
College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2005



Division of Accountability Research
Department of Accountability and Data Quality
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Abstract. This annual report examines SAT and ACT participation and performance in Texas for the graduating class of 2005. A total of 140,003 Texas public school graduates took the SAT, ACT, or both in 2005. The percentage of graduates who took the SAT, ACT, or both increased from 61.9 percent for the class of 2004 to 65.5 percent for the class of 2005. The percentage of examinees achieving the Academic Excellence Indicator System (AEIS) criterion score on either test increased slightly from 27.0 percent in 2004 to 27.4 percent in 2005. In addition, the percentage of examinees achieving the AEIS criterion score increased for most student groups from 2004 to 2005. In 2005, the average SAT Verbal and Math scores for Texas public schools were 490 and 502, respectively. The average ACT composite score was 20.0. The percentage of public and non-public graduates taking the SAT was higher in Texas (54%) than nationally (49%); the percentage of public and non-public graduates taking the ACT was lower in Texas (29%) than nationally (40%).

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

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Highlights

Texas Public Schools

Texas and the United States

Texas Public Schools

Academic Excellence Indicator System Measures

Participation

- A total of 140,003 Texas public high school graduates in the class of 2005 took the SAT, the ACT, or both. This was up from 135,646 graduates in the class of 2004. The number of examinees in 2005 reflects an overall participation rate of 65.5 percent.
- White graduates participated in either the SAT, the ACT, or both at a rate of 70.7 percent. African American graduates participated at a slightly lower rate of 66.2 percent, and Hispanic graduates participated at a rate of 50.7 percent.

Performance

- For the class of 2005, 27.4 percent of examinees achieved the criterion score on either the SAT or ACT. For the class of 2004, 27.0 percent of examinees met the criterion.
- Whereas 38.7 percent of White examinees met the criterion scores, 11.0 percent of Hispanic examinees and 8.1 percent of African American examinees met the criterion scores.

SAT

Participation

- A total of 113,261 public high school graduates in the class of 2005 took the SAT examination. The participation rate (53.0%) in 2005 increased from the previous year (49.8% for the class of 2004).
- The participation rates in SAT testing by ethnicity were 82.8 percent of Asian/Pacific Islander graduates, 53.1 percent of White graduates, 50.5 percent of African American graduates, and 36.6 percent of Hispanic graduates.

Performance

- The mean SAT Verbal and Mathematics combined score for Texas public school graduates in the class of 2005 was 991, an increase from 987 for the class of 2004.
- For the class of 2005, Asian/Pacific Islander examinees obtained the highest average SAT Verbal and Mathematics combined score at 1095, and African American examinees obtained the lowest average SAT Verbal and Mathematics combined score at 854.

ACT

Participation

- A total of 63,615 Texas public high school graduates in 2005 took the ACT examination. This is a participation rate of 29.8 percent, an increase from 28.9 percent for the class of 2004.
- The participation rates in ACT testing by ethnicity were 30.3 percent of White graduates, 31.2 percent of African American graduates, 23.0 percent of Asian/Pacific Islander graduates, and 21.8 percent of Hispanic graduates.

Performance

- The mean ACT Composite score for 2005 Texas public high school graduates was 20.0, down one-tenth of a point from 20.1 for the class of 2004.
- For the class of 2005, Asian/Pacific Islander examinees obtained the highest average ACT Composite score at 22.4, and African American examinees obtained the lowest average ACT Composite score at 17.0.

Texas and the United States

SAT

- A total of 133,115 Texas public and non-public high school graduates in 2005 took the SAT, resulting in a participation rate of 54 percent, up from 52 percent for the class of 2004. Nationally 1,475,623 public and non-public high school graduates in 2005 took the SAT. The national participation rate for 2005 was 49 percent, up from 48 percent in 2004.
- The mean SAT Verbal and Mathematics combined score for Texas public and non-public high school graduates in the class of 2005 was 995, up three points from 992 for the class of 2004. The national mean SAT Verbal and Mathematics combined score in 2005 was 1028, up two points from 1026 in 2004. Average SAT subject scores for all examinees were higher nationally than in Texas.
- The percentages of African American examinees were comparable in Texas (11.7%) and in the United States (10.4%). Whereas Hispanics made up 23.9 percent of the test-taking population in Texas, they made up only 9.8 percent of the test-taking population nationally. The percentage of White examinees was 7.2 percentage points lower in Texas (48.7%) than in the nation (55.9%).

ACT

- A total of 72,294 Texas public and non-public high school graduates in 2005 took the ACT, for a participation rate of 29 percent, the same as the rate from 2004. Nationally, 1,186,251 public and non-public high school graduates in 2005 took the ACT. The national participation rate for 2005 was the same as that from 2004: 40 percent.
- The mean ACT Composite score for Texas public and non-public high school graduates in the class of 2005 was 20.2, the same as in 2004. The mean Composite score nationally for the class of 2005 was 20.9, the same as in 2004. Average ACT subject scores for all examinees were higher nationally than in Texas.
- The percentages of African American examinees were comparable in Texas (13.2%) and in the United States (11.7%). Whereas Hispanics made up 24.9 percent of the test-taking population in Texas, they made up only 7.0 percent of the test-taking population nationally. The percentage of White examinees was 16.6 percentage points lower in Texas (49.3%) than in the nation (65.9%).

Overview

Overview

This report provides results for graduating seniors in the class of 2005 on the SAT 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 general information on the SAT and ACT examinations and discusses specific uses of college admissions test scores in Texas. The second section describes data sources, methodological considerations for reporting participation and performance results, and considerations for interpretation of results.

The third section provides SAT and ACT results for the class of 2005 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 2005. The fourth section provides comparisons of SAT 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 and ACT scores for all 50 states, along with the percentages of graduates who took the tests in each state.

SAT and ACT results for each school district and public school in Texas are presented in the companion volume to this report, *College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2005: District and Campus Supplement* (TEA, 2006a).

College Admissions Testing: The SAT and ACT

General Information

Use of Individual SAT and ACT Scores

General Information

The Examinations

SAT Reasoning Test. The SAT is a critical-reasoning examination that assesses developed verbal and mathematics reasoning skills. Although it assesses academic skills that are essential for success in college, it is not tied to a specific curriculum. The examination consists of two sections on which examinees receive scores: Verbal and Mathematics. Scores on both sections range from 200 to 800.

In March of 2005, several changes were made to the examination: (a) the SAT I: Reasoning Test became the SAT Reasoning Test, (b) the Verbal section became the Critical Reading Section, (c) the Mathematics section was expanded to cover three years of high school mathematics, and (d) a Writing section that consists of a multiple-choice section and a written essay was added (College Board, 2003a). Results from the new SAT will be reported for the 2006 graduating class.

ACT. The ACT examination is an achievement test that measures learned knowledge in four curriculum-based areas: English, Mathematics, Reading, and Science. Examinees receive four scores, corresponding to the four skill areas. A Composite score, calculated as the average of the four section scores, is also assigned. Scores on each of the four sections and the Composite score 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 test that consists of a written essay was added to the ACT (ACT, Inc., 2003c). Results from the new writing test will be reported for the 2006 graduating class.

SAT and ACT Score Reporting. An individual student's performance on the SAT and ACT is reported as a set of scaled scores, which are normative standard scores calculated from raw scores. For each scaled score there is a corresponding percentile rank, which is the percentage of test takers who score below that particular scaled score. For example, if a test taker scores at the 90th percentile, 90 percent of the test takers received lower scaled 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 (for a discussion of SAT test equating, see College Board, 2006b; for a discussion of ACT test equating, see ACT, 2001c).

Access to Testing

Unlike many state assessments, the SAT and ACT examinations are voluntary. Depending on their college plans, students may take either, both, or neither of the examinations. Participation in SAT or ACT testing is influenced by many 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 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: (a) falling below a certain level of family income, (b) receiving public assistance, (c) living in a foster home, (d) living in a federally subsidized public housing project, and (e) participating in programs for the economically disadvantaged, such as Upward Bound and TRIO. Students may receive a maximum of two fee waivers for the SAT. Students may receive only one fee waiver for the ACT. In many Texas schools and districts, students who do not meet the criteria for College Board or ACT, Inc. may receive 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 documented needs for testing accommodations. 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 Title 19 of the Texas Administrative Code [TAC], §101.29, 2002. When reporting examination results, neither the College Board nor ACT, Inc. identify students who take the tests under special circumstances.

The College Board and ACT, Inc. produce publications that provide information about the SAT 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 of Individual SAT and ACT Scores

College Admissions and Placement

College admissions tests are measures of readiness for first-year college-level academic work. SAT or ACT scores are used by a majority of colleges and universities in the college admissions selection process (Breland et al., 2002). As norm-referenced tests, the SAT and ACT can be used to predict success in college studies, although, according to the *Standards for Educational and Psychological Testing*, "any decision about a student should not be based on the results of a single test, but should include other relevant and valid information" (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 1999). 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).

In Texas, each institution of higher education establishes its own criteria for admissions (Texas Higher Education Coordinating Board, 2004). Most take into consideration some combination of college admission test scores and school achievement records. In addition, with the introduction of the writing section to the new SAT, many Texas colleges and universities have begun requiring writing scores as part of their admission process (College Board, 2006a). The SAT and ACT standards vary according to the selectivity of the institution. Some institutions allow high school records and scores on college admissions tests to compensate for each other; for example, a higher

class rank may compensate for a lower SAT or ACT score. Some institutions maintain open admissions policies, under which any person with a high school diploma or its equivalent may be accepted. Still other institutions guarantee admission to students who graduate from Texas high schools in the top percentages of their classes. Texas public institutions of higher education are required by law to admit applicants graduating from Texas public secondary schools with class ranks in the top 10 percent of their high school classes in one of the two years prior to the academic year of application (Texas Education Code [TEC] §51.803, 2000).

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

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, 2004). In 2003, TASP was replaced by the Texas Success Initiative, or TSI (TEC §51.3062, 2004). 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, the ACT, and the exit-level Texas Assessment of Academic Skills (TAAS) or exit-level Texas Assessment of Knowledge and Skills (TAKS) (19 TAC §4.54, 2004). To qualify for an exemption based on the SAT or ACT, a student must receive a specified minimum score in one of the five years prior to enrollment in a public institution of higher education. On the ACT, a student must receive a Composite score of at least 23 and English and Mathematics scores of at least 19 each. On the SAT, a student 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, a student must receive a specified minimum score in one of the three years prior to enrollment. On the TAAS, a student 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, a student 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, the Texas legislature enacted the Gold Performance Acknowledgment (GPA) system in 2001 to acknowledge districts and campuses for high performance on indicators such as advanced course completion and performance on the SAT or ACT (TEA, 2006c). The system replaced the Additional Acknowledgments process that had been part of the accountability system since 1994.

The SAT/ACT GPA indicator has two components: the percentage of non-special education graduates tested and the percentage of examinees scoring at or above a criterion score. For a district or campus to meet the GPA standard, at least 70 percent of non-special education graduates must have taken the SAT and/or ACT, and at least 40 percent of the examinees must have met a criterion score. To meet the criterion, students must achieve at least 1110 on the SAT Verbal and Mathematics combined score or 24 on the ACT Composite. Standards must be met for each student group (African American, Hispanic, and White), as well as for all students combined. Further information on college admissions test indicator definitions and acknowledgment standards for 2006 as they pertain to the 2005 SAT and ACT examination results can be found in the 2006 accountability manual (TEA, 2006c).

SAT 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 and Reporting

Data Sources

Methodological Considerations in Data Reporting

Interpretation of Results

Data Sources

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 examinees. Similarly, ACT, Inc. provides to TEA annual examination results and demographic information for Texas public high school ACT examinees. Students may take the SAT and ACT examinations more than once, but TEA receives and reports only the results of examinees' most recent examinations. For this report, examination results for the 2005 graduating class from Texas public schools were developed through analyses of the data provided by the College Board and ACT, Inc. Historical SAT and ACT results for Texas public high schools were obtained from previous TEA annual reports (TEA, 1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006b). These results are presented in the section, Results for Texas Public Schools, on page 17.

TEA receives scores from the testing companies based on year of graduation. Although students other than graduating seniors, primarily high school juniors, may take the SAT and ACT examinations, 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 or ACT examinations, a student is asked to provide his or her expected year of graduation. The testing agencies use information such as the student-reported expected year of graduation to determine whether or not examinees graduated in the reporting year.

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

Results for all combined 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, 2005a, 2005b) and by ACT, Inc. (ACT, Inc., 1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b). 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 the reports are based on the scores only of students identified by the College Board and ACT, Inc. as having graduated in the reporting year. The results are presented in the section, Results for Texas and the United States, on page 39.

Methodological Considerations in Data Reporting

Coding and Reporting of Ethnicity

The College Board uses the SAT Questionnaire, and ACT, Inc. uses the Student Profile Section (SPS) and the ACT examination answer form to obtain self-reported descriptive information such as

ethnicity. The questionnaires are completed when students register for the SAT or ACT examinations. Students may register online or by paper through the mail. In TEA's Public Education Information Management System (PEIMS), demographic information such as ethnicity is reported to TEA by school districts. The data are submitted by districts at the beginning of the fall semester of each school year.

Because different data collection methods are used, ethnicity information may be inconsistent among the College Board, ACT, Inc., and TEA. The College Board's 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 ACT's 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. TEA requires, for data submissions to PEIMS, that districts 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.

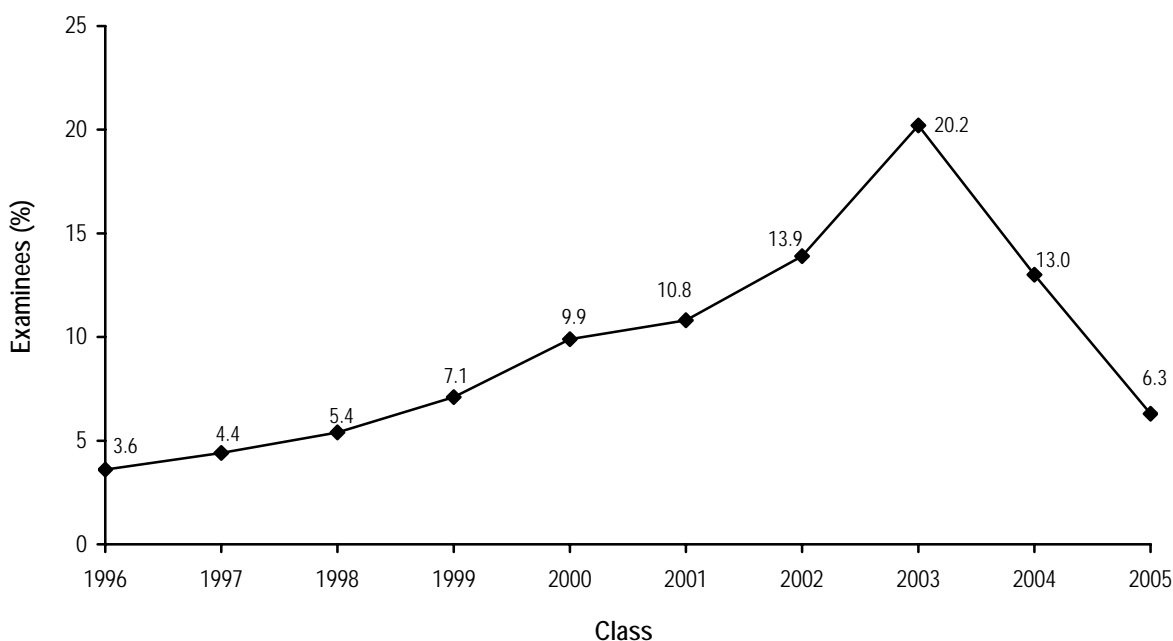
The inconsistency in the ways that the College Board, ACT, Inc., and TEA code and report ethnicity can lead to problems in the calculation of participation rates by ethnic groups. In the SAT and ACT sections of the section, Results for Texas Public Schools, on page 17, the numbers of examinees within each ethnic group were obtained from College Board and ACT, Inc. using self-reported ethnicity, whereas the number of Texas public school graduates by ethnic group was obtained from PEIMS. Consequently, the ratio of examinees to the total number of graduates in each ethnic group uses ethnicity information collected by the testing agencies in the numerator but PEIMS ethnicity information in the denominator. 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. This is most likely to occur for very small groups, such as Native Americans (for example, see Table 5 on page 26). In the Academic Excellence Indicator System (AEIS) section of the same chapter, all ethnicity information was obtained from PEIMS, so the numerator and denominator in the calculation of participation rates use ethnicity information from the same source.

Reporting of Ethnicity by Examinees

While a majority of students respond to the questionnaires provided by the College Board and ACT, Inc., some do not. Additionally, students who do respond to the questionnaires may not respond to all questions. Fluctuating trends in self-reported ethnicity information, including variable non-response rates, may bias analyses of college entrance examination participation rates and 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 1). In 1996, a relatively small percentage (3.6%) of Texas public school SAT examinees did not provide information about their ethnicities. In 2003, the non-response rate was 20.2 percent. In 2004 the percentage dropped considerably to 13.0 percent, a one year change of 7.2 percentage points. In 2005 the percentage dropped to a 7 year low of 6.3 percentage points. In contrast to examinee reporting of ethnicity on the SAT, the percentage of ACT examinees not reporting ethnicity has held steady at around 4 or 5 percent since 1998.

Figure 1
Ethnicity Not Reported, SAT Examinees, Texas Public Schools, Class of 1996 Through Class of 2005



Source. College Board and Texas Education Agency.

Ethnicity information is missing because examinees either do not respond to SAT Questionnaires or SPSs when they register, or they respond to SAT Questionnaires or SPSs but do not answer the ethnicity question. The decrease in examinee non-reporting of ethnicity that occurred in 2004 and 2005 may be due in part to a change in the College Board's online registration policy. Students registering online must complete the demographic portion of the questionnaire, or the web page will not allow them to complete their registrations. Students who register by mail are not required to provide demographic information to complete their registrations.

When the percentage of 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 groups such as Native Americans whose numbers of graduating students are very small. If the demographic makeup of the non-response group is very similar to that of the group for whom information is available, then the effect on the accuracy of performance results by ethnicity may be negligible.

The fluctuation in non-response rates over time makes the interpretation of SAT participation and performance trends by ethnicity over the past six or seven years problematic. As the percentage of students not providing ethnicity information increases, the reported participation rates of one or more ethnic groups can be expected to decrease. A general decrease in the participation rates of all ethnic groups occurred from 1996 to 2003, as the rate of non-responding steadily increased (Figure 1). The effect of this can be seen when, at the same time the reported participation rates for all ethnic groups decreases, the participation rate for the entire student population increases. Conversely, as occurred in 2004, the participation rate for each ethnic group can increase, while the statewide participation rate decreases. One factor in the sudden increase in participation rates for ethnic groups in 2004 and 2005 was the sharp decrease in the rate of non-responding in those years. Although there is no clear, consistent effect of fluctuating participation rates on performance trends for each ethnic group, mean SAT math and verbal scores for examinees not providing ethnicity information decreased considerably in 2005 while mean scores increased considerably for all ethnic groups.

Reporting of Graduation Year

The percentage of graduates who participate in SAT, ACT, or both examinations is calculated using the number of examinees obtained from the testing companies and the number of graduates obtained from PEIMS. As mentioned previously, the testing agencies use student-reported information, including expected year of graduation, to determine whether examinees graduated in the reporting year. In PEIMS, the actual years of graduation are reported by districts after students have graduated. The difference in reporting methods could result in slightly imprecise participation rates since examinees who are reported by the testing companies to have graduated in any given year may not have actually done so.

Interpretation of Results

The Effect of Group Size

It may be useful to compare mean scores within a group over time. The reliability of mean score changes over time is dependent on the size of the group. When the group is small, reliability is reduced and caution should be used when interpreting year to year change. In general, smaller groups require a larger change in scores for the change to be statistically significant; larger groups require a smaller change to attain the same level of statistical significance. For example, the increase from a mean Verbal SAT 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. It may also be useful to compare mean scores across groups. Across group comparisons are also dependent on the size of the groups. When groups differ substantially in size, comparisons of score changes between them can be misleading and generally are not appropriate.

The Effect of Participation Rate

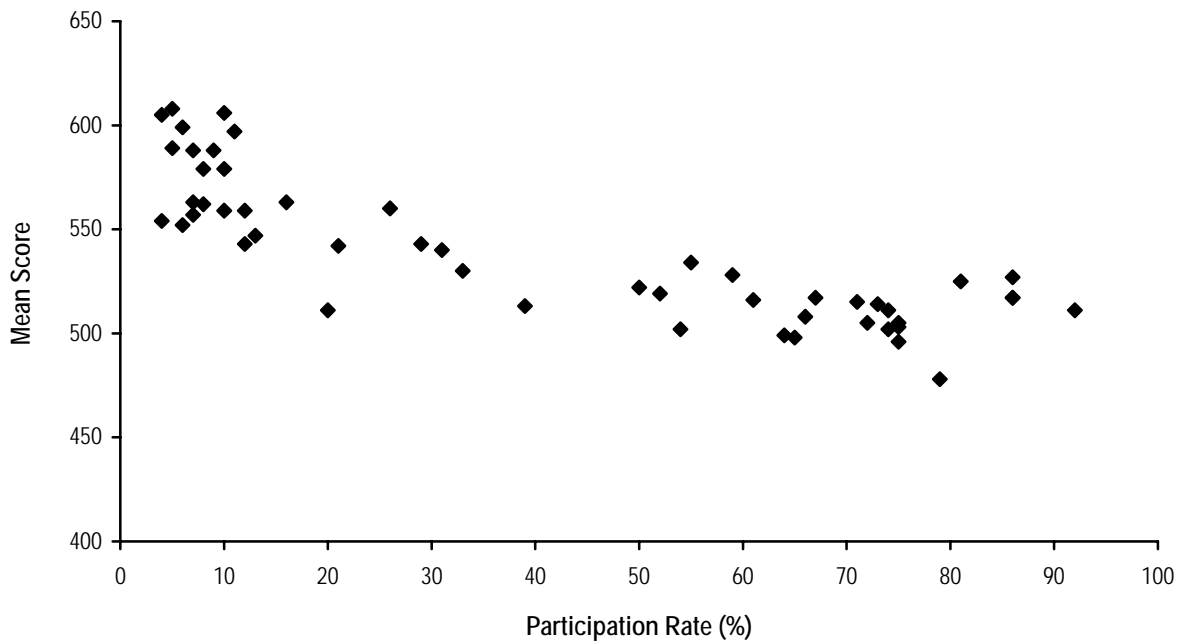
Because both the SAT and ACT are voluntary, a self-selected portion of the high school population takes either test. When a subset of a population takes an examination, the rate of participation plays an important part in the interpretation of average examination scores. Specifically, the average score 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 population than a 10 percent participation rate. The dependency affects the kinds of group comparisons that can be made. In groups with low participation rates, it is likely that only the most academically able, the most motivated, and the best prepared students take the test (College Board, 2002a). Consequently, low participation rates generally result in inflated estimates of population mean scores. Assuming the average 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 mathematics participation and performance data in the United States in 2004 (Figure 2). As the participation rate increases, the mean score estimate generally decreases. In Figure 2, 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 than in a population with a low participation rate. Participation rates directly affect the validity of comparisons among states, districts, campuses, and various student groups. Generally, comparisons of average SAT or ACT scores are most informative for groups with similar participation rates.

Participation Rates Over Time

SAT and ACT participation rates can be affected by factors such as state policy influencing graduation rates, availability of test fee waivers, availability of financial aid for higher education, and state mandating of participation in one or the other examination. In 2005, for the first time in nearly a decade, the number of students graduating from Texas public schools decreased. The number of graduates is used to calculate SAT and ACT participation rates: the number of graduates is the denominator, and the number of examinees is the numerator. Because the decrease in actual graduates did not result from a decrease in enrollment, and because the number of SAT and ACT examinees increased, the examination participation rates increased for all student groups in 2005. Specifically, while the number of graduates decreased from 219,211 in 2004 to 213,765 in 2005, the number of

Figure 2
Relationship Between SAT Mathematics Participation and Performance for States, Class of 2005



Source: College Board (2005a)

SAT and/or ACT examinees increased from 135,646 in 2004 to 140,003 in 2005. These shifts should be taken into account when comparing participation rates over time. See the section, Reporting of Graduation Year, on page 13, for more information on the calculation of participation rates.

Results for Texas Public Schools

Academic Excellence Indicator System Measures

SAT

ACT

Academic Excellence Indicator System Measures

Participation Rates

In 1993, the Texas Legislature mandated the creation of the Texas public school accountability system to evaluate districts and campuses. "Base" indicators in the Academic Excellence Indicator System (AEIS) are used to determine accountability ratings. 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: (a) the percentage of graduating seniors tested on either the SAT or ACT; and (b) the percentage of examinees meeting the criterion established by the Commissioner of Education on either the SAT (a combined score of at least 1110 on the SAT 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 2005, a total of 140,003 public high school graduates took either the SAT, ACT, or both (Table 1); this was up from 135,646 examinees from the 2004 graduating class. The overall participation rate was 65.5 percent, 3.6 percentage points greater than the previous year. Asian/Pacific Islanders had the highest participation rate at 86.9 percent, followed by Whites (70.7%) and African Americans (66.2%). Hispanics had the lowest participation rate, with 50.7 percent of graduates participating in SAT or ACT testing. From 2004 to 2005, the participation rates of all groups increased, from a low of 3.5 percentage points for White students to a high of 6.6 percentage points for Asian/Pacific Islanders. A larger percentage of female graduates (68.1%) than male graduates (62.6%) were tested.

Table 1
SAT and/or ACT Participation, by Ethnicity and Gender, Texas Public Schools, Class of 2005

Group	Graduates	Examinees		
		Number	Percent	Change, 2004 to 2005 (percentage-point)
African American	27,416	18,143	66.2	5.3
Asian/Pacific Islander	8,129	7,061	86.9	6.6
Hispanic	75,180	38,093	50.7	4.4
Native American	670	539	80.4	4.1
White	102,370	72,340	70.7	3.5
Female	111,754	76,090	68.1	4.1
Male	102,011	63,864	62.6	3.2
State	213,765	140,003	65.5	3.6

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

From 1991 through 2005, 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 2 on page 19 and Figure 3 on page 20). 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 21).

Table 2
SAT and/or ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2005

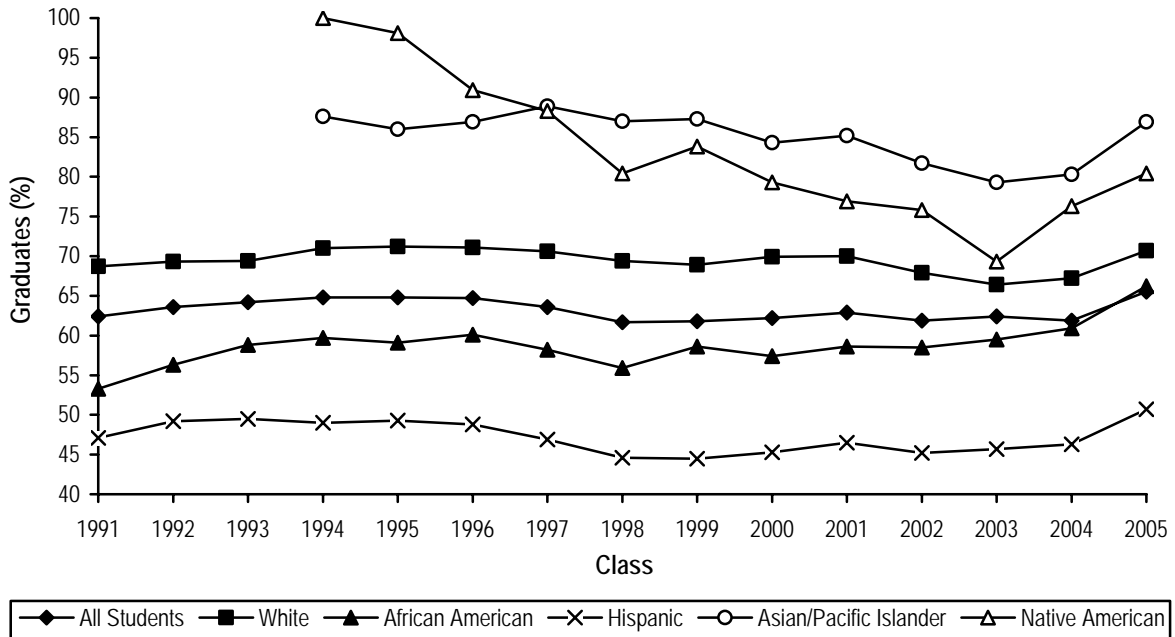
Class	Ethnicity					Gender		State
	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Female	Male	
1991	53.3	–	47.1	–	68.7	64.3	60.3	62.4
1992	56.3	–	49.2	–	69.3	66.0	61.1	63.6
1993	58.8	–	49.5	–	69.4	66.2	62.0	64.2
1994	59.7	87.6	49.0	100 ^a	71.0	66.9	62.6	64.8
1995	59.1	86.0	49.3	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
2005	66.2	86.9	50.7	80.4	70.7	68.1	62.6	65.5

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.

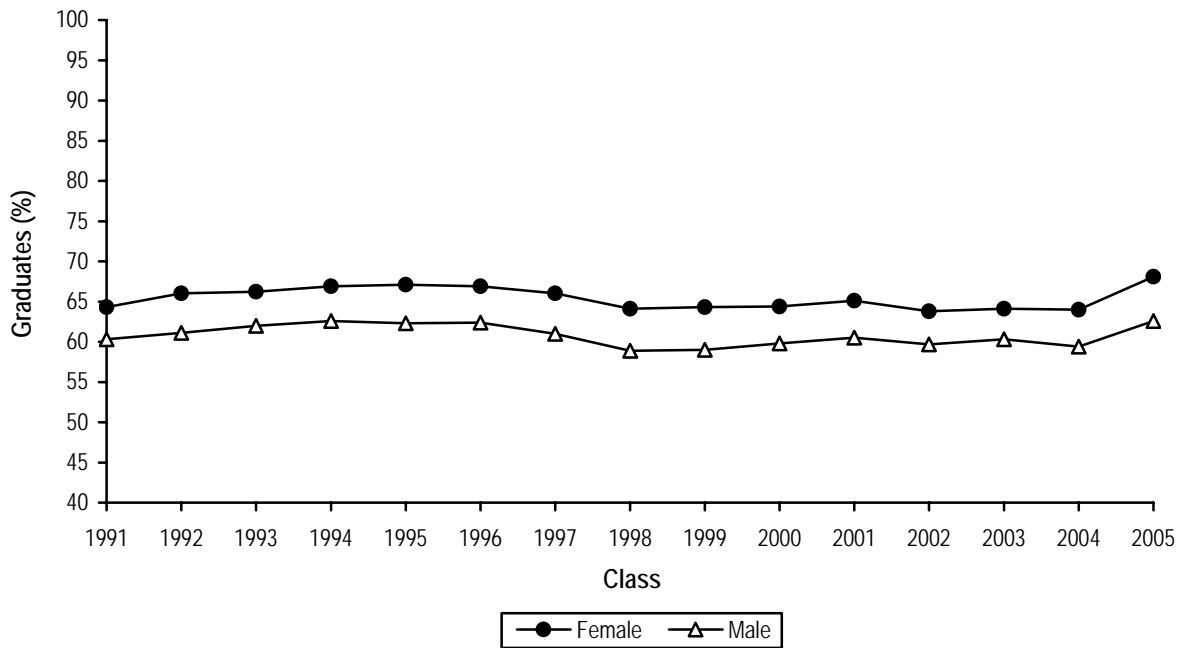
^aBecause of discrepancies in the reporting of ethnicity between test score data from the testing companies and the Texas Education Agency Public Education Information Management System database, participation rates for ethnic groups with small numbers of graduates may be greater than 100 percent. In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

Figure 3
SAT and/or ACT Participation Rates, by Ethnicity, Texas Public Schools, Class of 1991 Through Class of 2005



Source: Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006c); 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 and/or ACT Participation Rates, by Gender, Texas Public Schools, Class of 1991 Through
 Class of 2005



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

Percentage Meeting Criterion on Either the SAT or ACT

Of the students in the 2005 graduating class who took college entrance examinations, 27.4 percent achieved the criterion score on either the SAT or ACT for Gold Performance Acknowledgement in the AEIS (Table 3). This represents an increase of 0.4 percentage points from the previous year. There were large ethnic group differences in the percentages of examinees who met the criterion score. Asian/Pacific Islander examinees had the largest proportion of students achieving the criterion score (48.0%), followed by White examinees (38.7%). The smallest percentages of examinees achieving the criterion score were found among Hispanics (11.0%) and African Americans (8.1%). A larger proportion of male than female examinees (30.3% and 24.9%, respectively) met the criterion.

Table 3
SAT and/or ACT Performance at or Above Criterion, by Ethnicity and Gender, Texas Public Schools, Class of 2005

Group	Examinees	Examinees scoring at or above criterion		
		Number	Percent	Change, 2004 to 2005 (percentage-point)
African American	18,143	1,472	8.1	0.5
Asian/Pacific Islander	7,061	3,390	48.0	2.4
Hispanic	38,093	4,196	11.0	0.5
Native American	539	161	29.9	-0.7
White	72,340	27,977	38.7	1.1
Female	76,090	18,951	24.9	0.3
Male	63,864	19,369	30.3	0.3
State	140,003	38,327	27.4	0.4

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

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

From 1994 through 2005, there was a slight increase in the percentage of all examinee groups who met the criterion, particularly among White and Asian/Pacific Islander examinees (Figure 5 on page 24). From 1991 through 2005, the relative performance rates for the three largest ethnic groups of students scoring at or above criterion were consistent: White students had the highest rate, followed by Hispanic then African American students (Table 4). In this time period, Asian/Pacific Islander examinees outperformed all other ethnic groups; White examinees outperformed Hispanic and African American examinees; and males outperformed females (Figure 6 on page 25).

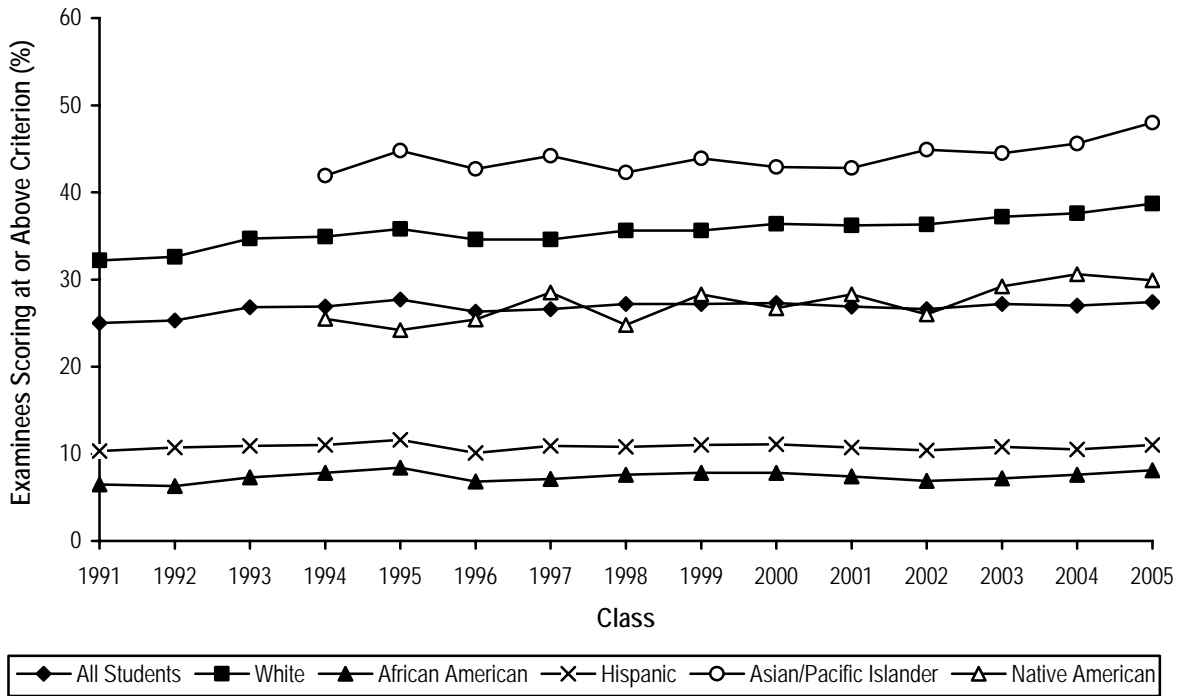
Table 4
SAT and/or ACT Performance at or Above Criterion (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2005

Class	Ethnicity					Gender		State
	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Female	Male	
	1991	6.5	–	10.3	–	32.2	21.8	
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
2005	8.1	48.0	11.0	29.9	38.7	24.9	30.3	27.4

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

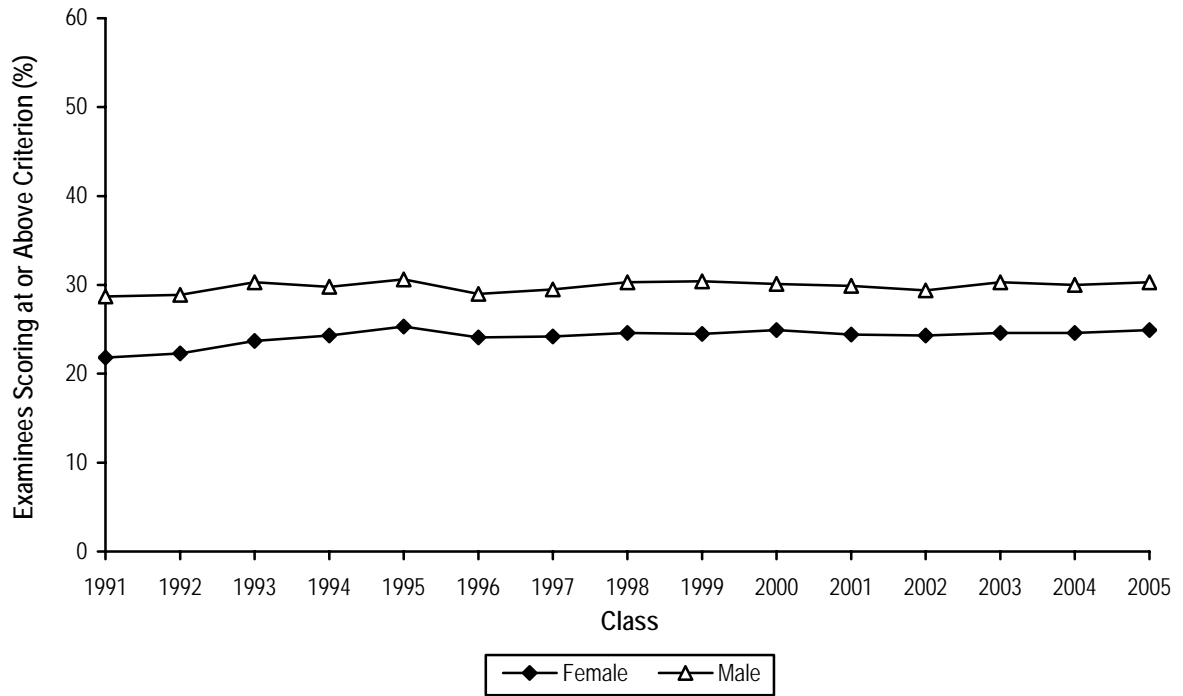
Note: The criterion score for SAT and ACT performance was established by the Commissioner of Education in 1996. Results are not available for Asian/Pacific Islanders and Native Americans from 1991 through 1993.

Figure 5
SAT and/or ACT Performance at or Above Criterion, by Ethnicity, Texas Public Schools,
Class of 1991 Through Class of 2005



Source: Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006c); ACT, Inc.; College Board; and Texas Education Agency.
 Note: The criterion score for SAT 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.

Figure 6
SAT and/or ACT Performance at or Above Criterion, by Gender, Texas Public Schools, Class of 1991 Through Class of 2005



Source. Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006c); ACT, Inc.; College Board; and Texas Education Agency.
Note. The criterion score for SAT and ACT performance was established by the Commissioner of Education in 1996.

SAT

SAT Participation

The SAT 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 students takes the test each year, that is, those students who intend to pursue college studies. Fifty-three percent of the 2005 graduating class in Texas public schools participated in SAT testing (Table 5). Of the students for whom ethnicity was reported, 82.8 percent of Asian/Pacific Islander graduates, 53.1 percent of White graduates, 50.5 percent of African American graduates, and 36.6 percent of Hispanic graduates participated in SAT testing. The participation rate was 54.7 percent for female graduates and 51.1 percent for male graduates.

Table 5
SAT Participation and Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2005

Group	Graduates			Mean scores		
	Total	Tested	Participation rate (%) ^a	Verbal	Mathematics	Combined
African American	27,416	13,838	50.5	426	428	854
Asian/Pacific Islander	8,129	6,727	82.8	522	573	1095
Hispanic	75,180	27,538	36.6	445	457	902
Native American	670	693	100	499	505	1004
White	102,370	54,403	53.1	525	535	1059
Other	-	2,944	-	499	505	1004
No Response	-	7,118	-	486	493	980
Female	111,754	61,128	54.7	486	488	974
Male	102,011	52,133	51.1	494	518	1012
State	213,765	113,261	53.0	490	502	991

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.

The overall rate of participation in SAT testing remained at about 50 percent from 1996 to 2004 and increased to 53 percent in 2005 (Table 6). Similarly, the participation rates for each ethnic group held steady from 1996 through 2004 but increased considerably from 2004 to 2005. One or more of these increases may be a result of the increase in the number and proportion of students reporting ethnicity information. Of students participating in the SAT examination, 6.3 percent did not provide ethnicity information in 2005 (Table 7 on page 28). This is a decrease in non-responding of 6.7 percentage points from 13.0 percent in 2004. The smaller the percentage of students with unreported ethnicity information, the greater the accuracy of the actual rates of participation for the

Table 6
SAT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2005

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	
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
2005	50.5	82.8	36.6	100	53.1	54.7	51.1	53.0

Source. College Board and Texas Education Agency.

^aBecause of discrepancies in the reporting of ethnicity between test score data from the testing companies and the Texas Education Agency Public Education Information Management System 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.

reported ethnic groups. In addition to the increase in ethnicity reporting, the decrease in the number of graduates for the class of 2005 affected participation rates. Nevertheless, the degree to which each ethnic group participation rate was affected by the overall increase in ethnicity reporting or the decrease in the number of graduates is unknown.

Although the participation rates for each ethnic group increased in 2005, the relative ranking of the ethnic groups stayed the same. From 1996 to 2005, participation was consistently highest for Asian/Pacific Islanders and consistently lowest for Hispanics.

Table 7
SAT Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2005

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

Source. College Board and Texas Education Agency.

Mean SAT Scores

In 2005, the highest SAT average Verbal and Mathematics combined scores were obtained by Asian/Pacific Islander examinees, with an average of 1095, and White examinees, with an average of 1059 (Table 8 on page 30). 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 combined score of 1012, whereas females had an average score of 974.

In the examination of SAT performance trends, the graduating class of 1999 was used as a comparison group because the ethnicity non-response rate in 1999 was similar to the rate in 2005. The average SAT Verbal and Mathematics combined score for 2005 graduates was 991, two points higher than the average score of 989 obtained by 1999 graduates (Table 8 on page 30 and Figure 7 on page 31). The average Verbal score for 2005 graduates was 490, two points lower than the mean score of 492 in 1999; the average Mathematics score for 2005 graduates was 502, four points higher than the mean score of 498 in 1999. From 1999 to 2005, differences between ethnic groups increased, because mean scores of Asian/Pacific Islanders and Whites increased more rapidly than those of African Americans and Hispanics. The largest increase was for Asian/Pacific Islander examinees, whose mean score increased by 27 points from 1068 in 1999 to 1095 in 2005. The mean score for White examinees increased by 15 points from 1044 in 1999 to 1059 in 2005. The mean score for African American examinees increased by 7 points from 847 in 1999 to 854 in 2005, and the mean score for Hispanic examinees remained stable at 902.

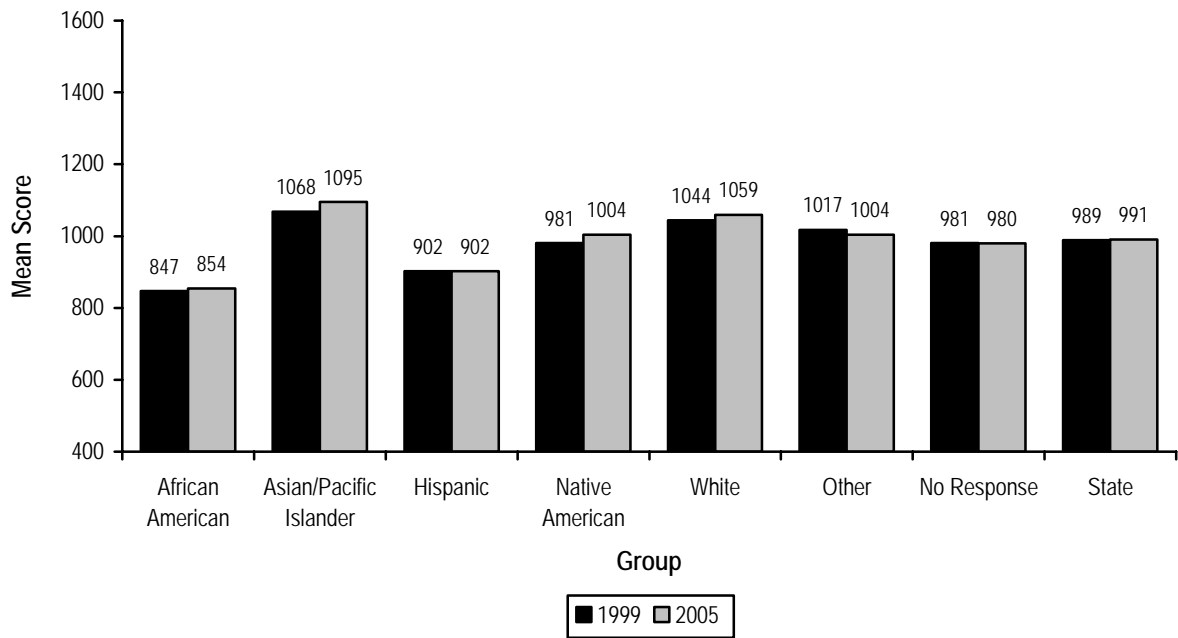
From 1999 to 2005, mean combined scores were consistently highest for Asian/Pacific Islander examinees, followed by White, Hispanic, and African American examinees. Mean verbal scores were consistently highest for White students, followed by Asian/Pacific Islander, Hispanic, and African American students. Asian/Pacific Islander students scored highest in Mathematics, followed by White, Hispanic, and African American students. From the class of 1999 to the class of 2005, mean Verbal and Mathematics scores remained stable for males and females, with males consistently obtaining higher scores than females on both subjects, particularly Mathematics.

Table 8
SAT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2005

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
2005	426	522	445	499	525	499	486	486	494	490
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
2005	428	573	457	505	535	505	493	488	518	502
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
2005	854	1095	902	1004	1059	1004	980	974	1012	991

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

Figure 7
SAT Verbal and Mathematics Combined Performance, by Ethnicity, Texas Public Schools, Class of 1999 and Class of 2005

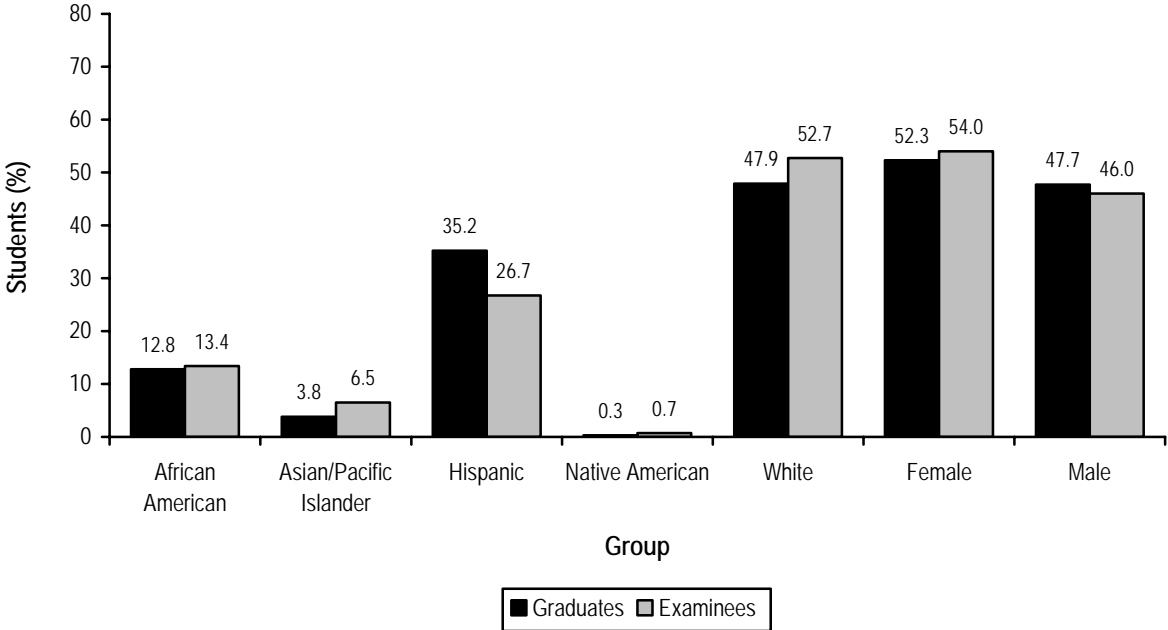


Source: Texas Education Agency (1999); College Board; and Texas Education Agency.

Graduate and SAT Examinee Population

For 2005 graduates who reported their ethnicity, disparities were evident between the proportions of ethnic groups in the SAT examinee population and their proportions of the graduate population (Figure 8). For all ethnic groups except Hispanics, the proportions of SAT examinees were greater than their proportions of graduates. For example, Asian/Pacific Islanders made up 6.5 percent of examinees, while only 3.8 percent of graduates were Asian/Pacific Islander. On the other hand, Hispanics made up only 26.7 percent of examinees, while 35.2 percent of graduates were Hispanic. Females made up a slightly greater proportion of examinees than their proportion of graduates, and males made up a slightly smaller proportion of examinees than their proportion of graduates.

Figure 8
Graduating Seniors and SAT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2005



Source: College Board and Texas Education Agency.
 Note: The denominator includes only graduates that reported their ethnicity.

ACT

ACT Participation

As with the SAT, the ACT is taken by a self-selected portion of high school students, namely, those who intend to pursue college studies. For the 2005 graduating class in Texas public schools, 29.8 percent of students took the ACT (Table 9). Of the students for whom ethnicity was reported, 31.2 percent of African American graduates, 30.3 percent of White graduates, 23.0 percent of Asian/Pacific Islander graduates, and 21.8 percent of Hispanic graduates participated in ACT testing. The participation rate for female graduates was 32.7 percent, and the participation rate for male graduates was 26.0 percent.

Table 9
ACT Participation and Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2005

Group	Graduates			Mean scores				
	Total	Tested	Participation rate (%)	English	Mathematics	Reading	Science	Composite
African American	27,416	8,550	31.2	16.0	17.1	17.0	17.6	17.0
Asian/Pacific Islander	8,129	1,867	23.0	21.3	23.8	22.1	22.0	22.4
Hispanic	75,180	16,365	21.8	16.5	18.3	17.7	18.3	17.8
Native American	670	338	50.4	19.7	20.8	21.3	20.9	20.8
White	102,370	30,983	30.3	21.2	21.8	22.2	21.6	21.8
Other	-	2,154	-	18.9	20.0	20.1	19.9	19.8
No Response	-	3,358	-	19.6	20.8	20.9	20.4	20.6
Female	111,754	36,588	32.7	19.5	19.8	20.4	19.8	20.0
Male	102,011	26,475	26.0	18.6	20.8	19.8	20.5	20.0
State	213,765	63,615	29.8	19.1	20.2	20.2	20.1	20.0

Source: ACT, Inc. and Texas Education Agency.

From 1996 to 2005, the rates of participation in ACT testing overall remained at about 30 percent (Table 10 on page 34). The rates of participation in ACT testing decreased for most student groups between the classes of 1996 and 2005. A notable exception was for African American graduates, whose ACT participation increased from 27.8 percent in 1996 to 31.2 percent in 2005.

In the class of 2005, 5.3 percent of students participating in the ACT examination did not provide ethnicity information (Table 11 on page 34). This is a decrease of one-tenth of a percentage point from the previous year. Unlike the SAT, where non-response rates to ethnicity information have fluctuated over time, non-response rates to ethnicity information in the ACT have remained consistently low.

Table 10
ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996
Through Class of 2005

Class	Ethnicity					Gender		State
	African	Asian/	Hispanic	Native	White	Female	Male	
	American	Pacific Islander		American				
1996	27.8	30.9	25.1	81.5	33.1	36.1	30.2	33.3
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
2005	31.2	23.0	21.8	50.4	30.3	32.7	26.0	29.8

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.

Table 11
ACT Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class
of 2005

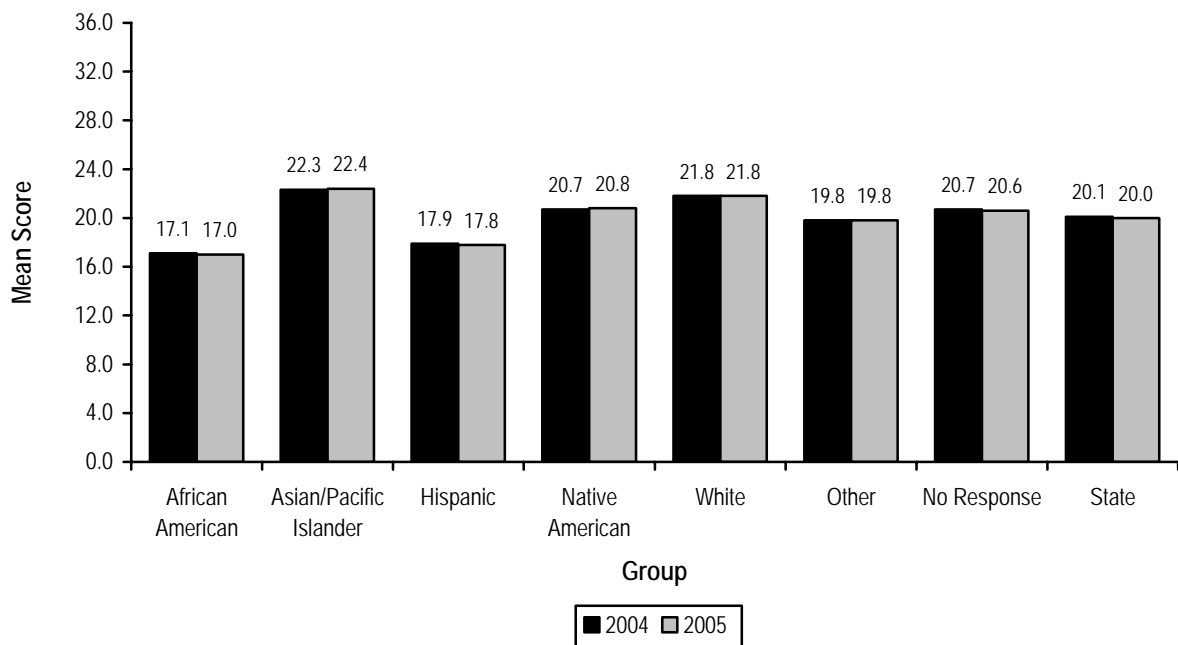
Class	Ethnicity (%)							Examinees
	African	Asian/	Hispanic	Native	White	Other	No Response	
American	Pacific Islander	American						
1996	9.7	3.1	21.9	0.6	55.4	2.0	7.4	52,127
1997	9.6	3.1	21.9	0.7	53.8	2.4	8.5	52,610
1998	10.0	3.2	22.6	0.6	55.7	2.7	5.3	54,379
1999	10.7	3.2	22.3	0.5	56.5	2.6	4.2	55,195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

Source: ACT, Inc. and Texas Education Agency.

Mean ACT Scores

The average ACT Composite score for the class of 2005 was 20.0, one-tenth of a point lower than the average score of 20.1 for the class of 2004 (Figure 9 on page 35 and Table 12 on page 36). The highest average ACT Composite scores in 2005 were obtained by Asian/Pacific Islander examinees, with an average of 22.4, and White examinees, with an average of 21.8. Asian/Pacific Islander examinees scored considerably higher on the Mathematics section than the other groups and somewhat higher than the other groups in English and Science. White examinees scored higher on the Reading section than the other groups. Male and female examinees obtained the same average ACT Composite score of 20.0.

Figure 9
ACT Composite Performance, by Ethnicity, Texas Public Schools, Class of 2004 and Class of 2005



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

From the class of 1996 through the class of 2005, there was little variability in mean ACT composite scores: mean scores ranged from 19.9 to 20.3 (Table 12). 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 12
ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2005

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
2005	16.0	21.3	16.5	19.7	21.2	18.9	19.6	19.5	18.6	19.1
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
2005	17.1	23.8	18.3	20.8	21.8	20.0	20.8	19.8	20.8	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
2005	17.0	22.1	17.7	21.3	22.2	20.1	20.9	20.4	19.8	20.2

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

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Table 12 (continued)

ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2005

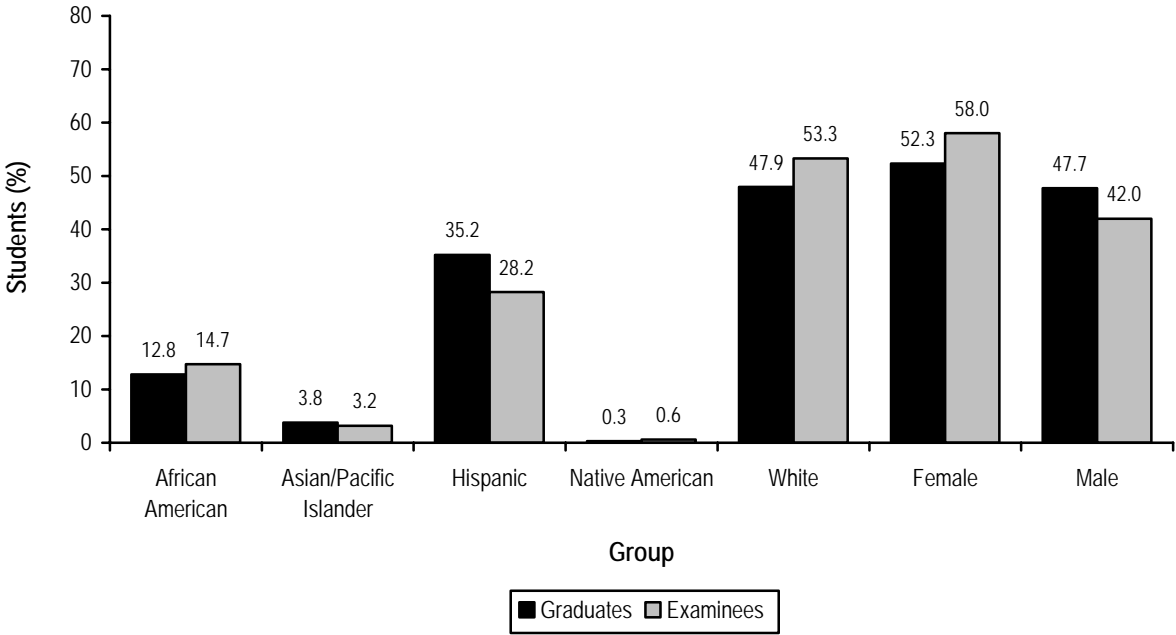
Class	Ethnicity							Gender		State
	African American	Asian/Pacific Islander	Hispanic	Native American	White	Other	No Response	Female	Male	
Mean Science score										
1996	17.4	21.5	18.3	20.5	21.5	20.4	19.8	19.9	20.7	20.2
1997	17.5	21.6	18.3	20.9	21.4	20.7	19.9	19.9	20.6	20.2
1998	17.5	21.5	18.5	20.8	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
2005	17.6	22.0	18.3	20.9	21.6	19.9	20.4	19.8	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
2005	17.0	22.4	17.8	20.8	21.8	19.8	20.6	20.0	20.0	20.0

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

Graduate and ACT Examinee Population

For 2005 graduates who reported their ethnicity, the proportions of African Americans and Asian/Pacific Islanders among ACT examinees were similar to their proportions of graduates: 14.7 percent of examinees and 12.8 percent of graduates were African American, and 3.2 percent of examinees and 3.8 percent of graduates were Asian/Pacific Islander (Figure 10). Among Whites, the percentage of examinees was greater than the percentage of graduates. Whites made up 53.3 percent of ACT examinees but only 47.9 percent of graduates. On the other hand, Hispanics made up only 28.2 percent of examinees, whereas they made up 35.2 percent of all graduates. The proportion of female examinees (58.0%) was greater than the proportion of female graduates (52.3%). Conversely, the proportion of male graduates (47.7%) was greater than the proportion of male examinees (42.0%).

Figure 10
Graduating Seniors and ACT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2005



Source: ACT, Inc. and Texas Education Agency.
 Note: The denominator includes only graduates who reported their ethnicity.

Results for Texas and the United States

Texas and the United States: SAT

Texas and the United States: ACT

Texas and Other States: SAT and ACT

Texas and the United States: SAT

SAT Participation

The number of SAT examinees among graduating seniors in public and non-public Texas schools combined steadily increased from the class of 1996 to the class of 2005 (Table 13). The number of examinees in Texas increased from 127,723 in 2004 to 133,115 in 2005; this corresponded to an increase in participation rate from 52 percent to 54 percent. The number of national examinees increased from 1,419,007 in 2004 to 1,475,623 in 2005; this corresponded to an increase in participation rate from 48 percent to 49 percent.

Table 13
SAT Participation, Texas and the United States, Class of 1996 Through Class of 2005

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

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

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

Mean SAT Scores

For the classes of 1996 through 2005, the national mean SAT scores were generally higher than the Texas mean scores for all ethnic and gender groups, with one exception. The mean SAT 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 ten years (Table 14). For mean scores by ethnicity prior to 1996, see Table A-1 in the Appendix. Differences between national and Texas mean SAT combined scores for males and females generally increased from 1996 through 2005 (Table 15 on page 43).

Table 14
SAT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2005

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
2005	426	433	521	511	447	458	527	532	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
2005	427	431	572	580	457	465	534	536	502	520

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

Note. Mean scores are based on the results of both public and non-public school students.

continues

Table 14 (continued)
SAT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2005

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 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
2005	853	864	1093	1091	905	923	1061	1068	995	1028

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

Note. Mean scores are based on the results of both public and non-public school students.

Table 15
SAT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2005

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
2005	489	505	498	513
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
2005	488	504	519	538
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
2005	977	1009	1017	1051

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

Note. Mean scores are based on the results of both public and non-public school students.

SAT Examinee Population

From 1996 through 2005, Texas examinees made up, on average, nearly a tenth (8.7%) of the total national population of SAT examinees (Table 16). During this time period, the proportions of Hispanic SAT examinees in Texas were, on average, 2.6 times the proportions of Hispanic examinees in the United States as a whole. For example, in the class of 2005, Hispanics made up 23.9 percent of the test-taking population in Texas, but were only 9.8 percent of test takers nationally. The proportions of White examinees in the United States were, on average, 5.7 percentage points higher than their proportions in Texas. The proportions of African American examinees in Texas were comparable to their proportions nationally. For SAT participation trends by ethnic group prior to the class of 1996, see Table A-2 in the Appendix. The proportions of female and male examinees in Texas were similar to the national percentages (Table 17).

Table 16
SAT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2005

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

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

Note. Percentages are based on both public and non-public school students.

Table 17
SAT Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2005

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

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

Note. Percentages are based on both public and non-public school students.

Texas and the United States: ACT

ACT Participation

The number of ACT examinees in Texas public and non-public schools combined generally increased from the class of 1996 to the class of 2005 (Table 18). Although the number of ACT examinees increased from 71,696 in 2004 to 72,294 in 2005, the participation rate remained stable at 29 percent. Similarly, although the number of national examinees also increased from 1,171,460 in 2004 to 1,186,251 in 2005, the national participation rate remained stable at 40 percent.

Table 18
ACT Participation, Texas and the United States, Class of 1996 Through Class of 2005

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

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

Note. Percentages are based on both public and non-public school students.

Mean ACT Scores

From the class of 1996 through the class of 2005, average scores were generally higher nationally than in Texas on all ACT sections (Table 19). Likewise, for White and Hispanic students, average scores were generally higher nationally than in Texas. The opposite was true for African American and Asian/Pacific Islander students. Among Asian/Pacific Islander and African American examinees, the majority of scores were higher in Texas than in the nation on most ACT sections during this time period. Most notably, in all ten 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-3 in the Appendix. For males and females, average scores were higher nationally than in Texas on all sections (Table 20 on page 50).

Table 19
ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2005

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
2005	15.9	16.2	21.4	21.3	16.6	17.6	21.4	21.5	19.3	20.4

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

Note. Mean scores are based on the results of both public and non-public school students.

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Table 19 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2005

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										
1996	17.3	16.8	23.4	22.9	18.3	18.7	20.8	20.8	19.9	20.2
1997	17.4	16.9	23.9	23.3	18.5	19.0	21.1	21.2	20.2	20.6
1998	17.2	16.9	23.7	23.4	18.3	19.0	21.2	21.4	20.2	20.8
1999	17.4	16.9	23.5	23.1	18.4	19.0	21.2	21.3	20.2	20.7
2000	17.3	16.8	23.5	23.2	18.4	18.9	21.4	21.3	20.2	20.7
2001	17.2	16.8	23.8	23.1	18.3	18.9	21.4	21.3	20.2	20.7
2002	17.1	16.7	23.5	22.9	18.1	18.6	21.4	21.3	20.1	20.6
2003	16.8	16.7	23.6	22.9	18.0	18.5	21.4	21.3	20.0	20.6
2004	17.2	16.9	23.8	23.0	18.3	18.6	21.7	21.4	20.3	20.7
2005	17.1	16.8	23.8	23.1	18.3	18.7	21.8	21.5	20.3	20.7
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
2005	17.0	17.0	22.1	21.8	17.9	18.7	22.3	22.3	20.3	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
2005	17.5	17.3	21.9	21.8	18.4	18.7	21.6	21.7	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, 2005a, 2005b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006c).

Note: Mean scores are based on the results of both public and non-public school students.

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Table 19 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2005

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										
1996	17.2	17.0	21.8	21.6	18.0	18.8	21.5	21.6	20.2	20.9
1997	17.1	17.1	21.8	21.7	18.1	18.9	21.4	21.7	20.2	21.0
1998	17.2	17.1	21.8	21.8	18.2	18.9	21.5	21.7	20.3	21.0
1999	17.3	17.1	21.9	21.7	18.3	18.9	21.6	21.7	20.3	21.0
2000	17.2	17.0	21.8	21.7	18.2	18.9	21.7	21.8	20.3	21.0
2001	17.1	16.9	22.2	21.7	18.1	18.8	21.7	21.8	20.3	21.0
2002	17.0	16.8	21.9	21.6	17.8	18.4	21.6	21.7	20.1	20.8
2003	16.8	16.9	22.1	21.8	17.9	18.5	21.7	21.7	20.1	20.8
2004	17.1	17.1	22.3	21.9	18.0	18.5	21.9	21.8	20.2	20.9
2005	17.0	17.0	22.5	22.1	17.9	18.6	21.9	21.9	20.2	20.9

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

Note. Mean scores are based on the results of both public and non-public school students.

Table 20
ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2005

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
2005	19.7	20.8	18.8	20.0
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
2005	19.9	20.2	20.8	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
2005	20.6	21.5	20.0	21.0

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

Note: Mean scores are based on the results of both public and non-public school students.

continues

Table 20 (continued)
ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2005

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
2005	19.9	20.5	20.6	21.4
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
2005	20.1	20.9	20.2	21.1

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

Note. Mean scores are based on the results of both public and non-public school students.

ACT Examinee Population

From graduation year 1996 through graduation year 2005, Texas examinees made up, on average, 6.2 percent of the total national population of ACT examinees (Table 21). During this time period, the proportions of Hispanic ACT examinees in Texas were, on average, 4 times the proportions of Hispanic examinees nationally. For example, in the class of 2005, Hispanics made up 24.9 percent of the test-taking population in Texas, but were only 7.0 percent nationally. The percentages of White examinees in Texas over the ten-year period were, on average, 15.9 percentage points smaller than the percentages of White examinees nationally. The proportions of ACT examinees in Texas who were African American were similar to their proportions nationally. For ACT participation trends by ethnic group prior to 1996, see Table A-4 in the Appendix. The proportions of male and female examinees were similar in Texas and the nation across the ten-year period (Table 22).

Table 21
ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2005

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

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

Note: Percentages are based on both public and non-public school students.

Table 22
ACT Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2005

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

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

Note. Percentages are based on both public and non-public school students.

Texas and Other States: SAT and ACT

Participation rates for both SAT and ACT varied considerably across states (Table 23 on page 54 and Table 24 on page 57). On the SAT, Mississippi (4%), North Dakota (4%), Iowa (5%), and South Dakota (5%) had the lowest participation rates, while Connecticut (86%), Massachusetts (86%), New Jersey (86%), and New York (92%) had the highest rates. On the ACT, Delaware (4%), New Jersey (6%), and Rhode Island (8%) had the lowest participation rates, while Mississippi (94%), Colorado (100%), and Illinois (100%) 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 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 section, Interpretation of Results, on page 13). 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 participation rates similar to the rate in Texas (54%) 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 23
SAT Participation and Performance, by State, Class of 2005

State	Participation rate (%)	Mean scores		
		Verbal	Mathematics	Combined
Mississippi	4	564	554	1118
North Dakota	4	590	605	1195
Iowa	5	596	608	1204
South Dakota	5	589	589	1178
Arkansas	6	563	552	1115
Wisconsin	6	592	599	1191
Missouri	7	588	588	1176
Oklahoma	7	570	563	1133
Utah	7	566	557	1123
Louisiana	8	565	562	1127

Source. College Board (2005b).

Note. Mean scores are based on the results of both public and non-public school students.

continues

Table 23 (continued)
SAT Participation and Performance, by State, Class of 2005

State	Participation rate (%)	Mean scores		
		Verbal	Mathematics	Combined
Nebraska	8	574	579	1153
Kansas	9	585	588	1173
Alabama	10	567	559	1126
Illinois	10	594	606	1200
Michigan	10	568	579	1147
Minnesota	11	592	597	1189
Kentucky	12	561	559	1120
Wyoming	12	544	543	1087
New Mexico	13	558	547	1105
Tennessee	16	572	563	1135
West Virginia	20	523	511	1034
Idaho	21	544	542	1086
Colorado	26	560	560	1120
Ohio	29	539	543	1082
Montana	31	540	540	1080
Arizona	33	526	530	1056
Nevada	39	508	513	1021
California	50	504	522	1026
Alaska	52	523	519	1042
Texas	54	493	502	995
Washington	55	532	534	1066
Oregon	59	526	528	1054
Hawaii	61	490	516	1006
South Carolina	64	494	499	993
Florida	65	498	498	996
Indiana	66	504	508	1012
Vermont	67	521	517	1038
Maryland	71	511	515	1026
Rhode Island	72	503	505	1008
Virginia	73	516	514	1030

Source. College Board (2005b).

Note. Mean scores are based on the results of both public and non-public school students.

continues

Table 23 (continued)
SAT Participation and Performance, by State, Class of 2005

State	Participation rate (%)	Mean scores		
		Verbal	Mathematics	Combined
Delaware	74	503	502	1005
North Carolina	74	499	511	1010
Georgia	75	497	496	993
Maine	75	509	505	1014
Pennsylvania	75	501	503	1004
District of Columbia	79	490	478	968
New Hampshire	81	525	525	1050
Connecticut	86	517	517	1034
Massachusetts	86	520	527	1047
New Jersey	86	503	517	1020
New York	92	497	511	1008
United States	49	508	520	1028

Source. College Board (2005b).

Note. Mean scores are based on the results of both public and non-public school students.

Table 24
ACT Participation and Performance, by State, Class of 2005

State	Participation rate (%)	Mean Composite score	State	Participation rate (%)	Mean Composite score
Delaware	4	20.8	Florida	41	20.4
New Jersey	6	21.3	Montana	57	21.8
Rhode Island	8	21.9	Idaho	58	21.3
Pennsylvania	9	21.7	New Mexico	61	20.0
Connecticut	10	22.8	West Virginia	65	20.4
Maine	10	22.4	Iowa	66	22.0
New Hampshire	10	22.3	Ohio	66	21.4
Maryland	12	21.0	Minnesota	68	22.3
Massachusetts	12	22.8	Utah	68	21.5
Oregon	12	22.6	Michigan	69	21.4
California	14	21.6	Oklahoma	69	20.4
Virginia	14	20.8	Wisconsin	69	22.2
North Carolina	15	20.2	Wyoming	69	21.4
Hawaii	16	21.9	Missouri	70	21.6
Vermont	16	22.6	Arkansas	76	20.3
Washington	16	22.7	Kansas	76	21.7
New York	17	22.4	Kentucky	76	20.4
Arizona	19	21.5	Nebraska	76	21.8
Indiana	21	21.7	South Dakota	76	21.5
Alaska	26	21.3	Alabama	77	20.2
Nevada	28	21.5	North Dakota	82	21.3
Washington DC	29	18.0	Louisiana	85	19.8
Georgia	29	20.0	Tennessee	92	20.5
Texas	29	20.2	Mississippi	94	18.7
South Carolina	38	19.4	Colorado	100	20.2
			Illinois	100	20.3
			National	40	20.9

Source: ACT, Inc. (2005a).

Note: Mean scores are based on the results of both public and non-public school students.

Appendix: Supplemental Tables

Table A-1
SAT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2005

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
2005	426	433	521	511	447	458	527	532	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 (1996a, 1996b, 1996c, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002b, 2002c, 2003b, 2003c, 2004a, 2004b, 2005a, 2005b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006c).

Note: Mean scores are based on the results of both public and non-public 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-1 (continued)
SAT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2005

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.)										
1997	422	423	566	560	459	460	525	526	501	511
1998	424	426	562	562	458	460	526	528	501	512
1999	420	422	563	560	454	458	525	528	499	511
2000	423	426	564	565	454	461	528	530	500	514
2001	421	426	565	566	452	460	528	531	499	514
2002	420	427	567	569	452	459	529	533	500	516
2003	418	426	565	575	450	459	529	534	500	519
2004	421	427	563	577	451	460	527	531	499	518
2005	427	431	572	580	457	465	534	536	502	520
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
2005	853	864	1093	1091	905	923	1061	1068	995	1028

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

Note. Mean scores are based on the results of both public and non-public 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-2
SAT Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2005

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

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

Note. Percentages are based on both public and non-public school students.

Table A-3
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2005

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
2005	15.9	16.2	21.4	21.3	16.6	17.6	21.4	21.5	19.3	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
2005	17.1	16.8	23.8	23.1	18.3	18.7	21.8	21.5	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, 2005a, 2005b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006c).

Note: Mean scores are based on the results of both public and non-public 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-3 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2005

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
2005	17.0	17.0	22.1	21.8	17.9	18.7	22.3	22.3	20.3	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
2005	17.5	17.3	21.9	21.8	18.4	18.7	21.6	21.7	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, 2005a, 2005b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006c).

Note: Mean scores are based on the results of both public and non-public 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-3 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2005

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
2005	17.0	17.0	22.5	22.1	17.9	18.6	21.9	21.9	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, 2005a, 2005b) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006c).

Note. Mean scores are based on the results of both public and non-public 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.

Table A-4
ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2005

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

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

Note: Percentages are based on both public and non-public school students.

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Compliance Statement

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

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

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

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

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

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

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

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