College Admissions Testing of Graduating Seniors in Texas High Schools Class of 2009

Division of Accountability Research
Department of Assessment, Accountability, and Data Quality
Texas Education Agency
November 2010

College Admissions Testing of Graduating Seniors in Texas High Schools Class of 2009

Project Staff
Amanda Callinan
Shawn P. Thomas

Editorial Staff
Christine Whalen
Richard Kallus
Anthony Grasso

Division of Accountability Research
Department of Assessment, Accountability, and Data Quality
Texas Education Agency
November 2010

Texas Education Agency
Robert Scott, Commissioner of Education
Lizzette Reynolds, Deputy Commissioner for Statewide Policy and Programs

Department of Assessment, Accountability, and Data Quality
Criss Cloudt, Associate Commissioner

Office of Data Development, Analysis, and Research
Patricia Sullivan, Deputy Associate Commissioner

Division of Accountability Research
Linda Roska, Director

Additional Acknowledgments
Special thanks to Andrew Wiley from the College Board and Glen Gullikson from ACT, Inc., for reviewing this report.

Citation. Texas Education Agency. (2010). *College admissions testing of graduating seniors in Texas high schools, class of 2009* (Document No. GE11 601 02). Austin, TX: Author.

Abstract. This report examines SAT and ACT participation and performance in Texas for the class of 2009. Statewide examination results for students in Texas public schools and for students in Texas public and nonpublic schools combined are presented. Data are provided by ethnicity, gender, and economic status. The report also provides descriptions and brief histories of the SAT and ACT examinations, along with a brief discussion of policy related to the examinations. In addition, the report discusses the use of SAT and ACT results in college admissions and the Academic Excellence Indicator System.

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

Additional copies of this document may be purchased using the order form in the back of this publication. Also, the report is available in PDF format on the agency website at http://www.tea.state.tx.us/index4.aspx?id=4112. Additional information about this report may be obtained by contacting the Texas Education Agency Division of Accountability Research by phone at (512) 475-3523 or by e-mail at research@tea.state.tx.us.

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

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

SAT,® SAT Reasoning Test,™ and PSAT/NMSQT® are trademarks of the College Board, and the ACT,® ACT National Curriculum Survey,® EXPLORE,® and PLAN® are trademarks of the ACT, Inc. Other product and company names mentioned in this report may be trademarks of their respective owners.

Contents

Highlights vii
Texas Public Schools viii
Texas and the United States x
College Admissions Testing: The SAT and ACT 1
General Information 2
Policy Related to the SAT and ACT 7
Use of Individual SAT and ACT Scores 10
Reporting of SAT and ACT Results by the Texas Education Agency 15
Data Sources 16
Methodological Considerations in Data Reporting 17
Interpretation of Results 20
Results for Texas Public Schools 23
Academic Excellence Indicator System Measures 24
SAT 32
ACT 43
Results for Texas and the United States 55
Texas and the United States: SAT 56
Texas and the United States: ACT 63
Texas and Other States: SAT and ACT 71
Appendix: Supplemental Tables 77
References 87

List of Tables

Table 1. A Brief Comparison of the SAT and ACT Examinations 3
Table 2. Ethnic Categories in Demographic Forms Provided by the College Board, ACT, Inc., and Texas Education Agency 17
Table 3. SAT and/or ACT Participation, by Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2009 25
Table 4. SAT and/or ACT Participation, Texas Public Schools, Class of 1991 Through Class of 2009 26
Table 5. SAT and/or ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2009 27

Table 6. SAT and/or ACT Performance At or Above Criterion, by Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2009 29

Table 7. SAT and/or ACT Performance At or Above Criterion (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2009 30

Table 8. SAT Participation, by Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2009 33

Table 9. SAT Participation, Texas Public Schools, Class of 1996 Through Class of 2009 34

Table 10. SAT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2009 35

Table 11. SAT Performance, by Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2009 36

Table 12. SAT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2009 37

Table 13. SAT Performance of Ethnic Groups, by Gender, Texas Public Schools, Class of 2009 40

Table 14. SAT Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2009 41

Table 15. ACT Participation, by Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2009 44

Table 16. ACT Participation, Texas Public Schools, Class of 1996 Through Class of 2009 45

Table 17. ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2009 46

Table 18. ACT Performance, by Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2009 47

Table 19. ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2009 48

Table 20. ACT Performance of Ethnic Groups, by Gender, Texas Public Schools, Class of 2009 51

Table 21. ACT Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2009 52

Table 22. SAT Participation, Texas and the United States, Class of 1996 Through Class of 2009 56

Table 23. SAT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2009 57

Table 24. SAT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2009 59

Table 25. SAT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2009 61

Table 26. SAT Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2009 62

Table 27. ACT Participation, Texas and the United States, Class of 1996 Through Class of 2009 ... 63
Table 28. ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2009 ... 64
Table 29. ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2009 ... 67
Table 30. ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2009 ... 69
Table 31. ACT Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2009 ... 70
Table 32. SAT Participation and Performance, by State, Class of 2009 ... 72
Table 33. ACT Participation and Performance, by State, Class of 2009 ... 74
Table A-1. SAT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2009 ... 78
Table A-2. SAT Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2009 ... 81
Table A-3. ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2009 ... 82
Table A-4. ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2009 ... 86

List of Figures

Figure 1. Ethnicity Not Reported, SAT and ACT Examinees, Texas Public Schools, Class of 1996 Through Class of 2009 ... 18
Figure 2. Relationship Between SAT Mathematics Participation and Performance for States, Class of 2009 ... 21
Figure 3. SAT and/or ACT Participation Rates, by Ethnicity, Texas Public Schools, Class of 1999 Through Class of 2009 ... 28
Figure 4. SAT and/or ACT Performance At or Above Criterion, by Ethnicity, Texas Public Schools, Class of 1999 Through Class of 2009 ... 31
Figure 5. SAT Critical Reading and Mathematics Combined Performance, by Ethnicity, Texas Public Schools, Class of 1999 Through Class of 2009 ... 39
Figure 6. Graduating Seniors and SAT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2009 ... 42
Figure 7. ACT Composite Performance, by Ethnicity, Texas Public Schools, Class of 1999 Through Class of 2009 ... 50
Figure 8. Graduating Seniors and ACT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2009 ... 53

Highlights

Texas Public Schools

Texas and the United States

Texas Public Schools

Academic Excellence Indicator System Measures

Participation

- A total of 146,648 Texas public high school graduates in the class of 2009 took the SAT, the ACT, or both examinations. This was down from 147,016 graduates in the class of 2008. The number of examinees in 2009 reflects a participation rate of 61.5 percent.

- Asian/Pacific Islander graduates participated in one or both of the examinations at a rate of 84.1 percent. African American graduates participated at a rate of 68.9 percent, and White graduates participated at a rate of 66.8 percent. Hispanic graduates participated at a rate of 50.6 percent.

Performance

- Of graduates in the class of 2009 who took the SAT, the ACT, or both examinations, 26.9 percent met or exceeded the criterion scores required for Gold Performance Acknowledgment in the Academic Excellence Indicator System. This was lower than the percentage in the class of 2008 (27.2%).

- By ethnicity, 49.5 percent of Asian/Pacific Islander examinees, 40.6 percent of White examinees, 11.8 percent of Hispanic examinees, and 7.7 percent of African American examinees scored at or above criterion on one or both of the examinations.

SAT

Participation

- A total of 112,485 public high school graduates in the class of 2009 took the SAT examination. The participation rate for the class of 2009 (47.2%) was lower than the rate for the class of 2008 (51.6%).

- SAT participation rates by ethnicity were 75.9 percent for Asian/Pacific Islander graduates, 51.6 percent for African American graduates, 47.9 percent for White graduates, and 36.9 percent for Hispanic graduates.

Performance

- For SAT examinees in the class of 2009, the average critical reading and mathematics combined score was 985, three points lower than that for the class of 2008. The average SAT writing score in 2009 was 470.

- Across ethnic groups in 2009, Asian/Pacific Islander examinees had the highest average SAT critical reading and mathematics combined score (1105), and African American examinees had the lowest average combined score (859).

ACT

Participation

- A total of 73,938 Texas public high school graduates in the class of 2009 took the ACT examination. The participation rate for the class of 2009 (31.0%) was higher than the rate for the class of 2008 (30.7%).

- ACT participation rates by ethnicity were 33.3 percent for White graduates, 32.1 percent for African American graduates, 31.9 percent for Asian/Pacific Islander graduates, and 22.2 percent for Hispanic graduates.

Performance

- For ACT examinees in the class of 2009 the average composite score was 20.5, the same average as the class of 2008.

- Across ethnic groups in 2009, Asian/Pacific Islander examinees had the highest average ACT composite score (24.2), and African American examinees had the lowest average ACT composite score (17.2).

Texas and the United States

SAT

- A total of 141,733 Texas public and nonpublic high school graduates in the class of 2009 took the SAT. The state participation rate of 51 percent was higher than the rate for the class of 2008 (50%). Nationally, 1,530,128 public and nonpublic high school graduates in 2009 took the SAT. The national participation rate of 46 percent was higher than the rate for the class of 2008 (45%).

- The average SAT critical reading and mathematics combined score for Texas public and nonpublic high school examinees in the class of 2009 was 992, down one point from 993 for the class of 2008. Nationally, the average SAT critical reading and mathematics combined score in 2009 was 1016, down one point from 1017 for the class of 2008.

- Of Texas graduates in the class of 2009 who took the SAT examination, 45.4 percent were White, 30.1 percent were Hispanic, and 13.3 percent were African American. In the U.S., by comparison, the percentage of examinees accounted for by White graduates (55.6%) was 10.2 percentage points higher, the percentage accounted for by Hispanic graduates (13.5%) was 16.6 percentage points lower, and the percentage accounted for by African American graduates (12.2%) was about the same.

ACT

- A total of 82,640 Texas public and nonpublic high school graduates in the class of 2009 took the ACT. The state participation rate of 30.0 percent was 1.0 percentage point higher than in 2008. Nationally, 1,480,469 public and nonpublic high school graduates in 2009 took the ACT. The national participation rate of 45 percent was 2.0 percentage points higher than in 2008.

- The average ACT composite score for Texas public and nonpublic high school examinees in the class of 2009 was 20.8, up from 20.7 for the class of 2008. Nationally, the average composite score in 2009 was 21.1, the same as in 2008. The average ACT mathematics score for all examinees were higher in Texas than the nation.

- Of Texas graduates in the class of 2009 who took the ACT examination, 47.4 percent were White, 27.3 percent were Hispanic, and 12.7 percent were African American. In the U.S., by comparison, the percentage of examinees accounted for by White graduates (63.6%) was 16.2 percentage points higher, the percentage accounted for by Hispanic graduates (9.0%) was 18.3 percentage points lower, and the percentage accounted for by African American graduates (13.2%) was about the same.

College Admissions Testing: The SAT and ACT

General Information

Policy Related to the SAT and ACT

Use of Individual SAT and ACT Scores

General Information

The Examinations

SAT. The SAT Reasoning Test, also referred to as the SAT, tests students' basic knowledge of reading, writing, and mathematics "in addition to how students think, solve problems, and communicate" (College Board, 2009a, p. 1). The test consists of three sections: critical reading, mathematics, and writing (Table 1). Scores on each of the sections range from 200 to 800. The critical reading section consists of multiple-choice sentence completion questions and multiple-choice passage-based reading questions. The sentence completion questions assess vocabulary and understanding of sentence structure. The passage-based questions assess comprehension of what is explicitly stated, as well as what is implied, in text passages and the ability to analyze and synthesize information.

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

The writing section consists of multiple-choice questions and a student-produced essay. The writing section requires students to communicate ideas clearly, improve writing through revision and editing, recognize and identify sentence-level errors, and understand grammatical elements and structures within sentences.

ACT. According to ACT, Inc., the ACT measures general educational development in four curriculum-based areas: English, mathematics, reading, and science (ACT, Inc., 2005c). The four subject tests are measures of academic development that rely largely on students' ability to apply the content knowledge and reasoning skills acquired in their coursework to high-level tasks. These tasks often require the integration of proficiencies and skills from various high school courses. Scores on each of the sections range from 1 to 36. Examinees also receive a composite score, calculated as the average of the four section scores. There is also an optional writing section that requires examinees to write an essay, based on a prompt, by presenting a position on an issue.

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

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

Table 1
A Brief Comparison of the SAT and ACT Examinations

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

The reading section consists of multiple-choice questions that assess reading comprehension by requiring examinees to understand what is explicitly stated, as well as what is implied in text. Specific

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

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

SAT and ACT Scoring

Student performance on both the SAT and ACT is reported as a scaled score, which is a normative standard score calculated from a raw score. For the SAT, the raw score equals the number of questions answered correctly minus a fraction of the number of questions answered incorrectly. No points are deducted for unanswered questions or for wrong answers to student-produced response questions on the mathematics section (College Board, 2009a). For the ACT, the raw score equals the number of questions answered correctly (ACT, Inc., 2010e). Because the SAT and ACT may vary in difficulty from test form to test form or from year to year, the raw scores are not comparable. To allow for performance comparisons, the raw scores are converted to scaled scores. The statistical equating procedures used in the conversion ensure that any given scaled score indicates the same level of ability across test forms or testing dates.

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

Brief History

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

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

In March 2005, the current version of the SAT examination was introduced, with the following modifications: (a) the name of the examination was changed from SAT I: Reasoning Test to SAT Reasoning Test; (b) a writing section was added; (c) the verbal section was renamed the critical reading section, the word analogy questions were removed, and short reading passages were added; (d) the mathematics section was expanded to cover the third year of high school mathematics (Algebra II), and the quantitative comparison questions were removed. With these modifications, the testing time for the SAT increased from 3 hours to 3 hours, 45 minutes.

ACT. ACT, Inc., was founded in 1959, and the first ACT was administered in the fall of 1959. The testing program was designed to help students make better decisions about which colleges to attend and which courses of study to pursue, and to help colleges make admissions decisions about students and ensure their continued success (ACT, Inc., 2010c).

The basic structure and format of the ACT has remained the same since its inception in 1959. In 2003, the section formerly known as science reasoning was renamed science, and an optional writing section was added in February 2005 (ACT, Inc., 2010b). The testing time for the ACT is 2 hours, 55 minutes. The ACT Writing Test adds 30 minutes to the testing time.

Development of SAT and ACT Examinations

SAT. Educators and subject matter experts use data obtained from periodic surveys of curriculum, as well as personal experience working with high school and college students, to determine the content and the types of questions to be included on the SAT examination (College Board, 2010c). The test items are written by test developers at the College Board, high school teachers, and college instructors. The items are reviewed by a test committee for content accuracy and fairness, and revisions are made, if necessary. Next, the items are pretested with students, and additional revisions are made based on analysis of the pretest data. After final revisions are made, the test is ready for administration.

ACT. To determine what curricular knowledge and skills to assess, ACT, Inc., uses three sources of information: (a) the curriculum objectives for Grades 7-12 in all states that have such objectives; (b) state-approved textbooks for Grades 7-12; and (c) the results of an ACT National Curriculum Survey in which high school and college educators are surveyed on the types of knowledge and skills that are assessed in Grades 7-12 (ACT, Inc., 2007c). These three sources of information are used to create guidelines for item content. Item and prompt writers are then selected to write test items based on these guidelines. After the initial set of items is written, all test materials are reviewed for accuracy by ACT, Inc., and panels of experts. The items are then administered to a sample of students so that the psychometric properties of the items can be determined. Items that meet ACT, Inc.'s content and psychometric specifications and that are free from item bias are placed in a final item pool from which the various test forms are constructed. The process of developing each new version of the ACT can take up to two and a half years.

Policy Related to the SAT and ACT

Financial Assistance

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

Test fee waivers from the College Board and from ACT, Inc., are available to junior and senior high school students based on economic need (ACT, Inc., 2009c, College Board, 2009d). Eligibility criteria include: (a) falling below a certain level of family income; (b) receiving public assistance; (c) living in a foster home; (d) living in a federally subsidized public housing project; and (e) participating in programs for the economically disadvantaged, such as Upward Bound and other TRIO programs. Students may receive up to two fee waivers for the SAT and up to two fee waivers for the SAT Subject Tests—a total of four fee waivers. A fee waiver can cover as many as three SAT Subject Tests on one test day. Students may also receive up to two fee waivers for the ACT. In many Texas schools and districts, students who do not meet College Board or ACT, Inc., criteria for financial assistance may receive fee waivers if they meet local criteria and local funding is available.

Accommodations for Students With Disabilities

General guidelines. Both the College Board and ACT, Inc., provide special services for students with disabilities. To qualify, students must have documented needs for testing accommodations. Students must also be receiving special accommodations for classroom tests. Texas State Board of Education rules on accommodations for classroom tests are specified in Title 19 of the Texas Administrative Code (TAC), §101.29 (2010). When reporting examination results, neither the College Board nor ACT, Inc., identifies students who take the tests under special circumstances.

SAT. Students with documented disabilities may be eligible for one or more testing accommodations offered by the College Board on the SAT (College Board, 2010b). To be considered eligible, a student must meet the following three criteria: (a) have a disability that necessitates testing accommodations; (b) have documentation on file at his or her school that supports the need for a testing accommodation; and (c) receive the requested accommodation for classroom tests at his or her school. If a student requesting an accommodation does not meet all three requirements, he or she may still be eligible for the requested accommodation after the College Board reviews the student's specific circumstances.

Appropriations for College Preparation Examinations and College Admissions Examinations

Under Texas Education Code (TEC) §39.0261, school districts may work with The College Board and ACT, Inc., to offer norm-referenced examinations, at state cost, that can identify students' academic strengths and weaknesses as they prepare for college. Funds for the 2010-2011 fiscal biennium were appropriated for an 8th-grade norm-referenced examination during the first year of the biennium and 8th- and 10th-grade examinations during the second year.

The College Board's 8th-grade examination, ReadiStep, and its 10th-grade examination, the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), assess reading, mathematics, and writing. ACT, Inc.'s 8th-grade examination, EXPLORE, and its 10th-grade examination, PLAN, assess English, reading, mathematics, and science. The College Board and ACT, Inc., will provide professional development to districts in the use of examination data to improve instruction and raise student achievement.

In addition to the 8th- and 10th-grade examinations, the Texas Education Agency (TEA) contracted with The College Board and ACT, Inc., to offer free SAT and ACT examinations in the spring and summer of 2010 to high school juniors who were enrolled in Texas public school districts and charters. The standard registration fees, $45 for the SAT and $47 for the ACT, were funded by TEA. The results for juniors who took a TEA-funded SAT or ACT examination in 2010 will be presented in the class of 2011 edition of this report.

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

- presentation of testing materials (examples include Braille, large print, and signed or oral presentation of the questions);
- response format (examples include dictation to a testing scribe and computer entry of responses);
- timing or scheduling (examples include extended testing time and frequent breaks); and
- setting (examples include private testing room and special lighting or acoustics).

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

ACT. Determination of a specific diagnosis and recommendation for accommodations on the ACT must be made by a qualified professional (ACT, Inc., 2010a). Student requests for accommodations are reviewed initially by ACT, Inc., staff. If documentation is missing or inadequate, ACT will request the additional information from the student. Otherwise, the student request is submitted to a staff specialist for further review. At this level of review, the staff specialist makes one of three

decisions: (a) approve the request for final processing; (b) submit the request for further review to an expert reviewer with training in the student's specific disability; or (c) determine that documentation of a disability that would require testing accommodations is missing or insufficient.

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

Use of Individual SAT and ACT Scores

College Admissions, Placement, and Awarding of Scholarships

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

In Texas, each institution of higher education establishes its own criteria for admissions (Texas Higher Education Coordinating Board, 2004). Most take into consideration some combination of college admissions test scores and school achievement records. The SAT and ACT standards vary according to the admissions policies of each institution. Some institutions allow high school records and scores on college admissions tests to compensate for each other; for example, a higher class rank may compensate for a lower SAT or ACT score. Some institutions maintain open admissions policies, under which any person with a high school diploma or its equivalent may be accepted. Still other institutions guarantee admission to students who graduate from Texas high schools in the top percentages of their classes. Texas public institutions of higher education are required by law to admit applicants who: (a) graduate in the top 10 percent of their high school classes in one of the two years prior to the academic year of application; (b) graduate from an accredited public or private high school in Texas or from a high school operated by the U. S. Department of Defense; and (c) complete the recommended or advanced high school program (for public schools) or the equivalent (for nonpublic schools), or obtain at least a 1500 on the SAT or meet the college readiness benchmarks on the ACT (Texas Education Code [TEC] §51.803, 2009). In 2009, the 81st Texas Legislature passed Senate Bill 175, specifically allowing the University of Texas at Austin to cap the number of students admitted under the rule at 75 percent of the incoming class. See the sidebar, "University of Texas at Austin Admissions Policy Change."

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

University of Texas at Austin Admissions Policy Change

In 1997, the Texas Legislature approved House Bill (HB) 588, creating the top 10 percent rule, a provision that guaranteed all Texas high school students who finished in the top 10 percent of their graduating classes admission to any public university in the state (TEC §51.803, 1997). The intent of HB 588 was to promote ethnic and geographic diversity at Texas colleges and universities by establishing an admissions policy that offered admission to high-achieving students from a wide range of high schools from all regions of the state (House Research Organization, 1997).

In 2009, the 81st Texas Legislature passed Senate Bill 175, allowing UT Austin to cap the number of students admitted under the 10 percent rule at 75 percent of the entering freshman class (TEC §51.803, 2009). The rule change will take effect in the fall of 2011. UT Austin will admit one percentile rank at a time until the cap is reached, and all applicants within the same percentile rank must be offered admission. For students graduating high school in 2011, this will effectively limit automatic admissions to the top 8 percent of the class (University of Texas at Austin, 2010). No other state universities were allowed to reduce the number of students they accept under the top 10 percent rule.

Exemption From Texas Success Initiative Testing in Texas

In 1987, the Texas Legislature established a system of testing and remediation called the Texas Academic Skills Program, or TASP (TEC §51.306, 1988). In 2003, TASP was replaced by the Texas Success Initiative (TSI) (TEC §51.3062, 2004). Under the TSI, undergraduate students enrolling for the first time in public institutions of higher education are required to take an assessment to evaluate their readiness for freshman-level academic coursework (TEC §51.3062, 2009). The Texas Higher Education Coordinating Board has approved the following assessment instruments for use under TSI: ASSET and COMPASS, offered by ACT, Inc.; ACCUPLACER, offered by the College Board, and the Texas Higher Education Assessment (THEA), offered by National Evaluation Systems, Inc. (19 TAC §4.56, 2010). Although at least one of the assessments must be taken prior to enrollment, the results cannot be used as a condition of admission to an institution (TEC §51.3062, 2009).

If a student fails to meet TSI standards, the college or university in which he or she is enrolling is responsible for developing a personalized plan to prepare the student for freshman-level coursework (19 TAC §4.58, 2010). The plan for academic success must:

> (1) be designed on an individual basis to provide the best opportunity for each student to succeed in performing freshman-level academic coursework; (2) provide to the student a description of the appropriate developmental education considered necessary to ensure the readiness of that student to perform freshman-level academic coursework; and (3) provide to the student an appropriate measure for determining readiness to perform freshman-level academic coursework. (p. 38)

The Texas Legislature allows exemptions from TSI assessment requirements based on student performance on the SAT, the ACT, and the exit-level Texas Assessment of Knowledge

and Skills (TAKS) (19 TAC §4.54, 2010; TEC §51.3062, 2009). To qualify for an exemption based on the SAT or ACT, a student must receive a specified minimum score in one of the five years prior to enrollment in a public institution of higher education. To qualify for an exemption based on the TAKS, a student must receive a specified minimum score in one of the three years prior to enrollment. An exemption from the reading and writing sections of the TSI-required assessments is granted if a student: (a) receives an ACT composite score of at least 23 and an ACT English score of at least 19; (b) receives an SAT combined score of at least 1070 and an SAT critical reading score of at least 500; or (c) receives a TAKS English language arts scale score of at least 2200 and a writing subsection score of at least 3. An exemption from the mathematics section of the TSI-required assessments is granted if a student: (a) receives an ACT composite score of at least 23 and an ACT mathematics score of at least 19; (b) receives an SAT combined score of at least 1070 and an SAT mathematics score of at least 500; or (c) receives a TAKS mathematics scale score of at least 2200.

Gold Performance Acknowledgment in the Texas Academic Excellence Indicator System

In 1993, the Texas Legislature mandated creation of the Texas public school accountability system to evaluate school districts and campuses (TEC Chapter 35, 1994). Three base indicators in

A Brief Comparison of College Readiness Examinations

	Examinations			
Characteristic	**ACCUPLACER**	**ASSET**	**COMPASS**	**THEA**[a]
Format	Untimed, computerized, multiple-choice test with a written essay	Timed, pencil-and-paper, multiple-choice test	Untimed, computerized, multiple-choice test with a written essay	Timed, pencil-and-paper, multiple-choice test with a written essay
Subjects	Arithmetic College-Level mathematics Elementary algebra Reading comprehension Sentence skills Written essay	Basic skill measures: • Numerical skills • Reading skills • Writing skills Advanced mathematics measures: • College algebra • Elementary algebra • Geometry • Intermediate algebra	Mathematics Reading Writing essay (e-Write) Writing skills	Mathematics Reading Writing (includes a writing sample)
Additional information	Offered by the College Board, ACCUPLACER is an adaptive test—the questions are chosen based on the examinee's answers to previous questions.	ASSET is offered by ACT, Inc.	Offered by ACT, Inc., COMPASS is an adaptive test—the questions are chosen based on the examinee's answers to previous questions.	Offered by the Evaluation Systems group of Pearson, THEA is the only assessment developed specifically to evaluate the readiness of students for college-level coursework in Texas.

[a]Texas Higher Education Assessment.

the Academic Excellence Indicator System are used to determine accountability ratings: performance on the TAKS, annual dropout rate for Grades 7-8, and Grade 9 longitudinal completion rate (TEC Chapter 35, 2009). In addition, the legislature enacted the Gold Performance Acknowledgment (GPA) system in 2001 to acknowledge districts and campuses for high levels of performance on indicators such as advanced-course completion and performance on the SAT or ACT (TEC §39.0721, 2001). 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 (TEA, 2010b). For a district or campus to meet the GPA standard, at least 70 percent of non-special education graduates must have taken the SAT and/or ACT, and at least 40 percent of the examinees must have met a criterion score. The criterion for the SAT is a score of 1110 on the critical reading and mathematics sections combined, and the criterion for the ACT is a composite score of 24. The composite score is the average of the scores on the four sections of the examination: English, mathematics, reading, and science. Standards must be met for each student group (African American, Hispanic, and White), as well as for all students combined. Further information on college admissions test indicator definitions and acknowledgment standards as they pertain to the 2009 SAT and ACT examination results can be found in the *2010 Accountability Manual*.

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

Reporting of SAT and ACT Results by the Texas Education Agency

Data Sources

Methodological Considerations in Data Reporting

Interpretation of Results

Data Sources

Texas Public Schools

The College Board provides the Texas Education Agency (TEA) with annual examination results and demographic information for Texas public high school SAT examinees. Similarly, ACT, Inc., provides TEA with annual examination results and demographic information for Texas public high school ACT examinees. Students may take the SAT and ACT examinations more than once, but TEA receives and reports only the results of examinees' most recent examinations. For this report, examination results for the Texas public school class of 2009 were developed through analyses of the data provided by the College Board and ACT, Inc. Historical SAT and ACT results for Texas public high schools were obtained from previous TEA annual reports (TEA, 1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009). These results are presented in the chapter, "Results for Texas Public Schools," on page 23.

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

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 2009: District and Campus Supplement* (TEA, 2010a).

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

Results for all examinees in public and nonpublic schools combined in Texas and in the nation were obtained from summary reports released annually by the College Board (College Board, 1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009b, 2009c) and by ACT, Inc. (ACT, Inc., 1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b). As is the case with testing data reported by TEA, annual reports provided by the testing agencies include only the results of examinees' most recent examinations. Additionally, results in the reports are based only on the scores of examinees identified by the College Board and ACT, Inc., as expecting to graduate in the reporting year. College Board and ACT, Inc., results are presented in the chapter, "Results for Texas and the United States," on page 55.

Methodological Considerations in Data Reporting

Coding and Reporting of Ethnicity

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

Because different data collection methods are used, ethnicity information may be inconsistent across College Board, ACT, Inc., and TEA data reporting (Table 2). The College Board's SAT Questionnaire asks students to describe themselves by choosing one of eight ethnic categories. Three of the eight categories may be combined into one "Hispanic" group, leaving six categories. The ACT's SPS asks students to choose one of nine phrases to best describe their ethnic backgrounds. Two of the nine phrases may be combined into one "Hispanic" group, leaving eight categories. For the class of 2009, TEA required that districts choose one of five ethnic categories for each student enrolled.

Table 2
Ethnic Categories in Demographic Forms Provided by the College Board, ACT, Inc., and Texas Education Agency

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

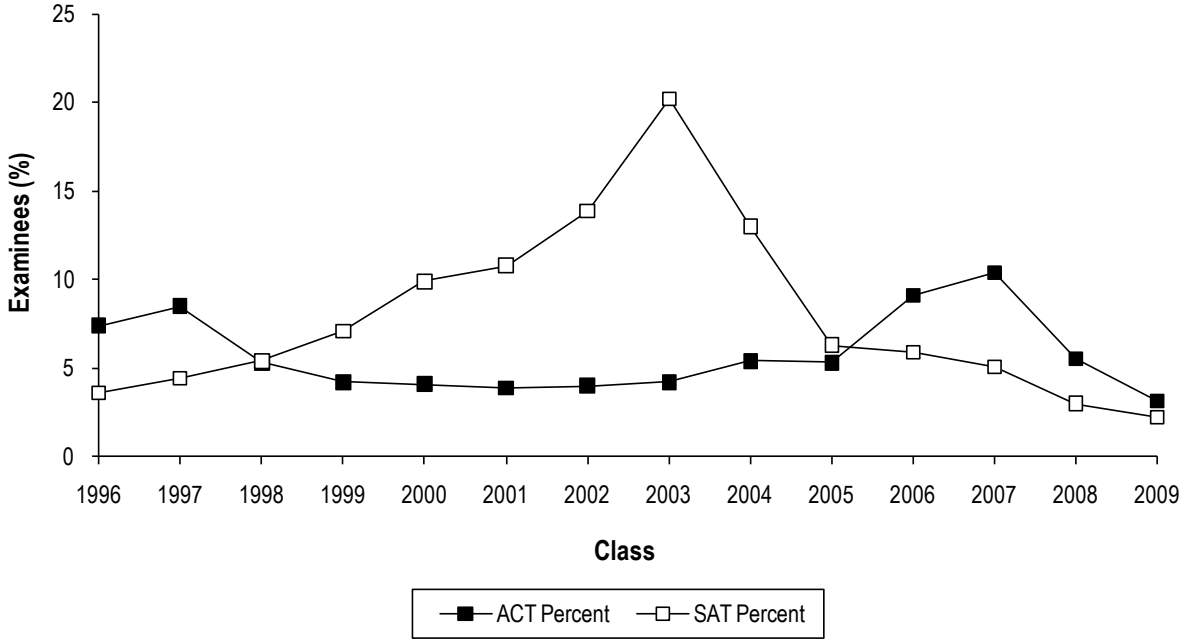
Differences in the ways the College Board, ACT, Inc., and TEA code and report ethnicity can lead to problems in the calculation of examination participation rates by ethnic groups. In the "Academic Excellence Indicator System Measures" section of the chapter, "Results for Texas Public Schools," on page 24, all information on ethnicity was obtained from PEIMS, so the numerator and denominator in the calculation of participation rates use ethnicity information from the same source. But in the "SAT" and "ACT" sections of the same chapter, the numerator and denominator use ethnicity information from different sources. The numbers of examinees in each ethnic group were obtained from the College Board and ACT, Inc., whereas the number of Texas public school graduates in each ethnic group was obtained from PEIMS. One consequence is that, in some cases (particularly for very small groups, such as Native Americans), the numerator may be larger than

the denominator, resulting in percentages greater than 100. In data tables where this occurs, the percentage of graduates tested appears as 100 (for example, see Table 5 on page 27). Because of the resulting interpretive difficulties, results for Native American graduates are not discussed in the text.

Reporting of Ethnicity by Examinees

Although a majority of examinees respond to the questionnaires provided by the College Board and ACT, Inc., some do not. Additionally, examinees who do respond to the questionnaires may not respond to all questions. Fluctuating trends in self-reported ethnicity information, including variable nonresponse rates, may bias analyses of college entrance examination participation rates and results by ethnicity and make interpretation of performance trends by ethnicity problematic. Since 1996, varying proportions of examinees have not reported ethnicity information to the College Board and ACT, Inc. (Figure 1). In 1996, a relatively small percentage of Texas public school SAT examinees (3.6%) did not provide information about their ethnicities. In 2003, the nonresponse rate reached a high of 20.2 percent. In 2004, the percentage dropped considerably to 13.0 percent, a one-year change of 7.2 percentage points. By 2009, the percentage dropped to 2.2 percent. In contrast to the trend in ethnicity nonresponse on the SAT, the percentage of ACT examinees not reporting ethnicity reached a high of 8.5 percent in 1997, dropped to between 4.0 and 5.4 percent from 1998 to 2005, then increased to new highs of 9.1 percent in 2006 and 10.4 percent in 2007 before dropping again in 2009 to 3.1 percent.

Figure 1
Ethnicity Not Reported, SAT and ACT Examinees, Texas Public Schools, Class of 1996 Through Class of 2009



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

Ethnicity information is missing because examinees either do not respond to the SAT Questionnaire or the SPS when they register, or do respond but do not answer the ethnicity question. The decreases in 2004 and 2005 in the percentages of SAT examinees not reporting ethnicity may have resulted, in part, from a change in the College Board's 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 nonrespondents is relatively small, the effect on the accuracy of performance results by ethnicity is negligible. As the percentage of nonrespondents increases, the likelihood that performance results by ethnicity are accurate decreases. The proportion of examinees who do provide ethnicity information may become less representative and may provide a less reliable estimate of true results. Increasing nonresponse rates can be especially problematic for reporting trends in the participation rates and scores of groups that have small numbers of students, such as Native Americans.

Fluctuation in nonresponse rates over time makes interpretation of long-term SAT participation and performance trends by ethnicity problematic. A change in nonresponse rate in one direction, either an increase or a decrease, can be expected to result in a change in reported participation rate in the opposite direction for one or more ethnic groups. Between 1996 and 2003, for example, reported SAT participation rates for all ethnic groups generally decreased as the nonresponse rate steadily increased (Figure 1 on facing page and Table 10 on page 35). Conversely, ethnic group participation rates generally increased as the nonresponse rate decreased between 2003 and 2007. It is possible, as occurred between 2002 and 2003 and subsequently between 2003 and 2004, that at the same time participation rates either increase or decrease for all ethnic groups, the statewide participation rate changes in the opposite direction (Table 9 on page 34 and Table 10 on page 35). There is no clear, consistent effect of fluctuating participation rates on performance trends for ethnic groups. It is noteworthy, nonetheless, that average SAT mathematics and critical reading scores for examinees not providing ethnicity information decreased considerably in 2005 while average scores increased considerably for all reported ethnic groups (Table 12 on page 37).

Reporting of Graduation Year

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

Interpretation of Results

The Effect of Group Size

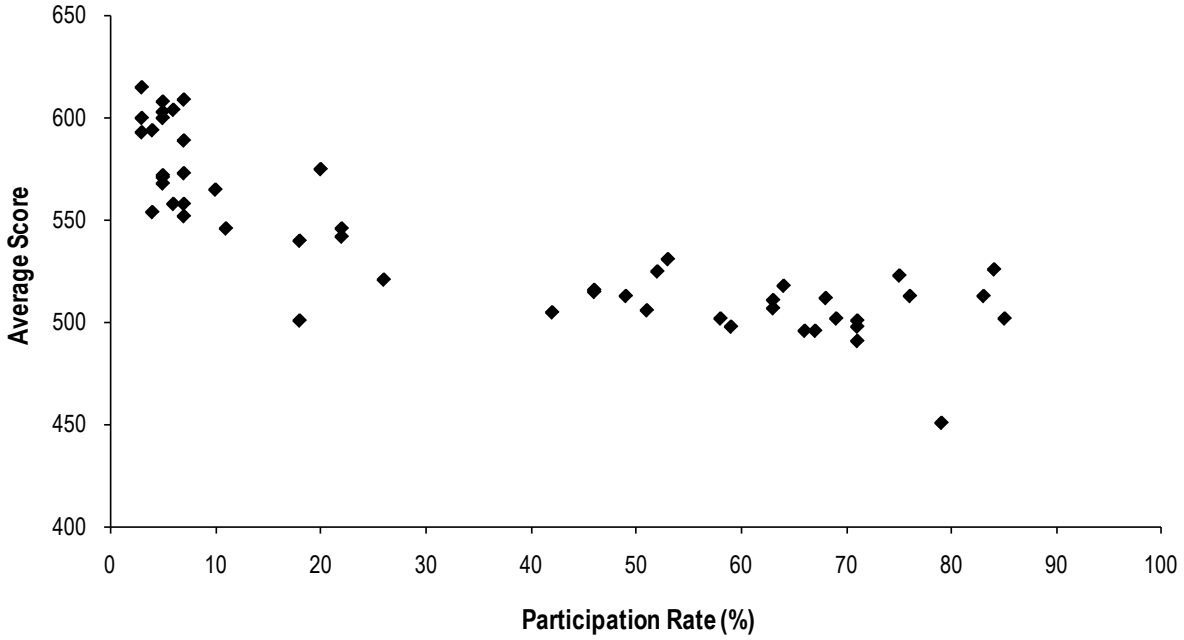
It may be informative to compare a group's average scores over time, but the reliability of such comparisons is dependent on the size of the group. When the group is small, reliability is reduced and caution should be used when interpreting year-to-year change. In general, changes in the average scores of large groups, such as the White SAT examinee group in Texas, are less likely to have occurred by chance than changes in the average score of a small group, such as the Native American SAT examinee group in Texas. Between-group comparisons are also dependent on the sizes of the groups. When groups differ substantially in size, comparisons of changes in scores between them can be misleading and, generally, are not appropriate.

The Effect of Participation Rate

Because both the SAT and ACT are voluntary, a self-selected portion of the high school population takes the tests. In situations like this, the rate of participation plays an important role in the interpretation of average scores. Specifically, the accuracy of the estimate of the average score for a population is dependent on the proportion of that population that takes the examination. For example, a 90 percent participation rate would generally yield an average score that is more representative of the population than a 10 percent participation rate. This effect of participation rate on reported average scores affects the kinds of group comparisons that can be made. Typically in groups with low participation rates, the examinees have completed academically rigorous courses and apply to the nation's most selective scholarship programs and colleges (College Board, 2010a). Consequently, low participation rates generally result in inflated average score estimates. Assuming the average ability level of each population is in reality the same, the average score estimate for a population with a very low participation rate will usually be higher than the average score estimate for a population with a high participation rate.

The inverse relationship between participation rate and average score estimate is illustrated by SAT mathematics participation and performance data in the 50 states and the District of Columbia in 2009 (Figure 2). As a state's participation rate increases, its average score estimate generally decreases. The relationship between participation and performance begins to stabilize between 40 and 60 percent participation. Generally, bias in the estimate of a population's average score is reduced when the participation rate is moderate to high. Participation rates directly affect the validity of comparisons among states, districts, campuses, and various student groups. Generally, comparisons of average SAT or ACT scores are most informative between groups with similar participation rates.

Figure 2
Relationship Between SAT Mathematics Participation and Performance for States, Class of 2009



Source. College Board (2009c).

Participation Rates Over Time

SAT and ACT participation rates can be affected by many factors, including varying graduation rates, availability of test fee waivers, availability of financial aid for higher education, and state mandating of participation in one of the examinations. The number of graduates is used to calculate SAT and ACT participation rates: the number of graduates is the denominator, and the number of examinees is the numerator. In 2005, for the first time in nearly a decade, the number of students graduating from Texas public schools decreased (TEA, 2006c). Because the decrease in graduates did not result from a decrease in enrollment, and because the numbers of SAT and ACT examinees increased, examination participation rates increased for all student groups in 2005. Specifically, while the number of graduates decreased from 219,211 in 2004 to 213,765 in 2005, the number of SAT and/or ACT examinees increased from 135,646 in 2004 to 140,003 in 2005 (Table 4 on page 26). Similarly, the number of graduates in 2007 decreased slightly to 214,516, from 214,580 graduates in 2006, whereas the number of SAT and/or ACT examinees increased to 146,396 from 141,188 in 2006. These shifts should be taken into account when comparing participation rates over time. See the section, "Reporting of Graduation Year," on page 19, for more information on the calculation of participation rates.

Results for Texas Public Schools

Academic Excellence
Indicator System Measures

SAT

ACT

Academic Excellence Indicator System Measures

Participation Rates

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

In the class of 2009, a total of 146,648 public high school graduates took the SAT, the ACT, or both examinations; this was down from 147,016 graduates in the class of 2008 (Table 3 on facing page and Table 4 on page 26). The overall participation rate was 61.5 percent, 3.5 percentage points lower than the previous year. From 2008 to 2009, participation rates decreased for all ethnic groups. Across ethnic groups in 2009, Asian/Pacific Islander graduates had the highest participation rate, at 84.1 percent, followed by African American graduates (68.9%) and White graduates (66.8%). Hispanic graduates had the lowest rate of participation in SAT or ACT testing, at 50.6 percent. The participation rate for economically disadvantaged graduates (52.0%) was lower than the participation rate for graduates not identified as economically disadvantaged (63.8%). A larger percentage of female graduates (63.9%) than male graduates (59.0%) was tested.

For much of the 10-year period between 1999 and 2009, the pattern of participation across ethnic groups was generally consistent: Asian/Pacific Islander graduates had the highest rates, followed by White, African American, and Hispanic graduates (Table 5 on page 27 and Figure 3 on page 28). A change to this pattern occurred in 2007 and continued in 2008 and 2009, as the participation rate for African American graduates exceeded the rate for White graduates. Participation rates for female graduates were about 4 to 6 percentage points higher than the rates for male graduates between 1999 and 2009.

Percentage Meeting Criterion on the SAT or ACT

Of graduates in the class of 2009 who took the SAT, the ACT, or both examinations, 26.9 percent met or exceeded the criterion scores required for Gold Performance Acknowledgment in the AEIS (Table 6 on page 29). This was a decrease of 0.3 percentage points from the previous year. Compared to 2008, the percentages of examinees who met the criterion scores in 2009 were higher for

Table 3
SAT and/or ACT Participation, by Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2009

Group	Graduates	Examinees	Participation rate (%)[a]	Change in rate, 2008 to 2009 (percentage-point)
African American	30,677	21,135	68.9	-3.3
Asian/Pacific Islander	10,159	8,543	84.1	-5.5
Hispanic	94,636	47,882	50.6	-2.0
Native American	860	520	60.5	-7.5
White	102,014	68,101	66.8	-3.8
Economically disadvantaged	88,844	46,164	52.0	-1.1
Not economically disadvantaged	149,502	95,428	63.8	-2.1
Female	123,177	78,658	63.9	-3.4
Male	115,169	67,976	59.0	-3.5
State	238,346	146,648	61.5	-3.5

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

Note. Because ethnicity, gender, and economic information were missing for some examinees, group totals may not sum to the state total. See the section, "Methodological Considerations in Data Reporting," on page 17, for more information.

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

Asian/Pacific Islanders, Hispanics, and Whites, and lower for African Americans (Table 7 on page 30 and Figure 4 on page 31). There were large ethnic group differences in the percentages of examinees who met the criterion scores. Asian/Pacific Islanders had the largest percentage of examinees with scores at or above criterion (49.5%), followed by Whites (40.6%), Hispanics (11.8%), and African Americans (7.7%). The percentage of economically disadvantaged graduates scoring at or above criterion (9.2%) was much lower than the percentage of graduates not identified as economically disadvantaged (35.5%) (Table 6 on page 29). A larger percentage of male (29.8%) than female examinees (24.3%) met the criterion scores (Table 7 on page 30).

Over the 10-year period from 1999 through 2009, the pattern of performance across ethnic groups was consistent: Asian/Pacific Islanders had the largest percentage of examinees scoring at or above criterion, followed by White, Hispanic, and African American examinees (Figure 4 on page 31 and Table 7 on page 30). During this time period, male examinees consistently outperformed female examinees.

Table 4
SAT and/or ACT Participation, Texas Public Schools, Class of 1991 Through Class of 2009

Class	Graduates	Examinees	Participation rate (%)
1991	151,154	94,207	62.3
1992	147,952	94,155	63.6
1993	149,575	96,023	64.2
1994	150,393	97,487	64.8
1995	155,086	100,544	64.8
1996	156,392	101,262	64.7
1997	164,969	104,974	63.6
1998	178,916	110,333	61.7
1999	184,144	113,807	61.8
2000	192,943	120,077	62.2
2001	194,494	122,417	62.9
2002	202,809	125,590	61.9
2003	214,483	133,755	62.4
2004	219,211	135,646	61.9
2005	213,765	140,003	65.5
2006	214,580	141,188	65.8
2007	214,516	146,396	68.2
2008	226,030	147,016	65.0
2009	238,346	146,648	61.5

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

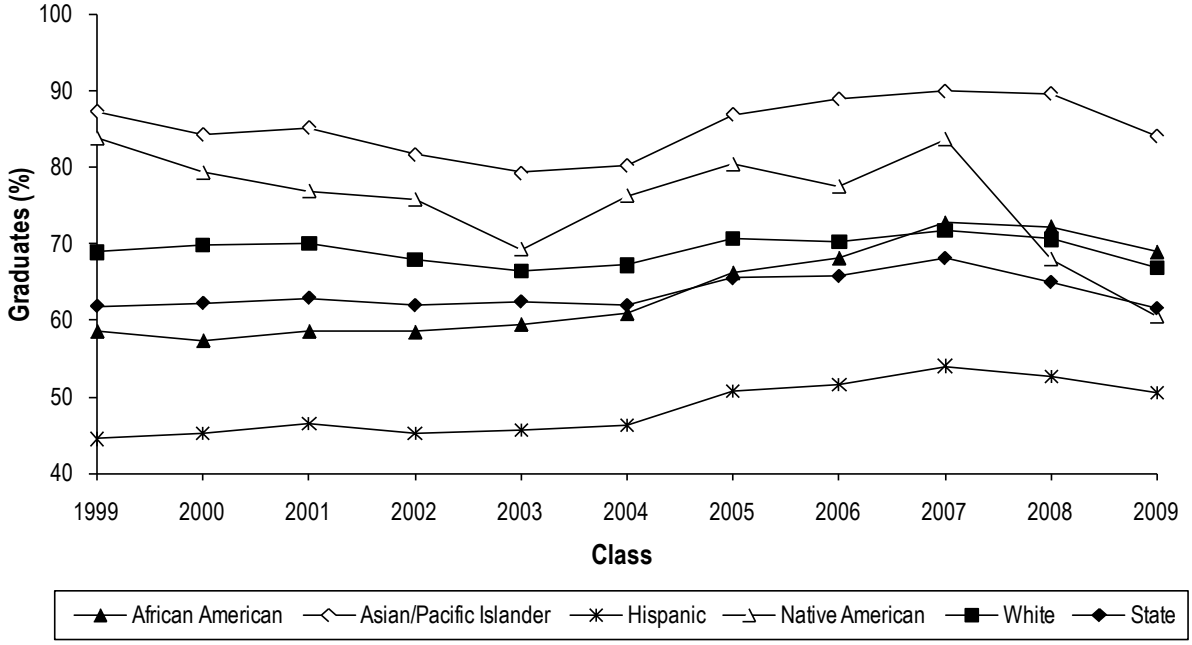
Table 5
SAT and/or ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2009

	Ethnicity[a]					Gender	
Class	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Female	Male
1991	53.3	n/a[b]	47.1	n/a	68.7	64.3	60.3
1992	56.3	n/a	49.2	n/a	69.3	66.0	61.1
1993	58.8	n/a	49.5	n/a	69.4	66.2	62.0
1994	59.7	87.6	49.0	100	71.0	66.9	62.6
1995	59.1	86.0	49.3	98.1	71.2	67.1	62.3
1996	60.1	86.9	48.8	90.9	71.1	66.9	62.4
1997	58.2	88.9	46.9	88.3	70.6	66.0	61.0
1998	55.9	87.0	44.6	80.4	69.4	64.1	58.9
1999	58.6	87.3	44.5	83.8	68.9	64.3	59.0
2000	57.4	84.3	45.3	79.3	69.9	64.4	59.8
2001	58.6	85.2	46.5	76.9	70.0	65.1	60.5
2002	58.5	81.7	45.2	75.8	67.9	63.8	59.7
2003	59.5	79.3	45.7	69.3	66.4	64.1	60.3
2004	60.9	80.3	46.3	76.3	67.2	64.0	59.4
2005	66.2	86.9	50.7	80.4	70.7	68.1	62.6
2006	68.1	88.9	51.6	77.5	70.2	68.8	62.4
2007	72.7	89.9	54.0	83.7	71.8	70.8	64.8
2008	72.2	89.6	52.6	68.0	70.6	67.3	62.5
2009	68.9	84.1	50.6	60.5	66.8	63.9	59.0

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

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

Figure 3
SAT and/or ACT Participation Rates, by Ethnicity, Texas Public Schools, Class of 1999 Through Class of 2009



Source. ACT, Inc.; College Board; Texas Education Agency; and Texas Education Agency (2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009).

Table 6
SAT and/or ACT Performance At or Above Criterion, by Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2009

		Examinees scoring at or above criterion		
Group	Examinees	Number	Percent	Change in percent, 2008 to 2009 (percentage-point)
African American	21,135	1,626	7.7	-0.2
Asian/Pacific Islander	8,543	4,232	49.5	1.4
Hispanic	47,882	5,643	11.8	0.1
Native American	520	175	33.7	1.8
White	68,101	27,626	40.6	1.0
Economically disadvantaged	46,164	4,232	9.2	0.3
Not economically disadvantaged	95,428	33,870	35.5	0.9
Female	78,658	19,133	24.3	-0.4
Male	67,976	20,274	29.8	-0.2
State	146,648	39,415	26.9	-0.3

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

Note. Because ethnicity, gender, and economic information were missing for some examinees, group totals may not sum to the state total. See the section, "Methodological Considerations in Data Reporting," on page 17, for more information.

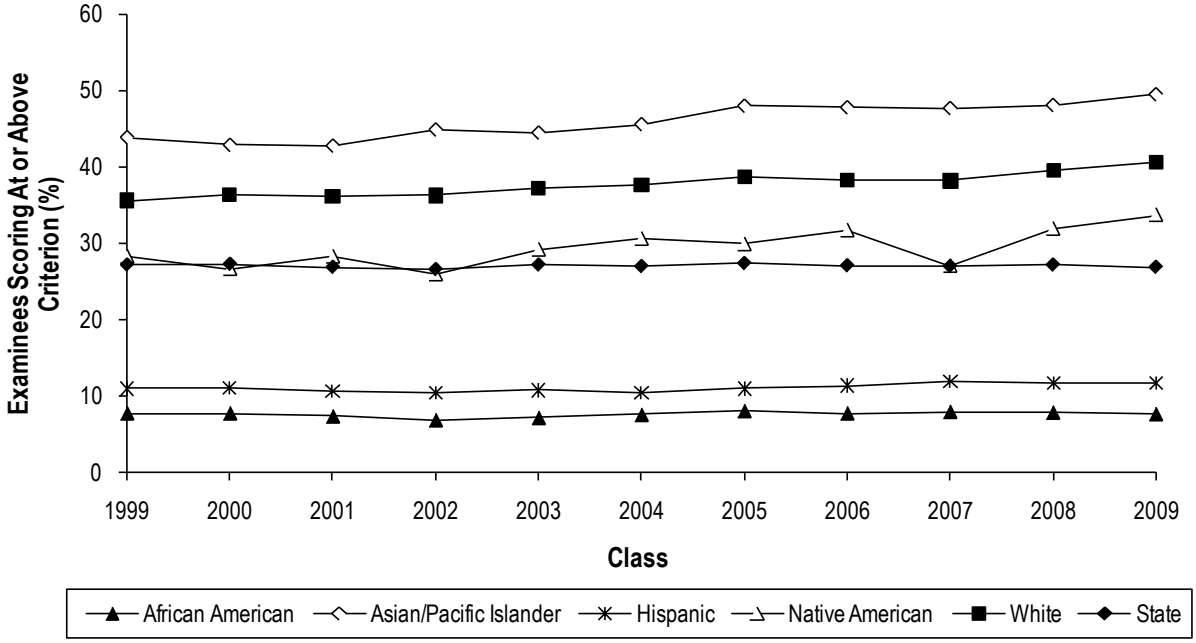
Table 7
SAT and/or ACT Performance At or Above Criterion (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2009

	Ethnicity					Gender		
Class	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Female	Male	State
1991	6.5	n/a[a]	10.3	n/a	32.2	21.8	28.7	25.0
1992	6.3	n/a	10.7	n/a	32.6	22.3	28.9	25.3
1993	7.3	n/a	10.9	n/a	34.7	23.7	30.3	26.8
1994	7.8	41.9	11.0	25.5	34.9	24.3	29.8	26.9
1995	8.4	44.8	11.6	24.2	35.8	25.3	30.6	27.7
1996	6.8	42.7	10.1	25.4	34.6	24.1	29.0	26.3
1997	7.1	44.2	10.9	28.5	34.6	24.2	29.5	26.6
1998	7.6	42.3	10.8	24.8	35.6	24.6	30.3	27.2
1999	7.8	43.9	11.0	28.3	35.6	24.5	30.4	27.2
2000	7.8	42.9	11.1	26.7	36.4	24.9	30.1	27.3
2001	7.4	42.8	10.7	28.3	36.2	24.4	29.9	26.9
2002	6.9	44.9	10.4	26.0	36.3	24.3	29.4	26.6
2003	7.2	44.5	10.8	29.2	37.2	24.6	30.3	27.2
2004	7.6	45.6	10.5	30.6	37.6	24.6	30.0	27.0
2005	8.1	48.0	11.0	29.9	38.7	24.9	30.3	27.4
2006	7.8	47.8	11.4	31.7	38.3	24.6	30.0	27.1
2007	8.0	47.7	11.9	27.1	38.2	24.7	29.8	27.0
2008	7.9	48.1	11.7	31.9	39.6	24.7	30.0	27.2
2009	7.7	49.5	11.8	33.7	40.6	24.3	29.8	26.9

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

[a]Results are not available for Asian/Pacific Islander and Native American examinees from 1991 through 1993.

Figure 4
SAT and/or ACT Performance At or Above Criterion, by Ethnicity, Texas Public Schools, Class of 1999 Through Class of 2009



Source. ACT, Inc.; College Board; Texas Education Agency; and Texas Education Agency (2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009).

SAT

Data Limitations

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

SAT Participation

In the class of 2009, a total of 112,485 public high school graduates took the SAT; this was a decrease from 116,685 graduates in the class of 2008 (Table 8 on facing page and Table 9 on page 34). The overall participation rate was 47.2 percent, 4.4 percentage points lower than the previous year. From 2008 to 2009, participation rates decreased for all ethnic groups (Table 8 on facing page and Table 10 on page 35). Across ethnic groups in 2009, Asian/Pacific Islanders had the highest SAT participation rate, at 75.9 percent, followed by African Americans (51.6%) and Whites (47.9%). Hispanics had the lowest participation rate, at 36.9 percent. The participation rate for economically disadvantaged graduates (37.1%) was lower than the rate for graduates not identified as economically disadvantaged (51.4%). A larger percentage of female graduates (48.8%) than male graduates (45.5%) was tested.

Average SAT Scores

In 2009, the average SAT critical reading and mathematics combined score for examinees overall was 985, three points lower than in 2008 (Table 11 on page 36, Table 12 on page 37, and Figure 5 on page 39). Across ethnic groups in 2009, average combined scores were highest for Asian/Pacific Islanders (1105), followed by Whites (1066), Hispanics (905), and African Americans (859). Compared to 2008, average combined scores were seven points higher for Asian/Pacific Islander examinees, four points higher for White examinees, the same for African Americans, and one point lower for Hispanics. In 2009, the average combined score for economically disadvantaged examinees (871) was lower than that for examinees not identified as economically disadvantaged (1036). Male examinees had an average combined score of 1003, and female examinees had an average score of 969.

The average writing score of 470 for examinees overall in 2009 was six points lower than in 2008, the average critical reading score of 481 was three points lower, and the average mathematics score of 504 was one point higher (Table 12 on page 37). In 2009, Asian/Pacific Islander examinees scored higher on the mathematics and writing sections than examinees from other ethnic groups, and White examinees scored higher on the critical reading section (Table 11 on page 36). Examinees not identified as economically disadvantaged outscored those who were identified as economically disadvantaged on all sections of the examination. Male examinees had higher average scores than

Table 8
SAT Participation, by Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2009

Group	Graduates	Examinees	Participation rate (%)[a]	Change in rate, 2008 to 2009 (percentage-point)
African American	30,677	15,833	51.6	-2.9
Asian/Pacific Islander	10,159	7,715	75.9	-7.5
Hispanic	94,636	34,945	36.9	-2.2
Native American	860	683	79.4	-14.0
White	102,014	48,874	47.9	-4.4
Other	–[b]	1,945	–	–
No response	–	2,490	–	–
Economically disadvantaged	88,844	32,959	37.1	-1.5
Not economically disadvantaged	149,502	76,822	51.4	-3.6
Female	123,177	60,081	48.8	-4.4
Male	115,169	52,404	45.5	-4.2
State	238,346	112,485	47.2	-4.4

Source. College Board and Texas Education Agency.

Note. Because ethnicity, gender, and economic information were missing for some examinees, group totals may not sum to the state total. See the section, "Methodological Considerations in Data Reporting," on page 17, for more information.

[a]Because of discrepancies in the reporting of ethnicity between test score data from the testing companies and the Texas Education Agency Public Education Information Management System, participation rates for ethnic groups with small numbers of graduates may be greater than 100 percent. In such cases, the number is presented in the table as 100 percent. [b]Not applicable.

female examinees on the critical reading and mathematics sections of the examination but a lower average score on the writing section.

Within each ethnic group in 2009, a greater percentage of SAT examinees were female than male (Table 13 on page 40). The difference was greatest among Hispanics, with females accounting for 55.4 percent of examinees and males accounting for 44.6 percent of examinees. Average critical reading and mathematics combined scores were higher for male examinees than female examinees within all ethnic groups except African Americans. Within each group, the average mathematics score was higher for male examinees, and the average writing score was higher for female examinees. Average critical reading scores were higher for females among African American examinees but higher for males among Asian/Pacific Islander, Hispanic, and White examinees.

Table 9
SAT Participation, Texas Public Schools, Class of 1996 Through Class of 2009

Class	Graduates	Examinees	Participation rate (%)
1996	156,392	79,638	50.9
1997	164,969	83,333	50.5
1998	178,916	88,697	49.6
1999	184,144	92,183	50.1
2000	192,943	96,516	50.0
2001	194,494	98,336	50.6
2002	202,809	101,083	49.8
2003	214,483	107,053	49.9
2004	219,211	109,205	49.8
2005	213,765	113,261	53.0
2006	214,580	112,657	52.5
2007	214,516	117,776	54.9
2008	226,030	116,685	51.6
2009	238,346	112,485	47.2

Source. College Board and Texas Education Agency.

Graduate Population and SAT Examinee Population

In the class of 2009, White students accounted for 43.4 percent of the SAT examinee population, Hispanic examinees accounted for 31.1 percent, African American examinees accounted for 14.1 percent, Asian/Pacific Islander examinees accounted for 6.9 percent, and examinees that indicated their ethnicity as "other" or did not provide ethnicity information accounted for 3.9 percent (Table 14 on page 41). African American, Asian/Pacific Islander, and White students accounted for larger shares of the SAT examinee population than of the graduate population (Figure 6 on page 42). For example, Asian/Pacific Islander students made up 7.1 percent of examinees but only 4.3 percent of graduates. Hispanic students, by contrast, accounted for a larger share of the graduate population (39.7%) than of the SAT examinee population (32.3%). Whereas male students made up a smaller percentage of examinees (46.6%) than graduates (48.3%), the opposite was true for females (53.4% and 51.7%, respectively).

Table 10
SAT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2009

	Ethnicity[a]					Gender	
Class	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Female	Male
1996	47.7	85.4	34.3	100	52.9	52.7	48.9
1997	44.5	88.2	34.1	100	52.2	52.3	48.5
1998	44.1	82.6	32.3	100	51.3	51.3	47.7
1999	45.8	82.0	32.5	100	50.2	51.8	48.1
2000	43.3	77.5	32.1	100	49.1	51.3	48.6
2001	44.0	77.6	32.7	100	48.5	52.0	49.0
2002	43.3	72.4	31.2	100	46.0	51.1	48.4
2003	41.5	65.5	30.0	95.2	42.0	50.9	48.8
2004	45.4	70.1	31.9	99.7	46.3	51.2	48.3
2005	50.5	82.8	36.6	100	53.1	54.7	51.1
2006	48.7	84.6	37.3	100	52.6	54.8	50.0
2007	54.4	86.1	40.3	100	54.4	56.9	52.0
2008	54.5	83.4	39.1	93.4	52.3	53.2	49.7
2009	51.6	75.9	36.9	79.4	47.9	48.8	45.5

Source. College Board and Texas Education Agency.

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

Table 11
SAT Performance, by Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2009

Group	Examinees	Examinees scoring 1110 or higher		Average scores			
		Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
African American	15,833	1,238	7.8	424	436	859	416
Asian/Pacific Islander	7,715	3,745	48.5	521	584	1105	521
Hispanic	34,945	4,657	13.3	441	464	905	433
Native American	683	212	31.0	499	510	1009	478
White	48,874	19,707	40.3	522	543	1066	507
Other	1,945	548	28.2	491	506	997	478
No response	2,490	589	23.7	459	474	933	445
Economically disadvantaged	32,959	3,117	9.5	423	448	871	417
Not economically disadvantaged	76,822	27,017	35.2	507	529	1036	494
Female	60,081	14,377	23.9	479	490	969	476
Male	52,404	16,319	31.1	483	520	1003	464
State	112,485	30,696	27.3	481	504	985	470

Source. College Board and Texas Education Agency.

Table 12
SAT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2009

	Ethnicity							Gender		
Class	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Other	No response	Female	Male	State
Average critical reading score										
1996	428	502	450	487	520	519	472	491	495	493
1997	426	501	449	482	519	518	476	490	494	492
1998	425	504	449	483	520	517	482	488	496	492
1999	426	506	449	490	519	511	488	488	496	492
2000	426	503	447	493	521	506	488	489	493	491
2001	425	504	446	491	520	504	491	486	494	490
2002	419	507	442	494	519	500	496	485	491	488
2003	424	511	442	488	522	502	503	487	495	490
2004	422	508	444	494	520	496	513	486	493	489
2005	426	522	445	499	525	499	486	486	494	490
2006	428	519	443	498	521	498	469	485	489	487
2007	430	519	448	492	520	497	470	486	489	487
2008	425	520	444	498	522	500	456	483	486	484
2009	424	521	441	499	522	491	459	479	483	481
Average mathematics score										
1996	425	564	458	485	523	516	478	485	517	500
1997	422	566	458	486	525	516	481	486	518	500
1998	423	562	457	493	525	513	488	486	517	500
1999	421	562	453	491	524	506	493	482	517	498
2000	423	563	453	492	527	508	497	484	517	499
2001	421	564	451	492	526	504	497	483	515	498
2002	420	567	452	496	528	501	505	484	516	498
2003	420	567	450	489	529	504	512	484	516	499
2004	421	564	450	499	526	496	524	483	515	498
2005	428	573	457	505	535	505	493	488	518	502
2006	432	577	460	510	538	512	481	491	521	505
2007	436	576	466	507	536	507	481	492	521	505
2008	433	578	462	506	540	510	468	490	519	503
2009	436	584	464	510	543	506	474	490	520	504
Average combined score, critical reading and mathematics										
1996	852	1066	908	973	1043	1035	949	976	1013	993
1997	849	1067	907	967	1044	1034	956	976	1011	992
1998	848	1066	906	976	1045	1031	970	974	1014	992

Source. College Board; Texas Education Agency; and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009).

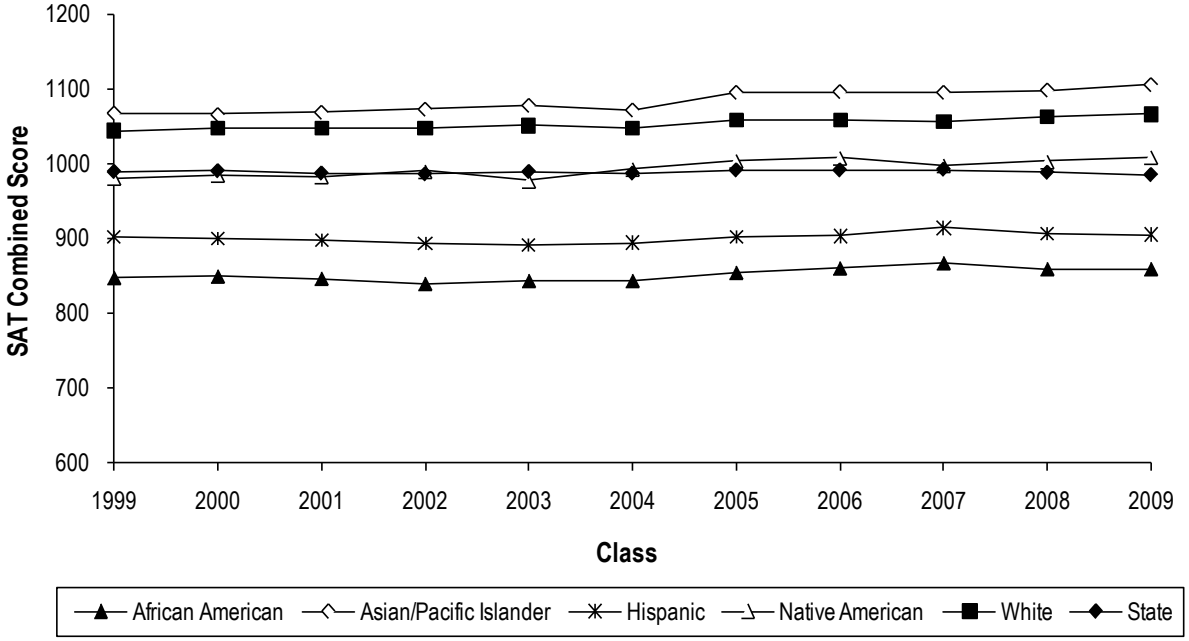
continues

Table 12 (continued)
SAT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2009

	Ethnicity							Gender		
Class	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Other	No response	Female	Male	State
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
2006	860	1096	903	1008	1059	1010	950	976	1009	991
2007	867	1095	914	998	1056	1003	951	978	1010	992
2008	859	1098	906	1003	1062	1010	923	973	1005	988
2009	859	1105	905	1009	1066	997	933	969	1003	985
Average writing score										
2006	430	518	442	487	514	493	463	489	476	483
2007	425	514	442	479	508	488	458	484	472	478
2008	424	520	438	481	510	491	445	483	469	476
2009	416	521	433	478	507	478	445	476	464	470

Source. College Board; Texas Education Agency; and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009).

Figure 5
SAT Critical Reading and Mathematics Combined Performance, by Ethnicity, Texas Public Schools, Class of 1999 Through Class of 2009



Source. College Board; Texas Education Agency; and Texas Education Agency (2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009).

Table 13
SAT Performance of Ethnic Groups, by Gender, Texas Public Schools, Class of 2009

Gender	Examinees		Average scores			
	Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
African American						
Female	8,510	53.7	429	432	862	429
Male	7,323	46.3	417	439	857	402
All students	15,833	100	424	436	859	416
Asian/Pacific Islander						
Female	3,914	50.7	521	570	1091	527
Male	3,801	49.3	522	598	1120	514
All students	7,715	100	521	584	1105	521
Hispanic						
Female	19,350	55.4	438	451	890	437
Male	15,595	44.6	444	480	924	429
All students	34,945	100	441	464	905	433
Native American						
Female	352	51.5	497	491	988	480
Male	331	48.5	501	529	1031	475
All students	683	100	499	510	1009	478
White						
Female	25,642	52.5	520	528	1048	514
Male	23,232	47.5	525	561	1086	500
All students	48,874	100	522	543	1066	507
Other						
Female	1,112	57.2	487	489	976	482
Male	833	42.8	495	529	1024	473
All students	1,945	100	491	506	997	478
No response						
Female	1,201	48.2	464	465	929	456
Male	1,289	51.8	455	482	937	434
All students	2,490	100	459	474	933	445

Source. College Board and Texas Education Agency.

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

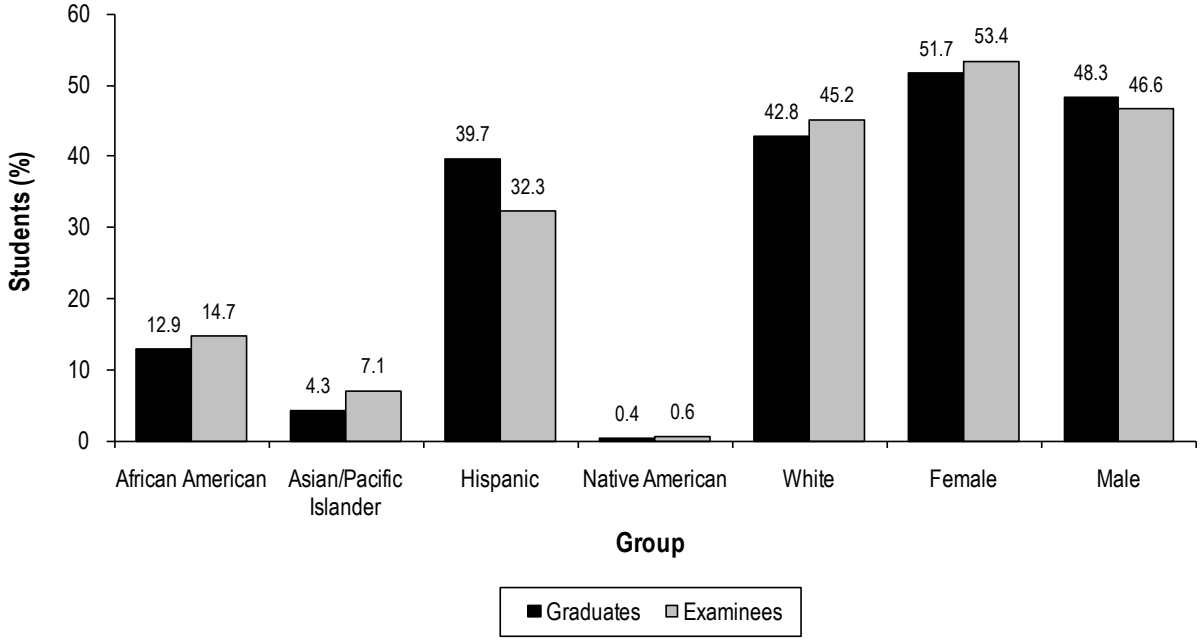
Table 14
SAT Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2009

	Ethnicity (%)							
Class	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Other	No response	Examinees
1996	10.9	5.6	19.6	0.9	57.8	1.5	3.6	79,638
1997	10.6	5.7	20.1	1.0	56.4	1.7	4.4	83,333
1998	10.9	5.7	20.0	0.8	55.3	1.9	5.4	88,697
1999	11.1	5.5	20.1	0.7	53.5	2.0	7.1	92,183
2000	10.8	5.4	20.5	0.6	50.9	2.0	9.9	96,516
2001	10.9	5.6	20.9	0.6	49.2	2.0	10.8	98,336
2002	11.0	5.4	20.7	0.6	46.4	1.9	13.9	101,083
2003	10.6	4.8	20.4	0.5	41.7	1.9	20.2	107,053
2004	11.7	5.2	22.3	0.6	44.9	2.3	13.0	109,205
2005	12.2	5.9	24.3	0.6	48.0	2.6	6.3	113,261
2006	11.6	6.6	25.1	0.6	47.8	2.3	5.9	112,657
2007	12.2	6.8	26.2	0.7	46.9	2.1	5.1	117,776
2008	13.2	6.7	28.4	0.7	46.1	1.9	3.0	116,685
2009	14.1	6.9	31.1	0.6	43.4	1.7	2.2	112,485

Source. College Board and Texas Education Agency.

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

Figure 6
Graduating Seniors and SAT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2009



Source. College Board and Texas Education Agency.

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

ACT

Data Limitations

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

ACT Participation

In the class of 2009, a total of 73,938 public high school graduates took the ACT; this was an increase from 69,316 graduates in the class of 2008 (Table 15 on page 44 and Table 16 on page 45). The overall participation rate was 31.0 percent, 0.3 percentage points higher than the previous year. Participation increased for all ethnic groups in 2009 (Table 15 on page 44 and Table 17 on page 46). Whites and African Americans had the highest ACT participation rates, at 33.3 percent and 32.1 percent, respectively, followed by Asian/Pacific Islanders (31.9%). Hispanics had the lowest participation rate, at 22.2 percent. The participation rate for economically disadvantaged graduates (26.0%) was lower than the rate for graduates not identified as economically disadvantaged (32.1%). A larger percentage of female graduates (33.0%) than male graduates (28.8%) was tested.

Average ACT Scores

In 2009, the average ACT composite score for examinees overall was 20.5, the same as in 2008 (Table 18 on page 47, Table 19 on page 48, and Figure 7 on page 50). Across ethnic groups in 2009, average composite scores were highest for Asian/Pacific Islanders (24.2), followed by Whites (22.6), Hispanics (18.3), and African Americans (17.2). Compared to 2008, average composite scores were one-tenth to four-tenths of a point higher for all ethnic groups except African Americans, which remained at 17.2. In 2009, the average composite score for economically disadvantaged examinees (17.6) was lower than the average composite score for examinees not identified as economically disadvantaged (21.9). Male examinees had an average composite score of 20.7, and female examinees had an average composite score of 20.4.

Average scores in English (19.5), mathematics (21.1), and reading (20.6), as well as the average composite score in 2009 (20.5) were unchanged from 2008. The average science score rose by one-tenth of a point to 20.4. In 2009, 70.7 percent of ACT examinees took the optional ACT writing examination, and the average score was 19.3. Compared to 2008, the average ACT English, mathematics, reading, and science scores increased or stayed the same in 2009 for all ethnic groups with the exception of the English score for African Americans, which decreased by one-tenth of a point. Asian/Pacific Islander examinees scored higher on all sections of the ACT than examinees from other ethnic groups. On the optional writing examination, average scores ranged from a low of 16.3 for African American examinees to a high of 23.0 for Asian/Pacific Islander examinees. Examinees not identified as economically disadvantaged outscored those who were identified as

Table 15
ACT Participation, by Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2009

Group	Graduates	Examinees	Participation rate (%)[a]	Change in rate, 2008 to 2009 (percentage-point)
African American	30,677	9,843	32.1	0.4
Asian/Pacific Islander	10,159	3,240	31.9	5.2
Hispanic	94,636	21,023	22.2	0.5
Native American	860	394	45.8	-4.0
White	102,014	33,922	33.3	1.6
Other	–[b]	3,208	–	–
No response	–	2,308	–	–
Economically disadvantaged	88,844	23,137	26.0	0.7
Not economically disadvantaged	149,502	47,942	32.1	0.9
Female	123,177	40,624	33.0	0.9
Male	115,169	33,168	28.8	0.8
State	238,346	73,938	31.0	0.3

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

Note. Because ethnicity, gender, and economic information were missing for some examinees, group totals may not sum to the state total. See the section, "Methodological Considerations in Data Reporting," on page 17, for more information.

[a]Because of discrepancies in the reporting of ethnicity between test score data from the testing companies and the Texas Education Agency Public Education Information Management System, participation rates for ethnic groups with small numbers of graduates may be greater than 100 percent. In such cases, the number is presented in the table as 100 percent. [b]Not applicable.

economically disadvantaged on all sections of the examination. Female examinees had higher average scores than male examinees on the English and optional writing sections of the examination but lower average scores on the mathematics and science sections. The average reading examination score (20.6) was the same for female and male examinees.

Within each ethnic group in 2009, a greater percentage of ACT examinees were female than male (Table 20 on page 51). The difference was greatest among Hispanics, with females accounting for 57.0 percent of examinees and males accounting for 43.0 percent of examinees. Average English and writing scores were higher for females than males across ethnicities. Average mathematics scores were higher for males than females across ethnicities except African Americans, with no difference in scores. Average reading and science scores varied by gender across ethnicities.

Table 16
ACT Participation, Texas Public Schools, Class of 1996 Through Class of 2009

Class	Graduates	Examinees	Participation rate (%)
1996	156,392	52,103	33.3
1997	164,969	52,594	31.9
1998	178,916	54,379	30.4
1999	184,144	55,195	30.0
2000	192,943	59,491	30.8
2001	194,494	60,536	31.1
2002	202,809	59,631	29.4
2003	214,483	63,776	29.7
2004	219,211	63,246	28.9
2005	213,765	63,615	29.8
2006	214,580	64,894	30.2
2007	214,516	66,953	31.2
2008	226,030	69,316	30.7
2009	238,346	73,938	31.0

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

Graduate Population and ACT Examinee Population

In the class of 2009, White students accounted for 45.9 percent of the ACT examinee population, Hispanic examinees accounted for 28.4 percent, African American examinees accounted for 13.3 percent, and Asian/Pacific Islander examinees accounted for 4.4 percent (Table 21 on page 52).

African American, Asian/Pacific Islander, and White students accounted for larger shares of the ACT examinee population than of the graduate population (Figure 8 on page 53). For example, White students made up 49.6 percent of examinees but only 42.8 percent of graduates. Hispanic students, by contrast, accounted for a larger share of the graduate population (39.7%) than of the ACT examinee population (30.7%). Whereas female students made up a higher percentage of examinees than graduates, the opposite was true for males.

Table 17
ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2009

	Ethnicity[a]					Gender	
Class	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Female	Male
1996	27.8	30.9	25.1	81.5	33.1	36.1	30.2
1997	25.4	30.1	23.4	100	31.4	34.9	28.5
1998	24.8	28.0	22.4	58.5	31.7	33.8	26.4
1999	26.4	28.4	21.6	63.0	31.7	33.5	25.8
2000	27.6	26.3	22.4	56.6	32.9	34.3	26.7
2001	28.6	27.4	20.4	64.7	33.1	34.5	27.0
2002	28.8	25.4	21.3	55.9	31.0	32.1	25.8
2003	30.3	23.8	21.7	49.3	31.0	32.6	26.1
2004	28.8	22.7	20.9	52.0	29.7	31.4	25.5
2005	31.2	23.0	21.8	50.4	30.3	32.7	26.0
2006	31.6	22.1	21.8	51.7	28.9	31.3	26.3
2007	31.7	22.6	22.0	49.7	29.5	31.6	27.1
2008	31.7	26.7	21.7	49.8	31.7	32.1	28.0
2009	32.1	31.9	22.2	45.8	33.3	33.0	28.8

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

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

Table 18
ACT Performance, by Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2009

		Examinees scoring 24 or higher		Average scores					
Group	Examinees	Number	Percent	English	Mathematics	Reading	Science	Composite	Writing[a]
African American	9,843	681	6.9	15.9	17.8	17.0	17.5	17.2	16.3
Asian/Pacific Islander	3,240	1,731	53.4	23.4	25.9	23.6	23.5	24.2	23.0
Hispanic	21,023	2,496	11.9	16.8	19.0	18.2	18.6	18.3	16.8
Native American	394	113	28.7	20.2	21.5	21.5	21.1	21.2	20.1
White	33,922	13,788	40.6	21.9	22.9	22.9	22.2	22.6	21.3
Other	3,208	778	24.3	19.0	20.6	20.3	20.1	20.1	18.9
No response	2,308	705	30.5	19.7	21.3	20.9	20.6	20.8	19.4
Economically disadvantaged	23,137	2,076	9.0	16.1	18.5	17.5	18.0	17.6	16.2
Not economically disadvantaged	47,942	17,323	36.1	21.1	22.3	22.1	21.6	21.9	20.8
Female	40,624	10,539	25.9	19.8	20.6	20.6	20.0	20.4	19.6
Male	33,168	9,697	29.2	19.2	21.7	20.6	20.9	20.7	18.8
State	73,938	20,292	27.4	19.5	21.1	20.6	20.4	20.5	19.3

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

[a]The ACT writing examination is optional and was not taken by all examinees.

Table 19
ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2009

	Ethnicity							Gender		
Class	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Other	No response	Female	Male	State
Average English score										
1996	16.3	20.1	16.9	19.6	21.0	19.4	18.6	19.9	18.8	19.4
1997	16.2	20.1	17.0	20.0	20.9	19.9	18.8	19.7	18.8	19.3
1998	16.4	20.4	17.0	20.2	20.9	19.6	19.7	20.0	18.8	19.5
1999	16.5	20.5	17.0	19.4	21.0	19.6	19.8	20.0	18.8	19.5
2000	16.4	20.3	17.0	18.8	21.1	19.6	19.9	20.0	18.8	19.5
2001	16.2	20.8	16.9	20.4	21.1	19.5	19.8	19.9	18.8	19.4
2002	16.2	20.4	16.5	19.8	21.0	19.2	19.3	19.6	18.5	19.2
2003	15.9	20.8	16.5	19.8	21.0	19.2	20.0	19.5	18.6	19.1
2004	16.1	21.1	16.5	19.9	21.2	18.9	19.8	19.7	18.6	19.2
2005	16.0	21.3	16.5	19.7	21.2	18.9	19.6	19.5	18.6	19.1
2006	15.9	21.5	16.5	20.3	21.4	18.8	19.8	19.6	18.6	19.2
2007	15.6	21.8	16.4	19.9	21.3	18.9	20.5	19.5	18.6	19.2
2008	16.0	22.7	16.7	20.8	21.5	19.4	21.1	19.8	18.9	19.5
2009	15.9	23.4	16.8	20.2	21.9	19.0	19.7	19.8	19.2	19.5
Average mathematics score										
1996	17.3	23.4	18.2	19.5	20.8	20.1	19.4	19.5	20.3	19.8
1997	17.4	23.9	18.4	20.2	21.1	20.7	19.9	19.8	20.6	20.1
1998	17.3	23.7	18.3	20.5	21.3	20.5	20.6	19.9	20.7	20.2
1999	17.5	23.5	18.3	20.0	21.1	20.3	20.3	19.8	20.6	20.1
2000	17.3	23.6	18.3	19.8	21.4	20.4	20.4	19.8	20.7	20.2
2001	17.2	23.8	18.3	20.6	21.4	20.2	20.4	19.8	20.7	20.2
2002	17.1	23.5	18.1	20.3	21.3	19.9	20.2	19.6	20.5	20.0
2003	16.8	23.4	17.9	20.1	21.4	19.9	20.6	19.5	20.4	19.9
2004	17.2	23.8	18.2	20.3	21.7	19.8	20.8	19.8	20.6	20.2
2005	17.1	23.8	18.3	20.8	21.8	20.0	20.8	19.8	20.8	20.2
2006	17.3	24.4	18.5	21.2	22.1	20.1	21.2	20.0	21.0	20.5
2007	17.5	24.7	18.7	20.8	22.1	20.4	21.8	20.1	21.1	20.6
2008	17.8	25.5	19.0	21.7	22.6	20.8	22.5	20.5	21.6	21.1
2009	17.8	25.9	19.0	21.5	22.9	20.6	21.3	20.6	21.7	21.1
Average reading score										
1996	17.1	21.2	17.8	20.7	21.9	20.5	19.7	20.7	19.7	20.3
1997	16.9	21.2	17.8	21.4	21.8	21.0	19.9	20.5	19.9	20.2
1998	17.4	21.3	18.0	21.2	21.9	20.9	21.1	20.9	20.0	20.5

Source. ACT, Inc.; Texas Education Agency; and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009).

continues

Table 19 (continued)
ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2009

	Ethnicity							Gender		
Class	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Other	No response	Female	Male	State
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
2006	17.0	22.4	17.7	21.8	22.2	20.0	21.0	20.5	19.8	20.2
2007	16.8	22.6	17.8	21.5	22.3	20.2	21.7	20.5	20.0	20.4
2008	17.0	23.2	18.2	21.9	22.5	20.5	22.2	20.7	20.4	20.6
2009	17.0	23.6	18.2	21.5	22.9	20.3	20.9	20.6	20.6	20.6
Average science score										
1996	17.4	21.5	18.3	20.5	21.5	20.4	19.8	19.9	20.7	20.2
1997	17.5	21.6	18.3	20.9	21.4	20.7	19.9	19.9	20.6	20.2
1998	17.5	21.5	18.5	20.8	21.5	20.6	20.7	20.1	20.8	20.4
1999	17.7	21.6	18.5	20.4	21.4	20.4	20.6	20.1	20.7	20.3
2000	17.5	21.5	18.5	20.5	21.5	20.3	20.6	20.0	20.7	20.3
2001	17.4	21.9	18.4	21.2	21.6	20.2	20.6	20.0	20.7	20.3
2002	17.5	21.5	18.2	20.6	21.4	20.1	20.2	19.8	20.4	20.1
2003	17.3	21.7	18.3	20.5	21.5	20.0	20.6	19.8	20.4	20.1
2004	17.6	22.0	18.3	20.8	21.6	19.9	20.6	19.9	20.5	20.1
2005	17.6	22.0	18.3	20.9	21.6	19.9	20.4	19.8	20.5	20.1
2006	17.4	22.4	18.4	21.2	21.7	19.8	20.8	19.9	20.6	20.2
2007	17.4	22.7	18.4	20.9	21.8	20.0	21.3	19.9	20.6	20.3
2008	17.5	23.0	18.4	21.2	21.8	20.1	21.4	19.9	20.7	20.3
2009	17.5	23.5	18.6	21.1	22.2	20.1	20.6	20.0	20.9	20.4
Average composite score										
1996	17.1	21.7	17.9	20.2	21.4	20.2	19.5	20.1	20.0	20.1
1997	17.2	21.8	18.0	20.8	21.4	20.7	19.7	20.1	20.1	20.1
1998	17.3	21.8	18.1	20.8	21.5	20.6	20.6	20.3	20.2	20.3
1999	17.4	21.8	18.1	20.2	21.5	20.4	20.6	20.3	20.2	20.2
2000	17.2	21.8	18.1	20.1	21.7	20.3	20.7	20.3	20.2	20.3
2001	17.1	22.1	18.0	21.1	21.6	20.2	20.5	20.2	20.1	20.2

Source. ACT, Inc.; Texas Education Agency; and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009).

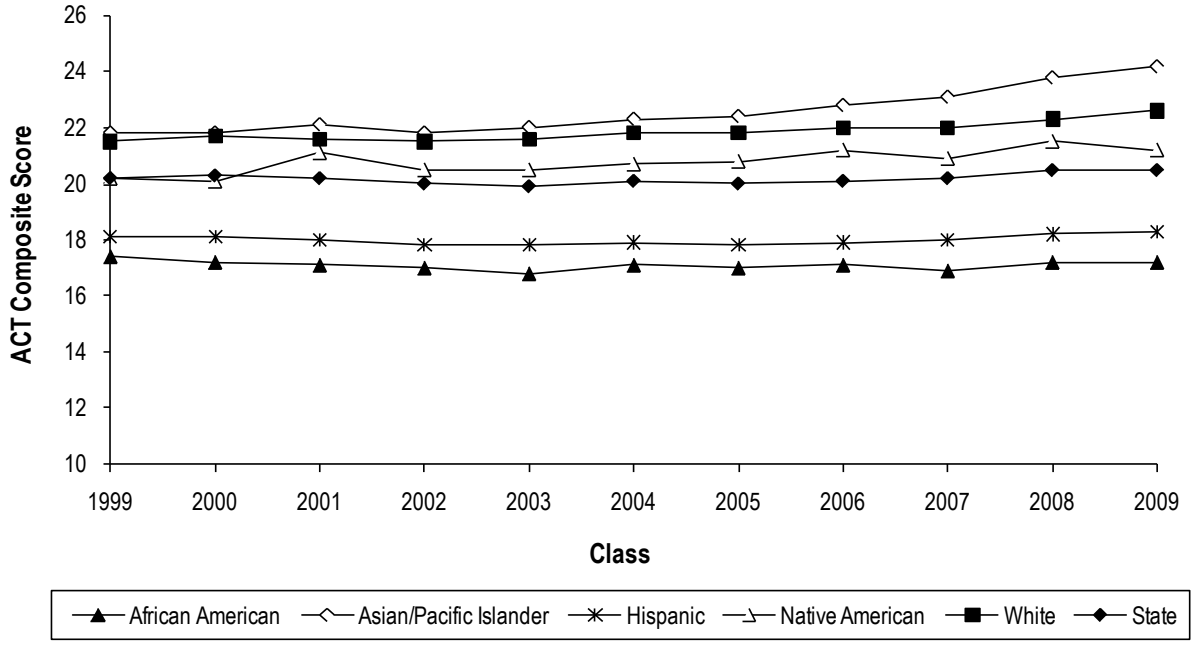
continues

Table 19 (continued)
ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2009

	Ethnicity							Gender		
Class	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Other	No response	Female	Male	State
2002	17.0	21.8	17.8	20.5	21.5	20.0	20.2	20.0	19.9	20.0
2003	16.8	22.0	17.8	20.5	21.6	20.0	20.7	19.9	20.0	19.9
2004	17.1	22.3	17.9	20.7	21.8	19.8	20.7	20.1	20.1	20.1
2005	17.0	22.4	17.8	20.8	21.8	19.8	20.6	20.0	20.0	20.0
2006	17.1	22.8	17.9	21.2	22.0	19.8	20.8	20.1	20.1	20.1
2007	16.9	23.1	18.0	20.9	22.0	20.0	21.4	20.1	20.2	20.2
2008	17.2	23.8	18.2	21.5	22.3	20.3	21.9	20.4	20.5	20.5
2009	17.2	24.2	18.3	21.2	22.6	20.1	20.8	20.4	20.7	20.5

Source. ACT, Inc.; Texas Education Agency; and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009).

Figure 7
ACT Composite Performance, by Ethnicity, Texas Public Schools, Class of 1999 Through Class of 2009



Source. ACT, Inc.; Texas Education Agency; and Texas Education Agency (2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009).

Table 20
ACT Performance of Ethnic Groups, by Gender, Texas Public Schools, Class of 2009

	Examinees		Average scores					
Gender	Number	Percent	English	Mathematics	Reading	Science	Composite	Writing[a]
African American								
Female	5,444	55.3	16.6	17.8	17.5	17.6	17.5	17.1
Male	4,394	44.7	15.1	17.8	16.5	17.4	16.8	15.3
All students	9,838	100	15.9	17.8	17.0	17.5	17.2	16.3
Asian/Pacific Islander								
Female	1,729	53.4	23.7	25.2	23.5	22.9	24.0	23.3
Male	1,508	46.6	23.0	26.6	23.6	24.2	24.5	22.7
All students	3,237	100	23.4	25.9	23.6	23.5	24.2	23.0
Hispanic								
Female	11,982	57.0	16.9	18.6	18.1	18.2	18.1	17.1
Male	9,040	43.0	16.5	19.6	18.2	19.0	18.5	16.4
All students	21,022	100	16.8	19.0	18.2	18.6	18.3	16.8
Native American								
Female	216	55.0	20.3	20.4	21.4	20.2	20.7	20.3
Male	177	45.0	20.1	22.7	21.8	22.1	21.8	19.8
All students	393	100	20.2	21.4	21.6	21.1	21.2	20.1
White								
Female	18,206	53.7	22.3	22.3	23.0	21.7	22.4	21.8
Male	15,701	46.3	21.4	23.5	22.8	22.7	22.8	20.8
All students	33,907	100	21.9	22.9	22.9	22.2	22.6	21.3
Other								
Female	1,879	58.6	19.2	20.2	20.3	19.6	19.9	19.1
Male	1,329	41.4	18.7	21.3	20.3	20.6	20.4	18.6
All students	3,208	100	19.0	20.6	20.3	20.1	20.1	18.9
No response								
Female	1,168	53.4	19.7	20.6	20.5	20.0	20.3	19.5
Male	1,019	46.6	19.5	21.9	21.1	21.2	21.0	19.2
All students	2,187	100	19.6	21.2	20.8	20.5	20.6	19.4

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

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

[a]The ACT writing examination is optional and was not taken by all examinees.

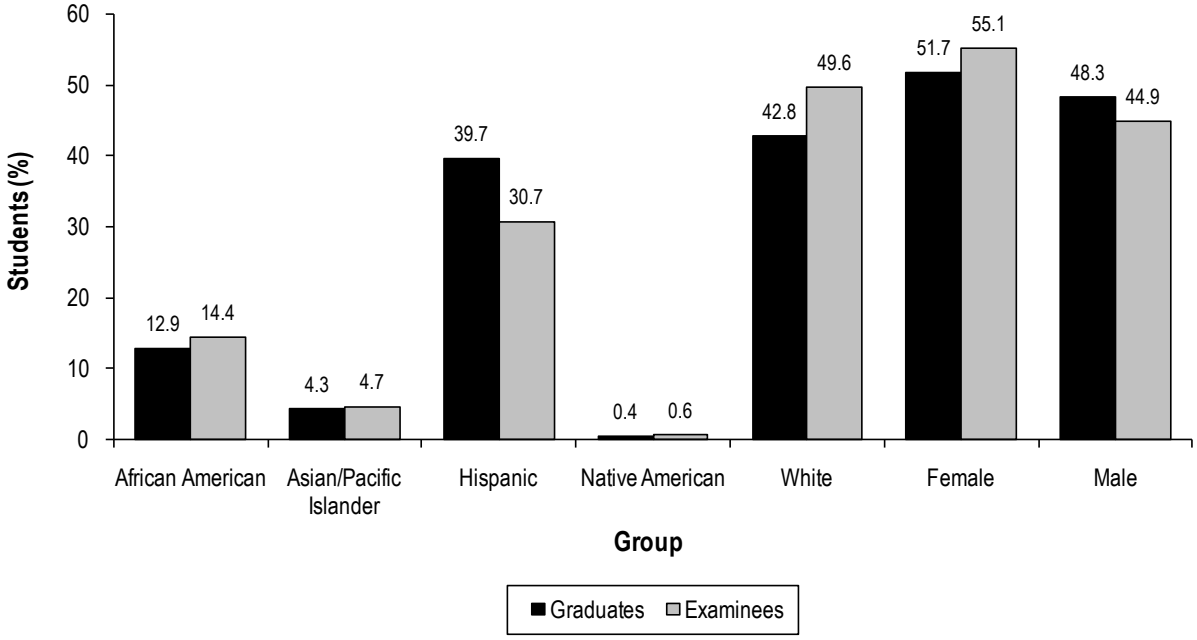
Table 21
ACT Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2009

	Ethnicity (%)							
Class	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Other	No response	Examinees
1996	9.7	3.1	21.9	0.6	55.4	2.0	7.4	52,127
1997	9.6	3.1	21.9	0.7	53.8	2.4	8.5	52,610
1998	10.0	3.2	22.6	0.6	55.7	2.7	5.3	54,379
1999	10.7	3.2	22.3	0.5	56.5	2.6	4.2	55,195
2000	11.1	3.0	23.2	0.4	55.3	2.8	4.1	59,491
2001	11.5	3.2	23.3	0.6	54.6	3.0	3.9	60,536
2002	12.4	3.2	23.9	0.5	53.1	2.9	4.0	59,631
2003	13.0	2.9	24.7	0.5	51.6	3.0	4.2	63,776
2004	12.9	2.9	25.2	0.5	49.7	3.4	5.4	63,246
2005	13.4	2.9	25.7	0.5	48.7	3.4	5.3	63,615
2006	13.0	3.0	25.5	0.6	45.6	3.2	9.1	64,894
2007	12.6	3.1	25.2	0.6	44.8	3.4	10.4	66,953
2008	12.9	3.6	26.5	0.6	47.0	3.7	5.5	69,316
2009	13.3	4.4	28.4	0.5	45.9	4.3	3.1	73,938

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

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

Figure 8
Graduating Seniors and ACT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2009



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

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

Results for Texas and the United States

Texas and the United States: SAT

Texas and the United States: ACT

Texas and Other States: SAT and ACT

Texas and the United States: SAT

SAT Participation

The number of SAT examinees among graduating seniors in Texas public and nonpublic schools combined increased from 137,024 in 2008 to 141,733 in 2009 (Table 22). The state participation rate increased from 50 percent to 51 percent. The number of examinees across the United States as a whole increased from 1,518,859 in 2008 to 1,530,128 in 2009. The national participation rate increased from 45 percent to 46 percent.

Table 22
SAT Participation, Texas and the United States, Class of 1996 Through Class of 2009

	Examinees		Participation rate (%)	
Class	Texas	U.S.	Texas	U.S.
1996	89,329	1,084,725	48	41
1997	94,034	1,127,021	48	42
1998	100,417	1,172,779	51	43
1999	104,144	1,220,130	50	43
2000	108,919	1,260,278	52	44
2001	111,277	1,276,320	53	45
2002	116,457	1,327,831	55	46
2003	124,571	1,406,324	57	48
2004	127,723	1,419,007	52	48
2005	133,115	1,475,623	54	49
2006	129,784	1,465,744	52	48
2007	132,067	1,494,531	52	48
2008	137,024	1,518,859	50	45
2009	141,733	1,530,128	51	46

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009b, 2009c) and Texas Education Agency (2009).

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

Average SAT Scores

In 2009, average SAT critical reading and mathematics combined scores were higher in Texas than the nation for African American and White examinees (Table 23). The average combined scores were lower for Asian/Pacific Islander and Hispanics examinees in Texas than the nation. Average critical reading scores were higher in Texas for Asian/Pacific Islander examinees. Average mathematics scores were higher in Texas for African American, Hispanic, and White examinees.

Table 23
SAT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2009

	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Average critical reading score										
1996	428	434	503	496	454	458	521	526	495	505
1997	426	434	502	496	452	457	521	526	494	505
1998	426	434	505	498	452	456	522	526	494	505
1999	427	434	507	498	452	457	522	527	494	505
2000	427	434	504	499	450	457	523	528	493	505
2001	425	433	506	501	448	455	523	529	493	506
2002	420	430	507	501	444	452	523	527	491	504
2003	423	431	509	508	444	453	525	529	493	507
2004	422	430	507	507	446	456	523	528	493	508
2005	426	433	521	511	447	458	527	532	493	508
2006	429	434	519	510	446	456	524	527	491	503
2007	431	433	520	514	452	458	525	527	492	502
2008	427	430	519	513	447	455	525	528	488	502
2009	426	429	519	516	445	454	526	528	486	501
Average mathematics score										
1996	424	422	564	558	459	460	523	523	500	508
1997	422	423	566	560	459	460	525	526	501	511
1998	424	426	562	562	458	460	526	528	501	512
1999	420	422	563	560	454	458	525	528	499	511
2000	423	426	564	565	454	461	528	530	500	514
2001	421	426	565	566	452	460	528	531	499	514
2002	420	427	567	569	452	459	529	533	500	516
2003	418	426	565	575	450	459	529	534	500	519
2004	421	427	563	577	451	460	527	531	499	518
2005	427	431	572	580	457	465	534	536	502	520
2006	432	429	577	578	461	463	539	536	506	518
2007	437	429	577	578	467	463	537	534	507	515
2008	434	426	577	581	463	461	540	537	505	515
2009	436	426	582	587	465	460	543	536	506	515
Average combined score, critical reading and mathematics										
1996	852	856	1067	1054	912	918	1044	1049	995	1013

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009b, 2009c) and Texas Education Agency (2009).

Note. Data are based on public and nonpublic school examinees.

continues

Table 23 (continued)
SAT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2009

	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
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
2006	861	863	1096	1088	907	919	1063	1063	997	1021
2007	868	862	1097	1092	919	921	1062	1061	999	1017
2008	861	856	1096	1094	910	916	1065	1065	993	1017
2009	862	855	1101	1103	910	914	1069	1064	992	1016
Average writing score										
2006	431	428	518	512	446	451	517	519	487	497
2007	426	425	515	513	445	450	513	518	482	494
2008	425	424	519	516	441	447	514	518	480	494
2009	418	421	518	520	437	447	511	517	475	493

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009b, 2009c) and Texas Education Agency (2009).
Note. Data are based on public and nonpublic school examinees.

For female and male examinees, average scores were higher across the nation than in Texas on all sections of the examination (Table 24).

SAT Examinee Population

In 2009, Texas examinees made up 9.3 percent of the total national population of SAT examinees (Table 25 on page 61). In the class of 2009, Hispanics made up 30.1 percent of the test-taking population in Texas, but only 13.5 percent of test takers nationally. The percentage of examinees represented by White students was about 10 percentage points lower in Texas than the United States. African American students accounted for similar percentages of SAT examinees in Texas and the nation. For SAT participation trends by ethnic group prior to the class of 1996, see Table A-2 in the Appendix. Gender representation was similar in the examinee populations of Texas and the nation (Table 26 on page 62).

Table 24
SAT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2009

	Female		Male	
Class	Texas	U.S.	Texas	U.S.
Average critical reading score				
1996	493	503	498	507
1997	493	503	496	507
1998	490	502	499	509
1999	491	502	499	509
2000	491	504	496	507
2001	489	502	497	509
2002	488	502	495	507
2003	489	503	498	512
2004	490	504	496	512
2005	489	505	498	513
2006	489	502	493	505
2007	490	502	494	504
2008	487	500	490	504
2009	483	498	488	503
Average mathematics score				
1996	485	492	518	527
1997	487	494	518	530
1998	486	496	518	531
1999	483	495	517	531
2000	485	498	518	533
2001	485	498	516	533
2002	485	500	518	534
2003	485	503	517	537
2004	485	501	516	537
2005	488	504	519	538
2006	492	502	522	536
2007	493	499	523	533
2008	491	500	521	533
2009	492	499	522	534
Average combined score, critical reading and mathematics				
1996	978	995	1016	1034
1997	980	997	1014	1037

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009b, 2009c) and Texas Education Agency (2009).

Note. Data are based on public and nonpublic school examinees.

continues

Table 24 (continued)
SAT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2009

	Female		Male	
Class	Texas	U.S.	Texas	U.S.
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
2006	981	1004	1015	1041
2007	983	1001	1017	1037
2008	978	1000	1011	1037
2009	975	997	1010	1037
Average writing score				
2006	492	502	480	491
2007	488	500	477	489
2008	487	501	473	488
2009	481	499	469	486

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009b, 2009c) and Texas Education Agency (2009).

Note. Data are based on public and nonpublic school examinees.

Table 25
SAT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2009

			Ethnicity (%)					
	Examinees		African American		Hispanic		White	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1996	89,329	1,084,725	10.6	9.8	19.7	7.6	57.6	62.8
1997	94,034	1,127,021	10.3	9.8	20.2	7.6	56.2	61.6
1998	100,417	1,172,779	10.6	9.8	20.1	7.7	55.0	60.1
1999	104,144	1,220,130	10.8	9.8	20.0	7.8	53.5	58.8
2000	108,919	1,260,278	10.5	9.5	20.3	7.8	50.9	56.5
2001	111,277	1,276,320	10.6	9.4	20.5	7.9	49.4	55.1
2002	116,457	1,327,831	10.6	9.2	20.2	7.8	46.5	52.6
2003	124,571	1,406,324	10.1	8.9	19.7	7.6	41.8	47.7
2004	127,723	1,419,007	11.2	9.7	21.9	8.6	45.2	50.7
2005	133,115	1,475,623	11.7	10.4	23.9	9.8	48.7	55.9
2006	129,784	1,465,744	11.2	10.3	24.6	10.4	48.8	56.3
2007	132,067	1,494,531	11.7	10.7	25.7	11.3	47.9	55.4
2008	137,024	1,518,859	12.4	11.5	27.9	12.5	47.6	56.5
2009	141,733	1,530,128	13.3	12.2	30.1	13.5	45.4	55.6

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009b, 2009c) and Texas Education Agency (2009).

Note. Data are based on public and nonpublic school examinees.

Table 26
SAT Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2009

	Examinees		Gender (%)			
			Female		Male	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.
1996	89,329	1,084,725	54.2	53.5	45.8	46.5
1997	94,034	1,127,021	54.3	53.8	45.7	46.2
1998	100,417	1,172,779	54.3	53.8	45.7	46.2
1999	104,144	1,220,130	54.2	53.9	45.8	46.1
2000	108,919	1,260,278	54.0	53.7	46.0	46.3
2001	111,277	1,276,320	53.9	53.6	46.1	46.4
2002	116,457	1,327,831	54.1	53.6	45.9	46.4
2003	124,571	1,406,324	53.6	53.6	46.4	46.4
2004	127,723	1,419,007	53.7	53.5	46.3	46.5
2005	133,115	1,475,623	53.7	53.5	46.3	46.5
2006	129,784	1,465,744	53.6	53.6	46.4	46.4
2007	132,067	1,494,531	53.4	53.4	46.1	46.2
2008	137,024	1,518,859	53.6	53.5	46.3	46.4
2009	141,733	1,530,128	53.6	53.5	46.4	46.5

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009b, 2009c) and Texas Education Agency (2009).

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

Texas and the United States: ACT

ACT Participation

The number of ACT examinees among graduating seniors in Texas public and nonpublic schools combined increased from 79,050 in 2008 to 82,640 in 2009 (Table 27). The state participation rate increased from 29 percent to 30 percent. The number of examinees across the United States as a whole increased from 1,421,941 in 2008 to 1,480,469 in 2009. The national participation rate increased from 43 percent to 45 percent.

Table 27
ACT Participation, Texas and the United States, Class of 1996 Through Class of 2009

	Examinees		Participation rate (%)	
Class	Texas	U.S.	Texas	U.S.
1996	55,442	924,663	30	35
1997	58,395	959,301	30	36
1998	64,064	995,039	32	37
1999	65,094	1,019,053	31	36
2000	68,010	1,065,138	32	38
2001	68,967	1,069,772	33	38
2002	67,842	1,116,082	32	39
2003	73,145	1,175,059	33	40
2004	71,696	1,171,460	29	40
2005	72,294	1,186,251	29	40
2006	73,524	1,206,455	29	40
2007	76,542	1,300,599	30	42
2008	79,050	1,421,941	29	43
2009	82,640	1,480,469	30	45

Source. ACT, Inc., (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b) and Texas Education Agency (2009).

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

Average ACT Scores

In 2009, average ACT mathematics scores for all examinees were higher in Texas than the nation (Table 28 on page 64). Average ACT composite scores were higher in Texas than the nation for African American, Asian/Pacific Islander, and White examinees. The average composite score for Hispanic examinees was lower in Texas than the nation. Average scores for Asian/Pacific Islander and White examinees were higher in Texas than the nation on all sections of the ACT, and average

Table 28
ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2009

	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Average English score										
1996	16.4	16.4	20.2	20.3	17.0	17.9	21.1	21.1	19.5	20.3
1997	16.2	16.4	20.2	20.4	17.0	18.0	20.9	21.2	19.4	20.3
1998	16.4	16.4	20.4	20.5	17.1	17.9	20.9	21.2	19.5	20.4
1999	16.5	16.4	20.6	20.5	17.2	17.9	21.1	21.3	19.7	20.5
2000	16.4	16.4	20.3	20.5	17.2	17.9	21.2	21.3	19.7	20.5
2001	16.2	16.2	20.9	20.7	17.0	17.8	21.2	21.3	19.6	20.5
2002	16.2	16.2	20.5	20.5	16.6	17.4	21.1	21.2	19.3	20.2
2003	15.9	16.2	20.9	20.7	16.7	17.5	21.2	21.3	19.3	20.3
2004	16.1	16.3	21.2	21.0	16.7	17.5	21.4	21.4	19.4	20.4
2005	15.9	16.2	21.4	21.3	16.6	17.6	21.4	21.5	19.3	20.4
2006	15.9	16.3	21.7	21.5	16.6	17.7	21.6	21.7	19.4	20.6
2007	15.6	16.1	22.0	21.7	16.6	17.6	21.6	21.8	19.5	20.7
2008	16.0	16.1	22.8	22.1	16.9	17.7	21.8	21.7	19.8	20.6
2009	16.0	16.0	23.5	22.6	17.0	17.7	22.2	21.9	19.9	20.6
Average mathematics score										
1996	17.3	16.8	23.4	22.9	18.3	18.7	20.8	20.8	19.9	20.2
1997	17.4	16.9	23.9	23.3	18.5	19.0	21.1	21.2	20.2	20.6
1998	17.2	16.9	23.7	23.4	18.3	19.0	21.2	21.4	20.2	20.8
1999	17.4	16.9	23.5	23.1	18.4	19.0	21.2	21.3	20.2	20.7
2000	17.3	16.8	23.5	23.2	18.4	18.9	21.4	21.3	20.2	20.7
2001	17.2	16.8	23.8	23.1	18.3	18.9	21.4	21.3	20.2	20.7
2002	17.1	16.7	23.5	22.9	18.1	18.6	21.4	21.3	20.1	20.6
2003	16.8	16.7	23.6	22.9	18.0	18.5	21.4	21.3	20.0	20.6
2004	17.2	16.9	23.8	23.0	18.3	18.6	21.7	21.4	20.3	20.7
2005	17.1	16.8	23.8	23.1	18.3	18.7	21.8	21.5	20.3	20.7
2006	17.3	17.0	24.5	23.4	18.5	18.8	22.2	21.6	20.6	20.8
2007	17.5	17.0	24.7	23.6	18.7	19.0	22.2	21.7	20.8	21.0
2008	17.8	17.0	25.5	24.1	19.1	19.0	22.7	21.8	21.2	21.0
2009	17.8	17.1	26.0	24.5	19.2	19.1	23.0	21.9	21.3	21.0
Average reading score										
1996	17.2	17.1	21.3	21.3	18.0	19.1	21.9	22.2	20.4	21.3

Source. ACT, Inc., (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b) and Texas Education Agency (2009).

Note. Data are based on public and nonpublic school examinees.

continues

Table 28 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2009

	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
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
2006	17.1	17.2	22.6	22.0	17.8	18.8	22.4	22.5	20.5	21.4
2007	16.9	17.1	22.8	22.1	18.0	18.8	22.5	22.5	20.6	21.5
2008	17.0	17.0	23.3	22.4	18.4	18.9	22.7	22.5	20.9	21.4
2009	17.1	16.9	23.7	22.7	18.4	18.9	23.1	22.6	20.9	21.4
Average science score										
1996	17.4	17.3	21.5	21.5	18.4	19.1	21.5	21.8	20.3	21.1
1997	17.5	17.4	21.6	21.6	18.4	19.1	21.4	21.8	20.3	21.1
1998	17.5	17.3	21.5	21.6	18.5	19.1	21.5	21.8	20.3	21.1
1999	17.6	17.3	21.6	21.3	18.5	19.1	21.5	21.7	20.4	21.0
2000	17.4	17.3	21.5	21.5	18.5	19.1	21.5	21.7	20.3	21.0
2001	17.4	17.2	21.9	21.5	18.5	19.0	21.6	21.8	20.3	21.0
2002	17.4	17.1	21.5	21.3	18.3	18.6	21.5	21.6	20.1	20.8
2003	17.2	17.2	21.8	21.5	18.4	18.7	21.5	21.6	20.1	20.8
2004	17.6	17.4	22.0	21.7	18.4	18.7	21.6	21.6	20.2	20.9
2005	17.5	17.3	21.9	21.8	18.4	18.7	21.6	21.7	20.2	20.9
2006	17.4	17.3	22.4	21.9	18.4	18.8	21.8	21.8	20.3	20.9
2007	17.3	17.2	22.8	22.3	18.5	18.8	21.9	21.9	20.4	21.0
2008	17.5	17.2	23.0	22.3	18.5	18.7	21.9	21.7	20.5	20.8
2009	17.5	17.2	23.5	22.7	18.7	18.8	22.2	21.9	20.6	20.9
Average composite score										
1996	17.2	17.0	21.8	21.6	18.0	18.8	21.5	21.6	20.2	20.9
1997	17.1	17.1	21.8	21.7	18.1	18.9	21.4	21.7	20.2	21.0
1998	17.2	17.1	21.8	21.8	18.2	18.9	21.5	21.7	20.3	21.0

Source. ACT, Inc., (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 3003a, 3003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b) and Texas Education Agency (2009).

Note. Data are based on public and nonpublic school examinees.

continues

Table 28 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2009

	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1999	17.3	17.1	21.9	21.7	18.3	18.9	21.6	21.7	20.3	21.0
2000	17.2	17.0	21.8	21.7	18.2	18.9	21.7	21.8	20.3	21.0
2001	17.1	16.9	22.2	21.7	18.1	18.8	21.7	21.8	20.3	21.0
2002	17.0	16.8	21.9	21.6	17.8	18.4	21.6	21.7	20.1	20.8
2003	16.8	16.9	22.1	21.8	17.9	18.5	21.7	21.7	20.1	20.8
2004	17.1	17.1	22.3	21.9	18.0	18.5	21.9	21.8	20.2	20.9
2005	17.0	17.0	22.5	22.1	17.9	18.6	21.9	21.9	20.2	20.9
2006	17.1	17.1	22.9	22.3	18.0	18.6	22.1	22.0	20.3	21.1
2007	17.0	17.0	23.2	22.6	18.1	18.7	22.2	22.1	20.5	21.2
2008	17.2	16.9	23.8	22.9	18.4	18.7	22.4	22.1	20.7	21.1
2009	17.3	16.9	24.3	23.2	18.4	18.7	22.8	22.2	20.8	21.1

Source. ACT, Inc., (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b) and Texas Education Agency (2009).
Note. Data are based on public and nonpublic school examinees.

scores for African American examinees in Texas were higher than, or the same as, national averages for African American examinees on all sections of the examination. Average scores for Hispanic examinees were higher in mathematics in Texas than in the nation. For male and female examinees, average scores were higher across the nation than in Texas on all sections of the examination except mathematics (Table 29).

ACT Examinee Population

In 2009, Texas examinees made up 5.6 percent of the total national population of ACT examinees (Table 30 on page 69). In the class of 2009, Hispanics made up 27.3 percent of the test-taking population in Texas, but only 9.0 percent of test takers nationally. The percentage of examinees accounted for by White students was 16.2 percentage points lower in Texas than the United States as a whole. African American students accounted for similar percentages of ACT examinees in Texas and the nation. For ACT participation trends by ethnic group prior to the class of 1996, see Table A-4 in the Appendix. Gender representation was similar in the examinee populations of Texas and the nation (Table 31 on page 70).

Table 29
ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2009

	Female		Male	
Class	Texas	U.S.	Texas	U.S.
Average English score				
1996	20.0	20.7	18.9	19.8
1997	19.8	20.7	18.9	19.9
1998	20.0	20.8	18.9	19.9
1999	20.2	20.9	18.9	20.0
2000	20.2	20.9	18.9	20.0
2001	20.0	20.8	18.9	20.0
2002	19.8	20.6	18.7	19.7
2003	19.7	20.7	18.8	19.8
2004	19.8	20.8	18.8	19.9
2005	19.7	20.8	18.8	20.0
2006	19.8	21.0	18.9	20.1
2007	19.8	21.0	18.9	20.2
2008	20.1	21.0	19.3	20.1
2009	20.2	20.9	19.6	20.2
Average mathematics score				
1996	19.6	19.7	20.4	20.9
1997	19.8	20.1	20.6	21.3
1998	19.8	20.2	20.7	21.5
1999	19.8	20.2	20.7	21.4
2000	19.9	20.2	20.7	21.4
2001	19.9	20.2	20.7	21.4
2002	19.7	20.1	20.5	21.2
2003	19.6	20.1	20.5	21.2
2004	19.9	20.2	20.7	21.3
2005	19.9	20.2	20.8	21.3
2006	20.1	20.3	21.2	21.5
2007	20.3	20.4	21.3	21.6
2008	20.7	20.4	21.8	21.6
2009	20.7	20.4	21.9	21.6
Average reading score				
1996	20.9	21.6	19.9	21.0
1997	20.6	21.5	20.0	21.2

Source. ACT, Inc., (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b) and Texas Education Agency (2009).

Note. Data are based on public and nonpublic school examinees.

continues

Table 29 (continued)
ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2009

	Female		Male	
Class	Texas	U.S.	Texas	U.S.
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
2006	20.7	21.6	20.1	21.1
2007	20.8	21.6	20.2	21.2
2008	20.9	21.5	20.7	21.2
2009	20.9	21.4	20.9	21.3
Average science score				
1996	20.0	20.5	20.7	21.7
1997	20.0	20.6	20.7	21.7
1998	20.0	20.6	20.8	21.8
1999	20.1	20.6	20.7	21.5
2000	20.1	20.6	20.7	21.6
2001	20.1	20.6	20.1	21.6
2002	19.9	20.4	20.5	21.3
2003	19.9	20.4	20.5	21.3
2004	20.0	20.5	20.5	21.3
2005	19.9	20.5	20.6	21.4
2006	19.9	20.5	20.7	21.4
2007	20.0	20.5	20.8	21.4
2008	20.1	20.4	20.9	21.3
2009	20.2	20.4	21.1	21.4
Average composite score				
1996	20.2	20.8	20.1	21.0
1997	20.2	20.8	20.2	21.1
1998	20.3	20.9	20.2	21.2
1999	20.4	20.9	20.3	21.1
2000	20.4	20.9	20.3	21.2

Source. ACT, Inc., (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b) and Texas Education Agency (2009).

Note. Data are based on public and nonpublic school examinees.

continues

Table 29 (continued)
ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2009

	Female		Male	
Class	Texas	U.S.	Texas	U.S.
2001	20.3	20.9	20.2	21.1
2002	20.1	20.7	20.0	20.9
2003	20.0	20.8	20.1	21.0
2004	20.2	20.9	20.2	21.0
2005	20.1	20.9	20.2	21.1
2006	20.3	21.0	20.3	21.2
2007	20.3	21.0	20.4	21.2
2008	20.6	21.0	20.8	21.2
2009	20.6	20.9	21.0	21.3

Source. ACT, Inc., (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b) and Texas Education Agency (2009).

Note. Data are based on public and nonpublic school examinees.

Table 30
ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2009

			Ethnicity (%)					
	Examinees		African American		Hispanic		White	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1996	55,442	924,663	9.4	9.5	21.7	5.1	55.5	70.8
1997	58,395	959,301	9.5	9.4	21.6	5.0	53.7	69.2
1998	64,064	995,039	10.1	10.1	22.4	5.2	55.7	71.1
1999	65,094	1,019,053	10.6	10.2	21.7	5.2	56.9	71.8
2000	68,010	1,065,138	10.9	10.4	22.6	5.4	55.8	71.5
2001	68,967	1,069,772	11.3	10.6	22.8	5.6	55.0	71.4
2002	67,842	1,116,082	12.2	10.8	23.4	6.0	53.5	69.3
2003	73,145	1,175,059	12.7	11.0	23.9	6.4	52.3	68.5
2004	71,696	1,171,460	12.7	11.3	24.5	6.7	50.2	67.3
2005	72,294	1,186,251	13.2	11.7	24.9	7.0	49.3	65.9
2006	73,524	1,206,455	12.5	11.5	24.6	7.1	46.2	63.0
2007	76,542	1,300,599	12.0	11.7	24.2	7.2	45.3	59.9
2008	79,050	1,421,941	12.4	12.5	25.6	8.1	47.9	63.0
2009	82,640	1,480,469	12.7	13.2	27.3	9.0	47.4	63.6

Source. ACT, Inc., (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b) and Texas Education Agency (2009).

Note. Data are based on public and nonpublic school examinees.

Table 31
ACT Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2009

			Gender (%)			
	Examinees		Female		Male	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.
1996	55,442	924,663	57.2	55.9	42.8	44.1
1997	58,395	959,301	57.5	56.3	42.5	43.7
1998	64,064	995,039	58.8	56.7	41.2	43.3
1999	65,094	1,019,053	58.8	56.7	40.8	42.9
2000	68,010	1,065,138	58.7	56.8	40.9	42.8
2001	68,967	1,069,772	58.3	56.5	41.1	43.0
2002	67,842	1,116,082	58.1	55.8	41.1	43.5
2003	73,145	1,175,059	57.4	55.9	41.7	43.4
2004	71,696	1,171,460	57.2	55.8	41.9	43.4
2005	72,294	1,186,251	57.3	55.7	41.8	43.4
2006	73,524	1,206,455	53.3	53.6	42.0	42.9
2007	76,542	1,300,599	52.0	51.9	41.7	41.9
2008	79,050	1,421,941	54.3	53.7	43.7	44.0
2009	82,640	1,480,469	54.8	54.6	45.0	45.1

Source. ACT, Inc., (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b) and Texas Education Agency (2009).

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

Texas and Other States: SAT and ACT

SAT and ACT participation rates varied considerably across states (Table 32 on page 72 and Table 33 on page 74). Rates of SAT participation ranged from a low of 3 percent to a high of 90 percent. Since spring of 2006, Maine has required all high school juniors to take the SAT (Maine Department of Education, 2007). Rates of ACT participation ranged from a low of 9 percent to a high of 100 percent. For the class of 2009, Colorado, Illinois, Kentucky, Michigan, and Wyoming required all high school juniors to participate in ACT testing as part of their statewide assessment programs (ACT, Inc., 2010d). Participation in SAT testing was generally highest in states of the Northeast, whereas participation in ACT testing was generally highest in states of the South and Midwest.

Score differences across states are difficult to interpret unless participation rates and student demographics are similar (see the section, "Interpretation of Results," on page 20). Given two groups with very different participation rates but comparable ability levels, the average score for the group with a very low participation rate will tend to be higher than the average score for the group with a very high participation rate, even though there is no actual difference in group ability levels. States with SAT participation rates similar to the rate in Texas (51%) include Alaska, California, Oregon, and Washington. States with ACT participation rates similar to Texas's (30%) include Alaska, Nevada, and Oregon.

Table 32
SAT Participation and Performance, by State, Class of 2009

State	Participation rate (%)	Average scores: Critical reading (CR)	Mathematics	CR and math combined	Writing
Iowa	3	610	615	1225	588
North Dakota	3	590	593	1183	566
South Dakota	3	589	600	1189	569
Mississippi	4	567	554	1121	559
Nebraska	4	587	594	1181	572
Arkansas	5	572	572	1144	556
Michigan	5	584	603	1187	575
Missouri	5	595	600	1195	584
Oklahoma	5	575	571	1146	557
Wisconsin	5	594	608	1202	582
Wyoming	5	567	568	1135	550
Illinois	6	588	604	1192	583
Utah	6	559	558	1117	540
Alabama	7	557	552	1109	549
Kansas	7	581	589	1170	564
Kentucky	7	573	573	1146	561
Louisiana	7	563	558	1121	555
Minnesota	7	595	609	1204	578
Tennessee	10	571	565	1136	565
New Mexico	11	553	546	1099	534
Idaho	18	541	540	1081	520
West Virginia	18	511	501	1012	499
Colorado	20	568	575	1143	555
Montana	22	541	542	1083	519
Ohio	22	537	546	1083	523
Arizona	26	516	521	1037	497
Nevada	42	501	505	1006	479
Alaska	46	520	516	1036	492
California	49	500	513	1013	498
Texas	**51**	**486**	**506**	**992**	**475**
Oregon	52	523	525	1048	499
Washington	53	524	531	1055	507
Hawaii	58	479	502	981	469

Source. College Board (2009c).

Note. Data are based on public and nonpublic school examinees.

continues

Table 32 (continued)
SAT Participation and Performance, by State, Class of 2009

State	Participation rate (%)	Average scores: Critical reading (CR)	Mathematics	CR and math combined	Writing
Florida	59	497	498	995	480
Indiana	63	496	507	1003	480
North Carolina	63	495	511	1006	480
Vermont	64	518	518	1036	506
Rhode Island	66	498	496	994	494
South Carolina	67	486	496	982	470
Virginia	68	511	512	1023	498
Maryland	69	500	502	1002	495
Delaware	71	495	498	993	484
Georgia	71	490	491	981	479
Pennsylvania	71	493	501	994	483
New Hampshire	75	523	523	1046	510
New Jersey	76	496	513	1009	496
District of Columbia	79	466	451	917	461
Connecticut	83	509	513	1022	512
Massachusetts	84	514	526	1040	510
New York	85	485	502	987	478
Maine	90	468	467	935	455
United States	**46**	**501**	**515**	**1016**	**493**

Source. College Board (2009c).

Note. Data are based on public and nonpublic school examinees.

Table 33
ACT Participation and Performance, by State, Class of 2009

State	Participation Rate (%)	Average scores				
		English	Mathematics	Reading	Science	Composite
Maine	9	23.1	23.0	23.0	23.6	22.3
Rhode Island	10	22.8	23.0	22.5	23.4	21.8
Delaware	11	22.6	22.2	22.5	23.1	22.0
Pennsylvania	14	22.1	21.7	22.2	22.4	21.5
Arizona	15	21.9	21.3	22.1	22.4	21.3
New Hampshire	15	23.5	23.3	23.4	24.1	22.6
North Carolina	15	21.6	20.9	22.0	21.9	21.1
New Jersey	16	23.1	22.9	23.5	23.2	22.1
Maryland	17	22.1	21.9	22.1	22.5	21.5
Massachusetts	18	23.9	23.9	24.3	24.3	22.8
Washington	18	22.8	22.4	22.9	23.5	22.1
California	19	22.2	21.8	22.8	22.4	21.4
Virginia	20	21.9	21.7	21.8	22.3	21.4
Connecticut	21	23.5	23.6	23.5	24.0	22.6
Hawaii	22	21.5	20.9	22.1	21.4	21.0
Indiana	24	22.2	21.6	22.4	22.6	21.6
Vermont	24	23.1	22.9	22.9	23.7	22.5
New York	25	23.1	22.5	23.4	23.3	22.7
Alaska	29	21.0	20.1	21.1	21.7	20.7
District of Columbia	30	19.4	19.1	19.5	19.7	18.6
Nevada	30	21.5	20.9	21.4	22.0	21.0
Texas	**30**	**20.8**	**19.9**	**21.3**	**20.9**	**20.6**
Oregon	33	21.4	20.5	21.5	21.9	21.1
Georgia	40	20.6	20.1	20.6	20.9	20.3
South Carolina	50	19.8	19.2	20.0	19.9	19.8
Montana	54	22.0	21.2	21.7	22.7	21.7
Idaho	58	21.6	20.9	21.3	22.3	21.4
Iowa	59	22.4	21.9	21.9	22.9	22.4
Florida	62	19.5	18.7	19.7	20.2	19.0
West Virginia	62	20.7	20.8	19.6	21.4	20.5
Ohio	64	21.7	21.1	21.4	22.2	21.7
New Mexico	65	20.0	19.3	19.6	20.7	20.0
Missouri	67	21.6	21.5	20.9	22.1	21.5

Source. ACT, Inc. (2009a).

Note. Data are based on public and nonpublic school examinees.

continues

Table 33 (continued)
ACT Participation and Performance, by State, Class of 2009

State	Participation Rate (%)	Average scores				
		English	Mathematics	Reading	Science	Composite
Wisconsin	67	22.3	21.7	22.2	22.6	22.3
Minnesota	68	22.7	22.0	22.7	23.1	22.6
Utah	68	21.8	21.4	21.1	22.6	21.6
Oklahoma	71	20.7	20.5	19.9	21.4	20.5
Nebraska	72	22.1	21.9	21.8	22.5	22.0
Arkansas	73	20.6	20.6	20.1	21.0	20.2
Kansas	74	21.9	21.4	21.7	22.4	21.8
South Dakota	74	22.0	21.2	21.8	22.3	22.0
Alabama	76	20.3	20.5	19.5	20.7	20.1
North Dakota	78	21.5	20.7	21.5	21.8	21.6
Louisiana	89	20.1	20.3	19.6	20.2	20.0
Tennessee	92	20.6	20.7	19.8	21.0	20.4
Mississippi	93	18.9	19.1	18.3	19.0	18.7
Illinois	97	20.8	20.5	20.7	20.8	20.7
Wyoming	99	20.0	18.9	19.8	20.4	20.2
Colorado	100	20.8	20.1	20.5	21.1	20.8
Kentucky	100	19.4	18.8	19.0	19.8	19.7
Michigan	100	19.6	18.6	19.6	19.6	20.1
United States	**45**	**21.1**	**20.6**	**21.0**	**21.4**	**20.9**

Source. ACT, Inc. (2009a).

Note. Data are based on public and nonpublic school examinees.

Appendix: Supplemental Tables

Table A-1
SAT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2009

	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Average critical reading score										
1987	417	428	466	479	450	455	514	524	493	507
1988	423	429	475	482	452	455	515	522	494	505
1989	422	428	479	483	452	457	514	523	492	504
1990	424	428	482	483	451	454	513	519	490	500
1991	421	427	486	485	448	452	512	518	488	499
1992	417	428	491	487	445	452	512	519	487	500
1993	420	429	495	489	449	453	516	520	490	500
1994	418	428	493	489	449	452	516	520	489	499
1995	427	432	499	492	455	457	521	525	495	504
1996	428	434	503	496	454	458	521	526	495	505
1997	426	434	502	496	452	457	521	526	494	505
1998	426	434	505	498	452	456	522	526	494	505
1999	427	434	507	498	452	457	522	527	494	505
2000	427	434	504	499	450	457	523	528	493	505
2001	425	433	506	501	448	455	523	529	493	506
2002	420	430	507	501	444	452	523	527	491	504
2003	423	431	509	508	444	453	525	529	493	507
2004	422	430	507	507	446	456	523	528	493	508
2005	426	433	521	511	447	458	527	532	493	508
2006	429	434	519	510	446	456	524	527	491	503
2007	431	433	520	514	452	458	525	527	492	502
2008	427	430	519	513	447	455	525	528	488	502
2009	426	429	519	516	445	454	526	528	486	501
Average mathematics score										
1987	404	411	532	541	451	453	502	514	486	501
1988	417	418	534	541	457	456	505	514	490	501
1989	419	421	535	545	458	459	507	515	490	502
1990	418	419	537	546	456	457	506	515	489	501
1991	421	419	542	548	456	457	510	513	491	500

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009b, 2009c) and Texas Education Agency (2009).

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

continues

Table A-1 (continued)
SAT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2009

	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
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
1997	422	423	566	560	459	460	525	526	501	511
1998	424	426	562	562	458	460	526	528	501	512
1999	420	422	563	560	454	458	525	528	499	511
2000	423	426	564	565	454	461	528	530	500	514
2001	421	426	565	566	452	460	528	531	499	514
2002	420	427	567	569	452	459	529	533	500	516
2003	418	426	565	575	450	459	529	534	500	519
2004	421	427	563	577	451	460	527	531	499	518
2005	427	431	572	580	457	465	534	536	502	520
2006	432	429	577	578	461	463	539	536	506	518
2007	437	429	577	578	467	463	537	534	507	515
2008	434	426	577	581	463	461	540	537	505	515
2009	436	426	582	587	465	460	543	536	506	515
Average combined score, critical reading and mathematics										
1987	821	839	998	1020	901	908	1016	1038	979	1008
1988	840	847	1009	1023	909	910	1020	1036	984	1006
1989	841	849	1014	1028	910	919	1021	1038	982	1006
1990	842	847	1019	1029	906	911	1019	1034	979	1001
1991	842	846	1028	1033	904	909	1022	1031	979	999
1992	835	847	1043	1038	902	908	1025	1034	980	1001
1993	845	850	1052	1042	911	910	1034	1037	988	1003
1994	843	849	1049	1042	913	909	1038	1039	989	1003
1995	853	854	1061	1047	917	916	1043	1046	996	1010
1996	852	856	1067	1054	912	918	1044	1049	995	1013
1997	848	857	1068	1056	911	917	1046	1052	995	1016
1998	850	860	1067	1060	910	916	1048	1054	995	1017

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009b, 2009c) and Texas Education Agency (2009).

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

continues

Table A-1 (continued)
SAT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2009

	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
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
2006	861	863	1096	1088	907	919	1063	1063	997	1021
2007	868	862	1097	1092	919	921	1062	1061	999	1017
2008	861	856	1096	1094	910	916	1065	1065	993	1017
2009	862	855	1101	1103	910	914	1069	1064	992	1016
Average writing score										
2006	431	428	518	512	446	451	517	519	487	497
2007	426	425	515	513	445	450	513	518	482	494
2008	425	424	519	516	441	447	514	518	480	494
2009	418	421	518	520	437	447	511	517	475	493

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009b, 2009c) and Texas Education Agency (2009).

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

Table A-2
SAT Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2009

			Ethnicity (%)					
	Examinees		African American		Hispanic		White	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1987	75,364	1,080,426	8.0	8.1	13.1	4.6	70.3	73.0
1988	80,107	1,134,364	8.6	8.6	13.6	4.8	68.6	71.7
1989	81,541	1,088,223	9.1	8.9	15.3	5.3	65.3	69.1
1990	78,057	1,025,523	9.8	9.2	16.9	6.0	63.2	67.8
1991	79,946	1,032,685	10.2	9.7	18.0	6.4	61.8	66.5
1992	80,174	1,034,131	10.5	9.6	18.7	6.7	60.4	65.8
1993	82,537	1,044,465	10.2	9.9	19.2	7.0	58.9	64.2
1994	83,963	1,050,386	10.2	9.8	19.6	7.4	57.9	63.0
1995	85,616	1,067,993	10.2	9.7	19.7	7.5	57.9	63.1
1996	89,329	1,084,725	10.6	9.8	19.7	7.6	57.6	62.8
1997	94,034	1,127,021	10.3	9.8	20.2	7.6	56.2	61.6
1998	100,417	1,172,779	10.6	9.8	20.1	7.7	55.0	60.1
1999	104,144	1,220,130	10.8	9.8	20.0	7.8	53.5	58.8
2000	108,919	1,260,278	10.5	9.5	20.3	7.8	50.9	56.5
2001	111,277	1,276,320	10.6	9.4	20.5	7.9	49.4	55.1
2002	116,457	1,327,831	10.6	9.2	20.2	7.8	46.5	52.6
2003	124,571	1,406,324	10.1	8.9	19.7	7.6	41.8	47.7
2004	127,723	1,419,007	11.2	9.7	21.9	8.6	45.2	50.7
2005	133,115	1,475,623	11.7	10.4	23.9	9.8	48.7	55.9
2006	129,784	1,465,744	11.2	10.3	24.6	10.4	48.8	56.3
2007	132,067	1,494,531	11.7	10.7	25.7	11.3	47.9	55.4
2008	137,024	1,518,859	12.4	11.5	27.9	12.5	47.6	56.5
2009	141,733	1,530,128	13.3	12.2	30.1	13.5	45.4	55.6

Source. College Board (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009b, 2009c) and Texas Education Agency (2009).

Note. Data are based on public and nonpublic school examinees.

Table A-3
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2009

	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Average English score										
1987	n/a[a]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1988	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1989	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1990	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1991	16.7	16.7	20.3	20.6	17.5	18.1	21.1	21.0	19.7	20.3
1992	16.8	16.6	20.6	20.5	17.4	18.0	21.0	20.9	19.6	20.2
1993	16.7	16.6	20.2	20.4	17.4	18.0	21.1	21.0	19.7	20.3
1994	16.5	16.4	20.4	20.4	17.2	17.8	21.2	21.0	19.7	20.3
1995	16.5	16.4	20.1	20.2	17.1	17.7	21.0	21.0	19.5	20.2
1996	16.4	16.4	20.2	20.3	17.0	17.9	21.1	21.1	19.5	20.3
1997	16.2	16.4	20.2	20.4	17.0	18.0	20.9	21.2	19.4	20.3
1998	16.4	16.4	20.4	20.5	17.1	17.9	20.9	21.2	19.5	20.4
1999	16.5	16.4	20.6	20.5	17.2	17.9	21.1	21.3	19.7	20.5
2000	16.4	16.4	20.3	20.5	17.2	17.9	21.2	21.3	19.7	20.5
2001	16.2	16.2	20.9	20.7	17.0	17.8	21.2	21.3	19.6	20.5
2002	16.2	16.2	20.5	20.5	16.6	17.4	21.1	21.2	19.3	20.2
2003	15.9	16.2	20.9	20.7	16.7	17.5	21.2	21.3	19.3	20.3
2004	16.1	16.3	21.2	21.0	16.7	17.5	21.4	21.4	19.4	20.4
2005	15.9	16.2	21.4	21.3	16.6	17.6	21.4	21.5	19.3	20.4
2006	15.9	16.3	21.7	21.5	16.6	17.7	21.6	21.7	19.4	20.6
2007	15.6	16.1	22.0	21.7	16.6	17.6	21.6	21.8	19.5	20.7
2008	16.0	16.1	22.8	22.1	16.9	17.7	21.8	21.7	19.8	20.6
2009	16.0	16.0	23.5	22.6	17.0	17.7	22.2	21.9	19.9	20.6
Average mathematics score										
1987	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1988	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1989	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1990	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1991	17.0	16.8	23.1	22.9	18.1	18.6	20.2	20.4	19.5	20.0

Source. ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b) and Texas Education Agency (2009).

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

[a]ACT subject scores are not available for the class of 1987 through the class of 1990.

continues

Table A-3 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2009

	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
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
2006	17.3	17.0	24.5	23.4	18.5	18.8	22.2	21.6	20.6	20.8
2007	17.5	17.0	24.7	23.6	18.7	19.0	22.2	21.7	20.8	21.0
2008	17.8	17.0	25.5	24.1	19.1	19.0	22.7	21.8	21.2	21.0
2009	17.8	17.1	26.0	24.5	19.2	19.1	23.0	21.9	21.3	21.0
Average reading score										
1987	n/a[a]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1988	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1989	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1990	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1991	17.0	17.0	21.2	21.4	17.8	18.9	21.7	22.0	20.2	21.2
1992	16.8	16.9	21.1	21.2	17.7	18.8	21.6	21.9	20.1	21.1
1993	17.0	17.0	20.9	21.4	18.0	18.8	21.8	22.0	20.3	21.2
1994	17.0	17.1	21.2	21.4	17.8	18.9	21.9	22.0	20.3	21.2
1995	17.1	17.1	21.2	21.3	18.0	18.8	21.8	22.1	20.3	21.3
1996	17.2	17.1	21.3	21.3	18.0	19.1	21.9	22.2	20.4	21.3
1997	16.9	17.1	21.2	21.2	17.9	19.0	21.8	22.2	20.3	21.3

Source. ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b) and Texas Education Agency (2009).

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

[a]ACT subject scores are not available for the class of 1987 through the class of 1990.

continues

Table A-3 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2009

	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
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
2006	17.1	17.2	22.6	22.0	17.8	18.8	22.4	22.5	20.5	21.4
2007	16.9	17.1	22.8	22.1	18.0	18.8	22.5	22.5	20.6	21.5
2008	17.0	17.0	23.3	22.4	18.4	18.9	22.7	22.5	20.9	21.4
2009	17.1	16.9	23.7	22.7	18.4	18.9	23.1	22.6	20.9	21.4
Average science score										
1987	n/a[a]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1988	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1989	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1990	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1991	17.2	17.2	20.9	21.1	18.0	18.8	20.9	21.3	19.8	20.7
1992	17.3	17.2	21.0	21.2	18.1	18.8	21.0	21.3	19.9	20.7
1993	17.5	17.3	21.3	21.4	18.3	19.0	21.3	21.4	20.2	20.8
1994	17.4	17.4	21.3	21.5	18.3	19.0	21.3	21.6	20.2	20.9
1995	17.5	17.4	21.5	21.5	18.4	19.0	21.4	21.6	20.2	21.0
1996	17.4	17.3	21.5	21.5	18.4	19.1	21.5	21.8	20.3	21.1
1997	17.5	17.4	21.6	21.6	18.4	19.1	21.4	21.8	20.3	21.1
1998	17.5	17.3	21.5	21.6	18.5	19.1	21.5	21.8	20.3	21.1
1999	17.6	17.3	21.6	21.3	18.5	19.1	21.5	21.7	20.4	21.0
2000	17.4	17.3	21.5	21.5	18.5	19.1	21.5	21.7	20.3	21.0
2001	17.4	17.2	21.9	21.5	18.5	19.0	21.6	21.8	20.3	21.0
2002	17.4	17.1	21.5	21.3	18.3	18.6	21.5	21.6	20.1	20.8
2003	17.2	17.2	21.8	21.5	18.4	18.7	21.5	21.6	20.1	20.8

Source. ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b) and Texas Education Agency (2009).

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

[a]ACT subject scores are not available for the class of 1987 through the class of 1990.

continues

Table A-3 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2009

	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
2004	17.6	17.4	22.0	21.7	18.4	18.7	21.6	21.6	20.2	20.9
2005	17.5	17.3	21.9	21.8	18.4	18.7	21.6	21.7	20.2	20.9
2006	17.4	17.3	22.4	21.9	18.4	18.8	21.8	21.8	20.3	20.9
2007	17.3	17.2	22.8	22.3	18.5	18.8	21.9	21.9	20.4	21.0
2008	17.5	17.2	23.0	22.3	18.5	18.7	21.9	21.7	20.5	20.8
2009	17.5	17.2	23.5	22.7	18.7	18.8	22.2	21.9	20.6	20.9
Average composite score										
1987	16.1	16.5	21.3	21.7	17.3	18.4	20.7	21.4	19.6	20.8
1988	16.5	16.6	21.7	21.8	17.8	18.6	20.9	21.4	19.8	20.8
1989	16.6	16.6	21.7	21.9	17.7	18.5	21.0	21.3	19.8	20.6
1990	17.1	17.0	21.2	21.7	17.9	18.6	21.0	21.2	19.8	20.6
1991	17.1	17.0	21.5	21.6	18.0	18.7	21.1	21.3	19.9	20.6
1992	17.1	17.0	21.7	21.6	18.0	18.7	21.1	21.3	19.9	20.6
1993	17.2	17.1	21.5	21.7	18.2	18.8	21.3	21.4	20.1	20.7
1994	17.2	17.0	21.7	21.7	18.0	18.7	21.4	21.4	20.2	20.8
1995	17.3	17.1	21.7	21.6	18.1	18.6	21.4	21.5	20.1	20.8
1996	17.2	17.0	21.8	21.6	18.0	18.8	21.5	21.6	20.2	20.9
1997	17.1	17.1	21.8	21.7	18.1	18.9	21.4	21.7	20.2	21.0
1998	17.2	17.1	21.8	21.8	18.2	18.9	21.5	21.7	20.3	21.0
1999	17.3	17.1	21.9	21.7	18.3	18.9	21.6	21.7	20.3	21.0
2000	17.2	17.0	21.8	21.7	18.2	18.9	21.7	21.8	20.3	21.0
2001	17.1	16.9	22.2	21.7	18.1	18.8	21.7	21.8	20.3	21.0
2002	17.0	16.8	21.9	21.6	17.8	18.4	21.6	21.7	20.1	20.8
2003	16.8	16.9	22.1	21.8	17.9	18.5	21.7	21.7	20.1	20.8
2004	17.1	17.1	22.3	21.9	18.0	18.5	21.9	21.8	20.2	20.9
2005	17.0	17.0	22.5	22.1	17.9	18.6	21.9	21.9	20.2	20.9
2006	17.1	17.1	22.9	22.3	18.0	18.6	22.1	22.0	20.3	21.1
2007	17.0	17.0	23.2	22.6	18.1	18.7	22.2	22.1	20.5	21.2
2008	17.2	16.9	23.8	22.9	18.4	18.7	22.4	22.1	20.7	21.1
2009	17.3	16.9	24.3	23.2	18.4	18.7	22.8	22.2	20.8	21.1

Source. ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b) and Texas Education Agency (2009).

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

[a]ACT subject scores are not available for the class of 1987 through the class of 1990.

Table A-4
ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2009

			Ethnicity (%)					
	Examinees		African American		Hispanic		White	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1987	41,121	777,424	6.7	7.9	18.2	3.2	65.1	78.6
1988	46,288	842,322	7.7	8.3	18.5	3.4	63.7	77.3
1989	51,609	855,171	7.5	8.7	19.9	3.8	61.9	77.3
1990	49,047	817,096	7.9	8.7	20.9	4.1	58.9	74.1
1991	50,236	796,983	8.4	9.1	21.8	4.4	57.9	73.8
1992	53,201	832,217	8.5	9.1	22.9	4.7	57.0	72.6
1993	54,115	875,603	8.1	9.2	22.1	4.8	57.0	71.4
1994	56,735	891,714	8.5	9.2	22.0	5.0	55.7	69.9
1995	59,857	945,369	9.4	9.4	22.0	5.1	55.1	68.8
1996	55,442	924,663	9.4	9.5	21.7	5.1	55.5	70.8
1997	58,395	959,301	9.5	9.4	21.6	5.0	53.7	69.2
1998	64,064	995,039	10.1	10.1	22.4	5.2	55.7	71.1
1999	65,094	1,019,053	10.6	10.2	21.7	5.2	56.9	71.8
2000	68,010	1,065,138	10.9	10.4	22.6	5.4	55.8	71.5
2001	68,967	1,069,772	11.3	10.6	22.8	5.6	55.0	71.4
2002	67,842	1,116,082	12.2	10.8	23.4	6.0	53.5	69.3
2003	73,145	1,175,059	12.7	11.0	23.9	6.4	52.3	68.5
2004	71,696	1,171,460	12.7	11.3	24.5	6.7	50.2	67.3
2005	72,294	1,186,251	13.2	11.7	24.9	7.0	49.3	65.9
2006	73,524	1,206,455	12.5	11.5	24.6	7.1	46.2	63.0
2007	76,542	1,300,599	12.0	11.7	24.2	7.2	45.3	59.9
2008	79,050	1,421,941	12.4	12.5	25.6	8.1	47.9	63.0
2009	82,640	1,480,469	12.7	13.2	27.3	9.0	47.4	63.6

Source. ACT, Inc. (1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b) and Texas Education Agency (2009).

Note. Data are based on public and nonpublic school examinees.

References

References

ACT, Inc. (1996a). *ACT high school profile report, high school graduating class 1996: National report.* Iowa City, IA: Author.

ACT, Inc. (1996b). *ACT high school profile report, high school graduating class 1996: State composite for Texas*. Iowa City, IA: Author.

ACT, Inc. (1997a). *ACT high school profile report, high school graduating class 1997: National report*. Iowa City, IA: Author.

ACT, Inc. (1997b). *ACT high school profile report, high school graduating class 1997: State composite for Texas*. Iowa City, IA: Author.

ACT, Inc. (1998a). *ACT high school profile report, high school graduating class 1998: National report*. Iowa City, IA: Author.

ACT, Inc. (1998b). *ACT high school profile report, high school graduating class 1998: State composite for Texas*. Iowa City, IA: Author.

ACT, Inc. (1999a). *ACT high school profile report, high school graduating class 1999: National report*. Iowa City, IA: Author.

ACT, Inc. (1999b). *ACT high school profile report, high school graduating class 1999: State composite for Texas*. Iowa City, IA: Author.

ACT, Inc. (2000a). *ACT high school profile report, high school graduating class 2000: National report*. Iowa City, IA: Author.

ACT, Inc. (2000b). *ACT high school profile report, high school graduating class 2000: State composite for Texas*. Iowa City, IA: Author.

ACT, Inc. (2001a). *ACT high school profile report, high school graduating class 2001: National report*. Iowa City, IA: Author.

ACT, Inc. (2001b). *ACT high school profile report, high school graduating class 2001: State composite for Texas*. Iowa City, IA: Author.

ACT, Inc. (2002a). *ACT high school profile report, high school graduating class 2002: National report*. Iowa City, IA: Author.

ACT, Inc. (2002b). *ACT high school profile report, high school graduating class 2002: State composite for Texas*. Iowa City, IA: Author.

ACT, Inc. (2003a). *ACT high school profile report, high school graduating class 2003: National report*. Iowa City, IA: Author.

ACT, Inc. (2003b). *ACT high school profile report, high school graduating class 2003: State composite for Texas*. Iowa City, IA: Author.

ACT, Inc. (2004a). *ACT high school profile report, high school graduating class 2004: National report*. Iowa City, IA: Author.

ACT, Inc. (2004b). *ACT high school profile report, high school graduating class 2004: State composite for Texas*. Iowa City, IA: Author.

ACT, Inc. (2005a). *ACT high school profile report, high school graduating class 2005: National report*. Iowa City, IA: Author.

ACT, Inc. (2005b). *ACT high school profile report, high school graduating class 2005: State composite for Texas*. Iowa City, IA: Author.

ACT, Inc. (2005c). *Your guide to the ACT*. Retrieved June 9, 2010, from http://www.act.org/aap/pdf/YourGuidetoACT.pdf

ACT, Inc. (2006a). *ACT high school profile report: The graduating class of 2006 national.* Iowa City, IA: Author.

ACT, Inc. (2006b). *ACT high school profile report: The graduating class of 2006 Texas.* Iowa City, IA: Author.

ACT, Inc. (2007a). *ACT high school profile report: The graduating class of 2007 national.* Iowa City, IA: Author.

ACT, Inc. (2007b). *ACT high school profile report: The graduating class of 2007 Texas.* Iowa City, IA: Author.

ACT, Inc. (2007c). *The ACT technical manual*. Retrieved June 9, 2010, from http://www.act.org/aap/pdf/ACT_Technical_Manual.pdf

ACT, Inc. (2008a). *ACT high school profile report: The graduating class of 2008 national.* Iowa City, IA: Author.

ACT, Inc. (2008b). *ACT high school profile report: The graduating class of 2008 Texas.* Iowa City, IA: Author.

ACT, Inc. (2009a). *ACT high school profile report: The graduating class of 2009 national.* Iowa City, IA: Author.

ACT, Inc. (2009b). *ACT high school profile report: The graduating class of 2009 Texas.* Iowa City, IA: Author.

ACT, Inc. (2009c). *2009/2010 fee waiver eligibility requirements and procedures*. Retrieved June 9, 2010, from http://www.act.org/aap/pdf/feewaiver.pdf

ACT, Inc. (2010a). *ACT policy for documentation to support requests for test accommodations on the ACT (no writing) or ACT plus writing.* Retrieved June 9, 2010, from http://www.act.org/aap/disab/policy.html

ACT, Inc. (2010b). *The ACT writing test.* Retrieved August 9, 2010, from http://www.act.org/aap/writing/index.html

ACT, Inc. (2010c). *History of ACT*. Retrieved August 9, 2010, from http://www.act.org/aboutact/history.html

ACT, Inc. (2010d). *2009 ACT college readiness report news release*. Retrieved June 10, 2010, from http://www.act.org/news/releases/2009/crr.html

ACT, Inc. (2010e). *Understand your scores.* Retrieved June 9, 2010, from http://www.actstudent.org/scores/understand/index.html

American Psychological Association. (2001). *Appropriate use of high-stakes testing in our nation's schools*. Retrieved August 9, 2010, from http://www.apa.org/pubs/info/brochures/testing.aspx

Breland, H., Maxey, J., Gernand, R., Cumming, T., & Trapani, C. (2002). *Trends in college admission 2000: A report of a survey of undergraduate admission policies, practices, and procedures.* Retrieved August 9, 2010, from http://airweb.org/images/trendsreport.pdf

College Board. (1996a). *1996 college-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.

College Board. (1996b). *1996 college-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.

College Board. (1997a). *1997 college-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.

College Board. (1997b). *1997 college-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.

College Board. (1998a). *1998 college-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.

College Board. (1998b). *1998 college-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.

College Board. (1999a). *1999 college-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.

College Board. (1999b). *1999 college-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.

College Board. (2000a). *2000 college-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.

College Board. (2000b). *2000 college-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.

College Board. (2001a). *2001 college-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.

College Board. (2001b). *2001 college-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.

College Board. (2002a). *2002 college-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.

College Board. (2002b). *2002 college-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.

College Board. (2003a). *2003 college-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.

College Board. (2003b). *2003 college-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.

College Board. (2004a). *2004 college-bound seniors, a profile of SAT Program test takers: National report*. New York: Author.

College Board. (2004b). *2004 college-bound seniors, a profile of SAT Program test takers: Texas report*. New York: Author.

College Board. (2005a). *2005 college-bound seniors: State profile report, Texas*. New York: Author.

College Board. (2005b). *2005 college-bound seniors: Total group profile report*. New York: Author.

College Board. (2006a). *2006 college-bound seniors: State profile report, Texas*. New York: Author.

College Board. (2006b). *2006 college-bound seniors: Total group profile report.* New York: Author.

College Board. (2007a). *2007 college-bound seniors: State profile report, Texas*. New York: Author.

College Board. (2007b). *2007 college-bound seniors: Total group profile report.* New York: Author.

College Board. (2008a). *2008 college-bound seniors: State profile report, Texas*. New York: Author.

College Board. (2008b). *2008 college-bound seniors: Total group profile report.* New York: Author.

College Board. (2009a). *The SAT program handbook.* Retrieved June 10, 2010, from http://www.collegeboard.com/prod_downloads/sat/sat-program-handbook.pdf

College Board. (2009b). *2009 college-bound seniors: State profile report, Texas*. New York: Author.

College Board. (2009c). *2009 college-bound seniors: Total group profile report.* New York: Author.

College Board. (2009d). *2009-10 SAT fee waivers: Guidelines for students*. Retrieved July 14, 2010, from http://www.collegeboard.com/prod_downloads/sat/sat-fee-waivers-guidelines-for-students.pdf

College Board. (2010a). *Guidelines on the uses of College Board test scores and related data.* Retrieved June 10, 2010, from http://professionals.collegeboard.com/profdownload/guidelines-on-uses-of-college-board-test-scores-and-data.pdf

College Board. (2010b). *Students with disabilities.* Retrieved June 9, 2010, from https://professionals.collegeboard.com/testing/ssd

College Board. (2010c). *Test development.* Retrieved June 9, 2010, from http://professionals.collegeboard.com/higher-ed/recruitment/sat-reasoning/dev

Frisch-Kowalski. (2003). *The SAT: A timeline of changes.* New York: College Board.

House Research Organization. (1997). *HB 588 bill analysis: Statewide higher education admissions policy*. Retrieved August 6, 2010, from http://www.hro.house.state.tx.us/frame2.htm

Maine Department of Education (2007). *Maine high school assessment (including the Maine SAT initiative)*. Retrieved August 9, 2010, from http://www.state.me.us/education/mhsa/index.htm

Morgan, D. L., & Michaelides, M. P. (2005). *Setting cut scores for college placement* (College Board Report No. 2005-9). New York: College Board.

Rigol, G. (2003). *Admissions decision making models: How U.S. institutions of higher education select undergraduate students.* New York, NY: College Board.

Texas Administrative Code, Title 19, Education. (2010). St. Paul, MN: Thomson Reuters.

Texas Education Agency. (1997). *Results of college admissions testing in Texas for 1995-96 graduating seniors* (Document No. GE7-601-11). Austin, TX: Author.

Texas Education Agency. (1998). *Results of college admissions testing in Texas for 1996-97 graduating seniors* (Document No. GE8-601-06). Austin, TX: Author.

Texas Education Agency. (1999). *Results of college admissions testing in Texas for 1997-98 graduating seniors* (Document No. GE9-601-04). Austin, TX: Author.

Texas Education Agency. (2000). *Results of college admissions testing in Texas for 1998-99 graduating seniors* (Document No. GE00-601-04). Austin, TX: Author.

Texas Education Agency. (2001). *Results of college admissions testing in Texas for 1999-00 graduating seniors* (Document No. GE02-601-02). Austin, TX: Author.

Texas Education Agency. (2003). *College admissions testing of graduating seniors in Texas high schools, 2000-01* (Document No. GE03-601-03). Austin, TX: Author.

Texas Education Agency. (2004a). *College admissions testing of graduating seniors in Texas high schools, class of 2002* (Document No. GE04 601 05). Austin, TX: Author.

Texas Education Agency. (2004b). *College admissions testing of graduating seniors in Texas high schools, class of 2003* (Document No. GE05 601 02). Austin, TX: Author.

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

Texas Education Agency. (2006b). College admissions testing of graduating seniors in Texas *high schools, class of 2005* (Document No. GE07 601 01). Austin, TX: Author.

Texas Education Agency. (2006c). *Secondary school completion and dropouts in Texas public schools, 2004-05* (Document No. GE06 601 06). Austin, TX: Author.

Texas Education Agency. (2007). *College admissions testing of graduating seniors in Texas high schools, class of 2006* (Document No. GE08 601 02). Austin, TX: Author.

Texas Education Agency. (2008). *College admissions testing of graduating seniors in Texas high schools, class of 2007* (Document No. GE09 601 04). Austin, TX: Author.

Texas Education Agency. (2009). *College admissions testing of graduating seniors in Texas high schools, class of 2008* (Document No. GE10 601 03). Austin, TX: Author.

Texas Education Agency. (2010a). *College admissions testing of graduating seniors in Texas high schools, class of 2009: District and campus supplement* (Document No. GE11 601 03). Austin, TX: Author.

Texas Education Agency. (2010b). *2010 accountability manual* (Document No. GE10 602 02). Austin, TX: Author.

Texas Education Code. (1988). *Texas school law bulletin*. St. Paul, MN: West Publishing.

Texas Education Code. (1994). *Texas school law bulletin.* St. Paul, MN: West Publishing.

Texas Education Code. (1997). *Texas school law bulletin.* St. Paul, MN: West Group.

Texas Education Code. (2001). *Texas school law bulletin.* Charlottesville, VA: Matthew Bender.

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

Texas Education Code. (2009). *Texas school law bulletin*. St. Paul, MN: Thomson Reuters.

Texas Higher Education Coordinating Board. (2004). *Planning for college admissions, fall 2004.* Retrieved June 16, 2010, from http://www.thecb.state.tx.us/reports/PDF/0538.PDF?CFID=1500991&CFTOKEN=27153354

University of Texas at Austin. (2010). *The University of Texas at Austin to automatically admit top 8 percent of high school graduates for 2011.* Retrieved June 16, 2010, from http://www.utexas.edu/news/2009/09/16/top8_percent/

Texas Education Agency
Publication Order Form

Purchaser name _____ Date _____

Send to (name, if different) _____

Address _____

_____

City _____ State ____ Zip _____

Publication number and title	Available in PDF*	Quantity	Price per copy	*Tax exempt only* *Quantity*	*Tax exempt only* *Price per copy*	Cost
GE11 601 02 College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2009	Yes	_____	$14.00	_____	*$13.00*	_____
GE11 601 03 College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2009: District and Campus Supplement	Yes	_____	$18.00	_____	*$17.00*	_____
					Total	_____

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

For publication inquiries and purchase orders† send to:

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

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

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

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

*Copies of these reports and other reports produced by the Division of Accountability Research can be downloaded and printed at no cost from the Texas Education Agency website at http://www.tea.state.tx.us/index.aspx?id=3428&menu_id=680&menu_id2=797.

Compliance Statement

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

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

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

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

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

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

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

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

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

Document No. GE11 601 02
November 2010