



**College Admissions Testing
of Graduating Seniors
in Texas High Schools,
Class of 2004**

Division of Accountability Research
Department of Accountability and Data Quality
Texas Education Agency
January 2006

College Admissions Testing of Graduating Seniors in Texas High Schools, Class of 2004

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Highlights

Texas Public Schools

Texas and the United States

Texas Public Schools

Academic Excellence Indicator System Measures

Participation

- x A total of 135,646 Texas public high school graduates in the class of 2004 took the SAT I, the ACT, or both. This was up from 133,755 graduates in the class of 2003. The number of examinees in 2004 reflects an overall participation rate of 61.9 percent.

x

ACT

Participation

- x A total of 63,246 Texas public high school graduates in 2004 took the ACT examination. This is a participation rate of 28.9 percent, a decrease from 29.7 percent for the class of 2003.
- x The participation rates in ACT testing by ethnicity were 29.7 percent of White graduates, 28.8 percent of African American graduates, 22.7 percent of Asian/Pacific Islander graduates, and 20.9 percent of Hispanic graduates.

Performance

- x The mean ACT Composite score for 2004 Texas public high school graduates was 20.1, up two-tenths of a point from 19.9 for the class of 2003.
- x For the class of 2004, Asian/Pacific Islander examinees obtained the highest average ACT Composite score at 22.3, and African American examinees obtained the lowest average ACT Composite score at 17.1.

Texas and the United States

SAT I

- x A total of 127,723 Texas public and non-public high school graduates in 2004 took the SAT I, resulting in a participation rate of 52 percent, down from 57 percent for the class of 2003. Nationally 1,419,007 public and non-public high school graduates in 2004 took the SAT I. The national participation rate for 2004 was the same as that from 2003, 48 percent.
- x The percentages of African American examinees were comparable in Texas (11.2%) and in the United States (9.7%). Whereas Hispanics made up 21.9 percent of the test-taking population in Texas, they made up only 8.6 percent of the test-taking population nationally. The percentage of White examinees was 5.5 percentage points higher nationally than in Texas.
- x The mean SAT I Verbal and Mathematics combined score for Texas public and non-public high school graduates in the class of 2004 was 992, down one point from 993 for the class of 2003. The national mean SAT I Verbal and Mathematics combined score in 2004 was the same as that from 2003, 1026. Average SAT I subject scores for all examinees were higher nationally than in Texas.

ACT

- x A total of 71,696 Texas public and non-public high school graduates in 2004 took the ACT, for a participation rate of approximately 29 percent, down from 33 percent for the class of 2003. Nationally 1,171,460 public and non-public high school graduates in 2004 took the ACT. The national participation rate for 2004 was the same as that from 2003, 40 percent.
- x The percentages of African American examinees were comparable in Texas (12.7%) and in the United States (11.3%). Whereas Hispanics made up 24.5 percent of the test-taking population in Texas, they made up only 6.7 percent of the test-taking population nationally. The percentage of White examinees was 17.1 percentage points higher nationally than in Texas.
- x The mean ACT Composite score for Texas public and non-public high school graduates in the class of 2004 was 20.2, up one tenth of a point from 20.1 in 2003. The mean Composite score nationally for the class of 2004 was 20.9, up one tenth of a point from 20.8 in 2003. Average ACT subject scores for all examin

Overview

Table 1
Levels of Data Reporting

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

College Admissions Testing: The SAT I and ACT

General Information

Use and Interpretation of SAT I and ACT Scores

Use of College Entrance Examination Scores in Texas

General Information

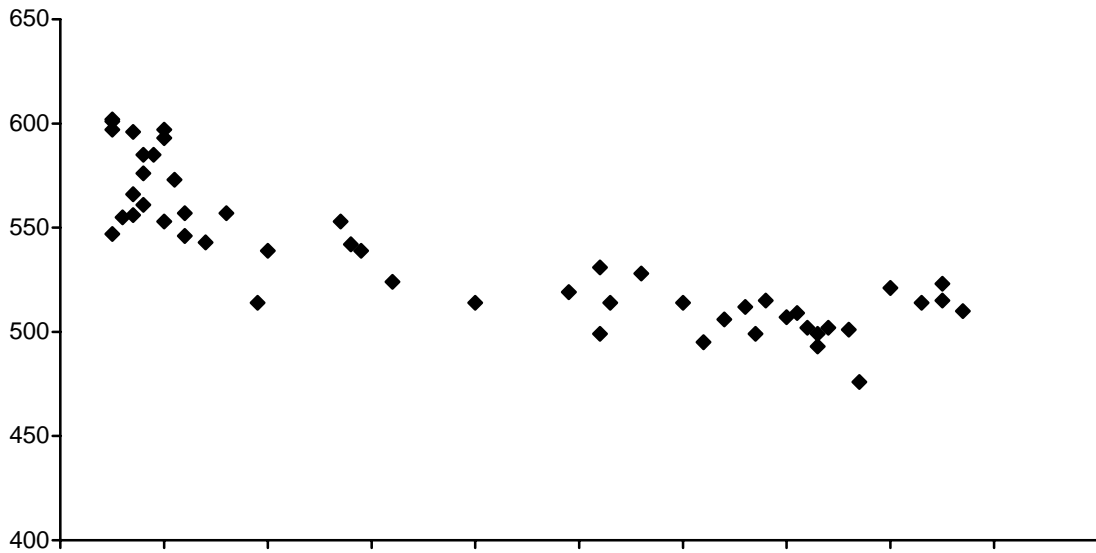
The Examinations

Group Scores

Because both the SAT I and ACT are voluntary, a self-selected portion of the graduate population takes either test. When a subset of a population takes an examination, the rate of participation plays an important part in the interpretation of examination scores. Specifically, the average score of a population is dependent on the percentage of its members who actually take the test. For instance, a 90 percent participation rate would generally yield an average score that is more representative of the graduate population than a 10 percent participation rate. This dependency affects the kinds of comparisons that can be made.

In states with low participation rates, it is likely that only the most academically able, the most motivated, and the best prepared students take the test (College Board, 2002a). Consequently, low participation rates generally result in inflated estimates of the population mean scores. Assuming the ability level of each population is high, the mean score estimate of a population (if it takes a high participation rate) is usually

Figure 1
 SAT I Mathematics Participation and Performance, by State, Class of 2004



Source: College Board (2004a)

Use of College Entrance Examination Scores in Texas

College Admission

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

Exemption from TSI Testing in Texas

In 1987, the Texas Legislature established a system of testing and remediation called the Texas Academic Skills Program, or TASP (TEC §51.306,

have taken the SAT I and/or ACT, and at least 40 percent of the examinees must have met a criterion score. To meet the criterion, students must achieve at least 1110 on the SAT I Verbal and Mathematics combined score or 24 on the ACT Composite. Standards must be met for each student group included in computing campus and district ratings (African American, Hispanic, and White), as well as for all students combined. Further information on college admissions test indicator definitions and acknowledgment standards for 2005 as they pertain to the 2004 SAT I and ACT examination results can be found in the 2005 accountability manual (TEA, 2005).

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

Figure 2
Ethnicity not Reported, SAT I Examinees, Texas Public Schools, Class of 1996 Through Class
of 2004

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

When the percentage of non-respondents is relatively small, the effect on the accuracy of performance results by ethnicity is negligible. As the percentage of non-respondents increases, the likelihood that performance results by ethnicity are accurate decreases. The proportion of students who do provide ethnicity information may become less representative, and may provide a less reliable estimate of true results. Increasing non-response rates can be especially problematic for reporting trends in the participation rates and scores of Native Americans because the numbers of Native American students and examinees are very small.

The fluctuation in non-response rates over time ma

Public and Non-Public Schools in Texas and the United States

Results for all public and non-public examinees in Texas and the nation were obtained from summary reports released annually by the College Board (College Board, 1996a, 1996b, 1997a,

Results for Texas Public Schools

Academic Excellence Indicator System Measures

SAT I

ACT

Academic Excellence Indicator System Measures

Participation Rates

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

In the graduating class of 2004, a total of 135,646 public high school graduates took either the SAT I, ACT, or both (Table 2); this was up from 133,755 examinees from the 2003 graduating class. The overall participation rate was 61.9 percent. Asian/Pacific Islanders had the highest participation rate at 80.3 percent, followed by Whites (67.2%) and African Americans (60.9%) (Table 3). Hispanics had the lowest participation rate, with 46.3 percent of graduates participating in SAT I or ACT testing. A larger percentage of female graduates (64.0%) than male graduates (59.4%) were tested.

Table 2
SAT I and/or ACT Participation, by Ethnicity and Gender, Texas Public Schools, Class of 2004

Group	Graduates	Tested	Participation rate (%)
African American	28,261	17,204	60.9
Asian/Pacific Islander	8,061	6,475	80.3
Hispanic	76,434	35,372	46.3
Native American	646	493	76.3
White	105,809	71,089	67.2
Female	115,406	73,892	64.0
Male	103,805	61,711	59.4
State	219,211	135,646	61.9

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

Table 3
SAT I and/or ACT Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2004

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

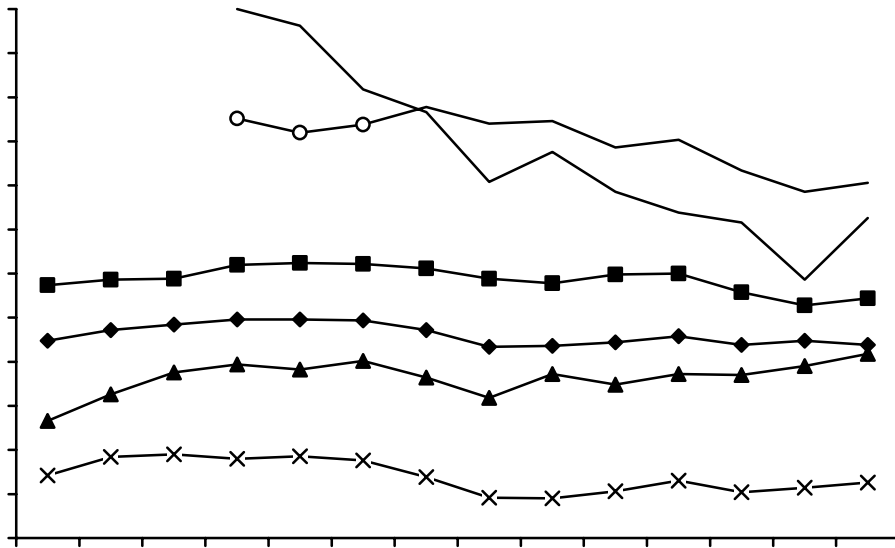
Source: ACT, Inc.; College Board; and Texas Education Agency.

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

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

From 1991 through 2004, the relative participation rates of the three largest ethnic groups were consistent: White students had the highest rates, followed by African American, then Hispanic students (Table 3 on page 21 and Figure 3 on page 22). Across the same period, the participation rate for female students was about 4 to 5 percentage points higher than the participation rate for male students (Figure 4 on page 23).

Figure 3
 SAT I and/or ACT Participation Rates, by Ethnicity, Texas Public Schools, Class of 1991
 Through Class of 2004



Source: Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004), Inc.; College Board; and Texas Education Agency.
 Note: Results are not available for Asian/Pacific Islanders and Native Americans from 1991 through 1993.

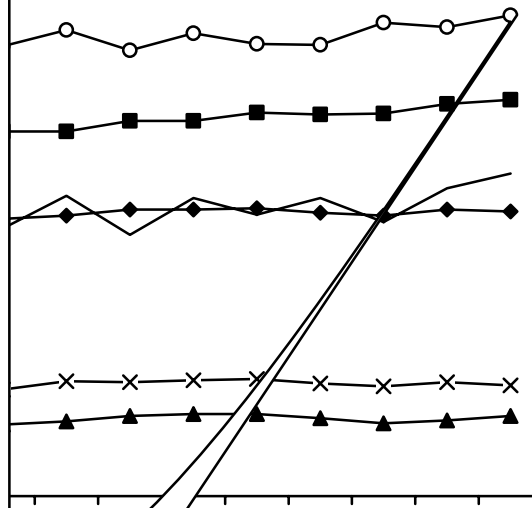
Percentage Meeting Criterion on Either the SAT I or ACT

More than a quarter (27.0%) of the students

Table 5
SAT I and/or ACT Performance at or Above Criterion (%), by Ethnicity and Gender, Texas Public Schools, Class of 1991 Through Class of 2004

Ethnicity

or Above Or, by Ethnicity, Texas Public Schools,
2004



1, 2003a, 2004, 2004, College Board; and Texas Education Agency.
as by the Commissioner of Education in 1996. Results are not available for
ough 1992-93. 0

SAT I

SAT I Participation

The SAT I is most commonly taken by high school students in their junior and/or senior years. Because the test is not mandatory, only a self-selected portion of the population of high school seniors takes the test each year, that is, those students who intend to pursue college studies in an institution requiring SAT I scores for admission. Approximately 50 percent of the 2004 graduating class in Texas public schools participated in SAT I testing (Table 6). Of students participating in the SAT I examination, 13.0 percent did not provide ethnicity information (Table 7 on page 28). This is a decrease of 7.2 percentage points from 20.2 percent in 2003. Large fluctuations in the percentages of students who do not report ethnicity information, or report identification with some other ethnic group, affect the accuracy of the rate of participation for the five reported ethnic groups.

Table 6
SAT I Participation and Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2004

Group	Graduates			Mean scores		
	Total	Participation		Mathematics	Verbal	Combined
		Tested	rate (%)			
African American	28,261	12,828	45.4	421	422	843
Asian/Pacific Islander	8,061	5,647	70.1	564	508	1072
Hispanic	76,434	24,357	31.9	450	444	894
Native American	646	644	99.7	499	494	993
White	105,809	49,031	46.3	526	520	1047
Other	-	2,514	-	496	496	992
No Response	-	14,184	-	524	513	1037
Female	115,406	59,114	51.2	483	486	970
Male	103,805	50,091	48.3	515	493	1008
State	219,211	109,205	49.8	498	489	987

Source: College Board and Texas Education Agency.

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

Of the students for whom ethnicity was reported, more than two-thirds of Asian/Pacific Islander graduates, nearly half of African American and White graduates, and slightly less than one-third of Hispanic graduates participated in SAT I testing. Just over 51 percent of female graduates and about 48 percent of male graduates participated in testing.

Table 7
SAT I Examinee Population, by Ethnicity, Texas Public Schools, Class of 1996 Through Class of 2004

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

Source: College Board and Texas Education Agency.

From the class of 1996 through the class of 2004, the overall rate of participation in SAT I testing held steady at about 50 percent (Table 8), and the ranking of ethnic groups by participation rate was stable; participation was consistently highest for Asian/Pacific Islanders and consistently lowest for Hispanics. Though the statewide participation rate held steady in 2004, participation rates for each ethnicity appear to have increased. One or more of these increases are a direct result of the increase in the number and proportion of students reporting ethnicity information. The degree to which each ethnic group participation rate was affected by increased ethnicity reporting is unknown.

Table 8
SAT I Participation Rates (%), by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2004

Class	Ethnicity							State
	African American	Asian/Pacific Islander	Hispanic	Native American	Gender		Male	
					White	Female		
1996	47.7	85.4	34.3	100	52.9	52.7	48.9	50.9
1997	44.5	88.2	34.1	100	52.2	52.3	48.5	50.5
1998	44.1	82.6	32.3	100	51.3	51.3	47.7	49.6
1999	45.8	82.0	32.5	100	50.2	51.8	48.1	50.1
2000	43.3	77.5	32.1	100	49.1	51.3	48.6	50.0
2001	44.0	77.6	32.7	100	48.5	52.0	49.0	50.6
2002	43.3	72.4	31.2	100	46.0	51.1	48.4	49.8
2003	41.5	65.5	30.0	95.2	42.0	50.9	48.8	49.9
2004	45.4	70.1	31.9	99.7	46.3	51.2	48.3	49.8

Source: College Board and Texas Education Agency.

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

Mean SAT I Scores

The average SAT I Verbal and Mathematics combined score for 2004 graduates was 987, two points lower than the average score of 989, obtained by 2003 graduates (Figure 6 on page 29 and Table 9 on page 30). There were notable mean differences among student groups. In 2004, the highest average Verbal and Mathematics combined scores were obtained by Asian/Pacific Islander examinees (with an average of 1072) and White examinees (with an average of 1047). Asian/Pacific Islanders scored considerably higher on the Mathematics section than the other ethnic groups, and Whites scored higher on the Verbal section than the other ethnic groups. The average Verbal, Mathematics, and combined scores of males were higher than those of females. Males had an average Verbal and Mathematics combined score of 1008, whereas females had an average score of 970.

Figure 6

SAT I Verbal and Mathematics Combined Score, by Ethnicity, Texas Public Schools, Class of 1996 and Class of 2004

Source: Texas Education Agency (1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004); College Board; and Texas Education Agency.

Average scores for all students declined slightly from the class of 1996 through the class of 2004 (Table 9 on page 30). During this period, Verbal scores decreased from 493 to 489, and Mathematics scores decreased from 500 to 498. Average Verbal scores for White examinees were generally stable from 1996 to 2004; generally decreased for African Americans and Hispanics; and generally increased for Asian/Pacific Islanders. The 8-year trends for average Mathematics scores by ethnicity were similar to those for Verbal scores, except scores for Whites generally increased rather than

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

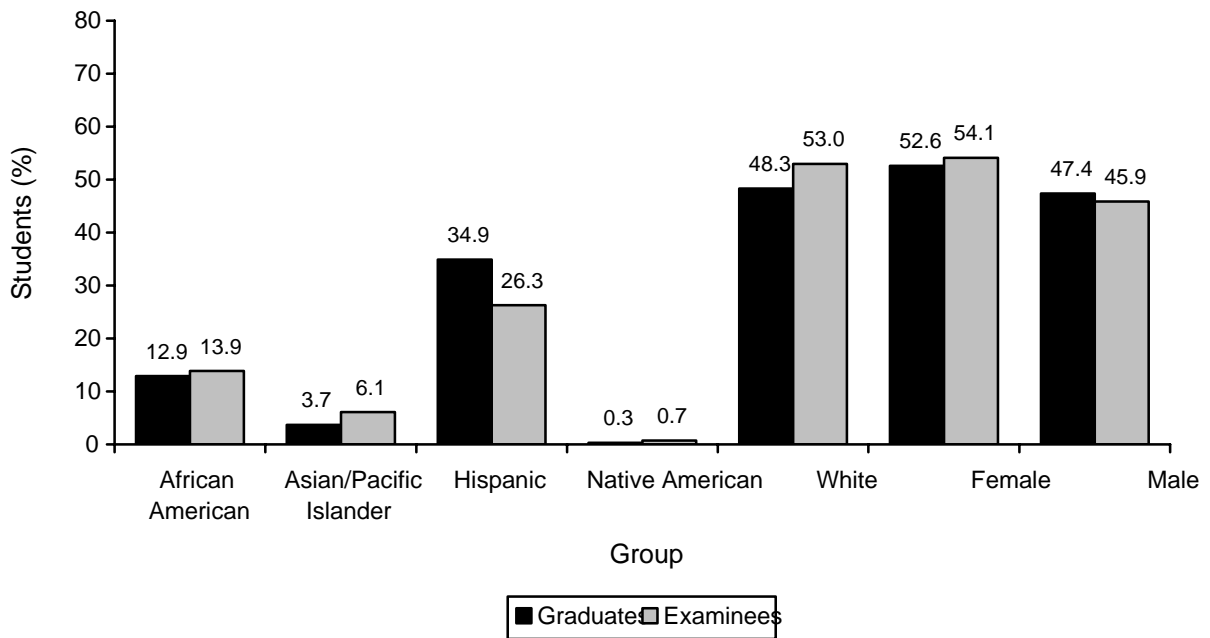
Table 9
SAT I Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2004

Class	Ethnicity						No Response	Gender		State
	African American	Asian/ Pacific Islander	Hispanic	Native American	White	Othe		Female	Male	
Mean Verbal score										
1996	428	502	450	487	520	519	472	491	495	493
1997	426	501	449	482	519	518	476	490	494	492
1998	425	504	449	483	520	517	482	488	496	492
1999	426	506	449	490	519	511	488	488	496	492
2000	426	503	447	493	521	506	488	489	493	491
2001	425	504	446	491	520	504	491	486	494	490
2002	419	507	442	494	519	500	496	485	491	488
2003	424	511	442	488	522	502	503	487	495	490
2004	422	508	444	494	520	496	513	486	493	489

SAT I Examinee Profile

For 2004 graduates who reported their ethnicity, disparities were evident between the percentages of ethnic groups in the SAT I examinee population and their percentages in the graduate population (Figure 7). Except for Hispanics, the proportions of SAT I examinees for all other ethnic groups were greater than their proportions of high school graduates. For example, Asian/Pacific Islanders made up 6.1 percent of examinees, although only 3.7 percent of the graduate population was Asian/Pacific Islander. On the other hand, Hispanics made up only 26.3 percent of examinees, although 34.9 percent of the graduate population was Hispanic. Females made up a slightly greater percentage of examinees than their proportion of graduates, and males made up a slightly smaller percentage of examinees than their proportion of graduates.

Figure 7
Graduating Seniors and SAT I Examinees by Ethnicity and Gender, Texas Public Schools, Class of 2004



Source: College Board and Texas Education Agency.

ACT

ACT Participation

Approximately 29 percent of the 2004 graduating class in Texas public schools took the ACT (Table 10). Participation rates of ethnic groups ranged from a high of 29.7 percent of White examinees to a low of 20.9 percent of Hispanic examinees. The participation rate of female graduates was 31.4 percent, and the participation rate of male graduates was 25.5 percent.

Table 10
ACT Participation and Performance, by Ethnicity and Gender, Texas Public Schools, Class of 2004

Group	Graduates			Mean scores				Composite
	Total	Tested	Participation rate (%)	English	Mathematics	Reading	Science	
African American	28,261	8,150	28.8	16.1	17.2	17.1	17.6	17.1
Asian/Pacific Islander	8,061	1,827	22.7	21.1	23.8	21.9	22.0	22.3
Hispanic	76,434	15,943	20.9	16.5	18.2	17.9	18.3	17.9
Native American	646	336	52.0	19.9	20.3	21.3	20.8	20.7
White	105,809	31,402	29.7	21.2	21.7	22.2	21.6	21.8
Other	-	2,168	-	18.9	19.8	20.2	19.9	19.8
No Response	-	3,420	-	19.8	20.8	21.1	20.6	20.7
Female	115,406	36,220	31.4	19.7	19.8	20.5	19.9	20.1
Male	103,805	26,458	25.5	18.6	20.6	20.0	20.5	20.1
State	219,211	63,246	28.9	19.2	20.2	20.3	20.1	20.1

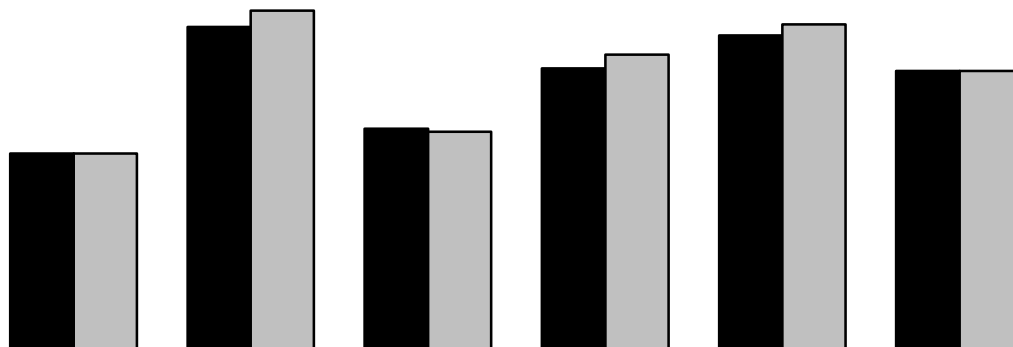
Source: ACT, Inc. and Texas Education Agency.

Of students participating in the ACT examination, 49.7 were white, and 25.2 were Hispanic (Table 11). Of the remaining 25.1 percent of examinees, 5.4 percent did not provide ethnicity information. This represents an increase of 1.2 percentage points from 4.2 percent in 2003. African American and Asian/Pacific Islander examinees made up 12.9 percent and 2.9 percent, respectively, of the total examinee population, and 3.4 percent of examinees reported identifying with some other ethnic group.

Mean ACT Scores

The average ACT Composite score for the class of 2004 was 20.1, two-tenths of a point higher than the average score of 19.9 for the class of 2003 (Figure 8 and Table 13). The highest average ACT Composite scores in 2004 were obtained by Asian/Pacific Islander and White examinees. Asian/Pacific Islander examinees scored considerably higher on the Mathematics section than did the other ethnic groups; their average score of 23.8 was more than two points higher than the next highest average Mathematics score of 21.7, obtained by White examinees. Male and female examinees obtained the same average ACT Composite score of 20.1.

Figure 8
ACT Composite Performance, by Ethnicity, Texas Public Schools, Class of 1996 and Class of 2004



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

Across all graduating classes, 1996 through 2004, there was little variability in average ACT scores (Table 13). Average scores statewide in the four ACT sections ranged from a low of 19.1 to a high of 20.5. During this time period, average ACT Composite scores were consistently highest for Asian/Pacific Islander and White examinees. Scores were generally stable within each ethnic group across years. Scores were also relatively consistent for males and females. Males had higher average scores than females on Mathematics and Science each year, and females had higher average scores than males on English and Reading each year.

Table 13
 ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class
 of 2004

Class	Ethnicity						Gender
	African American	Asian/Pacific Islander	Hispanic	Native American	White	No Response	

Table 13 (continued)
 ACT Performance, by Ethnicity and Gender, Texas Public Schools, Class of 1996 Through Class of 2004

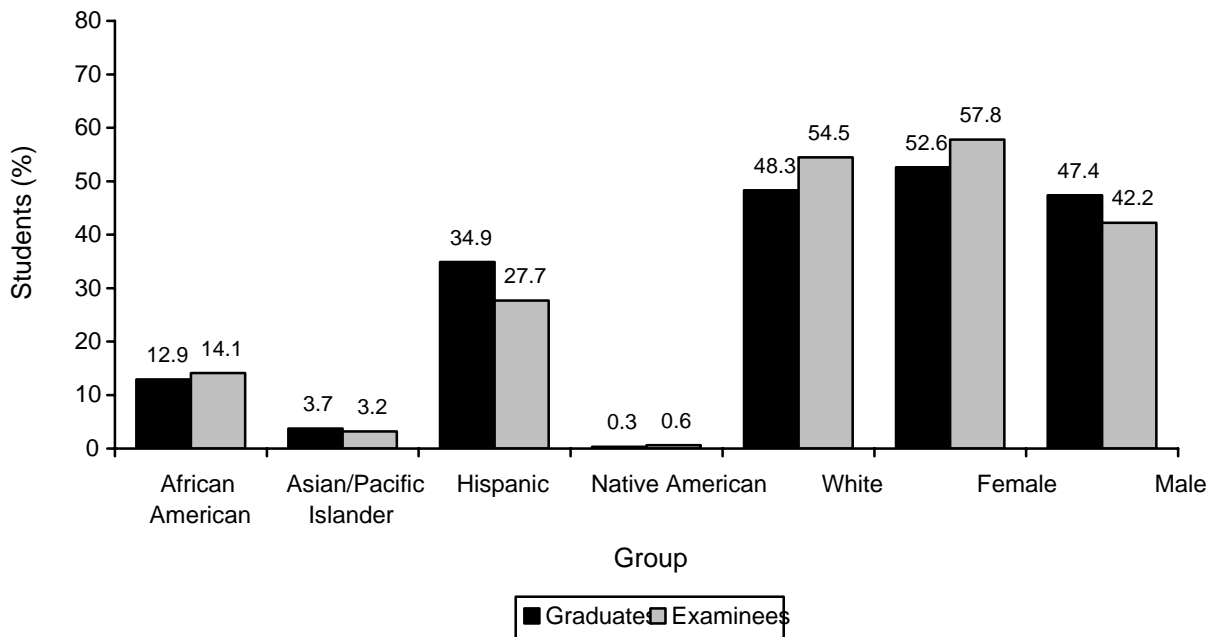
Class	Ethnicity						Gender		State	
	African American	Asian/Pacific Islander	Hispanic	Native American	White	Other	No Response	Female		Male
Mean Science score										
1996	17.4	21.5	18.3	20.5	21.5	20.4	19.8	19.9	20.7	20.2
1997	17.5	21.6	18.3	20.9	21.4	20.7	19.9	19.9	20.6	20.2
1998	17.5	21.5	18.5	20.8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

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

ACT Examinee Profile

For 2004 graduates who reported their ethnicity, the proportions of African Americans and Asian/Pacific Islanders among ACT examinees were similar to their proportions of graduates: 14.1 percent of examinees and 12.9 percent of graduates were African American, and 3.2 percent of examinees and 3.7 percent of graduates were Asian/Pacific Islander (Figure 9). Among Whites, the percentage of examinees was greater than the percentage of graduates. Whites made up 54.5 percent of ACT examinees but only 48.3 percent of graduates. On the other hand, Hispanics made up only 27.7 percent of examinees, whereas they made up 34.9 percent of all graduates.

Figure 9
Graduating Seniors and ACT Examinees, by Ethnicity and Gender, Texas Public Schools, Class of 2004



Source: ACT, Inc. and Texas Education Agency.

The percentages of male and female ACT examinees in the class of 2004 and their proportions of the graduate population were different. Females made up 57.8 percent of ACT examinees and 52.6 percent of graduates. A smaller proportion of males took the examination: 42.2 percent of examinees were male, while 47.4 percent of graduates were male.

Results for Texas and the United States

Texas and the United States: SAT I

Texas and the United States: ACT

Texas and Other States: SAT I and ACT

Texas and the United States: SAT I

SAT I Participation

The number of SAT I examinees among graduating seniors in both public and non-public Texas schools steadily increased from graduation year 1996 to graduation year 2004 (Table 14). The number of examinees in Texas increased from 124,571 in 2003 to 127,723 in 2004. The number of SAT I examinees in the nation also steadily increased from 1996 to 2004. The number of national examinees increased from 1,406,324 in 2003 to 1,419,007 in 2004. From 2003 to 2004, the rate at which Texas graduating seniors took the SAT I decreased from 57 percent to 52 percent, and the national participation rate remained at 48 percent. For SAT I participation trends by ethnic group prior to the class of 1996, see Table A-1 in the Appendix.

Table 14
SAT I Participation, Texas and the United States, Class of 1996 Through Class of 2004

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

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

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

Mean SAT I Scores

For the classes of 1996 through 2004, the national mean SAT I scores were generally higher than the Texas mean scores for all ethnic and gender groups, with one exception. The mean SAT I Verbal scores of Asian/Pacific Islander examinees in Texas were equal to or higher than the scores of Asian/Pacific Islander examinees in the nation across all nine years (Table 15). Gaps between national and Texas mean SAT I subject and combined scores increased for males over the period (Table 16 on page 42). Gaps between national and Texas mean SAT I mathematics and combined scores for females decreased from 2003 to 2004. For mean scores by ethnicity prior to 1996, see Table A-2 in the Appendix.

Table 15
 SAT I Performance, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2004

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Mean Verbal score										
1996	428	434	503	496	454	458	521	526	495	505
1997	426	434	502	496	452	457	521	526	494	505
1998	426	434	505	498	452	456	522	526	494	505
1999	427	434	507	498	452	457	522	527	494	505
2000	427	434	504	499	450	457	523	528	493	505
2001	425	433	506	501	448	455	523	529	493	506
2002	420	430	507	501	444	452	523	527	491	504
2003	423	431	509	508	444	453	525	529	493	507
2004	422	430	507	507	446	456	523	528	493	508
Mean Mathematics score										
1996	424	422	564	558	459	460	523	523	500	508
1997	422	423	566	560	459	460	525	526	501	511
1998	424	426	562	562	458	460	526	528	501	512
1999	420	422	563	560	454	458	525	528	499	511
2000	423	426	564	565	454	461	528	530	500	514
2001	421	426	565	566	452	460	528	531	499	514
2002	420	427	567	569	452	459	529	533	500	516
2003	418	426	565	575	450	459	529	534	500	519
2004	421	427	563	577	451	460	527	531	499	518
Mean combined score										
1996	852	856	1067	1054	912	918	1044	1049	995	1013
1997	848	857	1068	1056	911	917	1046	1052	995	1016
1998	850	860	1067	1060	910	916	1048	1054	995	1017
1999	847	856	1070	1058	906	915	1047	1055	993	1016
2000	850	860	1068	1064	904	918	1051	1058	993	1019
2001	846	859	1071	1067	900	915	1051	1060	992	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

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

Table 18
 SAT I Examinee Population, by Gender and the United States, Class of 1996 Through
 Class of 2004

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

Source.

Texas and the United States: ACT

ACT Participation

The number of ACT examinees in Texas public and non-public schools generally increased from the class of 1996 to the class of 2004 (Table 19). The number of ACT examinees decreased from 73,145 in 2003 to 71,696 in 2004. This represented a decrease of 4 percentage points in participation rate from 33 percent in 2003 to 29 percent in 2004. Although the number of national examinees also decreased from 1,175,059 in 2003 to 1,171,460 in 2004, the national participation rate did not change between the two years. For ACT participation trends by ethnic group prior to 1996, see Table A-3 in the Appendix.

Table 19
ACT Participation, Texas and the United States, Class of 1996 Through Class of 2004

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

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

Mean ACT Scores

From the class of 1996 through the class of 2004, the average scores for White and Hispanic students were generally higher nationally than in Texas on all ACT sections (Table 20). This trend was the same for males and females (Table 21 on page 48). Among Asian/Pacific Islander and African American examinees, however, the majority of scores were higher in Texas than in the nation on most ACT sections during this time period. Most notably, in all nine years, the Mathematics and Science scores of African Americans in Texas exceeded or equaled those of African Americans nationally, and the Mathematics scores of Asian/Pacific Islanders in Texas were higher than those of Asian/Pacific Islanders nationally. For mean scores by ethnicity prior to the class of 1996, see Table A-4 in the Appendix.

Table 20
ACT Performance, by Ethnicity, Texas and United States, Class of 1996 Through Class of 2004

Class	Ethnicity									
	African American		Asian/Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	sTexa	U.S.	Texas	U.S.	Texas	U.S.
Mean English score										
1996	16.4	16.4	20.2	20.3	17.0	17.9	21.1	21.1	19.5	20.3
1997	16.2	16.4	20.2	20.4	17.0	18.0	20.9	21.2	19.4	20.3
1998	16.4	16.4	20.4	20.5	17.1	17.9	20.9	21.2	19.5	20.4
1999	16.5	16.4	20.6	20.5	17.2	17.9	21.1	21.3	19.7	20.5
2000	16.4	16.4	20.3	20.5	17.2	17.9	21.2	21.3	19.7	20.5
J 21.r.J 21. 72	454.38	4307	re 0.48001	re f BT 9	0	0	9	84.24	430.92	230.4.9(c)
2000 16.4 4d	16.4	20.3	20.5	17.2	17.198n	d				

Table 20 (continued)
 ACT Performance, by Ethnicity, Texas and United States, Class of 1996 Through Class of 2004

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	sTexa	U.S.	Texas	U.S.	Texas	U.S.
Mean Reading score										
1996	17.2	17.1	21.3	21.3	18.0	19.1	21.9	22.2	20.4	21.3
1997	16.9	17.1	21.2	21.2	17.9	19.0	21.8	22.2	20.3	21.3
1998	17.4	17.2	21.3	21.3	18.1	19.1	22.0	22.1	20.6	21.4
1999	17.3	17.1	21.4	21.2	18.3	19.1	22.0	22.1	20.6	21.4
2000	17.1	17.0	21.3	21.3	18.2	19.1	22.2	22.2	20.6	21.4
2001	17.0	16.9	21.5	21.1	18.0	18.9	22.0	22.2	20.5	21.3
2002	16.8	16.8	21.4	21.2	17.8	18.6	22.0	22.1	20.3	21.1
2003	16.8	17.0	21.7	21.3	18.0	18.8	22.0	22.2	20.3	21.2
2004	17.1	17.1	21.9	21.5	18.0	18.7	22.3	22.3	20.5	21.3
Mean Science score										
1996	17.4	17.3	21.5	21.5	18.4	19.1	21.5	21.8	20.3	21.1
1997	17.5	17.4	21.6	21.6	18.4	19.1	21.4	21.8	20.3	21.1
1998	17.5	17.3	21.5	21.6	18.5	19.1	21.5	21.8	20.3	21.1
1999	17.6	17.3	21.6	21.3	18.5	19.1	21.5	21.7	20.4	21.0
2000	17.4	17.3	21.5	21.5	18.5	19.1	21.5	21.7	20.3	21.0
2001	17.4	17.2	21.9	21.5	18.5	19.0	21.6	21.8	20.3	21.0
2002	17.4	17.1	21.5	21.3	18.3	18.6	21.5	21.6	20.1	20.8
2003	17.2	17.2	21.8	21.5	18.4	18.7	21.5	21.6	20.1	20.8
2004	17.6	17.4	22.0	21.7	18.4	18.7	21.6	21.6	20.2	20.9
Mean Composite score										
1996	17.2	17.0	21.8	21.6	18.0	18.8	21.5	21.6	20.2	20.9
1997	17.1	17.1	21.8	21.7	18.1	18.9	21.4	21.7	20.2	21.0
1998	17.2	17.1	21.8	21.8	18.2	18.9	21.5	21.7	20.3	21.0
1999	17.3	17.1	21.9	21.7	18.3	18.9	21.6	21.7	20.3	21.0
2000	17.2	17.0	21.8	21.7	18.2	18.9	21.7	21.8	20.3	21.0
2001	17.1	16.9	22.2	21.7	18.1	18.8	21.7	21.8	20.3	21.0
2002	17.0	16.8	21.9	21.6	17.8	18.4	21.6	21.7	20.1	20.8
2003	16.8	16.9	22.1	21.8	17.9	18.5	21.7	21.7	20.1	20.8
2004	17.1	17.1	22.3	21.9	18.0	18.5	21.9	21.8	20.2	20.9

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

Table 21
 ACT Performance, by Gender, Texas and United States, Class of 1996 Through Class
 of 2004

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

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

continues

Table 21 (continued)
 ACT Performance, by Gender, Texas and United States, Class of 1996 Through Class
 of 2004

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

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

ACT Examinee Profile

From graduation year 1996 through graduation year 2004, the proportions of ACT examinees in Texas who were African American were similar to the proportions nationally (Table 22). In the United States as a whole, the percentage of test takers who were Hispanic was 6.7 percent or lower each year, whereas in Texas the proportions ranged from 21.6 to 24.5 percent. In contrast, the percentages of White examinees in Texas over the eight-year period were 15 to 17 percentage points smaller than the percentages of White examinees nationally. The proportions of male and female examinees were similar in Texas and the nation across the nine-year period (Table 23).

Table 22
ACT Examinee Population, by Ethnicity, Texas and the United States, Class of 1996 Through Class of 2004

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

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

Table 23

ACT Examinee Population, by Gender, Texas and the United States, Class of 1996 Through Class of 2004

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

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

Texas and Other States: SAT I and ACT

Participation rates for both SAT I and ACT varied considerably across states (Table 24 on page 53 and Table 25 on page 55). On the SAT I, Iowa (5%), Mississippi (5%), North Dakota (5%), and South Dakota (5%) had the lowest participation rates, while Connecticut (85%), Massachusetts (85%), and New York (87%) had the highest rates. On the ACT, Delaware (5%), New Jersey (6%), and Rhode Island (7%) had the lowest participation rates, while Colorado (100%) and Illinois (99%) had the highest rates. Beginning in the spring of 2001, Colorado and Illinois required all Grade 11 students to participate in ACT testing as part of their statewide assessment programs (ACT, 2003a).

Table 24
 SAT I Participation and Performance by State, Class of 2004

State	Participation rate (%)	Mathematics	Mean scores Verbal	Combined
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Table 24 (continued)
 SAT I Participation and Performance by State, Class of 2004

State	Participation rate (%)	Mean scores		
		Mathematics	Verbal	Combined
Alaska	53	514	518	1032
Oregon	56	528	527	1055
Hawaii	60	514	487	1001
South Carolina	62	495	491	986
Indiana	64	506	501	1007
Vermont	66	512	516	1028
Florida	67	499	499	998
Maryland	68	515	511	1026
North Carolina	70	507	499	1006
Virginia	71	509	515	1024
Rhode Island	72	502	503	1005
Delaware	73	499	500	999
Georgia	73	493	494	987
Pennsylvania	74	502	501	1003
Maine	76	501	505	1006
District of Columbia	77	476	489	965
New Hampshire	80	521	522	1043
New Jersey	83	514	501	1015
Connecticut	85	515	515	1030
Massachusetts	85	523	518	1041
New York	87	510	497	1007
United States	48	518	508	1026

Source: College Board (2004a).

Table 25
 ACT Participation and Performance, by State, Class of 2004

State	Participation rate (%)	Mean Composite score	State	Participation rate (%)	Mean Composite score
Delaware	5	21.5	Florida	44	20.5
New Jersey	6	21.2	Montana	56	21.7

Appendix

Supplemental Tables

Table A-1
 SAT I Examinee Population, by Ethnicity, Texas and the United States, Class of 1987 Through
 Class of 2004

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

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

Table A-2
 SAT I Performance, by Ethnicity, Texas and the United States, Class of 1987 Through Class of 2004

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Mean Verbal score										
1987	417	428	466	479	450	455	514	524	493	507
1988	423	429	475	482	452	455	515	522	494	505
1989	422	428	479	483	452	457	514	523	492	504
1990	424	428	482	483	451	454	513	519	490	500
1991	421	427	486	485	448	452	512	518	488	499
1992	417	428	491	487	445	452	512	519	487	500
1993	420	429	495	489	449	453	516	520	490	500
1994	418	428	493	489	449	452	516	520	489	499
1995	427	432	499	492	455	457	521	525	495	504
1996	428	434	503	496	454	458	521	526	495	505
1997	426	434	502	496	452	457	521	526	494	505
1998	426	434	505	498	452	456	522	526	494	505
1999	427	434	507	498	452	457	522	527	494	505
2000	427	434	504	499	450	457	523	528	493	505
2001	425	433	506	501	448	455	523	529	493	506
2002	420	430	507	501	444	452	523	527	491	504
2003	423	431	509	508	444	453	525	529	493	507
2004	422	430	507	507	446	456	523	528	493	508
Mean Mathematics score										
1987	404	411	532	541	451	453	502	514	486	501
1988	417	418	534	541	457	456	505	514	490	501
1989	419	421	535	545	458	459	507	515	490	502
1990	418	419	537	546	456	457	506	515	489	501
1991	421	419	542	548	456	457	510	513	491	500
1992	418	419	552	551	457	456	513	515	493	501
1993	425	421	557	553	462	457	518	517	498	503
1994	425	421	556	553	464	458	522	519	500	504
1995	426	422	562	555	462	460	522	521	501	506
1996	424	422	564	558	459	460	523	523	500	508

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

Note: Mean scores are based on the results of both public and private students. Since the fall of 1996, the College Board reported scores on a recentered scale. The College Board adjusted public scores in 1996 to align with the recentered scale.

continues

Table A-2 (continued)
 SAT I Performance, by Ethnicity, Texas and United States, Class of 1987 Through Class of 2004

Class	Ethnicity									
	African American		Asian/Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
Mean Mathematics score cont'd.										
1997	422	423	566	560	459	460	525	526	501	511
1998	424	426	562	562	458	460	526	528	501	512
1999	420	422	563	560	454	458	525	528	499	511
2000	423	426	564	565	454	461	528	530	500	514
2001	421	426	565	566	452	460	528	531	499	514
2002	420	427	567	569	452	459	529	533	500	516
2003	418	426	565	575	450	459	529	534	500	519
2004	421	427	563	577	451	460	527	531	499	518
Mean combined score										
1987	821	839	998	1020	901	908	1016	1038	979	1008
1988	840	847	1009	1023	909	910	1020	1036	984	1006
1989	841	849	1014	1028	910	919	1021	1038	982	1006
1990	842	847	1019	1029	906	911	1019	1034	979	1001
1991	842	846	1028	1033	904	909	1022	1031	979	999
1992	835	847	1043	1038	902	908	1025	1034	980	1001
1993	845	850	1052	1042	911	910	1034	1037	988	1003
1994	843	849	1049	1042	913	909	1038	1039	989	1003
1995	853	854	1061	1047	917	916	1043	1046	996	1010
1996	852	856	1067	1054	912	918	1044	1049	995	1013
1997	848	857	1068	1056	911	917	1046	1052	995	1016
1998	850	860	1067	1060	910	916	1048	1054	995	1017
1999	847	856	1070	1058	906	915	1047	1055	993	1016
2000	850	860	1068	1064	904	918	1051	1058	993	1019
2001	846	859	1071	1067	900	915	1051	1060	992	1020
2002	840	842	1024	1034	910	912	1040	1040	992	1020

Table A-3
ACT Examinee Population, by Ethnicity, and the United States, Class of 1987 Through
Class of 2004

Ethnicity (%)

Table A-4
 ACT Performance, by Ethnicity, Texas and United States, Class of 1987 Through Class of 2004

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	sTexa	U.S.	Texas	U.S.	Texas	U.S.
Mean English score										
1991	16.7	16.7	20.3	20.6	17.5	18.1	21.1	21.0	19.7	20.3
1992	16.8	16.6	20.6	20.5	17.4	18.0	21.0	20.9	19.6	20.2
1993	16.7	16.6	20.2	20.4	17.4	18.0	21.1	21.0	19.7	20.3
1994	16.5	16.4	20.4	20.4	17.2	17.8	21.2	21.0	19.7	20.3
1995	16.5	16.4	20.1	20.2	17.1	17.7	21.0	21.0	19.5	20.2
1996	16.4	16.4	20.2	20.3	17.0	17.9	21.1	21.1	19.5	20.3
1997	16.2	16.4	20.2	20.4	17.0	18.0	20.9	21.2	19.4	20.3
1998	16.4	16.4	20.4	20.5	17.1	17.9	20.9	21.2	19.5	20.4
1999	16.5	16.4	20.6	20.5	17.2	17.9	21.1	21.3	19.7	20.5
2000	16.4	16.4	20.3	20.5	17.2	17.9	21.2	21.3	19.7	20.5
2001	16.2	16.2	20.9	20.7	17.0	17.8	21.2	21.3	19.6	20.5
2002	16.2	16.2	20.5	20.5	16.6	17.4	21.1	21.2	19.3	20.2
2003	15.9	16.2	20.9	20.7	16.7	17.5	21.2	21.3	19.3	20.3
2004	16.1	16.3	21.2	21.0	16.7	17.5	21.4	21.4	19.4	20.4
Mean Mathematics score										
1991	17.0	16.8	23.1	22.9	18.1	18.6	20.2	20.4	19.5	20.0
1992	17.2	16.9	23.6	23.0	18.3	18.7	20.3	20.4	19.6	20.0
1993	17.4	16.9	23.3	23.0	18.5	18.7	20.7	20.5	19.9	20.1
1994	17.3	16.8	23.3	23.0	18.4	18.6	20.8	20.6	19.9	20.2
1995	17.5	16.8	23.6	22.8	18.5	18.6	20.8	20.7	20.0	20.2
1996	17.3	16.8	23.4	22.9	18.3	18.7	20.8	20.8	19.9	20.2
1997	17.4	16.9	23.9	23.3	18.5	19.0	21.1	21.2	20.2	20.6
1998	17.2	16.9	23.7	23.4	18.3	19.0	21.2	21.4	20.2	20.8
1999	17.4	16.9	23.5	23.1	18.4	19.0	21.2	21.3	20.2	20.7
2000	17.3	16.8	23.5	23.2	18.4	18.9	21.4	21.3	20.2	20.7
2001	17.2	16.8	23.8	23.1	18.3	18.9	21.4	21.3	20.2	20.7
2002	17.1	16.7	23.5	22.9	18.1	18.6	21.4	21.3	20.1	20.6
2003	16.8	16.7	23.6	22.9	18.0	18.5	21.4	21.3	20.0	20.6
2004	17.2	16.9	23.8	23.0	18.3	18.6	21.7	21.4	20.3	20.7

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

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

continues

Table A-4 (continued)
 ACT Performance, by Ethnicity, Texas and United States, Class of 1987 Through Class of 2004

Class	Ethnicity									
	African American		Asian/ Pacific Islander		Hispanic		White		All examinees	
	Texas	U.S.	Texas	U.S.	sTexa	U.S.	Texas	U.S.	Texas	U.S.
Mean Reading score										
1991	17.0	17.0	21.2	21.4	17.8	18.9	21.7	22.0	20.2	21.2
1992	16.8	16.9	21.1	21.2	17.7	18.8	21.6	21.9	20.1	21.1
1993	17.0	17.0	20.9	21.4	18.0	18.8	21.8	22.0	20.3	21.2
1994	17.0	17.1	21.2	21.4	17.8	18.9	21.9	22.0	20.3	21.2
1995	17.1	17.1	21.2	21.3	18.0	18.8	21.8	22.1	20.3	21.3
1996	17.2	17.1	21.3	21.3	18.0	19.1	21.9	22.2	20.4	21.3
1997	16.9	17.1	21.2	21.2	17.9	19.0	21.8	22.2	20.3	21.3
1998	17.4	17.2	21.3	21.3	18.1	19.1	22.0	22.1	20.6	21.4
1999	17.3	17.1	21.4	21.2	18.3	19.1	22.0	22.1	20.6	21.4
2000	17.1	17.0	21.3	21.3	18.2	19.1	22.2	22.2	20.6	21.4
2001	17.0	16.9	21.5	21.1	18.0	18.9	22.0	22.2	20.5	21.3
2002	16.8	16.8	21.4	21.2	17.8	18.6	22.0	22.1	20.3	21.1
2003	16.8	17.0	21.7	21.3	18.0	18.8	22.0	22.2	20.3	21.2
2004	17.1	17.1	21.9	21.5	18.0	18.7	22.3	22.3	20.5	21.3
Mean Science score										
1991	17.2	17.2	20.9	21.1	18.0	18.8	20.9	21.3	19.8	20.7
1992	17.3	17.2	21.0	21.2	18.1	18.8	21.0	21.3	19.9	20.7
1993	17.5	17.3	21.3	21.4	18.3	19.0	21.3	21.4	20.2	20.8
1994	17.4	17.4	21.3	21.5	18.3	19.0	21.3	21.6	20.2	20.9
1995	17.5	17.4	21.5	21.5	18.4	19.0	21.4	21.6	20.2	21.0
1996	17.4	17.3	21.5	21.5	18.4	19.1	21.5	21.8	20.3	21.1
1997	17.5	17.4	21.6	21.6	18.4	19.1	21.4	21.8	20.3	21.1
1998	17.5	17.3	21.5	21.6	18.5	19.1	21.5	21.8	20.3	21.1
1999	17.6	17.3	21.6	21.3	18.5	19.1	21.5	21.7	20.4	21.0
2000	17.4	17.3	21.5	21.5	18.5	19.1	21.5	21.7	20.3	21.0
2001	17.4	17.2	21.9	21.5	18.5	19.0	21.6	21.8	20.3	21.0
2002	17.4	17.1	21.5	21.3	18.3	18.6	21.5	21.6	20.1	20.8
2003	17.2	17.2	21.8	21.5	18.4	18.7	21.5	21.6	20.1	20.8
2004	17.6	17.4	22.0	21.7	18.4	18.7	21.6	21.6	20.2	20.9

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

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

continues

Table A-4 (continued)
ACT Performance, by Ethnicity, Texas and United States, Class of 1987 Through Class
of 2004

Ethnicity

African American

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Compliance Statement

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

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

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

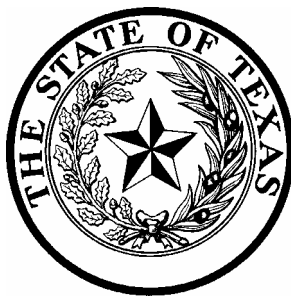
In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

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

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

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

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



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