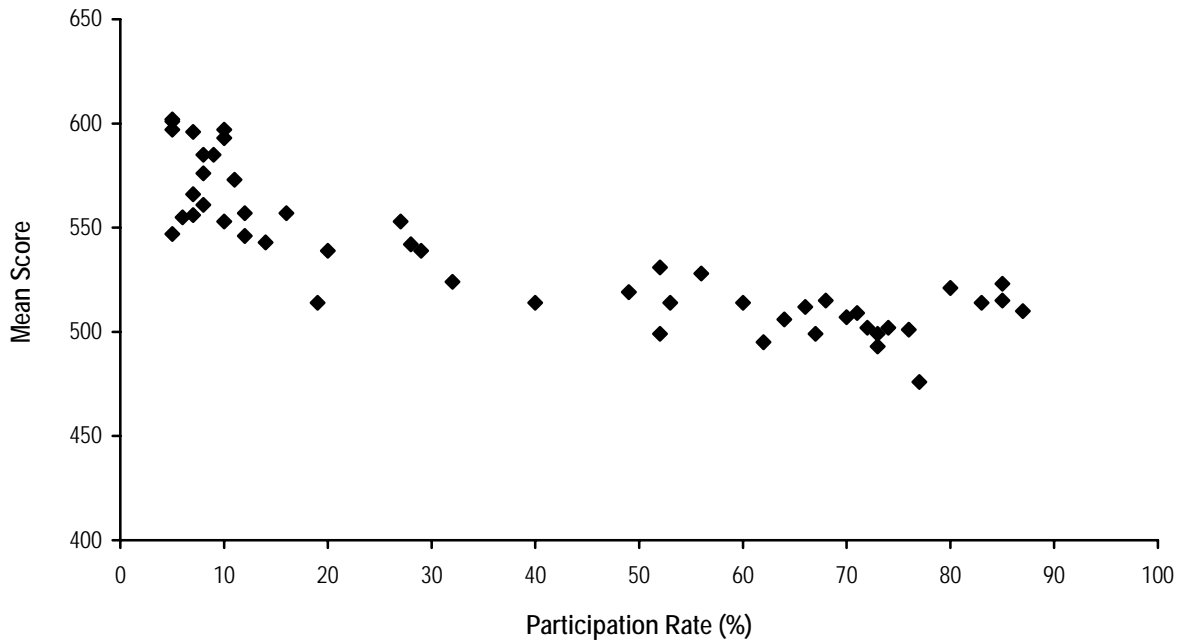
Group Scores

Because both the SAT I and ACT are voluntary, a self-selected portion of the graduate 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 examination scores. Specifically, the average score of a population is dependent on the percentage of its members who actually take the test. For instance, a 90 percent participation rate would generally yield an average score that is more representative of the graduate population than a 10 percent participation rate. This dependency affects the kinds of comparisons that can be made.

In states 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 the population mean scores. Assuming the ability level of each population is the same, the mean score estimate of a population with a very low participation rate will usually be higher than the mean score estimate of a population with a high participation rate. An illustration of the inverse relationship between participation rate and mean score estimate is provided by state SAT I mathematics participation and performance data in the United States in 2004 (Figure 1). As the participation rate decreases, the mean score estimate generally increases. For state aggregates, the relationship between participation and performance begins to stabilize between 50 and 60 percent participation. In a population with a moderate to high participation rate, a relatively unbiased estimate of the population mean score is more likely to be obtained. Participation rates directly affect the validity of comparisons among states, districts, campuses, and various student groups. Generally, comparisons of average SAT I or ACT scores are most informative for groups with similar participation rates.

Over time, changes in aggregate SAT I and ACT test scores may indicate changes in the preparedness of successive classes of students for college. When group mean scores are compared, the statistical significance of a difference in scores depends on the sizes of the groups of examinees. Smaller groups require a larger change in scores in order for the change to be statistically significant; larger groups require a smaller change to attain the same level of statistical significance. Therefore, it is more appropriate to make comparisons of score changes within a single group than to make comparisons of score changes between groups of different sizes. For example, the increase from a mean Verbal SAT I score of 600 to a mean 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.

Figure 1
SAT I Mathematics Participation and Performance, by State, Class of 2004



Source: College Board (2004a)

Use of College Entrance Examination Scores in Texas

College Admission

Each institution of higher education in Texas establishes its own criteria for admissions (Texas Higher Education Coordinating Board, 2004). Most take into consideration some combination of college admission test scores and school achievement records. The score standards required for the SAT I and ACT vary, based on the selectivity of the institution. Some institutions allow high school records, such as grade point averages and class ranks, and scores on college admissions tests to compensate for each other; the higher the class rank or grade point average, the lower the test score required, and vice versa. Some institutions maintain an open admissions policy, 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 high schools within the state in the top percentage of their class. Texas public institutions of higher education are required by law to admit applicants graduating from Texas public secondary schools with grade point averages in the top 10 percent of their classes in one of the two years prior to the academic year of application (Texas Education Code [TEC] §51.803, 2004).

Exemption from TSI 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, or TSI (TEC §51.3062, 2003). Under the TSI program, undergraduate students enrolling for the first time in public institutions of higher education are required to take an assessment designed to evaluate their readiness for freshman level academic coursework. The TSI examination results cannot be used as a condition of admission to an institution, but at least one of the examinations must be taken prior to enrollment. In the event that students fail to meet TSI standards, the colleges or universities in which they are enrolling are responsible for the development of personalized plans designed to prepare them for freshman level coursework. Students may retake the examinations at any time.

The legislature created TSI exemptions based on student performance on the SAT I, the ACT, and the Texas Assessment of Academic Skills (TAAS) or exit-level Texas Assessment of Knowledge and Skills (TAKS) (Texas Administrative Code [TAC] §4.54, 2003). To qualify for an exemption based on the SAT I or ACT, students must receive specified minimum scores in one of the five years prior to enrollment in a public institution of higher education. On the ACT, students must receive a Composite score of at least 23 and English and Mathematics scores of at least 19 each. On the SAT I, students must receive Verbal and Mathematics scores of at least 500 each and a combined score of at least 1070. To qualify for an exemption based on the TAAS or TAKS, students must receive specified minimum scores in one of the three years prior to enrollment. On the TAAS, students must achieve a Texas Learning Index (TLI) score of 81 or higher on the reading test, a TLI score of 77 or higher on the mathematics test, and a scale score of 1540 or higher on the writing test. On the exit-level TAKS, students must achieve the Higher Education Readiness standard of 2200 in mathematics and/or 2200 in English/Language Arts with a writing subsection score of at least 3.

Gold Performance Acknowledgment in the Texas Academic Excellence Indicator System

In 1993, the Texas legislature enacted statutes mandating creation of the Texas public school accountability system to evaluate school districts and campuses. Base indicators in the Academic Excellence Indicator System (AEIS), such as TAKS performance, performance on the State-Developed Alternative Assessment II (SDAA II), completion rate, and dropout rate, are used to determine accountability ratings. In addition, districts and campuses receive recognition for high performance on indicators such as advanced course completion and performance on the SAT I or ACT. Although they do not affect accountability ratings, the Texas legislature enacted the Gold Performance Acknowledgment (GPA) system in 2001 to acknowledge districts and campuses based on these indicators (TEA, 2004d). The system replaced the Additional Acknowledgments process that had been part of the accountability system since 1994.

The SAT I/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 I and/or ACT, and at least 40 percent of the examinees must have met a criterion score. To meet the criterion, students must achieve at least 1110 on the SAT I Verbal and Mathematics combined score or 24 on the ACT Composite. Standards must be met for each student group included in computing campus and district ratings (African American, Hispanic, and White), as well as for all students combined. Further information on college admissions test indicator definitions and acknowledgment standards for 2005 as they pertain to the 2004 SAT I and ACT examination results can be found in the 2005 accountability manual (TEA, 2005).

SAT I and ACT criterion scores for recognition of high campus and district performance were established by the Commissioner of Education in 1996. The scores are used only for public school accountability purposes through the GPA system. The Commissioner of Education criterion scores 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 itself.

Data Sources, Methods, and Reporting

Public and Non-Public Schools

Texas Public Schools

Public and Non-Public Schools in Texas and the United States

Public and Non-Public Schools

Two types of examination results are presented in this report. The first describes results for public schools in Texas, and the second describes combined public and non-public results for schools in Texas, other states, and the United States as a whole. Among the 2004 graduating class from Texas public high schools, 109,205 students took the SAT I and 63,246 students took the ACT. Among the 2004 graduating class from both public and non-public high schools, 127,723 students took the SAT I and 71,696 students took the ACT. The national public and non-public schools' graduating classes of 2004 included 1,419,007 SAT I examinees and 1,171,460 ACT examinees.

Texas Public Schools

The College Board provides to the Texas Education Agency (TEA) annual examination results and demographic information for Texas public high school SAT I examinees. Similarly, each year, ACT, Inc. provides to TEA examination results and demographic information for Texas public high school ACT examinees. Students may take the SAT I 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 2004 graduating class from Texas public schools were developed through analyses of the data provided by the College Board and ACT, Inc. Historical SAT I and ACT results for Texas public high schools were obtained from previous TEA annual reports (TEA, 1997, 1998, 1999, 2000, 2001, 2003a, 2004a, 2004c).

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 I and ACT examinations, the results in this report are based on the scores of only those students identified by the College Board and ACT, Inc. as having graduated in the reporting year. When registering for SAT I or ACT examinations, students are asked to provide their expected year of graduation. The testing agencies use information such as the self-reported year of graduation to determine whether or not students graduated in the reporting year.

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 descriptive information such as ethnicity. These questionnaires are completed when students register for the SAT I or ACT examinations. Students may register online or by paper through the mail. While a majority of students complete the questionnaires, some do not. Additionally, students who do complete the questionnaires may not respond to all questions.

The SAT Questionnaire asks students to describe themselves by choosing one of eight ethnic categories: American Indian or Alaskan Native; Asian, Asian American, or Pacific Islander; African American or Black; Mexican or Mexican American; Puerto Rican; Latin American, South American, Central American, or other Hispanic or Latino; White; or other. Three of the eight categories may be combined into one "Hispanic" group, leaving six categories. The SPS asks students to choose one of nine phrases to best describe their racial/ethnic backgrounds: African American/Black

(non-Hispanic); American Indian, Alaskan Native; Caucasian American/White (non-Hispanic); Mexican American/Chicano/Latino; Asian American, Pacific Islander; Puerto Rican, Cuban, other Hispanic; other; multiracial; or “I prefer not to respond.” Two of the nine phrases may be combined into one “Hispanic” group, leaving eight categories.

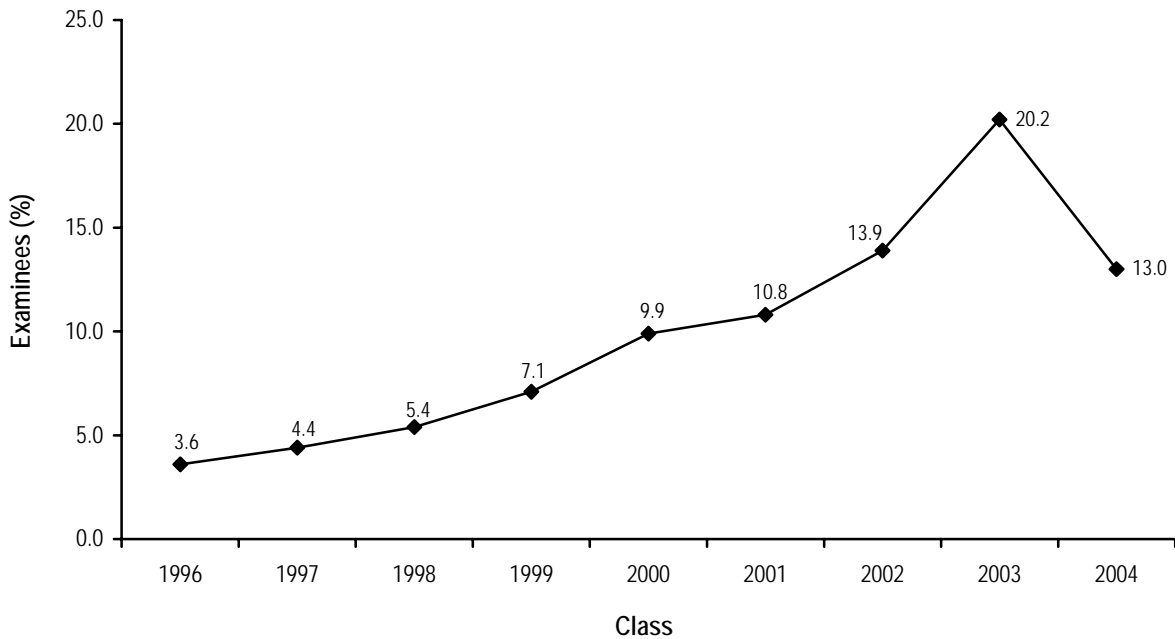
Because different data collection methods are used, ethnicity information may be inconsistent among the College Board, ACT, Inc., and TEA. In the Public Education Information Management System (PEIMS), demographic information such as ethnicity are reported to TEA by school districts. The data are submitted by districts at the beginning of the fall semester of each school year. TEA requires that district data submissions choose one of five ethnicity categories for each child enrolled: American Indian or Alaskan Native; Asian or Pacific Islander; Black, not of Hispanic origin; Hispanic; or White, not of Hispanic origin.

All results in the Academic Excellence Indicator System (AEIS) portion of the Results for Texas Public Schools section on page 19 were developed using ethnicity information obtained from PEIMS. In the SAT I and ACT portions of the Results for Texas Public Schools section, the numbers of examinees within each ethnic group and their mean scores were developed using self-reported ethnicity, and the number of Texas public school graduates within each ethnic group was obtained from PEIMS. Subsequently, the ratio of graduates tested to the number of graduates in an ethnic group was developed using ethnicity information collected by the testing agencies in the numerator and PEIMS ethnicity information in the denominator. Because students’ ethnicity may be described differently in the two sources of information, the ratio may over- or under-estimate the actual participation rate for a group. For tables in this report where the number of examinees in a particular student group is larger than the number of graduates in that student group, the percentage of graduates tested appears as 100.

Fluctuating trends in self-reported ethnicity information, including variable non-response rates, may bias analyses of college entrance examination results by ethnicity and make the interpretation of performance trends by ethnicity problematic. Since 1996, varying proportions of examinees have not reported ethnicity information to the College Board (Figure 2 on page 16). In 1996, a relatively small percentage (3.6%) of Texas public schools SAT I examinees did not provide information about their ethnicities. In 2003, the non-response rate was 20.2 percent. In 2004, the percentage dropped significantly to 13.0 percent, a one year change of 7.2 percentage points. In contrast to examinee reporting of ethnicity on the SAT I, the percentage of ACT examinees not reporting ethnicity has held steady at around 4 or 5 percent since 1998.

Ethnicity information may be missing for two reasons: examinees do not complete SAT Questionnaires or SPSs when they register, or they complete SAT Questionnaires or SPSs but do not answer the ethnicity question. Reasons for missing ethnicity may vary by ethnicity. If the ethnic composition of the non-response group is similar to the ethnic composition of the entire examinee population, then the effect on the interpretation of performance results for each ethnic group is negligible. Alternatively, if non-response varies by ethnic group, the effect on an evaluation of performance results is considerable.

Figure 2
Ethnicity not Reported, SAT I Examinees, Texas Public Schools, Class of 1996 Through Class of 2004



Source: College Board (1996b, 1997b, 1998b, 1999b, 2000b, 2001b, 2002c, 2003c, 2004b).

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

The fluctuation in non-response rates over time makes the interpretation of SAT I participation and performance trends by ethnicity problematic. As the percentage of students not providing ethnicity information increases, the reported participation rates of ethnic groups can be expected to decrease. Participation rates for the entire student population can increase at the same time the reported participation rates for ethnic groups decrease. Conversely, as occurred in 2004, the statewide participation rate decreased, and the participation rates for each ethnic group increased. The affect on performance trends for each ethnic group is inestimable.

Public and Non-Public Schools in Texas and the United States

Results for all public and non-public examinees in Texas and 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, 2003b, 2003c, 2004a, 2004b) and by ACT, Inc. (ACT, Inc., 1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b). As with data reported by TEA, annual reports provided by the testing agencies include only the results of examinees' most recent examinations. Additionally, the results in these reports are based on the scores of only those students identified by the College Board and ACT, Inc. as having graduated in the reporting year.

Results for Texas Public Schools

Academic Excellence Indicator System Measures

SAT I

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. College admissions test results are “additional” indicators in the AEIS, which are used to acknowledge districts and campuses for high performance on measures other than those used for accountability ratings. The AEIS measures regarding college admissions testing are: (1) the percentage of graduating seniors tested on either the SAT I or ACT; and (2) the percentage of examinees meeting the criterion established by the Commissioner of Education on either the SAT I (a combined score of at least 1110 on the SAT I Verbal and Mathematics) or the ACT (a score of at least 24 on the ACT Composite). 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 graduating class of 2004, a total of 135,646 public high school graduates took either the SAT I, ACT, or both (Table 2); this was up from 133,755 examinees from the 2003 graduating class. The overall participation rate was 61.9 percent. Asian/Pacific Islanders had the highest participation rate at 80.3 percent, followed by Whites (67.2%) and African Americans (60.9%) (Table 3). Hispanics had the lowest participation rate, with 46.3 percent of graduates participating in SAT I or ACT testing. A larger percentage of female graduates (64.0%) than male graduates (59.4%) were tested.

Table 2
SAT I and/or ACT Participation, by Ethnicity and Gender, Texas Public Schools, Class of 2004

Group	Graduates	Tested	Participation rate (%)
African American	28,261	17,204	60.9
Asian/Pacific Islander	8,061	6,475	80.3
Hispanic	76,434	35,372	46.3
Native American	646	493	76.3
White	105,809	71,089	67.2
Female	115,406	73,892	64.0
Male	103,805	61,711	59.4
State	219,211	135,646	61.9

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

Table 3
SAT I and/or ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2004

Class	Ethnicity					Gender		State
	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Female	Male	
	1991	53.3	-	47.1	-	68.7	64.3	
1992	56.3	-	49.2	-	69.3	66.0	61.1	63.6
1993	58.8	-	49.5	-	69.4	66.2	62.0	64.2
1994	59.7	87.6	49.0	100 ^a	71.0	66.9	62.6	64.8
1995	59.1	86.0	49.3	98.1	71.2	67.1	62.3	64.8
1996	60.1	86.9	48.8	90.9	71.1	66.9	62.4	64.7
1997	58.2	88.9	46.9	88.3	70.6	66.0	61.0	63.6
1998	55.9	87.0	44.6	80.4	69.4	64.1	58.9	61.7
1999	58.6	87.3	44.5	83.8	68.9	64.3	59.0	61.8
2000	57.4	84.3	45.3	79.3	69.9	64.4	59.8	62.2
2001	58.6	85.2	46.5	76.9	70.0	65.1	60.5	62.9
2002	58.5	81.7	45.2	75.8	67.9	63.8	59.7	61.9
2003	59.5	79.3	45.7	69.3	66.4	64.1	60.3	62.4
2004	60.9	80.3	46.3	76.3	67.2	64.0	59.4	61.9

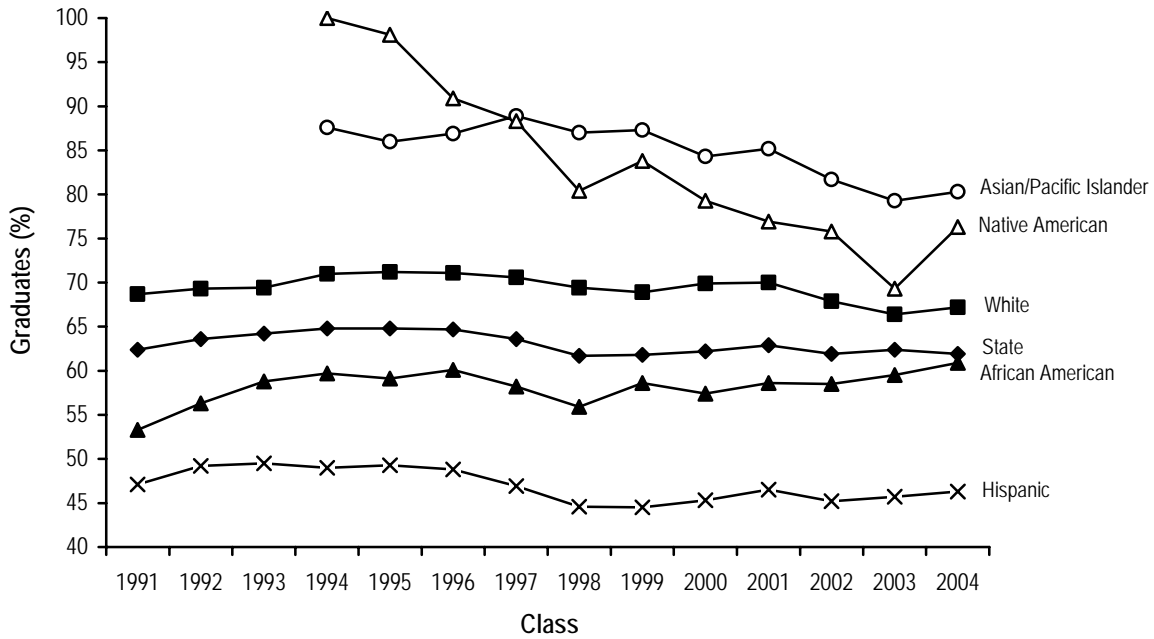
Source: ACT, Inc.; College Board; and Texas Education Agency.

Note: Results are not available for Asian/Pacific Islanders or Native Americans from 1991 through 1993.

^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 database, 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.

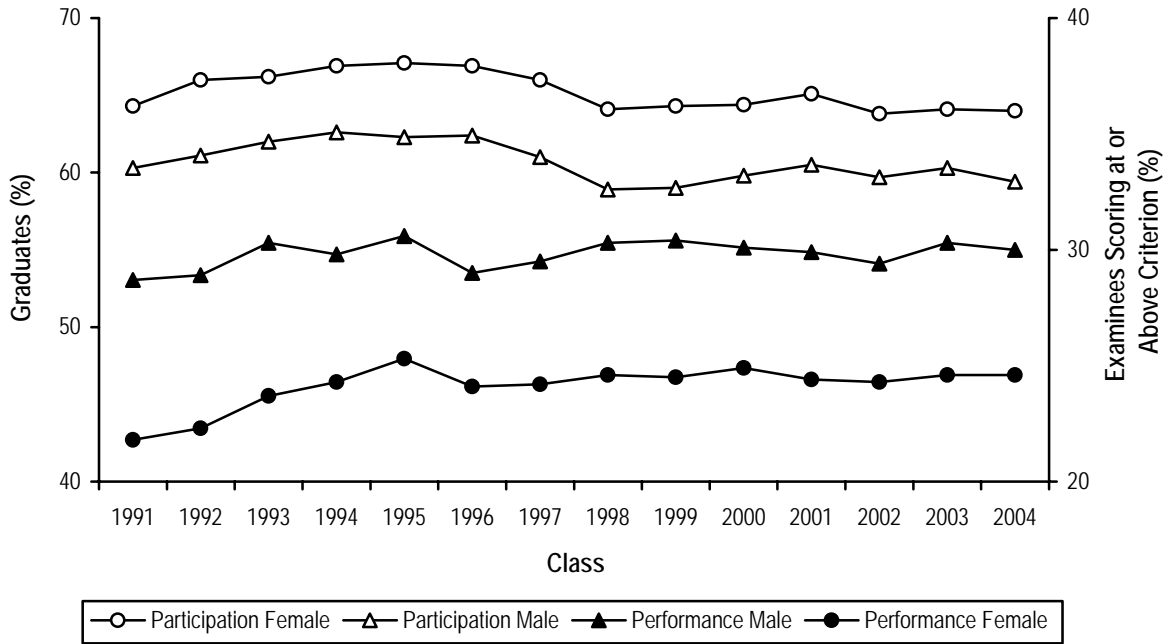
From 1991 through 2004, the relative participation rates of the three largest ethnic groups were consistent: White students had the highest rates, followed by African American, then Hispanic students (Table 3 on page 21 and Figure 3 on page 22). Across the same period, the participation rate for female students was about 4 to 5 percentage points higher than the participation rate for male students (Figure 4 on page 23).

Figure 3
SAT I and/or ACT Participation Rates, by Ethnicity, Texas Public Schools, Class of 1991
Through Class of 2004



Source: Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003a, 2004a, 2004c); ACT, Inc.; College Board; and Texas Education Agency.
 Note: Results are not available for Asian/Pacific Islanders and Native Americans from 1991 through 1993.

Figure 4
SAT I and/or ACT Participation and Performance at or Above Criterion, by Gender, Texas Public Schools, Class of 1991 Through Class of 2004



Source. Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003a, 2004a, 2004c); ACT, Inc.; College Board; and Texas Education Agency.
 Note. The criterion score for SAT I and ACT performance was established by the Commissioner of Education in 1996.

Percentage Meeting Criterion on Either the SAT I or ACT

More than a quarter (27.0%) of the students in the 2004 graduating class who took college entrance examinations achieved the score criterion on either the SAT I or ACT for Gold Performance Acknowledgement in the Texas Academic Excellence Indicator System (Table 4). The criterion scores for SAT I and ACT performance were established by the Commissioner of Education in 1996. There were large ethnic group differences in the percentages of examinees who met the score criteria. Asian/Pacific Islander examinees had the largest proportion of students achieving the criterion score (45.6%), followed by White examinees (37.6%). The smallest percentages of examinees achieving the criterion score were found among Hispanics (10.5%) and African Americans (7.6%). A larger proportion of male than female examinees (30.0% and 24.6%, respectively) met the criterion.

Table 4
SAT I and/or ACT Performance at or Above Criterion, by Ethnicity and Gender, Texas Public Schools, Class of 2004

Group	Examinees	Examinees scoring at or above criterion	
		Number	Percent
African American	17,204	1,305	7.6
Asian/Pacific Islander	6,475	2,952	45.6
Hispanic	35,372	3,710	10.5
Native American	493	151	30.6
White	71,089	26,733	37.6
Female	73,892	18,160	24.6
Male	61,711	18,495	30.0
State	135,646	36,661	27.0

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

Note. The criterion score for SAT I and ACT performance was established by the Commissioner of Education in 1996.

Since 1991, there has been a slight increase in the percentage of all examinee groups who met the criterion, particularly among White and Asian/Pacific Islander examinees (Table 5). The disparities among ethnic groups in the percentages of examinees who met the criterion were consistent for 1991 graduates through 2004 graduates. Males outperformed females in all 14 years (Figure 4 on page 23); Asian/Pacific Islander examinees outperformed all other ethnic groups; and White examinees outperformed Hispanic and African American examinees (Figure 5 on page 26).

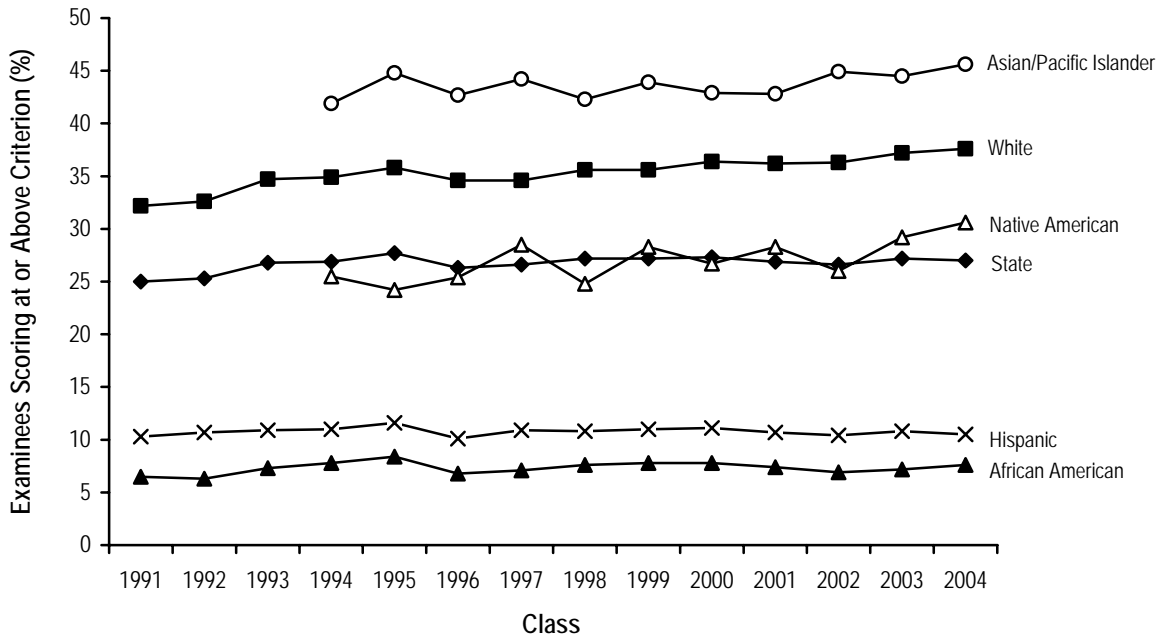
Table 5
SAT I and/or ACT Performance at or Above Criterion (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2004

Class	Ethnicity					Gender		State
	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Female	Male	
1991	6.5	-	10.3	-	32.2	21.8	28.7	25.0
1992	6.3	-	10.7	-	32.6	22.3	28.9	25.3
1993	7.3	-	10.9	-	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

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

Note. The criterion score for SAT I and ACT performance was established by the Commissioner of Education in 1996. Results are not available for Asian/Pacific Islanders and Native Americans from 1991 through 1993.

Figure 5
SAT I and/or ACT Performance at or Above Criterion, by Ethnicity, Texas Public Schools,
Class of 1991 Through Class of 2004



Source. Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003a, 2004a, 2004c); ACT, Inc.; College Board; and Texas Education Agency.
Note. The criterion score for SAT I and ACT performance was established by the Commissioner of Education in 1996. Results are not available for Asian/Pacific Islanders and Native Americans from 1990-91 through 1992-93.

SAT I

SAT I Participation

The SAT I is most commonly taken by high school students in their junior and/or senior years. Because the test is not mandatory, only a self-selected portion of the population of high school seniors takes the test each year, that is, those students who intend to pursue college studies in an institution requiring SAT I scores for admission. Approximately 50 percent of the 2004 graduating class in Texas public schools participated in SAT I testing (Table 6). Of students participating in the SAT I examination, 13.0 percent did not provide ethnicity information (Table 7 on page 28). This is a decrease of 7.2 percentage points from 20.2 percent in 2003. Large fluctuations in the percentages of students who do not report ethnicity information, or report identification with some other ethnic group, affect the accuracy of the rate of participation for the five reported ethnic groups.

Table 6
SAT I Participation and Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2004

Group	Graduates			Mean scores		
	Total	Tested	Participation rate (%) ^a	Mathematics	Verbal	Combined
African American	28,261	12,828	45.4	421	422	843
Asian/Pacific Islander	8,061	5,647	70.1	564	508	1072
Hispanic	76,434	24,357	31.9	450	444	894
Native American	646	644	99.7	499	494	993
White	105,809	49,031	46.3	526	520	1047
Other	-	2,514	-	496	496	992
No Response	-	14,184	-	524	513	1037
Female	115,406	59,114	51.2	483	486	970
Male	103,805	50,091	48.3	515	493	1008
State	219,211	109,205	49.8	498	489	987

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 database, 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.

Of the students for whom ethnicity was reported, more than two-thirds of Asian/Pacific Islander graduates, nearly half of African American and White graduates, and slightly less than one-third of Hispanic graduates participated in SAT I testing. Just over 51 percent of female graduates and about 48 percent of male graduates participated in testing.

Table 7
SAT I Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2004

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

Source. College Board and Texas Education Agency.

From the class of 1996 through the class of 2004, the overall rate of participation in SAT I testing held steady at about 50 percent (Table 8), and the ranking of ethnic groups by participation rate was stable; participation was consistently highest for Asian/Pacific Islanders and consistently lowest for Hispanics. Though the statewide participation rate held steady in 2004, participation rates for each ethnicity appear to have increased. One or more of these increases are a direct result of the increase in the number and proportion of students reporting ethnicity information. The degree to which each ethnic group participation rate was affected by increased ethnicity reporting is unknown.

Table 8
SAT I Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2004

Class	Ethnicity ^a						Gender		State
	African American	Asian/Pacific Islander	Hispanic	Native American	White	Female	Male		
	1996	47.7	85.4	34.3	100	52.9	52.7	48.9	
1997	44.5	88.2	34.1	100	52.2	52.3	48.5	50.5	
1998	44.1	82.6	32.3	100	51.3	51.3	47.7	49.6	
1999	45.8	82.0	32.5	100	50.2	51.8	48.1	50.1	
2000	43.3	77.5	32.1	100	49.1	51.3	48.6	50.0	
2001	44.0	77.6	32.7	100	48.5	52.0	49.0	50.6	
2002	43.3	72.4	31.2	100	46.0	51.1	48.4	49.8	
2003	41.5	65.5	30.0	95.2	42.0	50.9	48.8	49.9	
2004	45.4	70.1	31.9	99.7	46.3	51.2	48.3	49.8	

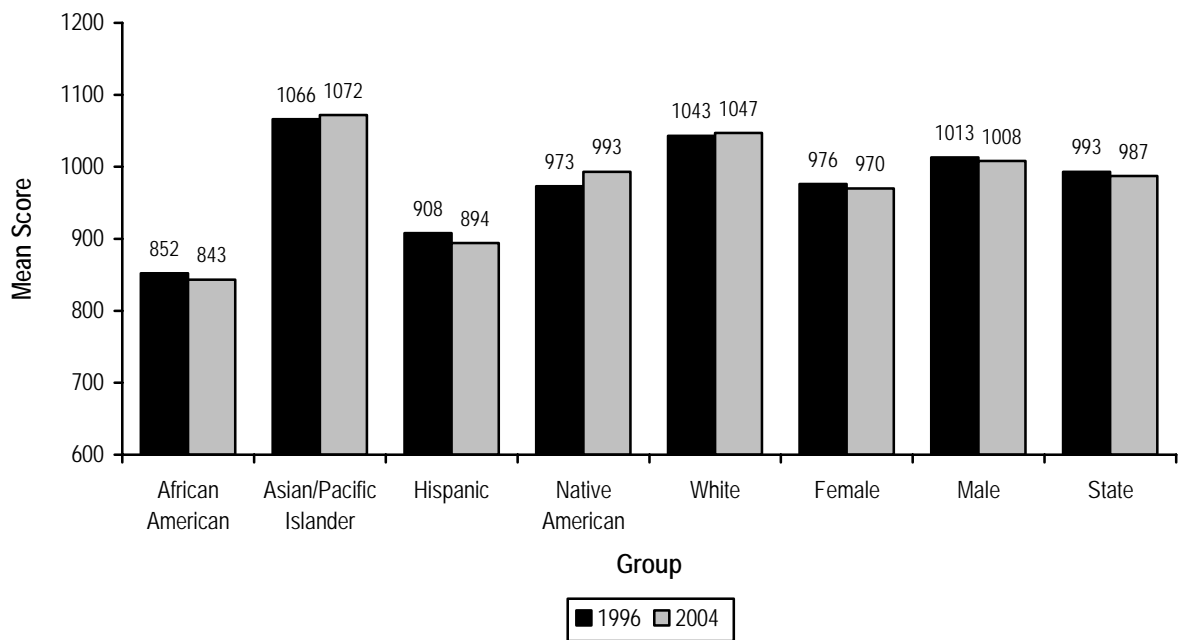
Source. College Board and Texas Education Agency.

^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 database, 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.

Mean SAT I Scores

The average SAT I Verbal and Mathematics combined score for 2004 graduates was 987, two points lower than the average score of 989, obtained by 2003 graduates (Figure 6 on page 29 and Table 9 on page 30). There were notable mean differences among student groups. In 2004, the highest average Verbal and Mathematics combined scores were obtained by Asian/Pacific Islander examinees (with an average of 1072) and White examinees (with an average of 1047). Asian/Pacific Islanders scored considerably higher on the Mathematics section than the other ethnic groups, and Whites scored higher on the Verbal section than the other ethnic groups. The average Verbal, Mathematics, and combined scores of males were higher than those of females. Males had an average Verbal and Mathematics combined score of 1008, whereas females had an average score of 970.

Figure 6
SAT I Verbal and Mathematics Combined Performance, by Ethnicity, Texas Public Schools, Class of 1996 and Class of 2004



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

Average scores for all students declined slightly from the class of 1996 through the class of 2004 (Table 9 on page 30). During this period, Verbal scores decreased from 493 to 489, and Mathematics scores decreased from 500 to 498. Average Verbal scores for White examinees were generally stable from 1996 to 2004; generally decreased for African Americans and Hispanics; and generally increased for Asian/Pacific Islanders. The 8-year trends for average Mathematics scores by ethnicity were similar to those for Verbal scores, except scores for Whites generally increased rather than remaining stable and Asian/Pacific Islanders generally remained stable rather than increasing. Overall, performance gaps between African Americans and Whites and between Hispanics and

Whites in both sections of the SAT I generally increased over this time period. Verbal and Mathematics scores remained stable for males and females, with males consistently obtaining higher scores than females on both subjects, particularly Mathematics.

Table 9
SAT I Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2004

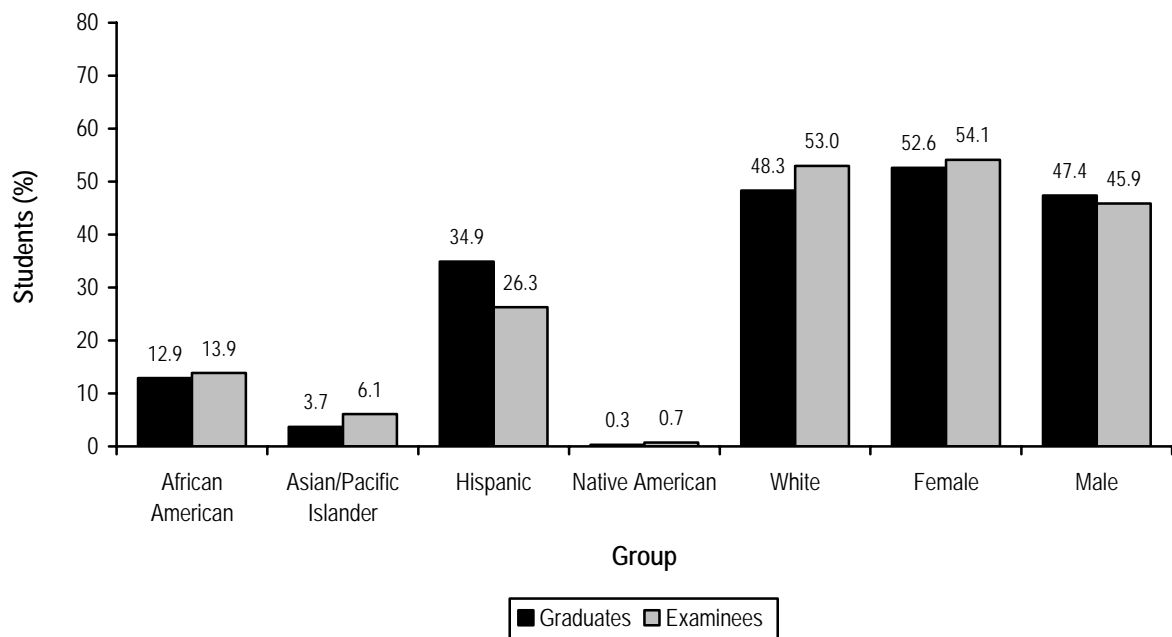
Class	Ethnicity						No Response	Gender		State
	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Other		Female	Male	
Mean Verbal score										
1996	428	502	450	487	520	519	472	491	495	493
1997	426	501	449	482	519	518	476	490	494	492
1998	425	504	449	483	520	517	482	488	496	492
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
Mean 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
Mean combined score										
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
2003	843	1078	891	977	1051	1006	1015	971	1010	989
2004	843	1072	894	993	1047	992	1037	970	1008	987

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

SAT I Examinee Profile

For 2004 graduates who reported their ethnicity, disparities were evident between the percentages of ethnic groups in the SAT I examinee population and their percentages in the graduate population (Figure 7). Except for Hispanics, the proportions of SAT I examinees for all other ethnic groups were greater than their proportions of high school graduates. For example, Asian/Pacific Islanders made up 6.1 percent of examinees, although only 3.7 percent of the graduate population was Asian/Pacific Islander. On the other hand, Hispanics made up only 26.3 percent of examinees, although 34.9 percent of the graduate population was Hispanic. Females made up a slightly greater percentage of examinees than their proportion of graduates, and males made up a slightly smaller percentage of examinees than their proportion of graduates.

Figure 7
Graduating Seniors and SAT I Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2004



Source: College Board and Texas Education Agency.

ACT

ACT Participation

Approximately 29 percent of the 2004 graduating class in Texas public schools took the ACT (Table 10). Participation rates of ethnic groups ranged from a high of 29.7 percent of White examinees to a low of 20.9 percent of Hispanic examinees. The participation rate of female graduates was 31.4 percent, and the participation rate of male graduates was 25.5 percent.

Table 10
ACT Participation and Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2004

Group	Graduates			Mean scores				
	Total	Tested	Participation rate (%)	English	Mathematics	Reading	Science	Composite
African American	28,261	8,150	28.8	16.1	17.2	17.1	17.6	17.1
Asian/Pacific Islander	8,061	1,827	22.7	21.1	23.8	21.9	22.0	22.3
Hispanic	76,434	15,943	20.9	16.5	18.2	17.9	18.3	17.9
Native American	646	336	52.0	19.9	20.3	21.3	20.8	20.7
White	105,809	31,402	29.7	21.2	21.7	22.2	21.6	21.8
Other	-	2,168	-	18.9	19.8	20.2	19.9	19.8
No Response	-	3,420	-	19.8	20.8	21.1	20.6	20.7
Female	115,406	36,220	31.4	19.7	19.8	20.5	19.9	20.1
Male	103,805	26,458	25.5	18.6	20.6	20.0	20.5	20.1
State	219,211	63,246	28.9	19.2	20.2	20.3	20.1	20.1

Source: ACT, Inc. and Texas Education Agency.

Of students participating in the ACT examination, 49.7 were white, and 25.2 were Hispanic (Table 11). Of the remaining 25.1 percent of examinees, 5.4 percent did not provide ethnicity information. This represents an increase of 1.2 percentage points from 4.2 percent in 2003. African American and Asian/Pacific Islander examinees made up 12.9 percent and 2.9 percent, respectively, of the total examinee population, and 3.4 percent of examinees reported identifying with some other ethnic group.

Table 11
ACT Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2004

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

Source. ACT, Inc. and Texas Education Agency.

The rate of participation in ACT testing decreased overall and for most student groups between the classes of 1996 and 2004 (Table 12). The rate for the state increased slightly between 1999 and 2001 and again between 2002 and 2003, but has decreased overall from 33.3 percent in 1996 to 28.9 percent in 2004. Similar patterns existed for most ethnic groups and both genders. A notable exception was for African American graduates, whose ACT participation rose between 1999 and 2003.

Table 12
ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2004

Class	Ethnicity						Gender		State
	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Female	Male		
	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	31.9	
1998	24.8	28.0	22.4	58.5	31.7	33.8	26.4	30.4	
1999	26.4	28.4	21.6	63.0	31.7	33.5	25.8	30.0	
2000	27.6	26.3	22.4	56.6	32.9	34.3	26.7	30.8	
2001	28.6	27.4	20.4	64.7	33.1	34.5	27.0	31.1	
2002	28.8	25.4	21.3	55.9	31.0	32.1	25.8	29.4	
2003	30.3	23.8	21.7	49.3	31.0	32.6	26.1	29.7	
2004	28.8	22.7	20.9	52.0	29.7	31.4	25.5	28.9	

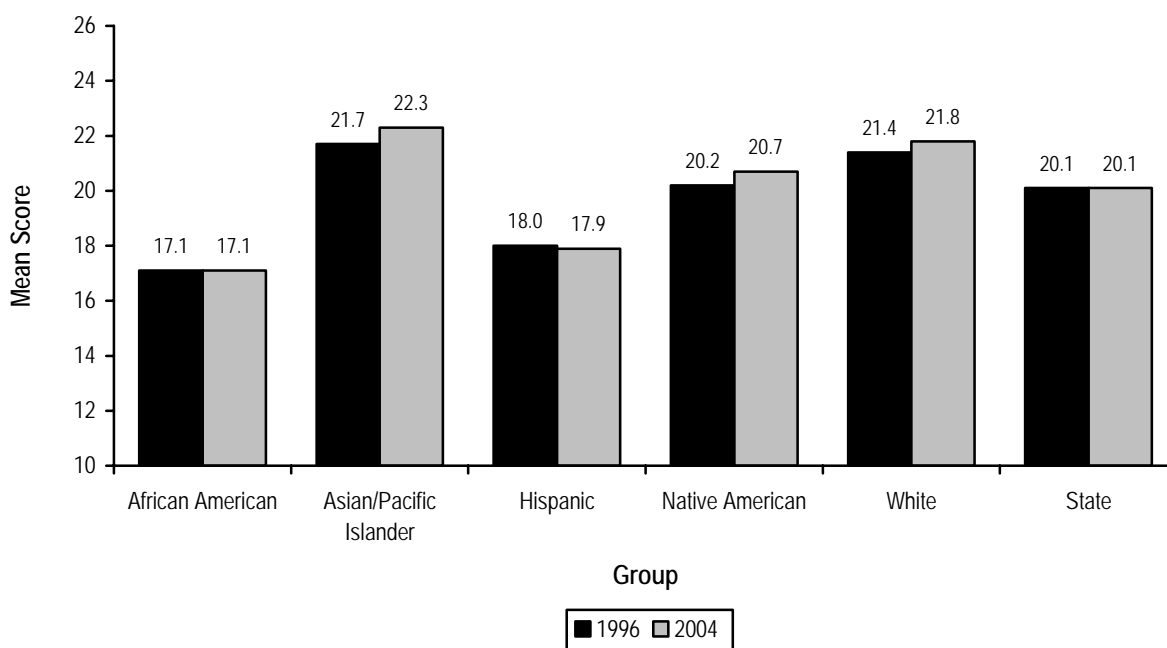
Source. ACT, Inc. and Texas Education Agency.

^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 database, participation rates for ethnic groups with small numbers of graduates may be greater than 100 percent. In such a case, the number is presented in the table as 100 percent.

Mean ACT Scores

The average ACT Composite score for the class of 2004 was 20.1, two-tenths of a point higher than the average score of 19.9 for the class of 2003 (Figure 8 and Table 13). The highest average ACT Composite scores in 2004 were obtained by Asian/Pacific Islander and White examinees. Asian/Pacific Islander examinees scored considerably higher on the Mathematics section than did the other ethnic groups; their average score of 23.8 was more than two points higher than the next highest average Mathematics score of 21.7, obtained by White examinees. Male and female examinees obtained the same average ACT Composite score of 20.1.

Figure 8
ACT Composite Performance, by Ethnicity, Texas Public Schools, Class of 1996 and Class of 2004



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

Across all graduating classes, 1996 through 2004, there was little variability in average ACT scores (Table 13). Average scores statewide in the four ACT sections ranged from a low of 19.1 to a high of 20.5. During this time period, average ACT Composite scores were consistently highest for Asian/Pacific Islander and White examinees. Scores were generally stable within each ethnic group across years. Scores were also relatively consistent for males and females. Males had higher average scores than females on Mathematics and Science each year, and females had higher average scores than males on English and Reading each year.

Table 13
ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2004

Class	Ethnicity							Gender		State
	African American	Asian/Pacific Islander	Hispanic	Native American	White	Other	No Response	Female	Male	
Mean 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
Mean 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
Mean 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
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

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

continues

Table 13 (continued)
ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2004

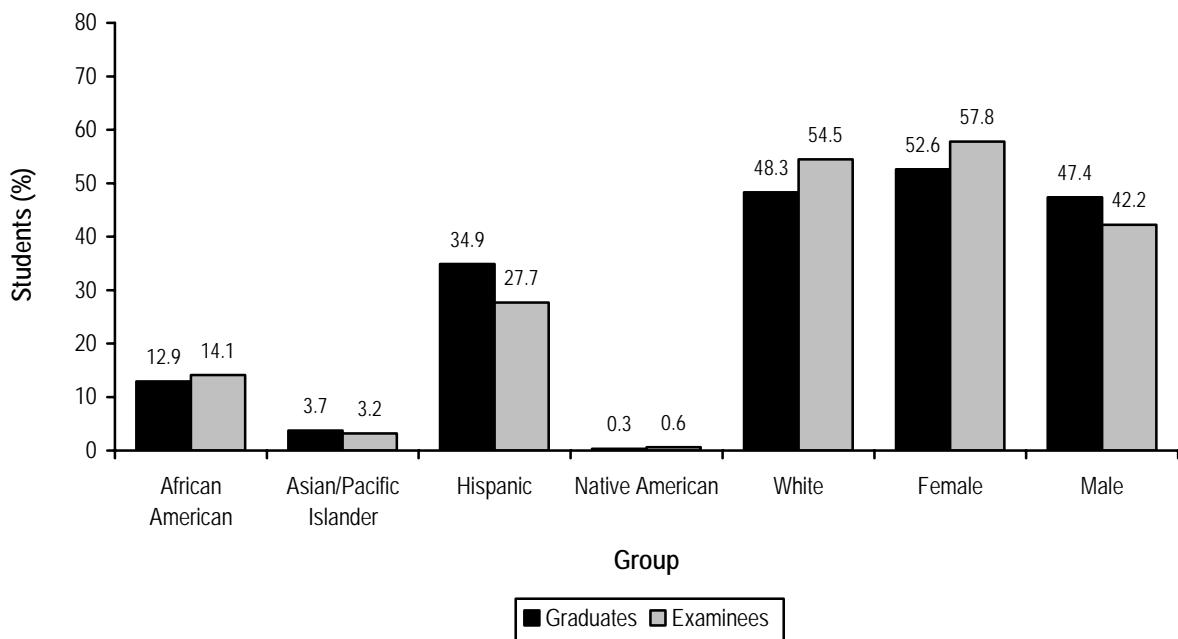
Class	Ethnicity							Gender		State
	African American	Asian/Pacific Islander	Hispanic	Native American	White	Other	No Response	Female	Male	
Mean Science score										
1996	17.4	21.5	18.3	20.5	21.5	20.4	19.8	19.9	20.7	20.2
1997	17.5	21.6	18.3	20.9	21.4	20.7	19.9	19.9	20.6	20.2
1998	17.5	21.5	18.5	20.8	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
Mean 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

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

ACT Examinee Profile

For 2004 graduates who reported their ethnicity, the proportions of African Americans and Asian/Pacific Islanders among ACT examinees were similar to their proportions of graduates: 14.1 percent of examinees and 12.9 percent of graduates were African American, and 3.2 percent of examinees and 3.7 percent of graduates were Asian/Pacific Islander (Figure 9). Among Whites, the percentage of examinees was greater than the percentage of graduates. Whites made up 54.5 percent of ACT examinees but only 48.3 percent of graduates. On the other hand, Hispanics made up only 27.7 percent of examinees, whereas they made up 34.9 percent of all graduates.

Figure 9
Graduating Seniors and ACT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2004



Source: ACT, Inc. and Texas Education Agency.

The percentages of male and female ACT examinees in the class of 2004 and their proportions of the graduate population were different. Females made up 57.8 percent of ACT examinees and 52.6 percent of graduates. A smaller proportion of males took the examination: 42.2 percent of examinees were male, while 47.4 percent of graduates were male.

Results for Texas and the United States

Texas and the United States: SAT I

Texas and the United States: ACT

Texas and Other States: SAT I and ACT

Texas and the United States: SAT I

SAT I Participation

The number of SAT I examinees among graduating seniors in both public and non-public Texas schools steadily increased from graduation year 1996 to graduation year 2004 (Table 14). The number of examinees in Texas increased from 124,571 in 2003 to 127,723 in 2004. The number of SAT I examinees in the nation also steadily increased from 1996 to 2004. The number of national examinees increased from 1,406,324 in 2003 to 1,419,007 in 2004. From 2003 to 2004, the rate at which Texas graduating seniors took the SAT I decreased from 57 percent to 52 percent, and the national participation rate remained at 48 percent. For SAT I participation trends by ethnic group prior to the class of 1996, see Table A-1 in the Appendix.

Table 14
SAT I Participation, Texas and the United States, Class of 1996 Through Class of 2004

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

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

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

Mean SAT I Scores

For the classes of 1996 through 2004, the national mean SAT I scores were generally higher than the Texas mean scores for all ethnic and gender groups, with one exception. The mean SAT I Verbal scores of Asian/Pacific Islander examinees in Texas were equal to or higher than the scores of Asian/Pacific Islander examinees in the nation across all nine years (Table 15). Gaps between national and Texas mean SAT I subject and combined scores increased for males over the period (Table 16 on page 42). Gaps between national and Texas mean SAT I mathematics and combined scores for females decreased from 2003 to 2004. For mean scores by ethnicity prior to 1996, see Table A-2 in the Appendix.

Table 15
SAT I Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2004

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.
Mean Verbal 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
Mean 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
Mean combined score										
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	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

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

Table 16
SAT I Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2004

Class	Female		Male	
	Texas	U.S.	Texas	U.S.
Mean Verbal 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
Mean 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
Mean combined score				
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
2003	974	1006	1015	1049
2004	975	1005	1012	1049

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

SAT I Examinee Profile

From graduation year 1996 through graduation year 2004, the proportions of Hispanic SAT I examinees in Texas were nearly three times the proportions of Hispanic examinees in the United States as a whole. Hispanics made up 21.9 percent of the test-taking population in Texas, but were only 8.6 percent of test takers nationally (Table 17). The proportions of White examinees in the United States were, on average, 5.5 percentage points higher than the proportions of White examinees in Texas. The proportions of female and male examinees in Texas were similar to the national percentages (Table 18 on page 44).

Table 17
SAT I Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2004

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

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

Table 18
SAT I Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2004

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

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

Texas and the United States: ACT

ACT Participation

The number of ACT examinees in Texas public and non-public schools generally increased from the class of 1996 to the class of 2004 (Table 19). The number of ACT examinees decreased from 73,145 in 2003 to 71,696 in 2004. This represented a decrease of 4 percentage points in participation rate from 33 percent in 2003 to 29 percent in 2004. Although the number of national examinees also decreased from 1,175,059 in 2003 to 1,171,460 in 2004, the national participation rate did not change between the two years. For ACT participation trends by ethnic group prior to 1996, see Table A-3 in the Appendix.

Table 19
ACT Participation, Texas and the United States, Class of 1996 Through Class of 2004

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

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

Mean ACT Scores

From the class of 1996 through the class of 2004, the average scores for White and Hispanic students were generally higher nationally than in Texas on all ACT sections (Table 20). This trend was the same for males and females (Table 21 on page 48). Among Asian/Pacific Islander and African American examinees, however, the majority of scores were higher in Texas than in the nation on most ACT sections during this time period. Most notably, in all nine years, the Mathematics and Science scores of African Americans in Texas exceeded or equaled those of African Americans nationally, and the Mathematics scores of Asian/Pacific Islanders in Texas were higher than those of Asian/Pacific Islanders nationally. For mean scores by ethnicity prior to the class of 1996, see Table A-4 in the Appendix.

Table 20
ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2004

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.
Mean 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
Mean 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

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

continues

Table 20 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2004

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.
Mean 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
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
Mean 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
Mean 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

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

Table 21
ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2004

Class	Female		Male	
	Texas	U.S.	Texas	U.S.
Mean 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
Mean 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
Mean 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
2003	20.5	21.4	20.0	21.0
2004	20.7	21.5	20.1	21.1

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

continues

Table 21 (continued)
ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2004

Class	Female		Male	
	Texas	U.S.	Texas	U.S.
Mean 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
Mean 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

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

ACT Examinee Profile

From graduation year 1996 through graduation year 2004, the proportions of ACT examinees in Texas who were African American were similar to the proportions nationally (Table 22). In the United States as a whole, the percentage of test takers who were Hispanic was 6.7 percent or lower each year, whereas in Texas the proportions ranged from 21.6 to 24.5 percent. In contrast, the percentages of White examinees in Texas over the eight-year period were 15 to 17 percentage points smaller than the percentages of White examinees nationally. The proportions of male and female examinees were similar in Texas and the nation across the nine-year period (Table 23).

Table 22
ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2004

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

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

Table 23
ACT Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2004

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

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

Texas and Other States: SAT I and ACT

Participation rates for both SAT I and ACT varied considerably across states (Table 24 on page 53 and Table 25 on page 55). On the SAT I, Iowa (5%), Mississippi (5%), North Dakota (5%), and South Dakota (5%) had the lowest participation rates, while Connecticut (85%), Massachusetts (85%), and New York (87%) had the highest rates. On the ACT, Delaware (5%), New Jersey (6%), and Rhode Island (7%) had the lowest participation rates, while Colorado (100%) and Illinois (99%) had the highest rates. Beginning in the spring of 2001, Colorado and Illinois required all Grade 11 students to participate in ACT testing as part of their statewide assessment programs (ACT, 2003a). Participation in SAT I 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 differentials across states are difficult to interpret unless participation rates and student demographics are similar (see the Group Scores section on page 8). Given two groups with very different participation rates but equal ability levels, the mean score of the group with a very low participation rate will tend to be higher than the mean score of the group with a very high participation rate, even though there is no actual difference in group ability levels. States with SAT I participation rates similar to the rate in Texas (52%) include Alaska, California, Oregon, and Washington. States with ACT participation rates similar to Texas' (29%) include Alaska, the District of Columbia, Georgia, and Nevada.

Table 24
SAT I Participation and Performance, by State, Class of 2004

State	Participation rate (%)	Mean scores		
		Mathematics	Verbal	Combined
Iowa	5	602	593	1195
Mississippi	5	547	562	1109
North Dakota	5	601	582	1183
South Dakota	5	597	594	1191
Arkansas	6	555	569	1124
Oklahoma	7	566	569	1135
Utah	7	556	565	1121
Wisconsin	7	596	587	1183
Louisiana	8	561	564	1125
Missouri	8	585	587	1172
Nebraska	8	576	569	1145
Kansas	9	585	584	1169
Alabama	10	553	560	1113
Illinois	10	597	585	1182
Minnesota	10	593	587	1180
Michigan	11	573	563	1136
Kentucky	12	557	559	1116
Wyoming	12	546	551	1097
New Mexico	14	543	554	1097
Tennessee	16	557	567	1124
West Virginia	19	514	524	1038
Idaho	20	539	540	1079
Colorado	27	553	554	1107
Ohio	28	542	538	1080
Montana	29	539	537	1076
Arizona	32	524	523	1047
Nevada	40	514	507	1021
California	49	519	501	1020
Texas	52	499	493	992
Washington	52	531	528	1059

Source: College Board (2004a).

continues

Table 24 (continued)
SAT I Participation and Performance, by State, Class of 2004

State	Participation rate (%)	Mean scores		
		Mathematics	Verbal	Combined
Alaska	53	514	518	1032
Oregon	56	528	527	1055
Hawaii	60	514	487	1001
South Carolina	62	495	491	986
Indiana	64	506	501	1007
Vermont	66	512	516	1028
Florida	67	499	499	998
Maryland	68	515	511	1026
North Carolina	70	507	499	1006
Virginia	71	509	515	1024
Rhode Island	72	502	503	1005
Delaware	73	499	500	999
Georgia	73	493	494	987
Pennsylvania	74	502	501	1003
Maine	76	501	505	1006
District of Columbia	77	476	489	965
New Hampshire	80	521	522	1043
New Jersey	83	514	501	1015
Connecticut	85	515	515	1030
Massachusetts	85	523	518	1041
New York	87	510	497	1007
United States	48	518	508	1026

Source. College Board (2004a).

Table 25
ACT Participation and Performance, by State, Class of 2004

State	Participation rate (%)	Mean Composite score	State	Participation rate (%)	Mean Composite score
Delaware	5	21.5	Florida	44	20.5
New Jersey	6	21.2	Montana	56	21.7
Rhode Island	7	21.9	Idaho	59	21.3
Connecticut	9	22.5	New Mexico	61	20.1
Maine	9	22.6	West Virginia	65	20.5
New Hampshire	9	22.5	Minnesota	66	22.2
Pennsylvania	9	21.8	Ohio	66	21.4
Maryland	12	20.8	Iowa	67	22.0
Massachusetts	12	22.4	Utah	67	21.5
Oregon	12	22.5	Michigan	68	21.4
Vermont	12	22.7	Wisconsin	68	22.2
Virginia	13	20.9	Oklahoma	69	20.6
California	14	21.6	Missouri	70	21.5
North Carolina	15	20.3	Wyoming	70	21.4
Washington	15	22.5	Arkansas	73	20.4
New York	16	22.3	Kansas	75	21.6
Hawaii	18	21.7	Kentucky	75	20.3
Arizona	20	21.5	South Dakota	75	21.5
Indiana	20	21.6	Alabama	76	20.2
Georgia	26	20.0	Nebraska	77	21.7
Alaska	29	21.3	Louisiana	87	19.8
District of Columbia	29	17.8	Tennessee	87	20.5
Texas	29	20.2	North Dakota	81	21.2
Nevada	33	21.2	Mississippi	91	18.8
South Carolina	36	19.3	Illinois	99	20.3
			Colorado	100	20.3
			United States	40	20.9

Source: ACT, Inc. (2004a).

Appendix

Supplemental Tables

Table A-1
SAT I Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2004

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

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

Table A-2
SAT I Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2004

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.
Mean Verbal 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
Mean 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
1995	426	422	562	555	462	460	522	521	501	506
1996	424	422	564	558	459	460	523	523	500	508

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

Note: Mean scores are based on the results of both public and private school students. 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-2 (continued)
SAT I Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2004

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.
Mean Mathematics score cont'd.										
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
Mean combined score										
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
2003	841	857	1074	1083	894	912	1054	1063	993	1026
2004	843	857	1070	1084	897	916	1050	1059	992	1026

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

Note. Mean scores are based on the results of both public and private school students. 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-3
ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2004

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

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

Table A-4
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2004

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.
Mean English score										
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
Mean Mathematics score										
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
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

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

Note: Mean scores are based on the results of both public and private school students. Since the class of 1991, ACT has reported scores on the Enhanced ACT score scale. ACT adjusted Composite scores prior to 1991 to align with the Enhanced scale.

continues

Table A-4 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2004

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.
Mean Reading score										
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
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
Mean Science score										
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

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

Note: Mean scores are based on the results of both public and private school students. Since the class of 1991, ACT has reported scores on the Enhanced ACT score scale. ACT adjusted Composite scores prior to 1991 to align with the Enhanced scale.

continues

Table A-4 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2004

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.
Mean 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
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

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

Note: Mean scores are based on the results of both public and private school students. Since the class of 1991, ACT has reported scores on the Enhanced ACT score scale. ACT adjusted Composite scores prior to 1991 to align with the Enhanced scale.

References

References

- ACT, Inc. (1996a). *ACT high school profile report, high school graduating class 1996: National report*. Iowa City, IA: Author.
- ACT, Inc. (1996b). *ACT high school profile report, high school graduating class 1996: State composite for Texas*. Iowa City, IA: Author.
- ACT, Inc. (1997a). *ACT high school profile report, high school graduating class 1997: National report*. Iowa City, IA: Author.
- ACT, Inc. (1997b). *ACT high school profile report, high school graduating class 1997: State composite for Texas*. Iowa City, IA: Author.
- ACT, Inc. (1998a). *ACT high school profile report, high school graduating class 1998: National report*. Iowa City, IA: Author.
- ACT, Inc. (1998b). *ACT high school profile report, high school graduating class 1998: State composite for Texas*. Iowa City, IA: Author.
- ACT, Inc. (1999a). *ACT high school profile report, high school graduating class 1999: National report*. Iowa City, IA: Author.
- ACT, Inc. (1999b). *ACT high school profile report, high school graduating class 1999: State composite for Texas*. Iowa City, IA: Author.
- ACT, Inc. (2000a). *ACT high school profile report, high school graduating class 2000: National report*. Iowa City, IA: Author.
- ACT, Inc. (2000b). *ACT high school profile report, high school graduating class 2000: State composite for Texas*. Iowa City, IA: Author.
- ACT, Inc. (2001a). *ACT high school profile report, high school graduating class 2001: National report*. Iowa City, IA: Author.
- ACT, Inc. (2001b). *ACT high school profile report, high school graduating class 2001: State composite for Texas*. Iowa City, IA: Author.
- ACT, Inc. (2002a). *ACT high school profile report, high school graduating class 2002: National report*. Iowa City, IA: Author.
- ACT, Inc. (2002b). *ACT high school profile report, high school graduating class 2002: State composite for Texas*. Iowa City, IA: Author.
- ACT, Inc. (2003a). *ACT high school profile report, high school graduating class 2003: National report*. Iowa City, IA: Author.

- ACT, Inc. (2003b). *ACT high school profile report, high school graduating class 2003: State composite for Texas*. Iowa City, IA: Author.
- ACT, Inc. (2003c). *Introducing the ACT Assessment writing test*. Retrieved August 18, 2004, from <http://www.act.org/aap/writing/index.html>
- ACT, Inc. (2003d). *Your guide to the ACT assessment*. Retrieved August 16, 2005, from <http://www.act.org/aap/writing/pdf/guide.pdf>. Iowa City, IA: Author.
- ACT, Inc. (2004a). *ACT high school profile report, high school graduating class 2004: National report*. Iowa City, IA: Author.
- ACT, Inc. (2004b). *ACT high school profile report, high school graduating class 2004: State composite for Texas*. Iowa City, IA: Author.
- American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (1999). *The standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- Breland, H., Maxey, J., Gernand, R., Cumming, T., & Trapani, C. (2002). *Trends in college admission 2000: A report of a survey of undergraduate admission policies, practices and procedures*. Retrieved on August 17, 2005 from, <http://airweb.org/images/trendsreport.pdf>. (ACT, AIR, College Board, ETS, NACAC).
- College Board. (1996a). *1996 College-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.
- College Board. (1996b). *1996 College-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.
- College Board. (1997a). *1997 College-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.
- College Board. (1997b). *1997 College-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.
- College Board. (1998a). *1998 College-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.
- College Board. (1998b). *1998 College-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.
- College Board. (1999a). *1999 College-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.

- College Board. (1999b). *1999 College-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.
- College Board. (2000a). *2000 College-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.
- College Board. (2000b). *2000 College-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.
- College Board. (2001a). *2001 College-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.
- College Board. (2001b). *2001 College-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.
- College Board. (2002a). *Guidelines on the uses of College Board test scores and related data*. Retrieved August 15, 2005, from http://www.collegeboard.com/prod_downloads/research/RDGuideUseCBTest020729.pdf.
- College Board. (2002b). *2002 College-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.
- College Board. (2002c). *2002 College-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.
- College Board. (2003a). *The new SAT*. Retrieved August 18, 2004, from <http://www.collegeboard.com/newsat/index.html>
- College Board. (2003b). *2003 College-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.
- College Board. (2003c). *2003 College-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.
- College Board. (2004a). *2004 College-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.
- College Board. (2004b). *2004 College-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.
- Lawrence, I., Rigol, G., Van Essen, T., & Jackson, C. (2002). *A historical perspective on the SAT 1926-2001* (College Board Report No. 2002-7). New York: College Board.
- Rigol, G. (2003). *Admissions decision making models: How U.S. institutions of higher education select undergraduate students*. New York, NY: College Board.

- Texas Administrative Code, Title 19, Education. (2002). St. Paul, MN: West Group.
- Texas Administrative Code, Title 19, Education. (2003). St. Paul, MN: West Group.
- Texas Education Agency. (1997). *Results of college admissions testing in Texas for 1995-96 graduating seniors* (GE7-601-11). Austin, TX: Author.
- Texas Education Agency. (1998). *Results of college admissions testing in Texas for 1996-97 graduating seniors* (GE8-601-06). Austin, TX: Author.
- Texas Education Agency. (1999). *Results of college admissions testing in Texas for 1997-98 graduating seniors* (GE9-601-04). Austin, TX: Author.
- Texas Education Agency. (2000). *Results of college admissions testing in Texas for 1998-99 graduating seniors* (GE00-601-04). Austin, TX: Author.
- Texas Education Agency. (2001). *Results of college admissions testing in Texas for 1999-00 graduating seniors* (GE02-601-02). Austin, TX: Author.
- Texas Education Agency. (2003a). *College admissions testing of graduating seniors in Texas high schools, 2000-01* (GE03-601-03). Austin, TX: Author.
- Texas Education Agency. (2003b). *Glossary for the Academic Excellence Indicator System, 2002-03 report*. Austin, TX: Author.
- Texas Education Agency. (2004a). *College admissions testing of graduating seniors in Texas high schools, class of 2002* (GE04 601 05). Austin, TX: Author.
- Texas Education Agency. (2004b). *College admissions testing of graduating seniors in Texas high schools, class of 2002: District and campus listings* (GE04 601 06). Austin, TX: Author.
- Texas Education Agency. (2004c). *College admissions testing of graduating seniors in Texas high schools, class of 2003* (GE05 601 02). Austin, TX: Author.
- Texas Education Agency. (2004d). *College admissions testing of graduating seniors in Texas high schools, class of 2003: District and campus listings* (GE05 601 03). Austin, TX: Author.
- Texas Education Agency. (2005). *2005 Accountability manual: The 2005 accountability rating system for Texas public schools and school districts*. Austin, TX: Author.
- Texas Education Agency. (2006). *College admissions testing of graduating seniors in Texas high schools, class of 2004: District and campus listings* (GE06 601 04). Austin, TX: Author.
- Texas Education Code. (1988). *Texas school law bulletin*. St. Paul, MN: West Publishing.
- Texas Education Code. (2003). *Texas school law bulletin*. St. Paul, MN: West Publishing.

Texas Education Code. (2004). *Texas school law bulletin*. St. Paul, MN: West Publishing.

Texas Higher Education Coordinating Board. (2004). *Planning for college admissions, fall 2004*.

Retrieved on August 8, 2005 from <http://thehb.state.tx.us/reports/pdf/0538.pdf>. Austin, TX:

Author.

Texas Education Agency Publication Order Form

Purchaser Name _____ Date _____

Send to (name, if different) _____

Address _____

City _____ State ____ Zip _____

Publications in this Series

Current report	Available in PDF*	Quantity	Price per copy	<i>Tax exempt only</i>		Cost
				<i>Quantity</i>	<i>Price per copy</i>	
<i>GE06 601 03</i> College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2004	Yes	_____	\$14.00	_____	\$13.00	_____
<i>GE06 601 04</i> College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2004: District and Campus Listings	Yes	_____	\$18.00	_____	\$17.00	_____
Previous years' reports						
<i>GE05 601 02</i> College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2003	Yes	_____	\$14.00	_____	\$13.00	_____
<i>GE05 601 03</i> College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2003: District and Campus Listings	Yes	_____	\$18.00	_____	\$17.00	_____

*Copy of report can be downloaded and printed from <http://www.tea.state.tx.us/research/>.

Subtotal _____
(from following pages)

Total _____

Price includes postage, handling, and applicable state tax. Make check or money order payable to Texas Education Agency.

For publication inquiries and purchase orders† send to:

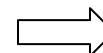
Texas Education Agency
Publications Distribution
1701 North Congress Avenue
Austin, Texas 78701-1494

If you are mailing a check or money order, remit this form with payment to:

Texas Education Agency
Publications Distribution
P.O. Box 13817
Austin, Texas 78711-3817

†Purchase orders are accepted only from Texas educational institutions and government agencies.

See following page for additional publications



Publications in this Series

Report and publication number	Available in PDF*	Quantity	Price per copy	Tax exempt only		Cost
				Quantity	Price per copy	
<i>GE04 601 05</i> College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2002	Yes	_____	\$14.00	_____	\$13.00	_____
<i>GE04 601 06</i> College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2002: District and Campus Listings	Yes	_____	\$18.00	_____	\$17.00	_____
<i>GE03 601 03</i> College Admissions Testing of Graduating Seniors in Texas High Schools, 2000-01	Yes	_____	\$13.50	_____	\$12.50	_____
<i>GE02 601 02</i> Results of College Admissions Testing in Texas for 1999-00 Graduating Seniors	Yes	_____	\$14.50	_____	\$13.00	_____
<i>GE00 601 04</i> Results of College Admissions Testing in Texas for 1998-99 Graduating Seniors	Yes	_____	\$8.50	_____	\$8.00	_____
<i>GE9 601 04</i> Results of College Admissions Testing in Texas for 1997-98 Graduating Seniors	Yes	_____	\$7.50	_____	\$7.00	_____
<i>GE8 601 06</i> Results of College Admissions Testing in Texas for 1996-97 Graduating Seniors	No	_____	\$7.50	_____	\$7.00	_____
<i>GE7 601 11</i> Results of College Admissions Testing in Texas for 1995-96 Graduating Seniors	No	_____	\$8.00	_____	\$7.00	_____
<i>GE7 601 04</i> Results of College Admissions Testing in Texas for 1994-95 Graduating Seniors	No	_____	\$8.00	_____	\$7.00	_____
<i>GE6 601 05</i> Results of College Admissions Testing in Texas for 1993-94 Graduating Seniors	No	_____	\$8.00	_____	\$7.00	_____
Subtotal						_____

*Copy of report can be downloaded and printed from <http://www.tea.state.tx.us/research/>.

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.

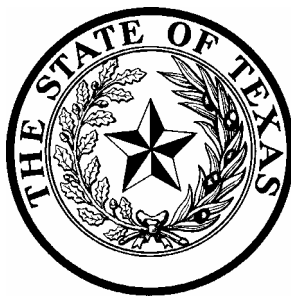
In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

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.



**Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494**

**Document No. GE06 601 03
January 2006**