

SAT REPORT

The North Carolina 2000 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



PUBLIC SCHOOLS OF NORTH CAROLINA
STATE BOARD OF EDUCATION • DEPARTMENT OF PUBLIC INSTRUCTION
INSTRUCTIONAL AND ACCOUNTABILITY SERVICES • PUBLISHED AUGUST 2000

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Public Schools of North Carolina
State Board of Education
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Reporting Section
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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 during a period of time.

* Excerpted from *Guidelines on the Uses of College Board Test Scores and Related Data*. Copyright 1988 by the College Entrance Examination Board. All rights reserved.

The North Carolina 2000 Scholastic Assessment Test (SAT) Report

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 2000 and recent historical data on the SAT performance of North Carolina's students.

Results

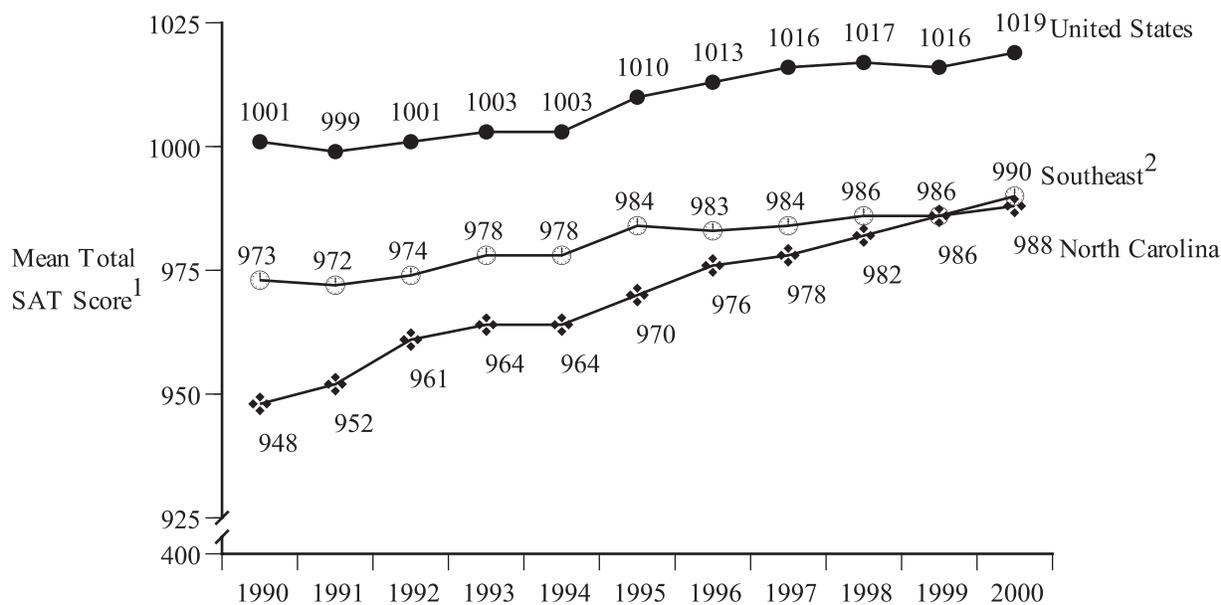
This report presents SAT results for students scheduled to graduate in 2000 and represents students' most recent scores, regardless of when they last took the test. The scores of *public and non-public school students* in North Carolina and the United States are reflected in this report, except where otherwise noted.

With a three percent increase in total test takers, North Carolina's mean total SAT score (988) in 2000 increased two points from 1999 (see Figure 1). The state has improved its score each year since 1990, except in 1994 when there was no change from the previous year. Moreover, from 1990 to 2000, North Carolina gained more points (40) than any other state where more than 40 percent of students took the test (see Table 9 in the Appendices). The nation's students scored 1019 in 2000 (three points more than in 1999) and outgained North Carolina's students by one point from the previous year. The Southeast mean (990) in 2000 was an increase of four points from the previous year (see Figure 1). The 31 points difference between North Carolina's mean and the nation's mean in 2000, although one point more than in the previous year, still represents considerable progress when compared to the 83-point gap in 1972 and the 53-point gap in 1990 (see Table 2 in the Appendices).

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's score (988) in 2000 was two points less than the Southeast score (990).

North Carolina's *public* schools continued to narrow the gap on the nation's public schools in 2000. The mean total SAT score for the nation's public school students (1011) was a one point increase from 1999, while the score for North Carolina's public school students (986) was a three-point increase from the previous year. The difference between SAT scores for the nation's public schools and North Carolina's public schools decreased from 30 points in 1998 to 25 points in 2000 (The College Board, 2000).

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 2000, the nation’s score on the verbal portion (505) was 13 points higher than North Carolina’s score (492), but it was 22 points higher in 1990. The nation’s mean score (514) on the mathematics portion of the SAT exceeded North Carolina’s score (496) by 18 points in 2000, compared to 31 points in 1990.



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

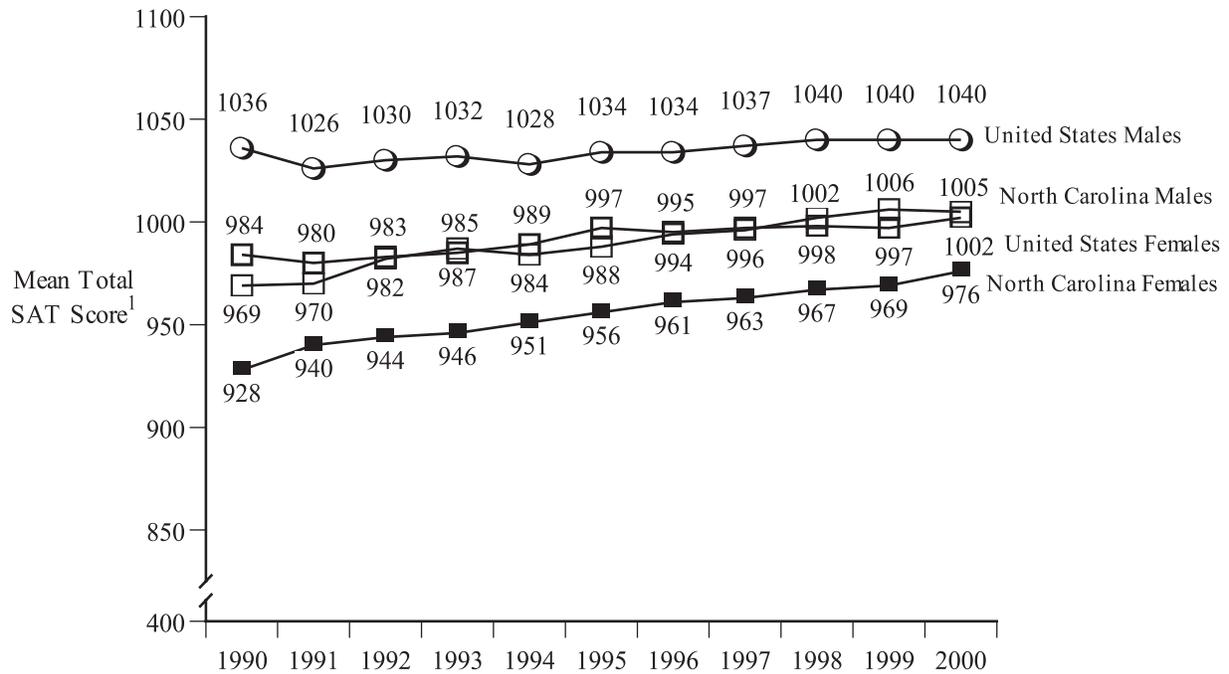
²The Southeast region average is a weighted average of results for Florida, Georgia, North Carolina, South Carolina, and Virginia.

Figure 1. Mean Total SAT Scores for the United States, Southeast Region, and North Carolina 1990 – 2000.

Gender

In North Carolina and the nation, males historically have attained higher mean SAT scores than females (see Figure 2). In 2000, North Carolina’s females scored 976, a gain of seven points from the previous year. Conversely, the mean total score for males (1005) was one point less than the previous year’s score resulting in a net reduction of eight points in the gender gap. Thus, the 37 point difference between North Carolina’s male and female mean total SAT scores in 1999 was reduced to 29 points in 2000. Prior to 2000, the average gap between North Carolina’s males and females since 1990 had been 39 points as shown in Figure 2.

The primary difference in mean SAT scores for males and females in North Carolina and the nation has consistently been in mathematics as shown in Table 1. For example, the typical difference between the mean scores of males and females in North Carolina from 1996 to 2000 has been about 30 points on the math portion of the SAT but only about three points on the verbal portion. Nationally, the gender gap has followed a similar trend with males scoring about 35 points higher in math but only about five points higher on the verbal portion of the SAT from 1996 to 2000.



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

Figure 2. Mean Total SAT Scores for the United States and North Carolina by Gender 1990 – 2000.

In 2000, North Carolina’s males lagged males nationally by 35 points (one point more than the previous year), while females lagged their national counterparts by 26 points (two points fewer than the previous year) as shown in Table 5 (Appendices). Males in the nation scored 1040 in 2000, the same as the two previous years; North Carolina’s males scored 1005, one point less than the previous year. In 2000, the nation’s females scored 1002, five points higher than in 1999, while North Carolina’s females scored 976, seven points higher than in the previous year.

Table 1. Mean Verbal and Math SAT Scores for North Carolina and the Nation by Gender, 1996-2000

Year	SAT Verbal						SAT Math					
	North Carolina			Nation			North Carolina			Nation		
	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

¹All 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 2000 with North Carolina's White students attaining the highest mean total SAT score (1035), followed by Asians who scored 1024 (see Table 4 in Appendices). Nationally, Asians scored 1064, followed closely by Whites who scored 1058.

Hispanic students were the only racial/ethnic students in North Carolina scoring higher than their national counterparts in 2000 and previous years. North Carolina's Hispanics scored 970 in 2000, 52 points higher than their national counterparts. The table shows however that Hispanics comprised a very small proportion of the total SAT test takers in North Carolina in 2000, representing only two percent compared to nine percent nationally.

Black students scored 835 in 2000, two points below the previous year's score (see Table 5 in Appendices). The 2000 performance represented the second consecutive year of declining scores for Black students who fell from 839 to 837 between 1998 and 1999. Conversely, the mean total SAT score for Black students in the nation (860) increased by four points from 1999.

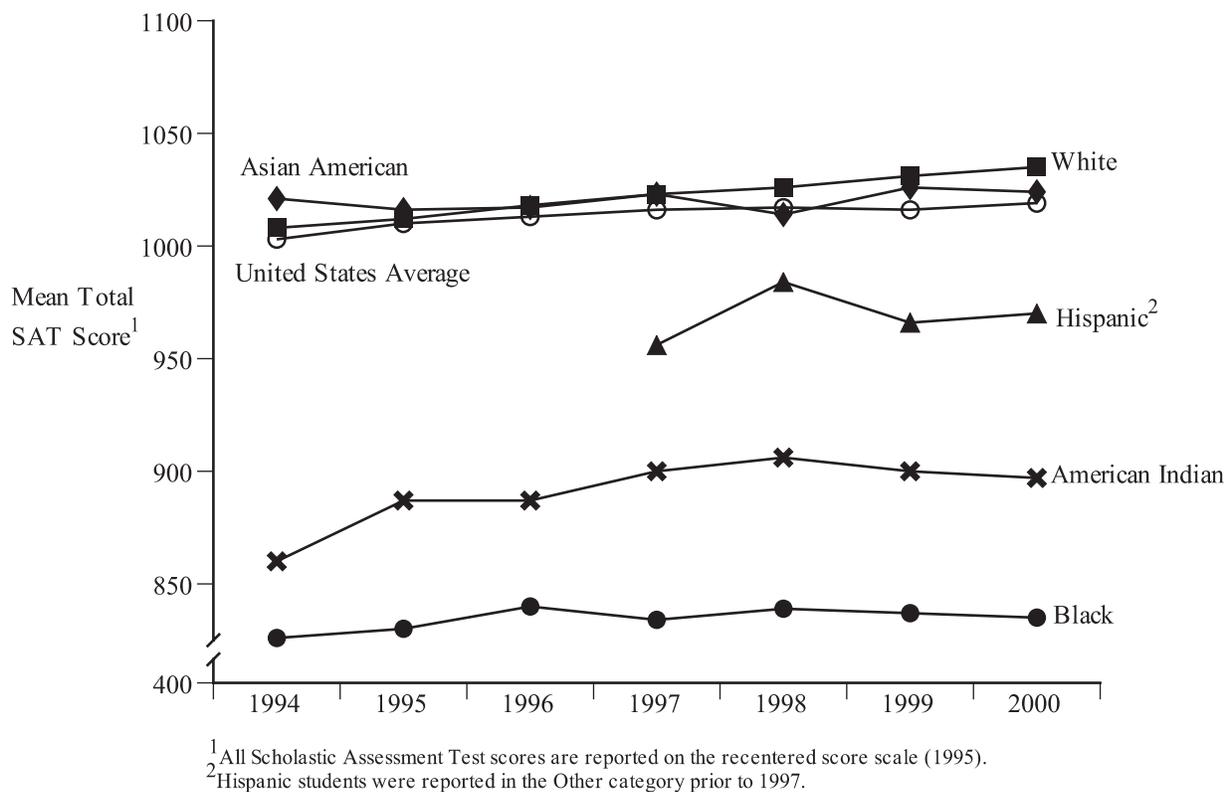


Figure 3. Mean Total SAT Scores for North Carolina by Ethnicity 1994 – 2000.

In 2000, North Carolina's American Indians scored 897, which was 66 points lower than the score (963) attained by their national counterparts. As was the case with North Carolina's Black students, the reduction in mean total SAT scores for American Indian students in 2000 marked the second consecutive year of such declines. The 2000 score for North Carolina's American Indian students represented the largest scoring difference from a national counterpart of all racial/ethnic groups. American Indians also represented the smallest percent of SAT test takers (1 percent) in North Carolina and the nation as shown in Table 4 (Appendices).

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). There is very little change from year to year in the mean total SAT *within* each family income category. The relative difference in mean total SAT score *between* family income categories is also fairly stable from year to year. Figure 5 shows that although mean total SAT scores increase for all racial/ethnic groups with increasing family income in 2000, White students whose families were below the poverty line scored higher than Black students whose families earned over \$70,000 per annum.

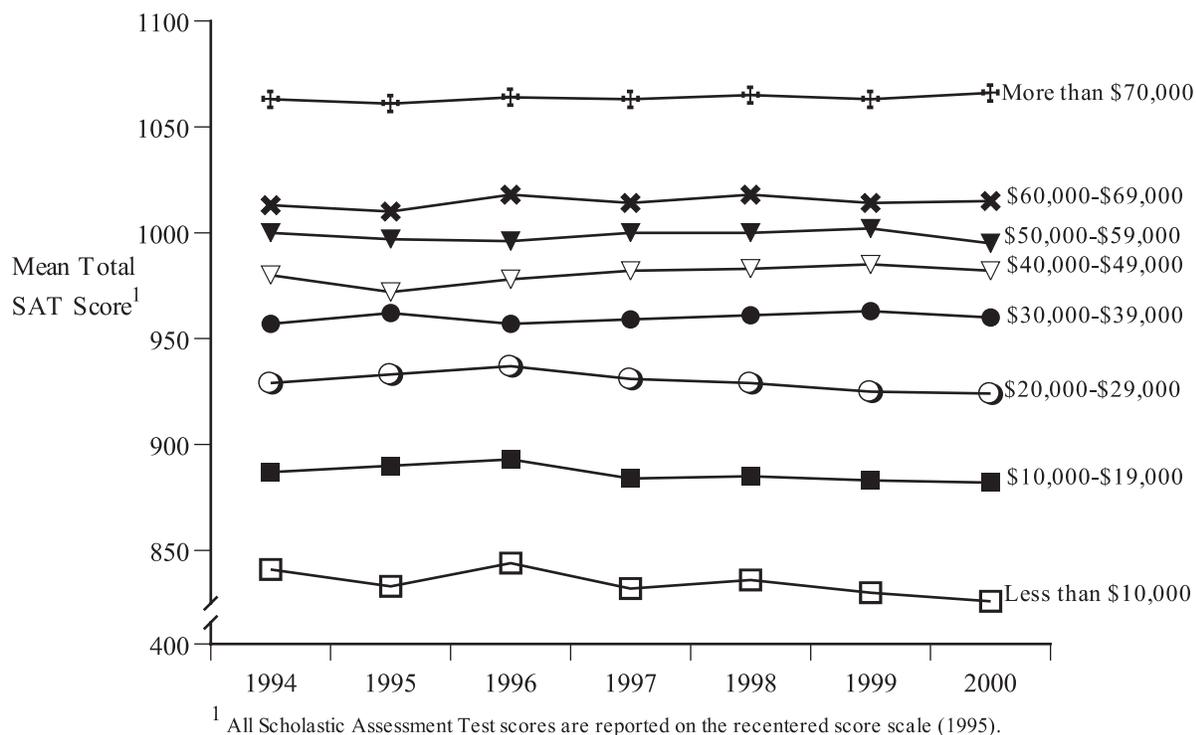


Figure 4. Mean Total SAT Scores for North Carolina by Family Income 1994 - 2000.

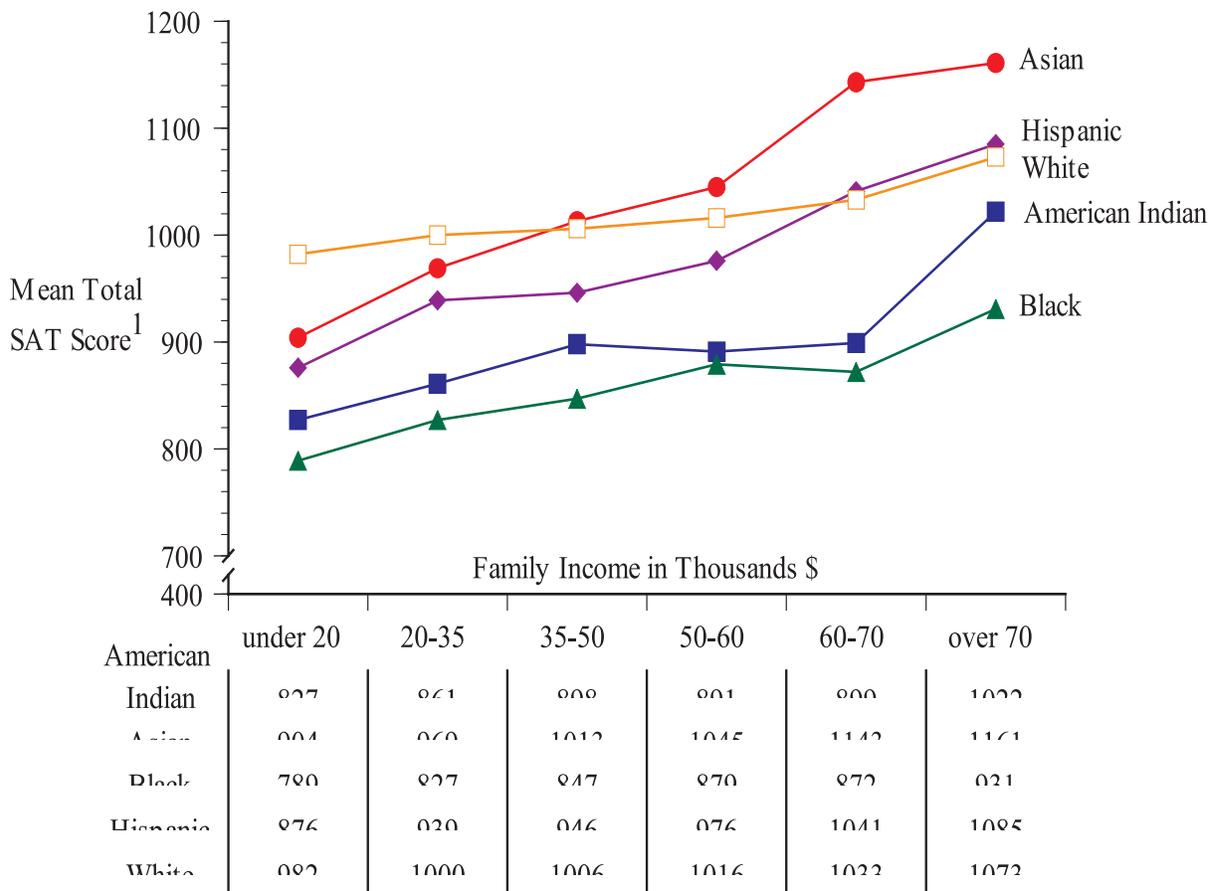
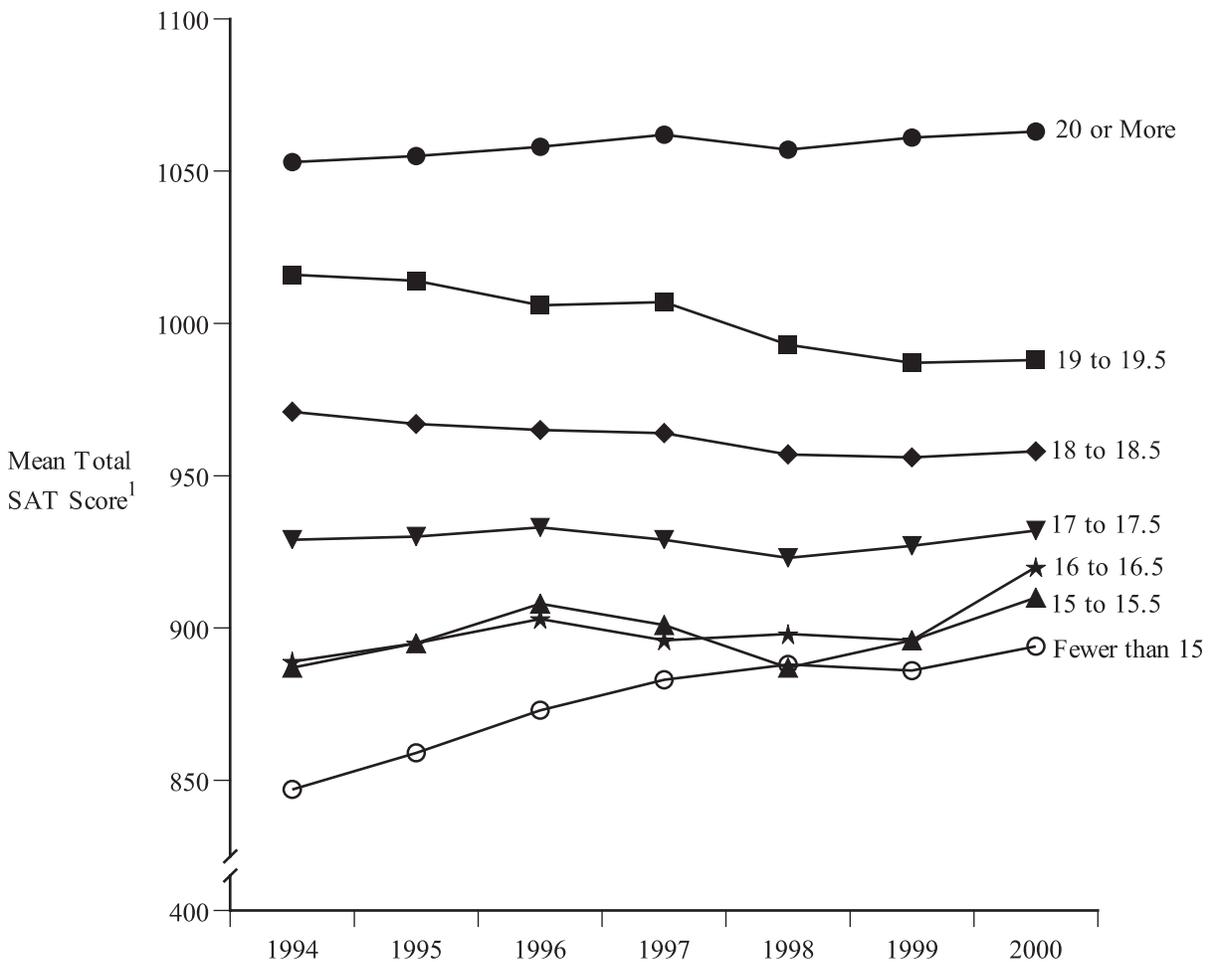


Figure 5. Mean Total SAT Scores for Students in North Carolina by Family Income and Racial/Ethnic Groups.

Academic Preparation

The more academic credits students have in six subject areas (Arts and Music; English; Foreign and Classical Languages; Mathematics; Natural Sciences; Social Sciences and History), the higher their mean SAT scores (see Figure 6). While the mean SAT scores of students in each range of earned academic credits have fluctuated over the last five years, the fluctuations are not consistent. At the highest level of academic credit earned (20 or More), the mean total SAT scores for North Carolina’s students increased in 2000 for the second consecutive year. On the other hand, North Carolina’s students in the lower categories of academic credit (19 or Fewer) have generally had declining scores over the last five years, although the lower three categories showed slight increases in 2000.



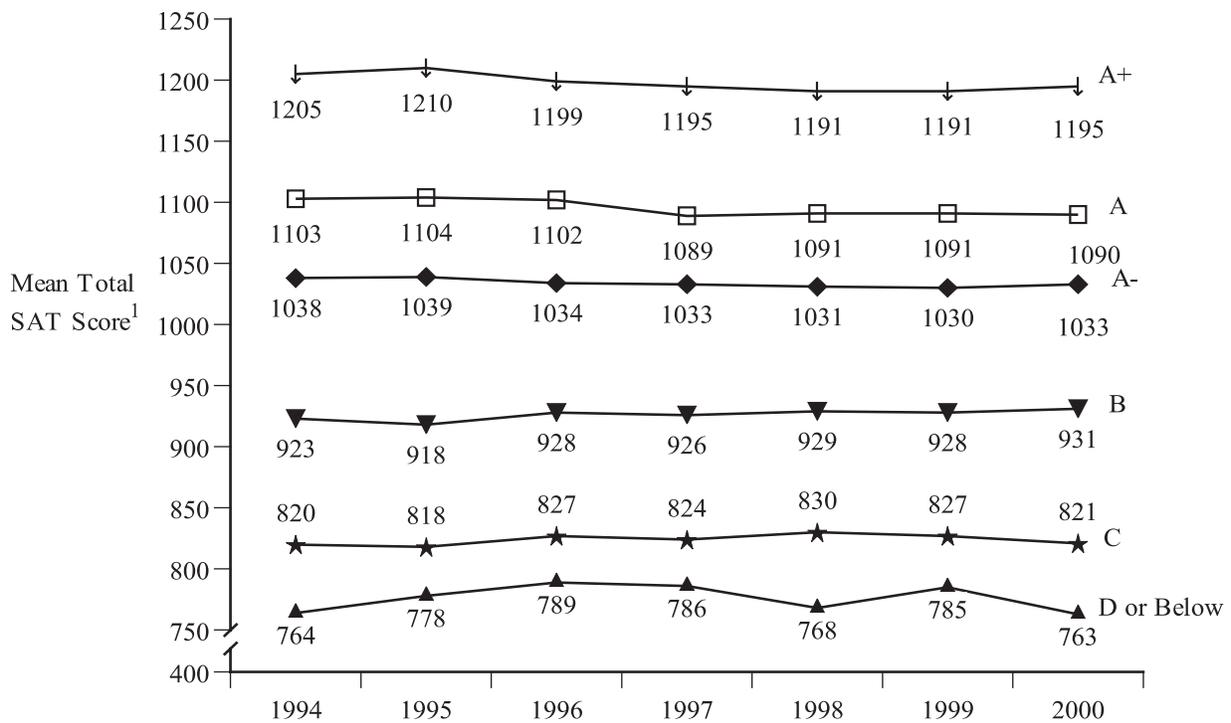
¹All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Figure 6. Mean Total SAT Scores for North Carolina by Total Credits in Six Academic Subjects 1994 – 2000.

Typically, the higher a student’s high school grade point average (GPA), the higher the student’s mean total SAT score (see Figure 7), and this is true in North Carolina. 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). North Carolina students with high school GPAs of A+, A, or A- trail their peers nationally by 43, 59, and 60 points, respectively. Additionally, North Carolina’s students with GPAs of A+, A, or A- represent 45 percent of North Carolina’s SAT takers compared to 40 percent nationally.

North Carolina’s students with GPAs of B are 37 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 33 points behind their peers nationally and represent 12 percent of SAT takers in North Carolina and 12 percent in the nation. Several explanations might account for these data:

- SAT test takers might misjudge or wrongly report their grade point averages on the SAT questionnaire.
- SAT test takers might be receiving inflated grades.
- A combination of the two might be operative.



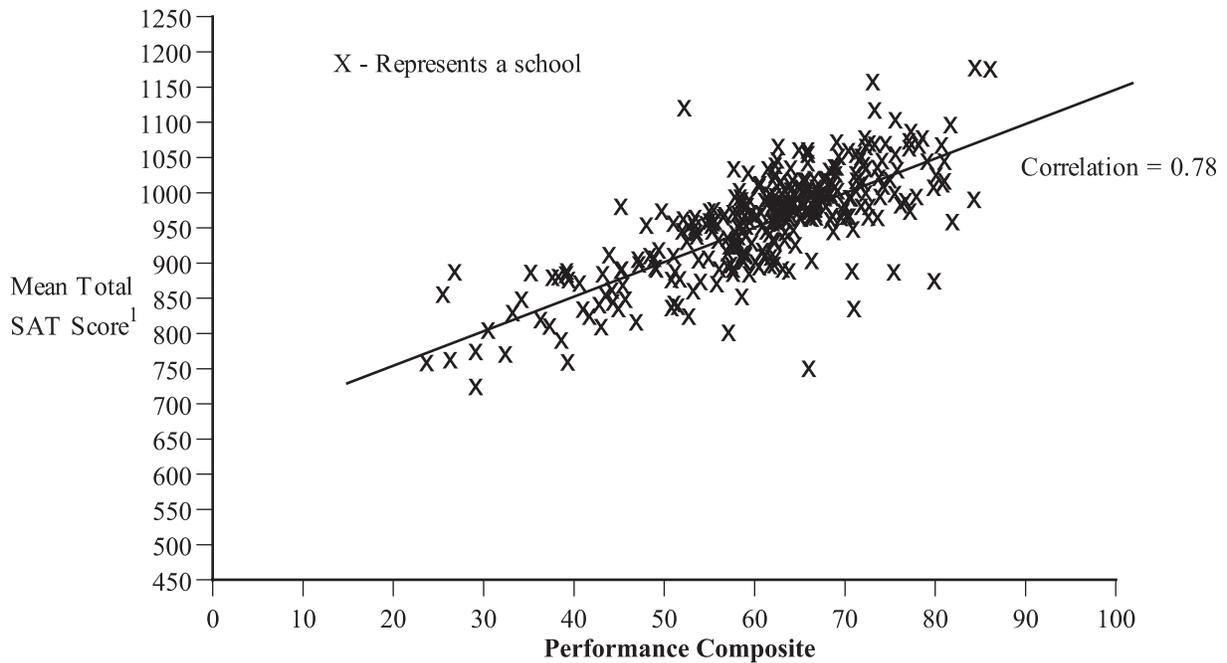
¹All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Figure 7. Mean Total SAT Scores for North Carolina by High School GPA, 1994-2000.

There is a strong positive relationship between the average performance of schools on the North Carolina end-of-course tests in a high school and the mean total SAT score for that school (see Figure 8). The Pearson correlation between the performance composite and mean total SAT score by high school was 0.78 on a scale of -1.0 to $+1.0$. This relationship was determined by plotting a high school's performance composite against its mean total SAT score. The performance composite is the weighted average of the percent of students at or above level III on end-of-course tests (i.e., students mastering the course content). The performance composite is based on student performance on eleven end-of-course tests (Algebra I; Algebra II; Chemistry; Biology; Economic, Legal, and Political Systems [ELPS]; English I; English II; Geometry; Physical Science; Physics and U.S. History) and the High School Comprehensive Test of Reading and Mathematics.

North Carolina and the University of North Carolina System

The mean total SAT score of North Carolina's students graduating in 1999 was 986, while the mean total for freshmen entering the University of North Carolina system was 1068, four points more than the previous year (The University of North Carolina, 2000). The most current year for which comparable data are available for the University of North Carolina System was 1999 (data released in 2000). It is not surprising that students entering the University of North Carolina system have higher mean total SAT scores than students graduating from high school in general, since many students who do not perform well on the SAT choose other post-secondary options, including community college and full-time employment. While 41,209 of the 1999 North Carolina seniors took the SAT during high school, 56,128 North Carolina students applied to the University of North Carolina System institutions. Of the total number of North Carolina applicants, 40,186 (72 percent) were accepted and 20,482 (36 percent) enrolled (The University of North Carolina, 2000).

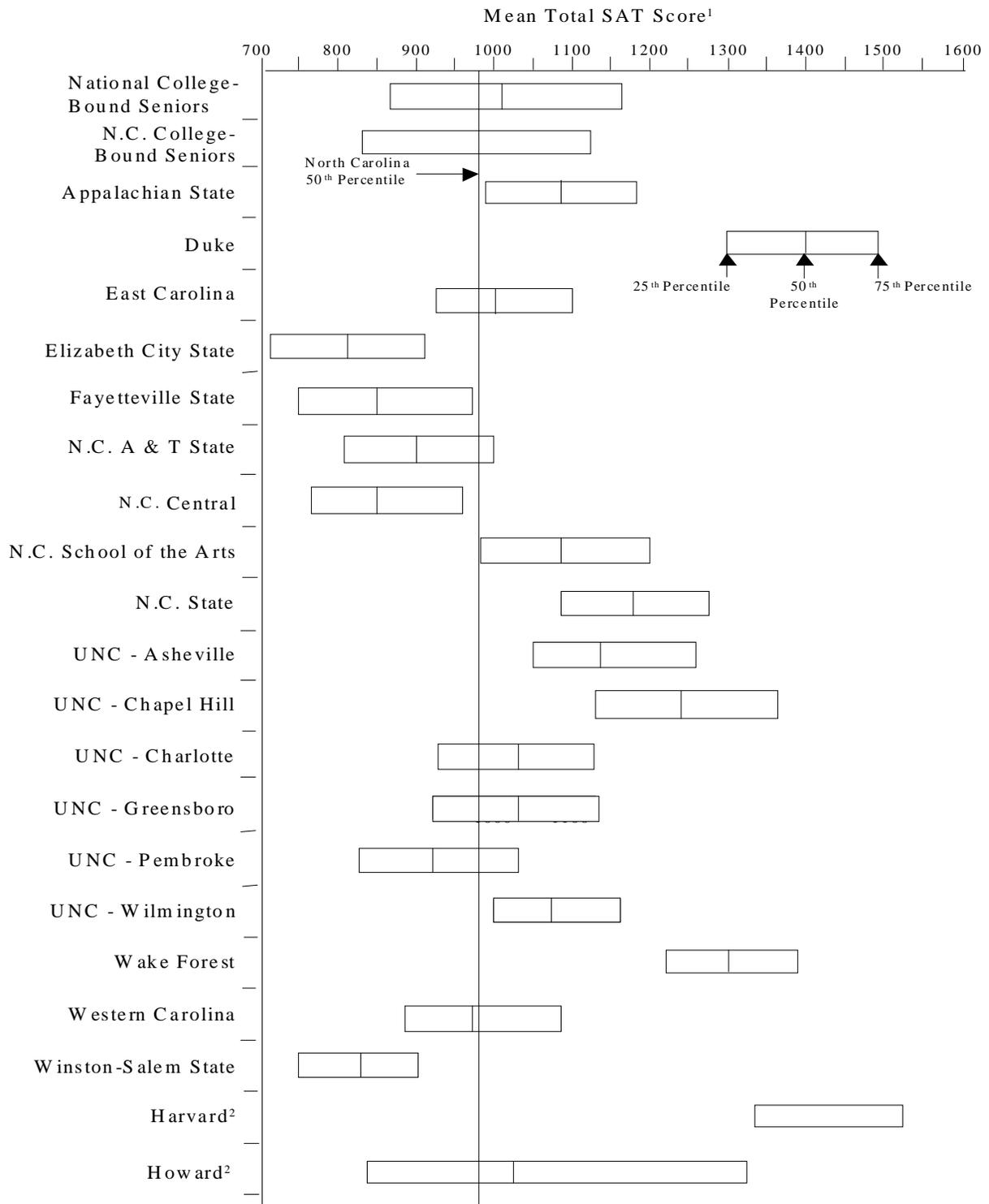


¹All Scholastic Assessment Test scores are reported on the recentered score scale (1995).

Figure 8. Mean Total SAT Score by Performance Composite for all Public High Schools in North Carolina 2000.

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 823 at Elizabeth City State University to 1245 at the University of North Carolina at Chapel Hill (The University of North Carolina, 2000). Figure 9 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 1999.

Figure 9 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.



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

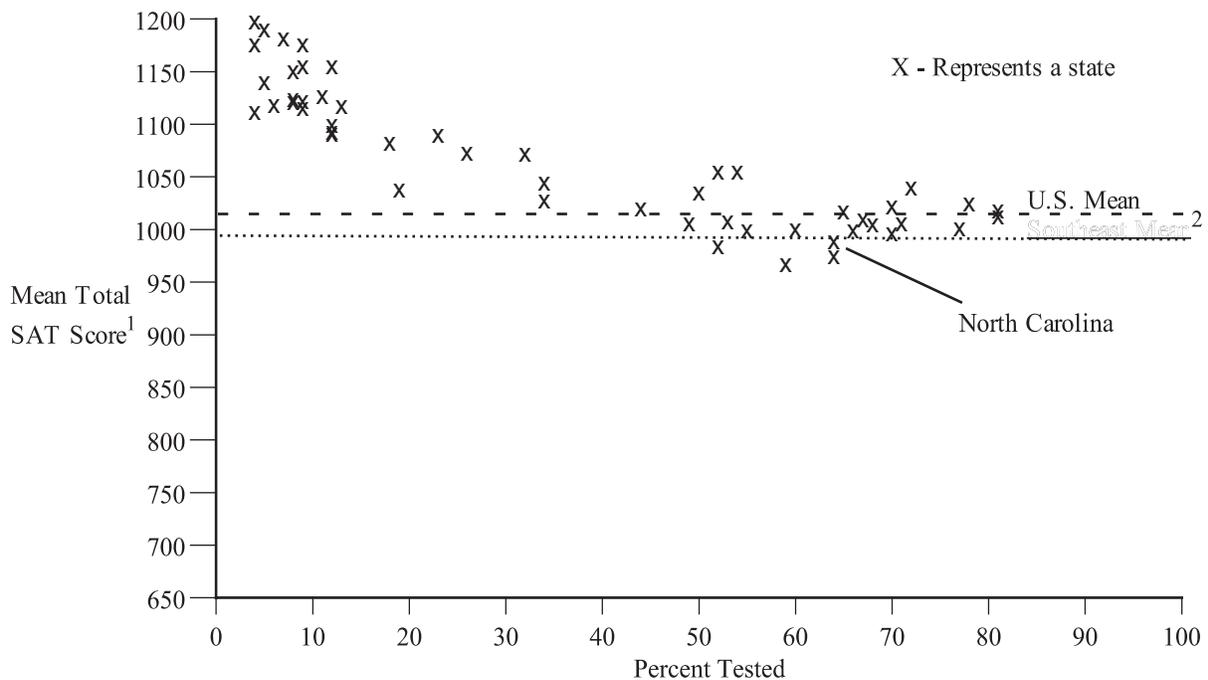
²Information on the 50th percentile for Harvard University entering freshmen was not available; quartiles for Harvard, Howard University and Wake Forest Universities based on 1998 data.

Source: The University of North Carolina (in press). *Averages and Quartiles of SAT Scores of Entering Freshmen in the University of North Carolina, Fall 1999*. 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 9. 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 1999.

North Carolina's School Systems and Schools

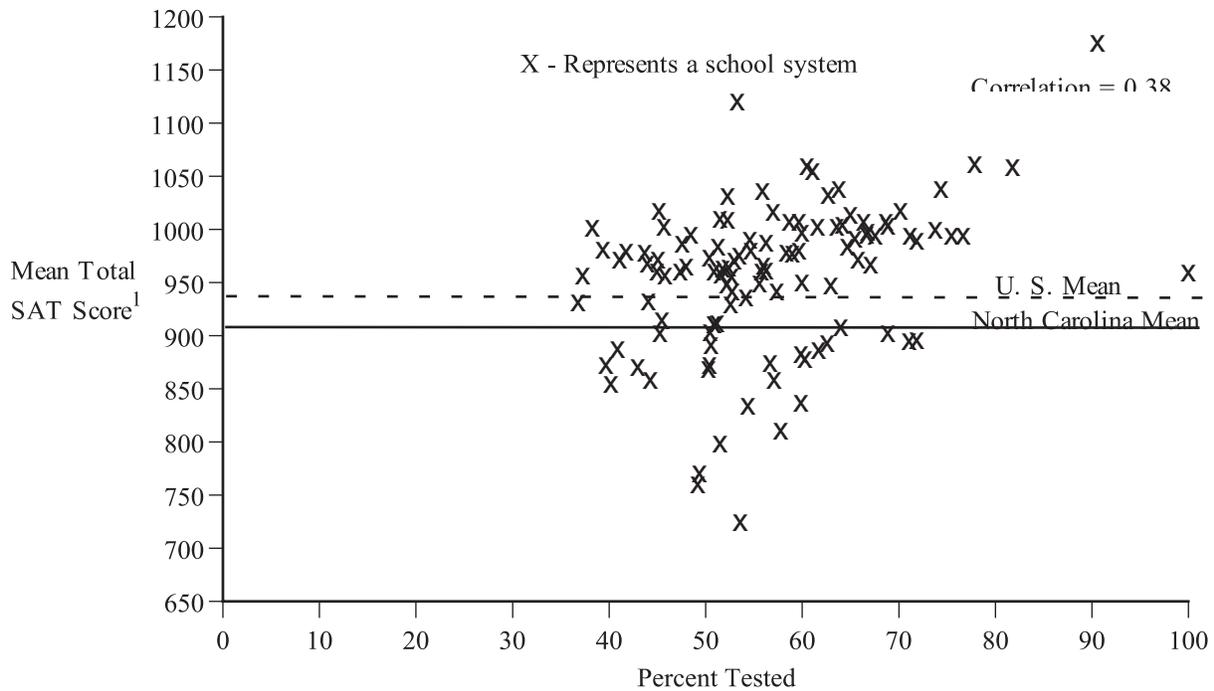
Most people assume there is a negative association between the percent of students taking the SAT and the mean SAT score. This is true when the percent of students taking the SAT and the mean total SAT scores for *states* are compared (see Figure 10). However, the opposite association occurs when the 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 10 and 11). The Pearson correlation between the percent of students taking the SAT and the mean total SAT score is 0.38 for public school systems in North Carolina and similarly the correlation is 0.42 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, 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, 2000). 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.



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

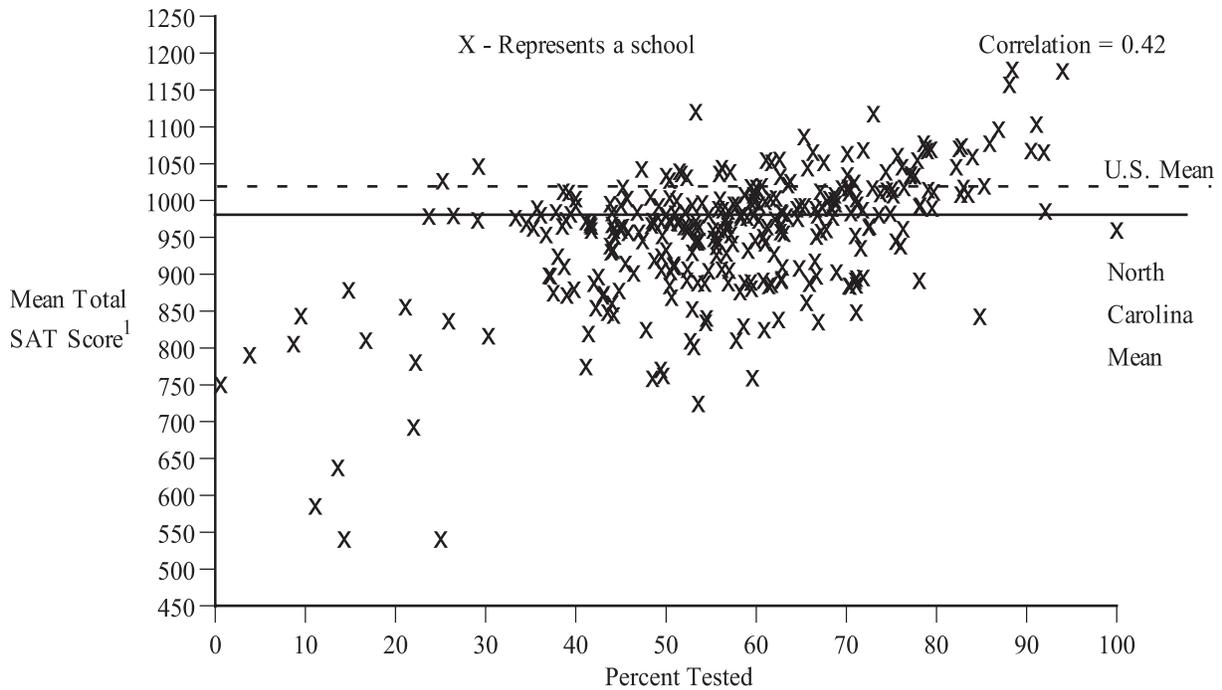
²The Southeast region average is a weighted average of results for Florida, Georgia, North Carolina, South Carolina, and Virginia.

Figure 10. Mean Total SAT Score by Percent of Students Tested for all States 2000.



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

Figure 11. Mean Total SAT Score by Percent of Students Tested for all North Carolina Public School Systems 2000.



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

Figure 12. Total Mean SAT Score by Percent of Students Tested for all Public High Schools in North Carolina 2000.

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

The data in this report are from three primary sources: (1) *National Report 2000 College-Bound Seniors: A Profile of SAT Program Test Takers* and profiles from earlier years (The College Board); (2) *North Carolina Report 2000 College-Bound Seniors: A Profile of SAT Program Test Takers* and profiles from earlier years (The College Board); and (3) a data file of 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. The data file was prepared by Educational Testing Service in cooperation with The College Board. SAT scores are reported each year for students scheduled to graduate. Only the most recent scores of these students are reported, regardless of when they last took the test.

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The University of North Carolina. (2000, April). *Statistical abstract of higher education in North Carolina, 1999-2000* (Research Report 1-00). Chapel Hill, NC: Author.

The College Board. (2000, August). *Academic and demographic features of 1.26 million SAT takers in the high school class of 2000*. New York: Author.

The College Board. (2000). *2000 College-bound seniors: a profile of SAT program test takers*. Atlanta: Southern Regional Office.

Appendices

North Carolina and the Nation

Table 2. Mean (Average) SAT Scores for North Carolina and the Nation, 1972-2000

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

Observations

- The 2000 mean total SAT for the nation increased by three points over 1999 to 1019.
- The 2000 mean total SAT for North Carolina increased by two points over 1999 to 988, the highest it has been in 28 years.
- The verbal mean for the nation has not changed for five years.

Notes:

- In this table, United States and North Carolina average scores include both public and non-public school students.
- In 1972, the College Board began reporting the most recent Scholastic Assessment Test scores of seniors, regardless of when the student last took the test. Data prior to 1972 are not comparable.
- 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 those means to the recentered scale.

**Table 3. Frequency Distribution of North Carolina's Public School Students'
Verbal and Mathematics SAT Scores, 2000**

Verbal (Mean = 492)			Score	Mathematics (Mean = 496)		
Number	Percent	Percentile Rank		Number	Percent	Percentile Rank
89	0.2	99	800	71	0.2	99
30	0.1	99	790	101	0.3	99
27	0.1	99	780	9	0.0	99
53	0.1	99	770	44	0.1	99
81	0.2	99	760	106	0.3	99
100	0.3	99	750	39	0.1	99
45	0.1	99	740	128	0.3	99
104	0.3	99	730	65	0.2	99
133	0.4	98	720	176	0.5	98
188	0.5	98	710	257	0.7	98
250	0.7	97	700	262	0.7	97
207	0.5	97	690	334	0.9	96
358	0.9	96	680	336	0.9	95
354	0.9	95	670	378	1.0	94
359	0.9	94	660	450	1.2	93
475	1.2	93	650	539	1.4	92
563	1.5	92	640	580	1.5	91
608	1.6	90	630	878	2.3	89
665	1.7	89	620	708	1.9	87
621	1.6	87	610	744	2.0	85
704	1.8	85	600	652	1.7	83
1041	2.7	83	590	1186	3.1	80
1026	2.7	80	580	972	2.6	78
940	2.5	78	570	865	2.3	75
1293	3.4	75	560	1347	3.5	72
835	2.2	72	550	1016	2.7	69
1500	3.9	69	540	1187	3.1	66
1540	4.0	65	530	1339	3.5	63
987	2.6	62	520	1312	3.4	60
1371	3.6	58	510	1374	3.6	56
1532	4.0	55	500	1070	2.8	53
1209	3.2	51	490	1633	4.3	49
1647	4.3	47	480	1377	3.6	45
1566	4.1	43	470	1433	3.8	42
1167	3.1	40	460	1309	3.4	38
1415	3.7	36	450	1211	3.2	35
1606	4.2	32	440	1486	3.9	31
1122	2.9	29	430	1221	3.2	28
1219	3.2	26	420	1310	3.4	24
1170	3.1	22	410	1122	2.9	21
1087	2.9	19	400	941	2.5	19
987	2.6	17	390	847	2.2	16
886	2.3	14	380	915	2.4	14
841	2.2	12	370	711	1.9	12
675	1.8	10	360	633	1.7	10
540	1.4	8	350	604	1.6	8
541	1.4	7	340	515	1.4	7
426	1.1	6	330	492	1.3	6
329	0.9	5	320	370	1.0	5
382	1.0	4	310	323	0.9	4
264	0.7	3	300	212	0.6	3
138	0.4	3	290	265	0.7	2
126	0.3	2	280	137	0.4	2
162	0.4	2	270	128	0.3	1
129	0.3	1	260	73	0.2	1
79	0.2	1	250	115	0.3	1
112	0.3	1	240	42	0.1	1
14	0.0	1	230	74	0.2	1
69	0.2	1	220	32	0.1	1
31	0.1	1	210	43	0.1	1
172	0.5	1	200	91	0.2	1
38,190	100.0			38,190	100.6	

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.

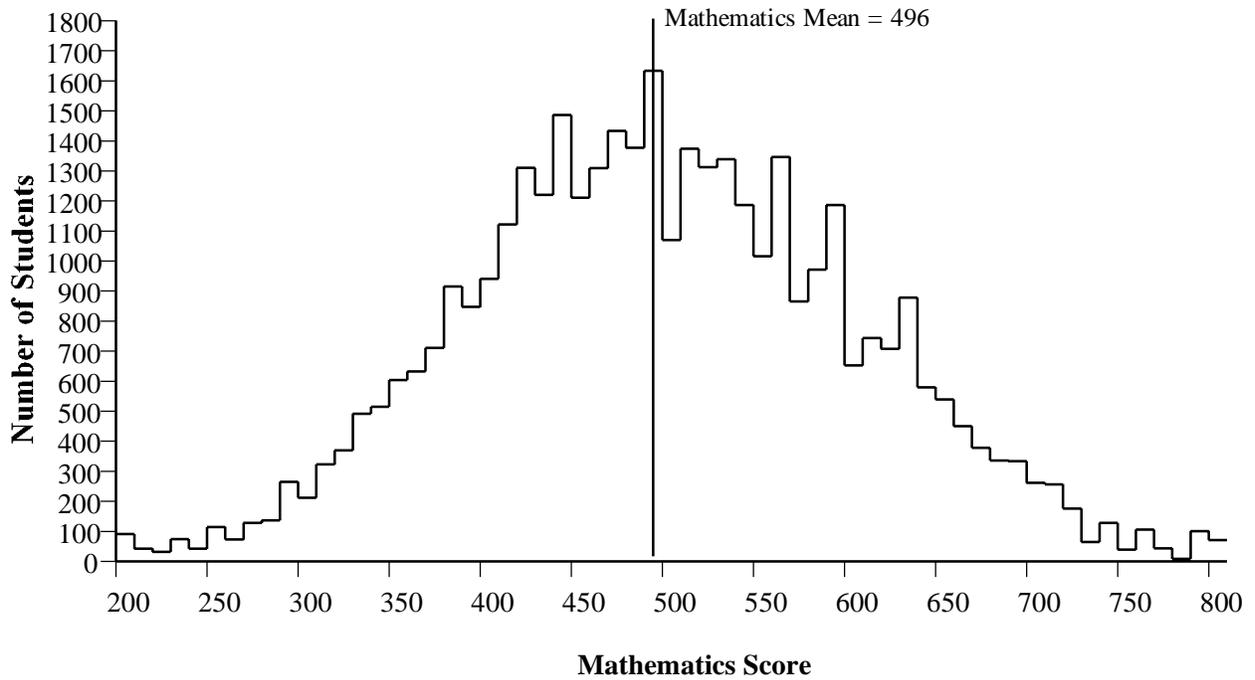


Figure 13. Distribution of North Carolina Public Schools Mathematics SAT Scores 2000

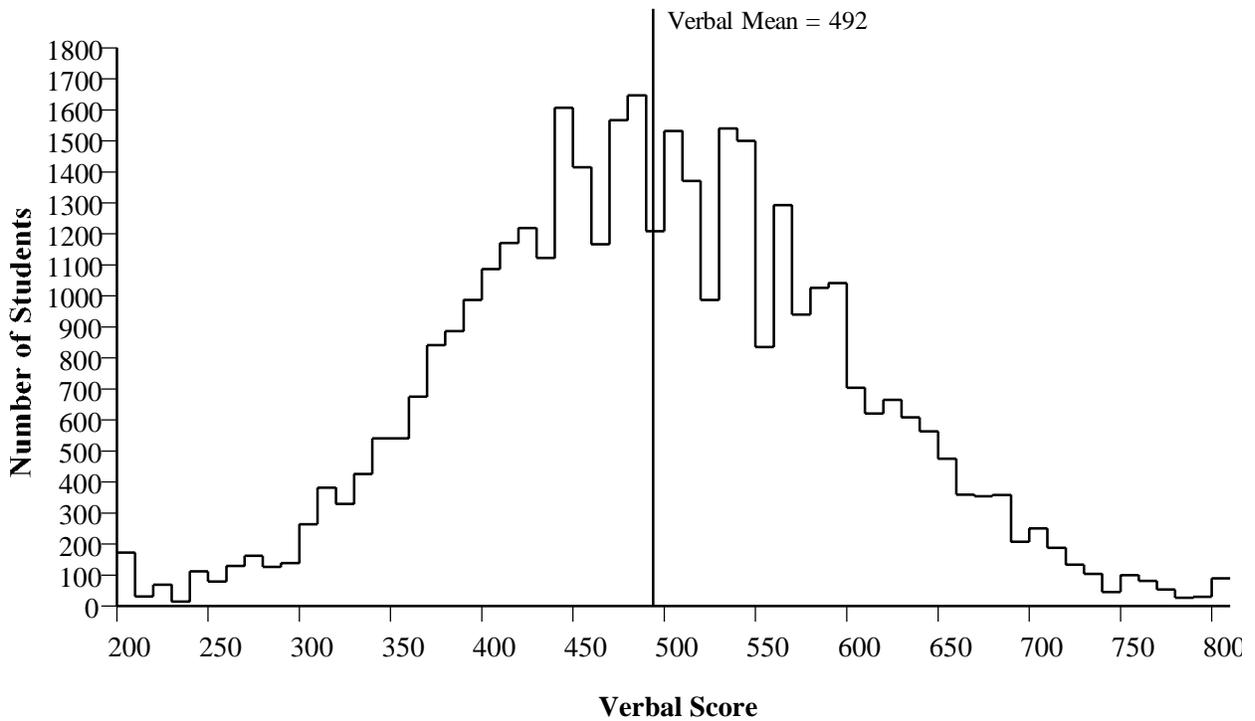


Figure 14. Distribution of North Carolina Public Schools Verbal SAT Scores 2000

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

Table 4. Mean Total SAT Score by Student Profile Characteristics, 1999-2000

	United States		North Carolina			Difference from U. S.
	Mean	%	N	Mean	%	
All Students	1019	100	43,077	988	100	-31
Sex						
Male	1040	46	19,199	1005	45	-35
Female	1002	54	23,878	976	55	-26
Race/Ethnicity						
American Indian	963	1	488	897	1	-66
Asian American	1064	9	1,230	1024	3	-40
Black	860	11	8,026	835	21	-25
Hispanic	918	9	690	970	2	52
White	1058	66	27,717	1035	71	-23
Other	1023	4	678	1016	2	-7
Parent Education Level						
No high school diploma	855	4	815	850	2	-5
High school diploma	949	33	13,834	923	36	-26
Associate degree	979	9	4,648	948	12	-31
Bachelor's degree	1058	29	11,527	1024	30	-34
Graduate degree	1124	25	7,853	1102	20	-22
Family Income (in U.S. dollars)						
Less than 10,000	872	4	1,148	826	3	-46
10,000 - 20,000	907	8	2,946	882	9	-25
20,000 - 30,000	949	10	3,867	924	11	-25
30,000 - 40,000	983	12	4,842	960	14	-23
40,000 - 50,000	1008	10	3,976	982	12	-26
50,000 - 60,000	1026	11	3,952	995	11	-31
60,000 - 70,000	1039	9	3,277	1015	9	-24
70,000 - 80,000	1054	8	2,876	1032	8	-22
80,000 - 100,000	1079	10	3,307	1056	10	-23
More than 100,000	1129	16	4,348	1097	13	-32
Total Credits in Six Academic Subjects						
20 or more	1095	50	15,406	1063	47	-32
19 to 19.5	1011	12	3,900	988	12	-23
18 to 18.5	984	11	3,719	958	11	-26
17 to 17.5	957	8	3,020	932	9	-25
16 to 16.5	944	7	2,296	920	7	-24
15 to 15.5	936	5	1,680	910	5	-26
Fewer than 15	898	8	2,856	894	9	-4
High School Grade Point Average						
A+ (97-100)	1238	7	4,024	1195	10	-43
A (93-96)	1149	16	7,337	1090	19	-59
A- (90-92)	1093	17	6,095	1033	16	-60
B (80-89)	968	47	16,640	931	43	-37
C (70-79)	854	12	4,577	821	12	-33
D or below	811	0	145	763	0	-48
High School Class Rank						
Top Tenth	1197	22	7,166	1175	20	-22
Second Tenth	1071	23	7,628	1046	22	-25
Second Fifth	993	27	9,624	963	27	-30
Third Fifth	908	23	8,909	877	25	-31
Fourth Fifth	844	4	1,538	817	4	-27
Lowest Fifth	809	1	314	756	1	-53

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.

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

1997-2000

	1997			1998			1999			2000		
	US	NC	Diff.									
All Students	1016	978	-38	1017	981	-36	1016	986	-30	1019	988	-31
Sex												
Male	1037	996	-41	1040	1002	-38	1040	1006	-34	1040	1005	-35
Female	997	963	-34	998	967	-31	997	969	-28	1002	976	-26
Race/Ethnicity												
American Indian	950	900	-50	963	906	-57	965	900	-65	963	897	-66
Asian American	1056	1023	-33	1060	1014	-46	1058	1026	-32	1064	1024	-40
Black	857	834	-23	860	839	-21	856	837	-19	860	835	-25
Hispanic	917	956	39	916	984	68	915	966	51	918	970	52
White	1052	1023	-29	1054	1026	-28	1055	1031	-24	1058	1035	-23
Other	1026	1013	-13	1025	998	-27	1024	1005	-19	1023	1016	-7
Parent Education Level												
No high school diploma	853	832	-21	852	841	-11	850	843	-7	855	850	-5
High school diploma	950	919	-31	950	922	-28	950	924	-26	949	923	-26
Associate degree	977	940	-37	980	948	-32	979	944	-35	979	948	-31
Bachelor's degree	1054	1016	-38	1057	1016	-41	1056	1021	-35	1058	1024	-34
Graduate degree	1116	1088	-28	1119	1095	-24	1121	1094	-27	1124	1102	-22
Family Income (in U.S. dollars)												
Less than 10,000	873	832	-41	873	836	-37	871	830	-41	872	826	-46
10,000-19,999	918	884	-34	914	885	-29	907	883	-24	907	882	-25
20,000-29,999	962	931	-31	959	929	-30	954	925	-29	949	924	-25
30,000-39,999	993	959	-34	992	961	-31	986	963	-23	983	960	-23
40,000-49,999	1015	982	-33	1015	983	-32	1011	985	-26	1008	982	-26
50,000-59,999	1033	1000	-33	1032	1000	-32	1030	1002	-28	1026	995	-31
60,000-69,999	1048	1014	-34	1046	1018	-28	1043	1014	-29	1039	1015	-24
More than 70,000	1098	1063	-35									
70,000-80,000				1059	1027	-32	1058	1028	-30	1054	1032	-22
80,000-100,000				1085	1060	-25	1082	1054	-28	1079	1056	-23
More than 100,000				1131	1100	-31	1130	1102	-28	1129	1097	-32
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
A (93-96)	1153	1089	-64	1151	1091	-60	1149	1091	-58	1149	1090	-59
A- (90-92)	1095	1033	-62	1096	1031	-65	1092	1030	-62	1093	1033	-60
B (80-89)	971	926	-45	970	929	-41	968	928	-40	968	931	-37
C (70-79)	860	824	-36	858	830	-28	855	827	-28	854	821	-33
D or below (<70)	820	786	-34	819	768	-51	818	785	-33	811	763	-48
High School Class Rank												
Top Tenth	1195	1162	-33	1197	1170	-27	1197	1172	-25	1197	1175	-22
Second Tenth	1070	1032	-38	1073	1038	-35	1071	1044	-27	1071	1046	-25
Second Fifth	992	955	-37	994	958	-36	993	961	-32	993	963	-30
Third Fifth	906	869	-37	907	874	-33	907	877	-30	908	877	-31
Fourth Fifth	848	807	-41	848	813	-35	846	811	-35	844	817	-27
Lowest Fifth	815	766	-49	811	774	-37	812	769	-43	809	756	-53

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

2. 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.

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, 2000

School System	Number Tested	Percent Tested	Math Score	Verbal Score	Total Score
United States Total	1,260,278	44.0	514	505	1019
North Carolina Total	43,077	64.0	496	492	988
Alamance-Burlington	671	67.1	489	478	967
River Mill Charter	7	100.0	466	493	959
Alexander County	127	44.1	472	460	932
Alleghany County	48	55.8	479	481	960
Anson County	95	40.9	448	439	887
Ashe County	105	60.0	496	500	996
Avery County	81	58.7	519	488	1007
Beaufort County	206	56.3	479	482	961
Bertie County	137	57.8	411	399	810
Bladen County	165	56.7	442	432	874
Brunswick County	215	48.0	482	483	965
Buncombe County	825	60.5	532	527	1059
Asheville City	174	74.4	517	521	1038
Burke County	313	51.3	495	488	983
Cabarrus County	668	65.0	512	501	1013
Kannapolis City	82	50.9	454	456	910
Caldwell County	236	38.3	503	498	1001
Camden County	46	59.0	499	478	977
Carteret County	296	67.6	495	499	994
Caswell County	86	50.3	430	438	868
Catawba County	423	51.5	518	492	1010
Hickory City	148	81.8	534	524	1058
Newton-Conover	81	55.9	525	511	1036
Chatham County	205	64.7	494	489	983
Woods Charter	4	57.1	*	*	*
Cherokee County	118	57.0	501	515	1016
Edenton/Chowan County	62	41.1	478	493	971
Clay County	42	62.7	519	513	1032
Cleveland County	218	52.7	479	476	955
Kings Mountain	111	52.6	469	460	929
Shelby City	103	68.7	505	502	1007
Columbus County	165	39.7	437	435	872
Whiteville City	96	71.1	441	453	894
Craven County	425	65.8	484	487	971
Cumberland County	1,322	50.9	475	485	960
Currituck County	66	44.0	490	477	967
Dare County	178	76.7	497	497	994
Davidson County	540	58.4	489	489	978
Lexington City	65	45.8	470	486	956
Thomasville City	37	43.0	438	432	870
Davie County	172	61.6	503	499	1002

Notes: * Scores are not reported where number tested was fewer than five.
• All Scholastic Assessment Test scores are reported on the recentered score scale (1995).
• Percent tested is calculated as the number of students taking the SAT 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, 2000

<u>School System</u>	<u>Number Tested</u>	<u>Percent Tested</u>	<u>Math Score</u>	<u>Verbal Score</u>	<u>Total Score</u>
United States Total	1,260,278	44.0	514	505	1019
NC State Total	43,077	64.0	496	492	988
Duplin County	246	60.3	439	439	878
Durham County	956	75.5	500	494	994
Edgecombe County	167	45.3	448	454	902
Winston-Salem/Forsyth County	1,508	68.9	502	501	1003
Franklin County	167	45.0	477	483	960
Gaston County	840	55.6	475	474	949
Gates County	71	68.9	440	462	902
Graham County	43	59.7	519	461	980
Granville County	144	45.1	487	484	971
Greene County	71	45.5	454	460	914
Greensboro Math and Science Cntr	7	NA	414	484	898
Guilford County	2,309	73.8	504	495	999
Halifax County	146	49.2	383	377	760
Roanoke Rapids City	94	54.7	495	485	980
Weldon City	37	53.6	356	368	724
Harnett County	314	47.4	479	481	960
Haywood County	207	52.3	510	499	1009
Henderson County	404	63.8	520	518	1038
Hertford County	116	49.4	378	392	770
Hoke County	100	40.2	427	427	854
Hyde County	22	51.2	438	473	911
Iredell-Statesville	385	48.5	502	493	995
Mooresville City	135	61.1	528	526	1054
Jackson County	128	66.7	498	497	995
Johnston County	472	53.0	492	478	970
Jones County	49	54.4	404	430	834
Lee County	232	51.8	495	468	963
Lenoir County	264	60.0	479	471	950
Lincoln County	315	52.8	472	469	941
Macon County	149	66.8	505	492	997
Madison County	65	52.4	472	492	964
Martin County	173	59.9	444	438	882
McDowell County	165	45.7	507	495	1002
Charlotte-Mecklenburg County	3,569	71.9	497	492	989
Mitchell County	61	45.2	504	513	1017
Montgomery County	85	36.8	467	464	931
Moore County	332	54.6	495	495	990
Nash-Rocky Mount	442	51.6	482	475	957
New Hanover County	809	66.4	504	503	1007
NC School of Science and Math	245	NA	671	649	1320
NC School of the Arts	88	NA	536	581	1117
Northampton County	102	51.5	396	402	798

- Notes:** * Scores are not reported where number tested was fewer than five.
- All Scholastic Assessment Test scores are reported on the recentered score scale (1995).
 - Percent tested is calculated as the number of students taking the SAT 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, 2000

<u>School System</u>	<u>Number Tested</u>	<u>Percent Tested</u>	<u>Math Score</u>	<u>Verbal Score</u>	<u>Total Score</u>
United States Total	1,260,278	44.0	514	505	1019
NC State Total	43,077	64.0	496	492	988
Onslow County	594	53.5	492	483	975
Orange County	218	71.2	501	493	994
Chapel Hill-Carrboro	460	90.6	592	583	1175
New Century Charter	8	53.3	575	545	1120
Pamlico County	54	39.4	489	492	981
Elizabeth City/Pasquotank County	164	62.6	443	450	893
Pender County	180	54.2	462	474	936
Perquimans County	54	50.5	443	460	903
Person County	155	57.4	470	471	941
Pitt County	656	63.6	508	494	1002
Right Step Academy	2	14.3	*	*	*
Polk County	59	50.4	479	494	973
Randolph County	304	41.8	493	486	979
Asheboro City	132	70.2	517	500	1017
Richmond County	196	50.6	448	443	891
Robeson County	469	44.3	431	427	858
Rockingham County	386	56.0	487	479	966
Rowan-Salisbury	509	47.6	494	492	986
Rutherford County	275	52.2	476	472	948
Sampson County	192	50.4	432	440	872
Clinton City	123	71.9	454	441	895
Scotland County	201	64.0	463	445	908
Laurinburg Charter	3	13.6	*	*	*
Stanly County	380	63.0	486	461	947
Stokes County	125	37.3	483	473	956
Surry County	157	43.7	492	486	978
Elkin City	43	59.7	506	501	1007
Mount Airy City	58	52.3	522	509	1031
Swain County	54	56.3	486	501	987
Transylvania County	154	64.2	496	508	1004
Tyrrell County	27	50.9	457	453	910
Union County	663	65.5	492	499	991
Vance County	164	57.1	427	431	858
Wake County	3,860	77.9	539	522	1061
Quest Academy	2	100.0	*	*	*
Warren County	79	61.7	440	446	886
Washington County	103	59.9	415	421	836
Watauga County	224	71.3	530	524	1054
Wayne County	539	51.0	467	466	933
Wilkes County	236	50.3	502	489	991
Wilson County	310	51.0	474	469	943
Yadkin County	156	48.6	469	467	936
Yancey County	64	44.4	518	508	1026

Notes: * Scores are not reported where number tested was fewer than five.
 • All Scholastic Assessment Test scores are reported on the recentered score scale (1995).
 • Percent tested is calculated as the number of students taking the SAT 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, 2000

North Carolina Mean	School System
	1320 N.C. School of Science and Mathematics
	...
	1180 Chapel Hill-Carrboro City
	...
	1120 New Century**, N.C. School of the Arts
	...
	1070 Wake
	1060 Buncombe, Hickory City, Mooresville City, Watauga
	...
	1040 Asheville City, Clay, Henderson, Mount Airy City, Newton Conover City
	1030 Yancey
2000 United States 1019	1020 Asheboro City, Cabarrus, Cherokee, Mitchell
	1010 Avery, Caldwell, Catawba, Davie, Elkin City, Haywood, McDowell, New Hanover, Pitt, Shelby City, Transylvania, Winston-Salem/Forsyth
	1000 Ashe, Carteret, Dare, Durham, Guilford, Iredell-Statesville, Jackson, Macon, Orange, Union, Wilkes
2000 North Carolina 988	990 Burke, Charlotte/Mecklenburg, Chatham, Moore, Pamlico, Rowan-Salisbury, Swain
	980 Camden, Craven, Davidson, Edenton/Chowan, Graham, Granville, Onslow, Polk, Randolph, Roanoke Rapids City, Surry
	970 Alamance-Burlington, Beaufort, Brunswick, Currituck, Johnston, Lee, Madison, Rockingham
	960 Alleghany, Cleveland, Cumberland, Franklin, Harnett, Lexington City, Nash-Rocky Mount, River Mill Charter**, Stokes
	950 Gaston, Lenoir, Lincoln, Person, Rutherford, Stanly, Wilson
	940 Alexander, Montgomery, Pender, Wayne, Yadkin
	930 Kings Mountain City
	920 Greene, Hyde
	910 Edgecombe, Gates, Kannapolis City, Perquimans, Scotland, Tyrrell
	900 Clinton City, Elizabeth City/Pasquotank, Greensboro Math and Science Center, Richmond, Whiteville City
	890 Anson, Martin, Warren
	880 Bladen, Columbus, Duplin, Sampson
	870 Caswell, Thomasville City
	860 Hoke, Robeson, Vance
	...
	840 Jones, Washington
	...
	810 Bertie
	800 Northampton
	...
	770 Hertford
	760 Halifax
	...
	730 Weldon City

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

• Data were not reported for Laurinburg, Quest Academy, Right Step Academy, and Woods Charter 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, 2000

State	Percent Tested*	Mean		
		Verbal	Mathematics	Total
Alabama	9	559	555	1114
Alaska	50	519	515	1034
Arizona	34	521	523	1044
Arkansas	6	563	554	1117
California	49	497	518	1015
Colorado	32	534	537	1071
Connecticut	81	508	509	1017
Delaware	66	502	496	998
District of Columbia	89	494	486	980
Florida	55	498	500	998
Georgia	64	488	486	974
Hawaii	53	488	519	1007
Idaho	16	540	541	1081
Illinois	12	568	586	1154
Indiana	60	498	501	999
Iowa	5	589	600	1189
Kansas	9	574	580	1154
Kentucky	12	548	550	1098
Louisiana	8	562	558	1120
Maine	68	504	500	1004
Maryland	65	507	509	1016
Massachusetts	78	511	513	1024
Michigan	11	557	569	1126
Minnesota	9	581	594	1175
Mississippi	4	562	549	1111
Missouri	8	572	577	1149
Montana	23	543	546	1089
Nebraska	9	560	571	1131
Nevada	34	510	517	1027
New Hampshire	72	520	519	1039
New Jersey	81	498	513	1011
New Mexico	12	549	543	1092
New York	77	494	506	1000
North Carolina	64	492	496	988
North Dakota	4	588	609	1197
Ohio	26	533	539	1072
Oklahoma	8	563	560	1123
Oregon	54	527	527	1054
Pennsylvania	70	498	497	995
Rhode Island	71	505	500	1005
South Carolina	59	484	482	966
South Dakota	4	587	588	1175
Tennessee	13	563	553	1116
Texas	52	493	500	993
Utah	5	570	569	1139
Vermont	70	513	508	1021
Virginia	67	509	500	1009
Washington	52	526	528	1054
West Virginia	19	526	511	1037
Wisconsin	7	584	597	1181
Wyoming	12	545	545	1090
United States	44	505	514	1019

Notes: * Percent tested is from The College Board reports. The College Board based percent tested on the projection of high school graduates in 2000 by the Western Interstate Commission on Higher Education, and number of students in the Class of 2000 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.

Table 9. Change in Mean Total SAT Score by State, 1990-2000

State	Percent Tested*	Mean Total	Mean Total	Change from 1990 to 2000
		SAT Score 1990	SAT Score 2000	
Alabama	9	1079	1114	35
Alaska	50	1015	1034	19
Arizona	34	1041	1044	3
Arkansas	6	1077	1117	40
California	49	1002	1015	13
Colorado	32	1067	1071	4
Connecticut	81	1002	1017	15
Delaware	66	1006	998	-8
District of Columbia	89	950	980	30
Florida	55	988	998	10
Georgia	64	951	974	23
Hawaii	53	985	1007	22
Idaho	16	1066	1081	15
Illinois	12	1089	1154	65
Indiana	60	972	999	27
Iowa	5	1172	1189	17
Kansas	9	1129	1154	25
Kentucky	12	1089	1098	9
Louisiana	8	1088	1120	32
Maine	68	991	1004	13
Maryland	65	1008	1016	8
Massachusetts	78	1001	1024	23
Michigan	11	1063	1126	63
Minnesota	9	1110	1175	65
Mississippi	4	1090	1111	21
Missouri	8	1089	1149	60
Montana	23	1082	1089	7
Nebraska	9	1121	1131	10
Nevada	34	1022	1027	5
New Hampshire	72	1028	1039	11
New Jersey	81	993	1011	18
New Mexico	12	1100	1092	-8
New York	77	985	1000	15
North Carolina	64	948	988	40
North Dakota	4	1157	1197	40
Ohio	26	1048	1072	24
Oklahoma	8	1095	1123	28
Oregon	54	1024	1054	30
Pennsylvania	70	987	995	8
Rhode Island	71	986	1005	19
South Carolina	59	942	966	24
South Dakota	4	1150	1175	25
Tennessee	13	1102	1116	14
Texas	52	979	993	14
Utah	5	1121	1139	18
Vermont	70	1000	1021	21
Virginia	67	997	1009	12
Washington	52	1024	1054	30
West Virginia	19	1034	1037	3
Wisconsin	7	1111	1181	70
Wyoming	12	1072	1090	18
United States	44	1001	1019	18

Notes: * Percent tested is from The College Board reports. The College Board based percent tested on the projection of high school graduates in 2000 by the Western Interstate Commission on Higher Education, and number of students in the Class of 2000 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.