



# Student Academic Outcomes Report

Fall 2021

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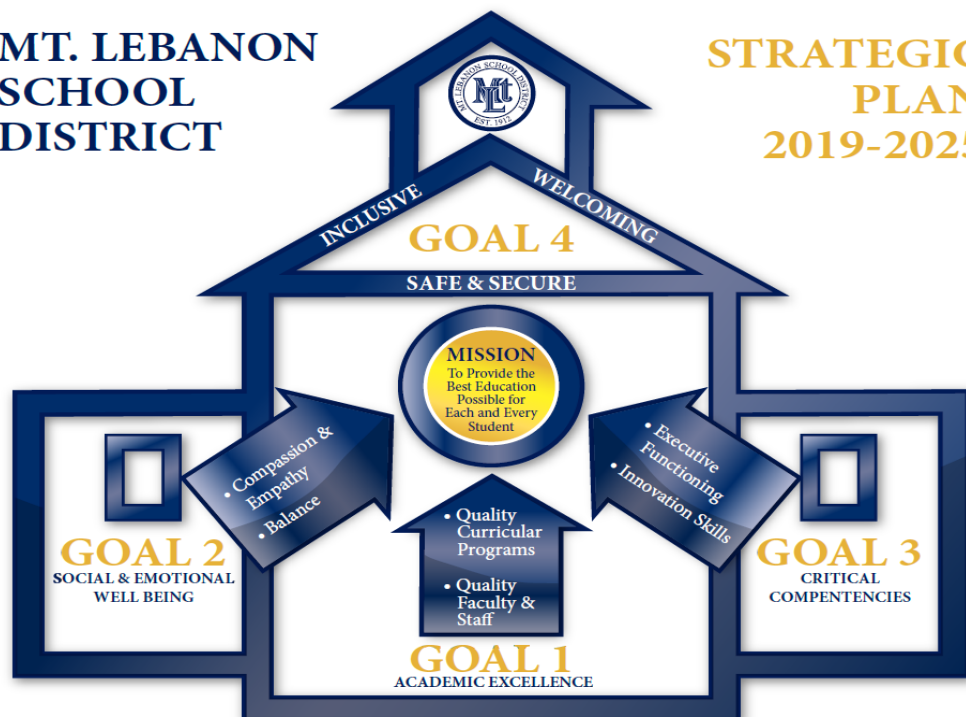
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**MT. LEBANON  
SCHOOL  
DISTRICT**

**STRATEGIC  
PLAN  
2019-2025**



# 2021 STUDENT ACADEMIC OUTCOMES REPORT

## TABLE OF CONTENTS

Introduction .....	1
Executive Summary .....	6
Mission Statement.....	9
<b>The Graduate</b>	
• Post Graduate Activities .....	10
• Analysis of College Attendance by Competitiveness.....	12
• Early Graduation.....	14
• Schools Attended by Mt. Lebanon’s Class of 2021 .....	15
<b>The High School Student</b>	
• Advanced Placement Scores.....	16
• ACT (American College Test) Scores.....	28
• SAT Reasoning (College Board) .....	32
• PSAT (Preliminary SAT) /NMSQT (National Merit Scholarship Qualifying Test) Data .....	36
• Keystone Exams.....	39
• Appendix – College Admissions Selector .....	41

# **INTRODUCTION**

# VISION-DRIVEN DECISION-MAKING: DATA GUIDES OUR PROGRESS

## Background

The **2021 Student Academic Outcomes Report** is a collection of aggregate data from the 2020-2021 school year used as indicators of programmatic and student success. This report represents summative achievement data that the District collects throughout the year via capstone assessments such as the SAT, ACT, and Advanced Placement (AP). As noted in the 2020 Student Outcomes Report, the COVID-19 pandemic did create barriers to the District's ability to collect and analyze data from certain assessments. This will be noted in the lack of PSSA and detailed Keystone assessment data in this report. If and when this data becomes available, it will be shared with the community. Fortunately we were able to administer and utilize formative assessment data from assessments such as the MAP, CDTs and AIMSweb to monitor student progress during the 2020-2021 school year.

To the extent possible, and especially given the limitations created by the pandemic, the Student Academic Outcomes Report reflects trend data so patterns can be discerned, analyzed, addressed, and/or celebrated. It is important to note that data reflecting any single year is not indicative of a trend. Only through an analysis of a collection of results over time can valid conclusions be drawn regarding changes in student performance.

We will continue with our well-established data collection and analysis process as we move forward in the 2021-2022 school year. The District's Administration, Curriculum Councils, Department Chairs and Facilitators will continue to examine and analyze additional student data to assist with program planning and evaluation. This additional data will include attendance, discipline, graduation rates, and graduation survey information. In addition, we will disaggregate data by student identity group where available to ensure all students, regardless of background, are meeting benchmarks.

The framework of this report is analogous to our curricular design model, Understanding by Design. This framework emphasizes that our curriculum design begins with the end in mind. Teachers and administrators backwards map the curriculum using "big ideas", "enduring understandings", and "essential questions" before identifying assessments and then lesson plans. This strategy keeps the curricular goal as the focal points. Similarly, as a reflection of our curriculum design process, this report will begin with the end in mind: **well-rounded graduates who are prepared for success in their chosen path**. *Note that the focus of this report is academic achievement in the core content areas and does not include the many other important factors of student success, including student engagement in the arts, athletics and extracurricular activities.*

## **Context**

Mt. Lebanon School District is committed to ensuring that all students receive a Free and Appropriate Education (FAPE) in the most conducive and least restrictive environment. To this end the District prides itself on fostering and advancing a culture of academic inclusion, serving the needs of all students. In addition, the recent work of the Diversity, Equity and Inclusion Taskforce resulted in the adoption of an Equity Statement by the board in June of 2021. Understanding the demographic profile of the District is a vital tool in providing context to the data presented in this report.

Our District demographic data over the past five years, from the 2016-2017 to the 2020-2021 school year, continues with recent trends. While our enrollment for the 2021-2022 school year declined by approximately 100 students, it continued to increase the previous four years. As our enrollment has increased, so has our percentage of students from diverse backgrounds, which remains similar to last year at 15.3%. This increase represents students across all reported ethnicity categories.

Students are identified as economically disadvantaged if they are eligible to receive free or reduced-cost school meals through the National School Lunch Program. We serve 11.41% of the student body who were identified in 2019-20 and qualify to receive this benefit, a slight increase from the previous year.

Additionally, context can be important when comparing the results from the Mt. Lebanon School District to that of other high performing school districts. The Student Academic Outcomes Report includes, when available, achievement data from fifteen Pennsylvania Comparator School Districts. These fifteen school districts were selected based on their high and consistent performance on the summative data sources listed above. The comparator districts include: Central Bucks, Fox Chapel, Great Valley, Hampton, Lower Merion, Lower Moreland, North Allegheny, Peters Township, Radnor, South Fayette, Tredyffrin-Easttown, Unionville-Chadds Ford, Upper Dublin, Upper St. Clair, and Wallingford-Swarthmore. As noted, the pandemic has increased the availability of all data, especially from comparators.

## **Process**

Data analysis is an integral component of the decision-making process and the Strategic Plan. We use a conceptual model of improvement that emphasizes thoughtful analysis of data, the identification of areas for growth, a targeted plan for improvement, and a process for monitoring change. The Professional Learning Communities (PLC) model is the structure by which student data is analyzed. PLCs are collaborative groups of teachers who examine and use data to improve student achievement by focusing on learning targets and standards. Other initiatives such as Multi-Tiered Student Support and Universal Design for Learning help teachers create and implement standards-aligned lessons that are structured to meet the differing needs of students. The District uses the frameworks on the following page to analyze data.

- **At the student level**, individual results are used to determine appropriate instruction and necessary supports. Individualized Education Plan or an Individualized Learning Plan are created for all non-proficient students to help meet their learning goals. Interventions in the form of differentiation and remediation are provided by the classroom teacher and support staff. Progress is monitored regularly and new data used to determine next steps. Various intensities of interventions are available to students in the form of curricular materials and staff support.
- **At the curricular level**, both yearly and cohort achievement data are utilized by Curriculum Councils, secondary department chairs, and elementary facilitators to make decisions regarding learning standards, alignment, curricular resources and instructional strategies. This can occur at the course, grade level or content area level. Teacher committees are formed to respond to data indicators and make decisions regarding both major revisions and minor adjustments. Professional development planning is part of this process.
- **At the building level**, principals and teacher data teams analyze grade level and student data across and between years to identify issues. Each principal is required to develop a building level plan that addresses three key factors: content, process and motivation. Planning for professional development also emanates from the discussion of building data.

Data is an excellent tool that when analyzed and leveraged, provides insight as to where improvement efforts should be directed so as to ensure ***the best education possible for each and every student.***

## **Conclusions**

### **Key findings from the examination of our current data indicate that:**

- Data and/or the availability of data is impacted by the COVID-19 pandemic.
- Across multiple instructional modalities during the 2020-2021 school year (remote, hybrid, cyber, and in-person), the various available metrics continue to illustrate exceptional academic performance by our students on their standardized assessments.
- K-12 curriculum is rigorous, well-aligned to the standards, developmentally appropriate, and engaging for students.
- Instructional resources, including the use of technology where appropriate, support, supplement, and complement the curriculum.
- Teaching methodologies, including in a remote (asynchronous and synchronous) environment, are strong given the high levels of student performance.
- A focus on increasing the intensity, frequency, and duration of instruction is a key strategy to support student learning goals.
- Academic performance remains strong with an increasingly diverse student population.

### **Key areas of focus:**

- Continuation of strategies to address any identified unfinished learning that resulted from the pandemic.
- Deep review of state assessment data to determine areas of growth, as soon as available.
- Deployment of instructional tools to support flexibility across teaching modalities.
- Data to assess social and emotional learning efforts.

## **Recommendations**

Given the District's philosophy of continuous improvement, it is important, as part of the improvement model aligned to Professional Learning Communities, to continue valuing the role data plays in our decision making process.

- Social and emotional well-being must remain an important initiative in our recovery efforts.
- Continued capacity-building in teaching and learning via an online environment is critical to future success.
- Adequate time and training for data analysis are essential to identify and address unfinished learning.
- Teacher leadership is necessary to refine curriculum, instructional strategies, and resource materials.
- Benchmark data is required to determine the implementation effectiveness of academic supports for students.



# **EXECUTIVE SUMMARY**

## **EXECUTIVE SUMMARY**

The data presented in the **2021 Student Academic Outcomes Report** illustrates a positive outlook of the academic performance of the District. Our students continue to meet or exceed the high expectations inherent in our educational system and community. Student Academic Outcomes Report data has remained consistently strong; families, educators, and community members should take great pride in the performance of the Mt. Lebanon School District. The mission of the Mt. Lebanon School District, *To provide the best education possible for each and every student*, focuses our educators efforts and informs our decision-making.

### **Highlights of 2020-2021 Assessment Data**

#### **Graduation Information (High School)**

- The cohort graduation rate for the class of 2021 is 98.8%. (p.11)
- 93.5% of the graduating class indicated that they would be attending a two or four year college program. (p.11)
- The percentage of students attending the top tier category of Most Difficult colleges equals 7.6%, an increase from the previous year of 6.8%. (p.13)
- The percentage of students attending the top three tiers of schools equals 87.7%, an increase from the previous year of 85.0%. (p.13)

#### **Advanced Placement (AP) (High School)**

- 869 students took one or more AP exams. (p. 18)
- 81% of the students who took an AP exam scored a 3, 4, or 5. (p.26)
- Mean scores (n=869) are at or above the national average on 19 of the 22 tests (p. 26)
- The following subtests had scores at least one point higher than the national average: Calculus AB, English Literature/Composition, and German Language. (p. 19)
- Several tests had mean scores of 4.0 and above. These include: Calculus AB, German, and Physics E & M. (p.26)
- For the graduating class of 2021, 53.1% of the 12<sup>th</sup> graders scored a 3 or higher on at least one AP exam during their high school career. (p. 26)

#### **ACT (High School)**

- Scores remain significantly higher than state and national means. The average composite score was 26.5, compared to the national average of 20.3 and the Pennsylvania state average of 25.0. (p. 29)
- Reading score of 27.1, Math score of 25.7, and Composite score of 26.5 are the highest in the last 10 years. (p.29)
- English score of 26.6 and Science score of 26.0 are the second highest in the last 10 years. (p.29)

### **SAT (High School)**

- The District scores are ERW (607) and Math (606). The Math score is the highest in the last 5 years. The ERW score ties as the second highest in the last 5 years. (p. 33)
- Scores remain significantly higher than state and national means. The combined Mathematics & ERW score of 1213 is 152 points higher than the national mean and 120 points higher than the Pennsylvania mean. (p. 34)

### **PSAT/NMSQT - National Merit (High School)**

- The graduating class of 2022 (2021 Juniors) had 32 students qualify as Commended or Semi-Finalist National Merit students; 13 of the 32 were Semi-Finalists, a ten-year high. (p.37)

### **Keystone Exams (Grades 8 – 11)**

For those enrolled in a Keystone Exam trigger course in 2019-2020, the students are deemed non-numerically proficient with successful completion of their grade-based course.

### **PSSA (Grades 3, 4, 5, 6, 7, 8)\***

PSSA exams were administered in the 2020-2021 school year, with an exam window through September 30, 2021. Final PSSA results are scheduled to be released in January 2022.

### **PVAAS (Pennsylvania Value Added Assessment System)\***

With final standardized assessment results anticipated to be released in January 2022, the PVAAS information should be available shortly afterwards.

### **Future Ready PA Index\***

The Future Ready PA Index will release State Assessment Measures once standardized assessment data is finalized. The site is available for Schools & District Fast Facts, Attendance, and limited College/Career Measures.

\*Data and/or the availability of data is impacted by the COVID-19 pandemic.

# Mt. Lebanon School District

## Mission Statement

*To Provide the Best Education Possible  
for Each and Every Student*

As defined by its constituents, students, staff, parents and community, the mission of the Mt. Lebanon School District is to provide the best education possible in a fiscally responsible manner. This means operating within the constraints of Local, State and Federal resources and limitations. Additionally, the Mt. Lebanon School District provides the best education possible for each individual student and every student collectively.

## THE GRADUATE



## **POST GRADUATION ACTIVITIES FOR THE CLASS OF 2021**

The following reports give the number and percentage of students from the class of 2021 attending 4-year colleges or universities by level of competitiveness.

Historically, the level of competitiveness was taken from Barron's Guide to Colleges to ensure a level of objectivity in review. This publication was discontinued by the publisher, and now the District is using Peterson's Four-Year Colleges to determine competitiveness rankings.

The report demonstrates that 29 students (7.6%) from last year's graduating class are attending a 4-year college or university that is classified as "the most difficult" in the country. The percentage of students attending the top two categories (42.8%), most difficult and very difficult combined, is a slight decrease from the prior year. The total percentage of students attending the top three tiers of schools (87.7%) has increased in comparison to the prior year.

This year's report shows that a significant percentage of students from our District are being admitted to rigorous, competitive post-secondary institutions. This accomplishment continues to be significant given the environment for admission to top tier colleges has increased significantly in competitiveness over the past two decades. Because of this increased competition, one area of possible concern that will be carefully monitored over the next few years is the number and percentage of students getting into the most difficult colleges and universities. In general, national acceptance rates at these institutions have declined significantly in the last two decades. Data related to the percentage of students opting for state affiliated and public, state schools will also be closely scrutinized in coming years.

The following data is submitted to the state of Pennsylvania each year. The report summarizes the post high school activity of our graduating class of 2021. For the Class of 2021, the data indicates a slight increase in the number of students attending 4-year colleges or universities and a slight decrease in the number of students attending 2-year colleges from the previous year. This is a trend that we are monitoring closely.

Reasons for 2-year interest may have included the national economic and health situation coupled with the continuing rise of tuition costs at 4-year institutions. Additionally, students and families may have been seeking a phased approach to their post-secondary education, with students attending more cost effective 2-year educational options with full intent of transferring to a 4-year educational option at a later date. Finally, specialized and technical education is becoming desirable to meet industry demands in the current economy.

**MT. LEBANON POST GRADUATION ACTIVITIES SUMMARY**  
**CLASS OF 2021**

<b>GRADUATE ACTIVITY</b>	<b>STUDENTS</b>	<b>PERCENT</b>
4-Year College and University	352	85.0%
2-Year College	35	8.5%
Total College-Bound Graduates	387	93.5%
Technical Institute or Specialized Training	3	0.7%
Employment	14	3.4%
Armed Services	2	0.5%
Other	8	1.9%
<b>GRAND TOTAL</b>	<b>414</b>	<b>100%</b>

**TREND DATA: COLLEGE ATTENDANCE BY COLLEGE COMPETITIVENESS**  
**2009-2018** (Barron's Guide)

	2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%
Most Competitive	60	14.8%	57	13.9%	58	15.5%	45	11.1%	51	12.3%
Highly Competitive	114	28.1%	77	18.8%	64	17.1%	68	16.8%	88	21.2%
Very Competitive	97	24.0%	115	28.0%	103	27.5%	100	24.7%	124	29.8%
Competitive	102	25.2%	128	31.2%	98	26.2%	128	31.6%	94	22.6%
Less Competitive	22	5.4%	24	5.9%	15	4.0%	56	13.8%	18	4.3%
Non Competitive	3	0.7%	3	0.7%	35	9.4%	4	1.0%	32	7.7%
Specialized	7	1.7%	6	1.5%	1	0.3%	4	1.0%	9	2.2%
<b>TOTAL</b>	<b>405</b>	<b>100%</b>	<b>410</b>	<b>100%</b>	<b>374</b>	<b>100%</b>	<b>405</b>	<b>100%</b>	<b>416</b>	<b>100%</b>

	2014		2015		2016		2017		2018	
	#	%	#	%	#	%	#	%	#	%
Most Competitive	39	10%	43	10.8%	55	15.4%	57	14.7%	54	12.9%
Highly Competitive	88	22.6%	75	18.9%	60	16.8%	62	16.0%	79	18.9%
Very Competitive	133	34.1%	126	31.9%	99	27.7%	116	29.9%	106	25.4%
Competitive	80	20.5%	78	19.7%	66	18.4%	87	22.4%	106	25.4%
Less Competitive	16	4.1%	20	5.1%	24	6.7%	7	1.8%	18	4.3%
Non Competitive	29	7.4%	44	11.1%	52	14.5%	48	12.4%	47	11.2%
Specialized	5	1.3%	9	2.5%	2	0.5%	11	2.8%	8	1.9%
<b>TOTAL</b>	<b>390</b>	<b>100%</b>	<b>395</b>	<b>100%</b>	<b>358</b>	<b>100%</b>	<b>388</b>	<b>100%</b>	<b>418</b>	<b>100%</b>

**TREND DATA: COLLEGE ATTENDANCE BY COLLEGE COMPETITIVENESS**  
**2019-2021** (Peterson's Guide)

	2019		2020		2021	
	#	%	#	%	#	%
Most Difficult	22	5.3%	27	6.8%	29	7.6%
Very Difficult	145	34.9%	145	36.8%	135	35.2%
Moderately Difficult	187	44.9%	163	41.4%	172	44.9%
Minimally Difficult	19	4.6%	13	3.3%	14	3.7%
Non-Competitive	43	10.3%	46	11.7%	33	8.6%
<b>TOTAL</b>	<b>416</b>	<b>100%</b>	<b>394</b>	<b>100%</b>	<b>383</b>	<b>100%</b>

NOTE: Analysis is in terms of graduates attending 4-year colleges or universities only (383) not the entire graduating class.



**Trend Data: MTL Graduates College Attendance by College Competitiveness  
2009-2018 (Barron's Guide)**

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>Most Competitive</b>	14.8%	13.9%	15.5%	11.1%	12.3%	10%	10.8%	15.4%	14.7%	12.9%
<b>Highly Competitive</b>	28.1%	18.8%	17.1%	16.8%	21.2%	22.6%	18.9%	16.8%	16.0%	18.9%
<b>Very Competitive</b>	24.0%	28.0%	27.5%	24.7%	29.8%	34.1%	31.9%	27.7%	29.9%	25.4%
<b>Top 2 Tiers</b>	42.9%	32.7%	32.6%	27.9%	33.5%	32.6%	29.8%	32.1%	30.7%	31.8%
<b>Top 3 Tiers</b>	66.9%	60.7%	60.1%	52.6%	63.3%	66.7%	61.7%	59.7%	60.6%	57.2%

**Trend Data: MTL Graduates College Attendance by College Competitiveness  
2020-2021 (Peterson's Guide)**

	2019	2020	2021
<b>Most Difficult</b>	5.3%	6.8%	7.6%
<b>Very Difficult</b>	34.9%	36.8%	35.2%
<b>Moderately Difficult</b>	44.9%	41.4%	44.9%
<b>Top 2 Tiers</b>	40.2%	43.6%	42.8%
<b>Top 3 Tiers</b>	85.1%	85.0%	87.7%

*NOTE: Analysis is in terms of graduates attending 4-year colleges or universities only, not the entire graduating class.*

## NUMBER OF STUDENTS WHO GRADUATED EARLY

The data below indicates the number of students who chose to graduate early over the past ten years. Although all graduation credit requirements are met at the end of junior year or in January of a student's senior year, early graduates participate in June's commencement program and receive their diplomas with their respective graduating class.

YEAR	STUDENTS GRADUATED EARLY
2012	4
2013	3
2014	10
2015	5
2016	8
2017	6
2018	5
2019	3
2020	5
2021	6

## SCHOOLS ATTENDED BY MT. LEBANON'S CLASS OF 2021

Allegheny College	James Madison University	The Ohio State University
American University	John Carroll University	The University of Arizona
Appalachian State University	Johnson C. Smith University	The University of Utah
Bennington College	Kent State University	University of Pittsburgh at Johnstown
Berry College	Lehigh University	University of Buffalo
Bethany College	Macalester College	University College Dublin
Bidwell Training Center, Inc.	Maryland Institute College of Art	University of Akron
Boston College	Mercyhurst University	University of Arizona
Brown University	Miami University	University of California-Irvine
Bryn Mawr College	Miami University, Oxford	Univ. of California-Santa Barbara
Bucknell University	Michigan State University	University of Colorado
California University of Pennsylvania	Morehead State University	University of Connecticut
Campbell University	Muskingum University	University of Dayton
Carlow University	Naval Nuclear Power School-Charleston SC	University of Delaware
Carnegie Mellon University	New York University	University of Denver
Case Western Reserve University	North Carolina State University at Raleigh	University of Maryland-College Park
Central Piedmont Community College	Northeastern University	University of Miami
Chatham University	Oberlin College	University of Minnesota-Twin Cities
Clemson University	Ohio University	University of N.Carolina at Charlotte
Coastal Carolina University	Pace University	University of North Texas
College of the Holy Cross	Palm Beach Atlantic University	University of Northwestern Ohio
College of William and Mary	Pennsylvania State University-Altoona	University of Notre Dame
Colorado School of Mines	Pa. State Univ. Erie - The Behrend College	University of Pittsburgh-Greensburg
Community College of Allegheny College	Pennsylvania State University-Harrisburg	University of Pittsburgh-Johnstown
Cornell University	Pennsylvania State University-Main	University of Pittsburgh-Main
Denison University	Pennsylvania State Univ.- Greater Allegheny	University of Rochester
DePaul University	Pittsburgh Institute of Aeronautics	University of San Diego
DePauw University	Point Park University	University of S.Carolina-Columbia
Dickinson College (Pa.)	Purdue University - Main Campus	University of Southern Carolina
Drexel University	Robert Morris University	University of Southern California
Duke University	Rochester Institute of Technology	University of St. Andrews
Duquesne University	Saint Vincent College	University of Utah
Edinboro University of PA	Santa Clara University	University of Vermont
Elon University	Seattle University	University of Virginia
Fashion Institute of Technology	Simmons University	University of Washington, Seattle
Florida State University	Slippery Rock University of Pa.	University of Wisconsin
Fordham University	Southern Methodist University	VA Polytechnic Institute & State Univ.
George Mason University (Va.)	St. John's University-New York	Washington and Jefferson College
George Washington University	Stevens Institute of Technology	Washington and Lee University
Georgetown University	Stony Brook University-New York	West Chester University of PA
Georgia Institute of Technology - Main	SUNY at Purchase College	West Penn Nurshing School
Grand Canyon Univ.-Traditional Campus	SUNY College of Environmental Sci. & Forestry	West Virginia University
High Point University	Syracuse University	Westminster College
Indiana University at Bloomington	Temple University	Wheeling Jesuit University
Indiana University of Pennsylvania	Texas A & M University-College Station	
Ithaca College	The College of Wooster	

# **THE HIGH SCHOOL STUDENT**



# **EXPLANATION AND PRESENTATION OF DATA SOURCES**

## **Summary of 2021 Advanced Placement Scores**

Advanced Placement courses follow a prescribed syllabus developed and audited by the College Board. AP courses are designed to equate to the initial year of college/university study in a given subject. Students who score a 3 or above, out of a possible high score of 5, generally indicates that a student is “qualified” for college level coursework; a 4 indicates a student is “well qualified”; and a 5 indicates a student is “extremely well qualified”. Therefore, a student scoring a 3 generally receives advanced placement, or college credit, from colleges and universities. The most competitive colleges and universities often require an AP score of 4 or 5 prior to granting credit.

On the following pages, Advanced Placement data is reported on the basis of number and percentage of scores in a given range for the May 2021 administration.

Additionally, the report represents advanced placement scores by course. The report also shows the number of students enrolled in a course versus how many students subsequently chose to participate in testing. It can be difficult to draw a valid analysis of scores due to the discrepancy that often occurs between the number of students taking the class versus those that actually go on to take the test. Students opt not to take the test for a variety of reasons. In some cases, virtually all students enrolled in a given course take the test which assists in drawing valid conclusions about our students’ performance and course delivery.

Each AP subject teacher receives an Instructional Planning Report, providing summary data about student performance and related item analysis. Additionally, teachers can review their students’ performance by identity groups. Teachers begin reviewing this data in the summer months in preparation for the following school year.

# Mt. Lebanon High School

## PERCENTAGE OF STUDENTS SCORING A 3, 4, OR 5 ON ADVANCED PLACEMENT EXAMS

ACADEMIC YEAR	MT. LEBANON	PENNSYLVANIA	NATIONAL
2019-2020	88.8%	*	*

\* Data unavailable at time of publication.

**Note:** Percentage includes results for students who took an advanced placement test not included in the Mt. Lebanon Curriculum (e.g., AP AB Calculus, Human Geography, etc.)

## 2021 MEAN ADVANCED PLACEMENT SCORES BY SUBJECT

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Art (Studio)	3.78	5.00	3.57	4.00	4.57	4.57	4.14	4.63	4.50	3.45
Biology	4.47	3.76	4.06	3.86	4.09	4.09	4.05	3.97	3.93	3.46
Calculus AB								3.05	4.07	4.17
Calculus BC	4.53	4.63	4.30	4.34	4.59	4.18	2.80	3.82	3.67	3.61
Chemistry	4.37	4.26	3.96	3.71	3.76	3.49	3.94	3.81	3.54	3.08
Computer Science A	1.67	2.70	3.67	3.80	3.80	3.44	2.86	3.06	3.63	2.71
English Language/Comp	4.27	4.10	4.07	4.28	4.23	4.08	4.22	4.29	3.83	3.83
English Lit/Comp	4.93	3.90	4.80	4.40	4.11	4.17	4.33	4.14	3.86	3.87
Environmental Science	3.66	3.68	3.78	3.99	3.94	4.21	3.91	4.04	3.79	3.37
European History	4.07	3.50	4.18	3.77	3.25	3.86	3.86	3.84	3.74	3.74
French Language	4.00	4.20	3.86	3.89	4.33	3.86	3.70	4.13	3.92	3.67
German Language	4.20	4.13	3.93	4.06	2.86	3.89	3.67	3.38	4.27	4.36
Human Geography									3.75	3.62
Music Theory	4.00	3.38	2.78	1.88	3.20	3.50	3.40	3.11	-	2.50
Physics 1								3.69	3.57	3.12
Physics- E & M	4.86	4.17	4.38	4.60	4.50	4.17	4.27	4.63	4.37	4.31
Physics - Mechanics	3.86	3.64	4.16	4.05	3.45	3.89	3.59	3.89	4.02	3.75
Psychology	4.13	4.00	4.08	3.73	3.97	3.42	3.46	3.82	3.65	3.16
Spanish Language	4.00	3.25	4.14	4.23	4.40	4.15	3.65	3.79	3.38	3.42
Statistics	3.95	3.48	3.88	3.22	3.78	3.44	3.44	3.51	3.75	3.38
US History	3.92	4.16	3.98	3.77	3.31	3.27	3.71	3.65	3.52	3.44
US Government & Politics	4.33	3.64	3.70	3.21	3.92	3.60	3.68	3.33	3.27	3.29

Data compiled from: 2021 AP Score Report for Educators

## ADVANCED PLACEMENT

### OVERALL PERFORMANCE BY IDENTITY GROUPS

GENDER	TOTAL # OF EXAMS	MEAN SCORES
Male	437	3.52
Female	432	3.50

RACE/ETHNICITY	TOTAL # OF EXAMS	MEAN SCORES
American Indian/Alaska Native	2	2.50
Asian	75	3.48
Black/African-American	4	3.75
Hispanic/Latino	35	3.71
Native Hawaiian/Other-Pacific Islander	2	2.00
White	710	3.49
Two or More Races	33	3.91
No Response	11	3.61

2021 AP TREND DATA BY SUBJECT - Enrollment, Participation and National Comparisons

	2016						2017						2018					
	Students	Students	%	MTLSD	Nat'l.	Avg.	Students	Students	%	MTLSD	Nat'l.	Avg.	Students	Students	%	MTLSD	Nat'l.	Avg.
	Enrolled	Testing	Testing	Mean	Mean	Diff.	Enrolled	Testing	Testing	Mean	Mean	Diff.	Enrolled	Testing	Testing	Mean	Mean	Diff.
Art - Studio	14	7	50.0	4.57	3.42	1.15	14	7	50.0	4.57	2.94	1.63	17	7	41.2	4.14	3.47	0.67
Biology	67	43	64.0	4.09	2.85	1.24	85	67	79.0	4.09	2.90	1.19	79	61	77.2	4.05	2.86	1.19
Calculus BC	42	37	88.0	4.59	3.80	0.79	54	49	91.0	4.18	3.78	0.40	47	35	74.5	2.80	3.74	-0.94
Chemistry	63	62	98.0	3.76	2.69	1.07	65	63	97.0	3.49	2.67	0.82	51	51	100.0	3.94	2.75	1.19
Computer Science A	28	20	71.0	3.80	3.04	0.76	38	9	24.0	3.44	3.15	0.29	52	7	13.5	2.86	3.17	-0.31
English Lang/Comp	47	31	66.0	4.23	2.82	1.41	57	36	63.0	4.08	2.77	1.31	46	18	39.1	4.22	2.82	1.40
English Lit/Comp	21	18	86.0	4.11	2.75	1.36	19	12	63.0	4.17	2.69	1.48	24	18	75.0	4.33	2.56	1.77
Environmental Science	177	143	81.0	3.94	2.55	1.39	188	151	80.0	4.21	2.67	1.54	211	180	85.3	3.91	2.62	1.29
European History	22	8	36.0	3.25	2.71	0.54	28	7	25.0	3.86	2.81	1.05	22	14	63.6	3.86	2.89	0.97
French Language	11	6	55.0	4.33	3.32	1.01	6	8	133.0	3.86	3.29	0.57	15	10	66.7	3.70	3.25	0.45
German Language	14	7	50.0	2.86	3.27	-0.41	18	9	50.0	3.89	3.39	0.50	20	18	90.0	3.67	3.22	0.45
Music Theory	17	5	29.0	3.20	2.99	0.21	10	6	60.0	3.50	3.02	0.48	19	5	26.3	3.40	3.17	0.23
Physics - E & M	19	10	53.0	4.50	3.51	0.99	20	12	60.0	4.17	3.49	0.68	23	15	65.2	4.27	3.56	0.71
Physics - Mechanics	63	42	67.0	3.45	3.60	-0.15	69	44	64.0	3.89	3.71	0.18	52	37	71.2	3.59	3.52	0.08
Psychology	117	72	62.0	3.97	3.07	0.90	104	52	50.0	3.42	3.06	0.36	111	57	51.4	3.46	3.13	0.33
Spanish Language	48	15	31.0	4.40	3.77	0.63	30	13	43.0	4.15	3.61	0.54	33	17	51.5	3.65	3.68	-0.03
Statistics	65	32	49.0	3.78	2.88	0.90	56	32	57.0	3.44	2.72	0.72	67	39	58.2	3.44	2.85	0.59
U.S. History	95	75	79.0	3.31	2.70	0.61	86	67	78.0	3.27	2.65	0.62	95	76	80.0	3.71	2.66	1.05
U.S. Gov. & Politics	38	25	66.0	3.92	2.64	1.28	42	15	36.0	3.60	2.58	1.02	61	28	45.9	3.68	2.70	0.98
TOTALS	968	658					989	659					1045	693				
Overall % Tested	68.0%						66.6%						66.3%					



2021 AP TREND DATA BY SUBJECT - Enrollment, Participation and National Comparisons																		
	2019						2020						2021					
	Students	Students	%	MTLSD	Nat'l.	Avg.	Students	Students	%	MTLSD	Nat'l.	Avg.	Students	Students	%	MTLSD	Nat'l.	Avg.
	Enrolled	Testing	Testing	Mean	Mean	Diff.	Enrolled	Testing	Testing	Mean	Mean	Diff.	Enrolled	Testing	Testing	Mean	Mean	Diff.
Art - Studio	18	8	44.4	4.63	3.57	1.06	25	6	24.0	4.50	3.49	1.01	26	11	42.3	3.45	3.42	0.03
Biology	91	74	81.3	3.97	2.93	1.04	112	85	75.9	3.93	3.03	0.90	85	59	69.4	3.46	2.83	0.63
Calculus AB	98	76	77.6	3.05	2.97	0.08	111	61	55.0	4.07	3.06	1.01	109	58	53.2	4.17	2.81	1.36
Calculus BC	52	45	86.5	3.82	3.80	0.02	35	33	94.3	3.67	3.84	-0.17	46	36	78.3	3.61	3.62	-0.01
Chemistry	53	52	98.1	3.81	2.74	1.07	44	39	88.6	3.54	2.75	0.79	58	50	86.2	3.08	2.67	0.41
Computer Science A	68	17	25.0	2.94	3.26	-0.32	65	19	29.2	3.63	3.25	0.38	78	17	21.8	2.71	3.15	-0.44
English Lang/Comp	41	24	58.5	4.29	2.78	1.51	65	52	80.0	3.83	2.96	0.87	63	41	65.1	3.83	2.86	0.97
English Lit/Comp	20	14	70.0	4.14	2.62	1.52	11	7	63.6	3.86	2.84	1.02	22	15	68.2	3.87	2.49	1.38
Environmental Science	182	162	89.0	4.04	2.68	1.36	212	188	88.7	3.79	2.84	0.95	217	142	65.4	3.37	2.68	0.69
European History	41	18	43.9	3.94	2.90	1.04	36	23	63.9	3.74	2.95	0.79	57	27	47.4	3.74	2.84	0.90
French Language	10	8	80.0	4.13	3.30	0.83	13	13	100.0	3.92	3.56	0.36	15	9	60.0	3.67	3.13	0.54
German Language	10	8	80.0	3.38	3.30	0.08	15	11	73.3	4.27	3.48	0.79	15	11	73.3	4.36	3.09	1.27
Human Geography							86	77	89.5	3.75	2.75	1.00	147	126	85.7	3.62	2.70	0.92
Music Theory	24	9	37.5	3.11	3.11	0.00	0	0	0.0	0.00	0.00	0.00	12	4	33.3	2.50	3.04	-0.54
Physics 1	122	70	57.4	3.69	2.51	1.18	36	28	77.8	3.57	2.65	0.92	44	25	54.5	3.12	2.42	0.70
Physics - E & M	16	8	50.0	4.63	3.60	1.03	24	19	79.2	4.37	3.67	0.70	24	16	66.7	4.31	3.47	0.84
Physics - Mechanics	54	36	66.7	3.89	3.76	0.13	57	45	78.9	4.02	3.87	0.15	49	36	73.5	3.75	3.37	0.38
Psychology	107	68	63.6	3.82	3.30	0.52	118	54	45.8	3.65	3.21	0.44	169	77	45.6	3.16	2.73	0.43
Spanish Language	43	14	32.6	3.79	3.71	0.08	43	21	48.8	3.38	3.86	-0.48	35	12	34.3	3.42	3.41	0.01
Statistics	74	35	47.3	3.51	2.87	0.64	61	36	59.0	3.75	2.93	0.82	88	24	27.3	3.38	2.84	0.54
U.S. History	62	48	77.4	3.65	2.71	0.94	75	66	88.0	3.52	2.83	0.69	83	66	79.5	3.44	2.53	0.91
U.S. Gov. & Politics	25	15	60.0	3.33	2.73	0.60	19	11	57.9	3.27	2.85	0.42	23	7	30.4	3.29	2.63	0.66
TOTALS	1211	809					1263	894					1465	869				
Overall % Tested	66.8%						70.8%						59.3%					

Data compiled from: 2021 The College Board; AP Five-Year School Score Summary (2021)

AP SCORE ANALYSIS BY SUBJECT					
ART - STUDIO	2016-17	2017-18	2018-19	2019-20	2020-21
# of 5	4	2	6	3	-
# of 4	3	4	1	3	5
# of 3	-	1	1	-	6
# of 2	-	-	-	-	-
# of 1	-	-	-	-	-
Total Tested	7	7	8	6	11
% of 5	57%	29%	75%	50%	0%
% of 4 and above	43%	86%	88%	100%	46%
% of 3 and above	100%	100%	100%	100%	100%
BIOLOGY	2016-17	2017-18	2018-19	2019-20	2020-21
# of 5	22	19	20	24	8
# of 4	30	26	34	35	19
# of 3	14	16	18	22	24
# of 2	1	-	2	4	8
# of 1	0	-	-	-	-
Total Tested	67	61	74	85	59
% of 5	33%	31%	27%	28%	14%
% of 4 and above	78%	74%	73%	69%	46%
% of 3 and above	99%	100%	97%	95%	86%
CALCULUS AB	2016-17	2017-18	2018-19	2019-20	2020-21
# of 5	-	-	8	23	30
# of 4	-	-	19	24	14
# of 3	-	-	21	10	8
# of 2	-	-	25	3	6
# of 1	-	-	3	1	-
Total Tested			76	61	58
% of 5	-	-	11%	38%	52%
% of 4 and above	-	-	36%	77%	76%
% of 3 and above	-	-	64%	93%	90%
CALCULUS BC	2016-17	2017-18	2018-19	2019-20	2020-21
# of 5	28	2	17	11	10
# of 4	7	4	11	5	8
# of 3	10	15	9	12	12
# of 2	3	13	8	5	6
# of 1	1	1	-	-	-
Total Tested	49	35	45	33	36
% of 5	57%	6%	38%	33%	28%
% of 4 and above	71%	17%	62%	48%	50%
% of 3 and above	92%	60%	82%	85%	83%

<b>CHEMISTRY</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	10	18	10	6	7
# of 4	22	16	24	17	9
# of 3	21	13	16	9	18
# of 2	9	4	2	6	13
# of 1	1	-	-	1	3
Total Tested	63	51	52	39	50
% of 5	16%	35%	19%	15%	14%
% of 4 and above	51%	67%	65%	59%	32%
% of 3 and above	84%	92%	96%	82%	68%
<b>COMPUTER SCIENCE A</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	3	-	3	6	3
# of 4	0	2	4	4	2
# of 3	5	3	2	6	4
# of 2	0	1	5	2	3
# of 1	1	1	3	1	5
Total Tested	9	7	17	19	17
% of 5	33%	0%	18%	32%	18%
% of 4 and above	33%	29%	42%	53%	29%
% of 3 and above	89%	71%	54%	84%	53%
<b>ENGLISH LANG/COMP</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	13	9	11	16	11
# of 4	13	5	10	17	17
# of 3	10	3	2	13	9
# of 2	-	1	1	6	3
# of 1	-	-	-	-	1
Total Tested	36	18	24	52	41
% of 5	36%	50%	46%	31%	27%
% of 4 and above	72%	78%	88%	63%	68%
% of 3 and above	100%	94%	96%	88%	90%
<b>ENGLISH LIT/COMP</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	5	9	5	2	3
# of 4	4	6	6	3	8
# of 3	3	3	3	1	3
# of 2	-	-	-	1	1
# of 1	-	-	-	-	-
Total Tested	12	18	14	7	15
% of 5	42%	50%	36%	29%	20%
% of 4 and above	75%	83%	79%	71%	73%
% of 3 and above	100%	100%	100%	86%	93%

<b>ENVIRONMENTAL SCIENCE</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	60	62	54	54	16
# of 4	66	69	75	78	51
# of 3	22	22	20	23	47
# of 2	3	24	12	28	25
# of 1	-	3	1	5	3
Total Tested	151	180	162	188	142
% of 5	40%	34%	33%	29%	11%
% of 4 and above	83%	73%	79%	70%	47%
% of 3 and above	98%	85%	91%	82%	80%
<b>EUROPEAN HISTORY</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	-	5	5	6	6
# of 4	6	3	8	10	12
# of 3	1	5	4	2	5
# of 2	-	1	1	5	4
# of 1	-	-	-	-	-
Total Tested	7	14	18	23	27
% of 5	0%	36%	28%	26%	22%
% of 4 and above	86%	57%	72%	70%	45%
% of 3 and above	100%	93%	94%	78%	85%
<b>FRENCH LANGUAGE</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	2	2	2	3	1
# of 4	3	3	5	6	4
# of 3	3	5	1	4	4
# of 2	-	-	-	-	-
# of 1	-	-	-	-	-
Total Tested	8	10	8	13	9
% of 5	25%	20%	25%	23%	11%
% of 4 and above	63%	50%	88%	69%	56%
% of 3 and above	100%	100%	100%	100%	100%
<b>GERMAN LANGUAGE</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	3	5	2	4	7
# of 4	3	5	2	6	2
# of 3	2	5	2	1	1
# of 2	1	3	1	-	1
# of 1	-	-	1	-	-
Total Tested	9	18	8	11	11
% of 5	33%	28%	25%	36%	64%
% of 4 and above	67%	56%	50%	91%	82%
% of 3 and above	89%	83%	75%	100%	91%

<b>HUMAN GEOGRAPHY</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	-	-	-	29	32
# of 4	-	-	-	19	41
# of 3	-	-	-	16	31
# of 2	-	-	-	7	17
# of 1	-	-	-	6	5
Total Tested				77	126
% of 5	-	-	-	38%	25%
% of 4 and above	-	-	-	62%	58%
% of 3 and above	-	-	-	83%	83%
<b>MUSIC THEORY</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	1	1	2	-	-
# of 4	2	-	-	-	-
# of 3	2	4	4	-	2
# of 2	1	-	3	-	2
# of 1	-	-	-	-	-
Total Tested	6	5	9	-	4
% of 5	17%	20%	22%	-	0%
% of 4 and above	50%	20%	22%	-	0%
% of 3 and above	83%	100%	66%	-	50%
<b>PHYSICS 1</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	-	-	18	6	2
# of 4	-	-	23	6	6
# of 3	-	-	19	14	10
# of 2	-	-	9	2	7
# of 1	-	-	1	-	-
Total Tested			70	28	25
% of 5	-	-	26%	21%	8%
% of 4 and above	-	-	59%	43%	32%
% of 3 and above	-	-	86%	93%	72%
<b>PHYSICS - E &amp; M</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	6	7	5	12	8
# of 4	3	5	3	3	6
# of 3	2	3	-	3	1
# of 2	1	-	-	1	1
# of 1	-	-	-	-	-
Total Tested	12	15	8	19	16
% of 5	50%	47%	63%	63%	50%
% of 4 and above	75%	80%	100%	79%	88%
% of 3 and above	92%	100%	100%	95%	94%

<b>PHYSICS - MECHANICS</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	14	9	14	16	6
# of 4	15	12	11	19	19
# of 3	11	10	6	6	7
# of 2	4	4	3	3	4
# of 1	-	2	2	1	-
Total Tested	44	37	36	45	36
% of 5	32%	24%	39%	36%	17%
% of 4 and above	66%	57%	70%	78%	69%
% of 3 and above	91%	84%	87%	91%	89%
<b>PSYCHOLOGY</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	11	13	18	19	11
# of 4	15	20	27	13	27
# of 3	16	8	16	13	15
# of 2	5	12	7	2	11
# of 1	5	4	0	7	13
Total Tested	52	57	68	54	77
% of 5	21%	23%	26%	35%	14%
% of 4 and above	50%	58%	66%	59%	49%
% of 3 and above	81%	72%	90%	83%	69%
<b>SPANISH LANGUAGE</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	3	1	2	2	-
# of 4	9	9	8	7	6
# of 3	1	7	3	9	5
# of 2	-	-	1	3	1
# of 1	-	-	-	-	-
Total Tested	13	17	14	21	12
% of 5	23%	6%	14%	10%	0%
% of 4 and above	92%	59%	71%	43%	50%
% of 3 and above	100%	100%	92%	86%	92%
<b>STATISTICS</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	5	10	6	13	2
# of 4	12	9	12	9	11
# of 3	9	10	13	7	8
# of 2	4	8	2	6	-
# of 1	2	2	2	1	3
Total Tested	32	39	35	36	24
% of 5	16%	26%	17%	36%	8%
% of 4 and above	53%	49%	51%	61%	54%
% of 3 and above	81%	74%	88%	81%	88%

<b>U.S. GOV &amp; POLITICS</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	4	6	3	2	2
# of 4	5	8	3	4	-
# of 3	3	13	5	2	3
# of 2	2	1	4	1	2
# of 1	1	-	-	2	-
Total Tested	15	28	15	11	7
% of 5	27%	21%	20%	18%	29%
% of 4 and above	60%	50%	40%	55%	29%
% of 3 and above	80%	96%	73%	73%	71%
<b>U.S. HISTORY</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	12	19	14	13	15
# of 4	18	26	13	21	21
# of 3	16	23	12	21	12
# of 2	18	6	8	9	14
# of 1	3	2	1	2	4
Total Tested	67	76	48	66	66
% of 5	18%	25%	29%	20%	23%
% of 4 and above	45%	59%	56%	52%	55%
% of 3 and above	69%	90%	81%	83%	73%
<b>TOTAL</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of 5	206	199	225	273	180
# of 4	236	232	299	311	288
# of 3	151	169	177	194	235
# of 2	52	78	94	94	129
# of 1	14	15	14	27	37
Total Tested	659	693	809	899	869
% of 5	31%	29%	28%	30%	21%
% of 4 and above	67%	62%	65%	65%	54%
% of 3 and above	90%	87%	87%	87%	81%
Data compiled from: 2021 AP Score Reports for Education					

**AP EQUITY AND EXCELLENCE TREND DATA**

Academic Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
10TH*	12.4%	10.6%	12.0%	16.6%	20.1%	25.1%
11TH*	37.9%	40.1%	42.4%	41.3%	46.0%	35.5%
12TH*	36.7%	30.2%	31.6%	38.5%	36.7%	35.4%
<b>GRADUATING CLASS SUMMARY**</b>	46.2%	46.4%	46.4%	51.1%	49.1%	53.1%

\* These measures indicate the percentage of students enrolled in grades 10, 11 and 12 scoring a 3 or higher on at least one AP exam during the prior year divided by the total number of students in the respective grade.

\*\* The Graduating Class Summary represents the percentage of twelfth graders scoring a 3 or higher on at least one AP exam at any point in their high school careers divided by the total number of the school's seniors.

Data compiled from: 2021 The College Board; AP Equity and Excellence (2021)



## **2021 AMERICAN COLLEGE TEST (ACT) MEAN SCORES**

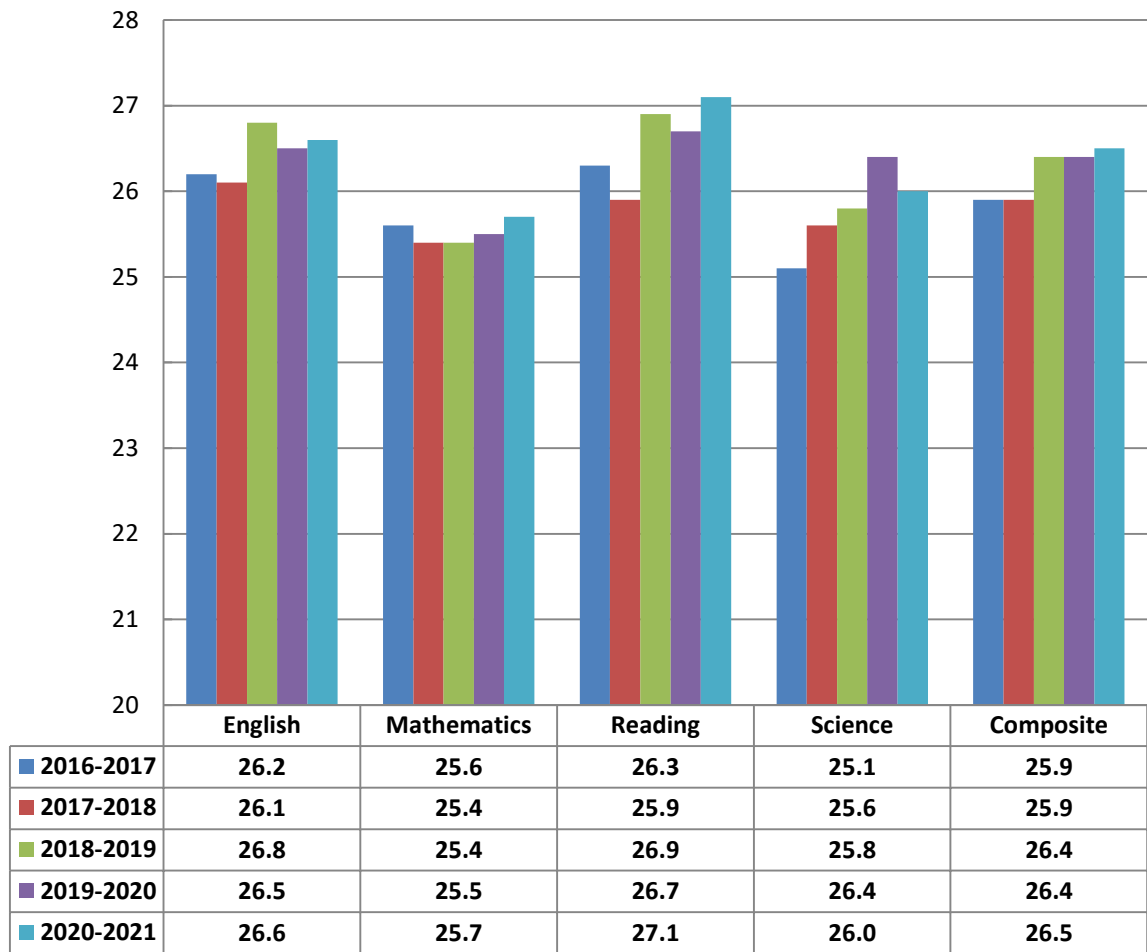
The ACT Assessment is a college admission test in direct competition with the SAT. The ACT Assessment contains four curriculum based tests that measure academic achievement in the areas of English, Mathematics, Reading and Science. The ACT also provides an overall Composite score. In addition to these four curricular areas and the summary composite, students may also opt to complete an additional writing assessment (ACT Plus) new in 2006. The ACT writing component is recommended by our high school counseling staff when students opt to take the ACT.

The ACT is headquartered in Iowa City, Iowa and today its assessment is accepted at all colleges and universities. The SAT currently has a historical foothold in our area of the country, which partially explains why the vast majority of students at Mt. Lebanon take the SAT. However, increasing competition between the ACT and SAT over the last few years has resulted in nation-wide acceptance of both assessment devices. Often Mt. Lebanon students, who do not fare as well as expected on the SAT, will complete the ACT to see if a relatively higher score can be obtained. Concordance tables reflecting SAT to ACT range comparisons are made available to students and families in the high school guidance office. Counselors regularly recommend that college-bound students sit for an ACT during junior or senior year.

The following report shows the mean score for Mt. Lebanon students on the ACT, as well as the mean score for all students in Pennsylvania and nationally who took the ACT. The scores can range from a low of 1 to a high of 36 for each of the sub-tests (English, Mathematics, Reading and Science). This is also true for the overall Composite score.

The number of participants in 2021 was 270. The average ACT composite score for Mt. Lebanon students this year was 26.5.

# ACT RESULTS



Data compiled from:

<http://www.pde.state.pa.us>

# 2021 AMERICAN COLLEGE TEST (ACT) PARTICIPATION RATES & MEAN SCORES

Mt. Lebanon*	# of Students	% of Class Participating	English	Math	Reading	Science	Composite
2011-2012	237	55	25.2	24.4	24.7	24.1	24.7
2012-2013	280	63	25.1	24.6	24.9	24.7	24.9
2013-2014	234	55	25.8	25.4	26.1	25.2	25.7
2014-2015	269	62	25.9	25.0	25.8	25.1	25.6
2015-2016	247	64	26.2	25.3	26.6	25.9	26.1
2016-2017	274	74	26.2	25.6	26.3	25.1	25.9
2017-2018	277	61	26.1	25.4	25.9	25.6	25.9
2018-2019	265	58	26.8	25.4	26.9	25.8	26.4
2019-2020	367	85	26.5	25.5	26.7	26.4	26.4
2020-2021	270	65	26.6	25.7	27.1	26.0	26.5
Pennsylvania*			English	Math	Reading	Science	Composite
2011-2012			22.0	22.7	22.7	21.9	22.4
2012-2013			22.2	23.0	23.0	22.2	22.7
2013-2014			22.1	22.8	23.0	22.2	22.7
2014-2015			22.5	22.8	23.2	22.5	22.9
2015-2016			22.6	23.0	23.6	22.8	23.1
2016-2017			23.4	23.4	24.2	23.3	23.7
2017-2018			23.3	23.2	24.0	23.1	23.5
2018-2019			23.3	23.1	24.1	23.2	23.6
2019-2020			23.4	23.2	24.3	23.4	23.7
2020-2021			24.8	24.3	25.8	24.5	25.0
Nation**			English	Math	Reading	Science	Composite
2010-2011			20.6	21.1	21.3	20.9	21.1
2011-2012			20.5	21.1	21.3	20.9	21.1
2012-2013			20.2	20.9	21.1	20.7	20.9
2013-2014			20.3	20.9	21.3	20.8	21.0
2014-2015			20.4	20.8	21.4	20.9	21.0
2015-2016			20.1	20.6	21.3	20.8	20.8
2016-2017			20.3	20.7	21.4	21.0	21.0
2017-2018			20.2	20.5	21.3	20.7	20.8
2018-2019			20.1	20.4	21.2	20.6	20.7
2019-2020			19.9	20.2	21.2	20.6	20.6
2020-2021			19.6	19.9	20.9	20.4	20.3

\*MTLSD and Pennsylvania data compiled from: ACT Profile Report - College Readiness Letter

\*\*Nation data compiled from: ACT Profile Report - National: Section I, Executive Summary

# ACT

## OVERALL PERFORMANCE BY IDENTITY GROUPS

GENDER	TOTAL # OF EXAMS	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
Male	144	25.5	26.5	26.3	26.5	26.4
Female	124	27.9	24.8	28.0	25.4	26.7

RACE/ETHNICITY	TOTAL # OF EXAMS	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
Asian	8	23.3	25.5	24.3	24.3	24.5
Black/African-American	1	22.0	22.0	21.0	21.0	22.0
Hispanic/Latino	7	29.1	27.1	26.6	26.7	27.6
White	22.8	26.5	25.4	27.2	25.9	26.4
Two or More Races	7	25.7	26.0	23.3	26.4	25.6
Preferred Not to Respond	17	29.2	29.0	29.5	28.9	29.4
No Information Provided	2	26.5	27.5	22.5	24.5	25.5

## 2021 SUMMARY OF SAT SCORES

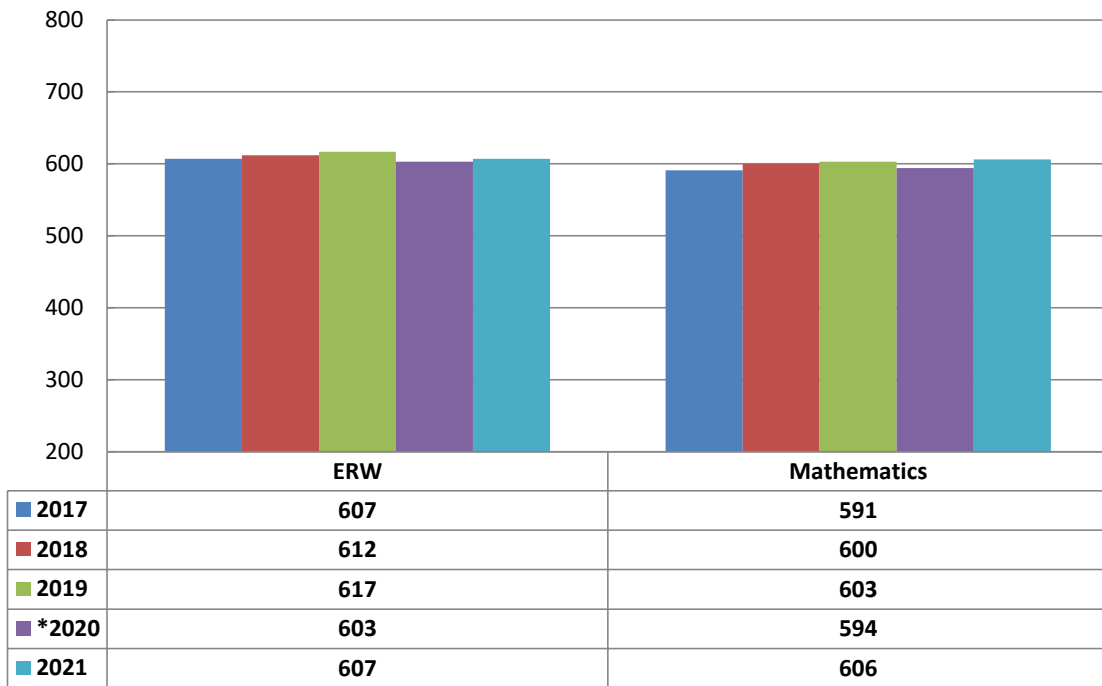
The SAT test is a nationally-normed benchmark utilized by colleges and universities as a major admissions indicator. It is designed to help admissions personnel in assessing a student's likelihood of success in a college environment. A product of the Educational Testing Service (ETS) also known as the College Board, the SAT Reasoning test addresses three core areas – Critical Reading, Mathematics and Writing. In the following report, the scores for Evidence-Based Reading and Writing (ERW) and Mathematics are listed separately and compared with both national and Pennsylvania state means. Additionally, data is further broken down by gender.

SAT scores can range from 200-800 on each of the two sections of the test. **The cumulative mean score of the Evidence-Based Reading and Writing (ERW) and Mathematics sections for Mt. Lebanon students combined was 1213 (ERW 607, Mathematics 606), 152 points higher than the national mean and 90 points higher than the Pennsylvania mean.**

It is significant to note that Mt. Lebanon's mean SAT scores represent 86.9% of the class of 2021 who took the exam. Students of all abilities are taking the SAT test within our district and are being accounted for in very favorable national and state comparisons.

SAT Subject tests are offered in specific content areas. They are often required for admission to the most highly selective colleges and universities. Students typically take only those tests that will be required or recommended for those universities/colleges to which they will be applying. Data provided is from a narrow cross section of our school, state and national populations that self-select to take exams based on college admission intentions. Since the SAT Reasoning test now includes an essay, the SAT Subject test in Writing (which required an essay) was discontinued after the 2005-2006 school year.

## SAT Results



\*Spring 2020 SAT Test Administration was cancelled due to Covid-19

Data compiled from: 2021 SAT Annual Report  
High School Report: Mt. Lebanon

**MT. LEBANON SCHOOL DISTRICT SAT REASONING MEAN SCORES  
TREND SUMMARY - 2021**

ERW					MT. LEBANON SCHOOL DISTRICT					NATION					PENNSYLVANIA				
YEAR	MALE	FEMALE	COMBINED	% OF CLASS TESTING	MALE	FEMALE	COMBINED		MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED					
2016-17	602	611	607	85.3	532	534	533		542	538	540								
2017-18	608	616	612	81.2	534	539	536		549	546	547								
2018-19	605	630	617	85.3	529	534	531		546	545	545								
2019-20	606	600	603	86.9	523	532	528		544	543	543								
2020-21	609	604	607	76.6	530	535	533		567	565	566								
MATH				MT. LEBANON SCHOOL DISTRICT				NATION					PENNSYLVANIA						
YEAR	MALE	FEMALE	COMBINED		MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED						
2016-17	606	576	591		538	516	527	546	518	531									
2017-18	613	585	600		542	522	531	554	526	539									
2018-19	603	603	603		537	519	528	551	525	537									
2019-20	612	575	594		531	516	523	549	522	534									
2020-21	624	590	606		537	519	528	573	544	557									

CRITICAL READING					MT. LEBANON SCHOOL DISTRICT							NATION			PENNSYLVANIA		
YEAR	MALE	FEMALE	COMBINED	% OF CLASS TESTING	MALE	FEMALE	COMBINED		MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED			
2011-12	562	552	557	92	498	493	496		495	488	491						
2012-13	551	554	553	93	499	494	496		497	491	496						
2013-14	576	563	569	90	499	495	497		501	493	497						
2014-15	563	569	566	86	497	493	495		504	494	499						
2015-16	564	572	568	83	495	493	494		504	497	500						

MATH MT. LEBANON SCHOOL DISTRICT												
YEAR	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED
2011-12	590	549	570	532	499	514	519	485	501			
2012-13	583	564	573	531	499	514	520	489	514			
2013-14	591	560	575	530	499	513	521	489	513			
2014-15	583	559	572	527	496	511	521	489	504			
2015-16	585	562	573	524	494	508	524	492	506			

WRITING MT. LEBANON SCHOOL DISTRICT										PENNSYLVANIA		
YEAR	MALE	FEMALE	COMBINED				NATION					
2011-12	561	576	568				MALE	FEMALE	COMBINED			
2012-13	559	565	562				481	494	488			
2013-14	576	575	576				482	493	488			
2014-15	551	583	566				481	492	487			
							478	490	484			
		</										

Data compiled from: 2021 The College Board; 2021 College-Bound Seniors High School Highlights Report for Mt. Lebanon High School

**SAT**  
**OVERALL PERFORMANCE BY IDENTITY GROUPS**

<b>RACE/ETHNICITY</b>	<b>TOTAL # OF EXAMS</b>	<b>TOTAL</b>	<b>ERW</b>	<b>MATH</b>
American Indian/Alaska Native	2	-	-	-
Asian	15	1231	607	624
Black/African-American	7	-	-	-
Hispanic/Latino	14	1300	644	656
White	270	1213	609	605
Two or More Races	9	-	-	-
No Response	4	-	-	-



## **SUMMARY OF PSAT/NMSQT SCORES OF SEMIFINALISTS AND COMMENDED STUDENTS**

This report represents a ten year summary of the Preliminary Scholastic Assessment Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT). The scores for both verbal and math sections range from 20 to 80. The total score possible is 240. Designed for students in their junior year, all of the District's sophomores take the PSAT as preparation for the SAT. [The selection index is used for National Merit purposes for juniors only.] Two thirds of the Selection Index is verbal (critical reading and writing scores) and one third is the mathematics score.

Scores are reported both for those selected as Semifinalists and those receiving Commended status.

The following data is a ten year summary of the total number of National Merit Semifinalists from comparable schools in Pennsylvania. Comparisons with demographically similar local schools offer insight about our top students' performances relative to the performances of top students in other, similar districts. This does not, however, provide an overall reflection of programmatic quality across the spectrum of learners. The number of semifinalists fluctuates year to year depending on a number of variables.

**MT. LEBANON SCHOOL DISTRICT  
NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (NMSQT) SUMMARY**

<b>Class of</b>	<b>Students in Class</b>	<b>Students Taking the NMSQT</b>	<b>Semi-Finalist Students</b>	<b>Commended Students</b>	<b>Total Semi-Finalists &amp; Commended Students</b>
2013	468	295	3	14	17
2014	436	262	11	16	27
2015	422	245	4	15	19
2016	388	341	10	15	25
2017	435	403	9	9	18
2018	445	402	11	14	25
2019	458	433	5	6	11
2020	455	432	9	13	22
2021	415	406	7	14	21
2022	440	419	13	19	32

The above data is a ten year summary of the National Merit Scholarship Qualifying Test results for Mt. Lebanon High School. These results are based on the Preliminary Scholastic Assessment Test (PSAT) that was given to eleventh graders in October 2020. Semifinalist standing usually represents students scoring within the top 1% of test takers in Pennsylvania and Commended standing within the top 3% in Pennsylvania. It is important to note that National Merit indexes vary from year-to-year and state-to-state. In Pennsylvania, for the Class of 2022, the index score was 218 to be a National Merit Semi-Finalist.

**NATIONAL MERIT SEMIFINALISTS**  
**10-YEAR COMPARISON OF SOUTHWESTERN PENNSYLVANIA SCHOOLS**  
**AND COMPARISON OF COMPARATOR PENNSYLVANIA SCHOOLS**  
**2020-2021 (CLASS OF 2022)**

DISTRICT	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	TOTAL
Bethel Park School District	1	2	2	4	1	1	0	0	2	2	15
Central Bucks School District**	15	12	19	17	20	18	28	19	27	15	190
Fox Chapel School District	17	8	9	15	14	3	11	14	7	9	107
Gateway School District	1	1	0	1	0	3	0	3	2	1	12
Great Valley School District	10	2	8	10	11	13	4	16	11	16	101
Hampton School District	3	0	0	4	2	2	6	8	3	4	32
Lower Merion School District*	23	21	18	21	20	23	29	28	33	37	253
Lower Moreland School District	3	3	5	5	4	5	4	6	3	3	41
Mt. Lebanon School District	3	11	4	10	9	11	5	9	7	13	82
North Allegheny School District	27	15	28	21	19	29	29	22	14	20	224
Peters Township School District	5	1	6	2	5	7	1	3	3	5	38
Radnor School District	24	8	11	12	11	13	16	20	10	17	142
South Fayette School District	0	2	2	3	3	2	1	1	3	6	23
Taylor Alderdice (Pittsburgh Public School District)	3	8	3	4	5	7	4	2	6	3	45
Tredyffrin-Easttown School District	35	26	44	33	33	34	34	42	29	38	348
Unionville-Chadds Ford School District	13	13	19	7	15	18	15	22	13	21	156
Upper Dublin School District	11	15	12	12	5	12	16	8	13	7	111
Upper St. Clair School District	14	5	8	14	12	11	4	6	11	10	95
Wallingford-Swarthmore School District	12	18	12	5	13	9	7	8	14	10	108

\* Denotes two (2) high schools

\*\*Denotes three (3) high schools

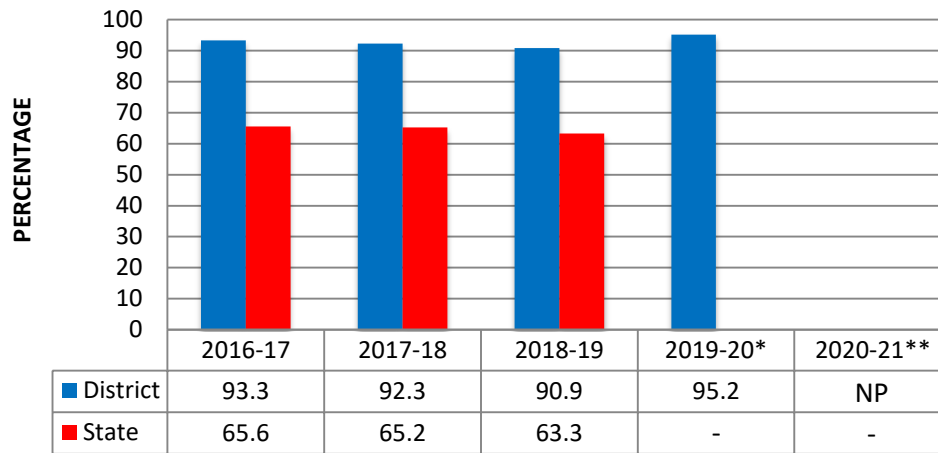
## KEYSTONE EXAMS

Beginning in the 2012-2013 school year, the Keystone Exams were developed and are required by the Pennsylvania Department of Education as end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Biology, and English Literature. The data typically included represents that of the Junior cohort's results through the Spring administration of their exam year.

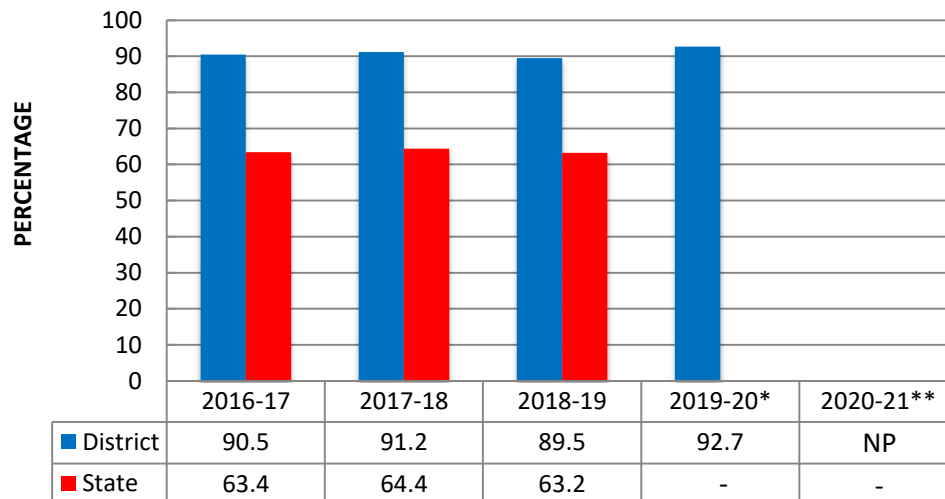
For the Class of 2022, ACT 136 addressed standardized assessments for the students. Specifically, the requirement to take the Keystone Exam associated with the trigger course in which they were enrolled had been waived for accountability purposes.

For those enrolled in a Keystone Exam trigger course in 2019-2020, the students are deemed non-numerically proficient with successful completion of their grade-based course.

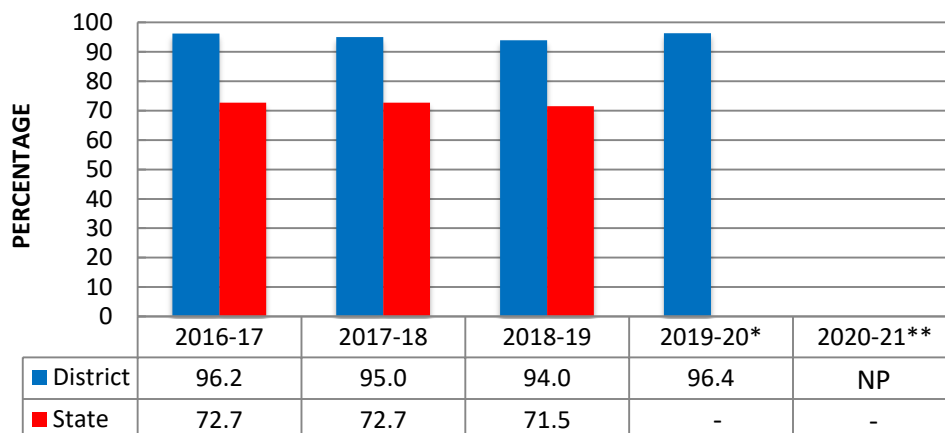
## KEYSTONE - ALGEBRA 1



## KEYSTONE - BIOLOGY



## KEYSTONE - ELA



\*2019-2020 State Assessments were not administered due to Covid-19

\*\* Non-numerically proficient

# APPENDIX

# Entrance Difficulty

This index groups colleges by their own assessment of their entrance difficulty level. The colleges were asked to select the level that most closely corresponds to their entrance difficulty, according to the guidelines below. Institutions for which high school class rank and/or standardized test scores do not apply as admission criteria were asked to select the level that best indicates their entrance difficulty as compared to other institutions.

## MOST DIFFICULT

*More than 75 percent of the freshmen were in the top 10 percent of their high school class and scored over 1310 on the SAT (critical reading and mathematical combined) or over 29 on the ACT (composite); about 30 percent or fewer of the applicants were accepted*

Amherst Coll (MA)  
 Barnard Coll (NY)  
 Bowdoin Coll (ME)  
 Brandeis U (MA)  
 Bryn Mawr Coll (PA)  
 Bucknell U (PA)  
 California Inst of Technology (CA)  
 Carnegie Mellon U (PA)  
 Claremont McKenna Coll (CA)  
 Colby Coll (ME)  
 Colgate U (NY)  
 The Coll of William and Mary (VA)  
 Columbia U (NY)  
 Cornell U (NY)  
 Dartmouth Coll (NH)  
 Emory U (GA)  
 Franklin W. Olin Coll of Eng (MA)  
 Georgetown U (DC)  
 The George Washington U (DC)  
 Gettysburg Coll (PA)  
 Harvard U (MA)  
 Harvey Mudd Coll (CA)  
 Haverford Coll (PA)  
 The Juilliard School (NY)  
 Kenyon Coll (OH)  
 Lehigh U (PA)  
 Massachusetts Inst of Technology (MA)  
 Middlebury Coll (VT)  
 Northwestern U (IL)  
 Pomona Coll (CA)  
 Princeton U (NJ)  
 Rice U (TX)  
 Soka U of America (CA)  
 Stanford U (CA)  
 Tufts U (MA)  
 U of Chicago (IL)  
 U of Notre Dame (IN)  
 U of Pennsylvania (PA)  
 U of Southern California (CA)  
 Vanderbilt U (TN)  
 Washington and Lee U (VA)  
 Washington U in St. Louis (MO)  
 Webb Inst (NY)  
 Wellesley Coll (MA)  
 Wesleyan U (CT)  
 Williams Coll (MA)

## VERY DIFFICULT

*More than 50 percent of the freshmen were in the top 10 percent of their high school class and scored over 1230 on the SAT or over 26 on the ACT; about 60 percent or fewer applicants were accepted*

Allegheny Coll (PA)  
 American U (DC)  
 American U in Bulgaria (Bulgaria)  
 The American U in Cairo (Egypt)  
 ArtCenter Coll of Design (CA)  
 Austin Coll (TX)  
 Babson Coll (MA)

Baruch Coll of the City U of New York (NY)  
 Bates Coll (ME)  
 Bennington Coll (VT)  
 Bentley U (MA)  
 Binghamton U, State U of New York (NY)  
 Boston Coll (MA)  
 Boston U (MA)  
 Carleton Coll (MN)  
 Case Western Reserve U (OH)  
 Centre Coll (KY)  
 Chapman U (CA)  
 Clarkson U (NY)  
 Clemson U (SC)  
 The Coll of New Jersey (NJ)  
 Coll of the Atlantic (ME)  
 Coll of the Holy Cross (MA)  
 The Colorado Coll (CO)  
 Connecticut Coll (CT)  
 Davidson Coll (NC)  
 Denison U (OH)  
 Dickinson Coll (PA)  
 Earlham Coll (IN)  
 Emerson Coll (MA)  
 Fairfield U (CT)  
 Florida State U (FL)  
 Fordham U (NY)  
 Franklin & Marshall Coll (PA)  
 Grinnell Coll (IA)  
 Gustavus Adolphus Coll (MN)  
 Hamilton Coll (NY)  
 Hendrix Coll (AR)  
 Hillsdale Coll (MI)  
 Hobart and William Smith Colls (NY)  
 Illinois Wesleyan U (IL)  
 James Madison U (VA)  
 Kalamazoo Coll (MI)  
 Kettering U (MI)  
 Knox Coll (IL)  
 Laguna Coll of Art & Design (CA)  
 Lawrence U (WI)  
 Macalester Coll (MN)  
 Marist Coll (NY)  
 Maryland Inst Coll of Art (MD)  
 Missouri U of Science and Technology (MO)  
 Mount Holyoke Coll (MA)  
 Muhlenberg Coll (PA)  
 New Coll of Florida (FL)  
 New York U (NY)  
 North Carolina State U (NC)  
 Northeastern U (MA)  
 Oberlin Coll (OH)  
 Occidental Coll (CA)  
 Oglethorpe U (GA)  
 The Ohio State U (OH)  
 Ohio Wesleyan U (OH)  
 Penn State Abington (PA)  
 Penn State Altoona (PA)  
 Penn State Berks (PA)  
 Penn State Erie, The Behrend Coll (PA)  
 Penn State Harrisburg (PA)  
 Penn State U Park (PA)  
 Pepperdine U, Malibu (CA)  
 Pitzer Coll (CA)  
 Pratt Inst (NY)  
 Presbyterian Coll (SC)  
 Queens Coll of the City U of New York (NY)  
 Reed Coll (OR)  
 Rensselaer Polytechnic Inst (NY)  
 Rhodes Coll (TN)  
 Rose-Hulman Inst of Technology (IN)  
 Saint Louis U (MO)  
 St. Olaf Coll (MN)  
 Santa Clara U (CA)  
 Sarah Lawrence Coll (NY)  
 Scripps Coll (CA)  
 Sewanee: The U of the South (TN)  
 Skidmore Coll (NY)  
 Smith Coll (MA)  
 Southwestern U (TX)

Spelman Coll (GA)  
 State U of New York at New Paltz (NY)  
 State U of New York Coll at Oneonta (NY)  
 State U of New York Coll of Environmental Science and Forestry (NY)  
 State U of New York Maritime Coll (NY)  
 Stevens Inst of Technology (NJ)  
 Stockton U (NJ)  
 Stonehill Coll (MA)  
 Stony Brook U, State U of New York (NY)  
 Syracuse U (NY)  
 Texas Christian U (TX)  
 Thomas Aquinas Coll (CA)  
 Transylvania U (KY)  
 Trinity U (TX)  
 Tulane U (LA)  
 Union Coll (NY)  
 United States Coast Guard Acad (CT)  
 United States Merchant Marine Acad (NY)  
 U at Albany, State U of New York (NY)  
 U of California, Davis (CA)  
 U of California, Irvine (CA)  
 U of California, Los Angeles (CA)  
 U of California, Riverside (CA)  
 U of California, San Diego (CA)  
 U of California, Santa Barbara (CA)  
 U of California, Santa Cruz (CA)  
 U of Florida (FL)  
 U of Mary Washington (VA)  
 U of Miami (FL)  
 U of Michigan (MI)  
 The U of North Carolina at Chapel Hill (NC)  
 U of Pittsburgh (PA)  
 U of Richmond (VA)  
 U of Rochester (NY)  
 U of San Diego (CA)  
 The U of Texas at Dallas (TX)  
 U of Toronto (ON, Canada)  
 The U of Tulsa (OK)  
 U of Virginia (VA)  
 U of Washington (WA)  
 U of Wisconsin—Madison (WI)  
 Vassar Coll (NY)  
 Villanova U (PA)  
 Wake Forest U (NC)  
 Washington & Jefferson Coll (PA)  
 Wheaton Coll (IL)  
 Wheaton Coll (MA)  
 Whitman Coll (WA)  
 Willamette U (OR)  
 Wofford Coll (SC)  
 Worcester Polytechnic Inst (MA)

## MODERATELY DIFFICULT

*More than 75 percent of the freshmen were in the top half of their high school class and scored over 1010 on the SAT or over 18 on the ACT; about 85 percent or fewer of the applicants were accepted.*

Abilene Christian U (TX)  
 Acadia U (NS, Canada)  
 Adams State U (CO)  
 Adelphi U (NY)  
 Agnes Scott Coll (GA)  
 Alberta Coll of Art & Design (AB, Canada)  
 Albion Coll (MI)  
 Albright Coll (PA)  
 Alcorn State U (MS)  
 Alfred U (NY)  
 Allen Coll (IA)  
 Alma Coll (MI)  
 Alverno Coll (WI)  
 American Acad of Art (IL)  
 American U of Health Sciences (CA)  
 The American U of Paris (France)  
 Anderson U (IN)  
 Andrews U (MI)

*Entrance Difficulty*  
*Moderately Difficult*

Angelo State U (TX)	Carroll Coll (MT)	East Tennessee State U (TN)
Antioch U Los Angeles (CA)	Carroll U (WI)	East Texas Baptist U (TX)
Antioch U Santa Barbara (CA)	Carson-Newman U (TN)	Eckerd Coll (FL)
Appalachian State U (NC)	Carthage Coll (WI)	ECPI U, Virginia Beach (VA)
Aquinas Coll (MI)	Catawba Coll (NC)	Edgewood Coll (WI)
Arcadia U (PA)	Cedar Crest Coll (PA)	Elizabethtown Coll (PA)
Arizona State U at the Downtown Phoenix campus (AZ)	Cedarville U (OH)	Elmhurst Coll (IL)
Arizona State U at the Polytechnic campus (AZ)	Centenary Coll of Louisiana (LA)	Elms Coll (MA)
Arizona State U at the Tempe campus (AZ)	Central Connecticut State U (CT)	Elon U (NC)
Arizona State U at the West campus (AZ)	Central Methodist U (MO)	Embry-Riddle Aeronautical U-Daytona (FL)
Arkansas Tech U (AR)	Central Michigan U (MI)	Endicott Coll (MA)
Asbury U (KY)	Chaminade U of Honolulu (HI)	Escuela de Artes Plasticas y Dise&no de Puerto Rico (PR)
Ashland U (OH)	Champlain Coll (VT)	Evangel U (MO)
Assumption Coll (MA)	Charles R. Drew U of Medicine and Science (CA)	The Evergreen State Coll (WA)
Auburn U (AL)	Charleston Southern U (SC)	Fairleigh Dickinson U, Florham Campus (NJ)
Auburn U at Montgomery (AL)	Chatham U (PA)	Fairleigh Dickinson U, Metropolitan Campus (NJ)
Augsburg U (MN)	Chestnut Hill Coll (PA)	Farmingdale State Coll (NY)
Augustana Coll (IL)	Christendom Coll (VA)	Fashion Inst of Technology (NY)
Augustana U (SD)	Christian Brothers U (TN)	Felician U (NJ)
Aultman Coll of Nursing and Health Sciences (OH)	Christopher Newport U (VA)	FIDM/Fashion Inst of Design & Merchandising, Los Angeles Campus (CA)
Aurora U (IL)	The Citadel, The Military Coll of South Carolina (SC)	FIDM/Fashion Inst of Design & Merchandising, San Francisco Campus (CA)
Austin Peay State U (TN)	City Coll of the City U of New York (NY)	Fitchburg State U (MA)
Averett U (VA)	Clark Atlanta U (GA)	Florida Ag and Mech U (FL)
Azusa Pacific U (CA)	Clarke U (IA)	Florida Atlantic U (FL)
Baker U (KS)	Clark U (MA)	Florida Coll (FL)
Baldwin Wallace U (OH)	Cleveland State U (OH)	Florida Gulf Coast U (FL)
Baptist Coll of Health Sciences (TN)	Coastal Carolina U (SC)	Florida Inst of Technology (FL)
Bard Coll (NY)	Coe Coll (IA)	Florida Intl U (FL)
Barry U (FL)	Cogswell Polytechnical Coll (CA)	Florida National U (FL)
Baylor U (TX)	Coker Coll (SC)	Florida Southern Coll (FL)
Bay Path U (MA)	The Coll at Brockport, State U of New York (NY)	Fort Lewis Coll (CO)
Beacon Coll (FL)	Coll of Charleston (SC)	Framingham State U (MA)
Becker Coll (MA)	The Coll of Idaho (ID)	Francis Marion U (SC)
Belhaven U (MS)	Coll of Mount Saint Vincent (NY)	Franklin Coll (IN)
Bellarmino U (KY)	The Coll of New Rochelle (NY)	Franklin U Switzerland (Switzerland)
Belmont U (TN)	Coll of Saint Benedict (MN)	Friends U (KS)
Bemidji State U (MN)	The Coll of Saint Rose (NY)	Frostburg State U (MD)
Benedictine U (IL)	The Coll of St. Scholastica (MN)	Furman U (SC)
Berea Coll (KY)	Coll of the Ozarks (MO)	Gannon U (PA)
Berry Coll (GA)	The Coll of Wooster (OH)	Geneva Coll (PA)
Bethany Lutheran Coll (MN)	Colorado Christian U (CO)	Georgetown Coll (KY)
Beihel Coll (KS)	Colorado State U (CO)	Georgia Coll & State U (GA)
Beihel U (MN)	Columbia Coll (SC)	Georgian Court U (NJ)
Biola U (CA)	Concordia Coll-New York (NY)	Georgia Southern U (GA)
Birmingham-Southern Coll (AL)	Concordia U (QC, Canada)	Georgia Southwestern State U (GA)
Blackburn Coll (IL)	Concordia U Chicago (IL)	Georgia State U (GA)
Blue Mountain Coll (MS)	Concordia U Irvine (CA)	Golden Gate U (CA)
Bluffton U (OH)	Concordia U, Nebraska (NE)	Goldfarb School of Nursing at Barnes-Jewish Coll (MO)
Boise State U (ID)	Concordia U of Edmonton (AB, Canada)	Gonzaga U (WA)
Bowling Green State U (OH)	Concordia U Wisconsin (WI)	Gordon Coll (MA)
Bradley U (IL)	Conservatorio de Musica de Puerto Rico (PR)	Goshen Coll (IN)
Brenau U (GA)	Converse Coll (SC)	Governors State U (IL)
Brescia U (KY)	Corban U (OR)	Graceland U (IA)
Bridgewater Coll (VA)	Cornell Coll (IA)	Grand Valley State U (MI)
Bridgewater State U (MA)	Cornish Coll of the Arts (WA)	Green Mountain Coll (VT)
Brigham Young U (UT)	Cottey Coll (MO)	Greenville U (IL)
Brigham Young U-Idaho (ID)	Covenant Coll (GA)	Grove City Coll (PA)
Bryan Coll (TN)	Creighton U (NE)	Guilford Coll (NC)
Bryant U (RI)	The Culinary Inst of America (NY)	Gutenberg Coll (OR)
Buena Vista U (IA)	Culver-Stockton Coll (MO)	Gwynedd Mercy U (PA)
Buffalo State Coll, State U of New York (NY)	Curry Coll (MA)	Hallmark U (TX)
Butler U (IN)	Daemen Coll (NY)	Hamline U (MN)
Cairn U (PA)	Dakota State U (SD)	Hampden-Sydney Coll (VA)
Caldwell U (NJ)	Dallas Baptist U (TX)	Hampshire Coll (MA)
California Baptist U (CA)	Dean Coll (MA)	Hampton U (VA)
California Lutheran U (CA)	Defiance Coll (OH)	Harding U (AR)
California Polytechnic State U, San Luis Obispo (CA)	Delaware State U (DE)	Hardin-Simmons U (TX)
California State Polytechnic U, Pomona (CA)	DePaul U (IL)	Hartwick Coll (NY)
California State U, Dominguez Hills (CA)	DePauw U (IN)	Hawai'i Pacific U (HI)
California State U, Fullerton (CA)	DEREE - The American Coll of Greece (Greece)	HEC Montreal (QC, Canada)
California State U, Long Beach (CA)	DeSales U (PA)	Heidelberg U (OH)
California State U, Los Angeles (CA)	Dominican U (IL)	High Point U (NC)
California State U Maritime Acad (CA)	Dominican U of California (CA)	Hiram Coll (OH)
California State U, Monterey Bay (CA)	Drake U (IA)	Hofstra U (NY)
California State U, Northridge (CA)	Drew U (NJ)	Hollins U (VA)
California State U, Sacramento (CA)	Drexel U (PA)	Holy Names U (CA)
California State U, San Bernardino (CA)	Drury U (MO)	Hood Coll (MD)
California State U, San Marcos (CA)	Duquesne U (PA)	Hope Coll (MI)
California State U, Stanislaus (CA)	D'Youville Coll (NY)	Hope Intl U (CA)
California U of Pennsylvania (PA)	East Carolina U (NC)	Houston Baptist U (TX)
Calvin Coll (MI)	Eastern Mennonite U (VA)	Howard Payne U (TX)
Campbellsville U (KY)	Eastern Michigan U (MI)	Hunter Coll of the City U of New York (NY)
Canisius Coll (NY)	Eastern Nazarene Coll (MA)	Husson U (ME)
Capital U (OH)	Eastern U (PA)	
Cardinal Stritch U (WI)	East Stroudsburg U of Pennsylvania (PA)	



Huston-Tillotson U (TX)	Marymount U (VA)	Nova Southeastern U (FL)
Illinois Coll (IL)	Maryville Coll (TN)	Oakland U (MI)
Immaculata U (PA)	Maryville U of Saint Louis (MO)	Ohio Dominican U (OH)
Indiana State U (IN)	Marywood U (PA)	Ohio Northern U (OH)
Indiana Tech (IN)	Massachusetts Coll of Art and Design (MA)	Ohio U (OH)
Indiana U Bloomington (IN)	Massachusetts Coll of Liberal Arts (MA)	Ohr Somayach/Joseph Tanenbaum Educational Center (NY)
Indiana U East (IN)	Massachusetts Maritime Acad (MA)	Oklahoma Baptist U (OK)
Indiana U-Purdue U Indianapolis (IN)	The Master's U (CA)	Oklahoma Christian U (OK)
Indiana U South Bend (IN)	McDaniel Coll (MD)	Oklahoma State U (OK)
Indiana Wesleyan U (IN)	McKendree U (IL)	Old Dominion U (VA)
Inter American U of Puerto Rico, Aguadilla Campus (PR)	McMurry U (TX)	Olivet Nazarene U (IL)
Inter American U of Puerto Rico, Fajardo Campus (PR)	McNeese State U (LA)	O'More Coll of Design (TN)
Inter American U of Puerto Rico, Metropolitan Campus (PR)	McPherson Coll (KS)	Oral Roberts U (OK)
Inter American U of Puerto Rico, San Germán Campus (PR)	Mercer U, Macon (GA)	Oregon Inst of Technology (OR)
Iona Coll (NY)	Mercy Coll (NY)	Oregon State U (OR)
Iowa State U of Science and Technology (IA)	Mercy Coll of Ohio (OH)	Ottawa U (KS)
Ithaca Coll (NY)	Mercyhurst U (PA)	Otterbein U (OH)
Jacksonville U (FL)	Meredith Coll (NC)	Ouachita Baptist U (AR)
Jefferson Coll of Health Sciences (VA)	Merrimack Coll (MA)	Pace U (NY)
John Brown U (AR)	Messenger Coll (TX)	Pace U, Pleasantville Campus (NY)
John Carroll U (OH)	Messiah Coll (PA)	Pacific Lutheran U (WA)
John Jay Coll of Criminal Justice of the City U of New York (NY)	Metropolitan Coll of New York (NY)	Palm Beach Atlantic U (FL)
John Paul the Great Catholic U (CA)	Miami U (OH)	Penn State Beaver (PA)
Johnson C. Smith U (NC)	Michigan State U (MI)	Penn State Brandywine (PA)
Johnson U (TN)	Michigan Technological U (MI)	Penn State DuBois (PA)
John Wesley U (NC)	Middle Tennessee State U (TN)	Penn State Fayette, The Eberly Campus (PA)
Judson U (IL)	Millersville U of Pennsylvania (PA)	Penn State Greater Allegheny (PA)
Juniata Coll (PA)	Milligan Coll (TN)	Penn State Hazleton (PA)
Kansas City Art Inst (MO)	Millikin U (IL)	Penn State Lehigh Valley (PA)
Kansas Wesleyan U (KS)	Millsaps Coll (MS)	Penn State Mont Alto (PA)
Kean U (NJ)	Mills Coll (CA)	Penn State New Kensington (PA)
Keene State Coll (NH)	Milwaukee School of Eng (WI)	Penn State Schuylkill (PA)
Kennesaw State U (GA)	Minneapolis Coll of Art and Design (MN)	Penn State Shenango (PA)
Kent State U (OH)	Minnesota State U Moorhead (MN)	Penn State Wilkes-Barre (PA)
The King's Coll (NY)	Minot State U (ND)	Penn State Worthington Scranton (PA)
King's Coll (PA)	Misericordia U (PA)	Penn State York (PA)
King U (TN)	Mississippi State U (MS)	Pennsylvania Coll of Art & Design (PA)
Kutztown U of Pennsylvania (PA)	Missouri Baptist U (MO)	Pennsylvania Coll of Health Sciences (PA)
LaGrange Coll (GA)	Missouri State U (MO)	Pfeiffer U (NC)
Langston U (OK)	Molloy Coll (NY)	Piedmont Coll (GA)
La Salle U (PA)	Monmouth Coll (IL)	Pine Manor Coll (MA)
Lasell Coll (MA)	Montana Tech of The U of Montana (MT)	Point Loma Nazarene U (CA)
Lawrence Technological U (MI)	Montclair State U (NJ)	Point Park U (PA)
Lebanese American U (Lebanon)	Moravian Coll (PA)	Point U (GA)
Lebanon Valley Coll (PA)	Morehouse Coll (GA)	Portland State U (OR)
Lehman Coll of the City U of New York (NY)	Morningside Coll (IA)	Post U (CT)
Le Moyne Coll (NY)	Mount Carmel Coll of Nursing (OH)	Prairie View A&M U (TX)
Lenoir-Rhyne U (NC)	Mount Mary U (WI)	Principia Coll (IL)
LeTourneau U (TX)	Mount Mercy U (IA)	Purchase Coll, State U of New York (NY)
Lewis U (IL)	Mount Saint Mary Coll (NY)	Purdue U (IN)
Lincoln Christian U (IL)	Mount St. Mary's U (MD)	Purdue U Northwest (IN)
Lincoln Memorial U (TN)	Mount Vernon Nazarene U (OH)	Quinnipiac U (CT)
Lindenwood U (MO)	Multnomah U (OR)	Ramapo Coll of New Jersey (NJ)
Linfield Coll (OR)	Murray State U (KY)	Randolph Coll (VA)
Lipscomb U (TN)	Muskingum U (OH)	Randolph-Macon Coll (VA)
Lock Haven U of Pennsylvania (PA)	Naropa U (CO)	Regis U (CO)
Longwood U (VA)	National Louis U (IL)	Research Coll of Nursing (MO)
Loras Coll (IA)	Nazareth Coll of Rochester (NY)	Resurrection U (IL)
Louisiana Coll (LA)	Nebraska Methodist Coll (NE)	Rhode Island Coll (RI)
Louisiana State U and A&M Coll (LA)	Neumont Coll of Computer Science (UT)	Rider U (NJ)
Loyola U Chicago (IL)	Newberry Coll (SC)	Ringling Coll of Art and Design (FL)
Loyola U New Orleans (LA)	New Hampshire Inst of Art (NH)	Ripon Coll (WI)
Lubbock Christian U (TX)	New Jersey City U (NJ)	Rivier U (NH)
Luther Coll (IA)	New Jersey Inst of Technology (NJ)	Roanoke Coll (VA)
Lycoming Coll (PA)	New Mexico Inst of Mining and Technology (NM)	Roberts Wesleyan Coll (NY)
Lynchburg Coll (VA)	New Mexico State U (NM)	Rochester Inst of Technology (NY)
Lynn U (FL)	New Saint Andrews Coll (ID)	Rockhurst U (MO)
Lyon Coll (AR)	The New School Coll of Performing Arts (NY)	Rocky Mountain Coll (MT)
Madonna U (MI)	The New School-Parsons Paris (France)	Rollins Coll (FL)
Maharishi U of Management (IA)	New York Inst of Technology (NY)	Roosevelt U (IL)
Maine Coll of Health Professions (ME)	Niagara U (NY)	Rosemont Coll (PA)
Malone U (OH)	North Carolina Wesleyan Coll (NC)	Rowan U (NJ)
Manchester U (IN)	North Central Coll (IL)	Rutgers U-Camden (NJ)
Manhattan Coll (NY)	North Dakota State U (ND)	Rutgers U-Newark (NJ)
Manhattanville Coll (NY)	Northeastern State U (OK)	Rutgers U-New Brunswick (NJ)
Mansfield U of Pennsylvania (PA)	Northern Arizona U (AZ)	Sacred Heart U (CT)
Marian U (IN)	Northern Illinois U (IL)	The Sage Colls (NY)
Marian U (WI)	Northern Vermont U-Lyndon (VT)	Saginaw Valley State U (MI)
Marietta Coll (OH)	Northland Coll (WI)	St. Ambrose U (IA)
Marlboro Coll (VT)	Northwestern Coll (IA)	St. Andrews U (NC)
Marquette U (WI)	Northwestern Oklahoma State U (OK)	Saint Anselm Coll (NH)
Marshall U (WV)	Northwestern State U of Louisiana (LA)	Saint Augustine's U (NC)
Martin Luther Coll (MN)	Northwest Missouri State U (MO)	St. Bonaventure U (NY)
Mary Baldwin U (VA)	Northwest Nazarene U (ID)	St. Catherine U (MN)
Marymount Manhattan Coll (NY)	Northwest U (WA)	Saint Charles Borromeo Sem, Overbrook (PA)
	Notre Dame de Namur U (CA)	Saint Francis U (PA)

*Entrance Difficulty*  
*Moderately Difficult*

St. John Fisher Coll (NY)	Thomas More Coll of Liberal Arts (NH)	U of Northern Iowa (IA)
St. John's Coll (MD)	Tiffin U (OH)	U of North Florida (FL)
St. John's Coll (NM)	Tooeas Falls Coll (GA)	U of North Georgia (GA)
Saint John's U (MN)	Towson U (MD)	U of North Texas (TX)
St. John's U (NY)	Trent U (ON, Canada)	U of Oklahoma (OK)
St. Joseph's Coll, Long Island Campus (NY)	Trevecca Nazarene U (TN)	U of Oregon (OR)
St. Joseph's Coll, New York (NY)	Trine U (IN)	U of Pittsburgh at Greensburg (PA)
Saint Joseph's U (PA)	Trinity Christian Coll (IL)	U of Puerto Rico-Humacao (PR)
St. Lawrence U (NY)	Truman State U (MO)	U of Puget Sound (WA)
Saint Leo U (FL)	Tusculum Coll (TN)	U of Rhode Island (RI)
St. Louis Coll of Pharmacy (MO)	Union Coll (NE)	U of St. Francis (IL)
Saint Louis U-Madrid Campus (Spain)	Union U (TN)	U of Saint Joseph (CT)
Saint Martin's U (WA)	Unity Coll (ME)	U of Saint Mary (KS)
Saint Mary's Coll of California (CA)	Université de Sherbrooke (QC, Canada)	U of St. Thomas (MN)
St. Mary's Coll of Maryland (MD)	U at Buffalo, the State U of New York (NY)	U of St. Thomas (TX)
St. Mary's U (TX)	The U of Akron (OH)	U of San Francisco (CA)
Saint Mary's U of Minnesota (MN)	The U of Alabama (AL)	U of Science and Arts of Oklahoma (OK)
Saint Michael's Coll (VT)	The U of Alabama at Birmingham (AL)	The U of Scranton (PA)
St. Norbert Coll (WI)	The U of Arizona (AZ)	U of Sioux Falls (SD)
Saint Peter's U (NJ)	U of Arkansas (AR)	U of South Alabama (AL)
St. Thomas Aquinas Coll (NY)	U of Bridgeport (CT)	U of South Carolina (SC)
St. Thomas U (NB, Canada)	U of Central Arkansas (AR)	U of South Carolina Aiken (SC)
Saint Vincent Coll (PA)	U of Central Florida (FL)	U of Southern Indiana (IN)
Salisbury U (MD)	U of Central Missouri (MO)	U of Southern Maine (ME)
Samford U (AL)	U of Charleston (WV)	U of Southern Mississippi (MS)
Sam Houston State U (TX)	U of Cincinnati (OH)	The U of Tampa (FL)
San Diego State U (CA)	U of Colorado Boulder (CO)	The U of Tennessee (TN)
San Francisco Art Inst (CA)	U of Colorado Colorado Springs (CO)	The U of Tennessee at Chattanooga (TN)
San Francisco State U (CA)	U of Colorado Denver (CO)	The U of Tennessee at Martin (TN)
Savannah Coll of Art and Design (GA)	U of Dallas (TX)	The U of Texas at Austin (TX)
School of Visual Arts (NY)	U of Dayton (OH)	The U of Texas at San Antonio (TX)
Schreiner U (TX)	U of Denver (CO)	The U of Texas of the Permian Basin (TX)
Seattle Pacific U (WA)	U of Dubuque (IA)	The U of the Arts (PA)
Seattle U (WA)	U of Evansville (IN)	U of the Pacific (CA)
Seton Hill U (PA)	The U of Findlay (OH)	U of Utah (UT)
Shepherd U (WV)	U of Georgia (GA)	U of Vermont (VT)
Shorter U (GA)	U of Guelph (ON, Canada)	The U of Virginia's Coll at Wise (VA)
Siena Coll (NY)	U of Hartford (CT)	U of Washington, Bothell (WA)
Sierra Nevada Coll (NV)	U of Hawaii at Manoa (HI)	U of Washington, Tacoma (WA)
Simmons Coll (MA)	U of Houston (TX)	U of Waterloo (ON, Canada)
Simon Fraser U (BC, Canada)	U of Idaho (ID)	U of West Georgia (GA)
Simpson Coll (IA)	U of Illinois at Chicago (IL)	U of Wisconsin-Eau Claire (WI)
Slippery Rock U of Pennsylvania (PA)	U of Illinois at Springfield (IL)	U of Wisconsin-La Crosse (WI)
Sonoma State U (CA)	The U of Kansas (KS)	U of Wisconsin-Milwaukee (WI)
Southeastern Louisiana U (LA)	U of Kentucky (KY)	U of Wisconsin-Parkside (WI)
Southeastern Oklahoma State U (OK)	U of King's Coll (NS, Canada)	U of Wisconsin-River Falls (WI)
Southeast Missouri State U (MO)	U of La Verne (CA)	U of Wisconsin-Stevens Point (WI)
Southern Adventist U (TN)	U of Louisiana at Monroe (LA)	U of Wisconsin-Stout (WI)
Southern Arkansas U-Magnolia (AR)	U of Louisville (KY)	U of Wisconsin-Whitewater (WI)
Southern Illinois U Carbondale (IL)	U of Maine (ME)	U of Wyoming (WY)
Southern Illinois U Edwardsville (IL)	U of Maine at Machias (ME)	Upper Iowa U (IA)
Southern Methodist U (TX)	U of Mary Hardin-Baylor (TX)	Ursinus Coll (PA)
Southern Utah U (UT)	U of Maryland, Baltimore County (MD)	Utah State U (UT)
Southwest Baptist U (MO)	U of Maryland, Coll Park (MD)	Utica Coll (NY)
Spring Hill Coll (AL)	U of Maryland Eastern Shore (MD)	Valdosta State U (GA)
State U of New York at Fredonia (NY)	U of Massachusetts Amherst (MA)	Valparaiso U (IN)
State U of New York at Oswego (NY)	U of Massachusetts Boston (MA)	Vanguard U of Southern California (CA)
State U of New York at Plattsburgh (NY)	U of Massachusetts Dartmouth (MA)	Vaughn Coll of Aeronautics and Technology (NY)
State U of New York Coll at Cortland (NY)	U of Massachusetts Lowell (MA)	Vermont Tech Coll (VT)
State U of New York Coll at Geneseo (NY)	U of Memphis (TN)	Virginia Military Inst (VA)
State U of New York Coll at Old Westbury (NY)	U of Michigan-Dearborn (MI)	Virginia Polytechnic Inst and State U (VA)
State U of New York Coll at Potsdam (NY)	U of Michigan-Flint (MI)	Virginia Wesleyan U (VA)
State U of New York Coll of Technology at Alfred (NY)	U of Minnesota, Duluth (MN)	Wabash Coll (IN)
State U of New York Coll of Technology at Delhi (NY)	U of Minnesota, Morris (MN)	Waldorf U (IA)
State U of New York Polytechnic Inst (NY)	U of Minnesota, Twin Cities Campus (MN)	Walsh U (OH)
Stephen F. Austin State U (TX)	U of Missouri (MO)	Warner Pacific Coll (OR)
Stetson U (FL)	U of Missouri-St. Louis (MO)	Warburg Coll (IA)
Stevenson U (MD)	U of Mobile (AL)	Washington Coll (MD)
Stevens-The Inst of Business & Arts (MO)	U of Montana (MT)	Washington State U (WA)
Suffolk U (MA)	U of Montevallo (AL)	Washington State U-Global Campus (WA)
Susquehanna U (PA)	U of Mount Union (OH)	Washington State U-Spokane (WA)
Tabor Coll (KS)	U of Nebraska at Kearney (NE)	Washington State U-Tri-Cities (WA)
Talladega Coll (AL)	U of Nebraska-Lincoln (NE)	Washington State U-Vancouver (WA)
Tarleton State U (TX)	U of Nevada, Las Vegas (NV)	Waynesburg U (PA)
Taylor U (IN)	U of Nevada, Reno (NV)	Wayne State U (MI)
Temple U (PA)	U of New England (ME)	Webber Int'l U (FL)
Tennessee Technological U (TN)	U of New Hampshire (NH)	Webster U (MO)
Texas A&M Intl U (TX)	U of New Haven (CT)	Wells Coll (NY)
Texas A&M U (TX)	U of New Mexico (NM)	Wentworth Inst of Technology (MA)
Texas A&M U-Commerce (TX)	U of North Carolina at Asheville (NC)	West Chester U of Pennsylvania (PA)
Texas A&M U-Corpus Christi (TX)	The U of North Carolina at Charlotte (NC)	Western Connecticut State U (CT)
Texas A&M U-Kingsville (TX)	The U of North Carolina at Greensboro (NC)	Western Illinois U (IL)
Texas State U (TX)	The U of North Carolina at Pembroke (NC)	Western Michigan U (MI)
Texas Tech U (TX)	The U of North Carolina Wilmington (NC)	Western New England U (MA)
Thomas Jefferson U (PA)	U of Northern Colorado (CO)	Western Oregon U (OR)

Western State Colorado U (CO)  
Western Washington U (WA)  
Westfield State U (MA)  
Westminster Coll (PA)  
Westminster Coll (UT)  
Westmont Coll (CA)  
West Texas A&M U (TX)  
West Virginia U (WV)  
West Virginia Wesleyan Coll (WV)  
Whittier Coll (CA)  
Whitworth U (WA)  
Widener U (PA)  
Wilkes U (PA)  
William Jewell Coll (MO)  
William Paterson U of New Jersey (NJ)  
William Peace U (NC)  
William Penn U (IA)  
William Woods U (MO)  
Winona State U (MN)  
Winthrop U (SC)  
Wisconsin Lutheran Coll (WI)  
Wittenberg U (OH)  
Woodbury U (CA)  
Worcester State U (MA)  
Xavier U of Louisiana (LA)  
York Coll of Pennsylvania (PA)

#### MINIMALLY DIFFICULT

*Most freshmen were not in the top half of their high school class and scored somewhat below 1010 on the SAT or below 19 on the ACT; up to 95 percent of the applicants were accepted*

Adventist U of Health Sciences (FL)  
Alabama State U (AL)  
Alaska Bible Coll (AK)  
Alaska Pacific U (AK)  
Alliant Intl U-San Diego (CA)  
American Coll of Thessaloniki (Greece)  
American Intl Coll (MA)  
Amridge U (AL)  
Anderson U (SC)  
Austin Graduate School of Theology (TX)  
Avila U (MO)  
Barclay Coll (KS)  
Barton Coll (NC)  
Benedictine Coll (KS)  
Bennett Coll (NC)  
Bethel Coll (IN)  
Bethel U (TN)  
Bethune-Cookman U (FL)  
Bloomsburg U of Pennsylvania (PA)  
Bob Jones U (SC)  
Bowie State U (MD)  
Brewton-Parker Coll (GA)  
Bryn Athyn Coll of the New Church (PA)  
California Inst of Integral Studies (CA)  
California State U, East Bay (CA)  
Caribbean U (PR)  
Carlow U (PA)  
Cazenovia Coll (NY)  
Central Penn Coll (PA)  
Central State U (OH)  
Chowan U (NC)  
Clayton State U (GA)  
Coleman U, San Diego (CA)  
Coll of Business and Technology-Main Campus (FL)  
Coll of Business and Technology-Miami Gardens (FL)  
Coll of Coastal Georgia (GA)  
Coll of Saint Mary (NE)  
The Coll of Westchester (NY)  
Colorado Mesa U (CO)  
Colorado State U-Pueblo (CO)  
Columbia Central U, Yauco (PR)  
Columbia Coll (MO)  
Columbia Coll Chicago (IL)  
Columbus State U (GA)  
Compass Coll of Cinematic Arts (MI)  
Concordia U, St. Paul (MN)  
Concord U (WV)  
Comerstone U (MI)  
Criswell Coll (TX)  
Delaware Valley U (PA)  
Dickinson State U (ND)  
DigiPen Inst of Technology (WA)

Dunwoody Coll of Technology (MN)  
East Central U (OK)  
Eastern Oregon U (OR)  
EDP U of Puerto Rico-San Sebastian (PR)  
Emmanuel Coll (GA)  
Fayetteville State U (NC)  
Ferris State U (MI)  
Franciscan Missionaries of Our Lady U (LA)  
Franklin Pierce U (NH)  
Grand View U (IA)  
Greensboro Coll (NC)  
Hannibal-LaGrange U (MO)  
Harrisburg U of Science and Technology (PA)  
Hilbert Coll (NY)  
Holy Family U (PA)  
Humboldt State U (CA)  
Idaho State U (ID)  
Illinois State U (IL)  
Indiana U Kokomo (IN)  
Indiana U Northwest (IN)  
Indiana U of Pennsylvania (PA)  
Indiana U Southeast (IN)  
Jackson State U (MS)  
Johnson U Florida (FL)  
Kansas State U (KS)  
Kentucky Mountain Bible Coll (KY)  
Lamar U (TX)  
La Roche Coll (PA)  
La Sierra U (CA)  
Liberty U (VA)  
Life U (GA)  
Limestone Coll (SC)  
Lincoln Coll (IL)  
Lincoln Coll of New England, Southington (CT)  
Lincoln U (CA)  
Lincoln U (PA)  
Lindsey Wilson Coll (KY)  
Maria Coll (NY)  
Marymount California U (CA)  
Metropolitan State U of Denver (CO)  
MidAmerica Nazarene U (KS)  
Mid-Atlantic Christian U (NC)  
Middle Georgia State U (GA)  
Missouri Valley Coll (MO)  
Morehead State U (KY)  
Mount Aloysius Coll (PA)  
Mount Marty Coll (SD)  
Mount St. Joseph U (OH)  
Neumann U (PA)  
New England Inst of Technology (RI)  
Newman U (KS)  
New Mexico Highlands U (NM)  
North American U (TX)  
North Carolina Central U (NC)  
Northcentral U (CA)  
Northern State U (SD)  
North Greenville U (SC)  
Northwest Christian U (OR)  
Nyack Coll (NY)  
Oakland City U (IN)  
Ohio Christian U (OH)  
Pittsburg State U (KS)  
Polytechnic U of Puerto Rico (PR)  
Radford U (VA)  
Rasmussen Coll Bloomington (MN)  
Rasmussen Coll Brooklyn Park (MN)  
Rasmussen Coll Eagan (MN)  
Rasmussen Coll Fargo (ND)  
Rasmussen Coll Mankato (MN)  
Rasmussen Coll New Port Richey (FL)  
Rasmussen Coll Ocala (FL)  
Rasmussen Coll Rockford (IL)  
Rasmussen Coll St. Cloud (MN)  
Regent U (VA)  
Robert Morris U (PA)  
Robert Morris U Illinois (IL)  
Rust Coll (MS)  
St. Luke's Coll (IA)  
Saint Mary-of-the-Woods Coll (IN)  
Shaw U (NC)  
Silver Lake Coll of the Holy Family (WI)  
Southeastern U (FL)  
Southwestern Adventist U (TX)  
Southwestern Coll (KS)  
Spencerian Coll (KY)  
State U of New York Coll of Technology at Canton (NY)

Sullivan U (KY)  
Sweet Briar Coll (VA)  
Tennessee Wesleyan U (TN)  
Texas Woman's U (TX)  
Thomas U (GA)  
Truett McConnell U (GA)  
U of Alaska Fairbanks (AK)  
U of Central Oklahoma (OK)  
U of Houston-Clear Lake (TX)  
U of Jamestown (ND)  
U of Maine at Fort Kent (ME)  
U of Maine at Presque Isle (ME)  
U of Minnesota, Crookston (MN)  
U of North Alabama (AL)  
U of North Dakota (ND)  
U of Pittsburgh at Bradford (PA)  
U of South Carolina Union (SC)  
U of South Dakota (SD)  
The U of Texas at El Paso (TX)  
U of the Incarnate Word (TX)  
U of Valley Forge (PA)  
The U of West Alabama (AL)  
U of Wisconsin-Superior (WI)  
Ursuline Coll (OH)  
Wade Coll (TX)  
Wayland Baptist U (TX)  
Western Kentucky U (KY)  
West Virginia State U (WV)  
West Virginia U Inst of Technology (WV)  
Wichita State U (KS)  
Wright State U (OH)  
Wright State U-Lake Campus (OH)  
Youngstown State U (OH)

#### NONCOMPETITIVE

*Virtually all applicants were accepted regardless of high school rank or test scores.*

Academy Coll (MN)  
Academy of Art U (CA)  
AIC Coll of Design (OH)  
American Baptist Coll (TN)  
American Public U System (WV)  
American Samoa Comm Coll (AS)  
Antelope Valley Coll (CA)  
Antioch U Midwest (OH)  
Appalachian Bible Coll (WV)  
Arlington Baptist U (TX)  
Athabasca U (AB, Canada)  
Athens State U (AL)  
The Baptist Coll of Florida (FL)  
Beulah Heights U (GA)  
Boston Architectural Coll (MA)  
Bowling Green State U-Firelands Coll (OH)  
Brandon U (MB, Canada)  
California Christian Coll (CA)  
Calumet Coll of Saint Joseph (IN)  
Calvary U (MO)  
Cameron U (OK)  
Capilano U (BC, Canada)  
Carlos Albizu U (PR)  
Carolina Christian Coll (NC)  
Cecil Coll (MD)  
Charter Oak State Coll (CT)  
Chipola Coll (FL)  
Colegio Universitario de San Juan, San Juan (PR)  
Coll of Biblical Studies-Houston (TX)  
Coll of Central Florida (FL)  
Columbia Central U, Caguas (PR)  
Columbia Southern U (AL)  
Conception Sem Coll (MO)  
Crowley's Ridge Coll (AR)  
Davenport U, Grand Rapids (MI)  
Daytona State Coll (FL)  
Dominican Coll (NY)  
Donnelly Coll (KS)  
Eastern New Mexico U (NM)  
EDP U of Puerto Rico (PR)  
Emmaus Bible Coll (IA)  
Emporia State U (KS)  
Feather River Coll (CA)  
Florida Keys Comm Coll (FL)  
Georgia Gwinnett Coll (GA)  
Georgia Highlands Coll (GA)  
Georgia Military Coll (GA)

*Entrance Difficulty*  
*Noncompetitive*

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Grambling State U (LA)	National U (CA)	Tallahassee Comm Coll (FL)
Granite State Coll (NH)	New World School of the Arts (FL)	Texas A&M U-Texarkana (TX)
Harris-Stowe State U (MO)	The Ohio State U at Lima (OH)	Thomas Edison State U (NJ)
Hesston Coll (KS)	The Ohio State U at Mansfield (OH)	Trinity Coll of Florida (FL)
Hobe Sound Bible Coll (FL)	The Ohio State U at Marion (OH)	Truckee Meadows Comm Coll (NV)
Holy Trinity Orthodox Sem (NY)	The Ohio State U at Newark (OH)	Tyler Jr Coll (TX)
Horizon U (IN)	Ohio U-Zanesville (OH)	U of Guam (GU)
Huntington Coll of Health Sciences (TN)	Oklahoma State U Inst of Technology (OK)	U of Houston-Downtown (TX)
Kent State U at Ashtabula (OH)	Oklahoma State U-Oklahoma City (OK)	U of Maryland U Coll (MD)
Kent State U at East Liverpool (OH)	Pacific Northwest Coll of Art (OR)	U of Pikeville (KY)
Kent State U at Geauga (OH)	Palm Beach State Coll (FL)	U of Providence (MT)
Kent State U at Salem (OH)	Peirce Coll (PA)	U of Saint Francis (IN)
Kent State U at Stark (OH)	Pennsylvania Coll of Technology (PA)	The U of Texas Rio Grande Valley (TX)
Kent State U at Trumbull (OH)	Pensacola State Coll (FL)	U of the Potomac (DC)
Kent State U at Tuscarawas (OH)	Polk State Coll (FL)	U of the Virgin Islands (VI)
Lincoln U (MO)	Potomac State Coll of West Virginia U (WV)	The U of Toledo (OH)
Luther Rice Coll & Sem (GA)	Pueblo Comm Coll (CO)	Utah Valley U (UT)
Maranatha Baptist U (WI)	Renton Tech Coll (WA)	Valley City State U (ND)
Marylhurst U (OR)	Rogers State U (OK)	Vincennes U (IN)
Master's Coll and Sem (ON, Canada)	Schoolcraft Coll (MI)	Walsh Coll of Accountancy and Business Administration (MI)
Medgar Evers Coll of the City U of New York (NY)	Seminole State Coll of Florida (FL)	Wayne State Coll (NE)
Miami Dade Coll (FL)	Shawnee State U (OH)	Weber State U (UT)
Mid-America Baptist Theological Sem (TN)	Shiloh U (IA)	Welch Coll (TN)
Mid-America Christian U (OK)	Southern Vermont Coll (VT)	Wilmington U (DE)
Midland Coll (TX)	South Florida State Coll (FL)	
Missouri Western State U (MO)	Southwestern Assemblies of God U (TX)	
Morris Coll (SC)	State U of New York Empire State Coll (NY)	