

## College Admissions Testing Results for Graduating Seniors in Texas Public Schools, Class of 2015

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

Under the Texas public school accountability system, distinction designations are awarded to recognize school districts and campuses for outstanding achievement in specified academic areas (Texas Education Agency [TEA], 2016; Texas Education Code Chapter 39, Subchapter G, 2016). The distinction designations are based on results across a number of indicators. Results for a campus are evaluated in relation to results for a comparison group of similar campuses. Results for a district are evaluated based on results for campus-level indicators aggregated across all campuses in the district. To be eligible to earn a distinction designation, a district or campus must receive an accountability rating of *Met Standard*.

For the 2016 accountability ratings cycle, there were six campus-level academic achievement distinction designation (AADD) indicators for SAT and ACT examinations: (1) participation in either the SAT or ACT examination; (2) performance in English language arts (ELA) on the SAT; (3) performance in ELA on the ACT; (4) performance in mathematics on the SAT; (5) performance in mathematics on the ACT; and (6) performance in science on the ACT. AADDs were not available for districts. For 2016, one postsecondary readiness distinction designation (PRDD) was available at the campus level, and one was available at the district level. In each case, the PRDD included three SAT/ACT indicators: participation in either the SAT or ACT examination, performance on either examination, and college-ready graduates.

The SAT and ACT indicators were evaluated based on data for the class of 2015. For purposes of awarding PRDDs, the SAT/ACT performance indicator measured the percentages of graduating examinees who scored at or above a criterion score on either the SAT or ACT examination. The criterion scores were defined as a combined score of 1110 on the critical reading and mathematics sections of the SAT and a composite score of 24 on the ACT.

When groups differ substantially in size, comparisons of performance changes between them can be misleading and generally are not recommended. The non-Hispanic American Indian and Pacific Islander examinee populations are small in number, compared to other racial/ethnic examinee populations. Similarly, within the overall Hispanic examinee population, African American, Asian, Pacific Islander, and multiracial examinees are small in number, compared to other racial examinee populations. Therefore, discussions of performance results in this report, including comparisons across racial/ethnic groups, do not include these populations.

Results presented in this report are based only on the most recent examinations taken by students identified by the College Board and ACT, Inc., as expecting to graduate in the reporting year. For additional information about SAT and ACT examinations and results reported by the TEA Division of Research and Analysis, including definitions of terms and explanations of calculations, please see *College Admissions Testing General Information, Class of 2015* (TEA, 2017a) and *College Admissions Testing Glossary of Terms, Class of 2015* (TEA, 2017b). Results for Texas public and nonpublic schools combined are presented in the report *College Admissions Testing Results for Graduating Seniors in Texas and the United States, Class of 2015* (TEA, 2017c).

# Results for Texas Public Schools: Distinction Designation Indicators for SAT and ACT

## Reporting of Results

For the 2016 accountability ratings cycle, the distinction designation indicators for SAT and ACT examinations were evaluated for all students only.

## Comparison of Results Across Years

Beginning with results for the class of 2012, Texas public school SAT and ACT participation rate calculations were changed to include students served in special education programs in the denominators. Consequently, results for the class of 2012 and later classes are not comparable to results for the class of 2011 and earlier classes. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), and *College Admissions Testing Glossary of Terms, Class of 2015* (TEA, 2017b), for additional information.

## Academic Achievement and Postsecondary Readiness Distinction Designations

### Examination Participation and Performance: SAT and ACT Combined

- Of the 313,387 Texas public high school graduates in the class of 2015, a total of 213,939 (68.3%) took the SAT, the ACT, or both examinations (Table 1 on page 7). The overall SAT/ACT participation rate for the class of 2015 was 2.0 percentage points higher than the rate for the class of 2014 (66.3%).
- Of the graduates in the class of 2015 who took the SAT, the ACT, or both examinations, 24.3 percent scored at or above the criterion score on the SAT (a combined score of 1110 on the critical reading and mathematics sections of the examination) or the ACT (a composite score of 24) (Table 4 on page 10). This was 0.8 percentage points lower than the percentage for the class of 2014.

### English Language Arts Performance: SAT and ACT

- For the 178,947 graduates in the class of 2015 who took the SAT, the average English language arts (ELA) score (defined as the average critical reading and writing combined score) was 912, a decrease of 13 points from the class of 2014 (Table 15 on page 24).
- For the 113,765 graduates in the class of 2015 who took the ACT, the average ELA score (defined as the average English and reading combined score) was 20.1, an increase of 0.1 points from the class of 2014 (Table 23 on page 33).

### **Mathematics Performance: SAT and ACT**

- For graduates in the class of 2015 who took the SAT, the average mathematics score was 482, a decrease of 9 points from the class of 2014 (Table 15 on page 24).
- For graduates in the class of 2015 who took the ACT, the average mathematics score was 20.9, a decrease of 0.3 points from the class of 2014 (Table 23 on page 33).

### **Science Performance: ACT**

- For graduates in the class of 2015 who took the ACT, the average science score was 20.7, the same as for the class of 2014 (Table 23 on page 33).

## Results for Texas Public Schools: SAT and ACT Combined

### Comparison of Results Across Years

Beginning with results for the class of 2012, Texas public school SAT and ACT participation rate calculations were changed to include students served in special education programs in the denominators. Consequently, results for the class of 2012 and later classes are not comparable to results for the class of 2011 and earlier classes. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), and *College Admissions Testing Glossary of Terms, Class of 2015* (TEA, 2017b), for additional information.

### Statewide Results

- Of the 313,387 Texas public high school graduates in the class of 2015, a total of 213,939 took the SAT, the ACT, or both examinations, an increase of 12,996 graduates from the previous class (Table 1 on page 7). The overall SAT/ACT participation rate for the class of 2015 (68.3%) was 2.0 percentage points higher than the rate for the class of 2014 (66.3%).
- Of the graduates in the class of 2015 who took the SAT, the ACT, or both examinations, 24.3 percent scored at or above the criterion score on the SAT (a combined score of 1110 on the critical reading and mathematics sections of the examination) or the ACT (a composite score of 24) (Table 4 on page 10). This was 0.8 percentage points lower than the percentage for the class of 2014.
- Of all graduates in the class of 2015, 16.6 percent scored at or above the criterion score on the SAT or the ACT, the same percentage as for the class of 2014 (Table 10 on page 17 and Figure 3 on page 18).

### Participation and Performance by Race/Ethnicity

- Among graduates in the class of 2015, Asian students had the highest SAT/ACT participation rate, at 92.7 percent, followed by African American (71.9%), multiracial (71.0%), Pacific Islander (70.6%), White (70.1%), American Indian (64.8%), and Hispanic (63.7%) students (Table 2 on page 8 and Figure 1 on page 9).
- Of the 148,961 graduates in the class of 2015 who identified their ethnicity as Hispanic, 104,106 (69.9%) identified White as their race, and 37,466 (25.2%) identified American Indian (Table 3 on page 8). Among Hispanic graduates, the SAT/ACT participation rates for White and American Indian students were 64.3 percent and 60.7 percent, respectively.
- In the class of 2015, among the five largest groups of examinees by race/ethnicity, 54.7 percent of Asian, 41.3 percent of White, 35.0 percent of multiracial, 11.7 percent of Hispanic, and 8.2 percent of African American examinees scored at or above criterion on one or both examinations (Table 4 on page 10 and Figure 2 on page 12).

- Of the 94,952 examinees in the class of 2015 who identified their ethnicity as Hispanic, 66,895 (70.5%) identified White as their race, and 22,740 (23.9%) identified American Indian (Table 5 on page 11). Among Hispanic examinees, 12.2 percent of White and 8.9 percent of American Indian students scored at or above criterion on the SAT or the ACT.

### ***Participation and Performance by Economic Status***

- In the class of 2015, the SAT/ACT participation rate was higher for students not identified as economically disadvantaged (73.4%) than students identified as economically disadvantaged (62.6%) (Table 2 on page 8).
- In the class of 2015, the percentage of examinees scoring at or above criterion on the SAT or the ACT was higher among students not identified as economically disadvantaged (36.0%) than students identified as economically disadvantaged (9.5%) (Table 4 on page 10).

### ***Participation and Performance by Gender***

- In the class of 2015, the SAT/ACT participation rate was higher for female (72.7%) than male (63.8%) students (Table 2 on page 8).
- By contrast, a higher percentage of male (26.9%) than female (22.1%) examinees in the class of 2015 scored at or above criterion on the SAT or the ACT (Table 4 on page 10).

### ***Participation and Performance by Program Participation***

- In the class of 2015, the SAT/ACT participation rates for students in gifted and talented (95.7%), Title I (69.6%), and career and technical education (CTE) (68.8%) programs were higher than the state average (68.3%) (Table 6 on page 13). Participation rates for students in bilingual or English as a second language (ESL) programs (56.5%) and in special education programs (24.0%) were lower than the state average.
- Among examinees in the class of 2015, students in all special instructional programs except gifted and talented (61.6%) scored at or above criterion on the SAT or the ACT at lower rates than the state average (24.3%), ranging from 1.5 percent for students in bilingual or ESL to 19.2 percent for students in CTE.

### ***Participation and Performance by Student Characteristic***

- In the class of 2015, the SAT/ACT participation rates for all special populations except students identified as immigrants were lower than the state average (68.3%), ranging from 53.2 percent for students identified as migrants to 55.5 percent for students identified as at risk of dropping out (Table 7 on page 14).

- Among examinees in the class of 2015, students in all special populations scored at or above criterion on the SAT or the ACT at lower rates than the state average (24.3%), ranging from 1.7 percent for students identified as English language learners to 13.6 percent for students identified as immigrants.

**Table 1**  
**SAT and/or ACT Participation, Texas Public Schools, Class of 2005 Through Class of 2015**

Class	Graduates	Examinees	Participation rate (%)
2005	213,765	140,003	65.5
2006	214,580	141,188	65.8
2007	214,516	146,396	68.2
2008	226,030	147,016	65.0
2009	238,346	146,648	61.5
2010	254,983	159,688	62.6
2011	264,439	182,281	68.9
2012	292,636	195,682	66.9
2013	301,397	192,283	63.8
2014	303,104	200,943	66.3
2015	313,387	213,939	68.3

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

*Note:* Because of a change to participation rate calculations, Texas public school SAT and ACT participation results for the class of 2012 and later school years are not comparable to results for the class of 2011 and earlier school years. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), and *College Admissions Testing Glossary of Terms, Class of 2015* (TEA, 2017b), for additional information.

**Table 2**  
**SAT and/or ACT Participation, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2014 and 2015**

Group	Class of 2014			Class of 2015		
	Graduates	Examinees	Participation rate (%)	Graduates	Examinees	Participation rate (%)
African American	38,045	26,520	69.7	39,690	28,548	71.9
American Indian	1,278	787	61.6	1,335	865	64.8
Asian	12,420	11,387	91.7	13,089	12,127	92.7
Hispanic	141,904	86,398	60.9	148,961	94,952	63.7
Pacific Islander	401	283	70.6	486	343	70.6
White	103,763	71,737	69.1	104,375	73,164	70.1
Multiracial	5,293	3,758	71.0	5,451	3,870	71.0
Econ. disad. <sup>a</sup>	146,993	86,816	59.1	151,097	94,527	62.6
Not econ. disad.	155,119	112,716	72.7	161,327	118,461	73.4
Female	150,767	107,009	71.0	156,831	114,029	72.7
Male	152,337	93,934	61.7	156,556	99,896	63.8
State	303,104	200,943	66.3	313,387	213,939	68.3

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

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total of all examinees. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

<sup>a</sup>Economically disadvantaged.

**Table 3**  
**SAT and/or ACT Participation, Hispanic Students by Race, Texas Public Schools, Class of 2015**

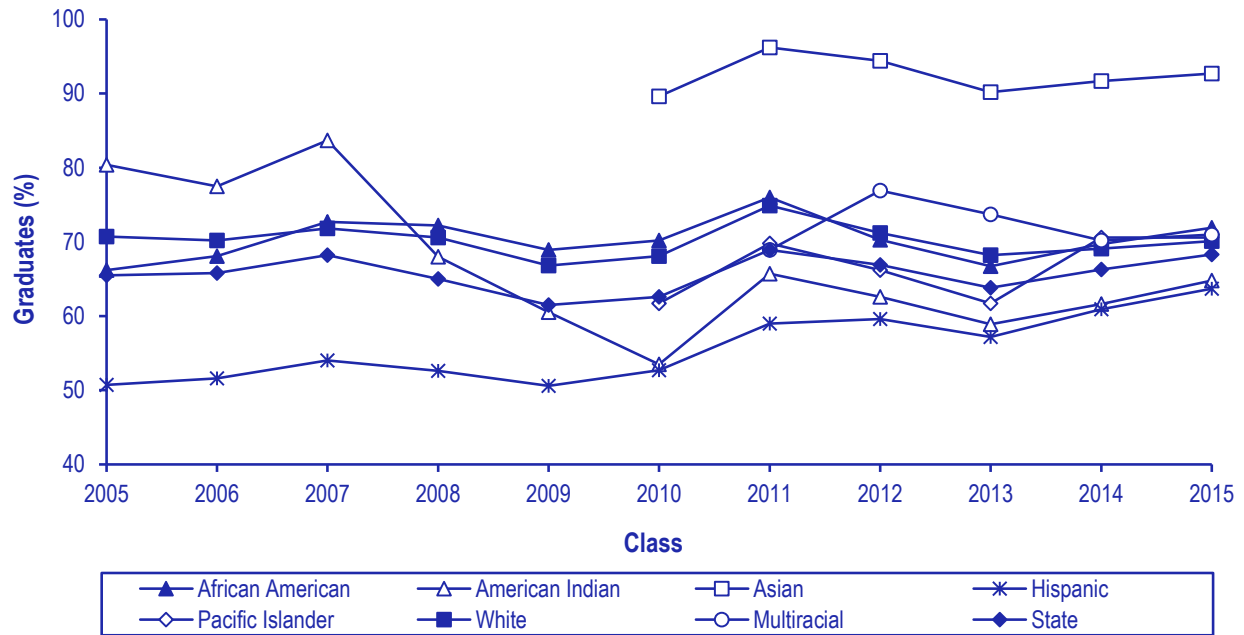
Group	Graduates	Examinees	Participation rate (%)
All Hispanic	148,961	94,952	63.7
African American	2,039	1,376	67.5
American Indian	37,466	22,740	60.7
Asian	528	402	76.1
Pacific Islander	493	276	56.0
White	104,106	66,895	64.3
Multiracial	4,329	2,979	68.8
State	313,387	213,939	68.3

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

Note. Sums of Hispanic examinees by race may be slightly less than the total of all Hispanic examinees. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.



**Figure 1**  
**SAT and/or ACT Participation Rates, by Race/Ethnicity, Texas Public Schools, Class of 2005**  
**Through Class of 2015**



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

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, and White) do not include students of Hispanic ethnicity. Because of a change to participation rate calculations, Texas public school SAT and ACT participation results for the class of 2012 and later school years are not comparable to results for the class of 2011 and earlier school years. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), and *College Admissions Testing Glossary of Terms, Class of 2015* (TEA, 2017b), for additional information.

**Table 4**  
**SAT and/or ACT Performance At or Above Criterion, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2014 and 2015**

Group	Class of 2014			Class of 2015		
	Examinees	Examinees scoring at or above criterion <sup>a</sup>		Examinees	Examinees scoring at or above criterion <sup>a</sup>	
		Number	Percent		Number	Percent
African American	26,520	2,217	8.4	28,548	2,336	8.2
American Indian	787	189	24.0	865	228	26.4
Asian	11,387	6,155	54.1	12,127	6,636	54.7
Hispanic	86,398	10,279	11.9	94,952	11,107	11.7
Pacific Islander	283	68	24.0	343	92	26.8
White	71,737	30,066	41.9	73,164	30,229	41.3
Multiracial	3,758	1,346	35.8	3,870	1,355	35.0
Econ. disad. <sup>b</sup>	86,816	8,499	9.8	94,527	8,953	9.5
Not econ. disad.	112,716	41,321	36.7	118,461	42,646	36.0
Female	107,009	24,330	22.7	114,029	25,174	22.1
Male	93,934	26,016	27.7	99,896	26,834	26.9
State	200,943	50,346	25.1	213,939	52,009	24.3

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

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total of all examinees. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

<sup>a</sup>The criterion for the SAT is a combined score of 1110 on the critical reading and mathematics sections of the examination, and the criterion for the ACT is a composite score of 24. <sup>b</sup>Economically disadvantaged.

**Table 5**  
**SAT and/or ACT Performance At or Above**  
**Criterion, Hispanic Examinees by Race, Texas**  
**Public Schools, Class of 2015**

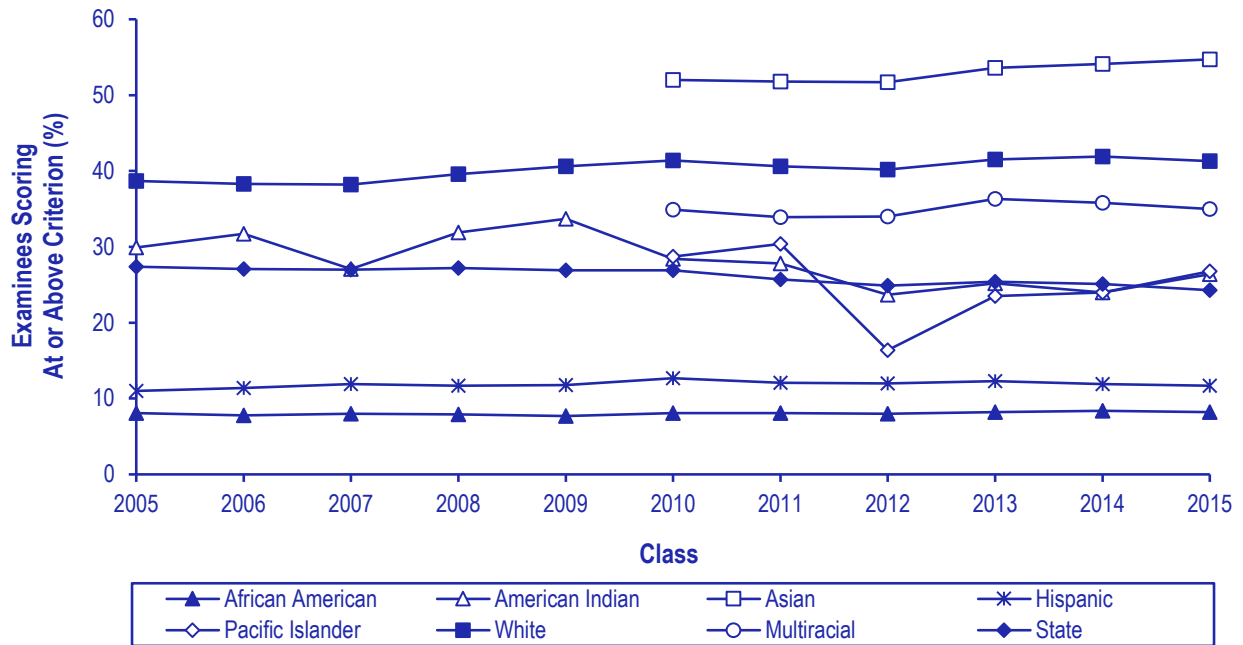
Group	Examinees	Examinees scoring at or above criterion <sup>a</sup>	
		Number	Percent
All Hispanic	94,952	11,107	11.7
African American	1,376	163	11.8
American Indian	22,740	2,029	8.9
Asian	402	130	32.3
Pacific Islander	276	28	10.1
White	66,895	8,190	12.2
Multiracial	2,979	520	17.5
State	213,939	52,009	24.3

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

*Note.* Sums of Hispanic examinees by race may be slightly less than the total of all Hispanic examinees. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

<sup>a</sup>The criterion for the SAT is a combined score of 1110 on the critical reading and mathematics sections of the examination, and the criterion for the ACT is a composite score of 24.

**Figure 2**  
**SAT and/or ACT Performance At or Above Criterion, by Race/Ethnicity, Texas Public Schools,**  
**Class of 2005 Through Class of 2015**



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

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

**Table 6**  
**SAT and/or ACT Participation and SAT and/or ACT Performance At or Above Criterion, by Program Participation, Texas Public Schools, Class of 2015**

Group	Graduates	Examinees	Participation rate (%)	Examinees scoring at or above criterion <sup>a</sup>	
				Number	Percent
Bilingual or ESL <sup>b</sup>	12,581	7,113	56.5	107	1.5
Not bilingual or ESL	299,843	205,875	68.7	51,492	25.0
CTE <sup>c</sup>	146,143	100,536	68.8	19,294	19.2
Not CTE	166,281	112,452	67.6	32,305	28.7
Gifted and talented	30,938	29,593	95.7	18,242	61.6
Not gifted and talented	281,486	183,395	65.2	33,357	18.2
Special education	25,927	6,230	24.0	235	3.8
Not special education	286,497	206,758	72.2	51,364	24.8
Title I	133,113	92,686	69.6	11,108	12.0
Not Title I	179,311	120,302	67.1	40,491	33.7
State	313,387	213,939	68.3	52,009	24.3

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

*Note.* Students may be counted in more than one category. Sums of examinees by program participation may differ from one another or be slightly less than the total of all examinees. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

<sup>a</sup>The criterion for the SAT is a combined score of 1110 on the critical reading and mathematics sections of the examination, and the criterion for the ACT is a composite score of 24. <sup>b</sup>English as a second language. <sup>c</sup>Career and technical education.

**Table 7**  
**SAT and/or ACT Participation and SAT and/or ACT Performance At or Above Criterion, by Student Characteristic, Texas Public Schools, Class of 2015**

Group	Graduates	Examinees	Participation rate (%)	Examinees scoring at or above criterion <sup>a</sup>	
				Number	Percent
At-risk	140,691	78,122	55.5	3,724	4.8
Not at-risk	171,733	134,299	78.2	47,827	35.6
ELL <sup>b</sup>	13,776	7,612	55.3	127	1.7
Not ELL	298,648	205,376	68.8	51,472	25.1
Immigrant	2,407	1,775	73.7	241	13.6
Not immigrant	310,017	210,646	67.9	51,310	24.4
Migrant	2,183	1,161	53.2	38	3.3
Not migrant	310,241	211,827	68.3	51,561	24.3
State	313,387	213,939	68.3	52,009	24.3

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

*Note.* Students may be counted in more than one category. Sums of examinees by student characteristic may differ from one another or be slightly less than the total of all examinees. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

<sup>a</sup>The criterion for the SAT is a combined score of 1110 on the critical reading and mathematics sections of the examination, and the criterion for the ACT is a composite score of 24. <sup>b</sup>English language learner.

**Table 8**  
**SAT and/or ACT Participation Rates (%), by Race/Ethnicity and Gender, Texas Public Schools,**  
**Class of 2005 Through Class of 2015**

Class	Race/Ethnicity						
	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Multiracial
2005	66.2	80.4	n/a <sup>a</sup>	50.7	n/a	70.7	n/a
2006	68.1	77.5	n/a	51.6	n/a	70.2	n/a
2007	72.7	83.7	n/a	54.0	n/a	71.8	n/a
2008	72.2	68.0	n/a	52.6	n/a	70.6	n/a
2009	68.9	60.5	n/a	50.6	n/a	66.8	n/a
2010	70.2	53.5	89.6	52.7	61.7	68.1	68.9
2011	76.0	65.7	96.2	59.0	69.8	74.9	76.9
2012	70.3	62.6	94.4	59.6	66.2	71.2	73.7
2013	66.7	58.9	90.2	57.2	61.7	68.2	70.2
2014	69.7	61.6	91.7	60.9	70.6	69.1	71.0
2015	71.9	64.8	92.7	63.7	70.6	70.1	71.0

Class	Gender		State
	Female	Male	
2005	68.1	62.6	65.5
2006	68.8	62.4	65.8
2007	70.8	64.8	68.2
2008	67.3	62.5	65.0
2009	63.9	59.0	61.5
2010	65.6	59.5	62.6
2011	72.1	65.6	68.9
2012	71.8	61.9	66.9
2013	68.4	59.2	63.8
2014	71.0	61.7	66.3
2015	72.7	63.8	68.3

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

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Because of a change to participation rate calculations, Texas public school SAT and ACT participation results for the class of 2012 and later school years are not comparable to results for the class of 2011 and earlier school years. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), and *College Admissions Testing Glossary of Terms, Class of 2015* (TEA, 2017b), for additional information.

<sup>a</sup>Not available.

**Table 9**  
**SAT and/or ACT Performance At or Above Criterion (%), by Race/Ethnicity and Gender, Texas**  
**Public Schools, Class of 2005 Through Class of 2015**

Class	Race/Ethnicity						
	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Multiracial
2005	8.1	29.9	n/a <sup>a</sup>	11.0	n/a	38.7	n/a
2006	7.8	31.7	n/a	11.4	n/a	38.3	n/a
2007	8.0	27.1	n/a	11.9	n/a	38.2	n/a
2008	7.9	31.9	n/a	11.7	n/a	39.6	n/a
2009	7.7	33.7	n/a	11.8	n/a	40.6	n/a
2010	8.1	28.4	52.0	12.7	28.7	41.4	34.9
2011	8.1	27.8	51.8	12.1	30.4	40.6	33.9
2012	8.0	23.7	51.7	12.0	16.4	40.2	34.0
2013	8.2	25.2	53.6	12.3	23.5	41.5	36.3
2014	8.4	24.0	54.1	11.9	24.0	41.9	35.8
2015	8.2	26.4	54.7	11.7	26.8	41.3	35.0

Class	Gender		State
	Female	Male	
2005	24.9	30.3	27.4
2006	24.6	30.0	27.1
2007	24.7	29.8	27.0
2008	24.7	30.0	27.2
2009	24.3	29.8	26.9
2010	24.3	29.8	26.9
2011	23.5	28.2	25.7
2012	22.6	27.5	24.9
2013	23.3	27.8	25.4
2014	22.7	27.7	25.1
2015	22.1	26.9	24.3

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

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

<sup>a</sup>Not available.



**Table 10**  
**SAT and/or ACT Performance At or Above Criterion, all Graduates, by Race/Ethnicity, Texas Public Schools, Class of 2011 Through Class of 2015**

Group	2011			2012			2013		
	Graduates	Graduates scoring at or above criterion <sup>a</sup>		Graduates	Graduates scoring at or above criterion <sup>a</sup>		Graduates	Graduates scoring at or above criterion <sup>a</sup>	
		Number	Percent		Number	Percent		Number	Percent
African American	33,368	2,056	6.2	38,213	2,147	5.6	38,795	2,116	5.5
American Indian	1,287	235	18.3	1,427	212	14.9	1,310	194	14.8
Asian	10,222	5,088	49.8	10,871	5,313	48.9	11,650	5,630	48.3
Hispanic	116,378	8,275	7.1	131,106	9,373	7.1	139,775	9,834	7.0
Pacific Islander	387	82	21.2	396	43	10.9	394	57	14.5
White	98,926	30,053	30.4	105,767	30,241	28.6	104,460	29,612	28.3
Multiracial	3,871	1,009	26.1	4,856	1,217	25.1	5,013	1,277	25.5
State	264,439	46,868	17.7	292,636	48,659	16.6	301,397	48,790	16.2

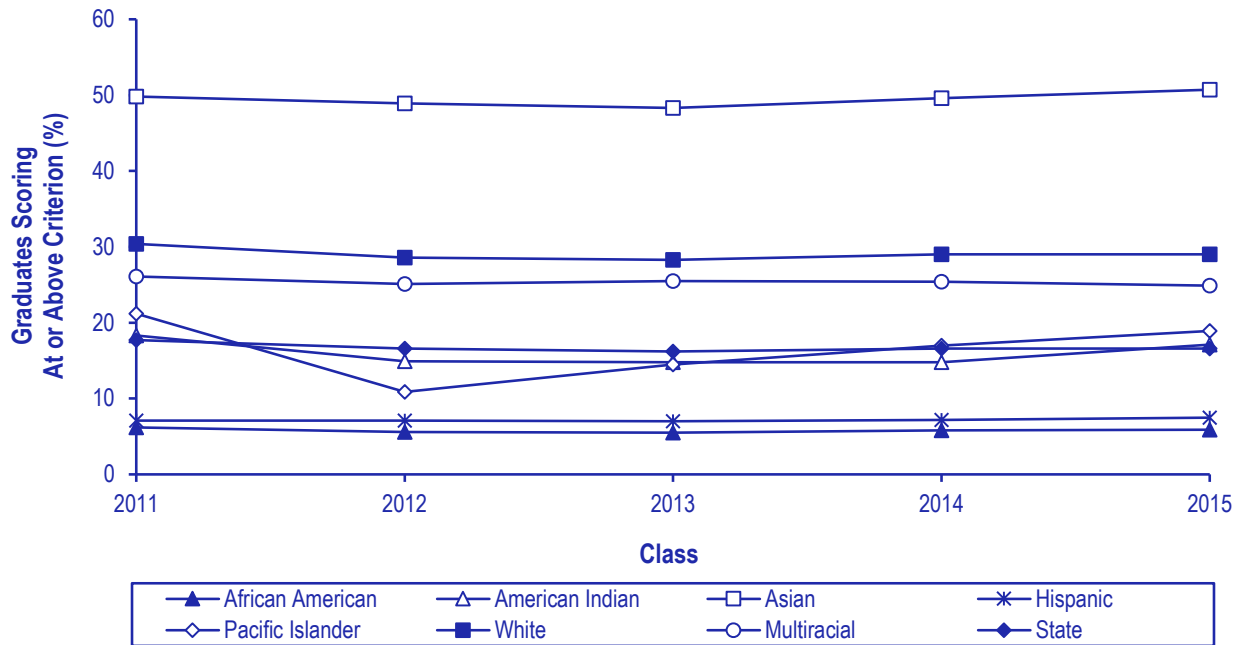
Group	2014			2015		
	Graduates	Graduates scoring at or above criterion <sup>a</sup>		Graduates	Graduates scoring at or above criterion <sup>a</sup>	
		Number	Percent		Number	Percent
African American	38,045	2,217	5.8	39,690	2,336	5.9
American Indian	1,278	189	14.8	1,335	228	17.1
Asian	12,420	6,155	49.6	13,089	6,636	50.7
Hispanic	141,904	10,279	7.2	148,961	11,107	7.5
Pacific Islander	401	68	17.0	486	92	18.9
White	103,763	30,066	29.0	104,375	30,229	29.0
Multiracial	5,293	1,346	25.4	5,451	1,355	24.9
State	303,104	50,346	16.6	313,387	52,009	16.6

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

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Sums of graduates by race/ethnicity may be slightly less than the total of all graduates. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information. Beginning with results for the class of 2012, calculation of percentages of Texas public school graduates scoring at or above criterion was changed to include students served in special education programs in the denominator. Consequently, results for the class of 2012 and later school years are not comparable to results for the class of 2011 and earlier school years. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), and *College Admissions Testing Glossary of Terms, Class of 2015* (TEA, 2017b), for additional information.

<sup>a</sup>The criterion for the SAT is a combined score of 1110 on the critical reading and mathematics sections of the examination, and the criterion for the ACT is a composite score of 24.

**Figure 3**  
**SAT and/or ACT Performance At or Above Criterion (%), all Graduates, by Race/Ethnicity, Texas Public Schools, Class of 2011 Through Class of 2015**



## Results for Texas Public Schools: SAT

### Comparison of Results Across Years

Beginning with results for the class of 2012, Texas public school SAT participation rate calculations were changed to include students served in special education programs in the denominators. Consequently, results for the class of 2012 and later classes are not comparable to results for the class of 2011 and earlier classes. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), and *College Admissions Testing Glossary of Terms, Class of 2015* (TEA, 2017b), for additional information.

### Statewide Results

- Of the 313,387 Texas public high school graduates in the class of 2015, a total of 178,947 took the SAT examination (Table 11 on page 21). The SAT participation rate for the class of 2015 (57.1%) was 3.0 percentage points higher than the rate for the class of 2014 (54.1%).
- For the SAT examinees in the class of 2015, the average scores on the separate sections of the test were 464 on the critical reading section, 482 on the mathematics section, and 448 on the writing section (Table 14 on page 23). The average critical reading and mathematics combined score was 946, and the average English language arts score (defined for purposes of campus-level academic achievement distinction designations as the average critical reading and writing combined score) was 912 (Table 15 on page 24).
- Between the class of 2014 and the class of 2015, average scores on the critical reading, mathematics, and writing sections of the SAT decreased by 6 points, 9 points, and 7 points, respectively (Table 14 on page 23). The average critical reading and mathematics combined score decreased by 15 points.

### Participation and Performance by Race/Ethnicity

- Among graduates in the class of 2015, Asian students had the highest SAT participation rate, at 88.3 percent, followed by Pacific Islander (63.0%), African American (62.5%), multiracial (61.3%), White (57.1%), Hispanic (52.7%), and American Indian (52.4%) students (Table 12 on page 21).
- Of the 148,961 graduates in the class of 2015 who identified their ethnicity as Hispanic, 104,106 (69.9%) identified White as their race, and 37,466 (25.2%) identified American Indian (Table 13 on page 22). Among Hispanic graduates, the SAT participation rates for White and American Indian students were 52.1 percent and 52.6 percent, respectively.
- In the class 2015, African American, Asian, and multiracial students accounted for larger proportions of the SAT examinee population than the graduate population (Figure 4 on page 22). By contrast, Hispanic students accounted for a larger proportion of the graduate population than the examinee population. American Indian, Pacific Islander, and White students each accounted for the same proportions of the two populations.

- Across the five largest groups of examinees by race/ethnicity in the class of 2015, Asian examinees had the highest average SAT critical reading and mathematics combined score (1116), followed by White (1052), multiracial (1025), Hispanic (873), and African American (835) examinees (Table 15 on page 24).
- Of the 78,545 examinees in the class of 2015 who identified their ethnicity as Hispanic, 54,212 (69.0%) identified White as their race, and 19,724 (25.1%) identified American Indian (Table 16 on page 25). Among Hispanic examinees, the average combined SAT critical reading and mathematics scores for White and American Indian students were 877 and 854, respectively.

### ***Participation and Performance by Economic Status***

- A higher percentage of students not identified as economically disadvantaged (62.0%) than students identified as economically disadvantaged (51.8%) in the class of 2015 took the SAT examination (Table 12 on page 21).
- Among SAT examinees in the class of 2015, average scores for students identified as economically disadvantaged were lower than those for students not identified as economically disadvantaged on all sections of the examination (Table 15 on page 24).
- SAT performance results for the class of 2015 by economic status within racial/ethnic groups are presented in Table 17 on page 26.

### ***Participation and Performance by Gender***

- A higher percentage of female (61.3%) than male (52.9%) students in the class of 2015 took the SAT examination (Table 12 on page 21).
- Among SAT examinees in the class of 2015, average scores for female students were lower than those for male students on the critical reading and mathematics sections of the examination and higher on the writing section (See Table 15 on page 24).
- SAT performance results for the class of 2015 by gender within racial/ethnic groups are presented in Table 18 on page 27.

**Table 11**  
**SAT Participation, Texas Public Schools, Class**  
**of 2005 Through Class of 2015**

Class	Graduates	Examinees	Participation rate (%)
2005	213,765	113,261	53.0
2006	214,580	112,657	52.5
2007	214,516	117,776	54.9
2008	226,030	116,685	51.6
2009	238,346	112,485	47.2
2010	254,983	123,154	48.3
2011	264,439	147,960	56.0
2012	292,636	156,455	53.5
2013	301,397	156,859	52.0
2014	303,104	164,061	54.1
2015	313,387	178,947	57.1

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

Note: Because of a change to participation rate calculations, Texas public school SAT participation results for the class of 2012 and later school years are not comparable to results for the class of 2011 and earlier school years. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), and *College Admissions Testing Glossary of Terms, Class of 2015* (TEA, 2017b), for additional information.

**Table 12**  
**SAT Participation, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes**  
**of 2014 and 2015**

Group	Class of 2014			Class of 2015		
	Graduates	Examinees	Participation rate (%)	Graduates	Examinees	Participation rate (%)
African American	38,045	22,629	59.5	39,690	24,817	62.5
American Indian	1,278	615	48.1	1,335	699	52.4
Asian	12,420	10,858	87.4	13,089	11,562	88.3
Hispanic	141,904	67,519	47.6	148,961	78,545	52.7
Pacific Islander	401	237	59.1	486	306	63.0
White	103,763	58,975	56.8	104,375	59,631	57.1
Multiracial	5,293	3,177	60.0	5,451	3,343	61.3
Econ. disad. <sup>a</sup>	146,993	67,469	45.9	151,097	78,194	51.8
Not econ. disad.	155,119	95,575	61.6	161,327	100,024	62.0
Female	150,767	87,803	58.2	156,831	96,167	61.3
Male	152,337	76,258	50.1	156,556	82,780	52.9
State	303,104	164,061	54.1	313,387	178,947	57.1

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

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total of all examinees. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

<sup>a</sup>Economically disadvantaged.

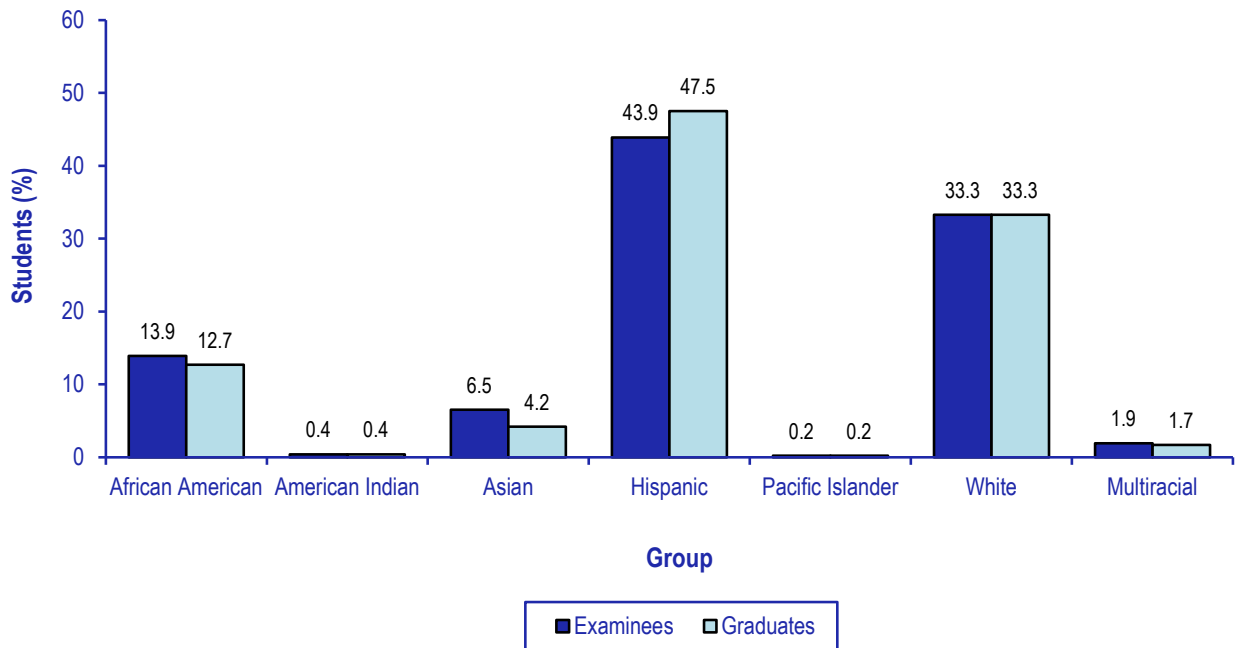
**Table 13**  
**SAT Participation, Hispanic Students by Race,**  
**Texas Public Schools, Class of 2015**

Group	Graduates	Examinees	Participation rate (%)
All Hispanic	148,961	78,545	52.7
African American	2,039	1,199	58.8
American Indian	37,466	19,724	52.6
Asian	528	369	69.9
Pacific Islander	493	243	49.3
White	104,106	54,212	52.1
Multiracial	4,329	2,607	60.2
State	313,387	178,947	57.1

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

Note. Sums of Hispanic examinees by race may be slightly less than the total of all Hispanic examinees. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

**Figure 4**  
**Graduating Seniors and SAT Examinees, by Race/Ethnicity, Texas Public Schools, Class of 2015**



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

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Percentages of examinees are based only on examinees who reported race/ethnicity information. Parts may not add to 100 percent because of rounding.

**Table 14**  
**SAT Performance, Texas Public Schools, Class of 2005 Through Class of 2015**

Class	Examinees	Average scores			
		Critical reading (CR)	Mathematics	CR and math combined	Writing
2005	113,261	490	502	991	n/a <sup>a</sup>
2006	112,657	487	505	991	483
2007	117,776	487	505	992	478
2008	116,685	484	503	988	476
2009	112,485	481	504	985	470
2010	123,154	481	504	985	469
2011	147,960	475	500	976	461
2012	156,455	470	496	966	456
2013	156,859	471	496	967	456
2014	164,061	470	491	961	455
2015	178,947	464	482	946	448

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

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

<sup>a</sup>Not applicable. The SAT writing examination was first offered in 2005 to students in the class of 2006.

**Table 15**  
**SAT Performance, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2014 and 2015**

Group	Examinees	Examinees scoring 1110 or higher <sup>a</sup>		Average scores					
		Number	Percent	Critical reading (CR)	Mathematics	Writing	CR and math combined	ELA <sup>b</sup> (CR and writing combined)	CR, math, and writing combined
<b>Class of 2014</b>									
African American	22,629	1,781	7.9	418	430	406	849	824	1255
American Indian	615	129	21.0	474	488	455	962	929	1417
Asian	10,858	5,645	52.0	532	588	530	1120	1062	1650
Hispanic	67,519	7,865	11.6	430	455	421	885	851	1306
Pacific Islander	237	54	22.8	468	490	447	957	914	1404
White	58,975	22,929	38.9	522	536	498	1058	1020	1557
Multiracial	3,177	1,104	34.7	513	524	487	1037	1000	1524
Econ. disad. <sup>c</sup>	67,469	6,264	9.3	419	444	410	863	829	1273
Not econ. disad.	95,575	32,801	34.3	506	524	487	1029	992	1516
Female	87,803	18,565	21.1	468	480	461	947	928	1408
Male	76,258	20,961	27.5	473	504	449	977	922	1427
State	164,061	39,526	24.1	470	491	455	961	925	1417
<b>Class of 2015</b>									
African American	24,817	1,810	7.3	413	422	400	835	813	1234
American Indian	699	156	22.3	475	487	451	962	926	1413
Asian	11,562	6,033	52.2	533	583	526	1116	1059	1641
Hispanic	78,545	8,577	10.9	425	447	414	873	839	1286
Pacific Islander	306	66	21.6	467	486	453	953	920	1406
White	59,631	22,614	37.9	521	531	496	1052	1017	1548
Multiracial	3,343	1,127	33.7	509	516	484	1025	993	1509
Econ. disad.	78,194	6,720	8.6	414	436	403	850	816	1252
Not econ. disad.	100,024	33,325	33.3	503	518	483	1021	986	1504
Female	96,167	19,003	19.8	462	471	454	933	916	1387
Male	82,780	21,399	25.9	466	496	441	962	908	1403
State	178,947	40,402	22.6	464	482	448	946	912	1394

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

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Because of rounding, average scores on individual sections of the examination may not sum to the average combined scores shown for multiple sections of the examination. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total of all examinees. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

<sup>a</sup>A combined score of 1110 or higher on the critical reading and mathematics sections of the examination. <sup>b</sup>English language arts. <sup>c</sup>Economically disadvantaged.



**Table 16**  
**SAT Performance, Hispanic Examinees by Race, Texas Public Schools, Class of 2015**

Group	Examinees	Examinees scoring 1110 or higher <sup>a</sup>		Average scores			
		Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
All Hispanic	78,545	8,577	10.9	425	447	873	414
African American	1,199	129	10.8	438	443	881	416
American Indian	19,724	1,574	8.0	414	440	854	405
Asian	369	116	31.4	496	509	1004	469
Pacific Islander	243	19	7.8	414	436	849	406
White	54,212	6,287	11.6	428	449	877	416
Multiracial	2,607	415	15.9	444	463	906	429
State	178,947	40,402	22.6	464	482	946	448

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

*Note.* Because of rounding, average scores on the critical reading and mathematics sections of the examination may not sum to the average critical reading and mathematics combined scores shown. Sums of Hispanic examinees by race may be slightly less than the total of all Hispanic examinees. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

<sup>a</sup>A combined score of 1110 or higher on the critical reading and mathematics sections of the examination.

**Table 17**  
**SAT Performance of Racial/Ethnic Groups, by Economic Status, Texas Public Schools, Class of 2015**

Economic status	Examinees		Average scores			
	Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
<b>African American</b>						
Econ. disad. <sup>a</sup>	14,798	59.6	395	405	800	384
Not econ. disad.	9,957	40.1	440	446	886	423
All students	24,817	100	413	422	835	400
<b>American Indian</b>						
Econ. disad.	262	37.5	432	449	881	416
Not econ. disad.	434	62.1	500	510	1010	472
All students	699	100	475	487	962	451
<b>Asian</b>						
Econ. disad.	3,509	30.3	467	524	991	456
Not econ. disad.	7,889	68.2	560	606	1166	554
All students	11,562	100	533	583	1116	526
<b>Hispanic</b>						
Econ. disad.	51,112	65.1	405	432	837	397
Not econ. disad.	27,242	34.7	462	477	939	445
All students	78,545	100	425	447	873	414
<b>Pacific Islander</b>						
Econ. disad.	137	44.8	424	449	873	418
Not econ. disad.	169	55.2	503	515	1018	481
All students	306	100	467	486	953	453
<b>White</b>						
Econ. disad.	7,469	12.5	476	481	957	450
Not econ. disad.	51,897	87.0	527	539	1066	502
All students	59,631	100	521	531	1052	496
<b>Multiracial</b>						
Econ. disad.	907	27.1	457	462	919	437
Not econ. disad.	2,436	72.9	528	536	1065	501
All students	3,343	100	509	516	1025	484
<b>State</b>						
Econ. disad.	78,194	43.7	414	436	850	403
Not econ. disad.	100,024	55.9	503	518	1021	483
All students	178,947	100	464	482	946	448

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

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Parts may not add to 100 percent because of missing information on economic status or rounding. Because of rounding, average scores on the critical reading and mathematics sections of the examination may not sum to the average critical reading and mathematics combined scores shown. Sums of examinees by economic status may be slightly less than the total of all students. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

<sup>a</sup>Economically disadvantaged.

**Table 18**  
**SAT Performance of Racial/Ethnic Groups, by Gender, Texas Public Schools, Class of 2015**

Gender	Examinees		Average scores			
	Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
<b>African American</b>						
Female	13,364	53.9	418	419	838	410
Male	11,453	46.1	406	425	831	387
All students	24,817	100	413	422	835	400
<b>American Indian</b>						
Female	358	51.2	473	475	948	457
Male	341	48.8	476	500	976	445
All students	699	100	475	487	962	451
<b>Asian</b>						
Female	5,919	51.2	530	569	1098	530
Male	5,643	48.8	536	598	1134	521
All students	11,562	100	533	583	1116	526
<b>Hispanic</b>						
Female	42,670	54.3	424	437	861	419
Male	35,875	45.7	427	460	887	408
All students	78,545	100	425	447	873	414
<b>Pacific Islander</b>						
Female	159	52.0	468	480	948	459
Male	147	48.0	466	492	958	447
All students	306	100	467	486	953	453
<b>White</b>						
Female	31,811	53.3	517	517	1035	502
Male	27,820	46.7	525	548	1072	489
All students	59,631	100	521	531	1052	496
<b>Multiracial</b>						
Female	1,865	55.8	505	502	1007	488
Male	1,478	44.2	514	535	1049	479
All students	3,343	100	509	516	1025	484
<b>State</b>						
Female	96,167	53.7	462	471	933	454
Male	82,780	46.3	466	496	962	441
All students	178,947	100	464	482	946	448

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

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Parts may not add to 100 percent because of rounding. Because of rounding, average scores on the critical reading and mathematics sections of the examination may not sum to the average critical reading and mathematics combined scores shown. Sums of examinees by gender may be slightly less than the total of all students. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

## Results for Texas Public Schools: ACT

### Comparison of Results Across Years

Beginning with results for the class of 2012, Texas public school ACT participation rate calculations were changed to include students served in special education programs in the denominators. Consequently, results for the class of 2012 and later classes are not comparable to results for the class of 2011 and earlier classes. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), and *College Admissions Testing Glossary of Terms, Class of 2015* (TEA, 2017b), for additional information.

### Statewide Results

- Of the 313,387 Texas public high school graduates in the class of 2015, a total of 113,765 took the ACT examination (Table 19 on page 30). The ACT participation rate for the class of 2015 (36.3%) was 1.2 percentage points higher than the rate for the class of 2014 (35.1%).
- For the ACT examinees in the class of 2015, the average scores on the separate sections of the test were 19.4 on the English section, 20.9 on the mathematics section, 20.8 on the reading section, and 20.7 on the science section (Table 22 on page 32). The average composite score was 20.6, and the average English language arts score (defined for purposes of campus-level academic achievement distinction designations as the average English and reading combined score) was 20.1 (Table 23 on page 33).
- Between the class of 2014 and the class of 2015, average scores increased on the reading and English sections of the ACT by 0.1 points each, decreased on the mathematics section by 0.3 points, and remained the same on the science section (Table 22 on page 32). The average composite score remained the same, as well.

### Participation and Performance by Race/Ethnicity

- Among graduates in the class of 2015, Asian students had the highest ACT participation rate, at 51.5 percent, followed by White (42.0%), multiracial (36.9%), African American (35.8%), American Indian (35.3%), Pacific Islander (32.3%), and Hispanic (31.1%) students (Table 20 on page 30).
- Of the 148,961 graduates in the class of 2015 who identified their ethnicity as Hispanic, 104,106 (69.9%) identified White as their race, and 37,466 (25.2%) identified American Indian (Table 21 on page 31). Among Hispanic graduates, the ACT participation rates for White and American Indian students were 31.6 percent and 29.0 percent, respectively.
- In the class of 2015, Asian, White, and multiracial students accounted for larger proportions of the ACT examinee population than the graduate population (Figure 5 on page 31). By contrast, African American, Hispanic, and Pacific Islander students accounted for larger proportions of the graduate

population than the examinee population. American Indian students accounted for the same proportion of the two populations.

- Across the five largest groups of examinees by race/ethnicity in the class of 2015, Asian examinees had the highest average composite score (25.1), followed by White (23.1), multiracial (22.3), Hispanic (18.4), and African American (17.4) examinees (Table 23 on page 33).
- Of the 46,347 examinees in the class of 2015 who identified their ethnicity as Hispanic, 32,887 (71.0%) identified White as their race, and 10,865 (23.4%) identified American Indian (Table 24 on page 34). Among Hispanic examinees, the average ACT composite scores for White and American Indian students were 18.6 and 17.7, respectively.

### ***Participation and Performance by Economic Status***

- A higher percentage of students not identified as economically disadvantaged (41.1%) than students identified as economically disadvantaged (31.1%) in the class of 2015 took the ACT examination (Table 20 on page 30).
- Among ACT examinees in the class of 2015, average scores for students identified as economically disadvantaged were lower than those for students not identified as economically disadvantaged on all sections of the examination (Table 23 on page 33).
- ACT performance results for the class of 2015 by economic status within racial/ethnic groups are presented in Table 25 on page 35.

### ***Participation and Performance by Gender***

- A higher percentage of female (39.6%) than male (33.0%) students in the class of 2015 took the ACT examinations (Table 20 on page 30).
- Among ACT examinees in the class of 2015, average scores for female students were higher than those for male students on the English and writing sections of the examination and lower on the mathematics, reading, and science sections (Table 23 on page 33).
- ACT performance results for the class of 2015 by gender within racial/ethnic groups are presented in Table 26 on page 36.

**Table 19**  
**ACT Participation, Texas Public Schools, Class**  
**of 2005 Through Class of 2015**

Class	Graduates	Examinees	Participation rate (%)
2005	213,765	63,615	29.8
2006	214,580	64,894	30.2
2007	214,516	66,953	31.2
2008	226,030	69,316	30.7
2009	238,346	73,938	31.0
2010	254,983	83,352	32.7
2011	264,439	91,943	34.8
2012	292,636	99,710	34.1
2013	301,397	99,725	33.1
2014	303,104	106,297	35.1
2015	313,387	113,765	36.3

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

Note: Because of a change to participation rate calculations, Texas public school ACT participation results for the class of 2012 and later school years are not comparable to results for the class of 2011 and earlier school years. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), and *College Admissions Testing Glossary of Terms, Class of 2015* (TEA, 2017b), for additional information.

**Table 20**  
**ACT Participation, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes**  
**of 2014 and 2015**

Group	Class of 2014			Class of 2015		
	Graduates	Examinees	Participation rate (%)	Graduates	Examinees	Participation rate (%)
African American	38,045	13,206	34.7	39,690	14,211	35.8
American Indian	1,278	411	32.2	1,335	471	35.3
Asian	12,420	5,873	47.3	13,089	6,739	51.5
Hispanic	141,904	43,265	30.5	148,961	46,347	31.1
Pacific Islander	401	144	35.9	486	157	32.3
White	103,763	41,379	39.9	104,375	43,788	42.0
Multiracial	5,293	1,990	37.6	5,451	2,009	36.9
Econ. disad. <sup>a</sup>	146,993	44,573	30.3	151,097	47,011	31.1
Not econ. disad.	155,119	61,041	39.4	161,327	66,324	41.1
Female	150,767	58,194	38.6	156,831	62,045	39.6
Male	152,337	48,103	31.6	156,556	51,704	33.0
State	303,104	106,297	35.1	313,387	113,765	36.3

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

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total of all examinees. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

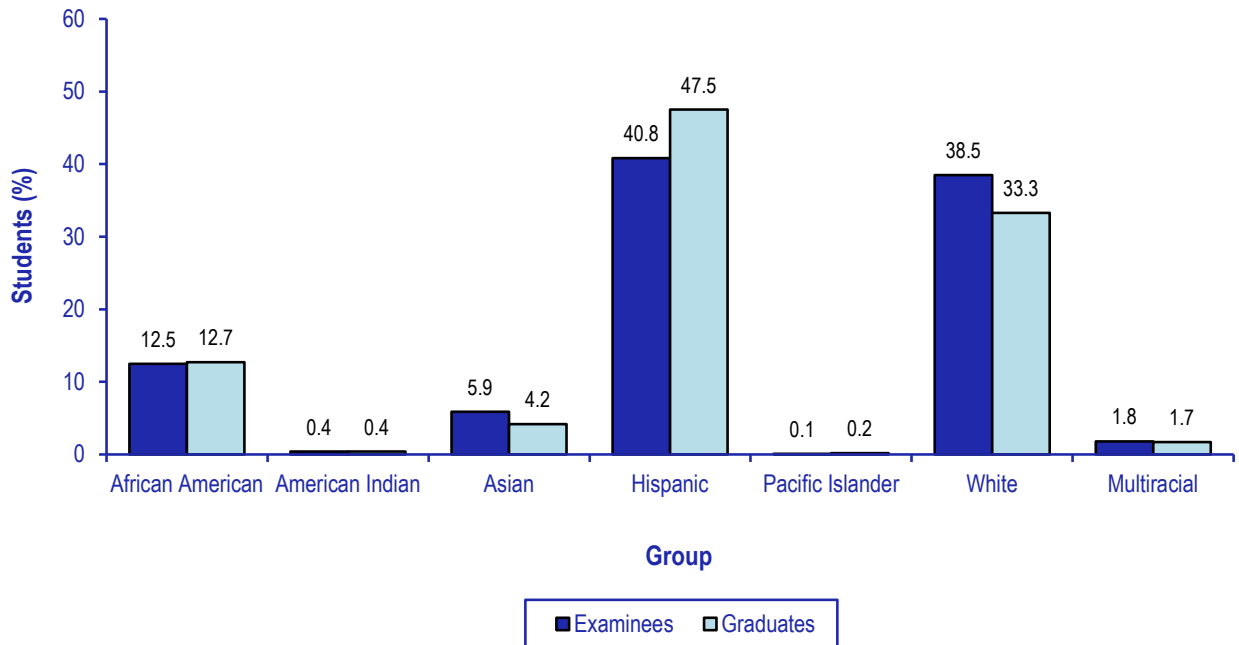
<sup>a</sup>Economically disadvantaged.

**Table 21**  
**ACT Participation, Hispanic Students by Race,**  
**Texas Public Schools, Class of 2015**

Group	Graduates	Examinees	Participation rate (%)
All Hispanic	148,961	46,347	31.1
African American	2,039	632	31.0
American Indian	37,466	10,865	29.0
Asian	528	186	35.2
Pacific Islander	493	117	23.7
White	104,106	32,887	31.6
Multiracial	4,329	1,522	35.2
State	313,387	113,765	36.3

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).  
 Note. Sums of Hispanic examinees by race may be slightly less than the total of all Hispanic examinees. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

**Figure 5**  
**Graduating Seniors and ACT Examinees, by Race/Ethnicity, Texas Public Schools, Class of 2015**



Source. Primary data from ACT, Inc., and Texas Education Agency.  
 Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Percentages of examinees are based only on examinees who reported race/ethnicity information. Parts may not add to 100 percent because of rounding.

**Table 22**  
**ACT Performance, Texas Public Schools, Class of 2005 Through Class of 2015**

Class	Examinees	Average scores				
		English	Mathematics	Reading	Science	Composite
2005	63,615	19.1	20.2	20.2	20.1	20.0
2006	64,894	19.2	20.5	20.2	20.2	20.1
2007	66,953	19.2	20.6	20.4	20.3	20.2
2008	69,316	19.5	21.1	20.6	20.3	20.5
2009	73,938	19.5	21.1	20.6	20.4	20.5
2010	83,352	19.3	21.2	20.5	20.7	20.5
2011	91,943	19.2	21.3	20.4	20.6	20.5
2012	99,710	19.2	21.2	20.4	20.6	20.5
2013	99,725	19.3	21.3	20.7	20.7	20.6
2014	106,297	19.3	21.2	20.7	20.7	20.6
2015	113,765	19.4	20.9	20.8	20.7	20.6

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



**Table 23**  
**ACT Performance, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2014 and 2015**

Group	Examinees	Examinees scoring 24 or higher <sup>a</sup>		Average scores						
		Number	Percent	English	Mathematics	Reading	Science	Composite	Writing <sup>b</sup>	ELA <sup>c</sup>
<b>Class of 2014</b>										
African American	13,206	1,133	8.6	15.9	18.2	17.7	17.8	17.5	16.0	16.8
American Indian	411	111	27.0	19.6	21.2	21.2	20.9	20.8	19.1	20.4
Asian	5,873	3,482	59.3	24.1	26.4	24.4	24.6	25.0	23.6	24.3
Hispanic	43,265	5,613	13.0	16.8	19.3	18.5	18.8	18.5	16.6	17.6
Pacific Islander	144	41	28.5	19.2	21.3	21.0	20.5	20.6	18.9	20.1
White	41,379	18,774	45.4	22.2	23.3	23.5	23.0	23.1	21.5	22.9
Multiracial	1,990	784	39.4	21.2	22.5	22.7	22.3	22.3	20.6	22.0
Econ. disad. <sup>d</sup>	44,573	4,773	10.7	16.3	18.9	18.0	18.4	18.0	16.2	17.2
Not econ. disad.	61,041	24,974	40.9	21.5	22.8	22.7	22.4	22.5	21.0	22.1
Female	58,194	15,297	26.3	19.4	20.7	20.8	20.3	20.4	19.0	20.1
Male	48,103	14,652	30.5	19.2	21.8	20.7	21.3	20.9	18.6	20.0
State	106,297	29,949	28.2	19.3	21.2	20.7	20.7	20.6	18.8	20.0
<b>Class of 2015</b>										
African American	14,211	1,276	9.0	16.0	17.8	17.6	17.8	17.4	16.1	16.8
American Indian	471	146	31.0	19.7	21.0	21.5	21.3	21.0	19.5	20.6
Asian	6,739	4,050	60.1	24.3	26.2	24.7	24.8	25.1	23.7	24.5
Hispanic	46,347	6,163	13.3	16.8	19.0	18.5	18.9	18.4	16.7	17.6
Pacific Islander	157	50	31.8	19.6	21.4	21.3	21.1	21.0	19.5	20.5
White	43,788	19,840	45.3	22.3	23.0	23.5	23.0	23.1	21.5	22.9
Multiracial	2,009	790	39.3	21.4	22.4	22.7	22.3	22.3	20.9	22.1
Econ. disad.	47,011	5,124	10.9	16.2	18.5	17.9	18.4	17.9	16.3	17.1
Not econ. disad.	66,324	27,030	40.8	21.6	22.5	22.8	22.4	22.4	21.0	22.2
Female	62,045	16,467	26.5	19.5	20.3	20.7	20.3	20.3	19.3	20.1
Male	51,704	15,866	30.7	19.2	21.5	20.8	21.3	20.8	18.8	20.0
State	113,765	32,335	28.4	19.4	20.9	20.8	20.7	20.6	19.0	20.1

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

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Sums of examinees by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total of all examinees. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

<sup>a</sup>A composite score of 24 or higher. <sup>b</sup>The ACT writing examination is optional and was not taken by all examinees. The score presented here is the combined English/writing score. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information. <sup>c</sup>The English language arts (ELA) score is calculated in two steps. First, each examinee's scores on the English and reading sections of the ACT are averaged. Second, the average of those average scores is calculated. <sup>d</sup>Economically disadvantaged.

**Table 24**  
**ACT Performance, Hispanic Examinees by Race, Texas Public Schools, Class of 2015**

Group	Examinees	Examinees scoring 24 or higher <sup>a</sup>		Average scores					
		Number	Percent	English	Mathematics	Reading	Science	Composite	Writing <sup>b</sup>
All Hispanic	46,347	6,163	13.3	16.8	19.0	18.5	18.9	18.4	16.7
African American	632	83	13.1	17.1	18.7	18.9	19.0	18.5	17.0
American Indian	10,865	1,082	10.0	15.9	18.5	17.7	18.3	17.7	16.6
Asian	186	62	33.3	20.2	21.7	21.8	21.6	21.5	19.9
Pacific Islander	117	16	13.7	15.7	18.6	17.3	18.2	17.6	16.8
White	32,887	4,614	14.0	17.0	19.1	18.7	19.0	18.6	16.7
Multiracial	1,522	290	19.1	17.5	19.4	19.2	19.2	19.0	18.4
State	113,765	32,335	28.4	19.4	20.9	20.8	20.7	20.6	19.0

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

Note. Sums of Hispanic examinees by race may be slightly less than the total of all Hispanic examinees. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

<sup>a</sup>A composite score of 24 or higher. <sup>b</sup>The ACT writing examination is optional and was not taken by all examinees. The score presented here is the combined English/writing score. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

**Table 25**  
**ACT Performance of Racial/Ethnic Groups, by Economic Status, Texas Public Schools, Class of 2015**

Economic status	Examinees		Average scores					
	Number	Percent	English	Mathematics	Reading	Science	Composite	Writing <sup>a</sup>
<b>African American</b>								
Econ. disad. <sup>b</sup>	8,454	59.5	15.0	17.1	16.7	17.1	16.6	15.2
Not econ. disad.	5,716	40.2	17.3	18.8	18.8	18.9	18.6	17.3
All students	14,211	100	16.0	17.8	17.6	17.8	17.4	16.1
<b>American Indian</b>								
Econ. disad.	158	33.5	16.8	18.8	19.0	19.5	18.7	16.6
Not econ. disad.	313	66.5	21.2	22.2	22.8	22.3	22.2	20.8
All students	471	100	19.7	21.0	21.5	21.3	21.0	19.5
<b>Asian</b>								
Econ. disad.	1,952	29.0	20.4	23.4	21.4	22.3	22.0	20.4
Not econ. disad.	4,689	69.6	25.8	27.3	26.0	25.7	26.3	24.9
All students	6,739	100	24.3	26.2	24.7	24.8	25.1	23.7
<b>Hispanic</b>								
Econ. disad.	30,916	66.7	15.7	18.2	17.5	18.1	17.5	15.8
Not econ. disad.	15,293	33.0	18.9	20.4	20.4	20.4	20.2	18.5
All students	46,347	100	16.8	19.0	18.5	18.9	18.4	16.7
<b>Pacific Islander</b>								
Econ. disad.	67	42.7	18.2	20.0	20.0	19.8	19.6	18.5
Not econ. disad.	88	56.1	20.9	22.5	22.4	22.3	22.1	20.3
All students	157	100	19.6	21.4	21.3	21.1	21.0	19.5
<b>White</b>								
Econ. disad.	4,947	11.3	19.5	20.4	21.2	20.8	20.6	18.8
Not econ. disad.	38,738	88.5	22.7	23.3	23.8	23.3	23.4	21.9
All students	43,788	100	22.3	23.0	23.5	23.0	23.1	21.5
<b>Multiracial</b>								
Econ. disad.	517	25.7	18.3	19.6	20.0	19.9	19.6	18.0
Not econ. disad.	1,487	74.0	22.5	23.4	23.6	23.1	23.3	21.9
All students	2,009	100	21.4	22.4	22.7	22.3	22.3	20.9
<b>State</b>								
Econ. disad.	47,011	41.3	16.2	18.5	17.9	18.4	17.9	16.3
Not econ. disad.	66,324	58.3	21.6	22.5	22.8	22.4	22.4	21.0
All students	113,765	100	19.4	20.9	20.8	20.7	20.6	19.0

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

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Parts may not add to 100 percent because of missing information on economic status or rounding. Sums of examinees by economic status may be slightly less than the total of all students. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

<sup>a</sup>The ACT writing examination is optional and was not taken by all examinees. The score presented here is the combined English/writing score. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information. <sup>b</sup>Economically disadvantaged.

**Table 26**  
**ACT Performance of Racial/Ethnic Groups, by Gender, Texas Public Schools, Class of 2015**

Gender	Examinees		Average scores					
	Number	Percent	English	Mathematics	Reading	Science	Composite	Writing <sup>a</sup>
<b>African American</b>								
Female	7,699	54.2	16.5	17.7	18.1	17.9	17.7	16.8
Male	6,511	45.8	15.2	17.9	17.0	17.8	17.1	15.2
All students	14,211	100	16.0	17.8	17.6	17.8	17.4	16.1
<b>American Indian</b>								
Female	255	54.1	19.8	20.5	21.3	20.7	20.7	19.4
Male	216	45.9	19.7	21.7	21.8	22.1	21.4	19.6
All students	471	100	19.7	21.0	21.5	21.3	21.0	19.5
<b>Asian</b>								
Female	3,624	53.8	24.4	25.4	24.6	24.1	24.8	23.8
Male	3,115	46.2	24.1	27.2	24.8	25.6	25.5	23.6
All students	6,739	100	24.3	26.2	24.7	24.8	25.1	23.7
<b>Hispanic</b>								
Female	26,057	56.2	16.8	18.5	18.4	18.5	18.2	16.9
Male	20,290	43.8	16.7	19.6	18.5	19.4	18.7	16.5
All students	46,347	100	16.8	19.0	18.5	18.9	18.4	16.7
<b>Pacific Islander</b>								
Female	85	54.1	20.0	21.1	21.5	20.8	21.0	19.4
Male	72	45.9	19.1	21.7	21.1	21.5	21.0	19.6
All students	157	100	19.6	21.4	21.3	21.1	21.0	19.5
<b>White</b>								
Female	23,218	53.0	22.6	22.4	23.5	22.4	22.9	21.9
Male	20,570	47.0	22.0	23.7	23.5	23.6	23.3	21.1
All students	43,788	100	22.3	23.0	23.5	23.0	23.1	21.5
<b>Multiracial</b>								
Female	1,091	54.3	21.9	21.8	22.8	21.9	22.2	21.3
Male	918	45.7	20.9	23.1	22.6	22.8	22.5	20.5
All students	2,009	100	21.4	22.4	22.7	22.3	22.3	20.9
<b>State</b>								
Female	62,045	54.5	19.5	20.3	20.7	20.3	20.3	19.3
Male	51,704	45.4	19.2	21.5	20.8	21.3	20.8	18.8
All students	113,765	100	19.4	20.9	20.8	20.7	20.6	19.0

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

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Parts may not add to 100 percent because of rounding. Sums of examinees by gender may be slightly less than the total of all students. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

<sup>a</sup>The ACT writing examination is optional and was not taken by all examinees. The score presented here is the combined English/writing score. See *College Admissions Testing General Information, Class of 2015* (TEA, 2017a), for additional information.

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**Citation.** Texas Education Agency. (2017). *College admissions testing results for graduating seniors in Texas public schools, class of 2015* (Document No. GE17 601 11). Austin, TX: Author.

**Abstract.** This report presents SAT and ACT examination participation and performance results in Texas public schools for the class of 2015. Data are provided by student characteristics, including race/ethnicity; gender; and economic, at-risk, English language learner, immigrant, and migrant statuses. Data also are provided by participation in bilingual education or English as a second language, career and technical education, gifted and talented, special education, and Title I programs.

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

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

For additional information about the SAT, contact the College Board Southwestern Regional Office at (866) 392-3017 or <https://www.collegeboard.org/>. For additional information about the ACT, contact ACT, Inc., Southwest Region, at (512) 345-1949 or <http://www.act.org/>.



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**Document No. GE17 601 11  
April 2017**