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ABSTRACT

This report presents conclusions and recommendations of a study of possible criteria to define educationally underserved populations in Texas in light of the 1994 Court decision (Hopwood v. Texas) ending the use of racial quotas. The study identified qualitative variables related to social and cultural factors and 10 quantitative criteria (such as socioeconomic background, first-generation college status, and financial status of student's school district). The study came to eight major conclusions including that: (1) there is no single criterion or combination of criteria that will produce the same level of minority participation as prior to the Hopwood decision; (2) institutions using selective admission procedures may have decreased minority applications; and (3) the use of standardized tests (such as the Scholastic Assessment Tests (SAT) and the American College Testing (ACT) program) unduly limits admissions of underserved populations. Twenty-one specific recommendations are made and organized into those for the Texas Higher Education Coordinating Board, for the legislature, and for Texas institutions of higher education. After an executive summary, the report presents the full qualitative and quantitative analyses of alternative diversity criteria (including extensive data tables). Appended is a survey of the research on the predictive validity of College Board admissions tests. (Contains 54 references.) (DB)

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A Report to the Texas Higher Education Coordinating Board

by
Advisory Committee on Criteria for Diversity

January 1997

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Table of Contents

| | |
|--|-------|
| Committee Membership List | I |
| Acknowledgments | ii |
| Part I. Executive Summary, Conclusions, and Recommendations | I-1 |
| Background | I-2 |
| Summary of Part II. Qualitative Analysis | I-4 |
| Summary of Part III. Quantitative Analyses | I-6 |
| Conclusions | I-12 |
| Recommendations | I-14 |
| A. Recommendations for the Coordinating Board | I-14 |
| B. Recommendations for Legislative Action | I-15 |
| C. Recommendations for Institutions | I-16 |
| D. Recommendations for Colleges and K-12 Schools | I-19 |
| Part II. Qualitative Analyses of Alternative Diversity Criteria | II-1 |
| Part III. A Quantitative Analysis of Alternative Diversity Criteria | III-1 |
| Appendix: The Predictive Validity of College Board Admission Tests: A Survey of Recent Research | A-1 |

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Part I

I-1

Executive Summary, Conclusions, and Recommendations

Background

When U.S. District Court Judge Sam Sparks reached his verdict in the case *Cheryl J. Hopwood vs. State of Texas* in August 1994, Cheryl Hopwood and the other plaintiffs appealed the decision to the Fifth Circuit Court of Appeals. That court issued its opinion on 18 March 1996, and shortly thereafter on 30 April, the State of Texas submitted a writ of certiorari appealing the Fifth Circuit's decision to the U.S. Supreme Court. In the meantime, the Fifth Circuit agreed to a stay of its opinion, pending the results of the appeal to the Supreme Court. On 1 July 1996, the Supreme Court announced it was denying the writ of certiorari. As a result, the stay was lifted, and the Fifth Circuit's ruling became the law, and Texas institutions could no longer use race or ethnicity as a basis for offering preferential admissions or other educational benefits to students.

During much of this time, and given all the ambiguity that institutions were experiencing about the status of race-based admissions and other decisions, Commissioner Ashworth was discussing contingency options with various individuals and groups. Among the many discussions was the possibility of forming a committee to analyze what other criteria might be used, in lieu of the prohibited criteria of race/ethnicity, to reach the vast underserved population of Texas citizens who, historically, have not participated proportionately in Texas higher education. In his letter to prospective committee members on 10 May 1996, Commissioner Ashworth stated:

. . . The purpose of the committee will be to develop guidelines which might be used by colleges and universities and the Coordinating Board in admissions, financial aid decisions, and other activities, programs and processes on our campuses to achieve diversity among our student bodies and to ensure that we achieve adequate representation of minorities and other groups of our citizens to be certain that our work force, professional

practitioners, and general population are prepared for the future and representative of our state as a whole.

You may find it necessary to modify or broaden the charge I am assigning you, but as I envision what we need at the moment, it is a list of classifications, markers, definers, and characteristics which could be taken into account by our colleges and universities in decisions they will need to make in the pursuit of diversity and appropriate representation of all sectors and segments of our society.

The resulting group came to be titled "Texas Higher Education Coordinating Board 'Advisory Committee on Criteria for Diversity'." All prospective members agreed to serve, but full participation was not possible ultimately for every person. (See membership on page i). Although the Committee was not charged officially to report by a specific date, the working assumption was that the end of 1996 would be a target. The original assumption, shared by many individuals, was that the Supreme Court would hear the appeal of the case and could take up to a year to issue a decision. That would have given much more time to the Committee, the Coordinating Board, and the institutions to prepare in the event the Supreme Court upheld the Fifth Circuit decision.

The Committee had its organizational meeting on 26 June 1996, just days before the Supreme Court announced on 1 July 1996 that it would not hear the *Hopwood* case on appeal. The Committee met again on 17 July, 9 August, 11 October, and 13 December 1996; it met on 10 January 1997, with the Coordinating Board Committee on Access and Equity on 15 January, and reported for the second time to the Coordinating Board on 16 January 1997. (A progress report was presented previously on October 1996.)

At the second meeting of the Committee (on 17 July 1996) a tentative list of 12 diversity criteria (expanded to 15 at the third meeting on 9 August) was created for research purposes. During this time, state officials, media commentators, and other individuals have proposed criteria that are equivalent or similar to these.

Summary of Part I. Qualitative Analysis

Qualitative variables are difficult to operationalize but are, nevertheless, significant concerns in guaranteeing access and equal educational opportunity for all Texans. The objective of qualitative analysis is to place the quantitative findings within a larger social and cultural context.

The racial and ethnic history of Blacks (African Americans) and Hispanics (Mexican Americans); their sociocultural and economic reality; the quality of public school education most minorities have received; campus readiness for their incorporation; and, the reception that many minorities have experienced at colleges and universities are all important considerations in racial-ethnic minorities; preparation for, entry and success in higher education. The critical needs of non-traditional minority students are presented. Racial-ethnic minorities represent the primary source of new student growth in Texas colleges and universities at present and in the near future.

Two intersecting perspectives are used to systematically assess the qualitative issues surrounding minorities, entry, and success, in higher education. The first perspective considers racial-ethnic groups' historical, cultural, and economic characteristics and experiences as they impact their educational profiles. The second analytical perspective connects these realities to the steps or stages of what ideally has been considered a seamless process of higher education. A number of qualitative issues and approaches surrounding educational institutions, recruitment efforts, admissions criteria, retention programs, graduation (degree) plans, career counseling, and, employment outcomes for racial-ethnic minorities are discussed.

Such significant factors as financial aid, use of standardized tests, and few and under funded student academic and support services, have presented formidable barriers with disastrous results for many cultural minorities seeking access to quality educational institutions in Texas. The *Hopwood* decision is the most recent case in point.

A set of risk factors supports important recommendations to secure a proportionate representation of Texas citizens who have not historically participated in the State's institutions of higher education. The State of Texas stands to lead the nation in terms of its population growth, its economic potential, and its level of racial-ethnic diversity. Significant risk factors, however, could jeopardize this great potential that centers on the level of educational opportunities available in Texas for its total population. The public schooling and higher education of the State's increasingly racial-ethnic population are the keys toward realizing its full economic growth and development.

For the ideal of equal opportunity to be realized, the State's school system, the traditional route for social mobility and individual achievement, must offer educational opportunities to all its citizens. A truly democratic order requires an educated and informed citizenry to flourish and function effectively.

Summary of Part II. Quantitative Analyses

The original list of 15 hypothesized criteria, derived from theoretical discussions, were examined to determine the feasibility of obtaining data to analyze these criteria. The original list included these:

1. Socioeconomic Status
2. First-generation college attendees
 - a. Parents non-high school graduates
 - b. Parents high school graduates
3. Bilingual proficiency
4. Financially poor school district
5. Low performance schools
6. Middle or high school home responsibility
7. Leadership experiences
8. High school employment experience
9. Regionality
10. Central/Inner /City/Poverty
11. Rural Poverty
12. Centile ranks within Income Categories
13. Single-parent Families
14. Non-traditional students, including older ages
15. Standardized Tests

After extensive searches for data sets for analyses, the 15 items were reduced to ten, as follows:

1. Socioeconomic background, including household income and poverty and parents' level of education
2. First-generation college status
3. Bilingual proficiency
4. The financial status of the student's school district
5. The performance level of the student's school as indicated by the criteria used by the Texas Education Agency
6. Student responsibilities including working, raising a child and similar factors
7. Region of residence within the State of Texas
8. Residence within rural/urban, central city/suburban areas of the State of Texas
9. Effects of the use of alternative levels of ACT/SAT scores
10. Student ACT/SAT rankings within socioeconomic levels

1. Income and Poverty

Basic income groupings, with the first three income categories made equivalent to the poverty level income for a family of four (\$12,675 in 1989), 150 percent of the poverty level income for a family of four (\$19,011), and 200 percent of the poverty level income for a family of four in 1989 (\$25,350), show that the use of an income criteria equal to the poverty level income for a family of four would result in the inclusion of 1,555,690 persons less than 25 years of age with 1,035,195 or 66.5 percent being of minority status. Use of incomes up to and including 200 percent of poverty would result in 3,133,779 eligible persons with 1,951,761 or 62.3 percent of the eligible group being minority. This is 63.9 percent of the total minority populations under 25 years of age in 1990. (see Table 49; also, see Table 50.)

2. Education

- a. Parents non-high school graduates
- b. Parents high school graduates
- c. Parents not college graduates (Bachelor's Degree)

Using the criteria of parents with less than a high school level of education would lead to 1,198,070 eligible persons under the age of 25 with 1,010,158 or 84.3 percent of all eligible persons being of minority status. Using the criteria of less than a bachelor's degree would lead to 4,011,918 eligible persons under the age of 25 with 2,276,074 or 56.7 percent of all eligible persons under 25 years of age being of minority status. This is 71.3 percent of the total minority populations less than 25 years of age. (See Table 51 and Table 52.)

3. Language

Using the criteria of speaking a language other than English at home would lead to 1,511,406 eligible persons under the age of 25 with 1,397,986 or 92.5 percent of eligible persons being or minority status. This is 43.8 percent of the eligible minority population. (See Table 53.)

4. *Wealth of School District*

As measured by per student residential property value, the data suggest that the use of property values of less than \$70,000 per student would lead to 1,510,388 eligible persons in elementary and secondary schools with 62.7 percent or more than 947,057 being minority. This is 47.2 percent of the eligible minority population. (See Table 54.)

5. *School Performance Rating*

Using students from low performing campuses would result in 101,532 eligible students with 62,337 or 61.4 percent being of minority status. This is 3.1 percent of the eligible minority population. (See Table 55.)

6. *Student Responsibilities*

The data available to measure this dimension were not adequate but analysis of available data suggest that if a student is a single parent or a pregnant teenager, this status would likely result in over 76 percent of eligible persons being minority but only 27.5 percent of the eligibles who are work study students would be minority. The total number of cases is not representative of the total numbers in the population and thus these data cannot be considered as appropriate for measuring family, work or other obligations. (See Table 56.)

7&8. *Region and Urban Status*

The data suggest that the use of South Texas and Upper Rio Grande Region residence would result in 1,582,403 eligible persons under 25 years of age with 1,175,610 or 74.3 percent of all eligible persons being minority group members. This is 36.8 percent of the eligible minority population. The data suggest that central city residence would result in 4,619,198 eligible persons under 25 years of age with 2,477,121 or 53.6 percent being minority persons. This is 77.6 percent of the eligible minority population. (See Tables 57 and 58.)

9. *ACT/SAT Test Scores*

The use of test scores show that 17,091 students who completed the ACT test and 16,969 who completed the SAT test would be made eligible if all persons scoring below 820 were added to existing pools. This would represent 31.3 percent of those taking the ACT and 19.6 percent of those taking the SAT. Of the 17,091 eligibles created by this use in the ACT test, 9,799 or 63.2 percent could be minority; in the SAT group, 11,584 or 68.3 percent would be minority group members. This is 48.2 percent of the eligible minority population taking the ACT and 31.5 percent of the minority population taking the SAT. (See Table 59.)

10. *Test Scores within Income Categories*

The concept suggested by this criterion was to discern whether taking the top performing students within lower income categories would result in increased numbers of eligible minorities. The data show some support for this premise. For students from households with incomes of less than \$30,000, 2,108 or 42.1 percent of those in the highest test score category were minority group members but among those from households with incomes of \$100,000 or more, only 669 or 17.1 percent were minority group members. This value for households with incomes of less than \$30,000 was 3.4 percent and for households with income of \$100,000 or more, it is 1.2 percent of the eligible minority populations. (See Table 60.)

After completing the initial analyses, combinations of criteria were subjected to the same type of question: namely, what combinations of criteria will produce the result of identifying the largest underserved populations in Texas. Within the limitations of this analysis, several results appear sufficiently general to merit further consideration:

- a. Socioeconomic conditions related to poverty, income, and education substantially focus attention on populations in need. Income levels are lower and poverty levels are higher for minority residents in nearly all areas of the State. When such conditions are examined among the future population of those who will be college students in the years to come (those persons under 25 years of age), the results

show that using such criteria would be useful in identifying populations in need. The single-parent status of the household, language use and lack of college-educated parents might be usefully combined with income and poverty to identify populations in need.

- b. Area of residence may also be useful in identifying populations in need. The results suggest that central city counties may provide focused areas for identifying populations in need. At the same time, however, extreme conditions of need also occur in nonmetropolitan areas. Among economic regions of the State, South Texas shows particularly high levels of need, and substantial levels of need are also in the Upper Rio Grande Region.
- c. Although student populations show marked differences by several characteristics, these differences appear to be largely a function of socioeconomic differences that are associated with minority status and are pervasive across areas. However, one factor that clearly identifies populations in need, particularly those within populations of Hispanic origin, is school district's assessed residential property value per student. Consideration should be given to using the wealth status of districts as a means of identifying students in need. Secondary attention should be given to using the proportion of disadvantaged students and students on free or reduced lunch for identifying populations in need either independently, or in conjunction with, the property wealth status of the district.
- d. ACT/SAT tests may favor students from particular cultural backgrounds and may not always indicate academic performance. Although ACT/SAT scores were related in the ways expected to socioeconomic factors such that students from higher income households and from households with more highly educated parents were likely to score higher on the ACT/SAT, the analysis indicated that even within categories of high income and education, Anglos and persons from the Other racial/ethnic group tended to achieve higher scores while Blacks and

Hispanics had lower scores. Similarly, at the lowest levels of income and education, Anglos and Others tended to have higher ACT/SAT scores than Hispanics and Blacks. Equally important, even among students who were performing at high levels of academic proficiency, Black and Hispanic scores remained lower, suggesting that such scores do not predict academic performance well, at least at the high school level. Analysis of ACT/SAT scores in conjunction with several other factors continued to show residual race/ethnicity effects on scores. Given these findings, consideration should be given to decreasing the emphasis placed on ACT/SAT scores in college admissions and other areas, if the populations with the highest levels of need are to be served.

- e. Although a combination of criteria measuring limited socioeconomic conditions of households within areas with limited socioeconomic resources identifies populations with high levels of need that have high minority proportions, the use of exclusive multiple criteria results in a substantial reduction in the size of the eligible populations under multiple criteria compared to those eligible using fewer criteria. Thus analysis of combinations of property wealth, household income and parents' educational levels suggests that students in the most disadvantaged areas and households are likely to have high levels of need and to be minority. A tradeoff between the size of the total number of eligible persons created by using specific criteria and the proportion of minorities among those eligibles is likely to be necessary.
- f. It must be recognized that no single criteria or combination of criteria examined results in the same level of minority participation as occurred under criteria used prior to *Hopwood*. The additive use of multiple criteria merits consideration. Using criteria of income (or poverty) and parents' levels of education produce relatively large eligible underserved populations which include more than 50 percent minority group members.

- g. The need to increase minority enrollment has been documented elsewhere and it is obvious that minority enrollment growth will continue to be the major source of new students for higher education in the coming years.
- h. The results suggest that whenever criteria are selected, they should be empirically examined because many of those initially suggested by the committee have been found to be relatively ineffective.

Conclusions

The Committee made the following conclusions based on the formal analyses done, professional observations, and personal research efforts. Some conclusions may be controversial, but the Committee is prepared to defend them.

1. Although numerous criteria (such as income, parents' education and school district wealth) may be useful in identifying segments of the population in need, no single criterion or combination of criteria will result in the same level of minority participation as occurred under criteria used prior to *Hopwood*.
2. The Committee concludes that historically, the State of Texas has not effectively implemented public policy designed to provide access to the underserved populations identified here.
3. The Committee concludes that the citizens of the State, and its public officials, do not fully appreciate that the changing demographics of the State will have severe effects that surely will occur if serious State intervention does not occur. This lack of understanding is not simply because of resistance to the facts, but it results from a tendency to ignore or procrastinate about matters that will not materialize fully in one biennium.
4. The Committee concludes that institutions using selective admission procedures have been perceived as inhospitable to underserved populations. Thus, perceptions may have decreased minority applications at some institutions.

5. The Committee concludes that the use of standardized tests unduly limits admissions. It also has a chilling effect on the motivations and aspirations of underserved populations. The debate about the appropriateness of standardized tests has a long history, and certain elements are generally agreed upon. The tests indicate some level of readiness to do college work, but scores are better predictors for some students than others. Except at the extremes, SAT/ACT scores do not adequately predict grades in core freshman courses or the probability of college graduation. The testing services emphasize that scores should only be used as “part” of any process.
6. The Committee concludes that problems for underserved populations in higher education are too often viewed as being exclusively ones of admission. The Committee prefers that access be viewed as “access to receiving the degree” to which the student aspires, whether it be undergraduate, graduate, or professional. Thus, graduation should be the objective for institutions and the State, not merely an opportunity to enroll for the first time. This means that retention, and graduation, also should be the foci for public policy, institutional goals, and programs. A focus on graduation is essential; however, institutions of higher education should not be discouraged from admitting students who do not aspire to receive a degree.
7. The Committee concludes that matriculation, retention, and graduation are greatly influenced by financial conditions, and the ultimate solution to providing full access is to provide adequate financial resources for students to stay in school. Currently, the primary financial aid from the State is the Texas Public Education Grants. TPEGs are derived from tuition collected by institutions and is part of the appropriation to the institutions. Therefore, it is really not funded by the State. The Committee, therefore, concludes that until adequate financial aid is available, educational access is primarily hollow rhetoric.

8. It must be recognized that unless the socioeconomic conditions of minority populations change, the increase in minority enrollment will likely require more remediation and increased financial assistance if the educational needs of Texas population are to be addressed.

Recommendations

The executive summary described briefly the data that were considered and analyzed. This section will focus on the recommendations that the Committee has decided to forward to the Commissioner and the Board. The Commissioner gave the Committee the flexibility to go beyond his precise charge. Because all of the discussions and information considered cannot be summarized in a document, if we expect even part of it to be read, the Committee has prepared recommendations based on those discussions and research that occurred over the course of its numerous meetings.

For convenience, we have divided the recommendations into four groups: (A) Recommendations for the Coordinating Board to consider under what we believe is its authority to recommend; (B) Recommendations for the Coordinating Board to consider requesting legislative action; (C) Recommendations in the form of suggestions which the Committee believes could be implemented by institutions and which would dramatically change higher education in Texas over the next several years so that underserved populations would exist no longer as the glaring component of the "other" Texas; and (D) Recommendations for Colleges and K-12 Public Schools.

A. Recommendations for the Coordinating Board

1. Criteria related to income levels of parents, parental educational level, and disadvantaged economic status of the school district in which a student attended high school should be considered for use in the provision of special admission status and the awarding of financial aid. Economically disadvantaged students should be defined as those individuals in families

with incomes up to 200% of the official poverty level, or graduation from high schools in areas with low residential property values. Because of higher per student residential property values in metropolitan areas, lower limits should be set for non-metropolitan areas than metropolitan areas.

2. SAT/ACT and other standardized tests should be used for student counseling and curriculum development but should not be utilized as a major criterion in student admission processes or in the awarding of financial assistance. In particular, standardized test scores should never be used as a sole screening factor where a low score alone bars an applicant from admissions without the consideration of other qualifications and accomplishments.

3. The agreements that have been initiated between the Texas Higher Education Coordinating Board and the SAT/ACT testing agencies should be formalized. This will allow the Texas Higher Education Coordinating Board to track the college application processes for graduates of Texas public schools on an annual basis. The purpose is to assess the effects of the *Hopwood* decision and the potential use of alternative criteria for admissions and the granting of financial assistance.

4. Although institutions should honor arrangements regarding race-neutral academic scholarships according to the donor's wishes and any legal requirements, all other institutional discretionary financial aid should be combined into a need-based program in order to provide the largest percentage possible of the officially calculated need of each student.

B. Recommendations for Legislative Action

5. Steps should be taken to initiate legislation to allow for the annual sharing of data between the Texas Education Agency and the Texas Higher Education Coordinating Board

to track in the in-state and out-of-state enrollment patterns of graduates of Texas public schools for the purposes of assessing the impacts of the *Hopwood* decision and of the potential use of alternative criteria for admissions and the granting of financial assistance.

6. The Coordinating Board should emphasize to the Legislature that the Educational Opportunity Services formula be funded. In addition to the original proposal for the 1998-99 biennium, the formula could become part of a performance review that would provide incentives for institutions to enroll students from these underserved population. For example, the State should add to the proposed formula a “performance bonus” of \$500 for each additional underserved student enrolled beginning Fall 1997. These funds would be trusted to the Coordinating Board for distribution after Fall 1997 enrollments are determined on the 12th class day.

7. The Coordinating Board should urge the legislature to provide additional need-based financial aid to all students who are admitted to institutions. Students who do not have access to at least 90% of the calculated financial aid needed to attend that institution would be recipients of this State financial aid. Access is too often assumed to be primarily a matter of admission to an institution. If retention is improved, the numbers of minority students enrolled would increase dramatically (as for all underserved populations). A major deterrent to retention is not simply academic performance, or student desire; it is financial ability to remain in school and not have to leave for employment.

C. Recommendations for Institutions

8. Each institution should establish minimum criteria for admission and then select from that pool the freshman class by a lottery. That would produce an “admitted” class that, on average, would mirror the application pool. This would eliminate the perception of subjective decision making in the admissions process.

9. We recommend that colleges and universities proposing criteria to address populations in need be asked to provide empirical evidence that the actions proposed are likely to maintain or increase access for disadvantaged groups. Without such analysis, otherwise well intentioned actions may not result in increasing the diversity to Texas colleges and universities to the extent necessary to ensure that the needs of Texas' current and future residents are adequately addressed.

10. We recommend that colleges and universities establish partnerships and coalitions with a broad range of leaders, educators, and the corporate sector. These arrangements should be used to improve the quality of public school education, K-12, and to increase high school and college retention and graduation rates. Special emphasis should be given to establish such arrangements in high proportionate minority serving institutions.

11. Teachers and professors should recognize and acknowledge the history and culture of racial-ethnic students in all efforts, including curriculum, to prepare students for educational advancement. The result of these efforts should validate and elevate students' self-esteem and confidence in their own abilities to learn and achieve in higher levels of education. Minority faculty, faculty development and transculturation activities for all campus staff and administrators must be given a high priority to produce better prepared educators in the classroom and throughout the educational system.

12. Teachers and professors must prepare teachers to recognize that the family, the leadership structure, and the entire African American and Mexican American community and other under represented minorities must be involved in the education of minority students. Educational efforts must be viewed as personal, group, and community development activities to improve the quality of life for the people involved. Socialization and information must be provided to both adults and younger students at early stages of the

educational process. Continuous outreach and recruitment programs must be devised to reinforce the importance of a good education.

13. Financial resources, academic support services and student advisement, and career counseling programs must be fully available to racial-ethnic minority and underserved students to sustain their connection to the college or university faculty, professional staff and administrators.

14. Colleges, universities and their surrounding communities should foster a welcoming environment for all students, especially for minorities, many arriving as first generation college students. Offices for multicultural affairs, centers for cultural studies, and minority focused groups and associations should be encouraged to operate and be adequately funded.

15. Economic incentives should be provided to colleges and universities and special incentives to community organizations and minority-based associations to promote a diverse student body which reflects the demographic trends in Texas.

16. The needs of non-traditional students, many of whom are ethnic-racial minorities, must take priority in designing instructional programs and schedules and such students should be provided financial and academic support.

17. Colleges and universities must develop initiatives, compile strategic plans, and assess and monitor changes on their campuses to ensure that cultural diversity is proceeding within a designated time-table with measurable results.

18. Conferences and seminars should be organized to focus on the issues of diversity and generate proposals with adequate funding to implement important findings and

recommendations.

19. The Texas Higher Education Coordinating Board should require the A&E Committee to report annually on progress made in implementing the recommendations adopted from this report.

D. Recommendations for Colleges and K-12 Public Schools

20. Tracking procedures and other barriers and limitations particularly affecting minority and underserved students must be eliminated from the path toward educational achievement.

21. College preparatory courses and programmatic experiences must be designed to benefit minority and underserved students. The term remedial education and other adverse labels in the educational process of racial-ethnic groups should be eliminated. These programs and courses should be offered at early stages of the education process and be continued in the early stages of higher education. The courses and programs must be culturally informed and relevant to the needs of minority and underserved students.

Part II

Part II

Qualitative Analysis of Alternative Diversity Criteria

by

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INTRODUCTION

The *Hopwood* decision has provided Texas with both a challenge and an opportunity to identify social indicators which gauge the level of educational opportunities that characterize an increasingly diverse population. Both quantitative and qualitative factors must be explored to complete a comprehensive description and analysis of the educational needs of cultural minorities. Racial-ethnic representation on college and university campuses should reflect their current numbers and future demographic projections for our State as we progress into the next century. This report is focused on qualitative variables which impact the recruitment, retention, and graduation of ethnic minorities by institutions of higher education. These factors may be more difficult to operationalize empirically but are nevertheless significant concerns in guaranteeing access and equal educational opportunity for all Texans.

More specifically, the objective of this report is to place the findings of Murdock *et al.* in Part III within a larger social and cultural context. In order to accomplish this objective several issues will be addressed.

First, it is necessary to consider the history of Blacks (African Americans) and Hispanics, especially, Mexican Americans in Texas. Their racial and ethnic history significantly influences their educational attainment. (The terms Black and African American will be used interchangeably. For Hispanics in Texas; Mexican American, Latino, and Chicano are also interchanged.)

Second, the sociocultural and economic reality of racial-ethnic minorities must be recognized. Such factors as socialization processes, socioeconomic profiles, the quality of public school education that racial-ethnic minorities have received historically, as well as college and university campus readiness to incorporate minorities are important considerations in their preparation for entry and success in higher education.

Third, this report indicates why the recruitment and retention of minority students is a pressing problem for Texas. If colleges and universities are to graduate able minority students they must re-evaluate their needs as well as the academic criteria and experiences

they face at each step of the process of higher education: e.g., recruitment, admission, retention, and occupational follow-up. Such significant factors as financial aid, use of standardized tests, and student support services must be particularly addressed. There is a need to empirically research the impact of these factors on the educational achievement of racial-ethnic minorities in the State.

Fourth, this report focuses on the critical need for colleges and universities to serve what have been referred to as non-traditional minority students. They represent the most eligible pool of college students in the near future for Texas and, therefore, must be strongly encouraged and supported to aspire and to obtain college degrees.

Fifth, a set of risk factors support our recommendations to secure a proportionate representation of cultural minorities in the State's institutions of higher education. The economic development of Texas and the educational achievement of its racial-ethnic groups is inextricably interrelated.

A broad range of demographic data indicate that the school system of the State of Texas will be called upon to educate an increasingly diverse cultural population in the 21st century. Today, the largest public school districts in Texas contain a majority of African American and Mexican American students. In light of this reality, higher education institutions must address the specific needs of this diverse population for several important and interrelated reasons.

First and foremost, these students will be the primary source of new student growth in Texas colleges and universities. **Ethnic minorities constitute 53.6 percent of all students enrolled in elementary and secondary schools in 1995-96 in Texas.**

Another reason is that the State's economy will require a labor force made up of proportionately higher numbers of well educated and trained minorities for a wide range of professions and technical occupations. Ethnic minorities are expected to constitute a higher percentage of the working population as the percentage of white workers decline within the active labor force due to their age profile and retirement levels. Educated and technically proficient minority workers are not a luxury but a necessity for the State's continued economic growth.

Ultimately, for the ideal of equal opportunity to be realized, the traditional route for social mobility and individual achievement, the State's school system, must produce educational opportunities for all citizens. For a truly democratic order to flourish and function effectively, the State requires an educated and informed citizenry.

The Effect of Sociocultural and Economic Realities at Each Step of the Educational Process for Minorities

In order to systematically assess more qualitative issues surrounding entry and success in institutions of higher education for minorities in Texas, two intersecting perspectives will be used. These perspectives should be considered theoretical boundaries or empirical parameters for continuous research. Although we have attempted to identify a comprehensive set of qualitative variables for analysis, there has been relatively little research conducted to date on a number of these sociocultural and economic factors that sheds light into the realities facing minority groups in their quest for access and quality education in Texas.

The first analytical perspective considers the historical background of minorities and their involvement in higher education in the U.S. and, specifically, in Texas. Along with these historical notes, cultural socialization, socioeconomic conditions, and life experiences of minorities must be explored and, ultimately, related to public school and higher education experiences of minorities in state institutions.

These realities provide a point of departure from which to interpret and reassess a number of labels used today to identify minority students and their educational profiles. The labels include the following: special education and remedial students; non-college track students; first generation high school graduates; first generation entering college students; first generation college graduates; first generation post-graduate students; and, non-traditional students as well as a number of other identifiers.

The second analytical perspective focuses on the steps or stages of what has been ideally considered as or planned to be a seamless process of higher education. Qualitative

issues and approaches surround educational institutions' activities, as follows: recruitment efforts; admission criteria; retention programs; graduation (degree) plans; career counseling; and, employment outcomes. These factors must be considered in relation to the sociocultural and socioeconomic reality of ethnic minorities.

Specific historical, cultural, economic, and campus preparedness factors which affect minorities should be taken into consideration at each step of the educational process in order for strategic plans and activities to reap effective and efficient outcomes in creating the required diversity in colleges and universities in Texas.

At each stage of the process toward obtaining a college degree, minorities have met formidable barriers with disastrous results for a significant number in Texas. The *Hopwood* decision is the most recent case in point.

A consideration of these qualitative factors expands the dialogue at hand; the search for alternative college entrance criteria other than the designation of race or ethnic identity as mandated by the *Hopwood* decision. Significant issues will be discussed and recommendations will be made that could result in more equitable opportunities for our State's minorities seeking to obtain a higher education.

History, Cultural Socialization, Economic Liabilities and the Readiness of Educational Institutions to Admit Racial-Ethnic Minorities

Historical Background and Current Social and Cultural Changes

The history of racial-ethnic relations in the United States is complex, and is outside the realm of this report. However, the history of the two largest minority groups in the U.S. and Texas, notably Blacks and Latinos, continues to shape their educational experiences.

Hispanics and Blacks are greatly under-represented in colleges and universities throughout the country. Yet, the Black population is the largest ethnic minority population and Hispanics are the second largest and the fastest growing minority group in the U.S. The 1990 U.S. Census has reported that the population for Blacks is 30 million and approximately 23 million for Hispanics. The Hispanic population includes several distinct ethnic groups

— Mexican Americans, Cubans, Puerto Ricans, Central and South Americans and Others. Mexican Americans are by far the largest of the groups within the Hispanic umbrella and represent 64 percent of the population.

That Blacks were brought into the United States as slaves is well documented in the social science literature. Fischer *et al.* (1996) discuss ethnic history and ethnic inequality in America. They state that "although most non-English people who came to America faced discrimination and exploitation, the experiences of a few were distinctly different... The African case is well-known: Europeans purchased captive Africans and sold them in America as slaves" (p. 175). (See also Ogbu, 1978; Takaki, 1987.)

The history of Mexican Americans in the United States and in the State of Texas, in particular, is of a different order. (We focus on Mexican Americans because they are the largest Hispanic group in Texas.) The hatreds engendered by the Texas Revolt in 1836 not only produced the State's separation from Mexico but also resulted in what has often been termed an "Alamo mentality" toward the Mexican-origin people. As a result of the fall of the Alamo, all Mexicans in Texas were considered the enemy. After the Treaty of Guadalupe Hidalgo (1848) which recognized Texas as part of the U.S. and ceded to that country large sections of what would become the Southwestern states of New Mexico, Arizona, California, Colorado, Utah, and Nevada, the people of Mexican heritage who lived in this region were granted citizenship. Mexican Americans were considered a "conquered people," and subsequently treated as a racial caste (see Montejano, 1987; San Miguel, 1987; De Leon, 1993).

A few salient points regarding the history of Blacks and Mexican Americans are important because these features of discrimination have contributed to the disadvantaged socioeconomic position of these two ethnic minority groups in the U. S. and in Texas, more specifically. Fischer *et al.* (1996:176) state: "The formidable edifice of slavery was, of course, not natural; it was policy." They continue to discuss that Americans allowed the importation of slaves until 1808 and "for over fifty more years after that decided to permit slavery to expand. We continue to live with the consequences of those choices" (p. 176).

Fischer *et al.* (1996) also note that although Mexican Americans were not slaves in

the Southwest, they were considered to be a source of much needed labor. Thus, Anglos utilized the patrón-peón system in order to use this labor and at the same time exploit the Mexican American population. (For further reading on this topic see Montejano, 1987; San Miguel, 1987; Moore, 1976.)

That Blacks and Mexican Americans were relegated to a disadvantaged position in the labor market and in education is also documented in a vast amount of literature (see Fischer, *et al.*, 1996; San Miguel, 1987). The subordinate position of these minority groups was soon used to explain or justify their low intellectual status.

The Civil War and emancipation did not solve the moral and educational problems for Blacks. After all, the Plessy decision of 1896 called for separate but equal facilities for Blacks. All the evidence indicates that this decision resulted in a lax and informal education for most Blacks (for further reading see Orfield, *et al.*, 1996). Although Mexican Americans were not as directly affected by the Plessy decision, their exclusion from educational opportunities has been clearly documented by such contemporary historians as Montejano (1987) and San Miguel (1987).

At this point, the following question arises: "How are current trends related to the past?" In a recent book, Orfield and his colleagues (1996) trace the developments of desegregation after the *Brown v. Board of Education* in 1954. They observe how this decision was widely praised by conservatives and liberals alike. Yet, they document in considerable detail that after a period of sustained efforts to desegregate schools, a trend toward resegregation is currently underway in the U. S. Some of the current reasoning for this phenomenon seems to parallel that which supported the Plessy decision. *Cisneros v. Corpus Christi Independent School District* (1972) and *U.S. v. Texas Education Agency* (1972) applied the guarantees afforded under the *Brown* decisions to Hispanics by declaring Mexican Americans a cognizable category separate from whites and therefore mandating that school desegregation issues and other issues involving race consider Hispanics.

Orfield and his colleagues list a series of Supreme Court decisions which have made desegregation more difficult to achieve in legal terms. They recognize that the efforts to desegregate schools posed problems. Simply bringing persons of color and whites together

did not mean that educational equality had been miraculously achieved.

However, the trend toward a resegregated school system will not solve the educational problems for racial-ethnic children. Orfield and his colleagues found that segregated schools and poverty are closely related. The extremely strong relationship between racial segregation and concentrated poverty in schools is a key reason for the educational differences between segregated schools and integrated schools.

Segregated schools that are called upon to educate low-income minority students are often inferior in several respects. They typically have inferior physical and technical facilities (including computers) and these schools are often unable to attract the "best" or most effective teachers. Students in such schools are less likely to have an opportunity to take courses that will prepare them for college or even receive information regarding the pursuit of a college degree.

In seeking to provide educational opportunities for children whose parents are Black or Mexican American, educators and policy makers should not only consider racial-ethnic issues but also their level of poverty. Financial resources for grades K-12 are essential in ensuring that these students graduate from high school. This reasoning can be applied to colleges and universities interested in recruiting and retaining minority students. These students need financial assistance in order to get into college, stay in college and graduate from college.

At the same time, financial resources alone can not and will not solve the problems faced by many minority students in institutions of higher education. Colleges and universities must encourage faculty, administrators, staff and students to celebrate diversity and to foster a welcoming social environment for minority and non-traditional students. In addition, partnerships with corporate America will benefit not only the educational system and the community but will empower society as a whole. For example, corporations could assist with financial aid support by designing scholarships and internships that would provide a hands-on experience for students. Training on the job will ensure a larger and more qualified pool of employees for the future. This will be a positive impact on today's highly competitive and complex labor market.

There is a body of social science literature that clearly documents that the level of educational achievement of minorities has always lagged considerably behind the Anglo population (see Moore, 1976; Jaffe, *et al.*, 1980; Montejano, 1987; San Miguel, 1987).

Katznelson and Weir (1985:178) address the critical issue of racial-ethnic access to schools in the following statement:

Yet the presumption of access to schools which underlies this entire history applies only to white workers. For nonwhites, a radically different relationship to public education created an entire educational experience quite distinct from that of whites.

Katznelson and Weir argue that Blacks were excluded from full participation in elementary schooling, whereas the white working class was incorporated into the nation's public schools. More specifically, Blacks were excluded from mass schooling. When they were included into the educational system they were relegated to urban schools that were subordinate and had limited capacities in relation to other schools. Put another way, Blacks, in effect, experienced *de facto* educational segregation.

Not all minority students live in poverty and even schools in poor areas may graduate students who are very capable of attending and succeeding in college. But the fact remains that even though minority groups have made modest socioeconomic gains in the past three decades, Blacks and Mexican Americans still have an over-representation of poor in comparison to their Anglo counterparts. Moreover, colleges and universities must re-evaluate the kind of criteria they employ in the admission's process if they are to recruit and retain more Black and Chicano students.

Cultural Socialization

The Black and Hispanic family ideally serve to both raise and emotionally protect children while they are at home. The process of childhood socialization within racial-ethnic families, however, is as diverse as their language and cultural origins, socioeconomic settings and the level of acculturation or immigrant generational status. African American families are heterogeneous in terms of kinship structure, social values, lifestyle, and social class (McAdoo, 1990; Wilson, 1983). The Hispanic family is culturally as well as structurally

diverse incorporating Mexican American, Cuban, Puerto Rican, and other Spanish speaking groups. Much of the empirical research on Blacks and Mexican Americans has focused on the poor.

In 1995, 31 percent of African American and 25 percent of Hispanic-origin families were poor in the U.S. In Texas, 66.4 percent of those in poverty were racial-ethnic minorities (Murdock *et al.* in Part III). Within these families, the child is expected to develop in ways that conform to the social expectations and prescribed psychological perspectives of their ethnic and socioeconomic group.

There is an integral relationship between the socialization process and the child's language and culture (Piatt, 1993). Language is the symbolic system through which meaning is interpreted, culture is internalized, and self-concept is developed. Whorf and Sapir, (1941) propose that each language constitute a distinct social world and cultural reality. The significance of language development and its functional use in promoting the educational achievement of the child is of primary importance.

Culturally relevant socialization processes and forms of communication must be recognized and validated through established educational channels in order to succeed in the intellectual development and education of ethnic minorities. Language minority programs, including bilingual education and English as a Second Language (ESL) are prerequisites for a significant number of children raised in ethnic minority families.

Among both Blacks and Hispanics, the family is an important social support system. The extended family continues to serve a variety of functions, particularly among the lower socioeconomic groups. The stereotypes that abound for racial-ethnic families are associated with their socioeconomic status rather than their cultural groups. For racial-ethnic minorities, changes in the family structure have occurred in response to basic changes in the broader social and cultural environment (Williams, 1990; Billingsly, 1992).

The educational system is the first mainstream institution an ethnic child, in one sense, has to face alone. That encounter will make a significant impact on the outlook and position of an ethnic child in U.S. society. The educational experiences of minority children have relatively fewer successful results when compared to those of white children. The high rate

of public school dropouts; the low scores of standardized tests; the high levels of unemployment; and, the lower proportionate incomes at all educational levels of ethnic minorities are evidence of the failure of this experience. Structural racism and negative experiences in the American educational system have produced proportionately lower numbers of high school and college graduates relative to the Anglo majority in the nation's labor force.

This proportionate figure reflecting the level of education of ethnic minorities in the economic system is considerable in the State of Texas. Projected figures indicate an increase in their labor market involvement throughout the State in the coming years. **A relevant and quality education for ethnic minorities must become a priority if Texas is to fully realize its economic potential through its human resources.**

Many minority children carry extensive responsibilities in their families and play complex roles within their communities. If these duties and responsibilities are recognized, this knowledge can be used to develop entrance criteria and design appropriate plans for their recruitment and retention.

Included among these roles and responsibilities are early employment to support and meet the economic needs of the family and, more specifically, of one's own self; sibling, extended family, or one's own child care responsibilities; language interpreter particularly for older adults or family members interacting with bureaucratic agencies in the community; and, volunteer leaders in various community agencies and institutions including the church and social welfare programs. They have adult care responsibilities especially for grandparents or older relatives with whom the child may actually live; and serve as mature mediators responsible for developing strong interpersonal skills to relate successfully to a large number of young and older people in the family and within the larger community.

All these activities demonstrate leadership abilities, transcultural skills, community involvement, and economic responsibility. These are all traits that should translate into important attributes for formal educational training and development if they are simply viewed as assets and not interpreted as disadvantages or personal liabilities in educational advancement.

Within poor families, children are expected to assume their own financial support when pursuing their higher educational goals and aspirations more so than their white age cohorts. As previously noted, they may also be expected to contribute to the economic survival of their families or they may have their own families of procreation and must provide for them as well. Financial aid, work-study programs and scholarship funds are of critical importance in the education of Hispanics and Blacks. The issue is not whether education is valued but whether it can be afforded for a prolonged period of time.

The significance of the family in the life of the individual points to the need to involve this relatively large group in the education of the child. Higher education should be approached as a mutual achievement of the entire group and viewed as a source of pride for the entire family. As a result, adult socialization and effective communication with parents and the community to the structure and functions of higher education must become a priority for colleges and universities as it has become for some public school educators.

Hispanic children at very young ages are taught to interact respectfully with a large number of people in their social environment. African American family members "visit and contact one another frequently and emphasize special family occasions and rituals" (see Jackson, 1991). In order to negotiate a wide range of age, sex, and occupational boundaries, children develop complex skills in building social relationships. They learn to cooperate and demonstrate a high degree of responsibility.

They tend to have early experiences in meeting and interacting with a variety of people within their neighborhoods. They quickly learn to be astute in political relations and personal sensitivities. They understand the need to get along and be liked by those with whom they must interact in their communities. The use of interpersonal skills and shared responsibilities should be the foundation of educational approaches for Latino and Black children.

Racial-ethnic families face tremendous obstacles in obtaining a good quality of life and economic security for their young and old. Across the nation, "Black unemployment rates are twice as high as those of whites and the median income of families is about half of that of whites" (Benokraitis, 1996: 354). Latinos median family incomes (\$22,886) are only

slightly higher than in African American households (\$19,532 in 1994). Approximately 47 percent of African American and 30 percent of Hispanic origin children lived in female-headed households in the U.S. (Benokraitis, 1996). These economic insecurities seriously jeopardize the educational achievement of racial-ethnic children and adults.

Minority families are characterized by a tremendous amount of strength and resiliency. Confronting the burdens of prejudice, discrimination, stereotyping, and structural racism in social institutions — are everyday experiences for many racial-ethnic families. Parents must teach their children not only basic survival skills for living in a hostile environment but also perform all the duties and responsibilities of being good parents (Benokraitis, 1996: 374). The family support system among the poor, racial and ethnic heritage pride and knowledge of their own history are all sources of minority group resiliency. Educators should focus on the diversity of ethnic minority families and identify those factors which have led to their survival and success in U.S. society. (For a good review of the literature on the strength of black families, see Littlejohn-Blake and Darling, 1993.)

The history of minority groups in the U.S. entails continuous responses to discrimination and oppression. The civil rights movement emphasized equality and it opened the door for Blacks and other minority groups to become politically active in pursuing an improved quality of life for their citizens (Montejano, 1987). In Texas, as throughout the country, the struggle has centered on educational and political rights. As part of that struggle, important groups and associations have been formed to defend the hard-won rights of minorities and to push for greater achievements. A number of these organizations have found their way onto college and university campuses such as the National Association for the Advancement of Colored People (NAACP), the League of United Latin American Citizens (LULAC) and the Texas Association of Chicanos in Higher Education (TACHE). These organizations have used educational issues to mobilize their communities. These self-help associations and educational ethnic studies centers should be fully funded to provide necessary support groups, promote the psychological self-esteem of minority students, and sustain active linkages between community leaders and minority students on campuses. (For further reading see Katznelson and Weir, 1985; De Leon, 1993; Chavez, 1984.)

The continued existence of prejudice and discrimination is evident today even in many institutions of higher education. Benokraitis reports that "one out of five African American students report some form of racial harassment and over the past five years racist episodes have been reported at more than 300 colleges and universities" (Benokraitis, 1996:374).

A plethora of research on inner-city schools (see for example, U.S. Department of Education, Condition of Education 1994, 1995, and 1996) report that minority (a) students have less access to college preparatory classes than majority group students; (b) are more likely to be taught in science and math, and to a lesser extent in English classes by a teacher who majored or even minored in the subject, or is certified to teach that subject, and (c) did not learn about how to get into college until two or more years after their majority group counterparts. The disadvantages in the education system make minority students less likely to be prepared to succeed in college and less likely to be able to compete with the dominant group on a level playing field when in college.

Life Experiences and Disadvantaged Socioeconomic Profiles

The socioeconomic setting and structure of the family largely determine the child's lifestyle and life chances. The literature abounds with the effects of centuries of neglect and oppression that characterize the socioeconomic conditions and, specifically, the educational profiles of ethnic minorities in the U.S. In Texas, FIGURES 1-40 in Part III of this report clearly demonstrate the level of poverty and other socioeconomic deficiencies and educational obstacles that characterize the racial-ethnic population within the State comptroller's economic regions.

The level of socioeconomic disadvantage is highly correlated with proportionately higher racial-ethnic population areas in Texas. Such risk factors as low parental educational attainment, limited English proficiency and English language skills are all characteristic of the State's racial-ethnic minorities. The percentage of students who required remediation in one or more subjects in 1994-95 is significantly higher in south Texas and the Gulf Coast where the majority of Mexican Americans reside.

Low rates of high school graduation for persons over 25 years of age, low levels of adult literacy, few educational resources in the home, and family size factors have been

found to be associated with low levels of education. There are proportionately fewer racial-ethnic parents who are able to provide anticipatory socialization for higher education or steer children toward the route of technical and professional employment that requires college and university degrees.

The tremendous diversity that characterizes racial-ethnic families should not be forgotten. Not all minorities live in poverty or can be considered as disadvantaged. Yet at all economic levels, minorities continue to be proportionately under represented at higher levels of education.

Minorities and Their Reception on Campus

While socioeconomic and other quality of life factors are significant variables in the educational profiles of racial-ethnic minorities, the quality of public school education and receptiveness of colleges and universities to welcome them on campus represents another set of barriers to the educational achievement of minority groups. Historically segregated schools, limited educational facilities and technological resources, culturally uninformed educators, and few minority faculty and administrative mentors and role models are among the most restraining experiences of minorities attempting to acquire a quality education to prepare them for college careers (see Carter, 1970; Carter and Segura, 1979).

Public school education has confronted minorities with educational tracking, special education classes for the 8 hour retardate, and the politicization of bilingual education. Other obstacles include an over reliance on culturally biased standardized tests, a failure to assess their level of practical intelligence, and a reluctance to thoroughly prepare minority students for college entrance exams.

The college campus has yet to demonstrate a ready environment for minorities. Multiculturalism and diversity are not causes for celebration. Foreign language instruction is not well funded and spoken Spanish as well as other languages continue to meet with suspicion.

Hispanic serving institutions and historically Black colleges and universities do not fare well with legislative budget boards and in funding cycles. The recent court battles fought by the Mexican American Legal and Educational Fund (MALDEF) to challenge

public school funding for the (San Antonio) Edgewood Independent School District and the suit in behalf of border institutions of higher education are further evidence of the relatively low priority given to the quality of education of racial-ethnic minorities in Texas.

College and university faculty, professional staff, and high ranking administrators, the true gatekeepers of higher education, must come to terms with the ethnic demographic changes taking place on an increasing number of campuses. Instructional approaches, course curriculum, and support services are often designed without including the specific needs of minority students. Faculty and professional development rarely focuses on multiculturalism, diverse learning styles, and other minority centered issues. The transculturation of faculty, administrators, and staff is a critical and imminent need (Torres Raines, 1995).

Experiences and encounters with inferior public schools, low levels of expectations, often hostile learning environments, and culturally insensitive faculty will continue to take their toll on an increasing number of racial-ethnic minority students. The impact of these factors must be recognized at each stage of the educational process toward the completion of academic degrees. Specific issues that characterize the qualitative experiences of minority groups are most relevant at the particular phases of recruitment, admission, retention, graduation, and employment follow-up. The next analytical perspective to be discussed incorporates the most significant concerns at each of these steps in the process of achieving a higher education.

The Special Case of Non-Traditional Students

Colleges and universities must begin to devote special attention to the recruitment and retention of non-traditional minority students. Two-year colleges have given this potential group of students far more attention than four-year colleges and universities. However, if four-year college degrees are to become a reality for minority students, then four-year colleges and universities must tailor their educational programs in order to provide opportunities for these kinds of students.

Although there are neither sufficient data nor a true operational definition for non-traditional minority students, it is evident that the recruitment and retention of these students into higher education entails a different process from those who are more typical high school

graduates. How to reach out to non-traditional students poses a challenge for many colleges and universities. Inasmuch as many students have not been provided sufficient knowledge about how to cope with college entrance requirements in high school, non-traditional students may need community-based programs that will assist them in the application process (*e.g.* fill out complex forms, learn the implications of deadlines, *etc.*). We can realistically assume that at least some of these non-traditional minority students will have extensive work experiences that should be credited toward their admission into academic disciplinary fields and not necessarily into special or alternative degree programs. They may also have a track record of leadership in their communities that is relevant to their future success in the college setting.

Scores on standardized tests are not adequate criteria for college entry and are even less meaningful when evaluating the potential success of non-traditional students to complete degree program. The non-traditional student may have forgotten some of the cognitive skills that are measured by standardized tests because of an extended absence from school (Fisher, *et al.*, 1996).

Although a number of non-traditional students may be highly motivated to succeed in college, they encounter a unique set of difficulties. A number of these students undoubtedly have families of their own. Because of their social obligations, they need to be provided with adequate financial support to permit them to remain in school without jeopardizing their families' income. Minority women, a growing sector of the student population seeking higher education, need support with child care facilities and other family centered programs and services.

Racial-ethnic minority students often find it necessary to withdraw from school at specific points in time for a number of reasons. Academic failure, financial problems, the demands of family, and the stress of racism may all contribute to their departure. The dynamic of this exit and re-entry process have not been studied. These students, however, will need assistance when they are to re-enter higher education; which many do after a time. Minority students are more likely to have jobs in which their employers are inflexible in accommodating work schedules to meet course schedules than are majority group students.

This is in part due to the higher participation rate of minority students (and women) in the secondary labor market.

Also, if non-traditional students are to complete a four-year college degree, colleges and universities must design specific academic programs for them. Non-traditional students may be able to attend college only after regular working hours, on weekends, or over condensed tracts of time. Some colleges and universities have created certificate and licensing programs to meet the needs of occupational groups such as teachers and persons in the criminal justice system. These programs need to be expanded to cover non-traditional minority students.

Sociocultural and Economic Considerations Relevant to Completing the Process of Achieving Higher Education for Racial-Ethnic Minorities

Factors Associated with the Recruitment of Minority Students by Colleges and Universities

Recruiting minority students into higher education requires a holistic approach. It is not sufficient to concentrate on the individual student. Colleges and universities must take account of the larger community resources and family setting in which the minority students live and work. When recruiting minority students for college, attention must be given to a wide-range of sociocultural and economic factors that are relevant at this particular starting place of the educational process. Such factors include parental involvement and socialization, community development and outreach, public school teacher involvement and reward, raising aspirations, and considerable technical assistance to fulfill bureaucratic requirements for entry in the higher educational system.

The families of potential students need to be informed of the process by which one applies for entrance into college as well as the demands and requirements of the college experience. Many minority parents have come to understand the importance of a high school diploma but have not been provided with the knowledge of how to assist their children in attaining a college degree. Many minority parents do not have formal college education and, thus, cannot inform their children of how to apply for college entrance. Parents are often

unable to provide their children with socialization experiences pertaining to the expectations or requirements of college life. They lack first-hand knowledge of how colleges and universities function and what colleges and universities expect from students each semester of their academic life. By specifically designing parental involvement efforts to learn about and master the entry process into higher education educators can reasonably expect to increase the number of minority students who attend colleges and universities.

If colleges and universities are to successfully recruit ethnic minority students, administrators and faculty must provide parents of potential students the opportunity to become familiar with the educational system. There is a tendency to stereotype ethnic minorities, particularly the parents, as lacking interest in education. Typically, parents have been criticized for their lack of involvement in their children's education. What is truly lacking is information concerning the process.

Recent data indicate the strong endorsement and emotional commitment of Blacks and Mexican Americans to education (Belle and Ward, 1994; Segura, 1993; Hurtado, *et al.*, 1995; Staples, 1994; Young, 1994). Again, most of the struggle of minority groups has centered on educational rights issues. This history reminds us of the interest that minorities have traditionally placed on higher education and their desire for children to be successful in attaining a good education. We must recognize the limited knowledge that many minority families have about organizational structures, (*e.g.* the educational structure of public schools, colleges and universities.)

This lack of knowledge, however, varies by socioeconomic status among racial-ethnic minorities. For example, members of the middle and privileged classes have attained knowledge about the structures of higher education as a result of their own educational achievement. The working class and the poor lack basic knowledge about the most elementary structures of higher education. But all class groupings have important questions regarding, for instance, such enabling factors as financial aid and scholarship funds to realize college entry and retention.

Parental involvement in higher education is extremely important because it is the parents who will undoubtedly make the final decision on whether their children will be able

to go to college. Thus, parents must be provided with information about the educational system and the benefits it has to offer in order for them to realize the opportunities available for their children.

Some of this information may seem obvious to educators who may not fully understand that there are members of various minority groups who have never attended college and do not understand how the educational system works. These persons must be reminded that many of our high school students today will be first-generation college students and they lack role models to emulate in their family history.

Recruitment efforts are highly correlated with successful outreach programs that promote community development and involve community leaders. High schools, college and universities must reach out to minority communities with adequate information to assist potential minority students to gain admission into programs of higher education. A knowledge of the advantages and opportunities afforded through a college education need to be disseminated through culturally relevant mass media as well as through numerous racial and ethnic voluntary associations and organizations within minority communities. These groups can be used to help plan effective recruitment campaigns and a variety of other culturally relevant organized efforts. The school should not be the only source for knowledge about the importance of higher education and how to secure admission to college.

Outreach programs targeting racial-ethnic families and communities must be introduced at the middle-school, high school, community college and university levels. Ideally, these programs should be designed to reach children at the elementary level before they began to experience difficulties in school and elect to drop-out or are pushed-out of public schools at an early age.

In addition, some of the outreach programs should be conducted in both English and Spanish. Some parents, for example, Mexican Americans, may lack English language skills and they are unable to communicate with teachers and counselors. Some of these parents may have very limited interaction with school officials because of their predominant use of Spanish.

The strategy of targeting minority students at early ages as well as their parents should

have the effect of raising expectations for completing a high school education and building aspirations to pursue a college degree. Ultimately, recruitment efforts are about economically developing a community by selling higher education to people, setting higher educational goals, and helping to realize a dream in the lives of many racial-ethnic minorities.

Public school teachers at the elementary, middle, and high school levels at particularly high racial-ethnic enrollment schools must be strongly encouraged and equally rewarded for teaching and designing programs to help minority students realize the importance of graduating from high school, in particular, and of achieving a higher education. Teachers must convey practical knowledge to students regarding the advantages and routes for admission into the State's colleges and universities. They must also realistically inform minority students about the specific demands that colleges and universities require for graduation and employment in specific professional and technical fields. Field trips and appropriate information on career options should be a priority in the education of racial-ethnic minority children.

Another central issue in recruitment efforts is the need to help minority parents and students to fulfill bureaucratic requirements. These include meeting deadlines, completing complicated forms and financial reports, determining the best institutions to apply for entry, and helping children construct personal statements pertaining to goals and aspirations.

The working class and the poor often lack knowledge about how to go about seeking the right college for their children, how to apply, and how to fill out complex forms as well as how to write personal biographies and goal-oriented statements. Furthermore, the public high schools in which many minorities attend are fraught with so many discipline problems and problems associated with campus disorganization that counselors do not provide the college-bound students with the needed assistance in finding and applying to colleges. The slack created by the absence of parental assistance in college preparation is not attended to by the schools. The caseloads of the counselors precludes them from attending to anything but the most severe disciplinary problems. Recruitment programs should offer resources to help minorities overcome technical constraints in efforts to attend colleges and universities.

Factors Associated with Admission Requirements Facing Minority Students

Financial resources are essential to enable racial-ethnic minorities in Texas who are heavily over represented at poverty and low-income statuses to achieve a higher education at the undergraduate and graduate level. Other attendance related issues beyond the primary economic barrier include the use of standardized tests, the absence of practical intelligence measures, the significance of a high grade point average (GPA), and creativity and leadership potential evident in the cultural capital of minority students.

The overwhelming majority of cultural minority families do not have the income to support their children through higher education degree programs. A number of minority students are married and have young children of their own who are financially dependent on them as well as other dependents is a reality of life. In spite of the work experience, part-time or full-time employment, and, often, multiple employment, financial assistance is critical if economically disadvantaged minority students are to have a viable opportunity to attend colleges and universities. Financial aid, merit scholarships, particularly, those targeting historically disadvantaged groups, work-study and other campus employment, income-maintenance social welfare programs and services, and paid private and public placements and internships must be accessible to fulfill the economic needs of an increasing number of number of potential college and university minority students. **Securing financial support has become the most significant variable for attending institutions of higher education in Texas; particularly as a result of the current *Hopwood* decision.**

Also important is the issue of requiring relatively high scores on standardized entrance exams. There has been a long-standing debate about the place of standardized testing in the United States. Almost everyone agrees that the test scores of Blacks and Hispanics are generally lower than those of Anglos (see Fischer *et al.*, 1996; Hacker, 1996; Sternberg, 1996; see especially the report by Seaton and Dworkin in the Appendix of this report). However, such test scores must be placed in a larger social, cultural, and economic context. Evidence shows that natural test scores vary by ethnic grouping but more significantly by income. There are a number of other controversial findings and implications relating to the use and interpretation of standardized assessments for measuring intelligence and gaining

admission in educational institutions.

Standardized tests must be examined both quantitatively and qualitatively. Such issues as their intimidation power over minorities who are aware of the probabilities of failure for their racial-ethnic group and the economic obstacle of having to pay to repeat the test time and time again must be recognized.

Murdock *et al.* in Part III of this report provide detailed data about the pattern of test scores in Texas. They demonstrate that the test scores (ACT/SAT) for Blacks and Hispanics decrease as parental household income levels decrease. However, at every income level the percent of Anglo scoring in the higher categories is substantially higher than the scores of Black and Hispanic students. They conclude that the ethnic effect is not merely a function of income because race/ethnicity differences remain at all income levels.

How should standardized tests be interpreted and used in higher education? One group of persons assumes that the test scores reflect the innate intelligence of individuals in different groups. However, this line of reasoning assumes that minority groups such as Blacks and Hispanics, taken as a whole, lack the innate intelligence of Anglos. Such a conclusion is biased and unacceptable for a number of reasons supported by empirical research (see Sternberg, 1996).

There is the question of what is intelligence. Experts disagree about the meaning of intelligence. One important distinction has been drawn by Richard Wagner (1996). He distinguishes between practical intelligence and academic intelligence.

Practical intelligence frequently involves situations which are ill-defined. For example, how managers evaluate the performance of their employees can prove to be a difficult task. In some instances the assessment criteria may be well defined, but in others these criteria are vague. In the latter situation, practical judgment is more important. Such practical knowledge is often not acquired within the classroom setting.

Another illustration of practical intelligence involves the ability of persons to interact with others, especially with persons who are considerably different from one another. This kind of practical knowledge is essential if one is to succeed in almost all life situations in a complex society such as the U. S. However, most standardized tests (*e.g.*, ACT or SAT)

used for entry into higher education do not test this kind of intelligence. Practical knowledge is essential to succeed in most professional and technical occupations.

Students can learn to take standardized tests. There is a large body of data which indicate that persons can learn to take these tests and do improve their scores. There is a "Flynn effect" which is recognized in test-taking. It is named after the psychologist who discovered that test scores have increased over a number of years in the United States as in other countries (Sternberg, 1996). That tests scores have become higher over time strongly supports the view that students are capable of learning how to increase their test scores. Minority students can be taught to increase their test scores.

The educational cycle offered to young people can make a great deal of difference in their test scores by examining the way in which students learn mathematics. Evidence indicates that students from poor backgrounds begin to catch up with students from more economically advantaged background during the school year; however, these gains are lost during the summer vacation period. Staying in school longer seems to make a considerable difference for poor students (in contrast to higher socioeconomic students) especially with respect to their math scores (see Fischer *et al.*, 1996).

That test scores can be considerably improved by the school setting has been demonstrated in still other ways. The existence of the U.S. Military Academy Preparatory School, or a "Prep School," is an informative case in point (Moskos and Butler, 1996). This preparatory experience is regarded as the fifth year of high school for those who aspire to go to West Point and who have reasonably high scores on the SAT but not high enough for immediate entrance. The available data indicate that these students, in general, increase their scores during that extended year, and many are then admitted to West Point. Such preparatory experiences are not viewed as remedial education for these students with high aspirations to enter a prestigious institution and acquire a quality education.

In light of the these data, it is no surprise that some school districts afford students the opportunity to practice before they take the tests that count for college admission. Those students who are able to take those practice tests seem to have a greater opportunity of gaining admittance into college.

The Murdock *et al.* findings indicate that those students whose parents have more formal education score higher on standardized tests than do students whose parents have less education. The ability to read, write and to speak standard English is not only learned in the classroom but also at home from parents who have been educated in accordance with the skills that most standardized tests actually measure.

There are still other dimensions of reality relative to standardized testing that should be considered in interpreting racial-ethnic students scores. Some data suggest that public schools seek to increase their test scores through a process called "dumping." Students are routed into special education classes and in the State of Texas these students are not required to take standardized tests (see Brooks and South, 1996). This means that particular school districts may appear to be outperforming other school districts, when in fact no adjustment is made for the kinds of students who are taking the standardized tests.

An especially serious problem is that a high proportion of students who are routed into special education classes are minorities, notably Blacks and Hispanics in Texas (U.S. Department of Education, *The Conditions of Education*, 1995). In effect, these students are not encouraged or trained to perform effectively on standardized tests.

In this context the research by Powell and Steelman (1996) reported in the Harvard Educational Review should be noted. The authors found that in comparing SAT scores among states it is essential to take into account the kinds of students who take the tests. In states in which the percentage of students taking SAT scores is low, SAT scores tend to be higher. In these states the higher achievers are more likely to take the tests. Moreover, these researchers found that school expenditures make a considerable difference and are highly correlated with student performance on the SAT.

The authors conclude that their analysis of interstate differences holds for intrastate differences as well. Consequently, if particular school districts in the State of Texas are able to "dump" lesser achievers into special education classes, we can expect the test scores of students who take the test in those districts to be higher in comparison to high proportionate minority school districts in the State.

There are further puzzling aspects regarding the over-reliance on standardized scores

to measure success in academic activities. It has been assumed that intelligence falls into a normal curve. However, we should consider the effects of income which are frequently employed to measure success in modern society. If the capacities measured by standardized tests are innate, then we should expect that the income of different groups of people should also fall into a "normal curve." We know that income does not fall into a normal curve distribution within the U.S. population (Jacoby and Glauberman, 1995).

Minority students' creative abilities and cultural talents are not readily measured by any standardized test. These qualities can be very important for a student's success in the classroom.

Among the creative abilities that should be recognized are the skills in writing poetry, telling stories, or playing musical instruments. Having bilingual competency in a global economy should be viewed as an asset, not as a liability. These are characteristics that describe a large number of racial-ethnic minority students.

Equally significant are students' leadership skills. These may be reflected in a number of activities performed by students outside the classroom situation. A considerable number of racial-ethnic students assume the responsibility of helping to support their families by working after school hours and on weekends. Many minority young people must work to supplement the family's household income. There are still other leadership skills that should be considered. These include volunteer services in their communities, *e.g.* assisting teachers, participating in such neighborhood activities as clean-up campaigns, tutoring fellow students, and helping others to stay out of trouble.

Based on the empirical data in the research conducted by Murdock *et al.*, it is evident that Blacks and Hispanics do not have equal opportunity for academic excellence in the State of Texas. The income level and educational background of most parents and the academic preparation of minority students in public schools limit their opportunity to perform equally with respect to their Anglo counterparts. Only by gaining access to higher education can they be expected to contribute to the future economic growth in the State of Texas.

Factors Associated with Retention Programs by Colleges and Universities

It is not enough to recruit and admit minority students. Retention to graduation or

post-graduate education must be the goal of academic institutions. Public schools, colleges and universities must design and institute a variety of programs and services that will ensure that minority students develop the necessary skills, are provided with role models and mentors, are taught by enlightened faculty, receive culturally relevant instruction, and maintain economic support. These are the issues that are most important when focusing on the critical issue of retention.

Preparation and skills building are highly correlated with the retention rates. Preparatory or early intervention efforts such as Head Start, Upward Bound, Talent Search, Youth Opportunities Unlimited (Y.O.U), and others are excellent avenues for socialization and academic training to assist students in developing the necessary skills to continue their education. Academic support services on campus must be developed that target the weakest areas in reading, writing, and mathematics. By all indications, the Texas legislature has not provided sufficient funds for compensatory education. An investment at this level of education may not be the most efficient expenditure; however, it is the most effective at this point in time. Until the State recognizes the extremely low level of funding for public education, all students and many minorities will have failed to receive the quality of education that permits them to enter and remain in colleges and universities in Texas.

Recent research indicates that tracking in schools effectively works and thus, it serves to the further disadvantage of minority students. Tracking does not necessarily reflect the full potential and abilities of the student. Students from a high socioeconomic status in the community are more likely to be tracked into courses for gifted students, for instance. Students' families can greatly influence the way in which their children are tracked in school (Wells and Serna, 1996).

Tracking also effects the manner in which students are taught. It is unlikely that students who are tracked into a class for slow learners will be treated with the same respect and attention by their teachers as students who are tracked into a class for fast learners. Once students are defined as slow learners, we often witness a self-fulfilling prophecy at work.

Some data suggest that tracking students into courses for students identified as slow learners (disproportionally racial and ethnic minorities) can help the school districts look

good in a number of assessment criteria. By tracking students into classes on special education, for instance, some students in the State of Texas may be exempt from taking standardized tests. As a result of this the school district can improve its overall test scores within the State within a few semesters.

Detracking, or the process of moving schools toward a less rigid system of assigning students to classes and academic programs, is becoming a controversial educational reform (Wells and Serna, 1996). The various approaches to detracking minority students should be carefully followed in the research literature.

Emotional and psychological support is important in retaining minorities in school. The identification of mentors and role models for minority students must be given greater attention. Who can serve in this capacity? Minority faculty, transculturated faculty, student peers, community leaders, and college alumni should be included among this group.

There is a critical need to recruit minority faculty in Texas colleges and universities. It is important that racial-ethnic students recognize the academic achievements of their minority group. Minority faculty have overcome nearly all of the limitations that characterize the process of higher education for their ethnic group. They can be the most effective mentors and role models in the most influential setting to help students achieve their education. All that can be done to develop the minority pool of eligibles to fill academic posts in higher education should be done with all deliberate speed.

Faculty can be taught to develop a high level of cultural sensitivity and ethnic awareness at all stages of their academic careers. Faculty, professional staff, and administrators can undergo professional development through a process of acculturation that incorporates instruction and experiences in the history, language, and culture of ethnic minorities. Texas A&M University-Kingsville has institutionalized a faculty development program entitled the Transculturation Program which is a semester long. Originating from a Department of Education FIPSE grant, the program is in its eight year of operation (Torres Raines, 1995).

It encompasses a post-graduate seminar in Mexican American studies taught weekly by Chicano scholars and a two-week language and cultural immersion experience at a

Spanish language center in Mexico. The program has been very successful in impacting the structural dimensions of the University. It has been disseminated to another TAMU campus in south Texas and there are plans to further introduce the models at other campus sites. Such programs focusing on multiculturalism and its rewards should be developed on in all colleges and universities in Texas.

Students are also capable of learning from their peers. Peer mentoring programs offering remuneration and rewards should be designed on campuses through the assistance of faculty, other students, professional staff, employers, and interested community leaders. Minority and majority students should particularly be encouraged to assist fellow peers in the learning process. For example, in learning a foreign language, interaction with native speakers can greatly improve one's fluency in the language.

Higher education must be imparted in a culturally relevant fashion, utilizing as much of the racial-ethnic cultural capital that minority students possess. The Black and Mexican American cultures value cooperation over competition. They also value personal interaction and more intrinsic relations among people. As a result, small classes, cooperative learning approaches, and diverse teaching-learning styles should produce higher rates of retention of these minority students.

In these educational settings, instructors can more readily encourage individual students to build on their cultural strengths and overcome their perceived deficiencies. Minority students can benefit greatly from interacting with instructors who possess enlightened methods of instruction and present information in culturally meaningful ways.

Economic supports continue to play a significant role in retaining students from racial-ethnic groups. Again, orientation or procreation family responsibilities, employment necessities, child care issues, and housing requirements are serious concerns of minority students at higher levels of education.

It is not uncommon for a minority student to be married with children, to hold down a full-time job or two-jobs and be enrolled full-time in college in order to qualify for financial aid. Student services in all areas of need should be assessed and designed to

support the continuation of the educational process toward graduation and post-graduate degrees.

Factors Associated with Graduation (Degree) Plans

Employment is a high priority for low-income groups. Professional, prestigious employment with projected high income levels should be the focus of college graduation plans, especially, for racial-ethnic minorities. A liberal education as well as the more technical fields can be effectively tied to the goal of careers and occupations. These are the factors that must be stressed to complete the process of higher education.

Minority students should be contacted early and continuously for academic advisement. Students should be encouraged to carefully establish and help monitor their degree plans for progress toward swift graduation. Education should not be presented as an idly intellectual and contemplative experience but must be interpreted as an active and economically productive process.

Academic advisement programs must be designed that connect with the sociocultural and economic reality of racial-ethnic students and their families. Whether the advisement program be computer driven (which may not be a very personal approach and, perhaps, less effective), group supervised or self overseen, the degree plan must be considered a binding contract to complete a job or a process in an efficient and effective manner. A personal file or portfolio should be developed on each student that is duplicated or accessible to the student for constant and systematic review. All office contacts with minority students should entail a careful review of their degree plans in their presence.

Factors Associated with Career Counseling and Employment Follow-up

Career counseling and employment follow-ups are essential components of the process of higher education for racial-ethnic minorities. Minorities are concentrated in the lower rungs of the employment ladder in the nation's economy. In Texas, Black and Mexican Americans constitute very small proportions of professionals, managers, and small business owners.

Parents often do not have knowledge of alternative career patterns with which to influence their children's choice of occupations. The occupational landscape is changing so

dramatically each year that jobs for the year 2000 are not clearly charted courses of action for many students today, especially, for minorities arriving on campus. Special efforts must be made to inform racial-ethnic minority students of their occupational choices. Placement office specialists or career counselors will need to address the issue of culturally relevant presentations for parents and students to explore the job market and set goals to achieve high paying and prestigious employment. The objective must be to help minorities recognize that what they should expect to realize from their education is not just another job but a long-term career that will involve the rest of their lives and that will reward them with economic security and a suitable lifestyle. A dream ultimately realized.

Career plans are best explored through academic internships or educational placements. Ideally, these experiences should be paid employment in the case of minority students. Business and industry can be challenged to provide this training through partnerships and coalitions with colleges and universities. Minority alumni are particularly useful allies in establishing these contacts.

Employment follow-up services are a final critical issue in the educational process of higher education for racial-ethnic minorities. Their increasing number in academia should be monitored to determine their level of success in the State's economy. Following-up on their professional lives will also result in building networks of human resources that can contribute to the success of greater numbers of ethnic minorities. Educational achievement is the best route for their quest for a better quality of life as contributing members of a democratic society and a growing Texas economy.

Risks and Recommendations

The State of Texas stands to lead the nation in terms of its population growth, its economic potential, and its level of racial-ethnic diversity. Murdock's most recent figures show that Texas has added more residents than any other state in the 1990s with a 12.6 percent (2.14 million people) increase which beats California, the largest state in the Union, with an increase of 7.1 percent. Texas is expected to enter the 21st century with well over 20 million people, having almost doubled its population since 1970. Its growth is attributed

to 55 percent native births, 23 percent international immigration, and 22 percent from state-to-state moves. The growth rate and characteristic mix of the State's population should translate into new markets, more tax revenues, and more jobs.

There are significant risk factors, however, that could jeopardize this great potential. These risks center on the level of educational opportunities available in Texas for its total population. The public schooling and higher education of its increasingly racial-ethnic population are the keys towards realizing its full economic growth and development.

This report has identified the most serious qualitative risks that confront minorities in their efforts to achieve a quality education in state institutions. It has described an analysis based on the cultural characteristics and socioeconomic realities of life for African Americans (Blacks) and Hispanics (Mexican Americans) and proceeded to note their significance at each level of the educational process from initial recruitment efforts to admission, retention, graduation, and employment.

The implications of the two perspectives intersect, yet they should help to clarify what factors are important at each stage of the ideally seamless process of education. While there is still more empirical research necessary to determine the effects, or combined effects, of the factors cited on the educational achievement of minority groups in Texas, the variables identified have been found to be significant in a considerable number of studies cited.

The risks include a lack of knowledge of the history and culture of the two largest minorities in Texas: Blacks and Mexican Americans. While their socioeconomic profile is generally known, Part III of this report ties those demographic figures to the high risk minority student population in the State. The correlation between SES and the educational background of minority families as well as the public school experiences of minority students is significant and direct. Public schools have not provided a quality education for minorities and have not prepared them for higher education. Economic inequality has significantly influenced the level and type of education racial and ethnic groups continue to receive in Texas. Their cultural capital has been lost in a number of educational settings from public schools to colleges and universities.

This report also notes the risk indicators related to effective college recruitment, admission barriers, financial aid, standardized tests, retention skills, academic support services, faculty and campus receptiveness, mentors and role models, appropriate instructional methods, career patterns, and labor force employment profiles. The most significant risk, however, is that economic incentives in the form of minority targeted scholarships and other types of financial aid will be offered from out-of-state institutions to Texas minorities to leave the State. This will create a flight of Black and Mexican American students to more receptive out-of-state institutions of higher education jeopardizing our State's economy and creaming out our best and our brightest. All our educational resources and opportunities must be equitably distributed to reach particularly disadvantaged minorities and insure the educational advancement of our increasingly culturally diverse population. The following recommendations are proposed to help surmount the potential risks to the educational viability of racial-ethnic minority students in Texas:

1. A concerted effort must be made to improve the quality of public school education, K-12, especially focused on high proportionate minority serving institutions to retain and graduate fully prepared students who expect to attend colleges and universities in Texas. Partnerships and coalitions must be formed with a broad range of leaders, educators, and the corporate sector all of which have a vested interest in educational excellence.
2. The history and culture of racial-ethnic students should be recognized and acknowledged in all efforts to prepare them for educational advancement. The result of these efforts should validate and elevate their self-esteem which in turn should foster confidence in their own abilities to learn and achieve in higher levels of education. Faculty development and transculturation activities for all campus staff and administrators must be prioritized to produce better prepared educators in the classroom and throughout the educational system.
3. The family, the leadership structure, and the entire African American and Mexican American community must be involved in the education of minority students. Educational efforts must be viewed as personal, group, and community development activities to improve the quality of life for the people involved. Socialization and information must be provided to both adults and younger students at early stages of the educational process. Continuous

outreach and recruitment programs must be devised to reinforce the importance of a good education.

4. Financial resources, academic support services, student advisement, and career counseling programs must be readily available to racial-ethnic minority students. All contacts with minority students should begin with a review of their personal files containing all the relevant information to sustain their connection to the college or university faculty, professional staff, and administrators.

5. Tracking procedures, unwarranted standardized tests, and other barriers and limitations particularly affecting minority students must be eliminated from the path toward educational achievement. The true measurements and effects of these perceived obstacles to the entrance and progress of minorities in the educational process must be determined. These assessment approaches and tools could be redesigned to capture more relevant abilities that correlate with educational success. Using unwarranted standardized tests as entrance criteria must be modified.

6. College preparatory courses and programmatic experiences must be designed to target minority students. The term remedial education and other adverse labels in the educational process of racial-ethnic groups should be eliminated. These programs and courses should be offered at early stages of the education process and be continued in the early stages of higher education. The courses and programs must be culturally informed and relevant to the needs of minority students.

7. Colleges, universities and their surrounding communities should foster a welcoming environment for all students, especially for minorities, many of whom are arriving as first generation college students. Offices for multicultural affairs, centers for cultural studies, and minority focused groups and associations should be encouraged to operate and be adequately funded. Racial imbalances in the educational system must be corrected across the board.

8. Economic incentives should be provided to colleges and universities as well as special incentives to community organizations and minority-based associations to promote a diverse student body which reflects the demographic trends in Texas. The needs of non-traditional

students, a large number of whom are racial-ethnic minorities, must take priority in designing instructional programs and be provided financial and academic support.

9. Colleges and universities must develop initiatives, compile strategic plans, and assess and monitor changes on their campuses to ensure cultural diversity is proceeding within a designated time-table with measurable results. Conferences and seminars should be organized to focus on the issues of diversity and generate proposals with adequate funding to implement important findings and recommendations. Such proposals as presented by Dr. David Montejano during a session hosted by Senator Gonzalo Barrientos on the *Hopwood* decision should be discussed in an effort to continue the dialogue on educational achievement for Texas minority students at all academic institutions.

10. The Texas Higher Education Coordinating Board should organize an advisory committee to include educators as well as other relevant persons to assess and monitor the recommendations made in this report.

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Part III

Part III

A Quantitative Analysis of Alternative Diversity Criteria

by

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Table of Contents

| | |
|---|------|
| Table of Contents | 1 |
| List of Tables | ii |
| List of Figures | xiii |
| Introduction | 1 |
| Section 1: Socioeconomic Characteristics of Populations in Texas in 1990 | 5 |
| Summary of Analysis in Section 1 | 6 |
| Section 2: Texas Elementary and Secondary Students and Schools | 7 |
| Characteristics of Students in Texas Schools | 7 |
| Characteristics of Texas Schools | 10 |
| Summary of Analysis in Section 2 | 11 |
| Section 3: Implications of the Use of ACT/SAT Test Scores | 13 |
| ACT/SAT by Race/Ethnicity and Geographic Area | 13 |
| ACT/SAT Score by Income and Educational Level of Parents | 14 |
| ACT/SAT by Students' Academic Performance in High School | 16 |
| ACT/SAT Performance Relative to Other Factors | 17 |
| Summary of Analysis in Section 3 | 18 |
| Section 4: An Examination of the Implications of the Use of Alternative Criteria | 19 |
| Frequencies and Percentages for Basic Variables | 19 |
| Frequencies and Percentages for Combinations of Criteria | 21 |
| The Use of Exclusive Criteria | 22 |
| The Use of Additive Multiple Criteria | 26 |
| Summary of Analysis in Section 4 | 27 |
| Section 5: Students in Higher Education in Texas | 31 |
| Summary of Analysis in Section 5 | 32 |
| Section 6: Summary and Recommendations | 34 |
| Appendix A: ACT/SAT Data Elements | A-1 |
| Appendix B: Data Tables for Central City, South Texas and Upper Rio Grande Areas | B-1 |

List of Tables

| <u>Table</u> | <u>Page</u> |
|---|-------------|
| 1 Selected Demographic and Socioeconomic Characteristics of Texas Population and Populations Percentaged Within Metropolitan Status, 1990 | T-1 |
| 2 Selected Demographic and Socioeconomic Characteristics of Texas Population and Populations Percentaged Across Metropolitan Status, 1990 | T-2 |
| 3 Selected Demographic and Socioeconomic Characteristics of Texas Population and Populations Percentaged Within Economic Regions, 1990 | T-3 |
| 4 Selected Demographic and Socioeconomic Characteristics of Texas Population and Populations Percentaged Across Economic Regions, 1990 | T-4 |
| 5 Number and Percent of Students Enrolled, Students who are Economically Disadvantaged, Bilingual, Enrolled in Limited English Proficiency or English as a Second Language Programs, or Receiving Free or Reduced Lunch in Texas by Race/Ethnicity, Percentaged Within Metropolitan Status, 1995-96 | T-5 |
| 6 Number and Percent of Students Enrolled who are Economically Disadvantaged, Bilingual, Enrolled in Limited English Proficiency or English as a Second Language Programs, or Receiving Free or Reduced Lunch in Texas by Race/Ethnicity, Percentaged Across Metropolitan Status, 1995-96 | T-6 |
| 7 Number and Percent of Students Enrolled, Students who are Economically Disadvantaged, Bilingual, Enrolled in Limited English Proficiency or English as a Second Language Programs, or Receiving Free or Reduced Lunch in Texas by Race/Ethnicity, Percentaged Within Economic Regions, 1995-96 | T-7 |
| 8 Number and Percent of Students Enrolled who are Economically Disadvantaged, Bilingual, Enrolled in Limited English Proficiency or English as a Second Language Programs, or Receiving Free or Reduced Lunch in Texas by Race/Ethnicity, Percentaged Across Economic Regions, 1995-96 | T-8 |
| 9 Number and Percent of Students Enrolled, Students who are Single Parents, Dropouts, or Enrolled in the Gifted and Talented or Vocational Programs in Texas by Race/Ethnicity, Percentaged Within Metropolitan Status, 1995-96 | T-9 |
| 10 Number and Percent of Students Enrolled who are Single Parents, Dropouts, or Enrolled in the Gifted and Talented or Vocational Programs in Texas by Race/Ethnicity, Percentaged Across Metropolitan Status, 1995-96 | T-10 |

List of Tables, continued

| <u>Table</u> | <u>Page</u> |
|--|-------------|
| 11 Number and Percent of Students Enrolled, who are Single Parents, Dropouts, or Enrolled in the Gifted and Talented or Vocational Programs in Texas by Race/Ethnicity, Percentaged Within Economic Regions, 1995-96 | T-11 |
| 12 Number and Percent of Students Enrolled, who are Single Parents, Dropouts, or Enrolled in the Gifted and Talented or Vocational Programs in Texas by Race/Ethnicity, Percentaged Across Economic Regions, 1995-96 | T-12 |
| 13 Number and Percent of Students Dropping Out of School in Texas by Reason for Dropping Out and Race/Ethnicity, Percentaged Within Metropolitan Status, 1995-96 | T-13 |
| 14 Number and Percent of Students Dropping Out of School in Texas by Reason for Dropping Out and Race/Ethnicity, Percentaged Within Economic Regions, 1995-96 | T-15 |
| 15 Percent of Students Passing TASS in Texas by Subject Area, Grade Level, Race/Ethnicity and Metropolitan Status, 1995-96 | T-17 |
| 16 Percent of Students Passing TASS in Texas by Subject Area, Grade Level, Race/Ethnicity and Economic Region, 1995-96 | T-21 |
| 17 Campus Performance Rating in Texas and by Metropolitan Status, 1995-96 | T-29 |
| 18 Campus Performance Rating in Texas and by Economic Region, 1995-96 | T-30 |
| 19 Number and Percent of Students in Texas by Race/Ethnicity Within Categories of Total Property Value per Student and Metropolitan Status, 1994-95 | T-31 |
| 20 Number and Percent of Students in Texas by Race/Ethnicity Within Categories of Total Property Value per Student and Economic Region, 1994-95 | T-32 |
| 21 Number and Percent of Administrative Staff, Support Staff, and Teachers in Schools in Texas by Race/Ethnicity and Metropolitan Status, 1995-96 | T-35 |
| 22 Number and Percent of Administrative Staff, Support Staff, and Teachers in Schools in Texas by Race/Ethnicity and Economic Region, 1995-96 | T-36 |
| 23 Number and Percent of Elementary and Secondary Teachers in Texas by Years of Experience, Race/Ethnicity and Metropolitan Status, 1995-96 | T-37 |
| 24 Number and Percent of Elementary and Secondary Teachers in Texas by Years of Experience, Race/Ethnicity and Economic Region, 1995-96 | T-38 |

List of Tables, continued

| <u>Table</u> | | <u>Page</u> |
|--------------|---|-------------|
| 25 | Average Teacher's Salary by Experience, Subject Area, and Race/Ethnicity, 1995-96 | T-40 |
| 26 | Number and Percent of Students in Texas by ACT/SAT Combined Score, Race/Ethnicity, with Mean and Median Scores Within Ethnic Group, 1995-96 | T-42 |
| 27 | Number and Percent of Students in Texas by ACT/SAT Combined Score, Race/Ethnicity and Metropolitan Status, With Mean and Median Scores by Race/Ethnicity, 1995-96 | T-43 |
| 28 | Number and Percent of Students in Texas by ACT/SAT Combined Score, Race/Ethnicity and Economic Regions, With Mean and Median Scores Within Ethnic Groups, 1995-96 | T-44 |
| 29 | Number and Percent of Students in Texas by ACT/SAT Combined Score, Race/Ethnicity and Household Income, 1995-96 | T-47 |
| 30 | Number and Percent of Students in Texas by ACT/SAT Combined Score, Household Income, Race/Ethnicity and Metropolitan Status, 1995-96 | T-49 |
| 31 | Number and Percent of Students in Texas by ACT/SAT Combined Score, Household Income, Race/Ethnicity and Economic Region, 1995-96 | T-55 |
| 32 | Number and Percent of Students in Texas by SAT Score, Race/Ethnicity of Student and Education Level of Parent, 1995-96 | T-69 |
| 33 | Number and Percent of Students in Texas by SAT Score, Race/Ethnicity of Student, Education Level of Parent and Metropolitan Status, 1995-96 | T-71 |
| 34 | Number and Percent of Students in Texas by SAT Score, Race/Ethnicity of Student, Education Level of Parent and Economic Region, 1995-96 | T-76 |
| 35 | Number and Percent of Students in Texas by SAT Score, High School Class Rank and Race/Ethnicity, 1995-96 | T-88 |
| 36 | Number and Percent of Students in Texas by ACT Score, Class Rank and Race/Ethnicity, 1995-96 | T-89 |
| 37 | Number and Percent of Students in Texas by ACT/SAT Combined Score of Students, Grade Point and Race/Ethnicity of Student, 1995-96 | T-90 |
| 38 | Number and Percent of Students in Texas by ACT/SAT Combined Score for Students, Grade Point, Race/Ethnicity and Metropolitan Status, 1995-96 | T-91 |

List of Tables, continued

| <u>Table</u> | | <u>Page</u> |
|--------------|--|-------------|
| 39 | Number and Percent of Students in Texas by ACT/SAT Combined Score, Grade Point, Race/Ethnicity and Economic Region, 1995-96 | T-95 |
| 40 | Number and Percent of Students in Texas by ACT/SAT Combined Score by Years of Math Completed and Race/Ethnicity, 1995-96 | T-103 |
| 41 | Number and Percent of Students in Texas by ACT/SAT Combined Score, Years of Math Completed, Race/Ethnicity and Metropolitan Status, 1995-96 | T-104 |
| 42 | Number and Percent of Students in Texas by ACT/SAT Combined Score, Years of Math Completed, Race/Ethnicity and Economic Region, 1995-96 | T-108 |
| 43 | Number and Percent of Students in Texas by ACT/SAT Combined Score, Years of Natural Sciences Completed and Race/Ethnicity, 1995-96 | T-118 |
| 44 | Number and Percent of Students in Texas by ACT/SAT Combined Score by Years of Natural Sciences Completed, Race/Ethnicity, and Metropolitan Status, 1995-96 | T-119 |
| 45 | Number and Percent of Students in Texas by ACT/SAT Combined Score by Years of Natural Sciences Completed, Race/Ethnicity and Economic Region, 1995-96 | T-123 |
| 46 | Number and Percent of Students in Texas by ACT Score, High School Course Description and Race/Ethnicity, 1995-96 | T-133 |
| 47 | Number and Percent of Students in Texas by ACT/SAT Combined Score, Participation Rate in Extracurricular Activities, and Race/Ethnicity, 1995-96 | T-134 |
| 48 | Number and Percent of Students in Texas by ACT/SAT Combined Score, Work Experience and Race/Ethnicity, 1995-96 | T-135 |
| 49 | Number and Percent of Persons in Texas Under Age 25 by Household Income and Race/Ethnicity, 1989 | T-136 |
| 50 | Number and Percent of Persons in Texas Under Age 25 by Poverty Status and Race/Ethnicity, 1989 | T-137 |
| 51 | Number and Percent of Persons in Texas Under Age 25 by Highest Education Level of Parent and Race/Ethnicity, 1990 | T-138 |
| 52 | Number and Percent of Persons in Texas Under Age 25 in Households with a Parent without a Bachelor's Degree by Race/Ethnicity, 1990 | T-139 |

List of Tables, continued

| <u>Table</u> | <u>Page</u> | |
|--------------|--|-------|
| 53 | Number and Percent of Persons in Texas Under Age 25 Speaking a Language Other than English at Home by Race/Ethnicity, 1990 | T-140 |
| 54 | Number and Percent of Students in Public Schools in Texas by Race/Ethnicity within Categories of Total School District Residential Property Value per Student, 1994-95 . . . | T-141 |
| 55 | Number and Percent of Students in Texas by School Performance Rating and Race/Ethnicity, 1995-96 | T-142 |
| 56 | Number and Percent of Students in Texas by Type of Responsibility and Race/Ethnicity (Percentaged by Type of Responsibility), 1995-96 | T-143 |
| 57 | Number and Percent of Persons in Texas Under Age 25 by Race/Ethnicity and Economic Region, 1990 | T-144 |
| 58 | Number and Percent of Persons in Texas Under Age 25 by Race/Ethnicity and Metropolitan Status, 1990 | T-145 |
| 59 | Number and Percent of Students in Texas by ACT and SAT Score and Median Score and Race/Ethnicity, 1995-96 | T-146 |
| 60 | Number and Percent of Students in Texas by ACT/SAT Combined Score, Race/Ethnicity and Household Income, 1995-96 | T-147 |
| 61 | Number and Percent of Persons in Texas Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree by Race/Ethnicity, 1990 . . . | T-149 |
| 62 | Number and Percent of Persons in Texas Under Age 25 in Single Parent Households at or Below the Poverty Level by Race/Ethnicity, 1990 | T-150 |
| 63 | Number and Percent of Persons in Texas Under Age 25 at or Below the Poverty Level Speaking a Language Other than English at Home by Race/Ethnicity, 1990 | T-151 |
| 64 | Number and Percent of Persons in Texas Under Age 25 in Single Parent Households with Parent without a College Degree by Race/Ethnicity, 1990 | T-152 |
| 65 | Number and Percent of Persons in Texas Under Age 25 with Both Parents without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990 | T-153 |
| 66 | Number and Percent of Persons in Texas Under Age 25 in Single Parent Households in Which a Language Other than English is Spoken at Home by Race/Ethnicity, 1990 | T-154 |
| 67 | Number and Percent of Persons in Texas Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a College Degree by Race/Ethnicity, 1990 | T-155 |

List of Tables, continued

| <u>Table</u> | | <u>Page</u> |
|--------------|---|-------------|
| 68 | Number and Percent of Persons in Texas Under Age 25 at or Below the Poverty Level with Both Parents without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990 | T-156 |
| 69 | Number and Percent of Persons in Texas Under Age 25 in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home by Race/Ethnicity, 1990 | T-157 |
| 70 | Number and Percent of Persons in Texas Under Age 25 in Single Parent Households with Parent without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990 | T-158 |
| 71 | Number and Percent of Persons in Texas Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990 | T-159 |
| 72 | Number and Percent of Economically Disadvantaged Students in Texas by Race/Ethnicity, 1995-96 | T-160 |
| 73 | Number and Percent of Students in Texas in Limited English Proficiency Programs by Race/Ethnicity, 1995-96 | T-161 |
| 74 | Number and Percent of Students in Texas by School District Total Assessed Property Value per Student and Race/Ethnicity, 1995-96 | T-162 |
| 75 | Number and Percent of Students in Texas by Participation in Limited English Proficiency Programs, Economically Disadvantaged Status and Race/Ethnicity, 1995-96 | T-163 |
| 76 | Number and Percent of Students in Texas by School District Total Assessed Property Value per Student, Economically Disadvantaged Status and Race/Ethnicity, 1995-96 | T-164 |
| 77 | Number and Percent of Students in Texas by School District Total Assessed Property Value per Student, Participation in Limited English Proficiency Programs and by Race/Ethnicity, 1995-96 | T-165 |
| 78 | Number and Percent of Students in Texas by School District Total Assessed Property Value per Student, Economically Disadvantaged Status in Limited English Proficiency Programs and Race/Ethnicity, 1995-96 | T-166 |
| 79 | Number and Percent of Students in Texas Completing the ACT/SAT by Assessed Value of Residential Property per Student in School District of Residence, Parents' Income and Race/Ethnicity, 1995-96 | T-170 |
| 80 | Number and Percent of Students in Texas Completing the SAT by Assessed Value of Residential Property per Student in School District of Residence, Parents' Education and Race/Ethnicity, 1995-96 | T-172 |

List of Tables, continued

| <u>Table</u> | <u>Page</u> | |
|--------------|---|-------|
| 81 | Number and Percent of Students in Texas Taking the SAT by Assessed Value of Residential Property per Student in School District of Residence by Parents' Income by Parents' Education by Race/Ethnicity, 1995-96 | T-174 |
| 82 | Number and Percent of Persons Less than 25 Years of Age in Households in Texas that are Below the Poverty Level or whose Parents' Education Level is Less than a Bachelor's Degree by Race/Ethnicity, 1995-96 | T-183 |
| 83 | Number and Percent of Persons Under 25 Years of Age in Households in Texas that are Below the Poverty Level or whose Parents' Education Level is Less than a Bachelor's Degree or the Household Income is Less than \$35,000 by Race/Ethnicity, 1995-96 | T-184 |
| 84 | Number and Percent of Persons Under 25 Years of Age in Households in Texas that are at 200% of the Poverty Level or Below or whose Parents' Education Level is Less than a Bachelor's Degree or the Household Income is Less than \$35,000 by Race/Ethnicity, 1995-96 | T-185 |
| 85 | Number and Percent of Students in Texas who are Economically Disadvantaged or in Limited English Proficiency Programs by Race/Ethnicity, 1995-96 | T-186 |
| 86 | Number and Percent of Students in Texas who are Economically Disadvantaged or in the Less than \$89,952 Total Assessed Property Value per Student Category by Race/Ethnicity, 1995-96 | T-187 |
| 87 | Number and Percent of Students in Texas in Limited English Proficiency Programs or in the Less than \$89,952 Total Assessed Property Value per Student Category by Race/Ethnicity, 1995-96 | T-188 |
| 88 | Number and Percent of Students in Texas who are Economically Disadvantaged or in Limited English Proficiency Programs or in the Less than \$89,952 Total Assessed Property Value per Student Category by Race/Ethnicity, 1995-96 | T-189 |
| 89 | Students Completing the ACT/SAT in Texas from School Districts with Assessed Residential Property Value of <\$70,000 per Student or Parents' Education Level Less than a Bachelor's Degree or Parents with Less than \$30,000 Income, 1995-96 | T-190 |
| 90 | Comparison of Total Number of Persons, Minorities, and Blacks and Hispanics Eligible Using Alternative Criteria and Combinations of Criteria | T-191 |
| 91 | Enrollment of Texas Residents in Texas Public Colleges and Universities by Race/Ethnicity and Institution Type, Fall 1995 | T-197 |

List of Tables, continued

| <u>Table</u> | <u>Page</u> |
|---|-------------|
| 92 Public College Enrollment in Texas by Race/Ethnicity in 1990 and Projections of Public College Enrollment in Texas by Race/Ethnicity from 1995 to 2030 Under Alternative Assumptions of Age-Specific Net Migration | T-198 |
| 93 Percent of Public College Enrollment in Texas by Race/Ethnicity in 1990 and Projections of the Percent of Public College Enrollment in Texas by Race/Ethnicity from 1995 to 2030 Under Alternative Assumptions of Age-Specific Net Migration | T-199 |
| 94 Percentage of Students in Texas by TASP Score Category and Race/Ethnicity Percentaged Within Subject Area and Race/Ethnicity Group, 1994-95 | T-200 |
| 95 Mean TASP Test Scores for Students in Texas by Race/Ethnicity and Metropolitan Status, 1994-95 | T-201 |
| 96 Mean TASP Test Scores for Students in Texas by Race/Ethnicity and Economic Region, 1994-95 | T-202 |
| 97 Student Financial Aid by Type with Means for all Aid Recipients and for Minority Recipients in Texas by Metropolitan Status, 1995-96 | T-203 |
| 98 Student Financial Aid by Type with Means for all Aid Recipients and for Minority Recipients in Texas by Economic Region, 1995-96 | T-204 |
| B-1 Number and Percent of Persons Under Age 25 in Selected Areas in Texas by Household Income and Race/Ethnicity, 1989 | B-1 |
| B-2 Number and Percent of Persons Under Age 25 in Selected Areas in Texas by Poverty Level and Race/Ethnicity, 1989 | B-2 |
| B-3 Number and Percent of Students in Selected Areas in Texas Completing the SAT by Parents' Education and Race/Ethnicity, 1995-96 | B-3 |
| B-4 Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Households with Parents without a Bachelor's Degree by Race/Ethnicity, 1990 | B-4 |
| B-5 Number and Percent of Persons Under Age 25 in Selected Areas in Texas Speaking a Language Other than English at Home by Race/Ethnicity, 1990 | B-5 |
| B-6 Number and Percent of Students in Public Schools in Selected Areas in Texas within Categories of Total School District Residential Property Value per Student and Race/Ethnicity, 1995-96 | B-6 |

List of Tables, continued

| <u>Table</u> | <u>Page</u> |
|---|-------------|
| B-7 Number and Percent of Students in Selected Areas in Texas by School Performance Rating and Race/Ethnicity, 1995-96 | B-7 |
| B-8 Number and Percent of Students in Selected Areas in Texas by Responsibility Status and Race/Ethnicity, 1995-96 | B-8 |
| B-9 Number and Percent of Students in Selected Areas in Texas by ACT and SAT Score and Race/Ethnicity, 1995-96 | B-9 |
| B-10 Number and Percent of Students in Selected Areas in Texas by ACT/SAT Combined Score, Household Income and Race/Ethnicity, 1995-96 | B-11 |
| B-11 Number and Percent of Persons Under Age 25 in Selected Areas in Texas Living in Households at or Below the Poverty Level with Both Parents without a College Degree by Race/Ethnicity, 1990 | B-16 |
| B-12 Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households at or Below the Poverty Level by Race/Ethnicity, 1990 | B-17 |
| B-13 Number and Percent of Persons Under Age 25 in Selected Areas in Texas at or Below the Poverty Level Speaking a Language Other than English at Home by Race/Ethnicity, 1990 | B-18 |
| B-14 Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households with Parent without a Bachelor's Degree by Race/Ethnicity, 1990 | B-19 |
| B-15 Number and Percent of Persons Under Age 25 in Selected Areas in Texas with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990 | B-20 |
| B-16 Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households and Speaking a Language Other than English at Home by Race/Ethnicity, 1990 | B-21 |
| B-17 Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree by Race/Ethnicity, 1990 | B-22 |
| B-18 Number and Percent of Persons Under Age 25 in Selected Areas in Texas at or Below the Poverty Level with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990 | B-23 |

List of Tables, continued

| <u>Table</u> | <u>Page</u> |
|---|-------------|
| B-19 Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home by Race/Ethnicity, 1990 | B-24 |
| B-20 Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990 | B-25 |
| B-21 Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990 | B-26 |
| B-22 Number and Percent of Economically Disadvantaged Students in Selected Areas in Texas by Race/Ethnicity, 1995-96 | B-27 |
| B-23 Number and Percent of Students in Selected Areas in Texas in Limited English Proficiency Programs by Race/Ethnicity, 1995-96 | B-28 |
| B-24 Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student and Race/Ethnicity, 1995-96 | B-29 |
| B-25 Number and Percent of Students in Selected Areas in Texas by Participation in Limited English Proficiency Programs, Economically Disadvantaged Status and Race/Ethnicity, 1995-96 | B-30 |
| B-26 Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student, Economically Disadvantaged Status and Race/Ethnicity, 1995-96 | B-32 |
| B-27 Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student, Participation in Limited English Proficiency Programs and Race/Ethnicity, 1995-96 | B-35 |
| B-28 Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student, Economically Disadvantaged Status, Participation in Limited English Proficiency Programs and Race/Ethnicity, 1995-96 | B-39 |
| B-29 Number and Percent of Students in Selected Areas in Texas Completing the ACT/SAT by Assessed Value of Residential Property per Student in School District of Residence, Parents' Income and Race/Ethnicity, 1995-96 | B-45 |

List of Tables, continued

| <u>Table</u> | <u>Page</u> |
|---|-------------|
| B-30 Number and Percent of Students in Selected Areas in Texas Completing the ACT/SAT by Assessed Value of Residential Property per Student in School District of Residence, Parents' Education and Race/Ethnicity, 1995-96 | B-50 |

List of Figures

| <u>Figure</u> | | <u>Page</u> |
|---------------|--|-------------|
| 1 | Comptroller's Economic Regions | F-1 |
| 2 | Texas Counties by Metropolitan Status, 1992 | F-2 |
| 3 | Percent of Total Population in 1990 in Texas by Economic Region | F-3 |
| 4 | Percent of Persons <25 in 1990 in Texas by Economic Region | F-4 |
| 5 | Percent of Persons in Poverty in 1990 in Texas by Economic Region | F-5 |
| 6 | Percent of Persons in Poverty Who are Minority in 1990 in Texas by Economic Region | F-6 |
| 7 | Percent of Persons <25 in Poverty in 1990 in Texas by Economic Region | F-7 |
| 8 | Percent of Persons <25 Who are Minority in 1990 in Texas by Economic Region | F-8 |
| 9 | Percent of Persons <25 in Poverty Who are Minority in 1990 in Texas by Economic Region | F-9 |
| 10 | Percent of Persons Without a College Degree in 1990 in Texas by Economic Region | F-10 |
| 11 | Percent of Persons Without a College Degree Who are Minority in 1990 in Texas by Economic Region | F-11 |
| 12 | Percent of Persons in Single Parent Households in 1990 in Texas by Economic Region | F-12 |
| 13 | Percent of Persons in Single Parent Households Who are Minority in 1990 in Texas by Economic Region | F-13 |
| 14 | Percent of Persons <25 in Single Parent Households in 1990 in Texas by Economic Region | F-14 |
| 15 | Percent of Persons <25 in Single Parent Households Who are Minority in 1990 in Texas by Economic Region | F-15 |
| 16 | Percent of Students Enrolled in Elementary and Secondary Schools in Texas in 1995-96 by Economic Region | F-16 |
| 17 | Percent of Students Enrolled in Elementary and Secondary Schools in 1995-96 by Race/Ethnicity and Economic Region in Texas | F-17 |
| 18 | Percent of Students Enrolled in Elementary and Secondary Schools in Each Economic Region in Texas in 1995-96 by Race/Ethnicity | F-18 |

List of Figures, continued

| <u>Figure</u> | | <u>Page</u> |
|---------------|--|-------------|
| 19 | Percent of Economically Disadvantaged Elementary and Secondary Students in 1995-96 by Economic Region in Texas | F-19 |
| 20 | Percent of Economically Disadvantaged Elementary and Secondary Students in 1995-96 by Race/Ethnicity and Economic Region in Texas | F-20 |
| 21 | Percent of Economically Disadvantaged Elementary and Secondary Students in Each Economic Region in Texas in 1995-96 by Race/Ethnicity | F-21 |
| 22 | Percent of Elementary and Secondary Students Receiving Free or Reduced Lunch in 1995-96 by Economic Region in Texas | F-22 |
| 23 | Percent of Elementary and Secondary Students Receiving Free or Reduced Lunch in 1995-96 by Race/Ethnicity and Economic Region in Texas | F-23 |
| 24 | Percent of Elementary and Secondary Students Receiving Free or Reduced Lunch in Each Economic Region in Texas in 1995-96 by Race/Ethnicity | F-24 |
| 25 | Percent of Bilingual Elementary and Secondary Students in 1995-96 by Economic Region in Texas | F-25 |
| 26 | Percent of Bilingual Elementary and Secondary Students in 1995-96 by Race/Ethnicity and Economic Region in Texas | F-26 |
| 27 | Percent of Bilingual Elementary and Secondary Students in Each Economic Region in Texas in 1995-96 by Race/Ethnicity | F-27 |
| 28 | Percent of Elementary and Secondary Students in Limited English Proficiency Programs in 1995-96 by Economic Region in Texas | F-28 |
| 29 | Percent of Elementary and Secondary Students in Limited English Proficiency Programs in 1995-96 by Race/Ethnicity and Economic Region in Texas | F-29 |
| 30 | Percent of Elementary and Secondary Students in Limited English Proficiency Programs in Each Economic Region in Texas in 1995-96 by Race/Ethnicity | F-30 |
| 31 | Percent of Elementary and Secondary Students in English as a Second Language Courses in 1995-96 by Economic Region in Texas | F-31 |
| 32 | Percent of Elementary and Secondary Students in English as a Second Language Course in 1995-96 by Race/Ethnicity and Economic Region in Texas | F-32 |
| 33 | Percent of Elementary and Secondary Students in English as a Second Language Course in Each Economic Region in Texas in 1995-96 by Race/Ethnicity | F-33 |

List of Figures, continued

| <u>Figure</u> | | <u>Page</u> |
|---------------|---|-------------|
| 34 | Median ACT/SAT Scores in 1995-96 by Race/Ethnicity and Economic Region in Texas | F-34 |
| 35 | Percent of Students in Households with Incomes of Less Than \$30,000 Per Year Scoring Above 1140 on the ACT/SAT in 1995-96 by Race/Ethnicity and Economic Region in Texas | F-35 |
| 36 | Percent of Students in Households with Incomes of Greater Than \$100,000 Per Year Scoring Above 1140 on the ACT/SAT in 1995-96 by Race/Ethnicity and Economic Region in Texas | F-36 |
| 37 | Percent of Students with a Parent with a Graduate Degree Scoring Above 1140 on the SAT in 1995-96 by Race/Ethnicity and Economic Region in Texas | F-37 |
| 38 | Percent of Students Who Have an A Grade Point Average Scoring Above 1140 on the ACT/SAT in 1995-96 by Race/Ethnicity and Economic Region in Texas | F-38 |
| 39 | Percent of Students Who Have a D Grade Point Average Scoring Above 1140 on the ACT/SAT in 1995-96 by Race/Ethnicity and Economic Region in Texas | F-39 |
| 40 | Percent of Students Who Required Remediation in One or More Subjects in 1994-95 by Economic Region in Texas | F-40 |

Introduction

The Texas Higher Education Coordinating Board Advisory Committee on Criteria for Diversity has examined numerous demographic, economic, educational, and other characteristics of the population and students and schools in Texas in an attempt to identify criteria that if used in admission and other processes would assist in the identification of the populations in need which had previously been identified using criteria set aside in the Hopwood decision. The factors examined by the committee have included:

1. Socioeconomic status
2. First-generation college attendees
 - a. Parents non-high school graduates
 - b. Parents high school graduates
 - c. Parents not college graduates (Bachelor's Degree)
3. Bilingual proficiency
4. Financially poor school districts
5. Low performance schools
6. Middle or high school home responsibility
7. Leadership experiences
8. High school employment experience
9. Regionality
10. Central or inner city poverty
11. Rural poverty
12. Centile ranks on SAT/ACT within income categories
13. Single-parent families
14. Non-traditional student status
15. Standardized tests

Of the above factors, ten were identified as potentially capable of being examined with secondary data available to the committee, these included:

1. Socioeconomic background, including household income and poverty and parents' level of education;
2. First-generation college status;
3. Bilingual proficiency;
4. The financial status of the student's school district;
5. The performance level of the student's school as indicated by the criteria used by the Texas Education Agency;
6. Student responsibilities including working, raising a child and similar factors;
7. Region of residence within the State of Texas;
8. Residence within rural/urban, central city/suburban areas of the State of Texas;
9. Effects of the use of alternative levels of ACT/SAT scores.
10. Student ACT/SAT rankings within socioeconomic levels;

To examine the effects of such factors, several data sets were obtained and analyzed. The data sets examined included the following:

- a. 1990 Census of Population and Housing Public Use Microdata Sample data (5 percent sample);
- b. Texas Education Agency PEIMS data for 1995-96 showing characteristics of students in Texas public schools and of school districts and campuses;
- c. Data for 1994-95 on per student assessed value of residential property for districts from the School District Report of Property Value from the Texas State Comptroller's Office;
- d. Texas Higher Education Coordinating Board data on the characteristics of students enrolled in Texas public colleges and universities, 1995-96;

- e. Texas Higher Education Coordinating Board data on TASP scores for students entering public colleges and universities in Texas including remediation status of students, 1994-95;
- f. Texas Higher Education Coordinating Board Financial Aid Data showing financial aid, 1995-96;
- g. SAT data from the College Board for students completing the SAT in Texas during 1995-96;
- h. ACT data for students completing the ACT in Texas during 1995-96.

The results of the analysis are reported in six sections. In the first section, the results of the analysis of population-based differences are examined emphasizing such socioeconomic factors as income, poverty, and levels of education. This analysis is based primarily on 1990 Census data. In the second section, school based factors are examined including student's work history, participation in bilingual and other school programs, school district wealth, and similar factors. The analysis in the second section is drawn primarily from the Texas Education Agency's PEIMS data bases with extracts having been provided by the Texas Education Agency. In the third section, differences in ACT/SAT scores and factors affecting such scores are examined. These data were provided by the firms offering the testing services. In the fourth section, we present an examination of the variables, deemed from the prior analysis, to be most promising in terms of identifying populations in need. In this section, both the number of persons and the percent of persons affected by the use of criterion variables and specific combinations of variables are examined. In the fifth section, data on the characteristics of students enrolled in higher education, on students needing remediation and on students receiving various forms of financial aid are examined. These data are derived from the Texas Higher Education Coordinating Board's Student, TASP

and Financial Aid data bases. In the sixth section, a summary of findings and recommendations is provided. In each of the first three sections and Section 5, data are presented for the State as a whole and for 10 geographic regions of Texas delineated as economic regions by the Texas State Comptroller's Office and for counties categorized by metropolitan status as defined by the U.S. Office of Management and Budget in 1992. The categories derived from this definition include metropolitan central city, suburban, nonmetropolitan adjacent, and nonmetropolitan nonadjacent counties. Figure 1 presents a map showing the Comptroller's Economic Regions and Figure 2 shows counties by metropolitan status. By examining the values of a variety of factors across regions and metropolitan status types, it is possible to obtain an indication of the importance of geographic location in differentiating different types of students. Throughout this discussion and presentation, emphasis is placed on the descriptive results of the analysis.

Section 1--Socioeconomic Characteristics of Populations in Texas in 1990

Tables 1-4 provide data derived from the 1990 Census Public Use Microdata Sample on demographic and socioeconomic characteristics of a selected part of the Texas population in 1990 for the State as a whole and for counties grouped by metropolitan status and economic region. A majority of the data presented in this section are for a specific segment of the Texas population. This population segment consists of persons under 25 years of age living in family households with at least one parent present in the household. This population is used because it is the population most likely to contain current and future college students. There are two tables for each set of areas, one showing the percentages within a type of area (Tables 1 and 3) and a second showing the percentages of state cases across areas (Tables 2 and 4 and Figures 3-15).

The data in Table 1 for the State of Texas as a whole indicate that 66.4 percent of those in poverty in 1990 were minority (non-Anglo) group members and nearly 72 percent of those less than 25 years of age in poverty were minority group members. Nearly 74 percent of minorities less than 25 years of age in a household with a householder without a college degree were in poverty in 1990. The data also show that 87.4 percent of those not speaking English at home who are less than 25 years of age are minority. The data indicate that about 55 percent of all single-parent households have a minority householder and that 64 percent of the population less than 25 years of age living in single-parent households are members of a household with a minority householder. Finally, the data in the table verify the low income levels of single-parent households, particularly those with a minority householder. The remaining data in Table 1 and in Table 2 show that between 70 and 80 percent of minorities in poverty or not speaking English at home, or in single-parent households live in central city counties. The data in Tables 3 and 4 suggest that the South Texas region has disproportionate numbers of minorities in

poverty and with language and other characteristics compared to its population base. There are also substantial proportions of disadvantaged populations in the West Texas and the Upper Rio Grande regions.

Summary of Analysis in Section 1

When viewed from the standpoint of ensuring the inclusion of minority populations in need, the data in these four tables suggest that the use of poverty or income criteria would likely lead to the inclusion of large numbers of minorities and that the use of these criteria would be accentuated by the use of single-parent household, language and parental college-education criteria. These latter three factors appear to only slightly increase the proportions of minorities included however. Finally, the data in this section suggest that the use of residence in metropolitan central city counties or residence in the South Texas region, and to a lesser extent the West Texas and Upper Rio Grande regions, would likely accentuate the involvement of minority populations in need.

Section 2--Texas Elementary and Secondary Students and Schools

In this section, the characteristics of students in Texas elementary and secondary schools are examined as a means of discerning the differences in students by key characteristics. Selected characteristics of students are first examined followed by characteristics of the schools which students attend. The data in this section are for Texas students and schools during the 1995-96 school year and were provided by the Texas Education Agency.

Characteristics of Students in Texas Schools

Tables 5-8 and Figures 16-33 show data on several important criteria discussed by the committee. These criteria include the characteristics of disadvantaged students and students on free or reduced lunch, and language usage and proficiency criteria. As with the data in Section 1, the data in these tables show information by race/ethnicity status of the students within areal categories (Tables 5 and 7) and across areal categories (Tables 6 and 8).

The data in Table 5 show that of the more than 3.7 million students enrolled in Texas schools in 1995-96, 46.4 percent were Anglo, 14.3 percent were Black, 36.7 percent were Hispanic, and 2.6 percent were from the Other racial/ethnic group. Of the students who were disadvantaged, 58.0 percent were Hispanic and 19.3 percent were Black but only 20.9 percent were Anglo and 1.8 percent were from the Other racial/ethnic group. Similarly, 57.5 percent of those on free and reduced lunch were Hispanic and 19.6 percent were Black while only 21.1 percent were Anglo and 1.8 percent were from the Other racial/ethnic group. Among Bilingual, Limited English Proficiency and English as a Second Language students more than 85 percent were Hispanic. Thus, it is evident that minority students are disproportionately represented among the disadvantaged and those using a language other than English.

The data in Table 6 show that although 66.5 percent of all students enrolled in Texas schools are from central city counties, 76.9 percent of

Black, 76.8 percent of Hispanic, and 78.6 percent of Other students live in central city counties while only 54.4 percent of Anglos live in central city counties. When disadvantaged status, free or reduced lunch and language factors are examined, the proportions in central cities among all racial/ethnic groups largely reflect those for the population of students.

Tables 7 and 8 present the same information as shown in Tables 5 and 6 except the data are arrayed by economic region of the State. The data in Table 7 suggest that the patterns identified for the State in Table 5 are relatively pervasive across the regions of the State. The data in Table 8 reenforce those noted in Section 1 in that they show that disproportionate numbers of economically disadvantaged and students receiving free or reduced lunch are from South Texas, West Texas and the Upper Rio Grande regions.

The data in Tables 9-12 show yet additional data on the proportion of students with given criteria characteristics. The data in Table 9 indicate that minority students account for 76.5 percent of single-parent students, 49.7 percent of students in vocational education and 68.7 percent of dropouts in 1995-96. On the other hand, only 36.7 percent of the students placed in gifted and talented programs were minority students. Although these patterns vary with the characteristics of the student populations in the metropolitan status types, they nevertheless show (the remaining sections of Table 9 and Table 10) disproportionately (to student populations) high proportions of minority students who are single-parents and dropouts and disproportionately low proportions of minority students in gifted and talented programs in all categories of areas.

The data in Table 11 suggest that the patterns noted for the State and counties grouped by metropolitan status are pervasive across Texas. In all regions, the percentage of single-parent students and of dropouts is disproportionately high for minority students and the proportion of minority students selected for gifted and talented programs is disproportionately low.

Vocational programs more nearly reflect the proportions of students from each ethnic group.

The data in Table 12 provide information on the distribution of students across regions of Texas. These data show disproportionate numbers of single-parent students in South Texas, East Texas, West Texas, and the High Plains. The proportion in South Texas is particularly startling in that although the region had 20.6 percent of the State's students it had 38.0 percent of all single-parent students in 1995-96. Patterns for other factors tend to be more proportionately distributed across the regions of the State.

Tables 13 and 14 provide information on reasons for dropping out of school. Although the reasons for dropping out are unknown for many of those who have dropped out, it is evident that many minorities dropout either because of life situations that make continuance difficult or due to the fact that academic progress becomes problematic. For example, among Hispanics, it is obvious that they are disproportionately represented among those who dropout to pursue a job, due to pregnancy, marriage, language problems, and age limitations. Among Blacks, disproportionate numbers dropout to join the military, pursue a GED or other alternative education program, due to alcohol or drug problems, and a variety of academic problems including low TAAS scores, poor attendance, expulsion, and age limitations. These patterns are pervasive across areas aggregated by metropolitan status and economic region of the State.

Tables 15 and 16 provide information on another key student characteristic, the percentage of students by race/ethnicity and area who pass the TAAS test. The data in these tables show a consistent pattern across regions. For reading, for example, the percentage passing in the early grades is highest for Anglo and Other students, next highest for Hispanic students and lowest for Black students. By the 10th grade, however, whereas the percentage passing increases for most groups, it declines for Hispanics and

Others. For math, the starting differentials by ethnic group are similar to those for reading but there are declines in the proportion passing for all groups and very marked declines for Black and Hispanic students. Finally, for writing, the same initial patterns of differences are evident but scores for Hispanics are more likely to fall as the grade increases while scores for other groups remain relatively stable or increase. In sum, it appears that the differentials in scores by ethnicity are pervasive across regions and show similar patterns of change across geographic areas of the State.

Characteristics of Texas Schools

In this subsection, the characteristics of school districts and campuses in Texas relative to ethnic, geographical location and other characteristics are examined. The performance ratings of campuses by area and the per student assessed value of residential property by district are examined first followed by an examination of the characteristics of teachers.

Tables 17 and 18 provide information on the performance ratings of campuses in the State in 1995-96. These data reveal relatively few differences among areas in terms of schools with difficulties because of the low proportion of campuses (only 112 out of 6,643) that were rated as low performing. On the other hand, when the category of "recognized" is examined, it is obvious that the proportion of such schools is lowest in central city areas and in the South, West and Upper Rio Grande regions of the State.

The data in Tables 19 and 20 on total residential property value per student in the State show that whereas Anglos and students from Other racial/ethnic groups are disproportionately in more wealthy school districts, with nearly 21 percent of Anglos and nearly 31 percent of Other students being in districts with assessed values of \$130,000 or more per student compared to about 11 percent of Black and 8 percent of Hispanic students. On the other hand, Hispanic students are concentrated in the poorest districts with 35 percent of Hispanic students compared to no more than 12 percent in any other

group being in school districts with assessed values of less than \$50,000 per student. These data also demonstrate the vast differences in values by area. For example, it is evident that nonmetropolitan schools are particularly poor with less than 10 percent of such schools being in the two upper categories of value per student. With the exception of suburban areas, however, the pattern of Hispanic students being concentrated in low wealth districts is pervasive across all areal groupings.

The final tables in this section, Tables 21-25, show characteristics of teaching and other personnel in Texas schools. The data in Tables 21 and 22 show that in all areas the ethnic characteristics of teachers and other staff do not reflect those of the population of students. Thus whereas 46.4 percent of students are Anglo, 14.3 percent are Black, 36.7 percent are Hispanic, and 2.6 percent are from Other racial/ethnic groups, 76.1 percent of teachers are Anglo, while 8.1 percent are Black, 15.0 percent Hispanic, and 0.8 percent are from Other racial/ethnic groups. Clearly, larger proportions of teachers in central cities and in some regions of the State, such as South Texas, are from minority backgrounds, but even in such areas the proportion of minority teachers is not proportionate to the populations of minority students.

The data in Tables 23 and 24 show that experience levels for teachers are quite similar across areas of the State and across racial/ethnic groups. Although there is variation across areas, such variation does not appear to be systematic by area or racial/ethnic group of the teacher. Finally, in Table 25, the level of teacher experience by the subject matter taught are examined for teachers at the State level. The data in this table suggest relative equality in the salaries of teachers across racial/ethnic groups with experience apparently being the key determinant of salary level.

Summary of Analysis in Section 2

Overall, the data in this section suggest that disadvantaged students and students receiving free or reduced lunch are disproportionately minority

and that students in poor school districts and in language-related programs are disproportionately Hispanic. Teachers' characteristics do not suggest that the differences in districts are due to experience differences among teachers in different areas. Although there is again evidence of a concentration of poor students and poor schools in central cities and in the South, West and Upper Rio Grande regions, the data in this section generally suggest that the characteristics of students relative to the factors examined are a function of socioeconomic differences in access and opportunity.

Section 3--Implications of the Use of ACT/SAT Test Scores

In this section, differentials in ACT/SAT scores are examined. The purpose of this section is to examine the likely effects of such scores on student admission and other processes under alternative sets of conditions. Specifically, the differentials in ACT/SAT scores by race/ethnicity are examined across geographic areas of Texas to discern if there are unique geographic effects, relative to differences in parental income and education levels to determine the extent to which any ethnic differentials observed are a function of socioeconomic conditions of households of socialization, and by differentials in high school academic performance and preparation to discern whether any ethnic differentials that exist can be explained by other academic factors. Finally, the extent to which such factors can be used in conjunction with other factors to overcome any ethnic bias that may exist in such scores is examined. The scores shown are for all Texas residents who completed either the SAT or ACT in Texas in 1995-96 with the data analyzed being those obtained from the testing agencies who administer such tests. Throughout the analysis, ACT scores have been converted to SAT equivalents. Copies of the items contained in the ACT/SAT files are shown in Appendix A.

ACT/SAT by Race/Ethnicity and Geographic Area

Tables 26 through 28 and Figure 34 show ranges of ACT/SAT scores and mean and median scores by race/ethnicity of the student completing the test and their geographic area of residence in the State. The data in Table 26 point to clear ethnic differentials in scores. Thus, whereas 27.9 percent of Anglos and 28.6 percent of persons from Other racial/ethnic groups score 1141 or higher, only 6.5 percent of Blacks and 10.8 percent of Hispanics show scores in this highest category. In addition, whereas the median score for Anglos is 1030 and 1010 for Other, it is 830 for Blacks and 870 for Hispanics. Equally important, whereas less than 14 percent of Anglos and roughly 20

percent of those in the Other racial/ethnic group score at 820 or below, roughly 50 percent of Blacks and 40 percent of Hispanics score 820 or lower.

The data in Tables 27 and 28 indicate that the patterns noted in Table 26 for the State are pervasive across all areas in the State. Data in Table 27 suggest that there are differences by the metropolitan status of a student's area of residence with all students from all ethnic backgrounds residing in suburban areas scoring higher than students in other areas and with the lowest scores being among students in nonmetropolitan areas. However, in all areas scores show the same ranking of highest scores for Anglos and Others and the lowest scores for Hispanics and Blacks. Similarly, the data in Table 28 indicate that although there are differences among regions of the State, the ethnic differentials are pervasive suggesting that ethnicity is a factor in test performance.

ACT/SAT Score by Income and Educational Level of Parents

The tables in this section provide data on ACT/SAT scores within categories of parental household income and education. Tables 29 through 31 and Figures 35-37 show ACT/SAT scores within categories of parental household income and education for the State (Table 29), by metropolitan status of students' residences (Table 30) and by students' regions of residence in the State (Table 31). The data in Table 29 indicate a pattern of increased scores with higher income for all ethnic groups. However, it is also evident that at every income level the percentage of students from Anglo and Other ethnic groups scoring in the higher categories are substantially higher than among Black and Hispanic students. In fact, even in the lowest income category, more than 20 percent of Anglos and 19 percent of Others score at the level of 1141 or higher while only 4.6 percent of Blacks and 6.9 percent of Hispanics score at that level in the lowest income category. At the highest income level (more than \$100,000), much higher proportions of Black and Hispanic students (22.4 and 29.7 percent respectively) score at 1141 or higher but it

is only at that level that the proportions of Blacks scoring 1141 or higher comes to substantially exceed 11 percent and even at that income level the proportion of Anglos in that highest category of scores is still substantially higher (39.2 percent) than those for Blacks or Hispanics (22.4 and 29.7 percent). The data in this table suggest that there are ethnic differences in scores that are not a function of income.

The data in Tables 30 and 31 further support the fact that scores for Blacks and Hispanics generally remain lower across income categories. At the same time, however, these data suggest that scores are generally substantially lower in nonmetropolitan areas. In a majority of the economic regions of the State this pattern is also evident but it is difficult to discern the pattern at upper income levels in such regions as South and West Texas because of the small number of minority households in high income categories in such regions. In sum, although income appears to affect scores on the ACT/SAT, there remain race/ethnicity differences at all income levels.

Tables 32 through 34 show the relationship between parents' level of education and SAT score category. Data are shown only for the SAT because data on parents' levels of education are not available from the ACT. The data in these tables show, as the data did for parental income, that the parents' levels of education do affect students' scores with students with parents with higher levels of education scoring higher than those with parents with lower levels of education. The data also suggest, however, that differences in scores among ethnic groups remain at all educational levels suggesting that race/ethnicity effects are evident even at the highest educational levels. For example, as shown in Table 32, among Anglo students with a parent with a graduate level of education, 41.1 percent score 1141 or higher on the SAT while 52.2 percent of students from the Other racial/ethnic group score at this level but only 12.1 percent of Blacks and 23.4 percent of Hispanics with parents with a graduate level of education score at this level.

ACT/SAT by Students' Academic Performance in High School

In this section, the relationship between academic performance and ACT/SAT performance is examined. Because SAT uses quintiles while ACT uses quartiles for class ranking, data on students' reported class ranking are shown separately for the two tests. The data in Tables 35 and 36 suggest that although there is a tendency for those students with higher scores to be in the higher ends of their class rankings, even among students in the upper fifth and upper fourth of their classes, Black and Hispanic students tend to have lower ACT/SAT scores. For example, for the SAT, whereas 47.3 percent of Anglos and 53.0 percent of Others scored in the highest SAT score category among those in the top fifth of their classes, only 12.1 percent of Blacks and 20.5 percent of Hispanics in the top fifth so scored. Similarly, for the ACT, whereas 36.3 percent of Anglos and 36.3 percent of Others in the upper one-fourth of their class scored in the highest test score category, only 16.0 percent of Blacks and 19.4 percent of Hispanics in the upper one-quarter of the class so scored. Equally important, the percentage of students scoring above 990 on the SAT in the bottom one-fifth of their classes was 24.0 percent for Anglos and 14.3 percent for Others but only about 6.2 percent for Blacks and 5.7 percent for Hispanics, and among those in the bottom one-quarter of their classes, the proportions scoring above the 990 level on the ACT was 17.0 percent for Anglos, 15.0 percent for Others but 6.8 percent for Blacks and 6.4 percent for Hispanics. As with parental income and education, such results for class ranking suggest residual race/ethnicity effects on ACT/SAT scores.

The data in Tables 37-39 and Figures 38 and 39 show data on student ACT/SAT scores by race/ethnicity, high school grades and area of residence in the State. The data in Table 37 indicate that, as with class rankings, ACT/SAT scores by grade point average show lower proportions of Black and Hispanic students in the upper score categories than Anglo and Other students even among "A" students and lower proportions of Hispanics and Blacks scoring

higher among those with lower grade point averages. Tables 38 and 39 show that such patterns are generally pervasive across regions and counties grouped by metropolitan status.

Finally, as a means of discerning whether differences in ACT/SAT scores among racial/ethnic groups are a function of course preparation, the data in Tables 40-45 on student scores by race/ethnicity and years of math or natural sciences completed are examined for the State and counties in the State grouped by metropolitan status and economic region. The data in these tables again verify that even among those students who have completed substantial math and science training, ACT/SAT scores are generally higher for Anglos and persons from Other racial/ethnic groups than for Blacks and Hispanics.

The data in this part of this section suggest that ACT/SAT scores have a relationship to performance and training but that race/ethnicity effects still exist after such factors are taken into account. This may suggest that cultural differences are playing a role in test performance.

ACT/SAT Performance Relative to Other Factors

There are many factors that have been discussed as potentially being used in conjunction with ACT/SAT scores in admission and other processes to counter any effects of potential racial/ethnic biases in such tests. Several of these that have already been examined above include income, parents' levels of education, and region of the State. The analysis above has shown that racial/ethnic differences prevail across categories of such factors. In this section, three additional factors are examined. These are shown in Tables 46, 47 and 48. The results in these tables are sufficiently uniform so as not to merit separate discussion. These results again verify that no matter what type of high school preparatory education is pursued, whatever level of extracurricular activity is examined or whatever the level of work experience that a student has, ACT/SAT scores tend to be lower for Black and Hispanic students than for other students.

Summary of Analysis in Section 3

The results in this section suggest pervasive differences in the ACT/SAT scores of Black and Hispanic students compared to Anglos and students from Other racial/ethnic groups across a wide variety of factors. Although scores are clearly impacted by such socioeconomic dimensions as parental income and education, even among students who are performing at the highest academic levels there are apparent disadvantages for Blacks and Hispanics which are not easily explained by other factors. These findings suggest that careful consideration should be given to the manner of use of such tests in admission and other processes.

Section 4--An Examination of the Implications of the Use of Alternative Criteria

In this section, we examine the number and percent of all persons and persons in different racial/ethnic groups affected by the adoption of the criteria initially proposed and then examine persons identified using those criteria found to be most useful in Sections 1-3 above. We begin by delineating the basic frequencies and percentages associated with each of the criteria identified in the introduction and then examine combinations of the criteria involved. Combinations of criteria are examined both in terms of people's possession of multiple characteristics and then in terms of the total number of persons with one of several characteristics. Compared to the use of a single criteria, the use of a combination of multiple criteria in which the possession of multiple criteria characteristics is required reduces the number of eligible persons obtained while using the number of persons obtained by using any one of several separate criteria increases the numbers of eligible persons obtained relative to the use of any single criteria.

Frequencies and Percentages for Basic Variables

Tables 49-90 show the basic frequency and percentage distributions for the variables discussed in the introduction and analyzed in this report as potential criteria. Each is briefly discussed below.

Income and Poverty--The data in Table 49 show basic income groupings with the first three income categories being made equivalent to the poverty level income for a family of four, 150 percent of the poverty level income for a family of four, and 200 percent of the poverty level income for a family of four in 1989. The data in this table show that the use of an income criteria equal to the poverty level income for a family of four would result in the inclusion of 1,555,690 persons less than 25 years of age with 1,035,195 or 66.5 percent being of minority status. Use of incomes up to and including 200 percent of poverty would result in 3,133,779 eligible persons with 1,951,761

or 62.3 percent of the eligible group being minority. The data in Table 50 show roughly the same results using poverty data.

Education--Tables 51 and 52 present information related to the use of level of education. As shown in Table 51, use of the criteria of parents with less than a high school level of education would lead to 1,198,070 eligible persons under the age of 25 with 1,010,158 or 84.3 percent of all eligible persons being of minority status. As shown in Table 52, use of the criteria of less than a bachelor's degree would lead to 4,011,918 eligible persons under the age of 25 with 2,276,074 or 56.7 percent of all eligible persons under 25 years of age being of minority status.

Language--The data in Table 53 suggest that the use of the criteria of speaking a language other than English at home would lead to 1,511,406 eligible persons under the age of 25 with 1,397,986 or 92.5 percent of eligible persons being of minority status.

Wealth of School District--The data in Table 54 provide information on the use of school district wealth as measured by per student residential property value. The data in Table 54 suggest that the use of property values of less than \$70,000 per student would lead to 1,510,388 eligible persons in elementary and secondary schools with 62.7 percent or more than 947,057 being minority.

School Performance Rating--The data in Table 55 suggest that using students from low performing campuses would result in 101,532 eligible students with 62,337 or 61.4 percent being of minority status.

Student Responsibilities--The data available to measure this dimension were not adequate but analysis of the existing data shown in Table 56 suggest that parental status would likely result in over 76 percent of eligible persons being minority but only 27.5 percent of the eligibles using work status would be minority. However, the overall numbers of persons shown in the table are not representative of the total numbers in the population and

thus these data cannot be considered as appropriate for measuring family, work or other obligations.

Region and Urban Status--The data in Tables 57 and 58 relate to areal variability. The data in Table 57 suggest that the use of South Texas and Upper Rio Grande Region residence would result in 1,582,403 eligible persons under 25 years of age with 1,175,610 or 74.3 percent of all eligible persons being minority group members. The data in Table 58 suggest that central city residence would result in 4,619,198 eligible persons under 25 years of age with 2,477,121 or 53.6 percent being minority persons.

ACT/SAT Test Scores--The use of test scores is examined in Table 59. The data in this table show that 17,091 students who completed the ACT test and 16,969 who completed the SAT test would be made eligible if persons with scores below 820 were added to existing pools. This would represent 31.3 percent of those taking the ACT and 19.6 percent of those taking the SAT. Of the 17,091 eligibles created by this use in the ACT test, 9,799 or 63.2 percent would be minority while in the SAT group, 11,584 or 68.3 percent would be minority group members.

Test Scores within Income Categories--Table 60 examines the joint relationship between income and ACT/SAT test scores. The concept suggested by this criteria was that of discerning whether taking the top performing students within lower income categories would result in increased numbers of eligible minorities. The data in this table show some support for this premise. Thus, for students from households with incomes of less than \$30,000, 2,108 or 42.1 percent of those in the highest test score category were minority group members but among those from households with incomes of \$100,000 or more, only 669 or 17.1 percent were minority group members.

Frequencies and Percentages for Combinations of Criteria

In this section, we examine combinations of the variables noted above in an attempt to ascertain what the effects of using multiple criteria would be

on the size and the characteristics of the members of the eligible populations obtained. Again the effects of the various combinations are discussed below within the same general categories as used in Sections 1 through 3. Although not discussed in the text, data on each of the criteria discussed previously in this section and for the combinations of exclusive criteria for the three areal groupings found to be of utility in preceding analysis--metropolitan central cities areas, and the South Texas and the Upper Rio Grande Regions--are provided in Appendix B. We begin by examining exclusive combinations of criteria followed by additive criteria.

The Use of Exclusive Criteria

Population Characteristics

In this section, we examine the characteristics of the population shown in Section 1 to be of particular importance in identifying populations in need. These data are taken from the 1990 Census with the values shown being the number of persons less than 25 years of age who are in households with one or both parents with the characteristics delineated. Tables 61-71 present this information. We examine these results for each combination of criteria.

Persons in Poverty Households with Parents without College Degrees-- Table 61 shows the number of persons under 25 years of age in poverty households with both parents with less than a bachelor's degree. As indicated in this table, 1,207,802 eligibles are identified using this combination of criteria with 953,822 or 79.0 percent of all eligibles being minority persons.

Persons in Single-Parent Households in Poverty--Table 62 provides data on the number of persons less than 25 years of age in households with a householder who is single and in which the household income is at or below the poverty level. The data in this table indicate that the number of eligibles would be 553,776 with 441,043 or 79.6 percent being of minority status.

Persons in Poverty Households in which a Language Other than English is Spoken in the Home--Table 63 shows data on the number of persons under 25

years of age in poverty who speak a language other than English at home. The data in this table show 571,267 total eligibles with 553,143 or 96.8 percent being minority.

Persons in Single-Parent Households with the Parent not Having a College Degree--The data in Table 64 show 1,013,609 persons under 25 years of age who would be eligible under this criteria. Of the number of eligibles, 690,922 or 68.2 percent are minority group members.

Persons in Households with Parents without a College Degree and in which a Language Other than English is Spoken in the Home--The data in Table 65 show the number of persons under 25 years of age who live in a household with parents without a bachelor's degree and in which English is not the language spoken in the home. The data in this table show 1,081,753 eligible persons with 1,030,397 or 95.3 percent of these persons being minority group members.

Persons in Single-Parent Households in which a Language Other than English is Spoken in the Home--The data in Table 66 show those persons under 25 years of age living in households with a single-parent and in which English is not the language spoken at home. The data in this table show 249,528 eligible persons in this combination of categories with 237,150 or 95.0 percent being minority group members.

Persons in Single-Parent Poverty Households with the Parent not Having a Bachelor's Degree--Table 67 provides data on the number of persons less than 25 years of age living in a single-parent household in poverty and with the parent not having a bachelor's degree. The data in this table show 541,735 eligibles with 434,950 or 80.3 percent being minority residents.

Persons in Poverty Households in which Neither Parent has a Bachelor's Degree and in which a Language Other than English is Spoken in the Home--The data on these variables shown in Table 68 indicate 467,200 eligible persons under 25 years of age under this combination of criteria with 457,887 or 98.0 percent being minority residents.

Persons in Single-Parent Poverty Households in which a Language Other than English is Spoken in the Home--The data in Table 69 show 156,308 eligibles under this combination of criteria. Of these, nearly 152,756 or 97.7 percent are minority group members.

Persons in Single-Parent Households in which the Parent Does Not Have a College Degree and in which a Language Other than English is Spoken in the Home--Data on this combination of variables is shown in Table 70. These data show 239,929 eligibles with 229,677 or 95.7 percent being minority residents.

Persons in Single-Parent Poverty Households in which the Parent Does not Have a Bachelor's Degree and a Language Other than English is Spoken in the Home--The data in Table 71 on this combination of criteria show 153,808 eligibles with 150,532 or 97.9 percent being minority group members.

Characteristics of Schools and Students in Schools

In this section, we examine combinations of characteristics drawn from TEA data on the number of students in Texas public elementary and secondary schools in 1995-96 and on the characteristics of school districts. These data are shown below in Tables 72-78.

Economically Disadvantaged, Limited English Proficiency, and School District Total Assessed Value Criteria--The data in Tables 72-74 examine the effects of each of three major criteria available in Texas Educational Agency data on the number of persons who would be eligible. The data in these tables show that the use of the criteria of using students designated as economically disadvantaged would result in 1,754,401 eligible students with 1,388,276 or 79.1 percent being minority students; use of students in Limited English Proficiency Programs leads to 479,576 eligible students with 473,347 or 98.7 percent being minority; and use of students in school districts with total assessed property values of less than \$72,126 per student would result in 398,876 eligibles with 329,610 or 82.6 percent being minority group members.

Combinations of Economically Disadvantaged, Limited English Proficiency and Total Assessed Property Value Criteria--Tables 75-78 show results for various combinations of the three school-based criteria. For all combinations examined, the use of multiple criteria reduces the number of eligibles. For example, when the three criteria are combined, the values are substantially reduced. Thus, if the lowest total assessed property value per student (<\$72,126), economically disadvantaged status, and enrolled in a Limited English Proficiency Program criteria are combined (Table 78), the number of eligibles is reduced to 107,778 but 107,374 or 99.6 percent are minority. As indicated in other combinations discussed in this section, such results point to the tradeoffs required between the number of eligibles obtained and the proportion of persons of minority status among the eligibles obtained.

Characteristics of Students Completing the ACT/SAT in 1995-96

In this section, we examine the results for the combinations of criteria involving students who completed the SAT/ACT in Texas in 1995-96. These results are shown in Tables 79-81.

Students Completing ACT/SAT by Assessed Value and Parents' Income--Table 79 shows the combination of school district assessed value per student and parental income. The data in this table are examined relative to differences at the extremes of income within school district assessed value per student categories. The data in this table for districts with assessed values of less than \$70,000 per student and parental incomes of less than \$30,000 show 19,055 eligibles with 13,200 or 70.4 percent being minority. For those from households with incomes of more than \$100,000 and in districts with assessed values of \$130,000 or more per student, the number of eligibles was 3,569 with only 485 or 13.6 percent being minority group members.

Students Completing ACT/SAT by Assessed Value and Parents' Education--Table 80 shows data on combinations of property value per student for school districts and parents' level of education. The data in this table show that

if persons in districts with per student assessed values of less than \$70,000 were used in conjunction with parental education of high school or less, 6,937 eligibles would be identified with 4,810 or 69.3 percent being minority residents. If parental education of less than a bachelor's degree were used, 14,339 eligibles would be identified with 8,359 or 58.3 percent being minority residents.

Students Completing ACT/SAT by Assessed Value Per Student, Parents' Income and Parents' Education--The data in Table 81 shows the crosstabulation between the three variables noted. Although this table cannot be easily summarized, one can examine the extremes of the table to obtain an indication of the likely consequences of selecting different combinations of these three variables. If the categories of assessed value less than \$50,000, parents' income less than \$30,000 and parents' education of less than a bachelor's degree, a total of 3,618 eligibles are identified with 2,936 or 81.1 percent being minority group members. If the category of assessed value exceeding \$130,000 is used in conjunction with parental income of more than \$100,000 and less than a bachelor's degree, then 292 eligibles are identified with 56 persons or 19.2 percent being minority residents.

The Use of Additive Multiple Criteria

To this point in the analysis, the numbers of persons obtained using single criteria and the numbers obtained by requiring the possession of multiple criteria characteristics have been examined. In this final part of the analysis, we examine the number of persons who would be obtained if the number of persons possessing any one of several criteria characteristics were added together. Tables 82-89 present the results of the additive use of criteria.

The data in Tables 82-84 present the results of the analysis of persons less than 25 years of age in households with children for which the total number of potential eligibles is 6,652,767. These data show that if having

parents without a college degree or living in poverty, or an income equal to 200 percent of poverty or an income of less than \$35,000 is used, the total number of eligibles is between 4.0 and 4.3 million persons with between 55 and 57 percent of this range being minority group members.

Tables 85-88 present information on the numbers of persons in Texas elementary and secondary schools under different combinations of characteristics. Tables 85 and 86 show that the use of economically disadvantaged status together with assessed value of district or Limited English Proficiency status lead to between 1.8 and 2.0 million of a potential 3.7 million eligibles with between 73 and 78 percent being minority. The data in Table 87 suggest that dropping the economic disadvantaged category reduces the number of eligibles to roughly 960,000. Table 88 combines all three of the characteristics of being from an economically disadvantaged household, being enrolled in a Limited English Proficiency Program, or being in a school district with a relatively low total assessed value per student. This table suggests that the use of all three factors would increase the number of eligibles to more than 2.0 million persons with more than 76 percent being minority group members.

Table 89 provides data on the combination of assessed value per student, based on the assessed value of residential property per student, parental income less than \$30,000 and with parents' with less than a college level of education among students taking the ACT/SAT in Texas in 1995-96. These data suggest that the use of such criteria would result in 85,514 eligibles out of the 141,282 taking the ACT/SAT with more than 51 percent being minority group members.

Summary of Analysis in Section 4

As a final means of examining the utility of alternative criteria, the data in Table 90 can be examined. This table summarizes results from Tables 49-89. This table shows in column two the number of persons eligible using

alternative single criteria, exclusive multiple criteria, and additive multiple criteria and in column three the percentage that this number represents of all the persons who might be eligible in the applicable population (these total numbers for the applicable populations are 6,652,767 for the population under 25 years of age in 1990, 3,748,167 for students in elementary and secondary schools in 1995-96, and 141,282 for students taking the ACT/SAT in Texas in 1995-96). Three columns are then shown for each of the total minority population and for the Black and Hispanic populations combined. These columns show the total number of eligibles under a given criteria, the percentage that the number of eligibles is of the applicable population base, and the percent of all eligibles that the minority (or Black and Hispanic) population represents. Column one of the table provides a reference to the table from which the data are derived.

The effects of the use of single criteria values can be determined by examining data for Tables 49-60 in Table 90. Clearly the single criterion of relatively low household income, parents without college degrees and central city status create the largest number of eligible persons (over 4.0 million for each criteria) but in these cases the minority proportions are 58.6 percent, 56.7 percent and 53.6 percent respectively. The highest proportion of minorities (more than 92 percent) is obtained when the language criteria is utilized but the total number of eligibles is reduced substantially, to 1.5 million. It appears that the use of any one criteria will require a tradeoff between the size of the pool and the ethnic characteristics of the pool.

Tables 61-71 employ the population in Texas under the age of 25 in 1990 and thus the number of eligibles shown can be compared to the total base of 6,652,767. As shown in Table 90, the data in these tables suggest that the combination of poverty and parents without a college degree produces a pool of more than 1.2 million with more than 953,000 of this or 79.0 percent being persons of minority status. The combination of parents without a college

degree and a language other than English being spoken in the home produces 1.1 million eligibles with 95.3 percent being minority group members. Similar numbers and proportions are shown for the combination of single-parent households with the parent not having a bachelor's degree in which more than 1.0 million eligibles are obtained with 68.2 percent being minority group members. All other combinations produce less than 700,000 eligibles. The results shown for these tables when compared to those for Tables 49-60 clearly demonstrate that as more variables are employed, the number of eligible persons is reduced. Thus, the two combinations delineated above produce larger proportions of minority eligibles than those discussed relative to Tables 49-60 but the total number of minority residents who are eligible is reduced from the more than 2.3 million shown for Table 49 and Table 52 to the roughly 1.0 million in Tables 61 and 65.

Tables 72-78 present data from the Texas Education Agency on students in Texas elementary and secondary schools in 1995-96. They examine the three student criteria of economically disadvantaged, enrolled in Limited English Proficiency programs, and total assessed property value per student. These tables should be evaluated relative to the 3,748,167 students enrolled in elementary and secondary schools in Texas in 1995-96. The analysis of these three variables in Table 90 shows that the largest number of eligibles is obtained by simply using economically disadvantaged status with more than 1.7 million total eligibles being obtained with nearly 1.4 million (79.1 percent) being minority group members. All other combinations lead to relatively small numbers of eligibles.

The data for Tables 79-81 must be examined relative to the 141,282 base of students who completed the ACT/SAT in Texas in 1995-96. As shown in Table 90, these data suggest that all combinations examined produce relatively small pools relative to the total of 141,282 potential persons. This suggests that among those who take the tests associated with college entrance, the use of

multiple criteria quickly limits the number of eligible persons. Thus, even with the use of two criteria (see Tables 79 and 80) combining relatively large numbers of categories is necessary in order to increase the number of eligible persons especially the base of eligible minorities. If three variables are combined (see Table 81), the base of eligible persons decreases to a marginal number relatively rapidly. These data suggest that the use of a limited number of criteria will be necessary in order to create pools of sufficient size.

The data on combinations of variables used additively (Tables 82-89) suggest that the use of standard socioeconomic criteria, that is, low income and education (as represented by having parents without a college degree) would produce pools of more than 4.0 million, which would represent more than 60 percent of the total applicable populations, more than 70 percent of the applicable minority populations and result in between 55 and 57 percent of all eligibles being minority group members. Virtually all other combinations result in either substantially reduced numbers or proportions of total and minority eligibles or reduced proportions of minorities among the eligible populations.

In sum, then, the data in this section suggest that a very limited number of criteria should be employed in the identification of populations in need. It appears that the use of standard criteria of socioeconomic status including income and poverty and levels of parental education should be considered for use.

Section 5--Students in Higher Education in Texas

In this section, we examine several key characteristics of the current students enrolled in higher education in Texas. This section is intended to provide data that when compared with those presented above for the elementary and secondary school population will indicate the nature of the change likely to impact Texas colleges and universities in the coming years.

The data in Table 91 show Fall 1995 enrollment in public colleges and universities in Texas. These data show a total level of college enrollment that is 62.9 percent Anglo, 9.8 percent Black, 22.3 percent Hispanic, and 5.0 percent from Other racial/ethnic groups. Given an elementary and secondary school population (as shown in Table 5) that is 46.4 percent Anglo, 14.3 percent Black, 36.7 percent Hispanic, and has 2.6 percent from Other racial/ethnic groups, it is obvious that increases will occur in the number and proportion of minority students in Texas colleges and universities.

In fact, data shown in Tables 92 and 93 from a recent projection of Texas residents attending Texas public colleges and universities (excluding health-related institutions), suggest that, by 2030, roughly 57 percent of all college students will be non-Anglos. Therefore, the issues impacting minority college students will increasingly become the dominant issues facing higher education in Texas.

Although the numerous issues that may impact Texas as its college population becomes increasingly minority is not the major focus of this report and cannot be discussed in detail here, it is appropriate to note that in the absence of change in the socioeconomic status of minorities and in their access to and completion of levels of higher education, some of the implications may be extensive. For example, Table 94 shows the percentage of students who scored at various levels on the TASP test which determines the need for remediation. As is evident from the data in this table, nearly 29 percent of students had scores requiring remediation in math, 17 percent

remediation in reading and 26 percent remediation in writing but these percentages were roughly 51 percent, 30 percent and 40 percent for Blacks and 39 percent, 26 percent and 35 percent for Hispanics.

The data in Tables 95 and 96 show mean TASP scores across counties grouped by metropolitan status and economic region and Figure 40 shows percent of students requiring remediation by economic region. These data show that in each status type and region, mean scores for Blacks and Hispanics are lower than those for Anglos and Others for nearly all subject matter areas, suggesting the pervasiveness of the patterns noted in Table 94. Figure 40 shows high percentages of students requiring remediation in several regions of the State with the highest percentage being in South Texas. Together the data in Tables 94-96 suggest that the need for remediation services within higher education is likely to increase in the coming years.

The data in Tables 97 and 98 suggest that there will also be substantial financial need. Thus the 271,772 students receiving financial aid in Texas during 1995-96 represented roughly 33.8 percent of all students enrolled in the Fall of 1995. However, the 127,480 minority students receiving aid represented 42.8 percent of all minority students. The data in these tables also suggest that minority students may find it more difficult to obtain some types of aid. For example, in the State and for all regions in the State, the amount of minority aid coming from loans is less and this difference is largely the reason for the overall lower levels of aid for minorities than for other students.

Summary of Analysis in Section 5

The brief analysis in this section indicates that resolving the issues related to minority involvement in higher education is critical to the future of higher education in Texas. Growth in minority enrollment will account for a majority of all enrollment growth in the State and, in the absence of measures to alter patterns of involvement and the socioeconomic conditions of

minorities in Texas, future patterns could bring relatively slow growth in enrollment in Texas higher education and to increasing proportions of students with substantial levels of need for remedial and financial assistance.

Section 6--Summary and Recommendations

In this analysis, a relatively large number of factors which may vary with racial/ethnic status have been examined as alternatives to the use of race-based criteria. The intent has been to find factors that would identify populations with the levels of need that were previously identified using race/ethnicity criteria. Several alternative categories of criteria have been examined. These have included basic socioeconomic factors, school characteristics, characteristics of tests used in admissions and other processes, geographic location, and a variety of other factors that may be related to ethnicity or affect the relationships between ethnicity and other factors.

Any attempt to generalize from the extensive descriptive analysis presented here must be done cautiously. Clearly, additional analysis could be completed and numerous other criteria might be considered and evaluated. However, within the limitations of this analysis, the following results appear sufficiently general as to merit further consideration:

1. Socioeconomic conditions related to poverty, income and education appear to substantially focus attention on minority groups in need. The analysis in Section 1 indicated that income levels are lower and poverty levels higher for minority residents in nearly all areas of the State. When such factors are examined among the future population of those who will be college students in the years to come (those persons under 25 years of age), the results suggest that the use of such criteria, would appear to be useful in identifying populations in need. In addition, the results of analysis in Section 1 suggested that the single-parent status of the household, language use

and lack of college-educated parents might be usefully combined with income and poverty to identify populations in need.

2. Area of residence may also be useful in identifying populations in need. In particular, the results in several sections suggest that central city counties may provide focused areas for identifying populations in need. At the same time, however, for several factors, it is obvious that extreme conditions of need also occur in nonmetropolitan areas. Among economic regions of the State, South Texas shows particularly high levels of need, with substantial levels of need also being evident in the Upper Rio Grande Region.
3. Although student populations show marked differences by several characteristics, these differences appear to be largely a function of socioeconomic differences that are associated with minority status and are pervasive across areas. However, one areal factor that clearly identifies populations in need, particularly those within populations of Hispanic origin, is school district's assessed residential property value per student. Consideration should be given to using the wealth status of districts as a means of identifying students in need. Secondary attention should be given to the use of the proportion of disadvantaged students and students on free or reduced lunch for identifying populations in need either independently or in conjunction with the property wealth status of the district.

4. The analysis provided here suggests that ACT/SAT tests may favor students from particular cultural backgrounds and may not always be indicative of academic performance. Although ACT/SAT scores were related in the ways expected to socioeconomic factors such that students from higher income households and from households with more highly educated parents were likely to score higher on the ACT/SAT, the analysis indicated that even within categories of high income and education, Anglos and persons from the Other racial/ethnic group tended to achieve higher scores while Blacks and Hispanics had lower scores. Similarly, at the lowest levels of income and education, Anglos and Others tended to have higher ACT/SAT scores than Hispanics and Blacks. Equally important, even among students who were performing at high levels of academic proficiency, Black and Hispanic scores remained lower, suggesting that such scores are not predictive of academic performance, at least at the high school level. Analysis of ACT/SAT scores in conjunction with several other factors continued to show residual race/ethnicity effects on scores. Given these findings, it appears that consideration should be given to decreasing the emphasis placed on ACT/SAT scores in college admissions and other areas, if the populations with the highest levels of need are to be served.
5. Although a combination of criteria measuring limited socioeconomic conditions of households within areas

with limited socioeconomic resources identifies populations with high levels of need that have high minority proportions, the use of exclusive multiple criteria results in a substantial reduction in the size of the eligible populations under multiple criteria compared to those eligible using fewer criteria. Thus analysis of combinations of property wealth, household income and parents' educational levels suggests that students in the most disadvantaged areas and households are likely to have high levels of need and to be minority. A tradeoff between the size of the total number of eligible persons created in employing given criteria and the proportion of minorities among the eligibles is likely to be necessary.

6. It appears that the additive use of multiple criteria may merit consideration for adoption. Use of criteria using income (or poverty) measures and parents' levels of education produce relatively large eligible populations which include more than 50 percent minority group members.
7. It must be recognized that no single criteria or combination of criteria examined results in the same level of minority participation as occurred under criteria used prior to Hopwood.
8. The need to increase minority enrollment has been documented elsewhere and it is obvious that minority enrollment growth will continue to be the major source of new students for higher education in the coming

years. It must be recognized that unless the socioeconomic conditions of minority populations change, the increase in minority enrollment will likely require more remediation and increased financial assistance if the educational needs of Texas population are to be addressed.

Although additional criteria could be evaluated, and additional analysis of the criteria examined here could be completed, the results of this analysis do suggest criteria that will likely assist in identifying populations in need. The results also suggest, however, that whenever criteria are selected they should be empirically examined because many of those initially suggested by the committee have been found to be relatively ineffective. Therefore, it is to be recommended that colleges and universities proposing criteria to address populations in need be asked to provide empirical evidence that the actions proposed are likely to maintain access for disadvantaged groups. Without such analysis, otherwise well intentioned actions may not result in increasing the diversity of Texas colleges and universities to the extent necessary to ensure that the needs of Texas' current and future residents are adequately addressed.

Table 1: Selected Demographic and Socioeconomic Characteristics of Texas Population and Populations Percentaged Within Metropolitan Status, 1990

| Characteristic | State | | Central City | | Suburban | | Non-Metro Adjacent | | Non-Metro Non-Adjacent | |
|--|------------|------|--------------|------|-----------|------|--------------------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total Population | 16,951,382 | | 11,594,132 | | 2,539,120 | | 1,961,101 | | 857,029 | |
| Population <25 | 6,652,767 | | 4,619,198 | | 972,776 | | 733,447 | | 327,346 | |
| Percent Minority | | 37.3 | | 42.3 | | 20.4 | | 32.4 | | 31.3 |
| Percent <25 and Minority | | 48.0 | | 51.2 | | 25.6 | | 42.0 | | 40.6 |
| Percent in Poverty | | 18.0 | | 18.1 | | 12.7 | | 22.6 | | 22.9 |
| Percent in Poverty and Minority | | 66.4 | | 72.5 | | 43.8 | | 58.2 | | 57.2 |
| Percent <25 in Poverty | | 24.5 | | 25.1 | | 16.5 | | 29.3 | | 30.2 |
| Percent <25 in Poverty and Minority | | 71.8 | | 76.3 | | 50.1 | | 66.8 | | 65.1 |
| Population w/o College Degree | 14,754,798 | | 9,945,946 | | 2,204,206 | | 1,816,362 | | 788,285 | |
| Anglo | 8,502,802 | 57.6 | 5,106,737 | 51.3 | 1,683,819 | 76.4 | 1,189,609 | 65.5 | 522,637 | 66.3 |
| Black | 1,844,108 | 12.5 | 1,425,492 | 14.3 | 187,280 | 8.5 | 170,648 | 9.4 | 60,688 | 7.7 |
| Hispanic | 4,113,240 | 27.9 | 3,180,507 | 32.0 | 293,456 | 13.3 | 441,678 | 24.3 | 197,599 | 25.1 |
| Other | 294,648 | 2.0 | 233,210 | 2.4 | 39,650 | 1.8 | 14,427 | 0.8 | 7,361 | 0.9 |
| Percent w/o College Degree and Minority | | 40.7 | | 46.6 | | 22.2 | | 34.1 | | 33.2 |
| Population <25 w/o College Degree | 5,073,562 | | 3,494,339 | | 698,352 | | 610,893 | | 269,977 | |
| Percent <25 w/o College Degree & Minority | | 53.6 | | 60.2 | | 30.1 | | 46.1 | | 45.8 |
| Percent <25 w/o College Degree, in Poverty, and Minority | | 73.8 | | 78.6 | | 51.8 | | 67.7 | | 66.3 |
| Percent Non-English Speaking at Home | | 23.4 | | 26.3 | | 12.4 | | 20.8 | | 21.6 |
| Percent Not Speaking English Well | | 3.3 | | 3.9 | | 1.6 | | 2.7 | | 2.9 |
| Percent Non-English Speaking at Home <25 and Minority | | 87.4 | | 87.9 | | 74.6 | | 90.9 | | 91.0 |
| Percent Not Speaking English Well, <25 and Minority | | 88.9 | | 89.8 | | 78.3 | | 89.5 | | 88.3 |
| Number of Single Parent Households | 502,913 | | 373,612 | | 61,015 | | 47,761 | | 20,525 | |
| Percent Single Parent Households with Minority Head | | 55.3 | | 59.7 | | 34.2 | | 50.7 | | 48.4 |
| Number <25 in Single Parent Households | 1,107,116 | | 825,931 | | 123,975 | | 110,116 | | 47,094 | |
| Percent <25 in Single Parent Households with Minority Head | | 64.4 | | 68.8 | | 42.0 | | 59.5 | | 58.1 |
| Mean Household Income for Householders >25 | 35,307 | | 36,545 | | 38,672 | | 27,370 | | 27,222 | |
| Median Household Income for Householders >25 | 27,291 | | 29,098 | | 29,000 | | 21,500 | | 20,600 | |
| Mean Household Income for Householders >25 with Head/Spouse w/o College Degree, Minority, w/children | 22,923 | | 23,281 | | 25,666 | | 19,778 | | 19,141 | |
| Mean Household Income for Householders >25 of Single Parent Households with Minority Head | 15,653 | | 16,079 | | 16,772 | | 12,145 | | 12,105 | |

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Table 2: Selected Demographic and Socioeconomic Characteristics of Texas Population and Populations Percentaged Across Metropolitan Status, 1990

| Characteristic | State | Central City | | Suburban | | Non-Metro Adjacent | | Non-Metro Non-Adjacent | |
|--|------------|--------------|------|-----------|------|--------------------|------|------------------------|-----|
| | | Number | % | Number | % | Number | % | Number | % |
| Total Population | 16,951,382 | | 68.3 | 15.0 | | 11.6 | | 5.1 | |
| Population <25 | 6,652,767 | | 69.4 | 14.6 | | 11.0 | | 5.0 | |
| Percent Minority | 6,321,105 | | 77.5 | 8.2 | | 10.0 | | 4.3 | |
| Percent <25 and Minority | 3,191,412 | | 77.3 | 8.2 | | 10.1 | | 4.4 | |
| Percent in Poverty | 2,981,402 | | 68.7 | 10.5 | | 14.4 | | 6.4 | |
| Percent in Poverty and Minority | 1,980,637 | | 75.0 | 6.9 | | 12.6 | | 3.5 | |
| Percent <25 in Poverty | 1,580,663 | | 71.1 | 9.8 | | 13.1 | | 6.0 | |
| Percent <25 in Poverty and Minority | 1,135,152 | | 75.3 | 6.9 | | 12.2 | | 3.4 | |
| Population w/o College Degree | 14,754,798 | 9,943,946 | 67.4 | 2,204,206 | 14.9 | 1,816,362 | 12.3 | 788,283 | 5.4 |
| Anglo | 8,502,802 | 5,106,737 | 60.1 | 1,683,819 | 19.8 | 1,189,609 | 14.0 | 522,637 | 6.1 |
| Black | 1,844,108 | 1,425,492 | 77.2 | 187,280 | 10.2 | 170,648 | 9.3 | 60,688 | 3.3 |
| Hispanic | 4,113,240 | 3,180,507 | 77.3 | 293,436 | 7.1 | 441,678 | 10.7 | 197,599 | 4.9 |
| Other | 294,648 | 233,210 | 79.1 | 39,650 | 13.5 | 14,427 | 4.9 | 7,361 | 2.5 |
| Percent w/o College Degree and Minority | 6,007,777 | | 77.1 | 8.2 | | 10.3 | | 4.4 | |
| Population <25 w/o College Degree | 5,073,562 | | 68.9 | 13.8 | | 12.0 | | 5.3 | |
| Percent <25 w/o College Degree & Minority | 2,719,621 | | 77.4 | 7.7 | | 10.4 | | 4.5 | |
| Percent <25 w/o College Degree, in Poverty, and Minority | 1,105,264 | | 75.4 | 6.8 | | 12.3 | | 5.3 | |
| Percent Non-English Speaking at Home | 3,960,148 | | 77.0 | 8.0 | | 10.3 | | 4.7 | |
| Percent Not Speaking English Well | 567,126 | | 79.0 | 7.2 | | 9.4 | | 4.4 | |
| Percent Non-English Speaking at Home <25 and Minority | 1,320,453 | | 77.9 | 6.2 | | 10.7 | | 5.2 | |
| Percent Not Speaking English Well, <25 and Minority | 161,088 | | 81.4 | 6.6 | | 8.5 | | 3.5 | |
| Number of Single Parent Households | 502,913 | | 74.3 | 12.1 | | 9.3 | | 4.1 | |
| Percent Single Parent Households with Minority Head | 278,207 | | 80.2 | 7.5 | | 8.7 | | 3.6 | |
| Percent <25 in Single Parent Households | 1,107,116 | | 74.6 | 11.2 | | 9.9 | | 4.3 | |
| Percent <25 in Single Parent Households with Minority Head | 713,068 | | 79.7 | 7.3 | | 9.2 | | 3.8 | |
| Mean Household Income for Householders >25 | 35,307 | 36,545 | | 38,672 | | 27,370 | | 27,222 | |
| Median Household Income for Householders >25 | 27,921 | 29,098 | | 29,000 | | 21,500 | | 20,600 | |
| Mean Household Income for Householders >25 with Head/Spouse w/o College Degree, Minority, w/children | 22,923 | 23,281 | | 25,666 | | 19,778 | | 19,141 | |
| Mean Household Income for Householders >25 of Single Parent Households with Minority Head | 15,633 | 16,079 | | 16,772 | | 12,145 | | 12,105 | |

Table 3: Selected Demographic and Socioeconomic Characteristics of Texas Population and Populations Percentaged Within Economic Regions, 1990

| Characteristics | Texas | | High Plains | | Northwest | | Metropolitan | | Upper East Texas | | Southeast Texas | | Gulf Coast | | Central Texas | | South Texas | | West Texas | | Upper Rio Grande | |
|--|------------|------|-------------|------|-----------|------|--------------|------|------------------|------|-----------------|------|------------|------|---------------|------|-------------|------|------------|------|------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total Population | 16,951,302 | | 732,049 | | 525,733 | | 4,259,489 | | 900,381 | | 667,284 | | 3,880,121 | | 1,729,362 | | 3,129,840 | | 514,533 | | 611,790 | |
| Population <25 | 6,632,767 | 37.3 | 292,594 | 28.0 | 195,194 | 18.3 | 1,600,765 | 25.2 | 318,884 | 21.9 | 247,327 | 25.4 | 1,310,543 | 38.0 | 709,350 | 28.3 | 1,311,145 | 62.4 | 204,705 | 35.0 | 271,258 | 72.1 |
| Percent Minority | | | | | | | | | | | | | | | | | | | | | | |
| Percent <25 and Minority | | | | | | | | | | | | | | | | | | | | | | |
| Percent in Poverty | | | | | | | | | | | | | | | | | | | | | | |
| Percent in Poverty and Minority | | | | | | | | | | | | | | | | | | | | | | |
| Percent <25 in Poverty | | | | | | | | | | | | | | | | | | | | | | |
| Percent <25 in Poverty and Minority | | | | | | | | | | | | | | | | | | | | | | |
| Population w/o College Degree | 14,754,798 | | 633,290 | | 475,794 | | 3,571,506 | | 821,543 | | 611,646 | | 3,292,994 | | 1,471,512 | | 2,833,577 | | 463,599 | | 559,036 | |
| Anglo | 8,502,802 | 57.6 | 446,801 | 68.3 | 378,479 | 79.6 | 2,451,306 | 68.7 | 629,988 | 76.6 | 441,401 | 72.2 | 1,812,638 | 55.0 | 988,613 | 67.2 | 938,188 | 33.1 | 283,944 | 61.2 | 131,423 | 23.5 |
| Black | 1,844,108 | 12.3 | 34,686 | 5.3 | 28,438 | 6.0 | 228,644 | 14.8 | 131,096 | 16.4 | 131,309 | 21.5 | 620,622 | 18.8 | 198,840 | 13.5 | 111,503 | 3.9 | 19,895 | 4.3 | 18,875 | 3.4 |
| Hispanic | 4,113,240 | 27.9 | 162,103 | 24.8 | 62,933 | 13.2 | 300,632 | 14.0 | 34,117 | 4.2 | 29,809 | 4.9 | 752,869 | 22.9 | 257,139 | 17.5 | 1,756,987 | 62.0 | 134,889 | 33.4 | 401,639 | 71.8 |
| Other | 294,648 | 2.0 | 9,999 | 1.6 | 5,942 | 1.2 | 90,903 | 2.5 | 6,342 | 0.8 | 8,828 | 1.4 | 106,843 | 3.3 | 26,919 | 1.8 | 26,899 | 1.0 | 4,871 | 1.1 | 7,099 | 1.3 |
| Population w/o College Degree and Minority | | | | | | | | | | | | | | | | | | | | | | |
| Population <25 w/o College Degree | 3,073,562 | | 229,110 | | 147,939 | | 1,152,647 | | 257,325 | | 203,068 | | 1,117,997 | | 488,658 | | 1,084,956 | | 166,298 | | 225,365 | |
| Percent <25 w/o College Degree & Minority | | | | | | | | | | | | | | | | | | | | | | |
| Percent <25 w/o College Degree, in Poverty and Minority | | | | | | | | | | | | | | | | | | | | | | |
| Percent Not Speaking English w/ <25 and Minority | | | | | | | | | | | | | | | | | | | | | | |
| Percent Non-English Speaking w/ <25 and Minority | | | | | | | | | | | | | | | | | | | | | | |
| Percent Single Parent Households | | | | | | | | | | | | | | | | | | | | | | |
| Percent Single Parent Households with Minority Head | | | | | | | | | | | | | | | | | | | | | | |
| Population <25 in Single Parent Households | | | | | | | | | | | | | | | | | | | | | | |
| Percent <25 in Single Parent Households with Minority Head | | | | | | | | | | | | | | | | | | | | | | |
| Mean Household Income for Households >25 | | | | | | | | | | | | | | | | | | | | | | |
| Median Household Income for Households >25 | | | | | | | | | | | | | | | | | | | | | | |
| Mean Household Income for Households >25 with Head/Spouse w/o College Degree, Minority, w/children | | | | | | | | | | | | | | | | | | | | | | |
| Mean Household Income for Households >25 of Single Parent Households with Minority Head | | | | | | | | | | | | | | | | | | | | | | |

Table 4: Selected Demographic and Socioeconomic Characteristics of Texas Population and Populations Percentaged Across Economic Regions, 1990

| Characteristic | Texas | High Plains | Northwest | Metropolitan | Upper East Texas | Southwest | Gulf Coast | Central Texas | South Texas | West Texas | Upper Rio Grande | | | | | | | | | | |
|---|------------|-------------|-----------|--------------|------------------|-----------|------------|---------------|-------------|------------|------------------|-----------|------|-----------|------|-----------|------|---------|-----|---------|-----|
| | Number | Number | Number | Number | Number | Number | Number | Number | Number | Number | Number | | | | | | | | | | |
| Total Population | 16,991,382 | 4.3 | 3.1 | 25.1 | 5.3 | 3.9 | 22.9 | 10.2 | 18.5 | 3.1 | 3.6 | | | | | | | | | | |
| Percent <25 | 6,652,767 | 4.4 | 2.9 | 24.1 | 4.8 | 3.7 | 22.7 | 10.5 | 19.7 | 3.1 | 4.1 | | | | | | | | | | |
| Percent Minority | 6,321,105 | 3.2 | 1.5 | 17.7 | 3.1 | 2.7 | 23.3 | 7.7 | 30.9 | 2.9 | 7.0 | | | | | | | | | | |
| Percent <25 and Minority | 3,053,899 | 3.5 | 1.7 | 17.5 | 2.9 | 2.5 | 22.8 | 8.0 | 31.0 | 3.1 | 7.0 | | | | | | | | | | |
| Percent in Poverty | 2,981,402 | 4.5 | 3.1 | 16.9 | 3.4 | 4.3 | 19.3 | 9.9 | 28.0 | 3.3 | 5.3 | | | | | | | | | | |
| Percent in Poverty and Minority | 1,980,437 | 3.7 | 1.6 | 14.1 | 3.8 | 3.1 | 20.0 | 7.0 | 36.2 | 3.3 | 7.2 | | | | | | | | | | |
| Percent <25 in Poverty | 1,380,663 | 4.7 | 2.7 | 16.4 | 4.8 | 4.0 | 19.0 | 10.5 | 28.9 | 3.3 | 5.7 | | | | | | | | | | |
| Percent <25 in Poverty and Minority | 1,135,152 | 3.9 | 1.6 | 14.1 | 3.7 | 3.0 | 19.7 | 7.2 | 36.2 | 3.3 | 7.3 | | | | | | | | | | |
| Population w/o College Degree | 14,754,798 | 653,290 | 4.4 | 473,794 | 3.2 | 3,371,206 | 24.2 | 821,543 | 5.6 | 611,646 | 4.1 | 3,292,994 | 22.3 | 1,471,512 | 10.0 | 2,833,377 | 19.2 | 463,599 | 3.2 | 559,036 | 3.8 |
| Anglo | 8,502,802 | 446,801 | 5.3 | 378,479 | 4.5 | 2,451,306 | 28.8 | 629,988 | 7.4 | 441,401 | 5.2 | 1,812,638 | 21.3 | 988,613 | 11.6 | 938,188 | 11.0 | 283,944 | 3.3 | 131,423 | 1.6 |
| Black | 1,844,108 | 34,486 | 1.9 | 28,438 | 1.5 | 328,644 | 28.7 | 151,096 | 8.2 | 131,509 | 7.1 | 620,622 | 33.7 | 198,840 | 10.8 | 111,503 | 6.0 | 19,895 | 1.1 | 18,875 | 1.0 |
| Hispanic | 4,113,240 | 162,105 | 3.9 | 81,933 | 1.5 | 500,632 | 12.2 | 34,117 | 0.8 | 29,909 | 0.7 | 752,869 | 18.3 | 257,139 | 6.3 | 1,756,987 | 42.7 | 154,689 | 3.8 | 401,639 | 9.8 |
| Other | 294,648 | 9,999 | 3.4 | 5,942 | 2.0 | 90,903 | 30.9 | 6,342 | 2.2 | 8,828 | 3.0 | 106,845 | 36.2 | 26,919 | 9.1 | 26,899 | 9.1 | 4,871 | 1.7 | 7,099 | 2.4 |
| Population w/o College Degree and Minority | 6,007,777 | 3.3 | 1.6 | 17.4 | 3.1 | 2.8 | 23.0 | 7.7 | 31.2 | 2.9 | 7.0 | | | | | | | | | | |
| Population <25 w/o College Degree | 5,073,562 | 4.5 | 3.0 | 22.7 | 5.1 | 4.0 | 22.0 | 9.6 | 21.4 | 3.3 | 4.4 | | | | | | | | | | |
| Percent <25 w/o College Degree & Minority | 2,719,621 | 3.7 | 1.6 | 17.5 | 2.9 | 2.6 | 22.5 | 7.5 | 31.5 | 3.2 | 7.0 | | | | | | | | | | |
| Percent <25 w/o College Degree, in Poverty, and Minority | 1,105,264 | 3.9 | 1.7 | 14.0 | 3.7 | 3.0 | 19.6 | 7.1 | 36.4 | 3.4 | 7.2 | | | | | | | | | | |
| Percent Non-English Speaking at Home | 5,960,148 | 3.6 | 1.6 | 14.2 | 1.0 | 1.2 | 20.6 | 6.6 | 38.3 | 3.5 | 9.4 | | | | | | | | | | |
| Percent Not Speaking English Well | 567,126 | 3.1 | 1.4 | 17.1 | 1.4 | 1.1 | 23.6 | 5.5 | 34.1 | 3.4 | 9.3 | | | | | | | | | | |
| Percent Non-English Speaking at Home <25 and Minority | 1,370,453 | 4.1 | 1.4 | 12.1 | 0.9 | 0.8 | 18.2 | 5.4 | 42.3 | 4.0 | 10.8 | | | | | | | | | | |
| Percent Not Speaking English Well, <25 and Minority | 161,088 | 3.1 | 1.3 | 15.3 | 1.5 | 0.7 | 22.8 | 5.3 | 36.5 | 3.0 | 10.3 | | | | | | | | | | |
| Percent of Single Parent Households | 502,913 | 3.8 | 2.4 | 24.7 | 5.1 | 3.9 | 24.6 | 9.4 | 19.3 | 2.7 | 4.1 | | | | | | | | | | |
| Percent Single Parent Households with Minority Head | 278,207 | 2.8 | 1.5 | 20.6 | 4.0 | 3.7 | 23.2 | 8.0 | 23.9 | 2.2 | 6.1 | | | | | | | | | | |
| Population <25 in Single Parent Households | 1,107,116 | 3.7 | 2.4 | 23.2 | 5.2 | 3.9 | 23.9 | 9.1 | 21.3 | 2.7 | 4.6 | | | | | | | | | | |
| Percent <25 in Single Parent Households with Minority Head | 713,068 | 2.9 | 1.4 | 19.9 | 4.3 | 3.7 | 24.4 | 7.9 | 27.0 | 2.4 | 6.1 | | | | | | | | | | |
| Mean Household Income for Households >25 | 35,307 | 31,146 | 28,882 | 40,771 | 28,741 | 29,138 | 39,837 | 33,491 | 29,336 | 31,324 | 29,409 | | | | | | | | | | |
| Median Household Income for Households >25 | 27,921 | 23,500 | 21,600 | 32,500 | 22,452 | 23,000 | 32,000 | 26,050 | 22,613 | 23,566 | 23,000 | | | | | | | | | | |
| Mean Household Income for Households with Minority Head/Minority w/children | 22,923 | 20,741 | 19,563 | 26,456 | 19,753 | 20,885 | 25,607 | 23,366 | 20,327 | 21,254 | 20,909 | | | | | | | | | | |
| Mean Household Income for Households with Minority Head | 15,633 | 12,797 | 11,770 | 18,809 | 12,149 | 13,415 | 17,425 | 16,161 | 13,292 | 13,025 | 14,045 | | | | | | | | | | |

Table 5: Number and Percent of Students Enrolled, Students who are Economically Disadvantaged, Bilingual, Enrolled in Limited English Proficiency or English as Second Language Programs, or Receiving Free or Reduced Lunch in Texas by Race/Ethnicity, Percentaged Within Metropolitan Status, 1995-96

| Student/Program | State | | Central City | | Suburban | | Non-Metro Adjacent | | Non-Metro Non-Adjacent | |
|--|-----------|------|--------------|------|----------|------|--------------------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Number of Students Enrolled (Fall) | | | | | | | | | | |
| Anglo | 3,748,167 | 46.4 | 2,490,765 | 38.0 | 601,488 | 71.4 | 472,573 | 55.3 | 183,341 | 56.0 |
| Black | 1,739,613 | 14.3 | 946,040 | 16.6 | 429,609 | 9.2 | 261,169 | 10.9 | 102,795 | 9.3 |
| Hispanic | 536,386 | 36.7 | 412,421 | 42.4 | 55,483 | 16.7 | 51,458 | 33.1 | 17,024 | 34.1 |
| Other | 1,375,896 | 2.6 | 1,056,578 | 3.0 | 100,252 | 2.7 | 156,610 | 0.7 | 62,456 | 0.6 |
| | 96,272 | | 75,726 | | 16,144 | | 3336 | | 1,066 | |
| Number of Economically Disadvantaged Students | | | | | | | | | | |
| Anglo | 1,754,401 | 20.9 | 1,252,124 | 14.3 | 171,531 | 47.1 | 237,050 | 31.5 | 93,696 | 33.7 |
| Black | 366,125 | 19.3 | 179,085 | 20.7 | 80,721 | 16.4 | 74,698 | 16.7 | 31,621 | 13.8 |
| Hispanic | 339,383 | 58.0 | 258,709 | 62.8 | 28,076 | 35.3 | 39,630 | 51.1 | 12,968 | 52.0 |
| Other | 1,016,948 | 1.8 | 786,564 | 2.2 | 60,614 | 1.2 | 121,050 | 0.7 | 48,720 | 0.5 |
| | 31,945 | | 27,766 | | 2,120 | | 1672 | | 387 | |
| Number of Bilingual Students | | | | | | | | | | |
| Anglo | 241,458 | 0.4 | 210,359 | 0.4 | 9,272 | 1.1 | 15,273 | 0.3 | 6,554 | 1.7 |
| Black | 1,067 | 0.1 | 805 | 0.1 | 100 | 0.3 | 53 | 0.2 | 109 | 0.3 |
| Hispanic | 320 | 99.1 | 266 | 99.1 | 20 | 98.3 | 22 | 99.3 | 22 | 97.9 |
| Other | 239,175 | 0.4 | 208,476 | 0.4 | 9,111 | 0.3 | 15,172 | 0.2 | 6,416 | 0.1 |
| | 896 | | 812 | | 41 | | 36 | | 7 | |
| Number of Students in Limited English Proficiency | | | | | | | | | | |
| Anglo | 479,576 | 1.3 | 400,127 | 1.2 | 24,175 | 3.3 | 39,039 | 0.8 | 16,235 | 2.0 |
| Black | 6,229 | 0.5 | 4,818 | 0.5 | 789 | 0.6 | 297 | 0.1 | 325 | 0.3 |
| Hispanic | 2,197 | 93.2 | 1,959 | 93.1 | 142 | 86.5 | 54 | 97.8 | 42 | 97.3 |
| Other | 447,399 | 5.0 | 372,495 | 5.2 | 20,935 | 9.6 | 38,167 | 1.3 | 15,802 | 0.4 |
| | 23,751 | | 20,855 | | 2,309 | | 521 | | 66 | |
| Number of Students in English as a Second Language Course | | | | | | | | | | |
| Anglo | 181,212 | 2.3 | 144,076 | 2.2 | 11,968 | 4.1 | 17,589 | 1.1 | 7,579 | 3.1 |
| Black | 4,050 | 0.8 | 3,128 | 1.0 | 487 | 0.9 | 201 | 0.2 | 234 | 0.2 |
| Hispanic | 1,529 | 85.7 | 1,370 | 84.3 | 103 | 80.0 | 38 | 96.4 | 18 | 96.1 |
| Other | 155,387 | 11.2 | 121,569 | 12.5 | 9,584 | 15.0 | 16,954 | 2.3 | 7,280 | 0.6 |
| | 20,246 | | 18,009 | | 1,794 | | 396 | | 47 | |
| Number of Students Receiving Free/Reduced Lunch | | | | | | | | | | |
| Anglo | 1,713,988 | 21.1 | 1,217,200 | 14.5 | 170,112 | 46.8 | 234,451 | 31.6 | 92,225 | 33.8 |
| Black | 361,411 | 19.6 | 176,540 | 21.0 | 79,686 | 16.4 | 73,978 | 16.8 | 31,207 | 13.7 |
| Hispanic | 335,421 | 57.5 | 255,565 | 62.2 | 27,885 | 35.5 | 39,378 | 50.9 | 12,593 | 52.1 |
| Other | 985,513 | 1.8 | 757,582 | 2.3 | 60,439 | 1.3 | 119,441 | 0.7 | 48,051 | 0.4 |
| | 31,643 | | 27,513 | | 2,102 | | 1,654 | | 374 | |



Table 6: Number and Percent of Students Enrolled who are Economically Disadvantaged, Bilingual, Enrolled in Limited English Proficiency or English as a Second Language Programs, or Receiving Free or Reduced Lunch in Texas by Race/Ethnicity, Percentaged Across Metropolitan Status, 1995-96

| Student/Program | State | | Central City | | Suburban | | Non-Metro Adjacent | | Non-Metro Non-Adjacent | |
|--|-----------|------|--------------|------|----------|------|--------------------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Number of Students Enrolled (Fall)</u> | | | | | | | | | | |
| Anglo | 3,748,167 | 66.5 | 2,490,765 | 66.5 | 601,488 | 16.0 | 472,573 | 12.6 | 183,341 | 4.9 |
| Black | 1,739,613 | 54.4 | 946,040 | 54.4 | 429,609 | 24.7 | 261,169 | 15.0 | 102,795 | 5.9 |
| Hispanic | 536,386 | 76.9 | 412,421 | 76.9 | 55,483 | 10.3 | 51,458 | 9.6 | 17,024 | 3.2 |
| Other | 1,375,896 | 76.8 | 1,056,578 | 76.8 | 100,252 | 7.3 | 156,610 | 11.4 | 62,456 | 4.5 |
| | 96,272 | 78.6 | 75,726 | 78.6 | 16,144 | 16.8 | 3,336 | 3.5 | 1,066 | 1.1 |
| <u>Number of Economically Disadvantaged Students</u> | | | | | | | | | | |
| Anglo | 1,754,401 | 71.4 | 1,252,124 | 71.4 | 171,531 | 9.8 | 237,050 | 13.5 | 93,696 | 5.3 |
| Black | 366,125 | 48.9 | 179,085 | 48.9 | 80,721 | 22.0 | 74,698 | 20.4 | 31,621 | 8.7 |
| Hispanic | 339,383 | 76.2 | 258,709 | 76.2 | 28,076 | 8.3 | 39,630 | 11.7 | 12,968 | 3.8 |
| Other | 1,016,948 | 77.3 | 786,564 | 77.3 | 60,614 | 6.0 | 121,050 | 11.9 | 48,720 | 4.8 |
| | 31,945 | 86.9 | 27,766 | 86.9 | 2,120 | 6.6 | 1,672 | 5.2 | 387 | 1.3 |
| <u>Number of Bilingual Students</u> | | | | | | | | | | |
| Anglo | 241,458 | 87.1 | 210,359 | 87.1 | 9,272 | 3.8 | 15,273 | 6.3 | 6,554 | 2.8 |
| Black | 1067 | 75.4 | 805 | 75.4 | 100 | 9.4 | 53 | 5.0 | 109 | 10.2 |
| Hispanic | 320 | 83.0 | 266 | 83.0 | 20 | 6.3 | 12 | 3.8 | 22 | 6.9 |
| Other | 239,175 | 87.2 | 208,476 | 87.2 | 9,111 | 3.8 | 15,172 | 6.3 | 6,616 | 2.7 |
| | 896 | 90.6 | 812 | 90.6 | 41 | 4.6 | 36 | 4.0 | 7 | 0.8 |
| <u>Number of Students in Limited English Proficiency</u> | | | | | | | | | | |
| Anglo | 479,576 | 83.4 | 400,127 | 83.4 | 24,175 | 5.0 | 39,039 | 8.1 | 16,235 | 3.5 |
| Black | 6,229 | 77.3 | 4,818 | 77.3 | 789 | 12.7 | 297 | 4.8 | 325 | 5.2 |
| Hispanic | 2,197 | 89.1 | 1,959 | 89.1 | 142 | 6.5 | 54 | 2.5 | 42 | 1.9 |
| Other | 447,399 | 83.3 | 372,495 | 83.3 | 20,935 | 4.7 | 38,167 | 8.5 | 15,802 | 3.5 |
| | 23,751 | 87.8 | 20,855 | 87.8 | 2,309 | 9.7 | 521 | 2.2 | 66 | 0.3 |
| <u>Number of Students in English as a Second Language Course</u> | | | | | | | | | | |
| Anglo | 181,212 | 79.5 | 144,076 | 79.5 | 11,968 | 6.6 | 17,589 | 9.7 | 7,579 | 4.2 |
| Black | 4,050 | 77.2 | 3,128 | 77.2 | 487 | 12.0 | 201 | 5.0 | 234 | 5.8 |
| Hispanic | 1,529 | 89.6 | 1,370 | 89.6 | 103 | 6.7 | 38 | 2.5 | 18 | 1.2 |
| Other | 155,387 | 78.2 | 121,569 | 78.2 | 9,584 | 6.2 | 16,954 | 10.9 | 7,280 | 4.7 |
| | 20,246 | 88.9 | 18,009 | 88.9 | 1,794 | 8.9 | 396 | 2.0 | 47 | 0.2 |
| <u>Number of Students Receiving Free/Reduced Lunch</u> | | | | | | | | | | |
| Anglo | 1,713,988 | 71.0 | 1,217,200 | 71.0 | 170,112 | 9.9 | 234,451 | 13.7 | 92,225 | 5.4 |
| Black | 361,411 | 48.8 | 176,540 | 48.8 | 79,686 | 22.0 | 73,978 | 20.6 | 31,207 | 8.6 |
| Hispanic | 335,621 | 76.2 | 27,885 | 76.2 | 27,885 | 8.3 | 39,378 | 11.7 | 12,593 | 3.8 |
| Other | 985,513 | 76.9 | 757,582 | 76.9 | 60,439 | 6.1 | 119,441 | 12.1 | 48,051 | 4.9 |
| | 31,643 | 86.9 | 27,513 | 86.9 | 2,102 | 6.6 | 1,654 | 5.2 | 374 | 1.3 |

Table 7: Number and Percent of Students Enrolled, Students who are Economically Disadvantaged, Bilingual, Enrolled in Limited English Proficiency or English as a Second Language Programs, or Receiving Free or Reduced Lunch in Texas by Race/Ethnicity, Percentaged Within Economic Regions, 1992-96

| | Texas | | High Plains | | Northwest | | Metropolis | | Upper East Texas | | Southeast Texas | | Gulf Coast | | Central Texas | | South Texas | | West Texas | | Upper Rio Grande | |
|---|-----------|------|-------------|--------|-----------|---------|------------|---------|------------------|---------|-----------------|---------|------------|---|---------------|---|-------------|---|------------|---|------------------|---|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Number of Students Enrolled (Fall) | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 5,746,167 | 46.4 | 136,617 | 87.076 | 106,172 | 876,125 | 188,796 | 137,348 | 898,984 | 325,664 | 773,723 | 127,663 | 154,875 | | | | | | | | | |
| Black | 1,739,613 | 14.3 | 87,076 | 35.0 | 76,680 | 505,872 | 129,317 | 87,212 | 401,312 | 187,607 | 186,877 | 57,676 | 21,784 | | | | | | | | | |
| Hispanic | 536,356 | 4.3 | 10,781 | 6.8 | 7,328 | 137,928 | 41,287 | 30,313 | 189,043 | 30,986 | 29,684 | 6,447 | 4,587 | | | | | | | | | |
| Other | 1,375,896 | 11.0 | 58,710 | 37.0 | 20,804 | 179,510 | 16,442 | 9,542 | 269,164 | 78,523 | 552,617 | 62,439 | 127,145 | | | | | | | | | |
| | 96,272 | 2.6 | 2,050 | 1.3 | 1,360 | 32,815 | 1,350 | 2,481 | 39,463 | 7,348 | 6,345 | 1,101 | 1,359 | | | | | | | | | |
| Number of Economically Disadvantaged Students | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 1,754,401 | 20.9 | 66,344 | 17,916 | 46,374 | 328,230 | 78,959 | 62,441 | 367,749 | 129,923 | 499,866 | 66,834 | 107,651 | | | | | | | | | |
| Black | 366,125 | 3.0 | 17,916 | 27.0 | 24,994 | 89,740 | 33,356 | 25,220 | 63,237 | 40,669 | 47,446 | 14,647 | 6,900 | | | | | | | | | |
| Hispanic | 339,303 | 2.7 | 7,537 | 11.0 | 5,316 | 98,435 | 29,790 | 28,379 | 109,160 | 34,026 | 39,099 | 4,348 | 2,693 | | | | | | | | | |
| Other | 1,016,946 | 8.0 | 40,437 | 61.0 | 15,459 | 128,348 | 13,169 | 7,226 | 184,181 | 52,887 | 430,096 | 47,239 | 97,516 | | | | | | | | | |
| | 31,945 | 1.8 | 464 | 0.7 | 603 | 11,797 | 644 | 1,616 | 11,171 | 2,371 | 2,425 | 400 | 542 | | | | | | | | | |
| Number of Bilingual Students | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 241,458 | 1.9 | 2,754 | 6.6 | 566 | 32,418 | 2,126 | 1,720 | 57,999 | 9,214 | 94,909 | 9,221 | 30,551 | | | | | | | | | |
| Black | 1,067 | 0.4 | 14 | 0.5 | 6 | 122 | 15 | 77 | 187 | 70 | 348 | 30 | 198 | | | | | | | | | |
| Hispanic | 320 | 0.1 | 7 | 0.3 | 8 | 91 | 7 | 17 | 74 | 33 | 35 | 6 | 42 | | | | | | | | | |
| Other | 239,175 | 1.9 | 2,711 | 99.0 | 543 | 32,088 | 2,093 | 1,543 | 57,673 | 8,880 | 94,431 | 9,167 | 30,244 | | | | | | | | | |
| | 896 | 0.4 | 2 | 0.1 | 7 | 117 | 11 | 283 | 65 | 231 | 93 | 18 | 67 | | | | | | | | | |
| Number of Students in Limited English Proficiency Programs | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 479,376 | 3.8 | 10,041 | 2.7 | 2,749 | 90,167 | 6,187 | 4,379 | 120,021 | 20,339 | 138,306 | 17,418 | 48,969 | | | | | | | | | |
| Black | 6,229 | 0.5 | 112 | 1.1 | 64 | 1,982 | 88 | 84 | 1,797 | 542 | 693 | 270 | 397 | | | | | | | | | |
| Hispanic | 2,197 | 0.5 | 25 | 0.2 | 28 | 880 | 37 | 29 | 810 | 173 | 109 | 14 | 74 | | | | | | | | | |
| Other | 447,899 | 3.5 | 9,306 | 95.0 | 2,469 | 78,483 | 5,789 | 3,604 | 107,461 | 18,329 | 136,146 | 16,973 | 48,318 | | | | | | | | | |
| | 23,731 | 5.0 | 398 | 4.0 | 170 | 8,622 | 132 | 662 | 10,733 | 1,495 | 1,158 | 161 | 180 | | | | | | | | | |
| Number of Students in English as a Second Language Course | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 181,212 | 1.4 | 3,649 | 9.3 | 1,776 | 33,606 | 3,773 | 2,491 | 49,177 | 7,973 | 44,369 | 4,021 | 6,375 | | | | | | | | | |
| Black | 4,050 | 0.3 | 88 | 1.6 | 41 | 1,669 | 52 | 48 | 1,251 | 312 | 347 | 202 | 40 | | | | | | | | | |
| Hispanic | 1,529 | 0.9 | 12 | 0.2 | 17 | 735 | 28 | 13 | 588 | 70 | 51 | 6 | 9 | | | | | | | | | |
| Other | 153,987 | 1.2 | 5,192 | 13.0 | 1,996 | 43,229 | 3,561 | 2,100 | 37,907 | 6,604 | 43,066 | 3,753 | 8,279 | | | | | | | | | |
| | 20,246 | 11.2 | 357 | 6.3 | 122 | 7,873 | 134 | 330 | 9,431 | 987 | 905 | 60 | 47 | | | | | | | | | |
| Number of Students Receiving Free/Reduced Lunch | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 1,713,988 | 13.5 | 64,863 | 17,103 | 46,321 | 324,616 | 78,198 | 61,653 | 364,592 | 128,403 | 471,115 | 66,778 | 107,047 | | | | | | | | | |
| Black | 361,411 | 2.9 | 17,103 | 27.0 | 24,955 | 89,209 | 34,905 | 24,856 | 62,109 | 40,287 | 46,430 | 14,624 | 6,873 | | | | | | | | | |
| Hispanic | 335,421 | 2.6 | 7,330 | 11.0 | 5,311 | 96,984 | 29,344 | 28,006 | 108,190 | 33,310 | 19,312 | 4,543 | 2,689 | | | | | | | | | |
| Other | 985,213 | 7.7 | 39,908 | 62.0 | 15,450 | 126,813 | 13,110 | 7,194 | 183,203 | 52,673 | 403,010 | 47,209 | 96,943 | | | | | | | | | |
| | 31,643 | 1.8 | 442 | 0.7 | 603 | 11,610 | 639 | 1,399 | 11,090 | 2,353 | 2,363 | 400 | 542 | | | | | | | | | |



Table 8: Number and Percent of Students Enrolled who are Economically Disadvantaged, Bilingual, Enrolled in Limited English Proficiency or English as a Second Language Programs, or Receiving Free or Reduced Lunch in States by Race/Ethnicity, Percentaged Across Economic Regions, 1993-96

| Student/Program | State | | High Plains | | Northwest | | Midwest | | Southwest | | Upper East | | South | | Central | | South | | West | | Upper Midwest | |
|---|-----------|---|-------------|-----|-----------|-----|---------|------|-----------|-----|------------|------|---------|------|---------|------|---------|------|---------|-----|---------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Number of Students Enrolled (Total) | 3,746,167 | | 139,617 | 4.2 | 106,172 | 2.9 | 876,125 | 23.4 | 188,796 | 5.0 | 137,548 | 3.7 | 898,984 | 24.0 | 325,464 | 8.7 | 775,725 | 20.6 | 127,663 | 3.4 | 124,875 | 4.1 |
| Anglo | 1,739,613 | | 87,076 | 5.0 | 76,680 | 4.4 | 505,872 | 29.1 | 129,517 | 7.4 | 87,212 | 5.0 | 401,312 | 23.1 | 187,607 | 10.8 | 184,877 | 10.6 | 37,676 | 3.3 | 21,784 | 1.3 |
| Black | 536,386 | | 10,781 | 2.0 | 7,328 | 1.4 | 137,928 | 25.4 | 41,287 | 7.7 | 38,313 | 7.1 | 189,043 | 33.2 | 50,986 | 9.5 | 29,684 | 5.5 | 6,447 | 1.2 | 4,587 | 1.0 |
| Hispanic | 1,375,896 | | 38,710 | 4.3 | 20,404 | 1.5 | 178,510 | 13.0 | 16,442 | 1.2 | 9,542 | 0.7 | 269,164 | 19.6 | 79,323 | 5.8 | 552,617 | 40.2 | 62,439 | 4.5 | 127,143 | 9.2 |
| Other | 96,272 | | 2,050 | 2.1 | 1,360 | 1.4 | 32,815 | 34.1 | 1,350 | 1.6 | 2,481 | 2.6 | 39,463 | 41.0 | 7,348 | 7.8 | 6,345 | 6.8 | 1,101 | 1.2 | 1,359 | 1.4 |
| Number of Economically Disadvantaged Students | 1,734,401 | | 66,344 | 3.8 | 46,374 | 2.6 | 328,230 | 18.7 | 78,959 | 4.5 | 62,441 | 3.6 | 367,749 | 21.0 | 129,953 | 7.4 | 499,866 | 28.5 | 66,834 | 3.8 | 107,651 | 6.1 |
| Anglo | 566,125 | | 17,916 | 4.9 | 24,994 | 6.8 | 89,740 | 24.4 | 35,356 | 9.7 | 25,220 | 6.9 | 63,237 | 17.3 | 40,669 | 11.1 | 47,446 | 13.0 | 14,647 | 4.0 | 6,900 | 1.9 |
| Black | 339,383 | | 7,537 | 2.2 | 5,316 | 1.6 | 98,435 | 29.0 | 29,790 | 8.8 | 28,379 | 8.4 | 109,160 | 32.2 | 34,026 | 10.0 | 19,499 | 5.7 | 4,548 | 1.3 | 2693 | 0.8 |
| Hispanic | 1,016,948 | | 40,427 | 4.0 | 23,459 | 1.5 | 120,348 | 12.6 | 13,169 | 1.3 | 7,226 | 0.8 | 184,181 | 18.1 | 52,887 | 5.2 | 430,496 | 42.3 | 47,239 | 4.6 | 97,516 | 9.6 |
| Other | 31,945 | | 464 | 1.5 | 605 | 1.9 | 11,707 | 36.5 | 644 | 2.0 | 1,616 | 3.1 | 11,171 | 35.0 | 2,371 | 7.4 | 2,425 | 7.6 | 400 | 1.3 | 542 | 1.7 |
| Number of Bilingual Students | 241,458 | | 2,734 | 1.1 | 566 | 0.3 | 32,418 | 13.4 | 2,126 | 0.9 | 1,720 | 0.7 | 37,999 | 24.0 | 9,214 | 3.8 | 94,909 | 39.3 | 9,221 | 3.8 | 30,551 | 12.7 |
| Anglo | 1,087 | | 14 | 1.3 | 6 | 0.6 | 122 | 11.4 | 13 | 1.4 | 77 | 7.2 | 187 | 17.5 | 70 | 6.6 | 348 | 32.6 | 30 | 2.8 | 198 | 18.6 |
| Black | 320 | | 7 | 2.2 | 8 | 2.5 | 91 | 28.4 | 7 | 2.2 | 17 | 5.3 | 74 | 23.1 | 33 | 10.3 | 35 | 10.9 | 6 | 2.0 | 42 | 13.1 |
| Hispanic | 239,175 | | 2,711 | 1.1 | 545 | 0.3 | 31,088 | 13.4 | 2,093 | 0.9 | 1,343 | 0.6 | 37,673 | 24.1 | 8,880 | 3.7 | 94,431 | 39.5 | 9,167 | 3.8 | 30,244 | 12.6 |
| Other | 896 | | 2 | 0.3 | 7 | 0.8 | 117 | 13.1 | 11 | 1.2 | 283 | 31.5 | 65 | 7.3 | 231 | 25.7 | 93 | 10.6 | 18 | 2.0 | 67 | 7.5 |
| Number of Students in Limited English Proficiency Programs | 479,576 | | 10,041 | 2.1 | 2,749 | 0.6 | 90,187 | 18.8 | 6,187 | 1.3 | 4,379 | 0.9 | 120,821 | 25.2 | 20,339 | 4.3 | 158,306 | 33.0 | 17,418 | 3.6 | 48,969 | 10.2 |
| Anglo | 6,229 | | 112 | 1.8 | 64 | 1.1 | 1,982 | 31.8 | 88 | 1.4 | 84 | 1.4 | 1,797 | 28.8 | 542 | 8.7 | 893 | 14.3 | 270 | 4.3 | 397 | 6.4 |
| Black | 2,197 | | 23 | 1.2 | 26 | 1.2 | 880 | 40.0 | 37 | 2.6 | 29 | 1.3 | 810 | 56.8 | 173 | 7.9 | 109 | 5.0 | 14 | 0.6 | 74 | 3.4 |
| Hispanic | 447,399 | | 9,508 | 2.1 | 2,489 | 0.6 | 78,483 | 17.6 | 5,870 | 1.3 | 3,604 | 0.8 | 107,461 | 24.0 | 18,329 | 4.1 | 156,146 | 34.9 | 16,973 | 3.8 | 48,318 | 10.8 |
| Other | 25,751 | | 398 | 1.7 | 170 | 0.7 | 8,622 | 36.2 | 132 | 0.7 | 662 | 2.8 | 10,753 | 45.2 | 1,495 | 6.3 | 1,136 | 4.9 | 161 | 0.7 | 180 | 0.8 |
| Number of Students in English as a Second Language Course | 181,212 | | 5,649 | 3.1 | 1,776 | 1.0 | 31,608 | 29.6 | 3,773 | 2.1 | 2,491 | 1.4 | 49,177 | 27.1 | 7,973 | 4.4 | 44,369 | 24.5 | 4,021 | 2.2 | 8,375 | 4.6 |
| Anglo | 4,050 | | 88 | 2.2 | 41 | 1.0 | 1,649 | 41.0 | 52 | 1.3 | 48 | 1.3 | 1,251 | 30.9 | 312 | 7.7 | 347 | 8.6 | 202 | 5.0 | 40 | 1.0 |
| Black | 1,529 | | 12 | 0.8 | 17 | 1.1 | 733 | 48.0 | 28 | 1.8 | 13 | 0.9 | 588 | 38.5 | 70 | 4.6 | 51 | 3.3 | 6 | 0.4 | 9 | 0.6 |
| Hispanic | 153,387 | | 5,192 | 3.3 | 1,596 | 1.1 | 43,329 | 27.8 | 3,561 | 2.3 | 2,100 | 1.4 | 37,907 | 24.4 | 6,604 | 4.3 | 43,066 | 27.7 | 3,753 | 2.4 | 8,279 | 5.3 |
| Other | 20,246 | | 537 | 1.8 | 122 | 0.6 | 7,873 | 38.9 | 134 | 0.7 | 330 | 1.6 | 9,431 | 46.5 | 987 | 4.9 | 905 | 4.5 | 60 | 0.3 | 47 | 0.2 |
| Number of Students Receiving Free/Reduced Lunches | 1,713,988 | | 64,863 | 3.8 | 46,321 | 2.7 | 324,616 | 18.9 | 78,198 | 4.6 | 61,655 | 3.6 | 364,592 | 21.3 | 128,803 | 7.5 | 471,115 | 27.5 | 66,778 | 3.9 | 107,047 | 6.2 |
| Anglo | 361,411 | | 17,183 | 4.8 | 24,925 | 6.9 | 89,209 | 24.7 | 34,905 | 9.7 | 24,856 | 6.9 | 62,109 | 17.2 | 40,267 | 11.1 | 46,430 | 12.8 | 14,624 | 4.0 | 6,873 | 1.9 |
| Black | 335,421 | | 7,330 | 2.2 | 5,311 | 1.6 | 96,984 | 28.9 | 29,544 | 8.8 | 28,006 | 8.3 | 108,190 | 32.2 | 33,210 | 10.0 | 19,312 | 5.8 | 4,543 | 1.4 | 2,689 | 0.8 |
| Hispanic | 985,313 | | 39,908 | 4.0 | 15,450 | 1.6 | 126,813 | 12.9 | 13,110 | 1.3 | 7,194 | 0.8 | 183,203 | 18.6 | 52,673 | 5.3 | 403,010 | 40.9 | 47,209 | 4.8 | 96,943 | 9.8 |
| Other | 31,643 | | 442 | 1.4 | 605 | 1.9 | 11,610 | 36.7 | 639 | 2.0 | 1,599 | 3.1 | 11,090 | 35.0 | 2,353 | 7.4 | 2,363 | 7.5 | 400 | 1.3 | 542 | 1.7 |

Table 9: Number and Percent of Students Enrolled, Students who are Single Parents, Dropouts, or Enrolled in the Gifted and Talented or Vocational Programs in Texas by Race/Ethnicity, Percentaged Within Metropolitan Status, 1995-96

| Student/Program | State | | Central City | | Suburban | | Non-Metro Adjacent | | Non-Metro Non-Adjacent | |
|--|-----------|------|--------------|------|----------|------|--------------------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Number of Students Enrolled (Fall) | | | | | | | | | | |
| Anglo | 3,748,167 | 46.4 | 2,490,765 | 38.0 | 601,488 | 71.4 | 472,573 | 55.3 | 183,341 | 56.0 |
| Black | 1,739,613 | 14.3 | 946,040 | 16.6 | 429,609 | 9.2 | 261,169 | 10.9 | 102,795 | 9.3 |
| Hispanic | 536,386 | 36.7 | 412,421 | 42.4 | 55,483 | 16.7 | 51,458 | 33.1 | 17,024 | 34.1 |
| Other | 1,375,896 | 2.6 | 1,056,578 | 3.0 | 100,252 | 2.7 | 156,610 | 0.7 | 62,456 | 0.6 |
| | 96,272 | | 75,726 | | 16,144 | | 3,336 | | 1,066 | |
| Number of Single Parent Students | | | | | | | | | | |
| Anglo | 2,489 | 23.5 | 1,640 | 22.3 | 335 | 29.9 | 374 | 22.5 | 140 | 25.7 |
| Black | 586 | 22.0 | 366 | 19.4 | 100 | 25.4 | 84 | 31.6 | 36 | 19.3 |
| Hispanic | 1,341 | 53.9 | 947 | 57.7 | 85 | 44.1 | 169 | 45.1 | 77 | 55.0 |
| Other | 14 | 0.6 | 9 | 0.6 | 2 | 0.6 | 3 | 0.8 | 0 | 0.0 |
| Number of Students in the Gifted and Talented Program | | | | | | | | | | |
| Anglo | 291,311 | 63.3 | 202,169 | 55.2 | 42,390 | 86.0 | 33,815 | 76.1 | 12,937 | 82.2 |
| Black | 184,392 | 10.1 | 111,556 | 13.2 | 36,461 | 3.0 | 25,740 | 3.6 | 10,635 | 2.5 |
| Hispanic | 29,553 | 22.2 | 26,735 | 26.5 | 1,284 | 6.3 | 1,208 | 19.3 | 326 | 14.3 |
| Other | 64,615 | 4.4 | 53,589 | 5.1 | 2,657 | 4.7 | 6,514 | 1.0 | 1,855 | 1.0 |
| | 12,751 | | 10,289 | | 1,988 | | 353 | | 121 | |
| Number of Students in Vocational Programs | | | | | | | | | | |
| Anglo | 633,360 | 50.3 | 385,089 | 40.1 | 107,861 | 73.7 | 100,315 | 59.3 | 40,095 | 62.2 |
| Black | 318,581 | 15.0 | 154,569 | 18.3 | 79,507 | 9.3 | 59,559 | 10.8 | 24,946 | 9.0 |
| Hispanic | 95,047 | 32.4 | 70,578 | 38.6 | 10,069 | 14.9 | 10,802 | 29.2 | 3,598 | 28.3 |
| Other | 205,425 | 2.3 | 148,738 | 3.0 | 16,045 | 2.1 | 29,296 | 0.7 | 11,346 | 0.5 |
| | 14,307 | | 11,204 | | 2,240 | | 658 | | 205 | |
| Number of Dropouts | | | | | | | | | | |
| Anglo | 29,918 | 31.3 | 21,247 | 23.8 | 3,665 | 60.8 | 3,375 | 42.4 | 1,631 | 39.2 |
| Black | 9,364 | 17.2 | 5,066 | 19.0 | 2,227 | 12.8 | 1,431 | 12.6 | 640 | 12.8 |
| Hispanic | 5,131 | 49.8 | 4,029 | 55.2 | 468 | 25.2 | 425 | 44.5 | 209 | 47.6 |
| Other | 14,929 | 1.7 | 11,724 | 2.0 | 925 | 1.2 | 1,503 | 0.5 | 777 | 0.4 |
| | 494 | | 428 | | 45 | | 16 | | 5 | |

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Table 10: Number and Percent of Students Enrolled who are Single Parents, Dropouts, or Enrolled in the Gifted and Talented or Vocational Programs in Texas by Race/Ethnicity, Percentaged Across Metropolitan Status, 1995-96

| Student/Program | State | | Central City | | Suburban | | Non-Metro Adjacent | | Non-Metro Non-Adjacent | |
|--|-----------|------|--------------|------|----------|------|--------------------|------|------------------------|-----|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Number of Students Enrolled (Fall)</u> | | | | | | | | | | |
| Anglo | 3,748,167 | 66.5 | 2,490,765 | 66.5 | 601,488 | 16.0 | 472,573 | 12.6 | 183,341 | 4.9 |
| Black | 1,739,613 | 54.4 | 946,040 | 54.4 | 429,609 | 24.7 | 261,169 | 15.0 | 102,795 | 5.9 |
| Hispanic | 536,386 | 76.9 | 412,421 | 76.9 | 55,483 | 10.3 | 51,458 | 9.6 | 17,024 | 3.2 |
| Other | 1,375,896 | 76.8 | 1,056,578 | 76.8 | 100,252 | 7.3 | 156,610 | 11.4 | 62,456 | 4.5 |
| | 96,272 | 78.6 | 75,726 | 78.6 | 16,144 | 16.8 | 3,336 | 3.5 | 1,066 | 1.1 |
| <u>Number of Single Parent Students</u> | | | | | | | | | | |
| Anglo | 2,489 | 65.9 | 1,640 | 65.9 | 335 | 13.5 | 374 | 15.0 | 140 | 5.6 |
| Black | 586 | 62.5 | 366 | 62.5 | 100 | 17.1 | 84 | 14.3 | 36 | 6.1 |
| Hispanic | 1,341 | 58.0 | 318 | 58.0 | 85 | 15.5 | 118 | 21.5 | 27 | 5.0 |
| Other | 14 | 70.6 | 947 | 70.6 | 148 | 11.0 | 169 | 12.6 | 77 | 5.8 |
| | | 64.3 | 9 | 64.3 | 2 | 14.3 | 3 | 21.4 | 0 | 0.0 |
| <u>Number of Students in the Gifted and Talented Program</u> | | | | | | | | | | |
| Anglo | 291,311 | 69.4 | 202,169 | 69.4 | 42,390 | 14.6 | 33,815 | 11.6 | 12,937 | 4.4 |
| Black | 184,392 | 60.4 | 111,556 | 60.4 | 36,461 | 19.8 | 25,740 | 14.0 | 10,635 | 5.8 |
| Hispanic | 29,553 | 90.5 | 26,735 | 90.5 | 1,284 | 4.3 | 1,208 | 4.1 | 326 | 1.1 |
| Other | 64,615 | 82.9 | 53,589 | 82.9 | 2,657 | 4.1 | 6,514 | 10.1 | 1,855 | 2.9 |
| | 12,751 | 80.7 | 10,289 | 80.7 | 1,988 | 15.6 | 353 | 2.8 | 121 | 0.9 |
| <u>Number of Students in Vocational Programs</u> | | | | | | | | | | |
| Anglo | 633,360 | 60.8 | 385,089 | 60.8 | 107,861 | 17.0 | 100,315 | 15.8 | 40,095 | 6.4 |
| Black | 318,581 | 48.5 | 154,569 | 48.5 | 79,507 | 25.0 | 59,559 | 18.7 | 24,946 | 7.8 |
| Hispanic | 95,047 | 74.2 | 70,578 | 74.2 | 10,069 | 10.6 | 10,802 | 11.4 | 3,598 | 3.8 |
| Other | 205,425 | 72.4 | 148,738 | 72.4 | 16,045 | 7.8 | 29,296 | 14.3 | 11,346 | 5.5 |
| | 14,307 | 78.3 | 11,204 | 78.3 | 2,240 | 15.7 | 658 | 4.6 | 205 | 1.4 |
| <u>Number of Dropouts</u> | | | | | | | | | | |
| Anglo | 29,918 | 70.9 | 21,247 | 70.9 | 3,665 | 12.3 | 3,375 | 11.3 | 1,631 | 5.5 |
| Black | 9,364 | 54.1 | 5,066 | 54.1 | 2,227 | 23.8 | 1,431 | 15.3 | 640 | 6.8 |
| Hispanic | 5,131 | 78.5 | 4,029 | 78.5 | 468 | 9.1 | 425 | 8.3 | 209 | 4.1 |
| Other | 14,929 | 78.5 | 11,724 | 78.5 | 925 | 6.2 | 1,503 | 10.1 | 777 | 5.2 |
| | 494 | 86.6 | 428 | 86.6 | 45 | 9.1 | 16 | 3.2 | 5 | 1.1 |

Table 11: Number and Percent of Students Enrolled, who are Single Parents, Dropouts, or Enrolled in the Gifted and Talented or Vocational Programs in Texas by Race/Ethnicity, Percentaged Within Economic Regions, 1995-96

| Student/Program | State | | High Plains | | Northwest | | Metropolis | | East Texas | | Southeast | | Gulf Coast | | Central Texas | | South Texas | | West Texas | | Upper Rio Grande | |
|--|-----------|------|-------------|------|-----------|------|------------|------|------------|------|-----------|------|------------|------|---------------|------|-------------|------|------------|------|------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Number of Students Enrolled (Fall) | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 3,748,167 | | 138,617 | | 106,172 | | 876,125 | | 188,796 | | 137,548 | | 898,984 | | 325,664 | | 773,723 | | 127,663 | | 154,873 | |
| Black | 1,739,613 | 46.4 | 87,076 | 54.9 | 76,680 | 72.2 | 505,872 | 37.7 | 129,517 | 68.6 | 87,212 | 63.4 | 401,312 | 44.6 | 187,607 | 37.6 | 184,877 | 23.9 | 57,876 | 43.2 | 21,784 | 14.1 |
| Hispanic | 536,386 | 14.3 | 10,781 | 6.8 | 7,328 | 6.9 | 137,928 | 18.0 | 41,287 | 21.9 | 38,313 | 27.9 | 189,043 | 21.0 | 50,986 | 13.7 | 29,684 | 3.8 | 6,447 | 5.1 | 4,587 | 3.0 |
| Other | 1,375,896 | 36.7 | 58,710 | 37.0 | 20,804 | 19.6 | 179,310 | 20.3 | 16,442 | 8.7 | 9,542 | 6.9 | 269,164 | 29.9 | 79,523 | 24.4 | 532,617 | 71.4 | 62,439 | 48.8 | 127,143 | 82.0 |
| | 96,272 | 2.6 | 2,050 | 1.3 | 1,360 | 1.3 | 32,815 | 3.8 | 1,520 | 0.8 | 2,481 | 1.8 | 39,463 | 4.3 | 7,548 | 2.3 | 6,543 | 0.9 | 1,101 | 0.9 | 1,359 | 0.9 |
| Number of Single Parent Students | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 2,489 | | 242 | | 66 | | 338 | | 190 | | 36 | | 291 | | 173 | | 946 | | 136 | | 67 | |
| Black | 346 | 23.5 | 70 | 28.9 | 28 | 43.9 | 153 | 45.3 | 41 | 21.6 | 10 | 27.8 | 112 | 38.5 | 42 | 24.0 | 96 | 10.1 | 28 | 20.3 | 3 | 7.5 |
| Hispanic | 348 | 22.8 | 54 | 22.3 | 17 | 23.8 | 84 | 24.9 | 134 | 70.5 | 26 | 72.2 | 83 | 29.2 | 64 | 36.6 | 59 | 6.2 | 24 | 17.4 | 1 | 1.5 |
| Other | 1,341 | 53.9 | 117 | 48.3 | 20 | 30.3 | 96 | 28.4 | 13 | 7.9 | 0 | 0.0 | 92 | 31.6 | 68 | 38.8 | 787 | 83.2 | 85 | 61.6 | 61 | 91.0 |
| | 14 | 0.6 | 1 | 0.5 | 0 | 0.0 | 5 | 1.5 | 6 | 0.0 | 0 | 0.0 | 2 | 0.7 | 1 | 0.6 | 4 | 0.5 | 1 | 0.7 | 0 | 0.0 |
| Number of Students in the Gifted and Talented Program | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 291,311 | | 11,298 | | 7,333 | | 87,295 | | 12,976 | | 8,805 | | 63,398 | | 23,037 | | 34,307 | | 9,431 | | 8,897 | |
| Black | 184,392 | 63.3 | 9,637 | 85.4 | 6,691 | 91.0 | 53,380 | 60.9 | 11,667 | 89.9 | 7,484 | 85.0 | 43,317 | 68.2 | 20,186 | 80.6 | 22,408 | 41.1 | 6,787 | 71.8 | 2,805 | 31.5 |
| Hispanic | 29,353 | 10.1 | 211 | 11.0 | 148 | 2.8 | 16,433 | 18.8 | 885 | 6.7 | 984 | 10.9 | 8,014 | 12.5 | 1,444 | 5.8 | 1,101 | 2.0 | 172 | 1.8 | 181 | 2.0 |
| Other | 64,615 | 22.2 | 1,241 | 1.7 | 404 | 5.3 | 13,494 | 15.4 | 291 | 2.2 | 198 | 2.2 | 8,329 | 12.7 | 2,332 | 10.2 | 30,034 | 55.1 | 2,305 | 24.4 | 5,767 | 64.8 |
| | 12,731 | 4.4 | 189 | 1.9 | 112 | 1.5 | 4,258 | 4.9 | 133 | 1.2 | 139 | 1.9 | 5,730 | 8.8 | 835 | 3.4 | 964 | 1.8 | 187 | 2.0 | 144 | 1.7 |
| Number of Students in Vocational Programs | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 633,360 | | 32,441 | | 23,253 | | 143,237 | | 39,319 | | 27,272 | | 143,617 | | 53,742 | | 121,063 | | 23,775 | | 19,429 | |
| Black | 318,381 | 30.3 | 18,629 | 57.4 | 10,373 | 73.4 | 88,682 | 61.1 | 27,636 | 70.4 | 18,244 | 66.9 | 66,389 | 43.6 | 32,317 | 60.1 | 33,827 | 27.9 | 11,234 | 47.3 | 2,850 | 14.7 |
| Hispanic | 95,047 | 13.0 | 2,043 | 6.3 | 1,686 | 6.7 | 26,408 | 18.2 | 8,741 | 22.1 | 7,189 | 26.4 | 34,414 | 23.6 | 8,597 | 16.0 | 4,277 | 3.5 | 1,128 | 4.7 | 362 | 2.9 |
| Other | 205,425 | 32.4 | 11,423 | 35.2 | 4,687 | 18.6 | 24,863 | 17.1 | 2,647 | 6.7 | 1,429 | 5.2 | 38,421 | 27.1 | 11,964 | 22.3 | 81,909 | 67.7 | 11,250 | 47.3 | 15,832 | 81.4 |
| | 14,397 | 2.3 | 346 | 1.1 | 317 | 1.3 | 5,284 | 3.6 | 293 | 0.8 | 400 | 1.5 | 3,393 | 3.7 | 864 | 1.6 | 1,652 | 0.9 | 171 | 0.7 | 183 | 1.0 |
| Number of Dropouts | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 29,918 | | 1,336 | | 675 | | 5,430 | | 1,332 | | 1,330 | | 7,681 | | 2,324 | | 6,543 | | 1,339 | | 1,788 | |
| Black | 9,364 | 31.3 | 437 | 32.7 | 409 | 60.6 | 2,631 | 48.3 | 899 | 58.7 | 649 | 48.8 | 2,073 | 27.0 | 863 | 37.1 | 1,244 | 12.4 | 430 | 31.6 | 158 | 9.3 |
| Hispanic | 5,131 | 17.2 | 127 | 9.5 | 61 | 9.0 | 1,132 | 20.8 | 440 | 28.1 | 324 | 39.4 | 1,936 | 25.5 | 493 | 21.3 | 257 | 3.9 | 83 | 6.1 | 36 | 3.3 |
| Other | 14,279 | 49.8 | 738 | 56.7 | 200 | 29.6 | 1,502 | 27.7 | 182 | 11.9 | 136 | 10.2 | 3,448 | 44.9 | 942 | 40.3 | 5,436 | 83.1 | 839 | 61.7 | 1,466 | 86.9 |
| | 494 | 1.7 | 14 | 1.1 | 5 | 0.8 | 165 | 3.0 | 11 | 0.7 | 21 | 1.6 | 202 | 2.6 | 24 | 1.1 | 37 | 0.6 | 7 | 0.6 | 8 | 0.5 |

Table 12: Number and Percent of Students Enrolled, who are Single Parents, Propriets, or Enrolled in the Gifted and Talented or Vocational Programs in Texas by Race/Ethnicity, Percentaged Across Economic Regions, 1995-96

| Student/Program | State | | High Plains | | Northwest | | Metropolitan | | East Texas | | Southeast Texas | | Gulf Coast | | Central Texas | | South Texas | | West Texas | | Upper Rio Grande | | |
|--|-----------|---------|-------------|---------|-----------|---------|--------------|---------|------------|---------|-----------------|---------|------------|---------|---------------|---------|-------------|---------|------------|---------|------------------|---|--|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | |
| Number of Students Enrolled (Fall) | | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 3,748,167 | 159,617 | 4.2 | 106,178 | 2.9 | 876,125 | 23.4 | 188,796 | 5.0 | 137,548 | 3.7 | 890,984 | 24.0 | 325,664 | 8.7 | 773,723 | 20.6 | 127,663 | 3.4 | 154,875 | 4.1 | | |
| Black | 1,739,613 | 87,076 | 5.0 | 76,680 | 4.4 | 305,872 | 29.1 | 129,517 | 7.4 | 87,212 | 5.0 | 401,312 | 23.1 | 187,607 | 10.8 | 184,877 | 10.6 | 57,676 | 3.3 | 21,784 | 1.3 | | |
| Hispanic | 536,366 | 10,761 | 2.0 | 7,328 | 1.4 | 137,928 | 29.4 | 41,287 | 7.7 | 38,313 | 7.1 | 189,045 | 33.2 | 29,684 | 5.3 | 29,684 | 5.3 | 6,447 | 1.2 | 4,587 | 1.0 | | |
| Other | 1,375,896 | 58,710 | 4.3 | 20,804 | 1.5 | 179,310 | 13.0 | 16,442 | 1.2 | 9,542 | 0.7 | 259,164 | 19.6 | 79,523 | 5.8 | 552,617 | 40.2 | 62,439 | 4.5 | 127,143 | 9.2 | | |
| | 96,272 | 2,050 | 2.1 | 1,350 | 1.4 | 32,815 | 34.1 | 1,530 | 1.6 | 2,481 | 2.6 | 39,463 | 41.0 | 7,548 | 7.8 | 6,545 | 6.8 | 1,101 | 1.2 | 1,359 | 1.4 | | |
| Number of Single Parent Students | | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 2,489 | 242 | 9.7 | 66 | 2.7 | 338 | 13.6 | 189 | 7.6 | 36 | 1.5 | 291 | 11.7 | 175 | 7.0 | 946 | 38.0 | 138 | 5.5 | 67 | 2.7 | | |
| Black | 586 | 70 | 11.9 | 29 | 4.9 | 135 | 26.1 | 41 | 7.0 | 10 | 1.7 | 112 | 19.1 | 42 | 7.2 | 96 | 16.4 | 28 | 4.8 | 5 | 0.9 | | |
| Hispanic | 548 | 54 | 9.9 | 17 | 3.1 | 84 | 15.3 | 134 | 24.4 | 28 | 4.7 | 85 | 15.5 | 64 | 11.7 | 59 | 10.8 | 24 | 4.4 | 1 | 0.2 | | |
| Other | 1,341 | 117 | 8.7 | 20 | 1.5 | 96 | 7.2 | 13 | 1.1 | 0 | 0.0 | 92 | 6.9 | 68 | 5.1 | 787 | 58.7 | 85 | 6.3 | 61 | 4.5 | | |
| | 14 | 1 | 7.1 | 0 | 0.0 | 5 | 35.7 | 0 | 0.0 | 0 | 0.0 | 2 | 14.4 | 1 | 7.1 | 4 | 28.6 | 1 | 7.1 | 0 | 0.0 | | |
| Number of Students in the Gifted and Talented Program | | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 291,311 | 11,298 | 3.9 | 7,355 | 2.5 | 87,595 | 30.1 | 12,976 | 4.5 | 8,805 | 3.0 | 65,390 | 22.4 | 23,037 | 8.6 | 54,207 | 18.7 | 9,451 | 3.2 | 8,897 | 3.1 | | |
| Black | 184,392 | 9,657 | 5.2 | 6,691 | 3.6 | 32,390 | 29.0 | 11,657 | 6.3 | 7,484 | 4.1 | 43,317 | 23.5 | 20,186 | 10.9 | 22,408 | 12.2 | 6,787 | 3.7 | 2,805 | 1.5 | | |
| Hispanic | 29,553 | 211 | 0.7 | 148 | 0.5 | 16,435 | 55.7 | 865 | 2.9 | 964 | 3.3 | 8,014 | 27.1 | 1,444 | 4.9 | 1,101 | 3.7 | 172 | 0.6 | 181 | 0.6 | | |
| Other | 64,615 | 1,241 | 1.9 | 404 | 0.6 | 13,494 | 20.9 | 291 | 0.5 | 198 | 0.3 | 8,329 | 12.9 | 2,522 | 3.9 | 30,834 | 46.5 | 2,305 | 3.6 | 5,767 | 8.9 | | |
| | 12,751 | 189 | 1.5 | 113 | 0.9 | 4,258 | 33.4 | 153 | 1.2 | 159 | 1.2 | 5,750 | 44.9 | 855 | 6.7 | 964 | 7.6 | 187 | 1.5 | 144 | 1.1 | | |
| Number of Students in Vocational Program | | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 633,560 | 32,441 | 5.1 | 25,263 | 4.0 | 145,237 | 22.9 | 39,519 | 6.2 | 27,272 | 4.3 | 145,617 | 23.0 | 53,742 | 8.5 | 121,065 | 19.1 | 23,775 | 3.8 | 19,429 | 3.1 | | |
| Black | 318,381 | 18,629 | 5.8 | 10,573 | 3.3 | 68,632 | 27.8 | 27,636 | 8.7 | 10,244 | 3.8 | 66,389 | 20.8 | 32,517 | 10.1 | 33,827 | 10.6 | 11,234 | 3.6 | 2,850 | 0.9 | | |
| Hispanic | 27,047 | 2,043 | 7.5 | 1,686 | 6.2 | 26,408 | 27.8 | 8,741 | 9.2 | 7,199 | 7.6 | 34,414 | 36.2 | 8,997 | 9.0 | 4,277 | 4.5 | 1,120 | 1.2 | 562 | 0.6 | | |
| Other | 205,425 | 11,425 | 5.6 | 4,687 | 2.3 | 24,863 | 12.1 | 2,647 | 1.3 | 1,499 | 0.7 | 39,421 | 19.2 | 11,964 | 5.8 | 81,909 | 39.8 | 11,230 | 5.5 | 15,832 | 7.7 | | |
| | 14,307 | 346 | 2.4 | 317 | 2.2 | 5,284 | 36.9 | 295 | 2.1 | 400 | 2.8 | 5,393 | 37.7 | 864 | 6.0 | 1,052 | 7.4 | 171 | 1.2 | 185 | 1.3 | | |
| Number of Propriets | | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 29,918 | 1,335 | 4.5 | 675 | 2.3 | 5,450 | 18.1 | 1,532 | 5.1 | 1,330 | 4.4 | 7,681 | 25.7 | 2,324 | 7.8 | 6,545 | 21.9 | 1,359 | 4.5 | 1,708 | 5.7 | | |
| Black | 9,364 | 437 | 4.7 | 469 | 4.4 | 2,631 | 28.0 | 899 | 6.9 | 649 | 6.9 | 2,075 | 22.2 | 813 | 9.2 | 813 | 9.2 | 430 | 4.6 | 158 | 1.7 | | |
| Hispanic | 5,151 | 127 | 2.5 | 61 | 1.2 | 1,956 | 38.1 | 440 | 8.6 | 257 | 5.0 | 1,856 | 38.1 | 493 | 9.6 | 56 | 3.0 | 83 | 1.6 | 56 | 1.1 | | |
| Other | 14,920 | 758 | 5.1 | 200 | 1.3 | 1,502 | 10.1 | 182 | 1.2 | 136 | 1.9 | 3,448 | 23.1 | 942 | 6.3 | 5,435 | 36.4 | 839 | 5.6 | 1,486 | 10.0 | | |
| | 484 | 14 | 2.8 | 5 | 1.0 | 165 | 33.4 | 11 | 2.2 | 21 | 4.3 | 202 | 40.9 | 24 | 4.9 | 37 | 7.5 | 7 | 1.4 | 8 | 1.6 | | |



Table 13: Number and Percent of Students Dropping Out of School in Texas by Reason for Dropping Out and Race/Ethnicity, Percentaged Within Metropolitan Status, 1995-96

| Reason for Dropping Out | State | | Central City | | Suburban | | Non-Metro Adjacent | | Non-Metro Non-Adjacent | |
|--------------------------------|--------|------|--------------|------|----------|------|--------------------|------|------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Number of Dropouts | 29,918 | | 21,247 | | 3,665 | | 3,375 | | 1,631 | |
| Anglo | 9,364 | 31.3 | 5,066 | 23.8 | 2,227 | 60.8 | 1,431 | 42.4 | 640 | 39.2 |
| Black | 5,131 | 17.2 | 4,029 | 19.0 | 468 | 12.8 | 425 | 12.6 | 209 | 12.8 |
| Hispanic | 14,929 | 49.8 | 11,724 | 55.2 | 925 | 25.2 | 1,503 | 44.5 | 777 | 47.6 |
| Other | 494 | 1.7 | 428 | 2.0 | 45 | 1.2 | 16 | 0.5 | 5 | 0.4 |
| Reason for Dropping Out | | | | | | | | | | |
| Pursue Job | 1,861 | | 1,040 | | 241 | | 419 | | 161 | |
| Anglo | 680 | 36.5 | 260 | 25.0 | 153 | 63.5 | 201 | 48.0 | 66 | 41.0 |
| Black | 147 | 7.9 | 103 | 9.9 | 15 | 6.2 | 26 | 6.2 | 3 | 1.9 |
| Hispanic | 1,018 | 54.7 | 663 | 63.8 | 71 | 29.5 | 192 | 45.8 | 92 | 57.1 |
| Other | 16 | 0.9 | 14 | 1.3 | 2 | 0.8 | 0 | 0.0 | 0 | 0.0 |
| Join Military | 34 | | 22 | | 7 | | 4 | | 1 | |
| Anglo | 12 | 35.3 | 6 | 27.3 | 4 | 57.1 | 1 | 25.0 | 1 | 100.0 |
| Black | 7 | 20.6 | 6 | 27.3 | 1 | 14.3 | 0 | 0.0 | 0 | 0.0 |
| Hispanic | 13 | 38.2 | 9 | 40.9 | 2 | 28.6 | 2 | 50.0 | 0 | 0.0 |
| Other | 2 | 5.9 | 1 | 4.5 | 0 | 0.0 | 1 | 25.0 | 0 | 0.0 |
| Pursuing GED | 2,303 | | 1,356 | | 532 | | 322 | | 93 | |
| Anglo | 960 | 41.6 | 431 | 31.8 | 326 | 61.2 | 155 | 48.1 | 48 | 51.6 |
| Black | 423 | 18.4 | 298 | 22.0 | 77 | 14.5 | 33 | 10.3 | 15 | 16.1 |
| Hispanic | 884 | 38.4 | 602 | 44.4 | 120 | 22.6 | 134 | 41.6 | 28 | 30.1 |
| Other | 36 | 1.6 | 25 | 1.8 | 9 | 1.7 | 0 | 0.0 | 2 | 2.2 |
| Alternative Program | 215 | | 129 | | 33 | | 33 | | 20 | |
| Anglo | 78 | 36.3 | 35 | 27.1 | 24 | 72.7 | 10 | 30.3 | 9 | 45.0 |
| Black | 53 | 24.7 | 39 | 30.2 | 4 | 12.1 | 8 | 24.2 | 2 | 10.0 |
| Hispanic | 82 | 38.1 | 54 | 41.9 | 5 | 15.2 | 14 | 42.4 | 9 | 45.0 |
| Other | 2 | 0.9 | 1 | 0.8 | 0 | 0.0 | 1 | 3.1 | 0 | 0.0 |
| Pregnancy | 715 | | 325 | | 99 | | 187 | | 104 | |
| Anglo | 255 | 35.7 | 70 | 21.5 | 50 | 50.5 | 90 | 48.1 | 45 | 43.3 |
| Black | 83 | 11.6 | 40 | 12.3 | 13 | 13.1 | 24 | 12.8 | 6 | 5.8 |
| Hispanic | 371 | 51.9 | 214 | 65.8 | 35 | 35.4 | 71 | 38.0 | 51 | 49.0 |
| Other | 6 | 0.8 | 1 | 0.4 | 1 | 1.0 | 2 | 1.1 | 2 | 1.9 |
| Married | 984 | | 532 | | 82 | | 254 | | 116 | |
| Anglo | 218 | 22.2 | 61 | 11.5 | 49 | 59.7 | 72 | 28.3 | 36 | 31.0 |
| Black | 14 | 1.4 | 3 | 1.7 | 2 | 3.7 | 2 | 0.8 | 0 | 0.0 |
| Hispanic | 748 | 76.0 | 460 | 86.4 | 30 | 36.6 | 178 | 70.1 | 80 | 69.0 |
| Other | 4 | 0.4 | 2 | 0.4 | 0 | 0.0 | 2 | 0.8 | 0 | 0.0 |
| Alcohol/Drugs | 54 | | 37 | | 6 | | 7 | | 4 | |
| Anglo | 21 | 38.9 | 10 | 27.1 | 4 | 33.3 | 4 | 57.1 | 3 | 75.0 |
| Black | 15 | 27.8 | 12 | 32.4 | 0 | 0.0 | 2 | 28.6 | 1 | 25.0 |
| Hispanic | 18 | 33.3 | 15 | 40.5 | 2 | 66.7 | 1 | 14.3 | 0 | 0.0 |
| Other | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

Table 13, continued

| Reason for Dropping Out | State | | Central City | | Suburban | | Non-Metro Adjacent | | Non-Metro Non-Adjacent | |
|---|--------|------|--------------|------|----------|------|--------------------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Low/Failing Grades</u> | | | | | | | | | | |
| Anglo | 1,163 | 45.2 | 439 | 32.8 | 278 | 59.3 | 314 | 49.0 | 132 | 47.7 |
| Black | 526 | 13.4 | 144 | 16.4 | 165 | 10.8 | 154 | 12 | 63 | 9.1 |
| Hispanic | 468 | 40.2 | 217 | 49.4 | 77 | 27.7 | 117 | 37.3 | 57 | 43.2 |
| Other | 13 | 1.2 | 6 | 1.4 | 6 | 2.2 | 1 | 0.3 | 0 | 0.0 |
| <u>Poor Attendance</u> | | | | | | | | | | |
| Anglo | 8,774 | 37.4 | 5,425 | 29.6 | 1,238 | 60.2 | 1,436 | 45.2 | 675 | 42.4 |
| Black | 3,285 | 18.7 | 1,604 | 20.8 | 746 | 16.2 | 649 | 13.5 | 286 | 39.4 |
| Hispanic | 3,712 | 42.3 | 2,578 | 47.5 | 281 | 22.7 | 587 | 40.9 | 266 | 0.0 |
| Other | 132 | 1.6 | 115 | 2.1 | 11 | 0.9 | 6 | 0.4 | 0 | 0.0 |
| <u>Language Problem</u> | | | | | | | | | | |
| Anglo | 35 | 34.3 | 12 | 16.7 | 4 | 25.0 | 12 | 50.0 | 7 | 42.9 |
| Black | 12 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Hispanic | 23 | 65.7 | 10 | 83.3 | 3 | 75.0 | 6 | 50.0 | 4 | 57.1 |
| Other | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| <u>Age</u> | | | | | | | | | | |
| Anglo | 1,198 | 19.0 | 926 | 12.3 | 114 | 52.6 | 107 | 32.7 | 51 | 37.3 |
| Black | 228 | 24.0 | 227 | 26.7 | 13 | 11.4 | 23 | 21.5 | 4 | 7.8 |
| Hispanic | 287 | 55.0 | 541 | 58.4 | 41 | 36.0 | 49 | 45.8 | 28 | 54.9 |
| Other | 24 | 2.0 | 24 | 2.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| <u>Homeless</u> | | | | | | | | | | |
| Anglo | 151 | 45.0 | 92 | 27.2 | 17 | 76.5 | 22 | 81.8 | 20 | 60.0 |
| Black | 68 | 6.0 | 25 | 7.6 | 0 | 0.0 | 2 | 9.1 | 0 | 0.0 |
| Hispanic | 9 | 47.7 | 58 | 63.0 | 4 | 23.5 | 2 | 9.1 | 8 | 40.0 |
| Other | 72 | 1.3 | 2 | 2.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| <u>Expelled (Not for Criminal Behavior)</u> | | | | | | | | | | |
| Anglo | 629 | 31.5 | 390 | 23.6 | 125 | 55.2 | 98 | 31.6 | 16 | 37.5 |
| Black | 198 | 20.0 | 78 | 20.0 | 19 | 15.2 | 27 | 27.6 | 2 | 12.5 |
| Hispanic | 300 | 47.7 | 216 | 55.4 | 36 | 28.8 | 40 | 40.8 | 8 | 50.0 |
| Other | 5 | 0.8 | 4 | 1.0 | 1 | 0.8 | 0 | 0.0 | 0 | 0.0 |
| <u>TAAS/Too Low-Not Making Grade Requirements</u> | | | | | | | | | | |
| Anglo | 495 | 20.4 | 346 | 11.6 | 63 | 55.6 | 66 | 28.8 | 20 | 35.0 |
| Black | 101 | 32.9 | 40 | 38.4 | 13 | 20.6 | 16 | 24.2 | 7 | 5.0 |
| Hispanic | 163 | 43.2 | 157 | 45.4 | 15 | 23.8 | 30 | 45.5 | 12 | 60.0 |
| Other | 214 | 3.5 | 16 | 4.6 | 0 | 0.0 | 1 | 1.5 | 0 | 0.0 |
| <u>Unknown</u> | | | | | | | | | | |
| Anglo | 12,700 | 26.8 | 10,532 | 21.7 | 1,153 | 63.9 | 593 | 41.8 | 422 | 33.6 |
| Black | 3,409 | 16.7 | 2,282 | 17.8 | 737 | 9.6 | 248 | 13.7 | 53 | 12.6 |
| Hispanic | 2,124 | 54.5 | 1,079 | 58.4 | 111 | 24.8 | 81 | 43.8 | 226 | 53.6 |
| Other | 6,923 | 2.0 | 220 | 2.1 | 19 | 1.7 | 4 | 0.7 | 1 | 0.2 |



Table 14: Number and Percent of Students Dropping Out of School in Texas by Reason for Dropping Out and Race/Ethnicity, Percentage Within Economic Regions, 1995-96

| Reason for Dropping Out | Texas | | High Plains | | Northwest | | Metropolitan | | East Texas | | Upper | | Southeast Texas | | Gulf Coast | | Central Texas | | South Texas | | West Texas | | Upper Rio Grande | |
|-----------------------------|--------|------|-------------|-------|-----------|-------|--------------|------|------------|-------|--------|-------|-----------------|------|------------|------|---------------|-------|-------------|-------|------------|-------|------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Reasons for Dropping Out | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of Provinces | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 29,918 | 31.3 | 1,336 | 32.7 | 675 | 60.6 | 3,430 | 48.5 | 1,332 | 58.7 | 1,330 | 48.8 | 7,681 | 27.0 | 2,324 | 37.1 | 6,243 | 18.4 | 1,339 | 31.6 | 1,708 | 9.3 | 1,708 | 9.3 |
| Black | 9,364 | 17.2 | 437 | 9.5 | 409 | 60.6 | 2,531 | 20.8 | 899 | 26.7 | 649 | 48.8 | 1,075 | 27.0 | 883 | 21.5 | 2,413 | 12.4 | 430 | 6.1 | 138 | 2.1 | 138 | 2.1 |
| Hispanic | 5,131 | 9.5 | 127 | 2.7 | 61 | 9.0 | 1,132 | 20.8 | 440 | 26.7 | 214 | 39.4 | 1,726 | 23.2 | 892 | 44.3 | 5,436 | 83.1 | 839 | 6.1 | 1,486 | 86.9 | 1,486 | 86.9 |
| Other | 14,999 | 49.8 | 758 | 16.1 | 200 | 29.6 | 1,702 | 27.7 | 182 | 18.7 | 31 | 1.6 | 202 | 2.6 | 24 | 1.1 | 37 | 0.6 | 7 | 0.6 | 8 | 0.5 | 8 | 0.5 |
| Reasons for Dropping Out | | | | | | | | | | | | | | | | | | | | | | | | |
| Percent of Provinces | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 1,661 | 36.5 | 91 | 42.9 | 62 | 50.0 | 360 | 33.3 | 135 | 59.1 | 59 | 66.3 | 329 | 31.9 | 97 | 47.4 | 337 | 11.4 | 114 | 22.8 | 57 | 1.8 | 57 | 1.8 |
| Black | 147 | 7.9 | 0 | 0.0 | 6 | 9.7 | 39 | 10.8 | 15 | 11.1 | 18 | 26.2 | 49 | 14.9 | 8 | 8.3 | 9 | 1.7 | 3 | 2.6 | 3 | 2.6 | 0 | 0.0 |
| Hispanic | 1,018 | 54.7 | 52 | 37.1 | 23 | 40.3 | 121 | 33.6 | 23 | 17.0 | 12 | 13.5 | 168 | 51.1 | 43 | 44.3 | 433 | 82.2 | 83 | 74.6 | 56 | 98.2 | 56 | 98.2 |
| Other | 16 | 0.9 | 0 | 0.0 | 0 | 0.0 | 8 | 2.3 | 0 | 0.0 | 0 | 0.0 | 7 | 2.1 | 0 | 0.0 | 9 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Join Military | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 34 | 35.3 | 1 | 100.0 | 0 | 0.0 | 12 | 28.3 | 1 | 14.3 | 0 | 0.0 | 7 | 14.3 | 4 | 75.0 | 9 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Black | 7 | 20.6 | 0 | 0.0 | 0 | 0.0 | 3 | 23.1 | 1 | 10.0 | 0 | 0.0 | 2 | 28.6 | 0 | 0.0 | 1 | 11.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Hispanic | 13 | 38.2 | 0 | 0.0 | 0 | 0.0 | 1 | 8.3 | 0 | 0.0 | 0 | 0.0 | 4 | 57.1 | 1 | 25.0 | 7 | 77.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Other | 2 | 5.9 | 0 | 0.0 | 0 | 0.0 | 1 | 8.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 11.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Paradise Gap | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 2,303 | 41.6 | 81 | 29 | 42 | 73.8 | 365 | 77.0 | 123 | 69.1 | 130 | 49.3 | 899 | 33.9 | 137 | 52.5 | 434 | 15.0 | 35 | 29.1 | 16 | 6.3 | 16 | 6.3 |
| Black | 960 | 18.4 | 11 | 13.6 | 1 | 2.4 | 33 | 9.0 | 20 | 16.3 | 69 | 46.0 | 239 | 26.6 | 27 | 19.7 | 65 | 13.0 | 16 | 29.1 | 0 | 0.0 | 0 | 0.0 |
| Hispanic | 423 | 8.4 | 41 | 50.6 | 10 | 23.8 | 41 | 11.2 | 17 | 13.8 | 3 | 2.0 | 341 | 37.9 | 36 | 26.3 | 341 | 78.3 | 39 | 70.9 | 39 | 70.9 | 15 | 93.7 |
| Other | 36 | 1.6 | 0 | 0.0 | 0 | 0.0 | 10 | 2.8 | 1 | 0.8 | 4 | 2.7 | 14 | 1.6 | 2 | 1.5 | 5 | 1.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Alternative Program | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 213 | 36.3 | 3 | 33.3 | 6 | 83.3 | 33 | 27.3 | 21 | 71.4 | 7 | 37.1 | 67 | 43.3 | 10 | 30.0 | 30 | 18.0 | 9 | 33.3 | 9 | 33.3 | 9 | 33.3 |
| Black | 78 | 36.3 | 1 | 33.3 | 5 | 83.3 | 9 | 27.3 | 15 | 47.6 | 4 | 17.4 | 23 | 30.9 | 3 | 20.0 | 9 | 18.0 | 2 | 22.2 | 2 | 22.2 | 2 | 22.2 |
| Hispanic | 53 | 24.7 | 1 | 33.3 | 0 | 0.0 | 16 | 42.4 | 1 | 4.8 | 0 | 0.0 | 14 | 20.9 | 5 | 50.0 | 37 | 74.0 | 4 | 44.4 | 4 | 44.4 | 9 | 100.0 |
| Other | 82 | 38.1 | 0 | 0.0 | 0 | 0.0 | 10 | 26.3 | 1 | 4.8 | 0 | 0.0 | 1 | 1.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Program | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 715 | 35.7 | 22 | 33.9 | 33 | 48.9 | 91 | 63.9 | 66 | 71.2 | 40 | 70.0 | 110 | 28.5 | 38 | 55.3 | 222 | 11.3 | 28 | 21.4 | 20 | 15.4 | 20 | 15.4 |
| Black | 235 | 11.6 | 1 | 1.5 | 0 | 0.0 | 12 | 13.2 | 13 | 19.7 | 11 | 21.5 | 32 | 29.1 | 21 | 10.5 | 25 | 11.3 | 6 | 6.1 | 2 | 2.2 | 1 | 1.0 |
| Hispanic | 83 | 4.1 | 41 | 63.1 | 19 | 54.2 | 18 | 19.6 | 6 | 9.1 | 0 | 0.0 | 50 | 43.4 | 13 | 34.2 | 187 | 84.1 | 20 | 71.4 | 20 | 71.4 | 16 | 80.0 |
| Other | 6 | 0.8 | 1 | 1.5 | 1 | 2.9 | 1 | 1.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 3 | 1.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Harried | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 984 | 22.2 | 66 | 24.4 | 33 | 51.4 | 94 | 50.0 | 44 | 75.0 | 39 | 74.3 | 118 | 17.6 | 46 | 38.7 | 411 | 3.4 | 89 | 8.6 | 31 | 3.2 | 31 | 3.2 |
| Black | 218 | 1.4 | 1 | 1.2 | 0 | 0.0 | 3 | 3.2 | 2 | 20.0 | 9 | 43.8 | 21 | 17.6 | 27 | 38.7 | 14 | 0.2 | 0 | 0.0 | 0 | 0.0 | 1 | 0.2 |
| Hispanic | 748 | 76.0 | 64 | 74.4 | 17 | 48.6 | 42 | 44.7 | 0 | 20.5 | 9 | 43.2 | 90 | 72.3 | 18 | 35.1 | 394 | 96.4 | 73 | 91.2 | 30 | 96.8 | 30 | 96.8 |
| Other | 4 | 0.4 | 0 | 0.0 | 0 | 0.0 | 2 | 2.1 | 0 | 0.0 | 1 | 2.0 | 1 | 0.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Alcohol/Drugs | | | | | | | | | | | | | | | | | | | | | | | | |
| Anglo | 34 | 30.9 | 3 | 40.0 | 3 | 100.0 | 16 | 43.8 | 2 | 100.0 | 1 | 100.0 | 13 | 20.0 | 4 | 50.0 | 6 | 0.0 | 1 | 100.0 | 1 | 100.0 | 0 | 0.0 |
| Black | 15 | 27.8 | 2 | 40.0 | 0 | 0.0 | 7 | 43.8 | 0 | 0.0 | 0 | 0.0 | 6 | 40.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Hispanic | 18 | 33.3 | 1 | 20.0 | 0 | 0.0 | 2 | 12.4 | 0 | 0.0 | 0 | 0.0 | 6 | 40.0 | 2 | 50.0 | 6 | 100.0 | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 |
| Other | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |



Table 14, continued

| Student/Program | Texas | | High Plains | | Northwest | | Metropolitan | | East Texas | | Southeast Texas | | Gulf Coast | | Central Texas | | South Texas | | West Texas | | Upper Rio Grande | |
|---|--------|------|-------------|-------|-----------|------|--------------|-------|------------|------|-----------------|-------|------------|------|---------------|------|-------------|------|------------|------|------------------|-------|
| | Number | I | Number | I | Number | I | Number | I | Number | I | Number | I | Number | I | Number | I | Number | I | Number | I | Number | I |
| Low/Reading Grades | 1,163 | | 55 | | 83 | | 122 | | 161 | | 72 | | 332 | | 63 | | 293 | | 51 | | 13 | |
| Anglo | 326 | 45.2 | 17 | 31.1 | 30 | 36.2 | 47 | 38.5 | 57 | 35.4 | 17 | 23.7 | 53 | 41.8 | 13 | 20.6 | 11 | 13.0 | 23 | 45.0 | 0 | 0.0 |
| Black | 446 | 40.2 | 32 | 60.4 | 22 | 28.5 | 21 | 17.2 | 21 | 13.0 | 2 | 2.8 | 70 | 54.2 | 26 | 41.5 | 236 | 80.5 | 23 | 49.0 | 13 | 100.0 |
| Hispanic | 13 | 1.2 | 0 | 0.0 | 2 | 2.5 | 1 | 0.8 | 1 | 0.6 | 1 | 1.4 | 3 | 2.3 | 3 | 4.7 | 2 | 0.7 | 0 | 0.0 | 0 | 0.0 |
| Other | | | | | | | | | | | | | | | | | | | | | | |
| Poor Attendance | 6,774 | | 472 | | 304 | | 1,548 | | 694 | | 532 | | 2,347 | | 633 | | 1,622 | | 337 | | 295 | |
| Anglo | 3,285 | 37.4 | 161 | 34.1 | 190 | 62.5 | 929 | 60.0 | 407 | 34.6 | 271 | 50.9 | 711 | 55.3 | 233 | 37.7 | 1,243 | 15.1 | 113 | 33.5 | 23 | 7.8 |
| Black | 1,645 | 18.7 | 36 | 7.6 | 32 | 10.5 | 247 | 16.0 | 212 | 10.5 | 210 | 39.5 | 674 | 28.7 | 149 | 23.9 | 50 | 3.1 | 22 | 6.5 | 13 | 4.4 |
| Hispanic | 3,712 | 42.3 | 270 | 57.2 | 81 | 28.6 | 330 | 21.3 | 69 | 9.9 | 48 | 9.0 | 906 | 38.6 | 233 | 37.4 | 1,370 | 81.4 | 199 | 59.1 | 236 | 86.8 |
| Other | 132 | 1.6 | 5 | 1.1 | 1 | 0.4 | 42 | 2.7 | 6 | 1.0 | 3 | 0.6 | 56 | 2.4 | 6 | 1.0 | 7 | 0.4 | 3 | 0.9 | 3 | 1.0 |
| Language Problem | 35 | | 1 | | 0 | | 3 | | 3 | | 1 | | 4 | | 7 | | 6 | | 3 | | 3 | |
| Anglo | 12 | 34.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 25.0 | 3 | 71.4 | 1 | 16.7 | 2 | 66.7 | 1 | 20.0 |
| Black | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Hispanic | 23 | 65.7 | 1 | 100.0 | 0 | 0.0 | 3 | 100.0 | 1 | 33.3 | 1 | 100.0 | 3 | 75.0 | 2 | 28.6 | 3 | 83.3 | 1 | 33.3 | 4 | 80.0 |
| Other | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Age | 1,198 | | 75 | | 20 | | 140 | | 75 | | 19 | | 690 | | 25 | | 217 | | 9 | | 18 | |
| Anglo | 227 | 19.0 | 28 | 37.3 | 13 | 60.0 | 50 | 35.7 | 29 | 38.6 | 10 | 52.4 | 61 | 10.2 | 10 | 40.0 | 26 | 12.0 | 1 | 11.1 | 1 | 5.6 |
| Black | 237 | 20.0 | 13 | 16.0 | 3 | 15.0 | 44 | 31.4 | 20 | 26.7 | 8 | 42.1 | 193 | 32.2 | 1 | 4.0 | 5 | 2.3 | 0 | 0.0 | 1 | 5.6 |
| Hispanic | 639 | 53.0 | 35 | 46.7 | 5 | 25.0 | 37 | 26.4 | 26 | 34.7 | 1 | 5.3 | 332 | 55.3 | 14 | 56.0 | 183 | 83.2 | 8 | 88.9 | 16 | 88.8 |
| Other | 24 | 2.0 | 0 | 0.0 | 0 | 0.0 | 9 | 6.5 | 0 | 0.0 | 0 | 0.0 | 14 | 2.3 | 0 | 0.0 | 1 | 0.5 | 0 | 0.0 | 0 | 0.0 |
| Emphasis | 151 | | 3 | | 3 | | 15 | | 19 | | 2 | | 28 | | 10 | | 53 | | 16 | | 2 | |
| Anglo | 68 | 45.0 | 2 | 66.7 | 2 | 66.7 | 11 | 73.3 | 18 | 94.7 | 2 | 100.0 | 14 | 49.9 | 6 | 60.0 | 5 | 9.4 | 8 | 50.0 | 0 | 0.0 |
| Black | 9 | 6.0 | 0 | 0.0 | 0 | 0.0 | 1 | 6.7 | 1 | 5.3 | 0 | 0.0 | 5 | 17.9 | 0 | 0.0 | 0 | 0.0 | 2 | 12.5 | 0 | 0.0 |
| Hispanic | 72 | 47.7 | 1 | 33.3 | 1 | 33.3 | 2 | 13.3 | 0 | 0.0 | 0 | 0.0 | 8 | 28.6 | 4 | 40.0 | 48 | 90.6 | 6 | 37.5 | 2 | 100.0 |
| Other | 2 | 1.3 | 0 | 0.0 | 0 | 0.0 | 1 | 6.7 | 0 | 0.0 | 0 | 0.0 | 1 | 3.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Enrolled (See for Original Behavior) | 629 | | 28 | | 9 | | 156 | | 33 | | 28 | | 114 | | 75 | | 108 | | 13 | | 63 | |
| Anglo | 198 | 31.5 | 4 | 14.3 | 3 | 33.3 | 76 | 50.0 | 21 | 63.6 | 10 | 35.7 | 33 | 28.9 | 11 | 41.3 | 2 | 8.3 | 13 | 26.7 | 63 | 4.8 |
| Black | 196 | 16.7 | 4 | 14.3 | 2 | 44.4 | 55 | 22.4 | 11 | 33.3 | 18 | 64.3 | 33 | 28.9 | 14 | 18.7 | 2 | 1.9 | 0 | 0.0 | 3 | 7.9 |
| Hispanic | 300 | 47.7 | 18 | 64.3 | 2 | 22.3 | 39 | 25.0 | 1 | 3.1 | 0 | 0.0 | 47 | 41.2 | 30 | 40.0 | 97 | 89.6 | 11 | 73.3 | 55 | 87.3 |
| Other | 3 | 0.8 | 0 | 0.0 | 0 | 0.0 | 4 | 2.6 | 0 | 0.0 | 0 | 0.0 | 1 | 1.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| TAAS/Two Letter Making Grade Achievement | 495 | | 17 | | 31 | | 96 | | 25 | | 14 | | 153 | | 13 | | 112 | | 27 | | 7 | |
| Anglo | 101 | 20.4 | 3 | 17.6 | 10 | 61.3 | 26 | 37.1 | 4 | 16.0 | 11 | 78.7 | 16 | 10.5 | 5 | 38.5 | 14 | 12.5 | 3 | 11.1 | 0 | 0.0 |
| Black | 163 | 32.9 | 3 | 17.6 | 1 | 3.2 | 38 | 39.6 | 17 | 68.0 | 1 | 7.1 | 72 | 47.0 | 3 | 38.5 | 19 | 17.0 | 6 | 22.2 | 1 | 14.3 |
| Hispanic | 214 | 43.2 | 11 | 64.8 | 10 | 32.3 | 29 | 30.2 | 4 | 16.0 | 1 | 7.1 | 54 | 35.3 | 5 | 23.0 | 78 | 69.6 | 18 | 66.7 | 6 | 85.7 |
| Other | 17 | 3.5 | 0 | 0.0 | 1 | 3.2 | 3 | 3.1 | 0 | 0.0 | 1 | 7.1 | 11 | 7.2 | 0 | 0.0 | 1 | 0.9 | 0 | 0.0 | 0 | 0.0 |
| Unknown | 12,700 | | 432 | | 96 | | 2,509 | | 385 | | 430 | | 2,906 | | 1,242 | | 2,839 | | 664 | | 1,197 | |
| Anglo | 3,009 | 28.8 | 137 | 31.7 | 61 | 63.5 | 944 | 37.6 | 200 | 51.9 | 179 | 41.4 | 791 | 27.2 | 405 | 32.6 | 325 | 11.4 | 242 | 36.4 | 123 | 10.4 |
| Black | 2,124 | 16.7 | 55 | 12.7 | 8 | 8.4 | 633 | 26.0 | 135 | 35.1 | 180 | 41.6 | 396 | 13.5 | 283 | 22.8 | 133 | 4.7 | 43 | 6.8 | 36 | 3.0 |
| Hispanic | 6,923 | 54.5 | 252 | 53.7 | 27 | 28.1 | 825 | 32.9 | 47 | 12.2 | 60 | 14.0 | 1,823 | 49.0 | 540 | 43.3 | 2,864 | 83.3 | 373 | 56.2 | 1,031 | 86.1 |
| Other | 244 | 2.0 | 8 | 1.9 | 0 | 0.0 | 86 | 3.3 | 3 | 0.8 | 11 | 2.6 | 96 | 3.3 | 14 | 1.1 | 17 | 0.6 | 4 | 0.6 | 5 | 0.5 |

Table 15: Percent of Students Passing TAAS in Texas by Subject Area, Grade Level, Race/Ethnicity and Metropolitan Status, 1995-96

| Grade Level by Subject Area | Total | Anglo | Black | Hispanic | Other | Ethnicity Not Reported |
|----------------------------------|-------|-------|-------|----------|-------|---------------------------|
| State | | | | | | |
| Third Grade | | | | | | |
| Reading | 80.0 | 88.6 | 65.4 | 72.2 | 89.8 | 70.2 |
| Math | 76.0 | 84.8 | 59.4 | 68.4 | 85.8 | 63.8 |
| Fourth Grade | | | | | | |
| Reading | 77.8 | 86.2 | 62.6 | 69.8 | 85.2 | 63.4 |
| Math | 77.6 | 86.2 | 59.8 | 71.0 | 87.2 | 54.4 |
| Writing | 85.8 | 90.6 | 76.4 | 82.0 | 90.0 | 66.6 |
| Fifth Grade | | | | | | |
| Reading | 82.4 | 90.4 | 69.0 | 74.8 | 88.2 | 70.0 |
| Math | 78.2 | 87.0 | 58.0 | 71.8 | 89.0 | 64.8 |
| Sixth Grade | | | | | | |
| Reading | 77.6 | 89.6 | 63.4 | 65.2 | 86.0 | 59.6 |
| Math | 77.0 | 87.6 | 60.0 | 67.0 | 87.2 | 57.6 |
| Seventh Grade | | | | | | |
| Reading | 81.8 | 91.2 | 70.4 | 72.2 | 87.2 | 65.0 |
| Math | 70.4 | 83.8 | 49.8 | 57.8 | 84.4 | 44.8 |
| Eighth Grade | | | | | | |
| Reading | 77.4 | 89.4 | 62.8 | 65.0 | 83.8 | 52.4 |
| Math | 67.8 | 81.8 | 46.4 | 54.4 | 83.8 | 38.6 |
| Writing | 75.8 | 86.8 | 64.2 | 63.8 | 83.4 | 43.6 |
| Tenth Grade | | | | | | |
| Reading | 81.2 | 91.2 | 70.6 | 69.0 | 79.8 | 61.8 |
| Math | 65.4 | 78.2 | 44.2 | 52.2 | 79.0 | 40.6 |
| Writing | 85.2 | 93.0 | 76.0 | 76.0 | 82.4 | 61.2 |
| Metropolitan Central City | | | | | | |
| Third Grade | | | | | | |
| Reading | 79.2 | 89.4 | 66.0 | 72.8 | 89.4 | 69.0 |
| Math | 75.2 | 85.6 | 60.2 | 69.2 | 87.8 | 61.8 |
| Fourth Grade | | | | | | |
| Reading | 77.2 | 87.4 | 63.4 | 70.8 | 87.4 | 57.8 |
| Math | 76.8 | 86.6 | 60.4 | 71.6 | 89.6 | 48.0 |
| Writing | 86.0 | 91.8 | 77.4 | 82.8 | 92.8 | 64.2 |
| Fifth Grade | | | | | | |
| Reading | 82.0 | 91.4 | 69.8 | 75.8 | 90.8 | 66.4 |
| Math | 77.6 | 88.2 | 58.6 | 72.6 | 91.4 | 60.4 |

Table 15, continued

| Grade Level by Subject Area | Total | Anglo | Black | Hispanic | Other | Ethnicity Not Reported |
|--------------------------------|-------|-------|-------|----------|-------|---------------------------|
| <u>Sixth Grade</u> | | | | | | |
| Reading | 76.2 | 75.2 | 64.0 | 65.2 | 87.2 | 54.8 |
| Math | 75.2 | 88.0 | 60.0 | 66.8 | 88.8 | 54.6 |
| <u>Seventh Grade</u> | | | | | | |
| Reading | 80.4 | 91.8 | 70.4 | 72.0 | 88.6 | 61.0 |
| Math | 67.8 | 84.4 | 49.2 | 56.8 | 85.8 | 39.6 |
| <u>Eighth Grade</u> | | | | | | |
| Reading | 75.6 | 89.8 | 63.2 | 64.8 | 84.4 | 51.2 |
| Math | 65.4 | 82.4 | 46.4 | 53.8 | 84.4 | 37.6 |
| Writing | 74.2 | 87.6 | 64.6 | 63.4 | 83.8 | 43.8 |
| <u>Tenth Grade</u> | | | | | | |
| Reading | 79.8 | 91.8 | 71.8 | 69.0 | 80.6 | 57.2 |
| Math | 63.6 | 79.0 | 45.2 | 51.8 | 80.4 | 38.6 |
| Writing | 83.8 | 93.4 | 76.2 | 75.6 | 84.0 | 60.0 |
| Metropolitan Suburban | | | | | | |
| <u>Third Grade</u> | | | | | | |
| Reading | 84.8 | 88.6 | 68.6 | 73.4 | 92.8 | 86.0 |
| Math | 80.4 | 84.6 | 61.0 | 68.6 | 88.8 | 77.0 |
| <u>Fourth Grade</u> | | | | | | |
| Reading | 81.6 | 86.0 | 64.2 | 68.2 | 88.4 | 81.6 |
| Math | 81.2 | 85.8 | 60.8 | 68.6 | 88.6 | 63.4 |
| Writing | 87.2 | 90.0 | 75.6 | 79.4 | 91.0 | 76.2 |
| <u>Fifth Grade</u> | | | | | | |
| Reading | 86.0 | 89.8 | 70.4 | 74.2 | 90.6 | 84.0 |
| Math | 81.0 | 85.6 | 58.4 | 69.0 | 91.2 | 72.8 |
| <u>Sixth Grade</u> | | | | | | |
| Reading | 84.2 | 89.4 | 65.8 | 68.2 | 92.4 | 71.4 |
| Math | 82.2 | 87.2 | 60.8 | 68.6 | 91.4 | 64.8 |
| <u>Seventh Grade</u> | | | | | | |
| Reading | 86.6 | 90.6 | 72.2 | 75.2 | 91.4 | 79.4 |
| Math | 77.4 | 83.6 | 52.2 | 60.4 | 89.0 | 62.6 |
| <u>Eighth Grade</u> | | | | | | |
| Reading | 83.6 | 89.0 | 65.2 | 67.2 | 90.4 | 69.6 |
| Math | 74.8 | 81.2 | 49.0 | 57.0 | 89.8 | 47.4 |
| Writing | 81.0 | 86.0 | 65.6 | 65.0 | 89.8 | 55.0 |
| <u>Tenth Grade</u> | | | | | | |
| Reading | 86.4 | 91.0 | 70.4 | 72.2 | 87.6 | 71.6 |
| Math | 70.8 | 76.8 | 43.6 | 52.6 | 86.0 | 47.0 |
| Writing | 88.8 | 92.4 | 77.2 | 77.0 | 88.8 | 65.0 |

Table 15, continued

| Grade Level by Subject Area | Total | Anglo | Black | Hispanic | Other | Ethnicity Not Reported |
|--------------------------------------|-------|-------|-------|----------|-------|---------------------------|
| Non-Metropolitan Adjacent | | | | | | |
| <u>Third Grade</u> | | | | | | |
| Reading | 77.6 | 85.8 | 59.4 | 68.8 | 83.2 | 61.6 |
| Math | 73.6 | 82.4 | 53.0 | 64.4 | 42.4 | 63.0 |
| <u>Fourth Grade</u> | | | | | | |
| Reading | 75.4 | 83.4 | 56.0 | 66.4 | 37.2 | 71.4 |
| Math | 77.6 | 85.2 | 56.6 | 70.2 | 39.0 | 75.0 |
| Writing | 83.6 | 87.4 | 73.0 | 79.8 | 41.6 | 68.8 |
| <u>Fifth Grade</u> | | | | | | |
| Reading | 80.4 | 88.2 | 62.2 | 71.0 | 38.8 | 73.0 |
| Math | 77.4 | 85.4 | 53.2 | 69.6 | 43.4 | 78.8 |
| <u>Sixth Grade</u> | | | | | | |
| Reading | 76.0 | 87.2 | 56.4 | 61.8 | 34.6 | 67.2 |
| Math | 7.6 | 86.8 | 59.0 | 66.6 | 36.4 | 65.8 |
| <u>Seventh Grade</u> | | | | | | |
| Reading | 82.0 | 90.0 | 67.8 | 71.2 | 40.4 | 65.0 |
| Math | 72.4 | 82.6 | 49.8 | 59.8 | 36.6 | 52.4 |
| <u>Eighth Grade</u> | | | | | | |
| Reading | 78.0 | 88.2 | 57.8 | 64.4 | 41.8 | 45.4 |
| Math | 69.0 | 80.2 | 42.8 | 55.4 | 42.0 | 37.0 |
| Writing | 76.4 | 85.4 | 60.8 | 64.4 | 44.4 | 34.6 |
| <u>Tenth Grade</u> | | | | | | |
| Reading | 81.4 | 90.2 | 63.2 | 68.2 | 34.8 | 73.0 |
| Math | 67.2 | 7.8 | 39.2 | 54.0 | 30.0 | 42.8 |
| Writing | 86.4 | 92.6 | 72.4 | 77.6 | 34.2 | 58.6 |
| Non-Metropolitan Non-Adjacent | | | | | | |
| <u>Third Grade</u> | | | | | | |
| Reading | 79.2 | 86.6 | 55.8 | 71.2 | 88.8 | 63.6 |
| Math | 76.4 | 83.4 | 50.8 | 69.6 | 54.2 | 42.8 |
| <u>Fourth Grade</u> | | | | | | |
| Reading | 76.6 | 85.0 | 51.8 | 66.8 | 37.6 | 87.6 |
| Math | 77.6 | 85.4 | 49.8 | 69.8 | 40.2 | 87.6 |
| Writing | 83.4 | 88.6 | 62.8 | 79.0 | 37.6 | 87.6 |
| <u>Fifth Grade</u> | | | | | | |
| Reading | 80.8 | 88.4 | 61.2 | 70.6 | 49.2 | 77.0 |
| Math | 79.0 | 87.2 | 55.0 | 69.2 | 42.8 | 71.4 |

Table 15, continued

| Grade Level by Subject Area | Total | Anglo | Black | Hispanic | Other | Ethnicity Not Reported |
|--------------------------------|-------|-------|-------|----------|-------|---------------------------|
| <u>Sixth Grade</u> | | | | | | |
| Reading | 78.4 | 87.8 | 59.6 | 65.6 | 52.0 | 83.4 |
| Math | 79.8 | 87.8 | 60.0 | 70.0 | 55.6 | 50.0 |
| <u>Seventh Grade</u> | | | | | | |
| Reading | 83.8 | 91.4 | 71.8 | 72.8 | 51.8 | 79.0 |
| Math | 74.6 | 84.6 | 53.2 | 61.6 | 51.2 | 40.0 |
| <u>Eighth Grade</u> | | | | | | |
| Reading | 79.2 | 88.8 | 57.4 | 65.4 | 51.2 | 81.8 |
| Math | 72.0 | 82.2 | 46.6 | 57.4 | 45.6 | 55.6 |
| Writing | 78.0 | 86.6 | 63.0 | 64.8 | 50.0 | 62.6 |
| <u>Tenth Grade</u> | | | | | | |
| Reading | 81.8 | 90.2 | 67.0 | 68.4 | 40.6 | 63.4 |
| Math | 66.4 | 77.2 | 39.6 | 51.0 | 26.6 | 42.0 |
| Writing | 87.2 | 93.0 | 76.0 | 78.2 | 40.0 | 70.4 |

Table 16: Percent of Students Passing TAAS in Texas by Subject Area, Grade Level, Race/Ethnicity and Economic Region, 1995-96

| Grade Level by Subject Area | Total | Anglo | Black | Hispanic | Other | Ethnicity Not Reported |
|--------------------------------|-------|-------|-------|----------|-------|---------------------------|
| State | | | | | | |
| Third Grade | | | | | | |
| Reading | 80.0 | 88.6 | 65.4 | 72.2 | 89.8 | 70.2 |
| Math | 76.0 | 84.8 | 59.4 | 68.4 | 85.8 | 63.8 |
| Fourth Grade | | | | | | |
| Reading | 77.8 | 86.2 | 62.6 | 69.8 | 85.2 | 63.4 |
| Math | 77.6 | 86.2 | 59.8 | 71.0 | 87.2 | 54.4 |
| Writing | 85.8 | 90.6 | 76.4 | 82.0 | 90.0 | 66.6 |
| Fifth Grade | | | | | | |
| Reading | 82.4 | 90.4 | 69.0 | 74.8 | 88.2 | 70.0 |
| Math | 78.2 | 87.0 | 58.0 | 71.8 | 89.0 | 64.8 |
| Sixth Grade | | | | | | |
| Reading | 77.6 | 89.6 | 63.4 | 65.2 | 86.0 | 59.6 |
| Math | 77.0 | 87.6 | 60.0 | 67.0 | 87.2 | 57.6 |
| Seventh Grade | | | | | | |
| Reading | 81.8 | 91.2 | 70.4 | 72.2 | 87.2 | 65.0 |
| Math | 70.4 | 83.8 | 49.8 | 57.8 | 84.4 | 44.8 |
| Eighth Grade | | | | | | |
| Reading | 77.4 | 89.4 | 62.8 | 65.0 | 83.8 | 52.4 |
| Math | 67.8 | 81.8 | 46.4 | 54.4 | 83.8 | 38.6 |
| Writing | 75.8 | 86.8 | 64.2 | 63.8 | 83.4 | 43.6 |
| Tenth Grade | | | | | | |
| Reading | 81.2 | 91.2 | 70.6 | 69.0 | 79.8 | 61.8 |
| Math | 65.4 | 78.2 | 44.2 | 52.2 | 79.0 | 40.6 |
| Writing | 85.2 | 93.0 | 76.0 | 76.0 | 82.4 | 61.2 |
| High Plains | | | | | | |
| Third Grade | | | | | | |
| Reading | 81.0 | 89.6 | 61.2 | 70.6 | 89.6 | 93.2 |
| Math | 77.2 | 86.4 | 57.8 | 65.8 | 76.4 | 93.4 |
| Fourth Grade | | | | | | |
| Reading | 79.2 | 88.6 | 59.0 | 66.6 | 71.8 | 91.6 |
| Math | 80.2 | 88.6 | 58.6 | 69.8 | 73.4 | 84.6 |
| Writing | 86.6 | 92.2 | 71.6 | 80.0 | 78.0 | 57.2 |
| Fifth Grade | | | | | | |
| Reading | 84.4 | 92.4 | 67.2 | 73.6 | 86.2 | 92.8 |
| Math | 81.4 | 89.4 | 62.0 | 71.2 | 83.8 | 76.8 |

Table 16, continued

| Grade Level by Subject Area | Total | Anglo | Black | Hispanic | Other | Ethnicity Not Reported |
|--------------------------------|-------|-------|-------|----------|-------|---------------------------|
| <u>Sixth Grade</u> | | | | | | |
| Reading | 81.2 | 91.0 | 61.6 | 68.0 | 72.8 | 83.4 |
| Math | 82.6 | 90.4 | 62.4 | 72.8 | 78.6 | 66.6 |
| <u>Seventh Grade</u> | | | | | | |
| Reading | 85.2 | 92.2 | 69.4 | 75.8 | 76.0 | 56.6 |
| Math | 75.4 | 85.0 | 49.2 | 63.2 | 73.2 | 39.2 |
| <u>Eighth Grade</u> | | | | | | |
| Reading | 80.2 | 90.6 | 59.2 | 65.6 | 76.0 | 36.2 |
| Math | 73.0 | 84.2 | 41.0 | 59.0 | 80.0 | 30.6 |
| Writing | 79.0 | 87.8 | 60.8 | 66.8 | 74.6 | 21.8 |
| <u>Tenth Grade</u> | | | | | | |
| Reading | 84.4 | 92.2 | 65.6 | 72.4 | 73.4 | 73.6 |
| Math | 70.6 | 80.8 | 41.0 | 56.0 | 62.2 | 45.0 |
| Writing | 88.2 | 93.4 | 71.4 | 81.2 | 77.6 | 77.8 |
| Northwest | | | | | | |
| <u>Third Grade</u> | | | | | | |
| Reading | 84.0 | 88.4 | 66.6 | 72.0 | 94.4 | 72.2 |
| Math | 81.0 | 85.0 | 63.4 | 71.2 | 81.8 | 55.6 |
| <u>Fourth Grade</u> | | | | | | |
| Reading | 80.2 | 84.8 | 58.6 | 69.0 | 71.8 | 71.4 |
| Math | 82.8 | 87.2 | 63.4 | 71.6 | 74.8 | 66.6 |
| Writing | 87.4 | 89.4 | 78.6 | 81.6 | 82.6 | 100.0 |
| <u>Fifth Grade</u> | | | | | | |
| Reading | 84.6 | 88.6 | 71.6 | 72.4 | 71.2 | 80.0 |
| Math | 83.0 | 86.4 | 68.0 | 73.4 | 71.4 | 62.6 |
| <u>Sixth Grade</u> | | | | | | |
| Reading | 83.6 | 88.6 | 68.2 | 67.6 | 79.4 | 80.0 |
| Math | 85.0 | 88.4 | 69.4 | 74.8 | 87.0 | 60.0 |
| <u>Seventh Grade</u> | | | | | | |
| Reading | 88.6 | 91.8 | 76.0 | 79.4 | 76.0 | 66.6 |
| Math | 80.0 | 85.0 | 58.6 | 65.4 | 77.4 | 57.2 |
| <u>Eighth Grade</u> | | | | | | |
| Reading | 84.2 | 88.6 | 65.8 | 70.2 | 80.2 | 60.0 |
| Math | 75.8 | 81.0 | 50.6 | 60.6 | 74.8 | 40.0 |
| Writing | 83.0 | 87.0 | 69.6 | 70.0 | 53.6 | 33.4 |
| <u>Tenth Grade</u> | | | | | | |
| Reading | 87.6 | 91.0 | 75.8 | 74.4 | 81.4 | 87.6 |
| Math | 71.8 | 77.4 | 45.6 | 52.2 | 73.2 | 75.0 |
| Writing | 90.8 | 93.2 | 82.2 | 82.0 | 80.6 | 83.4 |

Table 16, continued

| Grade Level by Subject Area | Total | Anglo | Black | Hispanic | Other | Ethnicity Not Reported |
|--------------------------------|-------|-------|-------|----------|-------|---------------------------|
| Metroplex | | | | | | |
| <u>Third Grade</u> | | | | | | |
| Reading | 81.0 | 88.8 | 62.2 | 70.8 | 89.4 | 67.0 |
| Math | 76.2 | 84.4 | 56.2 | 65.4 | 87.0 | 53.0 |
| <u>Fourth Grade</u> | | | | | | |
| Reading | 78.6 | 86.2 | 58.4 | 69.2 | 88.4 | 57.6 |
| Math | 77.6 | 85.6 | 55.2 | 69.4 | 89.6 | 46.2 |
| Writing | 85.8 | 90.4 | 72.8 | 81.2 | 92.6 | 60.2 |
| <u>Fifth Grade</u> | | | | | | |
| Reading | 83.2 | 90.2 | 65.0 | 74.2 | 90.2 | 69.2 |
| Math | 78.4 | 86.6 | 54.0 | 70.4 | 91.0 | 56.6 |
| <u>Sixth Grade</u> | | | | | | |
| Reading | 82.0 | 90.2 | 65.0 | 68.6 | 88.4 | 64.2 |
| Math | 80.2 | 87.8 | 62.2 | 68.6 | 89.2 | 62.8 |
| <u>Seventh Grade</u> | | | | | | |
| Reading | 84.0 | 91.2 | 68.4 | 74.0 | 87.0 | 66.0 |
| Math | 73.4 | 84.0 | 48.8 | 58.8 | 83.8 | 40.6 |
| <u>Eighth Grade</u> | | | | | | |
| Reading | 80.4 | 89.2 | 61.4 | 66.6 | 86.0 | 57.8 |
| Math | 71.8 | 82.4 | 46.6 | 56.0 | 84.6 | 42.6 |
| Writing | 79.4 | 87.2 | 63.2 | 67.2 | 84.8 | 48.4 |
| <u>Tenth Grade</u> | | | | | | |
| Reading | 84.2 | 91.8 | 72.0 | 67.2 | 82.0 | 57.4 |
| Math | 69.4 | 79.0 | 47.2 | 51.6 | 81.6 | 34.4 |
| Writing | 87.0 | 93.2 | 77.0 | 72.2 | 84.8 | 59.0 |
| Upper East Texas | | | | | | |
| <u>Third Grade</u> | | | | | | |
| Reading | 80.0 | 86.2 | 61.8 | 71.4 | 85.2 | 58.4 |
| Math | 75.4 | 82.4 | 54.4 | 66.8 | 67.8 | 68.0 |
| <u>Fourth Grade</u> | | | | | | |
| Reading | 77.6 | 84.4 | 55.0 | 72.6 | 74.8 | 74.0 |
| Math | 78.8 | 85.2 | 57.6 | 75.8 | 75.8 | 65.2 |
| Writing | 84.8 | 89.0 | 71.4 | 80.2 | 77.8 | 75.0 |
| <u>Fifth Grade</u> | | | | | | |
| Reading | 82.6 | 88.4 | 64.6 | 73.8 | 59.6 | 58.4 |
| Math | 77.6 | 84.6 | 54.0 | 71.0 | 60.2 | 58.4 |

Table 16, continued

| Grade Level by Subject Area | Total | Anglo | Black | Hispanic | Other | Ethnicity Not Reported |
|--------------------------------|-------|-------|-------|----------|-------|---------------------------|
| <u>Sixth Grade</u> | | | | | | |
| Reading | 79.4 | 87.0 | 58.6 | 63.0 | 55.4 | 60.0 |
| Math | 79.8 | 86.8 | 58.4 | 69.8 | 55.4 | 57.2 |
| <u>Seventh Grade</u> | | | | | | |
| Reading | 84.8 | 89.6 | 72.0 | 73.0 | 63.8 | 77.2 |
| Math | 75.4 | 83.0 | 52.4 | 62.4 | 57.2 | 59.0 |
| <u>Eighth Grade</u> | | | | | | |
| Reading | 81.0 | 87.6 | 61.2 | 66.0 | 56.2 | 63.6 |
| Math | 71.6 | 79.8 | 45.8 | 56.8 | 52.8 | 47.8 |
| Writing | 80.0 | 85.4 | 64.2 | 64.0 | 57.2 | 88.8 |
| <u>Tenth Grade</u> | | | | | | |
| Reading | 83.2 | 89.2 | 66.8 | 63.8 | 54.0 | 79.4 |
| Math | 68.6 | 77.0 | 40.8 | 53.6 | 50.0 | 47.0 |
| Writing | 88.2 | 92.8 | 77.8 | 67.8 | 55.4 | 76.4 |
| Southeast Texas | | | | | | |
| <u>Third Grade</u> | | | | | | |
| Reading | 77.8 | 84.8 | 61.8 | 72.6 | 83.4 | 75.8 |
| Math | 72.8 | 80.6 | 54.8 | 69.0 | 82.8 | 70.0 |
| <u>Fourth Grade</u> | | | | | | |
| Reading | 75.6 | 83.6 | 57.0 | 71.0 | 59.8 | 72.8 |
| Math | 73.8 | 82.2 | 54.4 | 68.0 | 66.4 | 48.4 |
| Writing | 83.8 | 88.4 | 73.6 | 77.4 | 73.2 | 72.8 |
| <u>Fifth Grade</u> | | | | | | |
| Reading | 81.2 | 87.6 | 65.4 | 75.4 | 73.0 | 76.4 |
| Math | 74.4 | 82.4 | 53.6 | 70.2 | 84.8 | 70.6 |
| <u>Sixth Grade</u> | | | | | | |
| Reading | 74.6 | 84.8 | 53.0 | 59.8 | 73.4 | 76.4 |
| Math | 73.0 | 82.4 | 51.8 | 63.0 | 80.2 | 70.6 |
| <u>Seventh Grade</u> | | | | | | |
| Reading | 82.4 | 89.4 | 66.4 | 72.6 | 74.0 | 76.4 |
| Math | 69.8 | 79.6 | 46.0 | 60.4 | 70.6 | 47.0 |
| <u>Eighth Grade</u> | | | | | | |
| Reading | 78.2 | 86.2 | 60.0 | 64.4 | 61.6 | 57.2 |
| Math | 66.8 | 75.8 | 44.8 | 52.6 | 72.0 | 50.0 |
| Writing | 76.2 | 82.6 | 63.0 | 60.4 | 69.2 | 37.6 |
| <u>Tenth Grade</u> | | | | | | |
| Reading | 81.0 | 88.2 | 65.2 | 68.8 | 72.2 | 46.4 |
| Math | 63.0 | 73.0 | 38.6 | 53.4 | 70.4 | 35.8 |
| Writing | 85.4 | 91.4 | 72.8 | 72.2 | 71.8 | 59.2 |

Table 16, continued

| Grade Level by Subject Area | Total | Anglo | Black | Hispanic | Other | Ethnicity Not Reported |
|--------------------------------|-------|-------|-------|----------|-------|---------------------------|
| Gulf Coast | | | | | | |
| <u>Third Grade</u> | | | | | | |
| Reading | 82.6 | 90.2 | 70.0 | 76.0 | 91.4 | 70.0 |
| Math | 79.2 | 87.2 | 65.6 | 72.4 | 91.4 | 69.0 |
| <u>Fourth Grade</u> | | | | | | |
| Reading | 81.6 | 88.2 | 70.0 | 75.4 | 90.6 | 62.0 |
| Math | 81.0 | 88.2 | 66.6 | 75.8 | 93.2 | 61.2 |
| Writing | 89.2 | 93.0 | 82.6 | 85.4 | 94.8 | 69.8 |
| <u>Fifth Grade</u> | | | | | | |
| Reading | 85.4 | 91.8 | 74.8 | 79.4 | 92.8 | 60.0 |
| Math | 80.8 | 88.6 | 64.0 | 75.8 | 94.0 | 60.2 |
| <u>Sixth Grade</u> | | | | | | |
| Reading | 78.2 | 90.2 | 65.6 | 64.2 | 89.0 | 48.6 |
| Math | 77.0 | 88.2 | 61.2 | 66.0 | 90.8 | 51.8 |
| <u>Seventh Grade</u> | | | | | | |
| Reading | 82.0 | 91.4 | 72.2 | 71.0 | 90.8 | 66.6 |
| Math | 70.4 | 84.6 | 50.6 | 55.8 | 89.2 | 52.8 |
| <u>Eighth Grade</u> | | | | | | |
| Reading | 77.8 | 89.8 | 64.8 | 63.8 | 87.0 | 48.2 |
| Math | 68.0 | 82.4 | 47.4 | 53.6 | 88.2 | 39.2 |
| Writing | 75.8 | 87.0 | 66.0 | 60.4 | 86.6 | 39.8 |
| <u>Tenth Grade</u> | | | | | | |
| Reading | 81.0 | 91.2 | 71.4 | 66.6 | 83.6 | 58.6 |
| Math | 65.6 | 78.4 | 45.8 | 49.8 | 85.4 | 43.6 |
| Writing | 84.2 | 92.8 | 75.8 | 71.6 | 86.8 | 57.6 |
| Central Texas | | | | | | |
| <u>Third Grade</u> | | | | | | |
| Reading | 80.2 | 87.8 | 64.0 | 69.6 | 89.0 | 81.0 |
| Math | 74.8 | 83.8 | 54.8 | 62.8 | 82.2 | 64.2 |
| <u>Fourth Grade</u> | | | | | | |
| Reading | 76.8 | 85.0 | 60.2 | 64.2 | 84.2 | 85.8 |
| Math | 76.0 | 84.6 | 56.2 | 64.4 | 83.8 | 75.0 |
| Writing | 83.8 | 88.6 | 72.6 | 77.0 | 89.4 | 69.2 |
| <u>Fifth Grade</u> | | | | | | |
| Reading | 82.4 | 89.8 | 66.2 | 70.6 | 86.0 | 71.4 |
| Math | 78.2 | 87.2 | 54.8 | 66.4 | 86.0 | 71.4 |

Table 16, continued

| Grade Level by Subject Area | Total | Anglo | Black | Hispanic | Other | Ethnicity Not Reported |
|--------------------------------|-------|-------|-------|----------|-------|---------------------------|
| <u>Sixth Grade</u> | | | | | | |
| Reading | 79.2 | 89.4 | 59.4 | 63.6 | 87.0 | 66.6 |
| Math | 77.0 | 87.2 | 55.2 | 62.4 | 86.0 | 61.8 |
| <u>Seventh Grade</u> | | | | | | |
| Reading | 83.6 | 91.6 | 68.4 | 71.2 | 87.6 | 75.0 |
| Math | 72.6 | 84.4 | 48.0 | 54.8 | 83.8 | 60.0 |
| <u>Eighth Grade</u> | | | | | | |
| Reading | 79.6 | 90.0 | 60.4 | 61.6 | 84.0 | 56.0 |
| Math | 69.9 | 82.0 | 43.2 | 50.2 | 84.0 | 32.2 |
| Writing | 78.0 | 87.8 | 61.0 | 60.0 | 83.6 | 42.8 |
| <u>Tenth Grade</u> | | | | | | |
| Reading | 84.2 | 91.8 | 68.4 | 69.6 | 71.8 | 59.6 |
| Math | 66.8 | 77.8 | 36.8 | 49.0 | 67.8 | 50.8 |
| Writing | 86.8 | 93.0 | 73.8 | 76.0 | 74.0 | 56.6 |
| South Texas | | | | | | |
| <u>Third Grade</u> | | | | | | |
| Reading | 75.6 | 87.8 | 65.0 | 71.2 | 88.2 | 67.8 |
| Math | 72.2 | 84.0 | 56.4 | 68.4 | 67.2 | 63.0 |
| <u>Fourth Grade</u> | | | | | | |
| Reading | 73.4 | 85.8 | 63.0 | 69.0 | 67.2 | 59.0 |
| Math | 74.2 | 85.6 | 58.4 | 70.4 | 69.0 | 46.6 |
| Writing | 83.8 | 89.4 | 76.0 | 82.0 | 71.4 | 68.0 |
| <u>Fifth Grade</u> | | | | | | |
| Reading | 78.6 | 90.8 | 69.4 | 74.2 | 73.4 | 69.0 |
| Math | 75.4 | 87.4 | 57.0 | 71.6 | 70.6 | 67.4 |
| <u>Sixth Grade</u> | | | | | | |
| Reading | 70.6 | 89.8 | 64.4 | 63.4 | 75.6 | 56.6 |
| Math | 71.0 | 87.4 | 57.0 | 65.4 | 74.2 | 50.8 |
| <u>Seventh Grade</u> | | | | | | |
| Reading | 83.6 | 91.6 | 68.4 | 71.2 | 81.2 | 50.0 |
| Math | 72.6 | 84.4 | 48.0 | 54.8 | 77.4 | 36.4 |
| <u>Eighth Grade</u> | | | | | | |
| Reading | 79.6 | 90.0 | 60.4 | 61.6 | 75.0 | 46.2 |
| Math | 69.6 | 82.0 | 43.2 | 50.2 | 71.8 | 28.6 |
| Writing | 78.0 | 87.8 | 61.0 | 60.0 | 77.8 | 35.8 |
| <u>Tenth Grade</u> | | | | | | |
| Reading | 76.6 | 92.2 | 74.6 | 70.0 | 67.4 | 71.6 |
| Math | 60.0 | 79.0 | 45.6 | 52.8 | 58.0 | 38.6 |
| Writing | 82.4 | 93.4 | 77.8 | 78.0 | 66.8 | 64.2 |

Table 16, continued

| Grade Level by Subject Area | Total | Anglo | Black | Hispanic | Other | Ethnicity Not Reported |
|--------------------------------|-------|-------|-------|----------|-------|---------------------------|
| West Texas | | | | | | |
| <u>Third Grade</u> | | | | | | |
| Reading | 78.8 | 88.8 | 64.0 | 70.0 | 89.0 | 55.6 |
| Math | 75.4 | 85.4 | 59.0 | 66.6 | 77.2 | 50.0 |
| <u>Fourth Grade</u> | | | | | | |
| Reading | 75.6 | 85.8 | 59.2 | 66.4 | 73.8 | 57.2 |
| Math | 78.6 | 87.4 | 59.0 | 71.4 | 69.8 | 64.2 |
| Writing | 84.4 | 89.8 | 71.2 | 80.0 | 78.2 | 60.0 |
| <u>Fifth Grade</u> | | | | | | |
| Reading | 79.4 | 89.6 | 64.6 | 70.2 | 82.0 | 66.6 |
| Math | 77.4 | 87.6 | 50.8 | 69.2 | 83.6 | 83.4 |
| <u>Sixth Grade</u> | | | | | | |
| Reading | 77.4 | 89.0 | 64.8 | 66.4 | 73.2 | 50.0 |
| Math | 79.6 | 88.2 | 64.8 | 72.2 | 74.0 | 75.0 |
| <u>Seventh Grade</u> | | | | | | |
| Reading | 80.6 | 90.6 | 68.6 | 71.2 | 74.6 | 100.0 |
| Math | 72.0 | 83.8 | 47.6 | 62.0 | 69.6 | 57.2 |
| <u>Eighth Grade</u> | | | | | | |
| Reading | 75.0 | 87.6 | 60.6 | 63.6 | 59.8 | 50.0 |
| Math | 67.0 | 79.6 | 44.4 | 56.4 | 57.8 | 40.0 |
| Writing | 71.2 | 83.6 | 58.0 | 60.0 | 67.6 | 25.0 |
| <u>Tenth Grade</u> | | | | | | |
| Reading | 78.2 | 90.0 | 68.2 | 65.6 | 75.6 | 68.2 |
| Math | 63.4 | 76.4 | 35.4 | 51.6 | 71.8 | 41.0 |
| Writing | 84.4 | 93.0 | 71.6 | 75.8 | 80.6 | 57.2 |
| Upper Rio Grande | | | | | | |
| <u>Third Grade</u> | | | | | | |
| Reading | 79.2 | 88.0 | 73.4 | 77.2 | 91.2 | 50.0 |
| Math | 75.8 | 84.2 | 65.4 | 74.0 | 79.8 | 63.6 |
| <u>Fourth Grade</u> | | | | | | |
| Reading | 74.4 | 85.0 | 67.8 | 72.0 | 77.8 | 66.6 |
| Math | 74.2 | 82.8 | 61.6 | 72.6 | 78.8 | 58.4 |
| Writing | 83.8 | 87.8 | 79.0 | 83.0 | 84.6 | 85.8 |
| <u>Fifth Grade</u> | | | | | | |
| Reading | 79.2 | 90.6 | 80.0 | 76.6 | 89.4 | 79.0 |
| Math | 74.2 | 84.4 | 62.2 | 72.4 | 81.6 | 84.2 |

Table 16, continued

| Grade Level by Subject Area | Total | Anglo | Black | Hispanic | Other | Ethnicity Not Reported |
|--------------------------------|-------|-------|-------|----------|-------|---------------------------|
| <u>Sixth Grade</u> | | | | | | |
| Reading | 73.0 | 91.4 | 76.2 | 69.2 | 84.8 | 60.0 |
| Math | 73.2 | 86.8 | 64.2 | 70.8 | 81.6 | 60.0 |
| <u>Seventh Grade</u> | | | | | | |
| Reading | 80.0 | 92.4 | 84.8 | 77.4 | 86.6 | 66.6 |
| Math | 65.2 | 82.6 | 61.6 | 61.8 | 77.0 | 16.6 |
| <u>Eighth Grade</u> | | | | | | |
| Reading | 75.0 | 92.4 | 77.8 | 71.4 | 93.2 | 81.8 |
| Math | 63.4 | 80.8 | 56.2 | 60.0 | 80.8 | 50.0 |
| Writing | 73.2 | 88.0 | 78.2 | 70.0 | 87.6 | 71.4 |
| <u>Tenth Grade</u> | | | | | | |
| Reading | 74.8 | 92.8 | 83.0 | 70.8 | 75.2 | 41.0 |
| Math | 57.8 | 78.6 | 48.6 | 53.8 | 66.0 | 23.8 |
| Writing | 80.8 | 93.6 | 80.4 | 78.2 | 81.4 | 59.0 |

Table 17: Campus Performance Rating in Texas and by Metropolitan Status, 1995-96

| Performance Rating | State | | Central City | | Suburban | | Non-Metro Adjacent | | Non-Metro Non-Adjacent | |
|--------------------|--------|------|--------------|------|----------|------|--------------------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total | 6,643 | | 3,602 | | 1,066 | | 1,383 | | 592 | |
| Exemplary | 394 | 5.9 | 230 | 6.4 | 82 | 7.7 | 57 | 4.1 | 25 | 4.2 |
| Recognized | 1,305 | 19.6 | 636 | 17.7 | 263 | 24.7 | 267 | 19.3 | 139 | 23.5 |
| Acceptable | 4,127 | 62.1 | 2,283 | 63.4 | 604 | 56.6 | 893 | 64.6 | 347 | 58.6 |
| Low Performing | 112 | 1.7 | 63 | 1.7 | 17 | 1.6 | 17 | 1.3 | 15 | 2.6 |
| Pending | 309 | 4.7 | 169 | 4.7 | 45 | 4.2 | 67 | 4.8 | 28 | 4.7 |
| Not Rated | 396 | 6.0 | 221 | 6.1 | 55 | 5.2 | 82 | 5.9 | 38 | 6.4 |

Table 18: Campus Performance Rating in Texas and by Economic Region, 1995-96

| Performance Rating | State | | High Plains | | Northwest | | Metropolis | | Upper East Texas | | Southeast Texas | | Gulf Coast | | Central Texas | | West Texas | | Upper Rio Grande | |
|--------------------|--------|------|-------------|------|-----------|------|------------|------|------------------|------|-----------------|------|------------|------|---------------|------|------------|------|------------------|------|
| | Number | Z | Number | Z | Number | Z | Number | Z | Number | Z | Number | Z | Number | Z | Number | Z | Number | Z | Number | Z |
| Total | 6,643 | | 434 | | 346 | | 1,435 | | 467 | | 294 | | 1,201 | | 631 | | 309 | | 219 | |
| Exemplary | 394 | 5.9 | 36 | 8.3 | 19 | 5.5 | 134 | 9.3 | 10 | 2.1 | 6 | 2.0 | 116 | 9.7 | 21 | 3.3 | 10 | 3.2 | 4 | 1.9 |
| Recognised | 1,305 | 19.6 | 111 | 25.6 | 91 | 26.3 | 313 | 21.8 | 104 | 22.3 | 54 | 18.4 | 238 | 19.8 | 117 | 18.5 | 50 | 16.2 | 32 | 14.6 |
| Acceptable | 4,127 | 62.1 | 246 | 56.6 | 180 | 52.0 | 857 | 59.7 | 304 | 65.0 | 192 | 65.3 | 706 | 58.7 | 402 | 63.7 | 188 | 60.8 | 156 | 71.2 |
| Low Performing | 112 | 1.7 | 4 | 0.9 | 0 | 0.0 | 16 | 1.2 | 11 | 2.4 | 14 | 4.8 | 25 | 2.1 | 19 | 3.1 | 4 | 1.3 | 0 | 0.0 |
| Pending | 309 | 4.7 | 22 | 5.1 | 19 | 5.5 | 56 | 3.9 | 13 | 2.8 | 7 | 2.4 | 62 | 5.2 | 27 | 4.3 | 15 | 4.9 | 21 | 9.6 |
| Not Rated | 396 | 6.0 | 15 | 3.5 | 37 | 10.7 | 59 | 4.1 | 25 | 5.4 | 21 | 7.1 | 54 | 4.5 | 45 | 7.1 | 42 | 13.6 | 6 | 2.7 |

Table 19: Number and Percent of Students in Texas by Race/Ethnicity Within Categories of Total Property Value per Student and Metropolitan Status, 1994-95

| Property Value | Total | | Anglo | | Black | | Hispanic | | Other | |
|---------------------|-----------|---------|-----------|------------------|---------|---------|-----------|---------|--------|---------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| \$1-\$49,999 | 752,773 | 20.1 | 197,671 | 11.4 | 63,291 | 11.8 | 485,934 | 35.4 | 5,877 | 6.1 |
| \$50,000-\$69,999 | 757,615 | 20.2 | 365,660 | 21.1 | 102,718 | 19.2 | 273,460 | 19.9 | 15,777 | 16.4 |
| \$70,000-\$99,999 | 793,455 | 21.2 | 425,342 | 24.4 | 117,571 | 22.0 | 236,288 | 17.2 | 14,254 | 14.8 |
| \$100,000-\$129,999 | 878,634 | 23.5 | 386,987 | 22.3 | 192,555 | 35.9 | 268,202 | 19.5 | 30,890 | 32.2 |
| \$130,000 & over | 560,131 | 15.0 | 361,389 | 20.8 | 59,437 | 11.1 | 110,020 | 8.0 | 29,285 | 30.5 |
| N= | 3,742,608 | | 1,737,049 | | 535,572 | | 1,373,904 | | 96,083 | |
| | | | | State | | | | | | |
| \$1-\$49,999 | 428,667 | 17.3 | 52,966 | 5.6 | 42,349 | 10.3 | 329,176 | 31.2 | 4,176 | 5.5 |
| \$50,000-\$69,999 | 394,892 | 15.9 | 128,993 | 13.7 | 51,552 | 12.5 | 201,357 | 19.1 | 12,990 | 17.2 |
| \$70,000-\$99,999 | 555,454 | 22.4 | 261,540 | 27.7 | 92,899 | 22.6 | 189,013 | 17.9 | 12,002 | 15.9 |
| \$100,000-\$129,999 | 758,611 | 30.4 | 292,269 | 31.0 | 184,750 | 44.9 | 252,568 | 24.0 | 29,024 | 38.4 |
| \$130,000 & over | 347,968 | 14.0 | 208,022 | 22.0 | 40,086 | 9.7 | 82,510 | 7.8 | 17,350 | 23.0 |
| N= | 3,742,608 | | 943,790 | | 411,636 | | 1,054,624 | | 75,542 | |
| | | | | Metropolitan | | | | | | |
| \$1-\$49,999 | 45,632 | 7.6 | 30,407 | 7.1 | 3,955 | 7.2 | 11,010 | 11.0 | 260 | 1.6 |
| \$50,000-\$69,999 | 138,837 | 23.1 | 100,542 | 23.4 | 15,479 | 27.9 | 21,539 | 21.5 | 1,277 | 7.9 |
| \$70,000-\$99,999 | 139,343 | 23.2 | 91,358 | 21.3 | 13,214 | 23.8 | 33,241 | 33.2 | 1,530 | 9.5 |
| \$100,000-\$129,999 | 96,581 | 16.1 | 77,018 | 17.9 | 4,794 | 8.6 | 13,175 | 13.1 | 1,594 | 9.9 |
| \$130,000 & over | 181,095 | 30.0 | 130,284 | 30.3 | 18,041 | 32.5 | 21,287 | 21.2 | 11,483 | 71.1 |
| N= | 3,742,608 | | 429,609 | | 55,483 | | 100,252 | | 16,144 | |
| | | | | Metropolitan | | | | | | |
| \$1-\$49,999 | 197,573 | 41.8 | 78,128 | 30.0 | 12,571 | 24.4 | 105,745 | 67.5 | 1,129 | 33.9 |
| \$50,000-\$69,999 | 168,254 | 35.6 | 101,532 | 38.8 | 28,602 | 55.6 | 36,978 | 23.6 | 1,142 | 34.3 |
| \$70,000-\$99,999 | 64,022 | 13.6 | 49,038 | 18.8 | 6,468 | 12.6 | 8,085 | 5.2 | 431 | 12.9 |
| \$100,000-\$129,999 | 21,188 | 4.5 | 16,073 | 6.2 | 2,666 | 5.2 | 2,195 | 1.4 | 254 | 7.6 |
| \$130,000 & over | 21,150 | 4.5 | 16,084 | 6.2 | 1,122 | 2.2 | 3,569 | 2.3 | 375 | 11.3 |
| N= | 3,742,608 | | 260,855 | | 51,429 | | 156,572 | | 3,331 | |
| | | | | Non-Metropolitan | | | | | | |
| \$1-\$49,999 | 80,901 | 44.1 | 36,170 | 35.1 | 4,416 | 25.9 | 40,003 | 64.0 | 312 | 29.3 |
| \$50,000-\$69,999 | 55,632 | 30.3 | 34,593 | 33.7 | 7,085 | 41.6 | 13,586 | 21.8 | 368 | 34.5 |
| \$70,000-\$99,999 | 34,636 | 18.9 | 23,406 | 22.8 | 4,990 | 29.3 | 5,949 | 9.5 | 291 | 27.3 |
| \$100,000-\$129,999 | 2,254 | 1.3 | 1,627 | 1.6 | 345 | 2.0 | 264 | 0.4 | 18 | 1.7 |
| \$130,000 & over | 9,918 | 5.4 | 6,999 | 6.8 | 188 | 1.2 | 2,654 | 4.3 | 77 | 7.2 |
| N= | 3,742,608 | | 102,795 | | 17,024 | | 62,456 | | 1,066 | |



Table 20, continued

| Property Value | Total | | Anglo | | Black | | Hispanic | | Other | | |
|---------------------|---------|---------|------------------|---------|---------|---------|----------|---------|--------|---------|--|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | |
| \$1-\$49,999 | 22,869 | 12.1 | 16,571 | 12.8 | 3,785 | 9.2 | 2,155 | 13.1 | 358 | 23.1 | |
| \$50,000-\$69,999 | 74,842 | 39.6 | 52,439 | 40.5 | 15,688 | 38.0 | 6,295 | 38.3 | 420 | 27.1 | |
| \$70,000-\$99,999 | 63,664 | 33.7 | 43,487 | 33.6 | 15,158 | 36.7 | 4,501 | 27.4 | 518 | 33.4 | |
| \$100,000-\$129,999 | 22,729 | 12.1 | 12,949 | 10.0 | 6,274 | 15.2 | 3,311 | 20.1 | 195 | 12.6 | |
| \$130,000 & over | 4,692 | 2.5 | 4,071 | 3.1 | 382 | 0.9 | 180 | 1.1 | 59 | 3.8 | |
| N= | 188,796 | | 129,517 | | 41,287 | | 16,442 | | 1,550 | | |
| | | | Upper East Texas | | | | | | | | |
| \$1-\$49,999 | 43,038 | 31.2 | 24,909 | 28.6 | 13,071 | 34.1 | 3,888 | 40.8 | 1,170 | 47.1 | |
| \$50,000-\$69,999 | 34,587 | 25.2 | 26,294 | 30.2 | 5,982 | 15.6 | 1,984 | 20.8 | 327 | 13.2 | |
| \$70,000-\$99,999 | 56,366 | 41.0 | 33,398 | 38.2 | 18,423 | 48.1 | 3,573 | 37.4 | 972 | 39.2 | |
| \$100,000-\$129,999 | 978 | 0.7 | 768 | 0.9 | 188 | 0.5 | 22 | 0.2 | 0 | 0.0 | |
| \$130,000 & over | 2,579 | 1.9 | 1,843 | 2.1 | 649 | 1.7 | 75 | 0.8 | 12 | 0.5 | |
| N= | 137,548 | | 87,212 | | 38,313 | | 9,542 | | 2,481 | | |
| | | | Southeast Texas | | | | | | | | |
| \$1-\$49,999 | 92,126 | 10.3 | 33,862 | 8.4 | 31,830 | 16.8 | 24,390 | 9.1 | 2,044 | 5.2 | |
| \$50,000-\$69,999 | 204,152 | 22.7 | 88,541 | 22.1 | 37,670 | 19.9 | 67,913 | 25.2 | 10,028 | 25.4 | |
| \$70,000-\$99,999 | 94,017 | 10.5 | 57,607 | 14.4 | 11,446 | 6.1 | 22,401 | 8.3 | 2,563 | 6.5 | |
| \$100,000-\$129,999 | 373,111 | 41.4 | 144,170 | 35.9 | 87,427 | 46.3 | 127,765 | 47.5 | 13,749 | 34.8 | |
| \$130,000 & over | 135,578 | 15.1 | 77,132 | 19.2 | 20,672 | 10.9 | 26,695 | 9.9 | 11,079 | 28.1 | |
| N= | 898,984 | | 401,312 | | 189,045 | | 269,164 | | 39,463 | | |
| | | | Gulf Coast | | | | | | | | |
| \$1-\$49,999 | 9,804 | 3.0 | 4,926 | 2.6 | 2,624 | 5.2 | 2,237 | 2.8 | 17 | 0.2 | |
| \$50,000-\$69,999 | 85,902 | 26.4 | 45,991 | 24.5 | 19,343 | 37.9 | 18,473 | 23.2 | 2,095 | 27.8 | |
| \$70,000-\$99,999 | 65,190 | 20.0 | 38,576 | 20.6 | 9,118 | 17.9 | 16,997 | 21.4 | 499 | 6.6 | |
| \$100,000-\$129,999 | 18,936 | 5.8 | 12,160 | 6.5 | 3,079 | 6.0 | 2,952 | 3.7 | 745 | 9.9 | |
| \$130,000 & over | 145,832 | 44.8 | 85,954 | 45.8 | 16,822 | 33.0 | 38,864 | 48.9 | 4,192 | 55.5 | |
| N= | 325,664 | | 187,607 | | 50,986 | | 79,523 | | 7,548 | | |
| | | | Central Texas | | | | | | | | |

Table 20, continued

| Property Value | Total | | Anglo | | Black | | Hispanic | | Other | |
|---------------------|---------|---------|------------------|---------|--------|---------|----------|---------|--------|---------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| | | | South Texas | | | | | | | |
| \$1-\$49,999 | 393,860 | 51.2 | 34,952 | 19.1 | 2,877 | 10.0 | 354,929 | 64.4 | 1,102 | 17.3 |
| \$50,000-\$69,999 | 123,705 | 16.1 | 25,177 | 13.8 | 9,271 | 32.1 | 88,392 | 16.1 | 865 | 13.6 |
| \$70,000-\$99,999 | 103,039 | 13.4 | 42,704 | 23.4 | 8,071 | 27.9 | 50,772 | 9.2 | 1,492 | 23.4 |
| \$100,000-\$129,999 | 70,885 | 9.3 | 32,365 | 17.7 | 4,366 | 15.1 | 32,793 | 6.0 | 1,361 | 21.4 |
| \$130,000 & over | 77,170 | 10.0 | 47,514 | 26.0 | 4,314 | 14.9 | 23,795 | 4.3 | 1,547 | 24.3 |
| N= | 768,659 | | 182,712 | | 28,899 | | 550,681 | | 6,367 | |
| | | | West Texas | | | | | | | |
| \$1-\$49,999 | 74,089 | 58.0 | 28,713 | 49.7 | 2,261 | 35.1 | 42,561 | 68.1 | 554 | 50.3 |
| \$50,000-\$69,999 | 10,369 | 8.1 | 5,973 | 10.4 | 798 | 12.4 | 3,547 | 5.7 | 51 | 4.6 |
| \$70,000-\$99,999 | 43,041 | 33.7 | 22,869 | 39.7 | 3,388 | 52.5 | 16,289 | 26.1 | 495 | 45.0 |
| \$100,000-\$129,999 | 164 | 0.2 | 121 | 0.2 | 0 | 0.0 | 42 | 0.1 | 1 | 0.1 |
| \$130,000 & over | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 127,663 | | 57,676 | | 6,447 | | 62,439 | | 1,101 | |
| | | | Upper Rio Grande | | | | | | | |
| \$1-\$49,999 | 20,590 | 13.3 | 1,311 | 6.0 | 71 | 1.6 | 19,148 | 15.1 | 60 | 4.4 |
| \$50,000-\$69,999 | 67,420 | 43.5 | 7,509 | 34.5 | 1,580 | 34.5 | 57,787 | 45.4 | 544 | 40.0 |
| \$70,000-\$99,999 | 66,525 | 43.0 | 12,769 | 58.6 | 2,922 | 63.6 | 50,089 | 39.4 | 745 | 54.8 |
| \$100,000-\$129,999 | 340 | 0.2 | 195 | 0.9 | 14 | 0.3 | 121 | 0.1 | 10 | 0.8 |
| \$130,000 & over | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 154,875 | | 21,784 | | 4,587 | | 127,145 | | 1,359 | |

Table 21: Number and Percent of Administrative Staff, Support Staff, and Teachers in Schools in Texas by Race/Ethnicity and Metropolitan Status, 1995-96

| School Staff | State | | Central City | | Suburban | | Non-Metro Adjacent | | Non-Metro Non-Adjacent | |
|-----------------------------|---------|------|--------------|------|----------|------|--------------------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Administrative Staff | 15,636 | | 9,306 | | 2,595 | | 2,661 | | 1,074 | |
| Anglo | 11,348 | 72.6 | 5,845 | 62.8 | 2,329 | 89.8 | 2,234 | 83.9 | 940 | 87.5 |
| Black | 1,571 | 10.0 | 1,296 | 13.9 | 150 | 5.8 | 95 | 3.6 | 30 | 2.8 |
| Hispanic | 2,634 | 16.9 | 2,105 | 22.6 | 107 | 4.1 | 322 | 12.1 | 100 | 9.4 |
| Other | 83 | 0.5 | 60 | 0.7 | 9 | 0.3 | 10 | 0.4 | 4 | 0.3 |
| Support Staff | 30,869 | | 21,539 | | 4,721 | | 3,319 | | 1,290 | |
| Anglo | 22,754 | 73.7 | 16,601 | 67.8 | 4,328 | 91.7 | 2,712 | 81.7 | 1,113 | 86.3 |
| Black | 2,771 | 9.0 | 2,420 | 11.2 | 188 | 4.0 | 121 | 3.6 | 42 | 3.3 |
| Hispanic | 5,123 | 16.6 | 4,347 | 20.2 | 171 | 3.6 | 478 | 14.4 | 127 | 9.8 |
| Other | 221 | 0.7 | 171 | 0.8 | 34 | 0.7 | 8 | 0.3 | 8 | 0.6 |
| Teachers | 240,529 | | 153,904 | | 39,017 | | 33,932 | | 13,676 | |
| Anglo | 183,041 | 76.1 | 106,755 | 69.4 | 35,543 | 91.1 | 28,739 | 84.7 | 12,004 | 87.8 |
| Black | 19,517 | 8.1 | 16,482 | 10.7 | 1,569 | 4.0 | 1,112 | 3.3 | 354 | 2.6 |
| Hispanic | 36,170 | 15.0 | 29,315 | 19.0 | 1,680 | 4.3 | 3,904 | 11.5 | 1,271 | 9.3 |
| Other | 1,801 | 0.8 | 1,352 | 0.9 | 225 | 0.6 | 177 | 0.5 | 47 | 0.3 |

Table 21: Number and Percent of Administrative Staff, Support Staff, and Teachers in Schools in Texas by Race/Ethnicity and Economic Region, 1993-96

| School Staff | State Number | High Plains | | Northwest | | Metrolinx | | Upper East Texas | | Southeast Texas | | Gulf Coast | | Central Texas | | South Texas | | West Texas | | Upper Rio Grande | |
|-----------------------------|--------------|-------------|-----|-----------|-----|-----------|------|------------------|-----|-----------------|-----|------------|------|---------------|------|-------------|------|------------|-----|------------------|------|
| | | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Administrative Staff | 13,636 | 833 | 5.5 | 543 | 3.5 | 3,487 | 22.3 | 986 | 6.3 | 679 | 4.3 | 3,337 | 21.3 | 1,624 | 9.1 | 3,222 | 20.6 | 327 | 3.4 | 376 | 3.7 |
| Anglo | 11,348 | 791 | 7.0 | 523 | 4.6 | 2,742 | 24.1 | 881 | 7.8 | 562 | 5.0 | 2,439 | 21.4 | 1,109 | 10.3 | 1,543 | 13.6 | 406 | 3.6 | 272 | 2.4 |
| Black | 1,571 | 16 | 1.0 | 10 | 0.7 | 490 | 31.2 | 95 | 6.0 | 103 | 6.6 | 618 | 39.3 | 113 | 7.2 | 95 | 6.0 | 13 | 1.0 | 16 | 1.0 |
| Hispanic | 2,634 | 41 | 1.6 | 11 | 0.4 | 239 | 9.1 | 5 | 0.2 | 9 | 0.3 | 255 | 9.7 | 121 | 4.6 | 1,568 | 59.5 | 104 | 3.9 | 281 | 10.7 |
| Other | 83 | 5 | 6.0 | 1 | 1.2 | 16 | 19.3 | 5 | 6.0 | 5 | 6.0 | 25 | 30.1 | 1 | 1.2 | 16 | 19.3 | 2 | 2.5 | 7 | 8.4 |
| Support Staff | 30,869 | 1,235 | 4.0 | 787 | 2.6 | 6,959 | 22.5 | 1,416 | 4.6 | 1,016 | 3.3 | 7,018 | 22.7 | 2,692 | 8.7 | 7,337 | 23.8 | 994 | 3.2 | 1,415 | 4.6 |
| Anglo | 22,754 | 1,151 | 5.1 | 742 | 3.3 | 5,756 | 23.1 | 1,263 | 5.6 | 835 | 3.7 | 5,351 | 23.5 | 2,376 | 10.4 | 3,753 | 16.5 | 814 | 3.6 | 733 | 3.2 |
| Black | 2,771 | 21 | 0.8 | 27 | 1.0 | 800 | 28.9 | 139 | 5.0 | 161 | 5.8 | 1,242 | 44.8 | 136 | 4.9 | 182 | 6.6 | 29 | 1.0 | 34 | 1.2 |
| Hispanic | 5,123 | 37 | 1.1 | 17 | 0.3 | 348 | 6.8 | 8 | 0.2 | 13 | 0.3 | 369 | 7.2 | 160 | 3.1 | 3,370 | 63.7 | 147 | 2.9 | 634 | 12.4 |
| Other | 221 | 6 | 2.7 | 1 | 0.6 | 75 | 33.9 | 6 | 2.7 | 7 | 3.2 | 56 | 25.3 | 20 | 9.0 | 32 | 14.5 | 4 | 1.8 | 14 | 6.3 |
| Teachers | 240,529 | 11,346 | 4.7 | 7,910 | 3.3 | 54,045 | 22.5 | 13,197 | 5.5 | 9,297 | 3.9 | 54,911 | 22.8 | 21,817 | 9.1 | 49,906 | 20.7 | 8,264 | 3.4 | 9,836 | 4.1 |
| Anglo | 183,041 | 10,561 | 5.8 | 7,540 | 4.1 | 43,752 | 23.0 | 11,821 | 6.5 | 7,947 | 4.3 | 42,038 | 23.0 | 18,833 | 10.3 | 27,041 | 14.8 | 6,655 | 3.6 | 4,833 | 2.6 |
| Black | 19,517 | 160 | 0.8 | 133 | 0.7 | 5,517 | 28.3 | 1,176 | 6.0 | 1,143 | 5.9 | 8,247 | 43.8 | 1,159 | 5.9 | 1,236 | 6.3 | 187 | 1.0 | 237 | 1.3 |
| Hispanic | 36,170 | 576 | 1.6 | 203 | 0.6 | 2,298 | 6.4 | 134 | 0.4 | 143 | 0.4 | 3,837 | 10.6 | 1,637 | 4.6 | 21,251 | 58.7 | 1,379 | 3.8 | 4,672 | 12.9 |
| Other | 1,801 | 49 | 2.7 | 34 | 1.9 | 478 | 26.5 | 46 | 2.6 | 62 | 3.4 | 489 | 27.2 | 148 | 8.2 | 378 | 21.0 | 43 | 2.4 | 74 | 4.1 |

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Table 23: Number and Percent of Elementary and Secondary Teachers in Texas by Years of Experience, Race/Ethnicity and Metropolitan Status, 1995-96

| | Total | | Anglo | | Black | | Hispanic | | Other | |
|-------------------------------|---------|-------|---------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| State | | | | | | | | | | |
| <1 | 15,107 | 6.3 | 10,820 | 5.9 | 1,396 | 7.1 | 2,655 | 7.3 | 236 | 13.1 |
| 1-5 | 64,999 | 27.0 | 48,981 | 26.8 | 4,059 | 20.8 | 11,900 | 31.2 | 659 | 36.6 |
| 6-10 | 43,218 | 18.0 | 34,435 | 18.8 | 2,870 | 13.7 | 5,841 | 16.2 | 272 | 15.1 |
| 11-20 | 72,182 | 30.0 | 54,680 | 29.9 | 5,952 | 30.5 | 11,192 | 30.9 | 358 | 19.8 |
| 20+ | 45,023 | 18.7 | 34,123 | 18.6 | 5,440 | 27.9 | 5,183 | 14.4 | 277 | 15.4 |
| Total | 240,529 | 100.0 | 183,039 | 100.0 | 19,517 | 100.0 | 36,171 | 100.0 | 1,802 | 100.0 |
| Metropolitan Central City | | | | | | | | | | |
| <1 | 9,780 | 6.4 | 6,264 | 5.9 | 1,244 | 7.5 | 2,091 | 7.1 | 181 | 13.4 |
| 1-5 | 41,965 | 27.3 | 28,716 | 26.9 | 3,495 | 21.2 | 9,250 | 31.6 | 504 | 37.3 |
| 6-10 | 27,538 | 17.9 | 20,292 | 19.0 | 2,249 | 13.7 | 4,792 | 16.4 | 205 | 15.2 |
| 11-20 | 45,554 | 29.5 | 31,373 | 29.4 | 4,891 | 29.7 | 9,042 | 30.8 | 248 | 18.3 |
| 20+ | 29,067 | 18.9 | 20,110 | 18.8 | 4,803 | 27.9 | 4,140 | 14.1 | 214 | 15.8 |
| Total | 153,904 | 100.0 | 106,755 | 100.0 | 16,482 | 100.0 | 29,315 | 100.0 | 1,352 | 100.0 |
| Metropolitan Suburban | | | | | | | | | | |
| <1 | 2,440 | 6.4 | 2,182 | 6.1 | 87 | 5.5 | 144 | 6.6 | 27 | 12.0 |
| 1-5 | 10,707 | 27.4 | 9,762 | 27.5 | 315 | 20.1 | 546 | 32.5 | 84 | 37.3 |
| 6-10 | 7,315 | 18.7 | 6,747 | 19.0 | 235 | 15.0 | 295 | 17.5 | 36 | 16.0 |
| 11-20 | 12,036 | 30.8 | 10,905 | 30.7 | 577 | 36.7 | 509 | 30.3 | 45 | 20.0 |
| 20+ | 6,521 | 16.7 | 5,946 | 16.7 | 356 | 22.7 | 186 | 11.1 | 33 | 14.7 |
| Total | 39,017 | 100.0 | 35,542 | 100.0 | 1,570 | 100.0 | 1,680 | 100.0 | 225 | 100.0 |
| Non-Metropolitan Adjacent | | | | | | | | | | |
| <1 | 2,114 | 6.2 | 1,720 | 6.0 | 50 | 4.5 | 321 | 8.2 | 23 | 13.0 |
| 1-5 | 8,797 | 25.9 | 7,429 | 25.8 | 179 | 16.1 | 1,129 | 28.9 | 60 | 33.9 |
| 6-10 | 5,992 | 17.7 | 5,240 | 18.2 | 147 | 13.2 | 581 | 14.9 | 24 | 13.6 |
| 11-20 | 10,370 | 30.6 | 8,726 | 30.4 | 360 | 32.4 | 1,240 | 31.8 | 44 | 24.8 |
| 20+ | 6,660 | 19.6 | 5,624 | 19.6 | 376 | 33.8 | 634 | 16.2 | 26 | 14.7 |
| Total | 33,933 | 100.0 | 28,739 | 100.0 | 1,112 | 100.0 | 3,905 | 100.0 | 177 | 100.0 |
| Non-Metropolitan Non-Adjacent | | | | | | | | | | |
| <1 | 773 | 5.7 | 653 | 5.4 | 15 | 4.2 | 100 | 7.9 | 5 | 10.4 |
| 1-5 | 3,530 | 25.8 | 3,074 | 25.6 | 70 | 19.8 | 375 | 29.5 | 11 | 22.9 |
| 6-10 | 2,376 | 17.3 | 2,156 | 18.0 | 39 | 11.0 | 174 | 13.7 | 7 | 14.6 |
| 11-20 | 4,222 | 30.9 | 3,677 | 30.6 | 124 | 35.0 | 401 | 41.7 | 20 | 41.7 |
| 20+ | 2,778 | 20.3 | 2,445 | 20.4 | 106 | 30.0 | 222 | 17.4 | 5 | 10.4 |
| Total | 13,679 | 100.0 | 12,005 | 100.0 | 354 | 100.0 | 1,272 | 100.0 | 48 | 100.0 |



Table 24: Number and Percent of Elementary and Secondary Teachers in Texas by Years of Experience, Race/Ethnicity and Economic Region, 1995-96

| Years of Experience | Total | | Anglo | | Black | | Hispanic | | Other | |
|---------------------|---------|------|---------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Texas | | | | | | | | | | |
| <1 | 15,107 | 6.3 | 10,820 | 5.9 | 1,396 | 7.1 | 2,655 | 7.3 | 236 | 13.1 |
| 1-5 | 64,999 | 27.0 | 48,981 | 26.8 | 4,059 | 20.8 | 11,300 | 31.2 | 659 | 36.6 |
| 6-10 | 72,182 | 18.0 | 54,435 | 18.8 | 2,670 | 13.7 | 5,861 | 16.2 | 272 | 15.1 |
| 11-20 | 43,218 | 30.0 | 34,680 | 29.9 | 5,952 | 30.5 | 11,192 | 30.9 | 358 | 19.8 |
| >20 | 45,023 | 18.7 | 34,123 | 18.6 | 5,440 | 27.9 | 5,183 | 14.4 | 277 | 15.4 |
| Total | 240,529 | | 180,039 | | 19,517 | | 36,171 | | 1,801 | |
| High Plains | | | | | | | | | | |
| <1 | 640 | 5.6 | 582 | 5.5 | 7 | 4.4 | 45 | 7.8 | 6 | 12.2 |
| 1-5 | 3,040 | 26.8 | 2,778 | 26.3 | 35 | 21.9 | 211 | 36.6 | 16 | 32.6 |
| 6-10 | 2,146 | 18.9 | 2,023 | 19.2 | 20 | 12.5 | 99 | 17.2 | 4 | 8.2 |
| 11-20 | 3,351 | 29.6 | 3,109 | 29.4 | 52 | 32.5 | 176 | 30.6 | 14 | 28.6 |
| >20 | 2,168 | 19.1 | 2,068 | 19.6 | 46 | 28.7 | 45 | 7.8 | 9 | 18.4 |
| Total | 11,345 | | 10,560 | | 160 | | 576 | | 49 | |
| Northwest | | | | | | | | | | |
| <1 | 392 | 5.0 | 360 | 4.8 | 9 | 6.8 | 20 | 9.9 | 3 | 8.6 |
| 1-5 | 1,973 | 24.9 | 1,866 | 24.8 | 35 | 26.3 | 61 | 30.0 | 11 | 31.4 |
| 6-10 | 1,553 | 19.6 | 1,487 | 19.7 | 23 | 17.3 | 37 | 18.2 | 6 | 17.1 |
| 11-20 | 2,457 | 31.1 | 2,348 | 31.1 | 37 | 27.8 | 62 | 30.6 | 10 | 28.6 |
| >20 | 1,536 | 19.4 | 1,479 | 19.6 | 29 | 21.8 | 23 | 11.3 | 5 | 14.3 |
| Total | 7,911 | | 7,540 | | 133 | | 203 | | 35 | |
| Metropolis | | | | | | | | | | |
| <1 | 3,940 | 7.3 | 3,113 | 6.8 | 486 | 8.8 | 270 | 11.7 | 71 | 14.9 |
| 1-5 | 14,706 | 27.2 | 12,584 | 27.5 | 1,162 | 21.1 | 783 | 34.1 | 177 | 37.2 |
| 6-10 | 9,455 | 17.5 | 8,320 | 18.2 | 705 | 12.8 | 358 | 15.6 | 72 | 15.1 |
| 11-20 | 15,591 | 28.8 | 13,330 | 29.1 | 1,575 | 28.5 | 609 | 26.5 | 77 | 16.2 |
| >20 | 10,352 | 19.2 | 8,406 | 18.4 | 1,588 | 28.8 | 279 | 12.1 | 79 | 16.6 |
| Total | 54,044 | | 45,753 | | 5,516 | | 2,299 | | 476 | |
| Upper East Texas | | | | | | | | | | |
| <1 | 691 | 5.2 | 613 | 5.2 | 56 | 4.8 | 15 | 9.7 | 7 | 14.9 |
| 1-5 | 3,215 | 24.4 | 2,966 | 25.1 | 185 | 15.7 | 55 | 35.7 | 9 | 19.1 |
| 6-10 | 2,397 | 18.2 | 2,213 | 18.7 | 145 | 12.3 | 26 | 16.9 | 13 | 27.8 |
| 11-20 | 4,159 | 31.5 | 3,711 | 31.4 | 402 | 34.2 | 37 | 24.1 | 9 | 19.1 |
| >20 | 2,736 | 20.7 | 2,318 | 19.6 | 388 | 33.0 | 21 | 13.6 | 9 | 19.1 |
| Total | 13,198 | | 11,821 | | 1,176 | | 154 | | 47 | |
| Southeast Texas | | | | | | | | | | |
| <1 | 504 | 5.4 | 419 | 5.3 | 72 | 6.3 | 11 | 7.7 | 2 | 3.2 |
| 1-5 | 2,451 | 26.4 | 2,134 | 26.9 | 236 | 20.6 | 56 | 39.1 | 25 | 40.3 |
| 6-10 | 1,627 | 17.5 | 1,458 | 18.3 | 137 | 12.0 | 24 | 16.8 | 8 | 12.9 |
| 11-20 | 2,741 | 29.5 | 2,342 | 29.5 | 348 | 30.3 | 36 | 25.2 | 15 | 24.2 |
| >20 | 1,974 | 21.2 | 1,593 | 20.0 | 353 | 30.8 | 16 | 11.2 | 12 | 19.4 |
| Total | 9,297 | | 7,946 | | 1,146 | | 143 | | 62 | |

Table 24, continued

| Years of Experience | Total | | Anglo | | Black | | Hispanic | | Other | |
|---------------------|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <1 | 3,603 | 6.6 | 2,488 | 5.9 | 615 | 7.2 | 428 | 11.1 | 72 | 14.7 |
| 1-5 | 14,784 | 26.9 | 11,352 | 27.0 | 1,762 | 20.6 | 1,486 | 38.7 | 184 | 37.6 |
| 6-10 | 10,065 | 18.3 | 8,091 | 19.2 | 1,258 | 14.7 | 647 | 16.9 | 69 | 14.1 |
| 11-20 | 16,364 | 29.8 | 12,718 | 30.3 | 2,614 | 30.6 | 935 | 24.4 | 97 | 19.9 |
| >20 | 10,092 | 18.4 | 7,388 | 17.6 | 2,297 | 26.9 | 340 | 8.9 | 67 | 13.7 |
| Total | 54,908 | | 42,037 | | 8,546 | | 3,836 | | 489 | |
| Gulf Coast | | | | | | | | | | |
| <1 | 1,263 | 5.8 | 1,090 | 5.8 | 60 | 5.2 | 99 | 6.0 | 14 | 9.4 |
| 1-5 | 6,133 | 28.1 | 5,280 | 28.0 | 298 | 25.7 | 495 | 29.9 | 60 | 40.3 |
| 6-10 | 3,935 | 18.0 | 3,472 | 18.4 | 157 | 13.5 | 282 | 17.0 | 24 | 16.1 |
| 11-20 | 6,803 | 31.2 | 5,824 | 30.9 | 372 | 32.1 | 573 | 34.6 | 34 | 22.8 |
| >20 | 3,685 | 16.9 | 3,187 | 16.9 | 273 | 23.5 | 208 | 12.5 | 17 | 11.4 |
| Total | 21,819 | | 18,853 | | 1,160 | | 1,657 | | 149 | |
| Central Texas | | | | | | | | | | |
| <1 | 2,929 | 5.9 | 1,527 | 5.7 | 52 | 4.2 | 1,296 | 6.1 | 54 | 14.3 |
| 1-5 | 13,591 | 27.2 | 7,032 | 26.0 | 233 | 18.9 | 6,191 | 29.1 | 135 | 35.8 |
| 6-10 | 8,753 | 17.5 | 5,161 | 19.0 | 170 | 13.7 | 3,388 | 15.9 | 54 | 14.3 |
| 11-20 | 15,400 | 30.9 | 7,928 | 29.3 | 428 | 34.6 | 6,968 | 32.8 | 76 | 20.2 |
| >20 | 9,230 | 18.5 | 5,411 | 20.0 | 353 | 28.6 | 3,408 | 16.1 | 58 | 15.4 |
| Total | 49,903 | | 27,039 | | 1,236 | | 21,251 | | 377 | |
| South Texas | | | | | | | | | | |
| <1 | 500 | 6.0 | 352 | 5.3 | 20 | 10.7 | 125 | 9.1 | 3 | 7.0 |
| 1-5 | 2,232 | 27.0 | 1,706 | 25.6 | 42 | 22.5 | 471 | 34.1 | 13 | 30.2 |
| 6-10 | 1,488 | 18.0 | 1,269 | 19.1 | 23 | 12.3 | 189 | 13.7 | 7 | 16.3 |
| 11-20 | 2,468 | 29.9 | 2,010 | 30.2 | 47 | 25.1 | 398 | 28.9 | 13 | 30.2 |
| >20 | 1,575 | 19.1 | 1,317 | 19.8 | 55 | 29.4 | 196 | 14.2 | 7 | 16.3 |
| Total | 8,263 | | 6,654 | | 187 | | 1,379 | | 43 | |
| West Texas | | | | | | | | | | |
| <1 | 644 | 6.5 | 275 | 5.7 | 71 | 7.8 | 346 | 7.4 | 3 | 4.1 |
| 1-5 | 2,872 | 29.2 | 1,281 | 26.5 | 70 | 27.6 | 1,490 | 31.9 | 30 | 40.5 |
| 6-10 | 1,798 | 18.3 | 960 | 19.9 | 32 | 12.4 | 792 | 17.0 | 14 | 18.9 |
| 11-20 | 2,846 | 28.9 | 1,359 | 28.1 | 77 | 30.0 | 1,397 | 29.9 | 13 | 17.6 |
| >20 | 1,673 | 17.1 | 957 | 19.8 | 57 | 22.2 | 645 | 13.8 | 14 | 18.9 |
| Total | 9,833 | | 4,832 | | 257 | | 4,670 | | 74 | |
| Upper Rio Grande | | | | | | | | | | |



Table 25: Average Teacher's Salary by Experience, Subject Area, and Race/Ethnicity, 1995-96

| Experience by Subject Area | Anglo | Black | Hispanic | Other |
|----------------------------|----------|----------|----------|----------|
| <u><1 Years</u> | | | | |
| Business Education | \$22,089 | \$25,031 | \$23,486 | N/A |
| Computer Science | 19,862 | 22,086 | 19,122 | \$24,412 |
| English Language Arts | 22,562 | 22,610 | 23,117 | 23,759 |
| Fine Arts | 23,313 | 22,774 | 22,282 | 22,588 |
| Foreign Language | 22,647 | 20,294 | 22,824 | 24,108 |
| Mathematics | 22,679 | 22,710 | 22,908 | 22,428 |
| Not Applicable | 22,185 | 22,338 | 20,608 | 24,429 |
| Other | 24,901 | 25,996 | 24,109 | 23,423 |
| Physical Ed. & Health | 22,377 | 22,721 | 22,549 | 21,318 |
| Science | 22,872 | 22,970 | 22,768 | 23,191 |
| Self Contained | 22,694 | 22,917 | 22,751 | 23,653 |
| Social Studies | 23,072 | 23,871 | 23,563 | 24,812 |
| Special Education | 22,284 | 22,856 | 22,306 | 23,855 |
| Vocational Education | 22,254 | 22,481 | 21,410 | 24,309 |
| <u>1-5 Years</u> | | | | |
| Business Education | \$24,125 | \$24,807 | \$25,553 | \$22,822 |
| Computer Science | 24,744 | 25,032 | 25,055 | 23,776 |
| English Language Arts | 24,753 | 25,742 | 25,357 | 25,414 |
| Fine Arts | 25,253 | 26,152 | 25,738 | 26,064 |
| Foreign Language | 24,945 | 25,838 | 24,899 | 25,872 |
| Mathematics | 24,676 | 25,693 | 25,280 | 24,986 |
| Not Applicable | 24,602 | 24,713 | 25,133 | 24,746 |
| Other | 25,476 | 27,090 | 26,195 | 25,580 |
| Physical Ed. & Health | 24,779 | 25,341 | 25,411 | 25,157 |
| Science | 24,731 | 26,069 | 25,444 | 25,737 |
| Self Contained | 24,749 | 25,682 | 25,349 | 25,620 |
| Social Studies | 24,920 | 25,902 | 25,231 | 24,799 |
| Special Education | 24,791 | 25,865 | 25,521 | 25,119 |
| Vocational Education | 25,519 | 27,159 | 26,381 | 26,411 |
| <u>6-10 Years</u> | | | | |
| Business Education | \$29,146 | \$29,819 | \$31,265 | \$27,110 |
| Computer Science | 29,574 | 29,634 | 31,484 | 30,872 |
| English Language Arts | 29,340 | 30,374 | 30,504 | 29,738 |
| Fine Arts | 29,734 | 30,223 | 30,761 | 29,766 |
| Foreign Language | 29,657 | 29,106 | 29,896 | 32,311 |
| Mathematics | 29,153 | 30,017 | 30,325 | 30,574 |
| Not Applicable | 29,607 | 29,942 | 30,198 | 31,163 |
| Other | 30,314 | 31,666 | 30,892 | 31,637 |
| Physical Ed. & Health | 29,446 | 30,059 | 31,091 | 28,347 |
| Science | 29,393 | 30,505 | 30,560 | 30,492 |
| Self Contained | 29,274 | 30,611 | 30,430 | 30,088 |
| Social Studies | 29,505 | 29,769 | 30,498 | 29,152 |
| Special Education | 29,321 | 30,762 | 30,945 | 29,653 |
| Vocational Education | 30,460 | 31,513 | 31,785 | 30,557 |

Table 25, continued

| Experience by Subject Area | Anglo | Black | Hispanic | Other |
|-------------------------------|----------|----------|----------|----------|
| 11-20 Years | | | | |
| Business Education | \$33,656 | \$34,285 | \$36,898 | \$33,002 |
| Computer Science | 34,479 | 35,115 | 35,262 | 32,301 |
| English Language Arts | 34,427 | 35,513 | 36,389 | 34,652 |
| Fine Arts | 34,760 | 34,715 | 36,045 | 35,058 |
| Foreign Language | 34,600 | 35,680 | 35,319 | 34,081 |
| Mathematics | 34,304 | 35,294 | 35,718 | 35,968 |
| Not Applicable | 34,532 | 35,023 | 35,287 | 34,315 |
| Other | 35,276 | 37,136 | 35,784 | 37,024 |
| Physical Ed. & Health | 34,569 | 34,461 | 35,913 | 34,010 |
| Science | 34,387 | 35,395 | 35,709 | 35,660 |
| Self Contained | 34,115 | 35,214 | 35,352 | 34,169 |
| Social Studies | 34,495 | 35,165 | 35,436 | 34,421 |
| Special Education | 34,365 | 35,316 | 35,899 | 34,167 |
| Vocational Education | 35,827 | 37,081 | 36,213 | 35,144 |
| >20 Years | | | | |
| Business Education | \$37,991 | \$41,626 | \$36,838 | N/A |
| Computer Science | 39,517 | 41,849 | 39,585 | \$39,005 |
| English Language Arts | 39,352 | 41,781 | 41,241 | 41,131 |
| Fine Arts | 40,075 | 40,841 | 40,973 | 40,439 |
| Foreign Language | 39,893 | 42,499 | 40,207 | 42,251 |
| Mathematics | 39,265 | 42,166 | 40,404 | 40,595 |
| Not Applicable | 40,200 | 43,013 | 41,094 | 39,343 |
| Other | 40,326 | 42,409 | 40,057 | 39,765 |
| Physical Ed. & Health | 39,928 | 41,286 | 41,056 | 39,618 |
| Science | 39,639 | 42,195 | 40,862 | 42,095 |
| Self Contained | 39,110 | 41,109 | 40,444 | 40,465 |
| Social Studies | 39,701 | 42,497 | 41,048 | 41,407 |
| Special Education | 39,445 | 40,751 | 41,073 | 40,391 |
| Vocational Education | 40,497 | 42,757 | 41,486 | 43,241 |

Table 26: Number and Percent of Students in Texas by ACT*/SAT Combined Score, Race/Ethnicity, with Mean and Median Scores Within Ethnic Group, 1995-96

| Score | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--------------|---------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| 0-400 | 64 | 0.1 | 7 | 0.0 | 22 | 0.2 | 25 | 0.1 | 4 | 0.0 | 6 | 0.1 |
| 401-820 | 33,996 | 24.1 | 11,076 | 13.8 | 7,106 | 49.5 | 11,487 | 39.5 | 2,739 | 20.2 | 1,588 | 38.3 |
| 821-990 | 41,154 | 29.1 | 22,591 | 28.2 | 4,480 | 31.2 | 9,387 | 32.2 | 3,737 | 27.5 | 959 | 23.2 |
| 991-1140 | 34,942 | 24.7 | 24,065 | 30.1 | 1,810 | 12.6 | 5,075 | 17.4 | 3,222 | 23.7 | 770 | 18.6 |
| 1141-1600 | 31,126 | 22.0 | 22,355 | 27.9 | 933 | 6.5 | 3,137 | 10.8 | 3,879 | 28.6 | 822 | 19.8 |
| N= | 141,282 | | 80,094 | | 14,351 | | 29,111 | | 13,581 | | 4,145 | |
| Mean Score | 985 | | 1,038 | | 848 | | 898 | | 1,019 | | 939 | |
| Median Score | 990 | | 1,030 | | 830 | | 870 | | 1,010 | | 910 | |

*ACT Test Scores are adjusted to SAT standard

Table 27: Number and Percent of Students in Texas by ACT/SAT Combined Score, Race/Ethnicity and Metropolitan Status, With Mean and Median Scores by Race/Ethnicity, 1995-96

| Score | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| 0-400 | 46 | 0.1 | 4 | 0.0 | 16 | 0.2 | 17 | 0.1 | 3 | 0.0 | 6 | 0.2 |
| 401-820 | 22,135 | 24.8 | 5,429 | 12.2 | 5,202 | 49.1 | 8,584 | 38.9 | 1,917 | 20.3 | 1,003 | 39.0 |
| 821-990 | 25,613 | 28.7 | 12,049 | 27.1 | 3,303 | 31.2 | 7,165 | 32.4 | 2,535 | 26.9 | 561 | 21.8 |
| 991-1140 | 21,465 | 24.1 | 13,485 | 30.3 | 1,362 | 12.9 | 3,897 | 17.6 | 2,245 | 23.8 | 476 | 18.5 |
| 1141-1600 | 19,892 | 22.3 | 13,517 | 30.4 | 6,697 | 6.6 | 2,420 | 11.0 | 2,732 | 29.0 | 526 | 20.5 |
| N= | 89,151 | | 44,484 | | 10,580 | | 22,083 | | 9,432 | | 2,572 | |
| Mean | 983 | | 1,051 | | 849 | | 899 | | 1,020 | | 939 | |
| Median | 990 | | 1,050 | | 830 | | 880 | | 1,020 | | 910 | |
| Metropolitan Central City | | | | | | | | | | | | |
| 0-400 | 3 | 0.0 | 1 | 0.0 | 1 | 0.1 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 4,403 | 17.1 | 2,514 | 13.4 | 734 | 43.5 | 610 | 28.6 | 369 | 14.8 | 176 | 27.4 |
| 821-990 | 7,397 | 28.7 | 5,322 | 28.2 | 549 | 32.5 | 715 | 33.5 | 652 | 26.2 | 159 | 24.7 |
| 991-1140 | 7,335 | 28.4 | 5,830 | 30.9 | 484 | 15.2 | 484 | 22.7 | 613 | 24.6 | 152 | 23.6 |
| 1141-1600 | 6,668 | 25.8 | 5,189 | 27.5 | 146 | 8.7 | 321 | 15.1 | 856 | 34.4 | 156 | 24.3 |
| N= | 25,806 | | 18,856 | | 1,686 | | 2,131 | | 2,490 | | 643 | |
| Mean | 1,021 | | 1,038 | | 877 | | 930 | | 1,058 | | 990 | |
| Median | 1,020 | | 1,030 | | 860 | | 930 | | 1,040 | | 990 | |
| Metropolitan Suburban | | | | | | | | | | | | |
| 0-400 | 13 | 0.1 | 1 | 0.0 | 4 | 0.4 | 7 | 0.2 | 1 | 0.1 | 0 | 0.0 |
| 401-820 | 5,013 | 29.0 | 2,192 | 19.5 | 631 | 58.8 | 1,614 | 48.0 | 286 | 30.7 | 290 | 44.3 |
| 821-990 | 5,196 | 30.1 | 3,423 | 30.4 | 300 | 28.0 | 1,002 | 29.8 | 313 | 33.6 | 158 | 24.2 |
| 991-1140 | 4,076 | 23.6 | 3,229 | 28.7 | 469 | 8.1 | 1,469 | 14.0 | 190 | 20.4 | 101 | 15.4 |
| 1141-1600 | 2,971 | 17.2 | 2,406 | 21.4 | 51 | 4.7 | 268 | 8.0 | 141 | 15.2 | 105 | 16.1 |
| N= | 17,269 | | 11,251 | | 1,073 | | 3,360 | | 931 | | 654 | |
| Mean | 956 | | 1,001 | | 810 | | 864 | | 940 | | 909 | |
| Median | 940 | | 1,000 | | 790 | | 840 | | 910 | | 860 | |
| Non-Metropolitan Adjacent | | | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 1 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 2,445 | 27.0 | 941 | 17.1 | 539 | 53.3 | 679 | 44.2 | 167 | 22.9 | 119 | 43.1 |
| 821-990 | 2,948 | 32.6 | 1,797 | 32.7 | 328 | 32.4 | 505 | 32.9 | 237 | 32.6 | 81 | 29.3 |
| 991-1140 | 2,066 | 22.8 | 1,521 | 27.6 | 105 | 10.4 | 225 | 14.6 | 174 | 23.9 | 41 | 14.9 |
| 1141-1600 | 1,596 | 17.6 | 1,243 | 22.6 | 39 | 3.8 | 128 | 8.3 | 150 | 20.6 | 35 | 12.7 |
| N= | 9,056 | | 5,503 | | 1,012 | | 1,537 | | 728 | | 276 | |
| Mean | 960 | | 1,008 | | 827 | | 880 | | 981 | | 894 | |
| Median | 950 | | 1,000 | | 820 | | 860 | | 970 | | 860 | |

*ACT Test Scores are adjusted to SAT Standard.



Table 28: Number and Percent of Students in Texas by ACT/SAT Combined Score, Race/Ethnicity and Economic Regions, With Mean and Median Scores Within Ethnic Groups, 1995-96

| Score | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| 0-400 | 2 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,449 | 22.9 | 763 | 16.6 | 140 | 57.4 | 392 | 43.0 | 62 | 18.9 | 92 | 36.5 |
| 821-990 | 1,899 | 29.9 | 1,362 | 29.6 | 74 | 30.3 | 283 | 31.0 | 111 | 33.8 | 69 | 27.4 |
| 991-1140 | 1,697 | 26.8 | 1,403 | 30.4 | 17 | 7.0 | 153 | 16.8 | 79 | 24.1 | 45 | 17.9 |
| 1141-1600 | 1,295 | 20.4 | 1,078 | 23.4 | 13 | 5.3 | 82 | 9.0 | 76 | 23.2 | 46 | 18.2 |
| N= | 6,342 | | 4,606 | | 244 | | 912 | | 328 | | 252 | |
| Mean | 988 | | 1,018 | | 827 | | 890 | | 997 | | 944 | |
| Median | 990 | | 1,030 | | 810 | | 860 | | 990 | | 910 | |
| High Plains | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 948 | 18.2 | 643 | 18.2 | 101 | 55.2 | 111 | 32.8 | 53 | 23.8 | 40 | 34.8 |
| 821-990 | 1,387 | 31.2 | 1,087 | 30.8 | 48 | 26.2 | 122 | 36.1 | 77 | 34.5 | 33 | 28.7 |
| 991-1140 | 1,140 | 26.0 | 968 | 27.5 | 24 | 13.1 | 73 | 21.6 | 55 | 24.7 | 20 | 17.4 |
| 1141-1600 | 932 | 21.2 | 830 | 23.5 | 10 | 5.5 | 32 | 9.5 | 38 | 17.0 | 22 | 19.1 |
| N= | 4,387 | | 3,528 | | 183 | | 338 | | 223 | | 115 | |
| Mean | 992 | | 1,009 | | 834 | | 919 | | 977 | | 947 | |
| Median | 990 | | 1,000 | | 820 | | 910 | | 950 | | 910 | |
| Northwest | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 6,859 | 19.9 | 2,750 | 12.1 | 2,289 | 52.1 | 795 | 30.6 | 757 | 19.6 | 248 | 27.4 |
| 821-990 | 9,536 | 27.7 | 6,106 | 26.9 | 1,316 | 29.9 | 870 | 33.5 | 1,031 | 26.8 | 213 | 23.6 |
| 991-1140 | 9,124 | 26.5 | 6,952 | 30.7 | 499 | 11.4 | 557 | 21.4 | 910 | 23.6 | 206 | 22.8 |
| 1141-1600 | 8,950 | 25.9 | 6,880 | 30.3 | 283 | 6.4 | 377 | 14.5 | 1,155 | 30.0 | 235 | 26.0 |
| N= | 34,443 | | 22,689 | | 4,396 | | 2,600 | | 3,854 | | 904 | |
| Mean | 1,011 | | 1,051 | | 839 | | 937 | | 1,024 | | 993 | |
| Median | 1,010 | | 1,050 | | 820 | | 910 | | 1,020 | | 990 | |
| Metropolis | | | | | | | | | | | | |
| 0-400 | 14 | 0.0 | 1 | 0.0 | 9 | 0.2 | 1 | 0.0 | 1 | 0.0 | 2 | 0.2 |
| 401-820 | 6,859 | 19.9 | 2,750 | 12.1 | 2,289 | 52.1 | 795 | 30.6 | 757 | 19.6 | 248 | 27.4 |
| 821-990 | 9,536 | 27.7 | 6,106 | 26.9 | 1,316 | 29.9 | 870 | 33.5 | 1,031 | 26.8 | 213 | 23.6 |
| 991-1140 | 9,124 | 26.5 | 6,952 | 30.7 | 499 | 11.4 | 557 | 21.4 | 910 | 23.6 | 206 | 22.8 |
| 1141-1600 | 8,950 | 25.9 | 6,880 | 30.3 | 283 | 6.4 | 377 | 14.5 | 1,155 | 30.0 | 235 | 26.0 |
| N= | 34,443 | | 22,689 | | 4,396 | | 2,600 | | 3,854 | | 904 | |
| Mean | 1,011 | | 1,051 | | 839 | | 937 | | 1,024 | | 993 | |
| Median | 1,010 | | 1,050 | | 820 | | 910 | | 1,020 | | 990 | |
| Upper East Texas | | | | | | | | | | | | |
| 0-400 | 4 | 0.1 | 0 | 0.0 | 3 | 0.3 | 0 | 0.0 | 1 | 0.4 | 0 | 0.0 |
| 401-820 | 1,546 | 24.9 | 822 | 17.7 | 492 | 57.1 | 56 | 30.4 | 74 | 26.6 | 102 | 42.5 |
| 821-990 | 1,787 | 28.7 | 1,350 | 29.1 | 229 | 26.6 | 63 | 34.2 | 79 | 28.4 | 66 | 27.5 |
| 991-1140 | 1,664 | 26.8 | 1,414 | 30.4 | 93 | 10.8 | 45 | 24.5 | 75 | 27.0 | 37 | 15.4 |
| 1141-1600 | 1,210 | 19.5 | 1,061 | 22.8 | 45 | 5.2 | 20 | 10.9 | 49 | 17.6 | 35 | 14.6 |
| N= | 6,211 | | 4,647 | | 862 | | 184 | | 278 | | 240 | |
| Mean | 980 | | 1,015 | | 823 | | 937 | | 967 | | 917 | |
| Median | 990 | | 1,030 | | 810 | | 910 | | 975 | | 860 | |

Table 28, continued

| Score | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|-----------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| 0-400 | 2 | 0.0 | 1 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,923 | 26.9 | 708 | 17.1 | 754 | 53.0 | 215 | 33.5 | 202 | 23.9 | 44 | 45.8 |
| 821-990 | 2,444 | 34.2 | 1,429 | 34.4 | 470 | 33.0 | 252 | 39.3 | 268 | 31.7 | 25 | 26.1 |
| 991-1140 | 1,579 | 22.1 | 1,115 | 26.9 | 147 | 10.3 | 106 | 16.6 | 199 | 23.5 | 12 | 12.5 |
| 1141-1600 | 1,205 | 16.8 | 894 | 21.6 | 51 | 3.6 | 68 | 10.6 | 177 | 20.9 | 15 | 15.6 |
| N= | 7,153 | | 4,147 | | 1,423 | | 641 | | 846 | | 96 | |
| Mean | 953 | | 1,000 | | 827 | | 909 | | 975 | | 901 | |
| Median | 940 | | 990 | | 820 | | 900 | | 960 | | 860 | |
| Southeast Texas | | | | | | | | | | | | |
| 0-400 | 8 | 0.0 | 2 | 0.0 | 5 | 0.1 | 0 | 0.0 | 1 | 0.0 | 0 | 0.0 |
| 401-820 | 6,219 | 19.8 | 2,123 | 11.9 | 1,963 | 45.0 | 1,188 | 30.6 | 714 | 15.8 | 231 | 28.5 |
| 821-990 | 8,837 | 28.1 | 4,768 | 26.8 | 1,423 | 32.6 | 1,337 | 34.4 | 1,127 | 25.0 | 182 | 22.4 |
| 991-1140 | 8,147 | 26.0 | 5,372 | 30.1 | 631 | 14.5 | 842 | 21.7 | 1,107 | 24.6 | 195 | 24.0 |
| 1141-1600 | 8,187 | 26.1 | 5,565 | 31.2 | 341 | 7.8 | 515 | 13.3 | 1,562 | 34.6 | 204 | 25.1 |
| N= | 31,398 | | 17,830 | | 4,363 | | 3,882 | | 4,511 | | 812 | |
| Mean | 1,012 | | 1,055 | | 866 | | 936 | | 1,056 | | 992 | |
| Median | 1,010 | | 1,060 | | 850 | | 920 | | 1,050 | | 990 | |
| Central Texas | | | | | | | | | | | | |
| 0-400 | 6 | 0.0 | 2 | 0.0 | 3 | 0.2 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 2,520 | 19.3 | 1,216 | 13.3 | 588 | 49.8 | 420 | 30.8 | 198 | 18.7 | 98 | 29.8 |
| 821-990 | 3,668 | 28.0 | 2,479 | 27.0 | 371 | 31.4 | 452 | 33.2 | 286 | 27.0 | 80 | 24.3 |
| 991-1140 | 3,541 | 27.0 | 2,803 | 30.6 | 274 | 12.0 | 274 | 20.1 | 247 | 23.3 | 75 | 22.8 |
| 1141-1600 | 3,365 | 25.7 | 2,667 | 29.1 | 78 | 6.6 | 215 | 15.8 | 329 | 31.0 | 76 | 23.1 |
| N= | 13,100 | | 9,167 | | 1,182 | | 1,362 | | 1,060 | | 329 | |
| Mean | 1,014 | | 1,046 | | 848 | | 939 | | 1,034 | | 984 | |
| Median | 1,020 | | 1,040 | | 825 | | 910 | | 1,030 | | 990 | |
| South Texas | | | | | | | | | | | | |
| 0-400 | 23 | 0.1 | 0 | 0.0 | 1 | 0.1 | 17 | 0.1 | 1 | 0.1 | 4 | 0.3 |
| 401-820 | 9,859 | 34.1 | 1,498 | 15.3 | 615 | 46.6 | 6,559 | 44.5 | 533 | 28.7 | 654 | 54.8 |
| 821-990 | 8,651 | 29.9 | 2,914 | 29.7 | 427 | 32.3 | 4,514 | 30.6 | 554 | 29.8 | 242 | 20.3 |
| 991-1140 | 5,857 | 20.3 | 2,899 | 29.6 | 193 | 14.6 | 2,220 | 15.1 | 403 | 21.7 | 142 | 11.9 |
| 1141-1600 | 4,522 | 15.6 | 2,489 | 25.4 | 85 | 6.4 | 1,430 | 9.7 | 367 | 19.7 | 151 | 12.7 |
| N= | 28,912 | | 9,800 | | 1,321 | | 14,740 | | 1,858 | | 1,193 | |
| Mean | 932 | | 1,026 | | 858 | | 879 | | 962 | | 857 | |
| Median | 910 | | 1,030 | | 840 | | 860 | | 950 | | 820 | |



Table 28, continued

| Score | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 806 | 21.2 | 416 | 15.9 | 67 | 47.5 | 237 | 33.2 | 42 | 19.3 | 44 | 36.7 |
| 821-990 | 1,157 | 30.4 | 766 | 29.3 | 44 | 31.2 | 244 | 34.1 | 70 | 32.3 | 33 | 27.5 |
| 991-1140 | 1,054 | 27.7 | 808 | 30.9 | 21 | 14.9 | 149 | 20.9 | 54 | 24.9 | 22 | 18.3 |
| 1141-1600 | 788 | 20.7 | 623 | 23.9 | 9 | 6.4 | 84 | 11.6 | 51 | 23.5 | 21 | 17.5 |
| N= | 3,805 | | 2,613 | | 141 | | 714 | | 217 | | 120 | |
| Mean | 991 | | 1,018 | | 850 | | 927 | | 1,004 | | 932 | |
| Median | 990 | | 1,030 | | 860 | | 910 | | 990 | | 910 | |
| West Texas | | | | | | | | | | | | |
| 0-400 | 5 | 0.1 | 1 | 0.1 | 0 | 0.0 | 4 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,887 | 34.1 | 137 | 12.9 | 97 | 41.1 | 1,514 | 40.5 | 104 | 25.6 | 35 | 41.6 |
| 821-990 | 1,808 | 32.7 | 330 | 30.9 | 78 | 33.1 | 1,250 | 33.4 | 134 | 33.0 | 16 | 19.1 |
| 991-1140 | 1,139 | 20.6 | 331 | 31.0 | 43 | 18.2 | 656 | 17.6 | 93 | 22.9 | 16 | 19.1 |
| 1141-1600 | 692 | 12.5 | 268 | 25.1 | 18 | 7.6 | 314 | 8.4 | 75 | 18.5 | 17 | 20.2 |
| N= | 5,531 | | 1,067 | | 236 | | 3,738 | | 406 | | 84 | |
| Mean | 918 | | 1,026 | | 875 | | 883 | | 966 | | 942 | |
| Median | 910 | | 1,030 | | 860 | | 860 | | 955 | | 910 | |
| Upper Rio Grande | | | | | | | | | | | | |

*ACT Test Scores are adjusted to SAT Standard.

Table 29: Number and Percent of Students in Texas by ACT/SAT Combined Score, Race/Ethnicity and Household Income, 1995-96

| ACT/SAT Score by Household Income | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--------------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u><\$30,000</u> | | | | | | | | | | | | |
| 0-400 | 40 | 0.1 | 2 | 0.0 | 16 | 0.2 | 20 | 0.1 | 1 | 0.0 | 1 | 0.2 |
| 401-820 | 15,644 | 38.0 | 2,778 | 19.8 | 4,128 | 56.5 | 7,491 | 47.9 | 985 | 27.0 | 262 | 49.4 |
| 821-990 | 12,877 | 31.3 | 4,481 | 31.9 | 2,138 | 29.3 | 4,977 | 31.9 | 1,149 | 31.5 | 132 | 24.9 |
| 991-1140 | 7,521 | 18.3 | 3,887 | 27.7 | 687 | 9.4 | 2,068 | 13.2 | 813 | 22.3 | 66 | 12.5 |
| 1141-1600 | 5,072 | 12.3 | 2,895 | 20.6 | 334 | 4.6 | 1,076 | 6.9 | 698 | 19.2 | 69 | 13.0 |
| N= | 41,154 | | 14,043 | | 7,303 | | 15,832 | | 3,646 | | 530 | |
| Median Score | 890 | | 990 | | 810 | | 840 | | 950 | | 860 | |
| <u>\$30,000 to \$49,999</u> | | | | | | | | | | | | |
| 0-400 | 5 | 0.0 | 3 | 0.0 | 2 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 6,282 | 21.7 | 2,676 | 15.2 | 1,341 | 44.7 | 1,846 | 32.3 | 348 | 14.6 | 71 | 28.4 |
| 821-990 | 9,139 | 31.6 | 5,420 | 30.8 | 1,016 | 33.9 | 1,961 | 34.3 | 683 | 28.7 | 59 | 23.6 |
| 991-1140 | 7,735 | 26.7 | 5,354 | 30.4 | 437 | 14.6 | 1,218 | 21.3 | 665 | 27.9 | 61 | 24.4 |
| 1141-1600 | 5,794 | 20.0 | 4,153 | 23.6 | 202 | 6.7 | 696 | 12.1 | 684 | 28.8 | 59 | 23.6 |
| N= | 28,955 | | 17,606 | | 2,998 | | 5,721 | | 2,380 | | 250 | |
| Median Score | 990 | | 1,020 | | 850 | | 910 | | 1,030 | | 990 | |
| <u>\$50,000 to \$59,999</u> | | | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 |
| 401-820 | 2,207 | 17.2 | 1,219 | 13.5 | 370 | 38.4 | 479 | 26.6 | 115 | 12.8 | 24 | 16.9 |
| 821-990 | 3,924 | 30.6 | 2,706 | 30.0 | 332 | 34.4 | 639 | 35.5 | 213 | 23.7 | 34 | 23.9 |
| 991-1140 | 3,538 | 27.5 | 2,675 | 29.6 | 168 | 17.4 | 413 | 23.0 | 238 | 26.4 | 44 | 31.0 |
| 1141-1600 | 3,169 | 24.7 | 2,435 | 26.9 | 93 | 9.7 | 268 | 14.9 | 333 | 37.0 | 40 | 28.2 |
| N= | 12,840 | | 9,035 | | 964 | | 1,799 | | 900 | | 142 | |
| Median Score | 1,010 | | 1,030 | | 875 | | 940 | | 1,060 | | 1,030 | |
| <u>\$60,000 to \$79,999</u> | | | | | | | | | | | | |
| 0-400 | 7 | 0.0 | 1 | 0.0 | 2 | 0.1 | 4 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 3,620 | 14.8 | 2,248 | 12.2 | 486 | 34.4 | 679 | 24.3 | 143 | 9.5 | 64 | 17.4 |
| 821-990 | 6,465 | 26.4 | 4,766 | 25.8 | 472 | 33.4 | 853 | 30.5 | 313 | 20.8 | 61 | 16.6 |
| 991-1140 | 7,296 | 29.7 | 5,767 | 31.3 | 296 | 21.0 | 718 | 25.7 | 410 | 27.3 | 99 | 26.6 |
| 1141-1600 | 7,149 | 29.1 | 5,669 | 30.7 | 157 | 11.1 | 541 | 19.4 | 638 | 42.4 | 144 | 39.1 |
| N= | 24,531 | | 18,451 | | 1,413 | | 2,795 | | 1,504 | | 368 | |
| Median Score | 1,040 | | 1,060 | | 900 | | 980 | | 1,100 | | 1,100 | |
| <u>\$80,000 to \$99,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 868 | 11.2 | 581 | 9.5 | 108 | 32.9 | 120 | 17.0 | 50 | 9.8 | 9 | 18.4 |
| 821-990 | 2,073 | 26.9 | 1,621 | 26.4 | 111 | 33.8 | 231 | 32.7 | 99 | 19.4 | 11 | 22.5 |
| 991-1140 | 2,294 | 29.7 | 1,886 | 30.8 | 75 | 22.3 | 187 | 26.5 | 132 | 25.9 | 16 | 32.6 |
| 1141-1600 | 2,038 | 32.2 | 2,038 | 33.3 | 36 | 11.0 | 168 | 23.8 | 229 | 44.9 | 13 | 26.5 |
| N= | 7,719 | | 6,126 | | 328 | | 706 | | 510 | | 49 | |
| Median Score | 1,060 | | 1,060 | | 910 | | 1,000 | | 1,125 | | 1,060 | |

Table 29, continued

| ACT [®] /SAT Score by Household Income | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$100,000[†] | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 |
| 401-820 | 823 | 8.2 | 618 | 7.4 | 50 | 25.5 | 97 | 13.3 | 46 | 6.2 | 12 | 22.6 |
| 821-990 | 2,328 | 23.2 | 1,895 | 22.8 | 65 | 33.2 | 222 | 30.4 | 132 | 17.8 | 14 | 26.4 |
| 991-1140 | 2,935 | 29.3 | 2,539 | 30.6 | 37 | 18.9 | 194 | 26.6 | 157 | 21.1 | 8 | 15.1 |
| 1141-1600 | 3,940 | 39.3 | 3,252 | 39.2 | 44 | 22.4 | 217 | 29.7 | 408 | 54.8 | 19 | 35.9 |
| N= | 10,027 | | 8,304 | | 196 | | 730 | | 744 | | 53 | |
| Median Score | 1,100 | | 1,100 | | 950 | | 1,030 | | 1,170 | | 1,030 | |
| Income Not Reported | | | | | | | | | | | | |
| 0-400 | 9 | 0.1 | 1 | 0.0 | 1 | 0.1 | 1 | 0.1 | 1 | 0.0 | 5 | 0.2 |
| 401-820 | 4,552 | 28.3 | 956 | 14.6 | 623 | 54.2 | 775 | 44.8 | 1,052 | 27.0 | 1,146 | 41.6 |
| 821-990 | 4,348 | 27.1 | 1,702 | 26.1 | 346 | 30.1 | 504 | 29.2 | 1,148 | 29.5 | 648 | 23.5 |
| 991-1140 | 3,629 | 22.6 | 1,957 | 30.0 | 112 | 9.8 | 277 | 16.0 | 807 | 20.7 | 476 | 17.3 |
| 1141-1600 | 3,518 | 21.9 | 1,913 | 29.3 | 67 | 5.8 | 171 | 9.9 | 889 | 22.8 | 478 | 17.4 |
| N= | 16,056 | | 6,529 | | 1,159 | | 1,728 | | 3,897 | | 2,753 | |
| Median Score | 970 | | 1,040 | | 820 | | 860 | | 950 | | 860 | |

[†]ACT Scores are adjusted to SAT Standard

Table 30: Number and Percent of Students in Texas by ACT/SAT Combined Score, Household Income, Race/Ethnicity and Metropolitan Status, 1995-96

| ACT [®] /SAT Score by Household Income | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| <u><\$30,000</u> | | | | | | | | | | |
| 0-400 | 28 | 0.1 | 2 | 0.0 | 11 | 0.2 | 13 | 0.1 | 1 | 0.0 |
| 401-820 | 10,713 | 39.9 | 1,169 | 17.6 | 2,995 | 55.9 | 5,661 | 47.7 | 714 | 27.4 |
| 821-990 | 8,293 | 30.9 | 2,059 | 30.9 | 1,574 | 29.4 | 3,776 | 31.8 | 801 | 30.7 |
| 991-1140 | 4,684 | 17.5 | 1,926 | 29.0 | 526 | 9.8 | 1,601 | 13.5 | 591 | 22.7 |
| 1141-1600 | 3,110 | 11.6 | 1,494 | 22.5 | 252 | 4.7 | 826 | 6.9 | 499 | 19.2 |
| N= | 26,828 | | 6,650 | | 5,358 | | 11,877 | | 2,606 | |
| Median Score | 870 | | 1,000 | | 810 | | 840 | | 950 | |
| <u>\$30,000 to \$49,999</u> | | | | | | | | | | |
| 0-400 | 3 | 0.0 | 2 | 0.0 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 3,847 | 22.1 | 1,220 | 13.4 | 995 | 44.0 | 1,357 | 31.4 | 236 | 14.4 |
| 821-990 | 5,481 | 31.4 | 2,705 | 29.8 | 776 | 34.3 | 1,502 | 34.8 | 465 | 28.3 |
| 991-1140 | 4,584 | 26.3 | 2,853 | 31.4 | 331 | 14.6 | 316 | 21.2 | 446 | 27.1 |
| 1141-1600 | 3,533 | 20.2 | 2,308 | 25.4 | 160 | 7.1 | 541 | 12.6 | 496 | 30.2 |
| N= | 17,448 | | 9,088 | | 2,263 | | 4,316 | | 1,643 | |
| Median Score | 980 | | 1,030 | | 860 | | 910 | | 1,030 | |
| <u>\$50,000 to \$59,999</u> | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 1 | 0.2 |
| 401-820 | 1,300 | 17.1 | 613 | 12.6 | 269 | 37.9 | 335 | 24.9 | 73 | 12.2 |
| 821-990 | 2,324 | 30.5 | 1,436 | 29.4 | 248 | 34.9 | 481 | 35.8 | 138 | 23.0 |
| 991-1140 | 2,059 | 27.1 | 1,432 | 29.4 | 122 | 17.2 | 323 | 24.1 | 157 | 26.2 |
| 1141-1600 | 1,923 | 25.3 | 1,394 | 28.6 | 70 | 9.9 | 204 | 15.2 | 230 | 38.4 |
| N= | 7,608 | | 4,875 | | 710 | | 1,343 | | 599 | |
| Median Score | 1,010 | | 1,040 | | 880 | | 950 | | 1,060 | |
| <u>\$60,000 to \$79,999</u> | | | | | | | | | | |
| 0-400 | 6 | 0.0 | 0 | 0.0 | 2 | 0.2 | 4 | 0.2 | 0 | 0.0 |
| 401-820 | 2,204 | 14.6 | 1,199 | 11.2 | 372 | 36.2 | 492 | 23.3 | 97 | 9.6 |
| 821-990 | 3,903 | 25.9 | 2,665 | 24.9 | 331 | 32.2 | 662 | 31.4 | 211 | 20.9 |
| 991-1140 | 4,413 | 29.3 | 3,307 | 30.9 | 216 | 21.0 | 545 | 25.8 | 285 | 28.3 |
| 1141-1600 | 4,551 | 30.2 | 3,527 | 33.0 | 107 | 10.4 | 408 | 19.3 | 415 | 41.2 |
| N= | 15,082 | | 10,698 | | 1,028 | | 2,111 | | 1,008 | |
| Median Score | 1,050 | | 1,060 | | 890 | | 980 | | 1,100 | |
| <u>\$80,000 to \$99,999</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 563 | 11.3 | 355 | 9.3 | 81 | 34.9 | 90 | 16.1 | 34 | 10.4 |
| 821-990 | 1,321 | 26.5 | 1,003 | 26.1 | 71 | 30.6 | 182 | 32.6 | 60 | 18.4 |
| 991-1140 | 1,472 | 29.6 | 1,169 | 30.4 | 54 | 23.3 | 148 | 26.5 | 90 | 27.5 |
| 1141-1600 | 1,625 | 32.6 | 1,312 | 34.2 | 26 | 11.2 | 138 | 24.8 | 143 | 43.7 |
| N= | 4,981 | | 3,839 | | 232 | | 558 | | 327 | |
| Median Score | 1,060 | | 1,070 | | 910 | | 1,010 | | 1,120 | |

Table 30, continued

| ACT/SAT Score by Household Income | Total | | Anglo | | Black | | Hispanic | | Other | |
|-----------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>\$100,000+</u> | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.2 |
| 401-820 | 568 | 8.2 | 404 | 7.2 | 40 | 26.0 | 78 | 13.5 | 37 | 7.0 |
| 821-990 | 1,577 | 22.7 | 1,233 | 22.2 | 51 | 33.1 | 173 | 30.0 | 92 | 17.4 |
| 991-1140 | 1,989 | 28.7 | 1,691 | 30.0 | 26 | 16.9 | 156 | 27.0 | 110 | 20.8 |
| 1141-1600 | 2,801 | 40.4 | 2,292 | 40.6 | 37 | 24.0 | 170 | 29.5 | 289 | 54.6 |
| N= | 6,936 | | 5,640 | | 154 | | 577 | | 529 | |
| Median Score | 1,100 | | 1,100 | | 950 | | 1,030 | | 1,170 | |
| <u>No. Response</u> | | | | | | | | | | |
| 0-400 | 6 | 0.1 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 2,940 | 28.6 | 469 | 12.7 | 450 | 53.9 | 571 | 43.9 | 726 | 26.7 |
| 821-990 | 2,714 | 26.4 | 928 | 25.1 | 252 | 30.2 | 389 | 29.9 | 768 | 28.2 |
| 991-1140 | 2,259 | 22.0 | 1,107 | 30.0 | 87 | 10.4 | 208 | 16.0 | 566 | 20.8 |
| 1141-1600 | 2,349 | 22.9 | 1,190 | 32.2 | 45 | 5.4 | 133 | 10.2 | 660 | 24.3 |
| N= | 10,268 | | 3,694 | | 835 | | 1,301 | | 2,720 | |
| Median Score | 970 | | 1,060 | | 820 | | 860 | | 960 | |
| <u><\$30,000</u> | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 0 | 0.0 | 1 | 0.1 | 1 | 0.1 | 0 | 0.0 |
| 401-820 | 1,338 | 27.3 | 579 | 19.7 | 357 | 55.0 | 266 | 36.6 | 120 | 22.5 |
| 821-990 | 1,587 | 32.4 | 937 | 31.9 | 188 | 29.0 | 280 | 38.6 | 167 | 31.3 |
| 991-1140 | 1,133 | 23.2 | 821 | 28.0 | 68 | 10.5 | 118 | 16.3 | 115 | 21.5 |
| 1141-1600 | 835 | 17.1 | 597 | 20.4 | 35 | 5.4 | 61 | 8.4 | 132 | 24.7 |
| N= | 4,895 | | 2,934 | | 649 | | 726 | | 534 | |
| Median Score | 940 | | 990 | | 820 | | 865 | | 980 | |
| <u>\$30,000 to \$49,999</u> | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 986 | 18.2 | 623 | 15.5 | 164 | 44.0 | 135 | 26.0 | 50 | 11.0 |
| 821-990 | 1,706 | 31.5 | 1,266 | 31.4 | 129 | 34.6 | 179 | 34.6 | 121 | 26.6 |
| 991-1140 | 1,559 | 28.7 | 1,213 | 30.1 | 56 | 15.0 | 133 | 25.7 | 149 | 32.7 |
| 1141-1600 | 1,171 | 21.6 | 926 | 23.0 | 24 | 6.4 | 71 | 13.7 | 135 | 29.7 |
| N= | 5,423 | | 4,029 | | 373 | | 518 | | 455 | |
| Median Score | 1,000 | | 1,010 | | 860 | | 940 | | 1,050 | |
| <u>\$50,000 to \$59,999</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 413 | 14.7 | 274 | 12.4 | 54 | 36.8 | 59 | 27.2 | 21 | 10.3 |
| 821-990 | 835 | 29.7 | 663 | 29.9 | 44 | 29.9 | 75 | 34.6 | 45 | 22.0 |
| 991-1140 | 819 | 29.1 | 675 | 30.5 | 31 | 21.1 | 50 | 23.0 | 54 | 26.5 |
| 1141-1600 | 746 | 26.5 | 602 | 27.2 | 18 | 12.2 | 33 | 15.2 | 84 | 41.2 |
| N= | 2,813 | | 2,214 | | 147 | | 217 | | 204 | |
| Median Score | 1,030 | | 1,030 | | 910 | | 950 | | 1,100 | |

Table 30, continued

| ACT/SAT Score by Household Income | Total | | Anglo | | Black | | Hispanic | | Other | |
|-----------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$60,000 to \$79,999 | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 752 | 13.1 | 555 | 11.9 | 70 | 25.6 | 83 | 23.1 | 34 | 9.4 |
| 821-990 | 1,483 | 25.9 | 1,203 | 25.9 | 100 | 36.5 | 93 | 25.9 | 71 | 19.6 |
| 991-1140 | 1,784 | 31.2 | 1,523 | 32.8 | 62 | 22.6 | 99 | 27.6 | 84 | 23.2 |
| 1141-1600 | 1,703 | 29.8 | 1,368 | 29.4 | 42 | 15.3 | 84 | 23.4 | 173 | 47.8 |
| N= | 5,722 | | 4,649 | | 274 | | 359 | | 362 | |
| Median Score | 1,060 | | 1,060 | | 940 | | 1,000 | | 1,140 | |
| \$80,000 to \$99,999 | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 187 | 9.9 | 146 | 9.1 | 13 | 21.0 | 14 | 16.7 | 10 | 7.3 |
| 821-990 | 486 | 25.6 | 410 | 25.7 | 27 | 43.5 | 24 | 28.6 | 22 | 16.1 |
| 991-1140 | 571 | 30.1 | 495 | 31.0 | 15 | 24.2 | 25 | 29.7 | 32 | 23.3 |
| 1141-1600 | 652 | 34.4 | 547 | 34.2 | 7 | 11.3 | 21 | 25.0 | 73 | 53.3 |
| N= | 1,896 | | 1,598 | | 62 | | 84 | | 137 | |
| Median Score | 1,070 | | 1,070 | | 910 | | 1,025 | | 1,170 | |
| \$100,000+ | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 151 | 6.9 | 130 | 6.8 | 7 | 21.2 | 8 | 8.8 | 5 | 3.3 |
| 821-990 | 506 | 22.9 | 451 | 23.5 | 10 | 30.3 | 21 | 23.1 | 20 | 13.2 |
| 991-1140 | 694 | 31.5 | 621 | 32.3 | 9 | 27.3 | 28 | 30.8 | 34 | 22.5 |
| 1141-1600 | 854 | 38.7 | 718 | 37.4 | 7 | 21.2 | 34 | 37.3 | 92 | 60.9 |
| N= | 2,205 | | 1,920 | | 33 | | 91 | | 151 | |
| Median Score | 1,100 | | 1,080 | | 990 | | 1,090 | | 1,190 | |
| No. Responses | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 576 | 20.2 | 207 | 13.7 | 69 | 46.6 | 45 | 33.1 | 129 | 20.0 |
| 821-990 | 794 | 27.8 | 392 | 25.9 | 51 | 34.5 | 43 | 31.6 | 206 | 31.8 |
| 991-1140 | 775 | 27.2 | 482 | 31.9 | 15 | 10.1 | 31 | 22.8 | 145 | 22.4 |
| 1141-1600 | 707 | 24.8 | 431 | 28.5 | 13 | 8.8 | 17 | 12.5 | 167 | 25.8 |
| N= | 2,852 | | 1,512 | | 148 | | 136 | | 647 | |
| Median Score | 1,010 | | 1,040 | | 850 | | 915 | | 990 | |
| <\$30,000 | | | | | | | | | | |
| 0-400 | 9 | 0.1 | 0 | 0.0 | 3 | 0.4 | 6 | 0.3 | 0 | 0.0 |
| 401-820 | 2,350 | 38.8 | 687 | 23.3 | 429 | 62.4 | 1,102 | 53.1 | 86 | 33.1 |
| 821-990 | 1,875 | 30.9 | 958 | 32.5 | 185 | 26.9 | 610 | 29.4 | 97 | 37.3 |
| 991-1140 | 1,115 | 18.4 | 776 | 26.3 | 45 | 6.5 | 242 | 11.7 | 44 | 16.9 |
| 1141-1600 | 713 | 11.8 | 526 | 17.9 | 26 | 3.8 | 115 | 5.5 | 33 | 12.7 |
| N= | 6,062 | | 2,947 | | 688 | | 2,075 | | 260 | |
| Median Score | 880 | | 990 | | 770 | | 820 | | 910 | |
| Non-Metropolitan Adjacent | | | | | | | | | | |

Table 30, continued

| ACT [®] /SAT Score by Household Income | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>\$30,000 to \$49,999</u> | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,006 | 24.5 | 616 | 19.7 | 90 | 52.3 | 247 | 40.9 | 39 | 26.0 |
| 821-990 | 1,259 | 30.7 | 970 | 31.0 | 49 | 28.5 | 182 | 30.1 | 49 | 32.7 |
| 991-1140 | 1,106 | 26.9 | 919 | 29.3 | 22 | 12.8 | 114 | 18.9 | 38 | 25.3 |
| 1141-1600 | 733 | 17.9 | 628 | 20.0 | 10 | 5.8 | 61 | 10.1 | 24 | 16.0 |
| N= | 4,105 | | 3,133 | | 172 | | 604 | | 150 | |
| Median Score | 980 | | 990 | | 820 | | 860 | | 965 | |
| <u>\$50,000 to \$59,999</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 350 | 21.4 | 241 | 18.2 | 22 | 44.0 | 68 | 38.6 | 13 | 19.1 |
| 821-990 | 507 | 30.9 | 404 | 30.5 | 17 | 34.0 | 57 | 32.4 | 26 | 38.2 |
| 991-1140 | 443 | 27.0 | 384 | 29.0 | 8 | 16.0 | 26 | 14.8 | 18 | 26.5 |
| 1141-1600 | 340 | 20.7 | 296 | 22.3 | 3 | 6.0 | 25 | 14.2 | 11 | 16.2 |
| N= | 1,640 | | 1,325 | | 50 | | 176 | | 68 | |
| Median Score | 990 | | 1,010 | | 850 | | 860 | | 990 | |
| <u>\$60,000 to \$79,999</u> | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 453 | 18.0 | 348 | 16.3 | 22 | 43.1 | 72 | 31.0 | 6 | 9.4 |
| 821-990 | 720 | 28.5 | 609 | 28.5 | 17 | 33.3 | 15 | 30.6 | 15 | 23.4 |
| 991-1140 | 744 | 29.5 | 651 | 30.4 | 6 | 11.8 | 49 | 21.1 | 23 | 35.9 |
| 1141-1600 | 606 | 24.0 | 530 | 24.8 | 6 | 11.8 | 40 | 17.3 | 20 | 31.3 |
| N= | 2,524 | | 2,139 | | 51 | | 232 | | 64 | |
| Median Score | 1,030 | | 1,030 | | 860 | | 930 | | 1,060 | |
| <u>\$80,000 to \$99,999</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 82 | 15.9 | 57 | 12.9 | 7 | 50.0 | 14 | 32.6 | 3 | 21.4 |
| 821-990 | 158 | 30.6 | 131 | 29.8 | 5 | 35.8 | 15 | 34.9 | 6 | 42.9 |
| 991-1140 | 157 | 30.4 | 144 | 32.7 | 1 | 7.1 | 8 | 18.6 | 3 | 21.4 |
| 1141-1600 | 119 | 23.1 | 108 | 24.6 | 1 | 7.1 | 6 | 13.9 | 2 | 14.3 |
| N= | 516 | | 440 | | 14 | | 43 | | 14 | |
| Median Score | 1,015 | | 1,030 | | 840 | | 910 | | 950 | |
| <u>\$100,000+</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 53 | 10.8 | 47 | 11.1 | 1 | 33.3 | 5 | 14.3 | 0 | 0.0 |
| 821-990 | 135 | 27.5 | 107 | 25.4 | 2 | 66.7 | 13 | 37.1 | 11 | 40.7 |
| 991-1140 | 146 | 29.7 | 132 | 31.3 | 0 | 0.0 | 9 | 25.7 | 5 | 18.6 |
| 1141-1600 | 157 | 32.0 | 136 | 32.2 | 0 | 0.0 | 8 | 22.9 | 11 | 40.7 |
| N= | 491 | | 422 | | 3 | | 35 | | 27 | |
| Median Score | 1,050 | | 1,050 | | 860 | | 990 | | 1,080 | |



Table 30, continued

| ACT [®] /SAT Score by Household Income | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>No Response</u> | | | | | | | | | | |
| 0-400 | 2 | 0.1 | 0 | 0.0 | 0 | 0.0 | 1 | 0.5 | 1 | 0.3 |
| 401-820 | 719 | 37.2 | 196 | 23.2 | 60 | 63.1 | 106 | 54.3 | 139 | 39.9 |
| 821-990 | 542 | 28.1 | 244 | 28.9 | 25 | 28.3 | 54 | 27.7 | 109 | 31.3 |
| 991-1140 | 365 | 18.9 | 223 | 26.4 | 5 | 5.3 | 21 | 10.8 | 59 | 17.0 |
| 1141-1600 | 303 | 15.7 | 182 | 21.5 | 5 | 5.3 | 13 | 6.7 | 40 | 11.5 |
| N= | 1,931 | | 845 | | 95 | | 195 | | 348 | |
| Median Score | 900 | | 990 | | 760 | | 820 | | 870 | |
| Non-Metropolitan Non-Adjacent | | | | | | | | | | |
| <u><\$30,000</u> | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,243 | 36.9 | 343 | 22.7 | 347 | 57.1 | 462 | 48.4 | 65 | 26.4 |
| 821-990 | 1,122 | 33.3 | 527 | 34.8 | 191 | 31.4 | 311 | 32.6 | 84 | 34.2 |
| 991-1140 | 589 | 17.5 | 364 | 24.1 | 48 | 7.9 | 107 | 11.2 | 63 | 25.6 |
| 1141-1600 | 414 | 12.3 | 278 | 18.4 | 21 | 3.4 | 74 | 7.8 | 34 | 13.8 |
| N= | 3,369 | | 1,512 | | 608 | | 954 | | 246 | |
| Median Score | 890 | | 980 | | 810 | | 840 | | 940 | |
| <u>\$30,000 to \$49,999</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 443 | 22.4 | 217 | 16.0 | 92 | 48.4 | 107 | 37.8 | 23 | 17.4 |
| 821-990 | 693 | 35.0 | 479 | 35.3 | 62 | 32.6 | 98 | 34.6 | 48 | 36.4 |
| 991-1140 | 486 | 24.6 | 369 | 27.2 | 28 | 14.8 | 55 | 19.4 | 32 | 24.2 |
| 1141-1600 | 357 | 18.0 | 291 | 21.5 | 8 | 4.2 | 23 | 8.2 | 29 | 22.0 |
| N= | 1,979 | | 1,356 | | 190 | | 283 | | 132 | |
| Median Score | 970 | | 990 | | 830 | | 880 | | 990 | |
| <u>\$50,000 to \$59,999</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 144 | 18.5 | 91 | 14.7 | 25 | 43.9 | 17 | 27.0 | 8 | 27.6 |
| 821-990 | 258 | 33.1 | 203 | 32.7 | 23 | 40.3 | 26 | 41.3 | 4 | 13.8 |
| 991-1140 | 217 | 27.9 | 184 | 29.6 | 7 | 12.3 | 14 | 22.2 | 9 | 31.0 |
| 1141-1600 | 160 | 20.5 | 143 | 23.0 | 2 | 3.5 | 6 | 9.5 | 8 | 27.6 |
| N= | 779 | | 621 | | 57 | | 63 | | 29 | |
| Median Score | 990 | | 1,020 | | 850 | | 920 | | 1,080 | |
| <u>\$60,000 to \$79,999</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 211 | 17.6 | 146 | 15.1 | 22 | 36.7 | 32 | 34.4 | 6 | 8.6 |
| 821-990 | 359 | 29.8 | 289 | 30.0 | 24 | 40.0 | 27 | 29.0 | 16 | 22.9 |
| 991-1140 | 344 | 28.6 | 286 | 29.6 | 12 | 20.0 | 25 | 26.9 | 18 | 25.7 |
| 1141-1600 | 289 | 24.0 | 244 | 25.3 | 2 | 3.3 | 9 | 9.7 | 30 | 42.8 |
| N= | 1,203 | | 965 | | 60 | | 93 | | 70 | |
| Median Score | 1,020 | | 1,030 | | 905 | | 910 | | 1,100 | |



Table 30, continued

| ACT [®] /SAT Score by Household Income | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$80,000 to \$99,999 | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 36 | 11.1 | 23 | 9.3 | 7 | 35.0 | 2 | 9.5 | 3 | 9.3 |
| 821-990 | 108 | 33.1 | 77 | 30.9 | 8 | 40.0 | 10 | 47.6 | 11 | 34.4 |
| 991-1140 | 94 | 28.8 | 78 | 31.3 | 3 | 15.0 | 6 | 28.6 | 7 | 21.9 |
| 1141-1600 | 88 | 27.0 | 71 | 28.5 | 2 | 10.0 | 3 | 14.3 | 11 | 34.4 |
| N= | 326 | | 249 | | 20 | | 21 | | 32 | |
| Median Score | 1,030 | | 1,030 | | 900 | | 980 | | 1,035 | |
| \$100,000+ | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 51 | 12.9 | 37 | 11.5 | 2 | 33.3 | 6 | 22.2 | 4 | 10.8 |
| 821-990 | 110 | 27.9 | 84 | 26.1 | 2 | 33.3 | 15 | 55.6 | 9 | 24.3 |
| 991-1140 | 106 | 26.8 | 95 | 29.5 | 2 | 33.3 | 1 | 3.7 | 8 | 21.6 |
| 1141-1600 | 128 | 32.4 | 106 | 32.9 | 0 | 0.0 | 5 | 18.5 | 16 | 43.3 |
| N= | 395 | | 322 | | 6 | | 27 | | 37 | |
| Median Score | 1,060 | | 1,060 | | 960 | | 910 | | 1,130 | |
| No Response | | | | | | | | | | |
| 0-400 | 1 | 0.1 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 317 | 31.5 | 84 | 17.6 | 44 | 62.0 | 53 | 55.2 | 58 | 31.9 |
| 821-990 | 298 | 29.7 | 138 | 28.9 | 18 | 25.4 | 18 | 18.8 | 65 | 35.7 |
| 991-1140 | 230 | 22.9 | 145 | 30.3 | 5 | 7.0 | 17 | 17.7 | 37 | 20.3 |
| 1141-1600 | 159 | 15.8 | 110 | 23.0 | 4 | 5.6 | 8 | 8.3 | 22 | 12.1 |
| N= | 1,005 | | 478 | | 71 | | 96 | | 182 | |
| Median Score | 920 | | 1,030 | | 800 | | 820 | | 920 | |

*ACT Scores are adjusted to SAT Standard

Table 31: Number and Percent of Students in Texas by ACT/SAT Combined Score, Household Income, Race/Ethnicity and Economic Region, 1995-96

| ACT/SAT Score by Economic Region | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|----------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| High Plains | | | | | | | | | | | | |
| <\$30,000 | | | | | | | | | | | | |
| 0-400 | 1 | 0.1 | 0.00 | 0.0 | 0 | 0.0 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 625 | 33.2 | 225 | 21.0 | 93 | 58.9 | 264 | 50.7 | 31 | 31.3 | 12 | 38.7 |
| 821-990 | 588 | 31.2 | 342 | 31.8 | 48 | 30.4 | 152 | 29.2 | 38 | 38.4 | 8 | 25.8 |
| 991-1140 | 391 | 20.8 | 292 | 27.2 | 9 | 5.7 | 69 | 13.2 | 16 | 16.2 | 5 | 16.1 |
| 1141-1600 | 278 | 14.7 | 215 | 20.0 | 8 | 5.0 | 35 | 6.7 | 14 | 14.1 | 6 | 19.4 |
| N= | 1,893 | | 1,074 | | 158 | | 521 | | 99 | | 31 | |
| Median Score | 910 | | 990 | | 810 | | 820 | | 900 | | 910 | |
| \$30,000 to \$49,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 307 | 21.6 | 200 | 17.9 | 18 | 45.0 | 73 | 39.7 | 11 | 19.0 | 5 | 27.8 |
| 821-990 | 428 | 30.2 | 334 | 29.8 | 12 | 30.0 | 59 | 32.1 | 17 | 29.3 | 6 | 33.3 |
| 991-1140 | 396 | 27.9 | 331 | 29.6 | 6 | 15.0 | 37 | 20.1 | 18 | 31.0 | 4 | 22.2 |
| 1141-1600 | 288 | 20.3 | 254 | 22.7 | 4 | 10.0 | 15 | 8.1 | 12 | 20.7 | 3 | 16.7 |
| N= | 1,419 | | 1,119 | | 40 | | 184 | | 58 | | 18 | |
| Median Score | 990 | | 1,020 | | 860 | | 870 | | 1,005 | | 990 | |
| \$50,000 to \$59,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 105 | 15.7 | 86 | 15.4 | 5 | 45.5 | 10 | 17.0 | 2 | 6.7 | 2 | 22.2 |
| 821-990 | 183 | 27.4 | 148 | 26.5 | 4 | 36.3 | 20 | 33.9 | 8 | 26.7 | 3 | 33.4 |
| 991-1140 | 211 | 31.6 | 180 | 32.2 | 2 | 18.2 | 18 | 30.5 | 9 | 30.0 | 2 | 22.2 |
| 1141-1600 | 169 | 25.3 | 145 | 25.9 | 0 | 0.0 | 11 | 18.6 | 11 | 36.6 | 2 | 22.2 |
| N= | 668 | | 559 | | 11 | | 59 | | 30 | | 9 | |
| Median Score | 1,030 | | 1,030 | | 860 | | 990 | | 1,060 | | 860 | |
| \$60,000 to \$79,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 156 | 13.5 | 131 | 12.8 | 9 | 69.2 | 13 | 20.0 | 1 | 2.8 | 2 | 9.5 |
| 821-990 | 342 | 29.6 | 297 | 29.1 | 4 | 30.8 | 26 | 40.0 | 9 | 25.0 | 6 | 28.6 |
| 991-1140 | 375 | 32.4 | 340 | 33.3 | 0 | 0.0 | 17 | 26.1 | 13 | 36.1 | 5 | 23.8 |
| 1141-1600 | 284 | 24.5 | 254 | 24.8 | 0 | 0.0 | 9 | 13.9 | 13 | 36.1 | 8 | 38.1 |
| N= | 1,157 | | 1,022 | | 13 | | 65 | | 36 | | 21 | |
| Median Score | 1,030 | | 1,030 | | 770 | | 970 | | 1,070 | | 1,140 | |
| \$80,000 to \$99,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 24 | 10.6 | 21 | 10.2 | 1 | 50.0 | 2 | 20.0 | 0 | 0.0 | 0 | 0.0 |
| 821-990 | 80 | 35.2 | 71 | 34.3 | 1 | 50.0 | 4 | 40.0 | 3 | 50.0 | 1 | 50.0 |
| 991-1140 | 65 | 28.6 | 59 | 28.5 | 0 | 0.0 | 3 | 30.0 | 2 | 33.3 | 1 | 50.0 |
| 1141-1600 | 58 | 25.6 | 56 | 27.0 | 0 | 0.0 | 1 | 10.0 | 1 | 16.7 | 0 | 0.0 |
| N= | 227 | | 207 | | 2 | | 10 | | 6 | | 2 | |
| Median Score | 1,030 | | 1,030 | | 790 | | 980 | | 1,015 | | 1,005 | |



Table 31, continued

| ACT ¹ /SAT Score by Economic Regions | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$100,000⁺ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 34 | 10.4 | 30 | 10.6 | 0 | 0.0 | 2 | 18.2 | 0 | 0.0 | 2 | 50.0 |
| 821-990 | 49 | 29.2 | 84 | 29.8 | 1 | 50.0 | 2 | 18.2 | 8 | 30.8 | 0 | 0.0 |
| 991-1140 | 98 | 30.2 | 90 | 31.9 | 0 | 0.0 | 2 | 18.2 | 6 | 23.1 | 0 | 0.0 |
| 1141-1600 | 98 | 30.2 | 78 | 27.7 | 1 | 50.0 | 5 | 43.4 | 12 | 46.1 | 2 | 50.0 |
| N= | 325 | | 282 | | 2 | | 11 | | 26 | | 4 | |
| Median Score | 1,060 | | 1,040 | | 1,055 | | 1,100 | | 1,095 | | 995 | |
| Household Income Not Reported | | | | | | | | | | | | |
| 0-400 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 1 | 1.6 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 198 | 29.9 | 70 | 20.4 | 14 | 77.8 | 28 | 45.1 | 17 | 23.3 | 69 | 41.3 |
| 821-990 | 183 | 27.6 | 86 | 25.1 | 4 | 22.2 | 20 | 32.3 | 28 | 38.3 | 45 | 26.9 |
| 991-1140 | 161 | 24.3 | 111 | 32.3 | 0 | 0.0 | 7 | 11.3 | 15 | 20.6 | 28 | 16.8 |
| 1141-1600 | 120 | 18.1 | 76 | 22.2 | 0 | 0.0 | 6 | 9.7 | 13 | 17.8 | 25 | 15.0 |
| N= | 663 | | 343 | | 18 | | 62 | | 73 | | 167 | |
| Median Score | 940 | | 1,030 | | 770 | | 860 | | 930 | | 860 | |
| | | | | | | | | | | | | |
| <\$20,000 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 392 | 27.6 | 228 | 22.0 | 65 | 64.4 | 71 | 37.2 | 22 | 27.9 | 6 | 40.0 |
| 821-990 | 474 | 33.4 | 350 | 33.9 | 20 | 19.8 | 69 | 36.1 | 29 | 36.7 | 6 | 40.0 |
| 991-1140 | 320 | 22.6 | 256 | 24.8 | 9 | 8.9 | 35 | 18.3 | 19 | 24.0 | 1 | 6.7 |
| 1141-1600 | 233 | 16.4 | 199 | 19.3 | 7 | 6.9 | 16 | 8.4 | 9 | 11.4 | 2 | 13.3 |
| N= | 1,419 | | 1,033 | | 101 | | 191 | | 79 | | 15 | |
| Median Score | 930 | | 990 | | 780 | | 860 | | 920 | | 910 | |
| | | | | | | | | | | | | |
| \$30,000 to \$49,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 236 | 20.0 | 179 | 18.0 | 22 | 46.8 | 19 | 24.3 | 13 | 25.5 | 3 | 25.0 |
| 821-990 | 391 | 33.1 | 328 | 33.0 | 15 | 31.9 | 29 | 37.2 | 18 | 35.3 | 1 | 8.3 |
| 991-1140 | 316 | 26.7 | 269 | 27.1 | 9 | 19.2 | 23 | 29.5 | 12 | 23.5 | 3 | 25.0 |
| 1141-1600 | 239 | 20.2 | 218 | 21.9 | 2 | 2.1 | 7 | 9.0 | 8 | 15.7 | 5 | 41.7 |
| N= | 1,182 | | 994 | | 47 | | 78 | | 51 | | 12 | |
| Median Score | 990 | | 990 | | 850 | | 945 | | 890 | | 1,085 | |
| | | | | | | | | | | | | |
| \$50,000 to \$59,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 88 | 18.9 | 72 | 17.3 | 5 | 50.0 | 7 | 43.8 | 4 | 22.2 | 0 | 0.0 |
| 821-990 | 126 | 27.1 | 114 | 27.5 | 1 | 10.0 | 7 | 43.8 | 2 | 11.1 | 2 | 33.3 |
| 991-1140 | 127 | 27.3 | 115 | 27.7 | 2 | 20.0 | 2 | 12.4 | 5 | 27.8 | 3 | 50.0 |
| 1141-1600 | 124 | 26.7 | 114 | 27.5 | 2 | 20.0 | 0 | 0.0 | 7 | 38.9 | 1 | 16.7 |
| N= | 465 | | 415 | | 10 | | 16 | | 18 | | 6 | |
| Median Score | 1,030 | | 1,030 | | 840 | | 865 | | 1,080 | | 1,030 | |



Table 31, continued

| ACT [®] /SAT Score by Economic Regions | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|-------|----------|-------|--------|------|---------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>\$60,000 to \$79,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 90 | 14.2 | 77 | 13.3 | 2 | 16.7 | 7 | 23.3 | 1 | 11.1 | 3 | 50.0 |
| 821-990 | 183 | 28.8 | 164 | 28.4 | 7 | 58.3 | 8 | 26.7 | 4 | 44.5 | 0 | 0.0 |
| 991-1140 | 194 | 30.5 | 180 | 31.1 | 3 | 25.0 | 8 | 26.7 | 2 | 22.2 | 1 | 16.7 |
| 1141-1600 | 168 | 26.5 | 157 | 27.2 | 0 | 0.0 | 7 | 23.3 | 2 | 22.2 | 2 | 33.3 |
| N= | 635 | | 578 | | 12 | | 30 | | 9 | | 6 | |
| Median Score | 1030 | | 1030 | | 920 | | 1,020 | | 990 | | 960 | |
| <u>\$80,000 to \$99,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 19 | 15.7 | 17 | 14.9 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 821-990 | 31 | 25.6 | 28 | 24.5 | 0 | 0.0 | 0 | 0.0 | 1 | 33.3 | 0 | 0.0 |
| 991-1140 | 37 | 30.6 | 37 | 32.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 34 | 28.1 | 32 | 28.1 | 0 | 0.0 | 0 | 0.0 | 1 | 33.3 | 1 | 33.3 |
| N= | 121 | | 114 | | 1 | | 0 | | 3 | | 3 | |
| Median Score | 1,050 | | 1,055 | | 820 | | -- | | 860 | | 990 | |
| <u>\$100,000+</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 23 | 14.6 | 22 | 15.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 821-990 | 45 | 28.5 | 36 | 25.2 | 0 | 0.0 | 3 | 100.0 | 5 | 45.5 | 1 | 100.0 |
| 991-1140 | 35 | 22.1 | 34 | 23.8 | 0 | 0.0 | 0 | 0.0 | 1 | 9.1 | 0 | 0.0 |
| 1141-1600 | 55 | 34.8 | 51 | 35.6 | 0 | 0.0 | 0 | 0.0 | 4 | 36.3 | 0 | 0.0 |
| N= | 158 | | 143 | | 0 | | 3 | | 11 | | 1 | |
| Median Score | 1,030 | | 1,070 | | -- | | 920 | | 950 | | 910 | |
| <u>Household Income Not Reported</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 100 | 24.6 | 48 | 19.1 | 6 | 50.0 | 7 | 35.0 | 11 | 21.1 | 28 | 38.9 |
| 821-990 | 117 | 28.7 | 67 | 26.7 | 5 | 41.7 | 6 | 30.0 | 18 | 34.6 | 21 | 29.1 |
| 991-1140 | 111 | 27.3 | 77 | 30.7 | 1 | 8.3 | 5 | 25.0 | 16 | 30.8 | 12 | 16.7 |
| 1141-1600 | 79 | 19.4 | 59 | 23.5 | 0 | 0.0 | 2 | 10.0 | 7 | 13.5 | 11 | 15.3 |
| N= | 407 | | 251 | | 12 | | 20 | | 52 | | 72 | |
| Median Score | 990 | | 1,030 | | 790 | | 930 | | 980 | | 910 | |
| <u><\$30,000</u> | | | | | | | | | | | | |
| 0-400 | 11 | 0.1 | 0 | 0.0 | 8 | 0.4 | 1 | 0.1 | 1 | 0.1 | 1 | 1.2 |
| 401-820 | 2,717 | 35.2 | 598 | 18.1 | 1,357 | 60.5 | 437 | 41.0 | 295 | 28.6 | 30 | 34.9 |
| 821-990 | 2,325 | 30.2 | 1,017 | 30.9 | 597 | 26.6 | 366 | 34.3 | 319 | 31.0 | 26 | 30.2 |
| 991-1140 | 1,538 | 19.9 | 945 | 28.7 | 190 | 8.5 | 167 | 15.7 | 223 | 21.7 | 13 | 15.1 |
| 1141-1600 | 1,127 | 14.6 | 734 | 22.3 | 90 | 4.0 | 95 | 8.9 | 192 | 18.6 | 16 | 18.6 |
| N= | 7,718 | | 3,294 | | 2,242 | | 1,066 | | 1,030 | | 86 | |
| Median Score | 910 | | 1,000 | | 790 | | 930 | | 930 | | 910 | |

Metropolitan

Table 31, continued

| ACT [®] /SAT Score by Economic Regions | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>\$30,000 to \$49,999</u> | | | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 1 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,354 | 19.9 | 643 | 14.2 | 434 | 47.0 | 169 | 26.7 | 89 | 13.5 | 19 | 35.2 |
| 821-990 | 2,061 | 30.2 | 1,354 | 29.8 | 293 | 31.7 | 224 | 35.4 | 181 | 27.5 | 9 | 16.7 |
| 991-1140 | 1,881 | 27.6 | 1,402 | 30.8 | 127 | 13.7 | 155 | 24.5 | 185 | 28.1 | 12 | 22.2 |
| 1141-1600 | 1,519 | 22.3 | 1,147 | 25.2 | 69 | 7.5 | 85 | 13.4 | 204 | 30.9 | 14 | 25.9 |
| N= | 6,817 | | 4,547 | | 924 | | 633 | | 659 | | 54 | |
| Median Score | 990 | | 1,030 | | 840 | | 920 | | 1,040 | | 990 | |
| <u>\$50,000 to \$59,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 471 | 14.7 | 281 | 11.5 | 104 | 35.2 | 43 | 22.4 | 37 | 15.0 | 6 | 24.0 |
| 821-990 | 957 | 29.9 | 714 | 29.3 | 108 | 36.6 | 70 | 36.4 | 61 | 24.8 | 4 | 16.0 |
| 991-1140 | 888 | 27.8 | 728 | 29.8 | 53 | 18.0 | 46 | 24.0 | 55 | 22.4 | 6 | 24.0 |
| 1141-1600 | 881 | 27.6 | 716 | 29.4 | 30 | 10.2 | 33 | 17.2 | 93 | 37.8 | 9 | 36.0 |
| N= | 3,197 | | 2,439 | | 295 | | 192 | | 246 | | 25 | |
| Median Score | 1,030 | | 1,040 | | 890 | | 960 | | 1,060 | | 1,060 | |
| <u>\$60,000 to \$79,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 887 | 13.2 | 627 | 11.5 | 140 | 34.8 | 58 | 17.6 | 45 | 10.3 | 17 | 16.8 |
| 821-990 | 1,686 | 25.1 | 1,338 | 24.6 | 146 | 36.3 | 96 | 29.1 | 93 | 21.4 | 13 | 12.9 |
| 991-1140 | 2,057 | 30.6 | 1,733 | 31.8 | 70 | 17.4 | 102 | 30.9 | 126 | 29.0 | 26 | 25.7 |
| 1141-1600 | 2,087 | 31.1 | 1,751 | 32.1 | 46 | 11.5 | 74 | 22.4 | 171 | 39.3 | 45 | 44.6 |
| N= | 6,717 | | 5,449 | | 402 | | 330 | | 435 | | 101 | |
| Median Score | 1,060 | | 1,060 | | 890 | | 1,025 | | 1,100 | | 1,140 | |
| <u>\$80,000 to \$99,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 250 | 10.6 | 184 | 9.1 | 31 | 32.3 | 16 | 17.0 | 15 | 10.3 | 4 | 26.7 |
| 821-990 | 625 | 26.4 | 536 | 26.6 | 35 | 36.5 | 28 | 29.8 | 25 | 17.3 | 1 | 6.7 |
| 991-1140 | 708 | 29.9 | 626 | 31.0 | 17 | 17.7 | 22 | 23.4 | 36 | 24.8 | 7 | 46.6 |
| 1141-1600 | 784 | 33.1 | 671 | 33.3 | 13 | 13.5 | 28 | 29.8 | 69 | 47.6 | 3 | 20.0 |
| N= | 2,367 | | 2,017 | | 96 | | 94 | | 145 | | 15 | |
| Median Score | 1,060 | | 1,070 | | 930 | | 1,010 | | 1,140 | | 1,060 | |
| <u>\$100,000+</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 229 | 6.9 | 185 | 6.2 | 21 | 30.9 | 9 | 8.3 | 13 | 6.8 | 1 | 9.1 |
| 821-990 | 733 | 21.9 | 646 | 21.8 | 19 | 27.9 | 32 | 29.4 | 33 | 17.3 | 3 | 27.3 |
| 991-1140 | 988 | 29.6 | 906 | 30.6 | 12 | 17.7 | 31 | 28.4 | 37 | 19.4 | 2 | 18.2 |
| 1141-1600 | 1,391 | 41.6 | 1,225 | 41.4 | 16 | 23.5 | 37 | 33.9 | 108 | 56.5 | 5 | 45.4 |
| N= | 3,341 | | 2,962 | | 68 | | 109 | | 191 | | 11 | |
| Median Score | 1,100 | | 1,100 | | 935 | | 1,060 | | 1,160 | | 1,060 | |

219

220

Table 31, continued

| ACT/SAT Score by Economic Regions | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--------------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Household Income Not Reported</u> | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.2 |
| 401-820 | 931 | 21.7 | 232 | 11.7 | 202 | 54.7 | 63 | 35.8 | 263 | 22.9 | 171 | 27.9 |
| 821-990 | 1,149 | 26.8 | 501 | 25.3 | 118 | 32.0 | 54 | 30.7 | 319 | 27.8 | 157 | 25.6 |
| 991-1140 | 1,064 | 24.9 | 612 | 30.9 | 30 | 8.1 | 34 | 19.3 | 248 | 21.6 | 140 | 22.9 |
| 1141-1600 | 1,141 | 26.6 | 636 | 32.1 | 19 | 5.2 | 25 | 14.2 | 318 | 27.7 | 143 | 23.4 |
| N= | 4,286 | | 1,981 | | 369 | | 176 | | 1,148 | | 612 | |
| Median Score | 1,010 | | 1,060 | | 820 | | 910 | | 990 | | 990 | |
| <u>Upper East Texas</u> | | | | | | | | | | | | |
| <\$30,000 | | | | | | | | | | | | |
| 0-400 | 2 | 0.1 | 0 | 0.0 | 2 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 644 | 34.7 | 249 | 22.4 | 316 | 59.9 | 34 | 32.7 | 24 | 36.9 | 21 | 43.7 |
| 821-990 | 528 | 28.5 | 314 | 28.2 | 141 | 26.8 | 39 | 37.5 | 20 | 30.8 | 14 | 29.2 |
| 991-1140 | 406 | 21.8 | 317 | 28.5 | 47 | 8.9 | 23 | 22.1 | 13 | 20.0 | 6 | 12.5 |
| 1141-1600 | 276 | 14.9 | 232 | 20.9 | 21 | 4.0 | 8 | 7.7 | 8 | 12.3 | 7 | 14.6 |
| N= | 1,856 | | 1,112 | | 527 | | 104 | | 65 | | 48 | |
| Median Score | 910 | | 990 | | 770 | | 900 | | 890 | | 860 | |
| \$30,000 to \$49,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 308 | 21.5 | 192 | 16.2 | 79 | 57.6 | 10 | 31.3 | 18 | 30.5 | 9 | 47.4 |
| 821-990 | 440 | 30.7 | 379 | 32.0 | 33 | 24.1 | 8 | 25.0 | 15 | 25.4 | 5 | 26.3 |
| 991-1140 | 422 | 29.5 | 376 | 31.7 | 19 | 13.9 | 9 | 28.1 | 15 | 25.4 | 3 | 15.8 |
| 1141-1600 | 263 | 18.3 | 239 | 20.1 | 6 | 4.4 | 5 | 15.6 | 11 | 18.7 | 2 | 10.5 |
| N= | 1,433 | | 1,186 | | 137 | | 32 | | 59 | | 19 | |
| Median Score | 990 | | 1,010 | | 820 | | 975 | | 940 | | 860 | |
| \$50,000 to \$59,999 | | | | | | | | | | | | |
| 0-400 | 1 | 0.2 | 0 | 0.0 | 1 | 2.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 112 | 18.1 | 81 | 15.5 | 23 | 46.9 | 2 | 25.0 | 3 | 12.0 | 3 | 23.1 |
| 821-990 | 170 | 27.5 | 146 | 27.9 | 12 | 24.5 | 2 | 25.0 | 8 | 32.0 | 2 | 15.4 |
| 991-1140 | 179 | 29.0 | 155 | 29.6 | 11 | 22.5 | 2 | 25.0 | 8 | 32.0 | 3 | 23.1 |
| 1141-1600 | 156 | 25.2 | 141 | 27.0 | 2 | 4.1 | 2 | 25.0 | 6 | 24.0 | 5 | 38.4 |
| N= | 618 | | 523 | | 49 | | 8 | | 25 | | 13 | |
| Median Score | 1,030 | | 1,030 | | 860 | | 940 | | 1,040 | | 1,060 | |
| \$60,000 to \$79,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 211 | 18.6 | 166 | 16.5 | 34 | 48.6 | 5 | 22.7 | 2 | 8.7 | 4 | 26.7 |
| 821-990 | 313 | 27.5 | 274 | 27.2 | 21 | 30.0 | 8 | 36.4 | 4 | 17.4 | 6 | 40.0 |
| 991-1140 | 342 | 30.1 | 315 | 31.3 | 8 | 11.4 | 6 | 27.3 | 10 | 43.5 | 3 | 20.0 |
| 1141-1600 | 270 | 23.8 | 251 | 25.0 | 7 | 10.0 | 3 | 13.6 | 7 | 30.4 | 2 | 13.3 |
| N= | 1,136 | | 1,006 | | 70 | | 22 | | 23 | | 15 | |
| Median Score | 1,030 | | 1,030 | | 850 | | 990 | | 1,100 | | 860 | |

222



Table 31, continued

| ACT/SAT Score by Economic Regions | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--------------------------------------|--------|------|--------|------|--------|------|----------|-------|--------|------|------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>\$80,000 to \$99,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 37 | 15.7 | 34 | 15.8 | 1 | 14.3 | 0 | 0.0 | 2 | 22.2 | 0 | 0.0 |
| 821-990 | 65 | 27.7 | 59 | 27.5 | 3 | 42.8 | 2 | 100.0 | 0 | 0.0 | 1 | 50.0 |
| 991-1140 | 70 | 29.8 | 65 | 30.2 | 1 | 14.3 | 0 | 0.0 | 4 | 44.5 | 0 | 0.0 |
| 1141-1600 | 63 | 26.8 | 57 | 26.5 | 2 | 28.6 | 0 | 0.0 | 3 | 33.3 | 1 | 50.0 |
| N= | 235 | | 215 | | 7 | | 2 | | 9 | | 2 | |
| Median Score | 1,040 | | 1,040 | | 990 | | 895 | | 1,100 | | 1,050 | |
| <u>\$100,000*</u> | | | | | | | | | | | | |
| 0-400 | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 14.3 | 0 | 0.0 |
| 401-820 | 29 | 11.4 | 25 | 10.6 | 0 | 0.0 | 1 | 14.3 | 1 | 14.3 | 2 | 66.7 |
| 821-990 | 77 | 30.2 | 70 | 29.8 | 2 | 66.7 | 1 | 14.3 | 3 | 42.9 | 1 | 33.3 |
| 991-1140 | 76 | 29.8 | 73 | 31.1 | 0 | 0.0 | 3 | 42.8 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 72 | 28.2 | 67 | 28.5 | 1 | 33.3 | 2 | 28.6 | 2 | 28.5 | 0 | 0.0 |
| N= | 255 | | 235 | | 3 | | 7 | | 7 | | 3 | |
| Median Score | 1,040 | | 1,040 | | 910 | | 1,060 | | 930 | | 820 | |
| <u>Household Income Not Reported</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 205 | 30.2 | 75 | 20.3 | 39 | 56.5 | 4 | 44.5 | 24 | 26.7 | 63 | 45.0 |
| 821-990 | 194 | 28.7 | 108 | 29.2 | 17 | 24.7 | 3 | 33.3 | 29 | 32.2 | 37 | 26.4 |
| 991-1140 | 169 | 24.9 | 113 | 30.5 | 7 | 10.1 | 2 | 22.2 | 25 | 27.8 | 22 | 15.7 |
| 1141-1600 | 110 | 16.2 | 74 | 20.0 | 6 | 8.7 | 0 | 0.0 | 12 | 13.3 | 18 | 12.9 |
| N= | 678 | | 370 | | 69 | | 9 | | 90 | | 140 | |
| Median Score | 940 | | 1,005 | | 800 | | 860 | | 970 | | 860 | |
| Southeast Texas | | | | | | | | | | | | |
| <u><\$30,000</u> | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 927 | 40.0 | 222 | 24.8 | 476 | 58.6 | 145 | 41.1 | 75 | 30.4 | 9 | 75.0 |
| 821-990 | 807 | 34.8 | 334 | 37.4 | 252 | 31.0 | 144 | 40.8 | 75 | 30.4 | 2 | 16.7 |
| 991-1140 | 347 | 15.0 | 193 | 21.6 | 56 | 7.0 | 43 | 12.2 | 54 | 21.8 | 1 | 8.3 |
| 1141-1600 | 236 | 10.2 | 145 | 16.2 | 27 | 3.3 | 21 | 5.9 | 43 | 17.4 | 0 | 0.0 |
| N= | 2,318 | | 894 | | 812 | | 353 | | 247 | | 12 | |
| Median Score | 870 | | 930 | | 790 | | 860 | | 940 | | 820 | |
| <u>\$30,000 to \$49,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 342 | 22.4 | 155 | 15.4 | 124 | 49.2 | 34 | 26.8 | 29 | 20.9 | 0 | 0.0 |
| 821-990 | 561 | 36.7 | 370 | 36.6 | 88 | 34.9 | 52 | 41.0 | 49 | 35.2 | 2 | 100.0 |
| 991-1140 | 372 | 24.3 | 280 | 27.8 | 34 | 13.5 | 22 | 17.3 | 36 | 25.9 | 0 | 0.0 |
| 1141-1600 | 254 | 16.6 | 204 | 20.2 | 6 | 2.4 | 19 | 14.9 | 25 | 18.0 | 0 | 0.0 |
| N= | 1,529 | | 1,009 | | 252 | | 127 | | 139 | | 2 | |
| Median Score | 960 | | 990 | | 830 | | 930 | | 970 | | 950 | |

Table 31, continued

| ACT/SAT Score by Economic Regions | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>\$50,000 to \$59,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 139 | 21.0 | 93 | 18.2 | 34 | 40.5 | 5 | 15.6 | 7 | 19.4 | 0 | 0.0 |
| 821-990 | 256 | 38.6 | 193 | 37.8 | 37 | 44.0 | 16 | 50.0 | 10 | 27.8 | 0 | 0.0 |
| 991-1140 | 167 | 25.2 | 139 | 27.3 | 10 | 11.9 | 8 | 25.0 | 10 | 27.8 | 0 | 0.0 |
| 1141-1600 | 101 | 15.2 | 85 | 16.7 | 3 | 3.6 | 3 | 9.4 | 9 | 25.0 | 1 | 100.0 |
| N= | 663 | | 510 | | 84 | | 32 | | 36 | | 1 | |
| Median Score | 950 | | 960 | | 860 | | 945 | | 1,035 | | 1,460 | |
| <u>\$60,000 to \$79,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 171 | 16.1 | 111 | 13.5 | 42 | 36.9 | 10 | 23.8 | 6 | 8.0 | 2 | 15.4 |
| 821-990 | 321 | 30.2 | 251 | 30.6 | 39 | 34.2 | 11 | 26.2 | 18 | 24.0 | 2 | 15.4 |
| 991-1140 | 313 | 29.4 | 250 | 30.5 | 25 | 21.9 | 13 | 31.0 | 22 | 29.3 | 3 | 23.1 |
| 1141-1600 | 259 | 24.3 | 208 | 25.4 | 8 | 7.0 | 8 | 19.0 | 29 | 38.7 | 6 | 46.1 |
| N= | 1,064 | | 820 | | 114 | | 42 | | 75 | | 13 | |
| Median Score | 1,030 | | 1,030 | | 910 | | 995 | | 1,080 | | 1,140 | |
| <u>\$80,000 to \$99,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 49 | 14.3 | 33 | 12.9 | 11 | 47.8 | 2 | 10.0 | 3 | 7.0 | 0 | 0.0 |
| 821-990 | 122 | 35.6 | 88 | 34.2 | 8 | 34.8 | 10 | 50.0 | 16 | 37.2 | 0 | 0.0 |
| 991-1140 | 79 | 23.0 | 63 | 24.5 | 3 | 13.0 | 4 | 20.0 | 9 | 20.9 | 0 | 0.0 |
| 1141-1600 | 93 | 27.1 | 73 | 28.4 | 1 | 4.4 | 4 | 20.0 | 15 | 34.9 | 0 | 0.0 |
| N= | 343 | | 257 | | 23 | | 20 | | 43 | | 0 | |
| Median Score | 1,000 | | 1,010 | | 840 | | 980 | | 1,030 | | -- | |
| <u>\$100,000+</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 47 | 11.7 | 36 | 11.3 | 4 | 22.2 | 4 | 16.7 | 3 | 7.3 | 0 | 0.0 |
| 821-990 | 112 | 27.8 | 90 | 28.1 | 7 | 38.9 | 9 | 37.5 | 6 | 14.6 | 0 | 0.0 |
| 991-1140 | 109 | 27.0 | 90 | 28.1 | 5 | 27.8 | 2 | 8.3 | 12 | 29.3 | 0 | 0.0 |
| 1141-1600 | 135 | 33.5 | 104 | 32.5 | 2 | 11.1 | 9 | 37.5 | 20 | 48.8 | 0 | 0.0 |
| N= | 403 | | 320 | | 18 | | 24 | | 41 | | 0 | |
| Median Score | 1,060 | | 1,050 | | 980 | | 985 | | 1,140 | | -- | |
| <u>Household Income</u> | | | | | | | | | | | | |
| <u>Not Reported</u> | | | | | | | | | | | | |
| 0-400 | 1 | 0.1 | 1 | 0.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 248 | 29.8 | 58 | 17.2 | 63 | 52.5 | 15 | 34.9 | 79 | 29.8 | 33 | 48.6 |
| 821-990 | 265 | 31.8 | 103 | 30.6 | 39 | 32.5 | 10 | 23.2 | 94 | 35.5 | 19 | 28.0 |
| 991-1140 | 192 | 23.0 | 100 | 29.7 | 14 | 11.7 | 14 | 32.6 | 56 | 21.1 | 8 | 11.7 |
| 1141-1600 | 127 | 15.3 | 75 | 22.2 | 4 | 3.3 | 4 | 9.3 | 36 | 13.6 | 8 | 11.7 |
| N= | 833 | | 337 | | 120 | | 43 | | 265 | | 68 | |
| Median Score | 930 | | 1,010 | | 820 | | 950 | | 910 | | 860 | |



Table 31, continued

| ACT/SAT Score by Economic Regions | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|-----------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Gulf Coast | | | | | | | | | | | | |
| <u><\$30,000</u> | | | | | | | | | | | | |
| 0-400 | 4 | 0.1 | 1 | 0.1 | 3 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 2,368 | 33.6 | 378 | 17.2 | 1,030 | 51.9 | 665 | 40.8 | 267 | 23.1 | 28 | 37.8 |
| 821-990 | 2,325 | 33.0 | 714 | 32.5 | 624 | 31.5 | 602 | 37.0 | 359 | 31.0 | 26 | 35.1 |
| 991-1140 | 1,384 | 19.7 | 639 | 29.1 | 214 | 10.8 | 252 | 15.5 | 270 | 23.3 | 9 | 12.2 |
| 1141-1600 | 956 | 13.6 | 463 | 21.1 | 112 | 5.7 | 109 | 6.7 | 261 | 22.6 | 11 | 14.9 |
| N= | 7,037 | | 2,195 | | 1,983 | | 1,628 | | 1,157 | | 74 | |
| Median Score | 910 | | 1,000 | | 820 | | 860 | | 980 | | 860 | |
| <u>\$30,000 to \$49,999</u> | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,187 | 20.0 | 452 | 13.8 | 408 | 41.3 | 225 | 26.5 | 90 | 11.4 | 12 | 26.8 |
| 821-990 | 1,857 | 31.2 | 994 | 30.4 | 345 | 34.9 | 306 | 36.0 | 201 | 25.4 | 11 | 24.4 |
| 991-1140 | 1,648 | 27.7 | 1,026 | 31.4 | 162 | 16.4 | 211 | 24.8 | 238 | 30.0 | 11 | 24.4 |
| 1141-1600 | 1,256 | 21.1 | 800 | 24.4 | 73 | 7.4 | 108 | 12.7 | 264 | 33.2 | 11 | 24.4 |
| N= | 5,949 | | 3,273 | | 988 | | 850 | | 793 | | 45 | |
| Median Score | 990 | | 1,030 | | 860 | | 940 | | 1,060 | | 990 | |
| <u>\$50,000 to \$59,999</u> | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.3 | 0 | 0.0 |
| 401-820 | 485 | 16.7 | 260 | 13.6 | 124 | 39.1 | 70 | 22.4 | 28 | 8.5 | 3 | 9.1 |
| 821-990 | 869 | 29.9 | 573 | 30.0 | 105 | 33.1 | 111 | 35.6 | 69 | 20.9 | 11 | 33.3 |
| 991-1140 | 791 | 27.3 | 552 | 28.9 | 51 | 16.1 | 83 | 26.6 | 94 | 28.5 | 11 | 33.3 |
| 1141-1600 | 757 | 26.1 | 526 | 27.5 | 37 | 11.7 | 48 | 15.4 | 138 | 41.8 | 8 | 24.3 |
| N= | 2,903 | | 1,911 | | 317 | | 312 | | 330 | | 33 | |
| Median Score | 1,020 | | 1,030 | | 870 | | 970 | | 1,100 | | 1,030 | |
| <u>\$60,000 to \$79,999</u> | | | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 0 | 0.0 | 2 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 865 | 13.6 | 519 | 11.4 | 167 | 30.7 | 118 | 21.5 | 47 | 7.9 | 14 | 14.9 |
| 821-990 | 1,616 | 25.5 | 1,129 | 24.8 | 191 | 35.2 | 169 | 30.8 | 111 | 18.7 | 16 | 17.0 |
| 991-1140 | 1,823 | 28.8 | 1,381 | 30.3 | 113 | 20.8 | 150 | 27.3 | 153 | 25.8 | 26 | 27.7 |
| 1141-1600 | 2,032 | 32.1 | 1,530 | 33.5 | 70 | 12.9 | 112 | 20.4 | 282 | 47.6 | 38 | 40.4 |
| N= | 6,338 | | 4,559 | | 543 | | 549 | | 593 | | 94 | |
| Median Score | 1,060 | | 1,060 | | 910 | | 990 | | 1,140 | | 1,100 | |
| <u>\$80,000 to \$99,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 229 | 10.0 | 149 | 8.3 | 40 | 30.5 | 20 | 12.8 | 19 | 9.4 | 1 | 9.1 |
| 821-990 | 563 | 24.5 | 446 | 24.9 | 42 | 32.1 | 45 | 28.9 | 27 | 13.3 | 3 | 27.3 |
| 991-1140 | 664 | 29.0 | 531 | 29.6 | 37 | 28.2 | 45 | 28.9 | 48 | 23.6 | 3 | 27.3 |
| 1141-1600 | 837 | 36.5 | 666 | 37.2 | 12 | 9.2 | 46 | 29.4 | 109 | 53.7 | 4 | 36.3 |
| N= | 2,293 | | 1,792 | | 131 | | 156 | | 203 | | 11 | |
| Median Score | 1,080 | | 1,080 | | 910 | | 1,055 | | 1,170 | | 1,100 | |

Table 31, continued

| ACT/SAT Score by Economic Regions | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--------------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$100,000* | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 192 | 6.2 | 154 | 6.1 | 15 | 21.7 | 12 | 7.9 | 9 | 3.0 | 2 | 10.0 |
| 821-990 | 622 | 20.3 | 514 | 20.3 | 24 | 34.8 | 35 | 23.2 | 43 | 14.3 | 6 | 30.0 |
| 991-1140 | 906 | 29.5 | 779 | 30.8 | 16 | 23.2 | 49 | 32.5 | 59 | 19.7 | 3 | 15.0 |
| 1141-1600 | 1,351 | 44.0 | 1,084 | 42.8 | 14 | 20.3 | 55 | 36.4 | 189 | 63.0 | 9 | 45.0 |
| N= | 3,071 | | 2,531 | | 69 | | 151 | | 300 | | 20 | |
| Median Score | 1,120 | | 1,110 | | 950 | | 1,070 | | 1,240 | | 1,085 | |
| Household Income Not Reported | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 893 | 23.5 | 211 | 13.5 | 179 | 53.9 | 78 | 33.1 | 254 | 22.4 | 171 | 32.0 |
| 821-990 | 985 | 25.9 | 398 | 25.3 | 92 | 27.7 | 69 | 29.2 | 317 | 27.9 | 109 | 20.3 |
| 991-1140 | 931 | 24.5 | 464 | 29.6 | 38 | 11.5 | 52 | 22.0 | 245 | 21.6 | 132 | 24.7 |
| 1141-1600 | 998 | 26.1 | 496 | 31.6 | 23 | 6.9 | 37 | 15.7 | 319 | 28.1 | 123 | 23.0 |
| N= | 3,807 | | 1,569 | | 332 | | 236 | | 1,135 | | 535 | |
| Median Score | 1,000 | | 1,060 | | 820 | | 910 | | 990 | | 990 | |
| Central Texas | | | | | | | | | | | | |
| <\$30,000 | | | | | | | | | | | | |
| 0-400 | 3 | 0.1 | 0 | 0.0 | 2 | 0.3 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 944 | 28.9 | 324 | 18.5 | 337 | 54.3 | 207 | 36.6 | 63 | 21.3 | 13 | 34.2 |
| 821-990 | 1,031 | 31.5 | 544 | 31.1 | 184 | 29.7 | 205 | 36.3 | 91 | 30.7 | 7 | 18.4 |
| 991-1140 | 729 | 22.3 | 493 | 28.2 | 63 | 10.1 | 92 | 16.3 | 71 | 24.0 | 10 | 26.3 |
| 1141-1600 | 563 | 17.2 | 389 | 22.2 | 35 | 5.6 | 60 | 10.6 | 71 | 24.0 | 8 | 21.1 |
| N= | 3,270 | | 1,750 | | 621 | | 565 | | 296 | | 38 | |
| Median Score | 940 | | 1,000 | | 820 | | 880 | | 990 | | 990 | |
| \$30,000 to \$49,999 | | | | | | | | | | | | |
| 0-400 | 2 | 0.1 | 1 | 0.0 | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 604 | 19.7 | 338 | 15.1 | 121 | 48.0 | 108 | 30.4 | 34 | 17.4 | 3 | 9.7 |
| 821-990 | 413 | 30.3 | 662 | 29.7 | 86 | 34.7 | 118 | 33.2 | 53 | 27.0 | 11 | 35.4 |
| 991-1140 | 849 | 27.7 | 685 | 30.7 | 27 | 10.1 | 80 | 22.5 | 50 | 25.5 | 7 | 22.6 |
| 1141-1600 | 681 | 22.2 | 546 | 24.5 | 17 | 6.8 | 49 | 13.9 | 59 | 30.1 | 10 | 32.3 |
| N= | 3,066 | | 2,232 | | 252 | | 355 | | 196 | | 31 | |
| Median Score | 990 | | 1,030 | | 835 | | 910 | | 1,030 | | 1,030 | |
| \$50,000 to \$59,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 201 | 14.6 | 139 | 12.6 | 26 | 37.1 | 25 | 21.5 | 9 | 12.3 | 2 | 15.4 |
| 821-990 | 413 | 30.0 | 328 | 29.7 | 28 | 40.0 | 37 | 31.9 | 16 | 21.9 | 4 | 30.8 |
| 991-1140 | 384 | 28.0 | 322 | 29.2 | 10 | 14.3 | 30 | 25.9 | 18 | 24.7 | 4 | 30.8 |
| 1141-1600 | 377 | 27.4 | 314 | 28.5 | 6 | 8.6 | 24 | 20.7 | 30 | 41.1 | 3 | 23.0 |
| N= | 1,375 | | 1,103 | | 70 | | 116 | | 73 | | 13 | |
| Median Score | 1,030 | | 1,030 | | 885 | | 990 | | 1,100 | | 1,030 | |



Table 31, continued

| ACT*/SAT Score by Economic Regions | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>\$50,000 to \$79,999</u> | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 326 | 12.9 | 230 | 10.9 | 43 | 41.4 | 35 | 21.1 | 14 | 11.7 | 4 | 11.8 |
| 821-990 | 588 | 23.2 | 499 | 23.6 | 26 | 25.0 | 41 | 24.7 | 19 | 15.8 | 3 | 8.8 |
| 991-1140 | 789 | 31.1 | 683 | 32.4 | 25 | 24.0 | 41 | 24.7 | 26 | 21.7 | 14 | 41.2 |
| 1141-1600 | 831 | 32.8 | 698 | 33.0 | 10 | 9.6 | 49 | 29.5 | 61 | 50.8 | 13 | 38.2 |
| N= | 2,535 | | 2,111 | | 104 | | 166 | | 120 | | 34 | |
| Median Score | 1,060 | | 1,060 | | 875 | | 1,020 | | 1,170 | | 1,080 | |
| <u>\$80,000 to \$99,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 63 | 9.3 | 44 | 7.6 | 8 | 33.3 | 8 | 20.0 | 2 | 7.0 | 1 | 16.7 |
| 821-990 | 155 | 22.9 | 132 | 22.9 | 9 | 37.5 | 9 | 22.5 | 5 | 17.2 | 0 | 0.0 |
| 991-1140 | 221 | 32.7 | 196 | 34.0 | 6 | 25.0 | 6 | 15.0 | 11 | 37.9 | 2 | 33.3 |
| 1141-1600 | 237 | 35.1 | 205 | 35.5 | 1 | 4.2 | 17 | 42.5 | 11 | 37.9 | 3 | 50.0 |
| N= | 676 | | 577 | | 24 | | 40 | | 29 | | 6 | |
| Median Score | 1,080 | | 1,080 | | 885 | | 1,090 | | 1,100 | | 1,150 | |
| <u>\$100,000+</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 62 | 7.6 | 54 | 7.4 | 4 | 36.3 | 2 | 6.7 | 1 | 2.9 | 1 | 25.0 |
| 821-990 | 190 | 23.3 | 164 | 22.3 | 5 | 45.5 | 9 | 30.0 | 11 | 31.4 | 1 | 25.0 |
| 991-1140 | 240 | 29.5 | 220 | 30.0 | 1 | 9.1 | 7 | 23.3 | 11 | 31.4 | 1 | 25.0 |
| 1141-1600 | 322 | 39.6 | 296 | 40.3 | 1 | 9.1 | 12 | 40.0 | 12 | 34.3 | 1 | 25.0 |
| N= | 814 | | 734 | | 11 | | 30 | | 35 | | 4 | |
| Median Score | 1,100 | | 1,100 | | 870 | | 1,090 | | 1,100 | | 1,005 | |
| <u>Household Income Not Reported</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 320 | 23.5 | 87 | 13.2 | 49 | 49.0 | 35 | 38.9 | 75 | 24.1 | 74 | 36.5 |
| 821-990 | 361 | 26.5 | 150 | 22.7 | 33 | 33.0 | 33 | 36.7 | 91 | 29.3 | 54 | 26.6 |
| 991-1140 | 329 | 24.0 | 204 | 30.9 | 10 | 10.0 | 18 | 20.0 | 60 | 19.3 | 37 | 18.2 |
| 1141-1600 | 354 | 26.0 | 219 | 33.2 | 8 | 8.0 | 4 | 4.4 | 85 | 27.3 | 38 | 18.7 |
| N= | 1,364 | | 660 | | 100 | | 90 | | 311 | | 203 | |
| Median Score | 1,000 | | 1,060 | | 830 | | 860 | | 980 | | 910 | |
| <u><\$30,000</u> | | | | | | | | | | | | |
| 0-400 | 15 | 0.1 | 0 | 0.0 | 0 | 0.0 | 15 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 5,546 | 46.5 | 410 | 20.8 | 354 | 54.0 | 4,495 | 52.2 | 160 | 32.6 | 127 | 65.5 |
| 821-990 | 3,575 | 30.0 | 638 | 32.4 | 207 | 31.6 | 2,532 | 29.4 | 159 | 29.4 | 39 | 20.1 |
| 991-1140 | 1,735 | 14.6 | 540 | 27.4 | 70 | 10.7 | 1,007 | 11.7 | 104 | 21.1 | 14 | 7.2 |
| 1141-1600 | 1,034 | 8.8 | 381 | 19.4 | 24 | 3.7 | 567 | 6.6 | 68 | 13.9 | 14 | 7.2 |
| N= | 11,925 | | 1,969 | | 655 | | 8,616 | | 491 | | 194 | |
| Median Score | 850 | | 990 | | 810 | | 820 | | 910 | | 770 | |

South Texas

Table 31, continued

| ACT/sAT Score by Economic Regions | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>\$30,000 to \$49,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,474 | 26.3 | 366 | 15.6 | 108 | 38.4 | 930 | 35.8 | 54 | 16.5 | 16 | 29.6 |
| 821-990 | 1,805 | 32.2 | 712 | 30.4 | 109 | 38.8 | 862 | 33.2 | 110 | 33.6 | 12 | 22.2 |
| 991-1140 | 1,349 | 24.1 | 717 | 30.6 | 44 | 15.7 | 493 | 19.0 | 81 | 24.8 | 14 | 26.0 |
| 1141-1600 | 974 | 17.4 | 550 | 23.4 | 20 | 7.1 | 310 | 12.0 | 82 | 25.1 | 12 | 22.2 |
| N= | 5,602 | | 2,345 | | 281 | | 2,595 | | 327 | | 54 | |
| Median Score | 950 | | 1,020 | | 870 | | 990 | | 990 | | 990 | |
| <u>\$50,000 to \$59,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 477 | 21.5 | 155 | 13.7 | 40 | 38.5 | 256 | 30.4 | 21 | 19.6 | 5 | 14.7 |
| 821-990 | 716 | 32.3 | 355 | 31.4 | 35 | 33.6 | 291 | 34.5 | 28 | 26.2 | 7 | 20.6 |
| 991-1140 | 582 | 26.2 | 340 | 30.0 | 20 | 19.2 | 179 | 21.2 | 29 | 27.1 | 14 | 41.2 |
| 1141-1600 | 444 | 20.0 | 281 | 24.9 | 9 | 8.7 | 117 | 13.9 | 29 | 27.1 | 8 | 23.5 |
| N= | 2,219 | | 1,131 | | 104 | | 843 | | 107 | | 34 | |
| Median Score | 990 | | 1,030 | | 860 | | 920 | | 1,030 | | 1,060 | |
| <u>\$60,000 to \$79,999</u> | | | | | | | | | | | | |
| 0-400 | 2 | 0.1 | 0 | 0.0 | 0 | 0.0 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 699 | 18.9 | 288 | 13.6 | 40 | 32.3 | 338 | 27.4 | 21 | 13.6 | 12 | 18.8 |
| 821-990 | 1,047 | 28.3 | 579 | 27.3 | 32 | 25.8 | 387 | 31.4 | 39 | 25.3 | 10 | 15.6 |
| 991-1140 | 1,029 | 27.8 | 645 | 30.4 | 40 | 32.3 | 284 | 23.1 | 43 | 28.0 | 17 | 26.5 |
| 1141-1600 | 919 | 24.9 | 610 | 28.7 | 12 | 9.6 | 221 | 17.9 | 51 | 33.1 | 25 | 39.1 |
| N= | 3,696 | | 2,122 | | 124 | | 1,232 | | 154 | | 64 | |
| Median Score | 1,020 | | 1,040 | | 925 | | 950 | | 1,060 | | 1,060 | |
| <u>\$80,000 to \$99,999</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 146 | 13.6 | 75 | 11.1 | 6 | 18.8 | 56 | 18.7 | 7 | 13.5 | 2 | 25.0 |
| 821-990 | 331 | 30.9 | 199 | 29.2 | 10 | 31.2 | 106 | 35.5 | 13 | 25.0 | 3 | 37.5 |
| 991-1140 | 322 | 30.0 | 214 | 31.4 | 9 | 28.1 | 78 | 26.1 | 19 | 36.5 | 2 | 25.0 |
| 1141-1600 | 273 | 25.5 | 193 | 28.4 | 7 | 21.9 | 59 | 19.7 | 13 | 25.0 | 1 | 12.5 |
| N= | 1,072 | | 681 | | 32 | | 299 | | 52 | | 8 | |
| Median Score | 1,030 | | 1,050 | | 1,005 | | 990 | | 1,060 | | 925 | |
| <u>\$100,000+</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 155 | 12.6 | 82 | 10.1 | 6 | 27.3 | 51 | 16.6 | 13 | 14.1 | 3 | 42.8 |
| 821-990 | 339 | 27.5 | 216 | 26.8 | 6 | 27.3 | 101 | 32.9 | 15 | 16.3 | 1 | 14.3 |
| 991-1140 | 355 | 28.7 | 253 | 31.4 | 3 | 13.6 | 75 | 24.4 | 22 | 23.9 | 2 | 28.6 |
| 1141-1600 | 386 | 31.2 | 256 | 31.7 | 7 | 31.8 | 80 | 26.1 | 42 | 45.7 | 1 | 14.3 |
| N= | 1,235 | | 807 | | 22 | | 307 | | 92 | | 7 | |
| Median Score | 1,060 | | 1,060 | | 945 | | 1,000 | | 1,105 | | 990 | |



Table 31, continued

| ACT [®] /SAT Score by Economic Regions | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Household Income Not Reported | | | | | | | | | | | | |
| 0-400 | 6 | 0.2 | 0 | 0.0 | 1 | 1.0 | 0 | 0.0 | 1 | 0.2 | 4 | 0.5 |
| 401-820 | 1,362 | 43.1 | 122 | 16.4 | 61 | 59.2 | 433 | 51.0 | 257 | 40.5 | 489 | 58.8 |
| 821-990 | 838 | 26.5 | 215 | 27.2 | 28 | 27.2 | 235 | 27.7 | 190 | 29.9 | 170 | 20.4 |
| 991-1140 | 485 | 15.3 | 190 | 25.5 | 7 | 6.8 | 104 | 12.3 | 105 | 16.5 | 79 | 9.5 |
| 1141-1600 | 472 | 14.9 | 218 | 29.2 | 6 | 5.8 | 76 | 8.9 | 82 | 12.9 | 90 | 10.8 |
| N= | 3,163 | | 745 | | 103 | | 848 | | 635 | | 832 | |
| Median Score | 860 | | 1,030 | | 800 | | 820 | | 880 | | 770 | |
| West Texas | | | | | | | | | | | | |
| <\$30,000 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 310 | 30.0 | 104 | 20.1 | 35 | 54.7 | 151 | 39.3 | 16 | 26.7 | 4 | 46.5 |
| 821-990 | 337 | 32.5 | 171 | 33.0 | 18 | 28.1 | 128 | 33.3 | 19 | 31.7 | 1 | 11.1 |
| 991-1140 | 240 | 23.2 | 151 | 29.1 | 6 | 9.4 | 63 | 16.4 | 18 | 30.0 | 2 | 22.2 |
| 1141-1600 | 148 | 14.3 | 92 | 17.8 | 5 | 7.8 | 42 | 11.0 | 7 | 11.6 | 2 | 22.2 |
| N= | 1,035 | | 518 | | 64 | | 384 | | 60 | | 9 | |
| Median Score | 930 | | 990 | | 785 | | 885 | | 985 | | 910 | |
| \$30,000 to \$49,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 167 | 18.8 | 111 | 16.7 | 13 | 43.3 | 37 | 24.0 | 4 | 12.9 | 2 | 22.2 |
| 821-990 | 285 | 32.1 | 206 | 31.0 | 13 | 43.3 | 55 | 35.7 | 10 | 32.3 | 1 | 11.1 |
| 991-1140 | 258 | 29.0 | 197 | 29.6 | 3 | 10.1 | 43 | 28.0 | 10 | 32.3 | 5 | 55.6 |
| 1141-1600 | 179 | 20.1 | 151 | 22.7 | 1 | 3.3 | 19 | 12.3 | 7 | 22.5 | 1 | 11.1 |
| N= | 889 | | 665 | | 30 | | 154 | | 31 | | 9 | |
| Median Score | 990 | | 1,010 | | 860 | | 950 | | 1,010 | | 1,030 | |
| \$50,000 to \$59,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 59 | 15.4 | 44 | 13.5 | 4 | 44.5 | 6 | 17.1 | 2 | 22.3 | 3 | 60.0 |
| 821-990 | 120 | 31.2 | 99 | 30.4 | 2 | 22.2 | 16 | 45.7 | 3 | 33.3 | 0 | 0.0 |
| 991-1140 | 119 | 31.0 | 106 | 32.5 | 3 | 33.3 | 8 | 22.9 | 1 | 11.1 | 1 | 20.0 |
| 1141-1600 | 86 | 22.4 | 77 | 23.6 | 0 | 0.0 | 5 | 14.3 | 3 | 33.3 | 1 | 20.0 |
| N= | 384 | | 326 | | 9 | | 35 | | 9 | | 5 | |
| Median Score | 1,025 | | 1,030 | | 970 | | 940 | | 990 | | 770 | |
| \$60,000 to \$79,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 102 | 15.6 | 77 | 14.1 | 5 | 29.4 | 16 | 25.0 | 2 | 11.8 | 2 | 20.0 |
| 821-990 | 187 | 28.6 | 154 | 28.2 | 4 | 23.5 | 20 | 31.2 | 5 | 29.4 | 4 | 40.0 |
| 991-1140 | 203 | 31.0 | 168 | 30.8 | 7 | 41.2 | 22 | 34.4 | 3 | 17.7 | 3 | 30.0 |
| 1141-1600 | 162 | 24.8 | 147 | 26.9 | 1 | 5.9 | 6 | 9.4 | 7 | 41.1 | 1 | 10.0 |
| N= | 654 | | 546 | | 17 | | 64 | | 17 | | 10 | |
| Median Score | 1,030 | | 1,030 | | 990 | | 950 | | 1,030 | | 990 | |



Table 31, continued

| ACT [®] /SAT Score by Economic Regions | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|-------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$80,000 to \$99,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 26 | 12.9 | 19 | 11.0 | 4 | 66.7 | 2 | 16.7 | 0 | 0.0 | 1 | 50.0 |
| 821-990 | 49 | 24.3 | 39 | 22.5 | 2 | 33.3 | 6 | 50.0 | 2 | 22.2 | 0 | 0.0 |
| 991-1140 | 67 | 33.1 | 60 | 34.7 | 0 | 0.0 | 3 | 25.0 | 3 | 33.3 | 1 | 50.0 |
| 1141-1600 | 60 | 29.7 | 55 | 31.8 | 0 | 0.0 | 1 | 8.3 | 4 | 44.5 | 0 | 0.0 |
| N= | 202 | | 173 | | 6 | | 12 | | 9 | | 2 | |
| Median Score | 1,060 | | 1,080 | | 795 | | 940 | | 1,140 | | 870 | |
| \$100,000⁺ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 25 | 11.9 | 20 | 11.0 | 0 | 0.0 | 3 | 27.2 | 1 | 6.3 | 1 | 50.0 |
| 821-990 | 50 | 23.7 | 42 | 23.2 | 0 | 0.0 | 4 | 36.4 | 4 | 25.0 | 0 | 0.0 |
| 991-1140 | 61 | 28.9 | 60 | 33.2 | 0 | 0.0 | 0 | 0.0 | 1 | 6.3 | 0 | 0.0 |
| 1141-1600 | 75 | 35.5 | 59 | 32.6 | 1 | 100.0 | 4 | 36.4 | 10 | 62.4 | 1 | 50.0 |
| N= | 211 | | 181 | | 1 | | 11 | | 16 | | 2 | |
| Median Score | 1,070 | | 1,070 | | 1,310 | | 910 | | 1,195 | | 965 | |
| Household Income Not Reported | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 117 | 27.2 | 41 | 20.0 | 6 | 42.9 | 22 | 40.7 | 17 | 22.7 | 31 | 37.4 |
| 821-990 | 129 | 30.0 | 55 | 27.0 | 5 | 35.7 | 15 | 27.8 | 27 | 36.0 | 27 | 32.5 |
| 991-1140 | 106 | 24.7 | 66 | 32.4 | 2 | 14.3 | 10 | 18.5 | 18 | 24.0 | 10 | 12.0 |
| 1141-1600 | 78 | 18.1 | 42 | 20.6 | 1 | 7.1 | 7 | 13.0 | 13 | 17.3 | 15 | 18.1 |
| N= | 430 | | 204 | | 14 | | 54 | | 75 | | 83 | |
| Median Score | 930 | | 1,025 | | 870 | | 875 | | 950 | | 860 | |
| Upper Rio Grande | | | | | | | | | | | | |
| ≤\$30,000 | | | | | | | | | | | | |
| 0-400 | 3 | 0.1 | 1 | 0.5 | 0 | 0.0 | 2 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,171 | 43.5 | 40 | 19.6 | 65 | 46.4 | 1,022 | 46.4 | 32 | 26.2 | 12 | 52.2 |
| 821-990 | 887 | 32.9 | 57 | 27.9 | 47 | 33.6 | 740 | 33.6 | 40 | 32.8 | 3 | 13.0 |
| 991-1140 | 431 | 16.0 | 61 | 29.9 | 23 | 16.4 | 317 | 14.4 | 25 | 20.5 | 5 | 21.8 |
| 1141-1600 | 201 | 7.5 | 45 | 22.1 | 5 | 3.6 | 123 | 5.6 | 25 | 20.5 | 3 | 13.0 |
| N= | 2,693 | | 204 | | 140 | | 2,204 | | 122 | | 23 | |
| Median Score | 860 | | 1,010 | | 840 | | 840 | | 970 | | 820 | |
| \$30,000 to \$49,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 303 | 28.3 | 40 | 17.0 | 14 | 29.8 | 241 | 33.8 | 6 | 9.0 | 2 | 33.3 |
| 821-990 | 381 | 35.6 | 81 | 34.3 | 22 | 46.8 | 248 | 34.8 | 29 | 43.2 | 1 | 16.7 |
| 991-1140 | 244 | 22.9 | 71 | 30.1 | 6 | 12.8 | 145 | 20.3 | 20 | 29.9 | 2 | 33.3 |
| 1141-1600 | 141 | 13.2 | 44 | 18.6 | 5 | 10.6 | 79 | 11.1 | 12 | 17.9 | 1 | 16.7 |
| N= | 1,069 | | 236 | | 47 | | 713 | | 67 | | 6 | |
| Median Score | 920 | | 990 | | 890 | | 900 | | 990 | | 945 | |



Table 31, continued

| ACT ¹ /SAT Score by Economic Regions | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$50,000 to \$59,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 70 | 20.1 | 8 | 6.8 | 5 | 33.3 | 55 | 29.6 | 2 | 7.7 | 0 | 0.0 |
| 821-990 | 114 | 32.8 | 36 | 30.5 | 0 | 0.0 | 69 | 37.1 | 8 | 30.8 | 1 | 33.3 |
| 991-1140 | 90 | 26.0 | 38 | 32.2 | 6 | 40.0 | 37 | 19.9 | 9 | 34.6 | 0 | 0.0 |
| 1141-1600 | 74 | 21.1 | 36 | 30.5 | 4 | 26.7 | 25 | 13.4 | 7 | 26.9 | 2 | 66.7 |
| N= | 348 | | 118 | | 15 | | 186 | | 26 | | 3 | |
| Median Score | 985 | | 1,060 | | 1,040 | | 915 | | 1,025 | | 1,210 | |
| \$60,000 to \$79,999 | | | | | | | | | | | | |
| 0-400 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 | 2 | 0.7 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 113 | 18.9 | 22 | 9.2 | 4 | 28.6 | 79 | 26.8 | 4 | 9.5 | 4 | 40.0 |
| 821-990 | 182 | 30.4 | 81 | 34.0 | 2 | 14.3 | 87 | 29.5 | 11 | 26.2 | 1 | 10.0 |
| 991-1140 | 165 | 27.6 | 72 | 30.3 | 5 | 35.7 | 75 | 25.4 | 12 | 28.6 | 1 | 10.0 |
| 1141-1600 | 137 | 22.9 | 63 | 26.5 | 3 | 21.4 | 52 | 17.6 | 15 | 35.7 | 4 | 40.0 |
| N= | 599 | | 238 | | 14 | | 295 | | 42 | | 10 | |
| Median Score | 1,000 | | 1,030 | | 1,015 | | 970 | | 1,060 | | 1,045 | |
| \$80,000 to \$99,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 25 | 13.7 | 5 | 5.4 | 5 | 83.3 | 14 | 19.2 | 1 | 9.1 | 0 | 0.0 |
| 821-990 | 52 | 28.4 | 23 | 24.7 | 1 | 16.7 | 21 | 28.8 | 7 | 63.6 | 0 | 0.0 |
| 991-1140 | 61 | 33.3 | 35 | 37.6 | 0 | 0.0 | 26 | 35.6 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 45 | 24.6 | 30 | 32.3 | 0 | 0.0 | 12 | 16.4 | 3 | 27.3 | 0 | 0.0 |
| N= | 183 | | 93 | | 6 | | 73 | | 11 | | 0 | |
| Median Score | 1,030 | | 1,080 | | 795 | | 1,020 | | 970 | | -- | |
| \$100,000+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 27 | 12.6 | 10 | 9.1 | 0 | 0.0 | 13 | 16.9 | 4 | 16.0 | 0 | 0.0 |
| 821-990 | 65 | 30.4 | 33 | 30.3 | 1 | 50.0 | 26 | 33.8 | 4 | 16.0 | 1 | 100.0 |
| 991-1140 | 67 | 31.3 | 34 | 31.2 | 0 | 0.0 | 25 | 32.4 | 8 | 32.0 | 0 | 0.0 |
| 1141-1600 | 55 | 25.7 | 32 | 29.4 | 1 | 50.0 | 13 | 16.9 | 9 | 36.0 | 0 | 0.0 |
| N= | 214 | | 109 | | 2 | | 77 | | 25 | | 1 | |
| Median Score | 1,025 | | 1,050 | | 1,050 | | 990 | | 1,030 | | 990 | |
| Household Income Not Reported | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 178 | 41.9 | 12 | 17.4 | 4 | 33.3 | 90 | 47.4 | 55 | 48.7 | 17 | 41.5 |
| 821-990 | 127 | 29.9 | 19 | 27.5 | 5 | 41.7 | 59 | 31.0 | 35 | 31.0 | 9 | 22.0 |
| 991-1140 | 81 | 19.0 | 20 | 29.0 | 3 | 25.0 | 31 | 16.3 | 19 | 16.8 | 8 | 19.5 |
| 1141-1600 | 39 | 9.2 | 18 | 26.1 | 0 | 0.0 | 10 | 5.3 | 4 | 3.5 | 7 | 17.0 |
| N= | 425 | | 69 | | 12 | | 190 | | 113 | | 41 | |
| Median Score | 860 | | 1,030 | | 890 | | 840 | | 840 | | 860 | |

¹ACT Scores are adjusted to SAT Standard.

Table 32: Number and Percent of Students in Texas by SAT Score, Race/Ethnicity of Student and Education Level of Parent, 1995-96

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>High School</u> | | | | | | | | | | |
| 0-400 | 3 | 0.06 | 0 | 0.00 | 2 | 0.43 | 1 | 0.03 | 0 | 0.00 |
| 401-820 | 2,509 | 46.74 | 161 | 30.04 | 311 | 66.17 | 1,823 | 48.85 | 214 | 33.91 |
| 821-990 | 1,869 | 34.82 | 199 | 37.12 | 121 | 25.74 | 1,336 | 35.81 | 213 | 33.76 |
| 991-1140 | 741 | 13.80 | 132 | 24.63 | 31 | 6.60 | 457 | 12.25 | 121 | 19.18 |
| 1141-1600 | 246 | 4.58 | 44 | 8.21 | 5 | 1.06 | 114 | 3.06 | 83 | 13.15 |
| N= | 5,368 | | 536 | | 470 | | 3,731 | | 631 | |
| Median Score | 840 | | 925 | | 760 | | 830 | | 910 | |
| <u>High School Graduate/Equivalent</u> | | | | | | | | | | |
| 0-400 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| 401-820 | 3,561 | 31.85 | 1,041 | 20.41 | 1,020 | 58.77 | 1,271 | 36.54 | 229 | 26.44 |
| 821-990 | 4,250 | 38.01 | 1,987 | 38.95 | 542 | 31.22 | 1,404 | 40.37 | 317 | 36.61 |
| 991-1140 | 2,325 | 20.79 | 1,375 | 26.96 | 138 | 7.94 | 617 | 17.74 | 195 | 22.52 |
| 1141-1600 | 1,045 | 9.35 | 698 | 13.68 | 36 | 2.07 | 186 | 5.35 | 125 | 14.43 |
| N= | 11,181 | | 5,101 | | 1,736 | | 3,478 | | 866 | |
| Median Score | 900 | | 950 | | 790 | | 880 | | 940 | |
| <u>Some College</u> | | | | | | | | | | |
| 0-400 | 5 | 0.02 | 1 | 0.01 | 3 | 0.08 | 1 | 0.02 | 0 | 0.00 |
| 401-820 | 5,474 | 22.76 | 2,085 | 15.06 | 1,621 | 45.17 | 1,494 | 29.89 | 274 | 16.91 |
| 821-990 | 8,776 | 36.48 | 4,901 | 35.39 | 1,352 | 37.67 | 1,974 | 39.49 | 549 | 33.89 |
| 991-1140 | 6,235 | 25.92 | 4,210 | 30.40 | 478 | 13.32 | 1,104 | 22.08 | 443 | 27.35 |
| 1141-1600 | 3,565 | 14.82 | 2,650 | 19.14 | 135 | 3.76 | 426 | 8.52 | 354 | 21.85 |
| N= | 24,055 | | 13,847 | | 3,589 | | 4,999 | | 1,620 | |
| Median Score | 950 | | 990 | | 840 | | 910 | | 990 | |
| <u>Bachelor/4 Year Degree</u> | | | | | | | | | | |
| 0-400 | 1 | 0.01 | 0 | 0.00 | 0 | 0.00 | 1 | 0.05 | 0 | 0.00 |
| 401-820 | 2,187 | 11.47 | 1,087 | 7.94 | 535 | 33.50 | 398 | 18.19 | 167 | 10.47 |
| 821-990 | 5,705 | 29.92 | 3,864 | 28.23 | 639 | 40.01 | 780 | 35.65 | 422 | 26.46 |
| 991-1140 | 5,811 | 30.47 | 4,457 | 32.56 | 312 | 19.54 | 623 | 28.47 | 419 | 26.27 |
| 1141-1600 | 5,365 | 28.13 | 4,281 | 31.27 | 111 | 6.95 | 386 | 17.64 | 587 | 36.80 |
| N= | 19,069 | | 13,689 | | 1,597 | | 2,188 | | 1,595 | |
| Median Score | 1,030 | | 1,060 | | 890 | | 970 | | 1,070 | |
| <u>Graduate Degree and Higher</u> | | | | | | | | | | |
| 0-400 | 2 | 0.01 | 0 | 0.00 | 1 | 0.06 | 1 | 0.04 | 0 | 0.00 |
| 401-820 | 2,005 | 8.81 | 911 | 5.63 | 485 | 31.13 | 418 | 16.54 | 191 | 7.69 |
| 821-990 | 5,443 | 23.92 | 3,599 | 22.24 | 562 | 36.07 | 864 | 34.19 | 418 | 16.82 |
| 991-1140 | 6,579 | 28.92 | 5,025 | 31.05 | 322 | 20.67 | 652 | 25.60 | 580 | 23.34 |
| 1141-1600 | 8,722 | 38.34 | 6,646 | 41.08 | 188 | 12.07 | 592 | 23.43 | 1,296 | 52.15 |
| N= | 22,751 | | 16,181 | | 1,558 | | 2,527 | | 1,485 | |
| Median Score | 1,080 | | 1,100 | | 910 | | 990 | | 1,150 | |

Table 32, continued

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Education Not Reported</u> | | | | | | | | | | |
| 0-400 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| 401-820 | 711 | 31.35 | 99 | 17.68 | 96 | 52.45 | 98 | 43.95 | 418 | 32.11 |
| 821-990 | 707 | 31.17 | 168 | 30.00 | 63 | 34.43 | 80 | 35.87 | 396 | 30.41 |
| 991-1140 | 456 | 20.11 | 157 | 28.04 | 17 | 9.29 | 28 | 12.56 | 254 | 19.51 |
| 1141-1600 | 394 | 17.37 | 136 | 24.28 | 7 | 3.83 | 17 | 7.62 | 234 | 17.97 |
| R= | 2,268 | | 560 | | 183 | | 223 | | 1,302 | |
| Median Score | 920 | | 1,005 | | 810 | | 915 | | | |
| Total | 84,692 | | 49,914 | | 9,133 | | 17,146 | | 8,499 | |

* Value may not sum to state total due to missing values for some variables for some cases.



Table 33: Number* and Percent of Students in Texas by SAT Score, Race/Ethnicity of Student, Education Level of Parent and Metropolitan Status, 1995-96

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| <u><High School</u> | 3 | 0.1 | 0 | 0.0 | 2 | 0.6 | 1 | 0.0 | 0 | 0.0 |
| 0-400 | 1,921 | 48.1 | 69 | 28.8 | 230 | 66.4 | 1,453 | 49.6 | 169 | 35.3 |
| 401-820 | 1,347 | 33.7 | 78 | 32.5 | 92 | 26.6 | 1,023 | 34.9 | 154 | 32.1 |
| 821-990 | 533 | 13.3 | 67 | 27.9 | 20 | 5.8 | 355 | 12.1 | 91 | 19.0 |
| 991-1140 | 190 | 4.8 | 26 | 10.8 | 2 | 0.6 | 97 | 3.4 | 65 | 13.6 |
| 1141-1600 | 3,994 | 100.0 | 240 | 100.0 | 346 | 100.0 | 2,929 | 100.0 | 479 | 100.0 |
| N= | 840 | | 945 | | 750 | | 830 | | 900 | |
| Median Score | | | | | | | | | | |
| <u>High School Graduate/Equivalent</u> | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 0-400 | 2,403 | 34.3 | 452 | 18.7 | 772 | 59.4 | 1,017 | 37.5 | 162 | 27.2 |
| 401-820 | 2,605 | 37.1 | 923 | 38.3 | 389 | 30.0 | 1,075 | 35.7 | 218 | 36.6 |
| 821-990 | 1,374 | 19.6 | 662 | 27.5 | 107 | 8.2 | 481 | 17.8 | 124 | 20.8 |
| 991-1140 | 632 | 9.0 | 373 | 15.5 | 31 | 2.4 | 136 | 5.0 | 92 | 15.4 |
| 1141-1600 | 7,014 | 100.0 | 2,410 | 100.0 | 1,299 | 100.0 | 2,709 | 100.0 | 596 | 100.0 |
| N= | 890 | | 960 | | 790 | | 870 | | 935 | |
| Median Score | | | | | | | | | | |
| <u>Some College</u> | 5 | 0.0 | 1 | 0.0 | 3 | 0.1 | 1 | 0.0 | 0 | 0.0 |
| 0-400 | 3,730 | 24.1 | 1,103 | 14.5 | 1,223 | 44.8 | 1,205 | 30.1 | 199 | 17.3 |
| 401-820 | 5,648 | 36.5 | 2,650 | 35.0 | 1,035 | 37.9 | 1,591 | 39.7 | 372 | 32.3 |
| 821-990 | 3,671 | 25.1 | 2,314 | 30.5 | 367 | 13.4 | 876 | 21.8 | 324 | 28.1 |
| 991-1140 | 2,210 | 14.3 | 1,514 | 20.0 | 103 | 3.8 | 336 | 8.4 | 257 | 22.3 |
| 1141-1600 | 15,474 | 100.0 | 7,582 | 100.0 | 2,731 | 100.0 | 4,009 | 100.0 | 1,152 | 100.0 |
| N= | 950 | | 1,000 | | 840 | | 910 | | 1,000 | |
| Median Score | | | | | | | | | | |
| <u>Bachelor/4 year Degree</u> | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 |
| 0-400 | 1,464 | 12.0 | 652 | 7.9 | 388 | 33.3 | 319 | 18.2 | 105 | 9.8 |
| 401-820 | 3,621 | 29.5 | 2,232 | 27.0 | 466 | 40.0 | 632 | 36.0 | 291 | 27.1 |
| 821-990 | 3,671 | 30.0 | 2,666 | 32.3 | 232 | 19.9 | 497 | 28.3 | 276 | 25.6 |
| 991-1140 | 3,499 | 28.5 | 2,711 | 32.8 | 80 | 6.8 | 305 | 17.4 | 403 | 37.5 |
| 1141-1600 | 12,256 | 100.0 | 8,261 | 100.0 | 1,166 | 100.0 | 1,754 | 100.0 | 1,075 | 100.0 |
| N= | 1,040 | | 1,070 | | 890 | | 970 | | 1,070 | |
| Median Score | | | | | | | | | | |
| <u>Graduate Degree and Higher</u> | 2 | 0.0 | 0 | 0.0 | 1 | 0.1 | 1 | 0.0 | 0 | 0.0 |
| 0-400 | 1,369 | 8.8 | 552 | 5.2 | 357 | 31.7 | 321 | 15.7 | 139 | 8.1 |
| 401-820 | 3,674 | 23.7 | 2,271 | 21.3 | 406 | 36.1 | 703 | 34.4 | 294 | 17.2 |
| 821-990 | 4,410 | 28.4 | 3,237 | 30.4 | 230 | 20.5 | 537 | 26.3 | 406 | 23.8 |
| 991-1140 | 6,079 | 39.1 | 4,594 | 43.1 | 131 | 11.6 | 483 | 23.6 | 871 | 50.9 |
| 1141-1600 | 15,534 | 100.0 | 10,654 | 100.0 | 1,125 | 100.0 | 2,045 | 100.0 | 1,710 | 100.0 |
| N= | 1,090 | | 1,110 | | 910 | | 990 | | 1,150 | |
| Median Score | | | | | | | | | | |



Table 33, continued

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Education Not Reported</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 508 | 31.4 | 60 | 16.4 | 66 | 50.8 | 77 | 44.5 | 305 | 32.1 |
| 821-990 | 489 | 30.2 | 106 | 28.9 | 43 | 33.1 | 63 | 36.4 | 277 | 29.2 |
| 991-1140 | 326 | 20.1 | 100 | 27.2 | 15 | 11.5 | 21 | 12.2 | 190 | 20.0 |
| 1141-1600 | 296 | 18.3 | 101 | 27.5 | 6 | 4.6 | 12 | 6.9 | 177 | 18.7 |
| N= | 1,619 | 100.0 | 367 | 100.0 | 130 | 100.0 | 173 | 100.0 | 949 | 100.0 |
| Median Score | 920 | | 1020 | | 820 | | 850 | | 920 | |
| <u>Metropolitan Suburban</u> | | | | | | | | | | |
| <u><High School</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 128 | 32.7 | 38 | 26.9 | 23 | 67.7 | 52 | 33.8 | 15 | 24.2 |
| 821-990 | 160 | 40.9 | 62 | 44.0 | 8 | 23.5 | 67 | 43.5 | 23 | 37.0 |
| 991-1140 | 78 | 20.0 | 34 | 24.1 | 3 | 8.8 | 29 | 18.8 | 12 | 19.4 |
| 1141-1600 | 25 | 6.4 | 7 | 5.0 | 0 | 0.0 | 6 | 3.9 | 6 | 19.4 |
| N= | 391 | 100.0 | 141 | 100.0 | 34 | 100.0 | 154 | 100.0 | 62 | 100.0 |
| Median Score | 890 | | 930 | | 755 | | 870 | | 930 | |
| <u>High School Graduate/Equivalent</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 453 | 23.5 | 292 | 20.7 | 60 | 48.8 | 63 | 25.4 | 38 | 25.9 |
| 821-990 | 764 | 39.6 | 550 | 39.0 | 50 | 40.6 | 116 | 46.8 | 48 | 32.6 |
| 991-1140 | 497 | 25.8 | 398 | 28.2 | 12 | 9.8 | 47 | 18.9 | 40 | 27.2 |
| 1141-1600 | 215 | 11.1 | 171 | 12.1 | 1 | 0.8 | 22 | 8.9 | 21 | 14.3 |
| N= | 1,929 | 100.0 | 1,411 | 100.0 | 123 | 100.0 | 248 | 100.0 | 147 | 100.0 |
| Median Score | 940 | | 950 | | 830 | | 915 | | 950 | |
| <u>Some College</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 761 | 17.3 | 524 | 15.0 | 137 | 40.3 | 85 | 21.0 | 35 | 13.5 |
| 821-990 | 1,588 | 35.2 | 1,228 | 35.1 | 128 | 37.6 | 153 | 37.9 | 79 | 30.4 |
| 991-1140 | 1,323 | 29.4 | 1,066 | 30.4 | 58 | 17.1 | 117 | 29.0 | 82 | 31.5 |
| 1141-1600 | 815 | 18.1 | 685 | 19.5 | 17 | 5.0 | 49 | 12.1 | 64 | 24.6 |
| N= | 4,507 | 100.0 | 3,503 | 100.0 | 340 | 100.0 | 404 | 100.0 | 260 | 100.0 |
| Median Score | 980 | | 990 | | 870 | | 955 | | 1,010 | |
| <u>Bachelor/4 year Degree</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 357 | 6.7 | 244 | 7.3 | 64 | 26.6 | 23 | 11.8 | 26 | 7.6 |
| 821-990 | 1,144 | 27.7 | 909 | 27.1 | 98 | 40.7 | 58 | 29.8 | 79 | 23.2 |
| 991-1140 | 1,330 | 32.2 | 1,119 | 33.4 | 57 | 23.6 | 64 | 32.8 | 90 | 26.4 |
| 1141-1600 | 1,298 | 31.4 | 1,080 | 32.2 | 22 | 9.1 | 50 | 25.6 | 146 | 42.8 |
| N= | 4,129 | 100.0 | 3,352 | 100.0 | 241 | 100.0 | 195 | 100.0 | 341 | 100.0 |
| Median Score | 1060 | | 1060 | | 930 | | 1030 | | 1110 | |

Table 33, continued

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Graduate Degree and Higher</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 310 | 7.0 | 196 | 5.7 | 51 | 22.6 | 31 | 14.4 | 32 | 5.8 |
| 821-990 | 960 | 21.7 | 746 | 21.8 | 78 | 34.5 | 62 | 28.8 | 74 | 13.4 |
| 991-1140 | 1,303 | 29.5 | 1,087 | 31.7 | 54 | 23.9 | 56 | 26.1 | 106 | 19.1 |
| 1141-1600 | 1,851 | 41.8 | 1,400 | 40.8 | 43 | 19.0 | 66 | 30.7 | 342 | 61.7 |
| N= | 4,424 | 100.0 | 3,429 | 100.0 | 226 | 100.0 | 215 | 100.0 | 554 | 100.0 |
| Median Score | 1,100 | | 1,100 | | 985 | | 1,030 | | 1,200 | |
| <u>Education Not Reported</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 78 | 22.2 | 14 | 12.0 | 13 | 59.1 | 6 | 33.3 | 45 | 23.2 |
| 821-990 | 119 | 33.9 | 36 | 30.7 | 8 | 36.4 | 5 | 27.8 | 70 | 36.1 |
| 991-1140 | 81 | 23.1 | 40 | 34.2 | 0 | 0.0 | 3 | 16.7 | 38 | 19.6 |
| 1141-1600 | 73 | 20.8 | 27 | 23.1 | 1 | 4.5 | 4 | 22.2 | 41 | 21.1 |
| N= | 351 | 100.0 | 117 | 100.0 | 22 | 100.0 | 18 | 100.0 | 194 | 100.0 |
| Median Score | 970 | | 1,030 | | 765 | | 920 | | 940 | |
| <u><High School</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 249 | 45.8 | 35 | 34.6 | 26 | 70.3 | 174 | 47.9 | 14 | 32.6 |
| 821-990 | 201 | 37.0 | 39 | 38.6 | 7 | 18.9 | 136 | 37.5 | 19 | 44.2 |
| 991-1140 | 78 | 14.3 | 22 | 21.8 | 4 | 10.8 | 47 | 12.9 | 5 | 11.6 |
| 1141-1600 | 16 | 2.9 | 5 | 5.0 | 0 | 0.0 | 6 | 1.7 | 5 | 11.6 |
| N= | 544 | 100.0 | 101 | 100.0 | 37 | 100.0 | 363 | 100.0 | 43 | 100.0 |
| Median Score | 850 | | 900 | | 750 | | 840 | | 880 | |
| <u>High School Graduate/Equivalent</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 442 | 30.9 | 215 | 24.3 | 84 | 57.9 | 130 | 38.4 | 13 | 20.3 |
| 821-990 | 566 | 39.5 | 347 | 39.3 | 52 | 35.9 | 133 | 39.2 | 34 | 53.1 |
| 991-1140 | 290 | 20.2 | 215 | 24.3 | 5 | 3.4 | 58 | 17.1 | 12 | 18.8 |
| 1141-1600 | 134 | 9.4 | 107 | 12.1 | 1 | 2.8 | 18 | 5.3 | 5 | 7.8 |
| N= | 1,432 | 100.0 | 884 | 100.0 | 145 | 100.0 | 339 | 100.0 | 64 | 100.0 |
| Median Score | 900 | | 940 | | 790 | | 860 | | 910 | |
| <u>Some College</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 573 | 22.5 | 324 | 17.2 | 104 | 51.5 | 125 | 34.7 | 20 | 19.0 |
| 821-990 | 929 | 36.4 | 673 | 35.7 | 73 | 36.1 | 136 | 37.8 | 47 | 44.8 |
| 991-1140 | 693 | 27.2 | 577 | 30.7 | 19 | 9.4 | 77 | 21.4 | 20 | 19.0 |
| 1141-1600 | 354 | 13.9 | 308 | 16.4 | 6 | 3.0 | 22 | 6.1 | 18 | 17.2 |
| N= | 2,549 | 100.0 | 1,882 | 100.0 | 202 | 100.0 | 360 | 100.0 | 105 | 100.0 |
| Median Score | 950 | | 980 | | 820 | | 890 | | 950 | |

250



Table 33, continued

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Bachelor/4 year Degree</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 209 | 12.9 | 129 | 9.6 | 26 | 39.4 | 39 | 26.2 | 15 | 20.6 |
| 821-990 | 565 | 34.8 | 456 | 34.2 | 27 | 40.9 | 56 | 37.6 | 26 | 35.6 |
| 991-1140 | 507 | 31.2 | 446 | 33.4 | 7 | 10.6 | 34 | 22.8 | 20 | 27.4 |
| 1141-1600 | 342 | 21.1 | 304 | 22.8 | 6 | 9.1 | 20 | 13.4 | 12 | 16.4 |
| N= | 1,623 | 100.0 | 1,335 | 100.0 | 66 | 100.0 | 149 | 100.0 | 73 | 100.0 |
| Median Score | 1,000 | | 1,020 | | 880 | | 930 | | 970 | |
| <u>Graduate Degree and Higher</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 189 | 11.6 | 113 | 8.5 | 24 | 36.9 | 45 | 27.1 | 7 | 9.3 |
| 821-990 | 457 | 28.0 | 364 | 27.5 | 22 | 33.8 | 57 | 34.3 | 14 | 18.7 |
| 991-1140 | 517 | 31.7 | 442 | 33.3 | 12 | 18.5 | 35 | 21.1 | 28 | 37.3 |
| 1141-1600 | 469 | 28.7 | 407 | 30.7 | 7 | 10.8 | 29 | 17.5 | 26 | 34.7 |
| N= | 1,632 | 100.0 | 1,326 | 100.0 | 65 | 100.0 | 166 | 100.0 | 75 | 100.0 |
| Median Score | 1,040 | | 1,060 | | 880 | | 930 | | 1,090 | |
| <u>Education Not Reported</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 82 | 43.6 | 18 | 33.3 | 8 | 57.1 | 6 | 33.3 | 50 | 49.0 |
| 821-990 | 62 | 33.0 | 19 | 35.2 | 6 | 42.9 | 9 | 50.0 | 28 | 27.5 |
| 991-1140 | 15 | 15.4 | 12 | 22.2 | 0 | 0.0 | 2 | 11.1 | 15 | 14.7 |
| 1141-1600 | 15 | 8.0 | 5 | 9.3 | 0 | 0.0 | 1 | 5.6 | 9 | 8.8 |
| N= | 188 | 100.0 | 54 | 100.0 | 14 | 100.0 | 18 | 100.0 | 102 | 100.0 |
| Median Score | 850 | | 895 | | 795 | | 890 | | 830 | |
| <u><High School</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 211 | 48.1 | 19 | 35.2 | 32 | 60.4 | 144 | 50.5 | 16 | 34.0 |
| 821-990 | 161 | 36.7 | 20 | 37.0 | 14 | 26.4 | 110 | 38.6 | 17 | 36.2 |
| 991-1140 | 52 | 11.8 | 9 | 16.7 | 4 | 7.5 | 26 | 9.1 | 13 | 27.7 |
| 1141-1600 | 15 | 3.4 | 6 | 11.1 | 3 | 5.7 | 5 | 1.8 | 1 | 2.1 |
| N= | 439 | 100.0 | 54 | 100.0 | 53 | 100.0 | 285 | 100.0 | 47 | 100.0 |
| Median Score | 830 | | 885 | | 790 | | 820 | | 910 | |
| <u>High School Graduate/Equivalent</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 263 | 32.6 | 82 | 20.7 | 104 | 61.5 | 61 | 33.5 | 16 | 27.1 |
| 821-990 | 315 | 39.1 | 167 | 42.2 | 51 | 30.2 | 80 | 44.0 | 17 | 28.8 |
| 991-1140 | 164 | 20.4 | 100 | 25.2 | 14 | 8.3 | 31 | 17.0 | 19 | 32.2 |
| 1141-1600 | 64 | 7.9 | 47 | 11.9 | 0 | 0.0 | 10 | 5.5 | 7 | 11.9 |
| N= | 806 | 100.0 | 396 | 100.0 | 169 | 100.0 | 182 | 100.0 | 59 | 100.0 |
| Median Score | 890 | | 940 | | 790 | | 880 | | 960 | |

Non Metropolitan Non-Adjacent



Table 33, continued

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Some College | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 390 | 25.6 | 134 | 15.2 | 157 | 49.7 | 79 | 35.0 | 20 | 19.4 |
| 821-990 | 611 | 40.1 | 350 | 39.8 | 116 | 36.7 | 94 | 41.6 | 51 | 49.5 |
| 991-1140 | 338 | 22.1 | 253 | 28.7 | 34 | 10.8 | 34 | 15.0 | 17 | 16.5 |
| 1141-1600 | 186 | 12.2 | 143 | 16.3 | 9 | 2.8 | 19 | 8.4 | 15 | 14.6 |
| N= | 1,525 | 100.0 | 880 | 100.0 | 316 | 100.0 | 226 | 100.0 | 103 | 100.0 |
| Median Score | 930 | | 980 | | 830 | | 900 | | 940 | |
| Bachelor/4 year Degree | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 157 | 14.8 | 62 | 8.4 | 57 | 46.0 | 17 | 18.9 | 21 | 19.8 |
| 821-990 | 375 | 35.3 | 267 | 36.0 | 48 | 38.7 | 34 | 37.8 | 26 | 24.5 |
| 991-1140 | 303 | 28.6 | 226 | 30.5 | 16 | 12.9 | 28 | 31.1 | 33 | 31.2 |
| 1141-1600 | 226 | 21.3 | 186 | 25.1 | 3 | 2.4 | 11 | 12.2 | 26 | 24.5 |
| N= | 1,061 | 100.0 | 741 | 100.0 | 124 | 100.0 | 90 | 100.0 | 106 | 100.0 |
| Median Score | 990 | | 1,020 | | 850 | | 960 | | 1,010 | |
| Graduate Degree and Higher | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 137 | 11.8 | 50 | 6.5 | 53 | 37.3 | 21 | 20.8 | 13 | 8.9 |
| 821-990 | 352 | 30.3 | 218 | 28.2 | 56 | 39.5 | 42 | 41.6 | 36 | 24.7 |
| 991-1140 | 349 | 30.1 | 259 | 33.6 | 26 | 18.3 | 24 | 23.7 | 40 | 27.4 |
| 1141-1600 | 323 | 27.8 | 245 | 31.7 | 7 | 4.9 | 14 | 13.9 | 57 | 39.0 |
| N= | 1,161 | 100.0 | 772 | 100.0 | 142 | 100.0 | 101 | 100.0 | 146 | 100.0 |
| Median Score | 1,040 | | 1,070 | | 880 | | 940 | | 1,095 | |
| Education Not Reported | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 43 | 39.1 | 7 | 31.8 | 9 | 52.9 | 9 | 64.3 | 18 | 31.6 |
| 821-990 | 37 | 33.6 | 7 | 31.8 | 6 | 35.3 | 3 | 21.4 | 21 | 36.8 |
| 991-1140 | 20 | 18.2 | 5 | 22.7 | 2 | 11.8 | 2 | 14.3 | 11 | 19.3 |
| 1141-1600 | 10 | 9.1 | 3 | 13.7 | 0 | 0.0 | 0 | 0.0 | 7 | 12.3 |
| N= | 110 | 100.0 | 22 | 100.0 | 17 | 100.0 | 14 | 100.0 | 57 | 100.0 |
| Median Score | 880 | | 950 | | 810 | | 790 | | 930 | |

*Values may not sum to state total due to missing values for some variables for some cases.



Table 34: Number and Percent of Students in Texas by SAT Score, Race/Ethnicity of Student, Education Level of Parent and Economic Region, 1995-96

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>High School</u> | | | | | | | | | | |
| High Plains | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 47 | 46.5 | 6 | 31.6 | 5 | 50.0 | 33 | 54.1 | 3 | 27.3 |
| 821-990 | 39 | 38.6 | 9 | 47.4 | 4 | 40.0 | 21 | 34.4 | 5 | 45.4 |
| 991-1140 | 10 | 9.9 | 3 | 15.8 | 1 | 10.0 | 4 | 6.6 | 2 | 18.2 |
| 1141-1600 | 5 | 5.0 | 1 | 5.2 | 0 | 0.0 | 3 | 4.9 | 1 | 9.1 |
| N= | 101 | 100.0 | 19 | 100.0 | 10 | 100.0 | 61 | 100.0 | 11 | 100.0 |
| Median Score | 850 | | 900 | | 825 | | 820 | | 890 | |
| <u>High School Graduate/Equivalent</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 79 | 28.0 | 32 | 18.9 | 13 | 68.4 | 31 | 36.9 | 3 | 30.0 |
| 821-990 | 105 | 37.2 | 58 | 34.3 | 6 | 31.6 | 36 | 42.9 | 5 | 50.0 |
| 991-1140 | 65 | 23.1 | 51 | 30.2 | 0 | 0.0 | 13 | 15.5 | 1 | 10.0 |
| 1141-1600 | 33 | 11.7 | 28 | 16.6 | 0 | 0.0 | 4 | 4.7 | 1 | 10.0 |
| N= | 282 | 100.0 | 169 | 100.0 | 19 | 100.0 | 84 | 100.0 | 10 | 100.0 |
| Median Score | 925 | | 980 | | 790 | | 875 | | 885 | |
| <u>Some College</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 148 | 19.8 | 90 | 15.5 | 27 | 55.1 | 27 | 29.6 | 4 | 14.3 |
| 821-990 | 270 | 36.0 | 210 | 36.1 | 16 | 32.7 | 30 | 33.0 | 14 | 50.0 |
| 991-1140 | 227 | 30.3 | 192 | 33.1 | 6 | 12.2 | 22 | 24.2 | 7 | 25.0 |
| 1141-1600 | 104 | 13.9 | 89 | 15.3 | 0 | 0.0 | 12 | 13.2 | 3 | 10.7 |
| N= | 749 | 100.0 | 581 | 100.0 | 49 | 100.0 | 91 | 100.0 | 28 | 100.0 |
| Median Score | 970 | | 990 | | 790 | | 940 | | 985 | |
| <u>Bachelor/4 year Degree</u> | | | | | | | | | | |
| 0-400 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 | 1 | 2.8 | 0 | 0.0 |
| 401-820 | 48 | 7.9 | 36 | 6.8 | 3 | 17.6 | 7 | 19.4 | 2 | 8.7 |
| 821-990 | 215 | 35.5 | 177 | 33.5 | 10 | 58.9 | 18 | 50.0 | 10 | 43.5 |
| 991-1140 | 194 | 32.1 | 178 | 33.6 | 3 | 17.6 | 8 | 22.2 | 5 | 21.7 |
| 1141-1600 | 147 | 24.3 | 138 | 26.1 | 1 | 5.9 | 2 | 5.6 | 6 | 26.1 |
| N= | 605 | 100.0 | 529 | 100.0 | 17 | 100.0 | 36 | 100.0 | 23 | 100.0 |
| Median Score | 1,020 | | 1,030 | | 880 | | 915 | | 990 | |
| <u>Graduate Degree and Higher</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 54 | 7.5 | 43 | 7.1 | 7 | 35.0 | 4 | 10.5 | 0 | 0.0 |
| 821-990 | 197 | 27.4 | 169 | 28.1 | 7 | 35.0 | 10 | 26.3 | 11 | 19.0 |
| 991-1140 | 230 | 32.1 | 196 | 32.6 | 3 | 15.0 | 15 | 39.5 | 16 | 27.6 |
| 1141-1600 | 237 | 33.0 | 194 | 32.2 | 3 | 15.0 | 9 | 23.7 | 31 | 53.4 |
| N= | 718 | 100.0 | 602 | 100.0 | 20 | 100.0 | 38 | 100.0 | 58 | 100.0 |
| Median Score | 1,060 | | 1,060 | | 910 | | 1,045 | | 1,175 | |

Table 34, continued

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Education Not Reported</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 15 | 26.8 | 4 | 17.4 | 3 | 100.0 | 1 | 25.0 | 7 | 26.9 |
| 821-990 | 20 | 35.7 | 8 | 34.8 | 0 | 0.0 | 1 | 25.0 | 11 | 42.3 |
| 991-1140 | 11 | 19.6 | 7 | 30.4 | 0 | 0.0 | 1 | 25.0 | 3 | 11.6 |
| 1141-1600 | 10 | 17.9 | 4 | 17.4 | 0 | 0.0 | 1 | 25.0 | 5 | 19.2 |
| N= | 56 | 100.0 | 23 | 100.0 | 3 | 100.0 | 4 | 100.0 | 26 | 100.0 |
| Median Score | 900 | | 950 | | 760 | | 960 | | 900 | |
| Northwest | | | | | | | | | | |
| <u><High School</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 29 | 38.7 | 6 | 24.0 | 5 | 83.3 | 14 | 42.4 | 4 | 36.4 |
| 821-990 | 29 | 38.7 | 9 | 36.0 | 1 | 16.7 | 14 | 42.4 | 5 | 45.4 |
| 991-1140 | 14 | 18.6 | 9 | 36.0 | 0 | 0.0 | 4 | 12.2 | 1 | 9.1 |
| 1141-1600 | 3 | 4.0 | 1 | 4.0 | 0 | 0.0 | 1 | 3.0 | 1 | 9.1 |
| N= | 75 | 100.0 | 25 | 100.0 | 6 | 100.0 | 33 | 100.0 | 11 | 100.0 |
| Median Score | 860 | | 970 | | 700 | | 850 | | 890 | |
| <u>High School Graduate/Equivalent</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 81 | 26.4 | 50 | 21.7 | 12 | 60.0 | 15 | 36.6 | 4 | 25.0 |
| 821-990 | 125 | 40.7 | 97 | 42.2 | 7 | 35.0 | 16 | 39.0 | 5 | 31.3 |
| 991-1140 | 77 | 25.1 | 61 | 26.5 | 1 | 5.0 | 10 | 24.4 | 5 | 31.3 |
| 1141-1600 | 24 | 7.8 | 22 | 9.6 | 0 | 0.0 | 0 | 0.0 | 2 | 12.4 |
| N= | 307 | 100.0 | 230 | 100.0 | 20 | 100.0 | 41 | 100.0 | 16 | 100.0 |
| Median Score | 920 | | 940 | | 740 | | 870 | | 930 | |
| <u>Some College</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 111 | 17.1 | 83 | 15.8 | 14 | 34.1 | 9 | 18.0 | 5 | 15.6 |
| 821-990 | 256 | 39.5 | 205 | 39.0 | 15 | 36.6 | 21 | 42.0 | 15 | 46.9 |
| 991-1140 | 172 | 26.5 | 140 | 26.6 | 8 | 19.5 | 15 | 30.0 | 9 | 28.1 |
| 1141-1600 | 110 | 16.9 | 98 | 18.6 | 4 | 9.8 | 5 | 10.0 | 3 | 9.4 |
| N= | 649 | 100.0 | 526 | 100.0 | 41 | 100.0 | 50 | 100.0 | 32 | 100.0 |
| Median Score | 970 | | 980 | | 880 | | 935 | | 920 | |
| <u>Bachelor/4 year Degree</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 48 | 10.9 | 36 | 9.0 | 7 | 53.8 | 3 | 20.0 | 2 | 13.3 |
| 821-990 | 155 | 35.1 | 143 | 35.8 | 2 | 15.4 | 5 | 33.3 | 5 | 33.3 |
| 991-1140 | 134 | 30.3 | 122 | 30.6 | 4 | 30.8 | 4 | 26.7 | 4 | 26.7 |
| 1141-1600 | 105 | 23.7 | 98 | 24.6 | 0 | 0.0 | 3 | 20.0 | 4 | 26.7 |
| N= | 442 | 100.0 | 399 | 100.0 | 13 | 100.0 | 15 | 100.0 | 15 | 100.0 |
| Median Score | 1,010 | | 1,010 | | 800 | | 980 | | 1,040 | |



Table 34, continued

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Graduate Degree and Higher</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 46 | 9.1 | 38 | 8.2 | 2 | 16.7 | 3 | 27.3 | 3 | 15.8 |
| 821-990 | 123 | 24.3 | 112 | 24.1 | 4 | 33.3 | 4 | 36.3 | 3 | 15.8 |
| 991-1140 | 165 | 32.6 | 152 | 32.8 | 5 | 41.7 | 3 | 27.3 | 5 | 26.3 |
| 1141-1600 | 172 | 34.0 | 162 | 34.9 | 1 | 8.3 | 1 | 9.1 | 8 | 42.1 |
| N= | 506 | 100.0 | 464 | 100.0 | 12 | 100.0 | 11 | 100.0 | 19 | 100.0 |
| Median Score | 1,070 | | 1,080 | | 1,000 | | 940 | | 1,120 | |
| <u>Education Not Reported</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 5 | 16.7 | 1 | 10.0 | 0 | 0.0 | 2 | 66.7 | 2 | 12.5 |
| 821-990 | 15 | 49.9 | 7 | 70.0 | 1 | 100.0 | 1 | 33.3 | 6 | 37.5 |
| 991-1140 | 5 | 16.7 | 1 | 10.0 | 0 | 0.0 | 0 | 0.0 | 4 | 25.0 |
| 1141-1600 | 30 | 100.0 | 10 | 100.0 | 1 | 100.0 | 3 | 100.0 | 16 | 25.0 |
| Median Score | 950 | | 955 | | 880 | | 780 | | 1,010 | |
| <u><High School</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 403 | 43.2 | 43 | 30.3 | 91 | 72.8 | 191 | 42.8 | 78 | 35.3 |
| 821-990 | 317 | 33.9 | 47 | 33.1 | 28 | 22.4 | 170 | 38.1 | 72 | 32.6 |
| 991-1140 | 146 | 15.6 | 37 | 26.1 | 5 | 4.0 | 66 | 14.8 | 38 | 17.2 |
| 1141-1600 | 68 | 7.3 | 15 | 10.5 | 1 | 0.8 | 19 | 4.3 | 33 | 14.9 |
| N= | 934 | 100.0 | 142 | 100.0 | 125 | 100.0 | 446 | 100.0 | 221 | 100.0 |
| Median Score | 860 | | 955 | | 740 | | 850 | | 900 | |
| <u>High School Graduate/Equivalent</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 744 | 31.2 | 201 | 16.1 | 373 | 65.0 | 94 | 29.6 | 76 | 30.9 |
| 821-990 | 873 | 36.5 | 492 | 39.4 | 155 | 27.0 | 142 | 44.6 | 84 | 34.1 |
| 991-1140 | 497 | 20.8 | 343 | 27.4 | 63 | 19.8 | 63 | 19.8 | 56 | 22.8 |
| 1141-1600 | 274 | 11.5 | 214 | 17.1 | 11 | 1.9 | 19 | 6.0 | 30 | 12.2 |
| N= | 2,388 | 100.0 | 1,250 | 100.0 | 574 | 100.0 | 318 | 100.0 | 246 | 100.0 |
| Median Score | 970 | | 1,970 | | 770 | | 900 | | 910 | |
| <u>Some College</u> | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 0 | 0.0 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,328 | 21.8 | 557 | 14.0 | 564 | 48.4 | 123 | 25.7 | 84 | 17.2 |
| 821-990 | 2,071 | 33.9 | 1,335 | 33.6 | 421 | 36.1 | 173 | 36.2 | 142 | 29.1 |
| 991-1140 | 1,629 | 26.7 | 1,228 | 30.9 | 131 | 11.2 | 131 | 27.4 | 139 | 28.5 |
| 1141-1600 | 1,075 | 17.6 | 854 | 21.5 | 47 | 4.1 | 51 | 10.7 | 123 | 25.2 |
| N= | 6,105 | 100.0 | 3,974 | 100.0 | 1,165 | 100.0 | 478 | 100.0 | 488 | 100.0 |
| Median Score | 970 | | 1,010 | | 830 | | 940 | | 1,010 | |

Table 34, continued

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Bachelor/4 year Degree</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 555 | 10.4 | 323 | 7.7 | 159 | 32.5 | 24 | 10.0 | 49 | 10.9 |
| 821-990 | 1,480 | 27.6 | 1,076 | 25.7 | 207 | 42.3 | 84 | 35.2 | 113 | 25.2 |
| 991-1140 | 1,647 | 30.7 | 1,371 | 32.8 | 96 | 19.6 | 71 | 29.7 | 109 | 24.3 |
| 1141-1600 | 1,680 | 31.3 | 1,415 | 33.8 | 27 | 5.6 | 60 | 25.1 | 178 | 39.6 |
| N= | 5,362 | 100.0 | 4,185 | 100.0 | 489 | 100.0 | 239 | 100.0 | 449 | 100.0 |
| Median Score | 1,050 | | 1,070 | | 890 | | 1,010 | | 1,090 | |
| <u>Graduate Degree and Higher</u> | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 490 | 7.6 | 256 | 5.1 | 140 | 31.9 | 34 | 11.9 | 60 | 9.0 |
| 821-990 | 1,398 | 21.7 | 1,044 | 20.6 | 152 | 34.6 | 78 | 27.4 | 124 | 18.6 |
| 991-1140 | 1,905 | 29.5 | 1,600 | 31.6 | 82 | 18.7 | 84 | 29.5 | 139 | 20.8 |
| 1141-1600 | 2,661 | 41.2 | 2,163 | 42.7 | 64 | 14.6 | 89 | 31.2 | 345 | 51.6 |
| N= | 6,455 | 100.0 | 5,063 | 100.0 | 439 | 100.0 | 285 | 100.0 | 668 | 100.0 |
| Median Score | 1,100 | | 1,110 | | 910 | | 1,040 | | 1,150 | |
| <u>Education Not Reported</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 174 | 28.3 | 20 | 12.7 | 36 | 58.1 | 13 | 50.0 | 105 | 28.5 |
| 821-990 | 169 | 27.5 | 39 | 24.7 | 18 | 29.0 | 6 | 23.1 | 106 | 28.7 |
| 991-1140 | 145 | 23.6 | 56 | 35.4 | 6 | 9.7 | 3 | 11.5 | 80 | 21.7 |
| 1141-1600 | 127 | 20.6 | 43 | 27.2 | 2 | 3.2 | 4 | 15.4 | 78 | 21.1 |
| N= | 615 | 100.0 | 158 | 100.0 | 62 | 100.0 | 26 | 100.0 | 369 | 100.0 |
| Median Score | 950 | | 1,040 | | 755 | | 825 | | 940 | |
| Upper East Texas | | | | | | | | | | |
| <u><High School</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 31 | 36.5 | 5 | 15.6 | 12 | 57.2 | 13 | 50.0 | 1 | 16.7 |
| 821-990 | 35 | 41.2 | 13 | 40.6 | 7 | 33.3 | 11 | 42.3 | 4 | 66.6 |
| 991-1140 | 16 | 18.8 | 11 | 34.4 | 2 | 9.5 | 2 | 7.7 | 1 | 16.7 |
| 1141-1600 | 3 | 3.5 | 3 | 9.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 85 | 100.0 | 32 | 100.0 | 21 | 100.0 | 26 | 100.0 | 6 | 100.0 |
| Median Score | 870 | | 975 | | 780 | | 825 | | 890 | |
| <u>High School Graduate/Equivalent</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 113 | 30.5 | 67 | 23.8 | 41 | 62.1 | 2 | 14.3 | 3 | 33.3 |
| 821-990 | 122 | 33.0 | 96 | 34.2 | 17 | 25.8 | 7 | 50.0 | 2 | 22.3 |
| 991-1140 | 93 | 25.1 | 80 | 28.5 | 7 | 10.6 | 3 | 21.4 | 3 | 33.3 |
| 1141-1600 | 42 | 11.4 | 38 | 13.5 | 1 | 1.5 | 2 | 14.3 | 1 | 11.1 |
| N= | 370 | 100.0 | 281 | 100.0 | 66 | 100.0 | 14 | 100.0 | 9 | 100.0 |
| Median Score | 930 | | 860 | | 775 | | 880 | | 890 | |



Table 34, continued

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Some College</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 166 | 19.1 | 104 | 14.6 | 56 | 50.0 | 1 | 5.0 | 5 | 17.2 |
| 821-990 | 307 | 35.2 | 245 | 34.5 | 42 | 37.5 | 10 | 50.0 | 10 | 34.5 |
| 991-1140 | 260 | 29.9 | 229 | 32.3 | 12 | 10.7 | 9 | 45.0 | 10 | 34.5 |
| 1141-1600 | 138 | 15.8 | 132 | 18.6 | 2 | 1.8 | 0 | 0.0 | 4 | 13.8 |
| N= | 871 | 100.0 | 710 | 100.0 | 112 | 100.0 | 20 | 100.0 | 29 | 100.0 |
| Median Score | 980 | | 1,000 | | 825 | | 975 | | 990 | |
| <u>Bachelor/4 year Degree</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 61 | 10.5 | 29 | 6.0 | 22 | 38.6 | 1 | 7.7 | 9 | 29.0 |
| 821-990 | 183 | 31.4 | 156 | 32.4 | 18 | 31.6 | 1 | 7.7 | 8 | 25.8 |
| 991-1140 | 202 | 34.6 | 172 | 35.7 | 16 | 28.1 | 8 | 61.5 | 6 | 19.4 |
| 1141-1600 | 137 | 23.5 | 125 | 25.9 | 1 | 1.7 | 3 | 23.1 | 8 | 25.8 |
| N= | 583 | 100.0 | 482 | 100.0 | 57 | 100.0 | 13 | 100.0 | 31 | 100.0 |
| Median Score | 1,030 | | 1,040 | | 890 | | 1,080 | | 930 | |
| <u>Graduate Degree and Higher</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 70 | 10.5 | 43 | 7.4 | 20 | 46.5 | 4 | 22.2 | 3 | 12.5 |
| 821-990 | 177 | 26.5 | 155 | 26.6 | 14 | 32.6 | 3 | 16.7 | 5 | 20.8 |
| 991-1140 | 214 | 32.1 | 193 | 33.2 | 7 | 16.3 | 5 | 27.8 | 9 | 37.5 |
| 1141-1600 | 206 | 30.9 | 191 | 32.8 | 2 | 4.6 | 6 | 33.3 | 7 | 29.2 |
| N= | 667 | 100.0 | 582 | 100.0 | 43 | 100.0 | 18 | 100.0 | 24 | 100.0 |
| Median Score | 1,060 | | 1,070 | | 870 | | 1,060 | | 1,065 | |
| <u>Education Not Reported</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 15 | 26.8 | 4 | 17.4 | 3 | 100.0 | 1 | 50.0 | 7 | 25.0 |
| 821-990 | 17 | 30.4 | 7 | 30.4 | 0 | 0.0 | 1 | 50.0 | 9 | 32.1 |
| 991-1140 | 18 | 32.1 | 8 | 34.8 | 0 | 0.0 | 0 | 0.0 | 10 | 35.7 |
| 1141-1600 | 6 | 10.7 | 4 | 17.4 | 0 | 0.0 | 0 | 0.0 | 2 | 7.2 |
| N= | 56 | 100.0 | 23 | 100.0 | 3 | 100.0 | 2 | 100.0 | 28 | 100.0 |
| Median Score | 980 | | 1,000 | | 800 | | 805 | | 980 | |
| Southeast Texas | | | | | | | | | | |
| <u><High School</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 182 | 47.9 | 27 | 43.5 | 35 | 56.5 | 98 | 52.1 | 22 | 32.4 |
| 821-990 | 133 | 35.0 | 20 | 32.3 | 18 | 29.0 | 73 | 38.8 | 22 | 32.4 |
| 991-1140 | 49 | 12.9 | 11 | 17.7 | 6 | 9.7 | 14 | 7.5 | 18 | 26.4 |
| 1141-1600 | 16 | 4.2 | 4 | 6.5 | 3 | 4.8 | 3 | 1.6 | 6 | 8.8 |
| N= | 380 | 100.0 | 62 | 100.0 | 62 | 100.0 | 188 | 100.0 | 68 | 100.0 |
| Median Score | 830 | | 850 | | 795 | | 810 | | 910 | |

Table 34, continued

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| High School Graduate/Equivalent | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 339 | 35.2 | 131 | 25.1 | 153 | 61.5 | 32 | 26.9 | 23 | 31.5 |
| 821-990 | 385 | 40.0 | 234 | 44.8 | 75 | 30.1 | 54 | 45.4 | 22 | 30.1 |
| 991-1140 | 173 | 18.0 | 113 | 21.7 | 19 | 7.6 | 23 | 19.3 | 18 | 24.7 |
| 1141-1600 | 66 | 6.8 | 44 | 8.4 | 2 | 0.8 | 10 | 8.4 | 10 | 13.7 |
| N= | 963 | 100.0 | 522 | 100.0 | 249 | 100.0 | 119 | 100.0 | 73 | 100.0 |
| Median Score | 880 | | 920 | | 790 | | 910 | | 930 | |
| Some College | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 501 | 29.1 | 184 | 18.7 | 247 | 51.3 | 44 | 33.3 | 26 | 21.1 |
| 821-990 | 688 | 40.0 | 400 | 40.7 | 178 | 37.0 | 53 | 40.2 | 57 | 46.4 |
| 991-1140 | 352 | 20.5 | 257 | 26.1 | 47 | 9.8 | 26 | 19.7 | 22 | 17.9 |
| 1141-1600 | 178 | 10.4 | 142 | 14.5 | 9 | 1.9 | 9 | 6.8 | 18 | 14.6 |
| N= | 1,719 | 100.0 | 983 | 100.0 | 481 | 100.0 | 132 | 100.0 | 123 | 100.0 |
| Median Score | 910 | | 950 | | 820 | | 895 | | 940 | |
| Bachelor/4 year Degree | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 185 | 16.1 | 86 | 10.8 | 65 | 38.5 | 12 | 18.7 | 22 | 17.9 |
| 821-990 | 405 | 35.2 | 279 | 35.1 | 69 | 40.8 | 22 | 34.4 | 35 | 28.4 |
| 991-1140 | 306 | 26.5 | 227 | 28.5 | 27 | 16.0 | 16 | 25.0 | 36 | 29.3 |
| 1141-1600 | 256 | 22.2 | 204 | 25.6 | 8 | 4.7 | 14 | 21.9 | 30 | 24.4 |
| N= | 1,152 | 100.0 | 796 | 100.0 | 169 | 100.0 | 64 | 100.0 | 123 | 100.0 |
| Median Score | 990 | | 1,020 | | 870 | | 985 | | 1,010 | |
| Graduate Degree and Higher | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 165 | 14.3 | 63 | 8.5 | 73 | 39.9 | 11 | 15.5 | 18 | 10.9 |
| 821-990 | 352 | 30.4 | 217 | 29.4 | 68 | 37.2 | 31 | 43.7 | 36 | 21.8 |
| 991-1140 | 320 | 27.6 | 233 | 31.5 | 31 | 16.9 | 12 | 16.9 | 44 | 26.7 |
| 1141-1600 | 321 | 27.7 | 226 | 30.6 | 11 | 6.0 | 17 | 23.9 | 67 | 40.6 |
| N= | 1,158 | 100.0 | 739 | 100.0 | 183 | 100.0 | 71 | 100.0 | 165 | 100.0 |
| Median Score | 1,020 | | 1,050 | | 880 | | 980 | | 1,100 | |
| Education Not Reported | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 57 | 36.5 | 8 | 28.6 | 14 | 48.3 | 3 | 33.3 | 32 | 35.5 |
| 821-990 | 55 | 35.3 | 9 | 32.1 | 10 | 34.5 | 3 | 33.3 | 33 | 36.7 |
| 991-1140 | 27 | 17.3 | 6 | 21.4 | 4 | 13.8 | 2 | 22.2 | 15 | 16.7 |
| 1141-1600 | 17 | 10.9 | 5 | 17.9 | 1 | 3.4 | 1 | 11.2 | 10 | 11.1 |
| N= | 156 | 100.0 | 28 | 100.0 | 29 | 100.0 | 9 | 100.0 | 90 | 100.0 |
| Median Score | 880 | | 925 | | 830 | | 960 | | 900 | |



Table 34, continued

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Gulf Coast | | | | | | | | | | |
| <u><High School</u> | | | | | | | | | | |
| 0-400 | 2 | 0.2 | 0 | 0.0 | 2 | 2.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 450 | 42.9 | 33 | 27.7 | 68 | 66.7 | 286 | 45.2 | 63 | 32.1 |
| 821-990 | 374 | 35.6 | 49 | 41.2 | 22 | 21.6 | 241 | 38.1 | 62 | 31.6 |
| 991-1140 | 165 | 15.7 | 27 | 22.7 | 9 | 8.7 | 92 | 14.5 | 37 | 18.9 |
| 1141-1600 | 59 | 5.6 | 10 | 8.4 | 1 | 1.0 | 14 | 2.2 | 34 | 17.4 |
| N= | 1,050 | 100.0 | 119 | 100.0 | 102 | 100.0 | 633 | 100.0 | 196 | 100.0 |
| Median Score | 860 | | 930 | | 760 | | 840 | | 915 | |
| <u>High School Graduate/Equivalent</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 709 | 29.4 | 229 | 19.9 | 240 | 53.9 | 184 | 33.3 | 56 | 21.5 |
| 821-990 | 911 | 37.8 | 429 | 37.2 | 158 | 35.5 | 225 | 40.8 | 99 | 38.1 |
| 991-1140 | 529 | 22.0 | 321 | 27.9 | 38 | 8.5 | 105 | 19.0 | 65 | 25.0 |
| 1141-1600 | 260 | 10.8 | 173 | 15.0 | 9 | 2.1 | 38 | 6.9 | 40 | 15.4 |
| N= | 2,409 | 100.0 | 1,152 | 100.0 | 445 | 100.0 | 552 | 100.0 | 260 | 100.0 |
| Median Score | 910 | | 960 | | 810 | | 890 | | 960 | |
| <u>Some College</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,108 | 20.3 | 472 | 14.8 | 399 | 39.1 | 167 | 22.7 | 70 | 14.4 |
| 821-990 | 1,981 | 36.4 | 1,120 | 35.1 | 402 | 39.4 | 308 | 41.8 | 151 | 30.9 |
| 991-1140 | 1,466 | 27.0 | 963 | 30.1 | 172 | 16.8 | 194 | 26.3 | 137 | 28.1 |
| 1141-1600 | 884 | 16.3 | 638 | 20.0 | 48 | 4.7 | 68 | 9.2 | 130 | 26.6 |
| N= | 5,439 | 100.0 | 3,193 | 100.0 | 1,021 | 100.0 | 737 | 100.0 | 488 | 100.0 |
| Median Score | 970 | | 1,000 | | 860 | | 940 | | 1,015 | |
| <u>Bachelor/4 year Degree</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 494 | 9.8 | 249 | 7.0 | 166 | 30.7 | 38 | 11.4 | 41 | 6.7 |
| 821-990 | 1,397 | 27.6 | 942 | 26.4 | 215 | 39.8 | 95 | 28.4 | 145 | 23.7 |
| 991-1140 | 1,557 | 30.8 | 1,176 | 32.9 | 108 | 20.1 | 116 | 34.7 | 157 | 25.7 |
| 1141-1600 | 1,606 | 31.8 | 1,202 | 33.7 | 51 | 9.4 | 85 | 25.5 | 268 | 43.9 |
| N= | 5,054 | 100.0 | 3,569 | 100.0 | 540 | 100.0 | 334 | 100.0 | 611 | 100.0 |
| Median Score | 1,060 | | 1,070 | | 900 | | 1,030 | | 1,110 | |
| <u>Graduate Degree and Higher</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 494 | 8.1 | 208 | 5.1 | 161 | 29.1 | 59 | 13.8 | 66 | 6.5 |
| 821-990 | 1,270 | 21.0 | 797 | 19.6 | 203 | 36.6 | 134 | 31.5 | 136 | 13.3 |
| 991-1140 | 1,629 | 26.9 | 1,165 | 28.7 | 122 | 12.0 | 110 | 25.8 | 232 | 22.8 |
| 1141-1600 | 2,669 | 44.0 | 1,893 | 46.6 | 68 | 12.3 | 123 | 28.9 | 585 | 57.4 |
| N= | 6,062 | 100.0 | 4,063 | 100.0 | 554 | 100.0 | 426 | 100.0 | 1,019 | 100.0 |
| Median Score | 1,110 | | 1,130 | | 930 | | 1,020 | | 1,190 | |

Table 34, continued

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Education Not Reported</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 185 | 28.2 | 30 | 18.4 | 23 | 45.1 | 18 | 36.0 | 114 | 29.0 |
| 821-990 | 206 | 31.3 | 45 | 27.6 | 21 | 41.2 | 17 | 34.0 | 123 | 31.3 |
| 991-1140 | 130 | 19.8 | 40 | 24.5 | 4 | 7.8 | 10 | 20.0 | 76 | 19.3 |
| 1141-1600 | 136 | 20.7 | 48 | 29.5 | 3 | 5.9 | 5 | 10.0 | 80 | 20.4 |
| N= | 657 | 100.0 | 163 | 100.0 | 51 | 100.0 | 50 | 100.0 | 393 | 100.0 |
| Median Score | 930 | | 1,030 | | 870 | | 875 | | 930 | |
| Central Texas | | | | | | | | | | |
| <u><High School</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 96 | 38.1 | 14 | 28.0 | 24 | 63.2 | 52 | 40.9 | 6 | 16.2 |
| 821-990 | 91 | 36.1 | 17 | 34.0 | 12 | 31.6 | 46 | 36.2 | 16 | 43.3 |
| 991-1140 | 50 | 19.8 | 17 | 34.0 | 2 | 5.2 | 19 | 15.0 | 12 | 32.4 |
| 1141-1600 | 15 | 6.0 | 2 | 4.0 | 0 | 0.0 | 10 | 7.9 | 3 | 8.1 |
| N= | 252 | 100.0 | 50 | 100.0 | 38 | 100.0 | 127 | 100.0 | 37 | 100.0 |
| Median Score | 880 | | 935 | | 755 | | 860 | | 980 | |
| <u>High School Graduate/Equivalent</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 300 | 28.5 | 139 | 21.3 | 77 | 51.0 | 63 | 37.3 | 21 | 26.6 |
| 821-990 | 389 | 37.0 | 242 | 37.1 | 54 | 35.8 | 70 | 41.4 | 23 | 29.1 |
| 991-1140 | 233 | 22.2 | 177 | 27.2 | 16 | 10.6 | 28 | 16.6 | 12 | 15.2 |
| 1141-1600 | 129 | 12.3 | 94 | 14.4 | 4 | 2.6 | 8 | 4.7 | 23 | 29.1 |
| N= | 1,051 | 100.0 | 652 | 100.0 | 151 | 100.0 | 169 | 100.0 | 79 | 100.0 |
| Median Score | 920 | | 960 | | 820 | | 870 | | 950 | |
| <u>Some College</u> | | | | | | | | | | |
| 0-400 | 1 | 0.1 | 0 | 0.0 | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 408 | 18.5 | 218 | 14.1 | 106 | 42.9 | 63 | 22.0 | 21 | 16.0 |
| 821-990 | 778 | 35.2 | 517 | 33.5 | 95 | 38.5 | 114 | 39.7 | 52 | 39.7 |
| 991-1140 | 634 | 28.7 | 491 | 31.8 | 36 | 14.6 | 73 | 25.4 | 34 | 26.0 |
| 1141-1600 | 387 | 17.5 | 317 | 20.6 | 9 | 3.6 | 37 | 12.9 | 24 | 18.3 |
| N= | 2,208 | 100.0 | 1,543 | 100.0 | 247 | 100.0 | 287 | 100.0 | 131 | 100.0 |
| Median Score | 975 | | 1,010 | | 860 | | 930 | | 980 | |
| <u>Bachelor/4 year Degree</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 122 | 10.3 | 124 | 8.2 | 37 | 33.6 | 19 | 15.8 | 12 | 10.7 |
| 821-990 | 520 | 27.9 | 413 | 27.1 | 44 | 40.0 | 33 | 27.5 | 30 | 26.8 |
| 991-1140 | 586 | 31.4 | 501 | 32.9 | 19 | 17.3 | 40 | 33.3 | 26 | 23.2 |
| 1141-1600 | 566 | 30.4 | 484 | 31.8 | 10 | 9.1 | 28 | 23.4 | 44 | 39.3 |
| N= | 1,864 | 100.0 | 1,522 | 100.0 | 110 | 100.0 | 120 | 100.0 | 112 | 100.0 |
| Median Score | 1,050 | | 1,060 | | 880 | | 1,015 | | 1,100 | |



Table 34, continued

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Graduate Degree and Higher</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 135 | 5.9 | 77 | 4.1 | 29 | 28.7 | 17 | 11.4 | 12 | 6.8 |
| 821-990 | 498 | 21.6 | 391 | 20.9 | 41 | 40.6 | 40 | 26.8 | 26 | 14.8 |
| 991-1140 | 670 | 29.1 | 576 | 30.7 | 21 | 20.8 | 35 | 23.5 | 38 | 21.6 |
| 1141-1600 | 998 | 43.4 | 831 | 44.3 | 10 | 9.9 | 57 | 38.3 | 100 | 56.8 |
| N= | 2,301 | 100.0 | 1,875 | 100.0 | 101 | 100.0 | 149 | 100.0 | 176 | 100.0 |
| Median Score | 1,110 | | 1,110 | | 900 | | 1,070 | | 1,190 | |
| <u>Education Not Reported</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 49 | 25.6 | 11 | 16.7 | 6 | 40.0 | 3 | 27.3 | 29 | 29.3 |
| 821-990 | 64 | 33.5 | 23 | 34.8 | 7 | 46.6 | 7 | 63.6 | 27 | 27.3 |
| 991-1140 | 37 | 19.4 | 17 | 25.8 | 1 | 6.7 | 1 | 9.1 | 18 | 18.2 |
| 1141-1600 | 41 | 21.5 | 15 | 22.7 | 1 | 6.7 | 0 | 0.0 | 25 | 25.2 |
| N= | 191 | 100.0 | 66 | 100.0 | 15 | 100.0 | 11 | 100.0 | 99 | 100.0 |
| Median Score | 930 | | 990 | | 840 | | 900 | | 920 | |
| South Texas | | | | | | | | | | |
| <u><High School</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 837 | 50.1 | 19 | 32.8 | 53 | 69.7 | 737 | 49.9 | 28 | 45.9 |
| 821-990 | 575 | 34.4 | 23 | 39.6 | 20 | 26.3 | 513 | 34.7 | 19 | 31.1 |
| 991-1140 | 203 | 12.1 | 11 | 19.0 | 3 | 4.0 | 180 | 12.2 | 9 | 14.8 |
| 1141-1600 | 57 | 3.4 | 5 | 8.6 | 0 | 0.0 | 47 | 3.2 | 5 | 8.2 |
| N= | 1,672 | 100.0 | 58 | 100.0 | 76 | 100.0 | 1,477 | 100.0 | 61 | 100.0 |
| Median Score | 820 | | 870 | | 730 | | 830 | | 880 | |
| <u>High School Graduate/Equivalent</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 862 | 34.9 | 149 | 23.5 | 83 | 53.5 | 599 | 38.4 | 31 | 25.4 |
| 821-990 | 966 | 39.1 | 254 | 40.0 | 50 | 32.3 | 609 | 39.1 | 53 | 43.5 |
| 991-1140 | 167 | 19.4 | 167 | 26.3 | 15 | 9.7 | 271 | 17.4 | 27 | 22.1 |
| 1141-1600 | 162 | 6.6 | 65 | 10.2 | 7 | 4.5 | 79 | 5.1 | 11 | 9.0 |
| N= | 2,470 | 100.0 | 635 | 100.0 | 155 | 100.0 | 1,558 | 100.0 | 122 | 100.0 |
| Median Score | 890 | | 950 | | 810 | | 875 | | 920 | |
| <u>Some College</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,222 | 26.9 | 271 | 16.1 | 166 | 45.8 | 739 | 32.5 | 46 | 20.3 |
| 821-990 | 1,761 | 37.3 | 630 | 37.4 | 135 | 37.3 | 912 | 40.0 | 84 | 37.0 |
| 991-1140 | 1,094 | 24.0 | 527 | 31.3 | 51 | 14.1 | 453 | 19.9 | 63 | 27.7 |
| 1141-1600 | 475 | 10.4 | 257 | 15.2 | 10 | 2.8 | 174 | 7.6 | 34 | 15.0 |
| N= | 4,552 | 100.0 | 1,685 | 100.0 | 362 | 100.0 | 2,278 | 100.0 | 227 | 100.0 |
| Median Score | 930 | | 1,980 | | 845 | | 900 | | 950 | |

Table 34, continued

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Bachelor/4 year Degree</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 436 | 14.9 | 150 | 9.3 | 60 | 37.7 | 201 | 20.5 | 25 | 14.4 |
| 821-990 | 981 | 33.5 | 490 | 30.3 | 59 | 37.1 | 381 | 38.8 | 51 | 30.2 |
| 991-1140 | 849 | 29.1 | 516 | 31.9 | 31 | 19.5 | 247 | 25.2 | 55 | 32.5 |
| 1141-1600 | 659 | 22.5 | 460 | 28.5 | 9 | 5.7 | 152 | 15.5 | 38 | 22.5 |
| N= | 2,925 | 100.0 | 1,616 | 100.0 | 159 | 100.0 | 981 | 100.0 | 169 | 100.0 |
| Median Score | 1,000 | | 1,040 | | 870 | | 950 | | 1,020 | |
| <u>Graduate Degree and Higher</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 389 | 10.7 | 135 | 6.4 | 41 | 24.8 | 191 | 17.3 | 22 | 8.4 |
| 821-990 | 1,055 | 28.9 | 523 | 24.7 | 62 | 37.6 | 419 | 37.8 | 51 | 19.5 |
| 991-1140 | 1,074 | 29.4 | 685 | 32.3 | 38 | 23.0 | 282 | 25.5 | 69 | 25.5 |
| 1141-1600 | 1,133 | 31.0 | 775 | 36.6 | 24 | 14.6 | 215 | 19.4 | 119 | 45.6 |
| N= | 3,651 | 100.0 | 2,118 | 100.0 | 165 | 100.0 | 1,107 | 100.0 | 261 | 100.0 |
| Median Score | 1,050 | | 1,090 | | 950 | | 1,970 | | 1,120 | |
| <u>Education Not Reported</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 152 | 41.2 | 12 | 17.4 | 9 | 60.0 | 40 | 47.6 | 91 | 45.3 |
| 821-990 | 121 | 32.8 | 26 | 37.7 | 5 | 33.3 | 32 | 38.1 | 58 | 28.9 |
| 991-1140 | 55 | 14.9 | 16 | 23.2 | 1 | 6.7 | 7 | 8.3 | 31 | 15.4 |
| 1141-1600 | 41 | 11.1 | 15 | 21.7 | 0 | 0.0 | 5 | 6.0 | 21 | 10.4 |
| N= | 369 | 100.0 | 69 | 100.0 | 15 | 100.0 | 84 | 100.0 | 201 | 100.0 |
| Median Score | 880 | | 990 | | 780 | | 830 | | 860 | |
| West Texas | | | | | | | | | | |
| <u><High School</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 46 | 34.9 | 6 | 24.0 | 1 | 16.7 | 35 | 38.0 | 4 | 44.4 |
| 821-990 | 57 | 43.2 | 11 | 44.0 | 3 | 50.0 | 39 | 42.4 | 4 | 44.4 |
| 991-1140 | 23 | 17.4 | 6 | 24.0 | 2 | 33.3 | 14 | 15.2 | 1 | 11.2 |
| 1141-1600 | 6 | 4.5 | 2 | 8.0 | 0 | 0.0 | 4 | 4.4 | 0 | 0.0 |
| N= | 132 | 100.0 | 25 | 100.0 | 6 | 100.0 | 92 | 100.0 | 9 | 100.0 |
| Median Score | 880 | | 910 | | 950 | | 870 | | 900 | |
| <u>High School Graduate/Equivalent</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 55 | 20.7 | 27 | 17.9 | 5 | 38.5 | 20 | 23.3 | 3 | 20.0 |
| 821-990 | 106 | 40.0 | 58 | 38.4 | 5 | 38.5 | 37 | 43.0 | 6 | 40.0 |
| 991-1140 | 77 | 29.1 | 50 | 33.1 | 2 | 15.3 | 22 | 25.6 | 3 | 20.0 |
| 1141-1600 | 27 | 10.2 | 16 | 10.6 | 1 | 7.7 | 7 | 8.1 | 3 | 20.0 |
| N= | 265 | 100.0 | 151 | 100.0 | 13 | 100.0 | 86 | 100.0 | 15 | 100.0 |
| Median Score | 960 | | 970 | | 860 | | 935 | | 920 | |

274



Table 34, continued

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Some College</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 118 | 18.8 | 69 | 15.5 | 17 | 42.5 | 28 | 21.9 | 4 | 25.0 |
| 821-990 | 232 | 36.9 | 157 | 35.4 | 17 | 42.5 | 52 | 40.6 | 6 | 37.5 |
| 991-1140 | 167 | 26.6 | 124 | 27.9 | 5 | 12.5 | 32 | 25.0 | 6 | 37.5 |
| 1141-1600 | 111 | 17.7 | 94 | 21.2 | 1 | 2.5 | 16 | 12.5 | 0 | 0.0 |
| N= | 628 | 100.0 | 444 | 100.0 | 40 | 100.0 | 128 | 100.0 | 16 | 100.0 |
| Median Score | 970 | | 990 | | 875 | | 965 | | 955 | |
| <u>Bachelor/4 year Degree</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 57 | 11.9 | 38 | 9.5 | 9 | 50.0 | 8 | 32.5 | 2 | 7.7 |
| 821-990 | 147 | 30.7 | 124 | 30.9 | 5 | 27.8 | 11 | 32.4 | 7 | 26.9 |
| 991-1140 | 160 | 33.4 | 136 | 33.9 | 2 | 11.1 | 11 | 32.4 | 11 | 42.3 |
| 1141-1600 | 115 | 24.0 | 103 | 25.7 | 2 | 11.1 | 4 | 11.7 | 6 | 23.1 |
| N= | 479 | 100.0 | 401 | 100.0 | 18 | 100.0 | 34 | 100.0 | 26 | 100.0 |
| Median Score | 1,020 | | 1,030 | | 830 | | 975 | | 1,020 | |
| <u>Graduate Degree and Higher</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 37 | 8.2 | 25 | 6.6 | 4 | 33.3 | 6 | 18.8 | 2 | 7.1 |
| 821-990 | 132 | 29.1 | 108 | 28.3 | 3 | 25.0 | 14 | 43.7 | 7 | 25.0 |
| 991-1140 | 135 | 29.8 | 121 | 31.8 | 4 | 33.3 | 5 | 15.6 | 5 | 17.9 |
| 1141-1600 | 149 | 32.9 | 127 | 33.3 | 1 | 8.4 | 7 | 21.9 | 14 | 50.0 |
| N= | 453 | 100.0 | 381 | 100.0 | 12 | 100.0 | 32 | 100.0 | 28 | 100.0 |
| Median Score | 1,060 | | 1,070 | | 965 | | 940 | | 1,155 | |
| <u>Education Not Reported</u> | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 13 | 30.2 | 7 | 43.7 | 0 | 0.0 | 2 | 66.7 | 4 | 17.4 |
| 821-990 | 12 | 27.9 | 3 | 18.8 | 0 | 0.0 | 1 | 33.3 | 8 | 34.8 |
| 991-1140 | 12 | 27.9 | 6 | 37.5 | 1 | 100.0 | 0 | 0.0 | 5 | 21.7 |
| 1141-1600 | 6 | 14.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 6 | 26.1 |
| N= | 43 | 100.0 | 16 | 100.0 | 1 | 100.0 | 3 | 100.0 | 23 | 100.0 |
| Median Score | 930 | | 860 | | 1,050 | | 750 | | 950 | |
| <u>High School</u> | | | | | | | | | | |
| 0-400 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 |
| 401-820 | 388 | 56.5 | 2 | 50.0 | 17 | 70.8 | 364 | 56.2 | 5 | 45.4 |
| 821-990 | 219 | 31.9 | 1 | 25.0 | 6 | 25.0 | 208 | 32.1 | 4 | 36.4 |
| 991-1140 | 65 | 9.5 | 0 | 0.0 | 1 | 4.2 | 62 | 9.6 | 2 | 18.2 |
| 1141-1600 | 14 | 2.0 | 1 | 25.0 | 0 | 0.0 | 13 | 2.0 | 0 | 0.0 |
| N= | 687 | 100.0 | 4 | 100.0 | 24 | 100.0 | 648 | 100.0 | 11 | 100.0 |
| Median Score | 800 | | 855 | | 740 | | 800 | | 830 | |

Upper Rio Grande



Table 34, continued

T-87

| SAT Score by Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|-------|--------|-------|--------|-------|----------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| High School Graduate/Equivalent | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 279 | 41.3 | 16 | 27.1 | 23 | 52.3 | 231 | 43.0 | 9 | 25.0 |
| 821-990 | 268 | 39.6 | 27 | 45.8 | 15 | 34.1 | 208 | 38.7 | 18 | 50.0 |
| 991-1140 | 101 | 14.9 | 12 | 20.3 | 5 | 11.3 | 79 | 14.7 | 5 | 13.9 |
| 1141-1600 | 28 | 4.2 | 4 | 6.8 | 1 | 2.3 | 19 | 3.6 | 4 | 11.1 |
| N= | 676 | 100.0 | 59 | 100.0 | 44 | 100.0 | 537 | 100.0 | 36 | 100.0 |
| Median Score | 860 | | 930 | | 815 | | 850 | | 915 | |
| Some College | | | | | | | | | | |
| 0-400 | 2 | 0.2 | 1 | 0.5 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 |
| 401-820 | 364 | 32.1 | 37 | 17.8 | 25 | 35.2 | 293 | 36.7 | 9 | 15.5 |
| 821-990 | 82 | 38.0 | 82 | 39.4 | 31 | 43.7 | 301 | 37.7 | 18 | 31.0 |
| 991-1140 | 234 | 20.6 | 59 | 28.4 | 10 | 14.1 | 149 | 18.7 | 16 | 27.6 |
| 1141-1600 | 103 | 9.1 | 29 | 13.9 | 5 | 7.0 | 54 | 6.8 | 15 | 25.9 |
| N= | 1,135 | 100.0 | 208 | 100.0 | 71 | 100.0 | 798 | 100.0 | 58 | 100.0 |
| Median Score | 990 | | 960 | | 870 | | 880 | | 1,010 | |
| Bachelor/4 year Degree | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 111 | 18.4 | 16 | 8.4 | 7 | 28.0 | 85 | 24.2 | 3 | 8.3 |
| 821-990 | 222 | 36.8 | 64 | 33.7 | 10 | 40.0 | 130 | 36.9 | 18 | 50.0 |
| 991-1140 | 176 | 29.2 | 58 | 30.5 | 6 | 24.0 | 102 | 29.0 | 10 | 27.8 |
| 1141-1600 | 94 | 15.6 | 52 | 27.4 | 2 | 8.0 | 35 | 9.9 | 5 | 13.9 |
| N= | 603 | 100.0 | 190 | 100.0 | 25 | 100.0 | 352 | 100.0 | 36 | 100.0 |
| Median Score | 970 | | 1,040 | | 920 | | 945 | | 960 | |
| Graduate Degree and Higher | | | | | | | | | | |
| 0-400 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 1 | 0.3 | 0 | 0.0 |
| 401-820 | 125 | 16.0 | 23 | 7.8 | 8 | 27.6 | 89 | 22.8 | 5 | 7.5 |
| 821-990 | 241 | 30.9 | 83 | 28.2 | 8 | 27.6 | 131 | 33.6 | 19 | 28.4 |
| 991-1140 | 237 | 30.4 | 104 | 35.4 | 9 | 31.0 | 101 | 25.9 | 23 | 34.3 |
| 1141-1600 | 176 | 22.6 | 84 | 28.6 | 4 | 13.8 | 68 | 17.4 | 20 | 29.8 |
| N= | 780 | 100.0 | 294 | 100.0 | 29 | 100.0 | 390 | 100.0 | 67 | 100.0 |
| Median Score | 1,010 | | 1,040 | | 930 | | 950 | | 1,050 | |
| Education Not Reported | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 46 | 48.4 | 2 | 50.0 | 2 | 66.7 | 15 | 48.4 | 27 | 47.4 |
| 821-990 | 28 | 29.5 | 1 | 25.0 | 1 | 33.3 | 11 | 35.5 | 15 | 26.3 |
| 991-1140 | 16 | 16.8 | 0 | 0.0 | 0 | 0.0 | 4 | 12.9 | 12 | 21.0 |
| 1141-1600 | 5 | 5.3 | 1 | 25.0 | 0 | 0.0 | 1 | 3.2 | 3 | 5.3 |
| N= | 95 | 100.0 | 4 | 100.0 | 3 | 100.0 | 31 | 100.0 | 57 | 100.0 |
| Median Score | 850 | | 745 | | 780 | | 850 | | 850 | |

*Values may not sum to state total due to missing values for some variables for some cases.

Table 35: Number and Percent of Students in Texas by SAT Score, High School Class Rank and Race/Ethnicity, 1995-96

| SAT Score by Class Rank | Total | | Anglo | | Black | | Hispanic | | Other | |
|----------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Top Fifth | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.0 | 0 | 0.0 |
| 401-820 | 2,551 | 7.5 | 699 | 3.1 | 703 | 27.8 | 946 | 15.8 | 233 | 6.4 |
| 821-990 | 7,326 | 21.6 | 3,779 | 17.3 | 617 | 36.3 | 2,036 | 34.0 | 594 | 16.4 |
| 991-1140 | 10,296 | 30.3 | 7,044 | 32.3 | 903 | 23.8 | 1,774 | 29.7 | 875 | 24.2 |
| 1141-1600 | 13,773 | 40.6 | 10,326 | 47.3 | 307 | 12.1 | 1,225 | 20.5 | 1,915 | 53.0 |
| N= | 33,947 | | 21,818 | | 2,530 | | 5,982 | | 3,617 | |
| Median | 1,100 | | 1,130 | | 930 | | 1,000 | | 1,160 | |
| Second Fifth | | | | | | | | | | |
| 0-400 | 3 | 0.0 | 0 | 0.0 | 2 | 0.1 | 1 | 0.0 | 0 | 0.0 |
| 401-820 | 4,149 | 19.1 | 1,391 | 10.7 | 1,041 | 42.1 | 1,359 | 31.2 | 358 | 18.8 |
| 821-990 | 8,119 | 37.4 | 4,697 | 36.2 | 991 | 40.1 | 1,803 | 41.4 | 628 | 33.0 |
| 991-1140 | 6,213 | 28.6 | 4,457 | 34.4 | 330 | 13.4 | 895 | 20.5 | 531 | 27.9 |
| 1141-1600 | 5,220 | 14.9 | 2,426 | 18.7 | 107 | 4.3 | 302 | 6.9 | 385 | 20.3 |
| N= | 21,704 | | 12,971 | | 2,471 | | 4,360 | | 1,902 | |
| Median | 970 | | 1,010 | | 850 | | 900 | | 990 | |
| Middle Fifth | | | | | | | | | | |
| 0-400 | 3 | 0.0 | 1 | 0.0 | 2 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 5,469 | 33.3 | 2,024 | 22.8 | 1,316 | 54.7 | 1,764 | 45.7 | 365 | 28.4 |
| 821-990 | 6,836 | 41.6 | 3,926 | 44.2 | 845 | 35.1 | 1,533 | 39.7 | 532 | 41.3 |
| 991-1140 | 3,127 | 19.0 | 2,179 | 24.5 | 210 | 8.7 | 462 | 12.0 | 276 | 21.4 |
| 1141-1600 | 996 | 6.1 | 750 | 8.5 | 33 | 1.4 | 99 | 2.6 | 114 | 8.9 |
| N= | 16,831 | | 8,880 | | 2,406 | | 3,858 | | 1,287 | |
| Median | 890 | | 930 | | 810 | | 840 | | 910 | |
| Fourth Fifth | | | | | | | | | | |
| 0-400 | 2 | 0.1 | 0 | 0.0 | 1 | 0.2 | 1 | 0.1 | 0 | 0.0 |
| 401-820 | 1,428 | 46.7 | 514 | 35.3 | 349 | 67.1 | 459 | 54.7 | 106 | 44.5 |
| 821-990 | 1,167 | 37.5 | 620 | 42.5 | 195 | 26.0 | 312 | 37.2 | 80 | 33.6 |
| 991-1140 | 370 | 12.1 | 242 | 16.6 | 30 | 5.7 | 61 | 7.3 | 37 | 15.6 |
| 1141-1600 | 108 | 3.6 | 82 | 5.6 | 5 | 1.0 | 6 | 0.7 | 15 | 6.3 |
| N= | 3,055 | | 1,458 | | 520 | | 839 | | 238 | |
| Median | 840 | | 880 | | 760 | | 810 | | 850 | |
| Lowest Fifth | | | | | | | | | | |
| 0-400 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 |
| 401-820 | 313 | 53.8 | 98 | 39.4 | 86 | 76.8 | 104 | 60.9 | 25 | 51.0 |
| 821-990 | 183 | 31.5 | 91 | 36.6 | 19 | 17.0 | 56 | 32.8 | 17 | 34.7 |
| 991-1140 | 61 | 10.5 | 42 | 16.8 | 7 | 6.2 | 7 | 4.1 | 5 | 10.2 |
| 1141-1600 | 23 | 4.0 | 18 | 7.2 | 0 | 0.0 | 3 | 1.6 | 2 | 4.1 |
| N= | 581 | | 249 | | 112 | | 171 | | 49 | |
| Median | 680 | | 870 | | 690 | | 780 | | 820 | |
| No Responses | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 2,537 | 28.3 | 688 | 15.2 | 573 | 52.4 | 870 | 44.9 | 406 | 28.9 |
| 821-990 | 3,139 | 35.0 | 1,605 | 35.4 | 373 | 34.0 | 698 | 36.1 | 464 | 33.0 |
| 991-1140 | 2,080 | 23.2 | 1,392 | 30.6 | 118 | 10.8 | 282 | 14.6 | 288 | 20.5 |
| 1141-1600 | 1,217 | 13.5 | 853 | 18.8 | 30 | 2.7 | 86 | 4.4 | 248 | 17.6 |
| N= | 8,974 | | 4,538 | | 1,094 | | 1,936 | | 1,406 | |
| Median | 930 | | 990 | | 820 | | 840 | | 930 | |

*Values may not sum to the state total due to missing values for some variables for some cases.

Table 36: Number* and Percent of Students in Texas by ACT** Score, Class Rank and Race/Ethnicity, 1995-96

| ACT** Score by Class Rank | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Top Quarter | | | | | | | | | | | | |
| 0-400 | 5 | 0.0 | 2 | 0.0 | 1 | 0.1 | 1 | 0.0 | 1 | 0.1 | 0 | 0.0 |
| 401-820 | 3,028 | 12.4 | 955 | 6.1 | 551 | 34.4 | 1,315 | 27.4 | 130 | 8.0 | 77 | 9.9 |
| 821-990 | 5,457 | 22.4 | 3,079 | 19.8 | 475 | 29.6 | 1,405 | 29.3 | 354 | 21.9 | 144 | 18.6 |
| 991-1140 | 8,150 | 33.4 | 5,898 | 37.8 | 519 | 19.9 | 1,145 | 23.9 | 544 | 33.7 | 244 | 31.5 |
| 1141-1600 | 7,737 | 31.8 | 5,657 | 36.3 | 257 | 16.0 | 928 | 19.4 | 585 | 36.3 | 310 | 40.0 |
| N= | 24,377 | | 15,591 | | 1,603 | | 4,794 | | 1,614 | | 775 | |
| Median | 1,060 | | 1,100 | | 910 | | 990 | | 1,100 | | 1,100 | |
| Second Quarter | | | | | | | | | | | | |
| 0-400 | 15 | 0.1 | 3 | 0.0 | 5 | 0.3 | 5 | 0.1 | 2 | 0.4 | 0 | 0.0 |
| 401-820 | 6,578 | 38.6 | 2,515 | 26.1 | 1,202 | 62.5 | 2,664 | 58.5 | 307 | 32.5 | 190 | 37.6 |
| 821-990 | 5,197 | 30.5 | 3,247 | 33.7 | 457 | 23.8 | 1,013 | 25.0 | 319 | 33.8 | 161 | 31.9 |
| 991-1140 | 2,906 | 17.0 | 2,192 | 22.8 | 121 | 6.3 | 331 | 8.2 | 182 | 19.3 | 80 | 15.8 |
| 1141-1600 | 2,350 | 13.8 | 1,675 | 17.4 | 137 | 7.1 | 332 | 8.2 | 132 | 14.0 | 74 | 14.7 |
| N= | 17,046 | | 9,832 | | 1,922 | | 4,045 | | 942 | | 505 | |
| Median | 860 | | 990 | | 820 | | 820 | | 910 | | 910 | |
| Third Quarter | | | | | | | | | | | | |
| 0-400 | 18 | 0.2 | 0 | 0.0 | 6 | 0.5 | 11 | 0.5 | 0 | 0.0 | 1 | 0.4 |
| 401-820 | 4,994 | 59.3 | 1,805 | 45.5 | 1,017 | 75.7 | 1,782 | 73.8 | 225 | 53.4 | 165 | 59.1 |
| 821-990 | 2,048 | 24.3 | 1,241 | 31.3 | 222 | 16.5 | 421 | 17.4 | 108 | 25.7 | 56 | 20.1 |
| 991-1140 | 698 | 8.3 | 483 | 12.2 | 51 | 3.8 | 81 | 3.4 | 50 | 11.9 | 33 | 11.8 |
| 1141-1600 | 663 | 7.9 | 436 | 11.0 | 47 | 3.5 | 118 | 4.9 | 38 | 9.0 | 24 | 8.6 |
| N= | 8,421 | | 3,965 | | 1,343 | | 2,413 | | 421 | | 279 | |
| Median | 820 | | 860 | | 720 | | 770 | | 820 | | 820 | |
| Fourth Quarter | | | | | | | | | | | | |
| 0-400 | 7 | 0.6 | 0 | 0.0 | 3 | 1.4 | 4 | 1.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 843 | 69.3 | 254 | 53.7 | 178 | 80.5 | 330 | 81.7 | 51 | 63.8 | 30 | 76.9 |
| 821-990 | 230 | 18.9 | 139 | 29.3 | 25 | 11.3 | 44 | 10.9 | 17 | 21.2 | 5 | 12.8 |
| 991-1140 | 67 | 5.5 | 40 | 8.5 | 9 | 4.1 | 11 | 2.7 | 6 | 7.5 | 1 | 2.6 |
| 1141-1600 | 70 | 5.7 | 40 | 8.5 | 6 | 2.7 | 15 | 3.7 | 6 | 7.5 | 3 | 7.7 |
| N= | 1,217 | | 473 | | 221 | | 404 | | 80 | | 39 | |
| Median | 770 | | 820 | | 720 | | 720 | | 770 | | 720 | |
| Total | 51,061 | | 29,661 | | 5,089 | | 11,656 | | 3,057 | | 1,598 | |

*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard.

Table 37: Number* and Percent of Students in Texas by ACT**/SAT Combined Score of Students, Grade Point and Race/Ethnicity of Student, 1995-96

| ACT**/SAT Score by Grade Point Average | Total | | Anglo | | Black | | Hispanic | | Ethnicity Other | | Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------------------|------|--------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| A- to A+ | | | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 1 | 0.0 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 4,049 | 7.1 | 1,332 | 3.5 | 731 | 22.8 | 1,599 | 16.5 | 350 | 6.5 | 37 | 5.9 |
| 821-990 | 12,461 | 22.0 | 7,016 | 18.5 | 1,139 | 35.4 | 3,183 | 32.8 | 1,012 | 18.7 | 111 | 17.8 |
| 991-1140 | 18,904 | 33.3 | 13,520 | 35.8 | 829 | 25.8 | 2,850 | 29.4 | 1,500 | 27.7 | 205 | 32.8 |
| 1141-1600 | 21,357 | 37.6 | 15,951 | 42.2 | 515 | 16.0 | 2,071 | 21.3 | 2,548 | 47.1 | 212 | 43.5 |
| N= | 56,773 | | 37,820 | | 3,215 | | 9,703 | | 5,410 | | 625 | |
| Median Score | 1,100 | | 1,120 | | 960 | | 1,000 | | 1,140 | | 1,140 | |
| B- to B+ | | | | | | | | | | | | |
| 0-400 | 33 | 0.1 | 5 | 0.0 | 12 | 0.2 | 13 | 0.1 | 3 | 0.1 | 0 | 0.0 |
| 401-820 | 20,887 | 31.8 | 7,358 | 20.6 | 4,337 | 52.8 | 7,415 | 47.4 | 1,276 | 26.7 | 301 | 37.9 |
| 821-990 | 23,288 | 35.5 | 13,275 | 37.1 | 2,825 | 32.8 | 5,289 | 35.1 | 1,678 | 35.1 | 221 | 27.9 |
| 991-1140 | 13,485 | 20.6 | 9,415 | 26.3 | 864 | 10.0 | 1,980 | 12.7 | 1,084 | 22.7 | 142 | 17.9 |
| 1141-1600 | 7,861 | 12.0 | 5,701 | 16.0 | 364 | 4.2 | 933 | 6.0 | 734 | 15.4 | 129 | 16.3 |
| N= | 65,554 | | 35,754 | | 8,602 | | 15,630 | | 4,775 | | 793 | |
| Median Score | 910 | | 970 | | 820 | | 840 | | 930 | | 910 | |
| C- to C+ | | | | | | | | | | | | |
| 0-400 | 21 | 0.2 | 0 | 0.0 | 8 | 0.4 | 11 | 0.4 | 0 | 0.0 | 2 | 1.1 |
| 401-820 | 6,102 | 56.2 | 1,989 | 41.5 | 1,589 | 73.5 | 2,021 | 67.8 | 376 | 51.1 | 127 | 67.9 |
| 821-990 | 3,073 | 28.3 | 1,699 | 35.3 | 435 | 20.1 | 684 | 23.0 | 219 | 29.8 | 36 | 19.2 |
| 991-1140 | 1,050 | 9.7 | 693 | 14.5 | 87 | 4.0 | 170 | 5.7 | 90 | 12.2 | 10 | 5.4 |
| 1141-1600 | 605 | 5.6 | 407 | 8.5 | 42 | 2.0 | 93 | 3.1 | 51 | 6.9 | 12 | 6.4 |
| N= | 10,851 | | 4,788 | | 2,161 | | 2,979 | | 736 | | 187 | |
| Median Score | 820 | | 860 | | 740 | | 770 | | 820 | | 770 | |
| D- to D+ | | | | | | | | | | | | |
| 0-400 | 1 | 0.3 | 0 | 0.0 | 0 | 0.0 | 1 | 0.8 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 249 | 63.0 | 71 | 49.3 | 53 | 81.6 | 91 | 69.5 | 23 | 53.5 | 11 | 91.7 |
| 821-990 | 89 | 22.5 | 44 | 30.6 | 6 | 9.2 | 29 | 22.1 | 9 | 20.9 | 1 | 8.3 |
| 991-1140 | 31 | 7.9 | 16 | 11.1 | 3 | 4.6 | 6 | 4.6 | 6 | 14.0 | 0 | 0.0 |
| 1141-1600 | 25 | 6.3 | 13 | 9.0 | 3 | 4.6 | 4 | 3.0 | 5 | 11.6 | 0 | 0.0 |
| N= | 395 | | 144 | | 65 | | 131 | | 43 | | 12 | |
| Median Score | 770 | | 850 | | 720 | | 740 | | 820 | | 695 | |

*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard



Table 38: Number and Percent of Students in Texas by ACT[®]/SAT Combined Score for Students, Grade Point, Race/Ethnicity and Metropolitan Status, 1995-96

| ACT [®] /SAT Score by Grade Point Average | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | | | |
| A- to A+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 2,562 | 7.5 | 605 | 2.9 | 531 | 22.4 | 1,146 | 16.0 | 257 | 6.8 | 23 | 6.0 |
| 821-990 | 7,311 | 21.3 | 3,390 | 16.5 | 836 | 35.2 | 2,311 | 32.2 | 713 | 18.7 | 61 | 15.8 |
| 991-1140 | 10,962 | 31.9 | 7,029 | 34.2 | 624 | 26.3 | 2,119 | 29.6 | 1,058 | 27.8 | 132 | 34.3 |
| 1141-1600 | 13,483 | 39.3 | 9,560 | 46.4 | 381 | 16.1 | 1,594 | 22.2 | 1,779 | 46.7 | 169 | 43.9 |
| N= | 34,318 | | 20,584 | | 2,372 | | 7,170 | | 3,807 | | 385 | |
| Median Score | 1,100 | | 1,140 | | 965 | | 1,010 | | 1,130 | | 1,140 | |
| B- to B+ | | | | | | | | | | | | |
| 0-400 | 28 | 0.1 | 4 | 0.0 | 10 | 0.2 | 11 | 0.1 | 3 | 0.1 | 0 | 0.0 |
| 401-820 | 13,584 | 32.1 | 3,590 | 17.8 | 3,336 | 52.5 | 5,578 | 46.5 | 894 | 27.3 | 186 | 38.1 |
| 821-990 | 14,784 | 35.0 | 7,290 | 36.2 | 2,098 | 33.0 | 4,123 | 34.3 | 1,130 | 34.5 | 143 | 29.3 |
| 991-1140 | 8,790 | 20.8 | 5,743 | 28.5 | 643 | 10.1 | 1,568 | 13.1 | 748 | 22.9 | 88 | 18.0 |
| 1141-1600 | 5,086 | 12.0 | 3,523 | 17.5 | 271 | 4.2 | 724 | 6.0 | 497 | 15.2 | 71 | 14.6 |
| N= | 42,272 | | 20,150 | | 6,358 | | 12,004 | | 3,272 | | 488 | |
| Median Score | 910 | | 990 | | 820 | | 850 | | 930 | | 910 | |
| C- to C+ | | | | | | | | | | | | |
| 0-400 | 12 | 0.2 | 0 | 0.0 | 5 | 0.3 | 5 | 0.2 | 0 | 0.0 | 2 | 1.7 |
| 401-820 | 4,040 | 55.4 | 1,020 | 36.8 | 1,154 | 73.0 | 1,516 | 65.9 | 273 | 52.3 | 77 | 65.3 |
| 821-990 | 2,073 | 28.4 | 1,035 | 37.4 | 318 | 20.1 | 552 | 24.0 | 144 | 27.6 | 24 | 20.3 |
| 991-1140 | 749 | 10.3 | 456 | 16.5 | 69 | 4.4 | 152 | 6.6 | 66 | 12.6 | 6 | 5.1 |
| 1141-1600 | 418 | 5.7 | 258 | 9.3 | 35 | 2.2 | 77 | 3.3 | 39 | 7.5 | 9 | 7.6 |
| N= | 7,292 | | 2,769 | | 1,581 | | 2,302 | | 522 | | 118 | |
| Median Score | 820 | | 870 | | 750 | | 770 | | 820 | | 770 | |
| D- to D+ | | | | | | | | | | | | |
| 0-400 | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 1 | 0.9 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 189 | 65.6 | 45 | 48.4 | 37 | 80.4 | 81 | 73.0 | 16 | 59.3 | 10 | 90.9 |
| 821-990 | 61 | 21.2 | 30 | 32.2 | 4 | 8.7 | 22 | 19.8 | 4 | 14.8 | 1 | 9.1 |
| 991-1140 | 20 | 6.9 | 9 | 9.7 | 3 | 6.5 | 5 | 4.5 | 3 | 11.1 | 0 | 0.0 |
| 1141-1600 | 17 | 5.9 | 9 | 9.7 | 2 | 4.4 | 2 | 1.8 | 4 | 14.8 | 0 | 0.0 |
| N= | 288 | | 93 | | 46 | | 111 | | 27 | | 11 | |
| Median Score | 770 | | 860 | | 720 | | 720 | | 820 | | 720 | |
| Metropolitan Suburban | | | | | | | | | | | | |
| A- to A+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 486 | 4.4 | 300 | 3.4 | 68 | 17.9 | 79 | 10.3 | 36 | 3.6 | 3 | 2.9 |
| 821-990 | 2,130 | 19.5 | 1,603 | 18.5 | 128 | 33.6 | 234 | 30.7 | 143 | 14.2 | 22 | 21.1 |
| 991-1140 | 3,778 | 34.6 | 3,139 | 36.2 | 1,111 | 29.1 | 240 | 31.5 | 261 | 25.9 | 27 | 26.0 |
| 1141-1600 | 4,539 | 41.5 | 3,635 | 41.9 | 74 | 19.4 | 210 | 27.5 | 568 | 56.3 | 52 | 50.0 |
| N= | 10,933 | | 8,677 | | 381 | | 763 | | 1,008 | | 104 | |
| Median Score | 1,110 | | 1,120 | | 990 | | 1,030 | | 1,170 | | 1,135 | |



203

Table 38, continued

| ACT [™] /SAT Score by Grade Point Average | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | X | Number | X | Number | X | Number | X | Number | X | Number | X |
| B- to B+ | | | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 1 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 2,750 | 23.3 | 1,641 | 19.1 | 465 | 46.2 | 423 | 37.0 | 185 | 20.1 | 36 | 25.7 |
| 821-990 | 4,241 | 35.9 | 3,150 | 36.7 | 341 | 33.9 | 402 | 35.1 | 314 | 34.2 | 34 | 24.3 |
| 991-1140 | 3,032 | 25.7 | 2,415 | 28.1 | 134 | 13.3 | 223 | 19.5 | 229 | 25.0 | 31 | 22.1 |
| 1141-1600 | 1,774 | 15.1 | 1,383 | 16.1 | 66 | 6.5 | 96 | 8.4 | 190 | 20.7 | 39 | 27.9 |
| N= | 11,799 | | 8,590 | | 1,007 | | 1,144 | | 918 | | 140 | |
| Median Score | 960 | | 980 | | 850 | | 890 | | 990 | | 1,010 | |
| C- to C+ | | | | | | | | | | | | |
| 0-400 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 827 | 47.0 | 489 | 41.4 | 172 | 68.8 | 95 | 54.3 | 52 | 42.3 | 19 | 67.8 |
| 821-990 | 604 | 34.4 | 425 | 36.0 | 67 | 26.8 | 61 | 34.9 | 46 | 37.4 | 5 | 17.9 |
| 991-1140 | 204 | 11.6 | 165 | 13.9 | 7 | 2.8 | 12 | 6.8 | 16 | 13.0 | 4 | 14.3 |
| 1141-1600 | 122 | 6.9 | 103 | 8.7 | 4 | 1.6 | 6 | 3.4 | 9 | 7.3 | 0 | 0.0 |
| N= | 1,758 | | 1,182 | | 250 | | 175 | | 123 | | 28 | |
| Median Score | 840 | | 860 | | 770 | | 820 | | 860 | | 770 | |
| D- to D+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 25 | 45.5 | 13 | 46.4 | 6 | 75.0 | 2 | 28.6 | 4 | 33.3 | 0 | 0.0 |
| 821-990 | 16 | 29.1 | 7 | 25.0 | 1 | 12.5 | 3 | 42.8 | 5 | 41.7 | 0 | 0.0 |
| 991-1140 | 9 | 16.3 | 6 | 21.4 | 0 | 0.0 | 0 | 0.0 | 3 | 25.0 | 0 | 0.0 |
| 1141-1600 | 5 | 9.1 | 2 | 7.2 | 1 | 12.5 | 2 | 28.6 | 0 | 0.0 | 0 | 0.0 |
| N= | 55 | | 28 | | 8 | | 7 | | 12 | | 0 | |
| Median Score | 860 | | 860 | | 750 | | 910 | | 885 | | 0 | |
| A- to A+ | | | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 1 | 0.0 | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 696 | 8.8 | 314 | 5.3 | 74 | 27.7 | 269 | 21.4 | 29 | 8.8 | 10 | 10.3 |
| 821-990 | 2,083 | 26.4 | 1,409 | 23.7 | 105 | 39.3 | 447 | 35.6 | 103 | 31.3 | 19 | 19.6 |
| 991-1140 | 2,888 | 36.6 | 2,353 | 39.6 | 53 | 19.9 | 352 | 28.0 | 99 | 30.1 | 31 | 32.0 |
| 1141-1600 | 2,220 | 28.2 | 1,862 | 31.4 | 34 | 12.7 | 189 | 15.0 | 98 | 29.8 | 37 | 38.1 |
| N= | 7,889 | | 5,939 | | 267 | | 1,257 | | 329 | | 97 | |
| Median Score | 1,060 | | 1,070 | | 910 | | 1,980 | | 1,050 | | 1,100 | |
| B- to B+ | | | | | | | | | | | | |
| 0-400 | 3 | 0.0 | 0 | 0.0 | 1 | 0.2 | 2 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 3,012 | 41.8 | 1,466 | 32.4 | 392 | 63.3 | 982 | 59.4 | 124 | 40.7 | 48 | 45.3 |
| 821-990 | 2,599 | 36.0 | 1,786 | 39.4 | 182 | 29.4 | 489 | 29.6 | 115 | 37.7 | 27 | 25.5 |
| 991-1140 | 1,002 | 13.9 | 794 | 17.5 | 29 | 4.7 | 110 | 6.7 | 50 | 16.4 | 19 | 17.9 |
| 1141-1600 | 1,141 | 8.3 | 484 | 10.7 | 15 | 2.4 | 70 | 4.2 | 16 | 5.2 | 12 | 11.3 |
| N= | 7,213 | | 4,530 | | 619 | | 1,653 | | 305 | | 106 | |
| Median Score | 860 | | 900 | | 770 | | 820 | | 860 | | 860 | |

Non-Metropolitan Adjacent

287

Table 38, continued

| ACT [®] /SAT Score by Grade Point Average | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|-------|----------|------|--------|------|---------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| C- to C+ | | | | | | | | | | | | |
| 0-400 | 7 | 0.6 | 0 | 0.0 | 2 | 1.2 | 5 | 1.4 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 830 | 73.3 | 337 | 62.2 | 145 | 90.1 | 302 | 84.1 | 28 | 59.6 | 18 | 75.0 |
| 821-990 | 211 | 18.6 | 144 | 26.6 | 7 | 4.4 | 44 | 12.2 | 13 | 27.6 | 3 | 12.5 |
| 991-1140 | 45 | 4.0 | 35 | 6.4 | 5 | 3.1 | 2 | 0.6 | 3 | 6.4 | 0 | 0.0 |
| 1141-1600 | 40 | 3.5 | 26 | 4.8 | 2 | 1.2 | 6 | 1.7 | 3 | 6.4 | 3 | 12.5 |
| N= | 1,133 | | 542 | | 161 | | 359 | | 47 | | 24 | |
| Median Score | 1,740 | | 790 | | 670 | | 720 | | 770 | | 770 | |
| D- to D+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 24 | 70.6 | 9 | 56.3 | 7 | 100.0 | 6 | 75.0 | 1 | 50.0 | 1 | 100.0 |
| 821-990 | 5 | 14.7 | 4 | 25.0 | 0 | 0.0 | 1 | 12.5 | 0 | 0.0 | 0 | 0.0 |
| 991-1140 | 2 | 5.9 | 1 | 6.2 | 0 | 0.0 | 1 | 12.5 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 3 | 8.8 | 2 | 12.5 | 0 | 0.0 | 0 | 0.0 | 1 | 50.0 | 0 | 0.0 |
| N= | 34 | | 16 | | 7 | | 8 | | 2 | | 1 | |
| Median Score | 705 | | 820 | | 650 | | 670 | | 995 | | 670 | |
| Non-Metropolitan Non-Adjacent | | | | | | | | | | | | |
| A- to A+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 305 | 8.4 | 113 | 4.3 | 58 | 29.8 | 105 | 20.5 | 28 | 10.5 | 1 | 2.6 |
| 821-990 | 937 | 25.8 | 614 | 23.5 | 70 | 35.9 | 191 | 37.2 | 53 | 19.9 | 9 | 23.1 |
| 991-1140 | 1,276 | 35.1 | 999 | 38.1 | 41 | 21.0 | 139 | 27.1 | 82 | 30.9 | 15 | 38.4 |
| 1141-1600 | 1,115 | 30.7 | 894 | 34.1 | 26 | 13.3 | 78 | 15.2 | 103 | 38.7 | 14 | 35.9 |
| N= | 3,633 | | 2,820 | | 195 | | 513 | | 266 | | 39 | |
| Median Score | 1,060 | | 1,090 | | 930 | | 970 | | 1,100 | | 1,100 | |
| B- to B+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,541 | 36.1 | 661 | 26.6 | 344 | 55.7 | 432 | 52.1 | 73 | 26.1 | 31 | 52.5 |
| 821-990 | 1,664 | 39.0 | 1,049 | 42.2 | 204 | 33.0 | 275 | 33.2 | 119 | 42.5 | 17 | 28.8 |
| 991-1140 | 661 | 15.5 | 463 | 18.7 | 58 | 9.4 | 79 | 9.5 | 57 | 20.4 | 4 | 6.8 |
| 1141-1600 | 404 | 9.4 | 311 | 12.5 | 12 | 1.9 | 43 | 5.2 | 31 | 11.0 | 7 | 11.9 |
| N= | 4,270 | | 2,484 | | 618 | | 829 | | 280 | | 59 | |
| Median Score | 880 | | 910 | | 810 | | 820 | | 935 | | 820 | |
| C- to C+ | | | | | | | | | | | | |
| 0-400 | 1 | 0.2 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 405 | 60.6 | 143 | 48.5 | 118 | 69.8 | 108 | 75.5 | 23 | 52.3 | 13 | 76.5 |
| 821-990 | 185 | 27.7 | 95 | 32.2 | 43 | 25.4 | 27 | 18.9 | 16 | 36.4 | 4 | 23.5 |
| 991-1140 | 52 | 7.8 | 37 | 12.5 | 6 | 3.6 | 4 | 2.8 | 5 | 11.3 | 0 | 0.0 |
| 1141-1600 | 25 | 3.7 | 20 | 6.8 | 1 | 0.6 | 4 | 2.8 | 0 | 0.0 | 0 | 0.0 |
| N= | 668 | | 295 | | 169 | | 143 | | 44 | | 17 | |
| Median Score | 780 | | 840 | | 740 | | 760 | | 820 | | 770 | |



Table 38, continued

| ACT**/SAT Score by Grade Point Average | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|-------|---------------------------|-----|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| P- to D+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 11 | 61.1 | 4 | 57.1 | 3 | 75.0 | 2 | 40.0 | 2 | 100.0 | 0 | 0.0 |
| 821-990 | 7 | 38.9 | 3 | 42.9 | 1 | 25.0 | 3 | 60.0 | 0 | 0.0 | 0 | 0.0 |
| 991-1140 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 18 | | 7 | | 4 | | 5 | | 2 | | 0 | |
| Median Score | 760 | | 820 | | 680 | | 830 | | 735 | | -- | |

*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard



Table 39: Number* and Percent of Students in Texas by ACT**/SAT Combined Score, Grade Point, Race/Ethnicity and Economic Region, 1995-96

| ACT**/SAT Score by Grade Point Average | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|-------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| High Plains | | | | | | | | | | | | |
| A- to A+ | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 0-400 | 182 | 6.2 | 94 | 4.0 | 21 | 33.9 | 58 | 18.8 | 7 | 4.7 | 2 | 4.9 |
| 401-820 | 670 | 22.9 | 456 | 21.0 | 23 | 37.1 | 105 | 34.1 | 38 | 25.7 | 8 | 19.5 |
| 821-990 | 1,139 | 39.0 | 974 | 41.1 | 10 | 16.1 | 94 | 30.5 | 45 | 30.4 | 16 | 39.0 |
| 991-1140 | 932 | 31.9 | 800 | 33.9 | 8 | 12.9 | 51 | 16.6 | 58 | 39.2 | 15 | 36.6 |
| 1141-1600 | 2,923 | | 2,364 | | 62 | | 308 | | 148 | | 41 | |
| N= | 1,070 | | 1,090 | | 905 | | 990 | | 1,095 | | 1,100 | |
| Median Score | | | | | | | | | | | | |
| B- to B+ | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 0-400 | 903 | 33.4 | 513 | 26.8 | 90 | 62.1 | 251 | 50.8 | 32 | 29.4 | 17 | 41.5 |
| 401-820 | 1,027 | 38.0 | 764 | 39.9 | 45 | 31.0 | 162 | 32.8 | 43 | 39.4 | 13 | 31.6 |
| 821-990 | 469 | 17.3 | 387 | 20.2 | 6 | 4.1 | 52 | 10.5 | 22 | 20.2 | 2 | 4.9 |
| 991-1140 | 304 | 11.2 | 251 | 13.1 | 4 | 2.8 | 28 | 5.7 | 12 | 11.0 | 9 | 22.0 |
| 1141-1600 | 2,704 | | 1,915 | | 145 | | 494 | | 109 | | 41 | |
| N= | 910 | | 910 | | 790 | | 820 | | 910 | | 860 | |
| Median Score | | | | | | | | | | | | |
| C- to C+ | 1 | 0.3 | 0 | 0.0 | 0 | 0.0 | 1 | 1.2 | 0 | 0.0 | 0 | 0.0 |
| 0-400 | 243 | 63.8 | 132 | 55.2 | 26 | 81.3 | 70 | 83.3 | 9 | 50.0 | 6 | 75.0 |
| 401-820 | 98 | 25.7 | 72 | 30.1 | 5 | 15.6 | 11 | 13.1 | 8 | 44.4 | 2 | 25.0 |
| 821-990 | 26 | 6.8 | 23 | 9.6 | 1 | 3.1 | 1 | 1.2 | 1 | 5.6 | 0 | 0.0 |
| 991-1140 | 13 | 3.4 | 12 | 5.1 | 0 | 0.0 | 1 | 1.2 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 381 | | 239 | | 32 | | 84 | | 18 | | 8 | |
| N= | 770 | | 820 | | 720 | | 730 | | 815 | | 820 | |
| Median Score | | | | | | | | | | | | |
| D- to D+ | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 0-400 | 10 | 55.5 | 6 | 60.0 | 1 | 50.0 | 2 | 40.0 | 1 | 100.0 | 0 | 0.0 |
| 401-820 | 5 | 27.8 | 2 | 20.0 | 1 | 50.0 | 2 | 40.0 | 0 | 0.0 | 0 | 0.0 |
| 821-990 | 1 | 5.6 | 0 | 0.0 | 0 | 0.0 | 1 | 20.0 | 0 | 0.0 | 0 | 0.0 |
| 991-1140 | 2 | 11.1 | 2 | 20.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 18 | | 10 | | 2 | | 5 | | 1 | | 0 | |
| N= | 820 | | 820 | | 830 | | 860 | | 720 | | -- | |
| Median Score | | | | | | | | | | | | |
| Northwest | | | | | | | | | | | | |
| A- to A+ | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 0-400 | 117 | 5.3 | 81 | 4.3 | 9 | 23.1 | 16 | 10.6 | 11 | 11.8 | 0 | 0.0 |
| 401-820 | 550 | 24.9 | 450 | 23.7 | 12 | 30.8 | 56 | 37.1 | 24 | 25.8 | 8 | 29.6 |
| 821-990 | 812 | 36.7 | 709 | 37.3 | 11 | 28.1 | 55 | 36.4 | 30 | 32.3 | 7 | 25.9 |
| 991-1140 | 730 | 33.1 | 659 | 34.7 | 7 | 18.0 | 24 | 15.9 | 28 | 30.1 | 12 | 44.5 |
| 1141-1600 | 2,209 | | 1,899 | | 39 | | 151 | | 93 | | 27 | |
| N= | 1,070 | | 1,090 | | 990 | | 1,020 | | 1,060 | | 1,160 | |
| Median Score | | | | | | | | | | | | |

Table 39, continued

| ACT [®] /SAT Score by Grade Point Average | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|-------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| B- to B+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 646 | 35.6 | 462 | 32.3 | 68 | 60.7 | 74 | 46.6 | 32 | 35.2 | 10 | 40.0 |
| 821-990 | 716 | 39.4 | 577 | 40.4 | 29 | 25.9 | 61 | 38.4 | 39 | 42.9 | 10 | 40.0 |
| 991-1140 | 286 | 15.7 | 238 | 16.6 | 12 | 10.7 | 18 | 11.2 | 15 | 16.5 | 3 | 12.0 |
| 1141-1600 | 169 | 9.3 | 153 | 10.7 | 3 | 2.7 | 6 | 3.8 | 5 | 5.4 | 2 | 8.0 |
| N= | 1,817 | | 1,430 | | 112 | | 159 | | 91 | | 25 | |
| Median Score | 880 | | 910 | | 790 | | 840 | | 860 | | 910 | |
| C- to C+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 127 | 62.0 | 84 | 56.8 | 21 | 77.8 | 14 | 77.8 | 5 | 62.5 | 3 | 75.0 |
| 821-990 | 55 | 26.8 | 45 | 30.3 | 5 | 18.5 | 3 | 16.7 | 1 | 12.5 | 1 | 25.0 |
| 991-1140 | 15 | 7.3 | 13 | 8.8 | 1 | 3.7 | 0 | 0.0 | 1 | 12.5 | 0 | 0.0 |
| 1141-1600 | 8 | 3.9 | 6 | 4.1 | 0 | 0.0 | 1 | 5.5 | 1 | 12.5 | 0 | 0.0 |
| N= | 205 | | 148 | | 27 | | 18 | | 8 | | 4 | |
| Median Score | 770 | | 820 | | 720 | | 755 | | 770 | | 795 | |
| D- to D+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 4 | 57.1 | 3 | 49.9 | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| 821-990 | 1 | 14.3 | 1 | 16.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 991-1140 | 1 | 14.3 | 1 | 16.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 1 | 14.3 | 1 | 16.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 7 | | 6 | | 0 | | 1 | | 0 | | 0 | |
| Median Score | 820 | | 865 | | -- | | 760 | | -- | | -- | |
| A- to A+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 778 | 5.7 | 317 | 3.1 | 217 | 25.0 | 110 | 13.1 | 127 | 8.1 | 7 | 5.0 |
| 821-990 | 2,564 | 18.7 | 1,711 | 16.6 | 302 | 34.8 | 243 | 29.0 | 290 | 18.4 | 18 | 13.0 |
| 991-1140 | 4,441 | 32.4 | 3,527 | 34.3 | 212 | 24.4 | 415 | 29.4 | 415 | 26.4 | 40 | 28.8 |
| 1141-1600 | 5,925 | 43.2 | 4,735 | 46.0 | 137 | 15.8 | 239 | 28.5 | 740 | 47.1 | 74 | 53.2 |
| N= | 13,708 | | 10,290 | | 868 | | 839 | | 1,572 | | 139 | |
| Median Score | 1,120 | | 1,140 | | 950 | | 1,030 | | 1,140 | | 1,170 | |
| B- to B+ | | | | | | | | | | | | |
| 0-400 | 9 | 0.0 | 1 | 0.0 | 6 | 0.2 | 1 | 0.1 | 1 | 0.1 | 0 | 0.0 |
| 401-820 | 4,357 | 26.6 | 1,832 | 17.3 | 1,565 | 55.5 | 540 | 36.9 | 358 | 27.2 | 62 | 33.3 |
| 821-990 | 5,603 | 34.3 | 3,722 | 35.2 | 867 | 30.8 | 524 | 35.8 | 449 | 34.1 | 41 | 22.1 |
| 991-1140 | 3,958 | 24.2 | 3,076 | 29.1 | 254 | 9.0 | 277 | 18.9 | 308 | 23.4 | 43 | 23.1 |
| 1141-1600 | 2,433 | 14.9 | 1,943 | 18.4 | 128 | 4.5 | 122 | 8.3 | 200 | 15.2 | 40 | 20.0 |
| N= | 16,360 | | 10,574 | | 2,820 | | 1,464 | | 1,316 | | 186 | |
| Median Score | 940 | | 990 | | 820 | | 880 | | 930 | | 990 | |

Metrolplex

Table 39, continued

| ACT [®] /SAT Score by Grade Point Average | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| C- to C+ | | | | | | | | | | | | |
| 0-400 | 4 | 0.2 | 0 | 0.0 | 3 | 0.5 | 0 | 0.0 | 0 | 0.0 | 1 | 2.9 |
| 401-820 | 1,217 | 49.0 | 518 | 37.6 | 458 | 72.1 | 126 | 51.4 | 99 | 51.3 | 16 | 47.1 |
| 821-990 | 808 | 32.5 | 520 | 37.7 | 136 | 21.4 | 80 | 32.7 | 60 | 31.1 | 12 | 35.3 |
| 991-1140 | 291 | 11.7 | 215 | 15.6 | 22 | 3.5 | 27 | 11.0 | 23 | 11.9 | 4 | 11.8 |
| 1141-1600 | 165 | 6.6 | 125 | 9.1 | 16 | 2.5 | 12 | 4.9 | 11 | 5.7 | 1 | 2.9 |
| N= | 2,485 | | 1,378 | | 635 | | 285 | | 193 | | 34 | |
| Median Score | 830 | | 860 | | 740 | | 820 | | 820 | | 840 | |
| D- to D+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 38 | 52.8 | 14 | 43.7 | 10 | 76.9 | 7 | 77.8 | 6 | 35.3 | 0 | 100.0 |
| 821-990 | 17 | 23.6 | 8 | 25.0 | 1 | 7.7 | 2 | 22.2 | 6 | 35.3 | 0 | 0.0 |
| 991-1140 | 12 | 16.7 | 7 | 21.9 | 1 | 7.7 | 0 | 0.0 | 4 | 23.5 | 0 | 0.0 |
| 1141-1600 | 5 | 6.9 | 3 | 9.4 | 1 | 7.7 | 0 | 0.0 | 1 | 5.9 | 0 | 0.0 |
| N= | 72 | | 32 | | 13 | | 9 | | 17 | | 1 | |
| Median Score | 820 | | 900 | | 770 | | 720 | | 860 | | 600 | |
| Upper East Texas | | | | | | | | | | | | |
| A- to A+ | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 1 | 0.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 165 | 6.0 | 104 | 4.5 | 45 | 22.0 | 6 | 7.5 | 7 | 7.4 | 3 | 8.1 |
| 821-990 | 632 | 23.1 | 487 | 21.0 | 84 | 41.2 | 26 | 32.5 | 22 | 23.2 | 13 | 35.2 |
| 991-1140 | 1,065 | 38.9 | 930 | 40.0 | 52 | 25.5 | 34 | 42.5 | 40 | 42.0 | 9 | 24.3 |
| 1141-1600 | 876 | 32.0 | 802 | 24.5 | 22 | 10.8 | 14 | 17.5 | 26 | 27.4 | 12 | 32.4 |
| N= | 2,739 | | 2,323 | | 204 | | 80 | | 95 | | 37 | |
| Median Score | 1090 | | 1100 | | 950 | | 1030 | | 1060 | | 1060 | |
| B- to B+ | | | | | | | | | | | | |
| 0-400 | 3 | 0.1 | 0 | 0.0 | 2 | 0.4 | 0 | 0.0 | 1 | 0.9 | 0 | 0.0 |
| 401-820 | 957 | 35.6 | 536 | 27.5 | 317 | 63.9 | 37 | 44.6 | 42 | 39.3 | 25 | 45.4 |
| 821-990 | 939 | 34.9 | 737 | 37.8 | 122 | 24.6 | 29 | 34.9 | 35 | 32.7 | 16 | 29.1 |
| 991-1140 | 507 | 18.8 | 435 | 22.3 | 34 | 6.9 | 11 | 13.3 | 17 | 15.9 | 10 | 18.2 |
| 1141-1600 | 285 | 10.6 | 242 | 12.4 | 21 | 4.2 | 6 | 7.2 | 12 | 11.2 | 4 | 7.3 |
| N= | 2,691 | | 1,950 | | 496 | | 83 | | 107 | | 55 | |
| Median Score | 900 | | 910 | | 770 | | 860 | | 890 | | 1,100 | |
| C- to C+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 293 | 65.8 | 150 | 56.9 | 116 | 83.5 | 11 | 64.7 | 7 | 53.7 | 9 | 75.0 |
| 821-990 | 108 | 24.3 | 82 | 31.1 | 17 | 12.2 | 6 | 35.3 | 2 | 15.4 | 1 | 8.3 |
| 991-1140 | 27 | 6.1 | 20 | 7.5 | 4 | 2.9 | 0 | 0.0 | 3 | 23.1 | 0 | 0.0 |
| 1141-1600 | 17 | 3.8 | 12 | 4.5 | 2 | 1.4 | 0 | 0.0 | 1 | 7.8 | 2 | 16.7 |
| N= | 445 | | 264 | | 139 | | 17 | | 13 | | 12 | |
| Median Score | 770 | | 820 | | 680 | | 770 | | 770 | | 720 | |



Table 39, continued

| ACT [™] /SAT Score by Grade Point Average | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Gulf Coast | | | | | | | | | | | | |
| A- to A+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 707 | 5.8 | 220 | 2.8 | 192 | 19.5 | 203 | 15.3 | 86 | 4.7 | 6 | 4.4 |
| 821-990 | 2,312 | 18.9 | 1,289 | 16.2 | 337 | 34.2 | 387 | 29.1 | 279 | 15.1 | 20 | 14.7 |
| 991-1140 | 3,831 | 31.3 | 2,619 | 33.0 | 274 | 27.7 | 413 | 31.1 | 482 | 26.0 | 43 | 31.6 |
| 1141-1600 | 5,386 | 44.0 | 3,806 | 48.0 | 183 | 18.6 | 326 | 24.5 | 1,004 | 54.2 | 67 | 49.3 |
| N= | 12,236 | | 7,934 | | 986 | | 1,329 | | 1,851 | | 136 | |
| Median Score | 1,120 | | 1,140 | | 990 | | 1,030 | | 1,170 | | 1,140 | |
| B- to B+ | | | | | | | | | | | | |
| 0-400 | 6 | 0.0 | 2 | 0.0 | 3 | 0.1 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 |
| 401-820 | 3,635 | 25.1 | 1,362 | 16.7 | 1,153 | 45.8 | 738 | 36.4 | 341 | 21.0 | 41 | 25.8 |
| 821-990 | 5,078 | 35.1 | 2,829 | 34.8 | 903 | 35.9 | 752 | 37.1 | 536 | 32.9 | 58 | 36.5 |
| 991-1140 | 3,552 | 24.5 | 2,412 | 29.7 | 320 | 12.7 | 373 | 18.4 | 414 | 25.4 | 31 | 19.5 |
| 1141-1600 | 2,196 | 15.3 | 1,528 | 18.8 | 137 | 5.5 | 167 | 8.1 | 334 | 20.6 | 29 | 18.2 |
| N= | 14,467 | | 8,135 | | 2,516 | | 2,030 | | 1,627 | | 159 | |
| Median Score | 950 | | 990 | | 840 | | 890 | | 990 | | 910 | |
| C- to C+ | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,280 | 47.3 | 438 | 34.0 | 525 | 71.9 | 189 | 47.6 | 109 | 42.3 | 19 | 54.3 |
| 821-990 | 893 | 33.0 | 488 | 37.9 | 157 | 21.5 | 152 | 38.3 | 89 | 34.5 | 7 | 20.0 |
| 991-1140 | 346 | 12.8 | 231 | 17.9 | 32 | 4.4 | 41 | 10.3 | 37 | 14.3 | 5 | 14.3 |
| 1141-1600 | 188 | 6.9 | 131 | 10.2 | 15 | 2.1 | 15 | 3.8 | 23 | 8.9 | 4 | 11.4 |
| N= | 2,708 | | 1,288 | | 730 | | 397 | | 258 | | 35 | |
| Median Score | 840 | | 900 | | 760 | | 830 | | 860 | | 820 | |
| D- to D+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 61 | 64.2 | 19 | 47.5 | 17 | 89.4 | 15 | 75.0 | 9 | 60.1 | 1 | 100.0 |
| 821-990 | 21 | 22.1 | 14 | 35.0 | 1 | 5.3 | 4 | 20.0 | 2 | 13.3 | 0 | 0.0 |
| 991-1140 | 7 | 7.4 | 4 | 10.0 | 0 | 0.0 | 1 | 5.0 | 2 | 13.3 | 0 | 0.0 |
| 1141-1600 | 6 | 6.3 | 3 | 7.5 | 1 | 5.3 | 0 | 0.0 | 2 | 13.3 | 0 | 0.0 |
| N= | 95 | | 40 | | 19 | | 20 | | 15 | | 1 | |
| Median Score | 780 | | 860 | | 670 | | 760 | | 810 | | 770 | |
| Central Texas | | | | | | | | | | | | |
| A- to A+ | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 364 | 6.0 | 191 | 4.0 | 84 | 26.7 | 68 | 14.0 | 19 | 4.1 | 2 | 3.2 |
| 821-990 | 1,230 | 20.6 | 889 | 19.0 | 111 | 35.2 | 133 | 27.4 | 87 | 18.9 | 10 | 15.9 |
| 991-1140 | 2,017 | 33.5 | 1,655 | 35.3 | 73 | 23.2 | 139 | 28.6 | 127 | 27.6 | 23 | 36.5 |
| 1141-1600 | 2,401 | 39.9 | 1,953 | 41.7 | 47 | 14.9 | 146 | 30.0 | 227 | 49.4 | 28 | 44.4 |
| N= | 6,013 | | 4,689 | | 315 | | 486 | | 460 | | 63 | |
| Median Score | 1,100 | | 1,100 | | 930 | | 1,040 | | 1,140 | | 1,140 | |



Table 39, continued

| ACT [™] /SAT Score by Grade Point Average | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|-------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| B- to B+ | | | | | | | | | | | | |
| 0-400 | 3 | 0.0 | 1 | 0.0 | 1 | 0.2 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,530 | 27.2 | 808 | 21.0 | 351 | 52.9 | 266 | 37.0 | 91 | 27.2 | 14 | 22.2 |
| 821-990 | 2,022 | 35.9 | 1,394 | 36.2 | 224 | 33.7 | 270 | 37.5 | 115 | 34.4 | 19 | 30.2 |
| 991-1140 | 1,301 | 23.1 | 1,022 | 26.5 | 60 | 9.1 | 122 | 16.9 | 79 | 23.7 | 18 | 28.6 |
| 1141-1600 | 777 | 13.8 | 628 | 16.3 | 27 | 4.1 | 61 | 8.5 | 49 | 14.7 | 12 | 19.0 |
| N= | 5,633 | | 3,853 | | 663 | | 720 | | 334 | | 63 | |
| Median Score | 930 | | 970 | | 820 | | 870 | | 935 | | 990 | |
| C- to C+ | | | | | | | | | | | | |
| 0-400 | 2 | 0.3 | 0 | 0.0 | 2 | 1.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 426 | 53.9 | 176 | 40.1 | 134 | 80.2 | 74 | 61.2 | 29 | 61.7 | 13 | 76.5 |
| 821-990 | 222 | 27.8 | 151 | 34.4 | 24 | 14.4 | 34 | 28.1 | 9 | 19.2 | 2 | 11.7 |
| 991-1140 | 77 | 9.7 | 62 | 14.1 | 5 | 3.0 | 8 | 6.6 | 1 | 2.1 | 1 | 5.9 |
| 1141-1600 | 66 | 8.3 | 50 | 11.4 | 2 | 1.2 | 5 | 4.1 | 8 | 17.0 | 1 | 5.9 |
| N= | 791 | | 439 | | 167 | | 121 | | 47 | | 17 | |
| Median Score | 820 | | 860 | | 720 | | 770 | | 800 | | 770 | |
| D- to D+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 20 | 52.6 | 10 | 55.5 | 5 | 55.6 | 3 | 33.3 | 2 | 100.0 | 0 | 0.0 |
| 821-990 | 9 | 23.7 | 4 | 22.2 | 1 | 11.1 | 4 | 44.5 | 0 | 0.0 | 0 | 0.0 |
| 991-1140 | 6 | 15.8 | 3 | 16.7 | 2 | 22.2 | 1 | 11.1 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 3 | 7.9 | 1 | 5.6 | 1 | 11.1 | 1 | 11.1 | 0 | 0.0 | 0 | 0.0 |
| N= | 38 | | 18 | | 9 | | 9 | | 2 | | 0 | |
| Median Score | 1,060 | | 1,110 | | 985 | | 990 | | 1,100 | | 1,100 | |
| South Texas | | | | | | | | | | | | |
| A- to A+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,093 | 10.7 | 158 | 3.5 | 56 | 17.1 | 828 | 18.0 | 40 | 6.5 | 11 | 8.7 |
| 821-990 | 2,731 | 26.7 | 875 | 19.1 | 124 | 37.8 | 1,561 | 34.0 | 146 | 23.6 | 25 | 19.9 |
| 991-1140 | 3,272 | 32.0 | 1,678 | 36.7 | 92 | 28.0 | 1,270 | 27.7 | 185 | 29.9 | 47 | 37.3 |
| 1141-1600 | 3,135 | 30.6 | 1,859 | 40.7 | 56 | 17.1 | 929 | 20.3 | 248 | 40.0 | 43 | 34.1 |
| N= | 10,231 | | 4,570 | | 328 | | 4,588 | | 619 | | 126 | |
| Median Score | 1,060 | | 1,110 | | 985 | | 990 | | 1,100 | | 1,100 | |
| B- to B+ | | | | | | | | | | | | |
| 0-400 | 7 | 0.0 | 0 | 0.0 | 0 | 0.0 | 7 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 5,945 | 42.1 | 1,011 | 22.7 | 414 | 52.4 | 4,181 | 52.2 | 237 | 35.2 | 102 | 49.8 |
| 821-990 | 4,873 | 34.5 | 1,772 | 39.8 | 269 | 34.1 | 2,539 | 31.7 | 244 | 36.3 | 49 | 23.9 |
| 991-1140 | 2,189 | 15.5 | 1,110 | 25.0 | 84 | 10.6 | 841 | 10.5 | 126 | 18.7 | 28 | 13.6 |
| 1141-1600 | 1,109 | 7.9 | 557 | 12.5 | 23 | 2.9 | 437 | 5.5 | 66 | 9.8 | 26 | 12.7 |
| N= | 14,123 | | 4,450 | | 790 | | 8,005 | | 673 | | 205 | |
| Median Score | 860 | | 940 | | 820 | | 820 | | 890 | | 860 | |



Table 39, continued

| ACT [®] /SAT Score by Grade | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|-------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| C- to C+ | | | | | | | | | | | | |
| 0-400 | 11 | 0.4 | 0 | 0.0 | 1 | 0.7 | 9 | 0.5 | 0 | 0.0 | 1 | 1.6 |
| 401-820 | 1,771 | 67.0 | 275 | 46.1 | 109 | 72.2 | 1,264 | 73.8 | 72 | 59.5 | 51 | 79.7 |
| 821-990 | 569 | 21.5 | 194 | 32.5 | 24 | 15.9 | 315 | 18.4 | 27 | 22.3 | 9 | 14.0 |
| 991-1140 | 188 | 7.1 | 82 | 13.7 | 12 | 7.9 | 77 | 4.5 | 17 | 14.1 | 0 | 0.0 |
| 1141-1600 | 106 | 4.0 | 46 | 7.7 | 5 | 3.3 | 47 | 2.8 | 5 | 4.1 | 3 | 4.7 |
| N= | 2,845 | | 597 | | 151 | | 1,712 | | 121 | | 64 | |
| Median Score | 770 | | 850 | | 750 | | 720 | | 780 | | 720 | |
| D- to D+ | | | | | | | | | | | | |
| 0-400 | 1 | 1.0 | 0 | 0.0 | 0 | 0.0 | 1 | 1.6 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 78 | 75.0 | 8 | 42.1 | 10 | 100.0 | 49 | 79.0 | 3 | 75.0 | 8 | 88.9 |
| 821-990 | 20 | 19.2 | 9 | 47.4 | 0 | 0.0 | 9 | 14.5 | 1 | 25.0 | 1 | 11.1 |
| 991-1140 | 1 | 0.9 | 0 | 0.0 | 0 | 0.0 | 1 | 1.6 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 4 | 3.9 | 2 | 10.5 | 0 | 0.0 | 2 | 3.3 | 0 | 0.0 | 0 | 0.0 |
| N= | 104 | | 19 | | 10 | | 62 | | 4 | | 9 | |
| Median Score | 715 | | 860 | | 645 | | 670 | | 750 | | 720 | |
| A- to A+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 103 | 5.7 | 56 | 4.1 | 7 | 17.1 | 30 | 9.9 | 9 | 10.3 | 1 | 6.7 |
| 821-990 | 419 | 23.2 | 276 | 20.3 | 14 | 34.1 | 106 | 35.0 | 20 | 23.0 | 3 | 20.0 |
| 991-1140 | 698 | 38.6 | 542 | 39.8 | 14 | 34.1 | 109 | 36.0 | 25 | 28.8 | 8 | 53.3 |
| 1141-1600 | 588 | 32.5 | 488 | 35.8 | 6 | 14.7 | 58 | 19.1 | 33 | 37.9 | 3 | 20.0 |
| N= | 1,808 | | 1,382 | | 41 | | 303 | | 87 | | 15 | |
| Median Score | 1,080 | | 1,100 | | 990 | | 1,030 | | 1,070 | | 1,100 | |
| B- to B+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 527 | 32.6 | 283 | 26.1 | 48 | 58.5 | 166 | 46.6 | 20 | 27.8 | 10 | 43.5 |
| 821-990 | 620 | 38.3 | 433 | 39.9 | 25 | 30.5 | 131 | 36.8 | 26 | 36.1 | 5 | 21.7 |
| 991-1140 | 308 | 19.1 | 245 | 22.6 | 6 | 7.3 | 38 | 10.7 | 15 | 20.8 | 4 | 17.4 |
| 1141-1600 | 162 | 10.0 | 123 | 11.4 | 3 | 3.7 | 21 | 5.9 | 11 | 15.3 | 4 | 17.4 |
| N= | 1,617 | | 1,084 | | 82 | | 356 | | 72 | | 23 | |
| Median Score | 910 | | 910 | | 770 | | 860 | | 910 | | 910 | |
| C- to C+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 121 | 62.4 | 70 | 57.4 | 9 | 64.3 | 35 | 79.5 | 4 | 40.0 | 3 | 75.0 |
| 821-990 | 50 | 25.7 | 36 | 29.4 | 5 | 35.7 | 4 | 9.1 | 4 | 40.0 | 1 | 25.0 |
| 991-1140 | 11 | 5.7 | 8 | 6.6 | 0 | 0.0 | 1 | 2.3 | 2 | 20.0 | 0 | 0.0 |
| 1141-1600 | 12 | 6.2 | 8 | 6.6 | 0 | 0.0 | 4 | 9.1 | 0 | 0.0 | 0 | 0.0 |
| N= | 194 | | 122 | | 14 | | 44 | | 10 | | 4 | |
| Median Score | 770 | | 820 | | 765 | | 740 | | 840 | | 745 | |

West Texas

Table 39, continued

| ACT [®] /SAT Score by Grade Point Average | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|-------|--------|------|----------|------|--------|-------|------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| D- to D+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1 | 33.3 | 1 | 33.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 821-990 | 2 | 66.7 | 2 | 66.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 991-1140 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 3 | | 3 | | 0 | | 0 | | 0 | | 0 | |
| Median Score | 910 | | 910 | | -- | | -- | | -- | | -- | |
| Upper Rio Grande | | | | | | | | | | | | |
| A- to A+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 282 | 12.9 | 20 | 3.7 | 12 | 15.4 | 232 | 16.9 | 13 | 7.9 | 5 | 19.2 |
| 821-990 | 640 | 29.2 | 100 | 18.4 | 24 | 30.8 | 473 | 34.3 | 40 | 24.2 | 3 | 11.5 |
| 991-1140 | 735 | 33.6 | 218 | 40.0 | 26 | 33.3 | 431 | 31.3 | 52 | 31.5 | 8 | 30.8 |
| 1141-1600 | 533 | 24.3 | 206 | 37.9 | 16 | 20.5 | 241 | 17.5 | 60 | 36.4 | 10 | 38.5 |
| N= | 2,190 | | 544 | | 78 | | 1,377 | | 165 | | 26 | |
| Median Score | 1,030 | | 1,100 | | 1,020 | | 1,990 | | 1,060 | | 1,060 | |
| B- to B+ | | | | | | | | | | | | |
| 0-400 | 4 | 0.1 | 1 | 0.2 | 0 | 0.0 | 3 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,251 | 45.4 | 94 | 20.7 | 71 | 52.2 | 1,031 | 51.8 | 44 | 29.0 | 11 | 47.9 |
| 821-990 | 1,016 | 36.9 | 209 | 46.0 | 48 | 35.3 | 689 | 34.6 | 64 | 42.1 | 16 | 26.1 |
| 991-1140 | 354 | 12.8 | 101 | 22.3 | 15 | 11.0 | 205 | 10.3 | 30 | 19.7 | 3 | 13.0 |
| 1141-1600 | 131 | 4.8 | 49 | 10.8 | 2 | 1.5 | 63 | 3.2 | 14 | 9.2 | 3 | 13.0 |
| N= | 2,756 | | 454 | | 136 | | 1,991 | | 152 | | 23 | |
| Median Score | 840 | | 920 | | 820 | | 1,820 | | 910 | | 860 | |
| C- to C+ | | | | | | | | | | | | |
| 0-400 | 1 | 0.3 | 0 | 0.0 | 0 | 0.0 | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 256 | 67.5 | 18 | 38.3 | 12 | 66.6 | 209 | 72.8 | 12 | 54.5 | 5 | 100.0 |
| 821-990 | 86 | 22.7 | 15 | 31.9 | 5 | 27.8 | 58 | 20.2 | 8 | 36.4 | 0 | 0.0 |
| 991-1140 | 24 | 6.3 | 9 | 19.2 | 1 | 5.6 | 12 | 4.2 | 2 | 9.1 | 0 | 0.0 |
| 1141-1600 | 12 | 3.2 | 5 | 10.6 | 0 | 0.0 | 7 | 2.4 | 0 | 0.0 | 0 | 0.0 |
| N= | 379 | | 47 | | 18 | | 287 | | 22 | | 5 | |
| Median Score | 750 | | 860 | | 770 | | 720 | | 815 | | 720 | |
| D- to D+ | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 15 | 62.5 | 1 | 100.0 | 0 | 0.0 | 14 | 63.6 | 0 | 0.0 | 0 | 0.0 |
| 821-990 | 5 | 20.9 | 0 | 0.0 | 0 | 0.0 | 5 | 22.7 | 0 | 0.0 | 0 | 0.0 |
| 991-1140 | 2 | 8.3 | 0 | 0.0 | 0 | 0.0 | 2 | 9.1 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 2 | 8.3 | 0 | 0.0 | 0 | 0.0 | 1 | 4.6 | 1 | 100.0 | 0 | 0.0 |
| N= | 24 | | 1 | | 0 | | 22 | | 1 | | 0 | |
| Median Score | 770 | | 670 | | -- | | 770 | | 1,260 | | -- | |

*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard

Table 40: Number* and Percent of Students in Texas by ACT**/SAT Combined Score by Years of Math Completed and Race/Ethnicity, 1995-96

| ACT**/SAT Score by Years of Math | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|-------------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>None</u> | | | | | | | | | | | | |
| 0-400 | 2 | 0.1 | 0 | 0.0 | 1 | 0.2 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 742 | 25.5 | 208 | 14.8 | 193 | 48.4 | 212 | 38.4 | 128 | 23.4 | 1 | 100.0 |
| 821-990 | 978 | 33.6 | 457 | 32.4 | 136 | 34.1 | 201 | 36.4 | 184 | 33.6 | 0 | 0.0 |
| 991-1140 | 710 | 24.4 | 455 | 32.3 | 51 | 12.8 | 97 | 17.6 | 107 | 19.6 | 0 | 0.0 |
| 1141-1600 | 476 | 16.4 | 289 | 20.5 | 18 | 4.5 | 41 | 7.4 | 128 | 23.4 | 0 | 0.0 |
| N= | 2,908 | | 1,409 | | 399 | | 552 | | 547 | | 1 | |
| Median Score | 950 | | 1,010 | | 830 | | 880 | | 950 | | 540 | |
| <u>0.5-1 Years</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 208 | 58.7 | 62 | 40.8 | 49 | 84.5 | 69 | 74.2 | 20 | 48.8 | 8 | 80.0 |
| 821-990 | 82 | 23.2 | 42 | 27.6 | 6 | 10.3 | 18 | 19.3 | 14 | 34.1 | 2 | 20.0 |
| 991-1140 | 41 | 11.6 | 31 | 20.4 | 0 | 0.0 | 5 | 5.4 | 5 | 12.2 | 0 | 0.0 |
| 1141-1600 | 23 | 6.5 | 17 | 11.2 | 3 | 5.2 | 1 | 1.1 | 2 | 4.9 | 0 | 0.0 |
| N= | 354 | | 152 | | 58 | | 93 | | 41 | | 10 | |
| Median Score | 790 | | 875 | | 675 | | 720 | | 830 | | 745 | |
| <u>1.5-2 Years</u> | | | | | | | | | | | | |
| 0-400 | 5 | 0.2 | 0 | 0.0 | 3 | 0.6 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,399 | 47.6 | 460 | 31.3 | 343 | 71.9 | 444 | 62.2 | 118 | 50.9 | 34 | 64.1 |
| 821-990 | 847 | 28.8 | 497 | 33.9 | 100 | 21.0 | 181 | 25.4 | 62 | 26.7 | 7 | 13.2 |
| 991-1140 | 434 | 14.7 | 311 | 21.2 | 22 | 4.6 | 56 | 7.8 | 37 | 15.9 | 8 | 15.1 |
| 1141-1600 | 258 | 8.7 | 199 | 13.6 | 9 | 1.9 | 31 | 4.3 | 15 | 6.5 | 4 | 7.6 |
| N= | 2,943 | | 1,467 | | 477 | | 714 | | 232 | | 53 | |
| Median Score | 850 | | 910 | | 750 | | 820 | | 820 | | 770 | |
| <u>2.5-3 Years</u> | | | | | | | | | | | | |
| 0-400 | 22 | 0.0 | 1 | 0.0 | 8 | 0.1 | 11 | 0.1 | 2 | 0.1 | 0 | 0.0 |
| 401-820 | 15,621 | 34.3 | 5,700 | 21.9 | 3,265 | 58.3 | 5,565 | 52.2 | 885 | 31.0 | 206 | 40.5 |
| 821-990 | 15,919 | 34.9 | 9,649 | 37.2 | 1,713 | 30.7 | 3,436 | 32.2 | 997 | 35.0 | 124 | 24.3 |
| 991-1140 | 9,100 | 20.0 | 6,809 | 26.2 | 433 | 7.7 | 1,147 | 10.8 | 614 | 21.5 | 97 | 19.1 |
| 1141-1600 | 4,934 | 10.8 | 3,818 | 14.7 | 180 | 3.2 | 499 | 4.7 | 355 | 12.4 | 82 | 16.1 |
| N= | 45,596 | | 25,977 | | 5,599 | | 10,658 | | 2,853 | | 509 | |
| Median Score | 900 | | 960 | | 800 | | 820 | | 910 | | 860 | |
| <u>3.5 Years or More</u> | | | | | | | | | | | | |
| 0-400 | 27 | 0.0 | 5 | 0.0 | 10 | 0.1 | 10 | 0.1 | 1 | 0.0 | 1 | 0.1 |
| 401-820 | 14,221 | 16.8 | 4,570 | 9.0 | 3,218 | 41.5 | 5,130 | 30.2 | 1,066 | 13.5 | 237 | 22.6 |
| 821-990 | 22,007 | 26.0 | 11,874 | 23.3 | 2,514 | 32.4 | 5,524 | 32.5 | 1,863 | 23.5 | 232 | 22.1 |
| 991-1140 | 23,783 | 28.2 | 16,400 | 32.3 | 1,299 | 16.7 | 3,761 | 22.2 | 2,033 | 25.7 | 250 | 23.8 |
| 1141-1600 | 24,541 | 29.0 | 17,982 | 35.4 | 721 | 9.3 | 2,554 | 15.0 | 2,954 | 37.3 | 330 | 31.4 |
| N= | 84,539 | | 50,831 | | 7,762 | | 16,979 | | 7,917 | | 1,050 | |
| Median Score | 1,030 | | 1,080 | | 860 | | 920 | | 1,070 | | 1,030 | |

*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard



Table 41: Number and Percent of Students in Texas by ACT[™]/SAT Combined Score, Years of Math Completed, Race/Ethnicity and Metropolitan Status, 1993-96

| ACT [™] /SAT Score by Years of Math | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | | | |
| <u>None</u> | | | | | | | | | | | | |
| 0-400 | 2 | 0.1 | 0 | 0.0 | 1 | 0.3 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 520 | 26.8 | 106 | 13.1 | 151 | 50.2 | 175 | 39.2 | 88 | 23.0 | 0 | 0.0 |
| 821-990 | 634 | 32.7 | 252 | 31.2 | 94 | 31.2 | 161 | 35.9 | 127 | 33.1 | 0 | 0.0 |
| 991-1140 | 463 | 23.9 | 272 | 33.7 | 40 | 13.3 | 79 | 17.6 | 72 | 18.8 | 0 | 0.0 |
| 1141-1600 | 321 | 16.5 | 178 | 22.0 | 15 | 5.0 | 32 | 7.1 | 96 | 25.1 | 0 | 0.0 |
| N= | 1,940 | | 808 | | 301 | | 448 | | 383 | | 0 | |
| Median Score | 950 | | 1,020 | | 820 | | 870 | | 970 | | -- | |
| <u>0.5-1 Year</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 130 | 59.9 | 28 | 37.9 | 35 | 81.4 | 46 | 73.0 | 16 | 51.6 | 5 | 83.3 |
| 821-990 | 48 | 22.1 | 20 | 27.0 | 5 | 11.6 | 12 | 19.1 | 10 | 32.3 | 1 | 16.7 |
| 991-1140 | 26 | 12.0 | 16 | 24.3 | 0 | 0.0 | 5 | 7.9 | 3 | 9.7 | 0 | 0.0 |
| 1141-1600 | 13 | 6.0 | 8 | 10.8 | 3 | 7.0 | 0 | 0.0 | 2 | 6.4 | 0 | 0.0 |
| N= | 217 | | 74 | | 43 | | 63 | | 31 | | 6 | |
| Median Score | 770 | | 880 | | 680 | | 720 | | 820 | | 770 | |
| <u>1.5-2 Years</u> | | | | | | | | | | | | |
| 0-400 | 2 | 0.1 | 0 | 0.0 | 2 | 0.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 872 | 48.5 | 198 | 26.6 | 246 | 71.3 | 321 | 62.7 | 89 | 53.6 | 18 | 62.1 |
| 821-990 | 522 | 29.0 | 280 | 37.5 | 72 | 20.9 | 128 | 25.0 | 37 | 22.3 | 5 | 17.2 |
| 991-1140 | 259 | 14.4 | 174 | 22.0 | 17 | 4.9 | 45 | 8.8 | 29 | 17.5 | 4 | 13.8 |
| 1141-1600 | 143 | 8.0 | 104 | 13.9 | 8 | 2.3 | 18 | 3.5 | 11 | 6.6 | 2 | 6.9 |
| N= | 1,798 | | 746 | | 345 | | 512 | | 166 | | 29 | |
| Median Score | 840 | | 930 | | 750 | | 770 | | 820 | | 770 | |
| <u>2.5-3 Years</u> | | | | | | | | | | | | |
| 0-400 | 16 | 0.1 | 1 | 0.0 | 4 | 0.1 | 9 | 0.1 | 2 | 0.1 | 0 | 0.0 |
| 401-820 | 9,832 | 35.2 | 2,662 | 19.6 | 2,347 | 57.1 | 4,105 | 51.9 | 597 | 30.7 | 121 | 40.9 |
| 821-990 | 9,531 | 34.1 | 4,951 | 36.2 | 1,270 | 30.9 | 2,560 | 32.4 | 679 | 34.9 | 71 | 24.0 |
| 991-1140 | 5,503 | 19.7 | 3,800 | 27.8 | 351 | 8.5 | 876 | 11.1 | 415 | 21.3 | 61 | 20.6 |
| 1141-1600 | 3,041 | 10.9 | 2,246 | 16.4 | 139 | 3.4 | 359 | 4.5 | 254 | 13.0 | 43 | 14.5 |
| N= | 27,923 | | 13,660 | | 4,111 | | 7,909 | | 1,947 | | 296 | |
| Median Score | 900 | | 980 | | 810 | | 820 | | 910 | | 885 | |
| <u>3.5 Years or More</u> | | | | | | | | | | | | |
| 0-400 | 21 | 0.0 | 3 | 0.0 | 9 | 0.2 | 7 | 0.0 | 1 | 0.0 | 1 | 0.2 |
| 401-820 | 9,616 | 17.8 | 2,397 | 8.2 | 2,391 | 41.6 | 3,896 | 29.8 | 776 | 14.0 | 156 | 23.2 |
| 821-990 | 14,078 | 26.0 | 6,512 | 22.4 | 1,855 | 32.3 | 4,285 | 32.8 | 1,278 | 23.1 | 148 | 22.0 |
| 991-1140 | 14,628 | 27.1 | 9,197 | 31.7 | 950 | 16.6 | 2,884 | 22.1 | 1,839 | 26.0 | 158 | 23.5 |
| 1141-1600 | 15,733 | 29.1 | 10,948 | 37.7 | 531 | 9.3 | 2,002 | 15.3 | 2,043 | 36.9 | 209 | 31.1 |
| N= | 54,076 | | 29,057 | | 5,736 | | 13,074 | | 5,537 | | 672 | |
| Median Score | 1,030 | | 1,100 | | 860 | | 920 | | 1,060 | | 1,030 | |



Table 41, continued

| ACT [®] /SAT Score by Years of Math | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|-------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Suburban | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 95 | 18.9 | 62 | 17.6 | 12 | 34.3 | 5 | 17.9 | 16 | 18.2 | 0 | 0.0 |
| 821-990 | 154 | 30.7 | 101 | 28.8 | 12 | 34.3 | 10 | 35.7 | 31 | 35.2 | 0 | 0.0 |
| 991-1140 | 151 | 30.1 | 119 | 33.9 | 8 | 22.8 | 7 | 25.0 | 17 | 19.3 | 0 | 0.0 |
| 1141-1600 | 102 | 20.3 | 69 | 19.7 | 3 | 8.6 | 6 | 21.4 | 24 | 27.3 | 0 | 0.0 |
| N= | 502 | | 351 | | 35 | | 28 | | 88 | | 0 | |
| Median Score | 1000 | | 1000 | | 900 | | 960 | | 980 | | -- | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 25 | 44.7 | 16 | 39.0 | 2 | 100.0 | 6 | 75.0 | 1 | 20.0 | 0 | 0.0 |
| 821-990 | 14 | 25.0 | 9 | 22.0 | 0 | 0.0 | 2 | 25.0 | 3 | 60.0 | 0 | 0.0 |
| 991-1140 | 12 | 21.4 | 11 | 26.8 | 0 | 0.0 | 0 | 0.0 | 1 | 20.0 | 0 | 0.0 |
| 1141-1600 | 5 | 8.9 | 5 | 12.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 56 | | 41 | | 2 | | 8 | | 5 | | 0 | |
| Median Score | 860 | | 910 | | 660 | | 670 | | 910 | | -- | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 | 1 | 2.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 203 | 37.6 | 120 | 30.6 | 39 | 70.9 | 23 | 48.9 | 14 | 37.9 | 7 | 77.8 |
| 821-990 | 174 | 32.2 | 128 | 32.7 | 14 | 25.5 | 14 | 29.9 | 16 | 43.2 | 2 | 22.2 |
| 991-1140 | 105 | 19.4 | 95 | 24.2 | 1 | 1.8 | 4 | 8.5 | 5 | 13.5 | 0 | 0.0 |
| 1141-1600 | 57 | 10.6 | 49 | 12.5 | 1 | 1.8 | 5 | 10.6 | 2 | 5.4 | 0 | 0.0 |
| N= | 540 | | 392 | | 55 | | 47 | | 37 | | 9 | |
| Median Score | 895 | | 910 | | 740 | | 820 | | 880 | | 720 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 2,024 | 25.5 | 1,254 | 20.6 | 331 | 57.0 | 290 | 39.4 | 127 | 27.0 | 22 | 28.2 |
| 821-990 | 2,952 | 37.2 | 2,309 | 38.0 | 182 | 31.3 | 273 | 37.1 | 167 | 35.4 | 21 | 26.9 |
| 991-1140 | 1,931 | 24.3 | 1,642 | 27.0 | 44 | 7.6 | 117 | 15.9 | 111 | 23.6 | 17 | 21.8 |
| 1141-1600 | 1,036 | 13.0 | 873 | 14.4 | 23 | 3.9 | 56 | 7.6 | 66 | 14.0 | 18 | 23.1 |
| N= | 7,944 | | 6,078 | | 581 | | 736 | | 471 | | 78 | |
| Median Score | 940 | | 970 | | 810 | | 870 | | 920 | | 910 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,851 | 11.6 | 1,044 | 8.7 | 346 | 34.4 | 284 | 21.7 | 147 | 9.4 | 30 | 16.1 |
| 821-990 | 3,872 | 24.2 | 2,756 | 23.1 | 309 | 33.7 | 413 | 31.6 | 325 | 20.8 | 39 | 21.0 |
| 991-1140 | 4,948 | 30.9 | 3,948 | 33.1 | 202 | 20.1 | 356 | 27.3 | 397 | 25.4 | 45 | 24.2 |
| 1141-1600 | 5,322 | 33.3 | 4,183 | 35.1 | 118 | 11.8 | 233 | 19.4 | 696 | 44.4 | 72 | 38.7 |
| N= | 15,994 | | 11,932 | | 1,005 | | 1,306 | | 1,565 | | 186 | |
| Median Score | 1,060 | | 1,080 | | 910 | | 990 | | 1,120 | | 1,100 | |

512

Table 41, continued

| ACT [®] /SAT Score by Years of Math | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|-------|----------|------|--------|------|---------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Non-Metropolitan Adjacent | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 80 | 28.7 | 27 | 16.5 | 16 | 69.6 | 20 | 41.7 | 16 | 37.2 | 1 | 100.0 |
| 821-990 | 104 | 37.3 | 65 | 39.6 | 7 | 30.4 | 18 | 37.5 | 14 | 32.6 | 0 | 0.0 |
| 991-1140 | 59 | 21.1 | 46 | 28.1 | 0 | 0.0 | 7 | 14.6 | 6 | 13.9 | 0 | 0.0 |
| 1141-1600 | 36 | 12.9 | 26 | 15.8 | 0 | 0.0 | 3 | 6.2 | 7 | 16.3 | 0 | 0.0 |
| N= | 279 | | 164 | | 23 | | 48 | | 43 | | 1 | |
| Median Score | 940 | | 970 | | 720 | | 875 | | 910 | | 540 | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 37 | 68.5 | 12 | 52.2 | 8 | 100.0 | 15 | 79.0 | 1 | 50.0 | 1 | 50.0 |
| 821-990 | 13 | 24.1 | 7 | 30.4 | 0 | 0.0 | 4 | 21.0 | 1 | 50.0 | 1 | 50.0 |
| 991-1140 | 2 | 3.7 | 2 | 8.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 2 | 3.7 | 2 | 8.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 54 | | 23 | | 8 | | 19 | | 2 | | 2 | |
| Median Score | 795 | | 820 | | 635 | | 710 | | 835 | | 790 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 2 | 0.5 | 0 | 0.0 | 1 | 2.2 | 1 | 1.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 225 | 55.3 | 103 | 45.0 | 35 | 76.1 | 72 | 70.6 | 11 | 52.4 | 4 | 44.4 |
| 821-990 | 98 | 24.1 | 60 | 26.2 | 9 | 19.5 | 21 | 20.6 | 8 | 38.1 | 0 | 0.0 |
| 991-1140 | 44 | 10.8 | 37 | 16.2 | 1 | 2.2 | 2 | 1.9 | 0 | 0.0 | 4 | 44.4 |
| 1141-1600 | 38 | 9.3 | 29 | 12.6 | 0 | 0.0 | 6 | 5.9 | 2 | 9.5 | 1 | 11.2 |
| N= | 407 | | 229 | | 46 | | 102 | | 21 | | 9 | |
| Median Score | 820 | | 860 | | 770 | | 770 | | 790 | | 1,100 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 5 | 0.1 | 0 | 0.0 | 3 | 0.7 | 2 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 2,508 | 39.6 | 1,237 | 29.7 | 307 | 66.3 | 825 | 60.9 | 98 | 38.3 | 41 | 48.8 |
| 821-990 | 2,169 | 34.3 | 1,558 | 37.3 | 122 | 26.3 | 383 | 28.3 | 89 | 34.8 | 17 | 20.2 |
| 991-1140 | 1,095 | 17.3 | 722 | 22.1 | 21 | 4.5 | 94 | 6.9 | 48 | 18.7 | 10 | 11.9 |
| 1141-1600 | 552 | 8.7 | 454 | 10.9 | 10 | 2.2 | 51 | 3.8 | 21 | 8.2 | 16 | 19.1 |
| N= | 6,329 | | 4,171 | | 463 | | 1,355 | | 256 | | 84 | |
| Median Score | 860 | | 910 | | 770 | | 770 | | 885 | | 860 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 4 | 0.0 | 1 | 0.0 | 0 | 0.0 | 3 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,840 | 19.3 | 797 | 12.0 | 263 | 49.7 | 665 | 36.7 | 83 | 20.2 | 32 | 23.9 |
| 821-990 | 2,261 | 27.6 | 1,722 | 26.0 | 160 | 30.3 | 572 | 31.5 | 135 | 32.9 | 32 | 23.9 |
| 991-1140 | 2,782 | 29.3 | 2,214 | 33.4 | 65 | 12.3 | 365 | 20.1 | 102 | 24.9 | 36 | 26.8 |
| 1141-1600 | 2,263 | 23.8 | 1,890 | 28.6 | 41 | 7.7 | 208 | 11.5 | 90 | 22.0 | 34 | 25.4 |
| N= | 9,510 | | 6,624 | | 529 | | 1,813 | | 410 | | 134 | |
| Median Score | 1,030 | | 1,060 | | 830 | | 900 | | 990 | | 1,030 | |



Table 41, continued

| ACT**/SAT Score by Years of Math | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Non-Metropolitan Non-Adjacent | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 47 | 25.1 | 13 | 15.1 | 14 | 35.0 | 12 | 42.9 | 8 | 24.2 | 0 | 0.0 |
| 821-990 | 86 | 46.0 | 39 | 45.4 | 23 | 57.5 | 12 | 42.9 | 12 | 36.4 | 0 | 0.0 |
| 991-1140 | 37 | 19.8 | 18 | 20.9 | 3 | 7.5 | 4 | 14.2 | 12 | 36.4 | 0 | 0.0 |
| 1141-1600 | 17 | 9.1 | 16 | 18.6 | 0 | 0.0 | 0 | 0.0 | 1 | 3.0 | 0 | 0.0 |
| N= | 187 | | 86 | | 40 | | 28 | | 33 | | 0 | |
| Median Score | 920 | | 970 | | 855 | | 870 | | 940 | | -- | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 16 | 59.3 | 6 | 42.9 | 4 | 80.0 | 2 | 66.7 | 2 | 66.7 | 2 | 100.0 |
| 821-990 | 7 | 25.9 | 6 | 42.9 | 1 | 20.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 991-1140 | 1 | 3.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 33.3 | 0 | 0.0 |
| 1141-1600 | 3 | 11.1 | 2 | 14.2 | 0 | 0.0 | 1 | 33.3 | 0 | 0.0 | 0 | 0.0 |
| N= | 27 | | 14 | | 5 | | 3 | | 3 | | 2 | |
| Median Score | 790 | | 860 | | 720 | | 770 | | 780 | | 575 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 99 | 50.0 | 39 | 39.0 | 23 | 74.2 | 28 | 52.8 | 4 | 50.0 | 5 | 83.3 |
| 821-990 | 53 | 26.8 | 29 | 29.0 | 5 | 16.2 | 18 | 34.0 | 1 | 12.5 | 0 | 0.0 |
| 991-1140 | 26 | 13.1 | 15 | 15.0 | 3 | 9.6 | 5 | 9.4 | 3 | 37.5 | 0 | 0.0 |
| 1141-1600 | 20 | 10.1 | 17 | 17.0 | 0 | 0.0 | 2 | 3.8 | 0 | 0.0 | 1 | 16.7 |
| N= | 198 | | 100 | | 31 | | 53 | | 8 | | 6 | |
| Median Score | 825 | | 910 | | 720 | | 820 | | 870 | | 745 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,257 | 37.0 | 547 | 26.4 | 280 | 63.1 | 345 | 52.4 | 63 | 35.2 | 22 | 43.1 |
| 821-990 | 1,267 | 37.3 | 831 | 40.2 | 139 | 31.3 | 220 | 33.5 | 62 | 34.6 | 15 | 29.4 |
| 991-1140 | 571 | 16.8 | 445 | 21.5 | 17 | 3.8 | 60 | 9.1 | 40 | 22.4 | 9 | 17.7 |
| 1141-1600 | 305 | 8.9 | 245 | 11.9 | 8 | 1.8 | 33 | 5.0 | 14 | 7.8 | 5 | 9.8 |
| N= | 3,400 | | 2,068 | | 444 | | 658 | | 179 | | 51 | |
| Median Score | 875 | | 910 | | 780 | | 820 | | 900 | | 860 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 914 | 18.4 | 332 | 10.3 | 218 | 44.3 | 285 | 36.2 | 60 | 14.8 | 19 | 32.8 |
| 821-990 | 1,436 | 29.0 | 884 | 27.5 | 160 | 32.5 | 254 | 32.3 | 125 | 30.9 | 13 | 22.4 |
| 991-1140 | 1,385 | 27.9 | 1,041 | 32.3 | 82 | 16.7 | 156 | 19.9 | 95 | 23.4 | 11 | 19.0 |
| 1141-1600 | 1,223 | 24.7 | 961 | 29.9 | 31 | 6.3 | 91 | 11.6 | 125 | 30.9 | 15 | 25.8 |
| N= | 4,959 | | 3,218 | | 492 | | 786 | | 405 | | 58 | |
| Median Score | 1,020 | | 1,060 | | 860 | | 910 | | 1,020 | | 990 | |

*Values may not sum to state total due to missing values for some cases.

**ACT Scores are adjusted to SAT Standard.



Table 42: Number* and Percent of Students in Texas by ACT[®]/SAT Combined Score, Years of Math Completed, Race/Ethnicity and Economic Region, 1995-96

| ACT [®] /SAT Score by Years of Math | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|-------|----------|------|--------|-------|---------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| High Plains | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 1 | 1.2 | 0 | 0.0 | 0 | 0.0 | 1 | 8.3 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 18 | 22.0 | 12 | 22.6 | 2 | 40.0 | 2 | 16.7 | 2 | 16.7 | 0 | 0.0 |
| 821-990 | 25 | 30.4 | 13 | 24.5 | 2 | 40.0 | 4 | 33.3 | 6 | 50.0 | 0 | 0.0 |
| 991-1140 | 20 | 24.4 | 17 | 32.1 | 1 | 20.0 | 2 | 16.7 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 18 | 22.0 | 11 | 20.8 | 0 | 0.0 | 3 | 25.0 | 4 | 33.3 | 0 | 0.0 |
| N= | 82 | | 53 | | 5 | | 12 | | 12 | | 0 | |
| Median Score | 975 | | 1,030 | | 850 | | 950 | | 935 | | -- | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 12 | 57.1 | 7 | 50.0 | 1 | 100.0 | 3 | 75.0 | 0 | 0.0 | 1 | 100.0 |
| 821-990 | 6 | 28.6 | 4 | 28.6 | 0 | 0.0 | 1 | 25.0 | 1 | 100.0 | 0 | 0.0 |
| 991-1140 | 2 | 9.5 | 2 | 14.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 1 | 4.8 | 1 | 7.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 21 | | 14 | | 1 | | 4 | | 1 | | 1 | |
| Median Score | 770 | | 840 | | 670 | | 720 | | 840 | | 670 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 65 | 44.8 | 26 | 29.9 | 9 | 75.0 | 25 | 64.1 | 3 | 75.0 | 2 | 66.7 |
| 821-990 | 41 | 28.3 | 28 | 32.2 | 2 | 16.7 | 11 | 28.2 | 0 | 0.0 | 0 | 0.0 |
| 991-1140 | 22 | 15.2 | 18 | 20.7 | 1 | 8.3 | 1 | 2.6 | 1 | 25.0 | 1 | 33.3 |
| 1141-1600 | 17 | 11.7 | 15 | 17.2 | 0 | 0.0 | 2 | 5.1 | 0 | 0.0 | 0 | 0.0 |
| N= | 145 | | 87 | | 12 | | 39 | | 4 | | 3 | |
| Median Score | 860 | | 930 | | 745 | | 770 | | 780 | | 820 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 766 | 30.9 | 455 | 24.4 | 61 | 59.8 | 208 | 52.1 | 29 | 34.1 | 13 | 42.0 |
| 821-990 | 866 | 34.9 | 668 | 35.8 | 32 | 31.4 | 127 | 31.8 | 30 | 35.3 | 9 | 29.0 |
| 991-1140 | 527 | 21.2 | 459 | 24.6 | 5 | 4.9 | 44 | 11.1 | 14 | 16.5 | 5 | 16.1 |
| 1141-1600 | 323 | 13.0 | 283 | 15.2 | 4 | 3.9 | 20 | 5.0 | 12 | 14.1 | 4 | 12.9 |
| N= | 2,482 | | 1,865 | | 102 | | 399 | | 85 | | 31 | |
| Median Score | 910 | | 950 | | 790 | | 820 | | 890 | | 860 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 510 | 15.0 | 263 | 10.2 | 67 | 54.0 | 151 | 33.3 | 19 | 10.0 | 10 | 18.9 |
| 821-990 | 891 | 26.3 | 642 | 25.0 | 38 | 30.6 | 139 | 30.7 | 59 | 31.2 | 13 | 24.5 |
| 991-1140 | 1,082 | 31.9 | 900 | 35.0 | 10 | 8.1 | 106 | 23.4 | 54 | 28.6 | 12 | 22.6 |
| 1141-1600 | 907 | 26.8 | 767 | 29.8 | 9 | 7.3 | 56 | 12.4 | 57 | 30.2 | 18 | 34.0 |
| N= | 3,391 | | 2,572 | | 124 | | 453 | | 189 | | 53 | |
| Median Score | 1,030 | | 1,060 | | 820 | | 910 | | 1,050 | | 1,030 | |

Table 42, continued

| ACT TM /SAT Score by Years of Math | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|-------|----------|-------|--------|-------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Northwest | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 10 | 16.7 | 7 | 15.2 | 1 | 33.3 | 1 | 100.0 | 1 | 10.0 | 0 | 0.0 |
| 821-990 | 27 | 45.0 | 19 | 41.3 | 1 | 33.3 | 0 | 0.0 | 7 | 70.0 | 0 | 0.0 |
| 991-1140 | 17 | 28.3 | 14 | 30.4 | 1 | 33.3 | 0 | 0.0 | 2 | 20.0 | 0 | 0.0 |
| 1141-1600 | 6 | 10.0 | 6 | 13.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 60 | | 46 | | 3 | | 1 | | 10 | | 0 | |
| Median Score | 940 | | 965 | | 880 | | 720 | | 875 | | -- | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 3 | 37.5 | 3 | 60.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 821-990 | 4 | 50.0 | 2 | 40.0 | 0 | 0.0 | 0 | 0.0 | 2 | 66.7 | 0 | 0.0 |
| 991-1140 | 1 | 12.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 33.3 | 0 | 0.0 |
| 1141-1600 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 8 | | 5 | | 0 | | 0 | | 3 | | 0 | |
| Median Score | 900 | | 790 | | -- | | -- | | 990 | | -- | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 40 | 44.5 | 27 | 38.0 | 5 | 100.0 | 4 | 44.4 | 1 | 100.0 | 0 | 0.0 |
| 821-990 | 29 | 32.2 | 24 | 33.8 | 0 | 0.0 | 5 | 55.6 | 0 | 0.0 | 3 | 75.0 |
| 991-1140 | 11 | 12.2 | 10 | 14.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 10 | 11.1 | 10 | 14.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 25.0 |
| N= | 90 | | 71 | | 5 | | 9 | | 1 | | 4 | |
| Median Score | 860 | | 900 | | 770 | | 860 | | 720 | | 820 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 513 | 30.1 | 373 | 27.2 | 48 | 59.3 | 61 | 39.9 | 22 | 30.1 | 9 | 36.0 |
| 821-990 | 626 | 36.8 | 506 | 36.9 | 25 | 30.9 | 59 | 38.5 | 30 | 41.1 | 6 | 24.0 |
| 991-1140 | 361 | 21.2 | 314 | 22.9 | 7 | 8.6 | 22 | 14.4 | 13 | 17.8 | 5 | 20.0 |
| 1141-1600 | 203 | 11.9 | 178 | 13.0 | 1 | 1.2 | 11 | 7.2 | 8 | 11.0 | 5 | 20.0 |
| N= | 1,703 | | 1,371 | | 81 | | 153 | | 73 | | 25 | |
| Median Score | 910 | | 920 | | 820 | | 860 | | 890 | | 910 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 344 | 14.2 | 230 | 11.4 | 46 | 49.4 | 42 | 24.6 | 25 | 22.1 | 1 | 3.9 |
| 821-990 | 652 | 26.9 | 531 | 26.2 | 22 | 23.7 | 57 | 33.3 | 30 | 26.6 | 12 | 46.1 |
| 991-1140 | 730 | 30.1 | 628 | 31.1 | 16 | 17.2 | 51 | 29.8 | 31 | 27.4 | 4 | 15.4 |
| 1141-1600 | 698 | 28.8 | 632 | 31.3 | 9 | 9.7 | 21 | 12.3 | 27 | 23.9 | 9 | 34.6 |
| N= | 2,424 | | 2,021 | | 93 | | 171 | | 113 | | 26 | |
| Median Score | 1,040 | | 1,060 | | 860 | | 970 | | 1,000 | | 1,010 | |

Table 42, continued

| ACT [™] /SAT Score by Years of Math | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metrolplex | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 210 | 24.1 | 65 | 13.5 | 80 | 55.9 | 25 | 37.3 | 40 | 22.0 | 0 | 0.0 |
| 821-990 | 272 | 31.1 | 147 | 30.5 | 43 | 30.1 | 21 | 31.4 | 61 | 33.5 | 0 | 0.0 |
| 991-1140 | 237 | 27.1 | 174 | 36.1 | 15 | 10.5 | 12 | 17.9 | 36 | 19.8 | 0 | 0.0 |
| 1141-1600 | 155 | 17.7 | 96 | 19.9 | 5 | 3.5 | 9 | 13.4 | 45 | 24.7 | 0 | 0.0 |
| N= | 874 | | 482 | | 143 | | 67 | | 182 | | 0 | |
| Median Score | 965 | | 1,015 | | 810 | | 900 | | 962 | | -- | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 37 | 43.5 | 18 | 36.0 | 9 | 64.3 | 2 | 50.0 | 8 | 47.0 | 0 | 0.0 |
| 821-990 | 19 | 22.4 | 11 | 22.0 | 2 | 14.3 | 1 | 25.0 | 5 | 29.4 | 0 | 0.0 |
| 991-1140 | 18 | 21.2 | 15 | 30.0 | 0 | 0.0 | 1 | 25.0 | 2 | 11.8 | 0 | 0.0 |
| 1141-1600 | 11 | 12.9 | 6 | 12.0 | 3 | 21.4 | 0 | 0.0 | 2 | 11.8 | 0 | 0.0 |
| N= | 85 | | 50 | | 14 | | 4 | | 17 | | 0 | |
| Median Score | 860 | | 920 | | 720 | | 770 | | 830 | | -- | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 1 | 0.2 | 0 | 0.0 | 1 | .8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 278 | 43.0 | 111 | 29.7 | 98 | 73.1 | 33 | 55.0 | 31 | 44.3 | 5 | 55.6 |
| 821-990 | 206 | 31.8 | 138 | 36.9 | 16 | 18.7 | 16 | 26.7 | 24 | 34.3 | 3 | 33.3 |
| 991-1140 | 106 | 16.4 | 80 | 21.4 | 7 | 5.2 | 10 | 16.7 | 8 | 11.4 | 1 | 11.1 |
| 1141-1600 | 56 | 8.6 | 45 | 12.0 | 3 | 2.2 | 1 | 1.6 | 7 | 10.0 | 0 | 0.0 |
| N= | 647 | | 374 | | 134 | | 60 | | 70 | | 9 | |
| Median Score | 860 | | 920 | | 730 | | 795 | | 860 | | 770 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 3,035 | 27.9 | 1,385 | 18.8 | 1,020 | 59.0 | 372 | 39.0 | 230 | 30.2 | 28 | 30.4 |
| 821-990 | 3,828 | 35.1 | 2,676 | 36.4 | 1,16 | 30.5 | 347 | 36.4 | 256 | 33.6 | 21 | 22.8 |
| 991-1140 | 2,537 | 23.3 | 2,068 | 28.1 | 116 | 6.7 | 162 | 17.0 | 167 | 21.9 | 24 | 26.1 |
| 1141-1600 | 1,496 | 13.7 | 1,233 | 16.7 | 64 | 3.7 | 72 | 7.6 | 108 | 14.3 | 19 | 20.7 |
| N= | 10,897 | | 7,362 | | 1,729 | | 953 | | 761 | | 92 | |
| Median Score | 930 | | 980 | | 800 | | 860 | | 920 | | 990 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 11 | 0.0 | 1 | 0.0 | 7 | 0.3 | 1 | 0.1 | 1 | 0.0 | 1 | 0.4 |
| 401-820 | 2,954 | 14.4 | 1,148 | 8.0 | 1,062 | 45.1 | 358 | 23.7 | 335 | 14.9 | 51 | 20.6 |
| 821-990 | 4,872 | 23.5 | 3,112 | 21.7 | 484 | 30.5 | 484 | 32.1 | 513 | 22.9 | 45 | 18.1 |
| 991-1140 | 5,947 | 28.7 | 4,594 | 32.0 | 358 | 15.2 | 372 | 24.6 | 567 | 25.3 | 56 | 22.6 |
| 1141-1600 | 6,912 | 33.4 | 5,496 | 38.3 | 203 | 8.9 | 295 | 19.5 | 828 | 36.9 | 95 | 38.3 |
| N= | 20,696 | | 14,341 | | 2,353 | | 1,510 | | 2,244 | | 248 | |
| Median Score | 1,060 | | 1,100 | | 860 | | 960 | | 1,060 | | 1,100 | |

Table 42, continued

| ACT**/SAT Score by Years of Math | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|-------------------------------------|--------|------|--------|------|--------|-------|----------|-------|--------|-------|---------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Upper East Texas | | | | | | | | | | | | |
| <u>None</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 29 | 31.5 | 11 | 20.4 | 11 | 61.1 | 1 | 16.7 | 5 | 38.5 | 1 | 100.0 |
| 821-990 | 25 | 27.2 | 14 | 25.9 | 5 | 27.8 | 5 | 83.3 | 1 | 7.7 | 0 | 0.0 |
| 991-1140 | 26 | 28.3 | 18 | 33.3 | 2 | 11.1 | 0 | 0.0 | 6 | 46.1 | 0 | 0.0 |
| 1141-1600 | 12 | 13.0 | 11 | 20.4 | 0 | 0.0 | 0 | 0.0 | 1 | 7.7 | 0 | 0.0 |
| N= | 92 | | 54 | | 18 | | 6 | | 13 | | 1 | |
| Median Score | 965 | | 1,005 | | 810 | | 885 | | 1,010 | | 540 | |
| <u>0.5-1 Year</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 17 | 81.0 | 5 | 71.4 | 10 | 100.0 | 1 | 50.0 | 1 | 100.0 | 0 | 0.0 |
| 821-990 | 3 | 14.3 | 1 | 14.3 | 0 | 0.0 | 1 | 50.0 | 0 | 0.0 | 1 | 100.0 |
| 991-1140 | 1 | 4.7 | 1 | 14.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 21 | | 7 | | 10 | | 2 | | 1 | | 1 | |
| Median Score | 720 | | 800 | | 600 | | 815 | | 720 | | 860 | |
| <u>1.5-2 Years</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 71 | 44.9 | 34 | 30.6 | 31 | 86.1 | 1 | 100.0 | 2 | 40.0 | 3 | 60.0 |
| 821-990 | 49 | 31.0 | 42 | 37.9 | 5 | 13.9 | 0 | 0.0 | 2 | 40.0 | 0 | 0.0 |
| 991-1140 | 20 | 12.7 | 17 | 15.3 | 0 | 0.0 | 0 | 0.0 | 1 | 20.0 | 2 | 40.0 |
| 1141-1600 | 18 | 11.4 | 18 | 16.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 158 | | 111 | | 36 | | 1 | | 5 | | 5 | |
| Median Score | 860 | | 910 | | 720 | | 720 | | 860 | | 820 | |
| <u>2.5-3 Years</u> | | | | | | | | | | | | |
| 0-400 | 3 | 0.1 | 0 | 0.0 | 2 | 0.6 | 0 | 0.0 | 1 | 1.5 | 0 | 0.0 |
| 401-820 | 762 | 37.5 | 459 | 30.3 | 232 | 68.8 | 28 | 39.4 | 25 | 36.8 | 18 | 47.4 |
| 821-990 | 670 | 33.0 | 542 | 35.7 | 70 | 20.8 | 28 | 39.4 | 23 | 33.8 | 7 | 18.4 |
| 991-1140 | 398 | 19.6 | 343 | 22.6 | 21 | 6.2 | 11 | 15.6 | 14 | 20.6 | 9 | 23.7 |
| 1141-1600 | 198 | 9.8 | 173 | 11.4 | 12 | 3.6 | 4 | 5.6 | 5 | 7.3 | 4 | 10.5 |
| N= | 2,031 | | 1,517 | | 337 | | 71 | | 68 | | 38 | |
| Median Score | 860 | | 910 | | 770 | | 860 | | 880 | | 860 | |
| <u>3.5 Years or More</u> | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 582 | 15.7 | 307 | 10.4 | 206 | 45.4 | 25 | 24.0 | 27 | 19.2 | 17 | 25.8 |
| 821-990 | 983 | 26.5 | 746 | 25.4 | 147 | 32.4 | 29 | 27.9 | 37 | 26.2 | 24 | 36.4 |
| 991-1140 | 1,187 | 32.0 | 1,034 | 35.1 | 68 | 15.0 | 34 | 32.7 | 41 | 29.1 | 10 | 15.1 |
| 1141-1600 | 955 | 25.8 | 856 | 29.1 | 32 | 7.0 | 16 | 15.4 | 36 | 25.5 | 15 | 22.7 |
| N= | 3,708 | | 2,943 | | 454 | | 104 | | 141 | | 66 | |
| Median Score | 1,030 | | 1,060 | | 860 | | 990 | | 1,030 | | 910 | |

Table 42, continued

| ACT [®] /SAT Score by Years of Math | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|------|----------|------|--------|-------|---------------------------|-------|
| | Number | X | Number | X | Number | X | Number | X | Number | X | Number | X |
| Southeast Texas | | | | | | | | | | | | |
| <u>None</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 47 | 23.9 | 15 | 16.7 | 18 | 36.0 | 5 | 23.8 | 9 | 25.7 | 0 | 0.0 |
| 821-990 | 87 | 44.5 | 35 | 38.9 | 26 | 52.0 | 10 | 47.6 | 16 | 45.7 | 0 | 0.0 |
| 991-1140 | 42 | 21.4 | 27 | 30.0 | 5 | 10.0 | 4 | 19.1 | 6 | 17.2 | 0 | 0.0 |
| 1141-1600 | 20 | 10.2 | 13 | 14.4 | 1 | 2.0 | 2 | 9.5 | 4 | 11.4 | 0 | 0.0 |
| N= | 196 | | 90 | | 50 | | 21 | | 35 | | 0 | |
| Median Score | 940 | | 980 | | 855 | | 930 | | 900 | | -- | |
| <u>0.5-1 Year</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 14 | 63.6 | 5 | 45.5 | 5 | 83.3 | 1 | 50.0 | 3 | 100.0 | 0 | 0.0 |
| 821-990 | 6 | 27.4 | 5 | 45.5 | 1 | 16.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 991-1140 | 1 | 4.5 | 1 | 9.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 1 | 4.5 | 0 | 0.0 | 0 | 0.0 | 1 | 50.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 22 | | 11 | | 6 | | 2 | | 3 | | 0 | |
| Median Score | 795 | | 860 | | 665 | | 865 | | 780 | | -- | |
| <u>1.5-2 Years</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 68 | 49.3 | 24 | 33.8 | 34 | 80.9 | 6 | 35.3 | 3 | 42.9 | 1 | 100.0 |
| 821-990 | 41 | 29.7 | 24 | 33.8 | 6 | 14.3 | 10 | 58.8 | 1 | 14.2 | 0 | 0.0 |
| 991-1140 | 20 | 14.5 | 14 | 19.7 | 2 | 4.8 | 1 | 5.9 | 3 | 42.9 | 0 | 0.0 |
| 1141-1600 | 9 | 6.5 | 9 | 12.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 138 | | 71 | | 42 | | 17 | | 7 | | 1 | |
| Median Score | 830 | | 910 | | 720 | | 830 | | 830 | | 480 | |
| <u>2.5-3 Years</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 895 | 35.1 | 350 | 22.8 | 364 | 63.1 | 106 | 44.0 | 69 | 37.7 | 6 | 42.9 |
| 821-990 | 1,005 | 39.5 | 664 | 43.4 | 176 | 30.5 | 102 | 42.3 | 60 | 32.8 | 3 | 21.4 |
| 991-1140 | 450 | 17.7 | 358 | 23.4 | 27 | 4.7 | 23 | 9.6 | 39 | 21.3 | 3 | 21.4 |
| 1141-1600 | 196 | 7.7 | 159 | 10.4 | 10 | 1.7 | 10 | 4.1 | 15 | 8.2 | 2 | 14.3 |
| N= | 2,546 | | 1,531 | | 577 | | 241 | | 183 | | 14 | |
| Median Score | 890 | | 920 | | 780 | | 850 | | 900 | | 885 | |
| <u>3.5 Years or More</u> | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 817 | 20.3 | 311 | 12.8 | 333 | 44.6 | 97 | 26.9 | 71 | 15.0 | 5 | 27.8 |
| 821-990 | 1,233 | 30.6 | 697 | 28.6 | 260 | 34.7 | 130 | 36.1 | 141 | 29.9 | 5 | 27.8 |
| 991-1140 | 1,023 | 25.4 | 714 | 29.3 | 113 | 15.1 | 78 | 21.7 | 117 | 24.8 | 1 | 5.5 |
| 1141-1600 | 957 | 23.7 | 712 | 29.3 | 40 | 5.5 | 55 | 15.3 | 143 | 30.3 | 7 | 38.9 |
| N= | 4,031 | | 2,434 | | 747 | | 360 | | 472 | | 18 | |
| Median Score | 990 | | 1,035 | | 860 | | 940 | | 1,020 | | 990 | |

Table 42, continued

| ACT/SAT Score by Years of Math | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Gulf Coast | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 144 | 22.5 | 50 | 16.1 | 34 | 37.8 | 28 | 40.0 | 32 | 18.9 | 0 | 0.0 |
| 821-990 | 209 | 32.7 | 98 | 31.5 | 30 | 33.3 | 21 | 30.0 | 60 | 35.5 | 0 | 0.0 |
| 991-1140 | 160 | 25.0 | 93 | 29.9 | 17 | 18.9 | 17 | 24.3 | 33 | 19.5 | 0 | 0.0 |
| 1141-1600 | 127 | 19.8 | 70 | 22.5 | 9 | 10.0 | 4 | 5.7 | 44 | 26.1 | 0 | 0.0 |
| N= | 640 | | 311 | | 90 | | 70 | | 169 | | 0 | |
| Median Score | 975 | | 1,000 | | 885 | | 900 | | 980 | | -- | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 34 | 59.6 | 10 | 40.0 | 13 | 86.7 | 4 | 66.6 | 5 | 55.6 | 2 | 100.0 |
| 821-990 | 14 | 24.6 | 8 | 32.0 | 2 | 13.3 | 1 | 16.7 | 3 | 33.3 | 0 | 0.0 |
| 991-1140 | 6 | 10.5 | 4 | 16.0 | 0 | 0.0 | 1 | 16.7 | 1 | 11.1 | 0 | 0.0 |
| 1141-1600 | 3 | 5.3 | 3 | 12.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 57 | | 25 | | 15 | | 6 | | 9 | | 2 | |
| Median Score | 790 | | 880 | | 680 | | 745 | | 800 | | 770 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 1 | 0.1 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 283 | 43.1 | 94 | 28.4 | 103 | 64.9 | 43 | 50.6 | 37 | 52.1 | 6 | 60.0 |
| 821-990 | 190 | 29.0 | 108 | 32.6 | 43 | 27.0 | 23 | 27.1 | 14 | 19.7 | 2 | 20.0 |
| 991-1140 | 111 | 16.9 | 77 | 23.3 | 7 | 4.4 | 12 | 14.1 | 15 | 21.1 | 0 | 0.0 |
| 1141-1600 | 71 | 10.9 | 52 | 15.7 | 5 | 3.1 | 7 | 8.2 | 5 | 7.1 | 2 | 20.0 |
| N= | 656 | | 331 | | 159 | | 85 | | 71 | | 10 | |
| Median Score | 860 | | 930 | | 770 | | 820 | | 820 | | 770 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 4 | 0.0 | 0 | 0.0 | 3 | 0.2 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 |
| 401-820 | 2,767 | 30.9 | 1,022 | 20.2 | 936 | 55.9 | 563 | 42.5 | 225 | 27.7 | 21 | 24.4 |
| 821-990 | 3,233 | 36.1 | 1,882 | 37.2 | 523 | 31.2 | 508 | 38.4 | 290 | 35.7 | 30 | 34.9 |
| 991-1140 | 1,918 | 21.4 | 1,382 | 27.3 | 155 | 9.2 | 184 | 13.9 | 187 | 21.9 | 19 | 22.1 |
| 1141-1600 | 1,033 | 11.6 | 771 | 15.3 | 58 | 3.5 | 69 | 5.2 | 119 | 14.6 | 16 | 18.6 |
| N= | 8,955 | | 5,057 | | 1,675 | | 1,324 | | 813 | | 86 | |
| Median Score | 910 | | 970 | | 820 | | 860 | | 930 | | 910 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 3 | 0.0 | 2 | 0.0 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 2,687 | 13.5 | 926 | 7.7 | 873 | 36.2 | 548 | 22.9 | 300 | 10.4 | 40 | 17.0 |
| 821-990 | 4,913 | 24.6 | 2,657 | 22.0 | 783 | 34.0 | 783 | 32.7 | 603 | 20.8 | 51 | 21.6 |
| 991-1140 | 5,697 | 28.4 | 3,805 | 31.6 | 452 | 18.7 | 627 | 26.2 | 753 | 26.0 | 60 | 25.4 |
| 1141-1600 | 6,684 | 33.5 | 4,655 | 38.7 | 268 | 11.1 | 435 | 18.2 | 1,241 | 42.8 | 85 | 36.0 |
| N= | 19,984 | | 12,045 | | 2,413 | | 2,393 | | 2,897 | | 236 | |
| Median Score | 1,060 | | 1,100 | | 890 | | 980 | | 1,100 | | 1,060 | |

Table 42, continued

| ACT [®] /SAT Score by Years of Math | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|-------|----------|------|--------|-------|------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Central Texas | | | | | | | | | | | | |
| <u>None</u> | | | | | | | | | | | | |
| 0-400 | 1 | 0.4 | 0 | 0.0 | 1 | 2.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 54 | 21.3 | 14 | 9.7 | 19 | 48.7 | 8 | 30.8 | 13 | 30.2 | 0 | 0.0 |
| 821-990 | 75 | 29.6 | 46 | 31.7 | 10 | 25.6 | 10 | 38.5 | 9 | 20.9 | 0 | 0.0 |
| 991-1140 | 57 | 22.5 | 41 | 28.3 | 7 | 18.0 | 3 | 11.5 | 6 | 14.0 | 0 | 0.0 |
| 1141-1600 | 66 | 26.2 | 44 | 30.3 | 2 | 5.1 | 5 | 19.2 | 15 | 34.9 | 0 | 0.0 |
| N= | 253 | | 145 | | 39 | | 26 | | 43 | | 0 | |
| Median Score | 990 | | 1,040 | | 810 | | 875 | | 950 | | -- | |
| <u>0.5-1 Year</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 16 | 59.3 | 6 | 46.1 | 5 | 100.0 | 4 | 57.1 | 1 | 100.0 | 0 | 0.0 |
| 821-990 | 8 | 29.6 | 5 | 38.5 | 0 | 0.0 | 2 | 28.6 | 0 | 0.0 | 1 | 100.0 |
| 991-1140 | 2 | 7.4 | 1 | 7.7 | 0 | 0.0 | 1 | 14.3 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 1 | 3.7 | 1 | 7.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 27 | | 13 | | 5 | | 7 | | 1 | | 1 | |
| Median Score | 810 | | 840 | | 670 | | 720 | | 700 | | 910 | |
| <u>1.5-2 Years</u> | | | | | | | | | | | | |
| 0-400 | 1 | 0.3 | 0 | 0.0 | 1 | 2.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 113 | 39.4 | 51 | 27.7 | 28 | 68.3 | 17 | 53.1 | 15 | 60.0 | 2 | 40.0 |
| 821-990 | 84 | 29.3 | 60 | 32.6 | 9 | 22.0 | 9 | 28.1 | 6 | 24.0 | 0 | 0.0 |
| 991-1140 | 56 | 19.5 | 46 | 25.0 | 2 | 4.9 | 3 | 9.4 | 3 | 12.0 | 2 | 40.0 |
| 1141-1600 | 33 | 11.5 | 27 | 14.7 | 1 | 2.4 | 3 | 9.4 | 1 | 4.0 | 1 | 20.0 |
| N= | 287 | | 184 | | 41 | | 32 | | 25 | | 5 | |
| Median Score | 860 | | 930 | | 770 | | 820 | | 820 | | 1,140 | |
| <u>2.5-3 Years</u> | | | | | | | | | | | | |
| 0-400 | 3 | 0.1 | 1 | 0.0 | 1 | 0.2 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,200 | 29.3 | 653 | 22.7 | 261 | 56.6 | 204 | 42.8 | 72 | 29.0 | 10 | 25.6 |
| 821-990 | 1,430 | 34.9 | 1,014 | 35.3 | 146 | 31.7 | 173 | 36.3 | 86 | 34.7 | 11 | 28.2 |
| 991-1140 | 920 | 22.4 | 40 | 26.3 | 40 | 8.7 | 64 | 13.4 | 51 | 20.6 | 11 | 28.2 |
| 1141-1600 | 544 | 13.3 | 450 | 15.7 | 13 | 2.8 | 29 | 7.3 | 29 | 15.7 | 7 | 18.0 |
| N= | 4,097 | | 2,872 | | 461 | | 477 | | 248 | | 39 | |
| Median Score | 920 | | 970 | | 820 | | 860 | | 925 | | 990 | |
| <u>3.5 Years or More</u> | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,004 | 12.5 | 483 | 8.2 | 268 | 42.7 | 184 | 22.6 | 55 | 9.6 | 14 | 14.4 |
| 821-990 | 1,957 | 24.3 | 1,351 | 22.8 | 204 | 32.6 | 256 | 31.5 | 127 | 22.1 | 19 | 19.6 |
| 991-1140 | 2,432 | 30.3 | 1,951 | 32.9 | 93 | 14.8 | 202 | 24.9 | 155 | 27.0 | 31 | 32.0 |
| 1141-1600 | 2,644 | 32.9 | 2,141 | 36.1 | 62 | 9.9 | 171 | 21.0 | 237 | 41.3 | 33 | 34.0 |
| N= | 8,038 | | 5,927 | | 627 | | 813 | | 574 | | 97 | |
| Median Score | 1,060 | | 1,090 | | 860 | | 990 | | 1,100 | | 1,060 | |

Table 42, continued

| ACT [®] /SAT Score by Years of Math | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| South Texas | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 175 | 34.0 | 23 | 14.3 | 24 | 63.2 | 107 | 42.3 | 21 | 33.3 | 0 | 0.0 |
| 821-990 | 178 | 34.5 | 54 | 33.5 | 11 | 28.9 | 92 | 36.4 | 21 | 33.3 | 0 | 0.0 |
| 991-1140 | 106 | 20.6 | 53 | 32.9 | 2 | 5.3 | 41 | 16.2 | 10 | 15.9 | 0 | 0.0 |
| 1141-1600 | 56 | 10.9 | 31 | 19.3 | 1 | 2.6 | 13 | 5.1 | 11 | 17.5 | 0 | 0.0 |
| N= | 515 | | 161 | | 38 | | 253 | | 63 | | 0 | |
| Median Score | 910 | | 1,000 | | 775 | | 860 | | 910 | | -- | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 62 | 70.4 | 6 | 31.5 | 5 | 83.3 | 45 | 83.3 | 2 | 40.0 | 4 | 100.0 |
| 821-990 | 16 | 18.2 | 4 | 21.1 | 1 | 16.7 | 9 | 16.7 | 2 | 40.0 | 0 | 0.0 |
| 991-1140 | 5 | 5.7 | 4 | 21.1 | 0 | 0.0 | 0 | 0.0 | 1 | 20.0 | 0 | 0.0 |
| 1141-1600 | 5 | 5.7 | 5 | 26.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 88 | | 19 | | 6 | | 54 | | 5 | | 4 | |
| Median Score | 720 | | 950 | | 710 | | 685 | | 870 | | 605 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 | 2 | 0.5 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 394 | 61.9 | 66 | 38.8 | 27 | 75.0 | 267 | 70.3 | 25 | 65.8 | 9 | 69.2 |
| 821-990 | 149 | 23.4 | 51 | 30.0 | 8 | 22.2 | 78 | 20.5 | 10 | 26.3 | 2 | 15.4 |
| 991-1140 | 60 | 9.4 | 35 | 20.6 | 1 | 2.8 | 20 | 5.3 | 3 | 7.9 | 1 | 7.7 |
| 1141-1600 | 32 | 5.0 | 18 | 10.6 | 0 | 0.0 | 13 | 3.4 | 0 | 0.0 | 1 | 7.7 |
| N= | 637 | | 170 | | 36 | | 380 | | 38 | | 13 | |
| Median Score | 780 | | 890 | | 720 | | 770 | | 785 | | 770 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 11 | 0.1 | 0 | 0.0 | 1 | 0.2 | 10 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 4,279 | 46.1 | 696 | 23.2 | 247 | 54.2 | 3,107 | 59.0 | 150 | 35.3 | 79 | 56.0 |
| 821-990 | 2,949 | 31.7 | 1,149 | 38.3 | 153 | 33.5 | 1,477 | 28.1 | 143 | 33.6 | 27 | 19.2 |
| 991-1140 | 1,366 | 14.7 | 764 | 25.4 | 41 | 9.0 | 450 | 8.5 | 96 | 22.6 | 15 | 10.6 |
| 1141-1600 | 685 | 7.4 | 395 | 13.1 | 14 | 3.1 | 220 | 4.2 | 36 | 8.5 | 20 | 14.2 |
| N= | 9,290 | | 3,004 | | 456 | | 5,264 | | 425 | | 141 | |
| Median Score | 850 | | 950 | | 820 | | 800 | | 890 | | 820 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 4 | 0.0 | 0 | 0.0 | 0 | 0.0 | 4 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 4,273 | 25.0 | 696 | 10.9 | 308 | 39.4 | 2,989 | 34.3 | 192 | 19.6 | 88 | 34.6 |
| 821-990 | 5,062 | 29.5 | 1,645 | 25.6 | 254 | 32.5 | 2,838 | 32.6 | 269 | 27.5 | 56 | 22.1 |
| 991-1140 | 4,181 | 24.4 | 2,039 | 31.8 | 149 | 19.1 | 1,702 | 19.5 | 233 | 23.9 | 58 | 22.8 |
| 1141-1600 | 3,614 | 21.1 | 2,033 | 31.7 | 70 | 9.0 | 1,176 | 13.5 | 283 | 29.0 | 52 | 20.5 |
| N= | 17,134 | | 6,413 | | 781 | | 8,709 | | 977 | | 254 | |
| Median Score | 980 | | 1,060 | | 870 | | 910 | | 1,020 | | 990 | |



Table 42, continued

| ACT [™] /SAT Score by Years of Math | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|-------|--------|-------|------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>West Texas</u> | | | | | | | | | | | | |
| <u>None</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 13 | 16.0 | 8 | 15.7 | 2 | 22.2 | 3 | 23.1 | 0 | 0.0 | 0 | 0.0 |
| 821-990 | 40 | 49.4 | 26 | 51.0 | 6 | 66.7 | 7 | 53.8 | 1 | 12.5 | 0 | 0.0 |
| 991-1140 | 19 | 23.5 | 12 | 23.5 | 1 | 11.1 | 2 | 15.4 | 4 | 50.0 | 0 | 0.0 |
| 1141-1600 | 9 | 11.1 | 5 | 9.8 | 0 | 0.0 | 1 | 7.7 | 3 | 37.5 | 0 | 0.0 |
| N= | 81 | | 51 | | 9 | | 13 | | 8 | | 0 | |
| Median Score | 940 | | 950 | | 910 | | 940 | | 1,130 | | -- | |
| <u>0.5-1 Year</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 4 | 57.1 | 2 | 50.0 | 0 | 0.0 | 2 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| 821-990 | 2 | 28.6 | 1 | 25.0 | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 |
| 991-1140 | 1 | 14.3 | 1 | 25.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 7 | | 4 | | 0 | | 2 | | 1 | | -- | |
| Median Score | 720 | | 840 | | -- | | 610 | | 850 | | -- | |
| <u>1.5-2 Years</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 38 | 42.2 | 22 | 39.3 | 3 | 75.0 | 11 | 50.0 | 1 | 14.3 | 1 | 100.0 |
| 821-990 | 28 | 31.1 | 19 | 33.9 | 1 | 25.0 | 4 | 18.2 | 4 | 57.1 | 0 | 0.0 |
| 991-1140 | 14 | 15.6 | 10 | 17.9 | 0 | 0.0 | 3 | 13.6 | 1 | 14.3 | 0 | 0.0 |
| 1141-1600 | 10 | 11.1 | 5 | 8.9 | 0 | 0.0 | 4 | 18.2 | 1 | 14.3 | 0 | 0.0 |
| N= | 90 | | 56 | | 4 | | 22 | | 7 | | 1 | |
| Median Score | 860 | | 865 | | 775 | | 865 | | 950 | | 770 | |
| <u>2.5-3 Years</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 409 | 29.1 | 227 | 23.1 | 34 | 56.7 | 125 | 44.5 | 16 | 26.7 | 7 | 35.0 |
| 821-990 | 515 | 36.6 | 362 | 36.7 | 15 | 25.0 | 107 | 38.1 | 25 | 41.6 | 6 | 30.0 |
| 991-1140 | 327 | 23.3 | 262 | 26.6 | 8 | 13.3 | 39 | 13.9 | 13 | 21.7 | 5 | 25.0 |
| 1141-1600 | 155 | 11.0 | 134 | 13.6 | 3 | 5.0 | 10 | 3.5 | 6 | 10.0 | 2 | 10.0 |
| N= | 1,406 | | 985 | | 60 | | 281 | | 60 | | 20 | |
| Median Score | 910 | | 950 | | 785 | | 860 | | 910 | | 950 | |
| <u>3.5 Years or More</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 301 | 14.3 | 157 | 10.4 | 28 | 41.2 | 93 | 23.7 | 17 | 16.7 | 6 | 26.1 |
| 821-990 | 531 | 25.3 | 358 | 23.6 | 22 | 32.3 | 126 | 32.1 | 22 | 21.6 | 3 | 13.0 |
| 991-1140 | 674 | 32.1 | 522 | 34.5 | 12 | 17.7 | 105 | 26.7 | 27 | 26.4 | 8 | 34.8 |
| 1141-1600 | 595 | 28.3 | 478 | 31.5 | 6 | 8.8 | 69 | 17.5 | 36 | 35.3 | 6 | 26.1 |
| N= | 2,101 | | 1,515 | | 68 | | 393 | | 102 | | 23 | |
| Median Score | 1,050 | | 1,060 | | 890 | | 970 | | 1,060 | | 1,100 | |

Table 42, continued

| ACT [®] /SAT Score by Years of Math | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|-------|----------|------|--------|------|------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Upper Rio Grande | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 42 | 36.5 | 3 | 18.8 | 2 | 50.0 | 32 | 38.5 | 5 | 41.7 | 0 | 0.0 |
| 821-990 | 40 | 34.8 | 5 | 31.2 | 2 | 50.0 | 31 | 37.4 | 2 | 16.7 | 0 | 0.0 |
| 991-1140 | 26 | 22.6 | 6 | 37.5 | 0 | 0.0 | 16 | 19.3 | 4 | 33.3 | 0 | 0.0 |
| 1141-1600 | 7 | 6.1 | 2 | 12.5 | 0 | 0.0 | 4 | 4.8 | 1 | 8.3 | 0 | 0.0 |
| N= | 115 | | 16 | | 4 | | 83 | | 12 | | 0 | |
| Median Score | 880 | | 980 | | 775 | | 870 | | 935 | | -- | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 9 | 50.0 | 0 | 0.0 | 1 | 100.0 | 7 | 58.3 | 0 | 0.0 | 1 | 100.0 |
| 821-990 | 4 | 22.2 | 1 | 25.0 | 0 | 0.0 | 3 | 25.0 | 0 | 0.0 | 0 | 0.0 |
| 991-1140 | 4 | 22.2 | 2 | 50.0 | 0 | 0.0 | 2 | 16.7 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 1 | 5.6 | 1 | 25.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 18 | | 4 | | 1 | | 12 | | 0 | | 1 | |
| Median Score | 820 | | 1,075 | | 730 | | 765 | | -- | | 770 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 49 | 51.6 | 5 | 41.7 | 5 | 62.5 | 37 | 53.6 | 0 | 0.0 | 2 | 100.0 |
| 821-990 | 30 | 31.6 | 3 | 25.0 | 1 | 12.5 | 25 | 36.2 | 1 | 25.0 | 0 | 0.0 |
| 991-1140 | 14 | 14.7 | 4 | 33.3 | 2 | 25.0 | 6 | 8.7 | 2 | 50.0 | 0 | 0.0 |
| 1141-1600 | 2 | 2.1 | 0 | 0.0 | 0 | 0.0 | 1 | 1.5 | 1 | 25.0 | 0 | 0.0 |
| N= | 95 | | 12 | | 8 | | 69 | | 4 | | 2 | |
| Median Score | 820 | | 915 | | 765 | | 820 | | 1,075 | | 695 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 995 | 45.5 | 80 | 19.4 | 62 | 51.3 | 791 | 52.9 | 47 | 34.3 | 15 | 65.2 |
| 821-990 | 797 | 36.4 | 186 | 45.0 | 45 | 37.2 | 508 | 33.9 | 54 | 39.4 | 4 | 17.4 |
| 991-1140 | 296 | 13.5 | 105 | 25.4 | 13 | 10.7 | 148 | 10.0 | 29 | 21.2 | 1 | 4.4 |
| 1141-1600 | 101 | 4.6 | 42 | 10.2 | 1 | 0.8 | 48 | 3.2 | 7 | 5.1 | 3 | 13.0 |
| N= | 2,189 | | 413 | | 121 | | 1,495 | | 137 | | 23 | |
| Median Score | 850 | | 930 | | 820 | | 820 | | 890 | | 820 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 5 | 0.2 | 1 | 0.2 | 0 | 0.0 | 4 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 749 | 24.7 | 49 | 7.9 | 27 | 26.5 | 643 | 31.0 | 25 | 12.0 | 5 | 17.2 |
| 821-990 | 913 | 30.1 | 136 | 21.8 | 30 | 29.4 | 682 | 32.9 | 62 | 29.8 | 4 | 13.8 |
| 991-1140 | 790 | 26.1 | 213 | 34.3 | 28 | 27.4 | 484 | 23.4 | 55 | 26.5 | 10 | 34.5 |
| 1141-1600 | 575 | 18.9 | 222 | 35.8 | 17 | 16.7 | 260 | 12.5 | 66 | 31.7 | 10 | 34.5 |
| N= | 3,032 | | 620 | | 102 | | 2,073 | | 208 | | 29 | |
| Median Score | 970 | | 1,085 | | 930 | | 910 | | 1,030 | | 1,060 | |

*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard.

Table 43: Number* and Percent of Students in Texas by ACT**/SAT Combined Score, Years of Natural Sciences Completed and Race/Ethnicity, 1995-96

| ACT**/SAT Score by Years of Natural Sciences | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| None | | | | | | | | | | | | |
| 0-400 | 3 | 0.1 | 0 | 0.0 | 1 | 0.1 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,452 | 32.1 | 349 | 16.9 | 423 | 57.2 | 446 | 45.4 | 228 | 31.3 | 6 | 60.0 |
| 821-990 | 1,522 | 33.6 | 735 | 35.6 | 227 | 30.7 | 335 | 34.1 | 224 | 30.7 | 1 | 10.0 |
| 991-1140 | 946 | 20.9 | 606 | 29.3 | 68 | 9.2 | 148 | 15.1 | 123 | 16.9 | 1 | 10.0 |
| 1141-1600 | 605 | 13.3 | 377 | 18.2 | 21 | 2.8 | 51 | 5.2 | 154 | 21.1 | 2 | 20.0 |
| N= | 4,528 | | 2,067 | | 740 | | 982 | | 729 | | 10 | |
| Median Score | 910 | | 980 | | 790 | | 840 | | 920 | | 745 | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 5 | 0.2 | 0 | 0.0 | 3 | 0.5 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,635 | 57.0 | 546 | 41.8 | 470 | 76.0 | 477 | 72.4 | 102 | 46.6 | 40 | 64.5 |
| 821-990 | 807 | 28.2 | 462 | 35.3 | 118 | 19.1 | 145 | 22.0 | 66 | 30.1 | 16 | 25.8 |
| 991-1140 | 280 | 9.8 | 196 | 15.0 | 18 | 2.9 | 25 | 3.8 | 37 | 16.9 | 4 | 6.5 |
| 1141-1600 | 139 | 4.8 | 104 | 7.9 | 9 | 1.5 | 10 | 1.5 | 14 | 6.4 | 2 | 3.2 |
| N= | 2,866 | | 1,308 | | 618 | | 659 | | 219 | | 62 | |
| Median Score | 810 | | 860 | | 720 | | 720 | | 840 | | 770 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 20 | 0.1 | 1 | 0.0 | 10 | 0.4 | 7 | 0.2 | 1 | 0.1 | 1 | 0.4 |
| 401-820 | 8,133 | 45.2 | 3,040 | 31.6 | 1,811 | 68.2 | 2,620 | 61.3 | 535 | 44.9 | 127 | 50.8 |
| 821-990 | 5,620 | 31.3 | 3,441 | 35.8 | 636 | 24.0 | 1,128 | 26.4 | 360 | 30.2 | 55 | 22.0 |
| 991-1140 | 2,681 | 14.9 | 1,970 | 20.5 | 133 | 5.0 | 360 | 8.4 | 185 | 15.5 | 33 | 13.2 |
| 1141-1600 | 1,526 | 8.5 | 1,157 | 12.1 | 65 | 2.4 | 159 | 3.7 | 111 | 9.3 | 34 | 13.6 |
| N= | 17,980 | | 9,609 | | 2,655 | | 4,274 | | 1,192 | | 250 | |
| Median Score | 860 | | 910 | | 770 | | 780 | | 860 | | 820 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 14 | 0.0 | 2 | 0.0 | 4 | 0.1 | 7 | 0.1 | 1 | 0.0 | 0 | 0.0 |
| 401-820 | 14,573 | 24.4 | 5,035 | 14.1 | 3,075 | 47.7 | 5,429 | 41.6 | 842 | 21.3 | 192 | 29.8 |
| 821-990 | 19,481 | 32.6 | 11,338 | 31.8 | 2,261 | 34.2 | 4,454 | 34.2 | 1,269 | 32.1 | 159 | 24.7 |
| 991-1140 | 14,906 | 25.0 | 10,897 | 30.6 | 732 | 11.3 | 2,083 | 16.0 | 1,042 | 26.3 | 152 | 23.6 |
| 1141-1600 | 10,751 | 18.0 | 8,367 | 23.5 | 377 | 5.8 | 1,063 | 8.1 | 803 | 20.3 | 141 | 21.9 |
| N= | 59,725 | | 35,639 | | 6,449 | | 13,036 | | 3,957 | | 644 | |
| Median Score | 960 | | 1,020 | | 840 | | 860 | | 990 | | 990 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 13 | 0.0 | 3 | 0.0 | 4 | 0.1 | 5 | 0.1 | 1 | 0.0 | 0 | 0.0 |
| 401-820 | 6,332 | 12.4 | 2,007 | 6.4 | 1,277 | 32.5 | 2,427 | 24.2 | 507 | 9.2 | 114 | 17.7 |
| 821-990 | 12,363 | 24.2 | 6,514 | 20.9 | 1,225 | 32.1 | 3,292 | 32.9 | 1,200 | 22.0 | 134 | 20.7 |
| 991-1140 | 15,175 | 29.7 | 10,313 | 33.2 | 849 | 22.3 | 2,445 | 24.4 | 1,406 | 25.6 | 162 | 25.1 |
| 1141-1600 | 17,178 | 33.7 | 12,271 | 39.5 | 459 | 12.0 | 1,841 | 18.4 | 2,371 | 43.2 | 236 | 36.5 |
| N= | 51,061 | | 31,108 | | 3,812 | | 10,010 | | 5,485 | | 646 | |
| Median Score | 1,060 | | 1,100 | | 910 | | 960 | | 1,100 | | 1,060 | |

*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard

Table 44: Number and Percent of Students in Texas by ACT[®]/SAT Combined Score by Years of Natural Sciences Completed, Race/Ethnicity, and Metropolitan Status, 1995-96

| ACT [®] /SAT Score by Years of Natural Science | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 3 | 0.1 | 0 | 0.0 | 1 | 0.2 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,009 | 33.3 | 173 | 14.8 | 309 | 55.9 | 358 | 46.0 | 164 | 31.1 | 164 | 31.1 |
| 821-990 | 1,017 | 33.5 | 420 | 35.9 | 172 | 31.1 | 263 | 33.8 | 162 | 30.8 | 162 | 30.8 |
| 991-1140 | 613 | 20.2 | 357 | 30.5 | 54 | 9.7 | 115 | 14.7 | 87 | 16.5 | 87 | 16.5 |
| 1141-1600 | 392 | 12.9 | 220 | 18.8 | 17 | 3.1 | 41 | 5.2 | 114 | 21.6 | 114 | 21.6 |
| N= | 3,034 | | 1,170 | | 553 | | 779 | | 527 | | 527 | |
| Median Score | 910 | | 990 | | 800 | | 840 | | 920 | | 920 | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 2 | 0.1 | 0 | 0.0 | 2 | 0.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,005 | 57.6 | 235 | 36.2 | 320 | 76.4 | 350 | 72.0 | 77 | 50.0 | 77 | 50.0 |
| 821-990 | 489 | 28.1 | 254 | 39.1 | 76 | 18.1 | 108 | 22.2 | 42 | 27.3 | 42 | 27.3 |
| 991-1140 | 167 | 9.6 | 108 | 16.6 | 13 | 3.1 | 24 | 4.1 | 24 | 15.6 | 24 | 15.6 |
| 1141-1600 | 80 | 4.6 | 53 | 8.1 | 8 | 1.9 | 8 | 1.7 | 11 | 7.1 | 11 | 7.1 |
| N= | 1,743 | | 650 | | 419 | | 486 | | 154 | | 154 | |
| Median Score | 1,790 | | 880 | | 720 | | 740 | | 825 | | 825 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 14 | 0.1 | 1 | 0.0 | 6 | 0.3 | 5 | 0.1 | 1 | 0.1 | 1 | 0.1 |
| 401-820 | 5,026 | 45.7 | 1,470 | 29.2 | 1,246 | 66.0 | 1,859 | 60.0 | 376 | 45.8 | 376 | 45.8 |
| 821-990 | 3,372 | 30.8 | 1,775 | 35.3 | 485 | 25.7 | 851 | 27.5 | 230 | 28.0 | 230 | 28.0 |
| 991-1140 | 1,650 | 15.0 | 1,125 | 22.4 | 100 | 5.3 | 270 | 8.7 | 135 | 16.5 | 135 | 16.5 |
| 1141-1600 | 925 | 8.4 | 660 | 13.1 | 52 | 2.7 | 114 | 3.7 | 79 | 9.6 | 79 | 9.6 |
| N= | 10,987 | | 5,031 | | 1,889 | | 3,099 | | 821 | | 821 | |
| Median Score | 860 | | 920 | | 770 | | 780 | | 850 | | 850 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 12 | 0.0 | 2 | 0.0 | 3 | 0.1 | 6 | 0.1 | 1 | 0.0 | 1 | 0.0 |
| 401-820 | 9,593 | 25.4 | 2,465 | 12.4 | 2,293 | 47.8 | 4,142 | 41.5 | 581 | 31.2 | 581 | 31.2 |
| 821-990 | 12,113 | 32.1 | 6,084 | 30.7 | 1,864 | 34.7 | 3,401 | 34.1 | 867 | 21.6 | 867 | 21.6 |
| 991-1140 | 9,215 | 24.4 | 6,236 | 31.5 | 558 | 11.6 | 1,602 | 16.0 | 718 | 26.3 | 718 | 26.3 |
| 1141-1600 | 6,811 | 18.1 | 5,033 | 25.4 | 281 | 5.8 | 835 | 8.3 | 574 | 20.9 | 574 | 20.9 |
| N= | 37,744 | | 19,820 | | 4,799 | | 9,986 | | 2,741 | | 2,741 | |
| Median Score | 960 | | 1,030 | | 840 | | 860 | | 990 | | 990 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 10 | 0.0 | 1 | 0.0 | 4 | 0.1 | 4 | 0.1 | 1 | 0.0 | 1 | 0.0 |
| 401-820 | 4,293 | 13.3 | 1,039 | 5.9 | 992 | 34.7 | 1,816 | 23.8 | 366 | 9.6 | 366 | 9.6 |
| 821-990 | 7,796 | 24.1 | 3,465 | 19.7 | 896 | 31.4 | 2,518 | 33.0 | 829 | 21.7 | 829 | 21.7 |
| 991-1140 | 9,209 | 28.5 | 5,612 | 31.8 | 628 | 22.0 | 1,879 | 24.6 | 992 | 26.0 | 992 | 26.0 |
| 1141-1600 | 11,021 | 34.1 | 7,498 | 42.6 | 338 | 11.8 | 1,413 | 18.5 | 1,627 | 42.7 | 1,627 | 42.7 |
| N= | 32,329 | | 17,615 | | 2,858 | | 7,630 | | 3,815 | | 3,815 | |
| Median Score | 1,060 | | 1,110 | | 910 | | 970 | | 1,100 | | 1,100 | |



Table 44, continued

| ACT [™] /SAT Score by Years of Natural Science | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Suburban | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 163 | 21.9 | 89 | 17.5 | 36 | 52.9 | 15 | 26.8 | 23 | 21.3 | 0 | 0.0 |
| 821-990 | 251 | 33.7 | 172 | 33.7 | 19 | 27.9 | 22 | 34.3 | 37 | 39.3 | 1 | 50.0 |
| 991-1140 | 191 | 25.7 | 156 | 30.6 | 9 | 13.2 | 12 | 21.4 | 14 | 12.9 | 0 | 0.0 |
| 1141-1600 | 139 | 18.7 | 93 | 18.2 | 4 | 6.0 | 7 | 12.5 | 34 | 31.5 | 1 | 50.0 |
| N= | 744 | | 510 | | 68 | | 56 | | 108 | | 2 | |
| Median Score | 970 | | 990 | | 815 | | 930 | | 940 | | 1,100 | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 200 | 46.7 | 122 | 41.5 | 50 | 73.5 | 15 | 50.0 | 10 | 32.3 | 3 | 60.0 |
| 821-990 | 138 | 32.2 | 95 | 32.3 | 16 | 23.5 | 12 | 40.0 | 14 | 45.2 | 1 | 20.0 |
| 991-1140 | 61 | 14.3 | 51 | 17.4 | 2 | 3.0 | 2 | 6.7 | 6 | 19.4 | 0 | 0.0 |
| 1141-1600 | 29 | 6.8 | 26 | 8.8 | 0 | 0.0 | 1 | 3.3 | 1 | 3.2 | 1 | 20.0 |
| N= | 428 | | 294 | | 68 | | 30 | | 31 | | 5 | |
| Median Score | 850 | | 860 | | 720 | | 825 | | 870 | | 720 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 1 | 0.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,077 | 35.8 | 653 | 29.6 | 191 | 67.5 | 162 | 49.3 | 72 | 36.9 | 19 | 48.7 |
| 821-990 | 1,043 | 34.7 | 809 | 36.7 | 69 | 24.4 | 82 | 28.5 | 72 | 36.9 | 11 | 28.2 |
| 991-1140 | 569 | 18.9 | 477 | 21.6 | 16 | 5.7 | 44 | 15.3 | 29 | 14.9 | 3 | 7.7 |
| 1141-1600 | 320 | 10.6 | 266 | 12.1 | 6 | 2.1 | 20 | 6.9 | 22 | 11.3 | 6 | 15.4 |
| N= | 3,010 | | 2,205 | | 283 | | 288 | | 195 | | 39 | |
| Median Score | 900 | | 910 | | 770 | | 845 | | 880 | | 860 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,948 | 17.5 | 1,171 | 13.7 | 330 | 42.2 | 300 | 30.9 | 122 | 16.8 | 25 | 22.1 |
| 821-990 | 3,570 | 32.0 | 2,684 | 31.4 | 289 | 37.0 | 346 | 35.6 | 225 | 30.9 | 26 | 23.0 |
| 991-1140 | 3,201 | 28.7 | 2,640 | 30.8 | 100 | 12.8 | 221 | 22.8 | 211 | 29.0 | 29 | 23.7 |
| 1141-1600 | 2,433 | 21.8 | 2,063 | 24.1 | 63 | 8.0 | 104 | 10.7 | 170 | 23.3 | 33 | 29.2 |
| N= | 11,152 | | 8,558 | | 782 | | 971 | | 728 | | 113 | |
| Median Score | 1,000 | | 1,020 | | 860 | | 910 | | 1,005 | | 1,030 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 1 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 800 | 8.3 | 456 | 6.3 | 122 | 25.6 | 133 | 17.2 | 77 | 7.0 | 12 | 10.5 |
| 821-990 | 2,159 | 22.3 | 1,538 | 21.4 | 154 | 32.4 | 250 | 32.3 | 194 | 17.6 | 23 | 20.2 |
| 991-1140 | 3,116 | 32.2 | 2,484 | 34.5 | 128 | 26.9 | 204 | 26.3 | 270 | 24.5 | 30 | 26.3 |
| 1141-1600 | 3,595 | 37.2 | 2,726 | 37.8 | 72 | 15.1 | 187 | 24.1 | 561 | 50.9 | 49 | 43.0 |
| N= | 9,672 | | 7,205 | | 476 | | 775 | | 1,102 | | 114 | |
| Median Score | 1,090 | | 1,100 | | 980 | | 1,000 | | 1,150 | | 1,100 | |

Table 44, continued

| ACT [®] /SAT Score by Years of Natural Science | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Non-Metropolitan Adjacent | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 169 | 37.4 | 63 | 25.0 | 39 | 72.2 | 39 | 42.0 | 27 | 52.9 | 1 | 50.0 |
| 821-990 | 147 | 32.5 | 85 | 33.7 | 14 | 25.9 | 35 | 37.6 | 13 | 25.6 | 0 | 0.0 |
| 991-1140 | 88 | 19.5 | 63 | 25.0 | 1 | 1.9 | 16 | 17.2 | 7 | 13.7 | 1 | 50.0 |
| 1141-1600 | 48 | 10.6 | 41 | 16.3 | 0 | 0.0 | 3 | 3.2 | 4 | 7.8 | 0 | 0.0 |
| N= | 452 | | 252 | | 54 | | 93 | | 51 | | 2 | |
| Median Score | 880 | | 960 | | 730 | | 860 | | 810 | | 820 | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 2 | 0.4 | 0 | 0.0 | 0 | 0.0 | 2 | 1.9 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 297 | 64.7 | 141 | 57.1 | 63 | 81.8 | 80 | 76.9 | 7 | 38.9 | 6 | 46.1 |
| 821-990 | 106 | 23.1 | 64 | 25.9 | 13 | 16.9 | 19 | 18.3 | 6 | 33.3 | 4 | 30.8 |
| 991-1140 | 35 | 7.6 | 27 | 10.9 | 1 | 1.3 | 2 | 1.9 | 3 | 16.7 | 2 | 15.4 |
| 1141-1600 | 19 | 4.1 | 15 | 6.1 | 0 | 0.0 | 1 | 1.0 | 2 | 11.1 | 1 | 7.7 |
| N= | 459 | | 247 | | 77 | | 104 | | 18 | | 13 | |
| Median Score | 770 | | 820 | | 720 | | 675 | | 870 | | 860 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 5 | 0.2 | 0 | 0.0 | 3 | 1.2 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,337 | 51.4 | 647 | 40.1 | 196 | 78.4 | 419 | 71.9 | 54 | 48.2 | 21 | 48.8 |
| 821-990 | 763 | 29.3 | 560 | 34.7 | 37 | 14.8 | 119 | 20.4 | 38 | 33.9 | 9 | 20.9 |
| 991-1140 | 304 | 11.7 | 250 | 15.5 | 7 | 2.8 | 28 | 4.8 | 13 | 11.6 | 6 | 14.0 |
| 1141-1600 | 192 | 7.4 | 156 | 9.7 | 7 | 2.8 | 15 | 2.6 | 7 | 6.3 | 7 | 16.3 |
| N= | 2,801 | | 1,613 | | 250 | | 583 | | 112 | | 43 | |
| Median Score | 820 | | 860 | | 720 | | 770 | | 830 | | 860 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 0 | 0.0 | 1 | 0.2 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 2,053 | 28.9 | 973 | 19.9 | 252 | 53.8 | 702 | 50.3 | 88 | 34.1 | 38 | 42.2 |
| 821-990 | 2,429 | 34.2 | 1,703 | 34.9 | 158 | 33.8 | 457 | 32.7 | 90 | 34.9 | 21 | 23.3 |
| 991-1140 | 1,638 | 23.1 | 1,378 | 28.2 | 39 | 8.3 | 153 | 11.0 | 53 | 20.5 | 15 | 16.7 |
| 1141-1600 | 976 | 13.8 | 833 | 17.0 | 18 | 3.9 | 82 | 5.9 | 27 | 10.5 | 16 | 17.8 |
| N= | 7,098 | | 4,887 | | 468 | | 1,895 | | 258 | | 90 | |
| Median Score | 920 | | 990 | | 820 | | 820 | | 910 | | 885 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 833 | 14.0 | 350 | 8.4 | 78 | 33.8 | 360 | 31.0 | 33 | 11.3 | 12 | 15.0 |
| 821-990 | 1,553 | 26.1 | 996 | 23.7 | 75 | 34.4 | 367 | 31.6 | 100 | 34.1 | 15 | 18.7 |
| 991-1140 | 1,913 | 32.1 | 1,500 | 35.7 | 39 | 17.9 | 268 | 23.0 | 80 | 27.3 | 26 | 32.5 |
| 1141-1600 | 1,654 | 27.8 | 1,354 | 32.2 | 26 | 11.9 | 167 | 14.4 | 80 | 27.3 | 27 | 33.8 |
| N= | 5,954 | | 4,201 | | 218 | | 1,162 | | 293 | | 80 | |
| Median Score | 1,040 | | 1,070 | | 900 | | 910 | | 1,030 | | 1,080 | |

Table 44, continued

| ACT SM /SAT Score by Years of Natural Science | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Non-Metropolitan Non-Adjacent | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 111 | 37.3 | 24 | 17.8 | 39 | 60.0 | 34 | 63.0 | 14 | 32.6 | 0 | 0.0 |
| 821-990 | 107 | 35.9 | 58 | 43.0 | 22 | 33.8 | 15 | 27.8 | 12 | 27.9 | 0 | 0.0 |
| 991-1140 | 54 | 18.1 | 30 | 22.2 | 4 | 6.2 | 5 | 9.2 | 15 | 34.9 | 0 | 0.0 |
| 1141-1600 | 26 | 8.7 | 23 | 17.0 | 0 | 0.0 | 0 | 0.0 | 2 | 4.6 | 1 | 100.0 |
| N= | 298 | | 135 | | 65 | | 54 | | 43 | | 1 | |
| Median Score | 880 | | 960 | | 780 | | 775 | | 940 | | 1,320 | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 1 | 0.4 | 0 | 0.0 | 1 | 1.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 133 | 56.4 | 48 | 41.0 | 37 | 68.5 | 32 | 82.0 | 8 | 50.0 | 8 | 80.0 |
| 821-990 | 74 | 31.4 | 49 | 41.8 | 13 | 24.0 | 6 | 15.4 | 4 | 25.0 | 2 | 20.0 |
| 991-1140 | 17 | 7.2 | 10 | 8.6 | 2 | 3.7 | 1 | 2.6 | 4 | 25.0 | 0 | 0.0 |
| 1141-1600 | 11 | 4.7 | 10 | 8.6 | 1 | 1.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 236 | | 117 | | 54 | | 39 | | 16 | | 10 | |
| Median Score | 820 | | 860 | | 755 | | 750 | | 825 | | 720 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 693 | 50.1 | 270 | 35.5 | 178 | 76.4 | 200 | 65.8 | 33 | 51.6 | 12 | 57.1 |
| 821-990 | 442 | 32.0 | 297 | 39.1 | 45 | 19.3 | 76 | 23.0 | 20 | 31.2 | 4 | 19.1 |
| 991-1140 | 158 | 11.4 | 118 | 15.5 | 10 | 4.3 | 18 | 5.9 | 8 | 12.5 | 4 | 19.1 |
| 1141-1600 | 89 | 6.4 | 75 | 9.9 | 0 | 0.0 | 10 | 3.3 | 3 | 4.7 | 1 | 4.7 |
| N= | 1,382 | | 760 | | 233 | | 304 | | 64 | | 21 | |
| Median Score | 820 | | 870 | | 740 | | 770 | | 815 | | 820 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 979 | 26.2 | 426 | 17.9 | 200 | 50.0 | 285 | 41.7 | 51 | 22.2 | 17 | 39.5 |
| 821-990 | 1,369 | 36.8 | 867 | 36.5 | 150 | 37.5 | 250 | 36.6 | 87 | 37.8 | 15 | 34.9 |
| 991-1140 | 852 | 22.8 | 643 | 27.1 | 35 | 8.7 | 107 | 15.6 | 60 | 26.1 | 7 | 16.3 |
| 1141-1600 | 531 | 14.2 | 438 | 18.5 | 15 | 3.8 | 42 | 6.1 | 32 | 13.9 | 4 | 9.3 |
| N= | 3,731 | | 2,374 | | 400 | | 684 | | 230 | | 43 | |
| Median Score | 930 | | 990 | | 825 | | 860 | | 950 | | 910 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 406 | 13.1 | 162 | 7.7 | 85 | 32.7 | 118 | 26.5 | 31 | 11.3 | 10 | 24.4 |
| 821-990 | 855 | 27.5 | 515 | 24.7 | 98 | 37.8 | 157 | 35.4 | 77 | 28.0 | 8 | 19.5 |
| 991-1140 | 937 | 30.2 | 717 | 34.4 | 54 | 20.8 | 94 | 21.2 | 64 | 23.3 | 8 | 19.5 |
| 1141-1600 | 908 | 29.2 | 693 | 33.2 | 23 | 8.8 | 74 | 16.7 | 103 | 37.4 | 15 | 36.6 |
| N= | 3,106 | | 2,087 | | 260 | | 443 | | 275 | | 41 | |
| Median Score | 1,040 | | 1,070 | | 895 | | 940 | | 1,060 | | 1,060 | |

*Values may not sum to state total due to missing values for some variables for some cases.

*ACT Scores are adjusted to SAT Standard

Table 45: Number and Percent of Students in Texas by ACT[®]/SAT Combined Score by Years of Natural Sciences Completed, Race/Ethnicity and Economic Region, 1995-96

| ACT [®] /SAT Score by Years of Natural Science | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| High Plains | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 1 | 0.8 | 0 | 0.0 | 0 | 0.0 | 1 | 4.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 29 | 22.5 | 12 | 14.1 | 4 | 50.0 | 9 | 37.5 | 3 | 30.0 | 1 | 50.0 |
| 821-990 | 52 | 40.3 | 38 | 44.7 | 3 | 37.5 | 8 | 33.3 | 3 | 30.0 | 0 | 0.0 |
| 991-1140 | 31 | 24.0 | 23 | 27.1 | 1 | 12.5 | 5 | 20.8 | 2 | 20.0 | 0 | 0.0 |
| 1141-1600 | 16 | 12.4 | 12 | 14.1 | 0 | 0.0 | 1 | 4.2 | 2 | 20.0 | 1 | 50.0 |
| N= | 129 | | 85 | | 8 | | 24 | | 10 | | 2 | |
| Median Score | 930 | | 950 | | 840 | | 880 | | 935 | | 930 | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 1 | 0.7 | 0 | 0.0 | 0 | 0.0 | 1 | 3.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 83 | 53.9 | 48 | 46.6 | 7 | 77.8 | 22 | 71.0 | 4 | 50.0 | 2 | 66.7 |
| 821-990 | 54 | 35.1 | 41 | 39.8 | 2 | 22.2 | 7 | 22.6 | 3 | 37.5 | 1 | 33.3 |
| 991-1140 | 7 | 4.5 | 6 | 5.8 | 0 | 0.0 | 1 | 3.2 | 0 | 0.0 | 0 | 0.0 |
| 1141-1600 | 9 | 5.8 | 8 | 7.8 | 0 | 0.0 | 0 | 0.0 | 1 | 12.5 | 0 | 0.0 |
| N= | 154 | | 103 | | 9 | | 31 | | 8 | | 3 | |
| Median Score | 820 | | 850 | | 720 | | 720 | | 830 | | 820 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 411 | 45.4 | 234 | 37.0 | 45 | 71.4 | 109 | 64.9 | 14 | 46.6 | 9 | 75.0 |
| 821-990 | 277 | 30.6 | 213 | 33.7 | 14 | 22.2 | 40 | 23.8 | 9 | 30.0 | 1 | 8.3 |
| 991-1140 | 127 | 14.0 | 105 | 16.6 | 1 | 1.6 | 14 | 8.3 | 5 | 16.7 | 2 | 16.7 |
| 1141-1600 | 90 | 10.0 | 80 | 12.7 | 3 | 4.8 | 5 | 3.0 | 2 | 6.7 | 0 | 0.0 |
| N= | 905 | | 632 | | 63 | | 168 | | 30 | | 12 | |
| Median Score | 860 | | 910 | | 770 | | 785 | | 840 | | 820 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 598 | 21.4 | 343 | 15.9 | 57 | 56.4 | 168 | 42.8 | 18 | 18.4 | 12 | 28.6 |
| 821-990 | 919 | 32.9 | 694 | 32.0 | 33 | 32.7 | 133 | 33.8 | 46 | 46.9 | 13 | 30.9 |
| 991-1140 | 772 | 27.6 | 675 | 31.2 | 6 | 6.0 | 62 | 15.8 | 22 | 22.5 | 7 | 16.7 |
| 1141-1600 | 508 | 18.1 | 451 | 20.9 | 5 | 4.9 | 30 | 7.6 | 12 | 12.2 | 10 | 23.8 |
| N= | 2,797 | | 2,163 | | 101 | | 393 | | 98 | | 42 | |
| Median Score | 990 | | 1,010 | | 810 | | 860 | | 950 | | 910 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 248 | 11.6 | 124 | 7.7 | 27 | 43.6 | 81 | 27.8 | 14 | 9.7 | 2 | 6.7 |
| 821-990 | 526 | 24.7 | 367 | 23.0 | 21 | 33.9 | 95 | 32.5 | 35 | 24.1 | 8 | 26.7 |
| 991-1140 | 716 | 33.6 | 587 | 36.6 | 9 | 14.5 | 71 | 24.3 | 40 | 27.6 | 9 | 30.0 |
| 1141-1600 | 641 | 30.1 | 524 | 32.7 | 5 | 8.0 | 45 | 15.4 | 56 | 38.6 | 11 | 36.6 |
| N= | 2,131 | | 1,602 | | 62 | | 292 | | 145 | | 30 | |
| Median Score | 1,060 | | 1,070 | | 860 | | 910 | | 1,070 | | 1,100 | |

352

Table 45, continued

| ACT [®] /SAT Score by Years of Natural Science | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|-------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 36 | 35.6 | 19 | 30.1 | 9 | 52.9 | 5 | 62.5 | 3 | 23.1 | 0 | 0.0 |
| 821-990 | 37 | 36.7 | 20 | 31.8 | 6 | 35.3 | 3 | 37.5 | 8 | 61.5 | 0 | 0.0 |
| 991-1140 | 20 | 19.8 | 16 | 25.4 | 2 | 11.8 | 0 | 0.0 | 2 | 15.4 | 0 | 0.0 |
| 1141-1600 | 8 | 7.9 | 8 | 12.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 101 | | 63 | | 17 | | 8 | | 13 | | 0 | |
| Median Score | 900 | | 950 | | 780 | | 795 | | 870 | | -- | |
| Northwest | | | | | | | | | | | | |
| 0.5-1 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 53 | 60.0 | 46 | 58.2 | 4 | 80.0 | 3 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| 821-990 | 28 | 30.1 | 23 | 29.1 | 0 | 0.0 | 0 | 0.0 | 5 | 83.3 | 0 | 0.0 |
| 991-1140 | 8 | 8.6 | 6 | 7.6 | 1 | 20.0 | 0 | 0.0 | 1 | 16.7 | 0 | 0.0 |
| 1141-1600 | 4 | 4.3 | 4 | 5.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 93 | | 79 | | 5 | | 3 | | 6 | | 0 | |
| Median Score | 820 | | 820 | | 720 | | 600 | | 950 | | -- | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 241 | 40.4 | 161 | 34.9 | 31 | 79.5 | 33 | 55.0 | 11 | 39.3 | 5 | 55.6 |
| 821-990 | 217 | 36.3 | 180 | 39.1 | 6 | 15.4 | 18 | 30.0 | 11 | 39.3 | 2 | 22.2 |
| 991-1140 | 89 | 14.9 | 76 | 16.5 | 2 | 5.1 | 7 | 11.7 | 3 | 10.7 | 1 | 11.1 |
| 1141-1600 | 50 | 8.4 | 44 | 9.5 | 0 | 0.0 | 2 | 3.3 | 3 | 10.7 | 1 | 11.1 |
| N= | 597 | | 461 | | 39 | | 60 | | 28 | | 9 | |
| Median Score | 860 | | 900 | | 770 | | 820 | | 865 | | 820 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 443 | 21.9 | 310 | 18.6 | 47 | 52.2 | 53 | 33.1 | 28 | 34.2 | 5 | 18.5 |
| 821-990 | 712 | 35.2 | 590 | 35.4 | 24 | 26.7 | 60 | 37.5 | 28 | 34.2 | 10 | 37.1 |
| 991-1140 | 515 | 25.4 | 449 | 27.0 | 12 | 13.3 | 30 | 18.8 | 18 | 21.9 | 6 | 22.2 |
| 1141-1600 | 354 | 17.5 | 316 | 19.0 | 7 | 7.8 | 17 | 10.6 | 8 | 9.7 | 6 | 22.2 |
| N= | 2,024 | | 1,665 | | 90 | | 160 | | 82 | | 27 | |
| Median Score | 970 | | 990 | | 820 | | 890 | | 890 | | 990 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 130 | 8.9 | 98 | 7.9 | 9 | 29.0 | 13 | 12.9 | 7 | 10.0 | 3 | 15.8 |
| 821-990 | 344 | 23.5 | 269 | 21.7 | 12 | 38.7 | 40 | 39.6 | 17 | 24.3 | 6 | 31.6 |
| 991-1140 | 486 | 33.3 | 419 | 33.8 | 7 | 22.6 | 35 | 34.6 | 22 | 31.4 | 3 | 15.8 |
| 1141-1600 | 501 | 34.3 | 454 | 36.6 | 3 | 9.7 | 13 | 12.9 | 24 | 34.3 | 7 | 36.8 |
| N= | 1,461 | | 1,240 | | 31 | | 101 | | 70 | | 19 | |
| Median Score | 1,060 | | 1,090 | | 910 | | 990 | | 1,055 | | 1,030 | |

Table 45, continued

| ACT [®] /SAT Score by Years of Natural Science | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 1 | 0.1 | 0 | 0.0 | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 382 | 30.0 | 100 | 15.5 | 164 | 61.4 | 56 | 42.7 | 62 | 26.7 | 0 | 0.0 |
| 821-990 | 413 | 32.4 | 222 | 34.5 | 72 | 27.0 | 42 | 32.1 | 77 | 33.2 | 0 | 0.0 |
| 991-1140 | 280 | 22.0 | 204 | 31.7 | 19 | 7.1 | 22 | 16.8 | 35 | 15.1 | 0 | 0.0 |
| 1141-1600 | 198 | 15.5 | 118 | 18.3 | 11 | 4.1 | 11 | 8.4 | 58 | 25.0 | 0 | 0.0 |
| N= | 1,274 | | 644 | | 267 | | 131 | | 232 | | -- | |
| Median Score | 930 | | 995 | | 760 | | 850 | | 930 | | | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 2 | 0.3 | 0 | 0.0 | 2 | 1.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 321 | 50.7 | 130 | 39.2 | 121 | 72.0 | 43 | 64.2 | 20 | 37.0 | 7 | 58.3 |
| 821-990 | 186 | 29.4 | 108 | 32.5 | 35 | 20.8 | 21 | 31.3 | 19 | 35.2 | 3 | 25.0 |
| 991-1140 | 83 | 13.1 | 65 | 19.6 | 6 | 3.6 | 1 | 1.5 | 9 | 16.7 | 2 | 16.7 |
| 1141-1600 | 41 | 6.5 | 29 | 8.7 | 4 | 2.4 | 2 | 3.0 | 6 | 11.1 | 0 | 0.0 |
| N= | 633 | | 332 | | 168 | | 67 | | 54 | | 12 | |
| Median Score | 820 | | 860 | | 750 | | 810 | | 850 | | 795 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 1 | 2.3 |
| 401-820 | 1,595 | 38.3 | 729 | 27.5 | 509 | 69.1 | 184 | 48.3 | 156 | 44.2 | 17 | 39.5 |
| 821-990 | 1,391 | 33.4 | 966 | 36.4 | 176 | 23.9 | 124 | 32.5 | 111 | 31.4 | 14 | 32.6 |
| 991-1140 | 759 | 18.2 | 613 | 23.1 | 35 | 4.7 | 51 | 13.4 | 56 | 15.9 | 4 | 9.3 |
| 1141-1600 | 420 | 10.1 | 345 | 13.0 | 16 | 2.2 | 22 | 5.8 | 30 | 8.5 | 7 | 16.3 |
| N= | 4,167 | | 2,653 | | 737 | | 381 | | 353 | | 43 | |
| Median Score | 880 | | 920 | | 760 | | 840 | | 860 | | 860 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 3 | 0.0 | 0 | 0.0 | 2 | 0.1 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 |
| 401-820 | 2,928 | 19.6 | 1,270 | 12.1 | 1,013 | 49.7 | 349 | 30.2 | 261 | 23.1 | 35 | 24.6 |
| 821-990 | 4,569 | 30.5 | 3,120 | 29.7 | 684 | 33.5 | 411 | 35.6 | 330 | 29.2 | 24 | 16.9 |
| 991-1140 | 4,150 | 27.7 | 3,334 | 31.7 | 218 | 10.7 | 266 | 23.0 | 292 | 25.8 | 40 | 28.2 |
| 1141-1600 | 3,328 | 22.2 | 2,786 | 26.5 | 123 | 6.0 | 130 | 11.2 | 246 | 21.8 | 43 | 30.3 |
| N= | 14,978 | | 10,510 | | 2,040 | | 1,156 | | 1,130 | | 142 | |
| Median Score | 990 | | 1,030 | | 830 | | 910 | | 990 | | 1,060 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 5 | 0.0 | 1 | 0.0 | 3 | 0.3 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,277 | 10.5 | 496 | 5.9 | 457 | 39.6 | 158 | 18.5 | 143 | 9.5 | 23 | 15.4 |
| 821-990 | 2,629 | 21.7 | 1,662 | 19.6 | 347 | 30.1 | 270 | 31.5 | 322 | 21.4 | 28 | 18.8 |
| 991-1140 | 3,566 | 29.4 | 2,711 | 32.1 | 217 | 18.8 | 216 | 25.2 | 387 | 25.8 | 35 | 23.5 |
| 1141-1600 | 4,638 | 38.4 | 3,583 | 42.4 | 129 | 11.2 | 212 | 24.7 | 651 | 43.3 | 63 | 42.3 |
| N= | 12,115 | | 8,453 | | 1,153 | | 857 | | 1,503 | | 149 | |
| Median Score | 1,090 | | 1,110 | | 870 | | 990 | | 1,110 | | 1,100 | |



Table 45, continued

| ACT [™] /SAT Score by Years of Natural Science | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Upper East Texas | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 54 | 33.5 | 17 | 17.7 | 30 | 68.2 | 0 | 0.0 | 6 | 42.9 | 1 | 100.0 |
| 821-990 | 47 | 29.2 | 28 | 29.2 | 12 | 27.3 | 4 | 66.7 | 3 | 21.4 | 0 | 0.0 |
| 991-1140 | 36 | 22.4 | 27 | 28.1 | 2 | 4.5 | 2 | 33.3 | 5 | 35.7 | 0 | 0.0 |
| 1141-1600 | 24 | 14.9 | 24 | 25.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 161 | | 96 | | 44 | | 6 | | 14 | | 1 | |
| Median Score | 920 | | 1,005 | | 720 | | 965 | | 920 | | 540 | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 109 | 63.7 | 50 | 52.1 | 48 | 90.6 | 3 | 50.0 | 3 | 42.8 | 5 | 55.6 |
| 821-990 | 42 | 24.5 | 30 | 31.2 | 5 | 9.4 | 3 | 50.0 | 1 | 14.3 | 3 | 33.3 |
| 991-1140 | 10 | 5.9 | 7 | 7.3 | 0 | 0.0 | 0 | 0.0 | 2 | 28.6 | 1 | 11.1 |
| 1141-1600 | 10 | 5.9 | 9 | 9.4 | 0 | 0.0 | 0 | 0.0 | 1 | 14.3 | 0 | 0.0 |
| N= | 171 | | 96 | | 53 | | 6 | | 7 | | 9 | |
| Median Score | 770 | | 820 | | 710 | | 795 | | 880 | | 820 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 2 | 0.2 | 0 | 0.0 | 1 | 0.5 | 0 | 0.0 | 1 | 3.0 | 0 | 0.0 |
| 401-820 | 473 | 48.6 | 282 | 40.6 | 149 | 79.3 | 17 | 54.9 | 13 | 38.2 | 12 | 48.0 |
| 821-990 | 301 | 31.0 | 245 | 35.2 | 29 | 15.4 | 8 | 25.8 | 13 | 38.2 | 6 | 24.0 |
| 991-1140 | 120 | 12.3 | 104 | 15.0 | 5 | 2.7 | 5 | 16.1 | 3 | 8.8 | 3 | 12.0 |
| 1141-1600 | 77 | 7.9 | 64 | 9.2 | 4 | 2.1 | 1 | 3.2 | 4 | 11.8 | 4 | 16.0 |
| N= | 973 | | 695 | | 188 | | 31 | | 34 | | 25 | |
| Median Score | 850 | | 860 | | 720 | | 820 | | 875 | | 860 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 2 | 0.1 | 0 | 0.0 | 2 | 0.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 607 | 23.5 | 353 | 17.6 | 191 | 50.9 | 23 | 29.1 | 24 | 29.6 | 16 | 34.1 |
| 821-990 | 847 | 32.7 | 661 | 33.0 | 124 | 33.1 | 25 | 31.6 | 23 | 28.4 | 14 | 29.8 |
| 991-1140 | 723 | 27.9 | 626 | 31.2 | 37 | 9.9 | 22 | 27.9 | 26 | 32.1 | 12 | 25.5 |
| 1141-1600 | 408 | 15.8 | 365 | 18.2 | 21 | 5.6 | 9 | 11.4 | 8 | 9.9 | 5 | 10.6 |
| N= | 2,587 | | 2,005 | | 375 | | 79 | | 81 | | 47 | |
| Median Score | 980 | | 990 | | 820 | | 920 | | 940 | | 910 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 213 | 10.1 | 112 | 6.5 | 69 | 36.1 | 13 | 21.0 | 14 | 15.2 | 5 | 17.2 |
| 821-990 | 489 | 23.2 | 378 | 21.8 | 56 | 29.3 | 23 | 37.1 | 23 | 25.0 | 9 | 31.1 |
| 991-1140 | 741 | 35.2 | 646 | 37.3 | 47 | 24.6 | 16 | 25.8 | 27 | 29.4 | 5 | 17.2 |
| 1141-1600 | 662 | 31.5 | 595 | 34.4 | 19 | 10.0 | 10 | 16.1 | 28 | 30.4 | 10 | 34.5 |
| N= | 2,105 | | 1,731 | | 191 | | 62 | | 92 | | 29 | |
| Median Score | 1,060 | | 1,100 | | 910 | | 982 | | 1,050 | | 1,060 | |

Table 43, continued

| ACT**/SAT Score by Years of Natural Science | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Southeast Texas | | | | | | | | | | | | |
| <u>None</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 131 | 38.7 | 41 | 24.6 | 54 | 59.3 | 20 | 57.1 | 16 | 34.8 | 0 | 0.0 |
| 821-990 | 108 | 31.9 | 54 | 32.3 | 29 | 31.9 | 10 | 28.6 | 15 | 32.6 | 0 | 0.0 |
| 991-1140 | 69 | 20.3 | 30 | 22.9 | 6 | 6.6 | 4 | 11.4 | 9 | 19.6 | 0 | 0.0 |
| 1141-1600 | 31 | 9.1 | 22 | 13.2 | 2 | 2.2 | 1 | 2.9 | 6 | 13.0 | 0 | 0.0 |
| N= | 339 | | 167 | | 91 | | 35 | | 46 | | 0 | |
| Median Score | 880 | | 970 | | 790 | | 810 | | 890 | | -- | |
| <u>0.5-1 Year</u> | | | | | | | | | | | | |
| 0-400 | 1 | 0.5 | 0 | 0.0 | 1 | 1.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 109 | 54.8 | 28 | 32.2 | 57 | 74.0 | 12 | 80.0 | 10 | 58.8 | 2 | 66.7 |
| 821-990 | 66 | 33.2 | 41 | 47.1 | 16 | 20.8 | 3 | 20.0 | 5 | 29.4 | 1 | 33.3 |
| 991-1140 | 15 | 7.5 | 11 | 12.6 | 2 | 2.6 | 0 | 0.0 | 2 | 11.8 | 0 | 0.0 |
| 1141-1600 | 8 | 4.0 | 7 | 8.1 | 1 | 1.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 199 | | 87 | | 77 | | 15 | | 17 | | 3 | |
| Median Score | 820 | | 890 | | 750 | | 750 | | 780 | | 600 | |
| <u>1.5-2 Years</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 516 | 50.5 | 198 | 36.3 | 215 | 76.8 | 60 | 52.6 | 40 | 51.3 | 3 | 75.0 |
| 821-990 | 339 | 33.2 | 219 | 40.1 | 53 | 18.9 | 44 | 38.6 | 22 | 28.2 | 1 | 25.0 |
| 991-1140 | 117 | 11.4 | 88 | 16.1 | 11 | 3.9 | 6 | 5.3 | 12 | 15.4 | 0 | 0.0 |
| 1141-1600 | 50 | 4.9 | 41 | 7.5 | 1 | 0.4 | 4 | 3.5 | 4 | 5.1 | 0 | 0.0 |
| N= | 1,022 | | 546 | | 280 | | 114 | | 78 | | 4 | |
| Median Score | 820 | | 870 | | 730 | | 810 | | 820 | | 795 | |
| <u>2.5-3 Years</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 754 | 25.9 | 305 | 17.2 | 299 | 50.4 | 93 | 32.6 | 54 | 22.3 | 3 | 30.0 |
| 821-990 | 1,135 | 39.1 | 694 | 39.1 | 232 | 39.1 | 118 | 41.4 | 91 | 37.6 | 0 | 0.0 |
| 991-1140 | 627 | 21.6 | 463 | 26.1 | 49 | 8.3 | 50 | 17.6 | 63 | 26.0 | 2 | 20.0 |
| 1141-1600 | 389 | 13.4 | 313 | 17.6 | 13 | 2.2 | 24 | 8.4 | 34 | 14.1 | 5 | 50.0 |
| N= | 2,905 | | 1,775 | | 593 | | 285 | | 242 | | 10 | |
| Median Score | 930 | | 970 | | 820 | | 880 | | 955 | | 1,155 | |
| <u>3.5 Years or More</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 328 | 13.3 | 132 | 8.5 | 129 | 33.9 | 29 | 15.3 | 35 | 11.1 | 3 | 21.4 |
| 821-990 | 722 | 29.3 | 416 | 26.7 | 139 | 36.5 | 77 | 40.5 | 85 | 26.8 | 5 | 35.7 |
| 991-1140 | 707 | 28.8 | 501 | 32.1 | 79 | 20.7 | 46 | 24.2 | 79 | 24.9 | 2 | 14.3 |
| 1141-1600 | 704 | 28.6 | 510 | 32.7 | 34 | 8.9 | 38 | 20.0 | 118 | 37.2 | 4 | 28.6 |
| N= | 2,461 | | 1,559 | | 381 | | 190 | | 317 | | 14 | |
| Median Score | 1,030 | | 1,060 | | 890 | | 980 | | 1,070 | | 990 | |



Table 45, continued

| ACT [™] /SAT Score by Years of Natural Science | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Gulf Coast | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 279 | 28.2 | 71 | 15.4 | 80 | 50.7 | 53 | 40.5 | 72 | 30.7 | 3 | 75.0 |
| 821-990 | 330 | 33.4 | 156 | 33.9 | 56 | 35.4 | 46 | 35.1 | 71 | 30.2 | 1 | 25.0 |
| 991-1140 | 215 | 21.8 | 138 | 30.0 | 18 | 11.4 | 22 | 16.8 | 37 | 15.7 | 0 | 0.0 |
| 1141-1600 | 164 | 16.6 | 95 | 20.7 | 4 | 2.5 | 10 | 7.6 | 55 | 23.4 | 0 | 0.0 |
| N= | 988 | | 460 | | 158 | | 131 | | 235 | | 4 | |
| Median Score | 935 | | 1,000 | | 820 | | 860 | | 930 | | 745 | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 325 | 53.5 | 88 | 36.4 | 147 | 72.8 | 55 | 59.8 | 31 | 48.4 | 4 | 57.1 |
| 821-990 | 189 | 31.1 | 96 | 39.7 | 45 | 22.3 | 25 | 27.2 | 21 | 32.8 | 2 | 28.6 |
| 991-1140 | 67 | 11.1 | 38 | 15.7 | 8 | 3.9 | 9 | 9.8 | 12 | 18.8 | 0 | 0.0 |
| 1141-1600 | 26 | 4.3 | 20 | 8.2 | 2 | 1.0 | 3 | 3.2 | 0 | 0.0 | 1 | 14.3 |
| N= | 607 | | 242 | | 202 | | 92 | | 64 | | 7 | |
| Median Score | 820 | | 880 | | 730 | | 770 | | 840 | | 820 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 5 | 0.1 | 0 | 0.0 | 5 | 0.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,604 | 41.5 | 565 | 28.3 | 558 | 63.1 | 333 | 53.4 | 130 | 41.3 | 18 | 36.0 |
| 821-990 | 1,251 | 32.3 | 705 | 35.3 | 240 | 27.1 | 191 | 30.6 | 98 | 31.1 | 17 | 34.0 |
| 991-1140 | 646 | 16.7 | 460 | 23.1 | 50 | 5.7 | 75 | 12.0 | 55 | 17.4 | 6 | 12.0 |
| 1141-1600 | 362 | 9.4 | 265 | 13.3 | 31 | 3.5 | 25 | 4.0 | 32 | 10.2 | 9 | 18.0 |
| N= | 3,868 | | 1,995 | | 884 | | 624 | | 315 | | 50 | |
| Median Score | 860 | | 920 | | 770 | | 820 | | 860 | | 860 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 2 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 2,552 | 20.1 | 967 | 12.6 | 818 | 43.3 | 527 | 30.8 | 220 | 17.5 | 20 | 17.2 |
| 821-990 | 4,157 | 32.8 | 2,376 | 30.9 | 693 | 36.7 | 677 | 39.5 | 376 | 29.9 | 35 | 30.2 |
| 991-1140 | 3,301 | 26.1 | 2,328 | 30.2 | 245 | 13.0 | 338 | 19.7 | 357 | 28.4 | 33 | 28.5 |
| 1141-1600 | 2,657 | 21.0 | 2,021 | 26.3 | 133 | 7.0 | 171 | 10.0 | 304 | 24.2 | 28 | 24.1 |
| N= | 12,669 | | 7,694 | | 1,889 | | 1,713 | | 1,257 | | 116 | |
| Median Score | 990 | | 1,030 | | 860 | | 910 | | 1,010 | | 1,030 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 |
| 401-820 | 1,140 | 9.4 | 407 | 5.5 | 355 | 29.2 | 213 | 16.2 | 145 | 6.9 | 20 | 13.3 |
| 821-990 | 2,619 | 21.6 | 1,409 | 19.2 | 383 | 31.5 | 396 | 30.2 | 404 | 19.4 | 27 | 17.9 |
| 991-1140 | 3,650 | 30.2 | 2,388 | 32.5 | 308 | 25.3 | 397 | 30.3 | 518 | 24.8 | 39 | 25.8 |
| 1141-1600 | 4,696 | 38.8 | 3,139 | 42.8 | 170 | 14.0 | 305 | 23.3 | 1,017 | 48.8 | 65 | 43.0 |
| N= | 12,106 | | 7,343 | | 1,216 | | 1,311 | | 2,085 | | 151 | |
| Median Score | 1,100 | | 1,120 | | 940 | | 1,020 | | 1,140 | | 1,100 | |



Table 45, continued

| ACT [®] /SAT Score by Years of Natural Science | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | X | Number | X | Number | X | Number | X | Number | X | Number | X |
| Central Texas | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 101 | 26.6 | 39 | 17.7 | 33 | 55.0 | 11 | 25.6 | 18 | 33.3 | 0 | 0.0 |
| 821-990 | 121 | 31.8 | 77 | 34.8 | 17 | 28.4 | 16 | 37.2 | 11 | 20.4 | 0 | 0.0 |
| 991-1140 | 81 | 21.3 | 52 | 23.5 | 8 | 13.3 | 11 | 25.6 | 9 | 16.7 | 1 | 50.0 |
| 1141-1600 | 77 | 20.3 | 53 | 24.0 | 2 | 3.3 | 5 | 11.6 | 16 | 29.6 | 1 | 50.0 |
| N= | 380 | | 221 | | 60 | | 43 | | 54 | | 2 | |
| Median Score | 940 | | 990 | | 810 | | 910 | | 940 | | 1,155 | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 1 | 2.7 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 141 | 52.2 | 63 | 41.7 | 46 | 86.8 | 18 | 48.7 | 11 | 47.8 | 3 | 50.0 |
| 821-990 | 71 | 26.3 | 47 | 31.1 | 6 | 11.3 | 11 | 29.7 | 5 | 21.8 | 2 | 33.3 |
| 991-1140 | 38 | 14.1 | 28 | 18.6 | 1 | 1.9 | 4 | 10.8 | 4 | 17.4 | 1 | 16.7 |
| 1141-1600 | 19 | 7.0 | 13 | 8.6 | 0 | 0.0 | 3 | 8.1 | 3 | 13.0 | 0 | 0.0 |
| N= | 270 | | 151 | | 53 | | 37 | | 23 | | 6 | |
| Median Score | 820 | | 860 | | 720 | | 810 | | 850 | | 840 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 2 | 0.1 | 0 | 0.0 | 2 | 1.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 578 | 39.3 | 313 | 31.9 | 118 | 65.6 | 96 | 50.0 | 42 | 42.8 | 9 | 40.9 |
| 821-990 | 479 | 32.5 | 334 | 34.1 | 44 | 24.4 | 67 | 34.9 | 28 | 28.6 | 6 | 27.3 |
| 991-1140 | 265 | 18.0 | 212 | 21.6 | 11 | 6.1 | 22 | 11.4 | 15 | 15.3 | 5 | 22.7 |
| 1141-1600 | 148 | 10.1 | 121 | 12.4 | 5 | 2.8 | 7 | 3.7 | 13 | 13.3 | 2 | 9.1 |
| N= | 1,472 | | 980 | | 180 | | 192 | | 98 | | 22 | |
| Median Score | 870 | | 910 | | 770 | | 825 | | 865 | | 910 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,124 | 20.4 | 562 | 14.2 | 291 | 50.6 | 201 | 35.2 | 60 | 18.5 | 10 | 17.5 |
| 821-990 | 1,737 | 31.6 | 1,229 | 30.8 | 194 | 33.7 | 195 | 34.1 | 104 | 32.0 | 15 | 26.3 |
| 991-1140 | 1,492 | 27.1 | 1,336 | 30.9 | 59 | 10.3 | 106 | 18.6 | 83 | 25.5 | 18 | 31.6 |
| 1141-1600 | 1,149 | 20.9 | 957 | 24.1 | 69 | 5.4 | 78 | 12.1 | 78 | 24.0 | 14 | 24.6 |
| N= | 5,502 | | 3,974 | | 575 | | 571 | | 325 | | 57 | |
| Median Score | 990 | | 1,030 | | 820 | | 900 | | 990 | | 1,030 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 3 | 0.1 | 2 | 0.0 | 1 | 0.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 436 | 8.6 | 227 | 6.0 | 93 | 30.6 | 87 | 17.2 | 25 | 6.4 | 4 | 7.3 |
| 821-990 | 1,144 | 22.6 | 788 | 20.7 | 108 | 35.5 | 160 | 31.7 | 80 | 20.5 | 8 | 14.6 |
| 991-1140 | 1,583 | 31.3 | 1,270 | 33.4 | 62 | 20.4 | 128 | 25.4 | 104 | 26.6 | 19 | 34.5 |
| 1141-1600 | 1,894 | 37.4 | 1,518 | 39.9 | 40 | 13.2 | 130 | 25.7 | 182 | 46.5 | 24 | 43.6 |
| N= | 5,060 | | 3,805 | | 304 | | 505 | | 391 | | 55 | |
| Median Score | 1,090 | | 1,100 | | 910 | | 1,000 | | 1,140 | | 1,100 | |

Table 45, continued

| ACT [®] /SAT Score by Years of Natural Science | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|-----------|--------|-----------|--------|-----------|----------|-----------|--------|-----------|---------------------------|-----------|
| | Number | \bar{x} | Number | \bar{x} | Number | \bar{x} | Number | \bar{x} | Number | \bar{x} | Number | \bar{x} |
| South Texas | | | | | | | | | | | | |
| <u>None</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 324 | 38.5 | 35 | 14.3 | 39 | 52.0 | 209 | 48.4 | 40 | 44.9 | 1 | 100.0 |
| 821-990 | 295 | 35.0 | 94 | 38.4 | 24 | 32.0 | 153 | 35.4 | 24 | 27.0 | 0 | 0.0 |
| 991-1140 | 154 | 18.3 | 77 | 31.4 | 10 | 13.3 | 54 | 12.5 | 13 | 14.6 | 0 | 0.0 |
| 1141-1600 | 69 | 8.2 | 39 | 15.9 | 2 | 2.7 | 16 | 3.7 | 12 | 13.5 | 0 | 0.0 |
| N= | 842 | | 245 | | 75 | | 432 | | 89 | | 1 | |
| Median Score | 880 | | 990 | | 820 | | 840 | | 870 | | 600 | |
| <u>0.5-1 Year</u> | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 381 | 69.9 | 67 | 45.6 | 30 | 76.9 | 250 | 80.7 | 20 | 64.5 | 14 | 77.8 |
| 821-990 | 121 | 22.2 | 51 | 34.7 | 8 | 20.5 | 54 | 17.4 | 5 | 16.1 | 3 | 16.7 |
| 991-1140 | 28 | 5.1 | 19 | 12.9 | 0 | 0.0 | 6 | 1.9 | 3 | 9.7 | 0 | 0.0 |
| 1141-1600 | 11 | 2.6 | 10 | 6.8 | 1 | 2.6 | 0 | 0.0 | 3 | 9.7 | 1 | 5.5 |
| N= | 545 | | 147 | | 39 | | 310 | | 31 | | 18 | |
| Median Score | 740 | | 850 | | 720 | | 720 | | 780 | | 695 | |
| <u>1.5-2 Years</u> | | | | | | | | | | | | |
| 0-400 | 8 | 0.2 | 0 | 0.0 | 1 | 0.4 | 7 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 2,156 | 57.0 | 392 | 34.0 | 146 | 65.5 | 1,479 | 69.0 | 95 | 50.0 | 44 | 65.7 |
| 821-990 | 988 | 26.1 | 406 | 35.2 | 60 | 26.9 | 266 | 21.6 | 50 | 26.3 | 6 | 9.0 |
| 991-1140 | 388 | 10.4 | 215 | 18.6 | 13 | 5.8 | 126 | 5.9 | 26 | 13.7 | 8 | 11.9 |
| 1141-1600 | 240 | 6.3 | 141 | 12.2 | 3 | 1.4 | 68 | 3.2 | 19 | 10.0 | 9 | 13.4 |
| N= | 3,780 | | 1,194 | | 223 | | 2,146 | | 190 | | 67 | |
| Median Score | 805 | | 910 | | 770 | | 770 | | 825 | | 770 | |
| <u>2.5-3 Years</u> | | | | | | | | | | | | |
| 0-400 | 6 | 0.1 | 0 | 0.0 | 0 | 0.0 | 6 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 4,271 | 35.5 | 673 | 16.1 | 275 | 46.2 | 3,110 | 47.5 | 138 | 26.3 | 75 | 45.2 |
| 821-990 | 3,929 | 32.7 | 1,426 | 34.0 | 206 | 34.6 | 2,072 | 31.7 | 184 | 35.1 | 41 | 24.7 |
| 991-1140 | 2,357 | 19.6 | 1,250 | 29.8 | 78 | 13.1 | 878 | 13.4 | 125 | 23.9 | 26 | 15.6 |
| 1141-1600 | 1,455 | 12.1 | 840 | 20.1 | 36 | 6.1 | 478 | 7.3 | 77 | 14.7 | 24 | 14.5 |
| N= | 12,018 | | 4,189 | | 595 | | 6,544 | | 524 | | 166 | |
| Median Score | 900 | | 990 | | 840 | | 840 | | 930 | | 860 | |
| <u>3.5 Years or More</u> | | | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 2,034 | 19.5 | 317 | 7.9 | 118 | 31.0 | 1,456 | 27.9 | 97 | 14.4 | 46 | 29.1 |
| 821-990 | 3,014 | 28.9 | 924 | 23.0 | 129 | 33.8 | 1,745 | 33.5 | 181 | 26.9 | 35 | 22.1 |
| 991-1140 | 2,784 | 26.7 | 1,332 | 33.1 | 91 | 23.9 | 1,148 | 22.0 | 175 | 26.1 | 38 | 24.1 |
| 1141-1600 | 2,608 | 24.9 | 1,447 | 36.0 | 43 | 11.3 | 860 | 16.5 | 219 | 32.6 | 39 | 24.7 |
| N= | 10,442 | | 4,020 | | 381 | | 5,211 | | 672 | | 158 | |
| Median Score | 1,010 | | 1,090 | | 910 | | 930 | | 1,040 | | 990 | |



Table 45, continued

| ACT [®] /SAT Score by Years of Natural Science | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|-------|----------|------|--------|------|---------------------------|-------|
| | Number | X | Number | X | Number | X | Number | X | Number | X | Number | X |
| None | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 15 | 16.3 | 7 | 13.7 | 3 | 33.3 | 5 | 26.3 | 0 | 0.0 | 0 | 0.0 |
| 821-990 | 46 | 50.0 | 31 | 60.8 | 5 | 55.6 | 5 | 26.3 | 0 | 0.0 | 0 | 0.0 |
| 991-1140 | 21 | 22.8 | 8 | 15.7 | 1 | 11.1 | 7 | 36.9 | 5 | 38.5 | 0 | 0.0 |
| 1141-1600 | 10 | 10.9 | 5 | 9.8 | 0 | 0.0 | 2 | 10.5 | 3 | 23.0 | 0 | 0.0 |
| N= | 92 | | 51 | | 9 | | 19 | | 13 | | 0 | |
| Median Score | 940 | | 920 | | 870 | | 990 | | 1,120 | | 0 | |
| West Texas | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 57 | 55.4 | 23 | 39.6 | 6 | 100.0 | 22 | 73.3 | 3 | 50.0 | 3 | 100.0 |
| 821-990 | 26 | 25.1 | 21 | 36.2 | 0 | 0.0 | 4 | 13.3 | 1 | 16.7 | 0 | 0.0 |
| 991-1140 | 15 | 14.6 | 11 | 19.0 | 0 | 0.0 | 2 | 6.7 | 2 | 33.3 | 0 | 0.0 |
| 1141-1600 | 5 | 4.9 | 3 | 5.2 | 0 | 0.0 | 2 | 6.7 | 0 | 0.0 | 0 | 0.0 |
| N= | 103 | | 58 | | 6 | | 30 | | 6 | | 3 | |
| Median Score | 820 | | 890 | | 565 | | 735 | | 850 | | 600 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 269 | 42.6 | 142 | 34.9 | 24 | 72.7 | 83 | 54.3 | 15 | 55.6 | 5 | 45.4 |
| 821-990 | 201 | 31.9 | 140 | 34.4 | 5 | 15.1 | 46 | 30.0 | 8 | 29.6 | 2 | 18.2 |
| 991-1140 | 101 | 16.0 | 80 | 19.7 | 2 | 6.1 | 15 | 9.8 | 2 | 7.4 | 2 | 18.2 |
| 1141-1600 | 60 | 9.5 | 45 | 11.0 | 2 | 6.1 | 9 | 5.9 | 2 | 7.4 | 2 | 18.2 |
| N= | 631 | | 407 | | 33 | | 153 | | 27 | | 11 | |
| Median Score | 860 | | 910 | | 750 | | 820 | | 820 | | 990 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 314 | 19.2 | 183 | 15.5 | 29 | 42.0 | 92 | 30.3 | 6 | 10.0 | 4 | 30.7 |
| 821-990 | 550 | 33.9 | 377 | 32.0 | 26 | 37.7 | 118 | 39.0 | 26 | 43.3 | 3 | 23.1 |
| 991-1140 | 485 | 29.9 | 390 | 33.0 | 9 | 13.0 | 66 | 21.7 | 16 | 26.7 | 4 | 30.8 |
| 1141-1600 | 276 | 17.0 | 230 | 19.5 | 5 | 7.3 | 27 | 9.0 | 12 | 20.0 | 2 | 15.4 |
| N= | 1,625 | | 1,180 | | 69 | | 303 | | 60 | | 13 | |
| Median Score | 990 | | 1,010 | | 860 | | 910 | | 980 | | 990 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 110 | 9.0 | 61 | 6.7 | 5 | 20.9 | 32 | 15.5 | 10 | 13.9 | 2 | 11.8 |
| 821-990 | 290 | 23.6 | 194 | 21.3 | 8 | 33.3 | 71 | 34.5 | 13 | 18.0 | 4 | 23.5 |
| 991-1140 | 413 | 33.6 | 318 | 35.0 | 9 | 37.5 | 59 | 28.6 | 20 | 27.8 | 7 | 41.2 |
| 1141-1600 | 416 | 33.8 | 337 | 37.0 | 2 | 8.3 | 44 | 21.4 | 29 | 40.3 | 4 | 23.5 |
| N= | 1,229 | | 910 | | 24 | | 206 | | 72 | | 17 | |
| Median Score | 1,070 | | 1,100 | | 990 | | 995 | | 1,092 | | 1,100 | |

Table 45, continued

| ACT [®] /SAT Score by Years of Natural Science | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Upper Rio Grande | | | | | | | | | | | | |
| None | | | | | | | | | | | | |
| 0-400 | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 101 | 45.5 | 8 | 22.9 | 7 | 63.6 | 78 | 51.0 | 8 | 34.8 | 0 | 0.0 |
| 821-990 | 73 | 32.9 | 15 | 42.8 | 3 | 27.3 | 48 | 31.4 | 7 | 30.4 | 0 | 0.0 |
| 991-1140 | 39 | 17.6 | 11 | 31.4 | 1 | 9.1 | 21 | 13.7 | 6 | 26.1 | 0 | 0.0 |
| 1141-1600 | 8 | 3.6 | 1 | 2.9 | 0 | 0.0 | 5 | 3.3 | 2 | 8.7 | 0 | 0.0 |
| N= | 222 | | 35 | | 11 | | 153 | | 23 | | 0 | |
| Median Score | 840 | | 930 | | 790 | | 810 | | 870 | | -- | |
| 0.5-1 Year | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 56 | 61.5 | 3 | 23.1 | 4 | 66.6 | 49 | 72.1 | 0 | 0.0 | 0 | 0.0 |
| 821-990 | 24 | 26.4 | 4 | 30.8 | 1 | 16.7 | 17 | 25.0 | 1 | 33.3 | 1 | 100.0 |
| 991-1140 | 9 | 9.9 | 5 | 38.4 | 0 | 0.0 | 2 | 2.9 | 2 | 66.7 | 0 | 0.0 |
| 1141-1600 | 2 | 2.2 | 1 | 7.7 | 1 | 16.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 91 | | 13 | | 6 | | 68 | | 3 | | 1 | |
| Median Score | 780 | | 990 | | 785 | | 745 | | 1,040 | | 860 | |
| 1.5-2 Years | | | | | | | | | | | | |
| 0-400 | 1 | 0.2 | 1 | 1.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 290 | 51.3 | 24 | 27.9 | 16 | 57.2 | 226 | 55.8 | 19 | 48.7 | 5 | 71.4 |
| 821-990 | 176 | 31.2 | 33 | 38.4 | 9 | 32.1 | 124 | 30.6 | 10 | 25.7 | 0 | 0.0 |
| 991-1140 | 69 | 12.2 | 17 | 19.8 | 3 | 10.7 | 39 | 9.6 | 8 | 20.5 | 2 | 28.6 |
| 1141-1600 | 29 | 5.1 | 11 | 12.8 | 0 | 0.0 | 16 | 4.0 | 2 | 5.1 | 0 | 0.0 |
| N= | 565 | | 86 | | 28 | | 405 | | 39 | | 7 | |
| Median Score | 820 | | 915 | | 805 | | 810 | | 830 | | 770 | |
| 2.5-3 Years | | | | | | | | | | | | |
| 0-400 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 982 | 37.5 | 69 | 14.3 | 55 | 45.1 | 813 | 44.4 | 33 | 20.9 | 12 | 49.9 |
| 821-990 | 926 | 35.3 | 171 | 35.3 | 45 | 36.9 | 645 | 35.2 | 61 | 38.6 | 4 | 16.7 |
| 991-1140 | 484 | 18.5 | 156 | 32.2 | 19 | 15.6 | 265 | 14.5 | 40 | 25.3 | 4 | 16.7 |
| 1141-1600 | 227 | 8.6 | 88 | 18.2 | 3 | 2.4 | 108 | 5.9 | 24 | 15.2 | 4 | 16.7 |
| N= | 2,620 | | 484 | | 122 | | 1,832 | | 158 | | 24 | |
| Median Score | 880 | | 1,000 | | 840 | | 860 | | 950 | | 840 | |
| 3.5 Years or More | | | | | | | | | | | | |
| 0-400 | 2 | 0.1 | 0 | 0.0 | 0 | 0.0 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 416 | 21.3 | 33 | 7.4 | 15 | 21.7 | 345 | 27.1 | 17 | 12.3 | 6 | 25.0 |
| 821-990 | 586 | 30.1 | 107 | 24.0 | 20 | 29.0 | 415 | 32.5 | 40 | 29.0 | 4 | 16.7 |
| 991-1140 | 529 | 27.1 | 141 | 31.7 | 20 | 29.0 | 329 | 25.8 | 34 | 24.6 | 5 | 20.8 |
| 1141-1600 | 418 | 21.4 | 164 | 36.9 | 14 | 20.3 | 184 | 14.4 | 47 | 34.1 | 9 | 37.5 |
| N= | 1,951 | | 445 | | 69 | | 1,275 | | 138 | | 24 | |
| Median Score | 990 | | 1,080 | | 990 | | 940 | | 1,030 | | 1,030 | |

*Values may not sum to state total due to missing values for some variables for some cases.
 **ACT Scores are adjusted to SAT Standard

Table 46: Number and Percent of Students in Texas by ACT[®] Score, High School Course Description and Race/Ethnicity, 1995-96

| ACT Score** by High School Course | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>Business or Commercial Coursework:</u> | | | | | | | | | | | | |
| 0-400 | 4 | 0.2 | 0 | 0.0 | 0 | 0.0 | 4 | 0.7 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 1,146 | 55.4 | 276 | 35.1 | 359 | 73.7 | 424 | 68.6 | 50 | 44.6 | 37 | 58.7 |
| 821-990 | 511 | 24.7 | 264 | 33.5 | 85 | 17.5 | 116 | 18.8 | 33 | 29.5 | 13 | 20.6 |
| 991-1140 | 214 | 10.4 | 138 | 17.5 | 19 | 3.9 | 36 | 5.8 | 13 | 11.6 | 8 | 12.7 |
| 1141-1600 | 192 | 9.3 | 109 | 13.9 | 24 | 4.9 | 38 | 6.2 | 16 | 14.3 | 5 | 8.0 |
| N= | 2,067 | | 787 | | 487 | | 618 | | 112 | | 63 | |
| Median | 820 | | 910 | | 770 | | 770 | | 860 | | 820 | |
| <u>Vocational-Occupational Coursework:</u> | | | | | | | | | | | | |
| 0-400 | 3 | 0.1 | 0 | 0.0 | 0 | 0.0 | 2 | 0.2 | 0 | 0.0 | 1 | 1.2 |
| 401-820 | 1,991 | 57.2 | 725 | 44.5 | 411 | 73.9 | 712 | 70.1 | 94 | 48.2 | 49 | 58.4 |
| 821-990 | 803 | 23.1 | 454 | 27.9 | 102 | 18.3 | 179 | 17.6 | 49 | 25.1 | 19 | 22.6 |
| 991-1140 | 347 | 10.0 | 231 | 14.2 | 26 | 4.7 | 57 | 5.6 | 25 | 12.8 | 8 | 9.5 |
| 1141-1600 | 335 | 9.6 | 218 | 13.4 | 17 | 3.1 | 66 | 6.5 | 27 | 13.9 | 7 | 8.3 |
| N= | 3,479 | | 1,628 | | 556 | | 1,016 | | 195 | | 84 | |
| Median | 820 | | 860 | | 720 | | 770 | | 860 | | 820 | |
| <u>College Preparatory Coursework:</u> | | | | | | | | | | | | |
| 0-400 | 23 | 0.1 | 4 | 0.0 | 11 | 0.4 | 6 | 0.1 | 2 | 0.1 | 0 | 0.0 |
| 401-820 | 6,634 | 20.3 | 23,72 | 11.7 | 1,244 | 46.0 | 2,540 | 38.1 | 288 | 14.2 | 190 | 17.8 |
| 821-990 | 8,120 | 24.9 | 4,774 | 23.7 | 740 | 27.4 | 1,832 | 27.4 | 519 | 25.6 | 255 | 23.9 |
| 991-1140 | 9,220 | 28.2 | 6,227 | 33.4 | 383 | 14.1 | 1,240 | 18.6 | 599 | 29.5 | 271 | 25.5 |
| 1141-1600 | 8,637 | 26.5 | 6,288 | 31.2 | 326 | 12.1 | 1,053 | 15.8 | 621 | 30.6 | 349 | 32.8 |
| N= | 32,634 | | 20,165 | | 2,704 | | 6,871 | | 2,029 | | 1,065 | |
| Median | 1,030 | | 1,060 | | 860 | | 910 | | 1,060 | | 1,060 | |
| <u>Other or General Coursework:</u> | | | | | | | | | | | | |
| 0-400 | 18 | 0.1 | 2 | 0.0 | 5 | 0.4 | 9 | 0.2 | 1 | 0.1 | 1 | 0.3 |
| 401-820 | 5,813 | 44.6 | 2,189 | 30.7 | 948 | 70.2 | 2,198 | 63.7 | 283 | 39.1 | 198 | 49.6 |
| 821-990 | 3,522 | 27.0 | 2,235 | 31.4 | 250 | 18.5 | 768 | 22.3 | 191 | 26.4 | 78 | 19.6 |
| 991-1140 | 2,021 | 15.5 | 1,500 | 21.1 | 74 | 5.5 | 233 | 6.8 | 142 | 19.6 | 72 | 18.1 |
| 1141-1600 | 1,665 | 12.8 | 1,192 | 16.8 | 73 | 5.4 | 243 | 7.0 | 107 | 14.8 | 50 | 12.5 |
| N= | 13,039 | | 7,118 | | 1,350 | | 3,448 | | 724 | | 399 | |
| Median | 860 | | 910 | | 770 | | 770 | | 910 | | 860 | |
| Total | 51,219 | | 29,698 | | 5,097 | | 11,753 | | 3,060 | | 1,611 | |

*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard.



Table 47: Number and Percent of Students in Texas by ACT[®]/SAT Combined Score, Participation Rate in Extracurricular Activities, and Race/Ethnicity, 1995-96

| ACT [®] /SAT Score by Percent Extracurricular Activity Participation | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|-------|----------|-------|--------|-------|------------------------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| None | | | | | | | | | | | | |
| 0-400 | 12 | 0.1 | 1 | 0.0 | 4 | 0.3 | 3 | 0.1 | 0 | 0.0 | 4 | 0.2 |
| 401-820 | 4,621 | 41.0 | 726 | 22.7 | 824 | 62.4 | 1,405 | 52.4 | 585 | 36.7 | 1,081 | 43.6 |
| 821-990 | 3,627 | 32.2 | 1,195 | 37.3 | 377 | 28.5 | 933 | 34.8 | 536 | 33.7 | 586 | 23.7 |
| 991-1140 | 1,889 | 16.7 | 834 | 26.1 | 89 | 6.8 | 270 | 10.1 | 289 | 18.1 | 407 | 16.4 |
| 1141-1600 | 1,124 | 10.0 | 444 | 13.9 | 27 | 2.0 | 69 | 2.6 | 184 | 11.5 | 400 | 16.1 |
| N= | 11,273 | | 3,200 | | 1,321 | | 2,680 | | 1,594 | | 2,478 | |
| Median Score | 860 | | 950 | | 780 | | 820 | | 890 | | 860 | |
| Less than 10% | | | | | | | | | | | | |
| 0-400 | 14 | 0.0 | 1 | 0.0 | 2 | 0.1 | 10 | 0.1 | 1 | 0.0 | 0 | 0.0 |
| 401-820 | 10,504 | 31.4 | 3,187 | 19.3 | 2,046 | 54.0 | 3,937 | 47.6 | 1,197 | 25.8 | 137 | 53.1 |
| 821-990 | 11,439 | 34.2 | 5,890 | 35.7 | 1,212 | 32.0 | 2,791 | 33.8 | 1,494 | 32.2 | 52 | 20.2 |
| 991-1140 | 7,086 | 21.2 | 4,560 | 27.6 | 382 | 10.1 | 1,058 | 12.8 | 1,054 | 22.8 | 32 | 12.4 |
| 1141-1600 | 4,417 | 13.2 | 2,875 | 17.4 | 146 | 3.8 | 472 | 5.7 | 889 | 19.2 | 37 | 14.3 |
| N= | 33,460 | | 16,511 | | 3,788 | | 8,268 | | 4,635 | | 258 | |
| Median Score | 910 | | 980 | | 810 | | 840 | | 950 | | 820 | |
| 10% to 25% | | | | | | | | | | | | |
| 0-400 | 28 | 0.0 | 5 | 0.0 | 11 | 0.2 | 8 | 0.0 | 2 | 0.1 | 2 | 0.2 |
| 401-820 | 14,019 | 23.1 | 5,349 | 14.4 | 2,964 | 50.0 | 4,752 | 38.1 | 709 | 16.3 | 265 | 31.8 |
| 821-990 | 17,646 | 29.0 | 10,538 | 28.3 | 1,833 | 30.9 | 3,901 | 31.4 | 1,174 | 27.0 | 200 | 24.0 |
| 991-1140 | 15,495 | 25.5 | 11,153 | 29.9 | 1,728 | 12.5 | 2,317 | 18.6 | 1,110 | 25.5 | 187 | 22.5 |
| 1141-1600 | 13,600 | 22.4 | 10,203 | 27.4 | 390 | 6.6 | 1,476 | 11.9 | 1,352 | 31.1 | 179 | 21.5 |
| N= | 60,788 | | 37,248 | | 5,926 | | 12,434 | | 4,347 | | 833 | |
| Median Score | 990 | | 1030 | | 820 | | 890 | | 1,030 | | 990 | |
| 26% to 99% | | | | | | | | | | | | |
| 0-400 | 10 | 0.0 | 0 | 0.0 | 5 | 0.2 | 4 | 0.0 | 1 | 0.0 | 0 | 0.0 |
| 401-820 | 4,850 | 13.6 | 1,813 | 7.8 | 1,272 | 38.4 | 1,412 | 24.7 | 248 | 8.3 | 105 | 18.3 |
| 821-990 | 8,440 | 23.6 | 4,967 | 21.5 | 1,058 | 31.9 | 1,762 | 30.8 | 593 | 17.7 | 120 | 20.9 |
| 991-1140 | 10,471 | 29.3 | 7,518 | 32.5 | 611 | 18.4 | 1,430 | 25.0 | 768 | 25.6 | 144 | 25.0 |
| 1141-1600 | 11,984 | 33.5 | 8,835 | 38.2 | 369 | 11.1 | 1,120 | 19.5 | 1,454 | 48.4 | 206 | 35.8 |
| N= | 35,755 | | 23,133 | | 3,315 | | 5,728 | | 3,004 | | 575 | |
| Median Score | 1,060 | | 1,100 | | 880 | | 980 | | 1,140 | | 1,060 | |
| 100% | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 2 | 33.3 | 1 | 50.0 | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| 821-990 | 2 | 33.3 | 1 | 50.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 |
| 991-1140 | 1 | 16.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 100.0 | 0 | 0.0 |
| 1141-1600 | 1 | 16.7 | 0 | 0.0 | 1 | 100.0 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N= | 6 | | 2 | | 1 | | 1 | | 1 | | 1 | |
| Median Score | 925 | | 795 | | 1,320 | | 540 | | 1,060 | | 860 | |

*ACT Scores are adjusted to SAT Standard.

Table 48: Number and Percent of Students in Texas by ACT[®]/SAT Combined Score, Work Experience and Race/Ethnicity, 1995-96

| ACT [®] /SAT Score By Work Experience | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| No Work Experience | | | | | | | | | | | | |
| 0-400 | 23 | 0.0 | 1 | 0.0 | 7 | 0.1 | 10 | 0.1 | 1 | 0.1 | 4 | 0.1 |
| 401-820 | 16,143 | 24.0 | 4,017 | 12.0 | 3,371 | 47.6 | 5,767 | 37.5 | 1,800 | 20.5 | 1,188 | 42.4 |
| 821-990 | 20,269 | 30.1 | 9,526 | 28.7 | 2,344 | 33.1 | 5,298 | 34.4 | 2,444 | 27.9 | 657 | 23.5 |
| 991-1140 | 16,115 | 24.0 | 9,928 | 30.0 | 959 | 13.5 | 2,800 | 18.2 | 1,947 | 22.1 | 481 | 17.2 |
| 1141-1600 | 14,709 | 21.9 | 9,734 | 29.3 | 405 | 5.7 | 1,515 | 9.8 | 2,584 | 29.4 | 471 | 16.8 |
| N= | 67,259 | | 33,206 | | 7,086 | | 15,390 | | 8,776 | | 2,801 | |
| Median Score | 980 | | 1,040 | | 830 | | 880 | | 1,010 | | 860 | |
| Have Work Experience | | | | | | | | | | | | |
| 0-400 | 41 | 0.1 | 6 | 0.0 | 15 | 0.2 | 15 | 0.1 | 3 | 0.1 | 2 | 0.1 |
| 401-820 | 17,853 | 24.1 | 7,059 | 15.1 | 3,735 | 51.4 | 5,720 | 41.7 | 939 | 19.5 | 400 | 29.8 |
| 821-990 | 20,885 | 28.2 | 13,065 | 27.8 | 2,136 | 29.4 | 4,089 | 29.8 | 1,293 | 26.9 | 302 | 22.5 |
| 991-1140 | 18,827 | 25.4 | 14,137 | 30.2 | 851 | 11.7 | 2,275 | 16.6 | 1,275 | 26.5 | 289 | 21.5 |
| 1141-1600 | 16,417 | 22.2 | 12,621 | 26.9 | 528 | 7.3 | 1,622 | 11.8 | 1,295 | 27.0 | 351 | 26.1 |
| N= | 74,023 | | 46,888 | | 7,265 | | 13,721 | | 4,805 | | 1,344 | |
| Median Score | 990 | | 1,030 | | 820 | | 860 | | 1,030 | | 990 | |

*ACT Scores are adjusted to SAT Standard.

374

373

Table 49: Number and Percent of Persons in Texas Under Age 25 by Household Income and Race/Ethnicity, 1989

| Household Income | Total | | Anglo | | Black | | Hispanic | | Other | |
|-------------------|-----------|------|---------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <\$12,675 | 1,555,690 | 23.4 | 520,495 | 15.0 | 327,263 | 37.2 | 677,139 | 31.4 | 30,793 | 19.6 |
| \$12,675-\$19,013 | 812,577 | 12.2 | 311,887 | 9.0 | 119,844 | 13.6 | 364,263 | 16.9 | 16,583 | 10.6 |
| \$19,014-\$25,350 | 765,512 | 11.5 | 349,636 | 10.1 | 102,452 | 11.6 | 296,381 | 13.8 | 17,043 | 10.9 |
| \$25,351-\$34,999 | 976,892 | 14.7 | 520,160 | 15.0 | 116,406 | 13.2 | 319,143 | 14.8 | 21,183 | 13.5 |
| \$35,000-\$49,999 | 1,150,092 | 17.3 | 714,662 | 20.7 | 116,344 | 13.2 | 291,302 | 13.5 | 27,784 | 17.7 |
| \$50,000-\$74,999 | 897,999 | 13.5 | 642,555 | 18.6 | 76,008 | 8.6 | 154,531 | 7.2 | 24,905 | 15.9 |
| \$75,000-\$99,999 | 275,833 | 4.1 | 217,127 | 6.3 | 16,711 | 1.9 | 32,773 | 1.5 | 9,222 | 5.9 |
| \$100,000 and up | 218,172 | 3.3 | 184,833 | 5.3 | 5,438 | 0.7 | 18,554 | 0.9 | 9,347 | 5.9 |



Table 50: Number and Percent of Persons in Texas Under Age 25 by Poverty Status and Race/Ethnicity, 1989

| Poverty Status | Total | | Anglo | | Black | | Hispanic | | Other | |
|------------------|-----------|-------|-----------|-------|---------|-------|-----------|-------|---------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total | 6,446,695 | 100.0 | 3,340,195 | 100.0 | 841,830 | 100.0 | 2,113,539 | 100.0 | 151,131 | 100.0 |
| Poverty & Below | 1,580,663 | 24.5 | 419,969 | 12.6 | 319,222 | 37.9 | 812,599 | 38.5 | 28,873 | 19.1 |
| 101-149% Poverty | 788,482 | 12.2 | 284,633 | 8.5 | 112,852 | 13.4 | 374,417 | 17.7 | 16,580 | 11.0 |
| 150-200% Poverty | 773,081 | 12.0 | 353,662 | 10.6 | 105,272 | 12.5 | 294,479 | 13.9 | 19,668 | 13.0 |
| 201% and Over | 3,304,469 | 51.3 | 2,281,931 | 68.3 | 304,484 | 36.2 | 632,044 | 29.9 | 86,010 | 56.9 |

Table 51: Number and Percent of Persons in Texas Under Age 25 by Highest Education Level of Parent and Race/Ethnicity, 1990

| Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|---------------------------|-----------|------|-----------|------|---------|------|-----------|------|---------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total | 5,186,650 | | 2,633,555 | | 643,599 | | 1,787,155 | | 122,341 | |
| <High School Graduate | 1,198,070 | 23.1 | 187,912 | 7.1 | 135,646 | 21.1 | 853,427 | 47.8 | 21,085 | 17.2 |
| High School Graduate | 1,246,131 | 24.0 | 590,633 | 22.4 | 204,864 | 31.8 | 431,461 | 24.1 | 19,173 | 15.7 |
| Some College | 1,567,717 | 30.2 | 957,299 | 36.4 | 220,540 | 34.3 | 359,593 | 20.1 | 30,285 | 24.8 |
| Bachelor/4 Year Degree | 740,170 | 14.3 | 568,585 | 21.6 | 56,205 | 8.7 | 92,008 | 5.2 | 23,372 | 19.1 |
| Graduate Degree or Higher | 434,562 | 8.4 | 329,216 | 12.5 | 26,344 | 4.1 | 50,666 | 2.8 | 28,426 | 23.2 |

Table 52: Number and Percent of Persons in Texas Under Age 25 in Households with a Parent without a Bachelor's Degree by Race/Ethnicity, 1990

| Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|---------------------------|-----------|------|-----------|------|---------|------|-----------|------|---------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total | 5,186,650 | | 2,633,555 | | 643,599 | | 1,787,155 | | 122,341 | |
| No College Degree | 4,011,918 | 77.3 | 1,735,844 | 65.9 | 561,050 | 87.2 | 1,644,481 | 92.0 | 70,543 | 57.7 |
| College Degree | 1,174,732 | 22.7 | 897,711 | 34.1 | 82,549 | 12.8 | 142,674 | 8.0 | 51,798 | 42.3 |

Table 53: Number and Percent of Persons in Texas Under Age 25 Speaking a Language Other than English at Home by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|-----------|------|---------|-----|--------|-----|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons Under Age 25 Speaking a Language Other than English at Home | 1,511,406 | 22.7 | 113,420 | 3.3 | 25,337 | 2.9 | 1,293,713 | 60.1 | 78,936 | 50.3 |

Table 54: Number and Percent of Students in Public Schools in Texas by Race/Ethnicity within Categories of Total School District Residential Property Value Per Student, 1994-95

| Residential Property Value | Total | | Anglo | | Black | | Hispanic | | Other | |
|----------------------------|-----------|---------|-----------|---------|---------|---------|-----------|---------|--------|---------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| \$1-\$49,999 | 752,773 | 20.1 | 197,671 | 11.4 | 63,291 | 11.8 | 485,934 | 35.4 | 5,877 | 6.1 |
| \$50,000-\$69,999 | 757,615 | 20.2 | 365,660 | 21.1 | 102,718 | 19.2 | 273,460 | 19.9 | 15,777 | 16.4 |
| \$70,000-\$99,999 | 793,455 | 21.2 | 425,342 | 24.4 | 117,571 | 22.0 | 236,288 | 17.2 | 14,254 | 14.8 |
| \$100,000-\$129,999 | 878,634 | 23.5 | 386,987 | 22.3 | 192,555 | 35.9 | 268,202 | 19.5 | 30,890 | 32.2 |
| \$130,000 & over | 560,131 | 15.0 | 361,389 | 20.8 | 59,437 | 11.1 | 110,020 | 8.0 | 29,285 | 30.5 |
| N= | 3,742,608 | | 1,737,049 | | 535,572 | | 1,373,904 | | 96,083 | |

T-141

Table 55: Number and Percent of Students in Texas by School Performance Rating and Race/Ethnicity, 1995-96

| Performance Rating | Total | | Anglo | | Black | | Hispanic | | Other | |
|--------------------|-----------|------|-----------|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Exemplary | 223,729 | 6.0 | 170,241 | 9.8 | 10,261 | 1.9 | 31,908 | 2.3 | 11,319 | 11.7 |
| Recognized | 666,666 | 17.8 | 405,629 | 23.3 | 57,044 | 10.6 | 185,155 | 13.5 | 18,838 | 19.6 |
| Acceptable | 2,687,926 | 71.8 | 1,103,371 | 63.5 | 425,462 | 79.4 | 1,095,560 | 79.7 | 63,533 | 66.0 |
| Low Performing | 101,532 | 2.7 | 39,195 | 2.3 | 28,683 | 5.3 | 31,760 | 2.3 | 1,894 | 2.0 |
| Pending | 24,820 | 0.6 | 7,792 | 0.4 | 5,093 | 1.0 | 11,648 | 0.8 | 287 | 0.3 |
| Not Rated | 40,739 | 1.1 | 11,858 | 0.7 | 9,595 | 1.8 | 18,920 | 1.4 | 366 | 0.4 |

Table 56: Number and Percent of Students in Texas by Type of Responsibility and Race/Ethnicity (Percentaged by Type of Responsibility), 1995-96

| Student Responsibility by Type | Total | | Anglo | | Black | | Hispanic | | Other | |
|--------------------------------|--------|-------|--------|------|--------|------|----------|------|--------|-----|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Single Parent Students | 2,489 | 100.0 | 586 | 23.5 | 548 | 22.0 | 1,341 | 53.9 | 14 | 0.6 |
| Pregnant Teen Students | 1,666 | 100.0 | 483 | 29.0 | 294 | 17.6 | 876 | 52.6 | 13 | 0.8 |
| Work Study Students | 2,340 | 100.0 | 1,697 | 72.5 | 94 | 4.0 | 534 | 22.8 | 15 | 0.7 |

Table 57: Number and Percent of Persons in Texas Under Age 25 by Race/Ethnicity and Economic Region, 1990

| Economic Region | Total | | Anglo | | Black | | Hispanic | | Other | |
|------------------|-----------|-------|-----------|------|---------|------|----------|------|--------|-----|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| High Plains | 292,594 | 100.0 | 180,253 | 61.6 | 17,238 | 5.9 | 89,749 | 30.7 | 5,354 | 1.8 |
| Northwest | 195,194 | 100.0 | 143,976 | 73.8 | 13,949 | 7.1 | 34,223 | 17.5 | 3,046 | 1.6 |
| Metropolitan | 1,600,764 | 100.0 | 1,023,440 | 63.9 | 257,892 | 16.1 | 270,920 | 16.9 | 48,512 | 3.1 |
| Upper East Texas | 318,884 | 100.0 | 228,137 | 71.5 | 68,302 | 21.4 | 19,372 | 6.1 | 3,073 | 1.0 |
| Southeast Texas | 247,327 | 100.0 | 166,127 | 67.2 | 60,940 | 24.6 | 15,453 | 6.3 | 4,807 | 1.9 |
| Gulf Coast | 1,510,546 | 100.0 | 760,641 | 50.4 | 293,308 | 19.4 | 398,405 | 26.4 | 58,192 | 3.8 |
| Central Texas | 700,350 | 100.0 | 441,979 | 63.1 | 100,462 | 14.3 | 142,184 | 20.3 | 15,725 | 2.3 |
| South Texas | 1,311,145 | 100.0 | 353,033 | 26.9 | 49,982 | 3.8 | 895,199 | 68.3 | 12,931 | 1.0 |
| West Texas | 204,705 | 100.0 | 110,009 | 53.7 | 8,977 | 4.4 | 83,593 | 40.8 | 2,126 | 1.1 |
| Upper Rio Grande | 271,258 | 100.0 | 53,760 | 19.8 | 9,416 | 3.5 | 204,988 | 75.6 | 3,094 | 1.1 |

Table 58: Number and Percent of Persons in Texas Under Age 25 by Race/Ethnicity and Metropolitan Status, 1990

| Metropolitan Status Type | Total | | Anglo | | Black | | Hispanic | | Other | |
|-------------------------------|-----------|-------|-----------|------|---------|------|-----------|------|---------|-----|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | 4,619,198 | 100.0 | 2,142,077 | 46.4 | 684,683 | 14.8 | 1,666,802 | 36.1 | 125,636 | 2.7 |
| Metropolitan Suburban | 972,776 | 100.0 | 706,164 | 72.6 | 90,007 | 9.2 | 155,517 | 16.0 | 21,088 | 2.2 |
| Non-Metropolitan Adjacent | 733,446 | 100.0 | 420,731 | 57.4 | 77,583 | 10.6 | 228,308 | 31.1 | 6,824 | 0.9 |
| Non-Metropolitan Non-Adjacent | 327,346 | 100.0 | 192,383 | 58.8 | 28,193 | 8.6 | 103,459 | 31.6 | 3,311 | 1.0 |

Table 59: Number and Percent of Students in Texas by ACT* and SAT Score and Median Score and Race/Ethnicity, 1995-96

| Score | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| ACT | | | | | | | | | | | | |
| 0-400 | 52 | 0.1 | 6 | 0.0 | 16 | 0.3 | 21 | 0.2 | 3 | 0.1 | 6 | 0.1 |
| 401-820 | 17,039 | 31.2 | 5,692 | 18.9 | 3,038 | 58.2 | 5,985 | 50.0 | 736 | 23.6 | 1,588 | 38.3 |
| 821-990 | 13,792 | 25.2 | 7,873 | 26.1 | 1,201 | 23.0 | 2,949 | 24.7 | 810 | 25.9 | 959 | 23.2 |
| 991-1140 | 12,374 | 22.7 | 8,709 | 28.8 | 512 | 9.8 | 1,594 | 13.3 | 789 | 25.3 | 770 | 18.6 |
| 1141-1600 | 11,373 | 20.8 | 7,900 | 26.2 | 451 | 8.7 | 1,416 | 11.8 | 784 | 25.1 | 822 | 19.8 |
| N= | 54,630 | | 30,180 | | 5,218 | | 11,965 | | 3,122 | | 4,145 | |
| Median Score | 990 | | 1,030 | | 820 | | 820 | | 1,030 | | 910 | |
| SAT | | | | | | | | | | | | |
| 0-400 | 12 | 0.0 | 1 | 0.0 | 6 | 0.1 | 4 | 0.0 | 1 | 0.0 | 0 | 0.0 |
| 401-820 | 16,957 | 19.6 | 5,384 | 10.8 | 4,068 | 44.5 | 5,502 | 32.1 | 2,003 | 19.1 | 0 | 0.0 |
| 821-990 | 27,362 | 31.6 | 14,718 | 29.5 | 3,279 | 35.9 | 6,438 | 37.6 | 2,927 | 28.0 | 0 | 0.0 |
| 991-1140 | 22,568 | 26.0 | 15,356 | 30.7 | 1,298 | 14.2 | 3,481 | 20.3 | 2,433 | 23.3 | 0 | 0.0 |
| 1141-1600 | 19,753 | 22.8 | 14,455 | 29.0 | 482 | 5.3 | 1,721 | 10.0 | 3,095 | 29.6 | 0 | 0.0 |
| N= | 86,652 | | 49,914 | | 9,133 | | 17,146 | | 10,459 | | 0 | |
| Median Score | 990 | | 1,040 | | 850 | | 900 | | 1,010 | | -- | |

*ACT Scores have been converted to SAT standard



Table 60: Number and Percent of Students in Texas by ACT/SAT Combined Score, Race/Ethnicity and Household Income, 1995-96

| Household Income/ACT/SAT Score | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <\$30,000 | | | | | | | | | | | | |
| 0-400 | 40 | 0.1 | 2 | 0.0 | 16 | 0.2 | 20 | 0.1 | 1 | 0.0 | 1 | 0.2 |
| 401-820 | 15,644 | 36.0 | 2,778 | 19.8 | 4,128 | 56.5 | 7,491 | 47.9 | 985 | 27.0 | 262 | 49.4 |
| 821-990 | 12,877 | 31.3 | 4,481 | 29.3 | 2,138 | 29.3 | 4,977 | 31.9 | 1,149 | 31.5 | 132 | 24.9 |
| 991-1140 | 7,521 | 18.3 | 3,887 | 27.7 | 687 | 9.4 | 2,068 | 13.2 | 813 | 22.3 | 66 | 12.5 |
| 1141-1600 | 5,072 | 12.3 | 2,895 | 20.6 | 334 | 4.6 | 1,076 | 6.9 | 698 | 19.2 | 69 | 13.0 |
| N= | 41,154 | | 14,043 | | 7,303 | | 15,632 | | 3,646 | | 530 | |
| Median Score | 890 | | 990 | | 810 | | 840 | | 950 | | 860 | |
| \$30,000 to \$49,999 | | | | | | | | | | | | |
| 0-400 | 5 | 0.0 | 3 | 0.0 | 2 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 6,282 | 21.7 | 2,676 | 15.2 | 1,341 | 44.7 | 1,846 | 32.3 | 348 | 14.6 | 71 | 28.4 |
| 821-990 | 9,139 | 31.6 | 5,420 | 30.8 | 1,016 | 33.9 | 1,961 | 34.3 | 683 | 28.7 | 59 | 23.6 |
| 991-1140 | 7,735 | 26.7 | 5,354 | 30.4 | 437 | 14.6 | 1,218 | 21.3 | 665 | 27.9 | 61 | 24.4 |
| 1141-1600 | 5,794 | 20.0 | 4,153 | 23.6 | 202 | 6.7 | 696 | 12.1 | 684 | 28.8 | 59 | 23.6 |
| N= | 28,955 | | 17,606 | | 2,998 | | 5,721 | | 2,380 | | 250 | |
| Median Score | 990 | | 1,020 | | 850 | | 910 | | 1,030 | | 990 | |
| \$50,000 to \$59,999 | | | | | | | | | | | | |
| 0-400 | 2 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 |
| 401-820 | 2,207 | 17.2 | 1,219 | 13.5 | 370 | 38.4 | 479 | 26.6 | 115 | 12.8 | 24 | 16.9 |
| 821-990 | 3,924 | 30.6 | 2,706 | 30.0 | 332 | 34.4 | 639 | 35.5 | 213 | 23.7 | 34 | 23.9 |
| 991-1140 | 3,538 | 27.5 | 2,675 | 29.6 | 168 | 17.4 | 413 | 23.0 | 238 | 26.4 | 44 | 31.0 |
| 1141-1600 | 3,169 | 24.7 | 2,435 | 26.9 | 93 | 9.7 | 268 | 14.9 | 333 | 37.0 | 40 | 28.2 |
| N= | 12,840 | | 9,035 | | 964 | | 1,799 | | 900 | | 142 | |
| Median Score | 1,010 | | 1,030 | | 875 | | 940 | | 1,060 | | 1,030 | |
| \$60,000 to \$79,999 | | | | | | | | | | | | |
| 0-400 | 7 | 0.0 | 1 | 0.0 | 2 | 0.1 | 4 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 3,620 | 14.8 | 2,248 | 12.2 | 486 | 34.4 | 679 | 24.3 | 143 | 9.5 | 64 | 17.4 |
| 821-990 | 6,465 | 26.4 | 4,766 | 25.8 | 472 | 33.4 | 853 | 30.5 | 313 | 20.8 | 61 | 16.6 |
| 991-1140 | 7,296 | 29.7 | 5,767 | 31.3 | 296 | 21.0 | 718 | 25.7 | 410 | 27.3 | 99 | 26.9 |
| 1141-1600 | 7,149 | 29.1 | 5,669 | 30.7 | 157 | 11.1 | 541 | 19.4 | 638 | 42.4 | 144 | 39.1 |
| N= | 24,531 | | 18,451 | | 1,413 | | 2,795 | | 1,504 | | 368 | |
| Median Score | 1,040 | | 1,060 | | 900 | | 980 | | 1,100 | | 1,100 | |
| \$80,000 to \$99,999 | | | | | | | | | | | | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 868 | 11.2 | 581 | 9.5 | 108 | 32.9 | 120 | 32.7 | 50 | 9.8 | 9 | 18.4 |
| 821-990 | 2,073 | 26.9 | 1,621 | 26.4 | 111 | 33.8 | 231 | 32.7 | 99 | 19.4 | 11 | 22.5 |
| 991-1140 | 2,294 | 29.7 | 1,886 | 30.8 | 73 | 22.3 | 187 | 26.5 | 132 | 25.9 | 16 | 32.6 |
| 1141-1600 | 2,484 | 32.2 | 2,038 | 33.3 | 36 | 11.0 | 168 | 23.8 | 229 | 44.9 | 13 | 26.5 |
| N= | 7,719 | | 6,126 | | 328 | | 706 | | 510 | | 49 | |
| Median Score | 1,060 | | 1,060 | | 910 | | 1,000 | | 1,125 | | 1,060 | |

Table 60, continued

| Household Income/ ACT [®] /SAT Score | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|---------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>\$100,000⁺</u> | | | | | | | | | | | | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.2 | 0 | 0.0 |
| 401-820 | 823 | 6.2 | 618 | 7.4 | 50 | 25.5 | 97 | 13.3 | 46 | 6.2 | 12 | 22.6 |
| 821-990 | 2,328 | 23.2 | 1,895 | 22.8 | 65 | 33.2 | 222 | 30.4 | 132 | 17.7 | 14 | 26.4 |
| 991-1140 | 2,935 | 29.3 | 2,539 | 30.6 | 37 | 18.9 | 194 | 26.6 | 157 | 21.1 | 8 | 15.1 |
| 1141-1600 | 3,940 | 39.3 | 3,252 | 39.2 | 44 | 22.4 | 217 | 29.7 | 408 | 54.8 | 19 | 35.9 |
| N= | 10,027 | | 8,304 | | 196 | | 730 | | 744 | | 53 | |
| Median Score | 1,100 | | 1,100 | | 950 | | 1,030 | | 1,170 | | 1,030 | |
| <u>Income Not Reported</u> | | | | | | | | | | | | |
| 0-400 | 9 | 0.1 | 1 | 0.0 | 1 | 0.1 | 1 | 0.1 | 1 | 0.0 | 5 | 0.2 |
| 401-820 | 4,552 | 28.3 | 956 | 14.6 | 623 | 54.2 | 775 | 44.8 | 1,052 | 27.0 | 1,146 | 41.6 |
| 821-990 | 4,348 | 27.1 | 1,702 | 26.1 | 346 | 30.1 | 504 | 29.2 | 1,148 | 29.5 | 648 | 23.5 |
| 991-1140 | 3,629 | 22.6 | 1,957 | 30.0 | 112 | 9.8 | 277 | 16.0 | 807 | 20.7 | 476 | 17.3 |
| 1141-1600 | 3,518 | 21.9 | 1,913 | 29.3 | 67 | 5.8 | 171 | 9.9 | 889 | 22.8 | 478 | 17.4 |
| N= | 16,056 | | 6,529 | | 1,149 | | 1,728 | | 3,897 | | 2,753 | |
| Median Score | 970 | | 1,040 | | 820 | | 860 | | 950 | | 860 | |

*ACT Scores are adjusted to SAT Standard.

Table 61: Number and Percent of Persons in Texas Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|-----------|------|---------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree | 1,207,802 | 30.2 | 253,980 | 14.7 | 242,787 | 43.5 | 695,370 | 42.5 | 15,665 | 22.3 |

Table 62: Number and Percent of Persons in Texas Under Age 25 in Single Parent Households at or Below the Poverty Level by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|---------|------|---------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level | 553,776 | 50.5 | 112,733 | 29.9 | 193,465 | 59.7 | 240,864 | 63.4 | 6,714 | 41.8 |

Table 63: Number and Percent of Persons in Texas Under Age 25 at or Below the Poverty Level Speaking a Language Other than English at Home by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|---------|------|--------|-----|--------|-----|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons Under Age 25 at or Below Poverty Level Speaking a Language Other than English at Home | 571,267 | 36.1 | 18,124 | 4.3 | 8,110 | 2.5 | 527,868 | 65.0 | 17,165 | 59.5 |

405

405

406

Table 64: Number and Percent of Persons in Texas Under Age 25 in Single Parent Households with Parent without a College Degree by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|-----------|------|---------|------|---------|------|----------|-----|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons Under Age 25 in Single Parent Households with Parent without a College Degree | 1,013,609 | 91.6 | 322,617 | 84.6 | 306,868 | 94.2 | 370,962 | 9.6 | 13,162 | 81.5 |

Table 65: Number and Percent of Persons in Texas Under Age 25 with Both Parents without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|-----------|------|--------|-----|--------|-----|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons Under Age 25 with Both Parents without a College Degree and Speaking a Language Other than English at Home | 1,081,753 | 27.0 | 51,356 | 3.0 | 12,984 | 2.3 | 982,408 | 59.7 | 35,005 | 49.6 |

Table 66: Number and Percent of Persons in Texas Under Age 25 in Single Parent Households in Which a Language Other than English is Spoken at Home by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|---------|------|--------|-----|--------|-----|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons Under Age 25 in Single Parent Households in Which a Language Other than English is Spoken at Home | 249,528 | 22.5 | 12,378 | 3.3 | 7,406 | 2.3 | 223,611 | 58.2 | 6,133 | 38.0 |

Table 67: Number and Percent of Persons in Texas Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a College Degree by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|---------|------|---------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a College Degree | 541,735 | 97.8 | 106,785 | 94.7 | 190,948 | 98.7 | 238,046 | 98.8 | 5,956 | 88.7 |

Table 68: Number and Percent of Persons in Texas Under Age 25 at or Below the Poverty Level with Both Parents without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|---------|------|--------|-----|--------|-----|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons Under Age 25 at or Below the Poverty Level with Both Parents without a College Degree and Speaking a Language Other than English at Home | 467,200 | 38.7 | 9,313 | 3.7 | 5,245 | 2.2 | 444,150 | 63.9 | 8,492 | 54.2 |

Table 69: Number and Percent of Persons in Texas Under Age 25 in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|---------|------|--------|-----|--------|-----|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home | 156,308 | 28.2 | 3,552 | 3.2 | 3,900 | 2.0 | 146,125 | 60.7 | 2,731 | 40.7 |

Table 70: Number and Percent of Persons in Texas Under Age 25 in Single Parent Households with Parent without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|---------|------|--------|-----|--------|-----|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons Under Age 25 in Single Parent Households with Parent without a College Degree and Speaking a Language Other than English at Home | 239,929 | 23.7 | 10,252 | 3.2 | 6,670 | 2.2 | 218,102 | 58.8 | 4,905 | 37.3 |

Table 71: Number and Percent of Persons in Texas Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|---------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a College Degree and Speaking a Language Other than English at Home | 153,808 | 98.4 | 3,276 | 92.2 | 3,781 | 97.0 | 144,447 | 98.9 | 2,304 | 84.4 |



Table 72: Number and Percent of Economically Disadvantaged Students in Texas by Race/Ethnicity, 1995-96

| Economically Disadvantaged Status | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|-----------|------|-----------|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total | 3,748,167 | | 1,739,613 | | 536,386 | | 1,375,896 | | 96,272 | |
| Students who are Economically Disadvantaged | 1,754,401 | 46.8 | 366,125 | 21.0 | 339,383 | 63.3 | 1,016,948 | 73.9 | 31,945 | 33.2 |
| Students who are Not Economically Disadvantaged | 1,993,766 | 53.2 | 1,373,488 | 79.0 | 197,003 | 36.7 | 358,948 | 26.1 | 64,327 | 66.8 |



Table 73: Number and Percent of Students in Texas in Limited English Proficiency Programs by Race/Ethnicity, 1995-96

| Limited English Proficiency Program Status | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|-----------|------|-----------|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total | 3,748,167 | | 1,739,613 | | 536,386 | | 1,375,896 | | 96,272 | |
| Students Participating in Limited English Proficiency Program | 479,576 | 12.8 | 6,229 | 0.4 | 2,197 | 0.4 | 447,399 | 32.5 | 23,751 | 24.7 |
| Students Not Participating in Limited English Proficiency Program | 3,268,591 | 87.2 | 1,733,384 | 99.6 | 534,189 | 99.6 | 928,497 | 67.5 | 72,521 | 75.3 |

Table 74: Number and Percent of Students in Texas by School District Total Assessed Property Value per Student and Race/Ethnicity, 1995-96

| School District Total Assessed Value per Student | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|-----------|------|-----------|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total | 3,742,608 | | 1,737,049 | | 535,572 | | 1,373,904 | | 96,083 | |
| <\$72,126 | 398,876 | 10.7 | 69,266 | 4.0 | 28,692 | 5.4 | 298,131 | 21.7 | 2,787 | 2.9 |
| \$72,126-\$102,077 | 431,373 | 11.5 | 181,020 | 10.4 | 34,611 | 6.5 | 213,402 | 15.6 | 2,340 | 2.4 |
| \$102,078-\$134,664 | 677,328 | 18.1 | 347,311 | 20.0 | 69,333 | 13.0 | 249,069 | 18.1 | 11,615 | 12.1 |
| \$134,665 or more | 2,235,031 | 59.7 | 1,139,452 | 65.6 | 402,936 | 75.1 | 613,302 | 44.6 | 79,341 | 82.6 |

427

Table 75: Number* and Percent of Students in Texas by Participation in Limited English Proficiency Programs, Economically Disadvantaged Status and Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|-----------|------|-----------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Students Participating in Limited English Proficiency Program | 479,576 | | 6,229 | | 2,197 | | 447,399 | | 23,751 | |
| Total | 479,576 | | 6,229 | | 2,197 | | 447,399 | | 23,751 | |
| Students who are Economically Disadvantaged | 417,834 | 87.1 | 3,400 | 54.6 | 1,591 | 72.4 | 400,295 | 89.5 | 12,548 | 52.8 |
| Students who are not Economically Disadvantaged | 61,742 | 12.9 | 2,829 | 45.4 | 606 | 27.6 | 47,104 | 10.5 | 11,203 | 47.2 |
| Students Not Participating in Limited English Proficiency Program | 3,268,591 | | 1,733,384 | | 534,189 | | 928,497 | | 72,521 | |
| Total | 3,268,591 | | 1,733,384 | | 534,189 | | 928,497 | | 72,521 | |
| Students who are Economically Disadvantaged | 1,336,567 | 40.9 | 362,725 | 20.9 | 337,792 | 63.2 | 616,653 | 66.4 | 19,397 | 26.8 |
| Students who are not Economically Disadvantaged | 1,932,024 | 59.1 | 1,370,659 | 79.1 | 196,397 | 36.8 | 311,844 | 33.6 | 53,124 | 73.2 |

*Values may not sum to the state total due to missing values for some variables for some cases.

Table 76: Number* and Percent of Students in Texas by School District Total Assessed Property Value per Student, Economically Disadvantaged Status and Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|-----------|------|-----------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| School District Assessed Value <\$72,126 | | | | | | | | | | |
| Total | 398,876 | | 69,266 | | 28,692 | | 298,131 | | 2,787 | |
| Students who are Economically Disadvantaged | 299,079 | 75.0 | 25,906 | 37.4 | 18,580 | 64.8 | 253,344 | 85.0 | 1,249 | 44.8 |
| Students who are not Economically Disadvantaged | 99,797 | 25.0 | 43,360 | 62.6 | 10,112 | 35.2 | 44,787 | 15.0 | 1,538 | 55.2 |
| School District Assessed Value \$72,126-102,077 | | | | | | | | | | |
| Total | 431,373 | | 181,020 | | 34,611 | | 213,402 | | 2,340 | |
| Students who are Economically Disadvantaged | 249,280 | 57.8 | 55,066 | 30.4 | 26,275 | 75.9 | 166,804 | 78.2 | 1,135 | 48.5 |
| Students who are not Economically Disadvantaged | 182,093 | 42.2 | 125,954 | 69.6 | 8,336 | 24.1 | 46,598 | 21.8 | 1,205 | 51.5 |
| School District Assessed Value \$102,078-134,664 | | | | | | | | | | |
| Total | 677,328 | | 347,311 | | 69,333 | | 249,069 | | 11,615 | |
| Students who are Economically Disadvantaged | 315,431 | 46.6 | 91,135 | 26.2 | 46,605 | 67.2 | 173,395 | 69.6 | 4,296 | 37.0 |
| Students who are not Economically Disadvantaged | 361,897 | 53.4 | 256,176 | 73.8 | 22,728 | 32.8 | 75,674 | 30.4 | 7,319 | 63.0 |
| School District Assessed Value \$134,665 or more | | | | | | | | | | |
| Total | 2,235,031 | | 1,139,452 | | 402,936 | | 613,302 | | 79,341 | |
| Students who are Economically Disadvantaged | 888,240 | 39.7 | 193,152 | 16.9 | 247,607 | 61.5 | 422,274 | 68.9 | 25,207 | 31.8 |
| Students who are not Economically Disadvantaged | 1,346,791 | 60.3 | 946,300 | 83.1 | 155,329 | 38.5 | 191,028 | 31.1 | 54,134 | 68.2 |

*Values may not sum to the state total due to missing values for some variables for some cases.

Table 77: Number and Percent of Students in Texas by School District Total Assessed Property Value per Student, Participation in Limited English Proficiency Programs and by Race/Ethnicity, 1995-96*

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|-----------|------|-----------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| School District Assessed Value <\$72,126 | | | | | | | | | | |
| Total | 398,876 | | 69,266 | | 28,692 | | 298,131 | | 2,787 | |
| Students in Limited English Proficiency Programs | 116,256 | 29.2 | 515 | 0.7 | 124 | 0.4 | 115,264 | 38.7 | 353 | 12.7 |
| Students Not in Limited English Proficiency Programs | 282,620 | 70.8 | 68,751 | 99.3 | 28,568 | 99.6 | 182,867 | 61.3 | 2,434 | 87.3 |
| School District Assessed Value \$72,126 to \$102,077 | | | | | | | | | | |
| Total | 431,373 | | 181,020 | | 34,611 | | 213,402 | | 2,340 | |
| Students in Limited English Proficiency Programs | 55,084 | 12.8 | 439 | 0.2 | 74 | 0.2 | 54,317 | 25.5 | 254 | 10.9 |
| Students Not in Limited English Proficiency Programs | 376,289 | 87.2 | 180,581 | 99.8 | 34,537 | 99.8 | 159,085 | 74.5 | 2,086 | 89.1 |
| School District Assessed Value \$102,078 to \$134,664 | | | | | | | | | | |
| Total | 677,328 | | 347,311 | | 69,333 | | 249,069 | | 11,615 | |
| Students in Limited English Proficiency Programs | 68,383 | 10.1 | 675 | 0.2 | 186 | 0.3 | 65,177 | 26.2 | 2,345 | 20.2 |
| Students Not in Limited English Proficiency Programs | 608,945 | 89.9 | 346,636 | 99.8 | 69,147 | 99.7 | 183,892 | 73.8 | 9,270 | 79.8 |
| School District Assessed Value \$134,665 or more | | | | | | | | | | |
| Total | 2,235,031 | | 1,139,452 | | 402,936 | | 613,302 | | 79,341 | |
| Students in Limited English Proficiency Programs | 239,673 | 10.7 | 4,596 | 0.4 | 1,810 | 0.5 | 212,473 | 34.6 | 20,794 | 26.2 |
| Students Not in Limited English Proficiency Programs | 1,995,358 | 89.3 | 1,134,856 | 99.6 | 401,126 | 99.5 | 400,829 | 65.4 | 58,547 | 73.8 |

*Values may not sum to the state total due to missing values for some variables for some cases.



Table 78: Number* and Percent of Students in Texas by School District Total Assessed Property Value per Student, Economically Disadvantaged Status in Limited English Proficiency Programs and Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|----------------|------|---------------|------|---------------|------|----------------|------|--------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Students in School Districts with Assessed Value <\$72,126 | | | | | | | | | | |
| Students who are Economically Disadvantaged and: | | | | | | | | | | |
| In Limited English Proficiency Programs | 107,778 | 36.0 | 404 | 1.6 | 93 | 0.3 | 107,072 | 42.3 | 209 | 16.7 |
| Not in Limited English Proficiency Programs | 191,301 | 64.0 | 25,502 | 98.4 | 18,487 | 99.5 | 146,272 | 57.7 | 1,040 | 83.3 |
| Total | 299,079 | | 25,906 | | 18,580 | | 253,344 | | 1,249 | |
| Students in School Districts with Assessed Value <\$72,126 | | | | | | | | | | |
| Students who are not Economically Disadvantaged and: | | | | | | | | | | |
| In Limited English Proficiency Programs | 8,478 | 8.5 | 111 | 0.3 | 31 | 0.3 | 8,192 | 18.3 | 144 | 9.4 |
| Not in Limited English Proficiency Programs | 91,319 | 91.5 | 43,249 | 99.7 | 10,081 | 99.7 | 36,595 | 81.7 | 1,394 | 90.6 |
| Total | 99,797 | | 43,360 | | 10,112 | | 44,787 | | 1,538 | |

Table 78, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|---------|------|---------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Students in School Districts with Assessed Value \$72,126 to \$102,077 | 50,741 | 20.4 | 318 | 0.6 | 66 | 0.3 | 50,185 | 30.1 | 172 | 15.2 |
| Students who are Economically Disadvantaged and: | | | | | | | | | | |
| In Limited English Proficiency Programs | | | | | | | | | | |
| Not in Limited English Proficiency Programs | 198,539 | 79.6 | 54,748 | 99.4 | 26,209 | 99.7 | 116,619 | 69.9 | 963 | 84.8 |
| Total | 249,280 | | 55,066 | | 26,275 | | 166,804 | | 1,135 | |
| Students in School Districts with Assessed Value \$72,126 to \$102,077 | 4,343 | 2.4 | 121 | 0.1 | 8 | 0.1 | 4,132 | 8.9 | 82 | 6.8 |
| Students who are not Economically Disadvantaged and: | | | | | | | | | | |
| In Limited English Proficiency Programs | | | | | | | | | | |
| Not in Limited English Proficiency Programs | 177,750 | 97.6 | 125,833 | 99.9 | 8,328 | 99.9 | 42,466 | 91.1 | 1,123 | 93.2 |
| Total | 182,093 | | 125,954 | | 8,336 | | 46,598 | | 1,205 | |

Table 78, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|---------|------|---------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Students in School Districts with Assessed Value \$102,078 to \$134,664 | | | | | | | | | | |
| Students who are Economically Disadvantaged and: | | | | | | | | | | |
| In Limited English Proficiency Programs | 58,876 | 18.7 | 434 | 0.5 | 143 | 0.3 | 57,135 | 32.9 | 1,164 | 27.1 |
| Not in Limited English Proficiency Programs | 256,555 | 81.3 | 90,701 | 99.5 | 46,462 | 99.7 | 116,260 | 67.1 | 3,132 | 72.9 |
| Total | 315,431 | | 91,135 | | 46,605 | | 173,395 | | 4,296 | |
| Students in School Districts with Assessed Value \$102,078 to \$134,664 | | | | | | | | | | |
| Students who are not Economically Disadvantaged and: | | | | | | | | | | |
| In Limited English Proficiency Programs | 9,507 | 2.6 | 241 | 0.1 | 43 | 0.2 | 8,042 | 10.6 | 1,181 | 16.1 |
| Not in Limited English Proficiency Programs | 352,390 | 97.4 | 255,935 | 99.9 | 22,685 | 99.8 | 67,632 | 89.4 | 6,138 | 83.9 |
| Total | 361,897 | | 256,176 | | 22,728 | | 75,674 | | 7,319 | |

Table 78, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|-----------|------|---------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Students in School Districts with Assessed Value \$134,665 or more | 200,281 | 22.5 | 2,241 | 1.2 | 1,289 | 0.5 | 185,752 | 44.0 | 10,999 | 43.6 |
| Students who are Economically Disadvantaged and: | | | | | | | | | | |
| In Limited English Proficiency Programs | | | | | | | | | | |
| Not in Limited English Proficiency Programs | 687,959 | 77.5 | 190,911 | 98.8 | 246,318 | 99.5 | 236,522 | 56.0 | 14,208 | 56.4 |
| Total | 193,152 | | 247,607 | | 422,274 | | 25,207 | | | |
| Students in School Districts with Assessed Value \$134,665 or more | | | | | | | | | | |
| Students who are not Economically Disadvantaged and: | | | | | | | | | | |
| In Limited English Proficiency Programs | 39,392 | 2.9 | 2,355 | 0.3 | 521 | 0.3 | 26,721 | 14.0 | 9,795 | 18.1 |
| Not in Limited English Proficiency Programs | 1,307,399 | 97.1 | 943,945 | 99.7 | 154,808 | 99.7 | 164,307 | 86.0 | 44,339 | 81.9 |
| Total | 1,346,791 | | 946,300 | | 155,329 | | 191,028 | | 54,134 | |

*Values may not sum to the state total due to missing values for some variables for some cases.

Table 79: Number and Percent of Students in Texas Completing the ACT/SAT by Assessed Value of Residential Property per Student in School District of Residence, Parents' Income and Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|-------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$1-\$49,999 | | | | | | | | | | | | |
| Parents' Income | | | | | | | | | | | | |
| Total | 21,539 | | 7,934 | | 1,678 | | 9,873 | | 1,009 | | 1,045 | |
| <\$30,000 | 10,386 | 48.2 | 2,290 | 28.8 | 1,029 | 61.3 | 6,522 | 66.1 | 350 | 34.7 | 195 | 18.6 |
| \$30,000 to \$49,999 | 4,098 | 19.0 | 2,135 | 26.9 | 271 | 16.1 | 1,471 | 14.9 | 170 | 16.8 | 51 | 4.9 |
| \$50,000 to \$59,999 | 1,602 | 7.5 | 985 | 12.4 | 92 | 5.5 | 434 | 4.4 | 60 | 6.0 | 31 | 3.0 |
| \$60,000 to \$79,999 | 2,953 | 10.9 | 1,465 | 18.5 | 116 | 6.9 | 657 | 6.6 | 74 | 7.3 | 41 | 3.9 |
| \$80,000 to \$100,000 | 455 | 2.1 | 280 | 3.5 | 22 | 1.3 | 133 | 1.3 | 14 | 1.4 | 6 | 0.6 |
| More than \$100,000 | 349 | 1.6 | 211 | 2.7 | 11 | 0.7 | 95 | 1.0 | 25 | 2.5 | 7 | 0.7 |
| Income Not Reported | 2,296 | 10.7 | 568 | 7.2 | 137 | 8.2 | 561 | 5.7 | 316 | 31.3 | 714 | 68.3 |
| \$50,000 to \$69,999 | | | | | | | | | | | | |
| Parents' Income | | | | | | | | | | | | |
| Total | 24,523 | | 13,584 | | 2,302 | | 5,716 | | 2,136 | | 785 | |
| <\$30,000 | 8,669 | 35.3 | 3,257 | 24.0 | 1,277 | 55.5 | 3,301 | 57.7 | 721 | 33.7 | 113 | 14.4 |
| \$30,000 to \$49,999 | 5,863 | 23.9 | 3,685 | 27.1 | 489 | 21.2 | 1,219 | 21.3 | 409 | 19.2 | 61 | 7.8 |
| \$50,000 to \$59,999 | 2,854 | 9.6 | 1,723 | 12.7 | 144 | 6.3 | 324 | 5.7 | 133 | 6.2 | 30 | 3.8 |
| \$60,000 to \$79,999 | 3,666 | 15.0 | 2,844 | 20.9 | 175 | 7.6 | 416 | 7.3 | 183 | 8.6 | 48 | 6.1 |
| \$80,000 to \$100,000 | 753 | 3.1 | 594 | 4.4 | 29 | 1.3 | 67 | 1.2 | 54 | 2.5 | 9 | 1.1 |
| More than \$100,000 | 615 | 2.5 | 505 | 3.7 | 10 | 0.4 | 52 | 0.9 | 42 | 2.0 | 6 | 0.8 |
| Income Not Reported | 2,603 | 10.6 | 976 | 7.2 | 178 | 7.7 | 337 | 5.9 | 594 | 27.8 | 518 | 66.0 |
| \$70,000 to \$99,999 | | | | | | | | | | | | |
| Parents' Income | | | | | | | | | | | | |
| Total | 26,575 | | 16,997 | | 2,513 | | 4,387 | | 1,985 | | 693 | |
| <\$30,000 | 7,391 | 27.8 | 3,324 | 19.6 | 1,244 | 49.5 | 2,133 | 48.6 | 600 | 30.2 | 90 | 13.0 |
| \$30,000 to \$49,999 | 6,177 | 23.3 | 4,226 | 24.8 | 543 | 21.6 | 974 | 22.2 | 386 | 19.5 | 48 | 6.9 |
| \$50,000 to \$59,999 | 2,740 | 10.3 | 2,054 | 12.1 | 178 | 7.1 | 328 | 7.5 | 155 | 7.8 | 25 | 3.6 |
| \$60,000 to \$79,999 | 4,965 | 18.7 | 3,903 | 23.0 | 276 | 11.0 | 500 | 11.4 | 207 | 10.4 | 79 | 11.4 |
| \$80,000 to \$100,000 | 1,296 | 4.9 | 1,075 | 6.3 | 51 | 2.0 | 103 | 2.4 | 58 | 2.9 | 9 | 1.3 |
| More than \$100,000 | 1,392 | 5.2 | 1,187 | 7.0 | 25 | 1.0 | 87 | 2.0 | 85 | 4.3 | 8 | 1.2 |
| Income Not Reported | 2,614 | 9.8 | 1,228 | 7.2 | 196 | 7.8 | 262 | 5.9 | 494 | 24.9 | 434 | 62.6 |
| \$100,000 to \$129,999 | | | | | | | | | | | | |
| Parents' Income | | | | | | | | | | | | |
| Total | 28,123 | | 15,684 | | 4,928 | | 3,827 | | 3,090 | | 594 | |
| <\$30,000 | 7,671 | 27.3 | 2,225 | 14.2 | 2,663 | 54.0 | 1,774 | 46.4 | 946 | 30.6 | 63 | 10.6 |
| \$30,000 to \$49,999 | 5,876 | 20.9 | 3,280 | 20.9 | 1,007 | 20.4 | 930 | 24.3 | 617 | 20.0 | 42 | 7.1 |
| \$50,000 to \$59,999 | 2,559 | 9.1 | 1,768 | 11.3 | 313 | 6.4 | 262 | 6.8 | 195 | 6.3 | 21 | 3.5 |
| \$60,000 to \$79,999 | 5,241 | 18.6 | 3,961 | 25.3 | 425 | 8.6 | 445 | 11.6 | 334 | 10.8 | 76 | 12.8 |
| \$80,000 to \$100,000 | 1,772 | 6.3 | 1,433 | 9.1 | 107 | 2.2 | 114 | 3.0 | 109 | 3.5 | 9 | 1.5 |
| More than \$100,000 | 2,038 | 7.2 | 1,745 | 11.1 | 52 | 1.1 | 84 | 2.2 | 147 | 4.8 | 10 | 1.7 |
| Income Not Reported | 2,966 | 10.6 | 1,272 | 8.1 | 361 | 7.3 | 218 | 5.7 | 742 | 24.0 | 373 | 62.8 |

Table 79, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$10,000 and Over | | | | | | | | | | | | |
| Parents' Income | | | | | | | | | | | | |
| Total | 26,604 | | 18,057 | | 1,995 | | 2,390 | | 3,513 | | 649 | |
| <\$30,000 | 4,393 | 16.5 | 2,017 | 11.2 | 730 | 36.6 | 814 | 34.1 | 782 | 22.3 | 50 | 7.7 |
| \$30,000 to \$49,999 | 4,570 | 17.2 | 2,949 | 16.3 | 472 | 23.6 | 523 | 21.9 | 591 | 16.8 | 35 | 5.4 |
| \$50,000 to \$59,999 | 2,460 | 9.2 | 1,771 | 9.8 | 169 | 8.5 | 214 | 8.9 | 278 | 7.9 | 28 | 4.3 |
| \$60,000 to \$79,999 | 5,928 | 22.3 | 4,615 | 25.6 | 317 | 15.9 | 380 | 15.9 | 539 | 15.3 | 77 | 11.9 |
| \$80,000 to \$100,000 | 2,493 | 9.4 | 2,060 | 11.4 | 83 | 4.1 | 145 | 6.1 | 196 | 5.6 | 9 | 1.4 |
| More than \$100,000 | 3,569 | 13.4 | 3,071 | 17.0 | 61 | 3.1 | 172 | 7.2 | 252 | 7.2 | 13 | 2.0 |
| Income Not Reported | 3,191 | 12.0 | 1,574 | 8.7 | 163 | 8.2 | 142 | 5.9 | 875 | 24.9 | 437 | 67.3 |
| Matched Wealth & District Data Not Available | | | | | | | | | | | | |
| Parents' Income | | | | | | | | | | | | |
| Total | 13,918 | | 7,838 | | 935 | | 2,918 | | 1,848 | | 379 | |
| <\$30,000 | 2,644 | 19.0 | 930 | 11.9 | 360 | 38.5 | 1,088 | 37.3 | 247 | 13.4 | 19 | 5.0 |
| \$30,000 to \$49,999 | 2,371 | 17.0 | 1,331 | 17.0 | 216 | 23.1 | 604 | 20.7 | 207 | 11.2 | 13 | 3.4 |
| \$50,000 to \$59,999 | 1,125 | 8.1 | 734 | 9.4 | 68 | 7.3 | 237 | 8.1 | 79 | 4.3 | 7 | 1.9 |
| \$60,000 to \$79,999 | 2,378 | 17.1 | 1,663 | 21.2 | 104 | 11.1 | 397 | 13.6 | 167 | 9.0 | 47 | 12.4 |
| \$80,000 to \$100,000 | 950 | 6.8 | 684 | 8.7 | 36 | 3.8 | 144 | 4.9 | 79 | 4.3 | 7 | 1.9 |
| More than \$100,000 | 2,064 | 14.8 | 1,585 | 20.2 | 37 | 4.0 | 240 | 8.2 | 193 | 10.4 | 9 | 2.3 |
| Income Not Reported | 2,386 | 17.2 | 911 | 11.6 | 114 | 12.2 | 208 | 7.2 | 876 | 47.4 | 277 | 73.1 |

Table 80: Number* and Percent of Students in Texas Completing the SAT by Assessed Value of Residential Property per Student in School District of Residence, Parents' Education and Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|----------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|---|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$1-\$49,999 | | | | | | | | | | | | |
| Total | 8,948 | | 3,413 | | 947 | | 4,061 | | 527 | | 0 | |
| <High School or Equivalent | 1,427 | 16.0 | 104 | 3.1 | 94 | 9.9 | 1,161 | 28.6 | 68 | 12.9 | 0 | |
| Some College | 1,852 | 20.7 | 621 | 18.2 | 234 | 24.7 | 917 | 22.6 | 80 | 15.2 | 0 | |
| Bachelor/4 Year Degree | 2,828 | 31.6 | 1,215 | 35.6 | 379 | 40.0 | 1,107 | 27.3 | 127 | 24.1 | 0 | |
| Graduate Degree or Higher | 1,352 | 15.1 | 749 | 21.9 | 120 | 12.7 | 419 | 10.2 | 64 | 12.1 | 0 | |
| Education Not Reported | 1,284 | 14.3 | 694 | 20.3 | 100 | 10.6 | 410 | 10.1 | 80 | 15.2 | 0 | |
| | 205 | 2.3 | 30 | 0.9 | 20 | 2.1 | 47 | 1.2 | 108 | 20.5 | 0 | |
| \$50,000 to 69,999 | | | | | | | | | | | | |
| Total | 13,544 | | 7,484 | | 1,253 | | 3,555 | | 1,252 | | 0 | |
| <High School or Equivalent | 1,132 | 8.4 | 133 | 1.8 | 66 | 5.3 | 821 | 23.1 | 112 | 9.0 | 0 | |
| Some College | 2,526 | 18.6 | 1,269 | 17.0 | 263 | 21.0 | 834 | 23.5 | 160 | 12.8 | 0 | |
| Bachelor/4 Year Degree | 4,574 | 33.8 | 2,638 | 35.2 | 523 | 41.7 | 1,132 | 31.8 | 281 | 22.4 | 0 | |
| Graduate Degree or Higher | 2,478 | 18.3 | 1,684 | 22.5 | 205 | 16.4 | 365 | 10.3 | 224 | 17.9 | 0 | |
| Education Not Reported | 2,490 | 18.4 | 1,691 | 22.6 | 176 | 14.0 | 350 | 9.8 | 273 | 21.8 | 0 | |
| | 344 | 2.5 | 69 | 0.9 | 20 | 1.6 | 53 | 1.5 | 202 | 16.1 | 0 | |
| \$70,000-99,999 | | | | | | | | | | | | |
| Total | 15,625 | | 10,219 | | 1,489 | | 2,741 | | 1,176 | | 0 | |
| <High School or Equivalent | 835 | 5.3 | 115 | 1.1 | 72 | 4.8 | 546 | 19.9 | 102 | 8.7 | 0 | |
| Some College | 2,118 | 13.6 | 1,129 | 11.1 | 285 | 19.1 | 562 | 20.5 | 142 | 12.1 | 0 | |
| Bachelor/4 Year Degree | 5,081 | 32.5 | 3,318 | 32.5 | 644 | 43.3 | 866 | 31.6 | 253 | 21.5 | 0 | |
| Graduate Degree or Higher | 3,430 | 22.0 | 2,601 | 25.4 | 245 | 16.5 | 354 | 12.9 | 230 | 19.5 | 0 | |
| Education Not Reported | 3,837 | 24.5 | 2,995 | 28.9 | 216 | 14.5 | 383 | 14.0 | 283 | 24.1 | 0 | |
| | 324 | 2.1 | 101 | 1.0 | 27 | 1.8 | 30 | 1.1 | 166 | 14.1 | 0 | |
| \$100,000-\$129,999 | | | | | | | | | | | | |
| Total | 19,250 | | 10,811 | | 3,393 | | 2,918 | | 2,128 | | 0 | |
| <High School or Equivalent | 1,264 | 6.6 | 84 | 0.8 | 161 | 4.7 | 806 | 27.6 | 213 | 10.0 | 0 | |
| Some College | 2,530 | 13.1 | 1,055 | 9.8 | 688 | 20.3 | 549 | 18.8 | 238 | 11.2 | 0 | |
| Bachelor/4 Year Degree | 5,563 | 28.9 | 2,966 | 27.4 | 1,371 | 40.4 | 806 | 27.6 | 420 | 19.7 | 0 | |
| Graduate Degree or Higher | 4,537 | 23.6 | 3,193 | 29.5 | 580 | 17.1 | 347 | 11.9 | 417 | 19.6 | 0 | |
| Education Not Reported | 4,864 | 25.3 | 3,395 | 31.4 | 530 | 15.6 | 375 | 12.9 | 564 | 26.5 | 0 | |
| | 492 | 2.5 | 118 | 1.1 | 63 | 1.9 | 35 | 1.2 | 276 | 13.0 | 0 | |

Table 80, continued

| Characteristic | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|----|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>\$130,000 and Over</u> | | | | | | | | | | | | |
| Total | 17,611 | 2.1 | 12,259 | 0.5 | 1,306 | 2.9 | 1,731 | 9.5 | 2,315 | 4.7 | 0 | -- |
| <High School or Equivalent | 367 | | 57 | | 38 | | 164 | | 108 | | 0 | -- |
| High School Graduate | 1,308 | 7.4 | 697 | 5.7 | 168 | 12.9 | 263 | 15.2 | 180 | 7.8 | 0 | -- |
| Some College | 3,891 | 22.1 | 2,566 | 20.9 | 426 | 32.6 | 519 | 30.0 | 380 | 16.4 | 0 | -- |
| Bachelor/4 Year Degree | 4,978 | 28.3 | 3,845 | 31.4 | 303 | 23.2 | 340 | 19.6 | 490 | 21.2 | 0 | -- |
| Graduate Degree or Higher | 6,618 | 37.6 | 4,958 | 40.4 | 339 | 26.0 | 417 | 24.1 | 904 | 39.0 | 0 | -- |
| Education Not Reported | 449 | 2.5 | 136 | 1.1 | 32 | 2.4 | 28 | 1.6 | 253 | 10.9 | 0 | -- |
| <u>Matched Appraised Value and Parents' Education Not Available</u> | | | | | | | | | | | | |
| Total | 9,714 | 3.5 | 5,728 | 0.8 | 745 | 5.2 | 2,140 | 10.9 | 1,101 | 2.5 | 0 | -- |
| <High School or Equivalent | 343 | | 43 | | 39 | | 233 | | 28 | | 0 | -- |
| High School Graduate | 847 | 8.7 | 330 | 5.8 | 98 | 13.2 | 353 | 16.5 | 66 | 6.0 | 0 | -- |
| Some College | 2,118 | 21.8 | 1,144 | 20.0 | 246 | 33.0 | 569 | 26.6 | 159 | 14.5 | 0 | -- |
| Bachelor/4 Year Degree | 2,294 | 23.6 | 1,617 | 28.2 | 144 | 19.3 | 363 | 17.0 | 170 | 15.4 | 0 | -- |
| Graduate Degree or Higher | 3,658 | 37.7 | 2,488 | 43.4 | 197 | 26.5 | 592 | 27.6 | 381 | 34.6 | 0 | -- |
| Education Not Reported | 454 | 4.7 | 106 | 1.8 | 21 | 2.8 | 30 | 1.4 | 297 | 27.0 | 0 | -- |

*Values may not sum to state total due to missing values for some variables for some cases.

Table 81: Number and Percent of Students in Texas Taking the SAT by Assessed Value of Residential Property per Student in School District of Residence by Parents' Income by Parents' Education by Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|----|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Assessed Value | | | | | | | | | | | | |
| \$1-\$49,999 | | | | | | | | | | | | |
| Parents' Income <\$30,000 | | | | | | | | | | | | |
| Parents' Education | | | | | | | | | | | | |
| Total | 4,193 | 29.4 | 909 | 7.0 | 568 | 13.0 | 2,518 | 41.3 | 198 | 27.8 | 0 | -- |
| <High School or Equivalent | 1,233 | | 64 | | 74 | | 1,040 | | 55 | | 0 | |
| Some College | 1,095 | 26.1 | 236 | 26.0 | 165 | 29.1 | 645 | 25.6 | 49 | 24.7 | 0 | -- |
| Bachelor/4 Year Degree | 1,290 | 30.8 | 382 | 42.0 | 242 | 42.6 | 609 | 24.2 | 57 | 28.8 | 0 | -- |
| Graduate Degree or Higher Education Not Reported | 296 | 7.0 | 139 | 15.3 | 43 | 7.6 | 99 | 3.9 | 15 | 7.6 | 0 | -- |
| | 250 | 6.0 | 85 | 9.4 | 37 | 6.5 | 108 | 4.3 | 20 | 10.1 | 0 | -- |
| | 29 | 0.7 | 3 | 0.3 | 7 | 1.2 | 17 | 0.7 | 2 | 1.0 | 0 | -- |
| Parents' Income \$30,000-\$49,999 | | | | | | | | | | | | |
| Parents' Education | | | | | | | | | | | | |
| Total | 2,218 | 5.0 | 1,141 | 2.0 | 173 | 5.2 | 802 | 8.7 | 102 | 7.8 | 0 | -- |
| <High School or Equivalent | 110 | | 23 | | 9 | | 70 | | 8 | | 0 | |
| Some College | 467 | 21.1 | 239 | 21.0 | 36 | 20.8 | 175 | 21.8 | 17 | 16.7 | 0 | -- |
| Bachelor/4 Year Degree | 847 | 38.2 | 434 | 38.0 | 67 | 38.7 | 305 | 38.0 | 41 | 40.2 | 0 | -- |
| Graduate Degree or Higher Education Not Reported | 430 | 19.3 | 244 | 21.4 | 34 | 19.6 | 134 | 16.7 | 18 | 17.6 | 0 | -- |
| | 347 | 15.6 | 193 | 16.9 | 25 | 14.5 | 112 | 14.0 | 17 | 16.7 | 0 | -- |
| | 17 | 0.8 | 8 | 0.7 | 2 | 1.2 | 6 | 0.8 | 1 | 1.0 | 0 | -- |
| Parents' Income \$50,000-\$59,999 | | | | | | | | | | | | |
| Parents' Education | | | | | | | | | | | | |
| Total | 703 | 1.6 | 429 | 1.2 | 54 | 0.0 | 184 | 2.7 | 36 | 2.8 | 0 | -- |
| <High School or Equivalent | 11 | | 5 | | 0 | | 5 | | 1 | | 0 | |
| Some College | 86 | 12.2 | 55 | 12.8 | 8 | 14.8 | 18 | 9.8 | 5 | 13.9 | 0 | -- |
| Bachelor/4 Year Degree | 256 | 36.4 | 162 | 37.8 | 25 | 46.3 | 56 | 30.4 | 13 | 36.1 | 0 | -- |
| Graduate Degree or Higher Education Not Reported | 203 | 28.9 | 112 | 26.1 | 14 | 25.9 | 71 | 38.6 | 6 | 16.6 | 0 | -- |
| | 144 | 20.5 | 95 | 22.1 | 6 | 11.1 | 33 | 17.9 | 10 | 27.8 | 0 | -- |
| | 3 | 0.4 | 0 | 0.0 | 1 | 1.9 | 1 | 0.6 | 1 | 2.8 | 0 | -- |
| Parents' Income \$60,000-\$79,999 | | | | | | | | | | | | |
| Parents' Education | | | | | | | | | | | | |
| Total | 764 | 0.9 | 430 | 0.7 | 58 | 1.7 | 243 | 0.8 | 33 | 3.0 | 0 | -- |
| <High School or Equivalent | 7 | | 3 | | 1 | | 2 | | 1 | | 0 | |
| Some College | 66 | 8.6 | 34 | 7.9 | 5 | 8.6 | 25 | 10.3 | 2 | 6.1 | 0 | -- |
| Bachelor/4 Year Degree | 211 | 27.6 | 113 | 26.3 | 20 | 34.5 | 70 | 28.8 | 8 | 24.3 | 0 | -- |
| Graduate Degree or Higher Education Not Reported | 212 | 27.8 | 118 | 27.4 | 15 | 25.9 | 68 | 28.0 | 11 | 33.3 | 0 | -- |
| | 266 | 34.8 | 161 | 37.5 | 16 | 27.6 | 78 | 32.1 | 11 | 33.3 | 0 | -- |
| | 2 | 0.3 | 1 | 0.2 | 1 | 1.7 | 0 | 0.0 | 0 | 0.0 | 0 | -- |

Table 81, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|-------------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|---|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Parents' Income \$80,000-\$100,000 | 272 | 3 | 170 | 2 | 16 | 0 | 77 | 1 | 9 | 0 | 0 | 0 |
| Parents' Education | | | | | | | | | | | | |
| Total | 3 | 1.1 | 2 | 1.2 | 0 | 0.0 | 1 | 1.3 | 0 | 0.0 | 0 | 0 |
| <High School or Equivalent | 23 | 8.4 | 15 | 8.8 | 0 | 0.0 | 8 | 10.4 | 0 | 0.0 | 0 | 0 |
| Some College | 53 | 19.5 | 37 | 21.8 | 3 | 18.8 | 12 | 15.6 | 1 | 11.1 | 0 | 0 |
| Bachelor/4 Year Degree | 69 | 25.4 | 46 | 27.0 | 5 | 31.2 | 18 | 23.4 | 0 | 0.0 | 0 | 0 |
| Graduate Degree or Higher | 123 | 45.2 | 69 | 40.6 | 8 | 50.0 | 38 | 49.3 | 8 | 88.9 | 0 | 0 |
| Education Not Reported | 1 | 0.4 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0 |
| Parents' Income More than \$100,000 | 214 | 3 | 135 | 0 | 8 | 0 | 53 | 2 | 18 | 1 | 0 | 0 |
| Parents' Education | | | | | | | | | | | | |
| Total | 3 | 1.4 | 0 | 0.0 | 0 | 0.0 | 2 | 3.8 | 1 | 5.6 | 0 | 0 |
| <High School or Equivalent | 10 | 4.7 | 7 | 5.2 | 1 | 12.5 | 1 | 1.9 | 1 | 5.6 | 0 | 0 |
| Some College | 34 | 15.9 | 22 | 16.3 | 2 | 25.0 | 9 | 17.0 | 1 | 5.6 | 0 | 0 |
| Bachelor/4 Year Degree | 68 | 31.8 | 45 | 33.3 | 2 | 25.0 | 15 | 28.3 | 6 | 33.2 | 0 | 0 |
| Graduate Degree or Higher | 99 | 46.2 | 61 | 45.2 | 3 | 37.5 | 26 | 49.0 | 9 | 50.0 | 0 | 0 |
| Education Not Reported | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0 |
| Parents' Income Not Reported | 584 | 60 | 199 | 7 | 70 | 10 | 184 | 41 | 131 | 2 | 0 | 0 |
| Parents' Education | | | | | | | | | | | | |
| Total | 60 | 10.3 | 7 | 3.5 | 10 | 14.3 | 41 | 22.3 | 2 | 1.5 | 0 | 0 |
| <High School or Equivalent | 105 | 18.0 | 35 | 17.6 | 19 | 27.1 | 45 | 24.5 | 6 | 4.6 | 0 | 0 |
| Some College | 137 | 23.4 | 65 | 32.7 | 20 | 28.6 | 46 | 25.0 | 6 | 4.6 | 0 | 0 |
| Bachelor/4 Year Degree | 74 | 12.7 | 45 | 22.6 | 7 | 10.0 | 14 | 7.6 | 8 | 6.1 | 0 | 0 |
| Graduate Degree or Higher | 55 | 9.4 | 30 | 15.1 | 5 | 7.1 | 15 | 8.1 | 5 | 3.8 | 0 | 0 |
| Education Not Reported | 153 | 26.2 | 17 | 8.5 | 9 | 12.9 | 23 | 12.5 | 104 | 79.4 | 0 | 0 |
| Assessed Value | | | | | | | | | | | | |
| \$50,000-\$69,999 | 4,809 | 915 | 1,668 | 81 | 677 | 60 | 2,007 | 690 | 457 | 84 | 0 | 0 |
| Parents' Income <\$30,000 | | | | | | | | | | | | |
| Total | 915 | 19.0 | 81 | 4.9 | 60 | 8.9 | 690 | 34.4 | 84 | 18.4 | 0 | 0 |
| <High School or Equivalent | 1,295 | 26.9 | 473 | 28.4 | 183 | 27.0 | 549 | 27.3 | 90 | 19.7 | 0 | 0 |
| Some College | 1,676 | 34.9 | 691 | 41.4 | 308 | 45.5 | 844 | 27.1 | 133 | 29.1 | 0 | 0 |
| Bachelor/4 Year Degree | 515 | 10.7 | 251 | 15.0 | 69 | 10.2 | 111 | 5.5 | 84 | 18.4 | 0 | 0 |
| Graduate Degree or Higher | 373 | 7.8 | 163 | 9.8 | 53 | 7.8 | 96 | 4.8 | 61 | 13.3 | 0 | 0 |
| Education Not Reported | 35 | 0.7 | 9 | 0.5 | 4 | 0.6 | 17 | 0.9 | 5 | 1.1 | 0 | 0 |



Table 81, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|------------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|---|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Parents' Income \$30,000-\$49,999 | 3,843 | | 2,408 | | 308 | | 831 | | 296 | | 0 | |
| Parents' Education | 121 | 3.1 | 33 | 1.4 | 2 | 0.6 | 68 | 8.2 | 18 | 6.1 | 0 | |
| <High School | | | | | | | | | | | | |
| High School Graduate or Equivalent | 698 | 18.2 | 434 | 18.0 | 48 | 15.6 | 170 | 20.4 | 46 | 15.5 | 0 | |
| Some College | 1,576 | 41.0 | 1,011 | 42.0 | 121 | 39.3 | 368 | 44.3 | 76 | 25.7 | 0 | |
| Bachelor/4 Year Degree | 664 | 17.3 | 408 | 16.9 | 64 | 20.8 | 107 | 12.9 | 70 | 23.7 | 0 | |
| Graduate Degree or Higher | 21 | 0.6 | 9 | 0.4 | 0 | 0.0 | 9 | 1.1 | 3 | 1.0 | 0 | |
| Education Not Reported | | | | | | | | | | | | |
| Parents' Income \$50,000-\$59,999 | 1,354 | | 988 | | 74 | | 202 | | 90 | | 0 | |
| Parents' Education | 17 | 1.3 | 5 | 0.5 | 0 | 0.0 | 9 | 4.5 | 3 | 3.3 | 0 | |
| <High School | | | | | | | | | | | | |
| High School Graduate or Equivalent | 201 | 14.8 | 151 | 15.3 | 11 | 14.9 | 32 | 15.8 | 7 | 7.8 | 0 | |
| Some College | 449 | 33.2 | 323 | 32.7 | 33 | 44.5 | 71 | 35.2 | 22 | 24.5 | 0 | |
| Bachelor/4 Year Degree | 353 | 26.1 | 257 | 26.0 | 15 | 20.3 | 54 | 26.7 | 27 | 30.0 | 0 | |
| Graduate Degree or Higher | 327 | 24.1 | 251 | 25.4 | 13 | 17.6 | 33 | 16.3 | 30 | 33.3 | 0 | |
| Education Not Reported | 7 | 0.5 | 1 | 0.1 | 2 | 2.7 | 3 | 1.5 | 1 | 1.1 | 0 | |
| Parents' Income \$60,000-\$79,999 | 1,547 | | 1,166 | | 87 | | 207 | | 87 | | 0 | |
| Parents' Education | 8 | 0.5 | 1 | 0.1 | 0 | 0.0 | 5 | 2.4 | 2 | 2.3 | 0 | |
| <High School | | | | | | | | | | | | |
| High School Graduate or Equivalent | 140 | 9.1 | 102 | 8.7 | 5 | 5.7 | 29 | 14.0 | 4 | 4.6 | 0 | |
| Some College | 458 | 29.6 | 339 | 29.1 | 24 | 27.6 | 72 | 34.8 | 23 | 26.4 | 0 | |
| Bachelor/4 Year Degree | 431 | 27.9 | 328 | 28.1 | 30 | 34.5 | 51 | 24.6 | 22 | 25.3 | 0 | |
| Graduate Degree or Higher | 508 | 32.8 | 395 | 33.9 | 28 | 32.2 | 49 | 23.7 | 36 | 41.4 | 0 | |
| Education Not Reported | 2 | 0.1 | 1 | 0.1 | 0 | 0.0 | 1 | 0.5 | 0 | 0.0 | 0 | |
| Parents' Income \$80,000-\$100,000 | 539 | | 420 | | 21 | | 54 | | 44 | | 0 | |
| Parents' Education | 2 | 0.4 | 1 | 0.2 | 0 | 0.0 | 1 | 1.8 | 0 | 0.0 | 0 | |
| <High School | | | | | | | | | | | | |
| High School Graduate or Equivalent | 23 | 4.2 | 16 | 3.8 | 1 | 4.8 | 5 | 9.3 | 1 | 2.3 | 0 | |
| Some College | 105 | 19.5 | 76 | 18.1 | 9 | 42.9 | 15 | 27.8 | 5 | 11.3 | 0 | |
| Bachelor/4 Year Degree | 159 | 29.5 | 130 | 31.0 | 4 | 19.0 | 15 | 27.8 | 10 | 22.7 | 0 | |
| Graduate Degree or Higher | 248 | 46.0 | 196 | 46.7 | 7 | 33.3 | 18 | 33.3 | 27 | 61.4 | 0 | |
| Education Not Reported | 2 | 0.4 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 | 1 | 2.3 | 0 | |



Table 81, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|-------------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|---|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Parents' Income | | | | | | | | | | | | |
| More than \$100,000 | | | | | | | | | | | | |
| Parents' Education | | | | | | | | | | | | |
| Total | 435 | 0.9 | 353 | 2 | 6 | 16.7 | 40 | 2.5 | 36 | 0.0 | 0 | |
| <High School Graduate or Equivalent | 21 | 4.8 | 18 | 5.1 | 0 | 0.0 | 1 | 2.5 | 2 | 5.6 | 0 | |
| Some College | 68 | 15.7 | 53 | 15.0 | 0 | 0.0 | 8 | 20.0 | 7 | 19.4 | 0 | |
| Bachelor/4 Year Degree | 97 | 22.3 | 86 | 24.4 | 2 | 33.3 | 5 | 12.5 | 4 | 11.1 | 0 | |
| Graduate Degree or Higher | 244 | 56.1 | 194 | 54.9 | 3 | 50.0 | 25 | 62.5 | 22 | 61.1 | 0 | |
| Education Not Reported | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.8 | 0 | |
| Parents' Income Not Reported | | | | | | | | | | | | |
| Parents' Education | | | | | | | | | | | | |
| Total | 1,017 | 6.4 | 481 | 2.1 | 80 | 3.8 | 214 | 22.0 | 242 | 2.1 | 0 | |
| <High School Graduate or Equivalent | 148 | 14.6 | 75 | 15.6 | 15 | 18.7 | 48 | 22.4 | 10 | 4.1 | 0 | |
| Some College | 242 | 23.8 | 145 | 30.1 | 28 | 35.0 | 54 | 25.2 | 15 | 6.2 | 0 | |
| Bachelor/4 Year Degree | 160 | 15.7 | 119 | 24.7 | 12 | 15.0 | 22 | 10.3 | 7 | 2.9 | 0 | |
| Graduate Degree or Higher | 126 | 12.4 | 84 | 17.5 | 8 | 10.0 | 20 | 9.4 | 14 | 5.8 | 0 | |
| Education Not Reported | 276 | 27.1 | 48 | 10.0 | 14 | 17.5 | 23 | 10.7 | 191 | 78.9 | 0 | |
| Assessed Value | | | | | | | | | | | | |
| \$70,000-\$99,999 | | | | | | | | | | | | |
| Parents' Income <\$30,000 | | | | | | | | | | | | |
| Parents' Education | | | | | | | | | | | | |
| Total | 4,295 | 15.5 | 1,852 | 3.4 | 739 | 8.3 | 1,322 | 35.3 | 382 | 19.4 | 0 | |
| <High School Graduate or Equivalent | 665 | 15.5 | 63 | 3.4 | 61 | 8.3 | 467 | 35.3 | 74 | 19.4 | 0 | |
| Some College | 994 | 23.1 | 405 | 21.9 | 203 | 27.5 | 309 | 23.4 | 77 | 20.2 | 0 | |
| Bachelor/4 Year Degree | 1,609 | 37.5 | 780 | 42.1 | 354 | 47.9 | 374 | 28.3 | 101 | 26.4 | 0 | |
| Graduate Degree or Higher | 550 | 12.8 | 319 | 17.2 | 69 | 9.3 | 89 | 6.7 | 73 | 19.1 | 0 | |
| Education Not Reported | 450 | 10.5 | 275 | 14.9 | 49 | 6.6 | 77 | 5.8 | 49 | 12.8 | 0 | |
| Education Not Reported | 27 | 0.6 | 10 | 0.5 | 3 | 0.4 | 6 | 0.5 | 8 | 2.1 | 0 | |
| Parents' Income \$30,000-\$49,999 | | | | | | | | | | | | |
| Parents' Education | | | | | | | | | | | | |
| Total | 4,262 | 2.3 | 2,946 | 0.9 | 361 | 1.7 | 688 | 7.4 | 267 | 4.9 | 0 | |
| <High School Graduate or Equivalent | 96 | 2.3 | 26 | 0.9 | 6 | 1.7 | 51 | 7.4 | 13 | 4.9 | 0 | |
| Some College | 631 | 14.8 | 388 | 13.2 | 42 | 11.6 | 164 | 23.8 | 37 | 13.9 | 0 | |
| Bachelor/4 Year Degree | 1,773 | 41.6 | 1,221 | 41.4 | 178 | 49.3 | 280 | 40.7 | 94 | 35.2 | 0 | |
| Graduate Degree or Higher | 947 | 22.2 | 711 | 24.1 | 74 | 20.5 | 109 | 15.8 | 53 | 19.8 | 0 | |
| Education Not Reported | 799 | 18.7 | 592 | 20.1 | 56 | 15.5 | 83 | 12.1 | 68 | 25.5 | 0 | |
| Education Not Reported | 16 | 0.4 | 8 | 0.3 | 5 | 1.4 | 1 | 0.2 | 2 | 0.7 | 0 | |

Table 81, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|----|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Parents' Income \$50,000-\$59,999 | 1,719 | 0.6 | 1,323 | 0.3 | 97 | 0.0 | 199 | 1.0 | 100 | 5.0 | 0 | -- |
| Parents' Education | 11 | | 4 | | 0 | | 2 | | 5 | | 0 | -- |
| <High School | 153 | 8.9 | 109 | 8.2 | 10 | 10.3 | 26 | 13.1 | 8 | 8.0 | 0 | -- |
| High School Graduate | 607 | 35.3 | 469 | 35.5 | 34 | 35.1 | 81 | 40.7 | 23 | 23.0 | 0 | -- |
| or Equivalent | 483 | 28.1 | 385 | 29.1 | 29 | 29.9 | 42 | 21.1 | 27 | 27.0 | 0 | -- |
| Some College | 462 | 26.9 | 355 | 26.8 | 24 | 24.7 | 47 | 23.6 | 36 | 36.0 | 0 | -- |
| Bachelor/4 Year Degree | 3 | 0.2 | 1 | 0.1 | 0 | 0.0 | 1 | 0.5 | 1 | 1.0 | 0 | -- |
| Graduate Degree or Higher | | | | | | | | | | | | |
| Education Not Reported | | | | | | | | | | | | |
| Parents' Income \$60,000-\$79,999 | 2,212 | 0.3 | 1,732 | 0.2 | 132 | 0.0 | 241 | 0.4 | 107 | 1.9 | 0 | -- |
| Parents' Education | 7 | | 4 | | 0 | | 1 | | 2 | | 0 | -- |
| <High School | 146 | 6.6 | 108 | 6.2 | 9 | 6.8 | 22 | 9.1 | 7 | 6.5 | 0 | -- |
| High School Graduate | 551 | 24.9 | 431 | 24.9 | 34 | 25.7 | 69 | 28.6 | 17 | 15.9 | 0 | -- |
| or Equivalent | 702 | 31.7 | 556 | 32.1 | 36 | 27.3 | 72 | 29.9 | 38 | 35.5 | 0 | -- |
| Some College | 796 | 36.0 | 625 | 36.1 | 52 | 39.4 | 77 | 32.0 | 42 | 39.3 | 0 | -- |
| Bachelor/4 Year Degree | 10 | 0.5 | 8 | 0.5 | 1 | 0.8 | 0 | 0.0 | 1 | 0.9 | 0 | -- |
| Graduate Degree or Higher | | | | | | | | | | | | |
| Education Not Reported | | | | | | | | | | | | |
| Parents' Income \$80,000-\$100,000 | 982 | 0.3 | 825 | 0.2 | 35 | 0.0 | 79 | 0.0 | 43 | 2.3 | 0 | -- |
| Parents' Education | 3 | | 2 | | 0 | | 0 | | 1 | | 0 | -- |
| <High School | 34 | 3.5 | 26 | 3.2 | 1 | 2.9 | 4 | 5.1 | 3 | 7.0 | 0 | -- |
| High School Graduate | 167 | 17.0 | 138 | 16.7 | 7 | 20.0 | 14 | 17.7 | 8 | 18.6 | 0 | -- |
| or Equivalent | 292 | 29.7 | 246 | 29.8 | 16 | 45.7 | 20 | 25.3 | 10 | 23.3 | 0 | -- |
| Some College | 481 | 49.0 | 409 | 49.6 | 11 | 31.4 | 41 | 51.9 | 20 | 46.5 | 0 | -- |
| Bachelor/4 Year Degree | 5 | 0.5 | 4 | 0.5 | 0 | 0.0 | 0 | 0.0 | 1 | 2.3 | 0 | -- |
| Graduate Degree or Higher | | | | | | | | | | | | |
| Education Not Reported | | | | | | | | | | | | |
| Parents' Income More than \$100,000 | 1,028 | 0.8 | 870 | 0.6 | 20 | 0.0 | 69 | 4.4 | 69 | 0.0 | 0 | -- |
| Parents' Education | 8 | | 5 | | 0 | | 3 | | 0 | | 0 | -- |
| <High School | 29 | 2.8 | 23 | 2.6 | 1 | 5.0 | 5 | 7.2 | 0 | 0.0 | 0 | -- |
| High School Graduate | 108 | 10.5 | 95 | 10.9 | 2 | 10.0 | 10 | 14.5 | 1 | 1.5 | 0 | -- |
| or Equivalent | 267 | 26.0 | 237 | 27.3 | 6 | 30.0 | 7 | 10.1 | 17 | 24.6 | 0 | -- |
| Some College | 612 | 59.5 | 508 | 58.4 | 10 | 50.0 | 44 | 63.8 | 50 | 72.4 | 0 | -- |
| Bachelor/4 Year Degree | 4 | 0.4 | 2 | 0.2 | 1 | 5.0 | 0 | 0.0 | 1 | 1.5 | 0 | -- |
| Graduate Degree or Higher | | | | | | | | | | | | |
| Education Not Reported | | | | | | | | | | | | |

Table 81, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|----|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Parents' Income Not Reported | 1,127 | 4.0 | 671 | 1.7 | 105 | 4.8 | 143 | 15.4 | 208 | 3.4 | 0 | -- |
| Parents' Education | 45 | | 11 | | 5 | | 22 | | 7 | | 0 | -- |
| Total | 131 | 11.6 | 70 | 10.4 | 19 | 18.1 | 32 | 22.4 | 10 | 4.8 | 0 | -- |
| <High School Graduate or Equivalent | 266 | 23.6 | 184 | 27.4 | 35 | 33.3 | 38 | 26.5 | 9 | 4.3 | 0 | -- |
| Some College | 189 | 16.8 | 147 | 21.9 | 15 | 14.3 | 15 | 10.5 | 12 | 5.8 | 0 | -- |
| Bachelor/4 Year Degree | 237 | 21.0 | 191 | 28.5 | 14 | 13.3 | 14 | 9.8 | 18 | 8.6 | 0 | -- |
| Graduate Degree or Higher Education Not Reported | 259 | 23.0 | 68 | 10.1 | 17 | 16.2 | 22 | 15.4 | 152 | 73.1 | 0 | -- |
| Assessed Value | | | | | | | | | | | | |
| \$100,000-\$129,999 | 5,442 | 18.1 | 1,523 | 2.6 | 1,828 | 7.4 | 1,397 | 46.4 | 694 | 23.2 | 0 | -- |
| Parents' Income <\$30,000 | 984 | | 39 | | 136 | | 648 | | 161 | | 0 | -- |
| Parents' Education | 1,265 | 23.2 | 338 | 22.2 | 500 | 27.4 | 290 | 20.8 | 137 | 19.7 | 0 | -- |
| Total | 1,917 | 35.2 | 574 | 37.7 | 841 | 46.0 | 315 | 22.5 | 187 | 26.9 | 0 | -- |
| <High School Graduate or Equivalent | 700 | 12.9 | 316 | 20.7 | 205 | 11.2 | 68 | 4.9 | 111 | 16.0 | 0 | -- |
| Some College | 527 | 9.7 | 247 | 16.2 | 123 | 6.7 | 67 | 4.8 | 90 | 13.0 | 0 | -- |
| Bachelor/4 Year Degree | 49 | 0.9 | 9 | 0.6 | 23 | 1.3 | 9 | 0.6 | 8 | 1.2 | 0 | -- |
| Graduate Degree or Higher Education Not Reported | | | | | | | | | | | | |
| Parents' Income \$30,000-\$49,999 | 4,562 | 4.1 | 2,549 | 0.9 | 747 | 1.7 | 754 | 15.0 | 512 | 7.4 | 0 | -- |
| Parents' Education | 186 | | 22 | | 13 | | 113 | | 38 | | 0 | -- |
| Total | 688 | 15.1 | 357 | 14.0 | 104 | 13.9 | 162 | 21.5 | 65 | 12.7 | 0 | -- |
| <High School Graduate or Equivalent | 1,664 | 36.5 | 943 | 37.0 | 300 | 40.2 | 287 | 38.1 | 134 | 26.2 | 0 | -- |
| Some College | 1,052 | 23.0 | 654 | 25.6 | 170 | 22.8 | 99 | 13.1 | 129 | 25.2 | 0 | -- |
| Bachelor/4 Year Degree | 949 | 20.8 | 558 | 21.9 | 157 | 21.0 | 90 | 11.9 | 144 | 28.1 | 0 | -- |
| Graduate Degree or Higher Education Not Reported | 23 | 0.5 | 15 | 0.6 | 3 | 0.4 | 3 | 0.4 | 2 | 0.4 | 0 | -- |
| Parents' Income \$50,000-\$59,999 | 1,806 | 0.7 | 1,281 | 0.6 | 208 | 0.0 | 190 | 1.6 | 127 | 1.6 | 0 | -- |
| Parents' Education | 12 | | 7 | | 0 | | 3 | | 2 | | 0 | -- |
| Total | 167 | 9.2 | 109 | 8.5 | 18 | 8.6 | 30 | 15.8 | 10 | 7.9 | 0 | -- |
| <High School Graduate or Equivalent | 586 | 32.4 | 418 | 32.6 | 69 | 33.2 | 72 | 37.9 | 27 | 21.2 | 0 | -- |
| Some College | 531 | 29.4 | 397 | 31.0 | 53 | 25.5 | 43 | 22.6 | 38 | 29.9 | 0 | -- |
| Bachelor/4 Year Degree | 500 | 27.7 | 342 | 26.7 | 27 | 32.2 | 42 | 22.1 | 49 | 38.6 | 0 | -- |
| Graduate Degree or Higher Education Not Reported | 10 | 0.6 | 8 | 0.6 | 1 | 0.5 | 0 | 0.0 | 1 | 0.8 | 0 | -- |

Table 81, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|---|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Parents' Income \$60,000-\$79,999 | 2,809 | 14 | 2,110 | 5 | 237 | 1 | 264 | 8 | 198 | 0 | 0 | 0 |
| Parents' Education | | | | | | | | | | | | |
| <High School | 168 | 6.0 | 124 | 5.9 | 11 | 4.7 | 29 | 11.0 | 4 | 2.0 | 0 | 0 |
| High School Graduate or Equivalent | 689 | 24.5 | 518 | 24.6 | 63 | 26.6 | 79 | 29.9 | 29 | 14.7 | 0 | 0 |
| Some College | 929 | 33.1 | 716 | 33.9 | 79 | 33.3 | 70 | 26.5 | 64 | 32.3 | 0 | 0 |
| Bachelor/4 Year Degree | 999 | 35.5 | 740 | 35.1 | 82 | 34.6 | 76 | 28.8 | 101 | 51.0 | 0 | 0 |
| Graduate Degree or Higher Education Not Reported | 10 | 0.4 | 7 | 0.3 | 1 | 0.4 | 2 | 0.8 | 0 | 0.0 | 0 | 0 |
| Parents' Income \$80,000-\$100,000 | 1,404 | 7 | 1,134 | 3 | 86 | 0 | 93 | 2 | 91 | 2 | 0 | 0 |
| Parents' Education | | | | | | | | | | | | |
| <High School | 45 | 3.2 | 35 | 3.1 | 2 | 2.3 | 6 | 6.4 | 2 | 2.2 | 0 | 0 |
| High School Graduate or Equivalent | 232 | 16.5 | 192 | 16.9 | 14 | 16.3 | 17 | 18.3 | 9 | 9.9 | 0 | 0 |
| Some College | 471 | 33.6 | 390 | 34.4 | 26 | 30.2 | 30 | 32.3 | 25 | 27.5 | 0 | 0 |
| Bachelor/4 Year Degree | 642 | 45.7 | 510 | 45.0 | 42 | 48.9 | 38 | 40.9 | 52 | 57.1 | 0 | 0 |
| Graduate Degree or Higher Education Not Reported | 7 | 0.5 | 4 | 0.3 | 2 | 2.3 | 0 | 0.0 | 1 | 1.1 | 0 | 0 |
| Parents' Income More than \$100,000 | 1,618 | 7 | 1,390 | 5 | 38 | 0 | 70 | 0 | 120 | 2 | 0 | 0 |
| Parents' Education | | | | | | | | | | | | |
| <High School | 27 | 1.7 | 21 | 1.5 | 0 | 0.0 | 3 | 4.3 | 3 | 2.5 | 0 | 0 |
| High School Graduate or Equivalent | 154 | 9.5 | 133 | 9.6 | 5 | 13.2 | 6 | 8.6 | 10 | 8.3 | 0 | 0 |
| Some College | 533 | 32.9 | 478 | 34.4 | 10 | 26.3 | 22 | 31.4 | 23 | 19.2 | 0 | 0 |
| Bachelor/4 Year Degree | 896 | 55.4 | 753 | 54.2 | 23 | 60.5 | 39 | 55.7 | 81 | 67.5 | 0 | 0 |
| Graduate Degree or Higher Education Not Reported | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.8 | 0 | 0 |
| Parents' Income Not Reported | 1,609 | 54 | 824 | 3 | 249 | 11 | 150 | 32 | 386 | 8 | 0 | 0 |
| Parents' Education | | | | | | | | | | | | |
| <High School | 170 | 10.6 | 71 | 8.6 | 53 | 21.3 | 29 | 19.3 | 17 | 4.4 | 0 | 0 |
| High School Graduate or Equivalent | 321 | 19.9 | 188 | 22.8 | 79 | 31.7 | 30 | 20.0 | 24 | 6.2 | 0 | 0 |
| Some College | 321 | 19.9 | 242 | 29.4 | 37 | 14.9 | 15 | 10.0 | 27 | 7.0 | 0 | 0 |
| Bachelor/4 Year Degree | 351 | 21.8 | 245 | 29.7 | 36 | 14.5 | 23 | 15.3 | 47 | 12.2 | 0 | 0 |
| Graduate Degree or Higher Education Not Reported | 392 | 24.4 | 75 | 9.1 | 33 | 13.2 | 21 | 14.0 | 263 | 68.1 | 0 | 0 |



Table 81, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|-------------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|----|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Assessed Value | | | | | | | | | | | | |
| \$130,000 & over | | | | | | | | | | | | |
| Parents' Income | | | | | | | | | | | | |
| <\$30,000 | 2,962 | 9.0 | 1,325 | 2.3 | 476 | 6.7 | 589 | 21.9 | 572 | 12.9 | 0 | -- |
| Parents' Education | | | | | | | | | | | | |
| Total | 266 | | 31 | | 32 | | 129 | | 74 | | 0 | -- |
| <High School Graduate or Equivalent | 533 | 18.0 | 201 | 15.2 | 110 | 23.1 | 132 | 22.4 | 90 | 15.7 | 0 | -- |
| Some College | 1,012 | 34.2 | 491 | 37.1 | 180 | 37.8 | 200 | 34.0 | 141 | 24.7 | 0 | -- |
| Bachelor/4 Year Degree | 610 | 20.6 | 347 | 26.2 | 77 | 16.2 | 57 | 9.7 | 129 | 22.6 | 0 | -- |
| Graduate Degree or Higher | 522 | 17.6 | 251 | 18.9 | 72 | 15.1 | 65 | 11.0 | 134 | 23.4 | 0 | -- |
| Education Not Reported | 19 | 0.6 | 4 | 0.3 | 5 | 1.1 | 6 | 1.0 | 4 | 0.7 | 0 | -- |
| Parents' Income | | | | | | | | | | | | |
| \$30,000-\$49,999 | | | | | | | | | | | | |
| Parents' Education | | | | | | | | | | | | |
| Total | 3,518 | 1.7 | 2,293 | 0.6 | 347 | 1.2 | 415 | 6.3 | 463 | 3.7 | 0 | -- |
| <High School Graduate or Equivalent | 346 | 9.8 | 199 | 8.7 | 31 | 8.9 | 68 | 16.4 | 48 | 10.4 | 0 | -- |
| Some College | 1,160 | 33.0 | 749 | 32.6 | 134 | 38.6 | 162 | 39.0 | 115 | 24.8 | 0 | -- |
| Bachelor/4 Year Degree | 981 | 27.9 | 694 | 30.3 | 103 | 29.7 | 70 | 16.9 | 114 | 24.6 | 0 | -- |
| Graduate Degree or Higher | 948 | 26.9 | 623 | 27.2 | 74 | 21.3 | 86 | 20.7 | 165 | 35.6 | 0 | -- |
| Education Not Reported | 23 | 0.7 | 15 | 0.6 | 1 | 0.3 | 3 | 0.7 | 4 | 0.9 | 0 | -- |
| Parents' Income | | | | | | | | | | | | |
| \$50,000-\$59,999 | | | | | | | | | | | | |
| Parents' Education | | | | | | | | | | | | |
| Total | 1,771 | 0.6 | 1,299 | 0.2 | 103 | 0.0 | 154 | 1.9 | 215 | 2.8 | 0 | -- |
| <High School Graduate or Equivalent | 109 | 6.1 | 73 | 5.6 | 3 | 2.9 | 19 | 12.3 | 14 | 6.5 | 0 | -- |
| Some College | 452 | 25.5 | 339 | 26.1 | 30 | 29.1 | 50 | 32.5 | 33 | 15.3 | 0 | -- |
| Bachelor/4 Year Degree | 566 | 32.0 | 428 | 33.0 | 27 | 26.2 | 42 | 27.3 | 69 | 32.1 | 0 | -- |
| Graduate Degree or Higher | 628 | 35.5 | 454 | 34.9 | 43 | 41.8 | 39 | 25.3 | 92 | 42.8 | 0 | -- |
| Education Not Reported | 5 | 0.3 | 3 | 0.2 | 0 | 0.0 | 1 | 0.7 | 1 | 0.5 | 0 | -- |
| Parents' Income | | | | | | | | | | | | |
| \$60,000-\$79,999 | | | | | | | | | | | | |
| Parents' Education | | | | | | | | | | | | |
| Total | 3,030 | 0.3 | 2,309 | 0.2 | 173 | 0.6 | 228 | 0.4 | 320 | 0.9 | 0 | -- |
| <High School Graduate or Equivalent | 136 | 4.5 | 96 | 4.2 | 3 | 1.7 | 22 | 9.6 | 15 | 4.7 | 0 | -- |
| Some College | 576 | 19.0 | 445 | 19.3 | 47 | 27.2 | 56 | 24.6 | 28 | 8.8 | 0 | -- |
| Bachelor/4 Year Degree | 988 | 32.6 | 783 | 33.9 | 51 | 29.5 | 74 | 32.5 | 80 | 25.0 | 0 | -- |
| Graduate Degree or Higher | 1,317 | 43.5 | 978 | 42.3 | 70 | 40.4 | 75 | 32.9 | 194 | 60.6 | 0 | -- |
| Education Not Reported | 4 | 0.1 | 3 | 0.1 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 | 0 | -- |

Table 81, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|----|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Parents' Income \$80,000-\$100,000 | 1,971 | 0.1 | 1,634 | 0.1 | 64 | 0.0 | 113 | 0.0 | 160 | 0.0 | 0 | -- |
| Parents' Education | 1 | | 1 | | 0 | | 0 | | 0 | | 0 | -- |
| <High School | 46 | 2.3 | 38 | 2.3 | 1 | 1.6 | 3 | 2.7 | 4 | 2.5 | 0 | -- |
| High School Graduate or Equivalent | 239 | 12.1 | 199 | 12.2 | 16 | 25.0 | 10 | 8.8 | 14 | 8.8 | 0 | -- |
| Some College | 650 | 33.0 | 555 | 33.9 | 18 | 28.1 | 39 | 34.5 | 38 | 23.7 | 0 | -- |
| Bachelor/4 Year Degree | 1,025 | 52.0 | 833 | 51.0 | 29 | 45.3 | 60 | 53.1 | 103 | 64.4 | 0 | -- |
| Graduate Degree or Higher Education Not Reported | 10 | 0.5 | 8 | 0.5 | 0 | 0.0 | 1 | 0.9 | 1 | 0.6 | 0 | -- |
| Parents' Income More than \$100,000 | 2,810 | 0.1 | 2,420 | 0.0 | 46 | 0.0 | 135 | 0.7 | 209 | 1.0 | 0 | -- |
| Parents' Education | 4 | | 1 | | 0 | | 1 | | 2 | | 0 | -- |
| <High School | 42 | 1.5 | 36 | 1.5 | 0 | 0.0 | 3 | 2.2 | 3 | 1.4 | 0 | -- |
| High School Graduate or Equivalent | 246 | 8.7 | 199 | 8.2 | 4 | 8.7 | 18 | 13.3 | 25 | 12.0 | 0 | -- |
| Some College | 829 | 29.5 | 750 | 31.0 | 9 | 19.6 | 38 | 28.2 | 32 | 15.3 | 0 | -- |
| Bachelor/4 Year Degree | 1,682 | 59.9 | 1,427 | 59.0 | 33 | 71.7 | 75 | 55.6 | 147 | 70.3 | 0 | -- |
| Graduate Degree or Higher Education Not Reported | 7 | 0.3 | 7 | 0.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | -- |
| Parents' Income Not Reported | 1,549 | 1.0 | 979 | 0.5 | 97 | 1.0 | 97 | 4.1 | 376 | 1.6 | 0 | -- |
| Parents' Education | 16 | | 5 | | 1 | | 4 | | 6 | | 0 | -- |
| <High School | 96 | 6.2 | 54 | 5.5 | 20 | 20.6 | 16 | 16.5 | 6 | 1.6 | 0 | -- |
| High School Graduate or Equivalent | 206 | 13.3 | 144 | 14.7 | 15 | 15.4 | 23 | 23.7 | 24 | 6.4 | 0 | -- |
| Some College | 354 | 22.9 | 288 | 29.4 | 18 | 18.6 | 20 | 20.7 | 28 | 7.5 | 0 | -- |
| Bachelor/4 Year Degree | 496 | 32.0 | 392 | 40.1 | 18 | 18.6 | 17 | 17.5 | 69 | 18.3 | 0 | -- |
| Graduate Degree or Higher Education Not Reported | 381 | 24.6 | 96 | 9.8 | 25 | 25.8 | 17 | 17.5 | 243 | 64.6 | 0 | -- |

Table 82: Number and Percent of Persons Less than 25 Years of Age in Households in Texas that are Below the Poverty Level or whose Parents' Education Level is Less than a Bachelor's Degree by Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|-----------|------|-----------|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons in Households that are Below the Poverty Level or whose Parents' Education Level is Less than a Bachelor's Degree | 4,060,526 | 78.3 | 1,759,603 | 66.8 | 567,765 | 88.2 | 1,658,760 | 92.8 | 74,398 | 60.8 |

Table 83: Number and Percent of Persons Under 25 Years of Age in Households in Texas that are Below the Poverty Level or whose Parents' Education Level is Less than a Bachelor's Degree or the Household Income is Less than \$35,000 by Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|-----------|------|-----------|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons in Households that are Below the Poverty Level or whose Parents' Education Level is Less than a Bachelor's Degree or the Household Income <\$35,000 | 4,278,791 | 82.5 | 1,907,686 | 72.4 | 591,529 | 91.9 | 1,693,933 | 94.8 | 85,643 | 70.0 |



Table 84: Number and Percent of Persons Under 25 Years of Age in Households in Texas that are at 200% of the Poverty Level or Below or whose Parents' Education Level is Less than a Bachelor's Degree or the Household Income is Less than \$35,000 by Race/Ethnicity, 1995-96

| Characteristic | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|-----------|------|-----------|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons in Households that are at 200% of the Poverty Level or Below or whose Parents' Education Level is Less than a Bachelor's Degree or the Household Income <\$35,000 | 4,284,946 | 82.6 | 1,910,389 | 72.5 | 592,610 | 92.1 | 1,695,914 | 94.9 | 86,033 | 70.3 |

473

474

Table 85: Number and Percent of Students in Texas who are Economically Disadvantaged or in Limited English Proficiency Programs by Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|-----------|------|-----------|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total Number of Students | 3,748,167 | | 1,739,613 | | 536,386 | | 1,375,896 | | 96,272 | |
| Students who are Economically Disadvantaged or in Limited English Proficiency Programs | 1,816,143 | 48.5 | 368,954 | 21.2 | 339,989 | 63.4 | 1,064,052 | 77.3 | 43,148 | 44.8 |
| Students who are Not Economically Disadvantaged nor in Limited English Proficiency Programs | 1,932,024 | 51.5 | 1,370,659 | 78.8 | 196,397 | 36.6 | 311,844 | 22.7 | 53,124 | 55.2 |

Table 86: Number* and Percent of Students in Texas who are Economically Disadvantaged or in the Less than \$89,952 Total Assessed Property Value per Student Category by Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|-----------|------|-----------|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total Number of Students | 3,742,608 | | 1,737,049 | | 535,572 | | 1,373,904 | | 96,083 | |
| Students who are Economically Disadvantaged or in the <\$89,952 Total Assessed Property Value per Student Category | 1,952,557 | 52.2 | 472,022 | 27.2 | 353,673 | 66.0 | 1,092,649 | 79.5 | 34,213 | 35.6 |
| Students who are Not Economically Disadvantaged or in the <\$89,951 Total Assessed Property Value per Student Category | 1,790,051 | 47.8 | 1,265,027 | 72.8 | 181,899 | 34.0 | 281,255 | 20.5 | 61,870 | 64.4 |

*Values may not sum to the state total due to missing values for some variables for some cases.

Table 87: Number* and Percent of Students in Texas in Limited English Proficiency Programs or in the Less than \$89,952 Total Assessed Property Value per Student Category by Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|-----------|------|-----------|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total | 3,742,608 | | 1,737,049 | | 535,572 | | 1,373,904 | | 96,083 | |
| Students in Limited English Proficiency Programs or in the <\$89,952 Total Assessed Property Value per Student Category | 959,626 | 25.6 | 164,623 | 9.5 | 46,830 | 8.7 | 720,721 | 52.5 | 27,452 | 28.6 |
| Students Not in Limited English Proficiency Programs or in the <\$89,951 Total Assessed Property Value per Student Category | 2,782,982 | 74.4 | 1,572,426 | 90.5 | 488,742 | 91.3 | 653,183 | 47.5 | 68,631 | 71.4 |

*Values may not sum to the state total due to missing values for some variables for some cases

Table 88: Number* and Percent of Students in Texas who are Economically Disadvantaged or in Limited English Proficiency Programs or in the Less than \$89,952 Total Assessed Property Value per Student Category by Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|-----------|------|-----------|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total | 3,742,608 | | 1,737,049 | | 535,572 | | 1,373,904 | | 96,083 | |
| Students who are Economically Disadvantaged or in Limited English Proficiency Programs or in the <\$89,952 Total Assessed Property Value per Student Category | 2,002,352 | 53.5 | 474,653 | 27.3 | 354,239 | 66.1 | 1,128,249 | 82.1 | 45,211 | 47.1 |
| Students who are Not Economically Disadvantaged Nor in Limited English Proficiency Programs Nor in the <\$89,952 Total Assessed Property Value per Student Category | 1,740,256 | 46.5 | 1,262,396 | 72.7 | 181,333 | 33.9 | 245,655 | 17.9 | 50,872 | 52.9 |

*Values may not sum to the state total due to missing values for some variables for some cases.



Table 89: Students Completing the ACT/SAT in Texas from School Districts with Assessed Residential Property Value of <\$70,000 per Student or Parents' Education Level Less than a Bachelor's Degree or Parents with Less than \$30,000 Income, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|---------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total | 141,282 | | 80,094 | | 14,351 | | 29,111 | | 13,581 | | 4,145 | |
| Students Living in School Districts with Residential Assessed Value <\$70,000 | | | | | | | | | | | | |
| OK Parents' Education <Bachelors | 85,514 | 60.5 | 40,662 | 50.8 | 10,689 | 74.5 | 24,273 | 83.4 | 7,838 | 57.7 | 2,052 | 49.5 |
| OK Parents' Income <\$30,000 | | | | | | | | | | | | |
| Students Not Living in School Districts with Residential Assessed Value <\$70,000 | | | | | | | | | | | | |
| OK Parents' Education <Bachelors | 55,768 | 39.5 | 39,432 | 49.2 | 3,662 | 25.5 | 4,838 | 16.6 | 5,743 | 42.3 | 2,093 | 50.5 |
| OK Parents' Income | | | | | | | | | | | | |

*ACT does not request information concerning parents' education.



Table 90: Comparison of Total Number of Persons, Minorities, and Blacks and Hispanics Eligible Using Alternative Criteria and Combinations of Criteria

| Table Number | Criteria | Number of Eligibles | Percent of Applicable Population | Number of Minority Eligibles | Percent of Applicable Minority Population | Percent of Eligibles who are Minority | Number of Black or Hispanic Eligibles | Percent of Applicable Black and Hispanic Population | Percent of Eligibles who are Black or Hispanic |
|--------------------|--|--|----------------------------------|--|---|---------------------------------------|--|---|--|
| Exclusive Criteria | | | | | | | | | |
| 49 | Persons Under Age 25 by Household Income: <\$35,0000 | 4,110,671 | 61.8 | 2,408,493 | 75.5 | 58.6 | 2,322,891 | 76.5 | 56.5 |
| 50 | Persons Under Age 25 by Poverty Status: Poverty Level and Below 101-149% Poverty 150-200% Poverty | 1,580,663 788,482 773,081 | 23.8 11.9 11.6 | 1,160,694 503,849 419,419 | 36.4 15.8 13.1 | 73.4 63.9 54.3 | 1,131,821 487,269 399,751 | 37.3 16.1 13.2 | 71.6 61.8 51.7 |
| 51 | Persons Under Age 25 in Households with Children by Level of Parents' Education: <High School Graduate High School Graduate Some College Bachelor's Degree or Higher | 1,198,070 1,246,131 1,567,717 1,174,732 | 18.0 18.7 23.6 17.7 | 1,010,158 655,498 610,418 171,585 | 31.7 20.5 19.1 5.4 | 84.3 52.6 38.9 14.6 | 989,073 636,325 580,133 148,213 | 32.6 21.0 19.1 4.9 | 82.6 51.1 37.0 12.6 |
| 52 | Persons Under Age 25 in Households with Children by Level of Parents' Education: No College Degree | 4,011,918 | 60.3 | 2,276,074 | 71.3 | 56.7 | 2,205,531 | 72.7 | 55.0 |
| 53 | Persons Under Age 25 by Language Spoken at Home: Language Other than English | 1,511,406 | 22.7 | 1,397,986 | 43.8 | 92.5 | 1,319,050 | 43.5 | 87.3 |
| 54 | Students by Property Value Per Student: <\$70,000 | 1,510,388 | 40.3 | 947,057 | 47.2 | 62.7 | 925,403 | 48.4 | 61.3 |
| 55 | Students by Level of School Performance: Low Performing | 101,532 | 2.7 | 62,337 | 3.1 | 61.4 | 60,443 | 3.2 | 59.5 |



Table 90, continued

| Table Number | Criteria | Number of Eligibles | Percent of Applicable Population | Number of Minority Eligibles | Percent of Applicable Minority Population | Percent of Eligibles who are Minority | Number of Black or Hispanic Eligibles | Percent of Applicable Black and Hispanic Population | Percent of Eligibles who are Black or Hispanic |
|--------------|--|---------------------|----------------------------------|------------------------------|---|---------------------------------------|---------------------------------------|---|--|
| 56 | Students by Responsibility Status: | | | | | | | | |
| | Single Parent Students | 2,489 | 0.1 | 1,903 | 0.1 | 76.5 | 1,889 | 0.1 | 75.9 |
| | Pregnant Teen Students | 1,666 | 0.0 | 1,183 | 0.1 | 71.0 | 1,170 | 0.1 | 70.2 |
| | Work Study Students | 2,340 | 0.1 | 643 | 0.0 | 27.5 | 628 | 0.0 | 26.8 |
| 57 | Total Population Under Age 25 by Economic Region: | | | | | | | | |
| | South Texas and Upper Rio Grande Regions | 1,582,403 | 23.8 | 1,175,610 | 36.8 | 74.3 | 1,159,585 | 38.2 | 73.3 |
| 58 | Total Population Under Age 25 by Metropolitan Status: | | | | | | | | |
| | Metropolitan Central City | 4,619,198 | 69.4 | 2,477,121 | 77.6 | 53.6 | 2,354,485 | 77.6 | 50.9 |
| 59 | Students Taking the ACT or SAT by Test Score: | | | | | | | | |
| | ≤820 on ACT | 17,091 | 33.9 | 9,799 | 48.3 | 57.3 | 9,060 | 52.7 | 53.0 |
| | ≤820 on SAT | 16,969 | 19.6 | 11,584 | 31.5 | 68.3 | 9,580 | 36.5 | 56.5 |
| 60 | Students Taking the ACT/SAT by Test Score above 1140 by Parents' Income: | | | | | | | | |
| | <\$30,000 | 5,072 | 3.7 | 2,108 | 3.4 | 41.6 | 1,410 | 3.2 | 27.8 |
| | >\$100,000 | 3,940 | 2.9 | 669 | 1.2 | 17.0 | 261 | 0.6 | 6.6 |
| 61 | Persons Under Age 25 Below Poverty Level by Level of Parents' Education: | | | | | | | | |
| | Parents without College Degree | 1,207,802 | 18.2 | 953,822 | 29.9 | 79.0 | 938,157 | 30.9 | 77.7 |
| 62 | Persons Under Age 25 in Single Parent Households: Below Poverty Level | 553,776 | 8.3 | 441,043 | 13.8 | 79.6 | 434,329 | 14.3 | 78.4 |

Table 90, continued

| Table Number | Criteria | Number of Eligibles | Percent of Applicable Population | Number of Minority Eligibles | Percent of Applicable Minority Population | Percent of Eligibles who are Minority | Number of Black or Hispanic Eligibles | Percent of Applicable Black and Hispanic Population | Percent of Eligibles who are Black or Hispanic |
|--------------|--|---------------------|----------------------------------|------------------------------|---|---------------------------------------|---------------------------------------|---|--|
| 63 | Persons Under Age 25 Below Poverty Level: Speaking Language Other than English at Home | 571,267 | 8.6 | 553,143 | 17.3 | 96.8 | 535,978 | 17.7 | 93.8 |
| 64 | Persons Under Age 25 in Single Parent Households: Parent without College Degree | 1,013,609 | 15.2 | 690,992 | 21.7 | 68.2 | 677,830 | 22.3 | 66.9 |
| 65 | Persons Under Age 25 with Parents without College Degree: Speaking Language Other than English at Home | 1,081,753 | 16.3 | 1,030,397 | 32.3 | 95.3 | 995,392 | 32.8 | 92.0 |
| 66 | Persons Under Age 25 in Single Parent Households: Speaking Language Other than English at Home | 249,528 | 3.8 | 237,150 | 7.4 | 95.0 | 231,017 | 7.6 | 92.6 |
| 67 | Persons Under Age 25 in Single Parent Households Below Poverty Level: Parents without College Degree | 541,735 | 8.1 | 434,950 | 13.6 | 80.3 | 428,994 | 14.1 | 79.2 |
| 68 | Persons Under Age 25 Below Poverty Level Parents without College Degree: Speaking Language other than English at Home | 467,200 | 7.0 | 457,887 | 14.3 | 98.0 | 449,395 | 14.8 | 96.2 |
| 69 | Persons Under Age 25 in Single Parent Households Below Poverty Level: Speaking Language Other than English at Home | 156,308 | 2.3 | 152,756 | 4.8 | 97.7 | 150,025 | 4.9 | 96.0 |
| 70 | Persons Under 25 in Single Parent Households Parents without College Degree: Speaking Language Other than English at Home | 239,929 | 3.6 | 229,677 | 7.2 | 95.7 | 224,772 | 7.4 | 93.7 |

Table 90, continued

| Table Number | Criteria | Number of Eligibles | Percent of Applicable Population | Number of Minority Eligibles | Percent of Applicable Minority Population | Percent of Eligibles who are Minority | Number of Black or Hispanic Eligibles | Percent of Applicable Black and Hispanic Population | Percent of Eligibles who are Black or Hispanic |
|--------------|---|---------------------|----------------------------------|------------------------------|---|---------------------------------------|---------------------------------------|---|--|
| 71 | Persons Under 25 in Single Parent Households Below Poverty Level Parents without College Degree; Speaking Language Other than English at Home | 153,808 | 2.3 | 150,532 | 4.7 | 97.9 | 148,228 | 4.9 | 96.4 |
| 72 | Students who are Economically Disadvantaged | 1,754,401 | 46.8 | 1,388,276 | 69.1 | 79.1 | 1,356,331 | 70.9 | 77.3 |
| 73 | Students Participating in Limited English Proficiency Program | 479,576 | 12.8 | 473,347 | 23.6 | 98.7 | 449,596 | 23.5 | 93.7 |
| 74 | Students in School Districts with an Assessed Property Value <\$72,126 | 398,976 | 10.6 | 329,610 | 16.4 | 82.6 | 326,823 | 17.1 | 81.9 |
| 75 | Students Participating in Limited English Proficiency Program and are Economically Disadvantaged | 417,834 | 11.1 | 414,434 | 20.6 | 99.2 | 401,886 | 21.0 | 96.2 |
| 76 | Students in School Districts with <\$72,126 Assessed Property Value and are Economically Disadvantaged | 299,079 | 8.0 | 273,173 | 13.6 | 91.3 | 271,924 | 14.2 | 90.9 |
| 77 | Students in School Districts with <\$72,126 Assessed Property Value and are in Limited English Proficiency Programs | 116,256 | 3.1 | 115,741 | 5.8 | 99.6 | 115,388 | 6.0 | 99.3 |
| 78 | Students in School Districts with <\$72,126 Assessed Property Value who are Economically Disadvantaged and Participate in Limited English Proficiency Programs | 107,778 | 2.9 | 107,374 | 5.3 | 99.6 | 107,165 | 5.6 | 99.4 |
| 79 | Students Taking the ACT/SAT by Assessed Value of Residential Property in School Districts by Parents' Income: Property Value per Student <\$70,000 Parents' Income <\$30,000 Property Value per Student >\$130,000 Parents' Income >\$100,000 | 19,055 | 13.9 | 13,508 | 23.7 | 70.9 | 12,129 | 27.9 | 63.7 |
| | | 3,569 | 2.6 | 498 | 0.9 | 14.0 | 233 | 0.5 | 6.5 |

Table 90, continued

| Table Number | Criteria | Number of Eligibles | Percent of Applicable Population | Number of Minority Eligibles | Percent of Applicable Minority Population | Percent of Eligibles who are Minority | Number of Black or Hispanic Eligibles | Percent of Applicable Black and Hispanic Population | Percent of Eligibles who are Black or Hispanic |
|--------------|--|---------------------|----------------------------------|------------------------------|---|---------------------------------------|---------------------------------------|---|--|
| 80 | Students Taking the SAT in School Districts with Assessed Value of Residential Property <\$70,000 by Parents' Education: | | | | | | | | |
| | <High School | 2,559 | 1.9 | 2,322 | 4.1 | 90.7 | 2,142 | 4.9 | 83.7 |
| | High School Graduate/Equivalent | 4,378 | 3.2 | 2,488 | 4.4 | 56.8 | 2,248 | 5.2 | 51.3 |
| | Some College | 7,402 | 5.3 | 3,549 | 6.2 | 47.9 | 3,141 | 7.2 | 42.4 |
| | Bachelor's Degree and Above | 7,604 | 5.5 | 2,786 | 4.9 | 36.6 | 2,145 | 4.9 | 28.2 |
| 81 | Students Taking the SAT by Property Value of School District by Parents' Income by Parents' Educational Level: | | | | | | | | |
| | Property Value per Student <\$50,000 | | | | | | | | |
| | Parents' Income <\$30,000 | 3,618 | 4.2 | 2,936 | 8.0 | 81.1 | 2,775 | 10.6 | 76.7 |
| | <Bachelor's Degree | | | | | | | | |
| | Property Value per Student \$130,000 or more | | | | | | | | |
| | Parents' Income >\$100,000 | 292 | 0.3 | 56 | 0.2 | 19.2 | 23 | 0.1 | 7.9 |
| | <Bachelor's Degree | | | | | | | | |
| 82 | Persons Under Age 25 in Households at or below Poverty | | | | | | | | |
| | OR Parents' Education Less than Bachelor's Degree | 4,060,526 | 61.0 | 2,300,923 | 72.1 | 56.7 | 2,226,525 | 73.4 | 54.8 |
| 83 | Persons Under Age 25 in Households at or below Poverty Level | | | | | | | | |
| | OR Parents' Education Level is Less than Bachelor's Degree | 4,278,791 | 64.3 | 2,371,105 | 74.3 | 55.4 | 2,285,462 | 75.3 | 53.4 |
| | OR Household Income <\$35,000 | | | | | | | | |
| 84 | Persons Under Age 25 in Households that are 200% of Poverty Level or Below | | | | | | | | |
| | OR whose Parents' Education is Less than Bachelor's Degree | 4,284,946 | 64.4 | 2,374,557 | 74.4 | 55.4 | 2,288,524 | 75.4 | 53.4 |
| | OR Household Income is <\$35,000 | | | | | | | | |
| 85 | Students who are Economically Disadvantaged | | | | | | | | |
| | OR in the Limited English Proficiency Program | 1,816,143 | 48.5 | 1,447,189 | 72.1 | 79.7 | 1,404,041 | 73.4 | 77.3 |

Additive Criteria

Table 90, continued

| Table Number | Criteria | Number of Eligibles | Percent of Applicable Population | Number of Minority Eligibles | Percent of Applicable Minority Population | Percent of Eligibles who are Minority | Number of Black or Hispanic Eligibles | Percent of Applicable Black and Hispanic Population | Percent of Eligibles who are Black or Hispanic |
|--------------|---|---------------------|----------------------------------|------------------------------|---|---------------------------------------|---------------------------------------|---|--|
| 86 | Students who are Economically Disadvantaged or in the Less than \$89,952 Total Assessed Property Value Category | 1,952,557 | 52.1 | 1,480,535 | 73.7 | 75.8 | 1,446,322 | 75.6 | 74.1 |
| 87 | Students in the Limited English Proficiency Program or in the Less than \$89,952 Total Assessed Property Value Category | 959,626 | 25.6 | 795,003 | 39.6 | 82.8 | 767,551 | 40.1 | 80.0 |
| 88 | Students who are Economically Disadvantaged or in the Limited English Proficiency Program or in the Less than \$89,952 Total Assessed Property Value Category | 2,002,352 | 53.4 | 1,527,699 | 76.1 | 76.3 | 1,482,488 | 77.5 | 74.0 |
| 89 | Students Completing the ACT/SAT with School District Assessed Residential Property Value <\$70,000 or Parents' Education <Bachelor's or Parents' Income <\$30,000 | 85,514 | 62.4 | 42,800 | 75.0 | 50.1 | 34,962 | 80.4 | 40.9 |

Table 91: Enrollment of Texas Residents in Texas Public Colleges and Universities by Race/Ethnicity and Institution Type, Fall 1995

| Institution Type | Anglo | | Black | | Hispanic | | Other | | Total | |
|----------------------------------|---------|------|--------|------|----------|------|--------|------|---------|-----|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Universities | 253,512 | 66.1 | 36,517 | 9.5 | 72,572 | 18.9 | 20,866 | 5.5 | 383,467 | 100 |
| Community and Technical Colleges | 240,215 | 59.5 | 41,606 | 10.3 | 104,426 | 25.8 | 17,697 | 4.4 | 403,944 | 100 |
| Health Related Institutions | 11,223 | 72.1 | 690 | 4.4 | 1,796 | 11.6 | 1,851 | 11.9 | 15,560 | 100 |
| Total | 504,950 | 62.9 | 78,813 | 9.8 | 178,794 | 22.3 | 40,414 | 5.0 | 802,971 | 100 |

F-197

Table 92: Public College Enrollment in Texas by Race/Ethnicity in 1990 and Projections of Public College Enrollment in Texas by Race/Ethnicity from 1995 to 2030 Under Alternative Assumptions of Age-Specific Net Migration

| Public College Enrollment by Ethnic Group | | | | | |
|--|---------|---------|----------|---------|-----------|
| Year | Anglo | Black | Hispanic | Other | Total |
| <u>All Scenarios</u> | | | | | |
| 1990 | 506,374 | 67,822 | 138,419 | 25,640 | 738,255 |
| <u>Assuming Rates of Net Migration Equal to One-Half of Those of 1980-90</u> | | | | | |
| 1995 | 493,162 | 70,393 | 155,639 | 28,446 | 747,640 |
| 1996 | 488,251 | 70,541 | 158,237 | 28,856 | 745,885 |
| 1997 | 485,807 | 70,999 | 161,243 | 29,432 | 747,481 |
| 1998 | 488,151 | 71,936 | 165,030 | 30,175 | 755,292 |
| 1999 | 493,136 | 73,081 | 169,612 | 31,026 | 766,855 |
| 2000 | 495,230 | 73,712 | 173,164 | 31,732 | 773,838 |
| 2001 | 499,411 | 74,546 | 177,289 | 32,468 | 783,714 |
| 2002 | 502,452 | 75,293 | 181,307 | 33,190 | 792,242 |
| 2003 | 504,655 | 75,935 | 185,167 | 33,868 | 799,625 |
| 2004 | 506,420 | 76,478 | 189,099 | 34,428 | 806,425 |
| 2005 | 504,702 | 76,597 | 191,966 | 34,760 | 808,025 |
| 2010 | 495,528 | 79,509 | 211,840 | 36,893 | 823,770 |
| 2015 | 479,118 | 82,016 | 240,738 | 40,694 | 842,566 |
| 2020 | 457,719 | 82,395 | 260,254 | 42,795 | 843,163 |
| 2025 | 442,582 | 83,510 | 279,866 | 45,372 | 851,330 |
| 2030 | 434,247 | 85,535 | 301,945 | 48,830 | 870,557 |
| <u>Assuming Rates of Net Migration Equal to Those of 1980-90</u> | | | | | |
| 1995 | 500,728 | 71,460 | 164,762 | 32,128 | 769,078 |
| 1996 | 497,059 | 71,853 | 169,413 | 33,403 | 771,728 |
| 1997 | 495,685 | 72,559 | 174,521 | 34,871 | 777,636 |
| 1998 | 499,129 | 73,760 | 180,546 | 36,583 | 790,018 |
| 1999 | 505,301 | 75,209 | 187,521 | 38,486 | 806,517 |
| 2000 | 508,627 | 76,138 | 193,638 | 40,355 | 818,758 |
| 2001 | 513,961 | 77,237 | 200,216 | 42,247 | 833,661 |
| 2002 | 518,153 | 78,244 | 206,747 | 44,156 | 847,300 |
| 2003 | 521,467 | 79,135 | 213,106 | 46,001 | 859,709 |
| 2004 | 524,274 | 79,897 | 219,492 | 47,699 | 871,362 |
| 2005 | 523,539 | 80,207 | 224,753 | 49,101 | 877,600 |
| 2010 | 518,358 | 83,953 | 255,140 | 55,506 | 912,957 |
| 2015 | 507,921 | 87,716 | 300,747 | 66,069 | 962,453 |
| 2020 | 493,046 | 89,526 | 341,477 | 77,542 | 1,001,591 |
| 2025 | 482,524 | 92,048 | 383,846 | 91,013 | 1,049,431 |
| 2030 | 477,911 | 95,384 | 429,740 | 107,722 | 1,110,757 |
| <u>Assuming Rates of Net Migration Equal to 1.25 of 1980-90</u> | | | | | |
| 1995 | 504,557 | 71,999 | 169,495 | 34,092 | 780,143 |
| 1996 | 501,520 | 72,517 | 175,259 | 35,878 | 785,174 |
| 1997 | 500,708 | 73,348 | 181,527 | 37,889 | 793,472 |
| 1998 | 504,722 | 74,692 | 188,804 | 40,200 | 808,418 |
| 1999 | 511,512 | 76,295 | 197,126 | 42,787 | 827,720 |
| 2000 | 515,483 | 77,379 | 204,706 | 45,418 | 842,986 |
| 2001 | 521,410 | 78,620 | 212,721 | 48,101 | 860,852 |
| 2002 | 526,218 | 79,766 | 220,730 | 50,820 | 877,534 |
| 2003 | 530,112 | 80,788 | 228,591 | 53,493 | 892,984 |
| 2004 | 533,470 | 81,670 | 236,459 | 56,036 | 907,635 |
| 2005 | 533,259 | 82,085 | 243,181 | 58,254 | 916,779 |
| 2010 | 530,221 | 86,273 | 280,179 | 68,211 | 964,884 |
| 2015 | 523,004 | 90,711 | 336,228 | 84,258 | 1,034,201 |
| 2020 | 511,737 | 93,325 | 391,105 | 104,272 | 1,100,439 |
| 2025 | 503,866 | 96,653 | 449,477 | 128,740 | 1,178,736 |
| 2030 | 501,434 | 100,721 | 512,806 | 159,805 | 1,274,766 |

Table 93: Percent of Public College Enrollment in Texas by Race/Ethnicity in 1990 and Projections of the Percent of Public College Enrollment in Texas by Race/Ethnicity from 1995 to 2030 Under Alternative Assumptions of Age-Specific Net Migration

| Year | Percent Public College Enrollment by Ethnic Group | | | |
|--|--|-------|----------|-------|
| | Anglo | Black | Hispanic | Other |
| <u>All Scenarios</u> | | | | |
| 1990 | 68.6 | 9.2 | 18.7 | 3.5 |
| <u>Assuming Rates of Net Migration Equal to One-Half of Those of 1980-90</u> | | | | |
| 1995 | 66.0 | 9.4 | 20.8 | 3.8 |
| 1996 | 65.5 | 9.4 | 21.2 | 3.9 |
| 1997 | 65.0 | 9.5 | 21.6 | 3.9 |
| 1998 | 64.6 | 9.5 | 21.9 | 4.0 |
| 1999 | 64.3 | 9.5 | 22.1 | 4.1 |
| 2000 | 64.0 | 9.5 | 22.4 | 4.1 |
| 2001 | 63.7 | 9.5 | 22.6 | 4.2 |
| 2002 | 63.4 | 9.5 | 22.9 | 4.2 |
| 2003 | 63.1 | 9.5 | 23.2 | 4.2 |
| 2004 | 62.8 | 9.5 | 23.4 | 4.3 |
| 2005 | 62.5 | 9.5 | 23.7 | 4.3 |
| 2010 | 60.2 | 9.6 | 25.7 | 4.5 |
| 2015 | 56.8 | 9.8 | 28.6 | 4.8 |
| 2020 | 54.3 | 9.8 | 30.8 | 5.1 |
| 2025 | 52.0 | 9.8 | 32.9 | 5.3 |
| 2030 | 49.9 | 9.8 | 34.7 | 5.6 |
| <u>Assuming Rates of Net Migration Equal to Those of 1980-90</u> | | | | |
| 1995 | 65.1 | 9.3 | 21.4 | 4.2 |
| 1996 | 64.4 | 9.3 | 22.0 | 4.3 |
| 1997 | 63.8 | 9.3 | 22.4 | 4.5 |
| 1998 | 63.2 | 9.3 | 22.9 | 4.6 |
| 1999 | 62.7 | 9.3 | 23.2 | 4.8 |
| 2000 | 62.1 | 9.3 | 23.7 | 4.9 |
| 2001 | 61.6 | 9.3 | 24.0 | 5.1 |
| 2002 | 61.2 | 9.2 | 24.4 | 5.2 |
| 2003 | 60.7 | 9.2 | 24.8 | 5.3 |
| 2004 | 60.1 | 9.2 | 25.2 | 5.5 |
| 2005 | 59.7 | 9.1 | 25.6 | 5.6 |
| 2010 | 56.8 | 9.2 | 27.9 | 6.1 |
| 2015 | 52.8 | 9.1 | 31.2 | 6.9 |
| 2020 | 49.2 | 8.9 | 34.1 | 7.8 |
| 2025 | 46.0 | 8.7 | 36.6 | 8.7 |
| 2030 | 43.0 | 8.6 | 38.7 | 9.7 |
| <u>Assuming Rates of Net Migration Equal to 1.25 of 1980-90</u> | | | | |
| 1995 | 64.7 | 9.2 | 21.7 | 4.4 |
| 1996 | 63.9 | 9.2 | 22.3 | 4.6 |
| 1997 | 63.1 | 9.2 | 22.9 | 4.8 |
| 1998 | 62.4 | 9.2 | 23.4 | 5.0 |
| 1999 | 61.8 | 9.2 | 23.8 | 5.2 |
| 2000 | 61.1 | 9.2 | 24.3 | 5.4 |
| 2001 | 60.6 | 9.1 | 24.7 | 5.6 |
| 2002 | 60.0 | 9.1 | 25.1 | 5.8 |
| 2003 | 59.4 | 9.0 | 25.6 | 6.0 |
| 2004 | 58.8 | 9.0 | 26.0 | 6.2 |
| 2005 | 58.2 | 8.9 | 26.5 | 6.4 |
| 2010 | 55.0 | 8.9 | 29.0 | 7.1 |
| 2015 | 50.6 | 8.8 | 32.5 | 8.1 |
| 2020 | 46.5 | 8.5 | 35.5 | 9.5 |
| 2025 | 42.8 | 8.2 | 38.1 | 10.9 |
| 2030 | 39.3 | 7.9 | 40.2 | 12.6 |

Table 94: Percentage of Students in Texas by TASP Score Category and Race/Ethnicity Percentaged Within Subject Area and Race/Ethnicity Group, 1994-95

| Range of Scores* | Anglo | Black | Hispanic | Other | Total |
|------------------|---------|--------|----------|--------|---------|
| Math: | | | | | |
| <200 | 7.81 | 25.76 | 16.98 | 4.99 | 11.41 |
| 200-229 | 15.06 | 25.19 | 22.23 | 8.78 | 17.38 |
| 230-260 | 27.61 | 25.53 | 28.49 | 20.97 | 27.37 |
| 261-280 | 25.12 | 14.92 | 18.88 | 27.11 | 22.84 |
| 281-300 | 24.40 | 8.60 | 13.42 | 38.15 | 21.00 |
| N=** | 511,629 | 66,936 | 199,440 | 35,062 | 813,067 |
| Reading: | | | | | |
| <200 | 3.19 | 12.51 | 9.54 | 12.95 | 5.95 |
| 200-229 | 7.56 | 17.82 | 16.91 | 12.63 | 10.94 |
| 230-260 | 27.90 | 35.78 | 35.80 | 27.62 | 30.49 |
| 261-280 | 35.74 | 23.86 | 26.27 | 27.93 | 32.08 |
| 281-300 | 25.61 | 10.03 | 11.48 | 18.87 | 20.54 |
| N=** | 516,947 | 68,704 | 203,238 | 34,888 | 823,777 |
| Writing: | | | | | |
| <200 | 6.89 | 19.82 | 15.88 | 19.07 | 10.60 |
| 200-219 | 13.52 | 20.42 | 18.77 | 16.69 | 15.48 |
| 220-240 | 56.58 | 48.40 | 51.39 | 45.07 | 54.20 |
| 241-270 | 17.70 | 9.39 | 11.52 | 14.40 | 15.40 |
| 271-300 | 5.31 | 1.97 | 2.44 | 4.77 | 4.32 |
| N=** | 506,741 | 65,076 | 192,343 | 30,907 | 795,067 |

*Note: Prior to 1995, a score of 220 was passing for all 3 skills. Since then, a score of 230 is passing for reading and math, but a score of 220 is still passing for writing.

**The "N" for all subject areas is not the same due to students who complete only one or two of the three test subjects.

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Table 95: Mean TASP Test Scores for Students in Texas by Race/Ethnicity and Metropolitan Status, 1994-95

| Subject Area | Texas | Metropolitan Central City | Metropolitan Suburban | Non-Metropolitan Adjacent | Non-Metropolitan Non-Adjacent |
|-----------------|--------|------------------------------|--------------------------|------------------------------|----------------------------------|
| <u>Math:</u> | | | | | |
| Anglo | 253.59 | 254.65 | 254.52 | 249.23 | 249.81 |
| Black | 227.04 | 227.36 | 230.38 | 221.68 | 224.16 |
| Hispanic | 237.89 | 238.02 | 245.54 | 233.53 | 235.72 |
| Other | 264.36 | 264.37 | 266.60 | 259.11 | 257.71 |
| <u>Reading:</u> | | | | | |
| Anglo | 262.13 | 263.15 | 262.33 | 258.85 | 258.70 |
| Black | 241.72 | 242.22 | 243.33 | 237.64 | 235.65 |
| Hispanic | 245.80 | 246.10 | 252.84 | 240.75 | 242.37 |
| Other | 247.86 | 245.99 | 258.06 | 254.55 | 253.92 |
| <u>Writing:</u> | | | | | |
| Anglo | 240.55 | 240.92 | 240.67 | 239.22 | 239.46 |
| Black | 224.55 | 224.79 | 227.19 | 220.72 | 221.73 |
| Hispanic | 228.87 | 228.85 | 233.18 | 227.08 | 227.79 |
| Other | 229.50 | 228.22 | 236.84 | 232.54 | 228.02 |



Table 96: Mean TASP Test Scores for Students in Texas by Race/Ethnicity and Economic Region, 1994-95

| Subject Area | High Plains | | Northwest Metroplex | | Upper East Texas | | Southeast Texas | | Gulf Coast | | Central Texas | | South Texas | | West Texas | | Upper Rio Grande | |
|-----------------|-------------|--------|---------------------|-----------|------------------|--------|-----------------|--------|------------|--------|---------------|-------|-------------|-------|------------|-------|------------------|--------|
| | Texas | Plains | Northwest | Metroplex | East | Texas | Texas | Texas | Coast | Texas | Texas | Texas | Texas | Texas | Texas | Texas | Rio | Grande |
| Math: | | | | | | | | | | | | | | | | | | |
| Anglo | 253.59 | 253.47 | 251.38 | 253.13 | 247.90 | 248.95 | 254.79 | 258.35 | 255.13 | 250.66 | 248.08 | | | | | | | |
| Black | 227.04 | 228.03 | 225.82 | 225.43 | 225.28 | 225.47 | 226.65 | 232.31 | 233.95 | 223.33 | 224.45 | | | | | | | |
| Hispanic | 237.89 | 238.83 | 236.76 | 240.41 | 240.11 | 243.28 | 243.86 | 247.45 | 236.47 | 236.60 | 232.32 | | | | | | | |
| Other | 264.36 | 259.07 | 258.31 | 261.13 | 260.55 | 262.47 | 268.83 | 267.18 | 261.31 | 256.66 | 251.17 | | | | | | | |
| Reading: | | | | | | | | | | | | | | | | | | |
| Anglo | 262.13 | 260.99 | 259.75 | 262.90 | 259.20 | 259.12 | 261.97 | 265.08 | 262.46 | 260.56 | 261.37 | | | | | | | |
| Black | 241.72 | 241.08 | 241.83 | 241.43 | 238.39 | 238.08 | 241.64 | 244.83 | 247.19 | 237.00 | 244.77 | | | | | | | |
| Hispanic | 245.80 | 247.82 | 244.66 | 250.75 | 246.61 | 249.35 | 251.83 | 254.55 | 243.69 | 244.06 | 241.69 | | | | | | | |
| Other | 247.86 | 254.39 | 250.26 | 239.70 | 255.20 | 249.35 | 252.72 | 247.71 | 256.78 | 255.53 | 250.29 | | | | | | | |
| Writing: | | | | | | | | | | | | | | | | | | |
| Anglo | 240.55 | 241.05 | 239.42 | 241.13 | 239.35 | 238.63 | 239.39 | 242.45 | 241.09 | 240.23 | 240.68 | | | | | | | |
| Black | 224.55 | 225.33 | 226.81 | 224.90 | 223.01 | 223.66 | 223.40 | 226.88 | 228.64 | 221.14 | 227.47 | | | | | | | |
| Hispanic | 228.87 | 231.96 | 230.65 | 231.09 | 228.40 | 233.64 | 230.75 | 233.88 | 227.90 | 228.31 | 226.64 | | | | | | | |
| Other | 229.50 | 233.21 | 230.08 | 225.15 | 233.70 | 224.73 | 231.77 | 229.78 | 234.74 | 231.51 | 232.52 | | | | | | | |

Table 97: Student Financial Aid by Type with Means for all Aid Recipients and for Minority Recipients in Texas by Metropolitan Status, 1995-96

| Type of Financial Aid | Texas | Metropolitan | | Non-Metropolitan | |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|
| | | Central City | Suburban | Adjacent | Non-Adjacent |
| Means for all Students Receiving Aid: | \$4,384.28 | \$4,351.50 | \$4,734.26 | \$4,266.08 | \$4,264.67 |
| Grants and Scholarships | 1,616.68 | 1,621.90 | 1,529.56 | 1,634.77 | 1,714.22 |
| Work Study | 118.00 | 116.62 | 96.65 | 136.79 | 143.99 |
| Loans | 2,647.35 | 2,610.87 | 3,105.88 | 2,491.64 | 2,403.69 |
| Other Aid | 2.25 | 2.12 | 2.16 | 2.88 | 2.78 |
| N = | 271,772 | 190,750 | 33,852 | 33,307 | 13,863 |
| Means for Minorities Receiving Financial Aid: | 3,616.97 | 3,532.82 | 4,185.46 | 3,844.11 | 3,854.26 |
| Grants and Scholarships | 1,724.50 | 1,711.55 | 1,766.26 | 1,753.00 | 1,853.95 |
| Work Study | 130.97 | 123.65 | 137.10 | 170.51 | 170.11 |
| Loans | 1,760.16 | 1,696.13 | 2,281.47 | 1,919.56 | 1,829.99 |
| Other Aid | 1.34 | 1.49 | 0.63 | 1.04 | 0.21 |
| N = | 127,480 | 101,865 | 7,925 | 12,899 | 4,791 |

Table 98: Student Financial Aid by Type with Means for all Aid Recipients and for Minority Recipients in Texas by Economic Region, 1995-96

| Type of Financial Aid | Texas | High Plains | Northwest | Metropolis | Upper East Texas | Southeast Texas | Gulf Coast | Central Texas | South Texas | West Texas | Upper Rio Grande |
|---|------------|-------------|------------|------------|------------------|-----------------|------------|---------------|-------------|------------|------------------|
| Means for All Students Receiving Aid: | \$4,384.28 | \$4,459.42 | \$4,846.74 | \$5,053.09 | \$3,966.70 | \$3,635.70 | \$4,529.28 | \$4,872.35 | \$4,018.19 | \$4,304.14 | \$3,143.02 |
| Grants and Scholarships | 1,616.68 | 1,517.84 | 1,685.84 | 1,547.06 | 1,708.64 | 1,648.97 | 1,598.93 | 1,487.66 | 1,690.15 | 1,534.66 | 1,772.09 |
| Work Study | 118.00 | 117.56 | 116.26 | 125.63 | 104.59 | 131.14 | 88.50 | 86.29 | 145.50 | 124.24 | 133.77 |
| Loans | 2,647.35 | 2,823.10 | 3,042.20 | 3,377.81 | 2,147.14 | 1,854.80 | 2,840.63 | 3,296.22 | 2,179.29 | 2,643.46 | 1,236.63 |
| Other Aid | 2.25 | 0.93 | 2.44 | 2.59 | 5.68 | 0.77 | 1.23 | 2.19 | 3.25 | 1.77 | 0.53 |
| N - | 271,772 | 13,513 | 8,192 | 53,394 | 13,205 | 9,380 | 58,779 | 23,138 | 64,906 | 8,456 | 18,809 |
| Means for Minorities Receiving Financial Aid: | 3,616.97 | 3,647.58 | 4,721.44 | 4,338.71 | 3,728.58 | 3,394.54 | 3,567.36 | 4,042.07 | 3,544.93 | 3,833.92 | 2,902.27 |
| Grants and Scholarships | 1,724.50 | 1,635.69 | 1,930.05 | 1,708.17 | 1,950.49 | 1,911.79 | 1,761.25 | 1,624.28 | 1,684.69 | 1,682.39 | 1,779.10 |
| Work Study | 130.97 | 117.42 | 146.02 | 125.03 | 122.93 | 151.64 | 89.30 | 98.67 | 154.33 | 170.80 | 137.29 |
| Loans | 1,760.16 | 1,894.48 | 2,645.37 | 2,504.73 | 1,653.60 | 1,331.11 | 1,716.32 | 2,317.93 | 1,703.27 | 1,980.73 | 985.58 |
| Other Aid | 1.34 | 0.00 | 0.00 | 0.79 | 1.56 | 0.00 | 0.50 | 1.19 | 2.65 | 0.00 | 0.30 |
| N - | 127,480 | 4,028 | 1,416 | 15,847 | 3,202 | 2,807 | 25,186 | 6,859 | 48,203 | 3,428 | 16,504 |

Figure 1
Comptroller's Economic Regions

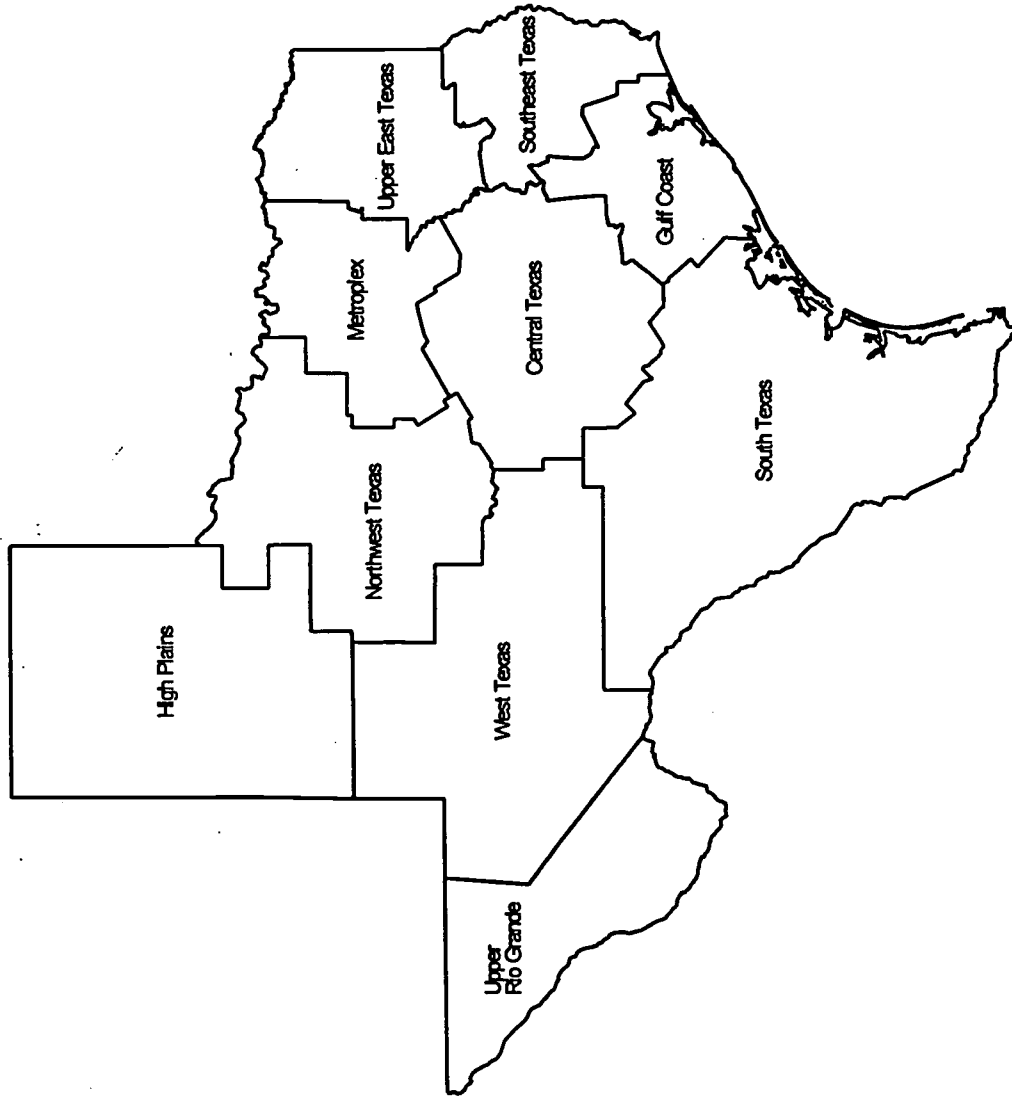
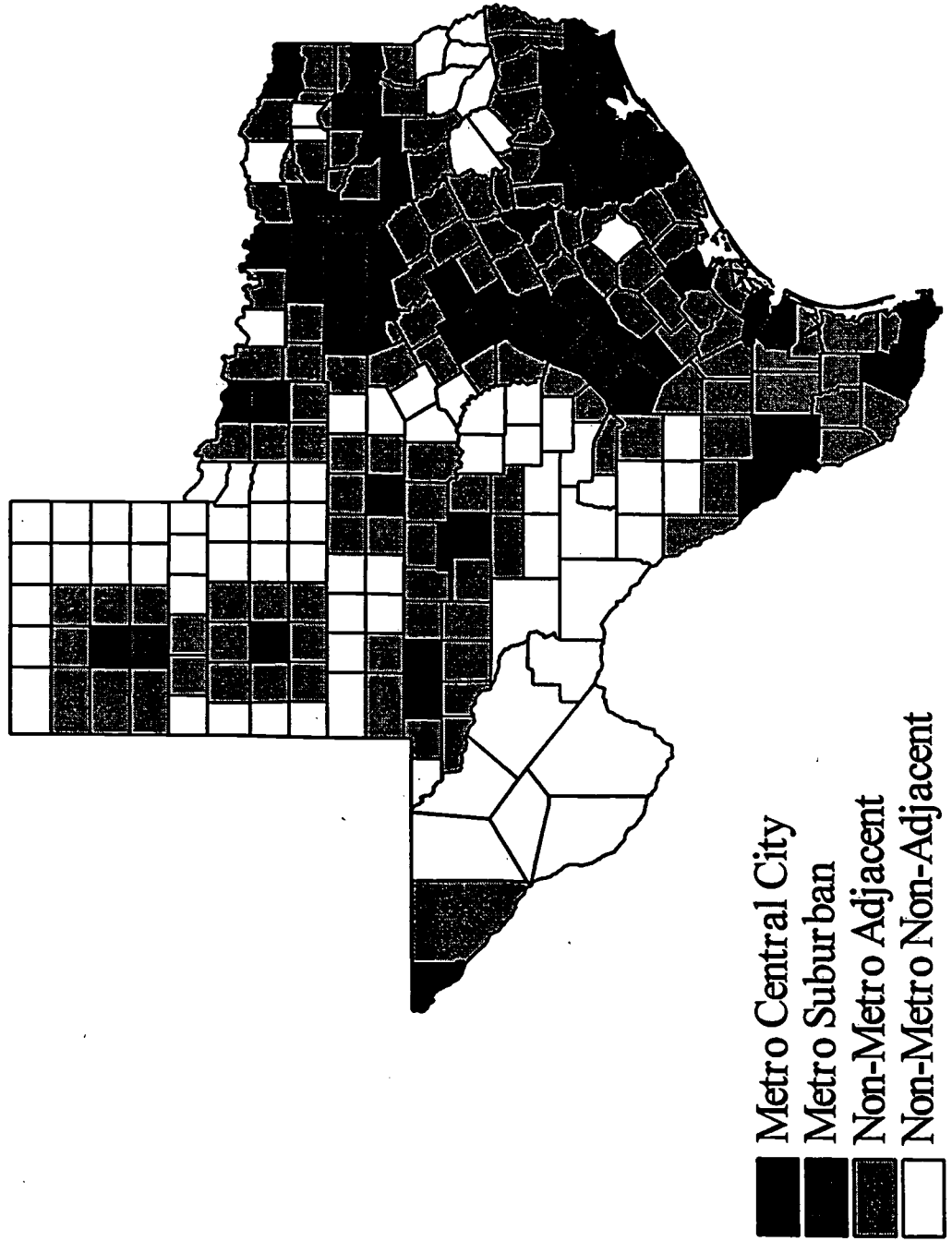


Figure 2
Texas Counties by Metropolitan Status, 1992



Metro Central City
Metro Suburban
Non-Metro Adjacent
Non-Metro Non-Adjacent

Figure 3
Percent of Total Population in 1990
in Texas by Economic Region

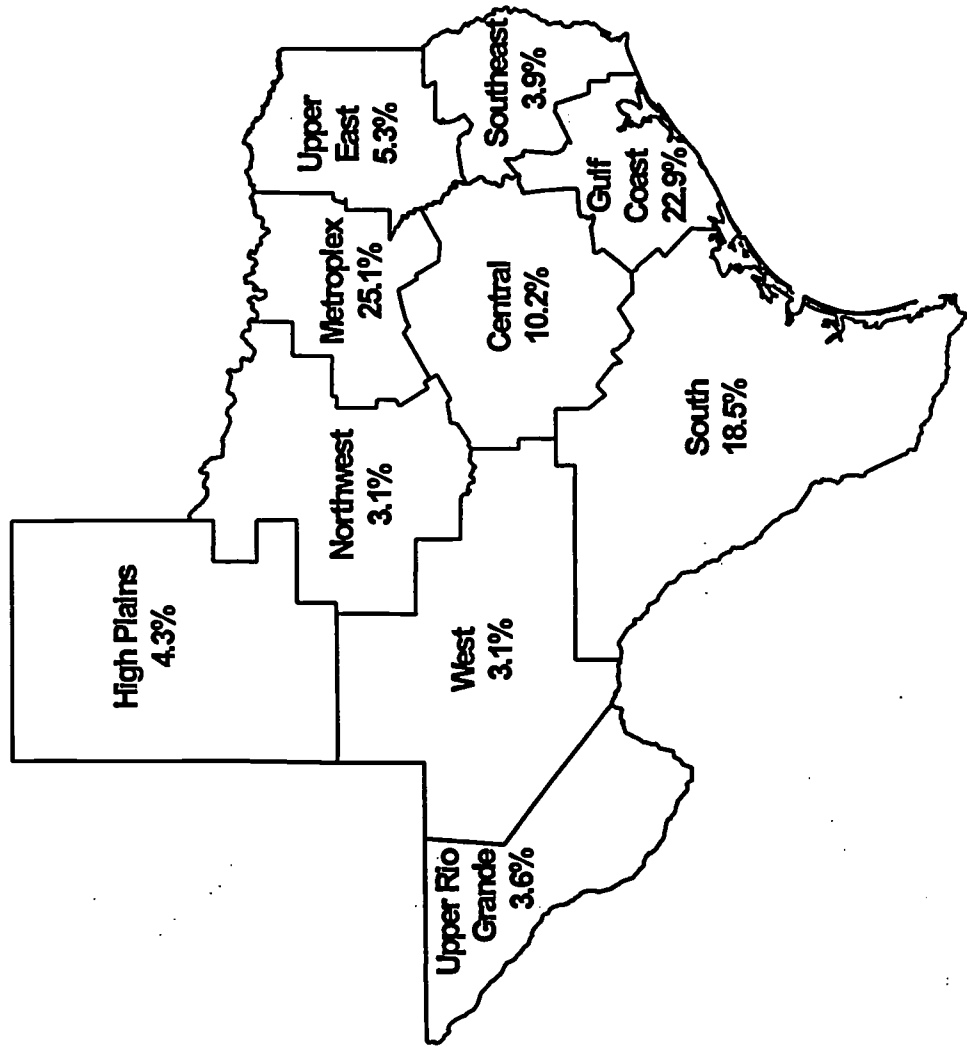


Figure 4
Percent of Persons <25 in 1990
in Texas by Economic Region

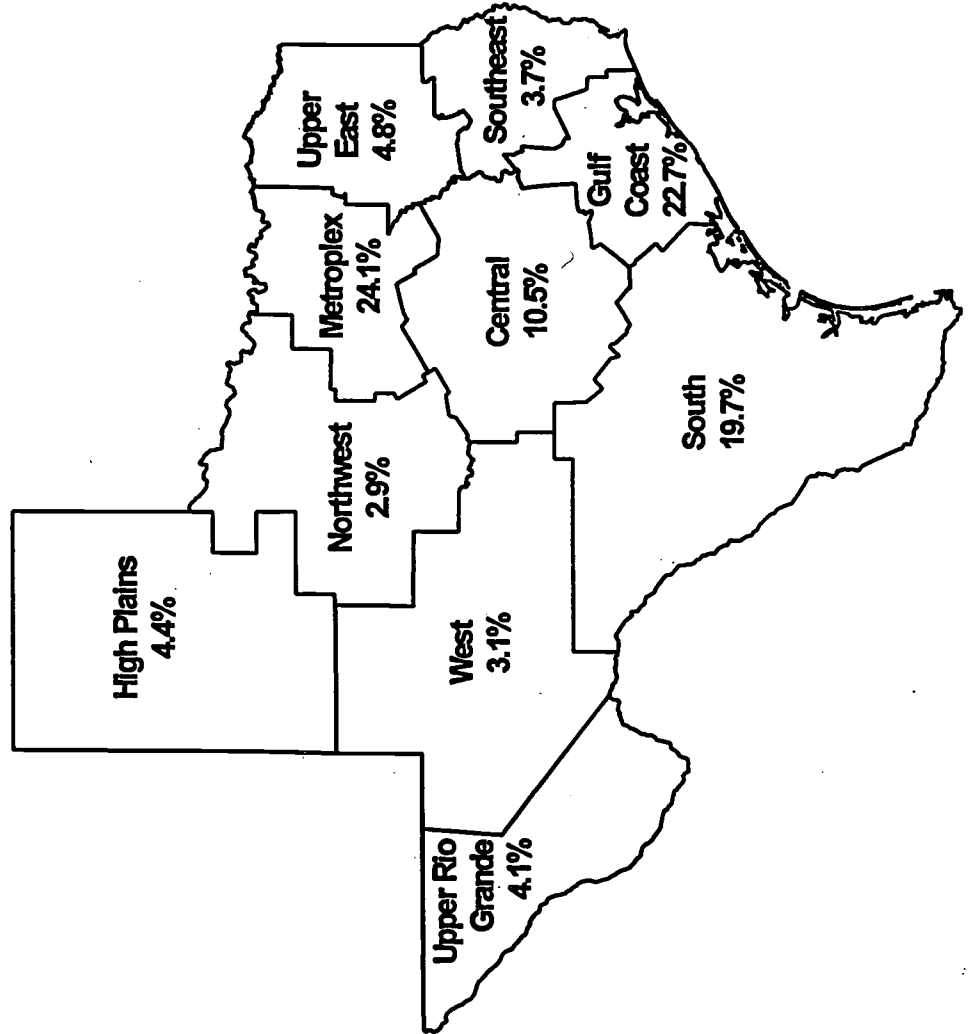


Figure 5
Percent of Persons in Poverty in 1990
in Texas by Economic Region

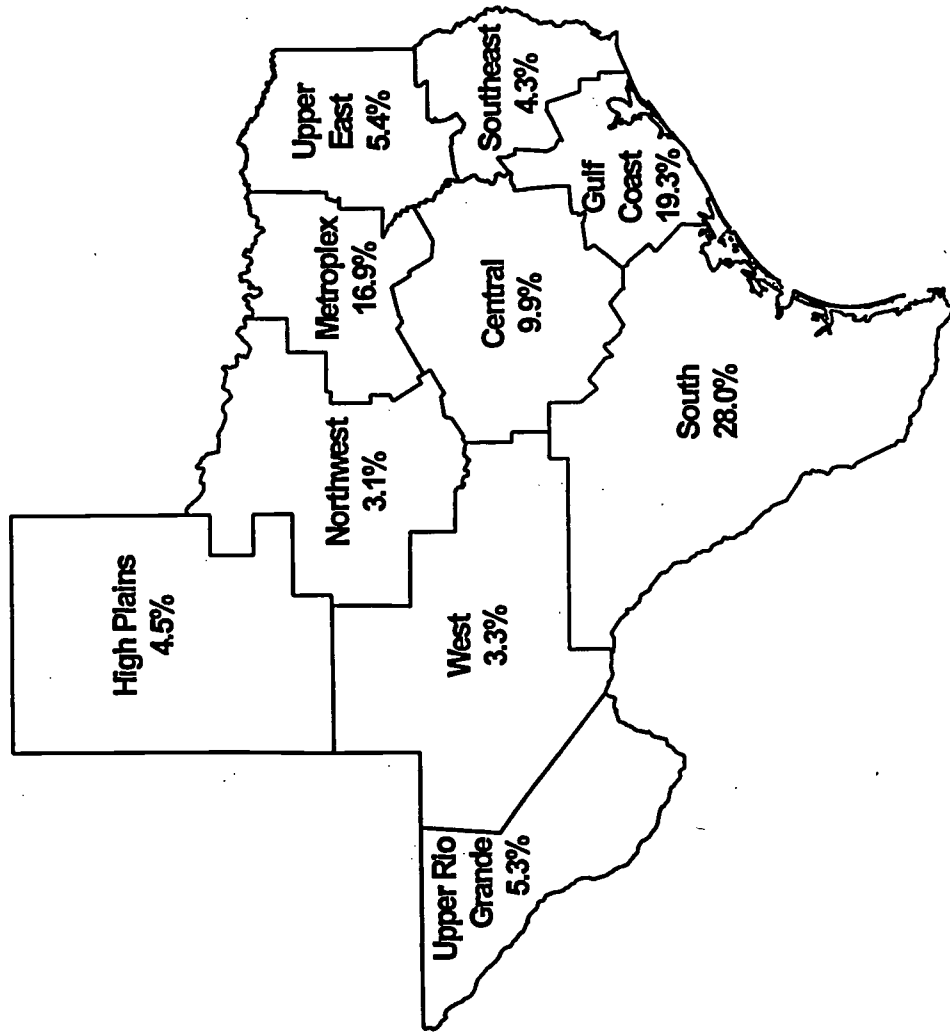


Figure 6
Percent of Persons in Poverty Who are Minority
in 1990 in Texas by Economic Region

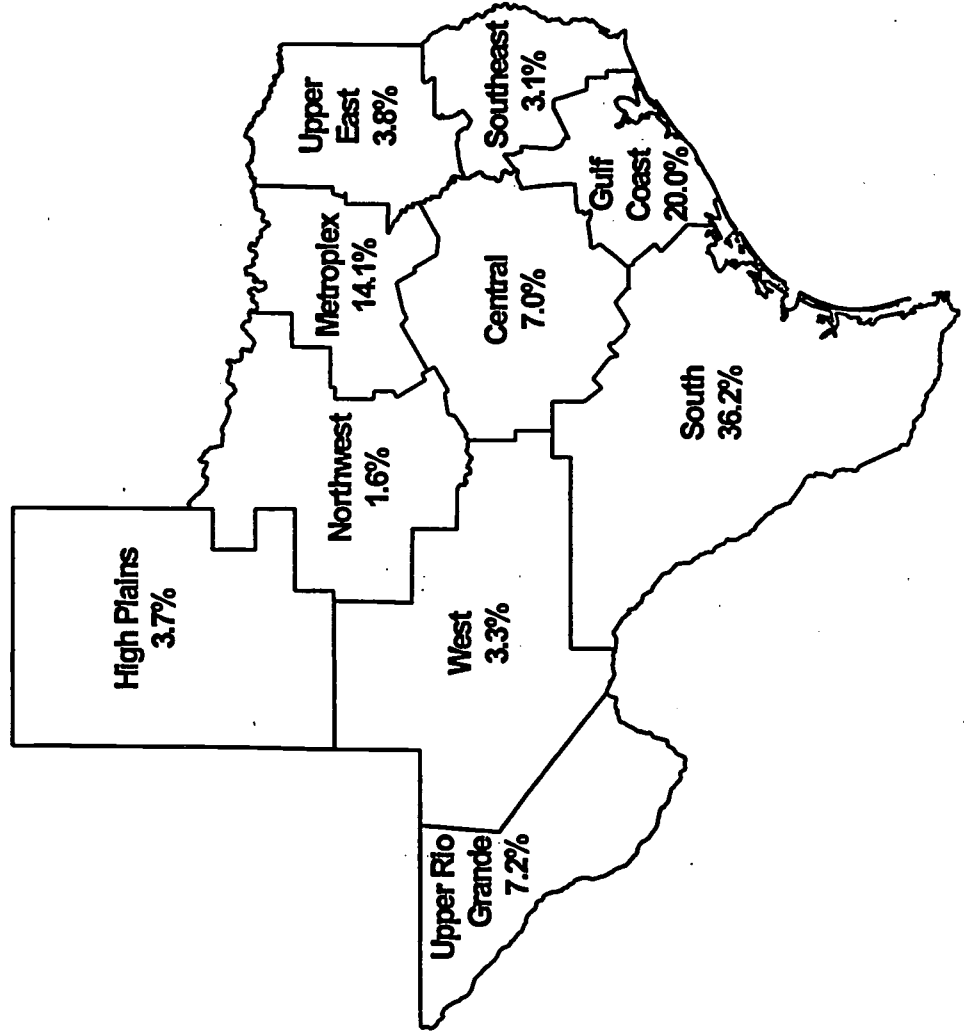


Figure 7
Percent of Persons <25 in Poverty in 1990
in Texas by Economic Region

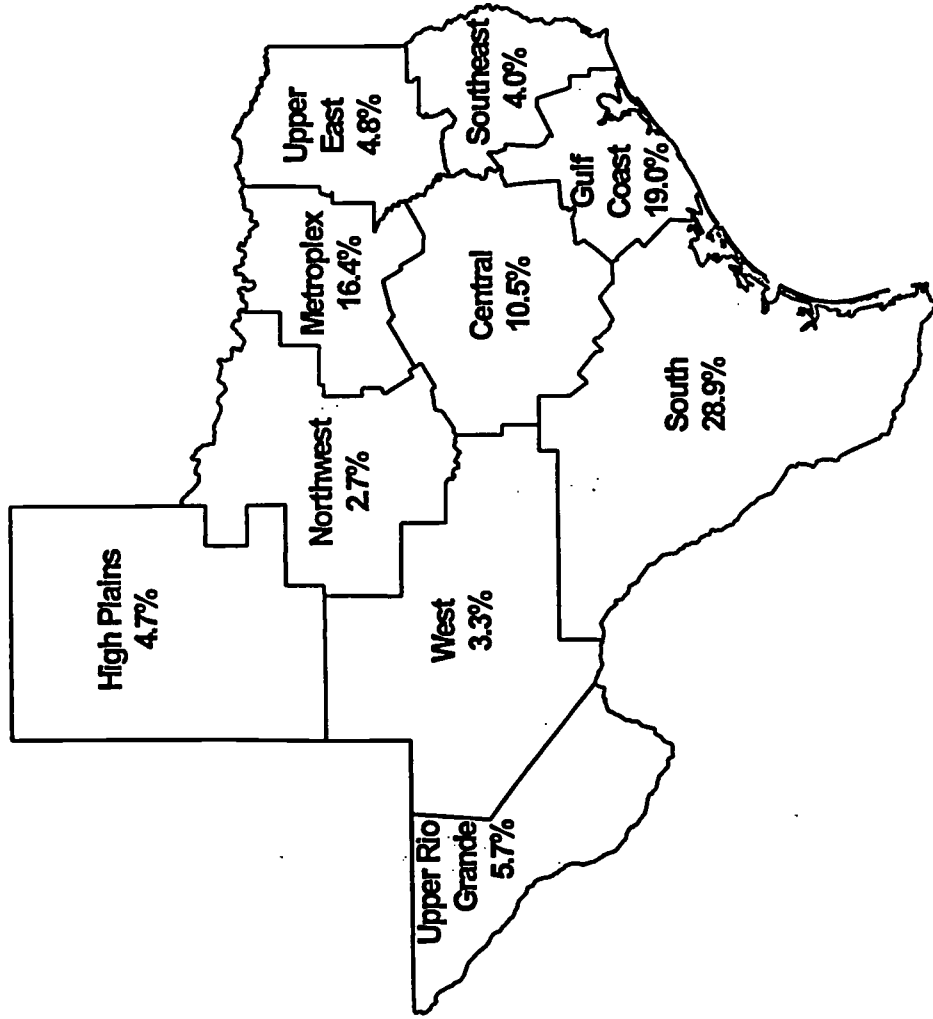


Figure 8
Percent of Persons <25 Who are Minority in 1990
in Texas by Economic Region

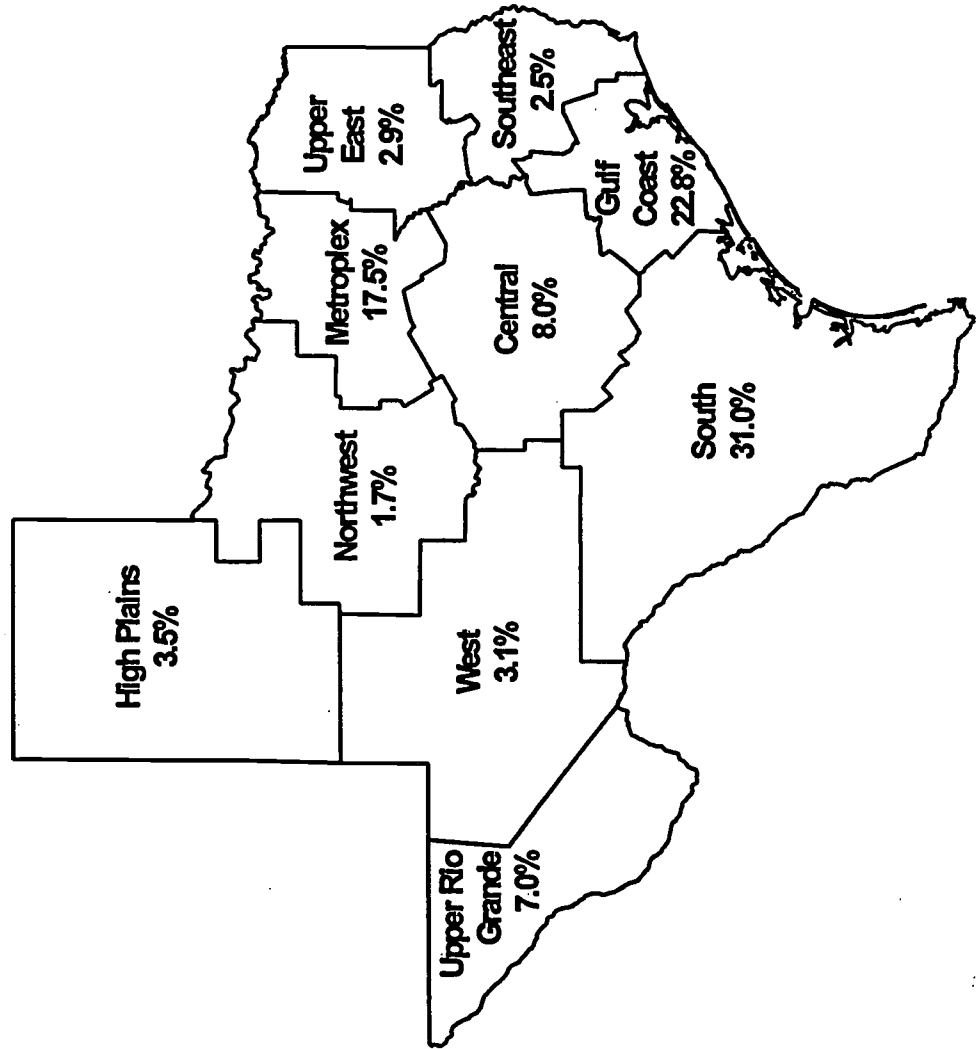


Figure 9
Percent of Persons <25 in Poverty Who are Minority
in 1990 in Texas by Economic Region

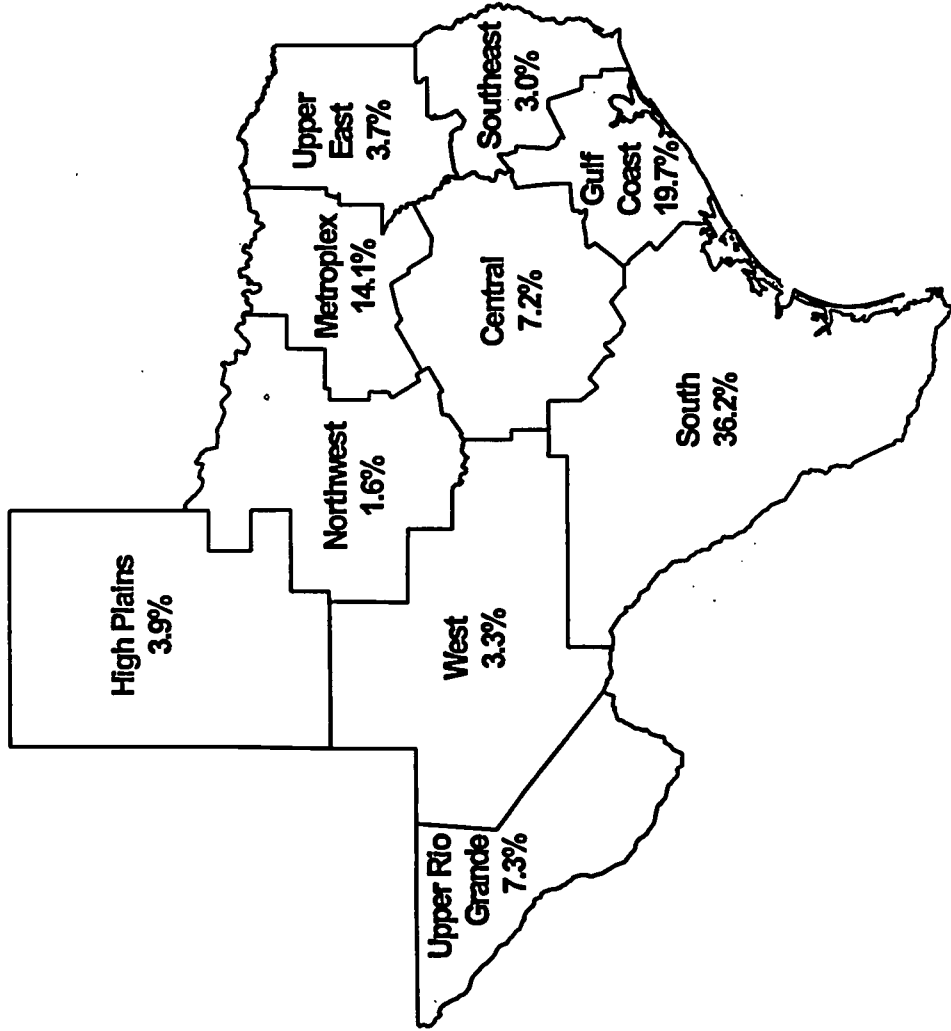


Figure 10
Percent of Persons Without a College Degree in 1990
in Texas by Economic Region

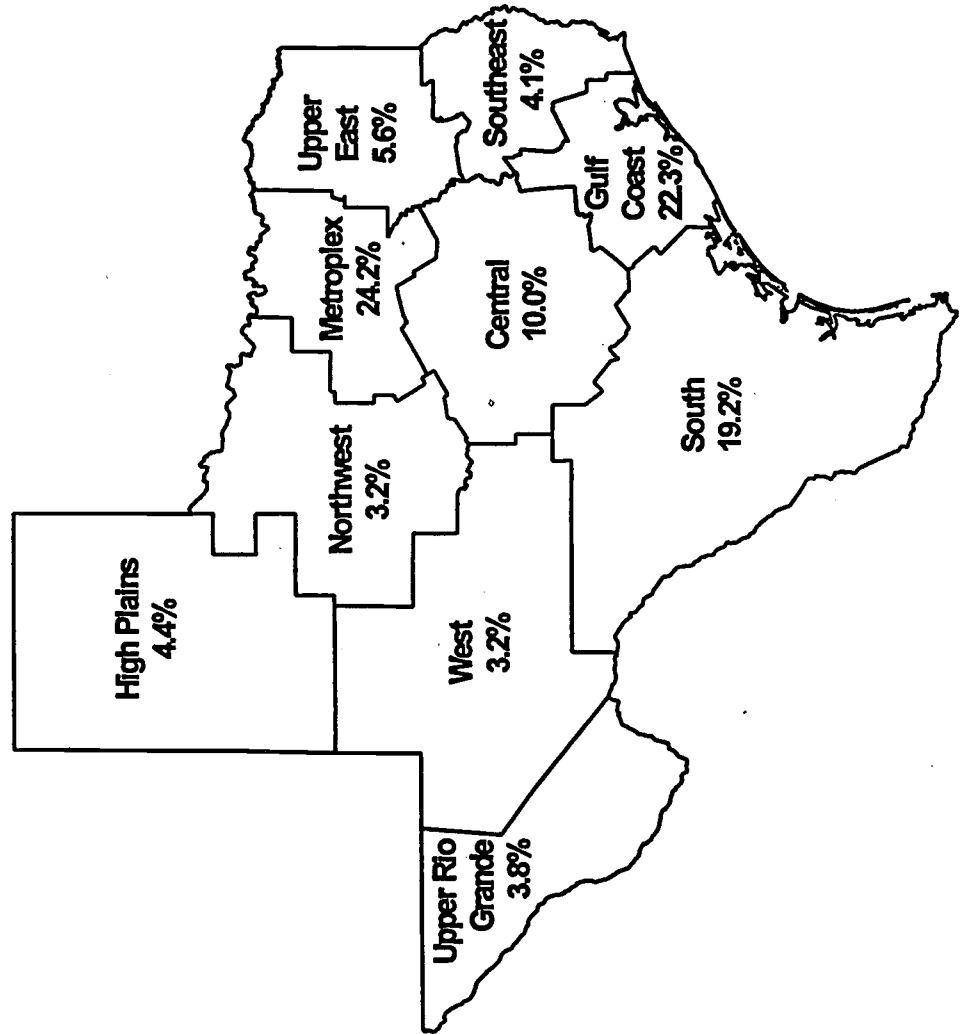


Figure 11
Percent of Persons Without a College Degree Who are Minority
in 1990 in Texas by Economic Region

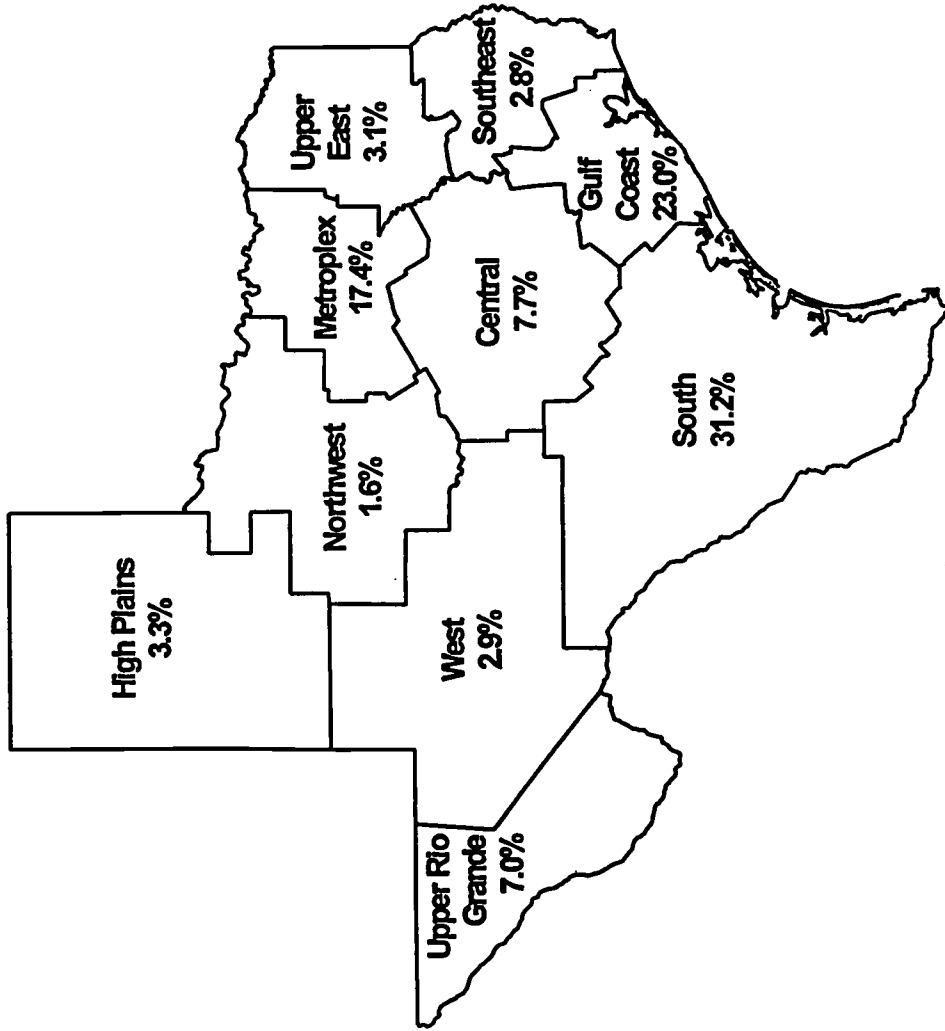


Figure 12
Percent of Persons in Single Parent Households
in 1990 in Texas by Economic Region

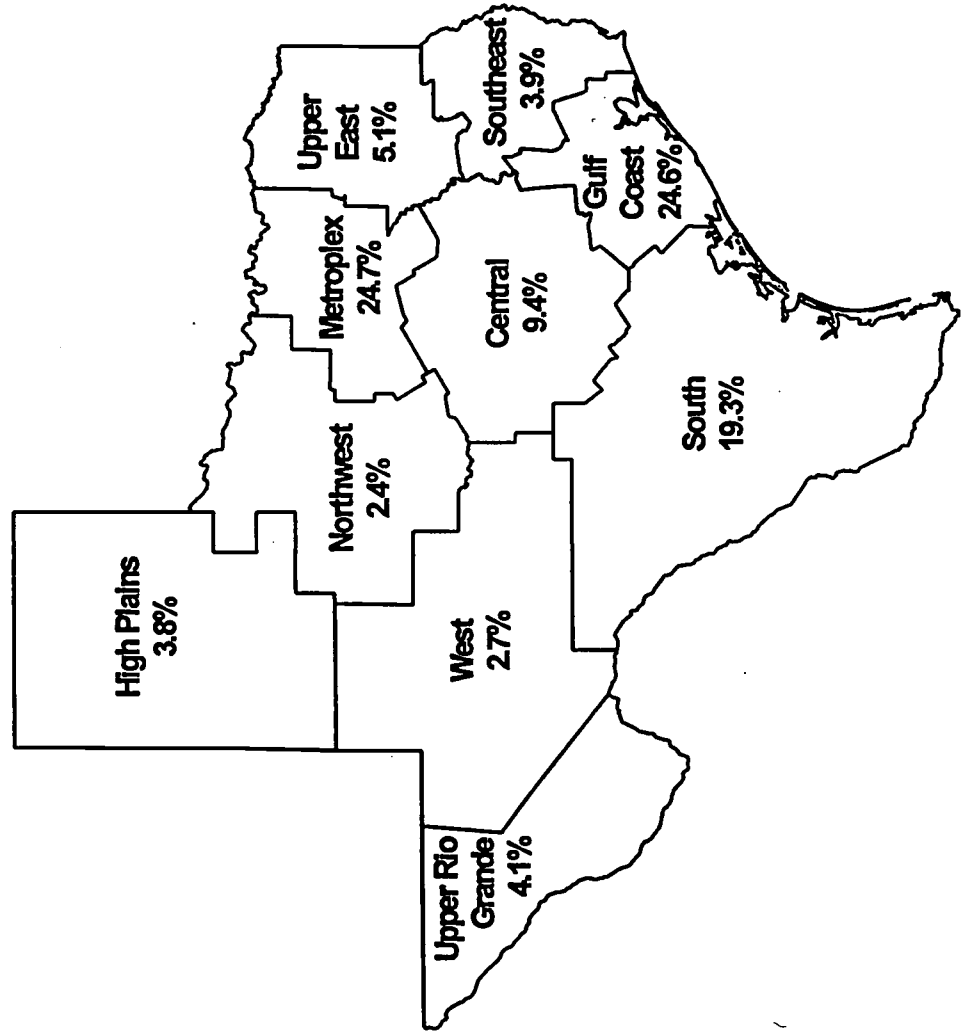


Figure 13
Percent of Persons in Single Parent Households Who are Minority
in 1990 in Texas by Economic Region

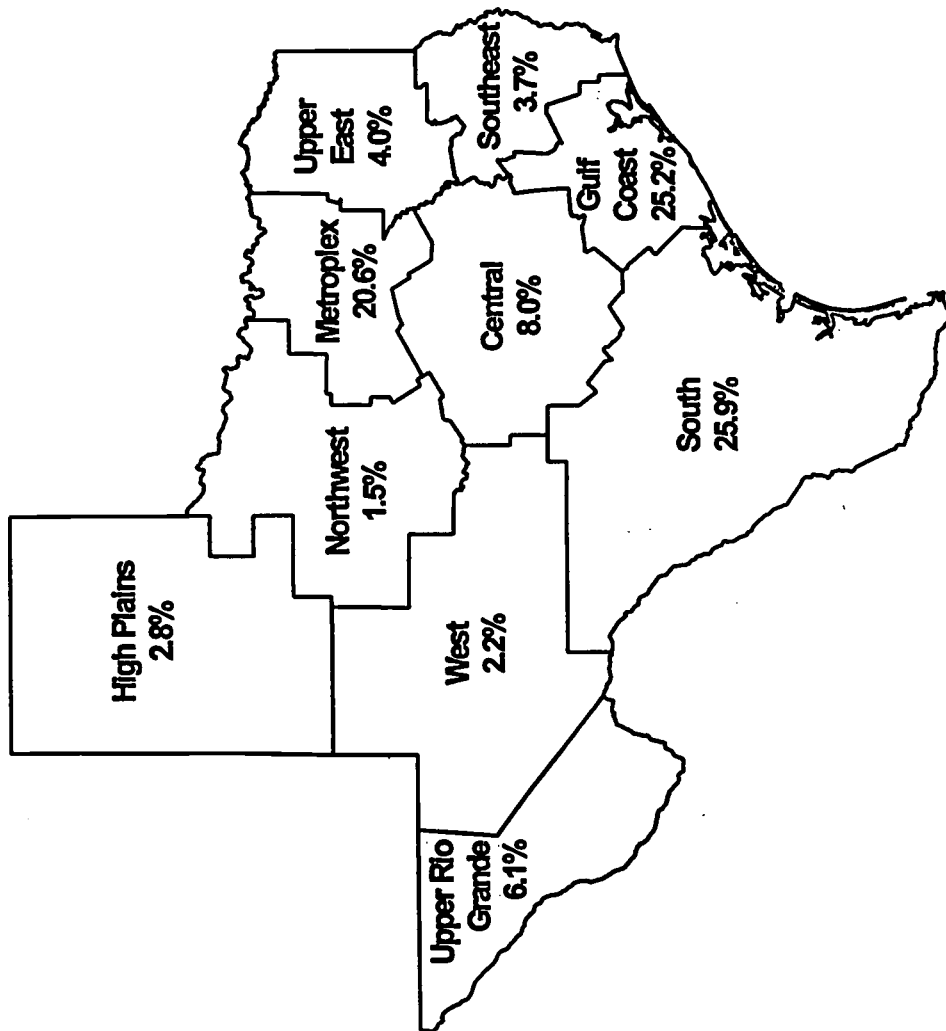


Figure 14
Percent of Persons <25 in Single Parent Households
in 1990 in Texas by Economic Region

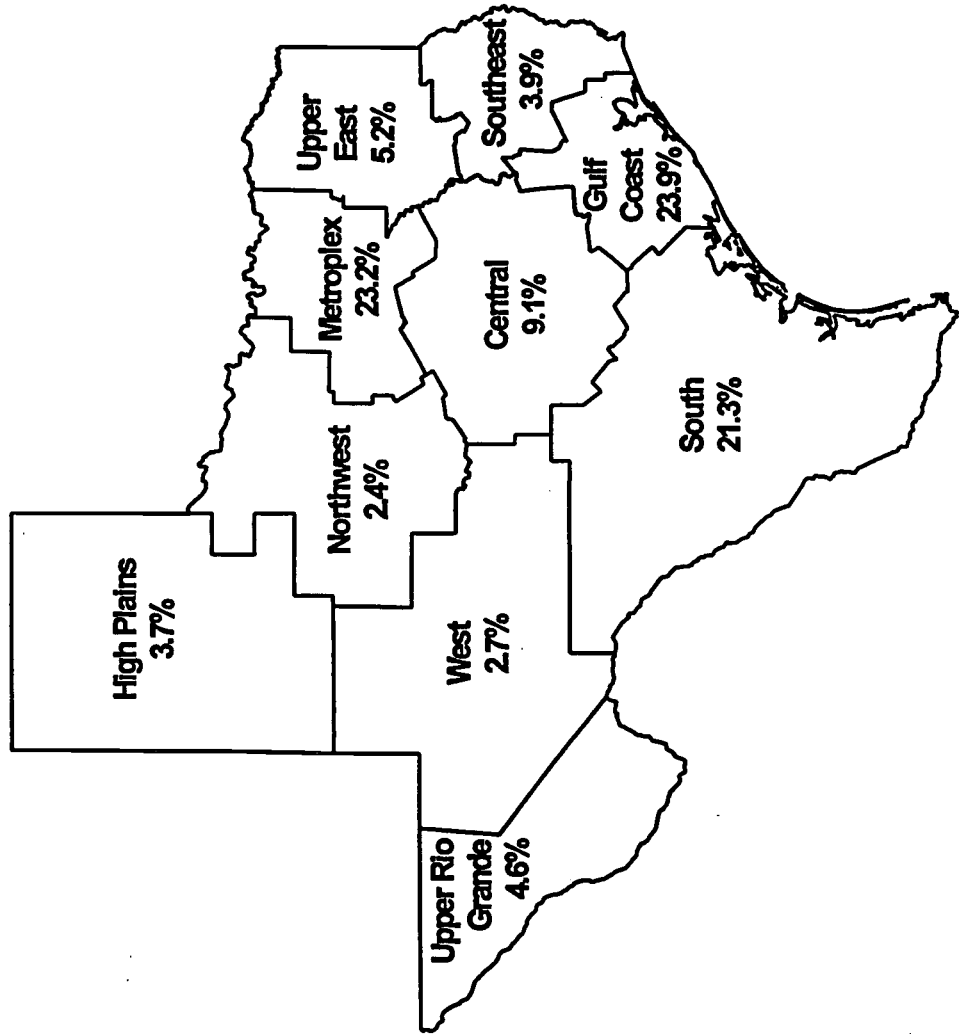


Figure 15
Percent of Persons <25 in Single Parent Households
Who are Minority in 1990 in Texas by Economic Region

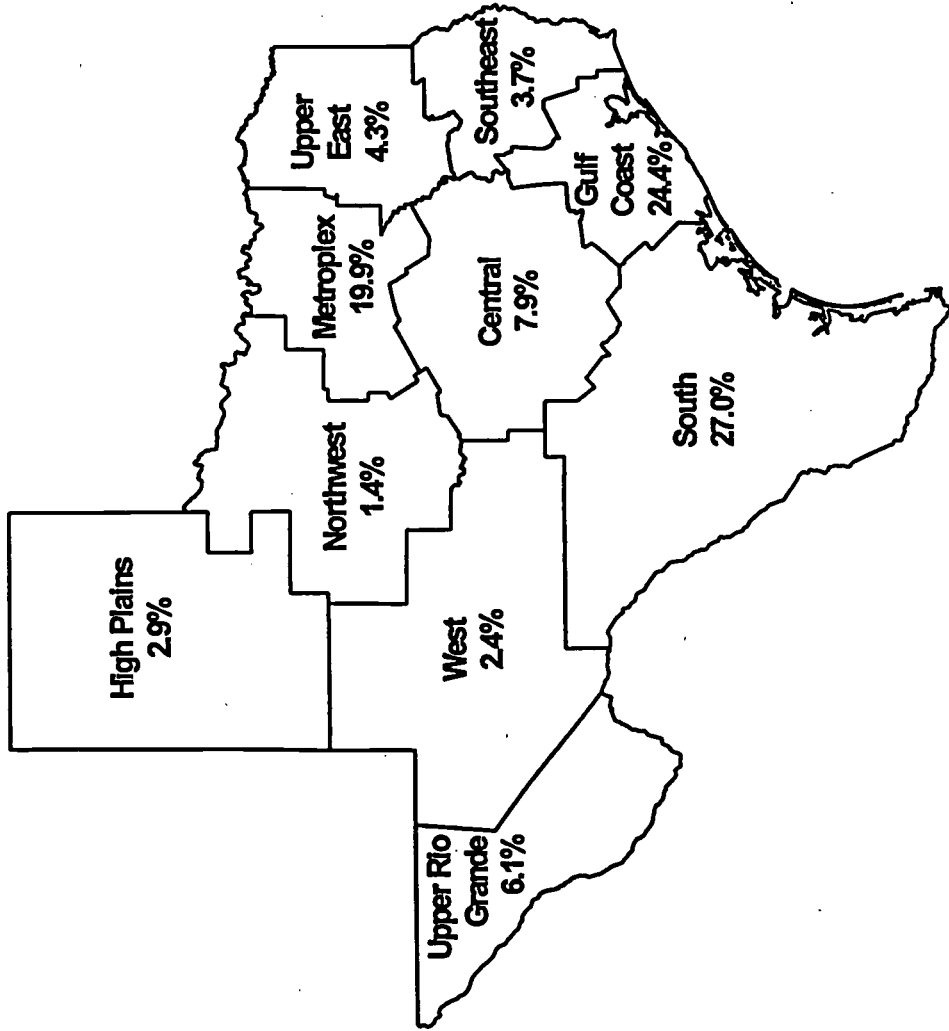


Figure 16
Percent of Students Enrolled in Elementary and Secondary
Schools in Texas in 1995-96 by Economic Region

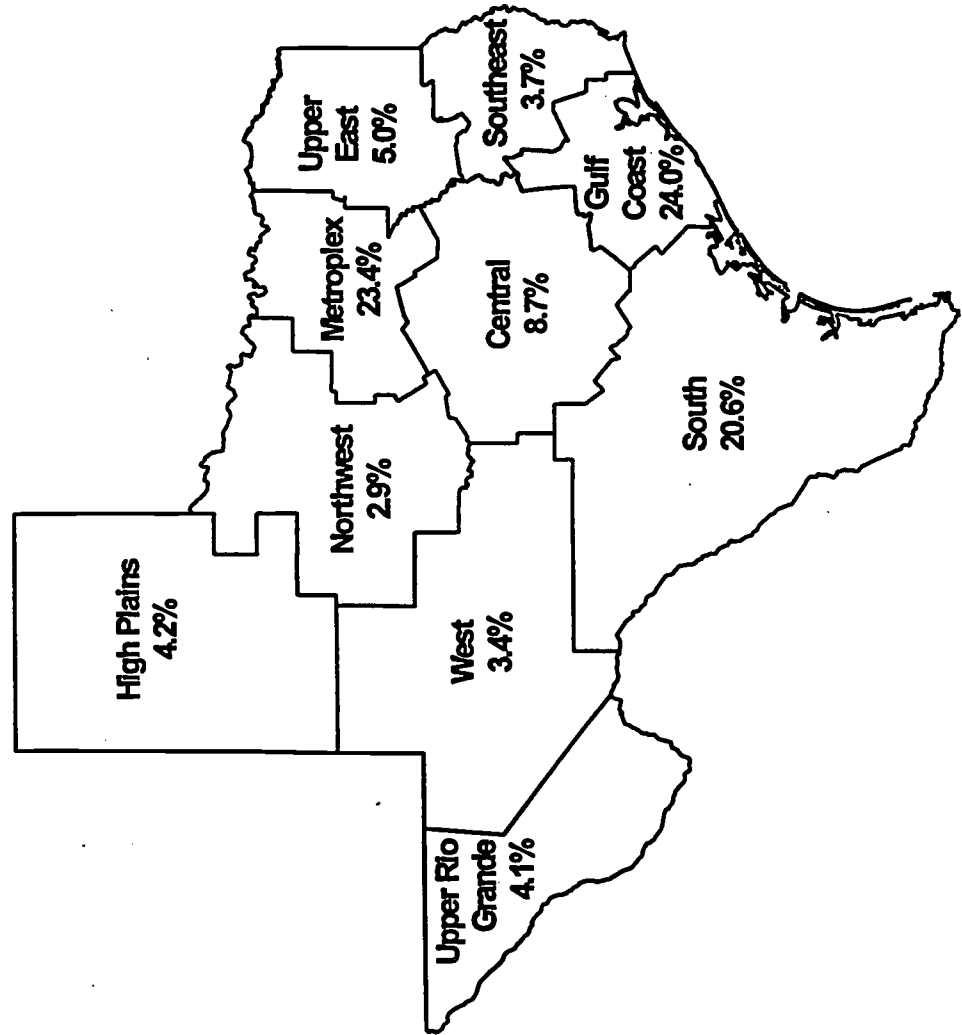
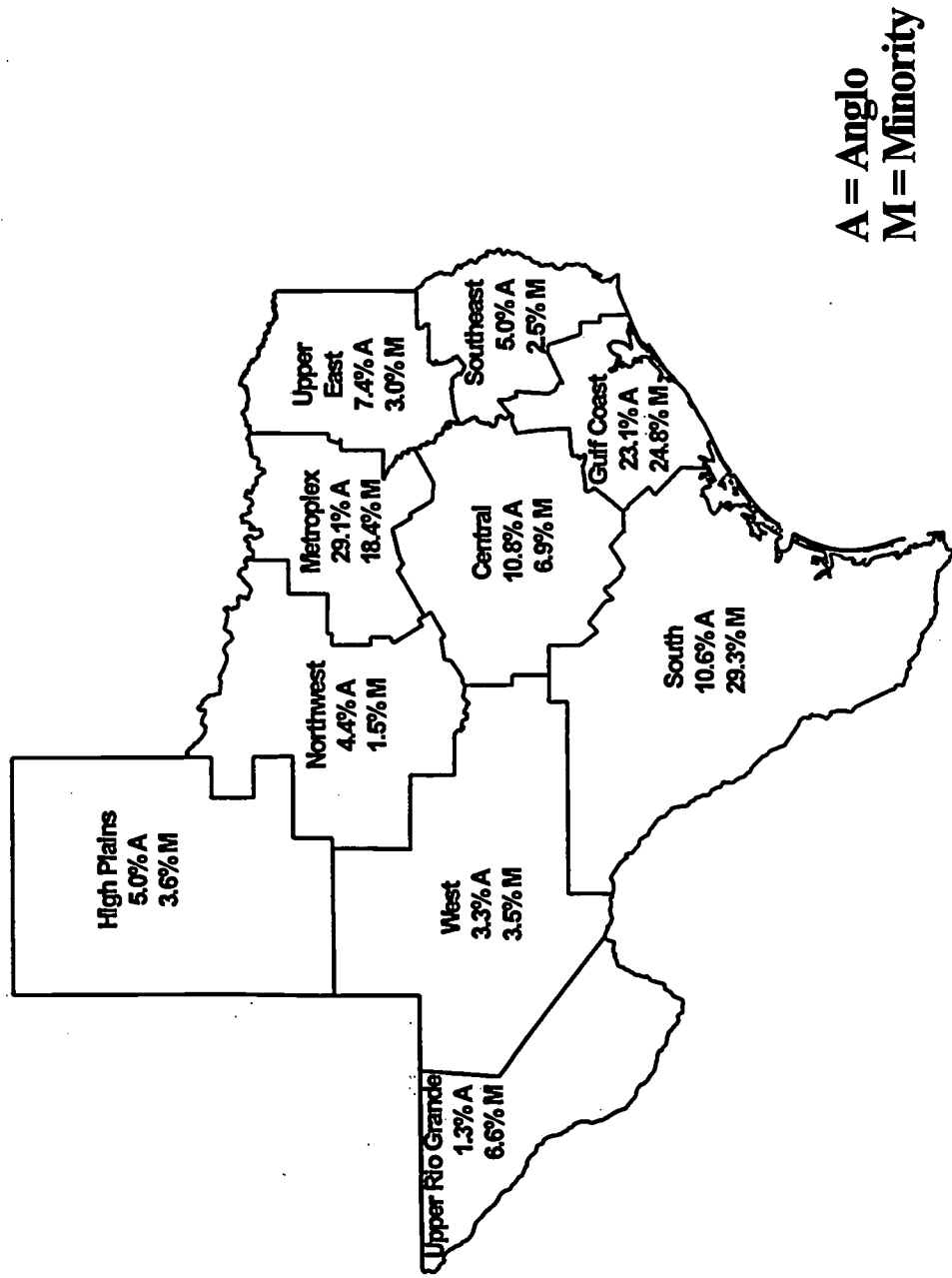


Figure 17
Percent of Students Enrolled in Elementary and Secondary Schools
in 1995-96 by Race/Ethnicity and Economic Region in Texas



A = Anglo
M = Minority

Figure 18
Percent of Students Enrolled in Elementary and Secondary Schools
in Each Economic Region in Texas in 1995-96 by Race/Ethnicity

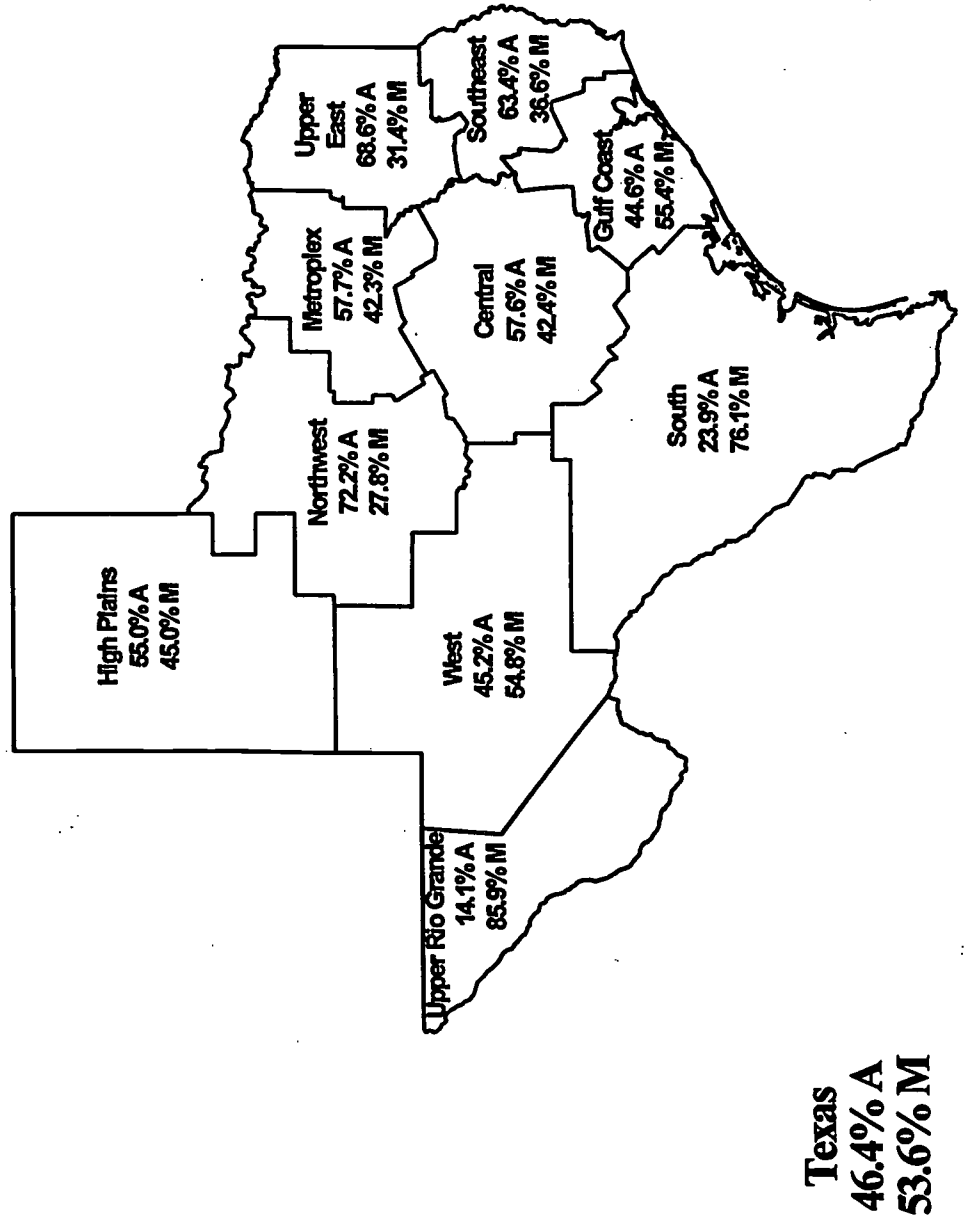


Figure 19
Percent of Economically Disadvantaged Elementary and Secondary Students in 1995-96 by Economic Region in Texas

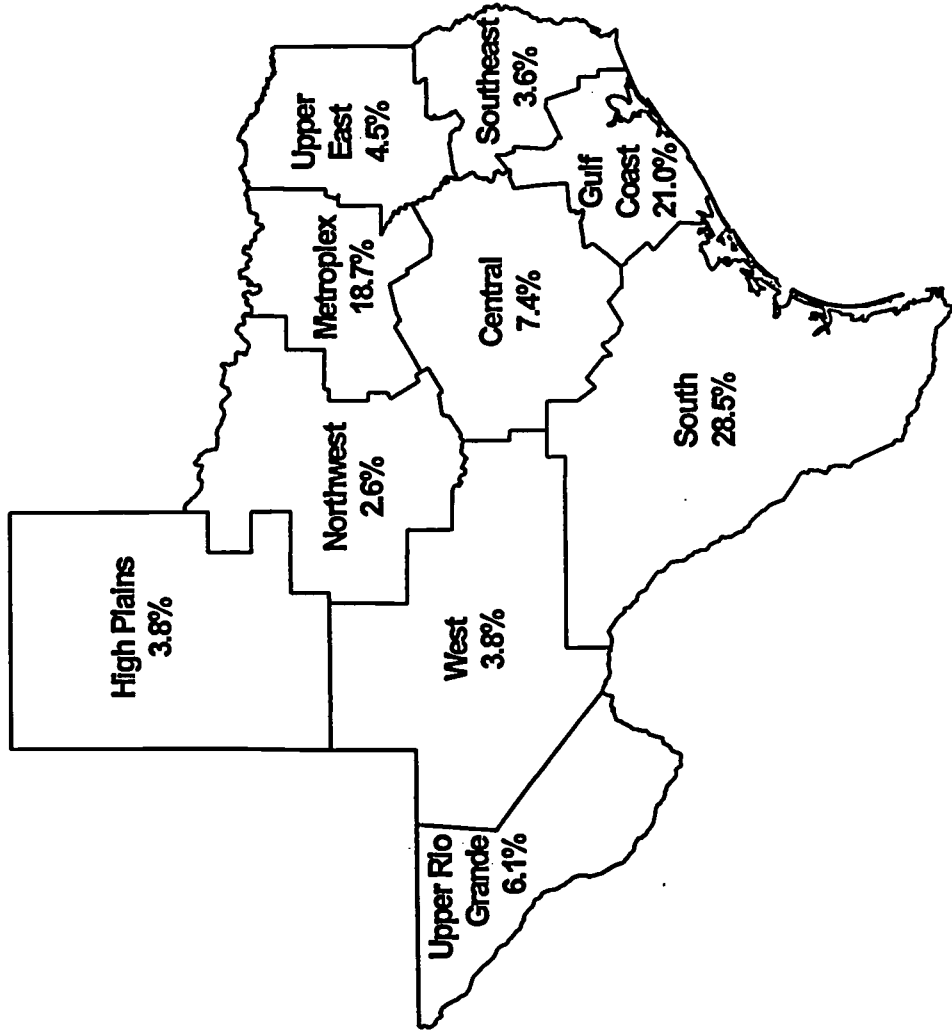
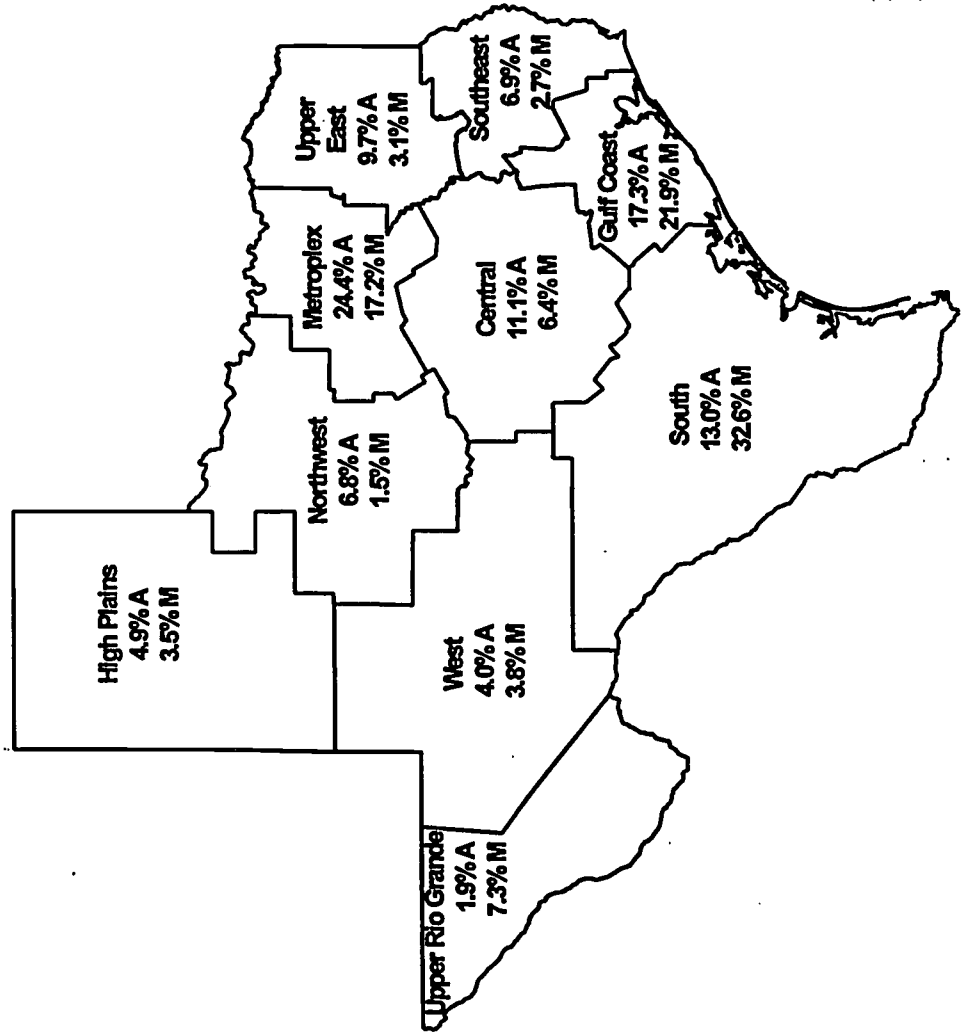
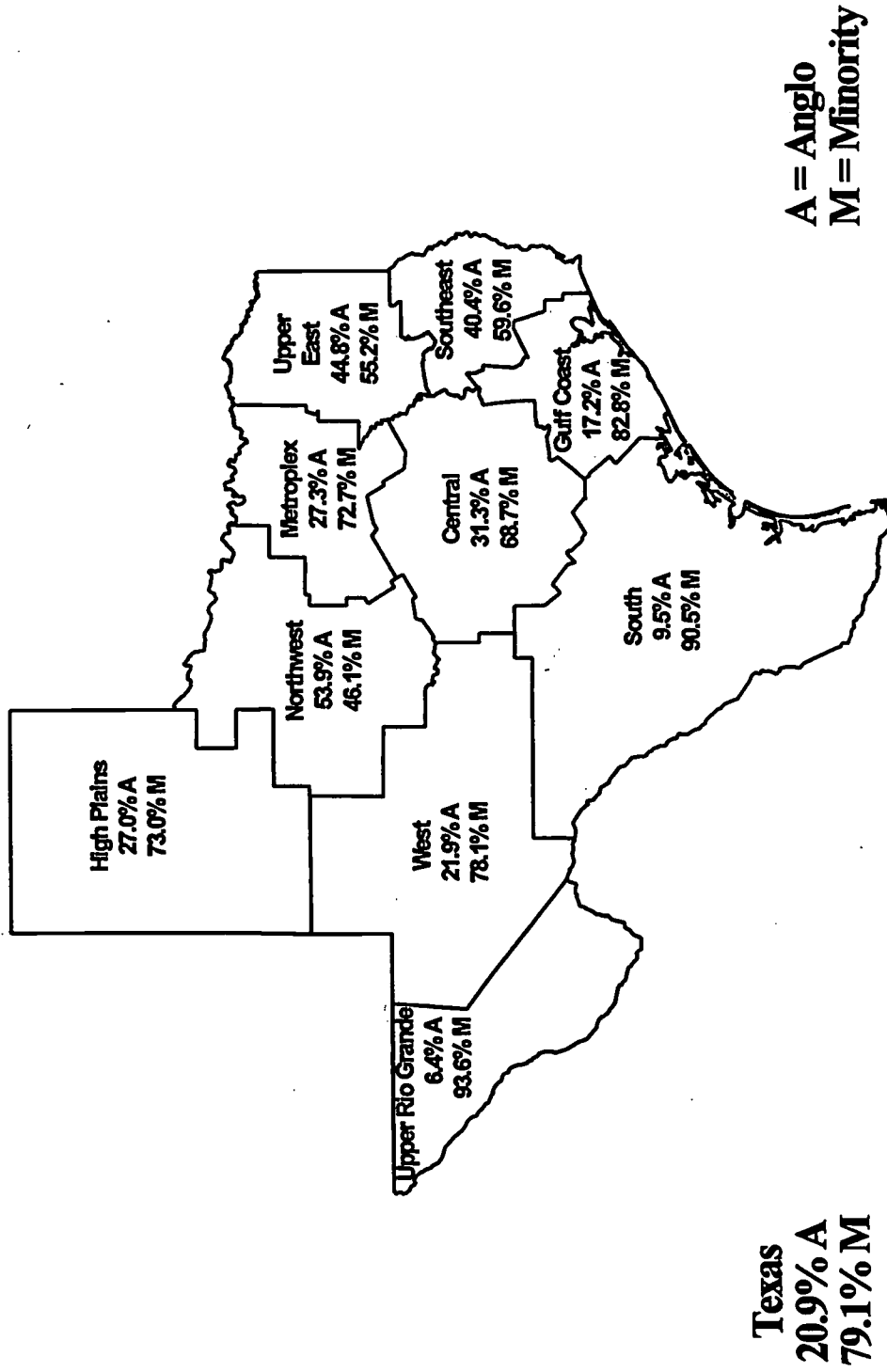


Figure 20
Percent of Economically Disadvantaged Elementary and Secondary Students in 1995-96 by Race/Ethnicity and Economic Region in Texas



A = Anglo
M = Minority

Figure 21
Percent of Economically Disadvantaged Elementary and Secondary Students in Each Economic Region in Texas in 1995-96 by Race/Ethnicity



A = Anglo
M = Minority

Figure 22
Percent of Elementary and Secondary Students Receiving Free or Reduced Lunch in 1995-96 by Economic Region in Texas

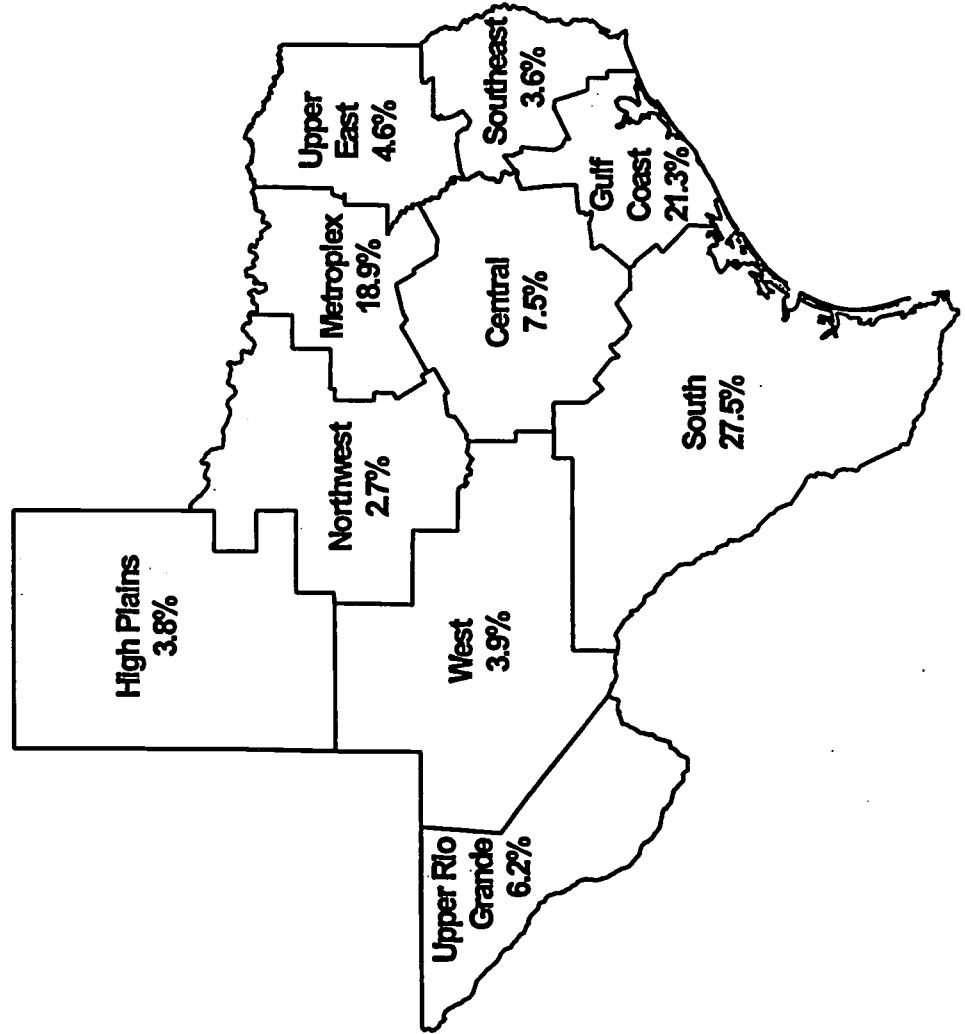
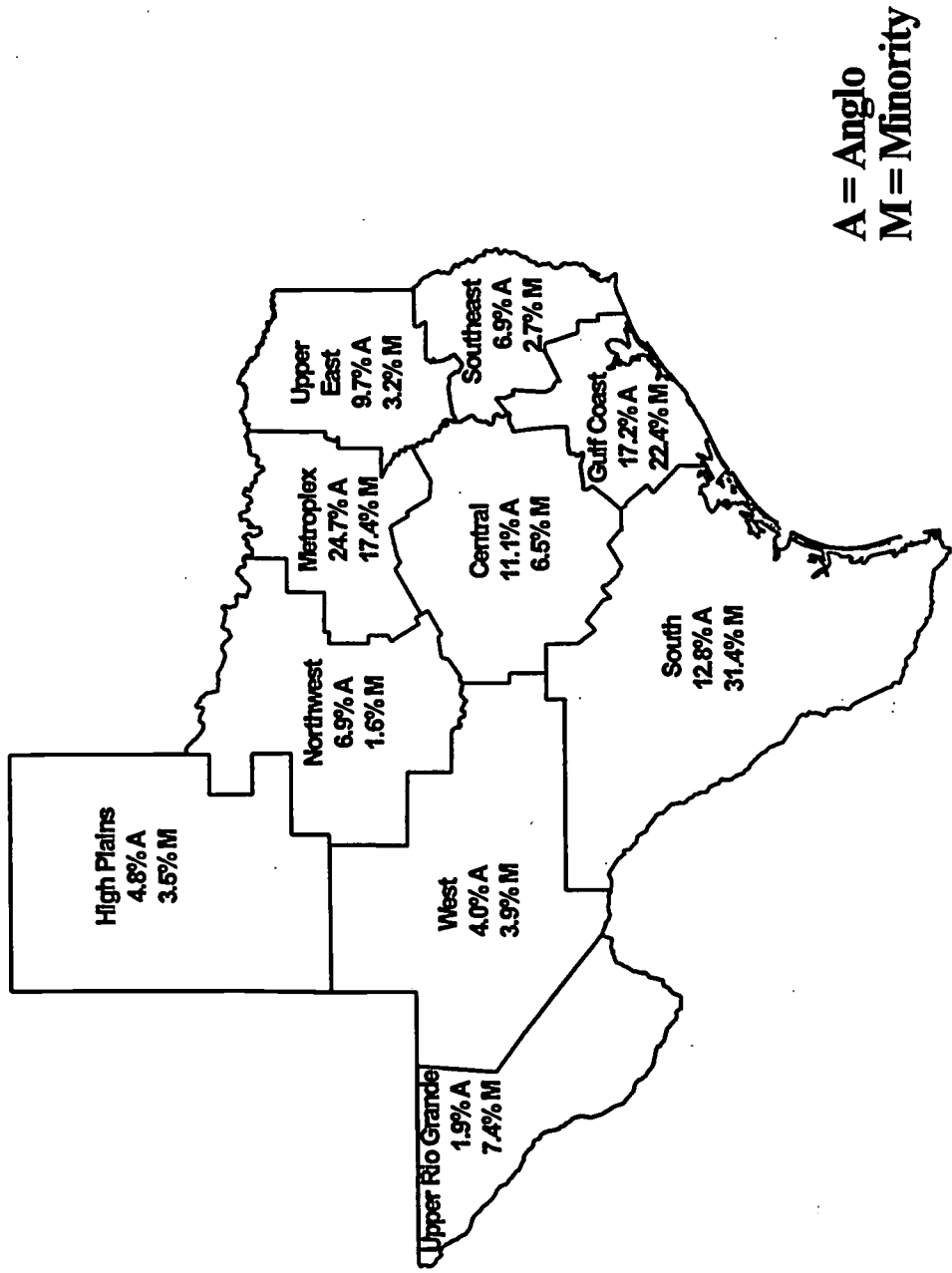
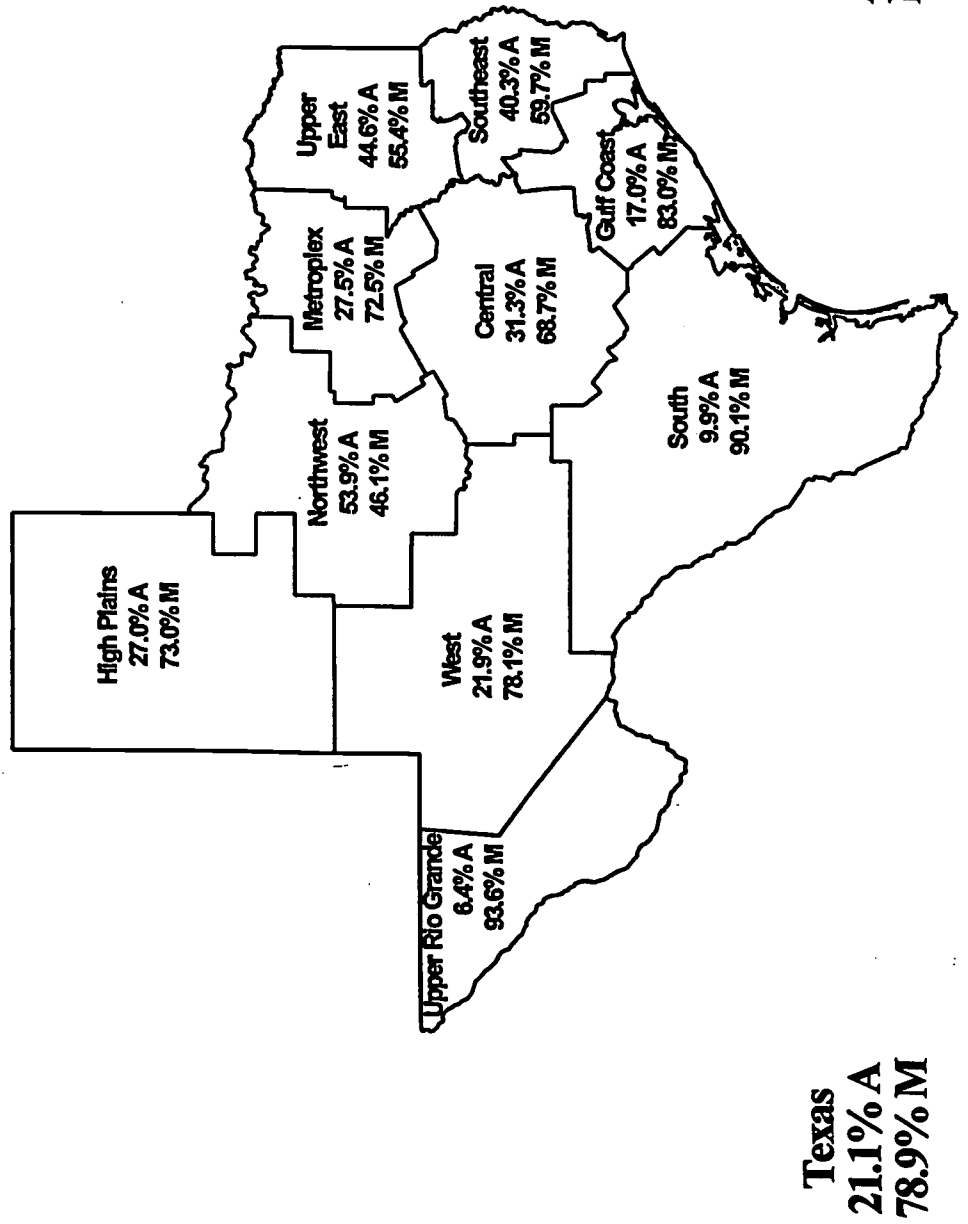


Figure 23
Percent of Elementary and Secondary Students Receiving Free or Reduced Lunch in 1995-96 by Race/Ethnicity and Economic Region in Texas



A = Anglo
M = Minority

Figure 24
Percent of Elementary and Secondary Students Receiving Free
or Reduced Lunch in Each Economic Region in Texas
in 1995-96 by Race/Ethnicity



A = Anglo
M = Minority

Figure 25
Percent of Bilingual Elementary and Secondary Students
in 1995-96 by Economic Region in Texas

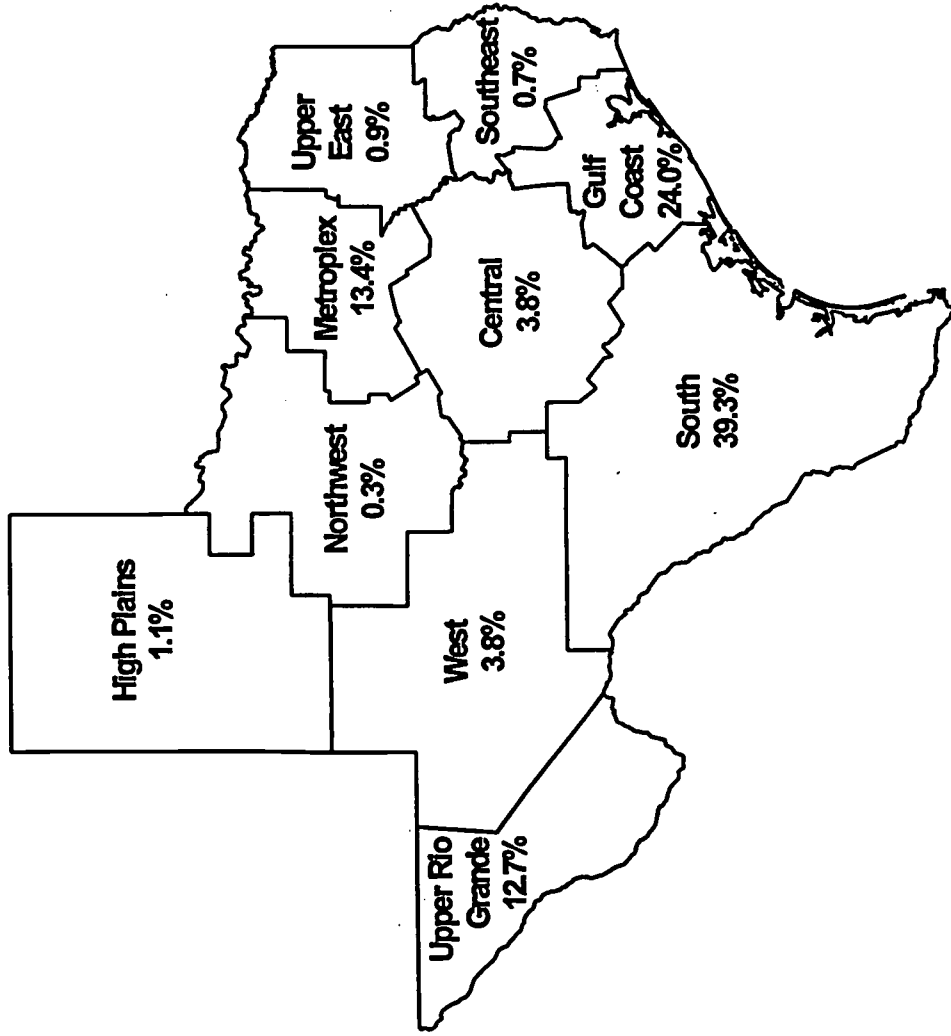
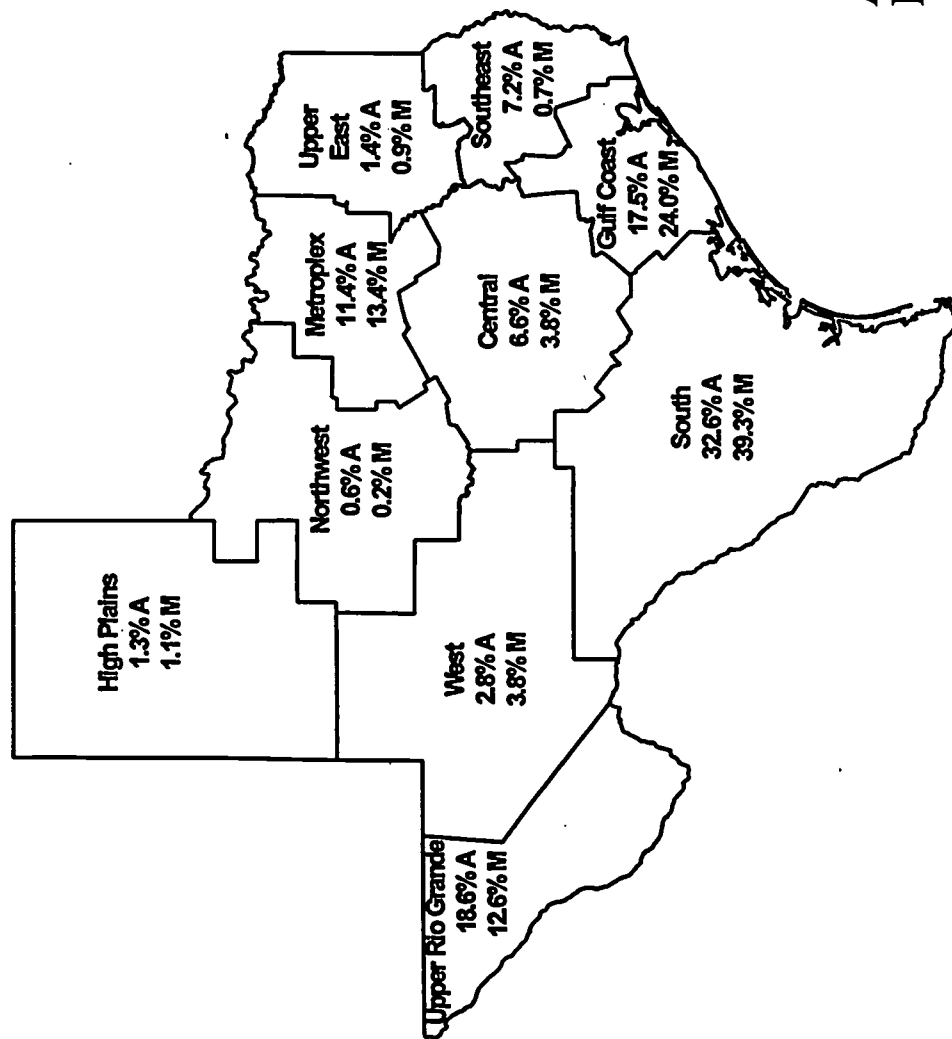
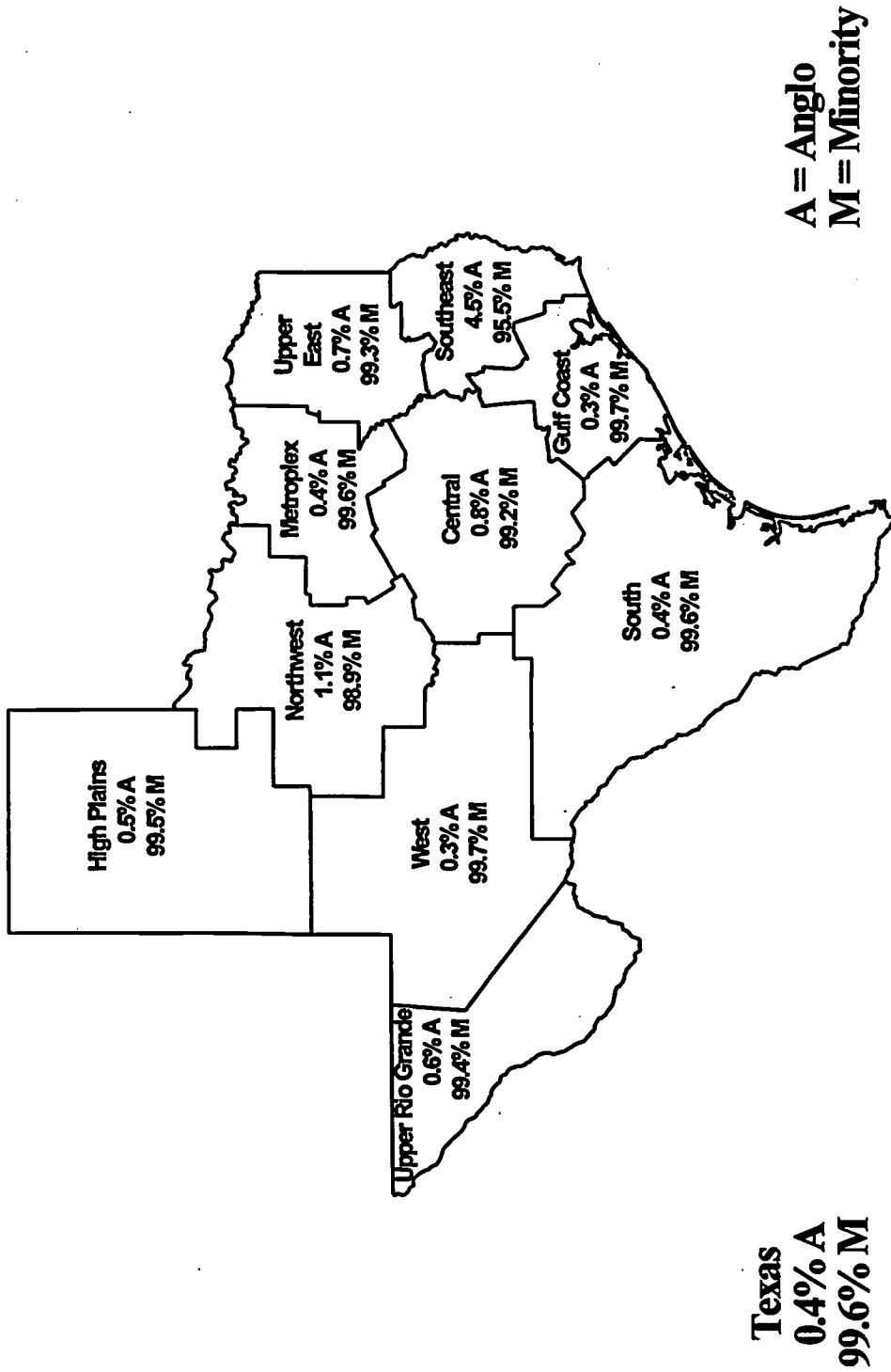


Figure 26
Percent of Bilingual Elementary and Secondary Students
in 1995-96 by Race/Ethnicity and Economic Region in Texas



A = Anglo
M = Minority

Figure 27
Percent of Bilingual Elementary and Secondary Students
in Each Economic Region in Texas in 1995-96 by Race/Ethnicity



A = Anglo
M = Minority



Figure 28
Percent of Elementary and Secondary Students in Limited English Proficiency Programs in 1995-96 by Economic Region in Texas

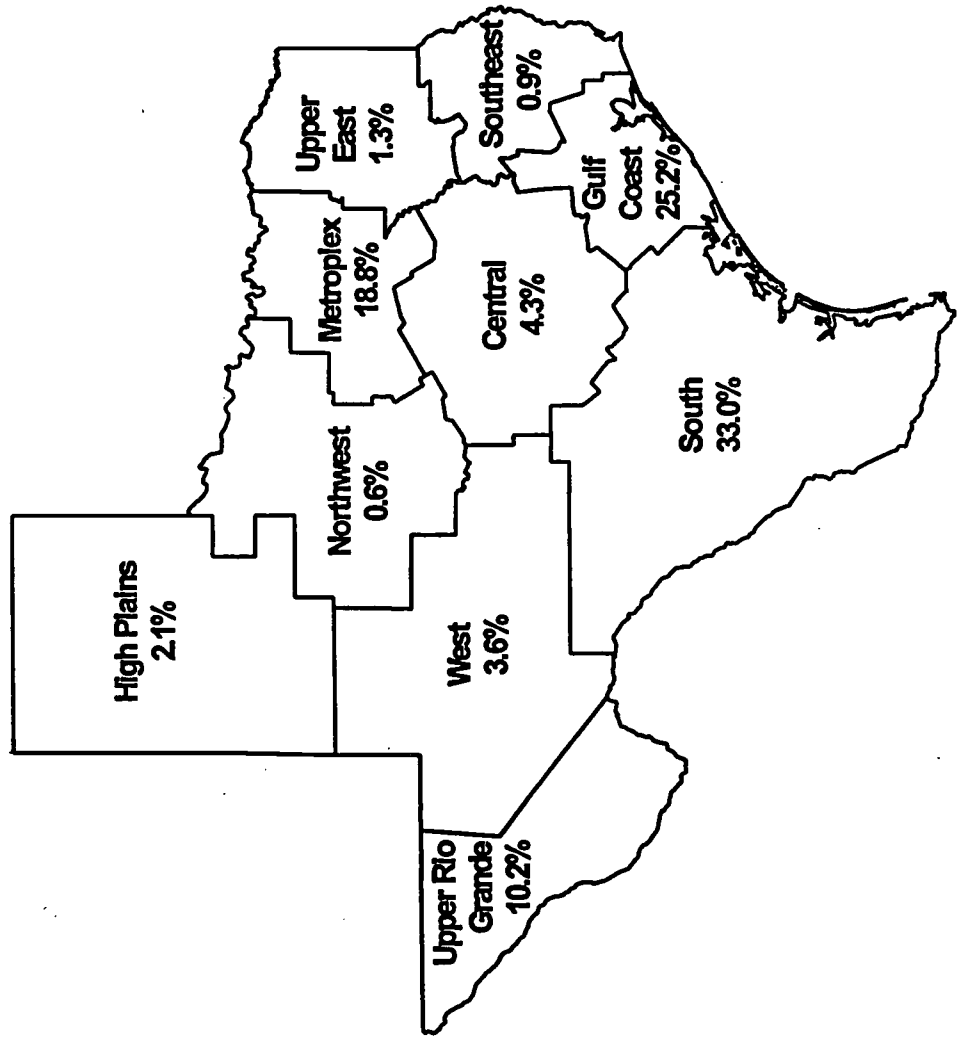


Figure 29
Percent of Elementary and Secondary Students in Limited English Proficiency Programs in 1995-96 by Race/Ethnicity and Economic Region in Texas

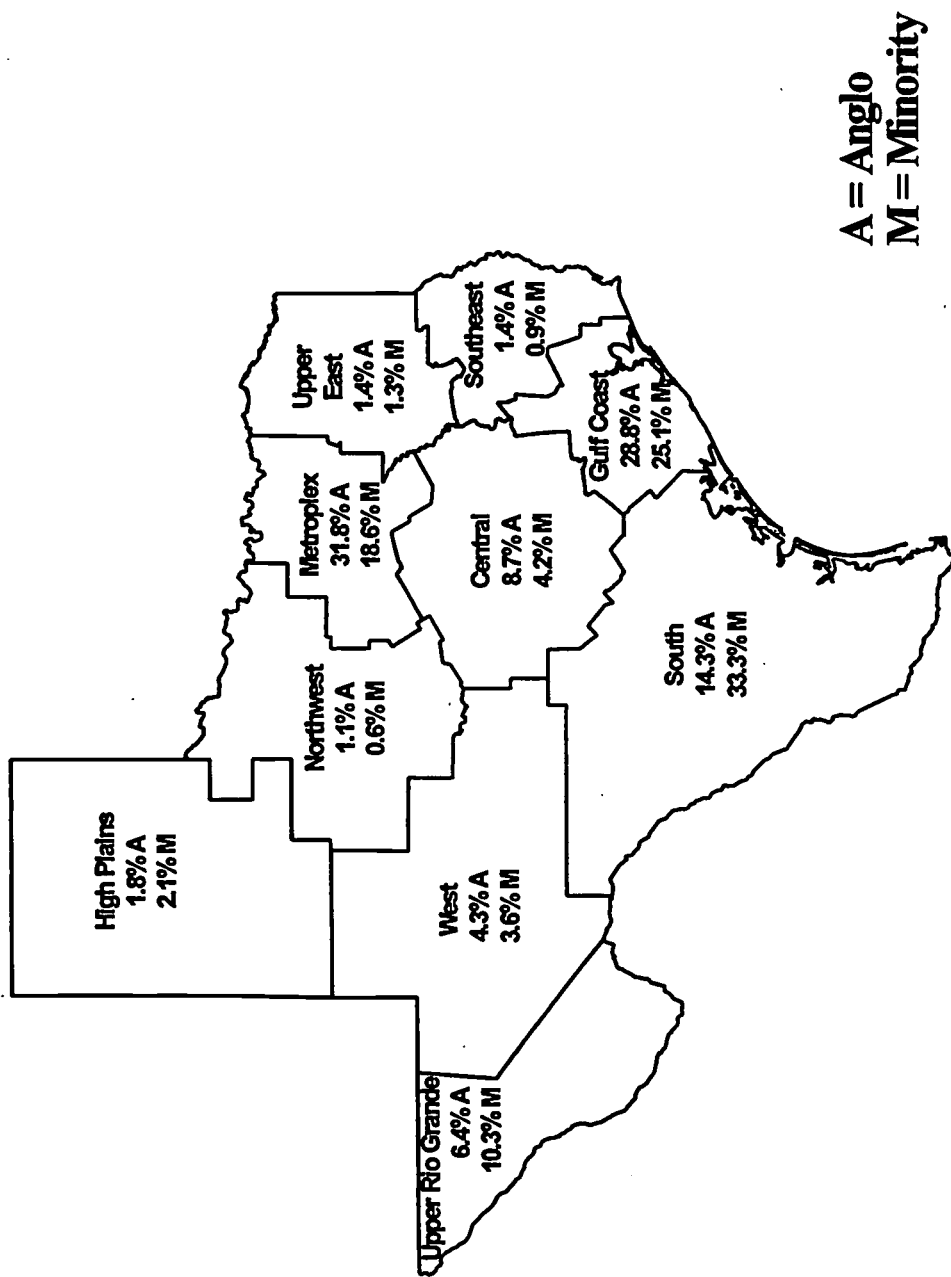


Figure 30
Percent of Elementary and Secondary Students in Limited English Proficiency Programs in Each Economic Region in Texas in 1995-96 by Race/Ethnicity

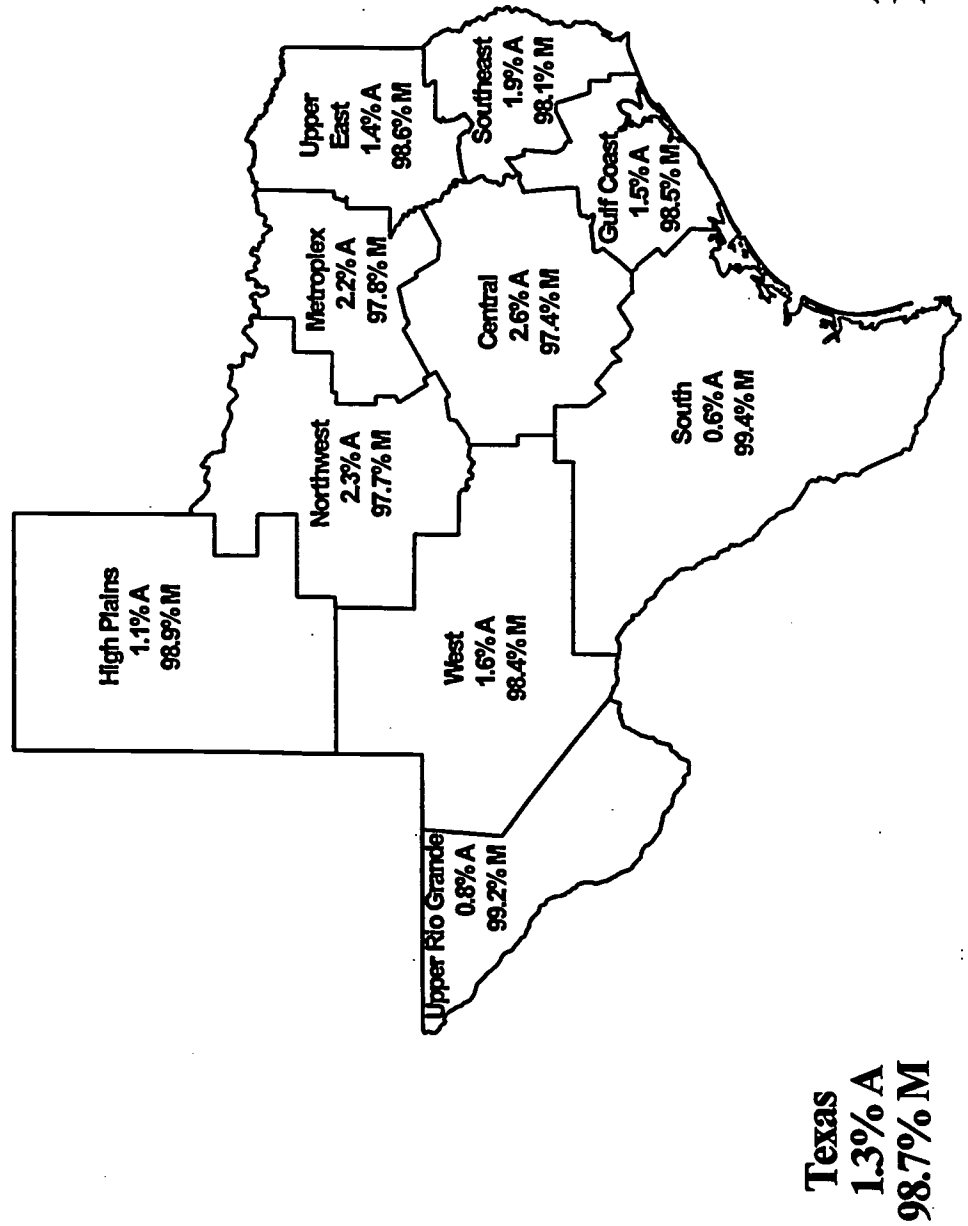


Figure 31
Percent of Elementary and Secondary Students in English as a
Second Language Courses in 1995-96 by Economic Region in Texas

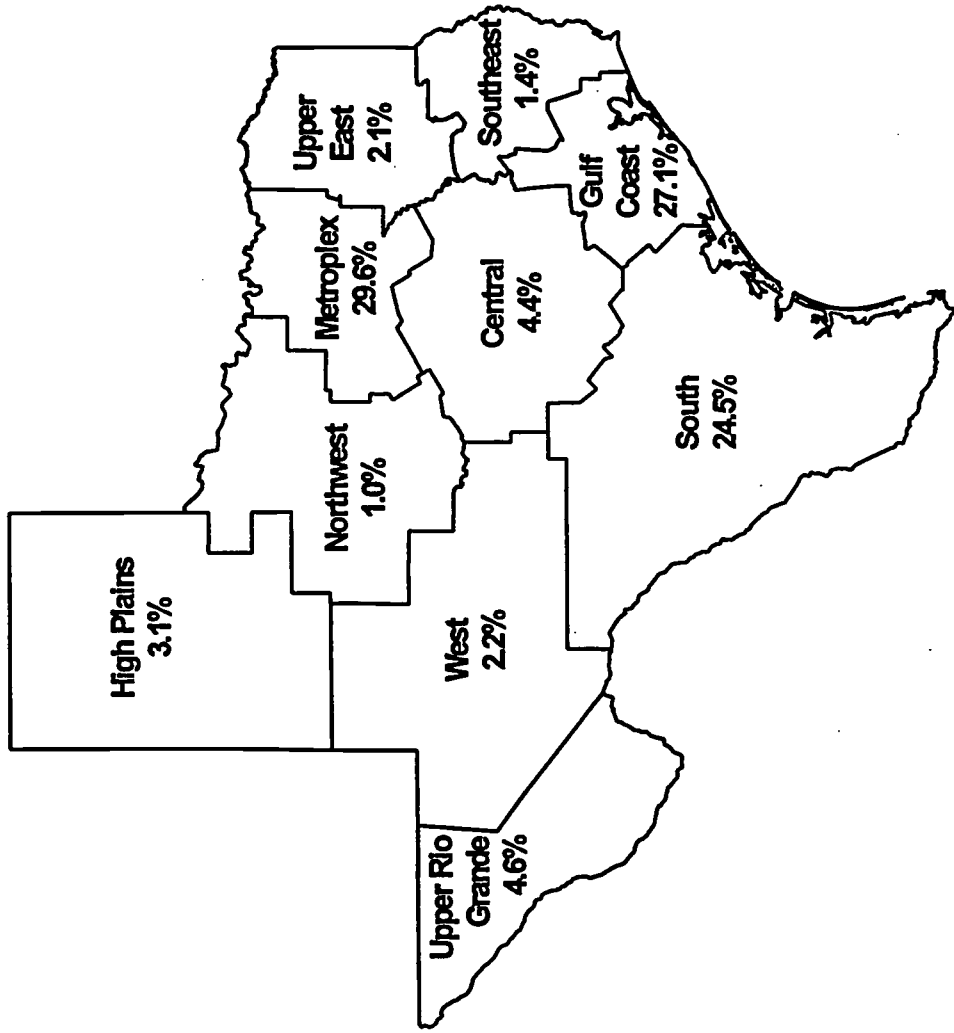
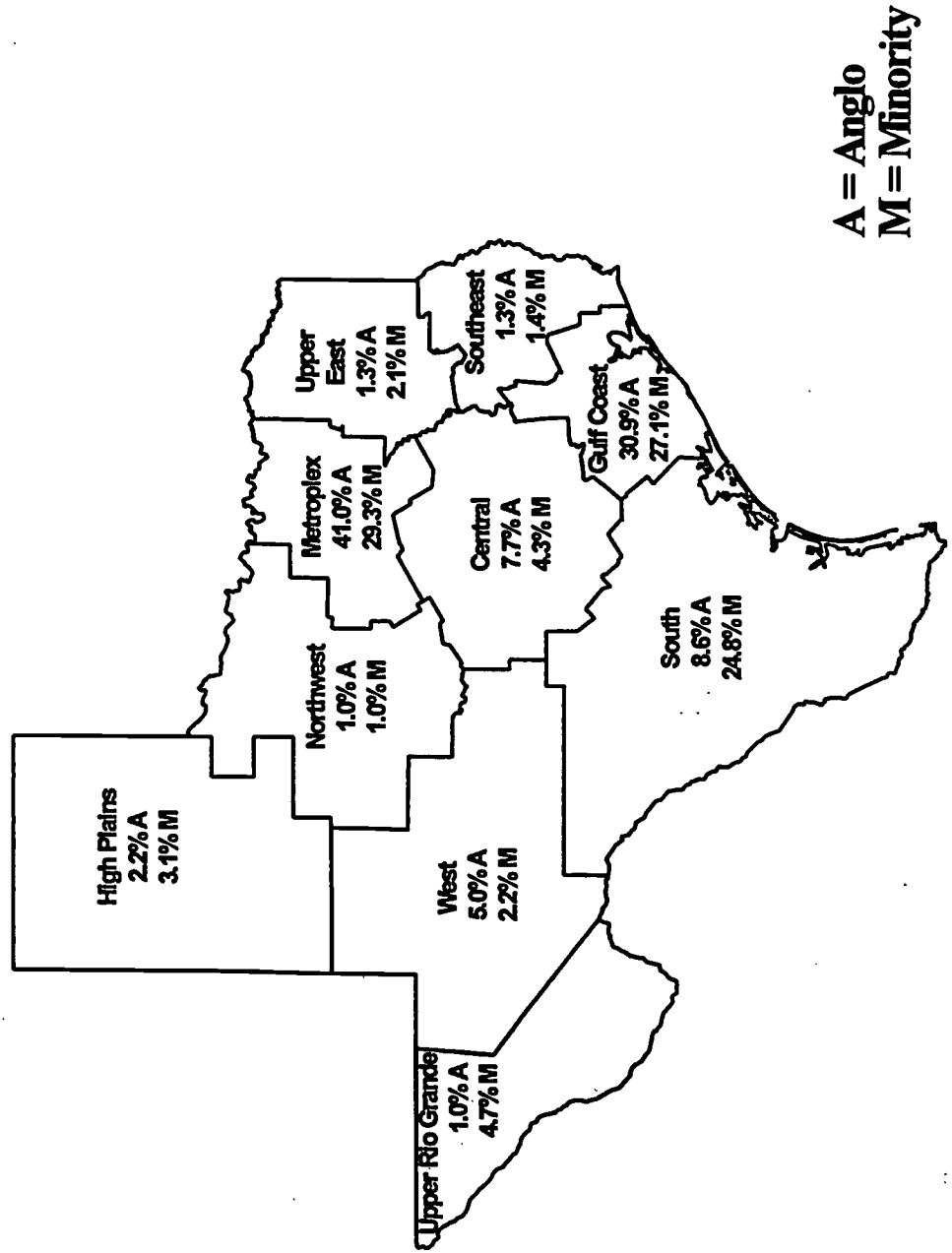


Figure 32
Percent of Elementary and Secondary Students in English as a
Second Language Course in 1995-96 by Race/Ethnicity
and Economic Region in Texas



A = Anglo
M = Minority

Figure 33
Percent of Elementary and Secondary Students in English as a Second Language Course in Each Economic Region in Texas in 1995-96 by Race/Ethnicity

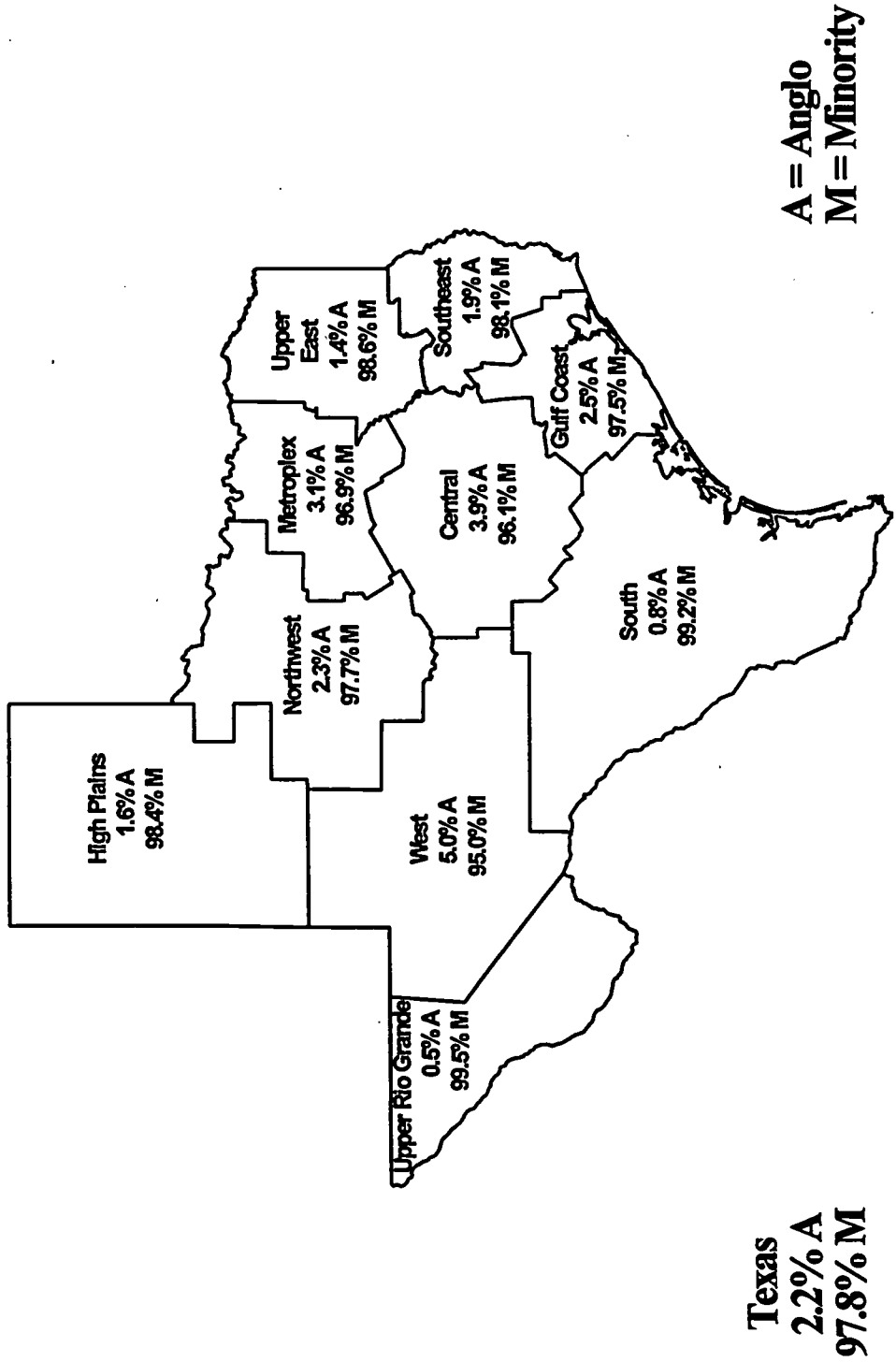
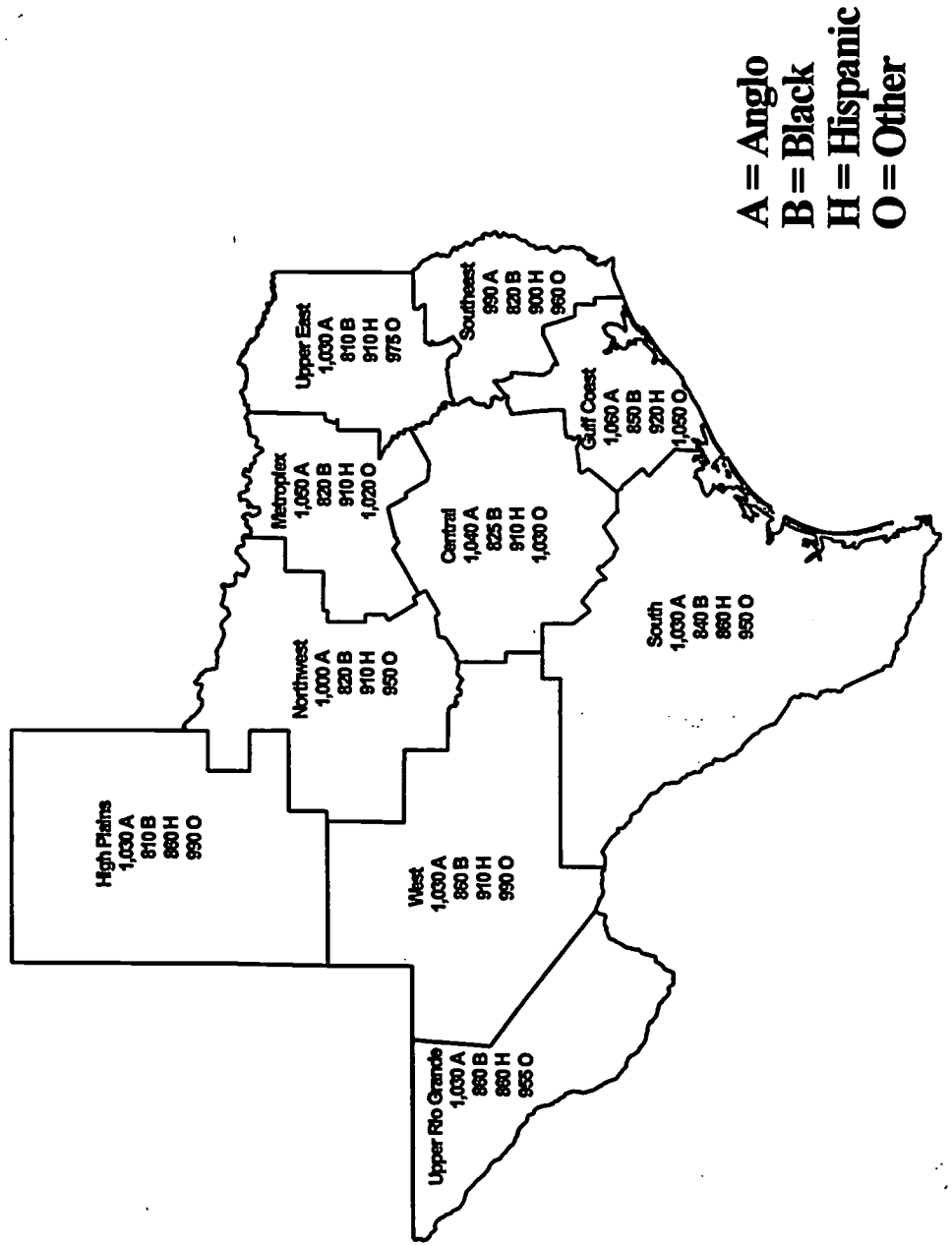


Figure 34
Median ACT/SAT Scores in 1995-96
by Race/Ethnicity and Economic Region in Texas



A = Anglo
B = Black
H = Hispanic
O = Other

Figure 35
Percent of Students in Households with Incomes of Less Than \$30,000 Per Year Scoring Above 1140 on the ACT/SAT in 1995-96 by Race/Ethnicity and Economic Region in Texas

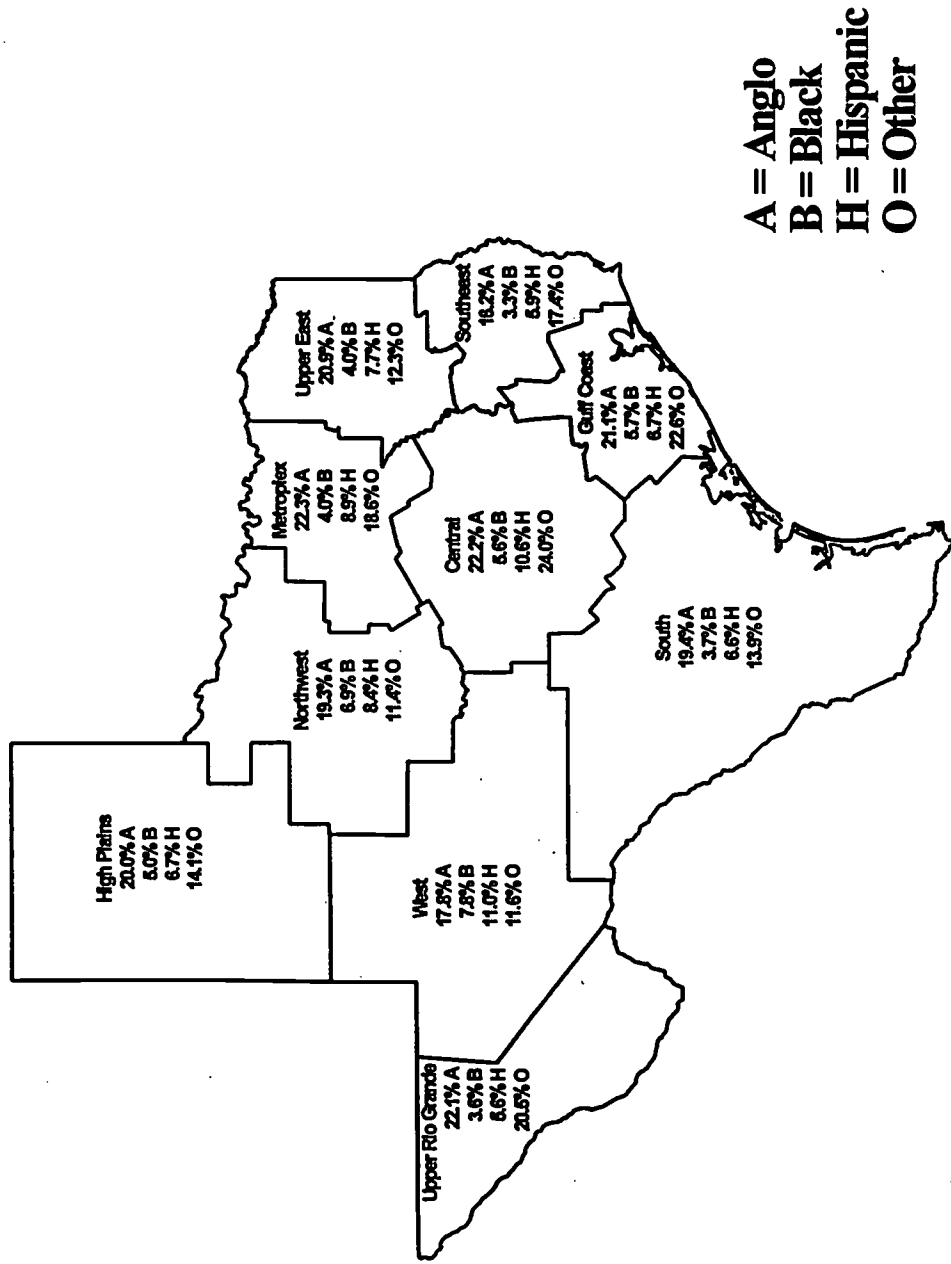
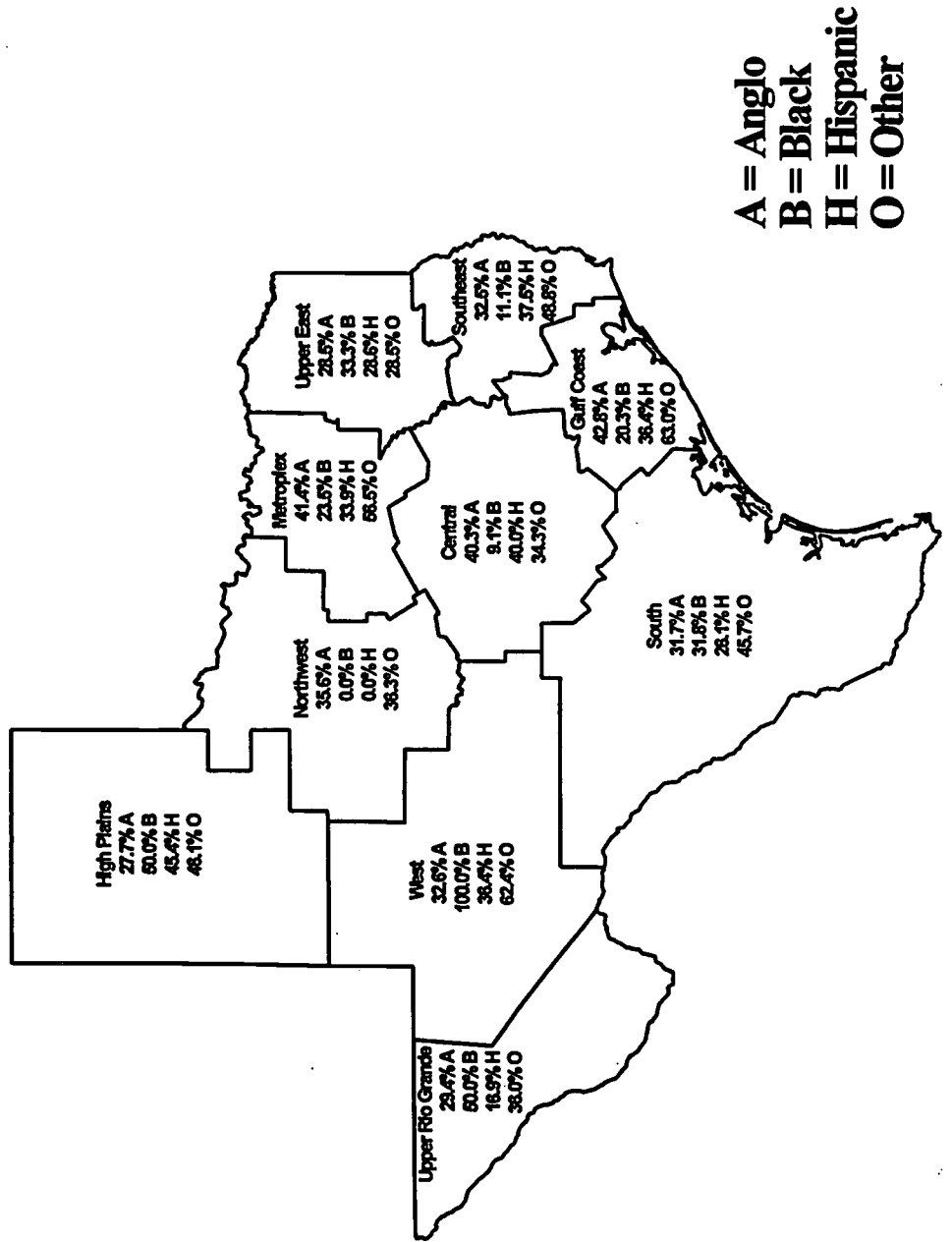
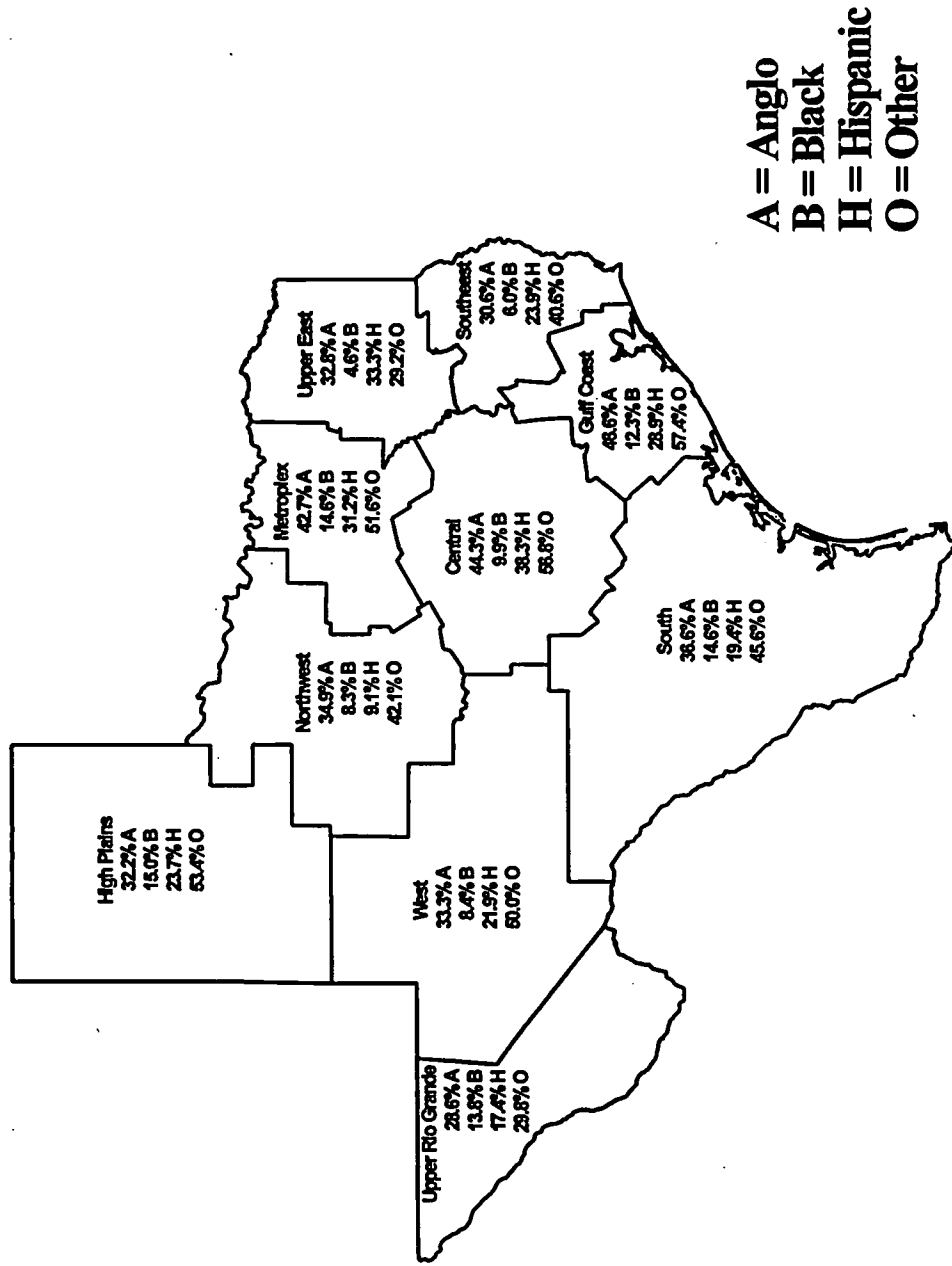


Figure 36
Percent of Students in Households with Incomes of Greater Than \$100,000 Per Year Scoring Above 1140 on the ACT/SAT in 1995-96 by Race/Ethnicity and Economic Region in Texas



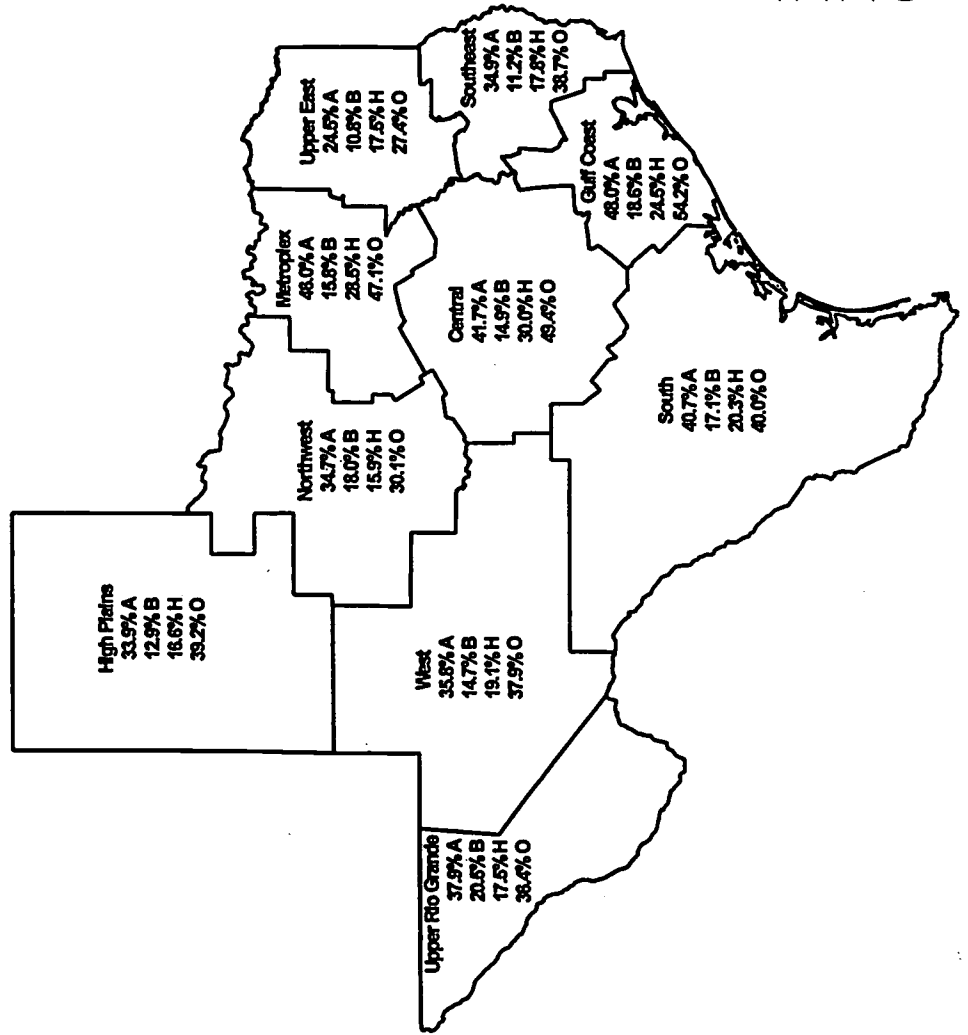
A = Anglo
B = Black
H = Hispanic
O = Other

Figure 37
Percent of Students with a Parent with a Graduate Degree Scoring Above 1140 on the SAT in 1995-96 by Race/Ethnicity and Economic Region in Texas



A = Anglo
B = Black
H = Hispanic
O = Other

Figure 38
Percent of Students Who Have an A Grade Point Average
Scoring Above 1140 on the ACT/SAT in 1995-96 by
Race/Ethnicity and Economic Region in Texas



A = Anglo
B = Black
H = Hispanic
O = Other

Figure 39
Percent of Students Who Have a D Grade Point Average
Scoring Above 1140 on the ACT/SAT in 1995-96 by
Race/Ethnicity and Economic Region in Texas

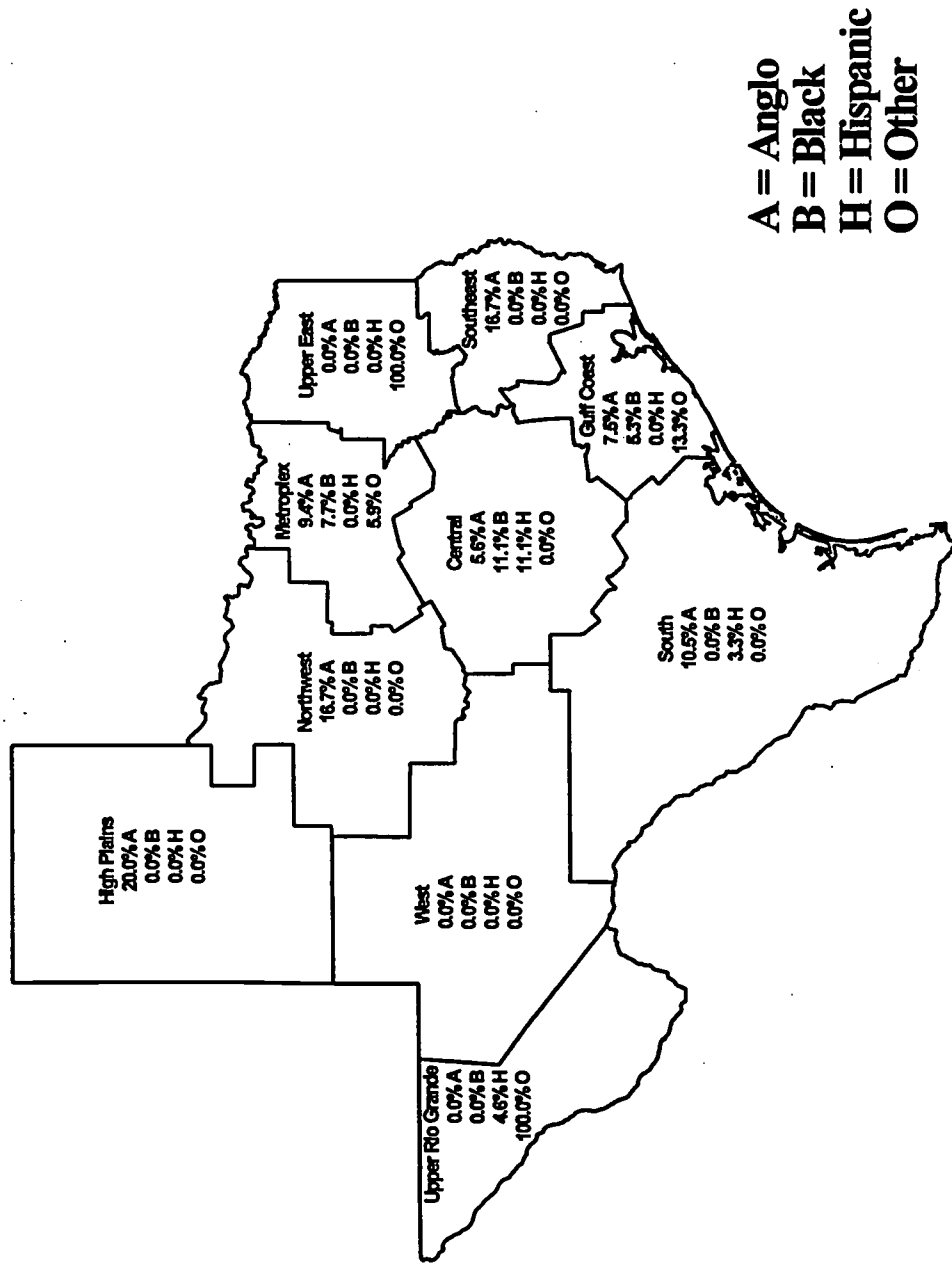
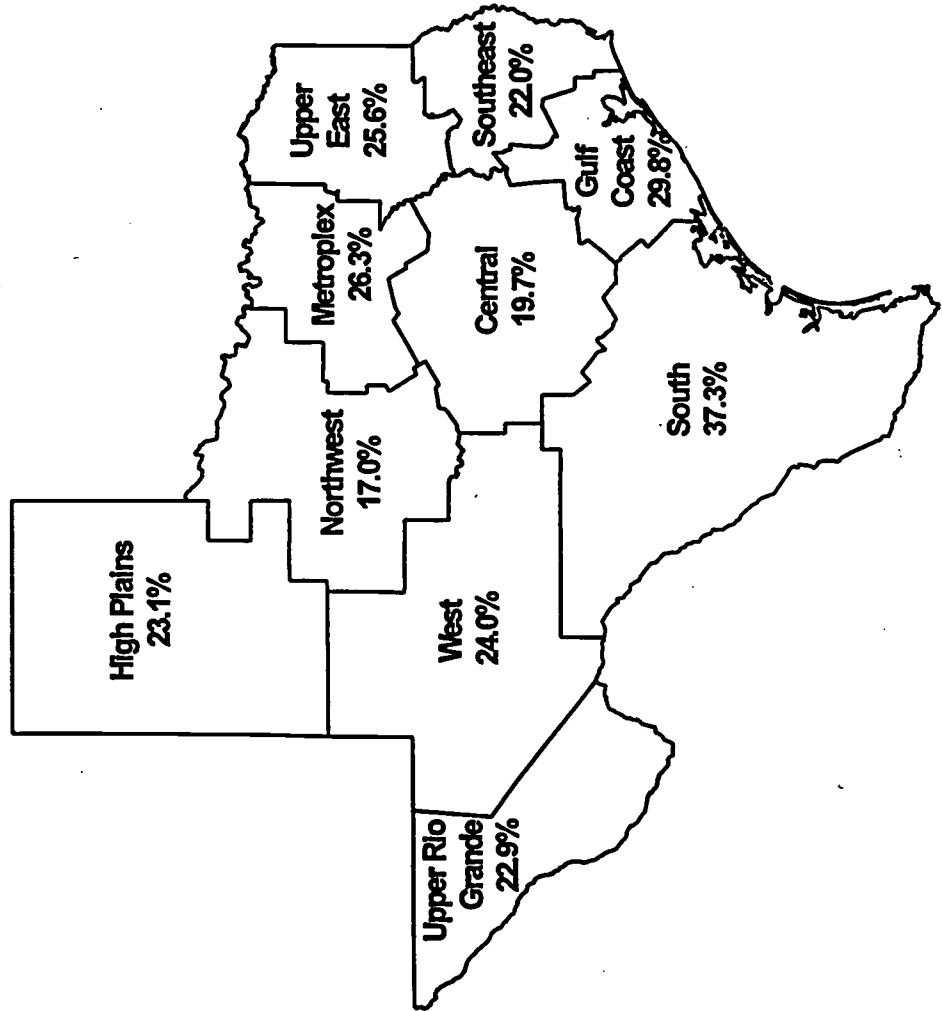
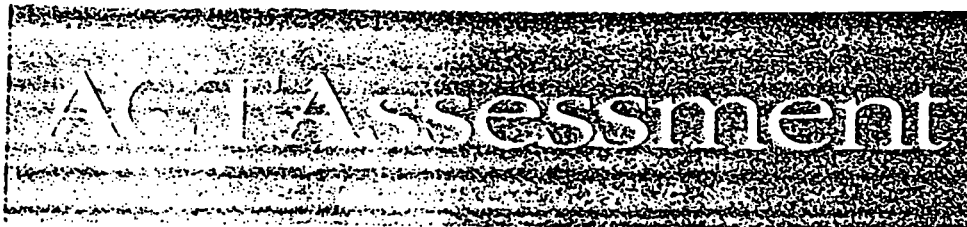


Figure 40
Percent of Students Who Required Remediation in One
or More Subjects in 1994-95 by Economic Region in Texas



Appendix A
ACT/SAT Data Elements



1 9 9 5 ▲ 1 9 9 6

Student Information

This booklet was prepared in response to many inquiries about the information requested of students when they register to take the ACT Assessment on a national test date. There are three major information sections:

High School Course Grade Information provides information about 30 courses students have taken, plan to take, or do not plan to take. For courses taken for a full term, students also report the grades received.

ACT Interest Inventory results help students make educational and career plans.

Student Profile Section asks for information about students' backgrounds, interests, needs, and plans to assist students and colleges in effective planning.

These sections are reprinted here as they appear in the student registration booklet, *Registering for the ACT Assessment.*

High School Course/Grade Information

This section collects information about 30 high school courses which form the basis of a college prep (academic) high school curriculum or are frequently required for admission to college. Although other subjects may be of interest to colleges, these were selected to give a basic picture of your academic preparation.

Although you are **NOT** required to complete this section, ACT can provide colleges with the most complete profile of you only if you provide information for all 30 courses each time you register. This information will help colleges identify students with adequate high school preparation in various academic areas. Accuracy is important; the information you give may be verified by college personnel. You may wish to refer to your previous high school grade reports or a copy of your current high school transcript to help you complete this section. However, do **NOT** enclose a copy of your transcript with your registration folder.

Find the section labeled HIGH SCHOOL COURSE/GRADE INFORMATION on page 2 of your registration folder, and follow the instructions given there. Fill in one oval in the section titled COURSES TAKEN OR PLANNED for each course listed. Then, fill in one oval in the section titled GRADES EARNED for each course you have taken for at least one full term (semester, trimester, etc.); if you took a course for more than one term, report only the most recent final grade. If your school uses numeric grades, change them to the corresponding letter grades by using your school's procedures for conversion. Leave the grade column blank for a course if you have not yet completed a full term or if a grade was not awarded (pass/fail, incomplete, etc.). After you complete this section, sign and date the certification statement at the top of page 2 of your registration folder.

Listed to the right are alternate course titles/descriptions. These examples may help you determine whether your courses are equivalent to the courses listed on the registration folder. Include only courses you took for credit. Do not include extracurricular activities.

Course Title **Possible Alternate Course Titles/
Course Description**

ENGLISH
English and Speech are listed as separate courses. Include Speech only if you took a Speech course for a full term. If public speaking was a unit within an English course, report only the English course. Do not include extracurricular forensics.

- English taken during the 9th grade
 - First-year English: including grammar, reading comprehension, etc.
 - 9th-grade Composition or Literature
- English taken during the 10th grade
 - Second-year English: including grammar, reading comprehension, etc.
 - 10th-grade Composition or Literature
- English taken during the 11th grade
 - Third-year English: including grammar, reading comprehension, etc.
 - 11th-grade Composition or Literature
- English taken during the 12th grade
 - Fourth-year English: including grammar, reading comprehension, etc.
 - 12th-grade Composition or Literature
- Speech
 - Public Speaking (if taken as a course)
 - Debate (if taken as a course)

MATHEMATICS
Do not include general math, business math, or consumer math.

- First-year Algebra (Algebra I; not Pre-Algebra)
 - (Typically taken in 8th or 9th grade)
 - Beginning Algebra
 - Elementary Algebra
 - Introductory Algebra
- Second-year Algebra (Algebra II)
 - (Typically taken in 10th or 11th grade)
 - "Advanced" Algebra
 - Secondary Algebra
- Geometry
 - (Typically taken in 10th or 11th grade)
 - Plane Geometry
 - Solid Geometry
 - Euclidean Geometry
- Trigonometry
 - (Typically taken in 11th or 12th grade)
 - (Often included as part of another course, such as Algebra II/Trigonometry, Pre-Calculus, Fourth-year Mathematics, etc.)
- Calculus (not Pre-Calculus)
 - (Typically taken in 12th grade)
 - Beginning Calculus
 - Introductory Calculus
- Other Math beyond Algebra II
 - (Do not include courses listed above, such as Trigonometry and Calculus.)
 - Second-year Geometry
 - Analytic Geometry
 - Analysis
 - Functions
 - Probability & Statistics
 - Pre-Calculus
 - Senior/Fourth-year Mathematics
- Computer Math/Computer Science
 - Computer Programming
 - Computer Literacy (if computer math or programming is involved)

NATURAL SCIENCES
Do not include science interest group projects or science fair projects.

- General/Physical/Earth Science
 - Introduction to Science
 - Weather and Climate
 - Introduction to Geology
- Biology
 - (Typically includes lab work)
 - Introduction to Biology
 - Advanced Biology
- Chemistry
 - (Typically includes lab work)
 - First-year Chemistry
 - Second-year Chemistry

Course Title **Possible Alternate Course Titles/
Course Description**

- Physics
 - (May include lab work)
 - Introductory Physics
 - Advanced Physics
- SOCIAL STUDIES**
- U.S. History (American History)
 - History of the United States
- World History/World Civilization
 - (Any course covering the history of more than one continent)
- Other History (European, State, etc.)
 - Canadian History
 - History of Central America
 - Southeast Asian History
- American Government/Civics
 - Political Science
 - U.S. Government
 - American Politics
- Economics (Consumer Economics)
 - Business Economics
- Geography
 - U.S. Geography
 - World Geography
- Psychology
 - Child Psychology
 - Educational Psychology

LANGUAGES
Do not include English or computer languages.

- Spanish
 - Introductory Spanish
 - First-year Spanish
 - Second-year Spanish
 - Advanced Spanish
 - Readings in Spanish
- French
 - Introductory French
 - First-year French
 - Second-year French
 - Advanced French
 - Readings in French
- German
 - Introductory German
 - First-year German
 - Second-year German
 - Advanced German
 - Readings in German
- Other Language
 - (Do not include courses in the languages listed above.)
 - Latin
 - Japanese
 - Hebrew
 - Russian
 - Chinese
 - Any other language (if taken as a course)

ARTS
Report only course information, not extracurricular activities.

- Art (painting, etc.)
 - Sculpture
 - Drawing/Sketching
 - Art History
- Music (vocal or instrumental)
 - Chorus (if taken as a course)
 - Band (if taken as a course)
 - Music History
 - Music Appreciation
- Drama/Theater (if taken as a course)
 - Acting (if taken as a course)
 - History of the Theater



ACT Interest Inventory

College planning usually involves career planning. Your scores on the ACT Interest Inventory will suggest educational programs and occupations you may want to think about—options you may not otherwise have considered.

Directions

Indicate how much you would like doing each of the activities listed below. Mark a response to an activity even if you are uncertain how you feel about it. Consider whether you would *like* or *dislike* an activity rather than whether you have the ability to do it.

For each question, choose one of the answers from the scale below and mark the corresponding letter on page 2 of your registration folder. Try to answer *like* or *dislike* to as many questions as possible.

I would *dislike* doing this activityD
 I am *indifferent* (don't care one way or the other)I
 I would *like* doing this activityL

- | | | |
|---|---|--|
| 1. Learn about star formations | 31. Measure chemicals in a test tube | 61. Use a microscope or other lab equipment |
| 2. Sketch and draw pictures | 32. Prepare drawings to illustrate a magazine story | 62. Design a metal sculpture |
| 3. Help someone make an important decision | 33. Take part in a small group discussion | 63. Help friends with their problems |
| 4. Conduct a meeting | 34. Plan work for other people | 64. Conduct business by phone |
| 5. Count and sort money | 35. Balance a checkbook | 65. Make charts or graphs |
| 6. Build a picture frame | 36. Learn to cut and polish gemstones | 66. Learn how to repair a typewriter |
| 7. Learn how the brain works | 37. Read about a new surgical procedure | 67. Read about the origin of the earth, sun, and stars |
| 8. Compose or arrange music | 38. Write a movie script | 68. Play in a band |
| 9. Give first aid to an injured person | 39. Find out how others believe a problem can be solved | 69. Teach people a new hobby |
| 10. Develop new rules or policies | 40. Explain legal rights to people | 70. Interview workers about company complaints |
| 11. Take inventory in a store | 41. Sort, count, and store supplies | 71. Calculate the interest on a loan |
| 12. Fix a toy | 42. Repair damage to a tree after a storm | 72. Watch a technician repair a television |
| 13. Explore a science museum | 43. Study plant diseases | 73. Observe and classify butterflies |
| 14. Make creative photographs | 44. Select music to play for a local radio station | 74. Write reviews of Broadway plays |
| 15. Show children how to play a game or sport | 45. Help rescue someone in danger | 75. Help people during emergencies |
| 16. Work in a political campaign | 46. Demonstrate a new product | 76. Hire a person for a job |
| 17. Write payroll checks | 47. Plan a monthly budget | 77. Keep expense account records |
| 18. Run a lawnmower | 48. Design a bird feeder | 78. Prune plants and shrubs |
| 19. Attend the lecture of a well-known scientist | 49. Read books or magazines about new scientific findings | 79. Study the effects of vitamins on animals |
| 20. Write short stories | 50. Play jazz in a combo | 80. Design a poster for an event |
| 21. Work on a community improvement project | 51. Help settle an argument between friends | 81. Entertain others by telling jokes or stories |
| 22. Present information before a group | 52. Campaign for a political office | 82. Manage a small business |
| 23. Set up a bookkeeping system | 53. Find errors in a financial account | 83. Look for errors in the draft of a report |
| 24. Watch for forest fires | 54. Engrave lettering or designs on a trophy or plaque | 84. Shelve books in a library |
| 25. Study biology | 55. Study chemistry | 85. Learn how birds migrate |
| 26. Read about the writing style of modern authors | 56. Draw cartoons | 86. Play a musical instrument |
| 27. Help a newcomer meet people | 57. Give directions to visitors | 87. Give a tour of an exhibit |
| 28. Discuss a misleading advertisement with a salesperson | 58. Publicize a show or athletic event | 88. Conduct a door-to-door opinion poll |
| 29. Prepare a budget for a club or group | 59. Figure shipping costs for catalog orders | 89. Operate office machines |
| 30. Build furniture | 60. Operate a slide or movie projector | 90. Inspect products for defects |

ACT Student Profile Section

The Student Profile Section asks you for information about your background, interests, needs, and plans. It is designed to help you think about your educational future and to help colleges in their planning.

Information on racial/ethnic background, native language, marital status, religious preference, and physical disability is released only to institutions that request it in accordance with federal guidelines. These institutions have promised to keep this information confidential. You are NOT required to provide this information.

Be sure the information you provide is as accurate as possible, because it will be used in various ways. For example, a college may use your ACT Assessment information as your application for admission; the information would then become part of your basic record at the college. And some scholarship programs may need your answer to certain SPS questions in order to consider you for an award.

Mark your answers to the SPS on page 3 of your registration folder. Although you are NOT required to complete this section and you may skip any question that you do not wish to answer, ACT can provide colleges with your most complete profile only if you answer every question each time you register.

Admissions/Enrollment Information

1. I plan to enroll as a
 - full-time student.....1
 - part-time student.....2
 2. I plan to attend classes primarily during the
 - day.....1
 - evening.....2
 3. I plan to enter college in
 - January/February 1996.....0
 - March/April 1996.....1
 - May/June/July 1996.....2
 - August/September/October 1996.....3
 - November/December 1996.....4
 - January/February 1997.....5
 - March/April 1997.....6
 - May/June/July 1997.....7
 - August/September/October 1997.....8
 - I am currently enrolled in college.....9
 4. Upon entering college, I plan to live in
 - residence hall.....1
 - off-campus room or apartment or own home.....2
 - parents' or relative's home.....3
 - married student housing.....4
 - fraternity or sorority.....5
 5. My current marital status is
 - unmarried.....1
 - married.....2
- Please respond Y or N to items 6 and 7.
 Yes, applies to me.....Y
 No, does not apply to me.....N
6. I am a United States citizen.
 7. I am a legal resident of the state I recorded on my registration folder.

Opportunities for financial assistance, including state and federal funding, are available for students with certain types of disabilities. Many colleges wish to be alerted to students who may want to use special support services. The following item allows you to identify your disability so that colleges may contact you about assistance that may be available. Colleges have indicated that your response will be used only for these purposes.

8. Please respond to this item only if you have a physical or diagnosed learning disability. Mark the one choice that most closely describes your situation.
 - Blind or low-vision (not correctable with prescription lenses).....1
 - Deafness or hard-of-hearing.....2
 - Learning disabled.....3
 - Attention deficit disorder.....4
 - Other neurological impairment.....5
 - Require wheelchair access.....6
 - Other orthopedic impairment.....7
 - Multiple disabilities.....8
 - Other disability.....9

Please respond Y or N to items 9 and 10.
 Yes, applies to me.....Y
 No, does not apply to me.....N

9. I have served or am currently serving on active duty with the military forces.
10. I have previously earned college credit.

Educational Plans, Interests, and Needs

The items in this section deal with your special plans, interests, and educational needs.

College Major and Occupational Choice
 For questions 11-13, examine the list of majors on the next page that begins with number 400 and ends with number 934. When you have decided on your answers, fill in the appropriate ovals on your registration folder.

Since we could not list all possible occupations and majors (programs of study), you may not be able to find an exact description of the one you plan to enter. If that is so, you may choose a general area—for example, 410 (Agriculture & Agricultural Technologies, General), 620 (Engineering [pre-engineering], General), 920 (Visual and Performing Arts, General). If you are completely undecided, mark 400.

11. Which college major (program of study) do you plan to enter?
12. What is your first choice of occupation (vocation)?
13. Many people consider more than one occupation or vocation. What is your second choice?
14. How sure are you about your current choice of college major?
 - I am very sure.....1
 - I am fairly sure.....2
 - I am not sure.....3
15. How sure are you about your first occupational choice?
 - I am very sure.....1
 - I am fairly sure.....2
 - I am not sure.....3

16. What is the highest level of education you expect to complete?
 - Vocational/technical program (less than 2 years).....1
 - Two-year college degree.....2
 - Bachelor's degree.....3
 - One or 2 years of graduate study (MA, MBA, etc.).....4
 - Professional level degree (PhD, MD, LLB, JD, etc.).....5
 - Other.....6
17. I estimate my overall grade point average at the end of my first year in college will be:
 - 0.5-0.9 (D- to D).....1
 - 1.0-1.4 (D to C-).....2
 - 1.5-1.9 (C- to C).....3
 - 2.0-2.4 (C to B-).....4
 - 2.5-2.9 (B- to B).....5
 - 3.0-3.4 (B to B+).....6
 - 3.5-4.0 (A- to A).....7
18. I am interested in participating in ROTC, NROTC, AFROTC, etc. (Reserve Officers' Training Corps).
 - Yes.....Y
 - No.....N

Special Educational Needs, Interests, and Goals

Many colleges offer special assistance for the individual development of students. You may wish to seek such assistance. Please respond Y or N to each item (19-24).

Yes, applies to me.....Y
 No, does not apply to me.....N

19. I need help deciding my educational and occupational plans.
 20. I need help in expressing my ideas in writing.
 21. I need help in improving my reading speed and comprehension.
 22. I need help in improving my study skills.
 23. I need help in improving my mathematical skills.
 24. I would like help with personal concerns.
- The next questions (25-39) relate to special college programs designed for students who want and are able to pursue academic work of an enriched or accelerated nature. Please respond Y or N to each item.
- Yes, I am interested and would like to be considered.....Y
 No, I am not interested.....N
25. Independent study (a program of study with topics chosen by the student, approved by the college and supervised by a professor, often part of an honors program)
 26. Freshman honors courses (designed to challenge academically superior students)
 27. Study in a foreign country during undergraduate years in college
 28. Advanced placement in English
 29. Advanced placement in mathematics
 30. Advanced placement in social studies
 31. Advanced placement in natural sciences
 32. Advanced placement in French
 33. Advanced placement in German
 34. Advanced placement in Spanish
 35. Advanced placement in other language

List of College Majors and Occupational Choices

- 400 Undecided
- 410 AGRICULTURE & AGRICULTURAL TECHNOLOGIES, General
- 411 Agricultural Business
- 412 Agricultural Economics
- 413 Agricultural Mechanics
- 414 Agricultural Production/Technology
- 415 Agronomy (e.g., field crop management, soils)
- 416 Animal Sciences (e.g., animal breeding, dairy, poultry)
- 417 Farm and Ranch Management
- 418 Fish, Game, and Wildlife Management
- 419 Food Sciences/Technology
- 420 Forestry (pre-forestry) and Related Sciences
- 421 Horticulture/Ornamental Horticulture
- 422 Natural Resources (air, water, soil, etc.) Management
- 430 ARCHITECTURE & ENVIRONMENTAL DESIGN, General
- 431 Architectural Drafting
- 432 Architecture (pre-architecture)
- 433 Building Construction/Construction Science
- 434 City, Community, and Regional Planning
- 435 Environmental Design
- 436 Interior Design
- 437 Landscape Architecture
- 450 BUSINESS & MANAGEMENT, General
- 451 Accounting
- 452 Banking and Finance
- 453 Business Administration and Management
- 454 Business Economics
- 455 Contract Management & Procurement/Purchasing
- 456 Hotel/Motel/Restaurant Management
- 457 Human Resources Development/Training
- 458 Institutional Management
- 459 Insurance and Risk Management
- 460 International Business/Management
- 461 Labor/Industrial Relations
- 462 Management Information Systems
- 463 Management Science
- 464 Marketing Management and Research
- 465 Organizational Behavior
- 466 Personnel Management
- 467 Real Estate
- 468 Small Business Management/Ownership
- 469 Trade and Industrial Supervision and Management
- 470 Transportation Management
- 480 BUSINESS & OFFICE, General
- 481 Bookkeeping
- 482 Business Data Processing/Computer Operation
- 483 Court Reporting
- 484 Office Supervision and Management
- 485 Secretarial (including executive, legal, medical)
- 486 Typing and General Office
- 487 Word Processing
- 510 MARKETING & DISTRIBUTION, General
- 511 Fashion Merchandising
- 512 Retailing and Sales
- 513 Travel Services and Tourism
- 520 COMMUNICATIONS & COMMUNICATIONS TECH., General
- 521 Advertising
- 522 Commercial Art
- 523 Graphic and Printing Communications
- 524 Journalism
- 525 Photographic/Motion Picture Technology
- 526 Public Relations
- 527 Radio/Television Broadcasting
- 528 Radio/Television Production and Technology
- 540 COMMUNITY & PERSONAL SERVICES, General
- 541 Corrections
- 542 Cosmetology/Barbering
- 543 Criminal Justice/Criminology
- 544 Fire Protection/Fire Control & Safety Technology
- 545 Federal Services/Military Science
- 546 Law Enforcement and Administration
- 547 Library Science/Library Assisting
- 548 Military Science/Library Assisting
- 549 Parks and Recreation
- 550 Public Administration
- 551 Public Affairs
- 552 Social Work
- 560 COMPUTER & INFORMATION SCIENCES, General
- 561 Computer Programming
- 562 Computer Science
- 563 Data Processing
- 564 Information Sciences and Systems
- 565 Math/Computer Science
- 570 CROSS-DISCIPLINARY STUDIES, General
- 571 Area and Ethnic Studies (e.g., Latin American studies, Afro-American studies)
- 572 Liberal/General Studies
- 573 Multi/Interdisciplinary Studies (e.g., peace studies, women's studies)
- 590 EDUCATION, General
- 591 Adult and Continuing Education
- 592 Education Administration
- 593 Elementary Education
- 594 Junior High/Middle School Education
- 595 Pre-elementary (early childhood) Education
- 596 Secondary Education
- 597 Student Counseling
- 598 Teacher Aide
- 599 TEACHER EDUCATION, General
- 591 Agricultural Education
- 592 Art Education
- 593 Business Education
- 594 English Education
- 595 Foreign Languages Education
- 596 Health Education
- 597 Home Economics Education
- 598 Industrial Arts Education
- 599 Mathematics Education
- 600 Music Education
- 601 Physical Education
- 602 Science Education
- 603 Social Studies/Social Sciences Education
- 604 Special Education (e.g., learning disabled, gifted)
- 605 Speech Correction Education
- 606 Teaching English as a Second Language
- 607 Technical/Trade and Industrial Education
- 608 Education, Other Subject Area
- 620 ENGINEERING (PRE-ENGINEERING), General
- 621 Aerospace, Aeronautical & Astronautical Engineering
- 622 Agricultural Engineering
- 623 Architectural Engineering
- 624 Bioengineering and Biomedical Engineering
- 625 Ceramic Engineering
- 626 Chemical Engineering
- 627 Civil Engineering
- 628 Computer Engineering
- 629 Construction Engineering/Construction Management
- 630 Electrical, Electronics & Communications Engineering
- 631 Engineering Management
- 632 Engineering Physics
- 633 Engineering Science
- 634 Environmental Health Engineering
- 635 Geological and Geophysical Engineering
- 636 Industrial Engineering
- 637 Materials Engineering
- 638 Mechanical Engineering
- 639 Metallurgical Engineering
- 640 Mining and Mineral Engineering
- 641 Naval Architecture and Marine Engineering
- 642 Nuclear Engineering
- 643 Ocean Engineering
- 644 Petroleum Engineering
- 645 Systems Engineering
- 660 ENGINEERING-RELATED TECHNOLOGIES, General
- 661 Aeronautical Technology
- 662 Air Conditioning, Heating & Refrigeration Tech.
- 663 Architectural Design
- 664 Biomedical Equipment Technology
- 665 Civil Technology
- 666 Computer Technology
- 667 Construction Technology
- 668 Drafting and Design Technology
- 669 Electrical Technology
- 670 Electronic Technology
- 671 Electromechanical Instrumentation & Maintenance Tech.
- 672 Environmental Control Technology
- 673 Industrial Production Technology
- 674 Laser Electro-Optic Technology
- 675 Manufacturing Technology
- 676 Mechanical Design Technology
- 677 Mining and Petroleum Technology
- 678 Occupational Safety & Health Technology
- 679 Surveying and Mapping Technology
- 680 Engineering-Related Technologies, Other
- 720 FOREIGN LANGUAGES, General
- 721 Asiatic Languages (e.g., Chinese, Japanese, Korean)
- 722 Classical Languages (e.g., Greek, Latin)
- 723 French
- 724 German
- 725 Italian
- 726 Middle Eastern Languages (e.g., Arabic, Hebrew)
- 727 Russian
- 728 Spanish
- 729 Foreign Languages, Other
- 740 HEALTH SCIENCES & ALLIED HEALTH FIELDS, General
- 741 Chiropractic (pre-chiropractic)
- 742 Dental Assisting
- 743 Dental Hygiene
- 744 Dental Laboratory/Technology
- 745 Dentistry (pre-dentistry)
- 746 Emergency Medical Technology-Ambulance/Paramedic
- 747 Health Care Administration
- 748 Medical/Surgical Assisting
- 749 Medical Laboratory/Technology
- 750 Medical Records Administration/Technology
- 751 Medicine (pre-medicine)
- 752 Mental Health & Human Services/Technology
- 753 Nuclear Medical Technology
- 754 Nursing (practical nursing)
- 755 Nursing (registered/BSN)
- 756 Occupational Therapy/Assisting
- 757 Optometry (pre-optometry)
- 758 Pharmacy (pre-pharmacy)
- 759 Physician Assisting
- 760 Physical Therapy/Assisting
- 761 Radiology/Radiologic Technology
- 762 Recreational/Art/Music Therapy
- 763 Respiratory Therapy/Technology
- 764 Speech Pathology/Audiology
- 765 Veterinary Assisting
- 766 Veterinary Medicine (pre-veterinary medicine)
- 780 HOME ECONOMICS, General
- 781 Child Development, Care, and Guidance
- 782 Child Care Aide/Assisting
- 783 Culinary Arts (chef/cook)
- 784 Family/Consumer Resource Management
- 785 Fashion Design
- 786 Food Production, Management, and Services
- 787 Food Sciences & Human Nutrition/Dietetics
- 788 Human Environment and Housing
- 789 Individual and Family Development
- 790 Textiles and Clothing
- 800 LETTERS, General
- 801 Classics
- 802 Comparative Literature
- 803 Creative Writing
- 804 English, General
- 805 Linguistics
- 806 Literature, English/American
- 807 Speech, Debate, and Forensics
- 810 MATHEMATICS, General
- 811 Actuarial Sciences
- 812 Applied Mathematics
- 813 Statistics
- 820 PHILOSOPHY, RELIGION, & THEOLOGY, General
- 821 Bible Studies
- 822 Philosophy
- 823 Religion
- 824 Religious Education
- 825 Religious Music
- 826 Theology
- 830 SCIENCES (BIOLOGICAL & PHYSICAL), General
- 831 Astronomy
- 832 Atmospheric Sciences and Meteorology
- 833 Biochemistry and Biophysics
- 834 Biology
- 835 Botany
- 836 Chemistry
- 837 Earth Science
- 838 Ecology
- 839 Geology
- 840 Microbiology
- 841 Oceanography
- 842 Physics
- 843 Zoology
- 850 SOCIAL SCIENCES, General
- 851 Anthropology
- 852 Economics
- 853 Geography
- 854 History
- 855 International Relations
- 856 Law (pre-law)
- 857 Paralegal/Legal Assisting
- 858 Political Science/Government
- 859 Psychology
- 860 Sociology
- 861 Urban Studies
- 870 TRADE & INDUSTRIAL, General
- 871 Aircraft Mechanics
- 872 Airplane Piloting and Navigation
- 873 Automotive Body Repair
- 874 Automotive Mechanics and Technology
- 875 Aviation Management
- 876 Computer Electronics/Repair
- 877 Construction Trades and Carpentry
- 878 Diesel Engine Mechanics and Technology
- 879 Drafting
- 880 Electrical & Electronics Equipment Repair
- 881 Heating, Air Conditioning & Refrigeration Mechanics
- 882 Machine Tool Operation/Machine Shop
- 883 Mechanical Drafting
- 884 Welding and Welding Technology
- 920 VISUAL & PERFORMING ARTS, General
- 921 Applied Design/Crafts (e.g., ceramics, glass, jewelry, weaving)
- 922 Art (e.g., painting, drawing, sculpture)
- 923 Art History and Appreciation
- 924 Cinematography/Film/Video
- 925 Dance
- 926 Design, General
- 927 Dramatic Arts
- 928 Fine Arts, General
- 929 Graphic Arts Technology
- 930 Graphic Design
- 931 Music (liberal arts)
- 932 Music Performance
- 933 Music Theory and Composition
- 934 Photography

Some colleges allow students to receive credit for certain courses through the use of special testing procedures. Indicate in which subject areas you would be interested in obtaining credit by examination.

- 36. Credit by examination in English
- 37. Credit by examination in mathematics
- 38. Credit by examination in social studies
- 39. Credit by examination in natural sciences

College Extracurricular Plans

The next questions (40-55) list student activities you may be interested in at college. Please respond Y or N to each item.

Yes, I do plan to participateY
No, I do not plan to participateN

- 40. Instrumental music
- 41. Vocal music
- 42. Student government
- 43. Publications (newspaper, yearbook, literary magazine)
- 44. Debate
- 45. Departmental clubs
- 46. Dramatics, theater
- 47. Religious organizations
- 48. Racial or ethnic organizations
- 49. Intramural athletics
- 50. Varsity athletics
- 51. Political organizations
- 52. Radio-TV
- 53. Fraternity or sorority
- 54. Special-interest groups (ski club, sailing club, judo club, card section, drill teams, etc.)
- 55. Campus or community service organizations

Financial Aid

The next four questions ask for information about financing your college education, which will be useful to college financial aid officers. Use the responses below to answer items 56-57.

Yes, applies to meY
No, does not apply to meN

- 56. I expect to apply for financial aid to help meet college expenses.
- 57. I expect to work while attending college and would like help in finding employment.
- 58. About how many hours per week do you plan to work during your first year of college?
 - None1
 - 1-102
 - 11-203
 - 21-304
 - 31 or more5
- 59. To plan financial aid for entering students, colleges need to know the financial background of their students. Please estimate the approximate total combined income of your parents before taxes last year.
 - Less than \$18,0000
 - About \$18,000 to \$24,0001
 - About \$24,000 to \$30,0002
 - About \$30,000 to \$36,0003
 - About \$36,000 to \$42,0004
 - About \$42,000 to \$50,0005
 - About \$50,000 to \$60,0006
 - About \$60,000 to \$80,0007
 - About \$80,000 to \$100,0008
 - More than \$100,0009

Background Information

Items 60-65 request information about you and your family.

- 60. Which of the following best describes the community in which you live?
 - Farm or open country1
 - Town or city with population of:
 - Less than 5002
 - 500-1,9993
 - 2,000-9,9994
 - 10,000-49,9995
 - 50,000-249,9996
 - 250,000-499,9997
 - 500,000-999,9998
 - More than 1 million9

- 61. How many brothers and sisters under 21 years of age do you have?
 - None0
 - One1
 - Two2
 - Three3
 - Four4
 - Five5
 - Six6
 - Seven7
 - Eight8
 - Nine or more9

62. Indicate your religious affiliation or preference. (We could not list all possible religious denominations here; this list emphasizes those that sponsor several colleges or universities in the United States.)

- Assemblies of God01
- Baptist02
- Southern Baptist03
- Christian (Disciples of Christ)04
- Christian Reformed/Reformed05
- Church of the Brethren06
- Church of Christ07
- Church of God08
- Church of the Nazarene09
- Eastern Christian Orthodox25
- Episcopal10
- Friends11
- Jewish12
- Latter-Day Saints13
- Lutheran14
- Lutheran—Missouri Synod15
- Methodist16
- African Methodist Episcopal (A.M.E.)17
- Presbyterian18
- Roman Catholic19
- Seventh Day Adventist20
- United Church of Christ21
- Other22
- None23
- I prefer not to respond24

- 63. How far away do you live from the college you expect to attend?
 - Less than 10 miles1
 - 10-25 miles2
 - 26-100 miles3
 - More than 100 miles4
 - I have no particular college in mind yet5

- 64. Is English the language most frequently spoken in your home?
 - YesY
 - NoN
 - I prefer not to respondO

Colleges often provide special educational programs and opportunities, and in some cases scholarships or financial assistance, for students from particular racial or ethnic backgrounds. The following item provides a means for you to identify yourself so that colleges may communicate with you about these programs and opportunities. This information also assists colleges in reporting data required by the 1964 Civil Rights Act.

- 65. Which of the phrases below best describes your racial/ethnic background? Please select only one response.
 - African-American/Black1
 - American Indian, Alaskan Native2
 - Caucasian-American/White3
 - Mexican-American/Chicano4
 - Asian-American, Pacific Islander5
 - Puerto Rican, Cuban, other Hispanic origin6
 - Other7
 - Multiracial8
 - I prefer not to respond9

Factors Influencing College Choice

Items 66-77 concern factors influencing your college choice.

- 66. I prefer to attend the following type of college:
 - Public college or university (4-year)1
 - Private college or university (4-year)2
 - Public community or junior college (2-year)3
 - Private junior college (2-year)4
 - Vocational-technical school (2-year or less)5
 - School of nursing6

- 67. I prefer to attend a college that is
 - coeducational1
 - all male2
 - all female3
 - no preference4

- 68. In which state do you prefer to attend college? You may indicate up to five states in order of preference. Use the state code list on page 1 of your registration folder.

- 69. I prefer to attend a college with a maximum yearly tuition of (do not include room and board):
 - \$5001
 - \$1,0002
 - \$2,0003
 - \$3,0004
 - \$4,0005
 - \$5,0006
 - \$7,5007
 - \$10,0008
 - No preference9

- 70. The size of the student body of the college I prefer to attend is
 - under 1,000 students1
 - 1,000 to 5,000 students2
 - 5,000 to 10,000 students3
 - 10,000 to 20,000 students4
 - 20,000 students and over5

In selecting a college, how important to you are (were) the following factors? Please rank items 71-77 by assigning a 1 to the most important one, 2 to the next most important, and so on. Do not assign the same rank to more than one item. If you wish to omit one or more items, you may.

- 71. Type of institution (private, public; 4-year, 2-year)
- 72. Male/female composition of student body (e.g., all male, all female, coeducational)
- 73. Location (state or region)
- 74. Tuition, cost
- 75. Size of enrollment
- 76. Field of study (major, curriculum)
- 77. A factor other than those listed above

High School Information

Items 78-189 concern information about your high school education and activities. If you have been out of high school for 4 years or more, skip items 78-189; you may go directly to item 190.

- 78. The high school from which I will (did) graduate can be best described as a
 - public high school1
 - Catholic high school2
 - private, independent school3
 - private, denominational school4
 - military school5
 - other6
- 79. The number of students in my high school graduating class is (was)
 - fewer than 251
 - 25-992
 - 100-1993
 - 200-3994
 - 400-5995
 - 600-8996
 - 900 or more7
- 80. The percentage of students in my high school who are (were) of racial background similar to mine is (was)
 - 10% or less1
 - between 11% and 25%2
 - between 26% and 50%3
 - between 51% and 75%4
 - between 76% and 90%5
 - 91% or more6
- 81. My class rank in high school is/was (if you are not sure, give your best estimate)
 - top quarter1
 - second quarter2
 - third quarter3
 - fourth quarter4
- 82. My overall high school average is (was)
 - (D- to D) 0.5-0.91
 - (D to C-) 1.0-1.42
 - (C- to C) 1.5-1.93
 - (C to B-) 2.0-2.44
 - (B- to B) 2.5-2.95
 - (B to B+) 3.0-3.46
 - (A- to A) 3.5-4.07
- 83. The program of high school courses I took can best be described as
 - business or commercial1
 - vocational-occupational2
 - college preparatory3
 - other or general4

Years Certain Subjects Studied (Grades 9-12)

Items 84-93 concern the number of years you will have studied certain subjects by the time you graduate (or have studied, if you have graduated) from high school. Use the responses below to answer all the items in the group.

- Half-year1
- One year2
- One and a half years3
- Two years4
- Two and a half years5
- Three years6
- Three and a half years7
- Four years or more8
- I did not take any course in the subject9

- 84. English
- 85. Mathematics
- 86. Social studies (history, civics, geography, economics)
- 87. Natural sciences (biology, chemistry, physics)
- 88. Foreign language (Spanish)
- 89. Foreign language (German)
- 90. Foreign language (French)
- 91. Foreign language (other)
- 92. Business or commercial
- 93. Vocational-occupational

Advanced Placement, Accelerated, or Honors Courses

While in high school, I was enrolled in advanced placement, accelerated, or honors courses in the following areas. Use the responses below to answer all the items in this group.

- YesY
- NoN

- 94. English
- 95. Mathematics
- 96. Social studies
- 97. Natural sciences
- 98. Foreign language

High School Extracurricular Activities

Items 99-114 list student extracurricular activities. Please answer Y or N to each item on the list.

- Yes, I participated in this activityY
- No, I did not participate in this activityN

- 99. Instrumental music (band, orchestra)
- 100. Vocal music
- 101. Student government
- 102. Publications (newspaper, yearbook, literary magazine)
- 103. Debate
- 104. Departmental clubs (science club, math club, etc.)
- 105. Dramatics, theater
- 106. Religious organizations
- 107. Racial or ethnic organizations
- 108. Intramural athletics
- 109. Varsity athletics
- 110. Political organizations
- 111. Radio-TV
- 112. Fraternity, sorority, or other social clubs
- 113. Special interest groups (ski club, sailing club, judo club, card section, drill teams, etc.)
- 114. School or community service organizations

Out-of-Class Accomplishments

Items 115-177 deal with your high school out-of-class accomplishments. Please respond Y or N to each item.

- Yes, applies to meY
- No, does not apply to meN

Leadership

- 115. Was appointed to a student office
- 116. Actively campaigned to elect myself or another student to a school office
- 117. Organized a school political group or campaign
- 118. Participated in a nonschool political campaign
- 119. Participated in a student movement to change institutional rules, procedures, or policies
- 120. Was elected to one or more student offices
- 121. Received an award or special recognition for leadership (of any kind)

Music

- 122. Composed music
- 123. Performed with a professional musical group (orchestra, band, choral group)
- 124. Performed in a school musical group
- 125. Gave a public recital (individual or group)
- 126. Played a musical instrument
- 127. Received a superior rating in a state music contest
- 128. Participated in a state music contest

Speech

- 129. Placed first, second, or third in a regional or state speech or debate contest
- 130. Entered a school speech or debate contest
- 131. Had substantial roles in high school or church-sponsored plays
- 132. Gave a speech recital
- 133. Had roles in plays (not high school or church-sponsored)
- 134. Appeared on radio or TV as a performer
- 135. Read for a part in a high school play

Art

- 136. Finished a work of art (painting, ceramics, sculpture, etc.) on my own (not as part of a course)
- 137. Exhibited a work of art at my school
- 138. Exhibited a work of art in a statewide or regional show
- 139. Exhibited a work of art in a city or county art show
- 140. Won a prize or award in an art competition at my high school
- 141. Won a prize or award in a city, county, or state artistic competition
- 142. Had photographs, drawings, or other artwork published in a public newspaper or magazine



Writing

- 143. Worked on the staff of a school paper or yearbook
- 144. Had poems, stories, essays, or articles published in a school publication
- 145. Wrote an original but unpublished piece of creative writing on my own (not as part of a course)
- 146. Had poems, stories, or articles published in a public newspaper or magazine (not school paper) or in a state or national high school anthology
- 147. Won literary award or prize for creative writing
- 148. Had a work of creative writing published in a public magazine or book
- 149. Had a work of creative writing published in a school literary magazine or newspaper

Science

- 150. Wrote an independent paper on a scientific topic which received the highest possible grade given in my school
- 151. Performed an independent scientific experiment (not as part of a course)
- 152. Participated in a National Science Foundation summer program for high school students
- 153. Won a prize or award (of any kind) for scientific work or study
- 154. Placed first, second, or third in a regional or state science contest
- 155. Placed first, second, or third in a school science contest
- 156. Participated in a scientific contest or talent search

Athletics

- 157. Participated in one or more varsity athletic team events (football, basketball, baseball, etc.) while attending high school
- 158. Earned a varsity letter in one or more sports in high school
- 159. Was appointed or elected cheerleader or captain of a varsity team in high school
- 160. Received all-city, league, county, or state team award (including honorable mention)
- 161. Participated in an organized athletic competition outside high school
- 162. Participated in two or more individual athletic activities (tennis, swimming, bowling, skiing, golf, etc.)
- 163. Attended athletic events regularly

Community Service

- 164. Won recognition or an award for a club or organization activity (FFA, FHA, 4-H, Scouting, Boys' Club, Girls' Club)
- 165. Taught in a church or synagogue, or led a religious service on a regular basis
- 166. Worked as a volunteer aide in a hospital, clinic, or home
- 167. Was active in programs which helped my community or neighborhood develop pride in itself
- 168. Participated in a program to assist children or adults who were handicapped mentally, physically, educationally, or economically
- 169. Worked as a volunteer on a civic improvement project or in a voter education project
- 170. Received an award or recognition for any kind of community service

Work Experience

- 171. Held a regular part-time job (e.g., waitress, sales clerk, newspaper carrier, etc.)
- 172. Held a full-time paying job during the summer
- 173. Earned money by selling goods or services
- 174. Participated in a work-study, distributive education, cooperative work program while enrolled in high school
- 175. Started my own business or service
- 176. Supervised the work of others
- 177. Managed the financial affairs of some organization

Evaluation of High School Experience

Items 178-188 ask you to rate certain aspects of your high school. Your name will not be identified with your responses. (A group report without names will be sent to high schools testing 30 or more students per year.) Please try to be both frank and fair; answer in terms of your own experience or observations and not in terms of what you may have heard from other students. Use the following scale:

- Satisfied, no change necessary 1
- No strong feelings one way or the other 2
- Dissatisfied, improvement is needed 3
- No experience with this aspect of the school 4

- 178. Classroom instruction
- 179. Number and variety of course offerings
- 180. Grading practices and policies

- 181. Number and kinds of tests given
- 182. Guidance services provided by the guidance office
- 183. School rules, regulations, and policies
- 184. Library or learning center
- 185. Laboratory facilities
- 186. Provision for students needing special assistance in improving skills in reading, math, etc.
- 187. Provision for academically outstanding students (e.g., honor programs, accelerated courses, etc.)
- 188. Adequacy of programs in career education and planning
- 189. How adequate do you feel your high school education has been (was)?
 - Very inadequate.....1
 - Below average2
 - Average.....3
 - Good.....4
 - Excellent.....5

Information About Educational Opportunities

The ACT Educational Opportunity Service permits you to receive information about educational and financial aid opportunities from colleges, governmental agencies, and professional associations. It also identifies you to scholarship agencies so they may alert you to financial aid opportunities they offer. These organizations and scholarship agencies may want to send information to students with special characteristics (e.g., those who live in a particular state, who plan a specific college major, or whose ACT score falls within a given range). By selecting "yes" below, you authorize ACT to release your identifying information (name, address, Social Security number, sex, and date of birth), high school, year of graduation, intended college major, and first choice vocational field to these organizations and scholarship agencies. You also indicate your interest in receiving information from these organizations and scholarship agencies.

- 190. You will be included in the Educational Opportunity Service only if you answer "Yes" to this item:
 - Yes, I want to be included in the Educational Opportunity Service 1
 - No, I do not want to be included in the Educational Opportunity Service 2

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**SAT Student Descriptive Questionnaire (SDQ)
1995-1996**

**College Entrance Exam Board and
Educational Testing Service
1995**

Student Descriptive Questionnaire (SDQ)

(For item 12, pages 2 and 3 on the Registration Form)

Although completing the SDQ is voluntary, it enables you to send colleges information about your interests, activities, and plans, along with your test scores. Your responses may help counselors and admission officers advise you about your college plans.

Your answers to most questions will appear on the score reports that will be sent to you, your high school, and colleges and scholarship programs you name to receive reports. On score reports for the SAT I: Reasoning Test and SAT II: Subject Tests, your responses will be used to compare your college plans and preferences to the characteristics of the colleges to which you are reporting your scores. Your answers to other questions (the questionnaire identifies which ones) will not

appear on any score reports but will be used for research and planning by educational institutions. Recipients of College Board scores and related data are advised to maintain confidentiality of data and to adhere to College Board guidelines. You are encouraged to answer all questions, but you may skip any question you wish.

Most of the questions are addressed to students still in high school. If you are no longer in school, answer them as well as you can.

Making Changes in Your SDQ

You need to complete this SDQ only once. If you register for a subsequent test date, you can change those answers that

you want updated. However, you must answer the entire question because your new answer will completely replace your previous answer. For example, if you have taken a calculus course since the last time you answered the SDQ and want to update your SDQ to include this information, you must record all your previous math courses as well as calculus, even though you recorded these courses the first time you answered the SDQ. Your previous answers to all other questions will continue to be reported as they were to high schools and colleges.

To make changes in your SDQ, call College Board SAT Program, 1-609-771-7600.

If you reregister by telephone, remember to update any of your SDQ responses that may have changed.

1. Indicate the total number of years of high school courses (in grades 9 through 12) you have taken or plan to take in each of the subjects listed below. If you have not taken any course in a subject and do not plan to take one in high school, fill in the oval in the "None" column. If you repeat a course, count it only once. If one (or more) of the courses is an advanced placement, accelerated, or honors course, fill in the oval in the "Honors" column.

Arts and Music (for example, art, music, art history, dance, theater)
 English (for example, composition, grammar, or literature)
 Foreign and Classical Languages
 Mathematics
 Natural Sciences (for example, biology, chemistry, or physics)
 Social Sciences and History (for example, history, government, or geography)

In questions 2-5, using the same guidelines as in question 1, indicate the total number of years you have taken or plan to take the specific courses listed.

2. Foreign and Classical Languages

| | |
|---------|------------------------|
| Chinese | Japanese |
| French | Korean |
| German | Latin |
| Greek | Russian |
| Hebrew | Spanish |
| Italian | Other language courses |

3. Mathematics

| | |
|--------------|---------------------------|
| Algebra | Calculus |
| Geometry | Computer Math |
| Trigonometry | Other mathematics courses |
| Precalculus | |

4. Natural Sciences

Biology
 Chemistry
 Geology or related Earth or Space Sciences
 Physics
 Other science courses

5. Social Sciences and History

U.S. History
 U.S. Government or Civics
 European History
 World History or Cultures
 Ancient History
 Anthropology
 Economics
 Geography
 Psychology
 Sociology
 Other social science or history courses

6. Please enter the average grade for all courses you have already taken in each subject.

- A or excellent (usually 90-100)
- B or good (usually 80-89)
- C or fair (usually 70-79)
- D or passing (usually 60-69)
- E or F or failing (usually 59 or below)

Arts and Music
 English
 Foreign and Classical Languages
 Mathematics
 Natural Sciences
 Social Sciences and History

7. Please indicate your cumulative grade point average for all academic subjects in high school.

- | | |
|---------------|---------------------|
| • A+ (97-100) | • C+ (77-79) |
| • A (93-96) | • C (73-76) |
| • A- (90-92) | • C- (70-72) |
| • B+ (87-89) | • D+ (67-69) |
| • B (83-86) | • D (65-66) |
| • B- (80-82) | • E or F (below 65) |

8. What is your most recent high school class rank? (For example, if you are 15th in a class of 100, you are in the second tenth.) If you do not know your rank, please check with your high school guidance counselor. If rank is not used in your school, give your best estimate.

- | | |
|------------------|--------------------|
| a. Highest tenth | } in the top fifth |
| b. Second tenth | |
| c. Second fifth | |
| d. Middle fifth | |
| e. Fourth fifth | |
| f. Lowest fifth | |

For questions 9 through 11, please provide information about the content of some of your high school courses and related activities out of class that you have taken or plan to take. (You may mark more than one in each subject area.)

9. English course work or experience

- a. American Literature
- b. British Literature
- c. Composition
- d. Grammar
- e. Literature of a country other than the United States or Britain
- f. Literature of different historical periods
- g. Speaking and listening skills
- h. English as a second language

10. Art and Music course work or experience

- a. I have had no course work or experience in this area.
- b. Acting or the production of a play
- c. Art history or art appreciation
- d. Dance
- e. Drama or theater for appreciation
- f. Music history, theory, or appreciation
- g. Music, instrumental or vocal performance
- h. Photography or filmmaking
- i. Studio art and design

11. Computer course work or experience

- a. I have had no course work or experience in this area.
- b. Computer literacy, awareness, or appreciation
- c. Data processing
- d. Computer programming (BASIC, COBOL, FORTRAN, PASCAL, etc.)
- e. Use of the computer to solve math problems
- f. Use of the computer to solve problems in the social sciences
- g. Use of the computer to solve problems in the natural sciences
- h. Use of the computer in English courses
- i. Word processing (use of the computer in writing letters or preparing papers)

12A. Do you have regular access to a calculator?

- No, I do not have regular access to a calculator.
- Yes, but I never or almost never use it.
- Yes, and I use it once or twice a month.
- Yes, and I use it once or twice a week.
- Yes, and I use it almost every day.

12B. What is the primary way you learned to use a calculator?

- I do not know how to use a calculator.
- I learned on my own.
- I learned in school classes.
- I learned from a family member or friend.
- I learned at my job or from a co-worker.

12C. What type of calculator do you use most frequently?

- None, I do not use a calculator
- A four-function calculator (add, subtract, multiply, and divide; may also include two or three other special keys such as % and square root)
- A scientific calculator (includes trigonometric functions (usually labeled SIN, COS, and TAN), [pi], and logarithms (usually labeled LOG))
- A graphing calculator
- A business or specialized calculator

12D. How often do you use a calculator on tests in your mathematics or science courses?

- On every or almost every test
- Sometimes on tests
- Never, I am not allowed to use a calculator on tests.
- Never, I prefer not to use a calculator on tests.

13. In addition to regular class work, many students are involved in activities that reflect their abilities and interests. These include community service and involvement, extracurricular and out-of-school activities, and individual endeavors. Indicate in which grades you participated or plan to participate in the activities listed below. Remember to include activities and accomplishments that are not school sponsored as well as your extracurricular activities.

If you have held a major office or position of leadership in an activity (for example, class president, varsity team captain, officer of a statewide organization) or if you have received an award or special recognition for achievement in an activity (for example, school prize for music or writing, varsity letter, regional science fair prize, state orchestra), fill in the oval in the column marked "Officer/Award."

- Academic honor society
- Art activity
- Athletics: Intramural, junior varsity, or community sports
- Athletics: Varsity or amateur-level sports
- Career-oriented activity (for example, Future Teachers of America, Future Farmers of America, Future Homemakers)
- Community or service activity (for example, volunteer work, neighborhood clean-up or patrol group, Scouting, 4-H, Key Club)
- Computer activity (for example, a user's group, computer club, learning to use a computer on your own)
- Dance activity
- Debating or public speaking
- Ethnic or cross-cultural activity (for example, Black student organization, Hispanic club, international folk dancing)
- Foreign exchange or study abroad program

- Foreign language activity
- Government or political activity (for example, student government, honors council, working on a political campaign, human rights or civil rights activity in your community)
- Journalism or literary activity (for example, creative writing, yearbook, school newspaper, community newspaper)
- Junior Reserve Officers Training Corps
- Music: Instrumental (for example, high school band, community orchestra, solo work)
- Music: Vocal (for example, glee club, chorus, solo work)
- Religious activity or organization
- Science or mathematics activity (for example, math club, ecology or environmental group, science fair project)
- School-spirit activity (for example, cheerleading, drill team)
- Theater activity (for example, community or school production, acting, stage crew)
- Work: Cooperative work program
- Work: Part-time job, not school related
- Other activity not listed
- I have not participated in any of the above activities.

14. Please indicate in which sports you have participated or plan to participate. (You may mark up to six sports.)

- I have not participated in any sports.

- | | |
|---------------------|--------------------|
| a. Archery | 0. Softball |
| b. Badminton | 1. Squash |
| c. Baseball | 2. Swimming |
| d. Basketball | 3. Table tennis |
| e. Bowling | 4. Tennis |
| f. Boxing | 5. Track and field |
| g. Cross-country | 6. Volleyball |
| h. Diving | 7. Water polo |
| i. Fencing | 8. Wrestling |
| j. Field hockey | 9. Other |
| k. Football | |
| l. Golf | |
| m. Gymnastics | |
| n. Handball | |
| o. Horseback riding | |
| p. Ice hockey | |
| q. Lacrosse | |
| r. Martial Arts | |
| s. Racquetball | |
| t. Riffery | |
| u. Rowing (crew) | |
| v. Rugby | |
| w. Sailing | |
| x. Skiing | |
| y. Sled diving | |
| z. Soccer | |

Questions 15 through 20 ask about the kind of college or university you are interested in attending during your first year in college. There are no "right" or "wrong" answers, and you may mark as many preferences as you like. If you do not have an idea about the kind of college or university you'd like to attend, fill in the last oval, "Undecided."

15. What type(s) of institution are you interested in attending? (You may mark more than one.)

- A four-year college or university
- A two-year community or junior college
- A vocational/technical school
- Undecided

16. Which of the following are you considering? (You may mark more than one.)

- A public university, state college, or community college
- A private university, college, or junior college (not religiously affiliated)
- A private, religiously affiliated university, college, or junior college
- Undecided

17. What size college(s) are you thinking of attending? (You may mark more than one.)

- Less than 1,000 students
- About 1,000 to 5,000 students
- About 5,000 to 10,000 students
- About 10,000 to 20,000 students
- More than 20,000 students
- Undecided

18. What college setting(s) do you prefer? (You may mark more than one.)

- Large city or metropolitan area
- Medium-size city
- Small city or town
- Suburban community
- Rural
- Undecided

19. Where would you like to go to college? (You may mark more than one.)

- Close to home
- In my home state
- In a state bordering mine
- Beyond states bordering mine
- Outside the United States
- Undecided

20. What type(s) of college are you considering? (You may mark more than one.)

- All women or all men
- Coeducational
- Undecided

21. What is the highest level of education you plan to complete beyond high school? (Mark only one.)

- Specialized training or certificate program
- Two-year associate of arts or sciences degree (such as AA, AAS, or AS)
- Bachelor's degree (such as BA or BS)
- Master's degree (such as MA, MBA, or MS)
- Doctoral or related degree (such as PhD, JD, MD, DVM)
- Other
- Undecided

A list of both general (bold type) and specific majors or areas of study in college is on page 18. Related areas or majors are indicated in parentheses. Although you do not need to know what your "major" in college will be, we would like you to mark the subject area or areas that interest you. In questions 22, 24, 25, 26, and 27 you may indicate the specific or general areas of study that you are considering. If you have none, please fill in number 999 (Undecided).

22. Indicate the major or area of study that is your first choice. Write in the code number and fill in the appropriate oval under each digit.

23. How certain are you about your first choice of major or area of study?

- Very certain
- Fairly certain
- Not certain

24-27. Indicate up to four other majors or areas of study that interest you.

28. The College Board sponsors various services and publications to help students and their families plan for college. Occasionally, we may want to notify you of these opportunities. Would you and your family like to receive announcements about these services and publications?

- Yes
- No

29. Did you take the PSAT/NMSQT?
- Yes
 - No
 - I don't know
30. Some colleges allow well-prepared students to skip required introductory courses and take advanced course work instead. This exemption is sometimes based upon the results of tests such as Advanced Placement Examinations, SAT II: Subject Tests, and tests of the College-Level Examination Program. Some colleges give their own placement or "credit by examination" tests. Mark each subject area in which you plan to apply for advanced placement, credit by examination, or exemption from courses.
- a. Art
 - b. Biology
 - c. Chemistry
 - d. Computer Science
 - e. English
 - f. Foreign Languages
 - g. Humanities
 - h. Mathematics
 - i. Music
 - j. Physics
 - k. Social Studies
 - l. I don't plan to apply for exemption from these courses.
31. You may want to receive help outside regular course work from the college you plan to attend. If so, indicate each area in which you may want help.
- a. Developing educational plans
 - b. Developing vocational/career or placement plans
 - c. Developing better study skills
 - d. Improving mathematical skills
 - e. Improving reading skills
 - f. Improving writing skills
 - g. I don't plan to ask for help in these areas.
32. Below is a list of typical activities or clubs in which students participate in college. Mark each activity you may want to take part in while in college.
- a. Art
 - b. Athletics: Intramural sports
 - c. Athletics: Varsity sports
 - d. Community or service organization
 - e. Cooperative work or internship program
 - f. Dance
 - g. Debating or public speaking
 - h. Departmental organization (club within my major)
 - i. Drama or theater
 - j. Environmental or ecology activity
 - k. Ethnic activity
 - l. Foreign study or study abroad program
 - m. Fraternity, sorority, or social club
 - n. Honors program or independent study
 - o. Journalism or literary activity
 - p. Music: Instrumental performance
 - q. Music: Vocal performance
 - r. Religious activity
 - s. Reserve Officers Training Corps (ROTC, AFROTC, or NROTC)
 - t. Student government
 - u. None of the above
33. Do you plan to apply for financial aid at any college?
- Yes • No • I don't know.
34. Do you plan to look for a part-time job while in college?
- Yes • No • I don't know.
35. Where do you plan to live during your first year in college?
- a. At home
 - b. On-campus housing
 - c. Off-campus housing
 - d. I don't know.
- The College Board wants its tests and services to be fair and useful to all candidates. Research based on responses to questions 36 through 38 will help the College Board evaluate and improve its tests and services. Your responses to 36, 37A, and 38 will also be reported to the colleges you specify that accept such information.
36. How do you describe yourself? (Mark only one.)
- a. American Indian or Alaskan native
 - b. Asian, Asian American, or Pacific Islander
 - c. Black or African American
 - Hispanic or Latino background:*
 - d. Mexican or Mexican American
 - e. Puerto Rican
 - f. Latin American, South American, Central American, or other Hispanic or Latino
 - g. White
 - h. Other
37. Please answer both questions below about your language background.
- 37A. What language did you learn to speak first?
- a. English only
 - b. English and another language
 - c. Another language
- 37B. What language do you know best?
- a. English
 - b. English and another language about the same
 - c. Another language
38. What is your citizenship status?
- a. U.S. citizen or U.S. national
 - b. U.S. permanent resident or refugee
 - c. Citizen of another country
 - d. Other or unknown
39. Colleges are often interested in contacting prospective students about their campus-based religious clubs and offerings. Please write in the number of your religious preference or affiliation and fill in the appropriate oval below each digit. If your religious preference or affiliation is not listed, please fill in number 97, "Other."
- 01 I prefer not to answer.
 - 03 African Methodist Episcopal
 - 05 Anglican
 - 07 Assembly of God
 - 08 Bahá'í
 - 09 Baptist
 - 11 Southern Baptist Convention
 - 13 Buddhism
 - 15 Christian Church (Disciples of Christ)
 - 17 Christian Reformed Church in America
 - 19 Church of the Brethren
 - 21 Church of Christ
 - 23 United Church of Christ
 - 25 Church of Christ, Scientist (Christian Science)
 - 27 Church of God
 - 29 Church of Jesus Christ of Latter-day Saints
 - 31 Church of the Nazarene
 - 33 Episcopal
 - 35 Hinduism
 - 37 Islam
 - 39 Judaism
 - 41 Evangelical Lutheran Church in America
 - 43 Lutheran Church—Missouri Synod
 - 45 Mennonites
 - 47 Methodist
 - 49 United Methodist
 - 51 Eastern Orthodox churches
 - 53 Pentecostal
 - 55 Presbyterian Church (U.S.A.)
 - 56 Reformed Church in America
 - 57 Roman Catholic
 - 59 Seventh-day Adventist
 - 61 Society of Friends (Quaker)
 - 63 Unitarian Universalist Association
 - 65 Wesleyan Church
 - 67 Worldwide Church of God
 - 97 Other
 - 99 No preference or affiliation
- Your answers to questions 40 through 43 will not be included on your score report or on the reports sent to your high school or any colleges. Your answers to these questions may be used for research purposes or reports about groups of students, but only in ways that ensure your privacy.
40. Please indicate any permanently disabling condition you have.
- a. None
 - b. Blindness or other noncorrectable visual impairment
 - c. Deafness or other hearing impairment
 - d. Paraplegia
 - e. Learning disability
 - f. Other neurological or orthopedic impairment
 - g. Multiple disabilities
 - h. Other
 - i. I prefer not to answer.
41. How do you think you compare with other people your own age in the following three areas of ability? For each area, fill in the appropriate response.
- Among the highest 10 percent in this area of ability
 - Above average in this area
 - Average in this area
 - Below average in this area
- Mathematical ability
Scientific ability
Writing ability
42. Indicate the highest level of education completed by your father (or male guardian) and your mother (or female guardian) by filling in the appropriate oval in each column. (Mark only one.)
- a. Grade school
 - b. Some high school
 - c. High school diploma or equivalent
 - d. Business or trade school
 - e. Some college
 - f. Associate or two-year degree
 - g. Bachelor's or four-year degree
 - h. Some graduate or professional school
 - i. Graduate or professional degree
43. What was the approximate combined income of your parents before taxes last year? Include taxable and nontaxable income from all sources.
- a. Less than \$10,000
 - b. About \$10,000 to \$15,000
 - c. About \$15,000 to \$20,000
 - d. About \$20,000 to \$25,000
 - e. About \$25,000 to \$30,000
 - f. About \$30,000 to \$35,000
 - g. About \$35,000 to \$40,000
 - h. About \$40,000 to \$50,000
 - i. About \$50,000 to \$60,000
 - j. About \$60,000 to \$70,000
 - k. About \$70,000 to \$80,000
 - l. About \$80,000 to \$100,000
 - m. More than \$100,000

Appendix B
Data Tables for Central City, South
Texas and Upper Rio Grande Areas

Table B-1: Number and Percent of Persons Under Age 25 in Selected Areas in Texas by Household Income and Race/Ethnicity, 1989

| Household Income Level | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|-----------|------|---------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| <\$12,675 | 1,091,617 | 23.6 | 316,298 | 14.8 | 239,743 | 34.9 | 510,092 | 30.6 | 25,484 | 20.3 |
| \$12,675-\$19,011 | 563,415 | 12.2 | 179,397 | 8.4 | 93,780 | 13.7 | 276,488 | 16.6 | 13,750 | 10.9 |
| \$19,012-\$25,348 | 527,654 | 11.4 | 205,774 | 9.6 | 81,837 | 12.0 | 226,319 | 13.6 | 13,724 | 10.9 |
| \$25,349-\$34,999 | 666,631 | 14.4 | 305,676 | 14.3 | 93,468 | 13.7 | 250,930 | 15.1 | 16,557 | 13.2 |
| \$35,000-\$49,999 | 788,467 | 17.1 | 438,427 | 20.4 | 94,610 | 13.8 | 233,166 | 14.0 | 22,264 | 17.7 |
| \$50,000-\$74,999 | 625,171 | 13.5 | 415,764 | 19.3 | 62,561 | 9.1 | 127,297 | 7.6 | 19,549 | 15.6 |
| \$75,000-\$99,999 | 195,202 | 4.2 | 146,857 | 6.9 | 14,190 | 2.1 | 26,902 | 1.6 | 7,253 | 5.8 |
| \$100,000 and up | 161,041 | 3.6 | 133,884 | 6.3 | 4,494 | 0.7 | 15,608 | 0.9 | 7,055 | 5.6 |
| South Texas Economic Region | | | | | | | | | | |
| <\$12,675 | 408,192 | 31.1 | 55,878 | 15.8 | 18,446 | 36.8 | 330,383 | 36.8 | 3,485 | 26.9 |
| \$12,675-\$19,011 | 195,780 | 14.9 | 33,024 | 9.4 | 7,426 | 14.9 | 153,717 | 17.2 | 1,613 | 12.5 |
| \$19,012-\$25,348 | 156,071 | 11.9 | 36,287 | 10.3 | 6,380 | 12.8 | 111,549 | 12.5 | 1,855 | 14.4 |
| \$25,349-\$34,999 | 179,040 | 13.7 | 52,209 | 14.8 | 5,465 | 10.9 | 120,127 | 13.4 | 1,239 | 9.6 |
| \$35,000-\$49,999 | 192,828 | 14.7 | 75,364 | 21.3 | 7,176 | 14.4 | 108,119 | 12.1 | 2,169 | 16.7 |
| \$50,000-\$74,999 | 123,740 | 9.4 | 64,952 | 18.4 | 3,849 | 7.7 | 53,380 | 5.9 | 1,559 | 12.1 |
| \$75,000-\$99,999 | 32,912 | 2.5 | 20,050 | 5.7 | 1,043 | 2.1 | 11,173 | 1.3 | 646 | 5.0 |
| \$100,000 and up | 22,582 | 1.8 | 15,269 | 4.3 | 197 | 0.4 | 6,751 | 0.8 | 365 | 2.8 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| <\$12,675 | 83,538 | 30.7 | 10,397 | 19.3 | 2,872 | 30.4 | 69,755 | 34.0 | 514 | 16.6 |
| \$12,675-\$19,011 | 40,505 | 14.9 | 5,474 | 10.2 | 2,004 | 21.3 | 32,588 | 15.9 | 439 | 14.2 |
| \$19,012-\$25,348 | 37,077 | 13.7 | 6,392 | 11.9 | 1,316 | 14.0 | 28,995 | 14.1 | 374 | 12.1 |
| \$25,349-\$34,999 | 39,960 | 14.7 | 7,629 | 14.2 | 1,032 | 11.0 | 30,881 | 15.1 | 418 | 13.5 |
| \$35,000-\$49,999 | 36,754 | 13.6 | 9,923 | 18.5 | 1,306 | 13.9 | 24,561 | 12.0 | 964 | 31.1 |
| \$50,000-\$74,999 | 23,507 | 8.7 | 8,239 | 15.3 | 804 | 8.5 | 14,224 | 6.9 | 240 | 7.8 |
| \$75,000-\$99,999 | 5,168 | 1.9 | 2,813 | 5.2 | 82 | 0.9 | 2,239 | 1.1 | 34 | 1.1 |
| \$100,000 and up | 4,749 | 1.8 | 2,893 | 5.4 | 0 | 0.0 | 1,745 | 0.9 | 111 | 3.6 |

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Table B-2: Number and Percent of Persons Under Age 25 in Selected Areas in Texas by Poverty Level and Race/Ethnicity, 1989

| Poverty Level | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|-----------|-------|-----------|-------|---------|-------|-----------|-------|---------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Total | 4,483,743 | 100.0 | 2,061,583 | 100.0 | 662,130 | 100.0 | 1,638,716 | 100.0 | 121,314 | 100.0 |
| Poverty & Below | 1,123,284 | 25.0 | 243,876 | 11.8 | 239,535 | 36.2 | 615,633 | 37.5 | 24,240 | 20.0 |
| 101-149% Poverty | 550,844 | 12.3 | 160,124 | 7.8 | 88,007 | 13.3 | 289,752 | 17.7 | 12,961 | 10.7 |
| 150-200% Poverty | 532,559 | 11.9 | 204,472 | 9.9 | 84,876 | 12.8 | 227,353 | 13.9 | 15,858 | 13.1 |
| 201% and Over | 2,277,055 | 50.8 | 1,453,111 | 70.5 | 249,711 | 37.7 | 505,978 | 30.9 | 68,255 | 56.2 |
| South Texas Economic Region | | | | | | | | | | |
| Total | 1,280,349 | 100.0 | 339,702 | 100.0 | 46,617 | 100.0 | 881,825 | 100.0 | 12,205 | 100.0 |
| Poverty & Below | 456,918 | 35.7 | 43,368 | 12.8 | 16,777 | 36.0 | 393,913 | 44.7 | 2,860 | 23.4 |
| 101-149% Poverty | 186,182 | 14.5 | 31,490 | 9.3 | 6,391 | 13.7 | 146,267 | 16.6 | 2,034 | 16.7 |
| 150-200% Poverty | 155,275 | 12.1 | 37,535 | 11.0 | 6,304 | 13.5 | 109,951 | 12.4 | 1,485 | 12.2 |
| 201% and Over | 481,974 | 37.7 | 227,309 | 66.9 | 17,145 | 36.8 | 231,694 | 26.3 | 5,826 | 47.7 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Total | 264,155 | 100.0 | 50,639 | 100.0 | 7,982 | 100.0 | 202,585 | 100.0 | 2,949 | 100.0 |
| Poverty & Below | 89,868 | 34.0 | 7,085 | 14.0 | 1,599 | 20.0 | 80,806 | 39.9 | 378 | 12.8 |
| 101-149% Poverty | 45,296 | 17.2 | 5,849 | 11.5 | 1,770 | 22.2 | 37,068 | 18.3 | 609 | 20.7 |
| 150-200% Poverty | 37,087 | 14.0 | 6,064 | 12.0 | 1,261 | 15.8 | 29,401 | 14.5 | 361 | 12.2 |
| 201% and Over | 91,904 | 34.8 | 31,641 | 62.5 | 3,352 | 42.0 | 55,310 | 27.3 | 1,601 | 54.3 |

Table B-3: Number and Percent of Students in Selected Areas in Texas Completing the SAT by Parents' Education and Race/Ethnicity, 1995-96

| Education Level of Parent | Total | | Anglo | | Black | | Hispanic | | Other | |
|----------------------------|-----------|------|---|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total | 3,555,192 | | 1,579,282 | | 503,201 | | 1,376,517 | | 96,190 | |
| <High School | 871,743 | 24.5 | 97,391 | 6.2 | 100,178 | 19.9 | 657,661 | 47.8 | 16,512 | 17.2 |
| High School Graduate | 791,418 | 22.3 | 305,807 | 19.4 | 155,563 | 30.9 | 315,703 | 22.9 | 14,344 | 14.9 |
| Some College | 1,058,452 | 29.7 | 567,383 | 35.9 | 181,704 | 36.1 | 285,435 | 20.7 | 23,930 | 24.8 |
| Bachelor/4 year Degree | 516,553 | 14.6 | 376,382 | 23.8 | 44,843 | 8.9 | 76,195 | 5.5 | 19,133 | 19.3 |
| Graduate Degree and Higher | 317,026 | 8.9 | 232,319 | 14.7 | 20,913 | 4.2 | 41,523 | 3.1 | 22,271 | 23.2 |
| | | | Metropolitan Central City | | | | | | | |
| Total | 1,067,218 | | 274,662 | | 35,776 | | 747,067 | | 9,713 | |
| <High School | 360,027 | 33.7 | 15,042 | 5.5 | 5,205 | 14.6 | 338,033 | 45.2 | 1,747 | 18.0 |
| High School Graduate | 250,046 | 23.4 | 53,593 | 19.5 | 9,429 | 26.4 | 185,684 | 24.9 | 1,340 | 13.8 |
| Some College | 285,549 | 26.8 | 104,444 | 38.0 | 16,385 | 45.7 | 161,555 | 21.6 | 3,165 | 32.6 |
| Bachelor/4 year Degree | 104,679 | 9.8 | 61,010 | 22.2 | 3,131 | 8.8 | 38,673 | 5.2 | 1,865 | 19.2 |
| Graduate Degree and Higher | 66,917 | 6.3 | 40,573 | 14.8 | 1,626 | 4.5 | 23,122 | 3.1 | 1,596 | 16.4 |
| | | | South Texas Economic Region | | | | | | | |
| Total | 219,858 | | 40,632 | | 6,359 | | 170,580 | | 2,286 | |
| <High School | 74,441 | 33.8 | 2,083 | 5.2 | 310 | 4.9 | 71,735 | 42.1 | 313 | 13.7 |
| High School Graduate | 47,401 | 21.6 | 7,403 | 18.2 | 1,836 | 28.9 | 37,591 | 22.0 | 570 | 24.9 |
| Some College | 64,771 | 29.4 | 15,968 | 39.3 | 3,531 | 55.5 | 44,705 | 26.2 | 566 | 24.8 |
| Bachelor/4 year Degree | 22,763 | 10.4 | 10,091 | 24.8 | 586 | 9.2 | 11,729 | 6.9 | 358 | 15.6 |
| Graduate Degree and Higher | 10,482 | 4.8 | 5,087 | 12.5 | 96 | 1.5 | 4,820 | 2.8 | 479 | 21.0 |
| | | | Upper Rio Grande Economic Region | | | | | | | |

Table B-4: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Households with Parents without a Bachelor's Degree by Race/Ethnicity, 1990

| Education Level of Parents | Total | | Anglo | | Black | | Hispanic | | Other | |
|----------------------------|-----------|------|----------------------------------|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total | 3,555,192 | | 1,579,283 | | 503,201 | | 1,376,518 | | 96,190 | |
| No College Degree | 2,721,613 | 76.5 | 970,582 | 61.5 | 437,445 | 86.9 | 1,258,800 | 91.4 | 54,786 | 57.0 |
| College Degree | 833,579 | 23.5 | 608,701 | 38.5 | 65,756 | 13.1 | 117,718 | 8.6 | 41,404 | 43.0 |
| | | | Metropolitan Central City | | | | | | | |
| Total | 1,067,218 | | 274,662 | | 35,776 | | 747,067 | | 9,713 | |
| No College Degree | 895,622 | 83.9 | 173,079 | 63.0 | 31,019 | 86.7 | 685,272 | 91.7 | 6,252 | 64.4 |
| College Degree | 171,596 | 16.1 | 101,583 | 37.0 | 4,757 | 13.3 | 61,795 | 8.3 | 3,461 | 35.6 |
| | | | South Texas Economic Region | | | | | | | |
| Total | 219,858 | | 40,631 | | 6,359 | | 170,580 | | 2,287 | |
| No College Degree | 186,613 | 84.9 | 25,454 | 62.6 | 5,677 | 89.3 | 154,032 | 90.3 | 1,450 | 63.4 |
| College Degree | 33,245 | 15.1 | 15,177 | 37.4 | 682 | 10.7 | 16,548 | 9.7 | 837 | 36.6 |
| | | | Upper Rio Grande Economic Region | | | | | | | |

Table B-5: Number and Percent of Persons Under Age 25 in Selected Areas in Texas Speaking a Language Other than English at Home by Race/Ethnicity, 1990

| Speaking a Language Other than English | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|----------------------------------|------|--------|------|--------|-----|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons Under Age 25 Speaking a Language Other than English at Home | 1,172,024 | 25.4 | 77,645 | 3.6 | 20,768 | 3.0 | 1,008,014 | 60.5 | 65,597 | 52.2 |
| | Metropolitan Central City | | | | | | | | | |
| | South Texas Economic Region | | | | | | | | | |
| Persons Under Age 25 Speaking a Language Other than English at Home | 580,354 | 44.3 | 17,222 | 4.9 | 2,559 | 5.1 | 555,313 | 62.0 | 5,260 | 40.7 |
| | Upper Rio Grande Economic Region | | | | | | | | | |
| Persons Under Age 25 Speaking a Language Other than English at Home | 149,974 | 55.3 | 5,877 | 10.9 | 698 | 7.4 | 142,273 | 69.4 | 1,126 | 36.4 |

B-5

Table B-6: Number and Percent of Students in Public Schools in Selected Areas in Texas within Categories of Total School District Residential Property Value per Student and Race/Ethnicity, 1995-96

| Residential Property Value per Student | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|-----------|------|---|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total | 2,485,592 | | 943,790 | | 411,636 | | 1,054,624 | | 75,542 | |
| \$1-\$49,999 | 428,667 | 17.3 | 52,966 | 5.6 | 42,349 | 10.3 | 329,176 | 31.2 | 4,176 | 5.5 |
| \$50,000-\$69,000 | 394,892 | 15.9 | 128,993 | 13.7 | 51,552 | 12.5 | 201,357 | 19.1 | 12,990 | 17.2 |
| \$70,000-\$99,999 | 555,454 | 22.4 | 261,540 | 27.7 | 92,899 | 22.6 | 189,013 | 17.9 | 12,002 | 15.9 |
| \$100,000-\$129,999 | 758,611 | 30.4 | 292,269 | 31.0 | 184,750 | 44.9 | 252,568 | 24.0 | 29,024 | 38.4 |
| \$130,000 & Over | 347,968 | 14.0 | 208,022 | 22.0 | 40,086 | 9.7 | 82510 | 7.8 | 17,350 | 23.0 |
| | | | Metropolitan Central City | | | | | | | |
| Total | 768,659 | | 182,712 | | 28899 | | 550,681 | | 6,367 | |
| \$1-\$49,999 | 393,860 | 51.2 | 34,952 | 19.1 | 2,877 | 10.0 | 354,929 | 64.4 | 1,102 | 17.3 |
| \$50,000-\$69,000 | 123,705 | 16.1 | 25,177 | 13.8 | 9,271 | 32.1 | 88,392 | 16.1 | 865 | 13.6 |
| \$70,000-\$99,999 | 103,039 | 13.4 | 42,704 | 23.4 | 8,071 | 27.9 | 50,772 | 9.2 | 1,492 | 23.4 |
| \$100,000-\$129,999 | 70,885 | 9.3 | 32,365 | 17.7 | 4,366 | 15.1 | 32,793 | 6.0 | 1,361 | 21.4 |
| \$130,000 & Over | 77,170 | 10.0 | 47,514 | 26.0 | 4,314 | 14.9 | 23,795 | 4.3 | 1,547 | 24.3 |
| | | | South Texas Economic Region | | | | | | | |
| Total | 154,875 | | 21,784 | | 4,587 | | 127,145 | | 1,359 | |
| \$1-\$49,999 | 20,590 | 13.3 | 1,311 | 6.0 | 71 | 1.6 | 19,148 | 15.1 | 60 | 4.4 |
| \$50,000-\$69,000 | 67,420 | 43.5 | 7,509 | 34.5 | 1,580 | 34.5 | 57,787 | 45.4 | 544 | 40.0 |
| \$70,000-\$99,999 | 66,525 | 43.0 | 12,769 | 58.6 | 2,922 | 63.6 | 50,089 | 39.4 | 745 | 54.8 |
| \$100,000-\$129,999 | 340 | 0.2 | 195 | 0.9 | 14 | 0.3 | 121 | 0.1 | 10 | 0.8 |
| \$130,000 & Over | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| | | | Upper Rio Grande Economic Region | | | | | | | |

Table B-7: Number and Percent of Students in Selected Areas in Texas by School Performance Rating and Race/Ethnicity, 1995-96

| School Performance Rating | Total | | Anglo | | Black | | Hispanic | | Other | |
|----------------------------------|-----------|------|---------|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Total | 2,489,038 | | 945,097 | | 412,204 | | 1,056,037 | | 75,700 | |
| Exemplary | 152,235 | 6.1 | 111,403 | 11.8 | 7,744 | 1.9 | 25,654 | 2.4 | 7,434 | 9.8 |
| Recognized | 404,816 | 16.3 | 208,881 | 22.1 | 42,038 | 10.1 | 141,137 | 13.4 | 12,760 | 16.9 |
| Acceptable | 1,824,083 | 73.2 | 595,699 | 63.0 | 331,600 | 80.4 | 843,405 | 79.8 | 53,379 | 70.5 |
| Low Performing | 66,701 | 2.7 | 18,864 | 2.0 | 20,399 | 5.0 | 25,835 | 2.5 | 1,603 | 2.1 |
| Pending | 18,666 | 0.8 | 5,006 | 0.5 | 3,914 | 1.0 | 9,503 | 0.9 | 243 | 0.3 |
| Not Rated | 22,537 | 0.9 | 5,244 | 0.6 | 6,509 | 1.6 | 10,503 | 1.0 | 281 | 0.4 |
| South Texas Economic Region | | | | | | | | | | |
| Total | 773,302 | | 184,840 | | 29,679 | | 552,239 | | 6,544 | |
| Exemplary | 18,573 | 2.4 | 6,316 | 3.4 | 266 | 0.9 | 11,691 | 2.1 | 300 | 4.6 |
| Recognized | 105,445 | 13.6 | 28,130 | 15.2 | 2,120 | 7.1 | 74,183 | 13.4 | 1,012 | 15.5 |
| Acceptable | 619,276 | 80.1 | 144,340 | 78.1 | 25,277 | 85.2 | 444,615 | 80.5 | 5,044 | 77.0 |
| Low Performing | 14,912 | 1.9 | 3,290 | 1.8 | 1,404 | 4.7 | 10,086 | 1.8 | 132 | 2.0 |
| Pending | 4,551 | 0.6 | 568 | 0.3 | 195 | 0.7 | 3,770 | 0.8 | 18 | 0.3 |
| Not Rated | 10,545 | 1.4 | 2,196 | 1.2 | 417 | 1.4 | 7,894 | 1.4 | 38 | 0.6 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Total | 154,860 | | 21,780 | | 4,587 | | 127,134 | | 1,359 | |
| Exemplary | 3,028 | 2.0 | 967 | 4.4 | 32 | 0.7 | 1,972 | 1.6 | 57 | 4.2 |
| Recognized | 20,278 | 13.1 | 2,607 | 12.0 | 573 | 12.5 | 16,932 | 13.3 | 166 | 12.2 |
| Acceptable | 127,661 | 82.4 | 17,900 | 82.2 | 3,841 | 83.7 | 104,816 | 82.4 | 1,104 | 81.2 |
| Low Performing | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Pending | 2,345 | 1.5 | 226 | 1.0 | 113 | 2.5 | 1,980 | 1.6 | 26 | 1.9 |
| Not Rated | 1,548 | 1.0 | 80 | 0.4 | 28 | 0.6 | 1,434 | 1.1 | 6 | 0.5 |

Table B-8: Number and Percent of Students in Selected Areas in Texas by Responsibility Status and Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|------------------------------------|-----------|-----|---------|-----|---------|-----|-----------|-----|--------|-----|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Number of Students Enrolled (Fall) | 2,490,765 | | 946,040 | | 412,421 | | 1,056,578 | | 75,726 | |
| Student Responsibility by Type | | | | | | | | | | |
| Single Parent Students | 1640 | 0.1 | 366 | 0.0 | 318 | 0.1 | 947 | 0.1 | 9 | 0.0 |
| Pregnant Teen Students | 1229 | 0.0 | 312 | 0.0 | 200 | 0.0 | 705 | 0.1 | 12 | 0.0 |
| Work Study Students | 741 | 0.0 | 314 | 0.0 | 24 | 0.0 | 394 | 0.0 | 9 | 0.0 |
| South Texas Economic Region | | | | | | | | | | |
| Number of Students Enrolled (Fall) | 773,723 | | 184,877 | | 29,684 | | 552,617 | | 6,545 | |
| Student Responsibility by Type | | | | | | | | | | |
| Single Parent Students | 946 | 0.1 | 96 | 0.1 | 59 | 0.2 | 787 | 0.1 | 4 | 0.1 |
| Pregnant Teen Students | 628 | 0.1 | 68 | 0.0 | 37 | 0.1 | 519 | 0.1 | 4 | 0.1 |
| Work Study Students | 485 | 0.1 | 122 | 0.1 | 20 | 0.1 | 342 | 0.1 | 1 | 0.0 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Number of Students Enrolled (Fall) | 154,875 | | 21,784 | | 4,587 | | 127,145 | | 1,359 | |
| Student Responsibility by Type | | | | | | | | | | |
| Single Parent Students | 67 | 0.0 | 5 | 0.0 | 1 | 0.0 | 61 | 0.0 | 0 | 0.0 |
| Pregnant Teen Students | 71 | 0.0 | 4 | 0.0 | 4 | 0.1 | 63 | 0.0 | 0 | 0.0 |
| Work Study Students | 42 | 0.0 | 5 | 0.0 | 0 | 0.0 | 37 | 0.0 | 0 | 0.0 |

Table B-9: Number and Percent of Students in Selected Areas in Texas by ACT[®] and SAT Score and Race/Ethnicity, 1995-96

| Test Score | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|------------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | | | |
| ACT | | | | | | | | | | | | |
| Total | 31,912 | | 14,970 | | 3,783 | | 8,464 | | 2,123 | | 2,572 | |
| 0-400 | 35 | 0.1 | 3 | 0.0 | 10 | 0.3 | 13 | 0.2 | 3 | 0.2 | 6 | 0.2 |
| 401-820 | 10,397 | 32.6 | 2,541 | 17.0 | 2,166 | 57.3 | 4,192 | 49.5 | 495 | 23.3 | 1,003 | 39.0 |
| 821-990 | 7,829 | 24.5 | 3,789 | 25.3 | 872 | 23.0 | 2,078 | 24.5 | 529 | 24.9 | 561 | 21.8 |
| 991-1140 | 6,986 | 21.9 | 4,439 | 29.7 | 391 | 10.3 | 1,130 | 13.4 | 550 | 25.9 | 476 | 18.5 |
| 1141-1600 | 6,665 | 20.9 | 4,198 | 28.0 | 344 | 9.1 | 1,051 | 12.4 | 546 | 25.7 | 526 | 20.5 |
| Median Score | 990 | | 1,030 | | 820 | | 860 | | 1,030 | | 910 | |
| SAT | | | | | | | | | | | | |
| Total | 57,239 | | 29,514 | | 6,797 | | 13,619 | | 7,309 | | 0 | |
| 0-400 | 11 | 0.0 | 1 | 0.0 | 6 | 0.1 | 4 | 0.0 | 0 | 0.0 | 0 | |
| 401-820 | 11,738 | 20.5 | 2,888 | 9.8 | 3,036 | 44.6 | 4,392 | 32.2 | 1,422 | 19.5 | 0 | |
| 821-990 | 17,784 | 31.1 | 8,260 | 28.0 | 2,431 | 35.8 | 5,087 | 37.4 | 2,006 | 27.4 | 0 | |
| 991-1140 | 14,479 | 25.3 | 9,046 | 30.6 | 971 | 14.3 | 2,767 | 20.3 | 1,695 | 23.2 | 0 | |
| 1141-1600 | 13,227 | 23.1 | 9,316 | 31.6 | 353 | 5.2 | 1,369 | 10.1 | 2,186 | 29.9 | 0 | |
| Median Score | 990 | | 1,050 | | 850 | | 900 | | 1,010 | | -- | |
| South Texas Economic Region | | | | | | | | | | | | |
| ACT | | | | | | | | | | | | |
| Total | 12,926 | | 3,619 | | 389 | | 7,255 | | 470 | | 1,193 | |
| 0-400 | 22 | 0.2 | 0 | 0.0 | 1 | 0.2 | 17 | 0.2 | 0 | 0.0 | 4 | 0.3 |
| 401-820 | 5,819 | 45.0 | 762 | 21.1 | 203 | 52.2 | 4,052 | 55.8 | 148 | 31.5 | 654 | 54.8 |
| 821-990 | 3,083 | 23.8 | 968 | 26.7 | 96 | 24.7 | 1,648 | 22.7 | 129 | 27.4 | 242 | 20.3 |
| 991-1140 | 2,043 | 15.8 | 977 | 27.0 | 54 | 13.9 | 780 | 10.8 | 90 | 19.2 | 142 | 11.9 |
| 1141-1600 | 1,959 | 15.2 | 912 | 25.2 | 35 | 9.0 | 758 | 10.5 | 103 | 21.9 | 151 | 12.7 |
| Median Score | 860 | | 1,030 | | 820 | | 820 | | 910 | | 820 | |
| SAT | | | | | | | | | | | | |
| Total | 15,986 | | 6,181 | | 932 | | 7,485 | | 1,388 | | 0 | |
| 0-400 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | |
| 401-820 | 4,040 | 25.3 | 736 | 11.9 | 412 | 44.2 | 2,507 | 33.5 | 385 | 27.7 | 0 | |
| 821-990 | 5,568 | 34.8 | 1,946 | 31.5 | 331 | 35.5 | 2,866 | 38.3 | 425 | 30.6 | 0 | |
| 991-1140 | 3,614 | 23.9 | 1,922 | 31.1 | 139 | 14.9 | 1,440 | 19.2 | 313 | 22.6 | 0 | |
| 1141-1600 | 2,563 | 16.0 | 1,577 | 25.5 | 50 | 5.4 | 672 | 9.0 | 264 | 19.0 | 0 | |
| Median Score | 950 | | 1,030 | | 850 | | 900 | | 950 | | -- | |

Table B-3, continued

| Test Score | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| ACT | | | | | | | | | | | | |
| Total | 1,510 | | 308 | | 40 | | 982 | | 96 | | 84 | |
| 0-400 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 547 | 36.2 | 41 | 13.3 | 15 | 37.5 | 437 | 44.5 | 19 | 19.8 | 35 | 41.6 |
| 821-990 | 383 | 25.4 | 72 | 23.4 | 7 | 17.5 | 261 | 26.6 | 27 | 28.1 | 16 | 19.1 |
| 991-1140 | 307 | 20.3 | 98 | 31.8 | 12 | 30.0 | 159 | 16.2 | 22 | 22.9 | 16 | 19.1 |
| 1141-1600 | 272 | 18.0 | 97 | 31.5 | 6 | 15.0 | 124 | 12.6 | 28 | 29.2 | 17 | 20.2 |
| Median Score | 910 | | 1,060 | | 910 | | 860 | | 1,030 | | 910 | |
| Upper Rio Grande Economic Region | | | | | | | | | | | | |
| SAT | | | | | | | | | | | | |
| Total | 4,021 | | 759 | | 196 | | 2,756 | | 310 | | 0 | |
| 0-400 | 4 | 0.1 | 1 | 0.1 | 0 | 0.0 | 3 | 0.1 | 0 | 0.0 | 0 | -- |
| 401-820 | 1,340 | 33.3 | 96 | 12.7 | 82 | 41.9 | 1,077 | 39.1 | 85 | 27.4 | 0 | -- |
| 821-990 | 1,425 | 35.4 | 258 | 34.0 | 71 | 36.2 | 989 | 35.9 | 107 | 34.5 | 0 | -- |
| 991-1140 | 832 | 20.7 | 233 | 30.7 | 31 | 15.8 | 497 | 18.0 | 71 | 22.9 | 0 | -- |
| 1141-1600 | 420 | 10.5 | 171 | 22.5 | 12 | 6.1 | 190 | 6.9 | 47 | 15.2 | 0 | -- |
| Median Score | 900 | | 1,010 | | 850 | | 870 | | 940 | | -- | |



Table B-10: Number and Percent of Students in Selected Areas in Texas by ACT*/SAT Combined Score, Household Income and Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|----------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| <\$30,000 | | | | | | | | | | |
| Total | 26,828 | 0.1 | 6,650 | 0.0 | 5,358 | 0.2 | 11,877 | 0.1 | 2,606 | 0.0 |
| 0-400 | 28 | 39.9 | 2 | 17.6 | 11 | 55.9 | 13 | 47.7 | 1 | 27.4 |
| 401-820 | 10,713 | 30.9 | 1,169 | 30.9 | 2,995 | 29.4 | 5,661 | 31.8 | 714 | 30.7 |
| 821-990 | 8,293 | 17.5 | 2,059 | 29.0 | 1,574 | 9.8 | 3,776 | 13.5 | 801 | 22.7 |
| 991-1140 | 4,684 | 11.6 | 1,926 | 22.5 | 526 | 4.7 | 1,601 | 6.9 | 591 | 19.2 |
| 1141-1600 | 3,110 | | 1,494 | | 252 | | 826 | | 499 | |
| Median Score | 870 | | 1,000 | | 810 | | 840 | | 950 | |
| \$30,000 to \$49,999 | | | | | | | | | | |
| Total | 17,448 | 0.0 | 9,088 | 0.0 | 2,263 | 0.0 | 4,316 | 0.0 | 1,643 | 0.0 |
| 0-400 | 3 | 22.1 | 2 | 13.4 | 1 | 44.0 | 0 | 31.4 | 0 | 14.4 |
| 401-820 | 3,847 | 31.4 | 1,220 | 29.8 | 995 | 34.3 | 1,357 | 34.8 | 236 | 28.3 |
| 821-990 | 5,481 | 26.3 | 2,705 | 31.4 | 776 | 14.6 | 1,502 | 21.2 | 465 | 27.1 |
| 991-1140 | 4,584 | 20.2 | 2,853 | 25.4 | 331 | 7.1 | 916 | 12.6 | 446 | 30.2 |
| 1141-1600 | 3,533 | | 2,308 | | 160 | | 541 | | 496 | |
| Median Score | 980 | | 1,030 | | 860 | | 910 | | 1,030 | |
| \$50,000 to \$59,999 | | | | | | | | | | |
| Total | 7,608 | 0.0 | 4,875 | 0.0 | 710 | 0.1 | 1,343 | 0.0 | 599 | 0.2 |
| 0-400 | 2 | 17.1 | 0 | 12.6 | 1 | 37.9 | 0 | 24.9 | 1 | 12.2 |
| 401-820 | 1,300 | 30.5 | 613 | 29.4 | 269 | 34.9 | 335 | 35.8 | 73 | 23.0 |
| 821-990 | 2,324 | 27.1 | 1,436 | 29.4 | 248 | 17.2 | 481 | 24.1 | 138 | 26.2 |
| 991-1140 | 2,059 | 25.3 | 1,432 | 28.6 | 122 | 9.9 | 323 | 15.2 | 157 | 38.4 |
| 1141-1600 | 1,923 | | 1,394 | | 170 | | 204 | | 230 | |
| Median Score | 1,010 | | 1,040 | | 880 | | 950 | | 1,060 | |
| \$60,000 to \$79,999 | | | | | | | | | | |
| Total | 15,082 | 0.0 | 10,698 | 0.0 | 1,028 | 0.2 | 2,111 | 0.2 | 1,008 | 0.0 |
| 0-400 | 6 | 14.6 | 0 | 11.2 | 2 | 36.2 | 4 | 23.3 | 0 | 9.6 |
| 401-820 | 2,204 | 25.9 | 1,199 | 24.9 | 372 | 32.2 | 492 | 31.4 | 97 | 20.9 |
| 821-990 | 3,903 | 29.3 | 2,665 | 30.9 | 331 | 21.0 | 662 | 25.8 | 211 | 28.3 |
| 991-1140 | 4,413 | 30.2 | 3,307 | 33.0 | 216 | 10.4 | 545 | 19.3 | 285 | 41.2 |
| 1141-1600 | 4,551 | | 3,527 | | 107 | | 408 | | 415 | |
| Median Score | 1,050 | | 1,060 | | 890 | | 980 | | 1,100 | |
| \$80,000 to \$99,999 | | | | | | | | | | |
| Total | 4,981 | 0.0 | 3,839 | 0.0 | 232 | 0.0 | 558 | 0.0 | 327 | 0.0 |
| 0-400 | 0 | 11.3 | 0 | 9.3 | 0 | 34.9 | 0 | 16.1 | 0 | 10.4 |
| 401-820 | 563 | 26.5 | 355 | 26.1 | 81 | 30.6 | 90 | 26.5 | 34 | 18.4 |
| 821-990 | 1,321 | 29.6 | 1,003 | 30.4 | 71 | 23.3 | 182 | 24.8 | 60 | 27.5 |
| 991-1140 | 1,472 | 32.6 | 1,169 | 34.2 | 54 | 11.2 | 148 | | 90 | 43.7 |
| 1141-1600 | 1,625 | | 1,312 | | 26 | | 138 | | 143 | |
| Median Score | 1,060 | | 1,070 | | 910 | | 1,010 | | 1,120 | |



Table B-10, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|------------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$100,000* | | | | | | | | | | |
| Total | 6,936 | 0.0 | 5,640 | 0.0 | 154 | 0.0 | 577 | 0.0 | 529 | 0.2 |
| 0-400 | 1 | 8.2 | 0 | 7.2 | 0 | 26.0 | 0 | 13.5 | 1 | 7.0 |
| 401-820 | 568 | 22.7 | 404 | 22.2 | 40 | 33.1 | 78 | 30.0 | 37 | 17.4 |
| 821-990 | 1,577 | 28.7 | 1,253 | 30.0 | 51 | 16.9 | 173 | 27.0 | 92 | 20.8 |
| 991-1140 | 1,989 | 40.4 | 1,691 | 40.6 | 26 | 24.0 | 156 | 29.5 | 110 | 54.6 |
| 1141-1600 | 2,801 | | 2,292 | | 37 | | 170 | | 289 | |
| Median Score | 1,100 | | 1,100 | | 950 | | 1,030 | | 1,170 | |
| Income Not Reported | | | | | | | | | | |
| Total | 10,268 | 0.1 | 3,694 | 0.0 | 835 | 0.1 | 1,301 | 0.0 | 2,720 | 0.0 |
| 0-400 | 6 | 28.6 | 0 | 12.7 | 1 | 53.9 | 0 | 43.9 | 0 | 26.7 |
| 401-820 | 2,940 | 26.4 | 469 | 25.1 | 450 | 30.2 | 571 | 29.9 | 726 | 28.2 |
| 821-990 | 2,714 | 22.0 | 928 | 30.0 | 252 | 10.4 | 389 | 16.0 | 768 | 20.8 |
| 991-1140 | 2,259 | 22.9 | 1,107 | 32.2 | 87 | 5.4 | 208 | 10.2 | 566 | 24.3 |
| 1141-1600 | 2,349 | | 1,190 | | 45 | | 133 | | 660 | |
| Median Score | 970 | | 1,060 | | 820 | | 860 | | 960 | |
| South Texas Economic Region | | | | | | | | | | |
| <\$30,000 | | | | | | | | | | |
| Total | 11,925 | 0.1 | 1,969 | 0.0 | 655 | 0.0 | 8,616 | 0.1 | 491 | 0.0 |
| 0-400 | 15 | 46.5 | 0 | 20.8 | 0 | 54.0 | 15 | 52.2 | 0 | 32.6 |
| 401-820 | 5,546 | 30.0 | 410 | 32.4 | 354 | 31.6 | 4,495 | 29.4 | 160 | 32.4 |
| 821-990 | 3,575 | 14.6 | 638 | 27.4 | 207 | 10.7 | 2,532 | 11.7 | 159 | 21.1 |
| 991-1140 | 1,735 | 8.8 | 540 | 19.4 | 70 | 3.7 | 1,007 | 6.6 | 104 | 13.9 |
| 1141-1600 | 1,054 | | 381 | | 24 | | 567 | | 68 | |
| Median Score | 850 | | 990 | | 810 | | 820 | | 910 | |
| \$30,000 to \$49,999 | | | | | | | | | | |
| Total | 5,602 | 0.0 | 2,345 | 0.0 | 281 | 0.0 | 2,595 | 0.0 | 327 | 0.0 |
| 0-400 | 0 | 26.3 | 0 | 15.6 | 0 | 38.4 | 0 | 35.8 | 0 | 16.5 |
| 401-820 | 1,474 | 32.2 | 366 | 30.4 | 108 | 39.8 | 930 | 33.2 | 54 | 33.6 |
| 821-990 | 1,805 | 24.1 | 712 | 30.6 | 109 | 15.7 | 862 | 12.0 | 110 | 24.8 |
| 991-1140 | 1,349 | 17.4 | 717 | 23.4 | 44 | 7.1 | 493 | 6.6 | 81 | 25.1 |
| 1141-1600 | 974 | | 550 | | 20 | | 310 | | 82 | |
| Median Score | 950 | | 1,020 | | 870 | | 900 | | 990 | |
| \$50,000 to \$59,999 | | | | | | | | | | |
| Total | 2,219 | 0.0 | 1,131 | 0.0 | 104 | 0.0 | 843 | 0.0 | 107 | 0.0 |
| 0-400 | 0 | 21.5 | 0 | 13.7 | 0 | 38.5 | 0 | 30.4 | 0 | 19.6 |
| 401-820 | 477 | 32.3 | 155 | 31.4 | 40 | 33.6 | 256 | 34.5 | 21 | 26.2 |
| 821-990 | 716 | 26.2 | 355 | 30.0 | 35 | 19.2 | 291 | 13.9 | 28 | 27.1 |
| 991-1140 | 582 | 20.0 | 340 | 24.9 | 20 | 8.7 | 179 | 8.7 | 29 | 27.1 |
| 1141-1600 | 444 | | 281 | | 9 | | 117 | | 29 | |
| Median Score | 990 | | 1,030 | | 860 | | 920 | | 1,030 | |

Table B-10, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$60,000 to \$79,999 | | | | | | | | | | |
| Total | 3,696 | 0.1 | 2,122 | 0.0 | 124 | 0.0 | 1,232 | 0.2 | 154 | 0.0 |
| 0-400 | 2 | 18.9 | 0 | 13.6 | 0 | 32.3 | 2 | 27.4 | 0 | 13.6 |
| 401-820 | 699 | 28.3 | 288 | 27.3 | 40 | 25.8 | 338 | 31.4 | 21 | 25.3 |
| 821-990 | 1,047 | 27.8 | 579 | 30.4 | 40 | 32.3 | 387 | 23.1 | 39 | 28.0 |
| 991-1140 | 1,029 | 24.9 | 645 | 28.7 | 12 | 9.6 | 284 | 17.9 | 43 | 33.1 |
| 1141-1600 | 919 | | 610 | | 925 | | 221 | | 51 | |
| Median Score | 1,020 | | 1,040 | | 925 | | 950 | | 1,060 | |
| \$80,000 to \$99,999 | | | | | | | | | | |
| Total | 1,072 | 0.0 | 681 | 0.0 | 32 | 0.0 | 299 | 0.0 | 52 | 0.0 |
| 0-400 | 0 | 13.6 | 0 | 11.1 | 6 | 18.8 | 0 | 18.7 | 7 | 13.5 |
| 401-820 | 146 | 30.9 | 75 | 29.2 | 10 | 31.2 | 56 | 35.5 | 13 | 25.0 |
| 821-990 | 331 | 30.0 | 199 | 31.4 | 9 | 28.1 | 106 | 26.1 | 19 | 36.5 |
| 991-1140 | 322 | 25.5 | 214 | 28.4 | 7 | 21.9 | 78 | 19.7 | 13 | 25.0 |
| 1141-1600 | 273 | | 193 | | 1,005 | | 59 | | 13 | |
| Median Score | 1,030 | | 1,050 | | 1,005 | | 990 | | 1,060 | |
| \$100,000+ | | | | | | | | | | |
| Total | 1,235 | 0.0 | 807 | 0.0 | 22 | 0.0 | 307 | 0.0 | 92 | 0.0 |
| 0-400 | 0 | 12.6 | 0 | 10.1 | 6 | 27.3 | 0 | 16.6 | 0 | 14.1 |
| 401-820 | 155 | 27.5 | 82 | 26.8 | 6 | 27.3 | 51 | 32.9 | 13 | 16.3 |
| 821-990 | 339 | 28.7 | 216 | 31.4 | 3 | 13.6 | 101 | 24.4 | 15 | 23.9 |
| 991-1140 | 355 | 31.2 | 253 | 31.7 | 7 | 31.8 | 75 | 26.1 | 22 | 45.7 |
| 1141-1600 | 386 | | 256 | | 945 | | 80 | | 42 | |
| Median Score | 1,060 | | 1,060 | | 945 | | 1,000 | | 1,105 | |
| Income Not Reported | | | | | | | | | | |
| Total | 3,163 | 0.2 | 745 | 0.0 | 103 | 1.0 | 848 | 0.0 | 635 | 0.2 |
| 0-400 | 6 | 43.1 | 0 | 16.4 | 1 | 59.2 | 0 | 51.0 | 1 | 40.5 |
| 401-820 | 1,362 | 26.5 | 122 | 28.9 | 61 | 27.2 | 433 | 27.7 | 257 | 29.9 |
| 821-990 | 838 | 15.3 | 215 | 25.5 | 28 | 6.8 | 235 | 12.3 | 190 | 16.5 |
| 991-1140 | 485 | 14.9 | 190 | 29.2 | 7 | 5.8 | 104 | 8.9 | 105 | 12.9 |
| 1141-1600 | 472 | | 218 | | 6 | | 76 | | 82 | |
| Median Score | 860 | | 1,030 | | 800 | | 820 | | 880 | |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Total | 2,693 | 0.1 | 204 | 0.5 | 140 | 0.0 | 2,204 | 0.0 | 122 | 0.0 |
| 0-400 | 3 | 43.5 | 1 | 19.6 | 0 | 46.4 | 2 | 46.4 | 0 | 26.2 |
| 401-820 | 1,171 | 32.9 | 40 | 27.9 | 65 | 33.6 | 1,022 | 33.6 | 32 | 32.8 |
| 821-990 | 887 | 16.0 | 57 | 29.9 | 47 | 16.4 | 740 | 14.4 | 40 | 20.5 |
| 991-1140 | 431 | 7.0 | 61 | 22.1 | 23 | 3.6 | 317 | 5.6 | 25 | 20.5 |
| 1141-1600 | 201 | | 45 | | 5 | | 123 | | 25 | |
| Median Score | 860 | | 1,010 | | 840 | | 840 | | 970 | |



Table B-10, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|-----------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>\$30,000 to \$49,999</u> | | | | | | | | | | |
| Total | 1,069 | | 236 | | 47 | | 713 | | 67 | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 303 | 28.3 | 40 | 17.0 | 14 | 29.8 | 241 | 33.8 | 6 | 9.0 |
| 821-990 | 381 | 35.6 | 81 | 34.3 | 22 | 46.8 | 248 | 34.2 | 29 | 43.2 |
| 991-1140 | 244 | 22.9 | 71 | 30.1 | 6 | 12.8 | 145 | 20.3 | 20 | 29.9 |
| 1141-1600 | 141 | 13.2 | 44 | 18.6 | 5 | 10.6 | 79 | 11.1 | 12 | 17.9 |
| Median Score | 920 | | 990 | | 890 | | 900 | | 990 | |
| <u>\$50,000 to \$59,999</u> | | | | | | | | | | |
| Total | 348 | | 118 | | 15 | | 186 | | 26 | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 70 | 20.1 | 8 | 6.8 | 5 | 33.3 | 55 | 29.6 | 2 | 7.7 |
| 821-990 | 114 | 32.8 | 36 | 30.5 | 0 | 0.0 | 69 | 37.1 | 8 | 30.8 |
| 991-1140 | 90 | 26.0 | 38 | 32.2 | 6 | 40.0 | 37 | 19.9 | 9 | 34.6 |
| 1141-1600 | 74 | 21.1 | 36 | 30.5 | 4 | 26.7 | 25 | 13.4 | 7 | 26.9 |
| Median Score | 985 | | 1,060 | | 1,040 | | 915 | | 1,025 | |
| <u>\$60,000 to \$79,999</u> | | | | | | | | | | |
| Total | 599 | | 238 | | 14 | | 295 | | 42 | |
| 0-400 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 | 2 | 0.7 | 0 | 0.0 |
| 401-820 | 113 | 18.9 | 22 | 9.2 | 4 | 28.6 | 79 | 26.8 | 4 | 9.5 |
| 821-990 | 182 | 30.4 | 81 | 34.0 | 2 | 14.3 | 87 | 29.5 | 11 | 26.2 |
| 991-1140 | 165 | 27.6 | 72 | 30.3 | 5 | 35.7 | 75 | 25.4 | 12 | 28.6 |
| 1141-1600 | 137 | 22.9 | 63 | 26.5 | 3 | 21.4 | 52 | 17.6 | 15 | 35.7 |
| Median Score | 1,000 | | 1,030 | | 1,015 | | 970 | | 1,060 | |
| <u>\$80,000 to \$99,999</u> | | | | | | | | | | |
| Total | 183 | | 93 | | 6 | | 73 | | 11 | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 25 | 13.7 | 5 | 5.4 | 5 | 83.3 | 14 | 19.2 | 1 | 9.1 |
| 821-990 | 52 | 28.4 | 23 | 24.7 | 1 | 16.7 | 21 | 28.8 | 7 | 63.6 |
| 991-1140 | 61 | 33.3 | 35 | 37.6 | 0 | 0.0 | 26 | 35.6 | 0 | 0.0 |
| 1141-1600 | 45 | 24.6 | 30 | 32.3 | 0 | 0.0 | 12 | 16.4 | 3 | 27.3 |
| Median Score | 1,030 | | 1,080 | | 795 | | 1,020 | | 970 | |
| <u>\$100,000*</u> | | | | | | | | | | |
| Total | 214 | | 109 | | 2 | | 77 | | 25 | |
| 0-400 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 401-820 | 27 | 12.6 | 10 | 9.1 | 0 | 0.0 | 13 | 16.9 | 4 | 16.0 |
| 821-990 | 65 | 30.4 | 33 | 30.3 | 1 | 50.0 | 26 | 33.8 | 4 | 16.0 |
| 991-1140 | 67 | 31.3 | 34 | 31.2 | 0 | 0.0 | 25 | 32.4 | 8 | 32.0 |
| 1141-1600 | 55 | 25.7 | 32 | 29.4 | 1 | 50.0 | 13 | 16.9 | 9 | 36.0 |
| Median Score | 1,025 | | 1,050 | | 1,050 | | 990 | | 1,030 | |

Table B-10, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|----------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | Z | Number | Z | Number | Z | Number | Z | Number | Z |
| <u>Income Not Reported</u> | | | | | | | | | | |
| Total | 425 | 0.0 | 69 | 0.0 | 12 | 0.0 | 190 | 0.0 | 113 | 0.0 |
| 0-400 | 0 | | 0 | | 0 | | 0 | | 0 | |
| 401-820 | 178 | 41.9 | 12 | 17.4 | 4 | 33.3 | 90 | 47.4 | 55 | 48.7 |
| 821-990 | 127 | 29.9 | 19 | 27.5 | 5 | 41.7 | 59 | 31.0 | 35 | 31.0 |
| 991-1140 | 81 | 19.0 | 20 | 29.0 | 3 | 25.0 | 31 | 16.3 | 19 | 16.8 |
| 1141-1600 | 39 | 9.2 | 18 | 26.1 | 0 | 0.0 | 10 | 5.3 | 4 | 3.5 |
| Median Score | 860 | | 1,030 | | 890 | | 840 | | 840 | |

*ACT Scores are adjusted to SAT Standard

Table B-11: Number and Percent of Persons Under Age 25 in Selected Areas in Texas Living in Households at or Below the Poverty Level with Both Parents without a College Degree by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|---------|------|---------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Persons Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree | 849,365 | 31.3 | 129,715 | 13.4 | 181,629 | 41.7 | 525,253 | 41.9 | 12,768 | 23.4 |
| South Texas Economic Region | | | | | | | | | | |
| Persons Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree | 384,361 | 43.1 | 29,951 | 17.3 | 12,831 | 41.5 | 339,957 | 49.8 | 1,622 | 26.3 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Persons Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree | 76,789 | 41.3 | 5,367 | 21.2 | 1,217 | 21.6 | 70,064 | 46.0 | 141 | 9.9 |



Table B-12: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households at or Below the Poverty Level by Race/Ethnicity, 1990

| Characteristic | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|---------|------|--------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level | 407,577 | 49.8 | 64,244 | 26.3 | 148,226 | 57.7 | 189,605 | 62.4 | 5,502 | 41.0 |
| South Texas Economic Region | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level | 147,001 | 62.9 | 13,815 | 33.6 | 10,428 | 61.0 | 12,139 | 70.2 | 819 | 51.6 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level | 30,002 | 59.9 | 2,441 | 38.6 | 675 | 36.0 | 26,856 | 64.7 | 30 | 9.0 |

Table B-13: Number and Percent of Persons Under Age 25 in Selected Areas in Texas at or Below the Poverty Level Speaking a Language Other than English at Home by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|---------|------|--------|------|--------|-----|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Persons Under Age 25 at or Below Poverty Level Speaking a Language Other than English at Home | 437,319 | 38.9 | 12,352 | 5.1 | 6,595 | 2.8 | 403,508 | 65.5 | 14,864 | 61.3 |
| Metropolitan Central City | | | | | | | | | | |
| Persons Under Age 25 at or Below Poverty Level Speaking a Language Other than English at Home | 271,436 | 59.4 | 4,285 | 9.9 | 1,035 | 6.2 | 264,450 | 67.1 | 1,666 | 58.3 |
| South Texas Economic Region | | | | | | | | | | |
| Persons Under Age 25 at or Below Poverty Level Speaking a Language Other than English at Home | 60,548 | 67.4 | 1,286 | 18.2 | 156 | 9.8 | 58,923 | 72.9 | 183 | 48.5 |
| Upper Rio Grande Economic Region | | | | | | | | | | |

639

Table B-14: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households with Parent without a Bachelor's Degree by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|---------|------|---------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households with Parent without a Bachelor's Degree | 753,907 | 91.3 | 204,569 | 82.8 | 241,866 | 93.6 | 296,580 | 96.5 | 10,892 | 80.8 |
| South Texas Economic Region | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households with Parent without a Bachelor's Degree | 221,131 | 93.9 | 33,911 | 82.1 | 16,023 | 93.4 | 170,054 | 97.0 | 1,143 | 72.1 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households with Parent without a Bachelor's Degree | 47,195 | 93.7 | 4,828 | 75.7 | 1,698 | 88.5 | 40,376 | 96.7 | 293 | 83.7 |

639

640

Table B-15: Number and Percent of Persons Under Age 25 in Selected Areas in Texas with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|---------|------|--------|------|--------|-----|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Persons Under Age 25 with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home | 830,932 | 30.5 | 31,986 | 3.3 | 10,505 | 2.4 | 759,857 | 60.4 | 28,584 | 52.2 |
| South Texas Economic Region | | | | | | | | | | |
| Persons Under Age 25 with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home | 438,012 | 48.9 | 8,849 | 5.1 | 1,358 | 4.4 | 425,177 | 62.0 | 2,628 | 42.0 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Persons Under Age 25 with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home | 112,410 | 60.2 | 3,114 | 12.2 | 442 | 7.8 | 108,238 | 70.3 | 616 | 42.5 |

Table B-16: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|---------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households and Speaking a Language Other than English at Home | 201,122 | 24.4 | 8,810 | 3.6 | 6,222 | 2.4 | 180,644 | 58.8 | 5,446 | 40.4 |
| South Texas Economic Region | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households and Speaking a Language Other than English at Home | 109,823 | 46.7 | 2,040 | 4.9 | 735 | 4.3 | 106,626 | 60.8 | 422 | 26.6 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households and Speaking a Language Other than English at Home | 30,582 | 60.7 | 769 | 12.1 | 263 | 13.7 | 29,392 | 70.4 | 158 | 45.1 |

Table B-17: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|---------|------|--------|------|---------|-------|----------|------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree | 398,380 | 97.7 | 60,158 | 93.6 | 145,921 | 98.4 | 187,393 | 98.8 | 4,908 | 89.2 |
| South Texas Economic Region | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree | 144,492 | 98.3 | 12,838 | 92.9 | 10,148 | 97.3 | 120,782 | 99.1 | 724 | 88.4 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree | 29,647 | 98.8 | 2,248 | 92.1 | 675 | 100.0 | 26,694 | 99.4 | 30 | 100.0 |

Table B-18: Number and Percent of Persons Under Age 25 in Selected Areas in Texas at or Below the Poverty Level with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|---------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Persons Under Age 25 at or Below the Poverty Level with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home | 355,546 | 41.9 | 5,550 | 4.3 | 4,234 | 2.3 | 338,484 | 64.4 | 7,278 | 57.0 |
| South Texas Economic Region | | | | | | | | | | |
| Persons Under Age 25 at or Below the Poverty Level with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home | 230,374 | 59.9 | 2,745 | 9.2 | 729 | 5.7 | 226,018 | 66.5 | 882 | 54.4 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Persons Under Age 25 at or Below the Poverty Level with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home | 51,872 | 67.6 | 1,015 | 18.9 | 134 | 11.0 | 50,673 | 72.3 | 49 | 34.7 |



Table B-19: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|---------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home | 124,406 | 30.5 | 2,326 | 3.6 | 3,190 | 2.2 | 116,570 | 61.5 | 2,320 | 42.2 |
| South Texas Economic Region | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home | 78,415 | 53.3 | 900 | 6.5 | 584 | 5.6 | 76,682 | 62.9 | 249 | 30.4 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home | 20,114 | 67.0 | 426 | 17.5 | 114 | 16.9 | 19,574 | 72.9 | 0 | 0.0 |

Table B-20: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|---------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home | 193,135 | 25.6 | 7,169 | 3.5 | 5,523 | 2.3 | 176,103 | 59.4 | 4,340 | 39.9 |
| South Texas Economic Region | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home | 106,848 | 48.3 | 1,755 | 5.2 | 713 | 4.5 | 104,092 | 61.2 | 288 | 25.2 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home | 29,913 | 63.4 | 688 | 14.2 | 235 | 13.8 | 28,855 | 71.5 | 135 | 46.0 |

Table B-21: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|---------|------|--------|------|--------|-------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home | 122,487 | 98.5 | 2,124 | 91.3 | 3,071 | 96.3 | 115,277 | 98.9 | 2,015 | 86.9 |
| South Texas Economic Region | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home | 77,499 | 98.8 | 872 | 96.9 | 562 | 96.2 | 75,838 | 98.9 | 227 | 91.2 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home | 19,957 | 99.2 | 409 | 96.0 | 114 | 100.0 | 19,434 | 99.3 | 0 | 0.0 |

Table B-22: Number and Percent of Economically Disadvantaged Students in Selected Areas in Texas by Race/Ethnicity, 1995-96

| Economic Disadvantaged Status | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|----------------------------------|------|---------|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| | Metropolitan Central City | | | | | | | | | |
| Total | 2,490,765 | | 946,040 | | 412,421 | | 1,056,578 | | 75,726 | |
| Students who are Economically Disadvantaged | 1,252,124 | 50.3 | 179,085 | 18.9 | 258,709 | 62.7 | 786,564 | 74.4 | 27,766 | 36.7 |
| Students who are Not Economically Disadvantaged | 1,238,641 | 49.7 | 766,955 | 81.1 | 153,712 | 37.3 | 270,014 | 25.6 | 47,960 | 63.3 |
| | South Texas Economic Region | | | | | | | | | |
| Total | 773,723 | | 184,877 | | 29,684 | | 552,617 | | 6,545 | |
| Students who are Economically Disadvantaged | 499,866 | 64.6 | 47,446 | 25.7 | 19,499 | 65.7 | 430,496 | 77.9 | 2,425 | 37.1 |
| Students who are Not Economically Disadvantaged | 273,857 | 35.4 | 137,431 | 74.3 | 10,185 | 34.3 | 122,121 | 22.1 | 4,120 | 62.9 |
| | Upper Rio Grande Economic Region | | | | | | | | | |
| Total | 154,875 | | 21,784 | | 4,587 | | 127,145 | | 1,359 | |
| Students who are Economically Disadvantaged | 107,651 | 69.5 | 6,900 | 31.7 | 2,693 | 58.7 | 97,516 | 76.7 | 542 | 39.9 |
| Students who are Not Economically Disadvantaged | 47,224 | 30.5 | 14,884 | 68.3 | 1,894 | 41.3 | 29,629 | 23.3 | 817 | 60.1 |

Table B-23: Number and Percent of Students in Selected Areas in Texas in Limited English Proficiency Programs by Race/Ethnicity, 1995-96

| Limited English Proficiency Program Status | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|-----------|------|---------|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Total | 2,490,765 | | 946,040 | | 412,421 | | 1,056,578 | | 75,726 | |
| Students Participating in Limited English Proficiency Programs | 400,127 | 16.1 | 4,818 | 0.5 | 1,959 | 0.5 | 372,495 | 35.3 | 20,855 | 27.5 |
| Students Not Participating in Limited English Proficiency Programs | 2,090,638 | 83.9 | 941,222 | 99.5 | 410,462 | 99.5 | 684,083 | 64.7 | 54,871 | 72.5 |
| South Texas Economic Region | | | | | | | | | | |
| Total | 773,723 | | 184,877 | | 29,684 | | 552,617 | | 6,545 | |
| Students Participating in Limited English Proficiency Programs | 158,306 | 20.5 | 893 | 0.5 | 109 | 0.4 | 156,146 | 28.3 | 1,158 | 17.7 |
| Students Not Participating in Limited English Proficiency Programs | 615,417 | 79.5 | 183,984 | 99.5 | 29,575 | 99.6 | 396,471 | 71.7 | 5,387 | 82.3 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Total | 154,875 | | 21,784 | | 4,587 | | 127,145 | | 1,359 | |
| Students Participating in Limited English Proficiency Programs | 48,969 | 31.6 | 397 | 1.8 | 74 | 1.6 | 48,318 | 38.0 | 180 | 13.2 |
| Students Not Participating in Limited English Proficiency Programs | 105,906 | 68.4 | 21,387 | 98.2 | 4,513 | 98.4 | 78,827 | 62.0 | 1,179 | 86.8 |

Table B-24: Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student and Race/Ethnicity, 1995-96

| School District Total Assessed Property Value per Student | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|-----------|------|---|------|---------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Total | 2,485,592 | | 943,790 | | 411,636 | | 1,054,624 | | 75,542 | |
| <\$72,126 | 293,352 | 11.8 | 27,444 | 3.0 | 23,694 | 5.8 | 240,264 | 22.8 | 1,950 | 2.6 |
| \$72,126-\$102,077 | 216,533 | 8.7 | 48,383 | 5.1 | 15,178 | 3.7 | 151,677 | 14.4 | 1,295 | 1.8 |
| \$102,078-\$134,664 | 412,505 | 16.6 | 173,900 | 18.4 | 40,476 | 9.8 | 188,505 | 17.9 | 9,624 | 12.7 |
| \$134,665 or more | 1,563,202 | 62.9 | 694,063 | 73.5 | 332,288 | 80.7 | 474,178 | 44.9 | 62,673 | 82.9 |
| | | | Metropolitan Central City | | | | | | | |
| Total | 768,659 | | 182,712 | | 28,899 | | 550,681 | | 6,367 | |
| <\$72,126 | 273,627 | 35.6 | 14,826 | 8.1 | 1,612 | 5.6 | 256,622 | 46.6 | 567 | 8.9 |
| \$72,126-\$102,077 | 159,871 | 20.8 | 27,188 | 14.9 | 9,057 | 31.3 | 122,986 | 22.3 | 640 | 10.1 |
| \$102,078-\$134,664 | 100,839 | 13.1 | 32,243 | 17.7 | 4,526 | 15.7 | 62,802 | 11.4 | 1,268 | 19.9 |
| \$134,665 or more | 234,322 | 30.5 | 108,455 | 59.3 | 13,704 | 47.4 | 108,271 | 19.7 | 3,892 | 61.1 |
| | | | South Texas Economic Region | | | | | | | |
| Total | 154,875 | | 21,784 | | 4,587 | | 127,145 | | 1,359 | |
| <\$72,126 | 18,132 | 11.7 | 946 | 4.3 | 66 | 1.4 | 17,071 | 13.4 | 49 | 3.6 |
| \$72,126-\$102,077 | 67,420 | 43.5 | 7,509 | 34.5 | 1,580 | 34.5 | 57,787 | 45.4 | 544 | 40.0 |
| \$102,078-\$134,664 | 66,598 | 43.0 | 12,639 | 58.0 | 2,924 | 63.7 | 50,290 | 39.6 | 745 | 54.8 |
| \$134,665 or more | 2,725 | 1.8 | 690 | 3.2 | 17 | 0.4 | 1,997 | 1.6 | 21 | 1.6 |
| | | | Upper Rio Grande Economic Region | | | | | | | |

Table B-25: Number and Percent of Students in Selected Areas in Texas by Participation in Limited English Proficiency Programs, Economically Disadvantaged Status and Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|-----------|------|---------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Students Participating in Limited English Proficiency Programs | | | | | | | | | | |
| Total | 400,127 | | 4,818 | | 1,959 | | 372,495 | | 20,855 | |
| Students who are Economically Disadvantaged | 349,203 | 87.3 | 2,622 | 54.4 | 1,446 | 73.8 | 333,464 | 89.5 | 11,671 | 56.0 |
| Students who are Not Economically Disadvantaged | 50,924 | 12.7 | 2,196 | 45.6 | 513 | 26.2 | 39,031 | 10.5 | 9,184 | 44.0 |
| Students Not Participating in Limited English Proficiency Programs | | | | | | | | | | |
| Total | 2,090,638 | | 941,222 | | 410,462 | | 681,083 | | 54,871 | |
| Students who are Economically Disadvantaged | 902,921 | 43.2 | 176,463 | 18.8 | 257,263 | 62.7 | 453,100 | 66.2 | 16,095 | 29.3 |
| Students who are Not Economically Disadvantaged | 1,187,717 | 56.8 | 764,759 | 81.2 | 153,199 | 37.3 | 230,983 | 33.8 | 38,776 | 70.7 |
| South Texas Economic Region | | | | | | | | | | |
| Students Participating in Limited English Proficiency Programs | | | | | | | | | | |
| Total | 158,306 | | 893 | | 109 | | 156,146 | | 1,158 | |
| Students who are Economically Disadvantaged | 144,924 | 91.6 | 616 | 69.0 | 86 | 78.9 | 143,578 | 91.9 | 648 | 56.0 |

Table B-25, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|---------|------|---------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Students who are Not Economically Disadvantaged | 13,378 | 8.4 | 277 | 31.0 | 23 | 21.1 | 12,568 | 8.1 | 510 | 44.0 |
| Students Not Participating in Limited English Proficiency Programs | 615,417 | | 183,984 | | 29,575 | | 396,471 | | 5,387 | |
| Students who are Economically Disadvantaged | 354,938 | 57.7 | 46,830 | 25.5 | 19,413 | 65.6 | 286,918 | 72.4 | 1,777 | 33.0 |
| Students who are Not Economically Disadvantaged | 260,479 | 42.3 | 137,154 | 74.5 | 10,162 | 34.4 | 109,553 | 27.6 | 3,610 | 67.0 |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| Students Participating in Limited English Proficiency Programs | 48,969 | | 397 | | 74 | | 48,318 | | 180 | |
| Students who are Economically Disadvantaged | 44,727 | 91.3 | 298 | 75.1 | 60 | 81.1 | 44,274 | 91.6 | 95 | 52.8 |
| Students who are Not Economically Disadvantaged | 4,242 | 8.7 | 99 | 24.9 | 14 | 18.9 | 4,044 | 8.4 | 85 | 47.2 |
| Students Not Participating in Limited English Proficiency Programs | 105,906 | | 21,387 | | 4,513 | | 78,827 | | 1,179 | |
| Students who are Economically Disadvantaged | 62,924 | 59.4 | 6,602 | 30.9 | 2,633 | 58.3 | 53,242 | 67.5 | 447 | 37.9 |
| Students who are Not Economically Disadvantaged | 42,982 | 40.6 | 14,785 | 69.1 | 1,880 | 41.7 | 25,585 | 32.5 | 732 | 62.1 |

Table B-26: Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student, Economically Disadvantaged Status and Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|-----------|------|---------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| School District Assessed Value = \$<72,126 | | | | | | | | | | |
| Total | 293,352 | | 27,444 | | 23,694 | | 240,264 | | 1,950 | |
| Students who are Economically Disadvantaged | 234,021 | 79.8 | 11,596 | 42.3 | 15,359 | 64.8 | 206,235 | 85.8 | 831 | 42.6 |
| Students who are not Economically Disadvantaged | 59,331 | 20.2 | 15,848 | 57.7 | 8,335 | 35.2 | 34,029 | 14.2 | 1,119 | 57.4 |
| School District Assessed Value = \$72,126-102,077 | | | | | | | | | | |
| Total | 216,533 | | 48,383 | | 15,178 | | 151,677 | | 1,295 | |
| Students who are Economically Disadvantaged | 146,787 | 67.8 | 15,259 | 31.5 | 11,365 | 74.9 | 119,492 | 78.8 | 671 | 51.8 |
| Students who are not Economically Disadvantaged | 69,746 | 32.2 | 33,124 | 68.5 | 3,813 | 25.1 | 32,185 | 21.2 | 624 | 48.2 |
| School District Assessed Value = \$102,078-134,664 | | | | | | | | | | |
| Total | 412,505 | | 173,900 | | 40,476 | | 188,505 | | 9,624 | |
| Students who are Economically Disadvantaged | 201,786 | 48.9 | 44,023 | 25.3 | 24,591 | 60.7 | 129,720 | 68.8 | 3,452 | 35.9 |
| Students who are not Economically Disadvantaged | 210,719 | 51.1 | 129,877 | 74.7 | 15,885 | 39.3 | 58,785 | 31.2 | 6,172 | 64.1 |
| School District Assessed Value = \$134,665 and up | | | | | | | | | | |
| Total | 1,563,202 | | 694,063 | | 332,288 | | 474,178 | | 62,673 | |
| Students who are Economically Disadvantaged | 667,461 | 42.7 | 107,573 | 15.5 | 207,106 | 62.3 | 330,023 | 69.6 | 22,759 | 36.3 |
| Students who are not Economically Disadvantaged | 895,741 | 57.3 | 586,490 | 84.5 | 125,182 | 37.7 | 144,155 | 30.4 | 39,914 | 63.7 |

Table B-26, continued

| Characteristic | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|---------|------|---------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| South Texas Economic Region | | | | | | | | | | |
| School District Assessed Value = \$<72,126 | | | | | | | | | | |
| Total | 273,627 | | 14,826 | | 1,612 | | 256,622 | | 567 | |
| Students who are Economically Disadvantaged | 227,047 | 83.0 | 6,690 | 45.1 | 1,180 | 73.2 | 218,905 | 85.3 | 272 | 48.0 |
| Students who are not Economically Disadvantaged | 46,580 | 17.0 | 8,136 | 54.9 | 432 | 26.8 | 37,717 | 14.7 | 295 | 52.0 |
| School District Assessed Value = \$72,126-102,077 | | | | | | | | | | |
| Total | 159,871 | | 27,188 | | 9,057 | | 122,986 | | 640 | |
| Students who are Economically Disadvantaged | 117,881 | 73.7 | 8,987 | 33.1 | 7,611 | 84.0 | 100,923 | 82.1 | 360 | 56.2 |
| Students who are not Economically Disadvantaged | 41,990 | 26.3 | 18,201 | 66.9 | 1,446 | 16.0 | 22,063 | 17.9 | 280 | 43.8 |
| School District Assessed Value = \$102,078-134,664 | | | | | | | | | | |
| Total | 100,839 | | 32,243 | | 4,526 | | 62,802 | | 1,268 | |
| Students who are Economically Disadvantaged | 52,600 | 52.2 | 8,086 | 25.1 | 2,982 | 65.9 | 41,198 | 65.6 | 334 | 26.3 |
| Students who are not Economically Disadvantaged | 48,239 | 47.8 | 24,157 | 74.9 | 1,544 | 34.1 | 21,604 | 34.4 | 934 | 73.7 |
| School District Assessed Value = \$134,665 and up | | | | | | | | | | |
| Total | 234,322 | | 108,455 | | 13,704 | | 108,271 | | 3,892 | |
| Students who are Economically Disadvantaged | 100,269 | 42.8 | 23,049 | 21.3 | 7,438 | 54.3 | 68,376 | 63.1 | 1,406 | 36.1 |
| Students who are not Economically Disadvantaged | 134,053 | 57.2 | 85,406 | 78.7 | 6,266 | 45.7 | 39,895 | 36.9 | 2,486 | 63.9 |



Table B-26, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| School District Assessed Value = \$<72,126 | | | | | | | | | | |
| Total | 18,132 | | 946 | | 66 | | 17,071 | | 49 | |
| Students who are Economically Disadvantaged | 16,217 | 89.4 | 583 | 61.6 | 56 | 84.8 | 15,543 | 91.0 | 35 | 71.4 |
| Students who are not Economically Disadvantaged | 1,915 | 10.6 | 363 | 38.4 | 10 | 15.2 | 1,528 | 9.0 | 14 | 28.6 |
| School District Assessed Value = \$72,126-102,077 | | | | | | | | | | |
| Total | 67,420 | | 7,509 | | 1,580 | | 57,787 | | 544 | |
| Students who are Economically Disadvantaged | 45,433 | 67.4 | 2,662 | 35.5 | 885 | 56.0 | 41,604 | 72.0 | 282 | 51.8 |
| Students who are not Economically Disadvantaged | 21,987 | 32.6 | 4,847 | 64.5 | 695 | 44.0 | 16,183 | 28.0 | 262 | 48.2 |
| School District Assessed Value = \$102,078-134,664 | | | | | | | | | | |
| Total | 66,598 | | 12,639 | | 2,924 | | 50,290 | | 745 | |
| Students who are Economically Disadvantaged | 44,166 | 66.3 | 3,407 | 27.0 | 1,749 | 59.8 | 38,790 | 77.1 | 220 | 29.5 |
| Students who are not Economically Disadvantaged | 22,432 | 33.7 | 9,232 | 73.0 | 1,175 | 40.2 | 11,500 | 22.9 | 525 | 70.5 |
| School District Assessed Value = \$134,665 and up | | | | | | | | | | |
| Total | 2,725 | | 690 | | 17 | | 1,997 | | 21 | |
| Students who are Economically Disadvantaged | 1,835 | 67.3 | 248 | 35.9 | 3 | 17.7 | 1,579 | 79.1 | 5 | 23.8 |
| Students who are not Economically Disadvantaged | 890 | 32.7 | 442 | 64.1 | 14 | 82.3 | 418 | 20.9 | 16 | 76.2 |

Table B-27: Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student, Participation in Limited English Proficiency Programs and Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|---------|------|---------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| Assessed Value <\$72,126 | 293,352 | | 27,444 | | 23,694 | | 240,264 | | 1,950 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 95,741 | 32.6 | 412 | 1.5 | 107 | 0.5 | 94,986 | 39.5 | 236 | 12.1 |
| Students Not in the Limited English Proficiency Programs | 197,611 | 67.4 | 27,032 | 98.5 | 23,587 | 99.5 | 145,278 | 60.5 | 1,714 | 87.9 |
| Assessed Value \$72,126 to \$102,077 | 216,533 | | 48,383 | | 15,178 | | 151,677 | | 1,295 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 42,482 | 19.6 | 321 | 0.7 | 40 | 0.3 | 41,965 | 27.7 | 156 | 12.1 |
| Students Not in the Limited English Proficiency Programs | 174,051 | 80.4 | 48,062 | 99.3 | 15,138 | 99.7 | 109,712 | 72.3 | 1,139 | 87.9 |
| Assessed Value \$102,078 to \$134,664 | 412,505 | | 173,900 | | 40,476 | | 188,505 | | 9,624 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 56,553 | 13.7 | 534 | 0.3 | 143 | 0.4 | 53,715 | 28.5 | 2,161 | 22.5 |
| Students Not in the Limited English Proficiency Programs | 355,952 | 86.3 | 173,366 | 99.7 | 40,333 | 99.6 | 134,790 | 71.5 | 7,463 | 77.5 |

Table B-27, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|-----------|------|---------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Assessed Value \$134,665 and up | 1,563,202 | | 694,063 | | 332,288 | | 474,178 | | 62,673 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 205,171 | 13.2 | 3,547 | 0.5 | 1,666 | 0.5 | 181,661 | 38.3 | 18,297 | 29.2 |
| Students Not in the Limited English Proficiency Programs | 1,358,031 | 86.8 | 690,516 | 99.5 | 330,622 | 99.5 | 292,517 | 61.7 | 44,376 | 70.8 |
| South Texas Economic Region | | | | | | | | | | |
| Assessed Value <\$72,126 | 273,627 | | 14,826 | | 1,612 | | 256,622 | | 567 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 99,267 | 36.3 | 297 | 2.0 | 26 | 1.6 | 98,851 | 38.5 | 93 | 16.4 |
| Students Not in the Limited English Proficiency Programs | 174,360 | 63.7 | 14,529 | 98.0 | 1,586 | 98.4 | 157,771 | 61.5 | 474 | 83.6 |
| Assessed Value \$72,126 to \$102,077 | 159,871 | | 27,188 | | 9,057 | | 122,986 | | 640 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 26,936 | 16.9 | 132 | 0.5 | 24 | 0.3 | 26,686 | 21.7 | 94 | 14.7 |
| Students Not in the Limited English Proficiency Programs | 132,935 | 83.1 | 27,056 | 99.5 | 9,033 | 99.7 | 96,300 | 78.3 | 546 | 85.3 |

Table B-27, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|---------|------|---------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Assessed Value \$102,078 to \$134,664 | 100,839 | | 32,243 | | 4,526 | | 62,802 | | 1,268 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 11,976 | 11.9 | 107 | 0.3 | 6 | 0.1 | 11,661 | 18.6 | 202 | 15.9 |
| Students Not in the Limited English Proficiency Programs | 88,863 | 88.1 | 32,136 | 99.7 | 4,520 | 99.9 | 51,141 | 81.4 | 1,066 | 84.1 |
| Assessed Value \$134,665 and up | 234,322 | | 108,455 | | 13,704 | | 108,271 | | 3,892 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 19,947 | 8.5 | 353 | 0.3 | 50 | 0.4 | 18,780 | 17.4 | 764 | 19.6 |
| Students Not in the Limited English Proficiency Programs | 214,375 | 91.5 | 108,102 | 99.7 | 13,654 | 99.6 | 89,491 | 82.6 | 3,128 | 80.4 |

Upper Rio Grande Economic Region

| | | | | | | | | | | |
|--|--------|------|-----|------|----|------|--------|------|----|------|
| Assessed Value <\$72,126 | 18,132 | | 946 | | 66 | | 17,071 | | 49 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 8,033 | 44.3 | 56 | 5.9 | 4 | 6.1 | 7,963 | 46.7 | 10 | 20.4 |
| Students Not in the Limited English Proficiency Programs | 10,099 | 55.7 | 890 | 94.1 | 62 | 93.9 | 9,108 | 53.3 | 39 | 79.6 |

Table B-27, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|---------|------|--------|-------|--------|-------|----------|------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Assessed Value \$72,126 to \$102,077 | | | | | | | | | | |
| Total | 67,420 | | 7,509 | | 1,580 | | 57,787 | | 544 | |
| Students in the Limited English Proficiency Programs | 205,464 | 30.5 | 196 | 2.6 | 20 | 1.3 | 20,277 | 35.1 | 71 | 13.1 |
| Students Not in the Limited English Proficiency Programs | 46,856 | 69.5 | 7,313 | 97.4 | 1,560 | 98.7 | 37,510 | 64.9 | 473 | 86.9 |
| Assessed Value \$102,078 to \$134,664 | | | | | | | | | | |
| Total | 66,598 | | 12,639 | | 2,924 | | 50,290 | | 745 | |
| Students in the Limited English Proficiency Programs | 19,835 | 29.8 | 145 | 1.2 | 50 | 1.7 | 19,541 | 38.9 | 99 | 13.3 |
| Students Not in the Limited English Proficiency Programs | 46,763 | 70.2 | 12,494 | 98.8 | 2,874 | 98.3 | 30,749 | 61.1 | 646 | 86.7 |
| Assessed Value \$134,665 and up | | | | | | | | | | |
| Total | 2,725 | | 690 | | 17 | | 1,997 | | 21 | |
| Students in the Limited English Proficiency Programs | 537 | 19.7 | 0 | 0.0 | 0 | 0.0 | 537 | 26.9 | 0 | 0.0 |
| Students Not in the Limited English Proficiency Programs | 2,188 | 80.3 | 690 | 100.0 | 17 | 100.0 | 1,460 | 73.1 | 21 | 100.0 |

Table B-28: Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student, Economically Disadvantaged Status, Participation in Limited English Proficiency Programs and Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|---------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| School District Assessed Value <\$72,126 and Economically Disadvantaged | 234,021 | | 11,596 | | 15,359 | | 206,235 | | 831 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 88,542 | 37.8 | 324 | 2.8 | 81 | 0.5 | 88,028 | 42.7 | 109 | 13.1 |
| Students not in the Limited English Proficiency Programs | 145,479 | 62.2 | 11,272 | 97.2 | 15,278 | 99.5 | 118,207 | 57.3 | 722 | 86.9 |
| School District Assessed Value <\$72,126 and Not Economically Disadvantaged | 59,331 | | 15,848 | | 8,335 | | 34,029 | | 1,119 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 7,199 | 12.1 | 88 | 0.6 | 26 | 0.3 | 6,958 | 20.5 | 127 | 11.4 |
| Students not in the Limited English Proficiency Programs | 52,132 | 87.9 | 15,760 | 99.4 | 8,309 | 99.7 | 27,071 | 79.5 | 992 | 88.6 |
| School District Assessed Value = \$72,126-102,077 and Economically Disadvantaged | 146,787 | | 15,259 | | 11,365 | | 119,492 | | 671 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 39,257 | 26.7 | 233 | 1.5 | 34 | 0.3 | 38,874 | 32.5 | 116 | 17.3 |
| Students not in the Limited English Proficiency Programs | 107,530 | 73.3 | 15,026 | 98.5 | 11,331 | 99.7 | 80,618 | 67.5 | 555 | 82.7 |
| School District Assessed Value = \$72,126-102,077 and Not Economically Disadvantaged | 69,746 | | 33,124 | | 3,813 | | 32,185 | | 624 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 3,225 | 4.6 | 88 | 0.3 | 6 | 0.2 | 3,091 | 9.6 | 40 | 6.4 |
| Students not in the Limited English Proficiency Programs | 66,521 | 95.4 | 33,036 | 99.7 | 3,807 | 99.8 | 29,094 | 90.4 | 584 | 93.6 |

Table B-28, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|---------|------|---------|------|---------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| School District Assessed Value = \$102,078-134,664 and Economically Disadvantaged | 201,786 | | 44,023 | | 24,591 | | 129,720 | | 3,452 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 48,200 | 23.9 | 343 | 0.8 | 109 | 0.4 | 46,711 | 36.0 | 1,037 | 30.0 |
| Students not in the Limited English Proficiency Programs | 153,586 | 76.1 | 43,680 | 99.2 | 24,482 | 99.6 | 83,009 | 64.0 | 2,415 | 70.0 |
| School District Assessed Value = \$102,078-134,664 and Not Economically Disadvantaged | 210,719 | | 129,877 | | 15,885 | | 58,785 | | 6,172 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 8,353 | 4.0 | 191 | 0.2 | 34 | 0.2 | 7,004 | 11.9 | 1,124 | 18.2 |
| Students not in the Limited English Proficiency Programs | 202,366 | 96.0 | 129,686 | 99.8 | 15,851 | 99.8 | 51,781 | 88.1 | 5,048 | 81.8 |
| School District Assessed Value = \$134,665 and up and Economically Disadvantaged | 667,461 | | 107,573 | | 207,106 | | 33,023 | | 22,759 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 173,046 | 25.9 | 1,719 | 1.6 | 1,222 | 0.6 | 159,700 | 48.4 | 10,405 | 45.7 |
| Students not in the Limited English Proficiency Programs | 494,415 | 74.1 | 108,854 | 98.4 | 205,884 | 99.4 | 170,323 | 51.6 | 12,354 | 54.3 |
| School District Assessed Value = \$134,665 and up and Not Economically Disadvantaged | 895,741 | | 586,490 | | 125,182 | | 144,155 | | 39,914 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 32,125 | 3.6 | 1,828 | 0.3 | 444 | 0.4 | 21,961 | 15.3 | 7,892 | 19.8 |
| Students not in the Limited English Proficiency Programs | 863,616 | 96.4 | 584,662 | 99.7 | 124,738 | 99.6 | 122,194 | 84.7 | 32,022 | 80.2 |

Table B-28, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|---------|------|--------|------|--------|-------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| South Texas Economic Region | | | | | | | | | | |
| School District Assessed Value <\$72,126 and Economically Disadvantaged | 227,047 | | 6,690 | | 1,180 | | 218,905 | | 272 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 92,165 | 40.6 | 261 | 3.9 | 26 | 2.2 | 91,828 | 42.0 | 50 | 18.4 |
| Students not in the Limited English Proficiency Programs | 134,882 | 59.4 | 6,429 | 96.1 | 1,154 | 97.8 | 127,077 | 58.0 | 222 | 81.6 |
| | | | | | | | | | | |
| School District Assessed Value <\$72,126 and Not Economically Disadvantaged | 46,580 | | 8,136 | | 432 | | 37,717 | | 295 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 7,102 | 15.3 | 36 | 0.4 | 0 | 0.0 | 7,023 | 18.6 | 43 | 14.6 |
| Students not in the Limited English Proficiency Programs | 39,478 | 84.7 | 8,100 | 99.6 | 432 | 100.0 | 30,694 | 84.4 | 252 | 85.4 |
| | | | | | | | | | | |
| School District Assessed Value = \$72,126-102,077 and Economically Disadvantaged | 117,881 | | 8,987 | | 7,611 | | 100,923 | | 360 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 25,578 | 21.7 | 101 | 1.1 | 24 | 0.3 | 25,384 | 25.2 | 69 | 19.2 |
| Students not in the Limited English Proficiency Programs | 92,303 | 78.3 | 8,886 | 98.9 | 7,587 | 99.7 | 75,539 | 74.8 | 291 | 80.8 |
| | | | | | | | | | | |
| School District Assessed Value = \$72,126-102,077 and Not Economically Disadvantaged | 41,990 | | 1,820 | | 1,446 | | 22,063 | | 280 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 1,358 | 3.2 | 31 | 0.2 | 0 | 0.0 | 1,302 | 5.9 | 25 | 8.9 |
| Students not in the Limited English Proficiency Programs | 40,632 | 96.8 | 18,170 | 99.8 | 1,446 | 100.0 | 20,761 | 94.1 | 255 | 91.1 |



Table B-28, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|---------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| School District Assessed Value = \$102,078-134,664 and Economically Disadvantaged | 52,600 | | 8,086 | | 2,982 | | 41,198 | | 334 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 10,101 | 19.2 | 55 | 0.7 | 4 | 0.1 | 9,981 | 24.2 | 61 | 18.3 |
| Students not in the Limited English Proficiency Programs | 42,499 | 80.8 | 8,031 | 99.3 | 2,978 | 99.9 | 31,217 | 75.8 | 273 | 81.7 |
| School District Assessed Value = \$102,078-134,664 and Not Economically Disadvantaged | 48,239 | | 24,157 | | 1,544 | | 21,604 | | 934 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 1,875 | 3.9 | 52 | 0.2 | 2 | 0.1 | 1,680 | 7.8 | 141 | 15.1 |
| Students not in the Limited English Proficiency Programs | 46,364 | 96.1 | 24,105 | 99.8 | 1,542 | 99.9 | 19,924 | 92.2 | 793 | 84.9 |
| School District Assessed Value = \$134,665 and up and Economically Disadvantaged | 100,269 | | 23,049 | | 7,438 | | 68,376 | | 1,406 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 16,926 | 16.9 | 196 | 0.9 | 32 | 0.4 | 16,234 | 23.7 | 464 | 33.0 |
| Students not in the Limited English Proficiency Programs | 83,343 | 83.1 | 22,853 | 99.1 | 7,406 | 99.6 | 52,142 | 76.3 | 942 | 67.0 |
| School District Assessed Value = \$134,665 and up and Not Economically Disadvantaged | 134,053 | | 85,406 | | 6,266 | | 39,895 | | 2,486 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 3,021 | 2.3 | 157 | 0.2 | 18 | 0.3 | 2,546 | 6.4 | 300 | 12.1 |
| Students not in the Limited English Proficiency Programs | 131,032 | 97.7 | 85,249 | 99.8 | 6,248 | 99.7 | 37,349 | 93.6 | 2,186 | 87.9 |

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|------|--------|------|--------|-------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Upper Rio Grande Economic Region | | | | | | | | | | |
| School District Assessed Value <\$72,126 and Economically Disadvantaged | 16,217 | | 583 | | 56 | | 15,543 | | 35 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 7,548 | 46.5 | 54 | 9.3 | 4 | 7.1 | 7,481 | 48.1 | 9 | 25.7 |
| Students not in the Limited English Proficiency Programs | 8,669 | 53.5 | 529 | 90.7 | 52 | 92.9 | 8,062 | 51.9 | 26 | 74.3 |
| School District Assessed Value <\$72,126 and Not Economically Disadvantaged | 1,915 | | 363 | | 10 | | 1,528 | | 14 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 485 | 25.3 | 2 | 0.6 | 0 | 0.0 | 482 | 31.5 | 1 | 7.1 |
| Students not in the Limited English Proficiency Programs | 1,430 | 74.7 | 361 | 99.4 | 10 | 100.0 | 1,046 | 68.5 | 13 | 92.9 |
| School District Assessed Value = \$72,126-102,077 and Economically Disadvantaged | 45,433 | | 2,662 | | 885 | | 41,604 | | 282 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 18,329 | 40.3 | 146 | 5.5 | 15 | 1.7 | 18,118 | 43.6 | 50 | 17.7 |
| Students not in the Limited English Proficiency Programs | 27,104 | 59.7 | 2,516 | 94.5 | 870 | 98.3 | 23,486 | 56.4 | 232 | 82.3 |
| School District Assessed Value = \$72,126-102,077 and Not Economically Disadvantaged | 21,987 | | 4,847 | | 695 | | 16,183 | | 262 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 2,235 | 10.2 | 50 | 1.0 | 5 | 0.7 | 2,159 | 13.3 | 21 | 8.0 |
| Students not in the Limited English Proficiency Programs | 19,752 | 89.8 | 4,797 | 99.0 | 690 | 99.3 | 14,024 | 86.7 | 241 | 92.0 |

Table B-28, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|---|--------|------|--------|-------|--------|-------|----------|------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| School District Assessed Value = \$102,078-134,664 and Economically Disadvantaged | 44,166 | | 3,407 | | 1,749 | | 38,790 | | 220 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 18,328 | 41.5 | 98 | 2.9 | 41 | 2.3 | 18,153 | 46.8 | 36 | 16.4 |
| Students not in the Limited English Proficiency Programs | 25,838 | 58.5 | 3,309 | 97.1 | 1,708 | 97.7 | 20,637 | 53.2 | 184 | 83.6 |
| School District Assessed Value = \$102,078-134,664 and Not Economically Disadvantaged | 22,432 | | 9,232 | | 1,175 | | 11,500 | | 525 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 1,507 | 6.7 | 47 | 0.5 | 9 | 0.8 | 1,388 | 12.1 | 63 | 12.0 |
| Students not in the Limited English Proficiency Programs | 20,925 | 93.3 | 9,185 | 99.5 | 1,166 | 99.2 | 10,112 | 87.9 | 462 | 88.0 |
| School District Assessed Value = \$134,665 and up and Economically Disadvantaged | 1,835 | | 248 | | 3 | | 1,579 | | 5 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 522 | 28.5 | 0 | 0.0 | 0 | 0.0 | 522 | 33.1 | 0 | 0.0 |
| Students not in the Limited English Proficiency Programs | 1,313 | 71.5 | 248 | 100.0 | 3 | 100.0 | 1,057 | 66.9 | 5 | 100.0 |
| School District Assessed Value = \$134,665 and up and Not Economically Disadvantaged | 890 | | 442 | | 14 | | 418 | | 16 | |
| Total | | | | | | | | | | |
| Students in the Limited English Proficiency Programs | 15 | 1.7 | 0 | 0.0 | 0 | 0.0 | 15 | 3.6 | 0 | 0.0 |
| Students not in the Limited English Proficiency Programs | 875 | 98.3 | 442 | 100.0 | 14 | 100.0 | 403 | 96.4 | 16 | 100.0 |

Table B-29: Number and Percent of Students in Selected Areas in Texas Completing the ACT/SAT by Assessed Value of Residential Property per Student in School District of Residence, Parents' Income and Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|----------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | | | |
| \$1-\$49,999 | | | | | | | | | | | | |
| Total | 10,745 | | 2,097 | 26.7 | 1,058 | 57.0 | 6,474 | 67.4 | 575 | 37.0 | 541 | 21.5 |
| <\$0,000 | 5,859 | 54.5 | 561 | 26.7 | 603 | 57.0 | 4,366 | 67.4 | 213 | 37.0 | 116 | 21.5 |
| \$30,000 to \$49,999 | 1,782 | 16.6 | 578 | 27.6 | 183 | 17.3 | 911 | 14.1 | 90 | 15.7 | 20 | 3.7 |
| \$50,000 to \$59,999 | 647 | 6.0 | 276 | 13.2 | 64 | 6.0 | 268 | 4.1 | 27 | 4.7 | 12 | 2.2 |
| \$60,000 to \$79,999 | 938 | 8.7 | 375 | 17.9 | 96 | 9.1 | 415 | 6.4 | 35 | 6.1 | 17 | 3.1 |
| \$80,000 to \$100,000 | 216 | 2.0 | 91 | 4.3 | 19 | 1.8 | 94 | 1.5 | 8 | 1.4 | 4 | 0.7 |
| More than \$100,000 | 156 | 1.5 | 67 | 3.2 | 10 | 1.0 | 65 | 1.0 | 11 | 1.9 | 3 | 0.6 |
| No Response | 1,147 | 10.7 | 149 | 7.1 | 83 | 7.8 | 355 | 5.5 | 191 | 33.2 | 369 | 68.2 |
| \$50,000 to \$69,999 | | | | | | | | | | | | |
| Total | 12,478 | | 4,621 | 21.7 | 1,369 | 51.0 | 4,660 | 59.4 | 1,419 | 35.0 | 409 | 14.9 |
| <\$0,000 | 5,027 | 40.3 | 1,004 | 21.7 | 698 | 51.0 | 2,768 | 59.4 | 496 | 35.0 | 61 | 5.6 |
| \$30,000 to \$49,999 | 2,804 | 22.5 | 1,240 | 26.8 | 319 | 23.3 | 951 | 20.4 | 271 | 19.1 | 23 | 5.6 |
| \$50,000 to \$59,999 | 1,027 | 8.2 | 581 | 12.6 | 97 | 7.1 | 241 | 5.2 | 93 | 6.6 | 15 | 3.7 |
| \$60,000 to \$79,999 | 1,657 | 13.3 | 1,057 | 22.9 | 122 | 8.9 | 326 | 7.0 | 129 | 9.1 | 23 | 5.6 |
| \$80,000 to \$100,000 | 355 | 2.8 | 235 | 5.1 | 18 | 1.3 | 58 | 1.2 | 43 | 3.0 | 1 | 0.3 |
| More than \$100,000 | 297 | 2.4 | 215 | 4.6 | 7 | 0.5 | 43 | 0.9 | 29 | 2.0 | 3 | 0.7 |
| No Response | 1,311 | 10.5 | 289 | 6.3 | 108 | 7.9 | 273 | 5.9 | 358 | 25.2 | 283 | 69.2 |
| \$70,000 to \$99,999 | | | | | | | | | | | | |
| Total | 17,425 | | 10,014 | 18.4 | 1,990 | 49.2 | 3,500 | 48.8 | 1,491 | 31.2 | 430 | 14.6 |
| <\$0,000 | 5,062 | 29.1 | 1,844 | 18.4 | 979 | 49.2 | 1,710 | 48.8 | 466 | 31.2 | 63 | 7.7 |
| \$30,000 to \$49,999 | 3,944 | 22.6 | 2,408 | 24.0 | 441 | 22.1 | 765 | 21.9 | 297 | 19.9 | 33 | 3.3 |
| \$50,000 to \$59,999 | 1,736 | 10.0 | 1,199 | 12.0 | 140 | 7.0 | 258 | 7.4 | 125 | 8.4 | 14 | 1.4 |
| \$60,000 to \$79,999 | 3,156 | 18.1 | 2,321 | 23.2 | 219 | 11.0 | 401 | 11.5 | 167 | 11.2 | 48 | 4.8 |
| \$80,000 to \$100,000 | 893 | 5.1 | 718 | 7.2 | 41 | 2.1 | 88 | 2.5 | 41 | 2.8 | 5 | 1.2 |
| More than \$100,000 | 980 | 5.6 | 809 | 8.1 | 23 | 1.2 | 74 | 2.1 | 68 | 4.6 | 6 | 1.4 |
| No Response | 1,654 | 9.5 | 715 | 7.1 | 147 | 7.4 | 204 | 5.8 | 327 | 21.9 | 261 | 60.7 |
| \$100,000 to \$129,999 | | | | | | | | | | | | |
| Total | 22,635 | | 11,897 | 13.3 | 4,322 | 54.1 | 3,263 | 46.4 | 2,651 | 31.3 | 502 | 11.2 |
| <\$0,000 | 6,322 | 27.9 | 1,583 | 13.3 | 2,338 | 54.1 | 1,514 | 46.4 | 831 | 31.3 | 56 | 7.0 |
| \$30,000 to \$49,999 | 4,607 | 20.4 | 2,350 | 19.8 | 885 | 20.5 | 795 | 24.4 | 542 | 20.5 | 35 | 3.8 |
| \$50,000 to \$59,999 | 2,050 | 9.1 | 1,357 | 11.4 | 284 | 6.6 | 225 | 6.9 | 165 | 6.2 | 19 | 1.9 |
| \$60,000 to \$79,999 | 4,193 | 18.5 | 3,100 | 26.1 | 373 | 8.6 | 372 | 11.4 | 284 | 10.7 | 64 | 6.2 |
| \$80,000 to \$100,000 | 1,407 | 6.2 | 1,122 | 9.4 | 92 | 2.1 | 99 | 3.0 | 88 | 3.3 | 6 | 1.2 |
| More than \$100,000 | 1,672 | 7.4 | 1,418 | 11.9 | 43 | 1.0 | 71 | 2.2 | 132 | 5.0 | 8 | 1.6 |
| No Response | 2,384 | 10.5 | 967 | 8.1 | 307 | 7.1 | 187 | 5.7 | 609 | 23.0 | 314 | 62.5 |

Table B-29, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>\$130,000 and Over</u> | | | | | | | | | | | | |
| Total | 15,484 | | 10,471 | | 1,104 | | 1,630 | | 1,912 | | 367 | |
| <\$0,000 | 2,572 | 16.6 | 1,080 | 10.3 | 468 | 42.4 | 573 | 35.1 | 425 | 22.2 | 26 | 7.1 |
| \$0,000 to \$49,999 | 2,548 | 16.5 | 1,618 | 15.5 | 258 | 23.4 | 362 | 22.2 | 293 | 15.3 | 17 | 4.7 |
| \$50,000 to \$59,999 | 1,345 | 8.7 | 983 | 9.4 | 71 | 6.4 | 165 | 8.9 | 132 | 6.9 | 14 | 3.8 |
| \$60,000 to \$79,999 | 3,338 | 21.6 | 2,642 | 25.2 | 131 | 11.9 | 242 | 14.9 | 276 | 14.4 | 47 | 12.8 |
| \$80,000 to \$100,000 | 1,457 | 9.4 | 1,233 | 11.8 | 37 | 3.3 | 92 | 5.6 | 89 | 4.7 | 6 | 1.6 |
| More than \$100,000 | 2,280 | 14.7 | 1,983 | 18.9 | 41 | 3.7 | 112 | 6.9 | 137 | 7.2 | 7 | 1.9 |
| No Response | 1,944 | 12.5 | 932 | 8.9 | 98 | 8.9 | 104 | 6.4 | 560 | 29.3 | 250 | 68.1 |
| <u>Matched Appraisal and Parents' Income Value Not Available</u> | | | | | | | | | | | | |
| Total | 10,384 | | 5,384 | | 737 | | 2,556 | | 1,384 | | 323 | |
| <\$0,000 | 1,986 | 19.1 | 578 | 10.8 | 272 | 36.9 | 946 | 37.0 | 175 | 12.6 | 15 | 4.6 |
| \$0,000 to \$49,999 | 1,763 | 17.0 | 894 | 16.6 | 177 | 24.0 | 532 | 20.8 | 150 | 10.8 | 10 | 3.1 |
| \$50,000 to \$59,999 | 803 | 7.7 | 479 | 8.9 | 54 | 7.3 | 206 | 8.0 | 57 | 4.1 | 7 | 2.2 |
| \$60,000 to \$79,999 | 1,800 | 17.3 | 1,203 | 22.3 | 87 | 11.8 | 355 | 13.9 | 117 | 8.5 | 38 | 11.8 |
| \$80,000 to \$100,000 | 653 | 6.3 | 440 | 8.2 | 25 | 3.4 | 127 | 5.0 | 58 | 4.2 | 3 | 0.9 |
| More than \$100,000 | 1,531 | 15.0 | 1,148 | 21.3 | 30 | 4.1 | 212 | 8.3 | 152 | 11.0 | 9 | 2.8 |
| No Response | 1,828 | 17.6 | 642 | 11.9 | 92 | 12.5 | 178 | 7.0 | 675 | 48.8 | 241 | 74.6 |
| <u>South Texas Economic Region</u> | | | | | | | | | | | | |
| <u>\$1-\$49,999</u> | | | | | | | | | | | | |
| Total | 10,913 | | 1,635 | | 226 | | 8,036 | | 402 | | 614 | |
| <\$0,000 | 6,171 | 56.5 | 444 | 27.1 | 151 | 66.8 | 5,345 | 66.5 | 111 | 27.6 | 120 | 19.5 |
| \$0,000 to \$49,999 | 1,671 | 15.3 | 420 | 25.7 | 33 | 14.6 | 1,133 | 14.1 | 71 | 17.7 | 14 | 2.3 |
| \$50,000 to \$59,999 | 575 | 5.3 | 186 | 11.4 | 13 | 5.8 | 337 | 4.2 | 24 | 6.0 | 15 | 2.4 |
| \$60,000 to \$79,999 | 919 | 8.4 | 312 | 19.1 | 8 | 3.5 | 555 | 6.9 | 25 | 6.2 | 19 | 3.1 |
| \$80,000 to \$100,000 | 203 | 1.9 | 75 | 4.6 | 2 | 0.9 | 116 | 1.4 | 6 | 1.5 | 4 | 0.7 |
| More than \$100,000 | 153 | 1.4 | 54 | 3.3 | 2 | 0.9 | 86 | 1.1 | 9 | 2.2 | 2 | 0.3 |
| No Response | 1,221 | 11.2 | 144 | 8.8 | 17 | 7.5 | 464 | 5.8 | 156 | 38.8 | 440 | 71.7 |
| <u>\$50,000 to \$69,999</u> | | | | | | | | | | | | |
| Total | 4,380 | | 1,217 | | 313 | | 2,308 | | 292 | | 250 | |
| <\$0,000 | 2,129 | 48.6 | 305 | 25.1 | 199 | 63.6 | 1,506 | 65.3 | 80 | 27.4 | 39 | 15.6 |
| \$0,000 to \$49,999 | 826 | 18.9 | 328 | 27.0 | 58 | 18.6 | 388 | 16.8 | 37 | 12.6 | 15 | 6.0 |
| \$50,000 to \$59,999 | 288 | 6.6 | 149 | 12.2 | 15 | 4.8 | 110 | 4.8 | 11 | 3.8 | 3 | 1.2 |
| \$60,000 to \$79,999 | 411 | 9.4 | 254 | 20.9 | 12 | 3.8 | 121 | 5.2 | 17 | 5.8 | 7 | 2.8 |
| \$80,000 to \$100,000 | 94 | 2.1 | 60 | 4.9 | 2 | 0.6 | 27 | 1.2 | 4 | 1.4 | 1 | 0.4 |
| More than \$100,000 | 81 | 1.8 | 48 | 3.9 | 2 | 0.6 | 26 | 1.1 | 4 | 1.4 | 1 | 0.4 |
| No Response | 551 | 12.6 | 73 | 6.0 | 25 | 8.0 | 130 | 5.6 | 139 | 47.6 | 184 | 73.6 |

Table B-29, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$70,000 to \$99,999 | | | | | | | | | | | | |
| Total | 3,806 | | 1,966 | | 253 | | 1,211 | | 251 | | 125 | |
| <\$0,000 | 1,109 | 29.2 | 389 | 19.8 | 104 | 41.1 | 535 | 44.2 | 66 | 26.3 | 15 | 12.0 |
| \$0,000 to \$49,999 | 1,913 | 24.0 | 496 | 25.2 | 74 | 29.3 | 287 | 23.7 | 50 | 19.9 | 6 | 4.8 |
| \$50,000 to \$59,999 | 400 | 10.5 | 20 | 7.9 | 20 | 7.9 | 116 | 9.6 | 22 | 8.8 | 6 | 4.8 |
| \$60,000 to \$79,999 | 678 | 17.8 | 447 | 22.7 | 31 | 12.2 | 148 | 12.2 | 36 | 14.3 | 16 | 12.8 |
| \$80,000 to \$100,000 | 180 | 4.7 | 136 | 6.9 | 6 | 2.4 | 31 | 2.6 | 7 | 2.8 | 0 | 0.0 |
| More than \$100,000 | 153 | 4.0 | 115 | 5.9 | 1 | 0.4 | 26 | 2.1 | 11 | 4.4 | 0 | 0.0 |
| No Response | 373 | 9.8 | 147 | 7.5 | 17 | 6.7 | 68 | 5.6 | 59 | 23.5 | 82 | 65.6 |
| \$100,000 to \$129,999 | | | | | | | | | | | | |
| Total | 3,031 | | 1,513 | | 218 | | 959 | | 278 | | 63 | |
| <\$0,000 | 731 | 24.1 | 228 | 15.1 | 96 | 44.0 | 325 | 33.9 | 79 | 28.4 | 3 | 4.8 |
| \$0,000 to \$49,999 | 773 | 25.5 | 344 | 22.7 | 42 | 19.3 | 305 | 31.8 | 75 | 27.0 | 7 | 11.1 |
| \$50,000 to \$59,999 | 335 | 11.0 | 196 | 13.0 | 25 | 11.5 | 89 | 9.3 | 21 | 7.6 | 4 | 6.3 |
| \$60,000 to \$79,999 | 590 | 19.5 | 385 | 25.4 | 30 | 13.8 | 148 | 15.4 | 19 | 6.8 | 8 | 12.7 |
| \$80,000 to \$100,000 | 157 | 5.2 | 115 | 7.6 | 8 | 3.7 | 26 | 2.7 | 7 | 2.5 | 1 | 1.6 |
| More than \$100,000 | 190 | 6.3 | 144 | 9.5 | 6 | 2.7 | 24 | 2.5 | 15 | 5.4 | 1 | 1.6 |
| No Response | 255 | 8.4 | 101 | 6.7 | 11 | 5.0 | 42 | 4.4 | 62 | 22.3 | 39 | 61.9 |
| \$130,000 and Over | | | | | | | | | | | | |
| Total | 3,721 | | 2,379 | | 165 | | 739 | | 349 | | 89 | |
| <\$0,000 | 921 | 24.8 | 443 | 18.6 | 60 | 36.4 | 305 | 41.3 | 102 | 29.2 | 11 | 12.4 |
| \$0,000 to \$49,999 | 793 | 21.3 | 524 | 22.0 | 42 | 25.4 | 164 | 22.2 | 55 | 15.8 | 8 | 9.0 |
| \$50,000 to \$59,999 | 340 | 9.1 | 248 | 10.4 | 13 | 7.9 | 64 | 8.7 | 12 | 3.5 | 3 | 3.4 |
| \$60,000 to \$79,999 | 615 | 16.5 | 474 | 19.9 | 25 | 15.1 | 79 | 10.7 | 29 | 8.3 | 8 | 9.0 |
| \$80,000 to \$100,000 | 274 | 7.4 | 212 | 8.9 | 8 | 4.9 | 33 | 4.5 | 20 | 5.7 | 1 | 1.1 |
| More than \$100,000 | 364 | 9.8 | 289 | 12.2 | 6 | 3.6 | 47 | 6.3 | 20 | 5.7 | 2 | 2.2 |
| No Response | 414 | 11.1 | 189 | 8.0 | 11 | 6.7 | 47 | 6.3 | 111 | 31.8 | 56 | 62.9 |
| Matched Appraisal and Parents' Income Value Not Available | | | | | | | | | | | | |
| Total | 3,061 | | 1,090 | | 146 | | 1,487 | | 286 | | 52 | |
| <\$0,000 | 864 | 28.2 | 160 | 14.7 | 45 | 30.9 | 600 | 40.4 | 53 | 18.5 | 6 | 11.5 |
| \$0,000 to \$49,999 | 626 | 20.4 | 233 | 21.4 | 32 | 21.9 | 318 | 21.4 | 39 | 13.7 | 4 | 7.7 |
| \$50,000 to \$59,999 | 281 | 9.2 | 116 | 10.6 | 18 | 12.3 | 127 | 8.5 | 17 | 5.9 | 3 | 5.8 |
| \$60,000 to \$79,999 | 483 | 15.8 | 250 | 22.9 | 18 | 12.3 | 181 | 12.2 | 28 | 9.8 | 6 | 11.5 |
| \$80,000 to \$100,000 | 164 | 5.4 | 83 | 7.6 | 6 | 4.1 | 66 | 4.4 | 8 | 2.8 | 1 | 1.9 |
| More than \$100,000 | 294 | 9.6 | 157 | 14.4 | 5 | 3.4 | 98 | 6.6 | 33 | 11.5 | 1 | 1.9 |
| No Response | 349 | 11.4 | 91 | 8.4 | 22 | 15.1 | 97 | 6.5 | 108 | 37.8 | 31 | 59.7 |

Table B-29, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|-------------------------------|--------|------|--------|------|--------|-------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>\$1-\$49,999</u> | | | | | | | | | | | | |
| Total | 469 | | 73 | | 11 | | 353 | | 14 | | 18 | |
| <\$0,000 | 319 | 68.0 | 25 | 34.2 | 8 | 72.7 | 274 | 77.6 | 6 | 42.9 | 6 | 33.3 |
| \$30,000 to \$49,999 | 59 | 12.6 | 14 | 19.2 | 2 | 18.2 | 40 | 11.3 | 3 | 21.4 | 0 | 0.0 |
| \$50,000 to \$59,999 | 22 | 4.7 | 8 | 11.0 | 0 | 0.0 | 12 | 3.4 | 1 | 7.1 | 1 | 5.6 |
| \$60,000 to \$79,999 | 31 | 6.6 | 17 | 23.3 | 0 | 0.0 | 12 | 3.4 | 2 | 14.3 | 0 | 0.0 |
| \$80,000 to \$100,000 | 4 | 0.9 | 1 | 1.4 | 0 | 0.0 | 3 | 0.9 | 0 | 0.0 | 0 | 0.0 |
| More than \$100,000 | 4 | 0.8 | 3 | 4.1 | 0 | 0.0 | 1 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| No Response | 30 | 6.4 | 5 | 6.8 | 1 | 9.1 | 11 | 3.1 | 2 | 14.3 | 11 | 61.1 |
| <u>\$50,000 to \$69,999</u> | | | | | | | | | | | | |
| Total | 2,358 | | 304 | | 111 | | 1,741 | | 167 | | 35 | |
| <\$0,000 | 1,203 | 51.0 | 58 | 19.1 | 68 | 61.3 | 1,018 | 58.5 | 51 | 30.5 | 8 | 22.9 |
| \$30,000 to \$49,999 | 270 | 11.4 | 82 | 27.0 | 18 | 16.2 | 270 | 15.5 | 20 | 12.0 | 3 | 8.6 |
| \$50,000 to \$59,999 | 142 | 6.0 | 37 | 12.2 | 8 | 7.2 | 83 | 4.8 | 12 | 7.2 | 2 | 5.7 |
| \$60,000 to \$79,999 | 207 | 8.8 | 73 | 24.0 | 5 | 4.5 | 110 | 6.3 | 15 | 9.0 | 4 | 11.4 |
| \$80,000 to \$100,000 | 53 | 2.3 | 20 | 6.6 | 4 | 3.6 | 25 | 1.4 | 4 | 2.4 | 0 | 0.0 |
| More than \$100,000 | 34 | 1.4 | 15 | 4.9 | 0 | 0.0 | 15 | 0.9 | 4 | 2.4 | 0 | 0.0 |
| No Response | 199 | 8.4 | 19 | 6.2 | 8 | 7.2 | 93 | 5.3 | 61 | 36.5 | 18 | 51.4 |
| <u>\$70,000 to \$99,999</u> | | | | | | | | | | | | |
| Total | 2,061 | | 559 | | 100 | | 1,189 | | 186 | | 27 | |
| <\$0,000 | 949 | 46.1 | 95 | 17.0 | 55 | 55.0 | 728 | 61.2 | 62 | 33.3 | 9 | 33.3 |
| \$30,000 to \$49,999 | 380 | 18.4 | 118 | 21.1 | 26 | 26.0 | 193 | 16.2 | 40 | 21.5 | 3 | 11.1 |
| \$50,000 to \$59,999 | 138 | 6.7 | 59 | 10.6 | 7 | 7.0 | 61 | 5.1 | 11 | 5.9 | 0 | 0.0 |
| \$60,000 to \$79,999 | 261 | 12.7 | 127 | 22.7 | 8 | 8.0 | 102 | 8.6 | 20 | 10.8 | 4 | 14.8 |
| \$80,000 to \$100,000 | 84 | 4.1 | 58 | 10.4 | 1 | 1.0 | 22 | 1.9 | 3 | 1.6 | 0 | 0.0 |
| More than \$100,000 | 104 | 5.0 | 66 | 11.8 | 1 | 1.0 | 20 | 1.7 | 17 | 9.2 | 0 | 0.0 |
| No Response | 145 | 7.0 | 36 | 6.4 | 2 | 2.0 | 63 | 5.3 | 33 | 17.7 | 11 | 40.8 |
| <u>\$100,000 to \$129,999</u> | | | | | | | | | | | | |
| Total | 24 | | 14 | | 2 | | 5 | | 3 | | 0 | |
| <\$0,000 | 6 | 25.0 | 3 | 21.4 | 2 | 100.0 | 0 | 0.0 | 1 | 33.4 | 0 | 0.0 |
| \$30,000 to \$49,999 | 9 | 37.5 | 5 | 35.7 | 0 | 0.0 | 4 | 80.0 | 0 | 0.0 | 0 | 0.0 |
| \$50,000 to \$59,999 | 2 | 8.3 | 1 | 7.1 | 0 | 0.0 | 1 | 20.0 | 0 | 0.0 | 0 | 0.0 |
| \$60,000 to \$79,999 | 1 | 4.2 | 1 | 7.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| \$80,000 to \$100,000 | 2 | 8.3 | 2 | 14.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| More than \$100,000 | 1 | 4.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 33.3 | 0 | 0.0 |
| No Response | 3 | 12.5 | 2 | 14.3 | 0 | 0.0 | 0 | 0.0 | 1 | 33.3 | 0 | 0.0 |

Table B-29, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | Ethnicity Not Reported | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|------------------------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$130,000 and Over | | | | | | | | | | | | |
| Total | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| <\$0,000 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| \$30,000 to \$49,999 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| \$50,000 to \$59,999 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| \$60,000 to \$79,999 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| \$80,000 to \$100,000 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| More than \$100,000 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| No Response | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Matched Appraisal and Parents' Income Value Not Available | | | | | | | | | | | | |
| Total | 619 | 34.9 | 117 | 19.7 | 12 | 58.4 | 450 | 40.9 | 36 | 5.6 | 4 | 0.0 |
| <\$0,000 | 216 | 34.9 | 23 | 19.7 | 7 | 58.4 | 184 | 40.9 | 2 | 5.6 | 0 | 0.0 |
| \$30,000 to \$49,999 | 101 | 16.3 | 17 | 14.5 | 1 | 8.3 | 79 | 17.6 | 4 | 11.1 | 0 | 0.0 |
| \$50,000 to \$59,999 | 44 | 7.1 | 13 | 11.1 | 0 | 0.0 | 29 | 6.4 | 2 | 5.6 | 0 | 0.0 |
| \$60,000 to \$79,999 | 99 | 16.0 | 20 | 17.1 | 1 | 8.3 | 71 | 15.8 | 5 | 13.9 | 2 | 50.0 |
| \$80,000 to \$100,000 | 40 | 6.5 | 12 | 10.2 | 1 | 8.3 | 23 | 5.1 | 4 | 11.1 | 0 | 0.0 |
| More than \$100,000 | 71 | 11.5 | 25 | 21.4 | 1 | 8.3 | 41 | 9.1 | 3 | 8.3 | 1 | 25.0 |
| No Response | 48 | 7.7 | 7 | 6.0 | 1 | 8.4 | 23 | 5.1 | 16 | 44.4 | 1 | 25.0 |

Table B-30: Number and Percent of Students in Selected Areas in Texas Completing the ACT/SAT by Assessed Value of Residential Property per Student in School District of Residence, Parents' Education and Race/Ethnicity, 1995-96

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|------------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Metropolitan Central City | | | | | | | | | | |
| <u>\$1-\$49,999</u> | | | | | | | | | | |
| Total | 4,935 | 19.1 | 1,170 | 2.7 | 637 | 10.2 | 2,789 | 28.6 | 339 | 14.7 |
| <High School | 945 | | 32 | | 65 | | 798 | | 50 | |
| High School Graduate or Equivalent | 1,014 | 20.5 | 197 | 16.8 | 148 | 23.2 | 622 | 22.3 | 47 | 13.9 |
| Some College | 1,515 | 30.7 | 412 | 35.2 | 253 | 39.7 | 770 | 27.6 | 80 | 23.6 |
| Bachelor/4 Year Degree | 664 | 13.5 | 253 | 21.6 | 86 | 13.5 | 285 | 10.2 | 40 | 11.8 |
| Graduate Degree or Higher | 669 | 13.6 | 264 | 22.6 | 70 | 11.0 | 283 | 10.2 | 52 | 15.3 |
| Education Not Reported | 128 | 2.6 | 12 | 1.1 | 15 | 2.4 | 31 | 1.1 | 70 | 20.7 |
| <u>\$50,000 to 69,999</u> | | | | | | | | | | |
| Total | 7,335 | 11.7 | 2,675 | 1.3 | 805 | 5.1 | 3,015 | 23.3 | 840 | 9.5 |
| <High School | 857 | | 35 | | 41 | | 701 | | 80 | |
| High School Graduate or Equivalent | 1,325 | 18.1 | 371 | 13.9 | 149 | 18.5 | 700 | 23.2 | 105 | 12.5 |
| Some College | 2,411 | 32.9 | 944 | 35.3 | 341 | 42.4 | 951 | 31.5 | 175 | 20.8 |
| Bachelor/4 Year Degree | 1,236 | 16.8 | 630 | 23.5 | 142 | 17.6 | 313 | 10.4 | 151 | 18.0 |
| Graduate Degree or Higher | 1,288 | 17.5 | 661 | 24.7 | 123 | 15.3 | 306 | 10.1 | 198 | 23.6 |
| Education Not Reported | 218 | 3.0 | 34 | 1.3 | 9 | 1.1 | 44 | 1.5 | 131 | 15.6 |
| <u>\$70,000-99,999</u> | | | | | | | | | | |
| Total | 10,811 | 6.2 | 6,358 | 1.1 | 1,229 | 5.0 | 2,302 | 19.9 | 922 | 9.0 |
| <High School | 669 | | 68 | | 61 | | 457 | | 83 | |
| High School Graduate or Equivalent | 1,391 | 12.9 | 604 | 9.5 | 234 | 19.0 | 454 | 19.7 | 99 | 10.8 |
| Some College | 3,457 | 32.0 | 1,990 | 31.3 | 540 | 43.9 | 723 | 31.4 | 204 | 22.1 |
| Bachelor/4 Year Degree | 2,303 | 21.3 | 1,626 | 25.6 | 195 | 15.9 | 300 | 13.0 | 182 | 19.7 |
| Graduate Degree or Higher | 2,764 | 25.5 | 2,009 | 31.6 | 175 | 14.2 | 342 | 14.9 | 238 | 25.8 |
| Education Not Reported | 227 | 2.1 | 61 | 0.9 | 24 | 2.0 | 26 | 1.1 | 116 | 12.6 |

Table B-30, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$100,000-\$129,999 | | | | | | | | | | |
| Total | 15,254 | | 8,117 | | 2,859 | | 2,463 | | 1,815 | |
| <High School or Equivalent | 1,037 | 6.8 | 53 | 0.7 | 127 | 4.4 | 673 | 27.3 | 184 | 10.1 |
| High School Graduate | 1,947 | 12.8 | 691 | 8.5 | 586 | 20.5 | 463 | 18.8 | 207 | 11.4 |
| Some College | 4,376 | 28.7 | 2,154 | 26.5 | 1,177 | 41.2 | 683 | 27.8 | 362 | 20.0 |
| Bachelor/4 Year Degree | 3,616 | 23.7 | 2,466 | 30.4 | 484 | 16.9 | 303 | 12.3 | 363 | 20.0 |
| Graduate Degree or Higher | 3,873 | 25.4 | 2,662 | 32.8 | 433 | 15.2 | 311 | 12.6 | 467 | 25.7 |
| Education Not Reported | 405 | 2.6 | 91 | 1.1 | 52 | 1.8 | 30 | 1.2 | 232 | 12.8 |
| \$130,000 and Over | | | | | | | | | | |
| Total | 10,429 | | 7,299 | | 700 | | 1,197 | | 1,233 | |
| <High School or Equivalent | 220 | 2.1 | 27 | 0.4 | 26 | 3.7 | 105 | 8.8 | 62 | 5.1 |
| High School Graduate | 714 | 6.9 | 351 | 4.8 | 109 | 15.6 | 166 | 13.9 | 88 | 7.1 |
| Some College | 2,214 | 21.2 | 1,378 | 18.9 | 228 | 32.6 | 386 | 32.2 | 222 | 18.0 |
| Bachelor/4 Year Degree | 2,807 | 26.9 | 2,214 | 30.3 | 145 | 20.7 | 233 | 19.5 | 215 | 17.4 |
| Graduate Degree or Higher | 4,182 | 40.1 | 3,241 | 44.4 | 177 | 25.3 | 288 | 24.0 | 476 | 38.6 |
| Education Not Reported | 292 | 2.8 | 88 | 1.2 | 15 | 2.1 | 19 | 1.6 | 170 | 13.8 |
| Matched Assessed Value and Parents' Education Not Available | | | | | | | | | | |
| Total | 7,127 | | 3,895 | | 567 | | 1,853 | | 812 | |
| <High School or Equivalent | 266 | 3.7 | 25 | 0.6 | 26 | 4.6 | 195 | 10.5 | 20 | 2.4 |
| High School Graduate | 623 | 8.7 | 196 | 5.0 | 73 | 12.9 | 304 | 16.4 | 50 | 6.2 |
| Some College | 1,501 | 21.1 | 704 | 18.1 | 192 | 33.9 | 496 | 26.8 | 109 | 13.4 |
| Bachelor/4 Year Degree | 1,630 | 22.9 | 1,072 | 27.5 | 114 | 20.1 | 320 | 17.3 | 124 | 15.3 |
| Graduate Degree or Higher | 2,758 | 38.7 | 1,817 | 46.7 | 147 | 25.9 | 515 | 27.8 | 279 | 34.4 |
| Education Not Reported | 349 | 4.9 | 81 | 2.1 | 15 | 2.6 | 23 | 1.2 | 230 | 28.3 |

Table B-30, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | | | |
|-------------------------------------|--------|------|--------|------|--------|------|----------|------|--------|------|-----|------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | | | |
| South Texas Economic Region | | | | | | | | | | | | | |
| <u>\$1-\$49,999</u> | | | | | | | | | | | | | |
| Total | 4,475 | 21.4 | 818 | 15 | 183 | 191 | 46 | 24.1 | 3,262 | 27.0 | 204 | 17 | 8.3 |
| <High School Graduate or Equivalent | 928 | 20.7 | 127 | 15.5 | 50 | 26.2 | 27.2 | 22.2 | 723 | 22.2 | 28 | 13.7 | |
| Some College | 1,266 | 28.3 | 276 | 33.7 | 52 | 27.2 | 27.2 | 27.2 | 888 | 27.2 | 50 | 24.5 | |
| Bachelor/4 Year Degree | 606 | 13.6 | 191 | 23.4 | 22 | 11.5 | 11.3 | 11.3 | 369 | 11.3 | 24 | 11.8 | |
| Graduate Degree or Higher | 617 | 13.8 | 203 | 24.8 | 18 | 9.4 | 9.4 | 11.2 | 366 | 11.2 | 30 | 14.7 | |
| Education Not Reported | 100 | 2.2 | 6 | 0.7 | 3 | 1.6 | 1.1 | 1.1 | 36 | 1.1 | 55 | 27.0 | |
| <u>\$50,000 to 69,999</u> | | | | | | | | | | | | | |
| Total | 2,255 | 17.4 | 658 | 14 | 2.1 | 210 | 19 | 9.0 | 1,250 | 27.7 | 137 | 14 | 10.2 |
| <High School Graduate or Equivalent | 496 | 22.0 | 120 | 18.2 | 42 | 20.0 | 20.0 | 24.8 | 311 | 24.8 | 23 | 16.8 | |
| Some College | 697 | 30.9 | 231 | 35.1 | 94 | 44.8 | 44.8 | 28.0 | 350 | 28.0 | 22 | 16.1 | |
| Bachelor/4 Year Degree | 300 | 13.3 | 146 | 22.2 | 32 | 15.2 | 15.2 | 8.6 | 107 | 8.6 | 15 | 10.9 | |
| Graduate Degree or Higher | 306 | 13.6 | 143 | 21.7 | 21 | 10.0 | 10.0 | 69.5 | 119 | 69.5 | 23 | 16.8 | |
| Education Not Reported | 63 | 2.8 | 4 | 0.7 | 2 | 1.0 | 1.0 | 1.4 | 17 | 1.4 | 40 | 29.2 | |
| <u>\$70,000-99,999</u> | | | | | | | | | | | | | |
| Total | 2,168 | 88 | 1,200 | 8 | 0.7 | 143 | 6 | 4.2 | 678 | 10.2 | 147 | 5 | 3.4 |
| <High School Graduate or Equivalent | 292 | 13.5 | 114 | 9.5 | 21 | 14.7 | 14.7 | 21.1 | 143 | 21.1 | 14 | 9.6 | |
| Some College | 739 | 34.1 | 376 | 31.3 | 68 | 47.5 | 47.5 | 38.5 | 261 | 38.5 | 34 | 23.1 | |
| Bachelor/4 Year Degree | 460 | 21.2 | 313 | 26.1 | 21 | 14.7 | 14.7 | 134 | 91 | 134 | 35 | 23.8 | |
| Graduate Degree or Higher | 548 | 25.3 | 371 | 30.9 | 26 | 18.2 | 18.2 | 16.4 | 111 | 16.4 | 40 | 27.2 | |
| Education Not Reported | 41 | 1.8 | 18 | 1.5 | 1 | 0.7 | 0.7 | 0.4 | 3 | 0.4 | 19 | 12.9 | |

Table B-30, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|------|--------|------|--------|------|----------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| \$100,000-\$129,999 | | | | | | | | | | |
| Total | 2,047 | 2.6 | 1,018 | 4 | 161 | 0.6 | 690 | 6.4 | 178 | 2.8 |
| <High School | 54 | | 4 | 0.4 | 1 | | 44 | | 5 | |
| High School Graduate or Equivalent | 255 | 12.5 | 84 | 8.3 | 22 | 13.7 | 124 | 18.0 | 25 | 14.1 |
| Some College | 629 | 30.7 | 248 | 24.4 | 65 | 40.4 | 274 | 39.6 | 42 | 23.6 |
| Bachelor/4 Year Degree | 475 | 23.2 | 280 | 27.5 | 33 | 20.5 | 124 | 18.0 | 38 | 21.3 |
| Graduate Degree or Higher | 606 | 29.6 | 395 | 38.7 | 39 | 24.2 | 118 | 17.1 | 54 | 30.3 |
| Education Not Reported | 28 | 1.4 | 7 | 0.7 | 1 | 0.6 | 6 | 0.9 | 14 | 7.9 |
| \$130,000 and Over | | | | | | | | | | |
| Total | 2,556 | 2.8 | 1,704 | 12 | 112 | 0.0 | 540 | 8.3 | 200 | 7.0 |
| <High School | 71 | | 12 | 0.7 | 0 | | 45 | | 14 | |
| High School Graduate or Equivalent | 250 | 9.8 | 140 | 8.2 | 9 | 8.0 | 85 | 15.7 | 16 | 8.0 |
| Some College | 676 | 26.4 | 389 | 22.8 | 46 | 41.1 | 191 | 35.4 | 50 | 25.0 |
| Bachelor/4 Year Degree | 627 | 24.5 | 481 | 28.3 | 25 | 22.3 | 96 | 17.8 | 25 | 12.5 |
| Graduate Degree or Higher | 868 | 34.0 | 662 | 38.8 | 30 | 26.8 | 115 | 21.3 | 61 | 30.5 |
| Education Not Reported | 64 | 2.5 | 20 | 1.2 | 2 | 1.8 | 8 | 1.5 | 34 | 17.0 |
| Matched Assessed Value and Parents' Education Not Available | | | | | | | | | | |
| Total | 2,138 | 5.1 | 783 | 5 | 115 | 3.5 | 1,065 | 8.7 | 175 | 3.4 |
| <High School | 108 | | 5 | 0.6 | 4 | | 93 | | 6 | |
| High School Graduate or Equivalent | 249 | 11.6 | 50 | 6.4 | 11 | 9.5 | 172 | 16.2 | 16 | 9.1 |
| Some College | 545 | 25.5 | 165 | 21.1 | 37 | 32.2 | 314 | 29.5 | 29 | 16.6 |
| Bachelor/4 Year Degree | 457 | 21.4 | 205 | 26.2 | 26 | 22.6 | 194 | 18.2 | 32 | 18.3 |
| Graduate Degree or Higher | 706 | 33.0 | 344 | 43.9 | 31 | 27.0 | 278 | 26.1 | 53 | 30.3 |
| Education Not Reported | 73 | 3.4 | 14 | 1.8 | 6 | 5.2 | 14 | 1.3 | 39 | 22.3 |

Table B-30, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | | | | | |
|---|--------|------|--------|------|--------|------|----------|------|--------|------|------|------|----|------|
| | Number | % | Number | % | Number | % | Number | % | Number | % | | | | |
| Upper Rio Grande Economic Region | | | | | | | | | | | | | | |
| <u>\$1-\$49,999</u> | | | | | | | | | | | | | | |
| Total | 208 | 35.1 | 31 | 1 | 3.23 | 11 | 3 | 27.3 | 158 | 69 | 43.7 | 8 | 0 | 0.0 |
| <High School Graduate or Equivalent | 45 | 21.6 | 2 | 6.45 | 6 | 54.5 | 33 | 20.9 | 4 | 50.0 | 38 | 24.0 | 2 | 25.0 |
| Some College | 51 | 24.5 | 10 | 32.3 | 1 | 9.1 | 13 | 8.2 | 0 | 0.0 | 5 | 3.2 | 0 | 0.0 |
| Bachelor/4 Year Degree | 27 | 13.0 | 14 | 45.2 | 0 | 0.0 | 1 | 9.1 | 0 | 0.0 | 0 | 0.0 | 2 | 25.0 |
| Graduate Degree or Higher | 10 | 4.8 | 4 | 12.9 | 1 | 9.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 25.0 |
| Education Not Reported | 2 | 1.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 25.0 |
| <u>\$50,000 to 69,999</u> | | | | | | | | | | | | | | |
| Total | 1,775 | 17.4 | 222 | 0 | 0.0 | 92 | 11 | 12.0 | 1,354 | 291 | 21.5 | 107 | 7 | 6.63 |
| <High School Graduate or Equivalent | 363 | 20.4 | 22 | 9.9 | 23 | 25.0 | 303 | 22.4 | 15 | 14.0 | 446 | 32.9 | 24 | 22.4 |
| Some College | 571 | 32.2 | 70 | 31.5 | 31 | 33.7 | 140 | 10.3 | 22 | 20.6 | 140 | 10.3 | 22 | 20.6 |
| Bachelor/4 Year Degree | 230 | 13.0 | 48 | 21.6 | 12 | 13.0 | 140 | 10.3 | 22 | 20.6 | 140 | 10.3 | 22 | 20.6 |
| Graduate Degree or Higher | 254 | 14.3 | 80 | 36.1 | 12 | 13.0 | 16 | 1.2 | 27 | 25.2 | 16 | 1.2 | 27 | 25.2 |
| Education Not Reported | 48 | 2.7 | 2 | 0.9 | 3 | 3.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| <u>\$70,000-99,999</u> | | | | | | | | | | | | | | |
| Total | 1,486 | 17.2 | 401 | 1 | 0.3 | 82 | 7 | 8.5 | 883 | 243 | 27.5 | 120 | 4 | 3.3 |
| <High School Graduate or Equivalent | 210 | 14.1 | 28 | 7.0 | 13 | 15.9 | 152 | 17.2 | 17 | 14.2 | 230 | 26.1 | 27 | 22.5 |
| Some College | 396 | 26.7 | 102 | 25.4 | 37 | 45.1 | 112 | 12.7 | 20 | 16.7 | 112 | 12.7 | 36 | 30.0 |
| Bachelor/4 Year Degree | 244 | 16.4 | 100 | 24.9 | 12 | 14.6 | 132 | 14.9 | 16 | 13.3 | 132 | 14.9 | 16 | 13.3 |
| Graduate Degree or Higher | 351 | 23.6 | 170 | 42.4 | 13 | 15.9 | 14 | 1.6 | 0 | 0.0 | 14 | 1.6 | 0 | 0.0 |
| Education Not Reported | 30 | 2.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

710

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Table B-30, continued

| Characteristics | Total | | Anglo | | Black | | Hispanic | | Other | |
|--|--------|------|--------|------|--------|-------|----------|------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| <u>\$100,000-\$129,999</u> | | | | | | | | | | |
| Total | 18 | | 10 | | 2 | | 4 | | 2 | |
| <High School | 2 | 11.1 | 0 | 0.0 | 2 | 100.0 | 0 | 0.0 | 0 | 0.0 |
| High School Graduate or Equivalent | 2 | 11.1 | 0 | 0.0 | 0 | 0.0 | 2 | 50.0 | 0 | 0.0 |
| Some College | 8 | 44.4 | 5 | 50.0 | 0 | 0.0 | 1 | 25.0 | 2 | 100.0 |
| Bachelor/4 Year Degree | 3 | 16.7 | 3 | 30.0 | 3 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Graduate Degree or Higher | 3 | 16.7 | 2 | 20.0 | 0 | 0.0 | 1 | 25.0 | 0 | 0.0 |
| Education Not Reported | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| <u>\$130,000 and Over</u> | | | | | | | | | | |
| Total | 0 | | 0 | | 0 | | 0 | | 0 | |
| <High School | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| High School Graduate or Equivalent | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Some College | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Bachelor/4 Year Degree | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Graduate Degree or Higher | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Education Not Reported | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| <u>Matched Assessed Value and Parents' Education Not Available</u> | | | | | | | | | | |
| Total | 489 | | 95 | | 9 | | 357 | | 28 | |
| <High School | 48 | 9.8 | 2 | 2.1 | 1 | 11.1 | 45 | 12.6 | 0 | 0.0 |
| High School Graduate or Equivalent | 56 | 11.5 | 7 | 7.4 | 2 | 22.2 | 47 | 13.2 | 0 | 0.0 |
| Some College | 109 | 22.3 | 21 | 22.1 | 2 | 22.2 | 83 | 23.2 | 3 | 10.7 |
| Bachelor/4 Year Degree | 99 | 20.2 | 25 | 26.3 | 1 | 11.1 | 69 | 19.3 | 4 | 14.3 |
| Graduate Degree or Higher | 162 | 33.1 | 38 | 40.0 | 3 | 33.4 | 112 | 31.4 | 9 | 32.1 |
| Education Not Reported | 15 | 3.1 | 2 | 2.1 | 0 | 0.0 | 1 | 0.3 | 12 | 42.9 |



APPENDIX

The Predictive Validity of College Board Admissions Tests:

A Survey of Recent Research

by

**Elizabeth Seaton, Research Associate
Under the Direction of A. Gary Dworkin, Director for Research
Texas Center for University School Partnerships**

A-1

713

The Predictive Validity of College Board Admissions Tests:

A Survey of Recent Research

Executive Summary

Among voters and in state legislatures across the nation, there is a growing awareness of the natural limits of egalitarianism and the fiscal limits of open admissions for institutions of higher education. This policy paper explores the question: To what extent are SAT scores accurate predictors of success in college?

The standard operating procedures of selective colleges is that the Educational Testing Service's objective tests will guarantee all students the same chance even though they have had different economic backgrounds, different educational cultural, and social opportunities. The rationale is that the standardized tests will permit each college applicant to demonstrate his/her own merit in a way that admissions interviews, teachers evaluations, and classroom tests might not afford. *Meritocratic selection into college and the SAT are linked together in the minds of American voters.*

This paper includes a summary of studies by researchers who sought to determine the predictive validity of the SAT. These studies are evaluated according to indisputably sound standards established by W.B. Schrader. His standards include:

Criteria: The criterion developed for the validity study has to be the hypothetical best measure of success in a college. The easiest criterion to study is academic average grade (either the first-year or a two-year average). There are also alternative criteria that yield evidence of success in college, such as extra-curricular activities, involvement in student government, recommendations, interest measures, creativity measures, personality measures, cognitive style measures, peer ratings, work samples, interviews, leaderless group discussion, biodata, and the like.

Predictors: A measure of high school performance such as GPA or class rank is acknowledged to be a better predictor than SAT scores. Also, a pre-Freshman test such as TASP or perhaps a college's own placement test(s) can predict performance. In addition, any rating scheme employed by a college admissions office during the student selection process can predict performance.

Groups of Students: This standard requires that students be divided into groups (of at least 100) on the basis of gender and type of major (such as Liberal Arts or Engineering). To the extent that the regression equations differ from group to group, the study gains in precision.

Statistical Analysis Methods: Schrader distinguishes between studies that express multiple regression weights in b-weights and those that express them in beta-weights. Since beta-weights are standardized scores, they are not influenced by differences in the specific units in which the predictors are stated. This standardization is preferred over b-weights which use the actual numbers (in specific units) of each predictor.

Ways of Presenting and Interpreting Results: Scatter diagrams are helpful since they depict a mid-line or range of expectations, given normal probabilities. No matter how sophisticated the presentation of results may be, including beta-weights, validity coefficients, along with the outcome of a significance test for each beta-weight, the study will be no more profound than the criterion outlined above.

Thus, the SAT by itself seems not to be an adequate predictor of college grades during the freshman year, and it is especially inadequate for certain disadvantaged groups. However, in combination with high school grade-point average, essay examinations, rank in class, and local placement exams, the SAT does increase the accuracy of prediction of freshman grades, especially in courses that tap the same skills as monitored by the SAT (such as math courses or English courses).

The Predictive Validity of College Board Admissions Tests:

A Survey of Recent Research

by

Elizabeth Seaton, Research Associate
Under the Direction of A. Gary Dworkin, Director for Research
Texas Center for University School Partnerships

The task of keeping up-to-date on the relationship of the SAT to performance in college is a never-ending one, as the composition of successive classes changes and as the objectives of college instruction are modified (Chauncey, 1962).

This issue, framed here by the first president of the Educational Testing Service (ETS), offers an excellent starting point to explore the extent to which SAT scores are accurate predictors of success in college. Since November 1900, when the College Board was established to conduct standardized college entrance examinations, the tests have purported to "indicate ability to do a high order of scholastic work;" to "put as little premium as possible on specific training, and more emphasis on potential promise." (CEEB, p.44.)

In a 1961 report to the trustees of ETS, Chauncey affirmed that their objective tests would guarantee all students the same chance "even though they have had different economic backgrounds, different educational cultural, and social opportunities." (ETS, p.26.) The rationale was that the standardized test would permit each college applicant to demonstrate his/her own merit in a way that admissions interviews, teachers evaluations, and classroom tests might not afford. Meritocratic selection into college and the SAT are inextricably bound, in the minds of most Americans, inasmuch as the SAT threshold is seen as measuring the quality of each college's entering freshmen.

Taking the ideal of meritocratic college admissions to its natural extension, there is a growing awareness of the natural limits of egalitarianism and the fiscal limits of open admissions. Many state legislatures are decreasing fund allocations to higher education annually. The ideal --- of selective college admissions based on merit for those who can best demonstrate the propensity to benefit from a college education --- has a large constituency among the American public.

W.B. Schrader offers a useful summary of research studies that aim to ascertain the predictive validity of the SAT. Although the surveys he reviewed are long past current, Schrader established indisputably sound standards for evaluating research studies on this topic. His standards concern:

Criteria;
Predictors;
Groups of students;
Statistical analysis methods; and
Ways of presenting and interpreting results.

Criterion: The criterion developed for the validity study has to be the “hypothetical best measure of success in a college.” (Schrader, p. 118.) The easiest criterion to study is academic average grade (either the first-year or a two-year average). But there are also alternative criteria that yield evidence of success in college, such as extra-curricular activities, involvement in student government, recommendations, interest measures, creativity measures, personality measures, cognitive style measures, peer ratings, work samples, interviews, leaderless group discussion, biodata, and the like.

Predictors: A measure of high school performance such as GPA or class rank is acknowledged to be “a better predictor” than SAT scores. Also, a pre-Freshman test such as TASP/TAAS estimations or perhaps a college’s own placement test(s) can predict performance. In addition, any rating scheme employed by a college admissions office during the student selection process can predict performance.

Research findings summarized by Schrader in his review of studies from the 1940’s through the 1960’s show noticeably high validity between SAT scores and college achievement, as long as we confine our attention to mean SAT scores below 550. Once the studies include groups of students whose mean SAT is 550 or higher, there is less evidence of predictive validity.

In a thorough research summary designed to (a) identify the best predictor for a specific outcome and (b) calculate the correlation coefficient for a specific outcome, Hunter Breland of ETS separated forty-four research studies into academic outcomes and non-academic outcomes. Regarding academic outcomes, Breland’s findings were that previous grades are the best predictor and the median correlations were .44.

Examples of non-academic outcomes include faculty ratings of medical students and resident interns on clinical performance, scientists’ income, creative achievement, peer ratings, and extracurricular activities in college. (Breland, *Student Characteristics*, p. 47.)

Breland found, regarding non-academic outcomes, that while the median correlation (.25) is low and thus indicates “that non-academic outcomes are not very predictable, the range of the correlations is quite high.” Traditional admissions test results were most closely correlated with predicting nonacademic success; personality and biodata ran a close second. (Breland, *Student Characteristics*, p. 51.)

Crouse and Trusheim examined the results of a 1979 ETS study of 22 selective colleges and universities. They calculated correlations between distributions of predicted first year grades based on

high school record,
high school record plus the SAT, and
high school record plus average achievement test score.

To gain additional perspective, Crouse and Trusheim also examined achievement test results from a subsample of college students gleaned from Project Talent, “a representative national sample of students who were in grades 9 through 12 of a public or private secondary school in 1960 and followed them up eleven years after their expected high school graduation, when they were around twenty-nine years old.”

All in all, our results give little reason to defend the SAT over achievement tests on grounds of predictive validity, freedom from curricular influence, or the effects of race and socioeconomic background.... The best way to increase the acceptance rates of blacks and low-income applicants in the long run is to make sure they learn as much as middle-class white applicants and that their high school records and test scores accurately assess this learning. (Crouse and Trunshem, p. 160.)

But why bend over backwards to increase the acceptance rates of blacks and low-income applicants into college? Angela Browne-Miller asks that question as she reflects over the economic reality of the law of diminishing returns for higher education. Taxpayers across the nation, burdened with the increasing costs of health care, prisons and other social services, are wary of investing into the public coffers for higher education.

Groups of Students: This standard requires that students be divided into groups (of at least 100) on the basis of gender, ethnicity, type of major (such as Liberal Arts or Engineering). "To the extent that the regression equations differ from group to group, the study gains in precision." (Schrader, p. 119.) One useful research study summarized 35 regression studies that focused on population issues of one sort or another. By comparing minorities with non-minorities, rich detail can be gleaned. Additionally, even if inter-ethnic comparisons are not made, regression studies of various ethnic groups "are important because they represent a sampling of blacks or Chicanos that is important for purposes of population validation." (Breland, Population Validity, p. 7.)

Statistical Analysis Methods: Schrader distinguishes between studies that express multiple regression weights in b-weights and those that express them in beta-weights. Since beta-weights are standardized scores, they are not influenced by differences in the specific units in which the predictors are stated. This standardization is preferred over b-weights which use the actual numbers (in specific units) of each predictor.

Ways of Presenting and Interpreting Results: Scatter diagrams are helpful since they depict a mid-line or range of expectations, given normal probabilities. No matter how sophisticated the presentation of results may be, including beta-weights, validity coefficients, along with the outcome of a significance test for each beta-weight, the study will be no more profound than the criterion outlined.

SUMMARY

In summary, studies have shown that previous grades are the best predictor for success in college. SAT scores alone do not provide a strong enough predictor of success in college. Further, the SAT and its battery of achievement tests are a well-respected fixture of the higher education scene in America and indeed internationally. There is substantial support for the continued use of the SAT in admissions, despite the real or perceived bias against women and minorities. As long as Americans hold onto the ideal of the meritocracy, the SAT will be viewed as the best measure of merit for college applicants.

Epilogue by A. G. Dworkin

An ERIC search of additional studies that linked SAT scores to first year success, measured in terms of grade-point averages, produced the following empirical generalizations:

1. Comparisons between SAT scores and a Non-Cognitive questionnaire revealed that the latter was a better predictor of freshman grades than the SAT for in-coming freshmen athletes. It is suggested that non-cognitive skills assessments be used to select non-traditional students. (Sedlack and Adams-Gaston, *Journal of Counseling and Development* 70 (1992): 724-727.)
2. Students who actively participate in school are more likely to remain in school than those who are inactive, even if the latter have slightly higher SAT scores. (Davis, *Journal of the Freshman Year Experience*, 4 (1992):79-94.)
3. SAT scores are valid predictors of white students under age 30, but not of African American students or students over the age of 30. (Paper presented by Moffat at the Eastern Educational Research Association meetings, February 1993.)
4. Relying upon a sample of 712 students, it was found that high school GPA was a better predictor of course grades in teacher education courses than SAT scores. (Report of American Association of Colleges for Teacher Education, Exxon Foundation, 1992).
5. Addition of an SAT score to high school GPA increases significantly the accuracy of prediction of freshman GPA, but only for white males; the SAT increases only slightly, but nevertheless significantly, the ability to predict freshman grades for women and minorities. (Paper presented by Cowen and Fiori at the California Educational Research Association meetings, November 1991.)
6. SAT is a relatively poor measure of grades in most courses (coefficients in mid .30 range compared to local campus placement tests which had coefficients between .40 and .60); however, the math section of the SAT did increase the ability to estimate grades in college calculus courses if combined with high school GPA. (Bridgemen and Wendler, *Prediction of Grades in College Mathematics Courses as a Component of Placement Validity of SAT-Mathematics Scores*, Educational Testing Service, 1989.)
7. SAT-Verbal was a good predictor of grades in freshman English courses, although prediction was greatly improved if combined with an essay examination and rank in class. (Bridgeman, *Placement Validity of a Prototype SAT with an Essay*, Educational Testing Service, 1992.)
8. Comparing the SAT scores of Hispanic and non-Hispanic students with the same college course grades revealed that Hispanic students had lower SAT scores by about 45 points per section than the non-Hispanics. Thus, different SAT scores were associated with the same college course grades. (Pearson, *Hispanic Journal of the Behavioral Sciences* 15 (1993):342-356.)
9. However, one of the large-scale studies published by The College Board does suggest that the predictive validity of the test is better than what has been reported previously. An analysis by Ramist, Lewis, and McCamley-Jenkins indicated that the SAT had higher or equal average validities for predicting course grade in almost all categories of courses (*Student Group Differences in Predicting College Grades: Sex, Language, and Ethnic Groups*, College Board Report No. 93-1, 1994:1). Based upon more than 46,000 students enrolled in 45 colleges and universities as freshmen between 1982 and 1985, the authors reported correlations between SAT scores and freshman course grades similar to those of other studies (in the .30 range). However, once they corrected for predictor restriction of range (the fact that the lowest test scorers are unlikely to go to college and hence be in the sample) and criterion unreliability (variability in freshman course grades), correlations between SAT scores and freshman course grades rose to over .60, approximately

the same value as students high school records. Even better prediction was found for the conjoined use of high school records and SAT scores, in which case, the SAT incremented predictability by .06 to .07 for all students and up to .12 for the lowest scorers accepted into the most selective colleges. These high correlations are found only when attempts are made to predict each student's individual course grade separately and then averaging the predictions. The highest predictive validities are found for white students, with substantially lower validities found for students of color and students whose primary home language was not English.

10. Work reported by The College Board confirms that crash courses to improve test-taking skills do not produce substantially higher test scores, but retaking the SAT does increase scores. By contrast, preparation and test-taking skill courses of long duration may improve scores.

Thus, the SAT by itself seems not to be an adequate predictor of college grades during the freshman year, and it is especially inadequate for certain disadvantaged groups. However, in combination with high school grade-point average, essay examinations, rank in class, and local placement exams, the SAT does increase the accuracy of prediction of freshman grades, especially in courses that tap the same skills as monitored by the SAT (such as math courses or English courses).

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