DOCUMENT RESUME

ED 392 807 TM 024 398

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TITLE New Mexico Enhanced ACT and SAT Results. School Year 1992-1993.
INSTITUTION New Mexico State Dept. of Education, Santa Fe. Assessment and Evaluation Unit.
PUB DATE Nov 94
NOTE 36p.; For the 1991-92 school year, see TM 024 39[illegible].
PUB TYPE Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Academic Aspiration; College Bound Students; *College Entrance Examinations; Core Curriculum; English; High Schools; *High School Students; Mathematics; *Minority Groups; Scores; Sex Differences; *Student Characteristics; *Test Results
IDENTIFIERS *ACT Assessment; Enhanced ACT; *New Mexico; Scholastic Aptitude Test

ABSTRACT

Students in New Mexico may take either the American College Test Assessment (ACT) or the Scholastic Aptitude Test (SAT), although the ACT is most often used in New Mexico. Results from both examinations are presented in this report, based on those students who were expected to graduate in 1993 and who had expressed an interest in attending college. New Mexico had a 2.2% increase in students taking the ACT, and a 6% increase in the number of minority students taking the test. The mean composite score for 1992-93 was 20.0, and there was a slight increase in the mean mathematics score and a slight decrease in the mean English score. Scores were higher for students enrolled in core college curricula. Males continued to score higher in mathematics, while females continued to score higher in English. While 9,778 high school graduates took the ACT in New Mexico, only 1,935 students took the SAT. The mean verbal SAT score rose by three points, and the mean mathematics score rose by four points. Appendices present 1993 New Mexico ACT scores by school district; and the ethnic composition of New Mexico students taking the SAT from 1981 to 1993. (Contains five figures, nine tables, and five sources.) (SLD)

NEW MEXICO ENHANCED ACT AND SAT RESULTS

SCHOOL YEAR 1992-1993

ACT ✻ SAT

AMERICAN COLLEGE TEST

SCHOLASTIC APTITUDE TEST

Assessment and Evaluation Unit
New Mexico State Department of Education
Santa Fe, New Mexico 87501
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NEW MEXICO

1992-1993

ACT AND SAT RESULTS

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The New Mexico State Department of Education

VISION STATEMENT

The New Mexico State Department of Education believes the education of all students must become the mission for all New Mexicans. We believe education must challenge all students to reach their potential.

-- Alan D. Morgan
State Superintendent of Public Instruction

The information presented in this document is an analysis and summary of data provided to the Assessment & Evaluation Services Unit of the State Department of Education by the American College Testing Program and Educational Testing Service. While the Assessment & Evaluation Services Unit monitors incoming data for completeness, the extent to which conclusions and generalizatons can be drawn is dependent on the accuracy of the information provided by the responsible organization.

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INTRODUCTION

Two major college entrance examinations are offered nationally, the American College Test (ACT) Assessment and the Scholastic Aptitude Test (SAT). The ACT is presently the most used test in New Mexico.

Students may take either examination or both examinations. Results from both examinations are provided in this report. The examinations are administered during the junior and senior years. If a student tests as a junior and is not satisfied with the results of the examination, he/she may retest during the senior year. If a student takes the test as a junior and retests as a senior, only the latest score is used.

Results reported, however, are based on those students who were expected to graduate in 1993, regardless of whether they tested as a junior or a senior. Therefore, test results are representative of only graduating seniors who have expressed an interest in attending college, a percentage of the graduating class as a whole. Neither ACT nor SAT results should be taken as an indicator of the entire graduating class.

EXECUTIVE SUMMARY

1993 AMERICAN COLLEGE TEST (ACT) RESULTS

* The ACT is a measure of educational development.

* OVERALL PERFORMANCE

  -- New Mexico's mean composite score for 1992-93 was 20.0.
  -- New Mexico had a 2.2% increase in students taking the ACT.
  -- New Mexico mean math score increased to 19.4 while the English score fell to 19.5.
  -- Of those students taking the ACT, there was a 5.7% increase in students enrolled in core college curricula.
  -- Scores improve for students enrolled in core college curricula. The composite score for those with core or more was 21.6; those enrolled in less than core scored 18.4.

* GENDER

  -- 55.1% females and 44.9% males took the ACT in New Mexico.
  -- Females' mean composite score was 19.8; males scored 20.3.
  -- Males continue to score higher in math, while females continue to score higher in English.

* ETHNICITY

  -- New Mexico experienced a 6% increase in minority students taking the ACT.
  -- Most ethnic groups improved their composite score.

NMSDE/A&E: 8/94

EXECUTIVE SUMMARY

1993 SCHOLASTIC APTITUDE TEST (SAT) RESULTS

* The SAT measures verbal and math reasoning skills.

* OVERALL PERFORMANCE

  -- Verbal mean score for New Mexico students was 478, a three point increase.
  -- Mean math score increased 4 points to 525, the first increase in three years.
  -- Verbal and math mean scores for New Mexico students remain above the national average.

* GENDER

  -- 48% males and 52% females took the SAT in New Mexico.
  -- Males SAT-V mean score was 483; females scored 473.
  -- Males SAT-M mean score was 553; females scored 499.
  -- Both males and females improved their verbal mean scores. Females also improved their math score.

* ETHNICITY

  -- Most ethnic groups experienced an increase in SAT participation.
  -- Most groups improved their verbal mean scores.

NMSDE/A&E: 8/94

THE AMERICAN COLLEGE TEST

(A C T)

SUMMARY

The American College Test (ACT) Assessment is a measure of the college-readiness of American students and is the most widely used college entrance exam in New Mexico. Scores are reported for English, mathematics, reading, and science reasoning subtests, as well as a composite score. The composite score is the overall average of the four subtests. District scores for each of the four subtests, as well as the composite score, are reported in Appendix A. Throughout this report, however, trend data are reported only for English, mathematics, and the composite score. Data for 1992-93 are based on 875,603 students who graduated from high school nationally in the spring of 1993 and who took the ACT Assessment on national test dates during their junior or senior year.

In October 1989, ACT introduced the Enhanced ACT Assessment, a revised examination. The Enhanced ACT Assessment increased the emphasis on rhetorical skills in the measurement of writing proficiency, increased the number of advanced mathematics items, included a new reading test that featured inferential and reasoning skills, and included a test designed to measure science reasoning. The Enhanced ACT Assessment was an all-new testing program. For this reason, comparisons with scores earned in 1989 must be estimated from a statistically derived concordance table.

The process of converting original ACT scores earned prior to October 1989 to estimated enhanced ACT scores is statistically sound but not exact. The trend data reported here will differ slightly from earlier reports because the averages were based on a national study of students who actually took both versions of the ACT; trend data are then derived from a concordance table to make the data from the two test versions comparable.

The 1990 graduating seniors may have taken either version of the ACT Assessment. Averages from scores common to both versions have been provided for English, math, and the composite score. Graduates after 1990 all tested on the new Enhanced ACT.

Interpretation of the results reported here should be approached with caution for all the reasons indicated above. Additionally, caution should be used in making comparisons between state and national norms. New Mexico's college-bound students who take the ACT Assessment are not representative, in all respects, of college-bound students nationally. According to the American College Testing Service, students who live in the Midwest, Rocky Mountains and Plains, and the South are over represented among ACT-tested students as compared to college-bound students nationally. Second, ACT-tested students in New Mexico tend to enroll in public colleges and universities more frequently than do college-bound students nationally.

DATA ANALYSIS

The mean ACT composite score, on a scale of 1 to 36, for New Mexico's 1993 graduating seniors remained 20.0 for the second year. This score remains slightly below the national average composite score of 20.7. Trend data for the composite scores for 1989 to 1993 are provided in Figure 1. The 1989 and 1990 data are based on a concordance table to estimate the scores to the Enhanced ACT. Data may be compared, bearing in mind the estimates.

Five years' data for the English and mathematics subtests are presented in Table 1. As indicated, the 1993 national mean scores in English and math were higher than the mean scores for New Mexico students. On the math subtest, New Mexico students scored an average of 19.4 compared to the national average of 20.1. It should be noted that both groups improved their math score. On the English subtest, New Mexico students averaged 19.5 compared to the national mean of 20.3.

Table 1
ENHANCED ACT SCORES FOR MATH and ENGLISH

	Math		English	
Year	NM	Nat'l	NM	Nat'l
1989	19.3	na*	20.4	na*
1990	19.3	19.9	20.0	20.5
1991	19.3	20.0	19.7	20.3
1992	19.3	20.0	19.6	20.2
1993	19.4	20.1	19.5	20.3

*na = Not Available (Concorded trend data are not available nationally before 1989.)

Gender

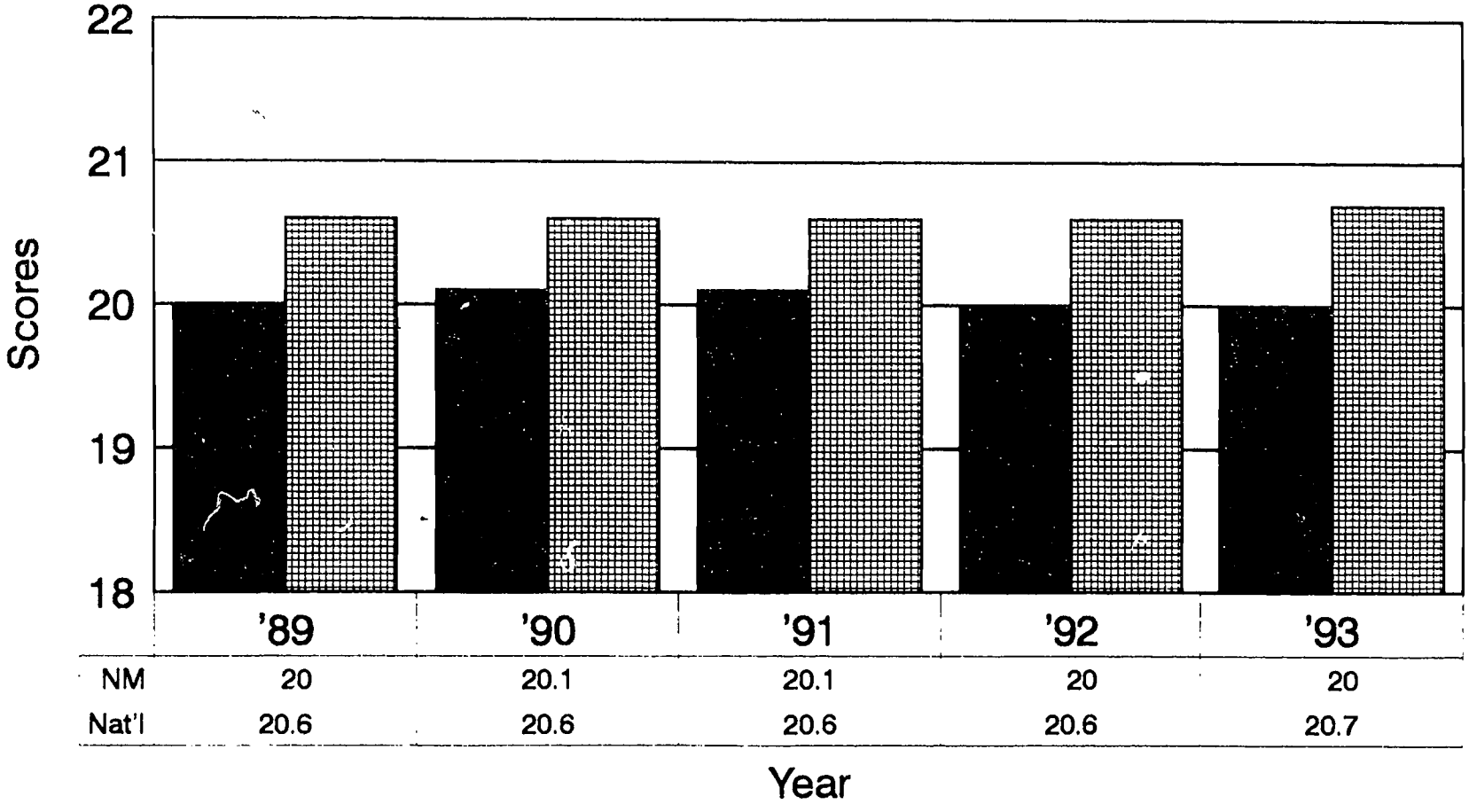
There were 9,778 high school graduates in New Mexico taking the ACT during the 1992-93 school year. Of these 5,390 or 55.1 percent were females and 4,388 or 44.9 percent were males. Nationally, 55 percent were females and 45 percent were males. For both students in New Mexico and in the nation, males scored higher on the math subtest and have a higher composite score. Females, however, scored higher on the English subtest.

Mean composite scores by gender are presented in Table 2. As indicated the composite score for females in New Mexico increased to 19.8 while the

Figure 1

Enhanced ACT Composite Scores

1989-1993



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composite score for males fell slightly to 20.3. The national composite score for females remained steady at 20.5 and increased for males to 21.0.

Table 2
ENHANCED ACT COMPOSITE SCORES BY GENDER

Year	Males		Females	
	NM	Nat'l	NM	Nat'l
1989	20.7	na*	19.4	na*
1990	20.5	21.0	19.7	20.3
1991	20.4	20.9	19.7	20.4
1992	20.4	20.9	19.7	20.5
1993	20.3	21.0	19.8	20.5

*na = Not Available (Concorded trend data are not available nationally before 1989.)

The percentage of males and females in each test score interval for both New Mexico students and students nationally are shown in Table 3 below.

Table 3
PERCENTAGE OF STUDENTS IN COMPOSITE SCORE INTERVALS

Score Interval	New Mexico		National	
	M	F	M	F
27-36	13	9	14	10
22-26	24	23	29	28
19-21	23	24	24	26
1-18	40	44	34	35

As noted in the above table, in New Mexico more males (37%) scored in the top half intervals than females (32%). More females (68%) scored in the lower half intervals compared to 63% of the males. This same pattern holds true nationally. Overall in New Mexico, 11% of the graduates taking the ACT scored in the highest score interval (27-36), 24% scored in the second score interval (22-26), 23% scored in the third score interval (19-21), and 42% scored in the lowest score interval (1-18). The respective percentages nationally are 12%, 29%, 25%, and 35%.

The mean scores by gender for the math and English subtests are presented in Tables 4 and 5, respectively. New Mexico students follow the historical trend where males score higher than females in math, while females score higher in English than males. The math mean score for males in New Mexico remained 20.1. The math score for females was 18.8, an increase from 18.7 last year. The national mean math scores are 20.8 for males and 19.6 for females. In English, New Mexico females scored 19.8 compared to 19.9 last year; males scored 19.2 compared to 19.3 last year. These remain below the national scores of 20.6 for females and 19.8 for males.

Table 4
ACT MEAN MATH SCORES

Year	New Mexico		National	
	M	F	M	F
1989	20.2	18.5	na*	na*
1990	20.1	18.6	20.7	19.3
1991	20.1	18.7	20.6	19.4
1992	20.1	18.7	20.7	19.5
1993	20.1	18.8	20.8	19.6

*na= Not Available (Concorded trend data are not available nationally before 1989.)

Table 5
ACT MEAN ENGLISH SCORES

Year	New Mexico		National	
	M	F	M	F
1989	20.0	20.8	na*	na*
1990	19.6	20.2	20.1	20.9
1991	19.4	19.9	19.8	20.7
1992	19.3	19.9	19.5	20.6
1993	19.2	19.8	19.8	20.6

*na= Not Available (Concorded trend data are not available nationally before 1989.)

Ethnicity

The ethnic composition of the 1993 high school graduating class taking the ACT Assessment was:

	NEW MEXICO	NATIONAL
Anglos	43%	71%
Asians	2%	3%
Blacks	2%	9%
Mexican Americans/Hispanics	31%	5%
Native Americans	10%	1%
Other	3%	2%
Prefer No Response	4%	2%
Did Not Respond	6%	7%

Mean composite scores by ethnic group are presented in Table 6. In New Mexico, Anglos earned the highest score (21.6). Also shown in this table are the mean composite scores for those students taking a core curricula and those taking less than core. A high school core curriculum is defined as a program that includes four or more years of English and three or more years each of math, social studies, and natural sciences. Less than core is a program that includes fewer courses in any of these subject areas.

Table 6
1993 ACT MEAN COMPOSITE SCORES BY ETHNICITY

	Total Group		Core		< Core	
Ethnicity	NM	Nat'l	NM	Nat'l	NM	Nat'l
Anglo	21.6	21.4	23.1	22.6	19.8	19.8
Asian American	21.5	21.7	22.5	22.5	19.4	19.8
Black	18.8	17.1	20.3	18.1	17.7	16.1
Mex. Americans/Hispanics	18.8	18.8	20.1	20.0	17.4	17.3
Native American	16.6	18.4	18.0	20.0	15.4	17.3
Other	19.1	19.3	na	na	na	na
Prefer No Response	22.1	21.5	na	na	na	na
Did Not Respond	19.4	20.4	na	na	na	na

Factors Affecting ACT Scores

ACT research indicates two factors appear to affect ACT scores. ACT composite scores are higher for students enrolled in core college preparatory curricula and scores rise as family income rises. This pattern holds true for both students in New Mexico and in the nation. ACT composite scores for New Mexico students who reported they completed the recommended core college preparatory curricula with those who had not are reported in Figure 2. Higher scores for core curricula students also holds true across all ethnic groups (see Table 6).

ACT mean composite scores by family income, ranging from less than $6,000 to over $60,000 are indicated in Figure 3. According to ACT data, the highest income category ($60,000 and over) represents the largest percentage of the ACT-tested students (13% for New Mexico and 18% nationally). The data also indicate that 33% of the students testing in New Mexico have a family income less than $24,000; nationally, this figure is 24%.

Student Appraisal of Various Aspects

New Mexico high school students taking the ACT Assessment were asked to express the adequacy of their high school education according to the high school curriculum or program. Twelve percent (12%) rated it excellent, 40% rated it good, 31% rated it average, and 16% rated their education as below average or very inadequate. Overall, students were most satisfied with classroom instruction and grading policies and practices and were most dissatisfied with school rules, regulations and policies, and with provisions for special help in reading, math, etc.

Educational Aspirations

New Mexico graduates were also asked to indicate their educational aspirations. Most students (36%) expressed a professional level degree as their educational goal, 30% expressed a bachelor's degree, 18% indicated graduate study, and 7% indicated a two-year degree or vocational-technical degree.

Figure 2

ACT Mean Composite Scores

Core vs < Core Curricula

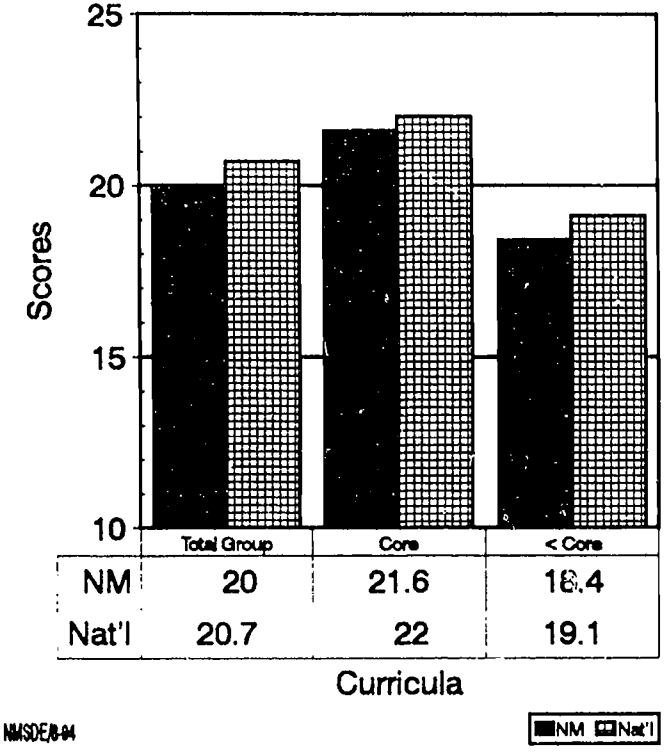
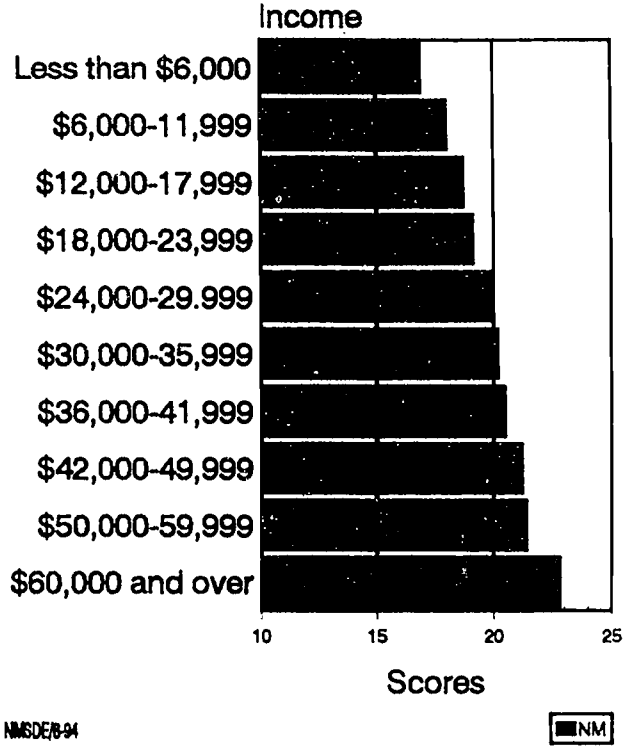


Figure 3

1993 NM ACT Composite Scores

by Estimated Family Income



THE SCHOLASTIC APTITUDE TEST

(S A T)

SUMMARY

The Scholastic Aptitude Test (SAT) is designed to measure verbal and mathematical reasoning abilities for the purpose of predicting college success. The range of scores for each subtest is 200 - 800. The SAT verbal (SAT-V) and SAT mathematical (SAT-M) scores for New Mexico students remain higher than the national averages. This trend has been observed since 1974.

There were 1,935 SAT Takers in New Mexico during the 1992-93 school year. New Mexico participation in the SAT program decreased by 4.3 percent during this period. Nationally, the number of students taking the SAT (1,044,465) increased by approximately one percent.

DATA ANALYSIS

Verbal Scores

The 1993 SAT-V mean score for New Mexico was 478, up three points from 1992. The national SAT-V mean rose one standard point in 1993 to 424. Five years' data for both New Mexico and national mean scores on the SAT-V subtest are presented in Figure 4.

Mathematics Scores

The 1993 SAT-M mean score for graduates in New Mexico rose four points to 525, the first increase since 1989. The national SAT-M mean score was 478, up two points. Five years' data for the SAT-M subtest are presented in Figure 5.

Gender

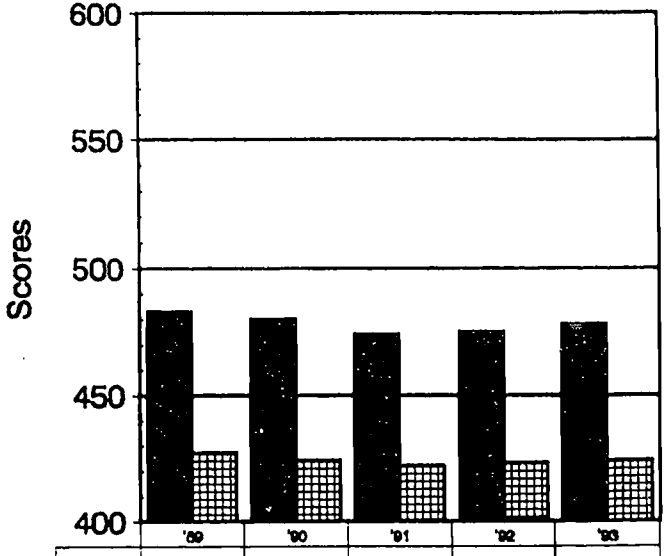
There were 1,002 females (52%) and 933 males (48%) taking the SAT in New Mexico during the 1992-93 school year. Nationally, the gender composition was 53 percent females and 47 percent males.

As in previous years, the verbal and math scores for males and females in New Mexico were higher than the corresponding national scores (see Table 7). As indicated in Table 7, males continue to score better than females on both the verbal and math subtests. However, females in New Mexico inproved both their verbal and math scores. The SAT-M score for females (499) improved seven points from last year and the SAT-V score (473) improved five points. Males in New Mexico improved their SAT-M score one point and maintained a mean of 483 on the SAT-V.

Figure 4

SAT Mean Verbal Scores

1989-1993



	'89	'90	'91	'92	'93
NM	483	480	474	475	478
Nat'l	427	424	422	423	424

Year

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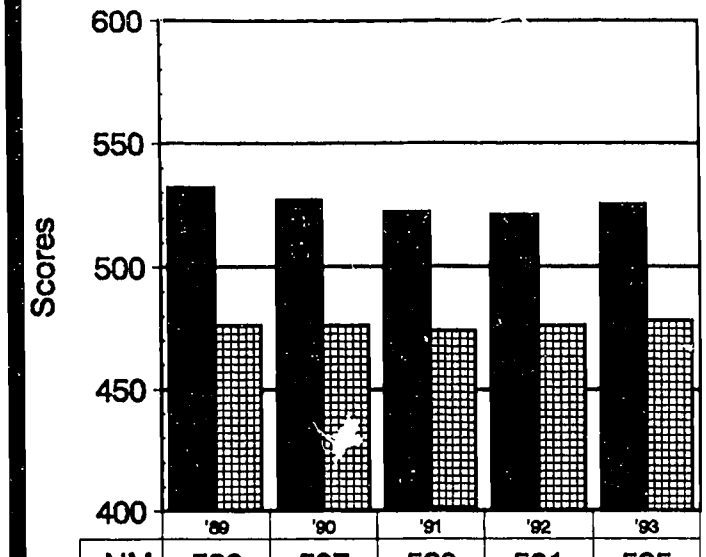
Figure 5

SAT Mean Math Scores

1989-1993



	'89	'90	'91	'92	'93
NM	532	527	522	521	525
Nat'l	476	476	474	476	478

Year

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Table 7
SAT MEAN SCORES BY GENDER
1989 TO 1993

	VERBAL				MATH			
	Males		Females		Males		Females	
Year	NM	Nat	NM	Nat	NM	Nat	NM	Nat
1989	485	434	482	421	557	500	506	454
1990	483	429	476	419	548	499	506	455
1991	481	426	468	418	549	497	496	453
1992	483	428	468	419	552	499	492	456
1993	483	428	473	420	553	502	499	457

Ethnicity

The percentage of Mexican American/Hispanics (21%), Blacks (4%), and Asian Americans (5%) in New Mexico taking the SAT increased in 1993. The percentage of Anglos (64%) and Native Americans (2%) showed a slight decline (see Appendix B).

Nationally, the percentage of Native Americans (1%), Asian Americans (8%), and Hispanics (7%) remained the same as last year. However, the percentage of Anglos (70%) declined by one percent and Black participation (11%) increased by one percent.

As indicated in Table 8, Anglos achieved the highest verbal mean score both nationally (444) and in New Mexico (494) and Asian Americans achieved the highest math mean score (535 nationally and 595 in New Mexico). All ethnic groups in New Mexico achieved higher mean scores than the corresponding groups nationally.

Table 8
1993 SAT MEAN SCORES BY ETHNICITY

	SAT-Verbal		SAT-Math	
Ethnicity	NM	Nat'l	NM	Nat'l
Anglo	494	444	539	494
Asian American	474	415	595	535
Black	416	353	449	388
Mexican American/Hispanics	445	377	485	427
Native American	416	400	452	447
Other	490	422	542	477

For New Mexicans, Mexican American/Hispanics showed the largest improvement in their SAT-V mean score. The 1993 SAT-V mean for this group was 445 compared to 436 in 1992. Most ethnic groups improved their SAT-V score for 1993. Blacks, however, experiences a four point decrease (416 for 1993 and 420 in 1992). Nationally, all ethnic groups improved their SAT-V mean score.

The SAT-M mean score for New Mexico improved the most for Asian Americans. They improved their score from 568 in 1992 to 595 in 1993. All ethnic groups in New Mexico, except Native Americans, improved their SAT-M scores. Native Americans showed a four point decrease from last year (452 for 1993 and 456 in 1992). Nationally, all groups improved their SAT-M mean score.

Scores by First Language

New Mexico students scored highest on the SAT-V subtest when English was the first language learned. As can be seen on Table 9, students whose first language was not English or whose first language included English plus another language received scores 40 to 50 points lower. This did not hold true, however, on the scores for the SAT-M subtest.

Table 9
NM MEAN SCORES BY FIRST LANGUAGE LEARNED

First Language Learned	% Taking SAT	SAT-V Mean	SAT-M Mean
English	86	485	528
English + Another	9	445	479
Other Language	6	434	554

Educational Aspirations

Most 1993 graduates (39%) in New Mexico taking the SAT indicated they plan to pursue a doctoral/related degree. This is a three percent increase from 1992 when 36% indicated a Ph.D or higher as an educational goal. A master's degree was listed as an educational goal by 32% of SAT takers, 15% indicated a bachelor's degree, 2% indicated an associate degree or certificate program, and 13% were undecided.

APPENDIX A

1993 NEW MEXICO ACT SCORES BY SCHOOL DISTRICT

	ENGL	MATH	READ	SCI	COMP	NUM
ALAMOGORDO	21.3	20.4	22.2	21.5	21.5	230
ALBUQUERQUE	20.8	20.7	21.8	21.3	21.3	2490
ALBUQUERQUE	19.6	20.1	21.0	20.8	20.5	123
ALBUQUERQUE EVE	16.0	15.0	16.0	17.5	16.0	2
CIBOLA	20.7	20.5	21.9	21.2	21.2	216
DEL NORTE	21.0	20.7	22.5	21.5	21.5	188
ELDORADO	22.3	22.4	23.1	22.5	22.7	308
FREEDOM	18.5	16.9	21.4	19.6	19.3	15
HIGHLAND	20.7	20.9	21.4	21.5	21.2	194
LA CUEVA	22.1	21.7	23.1	22.4	22.5	385
MANZANO	21.1	20.8	22.0	21.8	21.6	255
NEW FUTURES	16.6	16.7	18.6	18.1	17.6	29
RIO GRANDE	18.2	18.4	18.6	18.8	18.6	141
SANDIA	21.0	20.7	22.2	21.5	21.5	268
VALLEY	20.0	20.2	20.5	20.1	20.3	192
WEST MESA	18.9	19.1	19.9	19.5	19.5	174
ANIMAS	18.3	17.0	19.9	19.7	18.9	31
ARTESIA	19.6	18.7	20.0	19.5	19.5	110
AZTEC	18.7	19.7	20.2	20.1	19.8	96
BELEN	18.4	17.9	19.7	20.1	19.1	118
BERNALILLO	17.1	16.9	17.2	18.1	17.4	72
BLOOMFIELD	19.5	19.0	20.4	20.4	19.9	72
CAPITAN	19.1	18.4	20.1	20.0	19.6	28
CARLSBAD	20.6	20.4	21.4	20.9	20.9	196
CARRIZOZO	20.9	19.9	22.9	22.1	21.7	16
CENTRAL	16.1	17.9	17.0	18.4	17.5	235
KIRTLAND	17.9	20.1	18.6	19.6	19.2	99
NEWCOMB	13.3	15.2	13.9	16.2	14.8	63
SHIPROCK	16.2	17.3	17.4	18.7	17.5	73
CHAMA	18.7	16.9	18.1	18.5	18.1	36
CIBOLA	18.7	17.8	18.5	19.2	18.7	115
GRANTS	19.2	18.0	19.1	19.7	19.1	97
LAGUNA-ACOMA	15.6	17.1	15.4	16.5	16.3	18
CIMARRON	18.3	16.0	17.7	18.8	17.9	24

	ENGL	MATH	READ	SCI	COMP	NUM
CLAYTON	19.8	19.9	19.3	20.2	20.0	26
CLOUDCROFT	21.7	19.3	22.7	21.0	21.2	34
CLOVIS	21.1	20.2	22.1	21.2	21.3	243
COBRE	17.3	18.1	17.6	18.9	18.1	72
CORONA	16.6	18.4	16.2	19.0	17.6	5
CUBA	14.3	15.5	15.4	16.8	15.5	44
DEMING	19.6	18.6	20.3	20.6	19.9	106
DES MOINES	22.2	19.3	22.2	23.5	21.8	6
DEXTER	18.3	19.1	18.7	19.9	19.1	15
DORA	19.4	19.3	19.7	19.2	19.4	9
DULCE	13.5	15.4	14.6	16.4	15.2	18
ELIDA	17.0	17.6	17.4	19.3	18.0	7
ESPANOLA	16.6	16.4	17.2	17.6	17.1	131
ESTANCIA	17.5	17.2	19.9	19.4	18.6	25
EUNICE	15.6	16.8	17.5	17.7	17.1	33
FARMINGTON	20.1	19.4	21.0	20.8	20.5	226
FLOYD	18.7	16.7	17.6	18.6	18.0	7
FORT SUMNER	18.5	17.8	18.2	19.6	18.6	12
GADSDEN	16.9	17.3	17.1	18.1	17.5	230
GALLUP-MACKINLEY	15.7	17.4	17.1	17.9	17.1	388
CROWNPOINT	13.3	15.1	14.6	16.6	15.1	44
GALLUP	17.7	18.9	19.3	19.4	18.9	171
NAVAJO PINE	13.5	15.3	14.8	16.1	15.0	31
RAMAH	17.9	16.9	18.5	17.8	17.8	13
THOREAU	15.1	17.4	16.1	18.0	16.7	55
TOHATCHI	13.2	16.1	14.7	16.1	15.2	74
GRADY	21.4	21.8	22.8	21.8	22.1	12
HAGERMAN	17.5	16.3	21.8	21.0	19.3	4
HATCH	17.3	17.0	17.1	18.3	17.5	28
HOBBS	19.7	19.0	20.5	19.9	19.9	149
HONDO VALLEY	15.3	15.9	17.1	18.3	16.7	7
HOUSE	19.0	16.5	19.8	18.0	18.5	4
JAL	19.5	17.4	20.1	18.9	19.1	25
JEMEZ MOUNTAIN	15.1	16.3	15.8	17.8	16.4	18

	ENGL	MATH	READ	SCI	COMP	NUM
JEMEZ VALLEY	17.4	17.2	17.6	18.7	17.9	16
LAKE ARTHUR	16.0	16.0	16.0	13.7	16.3	3
LAS CRUCES	20.2	20.1	21.4	20.9	20.8	631
LAS CRUCES	20.3	20.4	21.4	20.8	20.9	259
MAYFIELD	20.2	20.1	21.3	21.0	20.8	208
ONATE	20.1	19.6	21.4	20.8	20.6	158
SAN ANDRES	22.0	19.8	22.3	20.3	21.3	6
LAS VEGAS CITY	19.4	19.4	20.5	19.8	19.9	97
LOGAN	18.9	18.0	20.3	19.6	19.3	12
LORDSBURG	19.2	16.8	18.8	18.5	18.4	31
LOS ALAMOS	23.2	23.5	24.9	24.0	24.0	204
LOS LUNAS	18.8	19.1	20.0	19.6	19.5	147
LOVING	14.5	17.0	15.9	17.8	16.5	16
LOVINGTON	19.1	19.0	20.2	20.2	19.8	82
MAGDALENA	16.6	17.3	18.5	16.5	17.2	13
MAXWELL	14.5	14.5	17.5	18.0	16.5	2
MELROSE	18.0	16.7	19.5	19.1	18.5	15
MESA VISTA	17.7	16.8	18.6	18.9	18.1	23
MORA	15.9	16.0	16.6	17.8	16.7	29
MORIARTY	20.0	19.8	21.4	20.9	20.6	86
MOSQUERO	19.5	19.5	16.5	22.5	19.5	2
MOUNTAINAIR	14.6	14.9	14.9	15.6	15.2	17
PECOS	17.1	16.7	17.9	18.2	17.5	22
PENASCO	18.7	19.4	18.5	19.9	19.3	35
POJOAQUE	19.3	19.3	18.8	19.5	19.3	69
PORTALES	19.7	19.7	20.3	19.5	19.9	116
QUEMADO	23.9	20.0	22.5	22.1	22.4	8
QUESTA	16.9	15.3	17.8	17.9	17.1	22

	ENGL	MATH	READ	SCI	COMP	NUM
RATON	17.6	16.7	18.8	18.5	18.1	71
RESERVE	17.8	17.2	19.0	19.8	18.6	5
ROSWELL	19.8	20.0	20.6	20.8	20.4	239
GODDARD	20.3	20.3	21.2	20.9	20.8	143
ROSWELL	19.0	19.4	19.7	20.5	19.8	96
ROY	17.4	17.0	18.0	19.0	18.0	8
RUIDOSO	19.6	19.7	21.6	20.1	20.3	53
SAN JON	17.6	18.4	17.0	17.9	17.9	8
SANTA FE	20.3	19.2	21.1	20.5	20.4	341
CAPITAL	19.0	18.2	20.0	19.7	19.4	98
SANTA FE	20.8	19.7	21.6	20.9	20.9	240
SANTA FE VOC-TEC	18.7	17.7	17.3	18.7	18.3	3
SANTA ROSA	19.5	17.1	18.3	19.3	18.6	23
SILVER CITY	18.7	18.1	19.7	19.6	19.2	176
CLIFF	18.5	18.0	19.6	19.5	19.1	23
SILVER	18.8	18.2	19.8	19.6	19.2	153
SOCORRO	18.4	17.6	19.6	19.2	18.8	73
SPRINGER	17.9	16.5	19.2	18.6	18.2	17
TAOS	18.2	17.8	18.6	19.4	18.6	122
TATUM	19.0	16.5	19.5	18.8	18.5	11
TEXICO	19.1	19.3	20.8	20.4	20.1	22
TRUTH OR CONSEQ	18.7	18.7	19.6	19.7	19.3	54
TUCUMCARI	19.4	17.0	19.5	18.8	18.7	59
TULAROSA	19.4	18.2	21.1	19.9	19.9	36
VAUGHN	17.0	17.3	16.1	18.6	17.4	7
WAGON MOUND	20.8	18.2	19.2	20.2	19.8	5
WEST LAS VEGAS	16.5	17.3	16.8	16.9	17.0	36
ZUNI	13.9	15.1	15.4	16.4	15.3	48

APPENDIX B

ETHNIC COMPOSITION OF NEW MEXICO STUDENTS

TAKING THE SAT

1981 TO 1993

Appendix B

ETHNIC COMPOSITION OF NEW MEXICO STUDENTS TAKING THE SAT
1981 TO 1993*

	ANGLO		HISPANIC		NATIVE AMERICAN		BLACK		OTHER**	
YEAR	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
1981	1,312	78	228	14	22	1	28	2	94	6
1982	1,202	78	188	12	25	2	30	2	98	6
1983	1,224	78	198	13	27	2	27	2	87	6
1984	1,318	78	220	13	32	2	32	2	93	6
1985	1,322	76	244	14	40	2	28	2	117	7
1987	1,468	72	345	17	43	2	33	2	157	8
1988	1,465	73	339	16	52	3	38	2	182	9
1989	1,313	71	319	17	53	3	59	3	152	8
1990	1,325	66	359	18	47	2	46	2	221	11
1991	1,318	69	394	21	49	3	47	2	163	8
1992	1,326	68	386	19	49	3	45	2	132	7
1993	1,195	64	400	21	45	2	85	4	155	9
NATIONAL: 1993	670,965	70	73,420	7	7,488	1	102,939	11	98,307	10

* Data for 1986 are not available.
** Includes Asian-Americans for New Mexico (n=85, 5%) and for the nation (n=78,693, 8%) for 1993.

SOURCES

1993 ACT High School Profile Report

1993 ACT State and National Trend Data for ACT-Assessed Students

1993 Special ACT Assessment Reference Norms: New Mexico and the Nation

1993 Profile of SAT Test Takers - New Mexico Report

1993 Profile of SAT Test Takers - National Report