

ALBUQUERQUE PUBLIC SCHOOLS

DISTRICT REPORT

ACT & SAT

**A Three Year Summary
2000-2002**

College Entrance Testing

Author: Michael Loughrey, PhD.
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Executive Summary

About This Report

For this report, data was taken from ACT and SAT reporting services which use the most recent test scores of seniors only. If the last time the senior took the test was in his or her sophomore year, then that is the score that is reported for his or her graduating class. The SAT scores reported in this summary are only based on the number of students who took the SAT I (Verbal and Math), and not the SAT II which is based on specific course content.

Student Performance

American College Testing Program (ACT)

Over the last five years the APS average ACT Composite score has been higher than both state and national averages except for 2000-2001 when it was the same as the national average Composite score (Figure 1). In addition, students in a college preparatory curriculum scored higher than students in a regular high school curriculum on all five subtests of the ACT in the past three years (Figure 2).

Scholastic Assessment Test (SAT)

Over the last five years the APS average Math and Verbal SAT I scores have been significantly higher than both state and national Math and Verbal scores (Figure 3). (The SAT report allows statistically significant differences to be determined. The ACT report does not.)

Student Demographic Profile

Since 1998-02, girls have been 55-57% of the APS ACT test takers and 52-54% of the SAT test takers (Table 1). The percent of APS seniors having taken the ACT at some point during high school had increased from 52% to 61% until 2002 when it decreased to 57%. The percent of seniors having taken the SAT some time during their high school tenure has steadily increased by one percent per year from 10% in 1998 to 14% in 2002 (Table 2).

Over each of the last three years, approximately 73% of students who took the ACT last took it in their senior year rather than in their junior year, while about 60% of students who took the SAT last took it in their senior year (Table 3).

A much larger percent of APS students participate in the ACT. For APS students, the higher the reported GPA, the higher the scores earned on the ACT and SAT (Table 4). Composite ACT scores and SAT Verbal and Math subtest scores tend to increase as income increases. Students from lower income families are appreciably under-represented in the number of students who take either the ACT or SAT (Table 5).

Why Students Take College Entrance Examinations

Most institutions of higher education require entering students to submit college entrance examination results. The primary purpose of this requirement is to help colleges and universities decide which students to admit and what coursework best fits those individuals' needs and abilities. A large number of Albuquerque Public Schools' students voluntarily participate in either the American College Testing Program (ACT) or the Scholastic Assessment Test (SAT) of the College Entrance Examination Board.

College entrance examinations are designed to measure academic achievement, predict success in college and help the student understand his or her potential to do college work. The domains of academic achievement measured in the ACT are English, Math, Reading, Science Reasoning, and the complete Composite (an average of the four primary subtests). The SAT I is comprised of two major academic domains: Verbal and Math. Since all New Mexico colleges accept the ACT, the majority of college-bound APS students take this test. Those with plans to attend college out-of-state often take the SAT, especially if the college of their choice is located in the Eastern part of the United States.

It should be noted that both ACT and SAT test results have limited application to APS high school instructional planning. College entrance examination test results cannot be used as an assessment of the APS curriculum or instructional program for two reasons. First, not all APS high school students take these tests. Those who do take them are assumed to be college-bound. Second, the questions on these tests are not designed to measure a district's high school curriculum. Instead, they are designed to measure the application of analytical reasoning for the problem solving needed for successful college-level study.

A Profile of APS Students Taking College Entrance Exams

Student Demographic Profile

While the number of students nationwide who participate in ACT testing has increased more than 8% over the past five years, and the number of New Mexico students has increased less than 1%, APS has experienced over a 4% decrease in the number of students participating in ACT testing since 1997-98 (Table 1). This is probably as much a function of enrollment fluctuations as anything. The total number of graduating seniors in APS schools has decreased from 4974 in 1997-98 to 4449 in 2001-02, which is an almost 11% decrease.

Proportionately, APS participation in the ACT has decreased over 2% the past five years, a decrease of over 1% for girls, and a decrease of over 4% for boys. Participation in the SAT has increased 18% since 1997-98, an increase of 19% for girls, and an increase of 17% for boys. This may indicate more interest in attending out-of-state colleges.

The percent of the senior class students having taken the ACT (52% in 1997-98) and the SAT (10% in 1997-98) has increased for both tests over this period except for a drop of 4% in the number of ACT test takers during 2001-2002 (Table 2). This may be due to students being counseled to take T-VI's free ACCU-Placer test instead of the ACT because they plan on enrolling at T-VI for their first two years of college. Proportionately, more juniors took the SAT over the past three years compared to juniors taking the ACT (Table 3). This would seem to indicate that students who take the SAT are deciding on their college plans, i.e., going out-of-state to attend college, earlier than those who take the ACT.

As would be expected, the higher the student-reported grade point average (GPA), the higher the score earned on the ACT Composite and SAT Verbal and Math subtests (Table 4).

Composite ACT scores and SAT Verbal and Math subtest scores tend to increase somewhat as family income increases, particularly at low and middle income levels (Table 5). This result is consistent with other research establishing the relationship between socioeconomic status (SES) and student achievement as measured by test scores. The trend is not as clear in mid-to higher family income categories for the SAT. When the percent of students at each income category is inspected, a disproportionately lower percentage of test-takers are from the lowest income categories. A vigorous program to encourage students from families with lower incomes to keep more post-secondary options open by taking college entrance examinations and college prep courses is suggested.

APS students who indicate "White" as ethnicity scored highest on the SAT Verbal subtests all three years, while Asians scored highest on the

Math subtests (Table 6).

At the state level in 2001-02, those students reporting ethnicity as Asian scored highest on the ACT Composite, and appreciably higher on the math subtest than all other subgroups. At the state level, White students scored significantly higher than any other subgroup on the SAT Verbal subtest in 2001-02, while Asian students scored significantly higher that same year on the SAT Math subtest.

Students scored similarly at the national level. Asian/Pacific American and Caucasian American/White students scored highest and similar to each other on the 2001-02 ACT composite with Asian students again scoring highest on Math. At the national level, White students scored significantly higher on the SAT Verbal subtest in 2001-02; Asian students scored significantly higher on the SAT Math subtest.

A higher percentage of APS students participating in the 2001-02 ACT were minority (35%) (Table 6) compared to the national level (21%). (It is worth mentioning that for APS an additional 9% of the students noted they were multiracial and another 10% refused to respond.) On the other hand, the proportion of minority students taking the 2001-02 SAT (28%) from APS is a little less than at the national level (31%).

In 2001-02, 59% of the students taking the ACT said their goal was graduate study or a professional level degree while 71% of the students taking the SAT indicated their educational goal to be a Master's degree or a Doctoral level/Related level degree (Table 7). These figures are similar to those in the previous two years. In the past year, the greatest number of students taking the ACT indicated an intended college major in the field of health, while the greatest number of students taking the SAT intended college majors in health with almost as many indicating engineering (Table 8).

APS students who take the ACT complete a survey at the end of the exam to indicate their satisfaction or dissatisfaction with eleven different aspects of their high school's programs. Over the past five years, the percent of students who indicated that they were satisfied with various aspects of their high schools equaled or exceeded 50% in only two out of ten aspects of programs assessed (Honors Programs and Variety of Courses). Satisfaction with Honors Program has decreased from 53% to 50% in the past five years. Satisfaction with Variety of Courses dropped steadily from 57% to 51% in the same time. There were noteworthy declines in satisfaction in several other categories over the past five years: Classroom Instruction, Grading Practices, and Number and Kinds of Tests. School Rules has been the area of most dissatisfaction each of the past five years (Table 9).

ACT 1998-2002 Summary Information

The Enhanced ACT Assessment

First administered in APS in 1989, the Enhanced ACT is a test designed to reflect current skills and knowledge students need for success in college. Scores for the four subtests of the Enhanced ACT: English, Math, Reading, and Science Reasoning are reported on a scale of 1 to 36.

Since the 1997-98 school year, APS's average composite score has been higher than both the state of New Mexico and the nation, except for 2000-01 (Figure 1). This pattern of results, with APS scores being higher, is consistent across all four subtests.

Two separate sets of scores are generated for the ACT subtests, one for students who have participated in a college preparatory curriculum, and one for students in a regular curriculum. Those students in the college prep curriculum scored higher on all four subtests of the ACT in the 1999-00, 2000-01, and 2001-02 school years (Figure 2).

Figure 1. ACT Composite Scores for APS, New Mexico, and the Nation 1998-2002

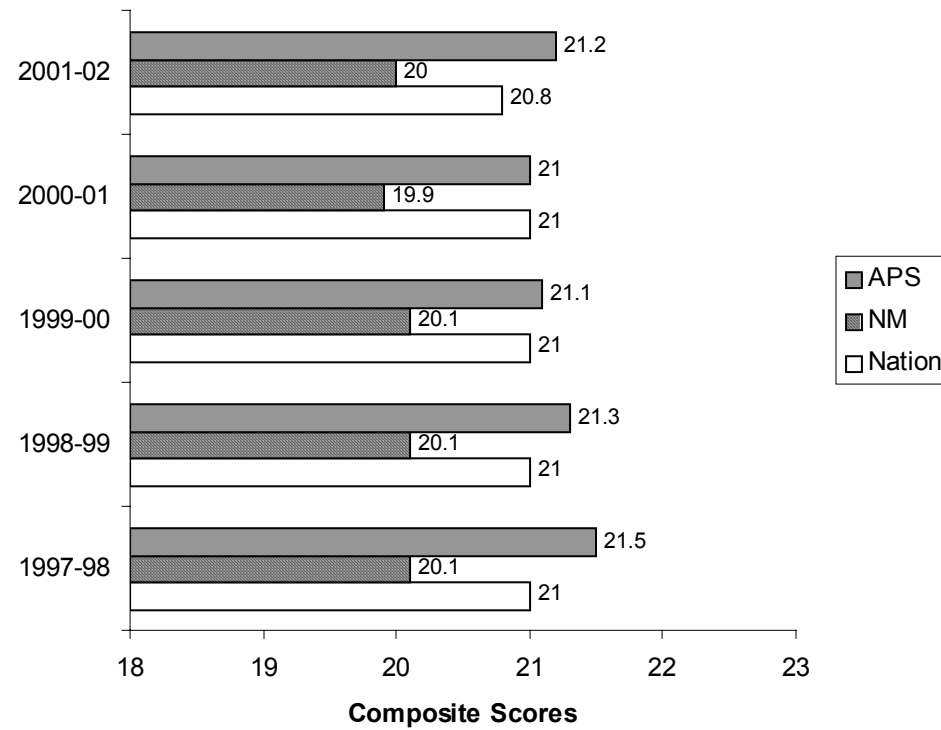
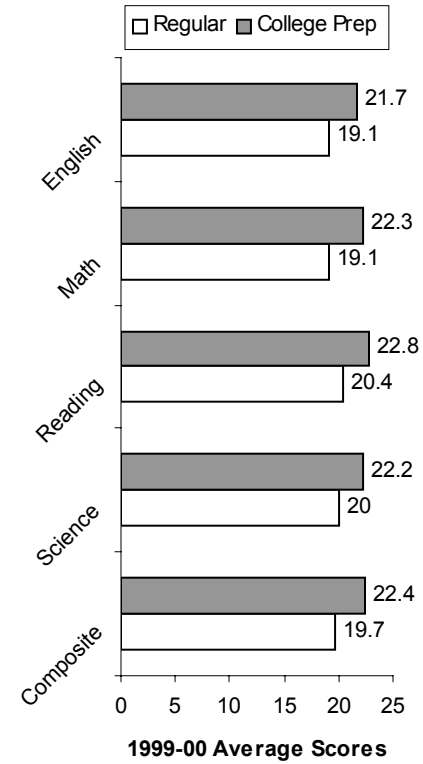
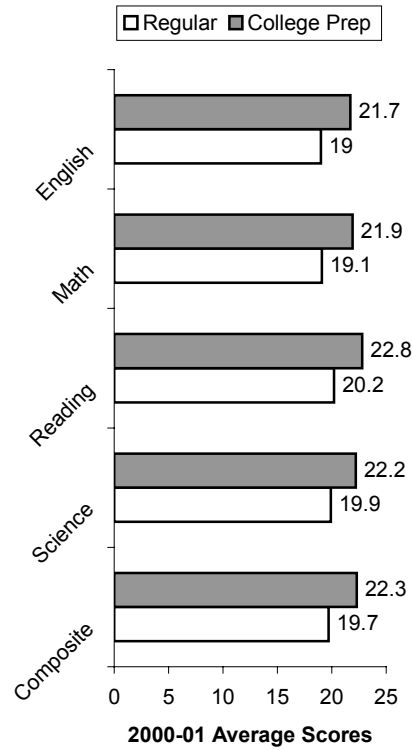
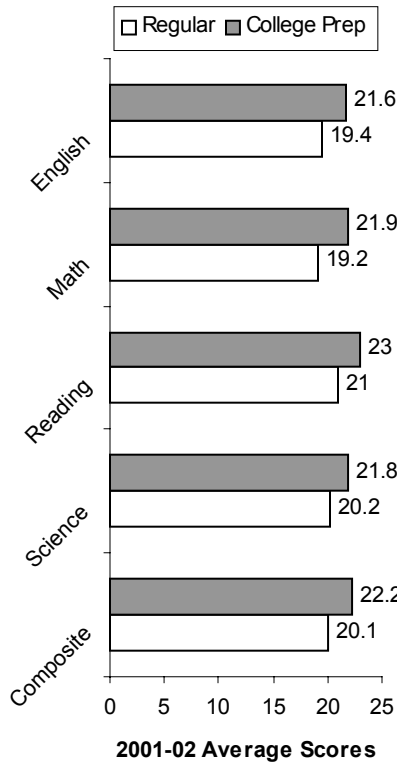


Figure 1 shows that APS graduates scored higher than those throughout New Mexico and the nation on the ACT.

Figure 2. Average APS ACT Scores by Level of Academic Preparation 2000-2002



SAT 1998-02 Summary Information

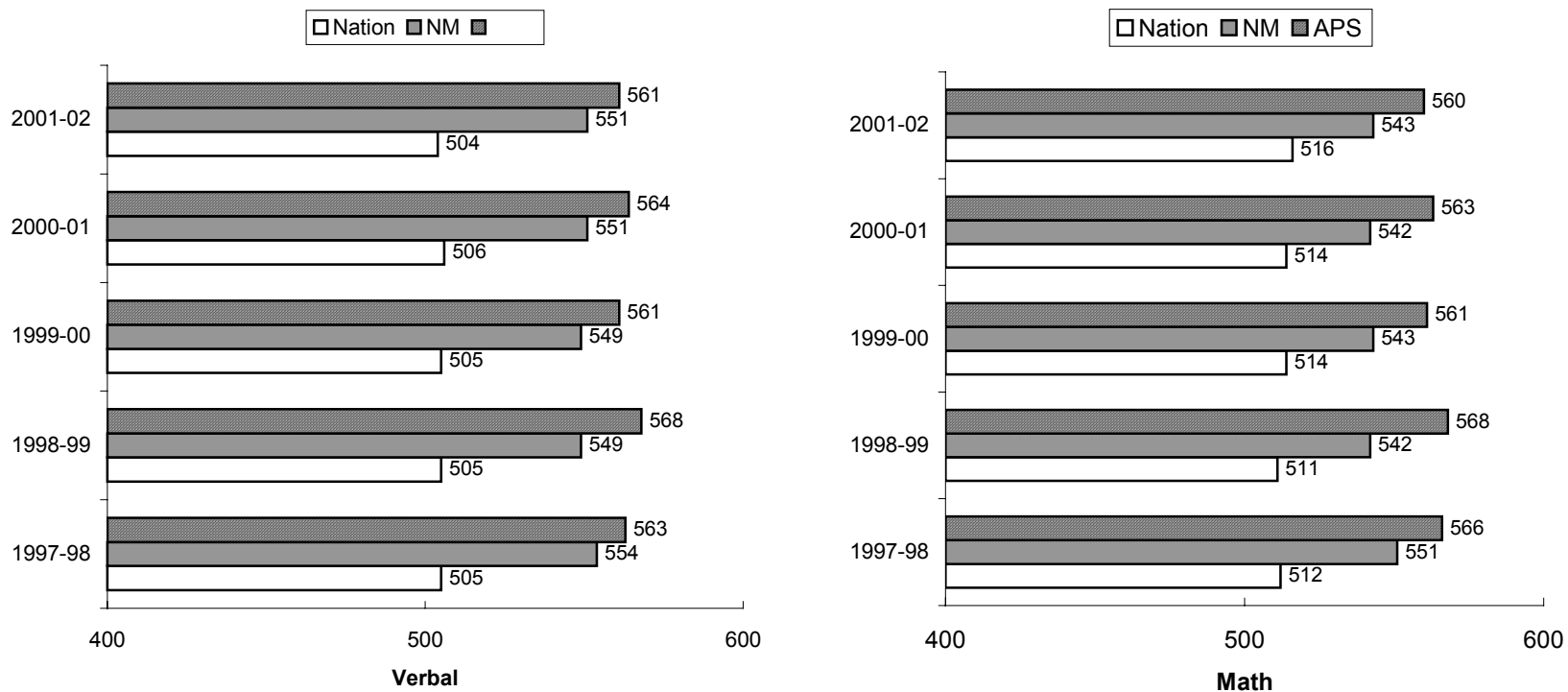
Although the largest majority of college-bound students in New Mexico take the ACT, several hundred students in APS choose to take the Scholastic Assessment Test (SAT) each year. These students are typically those who intend to go out-of-state to college or who may have not yet chosen the college or university they wish to attend. Because all universities and colleges in New Mexico accept the ACT, it is unnecessary for those students seeking higher education in New Mexico to take the SAT.

Since 1994-95, students have been participating in the new SAT (Scholastic Assessment Tests) Program. The new SAT I: Reasoning Test has replaced the traditional SAT (Scholastic Aptitude Test) and the new SAT I has been linked statistically to the traditional.

The College Board introduced a new re-centered scale in April 1995. This recalibration re-established 500 as the average on the test's scale of 200 to 800 points. Since the SAT was "re-centered" meaningful comparisons can be made between a student's Verbal and Math subtest scores. ETS has prepared a table of equivalent scores for use by college admissions officers and guidance counselors to assist in interpreting the new scale

The SAT is composed of two major subtests, Verbal and Math. APS has averaged higher scores than both the state and the nation over the last five years. In 2001-02, APS students averaged 10 points higher than the state and 57 points higher than the nation on the Verbal subtest. In the same year APS students averaged 17 points higher than the state and 44 points higher than the nation on the Math subtest.

Figure 3: Average SAT Verbal and Math Scores for APS, New Mexico, and the Nation 1998-2002



Results for all years are reported on the re-centered scale, which the Educational Testing Service implemented in the 1995-96 school year. This was the second time ETS re-centered scores, which was done, as it was the first time in 1941, to reflect the more diverse group that the re-norming was based on. Re-norming has established 500 as the mean in both Verbal and Math sections and, additionally, has aligned the scores in both areas so that they are comparable to each other.

Table 1. Number and Percent of Males and Females Tested*

	ACT					SAT				
	1997-98	1998-99	1999-00	2000-01	2001-02	1997-98	1998-99	1999-00	2000-01	2001-02
Males	1154 (45%)	1109 (43%)	1191 (43%)	1105 (44%)	1101 (44%)	242 (47%)	261 (48%)	246 (46%)	258 (48%)	283 (46%)
Females	1422 (55%)	1472 (57%)	1591 (57%)	1464 (56%)	1401 (56%)	274 (53%)	281 (52%)	289 (54%)	278 (52%)	326 (54%)
No Response	-	11	6	14	14	-	-	-	-	-
Total	2576	2592	2788	2583	2516	516	542	535	536	609

* Source: ACT High School Profile Table 6

** Not included in total

Table 2. Percent of Graduating Class Having Taken College Entrance Exams During High School

	1997-98		1998-99		1999-00		2000-01		2001-2002	
	N	%	N	%	N	%	N	%	N	%
Senior Enrollment*	4974		4738		4637		4201		4449	
ACT**	2576	52	2592	55	2788	60	2583	61	2516	57
SAT	516	10	542	11	535	12	536	13	609	14

* Source: 40 day count

** ACT High School Profile Table 11

Table 3. Grade Level At Time of Testing

	ACT						SAT					
	1999-00		2000-01		2001-02		1999-00		2000-01		2001-02	
	N	%	N	%	N	%	N	%	N	%	N	%
Freshman	-	-	-	-	-	-	1	<1	-	-	1	<1
Sophomore	12	<1	16	<1	17	<1	1	<1	2	<1	7	1
Juniors	787	28	669	27	637	26	207	39	193	36	245	40
Seniors	1973	71	1836	73	1768	73	326	61	341	64	356	58
Other/No Response	16	-	62	-	94	-	-	-	-	-	-	-
Total	2788		2583		2516		535		536		609	

Table 4. Student-Reported Grade Point Average

ACT									
	1999-00			2000-01			2001-02		
Grade Range	N	%	Avg. Composite	N	%	Avg. Composite	N	%	Avg. Composite
3.50 - 4.00	716	28	24.6	733	31	24.5	722	33	24.1
3.00 - 3.49	845	33	21.2	744	32	20.8	749	34	21.0
2.50 - 2.99	608	24	19.1	545	23	19.0	458	21	19.3
2.00 - 2.49	302	12	18.2	271	12	18.4	223	10	18.7
1.99 and below	75	3	18.3	54	2	17.6	54	2	17.5

SAT												
	1999-2000				2000-2001				2001-02			
Grade Range	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math
A+	73	14	642	654	93	19	615	617	88	16	625	653
A	107	21	592	596	117	23	593	603	124	23	591	599
A-	109	21	568	577	103	21	573	577	109	20	559	557
B	196	39	520	514	165	33	525	514	192	36	530	515
C	24	5	463	443	19	4	515	502	25	5	505	484
D, E, F	-	-	-	-	1	<1-	-	-	-	-	-	-
No Response	26	-	-	-	38	-	-	-	71	-	-	-

Table 5. Student-Estimated Family Income

ACT									
	1999-00			2000-01			2001-02		
Income Range	N	%	Avg. Comp.	N	%	Avg. Comp.	N	%	Avg. Comp.
Less than \$18,000	230	8	18.9	172	7	18.2	194	8	18.7
\$18,000 - \$24,000	180	6	19.0	150	6	19.1	138	5	19.2
\$24,000 - \$30,000	194	7	19.6	200	8	19.7	141	6	20.3
\$30,000 - \$36,000	191	7	20.0	154	6	20.5	153	6	20.2
\$36,000 - \$42,000	191	7	20.7	199	8	20.6	188	7	20.1
\$42,000 - \$50,000	258	9	21.0	222	9	20.9	190	8	21.3
\$50,000 - \$60,000	296	11	21.6	266	10	20.9	213	8	21.5
\$60,000 - \$80,000	370	13	22.2	382	15	21.8	381	15	21.8
\$80,000 - \$100,000	228	8	23.1	244	9	23.1	269	11	22.9
More than \$100,000	264	9	23.2	253	10	23.5	279	11	23.0
No response	386	14	21.0	341	13	20.6	370	15	21.0

Table 5. Student-Estimated Family Income (cont'd)

Income Range	SAT											
	1999-2000				2000-01				2001-02			
	N	%	Avg. Verb.	Avg. Math	N	%	Avg. Verb.	Avg. Math	N	%	Avg. Verb.	Avg. Math
Less than \$10,000	3	1	-	-	6	2	442	482	7	2	481	447
\$10,000 - \$20,000	19	4	501	524	10	3	492	519	13	3	555	526
\$20,000 - \$30,000	45	10	534	523	33	8	586	568	27	6	539	523
\$30,000 - \$40,000	34	8	543	518	40	10	556	549	35	8	556	573
\$40,000 - \$50,000	47	10	558	550	36	9	575	572	55	13	575	562
\$50,000 - \$60,000	52	12	541	562	39	10	554	556	33	8	536	552
\$60,000 - \$70,000	46	10	545	540	43	11	559	560	57	14	552	551
\$70,000 - \$80,000	49	11	573	572	45	11	563	555	35	8	576	580
\$80,000 - \$100,000	63	14	602	588	60	15	600	594	73	17	587	586
More than \$100,000	90	20	576	593	81	21	576	571	86	20	568	572
No response	87	-	-	-	143	-	-	-	188	-	-	-

Table 6. Ethnicity

ACT									
Ethnic Group	1999-00			2000-01			2001-02		
	N	%	Avg. Composite	N	%	Avg. Composite	N	%	Avg. Composite
Amer/Alaskan Native	70	3	18.2	75	3	19.1	62	2	19.0
Asian/Pacific Amer	86	3	21.5	91	4	21.1	93	4	22.1
Black/African-Amer	77	3	18.3	76	3	18.4	71	3	18.7
Mexican Amer/Chicano	613	22	19.3	535	21	19.0	504	20	19.3
Puerto Rican/Hispanic	155	6	18.9	146	6	18.5	150	6	19.5
Caucasian Amer/White	1180	42	22.7	1118	43	22.6	1143	45	22.5
Other	102	4	19.3	106	4	19.8	90	4	18.6
Multi-racial	173	6	20.8	137	5	21.3	135	5	21.1
No response	48	2	20.9	53	2	20.8	81	3	22.3
Prefer no response	284	10	21.7	246	10	21.9	187	7	21.5

SAT												
Ethnic Group	1999-00				2000-01				2001-02			
	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math
Amer Indian/Alaskan Nat	9	2	463	478	10	2	465	464	12	2	512	483
Asian/As Amer/Pacific Is	20	4	540	602	29	6	540	593	29	6	550	593
Black/African American	27	5	460	452	17	4	498	485	23	5	514	481
Mexican/Mexican American	33	7	539	527	32	7	603	576	37	7	550	553
Puerto Rican	3	1	-	-	2	0	-	-	-	-	-	-
Hispanic/Latino	64	13	548	540	40	8	515	533	43	8	510	502
White	306	62	575	576	313	66	582	578	341	67	575	573
Other	34	7	563	548	31	7	537	528	25	5	573	578
No Response	39	-	600	585	62	-	552	541	99	-	559	559

Table 7. Educational Goals

ACT									
Educational Goal	1999-00			2000-01			2001-02		
	N	%	Avg. Composite	N	%	Avg. Composite	N	%	Avg. Composite
Voc/Tech	14	1	16.8	17	1	18.8	14	1	17.6
2 Yr College Degree	59	2	17.6	63	2	17.7	46	2	16.9
Bachelor's	708	25	19.7	712	28	19.7	742	29	20.1
Graduate Study	612	22	22.1	592	23	22.3	548	22	22.3
Professional Level Degree	1147	41	21.9	973	38	22.0	940	37	21.9
Other	73	3	19.1	77	3	18.0	58	2	18.5
No Response	175	6	20.2	149	6	19.7	168	7	20.5

SAT												
Educational Goal	1999-00				2000-2001				2001-02			
	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math
Certificate Program	1	0	-	-	-	-	-	-	2	0	-	-
Associate (2 yr.)	-	-	-	-	3	1	-	-	3	1	-	-
Bachelor's	62	12	500	500	64	14	538	531	62	12	541	533
Master's	184	37	557	557	154	33	569	563	172	34	550	556
Doctoral/Related Degree	194	39	580	584	174	37	588	591	187	37	580	571
Other	2	0	-	-	4	1	-	-	3	1	-	-
Undecided	57	11	572	571	67	14	556	559	78	15	578	582

Table 8. Most Frequent College Major

ACT						
	1999-00		2000-01		2001-02	
Major	N	Avg. Composite	N	Avg. Composite	N	Avg. Composite
Health	486	20.5	436	20.8	373	20.8
Business	265	20.6	239	19.9	229	19.6
Social Sciences	250	21.5	236	21.6	203	21.6
Engineering	203	22.4	169	22.3	178	22.7
Art	216	21.4	186	21.3	177	21.4
Sciences	180	23.2	157	23.8	171	23.5
Education	93	19.7	90	19.7	70	20.6

SAT									
	1999-00			2000-01			2001-02		
Major	N	Avg. Verbal	Avg. Math	N	Avg. Verbal	Avg. Math	N	Avg. Verbal	Avg. Math
Health	80	544	551	69	549	565	78	539	533
Engineering	79	565	610	77	557	611	69	581	631
Social Sciences	64	570	536	50	586	541	52	562	546
Arts	39	566	539	45	554	521	47	553	548
Biological Sciences	45	575	571	40	584	562	60	580	582
Business	35	530	546	35	527	546	46	522	526
Education	10	478	468	16	581	501	13	535	502
Physical Sciences	18	592	612	17	608	606	14	610	632
Computer/ Info. Sciences	30	583	613	31	572	590	25	574	585

Table 9. Five-Year Trends of ACT-Tested Student Evaluations of APS High Schools

ASPECT OF PROGRAMS	1997-98		1998-99		1999-00		2000-01		2001-02	
	% satisfied	% dissatisfied	% satisfied	% dissatisfied	% satisfied	% dissatisfied	% satisfied	% dissatisfied	% satisfied	% dissatisfied
Classroom Instruction	49	15	48	16	46	15	45	17	43	16
Variety of Courses	57	16	55	19	55	17	53	18	51	18
Grading Practices	49	15	47	17	44	16	43	17	41	17
Number/Kinds of Tests	44	11	43	13	41	13	40	13	38	14
Guidance Services	39	25	40	26	39	25	37	27	35	25
School Rules	32	35	30	38	33	31	33	31	31	28
Library/Learning Center	43	20	45	18	44	17	42	18	42	17
Laboratory Facilities	43	19	44	20	44	18	43	18	42	19
Remedial Skills Devlp.	29	12	27	12	27	13	26	13	26	12
Honors Program	53	10	53	10	54	9	51	9	50	10
Career Education	34	22	35	21	34	21	31	22	31	20

Note: Percentages may not sum to 100 because some students were neutral or did not respond.

Table 9 shows that across the past five years the greatest satisfaction with program aspects of high school for students taking the ACT has been with **Variety of Courses** and **Honors Program** although there has been a decrease in the satisfaction of both of these since 1997-98. There have also been some negative trends on the satisfaction level of several of the other aspects of high school programs like **Grading Practices**, **Classroom Practices**, and **Number/Kind of Tests**. The lowest satisfaction is with the categories of **Remedial Skills Development**, **School Rules**, and **Career Education**. On the other hand, ACT test takers have expressed a surprising *decrease* in dissatisfaction with **School Rules** over the past five years

Individual APS High School Results

Table10. ACT and SAT Scores for APS High Schools

High Schools	ACT						SAT								
	1999-2000		2000-01		2001-02		1999-2000			2000-01			2001-02		
	N	Composite	N	Composite	N	Composite	N	Verbal	Math	N	Verbal	Math	N	Verbal	Math
Albuquerque	173	20.4	135	19.7	129	20.9	46	559	565	48	588	582	27	604	580
Cibola	198	20.3	272	20.6	292	20.5	25	540	510	51	530	525	54	531	509
Del Norte	176	20.3	150	20.7	161	20.8	23	523	534	28	561	557	29	582	572
Eldorado	319	22.4	351	22.4	322	22.2	60	574	564	71	574	562	94	566	554
Highland	205	19.1	184	20.4	150	20.0	54	509	492	57	555	539	49	552	546
La Cueva	428	23.7	373	22.7	407	22.7	146	583	599	89	585	595	142	579	584
Manzano	276	22.0	236	22.2	222	22.0	47	577	563	66	561	583	71	550	567
Rio Grande	161	18.3	164	17.7	113	17.8	3	-	-	1	-	-	1	-	-
Sandia	293	22.2	284	22.4	280	22.5	72	566	564	73	576	568	83	562	579
Valley	331	20.4	233	19.9	259	20.5	41	557	557	38	546	538	43	549	551
West Mesa	184	18.9	150	18.1	139	18.5	18	548	535	14	492	524	16	483	470
Freedom	-	-	36	20.8	-	-	-	-	-	-	-	-	-	-	-
District	2788*	21.1	2583*	21.0	2516*	21.2	535	561	561	536	564	563	609	561	560

* Total N for the district also reflects several alternative schools that had too few students for the ACT to report.

A larger number of APS students take the ACT than the SAT. New Mexico universities and colleges accept both tests. The SAT is typically taken by students who have plans to attend an out-of-state college or who have not made a definite college choice at the time of testing. Although the test results are reported by school, the Educational Testing Service's (ETS) written policy states that using SAT scores (or ACT scores) to rank or compare schools, school districts, or states is a **misuse of the test data**.