
**College Admissions Testing
of Graduating Seniors
in Texas High Schools
Class of 2010**



Division of Research and Analysis
Department of Assessment and Accountability
Texas Education Agency
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of Graduating Seniors
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Abstract. This report examines SAT and ACT participation and performance in Texas for the class of 2010. Statewide examination results for students in Texas public schools and for students in Texas public and nonpublic schools combined are presented. Data are provided by race/ethnicity, gender, and economic status. The report also provides descriptions of the SAT and ACT examinations, along with a brief discussion of policy related to the examinations. In addition, the report discusses the use of SAT and ACT results in college admissions and the Academic Excellence Indicator System.

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

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

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Highlights

Texas Public Schools

Texas and the United States

Texas Public Schools

Academic Excellence Indicator System Measures

Participation

- A total of 159,688 Texas public high school graduates in the class of 2010 took the SAT, the ACT, or both examinations, an increase of 13,040 graduates from the previous class. The overall participation rate for the class of 2010 was 62.6 percent.
- Among non-Hispanic graduates in the class of 2010, Asians had the highest participation rate, at 89.6 percent, followed by African Americans (70.2%), multiracial students (68.9%), Whites (68.1%), Pacific Islanders (61.7%), and American Indians (53.5%). Overall, Hispanic graduates participated at a rate of 52.7 percent.

Performance

- Of graduates in the class of 2010 who took the SAT, the ACT, or both examinations, 26.9 percent met or exceeded the criterion scores required for Gold Performance Acknowledgment in the Academic Excellence Indicator System. This was the same percentage as in the class of 2009.
- Compared to the class of 2009, percentages of graduates in the class of 2010 scoring at or above criterion on one or both of the examinations increased from the previous year for Hispanic, non-Hispanic African American, and non-Hispanic White examinees.

SAT

Participation

- A total of 123,154 Texas public high school graduates in the class of 2010 took the SAT examination. The participation rate for the class of 2010 (48.3%) was higher than the rate for the class of 2009 (47.2%).
- Among non-Hispanic graduates in the class of 2010, Asians had the highest SAT participation rate, at 81.8 percent, followed by multiracial students (56.6%), African Americans (54.6%), Whites (53.6%), Pacific Islanders (50.4%), and American Indians (42.2%). Overall, Hispanic graduates participated at a rate of 38.4 percent.

Performance

- For SAT examinees in the class of 2010, the average critical reading and mathematics combined score was 985. SAT critical reading, mathematics, and combined scores were unchanged from the previous year. The average SAT writing score for the class of 2010 (469) was 1 point lower than that for the class of 2009.

- Across non-Hispanic African American, Asian, and White examinees and Hispanic examinees overall in the class of 2010, non-Hispanic Asian examinees had the highest average SAT critical reading and mathematics combined score (1115), and non-Hispanic African American examinees had the lowest average combined score (858).

ACT

Participation

- A total of 83,352 Texas public high school graduates in the class of 2010 took the ACT examination. The participation rate for the class of 2010 (32.7%) was higher than the rate for the class of 2009 (31.0%).
- Among non-Hispanic graduates in the class of 2010, Whites had the highest ACT participation rate, at 37.7 percent, followed by Asians (36.9%), African Americans (35.8%), multiracial students (35.1%), Pacific Islanders (33.6%), and American Indians (26.7%). Overall, Hispanic graduates participated at a rate of 26.6 percent.

Performance

- For ACT examinees in the class of 2010, the average composite score was 20.5, the same as that for the class of 2009.
- Across non-Hispanic African American, Asian, and White examinees and Hispanic examinees overall in the class of 2010, non-Hispanic Asian examinees had the highest average ACT composite score (24.6), and non-Hispanic African American examinees had the lowest average ACT composite score (17.2).

Texas and the United States

SAT

- A total of 148,102 Texas public and nonpublic high school graduates in the class of 2010 took the SAT. The state participation rate of 53 percent was higher than the rate for the class of 2009 (51%). Nationally, 1,547,990 public and nonpublic high school graduates in 2010 took the SAT. The national participation rate of 47 percent was higher than the rate for the class of 2009 (46%).
- The average SAT critical reading and mathematics combined score for Texas public and nonpublic high school examinees in the class of 2010 was 989, down three points from 992 for the class of 2009. Nationally, the average SAT critical reading and mathematics combined score for the class of 2010 was 1017, up one point from 1016 for the class of 2009.
- Of Texas graduates in the class of 2010 who took the SAT examination, 43.7 percent were White, 31.4 percent were Hispanic, and 13.8 percent were African American. In the U.S., by comparison, the percentage of examinees accounted for by White graduates (54.1%) was 10.4 percentage points higher, the percentage accounted for by Hispanic graduates (14.4%) was 17.0 percentage points lower, and the percentage accounted for by African American graduates (12.7%) was 1.1 percentage points lower.

ACT

- A total of 92,615 Texas public and nonpublic high school graduates in the class of 2010 took the ACT. The state participation rate of 33.0 percent was 3.0 percentage points higher than the rate for the class of 2009. Nationally, 1,568,835 public and nonpublic high school graduates in the class of 2010 took the ACT. The national participation rate of 47 percent was 2.0 percentage points higher than the rate for the class of 2009.
- The average ACT composite score for Texas public and nonpublic high school examinees in the class of 2010 was 20.8, the same as the average for the class of 2009. Nationally, the average composite score for the class of 2010 (21.0) was 0.1 points lower than the average for the class of 2009. The average ACT mathematics score for all examinees was higher in Texas than in the United States; the average science score for all examinees was the same in Texas and in the nation; and the average English and reading scores were lower in Texas than in the nation.
- Of Texas graduates in the class of 2010 who took the ACT examination, 45.1 percent were White, 29.8 percent were Hispanic, and 12.8 percent were African American. In the U.S., by comparison, the percentage of examinees accounted for by White graduates (62.4%) was 17.3 percentage points higher, the percentage accounted for by Hispanic graduates (10.0%) was 19.8 percentage points lower, and the percentage accounted for by African American graduates (13.7%) was nearly a percentage point lower.

College Admissions Testing: The SAT and ACT

General Information

Policy Related to the SAT and ACT

Use of Individual SAT and ACT Scores in Texas

General Information

The Examinations

SAT. According to the College Board, the SAT assesses knowledge in core subject areas, as well as ability to think, solve problems, and communicate (College Board, 2011a). The examination consists of three sections: critical reading, mathematics, and writing (Table 1). Scores on each of the sections range from 200 to 800.

The critical reading section consists of multiple-choice sentence completion questions and multiple-choice passage-based reading questions (College Board, 2011b). The sentence completion questions assess vocabulary and understanding of sentence structure. The passage-based questions assess understanding of vocabulary in context; ability to analyze and synthesize information; and ability to comprehend what is explicitly stated, as well as what is implied, in text passages.

The mathematics section consists of multiple-choice questions and questions that require student-produced responses. Both types of questions assess ability to apply mathematical concepts; solve problems; and use data literacy skills to interpret tables, charts, and graphs. Additionally, the questions assess knowledge and ability in the areas of numbers and operations; algebra and functions; geometry and measurement; and data analysis, statistics, and probability.

The writing section consists of multiple-choice questions and a student-produced essay. The multiple choice section requires students to understand grammatical elements and structures within sentences, recognize and identify sentence-level errors, improve sentences and paragraphs, recognize effective sentences, communicate ideas clearly, improve writing through revision and editing, and improve coherence of ideas within and between paragraphs. The student-produced essay requires students to develop and support a point of view on an issue presented in an excerpt using the conventions of standard written English.

ACT. According to ACT, Inc., the ACT measures educational development in four curriculum-based areas: English, mathematics, reading, and science (ACT, Inc., 2010e). The four sections of the examination are measures of academic development that rely largely on the examinee's ability to apply content knowledge and reasoning skills acquired in various high school courses. Scores on each of the sections range from 1 to 36. Examinees also receive a composite score, calculated as the average of the four section scores. There is also an optional writing section that requires examinees to write an essay, based on a prompt, by presenting a position on an issue. Students who complete the optional writing section receive a combined English/writing score on a scale of 1 to 36 and a writing subscore on a scale of 2 to 12. The writing score presented in this report is the combined English/writing score.

The English section consists of multiple-choice questions that assess understanding of the conventions of standard written English and rhetorical skills. Specifically, the six elements assessed

Table 1
A Brief Comparison of the SAT and ACT Examinations

Characteristic	ACT	SAT
Type of test	The ACT is a curriculum-based, college readiness test that assesses what students learn in their classes; similar to an achievement test.	The SAT is a curriculum-based, college readiness test that assesses the academic skills and knowledge students acquire in high school and the ability to apply that knowledge.
Test structure	English (1 section) Mathematics (1 section) Reading (1 section) Science (1 section) Includes 1 experimental section on selected testing dates Writing (1 optional section)	Critical Reading (3 sections) Mathematics (3 sections) Writing (3 sections) Includes 1 experimental section
Test content	<p><u>Mathematics</u> Multiple-choice questions covering six content areas:</p> <ul style="list-style-type: none"> • pre-algebra • elementary algebra • intermediate algebra • coordinate geometry • plane geometry • trigonometry <p><u>English</u> Passage-based reading with multiple-choice questions measuring understanding of:</p> <ul style="list-style-type: none"> • usage/mechanics: <ul style="list-style-type: none"> ○ punctuation ○ grammar and usage ○ sentence structure • Rhetorical skills: <ul style="list-style-type: none"> ○ strategy ○ organization ○ style <p><u>Reading</u> Passage-based reading with multiple-choice questions measuring reading comprehension as a function of referring and reasoning skills, including understanding of vocabulary in context</p> <p><u>Science</u> Presents data representations, research summaries, and conflicting viewpoints with multiple choice questions measuring ability to understand, analyze, and generalize scientific information</p> <p><u>Writing (optional)</u> Essay test measuring writing skills emphasized in high school English classes and in entry-level college composition courses</p>	<p><u>Mathematics</u> Multiple-choice and student-produced responses or grid-in questions covering four content areas:</p> <ul style="list-style-type: none"> • numbers and operations • algebra and functions • geometry and measurement • data analysis, statistics, and probability <p><u>Critical Reading</u> Passage-based reading with multiple choice-questions measuring:</p> <ul style="list-style-type: none"> • extended reasoning ability • literal comprehension • understanding of vocabulary in context <p>Multiple choice sentence completion questions measuring:</p> <ul style="list-style-type: none"> • knowledge of the meaning of words • ability to understand how sentence parts fit together <p><u>Writing</u> Multiple-choice questions measuring ability to:</p> <ul style="list-style-type: none"> • improve sentences and paragraphs • identify sentence errors <p>Essay test measuring ability to:</p> <ul style="list-style-type: none"> • develop a point of view on an issue presented in an excerpt • support the point of view using reasoning and examples from reading, studies, experience, or observations • follow the conventions of standard written English

Note. Information contained in this table was compiled and summarized from resources available on the ACT, Inc., and College Board websites, including the *ACT Technical Manual* (ACT, 2007c) and *Getting Ready for the SAT* (College Board, 2011b).

continues

Table 1 (continued)
A Brief Comparison of the SAT and ACT Examinations

Characteristic	ACT	SAT
Length	215 items: 2 hours, 55 minutes Optional writing section essay: 30 minutes	170 items: 3 hours, 20 minutes 1 essay: 25 minutes
Penalty for incorrect answers	No penalty	Formula scoring: subtracts 1/4 point for each incorrect answer, except on student-produced response questions in the mathematics section
Scoring	The score on each of the four major sections ranges from 1 to 36. Composite score is the average of the four section scores. The optional writing section has two scores: (1) a combined English/writing scale score ranging from 1 to 36 and (2) a writing subscore ranging from 2 to 12.	The score on each of the three major sections ranges from 200 to 800 (in 10-point increments) .
Score reporting	If a student takes the test multiple times, he or she can choose which scores to have sent to colleges.	If a student takes the test multiple times, he or she can choose which scores to have sent to colleges.
Cost of exam	\$33 plus an additional \$15 for the optional writing section	\$47

Note. Information contained in this table was compiled and summarized from resources available on the ACT, Inc., and College Board websites, including the *ACT Technical Manual* (ACT, 2007c) and *Getting Ready for the SAT* (College Board, 2011b).

by this section are punctuation, grammar and usage, sentence structure, strategy, organization, and style.

Designed to complement the English section of the test, the writing section contains prompts that (a) describe an issue relevant to high school students and (b) provide two different perspectives on the issue. Examinees are asked to write in support of one of the two perspectives or develop a response based on their own perspective. The writing section allows students the opportunity to express judgments, develop and organize ideas, and use language clearly and effectively.

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

The reading section consists of multiple-choice questions that assess reading comprehension by requiring examinees to understand what is explicitly stated, as well as what is implied in text; and to draw conclusions, comparisons, and generalizations based on understanding of the passages presented. Specific skills assessed include the ability to determine main ideas, locate and interpret significant details, understand sequences of events, make comparisons, comprehend cause-effect relationships, use context to determine meaning, draw generalizations, and analyze voice and method.

The science section measures skills required in the sciences, including interpretation, analysis, evaluation, reasoning, and problem solving. The content includes biology, chemistry, and earth/space sciences. The science items are constructed in one of three formats: data representation, requiring the examinee to interpret information presented in graphs and tables; research summaries, requiring the

examinee to interpret experimental results; and conflicting viewpoints, requiring the examinee to understand and analyze alternative viewpoints or hypotheses.

SAT and ACT Scoring

Student performance on both the SAT and ACT is reported as a scaled score, which is a normative standard score calculated from a raw score. For the SAT, the raw score equals the number of questions answered correctly minus a fraction of the number of questions answered incorrectly (College Board, 2011a). No points are deducted for unanswered questions or for wrong answers to student-produced response questions on the mathematics section. For the ACT, the raw score equals the number of questions answered correctly, and no points are deducted for incorrect answers (ACT, Inc., 2011c). Because the SAT and ACT may vary in difficulty from test form to test form or from year to year, the raw scores are not comparable. To allow for performance comparisons, the raw scores are converted to scaled scores. The statistical equating procedures used in the conversion ensure that any given scaled score indicates the same level of ability across test forms or testing dates.

For each scaled score there is a corresponding percentile rank, which is the percentage of test takers who score at or below that scaled score. For example, if a student's scaled score corresponds to the 90th percentile, 90 percent of the test takers received the same or lower scaled scores. Percentile ranks are a straightforward metric for comparing a student's performance with that of other test takers. Unlike raw or standard scores, however, percentile ranks cannot be combined in any meaningful way to obtain average test performance for a group or for an individual across subtests.

Policy Related to the SAT and ACT

Financial Assistance

Unlike state assessments such as the Texas Assessment of Knowledge and Skills (TAKS), SAT and ACT examinations are voluntary. Depending on a number of factors, including financial hardship, students may choose to take one or both of the examinations or neither. The College Board and ACT, Inc., have implemented policies to help overcome financial barriers that might otherwise prevent students from taking one or both of the examinations (ACT, Inc., 2010d, College Board, 2010e). For instance, test fee waivers from the College Board and from ACT, Inc., are available to junior and senior high school students based on economic need. In many Texas schools and districts, students who do not meet College Board or ACT, Inc., criteria for financial assistance may receive fee waivers if they meet local criteria and local funding is available.

Under the Texas College Preparation Program, state funds were used to cover the cost for any high school junior enrolled in a Texas public school district or charter to take one SAT or ACT examination in the spring or summer of 2010 or 2011 (Texas Education Code [TEC] §39.0261). Results for juniors who took state-funded SAT or ACT examinations in 2010 are incorporated in the results presented in this report.

Accommodations for Students With Disabilities

Both the College Board and ACT, Inc., provide special services for students with disabilities. To qualify, students must have documented needs for testing accommodations (ACT, Inc., 2011a, College Board, 2011c). Students must also be receiving special accommodations for classroom tests. Texas State Board of Education rules on accommodations for classroom tests are specified in Title 19 of the Texas Administrative Code (TAC), §101.29 (2011). When reporting examination results, neither the College Board nor ACT, Inc., identifies students who take the tests under special circumstances.

Use of Individual SAT and ACT Scores in Texas

College Admissions

In Texas, each institution of higher education establishes its own criteria for admissions. Most take into consideration some combination of college admissions test scores and school achievement records. Admission standards involving SAT or ACT scores vary according to the admissions policies of each institution. Some institutions allow high school records and scores on college admissions tests to compensate for each other; for example, a higher class rank may compensate for a lower SAT or ACT score. Some institutions maintain open admissions policies, under which any person with a high school diploma or its equivalent may be accepted. Still other institutions guarantee admission to students who graduate from Texas high schools in the top percentages of their classes. Texas public institutions of higher education are required by law to admit applicants who: (a) graduate in the top 10 percent of their high school classes in one of the two years prior to the academic year of application; (b) graduate from an accredited public or private high school in Texas or from a high school operated by the U. S. Department of Defense; and (c) complete the recommended or advanced high school program (for public schools) or the equivalent (for nonpublic schools), or obtain at least a 1500 on the SAT or meet the college readiness benchmarks on the ACT (TEC §51.803, 2010). Beginning in 2011-12, the University of Texas at Austin is required to offer admission to top 10 percent candidates until at least 75 percent of the university's enrollment capacity designated for first-time resident undergraduate students has been filled.

Exemption From Texas Success Initiative Testing in Texas

In 1987, the Texas Legislature established a system of testing and remediation called the Texas Academic Skills Program, or TASP (TEC §51.306, 1988). In 2003, TASP was replaced by the Texas Success Initiative (TSI) (TEC §51.3062, 2004). Under the TSI, undergraduate students enrolling for the first time in public institutions of higher education are required to take an assessment to evaluate their readiness for freshman-level academic coursework (TEC §51.3062, 2009). The Texas Higher Education Coordinating Board has approved the following assessment instruments for use under TSI: ASSET and COMPASS, offered by ACT, Inc.; ACCUPLACER, offered by the College Board, and the Texas Higher Education Assessment (THEA), offered by National Evaluation Systems, Inc. (19 TAC §4.56, 2011). Although at least one of the assessments must be taken prior to enrollment, the results cannot be used as a condition of admission to an institution (TEC §51.3062, 2009).

If a student fails to meet TSI standards, the college or university in which he or she is enrolling is responsible for developing a personalized plan to prepare the student for freshman-level coursework (19 TAC §4.58, 2011). The plan for academic success must:

- (1) be designed on an individual basis to provide the best opportunity for each student to succeed in performing freshman-level academic coursework; (2) provide to the student a description of the appropriate developmental education considered necessary to ensure the

A Brief Comparison of College Readiness Examinations

Characteristic	Examinations			
	ACCUPLACER	ASSET	COMPASS	THEA ^a
Format	Untimed, computerized, multiple-choice test with a written essay	Timed, pencil-and-paper, multiple-choice test	Untimed, computerized, multiple-choice test with a written essay	Timed, pencil-and-paper, multiple-choice test with a written essay
Subjects	Arithmetic College-Level mathematics Elementary algebra Reading comprehension Sentence skills Written essay	Basic skill measures: <ul style="list-style-type: none"> • Numerical skills • Reading skills • Writing skills Advanced mathematics measures: <ul style="list-style-type: none"> • College algebra • Elementary algebra • Geometry • Intermediate algebra 	Mathematics Reading Writing essay (e-Write) Writing skills	Mathematics Reading Writing (includes a writing sample)
Additional information	Offered by the College Board, ACCUPLACER is an adaptive test—the questions are chosen based on the examinee's answers to previous questions.	ASSET is offered by ACT, Inc.	Offered by ACT, Inc., COMPASS is an adaptive test—the questions are chosen based on the examinee's answers to previous questions.	Offered by the Evaluation Systems group of Pearson, THEA is the only assessment developed specifically to evaluate the readiness of students for college-level coursework in Texas.

^aTexas Higher Education Assessment.

readiness of that student to perform freshman-level academic coursework; and (3) provide to the student an appropriate measure for determining readiness to perform freshman-level academic coursework. (p. 39)

The Texas Legislature allows exemptions from TSI assessment requirements based on student performance on the SAT, the ACT, and the exit-level Texas Assessment of Knowledge and Skills (TAKS) (19 TAC §4.54, 2011; TEC §51.3062, 2009). To qualify for an exemption based on the SAT or ACT, a student must receive a specified minimum score in one of the five years prior to enrollment in a public institution of higher education. To qualify for an exemption based on the TAKS, a student must receive a specified minimum score in one of the three years prior to enrollment. An exemption from the reading and writing sections of the TSI-required assessments is granted if a student: (a) receives an ACT composite score of at least 23 and an ACT English score of at least 19; (b) receives an SAT combined score of at least 1070 and an SAT critical reading score of at least 500; or (c) receives a TAKS English language arts scale score of at least 2200 and a writing subsection score of at least 3. An exemption from the mathematics section of the TSI-required assessments is granted if a student: (a) receives an ACT composite score of at least 23 and an ACT mathematics score of at least 19; (b) receives an SAT combined score of at least 1070

and an SAT mathematics score of at least 500; or (c) receives a TAKS mathematics scale score of at least 2200.

Gold Performance Acknowledgment in the Texas Academic Excellence Indicator System

In 1993, the Texas Legislature mandated creation of the Texas public school accountability system to evaluate school districts and campuses (TEC Chapter 35, 1994). Through the state accountability system, base indicators in the Academic Excellence Indicator System, such as performance on the TAKS, annual dropout rate for Grades 7-8, and Grade 9 longitudinal completion rate, are used to determine accountability ratings. In addition, the legislature enacted the Gold Performance Acknowledgment (GPA) system in 2001 to acknowledge districts and campuses for high levels of performance on indicators such as advanced-course completion and performance on the SAT or ACT (TEC §39.0721, 2001).

The SAT/ACT GPA indicator has two components: the percentage of non-special education graduates tested and the percentage of examinees scoring at or above a criterion score (TEA, 2011c). For a district or campus to meet the GPA standard, at least 70 percent of non-special education graduates must have taken the SAT and/or ACT, and at least 40 percent of the examinees must have met a criterion score. The criterion for the SAT is a score of 1110 on the critical reading and mathematics sections combined, and the criterion for the ACT is a composite score of 24. The composite score is the average of the scores on the four sections of the examination: English, mathematics, reading, and science. Standards must be met for each student group (African American, Hispanic, and White), as well as for all students combined. For additional information on college admissions test indicator definitions and acknowledgment standards as they pertain to the 2010 SAT and ACT examination results, please refer to the *2011 Accountability Manual* (TEA, 2011c).

SAT and ACT criterion scores for GPA recognition of high levels of campus and district performance are established by the commissioner of education. The scores are used for GPA acknowledgment only and are not used by colleges to evaluate students for admission. The criteria for admission into a college or university may be obtained from each individual institution.

Reporting of SAT and ACT Results by the Texas Education Agency

Data Sources

Definitions of Variables

Interpretation of Results

Data Sources

Texas Public Schools

The College Board provides the Texas Education Agency (TEA) with annual examination results and demographic information for Texas public high school SAT examinees. Similarly, ACT, Inc., provides TEA with annual examination results and demographic information for Texas public high school ACT examinees. Students may take the SAT and ACT examinations more than once, but TEA receives and reports only the results of examinees' most recent examinations. For this report, examination results for the Texas public school class of 2010 were developed through analyses of the data provided by the College Board and ACT, Inc. Historical SAT and ACT results for Texas public high schools were obtained from previous TEA annual reports (TEA, 2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009a, 2010). These results are presented in the chapters, "Participation Results for Texas Public Schools" on page 21 and "Performance Results for Texas Public Schools," on page 33.

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

In the sections of this report titled "Participation Results for Texas Public Schools" and "Performance Results for Texas Public Schools," data on student grade level, race/ethnicity, economic status, and gender, as well as other relevant district, campus, and student information, were obtained from the TEA Public Education Information Management System (PEIMS). The College Board and ACT, Inc., also collect data on race/ethnicity and gender for examinees; these data were used when they were not available from PEIMS.

The College Board uses the SAT Questionnaire, and ACT, Inc., uses the Student Profile Section (SPS) and the ACT examination answer form to obtain self-reported demographic information, such as race/ethnicity. The questionnaires are completed when students register for the SAT or ACT examinations. There are several differences in the ways the College Board, ACT, Inc., and TEA code and report race/ethnicity (see Table 2 on facing page and the definition of "race/ethnicity" in the section, "Definitions of Variables," on page 14). The College Board's SAT Questionnaire asks students to choose one of eight racial/ethnic categories, including three "Hispanic" categories and a single "Asian/Pacific Islander" category. The ACT's SPS asks students to choose one of eight racial/ethnic categories, including two "Hispanic" categories and a single "Asian/Pacific Islander" category. The SPS also allows students the option of choosing not to respond. In this report, when data on race/ethnicity provided by either of the testing companies are used in lieu of PEIMS

Table 2
Racial/Ethnic Categories in Demographic Forms Provided by the College Board and ACT, Inc.

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

data, examinees who described themselves using any of the "Hispanic" categories are counted as Hispanic. Examinees who described themselves as "Asian/Pacific Islander" are counted as Asian.

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. Whereas the count of all examinees reflects all examinees reported by the testing companies, counts of examinees by race/ethnicity and by gender reflect examinees who could be found in PEIMS plus examinees who could not be found in PEIMS but for whom the specified demographic data were available from the testing companies. Examinees reported by the testing companies may not be found in PEIMS because of data reporting errors. Because data on economic status are not available from the testing companies, the counts of examinees by economic status reflect only those examinees who could be found in PEIMS.

Combined Public and Nonpublic Schools in Texas and in the United States

Results for all examinees in public and nonpublic schools combined in Texas and in the United States were obtained from summary reports released annually by the College Board (College Board, 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010c, 2010d) and by ACT, Inc. (ACT, Inc., 2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010a, 2010b). As is the case with testing data reported by TEA, annual reports provided by the testing agencies include only the results of examinees' most recent examinations. Additionally, results in the reports are based only on the scores of examinees identified by the College Board and ACT, Inc., as expecting to graduate in the reporting year. College Board and ACT, Inc., results are presented in the chapter, "Results for Texas and the United States," on page 47.

Definitions of Variables

ACT Composite Score

The composite score is calculated as the average of the scores received on the four required sections of the ACT—English, mathematics, reading, and science—rounded to the nearest whole number. The optional writing section is not included in the composite score calculation.

Average Score

In this report, an average score is the mean score for a given group on a given examination or examination section. As an example, the average ACT composite score for all students was calculated as follows:

$$\frac{\text{total composite ACT scores}}{\text{number of students who took the ACT}}$$

Average ACT scores were rounded to the first decimal place, and average SAT scores were rounded to the nearest whole number.

Economically disadvantaged

Under Texas Education Agency (TEA) guidelines, a student is identified as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

Graduates

A student is classified as a graduate in the year in which he or she is reported in PEIMS as having graduated from the Texas public school system. Students who graduated in 2009-10 must have done so by August 31, 2010, to be included in 2009-10 graduate counts. In this report, the number of non-special education graduates is used as the denominator in calculations of examination participation rates. The number of non-special education graduates is calculated as the total number of graduates minus the number of special education graduates, where a special education graduate is one who graduated under a graduation plan for students with disabilities or received special education services his or her entire senior year.

Graduation Year

The percentages of Texas public school graduates who participate in the SAT, the ACT, or both examinations are calculated using the numbers of examinees reported by the testing companies and the number of graduates reported in PEIMS. The testing companies use student-reported information, including expected year of graduation, to determine whether to include examinees' scores in that

reporting year. PEIMS uses the actual year of graduation reported by school districts after students have graduated. Because examinees who are reported by the testing companies to have graduated in any given year may not have actually done so, the difference in reporting methods can result in imprecise participation rates.

Participation Rate

In this report, participation rates for Texas public school graduates are presented for the SAT and ACT separately, as well as for the two examinations combined. In sections of the report that present combined results, data for an individual who took both examinations are counted only once. Participation rates are calculated as follows:

$$\frac{\text{number of examinees}}{\text{number of non-special education graduates}}$$

Note that, although special education graduates are included in the numerator if they took either the SAT or ACT, they are not included in the denominator.

Race/Ethnicity

Data submissions prior to 2009-10. School districts submit student demographic information to TEA through PEIMS. Prior to the 2009-10 school year, TEA required that districts submit one of five racial/ethnic categories for each student: American Indian or Alaska Native; Asian or Pacific Islander; Black or African American (not of Hispanic origin); Hispanic/Latino; or White (not of Hispanic origin).

Data submissions beginning in 2009-10. In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2011b). For that year only, as a transitional measure, the data also were collected using the old standard. The new standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered.

Part 1. Ethnicity: Is the person Hispanic/Latino? Choose only one.

- Hispanic/Latino
- Not Hispanic/Latino

Part 2. Race: What is the person's race? Choose one or more, regardless of ethnicity.

- American Indian or Alaska Native
- Asian
- Black or African American

- Native Hawaiian or Pacific Islander
- White

The racial/ethnic categories are defined as follows. Hispanic includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. American Indian or Alaska Native includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment. Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. Black or African American includes students having origins in any of the black racial groups of Africa. Native Hawaiian/Other Pacific Islander includes students having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa.

The new standard results in several important changes: (a) the combined racial category Asian/Pacific Islander is now separated into two categories; (b) students once identified exclusively as "Hispanic/Latino" must now report their race; (c) students may report more than one race; and (d) the definition for one of the racial categories—American Indian or Alaska Native—differs from that used in years past. Prior to 2009-10, American Indian or Alaska Native included students having origins in any of the original peoples of North America only.

Throughout the rest of this report, students classified in PEIMS as Hispanic/Latino are referred to as Hispanic; students classified as American Indian or Alaska Native are referred to as American Indian; students classified as Black or African American are referred to as African American; students classified as Native Hawaiian/Other Pacific Islander are referred to as Pacific Islander; and students classified as having two or more races are referred to as multiracial.

For purposes of reporting Texas public school SAT and ACT data, TEA combines the answers to the two-part question to create seven mutually exclusive racial/ethnic categories. A student identified as Hispanic is included only in the count for Hispanics. A student not identified as Hispanic is included in the count for only one of the following six racial categories: African American, American Indian, Asian, Pacific Islander, White, or multiracial. A student identified as having two or more races is included only in the count for multiracial students, not in the count for any single racial category.

Texas public school SAT and ACT data for 2009-10 are presented in this report using the new racial/ethnic categories. In selected tables, data are also presented for Hispanic students by race. Texas public school SAT and ACT data for 2008-09 and earlier years are presented using the old racial/ethnic categories. When reporting data by race/ethnicity for school years prior to 2009-10, TEA used the term Native American in place of the term American Indian. In this report, the term American Indian is used to present both current and historical data.

SAT/ACT Criterion Scores

As previously discussed, the SAT/ACT GPA indicator in the state accountability system has two components: the percentage of non-special education graduates tested and the percentage of examinees scoring at or above a criterion score. To be included in calculations for the second of the two components, examinees must have received scores at or above the criterion on one or both of the examinations. The criterion for the SAT is a score of 1110 on the critical reading and mathematics sections combined, and the criterion for the ACT is a composite score of 24. The percentage of examinees scoring at or above the criterion score on either test is calculated as:

$$\frac{\text{the number of examinees who scored at or above criterion on either or both examinations}}{\text{the number of examinees}}$$

SAT/ACT Examinees

Although a student may take the SAT and/or ACT before senior year in high school, results are not reported to TEA by the College Board and ACT, Inc., until the year the student is expected to graduate. Consequently, Texas public school results presented in this report for a given year are based only on examinees reported by the testing companies as expected to graduate that year.

In addition to presenting Texas public school results for the SAT and ACT separately, this report presents results for the two examinations combined. In sections of the report that present combined results, data for an individual who took both examinations are counted only once.

Interpretation of Results

The Effect of Group Size

It may be informative to compare a group's average scores over time, but the reliability of such comparisons is dependent on the size of the group. When the group is small, reliability is reduced and caution should be used when interpreting year-to-year change. In general, changes in the average scores of large groups, such as the White SAT examinee group in Texas, are less likely to have occurred by chance than changes in the average score of a small group, such as the American Indian or Pacific Islander SAT examinee groups in Texas.

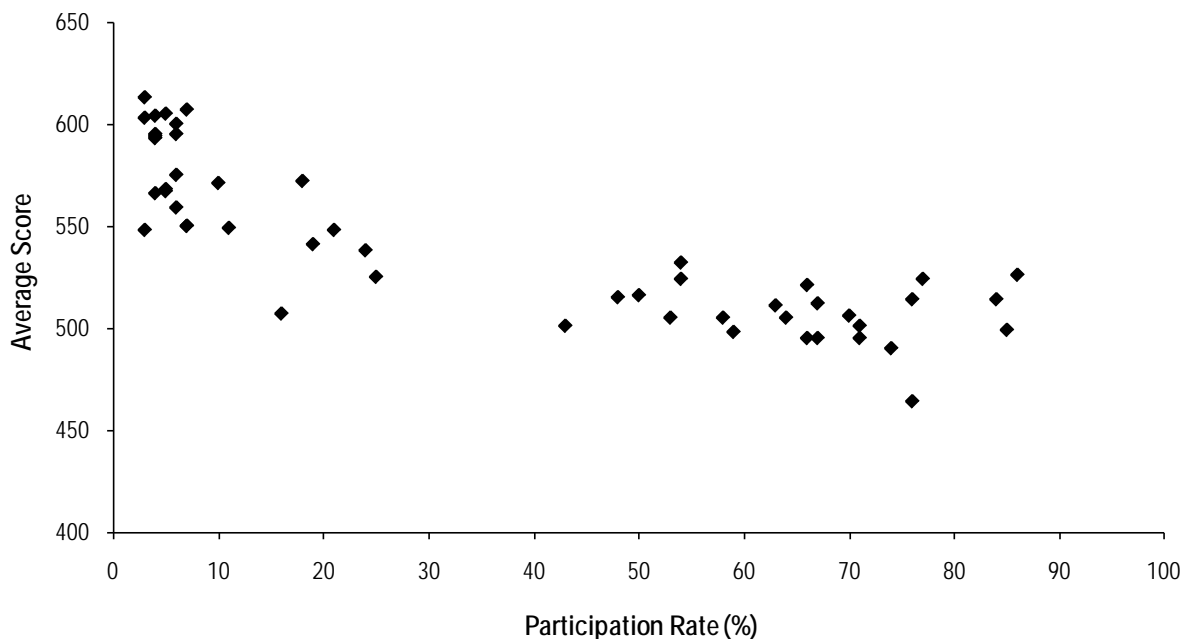
Between-group comparisons are also dependent on the sizes of the groups. When groups differ substantially in size, comparisons of changes in scores between them can be misleading and, generally, are not appropriate. Among non-Hispanic SAT and ACT examinees in Texas, the American Indian, Pacific Islander, and multiracial populations are small in number, compared to other racial/ethnic groups. Therefore, discussions of test performance results in this report for non-Hispanic students, including comparisons across racial/ethnic groups, do not include these populations. Among Hispanic SAT and ACT examinees in Texas, the African American, Asian, Pacific Islander, and multiracial populations are small in number, compared to other racial/ethnic groups. Therefore, discussions of test performance results in this report for Hispanic students, including comparisons across racial/ethnic groups, do not include these populations.

The Effect of Participation Rate

Because both the SAT and ACT are voluntary, a self-selected portion of the high school population takes the tests. In situations like this, the rate of participation plays an important role in the interpretation of average scores. Specifically, the accuracy of the estimate of the average score for a population is dependent on the proportion of that population that takes the examination. For example, a 90 percent participation rate would generally yield an average score that is more representative of the population than a 10 percent participation rate. This effect of participation rate on reported average scores affects the kinds of group comparisons that can be made. Typically in groups with low participation rates, the examinees have completed academically rigorous courses and apply to the nation's most selective scholarship programs and colleges (College Board, 2010a). Consequently, low participation rates generally result in inflated average score estimates. Assuming the average ability level of each population is in reality the same, the average score estimate for a population with a very low participation rate will usually be higher than the average score estimate for a population with a high participation rate.

The inverse relationship between participation rate and average score estimate is illustrated by SAT mathematics participation and performance data in the 50 states and the District of Columbia in 2010 (Figure 1). As a state's participation rate increases, its average score estimate generally decreases. The relationship between participation and performance begins to stabilize

Figure 1
Relationship Between SAT Mathematics Participation and Performance for States, Class of 2010



Source: College Board (2009c).

between 40 and 60 percent participation. Generally, bias in the estimate of a population's average score is reduced when the participation rate is moderate to high. Participation rates directly affect the validity of comparisons among states, districts, campuses, and various student groups. Generally, comparisons of average SAT or ACT scores are most informative between groups with similar participation rates.

Participation Rates Over Time

SAT and ACT participation rates can be affected by many factors, including varying graduation rates, availability of test fee waivers, availability of financial aid for higher education, and state mandating of participation in one of the examinations. As discussed previously, the number of graduates is the denominator in SAT and ACT participation rate calculations, and the number of examinees is the numerator. In 2005, for the first time in nearly a decade, the number of students graduating from Texas public schools decreased (TEA, 2006c). Because the decrease in graduates did not result from a decrease in enrollment, and because the numbers of SAT and ACT examinees increased, examination participation rates increased for all student groups in 2005. Specifically, while the number of graduates decreased from 219,211 in 2004 to 213,765 in 2005, the number of SAT and/or ACT examinees increased from 135,646 in 2004 to 140,003 in 2005 (Table 3 on page 23). Similarly, the number of graduates in 2007 decreased slightly to 214,516, from 214,580 graduates in 2006, whereas the number of SAT and/or ACT examinees increased to 146,396 from 141,188 in

2006. These shifts should be taken into account when comparing participation rates over time. See the section, "Definitions of Variables," on page 14, for more information on the calculation of participation rates.

Participation Results for Texas Public Schools

Academic Excellence
Indicator System Measures

SAT

ACT

Academic Excellence Indicator System Measures

- In the class of 2010, a total of 159,688 public high school graduates took the SAT, the ACT, or both examinations, an increase of 13,040 graduates from the class of 2009 (Table 3).
- The overall participation rate for the class of 2010 was 62.6 percent, 1.1 percentage points higher than the rate for the previous class.
- Among non-Hispanic graduates in the class of 2010, Asians had the highest participation rate, at 89.6 percent, followed by African Americans (70.2%), multiracial students (68.9%), Whites (68.1%), Pacific Islanders (61.7%), and American Indians (53.5%) (Table 4).
- Overall, 52.7 percent of Hispanic graduates took the SAT, the ACT, or both examinations. Among Hispanic graduates, Asians had the highest participation rate, at 65.9 percent, and American Indians had the lowest rate, at 46.0 percent (Table 5 on page 24).
- For much of the 10-year period between 2000 and 2010, the pattern of participation across racial/ethnic groups was generally consistent: Asian/Pacific Islander graduates had the highest rate, followed by American Indian, White, African American, and Hispanic graduates (Figure 2 on page 24). Changes to this pattern occurred in 2007 and 2008. The participation rate for African American graduates surpassed the rate for White graduates in 2007 and remained higher through 2010. The participation rate for American Indian graduates fell below the rates for African American and White graduates in 2008 and continued to decrease through 2010.
- The participation rate for graduates identified as economically disadvantaged (53.9%) was lower than the rate for graduates not identified as economically disadvantaged (65.8%) (Table 4).
- A larger percentage of female graduates (65.6%) than male graduates (59.5%) in the class of 2010 took one or both of the examinations. Compared to the previous class, the difference in participation rates between females and males was 1.2 percentage points larger (Table 4 on facing page and Table 6 on page 25).

Table 3
SAT and/or ACT Participation, Texas Public Schools, Class of 2000 Through Class of 2010

Class	Graduates	Examinees	Participation rate (%)
2000	192,943	120,077	62.2
2001	194,494	122,417	62.9
2002	202,809	125,590	61.9
2003	214,483	133,755	62.4
2004	219,211	135,646	61.9
2005	213,765	140,003	65.5
2006	214,580	141,188	65.8
2007	214,516	146,396	68.2
2008	226,030	147,016	65.0
2009	238,346	146,648	61.5
2010	254,983	159,688	62.6

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

Table 4
SAT and/or ACT Participation, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2010

Group	Graduates	Examinees	Participation rate (%)
African American	31,764	22,291	70.2
American Indian	1,317	704	53.5
Asian	9,707	8,700	89.6
Hispanic	108,767	57,301	52.7
Pacific Islander	339	209	61.7
White	99,560	67,819	68.1
Multiracial	3,529	2,431	68.9
Econ. disad. ^a	103,087	55,601	53.9
Not econ. disad.	151,896	99,993	65.8
Female	130,397	85,507	65.6
Male	124,586	74,176	59.5
State	254,983	159,688	62.6

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

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 the section, "Reporting of SAT and ACT Results by the Texas Education Agency," on page 11, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged.

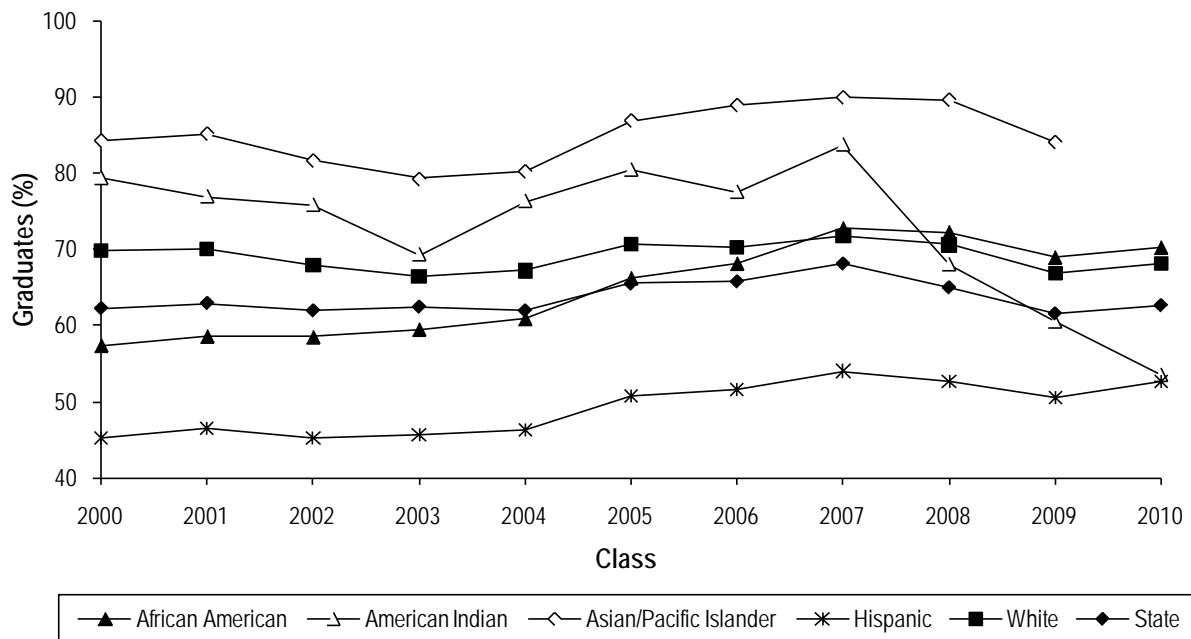
Table 5
SAT and/or ACT Participation, Hispanic
Students by Race, Texas Public Schools, Class
of 2010

Group	Graduates	Examinees	Participation rate (%)
All Hispanic	108,767	57,301	52.7
African American	1,045	656	62.8
American Indian	33,571	15,459	46.0
Asian	367	242	65.9
Pacific Islander	399	185	46.4
White	69,558	36,664	52.7
Multiracial	3,827	2,092	54.7
State	254,983	159,688	62.6

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

Note: Sums of Hispanic examinees by race may be slightly less than the total of all Hispanic examinees. See the section, "Reporting of SAT and ACT Results by the Texas Education Agency," on page 11, for additional information.

Figure 2
SAT and/or ACT Participation Rates, by Race/Ethnicity, Texas Public Schools, Class of 2000
Through Class of 2010



Source: ACT, Inc.; College Board; Texas Education Agency; and Texas Education Agency (2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009a, 2010).

Note: Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

Table 6
SAT and/or ACT Participation Rates (%), by Race/Ethnicity and Gender, Texas Public Schools,
Class of 2000 Through Class of 2010

Class	Race/Ethnicity						
	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Multiracial
2000	57.4	79.3	n/a ^a	45.3	n/a	69.9	n/a
2001	58.6	76.9	n/a	46.5	n/a	70.0	n/a
2002	58.5	75.8	n/a	45.2	n/a	67.9	n/a
2003	59.5	69.3	n/a	45.7	n/a	66.4	n/a
2004	60.9	76.3	n/a	46.3	n/a	67.2	n/a
2005	66.2	80.4	n/a	50.7	n/a	70.7	n/a
2006	68.1	77.5	n/a	51.6	n/a	70.2	n/a
2007	72.7	83.7	n/a	54.0	n/a	71.8	n/a
2008	72.2	68.0	n/a	52.6	n/a	70.6	n/a
2009	68.9	60.5	n/a	50.6	n/a	66.8	n/a
2010	70.2	53.5	89.6	52.7	61.7	68.1	68.9

Class	Gender	
	Female	Male
2000	64.4	59.8
2001	65.1	60.5
2002	63.8	59.7
2003	64.1	60.3
2004	64.0	59.4
2005	68.1	62.6
2006	68.8	62.4
2007	70.8	64.8
2008	67.3	62.5
2009	63.9	59.0
2010	65.6	59.5

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

Note: Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aNot available.

SAT

- In the class of 2010, a total of 123,154 public high school graduates took the SAT, an increase from 112,485 graduates in the class of 2009 (Table 7).
- The overall participation rate for the class of 2010 was 48.3 percent, 1.1 percentage points higher than the rate for the previous class.
- Among non-Hispanic graduates in the class of 2010, Asians had the highest participation rate, at 81.8 percent, and American Indians had the lowest participation rate, at 42.2 percent (Table 8).
- Overall, 38.4 percent of Hispanic graduates took the SAT. Among Hispanic graduates, Asians had the highest participation rate, at 59.4 percent, and American Indians had the lowest participation rate, at 35.9 percent (Table 9 on page 28).
- The participation rate for graduates identified as economically disadvantaged (38.6%) was lower than the rate for graduates not identified as economically disadvantaged (54.2%) (Table 8).
- A larger percentage of female graduates (50.6%) than male graduates (45.9%) in the class of 2010 took the SAT.
- In the class of 2010, non-Hispanic African American, Asian, White, and multiracial students accounted for larger proportions of the examinee population than the graduate population (Figure 3 on page 28). In contrast, Hispanic students in the class of 2010 accounted for a larger share of the graduate population than the examinee population.

Table 7
SAT Participation, Texas Public Schools, Class
of 2000 Through Class of 2010

Class	Graduates	Examinees	Participation rate (%)
2000	192,943	96,516	50.0
2001	194,494	98,336	50.6
2002	202,809	101,083	49.8
2003	214,483	107,053	49.9
2004	219,211	109,205	49.8
2005	213,765	113,261	53.0
2006	214,580	112,657	52.5
2007	214,516	117,776	54.9
2008	226,030	116,685	51.6
2009	238,346	112,485	47.2
2010	254,983	123,154	48.3

Source: College Board and Texas Education Agency.

Table 8
SAT Participation, by Race/Ethnicity, Economic
Status, and Gender, Texas Public Schools,
Class of 2010

Group	Graduates	Examinees	Participation rate (%)
African American	31,764	17,330	54.6
American Indian	1,317	556	42.2
Asian	9,707	7,942	81.8
Hispanic	108,767	41,767	38.4
Pacific Islander	339	171	50.4
White	99,560	53,319	53.6
Multiracial	3,529	1,997	56.6
Econ. disad. ^a	103,087	39,816	38.6
Not econ. disad.	151,896	82,289	54.2
Female	130,397	65,981	50.6
Male	124,586	57,173	45.9
State	254,983	123,154	48.3

Source: College Board and Texas Education Agency.

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 the section, "Reporting of SAT and ACT Results by the Texas Education Agency," on page 11, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged.

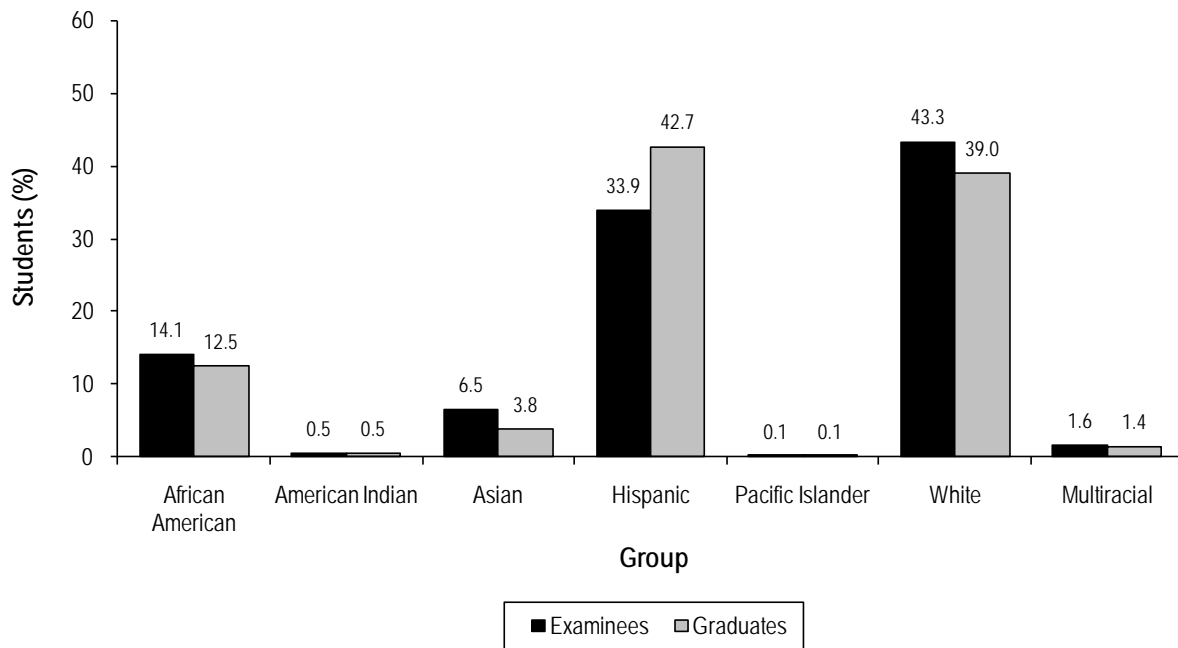
Table 9
SAT Participation, Hispanic Students by Race,
Texas Public Schools, Class of 2010

Group	Graduates	Examinees	Participation rate (%)
All Hispanic	108,767	41,767	38.4
African American	1,045	520	49.8
American Indian	33,571	12,055	35.9
Asian	367	218	59.4
Pacific Islander	399	161	40.4
White	69,558	25,975	37.3
Multiracial	3,827	1,713	44.8
State	254,983	123,154	48.3

Source. College Board and Texas Education Agency.

Note. Sums of Hispanic examinees by race may be slightly less than the total of all Hispanic examinees. See the section, "Reporting of SAT and ACT Results by the Texas Education Agency," on page 11, for additional information.

Figure 3
Graduating Seniors and SAT Examinees, by Race/Ethnicity, Texas Public Schools, Class of 2010



Source. College Board and Texas Education Agency.

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

ACT

- In the class of 2010, a total of 83,352 public high school graduates took the ACT, an increase from 73,938 graduates in the class of 2009 (Table 10 on page 30).
- The overall participation rate for the class of 2010 was 32.7 percent, 1.7 percentage points higher than the rate for the previous class.
- Among non-Hispanic graduates in the class of 2010, Whites had the highest ACT participation rate, at 37.7 percent, and American Indians had the lowest rate, at 26.7 percent (Table 11 on page 30).
- Overall, 26.6 percent of Hispanic graduates took the ACT. Among Hispanic graduates, African Americans and Whites had the highest participation rates, at 27.8 percent each (Table 12 on page 31).
- The participation rate for graduates identified as economically disadvantaged graduates (28.7%) was lower than the rate for graduates not identified as economically disadvantaged (33.7%) (Table 11 on page 30).
- A larger percentage of female graduates (34.9%) than male graduates (30.4%) in the class of 2010 took the ACT.
- In the class of 2010, non-Hispanic African American, Asian, White, and multiracial students accounted for larger shares of the examinee population than the graduate population (Figure 4 on page 31). Pacific Islander students had the same representation in each population, whereas American Indian students accounted for larger shares of the graduate population than the examinee population. Hispanic students in the class of 2010 also accounted for a larger share of the graduate population than the examinee population.

Table 10
ACT Participation, Texas Public Schools, Class
of 2000 Through Class of 2010

Class	Graduates	Examinees	Participation rate (%)
2000	192,943	59,491	30.8
2001	194,494	60,536	31.1
2002	202,809	59,631	29.4
2003	214,483	63,776	29.7
2004	219,211	63,246	28.9
2005	213,765	63,615	29.8
2006	214,580	64,894	30.2
2007	214,516	66,953	31.2
2008	226,030	69,316	30.7
2009	238,346	73,938	31.0
2010	254,983	83,352	32.7

Source: ACT, Inc., and Texas Education Agency.

Table 11
ACT Participation, by Race/Ethnicity, Economic
Status, and Gender, Texas Public Schools,
Class of 2010

Group	Graduates	Examinees	Participation rate (%)
African American	31,764	11,378	35.8
American Indian	1,317	351	26.7
Asian	9,707	3,582	36.9
Hispanic	108,767	28,939	26.6
Pacific Islander	339	114	33.6
White	99,560	37,573	37.7
Multiracial	3,529	1,239	35.1
Econ. disad. ^a	103,087	29,577	28.7
Not econ. disad.	151,896	51,242	33.7
Female	130,397	45,511	34.9
Male	124,586	37,840	30.4
State	254,983	83,352	32.7

Source: ACT, Inc., and Texas Education Agency.

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 the section, "Reporting of SAT and ACT Results by the Texas Education Agency," on page 11, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged.

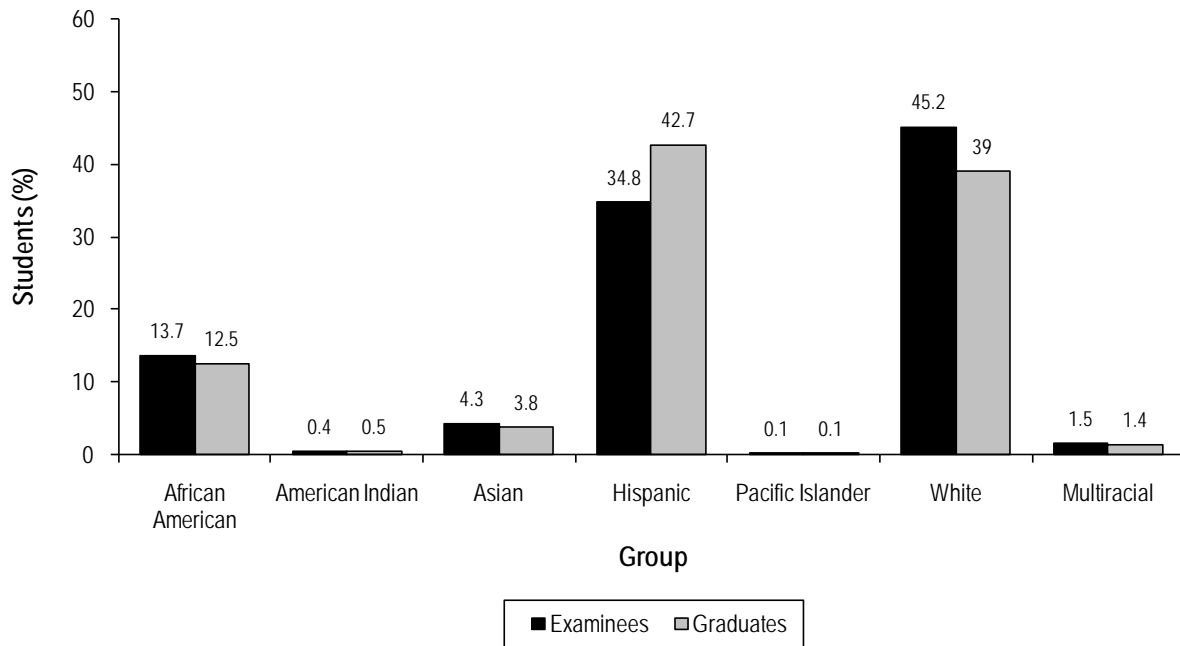
Table 12
ACT Participation, Hispanic Students by Race,
Texas Public Schools, Class of 2010

Group	Graduates	Examinees	Participation rate (%)
All Hispanic	108,767	28,939	26.6
African American	1,045	290	27.8
American Indian	33,571	7,159	21.3
Asian	367	91	24.8
Pacific Islander	399	73	18.3
White	69,558	19,307	27.8
Multiracial	3,827	993	25.9
State	254,983	83,352	32.7

Source: ACT, Inc., and Texas Education Agency.

Note: Sums of Hispanic examinees by race may be slightly less than the total of all Hispanic examinees. See the section, "Reporting of SAT and ACT Results by the Texas Education Agency," on page 11, for additional information.

Figure 4
Graduating Seniors and ACT Examinees, by Race/Ethnicity, Texas Public Schools, Class of 2010



Source: ACT, Inc., and Texas Education Agency.

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

Performance Results for Texas Public Schools

Academic Excellence
Indicator System Measures

SAT

ACT

Academic Excellence Indicator System Measures

- Of the 159,688 graduates in the class of 2010 who took the SAT, the ACT, or both examinations, 26.9 percent met or exceeded the criterion scores required for Gold Performance Acknowledgment in the AEIS (Table 13 on facing page and Table 15 on page 37). The percentage was unchanged from the percentage in the previous class.
- There were large racial/ethnic group differences in the percentages of examinees in the class of 2010 who met the criterion scores. Among non-Hispanic examinees, 52.0 percent of Asians, 41.4 percent of Whites, and 8.1 percent of African Americans scored at or above criterion.
- Overall, 12.7 percent of Hispanic examinees scored at or above criterion. Among Hispanic examinees, 10.6 percent of American Indians and 13.3 percent of Whites scored at or above criterion (Table 14 on page 36).
- Over the 10-year period between 2000 and 2010, the pattern of performance across racial/ethnic groups was generally consistent: Asian/Pacific Islanders had the largest percentage of examinees scoring at or above criterion, followed by White, American Indian, Hispanic, and African American examinees (Table 15 on page 37 and Figure 5 on page 38).
- The percentage of examinees identified as economically disadvantaged who scored at or above criterion (9.5%) was much lower than the percentage of examinees not identified as economically disadvantaged (36.4%) (Table 13 on facing page).
- A larger percentage of male examinees (29.8%) than female examinees (24.3%) met or exceeded the criterion scores.

Table 13
SAT and/or ACT Performance At or Above
Criterion, by Race/Ethnicity, Economic Status,
and Gender, Texas Public Schools, Class
of 2010

Group	Examinees	Examinees scoring at or above criterion	
		Number	Percent
African American	22,291	1,806	8.1
American Indian	704	200	28.4
Asian	8,700	4,523	52.0
Hispanic	57,301	7,303	12.7
Pacific Islander	209	60	28.7
White	67,819	28,060	41.4
Multiracial	2,431	848	34.9
Econ. disad. ^a	55,601	5,278	9.5
Not econ. disad.	99,993	36,384	36.4
Female	85,507	20,792	24.3
Male	74,176	22,097	29.8
State	159,688	42,889	26.9

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

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 the section, "Reporting of SAT and ACT Results by the Texas Education Agency," on page 11, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged.

Table 14
SAT and/or ACT Performance At or Above
Criterion, Hispanic Students by Race, Texas
Public Schools, Class of 2010

Group	Examinees	Examinees scoring at or above criterion	
		Number	Percent
All Hispanic	57,301	7,303	12.7
African American	656	63	9.6
American Indian	15,459	1,632	10.6
Asian	242	69	28.5
Pacific Islander	185	33	17.8
White	36,664	4,877	13.3
Multiracial	2,092	399	19.1
State	159,688	42,889	26.9

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

Note. Sums of Hispanic examinees by race may be slightly less than the total of all Hispanic examinees. See the section, "Reporting of SAT and ACT Results by the Texas Education Agency," on page 11, for additional information.

Table 15
SAT and/or ACT Performance At or Above Criterion (%), by Race/Ethnicity and Gender, Texas Public Schools, Class of 2000 Through Class of 2010

Class	Race/Ethnicity						
	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Multiracial
2000	7.8	26.7	n/a ^a	11.1	n/a	36.4	n/a
2001	7.4	28.3	n/a	10.7	n/a	36.2	n/a
2002	6.9	26.0	n/a	10.4	n/a	36.3	n/a
2003	7.2	29.2	n/a	10.8	n/a	37.2	n/a
2004	7.6	30.6	n/a	10.5	n/a	37.6	n/a
2005	8.1	29.9	n/a	11.0	n/a	38.7	n/a
2006	7.8	31.7	n/a	11.4	n/a	38.3	n/a
2007	8.0	27.1	n/a	11.9	n/a	38.2	n/a
2008	7.9	31.9	n/a	11.7	n/a	39.6	n/a
2009	7.7	33.7	n/a	11.8	n/a	40.6	n/a
2010	8.1	28.4	52.0	12.7	28.7	41.4	34.9

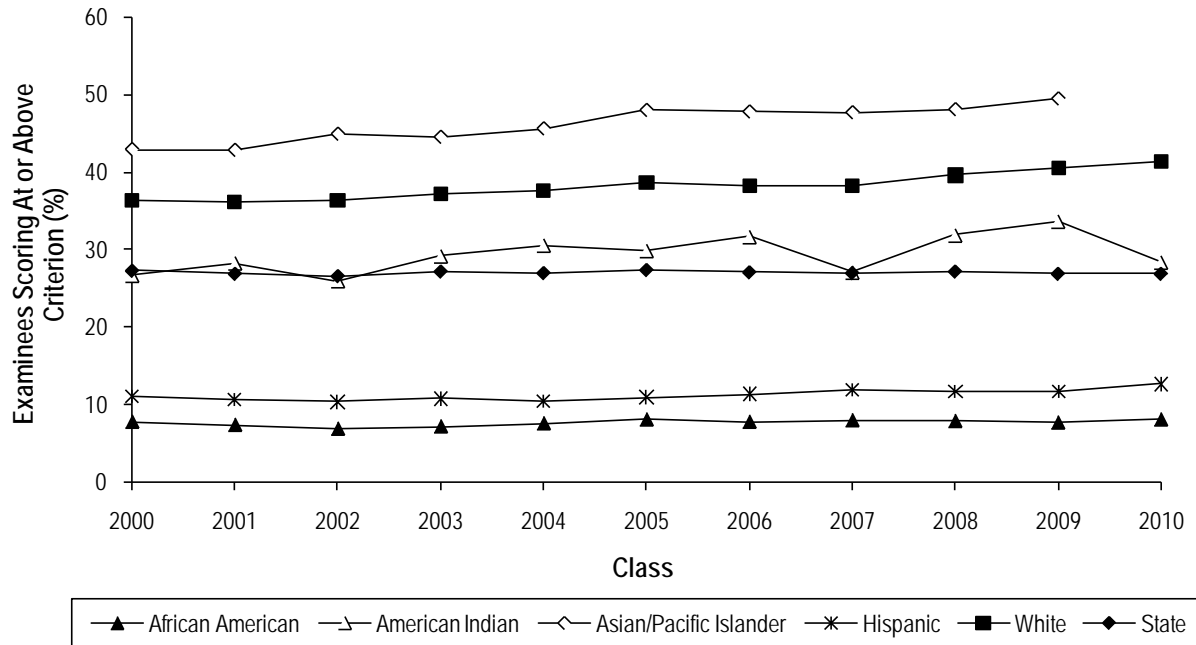
Class	Gender		State
	Female	Male	
2000	24.9	30.1	27.3
2001	24.4	29.9	26.9
2002	24.3	29.4	26.6
2003	24.6	30.3	27.2
2004	24.6	30.0	27.0
2005	24.9	30.3	27.4
2006	24.6	30.0	27.1
2007	24.7	29.8	27.0
2008	24.7	30.0	27.2
2009	24.3	29.8	26.9
2010	24.3	29.8	26.9

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

Note: Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aNot available.

Figure 5
SAT and/or ACT Performance At or Above Criterion, by Race/Ethnicity, Texas Public Schools, Class of 2000 Through Class of 2010



Source: ACT, Inc.; College Board; Texas Education Agency; and Texas Education Agency (2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009a, 2010).

Note: Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

SAT

- For the class of 2010, the average SAT critical reading and mathematics combined score for examinees overall (985) was the same as that for the previous class (Table 16 on page 40).
- Between the classes of 2009 and 2010, average scores in critical reading and mathematics stayed the same, and the average score for writing decreased by 1 point.
- Among non-Hispanic examinees in the class of 2010, average combined scores were 1115 for Asians, 1065 for Whites, and 858 for African Americans (Table 17 on page 40).
- Overall, Hispanic examinees had an average combined score of 908. Among Hispanic examinees, average combined scores were 893 for American Indians and 913 for Whites (Table 18 on page 41).
- Among non-Hispanic examinees, average scores for Asian and White examinees on all three sections of the examination were higher than the state averages (Table 17 on page 40). Average scores for African American examinees and for Hispanic examinees overall were lower than the state averages on all three sections.
- The average combined score for examinees identified as economically disadvantaged (878) was lower than that for examinees not identified as economically disadvantaged (1037). Examinees not identified as economically disadvantaged scored higher than economically disadvantaged students on all sections of the test.
- Male examinees had a higher average combined score (1004), than female examinees (968). Male examinees had higher average scores than female examinees on the critical reading and mathematics sections of the test but a lower average score on the writing section.
- Among non-Hispanic African American, Asian, and White examinees, and among Hispanic examinees overall, females scored higher than males on the writing section of the test, and males scored higher than females on the mathematics section (Table 19 on page 42). The difference between genders in performance was greatest among White examinees in mathematics, with males scoring higher than females by 33 points.

Table 16
SAT Performance, Texas Public Schools, Class of 2000 Through Class of 2010

Class	Examinees	Average scores			
		Critical reading (CR)	Mathematics	CR and math combined	Writing
2000	96,516	491	499	990	n/a ^a
2001	98,336	490	498	987	n/a
2002	101,083	488	498	986	n/a
2003	107,053	490	499	989	n/a
2004	109,205	489	498	987	n/a
2005	113,261	490	502	991	n/a
2006	112,657	487	505	991	483
2007	117,776	487	505	992	478
2008	116,685	484	503	988	476
2009	112,485	481	504	985	470
2010	123,154	481	504	985	469

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

Table 17
SAT Performance, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2010

Group	Examinees	Examinees scoring		Average scores			
		1110 or higher		Critical reading (CR)	Mathematics	CR and math combined	Writing
		Number	Percent				
African American	17,330	1,399	8.1	422	435	858	415
American Indian	556	153	27.5	491	508	999	468
Asian	7,942	4,004	50.4	527	589	1115	525
Hispanic	41,767	5,675	13.6	443	466	908	433
Pacific Islander	171	43	25.1	490	520	1010	479
White	53,319	21,432	40.2	522	542	1065	505
Multiracial	1,997	703	35.2	508	527	1035	492
Econ. disad. ^a	39,816	3,942	9.9	426	452	878	419
Not econ. disad.	82,289	29,219	35.5	508	529	1037	493
Female	65,981	15,673	23.8	478	490	968	474
Male	57,173	17,756	31.1	484	520	1004	463
State	123,154	33,429	27.1	481	504	985	469

Source. College Board and Texas Education Agency.

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 the section, "Reporting of SAT and ACT Results by the Texas Education Agency," on page 11, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aEconomically disadvantaged.

Table 18
SAT Performance, Hispanic Students by Race, Texas Public Schools, Class of 2010

Group	Examinees	Examinees scoring 1110 or higher		Average scores			
		Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
All Hispanic	41,767	5,675	13.6	443	466	908	433
African American	520	51	9.8	442	457	899	428
American Indian	12,055	1,266	10.5	434	460	893	426
Asian	218	64	29.4	485	509	994	476
Pacific Islander	161	29	18.0	473	480	952	456
White	25,975	3,797	14.6	445	468	913	436
Multiracial	1,713	325	19.0	460	481	941	446
State	123,154	33,429	27.1	481	504	985	469

Source. College Board and Texas Education Agency.

Note. Sums of Hispanic examinees by race may be slightly less than the total of all Hispanic examinees. See the section, "Reporting of SAT and ACT Results by the Texas Education Agency," on page 11, for additional information.

Table 19
SAT Performance of Racial/Ethnic Groups, by Gender, Texas Public Schools, Class of 2010

Gender	Examinees		Average scores			
	Number	Percent	Critical reading (CR)	Mathematics	CR and math combined	Writing
African American						
Female	9,456	54.6	426	431	857	425
Male	7,874	45.4	417	441	858	403
All students	17,330	100	422	435	858	415
American Indian						
Female	274	49.3	487	494	981	477
Male	282	50.7	495	522	1017	459
All students	556	100	491	508	999	468
Asian						
Female	3,980	50.1	526	574	1100	531
Male	3,962	49.9	527	603	1131	520
All students	7,942	100	527	589	1115	525
Hispanic						
Female	23,179	55.5	440	453	892	437
Male	18,588	44.5	446	482	928	429
All students	41,767	100	443	466	908	433
Pacific Islander						
Female	94	55.0	490	507	997	481
Male	77	45.0	491	536	1027	476
All students	171	100	490	520	1010	479
White						
Female	27,851	52.2	520	527	1047	512
Male	25,468	47.8	525	560	1084	498
All students	53,319	100	522	542	1065	505
Multiracial						
Female	1,114	55.8	512	518	1030	505
Male	883	44.2	503	537	1040	476
All students	1,997	100	508	527	1035	492

Source: College Board and Texas Education Agency.

Note: Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

ACT

- For the class of 2010, the average ACT composite score for examinees overall (20.5) was the same as that for the previous class (Table 20 on page 44).
- Between the classes of 2009 and 2010, average scores in mathematics and science increased, and average scores in English and reading decreased.
- Among non-Hispanic examinees in the class of 2010, average composite scores were 24.6 for Asians, 22.9 for Whites, and 17.2 for African Americans (Table 21 on page 44).
- Overall, Hispanic examinees had an average composite score of 18.2. Among Hispanic examinees, average composite scores were 17.9 for American Indians and 18.2 for Whites (Table 22 on page 45).
- Across non-Hispanic racial groups and the Hispanic group overall, Asian examinees had the highest scores on all sections of the test (Table 21 on page 44).
- The average composite score for examinees identified as economically disadvantaged (17.6) was lower than that for examinees not identified as economically disadvantaged (22.2). Examinees not identified as economically disadvantaged scored higher than economically disadvantaged students on all sections of the test.
- Male examinees had a higher average composite score (20.7) than female examinees (20.4). Female examinees had higher average scores than male examinees on the English and reading sections of the test but lower average scores on the mathematics and science sections.
- Among non-Hispanic African American, Asian, and White examinees, and among Hispanic examinees overall, males scored the same as, or higher than, females on the mathematics and science sections of the test, and females scored higher than males on the English section (Table 23 on page 46).

Table 20
ACT Performance, Texas Public Schools, Class of 2000 Through Class of 2010

Class	Examinees	Average scores				
		English	Mathematics	Reading	Science	Composite
2000	59,491	19.5	20.2	20.5	20.3	20.3
2001	60,536	19.4	20.2	20.3	20.3	20.2
2002	59,631	19.2	20.0	20.1	20.1	20.0
2003	63,776	19.1	19.9	20.1	20.1	19.9
2004	63,246	19.2	20.2	20.3	20.1	20.1
2005	63,615	19.1	20.2	20.2	20.1	20.0
2006	64,894	19.2	20.5	20.2	20.2	20.1
2007	66,953	19.2	20.6	20.4	20.3	20.2
2008	69,316	19.5	21.1	20.6	20.3	20.5
2009	73,938	19.5	21.1	20.6	20.4	20.5
2010	83,352	19.3	21.2	20.5	20.7	20.5

Table 21
ACT Performance, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2010

Group	Examinees	Examinees scoring 24 or higher		Average scores					
		Number	Percent	English	Mathematics	Reading	Science	Composite	Writing ^a
African American	11,378	874	7.7	15.6	18.0	17.0	17.9	17.2	15.8
American Indian	351	112	31.9	20.0	21.3	21.5	21.5	21.2	19.6
Asian	3,582	2,037	56.9	23.5	26.4	23.8	24.1	24.6	23.1
Hispanic	28,939	3,576	12.4	16.4	19.1	18.0	18.8	18.2	16.3
Pacific Islander	114	39	34.2	20.8	22.4	21.4	21.4	21.6	20.0
White	37,573	16,396	43.6	22.1	23.2	23.0	22.7	22.9	21.5
Multiracial	1,239	459	37.0	21.1	22.5	22.2	21.9	22.1	20.9
Econ. disad. ^b	29,648	2,778	9.3	15.7	18.6	17.3	18.3	17.6	15.7
Not econ. disad.	51,171	19,966	39.0	21.3	22.7	22.2	22.1	22.2	20.8
Female	45,511	12,205	26.8	19.6	20.7	20.5	20.3	20.4	19.2
Male	37,840	11,357	30.0	19.0	21.8	20.4	21.2	20.7	18.5
State	83,352	23,562	28.3	19.3	21.2	20.5	20.7	20.5	18.9

Source: ACT, Inc., and Texas Education Agency.

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 the section, "Reporting of SAT and ACT Results by the Texas Education Agency," on page 11, for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aThe ACT writing examination is optional and was not taken by all examinees. The score presented here is the combined English/writing score.

^bEconomically disadvantaged.

Table 22
ACT Performance, Hispanic Students by Race, Texas Public Schools, Class of 2010

Group	Examinees	Examinees scoring 24 or higher		Average scores					
		Number	Percent	English	Mathematics	Reading	Science	Composite	Writing ^a
All Hispanic	28,939	3,576	12.4	16.4	19.1	18.0	18.8	18.2	16.3
African American	290	32	11.0	16.5	18.6	17.9	18.5	18.0	16.4
American Indian	7,159	769	10.7	16.0	19.0	17.6	18.6	17.9	16.1
Asian	91	21	23.1	19.0	21.4	19.7	20.3	20.3	19.3
Pacific Islander	73	15	20.5	17.9	20.0	19.7	20.2	19.6	18.3
White	19,307	2,453	12.7	16.5	19.1	18.0	18.8	18.2	16.3
Multiracial	993	186	18.7	17.9	20.2	19.2	19.6	19.3	17.6
State	83,352	23,562	28.3	19.3	21.2	20.5	20.7	20.5	18.9

Source: ACT, Inc., and Texas Education Agency.

Note: Sums of Hispanic examinees by race may be slightly less than the total of all Hispanic examinees. See the section, "Reporting of SAT and ACT Results by the Texas Education Agency," on page 11, for additional information.

^aThe ACT writing examination is optional and was not taken by all examinees. The score presented here is the combined English/writing score.

Table 23
ACT Performance of Racial/Ethnic Groups, by Gender, Texas Public Schools, Class of 2010

Gender	Examinees		Average scores					
	Number	Percent	English	Mathematics	Reading	Science	Composite	Writing ^a
African American								
Female	6,354	55.8	16.1	17.9	17.4	17.9	17.5	16.4
Male	5,024	44.2	14.9	18.1	16.4	17.9	16.9	15.0
All students	11,378	100	15.6	18.0	17.0	17.9	17.2	15.8
American Indian								
Female	177	50.4	20.6	21.1	22.1	21.4	21.4	20.3
Male	174	49.6	19.3	21.6	20.9	21.6	21.0	18.9
All students	351	100	20.0	21.3	21.5	21.5	21.2	19.6
Asian								
Female	1,918	53.5	23.7	25.8	23.8	23.5	24.3	23.4
Male	1,664	46.5	23.2	27.1	23.9	24.8	24.9	22.8
All students	3,582	100	23.5	26.4	23.8	24.1	24.6	23.1
Hispanic								
Female	16,292	56.3	16.6	18.7	18.0	18.4	18.0	16.6
Male	12,647	43.7	16.2	19.7	18.0	19.3	18.4	15.9
All students	28,939	100	16.4	19.1	18.0	18.8	18.2	16.3
Pacific Islander								
Female	57	50.0	20.6	21.6	21.6	20.6	21.3	20.2
Male	57	50.0	20.9	23.1	21.2	22.1	22.0	19.8
All students	114	100	20.8	22.4	21.4	21.4	21.6	20.0
White								
Female	19,872	52.9	22.6	22.6	23.2	22.2	22.8	21.9
Male	17,701	47.1	21.6	23.8	22.8	23.2	23.0	20.9
All students	37,573	100	22.1	23.2	23.0	22.7	22.9	21.5
Multiracial								
Female	736	59.4	21.7	22.2	22.7	21.6	22.1	21.5
Male	503	40.6	20.2	23.0	21.6	22.5	21.9	19.9
All students	1,239	100	21.1	22.5	22.2	21.9	22.1	20.9

Source: ACT, Inc., and Texas Education Agency.

Note: Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aThe ACT writing examination is optional and was not taken by all examinees. The score presented here is the combined English/writing score.

Results for Texas and the United States

Texas and the United States: SAT

Texas and the United States: ACT

Texas and Other States: SAT and ACT

Texas and the United States: SAT

Participation

- The number of SAT examinees among graduating seniors in Texas public and nonpublic schools combined increased from 141,733 in the class of 2009 to 148,102 in the class of 2010 (Table 24). The state participation rate increased from 51 percent to 53 percent.
- The number of examinees across the United States increased from 1,530,128 in the class of 2009 to 1,547,990 in the class of 2010. The national participation rate increased from 46 percent to 47 percent.

Performance

- For the class of 2010, average SAT critical reading and mathematics combined scores were higher in Texas than in the United States for African American and White examinees and lower for Asian/Pacific Islander and Hispanics examinees (Table 25 on page 50). Average critical reading scores were higher in Texas for Asian/Pacific Islander examinees, and average mathematics scores were higher in Texas for African American, Hispanic, and White examinees.
- For both female and male examinees, average scores were higher across the nation than in Texas on all sections of the test (Table 26 on page 52).

Examinee Profile

- Texas examinees in the class of 2010 made up 9.6 percent of the national population of SAT examinees (Table 27 on page 53).
- Hispanics made up 31.4 percent of the test-taking population in Texas but only 14.4 percent of test takers nationally. The percentage of examinees represented by White students was more than 10 percentage points lower in Texas (43.7%) than in the United States (54.1%). African American students accounted for similar percentages of SAT examinees in Texas (13.8%) and in the nation (12.7%).
- Gender representation was similar in the examinee populations of Texas and the nation (Table 28 on page 54).

Table 24
SAT Participation, Texas and the United States, Class of 2000 Through
Class of 2010

Class	Examinees		Participation rate (%)	
	Texas	U.S.	Texas	U.S.
2000	108,919	1,260,278	52	44
2001	111,277	1,276,320	53	45
2002	116,457	1,327,831	55	46
2003	124,571	1,406,324	57	48
2004	127,723	1,419,007	52	48
2005	133,115	1,475,623	54	49
2006	129,784	1,465,744	52	48
2007	132,067	1,494,531	52	48
2008	137,024	1,518,859	50	45
2009	141,733	1,530,128	51	46
2010	148,102	1,547,990	53	47

Source. College Board (2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010c, 2010d) and Texas Education Agency (2010).

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

Table 25
SAT Performance, by Race/Ethnicity, Texas and the United States, Class of 2000 Through Class of 2010

Class	Race/Ethnicity								All examinees	
	African American		Asian/ Pacific Islander		Hispanic		White			
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Average critical reading score										
2000	427	434	504	499	450	457	523	528	493	505
2001	425	433	506	501	448	455	523	529	493	506
2002	420	430	507	501	444	452	523	527	491	504
2003	423	431	509	508	444	453	525	529	493	507
2004	422	430	507	507	446	456	523	528	493	508
2005	426	433	521	511	447	458	527	532	493	508
2006	429	434	519	510	446	456	524	527	491	503
2007	431	433	520	514	452	458	525	527	492	502
2008	427	430	519	513	447	455	525	528	488	502
2009	426	429	519	516	445	454	526	528	486	501
2010	424	429	523	519	445	454	525	528	484	501
Average mathematics score										
2000	423	426	564	565	454	461	528	530	500	514
2001	421	426	565	566	452	460	528	531	499	514
2002	420	427	567	569	452	459	529	533	500	516
2003	418	426	565	575	450	459	529	534	500	519
2004	421	427	563	577	451	460	527	531	499	518
2005	427	431	572	580	457	465	534	536	502	520
2006	432	429	577	578	461	463	539	536	506	518
2007	437	429	577	578	467	463	537	534	507	515
2008	434	426	577	581	463	461	540	537	505	515
2009	436	426	582	587	465	460	543	536	506	515
2010	437	428	584	591	467	463	543	536	505	516
Average combined score, critical reading and mathematics										
2000	850	860	1068	1064	904	918	1051	1058	993	1019
2001	846	859	1071	1067	900	915	1051	1060	992	1026
2002	840	857	1074	1070	896	911	1052	1060	991	1020
2003	841	857	1074	1083	894	912	1054	1063	993	1026
2004	843	857	1070	1084	897	916	1050	1059	992	1026
2005	853	864	1093	1091	905	923	1061	1068	995	1028
2006	861	863	1096	1088	907	919	1063	1063	997	1021
2007	868	862	1097	1092	919	921	1062	1061	999	1017
2008	861	856	1096	1094	910	916	1065	1065	993	1017
2009	862	855	1101	1103	910	914	1069	1064	992	1016
2010	861	857	1107	1110	912	917	1068	1064	989	1017

Source: College Board (2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010c, 2010d) and Texas Education Agency (2010).

Note: Data are based on public and nonpublic school examinees.

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Table 25 (continued)

SAT Performance, by Race/Ethnicity, Texas and the United States, Class of 2000 Through Class of 2010

Class	Race/Ethnicity									
	African American		Asian/Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Average writing score										
2006	431	428	518	512	446	451	517	519	487	497
2007	426	425	515	513	445	450	513	518	482	494
2008	425	424	519	516	441	447	514	518	480	494
2009	418	421	518	520	437	447	511	517	475	493
2010	417	420	521	526	437	447	509	516	473	492

Source. College Board (2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010c, 2010d) and Texas Education Agency (2010).

Note. Data are based on public and nonpublic school examinees.

Table 26
SAT Performance, by Gender, Texas and the United States, Class
of 2000 Through Class of 2010

Class	Female		Male	
	Texas	U.S.	Texas	U.S.
Average critical reading score				
2000	491	504	496	507
2001	489	502	497	509
2002	488	502	495	507
2003	489	503	498	512
2004	490	504	496	512
2005	489	505	498	513
2006	489	502	493	505
2007	490	502	494	504
2008	487	500	490	504
2009	483	498	488	503
2010	481	498	488	503
Average mathematics score				
2000	485	498	518	533
2001	485	498	516	533
2002	485	500	518	534
2003	485	503	517	537
2004	485	501	516	537
2005	488	504	519	538
2006	492	502	522	536
2007	493	499	523	533
2008	491	500	521	533
2009	492	499	522	534
2010	491	500	522	534
Average combined score, critical reading and mathematics				
2000	976	1002	1014	1040
2001	974	1000	1013	1042
2002	973	1002	1013	1041
2003	974	1006	1015	1049
2004	975	1005	1012	1049
2005	977	1009	1017	1051
2006	981	1004	1015	1041
2007	983	1001	1017	1037
2008	978	1000	1011	1037
2009	975	997	1010	1037
2010	972	998	1010	1037

Source. College Board (2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010c, 2010d) and Texas Education Agency (2010).

Note. Data are based on public and nonpublic school examinees.

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Table 26 (continued)
SAT Performance, by Gender, Texas and the United States, Class
of 2000 Through Class of 2010

Class	Female		Male	
	Texas	U.S.	Texas	U.S.
<i>Average writing score</i>				
2006	492	502	480	491
2007	488	500	477	489
2008	487	501	473	488
2009	481	499	469	486
2010	478	498	467	486

Source. College Board (2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010c, 2010d) and Texas Education Agency (2010).

Note. Data are based on public and nonpublic school examinees.

Table 27
SAT Examinee Population, by Race/Ethnicity, Texas and the United States, Class of 2000
Through Class of 2010

Class	Examinees		Race/Ethnicity (%)					
			African American		Hispanic		White	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
2000	108,919	1,260,278	10.5	9.5	20.3	7.8	50.9	56.5
2001	111,277	1,276,320	10.6	9.4	20.5	7.9	49.4	55.1
2002	116,457	1,327,831	10.6	9.2	20.2	7.8	46.5	52.6
2003	124,571	1,406,324	10.1	8.9	19.7	7.6	41.8	47.7
2004	127,723	1,419,007	11.2	9.7	21.9	8.6	45.2	50.7
2005	133,115	1,475,623	11.7	10.4	23.9	9.8	48.7	55.9
2006	129,784	1,465,744	11.2	10.3	24.6	10.4	48.8	56.3
2007	132,067	1,494,531	11.7	10.7	25.7	11.3	47.9	55.4
2008	137,024	1,518,859	12.4	11.5	27.9	12.5	47.6	56.5
2009	141,733	1,530,128	13.3	12.2	30.1	13.5	45.4	55.6
2010	148,102	1,547,990	13.8	12.7	31.4	14.4	43.7	54.1

Source. College Board (2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010c, 2010d) and Texas Education Agency (2010).

Note. Data are based on public and nonpublic school examinees.

Table 28
SAT Examinee Population, by Gender, Texas and the United States, Class of 2000 Through Class of 2010

Class	Examinees		Gender (%)			
			Female		Male	
	Texas	U.S.	Texas	U.S.	Texas	U.S.
2000	108,919	1,260,278	54.0	53.7	46.0	46.3
2001	111,277	1,276,320	53.9	53.6	46.1	46.4
2002	116,457	1,327,831	54.1	53.6	45.9	46.4
2003	124,571	1,406,324	53.6	53.6	46.4	46.4
2004	127,723	1,419,007	53.7	53.5	46.3	46.5
2005	133,115	1,475,623	53.7	53.5	46.3	46.5
2006	129,784	1,465,744	53.6	53.6	46.4	46.4
2007	132,067	1,494,531	53.4	53.4	46.1	46.2
2008	137,024	1,518,859	53.6	53.5	46.3	46.4
2009	141,733	1,530,128	53.6	53.5	46.4	46.5
2010	148,102	1,547,990	53.3	53.4	46.7	46.6

Source. College Board (2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010c, 2010d) and Texas Education Agency (2010).

Note. Data are based on public and nonpublic school examinees. Parts may not add to 100 percent because of rounding and because of missing gender information.

Texas and the United States: ACT

Participation

- The number of ACT examinees among graduating seniors in Texas public and nonpublic schools combined increased from 82,640 in the class of 2009 to 92,615 in the class of 2010 (Table 29 on page 56). The state participation rate increased from 30 percent to 33 percent.
- The number of examinees across the United States increased from 1,480,469 in the class of 2009 to 1,568,835 in the class of 2010. The national participation rate increased from 45 percent to 47 percent.

Performance

- Overall, average ACT mathematics scores for the class of 2010 were higher in Texas than in the United States (Table 30 on page 57).
- Average ACT composite scores for the class of 2010 were higher in Texas than in the United States for African American, Asian/Pacific Islander, and White examinees. Compared to Hispanic examinees across the United States, Hispanic examinees in Texas had a lower average composite score but higher average mathematics and science scores. Average scores for African American, Asian/Pacific Islander, and White examinees were higher in Texas than in the nation on all sections of the test.
- Compared to their counterparts across the United States as a whole, average scores for female examinees in Texas were higher in mathematics and lower in English, reading, and science (Table 31 on page 59). Average scores for male examinees in Texas were higher in mathematics, the same in science, and lower in English and reading.

Examinee Profile

- Texas examinees in the class of 2010 made up 5.9 percent of the national population of ACT examinees (Table 32 on page 61).
- Hispanics made up 29.8 percent of the test-taking population in Texas but only 10.0 percent of test takers nationally. The percentage of examinees accounted for by White students was 17.3 percentage points lower in Texas (45.1%) than in the United States (62.4%). African American students accounted for similar percentages of ACT examinees in Texas (12.8%) and in the nation (13.7%).
- Gender representation was similar in the examinee populations of Texas and the nation (Table 33 on page 61).

Table 29
ACT Participation, Texas and the United States, Class of 2000 Through
Class of 2010

Class	Examinees		Participation rate (%)	
	Texas	U.S.	Texas	U.S.
2000	68,010	1,065,138	32	38
2001	68,967	1,069,772	33	38
2002	67,842	1,116,082	32	39
2003	73,145	1,175,059	33	40
2004	71,696	1,171,460	29	40
2005	72,294	1,186,251	29	40
2006	73,524	1,206,455	29	40
2007	76,542	1,300,599	30	42
2008	79,050	1,421,941	29	43
2009	82,640	1,480,469	30	45
2010	92,615	1,568,835	33	47

Source. ACT, Inc., (2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010a, 2010b) and Texas Education Agency (2010).

Note. Rates that involve both public and nonpublic schools were obtained from summary reports released annually by ACT, Inc. In ACT, Inc., reports, the rates are rounded to the nearest whole number.

Table 30
ACT Performance, by Race/Ethnicity, Texas and the United States, Class of 2000 Through Class of 2010

Class	Race/Ethnicity								All examinees	
	African American		Asian/ Pacific Islander		Hispanic		White			
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Average English score										
2000	16.4	16.4	20.3	20.5	17.2	17.9	21.2	21.3	19.7	20.5
2001	16.2	16.2	20.9	20.7	17.0	17.8	21.2	21.3	19.6	20.5
2002	16.2	16.2	20.5	20.5	16.6	17.4	21.1	21.2	19.3	20.2
2003	15.9	16.2	20.9	20.7	16.7	17.5	21.2	21.3	19.3	20.3
2004	16.1	16.3	21.2	21.0	16.7	17.5	21.4	21.4	19.4	20.4
2005	15.9	16.2	21.4	21.3	16.6	17.6	21.4	21.5	19.3	20.4
2006	15.9	16.3	21.7	21.5	16.6	17.7	21.6	21.7	19.4	20.6
2007	15.6	16.1	22.0	21.7	16.6	17.6	21.6	21.8	19.5	20.7
2008	16.0	16.1	22.8	22.1	16.9	17.7	21.8	21.7	19.8	20.6
2009	16.0	16.0	23.5	22.6	17.0	17.7	22.2	21.9	19.9	20.6
2010	15.8	15.7	23.5	22.6	16.6	17.3	22.5	22.0	19.7	20.5
Average mathematics score										
2000	17.3	16.8	23.5	23.2	18.4	18.9	21.4	21.3	20.2	20.7
2001	17.2	16.8	23.8	23.1	18.3	18.9	21.4	21.3	20.2	20.7
2002	17.1	16.7	23.5	22.9	18.1	18.6	21.4	21.3	20.1	20.6
2003	16.8	16.7	23.6	22.9	18.0	18.5	21.4	21.3	20.0	20.6
2004	17.2	16.9	23.8	23.0	18.3	18.6	21.7	21.4	20.3	20.7
2005	17.1	16.8	23.8	23.1	18.3	18.7	21.8	21.5	20.3	20.7
2006	17.3	17.0	24.5	23.4	18.5	18.8	22.2	21.6	20.6	20.8
2007	17.5	17.0	24.7	23.6	18.7	19.0	22.2	21.7	20.8	21.0
2008	17.8	17.0	25.5	24.1	19.1	19.0	22.7	21.8	21.2	21.0
2009	17.8	17.1	26.0	24.5	19.2	19.1	23.0	21.9	21.3	21.0
2010	18.1	17.1	26.2	24.7	19.2	19.0	23.3	22.0	21.4	21.0
Average reading score										
2000	17.1	17.0	21.3	21.3	18.2	19.1	22.2	22.2	20.6	21.4
2001	17.0	16.9	21.5	21.1	18.0	18.9	22.0	22.2	20.5	21.3
2002	16.8	16.8	21.4	21.2	17.8	18.6	22.0	22.1	20.3	21.1
2003	16.8	17.0	21.7	21.3	18.0	18.8	22.0	22.2	20.3	21.2
2004	17.1	17.1	21.9	21.5	18.0	18.7	22.3	22.3	20.5	21.3
2005	17.0	17.0	22.1	21.8	17.9	18.7	22.3	22.3	20.3	21.3
2006	17.1	17.2	22.6	22.0	17.8	18.8	22.4	22.5	20.5	21.4
2007	16.9	17.1	22.8	22.1	18.0	18.8	22.5	22.5	20.6	21.5
2008	17.0	17.0	23.3	22.4	18.4	18.9	22.7	22.5	20.9	21.4
2009	17.1	16.9	23.7	22.7	18.4	18.9	23.1	22.6	20.9	21.4
2010	17.1	16.8	23.9	22.9	18.1	18.7	23.3	22.6	20.8	21.3

Source: ACT, Inc., (2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010a, 2010b) and Texas Education Agency (2010).

Note: Data are based on public and nonpublic school examinees.

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Table 30 (continued)

ACT Performance, by Race/Ethnicity, Texas and the United States, Class of 2000 Through Class of 2010

Class	Race/Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Average science score										
2000	17.4	17.3	21.5	21.5	18.5	19.1	21.5	21.7	20.3	21.0
2001	17.4	17.2	21.9	21.5	18.5	19.0	21.6	21.8	20.3	21.0
2002	17.4	17.1	21.5	21.3	18.3	18.6	21.5	21.6	20.1	20.8
2003	17.2	17.2	21.8	21.5	18.4	18.7	21.5	21.6	20.1	20.8
2004	17.6	17.4	22.0	21.7	18.4	18.7	21.6	21.6	20.2	20.9
2005	17.5	17.3	21.9	21.8	18.4	18.7	21.6	21.7	20.2	20.9
2006	17.4	17.3	22.4	21.9	18.4	18.8	21.8	21.8	20.3	20.9
2007	17.3	17.2	22.8	22.3	18.5	18.8	21.9	21.9	20.4	21.0
2008	17.5	17.2	23.0	22.3	18.5	18.7	21.9	21.7	20.5	20.8
2009	17.5	17.2	23.5	22.7	18.7	18.8	22.2	21.9	20.6	20.9
2010	17.9	17.2	24.0	23.0	18.9	18.7	22.8	22.0	20.9	20.9
Average composite score										
2000	17.2	17.0	21.8	21.7	18.2	18.9	21.7	21.8	20.3	21.0
2001	17.1	16.9	22.2	21.7	18.1	18.8	21.7	21.8	20.3	21.0
2002	17.0	16.8	21.9	21.6	17.8	18.4	21.6	21.7	20.1	20.8
2003	16.8	16.9	22.1	21.8	17.9	18.5	21.7	21.7	20.1	20.8
2004	17.1	17.1	22.3	21.9	18.0	18.5	21.9	21.8	20.2	20.9
2005	17.0	17.0	22.5	22.1	17.9	18.6	21.9	21.9	20.2	20.9
2006	17.1	17.1	22.9	22.3	18.0	18.6	22.1	22.0	20.3	21.1
2007	17.0	17.0	23.2	22.6	18.1	18.7	22.2	22.1	20.5	21.2
2008	17.2	16.9	23.8	22.9	18.4	18.7	22.4	22.1	20.7	21.1
2009	17.3	16.9	24.3	23.2	18.4	18.7	22.8	22.2	20.8	21.1
2010	17.3	16.9	24.5	23.4	18.3	18.6	23.1	22.3	20.8	21.0

Source: ACT, Inc., (2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010a, 2010b) and Texas Education Agency (2010).

Note: Data are based on public and nonpublic school examinees.

Table 31
ACT Performance, by Gender, Texas and the United States, Class
of 2000 Through Class of 2010

Class	Female		Male	
	Texas	U.S.	Texas	U.S.
Average English score				
2000	20.2	20.9	18.9	20.0
2001	20.0	20.8	18.9	20.0
2002	19.8	20.6	18.7	19.7
2003	19.7	20.7	18.8	19.8
2004	19.8	20.8	18.8	19.9
2005	19.7	20.8	18.8	20.0
2006	19.8	21.0	18.9	20.1
2007	19.8	21.0	18.9	20.2
2008	20.1	21.0	19.3	20.1
2009	20.2	20.9	19.6	20.2
2010	20.0	20.8	19.4	20.1
Average mathematics score				
2000	19.9	20.2	20.7	21.4
2001	19.9	20.2	20.7	21.4
2002	19.7	20.1	20.5	21.2
2003	19.6	20.1	20.5	21.2
2004	19.9	20.2	20.7	21.3
2005	19.9	20.2	20.8	21.3
2006	20.1	20.3	21.2	21.5
2007	20.3	20.4	21.3	21.6
2008	20.7	20.4	21.8	21.6
2009	20.7	20.4	21.9	21.6
2010	20.8	20.5	22.0	21.6
Average reading score				
2000	20.9	21.5	20.2	21.2
2001	20.7	21.5	20.1	21.1
2002	20.5	21.3	19.9	20.9
2003	20.5	21.4	20.0	21.0
2004	20.7	21.5	20.1	21.1
2005	20.6	21.5	20.0	21.0
2006	20.7	21.6	20.1	21.1
2007	20.8	21.6	20.2	21.2
2008	20.9	21.5	20.7	21.2
2009	20.9	21.4	20.9	21.3
2010	20.9	21.4	20.7	21.1
Average science score				
2000	20.1	20.6	20.7	21.6

Source: ACT, Inc., (2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010a, 2010b) and Texas Education Agency (2010).

Note: Data are based on public and nonpublic school examinees.

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Table 31 (continued)
ACT Performance, by Gender, Texas and the United States, Class
of 2000 Through Class of 2010

Class	Female		Male	
	Texas	U.S.	Texas	U.S.
2001	20.1	20.6	20.1	21.6
2002	19.9	20.4	20.5	21.3
2003	19.9	20.4	20.5	21.3
2004	20.0	20.5	20.5	21.3
2005	19.9	20.5	20.6	21.4
2006	19.9	20.5	20.7	21.4
2007	20.0	20.5	20.8	21.4
2008	20.1	20.4	20.9	21.3
2009	20.2	20.4	21.1	21.4
2010	20.4	20.5	21.4	21.4
Average composite score				
2000	20.4	20.9	20.3	21.2
2001	20.3	20.9	20.2	21.1
2002	20.1	20.7	20.0	20.9
2003	20.0	20.8	20.1	21.0
2004	20.2	20.9	20.2	21.0
2005	20.1	20.9	20.2	21.1
2006	20.3	21.0	20.3	21.2
2007	20.3	21.0	20.4	21.2
2008	20.6	21.0	20.8	21.2
2009	20.6	20.9	21.0	21.3
2010	20.7	20.9	21.0	21.2

Source: ACT, Inc., (2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010a, 2010b) and Texas Education Agency (2010).

Note. Data are based on public and nonpublic school examinees.

Table 32
ACT Examinee Population, by Race/Ethnicity, Texas and the United States, Class of 2000 Through Class of 2010

Class	Examinees		Race/Ethnicity (%)					
			African American		Hispanic		White	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
2000	68,010	1,065,138	10.9	10.4	22.6	5.4	55.8	71.5
2001	68,967	1,069,772	11.3	10.6	22.8	5.6	55.0	71.4
2002	67,842	1,116,082	12.2	10.8	23.4	6.0	53.5	69.3
2003	73,145	1,175,059	12.7	11.0	23.9	6.4	52.3	68.5
2004	71,696	1,171,460	12.7	11.3	24.5	6.7	50.2	67.3
2005	72,294	1,186,251	13.2	11.7	24.9	7.0	49.3	65.9
2006	73,524	1,206,455	12.5	11.5	24.6	7.1	46.2	63.0
2007	76,542	1,300,599	12.0	11.7	24.2	7.2	45.3	59.9
2008	79,050	1,421,941	12.4	12.5	25.6	8.1	47.9	63.0
2009	82,640	1,480,469	12.7	13.2	27.3	9.0	47.4	63.6
2010	92,615	1,568,835	12.8	13.7	29.8	10.0	45.1	62.4

Source: ACT, Inc., (2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010a, 2010b) and Texas Education Agency (2010).

Note: Data are based on public and nonpublic school examinees.

Table 33
ACT Examinee Population, by Gender, Texas and the United States, Class of 2000 Through Class of 2010

Class	Examinees		Gender (%)			
			Female		Male	
	Texas	U.S.	Texas	U.S.	Texas	U.S.
2000	68,010	1,065,138	58.7	56.8	40.9	42.8
2001	68,967	1,069,772	58.3	56.5	41.1	43.0
2002	67,842	1,116,082	58.1	55.8	41.1	43.5
2003	73,145	1,175,059	57.4	55.9	41.7	43.4
2004	71,696	1,171,460	57.2	55.8	41.9	43.4
2005	72,294	1,186,251	57.3	55.7	41.8	43.4
2006	73,524	1,206,455	53.3	53.6	42.0	42.9
2007	76,542	1,300,599	52.0	51.9	41.7	41.9
2008	79,050	1,421,941	54.3	53.7	43.7	44.0
2009	82,640	1,480,469	54.8	54.6	45.0	45.1
2010	92,615	1,568,835	54.6	54.3	45.4	45.5

Source: ACT, Inc., (2000a, 2000b, 2001a, 2001b, 2002a, 2002b, 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009a, 2009b, 2010a, 2010b) and Texas Education Agency (2010).

Note: Data are based on public and nonpublic school examinees. Parts may not add to 100 percent because of rounding and because of missing gender information.

Texas and Other States: SAT and ACT

Participation

- SAT and ACT participation rates varied considerably across states (Table 34 on facing page and Table 35 on page 65). Rates of SAT participation ranged from a low of 3 percent to a high of 92 percent. Rates of ACT participation ranged from 10 percent to 100 percent. Since spring of 2006, Maine has required all high school juniors to take the SAT (Maine Department of Education, 2007).
- For the class of 2010, ACT participation in Colorado, Illinois, Kentucky, Michigan, Tennessee, and Wyoming included virtually all graduates, rather than only college-bound students (ACT, 2010c). These states require all public school 11th graders to take the ACT as part of statewide assessment programs. North Dakota began the same practice this past spring, and three other states—Arkansas, Texas and Utah—have been, or will soon begin, offering the ACT to all school districts at state expense.

Performance

- Score differences across states are difficult to interpret unless participation rates and student demographics are similar (see the section, "Interpretation of Results," on page 18). Given two groups with very different participation rates but comparable ability levels, the average score for the group with a very low participation rate will tend to be higher than the average score for the group with a very high participation rate, even though there is no actual difference in group ability levels. States with SAT participation rates similar to the rate in Texas (53%) include California, Oregon, and Washington (Table 34). States with ACT participation rates similar to Texas's (33%) include Nevada and Oregon (Table 35 on page 65).

Table 34
SAT Participation and Performance, by State, Class of 2010

State	Participation rate (%)	Average scores			
		Critical reading (CR)	Mathematics	CR and math combined	Writing
Iowa	3	603	613	1216	582
Mississippi	3	566	548	1114	552
South Dakota	3	592	603	1195	571
Arkansas	4	566	566	1132	552
Missouri	4	593	595	1188	580
Nebraska	4	585	593	1178	568
North Dakota	4	580	594	1174	559
Wisconsin	4	595	604	1199	579
Michigan	5	585	605	1190	576
Oklahoma	5	569	568	1137	547
Wyoming	5	570	567	1137	546
Illinois	6	585	600	1185	577
Kansas	6	590	595	1185	567
Kentucky	6	575	575	1150	563
Utah	6	568	559	1127	547
Alabama	7	556	550	1106	544
Louisiana	7	555	550	1105	547
Minnesota	7	594	607	1201	580
Tennessee	10	576	571	1147	565
New Mexico	11	553	549	1102	534
West Virginia	16	515	507	1022	500
Colorado	18	568	572	1140	555
Idaho	19	543	541	1084	517
Ohio	21	538	548	1086	522
Montana	24	538	538	1076	517
Arizona	25	519	525	1044	500
Nevada	43	496	501	997	473
Alaska	48	518	515	1033	491
California	50	501	516	1017	500
Texas	53	484	505	989	473
Oregon	54	523	524	1047	499
Washington	54	524	532	1056	508
Hawaii	58	483	505	988	470

Source: College Board (2010b).

Note: Data are based on public and nonpublic school examinees.

continues

Table 34 (continued)
SAT Participation and Performance, by State, Class of 2010

State	Participation rate (%)	Average scores			
		Critical reading (CR)	Mathematics	CR and math combined	Writing
Florida	59	496	498	994	479
North Carolina	63	497	511	1008	477
Indiana	64	494	505	999	477
South Carolina	66	484	495	979	468
Vermont	66	519	521	1040	506
Rhode Island	67	494	495	989	488
Virginia	67	512	512	1024	497
Maryland	70	501	506	1007	495
Delaware	71	493	495	988	481
Pennsylvania	71	492	501	993	480
Georgia	74	488	490	978	475
District of Columbia	76	474	464	938	466
New Jersey	76	495	514	1009	497
New Hampshire	77	520	524	1044	510
Connecticut	84	509	514	1023	513
New York	85	484	499	983	478
Massachusetts	86	512	526	1038	509
Maine	92	468	467	935	454
United States	47	501	516	1017	492

Source: College Board (2010b).

Note: Data are based on public and nonpublic school examinees.

Table 35
ACT Participation and Performance, by State, Class of 2010

State	Participation Rate (%)	Average scores				
		English	Mathematics	Reading	Science	Composite
Maine	10	23.2	23.0	23.6	22.5	23.2
Rhode Island	11	22.8	22.4	23.3	22.0	22.8
Delaware	13	22.8	22.7	23.4	22.5	23.0
North Carolina	16	21.1	22.3	22.2	21.6	21.9
New Hampshire	17	23.6	23.5	24.1	22.9	23.7
New Jersey	17	23.1	23.6	23.2	22.4	23.2
Pennsylvania	17	21.3	22.1	22.1	21.4	21.9
Maryland	18	22.0	22.3	22.4	21.8	22.3
Washington	19	22.6	23.1	23.5	22.5	23.0
Massachusetts	21	24.0	24.3	24.2	23.1	24.0
California	22	21.7	22.9	22.3	21.5	22.2
Hawaii	22	20.9	22.2	21.5	21.2	21.6
Virginia	22	22.0	22.1	22.5	21.9	22.3
Connecticut	24	23.8	23.5	23.9	22.9	23.7
Indiana	26	21.7	22.4	22.6	21.9	22.3
Vermont	26	22.8	22.8	23.7	22.8	23.2
New York	27	22.7	23.6	23.3	23.1	23.3
Alaska	28	20.3	21.2	21.7	20.9	21.1
Arizona	28	18.9	20.4	20.2	19.9	20.0
District of Columbia	29	19.5	19.9	20.2	19.2	19.8
Nevada	30	20.8	21.5	22.0	21.3	21.5
Texas	33	19.7	21.4	20.8	20.9	20.8
Oregon	34	20.5	21.5	22.0	21.3	21.5
Georgia	44	20.1	20.7	20.9	20.5	20.7
South Carolina	52	19.2	20.1	20.0	20.0	20.0
Montana	58	21.3	21.7	22.7	21.9	22.0
Idaho	60	21.2	21.4	22.4	21.6	21.8
Iowa	60	21.8	21.8	22.6	22.3	22.2
West Virginia	64	20.7	19.6	21.3	20.6	20.7
Florida	65	18.6	19.7	20.1	19.1	19.5
New Mexico	66	19.3	19.7	20.5	20.2	20.1
Ohio	66	21.2	21.5	22.1	21.8	21.8
Missouri	69	21.5	21.0	22.0	21.6	21.6

Source: ACT, Inc. (2011b).

Note: Data are based on public and nonpublic school examinees.

continues

Table 35 (continued)
ACT Participation and Performance, by State, Class of 2010

State	Participation Rate (%)	Average scores				
		English	Mathematics	Reading	Science	Composite
Wisconsin	69	21.5	22.0	22.3	22.2	22.1
Minnesota	70	22.3	22.9	23.2	22.8	22.9
Utah	71	21.4	21.1	22.5	21.7	21.8
Nebraska	73	21.8	21.6	22.4	22.0	22.1
Oklahoma	73	20.4	19.9	21.2	20.6	20.7
Kansas	75	21.4	21.7	22.3	21.9	22.0
Alabama	78	20.4	19.5	20.7	20.2	20.3
South Dakota	79	21.1	21.6	22.0	21.9	21.8
Arkansas	81	20.1	19.9	20.6	20.2	20.3
North Dakota	81	20.7	21.4	21.7	21.6	21.5
Mississippi	96	18.6	18.3	18.8	18.8	18.8
Louisiana	98	20.1	19.6	20.2	20.2	20.1
Colorado	100	19.9	20.4	21.1	20.7	20.6
Illinois	100	20.3	20.7	20.8	20.5	20.7
Kentucky	100	18.9	19.1	19.7	19.5	19.4
Michigan	100	18.9	19.7	19.7	19.9	19.7
Tennessee	100	19.4	19.0	19.9	19.6	19.6
Wyoming	100	19.0	19.8	20.4	20.1	20.0
United States	47	20.5	21.0	21.3	20.9	21.0

Source. ACT, Inc. (2011b).

Note. Data are based on public and nonpublic school examinees.

**Appendix
Supplemental Tables,
Texas Public Schools**

Table A-1
SAT Participation Rates (%), by Race/Ethnicity and Gender, Texas Public Schools, Class of 1999 Through Class of 2009

Class	Race/Ethnicity ^a					Gender	
	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Female	Male
1999	45.8	100	82.0	32.5	50.2	51.8	48.1
2000	43.3	100	77.5	32.1	49.1	51.3	48.6
2001	44.0	100	77.6	32.7	48.5	52.0	49.0
2002	43.3	100	72.4	31.2	46.0	51.1	48.4
2003	41.5	95.2	65.5	30.0	42.0	50.9	48.8
2004	45.4	99.7	70.1	31.9	46.3	51.2	48.3
2005	50.5	100	82.8	36.6	53.1	54.7	51.1
2006	48.7	100	84.6	37.3	52.6	54.8	50.0
2007	54.4	100	86.1	40.3	54.4	56.9	52.0
2008	54.5	93.4	83.4	39.1	52.3	53.2	49.7
2009	51.6	79.4	75.9	36.9	47.9	48.8	45.5

Source: College Board and Texas Education Agency.

Note: Racial groups (African American, American Indian, Asian/Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aBecause of discrepancies in the reporting of race/ethnicity between test score data from the testing companies and the Texas Education Agency Public Education Information Management System, participation rates for racial/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.

Table A-2
ACT Participation Rates (%), by Race/Ethnicity and Gender, Texas Public Schools, Class of 1999 Through Class of 2009

Class	Race/Ethnicity ^a					Gender	
	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Female	Male
1999	26.4	63.0	28.4	21.6	31.7	33.5	25.8
2000	27.6	56.6	26.3	22.4	32.9	34.3	26.7
2001	28.6	64.7	27.4	20.4	33.1	34.5	27.0
2002	28.8	55.9	25.4	21.3	31.0	32.1	25.8
2003	30.3	49.3	23.8	21.7	31.0	32.6	26.1
2004	28.8	52.0	22.7	20.9	29.7	31.4	25.5
2005	31.2	50.4	23.0	21.8	30.3	32.7	26.0
2006	31.6	51.7	22.1	21.8	28.9	31.3	26.3
2007	31.7	49.7	22.6	22.0	29.5	31.6	27.1
2008	31.7	49.8	26.7	21.7	31.7	32.1	28.0
2009	32.1	45.8	31.9	22.2	33.3	33.0	28.8

Source: ACT, Inc., and Texas Education Agency.

Note: Racial groups (African American, American Indian, Asian/Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aBecause of discrepancies in the reporting of race/ethnicity between test score data from the testing companies and the Texas Education Agency Public Education Information Management System, participation rates for racial/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.

Table A-3
SAT Performance, by Race/Ethnicity and Gender, Texas Public Schools, Class of 1999 Through Class of 2009

Class	Race/Ethnicity						No response	Gender		State
	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Other		Female	Male	
Average critical reading score										
1999	426	490	506	449	519	511	488	488	496	492
2000	426	493	503	447	521	506	488	489	493	491
2001	425	491	504	446	520	504	491	486	494	490
2002	419	494	507	442	519	500	496	485	491	488
2003	424	488	511	442	522	502	503	487	495	490
2004	422	494	508	444	520	496	513	486	493	489
2005	426	499	522	445	525	499	486	486	494	490
2006	428	498	519	443	521	498	469	485	489	487
2007	430	492	519	448	520	497	470	486	489	487
2008	425	498	520	444	522	500	456	483	486	484
2009	424	499	521	441	522	491	459	479	483	481
Average mathematics score										
1999	421	491	562	453	524	506	493	482	517	498
2000	423	492	563	453	527	508	497	484	517	499
2001	421	492	564	451	526	504	497	483	515	498
2002	420	496	567	452	528	501	505	484	516	498
2003	420	489	567	450	529	504	512	484	516	499
2004	421	499	564	450	526	496	524	483	515	498
2005	428	505	573	457	535	505	493	488	518	502
2006	432	510	577	460	538	512	481	491	521	505
2007	436	507	576	466	536	507	481	492	521	505
2008	433	506	578	462	540	510	468	490	519	503
2009	436	510	584	464	543	506	474	490	520	504
Average combined score, critical reading and mathematics										
1999	847	981	1068	902	1044	1017	981	970	1013	989
2000	849	985	1066	900	1048	1014	985	973	1010	990
2001	846	983	1069	897	1047	1008	988	970	1009	987
2002	839	990	1073	893	1047	1001	1001	969	1007	986
2003	843	977	1078	891	1051	1006	1015	971	1010	989
2004	843	993	1072	894	1047	992	1037	970	1008	987
2005	854	1004	1095	902	1059	1004	980	974	1012	991
2006	860	1008	1096	903	1059	1010	950	976	1009	991
2007	867	998	1095	914	1056	1003	951	978	1010	992
2008	859	1003	1098	906	1062	1010	923	973	1005	988
2009	859	1009	1105	905	1066	997	933	969	1003	985

Source: College Board; Texas Education Agency; and Texas Education Agency (2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009a, 2010).

Note: Racial groups (African American, American Indian, Asian/Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

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Table A-3 (continued)

SAT Performance, by Race/Ethnicity and Gender, Texas Public Schools, Class of 1999 Through Class of 2009

Class	Race/Ethnicity							Gender		State
	African American	American Indian	Asian/ Pacific Islander	Hispanic	White	Other	No response	Female	Male	
Average writing score										
2006	430	487	518	442	514	493	463	489	476	483
2007	425	479	514	442	508	488	458	484	472	478
2008	424	481	520	438	510	491	445	483	469	476
2009	416	478	521	433	507	478	445	476	464	470

Source: College Board; Texas Education Agency; and Texas Education Agency (2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009a, 2010).

Note: Racial groups (African American, American Indian, Asian/Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Table A-4
ACT Performance, by Race/Ethnicity and Gender, Texas Public Schools, Class of 1999 Through Class of 2009

Class	Race/Ethnicity							Gender		State
	African American	American Indian	Asian/ Pacific Islander	Hispanic	White	Other	No response	Female	Male	
Average English score										
1999	16.5	19.4	20.5	17.0	21.0	19.6	19.8	20.0	18.8	19.5
2000	16.4	18.8	20.3	17.0	21.1	19.6	19.9	20.0	18.8	19.5
2001	16.2	20.4	20.8	16.9	21.1	19.5	19.8	19.9	18.8	19.4
2002	16.2	19.8	20.4	16.5	21.0	19.2	19.3	19.6	18.5	19.2
2003	15.9	19.8	20.8	16.5	21.0	19.2	20.0	19.5	18.6	19.1
2004	16.1	19.9	21.1	16.5	21.2	18.9	19.8	19.7	18.6	19.2
2005	16.0	19.7	21.3	16.5	21.2	18.9	19.6	19.5	18.6	19.1
2006	15.9	20.3	21.5	16.5	21.4	18.8	19.8	19.6	18.6	19.2
2007	15.6	19.9	21.8	16.4	21.3	18.9	20.5	19.5	18.6	19.2
2008	16.0	20.8	22.7	16.7	21.5	19.4	21.1	19.8	18.9	19.5
2009	15.9	20.2	23.4	16.8	21.9	19.0	19.7	19.8	19.2	19.5
Average mathematics score										
1999	17.5	20.0	23.5	18.3	21.1	20.3	20.3	19.8	20.6	20.1
2000	17.3	19.8	23.6	18.3	21.4	20.4	20.4	19.8	20.7	20.2
2001	17.2	20.6	23.8	18.3	21.4	20.2	20.4	19.8	20.7	20.2
2002	17.1	20.3	23.5	18.1	21.3	19.9	20.2	19.6	20.5	20.0
2003	16.8	20.1	23.4	17.9	21.4	19.9	20.6	19.5	20.4	19.9
2004	17.2	20.3	23.8	18.2	21.7	19.8	20.8	19.8	20.6	20.2
2005	17.1	20.8	23.8	18.3	21.8	20.0	20.8	19.8	20.8	20.2
2006	17.3	21.2	24.4	18.5	22.1	20.1	21.2	20.0	21.0	20.5
2007	17.5	20.8	24.7	18.7	22.1	20.4	21.8	20.1	21.1	20.6
2008	17.8	21.7	25.5	19.0	22.6	20.8	22.5	20.5	21.6	21.1
2009	17.8	21.5	25.9	19.0	22.9	20.6	21.3	20.6	21.7	21.1
Average reading score										
1999	17.3	20.5	21.3	18.1	21.8	20.8	21.0	20.7	20.0	20.4
2000	17.1	20.8	21.2	18.1	22.1	20.6	21.2	20.8	20.1	20.5
2001	17.0	21.5	21.4	17.9	21.9	20.5	20.9	20.6	19.9	20.3
2002	16.9	20.8	21.3	17.7	21.9	20.2	20.6	20.4	19.7	20.1
2003	16.8	21.2	21.6	17.8	21.9	20.3	21.1	20.3	19.9	20.1
2004	17.1	21.3	21.9	17.9	22.2	20.2	21.1	20.5	20.0	20.3
2005	17.0	21.3	22.1	17.7	22.2	20.1	20.9	20.4	19.8	20.2
2006	17.0	21.8	22.4	17.7	22.2	20.0	21.0	20.5	19.8	20.2
2007	16.8	21.5	22.6	17.8	22.3	20.2	21.7	20.5	20.0	20.4
2008	17.0	21.9	23.2	18.2	22.5	20.5	22.2	20.7	20.4	20.6
2009	17.0	21.5	23.6	18.2	22.9	20.3	20.9	20.6	20.6	20.6

Source. ACT, Inc.; Texas Education Agency; and Texas Education Agency (2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009a, 2010).

Note. Racial groups (African American, American Indian, Asian/Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

continues

Table A-4 (continued)
ACT Performance, by Race/Ethnicity and Gender, Texas Public Schools, Class of 1999 Through Class of 2009

Class	Race/Ethnicity							Gender		State
	African American	American Indian	Asian/ Pacific Islander	Hispanic	White	Other	No response	Female	Male	
Average science score										
1999	17.7	20.4	21.6	18.5	21.4	20.4	20.6	20.1	20.7	20.3
2000	17.5	20.5	21.5	18.5	21.5	20.3	20.6	20.0	20.7	20.3
2001	17.4	21.2	21.9	18.4	21.6	20.2	20.6	20.0	20.7	20.3
2002	17.5	20.6	21.5	18.2	21.4	20.1	20.2	19.8	20.4	20.1
2003	17.3	20.5	21.7	18.3	21.5	20.0	20.6	19.8	20.4	20.1
2004	17.6	20.8	22.0	18.3	21.6	19.9	20.6	19.9	20.5	20.1
2005	17.6	20.9	22.0	18.3	21.6	19.9	20.4	19.8	20.5	20.1
2006	17.4	21.2	22.4	18.4	21.7	19.8	20.8	19.9	20.6	20.2
2007	17.4	20.9	22.7	18.4	21.8	20.0	21.3	19.9	20.6	20.3
2008	17.5	21.2	23.0	18.4	21.8	20.1	21.4	19.9	20.7	20.3
2009	17.5	21.1	23.5	18.6	22.2	20.1	20.6	20.0	20.9	20.4
Average composite score										
1999	17.4	20.2	21.8	18.1	21.5	20.4	20.6	20.3	20.2	20.2
2000	17.2	20.1	21.8	18.1	21.7	20.3	20.7	20.3	20.2	20.3
2001	17.1	21.1	22.1	18.0	21.6	20.2	20.5	20.2	20.1	20.2
2002	17.0	20.5	21.8	17.8	21.5	20.0	20.2	20.0	19.9	20.0
2003	16.8	20.5	22.0	17.8	21.6	20.0	20.7	19.9	20.0	19.9
2004	17.1	20.7	22.3	17.9	21.8	19.8	20.7	20.1	20.1	20.1
2005	17.0	20.8	22.4	17.8	21.8	19.8	20.6	20.0	20.0	20.0
2006	17.1	21.2	22.8	17.9	22.0	19.8	20.8	20.1	20.1	20.1
2007	16.9	20.9	23.1	18.0	22.0	20.0	21.4	20.1	20.2	20.2
2008	17.2	21.5	23.8	18.2	22.3	20.3	21.9	20.4	20.5	20.5
2009	17.2	21.2	24.2	18.3	22.6	20.1	20.8	20.4	20.7	20.5

Source: ACT, Inc.; Texas Education Agency; and Texas Education Agency (2000, 2001, 2003, 2004a, 2004b, 2006a, 2006b, 2007, 2008, 2009a, 2010).

Note: Racial groups (African American, American Indian, Asian/Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

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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
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