

College Admissions Testing Results for Graduating Seniors in Texas Public Schools, Class of 2016

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], 2017; 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 2017 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 2017, 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 2016. 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. The College Board began administering a redesigned version of the SAT in March 2016. Because over 93 percent of SAT

examinees in the class of 2016 took the previous version of the test, scores for examinees who took the redesigned SAT were converted to scores comparable to those for the previous version of the test using the College Board's concordance tables. This made it possible to summarize data for the class of 2016 SAT examinee population as a whole. 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 2016* (TEA, 2018a) and *College Admissions Testing Glossary of Terms, Class of 2016* (TEA, 2018b). 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 2016* (TEA, 2018c).

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

Reporting of Results

For the 2017 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 2016* (TEA, 2018a), and *College Admissions Testing Glossary of Terms, Class of 2016* (TEA, 2018b), for additional information.

Academic Achievement and Postsecondary Readiness Distinction Designations

Examination Participation and Performance: SAT and ACT Combined

- Of the 324,302 Texas public high school graduates in the class of 2016, a total of 232,094 (71.6%) took the SAT, the ACT, or both examinations (Table 1 on page 7). The overall SAT/ACT participation rate for the class of 2016 was 3.3 percentage points higher than the rate for the class of 2015 (68.3%).
- Of the graduates in the class of 2016 who took the SAT, the ACT, or both examinations, 22.5 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 2 on page 8). This was 1.8 percentage points lower than the percentage for the class of 2015.

English Language Arts Performance: SAT and ACT

- For the 189,416 graduates in the class of 2016 who took the SAT, the average English language arts (ELA) score (defined as the average critical reading and writing combined score) was 903, a decrease of 9 points from the class of 2015 (Table 13 on page 23).
- For the 130,993 graduates in the class of 2016 who took the ACT, the average ELA score (defined as the average English and reading combined score) was 19.8, a decrease of 0.3 points from the class of 2015 (Table 22 on page 33).

Mathematics Performance: SAT and ACT

- For graduates in the class of 2016 who took the SAT, the average mathematics score was 472, a decrease of 10 points from the class of 2015 (Table 13 on page 23).
- For graduates in the class of 2016 who took the ACT, the average mathematics score was 20.5, a decrease of 0.4 points from the class of 2015 (Table 22 on page 33).

Science Performance: ACT

- For graduates in the class of 2016 who took the ACT, the average science score was 20.5, a decrease of 0.2 points from the class of 2015 (Table 22 on page 33).

College-Ready Graduates: SAT and ACT

- Of graduates in the class of 2016 who took the SAT, 24.1 percent met the college-ready graduates Texas Success Initiative (TSI) criteria for the SAT in both ELA and mathematics (a score of 500 or higher on the critical reading section and on the mathematics section and a combined score for both sections of 1070 or higher) (Table 15 on page 25).
- Of graduates in the class of 2016 who took the ACT, 31.1 percent met the college-ready graduates TSI criteria for the ACT in both ELA and mathematics (a score of 19 or higher on the English section and on the mathematics section and a composite score of 23 or higher) (Table 24 on page 35).

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 2016* (TEA, 2018a), and *College Admissions Testing Glossary of Terms, Class of 2016* (TEA, 2018b), for additional information.

Statewide Results

- Of the 324,302 Texas public high school graduates in the class of 2016, a total of 232,094 took the SAT, the ACT, or both examinations, an increase of 18,155 graduates from the previous class (Table 1 on page 7). The overall SAT/ACT participation rate for the class of 2016 (71.6%) was 3.3 percentage points higher than the rate for the class of 2015 (68.3%).
- Of the graduates in the class of 2016 who took the SAT, the ACT, or both examinations, 22.5 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 2 on page 8). This was 1.8 percentage points lower than the percentage for the class of 2015.
- Of all graduates in the class of 2016, 16.1 percent scored at or above the criterion score on the SAT or the ACT, a decrease of 0.5 percentage points from the class of 2015 (Table 8 on page 16 and Figure 3 on page 17).

Participation and Performance by Race/Ethnicity

- Among graduates in the class of 2016, Asian students had the highest SAT/ACT participation rate, at 94.6 percent, followed by multiracial (75.1%), African American (74.9%), White (71.8%), Pacific Islander (69.0%), Hispanic (68.4%), and American Indian (66.4%) students (Table 2 on page 8 and Figure 1 on page 10). SAT/ACT participation results for Hispanic graduates by race are shown in Table 3 on page 9.
- In the class of 2016, among the five largest groups of examinees by race/ethnicity, 53.9 percent of Asian, 39.6 percent of White, 34.2 percent of multiracial, 10.6 percent of Hispanic, and 7.9 percent of African American examinees scored at or above criterion on one or both examinations (Table 2 on page 8 and Figure 2 on page 11). SAT/ACT performance results for Hispanic graduates by race are shown in Table 3 on page 9.

Participation and Performance by Economic Status

- In the class of 2016, the SAT/ACT participation rate was higher for students not identified as economically disadvantaged (76.3%) than students identified as economically disadvantaged (66.4%) (Table 2 on page 8).
- In the class of 2016, the percentage of examinees scoring at or above criterion on the SAT or the ACT was higher among students not identified as economically disadvantaged (34.2%) than students identified as economically disadvantaged (8.7%).

Participation and Performance by Gender

- In the class of 2016, the SAT/ACT participation rate was higher for female (75.5%) than male (67.6%) students (Table 2 on page 8).
- By contrast, a higher percentage of male (24.3%) than female (20.9%) examinees in the class of 2016 scored at or above criterion on the SAT or the ACT.

Participation and Performance by Program Participation

- In the class of 2016, the SAT/ACT participation rates for students in gifted and talented (96.6%), Title I (72.4%), and career and technical education (CTE) (72.4%) programs were higher than the overall state participation rate (71.6%) (Table 4 on page 12). Participation rates for students in bilingual or English as a second language (ESL) programs (61.0%) and in special education programs (28.9%) were lower than the overall state rate.
- Among examinees in the class of 2016, students in all special programs except gifted and talented (60.9%) scored at or above criterion on the SAT or the ACT at lower rates than the overall state rate (22.5%), ranging from 1.2 percent for students in bilingual or ESL to 18.0 percent for students in CTE.

Participation and Performance by Student Characteristic

- In the class of 2016, the SAT/ACT participation rates for all special populations except students identified as immigrants (79.3%) were lower than the overall state participation rate (71.6%), ranging from 57.4 percent for students identified as migrants to 60.1 percent for students identified as English language learners (Table 5 on page 13).
- Among examinees in the class of 2016, students in all special populations scored at or above criterion on the SAT or the ACT at lower rates than the overall state rate (22.5%), ranging from 1.4 percent for students identified as English language learners to 11.3 percent for students identified as immigrants.

Table 1
SAT and/or ACT Participation, Texas Public
Schools, Class of 2006 Through Class of 2016

Class	Graduates	Examinees	Participation rate (%)
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
2016	324,302	232,094	71.6

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 classes are not comparable to results for the class of 2011 and earlier classes. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a), and *College Admissions Testing Glossary of Terms, Class of 2016* (TEA, 2018b), for additional information.

Table 2
SAT and/or ACT Participation and SAT and/or ACT Performance At or Above Criterion, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2015 and 2016

Group	Graduates	Examinees	Participation rate (%)	Examinees scoring at or above criterion ^a	
				Number	Percent
Class of 2015					
African American	39,690	28,548	71.9	2,336	8.2
American Indian	1,335	865	64.8	228	26.4
Asian	13,089	12,127	92.7	6,636	54.7
Hispanic	148,961	94,952	63.7	11,107	11.7
Pacific Islander	486	343	70.6	92	26.8
White	104,375	73,164	70.1	30,229	41.3
Multiracial	5,451	3,870	71.0	1,355	35.0
Econ. disad. ^b	151,097	94,527	62.6	8,953	9.5
Not econ. disad.	161,327	118,461	73.4	42,646	36.0
Female	156,831	114,029	72.7	25,174	22.1
Male	156,556	99,896	63.8	26,834	26.9
State	313,387	213,939	68.3	52,009	24.3
Class of 2016					
African American	41,082	30,754	74.9	2,423	7.9
American Indian	1,280	850	66.4	175	20.6
Asian	13,481	12,748	94.6	6,877	53.9
Hispanic	157,629	107,895	68.4	11,459	10.6
Pacific Islander	449	310	69.0	67	21.6
White	104,548	75,056	71.8	29,705	39.6
Multiracial	5,833	4,378	75.1	1,497	34.2
Econ. disad.	159,885	106,191	66.4	9,197	8.7
Not econ. disad.	163,440	124,747	76.3	42,668	34.2
Female	161,892	122,292	75.5	25,504	20.9
Male	162,410	109,780	67.6	26,717	24.3
State	324,302	232,094	71.6	52,222	22.5

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

Note. The SAT was redesigned in 2016. A small percentage of class of 2016 examinees took the new version of the test, and scores for these students were converted to scores comparable to those for the previous version of the test using College Board's concordance tables. In the case of either the examinee or the graduate population, sums of student counts by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total for that population. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a), for additional information.

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

Table 3
SAT and/or ACT Participation and SAT and/or ACT Performance At or Above Criterion, Hispanic Students by Race, Texas Public Schools, Class of 2016

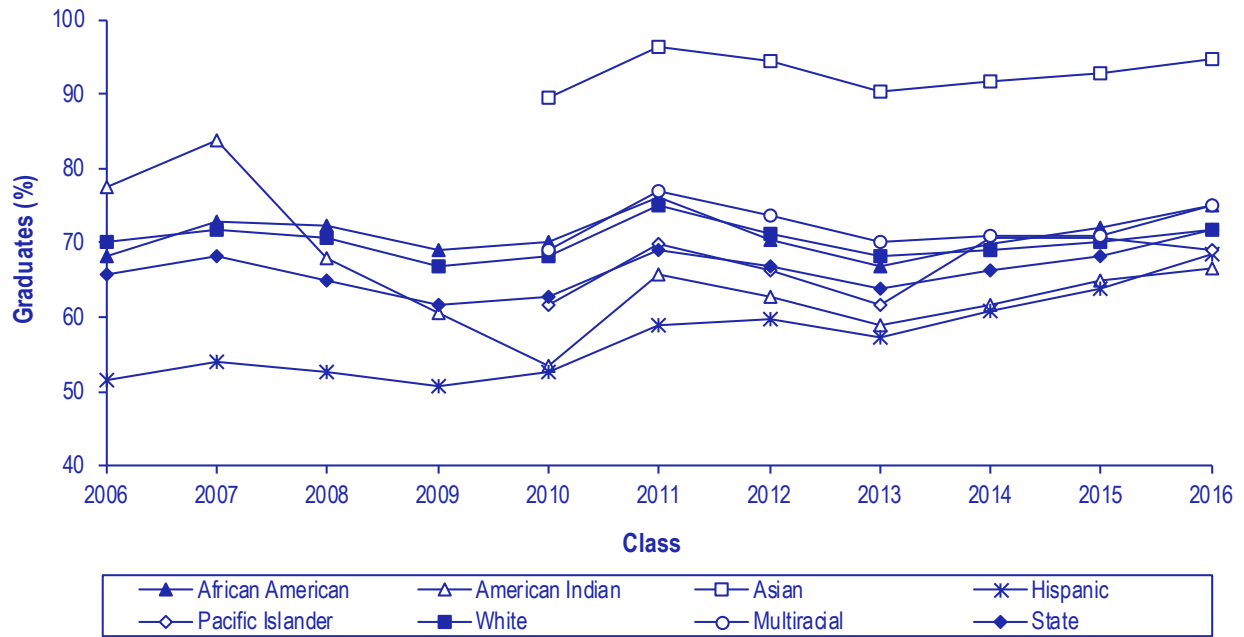
Group	Graduates	Examinees	Participation rate (%)	Examinees scoring at or above criterion ^a	
				Number	Percent
All Hispanic	157,629	107,895	68.4	11,459	10.6
African American	2,300	1,575	68.5	149	9.5
American Indian	38,030	25,736	67.7	1,982	7.7
Asian	591	480	81.2	121	25.2
Pacific Islander	459	316	68.8	42	13.3
White	111,738	76,121	68.1	8,571	11.3
Multiracial	4,511	3,284	72.8	551	16.8
State	324,302	232,094	71.6	52,222	22.5

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

Note. The SAT was redesigned in 2016. A small percentage of class of 2016 examinees took the new version of the test, and scores for these students were converted to scores comparable to those for the previous version of the test using College Board's concordance tables. Sums of Hispanic examinees or of Hispanic graduates by race may be slightly less than the total of all Hispanic examinees or graduates, respectively. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a), for additional information.

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

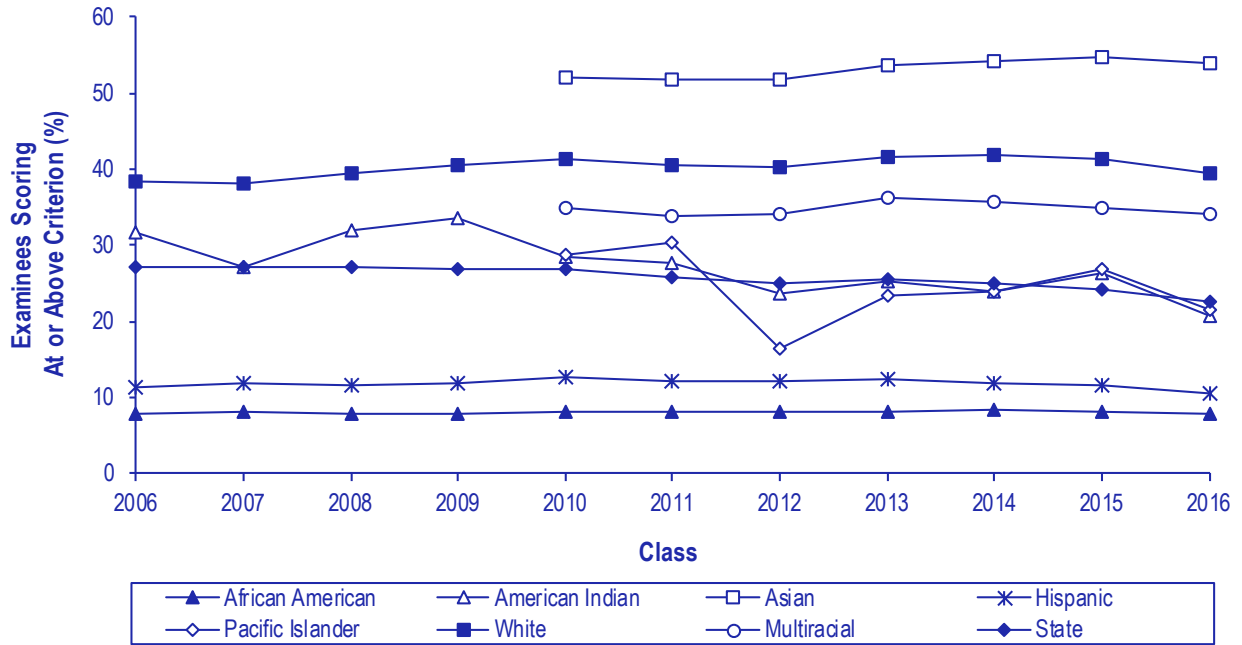
Figure 1
SAT and/or ACT Participation Rates, by Race/Ethnicity, Texas Public Schools, Class of 2006
Through Class of 2016



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 classes are not comparable to results for the class of 2011 and earlier classes. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a), and *College Admissions Testing Glossary of Terms, Class of 2016* (TEA, 2018b), for additional information.

Figure 2
SAT and/or ACT Performance At or Above Criterion, by Race/Ethnicity, Texas Public Schools,
Class of 2006 Through Class of 2016



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

Note. The SAT was redesigned in 2016. A small percentage of class of 2016 examinees took the new version of the test, and scores for these students were converted to scores comparable to those for the previous version of the test using College Board's concordance tables. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a) for additional information. 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 4
SAT and/or ACT Participation and SAT and/or ACT Performance At or Above Criterion, by Program Participation, Texas Public Schools, Class of 2016

Group	Graduates	Examinees	Participation rate (%)	Examinees scoring at or above criterion ^a	
				Number	Percent
Bilingual or ESL ^b	14,396	8,786	61.0	103	1.2
Not bilingual or ESL	308,929	222,152	71.9	51,762	23.3
CTE ^c	155,080	112,281	72.4	20,165	18.0
Not CTE	168,245	118,657	70.5	31,700	26.7
Gifted and talented	31,040	29,988	96.6	18,266	60.9
Not gifted and talented	292,285	200,950	68.8	33,599	16.7
Special education	25,820	7,456	28.9	282	3.8
Not special education	297,505	223,482	75.1	51,583	23.1
Title I	136,906	99,157	72.4	10,967	11.1
Not Title I	186,419	131,781	70.7	40,898	31.0
State	324,302	232,094	71.6	52,222	22.5

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

Note. The SAT was redesigned in 2016. A small percentage of class of 2016 examinees took the new version of the test, and scores for these students were converted to scores comparable to those for the previous version of the test using College Board's concordance tables. Students may be counted in more than one category. In the case of either the examinee or the graduate population, sums of student counts by program participation may differ from one another or be slightly less than the total for that population. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a), for additional information.

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

Table 5
SAT and/or ACT Participation and SAT and/or ACT Performance At or Above Criterion, by Student Characteristic, Texas Public Schools, Class of 2016

Group	Graduates	Examinees	Participation rate (%)	Examinees scoring at or above criterion ^a	
				Number	Percent
At-risk	133,039	76,484	57.5	3,189	4.2
Not at-risk	190,286	153,751	80.8	48,609	31.6
ELL ^b	15,475	9,308	60.1	128	1.4
Not ELL	307,850	221,630	72.0	51,737	23.3
Immigrant	2,881	2,285	79.3	258	11.3
Not immigrant	320,444	227,950	71.1	51,540	22.6
Migrant	2,116	1,215	57.4	40	3.3
Not migrant	321,209	229,723	71.5	51,825	22.6
State	324,302	232,094	71.6	52,222	22.5

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

Note. The SAT was redesigned in 2016. A small percentage of class of 2016 examinees took the new version of the test, and scores for these students were converted to scores comparable to those for the previous version of the test using College Board's concordance tables. Students may be counted in more than one category. In the case of either the examinee or the graduate population, sums of student counts by student characteristic may differ from one another or be slightly less than the total for that population. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a), for additional information.

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

Table 6
SAT and/or ACT Participation Rates (%), by Race/Ethnicity and Gender, Texas Public Schools,
Class of 2006 Through Class of 2016

Class	Race/Ethnicity						
	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Multiracial
2006	68.1	77.5	n/a ^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
2016	74.9	66.4	94.6	68.4	69.0	71.8	75.1

Class	Gender		State
	Female	Male	
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
2016	75.5	67.6	71.6

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 classes are not comparable to results for the class of 2011 and earlier classes. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a), and *College Admissions Testing Glossary of Terms, Class of 2016* (TEA, 2018b), for additional information.

^aNot available.

Table 7
SAT and/or ACT Performance At or Above Criterion (%), by Race/Ethnicity and Gender, Texas
Public Schools, Class of 2006 Through Class of 2016

Class	Race/Ethnicity						
	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Multiracial
2006	7.8	31.7	n/a ^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
2016	7.9	20.6	53.9	10.6	21.6	39.6	34.2

Class	Gender		State
	Female	Male	
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
2016	20.9	24.3	22.5

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

Note. The SAT was redesigned in 2016. A small percentage of class of 2016 examinees took the new version of the test, and scores for these students were converted to scores comparable to those for the previous version of the test using College Board's concordance tables. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a) for additional information. 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.

^aNot available.

Table 8
SAT and/or ACT Performance At or Above Criterion, all Graduates, by Race/Ethnicity, Texas Public Schools, Class of 2012 Through Class of 2016

Group	2012			2013			2014		
	Graduates	Graduates scoring at or above criterion ^a		Graduates	Graduates scoring at or above criterion ^a		Graduates	Graduates scoring at or above criterion ^a	
		Number	Percent		Number	Percent		Number	Percent
African American	38,213	2,147	5.6	38,795	2,116	5.5	38,045	2,217	5.8
American Indian	1,427	212	14.9	1,310	194	14.8	1,278	189	14.8
Asian	10,871	5,313	48.9	11,650	5,630	48.3	12,420	6,155	49.6
Hispanic	131,106	9,373	7.1	139,775	9,834	7.0	141,904	10,279	7.2
Pacific Islander	396	43	10.9	394	57	14.5	401	68	17.0
White	105,767	30,241	28.6	104,460	29,612	28.3	103,763	30,066	29.0
Multiracial	4,856	1,217	25.1	5,013	1,277	25.5	5,293	1,346	25.4
State	292,636	48,659	16.6	301,397	48,790	16.2	303,104	50,346	16.6

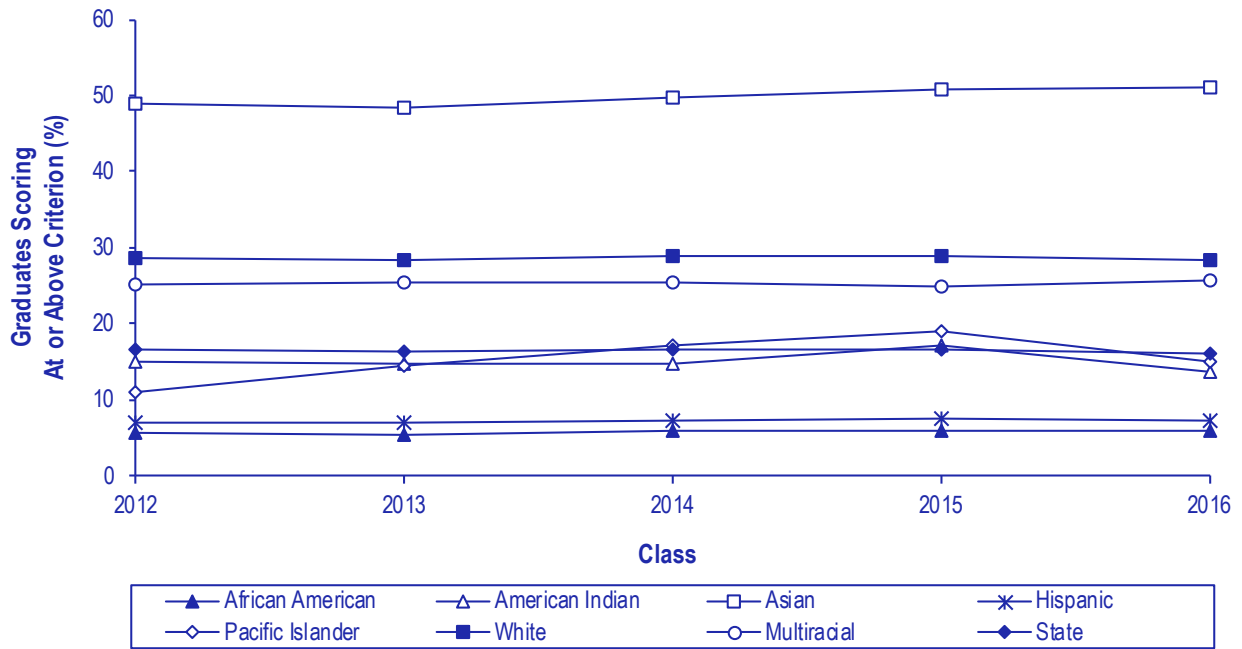
Group	2015			2016		
	Graduates	Graduates scoring at or above criterion ^a		Graduates	Graduates scoring at or above criterion ^a	
		Number	Percent		Number	Percent
African American	39,690	2,336	5.9	41,082	2,423	5.9
American Indian	1,335	228	17.1	1,280	175	13.7
Asian	13,089	6,636	50.7	13,481	6,877	51.0
Hispanic	148,961	11,107	7.5	157,629	11,459	7.3
Pacific Islander	486	92	18.9	449	67	14.9
White	104,375	30,229	29.0	104,548	29,705	28.4
Multiracial	5,451	1,355	24.9	5,833	1,497	25.7
State	313,387	52,009	16.6	324,302	52,222	16.1

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

Note. The SAT was redesigned in 2016. A small percentage of class of 2016 examinees took the new version of the test, and scores for these students were converted to scores comparable to those for the previous version of the test using College Board's concordance tables. Sums of graduates by race/ethnicity may be slightly less than the total of all graduates. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a), for additional information.

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

Figure 3
SAT and/or ACT Performance At or Above Criterion, all Graduates, by Race/Ethnicity, Texas Public Schools, Class of 2012 Through Class of 2016



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

Note. The SAT was redesigned in 2016. A small percentage of class of 2016 examinees took the new version of the test, and scores for these students were converted to scores comparable to those for the previous version of the test using College Board's concordance tables. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a) for additional information. 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.

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 2016* (TEA, 2018a), and *College Admissions Testing Glossary of Terms, Class of 2016* (TEA, 2018b), for additional information.

Statewide Results

- Of the 324,302 Texas public high school graduates in the class of 2016, a total of 189,416 took the SAT examination (Table 9 on page 20). The SAT participation rate for the class of 2016 (58.4%) was 1.3 percentage points higher than the rate for the class of 2015 (57.1%).
- For the SAT examinees in the class of 2016, the average scores on the separate sections of the test were 461 on the critical reading section, 472 on the mathematics section, and 442 on the writing section (Table 12 on page 22). The average critical reading and mathematics combined score was 932, 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 903 (Table 13 on page 23).
- Between the class of 2015 and the class of 2016, average scores on the critical reading, mathematics, and writing sections of the SAT decreased by 3 points, 10 points, and 6 points, respectively (Table 12 on page 22). The average critical reading and mathematics combined score decreased by 14 points.

Participation and Performance by Race/Ethnicity

- Among graduates in the class of 2016, Asian students had the highest SAT participation rate, at 88.8 percent, followed by African American (64.0%), multiracial (63.0%), Pacific Islander (60.1%), White (56.8%), Hispanic (55.2%), and American Indian (53.4%) students (Table 10 on page 20). SAT participation results for Hispanic graduates by race are shown in Table 11 on page 21.
- In the class 2016, African American, Asian, and multiracial students accounted for larger proportions of the SAT examinee population than the graduate population (Figure 4 on page 21). By contrast, Hispanic and White students accounted for larger proportions of the graduate population than the examinee population. American Indian and Pacific Islander 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 2016, Asian examinees had the highest average SAT critical reading and mathematics combined score (1111), followed by White (1044), multiracial (1017), Hispanic (859), and African American (828) examinees (Table 13

on page 23). SAT performance results for Hispanic graduates by race are shown in Table 14 on page 24.

Participation and Performance by Economic Status

- A higher percentage of students not identified as economically disadvantaged (63.3%) than students identified as economically disadvantaged (53.3%) in the class of 2016 took the SAT examination (Table 10 on page 20). 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 13 on page 23).
- SAT performance results for the class of 2016 by economic status within racial/ethnic groups are presented in Table 16 on page 26.

Participation and Performance by Gender

- A higher percentage of female (62.4%) than male (54.5%) students in the class of 2016 took the SAT examination (Table 10 on page 20). 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 13 on page 23).
- SAT performance results for the class of 2016 by gender within racial/ethnic groups are presented in Table 17 on page 27.

Table 9
SAT Participation, Texas Public Schools, Class
of 2006 Through Class of 2016

Class	Graduates	Examinees	Participation rate (%)
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
2016	324,302	189,416	58.4

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 classes are not comparable to results for the class of 2011 and earlier classes. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a), and *College Admissions Testing Glossary of Terms, Class of 2016* (TEA, 2018b), for additional information.

Table 10
SAT Participation, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes
of 2015 and 2016

Group	Class of 2015			Class of 2016		
	Graduates	Examinees	Participation rate (%)	Graduates	Examinees	Participation rate (%)
African American	39,690	24,817	62.5	41,082	26,300	64.0
American Indian	1,335	699	52.4	1,280	683	53.4
Asian	13,089	11,562	88.3	13,481	11,974	88.8
Hispanic	148,961	78,545	52.7	157,629	87,085	55.2
Pacific Islander	486	306	63.0	449	270	60.1
White	104,375	59,631	57.1	104,548	59,364	56.8
Multiracial	5,451	3,343	61.3	5,833	3,677	63.0
Econ. disad. ^a	151,097	78,194	51.8	159,885	85,151	53.3
Not econ. disad.	161,327	100,024	62.0	163,440	103,405	63.3
Female	156,831	96,167	61.3	161,892	100,948	62.4
Male	156,556	82,780	52.9	162,410	88,468	54.5
State	313,387	178,947	57.1	324,302	189,416	58.4

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

Note. In the case of either the examinee or the graduate population, sums of student counts by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total for that population. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a), for additional information.

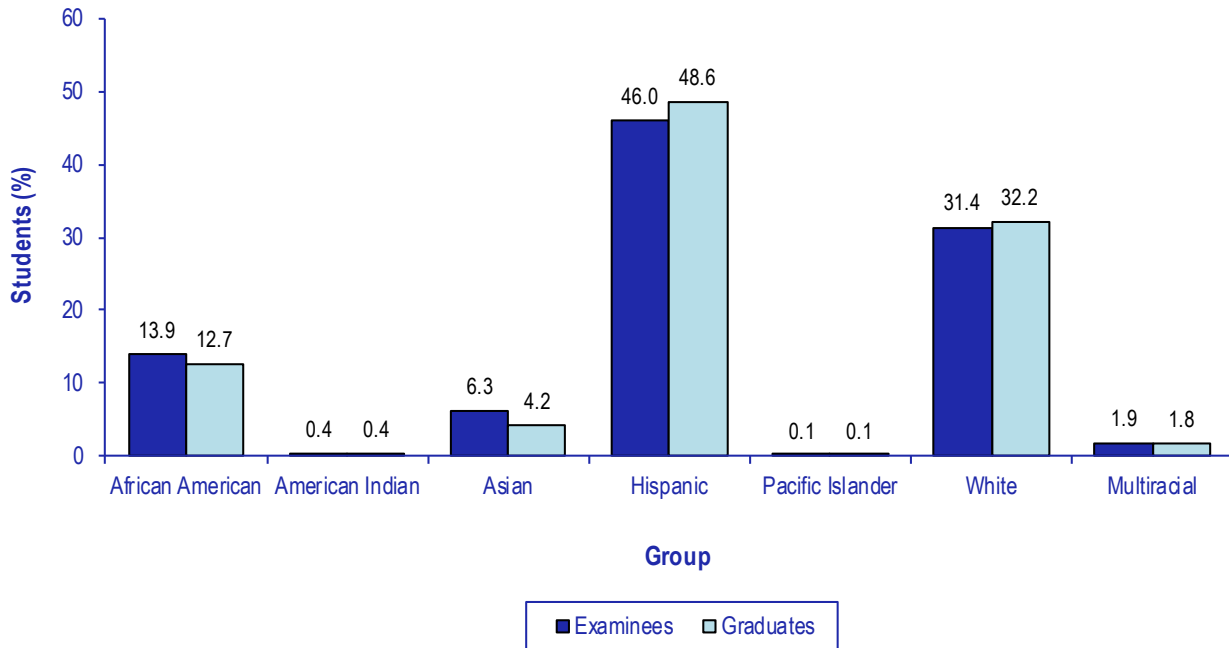
^aEconomically disadvantaged.

Table 11
SAT Participation, Hispanic Students by Race,
Texas Public Schools, Class of 2016

Group	Graduates	Examinees	Participation rate (%)
All Hispanic	157,629	87,085	55.2
African American	2,300	1,329	57.8
American Indian	38,030	21,198	55.7
Asian	591	417	70.6
Pacific Islander	459	269	58.6
White	111,738	60,840	54.4
Multiracial	4,511	2,762	61.2
State	324,302	189,416	58.4

Source. Primary data from College Board and Texas Education Agency (TEA).
 Note. Sums of Hispanic examinees or of Hispanic graduates by race may be slightly less than the total of all Hispanic examinees or graduates, respectively. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a), for additional information.

Figure 4
Graduating Seniors and SAT Examinees, by Race/Ethnicity, Texas Public Schools, Class of 2016



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

Note. Percentages of examinees are based only on examinees who reported race/ethnicity information. Parts may not add to 100 percent because of rounding.

Table 12
SAT Performance, Texas Public Schools, Class of 2006 Through Class of 2016

Class	Examinees	Average scores			
		Critical reading (CR)	Mathematics	CR and math combined	Writing
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
2016	189,416	461	472	932	442

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

Note. The SAT was redesigned in 2016. A small percentage of class of 2016 examinees took the new version of the test, and scores for these students were converted to scores comparable to those for the previous version of the test using College Board's concordance tables. Because of concordance and 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. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a), for additional information.

Table 13
SAT Performance, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2015 and 2016

Group	Examinees	Examinees scoring 1110 or higher ^a		Average scores					
		Number	Percent	Critical reading (CR)	Mathematics	Writing	CR and math combined	ELA ^b (CR and writing combined)	CR, math, and writing combined
Class of 2015									
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. ^c	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
Class of 2016									
African American	26,300	1,775	6.7	414	415	398	828	811	1225
American Indian	683	122	17.9	468	469	440	937	907	1376
Asian	11,974	6,144	51.3	532	579	523	1111	1055	1634
Hispanic	87,085	8,359	9.6	423	437	409	859	832	1268
Pacific Islander	270	48	17.8	457	472	442	929	899	1371
White	59,364	21,456	36.1	519	525	493	1044	1012	1537
Multiracial	3,677	1,166	31.7	507	510	481	1017	988	1498
Econ. disad.	85,151	6,489	7.6	413	426	398	838	811	1237
Not econ. disad.	103,405	32,289	31.2	500	509	478	1009	978	1487
Female	100,948	18,476	18.3	460	462	448	922	908	1370
Male	88,468	20,609	23.3	461	483	436	944	897	1380
State	189,416	39,085	20.6	461	472	442	932	903	1375

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

Note. The SAT was redesigned in 2016. A small percentage of class of 2016 examinees took the new version of the test, and scores for these students were converted to scores comparable to those for the previous version of the test using College Board's concordance tables. Because of concordance and 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 2016* (TEA, 2018a), for additional information.

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

Table 14
SAT Performance, Hispanic Examinees by Race, Texas Public Schools, Class of 2016

Group	Examinees	Examinees scoring 1110 or higher ^a		Average scores			
		Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
All Hispanic	87,085	8,359	9.6	423	437	859	409
African American	1,329	115	8.7	433	433	865	416
American Indian	21,198	1,445	6.8	412	428	840	398
Asian	417	89	21.3	467	488	954	449
Pacific Islander	269	31	11.5	427	437	863	411
White	60,840	6,217	10.2	425	438	863	411
Multiracial	2,762	425	15.4	449	458	906	428
State	189,416	39,085	20.6	461	472	932	442

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

Note. The SAT was redesigned in 2016. A small percentage of class of 2016 examinees took the new version of the test, and scores for these students were converted to scores comparable to those for the previous version of the test using College Board's concordance tables. Because of concordance and 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 2016* (TEA, 2018a), for additional information.

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

Table 15
SAT Performance Meeting College-Ready
Graduates Texas Success Initiative Criteria, by
Race/Ethnicity, Economic Status, and Gender,
Texas Public Schools, Class 2016

Group	Examinees	Examinees meeting TSI ^a SAT criteria ^b	
		Number	Percent
African American	26,300	2,288	8.7
American Indian	683	148	21.7
Asian	11,974	6,426	53.7
Hispanic	87,085	10,499	12.1
Pacific Islander	270	62	23.0
White	59,364	24,773	41.7
Multiracial	3,677	1,344	36.6
Econ. disad. ^c	85,151	8,163	9.6
Not econ. disad.	103,405	37,061	35.8
Female	100,948	22,017	21.8
Male	88,468	23,538	26.6
State	189,416	45,555	24.1

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

Note. The SAT was redesigned in 2016. A small percentage of class of 2016 examinees took the new version of the test, and scores for these students were converted to scores comparable to those for the previous version of the test using College Board's concordance tables. Under the Texas public school accountability system, college-ready graduates is one indicator used for awarding postsecondary readiness distinction designations. 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 2016* (TEA, 2018a), and *College Admissions Testing Glossary of Terms, Class of 2016* (TEA, 2018b), for additional information.

^aTexas Success Initiative. ^bA score of 500 or higher on the critical reading section and on the mathematics section and a combined score for both sections of 1070 or higher. ^cEconomically disadvantaged.

Table 16
SAT Performance of Racial/Ethnic Groups, by Economic Status, Texas Public Schools, Class of 2016

Economic status	Examinees		Average scores			
	Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
African American						
Econ. disad. ^a	15,850	60.3	396	398	792	381
Not econ. disad.	10,358	39.4	442	440	882	424
All students	26,300	100	414	415	828	398
American Indian						
Econ. disad.	273	40.0	435	435	868	405
Not econ. disad.	406	59.4	490	494	984	464
All students	683	100	468	469	937	440
Asian						
Econ. disad.	3,565	29.8	465	516	980	451
Not econ. disad.	8,262	69.0	560	604	1163	551
All students	11,974	100	532	579	1111	523
Hispanic						
Econ. disad.	56,515	64.9	405	421	826	393
Not econ. disad.	30,238	34.7	457	465	922	438
All students	87,085	100	423	437	859	409
Pacific Islander						
Econ. disad.	123	45.6	418	438	855	404
Not econ. disad.	145	53.7	492	503	994	474
All students	270	100	457	472	929	442
White						
Econ. disad.	7,819	13.2	473	473	945	447
Not econ. disad.	51,334	86.5	526	533	1059	500
All students	59,364	100	519	525	1044	493
Multiracial						
Econ. disad.	1,006	27.4	462	460	921	437
Not econ. disad.	2,662	72.4	524	529	1053	498
All students	3,677	100	507	510	1017	481
State						
Econ. disad.	85,151	45.0	413	426	838	398
Not econ. disad.	103,405	54.6	500	509	1009	478
All students	189,416	100	461	472	932	442

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

Note. The SAT was redesigned in 2016. A small percentage of class of 2016 examinees took the new version of the test, and scores for these students were converted to scores comparable to those for the previous version of the test using College Board's concordance tables. Parts may not add to 100 percent because of missing information on economic status or rounding. Because of concordance and 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 2016* (TEA, 2018a), for additional information.

^aEconomically disadvantaged.

Table 17
SAT Performance of Racial/Ethnic Groups, by Gender, Texas Public Schools, Class of 2016

Gender	Examinees		Average scores			
	Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
African American						
Female	13,969	53.1	420	414	833	408
Male	12,331	46.9	407	416	821	386
All students	26,300	100	414	415	828	398
American Indian						
Female	352	51.5	465	459	924	447
Male	331	48.5	470	481	950	432
All students	683	100	468	469	937	440
Asian						
Female	5,958	49.8	531	567	1097	528
Male	6,016	50.2	534	591	1124	517
All students	11,974	100	532	579	1111	523
Hispanic						
Female	46,845	53.8	423	428	850	414
Male	40,240	46.2	424	447	870	402
All students	87,085	100	423	437	859	409
Pacific Islander						
Female	130	48.1	472	475	947	461
Male	140	51.9	443	469	913	424
All students	270	100	457	472	929	442
White						
Female	31,674	53.4	516	512	1028	499
Male	27,690	46.6	522	540	1061	486
All students	59,364	100	519	525	1044	493
Multiracial						
Female	1,991	54.1	507	499	1005	488
Male	1,686	45.9	508	524	1031	473
All students	3,677	100	507	510	1017	481
State						
Female	100,948	53.3	460	462	922	448
Male	88,468	46.7	461	483	944	436
All students	189,416	100	461	472	932	442

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

Note. The SAT was redesigned in 2016. A small percentage of class of 2016 examinees took the new version of the test, and scores for these students were converted to scores comparable to those for the previous version of the test using College Board's concordance tables. Parts may not add to 100 percent because of missing information on gender or rounding. Because of concordance and 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 2016* (TEA, 2018a), 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 2016* (TEA, 2018a), and *College Admissions Testing Glossary of Terms, Class of 2016* (TEA, 2018b), for additional information.

Statewide Results

- Of the 324,302 Texas public high school graduates in the class of 2016, a total of 130,993 took the ACT examination (Table 18 on page 30). The ACT participation rate for the class of 2016 (40.4%) was 4.1 percentage points higher than the rate for the class of 2015 (36.3%).
- For the ACT examinees in the class of 2016, the average scores on the separate sections of the test were 19.0 on the English section, 20.5 on the mathematics section, 20.6 on the reading section, and 20.5 on the science section (Table 21 on page 32). The average composite score was 20.3, 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 19.8 (Table 22 on page 33).
- Between the class of 2015 and the class of 2016, average scores decreased on the English and mathematics sections of the ACT by 0.4 points each and decreased on the reading and science sections by 0.2 points each (Table 21 on page 32). The average composite score decreased by 0.3 points.

Participation and Performance by Race/Ethnicity

- Among graduates in the class of 2016, Asian students had the highest ACT participation rate, at 56.4 percent, followed by White (45.7%), multiracial (42.4%), African American (39.1%), American Indian (38.2%), Hispanic (35.7%), and Pacific Islander (31.0%) students (Table 19 on page 30). ACT participation results for Hispanic graduates by race are shown in Table 20 on page 31.
- In the class of 2016, 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 and Hispanic students accounted for larger proportions of the graduate population than the examinee population. American Indian and Pacific Islander students each accounted for the same proportion of the two populations.

- Across the five largest groups of examinees by race/ethnicity in the class of 2016, Asian examinees had the highest average composite score (25.0), followed by White (22.9), multiracial (22.1), Hispanic (18.1), and African American (17.4) examinees (Table 22 on page 33). ACT performance results for Hispanic graduates by race are shown in Table 23 on page 34.

Participation and Performance by Economic Status

- A higher percentage of students not identified as economically disadvantaged (45.1%) than students identified as economically disadvantaged (35.5%) in the class of 2016 took the ACT examination (Table 19 on page 30). 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 22 on page 33).
- ACT performance results for the class of 2016 by economic status within racial/ethnic groups are presented in Table 25 on page 36.

Participation and Performance by Gender

- A higher percentage of female (43.5%) than male (37.2%) students in the class of 2016 took the ACT examinations (Table 19 on page 30). Average scores for female students were higher than those for male students on the English and reading sections of the examination and lower on the mathematics and science sections (Table 22 on page 33).
- ACT performance results for the class of 2016 by gender within racial/ethnic groups are presented in Table 26 on page 37.

Table 18
ACT Participation, Texas Public Schools, Class
of 2006 Through Class of 2016

Class	Graduates	Examinees	Participation rate (%)
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
2016	324,302	130,993	40.4

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 classes are not comparable to results for the class of 2011 and earlier classes. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a), and *College Admissions Testing Glossary of Terms, Class of 2016* (TEA, 2018b), for additional information.

Table 19
ACT Participation, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes
of 2015 and 2016

Group	Class of 2015			Class of 2016		
	Graduates	Examinees	Participation rate (%)	Graduates	Examinees	Participation rate (%)
African American	39,690	14,211	35.8	41,082	16,056	39.1
American Indian	1,335	471	35.3	1,280	489	38.2
Asian	13,089	6,739	51.5	13,481	7,605	56.4
Hispanic	148,961	46,347	31.1	157,629	56,329	35.7
Pacific Islander	486	157	32.3	449	139	31.0
White	104,375	43,788	42.0	104,548	47,830	45.7
Multiracial	5,451	2,009	36.9	5,833	2,475	42.4
Econ. disad. ^a	151,097	47,011	31.1	159,885	56,713	35.5
Not econ. disad.	161,327	66,324	41.1	163,440	73,756	45.1
Female	156,831	62,045	39.6	161,892	70,485	43.5
Male	156,556	51,704	33.0	162,410	60,482	37.2
State	313,387	113,765	36.3	324,302	130,993	40.4

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

Note. In the case of either the examinee or the graduate population, sums of student counts by race/ethnicity, by economic status, or by gender may differ from one another or be slightly less than the total for that population. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a), for additional information.

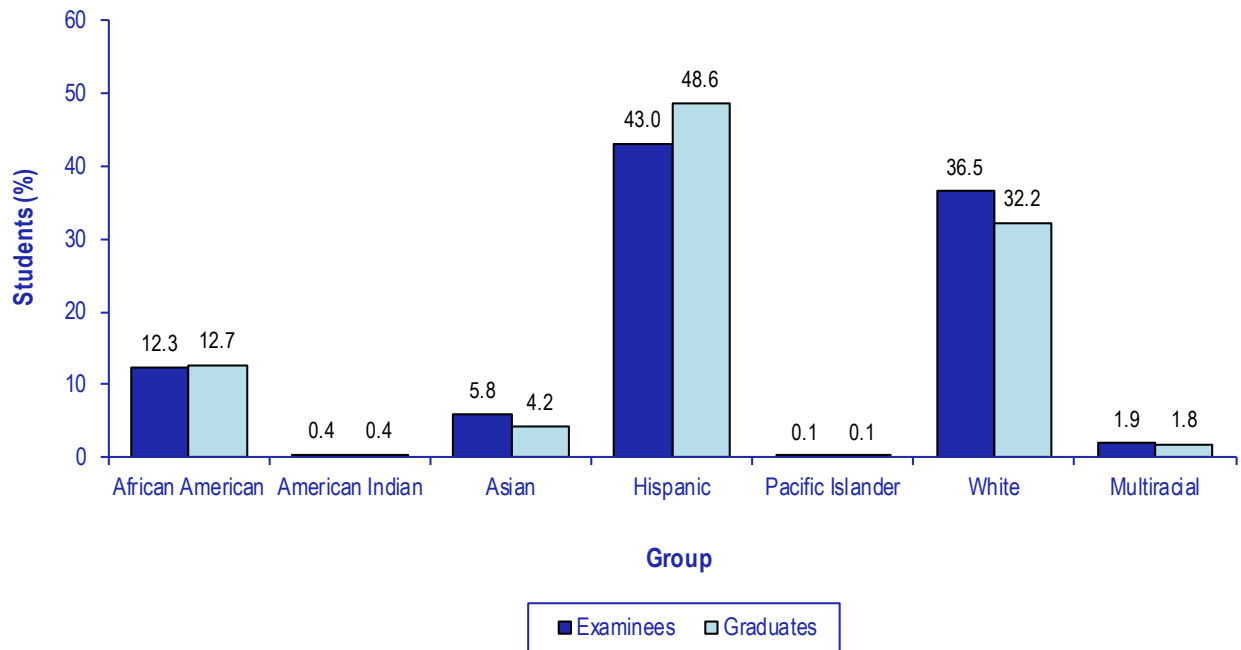
^aEconomically disadvantaged.

Table 20
ACT Participation, Hispanic Students by Race,
Texas Public Schools, Class of 2016

Group	Graduates	Examinees	Participation rate (%)
All Hispanic	157,629	56,329	35.7
African American	2,300	771	33.5
American Indian	38,030	13,868	36.5
Asian	591	240	40.6
Pacific Islander	459	160	34.9
White	111,738	39,196	35.1
Multiracial	4,511	1,936	42.9
State	324,302	130,993	40.4

Source. Primary data from ACT, Inc., and Texas Education Agency (TEA).
 Note. Sums of Hispanic examinees or of Hispanic graduates by race may be slightly less than the total of all Hispanic examinees or graduates, respectively. See College Admissions Testing General Information, Class of 2016 (TEA, 2018a), for additional information.

Figure 5
Graduating Seniors and ACT Examinees, by Race/Ethnicity, Texas Public Schools, Class of 2016



Source. Primary data from ACT, Inc., and Texas Education Agency.
 Note. Percentages of examinees are based only on examinees who reported race/ethnicity information. Parts may not add to 100 percent because of rounding.

Table 21
ACT Performance, Texas Public Schools, Class of 2006 Through Class of 2016

Class	Examinees	Average scores				
		English	Mathematics	Reading	Science	Composite
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
2016	130,993	19.0	20.5	20.6	20.5	20.3

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

Table 22
ACT Performance, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2015 and 2016

Group	Examinees	Examinees scoring 24 or higher ^a		Average scores					ELA ^b
		Number	Percent	English	Mathematics	Reading	Science	Composite	
Class of 2015									
African American	14,211	1,276	9.0	16.0	17.8	17.6	17.8	17.4	16.8
American Indian	471	146	31.0	19.7	21.0	21.5	21.3	21.0	20.6
Asian	6,739	4,050	60.1	24.3	26.2	24.7	24.8	25.1	24.5
Hispanic	46,347	6,163	13.3	16.8	19.0	18.5	18.9	18.4	17.6
Pacific Islander	157	50	31.8	19.6	21.4	21.3	21.1	21.0	20.5
White	43,788	19,840	45.3	22.3	23.0	23.5	23.0	23.1	22.9
Multiracial	2,009	790	39.3	21.4	22.4	22.7	22.3	22.3	22.1
Econ. disad. ^c	47,011	5,124	10.9	16.2	18.5	17.9	18.4	17.9	17.1
Not econ. disad.	66,324	27,030	40.8	21.6	22.5	22.8	22.4	22.4	22.2
Female	62,045	16,467	26.5	19.5	20.3	20.7	20.3	20.3	20.1
Male	51,704	15,866	30.7	19.2	21.5	20.8	21.3	20.8	20.0
State	113,765	32,335	28.4	19.4	20.9	20.8	20.7	20.6	20.1
Class of 2016									
African American	16,056	1,495	9.3	15.9	17.7	17.7	17.9	17.4	16.8
American Indian	489	117	23.9	18.6	20.2	20.5	20.3	20.0	19.5
Asian	7,605	4,510	59.3	24.0	26.0	24.9	24.6	25.0	24.4
Hispanic	56,329	7,054	12.5	16.4	18.6	18.3	18.5	18.1	17.3
Pacific Islander	139	36	25.9	19.0	20.9	20.7	20.7	20.4	19.9
White	47,830	20,969	43.8	22.1	22.7	23.5	22.9	22.9	22.8
Multiracial	2,475	968	39.1	21.2	21.9	22.7	22.2	22.1	22.0
Econ. disad.	56,713	5,841	10.3	15.9	18.2	17.8	18.1	17.6	16.9
Not econ. disad.	73,756	29,142	39.5	21.3	22.2	22.7	22.2	22.3	22.0
Female	70,485	17,874	25.4	19.1	20.0	20.7	20.1	20.1	19.9
Male	60,482	17,301	28.6	18.8	21.1	20.5	20.9	20.4	19.6
State	130,993	35,177	26.9	19.0	20.5	20.6	20.5	20.3	19.8

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

Note. 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 2016* (TEA, 2018a), for additional information.

^aA composite score of 24 or higher. ^bThe 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. ^cEconomically disadvantaged.

Table 23
ACT Performance, Hispanic Examinees by Race, Texas Public Schools, Class of 2016

Group	Examinees	Examinees scoring 24 or higher ^a		Average scores				
		Number	Percent	English	Mathematics	Reading	Science	Composite
All Hispanic	56,329	7,054	12.5	16.4	18.6	18.3	18.5	18.1
African American	771	87	11.3	16.5	18.3	18.3	18.5	18.0
American Indian	13,868	1,203	8.7	15.4	18.1	17.5	17.9	17.4
Asian	240	70	29.2	19.7	21.3	21.1	20.9	20.9
Pacific Islander	160	22	13.8	16.4	18.7	18.5	19.0	18.3
White	39,196	5,332	13.6	16.7	18.7	18.5	18.7	18.3
Multiracial	1,936	327	16.9	17.1	19.2	19.0	19.1	18.7
State	130,993	35,177	26.9	19.0	20.5	20.6	20.5	20.3

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 2016* (TEA, 2018a), for additional information.

^aA composite score of 24 or higher.

Table 24
ACT Performance Meeting College-Ready
Graduates Texas Success Initiative Criteria, by
Race/Ethnicity, Economic Status, and Gender,
Texas Public Schools, Class 2016

Group	Examinees	Examinees meeting TSI ^a ACT criteria ^b	
		Number	Percent
African American	16,056	1,873	11.7
American Indian	489	149	30.5
Asian	7,605	4,864	64.0
Hispanic	56,329	8,819	15.7
Pacific Islander	139	48	34.5
White	47,830	23,817	49.8
Multiracial	2,475	1,081	43.7
Econ. disad. ^c	56,713	7,404	13.1
Not econ. disad.	73,756	33,067	44.8
Female	70,485	20,779	29.5
Male	60,482	19,898	32.9
State	130,993	40,679	31.1

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

Note. Under the Texas public school accountability system, college-ready graduates is one indicator used for awarding postsecondary readiness distinction designations. 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 2016* (TEA, 2018a), and *College Admissions Testing Glossary of Terms, Class of 2016* (TEA, 2018b), for additional information.

^aTexas Success Initiative. ^bA score of 19 or higher on the English section and on the mathematics section and a composite score of 23 or higher. ^cEconomically disadvantaged.

Table 25
ACT Performance of Racial/Ethnic Groups, by Economic Status, Texas Public Schools, Class of 2016

Economic status	Examinees		Average scores				
	Number	Percent	English	Mathematics	Reading	Science	Composite
African American							
Econ. disad. ^a	9,592	59.7	14.9	17.0	16.9	17.1	16.6
Not econ. disad.	6,407	39.9	17.5	18.8	19.1	19.0	18.7
All students	16,056	100	15.9	17.7	17.7	17.9	17.4
American Indian							
Econ. disad.	195	39.9	16.0	18.5	18.3	18.6	18.0
Not econ. disad.	293	59.9	20.3	21.2	22.0	21.5	21.4
All students	489	100	18.6	20.2	20.5	20.3	20.0
Asian							
Econ. disad.	2,198	28.9	20.0	23.0	21.4	21.7	21.6
Not econ. disad.	5,316	69.9	25.6	27.1	26.3	25.7	26.3
All students	7,605	100	24.0	26.0	24.9	24.6	25.0
Hispanic							
Econ. disad.	38,067	67.6	15.4	17.9	17.4	17.8	17.2
Not econ. disad.	18,085	32.1	18.5	20.0	20.2	20.1	19.8
All students	56,329	100	16.4	18.6	18.3	18.5	18.1
Pacific Islander							
Econ. disad.	65	46.8	16.9	19.1	18.7	19.3	18.6
Not econ. disad.	73	52.5	20.9	22.5	22.5	22.0	22.1
All students	139	100	19.0	20.9	20.7	20.7	20.4
White							
Econ. disad.	5,933	12.4	19.1	20.0	20.9	20.6	20.3
Not econ. disad.	41,778	87.3	22.5	23.1	23.9	23.2	23.3
All students	47,830	100	22.1	22.7	23.5	22.9	22.9
Multiracial							
Econ. disad.	663	26.8	18.3	19.4	19.9	19.8	19.5
Not econ. disad.	1,804	72.9	22.3	22.9	23.8	23.1	23.1
All students	2,475	100	21.2	21.9	22.7	22.2	22.1
State							
Econ. disad.	56,713	43.3	15.9	18.2	17.8	18.1	17.6
Not econ. disad.	73,756	56.3	21.3	22.2	22.7	22.2	22.3
All students	130,993	100	19.0	20.5	20.6	20.5	20.3

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

Note. 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 2016* (TEA, 2018a), for additional information.

^aEconomically disadvantaged.

Table 26
ACT Performance of Racial/Ethnic Groups, by Gender, Texas Public Schools, Class of 2016

Gender	Examinees		Average scores				
	Number	Percent	English	Mathematics	Reading	Science	Composite
African American							
Female	8,605	53.6	16.5	17.7	18.3	18.0	17.7
Male	7,450	46.4	15.3	17.7	17.1	17.7	17.1
All students	16,056	100	15.9	17.7	17.7	17.9	17.4
American Indian							
Female	248	50.7	18.2	19.3	20.0	19.5	19.4
Male	241	49.3	19.0	21.0	21.0	21.1	20.7
All students	489	100	18.6	20.2	20.5	20.3	20.0
Asian							
Female	3,896	51.2	24.1	25.4	24.9	24.0	24.7
Male	3,709	48.8	23.9	26.7	24.8	25.2	25.3
All students	7,605	100	24.0	26.0	24.9	24.6	25.0
Hispanic							
Female	31,079	55.2	16.5	18.1	18.4	18.2	17.9
Male	25,249	44.8	16.3	19.1	18.2	18.9	18.2
All students	56,329	100	16.4	18.6	18.3	18.5	18.1
Pacific Islander							
Female	72	51.8	19.7	20.7	21.0	20.6	20.6
Male	67	48.2	18.3	21.0	20.3	20.8	20.2
All students	139	100	19.0	20.9	20.7	20.7	20.4
White							
Female	25,211	52.7	22.4	22.1	23.6	22.5	22.8
Male	22,619	47.3	21.8	23.4	23.3	23.4	23.1
All students	47,830	100	22.1	22.7	23.5	22.9	22.9
Multiracial							
Female	1,354	54.7	21.5	21.4	22.9	21.8	22.0
Male	1,121	45.3	20.9	22.6	22.5	22.6	22.3
All students	2,475	100	21.2	21.9	22.7	22.2	22.1
State							
Female	70,485	53.8	19.1	20.0	20.7	20.1	20.1
Male	60,482	46.2	18.8	21.1	20.5	20.9	20.4
All students	130,993	100	19.0	20.5	20.6	20.5	20.3

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

Note. Parts may not add to 100 percent because of missing information on gender or rounding. Sums of examinees by gender may be slightly less than the total of all students. See *College Admissions Testing General Information, Class of 2016* (TEA, 2018a), for additional information.

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Abstract. This report presents SAT and ACT examination participation and performance results in Texas public schools for the class of 2016. 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.

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

For additional information about the SAT, contact the College Board Southwestern Regional Office at (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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