

RESEARCH
Report of Student Achievement
Department of Research and Accountability

**College Bound Testing Programs
1999–2000**

Houston Independent School District



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EXECUTIVE SUMMARY

COLLEGE BOUND TESTING PROGRAMS

1999–2000

Program Description

SAT I

The Scholastic Assessment Test (SAT I) was developed by the College Board in its efforts to support academic preparation and transition into higher education for students. Colleges use the scores to predict freshman performance in college, to make admission decisions, to counsel students about courses and majors, to place students in appropriate courses, and to identify applicants for recruiting purposes. The SAT I is administered seven times yearly at various locations across the country; however, most students take the test in the fall of their senior year in high school. The SAT I measures students' verbal comprehension, problem-solving skills, and mathematical aptitude.

ACT

Formerly known as the American College Testing Program, the ACT assessment (ACT) is a curriculum-based national college entrance examination typically taken by students in their junior and senior years of high school. It assesses both the general educational level of high school students and their readiness for college-level work. The ACT covers four high school academic skill areas: English, mathematics, reading and science.

Purpose of the Evaluation Report

The purpose of this report is to describe the participation rates and achievement levels of college bound students for Houston Independent School District (HISD) regarding the SAT I and the ACT. The following research questions were addressed for SAT I and ACT:

SAT I and ACT:

1. What were the demographics of the HISD participants who were administered the SAT I and ACT during the 1999–2000 school year?
2. What were the mean scores of the HISD participants from 1993–94 to 1999–2000?
3. What were the mean scores of HISD participants during the 1999–2000 school year by administrative district?
4. What was the ethnic and gender comparison of HISD scores on the SAT I and ACT for participants during the 1998–99 and 1999–2000 school year?
5. How did HISD students compare to students at the state and national levels during the 1999–2000 school year?
6. How did HISD students at the school level perform during the 1999–2000 school year compared to 1998–99?

Findings

The following listing provides findings for HISD's assessment of its College Bound Testing Programs for the 1999–2000 school year. Results are presented for the entire HISD college bound student population as well as by test, SAT I and ACT:

HISD SAT I Trends

1. The overall number of participants in HISD for the 1999–2000 graduating class was 3,968 students, which has been the highest number of participants for HISD since at least the 1992–93 graduating class.
2. For 1999–2000, HISD students averaged a verbal score of 463. Students obtained the same score during the 1997–98 school year, which is the lowest score in seven years.
3. Students scored a mathematics mean score of 466.
4. The combined SAT score of 929 was equal to an ACT composite score of 19.
5. The Central administrative district scored the highest verbal score (543) followed by the Southwest district (426) and then Alternative district (498). DeBakey averaged the highest verbal and mathematics score for the 1999–2000 school year with 575 and 587, respectively.
6. Males and females showed a decrease in verbal scores with females scoring 1.2% lower than the previous year and males scoring 0.8% lower. Males had a 0.2% increase in mathematics scores whereas females showed no change.

HISD ACT Trends

1. African-Americans represented the largest percentage of ACT test takers for HISD for the 1999–2000 graduating class with 44.4%. Mexican or Mexican Americans and White students followed with 21.4% and 17.6%, respectively.
2. Two-thirds of the ACT participants for HISD were female (66.3%). Males encompassed one-third of the participants and 0.4% of the students did not provide gender.
3. HISD's students mean composite scores have ranged from 18.6 to 19.2 since the 1992–93 graduating class. With a composite score of 19.0, the graduating class of 1999–2000 who took the ACT fell within this range.
4. The ACT composite score of 19.0 was equivalent to a combined score of 910 on the SAT I.
5. The Central district maintained the higher scores for the composite and four core academic areas. The Southwest school district and the Alternative school district had the second and third highest scores, respectively, for the composite score in all areas.
6. Within HISD, composite scores were highest for Whites and Asians (22.7 and 21.7). Asians showed a 0.1 increase from the previous year, whereas Whites showed a 0.1 decrease in scores.
7. HISD African-American and White students scored higher than the state and national averages.
8. DeBakey had the highest composite score during both the 1999–98 and 1999–2000 school year with scores of 24.5 and 24.1, respectively. High schools who showed a large improvement over 1998–99 composite scores included Austin, Bellaire, Jones, Jordan, Lee, and Sterling.

Recommendations

- Encourage students to take the PSAT/NMSQT by school counselors so that they will be better prepared when taking the SAT I or ACT during their junior year.
- When counseling students about their academic futures, provide students with appropriate guidance by the counselors to identify the scholastic test that will reflect the individual academic strengths of the student. ACT tests the overall understanding of core courses; whereas SAT I emphasizes verbal and mathematics skills.
- Advertising and promotion of scholastic tests and the test dates must be a priority for principals and counselors. Calendars, flyers, intercom announcements, and a school-wide forum are potential sources of advertising.
- Consider implementing SAT I and ACT preparatory classes. Tutoring or classes could be integrated into the existing curriculum, held after school, on the weekend, or during study hall periods.
- Integrate SAT I and ACT type questions into curriculum. Teachers can find sample questions for the SAT I on the Internet at www.collegeboard.org and ACT questions are available at www.act.org/aap/faq/prep.html.

COLLEGE BOUND TESTING PROGRAMS 1999–2000

Purpose: *To provide the participation rates and achievement levels of college bound students in the Houston Independent School District as indicated by results from the 1999–2000 SAT I and the ACT.*

Design: *Descriptive. Data were previously collected and distributed by the College Board and ACT, Incorporated.*

Population: *HISD college bound students in the Class of 2000, who participated either in SAT I or ACT Testing.*

Methods: *Scores from HISD students that fully completed either the SAT I or the ACT. Comparative mean, frequencies, longitudinal analysis and crosstabulations were performed to assess participation and student achievement.*

Findings: *During the academic year, scores overall declined for both the SAT I and ACT. Overall scores were also below the state and national averages. Participation, however, increased by 13.8% for the ACT and 4.6% for SAT I. African-Americans and females had the highest participation rates for both tests. Within HISD, Puerto Ricans were found to have the largest increase in scores for both the SAT I and ACT.*

Conclusion: *The increase in participation is a very important step for HISD in getting students ready for college. However, the decline in scores compared to last year requires attention and should be addressed by principals, counselors, and teachers.*

Introduction

According to a June 1995 study by the College Board, over 85% of colleges and universities require admission tests for their applicants (College Entrance Board, 1995). The majority of higher education institutions accept scores from either the Scholastic Assessment Test (SAT I) or the ACT (formerly the American College Test) to meet this requirement. Educational organizations consider scores on both tests to be useful indicators of college readiness, and valid predictors of college success.

The SAT I and the ACT are designed to measure students' verbal comprehension, problem-solving skills, and mathematical aptitude. Both college entrance exams are generally taken during the junior and senior years of high school. Students may take either test more than once if they want to attempt to improve their scores.

SCHOLASTIC ASSESSMENT TEST I

The Scholastic Assessment Test (SAT I) was developed by the College Board in its efforts to support academic preparation and transition into higher education for students. Colleges use the scores to predict freshman performance in college, to make admission decisions, counsel students about courses and majors, place students in appropriate courses, and identify applicants to recruit. Students use SAT I scores to select colleges at which they have a reasonable chance for success. The College Board maintains that the scores promote fairness to the admission process since students' grades and courses vary from student to student, teacher to teacher, and school to school. The SAT I is administered seven times yearly at various locations across the country; however, most students take the test in the fall of their senior year in high school. According to the College Board, the SAT I measures students verbal comprehension, problem-solving skills, and mathematical aptitude. It is composed of seven sections, including three verbal sections, three mathematics skills and one equating section. The equating section is not used to produce the student's SAT I scores, but rather tests and equates items for use in future examinations.

Purpose of the Evaluation Report

The purpose of this report is to describe the participation rates and achievement levels of college bound students in the 1999–2000 graduating class for HISD regarding the SAT I. The following research questions were addressed:

1. What were the demographics of the HISD participants who were administered the SAT I during the 1999–2000 school year?
2. What were the mean verbal and mathematics scores of the HISD participants from 1993–94 to 1999–2000?
3. What were the mean SAT I verbal and mathematics scores of HISD participants during the 1999–2000 school year by administrative district?
4. What was the ethnic and gender comparison of HISD Verbal and Mathematics scores on the SAT I for participants during the 1998–99 and 1999–2000 school year?
5. How did HISD students compare to students at the state and national levels during the 1999–2000 school year?
6. How did HISD students at the school level perform during the 1999–2000 school year compared to 1998–99?

Methods

Data Collection

College Entrance Examination Board summary reports containing test performance results and participant demographics for HISD, Texas, and the United States were analyzed.

Data Analysis

Comparative means, frequencies, longitudinal analysis, and crosstabulations were performed to assess participation and student achievement. See **Appendix A** for HISD SAT I scores by school and **Appendix C** for SAT I-ACT Score Comparison Chart.

Results

What were the demographics of the HISD participants who were administered the SAT I during the 1999–2000 school year?

- The highest percentage of participants in the SAT I were African-American (31.9%), Mexican/Mexican American (20.1%), and White (17.8%).
- Female participants outnumbered males by 666 students. SAT I participants included 58.4% females and 41.6% males.
- The overall number of participants in HISD for the 1999–2000 graduating class was 3,968 students, which has been the highest number of participants for HISD.

What were the mean verbal and mathematics scores of the HISD participants from 1994–95 to 1999–2000?

- For 1999–2000, HISD graduating class averaged a verbal score of 463. Graduating students obtained the same score during the 1997–98 school year, which is the lowest score in seven years.
- Students scored a mathematics mean score of 466. This represents the lowest SAT I score for the past seven years.
- The combined SAT score of 929 was equal to a ACT composite score of 19.

What were the mean SAT I verbal and mathematics scores of HISD participants during the 1999–2000 school year by administrative district?

- The Central administrative district scored the highest verbal score with 543 followed by Southwest with 526 and Alternative with 498.
- The Southwest administrative district scored the highest mathematics score with a mean score of 544. The Central and Alternative also performed well with a mathematics mean of 535 and 491, respectively.

What was the ethnic and gender comparison of HISD Verbal and Mathematics scores on the SAT I for participants during the 1998–99 and 1999–2000 school year?

- Whites scored the highest on both the verbal and mathematics sections of the SAT I in 1998–99 and 1999–2000.
- Among a small number of students classified as Puerto Rican, their scores greatly increased 13.0% for verbal and 8.7% for mathematics. Mexican or Mexican Americans increased both their verbal and mathematics scores by 3.0%. Also noteworthy, students categorized as “other” increased their verbal score by 1.8%.
- American Indians showed a dramatic decrease in scores by 7.9% for verbal and 10.1% for mathematics. Other ethnic groups that showed a major decrease in verbal scores included Asians, White, as well as students who were classified as no response (2.2%, 1.2%, and 8.2%, respectively). The students who did not respond to the ethnic question also showed a major decrease in mathematics with a 6.1% change.
- Females scored lower than males in both the mathematics and verbal sections during both the 1998–99 and the 1999–2000 school year.
- Both genders showed a decrease in verbal scores with females scoring 1.2% lower than the previous year and males scoring 0.8% lower. Males showed a 0.2% increase in mathematics scores whereas females showed no change.

How did HISD students compare to students at the state and national levels during the 1999–2000 school year?

- The verbal and mathematics mean scores were below the state and national averages for all students.
- Mean scores in both subjects for African-Americans and Hispanic/Latinos were below the state and national

averages.

- White students in HISD scored above the state and national averages in both the mathematics and verbal sections.

How did HISD students at the school level perform during the 1999–2000 school year compared to 1998–99?

- DeBaKey averaged the highest verbal and mathematics score for the 1999–2000 graduating class with 575 and 587, respectively.
- Other high verbal scores were found at Bellaire, HSPVA, and Lamar (557, 564, and 543, respectively). Bellaire, HSPVA, and Lamar had high mathematics scores with 581, 544, and 535, respectively.

Demographics of 1999–2000 SAT I Participants			SAT I Results for HISD, 1994-2000			
Ethnicity	N	%	Year	N	Verbal	Math.
American Indian or Alaskan Native	11	0.3	1993–94	3,625	464	478
Asian, Asian-American or Pacific Islander	294	7.4	1994–95	3,489	469	476
			1995–96	3,364	465	468
			1996–97	3,606	466	472
African-American or Black	1,266	31.9	1997–98	3,653	463	467
Mexican/Mexican American	796	20.1	1998–99	3,792	469	467
Puerto Rican	13	0.3	1999-2000	3,968	463	466
Latin American, South American, Central American, or Other Hispanic or Latino	320	8.1				
White	706	17.8				
Other	91	2.3				
No Response	471	11.9				
Total	3,968	100.0				
Gender						
Female	2,317	58.4				
Male	1,651	41.6				
Total	3,968	100.0				

HISD Composite Scores By Ethnicity and Gender						Mean SAT I Scores by District Administrative District, 2000			
Ethnicity	1999		2000		% Change		V	M	
	V	M	V	M	V	M			
American Indian or Alaskan Native	443	445	408	400	-7.9	-10.1	Alternative	498	491
Asian, Asian-American or Pacific Islander	509	554	498	553	-2.2	-0.2	Central	543	535
African-American or Black	427	418	423	415	-0.9	-0.7	East	386	404
Mexican or Mexican American	430	433	443	446	3.0	3.0	North	404	399
Puerto Rican	445	460	503	500	13.0	8.7	North Central	408	421
Latin American, South American, Central American, or Other Hispanic or Latino	436	433	432	434	-0.9	0.2	Northeast	376	369
White	564	555	557	560	-1.2	0.9	Northwest	454	460
Other	492	495	501	493	1.8	-0.4	South	393	388
No Response	497	490	456	460	-8.2	-6.1	South Central	427	394
Gender							Southeast	424	457
Female	465	451	459	451	-1.3	0.0	Southwest	526	544
Male	473	487	469	488	-0.8	0.2	West	453	457
Total	469	467	463	466	-1.3	-0.2			

- Noticeable increases in verbal scores from the 1998–99 to 1999–2000 graduating classes were found at Austin, Jordan, Middle College, and Sterling. For mathematics scores, a large increase in mathematics scores occurred at Austin, Davis, DeBakey, Jordan, Madison, Middle College, Milby, and Sharpstown.
- High schools that experienced large decreases in verbal scores from 1998–99 to 1999–2000 graduating classes included Contemporary Learning Center, Furr, Sam Houston, HSPVA, Jones, Reagan, Washington, Wheatley, and Worthing high schools.
- Mathematics scores decreased greatly from 1998–99 to 1999–2000 graduating classes at Contemporary Learning Center, Furr, Sam Houston, Jones, Reagan, Wheatley, Worthing, and Yates high schools.

Table 5: Comparison of HISD Mean scores to Texas and the United States by Ethnicity

Category	All Students			African American			Hispanic/Latino†			White		
	N	V	M	N	V	M	N	V	M	N	V	M
HISD	3,968	463	466	1,266	423	415	1,129	440	443	706	557	560
Texas	108,919	493	500	11,445	427	423	22,123	450	454	55,449	523	528
USA	1,260,278	505	514	119,591	434	426	97,872	457	461	712,105	528	530

† The number of Hispanic/Latino students combines the total populations for the Mexican or Mexican American, Puerto Rican, and Latin American, South American, Central American, or Other Hispanic or Latino sub-categories listed above.

ACT

Formerly known as the American College Testing Program, the ACT assessment (ACT) is a curriculum-based national college entrance examination typically taken by students in their junior and senior years of high school. It assesses both the general educational level of high school students and their readiness for college-level work. The ACT was developed to help high school students make more informed decisions about their post-secondary education and to provide colleges and universities with information to assist them in providing incoming students with the best opportunities for learning.

The ACT covers four high school academic skill areas: English, mathematics, reading and science. The ACT English Test measures students' understanding of punctuation, grammar and usage, sentence structure, and rhetorical skills (i.e., strategy, organization, and style). Reasoning skills necessary to solve mathematics problems that are generally acquired in courses taken through the beginning of the 12th grade are assessed by the ACT Mathematics Test. The mathematics test includes three content areas, which are algebra, geometry, and trigonometry. Reading comprehension is measured on the ACT Reading Test using four types of prose selections: social studies, natural sciences, prose fiction, and humanities. The selected text is representative of that generally encountered in freshman college courses. The ACT Science Reasoning Test uses data representations, research summaries, and conflicting view points to assess students' ability to analyze, interpret, evaluate, and solve problems in earth/space sciences, biology, chemistry, and physics. The emphasis is on scientific reasoning skills rather than reading, mathematics ability, or scientific content.

Purpose of the Evaluation Report

The purpose of this evaluation report is to describe the participation rates and achievement levels of students in HISD that were administered the ACT and graduated in the 1999–2000 school year. The following research questions were addressed in this report:

1. What were the demographics of the HISD participants who were administered the ACT during the 1999–2000 school year?
2. What were the mean ACT scores of the HISD participants from 1992–93 to 1999–2000?
3. What were the mean ACT scores of HISD participants during the 1999–2000 school year by administrative district?
4. What was the ethnic and gender comparison of HISD Composite Scores on the ACT for participants during the 1998–99 and 1999–2000 school year?
5. How did HISD students compare to students at the state and national levels during the 1999–2000 school year?
6. How did HISD students at the school level perform during the 1999–2000 school year compared to 1998–99?

Methods

Data Collection

ACT summary reports containing test performance results and participant demographics for HISD, Texas, and the United States were analyzed.

Data Analysis

Comparative mean, frequencies, longitudinal analysis and crosstabulations were performed to assess participation and student achievement. See **Appendix B** for ACT Composite scores by school and **Appendix C** for SAT I-ACT Score Comparison Chart.

Results

What were the demographics of the HISD participants who were administered the ACT during the 1999–2000 school year?

- African-Americans represented the largest percentage of ACT test takers for the 1999–2000 graduating class with 44.4%. Mexican or Mexican Americans and White students followed with 21.4% and 17.6%, respectively.
- Two-thirds of the ACT participants for HISD were female (66.3%). Males encompassed one-third of the participants with 33.3% and 0.4% of the students did not provide gender.
- HISD differed from state and national demographics. The majority of participants for HISD were African-American (44.4%) as opposed to the state and national level where the majority of participants were White (55.8% and 71.5%, respectively).
- The number of HISD students taking the ACT increased from 989 in 1998–99 to 1,125 in 1999–2000. The number of participants has not exceeded a 1,000 since the 1994–95 school year.
- The largest number of students taking the ACT were in the Alternative administrative district with 207 followed by the Southwest with 191 and the Northwest with 142.

What were the mean ACT scores of the HISD participants from 1992–93 to 1999–2000?

- HISD mean composite scores have ranged from 18.6 to 19.2 since the 1992–93 graduating class. With a composite score of 19.0, students in the 1999–2000 graduating class who took the ACT fell within this range. The composite score, however, decreased from 19.1 to 19.0 from between 1998–99 and 1999–2000 graduating class.
- English mean scores fell within the range of scores since the 1992–93 school year (17.8 to 18.7) with a score of 18.3.
- The Mathematics, Reading, and Science Reasoning mean ACT scores all dropped by 0.1 from the 1998–99 to 1999–2000 graduating class. Scores in each subject, however, fell in the range of scores previously found in past years (Mathematics: 18.8–19.4, Reading: 18.6–19.4, and Science Reasoning: 18.7–19.1).
- This ACT composite score of 19.0 corresponds with an SAT I score of 910.

What were the mean ACT scores of HISD participants during the 1999–2000 school year by administrative district?

- The Central administrative district maintained the highest scores for the composite and the four core academic areas. The Southwest school district and the Alternative school district had the second and third highest scores, respectively, for composite score and all core academic areas.
- The composite scores ranged from 15.5 in the Northeast district to 22.1 in the Central district.
- When looking at ACT composite scores, student performance was lowest in the Northeast, North, East, and South administrative districts.

What was the ethnic and gender comparison of HISD Composite Scores on the ACT for participants during the 1998–99 and 1999–2000 school year?

- In the 1999–2000 graduating class, females averaged .04 better than males, with scores of 19.1 and 18.7, respectively. Both genders showed a .02 decrease in scores from the previous class.
- Within HISD, composite scores were highest for Whites and Asians (22.7 and 21.7, respectively). Asians showed a 0.1 increase from the previous class, whereas Whites showed a 0.1 decrease in scores.
- American Indians, Asians, and Puerto Ricans showed an increase in composite mean scores from 1998–99 to 1999–2000 with increases of 1.0, 0.1, and 1.1, respectively.

- African Americans, Whites, Mexican or Mexican American, Multi-racial, and “Other” showed a decrease in composite mean scores (0.2, 0.1, 0.2, 2.6, 0.9, respectively).

How did HISD students compare to students at the state and national levels during the 1999–2000 school year?

- The composite score for all HISD students was lower than the state and national averages.
- HISD African-American and White students scored higher than the state and national averages.
- Mexican or Mexican American students from HISD scored better on the composite score than the state level but lower than the national level.

How did HISD students at the school level perform during the 1999–2000 school year compared to 1998–99?

- DeBakey had the highest composite score in both the 1999–98 and 1999–2000 graduating classes with scores 24.5 and 24.1, respectively.
- Other high performing high schools included Bellaire, Lamar, and HSPVA (22.5, 22.1, 21.9, respectively).
- High schools who showed a large improvement over 1998–99 composite scores included Austin, Bellaire, Jones, Jordan, Lee, and Sterling.
- High schools who showed the largest decreases in composite scores compared to 1998–99 composite scores included Kashmere, Middle College, Reagan, and Wheatley.

Discussion

The purpose of this report is to describe the participation rates and achievement levels of HISD’s college bound students in the ACT and SAT I. The participation rate in ACT has increased 27.6% since the 1992–93 school year and by 13.8% from 1998–99. From 1993–94 to 1999–2000, a 9.5% increase in participation occurred for the SAT I test. Participation from 1998–99 to 1999–2000 also showed an increase of 4.6%. In addition, the mean scores for the ACT since 1992–93 showed a slight improvement in scores, except for English. SAT I scores have declined by one point in verbal and 12 points in mathematics since 1993–94. In addition, the comparison of the equivalent composite scores showed that both tests are at a low performing rate.

The participation results are promising and promotion for both tests should continue. However, the decline of SAT I scores and only a moderate increase in ACT scores needs to be addressed by principals, counselors, and teachers. In addition, the fact that HISD’s scores for both tests were below the state and national average is also a concern.

In order to increase participation and scores, the following approaches are suggested: encourage participation in the PSAT/NMSQT, evaluate which test best suits academic strengths, advertise and promote test days, implement tutorials for the test, and integrate sample questions into curriculum.

Encourage Participation in the PSAT/NMSQT

The PSAT/NMSQT is useful as an SAT I preparation for several reasons. The PSAT allows students to find out what the SAT I consists of by the inclusion of actual SAT I questions. The test also points out areas of weaknesses that can be addressed a year before the SAT I is administered. In addition, the PSAT allows students to forecast what their actual scores will be on the SAT I. The PSAT, in general, also helps students become accustomed to standardized scholastic tests. While promoting the SAT I and ACT to seniors, counselors should focus on sophomores and juniors for the PSAT.

Evaluate which Test Best Suits Academic Strengths

The SAT I focuses on students’ verbal comprehension, problem-solving skills, and mathematical aptitude. The ACT emphasizes understanding of rhetorical skills for English, science reasoning, reasoning skills for mathematics, and reading comprehension. If a student is strong in mathematics and English, then the SAT I would

be a better indicator of abilities. The ACT, however, would better show the skills of a student who is more well rounded in mathematics, English, science, and social science. After taking into account the admission test requirements for desired colleges and universities, counselors and teachers should identify which test is better suited for a student and then advise the student to take that particular test.

Advertise and Promote Test Days

Principals and counselors should start the school year with a forum meeting for seniors regarding what the scholastic tests encompass and the test dates for that school year. During the school year, flyers, calendars, and intercom announcements should be used to advertise due dates and test dates.

Implement Tutorials

Tutorials held after school, on the weekend, or during study hall periods could be utilized in order to familiarize college bound students not only with the type of questions asked but with the structure of the test as well. Tutorials are especially beneficial to students who are not in Honors or Advanced Placement courses, because they are less likely to be enrolled in classes that focus on college preparatory exercises. Useful materials are available through the College Board website and businesses such as Kaplan.

Demographics of ACT Participants, 1999–2000			Mean ACT Scores of Participants 1993–2000						
Ethnicity	N	%	Year	N	Composite	English	Math.	Read.	Sci.
									Reas.
African American/Black	499	44.4	1993	882	18.9	18.3	19.0	18.8	18.9
American Indian/Alaskan Native	1	0.0	1994	1039	19.2	18.6	19.4	19.3	19.1
Asian American/Pacific Islander	68	6.0	1995	1151	19.1	18.5	19.2	19.3	19.1
Caucasian-American/White	198	17.6	1996	882	18.9	18.2	18.8	19.0	19.0
Mexican or Mexican American	241	21.4	1997	964	18.6	17.8	18.8	18.6	18.7
Multiracial	12	1.1	1998	915	19.1	18.4	19.3	19.4	19.0
Puerto Rican or Other Hispanic	44	3.9	1999	989	19.1	18.7	19.2	19.1	19.1
Other	11	9.8	2000	1125	19.0	18.3	19.1	19.0	19.0
Prefer Not To Respond	31	2.8							
No Response	20	1.8							
Gender									
Female	746	66.3							
Male	375	33.3							
Unknown	4	0.4							
Total	1,125								

HISD ACT Composite Scores By Ethnicity and Gender in 1999 and 2000				Mean ACT Scores for HISD By Administrative District, 1999–2000							
Ethnicity	99	2000	%	Change	District	N	Comp.	English	Math	Read.	Sci.
											Reas.
African American/Black	17.6	17.4	-0.2		Alternative	207	20.6	20.4	20.5	20.8	20.0
American Indian/Alaskan Native	16.0	17.0	1.0		Central	118	22.1	21.9	21.8	22.6	21.6
Asian American/Pacific Islander	21.6	21.7	0.1		East	41	16.3	14.8	17.0	15.9	17.1
Caucasian-American/White	22.8	22.7	-0.1		North	43	16.1	14.1	16.7	15.8	17.3
Mexican or Mexican American	18.4	18.2	-0.2		North	39	17.2	16.3	17.5	17.0	17.7
Multiracial	22.6	20.0	-2.6		Central						
Puerto Rican or Other Hispanic	17.6	18.7	1.1		Northeast	50	15.5	14.9	15.6	15.4	15.7
Other	20.8	19.9	-0.9		Northwest	142	18.1	17.2	18.4	18.0	18.5
Prefer Not To Respond	19.1	19.5	0.4		South	99	16.3	15.7	16.3	16.2	16.8
No Response	18.4	18.3	-0.1		South	75	17.1	16.8	16.9	16.8	17.4
Gender					Central						
Female	19.3	19.1	-0.2		Southeast	46	18.2	16.2	19.4	18.2	18.6
Male	18.9	18.7	-0.2		Southwest	191	21.0	20.3	21.2	21.2	20.5
					West	74	18.5	17.7	18.5	18.5	18.7

Integrate SAT I and ACT Questions

Along with tutorials, integrating ACT and SAT I questions into the curriculum will help students become familiar with the language and structure of the questions asked in these tests. These questions would also benefit students who are unable to participate in tutorials because of extra curricular activities and other obligations. Sample questions can be found at www.collegeboard.org and www.act.org/aap/faq/prep.html.

References

ACT, Incorporated (1999). *Questions On Preparing for the ACT Assessment*. [On-line]. Available: <http://www.act.org/aap/faq/prep.html>.

College Entrance Examination Board (1995). *National Report: College Bound Seniors, 1972-1995*. Author.

Table 5: Comparison of HISD Mean scores to Texas and the United States by Ethnicity

Category	N	All Students	African American/Black	Mexican/Mexican American	Caucasian/White			
		Comp. Score	% Taking	Comp. Score	% Taking	Comp Score		
HISD	1,125	19.0	44.4	17.4	21.4	18.2	17.6	22.7
Texas	68,010	20.3	10.9	17.2	20.8	18.1	55.8	21.7
USA	1,065,138	21.0	10.4	17.0	3.9	18.6	71.5	21.8

APPENDIX A
SAT I SCORES FOR HOUSTON INDEPENDENT SCHOOL DISTRICT
BY SCHOOL, 1999–2000

School	1999			2000			% Change	
	N	V	M	N	V	M	V	M
Austin High School	149	375	391	131	387	409	3.2	4.6
Bellaire High School	512	564	582	538	557	581	-1.2	-0.2
Carter Career Center	1	*	*	1	*	*	*	*
Contemporary Learning Center	8	423	431	10	341	350	-19.4	-18.8
Davis High School	118	384	403	139	391	419	1.8	4.0
DeBaKey High School for Health Professions	122	566	571	117	575	587	1.6	2.8
Foley's Academy	5	572	498	1	*	*	*	*
Furr High School	66	415	421	87	386	396	-7.0	-6.0
Houston Night High School	0	N/A	N/A	4	*	*	*	*
Sam Houston High School	124	417	422	135	404	399	-3.1	-5.2
High School for the Performing and Visual Arts	143	591	552	125	564	544	-4.6	-1.4
Jones High School	127	459	438	133	448	422	-2.4	-3.7
Jordan High School	63	386	386	115	397	405	2.9	4.9
Kashmere High School	62	379	367	64	382	371	0.8	1.1
Lamar High School	391	545	529	420	543	535	-0.4	1.1
High School for Law Enforcement and Criminal Justice	134	486	449	141	476	450	-0.2	0.2
Lee High School	195	456	454	180	462	461	1.3	1.5
Madison High School	176	392	385	172	394	393	0.5	2.1
Middle College	17	425	402	6	458	430	7.8	7.0
Milby High School	232	417	434	215	424	456	1.7	5.3
Reagan High School	92	438	441	114	428	424	-2.3	-3.9
Scarborough High School	80	461	442	75	453	442	-1.7	0.0
Sharpstown High School	134	443	431	147	441	452	-0.5	4.9
Sterling High School	94	397	396	106	405	394	2.0	-0.5
Waltrip High School	94	474	460	123	466	452	-1.7	-1.7
Washington High School	148	464	481	139	443	477	-4.5	-0.8
Westbury High School	213	458	464	233	454	458	-0.9	-1.3
Wheatley High School	22	379	375	26	362	366	-4.5	-2.4
Worthing High School	152	405	389	157	384	379	-5.2	-2.6
Yates High School	118	398	385	114	402	361	1.0	-6.2

* No scores reported for less than five students.

APPENDIX B
ACT SCORES FOR HOUSTON INDEPENDENT SCHOOL DISTRICT
BY SCHOOL, 1999–2000

School	1999		2000		Percent Change
	n	Composite	N	Composite	
Austin High School	16	15.4	26	16.0	3.9
Bellaire High School	104	21.5	116	22.5	4.7
Carter Career Center	1	*	0	*	*
Contemporary Learning Center	9	13.2	8	13.0	-1.5
Davis High School	4	16.8	11	16.5	-1.2
DeBakey High School for Health Professions	58	24.5	83	24.1	-1.6
Foley's Academy	3	*	0	*	*
Furr High School	16	17.3	15	16.7	-3.5
High School for Law Enforcement and Criminal Justice	40	19.6	41	19.7	0.5
High School for the Performing and Visual Arts	39	22.6	19	21.9	-3.1
Houston Night High School	2	*	0	*	*
Sam Houston High School	31	16.4	43	16.1	-1.8
Jones High School	30	18.0	30	18.7	3.9
Barbara Jordan High School for Careers	20	15.3	46	16.3	6.5
Kashmere High School	27	16.8	35	15.8	-6.0
Lamar High School	118	22.0	118	22.1	0.5
Lee High School	37	18.8	31	19.3	2.7
Madison High School	29	17.6	36	16.6	-5.7
Middle College for Technology Careers	6	18.8	9	17.0	-9.6
Milby High School	35	18.5	46	18.2	-1.6
Reagan High School	20	18.6	28	17.5	-5.9
Scarborough High School	39	18.5	50	18.0	-2.7
Sharpstown High School	24	18.0	43	17.8	-1.1
Sterling High School	47	16.5	29	17.1	3.6
Waltrip High School	24	18.8	52	18.2	-3.2
Washington High School	45	18.2	40	18.3	0.5
Westbury High School	72	18.5	75	18.5	0.0
Wheatley High School	9	16.3	15	14.9	-8.6
Worthing High School	46	16.3	34	15.5	-4.9
Yates High School	38	16.3	45	16.0	-1.8

* No scores reported for less than five students.

APPENDIX C

SAT I-ACT SCORE COMPARISONS

SAT I to ACT:

Recentered SAT I Score Verbal+Math	ACT Composite Score
1600	36
1560-1590	35
1510-1550	34
1460-1500	33
1410-1450	32
1360-1400	31
1320-1350	30
1280-1310	29
1240-1270	28
1210-1230	27
1170-1200	26
1130-1160	25
1090-1120	24
1060-1080	23
1020-1050	22
980-1010	21
940-970	20
900-930	19
860-890	18
810-850	17
760-800	16
710-750	15
660-700	14
590-650	13
520-580	12
500-510	11

** Source: www.collegeboard.org/index_this/sat/cbsenior/html/stat00f.html.

**APPENDIX C (CONTINUED)
SAT I-ACT SCORE COMPARISONS**

ACT to SAT I:

ACT Composite Score	Recentered SAT I Score Verbal+Math
36	1600
35	1580
34	1520
33	1470
32	1420
31	1380
30	1340
29	1300
28	1260
27	1220
26	1180
25	1140
24	1110
23	1070
22	1030
21	990
20	950
19	910
18	870
17	830
16	780
15	740
14	680
13	620
12	560
11	500

** Source: www.collegeboard.org/index_this/sat/cbsenior/html/stat00f.html.