

ALBUQUERQUE PUBLIC SCHOOLS

DISTRICT REPORT

ACT & SAT

**A Three Year Summary
2002-04**

College Entrance Testing

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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.

During the past two years only, charter school students from APS who have taken the ACT have been included in the Executive Summary of ACT's *The High School Profile*. Figures 1 & 2 and Table 9 & 10 are the only data in this report that include students from charter schools. There were 13 students from five charter schools in 2002-03 and 105 students from eight charter schools in 2003-04 whose data were included.

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 the average APS composite was the same as the average national Composite score (Figure 1). 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 Verbal and Math SAT I scores have been significantly higher than both state and national Verbal and Math scores (Figure 3). (The SAT report allows statistically significant differences to be determined. The ACT report does not.)

Student Demographic Profile

Since 1999-2000, girls have been 56-57% of the APS ACT test takers and 52-55% of the SAT test takers (Table 1). The percent of APS seniors having taken the ACT at some point during high school had peaked at 61% in 2000-01 and was 60% this past year. The percent of seniors having taken the SAT some time during their high school tenure has steadily increased by about one percent per year from 12% in 1999-2000 to 15% in 2003-04. There was a 2% increase this past year (Table 2).

For the class of 2003-04, 72% of students who took the ACT took it for the last time in their senior year, while about 59% of students last took the SAT in their senior year (Table 3). Over the past three years, there has been a slight increase in the number of juniors who took their final ACT in their junior year. The

number of students who chose to take their final SAT in their junior year has remained about 40%. Some students who take their final ACT or SAT in their junior year do so to take advantage of the increase in schools that offer early action acceptance. A greater percentage of students taking the SAT do so during their junior year because they are applying to out-of-state colleges.

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). As would be expected, 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 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 though the ACT has recently done a standards alignment to the New Mexico State Standards. Instead, the questions are designed to measure the application of analytical reasoning for problem solving needed for successful college-level study.

A Profile of APS Students Taking College Entrance Exams

Student Demographic Profile

While the total number of students nationwide who participate in ACT testing has increased almost 10% over the past five years, the number of both New Mexico and APS participants has decreased about 4% and 8%, respectively, during that time. The total number of graduating seniors in APS schools has fluctuated over the past five years from 4637 in 2000-01 to 4317 in 2003-04 (Table 2), which is about a 7% decrease in the total number of students enrolled. This probably explains the decrease in the number of students taking the test.

For those students who reported gender on the ACT, 44% were male and 56% were female.

Participation in the SAT has increased 22% since 1999-2000, an increase of 23% for girls and 21% for boys. This may indicate more interest in attending out-of-state colleges.

The percent (60%) of the senior class students having taken the ACT in 1999-2000 has fluctuated in the past five years, although it is back at 60% for this past year. The fluctuation 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. The percent of students who have taken the SAT has increased almost 1% each year (Table 2).

Over the past three years, there has been an increase from 26% to 28% of seniors who took their ACT for the last time in their junior year. The number of SAT test takers who took the SAT for the last time in their junior year is again at 40%. Essentially, almost half of the seniors who took the SAT did so for the last time in their junior year. 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). The average ACT composite over the last three years has remained similar for each of the GPA bands. For this past year 95% percent of SAT test takers and 65% of ACT test takers reported an A or B average.

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. 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 would increase the number of low income test takers.

Within APS, White students have the highest average Composite ACT scores each year and usually the highest Verbal score on the SAT. However, in 2002-03, 41 Asian/Pacific Island students comprising 8% of the total students tested, scored higher on the SAT Verbal subtest than Caucasian/White students. For the past three years, Asian/Pacific Islanders scored highest on the SAT Math subtests (Table 6).

At the state level in 2003-04, Asian students scored .4 of a point higher on the ACT Composite score than Caucasian/White students. American Indian/Alaskan Native, Mexican-American/Chicano, and Caucasian-American/White students at the state level scored lower than their counterparts in APS. African-American/Black students at the state scored similar to their counterparts in APS, while Asian/Pacific Island students in the state scored higher than their APS counterparts. On the SAT Verbal subtest, New Mexico Caucasian/White students scored significantly higher than any other subgroup on the SAT Verbal subtest, while Asian/Pacific Island students scored significantly higher than any other subgroup on the SAT Math subtest.

At the national level in 2003-2004, Asian/Pacific Island students scored .1 of a point higher on the ACT Composite score than Caucasian-American/White students. African-American/Black, Mexican-American/Chicano, and Caucasian-American/White students had much lower ACT Composite scores than their counterparts in APS. American Indian/Alaskan Native and Asian/Pacific Islander scored similarly to their counterparts in APS. Caucasian-American/White students scored significantly higher than any other subgroup on the SAT Verbal subtest, while Asian/Pacific Islander students scored significantly higher than any other subgroup on the SAT Math subtest.

A higher percentage of APS students participating in the 2003-04 ACT were minority (37%) (Table 6) compared to the national level (21%), but less than the state (45%). (It is worth mentioning that for APS an additional 10% of the students noted they were multiracial or “other” and another 10% refused to respond.) On the other hand, the proportion of minority students taking the 2003-04 SAT from APS (22%) is a little less than at the state (24%) or the national level (27%).

In 2003-04, 57% of the students taking the ACT said their goal was graduate study or a professional level degree while 67% 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 engineering and health, which is a reversal from the past two years (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 decreased from 54% to 49% and satisfaction with Variety of Courses decreased from 55% to 49% in the past five years. There were also declines of 5% in students' satisfaction with Grading Practices and Library/Learning Center. School Rules and Guidance Services have been the areas of most dissatisfaction each

of the past five years (Table 9).

ACT 2000-2004 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 1999-2000 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) when the national average was equal to the district average. This pattern of results, with APS scores being higher, is consistent across all four subtests, except for math where the national average was .2 of a point higher than the district average this past year.

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 2001-02, 2002-03, and 2003-04 school years (Figure 2).

Figure 1. ACT Composite Scores for APS, New Mexico, and the Nation 2000-2004

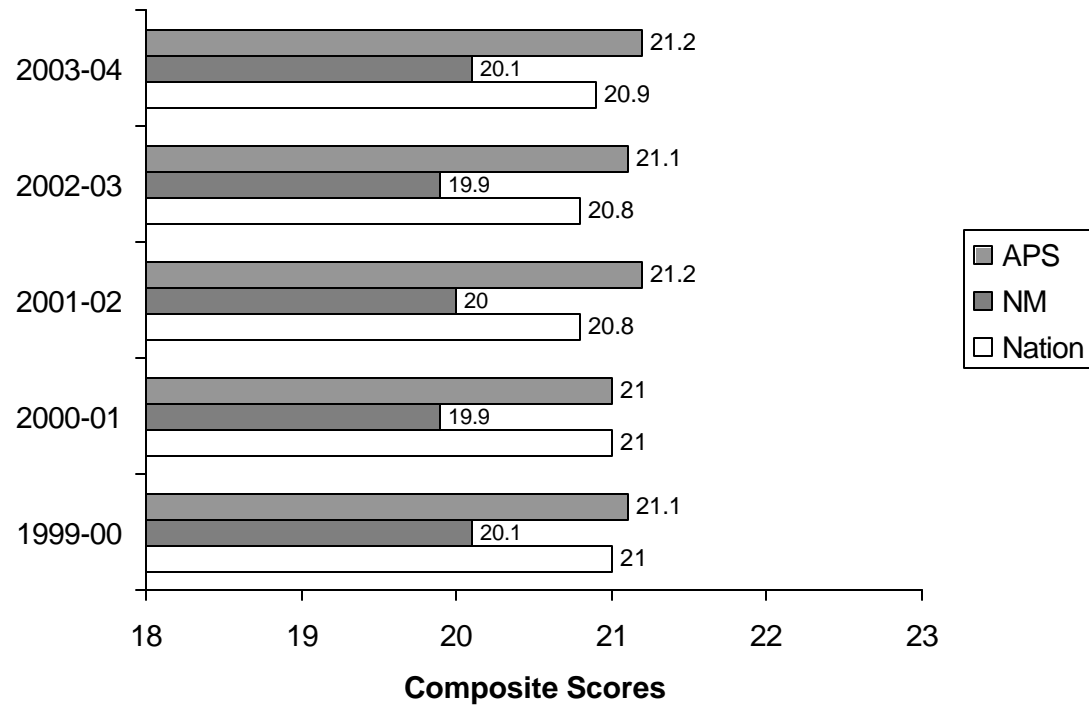
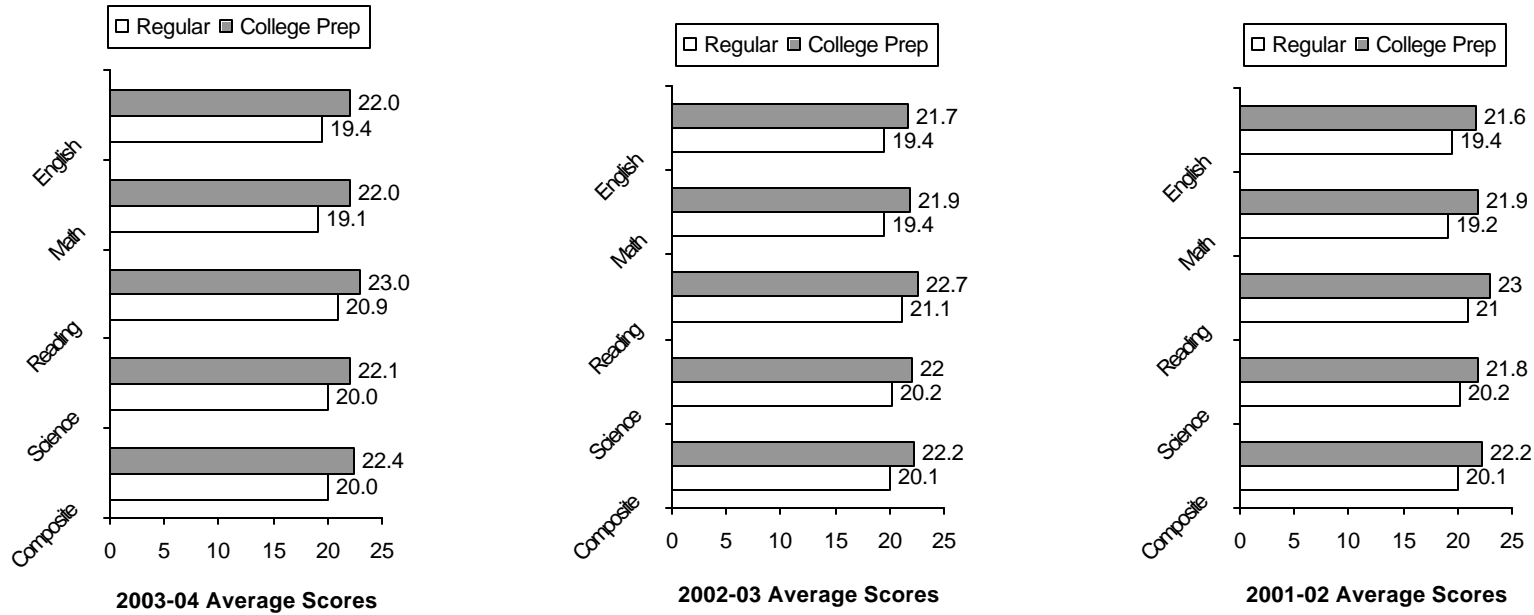


Figure 1 shows that APS graduates scored higher than those throughout New Mexico and the nation on the ACT.

Source: ACT High School Profile (Executive Summary)

Figure 2. Average APS ACT Scores by Level of Academic Preparation 2002-2004



Source: ACT High School Profile (Executive Summary)

SAT 2000-04 Summary Information

Although the majority of college-bound students in New Mexico take the ACT, over six hundred students in APS choose to take the Scholastic Assessment Test (SAT) each year. These students are typically those who intend to go to out-of-state colleges or who may not yet have 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.

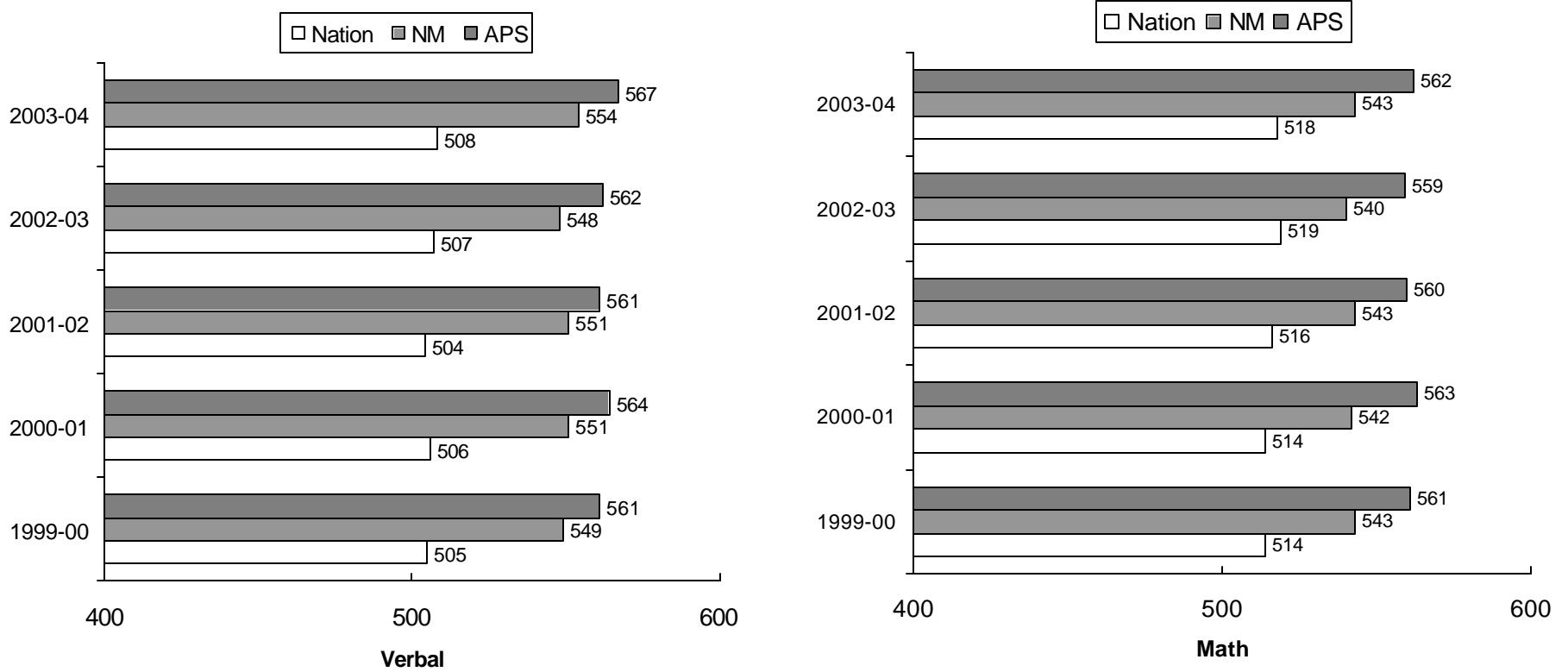
Since 1994-95, students have been participating in the new SAT (Scholastic Assessment Test) Program. The new SAT I: Reasoning Test has replaced the traditional SAT (Scholastic Aptitude Test) and the new SAT I has been linked statistically to the traditional.

The College Board introduced a new re-centered scale in April 1995. This recalibration re-established 500 as the average on each 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.

Currently, the SAT is composed of two major subtests, Verbal and Math. APS has higher average scores than both the state and the nation over the last five years. In 2003-04, APS has averaged 13 points higher than the state and 59 points higher than the nation on the Verbal subtest. In the same year, APS averaged 19 points higher than the state and 44 points higher than the nation on the Math subtest (Figure 3).

Starting in March 2005, the "new" SAT will be comprised of a writing section, in addition to the Verbal and Math sections. The score range for each of the three sections will be 200-800 points.

Figure 3: Average SAT Verbal and Math Scores for APS, New Mexico, and the Nation 2000-2004



Source: SAT Collegebound Senior Profile (Table 6)

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				
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	1999-2000	2000-2001	2001-2002	2002-2003	2003-04
Males	1191 (43%)	1105 (44%)	1101 (44%)	1133 (44%)	1133 (44%)	246 (46%)	258 (48%)	283 (46%)	275 (45%)	298 (46%)
Females	1591 (57%)	1464 (56%)	1401 (56%)	1425 (56%)	1419 (56%)	289 (54%)	278 (52%)	326 (54%)	340 (55%)	355 (54%)
*No Response	6	14	14	23	19	-	-	-	-	-
Total	2788	2583	2516	2581	2571	535	536	609	615	653

*Not included in percent

Sources: ACT High School Profile (Table 6) and SAT Collegebound Senior Profile (Table 1)

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

Senior Enrollment*	1999-00		2000-01		2001-2002		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%
	4637		4201		4449		4649		4317	
ACT	2788	60	2583	61	2516	57	2581	56	2571	60
SAT	535	12	536	13	609	14	615	13	653	15

* Source: 40-day count

Sources: ACT High School Profile (Table 11) SAT Collegebound Senior Profile (Table 1)

Table 3. Grade Level At Time of Testing

	ACT						SAT					
	2001-02		2002-03		2003-04		2001-02		2002-03		2003-04	
	N	%	N	%	N	%	N	%	N	%	N	%
Freshman	0	-	0	-	-	0	1	<1	0	-	0	-
Sophomore	17	<1	10	<1	6	<1	7	1	-	-	7	1
Juniors	637	26	706	29	673	28	245	40	264	43	262	40
Seniors	1768	73	1737	71	1763	72	356	58	351	57	384	59
*Other/No Response	94	-	128	-	129	-	0	-	0	-	0	-
Total	2516		2581		2571		609		615		653	

*Not included in percent

Sources: ACT High School Profile (Table 11) SAT Collegebound Senior Profile (Table 1)

Table 4. Student-Reported Grade Point Average

ACT									
	2001-2002			2002-2003			2003-2004		
Grade Range	N	%	Avg. Composite	N	%	Avg. Composite	N	%	Avg. Composite
3.50 - 4.00	722	33	24.1	730	32	24.1	755	35	24.4
3.00 - 3.49	749	34	21.0	722	32	20.9	642	30	21.3
2.50 - 2.99	458	21	19.3	494	22	19.3	447	21	18.9
2.00 - 2.49	223	10	18.7	247	11	18.8	235	11	18.3
1.99 and below	54	2	17.5	54	2	17.9	60	3	16.9

Source: ACT High School Profile (Table 8)

SAT												
	2001-2002				2002-2003				2003-2004			
Grade Range	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math
A+	88	16	625	653	75	14	637	645	96	16	638	630
A	124	23	591	599	139	26	598	612	174	29	592	603
A-	109	20	559	557	110	20	568	567	113	19	575	561
B	192	36	530	515	185	34	517	502	183	31	519	513
C	25	5	505	484	29	5	461	451	32	5	465	447
D, E, F	-	-	-	-	2	<1	-	-	-	-	-	-
*No Response	71	-	-	-	75	-	-	-	55	-	-	-

*Not included in percent

Source: SAT Collegebound Senior Profile (Table 2)

Table 5. Student-Estimated Family Income

ACT									
	2001-2002			2002-2003			2003-2004		
Income Range	N	%	Avg. Comp.	N	%	Avg. Comp.	N	%	Avg. Comp.
Less than \$18,000	194	8	18.7	164	6	18.7	173	7	18.4
\$18,000 - \$24,000	138	5	19.2	164	6	19.1	156	6	19.0
\$24,000 - \$30,000	141	6	20.3	167	6	19.3	164	6	19.8
\$30,000 - \$36,000	153	6	20.2	148	6	19.9	151	6	20.0
\$36,000 - \$42,000	188	7	20.1	170	7	20.1	156	6	21.3
\$42,000 - \$50,000	190	8	21.3	175	7	21.2	203	8	20.6
\$50,000 - \$60,000	213	8	21.5	244	9	21.1	204	8	21.1
\$60,000 - \$80,000	381	15	21.8	398	15	22.1	343	13	21.9
\$80,000 - \$100,000	269	11	22.9	273	11	22.1	269	10	22.4
More than \$100,000	279	11	23.0	304	12	23.3	318	12	23.4
No response	370	15	21.0	374	14	21.3	434	17	21.3

Source: ACT High School Report (Table 11)

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

SAT												
Income Range	2001-2002				2002-2003				2003-2004			
	N	%	Avg. Verb.	Avg. Math	N	%	Avg. Verb.	Avg. Math	N	%	Avg. Verb.	Avg. Math
Less than \$10,000	7	2	481	447	5	1	440	466	1	0		
\$10,000 - \$20,000	13	3	555	526	22	6	499	489	21	5	510	501
\$20,000 - \$30,000	27	6	539	523	24	6	562	510	34	8	545	542
\$30,000 - \$40,000	35	8	556	573	41	10	528	505	39	9	539	547
\$40,000 - \$50,000	55	13	575	562	38	10	547	544	33	8	536	540
\$50,000 - \$60,000	33	8	536	552	43	11	551	550	39	9	546	562
\$60,000 - \$70,000	57	14	552	551	31	8	575	568	44	10	550	530
\$70,000 - \$80,000	35	8	576	580	33	8	578	583	40	9	583	564
\$80,000 - \$100,000	73	17	587	586	73	19	574	580	78	18	559	545
More than \$100,000	86	20	568	572	83	21	585	583	107	25	577	583
*No response	188				222				217			

*Not included in percent

Source: SAT Collegebound Senior Profile (Table 4-2)

Table 6. Ethnicity

ACT

Ethnic Group	2001-2002			2002-2003			2003-2004		
	N	%	Avg. Composite	N	%	Avg. Composite	N	%	Avg. Composite
Amer/Alaskan Native	62	2	19.0	72	3	18.5	73	3	18.6
Asian/Pacific Amer	93	4	22.1	105	4	21.5	80	3	21.8
Black/African-Amer	71	3	18.7	71	3	18.9	79	3	18.6
Mexican Amer/Chicano	504	20	19.3	535	21	19.3	489	19	19.3
Puerto Rican/Hispanic	150	6	19.5	164	6	19.5	234	9	18.9
Caucasian Amer/White	1143	45	22.5	1115	43	22.4	1113	43	22.8
Other	90	4	18.6	112	4	19.9	102	4	19.6
Multi-racial	135	5	21.1	134	5	21.2	149	6	20.9
No response	81	3	22.3	71	3	21.4	91	4	22.0
Prefer no response	187	7	21.5	202	8	22.3	161	6	22.2

Source: ACT High School Profile (Table 11) and SAT Collegebound Senior Profile (Table 4-1)

SAT												
Ethnic Group	2001-2002				2002-2003				2003-2004			
	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math
Amer Indian/Alaskan Nat	12	2	512	483	12	2	516	478	8	1	481	501
Asian/As Amer/Pacific Is	29	6	550	593	41	8	571	600	39	7	560	580
Black/African American	23	5	514	481	10	2	467	486	18	3	508	490
Mexican/Mexican American	37	7	550	553	38	8	542	547	44	8	530	524
Puerto Rican	-	-	-	-	3	<1	-	-	2	<1	-	-
Hispanic/Latino	43	8	510	502	41	8	522	516	33	6	498	508
White	341	67	575	573	312	64	567	563	355	65	573	571
Other	25	5	573	578	31	6	553	535	46	8	602	568
No Response	99	-	559	559	127	-	580	573	108	-	587	572

Table 7. Educational Goals

ACT

Educational Goal	2001-2002			2002-2003			2003-2004		
	N	%	Avg. Composite	N	%	Avg. Composite	N	%	Avg. Composite
Voc/Tech	14	1	17.6	13	1	15.8	15	1	18.5
2 Yr College Degree	46	2	16.9	59	2	17.9	56	2	17.2
Bachelor's	742	29	20.1	760	29	20.0	770	30	20.0
Graduate Study	548	22	22.3	570	22	22.4	557	22	22.7
Professional Level Degree	940	37	21.9	956	37	21.9	905	35	22.0
Other	58	2	18.5	65	3	18.6	65	3	18.2
No Response	168	7	20.5	158	6	20.4	203	8	20.2

Source: ACT High School Profile (Table 11)

SAT												
Educational Goal	2001-2002				2002-2003				2003-2004			
	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math
Certificate Program	2	0	-	-	3	1	-	-	5	1	466	458
Associate (2 yr.)	3	1	-	-	2	0	-	-	1	0	-	-
Bachelor's	62	12	541	533	58	11	501	495	74	13	517	501
Master's	172	34	550	556	177	35	552	553	181	33	565	560
Doctoral/Related Degree	187	37	580	571	176	35	593	590	189	34	582	583
Other	3	1	-	-	3	1	-	-	-	-	-	-
Undecided	78	15	578	582	88	17	576	578	104	19	577	572

Source: SAT Collegebound Senior Profile (Table 5)

Table 8. Most Frequent College Major

ACT						
	2001-2002		2002-2003		2003-2004	
Major	N	Avg. Composite	N	Avg. Composite	N	Avg. Composite
Health	373	20.8	410	20.3	412	20.7
Business	229	19.6	233	20.7	201	19.9
Social Sciences	203	21.6	213	21.3	179	21.6
Engineering	178	22.7	150	22.5	127	23.0
Art	177	21.4	168	21.0	174	20.5
Sciences	171	23.5	175	23.6	165	23.7
Education	70	20.6	81	20.2	95	20.6

Sources: ACT High School Profile (Table 10) and SAT Collegebound Senior Profile (Table 5)

SAT									
	2001-2002			2002-2003			2003-2004		
Major	N	Avg. Verbal	Avg. Math	N	Avg. Verbal	Avg. Math	N	Avg. Verbal	Avg. Math
Health	78	539	533	72	538	533	76	543	549
Engineering	69	581	631	71	574	605	80	565	602
Social Sciences	52	562	546	52	551	517	49	551	516
Arts	47	553	548	41	553	531	33	561	524
Biological Sciences	60	580	582	57	578	573	56	601	590
Business	46	522	526	47	527	529	40	534	540
Education	13	535	502	12	568	581	19	552	543
Physical Sciences	14	610	632	17	608	633	18	667	661
Computer/ Info. Sciences	25	574	585	21	600	622	15	581	575

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

ASPECT OF PROGRAMS	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
	% satisfied	% dissatisfied	% satisfied	% dissatisfied	% satisfied	% dissatisfied	% satisfied	% dissatisfied	% satisfied	% dissatisfied
Classroom Instruction	46	15	45	17	43	16	43	16	43	13
Variety of Courses	55	17	53	18	51	18	51	17	49	16
Grading Practices	44	16	43	17	41	17	41	16	39	14
Number/Kinds of Tests	41	13	40	13	38	14	38	13	37	14
Guidance Services	39	25	37	27	35	25	36	25	35	23
School Rules	33	31	33	31	31	28	31	27	31	25
Library/Learning Center	44	17	42	18	42	17	41	17	39	17
Laboratory Facilities	44	18	43	18	42	19	41	18	40	17
Remedial Skills Devlp.	27	13	26	13	26	12	27	13	26	12
Honors Program	54	9	51	9	50	10	50	9	49	8
Career Education	34	21	31	22	31	20	30	20	32	17

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 1999-2000. There have also been negative trends on the satisfaction level of most of the other aspects of high school programs. The lowest satisfaction is with the categories of **Remedial Skills Development**, **School Rules**, and **Career Education** although 2% more students expressed satisfaction with Career Education from the previous year. The satisfaction rate with **Remedial Education**, though low, has remained the most stable over the past five years.

Source: ACT High School Profile (Executive Summary)

Individual APS High School Results

Table10. ACT and SAT Scores for APS High Schools

High Schools	ACT						SAT								
	2001-2002		2002-2003		2003-2004		2001-2002			2002-2003			2003-2004		
	N	Composite	N	Composite	N	Composite	N	Verbal	Math	N	Verbal	Math	N	Verbal	Math
Albuquerque	129	20.9	117	20.6	157	20.6	27	604	580	32	616	602	49	598	564
Cibola	292	20.5	325	20.8	389	20.9	54	531	509	57	518	518	91	546	523
Del Norte	161	20.8	165	20.3	142	21.1	29	582	572	22	560	532	25	594	580
Eldorado	322	22.2	352	22.8	347	22.3	94	566	554	118	575	572	113	557	555
Highland	150	20.0	158	19.7	151	19.3	49	552	546	57	544	529	38	563	567
La Cueva	407	22.7	419	22.7	372	23.5	142	579	584	109	574	590	143	592	599
Manzano	222	22.0	217	21.1	179	21.7	71	550	567	61	566	554	72	532	539
Rio Grande	113	17.8	109	18.3	127	17.6	1	-	-	1	-	-	6	565	522
Sandia	280	22.5	267	22.3	288	22.5	83	562	579	92	566	563	74	575	579
Valley	259	20.5	246	20.4	221	20.7	43	549	551	50	553	543	34	565	542
West Mesa	139	18.5	151	18.7	152	17.3	16	483	470	16	504	503	8	478	509
Freedom	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
District	2516	21.2	2594*	21.1	2676**	21.2	609	561	560	615	562	559	653	567	562

* Total N for the district also reflects 13 charter school students.

** Total N for the district also reflects 105 charter school students.

A larger number of APS students take the ACT rather than the SAT. New Mexico universities and colleges accept both tests. 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 are the students who typically take the SAT.

N. B. Although the Educational Testing Service (ETS) reports its results by school, its written policy states that using SAT scores (or ACT scores, for that matter) to rank or compare schools, school districts, or states is a *misuse of the test data*.