

Report Brief

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November 2007

ACT & SAT District Report: A Three-Year Summary 2005-2007

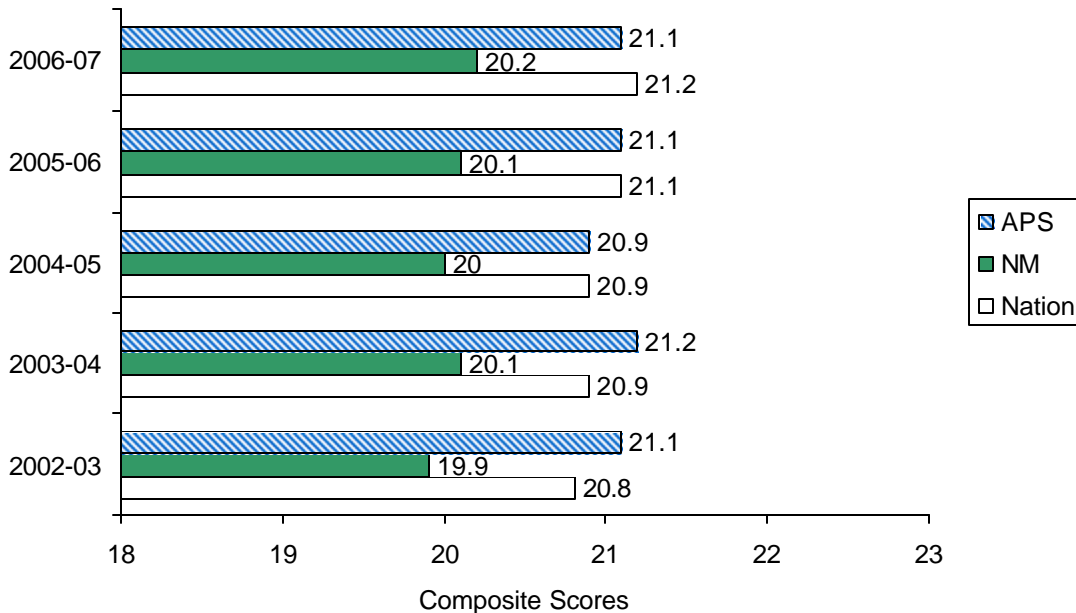
About This Report

For this report brief, data was taken from ACT and SAT reporting services which use the most recent test scores of seniors only. A technical report is available from www.rda.aps.edu or the Community Relations Office.

Student Performance

ACT

Over the last five years the APS average ACT Composite score has been higher than the state and higher than or equal to the national score except for this past year when it was .1 of a point below the national average. (Figure 1).



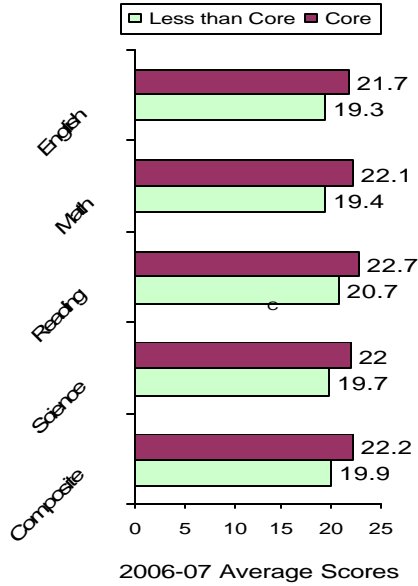
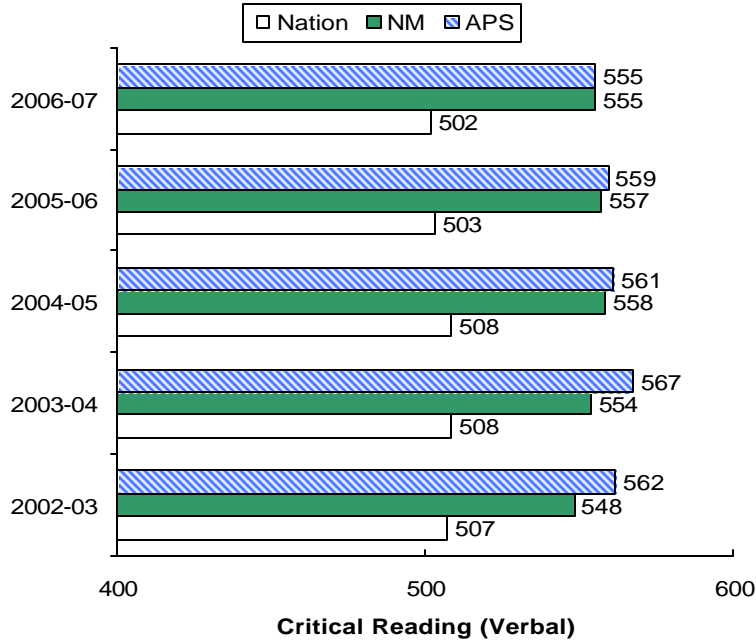


Figure 2. Average ACT Composite and Subject Scores for Students with a Core Curriculum versus those with Less than Core

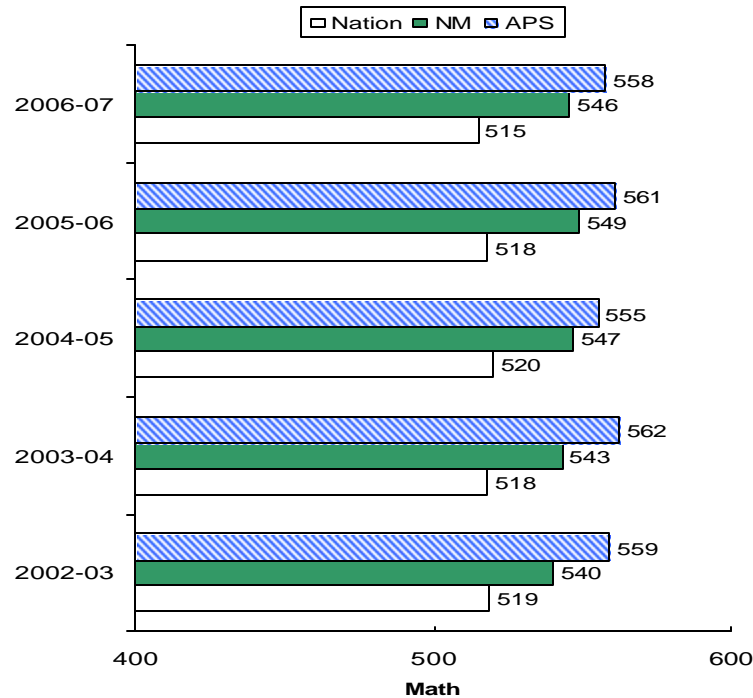
For years, ACT has emphasized that, to be ready for college, students need four years of English, and three years each of math, science, and social studies, which is its definition of a core curriculum. All students will be required to take three years of math and three years of science, starting with the graduating classes of 2008 and 2009, respectively.

SAT

Typically, over the last five years the APS average Critical Reading and Math SAT scores have been higher than both state and national scores. This past year the national average was the same as APS in Critical Reading.



District test takers scored 12 points higher than the state and 43 points higher than the nation in Math in 2006-07.



For the second year of the new Writing test, the district scored 538, while the state scored 540 and the nation scored 494.

District ACT and SAT Ethnic Group Participation and Comparisons

Participation

- 38% of district ACT test takers were White, 28% Hispanic, 3% Black, 4% Asian, and 3% Native American. A limitation of these data is that 25% of test takers reported “other” or did not report ethnicity.
- 56% of district SAT test takers were White, 20% were Hispanic, 6% were Asian, 3% were Black, and 2% were Native American. About 13% reported “other” or did not report ethnicity.

Comparison to State Scores

- Native American, Hispanic, Black, and White students in APS scored higher than their state counterparts on the ACT. Asians’ average was higher at the state level.
- There are not enough minority SAT test takers in the district to make valid comparisons with the state.

Comparison to National Scores

- In comparison to national scores, Whites, Hispanics, and Blacks in APS had higher scores while Native American and Asians had higher scores at the national level.

Individual APS High Schools

- Eight of the comprehensive high schools saw an increase in the number of students taking the ACT in the past year from the previous year. Though most schools' scores fluctuated from 2005-06 to 2006-07, the district average Composite stayed the same, 21.1
- Though the number of SAT test takers decreased in 2006-07, that fluctuation seems to be more a product of what happens at the three or four schools that perennially have the most SAT test takers. The Critical Reading, Math, and Writing scores decreased this past year from the previous year which was also a trend at the state and national levels.

Table 1: Two-Year Summary of Individual High Schools.

High Schools	ACT				SAT							
	2005-06		2006-07		2005-06				2006-07			
	N	Com- posite	N	Com- posite	N	Crt. Rdg.	Math	Wrtg	N	Crt. Rdg.	Math	Wrtg
Albuquerque	129	20.6	121	20.5	34	606	573	579	36	580	579	571
Cibola	392	21.2	409	21.0	126	537	524	529	107	526	527	506
Del Norte	136	19.6	159	20.2	16	520	531	507	26	562	539	535
Eldorado	332	22.3	346	22.5	103	569	573	549	89	569	568	560
Highland	159	19.1	158	19.7	66	566	554	560	62	526	520	509
La Cueva	406	23.5	432	23.2	150	578	594	561	130	581	591	556
Manzano	197	21.0	216	21.5	50	514	529	493	58	544	549	532
Rio Grande	104	17.3	119	17.8	-	-	-	-	-	-	-	-
Sandia	288	22.4	304	22.3	89	553	577	551	62	570	601	563
Valley	169	20.5	166	19.7	27	581	548	564	21	525	517	497
West Mesa	156	18.0	176	17.9	9	530	506	504	9	474	460	472
Freedom	11	19.5	17	19.8	-	-	-	-	-	-	-	-
New Futures	11	16.6	7	16.9	-	-	-	-	-	-	-	-
Sierra	-	-	1	-	-	-	-	-	-	-	-	-
Evening School	1	-	2	-	-	-	-	-	-	-	-	-
CEC	-	-	1	-	-	-	-	-	-	-	-	-
Sch on Wheels	2	-	-	-	-	-	-	-	-	-	-	-
District	2493	21.1	2634	21.1	671	559	561	545	602	555	558	538

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* *The acronyms ACT and SAT are used to describe the two reports since several years ago both companies dropped the actual names the letters represented.*

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 (Critical Reading/Verbal and Math), and not the SAT II which is based on specific subject area content.

For the report of the graduating class of 2006, the ACT has changed their Profile Report which no longer includes grade point average reported by students nor estimated family income reported by student. It has also collapsed all Hispanic ethnic groups into one large group.

Additionally, because of changes in the SAT Verbal test it is now called Critical Reading.

Student Performance

ACT

Over the last five years the APS average ACT Composite score has been higher than the state and higher or the same as the national average except for 2007 when APS was .1 of a point lower. (Figure 1). Students in a core curriculum scored higher than students in a less than core curriculum on all five subtests of the ACT in the past three years (Figure 2). The APS graduating class of 2008 is required to take three years of math and the class of 2009 three years of science. Along with the four years of required English and three years of required social studies, all APS students will then satisfy ACT's core curriculum.

SAT

Over the last five years the APS average Critical Reading/Verbal and Math SAT I scores have been higher than the national scores and typically higher than the state's scores. However, in 2007, APS's Critical Reading scores were the same as the state's. Writing has only been a subtest for two years. In 2007, APS's Writing scores were two points lower than the state's average after being two points higher in 2006 (Figure 3). This year again, there was a twelve-point difference between the district and the state on the Math section.

Student Demographic Profile

Since 2002-03, APS girls have been 55-57% of the ACT test takers and 54-56% of the SAT test takers (Table 1). The percent of APS seniors having taken the ACT at some point during high school has fluctuated between 54% and 60% in the past five years with an increase of 57% from 54% in 2006 (Table 2).

The percent of seniors having taken the SAT some time during their high school years has been between 11% and 15% (Table 2).

About 70% of students who take the ACT, take it for the last time during their senior year, although the ACT no longer reports this data. About 52% of students took the SAT for the first time in their senior year (Table 3). Over the past three years, the percent of graduating seniors who have taken the SAT for the last time in their junior year has increased each year to 48%. Some students who take their final ACT or SAT in their junior year do so to take advantage of the 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.

More than four times as many APS students participated in the ACT ($N = 2634$) as in the SAT ($N = 602$) (Table 2) for the graduating class of 2007. For APS students, the higher the reported GPA, the higher the scores earned on the SAT (Table 4). As would be expected, SAT Critical Reading, Math, and Writing subtest scores tend to increase as income increases. ACT no longer reports either of these statistics. Students from lower income families are less represented in the number of students who take either of these tests (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 ACT or the SAT.

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, and Science Reasoning. They are averaged into a Composite score. The SAT I is comprised of three major academic domains: Critical Reading, Math, and Writing. 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

The 40-day senior enrollment in APS schools has remained over 4600 students for three of the past five years (Table 2). Fifty-seven percent of APS seniors took the ACT last year, which is about 3% more than the senior population from the previous year. The percent of the senior class having taken the ACT has fluctuated between 54% and 60% over the past five years. In the past few years, there is speculation that more students are being counseled to take CNM's ACCUPLACER test instead of the ACT because they plan on enrolling at CNM for their first two years of college. The ACCUPLACER is free and only takes less than an hour to administer.

For those students who reported gender on the ACT, 44% were male and 56% were female. For the SAT, 45% were male and 55% were female. For both tests the gender breakdown is similar to what it has been for the last five years.

The 602 seniors (13%) who took the SAT at some point in their high school years was a decrease from the aberrant number for 2006, but more in line with what the district has seen in the past five years (Table 2).

The ACT no longer reports in what grade students from the graduating class took the ACT for the last time. For the SAT, essentially half (48%) of the seniors who took the SAT did so for the last time in their junior year. This probably indicates 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 SAT Critical Reading, Math, and Writing subtests (Table 4). For this past year 95% percent of SAT test takers reported an A or B average. The ACT no longer reports statistics on student-reported grade point average.

For the most part, SAT Critical Reading, Math, and Writing subtest scores increase as family income increases (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. ACT no longer reports student estimated family income.

Even though disaggregating scores by ethnicity is tempered by the fact that 25% of APS students taking the ACT do not mark their ethnicity or respond "other," White students have the highest average ACT Composite scores each year and the highest Critical Reading/Verbal and Writing scores on the SAT. For the past

three years, Asian/Pacific Islanders scored highest on the SAT Math subtests (Table 6). The ACT has simplified their ethnic categories by aggregating all Spanish-speaking subgroups into a category called “Hispanic.”

For the graduating class of 2007, American Indian/Alaskan Native, Hispanic, African American/Black, and Caucasian-American/White students in APS scored higher than their counterparts at the state level on the ACT, while Asian-American/Pacific Island students in APS scored lower than their counterparts at the state level.

At the national level, American Indian/Alaskan Native and Asian American/Pacific Islander scored higher than their counterparts in APS. Otherwise, Caucasian-American/White, Hispanic, and African American/Black subgroups in APS scored higher than their national counterparts.

For the class of 2006, 49% of the students taking the ACT said their goal was graduate study or a professional level degree while 66% of the students taking the SAT indicated their educational goal was a Master's degree or a Doctoral level/Related level degree (Table 7). 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 indicated college majors in engineering and health (Table 8).

ACT 2003-2007 Summary Information

The 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. Writing has been added as an optional test since some colleges have started asking for a writing test.

Since the 2002-03 school year, APS's average Composite score has been higher than the state average and higher or equal to the national average, except for 2007 when the national average was .1 higher than APS's average (Figure 1). This trend of higher scores than the state has existed for all four subtests (Reading, Math, English, and Science Reasoning) over the past five years.

Compared to the nation in 2007, Reading was the only subtest that APS was higher.

The scores for students who have taken a core curriculum and those who have not are compared in the ACT report. Those students in the core curriculum always score higher on the four subtests (Figure 2).

Figure 1. ACT Composite Scores for APS, New Mexico, and the Nation 2003-2007

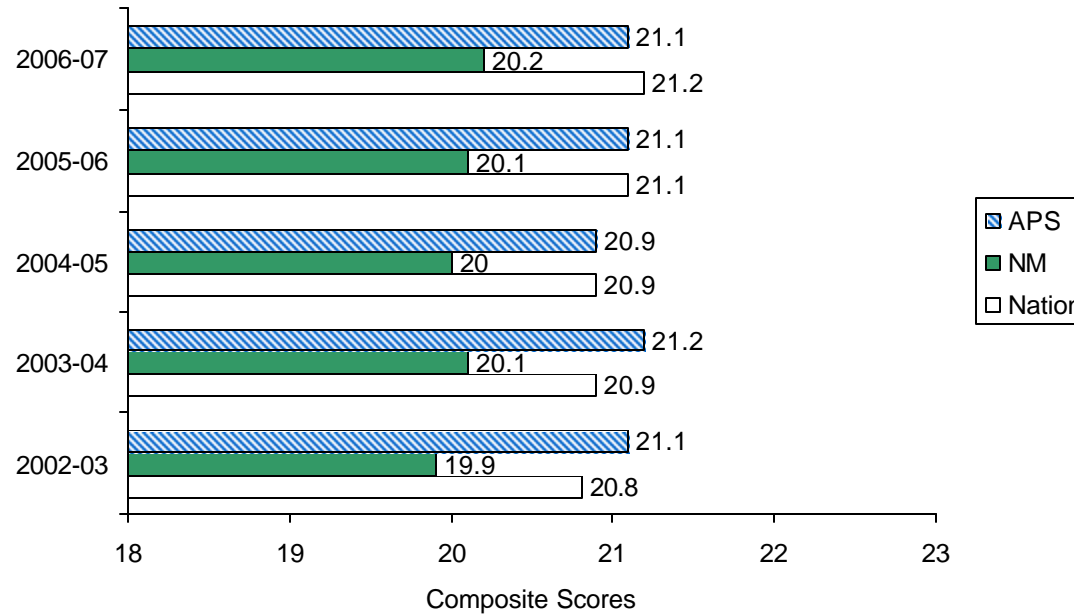
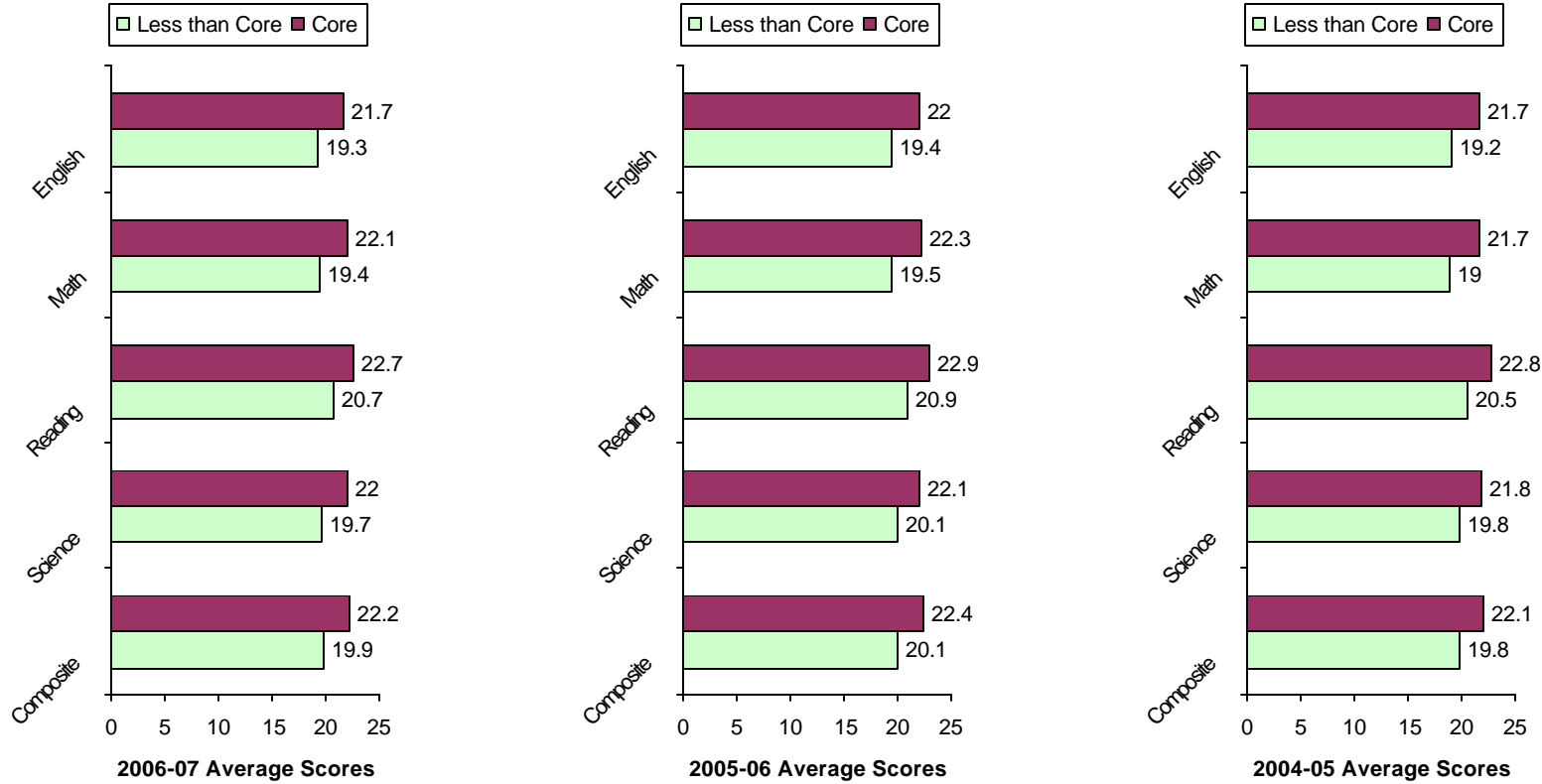


Figure 1 shows that APS graduates score higher than those throughout New Mexico and until 2007 higher than, or as well as, those throughout the nation on the ACT Composite score.

Source: ACT High School Profile Table 1.2 and 1.3

Figure 2. Average APS ACT Scores by Level of Academic Preparation 2005-2007



Source: ACT High School Profile Table 1.4

SAT 2003-2007 Summary Information

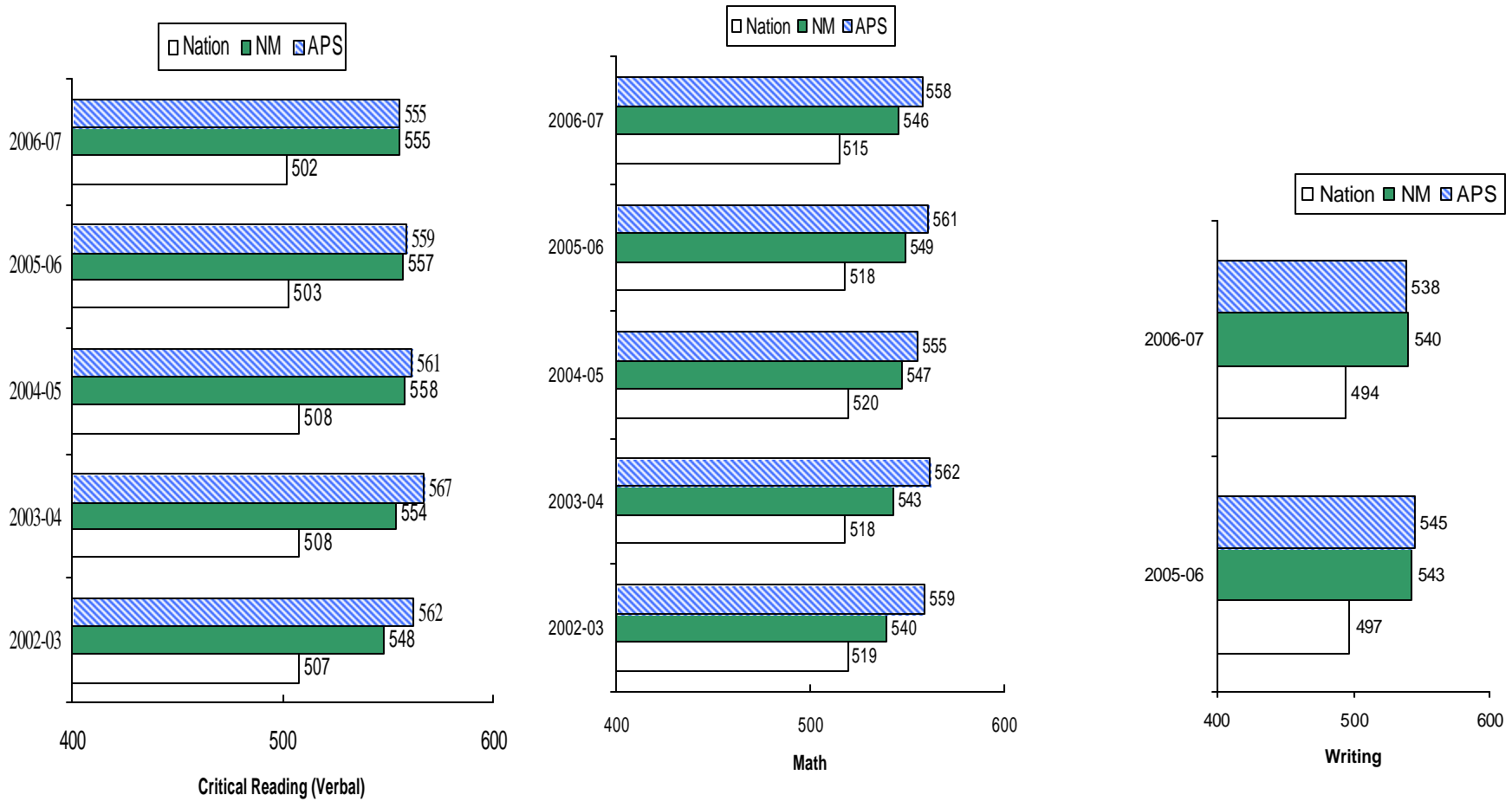
Although the majority of college-bound students in New Mexico take the ACT, 602 APS students chose to take the SAT this year. These students are typically those who intend to attend out-of-state colleges or vie for scholarships awarded to National Merit Semi-finalists. Because all universities and colleges 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 I. The new SAT I: Reasoning Test has replaced the traditional SAT I and has been linked statistically to the traditional. Last year was the second year that the SAT I also included a Writing section with scores that range from 200-800.

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 I 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 I is composed of three major subtests, Critical Reading (formerly Verbal), Math, and Writing. APS has higher average scores in both Critical Reading/Verbal and Math than both the state and the nation over the last five years except for having the same Critical Reading score as the state in 2007. For the first two years of Writing, APS's scores were above the nation, and above the state for the first year, but not the second. There was a two point difference both years. In 2006-07 APS averaged the same as the state and 53 points higher than the nation on the Critical Reading subtest. In Math, APS averaged 12 points higher than the state and 43 points higher than the nation on the Math subtest. For Writing, APS averaged 2 points lower than the state and 44 points higher than the nation in 2007 (Figure 3).

Figure 3: Average SAT Verbal, Math, and Writing Scores for APS, New Mexico, and the Nation 2003-2007



Source: SAT Collegebound Senior Highlights Report (Section 1)

Results for all years are reported on the re-centered scale, which the Educational Testing Service implemented during 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 Critical Reading/Verbal and Math sections and, additionally, has aligned the scores in both areas so that they are comparable to each other. The new Writing section has also established 500 as the mean.

Table 1. Number and Percent of Males and Females Tested

	ACT					SAT				
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Males	1133 (44%)	1133 (44%)	1081 (43%)	1079 (45%)	1079 (44%)	275 (45%)	298 (46%)	222 (44%)	313 (47%)	268 (45%)
Females	1425 (56%)	1419 (56%)	1410 (57%)	1299 (55%)	1299 (56%)	340 (55%)	355 (54%)	279 (56%)	358 (53%)	334 (55%)
*No Response	23	19	22	115	209	-	-	-	-	-
Total	2581	2571	2513	2493	2634	615	653	501	671	602

*Not included in percent

Sources: ACT High School Profile (Table 6) and in 2006 (Table 2.5) SAT Collegebound Senior Profile (Table 2)

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

Senior Enrollment*	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	N	%	N	%	N	%	N	%	N	%
	4649		4317		4382		4630		4660	
ACT	2581	56	2571	60	2513	57	2493	54	2634	57
SAT	615	13	653	15	501	11	671	14	602	13

* Source: APS 40-day count

Sources: ACT High School Profile (Table 11) and in 2006 (Table 1.1) and SAT Collegebound Senior Profile (Table 1)

Table 3. Grade Level At Time of Testing

	ACT			SAT							
	2004-2005		2005-2006	2006-2007	2004-2005		2005-2006		2006-2007		
	N	%	The ACT no longer publishes these data.	The ACT no longer publishes these data.	N	%	N	%	N	%	
Freshman	0	0			0	0	0	1	0	0	0
Sophomore	8	<1			3	<1	3	<1	3	<1	
Juniors	694	29			222	44	311	46	288	48	
Seniors	1673	70			276	55	356	53	311	52	
*Other/No Response	138	-			0	-	0	-	0	-	
Total	2513				501		671		602		

*Not included in percent

Sources: ACT High School Profile (Table 11) SAT Collegebound Senior Profile (Table 3)

Table 4. Student-Reported Grade Point Average

ACT						
	2004-2005			20045-2006		2006-2007
Grade Range	N	%	Avg. Composite	The ACT no longer publishes these data.		The ACT no longer publishes these data.
3.50 - 4.00	633	31	24.2			
3.00 - 3.49	661	33	20.7			
2.50 - 2.99	434	22	19.2			
2.00 - 2.49	230	11	18.1			
1.99 and below	54	3	17.5			

Source: ACT High School Profile (Table 8)

SAT														
	2004-2005				2005-2006					2006-2007				
Grade Range	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Crt. Rdg.	Avg. Math	Avg. Wrtg.	N	%	Avg. Crt. Rdg.	Avg. Math	Avg. Wrtg.
A+	64	13	636	630	103	16	630	635	630	76	13	631	636	607
A	123	26	593	599	159	25	584	598	580	160	28	589	608	587
A-	100	21	561	558	132	20	574	572	550	110	19	563	560	536
B	164	34	526	508	203	31	513	511	490	200	35	510	505	488
C	24	5	454	465	46	7	484	472	470	28	5	455	435	443
D, E, F	2	<1	-	-	3	<1	-	-	-	1	<1	-	-	-
*No Response	24	-	-	-	25	-	-	-	-	27	-	-	-	-

*Not included in percent

Source: SAT Collegebound Senior Profile (Table 2) and in 2006 (Table 13)

Table 5. Student-Estimated Family Income

ACT						
	2004-2005			2005-2006	2006-2007	
Income Range	N	%	Avg. Comp.			
Less than \$18,000	195	8	19.0	The ACT no longer publishes these data.	The ACT no longer publishes these data.	
\$18,000 - \$24,000	168	7	18.5			
\$24,000 - \$30,000	160	6	18.6			
\$30,000 - \$36,000	144	6	19.4			
\$36,000 - \$42,000	164	7	20.3			
\$42,000 - \$50,000	187	7	20.5			
\$50,000 - \$60,000	186	7	21.0			
\$60,000 - \$80,000	301	12	21.6			
\$80,000 - \$100,000	248	10	22.8			
More than \$100,000	285	11	23.2			
No response	475	19	21.2			

Source: ACT High School Report (Table 11)

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

SAT														
Income Range	2004-2005				2005-2006					2006-2007				
	N	%	Avg. Verb.	Avg. Math	N	%	Avg. Cr. Rdg.	Avg. Math	Avg. Wrtg.	N	%	Avg. Cr. Rdg.	Avg. Math	Avg. Wrtg.
Less than \$10,000	9	3	398	428	12	3	442	478	430	7	2	411	470	411
\$10,000 - \$20,000	17	5	508	508	17	4	491	552	493	16	4	498	528	511
\$20,000 - \$30,000	11	3	479	476	25	5	538	530	539	13	3	502	524	501
\$30,000 - \$40,000	38	11	523	520	33	7	531	520	515	33	8	505	505	499
\$40,000 - \$50,000	25	7	518	503	36	8	539	517	524	30	7	524	506	520
\$50,000 - \$60,000	34	10	531	532	37	8	522	528	503	30	7	533	547	533
\$60,000 - \$70,000	33	9	554	550	41	9	530	528	522	34	8	561	550	526
\$70,000 - \$80,000	32	9	553	545	52	11	571	552	535	46	11	537	535	514
\$80,000 - \$100,000	62	17	595	579	69	15	569	553	551	75	18	574	564	554
More than \$100,000	95	27	594	594	142	31	585	591	566	136	32	578	576	552
*No response	145				207					182				

*Not included in percent

Source: SAT Collegebound Senior Profile Table 4-2 and in 2006 (Table 11)

Table 6. Ethnicity

ACT									
Ethnic Group	2004-2005			2005-2006			2006-2007		
	N	%	Avg. Composite	N	%	Avg. Composite	N	%	Avg. Composite
Amer/Alaskan Native	65	3	18.2	63	3	18.2	82	3	18.1
Asian/Pacific Amer	90	4	20.9	108	4	21.0	97	4	21.0
Black/African-Amer	61	2	17.3	71	3	18.3	79	3	19.2
Hispanic	753	30	19.2	705	28	19.3	727	28	19.2
Caucasian Amer/White	1038	41	22.3	1009	40	22.8	997	38	22.9
Other/No Response	506	20	21.3	537	22	21.3	652	25	21.4

Source: ACT High School Profile (Table 11) and in 2006 (Table 1.5) and SAT Collegebound Senior Profile (Table 4-1) and in 2006 (Table 8)

SAT														
Ethnic Group	2004-2005				2005-2006					2006-2007				
	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Crt. Rdg	Avg. Math	Avg. Wrtg	N	%	Avg. Crt. Rdg	Avg. Math	Avg. Wrtg
Amer Indian/Alaskan Nat	6	1	452	483	10	2	476	488	442	11	2	492	472	474
Asian/Asian Am/Pacif. Is.	32	7	540	584	51	8	531	579	527	36	6	531	613	523
Black/African American	17	4	438	424	22	4	526	503	523	18	3	516	489	518
Mexican/Mexican Amer.	40	9	525	525	51	8	548	562	532	24	4	560	553	542
Puerto Rican	4	1	-	-	3	<1	-	-	-	2	0	-	-	-
Hispanic/Latino	35	8	569	547	57	9	517	509	506	97	16	524	530	512
White	281	63	579	570	380	62	571	570	555	335	56	573	571	552
Other	33	7	520	515	34	6	575	543	551	22	4	486	480	480
No Response	53	-	592	569	63	-	580	581	569	57	9	567	566	551

Table 7. Educational Goals

ACT									
	2004-2005			2005-2006			2006-2007		
Educational Goal	N	%	Avg. Composite	N	%	Avg. Composite	N	%	Avg. Composite
Voc/Tech	16	1	16.6	13	<1	16.9	11	<1	16.1
2 Yr College Degree	46	2	16.9	49	2	16.8	45	2	16.9
Bachelor's	777	31	19.6	744	30	20.0	794	30	19.6
Graduate Study	526	21	22.2	531	21	22.4	528	20	22.7
Professional Level Degree	876	35	21.8	807	32	22.1	763	29	22.2
Other	51	2	16.9	62	2	19.0	52	2	17.8
No Response	221	9	20.7	287	12	20.5	441	17	21.2

Source: ACT High School Profile (Table 11 & Table 4.2 in 2006)

SAT														
	2004-2005				2005-2006					2006-2007				
Educational Goal	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Crt. Rdg.	Avg. Math	Avg. Wrtg.	N	%	Avg. Crt. Rdg.	Avg. Math	Avg. Wrtg.
Certificate Program	2	<1	-	-	2	<1	-	-	-	3	1	-	-	-
Associate (2 yr.)	0	0	-	-	3	<1	-	-	-	1	<1	-	-	-
Bachelor's	71	15	506	506	116	18	518	522	502	104	18	497	498	485
Master's	154	33	566	552	197	31	563	571	550	197	35	548	553	531
Doctoral/Related	155	33	593	593	199	31	591	582	576	175	31	590	591	570
Other	1	<11	-	-	2	<1	-	-	-	1	<1	-	-	-
Undecided	80	7	549	540	113	18	543	548	533	85	15	579	573	560

Source: SAT Collegebound Senior Profile (Table 5) and in 2006 (Table 26)

Table 8. Most Frequent College Major

ACT						
	2004-2005		2005-2006		2006-2007	
Major	N	Avg. Composite	N	Avg. Composite	N	Avg. Composite
Health	386	20.4	360	20.6	370	20.5
Business	228	20.3	177	20.4	160	20.3
Social Sciences	168	21.1	132	21.6	137	21.0
Engineering	123	22.7	98	22.0	101	23.5
Art	138	21.1	144	21.1	119	21.0
Sciences	136	23.3	123	23.9	115	24.2
Education	58	20.9	50	21.0	58	20.3

Sources: ACT High School Profile (Table 10) and in 2006 (Table 4.1) and SAT Collegebound Senior Profile (Table 5) and in 2006 (Table 26)

SAT											
	2004-2005			2005-2006				2006-2007			
Major	N	Avg. Verbal	Avg. Math	N	Avg. Crt Rdg	Avg. Math	Avg. Wrtg	N	Avg. Crt Rdg	Avg. Math	Avg. Wrtg
Health	59	513	523	69	546	546	529	69	539	552	536
Engineering	66	599	621	72	558	596	543	66	585	637	553
Social Sciences	39	585	538	55	579	549	567	24	608	563	581
Arts	33	537	505	56	554	544	554	33	565	549	555
Biological Sciences	37	612	618	53	569	578	559	44	577	580	557
Business	34	525	518	51	514	531	497	33	481	505	470
Education	17	548	525	18	532	561	539	21	518	500	513
Physical Sciences	14	613	626	23	595	628	583	15	635	627	597
Computer/Info. Science	17	577	585	15	595	606	550	15	549	557	510

Individual APS High School Results
Table 9. ACT and SAT Scores for APS High Schools

High Schools	ACT						SAT										
	2004-2005		2005-2006		2006-2007		2004-2005			2005-2006				2006-2007			
	N	Com- posite	N	Com- posite	N	Com- posite	N	Verbal	Math	N	Crt. Rdg.	Math	Wrt g.	N	Crt. Rdg.	Math	Wrtg.
Albuquerque	123	22.0	129	20.6	121	20.5	31	605	593	34	606	573	579	36	580	579	571
Cibola	341	20.5	392	21.2	409	21.0	96	540	528	126	537	524	529	107	526	527	506
Del Norte	142	20.2	136	19.6	159	20.2	18	509	503	16	520	531	507	26	562	539	535
Eldorado	341	21.9	332	22.3	346	22.5	59	602	585	103	569	573	549	89	569	568	560
Highland	151	19.6	159	19.1	158	19.7	36	545	510	66	566	554	560	62	526	520	509
La Cueva	374	23.2	406	23.5	432	23.2	107	585	591	150	578	594	561	130	581	591	556
Manzano	196	20.9	197	21.0	216	21.5	56	518	515	50	514	529	493	58	544	549	532
Rio Grande	142	17.7	104	17.3	119	17.8	3	-	-	-	-	-	-	-	-	-	-
Sandia	299	21.7	288	22.4	304	22.3	64	552	558	89	553	577	551	62	570	601	563
Valley	226	19.9	169	20.5	166	19.7	26	600	589	27	581	548	564	21	5254	517	497
West Mesa	145	17.4	156	18.0	176	17.9	5	410	454	9	530	506	504	9	74	460	472
Freedom	19	20.3	11	19.5	17	19.8	-	-	-	-	-	-	-	-	-	-	-
New Futures	11	19.5	11	16.6	7	16.9	-	-	-	-	-	-	-	-	-	-	-
Sierra	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Evening	1	-	1	-	2	-	-	-	-	-	-	-	-	-	-	-	-
School	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CEC	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sch on Wheels																	
District	2513	20.8	2493	21.1	2634	21.1	501	561	555	671	559	561	545	602	555	558	538

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 are the ones 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, states is a *misuse of the test data*.