College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2003

Division of Accountability Research
Department of Accountability and Data Quality
Texas Education Agency
November 2004

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November 2004

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Additional Acknowledgments
Special thanks to Debra Craig from the College Board and Glen Gullikson from ACT, Inc. for their kind reviews of this report.

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

Abstract. This annual report examines SAT I and ACT participation and performance in Texas for the graduating class of 2003. A total of 133,755 Texas public school graduates, the highest number of examinees ever, took either the SAT I or ACT in 2003. The percentage of graduates who took the SAT I or ACT increased slightly from 61.9 percent for the class of 2002 to 62.4 percent for the class of 2003. The percentage of examinees achieving the Academic Excellence Indicator System (AEIS) criterion score on either test increased from 26.6 percent in 2002 to 27.2 percent in 2003. Performance gaps between African American and White examinees and between Hispanic and White examinees on the SAT I increased during the time period 1996 through 2003. Since 1999, similar increases have been seen in ACT performance gaps between African American and White examinees and between Hispanic and White examinees. From 1996 through 2003, Texas scores were superior to national scores among Asian/Pacific Islanders on the SAT I Verbal and ACT Mathematics tests and African Americans on the ACT Mathematics test.

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

Additional information about this report may be obtained by contacting the Texas Education Agency, Department of Accountability and Data Quality, Division of Accountability Research by phone at (512) 475-3523, by email at research@tea.state.tx.us, or via the division website: http://www.tea.state.tx.us/research/. Copies of the report may be purchased using the order form in the back of this publication.

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

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Texas Public Schools

Academic Excellence Indicator System Measures

Participation

- A total of 133,755 Texas public high school graduates in the class of 2003 took the SAT I, the ACT, or both. This was up from 125,590 graduates in the class of 2002. The number of examinees in 2003 reflects an overall participation rate of 62.4 percent.

- Asian/Pacific Islanders had the highest participation rate at 79.3 percent, and Hispanics had the lowest participation rate at 45.7 percent.

Performance

- For the class of 2003, 27.2 percent of examinees achieved the criterion score on either the SAT I or ACT. For the class of 2002, 26.6 percent of examinees met the criterion.

- A larger proportion of Asian/Pacific Islander examinees met the criterion scores (44.5%) than of any other group. African Americans had the smallest proportion of examinees who met the criterion scores (7.2%).

SAT I

Participation

- A total of 107,053 public high school graduates in the class of 2003 took the SAT I examination. This is a slight increase in participation rate (49.9%) from the previous year (49.8% for the class of 2002).

- The participation rates in SAT I testing by ethnicity were 65.5 percent of Asian/Pacific Islander graduates, 42.0 percent of White graduates, 41.5 percent of African American graduates, and 30.0 percent of Hispanic graduates.

Performance

- The mean SAT I Verbal and Mathematics combined score for Texas public school graduates in the class of 2003 was 989, an increase from 986 for the class of 2002.

- For the class of 2003, Asian/Pacific Islander examinees obtained the highest average SAT I Verbal and Mathematics combined score at 1078, and African American examinees obtained the lowest average SAT I Verbal and Mathematics combined score at 843.

ACT

Participation

- A total of 63,776 Texas public high school graduates in 2003 took the ACT examination. This is a participation rate of 29.7 percent, an increase from 29.4 percent for the class of 2002.

- The participation rates in ACT testing by ethnicity were 31.0 percent of White graduates, 30.3 percent of African American graduates, 23.8 percent of Asian/Pacific Islander graduates, and 21.7 percent of Hispanic graduates.

Performance

- The mean ACT Composite score for 2003 Texas public high school graduates was 19.9, down one-tenth of a point from 20.0 for the class of 2002.

- For the class of 2003, Asian/Pacific Islander examinees obtained the highest average ACT Composite score at 22.0, and African American examinees obtained the lowest average ACT Composite score at 16.8.

Texas and the United States

SAT I

- A total of 124,571 Texas public and non-public high school graduates in 2003 took the SAT I, resulting in a participation rate of 57 percent, up from 55 percent for the class of 2002. Nationally 1,406,324 public and non-public high school graduates in 2003 took the SAT I, resulting in a participation rate of 48 percent, up from 46 percent for the class of 2002.

- The percentages of African American examinees were comparable in Texas (10.1%) and in the United States (8.9%). Whereas Hispanics made up 19.7 percent of the test-taking population in Texas, they made up only 7.6 percent of the test-taking population nationally. The percentage of White examinees was just under six percentage points higher nationally than in Texas.

- The mean SAT I Verbal and Mathematics combined score for Texas public and non-public high school graduates in the class of 2003 was 993, up from 991 for the class of 2002. In 2003, the mean SAT I Verbal and Mathematics combined score nationally was 1026, an increase from 1020 in 2002. Average SAT I subject scores for all examinees were higher nationally than in Texas.

ACT

- A total of 73,145 Texas public and non-public high school graduates in 2003 took the ACT, for a participation rate of approximately 33 percent, up from 32 percent for the class of 2002. Nationally 1,175,059 public and non-public high school graduates in 2003 took the ACT, for a participation rate of about 40 percent, up from 39 percent in 2002.

- The percentages of African American examinees were comparable in Texas and the United States. The percentage of Hispanic test takers in Texas was about four times larger than the percentage of Hispanic test takers nationally. The percentage of White examinees in Texas was 16 percentage points smaller than the percentage of White examinees nationally.

- The mean ACT Composite score for Texas public and non-public high school graduates in the class of 2003 was 20.1, the same as in 2002. The mean Composite score nationally for the class of 2003 was 20.8, the same as in 2001. Average ACT subject scores for all examinees were higher nationally than in Texas.

Overview

Overview

This report provides results for graduating seniors in the class of 2003 on the SAT I: Reasoning Test, sponsored by the College Board and published by the Educational Testing Service, and on the ACT Assessment, published by ACT, Inc. The first section provides: (1) general information on the SAT I and ACT examinations; (2) a discussion of the role of participation rates in the interpretation of test scores and as high school performance indicators; (3) information on the use and interpretation of SAT I and ACT scores; and (4) specific uses of college admissions test scores in Texas. After an explanation of data sources and reporting information in the second section, the third section provides SAT I and ACT results for the class of 2003 in Texas public schools. Participation rates and performance on the examinations are provided for all examinees and by ethnicity and gender. In addition, trends in participation and performance are examined for the graduating classes of 1996 through 2003. The fourth section provides comparisons of SAT I and ACT performance for all graduates in public and non-public schools in Texas and in the nation as a whole. The section includes SAT I and ACT scores for all 50 states, along with the percentages of graduates who took the tests in each state. SAT I and ACT results for each school district and public school in Texas are presented in the companion volume to this report, *College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2003: District and Campus Listings* (TEA, 2004a).

College Admissions Testing: The SAT I and ACT

General Information

Use and Interpretation of SAT I and ACT Scores

Use of College Entrance Examination Scores in Texas

General Information

The Examinations

The SAT I and ACT are national college admissions examinations designed to assess the readiness of high school students for college-level work. Studies that show significant correlations between scores on college admissions tests and college grades (e.g., Camara & Echternacht, 2000) suggest that students with high scores on the examinations are likely to perform well in college. Unlike many state assessments, the SAT I and ACT examinations are voluntary. Depending on their college plans, students may take either, both, or neither of the examinations. Both the SAT I and the ACT assess a broad range of academic skills, and neither is tied directly to a specific curriculum.

The SAT I examination consists of two sections on which examinees receive scores: Verbal and Mathematics. The Verbal and Mathematics scores range from 200 to 800. Beginning in March of 2005, a new SAT I examination will be implemented: the Verbal section will become the Critical Reading Section, the Mathematics section will be expanded to cover three years of high school mathematics, and a Writing section will be added that includes a multiple-choice section and a written essay (College Board, 2003a).

The ACT examination consists of four sections on which examinees receive scores: English, Mathematics, Reading, and Science. A Composite score, the average of scores on the four sections, also is assigned. All scores range from 1 to 36. In 2003, the section formerly known as Science Reasoning was renamed Science, but there was no change in content. Beginning in February 2005, an optional writing sample will be added to the ACT (ACT, Inc., 2003c).

Access to Testing

Participation in SAT I or ACT testing is influenced by many factors. The decision not to participate in testing is voluntary on the part of examinees, influenced by factors such as the decision not to apply to a four year college or university. In other cases, barriers such as financial hardship and disability could influence the decision to participate in testing. The state of Texas and the testing companies have implemented policies to help overcome these barriers to testing.

For junior and senior high school students who may be affected by financial constraints, test fee waivers from the College Board and from ACT, Inc. are available based on economic need. Eligibility criteria include: (1) family income; (2) public assistance received by the family; (3) living in a foster home or not; and (4) participation in programs for the economically disadvantaged, such as Upward Bound. A student may receive a maximum of two fee waivers for the SAT I. A student may receive only one fee waiver for the ACT. In many Texas schools and districts, students who do not meet the above criteria may receive fee waivers if they meet local criteria and local funding is available.

Both the College Board and ACT, Inc. provide special services for students with disabilities. To qualify, a student must have a documented need for testing accommodations. In most cases, a student

must also be receiving special accommodations for classroom tests. Texas State Board of Education rules on testing accommodations for classroom tests are specified in Texas Administrative Code, Title 19, §101.3 (1999). Beginning in fall 2003, ACT, Inc. and the College Board no longer will identify test scores as those of a student with a documented disability who takes the tests under special circumstances.

The College Board and ACT, Inc. produce publications that provide additional information about the SAT I and ACT examination programs. Information on the tests, examination fees, fee waivers, and services for students with disabilities is available through the organizations' websites, www.collegeboard.com and www.act.org.

Use and Interpretation of SAT I and ACT Scores

Individual Scores

College admissions tests are measures of readiness for first-year college-level academic work. Unlike achievement tests, which assess mastery of specific subjects, the SAT I and ACT focus on measuring general verbal and mathematical skills not tied directly to specific courses or high school curricula (Atkinson, 2001). An individual student's performance on the SAT I or ACT is reported as a scale score. For each scale score there is a corresponding percentile rank, which is the percentage of test takers who score below that particular scale score. For example, if a test taker scores at the 90th percentile, 90 percent of the test takers received lower scale scores. Although the difficulty of test items and tests may change from test form to test form or from year to year, statistical equating ensures that any given score indicates the same level of student ability across test forms or testing dates.

SAT I or ACT scores are used by a majority of colleges and universities in college admissions selection processes. As norm-referenced tests, the SAT I and ACT can be used to predict success in college studies, although, according to the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 1999), "any decision about a student should not be based on the results of a single test, but should include other relevant and valid information." Most institutions of higher education do, in fact, include other relevant and valid information in admission decisions, including high school grade point average, class rank, courses taken, and participation in extracurricular activities. The manner in which all the relevant information is combined as part of the selection decision is unique to each institution. Colleges and universities have developed their own processes for evaluating information and determining whether students meet final criteria for admission. As a result, admission standards associated with SAT I and ACT scores vary from institution to institution. In addition to their use as admissions tools by colleges and universities, college admissions tests are also used in awarding scholarships to students and may be used for freshman course placement.

Group Scores

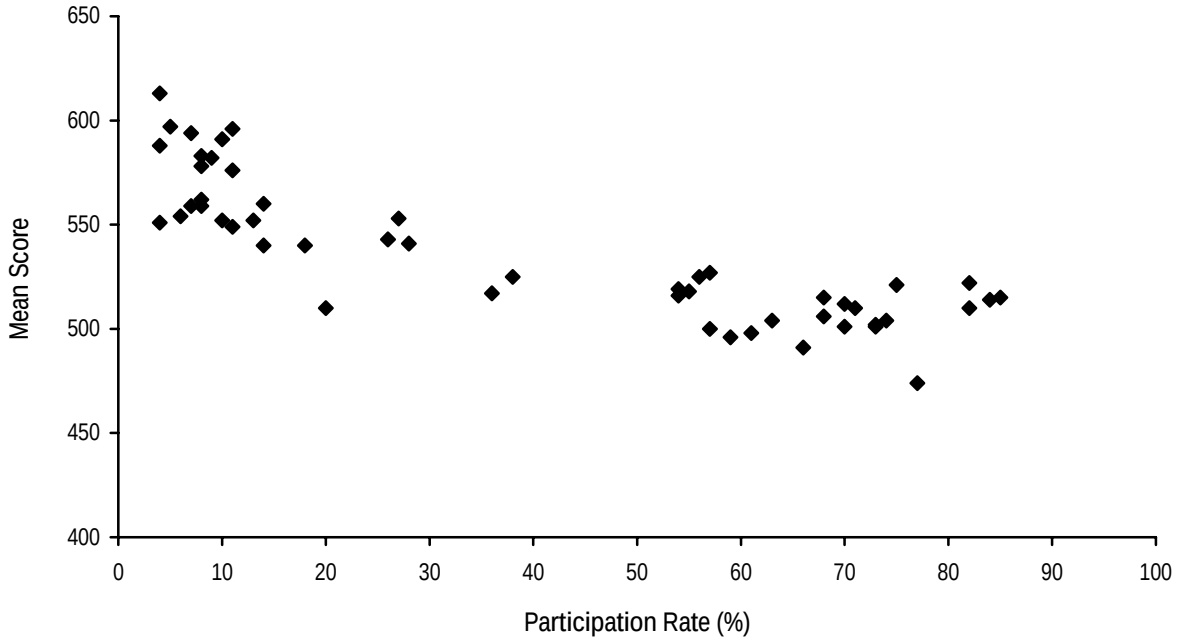
Because both the SAT I and ACT are voluntary, only a self-selected portion of the graduate population takes either test. When only a subset of a population takes an examination, participation rate plays an important part in the interpretation of examination scores. The average score of a population is dependent on the percentage of its members who actually take the test, which, in turn, affects the kinds of comparisons that can be made. For example, if only 10 percent of high school graduates take the SAT I, their mean SAT I score is not likely to be an accurate estimate of the mean SAT I score that would be obtained if the entire graduate population took the test. On the other hand, if 90 percent of high school graduates take the SAT I, their mean SAT I score is likely to be rather close to the mean SAT I score of the whole graduate population.

In addition, the mean score of a population with a very low participation rate will usually be higher than the mean score of a population with a high participation rate, assuming the ability level of each population is the same. An illustration of the inverse relationship between participation rate and average score is provided by state SAT I mathematics participation and performance data in the United States in 2003 (Figure 1). As the participation rate decreases, the average score generally increases. In a population with a low participation rate, it is likely that only the most academically able, the most motivated, and the best prepared students take the test. The state average would be a biased, or inflated, estimate of the mean score of the student population in the state. In a population with a moderate to high participation rate, a relatively unbiased estimate of the population mean score is more likely to be obtained. Participation rates directly affect the validity of comparisons among states, districts, campuses, and various student groups. Generally, comparisons of average SAT I or ACT scores are most informative for groups with similar participation rates. As Figure 1 shows, the relationship between participation and performance begins to stabilize between 50 and 60 percent participation.

Over time, changes in aggregate SAT I and ACT test scores may indicate changes in the preparedness of successive classes of students for college. When changes in group mean scores are compared over time, the statistical significance of a change in scores depends on the average size of the group of examinees. Smaller groups require a larger change in order for the change to be statistically significant; larger groups require a smaller change to attain the same level of statistical significance. Therefore, it is more appropriate to make comparisons of score changes within a single group than to make comparisons of score changes between groups of different sizes. For example, the increase from a mean Verbal SAT I score of 600 to a mean score of 700 in a group with 100 examinees is less likely to be statistically significant than the same change in a group with 10,000 examinees.

Comparisons between and among states with similar demographic patterns and participation rates allow identification of differences in average performance. In contrast, when comparisons across dissimilar states are made, performance differences cannot be distinguished from demographic and participation effects.

Figure 1
SAT I Mathematics Participation and Performance, by State, Class of 2003



Source. College Board (2003b)

Use of College Entrance Examination Scores in Texas

College Admission

Each institution of higher education in Texas establishes its own criteria for admissions. Most take into consideration some combination of college admission test scores and school achievement records. The score standards required for the SAT I and ACT vary, based on the selectivity of the institution. Some institutions allow high school records, such as grade point averages and class ranks, and scores on college admissions tests to compensate for each other; the higher the class rank or grade point average, the lower the test score required, and vice versa. Some institutions maintain an open admissions policy, under which any person with a high school diploma or its equivalent may be accepted. Still other institutions guarantee admission to students who graduate from high schools within the state in the top percentage of their class. Texas public institutions of higher education are required by law to admit applicants graduating from Texas' public secondary schools if their grade point averages placed them in the top 10 percent of their classes in one of the two years prior to the academic year of application.

Exemption from TASP Testing in Texas

In 1987, the Texas Legislature established a system of testing and remediation called the Texas Academic Skills Program, or TASP (Texas Education Code [TEC] §51.306, 1988). Under the

program, each student who enrolls in a public institution of higher education must take a diagnostic test of basic reading, writing, and mathematics skills. The TASP cannot be used as a condition of admission to an institution, but must be taken before a student completes nine semester hours of coursework. Colleges and universities are then responsible for providing remediation to students who fail any part of the test.

In 1993, the legislature created special exemptions from the TASP based on student performance on the SAT I, the ACT, and the exit-level Texas Assessment of Academic Skills (TAAS). To qualify for an exemption based on the ACT, a student must receive an ACT Composite score of at least 23 and English and Mathematics scores of at least 19 each. On the SAT I examination, a student must receive an SAT I Verbal and Mathematics combined score of at least 1070 and Verbal and Mathematics scores of at least 500 each (TEC §51.306, 1994). On the exit-level TAAS, a student must achieve a Texas Learning Index (TLI) score of 81 or higher on the reading test, a TLI score of 77 or higher on the mathematics text, and a scale score of 1540 or higher on the writing test (TEA, 2003b).

As of September 1, 2003, the TASP was replaced by a new program, the Texas Success Initiative (TSI). As was the case with the TASP, students are exempt from taking college readiness assessments under the TSI if they make qualifying scores on the SAT I, the ACT, or the exit-level Texas Assessment of Knowledge and Skills (TAKS). Qualifying standards on the SAT I and ACT examinations for exemptions under the TSI are identical to the standards under TASP. An exemption based on the TAKS exit-level test requires a score of 2200 in mathematics and/or 2200 in English/ Language Arts with a writing subscore of at least 3.

Gold Performance Acknowledgment in the Texas Academic Excellence Indicator System

In 1993, the Texas legislature enacted statutes mandating creation of the Texas public school accountability system to evaluate school districts and campuses. Base indicators in the Academic Excellence Indicator System (AEIS), such as TAKS performance and dropout rate, are used to determine accountability ratings. In addition, districts and campuses receive recognition for high performance on additional indicators, for example, advanced course completion and performance on the SAT I or ACT, that do not affect accountability ratings. In 2001, the Texas legislature enacted the Gold Performance Acknowledgment (GPA) system to acknowledge districts and campuses on additional indicators (TEA, 2004d). The GPA system replaced the Additional Acknowledgments process that had been part of the accountability system since 1994.

The SAT I/ACT Gold Performance Acknowledgment indicator has two components: the percentage of non-special education graduates tested and the percentage of examinees scoring at or above a criterion score. For a district or campus to meet the GPA standard, at least 70 percent of non-special education graduates must have taken the SAT I or ACT and at least 40 percent of the examinees must have scored at least 1110 on the SAT I Verbal and Mathematics combined score or 24 on the ACT Composite. Standards must be met for each student group included in computing

campus and district ratings (African American, Hispanic, and White), as well as for all students combined. Further information on college admissions test indicator definitions and acknowledgment standards for 2004 as they pertain to the 2003 SAT I and ACT exam results can be found in the 2004 accountability manual (TEA, 2004d).

SAT I and ACT criterion scores for recognition of high campus and district performance were established by the Texas State Board of Education (SBOE) in 1996. The scores are used only for public school accountability purposes through the Gold Performance Acknowledgment system. The SBOE criterion scores are not used by colleges to evaluate students for admission. The criteria for admission into a college or university can be obtained from the institution itself.

Data Sources and Reporting Information

Public and Non-Public Schools

Test Data

Data Sources and Reporting

Public and Non-Public Schools

Texas SAT I and ACT examination results are presented in the next two sections of this report. Discussion in the first section is based on the examination results of Texas public high school students only. Among the 2003 graduating class, a total of 107,053 Texas public high school students took the SAT I, and a total of 63,776 Texas public high school students took the ACT. Results for Texas, along with those for other states and the nation as a whole, are presented in the second section. Discussion is based on the combined results of public and non-public high school students. In the 2003 graduation year, a total of 124,571 Texas public and non-public high school students took the SAT I, and a total of 73,145 Texas public and non-public high school students took the ACT.

Test Data

The Texas Education Agency (TEA) receives scores from the testing companies based on a graduation year self-reported by students. Although students other than graduating seniors, primarily high school juniors, may take the SAT I and ACT examinations, the results in this report are based on the scores of only those students who indicated they were graduating seniors in the reporting year. In addition, students may take the SAT I and ACT examinations more than once, but TEA receives and reports only the results of examinees' most recent examinations.

Performance on each examination is reported as a scale score. In 1996, the SAT I Verbal and Mathematics scores were recentered to realign the distributions of the Verbal and Mathematics scales. Recentering set the mean of each section to approximately 500. As a result of recentering, SAT I scores reported since 1996 cannot be compared to scores reported before 1996 without a score conversion. The ACT score scale was changed in 1990; therefore, ACT scores reported since 1990 cannot be compared to scores reported before 1990 without a score conversion.

Table 1 provides a summary of the various ways in which data are aggregated in this report.

Data Sources and Reporting

SAT I test data for Texas public high school examinees were provided to the TEA by the College Board. ACT test data for Texas public high school examinees were provided to TEA by ACT, Inc. Previous years' SAT I and ACT results for Texas public high schools were obtained from previous TEA annual reports (TEA, 1997, 1998, 1999, 2000, 2001, 2003a, 2004b). Results for all public and non-public examinees in Texas and the nation were obtained from summary reports released annually by the College Board (College Board, 1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003b, 2003c) and by ACT, Inc. (ACT, Inc., 1996a, 1996b, 1997a, 1997b, 1998a, 1998b, 1999a, 1999b, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b). In the source notes for tables and figures in this report, publications are listed first, cited by author and publication date; proprietary data sets are listed second, cited by authorizing agency.

Table 1
Levels of Data Reporting

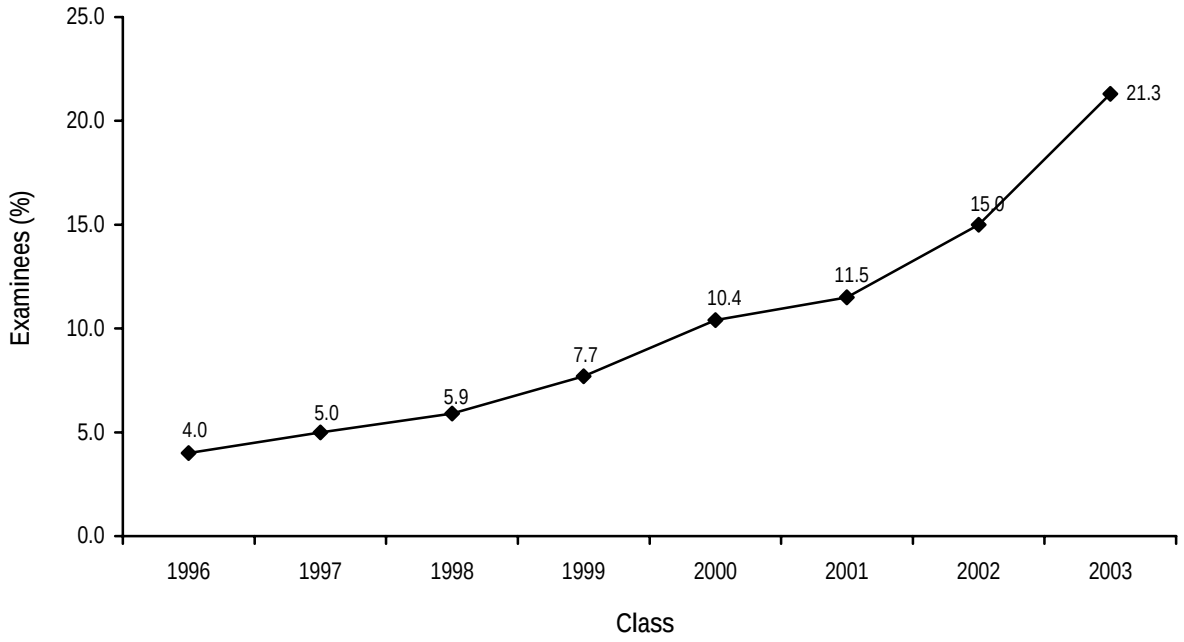
Unit	Levels
Examination	SAT I
	ACT
	SAT I, ACT, or both (Academic Excellence Indicator System [AEIS])
Measures	Participation rate
	Mean test score
	Percentage meeting criterion (AEIS)
Type of school	Public
	Public and non-public
Student group	All students
	By ethnicity
	By gender
Geographic area	Texas
	United States
	Other states

Information on the number of Texas public school graduates was obtained from the Public Education Information Management System (PEIMS). Data from the College Board and ACT, Inc. on graduation year, gender, and ethnicity are self-reported by examinees. In PEIMS data, gender and ethnicity are reported to TEA by the school districts. In a small percentage of records, due to the fact that the College Board, ACT, Inc., and TEA use different data collection methods, gender and ethnicity information is not consistent between the two sources of data. In a case in which the number of examinees in a particular student group is larger than the number of graduates in that student group reported by a district or campus, the percentage of graduates tested appears as 100. This can be especially problematic for reporting trends in the rates and scores of Native Americans, because the numbers of Native American students and examinees are very small. As a consequence, annual results and trends reported for this student group should be interpreted with caution.

Another issue in the reporting of test results by ethnicity is that, since 1996, increasing percentages of examinees have not reported their ethnicities to the College Board (Figure 2 on page 14). When the percentage of non-respondents is relatively small, the effect on the accuracy of score results by ethnicity is negligible. In 1996, 4.0 percent of SAT I examinees did not provide information about their ethnicities. By 2003, the percentage had risen to 21.3 percent. In addition to biasing results within a year, the increase in non-response rates over time makes reporting SAT I performance trends by ethnicity problematic, because proportions of examinees in various ethnic groups may not be constant throughout the reporting period. Because of the high non-response rate for ethnicity, the

denominator for the calculation of examinee profiles in this report was the total number of examinees for whom ethnicity information was available, rather than the total number of examinees. In contrast to examinee reporting of ethnicity on the SAT I, the percentage of ACT examinees not reporting ethnicity has held steady at around 4 percent since 1996.

Figure 2
Ethnicity not Reported, SAT I Examinees, Public and Non-Public Texas High Schools, Class of 1996 Through Class of 2003



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

Results for Texas Public Schools

Academic Excellence Indicator System Measures

SAT I

ACT

Academic Excellence Indicator System Measures

Participation Rates

In 1993, the Texas Legislature mandated the creation of the Texas public school accountability system to evaluate districts and campuses. "Base" indicators in the Academic Excellence Indicator System (AEIS) are used to determine accountability ratings. College admissions test results are "additional" indicators in the AEIS, which are used to acknowledge districts and campuses for high performance on measures other than those used for accountability ratings. The AEIS measures regarding college admissions testing are: (1) the percentage of graduating seniors tested on either the SAT I or ACT; and (2) the percentage of examinees meeting the criterion established by the State Board of Education on either the SAT I (a combined score of at least 1110 on the SAT I Verbal and Mathematics) or the ACT (a score of at least 24 on the ACT Composite). The performance of an examinee who takes both tests and meets the criterion on both is counted only once in AEIS achievement indicators.

In the graduating class of 2003, a total of 133,755 public high school graduates took either the SAT I or ACT; this was up from 125,590 examinees from the 2002 graduating class (Table 2). The overall participation rate was 62.4 percent. Asian/Pacific Islanders had the highest participation rate at 79.3 percent, followed by Whites (66.4%) and African Americans (59.5%). Hispanics had the lowest participation rate, with 45.7 percent of graduates participating in SAT I or ACT testing. A larger percentage of female graduates (64.1%) than male graduates (60.3 %) were tested, but the participation gap between the two groups has decreased.

Participation rates for the class of 2003 were higher than participation rates for the class of 2002 for all students and for Hispanic and African American student groups (Figure 3 on page 18). The most noticeable participation increase in graduation year 2003 from the previous year was for

Table 2
SAT I and/or ACT Participation, by Ethnicity and Gender, Texas Public Schools, Class of 2003

Group	Graduates	Tested	Participation rate (%)
African American	27,259	16,222	59.5
Asian/Pacific Islander	7,858	6,233	79.3
Hispanic	72,635	33,194	45.7
Native American	603	418	69.3
White	106,128	70,491	66.4
Female	113,249	72,633	64.1
Male	101,234	61,080	60.3
State	214,483	133,755	62.4

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

African American graduates. Asian/Pacific Islander graduates decreased from 81.7 percent participation in 2002 to 79.3 percent in 2003. White graduates decreased from 67.9 percent participation in 2002 to 66.4 percent in 2003 (Table 3).

From 1991 through 2003, participation for all students peaked at 64.8 percent in 1994 and 1995, declined to 61.7 percent in 1998, and fluctuated around 62 percent after 1998. Across the 13-year period, the participation rates of African Americans increased more than six percentage points while the participation rates of Hispanics and Whites decreased (1.4 and 2.3 percentage points, respectively).

Table 3
SAT I and/or ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2003

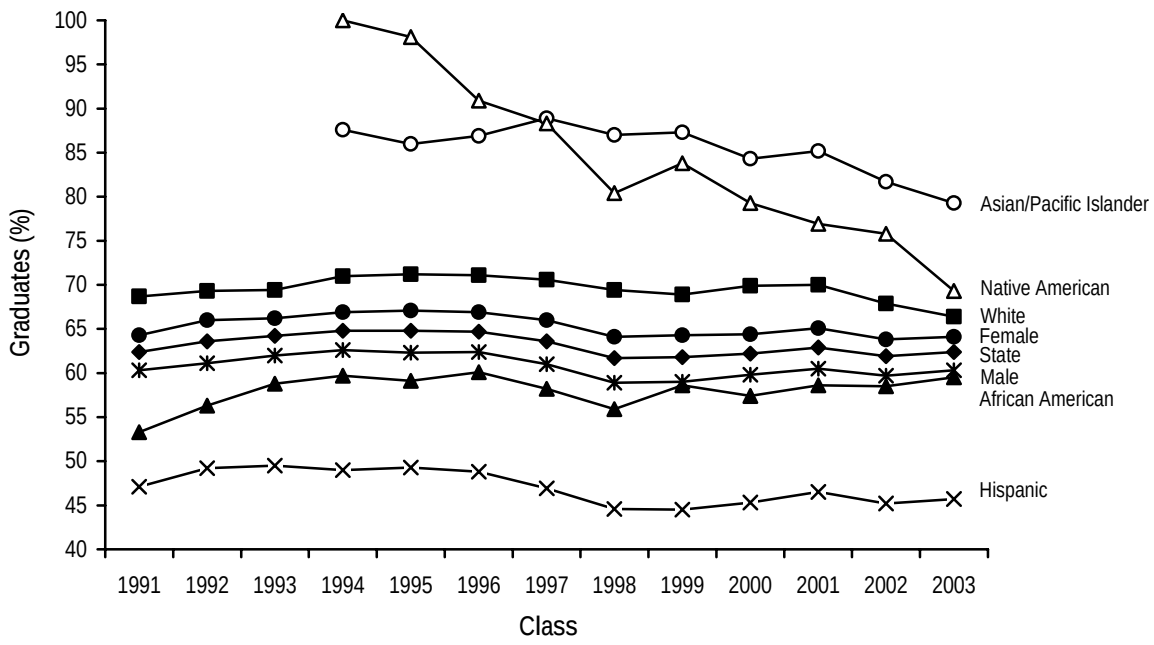
	Ethnicity					Gender		
Class	African American	Asian/Pacific Islander	Hispanic	Native American	White	Female	Male	State
1991	53.3	-	47.1	-	68.7	64.3	60.3	62.4
1992	56.3	-	49.2	-	69.3	66.0	61.1	63.6
1993	58.8	-	49.5	-	69.4	66.2	62.0	64.2
1994	59.7	87.6	49.0	100[a]	71.0	66.9	62.6	64.8
1995	59.1	86.0	49.3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

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

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

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

Figure 3
SAT I and/or ACT Participation Rates, by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2003



Source. Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003a, 2004b); ACT, Inc.; College Board; and Texas Education Agency.
Note. Results are not available for Asian/Pacific Islanders and Native Americans from 1991 through 1993.

Percentage Meeting Criterion on Either the SAT I or ACT

Less than one-third (27.2%) of the students in the 2003 graduating class who took college entrance examinations achieved the score criterion on either the SAT I or ACT for Gold Performance Acknowledgement in the Texas Academic Excellence Indicator System (Table 4). The criterion scores for SAT I and ACT performance were established by the Texas State Board of Education in 1996. There were large ethnic group differences in the percentages of examinees who met the score criteria. Asian/Pacific Islander examinees had the largest proportion of students achieving the criterion score (44.5%), followed by White examinees (37.2%). The smallest percentages of examinees achieving the criterion score were found among Hispanics (10.8%) and African Americans (7.2%). A larger proportion of male than female examinees (30.3% and 24.6%, respectively) met the criterion.

Table 4
SAT I and/or ACT Performance at or Above Criterion, by Ethnicity and Gender, Texas Public Schools, Class of 2003

		Examinees scoring at or above criterion	
Group	Examinees	Number	Percent
African American	16,222	1,166	7.2
Asian/Pacific Islander	6,233	2,774	44.5
Hispanic	33,194	3,593	10.8
Native American	418	122	29.2
White	70,491	26,257	37.2
Female	72,633	17,839	24.6
Male	61,080	18,503	30.3
State	133,755	36,354	27.2

Source. ACT, Inc.; College Board; and Texas Education Agency.
Note. The criterion score for SAT I and ACT performance was established by the State Board of Education in 1996.

Since 1991, there has been a slight increase in the percentage of all examinee groups who met the criterion, particularly among White examinees (Table 5 on page 20). The disparities among ethnic groups in the percentages of examinees who met the criterion were consistent for 1991 graduates through 2003 graduates. Males outperformed females in all 13 years; Asian/Pacific Islander examinees outperformed all other ethnic groups; and White and Native American examinees outperformed Hispanic and African American examinees (Figure 4 on page 21).

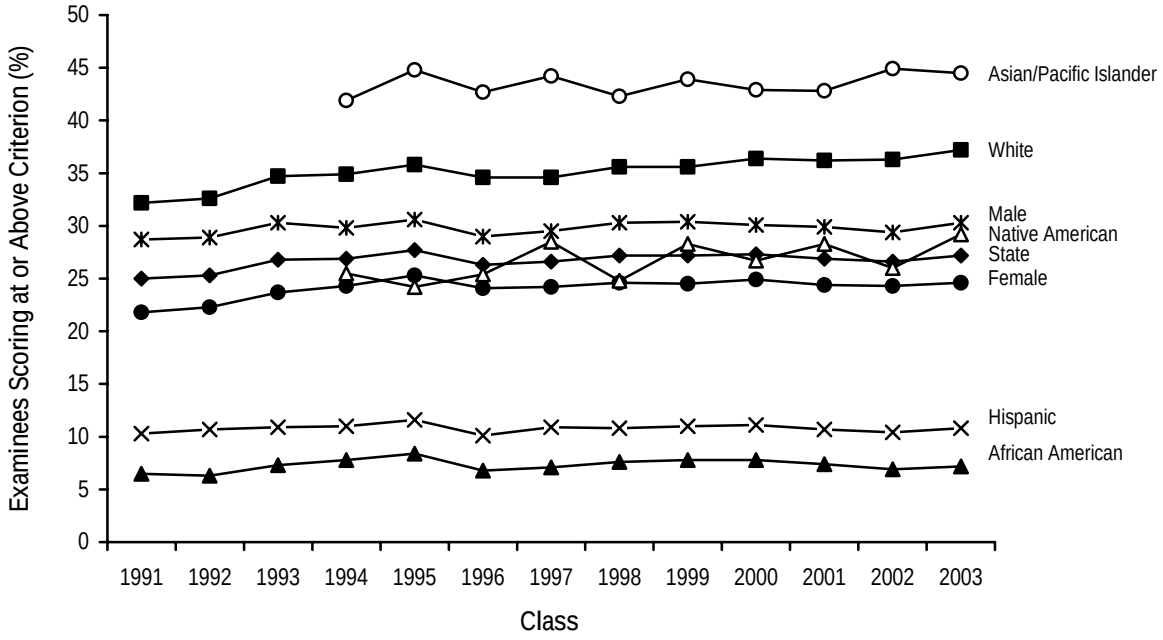
Table 5
SAT I and/or ACT Performance at or Above Criterion (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2003

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

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

Note. The criterion score for SAT I and ACT performance was established by the State Board of Education in 1996. Results are not available for Asian/Pacific Islanders and Native Americans from 1991 through 1993.

Figure 4
SAT I and/or ACT Performance at or Above Criterion, by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2003



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

Note. The criterion score for SAT I and ACT performance was established by the State Board of Education in 1996. Results are not available for Asian/Pacific Islanders and Native Americans from 1990-91 through 1992-93.

SAT I

SAT I Participation

The SAT I is most commonly taken by high school students in their junior and/or senior years. Because the test is not mandatory, only a self-selected portion of the population of high school seniors takes the test each year, that is, those students who intend to pursue college studies in an institution requiring SAT I scores for admission. Approximately 50 percent of the 2003 graduating class in Texas public schools participated in SAT I testing (Table 6). Slightly less than two-thirds of Asian/Pacific Islander graduates, slightly over two-fifths of African American and White graduates, and slightly less than one-third of Hispanic graduates participated in SAT I testing. Just under 51 percent of female graduates and nearly 49 percent of male graduates participated in testing. Participation rates decreased from 2002 to 2003 for each student group except males, whose participation increased from 48.4 to 48.8 percent. The largest decreases were for Asian/Pacific Islander graduates (72.4% to 65.5%) and White graduates (46.0% to 42.0%).

Table 6
SAT I Participation and Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2003

	Graduates			Mean scores		
Group	Total	Tested	Participation rate (%)[a]	Mathematics	Verbal	Total
African American	27,259	11,314	41.5	420	424	843
Asian/Pacific Islander	7,858	5,145	65.5	567	511	1078
Hispanic	72,635	21,814	30.0	450	442	891
Native American	603	574	95.2	489	488	977
White	106,128	44,590	42.0	529	522	1051
Female	113,249	57,631	50.9	484	487	971
Male	101,234	49,422	48.8	516	495	1010
State	214,483	107,053	49.9	499	490	989

Source. College Board and Texas Education Agency.

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

From the class of 1996 through the class of 2003, the overall rate of participation in SAT I testing held steady at about 50 percent (Table 7), and the ranking of ethnic groups by participation rate was stable; participation was consistently highest for Asian/Pacific Islanders and consistently lowest for Hispanics. Within ethnic groups, the level of participation decreased for each group across the 13-year period, but the magnitude of the change differed across groups. The decrease was smallest for Hispanics and African Americans (4.3 and 6.2 percentage points, respectively), slightly higher for Whites (10.9 percentage points), and substantially higher for Asian/Pacific Islanders (19.9 percentage

points). In addition, the participation gaps between African Americans and Whites and between Hispanics and Whites decreased by several percentage points.

Table 7
SAT I Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2003

	Ethnicity					Gender		
Class	African American	Asian/Pacific Islander	Hispanic	Native American	White	Female	Male	State
1996	47.7	85.4	34.3	100[a]	52.9	52.7	48.9	50.9
1997	44.5	88.2	34.1	100	52.2	52.3	48.5	50.5
1998	44.1	82.6	32.3	100	51.3	51.3	47.7	49.6
1999	45.8	82.0	32.5	100	50.2	51.8	48.1	50.1
2000	43.3	77.5	32.1	100	49.1	51.3	48.6	50.0
2001	44.0	77.6	32.7	100	48.5	52.0	49.0	50.6
2002	43.3	72.4	31.2	100	46.0	51.1	48.4	49.8
2003	41.5	65.5	30.0	95.2	42.0	50.9	48.8	49.9

Source. College Board and Texas Education Agency.

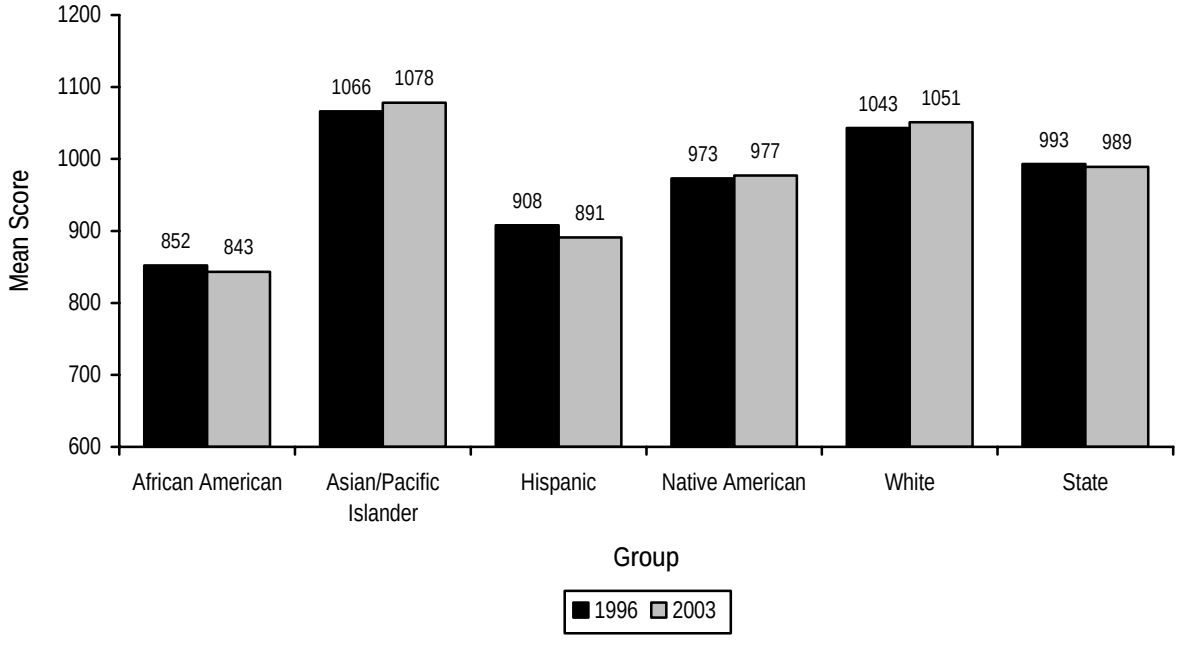
[a]Because of discrepancies in the reporting of ethnicity between test score data from the testing companies and the Texas Education Agency Public Education Information Management System database, participation rates for ethnic groups with small numbers of graduates may be greater than 100 percent. In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

Mean SAT I Scores

The average SAT I Verbal and Mathematics combined score for 2003 graduates was 989, three points higher than the average score of 986, obtained by 2002 graduates (Table 8). There were notable mean differences among student groups. In 2003, the highest average Verbal and Mathematics combined scores were obtained by Asian/Pacific Islander examinees (with an average of 1078) and White examinees (with an average of 1051). Asian/Pacific Islanders scored considerably higher on the Mathematics section than the other ethnic groups, and Whites scored higher on the Verbal section than the other ethnic groups. Males' average Verbal, Mathematics, and combined scores were higher than females' average scores. Males had an average Verbal and Mathematics combined score of 1010, whereas females had an average score of 971.

Average scores for all students declined slightly from the class of 1996 through the class of 2003 (Figure 5). During this period, Verbal scores decreased from 493 to 490, and Mathematics scores decreased from 500 to 499. Average Verbal scores for White examinees were generally stable from 1996 to 2003; decreased for African Americans and Hispanics; and increased for Asian/Pacific Islanders. In 2002 African American examinee's Verbal performance dropped to its lowest point since 1994, however, in 2003, their average scores rebounded five points to 424. The 13-year trends for average Mathematics scores by ethnicity were similar to those for Verbal scores, except scores for Whites generally increased rather than remaining stable. Overall, performance gaps between

Figure 5
SAT I Verbal and Mathematics Combined Performance, by Ethnicity, Texas Public Schools, Class of 1996 and Class of 2003



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

African Americans and Whites and between Hispanics and Whites in both sections of the SAT I increased over this time period. Verbal and Mathematics scores remained stable for males and females, with males consistently obtaining higher scores than females on both subjects, particularly Mathematics.

Table 8
SAT I Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2003

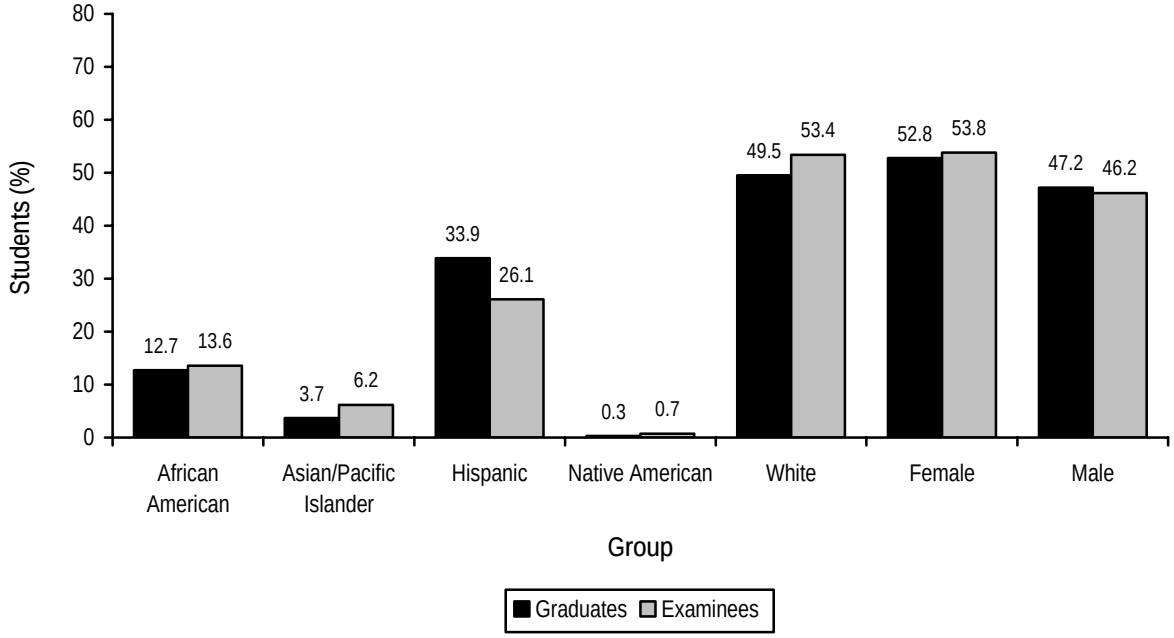
	Ethnicity					Gender		
Class	African American	Asian/Pacific Islander	Hispanic	Native American	White	Female	Male	State
Mean Verbal score								
1996	428	502	450	487	520	491	495	493
1997	426	501	449	482	519	490	494	492
1998	425	504	449	483	520	488	496	492
1999	426	506	449	490	519	488	496	492
2000	426	503	447	493	521	489	493	491
2001	425	504	446	491	520	486	494	490
2002	419	507	442	494	519	485	491	488
2003	424	511	442	488	522	487	495	490
Mean Mathematics score								
1996	425	564	458	485	523	485	517	500
1997	422	566	458	486	525	486	518	500
1998	423	562	457	493	525	486	517	500
1999	421	562	453	491	524	482	517	498
2000	423	563	453	492	527	484	517	499
2001	421	564	451	492	526	483	515	498
2002	420	567	452	496	528	484	516	498
2003	420	567	450	489	529	484	516	499
Mean Combined score								
1996	852	1066	908	973	1043	976	1013	993
1997	849	1067	907	967	1044	976	1011	992
1998	848	1066	906	976	1045	974	1014	992
1999	847	1068	902	981	1044	970	1013	989
2000	849	1066	900	985	1048	973	1010	990
2001	846	1069	897	983	1047	970	1009	987
2002	839	1073	894	990	1047	969	1007	986
2003	843	1078	891	977	1051	971	1010	989

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

SAT I Examinee Profile

For 2003 graduates, disparities were evident between the percentages of ethnic groups in the SAT I examinee population and their percentages in the graduate population (Figure 6). Except for Hispanics, the proportions of SAT I examinees for all other ethnic groups were greater than their proportions of high school graduates. For example, Asian/Pacific Islanders made up 6.2 percent of examinees, although only 3.7 percent of the graduate population was Asian/Pacific Islander. On the other hand, Hispanics made up only 26.1 percent of examinees, although 33.9 percent of the graduate population was Hispanic. Females made up a slightly greater percentage of examinees than their proportion of graduates, and males made up a slightly smaller percentage of examinees than their proportion of graduates.

Figure 6
Graduating Seniors and SAT I Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2003



Source. College Board and Texas Education Agency.

ACT

ACT Participation

Approximately 29.7 percent of the 2003 graduating class in Texas public schools took the ACT (Table 9). Native Americans had the highest level of participation (49.3%). Participation rates of the other ethnic groups ranged from a high of 31.0 percent of White examinees to a low of 21.7 percent of Hispanic examinees. The participation rate of female graduates was 32.6 percent, and the participation rate of male graduates was 26.1 percent.

Table 9
ACT Participation and Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2003

	Graduates			Mean scores				
Group	Total	Tested	Participation rate (%)	English	Mathematics	Reading	Science	Composite
African American	27,259	8,272	30.3	15.9	16.8	16.8	17.3	16.8
Asian/Pacific Islander	7,858	1,873	23.8	20.8	23.4	21.6	21.7	22.0
Hispanic	72,635	15,778	21.7	16.5	17.9	17.8	18.3	17.8
Native American	603	297	49.3	19.8	20.1	21.2	20.5	20.5
White	106,128	32,940	31.0	21.0	21.4	21.9	21.5	21.6
Female	113,249	36,863	32.6	19.5	19.5	20.3	19.8	19.9
Male	101,234	26,422	26.1	18.6	20.4	19.9	20.4	20.0
State	214,483	63,776	29.7	19.1	19.9	20.1	20.1	19.9

Source. ACT, Inc. and Texas Education Agency.

The rate of participation in ACT testing decreased overall and for most student groups between the classes of 1996 and 2003. The overall rate for the state increased slightly between 1999 and 2001, decreased for the class of 2002, and then increased slightly once again for the class of 2003 (Table 10 on page 28). Similar patterns existed for most ethnic groups and both genders. A notable exception was for African American graduates, whose ACT participation rose in every year after 1998.

Table 10
ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2003

	Ethnicity					Gender		
Class	African American	Asian/Pacific Islander	Hispanic	Native American	White	Female	Male	State
1996	27.8	30.9	25.1	81.5	33.1	36.1	30.2	33.3
1997	25.4	30.1	23.4	100[a]	31.4	34.9	28.5	31.9
1998	24.8	28.0	22.4	58.5	31.7	33.8	26.4	30.4
1999	26.4	28.4	21.6	63.0	31.7	33.5	25.8	30.0
2000	27.6	26.3	22.4	56.6	32.9	34.3	26.7	30.8
2001	28.6	27.4	20.4	64.7	33.1	34.5	27.0	31.1
2002	28.8	25.4	21.3	55.9	31.0	32.1	25.8	29.4
2003	30.3	23.8	21.7	49.3	31.0	32.6	26.1	29.7

Source. ACT, Inc. and Texas Education Agency.

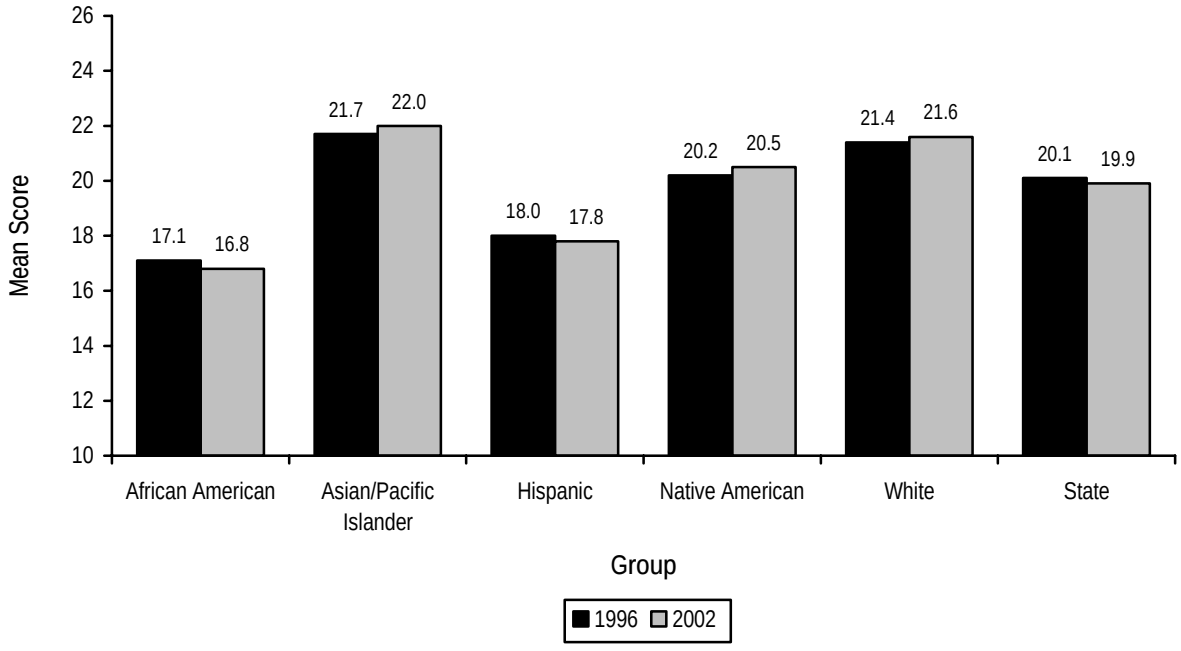
[a]Because of discrepancies in the reporting of ethnicity between test score data from the testing companies and the Texas Education Agency Public Education Information Management System database, participation rates for ethnic groups with small numbers of graduates may be greater than 100 percent. In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

Mean ACT Scores

The average ACT Composite score for the class of 2003 was 19.9, one-tenth of a point below the average score of 20.0 for the class of 2002 (Table 11 on page 30). The highest average ACT Composite scores in 2003 were obtained by Asian/Pacific Islander and White examinees. Asian/Pacific Islander examinees scored considerably higher on the Mathematics section than did the other ethnic groups; their average score of 23.4 was more than two points higher than the next highest average Mathematics score of 21.4, obtained by White examinees. There were no consistent patterns of differences in the scores of males and females.

Across all graduating classes,1996 through 2003, there was little variability in average ACT scores. Average scores statewide in the four ACT sections ranged from a low of 19.1 to a high of 20.5. During this time period, average ACT Composite scores were consistently highest for Asian/ Pacific Islander and White examinees (Figure 7). Scores were generally stable within each ethnic group across years. Scores were also relatively consistent for males and females. Males had higher average scores than females on Mathematics and Science each year, and females had higher average scores than males on English and Reading each year.

Figure 7
ACT Composite Performance, by Ethnicity, Texas Public Schools, Class of 1996 and Class of 2003



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

Table 11
ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2003

	Ethnicity					Gender		
Class	African American	Asian/Pacific Islander	Hispanic	Native American	White	Female	Male	State
Mean English score								
1996	16.3	20.1	16.9	19.6	21.0	19.9	18.8	19.4
1997	16.2	20.1	17.0	20.0	20.9	19.7	18.8	19.3
1998	16.4	20.4	17.3	20.2	20.9	20.0	18.8	19.5
1999	16.5	20.5	17.3	19.4	21.0	20.0	18.8	19.5
2000	16.4	20.3	18.3	18.8	21.1	20.0	18.8	19.5
2001	16.2	20.8	17.2	20.4	21.1	19.9	18.8	19.4
2002	16.2	20.4	16.5	19.8	21.0	19.6	18.5	19.2
2003	15.9	20.8	16.5	19.8	21.0	19.5	18.6	19.1
Mean Mathematics score								
1996	17.3	23.4	18.2	19.5	20.8	19.5	20.3	19.8
1997	17.4	23.9	18.5	20.2	21.1	19.8	20.6	20.1
1998	17.3	23.7	18.7	20.5	21.3	19.9	20.7	20.2
1999	17.5	23.5	18.7	20.0	21.1	19.8	20.6	20.1
2000	17.3	23.6	18.7	19.8	21.4	19.8	20.7	20.2
2001	17.2	23.8	17.2	20.6	21.4	19.8	20.7	20.2
2002	17.1	23.5	18.1	20.3	21.3	19.6	20.5	20.0
2003	16.8	23.4	17.9	20.1	21.4	19.5	20.4	19.9
Mean Reading score								
1996	17.1	21.2	17.8	20.7	21.9	20.7	19.7	20.3
1997	16.9	21.2	17.9	21.4	21.8	20.5	19.9	20.2
1998	17.4	21.3	18.3	21.2	21.9	20.9	20.0	20.5
1999	17.3	21.3	18.5	20.5	21.8	20.7	20.0	20.4
2000	17.1	21.2	18.5	20.8	22.1	20.8	20.1	20.5
2001	17.0	21.4	18.3	21.5	21.9	20.6	19.9	20.3
2002	16.9	21.3	17.7	20.8	21.9	20.4	19.7	20.1
2003	16.8	21.6	17.8	21.2	21.9	20.3	19.9	20.1

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

continues

Table 11 (continued)
ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2003

	Ethnicity					Gender		
Class	African American	Asian/Pacific Islander	Hispanic	Native American	White	Female	Male	State
Mean Science score								
1996	17.4	21.5	18.4	20.5	21.5	19.9	20.7	20.2
1997	17.5	21.6	18.3	20.9	21.4	19.9	20.6	20.2
1998	17.5	21.5	18.7	20.8	21.5	20.1	20.8	20.4
1999	17.7	21.6	18.7	20.4	21.4	20.1	20.7	20.3
2000	17.5	21.5	18.7	20.5	21.5	20.0	20.7	20.3
2001	17.4	21.9	18.7	21.2	21.6	20.0	20.7	20.3
2002	17.5	21.5	18.2	20.6	21.4	19.8	20.4	20.1
2003	17.3	21.7	18.3	20.5	21.5	19.8	20.4	20.1
Mean Composite score								
1996	17.1	21.7	18.0	20.2	21.4	20.1	20.0	20.1
1997	17.2	21.8	18.1	20.8	21.4	20.1	20.1	20.1
1998	17.3	21.8	18.4	20.8	21.5	20.3	20.2	20.3
1999	17.4	21.8	18.4	20.2	21.5	20.3	20.2	20.2
2000	17.2	21.8	18.4	20.1	21.7	20.3	20.2	20.3
2001	17.1	22.1	18.3	21.1	21.6	20.2	20.1	20.2
2002	17.0	21.8	17.8	20.5	21.5	20.0	19.9	20.0
2003	16.8	22.0	17.8	20.5	21.6	19.9	20.0	19.9

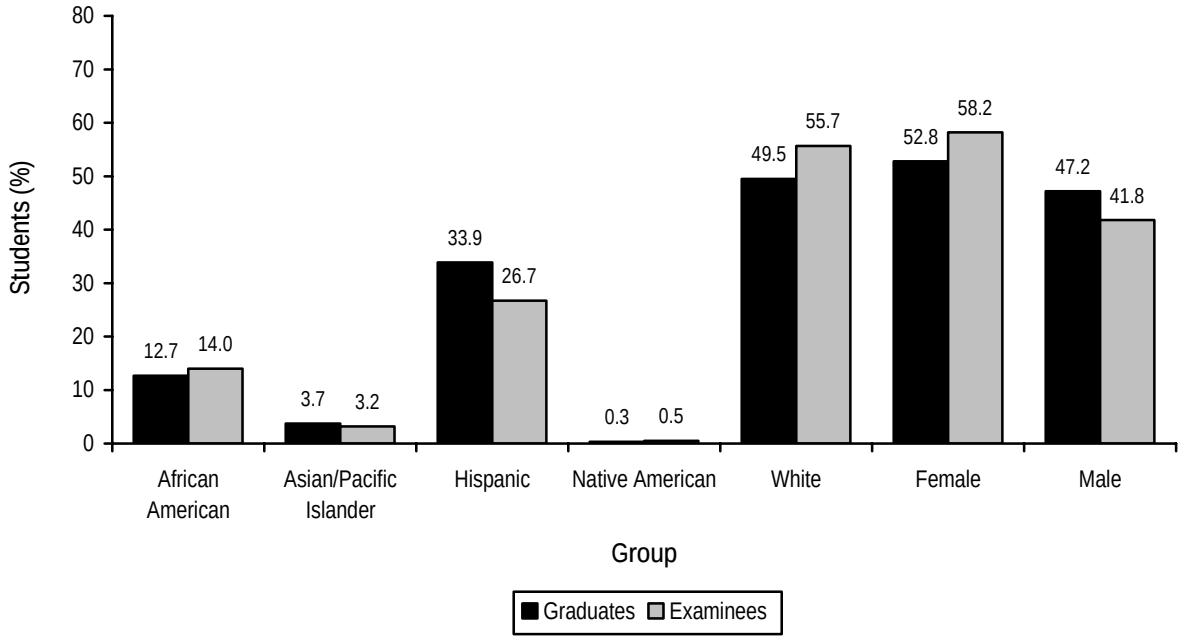
Source. Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2003a, 2004b); ACT, Inc.; and Texas Education Agency.

ACT Examinee Profile

For 2003 graduating seniors, the proportions of African Americans and Asian-Pacific Islanders among ACT examinees were similar to their proportions of graduates: 14.0 percent of examinees and 12.7 percent of graduates were African American, and 3.2 percent of examinees and 3.7 percent of graduates were Asian-Pacific Islander. A disparity was evident between the percentage of each of the other ethnic groups in the ACT examinee population and its percentage in the graduate population (Figure 8). Among Whites, the percentage of examinees was greater than the percentage of graduates. Whites made up 55.7 percent of ACT examinees but only 49.5 percent of graduates. On the other hand, Hispanics made up only 26.7 percent of examinees, whereas they made up 33.9 percent of all graduates.

The percentages of male and female ACT examinees in the class of 2003 and their proportions of the graduate population were different. Females made up 58.2 percent of ACT examinees and 52.8 percent of graduates. A smaller proportion of males took the examination: 41.8 percent of examinees were male, while 47.2 percent of graduates were male.

Figure 8
Graduating Seniors and ACT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2003



Source. ACT, Inc. and Texas Education Agency.

Results for Texas and the United States

Texas and the United States: SAT I

Texas and the United States: ACT

Texas and Other States: SAT I and ACT

Texas and the United States: SAT I

SAT I Participation

The number of SAT I examinees among graduating seniors in both public and non-public Texas schools steadily increased from graduation year 1996 to graduation year 2003 (Table 12). The number of examinees in Texas increased from 116,457 in 2002 to 124,571 in 2003, an increase of 7 percent. The number of SAT I examinees in the nation also steadily increased from 1996 to 2003. The number of national examinees increased from 1,327,831 in 2002 to 1,406,324 in 2003, an increase of 5.9 percent. From 2002 to 2003, the rate at which Texas graduating seniors took the SAT I increased from 55 percent to 57 percent, and the national participation rate increased from 46 percent to 48 percent.

Table 12
SAT I Participation, Texas and the United States, Class of 1996 Through Class of 2003

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

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

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

Mean SAT I Scores

For the classes of 1996 through 2003, the national mean SAT I scores were generally higher than the Texas mean scores for all ethnic and gender groups, with one exception. The mean SAT I Verbal scores of Asian/Pacific Islander examinees were higher in Texas than in the nation across all eight years (Table 13). In addition, the gaps between national and Texas mean SAT I subject and combined scores increased for both females and males over the eight-year period (Table 14 on page 36). For mean scores by ethnicity prior to 1996, see Table A-1 in the Appendix.

Table 13
SAT I Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2003

	Ethnicity									
	African American		Asian/Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Mean Verbal score										
1996	428	434	503	496	454	458	521	526	495	505
1997	426	434	502	496	452	457	521	526	494	505
1998	426	434	505	498	452	456	522	526	494	505
1999	427	434	507	498	452	457	522	527	494	505
2000	427	434	504	499	450	457	523	528	493	505
2001	425	433	506	501	448	455	523	529	493	506
2002	420	430	507	501	444	452	523	527	491	504
2003	423	431	509	508	444	453	525	529	493	507
Mean Mathematics score										
1996	424	422	564	558	459	460	523	523	500	508
1997	422	423	566	560	459	460	525	526	501	511
1998	424	426	562	562	458	460	526	528	501	512
1999	420	422	563	560	454	458	525	528	499	511
2000	423	426	564	565	454	461	528	530	500	514
2001	421	426	565	566	452	460	528	531	499	514
2002	420	427	567	569	452	459	529	533	500	516
2003	418	426	565	575	450	459	529	534	500	519
Mean Combined score										
1996	852	856	1067	1054	912	918	1044	1049	995	1013
1997	848	857	1068	1056	911	917	1046	1052	995	1016
1998	850	860	1067	1060	910	916	1048	1054	995	1017
1999	847	856	1070	1058	906	915	1047	1055	993	1016
2000	850	860	1068	1064	904	918	1051	1058	993	1019
2001	846	859	1071	1067	900	915	1051	1060	992	1020
2002	840	857	1074	1070	896	911	1052	1060	991	1020
2003	841	857	1074	1083	894	912	1054	1063	993	1026

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

Table 14
SAT I Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2003

	Female		Male	
Class	Texas	U.S.	Texas	U.S.
Mean Verbal score				
1996	493	503	498	507
1997	493	503	496	507
1998	490	502	499	509
1999	491	502	499	509
2000	491	504	496	507
2001	489	502	497	509
2002	488	502	495	507
2003	489	503	498	512
Mean Mathematics score				
1996	485	492	518	527
1997	487	494	518	530
1998	486	496	518	531
1999	483	495	517	531
2000	485	498	518	533
2001	485	498	516	533
2002	485	500	518	534
2003	485	503	517	537
Mean Combined score				
1996	978	995	1016	1034
1997	980	997	1014	1037
1998	976	998	1017	1040
1999	974	997	1016	1040
2000	976	1002	1014	1040
2001	974	1000	1013	1042
2002	973	1002	1013	1041
2003	974	1006	1015	1049

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

SAT I Examinee Profile

From graduation year 1996 through graduation year 2003, the proportions of Hispanic SAT I examinees in Texas were almost three times the proportions of Hispanic examinees in the United States as a whole. Hispanics made up about 20 percent of the test-taking population in Texas, but were only about eight percent of test takers nationally (Table 15). The proportions of White examinees in the United States were, on average, five and a half percentage points higher than the proportions of White examinees in Texas. The proportions of female and male examinees in Texas were similar to the national percentages (Table 16). For SAT I participation trends by ethnic group prior to the class of 1996, see Table A-3 in the Appendix.

Table 15
SAT I Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2003

			Ethnicity (%)					
	Examinees		African American		Hispanic		White	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1996	89,329	1,084,725	10.6	9.8	19.7	7.6	57.6	62.8
1997	94,034	1,127,021	10.3	9.8	20.2	7.6	56.2	61.6
1998	100,417	1,172,779	10.6	9.8	20.1	7.7	55.0	60.1
1999	104,144	1,220,130	10.8	9.8	20.0	7.8	53.5	58.8
2000	108,919	1,260,278	10.5	9.5	20.3	7.8	50.9	56.5
2001	111,277	1,276,320	10.6	9.4	20.5	7.9	49.4	55.1
2002	116,457	1,327,831	10.6	9.2	20.2	7.8	46.5	52.6
2003	124,571	1,406,324	10.1	8.9	19.7	7.6	41.8	47.7

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

Table 16
SAT I Examinee Population, by Gender, Texas and the Unites States, Class of 1996 Through Class of 2003

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

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

Texas and the United States: ACT

ACT Participation

The number of ACT examinees in Texas public and non-public schools steadily increased from the class of 1996 to the class of 2003 with one exception. The number of ACT examinees in the class of 2002 (67,842) was 1.6 percent fewer than the number of examinees in the class of 2001 (Table 17). The number of ACT examinees in Texas increased from 67,842 in 2002 to 73,145 in 2003, an increase of 7.8 percent. The number of national examinees increased from 1,116,082 in 2002 to 1,175,059 in 2003, an increase of 5.3 percent. In Texas, the rate at which graduating seniors took the ACT increased from 32 percent in 2002 to 33 percent in 2003, and nationally, the rate increased from 39 percent to 40 percent.

Table 17
ACT Participation, Texas and the United States, Class of 1996 Through Class of 2003

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

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

Mean ACT Scores

From the class of 1996 through the class of 2003, the average scores for White and Hispanic students were generally higher nationally than in Texas on all ACT sections (Table 18). This trend was the same for males and females (Table 19 on pages 41 and 42). Among Asian/Pacific Islander and African American examinees, however, the majority of scores were higher in Texas than in the nation on most ACT sections during this time period. Most notably, in all eight years, the Mathematics and Science scores of African Americans in Texas exceeded or equaled those of African Americans nationally, and the Mathematics scores of Asian/Pacific Islanders in Texas were higher than those of Asian/Pacific Islanders nationally. For mean scores by ethnicity prior to the class of 1996, see Table A-2 in the Appendix.

Table 18
ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2003

	Ethnicity									
	African American		Asian/Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Mean English score										
1996	16.4	16.4	20.2	20.3	17.0	17.9	21.1	21.1	19.5	20.3
1997	16.2	16.4	20.2	20.4	17.0	18.0	20.9	21.2	19.4	20.3
1998	16.4	16.4	20.4	20.5	17.1	17.9	20.9	21.2	19.5	20.4
1999	16.5	16.4	20.6	20.5	17.2	17.9	21.1	21.3	19.7	20.5
2000	16.4	16.4	20.3	20.5	17.2	17.9	21.2	21.3	19.7	20.5
2001	16.2	16.2	20.9	20.7	17.0	17.8	21.2	21.3	19.6	20.5
2002	16.2	16.2	20.5	20.5	16.6	17.4	21.1	21.2	19.3	20.2
2003	15.9	16.2	20.9	20.7	16.7	17.5	21.2	21.3	19.3	20.3
Mean Mathematics score										
1996	17.3	16.8	23.4	22.9	18.3	18.7	20.8	20.8	19.9	20.2
1997	17.4	16.9	23.9	23.3	18.5	19.0	21.1	21.2	20.2	20.6
1998	17.2	16.9	23.7	23.4	18.3	19.0	21.2	21.4	20.2	20.8
1999	17.4	16.9	23.5	23.1	18.4	19.0	21.2	21.3	20.2	20.7
2000	17.3	16.8	23.5	23.2	18.4	18.9	21.4	21.3	20.2	20.7
2001	17.2	16.8	23.8	23.1	18.3	18.9	21.4	21.3	20.2	20.7
2002	17.1	16.7	23.5	22.9	18.1	18.6	21.4	21.3	20.1	20.6
2003	16.8	16.7	23.6	22.9	18.0	18.5	21.4	21.3	20.0	20.6

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

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Table 18 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2003

	Ethnicity									
	African American		Asian/Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Mean Reading score										
1996	17.2	17.1	21.3	21.3	18.0	19.1	21.9	22.2	20.4	21.3
1997	16.9	17.1	21.2	21.2	17.9	19.0	21.8	22.2	20.3	21.3
1998	17.4	17.2	21.3	21.3	18.1	19.1	22.0	22.1	20.6	21.4
1999	17.3	17.1	21.4	21.2	18.3	19.1	22.0	22.1	20.6	21.4
2000	17.1	17.0	21.3	21.3	18.2	19.1	22.2	22.2	20.6	21.4
2001	17.0	16.9	21.5	21.1	18.0	18.9	22.0	22.2	20.5	21.3
2002	16.8	16.8	21.4	21.2	17.8	18.6	22.0	22.1	20.3	21.1
2003	16.8	17.0	21.7	21.3	18.0	18.8	22.0	22.2	20.3	21.2
Mean Science score										
1996	17.4	17.3	21.5	21.5	18.4	19.1	21.5	21.8	20.3	21.1
1997	17.5	17.4	21.6	21.6	18.4	19.1	21.4	21.8	20.3	21.1
1998	17.5	17.3	21.5	21.6	18.5	19.1	21.5	21.8	20.3	21.1
1999	17.6	17.3	21.6	21.3	18.5	19.1	21.5	21.7	20.4	21.0
2000	17.4	17.3	21.5	21.5	18.5	19.1	21.5	21.7	20.3	21.0
2001	17.4	17.2	21.9	21.5	18.5	19.0	21.6	21.8	20.3	21.0
2002	17.4	17.1	21.5	21.3	18.3	18.6	21.5	21.6	20.1	20.8
2003	17.2	17.2	21.8	21.5	18.4	18.7	21.5	21.6	20.1	20.8
Mean Composite score										
1996	17.2	17.0	21.8	21.6	18.0	18.8	21.5	21.6	20.2	20.9
1997	17.1	17.1	21.8	21.7	18.1	18.9	21.4	21.7	20.2	21.0
1998	17.2	17.1	21.8	21.8	18.2	18.9	21.5	21.7	20.3	21.0
1999	17.3	17.1	21.9	21.7	18.3	18.9	21.6	21.7	20.3	21.0
2000	17.2	17.0	21.8	21.7	18.2	18.9	21.7	21.8	20.3	21.0
2001	17.1	16.9	22.2	21.7	18.1	18.8	21.7	21.8	20.3	21.0
2002	17.0	16.8	21.9	21.6	17.8	18.4	21.6	21.7	20.1	20.8
2003	16.8	16.9	22.1	21.8	17.9	18.5	21.7	21.7	20.1	20.8

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

Table 19
ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2003

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

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

continues

Table 19 (continued)
ACT Performance, by Gender, Texas and the United States, Class of 1996 Through Class of 2003

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

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

ACT Examinee Profile

From graduation year 1996 through graduation year 2003, the proportions of ACT examinees in Texas who were African American were similar to the proportions nationally (Table 20). In the United States as a whole, the percentage of test takers who were Hispanic was 6.4 percent or lower each year, whereas in Texas the proportions ranged from 21.6 to 23.9 percent. In contrast, the percentages of White examinees in Texas over the eight-year period were 15 to 16 percentage points smaller than the percentages of White examinees nationally. The proportions of male and female examinees were similar in Texas and the nation across the eight-year period (Table 21). For ACT participation trends by ethnic group prior to 1996, see Table A-4 in the Appendix.

Table 20
ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2003

			Ethnicity (%)					
	Examinees		African American		Hispanic		White	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1996	55,442	924,663	9.4	9.5	21.7	5.1	55.5	70.8
1997	58,395	959,301	9.5	9.4	21.6	5.0	53.7	69.2
1998	64,064	995,039	10.1	10.1	22.4	5.2	55.7	71.1
1999	65,094	1,019,053	10.6	10.2	21.7	5.2	56.9	71.8
2000	68,010	1,065,138	10.9	10.4	22.6	5.4	55.8	71.5
2001	68,967	1,069,772	11.3	10.6	22.8	5.6	55.0	71.4
2002	67,842	1,116,082	12.2	10.8	23.4	6.0	53.5	69.3
2003	73,145	1,175,059	12.7	11.0	23.9	6.4	52.3	68.5

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

Table 21
ACT Examinee Population, by Gender, Texas and the Unites States, Class of 1996 Through Class of 2003

			Gender (%)			
	Examinees		Female		Male	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.
1996	55,442	924,663	57.2	55.9	42.8	44.1
1997	58,395	959,301	57.5	56.3	42.5	43.7
1998	64,064	995,039	58.8	56.7	41.2	43.3
1999	65,094	1,019,053	58.8	56.7	40.8	42.9
2000	68,010	1,065,138	58.7	56.8	40.9	42.8
2001	68,967	1,069,772	58.3	56.5	41.1	43.0
2002	67,842	1,116,082	58.1	55.8	41.1	43.5
2003	73,145	1,175,059	57.4	55.9	41.7	43.4

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

Texas and Other States: SAT I and ACT

Participation rates for both SAT I and ACT varied considerably across states (Tables 22 and 23 on pages 45 through 47). On the SAT I, Mississippi (4%), North Dakota (4%), and South Dakota (4%) had the lowest participation rates, while Connecticut (84%) and New Jersey (85%) had the highest rates. On the ACT, Delaware (5%), New Jersey (6%), and Rhode Island (6%) had the lowest participation rates, while Colorado (100%) and Illinois (100%) had the highest rates. Beginning in the spring of 2001, Colorado and Illinois required all Grade 11 students to participate in ACT testing as part of their statewide assessment programs (ACT, 2003a). Participation in SAT I testing was generally highest in states of the Northeast, whereas participation in ACT testing was generally highest in states of the South and Midwest.

Score differentials across states are difficult to interpret unless participation rates and student demographics are similar. Given two groups with very different participation rates but equal ability levels, the mean score of the group with a very low participation rate will tend to be higher than the mean score of the group with a very high participation rate, even though there is no actual difference in group ability levels. States with SAT I participation rates similar to the rate in Texas (57%) include Alaska, California, Hawaii, Oregon, South Carolina, and Washington. States with ACT participation rates similar to Texas' (33%) include Alaska, the District of Columbia, Nevada, and South Carolina.

Table 22
SAT I Participation and Performance, by State, Class of 2003

State	Participation rate (%)	Mean scores		
		Mathematics	Verbal	Combined
Mississippi	4	551	565	1116
North Dakota	4	613	602	1215
South Dakota	4	588	588	1176
Iowa	5	597	586	1183
Arkansas	6	554	564	1118
Utah	7	559	566	1125
Wisconsin	7	594	585	1179
Louisiana	8	559	563	1122
Missouri	8	583	582	1165
Nebraska	8	578	573	1151
Oklahoma	8	562	569	1131
Kansas	9	582	578	1160
Alabama	10	552	559	1111
Minnesota	10	591	582	1173
Illinois	11	596	583	1179
Michigan	11	576	564	1140
Wyoming	11	549	548	1097
Kentucky	13	552	554	1106
New Mexico	14	540	548	1088
Tennessee	14	560	568	1128
Idaho	18	540	540	1080
West Virginia	20	510	522	1032
Montana	26	543	538	1081
Colorado	27	553	551	1104
Ohio	28	541	536	1077
Nevada	36	517	510	1027
Arizona	38	525	524	1049
California	54	519	499	1018
Hawaii	54	516	486	1002
Alaska	55	518	518	1036

Source. College Board (2003b).

continues

Table 22 (continued)
SAT I Participation and Performance, by State, Class of 2003

State	Participation rate (%)	Mean scores		
		Mathematics	Verbal	Combined
Washington	56	532	530	1062
Oregon	57	527	526	1053
Texas	57	500	493	993
South Carolina	59	496	493	989
Florida	61	498	498	996
Indiana	63	504	500	1004
Georgia	66	491	493	984
Maryland	68	515	509	1024
North Carolina	68	506	495	1001
Maine	70	501	503	1004
Vermont	70	512	515	1027
Virginia	71	510	514	1024
Delaware	73	501	501	1002
Pennsylvania	73	502	500	1002
Rhode Island	74	504	502	1006
New Hampshire	75	521	522	1043
District of Columbia	77	474	484	958
Massachusetts	82	522	516	1038
New York	82	510	496	1006
Connecticut	84	514	512	1026
New Jersey	85	515	501	1016
United States	48	519	507	1026

Source. College Board (2003b).

Table 23
ACT Participation and Performance, by State, Class of 2003

State	Participation rate (%)	Mean Composite score	State	Participation rate (%)	Mean Composite score
Delaware	5	20.8	Florida	41	20.5
New Jersey	6	21.2	Montana	52	21.7
Rhode Island	6	21.7	Idaho	60	21.2
Connecticut	7	22.1	New Mexico	62	19.9
Maine	7	22.5	Wyoming	62	21.4
New Hampshire	8	22.2	West Virginia	63	20.3
Pennsylvania	8	21.5	Ohio	64	21.4
Massachusetts	10	22.3	Iowa	66	22.0
Vermont	11	22.5	Minnesota	67	22.0
Maryland	12	20.7	Utah	67	21.3
Oregon	12	22.6	Michigan	69	21.3
Virginia	12	20.6	Missouri	69	21.4
California	15	21.5	Oklahoma	69	20.5
New York	15	22.3	Wisconsin	69	22.2
North Carolina	15	19.9	South Dakota	70	21.4
Hawaii	16	21.8	Alabama	73	20.1
Washington	16	22.5	Arkansas	73	20.3
Indiana	21	21.6	Kentucky	73	20.2
Georgia	22	19.8	Nebraska	73	21.7
Arizona	27	21.4	Tennessee	74	20.4
District of Columbia	30	17.5	Kansas	76	21.5
Alaska	32	21.1	Louisiana	80	19.6
Texas	33	20.1	North Dakota	80	21.3
Nevada	34	21.3	Mississippi	88	18.7
South Carolina	34	19.2	Colorado	100	20.1
			Illinois	100	20.2
			United States	40	20.8

Source. ACT, Inc. (2003a).

Appendix

Supplemental Tables

Table A-1
SAT I Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2003

	Ethnicity									
	African American		Asian/Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Mean Verbal score										
1987	417	428	466	479	450	455	514	524	493	507
1988	423	429	475	482	452	455	515	522	494	505
1989	422	428	479	483	452	457	514	523	492	504
1990	424	428	482	483	451	454	513	519	490	500
1991	421	427	486	485	448	452	512	518	488	499
1992	417	428	491	487	445	452	512	519	487	500
1993	420	429	495	489	449	453	516	520	490	500
1994	418	428	493	489	449	452	516	520	489	499
1995	427	432	499	492	455	457	521	525	495	504
1996	428	434	503	496	454	458	521	526	495	505
1997	426	434	502	496	452	457	521	526	494	505
1998	426	434	505	498	452	456	522	526	494	505
1999	427	434	507	498	452	457	522	527	494	505
2000	427	434	504	499	450	457	523	528	493	505
2001	425	433	506	501	448	455	523	529	493	506
2002	420	430	507	501	444	452	523	527	491	504
2003	423	431	509	508	444	453	525	529	493	507
Mean Mathematics score										
1987	404	411	532	541	451	453	502	514	486	501
1988	417	418	534	541	457	456	505	514	490	501
1989	419	421	535	545	458	459	507	515	490	502
1990	418	419	537	546	456	457	506	515	489	501
1991	421	419	542	548	456	457	510	513	491	500
1992	418	419	552	551	457	456	513	515	493	501
1993	425	421	557	553	462	457	518	517	498	503
1994	425	421	556	553	464	458	522	519	500	504
1995	426	422	562	555	462	460	522	521	501	506
1996	424	422	564	558	459	460	523	523	500	508

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

Note. Mean scores are based on the results of both public and private school students. Since the class of 1996, the College Board has reported scores on a recentered scale. The College Board adjusted all scores prior to 1996 to align with the recentered scale.

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Table A-1 (continued)
SAT I Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2003

	Ethnicity									
	African American		Asian/Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Mean Mathematics score cont'd.										
1997	422	423	566	560	459	460	525	526	501	511
1998	424	426	562	562	458	460	526	528	501	512
1999	420	422	563	560	454	458	525	528	499	511
2000	423	426	564	565	454	461	528	530	500	514
2001	421	426	565	566	452	460	528	531	499	514
2002	420	427	567	569	452	459	529	533	500	516
2003	418	426	565	575	450	459	529	534	500	519
Mean Combined score										
1987	821	839	998	1020	901	908	1016	1038	979	1008
1988	840	847	1009	1023	909	910	1020	1036	984	1006
1989	841	849	1014	1028	910	919	1021	1038	982	1006
1990	842	847	1019	1029	906	911	1019	1034	979	1001
1991	842	846	1028	1033	904	909	1022	1031	979	999
1992	835	847	1043	1038	902	908	1025	1034	980	1001
1993	845	850	1052	1042	911	910	1034	1037	988	1003
1994	843	849	1049	1042	913	909	1038	1039	989	1003
1995	853	854	1061	1047	917	916	1043	1046	996	1010
1996	852	856	1067	1054	912	918	1044	1049	995	1013
1997	848	857	1068	1056	911	917	1046	1052	995	1016
1998	850	860	1067	1060	910	916	1048	1054	995	1017
1999	847	856	1070	1058	906	915	1047	1055	993	1016
2000	850	860	1068	1064	904	918	1051	1058	993	1019
2001	846	859	1071	1067	900	915	1051	1060	992	1020
2002	840	857	1074	1070	896	911	1052	1060	991	1020
2003	841	857	1074	1083	894	912	1054	1063	993	1026

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

Note. Mean scores are based on the results of both public and private school students. Since the class of 1996, the College Board has reported scores on a recentered scale. The College Board adjusted all scores prior to 1996 to align with the recentered scale.

Table A-2
ACT Performance, by Ethnicity, Texas and the Unites States, Class of 1987 Through Class of 2003

	Ethnicity									
	African American		Asian/Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Mean English score										
1991	16.7	16.7	20.3	20.6	17.5	18.1	21.1	21.0	19.7	20.3
1992	16.8	16.6	20.6	20.5	17.4	18.0	21.0	20.9	19.6	20.2
1993	16.7	16.6	20.2	20.4	17.4	18.0	21.1	21.0	19.7	20.3
1994	16.5	16.4	20.4	20.4	17.2	17.8	21.2	21.0	19.7	20.3
1995	16.5	16.4	20.1	20.2	17.1	17.7	21.0	21.0	19.5	20.2
1996	16.4	16.4	20.2	20.3	17.0	17.9	21.1	21.1	19.5	20.3
1997	16.2	16.4	20.2	20.4	17.0	18.0	20.9	21.2	19.4	20.3
1998	16.4	16.4	20.4	20.5	17.1	17.9	20.9	21.2	19.5	20.4
1999	16.5	16.4	20.6	20.5	17.2	17.9	21.1	21.3	19.7	20.5
2000	16.4	16.4	20.3	20.5	17.2	17.9	21.2	21.3	19.7	20.5
2001	16.2	16.2	20.9	20.7	17.0	17.8	21.2	21.3	19.6	20.5
2002	16.2	16.2	20.5	20.5	16.6	17.4	21.1	21.2	19.3	20.2
2003	15.9	16.2	20.9	20.7	16.7	17.5	21.2	21.3	19.3	20.3
Mean Mathematics score										
1991	17.0	16.8	23.1	22.9	18.1	18.6	20.2	20.4	19.5	20.0
1992	17.2	16.9	23.6	23.0	18.3	18.7	20.3	20.4	19.6	20.0
1993	17.4	16.9	23.3	23.0	18.5	18.7	20.7	20.5	19.9	20.1
1994	17.3	16.8	23.3	23.0	18.4	18.6	20.8	20.6	19.9	20.2
1995	17.5	16.8	23.6	22.8	18.5	18.6	20.8	20.7	20.0	20.2
1996	17.3	16.8	23.4	22.9	18.3	18.7	20.8	20.8	19.9	20.2
1997	17.4	16.9	23.9	23.3	18.5	19.0	21.1	21.2	20.2	20.6
1998	17.2	16.9	23.7	23.4	18.3	19.0	21.2	21.4	20.2	20.8
1999	17.4	16.9	23.5	23.1	18.4	19.0	21.2	21.3	20.2	20.7
2000	17.3	16.8	23.5	23.2	18.4	18.9	21.4	21.3	20.2	20.7
2001	17.2	16.8	23.8	23.1	18.3	18.9	21.4	21.3	20.2	20.7
2002	17.1	16.7	23.5	22.9	18.1	18.6	21.4	21.3	20.1	20.6
2003	16.8	16.7	23.6	22.9	18.0	18.5	21.4	21.3	20.0	20.6

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

Note. Mean scores are based on the results of both public and private school students. Since the class of 1991, ACT has reported scores on the Enhanced ACT score scale. ACT adjusted Composite scores prior to 1991 to align with the Enhanced scale.

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Table A-2 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2003

	Ethnicity									
	African American		Asian/Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Mean Reading score										
1991	17.0	17.0	21.2	21.4	17.8	18.9	21.7	22.0	20.2	21.2
1992	16.8	16.9	21.1	21.2	17.7	18.8	21.6	21.9	20.1	21.1
1993	17.0	17.0	20.9	21.4	18.0	18.8	21.8	22.0	20.3	21.2
1994	17.0	17.1	21.2	21.4	17.8	18.9	21.9	22.0	20.3	21.2
1995	17.1	17.1	21.2	21.3	18.0	18.8	21.8	22.1	20.3	21.3
1996	17.2	17.1	21.3	21.3	18.0	19.1	21.9	22.2	20.4	21.3
1997	16.9	17.1	21.2	21.2	17.9	19.0	21.8	22.2	20.3	21.3
1998	17.4	17.2	21.3	21.3	18.1	19.1	22.0	22.1	20.6	21.4
1999	17.3	17.1	21.4	21.2	18.3	19.1	22.0	22.1	20.6	21.4
2000	17.1	17.0	21.3	21.3	18.2	19.1	22.2	22.2	20.6	21.4
2001	17.0	16.9	21.5	21.1	18.0	18.9	22.0	22.2	20.5	21.3
2002	16.8	16.8	21.4	21.2	17.8	18.6	22.0	22.1	20.3	21.1
2003	16.8	17.0	21.7	21.3	18.0	18.8	22.0	22.2	20.3	21.2
Mean Science score										
1991	17.2	17.2	20.9	21.1	18.0	18.8	20.9	21.3	19.8	20.7
1992	17.3	17.2	21.0	21.2	18.1	18.8	21.0	21.3	19.9	20.7
1993	17.5	17.3	21.3	21.4	18.3	19.0	21.3	21.4	20.2	20.8
1994	17.4	17.4	21.3	21.5	18.3	19.0	21.3	21.6	20.2	20.9
1995	17.5	17.4	21.5	21.5	18.4	19.0	21.4	21.6	20.2	21.0
1996	17.4	17.3	21.5	21.5	18.4	19.1	21.5	21.8	20.3	21.1
1997	17.5	17.4	21.6	21.6	18.4	19.1	21.4	21.8	20.3	21.1
1998	17.5	17.3	21.5	21.6	18.5	19.1	21.5	21.8	20.3	21.1
1999	17.6	17.3	21.6	21.3	18.5	19.1	21.5	21.7	20.4	21.0
2000	17.4	17.3	21.5	21.5	18.5	19.1	21.5	21.7	20.3	21.0
2001	17.4	17.2	21.9	21.5	18.5	19.0	21.6	21.8	20.3	21.0
2002	17.4	17.1	21.5	21.3	18.3	18.6	21.5	21.6	20.1	20.8
2003	17.2	17.2	21.8	21.5	18.4	18.7	21.5	21.6	20.1	20.8

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

Note. Mean scores are based on the results of both public and private school students. Since the class of 1991, ACT has reported scores on the Enhanced ACT score scale. ACT adjusted Composite scores prior to 1991 to align with the Enhanced scale.

continues

Table A-2 (continued)
ACT Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2003

	Ethnicity									
	African American		Asian/Pacific Islander		Hispanic		White		All examinees	
Class	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Mean Composite score										
1987	16.1	16.5	21.3	21.7	17.3	18.4	20.7	21.4	19.6	20.8
1988	16.5	16.6	21.7	21.8	17.8	18.6	20.9	21.4	19.8	20.8
1989	16.6	16.6	21.7	21.9	17.7	18.5	21.0	21.3	19.8	20.6
1990	17.1	17.0	21.2	21.7	17.9	18.6	21.0	21.2	19.8	20.6
1991	17.1	17.0	21.5	21.6	18.0	18.7	21.1	21.3	19.9	20.6
1992	17.1	17.0	21.7	21.6	18.0	18.7	21.1	21.3	19.9	20.6
1993	17.2	17.1	21.5	21.7	18.2	18.8	21.3	21.4	20.1	20.7
1994	17.2	17.0	21.7	21.7	18.0	18.7	21.4	21.4	20.2	20.8
1995	17.3	17.1	21.7	21.6	18.1	18.6	21.4	21.5	20.1	20.8
1996	17.2	17.0	21.8	21.6	18.0	18.8	21.5	21.6	20.2	20.9
1997	17.1	17.1	21.8	21.7	18.1	18.9	21.4	21.7	20.2	21.0
1998	17.2	17.1	21.8	21.8	18.2	18.9	21.5	21.7	20.3	21.0
1999	17.3	17.1	21.9	21.7	18.3	18.9	21.6	21.7	20.3	21.0
2000	17.2	17.0	21.8	21.7	18.2	18.9	21.7	21.8	20.3	21.0
2001	17.1	16.9	22.2	21.7	18.1	18.8	21.7	21.8	20.3	21.0
2002	17.0	16.8	21.9	21.6	17.8	18.4	21.6	21.7	20.1	20.8
2003	16.8	16.9	22.1	21.8	17.9	18.5	21.7	21.7	20.1	20.8

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

Note. Mean scores are based on the results of both public and private school students. Since the class of 1991, ACT has reported scores on the Enhanced ACT score scale. ACT adjusted Composite scores prior to 1991 to align with the Enhanced scale.

Table A-3
SAT I Examinee Population, by Ethnicity, Texas and the Unites States, Class of 1987 Through Class of 2003

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

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

Table A-4
ACT Examinee Population, by Ethnicity, Texas and the Unites States, Class of 1987 Through Class of 2003

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

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

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

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

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November 2004