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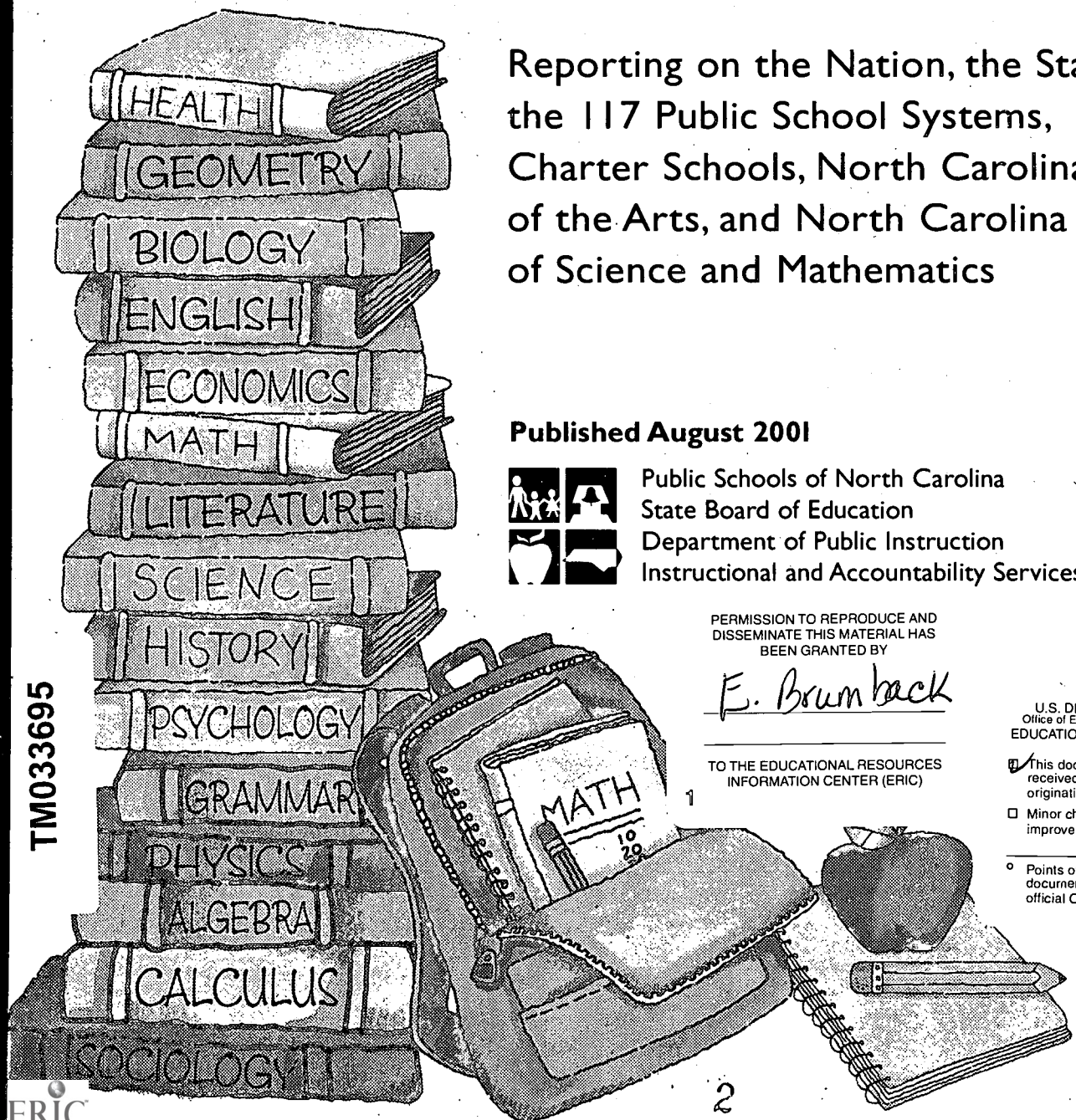
ABSTRACT

This report presents Scholastic Assessment Test (SAT) results for North Carolina students scheduled to graduate in 2001. These results represent students' most recent scores, regardless of when they last took the test. The scores of public and nonpublic school students in North Carolina and the United States are reflected in this report, except where otherwise noted. With about a 3% increase in total test takers, the North Carolina mean total SAT score (992) increased 4 points in 2001. Students in the United States scored 1020 in 2001, 1 point more than in the previous year. The North Carolina achievement gain continued a trend of improvement each year since 1990 except for 1994, when there was no change. From 1991 to 2001, North Carolina gained more points than any other state where more than 12% of students took the test. The SAT scoring gap between North Carolina's public schools and U.S. public schools continued to narrow in 2001, and the gap for the verbal portion of the SAT continued to be smaller than the mathematics gap. As has been true historically, males scored higher on the SAT than females, with the primary difference in mathematics. White and Asian students in North Carolina and the U.S. typically score higher than other ethnic groups, a trend that continued in 2001. Of the ethnic groups, only Hispanic students in North Carolina scored higher than their counterparts nationwide, but Hispanic students represent a very small proportion of North Carolina students. In North Carolina, as in the U.S. as a whole, the higher the family income, the higher the student's mean total SAT score. Additional information is provided about academic preparation for college and the SAT. Three appendixes discuss North Carolina and the United States, the performance of the state's school systems, and the performance of the 50 states. (Contains 9 tables, 12 figures, and 4 references.) (SLD)

The North Carolina 2001 SAT Report

(Scholastic Assessment Test Report)



Reporting on the Nation, the State, the 117 Public School Systems, Charter Schools, North Carolina School of the Arts, and North Carolina School of Science and Mathematics

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Table of Contents

List of Tables

List of Figures

Cautions on the Use of Aggregate SAT Scores*

As measures of developed verbal and mathematical abilities important for success in college, SAT scores are useful in making decisions about individual students and in assessing the academic preparation of individual students. Using these scores in aggregate form as a single measure to rank or rate teachers, educational institutions, districts, or states is invalid because it does not include all students. And in being incomplete, this use is inherently unfair.

For example, in order for one to make useful comparisons between states of students' performance, a common test given to all students would be required. Because the percentage of SAT-takers varies widely among the states and because the test-takers are self-selected, the SAT is inappropriate for this purpose.

The most significant factor in interpreting SAT scores is the proportion of eligible students taking the exam - the participation rate. In general, the higher the percentage of students taking the test, the lower will be the average scores.

In some states, for example, a very small percentage of the college-bound seniors take the SAT. Typically, these students have strong academic backgrounds and are applicants to the nation's most selective colleges and scholarship programs. Therefore, it is to be expected that the SAT verbal and mathematical averages reported for these states will be higher than is the national average. In states where a greater proportion of students with a wide range of academic backgrounds take the SAT, and where most colleges in the state require the test for admission, the scores are closer to the national average.

In looking at average SAT scores, the user must understand the context in which the particular test scores were earned. Other factors variously related to performance on the SAT include academic courses studied in high school, family background, and education of parents. These factors and others of a less tangible nature could very well have a significant influence on average scores.

That is not to say, however, that scores cannot be used properly as one indicator of educational quality. Average scores analyzed from a number of years can reveal trends in the academic preparation of students who take the test and can provide individual states and schools with a means of self-evaluation and self-comparison.

By studying other indicators—such as retention/attrition rates, graduation rates, the number of courses taken in academic subjects, or scores on other standardized tests—one can evaluate the general direction in which education in a particular jurisdiction is headed. A careful examination of other conditions impinging on the educational enterprise, such as pupil/teacher ratios, teacher credentials, expenditures per student, and minority enrollment, is also important.

Summaries of scores and other information by state, college, or school district can be used in curriculum development, faculty staffing, student recruitment, financial aid assessment, planning for physical facilities, and student services such as guidance and placement. Aggregate data can also be useful to state, regional, and national education policymakers, especially in tracking changes over time.

Background

Scholastic Assessment Test (SAT) scores measure developed verbal and mathematical abilities necessary for success in college. Toward this end, SAT scores are useful in assessing the academic preparation of individual students and in making decisions about individual students. Using SAT scores in aggregate form as a single measure to rank or rate states, educational institutions, school systems, schools, or teachers is invalid because not all students take the SAT and those who do are self-selected. Comparisons of this kind are incomplete which makes their use inherently unfair. Consequently, rankings or residual rankings are not used in this report in compliance with The College Board and with professional standards for educational and psychological testing.

Aggregate scores can, however, indicate the preparation of groups of students who aspire to attend college. In addition, average scores analyzed for a number of years can reveal trends in the academic preparation of students who take the SAT. Consequently, this report includes the SAT performance of North Carolina's students who took the test in 2001 and recent historical data on the SAT performance of North Carolina's students.

Results

This report presents SAT results for students scheduled to graduate in 2001 and represents students' most recent scores, regardless of when they last took the test. The scores of *public and non-public school students* in North Carolina and the United States are reflected in this report, except where otherwise noted.

With about a three percent increase in total test takers, North Carolina's mean total SAT score (992) increased four points in 2001 (see Figure 1). Students in the nation scored 1020 in 2001, one point more than in the previous year. Thus, North Carolina gained three points on the nation in 2001. The state has improved its score each year since 1990, except in 1994 when there was no change. From 1991 to 2001, North Carolina gained more points (40) than any other state where more than 12 percent of students took the test (see Table 9 in the Appendices). Among the "SAT States" (those states with more than 50 percent test takers), North Carolina's 40 point gain since 1991 was also the largest. The 28 point gap between North Carolina's mean and the nation's mean in 2001 represents a narrowing of nearly 50 percent since 1990 (when the gap was 53 points) and over 66 percent since 1972 when the gap was 83 points (see Table 2 in the Appendices).

The Southeast mean (993) in 2001 was an increase of three points from the previous year (see Figure 1). The gap between SAT scores in North Carolina and in the Southeast has closed dramatically since 1990 (see Figure 1). After equaling the Southeast score in 1999 at 986, North Carolina scored two points behind (988) in 2000 and just one point behind (992) in 2001.

The SAT scoring gap between North Carolina's *public* schools and the nation's *public* schools continued to narrow in 2001. The mean total SAT score for the nation's *public* school students (1012) increased by one point, while the score for North Carolina's public school students (990)

increased by four points from the previous year (The College Board, 2001), a net gain of three points by North Carolina's public schools. The difference between SAT scores for the nation's public schools and North Carolina's public schools decreased from 30 points in 1998 to 22 points in 2001 (The College Board, 1998, 2001).

Historically, North Carolina's students have scored closer to the nation on the verbal portion of the SAT than on the mathematics portion (see Table 2 in the Appendices). In 2001, the nation's score on the verbal portion (506) was 13 points higher than North Carolina's score (493), the same gap as the previous year. In comparison, the gap between North Carolina's verbal score and the nation's verbal score was 21 points in 1991. In mathematics, the nation's mean score (514) exceeded North Carolina's score (499) by 15 points in 2001, compared to 26 points in 1991.

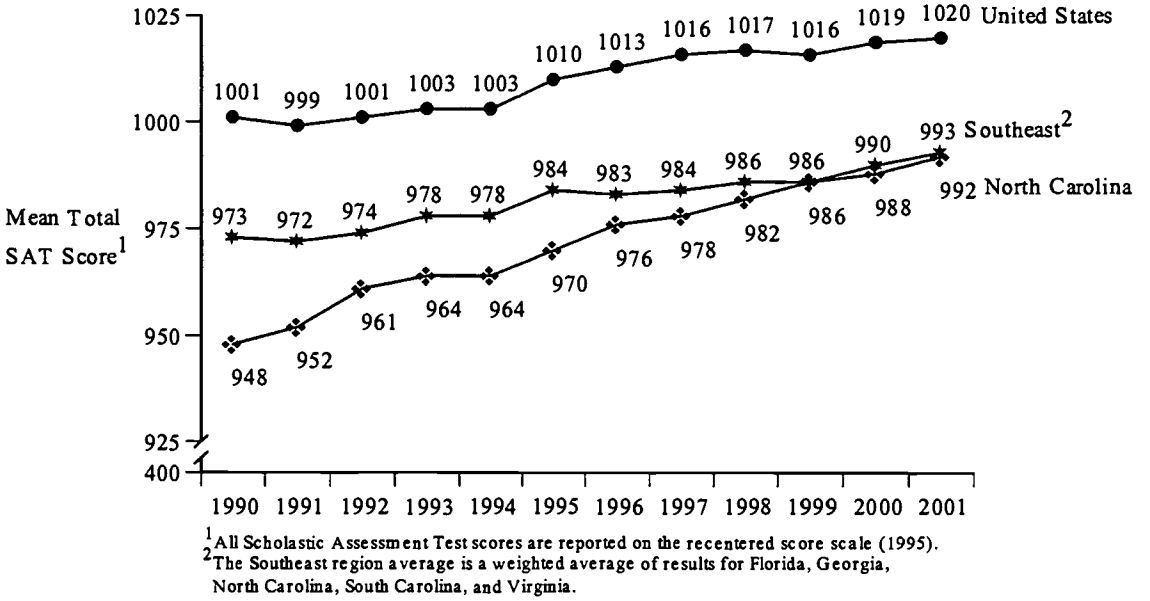


Figure 1. Mean Total SAT Scores for the United States, Southeast Region, and North Carolina, 1990-2001.

Gender

Historically, males have scored higher on the SAT than females in North Carolina and in the nation (see Figure 2). In 2001, the mean total score for North Carolina's males (1012) was 36 points higher than the female score (976), compared with 29 points the previous year and 30 points in 1991. Nationally, the gap between the score for males and the score for females was 42 points in 2001, compared with 38 points the previous year and 46 points in 1991.

The primary difference between the mean SAT scores for males and females in North Carolina and in the nation has consistently been in mathematics (see Table 1). For example, the average gap between the scores of males and females in North Carolina from 1996 to 2001 on the mathematics portion of the SAT has been about 30 points but only about four points on the verbal portion. Nationally, the gender gap has followed a similar trend, with males scoring on average about 35 points higher in mathematics, but only about five points higher on the verbal portion of the SAT from 1996 to 2001.

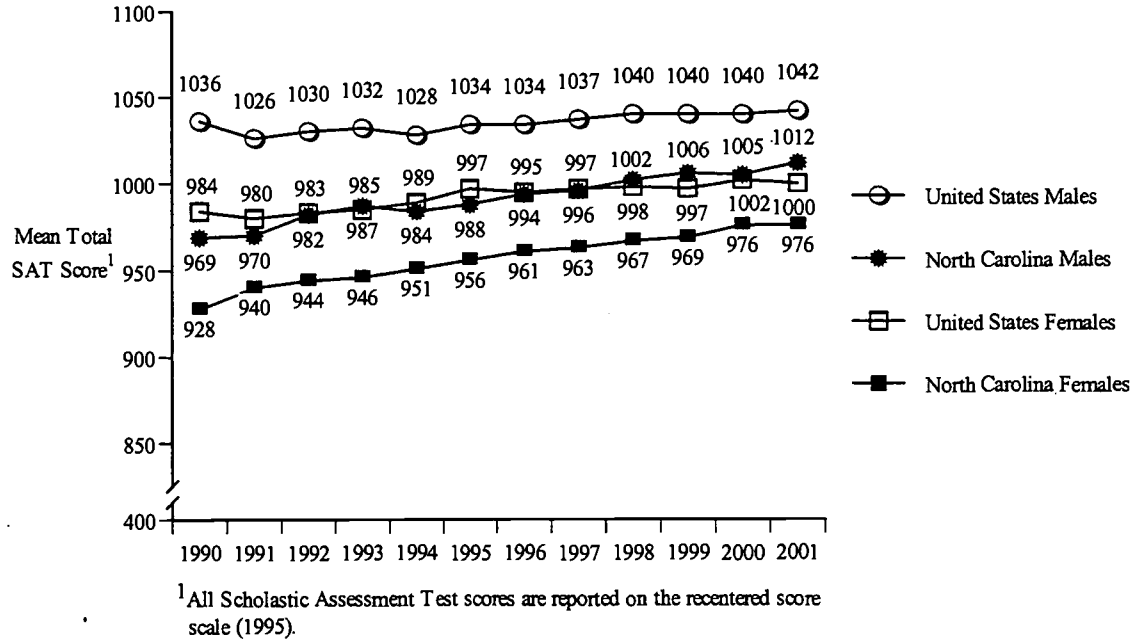


Figure 2. Mean Total SAT Scores for the United States and North Carolina by Gender, 1990-2001.

The SAT scoring gap between males in North Carolina and males in the nation has narrowed from 56 points in 1991 to 30 points in 2001 (see Figure 2). The score (1012) for North Carolina's males in 2001 was a seven-point improvement from the previous year. North Carolina's females have also narrowed the scoring gap between females in the nation from 40 points in 1991 to 24 points in 2001, although the 2001 score (976) did not change from the previous year.

Table 1. Mean Verbal and Math SAT Scores for North Carolina and the Nation by Gender, 1996-2001

	SAT Verbal						SAT Math					
	North Carolina			Nation			North Carolina			Nation		
Year	M	F	GAP	M	F	GAP	M	F	GAP	M	F	GAP
1996	492	489	3	507	503	4	502	472	30	527	492	35
1997	491	489	2	507	503	4	505	474	31	530	494	36
1998	493	488	5	509	502	7	509	479	30	531	496	35
1999	496	490	6	509	502	7	510	479	31	531	495	36
2000	493	492	1	507	504	3	512	484	28	533	498	35
2001	497	490	7	509	502	7	515	486	29	533	498	35

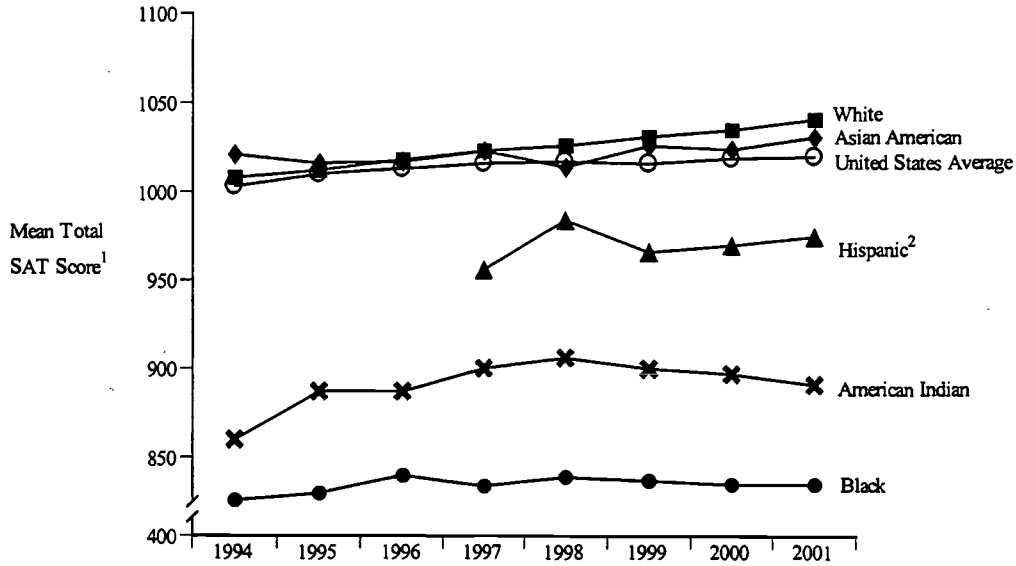
[1]All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Race/Ethnicity

White and Asian students in North Carolina and in the nation typically score higher than other racial/ethnic groups (see Figure 3). This trend continued in 2001 with North Carolina's White students attaining the highest mean total SAT score (1041), six points higher than their previous year's score. Asians attained the next highest score (1031), also exceeding their previous year's score by six points. North Carolina's White students scored above the United States average from 1994 to 2001, while Asian students scored above the United States average from 1999 to 2001.

Historically, Hispanic students have been the only racial/ethnic group in North Carolina to score higher than their national counterparts. In 2001, Hispanics continued this trend scoring 975 (59 points higher than their national counterparts. It should be noted however that Hispanics comprised a very small proportion of the total SAT test takers in North Carolina in 2001, representing slightly less than two percent compared to nine percent nationally.

In 2001, North Carolina's Black students attained the same score (835) as in the previous year, which was the lowest score among racial/ethnic groups. North Carolina's Black-White scoring gap increased to 206 points, a widening of six points from the previous year. Nationally, the Black-White gap increased to 201 points in 2001 compared to 198 points the previous year.



	1994	1995	1996	1997	1998	1999	2000	2001
Blacks	826	830	840	834	839	837	835	835
Whites	1008	1012	1018	1023	1026	1031	1035	1041
Hispanics	.	.	.	956	984	966	970	975
Asian Americans	1021	1016	1017	1023	1014	1026	1024	1031
American Indians	860	887	887	900	906	900	897	891
United States	1003	1010	1013	1016	1017	1016	1019	1020

• = Data not available.

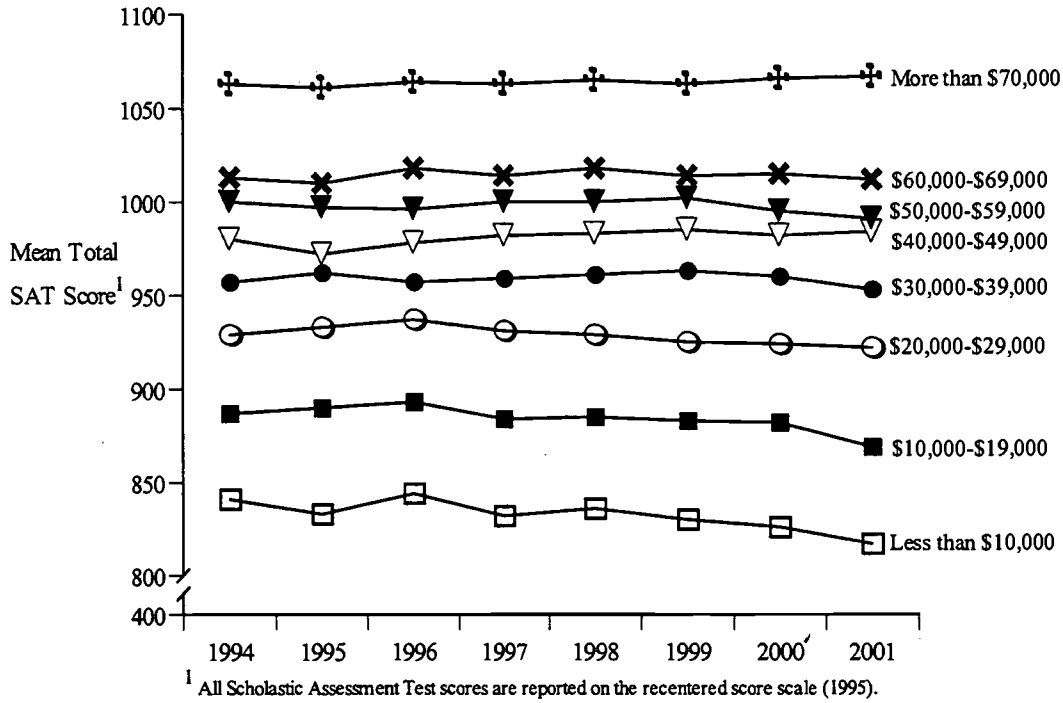
Figure 3. Mean Total SAT Scores for North Carolina by Ethnicity, 1994-2001.

The only racial/ethnic groups in North Carolina scoring lower in 2001 than in the previous year were American Indians (891), scoring six points lower and *Other* (1009), scoring seven points lower. Nationally, American Indians scored 960, three points lower than the previous year's score, but 69 points higher than their North Carolina counterparts. North Carolina's American Indian score in 2001 marked the third consecutive year of declining performance. Of all racial/ethnic groups, the score for North Carolina's American Indian students in 2001 was the largest scoring difference from a national counterpart, which has been the trend over the past five years.

Family Income

In North Carolina and in the nation, the higher the family income the higher the student's mean total SAT score (see Figure 4). Historically, there has been very little change from year to year in the mean total SAT score *within* each family income category. However, in 2001, a downward trend in scores is shown at the lower two income categories.

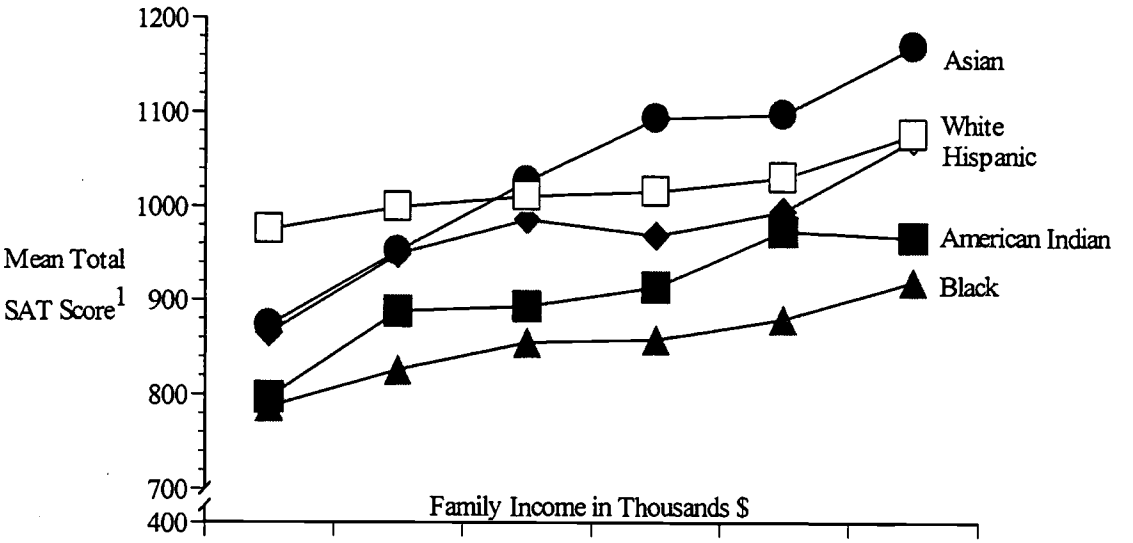
The relative difference in mean total SAT score *between* family income categories is also fairly stable from year to year. A slight departure from that trend is shown at the lower two income categories in 2001.



[1] All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Figure 4. Mean Total SAT Scores for North Carolina by Family Income, 1994-2001.

Mean total SAT scores tend to increase for all racial/ethnic groups with increasing family income. This relationship was observed in 2001 (see Figure 5). The figure also shows that White students whose families were below the poverty line (earned less than $20,000 per annum) scored higher than Black students whose families earned over $70,000 per annum.



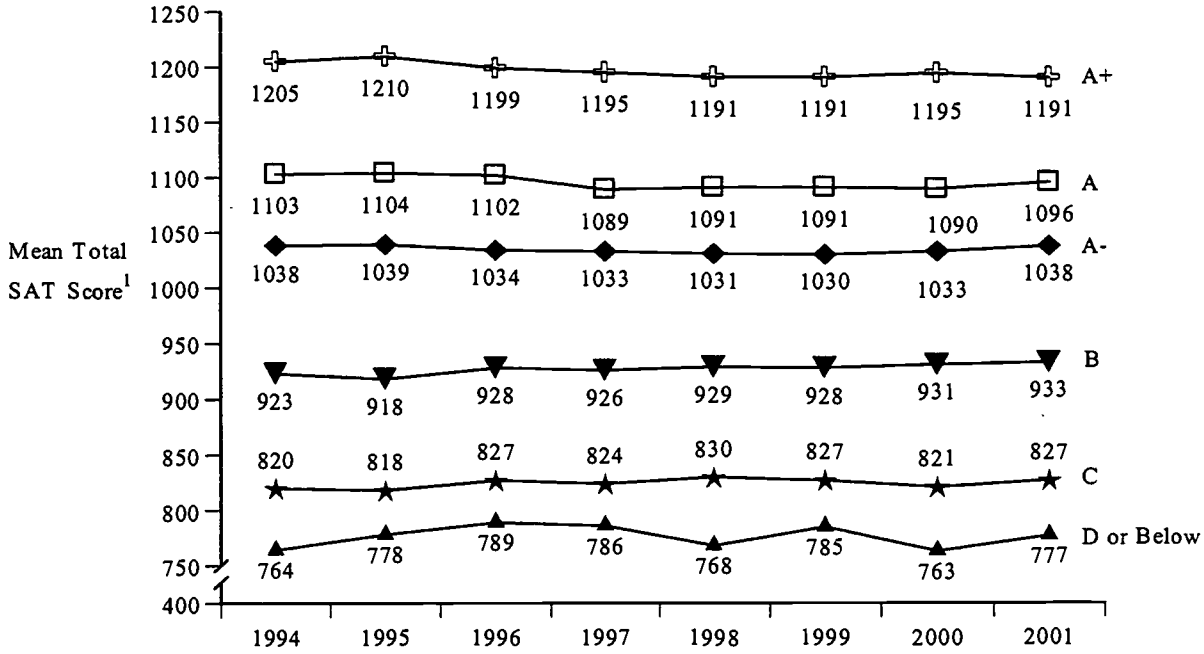
American Indian	under 20	20-35	35-50	50-60	60-70	over 70
Asian	797	888	893	914	974	967
Black	873	952	1027	1094	1098	1170
Hispanic	787	826	855	858	880	920
White	865	949	986	969	995	1072
	975	999	1011	1016	1031	1077

Figure 5. Mean Total SAT Scores for Students in North Carolina by Family Income and Racial/Ethnic Group, 2001.

Academic Preparation

Typically, the higher a student's high school grade point average (GPA), the higher the student's mean total SAT score. Figure 6 shows this trend in North Carolina from 1994 to 2001. SAT scores are up in 2001 from the previous year for all GPAs of A and lower. However, North Carolina's students with high school GPAs of A+, A, or A- are further behind their national counterparts than North Carolina students with B or C averages (see Table 4 in Appendices). This also held true the previous year. North Carolina's students with high school GPAs of A+, A, or A- trail their peers nationally by 44, 51, and 54 points, respectively. However, North Carolina's students with GPAs of A+, A, or A- represent a higher percentage of test takers (45 percent) than that of the nation (41 percent).

North Carolina's students with GPAs of B are 35 points behind their peers nationally and represent 43 percent of North Carolina SAT takers compared to 47 percent nationally. Students in North Carolina with GPAs of C are 26 points behind their peers nationally and represent 12 percent of SAT takers in North Carolina and 12 percent in the nation. When interpreting such data, one should consider that: (1) SAT test takers might misjudge or wrongly report their grade point averages on the SAT questionnaire, (2) SAT test takers might be receiving inflated grades, or (3) a combination of the two might be operative.



[1] All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Figure 6. Mean Total SAT Scores for North Carolina by High School GPA, 1994-2001.

North Carolina and the University of North Carolina System

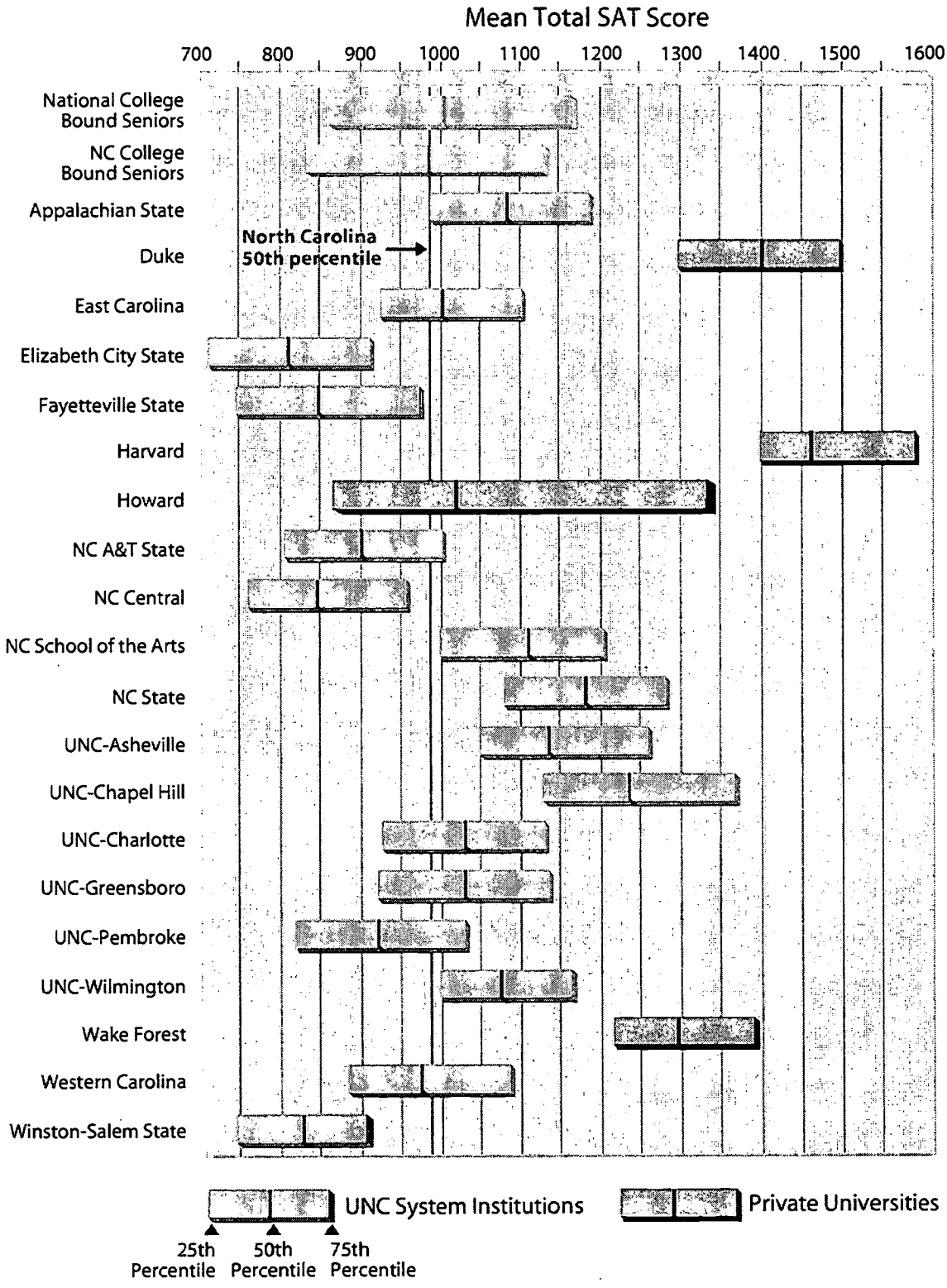
The most current year for which comparable data are available for the University of North Carolina System was 2000 (data released in 2001). The mean total SAT score of North Carolina's students graduating in 2000 was 988, while the mean total for freshmen entering the University of North Carolina system was 1073, five points more than the previous year (The University of North Carolina, 2001). Students entering the University of North Carolina system have higher mean total SAT scores than students graduating from high school in general because many students who do not perform well on the SAT choose other post-secondary options. Such options might include community college and full-time employment. While 43,077 of the 2000 North Carolina seniors took the SAT during high school, 58,217 North Carolina students applied to the University of North Carolina System institutions. Of the total number of North Carolina applicants, 41,895 (72 percent) were accepted and 21,186 (50.6 percent) enrolled (The University of North Carolina, 2001).

Schools within the University of North Carolina System serve a wide variety of student abilities as evidenced by the mean total SAT scores of those institutions, which range from 822 at Elizabeth City State University to 1251 at the University of North Carolina at Chapel Hill (The University of North Carolina, 2001).

The wide variety of student abilities served by the University of North Carolina System is also shown quite dramatically in Figure 7. This figure shows the range of total SAT scores for the middle 50 percent of North Carolina's college-bound seniors in 2000 and for entering freshmen at the University of North Carolina System institutions and selected other institutions in 2000. This chart

permits the comparison of SAT scores of entering freshmen at the displayed institutions with the SAT scores of the total pools of college-bound seniors in North Carolina and in the nation in 2000.

The figure shows that each of the University of North Carolina System institutions serves some students who score like the middle 50 percent of college-bound seniors in North Carolina and the nation. Duke, Wake Forest, and Harvard are more likely to serve students who score like the top 25 percent of the 2000 college-bound seniors in North Carolina and the nation. Conversely, these institutions are not likely to serve students who score like the lower 50 percent of 2000 college-bound seniors in North Carolina. On the other hand, Howard University, recognized as one of the elite Historically Black Colleges and Universities, is unique in that it serves a wide range of student abilities and might serve students from the upper 75 percent of 2000 college-bound seniors in North Carolina.

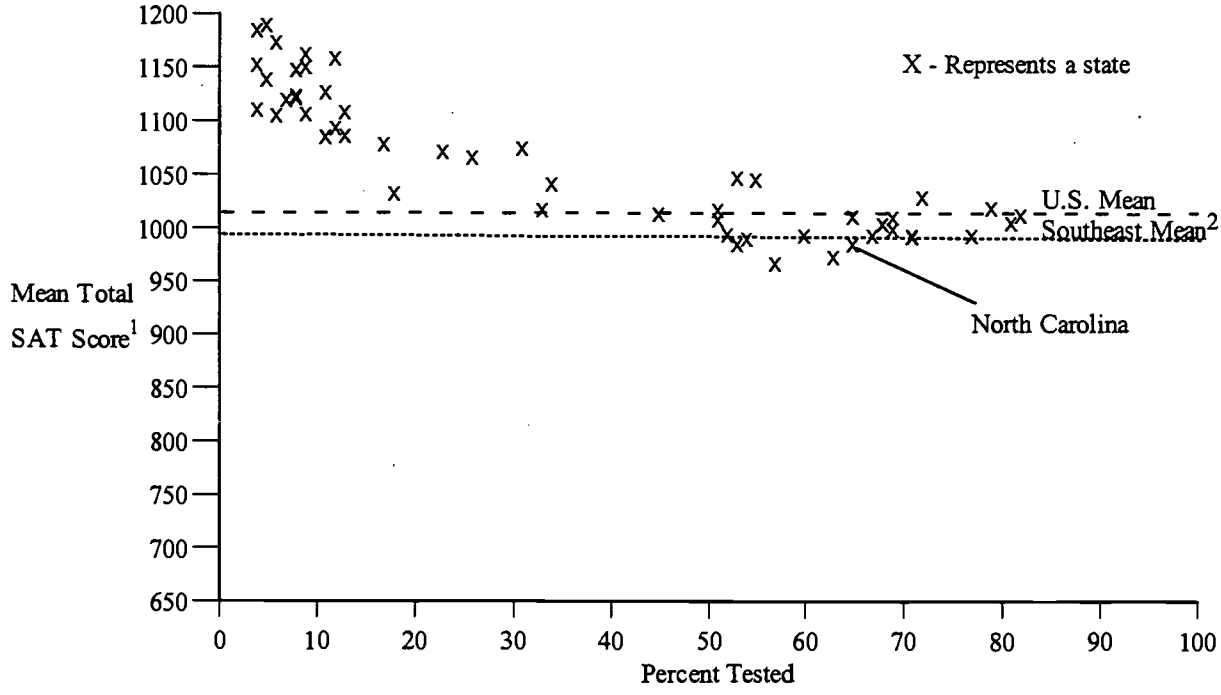


All Scholastic Assessment Test scores are reported on the recentered score scale (1995).
Information on the 50th percentile for Howard University's entering freshmen was not available; quartiles for Harvard, Howard, and Wake Forest Universities is based on 1999 data.
Source: The University of North Carolina (2001). Averages and Quartiles of SAT Scores of Entering Freshmen in the University of North Carolina, Fall 2000. Statistical Abstract of Higher Education in North Carolina, 1999-2000. Chapel Hill, NC.; Graham, A. E. & Morse, R. J. (August 1999). How U. S. News ranks colleges. U. S. News & World Report. 84-105.

Figure 7. The 25th, 50th, and 75th Percentile of SAT Mean Total Scores for National College-Bound Seniors, North Carolina's College-Bound Seniors, Entering Freshmen at Institutions of the University of North Carolina System and Selected Private Universities, Fall 2000.

North Carolina's School Systems and Schools

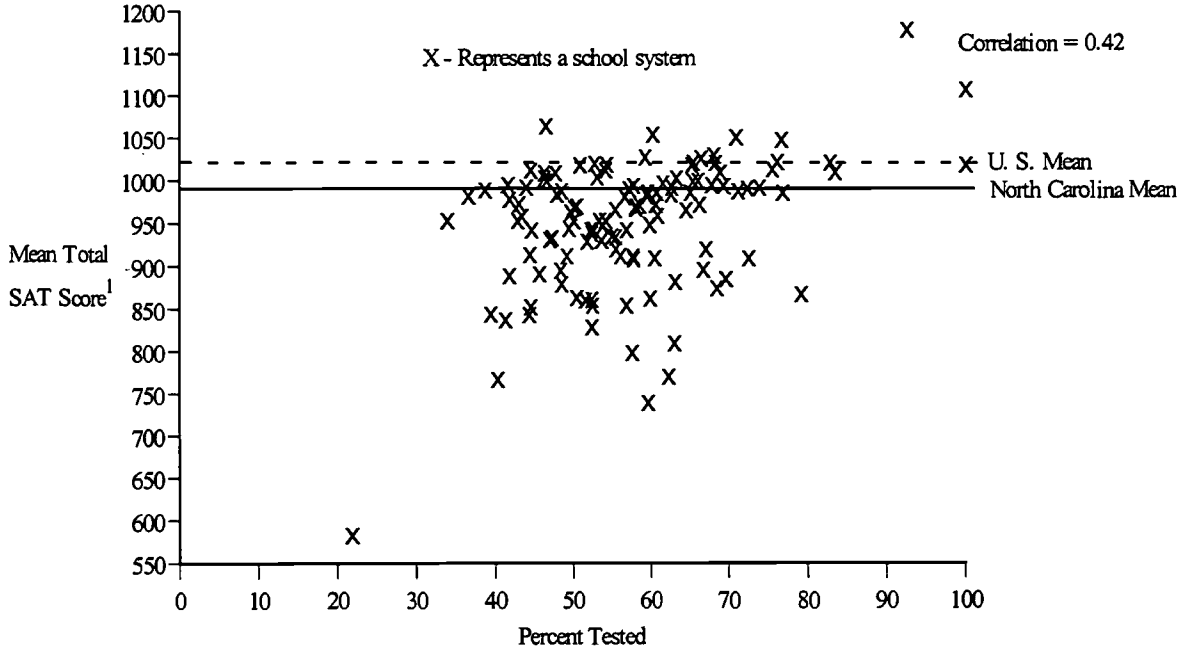
Most people assume there is a negative association between the percent of students taking the SAT and the mean SAT score. This is true when the percent of students taking the SAT and the mean total SAT scores for *states* are compared (see Figure 8). However, the opposite association occurs when the percent of students taking the SAT and the mean total SAT score for public school systems and public schools in North Carolina are correlated (see Figures 9 and 10). The Pearson correlation between the percent of students taking the SAT and the mean total SAT score is 0.42 for public school systems in North Carolina and similarly the correlation is 0.44 for North Carolina public schools. These results suggest that schools and school systems in North Carolina cannot assume that their scores were better or worse *because* the percent of students taking the SAT changed. In fact, about 50% of all schools and school systems in the nation had a change in their mean verbal or math SAT of plus or minus 10 points (The College Board, 2001). This fluctuation in mean SAT scores means that school systems and schools should take into account other factors such as course-taking patterns, content of the curriculum, and course standards when attempting to explain changes in mean SAT scores.



[1] All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

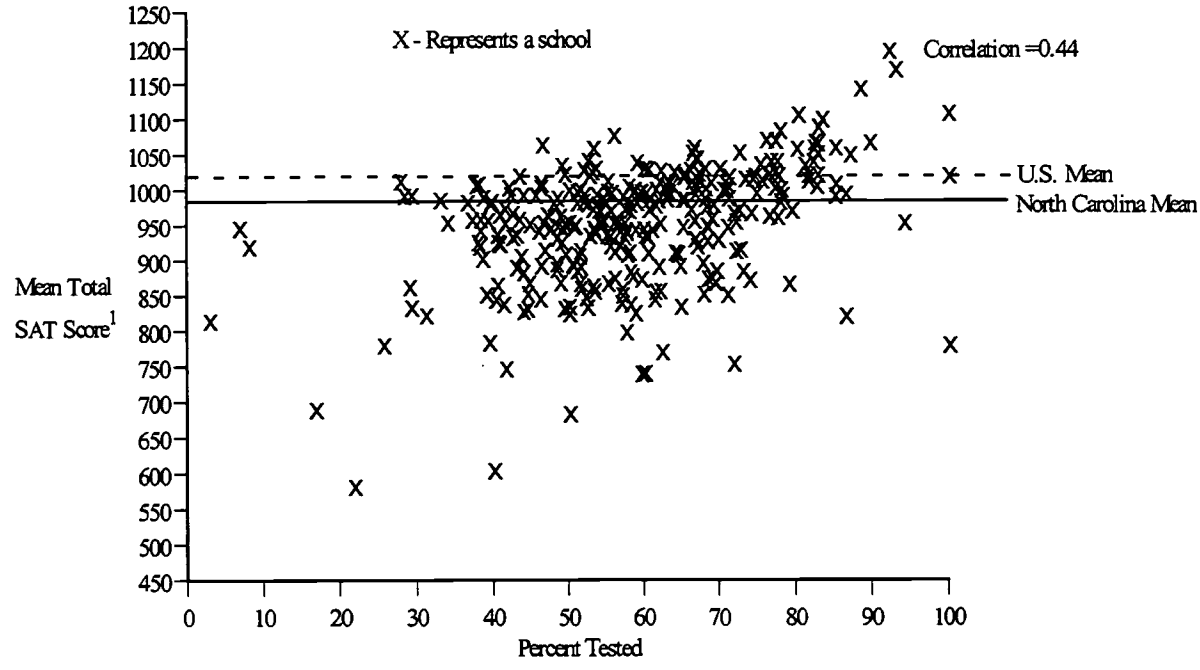
[2] The Southeast region average is a weighted average of results for Florida, Georgia, North Carolina, South Carolina, and Virginia.

Figure 8. Mean Total SAT Score by Percent of Students Tested for all States, 2001.



[1]All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Figure 9. Mean Total SAT Score by Percent of Students Tested for all North Carolina Public School Systems, 2001.



[1]All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Figure 10. Mean Total SAT Score by Percent of Students Tested for all North Carolina Public High Schools, 2001.

Background on Recentering the SAT I Scores

The College Board recentered the score scale of the SAT I, re-establishing the original mean score of 500 on the 200-800 scale in order to maintain the SAT's statistical integrity and predictive validity. The scale had not been recalibrated since 1941 when it reflected the norm of some 10,000 students from predominantly private secondary schools who applied to the nation's most selective private colleges and universities. As mean scores shifted below 500, the score distribution became stretched in the upper half and compressed in the lower half.

Now that scores are recentered on the renormed SAT I, they reflect the more than two million students who take the test today. They also reflect a more diverse college-bound population than the group who took the SAT in 1941.

Although a student's score may change after recentering, the rank order of individual scores, expressed as percentiles, remains the same. What is more, a specific score on the verbal test now has the same relative position and meaning as the same score on the math test. For example, a 450 on verbal and math signifies comparable performance in both areas. Before recentering, a score of 450 represented above-average performance on verbal and below-average performance on math. While recentering permits legitimate comparisons of verbal and math scores and reduces earlier confusion, it has no effect on historical score trends, or on the difficulty level of the test and the relative standing of students to each other.

Sources of Data for the Report

Individual student scores for the state's 117 public school systems, charter schools, North Carolina School of the Arts, and North Carolina School of Science and Mathematics were prepared by the Educational Testing Service in cooperation with The College Board.

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Appendices

North Carolina and the Nation

Table 2. Mean (Average) SAT Scores for North Carolina and the United States, 1972-2001

	United States			North Carolina			
Year	Verbal	Math	Total	Verbal	Math	Total	Gap
2001	506	514	1020	493	499	992	28
2000	505	514	1019	492	496	988	31
1999	505	511	1016	493	493	986	30
1998	505	512	1017	490	492	982	35
1997	505	511	1016	490	488	978	38
1996	505	508	1013	490	486	976	37
1995	504	506	1010	488	482	970	40
1994	499	504	1003	482	482	964	39
1993	500	503	1003	483	481	964	39
1992	500	501	1001	482	479	961	40
1991	499	500	999	478	474	952	47
1990	500	501	1001	478	470	948	53
1989	504	502	1006	474	469	943	63
1988	505	501	1006	478	470	948	58
1987	507	501	1008	477	468	945	63
1986	509	500	1009	477	465	942	67
1985	509	500	1009	476	464	940	69
1984	504	497	1001	473	461	934	67
1983	503	494	997	472	460	932	65
1982	504	493	997	474	460	934	63
1981	502	492	994	469	456	925	69
1980	502	492	994	471	458	929	65
1979	505	493	998	471	455	926	72
1978	507	494	1001	468	453	921	80
1977	507	496	1003	472	454	926	77
1976	509	497	1006	474	452	926	80
1975	512	498	1010	477	457	934	76
1974	521	505	1026	488	466	954	72
1973	523	506	1029	487	468	955	74
1972	530	509	1039	489	467	956	83

Observations:

The 2001 mean total SAT for the United States increased by one point over 2000 to 1020.
The 2001 mean total SAT for North Carolina increased by four points over 2000 to 992, the highest it has been in 29 years.
The verbal mean for the United States changed for the first time in six years.

Notes:

Gap is the United States mean total SAT score minus North Carolina's mean total SAT score.
In this table, the mean scores for the United States and North Carolina include both public and non-public school students.
All Scholastic Assessment Test scores are reported on the recentered score scale (1995).
For 1972-1986, the conversion table provided by Educational Testing Service was applied to the original North Carolina means to convert them to the recentered scales.

Table 3. Frequency Distribution of Verbal and Mathematics SAT Scores for North Carolina's Public School Students, 2001

Verbal (Mean = 491)			Score	Mathematics (Mean = 499)		
Number	Percent	Percentile Rank		Number	Percent	Percentile Rank
105	0.3	99	800	74	0.2	99
20	0.1	99	790	68	0.2	99
37	0.1	99	780	43	0.1	99
63	0.2	99	770	58	0.2	99
68	0.2	99	760	73	0.2	99
70	0.2	99	750	60	0.2	99
103	0.3	99	740	82	0.2	99
147	0.4	99	730	136	0.4	99
107	0.3	98	720	205	0.5	98
168	0.4	98	710	215	0.6	98
249	0.6	97	700	316	0.8	97
267	0.7	97	690	336	0.9	96
348	0.9	96	680	324	0.8	95
331	0.9	95	670	348	0.9	94
363	0.9	94	660	523	1.3	93
569	1.5	93	650	728	1.9	92
444	1.1	92	640	621	1.6	90
650	1.7	90	630	541	1.4	89
860	2.2	88	620	569	1.5	87
569	1.5	87	610	1199	3.1	85
889	2.3	85	600	741	1.9	82
960	2.5	82	590	805	2.1	80
752	1.9	80	580	1428	3.7	78
969	2.5	78	570	930	2.4	74
1300	3.3	75	560	1037	2.7	72
1269	3.3	72	550	1526	3.9	69
1349	3.5	68	540	1204	3.1	65
1419	3.6	65	530	1226	3.1	62
1342	3.4	61	520	1721	4.4	58
1141	2.9	58	510	1285	3.3	54
1524	3.9	55	500	1300	3.3	51
1575	4.0	51	490	1600	4.1	47
1545	4.0	47	480	1296	3.3	44
1496	3.8	43	470	1301	3.3	40
1286	3.3	39	460	1668	4.3	37
1571	4.0	36	450	1214	3.1	33
1301	3.3	32	440	1299	3.3	30
1142	2.9	29	430	1459	3.7	26
1454	3.7	25	420	890	2.3	23
1187	3.0	22	410	1357	3.5	20
1040	2.7	19	400	765	2.0	18
1182	3.0	16	390	735	1.9	16
692	1.8	14	380	992	2.5	13
659	1.7	12	370	771	2.0	11
985	2.5	10	360	564	1.4	9
490	1.3	8	350	570	1.5	8
406	1.0	7	340	515	1.3	7
444	1.1	6	330	439	1.1	5
457	1.2	5	320	321	0.8	4
315	0.8	4	310	275	0.7	4
254	0.7	3	300	285	0.7	3
163	0.4	3	290	190	0.5	2
171	0.4	2	280	138	0.4	2
153	0.4	2	270	159	0.4	2
97	0.3	1	260	89	0.2	1
117	0.3	1	250	90	0.2	1
75	0.2	1	240	79	0.2	1
41	0.1	1	230	58	0.2	1
66	0.2	1	220	40	0.1	1
33	0.1	1	210	40	0.1	1
185	0.5	1	200	113	0.3	1
39,034	100.0			39,034	100.0	

Notes: Scholastic Assessment Test scores are reported on the recentered score scale (1995).
Due to rounding, the percentages may not add up to exactly 100.

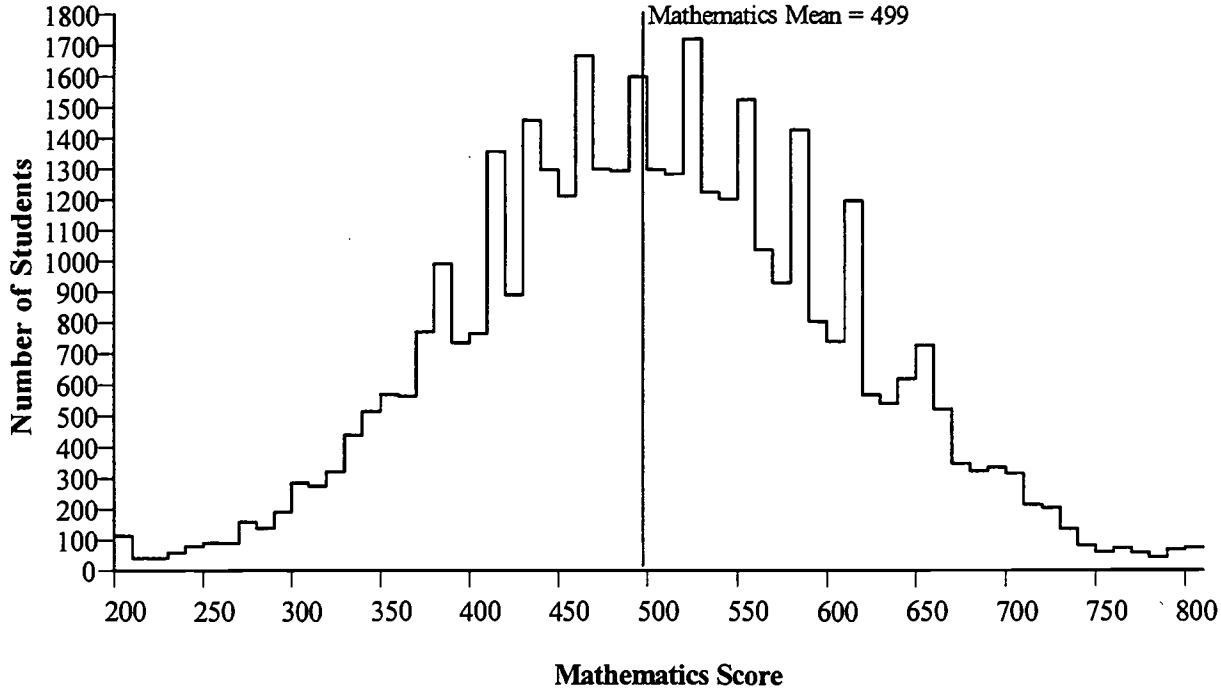

Figure 11. Distribution of Mathematics SAT Scores for North Carolina's Public Schools, 2001

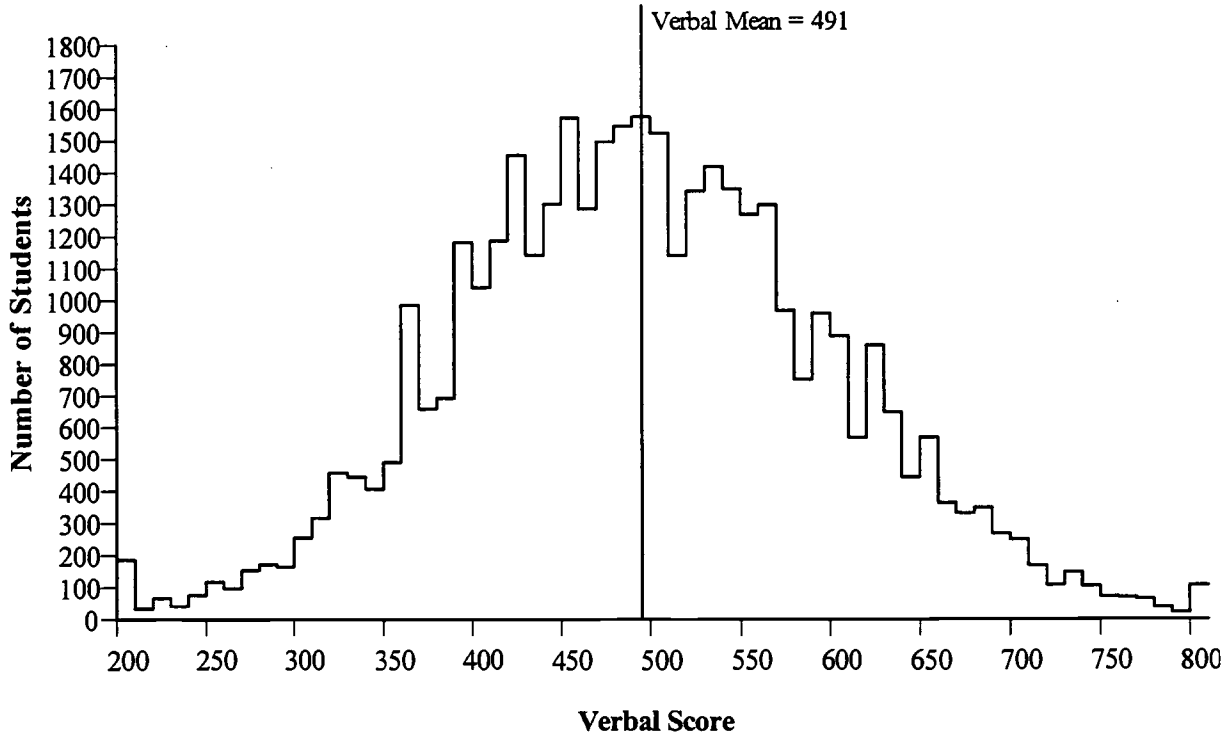

Figure 12. Distribution of Verbal SAT Scores for North Carolina's Public Schools, 2001

Note: All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Table 4. Mean Total SAT Score by Student Profile Characteristics, 2000-2001

	United States		North Carolina			Difference from U. S.
	Mean	%	N	Mean	%	
All Students	1020	100	44,183	992	100	-28
Gender						
Male	1042	46	19,985	1012	45	-30
Female	1000	54	24,198	976	55	-24
Race/Ethnicity						
American Indian	960	1	521	891	1	-69
Asian American	1067	10	1,208	1031	3	-36
Black	859	11	8,412	835	21	-24
Hispanic	916	9	708	975	2	59
White	1060	66	27,943	1041	71	-19
Other	1015	4	695	1009	2	-6
Parent Education Level						
No high school diploma	849	4	809	837	2	-12
High school diploma	948	32	13,685	924	35	-24
Associate's degree	980	9	4,691	950	12	-30
Bachelor's degree	1058	29	11,563	1027	30	-31
Graduate degree	1126	26	7,949	1106	21	-20
Family Income (in U.S. dollars)						
Less than 10,000	864	4	1,053	817	3	-47
10,000 - 20,000	898	8	2,806	869	8	-29
20,000 - 30,000	942	10	3,637	922	11	-20
30,000 - 40,000	976	12	4,467	953	13	-23
40,000 - 50,000	1004	10	3,678	984	11	-20
50,000 - 60,000	1021	10	3,656	991	11	-30
60,000 - 70,000	1035	9	3,298	1012	10	-23
70,000 - 80,000	1049	8	2,834	1026	8	-23
80,000 - 100,000	1074	11	3,414	1056	10	-18
More than 100,000	1126	18	4,537	1101	14	-25
Total Credits in Six Academic Subjects						
20 or more						
19 to 19.5						
18 to 18.5						
17 to 17.5			*Data are not available.			
16 to 16.5						
15 to 15.5						
Fewer than 15						
High School Grade Point Average						
A+ (97-100)	1235	7	4,042	1191	10	-44
A (93-96)	1147	17	7,515	1096	19	-51
A- (90-92)	1092	17	6,170	1038	16	-54
B (80-89)	968	47	16,990	933	43	-35
C (70-79)	853	12	4,621	827	12	-26
D or below (<70)	807	0	133	777	0	-30
High School Class Rank						
Top Tenth	1195	24	7,689	1175	22	-20
Second Tenth	1066	23	7,303	1048	21	-18
Second Fifth	987	26	9,160	964	27	-23
Third Fifth	906	22	8,274	875	24	-31
Fourth Fifth	840	4	1,437	811	4	-29
Fifth Fifth	808	1	331	769	1	-39

Notes: All Scholastic Assessment Test scores are reported on the recentered score scale (1995).
In this table, United States and North Carolina average scores include both public and non-public school students.
Due to rounding numbers might not sum to 100%

* Information about years of study and honors was collected differently for paper and Web registrations. These questions were abbreviated slightly on the Web to speed up the registration process. The information about Honors will be available later this year.

Table 5. United States and North Carolina Mean Total SAT Scores by Student Profile Characteristics, 1997-2001

	1997			1998			1999			2000			2001		
	US	NC	Diff.	US	NC	Diff.	US	NC	Diff.	US	NC	Diff.	US	NC	Diff.
All Students	1016	978	-38	1017	981	-36	1016	986	-30	1019	988	-31	1020	992	-28
Gender															
Male	1037	996	-41	1040	1002	-38	1040	1006	-34	1040	1005	-35	1042	1012	-30
Female	997	963	-34	998	967	-31	997	969	-28	1002	976	-26	1000	976	-24
Race/Ethnicity															
American Indian	950	900	-50	963	906	-57	965	900	-65	963	897	-66	960	891	-69
Asian American	1056	1023	-33	1060	1014	-46	1058	1026	-32	1064	1024	-40	1067	1031	-36
Black	857	834	-23	860	839	-21	856	837	-19	860	835	-25	859	835	-24
Hispanic	917	956	39	916	984	68	915	966	51	918	970	52	916	975	59
White	1052	1023	-29	1054	1026	-28	1055	1031	-24	1058	1035	-23	1060	1041	-19
Other	1026	1013	-13	1025	998	-27	1024	1005	-19	1023	1016	-7	1015	1009	-6
Parent Education Level															
No high school diploma	853	832	-21	852	841	-11	850	843	-7	855	850	-5	849	837	-12
High school diploma	950	919	-31	950	922	-28	950	924	-26	949	923	-26	948	924	-24
Associate's degree	977	940	-37	980	948	-32	979	944	-35	979	948	-31	980	950	-30
Bachelor's degree	1054	1016	-38	1057	1016	-41	1056	1021	-35	1058	1024	-34	1058	1027	-31
Graduate degree	1116	1088	-28	1119	1095	-24	1121	1094	-27	1124	1102	-22	1126	1106	-20
Family Income (in U.S. dollars)															
Less than 10,000	873	832	-41	873	836	-37	871	830	-41	872	826	-46	864	817	-47
10,000-20,000	918	884	-34	914	885	-29	907	883	-24	907	882	-25	898	869	-29
20,000-30,000	962	931	-31	959	929	-30	954	925	-29	949	924	-25	942	922	-20
30,000-40,000	993	959	-34	992	961	-31	986	963	-23	983	960	-23	976	953	-23
40,000-50,000	1015	982	-33	1015	983	-32	1011	985	-26	1008	982	-26	1004	984	-20
50,000-60,000	1033	1000	-33	1032	1000	-32	1030	1002	-28	1026	995	-31	1021	991	-30
60,000-70,000	1048	1014	-34	1046	1018	-28	1043	1014	-29	1039	1015	-24	1035	1012	-23
More than 70,000	1098	1063	-35												
70,000-80,000	Additional			1059	1027	-32	1058	1028	-30	1054	1032	-22	1049	1026	-23
80,000-100,000	categories			1085	1060	-25	1082	1054	-28	1079	1056	-23	1074	1056	-18
More than 100,000	beginning in 1998			1131	1100	-31	1130	1102	-28	1129	1097	-32	1126	1101	-25
Total Credits in Six Subjects															
20 or more	1101	1062	-39	1096	1057	-39	1096	1061	-35	1095	1063	-32	*	*	*
19 or 19.5	1037	1007	-30	1016	993	-23	1012	987	-25	1011	988	-23	*	*	*
18 or 18.5	999	964	-35	982	957	-25	980	956	-24	984	958	-26	*	*	*
17 or 17.5	961	929	-32	948	923	-25	947	927	-20	957	932	-25	*	*	*
16 or 16.5	936	896	-40	926	898	-28	927	896	-31	944	920	-24	*	*	*
15 or 15.5	921	901	-20	913	887	-26	918	896	-22	936	910	-26	*	*	*
Fewer than 15	883	883	0	890	888	-2	885	886	1	898	894	-4	*	*	*
High School Grade Point Average															
A+ (97-100)	1243	1195	-48	1242	1191	-51	1240	1191	-49	1238	1195	-43	1235	1191	-44
A (93-96)	1153	1089	-64	1151	1091	-60	1149	1091	-58	1149	1090	-59	1147	1096	-51
A- (90-92)	1095	1033	-62	1096	1031	-65	1092	1030	-62	1093	1033	-60	1092	1038	-54
B (80-89)	971	926	-45	970	929	-41	968	928	-40	968	931	-37	968	933	-35
C (70-79)	860	824	-36	858	830	-28	855	827	-28	854	821	-33	853	827	-26
D or below (<70)	820	786	-34	819	768	-51	818	785	-33	811	763	-48	807	777	-30
High School Class Rank															
Top Tenth	1195	1162	-33	1197	1170	-27	1197	1172	-25	1197	1175	-22	1195	1175	-20
Second Tenth	1070	1032	-38	1073	1038	-35	1071	1044	-27	1071	1046	-25	1066	1048	-18
Second Fifth	992	955	-37	994	958	-36	993	961	-32	993	963	-30	987	964	-23
Third Fifth	906	869	-37	907	874	-33	907	877	-30	908	877	-31	906	875	-31
Fourth Fifth	848	807	-41	848	813	-35	846	811	-35	844	817	-27	840	811	-29
Fifth Fifth	815	766	-49	811	774	-37	812	769	-43	809	756	-53	808	769	-39

Notes: All Scholastic Assessment Test scores are reported on the recentered score scale (1995).
A conversion table provided by Educational Testing Service was applied to the national and state subgroup means to convert the original means to the recentered scale as described in the Introduction.
* Information about years of study and honors was collected differently for paper and Web registrations. These questions were abbreviated slightly on the Web to speed up the registration process. The information about Honors will be available later this year.

Performance of the 117 Public School Systems, Charter Schools, North Carolina School of the Arts, and North Carolina School of Science and Mathematics

Table 6. Mean SAT Scores for North Carolina's Public Schools, 2001

School System	Number Tested	Percent Tested	Math Score	Verbal Score	Total Score
United States Total	1,276,320	45.0	514	506	1020
North Carolina Total	44,183	65.0	499	493	992
Alamance-Burlington	584	60.8	490	475	965
River Mill Charter	9	100.0	519	506	1025
Alexander County	134	50.0	480	479	959
Alleghany County	32	38.6	487	508	995
Anson County	119	50.4	443	426	869
Ashe County	106	60.6	493	485	978
Avery County	62	48.4	499	495	994
Beaufort County	165	52.2	481	467	948
Bertie County	137	62.3	394	382	776
Bladen County	161	52.4	429	431	860
Brunswick County	228	47.2	469	470	939
Buncombe County	803	60.2	539	521	1060
Asheville City	192	82.8	509	518	1027
Burke County	296	44.4	515	503	1018
Cabarrus County	644	66.1	508	498	1006
Kannapolis City	70	36.5	495	493	988
Caldwell County	275	46.5	513	493	1006
Camden County	47	67.1	467	459	926
Carteret County	324	65.5	503	502	1005
Caswell County	84	48.3	447	454	901
Catawba County	443	54.2	525	500	1025
Hickory City	150	76.1	522	506	1028
Newton-Conover City	90	46.2	525	484	1009
Chatham County	215	64.6	491	481	972
Woods Charter	7	100.0	527	587	1114
Cherokee County	115	59.6	495	497	992
Edenton/Chowan County	67	55.4	471	455	926
Clay County	49	65.3	513	511	1024
Cleveland County	229	49.6	487	482	969
Kings Mountain City	102	57.6	453	464	917
Shelby City	113	71.1	497	497	994
Columbus County	176	45.5	453	444	897
Whiteville City	100	68.5	438	442	880
Craven County	395	59.5	493	495	988
Cumberland County	1358	52.3	467	477	944
Currituck County	102	60.7	505	487	992
Dare County	196	83.4	512	504	1016
Davidson County	559	56.6	496	491	987
Lexington City	72	55.4	472	468	940
Thomasville City	51	56.0	465	453	918
Davie County	175	65.5	508	519	1027

Notes: All Scholastic Assessment Test scores are reported on the recentered score scale (1995).
Percent tested is calculated as the number of students taking SAT I in the LEA divided by the eighth month, twelfth grade membership in the LEA.

Table 6 (Continued). Mean SAT Scores for North Carolina's Public Schools, 2001

School System	Number Tested	Percent Tested	Math Score	Verbal Score	Total Score
United States Total	1,276,320	45.0	514	506	1020
NC State Total	44,183	65.0	499	493	992
Duplin County	243	59.9	437	431	868
Durham County	1090	76.8	498	494	992
Edgecombe County	188	49.1	464	454	918
Winston-Salem/Forsyth County	1604	69.3	502	498	1000
Franklin County	152	46.9	469	468	937
Gaston County	850	58.0	483	490	973
Gates County	53	51.5	445	421	866
Graham County	41	65.1	532	460	992
Granville County	155	42.7	481	478	959
Greene County	72	44.4	437	421	858
Greensboro Math and Science Cntr	6	NA	345	385	730
Guilford County	2377	73.8	503	495	998
Halifax County	117	40.2	390	383	773
Roanoke Rapids City	98	58.0	499	477	976
Weldon City	31	59.6	381	364	745
Harnett County	310	42.9	491	488	979
Haywood County	251	61.5	512	491	1003
Henderson County	414	66.5	520	512	1032
Hertford County	122	57.5	398	406	804
Hoke County	101	39.3	430	420	850
Hyde County	23	52.3	423	412	835
Iredell-Statesville	424	50.8	524	500	1024
Mooresville City	117	57.1	501	495	996
Jackson County	137	67.8	501	500	1001
Johnston County	444	47.8	501	489	990
Jones County	35	41.2	405	438	843
Lee County	236	54.1	484	475	959
Lenoir County	280	56.8	483	465	948
Lincoln County	310	52.5	483	466	949
Macon County	141	62.7	506	492	998
Madison County	52	46.4	540	530	1070
Martin County	164	63.1	447	441	888
McDowell County	155	43.8	501	497	998
Charlotte-Mecklenburg County	3535	72.3	500	497	997
Mitchell County	61	43.3	486	478	964
Montgomery County	108	44.3	471	449	920
Moore County	303	53.0	505	505	1010
Nash-Rocky Mount	490	53.3	485	474	959
New Hanover County	841	68.3	515	512	1027
NC School of Science and Math	259	NA	672	652	1324
NC School of the Arts	102	NA	546	567	1113
Northampton County	121	63.0	419	397	816

Notes: All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Percent tested is calculated as the number of students taking SAT I in the LEA divided by the eighth month, twelfth grade membership in the LEA.

NA = Not available

Table 6 (Continued). Mean SAT Scores for North Carolina's Public Schools, 2001

School System	Number Tested	Percent Tested	Math Score	Verbal Score	Total Score
United States Total	1,276,320	45.0	514	506	1020
NC State Total	44,183	65.0	499	493	992
Onslow County	652	57.7	506	494	1000
Orange County	201	68.1	524	512	1036
Chapel Hill-Carrboro	529	92.5	601	584	1185
Pamlico County	41	33.9	479	480	959
Elizabeth City/Pasquotank County	161	72.5	455	461	916
Pender County	168	51.7	466	469	935
Perquimans County	50	54.9	475	466	941
Person County	165	57.7	460	454	914
Pitt County	644	62.6	498	492	990
Polk County	67	66.3	499	479	978
Randolph County	403	50.1	490	484	974
Asheboro City	120	75.5	513	506	1019
Richmond County	182	41.7	452	443	895
Robeson County	461	44.2	429	420	849
Rockingham County	389	59.8	482	472	954
Rowan-Salisbury	532	50.4	491	485	976
Rutherford County	274	53.6	467	469	936
Sampson County	208	48.4	446	439	885
Clinton City	92	60.5	461	455	916
Scotland County	213	66.8	463	439	902
Stanly County	316	55.3	501	471	972
Stokes County	173	44.5	480	468	948
Surry County	163	41.7	504	480	984
Elkin City	51	68.9	496	520	1016
Mount Airy City	48	52.7	523	503	1026
Swain County	59	54.1	510	508	1018
Transylvania County	154	59.2	529	504	1033
Tyrrell County	34	79.1	443	430	873
Union County	666	63.3	506	503	1009
Vance County	181	52.3	440	427	867
Wake County	4042	76.7	534	520	1054
Warren County	96	69.6	442	449	891
Washington County	83	56.8	439	421	860
Watauga County	209	70.8	534	523	1057
Wayne County	539	49.4	477	473	950
Wilkes County	241	47.6	510	505	1015
Wilson County	338	53.7	485	468	953
Yadkin County	161	58.5	488	489	977
Yancey County	56	41.5	493	508	1001

Notes: All Scholastic Assessment Test scores are reported on the recentered score scale (1995).
Percent tested is calculated as the number of students taking SAT I in the LEA divided by the eighth month, twelfth grade membership in the LEA.

Table 7. Distribution of North Carolina Public School Systems by Mean SAT Scores, 2001

North Carolina Mean		School System
	1330	NC School of Math & Science
	1190	Chapel Hill-Carrboro City
	1120	NC School of Arts, Woods Charter**
	1070	Madison
	1060	Buncombe, Wake, Watauga
	1040	Henderson, Orange, Transylvania
2001 United States	1030	Asheville City, Catawba, Hickory City, Clay, Davie, Iredell-Statesville, New Hanover, Mount Airy City, River Mill Charter**
1020	1020	Burke, Dare, Asheboro City, Elkin City, Swain, Wilkes
	1010	Cabarrus, Caldwell, Carteret, Newton Conover City, Haywood, Jackson, Moore, Union, Yancey
	1000	Alleghany, Avery, Cherokee, Currituck, Durham, Winston-Salem/Forsyth, Graham, Guilford,
2001 North Carolina		Mooresville City, Macon, McDowell, Charlotte/Mecklenburg, Onslow
992	990	Kannapolis City, Craven, Davidson, Johnston, Pitt, Surry
	980	Ashe, Chatham, Gaston, Roanoke Rapids City, Harnett, Polk, Randolph, Rowan-Salisbury, Stanly, Yadkin
	970	Cleveland, Mitchell
	960	Alexander, Granville, Lee, Nash-Rocky Mount, Pamlico, Rockingham, Wilson
	950	Beaufort, Cumberland, Lenoir, Lincoln, Perquimans, Stokes, Wayne
	940	Brunswick, Lexington City, Franklin, Pender, Rutherford
	930	Camden, Edenton/Chowan
	920	Thomasville City, Edgecombe, Montgomery, Elizabeth City/Pasquotank, Person, Clinton City
	910	Caswell, Scotland
	900	Columbus, Richmond, Warren
	890	Martin, Sampson
	880	Whiteville City, Tyrrell
	870	Anson, Duplin, Gates, Vance
	860	Bladen, Greene, Washington
	850	Hoke, Jones, Robeson
	840	Hyde
	820	Northampton
	810	Hertford
	780	Bertie, Halifax
	750	Weldon City
	730	Greensboro Area Math/Sci Ed
	590	Laurinburg**

Notes: • All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

• Data were not reported for Cape Lookout Marine, Lift Academy, and Quest Academy because the number tested was less than five.

**Denotes a charter school.

Performance of the Fifty States

Table 8. Mean Verbal, Mathematics, and Total SAT Scores by State, 2001

State	Percent Tested[1]	Mean		
		Verbal	Mathematics	Total
Alabama	9	559	554	1113
Alaska	51	514	510	1024
Arizona	34	523	525	1048
Arkansas	6	562	550	1112
California	51	498	517	1015
Colorado	31	539	542	1081
Connecticut	82	509	510	1019
Delaware	67	501	499	1000
District of Columbia[2]	56	482	474	956
Florida	54	498	499	997
Georgia	63	491	489	980
Hawaii	52	486	515	1001
Idaho	17	543	542	1085
Illinois	12	576	589	1165
Indiana	60	499	501	1000
Iowa	5	593	603	1196
Kansas	9	577	580	1157
Kentucky	12	550	550	1100
Louisiana	7	564	562	1126
Maine	69	506	500	1006
Maryland	65	508	510	1018
Massachusetts	79	511	515	1026
Michigan	11	561	572	1133
Minnesota	9	580	589	1169
Mississippi	4	566	551	1117
Missouri	8	577	577	1154
Montana	23	539	539	1078
Nebraska	8	562	568	1130
Nevada	33	509	515	1024
New Hampshire	72	520	516	1036
New Jersey	81	499	513	1012
New Mexico	13	551	542	1093
New York	77	495	505	1000
North Carolina	**65**	**493**	**499**	**992**
North Dakota	4	592	599	1191
Ohio	26	534	539	1073
Oklahoma	8	567	561	1128
Oregon	55	526	526	1052
Pennsylvania	71	500	499	999
Rhode Island	71	501	499	1000
South Carolina	57	486	488	974
South Dakota	4	577	582	1159
Tennessee	13	562	553	1115
Texas	53	493	499	992
Utah	5	575	570	1145
Vermont	69	511	506	1017
Virginia	68	510	501	1011
Washington	53	527	527	1054
West Virginia	18	527	512	1039
Wisconsin	6	584	596	1180
Wyoming	11	547	545	1092
United States	**45**	**506**	**514**	**1020**

Notes: [1]Percent tested is from The College Board reports. The College Board based percent tested on the projection of high school graduates in 2001 by the Western Interstate Commission on Higher Education, and number of students in the Class of 2001 who took the SAT I: Reasoning Test. Updated projections make it inappropriate to compare percentages for this year with those of previous years.
Scholastic Assessment Test scores are reported on the recentered score scale (1995).
In this table, United States and North Carolina average scores include both public and private school students.
[2]Twelfth grade enrollment from QED® was used to calculate the participation rate to control for D.C.'s smaller size and greater variability.

Table 9. Change in Mean Total SAT Score by State, 1990-2001

State	Percent Tested[1] 2001	Mean Total SAT Score 1991	Mean Total SAT Score 2001	Change from 1991 to 2001
Alabama	9	1085	1113	28
Alaska	51	1020	1024	4
Arizona	34	1033	1048	15
Arkansas	6	1099	1112	13
California	51	998	1015	17
Colorado	31	1056	1081	25
Connecticut	82	999	1019	20
Delaware	67	996	1000	4
District of Columbia[2]	56	940	956	16
Florida	54	985	997	12
Georgia	63	950	980	30
Hawaii	52	984	1001	17
Idaho	17	1066	1085	19
Illinois	12	1099	1165	66
Indiana	60	970	1000	30
Iowa	5	1178	1196	18
Kansas	9	1129	1157	28
Kentucky	12	1088	1100	12
Louisiana	7	1089	1126	37
Maine	69	984	1006	22
Maryland	65	1006	1018	12
Massachusetts	79	997	1026	29
Michigan	11	1074	1133	59
Minnesota	9	1115	1169	54
Mississippi	4	1090	1117	27
Missouri	8	1096	1154	58
Montana	23	1079	1078	-1
Nebraska	8	1116	1130	14
Nevada	33	1020	1024	4
New Hampshire	72	1023	1036	13
New Jersey	81	988	1012	24
New Mexico	13	1091	1093	2
New York	77	983	1000	17
North Carolina	**65**	**952**	**992**	**40**
North Dakota	4	1159	1191	32
Ohio	26	1045	1073	28
Oklahoma	8	1093	1128	35
Oregon	55	1023	1052	29
Pennsylvania	71	982	999	17
Rhode Island	71	984	1000	16
South Carolina	57	940	974	34
South Dakota	4	1137	1159	22
Tennessee	13	1107	1115	8
Texas	53	979	992	13
Utah	5	1122	1145	23
Vermont	69	995	1017	22
Virginia	68	994	1011	17
Washington	53	1015	1054	39
West Virginia	18	1028	1039	11
Wisconsin	6	1114	1180	66
Wyoming	11	1077	1092	15
United States	**45**	**999**	**1020**	**21**

Notes: [1]Percent tested is from The College Board reports. The College Board based percent tested on the projection of high school graduates in 2001 by the Western Interstate Commission on Higher Education, and the number of students in the Class of 2001 who took the SAT I: Reasoning Test. Updated projections make it inappropriate to compare percentages for this year with those of previous years.

Scholastic Assessment Test scores are reported on the recentered score scale (1995).

In this table, United States and North Carolina average scores include both public and private school students.

[2]Twelfth grade enrollment from QED® was used to calculate the participation rate to control for D.C.'s smaller size and greater variability.

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