

Research Brief

Prepared by Michael Loughrey

September 2006

ACT & SAT District Report: A Three-Year Summary 2004-2006

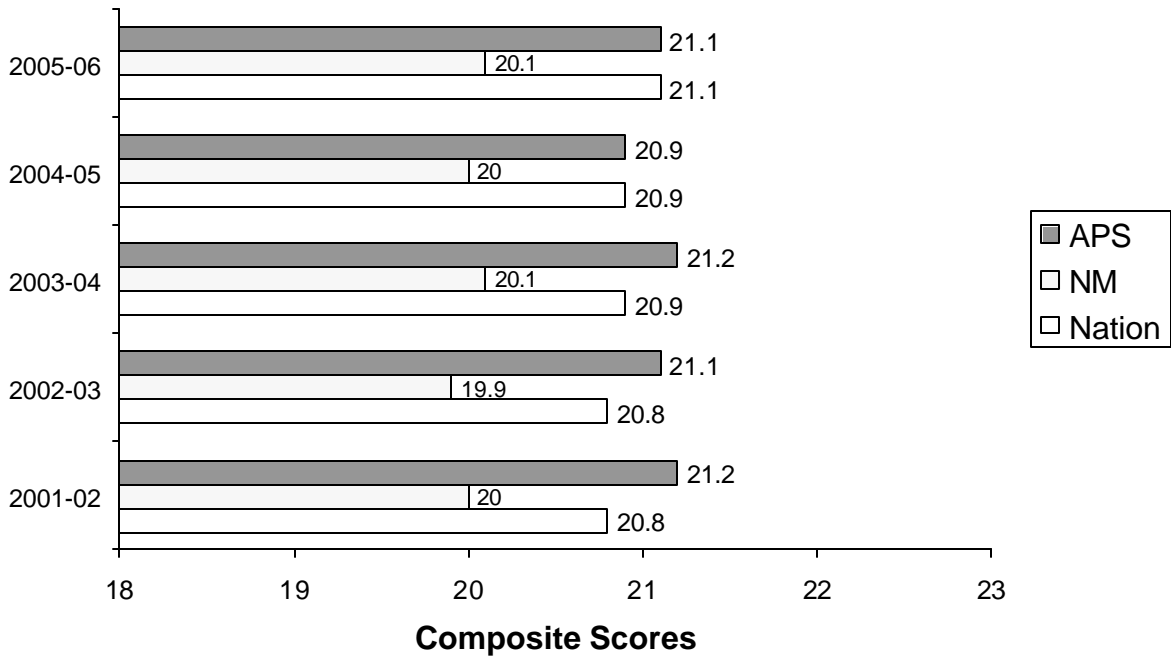
About This Report

For this research 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 RDA 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 the national score except for the past two years when it was the same as the national. (Figure 1).



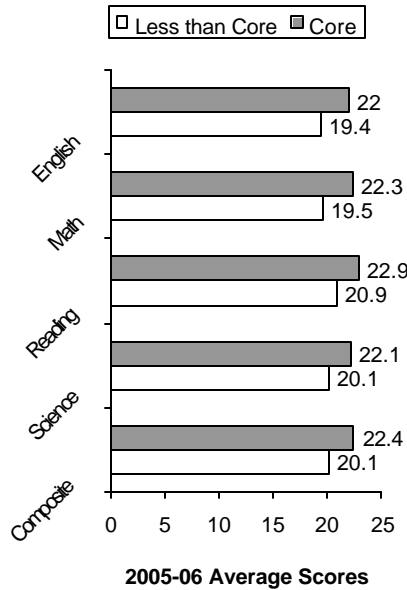
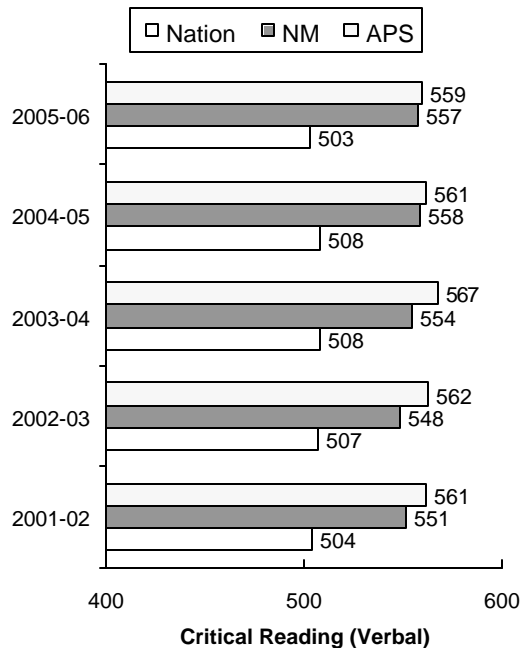


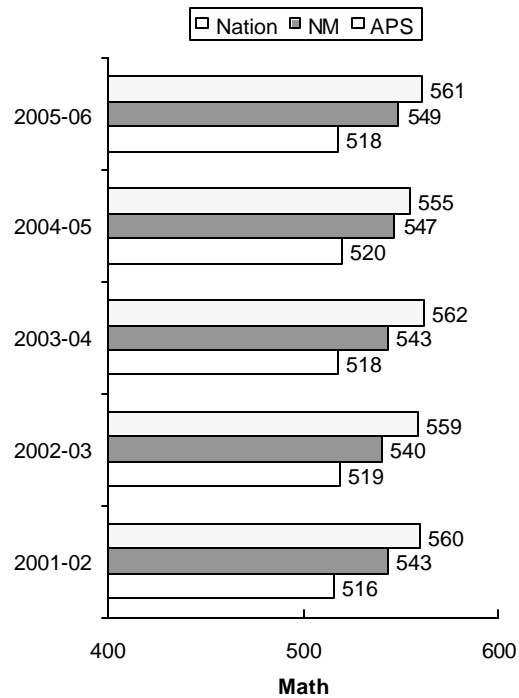
Figure 2. Average ACT Composite and Subject Scores for Students with a Core Curriculum versus those with Less than Core

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

Over the last five years the APS average Verbal (now called Critical Reading) and Math SAT scores have been higher than both state and national Verbal and Math scores. District test takers scored 12 points higher in Math than the state in 2005-06.





For the first year of the new Writing test, the district scored 545, while the state scored 543 and the nation scored 497.

District ACT and SAT Ethnic Group Participation and Comparisons

Participation

- 40% of district ACT test takers were White, 28% Hispanic, 3% Black, 4% Asian, and 3% Native American. A limitation of this disaggregation is that 22% of test takers reported “other” or did not report ethnicity.
- 62% of district SAT test takers were White, 18% were Hispanic, 8% were Asian, 4% were Black, and 2% were Native American. About 6% reported “other” or did not report ethnicity.

Comparison to State Scores

- Native American, Hispanic, and White students in APS scored higher than their state counterparts on the ACT.
- For the SAT, there are not enough minority test takers in the district to make valid comparisons to the state.

Comparison to National Scores

- In the Profile Report, the ACT no longer reports disaggregated scores for ethnicities at the national level so comparisons are not possible.

Individual APS High Schools

- Cibola and La Cueva saw sharp increases while Valley and Rio Grande saw sharp decreases in the number of students taking the ACT. The number of test takers at the other high schools remained about the same.
- After the district saw a one-year drop in SAT participation in 2005, Eldorado and La Cueva returned to their typical number of test takers and Cibola, Highland, and Sandia saw increases beyond their trends. These are the reasons why the number of SAT test takers increased so dramatically from 501 to 671 this past year.

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

High Schools	ACT				SAT						
	2004-05		2005-06		2004-05			2005-06			
	N	Composite	N	Composite	N	Verbal	Math	N	*Crt. Rdg.	Math	Wrtg
Albuquerque	123	22.0	129	20.6	31	605	593	34	606	573	579
Cibola	341	20.5	392	21.2	96	540	528	126	537	524	529
Del Norte	142	20.2	136	19.6	18	509	503	16	520	531	507
Eldorado	341	21.9	332	22.3	59	602	585	103	569	573	549
Highland	151	19.6	159	19.1	36	545	510	66	566	554	560
La Cueva	374	23.2	406	23.5	107	585	591	150	578	594	561
Manzano	196	20.9	197	21.0	56	518	515	50	514	529	493
Rio Grande	142	17.7	104	17.3	3	-	-	-	-	-	-
Sandia	299	21.7	288	22.4	64	552	558	89	553	577	551
Valley	226	19.9	169	20.5	26	600	589	27	581	548	564
West Mesa	145	17.4	156	18.0	5	410	454	9	530	506	504
Freedom	19	20.3	11	19.5	-	-	-	-	-	-	-
New Futures	11	19.5	11	16.6	-	-	-	-	-	-	-
Sierra	1	-	-	-	-	-	-	-	-	-	-
Evening School	1	-	1	-	-	-	-	-	-	-	-
CEC	1	-	-	-	-	-	-	-	-	-	-
Sch on Wheels	-	-	2	-	-	-	-	-	-	-	-
District	2513	20.8	2493	21.1	501	561	555	671	559	561	545

* Starting in 2005-06, the College Board is calling the "Verbal" section Critical Reading to more closely reflect the changes in that test.

ALBUQUERQUE PUBLIC SCHOOLS

DISTRICT REPORT

ACT & SAT

**A Three Year Summary
2004-06**

College Entrance Testing

*Prepared by Michael Loughrey, Ph.D.
September 2006*

ALBUQUERQUE PUBLIC SCHOOLS

"Bridging the gap between research and practice"



BOARD OF EDUCATION

PAULA MAES
President

MIGUEL ACOSTA
Vice President

BERNA FACIO
Policy Chair

LEONARD J. DELAYO, JR
Finance/Audit Chair

MARY LEE MARTIN
Secretary

ROBERT LUCERO
District Relations Chair

GORDON ROWE
Capital Outlay Chair

ELIZABETH EVERITT

Superintendent

SUSIE PECK
Associate Superintendent

NELINDA VENEGAS
Associate Superintendent

THOMAS SAVAGE
Deputy Superintendent

RESEARCH, DEVELOPMENT AND ACCOUNTABILITY

930-A Oak Street SE
Albuquerque, New Mexico 87106
(505) 848-8710
www.rda.aps.edu
Rose-Ann McKernan, Director

This annual summary of the district ACT/SAT results, as well as a briefer report, can be obtained at RDA or the APS Community Relations Department

Table of Contents

Executive Summary.....	1
Why Students Take College Entrance Examinations.....	3
A Profile of APS Students Taking College Entrance Exams.....	4
ACT* 2002-2006 Summary Information.....	6
Figure 1. Five-Year History of ACT Composite Scores for APS, New Mexico, and the Nation	7
Figure 2. Average APS ACT Scores by Level of Academic Preparation	8
SAT* 2002-2006 Summary Information.....	9
Figure 3. Five-year History of SAT Verbal and Math Scores for APS, New Mexico, and the Nation	10
Table 1. Number and Percent of Males and Females Tested.....	11
Table 2. Percent of Graduating Class Having Taken College Entrance Exams During High School.....	11
Table 3. Grade Level at Time of Testing	12
Table 4. Student-Reported Grade Point Average	13
Table 5. Student-Estimated Family Income	14
Table 6. Ethnicity.....	16
Table 7. Educational Goals	17
Table 8. Most Frequent College Major.....	18
Individual APS High School Results	
Table 9. ACT and SAT Scores for APS High Schools.....	19

* 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. There is also very little national data presented so comparisons are limited.

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 (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 both state and national scores (Figure 3). This year there was a two-point difference between the APS and New Mexico averages on the Critical Reading section, while there was a twelve-point difference between the district and the state on the Math section. For the first year of Writing, there was a two-point difference between the district and state scores.

Student Demographic Profile

Since 2000-01, APS girls have been 55-57% of the ACT test takers and 53-56% of the SAT test takers with a slightly greater percentage of boys taking the ACT and SAT in the past year (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 (Table 2). The percent of seniors having taken the SAT some time during their high school tenure 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 did not report this data for the class of 2006. About 53% 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 46%. 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.

About three times as many APS students participated in the ACT ($N = 2493$) as in the SAT ($N = 671$) (Table 2) for the graduating class of 2006. 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 fluctuated over the past five years between 4449 in 2001-02 and 4630 in 2005-06 (Table 2), with a high enrollment of 4649 in 2002-03. Fifty-four percent of APS seniors took the ACT last year, which is about 3% less 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. The decrease may be due to students being counseled to take CNM's free 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, 45% were male and 55% were female. This was an increase of 2% in the number of males from last year. For the SAT, three percent more males (47%) were among the participants this year than last year.

After a drop in SAT participation for the class of 2005 ($N = 501$), the slowly increasing trend of SAT participation was evident this year with an all-time high of 671 seniors from the graduating class of 2006 taking the test. Fourteen percent of the 2006 graduating class took the SAT, which was almost 3% more than two years previous (Table 2).

The ACT no longer reports what grade in school students from the graduating class took the ACT for the last time. Essentially, close to half (46%) 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 92% 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 22% 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 2006, American Indian/Alaskan Native, Hispanic, and Caucasian-American/White students in APS scored higher than their counterparts at the state level on the ACT, while African-American/Black and Asian-American/Pacific Island students in APS scored lower than their counterparts at the state level.

No comparisons were available with the national level in the ACT Profile Report.

For the class of 2006, 53% of the students taking the ACT said their goal was graduate study or a professional level degree while 62% 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 2002-2006 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 2001-02 school year, APS's average Composite score has been higher than the state average and higher or equal to the national 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 national level for the past five years, APS subtest scores have been higher than or equaled the national scores.

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 2002-2006

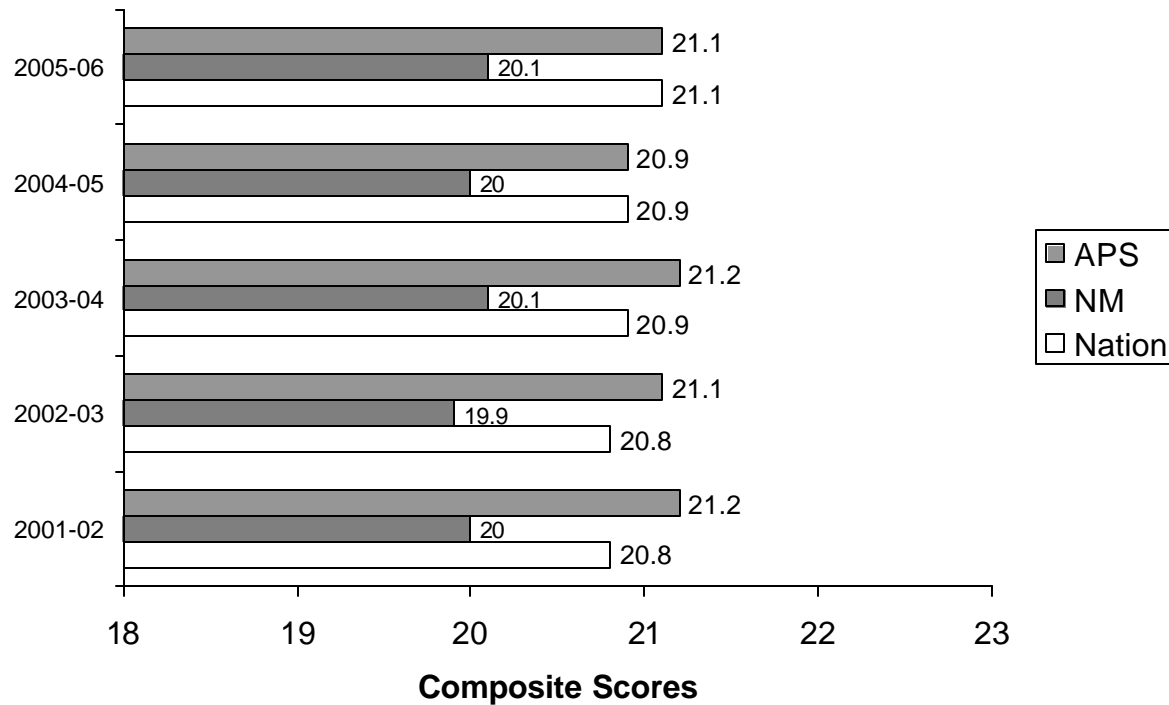
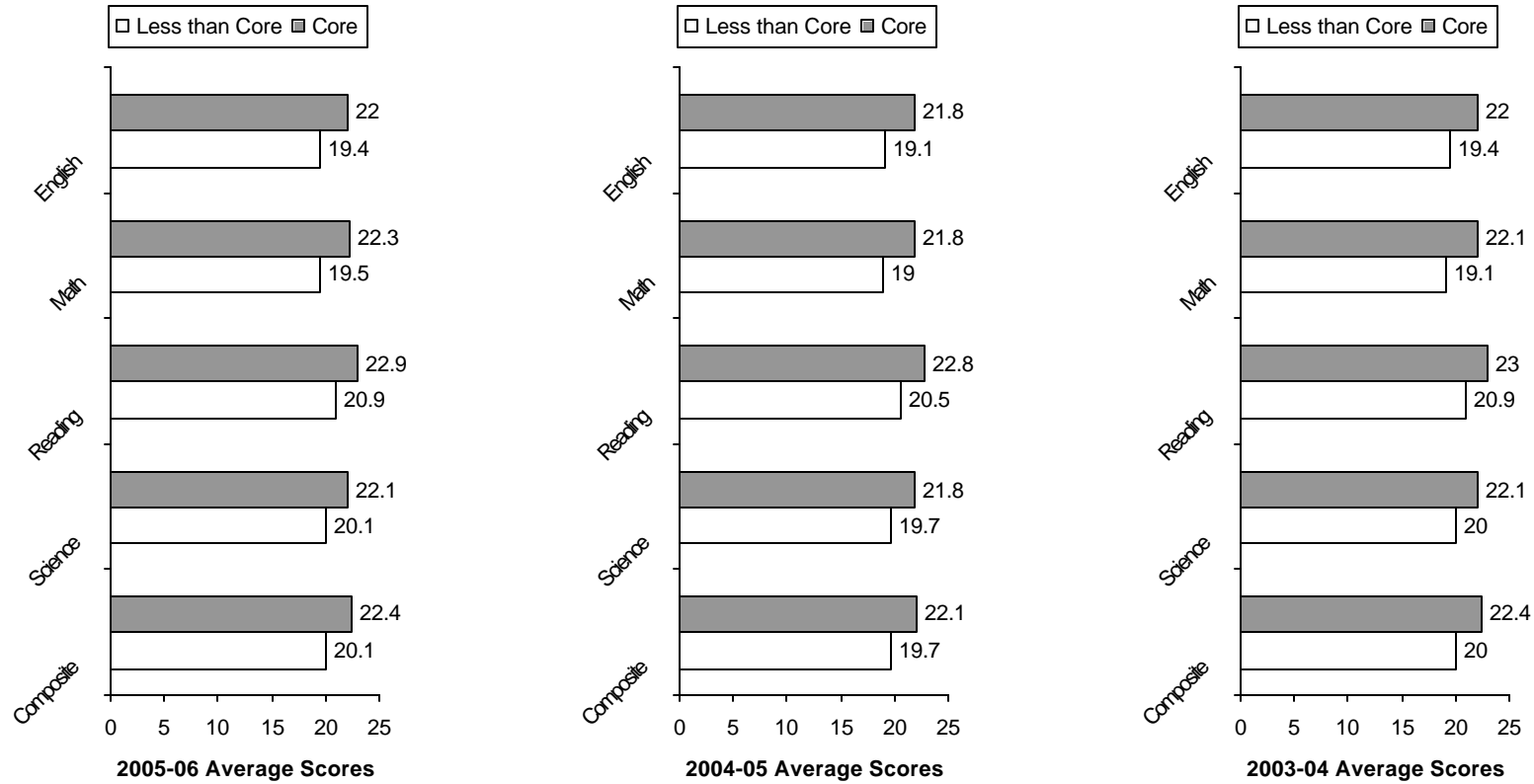


Figure 1 shows that APS graduates score higher than those throughout New Mexico and typically higher than, or as well as, those throughout the nation on the ACT Composite score.

Source: ACT High School Profile Table 1.2 and 1.3

Figure 2. Average APS ACT Scores by Level of Academic Preparation 2004-2006



Source: ACT High School Profile Table 1.4

SAT 2002-2006 Summary Information

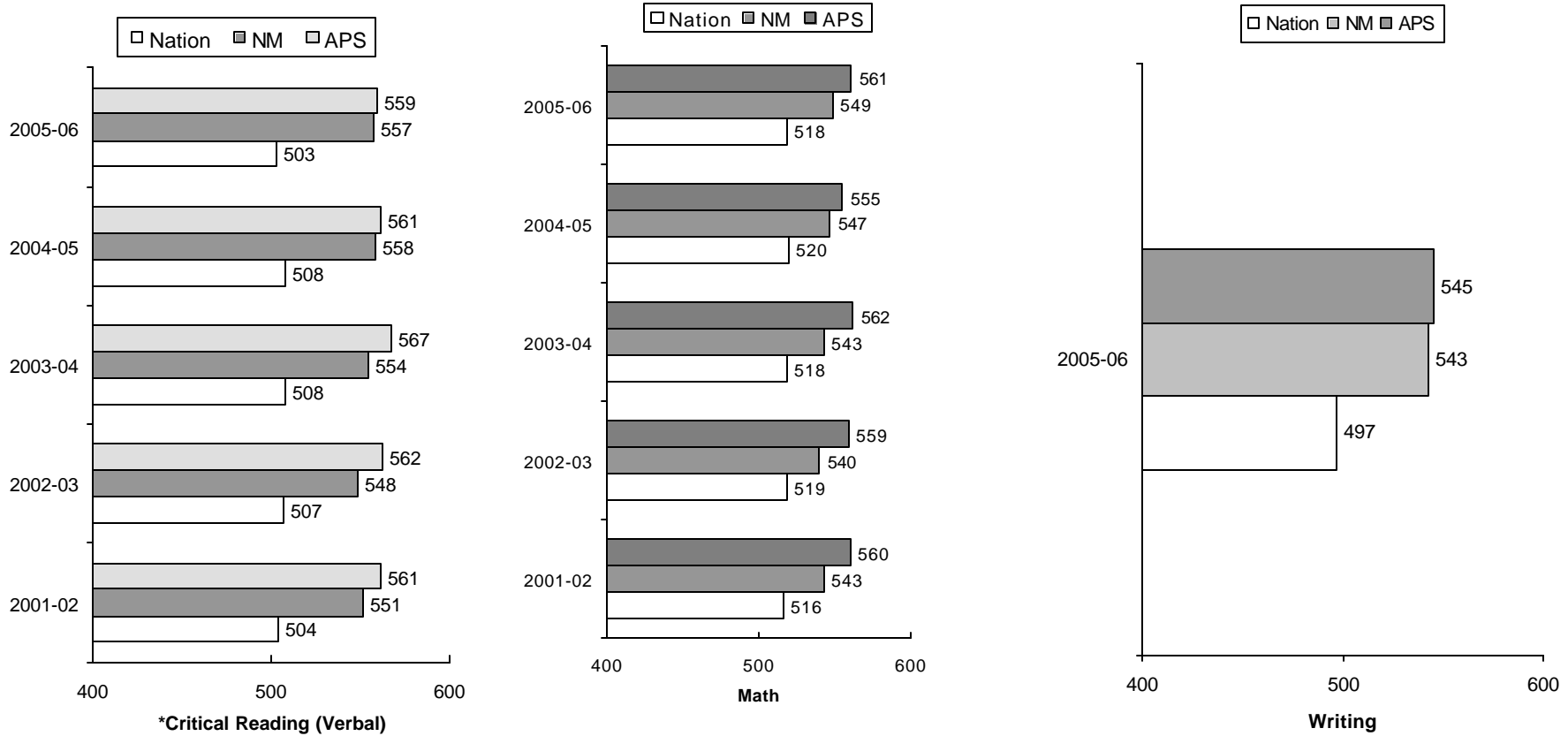
Although the majority of college-bound students in New Mexico take the ACT, 671 APS students chose to take the SAT this year. These students are typically those who intend to attend out-of-state colleges or vie for scholarships awarded to National Merit Semi-finalists. Because all universities and colleges 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 first 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. For the first year of Writing, APS's scores were above both the state and nation. In 2005-06, APS averaged 2 points higher than the state and 56 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 higher than the state and 48 points higher than the nation (Figure 3).

Figure 3: Average SAT Verbal and Math Scores for APS, New Mexico, and the Nation 2002-2006



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				
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Males	1101 (44%)	1133 (44%)	1133 (44%)	1081 (43%)	1079 (45%)	283 (46%)	275 (45%)	298 (46%)	222 (44%)	313 (47%)
Females	1401 (56%)	1425 (56%)	1419 (56%)	1410 (57%)	1299 (55%)	326 (54%)	340 (55%)	355 (54%)	279 (56%)	358 (53%)
*No Response	14	23	19	22	115	-	-	-		
Total	2516	2581	2571	2513	2493	609	615	653	501	671

*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*	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	N	%	N	%	N	%	N	%	N	%
	4449		4649		4317		4382		4630	
ACT	2516	57	2581	56	2571	60	2513	57	2493	54
SAT	609	14	615	13	653	15	501	11	671	14

* 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						
	2003-2004		2004-2005			2005-2006	2003-004		2004-2005		2005-2006	
	N	%	N	%	The ACT no longer publishes these data.	N	%	N	%	N	%	
Freshman	0	0	0	0		0	0	0	0	0	1	0
Sophomore	6	<1	8	<1		7	1	3	<1	3	3	<1
Juniors	673	28	694	29		262	40	222	44	311	46	46
Seniors	1763	72	1673	70		384	59	276	55	356	53	53
*Other/No Response	129	-	138	-		0	-	0	-	0	0	-
Total	2571		2513			653		501		671		

*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							
	2003-2004			2004-2005			2005-2006
Grade Range	N	%	Avg. Composite	N	%	Avg. Composite	The ACT no longer publishes these data.
3.50 - 4.00	755	35	24.4	633	31	24.2	
3.00 - 3.49	642	30	21.3	661	33	20.7	
2.50 - 2.99	447	21	18.9	434	22	19.2	
2.00 - 2.49	235	11	18.3	230	11	18.1	
1.99 and below	60	3	16.9	54	3	17.5	

Source: ACT High School Profile (Table 8)

SAT													
	2003-04				2004-05				2005-06				
Grade Range	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math	N	%	Crt. Rdg.	Avg. Math	Avg. Wrtg.
A+	96	16	638	630	64	13	636	630	103	16	630	635	630
A	174	29	592	603	123	26	593	599	159	25	584	598	580
A-	113	19	575	561	100	21	561	558	132	20	574	572	550
B	183	31	519	513	164	34	526	508	203	31	513	511	490
C	32	5	465	447	24	5	454	465	46	7	484	472	470
D, E, F	-	-	-	-	2	<1	-	-	3	<1	-	-	-
*No Response	55	-	-	-	24	-	-	-	25	-	-	-	-

*Not included in percent

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

Table 5. Student-Estimated Family Income

ACT								
	2003-2004			2004-2005				2005-2006
Income Range	N	%	Avg. Comp.	N	%	Avg. Comp.		
Less than \$18,000	173	7	18.4	195	8	19.0	The ACT no longer publishes these data.	
\$18,000 - \$24,000	156	6	19.0	168	7	18.5		
\$24,000 - \$30,000	164	6	19.8	160	6	18.6		
\$30,000 - \$36,000	151	6	20.0	144	6	19.4		
\$36,000 - \$42,000	156	6	21.3	164	7	20.3		
\$42,000 - \$50,000	203	8	20.6	187	7	20.5		
\$50,000 - \$60,000	204	8	21.1	186	7	21.0		
\$60,000 - \$80,000	343	13	21.9	301	12	21.6		
\$80,000 - \$100,000	269	10	22.4	248	10	22.8		
More than \$100,000	318	12	23.4	285	11	23.2		
No response	434	17	21.3	475	19	21.2		

Source: ACT High School Report (Table 11)

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

SAT													
Income Range	2003-04				2004-05				2005-06				
	N	%	Avg. Verb.	Avg. Math	N	%	Avg. Verb.	Avg. Math	N	%	Crt. Rdg.	Avg. Math	Avg. Wrtg.
Less than \$10,000	1	0	-	-	9	3	398	428	12	3	442	478	430
\$10,000 - \$20,000	21	5	510	501	17	5	508	508	17	4	491	552	493
\$20,000 - \$30,000	34	8	545	542	11	3	479	476	25	5	538	530	539
\$30,000 - \$40,000	39	9	539	547	38	11	523	520	33	7	531	520	515
\$40,000 - \$50,000	33	8	536	540	25	7	518	503	36	8	539	517	524
\$50,000 - \$60,000	39	9	546	562	34	10	531	532	37	8	522	528	503
\$60,000 - \$70,000	44	10	550	530	33	9	554	550	41	9	530	528	522
\$70,000 - \$80,000	40	9	583	564	32	9	553	545	52	11	571	552	535
\$80,000 - \$100,000	78	18	559	545	62	17	595	579	69	15	569	553	551
More than \$100,000	107	25	577	583	95	27	594	594	142	31	585	591	566
*No response	217				145				207				

*Not included in percent

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

Table 6. Ethnicity

ACT

Ethnic Group	2003-2004			2004-2005			2005-2006		
	N	%	Avg. Composite	N	%	Avg. Composite	N	%	Avg. Composite
Amer/Alaskan Native	73	3	18.6	65	3	18.2	63	3	18.2
Asian/Pacific Amer	80	3	21.8	90	4	20.9	108	4	21.0
Black/African-Amer	79	3	18.6	61	2	17.3	71	3	18.3
Hispanic	723	28	19.2	753	30	19.2	705	28	19.3
Caucasian Amer/White	1113	43	22.8	1038	41	22.3	1009	40	22.8
Other/No Response	503	20	21.3	506	20	21.3	537	22	21.3

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	2003-04				2004-05				2005-06				
	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Crt. Rdg	Avg. Math	Avg. Wrtg
Amer Indian/Alaskan Nat	8	1	481	501	6	1	452	483	10	2	476	488	442
Asian/Asian Am/Pacif. Isander	39	7	560	580	32	7	540	584	51	8	531	579	527
Black/African American	18	3	508	490	17	4	438	424	22	4	526	503	523
Mexican/Mexican American	44	8	530	524	40	9	525	525	51	8	548	562	532
Puerto Rican	2	<1	-	-	4	1	-	-	3	<1	-	-	-
Hispanic/Latino	33	6	498	508	35	8	569	547	57	9	517	509	506
White	355	65	573	571	281	63	579	570	380	62	571	570	555
Other	46	8	602	568	33	7	520	515	34	6	575	543	551
No Response	108	-	587	572	53	-	592	569	63	-	580	581	569

Table 7. Educational Goals

ACT			
	2003-2004	2004-2005	2005-2006

Educational Goal	N	%	Avg. Composite	N	%	Avg. Composite	N	%	Avg. Composite
Voc/Tech	15	1	18.5	16	1	16.6	13	<1	16.9
2 Yr College Degree	56	2	17.2	46	2	16.9	49	2	16.8
Bachelor's	770	30	20.0	777	31	19.6	744	30	20.0
Graduate Study	557	22	22.7	526	21	22.2	531	21	22.4
Professional Level Degree	905	35	22.0	876	35	21.8	807	32	22.1
Other	65	3	18.2	51	2	16.9	62	2	19.0
No Response	203	8	20.2	221	9	20.7	287	12	20.5

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

SAT													
	2003-04				2004-05				2005-06				
Educational Goal	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Crt. Rdg.	Avg. Math	Avg. Wrtg.
Certificate Program	5	1	466	458	2	<1	-	-	2	<1	-	-	-
Associate (2 yr.)	1	0	-	-	0	0	-	-	3	<1	-	-	-
Bachelor's	74	13	517	501	71	15	506	506	116	18	518	522	502
Master's	181	33	565	560	154	33	566	552	197	31	563	571	550
Doctoral/Related	189	34	582	583	155	33	593	593	199	31	591	582	576
Other	-	-	-	-	1	<1	-	-	2	<1	-	-	-
Undecided	104	19	577	572	80	17	549	540	113	18	543	548	533

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

Table 8. Most Frequent College Major

ACT						
	2003-2004		2004-2005		2005-2006	
Major	N	Avg. Composite	N	Avg. Composite	N	Avg. Composite
Health	412	20.7	386	20.4	360	20.6
Business	201	19.9	228	20.3	177	20.4
Social Sciences	179	21.6	168	21.1	132	21.6
Engineering	127	23.0	123	22.7	98	22.0
Art	174	20.5	138	21.1	144	21.1
Sciences	165	23.7	136	23.3	123	23.9
Education	95	20.6	58	20.9	50	21.0

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										
	2003-04			2004-05			2005-06			
Major	N	Avg. Verbal	Avg. Math	N	Avg. Verbal	Avg. Math	N	Avg. Crt.Rdg	Avg. Math	Avg. Wrtg
Health	76	543	549	59	513	523	69	546	546	529
Engineering	80	565	602	66	599	621	72	558	596	543
Social Sciences	49	551	516	39	585	538	55	579	549	567
Arts	33	561	524	33	537	505	56	554	544	554
Biological Sciences	56	601	590	37	612	618	53	569	578	559
Business	40	534	540	34	525	518	51	514	531	497
Education	19	552	543	17	548	525	18	532	561	539
Physical Sciences	18	667	661	14	613	626	23	595	628	583
Computer/ Info. Sciences	15	581	575	17	577	585	15	595	606	550

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

High Schools	ACT						SAT									
	2003-04		2004-05		2005-06		2003-04			2004-05			2005-06			
	N	Composite	N	Composite	N	Composite	N	Verbal	Math	N	Verbal	Math	N	Crt. Rdg.	Math	Wrtg
Albuquerque	157	20.6	123	22.0	129	20.6	49	598	564	31	605	593	34	606	573	579
Cibola	389	20.9	341	20.5	392	21.2	91	546	523	96	540	528	126	537	524	529
Del Norte	142	21.1	142	20.2	136	19.6	25	594	580	18	509	503	16	520	531	507
Eldorado	347	22.3	341	21.9	332	22.3	113	557	555	59	602	585	103	569	573	549
Highland	151	19.3	151	19.6	159	19.1	38	563	567	36	545	510	66	566	554	560
La Cueva	372	23.5	374	23.2	406	23.5	143	592	599	107	585	591	150	578	594	561
Manzano	179	21.7	196	20.9	197	21.0	72	532	539	56	518	515	50	514	529	493
Rio Grande	127	17.6	142	17.7	104	17.3	6	565	522	3	-	-	-	-	-	-
Sandia	288	22.5	299	21.7	288	22.4	74	575	579	64	552	558	89	553	577	551
Valley	221	20.7	226	19.9	169	20.5	34	565	542	26	600	589	27	5815	548	564
West Mesa	152	17.3	145	17.4	156	18.0	8	478	509	5	410	454	9	30	506	504
Freedom	17	20.6	19	20.3	11	19.5	-	-	-	-	-	-	-	-	-	-
New Futures	18	17.4	11	19.5	11	16.6	-	-	-	-	-	-	-	-	-	-
Sierra	5	19.2	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Evening	1	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-
School	3	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
CEC	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-
Sch on Wheels	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
District	2571	21.2	2513	20.8	2493	21.1	653	567	562	501	561	555	671	559	561	545

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, or states is a *misuse of the test data*.