



**ALBUQUERQUE
PUBLIC SCHOOLS**

ACT & SAT DISTRICT REPORT

A Three-Year Summary: 2009-2011

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November 2011*



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Executive Summary

ABOUT THIS REPORT

The APS graduating class of 2011 had an enrollment of 4711 seniors; 2989 (63%) took the ACT and 507 (11%) took the SAT. For this report, data were 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, Math, and Writing), and not the SAT II which is based on specific subject area content.

ACT

The ACT is a curriculum based measure of college readiness, designed to assess students' academic achievement in English, math, reading, science, and writing (optional). ACT's college readiness standards relate test scores to the types of skills needed for success in high school and beyond; they serve as a direct link between what students have learned and what they are ready to do next. Only the ACT reports college readiness benchmark scores—a benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English composition, Algebra, Social Science, and Biology. These scores were empirically derived based on the actual performance of students in college.

College Readiness Benchmark Scores		
College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Studies	Reading	21
Biology	Science	24

In 2011, the APS graduating class of 2011 included 2,989 students who took the ACT; 88% of the students in this ACT cohort reported taking courses in high school that would be considered 'Core or More'; this is, four or more years of English *and* three or more years of math, social studies, and natural science. One-fifth (21%) of this cohort met all four ACT College Readiness Benchmark Scores. Half (51%) of the students who took three or more years of math beyond Algebra I, Algebra II and Geometry were college ready; 28% of the students who took at least three years of science coursework were college ready.

SAT

More than 1.6 million of this year’s graduating high school seniors took the SAT, the most since the test was first administered in 1926. The SAT holds a high level of academic excellence as a nationally benchmarked assessment of students’ reading, mathematics and writing skills—with every section of the test capable of serving as an independent measure of college readiness with high predictive validity and reliability. The exam also measures the general knowledge that students acquire in high school, such as the analytical skills necessary to compete in the 21st-century global economy—an economy powered by knowledge, technology and innovation.

Historically, SAT data have included students who took this test at any point in high school through March of their senior year, by which time almost all college-bound students had completed testing. Over the last five years, a trend has emerged in which more students are taking the SAT for the first time in May or June of their senior year, and this national college-bound population has grown into a significant segment—in 2011, nearly 50,000 students. Therefore, starting in 2011, all trend SAT data are based on the full cohort; i.e., all students who tested through June of their senior year. Noteworthy, 2011 SAT data reveal mean scores for the full cohort are marginally lower than those of students testing earlier in their high school career—this is because the population of “late-starting” test-takers has, on average, lower scores.

The table below shows APS results for the student group in 2011 that tested through March, and the full graduating class:

APS College-Bound Seniors				
	Participating Students	2011 SAT: Mean Scores		
		Critical Reading	Mathematics	Writing
June (Full) Cohort	507	555	552	534
March Cohort	457	559	556	538

STUDENT PERFORMANCE**ACT**

Over the last five years, the APS average ACT Composite score has been higher than the state and, except for 2007 and 2011, higher or the same as the nation (Figure 1). In 2011, APS's average was 0.3 lower than the national average. 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 2011 was required to take three years of math and three years of science. Along with the four years of required English and three years of required social studies, all APS students now satisfy ACT's core curriculum. In 2011, 88% of APS test takers reported taking courses that fulfilled ACT's core curriculum.

SAT

Over the last five years, the APS average Critical Reading and Math scores have been higher than the national scores and always higher than the state's scores, except in 2007 when the APS average score in Critical Reading was the same as the state score (Figure 3). In 2011, APS test-takers scored 7-points higher than the state on the Critical Reading section, 11-points higher on the Math section, and 5 points higher on the Critical Writing section.

STUDENT DEMOGRAPHIC PROFILE

Since 2006-07, APS females have been 54-56% of the ACT test takers and 52-60% of the SAT test takers. The number of male SAT test takers is at an all-time low of 40%, and the number of females has increased 8% to 60% (Table 1). The percent of APS seniors having taken the ACT at some point during high school has fluctuated between 57% and 63% in the past five years with an increase of 2% from 2009-10 (Table 2). The percent of seniors having taken the SAT some time during their high school years has been between 9% and 13% (Table 2) the past five years with a rise of 2% in 2011. More students deciding to attend college out-of-state is probably the main reason for the increase in SAT test takers. Most students who take the SAT also take the ACT.

The ACT no longer specifies whether junior or senior year was the last grade level a student took the ACT. About 46% of SAT test takers took the SAT for the last time in their junior year, an increase of 5% from 2009-10.

About six times as many APS students participated in the ACT ($N = 2989$) as in the SAT ($N = 507$) (Table 2) for the graduating class of 2011. More seniors (272) from the 2011 graduating class took the SAT than in the previous year (240) (Table 3).

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 aligned their standards 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 was 4711, 59 students less than the previous year (Table 2). Sixty-three percent of APS seniors took the ACT in 2011, which is about 2% more than the number of senior test takers from the previous year. The percent of the senior class having taken the ACT has fluctuated between 57% and 63% over the past five years.

For those students who reported gender on the ACT, 44% were male and 56% were female. For the SAT, 40% were male and 60% were female.

The 507 seniors (11%) who took the SAT at some point in their high school years was an increase of 99 students from the previous year (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, 46% of the 2011 senior class who took the SAT did so for the last time in their junior year. This probably indicates that many 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.

Disaggregating scores by ethnicity is tempered by the fact that 11% of APS students taking the ACT did not mark their ethnicity or responded “other.” White students have the highest average ACT Composite scores each year and the highest Critical Reading and Writing scores on the SAT. For the past three years, Asian/Pacific Islanders scored highest on the SAT Math subtests (Table 4). The ACT has simplified their ethnic categories by aggregating all Spanish-speaking subgroups into a category called “Hispanic.”

In 2011, APS White students had a slight (1%) increase in ACT composite scores from the 2009-10 school year, while composite scores for Asian/Pacific Islander and Hispanic students remained the same (Table 5). ACT composite scores for American Indian/Alaska Native and Black students decreased by about 4%, respectively, from the 2009-10 school year.

For the graduating class of 2011, American Indian/Alaskan Native, Hispanic and Caucasian-American/White students in APS scored higher on ACT composite scores than their counterparts at the state level (Table 5). APS American Indian/ Alaskan Native students scored 2.4 points (15%) higher on the ACT composite score than their state counterparts, followed by APS White students whose composite score increased by 1.1 points (5%) compared to White students across the state. ACT composite scores for

Hispanic students in APS increased by 0.5 point (3%) compared to their counterparts at the state level; Asian/Pacific Islander and Black students in APS scored lower, by 0.9 point (4%) and 0.1 point (<1%), respectively, on the ACT than similar students in same ethnic subgroup across the state.

At the national level, APS students in the following four ethnic groups scored higher on the ACT in 2011 than their national counterparts (Table 5): Black (8%), White (4%), Hispanic (2%) and American Indian/Alaskan Native (1%). Asian/Pacific Islander students in APS scored lower (8%) than similar students in same ethnic subgroup nationally.

Figure 4 shows the percent of APS, New Mexico, and national students who meet ACT benchmarks for college-level work as indicated by their ACT scores in Science, Reading, Math, and English, as well as the percent of students who meet the benchmarks in all four (composite score). The benchmarks are those minimum scores that ACT has found through correlations with college grades are indicative of a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing entry-level college course. The benchmark for English Composition is 18, for Algebra is 22, for Social Sciences is 21 (on Reading), and for Biology is 24. APS is usually around the same percent as the nation and both are above the state percentages. In APS, English has the most students meeting benchmarks and Science has the least. Just 21% of APS students meet benchmarks in all four areas. Like the nation and the state, there is a lot of room for improvement needed by the district.

For the class of 2011, about 44% of the students taking the ACT said their goal was graduate study or a professional level degree; an appreciable reduction from similar populations reported in 2009 (53%) and 2010 (52%). Of the students who took the SAT, 64% indicated their educational goal was a Master's degree or a Doctoral level/Related level degree (Table 6); this was 4% less than that reported in 2009 (68%) and 2010 (68%).

In the past year, the greatest number of students taking the ACT indicated Health Sciences and Technologies as their intended college major. This was almost twice as much as any other intended college major by a wide margin. The greatest number of students taking the SAT indicated college majors in the health professions and related clinical services (Table 7).

Table 8 is the only page devoted to individual schools. It shows the number of ACT and SAT test takers for each school over the past three years, as well as the average scores for each school each year.

ACT 2007-2011 Summary Information

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 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.

Over the last five years, the APS average ACT Composite score has been higher than the state and, except in 2007 and 2011, higher or the same as the nation (Figure 1). In 2007 and 2011, APS's average ACT Composite scores were 0.1 and 0.3 point lower, respectively, than the national averages.

Figure 2 compares the scores for APS students who have taken a core curriculum in the years 2009-2011 and those who have not; those students in the core curriculum always score higher on the four subtests. ACT defines a core curriculum as four years of English and three years each of math, social studies, and natural science. The reading core results correspond to students taking three or more years each of social studies.

According to the ACT Profile Report for the graduating class of 2011, 88% of the 2,989 who answered the question reported taking a menu of courses that would be considered a core curriculum by the ACT definition.

SAT 2007-2011 Summary Information

Although the majority of college-bound students in New Mexico take the ACT, 507 APS students also chose to take the SAT this year, a 24% increase from 2009-10. Students who take the SAT 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.

About six times as many APS students participated in the ACT ($N = 2989$) as in the SAT ($N = 507$) (Table 2) for the graduating class of 2011. More seniors (272) from the 2011 graduating class took the SAT than in the previous year (240) (Table 3).

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. This past year was the fifth year that the SAT I also included a Writing section with scores that range from 200 to 800.

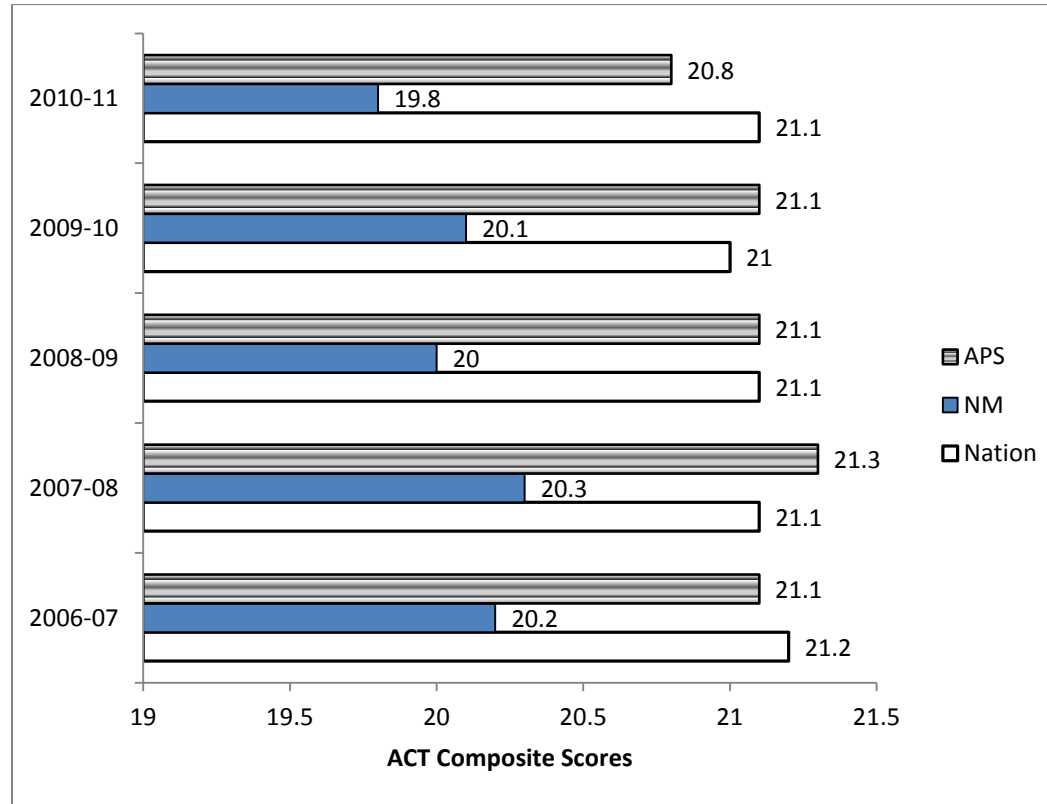
The College Board introduced a new re-centered scale in April 1995. This recalibration re-established 500 as the average on each test's scale of 200 to 800 points. Since the SAT I was "re-centered," meaningful comparisons can be made between a student's Critical Reading and Math subtest scores.

Currently, the SAT I is composed of three major subtests, Critical Reading, Math, and Critical Writing. APS has higher average scores in all three subtests than both the state and the nation over the last five years with two exceptions: APS had the same average Critical Reading score and a lower average Critical Writing score than the state in 2007. In 2010-11, APS averaged 7 points higher than the state and 58 points higher than the nation on the Critical Reading subtest. In Math, APS averaged 11 points higher than the state and 38 points higher than the nation.

For Critical Writing, APS averaged 5 points higher than the state and 45 points higher than the nation in 2011 (Figure 3). For the last five years of the new Writing test, APS has scored slightly above the state, except for 2007, and 44 to 51 points above the nation.

In a 2008 report, the College Board reported that the Writing subtest score is a better predictor of first year college success than either the Critical Reading or Math scores.

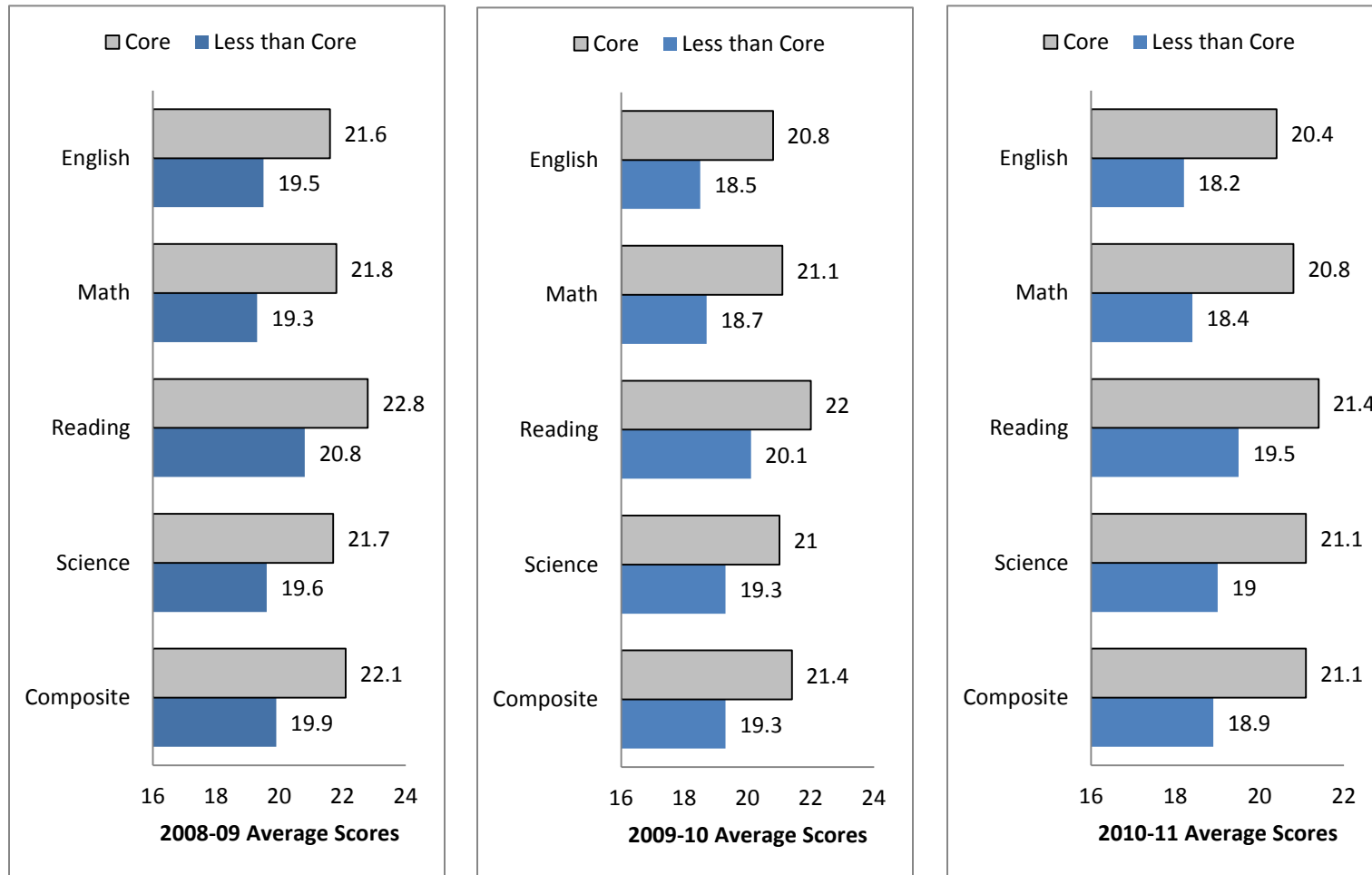
Figure 1. ACT Composite Scores for APS, New Mexico, and the Nation 2007-2011



Source: ACT High School Profile Tables 1.1, 1.2 and 1.3

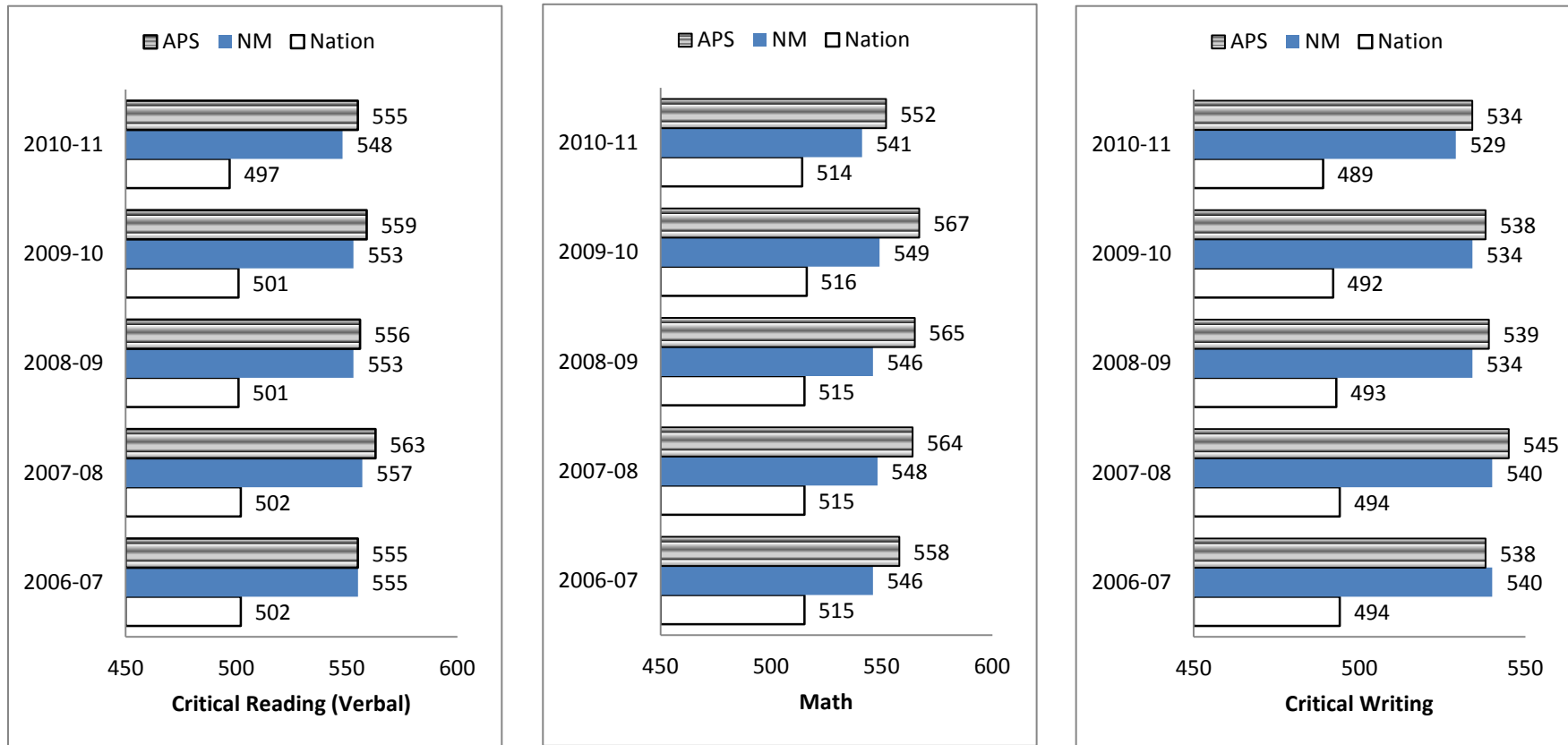
NOTE: Figure 1 shows that APS graduates had higher ACT Composite scores than those throughout New Mexico but had lower scores than the national graduates in 2011.

Figure 2. Average APS ACT Scores by Level of Academic Preparation 2009-2011



Source: ACT High School Profile Table 1.4

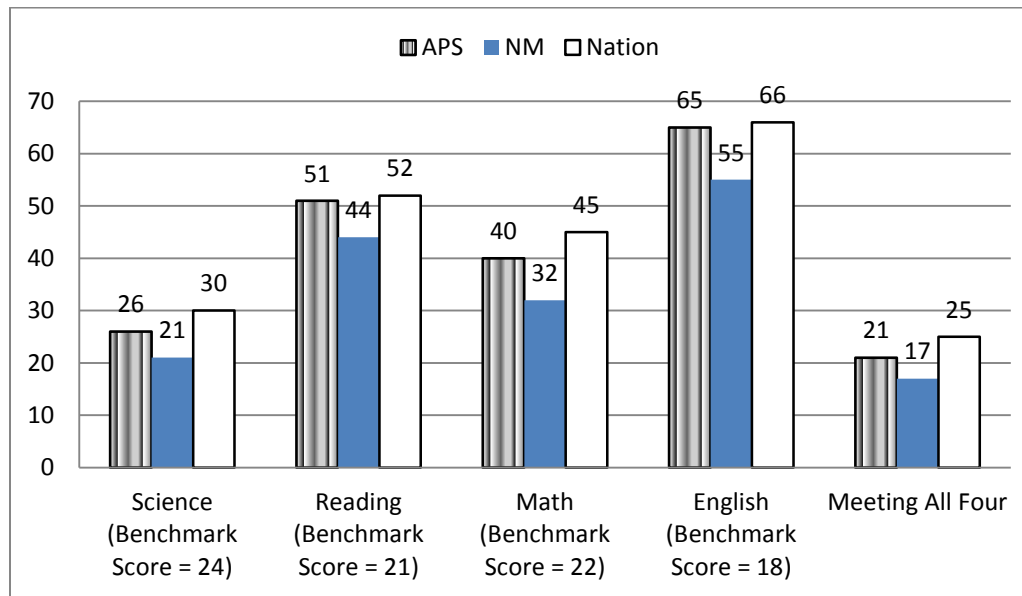
Figure 3: Average SAT Verbal, Math, and Writing Scores for APS, New Mexico, and the Nation 2007-2011*



Source: SAT College-Bound Senior Highlights Report (Section 1)

*NOTE: 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 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.

Figure 4. Percent of 2010-11 Graduates Meeting ACT Benchmarks for College-Level Work



Source: (District) ACT High School Profile (Figure 1.1).

Table 1. Number and Percent of Males and Females Tested

	ACT					SAT				
	2006-07	2007-08	2008-09	2009-10	2010-11	2006-07	2007-08	2008-09	2009-10	2010-11
Males	1095 (45%)	1172 (46%)	1175 (45%)	1296 (45%)	1301 (44%)	268 (45%)	247 (45%)	183 (41%)	196 (48%)	205 (40%)
Females	1330 (55%)	1389 (54%)	1454 (55%)	1590 (55%)	1688 (56%)	334 (55%)	306 (55%)	258 (59%)	212 (52%)	302 (60%)
*No Response	209	61	6	2	0	-	-	-	-	-
Total	2634	2622	2635	2888	2989	602	553	441	408	507

*Not included in percent

Sources: ACT High School Profile (Table 6) and after 2005 (Table 2.7) SAT College-Bound Senior Profile (Table 2)

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

	2006-07		2007-08		2008-09		2009-10		2010-11	
	N	%	N	%	N	%	N	%	N	%
Senior Enrollment*	4660		4449		4632		4770		4711	
ACT	2634	57	2622	59	2635	57	2888	61	2989	63
SAT	602	13	553	12	441	10	408	9	507	11

* Source: APS 40-day count

Sources: ACT High School Profile (Table 11) and after 2005 (Table 1.1) and SAT College-Bound Senior Profile (Table 1)

Table 3. Grade Level at Time of Testing

	ACT			SAT									
	2008-09	2009-10	2010-11	2007-08		2008-09		2009-10		2010-11			
	<i>The ACT no longer publishes these data.</i>			N	%	N	%	N	%	N	%		
Freshman				0	-	0	-	0	-	0	-	0	-
Sophomore				0	-	2	<1	1	-	2	<1		
Juniors				251	45	239	54	167	41	233	46		
Seniors				302	55	200	45	240	59	272	54		
*Other/No Response				0	-	0	-	-	-	-	-		
Total				553		441		408		507			

*Not included in percent

Sources: SAT College-Bound Senior Profile (Table 3)

Table 4. Ethnicity (District)

Ethnic Group	ACT														
	2008-2009			2009-10			2010-11								
	N	%	Avg. Composite	N	%	Avg. Composite	N	%	Avg. Composite	N	%	Avg. Composite			
Amer. Indian/Alaskan Nat.	83	3	19.0	102	4	19.5	97	3	18.8						
Asian/Asian Am/Pacif. Is.	108	4	21.1	102	4	21.8	104	3	21.8						
Black/African-American	103	4	18.4	90	3	19.1	78	3	18.4						
Hispanic	872	33	19.3	973	34	19.1	1419	47	19.1						
Caucasian Amer./White	989	38	23.3	1098	38	23.2	982	33	23.4						
Other/No Response	480	18	21.0	523	18	20.7	309	11	21.6						
Ethnic Group	SAT														
	2008-2009					2009-10					2010-11				
	N	%	Avg. Crt. Rdg	Avg. Math	Avg. Wrtg	N	%	Avg. Crt. Rdg	Avg. Math	Avg. Wrtg	N	%	Avg. Crt. Rdg	Avg. Math	Avg. Wrtg
Amer. Indian/Alaskan Nat.	13	3	485	477	465	10	2	533	530	522	11	2	506	509	483
Asian/Asian Am/Pacif. Is.	30	7	523	592	524	34	8	539	603	537	47	9	537	586	518
Black/African American	11	2	510	493	486	24	6	527	503	506	29	6	494	483	464
Mexican/Mexican Amer.	19	4	487	488	466	24	6	539	552	512	34	7	507	515	496
Puerto Rican	1	<1	-	-	-	-	-	-	-	-	3	1	-	-	-
Hispanic/Latino	76	17	533	544	515	79	19	522	513	502	99	20	504	507	494
White	251	57	575	580	558	217	53	580	589	554	252	50	595	583	571
Other	21	5	520	530	506	9	2	577	547	558	22	4	515	495	488
No Response	19	4	640	619	598	11	3	614	617	606	10	2	590	538	561

Sources: ACT High School Profile (Table 1.5) and SAT College-Bound Senior Profile (Table 8)

Table 5. Ethnicity: District, State, & National Score Comparisons

Ethnic Group	ACT					
	2009-10			2010-11		
	APS	State	Nation	APS	State	Nation
Amer. Indian/Alaskan Native	19.5	17.0	19.0	18.8	16.4	18.6
Asian/Asian Am/Pacif. Islander	21.8	22.2	23.4	21.8	22.7	23.6
Black/African-American	19.1	19.0	16.9	18.4	18.5	17.0
Hispanic	19.1	18.6	18.6	19.1	18.6	18.7
Caucasian Amer./White	23.2	22.5	22.3	23.4	22.3	22.4
Other/No Response	20.7	19.9	20.6	21.6	21.0	20.9

Sources: ACT Profile Report-District (Tables 1.5 and 2.5) and ACT Profile Report-National (Table 1.5).

Table 6. Educational Goals

Educational Goal	ACT														
	2008-2009			2009-10			2010-11								
	N	%	Avg. Composite	N	%	Avg. Composite	N	%	Avg. Composite	N	%	Avg. Composite			
Voc/Tech	14	<1	18.9	8	<1	18.6	35	1	16.7						
2-Yr College Degree	54	2	15.9	65	2	16.0	67	2	16.9						
Bachelor's	989	38	19.9	1133	39	20.0	1398	47	19.4						
Graduate Study	536	20	22.5	572	20	22.7	507	17	23.2						
Professional Level Degree	876	33	22.2	925	32	21.9	819	27	22.2						
Other	69	3	18.8	80	3	17.8	62	2	19.0						
No Response	97	4	21.9	105	4	21.2	101	3	22.1						
SAT															
Educational Goal	2008-2009					2009-10					2010-11				
	N	%	Avg. Crt. Rdg	Avg. Math	Avg. Wrtg	N	%	Avg. Crt. Rdg	Avg. Math	Avg. Wrtg	N	%	Avg. Crt. Rdg	Avg. Math	Avg. Wrtg
Certificate Program	-	-	-	-	-	4	1	-	-	-	3	1	-	-	-
Associate (2 yr.)	2	<1	-	-	-	-	-	-	-	-	1	<1	-	-	-
Bachelor's	73	17	498	502	482	65	17	537	535	503	111	23	502	506	487
Master's	160	38	554	571	537	127	33	543	553	524	146	31	562	554	541
Doctoral/Related	125	30	592	599	576	143	35	594	602	575	158	33	592	588	568
Other	4	1	-	-	-	4	1	-	-	-	4	1	-	-	-
Undecided	54	13	569	569	542	53	13	569	567	535	55	12	580	565	545

Sources: ACT High School Profile (Table 4.2) and SAT College-Bound Senior Profile (Table 25)

Table 7. Most Frequent College Major

Major	ACT											
	2008-2009			2009-10			2010-11					
	N	Avg. Composite		N	Avg. Composite		N	Avg. Composite				
Health	501	20.5		617	20.6		602	20.5				
Business	273	19.9		288	20.4		303	20.1				
Social Sciences	169	22.5		192	21.8		282	21.0				
Engineering	145	22.8		139	23.8		114	22.4				
Art	202	21.7		-	-		247	20.9				
Sciences	184	23.6		194	23.7		199	22.9				
Education	83	20.8		113	20.9		158	20.3				
SAT												
Major	2008-2009				2009-10				2010-11			
	N	Avg. Cr. Rdg	Avg. Math	Avg. Wrtg	N	Avg. Cr. Rdg	Avg. Math	Avg. Wrtg	N	Avg. Cr. Rdg	Avg. Math	Avg. Wrtg
Health	55	521	542	510	18	555	559	546	79	559	561	547
Engineering	44	574	632	550	16	611	639	581	59	573	605	543
Social Sciences	8	638	616	614	12	584	543	561	13	624	601	597
Arts	32	584	554	562	14	-	-	-	40	549	540	533
Biological Sciences	31	580	592	567	31	605	617	573	37	581	558	569
Business	41	543	562	529	16	518	540	501	37	510	542	496
Education	11	528	485	500	8	526	522	516	11	518	482	521
Physical Sciences	13	604	613	579	2	548	555	539	12	656	631	589
Computer/Info. Science	10	540	626	507	6	582	637	527	8	531	583	500

Sources: ACT High School Profile (Table 4.1) and SAT College-Bound Senior Profile (Table 25)

Table 8. ACT and SAT Scores for APS High Schools*

High Schools	ACT						SAT											
	2008-09		2009-10		2010-11		2008-09				2009-2010				2010-2011			
	N	Comp.	N	Comp	N	Comp.	N	Crt. Rdg.	Math	Wrtg.	N	Crt. Rdg.	Math	Wrtg	N	Crt. Rdg.	Math	Wrtg
Albuquerque	173	20.3	166	20.9	206	20.8	29	579	572	564	35	612	621	589	47	604	561	567
Atrisco Heritage	-	-	-	-	2	13.5	-	-	-	-	-	-	-	-	-	-	-	-
Cibola	383	21.6	370	21.3	253	21.1	79	538	544	531	72	531	515	508	42	540	530	525
Del Norte	161	20.7	168	19.8	150	18.8	17	547	568	534	7	494	563	490	13	570	554	532
Eldorado	333	22.1	321	23	309	22.9	90	547	559	536	72	554	579	526	93	559	564	530
Highland	136	19.2	164	18.8	186	18.7	24	555	565	560	21	547	538	527	28	531	486	508
La Cueva	428	24	395	23.6	452	24.0	88	587	599	559	67	603	635	592	99	586	611	575
Manzano	210	21.7	215	21.4	193	20.4	48	557	564	534	44	549	537	528	54	514	508	497
Rio Grande	142	17.4	149	16.6	179	16.9	7	451	497	441	-	-	-	-	6	493	487	465
Sandia	256	22.1	346	22.6	310	22.4	43	557	568	531	39	575	589	559	4	589	587	540
Valley	174	19.8	194	19.4	170	18.9	12	555	550	514	20	531	536	510	14	446	460	444
Volcano Vista	-	-	145	20.7	285	20.9					21	525	511	489	56	528	526	531
West Mesa	200	17	201	17.6	253	17.4	4	-	-	-	8	489	495	484	6	448	382	445
Freedom	12	19.3	21	17.9	8	17.5	-	-	-	-	-	-	-	-	-	-	-	-
New Futures	7	17.6	8	18	6	21.8	-	-	-	-	-	-	-	-	-	-	-	-
Sierra	6	-	1	13	1	19.0	-	-	-	-	-	-	-	-	-	-	-	-
Evening Sch.	1	-	-	-	2	19.0	-	-	-	-	-	-	-	-	-	-	-	-
CEC	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sch on Wheels	-	-	1	23	2	13.5	-	-	-	-	-	-	-	-	-	-	-	-
ECA	13	22.5	23	25.4	22	22.5	-	-	-	-	-	-	-	-	-	-	-	-
District	2642	21.1	2888	21.1	2989	19.5	441	556	565	539	408	559	567	538	507	534	521	513

Sources: ACT College Readiness Letter (for each APS high school) (Table 1) and SAT College-Bound Seniors High School Profiles (for each APS high school) (Table 1)

* A larger number of APS students take the ACT rather than the SAT. Despite the fact that all 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.

NOTE: 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**.