
College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2006



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

Randy Gesn
Shawn P. Thomas
Rachel Au

Editorial Staff

Amanda Callinan
Richard Kallus

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

Robert Scott, Commissioner of Education

Lizzette Reynolds, Deputy Commissioner for Statewide Policy and Programs

Department of Assessment, Accountability, and Data Quality

Criss Cloudt, Associate Commissioner

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Patricia Sullivan, Deputy Associate Commissioner

Division of Accountability Research

Linda Roska, Director

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Abstract. This annual report examines SAT and ACT participation and performance in Texas for the graduating class of 2006. A total of 141,188 Texas public school graduates took the SAT, ACT, or both in 2006. The percentage of graduates who took the SAT, ACT, or both increased from 65.5 percent in 2005 to 65.8 percent in 2006. The percentage of examinees achieving the Academic Excellence Indicator System (AEIS) criterion score on either test decreased slightly from 27.4 percent in 2005 to 27.1 percent in 2006. In 2006, the average SAT scores were as follows: Critical Reading, 487; Mathematics, 505; and Writing, 483. The average ACT scores were as follows: English, 19.2; Mathematics, 20.5; Reading, 20.2; Science, 20.2; and Composite, 20.1. The percentage of public and nonpublic graduates taking the SAT was higher in Texas (52%) than nationally (48%); the percentage of public and nonpublic graduates taking the ACT was lower in Texas (29%) than nationally (40%).

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

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

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Contents

Highlights	vii
Texas Public Schools	viii
Texas and the United States	x
Overview	1
College Admissions Testing: The SAT and ACT	3
General Information	4
Policy Related to the SAT and ACT	9
Use of Individual SAT and ACT Scores	11
Data Sources and Reporting	15
Data Sources	16
Methodological Considerations in Data Reporting	17
Interpretation of Results	21
Results for Texas Public Schools	23
Academic Excellence Indicator System Measures	24
SAT	31
ACT	38
Results for Texas and the United States	45
Texas and the United States: SAT	46
Texas and the United States: ACT	52
Texas and Other States: SAT and ACT	59
Appendix: Supplemental Tables	63
References	73

List of Tables

Table 1.	Ethnic Categories in Demographic Forms Provided by the College Board, ACT Inc., and Texas Education Agency	17
Table 2.	SAT and/or ACT Participation, by Ethnicity and Gender, Texas Public Schools, Class of 2006	24
Table 3.	SAT and/or ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2006	25
Table 4.	SAT and/or ACT Performance at or Above Criterion, by Ethnicity and Gender, Texas Public Schools, Class of 2006	27

Table 5.	SAT and/or ACT Performance at or Above Criterion (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2006.....	29
Table 6.	SAT Participation and Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2006.....	31
Table 7.	SAT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2006.....	32
Table 8.	SAT Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2006.....	33
Table 9.	SAT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2006.....	34
Table 10.	ACT Participation and Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2006.....	38
Table 11.	ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2006.....	39
Table 12.	ACT Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2006.....	40
Table 13.	ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2006.....	42
Table 14.	SAT Participation, Texas and the United States, Class of 1996 Through Class of 2006.....	46
Table 15.	SAT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2006.....	47
Table 16.	SAT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2006.....	49
Table 17.	SAT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2006.....	50
Table 18.	SAT Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2006.....	51
Table 19.	ACT Participation, Texas and the United States, Class of 1996 Through Class of 2006.....	52
Table 20.	ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2006.....	53
Table 21.	ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2006.....	55
Table 22.	ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2006.....	57
Table 23.	ACT Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2006.....	58
Table 24.	SAT Participation and Performance, by State, Class of 2006.....	60
Table 25.	ACT Participation and Performance, by State, Class of 2006.....	62

Table A-1.	SAT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2006	64
Table A-2.	SAT Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2006	67
Table A-3.	ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2006	68
Table A-4.	ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2006	72

List of Figures

Figure 1.	Ethnicity Not Reported, SAT and ACT Examinees, Texas Public Schools, Class of 1996 Through Class of 2006	19
Figure 2.	Relationship Between SAT Mathematics Participation and Performance for States, Class of 2006	22
Figure 3.	SAT and/or ACT Participation Rates, by Ethnicity, Texas Public Schools, Class of 1991 Through Class of 2006	26
Figure 4.	SAT and/or ACT Participation Rates, by Gender, Texas Public Schools, Class of 1991 Through Class of 2006	27
Figure 5.	SAT and/or ACT Performance at or Above Criterion, by Ethnicity, Texas Public Schools, Class of 1991 Through Class of 2006	28
Figure 6.	SAT and/or ACT Performance at or Above Criterion, by Gender, Texas Public Schools, Class of 1991 Through Class of 2006	30
Figure 7.	SAT Participation Rates, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2006	33
Figure 8.	SAT Critical Reading and Mathematics Combined Performance, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2006	36
Figure 9.	Graduating Seniors and SAT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2006	37
Figure 10.	ACT Participation Rates, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2006	40
Figure 11.	ACT Composite Performance, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2006	41
Figure 12.	Graduating Seniors and ACT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2006	44

Highlights

Texas Public Schools

Texas and the United States

Texas Public Schools

Academic Excellence Indicator System Measures

Participation

- A total of 141,188 Texas public high school graduates in the class of 2006 took the SAT, the ACT, or both. This was up from 140,003 graduates in the class of 2005. The number of examinees in 2006 reflects an overall participation rate of 65.8 percent.
- White graduates participated in either the SAT, the ACT, or both at a rate of 70.2 percent. African American graduates participated at a slightly lower rate of 68.1 percent, and Hispanic graduates participated at a rate of 51.6 percent.

Performance

- For the class of 2006, 27.1 percent of examinees achieved the criterion score on either the SAT, the ACT, or both. For the class of 2005, 27.4 percent of examinees met the criterion.
- Whereas 38.3 percent of White examinees met the criterion scores, 11.4 percent of Hispanic examinees and 7.8 percent of African American examinees met the criterion scores.

SAT

Participation

- A total of 112,657 public high school graduates in the class of 2006 took the SAT examination. The participation rate (52.5%) in 2006 decreased from the previous year (53.0% for the class of 2005).
- The participation rates in SAT testing by ethnicity were 84.6 percent of Asian/Pacific Islander graduates, 52.6 percent of White graduates, 48.7 percent of African American graduates, and 37.3 percent of Hispanic graduates.

Performance

- The mean SAT Critical Reading and Mathematics combined score for Texas public school graduates in the class of 2006 was 991, the same as for the class of 2005. The mean SAT Writing score for Texas public school graduates was 483.
- For the class of 2006, Asian/Pacific Islander examinees obtained the highest average SAT Critical Reading and Mathematics combined score, at 1096, and African American examinees obtained the lowest average SAT Critical Reading and Mathematics combined score, at 860.

ACT

Participation

- A total of 64,894 Texas public high school graduates in 2006 took the ACT examination. The participation rate of 30.2 percent was an increase from 29.8 percent for the class of 2005.
- The participation rates in ACT testing by ethnicity were 31.6 percent of African American graduates, 28.9 percent of White graduates, 22.1 percent of Asian/Pacific Islander graduates, and 21.8 percent of Hispanic graduates.

Performance

- The mean ACT Composite score for 2006 Texas public high school graduates was 20.1, up one-tenth of a point from 20.0 for the class of 2005.
- For the class of 2006, Asian/Pacific Islander examinees obtained the highest average ACT Composite score at 22.8, and African American examinees obtained the lowest average ACT Composite score at 17.1.

Texas and the United States

SAT

- A total of 129,784 Texas public and nonpublic high school graduates in 2006 took the SAT, resulting in a participation rate of 52 percent, down from 54 percent for the class of 2005. Nationally 1,465,744 public and nonpublic high school graduates in 2006 took the SAT. The national participation rate for 2006 was 48 percent, down from 49 percent in 2005.
- The mean SAT Critical Reading and Mathematics combined score for Texas public and nonpublic high school graduates in the class of 2006 was 997, up two points from 995 for the class of 2005. The national mean SAT Critical Reading and Mathematics combined score in 2006 was 1021, down seven points from 1028 in 2005. Average SAT subject scores for all examinees were higher nationally than in Texas.
- The percentages of African American examinees were comparable in Texas (11.2%) and in the United States (10.3%). Whereas Hispanics made up 24.6 percent of the test-taking population in Texas, they made up only 10.4 percent of the test-taking population nationally. The percentage of White examinees was 7.5 percentage points lower in Texas (48.8%) than in the nation (56.3%).

ACT

- A total of 73,524 Texas public and nonpublic high school graduates in 2006 took the ACT, for a participation rate of 29 percent, the same as the rate from 2005. Nationally, 1,206,455 public and nonpublic high school graduates in 2006 took the ACT. The national participation rate for 2006 was the same as that from 2005: 40 percent.
- The mean ACT Composite score for Texas public and nonpublic high school graduates in the class of 2006 was 20.3, up slightly from 20.2 in 2005. The mean Composite score nationally for the class of 2006 was 21.1, up from 20.9 in 2005. Average ACT subject scores for all examinees were higher nationally than in Texas.
- The percentages of African American examinees were comparable in Texas (12.5%) and in the United States (11.5%). Whereas Hispanics made up 24.6 percent of the test-taking population in Texas, they made up only 7.1 percent of the test-taking population nationally. The percentage of White examinees was 16.8 percentage points lower in Texas (46.2%) than in the nation (63.0%).

Overview

Overview

This report provides results for graduating seniors in the class of 2006 on the SAT Reasoning Test, sponsored by the College Board and published by the Educational Testing Service, and on the ACT Assessment, published by ACT, Inc. The first section of the report provides general information on the SAT and ACT examinations, discusses policy regarding access to testing, and discusses specific uses of college admissions test scores in Texas. The second section describes data sources, methodological considerations for reporting participation and performance results, and considerations for interpretation of results.

The third section provides SAT and ACT results for the class of 2006 in Texas public schools. Participation rates and performance on the examinations are provided for all examinees and by ethnicity and gender. In addition, trends in participation and performance are examined for the graduating classes of 1996 through 2006. The fourth section provides SAT and ACT results for all graduates in public and nonpublic schools in Texas and in the nation as a whole. The section includes SAT and ACT scores for all 50 states, along with the percentages of graduates who took the tests in each state.

SAT and ACT results for each school district and public school in Texas are presented in the companion volume to this report, *College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2006: District and Campus Supplement* (TEA, 2007a).

College Admissions Testing: The SAT and ACT

General Information

Policy Related to the SAT and ACT

Use of Individual SAT and ACT Scores

General Information

The Examinations

SAT. According to the College Board, the SAT Reasoning Test measures critical reading skills, mathematical reasoning abilities, and writing skills that have been developed throughout the school years. It assesses the critical thinking skills needed to analyze and solve problems—skills that are fundamental to academic success in college. As a test of general reasoning ability, the SAT Reasoning test is not tied to a specific curriculum. The test consists of three sections: Critical Reading, Mathematics, and Writing. Scores on each of the sections range from 200 to 800.

The Critical Reading section consists of multiple-choice sentence completion questions and multiple-choice passage-based reading questions. The passage-based questions assess ability to understand and analyze what is read, recognize relationships between parts of a sentence, and determine word meaning from context.

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

The Writing section consists of multiple-choice questions and a student-produced essay. The multiple choice questions assess skills in using standard written English and identifying sentence errors. The essay requires the development of a point of view on an issue.

ACT. According to ACT, Inc., the ACT measures general educational development in four curriculum-based areas: English, Mathematics, Reading, and Science. 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 which requires students to write an essay. The essay requires the examinee to respond to a prompt by presenting their position on an issue.

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

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

The Reading section consists of multiple choice questions that assess reading comprehension by requiring examinees to understand what is explicitly stated in text and to determine implicit meanings from text. Specific skills include the ability to determine main ideas, locate and interpret significant

details, understand sequences of events, make comparisons, comprehend cause-effect relationships, use context to determine meaning, draw generalizations, and analyze voice and method.

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

SAT and ACT Score Reporting

Student performance on both the SAT and ACT is reported as a scaled score, which is a normative standard score calculated from a raw score. For each scaled score there is a corresponding percentile rank, which is the percentage of test takers who score below that scaled score. For example, if a student's scaled score corresponds to the 90th percentile, 90 percent of the test takers received lower scaled scores. Percentile ranks are a straightforward metric for comparing a student's performance with that of other test takers. Unlike raw or standard scores, however, percentile ranks cannot be combined in any meaningful way to obtain average test performance for a group or for an individual across subtests. Although the difficulty of test items and tests may change from test form to test form or from year to year, statistical equating ensures that any given score indicates the same level of student ability across test forms or testing dates. For a discussion of SAT test equating, see College Board, 2006a; for a discussion of ACT test equating, see ACT, 2001c. For a comparison of the SAT and ACT examinations, see A Brief Comparison of the SAT Reasoning and ACT Examinations on page 7.

History

SAT. The following discussion of the history of the SAT assessment is adapted from Frisch-Kowalski (2003). 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. The earliest College Board tests were designed to measure subject matter or curricular knowledge and were essay format. The first of these tests was administered in 1901.

During the 1920s, the focus of the College Board college admissions testing expanded beyond assessing subject matter knowledge to also assessing 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 and consisted of ten subtests: Definitions, Arithmetical Problems, Classification, Artificial Language, Antonyms, Number Series, Analogies, Logical Inference, Paragraph Reading, and one unscored subtest.

In 1937, the College Board achievement tests, what are now the SAT II: Subject tests, were first administered. Unlike the SAT, the achievement tests were designed to assess specific knowledge about particular subjects. Throughout the 1950s, 1960s, and 1970s, the College Board established methods to ensure that the structure and content of test items did not bias the assessment of students' abilities. This was accomplished by ensuring that cultural diversity was appropriately considered in the item development process.

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 Assessment was administered in the fall of 1959. ACT, Inc.'s 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 in admitting students and ensuring their continued success (ACT, Inc., 2007).

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., 2003c). Because the section is optional, results for the Writing section are not provided in this report. The testing time for the ACT is 2 hours, 55 minutes.

Development of the SAT and ACT Examinations

SAT. SAT items are designed to measure the critical thinking and reasoning skills needed for academic success in college (College Board, 2007). Test development committees made up of educators and subject-matter experts determine the content and the types of questions to be included on the examination. The test items are written primarily by test developers at the College Board, although some items are submitted by high school and college teachers. Once the items are written,

A Brief Comparison of the SAT Reasoning and ACT Examinations

Characteristic	ACT	SAT
Type of test	Similar to an achievement test; assesses what students learn in their classes.	General reasoning test; assesses how well students apply what they learn in their classes.
Test structure	English (1 section) Mathematics (1 section) Reading (1 section) Science Reasoning (1 section) Includes 1 experimental section on selected testing dates.	Critical Reading (3 sections) Mathematics (3 sections) Writing (3 sections) Includes 1 experimental section.
Test content	<p><u>Mathematics:</u> Algebra I; Algebra II; Geometry; Trigonometry.</p> <p><u>English:</u> Usage and mechanics (e.g., grammar, punctuation); Rhetorical skills.</p> <p><u>Reading:</u> Reading comprehension; Refer to what is explicitly stated; Reason to determine implicit meanings.</p> <p><u>Science Reasoning:</u> Interpretation; Analysis; Evaluation; Reasoning; Problem solving.</p> <p><u>Writing (optional):</u> Writing skills emphasized in high school English classes and in entry-level college composition courses.</p>	<p><u>Mathematics:</u> Algebra I; Algebra II; Geometry.</p> <p><u>Critical Reading:</u> Reading comprehension; Complete sentences with correct word or words; Answer questions about paragraph-length passages.</p> <p><u>Writing :</u> Multiple Choice: Improve sentences and paragraphs; Identify sentence errors. Essay: Organize and express ideas clearly; Support the main idea; Sentence structure; Word choice.</p>
Length	2 hours, 55 minutes.	3 hours, 45 minutes.
Penalty for incorrect answers	No penalty.	Subtracts 1/4 point for each incorrect answer.
Scoring	Possible score of 1 to 36 on each of the four major sections. Composite score is the average of the four section scores.	Possible score of 200 to 800 on each of the three major sections.
Score reporting	If a student takes the test multiple times, he or she can choose which scores to have sent to colleges.	If a student takes the test multiple times, all scores are sent to colleges.

they are submitted to a second test committee for review, and final revisions are made to the items, if necessary.

ACT. ACT items are designed to measure curricular knowledge and skills required for college-level work (ACT Inc., 2005c). To determine what knowledge and skills to assess, ACT, Inc. uses three

Texas Online Preparation for College Admission Tests (TOPCAT)

TOPCAT is a joint project of the Texas Higher Education Coordinating Board and the Texas Education Agency that provides free online SAT and ACT test preparation to Texas middle and high school students and to adults enrolling in college for the first time. The service is provided in both English and Spanish. Through TOPCAT, students have free access to SAT and ACT preparation tutorials, practice sessions, timed sample tests, a vocabulary builder, and test taking tips. Each tutorial ranges from 30 to 90 minutes in length. Students may take practice tests and receive feedback for each incorrect and correct answer.

The TOPCAT website also provides web-based training for teachers, counselors, administrators, or parents who want to sign up as coaches. Through this arrangement, students may select a coach to monitor their progress and to provide encouragement. Students can access TOPCAT through the College for Texans website, <http://www.collegefortexans.com/>.

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 level educators are surveyed on the types of knowledge and skills that are assessed in Grades 7-12. These three sources of information are used to create guidelines for item content. Item and prompt writers are then selected to write test items based on these guidelines. After the initial set of items is written, all test materials are reviewed for accuracy by ACT, Inc. and panels of experts. The items are then administered to a sample of students so that the psychometric properties of the items can be determined. Items that meet ACT Inc.'s content and psychometric specifications are placed in a final item pool from which the various test forms are constructed.

Policy Related to the SAT and ACT

Access to Testing

Unlike many state assessments, the SAT and ACT examinations are voluntary. Depending on their college plans, students may take either, both, or neither of the examinations. Participation in SAT or ACT testing is influenced by many factors such as the decision to apply to a four year college or university. Barriers such as financial hardship and disability also could influence the decision to participate in testing. The College Board and ACT, Inc. have implemented policies to help overcome barriers to testing.

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

Both the College Board and ACT, Inc. provide special services for students with disabilities. To qualify, students must have documented needs for testing accommodations. Students must also be receiving special accommodations for classroom tests. Texas State Board of Education rules on testing accommodations for classroom tests are specified in Title 19 of the Texas Administrative Code [TAC], §101.29, 2006. When reporting examination results, neither the College Board nor ACT, Inc. identify students who take the tests under special circumstances.

The College Board and ACT, Inc. produce publications that provide information about the SAT and ACT examination programs. Information on the tests, examination fees, fee waivers, and services for students with disabilities is available through the organizations' websites, www.collegeboard.com and www.act.org. For more information on testing accommodations, see Accommodations for Students with Disabilities on page 10.

Accommodations for Students with Disabilities

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

The accommodations offered by 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 an accommodation, the student or a parent must fill out the designated portions of the College Board's Student Eligibility Form. The form should then be sent to the student's school for a school official to complete the form and send it to College Board. After review of the request by College Board, the student or parent receives an eligibility letter from College Board 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 they require, and provide a unique College Board-assigned eligibility identification number.

ACT. The determination of a specific diagnosis and recommendation for an accommodation on the ACT must be made by a qualified professional. Student requests for accommodations are reviewed initially by ACT 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 a testing accommodation is missing or insufficient.

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

Use of Individual SAT and ACT Scores

College Admissions and Placement

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

In Texas, each institution of higher education establishes its own criteria for admissions (Texas Higher Education Coordinating Board, 2004). Most take into consideration some combination of college admission test scores and school achievement records. The SAT and ACT standards vary according to the selectivity of the institution. Some institutions allow high school records and scores on college admissions tests to compensate for each other; for example, a higher class rank may compensate for a lower SAT or ACT score. Some institutions maintain open admissions policies, under which any person with a high school diploma or its equivalent may be accepted. Still other institutions guarantee admission to students who graduate from Texas high schools in the top percentages of their classes. Texas public institutions of higher education are required by law to admit applicants graduating from Texas public secondary schools with class ranks in the top 10 percent of their high school classes in one of the two years prior to the academic year of application (Texas Education Code [TEC] §51.803, 2005).

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

Exemption from TSI Testing in Texas

In 1987, the Texas Legislature established a system of testing and remediation called the Texas Academic Skills Program, or TASP (TEC §51.306, 2004). In 2003, TASP was replaced by the Texas Success Initiative, or TSI (TEC §51.3062, 2004). Under the TSI program, undergraduate students enrolling for the first time in public institutions of higher education are required to take an assessment designed to evaluate their readiness for freshman level academic coursework. The TSI examination results cannot be used as a condition of admission to an institution, but at least one of the examinations must be taken prior to enrollment. In the event that students fail to meet TSI standards, the colleges or universities in which they are enrolling are responsible for the development of

personalized plans designed to prepare them for freshman level coursework. Students may retake the examinations at any time.

The legislature created TSI exemptions based on student performance on the SAT, the ACT, and the exit-level Texas Assessment of Academic Skills (TAAS) or exit-level Texas Assessment of Knowledge and Skills (TAKS) (19 TAC §4.54, 2004). To qualify for an exemption based on the SAT or ACT, a student must receive a specified minimum score in one of the five years prior to enrollment in a public institution of higher education. On the ACT, a student must receive a Composite score of at least 23 and English and Mathematics scores of at least 19 each. On the SAT, a student must receive Critical Reading and Mathematics scores of at least 500 each and a combined score of at least 1070. To qualify for an exemption based on the TAAS or TAKS, a student must receive a specified minimum score in one of the three years prior to enrollment. On the TAAS, a student must achieve a Texas Learning Index (TLI) score of 81 or higher on the reading test, a TLI score of 77 or higher on the mathematics test, and a scale score of 1540 or higher on the writing test. On the exit-level TAKS, a student must achieve the Higher Education Readiness standard of 2200 in mathematics and/or 2200 in English/Language Arts with a writing subsection score of at least 3.

Gold Performance Acknowledgment in the Texas Academic Excellence Indicator System

In 1993, the Texas legislature enacted statutes mandating creation of the Texas public school accountability system to evaluate school districts and campuses. Base indicators in the Academic Excellence Indicator System (AEIS), such as TAKS performance, performance on the State-Developed Alternative Assessment II (SDAA II), completion rate, and dropout rate, are used to determine accountability ratings. In addition, the Texas legislature enacted the Gold Performance Acknowledgment (GPA) system in 2001 to acknowledge districts and campuses for high performance on indicators such as advanced course completion and performance on the SAT or ACT (TEA, 2006c). The system replaced the Additional Acknowledgments process that had been part of the accountability system since 1994.

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

SAT and ACT criterion scores for recognition of high campus and district performance are established by the commissioner of education. The scores are used only for public school

accountability purposes through the GPA system. The commissioner of education criterion scores are not used by colleges to evaluate students for admission. The criteria for admission into a college or university can be obtained from the institution itself.

Data Sources and Reporting

Data Sources

Methodological Considerations in Data Reporting

Interpretation of Results

Data Sources

Texas Public Schools

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

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

Combined Public and Nonpublic Schools in Texas and the United States

Results for all combined public and nonpublic examinees in Texas and the nation were obtained from summary reports released annually by the College Board (College Board, 1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002b, 2002c, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006b, 2006c) 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). As with data reported by TEA, annual reports provided by the testing agencies include only the results of examinees' most recent examinations. Additionally, the results in the reports are based on the scores only of students identified by the College Board and ACT, Inc. as having graduated in the reporting year. The results are presented in the section, Results for Texas and the United States, on page 45.

Methodological Considerations in Data Reporting

Coding and Reporting of Ethnicity

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

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

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

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

The inconsistency in the ways that the College Board, ACT, Inc., and TEA code and report ethnicity can lead to problems in the calculation of participation rates by ethnic groups. In the SAT and ACT sections of the chapter, Results for Texas Public Schools, on page 23, the numbers of examinees within each ethnic group were obtained from the College Board and ACT, Inc. using self-reported ethnicity, whereas the number of Texas public school graduates by ethnic group was obtained from PEIMS. Consequently, the ratio of examinees to the total number of graduates in each ethnic group uses ethnicity information collected by the testing agencies in the numerator but PEIMS ethnicity information in the denominator. One result of this 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. For tables in this report where this occurs, the percentage of graduates tested appears as 100 (for example, see Table 3 on page 25). Because of the resulting interpretive difficulties, results for Native Americans are not discussed in the text. In the Academic Excellence Indicator System (AEIS) section of the same chapter, all ethnicity information was obtained from PEIMS, so the numerator and denominator in the calculation of participation rates use ethnicity information from the same source.

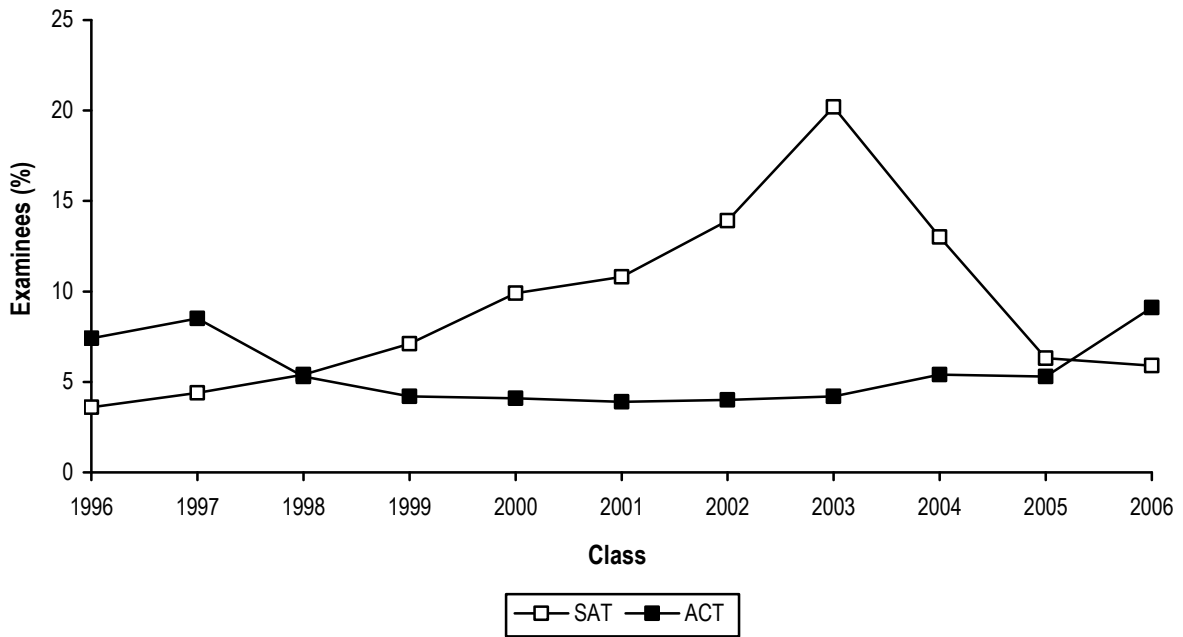
Reporting of Ethnicity by Examinees

While a majority of students respond to the questionnaires provided by the College Board and ACT, Inc., some do not. Additionally, students who do respond to the questionnaires may not respond to all questions. Fluctuating trends in self-reported ethnicity information, including variable non-response rates, may bias analyses of college entrance examination participation rates and results by ethnicity and make the interpretation of performance trends by ethnicity problematic. Since 1996, varying proportions of examinees have not reported ethnicity information to the College Board (Figure 1). In 1996, a relatively small percentage (3.6%) of Texas public school SAT examinees did not provide information about their ethnicities. In 2003, the non-response rate 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. In 2006 the percentage dropped to 5.9 percent. In contrast to the trend in ethnicity non-response on the SAT, the percentage of ACT examinees not reporting ethnicity dropped from only 8.5 percent in 1997 to between 4.0 and 5.4 percent from 1998 to 2005. The rate increased to 9.1 percent in 2006.

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

When the percentage of non-respondents is relatively small, the effect on the accuracy of performance results by ethnicity is negligible. As the percentage of non-respondents increases, the likelihood that performance results by ethnicity are accurate decreases. The proportion of students who do provide ethnicity information may become less representative, and may provide a less reliable estimate of true results. Increasing non-response rates can be especially problematic for reporting trends in the participation rates and scores of groups such as Native Americans whose numbers of graduating students are very small. If the demographic makeup of the non-response group is very similar to that of the group for whom information is available, then the effect on the accuracy of performance results by ethnicity may be negligible.

Figure 1
Ethnicity Not Reported, SAT and ACT Examinees, Texas Public Schools, Class of 1996 Through Class of 2006



Source: College Board and Texas Education Agency.

The fluctuation in non-response rates over time makes the interpretation of SAT participation and performance trends by ethnicity over the past six or seven years problematic. As the percentage of students not providing ethnicity information increases, the reported participation rates of one or more ethnic groups can be expected to decrease. A general decrease in the participation rates of all ethnic groups occurred from 1996 to 2003, as the rate of non-responding steadily increased (Figure 1). The effect of this can be seen when, at the same time the reported participation rates for all ethnic groups decreases, the participation rate for the entire student population increases (Figure 7 on page 33). Conversely, as occurred in 2004, the participation rate for each ethnic group can increase, while the statewide participation rate decreases. One factor in the sudden increase in participation rates for ethnic groups in 2004 and 2005 was the sharp decrease in the rate of non-responding in those years. Although there is no clear, consistent effect of fluctuating participation rates on performance trends for each ethnic group, mean SAT Mathematics and Critical Reading scores for examinees not providing ethnicity information decreased considerably in 2005 while mean scores increased considerably for all ethnic groups (Table 9 on page 34).

Reporting of Graduation Year

The percentage of graduates who participate in SAT, ACT, or both examinations is calculated using the number of examinees obtained from the testing companies and the number of graduates obtained from PEIMS. As mentioned previously, the testing agencies use student-reported

information, including expected year of graduation, to determine whether examinees graduated in the reporting year. In PEIMS, the actual years of graduation are reported by districts after students have graduated. The difference in reporting methods could result in slightly imprecise participation rates since examinees who are reported by the testing companies to have graduated in any given year may not have actually done so.

Interpretation of Results

The Effect of Group Size

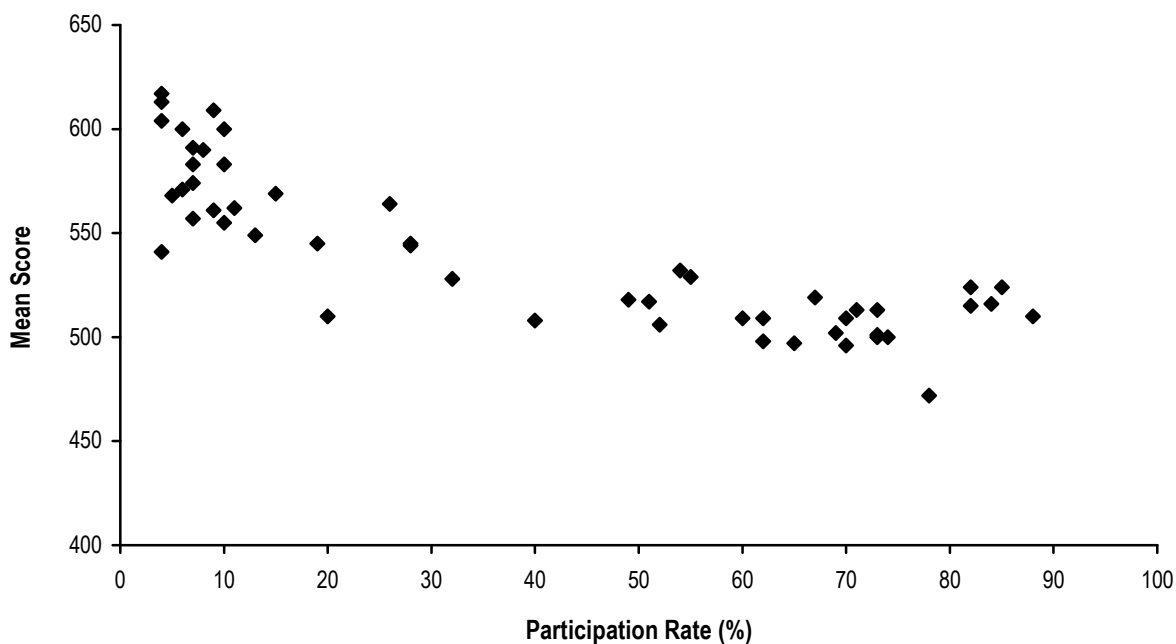
It may be useful to compare mean scores within a group over time. The reliability of mean score changes over time is dependent on the size of the group. When the group is small, reliability is reduced and caution should be used when interpreting year to year change. In general, smaller groups require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

The Effect of Participation Rate

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

An illustration of the inverse relationship between participation rate and mean score estimate is provided by state SAT mathematics participation and performance data in the United States in 2006 (Figure 2 on page 22). As the participation rate increases, the mean score estimate generally decreases. In Figure 2, the relationship between participation and performance begins to stabilize between 50 and 60 percent participation. In a population with a moderate to high participation rate, a relatively unbiased estimate of the population mean score is more likely to be obtained than in a population with a low participation rate. Participation rates directly affect the validity of comparisons among states, districts, campuses, and various student groups. Generally, comparisons of average SAT or ACT scores are most informative for groups with similar participation rates.

Figure 2
Relationship Between SAT Mathematics Participation and Performance for States, Class of 2006



Results for Texas Public Schools

Academic Excellence Indicator System Measures

SAT

ACT

Academic Excellence Indicator System Measures

Participation Rates

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

In the graduating class of 2006, a total of 141,188 public high school graduates took either the SAT, ACT, or both (Table 2); this was up from 140,003 examinees from the 2005 graduating class. The overall participation rate was 65.8 percent, 0.3 percentage points greater than the previous year. Asian/Pacific Islanders had the highest participation rate at 88.9 percent, followed by Whites (70.2%) and African Americans (68.1%). Hispanics had the lowest participation rate, with 51.6 percent of graduates participating in SAT or ACT testing. From 2005 to 2006, the participation rates for White students decreased slightly, while that of all other groups increased slightly. A larger percentage of female graduates (68.8%) than male graduates (62.4%) were tested.

Table 2
SAT and/or ACT Participation, by Ethnicity and Gender, Texas Public Schools, Class of 2006

Group	Graduates	Examinees		Change, 2005 to 2006 (percentage-point)
		Number	Percent	
African American	26,753	18,221	68.1	1.9
Asian/Pacific Islander	8,816	7,834	88.9	2.0
Hispanic	75,936	39,177	51.6	0.9
Native American	724	561	77.5	-2.9
White	102,351	71,810	70.2	-0.5
Female	111,112	76,482	68.8	0.7
Male	103,468	64,522	62.4	-0.2
State	214,580	141,188	65.8	0.3

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

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

From 1991 through 2006, the relative participation rates of the three largest ethnic groups were consistent: White students had the highest rates, followed by African American, then Hispanic students (Table 3 on this page and Figure 3 on page 26). Across the same period, the participation rate for female students was about 4 to 5 percentage points higher than the participation rate for male students (Figure 4 on page 27).

Table 3
SAT and/or ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2006

Class	Ethnicity					Gender		State
	African American	Asian/Pacific Islander	Hispanic	Native American	White	Female	Male	
1991	53.3	– ^b	47.1	–	68.7	64.3	60.3	62.4
1992	56.3	–	49.2	–	69.3	66.0	61.1	63.6
1993	58.8	–	49.5	–	69.4	66.2	62.0	64.2
1994	59.7	87.6	49.0	100 ^a	71.0	66.9	62.6	64.8
1995	59.1	86.0	49.3	98.1	71.2	67.1	62.3	64.8
1996	60.1	86.9	48.8	90.9	71.1	66.9	62.4	64.7
1997	58.2	88.9	46.9	88.3	70.6	66.0	61.0	63.6
1998	55.9	87.0	44.6	80.4	69.4	64.1	58.9	61.7
1999	58.6	87.3	44.5	83.8	68.9	64.3	59.0	61.8
2000	57.4	84.3	45.3	79.3	69.9	64.4	59.8	62.2
2001	58.6	85.2	46.5	76.9	70.0	65.1	60.5	62.9
2002	58.5	81.7	45.2	75.8	67.9	63.8	59.7	61.9
2003	59.5	79.3	45.7	69.3	66.4	64.1	60.3	62.4
2004	60.9	80.3	46.3	76.3	67.2	64.0	59.4	61.9
2005	66.2	86.9	50.7	80.4	70.7	68.1	62.6	65.5
2006	68.1	88.9	51.6	77.5	70.2	68.8	62.4	65.8

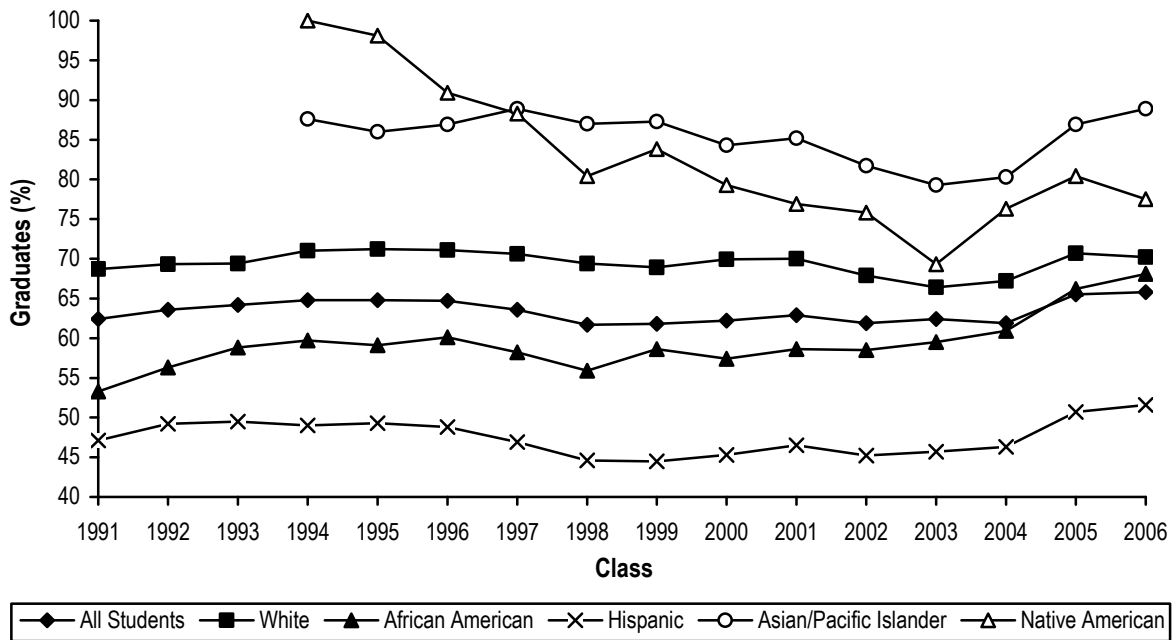
Source: ACT, Inc.; College Board; and Texas Education Agency.

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

Percentage Meeting Criterion on Either the SAT or ACT

Of the students in the 2006 graduating class who took college entrance examinations, 27.1 percent achieved the criterion score on either the SAT or ACT for Gold Performance Acknowledgement in the AEIS (Table 4 on page 27). This represents a decrease of 0.3 percentage points from the previous year. There were large ethnic group differences in the percentages of examinees who met the criterion score. Asian/Pacific Islander examinees had the largest proportion of students achieving the criterion score (47.8%), followed by White examinees (38.3%). The smallest

Figure 3
SAT and/or ACT Participation Rates, by Ethnicity, Texas Public Schools, Class of 1991 Through Class of 2006



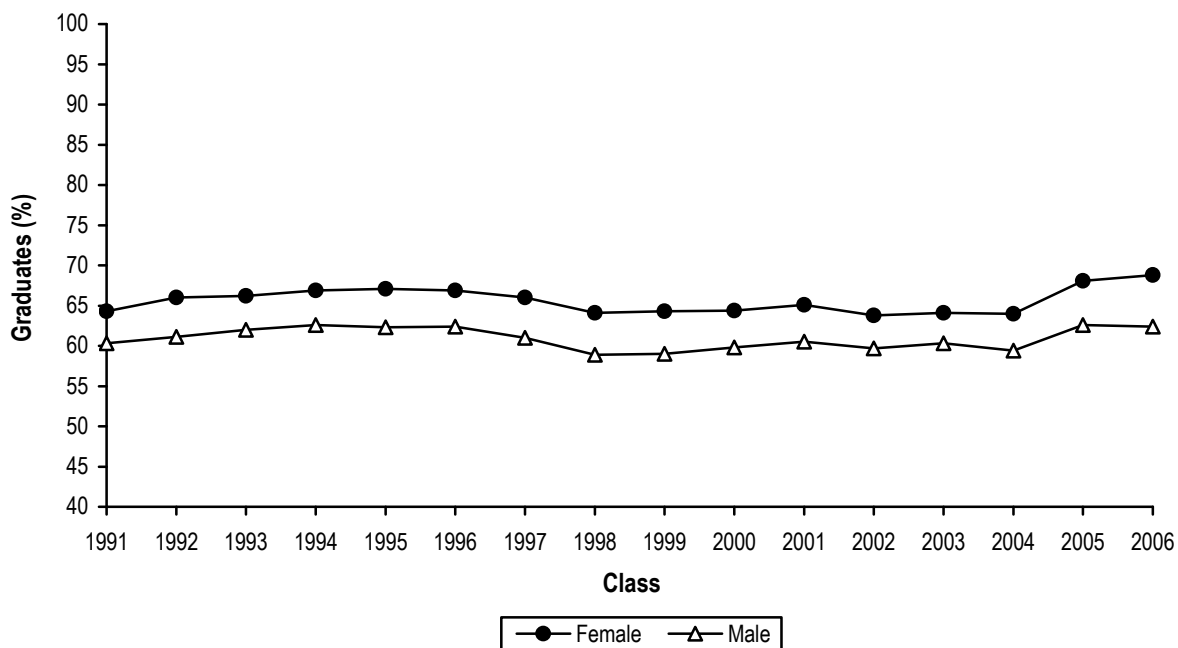
Source: Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b); ACT, Inc.; College Board; and Texas Education Agency.

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

percentages of examinees achieving the criterion score were found among Hispanics (11.4%) and African Americans (7.8%). A larger proportion of male than female examinees (30.0% and 24.6%, respectively) met the criterion.

After slightly increasing from 1994 through 2005 for all groups, the percentage of examinees who met the criterion decreased in 2006 for all groups except Hispanics, who showed a continued slight increase (Figure 5 on page 28). From 1991 through 2006, the relative performance rates for the three largest ethnic groups of students scoring at or above criterion were consistent: White students had the highest rate, followed by Hispanic then African American students (Table 5 on page 29). In this time period, Asian/Pacific Islander examinees outperformed all other ethnic groups, and males outperformed females (Figure 6 on page 30).

Figure 4
SAT and/or ACT Participation Rates, by Gender, Texas Public Schools, Class of 1991 Through Class of 2006



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

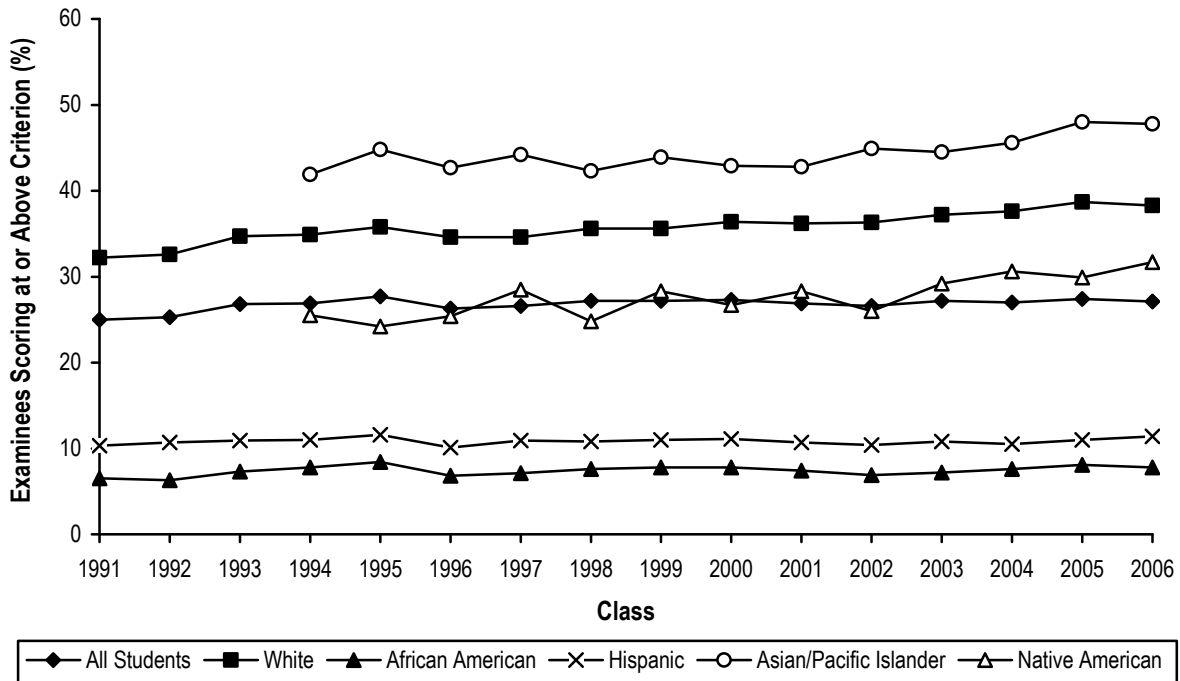
Table 4
SAT and/or ACT Performance at or Above Criterion, by Ethnicity and Gender, Texas Public Schools, Class of 2006

Group	Examinees	Examinees scoring at or above criterion		
		Number	Percent	Change, 2005 to 2006 (percentage-point)
African American	18,221	1,417	7.8	-0.3
Asian/Pacific Islander	7,834	3,742	47.8	-0.2
Hispanic	39,177	4,450	11.4	0.4
Native American	561	178	31.7	1.8
White	71,810	27,485	38.3	-0.4
Female	76,482	18,829	24.6	-0.3
Male	64,522	19,341	30.0	-0.3
State	141,188	38,205	27.1	-0.3

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

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

Figure 5
SAT and/or ACT Performance at or Above Criterion, by Ethnicity, Texas Public Schools, Class of 1991 Through Class of 2006



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

Note. Results are not available for Asian/Pacific Islanders and Native Americans from 1990-91 through 1992-93.

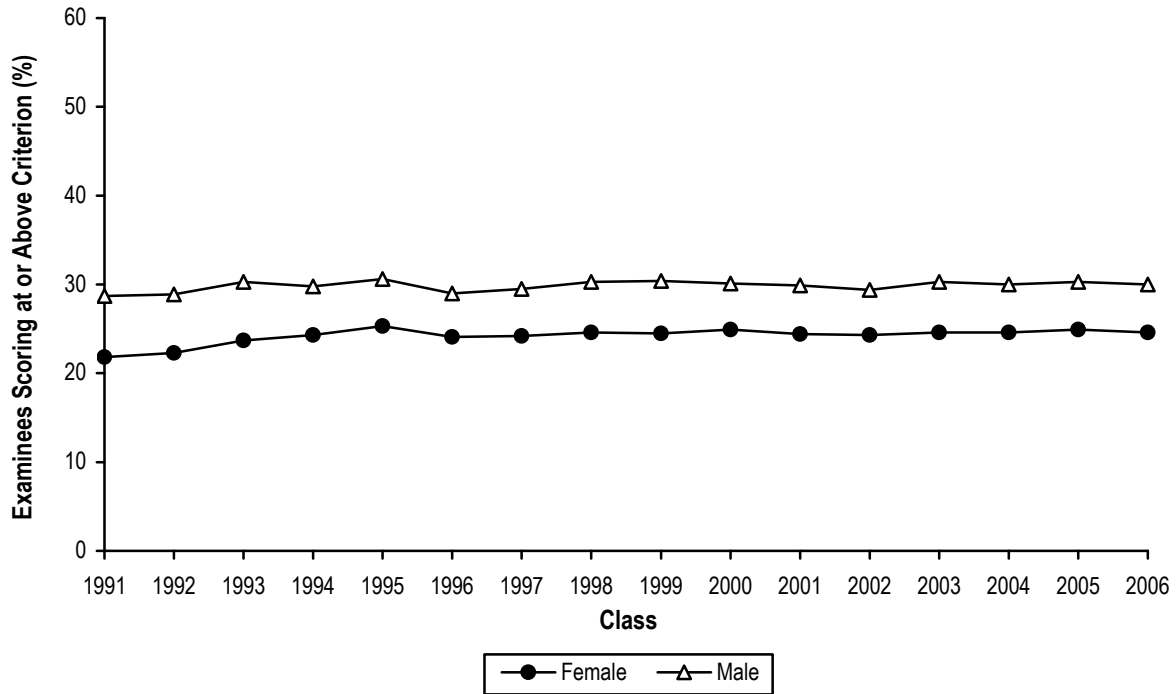
Table 5
SAT and/or ACT Performance at or Above Criterion (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2006

Class	Ethnicity					Gender		State
	African American	Asian/Pacific Islander	Hispanic	Native American	White	Female	Male	
1991	6.5	— ^a	10.3	—	32.2	21.8	28.7	25.0
1992	6.3	—	10.7	—	32.6	22.3	28.9	25.3
1993	7.3	—	10.9	—	34.7	23.7	30.3	26.8
1994	7.8	41.9	11.0	25.5	34.9	24.3	29.8	26.9
1995	8.4	44.8	11.6	24.2	35.8	25.3	30.6	27.7
1996	6.8	42.7	10.1	25.4	34.6	24.1	29.0	26.3
1997	7.1	44.2	10.9	28.5	34.6	24.2	29.5	26.6
1998	7.6	42.3	10.8	24.8	35.6	24.6	30.3	27.2
1999	7.8	43.9	11.0	28.3	35.6	24.5	30.4	27.2
2000	7.8	42.9	11.1	26.7	36.4	24.9	30.1	27.3
2001	7.4	42.8	10.7	28.3	36.2	24.4	29.9	26.9
2002	6.9	44.9	10.4	26.0	36.3	24.3	29.4	26.6
2003	7.2	44.5	10.8	29.2	37.2	24.6	30.3	27.2
2004	7.6	45.6	10.5	30.6	37.6	24.6	30.0	27.0
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

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

^aResults are not available for Asian/Pacific Islanders and Native Americans from 1991 through 1993.

Figure 6
SAT and/or ACT Performance at or Above Criterion, by Gender, Texas Public Schools, Class of 1991 Through Class of 2006



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

SAT

SAT Participation

The SAT is most commonly taken by high school students in their junior and/or senior years. Because the test is not mandatory, only a self-selected portion of the population of high school students takes the test each year, generally only those students who intend to pursue a four-year college degree program. The participation rate in SAT testing for the 2006 graduating class in Texas public schools was 52.5 percent (Table 6). Of the students for whom ethnicity was reported, 84.6 percent of Asian/Pacific Islander graduates, 52.6 percent of White graduates, 48.7 percent of African American graduates, and 37.3 percent of Hispanic graduates participated in SAT testing. The participation rate was 54.8 percent for female graduates and 50.0 percent for male graduates.

Table 6
SAT Participation and Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2006

Group	Graduates			Mean scores			
	Total	Tested	Participation rate (%) ^a	Critical Reading (CR)	Mathematics	CR and Math combined	Writing
African American	26,753	13,031	48.7	428	432	860	430
Asian/Pacific Islander	8,816	7,462	84.6	519	577	1096	518
Hispanic	75,936	28,325	37.3	443	460	903	442
Native American	724	728	100	498	510	1008	487
White	102,351	53,882	52.6	521	538	1059	514
Other	n/a ^b	2,613	n/a	498	512	1010	493
No response	n/a	6,616	n/a	469	481	950	463
Female	111,112	60,932	54.8	485	491	976	489
Male	103,468	51,725	50.0	489	521	1009	476
State	214,580	112,657	52.5	487	505	991	483

Source: College Board and Texas Education Agency.

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

The overall rate of participation in SAT testing remained around 50 percent from 1996 to 2004, increased to 53.0 percent in 2005, and then decreased slightly to 52.5 percent in 2006 (Table 7 on page 32 and Figure 7 on page 33). Similarly, the participation rates for each ethnic group held steady from 1996 through 2004 and increased considerably from 2004 to 2005. In 2006, the participation rates of Hispanics and Asian students increased, whereas participation rates decreased for African American and White students. One or more of the increases may be a result of the increase in the number and proportion of students reporting ethnicity information. Of students participating in the

Table 7
SAT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2006

Class	Ethnicity ^a					Gender		State
	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Female	Male	
	1996	47.7	85.4	34.3	100	52.9	52.7	
1997	44.5	88.2	34.1	100	52.2	52.3	48.5	50.5
1998	44.1	82.6	32.3	100	51.3	51.3	47.7	49.6
1999	45.8	82.0	32.5	100	50.2	51.8	48.1	50.1
2000	43.3	77.5	32.1	100	49.1	51.3	48.6	50.0
2001	44.0	77.6	32.7	100	48.5	52.0	49.0	50.6
2002	43.3	72.4	31.2	100	46.0	51.1	48.4	49.8
2003	41.5	65.5	30.0	95.2	42.0	50.9	48.8	49.9
2004	45.4	70.1	31.9	99.7	46.3	51.2	48.3	49.8
2005	50.5	82.8	36.6	100	53.1	54.7	51.1	53.0
2006	48.7	84.6	37.3	100	52.6	54.8	50.0	52.5

Source. College Board and Texas Education Agency.

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

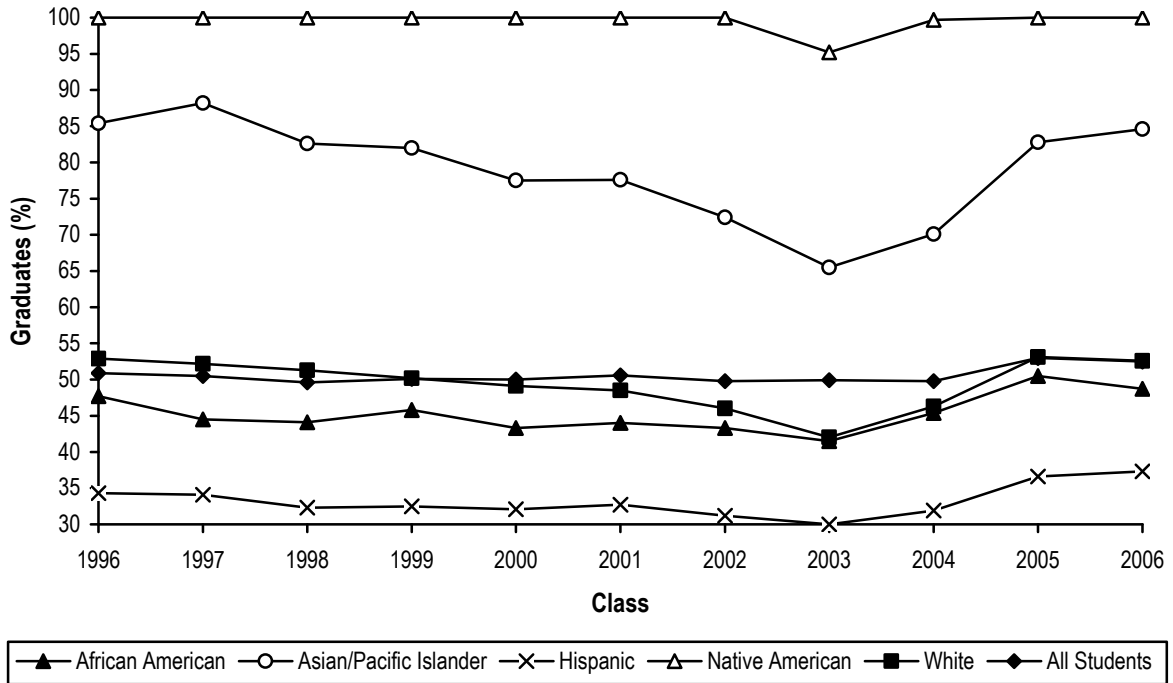
SAT examination, 5.9 percent did not provide ethnicity information in 2006 (Table 8). This is a decrease in non-responding of 0.4 percentage points from 6.3 percent in 2005 and a decrease of 7.1 percentage points from 13.0 percent in 2004. The smaller the percentage of students with unreported ethnicity information, the greater the accuracy of the actual rates of participation for the reported ethnic groups. In addition to the increase in ethnicity reporting, the decrease in the number of graduates after 2004 affected participation rates. Nevertheless, the degree to which each ethnic group participation rate was affected by the overall increase in ethnicity reporting or the decrease in the number of graduates is unknown.

Although the participation rates for each ethnic group increased in 2005, the relative ranking of the ethnic groups stayed the same. From 1996 to 2006, participation was consistently highest for Asian/Pacific Islanders and consistently lowest for Hispanics.

Mean SAT Scores

In 2006, the highest SAT average Critical Reading and Mathematics combined scores were obtained by Asian/Pacific Islander examinees, with an average of 1096, and White examinees, with an average of 1059 (Table 9 on page 34). Asian/Pacific Islanders scored considerably higher on the Mathematics section than the other ethnic groups, and Whites scored higher on the Critical Reading section than the other ethnic groups. The highest average Writing score was obtained by Asian/Pacific Islander examinees (518), followed by White (514), Hispanic (442), and African American (430)

Figure 7
SAT Participation Rates, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2006



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

Table 8
SAT Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2006

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

Source. College Board and Texas Education Agency.

Table 9
SAT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2006

Class	Ethnicity						No response	Gender		State
	African American	Asian/Pacific Islander	Hispanic	Native American	White	Other		Female	Male	
Mean 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
Mean Mathematics score										
1996	425	564	458	485	523	516	478	485	517	500
1997	422	566	458	486	525	516	481	486	518	500
1998	423	562	457	493	525	513	488	486	517	500
1999	421	562	453	491	524	506	493	482	517	498
2000	423	563	453	492	527	508	497	484	517	499
2001	421	564	451	492	526	504	497	483	515	498
2002	420	567	452	496	528	501	505	484	516	498
2003	420	567	450	489	529	504	512	484	516	499
2004	421	564	450	499	526	496	524	483	515	498
2005	428	573	457	505	535	505	493	488	518	502
2006	432	577	460	510	538	512	481	491	521	505
Mean combined score, Critical Reading and Mathematics										
1996	852	1066	908	973	1043	1035	949	976	1013	993
1997	849	1067	907	967	1044	1034	956	976	1011	992
1998	848	1066	906	976	1045	1031	970	974	1014	992
1999	847	1068	902	981	1044	1017	981	970	1013	989
2000	849	1066	900	985	1048	1014	985	973	1010	990
2001	846	1069	897	983	1047	1008	988	970	1009	987
2002	839	1073	893	990	1047	1001	1001	969	1007	986
2003	843	1078	891	977	1051	1006	1015	971	1010	989
2004	843	1072	894	993	1047	992	1037	970	1008	987

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

continues

Table 9 (continued)
SAT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2006

Class	Ethnicity						No response	Gender		State
	African American	Asian/Pacific Islander	Hispanic	Native American	White	Other		Female	Male	
2005	854	1095	902	1004	1059	1004	980	974	1012	991
2006	860	1096	903	1008	1059	1010	950	976	1009	991
Mean Writing score										
2006	430	518	442	487	514	493	463	489	476	483

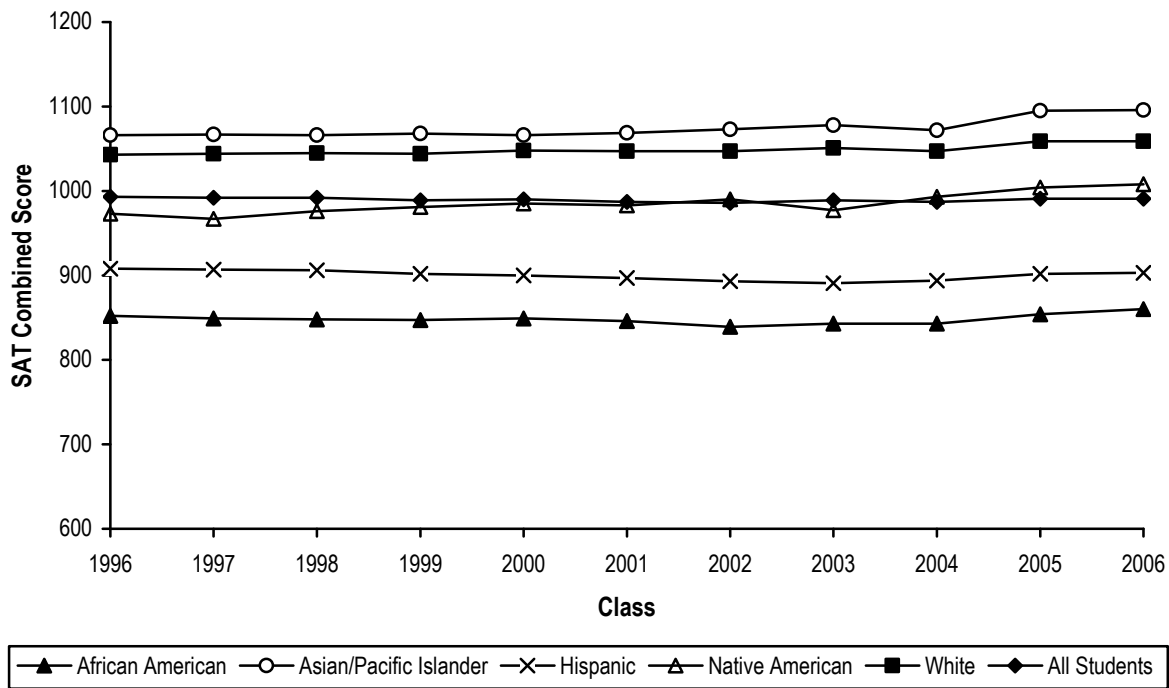
Source. Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b); College Board; and Texas Education Agency.

examinees. The average Critical Reading, Mathematics, and combined scores of males were higher than those of females. Males had an average combined score of 1009, whereas females had an average score of 976.

In the examination of SAT performance trends, the graduating class of 1999 was used as a comparison group because the ethnicity non-response rate in 2006 was similar to the rate in 1999. The average SAT Critical Reading and Mathematics combined score for 2006 graduates was 991, two points higher than the average score of 989 obtained by 1999 graduates (Table 9 on page 34 and Figure 8 on page 36). The average Critical Reading score for 2006 graduates was 487, five points lower than the mean score of 492 in 1999; the average Mathematics score for 2006 graduates was 505, seven points higher than the mean score of 498 in 1999. From 1999 to 2006, differences between ethnic groups increased because mean scores of Asian/Pacific Islanders and Whites increased more rapidly than mean scores of African Americans and Hispanics. The largest increase was for Asian/Pacific Islander examinees, whose combined mean score increased by 28 points from 1068 in 1999 to 1096 in 2006. The mean score for White examinees increased by 15 points from 1044 in 1999 to 1059 in 2006. The mean score for African American examinees increased by 13 points from 847 in 1999 to 860 in 2006, and the mean score for Hispanic examinees increased one point from 902 to 903.

From 1999 to 2006, mean combined scores were consistently highest for Asian/Pacific Islander examinees, followed by White, Hispanic, and African American examinees. Mean Critical Reading scores were consistently highest for White students, followed by Asian/Pacific Islander, Hispanic, and African American students. Asian/Pacific Islander students scored highest in Mathematics, followed by White, Hispanic, and African American students. From the class of 1999 to the class of 2006, mean Critical Reading and Mathematics scores remained stable for males and females, with males consistently obtaining higher scores than females on both subjects, particularly Mathematics.

Figure 8
SAT Critical Reading and Mathematics Combined Performance, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2006

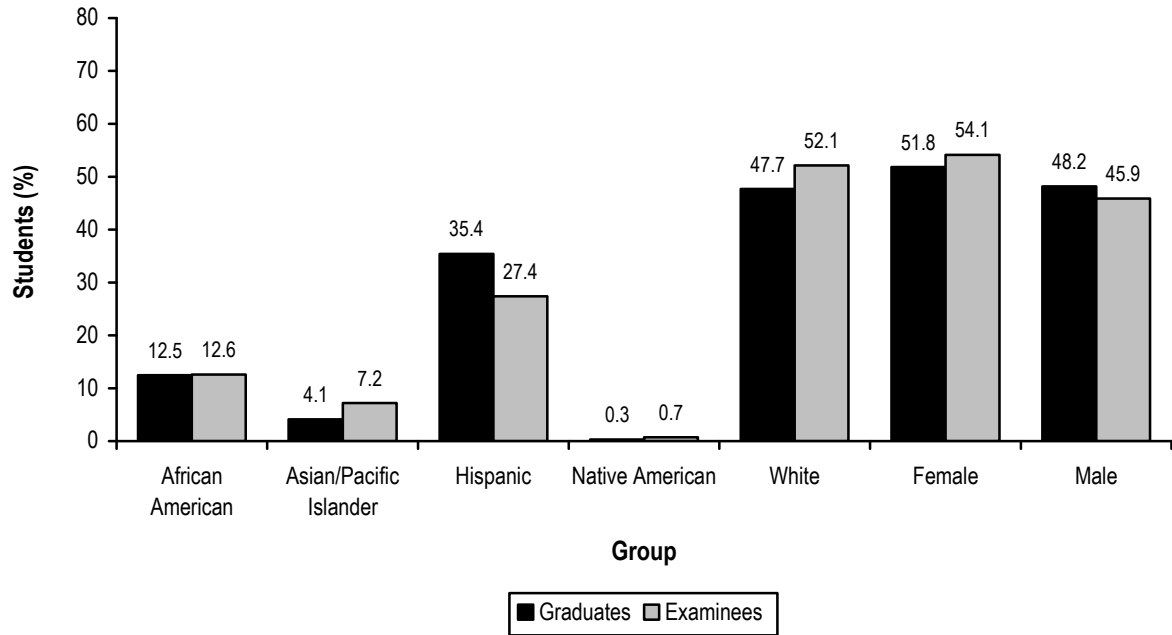


Source. Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b); College Board; and Texas Education Agency.

Graduate Population and SAT Examinee Population

For 2006 graduates who reported their ethnicity, disparities were evident between the proportions of ethnic groups in the SAT examinee population and their proportions of the graduate population (Figure 9). For all ethnic groups except Hispanics, the proportions of SAT examinees were greater than their proportions of graduates. For example, Asian/Pacific Islanders made up 7.2 percent of examinees, while only 4.1 percent of graduates were Asian/Pacific Islander. On the other hand, Hispanics made up only 27.4 percent of examinees, while 35.4 percent of graduates were Hispanic. Females made up a slightly greater proportion of examinees than their proportion of graduates, and males made up a slightly smaller proportion of examinees than their proportion of graduates.

Figure 9
Graduating Seniors and SAT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2006



Source. College Board and Texas Education Agency.

Note: The percentages of examinees are based only on examinees who reported their ethnicity (for further discussion of the effects of non-reporting of ethnicity, see the section, Reporting of Ethnicity by Examinees, on page 18).

ACT

ACT Participation

As with the SAT, the ACT is taken by a self-selected portion of high school students, namely, those who intend to pursue college studies. For the 2006 graduating class in Texas public schools, 30.2 percent of students took the ACT (Table 10). Of the students for whom ethnicity was reported, 31.6 percent of African American graduates, 28.9 percent of White graduates, 22.1 percent of Asian/Pacific Islander graduates, and 21.8 percent of Hispanic graduates participated in ACT testing. The participation rate for female graduates was 31.3 percent, and the participation rate for male graduates was 26.3 percent.

Table 10
ACT Participation and Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2006

Group	Graduates			Mean scores				
	Total	Tested	Participation rate (%)	English	Mathematics	Reading	Science	Composite
African American	26,753	8,463	31.6	15.9	17.3	17.0	17.4	17.1
Asian/Pacific Islander	8,816	1,947	22.1	21.5	24.4	22.4	22.4	22.8
Hispanic	75,936	16,542	21.8	16.5	18.5	17.7	18.4	17.9
Native American	724	374	51.7	20.3	21.2	21.8	21.2	21.2
White	102,351	29,596	28.9	21.4	22.1	22.2	21.7	22.0
Other	n/a ^a	2,087	n/a	18.8	20.1	20.0	19.8	19.8
No response	n/a	5,885	n/a	19.8	21.2	21.0	20.8	20.8
Female	111,112	34,827	31.3	19.6	20.0	20.5	19.9	20.1
Male	103,468	27,220	26.3	18.6	21.0	19.8	20.6	20.1
State	214,580	64,894	30.2	19.2	20.5	20.2	20.2	20.1

Source: ACT, Inc. and Texas Education Agency.

^aNot applicable.

From 1996 to 2006, the rates of participation in ACT testing overall remained around 30 percent (Table 11 on page 39 and Figure 10 on page 40). The rates of participation in ACT testing decreased for most student groups between the classes of 1996 and 2006. A notable exception was for African American graduates, whose ACT participation increased from 27.8 percent in 1996 to 31.6 percent in 2006.

In the class of 2006, 9.1 percent of students participating in the ACT examination did not provide ethnicity information, up from 5.3 percent in 2005 (Table 12 on page 40). Unlike the SAT, where non-response rates to ethnicity information have fluctuated over time, non-response rates to ethnicity information in the ACT have remained consistently low.

Table 11
ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996
Through Class of 2006

Class	Ethnicity					Gender		State
	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Female	Male	
1996	27.8	30.9	25.1	81.5	33.1	36.1	30.2	33.3
1997	25.4	30.1	23.4	100 ^a	31.4	34.9	28.5	31.9
1998	24.8	28.0	22.4	58.5	31.7	33.8	26.4	30.4
1999	26.4	28.4	21.6	63.0	31.7	33.5	25.8	30.0
2000	27.6	26.3	22.4	56.6	32.9	34.3	26.7	30.8
2001	28.6	27.4	20.4	64.7	33.1	34.5	27.0	31.1
2002	28.8	25.4	21.3	55.9	31.0	32.1	25.8	29.4
2003	30.3	23.8	21.7	49.3	31.0	32.6	26.1	29.7
2004	28.8	22.7	20.9	52.0	29.7	31.4	25.5	28.9
2005	31.2	23.0	21.8	50.4	30.3	32.7	26.0	29.8
2006	31.6	22.1	21.8	51.7	28.9	31.3	26.3	30.2

Source: ACT, Inc. and Texas Education Agency.

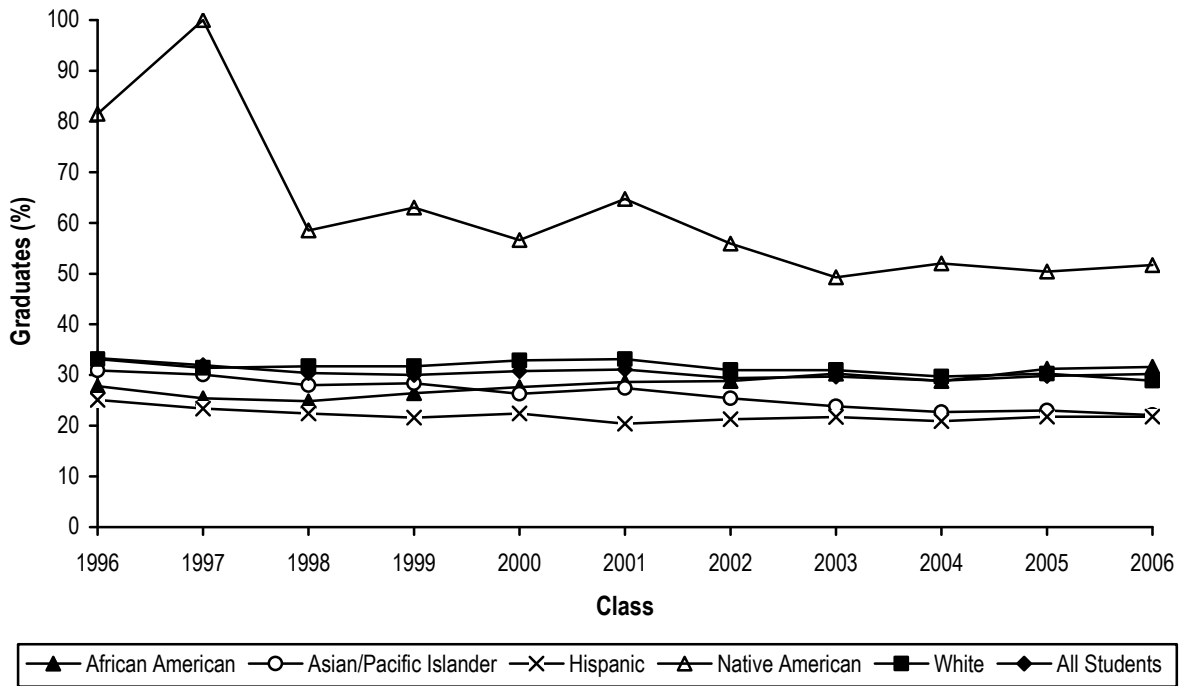
^aBecause of discrepancies in the reporting of ethnicity between test score data from the testing companies and the Texas Education Agency Public Education Information Management System database, participation rates for ethnic groups with small numbers of graduates may be greater than 100 percent. In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

Mean ACT Scores

The average ACT Composite score for the class of 2006 was 20.1, one-tenth of a point higher than the average score of 20.0 for the class of 2005 (Figure 11 on page 41 and Table 13 on page 42). The highest average ACT Composite scores in 2006 were obtained by Asian/Pacific Islander examinees, with an average of 22.8, and White examinees, with an average of 22.0. In 2006, Asian/Pacific Islander examinees scored higher than each of the other ethnic groups in English, Mathematics, Reading, and Science. Male and female examinees obtained the same average ACT Composite score of 20.1.

From the class of 1996 through the class of 2006, there was little variability in mean ACT composite scores statewide: mean scores ranged from 19.9 to 20.3 (Table 13 on page 42). Average scores statewide in the four ACT sections ranged from a low of 19.1 to a high of 20.5. During this time period, average ACT Composite scores were consistently highest for Asian/Pacific Islander and White examinees. Scores were generally stable within each ethnic group across years. Scores were also relatively consistent for males and females. Males had higher average scores than females on Mathematics and Science each year, and females had higher average scores than males on English and Reading each year.

Figure 10
ACT Participation Rates, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2006



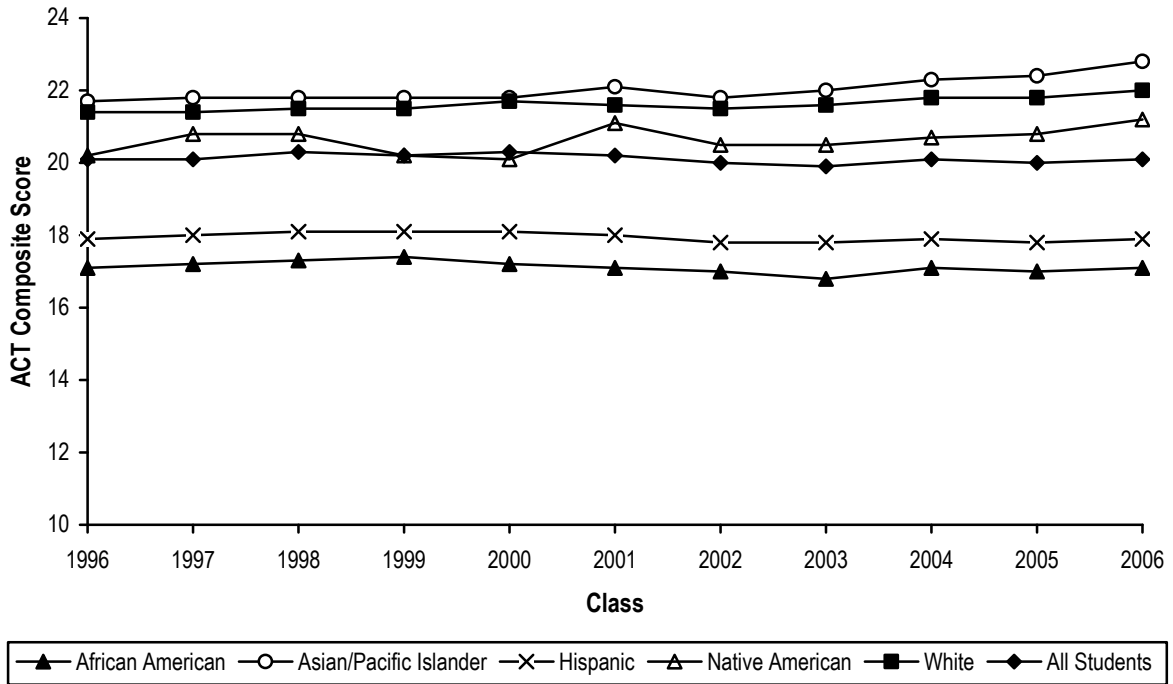
Source: Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b); ACT, Inc.; and Texas Education Agency.

Table 12
ACT Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2006

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

Source: ACT, Inc. and Texas Education Agency.

Figure 11
ACT Composite Performance, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2006



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

Graduate and ACT Examinee Population

For 2006 graduates who reported their ethnicity, the proportions of African Americans and Asian/Pacific Islanders among ACT examinees were similar to their proportions of graduates: 14.9 percent of examinees and 12.5 percent of graduates were African American, and 3.4 percent of examinees and 4.1 percent of graduates were Asian/Pacific Islander (Figure 12 on page 44). Among Whites, the percentage of examinees was greater than the percentage of graduates. Whites made up 52.0 percent of ACT examinees but only 47.7 percent of graduates. On the other hand, Hispanics made up only 29.1 percent of examinees, whereas they made up 35.4 percent of all graduates. The proportion of female examinees (56.1%) was greater than the proportion of female graduates (51.8%). Conversely, the proportion of male graduates (48.2%) was greater than the proportion of male examinees (43.9%).

Table 13
ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2006

Class	Ethnicity							Gender		State	
	African	Asian/	Hispanic	Native	White	Other	No	response	Female		Male
	American	Pacific Islander		American							
Mean English score											
1996	16.3	20.1	16.9	19.6	21.0	19.4	18.6	19.9	18.8	19.4	
1997	16.2	20.1	17.0	20.0	20.9	19.9	18.8	19.7	18.8	19.3	
1998	16.4	20.4	17.0	20.2	20.9	19.6	19.7	20.0	18.8	19.5	
1999	16.5	20.5	17.0	19.4	21.0	19.6	19.8	20.0	18.8	19.5	
2000	16.4	20.3	17.0	18.8	21.1	19.6	19.9	20.0	18.8	19.5	
2001	16.2	20.8	16.9	20.4	21.1	19.5	19.8	19.9	18.8	19.4	
2002	16.2	20.4	16.5	19.8	21.0	19.2	19.3	19.6	18.5	19.2	
2003	15.9	20.8	16.5	19.8	21.0	19.2	20.0	19.5	18.6	19.1	
2004	16.1	21.1	16.5	19.9	21.2	18.9	19.8	19.7	18.6	19.2	
2005	16.0	21.3	16.5	19.7	21.2	18.9	19.6	19.5	18.6	19.1	
2006	15.9	21.5	16.5	20.3	21.4	18.8	19.8	19.6	18.6	19.2	
Mean Mathematics score											
1996	17.3	23.4	18.2	19.5	20.8	20.1	19.4	19.5	20.3	19.8	
1997	17.4	23.9	18.4	20.2	21.1	20.7	19.9	19.8	20.6	20.1	
1998	17.3	23.7	18.3	20.5	21.3	20.5	20.6	19.9	20.7	20.2	
1999	17.5	23.5	18.3	20.0	21.1	20.3	20.3	19.8	20.6	20.1	
2000	17.3	23.6	18.3	19.8	21.4	20.4	20.4	19.8	20.7	20.2	
2001	17.2	23.8	18.3	20.6	21.4	20.2	20.4	19.8	20.7	20.2	
2002	17.1	23.5	18.1	20.3	21.3	19.9	20.2	19.6	20.5	20.0	
2003	16.8	23.4	17.9	20.1	21.4	19.9	20.6	19.5	20.4	19.9	
2004	17.2	23.8	18.2	20.3	21.7	19.8	20.8	19.8	20.6	20.2	
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	
Mean Reading score											
1996	17.1	21.2	17.8	20.7	21.9	20.5	19.7	20.7	19.7	20.3	
1997	16.9	21.2	17.8	21.4	21.8	21.0	19.9	20.5	19.9	20.2	
1998	17.4	21.3	18.0	21.2	21.9	20.9	21.1	20.9	20.0	20.5	
1999	17.3	21.3	18.1	20.5	21.8	20.8	21.0	20.7	20.0	20.4	
2000	17.1	21.2	18.1	20.8	22.1	20.6	21.2	20.8	20.1	20.5	
2001	17.0	21.4	17.9	21.5	21.9	20.5	20.9	20.6	19.9	20.3	
2002	16.9	21.3	17.7	20.8	21.9	20.2	20.6	20.4	19.7	20.1	
2003	16.8	21.6	17.8	21.2	21.9	20.3	21.1	20.3	19.9	20.1	
2004	17.1	21.9	17.9	21.3	22.2	20.2	21.1	20.5	20.0	20.3	

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

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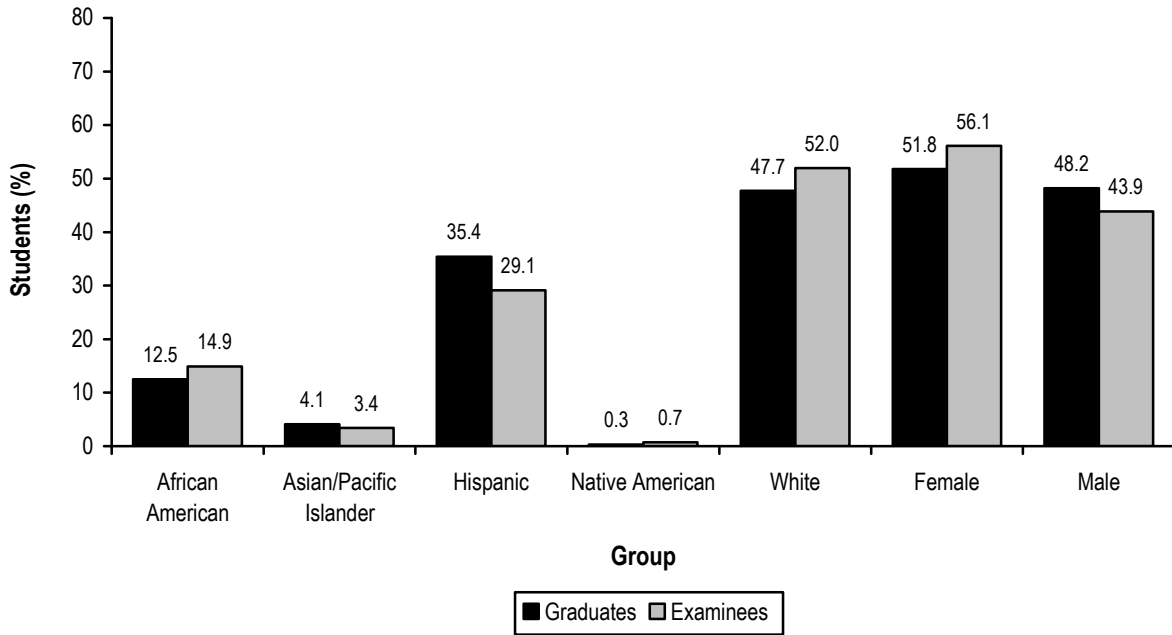
Table 13 (continued)

ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2006

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

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

Figure 12
Graduating Seniors and ACT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2006



Source: ACT, Inc. and Texas Education Agency.

Note: The percentages of examinees are based only on examinees who reported their ethnicity (for further discussion of the effects of non-reporting of ethnicity, see the section, Reporting of Ethnicity by Examinees, on page 18).

Results for Texas and the United States

Texas and the United States: SAT

Texas and the United States: ACT

Texas and Other States: SAT and ACT

Texas and the United States: SAT

SAT Participation

The number of SAT examinees among graduating seniors in public and nonpublic Texas schools combined steadily increased from the class of 1996 to the class of 2005 (Table 14). The number of examinees in Texas decreased from 133,115 in 2005 to 129,784 in 2006. This corresponded to a decrease in participation rate from 54 percent to 52 percent. The number of national examinees decreased from 1,475,623 in 2005 to 1,465,744 in 2006, which corresponded to a decrease in participation rate from 49 percent to 48 percent.

Table 14
SAT Participation, Texas and the United States, Class of 1996 Through Class of 2006

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

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

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.

Mean SAT Scores

For the classes of 1996 through 2006, the national mean SAT scores were generally higher than the Texas mean scores for all ethnic and gender groups, with one exception. The mean SAT Critical Reading scores of Asian/Pacific Islander examinees in Texas were equal to or higher than the scores of Asian/Pacific Islander examinees in the nation across all eleven years (Table 15). For mean scores by ethnicity prior to 1996, see Table A-1 in the Appendix. Differences between national and Texas mean SAT combined scores for males and females generally increased from 1996 through 2005, but then decreased somewhat in 2006 (Table 16 on page 49).

Table 15
SAT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2006

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Mean 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
Mean Mathematics score										
1996	424	422	564	558	459	460	523	523	500	508
1997	422	423	566	560	459	460	525	526	501	511
1998	424	426	562	562	458	460	526	528	501	512
1999	420	422	563	560	454	458	525	528	499	511
2000	423	426	564	565	454	461	528	530	500	514
2001	421	426	565	566	452	460	528	531	499	514
2002	420	427	567	569	452	459	529	533	500	516
2003	418	426	565	575	450	459	529	534	500	519
2004	421	427	563	577	451	460	527	531	499	518
2005	427	431	572	580	457	465	534	536	502	520
2006	432	429	577	578	461	463	539	536	506	518
Mean combined score, Critical Reading and Mathematics										
1996	852	856	1067	1054	912	918	1044	1049	995	1013
1997	848	857	1068	1056	911	917	1046	1052	995	1016
1998	850	860	1067	1060	910	916	1048	1054	995	1017
1999	847	856	1070	1058	906	915	1047	1055	993	1016
2000	850	860	1068	1064	904	918	1051	1058	993	1019
2001	846	859	1071	1067	900	915	1051	1060	992	1026
2002	840	857	1074	1070	896	911	1052	1060	991	1020

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

Note. Data are based on public and nonpublic examinees.

continues

Table 15 (continued)**SAT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2006**

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
2003	841	857	1074	1083	894	912	1054	1063	993	1026
2004	843	857	1070	1084	897	916	1050	1059	992	1026
2005	853	864	1093	1091	905	923	1061	1068	995	1028
2006	861	863	1096	1088	907	919	1063	1063	997	1021
Mean Writing score										
2006	431	428	518	512	446	451	517	519	487	497

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

Note. Data are based on public and nonpublic examinees.

SAT Examinee Population

From 1996 through 2006, Texas examinees made up, on average, nearly a tenth of the total national population of SAT examinees (Table 17 on page 50). During this time period, the proportions of Hispanic SAT examinees in Texas were, on average, 2.6 times the proportions of Hispanic examinees in the United States as a whole. For example, in the class of 2006, Hispanics made up 24.6 percent of the test-taking population in Texas, but were only 10.4 percent of test takers nationally. The proportions of White examinees in the United States were, on average, 5.9 percentage points higher than their proportions in Texas. The proportions of African American examinees in Texas were comparable to their proportions nationally. For SAT participation trends by ethnic group prior to the class of 1996, see Table A-2 in the Appendix. The proportions of female and male examinees in Texas were similar to the national percentages (Table 18 on page 51).

Table 16
SAT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2006

Class	Female		Male	
	Texas	U.S.	Texas	U.S.
Mean 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
Mean Mathematics score				
1996	485	492	518	527
1997	487	494	518	530
1998	486	496	518	531
1999	483	495	517	531
2000	485	498	518	533
2001	485	498	516	533
2002	485	500	518	534
2003	485	503	517	537
2004	485	501	516	537
2005	488	504	519	538
2006	492	502	522	536
Mean combined score, Critical Reading and Mathematics				
1996	978	995	1016	1034
1997	980	997	1014	1037
1998	976	998	1017	1040
1999	974	997	1016	1040
2000	976	1002	1014	1040
2001	974	1000	1013	1042
2002	973	1002	1013	1041
2003	974	1006	1015	1049
2004	975	1005	1012	1049

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

Note. Data are based on public and nonpublic examinees.

continues

Table 16 (continued)**SAT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2006**

Class	Female		Male	
	Texas	U.S.	Texas	U.S.
2005	977	1009	1017	1051
2006	981	1004	1015	1041
Mean Writing score				
2006	492	502	480	491

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

Note: Data are based on public and nonpublic examinees.

Table 17**SAT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2006**

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

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

Note: Data are based on public and nonpublic examinees.

Table 18
SAT Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2006

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

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

Note. Data are based on public and nonpublic examinees.

Texas and the United States: ACT

ACT Participation

The number of ACT examinees in Texas public and nonpublic schools combined generally increased from the class of 1996 to the class of 2006 (Table 19). Although the number of ACT examinees increased from 72,294 in 2005 to 73,524 in 2006, the participation rate remained stable at 29 percent. Similarly, although the number of national examinees also increased from 1,186,251 in 2005 to 1,206,455 in 2006, the national participation rate remained stable at 40 percent.

Table 19
ACT Participation, Texas and the United States, Class of 1996 Through Class of 2006

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

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).

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.

Mean ACT Scores

From the class of 1996 through the class of 2006, average scores were generally higher nationally than in Texas on all ACT sections (Table 20). Likewise, for White and Hispanic students, average scores were generally higher nationally than in Texas. The opposite was true for African American and Asian/Pacific Islander students. Among Asian/Pacific Islander and African American examinees, the majority of scores were higher in Texas than in the nation on most ACT sections during this time period. Most notably, in all eleven years, the Mathematics and Science scores of African Americans in Texas exceeded or equaled those of African Americans nationally, and the Mathematics scores of Asian/Pacific Islanders in Texas were higher than those of Asian/Pacific Islanders nationally. For mean scores by ethnicity prior to the class of 1996, see Table A-3 in the Appendix. For males and females, average scores were higher nationally than in Texas on all sections (Table 21 on page 55).

Table 20
ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2006

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

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) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b).

Note. Data are based on public and nonpublic examinees.

continues

Table 20 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2006

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

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) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b).

Note: Data are based on public and nonpublic examinees.

Table 21
ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2006

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

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

Note. Data are based on public and nonpublic examinees.

continues

Table 21 (continued)
ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2006

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

Note. Data are based on public and nonpublic examinees.

ACT Examinee Population

From graduation year 1996 through graduation year 2006, Texas examinees made up, on average, 6.2 percent of the total national population of ACT examinees (Table 22). During this time period, the proportions of Hispanic ACT examinees in Texas were, on average, four times the proportions of Hispanic examinees nationally. For example, in the class of 2006, Hispanics made up 24.6 percent of the test-taking population in Texas, but were only 7.1 percent nationally. The percentages of White

examinees in Texas over the 11-year period were, on average, 16 percentage points smaller than the percentages of White examinees nationally. The proportions of ACT examinees in Texas who were African American were similar to their proportions nationally. For ACT participation trends by ethnic group prior to 1996, see Table A-4 in the Appendix. The proportions of male and female examinees were similar in Texas and the nation across the eleven-year period (Table 23 on page 58).

Table 22
ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2006

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

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) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b).

Note. Data are based on public and nonpublic examinees.

Table 23
ACT Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2006

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

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).

Note. Data are based on public and nonpublic examinees.

Texas and Other States: SAT and ACT

Participation rates for both the SAT and ACT varied considerably across states (Table 24 on page 60 and Table 25 on page 62). On the SAT, participation rates ranged from a low of 4 percent to a high of 88 percent. On the ACT, participation rates ranged from a low of 5 percent to as high as 100 percent. For the class of 2006, Colorado and Illinois required all Grade 11 students to participate in ACT testing as part of their statewide assessment programs (ACT, 2003a). Participation in SAT testing was generally highest in states of the Northeast, whereas participation in ACT testing was generally highest in states of the South and Midwest.

Score differentials across states are difficult to interpret unless participation rates and student demographics are similar (see the section, Interpretation of Results, on page 21). Given two groups with very different participation rates but equal ability levels, the mean score of the group with a very low participation rate will tend to be higher than the mean score of the group with a very high participation rate, even though there is no actual difference in group ability levels. States with SAT participation rates similar to the rate in Texas (52%) include Alaska, California, Washington, and Oregon. States with ACT participation rates similar to Texas' (29%) include Alaska, Nevada, and Georgia.

Table 24
SAT Participation and Performance, by State, Class of 2006

State	Participation rate (%)	Mean scores			
		Critical Reading (CR)	Mathematics	CR and Math combined	Writing
Iowa	4	602	613	1215	591
Mississippi	4	556	541	1097	562
North Dakota	4	610	617	1227	588
South Dakota	4	590	604	1194	578
Arkansas	5	574	568	1142	567
Louisiana	6	570	571	1141	571
Wisconsin	6	588	600	1188	577
Missouri	7	587	591	1178	582
Nebraska	7	576	583	1159	566
Oklahoma	7	576	574	1150	563
Utah	7	560	557	1117	550
Kansas	8	582	590	1172	566
Alabama	9	565	561	1126	565
Illinois	9	591	609	1200	586
Michigan	10	568	583	1151	555
Minnesota	10	591	600	1191	574
Wyoming	10	548	555	1103	537
Kentucky	11	562	562	1124	555
New Mexico	13	557	549	1106	543
Tennessee	15	573	569	1142	572
Idaho	19	543	545	1088	525
West Virginia	20	519	510	1029	515
Colorado	26	558	564	1122	548
Montana	28	538	545	1083	524
Ohio	28	535	544	1079	521
Arizona	32	521	528	1049	507
Nevada	40	498	508	1006	481
California	49	501	518	1019	501
Alaska	51	517	517	1034	493
Texas	52	491	506	997	487
Washington	54	527	532	1059	511
Oregon	55	523	529	1052	503
Hawaii	60	482	509	991	472

Source. College Board (2006c).

Note. Data are based on public and nonpublic examinees.

continues

Table 24 (continued)
SAT Participation and Performance, by State, Class of 2006

State	Participation rate (%)	Mean scores			
		Critical Reading (CR)	Mathematics	CR and Math combined	Writing
Indiana	62	498	509	1007	486
South Carolina	62	487	498	985	480
Florida	65	496	497	993	480
Vermont	67	513	519	1032	502
Rhode Island	69	495	502	997	490
Georgia	70	494	496	990	487
Maryland	70	503	509	1012	499
North Carolina	71	495	513	1008	485
Delaware	73	495	500	995	484
Maine	73	501	501	1002	491
Virginia	73	512	513	1025	500
Pennsylvania	74	493	500	993	483
District of Columbia	78	487	472	959	482
New Hampshire	82	520	524	1044	509
New Jersey	82	496	515	1011	496
Connecticut	84	512	516	1028	511
Massachusetts	85	513	524	1037	510
New York	88	493	510	1003	483
United States	48	503	518	1021	497

Source: College Board (2006c).

Note: Data are based on public and nonpublic examinees.

Table 25
ACT Participation and Performance, by State, Class of 2006

State	Participation rate (%)	Mean Composite score	State	Participation rate (%)	Mean Composite score
Delaware	5	21.4	Florida	45	20.3
New Jersey	8	21.8	Idaho	57	21.4
Rhode Island	8	21.2	Montana	57	21.9
Pennsylvania	9	21.8	New Mexico	60	20.1
Maine	10	22.3	West Virginia	64	20.6
Connecticut	12	23.1	Iowa	65	22.1
Maryland	12	21.4	Ohio	66	21.5
New Hampshire	12	22.6	Michigan	67	21.5
Massachusetts	13	23.0	Minnesota	67	22.3
Oregon	13	22.4	Wisconsin	68	22.2
California	14	21.6	Utah	69	21.7
North Carolina	14	20.5	Missouri	70	21.6
Virginia	15	21.1	Wyoming	71	21.6
Washington	15	22.9	Oklahoma	72	20.5
Hawaii	17	21.9	Louisiana	74	20.1
New York	17	22.6	Arkansas	75	20.6
Arizona	18	21.6	Kansas	75	21.8
Vermont	19	22.5	South Dakota	75	21.8
Indiana	20	21.7	Kentucky	76	20.6
Alaska	25	21.1	Nebraska	76	21.9
Nevada	27	21.5	Alabama	79	20.2
Texas	29	20.3	North Dakota	80	21.4
District of Columbia	30	18.4	Mississippi	93	18.8
Georgia	30	20.2	Tennessee	93	20.7
South Carolina	39	19.5	Colorado	100	20.3
			Illinois	100	20.5
			United States	40	21.1

Source. ACT, Inc. (2006a).

Note. Data are based on public and nonpublic examinees.

Appendix: Supplemental Tables

Table A-1
SAT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2006

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Mean 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
Mean Mathematics score										
1987	404	411	532	541	451	453	502	514	486	501
1988	417	418	534	541	457	456	505	514	490	501
1989	419	421	535	545	458	459	507	515	490	502
1990	418	419	537	546	456	457	506	515	489	501
1991	421	419	542	548	456	457	510	513	491	500
1992	418	419	552	551	457	456	513	515	493	501
1993	425	421	557	553	462	457	518	517	498	503
1994	425	421	556	553	464	458	522	519	500	504
1995	426	422	562	555	462	460	522	521	501	506
1996	424	422	564	558	459	460	523	523	500	508

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

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

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Table A-1 (continued)
SAT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2006

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
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
Mean combined score, Critical Reading and Mathematics										
1987	821	839	998	1020	901	908	1016	1038	979	1008
1988	840	847	1009	1023	909	910	1020	1036	984	1006
1989	841	849	1014	1028	910	919	1021	1038	982	1006
1990	842	847	1019	1029	906	911	1019	1034	979	1001
1991	842	846	1028	1033	904	909	1022	1031	979	999
1992	835	847	1043	1038	902	908	1025	1034	980	1001
1993	845	850	1052	1042	911	910	1034	1037	988	1003
1994	843	849	1049	1042	913	909	1038	1039	989	1003
1995	853	854	1061	1047	917	916	1043	1046	996	1010
1996	852	856	1067	1054	912	918	1044	1049	995	1013
1997	848	857	1068	1056	911	917	1046	1052	995	1016
1998	850	860	1067	1060	910	916	1048	1054	995	1017
1999	847	856	1070	1058	906	915	1047	1055	993	1016
2000	850	860	1068	1064	904	918	1051	1058	993	1019
2001	846	859	1071	1067	900	915	1051	1060	992	1020
2002	840	857	1074	1070	896	911	1052	1060	991	1020
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

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

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

Table A-1 (continued)

SAT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2006

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Mean Writing score										
2006	431	428	518	512	446	451	517	519	487	497

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

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

Table A-2
SAT Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2006

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

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

Note: Data are based on public and nonpublic examinees.

Table A-3
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2006

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

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) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b).

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

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

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Table A-3 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2006

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
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
Mean Reading score										
1987	n/a ^a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1988	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1989	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1990	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1991	17.0	17.0	21.2	21.4	17.8	18.9	21.7	22.0	20.2	21.2
1992	16.8	16.9	21.1	21.2	17.7	18.8	21.6	21.9	20.1	21.1
1993	17.0	17.0	20.9	21.4	18.0	18.8	21.8	22.0	20.3	21.2
1994	17.0	17.1	21.2	21.4	17.8	18.9	21.9	22.0	20.3	21.2
1995	17.1	17.1	21.2	21.3	18.0	18.8	21.8	22.1	20.3	21.3
1996	17.2	17.1	21.3	21.3	18.0	19.1	21.9	22.2	20.4	21.3
1997	16.9	17.1	21.2	21.2	17.9	19.0	21.8	22.2	20.3	21.3
1998	17.4	17.2	21.3	21.3	18.1	19.1	22.0	22.1	20.6	21.4
1999	17.3	17.1	21.4	21.2	18.3	19.1	22.0	22.1	20.6	21.4
2000	17.1	17.0	21.3	21.3	18.2	19.1	22.2	22.2	20.6	21.4
2001	17.0	16.9	21.5	21.1	18.0	18.9	22.0	22.2	20.5	21.3
2002	16.8	16.8	21.4	21.2	17.8	18.6	22.0	22.1	20.3	21.1
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

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) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b).

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

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

continues

Table A-3 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2006

Class	Ethnicity										
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees		
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	
Mean Science score											
1987	n/a ^a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1988	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1989	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1990	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1991	17.2	17.2	20.9	21.1	18.0	18.8	20.9	21.3	19.8	20.7	
1992	17.3	17.2	21.0	21.2	18.1	18.8	21.0	21.3	19.9	20.7	
1993	17.5	17.3	21.3	21.4	18.3	19.0	21.3	21.4	20.2	20.8	
1994	17.4	17.4	21.3	21.5	18.3	19.0	21.3	21.6	20.2	20.9	
1995	17.5	17.4	21.5	21.5	18.4	19.0	21.4	21.6	20.2	21.0	
1996	17.4	17.3	21.5	21.5	18.4	19.1	21.5	21.8	20.3	21.1	
1997	17.5	17.4	21.6	21.6	18.4	19.1	21.4	21.8	20.3	21.1	
1998	17.5	17.3	21.5	21.6	18.5	19.1	21.5	21.8	20.3	21.1	
1999	17.6	17.3	21.6	21.3	18.5	19.1	21.5	21.7	20.4	21.0	
2000	17.4	17.3	21.5	21.5	18.5	19.1	21.5	21.7	20.3	21.0	
2001	17.4	17.2	21.9	21.5	18.5	19.0	21.6	21.8	20.3	21.0	
2002	17.4	17.1	21.5	21.3	18.3	18.6	21.5	21.6	20.1	20.8	
2003	17.2	17.2	21.8	21.5	18.4	18.7	21.5	21.6	20.1	20.8	
2004	17.6	17.4	22.0	21.7	18.4	18.7	21.6	21.6	20.2	20.9	
2005	17.5	17.3	21.9	21.8	18.4	18.7	21.6	21.7	20.2	20.9	
2006	17.4	17.3	22.4	21.9	18.4	18.8	21.8	21.8	20.3	20.9	
Mean Composite score											
1987	16.1	16.5	21.3	21.7	17.3	18.4	20.7	21.4	19.6	20.8	
1988	16.5	16.6	21.7	21.8	17.8	18.6	20.9	21.4	19.8	20.8	
1989	16.6	16.6	21.7	21.9	17.7	18.5	21.0	21.3	19.8	20.6	
1990	17.1	17.0	21.2	21.7	17.9	18.6	21.0	21.2	19.8	20.6	
1991	17.1	17.0	21.5	21.6	18.0	18.7	21.1	21.3	19.9	20.6	
1992	17.1	17.0	21.7	21.6	18.0	18.7	21.1	21.3	19.9	20.6	
1993	17.2	17.1	21.5	21.7	18.2	18.8	21.3	21.4	20.1	20.7	
1994	17.2	17.0	21.7	21.7	18.0	18.7	21.4	21.4	20.2	20.8	
1995	17.3	17.1	21.7	21.6	18.1	18.6	21.4	21.5	20.1	20.8	
1996	17.2	17.0	21.8	21.6	18.0	18.8	21.5	21.6	20.2	20.9	

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) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b).

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

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

continues

Table A-3 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2006

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
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

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) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b).

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

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

Table A-4
ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through
Class of 2006

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

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) and Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b).

Note. Data are based on public and nonpublic examinees.

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Compliance Statement

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

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

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

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

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

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

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

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



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