

ACT High School Profile Report

The Graduating Class of 2006
New Mexico



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This report provides information about the performance of your 2006 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 - college 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: A Test Like No Other

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 2006 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. 11,539 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. 50% 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 12% of the cohort took less than three years of math courses. Of these students, 12% were college ready. 24% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 10% of these students were college ready. In comparison, 44% 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 31% of the cohort took less than three years of natural science courses. 10% 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 2.4 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.

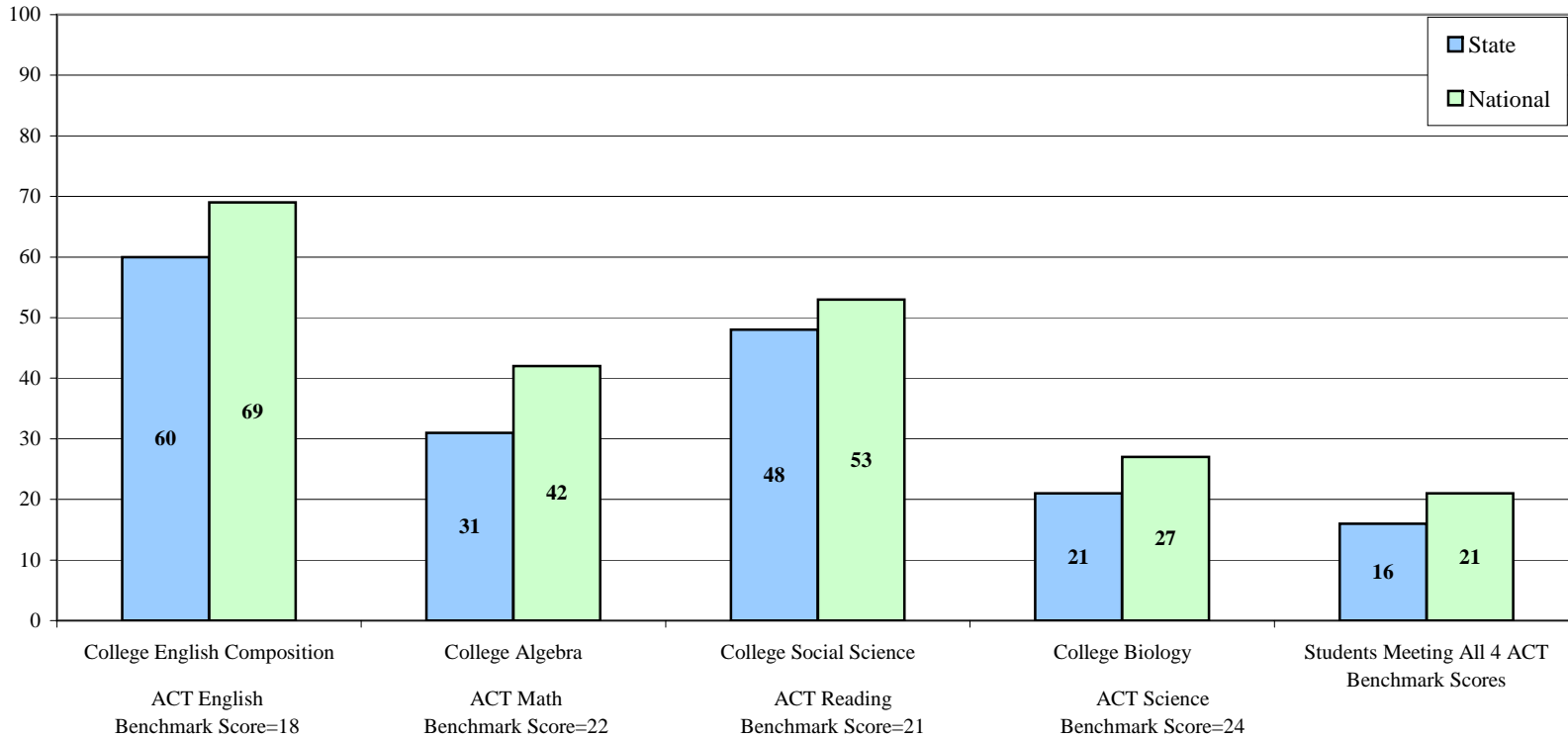
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

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 courses.

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
2002	11,791	1,116,082	60	67	30	39	48	53	21	26	15	20
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

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
2002	11,791	1,116,082	19.2	20.2	19.4	20.6	20.6	21.1	20.2	20.8	20.0	20.8
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

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Grad Year	Number of Students Tested	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
2002	1,116,082	20.2	20.6	21.1	20.8	20.8
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

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
2002	6,345	4,887	54	41	20.5	17.6	20.5	17.9	21.8	19.1	21.2	18.9	21.1	18.5
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

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

	2002			2003			2004			2005			2006		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	11,791	100	20.0	11,871	100	19.9	11,912	100	20.1	11,858	100	20.0	11,539	100	20.1
African American/Black	206	2	18.4	197	2	18.5	223	2	18.4	184	2	18.1	201	2	18.9
American Indian/Alaskan Native	1,071	9	16.8	1,065	9	16.5	1,111	9	17.0	1,065	9	16.9	1,138	10	16.8
Caucasian American/White	4,714	40	21.8	4,678	39	21.7	4,596	39	21.8	4,491	38	21.8	4,141	36	21.9
Hispanic	3,655	31	18.4	3,794	32	18.5	3,792	32	18.5	3,950	33	18.6	3,659	32	18.6
Asian American/Pacific Islander	217	2	22.1	226	2	21.5	205	2	22.2	205	2	21.3	238	2	21.8
Other/No Response	1,928	16	20.2	1,911	16	20.4	1,985	17	20.6	1,963	17	20.5	2,162	19	20.5

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	8	100	11	100	38	100	13	100	1	100	36
35	46	100	20	100	85	100	27	100	9	100	35
34	106	100	38	100	138	99	27	100	19	100	34
33	59	99	44	99	154	98	37	99	35	100	33
32	104	98	45	99	165	96	67	99	81	99	32
31	109	97	91	99	243	95	83	99	98	99	31
30	171	96	108	98	232	93	35	98	149	98	30
29	260	95	168	97	291	91	137	97	204	97	29
28	278	93	217	95	335	88	195	96	264	95	28
27	215	90	302	94	394	85	202	95	330	93	27
26	384	88	457	91	470	82	512	93	416	90	26
25	491	85	500	87	512	78	409	88	544	86	25
24	522	81	527	83	496	74	660	85	550	81	24
23	479	76	495	78	656	69	803	79	643	77	23
22	620	72	571	74	635	64	857	72	713	71	22
21	762	67	630	69	656	58	976	65	871	65	21
20	820	60	670	63	672	52	1,170	56	884	57	20
19	781	53	745	58	816	47	1,299	46	888	50	19
18	665	46	921	51	618	39	1,051	35	976	42	18
17	649	40	1,357	43	766	34	790	26	991	33	17
16	745	35	1,480	31	593	27	619	19	881	25	16
15	798	28	1,133	19	582	22	446	14	750	17	15
14	690	21	719	9	750	17	374	10	589	11	14
13	390	15	194	3	504	11	293	6	362	6	13
12	362	12	72	1	411	6	173	4	210	3	12
11	328	9	16	1	201	3	141	2	65	1	11
10	237	6	6	1	76	1	87	1	13	1	10
9	188	4	1	1	20	1	28	1	3	1	9
8	160	2	1	1	19	1	13	1	0	1	8
7	89	1	0	1	4	1	7	1	0	1	7
6	17	1	0	1	5	1	6	1	0	1	6
5	5	1	0	1	1	1	2	1	0	1	5
4	1	1	0	1	1	1	0	1	0	1	4
3	0	1	0	1	0	1	0	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
Average	19.3		19.6		20.7		20.1		20.1		Average

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	205	100	41	100	118	100	226	100	157	100	39	100	49	100	18
17	332	98	139	100	517	99	451	98	224	99	103	100	58	100	17
16	330	95	346	98	413	94	604	94	459	97	124	99	167	99	16
15	416	92	559	95	558	91	724	89	465	93	224	98	330	98	15
14	560	89	703	91	628	86	760	83	566	89	634	96	654	95	14
13	556	84	831	85	842	81	870	76	892	84	502	90	866	89	13
12	811	79	903	77	1,079	73	1,209	68	1,105	76	1,421	86	1,136	82	12
11	953	72	1,433	69	1,139	64	907	58	891	66	1,023	74	1,009	72	11
10	1,176	64	1,370	57	1,083	54	1,012	50	1,091	59	2,018	65	2,210	63	10
9	1,209	54	1,493	45	1,572	45	1,065	41	1,005	49	2,289	47	1,541	44	9
8	1,182	43	1,273	32	1,406	31	828	32	1,725	41	1,185	27	1,296	30	8
7	1,140	33	847	21	832	19	832	25	1,774	26	494	17	896	19	7
6	1,034	23	653	14	711	12	1,048	18	781	10	723	13	697	12	6
5	732	14	567	8	315	6	571	9	240	4	438	7	58	5	5
4	527	8	279	3	175	3	313	4	107	1	134	3	387	5	4
3	285	3	77	1	114	1	94	1	41	1	135	2	27	2	3
2	80	1	25	1	25	1	25	1	16	1	18	1	126	1	2
1	11	1	0	1	12	1	0	1	0	1	35	1	32	1	1
Average	9.5		10.0		10.4		10.5		10.1		9.8		9.8		Average

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

Table 2.3. 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	11,539	50	21.1	18.8
	African Am./Black	201	47	20.4	17.2
	Am. Indian/Alaskan Native	1,138	50	17.8	15.6
	Caucasian Am./White	4,141	55	22.8	20.7
	Hispanic	3,659	47	19.8	17.5
	Asian Am./Pacific Islander	238	62	22.1	21.5
	Other/No Response	2,162	44	21.5	19.6
National	All Students	1,206,455	54	22.0	19.7
	African Am./Black	139,118	53	17.8	16.2
	Am. Indian/Alaskan Native	13,635	48	20.2	17.5
	Caucasian Am./White	760,084	56	22.9	20.6
	Hispanic	85,796	52	19.5	17.6
	Asian Am./Pacific Islander	39,867	60	22.9	21.1
	Other/No Response	167,955	41	22.2	19.8

Table 2.4. 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	219	2	113	1	415	4	104	1
	28 to 32	922	8	629	5	1,266	11	517	4
	24 to 27	1,612	14	1,786	15	1,872	16	1,783	15
	20 to 23	2,681	23	2,366	21	2,619	23	3,806	33
	16 to 19	2,840	25	4,503	39	2,793	24	3,759	33
	13 to 15	1,878	16	2,046	18	1,836	16	1,113	10
	01 to 12	1,387	12	96	1	738	6	457	4
National	33 to 36	35,933	3	24,395	2	56,816	5	18,798	2
	28 to 32	126,394	10	103,455	9	150,082	12	67,815	6
	24 to 27	205,310	17	250,510	21	224,470	19	238,007	20
	20 to 23	321,306	27	264,179	22	280,741	23	419,135	35
	16 to 19	267,738	22	399,519	33	269,040	22	326,445	27
	13 to 15	149,825	12	154,528	13	156,903	13	90,944	8
	01 to 12	99,949	8	9,869	1	68,403	6	45,311	4

Table 2.5. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Math	Reading	Science	Composite
State	Males	4,998	43	19.1	20.4	20.6	20.7	20.3
	Females	6,135	53	19.5	19.0	20.8	19.7	19.9
	Missing	406	4	19.2	19.5	20.5	20.0	19.9
National	Males	517,563	43	20.1	21.5	21.1	21.4	21.2
	Females	646,688	54	21.0	20.3	21.6	20.5	21.0
	Missing	42,204	3	20.6	21.1	21.6	20.8	21.1

Table 2.6. 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	59	38	47	25	20
	Females	60	26	48	17	13
National	Males	66	47	51	32	25
	Females	71	37	55	23	18

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

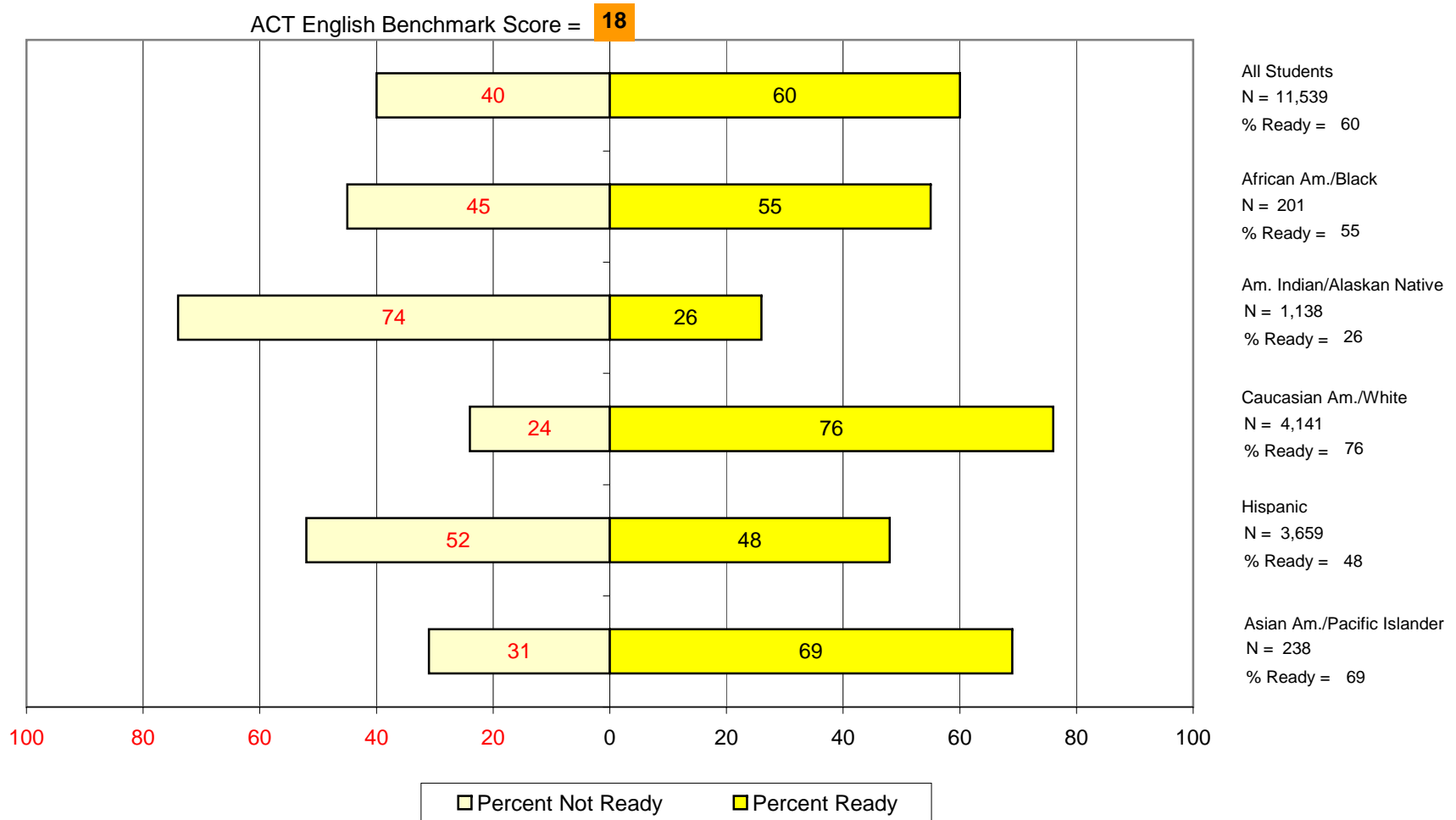


Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS

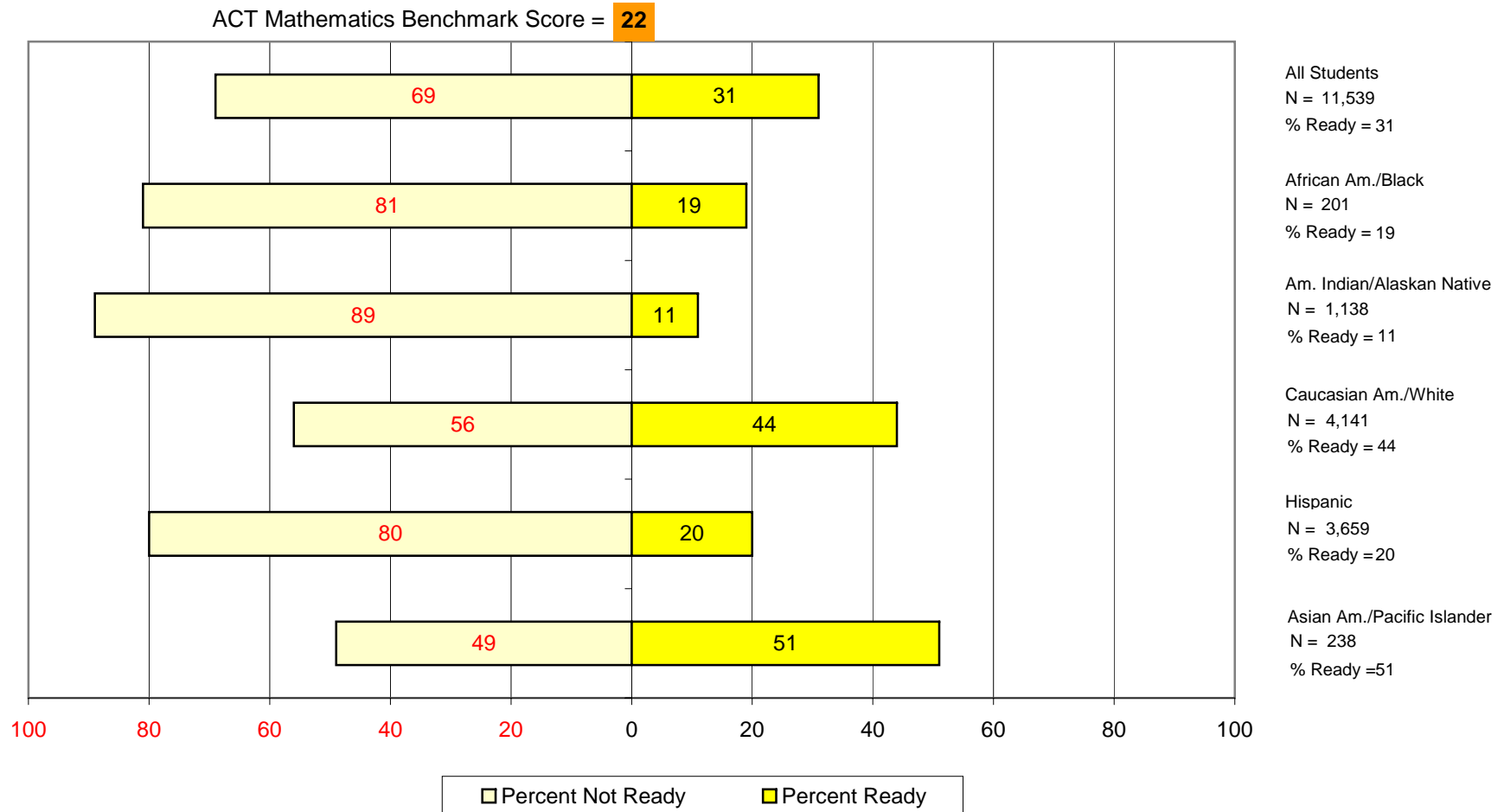


Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING

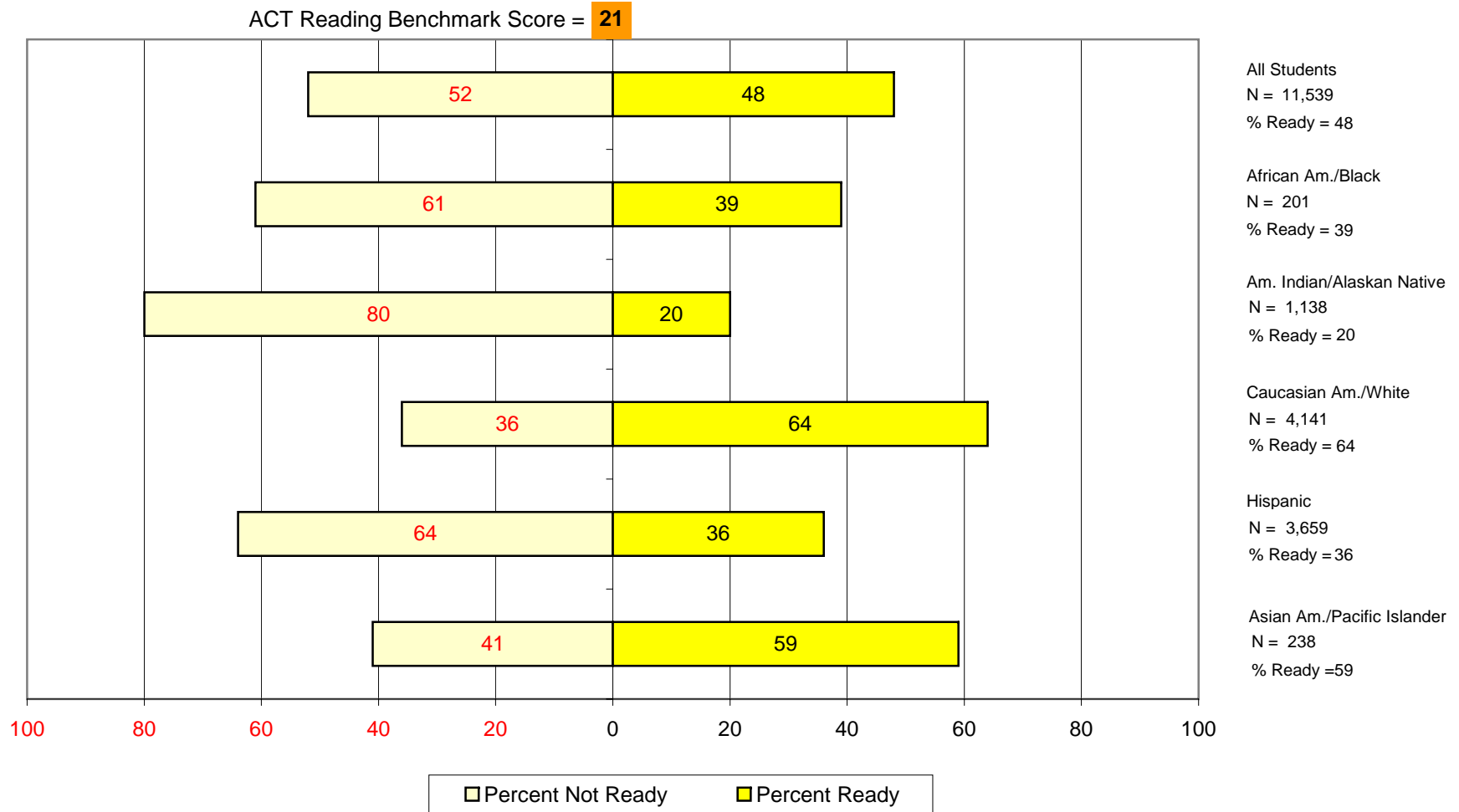


Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE

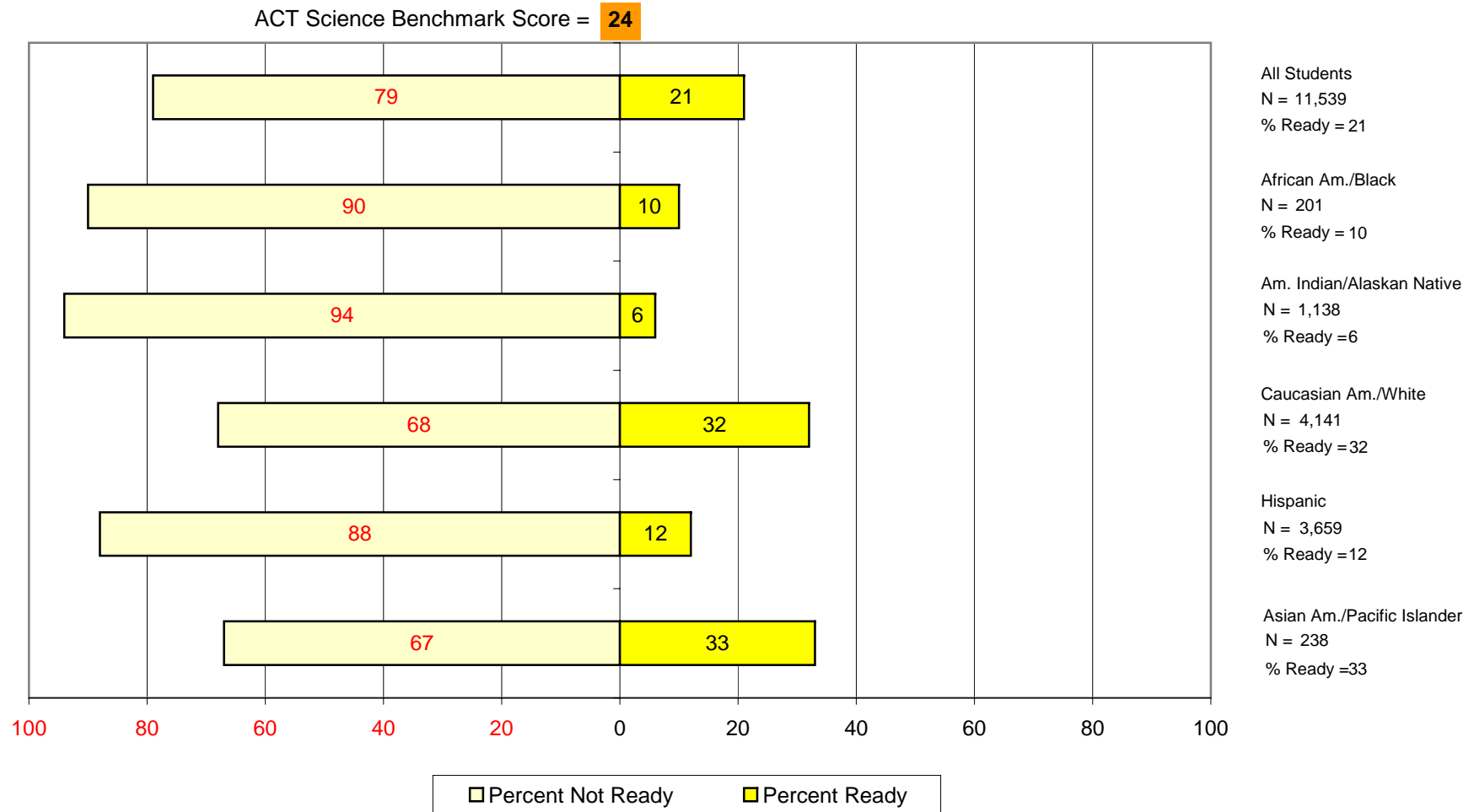


Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR

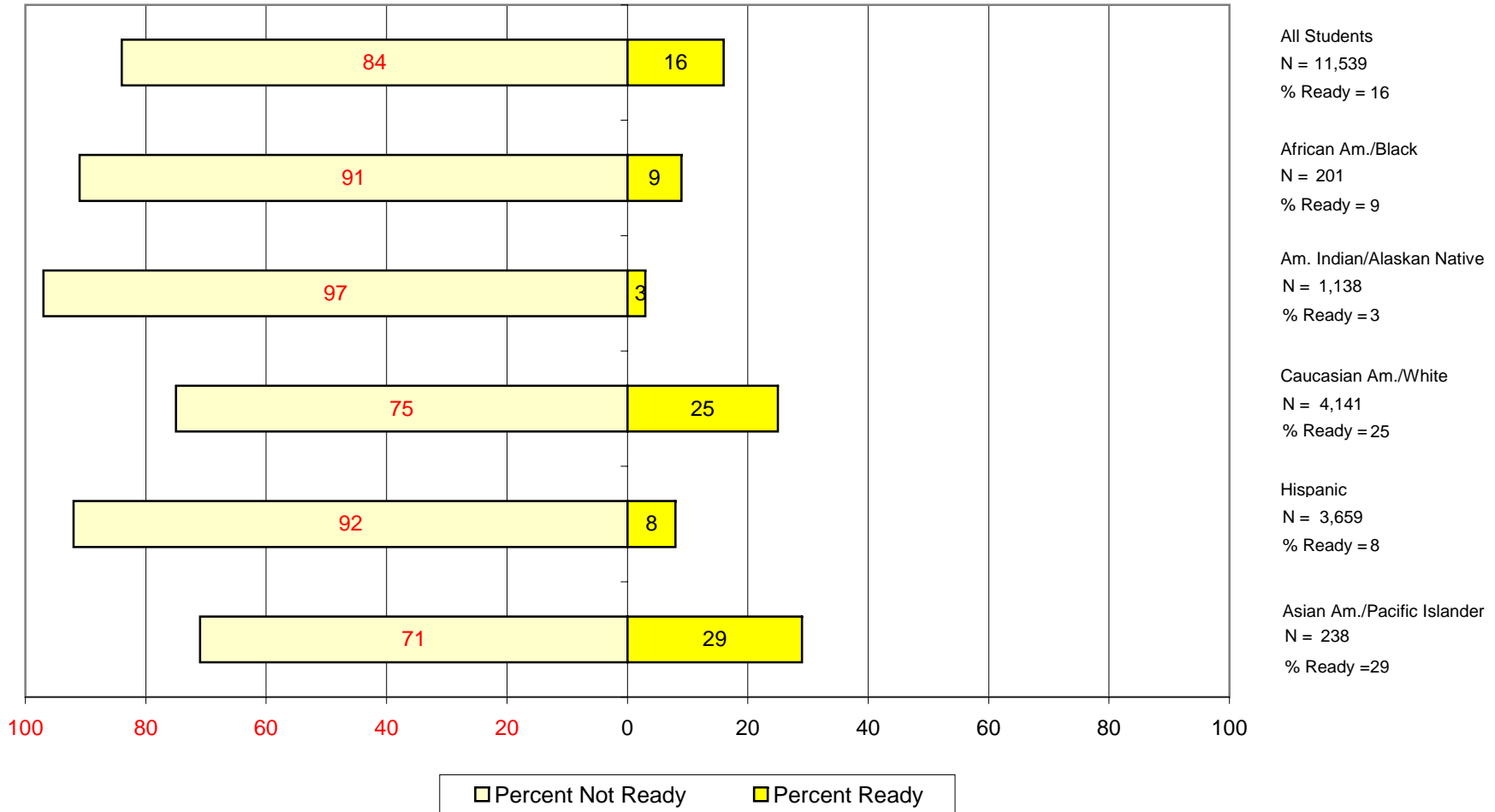


Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

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	1,626	14	20.2	1.3	693	14	19.9	1.3	899	15	20.4	1.3
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	7,831	68	19.2	0.3	3,331	67	19.0	0.4	4,279	70	19.4	0.3
Less than 4 years of English	934	8	18.9	-	420	8	18.6	-	475	8	19.1	-
No English course/grade information reported	1,148	10	19.2	-	554	11	19.0	-	482	8	19.4	-
MATHEMATICS COURSE PATTERN												
Alg 1, Alg 2, Geom, Trig, & Calc	804	7	23.4	6.3	331	7	23.9	6.2	455	7	22.9	6.2
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	682	6	21.5	4.4	263	5	22.3	4.6	406	7	20.9	4.2
Alg 1, Alg 2, Geom, & Trig	1,115	10	19.6	2.5	449	9	20.4	2.7	639	10	18.9	2.2
Alg 1, Alg 2, Geom, & Other Adv Math	1,040	9	19.5	2.4	399	8	20.3	2.6	610	10	19.1	2.4
Other comb of 4 or more years of Math	2,045	18	22.5	5.4	1,044	21	23.2	5.5	948	15	21.7	5.0
Alg 1, Alg 2, & Geom (Min. Core)	2,745	24	17.2	0.1	1,101	22	17.8	0.1	1,561	25	16.7	0.0
Other comb of 3 or 3.5 years of Math	592	5	19.6	2.5	271	5	20.1	2.4	308	5	19.1	2.4
Less than 3 years of Math	1,338	12	17.1	-	571	11	17.7	-	711	12	16.7	-
No Math course/grade information reported	1,178	10	19.5	-	569	11	20.2	-	497	8	18.8	-
SOCIAL SCIENCE COURSE PATTERN												
US Hist, World Hist, Am Gov, & Other Hist	236	2	21.1	1.1	119	2	21.0	1.2	113	2	21.3	1.1
Other comb of 4 or more years Social Science	4,482	39	21.4	1.4	1,807	36	21.3	1.5	2,562	42	21.6	1.4
US Hist, World Hist, & Am Gov (Min. Core)	1,045	9	19.2	-0.8	461	9	19.0	-0.8	567	9	19.3	-0.9
Other comb of 3 or 3.5 years of Social Science	3,302	29	20.4	0.4	1,457	29	20.4	0.6	1,740	28	20.4	0.2
Less than 3 years of Social Science	1,272	11	20.0	-	568	11	19.8	-	652	11	20.2	-
No Soc Sci course/grade information reported	1,202	10	20.5	-	586	12	20.3	-	501	8	20.6	-
NATURAL SCIENCE COURSE PATTERN												
Gen Sci ² , Bio, Chem, & Phys	2,409	21	21.9	3.2	1,143	23	22.6	3.7	1,206	20	21.2	2.7
Bio, Chem, Phys	756	7	23.2	4.5	395	8	23.9	5.0	342	6	22.4	3.9
Gen Sci ² , Bio, Chem (Min. Core)	3,257	28	19.8	1.1	1,226	25	20.1	1.2	1,949	32	19.6	1.1
Other comb of 3 years of Natural Science	311	3	20.3	1.6	167	3	21.1	2.2	134	2	19.4	0.9
Less than 3 years of Natural Science	3,544	31	18.7	-	1,448	29	18.9	-	1,979	32	18.5	-
No Nat Sci course/grade information reported	1,262	11	20.1	-	619	12	20.6	-	525	9	19.5	-

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	1,626	14	20.2	65	272,554	23	21.8	77
Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core)	7,831	68	19.2	59	668,226	55	20.4	67
Less than 4 years of English	934	8	18.9	58	115,551	10	19.4	62
No English course/grade information reported	1,148	10	19.2	59	150,124	12	20.3	67
MATHEMATICS COURSE PATTERN								
Alg 1, Alg 2, Geom, Trig, & Calc	804	7	23.4	65	67,960	6	24.7	74
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	682	6	21.5	49	90,348	7	22.2	56
Alg 1, Alg 2, Geom, & Trig	1,115	10	19.6	30	95,613	8	20.4	38
Alg 1, Alg 2, Geom, & Other Adv Math	1,040	9	19.5	27	153,394	13	20.3	37
Other comb of 4 or more years of Math	2,045	18	22.5	55	244,137	20	24.0	68
Alg 1, Alg 2, & Geom (Min. Core)	2,745	24	17.2	10	209,836	17	17.8	14
Other comb of 3 or 3.5 years of Math	592	5	19.6	32	54,965	5	20.6	40
Less than 3 years of Math	1,338	12	17.1	12	131,567	11	17.9	18
No Math course/grade information reported	1,178	10	19.5	31	158,635	13	20.8	42
SOCIAL SCIENCE COURSE PATTERN								
US Hist, World Hist, Am Gov, & Other Hist	236	2	21.1	53	31,335	3	22.7	60
Other comb of 4 or more years Social Science	4,482	39	21.4	54	443,622	37	21.9	57
US Hist, World Hist, & Am Gov (Min. Core)	1,045	9	19.2	36	67,943	6	20.8	48
Other comb of 3 or 3.5 years of Social Science	3,302	29	20.4	45	325,879	27	21.3	52
Less than 3 years of Social Science	1,272	11	20.0	42	179,270	15	20.5	46
No Soc Sci course/grade information reported	1,202	10	20.5	46	158,406	13	21.2	52
NATURAL SCIENCE COURSE PATTERN								
Gen Sci ¹ , Bio, Chem, & Phys	2,409	21	21.9	34	320,821	27	22.3	38
Bio, Chem, Phys	756	7	23.2	46	115,519	10	23.2	45
Gen Sci ¹ , Bio, Chem (Min. Core)	3,257	28	19.8	16	339,689	28	20.2	19
Other comb of 3 years of Natural Science	311	3	20.3	23	32,330	3	20.5	24
Less than 3 years of Natural Science	3,544	31	18.7	10	234,307	19	19.1	14
No Nat Sci course/grade information reported	1,262	11	20.1	21	163,789	14	20.7	26

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	223	2	18.4	14	3	15.5	193	2	18.7
Architecture & Environmental Design	289	3	19.8	13	2	17.0	263	3	20.1
Business & Management	751	7	19.6	30	6	16.5	683	7	19.9
Business & Office	52	0	17.8	9	2	16.1	36	0	18.3
Marketing & Distribution	63	1	20.7	5	1	15.2	56	1	21.3
Communications & Comm. Technologies	209	2	20.4	11	2	16.5	192	2	20.6
Community & Personal Services	344	3	17.6	36	7	16.1	279	3	17.9
Computer & Information Sciences	259	2	21.1	13	2	19.0	236	3	21.4
Cross-Disciplinary Studies	8	0	23.9	0	0	.	7	0	24.6
Education	303	3	19.6	10	2	15.7	284	3	19.8
Teacher Education	216	2	19.3	6	1	13.5	200	2	19.6
Engineering	578	5	20.7	23	4	15.8	533	6	20.9
Engineering-Related Technologies	346	3	21.4	17	3	15.1	322	3	21.8
Foreign Languages	49	0	21.6	1	0	17.0	43	0	21.8
Health Sciences & Allied Health Fields	1,941	17	19.2	90	17	16.5	1,768	19	19.4
Human, Family & Consumer Science	123	1	17.4	17	3	14.7	100	1	18.0
Letters	50	0	23.9	1	0	20.0	48	1	24.0
Mathematics	49	0	24.1	1	0	17.0	46	0	24.4
Philosophy, Religion & Theology	74	1	22.0	1	0	20.0	70	1	22.1
Sciences (Biological & Physical)	530	5	22.6	6	1	16.7	504	5	22.8
Social Sciences	607	5	20.8	6	1	15.2	581	6	21.0
Trade & Industrial	133	1	17.4	59	11	16.3	60	1	18.6
Visual & Performing Arts	642	6	20.5	39	7	17.0	571	6	20.9
Undecided	1,100	10	20.0	78	15	15.4	933	10	20.5
No Response	2,600	23	20.3	51	9	15.6	1,301	14	20.9

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/ Alaskan 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	140	16.3	0	.	33	14.5	35	18.9	51	15.6	4	18.8	17	16.0
2-yr College Degree	397	16.0	8	13.5	74	14.1	88	18.2	155	15.5	3	17.3	69	16.9
Bachelors Degree	3,752	19.0	62	18.0	366	16.4	1,435	20.7	1,222	17.9	51	18.9	616	19.1
Graduate Study	2,066	21.7	33	19.8	137	18.3	893	23.2	566	20.0	50	24.0	387	22.0
Prof. Level Degree	3,491	21.1	74	20.0	369	17.8	1,158	23.2	1,163	19.7	95	22.8	632	21.8
Other	350	17.7	9	15.4	54	15.1	94	19.1	134	17.2	4	20.3	55	18.9
No Response	1,343	19.9	15	20.1	105	15.8	438	21.8	368	18.1	31	21.2	386	20.3

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	6,240	3,287	2,953	2	14	35	29	16	5	0
NEW MEXICO STATE UNIV	New Mexico	4,417	1,692	2,725	2	15	37	28	14	4	0
EASTERN NEW MEXICO UNIVERSITY	New Mexico	1,157	323	834	2	17	41	27	10	3	0
CENTRAL NEW MEXICO COMMUNITY COLLEGE	New Mexico	1,075	261	814	5	21	40	23	9	2	0
ARIZONA STATE UNIV AT THE TEMPE CAMPUS	Arizona	901	206	695	2	16	35	27	14	5	0
NEW MEXICO TECH	New Mexico	793	212	581	1	7	20	32	28	11	1
UNIVERSITY OF ARIZONA	Arizona	733	103	630	3	16	33	24	18	6	0
TEXAS TECH UNIVERSITY	Texas	720	168	552	1	8	32	33	19	8	0
NEW MEXICO STATE UNIV-DONA ANA BRNCH CC	New Mexico	718	187	531	6	27	42	19	5	1	0
NEW MEXICO HIGHLANDS UNIV	New Mexico	678	143	535	4	28	45	19	3	0	0
WESTERN NEW MEXICO UNIVERSITY	New Mexico	464	81	383	4	22	42	22	8	2	0
FORT LEWIS COLLEGE	Colorado	424	110	314	5	26	36	21	9	3	0
COLORADO STATE UNIVERSITY	Colorado	372	63	309	1	6	27	31	26	9	1
NORTHERN ARIZONA UNIVERSITY	Arizona	336	73	263	5	18	35	20	17	6	0
UNIV OF TEXAS AT EL PASO	Texas	327	37	290	2	27	43	20	6	1	0
SAN JUAN COLLEGE	New Mexico	276	93	183	5	24	39	22	9	1	0
UNIV OF TEXAS AT AUSTIN	Texas	262	42	220	0	10	24	29	21	13	2
NEW MEXICO JUNIOR COLLEGE	New Mexico	244	89	155	3	29	46	18	3	0	0
UNIV OF COLORADO-BOULDER	Colorado	240	37	203	1	7	19	30	28	15	1
ART CENTER DESIGN COLL THE-ALBUQUERQUE	New Mexico	200	32	168	4	18	43	29	7	1	0
EASTERN NEW MEXICO U-ROSWELL COMM COLL	New Mexico	188	50	138	2	22	48	21	6	1	0
NEW MEXICO STATE UNIVERSITY ALAMOGORDO	New Mexico	187	59	128	3	18	41	26	8	3	0
COLLEGE OF SANTA FE	New Mexico	176	20	156	3	15	44	27	8	3	0
UNIVERSITY OF SOUTHERN CALIFORNIA	California	168	34	134	1	10	21	32	21	14	2
NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE	Iowa	154	45	109	0	10	30	34	20	6	0
ADAMS STATE COLLEGE	Colorado	153	34	119	3	21	40	26	8	1	0
SAN DIEGO STATE UNIVERSITY	California	153	29	124	2	11	30	35	18	4	0
SANTA FE COMMUNITY COLLEGE	New Mexico	150	22	128	5	28	39	21	6	1	0
TEXAS A&M UNIVERSITY-MAIN CAMPUS	Texas	145	28	117	1	3	19	33	24	19	0
UNIVERSITY OF NEVADA-LAS VEGAS	Nevada	145	22	123	3	21	34	30	8	3	0
All Other Institutions		10,628	2,159	8,469	2	12	26	27	19	12	1
Total		32,824	9,741	23,083	3	15	33	27	16	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	3,226	430,404	22.0	22.4	7.6	7.7	21.6	22.0
African Am./Black	61	38,583	21.0	17.5	7.2	6.8	20.6	17.6
Am. Indian/Alaskan Native	216	2,803	16.4	19.8	6.7	7.1	16.7	19.6
Caucasian Am./White	1,388	269,428	23.7	23.4	7.8	7.8	23.0	22.8
Hispanic	789	33,207	20.0	18.9	7.3	7.4	19.8	19.1
Asian Am./Pacific Islander	91	21,275	24.8	23.0	8.1	8.0	24.1	22.8
Other/No Response	681	65,108	22.5	22.8	7.7	7.9	22.0	22.5
Males	1,325	170,904	21.7	22.1	7.3	7.4	21.1	21.5
Females	1,774	240,056	22.3	22.6	7.7	7.9	22.0	22.3
Missing	127	19,444	21.7	22.1	7.8	7.8	21.5	21.9

