

2000

College-Bound Seniors

A Profile of SAT® Program Test Takers

The SAT® Program

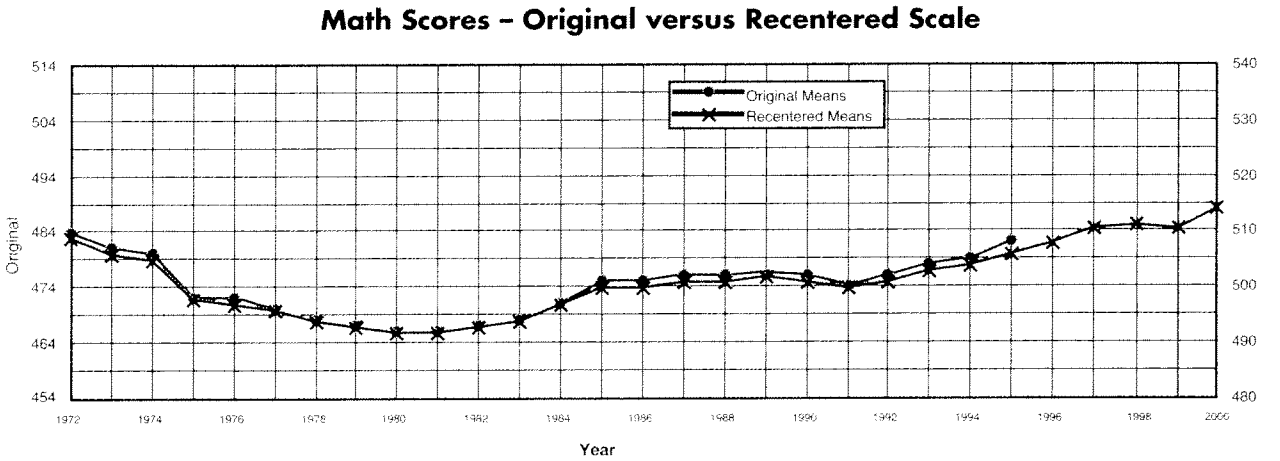
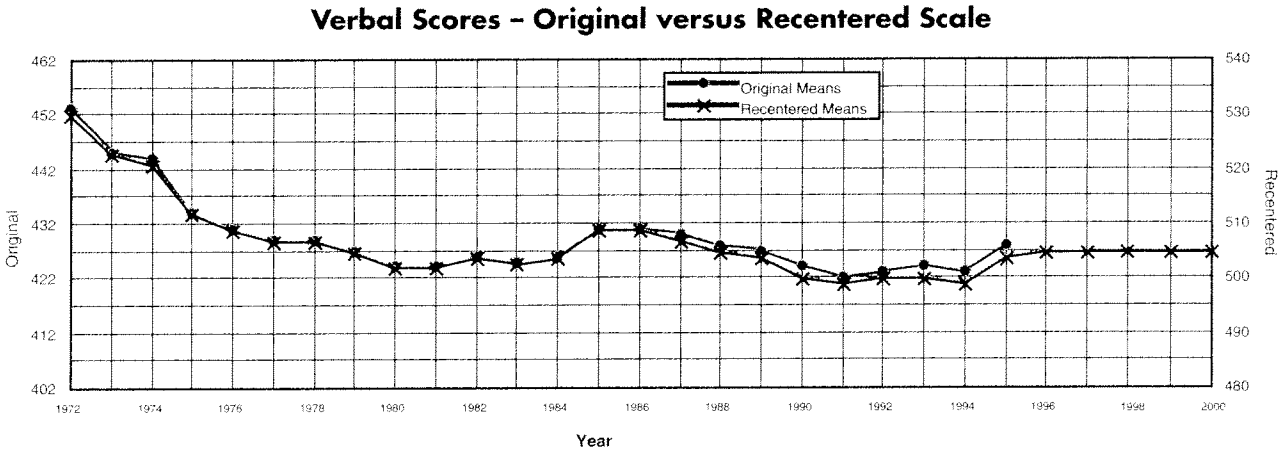
The SAT® I: Reasoning Test and the SAT II: Subject Tests, the primary components of the SAT Program, are designed to assess many of the skills that are important to students' success in college. Because the subject matter of high school courses as well as grading standards vary widely, the tests have been developed to provide a common standard against which students can be compared. Most students also complete the optional Student Descriptive Questionnaire (SDQ) when they register to take SAT Program tests, providing valuable contextual information to aid in interpreting and understanding individual and group scores.

In April 1995, the College Board recentered the score scales for all tests in the SAT Program to reflect the

contemporary test-taking population. Recentering reestablished the average score for a study group of 1990 seniors at about 500 — the midpoint of the 200 to 800 scale — allowing students, schools, and colleges to more easily interpret their scores in relation to those of a similar group of college-bound seniors. Recentering also simplified comparisons between students' verbal and mathematical abilities and improved reliability of SAT Program scores and their ability to predict success in college.

The following graphs demonstrate that although the numerical value of SAT scores has changed, the pattern of scores over time for college-bound seniors has not. (See also the table of recentered mean scores — 1972 through 2000 — for males, females, and all college-bound seniors.)

Chart A: Mean SAT/SAT I Scores for National College-Bound Seniors
1972-2000*



* For 1972-1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987-1995, individual student scores were converted to the recentered scale and then the mean was recomputed. From 1996-1999, nearly all students received scores on the recentered scale. Any score on the original scale was converted to the recentered scale prior to computing the mean. For 2000, all scores are reported on the recentered scale.

Using This Report

This *Profile of College-Bound Seniors* presents data for high school graduates in the year 2000 who participated in the SAT Program during their high school years. Students are counted once no matter how often they tested, and only their latest scores and most recent SDQ responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound senior population is relatively stable from year to year, SDQ responses from these students can be considered highly accurate. Therefore, you can use this report to:

- interpret scores of individual students within the broader context of data aggregated across groups of college-bound seniors;
- study changes over time in the characteristics of students taking SAT tests; and
- look at year-to-year educational and demographic changes in this population, along with changes in test performance.

Keep in mind, however, that:

- relationships between test scores and other factors such as educational background, gender, racial/ethnic background, parental education, and household income are complex and interdependent. These factors do not directly affect test performance; rather, they are associated with educational experiences both on tests such as the SAT I and in schoolwork.
- not all students in a high school, school district, or state take the SAT I. Since the population of test takers is self-selected, using aggregate SAT I scores to compare or evaluate teachers, schools, districts, states or other educational units is not valid, and the College Board strongly discourages such uses.
- interpreting SAT I scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT I scores for any group, or subgroup, of test takers is the proportion of students taking the test. For example, if state data are being considered, it is appropriate to recognize that in some states there are lower participation rates. Typically, test takers in these states have strong academic backgrounds and apply to the nation’s most selective colleges and scholarship programs. For these states, it is expected that the SAT I mean scores reported for students will be higher than the national average.

Table A. National Mean SAT/SAT I Scores for College-Bound Seniors, 1972-2000* (Recentered Scale)

Year	Verbal			Math		
	Male	Female	Total	Male	Female	Total
1972	531	529	530	527	489	509
1973	523	521	523	525	489	506
1974	524	520	521	524	488	505
1975	515	509	512	518	479	498
1976	511	508	509	520	475	497
1977	509	505	507	520	474	496
1978	511	503	507	517	474	494
1979	509	501	505	516	473	493
1980	506	498	502	515	473	492
1981	508	496	502	516	473	492
1982	509	499	504	516	473	493
1983	508	498	503	516	474	494
1984	511	498	504	518	478	497
1985	514	503	509	522	480	500
1986	515	504	509	523	479	500
1987	512	502	507	523	481	501
1988	512	499	505	521	483	501
1989	510	498	504	523	482	502
1990	505	496	500	521	483	501
1991	503	495	499	520	482	500
1992	504	496	500	521	484	501
1993	504	497	500	524	484	503
1994	501	497	499	523	487	504
1995	505	502	504	525	490	506
1996	507	503	505	527	492	508
1997	507	503	505	530	494	511
1998	509	502	505	531	496	512
1999	509	502	505	531	495	511
2000	507	504	505	533	498	514

*For 1972-1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987-1995 individual student scores were converted to the recentered scale and then the mean was recomputed. From 1996-1999, nearly all students received scores on the recentered scale. Any score on the original scale was converted to the recentered scale prior to computing the mean. For 2000, all scores are reported on the recentered scale.

Contents: Profile of College-Bound Seniors

Table		Page
1	General Information	1
2	Academic Record	2
	• High School Rank	
	• High School Grade Point Average	
	• Years of Study in Six Academic Subjects	
	• Average Years of Study for Selected Subjects	
	• Grade Point Average for Each of the Selected Subjects	
	• Mean Grade Point Average: All Students	
3	Course-Taking Patterns	3
	• English	
	• Mathematics	4
	• Natural Sciences	
	• Social Sciences and History	
	• Foreign and Classical Languages	5
	• Arts and Music	
	• Computer Course Work or Experience	
4	Background Information	6
	• Ethnicity	
	• First Language Learned	7
	• Citizenship	
	• Disabling Condition	
	• SAT I Taken Under Standard/Nonstandard Conditions	
	• Plans to Apply for Financial Aid	
	• Family Income	
	• Highest Level of Parental Education	
	• Calculator Experience	
	• Preliminary SAT/National Merit Scholarship Qualifying Test	
5	College Plans	8
	• Intended College Major	
	• Degree-Level Goal	
	• Plans for Advanced Standing in College Courses	
6	Score Distributions SAT I: Reasoning Test	9
7	Score Distributions SAT II: Subject Tests	10
	• English Tests	
	• History and Social Studies Tests	
	• Math Tests	11
	• Science Tests	
	• Tests of Foreign and Classical Languages	12
8	High School Information	14
	• Size of Senior Class	
	• Type of High School	
	• Location of High School	
9	Colleges, Universities, and Scholarship Programs	15

Table
1

2000 Profile of College-Bound Seniors

MARYLAND

Points to Note

- This report summarizes information for seniors who took the SAT I: Reasoning Test and/or SAT II: Subject Tests any time during their high school years through April 2000. If a student took a test more than once, the most recent score is used. Students are counted once no matter how often they tested.
- Mean scores are reported when there are 5 or more test takers.
- Standard deviations are reported when there are 25 or more test takers.
- Percentiles (75th, 50th, and 25th) are reported when there are 20 or more test takers.
- “No response” indicates that students skipped that question when they completed their Student Descriptive Questionnaire (SDQ).
- The most recent responses to the SDQ are summarized.

Students Who Registered for the SAT I: Reasoning Test or an SAT II: Subject Test				SAT I Mean Scores	
	Male	Female	Total	Verbal	Math
Total Number of Students	17,645	21,132	38,777		
Students with at Least One Student Descriptive Questionnaire (SDQ) Response					
	16,611	20,242	36,853		
Percent with at Least One SDQ Response					
	94	96	95		
SAT Program Test Takers					
All Students with Either SAT I or SAT II Scores	16,824	20,127	36,951		
Students with SAT I Scores	16,778	20,093	36,871	507	509
Students with SAT II Scores	2,741	3,147	5,888		
Students with Both SAT I and SAT II Scores	2,695	3,113	5,808	629	639
Year in Which Seniors Last took SAT I					
Senior	12,778	16,226	29,004	498	499
Junior	3,899	3,784	7,683	540	544
Sophomore	83	79	162	494	502
Freshman	18	4	22	395	400



Table
2

2000 Profile of College-Bound Seniors
Academic Record
MARYLAND

High School Rank	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Top Tenth	5,029	19	42	58	594	608
Second Tenth	6,250	24	45	55	530	541
Second Fifth	7,535	29	45	55	492	494
Third Fifth	6,141	24	44	56	456	450
Fourth Fifth	880	3	47	53	426	416
Fifth Fifth	203	1	44	56	399	389
No Response	10,833					

High School Grade Point Average						
A + (97-100)	1,703	5	39	61	616	633
A (93-96)	4,631	14	36	64	574	587
A- (90-92)	4,740	15	39	61	549	558
B (80-89)	15,848	49	45	55	489	488
C (70-79)	4,980	16	56	44	430	422
D, E, or F (Below 70)	154	0	62	38	401	387
No Response	4,815					

Mean Grade Point Average: All Students 3.17						
Years of Study in Six Academic Subjects						
20 or More Years	15,415	54	40	60	545	548
19 or 19½ Years	3,283	12	49	51	496	500
18 or 18½ Years	2,786	10	46	54	485	486
17 or 17½ Years	2,245	8	48	52	472	474
16 or 16½ Years	1,869	7	47	53	468	470
15 or 15½ Years	1,243	4	54	46	454	460
Less Than 15 Years	1,611	6	50	50	423	428
No Response	8,419					

Academic Subject	Average Years of Study			Grade Point Average: For Each Subject		
	Male	Female	Total	Male	Female	Total
Arts and Music	2.0	2.3	2.1	3.59	3.74	3.67
English	3.8	3.9	3.9	3.01	3.26	3.15
Foreign and Classical Languages	2.7	2.9	2.8	2.97	3.21	3.11
Mathematics	3.8	3.8	3.8	2.99	2.98	2.98
Natural Sciences	3.5	3.4	3.5	3.11	3.18	3.15
Social Sciences and History	3.5	3.5	3.5	3.20	3.27	3.24
Total for All Subjects	19.3	19.8	19.6	Mean Grade Point Average: All Students		
				Male	Female	Total
				3.08	3.25	3.17

Table
3-1

2000 Profile of College-Bound Seniors
Course-Taking Patterns
MARYLAND

English	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Years of Study						
More Than 4 Years	2,319	7	44	56	533	536
4 Years	23,631	74	43	57	508	509
3 Years	5,481	17	50	50	499	505
2 Years	443	1	53	47	478	501
1 Year	101	0	59	41	406	423
One-half Year or Less	49	0	53	47	392	417
No Response	4,847					
Course Work or Experience						
American Literature	25,912	83	44	56	524	523
Grammar	22,527	72	43	57	522	523
Composition	22,849	72	43	57	528	528
Literature Historical Periods	15,132	48	41	59	543	539
British Literature	14,546	46	42	58	539	534
Speaking and Listening	12,263	39	42	58	529	531
Literature Other Country	7,269	23	42	58	549	547
English as a Second Language	1,258	4	43	57	448	516
Honors Course Taken	13,084	41	38	62	568	568

Mathematics

Years of Study						
More Than 4 Years	4,233	13	50	50	537	567
4 Years	17,614	55	43	57	517	520
3 Years	9,336	29	43	57	483	472
2 Years	575	2	47	53	458	452
1 Year	97	0	56	44	395	386
One-half Year or Less	40	0	43	58	390	384
No Response	4,976					
Course Work						
Algebra	31,623	96	44	56	505	506
Geometry	31,783	96	44	56	507	509
Trigonometry	16,333	50	46	54	533	545
Precalculus	15,843	48	45	55	552	570
Other Math Courses	8,785	27	41	59	500	503
Calculus	7,937	24	48	52	579	612
Computer Math	2,712	8	59	41	526	546
Honors Course Taken	10,136	32	44	56	579	601

**Table
3-2**

**2000 Profile of College-Bound Seniors
Course-Taking Patterns (Continued)
MARYLAND**

Natural Sciences	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Years of Study						
More Than 4 Years	3,062	10	46	54	555	575
4 Years	12,472	40	45	55	529	533
3 Years	13,295	42	43	57	491	487
2 Years	1,585	5	47	53	466	463
1 Year	514	2	48	52	439	443
One-half Year or Less	356	1	40	60	413	411
No Response	5,587					
Course Work						
Biology	32,235	98	44	56	508	510
Chemistry	29,601	90	44	56	514	518
Physics	17,492	53	48	52	531	544
Geology, Earth Science, or Space Science	14,691	45	45	55	494	492
Other Sciences	11,689	36	40	60	507	507
Honors Course Taken	11,059	35	42	58	577	588
Social Sciences and History						
Years of Study						
More Than 4 Years	2,938	9	43	57	549	552
4 Years	13,111	42	43	57	525	522
3 Years	13,671	43	45	55	491	498
2 Years	1,304	4	51	49	470	475
1 Year	305	1	48	52	405	410
One-half Year or Less	224	1	42	58	422	428
No Response	5,318					
Course Work						
U.S. History	31,874	97	44	56	508	510
World History or Cultures	28,090	85	44	56	507	509
U.S. Government or Civics	27,768	84	44	56	504	507
Economics	4,207	13	47	53	523	529
Geography	5,147	16	44	56	492	492
Psychology	10,232	31	33	67	519	512
European History	7,645	23	48	52	550	548
Other Courses	5,026	15	40	60	519	516
Sociology	3,223	10	34	66	511	502
Ancient History	2,979	9	51	49	527	522
Anthropology	740	2	39	61	517	505
Honors Course Taken	11,585	37	41	59	575	579

**Table
3-3**

2000 Profile of College-Bound Seniors
Course-Taking Patterns (Continued)
MARYLAND

Foreign and Classical Languages	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Years of Study						
More Than 4 Years	2,178	7	40	60	576	582
4 Years	6,502	21	36	64	561	560
3 Years	9,568	30	44	56	520	523
2 Years	11,485	36	48	52	475	478
1 Year	1,062	3	52	48	416	415
One-half Year or Less	849	3	56	44	390	393
No Response	5,227					
Course Work						
Chinese	352	1	45	55	525	588
French	8,729	27	38	62	518	514
German	1,726	5	48	52	530	528
Greek	128	0	52	48	549	542
Hebrew	566	2	43	57	580	587
Italian	301	1	37	63	521	515
Japanese	439	1	45	55	504	512
Korean	159	0	38	62	496	574
Latin	3,524	11	45	55	545	542
Russian	384	1	44	56	524	525
Spanish	22,486	69	45	55	502	505
Other Languages	632	2	37	63	485	512
Honors Course Taken	7,454	24	39	61	584	592
Arts and Music						
Years of Study						
More Than 4 Years	2,431	8	38	62	542	540
4 Years	4,548	15	36	64	538	530
3 Years	4,237	14	39	61	517	512
2 Years	6,519	21	44	56	505	507
1 Year	10,665	34	50	50	498	509
One-half Year or Less	2,938	9	49	51	470	471
No Response	5,533					
Course Work or Experience						
Acting or Play Production	6,934	22	35	65	542	526
Art History or Appreciation	7,900	25	46	54	516	513
Dance	3,880	12	12	88	508	500
Drama: Study or Appreciation	5,112	16	32	68	536	520
Music: Study or Appreciation	5,760	18	46	54	537	531
Music Performance	12,721	40	39	61	531	530
Photography or Film	6,095	19	38	62	530	528
Studio Art and Design	8,127	26	43	57	531	532
None	3,120	10	54	46	460	467
Honors Course Taken	3,556	11	38	62	563	561
Computer Course Work or Experience						
Computer Literacy	22,346	71	44	56	521	522
Computer Programming	7,610	24	58	42	526	543
Word Processing	24,091	77	43	57	519	521
Internet Activity	18,200	58	44	56	529	531
Using Computer Graphics	9,420	30	48	52	528	533
Creating Spreadsheets/Databases	13,145	42	45	55	526	533
None	2,282	7	46	54	495	494

Table
4-1

2000 Profile of College-Bound Seniors
Background Information
MARYLAND

SAT I Test Takers Who Described Themselves as:	Number of			Percent	
	Males	Females	Total	Male	Female
American Indian or Alaskan Native	77	114	191	40	60
Asian, Asian American, or Pacific Islander	1,052	1,209	2,261	47	53
African American or Black	3,300	4,875	8,175	40	60
Hispanic or Latino Background:					
Mexican or Mexican American	49	46	95	52	48
Puerto Rican	72	107	179	40	60
Latin American, South American, Central American, or Other Hispanic or Latino	288	449	737	39	61
White	8,553	10,073	18,626	46	54
Other	433	656	1,089	40	60
No Response	2,954	2,564	5,518	54	46

SAT I Test Takers Who Described Themselves as:	Number of			Percent Responding		
	Males	Females	Total	Male	Female	Total
American Indian or Alaskan Native	77	114	191	1	1	1
Asian, Asian American, or Pacific Islander	1,052	1,209	2,261	8	7	7
African American or Black	3,300	4,875	8,175	24	28	26
Hispanic or Latino Background:						
Mexican or Mexican American	49	46	95	0	0	0
Puerto Rican	72	107	179	1	1	1
Latin American, South American, Central American, or Other Hispanic or Latino	288	449	737	2	3	2
White	8,553	10,073	18,626	62	57	59
Other	433	656	1,089	3	4	3
Total	13,824	17,529	31,353	100	100	100

SAT I Test Takers Who Described Themselves as:	SAT I Verbal						SAT I Math					
	Mean Scores			Standard Deviations			Mean Scores			Standard Deviations		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
American Indian or Alaskan Native	464	484	476	114	114	114	475	463	468	111	107	109
Asian, Asian American, or Pacific Islander	516	517	517	128	121	124	589	561	574	126	114	120
African American or Black	431	435	433	99	101	100	431	414	421	101	98	99
Hispanic or Latino Background:												
Mexican or Mexican American	520	509	515	111	97	104	531	490	511	116	104	112
Puerto Rican	510	513	511	100	101	101	524	484	500	105	95	101
Latin American, South American, Central American, or Other Hispanic or Latino	493	487	489	109	115	113	513	474	489	109	113	113
White	541	539	540	103	100	102	562	526	543	105	100	104
Other	521	511	515	118	118	118	539	494	512	114	112	115
No Response	497	507	501	124	123	124	511	492	502	125	121	124

**Table
4-2**

**2000 Profile of College-Bound Seniors
Background Information (Continued)
MARYLAND**

	SAT I Test Takers		Percent		SAT I Verbal		SAT I Math	
	Number	Percent	Male	Female	Mean Scores	Standard Deviations	Mean Scores	Standard Deviations
All SAT I Test Takers	36,871		46	54	507	115	509	119
First Language Learned								
English	27,266	86	44	56	511	112	508	117
English and Another Language	2,571	8	44	56	497	118	509	126
Another Language	1,861	6	45	55	483	127	543	126
No Response	5,173							
Citizenship								
U.S. Citizen or U.S. National	29,839	95	44	56	512	112	511	117
U.S. Permanent Resident or Refugee	1,242	4	43	57	456	121	506	130
Citizen of Another Country	426	1	48	52	455	126	533	131
Other, Unknown, or No Response	5,364							
Disabling Condition								
Yes	3,021	8	51	49	488	116	491	117
No Response or Unknown	33,850	92	45	55				
SAT I Taken Under								
Standard Conditions	35,791	97	45	55	507	115	509	119
Nonstandard Conditions	1,080	3	58	42	497	118	506	122
Plans to Apply for Financial Aid								
Yes	24,082	76	43	57	502	114	502	118
No	2,041	6	49	51	539	115	550	117
Don't Know	5,693	18	48	52	518	112	525	116
Family Income								
Less Than \$10,000	856	3	31	69	409	111	417	118
\$10,000 - \$20,000	1,775	7	35	65	438	107	439	110
\$20,000 - \$30,000	2,588	10	42	58	456	105	461	112
\$30,000 - \$40,000	3,092	11	41	59	479	106	478	109
\$40,000 - \$50,000	2,611	10	45	55	497	105	496	110
\$50,000 - \$60,000	2,879	11	46	54	509	104	509	109
\$60,000 - \$70,000	2,508	9	48	52	517	104	517	111
\$70,000 - \$80,000	2,545	9	47	53	523	104	521	107
\$80,000 - \$100,000	3,321	12	46	54	537	104	539	108
More Than \$100,000	4,963	18	49	51	563	105	572	107
No Response	9,733							
Highest Level of Parental Education								
No High School Diploma	791	3	40	60	408	103	433	116
High School Diploma	10,294	33	40	60	464	103	464	108
Associate's Degree	2,397	8	43	57	482	100	482	105
Bachelor's Degree	8,618	28	46	54	522	106	524	110
Graduate Degree	8,927	29	48	52	562	110	565	113
Calculator Experience								
Use Almost Every Day	20,983	72	44	56	532	108	541	111
Use Once or Twice Weekly or Less	7,967	28	43	57	472	109	462	108
Never Use or No Response	7,921							
Took the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)								
Only as a Junior	9,792	31	45	55	504	110	507	115
As a Sophomore or Younger, or as both a Jr. & a Soph. or Younger	16,558	53	41	59	536	107	538	111
No	5,009	16	49	51	437	107	439	111

**Table
5**

**2000 Profile of College-Bound Seniors
College Plans
MARYLAND**

Intended College Major	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Agriculture or Natural Resources	357	1	41	59	503	491
Architecture or Environmental Design	684	2	61	39	496	517
Arts: Visual and Performing	2,346	8	40	60	513	493
Biological Sciences	1,916	6	34	66	543	541
Business and Commerce	3,959	13	51	49	485	499
Communications	1,447	5	34	66	526	502
Computer or Information Sciences	2,506	8	74	26	492	518
Education	2,374	8	21	79	487	482
Engineering	2,472	8	76	24	524	566
Foreign or Classical Languages	153	1	26	74	575	549
General or Interdisciplinary	96	0	47	53	561	550
Health and Allied Services	4,490	15	24	76	489	493
Home Economics	107	0	19	81	447	443
Language and Literature	400	1	30	70	615	552
Library and Archival Sciences	9	0	33	67	534	503
Mathematics	221	1	55	45	556	632
Military Sciences	161	1	84	16	510	518
Philosophy, Religion, or Theology	133	0	63	37	551	527
Physical Sciences	435	1	59	41	569	597
Public Affairs and Services	665	2	45	55	468	455
Social Sciences and History	3,384	11	31	69	534	508
Technical and Vocational	243	1	67	33	431	427
Undecided	1,843	6	50	50	524	529
Degree-Level Goal						
Certificate Program	433	1	59	41	418	428
Associate's Degree	469	2	43	57	417	410
Bachelor's Degree	7,947	26	49	51	480	481
Master's Degree	9,486	31	45	55	515	520
Doctoral or Related Degree	6,982	23	36	64	544	545
Other	158	1	46	54	439	441
Undecided	5,490	18	44	56	516	518
Plans for Advanced Standing in College Courses						
Art	1,466	5	40	60	496	490
Biology	3,828	13	38	62	557	563
Chemistry	2,326	8	51	49	572	605
Computer Science	1,761	6	72	28	529	560
English	7,231	24	34	66	580	569
Foreign Languages	3,531	12	35	65	583	583
Humanities	738	2	36	64	561	543
Mathematics	6,736	22	49	51	569	608
Music	1,323	4	45	55	486	485
Physics	1,995	7	64	36	590	630
Social Studies	6,454	21	45	55	588	583
None of These	13,506	45	44	56	471	468

Table
6

2000 Profile of College-Bound Seniors
Score Distributions SAT I: Reasoning Test
MARYLAND

Score Ranges	Verbal						Math					
	Number of			Percent			Number of			Percent		
	Males	Females	Total	Male	Female	Total	Males	Females	Total	Male	Female	Total
750-800	336	393	729	2	2	2	495	225	720	3	1	2
700-749	579	603	1,182	3	3	3	923	533	1,456	6	3	4
650-699	1,154	1,261	2,415	7	6	7	1,616	1,209	2,825	10	6	8
600-649	1,861	2,169	4,030	11	11	11	2,024	1,985	4,009	12	10	11
550-599	2,431	2,887	5,318	14	14	14	2,488	2,701	5,189	15	13	14
500-549	2,732	3,381	6,113	16	17	17	2,475	3,210	5,685	15	16	15
450-499	2,704	3,271	5,975	16	16	16	2,448	3,386	5,834	15	17	16
400-449	2,144	2,759	4,903	13	14	13	1,831	2,833	4,664	11	14	13
350-399	1,462	1,796	3,258	9	9	9	1,220	1,920	3,140	7	10	9
300-349	785	936	1,721	5	5	5	779	1,248	2,027	5	6	5
250-299	355	365	720	2	2	2	309	546	855	2	3	2
200-249	235	272	507	1	1	1	170	297	467	1	1	1

	Number of			Number of		
	Males	Females	Total	Males	Females	Total
Number	16,778	20,093	36,871	16,778	20,093	36,871
Mean	508	506	507	527	494	509
Standard Deviation	116	114	115	122	115	119
Percentile						
75th	590	590	590	620	580	590
50th (Median)	510	500	510	530	490	510
25th	430	430	430	440	420	420

NATIONAL

Number	583,331	676,947	1,260,278	583,331	676,947	1,260,278
Mean	507	504	505	533	498	514
Standard Deviation	112	110	111	115	109	113
Percentile						
75th	580	580	580	620	570	590
50th (Median)	510	500	500	530	490	510
25th	430	430	430	450	420	440

Table 7-1		2000 Profile of College-Bound Seniors Score Distributions SAT II: Subject Tests MARYLAND						
		Number of Subject Tests	Number	Percent				
Students who took one or more different SAT II: Subject Tests.		1	614	10				
		2	660	11				
		3	3,116	53				
		4 or more	1,498	25				
Score Ranges	English		History and Social Studies					
	Writing	Literature	American History	World History				
	Number	Percent	Number	Percent	Number	Percent		
750-800	634	12	95	9	124	8	28	14
700-749	837	15	151	14	205	13	16	8
650-699	970	18	228	22	292	18	26	13
600-649	1,047	19	211	20	344	21	39	20
550-599	860	16	168	16	280	17	37	19
500-549	579	11	103	10	205	13	32	16
450-499	335	6	58	5	117	7	13	7
400-449	117	2	30	3	40	2	2	1
350-399	64	1	9	1	10	1	5	3
300-349	19	0	6	1	8	0		
250-299	2	0			1	0		
200-249								
Number	5,464		1,059		1,626		198	
Mean	627		623		614		615	
Standard Deviation	97		94		93		100	
Percentile								
75th	700		690		680		680	
50th (Median)	630		630		620		610	
25th	560		560		550		540	
Students Who Also Have SAT I Scores								
Number	5,412		1,042		1,611		196	
Verbal								
Mean	633		652		650		663	
Standard Deviation	87		84		84		75	
Math								
Mean	642		621		640		646	
Standard Deviation	88		89		84		81	
Points to Note:								
• Includes scores placed on hold by students and not released.								
• All scores for the SAT II: Writing Test are on the adjusted scale introduced May 1998.								
• For the 5,808 students who took any SAT II: Subject Test and the SAT I test, the mean SAT I verbal score was 629 (standard deviation = 90) and the mean SAT I math score was 639 (standard deviation = 89).								
• Averages across Subject Tests are no longer reported. Because the average reflects different combinations of tests, scores on individual tests are more useful.								

Table
7-2

2000 Profile of College-Bound Seniors
Score Distributions SAT II: Subject Tests (Continued)
MARYLAND

Score Ranges	Math				Science									
	Math Level IC		Math Level IIC		Biology		Biology-E		Biology-M		Chemistry		Physics	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	62	2	523	24	24	5	6	2	41	8	126	12	121	19
700-749	367	12	390	18	57	11	32	10	95	19	151	15	101	16
650-699	590	20	397	18	89	18	58	19	90	18	187	18	135	21
600-649	648	22	462	21	87	18	82	27	106	21	189	18	99	15
550-599	585	20	279	13	85	17	54	18	92	18	173	17	95	15
500-549	423	14	107	5	85	17	34	11	48	9	119	11	59	9
450-499	216	7	29	1	39	8	20	7	31	6	77	7	21	3
400-449	69	2	6	0	20	4	13	4	7	1	16	2	6	1
350-399	29	1	2	0	9	2	5	2	1	0			2	0
300-349	9	0	1	0	2	0	2	1			1	0		
250-299														
200-249														
Number	2,998		2,196		497		306		511		1,039		639	
Mean	603		672		597		598		629		629		654	
Standard Deviation	84		84		94		87		84		93		91	
Percentile														
75th	660		740		670		660		700		700		730	
50th (Median)	610		670		600		610		630		630		660	
25th	550		610		530		550		570		560		590	
Students Who Also Have SAT I Scores														
Number	2,972		2,184		483		303		509		1,033		633	
Verbal														
Mean	620		659		659		628		643		657		657	
Standard Deviation	84		82		82		90		76		80		84	
Math														
Mean	629		696		670		635		648		692		709	
Standard Deviation	76		67		78		85		77		72		65	

Point to Note: Includes scores placed on hold by students and not released.

Table
7-3

2000 Profile of College-Bound Seniors
Score Distributions SAT II: Subject Tests (Continued)
MARYLAND

Score Ranges	Foreign and Classical Languages											
	Chinese with Listening		French		French with Listening		German		German with Listening		Modern Hebrew	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	59	72	55	13	27	25	3	25	3	19	7	19
700-749	12	15	51	12	11	10	1	8	3	19	4	11
650-699	4	5	62	14	16	15			1	6	5	14
600-649	4	5	62	14	18	17	1	8	2	13	3	8
550-599			74	17	18	17	1	8	3	19	7	19
500-549			58	13	9	8	2	17	1	6	5	14
450-499	1	1	34	8	7	6	1	8			3	8
400-449	2	2	33	8	3	3	2	17	2	13		
350-399			9	2			1	8	1	6	2	6
300-349			1	0								
250-299												
200-249												
Number	82		439		109		12		16		36	
Mean	750		605		647		578		612		620	
Standard Deviation	78		113		106						115	
Percentile												
75th	790		690		730						720	
50th (Median)	780		600		640						600	
25th	730		520		570						530	
Students Who Also Have SAT I Scores												
Number	81		434		109		12		16		36	
Verbal												
Mean	625		658		650		668		660		659	
Standard Deviation	109		86		86						76	
Math												
Mean	704		645		646		624		643		680	
Standard Deviation	79		84		74						74	

Points to Note:

- Includes scores placed on hold by students and not released.
- Provisional scores reported for students who took Chinese with Listening in April 1994 are not included on this report. Comparisons between the provisional scores and subsequent scores on this test should not be made.

Score Ranges	Foreign and Classical Languages (Continued)											
	Italian Number	Percent	Japanese with Listening Number	Percent	Korean with Listening Number	Percent	Latin Number	Percent	Spanish Number	Percent	Spanish with Listening Number	Percent
750-800			6	55	17	63	12	12	41	6	14	11
700-749	1	33	1	9	2	7	13	13	64	9	13	10
650-699					3	11	11	11	116	17	16	14
600-649	1	33			2	7	10	10	117	17	11	8
550-599			1	9			15	14	82	12	27	20
500-549			1	9			26	25	116	17	23	17
450-499			1	9	2	7	7	7	67	10	11	8
400-449	1	33					9	9	47	7	7	5
350-399			1	9			1	1	19	3	6	5
300-349					1	4			8	1	2	2
250-299									2	0		
200-249												
Number	3		11		27		104		679		132	
Mean			675		720		594		584		586	
Standard Deviation					116		111		108		112	
Percentile												
75th					800		690		670		670	
50th (Median)					760		570		590		580	
25th					650		510		510		510	
Students Who Also Have SAT I Scores												
Number	3		11		27		104		676		132	
Verbal												
Mean			542		550		678		643		629	
Standard Deviation					114		74		83		88	
Math												
Mean			717		649		670		640		632	
Standard Deviation					86		77		82		88	

Points to Note:

- Includes scores placed on hold by students and not released.
- Provisional scores reported for students who took Japanese with Listening in April 1993 and Korean with Listening in November 1997 are not included on this report. Comparisons between the provisional scores and subsequent scores on these tests should not be made.

Table
8

2000 Profile of College-Bound Seniors
High School Information
MARYLAND

Size of Senior Class	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
More than 1,000						
750 - 1,000						
500 - 749	2,230	6	43	57	502	506
250 - 499	18,986	54	44	56	506	514
100 - 249	9,599	27	49	51	502	500
Fewer than 100	4,159	12	43	57	545	531
Unknown	1,897					
Type of High School						
Public	28,711	81	44	56	499	505
Religiously Affiliated	5,237	15	50	50	546	531
Independent	1,436	4	52	48	568	568
Other or Unknown	1,487					
Location of High School						
Large City	8,368	24	43	57	488	480
Medium-size City	2,177	6	46	54	521	528
Small City or Town	3,543	10	46	54	512	512
Suburban	17,758	50	46	54	519	526
Rural	3,322	9	46	54	503	506
Unknown	1,703					

Point to Note: Charter, Correspondence, Home and Non-Accredited Schools are included in Type of High School as Other or Unknown.

**Table
9**

**2000 Profile of College-Bound Seniors
Colleges, Universities, and Scholarship Programs
MARYLAND**

**Colleges, universities, and scholarship programs that received the most
SAT Program Score Reports from your students.**

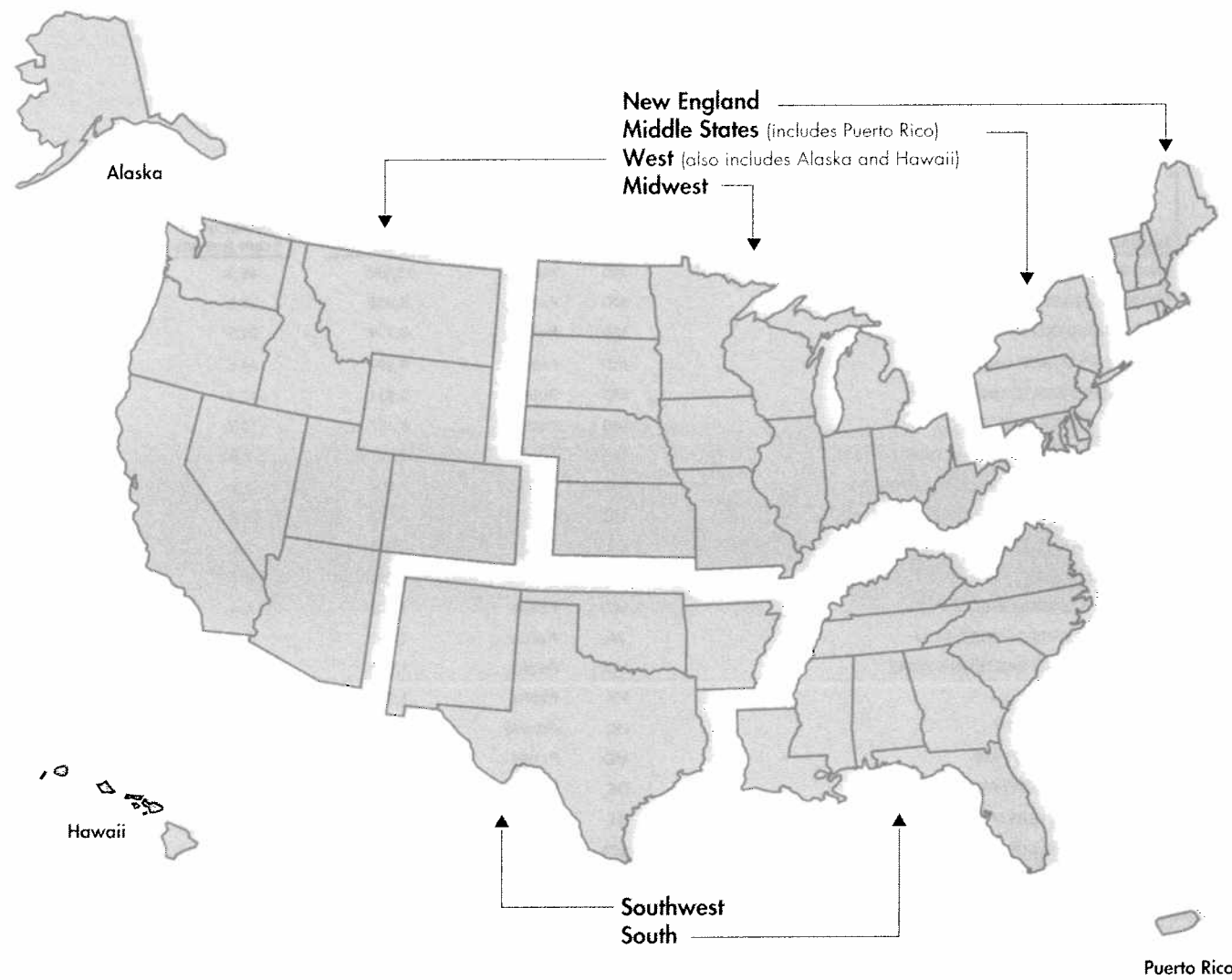
Institution	State	Type	Number of Students	Percent of Score Senders
UNIV MARYLAND COLLEGE PARK*	MD	Public	13,385	45.3
TOWSON STATE UNIVERSITY	MD	Public	8,052	27.3
UNIV MARYLAND BALTIMORE CO	MD	Public	6,276	21.3
SALISBURY STATE UNIVERSITY	MD	Public	4,274	14.5
FROSTBURG STATE UNIVERSITY	MD	Public	3,611	12.2
MORGAN STATE UNIVERSITY	MD	Public	3,177	10.8
STATE SCHOL ADMINISTRATION	MD		2,343	7.9
PENNSYLVANIA ST UNIV UNIV PARK	PA	Public	2,304	7.8
JOHNS HOPKINS UNIV*	MD	Private	2,163	7.3
UNIV DELAWARE	DE	Public	2,098	7.1
LOYOLA COLLEGE	MD	Private	1,926	6.5
BOWIE STATE UNIVERSITY	MD	Public	1,902	6.4
VIRGINIA POLYTECH INST ST U	VA	Public	1,881	6.4
UNIV MARYLAND EASTERN SHORE	MD	Public	1,871	6.3
UNIV VIRGINIA	VA	Public	1,776	6.0
HOWARD UNIVERSITY	DC	Private	1,702	5.8
ST MARYS COLLEGE MD	MD	Public	1,602	5.4
GEORGETOWN UNIVERSITY	DC	Private	1,517	5.1
NEW YORK UNIVERSITY	NY	Private	1,496	5.1
WESTRN MARYLAND COLLEGE	MD	Private	1,490	5.0
JAMES MADISON UNIVERSITY	VA	Public	1,437	4.9
VILLA JULIE COLLEGE	MD	Private	1,345	4.6
NATIONAL MERIT SCHOL PROGRAM	IL		1,335	4.5
COPPIN STATE COLLEGE	MD	Public	1,330	4.5
UNIV NORTH CAROLINA CHAPEL HL	NC	Public	1,250	4.2
GEORGE WASHINGTON UNIVERSITY	DC	Private	1,232	4.2
DUKE UNIVERSITY	NC	Private	1,149	3.9
UNIV PENNSYLVANIA UNDRGRD ADM*	PA	Private	1,121	3.8
HAMPTON UNIVERSITY	VA	Private	1,101	3.7
GOUCHER COLLEGE	MD	Private	1,059	3.6
BOSTON UNIVERSITY	MA	Private	1,048	3.6
CORNELL UNIVERSITY	NY	Private	988	3.3
NCAA INITIAL ELIG CLEARINGHSE	IA		964	3.3
WASHINGTON COLLEGE	MD	Private	935	3.2
TEMPLE UNIVERSITY	PA	Private	914	3.1
MOUNT ST MARYS COLL & SEMINARY	MD	Private	897	3.0
AMERICAN UNIVERSITY DC	DC	Private	870	2.9
ELON COLLEGE	NC	Private	852	2.9
DREXEL UNIVERSITY	PA	Private	827	2.8

2,310 Number of colleges, universities, or scholarship programs, not listed, that received reports from your students.

2,349 Total number of colleges, universities, or scholarship programs that received reports from your students.

*Main Campus

Areas served by College Board Regional Offices



COLLEGE BOARD ONLINE: www.collegeboard.org

Middle States Regional Office
3440 Market Street
Suite 410
Philadelphia, PA 19104-3338
215.387.7600
215.387.5805 (FAX)

Midwestern Regional Office
1560 Sherman Avenue
Suite 1001
Evanston, IL 60201-4805
847.866.1700
847.866.9280 (FAX)

New England Regional Office
470 Totten Pond Road
Waltham, MA 02451-1982
781.890.9150
781.890.0693 (FAX)

Southern Regional Office
100 Crescent Centre Parkway
Suite 340
Tucker, GA 30084
770.908.9737
770.934.4885 (FAX)

Southwestern Regional Office
4330 South MoPac Expressway
Suite 200
Austin, TX 78735
512.891.8400
512.891.8404 (FAX)

Western Regional Office
2099 Gateway Place
Suite 480
San Jose, CA 95110-1017
408.452.1400
408.453.7396 (FAX)
In Alaska and Hawaii, direct
inquiries to the Western Regional Office.

**In Puerto Rico, inquiries
should be addressed to:**
The College Board
Banco Popular Center
Suite 1501
209 Muñoz Rivera Avenue
Hato Rey, PR 00918
787.759.8625
787.759.8629 (FAX)
Mailing Address:
PO Box 71101
San Juan, PR 00936

The College Board is a national nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 3,800 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 5,000 colleges, through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT™, the Advanced Placement Program® (AP®), and Pacesetter®. The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

This publication was prepared and produced by Educational Testing Service (ETS), which operates the SAT Summary Reporting Service for the College Board.

The College Board and Educational Testing Service are dedicated to the principle of equal opportunity and their programs, services, and employment policies are guided by that principle.