

College Admissions Testing Performance Results for Graduating Seniors in Texas Public Schools, Classes of 2013 and 2014

This report presents SAT and ACT examination performance data for graduating seniors in Texas public schools. College admissions examination results are used by colleges and universities to make admissions decisions, to place students in appropriate freshman courses, and to award scholarships to students. In Texas, moreover, public school results are used in determining eligibility for student exemptions from Texas Success Initiative assessment requirements and to acknowledge districts and campuses for high levels of performance.

Under the Texas public school accountability system, distinction designations are awarded to recognize school districts and campuses for outstanding achievement in specified academic areas (Texas Education Agency [TEA], 2014; TEA, 2015e; Texas Education Code [TEC] Chapter 39, Subchapter G, 2013). The distinction designations are based on results across a number of indicators. Results for a campus are evaluated in relation to results for a comparison group of similar campuses. Results for a district are evaluated based on results for campus-level indicators aggregated across all campuses in the district. To be eligible to earn a distinction designation, a

district or campus must receive an accountability rating of *Met Standard*.

For the 2014 and 2015 accountability ratings cycles, there were six campus-level academic achievement distinction designation (AADD) indicators for SAT and ACT examinations: (1) participation in either the SAT or ACT examination; (2) performance in English language arts (ELA) on the SAT; (3) performance in ELA on the ACT; (4) performance in mathematics on the SAT; (5) performance in mathematics on the ACT; and (6) performance in science on the ACT. AADDs were not available for districts. During the same period, one postsecondary readiness distinction designation (PRDD) was available at the campus level, and one was available at the district level. In each case, the PRDD included two SAT/ACT indicators: participation in, and performance on, either the SAT or ACT examination.

The SAT and ACT indicators were evaluated based on data for the previous school year's graduating class. For example, the SAT and ACT indicators for 2015 distinction designations were evaluated based on data for the

class of 2014. For purposes of awarding PRDDs, the SAT/ACT performance indicator measured the percentages of graduating examinees who scored at or above a criterion score on either the SAT or ACT examination. The criterion scores were defined as a combined score of 1110 on the critical reading and mathematics sections of the SAT and a composite score of 24 on the ACT.

Results presented in this report are based only on the most recent examinations taken by students identified by the College Board and ACT, Inc., as expecting to graduate in the reporting year. For additional information about SAT and ACT examinations and results reported by the TEA Division of Research and

Analysis, including definitions of terms and explanations of calculations, please see *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) and *College Admissions Testing Glossary of Terms, Classes of 2013 and 2014* (TEA, 2015b). SAT and ACT participation results for Texas public schools are presented in the report *College Admissions Testing Participation Results for Graduating Seniors in Texas Public Schools, Classes of 2013 and 2014* (TEA, 2015d). Results for Texas public and nonpublic schools combined are presented in the report *College Admissions Testing of Graduating Seniors in Texas and the United States, Classes of 2013 and 2014* (TEA, 2015c).

Performance Results for Texas Public Schools: SAT and ACT Combined

- Of graduates in the class of 2014 who took the SAT, the ACT, or both examinations, 25.1 percent scored at or above the criterion score on the SAT (a combined score of 1110 on the critical reading and mathematics sections of the examination) or the ACT (a composite score of 24) (Table 1 on page 4). This was 0.3 percentage points lower than the rate for the class of 2013.
- Compared to the class of 2013, percentages of examinees in the class of 2014 who scored at or above criterion on one or both examinations increased for African American, Asian, and White examinees and decreased for Hispanic and multiracial examinees.
- Of the 86,398 examinees in the class of 2014 who identified their ethnicity as Hispanic, 60,826 (70.4%) identified White as their race, and 20,673 (23.9%) identified American Indian (Table 2 on page 5). Among Hispanic examinees, 12.4 percent of White and 9.1 percent of American Indian students scored at or above criterion on the SAT or the ACT. The percentages for both groups decreased from those for the class of 2013.
- In the class of 2014, the percentage of examinees scoring at or above criterion on the SAT or the ACT was higher among students not identified as economically disadvantaged (36.7%) than students identified as economically disadvantaged (9.8%) (Table 1 on page 4). The percentages for both groups decreased from those for the class of 2013.
- A higher percentage of male (27.7%) than female (22.7%) examinees in the class of 2014 scored at or above criterion on the SAT or the ACT. The percentages for both groups decreased from those for the class of 2013.

Table 1
SAT and/or ACT Performance At or Above Criterion, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2013 and 2014

Group	Class of 2013			Class of 2014		
	Examinees	Examinees scoring at or above criterion ^a		Examinees	Examinees scoring at or above criterion ^a	
		Number	Percent		Number	Percent
African American	25,878	2,116	8.2	26,520	2,217	8.4
American Indian	771	194	25.2	787	189	24.0
Asian	10,505	5,630	53.6	11,387	6,155	54.1
Hispanic	79,903	9,834	12.3	86,398	10,279	11.9
Pacific Islander	243	57	23.5	283	68	24.0
White	71,278	29,612	41.5	71,737	30,066	41.9
Multiracial	3,517	1,277	36.3	3,758	1,346	35.8
Econ. disad. ^b	80,730	8,014	9.9	86,816	8,499	9.8
Not econ. disad.	107,891	39,718	36.8	112,716	41,321	36.7
Female	102,882	23,958	23.3	107,009	24,330	22.7
Male	89,398	24,832	27.8	93,934	26,016	27.7
State	192,283	48,790	25.4	200,943	50,346	25.1

Source. Primary data from ACT, Inc.; College Board; and Texas Education Agency (TEA).

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total of all examinees. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

^aThe criterion for the SAT is a combined score of 1110 on the critical reading and mathematics sections of the examination, and the criterion for the ACT is a composite score of 24. ^bEconomically disadvantaged.

Table 2
SAT and/or ACT Performance At or Above Criterion, Hispanic Examinees by Race, Texas Public Schools, Classes of 2013 and 2014

Group	Class of 2013			Class of 2014		
	Examinees	Examinees scoring at or above criterion ^a		Examinees	Examinees scoring at or above criterion ^a	
Number		Percent	Number		Percent	
All Hispanic	79,903	9,834	12.3	86,398	10,279	11.9
African American	1,012	110	10.9	1,160	116	10.0
American Indian	21,341	2,101	9.8	20,673	1,884	9.1
Asian	333	93	27.9	379	120	31.7
Pacific Islander	287	29	10.1	266	22	8.3
White	53,149	6,873	12.9	60,826	7,546	12.4
Multiracial	2,906	535	18.4	2,625	529	20.2
State	192,283	48,790	25.4	200,943	50,346	25.1

Source. Primary data from ACT, Inc.; College Board; and Texas Education Agency (TEA).

Note. Sums of Hispanic examinees by race may be slightly less than the total of all Hispanic examinees. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

^aThe criterion for the SAT is a combined score of 1110 on the critical reading and mathematics sections of the examination, and the criterion for the ACT is a composite score of 24.

Table 3
SAT and/or ACT Performance At or Above
Criterion, by Program Participation, Texas
Public Schools, Class of 2014

Group	Examinees	Examinees scoring at or above criterion ^a	
		Number	Percent
Bilingual or ESL ^b	3,739	52	1.4
Not bilingual or ESL	195,793	49,768	25.4
CTE ^c	92,858	17,715	19.1
Not CTE	106,674	32,105	30.1
Gifted and talented	28,585	17,982	62.9
Not gifted and talented	170,947	31,838	18.6
Special education	5,626	231	4.1
Not special education	193,906	49,589	25.6
Title I	84,267	10,353	12.3
Not Title I	115,265	39,467	34.2
State	200,943	50,346	25.1

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

Note. Sums of examinees by program participation may differ from one another or be slightly less than the total of all examinees. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

^aThe criterion for the SAT is a combined score of 1110 on the critical reading and mathematics sections of the examination, and the criterion for the ACT is a composite score of 24. ^bEnglish as a second language. ^cCareer and technical education.

Table 4
SAT and/or ACT Performance At or Above
Criterion, by Student Characteristic, Texas
Public Schools, Class of 2014

Group	Examinees	Examinees scoring at or above criterion ^a	
		Number	Percent
At-risk	54,801	2,878	5.3
Not at-risk	144,257	46,897	32.5
ELL ^b	3,985	60	1.5
Not ELL	195,547	49,760	25.4
Immigrant	1,720	229	13.3
Not immigrant	197,338	49,546	25.1
Migrant	1,344	40	3.0
Not migrant	198,188	49,780	25.1
State	200,943	50,346	25.1

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

Note. Sums of examinees by student characteristic may differ from one another or be slightly less than the total of all examinees. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

^aThe criterion for the SAT is a combined score of 1110 on the critical reading and mathematics sections of the examination, and the criterion for the ACT is a composite score of 24. ^bEnglish language learner.

Table 5
SAT and/or ACT Performance At or Above Criterion (%), by Race/Ethnicity and Gender, Texas
Public Schools, Class of 2004 Through Class of 2014

Class	Race/Ethnicity						
	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Multiracial
2004	7.6	30.6	n/a ^a	10.5	n/a	37.6	n/a
2005	8.1	29.9	n/a	11.0	n/a	38.7	n/a
2006	7.8	31.7	n/a	11.4	n/a	38.3	n/a
2007	8.0	27.1	n/a	11.9	n/a	38.2	n/a
2008	7.9	31.9	n/a	11.7	n/a	39.6	n/a
2009	7.7	33.7	n/a	11.8	n/a	40.6	n/a
2010	8.1	28.4	52.0	12.7	28.7	41.4	34.9
2011	8.1	27.8	51.8	12.1	30.4	40.6	33.9
2012	8.0	23.7	51.7	12.0	16.4	40.2	34.0
2013	8.2	25.2	53.6	12.3	23.5	41.5	36.3
2014	8.4	24.0	54.1	11.9	24.0	41.9	35.8

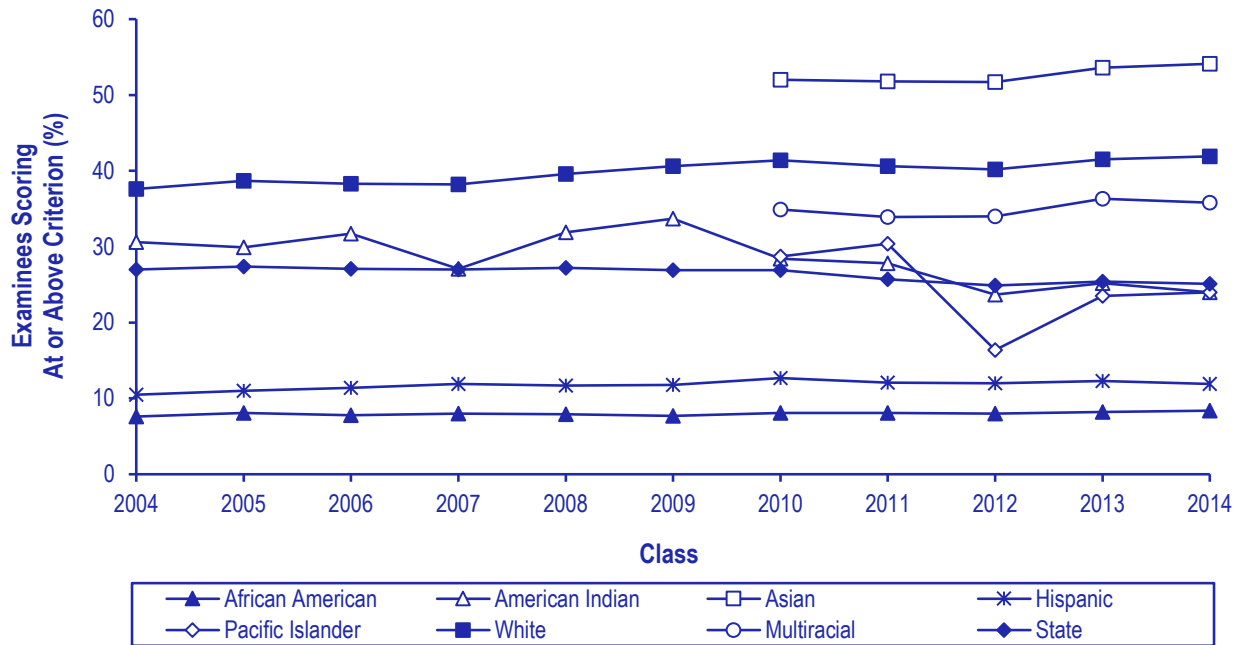
Class	Gender		State
	Female	Male	
2004	24.6	30.0	27.0
2005	24.9	30.3	27.4
2006	24.6	30.0	27.1
2007	24.7	29.8	27.0
2008	24.7	30.0	27.2
2009	24.3	29.8	26.9
2010	24.3	29.8	26.9
2011	23.5	28.2	25.7
2012	22.6	27.5	24.9
2013	23.3	27.8	25.4
2014	22.7	27.7	25.1

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

Note. The criterion for the SAT is a combined score of 1110 on the critical reading and mathematics sections of the examination, and the criterion for the ACT is a composite score of 24. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aNot available.

Figure 1
SAT and/or ACT Performance At or Above Criterion, by Race/Ethnicity, Texas Public Schools,
Class of 2004 Through Class of 2014



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

Note. The criterion for the SAT is a combined score of 1110 on the critical reading and mathematics sections of the examination, and the criterion for the ACT is a composite score of 24. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Performance Results for Texas Public Schools: SAT

- For SAT examinees in the class of 2014, the average scores on the separate sections of the test were 470 on the critical reading section, 491 on the mathematics section, and 455 on the writing section (Table 6). The average critical reading and mathematics combined score was 961, and the average English language arts score (defined for purposes of campus-level academic achievement distinction designations as the average critical reading and writing combined score) was 925 (Table 7 on page 12).
- Between the class of 2013 and the class of 2014, average scores on the critical reading, mathematics, and writing sections of the SAT decreased by 1 point, 5 points, and 1 point, respectively (Table 6). The average critical reading and mathematics combined score decreased by 6 points.
- Across African American, Asian, Hispanic, White, and multiracial examinees in the class of 2014, Asian examinees had the highest average SAT critical reading and mathematics combined score (1120), followed by White (1058), multiracial (1037), Hispanic (885), and African American (849) examinees (Table 7 on page 12).
- Between the class of 2013 and the class of 2014, average SAT critical reading and mathematics combined scores decreased for African American, Hispanic, and White examinees, and increased for Asian and multiracial examinees.
- Of the 67,519 examinees in the class of 2014 who identified their ethnicity as Hispanic, 46,129 (68.3%) identified White as their race, and 17,366 (25.7%) identified American Indian (Table 8 on page 13). Among Hispanic examinees, the average combined SAT critical reading and mathematics scores for White and American Indian students were 888 and 868, respectively. The average scores for both groups decreased from those for the class of 2013.
- Among SAT examinees in the class of 2014, average scores for economically disadvantaged students were lower than those for non-economically disadvantaged students on all sections of the examination (Table 7 on page 12).
- Among African American, Asian, Hispanic, White, and multiracial examinees in the class of 2014, average scores for economically disadvantaged students were lower than those for non-economically disadvantaged students on all sections of the examination (Table 9 on page 14).
- Among SAT examinees in the class of 2014, average scores for female students were lower than those for male students on the critical reading and mathematics sections of the examination and higher on the writing section (Table 7 on page 12).

- Among Asian, Hispanic, White, and multiracial examinees in the class of 2014, average scores for female students were lower than those for male students on the critical reading and mathematics sections of the SAT and higher on the writing section (Table 10 on page 16). Among African American examinees, average scores for female students were higher than those for male students on the critical reading and writing sections of the examination and lower on the mathematics section.

Table 6
SAT Performance, Texas Public Schools, Class of 2004 Through Class of 2014

Class	Examinees	Average scores			
		Critical reading (CR)	Mathematics	CR and math combined	Writing
2004	109,205	489	498	987	n/a ^a
2005	113,261	490	502	991	n/a
2006	112,657	487	505	991	483
2007	117,776	487	505	992	478
2008	116,685	484	503	988	476
2009	112,485	481	504	985	470
2010	123,154	481	504	985	469
2011	147,960	475	500	976	461
2012	156,455	470	496	966	456
2013	156,859	471	496	967	456
2014	164,061	470	491	961	455

Source. Primary data from College Board and Texas Education Agency.

Note. Because of rounding, average scores on the critical reading and mathematics sections of the examination may not sum to the average critical reading and mathematics combined scores shown.

^aNot applicable. The SAT writing examination was first offered in 2005 to students in the class of 2006.

Table 7
SAT Performance, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2013 and 2014

Group	Examinees	Examinees scoring 1110 or higher ^a		Average scores					
		Number	Percent	Critical reading (CR)	Mathematics	Writing	CR and math combined	ELA ^b (CR and writing combined)	CR, math, and writing combined
Class of 2013									
African American	21,997	1,627	7.4	418	432	404	850	821	1254
American Indian	624	149	23.9	478	494	454	972	932	1425
Asian	9,949	5,077	51.0	527	585	520	1112	1047	1633
Hispanic	62,298	7,635	12.3	433	462	422	895	855	1317
Pacific Islander	211	48	22.7	454	487	437	941	891	1378
White	58,688	22,843	38.9	520	539	499	1059	1019	1558
Multiracial	3,011	1,027	34.1	508	523	484	1032	992	1516
Econ. disad. ^c	63,095	6,092	9.7	421	450	410	871	831	1281
Not econ. disad.	92,440	32,072	34.7	506	527	487	1033	993	1521
Female	84,327	18,301	21.7	469	484	461	953	930	1414
Male	72,530	20,117	27.7	474	509	449	983	923	1432
State	156,859	38,418	24.5	471	496	456	967	927	1422
Class of 2014									
African American	22,629	1,781	7.9	418	430	406	849	824	1255
American Indian	615	129	21.0	474	488	455	962	929	1417
Asian	10,858	5,645	52.0	532	588	530	1120	1062	1650
Hispanic	67,519	7,865	11.6	430	455	421	885	851	1306
Pacific Islander	237	54	22.8	468	490	447	957	914	1404
White	58,975	22,929	38.9	522	536	498	1058	1020	1557
Multiracial	3,177	1,104	34.7	513	524	487	1037	1000	1524
Econ. disad.	67,469	6,264	9.3	419	444	410	863	829	1273
Not econ. disad.	95,575	32,801	34.3	506	524	487	1029	992	1516
Female	87,803	18,565	21.1	468	480	461	947	928	1408
Male	76,258	20,961	27.5	473	504	449	977	922	1427
State	164,061	39,526	24.1	470	491	455	961	925	1417

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Because of rounding, average scores on individual sections of the examination may not sum to the average combined scores shown for multiple sections of the examination. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total of all examinees. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

^aA combined score of 1110 or higher on the critical reading and mathematics sections of the examination. ^bEnglish language arts. ^cEconomically disadvantaged.

Table 8
SAT Performance, Hispanic Examinees by Race, Texas Public Schools, Classes of 2013 and 2014

Group	Examinees	Examinees scoring 1110 or higher ^a		Average scores			
		Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
Class of 2013							
All Hispanic	62,298	7,635	12.3	433	462	895	422
African American	858	89	10.4	439	453	892	421
American Indian	17,870	1,633	9.1	422	453	874	411
Asian	293	74	25.3	484	508	992	461
Pacific Islander	221	18	8.1	416	448	864	397
White	40,051	5,340	13.3	437	465	903	426
Multiracial	2,492	439	17.6	450	477	927	434
State	156,859	38,418	24.5	471	496	967	456
Class of 2014							
All Hispanic	67,519	7,865	11.6	430	455	885	421
African American	974	91	9.3	435	446	881	419
American Indian	17,366	1,462	8.4	420	447	868	412
Asian	337	103	30.6	501	513	1013	474
Pacific Islander	206	19	9.2	438	461	899	428
White	46,129	5,702	12.4	432	456	888	422
Multiracial	2,219	433	19.5	462	479	941	444
State	164,061	39,526	24.1	470	491	961	455

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Because of rounding, average scores on the critical reading and mathematics sections of the examination may not sum to the average critical reading and mathematics combined scores shown. Sums of Hispanic examinees by race may be slightly less than the total of all Hispanic examinees. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

^aA combined score of 1110 or higher on the critical reading and mathematics sections of the examination.

Table 9
SAT Performance of Racial/Ethnic Groups, by Economic Status, Texas Public Schools, Classes of 2013 and 2014

Group	Examinees		Average scores			
	Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
Class of 2013						
African American						
Econ. disad. ^a	12,588	57.2	399	416	815	387
Not econ. disad.	9,108	41.4	444	455	899	427
All students	21,997	100	418	432	850	404
American Indian						
Econ. disad.	240	38.5	435	449	885	416
Not econ. disad.	377	60.4	505	523	1028	478
All students	624	100	478	494	972	454
Asian						
Econ. disad.	2,973	29.9	467	533	1000	454
Not econ. disad.	6,793	68.3	554	608	1162	549
All students	9,949	100	527	585	1112	520
Hispanic						
Econ. disad.	39,427	63.3	413	446	859	404
Not econ. disad.	22,357	35.9	470	490	960	453
All students	62,298	100	433	462	895	422
Pacific Islander						
Econ. disad.	89	42.2	430	460	890	411
Not econ. disad.	122	57.8	472	506	978	456
All students	211	100	454	487	941	437
White						
Econ. disad.	6,999	11.9	479	495	974	458
Not econ. disad.	51,451	87.7	526	545	1071	505
All students	58,688	100	520	539	1059	499
Multiracial						
Econ. disad.	779	25.9	467	483	949	445
Not econ. disad.	2,232	74.1	523	538	1060	498
All students	3,011	100	508	523	1032	484
State						
Econ. disad.	63,095	40.2	421	450	871	410
Not econ. disad.	92,440	58.9	506	527	1033	487
All students	156,859	100	471	496	967	456

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Parts may not add to 100 percent because of missing information on economic status or rounding. Because of rounding, average scores on the critical reading and mathematics sections of the examination may not sum to the average critical reading and mathematics combined scores shown. Sums of examinees by economic status may be slightly less than the total of all students. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

^aEconomically disadvantaged.

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Table 9 (continued)
SAT Performance of Racial/Ethnic Groups, by Economic Status, Texas Public Schools, Classes of 2013 and 2014

Group	Examinees		Average scores			
	Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
Class of 2014						
African American						
Econ. disad. ^a	13,000	57.4	399	413	812	390
Not econ. disad.	9,488	41.9	444	454	898	428
All students	22,629	100	418	430	849	406
American Indian						
Econ. disad.	214	34.8	429	445	874	411
Not econ. disad.	399	64.9	498	511	1009	478
All students	615	100	474	488	962	455
Asian						
Econ. disad.	3,275	30.2	468	533	1001	461
Not econ. disad.	7,380	68.0	558	610	1167	557
All students	10,858	100	532	588	1120	530
Hispanic						
Econ. disad.	42,995	63.7	410	439	849	404
Not econ. disad.	24,236	35.9	465	483	948	450
All students	67,519	100	430	455	885	421
Pacific Islander						
Econ. disad.	115	48.5	431	453	884	406
Not econ. disad.	122	51.5	502	524	1026	485
All students	237	100	468	490	957	447
White						
Econ. disad.	7,024	11.9	480	489	969	456
Not econ. disad.	51,624	87.5	527	543	1070	504
All students	58,975	100	522	536	1058	498
Multiracial						
Econ. disad.	846	26.6	469	477	945	443
Not econ. disad.	2,326	73.2	529	541	1070	503
All students	3,177	100	513	524	1037	487
State						
Econ. disad.	67,469	41.1	419	444	863	410
Not econ. disad.	95,575	58.3	506	524	1029	487
All students	164,061	100	470	491	961	455

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Parts may not add to 100 percent because of missing information on economic status or rounding. Because of rounding, average scores on the critical reading and mathematics sections of the examination may not sum to the average critical reading and mathematics combined scores shown. Sums of examinees by economic status may be slightly less than the total of all students. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

^aEconomically disadvantaged.

Table 10
SAT Performance of Racial/Ethnic Groups, by Gender, Texas Public Schools, Classes of 2013 and 2014

Group	Examinees		Average scores			
	Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
Class of 2013						
African American						
Female	11,802	53.7	422	429	851	414
Male	10,195	46.3	413	436	848	392
All students	21,997	100	418	432	850	404
American Indian						
Female	329	52.7	475	481	956	456
Male	295	47.3	481	508	989	451
All students	624	100	478	494	972	454
Asian						
Female	5,025	50.5	526	574	1100	526
Male	4,924	49.5	528	597	1125	514
All students	9,949	100	527	585	1112	520
Hispanic						
Female	34,299	55.1	431	451	883	426
Male	27,997	44.9	436	474	910	416
All students	62,298	100	433	462	895	422
Pacific Islander						
Female	110	52.1	457	479	936	439
Male	101	47.9	451	495	946	435
All students	211	100	454	487	941	437
White						
Female	31,074	52.9	518	525	1043	505
Male	27,614	47.1	523	554	1078	492
All students	58,688	100	520	539	1059	499
Multiracial						
Female	1,649	54.8	509	512	1021	491
Male	1,362	45.2	507	537	1044	476
All students	3,011	100	508	523	1032	484
State						
Female	84,327	53.8	469	484	953	461
Male	72,530	46.2	474	509	983	449
All students	156,859	100	471	496	967	456

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Parts may not add to 100 percent because of rounding. Because of rounding, average scores on the critical reading and mathematics sections of the examination may not sum to the average critical reading and mathematics combined scores shown. Sums of examinees by gender may be slightly less than the total of all students. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

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Table 10 (continued)
SAT Performance of Racial/Ethnic Groups, by Gender, Texas Public Schools, Classes of 2013 and 2014

Group	Examinees		Average scores			
	Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
Class of 2014						
African American						
Female	12,226	54.0	423	429	852	417
Male	10,403	46.0	412	432	845	394
All students	22,629	100	418	430	849	406
American Indian						
Female	327	53.2	467	475	942	456
Male	288	46.8	482	503	985	453
All students	615	100	474	488	962	455
Asian						
Female	5,460	50.3	530	575	1105	533
Male	5,398	49.7	535	601	1136	526
All students	10,858	100	532	588	1120	530
Hispanic						
Female	36,673	54.3	428	444	872	425
Male	30,846	45.7	433	467	900	415
All students	67,519	100	430	455	885	421
Pacific Islander						
Female	131	55.3	471	482	952	460
Male	106	44.7	464	499	963	430
All students	237	100	468	490	957	447
White						
Female	31,266	53.0	518	523	1041	504
Male	27,709	47.0	526	552	1078	492
All students	58,975	100	522	536	1058	498
Multiracial						
Female	1,690	53.2	512	511	1023	495
Male	1,487	46.8	514	539	1053	479
All students	3,177	100	513	524	1037	487
State						
Female	87,803	53.5	468	480	947	461
Male	76,258	46.5	473	504	977	449
All students	164,061	100	470	491	961	455

Source. Primary data from College Board and Texas Education Agency (TEA).

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Parts may not add to 100 percent because of rounding. Because of rounding, average scores on the critical reading and mathematics sections of the examination may not sum to the average critical reading and mathematics combined scores shown. Sums of examinees by gender may be slightly less than the total of all students. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

Performance Results for Texas Public Schools: ACT

- For ACT examinees in the class of 2014, the average scores on the separate sections of the test were 19.3 on the English section, 21.2 on the mathematics section, 20.7 on the reading section, and 20.7 on the science section (Table 11). The average composite score was 20.6, and the average English language arts score (defined for purposes of campus-level academic achievement distinction designations as the average English and reading combined score) was 20.0 (Table 12 on page 20).
- Between the class of 2013 and the class of 2014, average scores remained the same on all sections of the ACT except mathematics, on which the average score decreased by 0.1 points (Table 11). The average composite score also remained the same.
- Across African American, Asian, Hispanic, White, and multiracial examinees in the class of 2014, Asian examinees had the highest average composite score (25.0), followed by White (23.1), multiracial (22.3), Hispanic (18.5), and African American (17.5) examinees (Table 12 on page 20).
- Between the class of 2013 and the class of 2014, average composite scores remained the same for African American, Asian, Hispanic, and multiracial examinees, and increased by 0.1 for White examinees.
- Of the 43,265 examinees in the class of 2014 who identified their ethnicity as Hispanic, 31,597 (73.0%) identified White as their race, and 9,208 (21.3%) identified American Indian (Table 13 on page 21). Among Hispanic examinees, the average ACT composite scores for White and American Indian students were 18.5 and 18.1, respectively. The average scores for both groups decreased from those for the class of 2013.
- Among ACT examinees in the class of 2014, average scores for economically disadvantaged students were lower than those for non-economically disadvantaged students on all sections of the examination (Table 12 on page 20).
- Among African American, Asian, Hispanic, White, and multiracial examinees in the class of 2014, average scores for economically disadvantaged students were lower than those for non-economically disadvantaged students on all sections of the examination (Table 14 on page 22).
- Among ACT examinees in the class of 2014, average scores for female students were higher than those for male students on the English, reading, and writing sections of the examination and lower on the mathematics and science sections (Table 12 on page 20).
- Among African American, Hispanic, White, and multiracial examinees in the class of 2014, average scores for female students were the same as, or higher than, those for male students on the English, reading, and writing sections of the ACT and the same as, or lower than, those for male students on the mathematics and science sections (Table 15 on page 24). Among Asian examinees, average scores for female students were the same as, or lower than, those for male students on all sections of the examination.

Table 11
ACT Performance, Texas Public Schools, Class of 2004 Through Class of 2014

Class	Examinees	Average scores				
		English	Mathematics	Reading	Science	Composite
2004	63,246	19.2	20.2	20.3	20.1	20.1
2005	63,615	19.1	20.2	20.2	20.1	20.0
2006	64,894	19.2	20.5	20.2	20.2	20.1
2007	66,953	19.2	20.6	20.4	20.3	20.2
2008	69,316	19.5	21.1	20.6	20.3	20.5
2009	73,938	19.5	21.1	20.6	20.4	20.5
2010	83,352	19.3	21.2	20.5	20.7	20.5
2011	91,943	19.2	21.3	20.4	20.6	20.5
2012	99,710	19.2	21.2	20.4	20.6	20.5
2013	99,725	19.3	21.3	20.7	20.7	20.6
2014	106,297	19.3	21.2	20.7	20.7	20.6

Source. Primary data from ACT, Inc., and Texas Education Agency.

Table 12
ACT Performance, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2013 and 2014

Group	Examinees	Examinees scoring 24 or higher ^a		Average scores						
		Number	Percent	English	Mathematics	Reading	Science	Composite	Writing ^b	ELA ^c
Class of 2013										
African American	12,903	1,111	8.6	16.0	18.2	17.5	17.8	17.5	15.8	16.7
American Indian	403	102	25.3	19.3	21.2	20.7	20.9	20.7	18.6	20.0
Asian	4,917	2,934	59.7	23.8	26.5	24.5	24.5	25.0	23.2	24.2
Hispanic	39,506	5,194	13.1	16.8	19.5	18.4	18.9	18.5	16.4	17.6
Pacific Islander	103	30	29.1	19.3	21.9	20.7	21.4	20.9	19.0	20.0
White	40,013	17,802	44.5	22.2	23.3	23.3	22.8	23.0	21.3	22.7
Multiracial	1,763	699	39.6	21.3	22.6	22.6	22.2	22.3	20.6	21.9
Econ. disad. ^d	41,265	4,397	10.7	16.3	19.0	18.0	18.5	18.0	15.9	17.1
Not econ. disad.	56,981	22,938	40.3	21.5	22.8	22.6	22.3	22.4	20.8	22.0
Female	54,668	14,563	26.6	19.5	20.8	20.8	20.2	20.4	18.9	20.1
Male	45,057	13,370	29.7	19.1	21.8	20.5	21.2	20.8	18.3	19.8
State	99,725	27,933	28.0	19.3	21.3	20.7	20.7	20.6	18.7	20.0
Class of 2014										
African American	13,206	1,133	8.6	15.9	18.2	17.7	17.8	17.5	16.0	16.8
American Indian	411	111	27.0	19.6	21.2	21.2	20.9	20.8	19.1	20.4
Asian	5,873	3,482	59.3	24.1	26.4	24.4	24.6	25.0	23.6	24.3
Hispanic	43,265	5,613	13.0	16.8	19.3	18.5	18.8	18.5	16.6	17.6
Pacific Islander	144	41	28.5	19.2	21.3	21.0	20.5	20.6	18.9	20.1
White	41,379	18,774	45.4	22.2	23.3	23.5	23.0	23.1	21.5	22.9
Multiracial	1,990	784	39.4	21.2	22.5	22.7	22.3	22.3	20.6	22.0
Econ. disad.	44,573	4,773	10.7	16.3	18.9	18.0	18.4	18.0	16.2	17.2
Not econ. disad.	61,041	24,974	40.9	21.5	22.8	22.7	22.4	22.5	21.0	22.1
Female	58,194	15,297	26.3	19.4	20.7	20.8	20.3	20.4	19.0	20.1
Male	48,103	14,652	30.5	19.2	21.8	20.7	21.3	20.9	18.6	20.0
State	106,297	29,949	28.2	19.3	21.2	20.7	20.7	20.6	18.8	20.0

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total of all examinees. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

^aA composite score of 24 or higher. ^bThe ACT writing examination is optional and was not taken by all examinees. The score presented here is the combined English/writing score. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information. ^cThe English language arts (ELA) score is calculated in two steps. First, each examinee's scores on the English and reading sections of the ACT are averaged. Second, the average of those average scores is calculated. ^dEconomically disadvantaged.

Table 13
ACT Performance, Hispanic Examinees by Race, Texas Public Schools, Classes of 2013 and 2014

Group	Examinees	Examinees scoring 24 or higher ^a		Average scores					
		Number	Percent	English	Mathematics	Reading	Science	Composite	Writing ^b
Class of 2013									
All Hispanic	39,506	5,194	13.1	16.8	19.5	18.4	18.9	18.5	16.4
African American	450	57	12.7	17.0	19.2	18.4	18.5	18.4	16.5
American Indian	9,302	1,033	11.1	16.4	19.4	18.1	18.7	18.3	16.1
Asian	157	55	35.0	20.2	22.4	21.6	21.5	21.5	19.7
Pacific Islander	143	19	13.3	15.3	19.0	17.8	18.1	17.6	15.2
White	27,604	3,720	13.5	16.9	19.5	18.5	19.0	18.6	16.5
Multiracial	1,418	253	17.8	17.3	19.9	19.0	19.2	19.0	17.1
State	99,725	27,933	28.0	19.3	21.3	20.7	20.7	20.6	18.7
Class of 2014									
All Hispanic	43,265	5,613	13.0	16.8	19.3	18.5	18.8	18.5	16.6
African American	549	57	10.4	16.7	18.9	18.4	18.7	18.3	16.5
American Indian	9,208	966	10.5	16.2	19.2	18.0	18.6	18.1	16.3
Asian	199	72	36.2	21.1	22.5	22.3	21.9	22.1	20.5
Pacific Islander	135	12	8.9	16.7	19.2	18.3	18.6	18.4	16.6
White	31,597	4,214	13.3	16.9	19.3	18.5	18.9	18.5	16.7
Multiracial	1,324	274	20.7	18.1	20.3	19.6	19.6	19.5	17.7
State	106,297	29,949	28.2	19.3	21.2	20.7	20.7	20.6	18.8

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Sums of Hispanic examinees by race may be slightly less than the total of all Hispanic examinees. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

^aA composite score of 24 or higher. ^bThe ACT writing examination is optional and was not taken by all examinees. The score presented here is the combined English/writing score. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

Table 14
ACT Performance of Racial/Ethnic Groups, by Economic Status, Texas Public Schools, Classes
of 2013 and 2014

Group	Examinees		Average scores					
	Number	Percent	English	Mathematics	Reading	Science	Composite	Writing ^a
Class of 2013								
African American								
Econ. disad. ^b	7,616	59.0	15.1	17.6	16.8	17.2	16.8	14.9
Not econ. disad.	5,117	39.7	17.4	19.1	18.6	18.7	18.6	17.2
All students	12,903	100	16.0	18.2	17.5	17.8	17.5	15.8
American Indian								
Econ. disad.	142	35.2	17.2	19.5	19.0	19.5	18.9	16.8
Not econ. disad.	258	64.0	20.4	22.0	21.5	21.6	21.5	19.5
All students	403	100	19.3	21.2	20.7	20.9	20.7	18.6
Asian								
Econ. disad.	1,436	29.2	20.0	23.8	21.5	22.0	21.9	19.9
Not econ. disad.	3,269	66.5	25.4	27.6	25.7	25.4	26.2	24.5
All students	4,917	100	23.8	26.5	24.5	24.5	25.0	23.2
Hispanic								
Econ. disad.	26,751	67.7	15.8	18.8	17.5	18.2	17.7	15.5
Not econ. disad.	12,321	31.2	19.0	21.0	20.5	20.5	20.4	18.6
All students	39,506	100	16.8	19.5	18.4	18.9	18.5	16.4
Pacific Islander								
Econ. disad.	43	41.7	16.7	20.3	18.7	19.9	19.0	16.0
Not econ. disad.	59	57.3	21.1	22.8	22.0	22.4	22.2	20.7
All students	103	100	19.3	21.9	20.7	21.4	20.9	19.0
White								
Econ. disad.	4,821	12.0	19.5	20.9	21.0	20.8	20.7	18.7
Not econ. disad.	34,684	86.7	22.5	23.6	23.6	23.1	23.3	21.7
All students	40013	100	22.2	23.3	23.3	22.8	23.0	21.3
Multiracial								
Econ. disad.	456	25.9	18.6	20.1	20.1	20.0	19.8	18.0
Not econ. disad.	1,273	72.2	22.2	23.5	23.4	22.9	23.1	21.5
All students	1,763	100	21.3	22.6	22.6	22.2	22.3	20.6
State								
Econ. disad.	41,265	41.4	16.3	19.0	18.0	18.5	18.0	15.9
Not econ. disad.	56,981	57.1	21.5	22.8	22.6	22.3	22.4	20.8
All students	99,725	100	19.3	21.3	20.7	20.7	20.6	18.7

Source: Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note: Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Parts may not add to 100 percent because of missing information on economic status or rounding. Sums of examinees by economic status may be slightly less than the total of all students. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

^aThe ACT writing examination is optional and was not taken by all examinees. The score presented here is the combined English/writing score. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information. ^bEconomically disadvantaged.

continues

Table 14 (continued)

ACT Performance of Racial/Ethnic Groups, by Economic Status, Texas Public Schools, Classes of 2013 and 2014

Group	Examinees		Average scores					
	Number	Percent	English	Mathematics	Reading	Science	Composite	Writing ^a
Class of 2014								
African American								
Econ. disad. ^b	7,720	58.5	15.0	17.5	16.9	17.1	16.8	15.0
Not econ. disad.	5,389	40.8	17.3	19.1	18.8	18.8	18.6	17.5
All students	13,206	100	15.9	18.2	17.7	17.8	17.5	16.0
American Indian								
Econ. disad.	127	30.9	17.2	19.0	19.1	18.9	18.7	16.5
Not econ. disad.	280	68.1	20.7	22.2	22.2	21.8	21.8	20.5
All students	411	100	19.6	21.2	21.2	20.9	20.8	19.1
Asian								
Econ. disad.	1,723	29.3	20.1	23.7	21.1	21.7	21.8	20.0
Not econ. disad.	4,019	68.4	25.7	27.5	25.8	25.6	26.3	25.0
All students	5,873	100	24.1	26.4	24.4	24.6	25.0	23.6
Hispanic								
Econ. disad.	29,489	68.2	15.9	18.7	17.6	18.1	17.7	15.8
Not econ. disad.	13,500	31.2	18.9	20.8	20.5	20.4	20.3	18.6
All students	43,265	100	16.8	19.3	18.5	18.8	18.5	16.6
Pacific Islander								
Econ. disad.	64	44.4	16.9	20.3	19.4	19.2	19.0	17.0
Not econ. disad.	76	52.8	21.2	22.2	22.5	21.6	22.0	20.9
All students	144	100	19.2	21.3	21.0	20.5	20.6	18.9
White								
Econ. disad.	4,903	11.8	19.5	20.8	21.3	20.9	20.7	18.9
Not econ. disad.	36,354	87.9	22.6	23.6	23.7	23.3	23.4	21.9
All students	41,379	100	22.2	23.3	23.5	23.0	23.1	21.5
Multiracial								
Econ. disad.	547	27.5	18.1	20.0	20.0	20.0	19.6	17.7
Not econ. disad.	1,423	71.5	22.4	23.4	23.7	23.2	23.3	21.7
All students	1,990	100	21.2	22.5	22.7	22.3	22.3	20.6
State								
Econ. disad.	44,573	41.9	16.3	18.9	18.0	18.4	18.0	16.2
Not econ. disad.	61,041	57.4	21.5	22.8	22.7	22.4	22.5	21.0
All students	106,297	100	19.3	21.2	20.7	20.7	20.6	18.8

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Parts may not add to 100 percent because of missing information on economic status or rounding. Sums of examinees by economic status may be slightly less than the total of all students. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

^aThe ACT writing examination is optional and was not taken by all examinees. The score presented here is the combined English/writing score. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information. ^bEconomically disadvantaged.

Table 15
ACT Performance of Racial/Ethnic Groups, by Gender, Texas Public Schools, Classes of 2013
and 2014

Group	Examinees		Average scores					
	Number	Percent	English	Mathematics	Reading	Science	Composite	Writing ^a
Class of 2013								
African American								
Female	7,209	55.9	16.5	18.2	18.0	17.7	17.7	16.3
Male	5,694	44.1	15.4	18.2	16.9	17.8	17.2	15.0
All students	12,903	100	16.0	18.2	17.5	17.8	17.5	15.8
American Indian								
Female	207	51.4	19.6	20.9	20.8	20.6	20.6	19.1
Male	196	48.6	19.0	21.5	20.5	21.3	20.7	18.0
All students	403	100	19.3	21.2	20.7	20.9	20.7	18.6
Asian								
Female	2,652	53.9	23.9	25.9	24.5	23.9	24.7	23.3
Male	2,265	46.1	23.8	27.4	24.6	25.2	25.3	23.1
All students	4,917	100	23.8	26.5	24.5	24.5	25.0	23.2
Hispanic								
Female	22,142	56.0	16.9	19.0	18.5	18.5	18.4	16.6
Male	17,364	44.0	16.7	20.0	18.4	19.5	18.8	16.1
All students	39,506	100	16.8	19.5	18.4	18.9	18.5	16.4
Pacific Islander								
Female	46	44.7	19.3	21.3	21.0	21.2	20.8	19.3
Male	57	55.3	19.4	22.3	20.5	21.6	21.1	18.8
All students	103	100	19.3	21.9	20.7	21.4	20.9	19.0
White								
Female	21,386	53.4	22.6	22.8	23.4	22.3	22.9	21.7
Male	18,627	46.6	21.7	23.8	23.1	23.4	23.1	20.9
All students	40,013	100	22.2	23.3	23.3	22.8	23.0	21.3
Multiracial								
Female	964	54.7	21.8	22.2	22.9	21.8	22.3	21.3
Male	799	45.3	20.8	23.1	22.1	22.5	22.3	19.8
All students	1,763	100	21.3	22.6	22.6	22.2	22.3	20.6
State								
Female	54,668	54.8	19.5	20.8	20.8	20.2	20.4	18.9
Male	45,057	45.2	19.1	21.8	20.5	21.2	20.8	18.3
All students	99,725	100	19.3	21.3	20.7	20.7	20.6	18.7

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Parts may not add to 100 percent because of rounding. Sums of examinees by gender may be slightly less than the total of all students. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

^aThe ACT writing examination is optional and was not taken by all examinees. The score presented here is the combined English/writing score. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

continues

Table 15 (continued)

ACT Performance of Racial/Ethnic Groups, by Gender, Texas Public Schools, Classes of 2013 and 2014

Group	Examinees		Average scores					
	Number	Percent	English	Mathematics	Reading	Science	Composite	Writing ^a
Class of 2014								
African American								
Female	7,285	55.2	16.4	18.1	18.1	17.8	17.8	16.6
Male	5,921	44.8	15.3	18.2	17.2	17.8	17.2	15.2
All students	13,206	100	15.9	18.2	17.7	17.8	17.5	16.0
American Indian								
Female	216	52.6	19.4	20.6	21.1	20.4	20.5	19.1
Male	195	47.4	19.9	21.8	21.3	21.4	21.2	19.2
All students	411	100	19.6	21.2	21.2	20.9	20.8	19.1
Asian								
Female	3,166	53.9	24.1	25.8	24.4	23.9	24.7	23.6
Male	2,707	46.1	24.2	27.2	24.5	25.3	25.4	23.6
All students	5,873	100	24.1	26.4	24.4	24.6	25.0	23.6
Hispanic								
Female	24,365	56.3	16.8	18.9	18.5	18.4	18.3	16.8
Male	18,900	43.7	16.8	19.9	18.5	19.3	18.8	16.4
All students	43,265	100	16.8	19.3	18.5	18.8	18.5	16.6
Pacific Islander								
Female	83	57.6	19.5	20.9	21.5	20.2	20.6	19.0
Male	61	42.4	18.8	21.9	20.4	21.1	20.7	18.8
All students	144	100	19.2	21.3	21.0	20.5	20.6	18.9
White								
Female	21,991	53.1	22.5	22.7	23.6	22.5	22.9	21.8
Male	19,388	46.9	22.0	23.9	23.3	23.6	23.3	21.2
All students	41,379	100	22.2	23.3	23.5	23.0	23.1	21.5
Multiracial								
Female	1,075	54.0	21.5	22.0	22.8	21.7	22.1	20.9
Male	915	46.0	20.9	23.1	22.5	23.0	22.5	20.2
All students	1,990	100	21.2	22.5	22.7	22.3	22.3	20.6
State								
Female	58,194	54.7	19.4	20.7	20.8	20.3	20.4	19.0
Male	48,103	45.3	19.2	21.8	20.7	21.3	20.9	18.6
All students	106,297	100	19.3	21.2	20.7	20.7	20.6	18.8

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Parts may not add to 100 percent because of rounding. Sums of examinees by gender may be slightly less than the total of all students. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

^aThe ACT writing examination is optional and was not taken by all examinees. The score presented here is the combined English/writing score. See *College Admissions Testing General Information, Classes of 2013 and 2014* (TEA, 2015a) for additional information.

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Abstract. This report presents SAT and ACT performance results in Texas public schools for the classes of 2013 and 2014. Data are provided by student characteristics, including race/ethnicity; gender; and economic, at-risk, English language learner, immigrant, and migrant statuses. Data also are provided by participation in bilingual education or English as a second language, career and technical education, gifted and talented, special education, and Title I programs.

Keywords. *SAT, ACT, college admissions, testing, accountability, high school, scores, graduate.*

The report is available in PDF format on the agency website at http://tea.texas.gov/acctres/sat_act_index.html. Additional information about this report may be obtained by contacting the Texas Education Agency Division of Research and Analysis by phone at (512) 475-3523 or by e-mail at Research@tea.texas.gov.

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



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