

NATIONAL REPORT

1998 College-Bound SENIORS



Summary
Reporting
Service

A
Profile
of
SAT[®]
Program
Test
Takers



The College Board
Educational Excellence for All Students

CLINTON LIBRARY PHOTOCOPY

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Embargoed until 12 p.m. (ET), Tuesday, September 1, 1998

Please do not release any of this information to the public before the embargo time and date above, when all materials will be posted on the Web at www.collegeboard.org.

College-bound students set records in racial and ethnic diversity, precollege credit, and grades, but College Board sees growing disparities among subgroups

Average SAT[®] math score is the highest in 27 years, but average verbal score is 6 points above record lows of 1991 and 1994

The characteristics of the 1,172,779 SAT[®] takers in this year's high school graduating class have implications for the nation's schools, colleges, and universities, given that the size of their population nearly equals the number of new freshmen entering four-year colleges. The 321,443 seniors who took college-level AP[®] Examinations this year represent about one-fourth of that freshman population. This year, a total of 618,257 students in 54 percent of the nation's high schools took AP Examinations and a total of 2.2 million students took the SAT. The SAT is taken by 43 percent of all high school graduates in the U.S. and by students in more than 100 foreign countries. SAT scores are required by about 90 percent of four-year colleges and universities that have admission requirements.

Note to reporters: The College Board strongly advises reporters and others *not* to use SAT scores to compare schools, districts, and states (see the reverse side of this page) because many of the factors that can affect scores are not uniform across schools, districts, and states. Scores for local schools and districts may be available from those jurisdictions if they have received them before the embargo date and time. Although SAT scores of a school or district usually rise or fall from year to year, such changes are often insignificant. To put a score change for a particular school or district in context, consult the table on the reverse side of page 4. If a school or district has experienced a notable score change, its administrators may be able to identify factors that explain it, such as a change in student demographics or in the percentage of students taking the SAT. (In general, scores decline as more students take the test.)



The College Board
Educational Excellence for All Students

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 assessing their academic preparation. 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. In being incomplete, this use is inherently unfair.

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 the average scores. In some states, a very small percentage of 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 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. Thus, to make useful comparisons of students' performance between states, 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.

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 less tangible nature could very well have a significant influence on average scores. This 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, 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, 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 College Entrance Examination Board. All rights reserved.

News *from* The College Board

45 Columbus Avenue, New York, New York 10023-6992 Phone: (212) 713-8000 Fax: (212) 713-8184

MEDIA MAY NOT RELEASE BEFORE 12 P.M. (ET), TUESDAY, SEPT. 1, 1998

9/98

Contact: Janice Gams, Jeffrey Penn, Fred Moreno

College-bound students set records in racial and ethnic diversity, precollege credit, and grades, but College Board sees growing disparities among subgroups

Average SAT[®] math score is the highest in 27 years, but average verbal score is 6 points above record lows of 1991 and 1994

The College Board reports that this year's college-bound students are more racially and ethnically diverse, more eligible for college credit prior to enrollment, and have higher grades than their predecessors, but disparities in academic preparation, test scores, and other factors are growing across subgroups. This profile is based on the survey responses and test scores of the 1.2 million students who took the SAT I: Reasoning Test and 321,000 seniors who took college-level Advanced Placement[®] (AP[®]) Examinations before graduation from high school this year.

"This year's college-bound class typifies the growing challenge to higher education," said Donald M. Stewart, president of the College Board. "We see a significant increase in the number of well-prepared students, but we also see more students with insufficient academic preparation."

SAT scores present a mixed picture this year, he said. The average SAT mathematics score is 512, the highest in 27 years and 1 point above last year's level, but the average SAT verbal score is 505, the same as last year and just 6 points above the record lows of 1991 and 1994. Among racial and ethnic groups, average verbal scores are down for Hispanic/Latino and Puerto Rican groups by 5 and 2 points, respectively, and the average math score for the Hispanic/Latino group fell 2 points -- the only group for which math scores fell.

"We can point to increased math and science study as a reason for the current high in average math score," he said, "but the rock-steady verbal scores are more difficult to explain. One factor may be the decline in familiarity with English."

(more)



This year, students whose first language is not English were 8 percent of the SAT population, up from 5 percent 10 years ago. The proportion whose first language is not English is much greater among Latino groups -- 27 percent of Mexican Americans and 40 percent of Hispanic/Latinos who took the test -- and their average SAT verbal scores are much lower -- 86 and 67 points below the national average, respectively.

Test scores and other information have implications for the nation's schools and colleges, since the number of high school graduates who take the SAT is almost as large as the number of new freshmen at four-year colleges and universities. The number of students entering college with AP Exam grades represents about one-fourth of that four-year college population, and includes 35,000 graduates qualified to enter as sophomores or juniors.

"Despite the recent backlash against affirmative action, racial and ethnic minorities continue to see college as the route to a better life," Mr. Stewart said. "This year, minority students are a record one-third of the SAT population and 28 percent of AP graduates, and more of them aspire to master's and Ph.D. degrees.

"This year, students in well over half of the nation's high schools sent AP Exam grades to more than three-fourths of the nation's colleges and universities. A phenomenal 70 percent of these students are aiming for advanced degrees."

Progress despite the odds

College-bound African American and Latino students continue to make progress, but are still less academically prepared for college than other racial and ethnic groups. Today, over 80 percent of them studied chemistry in high school, about 40 percent studied physics, 29 to 38 percent took precalculus, and 13 to 19 percent took calculus. In every group, course study is above the levels of 10 years ago but substantially below the levels of white and Asian American students.

"Other trends call attention to the changing demographics of the college-bound population and factors that affect educational results," Mr. Stewart said.

Average SAT scores in the suburbs are above the national average and rising, while scores in urban and rural areas are falling further below that average. SAT verbal scores are 13 and 9 points below the national average for students from urban and rural areas, respectively, while those for suburban students are 17 points above. Similar score differences exist for SAT math.

"This growing disparity is particularly troublesome," Mr. Stewart said, "because 40 to 50 percent of African American and Latino students who take the SAT live in large cities. In a related trend, we see that the SAT scores of students from less educated families are falling further below the national average, while the scores of students from well educated families are rising further above the average."

(more)

“Even though underrepresented minorities are better prepared for college and have higher academic aspirations than ever before, the odds against them seem to be growing. Good schools are getting better in terms of Advanced Placement and standards, but many of the schools that serve these underrepresented populations are not.”

SAT scores also continue to indicate possible grade inflation. Since 1988, the population of students with A plus, A, and A minus grade-point averages has grown from 28 to 38 percent, while their SAT scores have fallen an average of 12 points on verbal and 3 points on math. This year’s grade average for SAT takers is 3.23 on a four-point scale, well above the average of 3.07 in 1988.

“We don’t know why grades are rising,” Mr. Stewart said. “The trend may reflect positive changes in education, but it may also reflect greater focus on personal qualities instead of academic achievement.”

Women catching up to men in math and other subjects

“Women who take the SAT are still getting higher grades than men in high school,” said Gretchen W. Rigol, vice president of Guidance, Access, and Assessment Services for the College Board, “but grades are not uniform across subjects and represent much more than reasoning skills and academic achievement.”

Average grades for the entire SAT population ranged from a low of 3.03 in mathematics to a high of 3.70 in arts/music. Although women are taking more math and science courses, they still take fewer advanced mathematics courses and more arts/music courses than men, producing an overall grade average of 3.30, above the 3.14 average for men.

“However,” Ms. Rigol said, “this year women surpassed men in the study of chemistry and are now only 2 percentage points behind men in the study of precalculus and 4 points behind in calculus. This is the kind of progress that opens doors to challenging courses and careers.”

Increasingly, women outnumber men in the SAT population and in college. Over time, women who take the SAT have increased their study of math and science in high school and begun to aspire to more master’s and Ph.D. degrees. This year, 23 percent of them plan to major in health and allied services, and 12 percent are interested in business and commerce, down from 22 percent 10 years ago.

“It is a little-known fact that the SAT predicts college grades a bit better for women than for men,” Ms. Rigol said. “Recent studies show that it has about the same predictive power as four years of high school grades, and that this power extends beyond first-year college grades all the way to college graduation. The higher a student’s SAT scores, the more likely he or she will graduate from college in five years.”

Not just for students of privilege

The College Board reported that a total of more than 635,000 students in over half of the nation’s high schools took Advanced Placement Examinations this year, and got an average exam grade of 3.02 on AP’s 5-point scale -- high enough to qualify for credit and/or placement into advanced courses at colleges and universities, including some of the most selective.

(more)

“More than 320,000 of these students were seniors who are entering college this fall,” said Wade Curry, director of the Advanced Placement Program, “with exceptional academic backgrounds, very high grades, and average SAT verbal and math scores at least 80 points above the national average.”

Like the SAT population, the AP population is primarily female and growing in racial and ethnic diversity. In large cities, rural areas, and three other locations tracked by the College Board, average SAT scores of AP graduates are above the averages for the SAT population at large.

“Some people may think AP is only available to students of privilege,” Mr. Curry said. “Not true. AP teachers are raising the hopes and potential of an increasingly diverse population in 55 percent of all high schools. Eighty percent of those schools are public, 12 percent are religiously affiliated, and 8 percent are independent.”

Mr. Curry said Mexican American students have had the least amount of academic preparation of all racial/ethnic groups taking AP Exams this year -- 1.7 yearlong courses below the average for all AP students. Of the 13,808 Mexican Americans who took AP Examinations, one-third had family incomes under \$20,000, one-third had parents who have not graduated from high school, and one-third did not have English as their first language. Yet the AP Exam grades of two-thirds of these students were high enough to qualify them for college credit and/or advanced courses at colleges and universities nationwide -- a percentage equal to AP's national average.

“Today, students from many different backgrounds have an opportunity to benefit from AP's rigorous courses and exams,” he said. “Funds from 22 states and the District of Columbia are enabling more schools to take advantage of its standards, and federal grants are subsidizing exam fees for low-income students in 32 states.”

AP students do well in college, he added. Last year, research at 21 universities found that students who placed out of introductory courses performed as well as or better than classmates who had taken those courses at the university.

“AP students should expect such results,” Mr. Curry said, “since college faculty supervise the content and standards of their AP courses and exams.”

Founded in 1900, the College Board is a not-for-profit educational association that supports academic preparation and transition to higher education for students around the world through the ongoing collaboration of its member schools, colleges, universities, educational systems and organizations. In all of its activities, the Board promotes equity through universal access to high standards of teaching and learning and sufficient financial resources so that every student has the opportunity to succeed in college and work. The College Board champions--by means of superior research; curricular development; assessment; guidance, placement, and admission information; professional development; forums; policy analysis; and public outreach--educational excellence for all students.

How prevalent are changes in school and district SAT I scores?

The table below can help educators and reporters evaluate whether a one-year change in mean SAT I verbal and mathematics scores is unusual for the 1997-98 school year. The table is based on schools and districts in which at least 50 college-bound seniors took the SAT. It shows the percentage of schools and districts whose mean scores rose or fell at least 10, 20, 30, 40, and 50 points (1) by size of their test-taking populations (50 to 99, 100 to 299, and 300 or more test takers) and (2) across all schools and districts. Low-volume schools and districts tend to have larger score changes. For example, SAT verbal means rose or fell at least 10 points for 60 percent of schools and districts with 50-99 test takers, but scores changed 10 points for only 28 percent of those with 300 or more test takers.

Percentage of schools and districts whose SAT scores rose or fell in 1997-98

	Score rose or fell at least this many points	Percent of schools and districts with this much score change, by number of test takers			Percent of all schools and districts with this much score change
		50-99	100-299	300+	
<u>SAT Verbal</u>	10	60	47	28	51
	20	30	14	2	19
	30	13	3	0	6
	40	4	1	0	2
	50	1	0	0	1
<u>SAT Math</u>	10	61	47	31	51
	20	30	15	3	20
	30	12	4	0	6
	40	4	1	0	2
	50	1	0	0	0

What factors could affect the SAT scores of a school or district?

There is an extremely complex relationship between SAT scores, which indicate verbal and math reasoning skills, and academic, demographic, and socioeconomic factors like sex, race, ethnicity, parental education, and family income. For this reason, explanations of score differences between schools, districts, or other subgroups of the testing population should take multiple factors into account. Even though SAT scores tend to be high for students with high grades and many years of academic coursework, for example, they do not have a perfect one-to-one causal relationship with grades and courses because many other factors affect the development of verbal and mathematical reasoning skills. Similarly, although SAT scores reflect how much academic work students undertake in high school, they are not a direct measure of the effectiveness of school curriculum or teaching.

The proportion of students taking the test is the most important factor to consider when attempting to interpret SAT scores for a state, school, or district. As proportions rise, scores tend to fall.

For most schools, annual score changes are not as significant as trends over time.

For release after 12 p.m. (ET), Tuesday, September 1, 1998

How have college-bound students changed in 10 years?

Based on high school students who took the SAT® I: Reasoning Test prior to graduation in 1988 and 1998.

<u>More honors courses</u>	1988	1998
English	29%	38%
Mathematics	22	29
Social science/history	19	30
Natural science	20	29
Foreign/classical languages	13	18
Art and music	6	8

<u>Academic goals are rising</u>	1988	1998
Certificate program	2%	1%
Associate degree	2	2
Bachelor's degree	30	23
Master's degree	27	31
Doctoral/related degree	18	23
Other	1	1
Undecided	21	19

<u>More students are getting A's</u>	1988	1998
A+, A, A- grade averages	28%	38%
B grade averages	53	48
C grade averages	19	13

<u>More students are seeking financial aid</u>	1988	1998
	66%	76%

<u>Ethnic diversity is increasing</u>	1988	1998
American Indian/Alaskan Native	1%	1%
Asian/Asian American/Pacific Islander	6	9
African American or Black	9	11
Mexican American	2	4
Puerto Rican	1	1
Hispanic or Latino	2	3
White	77	67
Other	1	3

<u>Health careers are most popular</u>	1988	1998
Health-related	11%	18%
Business	23	14
Social science/history	12	11
Education	7	9
Engineering	10	9
Biological sciences	3	6
Arts: Visual and performing	6	7
Computer/information sciences	3	5

<u>SAT means are up for math but unchanged for verbal</u>	1988	1998
<u>Verbal</u>	505	505
Male	512	509
Female	499	502
<u>Math</u>	501	512
Male	521	531
Female	483	496

<u>Parental education is rising</u>	1988	1998
No high school diploma	4%	4%
High school diploma	37	34
Associate degree	7	8
Bachelor's degree	27	28
Graduate degree	24	25

<u>Grades are rising in all subject areas*</u>	1988	1998
Art and music	3.59	3.70
English	3.07	3.21
Foreign/classical languages	3.05	3.17
Mathematics	2.89	3.03
Natural sciences	2.98	3.15
Social sciences/history	3.14	3.29
Grade average for all academic subjects	3.07	3.23

*Based on 4-point system, where A = 4.00.

<u>Language diversity is increasing</u>	1988	1998
English	86%	82%
English and another	9	10
Another language	5	8

<u>U.S. citizenship is declining</u>	1988	1998
U.S. citizenship	94%	92%
Permanent resident	3	4
Citizen of another country	2	3

<u>More students from public schools</u>	1988	1998
Public	81%	83%
Nonpublic	19	17

<u>Women are a growing majority</u>	1988	1998
Percentage of women	52%	54%

(Women became the majority in the early 1970s.)

For release after 12 p.m. (ET), Tuesday, September 1, 1998

SAT Table 1: Average SAT scores of entering college classes, 1967-1998*

Year	Male		Female		All	
	Verbal	Math	Verbal	Math	Verbal	Math
1967	540	535	545	495	543	516
1968	541	533	543	497	543	516
1969	536	534	543	498	540	517
1970	536	531	538	493	537	512
1971	531	529	534	494	532	513
1972	531	527	529	489	530	509
1973	523	525	521	489	523	506
1974	524	524	520	488	521	505
1975	515	518	509	479	512	498
1976	511	520	508	475	509	497
1977	509	520	505	474	507	496
1978	511	517	503	474	507	494
1979	509	516	501	473	505	493
1980	506	515	498	473	502	492
1981	508	516	496	473	502	492
1982	509	516	499	473	504	493
1983	508	516	498	474	503	494
1984	511	518	498	478	504	497
1985	514	522	503	480	509	500
1986	515	523	504	479	509	500
1987	512	523	502	481	507	501
1988	512	521	499	483	505	501
1989	510	523	498	482	504	502
1990	505	521	496	483	500	501
1991	503	520	495	482	499	500
1992	504	521	496	484	500	501
1993	504	524	497	484	500	503
1994	501	523	497	487	499	504
1995	505	525	502	490	504	506
1996	507	527	503	492	505	508
1997	507	530	503	494	505	511
1998	509	531	502	496	505	512

*Scores for 1967 through 1971 are based on estimates. For 1972-1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987-1995 individual student scores were converted to the recentered scale and then the mean was recomputed. For 1996 most students received scores on the recentered scale. (Any score on the original scale was converted to the recentered scale prior to recomputing the mean.) Scores for 1997 and 1998 were recentered.

For release after 12 p.m. (ET), Tuesday, September 1, 1998

SAT Table 2: SAT averages by state for 1988 and 1995-1998Comparing or ranking states on the basis of SAT scores alone is invalid and strongly discouraged by the College Board.

States	1988		1995		1996		1997		1998		% Graduates Taking SAT*
	V	M	V	M	V	M	V	M	V	M	
Alabama	554	540	565	555	565	558	561	555	562	558	8
Alaska	518	501	521	513	521	513	520	517	521	520	52
Arizona	531	523	524	520	525	521	523	522	525	528	32
Arkansas	554	536	556	542	566	550	567	558	568	555	6
California	500	508	492	509	495	511	496	514	497	516	47
Colorado	537	532	538	538	536	538	536	539	537	542	31
Connecticut	513	498	507	502	507	504	509	507	510	509	80
Delaware	510	493	505	494	508	495	505	498	501	493	70
D.C.	479	461	485	471	489	473	490	475	488	476	83
Florida	499	495	497	496	498	496	499	499	500	501	52
Georgia	480	473	483	477	484	477	486	481	486	482	64
Hawaii	484	505	483	507	485	510	483	512	483	513	55
Idaho	543	523	544	532	543	536	544	539	545	544	16
Illinois	540	540	563	574	564	575	562	578	564	581	13
Indiana	490	486	492	494	494	494	494	497	497	500	59
Iowa	587	588	589	595	590	600	589	601	593	601	5
Kansas	568	557	576	571	579	571	578	575	582	585	9
Kentucky	551	535	552	542	549	544	548	546	547	550	13
Louisiana	551	533	560	552	559	550	560	553	562	558	8
Maine	508	493	504	497	504	498	507	504	504	501	68
Maryland	509	501	506	503	507	504	507	507	506	508	65
Massachusetts	508	499	505	502	507	504	508	508	508	508	77
Michigan	532	533	559	565	557	565	557	566	558	569	11
Minnesota	546	549	580	591	582	593	582	592	585	598	9
Mississippi	557	539	572	557	569	557	567	551	562	549	4
Missouri	547	539	569	566	570	569	567	568	570	573	8
Montana	547	547	549	553	546	547	545	548	543	546	24
Nebraska	562	561	568	570	567	568	562	564	565	571	8
Nevada	517	510	511	508	508	507	508	509	510	513	33
New Hampshire	523	511	520	515	520	514	521	518	523	520	74
New Jersey	500	495	496	503	498	505	497	508	497	508	79
New Mexico	553	543	559	549	554	548	554	545	554	551	12
New York	497	495	495	498	497	499	495	502	495	503	76
North Carolina	478	470	488	482	490	486	490	488	490	492	62
North Dakota	572	569	587	602	596	599	588	595	590	599	5
Ohio	529	521	536	535	536	535	535	536	536	540	24
Oklahoma	558	542	565	553	566	557	568	560	568	564	8
Oregon	517	507	525	522	523	521	525	524	528	528	53
Pennsylvania	502	489	496	489	498	492	498	495	497	495	71
Rhode Island	508	496	502	490	501	491	499	493	501	495	72
South Carolina	477	468	478	473	480	474	479	474	478	473	61
South Dakota	585	573	579	576	574	566	574	570	584	581	5
Tennessee	560	543	571	560	563	552	564	556	564	557	13
Texas	494	490	495	501	495	500	494	501	494	501	51
Utah	572	553	585	576	583	575	576	570	572	570	4
Vermont	514	499	506	499	506	500	508	502	508	504	71
Virginia	507	498	504	494	507	496	506	497	507	499	66
Washington	525	517	519	517	519	519	523	523	524	526	53
West Virginia	528	519	525	509	526	506	524	508	525	513	18
Wisconsin	549	551	574	585	577	586	579	590	581	594	7
Wyoming	550	545	551	544	544	544	543	543	548	546	10
National	505	501	504	506	505	508	505	511	505	512	43

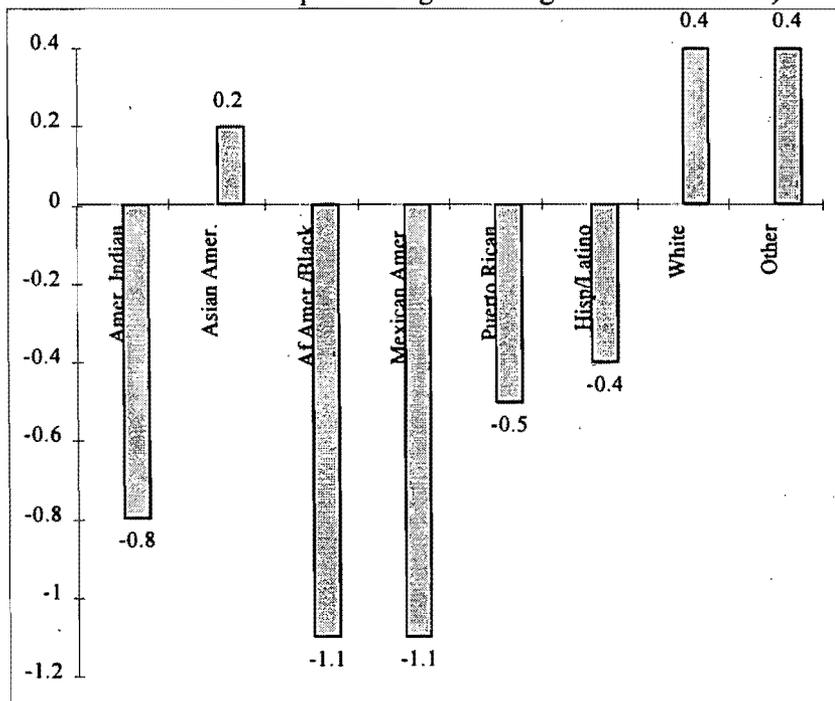
*Based on the projection of high school graduates in 1998 by the Western Interstate Commission for Higher Education, and number of students in the Class of 1998 who took the SAT I: Reasoning Test. Updated projections in this column make it inappropriate to compare percentages for this year with those of previous years.

For release after 12 p.m. (ET), Tuesday, September 1, 1998

SAT Table 3: Ten-year trends in average SAT scores by racial/ethnic groups

	Verbal					Math				
	1988	1997	1998	Difference		1988	1997	1998	Difference	
				1-yr.	10-yr.				1-yr.	10-yr.
American Indian,Alaskan Native	471	475	480	5	9	466	475	483	8	17
Asian,Asian American,Pacific Islander	482	496	498	2	16	541	560	562	2	21
African American/Black	429	434	434	0	5	418	423	426	3	8
Mexican American	459	451	453	2	(6)	460	458	460	2	0
Puerto Rican	431	454	452	(2)	21	434	447	447	0	13
Hispanic/Latino	463	466	461	(5)	(2)	463	468	466	(2)	3
White	522	526	526	0	4	514	526	528	2	14
Other	485	512	511	(1)	26	487	514	514	0	27
All College-bound Seniors	505	505	505	0	0	501	511	512	1	11

SAT Chart 4: Racial/ethnic groups vary in average number of yearlong academic courses taken
 (Number of yearlong academic courses above/below the average for students who took the SAT prior to high school graduation in 1998.)



Average number of yearlong courses for racial/ethnic groups of SAT takers, 1998

Amer.Indian,Alaskan Native	18.4	Puerto Rican	18.7
Asian,Asian Amer.,Pacific Is.	19.4	Hispanic/Latino	18.8
African American/Black	18.1	White	19.6
Mexican American	18.1	Other	19.6
		All students	19.2

For release after 12 p.m. (ET), Tuesday, September 1, 1998

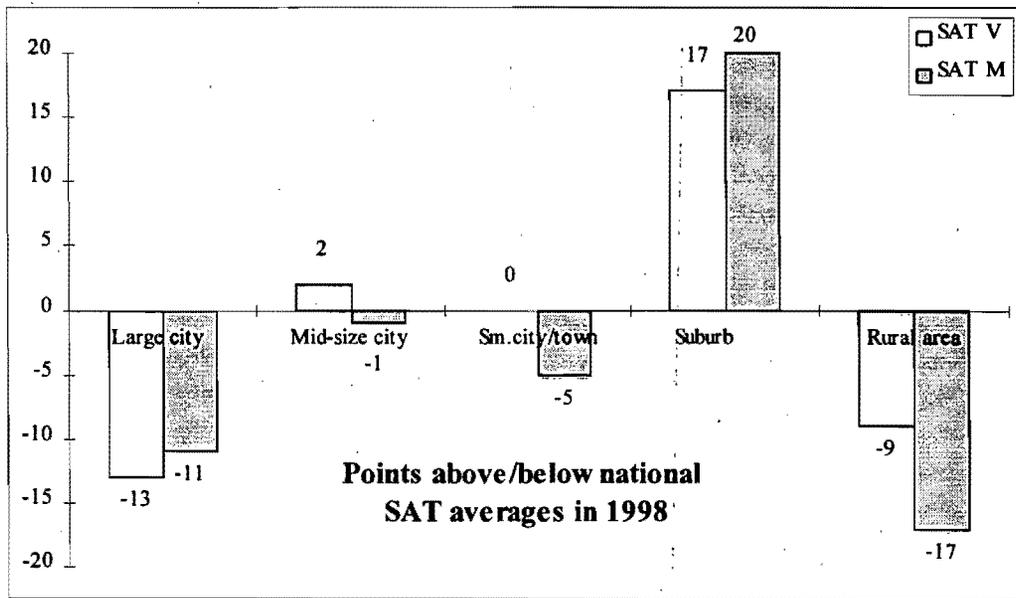
SAT Table 5: More students in every racial/ethnic group aspire to advanced degrees

	<u>Aspire to M.A./Ph.D.</u>	
	<u>1988</u>	<u>1998</u>
American Indian, Alaskan Native	37%	50%
Asian, Asian American, or Pacific Islander	57	65
African American/Black	50	59
Mexican or Mexican American	49	57
Puerto Rican	48	55
Hispanic/Latino	55	63
White	42	52
Other	51	62
All students	45	54

SAT Table 6: College-bound men lag behind women in number of academic courses, grades, and aspirations for advanced degrees

	<u>Males</u>	<u>Females</u>
20 or more yearlong academic courses	46%	54%
Average number of academic courses	18.8	19.5
Mean grade-point average	3.14	3.30
Percent of students aspiring to advanced academic degrees	51%	57%

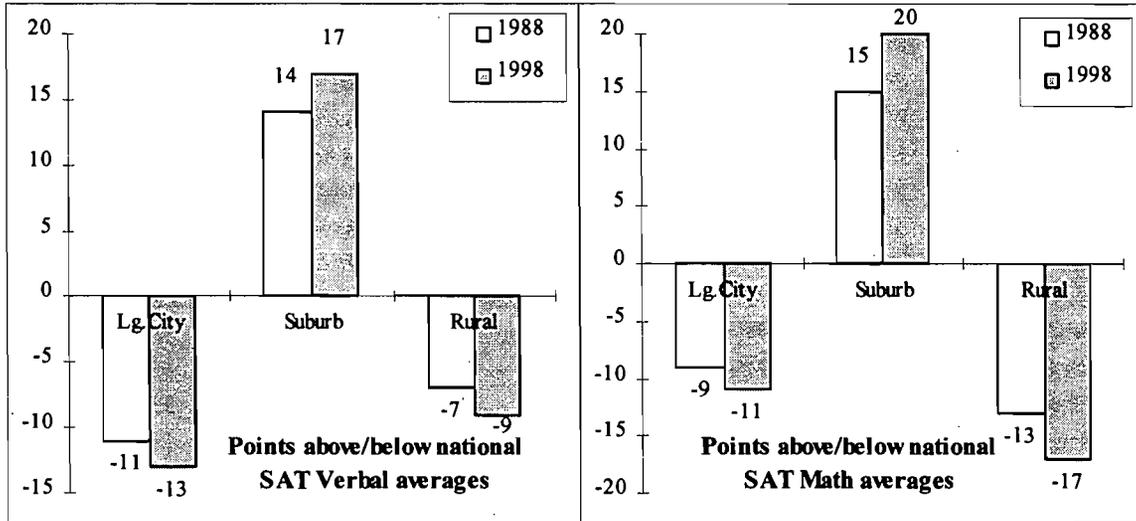
SAT Chart 7: Suburban students score well above average; rural and urban students score below average



Number and percent of students in each location, 1998					
Large city	251,220	23%	Suburb	372,117	34%
Mid-size city	146,553	13%	Rural area	124,012	11%
Small city/town	209,141	19%			

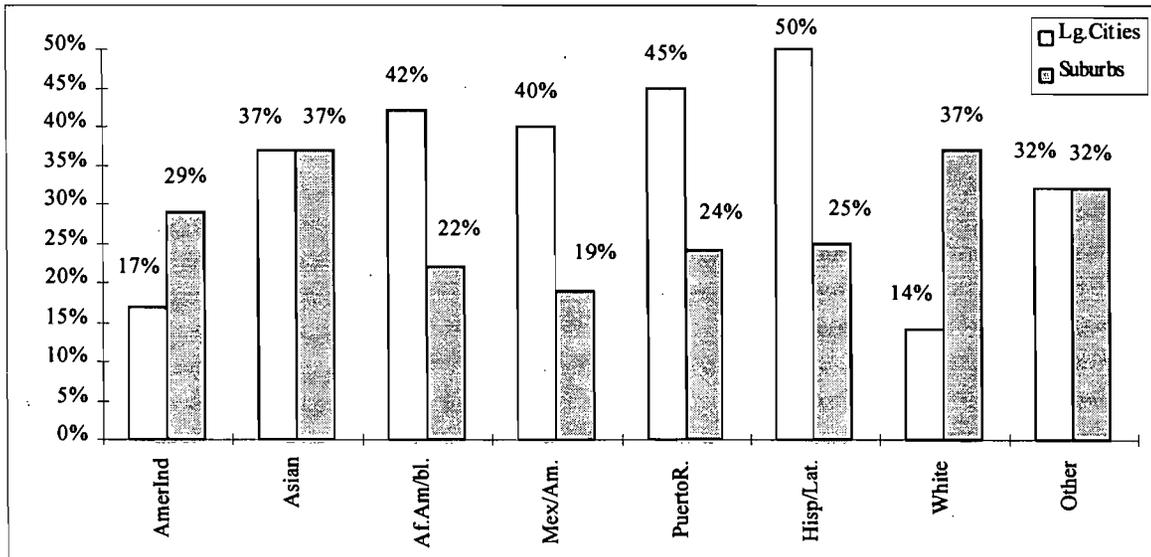
For release after 12 p.m. (ET), Tuesday, September 1, 1998

SAT Chart 8: Rural and urban students lag further behind suburban students
 (Small cities/towns and mid-size cities were omitted because their scores don't vary much from the average score.)



Percentage of students in each location: Large city, 23%, Suburb, 34%, Rural area, 11%

SAT Chart 9: Percentages of racial/ethnic groups in large cities and suburbs, class of 1998

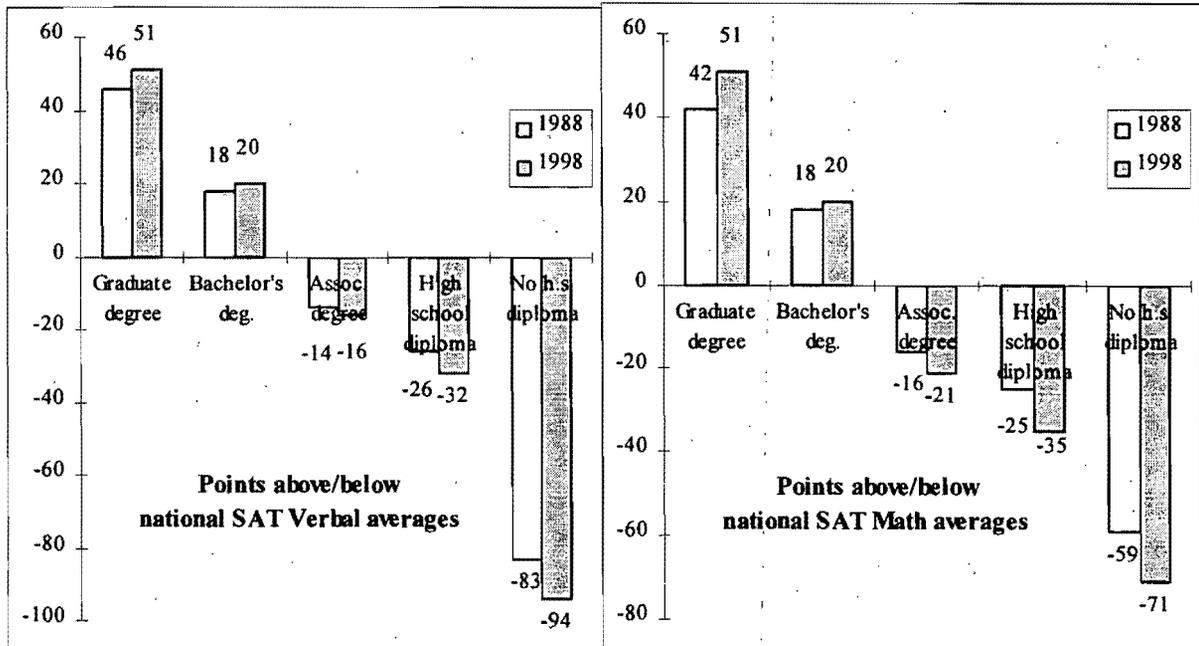


For release after 12 p.m. (ET), Tuesday, September 1, 1998

SAT Table 10: Rising grades and falling test scores may indicate grade inflation

National High School Grade Averages	More students with top grades		Falling SAT scores			
	1988	1998	Verbal		Math	
			1988	1998	1988	1998
A plus	4%	7%	625	613	632	629
A	11%	15%	582	569	586	582
A minus	13%	16%	554	542	556	554
B	53%	48%	495	483	490	487
C	19%	13%	442	430	431	428

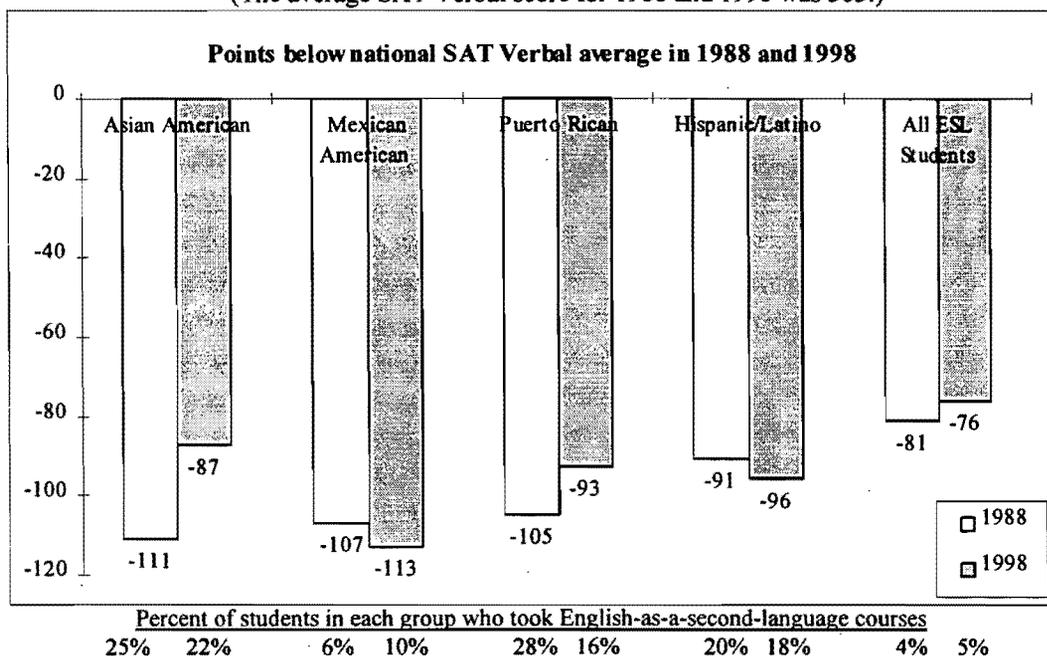
SAT Chart 11: Students from families with lower levels of education lag further behind



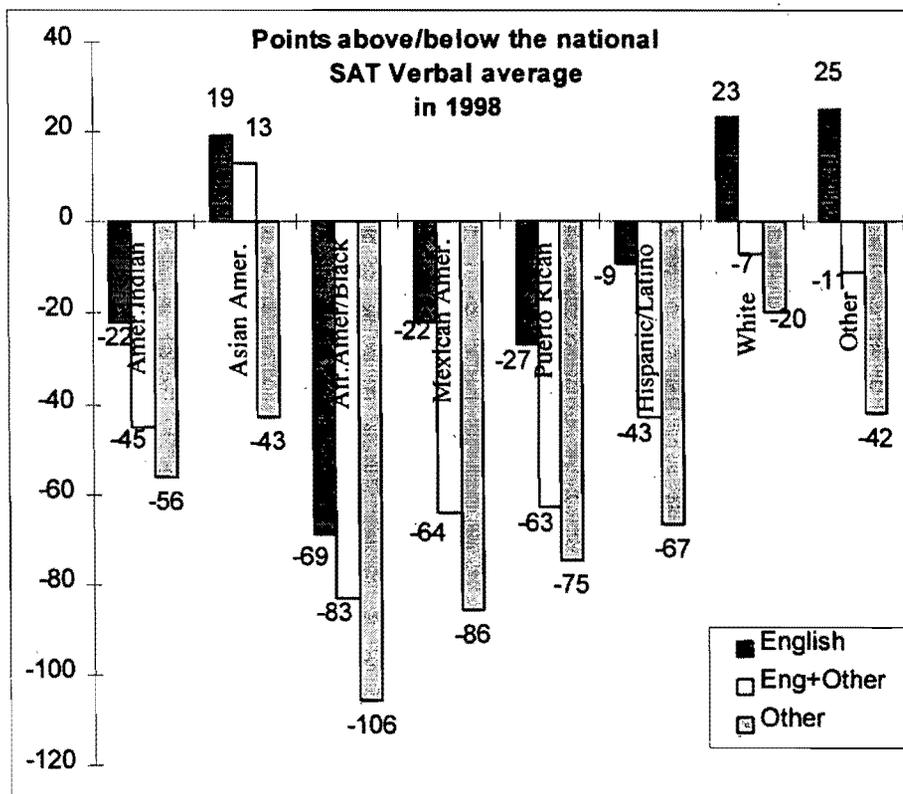
	Percent		SAT Verbal		SAT Math	
	1988	1998	1988	1998	1988	1998
No high school diploma	4%	4%	422	411	442	441
High school diploma	37%	34%	479	473	476	477
Associate degree	7%	8%	491	489	485	491
Bachelor's degree	27%	28%	523	525	519	532
Graduate degree	24%	25%	551	556	543	563

For release after 12 p.m. (ET), Tuesday, September 1, 1998

SAT Chart 12: Students who took English-as-a-second-language courses scored well below the national SAT Verbal average in 1988 and 1998
(The average SAT Verbal score for 1988 and 1998 was 505.)



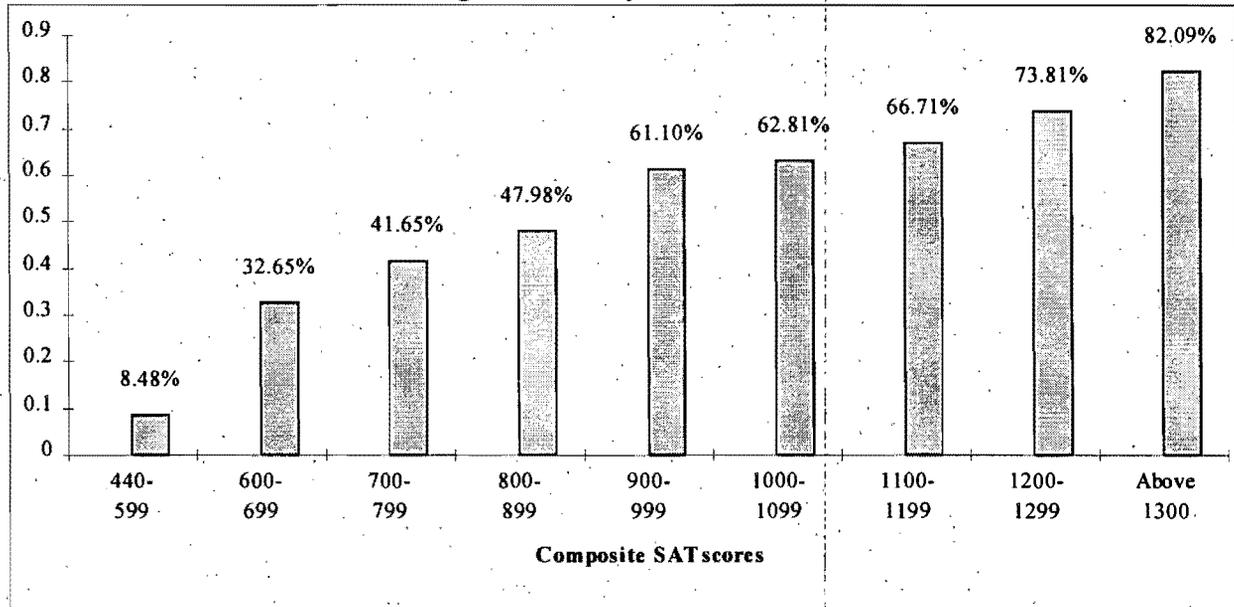
SAT Chart 13: Within racial/ethnic groups, first language is related to SAT Verbal scores



	AI	AS	AF	MX	PR	H/L	WH	OTH
English	92%	28%	90%	42%	36%	26%	94%	64%
English + Other	7%	33%	7%	31%	38%	35%	3%	20%
Other	1%	39%	3%	27%	26%	40%	2%	16%

For release after 12 p.m. (ET), Tuesday, September 1, 1998

SAT Chart 14: The percentage of students who complete baccalaureate degrees in five years rises with SAT scores



Source: National Center for Educational Statistics, U.S. Department of Education, NCES 96-155, 1996.

SAT Table 15: Latest data on the predictive validity of the SAT I: Reasoning Test

Criteria	Gender		Ethnicity				
	Female	Male	Afr. Amer. Black	Amer. Indian	Asian	Hispanic	White
Combination of SAT I score and high school grade-point average	.62	.60	.58	.59	.64	.57	.59
High school grade-point average alone	.53	.53	.49	.45	.54	.50	.54
SAT I combined (V&M) score	.56	.51	.50	.47	.57	.47	.49
SAT I Verbal alone	.50	.46	.44	.41	.50	.43	.45
SAT I Mathematical alone	.52	.49	.47	.38	.54	.43	.45
Number of college students in the study	25,114	22,925	2,984	265	7,872	3,469	31,219

The relationship of scores to college grades is greatest when scores are combined with high school grade-point average, as the College Board recommends. This study took "restriction of range" into account, reflecting the actual range of scores for students at participating colleges and universities.

Source: College Board, *Admission Staff Handbook for the SAT Program 1998-99*.

For release after 12 p.m. (ET), Tuesday, September 1, 1998

What do this year's college-bound AP students look like?

Based on high school seniors who took college-level AP® Exams in 1998.

AP students take many honors courses	AP Seniors*		SAT averages	AP Seniors*	
	All	Exam grades of 3, 4, or 5		All	Exam grades of 3, 4, or 5
English	70%	74%	Verbal	585	613
Mathematics	60	66	Male	593	619
Social science/history	61	65	Female	578	608
Natural science	59	64	Math	593	619
Foreign/classical languages	37	43	Male	620	645
Art and music	13	14	Female	572	598

Academic goals are high

Certificate program	0%	0%
Associate degree	0	0
Bachelor's degree	13	11
Master's degree	33	32
Doctoral/related degree	37	40
Other	0	0
Undecided	16	17

Most AP students get A's

A+, A, A- grade averages	66%	73%
B grade averages	32	25
C grade averages	2	2

Many AP students are seeking financial aid

	77%	76%
--	-----	-----

AP students are racially/ethnically diverse

American Indian/Alaskan Native	1%	1%
Asian/Asian American/Pacific Islander	13	13
African American/Black	6	3
Mexican American	4	4
Puerto Rican	1	1
Hispanic/Latino	4	4
White	69	70
Other	4	4

Health careers are most popular with these students

Health-related	19%	17%
Business	10	9
Social science/history	12	13
Education	6	5
Engineering	11	12
Biological sciences	8	9
Arts: Visual and performing	6	6
Computer/information sciences	5	5

Parental education is high

No high school diploma	4%	3%
High school diploma	22	18
Associate degree	6	5
Bachelor's degree	31	32
Graduate degree	37	41

Grades are high in all subject areas**

Arts and music	3.87	3.89
English	3.57	3.65
Foreign/classical languages	3.59	3.66
Mathematics	3.43	3.53
Natural sciences	3.54	3.62
Social sciences/history	3.64	3.70
Grade average for all academic subjects	3.65	3.74

**Based on 4-point system, where A = 4.00.

Language diversity is high

English	79%	79%
English and another	10	10
Another language	10	11

Citizenship varies

U.S. citizenship	93%	92%
Permanent resident	5	5
Citizen of another country	2	2

Public schools predominate

Public	80%	78%
Nonpublic	20	22

Women are a growing majority

Percentage of women	56%	54%
---------------------	-----	-----

*The first column (All) refers to all seniors who took an AP Examination prior to graduation in 1998; the second column (Exam grades of 3, 4 or 5) refers to students in the first group whose grades on the exams qualified them for college credit and/or placement into advanced college courses.

For release after 12 p.m. (ET), Tuesday, September 1, 1998

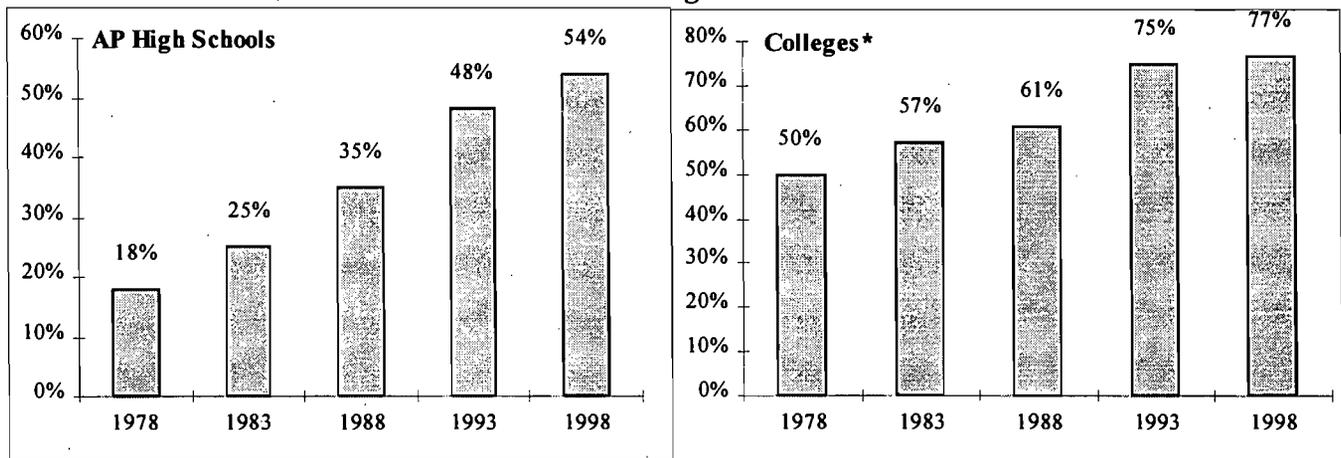
AP Table 1: Advanced Placement growth in states, 1988-1998

States	% of state's total schools in AP		Change in % of schools in AP 1988-98	Total AP candidates		Total AP Exams	
	1988	1998		1988	1998	1988	1998
AL	40	37	-3	3,988	6,045	4,961	8,982
AK	14	12	-2	725	1,449	1,055	2,542
AZ	46	54	+8	2,690	6,554	3,644	10,449
AR	14	31	+17	765	2,776	912	4,181
CA	55	70	+15	47,939	104,912	70,106	175,182
CO	37	49	+12	5,142	9,207	7,513	13,757
CT	63	82	+19	5,666	9,708	8,206	16,164
DE	50	47	-3	989	1,876	1,397	3,073
DC	44	73	+29	1,225	1,713	1,938	3,038
FL	50	58	+8	19,565	37,034	29,315	62,955
GA	39	58	+19	6,339	16,416	8,453	25,365
HI	56	73	+17	1,622	2,806	2,521	4,618
ID	23	43	+20	753	1,736	1,050	2,546
IL	30	52	+22	13,240	24,326	20,581	41,904
IN	26	56	+30	1,994	9,294	2,439	13,844
IA	11	36	+25	1,058	3,470	1,271	4,874
KS	11	24	+13	1,153	2,793	1,467	3,842
KY	33	60	+27	3,094	6,202	4,567	9,519
LA	14	24	+10	1,777	3,114	2,458	4,762
ME	41	57	+16	1,104	2,670	1,362	3,788
MD	62	74	+12	7,919	16,172	12,200	25,542
MA	54	82	+28	10,164	18,054	15,165	29,224
MI	38	54	+16	8,505	17,783	12,487	26,940
MN	20	43	+23	2,852	11,041	3,653	16,151
MS	13	38	+25	1,058	2,591	1,327	3,839
MO	13	27	+14	2,166	4,841	3,174	7,745
MT	14	32	+18	399	1,386	460	1,856
NB	13	23	+10	891	1,762	1,081	2,448
NV	45	40	-5	1,052	2,568	1,615	4,359
NH	50	69	+19	1,333	2,790	1,818	4,172
NJ	60	84	+24	10,070	21,430	15,519	35,780
NM	17	44	+27	1,346	2,640	1,981	3,791
NY	56	75	+19	37,770	65,972	55,868	105,751
NC	42	63	+21	6,375	17,597	8,774	28,074
ND	2	8	+6	135	529	150	763
OH	42	60	+18	10,396	20,058	14,232	30,274
OK	10	25	+15	1,346	4,502	1,849	6,963
OR	39	49	+10	3,088	4,396	4,126	6,126
PA	40	61	+21	11,319	22,603	16,254	34,682
RI	58	75	+17	1,165	1,906	1,610	2,868
SC	52	70	+18	6,785	10,188	9,581	16,369
SD	5	19	+14	169	1,086	188	1,536
TN	33	51	+18	4,901	8,445	6,925	12,932
TX	21	57	+36	10,478	44,093	15,567	74,192
UT	64	72	+8	5,831	11,845	8,957	18,796
VT	46	69	+23	701	1,489	976	2,123
VA	57	70	+13	11,252	23,214	17,937	39,449
WA	46	55	+9	4,551	8,722	5,854	12,370
WV	27	55	+28	927	2,212	1,175	3,224
WI	20	60	+40	2,147	11,887	2,748	17,751
WY	19	29	+10	215	354	246	477
US	35	54	+19	288,134	618,257	418,713	991,952
Other countries				4,030	16,911	6,131	24,705
Grand Total				292,164	635,168	424,844	1,016,657

*Based on the projection of high school graduates in 1998 by the Western Interstate Commission for Higher Education, and number of students in the Class of 1998 who took at least one AP Examination. Updated projections in this column make it inappropriate to compare percentages for this year with those of previous years.

For release after 12 p.m. (ET), Tuesday, September 1, 1998

**AP Chart 2: Students took college-level AP Examinations
in 54% of U.S. high schools in 1998 and sent their exam grades
to 77% of U.S. colleges and universities**



Number of high schools in which students took AP Exams					Number of colleges and universities to which students sent their AP Examination grades				
1978	1983	1988	1993	1998	1978	1983	1988	1993	1998
4,203	5,681	8,022	10,086	11,848	1,554	1,867	2,180	2,709	2,846

*Source: Quality Education Data, National Center for Education Statistics, U. S. Department of Education.

**AP Table 3: More than 320,000 students are entering college
with AP Exam grades this year; minority participation is rising**

	Total no. of students who took AP Exams in all grades			No. of graduating AP seniors		
	1988	1998	% Increase	1988	1998	% Increase
American Indian, Alaskan Native	804	2,761	243%	468	1,428	205%
Asian, Asian Amer., Pacific Islander	27,396	68,109	149%	15,192	34,176	125%
African American/Black	10,448	27,054	159%	6,691	15,085	125%
Mexican American	5,325	27,033	408%	3,050	12,440	308%
Puerto Rican	1,652	4,090	148%	1,006	2,219	121%
Hispanic/Latino	6,345	22,504	255%	3,609	10,581	193%
White	215,110	403,553	88%	133,632	216,406	62%
Other	3,205	18,503	477%	1,834	9,013	391%
Not stated	18,087	44,650	147%	10,090	20,095	99%
Male	142,428	275,160	93%	86,733	143,042	65%
Female	145,944	343,097	135%	88,839	178,401	101%
Total students	288,372	618,257	114%	175,572	321,443	98%
Percent minority	20%	30%		19%	28%	

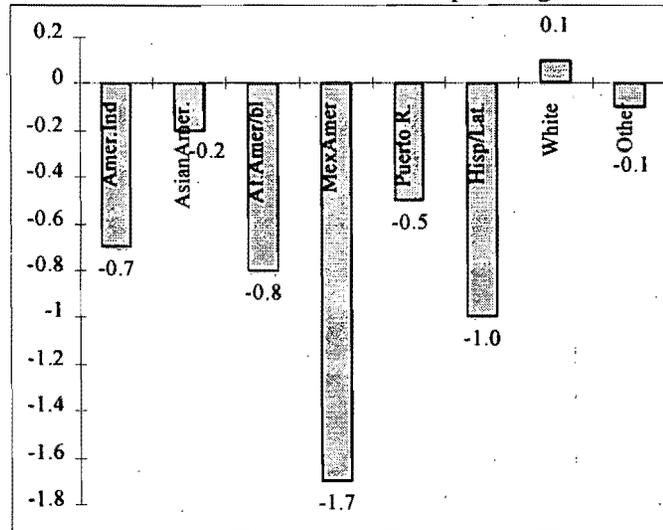
For release after 12 p.m. (ET), Tuesday, September 1, 1998

AP Table 4: More than two-thirds of AP students in every racial/ethnic group aspire to M.A. or Ph.D. degrees

	Percent of AP students aspiring to M.A./Ph.D.	
	All	AP grades of 3, 4, & 5
American Indian, Alaskan Native	72%	74%
Asian, Asian American, Pacific Islander	76	79
African-American/Black	78	82
Mexican American	69	70
Puerto Rican	69	71
Hispanic/Latino	74	74
White	68	70
Other	74	75
All students	70	72

AP Chart 5: Racial/ethnic groups vary in average number of yearlong academic courses taken

(Number of yearlong academic courses above/below the average for high school seniors who took AP Examinations prior to graduation in 1998.)



Average number of yearlong courses for racial/ethnic groups			
Amer. Indian, Alaskan Native	20.0	Puerto Rican	20.2
Asian, Asian Amer., Pacific Is.	20.5	Hispanic/Latino	19.7
African American/Black	19.9	White	20.8
Mexican American	19.0	Other	20.6
		All students	20.7

For release after 12 p.m. (ET), Tuesday, September 1, 1998

AP Table 6: Federal government, 22 states, and D.C. support AP standards for students and teachers

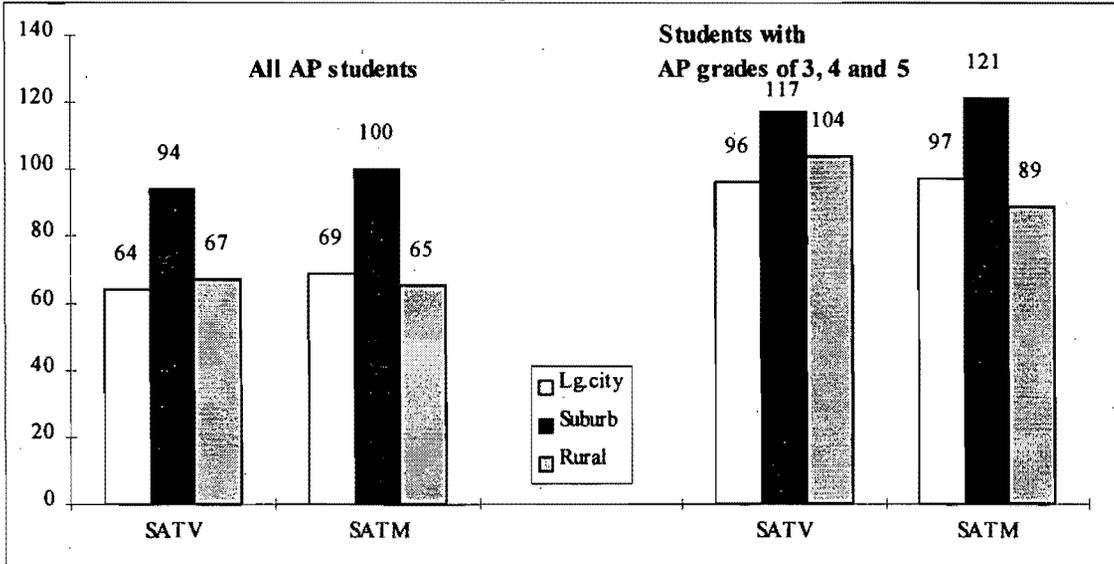
Thirteen states, D.C., and federal government pay all or some of the AP Exam fees for students

State	Year begun	Annual amount	Type of support
Arizona			Grants for minority students, and professional development.
Arkansas	1995	\$375,000	Professional development, supplies, fees of low-income students.
Colorado	1996		Reimburses students who receive credit through AP by tuition reductions.
Dist. of Columbia	1989		Exam fees, professional development.
Florida	1984	Approx. \$13,000,000	Up to each district, but 85% must be used for AP (professional development, fees, supplies). 30 large districts pay the fee.
Georgia	1992	\$1,600,000	Pays exam fees.
Indiana	1991	\$600,000	Exam fees for math, science, English language. Mandates at least two AP courses. Professional development. Has AP Advisory Council.
Kentucky	1985	\$265,000	Special diploma with fee reimbursement.
Minnesota	1992	\$1,875,000	Pays for exam fees (public and nonpublic), professional development, and AP Scholarships. Publishes college AP policies. Has AP Advisory Council.
New Mexico	1994	\$200,000	Fees for minority and low-income students, professional development, vertical teaming, supplies.
Oklahoma	1996	\$4,000,000	Professional development, supplies, school incentives.
South Carolina	1983	\$1,500,000	Pays fees for juniors and seniors; mandates summer institutes for new teachers and pays for them; mandates school participation and college acceptance, and students must take exams.
Texas	1993	\$1,000,000	Pays \$25 toward fee for low-income students and extensive professional development. Mandates advanced programs.
Wisconsin	1993		Mandates college acceptance. AP Advisory Council. Pays exam fees for low-income students.
Federal grant	1998-99	\$3,000,000	Grants to states pay exam fees for low-income students after College Board fee reduction.

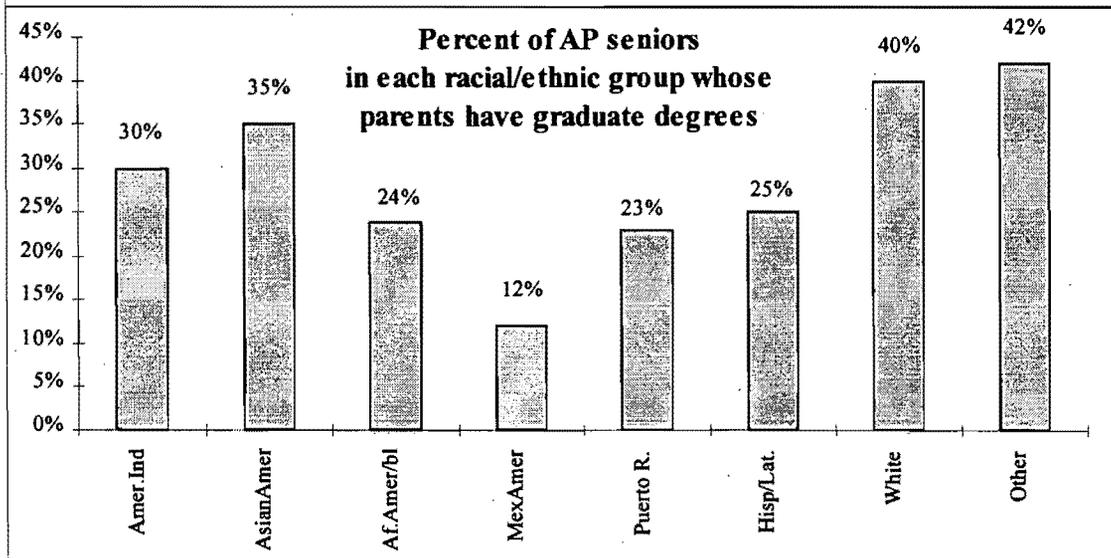
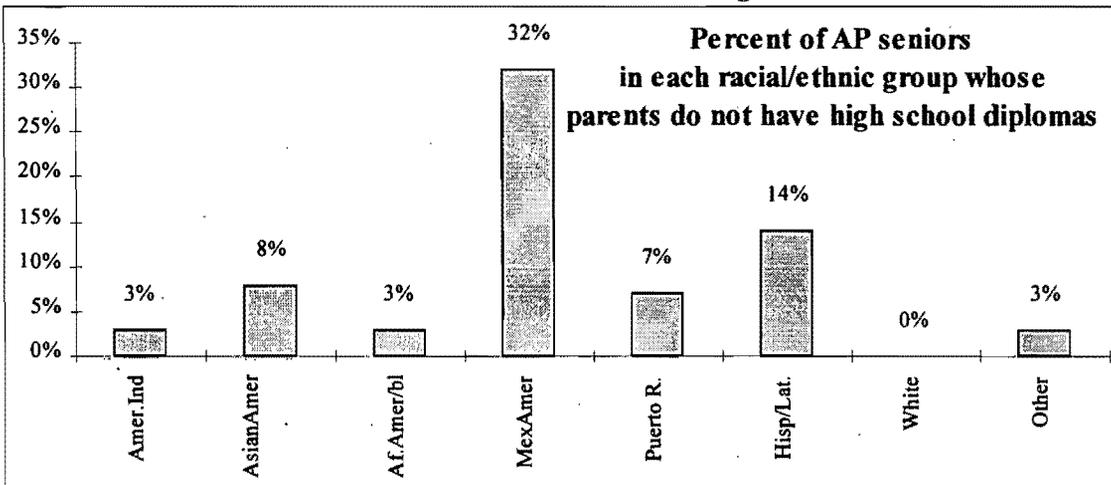
Nine states provide other forms of support for AP

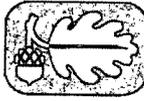
California			Mandates college acceptance and funds professional development.
Maine	1987		Reimburses up to 98% of AP expenses in low-income districts through Gifted and Talented Office.
Massachusetts	1996	\$500,000	Funds for professional development and materials; AP Advisory Council.
Mississippi	1991		Funding through Gifted and Talented Office.
Missouri	1993	\$389,000	Funds two AP centers and professional development, and publishes college policies.
North Carolina	1994		Mandates weighted grades and publishes college policies. For two years paid fees for low-income students and one-third of others' fees.
Utah	1985	\$450,000	Grants to schools for supplies, professional development, other AP costs.
Virginia	1993		Requires every high school to offer two AP courses, offers special diploma.
West Virginia	1988	\$190,000	AP Advisory Councils, AP Center, professional development; mandates college acceptance, publishes college policies.

For release after 12 p.m. (ET), Tuesday, September 1, 1998
AP Chart 7: SAT scores of AP students in three major locations were well above average for both groups of AP students in 1998
 (expressed in number of SAT points above the national SAT verbal and math averages for all college-bound seniors)



AP Chart 8: High school seniors who took AP Exams in 1998 came from diverse educational backgrounds





The College Board

1233 20th Street, N.W., Suite 600

Washington, D.C. 20036-2304

Tel: (202) 822-5907 Fax: (202) 822-5920

John B. Childers

Vice President

*Communications and
Government Relations*

September 1, 1998

Michael Cohen
Special Assistant, President for Education Policy
Executive Office of the President
1600 Pennsylvania Avenue, NW
Washington, DC 20500

Dear Mr. Cohen:

I hope that you will find the enclosed **College Bound Seniors National Report** of interest. The report profiles the high school graduates who took the SAT I: Reasoning Test and Advanced Placement examinations. The characteristics of these students have policy implications for the Administration as it continues with its education agenda.

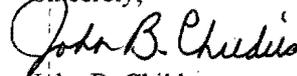
The College Board publishes this report each year and disseminates it widely to federal and state policymakers, the media, and educational institutions. Founded in 1900, the College Board is a national, non-profit membership association of schools, colleges and other educational organizations working together to help students succeed in the transition from school to college.

On the national level, the Class of 1998:

- **achieved higher scores on the mathematics section of the SAT I, with no increase in verbal scores.** The average mathematics score is 521, the highest in 27 years. However, the average verbal score is 505, the same as last year and just 6 points above the record lows of 1991 and 1994.
- **reflects greater racial, ethnic and language diversity.** Minority students are a record one-third of the SAT population and 28 percent of AP students, continuing a decade long upward trend.
- **demonstrates growing disparities across population subgroups.** Though college bound African American and Latino students are making progress, they are still less academically prepared than other racial and ethnic groups. Urban and rural students scored below suburban students.
- **received higher grades.** Students earning A's increased over the last decade even though their test scores did not. This trend may reflect possible grade inflation in high school.
- **earned college credit by participating in the Advanced Placement (AP) program.** One fourth of the freshmen at four year institutions accrued sufficient AP credit to earn advanced standing.
- **illustrates that women are making academic strides.** Women are taking more high school science and mathematics courses. They now outnumber men in college and have higher aspirations for advanced degrees.

Please do not hesitate to call Irene Spero, Executive Director of Federal and State Relations or me at 202/822-5900 if you have questions. The College Board looks forward to working with you on a mutual agenda of improving educational opportunities for all students.

Sincerely,


John B. Childers

Attachment

Educational Excellence for All Students