

ACT High School Profile Report

The Graduating Class of 2007
New Mexico



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This report provides information about the performance of your 2007 graduating seniors who took the ACT as sophomores, juniors, or seniors.

This report focuses on :

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, the graduating class data for a school, district, state, and the nation represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, state, or the nation.

Further, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students meeting or exceeding ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, and writing (optional)
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

16% of 2007 graduates met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT. 11,663 ACT-tested graduates are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY. Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 49% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES. Table 3.2 reports 11% of the cohort took less than three years of math courses. Of these students, 14% were college ready. 24% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 9% of these students were college ready. In comparison, 45% of the students who advanced beyond minimum core were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.2 reports 29% of the cohort took less than three years of natural science courses. 12% of these students were college ready. In comparison, 26% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES. Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 58% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

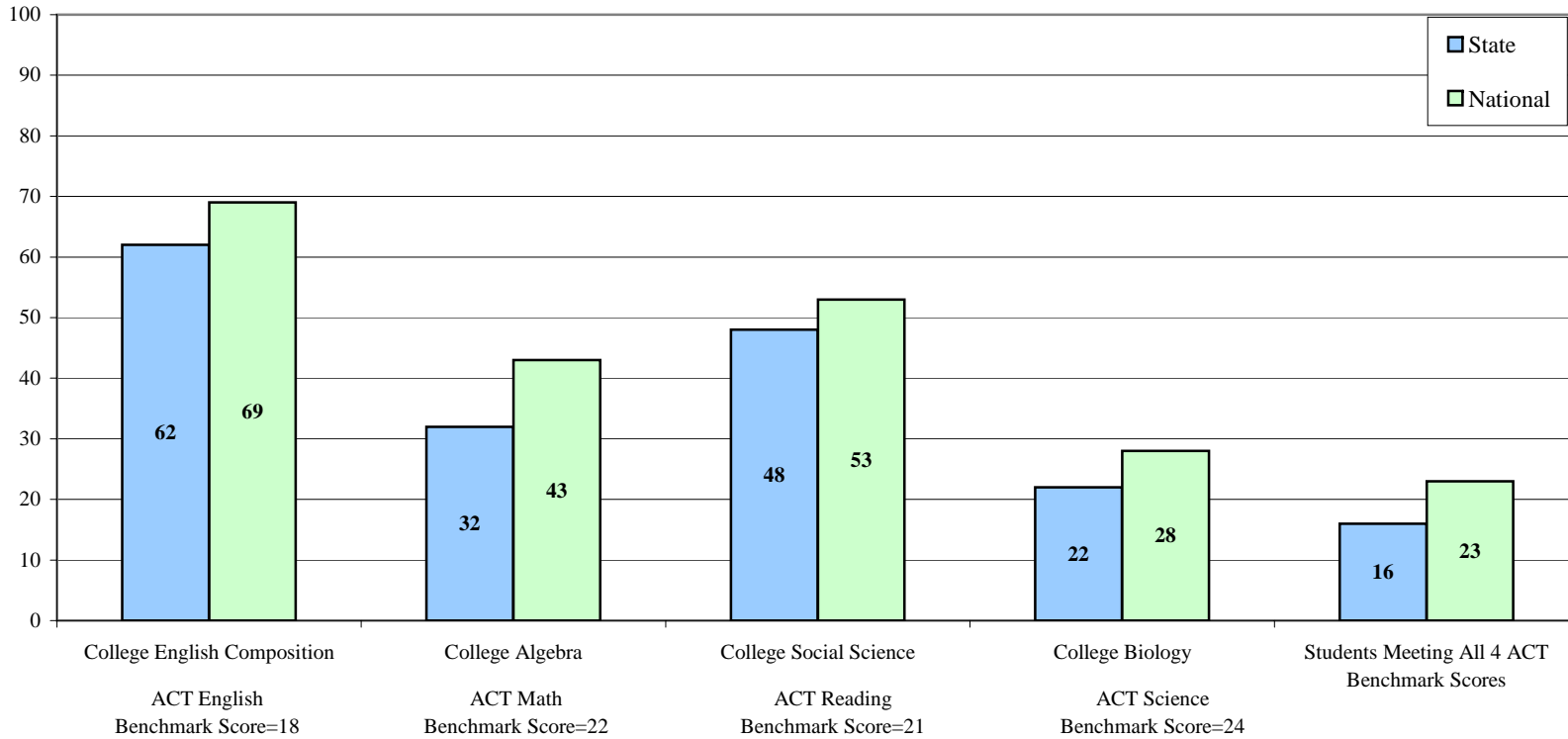
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact your regional office at 512-345-1949.

Section I

Executive Summary

Figure 1.1. Percent of ACT-Tested Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Table 1.1. Five Year Trends—Percent of Students Meeting College Readiness Benchmarks

Grad Year	Number of Students Tested		Percent Meeting Benchmarks									
			English		Mathematics		Reading		Science		Meeting All Four	
	State	National	State	National	State	National	State	National	State	National	State	National
2003	11,871	1,175,059	60	67	29	40	47	52	20	26	15	20
2004	11,912	1,171,460	60	68	29	40	47	52	21	26	16	21
2005	11,858	1,186,251	61	68	29	41	46	51	20	26	15	21
2006	11,539	1,206,455	60	69	31	42	48	53	21	27	16	21
2007	11,663	1,300,599	62	69	32	43	48	53	22	28	16	23

Table 1.2. Five Year Trends—Average ACT Scores

Grad Year	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	State	National	State	National	State	National	State	National	State	National	State	National
2003	11,871	1,175,059	19.3	20.3	19.3	20.6	20.6	21.2	20.1	20.8	19.9	20.8
2004	11,912	1,171,460	19.4	20.4	19.4	20.7	20.8	21.3	20.2	20.9	20.1	20.9
2005	11,858	1,186,251	19.4	20.4	19.4	20.7	20.6	21.3	20.1	20.9	20.0	20.9
2006	11,539	1,206,455	19.3	20.6	19.6	20.8	20.7	21.4	20.1	20.9	20.1	21.1
2007	11,663	1,300,599	19.6	20.7	19.7	21.0	20.9	21.5	20.2	21.0	20.2	21.2

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2003	1,175,059	20.3	20.6	21.2	20.8	20.8
2004	1,171,460	20.4	20.7	21.3	20.9	20.9
2005	1,186,251	20.4	20.7	21.3	20.9	20.9
2006	1,206,455	20.6	20.8	21.4	20.9	21.1
2007	1,300,599	20.7	21.0	21.5	21.0	21.2

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Grad Year	Number of Students Tested		Percent ¹		Average ACT Scores									
	Core or More	Less than Core	Core or More	Less than Core	English		Mathematics		Reading		Science		Composite	
					Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2003	6,207	5,036	52	42	20.6	17.7	20.4	17.9	21.7	19.3	21.1	19.0	21.1	18.6
2004	6,118	4,995	51	42	20.8	17.8	20.7	17.9	22.0	19.3	21.3	18.9	21.3	18.6
2005	6,008	4,922	51	42	20.7	17.9	20.5	18.0	21.8	19.4	21.1	18.9	21.1	18.7
2006	5,742	4,721	50	41	20.5	17.8	20.7	18.3	21.7	19.5	21.1	19.0	21.1	18.8
2007	5,678	4,622	49	40	20.6	18.2	20.7	18.4	21.8	19.7	21.1	19.0	21.2	19.0

¹Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five-Year Trends—Number, Percentage, and Average Composite Score for ACT-Tested Graduates by Race/Ethnicity

	2003			2004			2005			2006			2007		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	11,871	100	19.9	11,912	100	20.1	11,858	100	20.0	11,539	100	20.1	11,663	100	20.2
African American/Black	197	2	18.5	223	2	18.4	184	2	18.1	201	2	18.9	240	2	18.3
American Indian/Alaska Native	1,065	9	16.5	1,111	9	17.0	1,065	9	16.9	1,138	10	16.8	1,137	10	16.8
Caucasian American/White	4,678	39	21.7	4,596	39	21.8	4,491	38	21.8	4,141	36	21.9	4,029	35	22.2
Hispanic	3,794	32	18.5	3,792	32	18.5	3,950	33	18.6	3,659	32	18.6	3,636	31	18.7
Asian American/Pacific Islander	226	2	21.5	205	2	22.2	205	2	21.3	238	2	21.8	216	2	21.5
Other/No Response	1,911	16	20.4	1,985	17	20.6	1,963	17	20.5	2,162	19	20.5	2,405	21	20.9

Section II

Academic Achievement

Table 2.1. ACT Score Distributions, Cumulative Percentages (CP¹), and Score Averages for All Students

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
36	16	100	19	100	34	100	27	100	2	100	36
35	75	100	40	100	94	100	49	100	18	100	35
34	121	99	51	99	135	99	30	99	37	100	34
33	98	98	55	99	181	98	70	99	66	100	33
32	98	97	75	99	232	96	41	98	92	99	32
31	136	97	113	98	262	94	73	98	119	98	31
30	158	95	80	97	226	92	119	98	180	97	30
29	186	94	214	96	320	90	104	96	173	96	29
28	345	92	181	94	415	87	182	96	274	94	28
27	273	89	314	93	367	84	201	94	341	92	27
26	371	87	439	90	378	81	431	92	380	89	26
25	528	84	457	86	423	77	532	89	487	86	25
24	461	79	562	83	545	74	655	84	605	81	24
23	533	75	561	78	813	69	675	78	720	76	23
22	660	71	522	73	541	62	970	73	791	70	22
21	788	65	614	68	577	57	1,059	64	805	63	21
20	902	58	637	63	982	52	1,274	55	889	56	20
19	859	51	807	58	634	44	1,019	44	928	49	19
18	583	43	909	51	576	39	1,083	36	984	41	18
17	549	38	1,220	43	801	34	814	26	934	32	17
16	785	34	1,684	33	747	27	548	19	855	24	16
15	704	27	1,196	18	552	20	443	15	765	17	15
14	680	21	645	8	657	16	409	11	580	10	14
13	423	15	180	2	455	10	263	7	358	5	13
12	347	11	68	1	396	6	232	5	196	2	12
11	309	8	10	1	174	3	172	3	65	1	11
10	275	6	7	1	95	1	133	2	11	1	10
9	170	3	2	1	22	1	29	1	6	1	9
8	144	2	0	1	14	1	14	1	2	1	8
7	63	1	1	1	9	1	7	1	0	1	7
6	15	1	0	1	3	1	3	1	0	1	6
5	7	1	0	1	3	1	0	1	0	1	5
4	0	1	0	1	0	1	1	1	0	1	4
3	1	1	0	1	0	1	1	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	19.6 (6.0)		19.7 (4.8)		20.9 (6.0)		20.2 (4.7)		20.2 (4.8)		Avg (SD)

¹Note: CP is the cumulative percent of students at or below a score point. Also, shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subtest Score Averages for All Students

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score
	Usage/ Mechanics		Rhetorical Skills		Social Studies		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry		
	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	N	CP ¹	
18	235	100	52	100	146	100	279	100	189	100	64	100	68	100	18
17	371	98	155	100	555	99	495	98	302	98	68	99	48	99	17
16	348	95	369	98	509	94	648	93	400	96	156	99	200	99	16
15	345	92	656	95	590	90	762	88	466	92	332	98	425	97	15
14	611	89	632	89	629	85	832	81	711	88	516	95	574	94	14
13	634	84	802	84	625	79	905	74	849	82	925	90	850	89	13
12	790	78	1,133	77	1,411	74	1,048	66	846	75	925	82	994	81	12
11	956	71	1,469	67	1,237	62	790	57	993	68	1,319	74	1,303	73	11
10	1,342	63	1,423	55	1,037	51	1,079	51	1,185	59	2,030	63	1,856	62	10
9	1,129	52	1,341	43	1,304	42	1,070	41	1,047	49	1,847	46	1,825	46	9
8	1,230	42	1,391	31	1,588	31	901	32	1,503	40	1,368	30	1,209	30	8
7	1,048	31	844	19	788	17	804	24	1,801	27	802	18	1,080	20	7
6	856	22	591	12	556	11	1,061	18	891	12	616	11	503	11	6
5	907	15	430	7	286	6	568	8	273	4	407	6	248	6	5
4	505	7	275	3	248	3	322	4	145	2	94	2	253	4	4
3	253	3	81	1	119	1	73	1	48	1	158	2	138	2	3
2	91	1	19	1	29	1	24	1	11	1	3	1	56	1	2
1	12	1	0	1	6	1	2	1	3	1	33	1	33	1	1
Avg (SD)	9.6 (3.7)		10.2 (3.1)		10.5 (3.4)		10.6 (3.8)		10.1 (3.3)		9.8 (2.8)		9.9 (2.9)		Avg (SD)

¹Note: CP is the cumulative percent of students at or below a score point.

Table 2.3. ACT Score Quartile Values for All Students

Quartile	English	Math	Reading	Science	Composite
Q3 (75th Percentile)	23	23	25	23	23
Q2 (50th Percentile)	19	18	20	20	20
Q1 (25th Percentile)	15	16	16	17	17

Table 2.4. Average ACT Composite Scores by Level of Preparation by Race/Ethnicity

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	11,663	49	21.2	19.0
	African Am./Black	240	49	19.2	17.4
	Am. Indian/Alaska Native	1,137	51	17.6	15.7
	Caucasian Am./White	4,029	53	23.1	20.8
	Hispanic	3,636	47	19.7	17.8
	Asian Am./Pacific Islander	216	59	22.1	20.2
	Other/No Response	2,405	41	21.7	19.8
National	All Students	1,300,599	51	22.0	19.8
	African Am./Black	152,412	51	17.7	16.1
	Am. Indian/Alaska Native	14,044	46	20.3	17.6
	Caucasian Am./White	779,147	54	23.0	20.7
	Hispanic	93,137	50	19.5	17.7
	Asian Am./Pacific Islander	42,257	57	23.1	21.4
	Other/No Response	219,602	38	22.5	20.4

Table 2.5. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	19.6	19.7	20.9	20.2	20.2
	African Am./Black	17.7	18.1	18.7	18.3	18.3
	Am. Indian/Alaska Native	15.0	16.9	17.1	17.7	16.8
	Caucasian Am./White	22.0	21.3	23.1	21.8	22.2
	Hispanic	17.8	18.4	19.2	18.9	18.7
	Asian Am./Pacific Islander	20.3	22.3	21.3	21.6	21.5
	Other/No Response	20.5	20.2	21.7	20.6	20.9
National	All Students	20.7	21.0	21.5	21.0	21.2
	African Am./Black	16.1	17.0	17.1	17.2	17.0
	Am. Indian/Alaska Native	17.9	18.7	19.4	19.2	18.9
	Caucasian Am./White	21.8	21.7	22.5	21.9	22.1
	Hispanic	17.6	19.0	18.8	18.8	18.7
	Asian Am./Pacific Islander	21.7	23.6	22.1	22.3	22.6
	Other/No Response	21.2	21.5	22.0	21.3	21.6

Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	310	3	165	1	444	4	176	2
	28 to 32	923	8	663	6	1,455	12	519	4
	24 to 27	1,633	14	1,772	15	1,713	15	1,819	16
	20 to 23	2,883	25	2,334	20	2,913	25	3,978	34
	16 to 19	2,776	24	4,620	40	2,758	24	3,464	30
	13 to 15	1,807	15	2,021	17	1,664	14	1,115	10
	01 to 12	1,331	11	88	1	716	6	592	5
National	33 to 36	44,569	3	29,067	2	58,782	5	26,450	2
	28 to 32	133,320	10	120,951	9	183,189	14	80,170	6
	24 to 27	228,570	18	268,298	21	224,580	17	258,834	20
	20 to 23	348,772	27	284,073	22	317,869	24	458,484	35
	16 to 19	278,059	21	427,859	33	281,941	22	319,915	25
	13 to 15	154,534	12	161,072	12	159,904	12	95,630	7
	01 to 12	112,775	9	9,279	1	74,334	6	61,116	5

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	4,910	42	19.3	20.4	20.7	20.7	20.4
	Females	6,145	53	19.7	19.1	20.9	19.7	20.0
	Missing	608	5	21.0	20.6	21.9	20.9	21.2
National	Males	544,522	42	20.2	21.6	21.2	21.4	21.2
	Females	674,636	52	21.0	20.4	21.6	20.5	21.0
	Missing	81,441	6	21.7	21.9	22.4	21.7	22.1

Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students				Meet All Four
		English	Math	Reading	Science	
State	Males	60	37	46	26	19
	Females	62	27	48	18	14
National	Males	66	47	51	32	26
	Females	71	38	53	24	20

Section III

College Readiness and the Impact of Course Rigor

Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ENGLISH

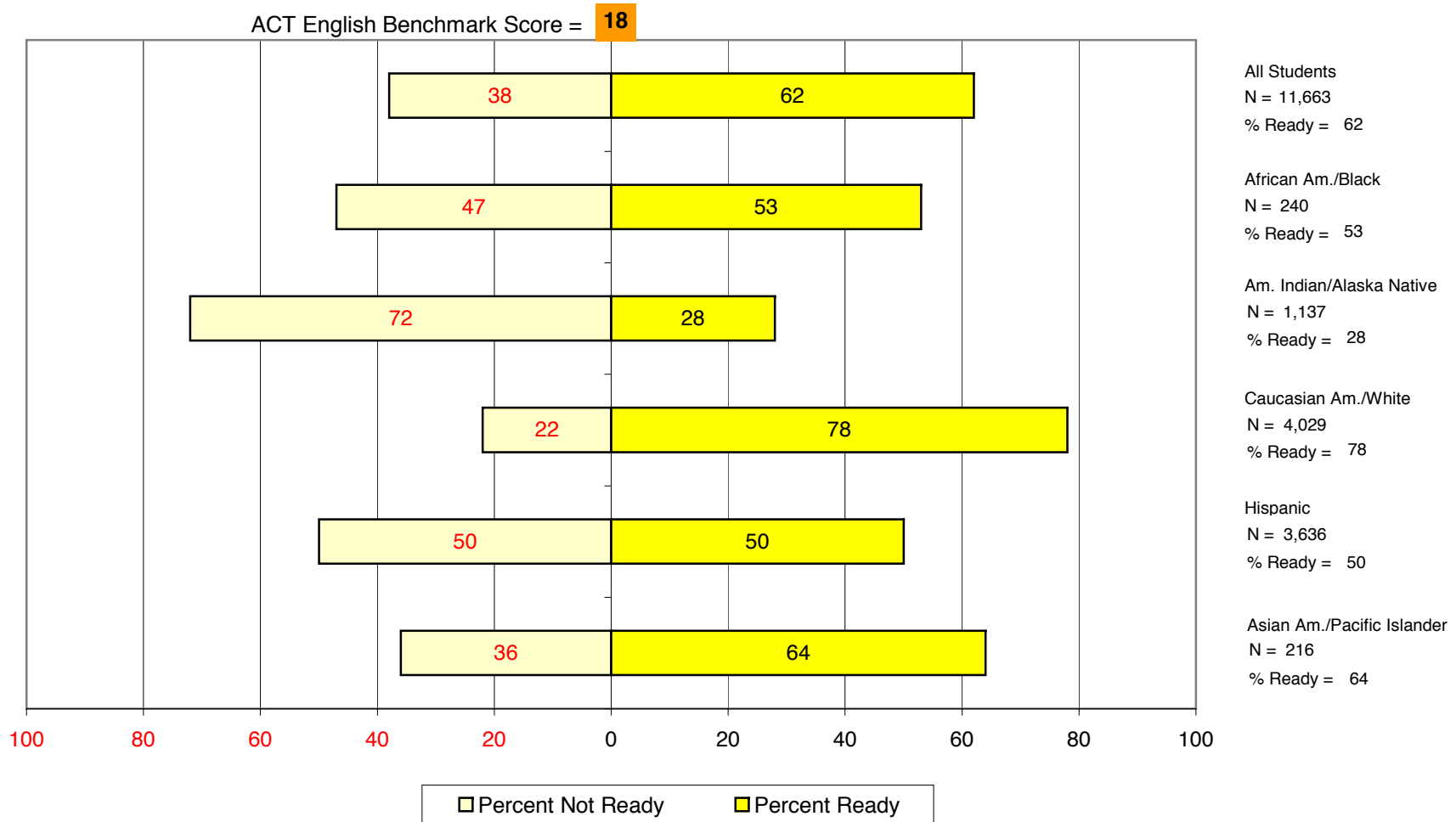


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

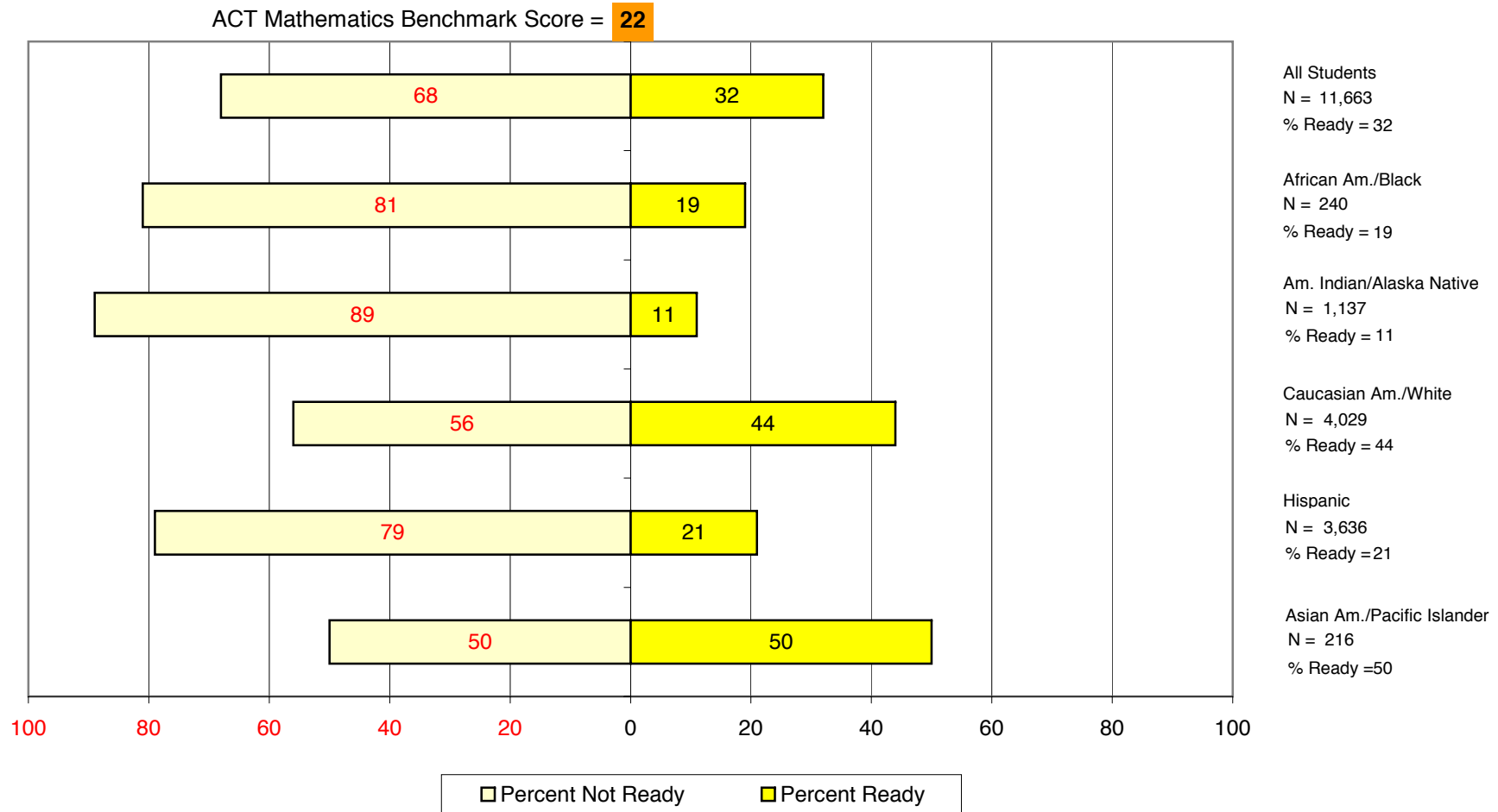


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

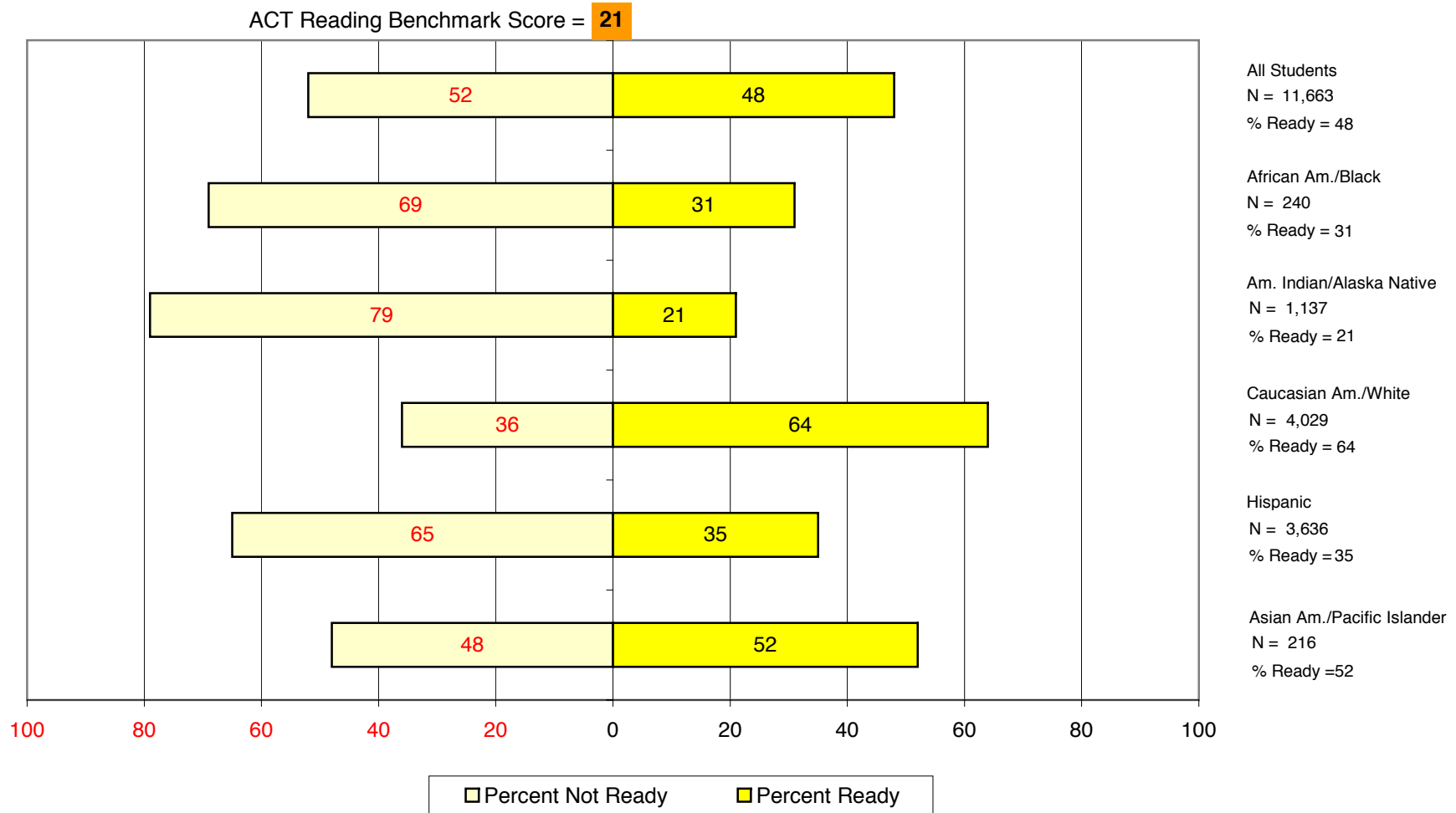


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

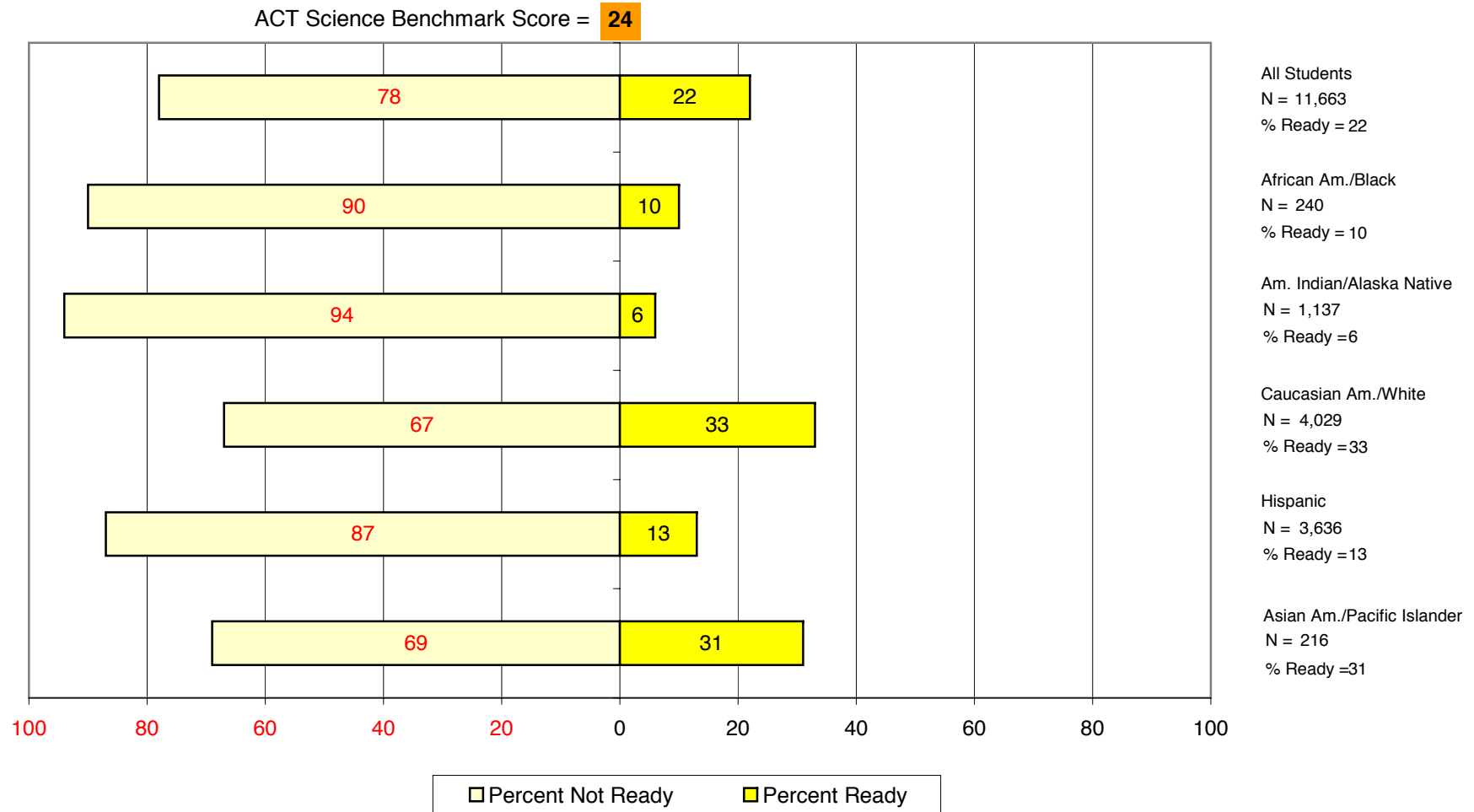


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

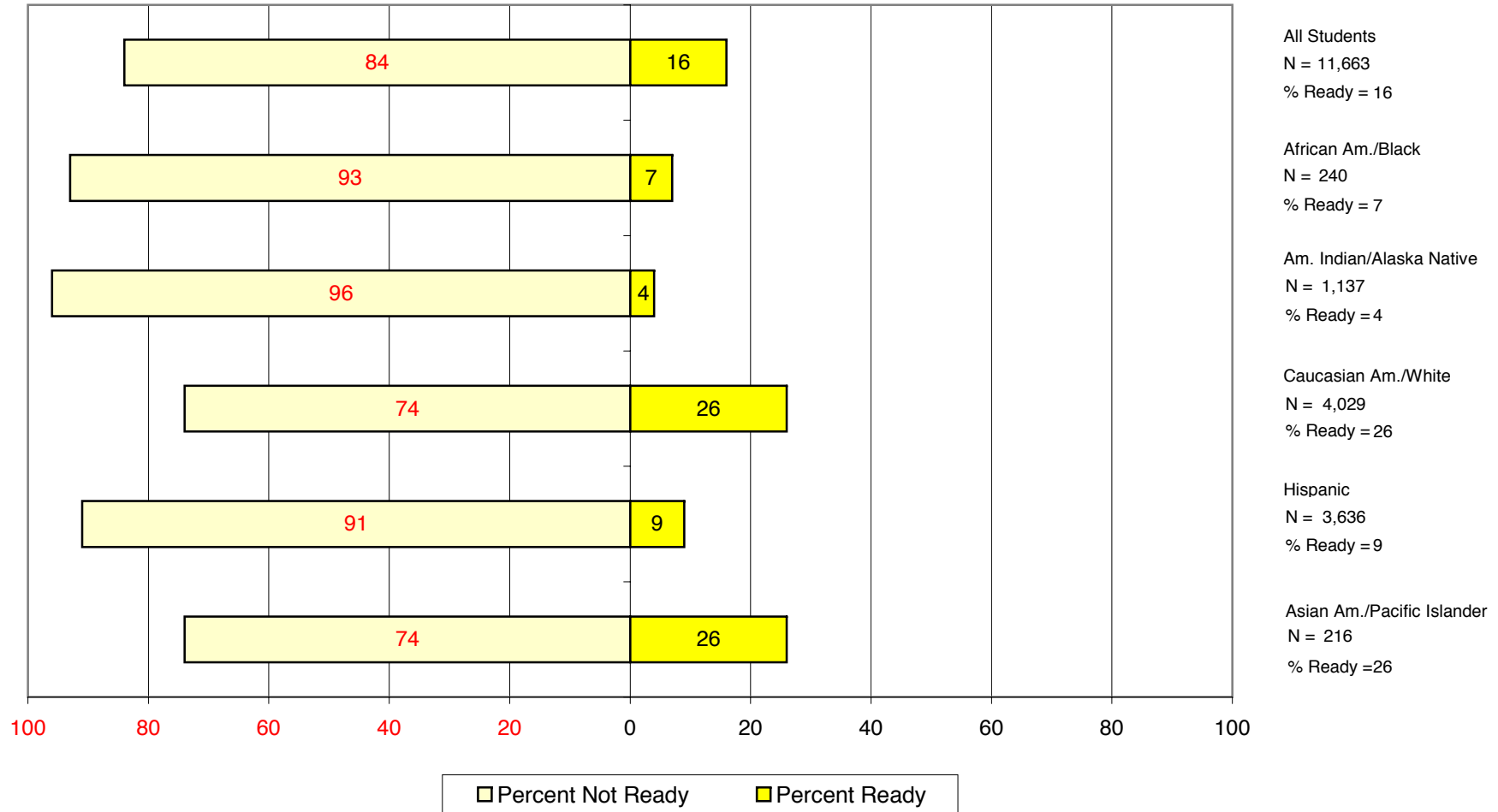


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

Course Pattern	All Students				Males				Females			
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹
ENGLISH COURSE PATTERN												
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,361	12	20.4	1.0	514	10	20.2	0.9	800	13	20.5	1.3
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	7,854	67	19.4	0.0	3,362	68	19.1	-0.2	4,222	69	19.5	0.3
Less than 4 years of English	1,039	9	19.4	-	437	9	19.3	-	538	9	19.2	-
No English course/grade information reported	1,409	12	19.9	-	597	12	19.3	-	585	10	20.0	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	851	7	23.5	6.2	375	8	24.0	6.3	449	7	22.9	6.0
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	551	5	21.6	4.3	191	4	22.6	4.9	332	5	21.1	4.2
Alg 1, Alg 2, Geom, & Trig	1,080	9	19.4	2.1	462	9	20.0	2.3	588	10	18.8	1.9
Alg 1, Alg 2, Geom, & Other Adv Math	1,061	9	19.5	2.2	382	8	19.7	2.0	629	10	19.3	2.4
Other comb of 4 or more years of Math	1,944	17	22.8	5.5	959	20	23.6	5.9	931	15	21.9	5.0
Alg 1, Alg 2, & Geom (Min. Core)	2,773	24	17.2	-0.1	1,072	22	17.7	0.0	1,602	26	16.8	-0.1
Other comb of 3 or 3.5 years of Math	569	5	19.8	2.5	258	5	20.6	2.9	290	5	19.1	2.2
Less than 3 years of Math	1,333	11	17.3	-	573	12	17.7	-	698	11	16.9	-
No Math course/grade information reported	1,501	13	19.9	-	638	13	20.3	-	626	10	19.3	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	281	2	20.9	0.5	130	3	20.3	-0.4	142	2	21.0	1.0
Other comb of 4 or more years Social Science	4,404	38	21.5	1.1	1,764	36	21.4	0.7	2,479	40	21.5	1.5
US Hist, World Hist, & Am Gov (Min. Core)	1,042	9	19.3	-1.1	496	10	19.1	-1.6	516	8	19.3	-0.7
Other comb of 3 or 3.5 years of Social Science	3,086	26	20.6	0.2	1,299	26	20.5	-0.2	1,671	27	20.6	0.6
Less than 3 years of Social Science	1,363	12	20.4	-	587	12	20.7	-	719	12	20.0	-
No Soc Sci course/grade information reported	1,487	13	21.0	-	634	13	20.6	-	618	10	21.1	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	2,375	20	21.9	3.2	1,086	22	22.6	3.6	1,212	20	21.2	2.9
Bio, Chem, Phys	749	6	23.0	4.3	354	7	24.1	5.1	359	6	21.8	3.5
Gen Sci ² , Bio, Chem (Min. Core)	3,250	28	19.8	1.1	1,259	26	20.0	1.0	1,893	31	19.6	1.3
Other comb of 3 years of Natural Science	310	3	20.3	1.6	153	3	21.3	2.3	141	2	19.1	0.8
Less than 3 years of Natural Science	3,407	29	18.7	-	1,389	28	19.0	-	1,881	31	18.3	-
No Nat Sci course/grade information reported	1,572	13	20.3	-	669	14	20.6	-	659	11	19.8	-

¹Course value added is defined as the average ACT score change compared to a less than core course sequence.

²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	State				National			
	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark
ENGLISH COURSE PATTERN								
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,361	12	20.4	68	191,202	15	22.2	79
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	7,854	67	19.4	60	766,001	59	20.5	68
Less than 4 years of English	1,039	9	19.4	62	141,777	11	19.7	64
No English course/grade information reported	1,409	12	19.9	63	201,619	16	20.7	69
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	851	7	23.5	64	75,970	6	24.8	75
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	551	5	21.6	53	87,647	7	22.4	58
Alg 1, Alg 2, Geom, & Trig	1,080	9	19.4	27	100,139	8	20.5	40
Alg 1, Alg 2, Geom, & Other Adv Math	1,061	9	19.5	30	163,562	13	20.4	38
Other comb of 4 or more years of Math	1,944	17	22.8	56	239,187	18	24.3	69
Alg 1, Alg 2, & Geom (Min. Core)	2,773	24	17.2	9	218,745	17	17.9	15
Other comb of 3 or 3.5 years of Math	569	5	19.8	35	57,945	4	20.9	43
Less than 3 years of Math	1,333	11	17.3	14	145,617	11	18.3	21
No Math course/grade information reported	1,501	13	19.9	34	211,787	16	21.1	44
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	281	2	20.9	47	31,985	2	22.7	61
Other comb of 4 or more years Social Science	4,404	38	21.5	52	448,356	34	22.0	56
US Hist, World Hist, & Am Gov (Min. Core)	1,042	9	19.3	36	72,952	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	3,086	26	20.6	46	333,689	26	21.4	52
Less than 3 years of Social Science	1,363	12	20.4	43	201,605	16	20.6	47
No Soc Sci course/grade information reported	1,487	13	21.0	49	212,012	16	21.5	53
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	2,375	20	21.9	35	333,648	26	22.4	40
Bio, Chem, Phys	749	6	23.0	42	115,297	9	23.4	48
Gen Sci ¹ , Bio, Chem (Min. Core)	3,250	28	19.8	17	353,348	27	20.2	20
Other comb of 3 years of Natural Science	310	3	20.3	21	32,593	3	20.4	24
Less than 3 years of Natural Science	3,407	29	18.7	12	247,312	19	19.1	15
No Nat Sci course/grade information reported	1,572	13	20.3	23	218,401	17	20.9	29

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Table 4.1. Distribution of Planned Educational Majors for All Students and by College Plans

Planned Educational Major	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ¹	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp	N	Percent ²	Avg ACT Comp
Agriculture Sciences & Technologies	191	2	18.1	12	2	14.4	168	2	18.4
Architecture & Environmental Design	271	2	19.6	15	3	15.7	239	3	20.0
Business & Management	667	6	19.7	21	4	16.2	617	7	19.9
Business & Office	33	0	18.0	3	1	13.0	28	0	19.0
Marketing & Distribution	51	0	19.6	6	1	15.7	44	0	20.2
Communications & Comm. Technologies	178	2	20.4	5	1	20.0	168	2	20.5
Community & Personal Services	325	3	17.2	44	8	15.5	261	3	17.6
Computer & Information Sciences	225	2	20.6	12	2	15.4	202	2	21.0
Cross-Disciplinary Studies	10	0	25.0	0	0	.	10	0	25.0
Education	305	3	19.2	11	2	16.2	282	3	19.3
Teacher Education	209	2	18.8	9	2	16.0	194	2	18.9
Engineering	573	5	21.5	27	5	15.4	528	6	21.9
Engineering-Related Technologies	336	3	21.6	12	2	14.6	315	3	21.9
Foreign Languages	53	0	21.8	4	1	16.5	44	0	22.8
Health Sciences & Allied Health Fields	1,870	16	19.4	97	18	16.0	1,682	19	19.7
Human, Family & Consumer Science	121	1	17.9	18	3	15.9	97	1	18.4
Letters	66	1	23.3	0	0	.	62	1	23.3
Mathematics	43	0	24.5	2	0	24.0	40	0	24.6
Philosophy, Religion & Theology	40	0	21.0	1	0	15.0	37	0	21.6
Sciences (Biological & Physical)	474	4	22.9	8	1	16.6	447	5	23.1
Social Sciences	615	5	21.0	5	1	17.4	582	6	21.1
Trade & Industrial	113	1	17.2	43	8	16.4	61	1	17.6
Visual & Performing Arts	606	5	20.6	44	8	16.3	523	6	21.0
Undecided	1,675	14	19.8	102	19	16.4	1,450	16	20.1
No Response	2,613	22	20.8	38	7	15.6	998	11	21.3

¹2-Year and 4-Year N's do not reflect "Missing" and "Other" institution types, therefore they may not add up to the N for *All Students*.

²Percent of students tested.

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		African-Am./ Black		Am. Indian/ Alaska Native		Caucasian-Am./ White		Hispanic		Asian-Am./ Pacific Islander		Other/No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	122	16.4	0	.	27	14.4	32	19.0	48	15.6	2	20.0	13	17.0
2-yr College Degree	417	15.9	8	15.9	83	14.3	93	17.6	170	15.5	2	13.5	61	16.8
Bachelors Degree	3,811	19.0	81	17.5	388	16.6	1,373	20.9	1,265	17.7	56	20.1	648	19.2
Graduate Study	1,940	21.9	35	19.8	135	18.1	807	23.6	541	20.3	35	22.3	387	22.0
Prof. Level Degree	3,328	21.4	81	19.6	304	17.8	1,115	23.5	1,097	19.9	80	22.8	651	21.9
Other	319	17.2	5	16.6	69	15.3	79	18.6	105	16.9	8	18.1	53	18.2
No Response	1,726	20.6	30	16.5	131	16.6	530	22.2	410	18.7	33	21.4	592	21.5

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF NEW MEXICO	New Mexico	6,405	3,407	2,998	2	14	34	29	15	5	0
NEW MEXICO STATE UNIV	New Mexico	4,367	1,641	2,726	2	15	36	29	14	4	0
EASTERN NEW MEXICO UNIVERSITY	New Mexico	1,150	317	833	2	16	40	29	11	3	0
CENTRAL NEW MEXICO COMMUNITY COLLEGE	New Mexico	1,045	265	780	4	21	43	25	6	2	0
ARIZONA STATE UNIV AT THE TEMPE CAMPUS	Arizona	779	164	615	2	16	35	29	13	5	0
NEW MEXICO HIGHLANDS UNIV	New Mexico	751	156	595	4	26	45	20	5	0	0
NEW MEXICO TECH	New Mexico	741	204	537	1	7	21	30	25	14	2
NEW MEXICO STATE UNIV-DONA ANA BRNCH CC	New Mexico	737	198	539	5	29	42	19	4	1	0
TEXAS TECH UNIVERSITY	Texas	682	151	531	0	6	29	34	23	7	1
UNIVERSITY OF ARIZONA	Arizona	679	107	572	2	14	33	29	16	6	1
WESTERN NEW MEXICO UNIVERSITY	New Mexico	483	115	368	4	26	40	21	7	2	0
FORT LEWIS COLLEGE	Colorado	451	126	325	3	22	39	24	11	2	0
UNIV OF TEXAS AT EL PASO	Texas	388	39	349	4	23	46	20	6	1	0
COLORADO STATE UNIVERSITY	Colorado	354	65	289	1	7	23	32	25	10	1
NORTHERN ARIZONA UNIVERSITY	Arizona	351	72	279	4	20	29	25	15	5	1
SAN JUAN COLLEGE	New Mexico	275	95	180	4	22	42	23	8	1	0
UNIV OF TEXAS AT AUSTIN	Texas	268	41	227	1	7	23	26	30	8	4
UNIV OF COLORADO-BOULDER	Colorado	258	54	204	0	5	18	33	28	12	3
ART CENTER DESIGN COLL THE-ALBUQUERQUE	New Mexico	237	42	195	4	17	39	30	8	3	0
EASTERN NEW MEXICO U-ROSWELL COMM COLL	New Mexico	234	68	166	4	23	40	24	8	0	0
COLLEGE OF SANTA FE	New Mexico	201	19	182	1	16	30	32	15	5	0
NEW MEXICO JUNIOR COLLEGE	New Mexico	199	69	130	5	24	42	23	6	1	0
UNIVERSITY OF DENVER	Colorado	168	15	153	1	13	30	29	21	7	0
ADAMS STATE COLLEGE	Colorado	164	28	136	2	12	38	35	11	2	0
SANTA FE COMMUNITY COLLEGE	New Mexico	163	24	139	6	28	40	23	4	0	0
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	162	60	102	1	13	27	29	20	10	0
TEXAS A&M UNIVERSITY-MAIN CAMPUS	Texas	155	28	127	0	5	21	30	28	14	2
NEW MEXICO STATE UNIVERSITY ALAMOGORDO	New Mexico	149	58	91	5	19	34	28	9	6	0
UNIVERSITY OF SOUTHERN CALIFORNIA	California	149	28	121	0	11	22	32	22	13	0
UNIVERSITY OF CALIFORNIA-LOS ANGELES	California	147	17	130	1	10	29	35	18	7	1
All Other Institutions		10,397	2,091	8,306	2	12	27	26	19	11	2
Total		32,689	9,764	22,925	2	15	32	27	15	7	1

Section V

Optional Writing Test Results

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
			State	National	State	National	State	National
All Students	3,734	532,943	22.2	22.3	7.5	7.6	21.6	21.8
African Am./Black	75	50,340	19.1	17.2	6.6	6.7	18.6	17.3
Am. Indian/Alaska Native	252	3,462	17.0	19.8	7.3	7.0	17.6	19.4
Caucasian Am./White	1,505	308,578	24.0	23.4	7.6	7.6	23.1	22.6
Hispanic	956	42,588	19.8	18.8	7.2	7.3	19.6	19.0
Asian Am./Pacific Islander	74	25,616	24.9	23.2	8.2	8.0	24.4	22.8
Other/No Response	872	102,359	23.1	23.2	7.6	7.8	22.4	22.7
Males	1,473	204,427	21.9	22.0	7.2	7.3	21.1	21.3
Females	2,016	285,556	22.3	22.5	7.6	7.7	21.8	22.1
Missing	245	42,960	22.8	23.0	7.8	7.8	22.4	22.6

