

SAT[®]

2015 College-Bound Seniors

State Profile Report



NEW MEXICO

Included in This Report

SAT[®] Data

SAT Subject Tests[™] Data

Demographic and Academic Information

College Plans

DATA EMBARGO IN EFFECT. This report contains information on college-bound students in the class of 2015 who took the SAT or SAT Subject Tests at any time during high school. ***Data and other information in this report are embargoed from dissemination to the media and general public until after the College Board makes state and total group-level data and information publically available. The embargo will be lifted no later than September 30, 2015.*** Prior to that time, you may use the data and other information in this report for internal purposes. The College Board will post updated information in the coming weeks about the embargo at <https://collegeboard.org/press>; if you have questions about the College Board Program Results press briefing, please contact the College Board communications department at communications@collegeboard.org.

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The SAT® Program

The SAT® (formerly known as the SAT® I: Reasoning Test) assesses student reasoning based on knowledge and skills developed by the students in their course work. The SAT Subject Tests™ (formerly known as SAT II: Subject Tests) are a series of one-hour, mostly multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. Most students also complete the optional SAT Questionnaire (formerly known as the Student Descriptive Questionnaire) when they register to take SAT Program tests, providing valuable contextual information to aid in interpreting and understanding individual and group scores. *College-Bound Seniors 2015* includes students who tested through June 2015.

Using This Report

College-Bound Seniors presents data on high school graduates in the year 2015 who participated in the SAT Program. Students are counted only once, no matter how often they tested, and only their latest scores and most recent SAT Questionnaire responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound population is relatively stable from year to year, SAT Questionnaire responses from these students can be considered highly accurate. Therefore, you can use this report to:

- Interpret scores of individual students within the broader context of data aggregated across groups of college-bound seniors.
- Study changes over time in the characteristics of students taking SAT tests.
- Look at year-to-year educational and demographic changes in this population, along with changes in test performance.

Keep in mind, however, that:

- Relationships between test scores and other factors such as educational background, gender, racial/ethnic background, parental education, and household income are complex and interdependent. These factors do not directly affect test performance; rather, they are associated with educational experiences both on tests such as the SAT and in schoolwork.
- Not all students in a high school, school district or state take the SAT. Since the population of test-takers is self-selected, using aggregate SAT scores to compare or evaluate teachers, schools, districts, states or other educational units is not valid, and the College Board strongly discourages such uses.
- Interpreting SAT scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT scores for any group, or subgroup, of test-takers is the proportion of students taking the test. For example, if state data are being considered, it is appropriate to recognize that in some states there are lower participation rates. Typically, test-takers in these states have strong academic backgrounds and apply

to the nation's most selective colleges and scholarship programs. For these states, it is expected that the SAT mean scores reported for students will be higher than the national average.

Statistical Definitions

The following terms are used throughout this report. For more statistical information, visit the College Board website at www.collegeboard.org.

Mean

The *mean* is the arithmetic average.

Percentile

The *percentile*, also called the *percentile point*, is the point on the measurement scale below which a specified percentage of scores falls. The 25th, 50th and 75th percentile points are often reported for large data sets. The 50th percentile point is also called the *median* and, like the mean, is an average and a good indicator of the center of the distribution of scores. Comparing the 25th and 75th percentile points gives an idea of the range of scores in the populations reported in this document. Like the standard deviation, the difference between the scores associated with the 75th and 25th percentiles is an indication of the variability of the scores in a particular sample.

Scaled score

A *scaled score* is a score that has been converted from the raw score (number of questions answered correctly minus a fraction of the incorrect answers) for reporting. The SAT Program uses a 200- to 800-point scale.

Standard deviation (SD)

The *standard deviation* (SD) is a measure of the variability of a set of scores. If test scores cluster tightly around the mean score, as they do when the group tested is relatively homogeneous, the standard deviation is smaller than it would be with a more diverse group and a greater scatter of scores around the mean.

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program® (AP®). The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit www.collegeboard.org.

Total Group Mean SAT Scores

College-Bound Seniors, 1972–2015

Year	Critical Reading			Mathematics			Writing		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1972	531	529	530	527	489	509	-	-	-
1973	523	521	523	525	489	506	-	-	-
1974	524	520	521	524	488	505	-	-	-
1975	515	509	512	518	479	498	-	-	-
1976	511	508	509	520	475	497	-	-	-
1977	509	505	507	520	474	496	-	-	-
1978	511	503	507	517	474	494	-	-	-
1979	509	501	505	516	473	493	-	-	-
1980	506	498	502	515	473	492	-	-	-
1981	508	496	502	516	473	492	-	-	-
1982	509	499	504	516	473	493	-	-	-
1983	508	498	503	516	474	494	-	-	-
1984	511	498	504	518	478	497	-	-	-
1985	514	503	509	522	480	500	-	-	-
1986	515	504	509	523	479	500	-	-	-
1987	512	502	507	523	481	501	-	-	-
1988	512	499	505	521	483	501	-	-	-
1989	510	498	504	523	482	502	-	-	-
1990	505	496	500	521	483	501	-	-	-
1991	503	495	499	520	482	500	-	-	-
1992	504	496	500	521	484	501	-	-	-
1993	504	497	500	524	484	503	-	-	-
1994	501	497	499	523	487	504	-	-	-
1995	505	502	504	525	490	506	-	-	-
1996	507	503	505	527	492	508	-	-	-
1997	507	503	505	530	494	511	-	-	-
1998	509	502	505	531	496	512	-	-	-
1999	509	502	505	531	495	511	-	-	-
2000	507	504	505	533	498	514	-	-	-
2001	509	502	506	533	498	514	-	-	-
2002	507	502	504	534	500	516	-	-	-
2003	512	503	507	537	503	519	-	-	-
2004	512	504	508	537	501	518	-	-	-
2005	513	505	508	538	504	520	-	-	-
2006	505	502	503	536	502	518	491	502	497
2007	503	500	501	532	499	514	487	499	493
2008	502	499	500	532	499	514	486	499	493
2009	502	497	499	533	498	514	485	498	492
2010	502	498	500	533	499	515	485	497	491
2011	500	495	497	531	500	514	482	496	489
2012	498	493	496	532	499	514	481	494	488
2013	499	494	496	531	499	514	482	493	488
2014	499	495	497	530	499	513	481	492	487
2015	497	493	495	527	496	511	478	490	484

Note: For 1972–1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987–1995 individual student scores were converted to the recentered scale and then the mean was recomputed. From 1996–1999, nearly all students received scores on the recentered scale. Any score on the original scale was converted to the recentered scale prior to computing the mean. From 2000–2015, all scores are reported on the recentered scale. Cohort data presented prior to 2007 include students testing through March of the senior year, while cohort data from 2007 to present include students testing through June. For further information see www.collegeboard.org/cbs.

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SAT[®] Data

Data in this report are for high school graduates in the year 2015. Information is summarized for seniors who took the SAT at any time during their high school years through June 2015. If a student took the test more than once, the most recent score is used.

Table 1: Overall Mean Scores

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing *		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Total	2,292	551	111	544	110	528	111	53.2	11.4	7.4	1.5

Table 2: Mean Scores by Gender

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Male	1,025	557	108	565	109	526	108	53.3	11.1	7.2	1.5
Female	1,267	546	114	526	108	530	113	53.1	11.7	7.5	1.4

Table 3: Year in Which Seniors Last Took the SAT

Scores are from the last administration in which seniors took the SAT.

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Senior (2014-2015)	1,280	531	110	523	110	511	110	51.3	11.3	7.3	1.5
Junior (2013-2014)	997	577	108	570	106	551	108	55.6	11.1	7.5	1.4
Sophomore (2012-2013)	12	523		543		517		53.0		6.8	
Freshman (2011-2012)	3										
Total	2,292	551	111	544	110	528	111	53.2	11.4	7.4	1.5

Table 4: Mean Scores for Total Group

Mean scores for the total group may serve as points of reference when evaluating mean scores for the state.

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Total Group	1,698,521	495	116	511	120	484	115	48.7	11.6	7.0	1.7

*Writing data are based on students who took the current version of the SAT, first administered in March 2005. All students in the 2015 cohort took the SAT Writing section. The Writing section contains one essay (30 percent of the total score) and 49 multiple-choice questions (70 percent of the total score). Essay scores range from 2-12, with a very small percentage of students (less than 0.3 percent) receiving scores of 0 on the essay, for essays written completely off topic. Multiple-choice scores range from 20 to 80.

Note: Mean scores are reported when there are five or more test-takers. Standard deviations are reported when there are 25 or more test-takers.

SAT Data

Table 5: Percentiles for State and Total Group

A percentile represents the point below which a percentage of scores fall. Comparing the 25th percentile point to the 75th percentile point gives an idea of the range of performance in a group.

SAT Percentile	State			Total Group		
	Critical Reading	Mathematics	Writing	Critical Reading	Mathematics	Writing
75th	630	620	610	570	590	560
50th	550	540	520	490	510	480
25th	480	470	450	410	430	400

Table 6: Score Distributions

SAT Score Range	Critical Reading			Mathematics			Writing		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
700–800	107	124	231	122	81	203	62	101	163
600-690	269	316	585	283	274	557	206	282	488
500-590	358	392	750	352	395	747	352	367	719
400-490	231	315	546	210	382	592	292	368	660
300-390	48	103	151	49	120	169	97	136	233
200-290	12	17	29	9	15	24	16	13	29

Table 7: Type of High School

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Public	1,684	78	43	57	536	528	511
Religiously Affiliated	121	6	50	50	541	531	518
Independent	363	17	49	51	621	623	608
Other or Unknown	124		50	50	564	530	538

Note: Percentiles are reported when there are 20 or more test-takers.
The College Board is no longer collecting data regarding Disabling Conditions.

Demographic Information

SAT: Mean Scores by Gender Within Ethnicity

Table 8: Total Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	101	4	457	114	460	113	426	101
Asian, Asian American, or Pacific Islander	162	7	577	126	610	122	571	130
Black or African American	89	4	516	98	503	101	495	110
Mexican or Mexican American	183	8	512	101	511	102	491	93
Puerto Rican	10	0	592		524		541	
Other Hispanic, Latino, or Latin American	483	21	520	106	515	101	505	103
White	1,118	49	577	103	562	104	549	104
Other	79	3	540	121	543	107	530	122
No Response	67	3	571	98	552	111	543	98
Total	2,292	100	551	111	544	110	528	111

Table 9: Male Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	41	2	485	109	494	124	432	92
Asian, Asian American, or Pacific Islander	69	3	574	134	642	126	560	133
Black or African American	39	2	515	107	522	106	502	125
Mexican or Mexican American	85	4	504	85	530	90	475	83
Puerto Rican	8	0	598		533		535	
Other Hispanic, Latino, or Latin American	182	8	529	99	538	102	506	97
White	542	24	580	100	580	102	545	101
Other	31	1	546	130	558	114	525	138
No Response	28	1	564	106	544	102	519	87
Total	1,025	45	557	108	565	109	526	108

Table 10: Female Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	60	3	437	113	437	98	422	107
Asian, Asian American, or Pacific Islander	93	4	580	120	587	113	579	126
Black or African American	50	2	516	91	488	95	489	96
Mexican or Mexican American	98	4	518	112	495	109	505	99
Puerto Rican	2	0						
Other Hispanic, Latino, or Latin American	301	13	515	110	502	98	504	107
White	576	25	574	105	545	102	553	107
Other	48	2	537	115	533	101	534	110
No Response	39	2	575	92	557	117	561	101
Total	1,267	55	546	114	526	108	530	113

Demographic Information

SAT: Student Background Information and Characteristics

Table 11: Student Background Information and Characteristics

Student demographic information provides a broader context to aid in interpreting and understanding individual and group scores.

SAT	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
All Test-Takers	2,292	100	551	111	544	110	528	111
First Language Learned								
English	1,792	79	558	107	545	105	532	106
English and Another	277	12	525	130	518	130	513	133
Another Language	197	9	517	114	565	118	515	118
No Response	26		569	94	566	96	543	104
Citizenship								
U.S. Citizen / U.S. National	2,121	94	552	111	541	109	528	111
U.S. Permanent Resident or Refugee	38	2	518	127	526	89	501	130
Citizen of Another Country	86	4	555	108	620	104	554	108
Other, Unknown, or No Response	47		535	111	555	122	540	92
Plans to Apply for Financial Aid								
Yes	1,627	78	546	112	538	110	523	110
No	119	6	575	104	569	110	556	113
Don't Know	350	17	552	115	550	110	528	113
No Response	196		574	103	566	110	554	103
Family Income								
\$0 - \$20,000	147	9	483	106	490	108	465	100
\$20,000–\$40,000	224	13	498	102	494	108	487	106
\$40,000–\$60,000	248	15	529	103	515	101	503	101
\$60,000–\$80,000	210	13	537	93	530	96	514	96
\$80,000–\$100,000	240	14	547	104	543	97	522	100
\$100,000–\$120,000	191	11	575	107	569	101	548	105
\$120,000–\$140,000	92	5	575	106	570	101	548	114
\$140,000–\$160,000	96	6	573	94	562	92	541	99
\$160,000–\$200,000	100	6	583	111	579	110	560	110
More than \$200,000	128	8	619	95	602	105	597	102
No Response	616		568	117	559	116	546	116
Highest Level of Parental Education								
No High School Diploma	68	3	455	90	466	105	446	79
High School Diploma	420	19	496	107	494	99	478	100
Associate Degree	163	7	496	94	483	101	469	94
Bachelor's Degree	688	31	547	98	539	95	525	100
Graduate Degree	889	40	599	104	589	106	573	107
No Response	64		527	127	527	134	513	127
Took the PSAT/NMSQT®								
Yes, As a Junior	540	25	569	115	555	109	546	115
Yes, As a Sophomore or Younger	625	29	527	97	517	94	499	94
Yes, As a Junior and As a Sophomore or Younger	690	32	583	107	578	109	561	108
No	322	15	503	115	499	117	484	110
No Response	115		538	104	554	111	527	110

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Academic Record

Table 12: High School Rank

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Highest Tenth	587	49	40	60	603	600	581
Second Tenth	277	23	44	56	545	533	520
Second Fifth	187	16	47	53	495	496	475
Final Three Fifths	147	12	54	46	464	457	440
No Response	1,094		46	54	546	536	523

Table 13: High School Grade Point Average

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
A+ (97–100)	260	12	37	63	621	616	604
A (93–96)	683	31	38	62	589	583	568
A- (90–92)	450	21	43	57	551	539	524
B (80–89)	691	32	52	48	499	493	476
C (70–79)	106	5	71	29	466	455	428
D, E, or F (below 70)	3	0	67	33			
No Response	99		43	57	559	553	547
Mean Grade Point Average	All Students: 3.60		Male: 3.49		Female: 3.69		

Table 14: Average Years of Study in Six Academic Subjects

SAT	Average Years of Study			Grade Point Average: Each Subject		
	Male	Female	Total	Male	Female	Total
Arts and Music	2.1	2.5	2.3	3.84	3.93	3.89
English and Language Arts	3.9	3.9	3.9	3.44	3.69	3.58
Foreign and Classical Languages	2.7	2.7	2.7	3.49	3.67	3.59
Mathematics	4.1	4.1	4.1	3.32	3.40	3.36
Natural Sciences	3.6	3.6	3.6	3.45	3.54	3.50
Social Sciences and History	3.7	3.7	3.7	3.53	3.65	3.60
Total for All Subjects	20.1	20.5	20.3			

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 15: English, Mathematics

English and Language Arts Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	266	13	48	52	587	589	567
4 Years	1,452	72	43	57	554	543	530
3 Years	231	11	42	58	504	503	485
2 Years	41	2	54	46	500	526	477
1 Year	18	1	50	50	456	452	438
1/2 Year or Less	15	1	60	40	438	435	405
No Response	269		52	48	558	552	539
AP®/Honors Courses	1,164	58	40	60	577	564	555
Course Work or Experience							
English/Language Arts	1,913	98	43	57	549	540	525
Journalism	162	8	34	66	527	508	516
Creative Writing	443	23	37	63	556	530	539
American Literature	1,005	51	42	58	553	541	531
Composition/Writing	929	47	43	57	553	539	529
British Literature	351	18	38	62	564	545	540
World Literature	577	29	45	55	557	548	534
Communications	188	10	44	56	529	521	512
Public Speaking	332	17	42	58	552	537	530
English As Second Language	89	5	49	51	458	513	461

Mathematics Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	592	29	45	55	595	604	576
4 Years	1,136	56	43	57	541	524	516
3 Years	235	12	42	58	498	487	476
2 Years	34	2	53	47	493	514	460
1 Year	17	1	47	53	501	476	459
1/2 Year or Less	23	1	57	43	432	436	417
No Response	255		52	48	565	559	544
AP/Honors Courses	1,037	51	44	56	590	593	567
Highest Level of Mathematics Achieved*							
Calculus	909	45	48	52	600	609	577
Pre-calculus	461	23	40	60	525	510	501
Geometry	578	29	39	61	489	461	465
Algebra II	22	1	50	50	537	499	521
Algebra I	7	0	71	29	460	464	429

*To better reflect the relationship between students' SAT scores and their Mathematics course work, course work is now being displayed as the highest level of mathematics achieved. This means that each student is counted only once under their highest level of mathematics course taken.

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 16: Natural Sciences, Social Sciences and History

Natural Sciences		Test-Takers		Percent by Gender		SAT Mean Scores		
Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing	
More Than 4 Years	282	14	48	52	591	602	570	
4 Years	939	47	45	55	566	557	543	
3 Years	611	30	37	63	519	503	496	
2 Years	89	4	52	48	512	514	482	
1 Year	60	3	55	45	510	516	485	
1/2 Year or Less	35	2	40	60	469	467	447	
No Response	276		53	47	562	555	541	
AP/Honors Courses	844	42	44	56	591	588	568	
Course Work or Experience								
Biology	1,907	96	43	57	549	540	525	
Chemistry	1,808	91	43	57	552	544	528	
Physics	1,300	66	47	53	570	565	546	
Geology, Earth, or Space Science	888	45	41	59	530	520	507	
Other Sciences	822	41	40	60	545	539	522	

Social Sciences and History		Test-Takers		Percent by Gender		SAT Mean Scores		
Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing	
More Than 4 Years	221	11	47	53	599	594	579	
4 Years	1,164	58	43	57	556	545	532	
3 Years	477	24	42	58	531	527	510	
2 Years	96	5	51	49	499	514	477	
1 Year	33	2	55	45	493	480	458	
1/2 Year or Less	22	1	50	50	457	487	433	
No Response	279		51	49	558	550	538	
AP/Honors Courses	970	48	42	58	589	576	565	
Course Work or Experience								
U.S. History	1,877	95	43	57	549	539	526	
World History or Cultures	1,757	89	43	57	549	540	525	
U.S. Government or Civics	1,526	78	43	57	544	534	521	
Economics	1,308	66	43	57	548	542	525	
Geography	600	30	43	58	536	531	510	
Psychology	502	25	33	67	554	535	530	
European History	374	19	41	59	585	562	562	
Sociology	217	11	36	64	534	523	511	
Ancient History	246	12	48	52	562	547	539	
Other Courses	707	36	42	58	553	537	526	

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 17: Foreign and Classical Languages

Foreign and Classical Languages Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	173	9	40	60	620	624	603
4 Years	342	17	44	56	600	589	579
3 Years	495	25	43	57	559	549	538
2 Years	798	40	43	57	524	517	499
1 Year	106	5	50	50	483	478	457
1/2 Year or Less	92	5	49	51	480	472	456
No Response	286		52	48	559	553	538
AP/Honors Courses	335	17	36	64	627	613	607
Course Work or Experience							
Chinese	62	3	35	65	574	553	548
French	382	19	36	64	569	556	550
German	141	7	57	43	579	561	539
Greek	9	0	33	67	562	548	521
Hebrew	3	0	0	100			
Italian	65	3	42	58	515	512	500
Japanese	47	2	47	53	577	546	526
Korean	1	0	0	100			
Latin	92	5	47	53	603	574	574
Russian	11	1	55	45	574	563	573
Spanish	1,324	67	43	57	543	536	521
Other Languages	125	6	45	55	510	503	480

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 18: Arts and Music, Computers

Arts and Music*	Test-Takers		Percent by Gender		SAT Mean Scores			
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years		170	10	38	62	591	577	567
4 Years		355	20	37	63	582	563	563
3 Years		277	16	40	60	564	554	545
2 Years		337	19	44	56	561	548	533
1 Year		280	16	44	56	545	544	522
1/2 Year or Less		324	19	55	45	524	532	498
No Response		549		49	51	525	519	504
AP/Honors Courses		158	9	34	66	621	590	596
Course Work or Experience								
Acting or Play Production		409	22	36	64	573	549	550
Art History or Appreciation		285	15	34	66	555	528	533
Dance		258	14	14	86	551	535	531
Drama: Study or Appreciation		345	18	29	71	552	528	530
Music: Study or Appreciation		269	14	45	55	576	551	555
Music Performance		852	45	42	58	567	556	546
Photography or Film		524	28	39	61	551	532	528
Studio Art and Design		516	27	35	65	562	545	537
None		310	16	53	47	512	521	490

Computers†	Test-Takers		Percent by Gender		SAT Mean Scores			
	Course Work or Experience	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Computer Literacy		162	56	42	58	624	618	595
Computer Programming		70	24	60	40	639	637	600
Word Processing		168	59	41	59	625	615	598
Internet Activity		139	48	37	63	620	611	592
Using Computer Graphics		103	36	44	56	625	625	591
Creating Spreadsheets/Databases		96	33	43	57	624	610	594
None		49	17	33	67	608	609	591

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

*Information about Arts & Music is incomplete for the 2015 cohort as data was not collected through the online registration process between January and June 2015. The full collection of this data has resumed.

†Information about Computer Experience represents a small sample of the 2015 cohort as this information is no longer collected through the online registration process as of November 2013.

SAT Subject Tests™ Data

Table 19: Number of Test-Takers and Tests for SAT Subject Tests

Students Who Took SAT Subject Tests		Students Who Took an SAT Subject Test and Also Took the SAT			
Number of Test-Takers	Number of Tests	Number of Test-Takers	Critical Reading Mean	Mathematics Mean	Writing Mean
433	1,115	343	664	668	650

Students Who Took One or More Different SAT Subject Tests		
Number of Tests Taken	Number of Test-Takers	Percent of Total Test-Takers Who Took One or More Tests
1	38	9
2	184	42
3	150	35
4 or More	61	14

Table 20: Mean Scores for SAT Subject Test Takers and for Students Who Also Took the SAT

Most, but not all, students who take SAT Subject Tests also take the SAT. This table provides SAT Subject Test scores for students who took SAT Subject Tests. It also provides the SAT scores for those students who also took the SAT.

	SAT Subject Test			N	SAT						
	N	Mean	SD		Mean	SD	Mean	SD	Mean	SD	
English											
Literature	138	644	94	110	676	79	636	80	666	80	
History and Social Studies											
U.S. History	120	636	100	101	681	81	660	83	665	86	
World History	32	642	102	29	690	76	669	88	670	78	
Mathematics											
Mathematics Level 1	129	607	95	101	619	92	635	75	611	94	
Mathematics Level 2	255	692	85	204	681	82	704	63	671	77	
Science											
Biology-E	36	639	94	28	672	67	660	94	660	96	
Biology-M	73	672	79	59	666	76	685	62	655	82	
Chemistry	117	671	108	97	671	94	696	81	651	99	
Physics	98	698	95	76	676	90	727	64	663	94	
Foreign and Classical Languages											
Chinese/Listening	6	795		5	692		768		666		
French	14	635		13	622		618		618		
French/Listening	7	610		6	653		607		622		
German	1			1							
German/Listening	1			1							
Modern Hebrew											
Italian											
Japanese/Listening	1			1							
Korean/Listening	2			2							
Latin	2			2							
Spanish	72	691	80	64	699	67	686	66	681	71	
Spanish/Listening	11	676		7	661		634		691		

SAT Subject Tests Score Distributions

Table 21: English, History and Social Studies

SAT Subject Tests	English		History and Social Studies			
	Literature		U.S. History		World History	
	N	Pct	N	Pct	N	Pct
750-800	23	17	15	13	5	16
700-740	24	17	28	23	5	16
650-690	30	22	22	18	8	25
600-640	19	14	18	15	3	9
550-590	18	13	11	9	4	13
500-540	13	9	12	10	5	16
450-490	9	7	9	8	1	3
400-440			5	4	1	3
350-390	2	1				
300-340						
250-290						
200-240						
Total	138		120		32	
Mean	644		636		642	
SD	94		100		102	
75th percentile	710		710		710	
50th percentile	650		660		660	
25th percentile	570		560		550	

Table 22: Mathematics, Science

SAT Subject Tests	Mathematics				Science							
	Mathematics Level 1		Mathematics Level 2		Biology-E		Biology-M		Chemistry		Physics	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800	4	3	89	35	4	11	14	19	35	30	36	37
700-740	24	19	35	14	8	22	20	27	25	21	23	23
650-690	20	16	55	22	6	17	15	21	18	15	15	15
600-640	28	22	36	14	8	22	14	19	11	9	11	11
550-590	19	15	25	10	3	8	4	5	10	9	4	4
500-540	20	16	13	5	5	14	4	5	7	6	4	4
450-490	7	5	1	0	1	3	1	1	5	4	3	3
400-440	2	2	1	0			1	1	5	4	2	2
350-390	4	3			1	3			1	1		
300-340	1	1										
250-290												
200-240												
Total	129		255		36		73		117		98	
Mean	607		692		639		672		671		698	
SD	95		85		94		79		108		95	
75th percentile	680		770		710		730		750		790	
50th percentile	610		690		640		680		700		710	
25th percentile	540		630		560		630		610		640	

SAT Subject Tests Score Distributions

Table 23: Foreign and Classical Languages

SAT Subject Tests	Foreign and Classical Languages											
	Chinese/Listening		French		French/Listening		German		German/Listening		Modern Hebrew	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800	6	100	5	36	1	14						
700-740			1	7	2	29						
650-690												
600-640			2	14					1	100		
550-590			2	14	1	14						
500-540			2	14	2	29	1	100				
450-490					1	14						
400-440			1	7								
350-390			1	7								
300-340												
250-290												
200-240												
Total	6		14		7		1		1			
Mean	795		635		610							
SD												
75th percentile												
50th percentile												
25th percentile												

Table 24: Foreign and Classical Languages (continued)

SAT Subject Tests	Foreign and Classical Languages											
	Italian		Japanese/Listening		Korean/Listening		Latin		Spanish		Spanish/Listening	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800					1	50			23	32	4	36
700-740									16	22		
650-690									14	19	3	27
600-640							1	50	8	11	1	9
550-590					1	50	1	50	6	8	3	27
500-540			1	100					3	4		
450-490									2	3		
400-440												
350-390												
300-340												
250-290												
200-240												
Total			1		2		2		72		11	
Mean									691		676	
SD									80			
75th percentile									750			
50th percentile									700			
25th percentile									640			

College Plans

Table 25: Intended College Major, Degree-Level Goal

SAT Intended College Major	Test-Takers		Mean Scores		
	Number	Pct	Critical Reading	Mathematics	Writing
Agriculture, Agriculture Operations, and Related Sciences	20	1	505	489	473
Architecture and Related Services	36	2	539	564	552
Area, Ethnic, Cultural and Gender Studies	9	0	644	598	598
Biological and Biomedical Sciences	179	8	561	545	533
Business Management, Marketing, and Related Support Services	169	8	525	527	507
Communication, Journalism and Related Programs	41	2	591	534	570
Computer and Information Sciences and Support Services	72	3	570	583	532
Construction Trades	1	0			
Education	50	2	500	499	490
Engineering	319	15	580	596	547
Engineering Technologies/Technicians	14	1	461	508	437
English Language and Literature/Letters	44	2	604	527	574
Family and Consumer Sciences/Human Sciences	3	0			
Foreign Languages, Literatures, and Linguistics	22	1	607	573	582
Health Professions and Related Clinical Services	343	16	514	516	496
History	18	1	568	529	524
Legal Professions and Studies	55	3	571	552	557
Liberal Arts and Sciences, General Studies, and Humanities	30	1	598	546	573
Library Science And Administration	0	0			
Mathematics and Statistics	16	1	589	640	559
Mechanic and Repair Technologies/Technician	2	0			
Military Technologies And Applied Sciences	21	1	514	532	467
Multi/Interdisciplinary Studies	15	1	639	604	627
Natural Resources and Conservation	12	1	545	576	550
Parks, Recreation, Leisure and Fitness Studies	8	0	393	449	395
Personal and Culinary Services	6	0	450	485	405
Philosophy and Religious Studies	7	0	564	514	571
Physical Sciences	48	2	612	605	580
Precision Production	0	0			
Psychology	76	4	543	510	525
Public Administration and Social Services Professions	5	0	444	414	490
Security and Protective Services	42	2	520	488	485
Social Sciences	59	3	609	571	575
Theology and Religious Vocations	5	0	628	586	552
Transportation and Materials Moving	0	0			
Visual and Performing Arts	189	9	553	518	528
Other	25	1	484	496	472
Undecided	152	7	573	575	558
Degree-Level Goal					
Certificate Program	10	0	546	496	499
Associate Degree	19	1	431	398	414
Bachelor's Degree	486	23	511	499	484
Master's Degree	684	32	550	545	528
Doctoral or Related Degree	662	31	577	573	554
Other	4	0			
Undecided	251	12	559	553	541

College Plans

Table 26: Institutions That Received the Most SAT Program Score Reports from Your Students

Of the 2,382 students from your state who took the SAT and/or an SAT Subject Test, 1,553 designated that their score reports be sent to institutions. Students may designate more than one institution to receive scores. This list includes only the 45 institutions that received the most score reports. A total of 769 institutions received score reports from your students.

Institution	State	Type	Number of Students	Percent of Score Senders*
University of New Mexico	NM	Public	801	51.6
New Mexico State University	NM	Public	254	16.4
New Mexico Institute of Mining and Technology	NM	Public	160	10.3
Stanford University	CA	Private	153	9.9
Arizona State University	AZ	Public	108	7.0
NMSC Scholarship Admin	IL	Scholarship	101	6.5
Texas Tech University	TX	Public	99	6.4
Central New Mexico Community College	NM	Public	98	6.3
Harvard College	MA	Private	96	6.2
University of Texas at Austin	TX	Public	92	5.9
University of California: Berkeley	CA	Public	90	5.8
Colorado State University	CO	Public	90	5.8
Massachusetts Institute of Technology	MA	Private	89	5.7
University of Colorado Boulder	CO	Public	86	5.5
Princeton University	NJ	Private	86	5.5
Columbia University	NY	Private	82	5.3
University of Southern California	CA	Private	75	4.8
University of Denver	CO	Private	73	4.7
Eastern New Mexico University	NM	Public	68	4.4
Rice University	TX	Private	67	4.3
University of California: Los Angeles	CA	Public	65	4.2
Brown University	RI	Private	65	4.2
University of Arizona	AZ	Public	64	4.1
NCAA Eligibility Center	IN	Public	64	4.1
Yale University	CT	Private	64	4.1
Fort Lewis College	CO	Public	61	3.9
Duke University	NC	Private	60	3.9
Dartmouth College	NH	Private	60	3.9
Cornell University	NY	Private	59	3.8
University of Chicago	IL	Private	58	3.7
University of Pennsylvania	PA	Private	57	3.7
Northern Arizona University	AZ	Public	56	3.6
Washington University in St. Louis	MO	Private	54	3.5
University of Washington	WA	Public	51	3.3
University of California: San Diego	CA	Public	49	3.2
Vanderbilt University	TN	Private	46	3.0
Colorado School of Mines	CO	Public	46	3.0
Baylor University	TX	Private	44	2.8
New York University	NY	Private	42	2.7
University of Michigan	MI	Public	42	2.7
Georgetown University	DC	Private	41	2.6
Texas A&M University	TX	Public	39	2.5
Tulane University	LA	Private	36	2.3
Northwestern University	IL	Private	36	2.3
Colorado College	CO	Private	35	2.3

*Of your students who designated that their SAT and/or SAT Subject Test score reports be sent to institutions, the 'Percent of Score Senders' indicates the percent of those students who had their scores sent to each institution listed.

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The College Board National Office

250 Vesey Street
New York, NY 10281
212-713-8000
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Three Bala Plaza East, Suite 501
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610-227-2580 (Fax)

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866-392-4078
408-367-1459 (Fax)

Puerto Rico and Latin America Office

208 Ponce de León Avenue, Suite 1501
San Juan, PR 00918-1017
Mailing address:
P.O. Box 71101
San Juan, PR 00936-8001
787-772-1200
787-759-8629 (Fax - Reception area)
787-764-4306 (Fax - Director's office)

The College Board International

250 Vesey Street
New York, NY 10281
212-373-8738
646-417-7350 (Fax)

Washington Office

1919 M Street NW, Suite 300
Washington, DC 20036-2375
202-741-4700
202-741-4743 (Fax)

Florida Office

1545 Raymond Diehl Road, Suite 250
Tallahassee, FL 32308-1500
850-521-4900
850-521-4921 (Fax)