



Student Academic Outcomes Report

Fall 2020

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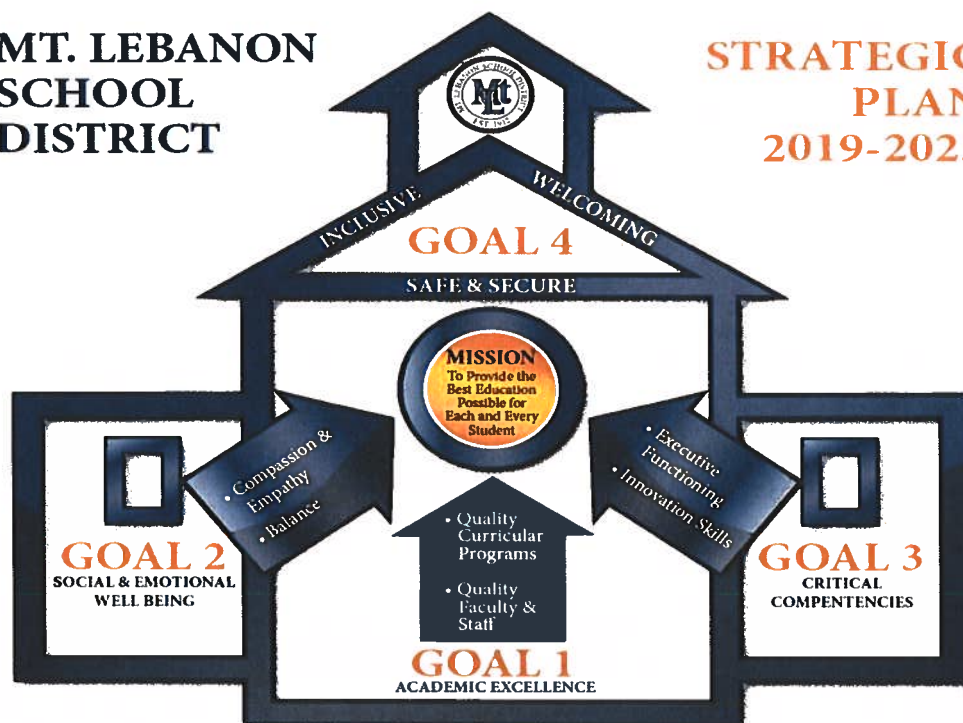
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**MT. LEBANON
SCHOOL
DISTRICT**

**STRATEGIC
PLAN
2019-2025**



2020 STUDENT ACADEMIC OUTCOMES REPORT

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INTRODUCTION

VISION-DRIVEN DECISION-MAKING: DATA GUIDES OUR PROGRESS

Background

The **2020 Student Academic Outcomes Report** is a collection of aggregate data from the 2019-2020 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). In a typical year, this report would also include data and results for the Keystone exams and the PSSA tests. It is important to emphasize the impact Covid-19 and the related school closures have had on our ability to collect and analyze student data. Following the announcement of school closures by Governor's orders on March 13, 2020, the Pennsylvania Department of Education cancelled all PSSA and PASA testing, as well as the Keystone exams. The school closures also impacted the District's ability to collect formative data using CDTs and MAP testing in the Spring.

To the extent possible, and especially given the limitations disseminated, 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. It should be expected that there will be slight fluctuations in the data from year to year. Only through an analysis of a collection of results over time can valid conclusions be drawn regarding changes in student performance.

The District's Administration, Curriculum Councils, Department Chairs and Facilitators regularly examine and analyze additional student data to assist with program planning and evaluation. This additional data can include attendance, discipline, graduation rates, and graduation survey information.

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(s) as the focal point(s). 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**. *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. Understanding the demographic profile of the District provides context to the data presented in this report.

Our District demographic data over the past five years, from the 2015-16 to the 2019-20 school year, continues with recent trends. First, our student enrollment continues to increase each year. Over the past five school years, the number of students served by the District has risen from 5361 to 5531, an increase of 3.1% or 170 students overall. As our enrollment has increased, so has our percentage of students from diverse backgrounds. This percentage has increased by almost 50% since 2013, to 14.54%. 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 11.26% of the student body who were identified in 2019-20 and qualify to receive this benefit.

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.

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 following frameworks 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:

- Despite the closing of schools on March 13, 2020 due to Covid-19, 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.
- Academic performance remains strong with an increasingly diverse student population.

Key areas of focus:

- Preparation of high school students who did not take the Keystone Exams in 2019-2020 and are still held accountable to these outcomes according to Pennsylvania Act 158.
- Refinement of teaching and learning practices in Remote and Hybrid environments.

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.

- The District will pursue strategies that support mental health well-being.
- The District will build capacity in teaching and learning via an online environment to be responsive to the impact of Covid-19.
- The District remains committed to providing adequate time for data analysis, as well as professional development opportunities for teachers and administrators, to become even more proficient in the use of data.
- Our Curriculum Councils, department chairs, elementary facilitators, and administrators will continue to use data in the refinement of curriculum, instructional strategies, and resource materials.
- Data will be monitored to determine the implementation effectiveness of Universal Design for Learning and Multi-Tiered Student Support to address student needs at the classroom and lesson level.

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The data presented in the **2020 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 2019-2020 Assessment Data

Graduation Information (High School)

- The cohort graduation rate for the class of 2020 is 100%. (p.11)
- 91.4% 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 two categories of Most Difficult and Very Difficult colleges equals 43.6%, an increase from the previous year of 40.2%. (p.13)

Advanced Placement (AP) (High School)

- Due to Covid-19, The College Board modified the AP Exam to resemble a 45-minute in-home exam.
- 894 students took one or more AP exams, an increase of 85 from 2019. (p. 19)
- 87% of the students who took an AP exam scored a 3, 4, or 5. (p.19)
- Mean scores (n=894) are at or above the national average on 19 of the 21 tests (p. 19)
- The following subtests had scores at least one point higher than the national average: Art, Calculus AB, English Literature/Composition, and Human Geography. (p. 19)
- Several tests had mean scores of 4.0 and above. These include: Art, Calculus AB, German, Physics E & M, and Physics Mechanics. (p.19)
- For the graduating class of 2020, 49.1% of the 12th graders scored a 3 or higher on at least one AP exam during their high school career. (p. 26)

ACT (High School)

- Science score of 26.4 is the highest in the last 10 years. (p.28)
- English score of 26.5, Reading score of 26.7, and Composite score of 26.4 are the second highest in the last 10 years. (p.28)
- Math score of 25.5 is tied for second highest in the last 10 years. (p.28)
- Scores remain significantly higher than state and national means. The average composite score was 26.4, compared to the national average of 20.6 and the Pennsylvania state average of 23.7. (p. 29)

SAT (High School)

- The District scores are ERW (603) and Math (594). (p. 31)
- Scores remain significantly higher than state and national means. The combined Mathematics & ERW score of 1197 is 146 points higher than the national mean and 120 points higher than the Pennsylvania mean. (p. 32)
- 86.9% of the class took the SAT exam. (p. 32)

PSAT/NMSQT - National Merit (High School)

- The graduating class of 2021 (2020 Juniors) had 21 students qualify as Commended or Semi-Finalist National Merit students; 7 of the 21 were Semi-Finalists. (p.34)

Keystone Exams (Grades 8 – 11)

- The overall proficiency rate for the 11th grade cohort in 2019-2020 (Class of 2021) in Algebra 1 was 95.29%. (p. 37)
- The overall proficiency rate for the 11th grade cohort in 2019-2020 (Class of 2021) in Biology was 92.7%. (p.37)
- The overall proficiency rate for the 11th grade cohort in 2019-2020 (Class of 2021) in English Literature was 96.4%. (p.37)
- In each of the exams, the percent proficient/advanced represents five year highs. (p.37)

PSSA (Grades 3, 4, 5, 6, 7, 8)

Due to Covid-19, PSSA exams were not administered in the 2019-2020 school year.

PVAAS (Pennsylvania Value Added Assessment System)

Due to Covid-19 and Pennsylvania State Assessments not being administered in the 2019-2020 school year, this data point continues to be populated with 2018-19 data.

Future Ready PA Index

Due to Covid-19 and Pennsylvania State Assessments not being administered in the 2019-2020 school year, this data point continues to be populated with 2018-19 data.

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 2020

The following reports give the number and percentage of students from the class of 2020 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 27 students (6.8%) 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 (43.6%), most difficult and very difficult combined, is a slight increase from the prior year. The total percentage of students attending the top three tiers of schools is stable 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 2020. For the Class of 2020, the data indicates a slight decrease in the number of students attending 4-year colleges or universities and a slight increase 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 educations, 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 2020

GRADUATE ACTIVITY	STUDENTS	PERCENT
4-Year College and University	347	80.7%
2-Year College	46	10.7%
Total College-Bound Grads	393	91.4%
Technical Institute or Specialized Training	1	0.23%
Employment	21	4.88%
Armed Services	3	0.7%
Other	12	2.79%
GRAND TOTAL	430	100%

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%
TOTAL	405	100%	410	100%	374	100%	405	100%	416	100%

	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%
TOTAL	390	100%	395	100%	358	100%	388	100%	418	100%

TREND DATA: COLLEGE ATTENDANCE BY COLLEGE COMPETITIVENESS

2019-2020 (Peterson's Guide)

	2019		2020	
	#	%	#	%
Most Difficult				
Very Difficult				
Moderately Difficult				
Minimally Difficult				
Non-Competitive				
TOTAL				

NOTE: Analysis is in terms of graduates attending 4-year colleges or universities only (394) 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
Most Competitive	14.8%	13.9%	15.5%	11.1%	12.3%	10%	10.8%	15.4%	14.7%	12.9%
Highly Competitive	28.1%	18.8%	17.1%	16.8%	21.2%	22.6%	18.9%	16.8%	16.0%	18.9%
Very Competitive	24.0%	28.0%	27.5%	24.7%	29.8%	34.1%	31.9%	27.7%	29.9%	25.4%
Top 2 Tiers	42.9%	32.7%	32.6%	27.9%	33.5%	32.6%	29.8%	32.1%	30.7%	31.8%
Top 3 Tiers	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
2019-2020 (Peterson's Guide)**

	2019	2020
Most Difficult	5.3%	6.8%
Very Difficult	34.9%	36.8%
Moderately Difficult	44.9%	41.4%
Top 2 Tiers	40.2%	43.6%
Top 3 Tiers	85.1%	85.0%

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
2010	10
2011	2
2012	4
2013	3
2014	10
2015	5
2016	8
2017	6
2018	5
2019	3
2020	5

SCHOOLS ATTENDED BY MT. LEBANON'S CLASS OF 2020

Allegheny College	Lackawanna College	The University of Tennessee-Knoxville
American University	Lehigh University	The University of Texas at Dallas
Arizona State University	Loyola University, Chicago, IL	Trinity College Dublin
Ashland University	Marietta College	Tulane University of Louisiana
Babson College	Maryland Institute College of Art	United States Merchant Marine Academy
Bowdoin College	McGill University	United States Military Academy
Bowling Green State Univ., Main	Mercyhurst University	Universita Bocconi
Brigham Young University	Miami University, Oxford	University of Arizona
Bucknell University	Michigan State University	University of California, San Diego (CA)
California University of Pennsylvania	Nazareth College	University of California - Davis
Carlow University	New York University	University of Chicago
Carnegie Mellon University	North Rhine-Westphalia (Germany)	University of Colorado-Boulder
Central Carolina Community College (NC)	Northeastern University	University of Connecticut
Chatham University	Northwestern University	University of Dayton
Clarion University of Pa.	Nova Southeastern University	University of Delaware
Clemson University	Ohio Technical College	University of Denver
Coastal Carolina University	Ohio University-Main Campus	University of Hartford
Colgate University	Pennsylvania State University	University of Indianapolis
Colorado State University-Ft. Collins	Pa. State Univ. Erie - The Behrend College	University of Kentucky
Columbia University, NY, NY	Pa. State Univ., Greater Allegheny	University of Michigan-Ann Arbor
CCAC-Alleg./North/South Campuses	Pittsburgh Technical College	University of Nebraska-Lincoln
Community College of Beaver County	Point Park University	University of New England (ME)
Cornell University	Pratt Institute - Main	University of Pennsylvania
Dartmouth College	Princeton University	University of Pittsburgh-Johnstown
Dickinson College (Pa.)	Providence College (RI)	University of Pittsburgh-Main
Drexel University	Purdue University - Main Campus	University of Redlands
Duquesne University	Robert Morris University	University of Rochester
Eastman School of Music of Univ. of Rochester	Rochester Institute of Technology	University of Santo Tomas
Elon University	Saint Vincent College	University of S.Carolina-Columbia
Emerson College	Sarah Lawrence College	University of South Florida
Emory University	Seton Hill University	University of Toledo
Fordham University	Sewanee: The University of the South	University of Toronto-Undergrad Only
Franklin and Marshall College	Slippery Rock University of Pa.	Virginia Tech
George Mason University (Va.)	St. John's College - Annapolis, MD	Washington and Jefferson College
George Washington University	St. John's University	Washington University in St. Louis
Gettysburg College	Syracuse University	Washington College
Grove City College	Temple University	West Chester University of Pa.
Harvard College	The College of Wooster	West Virginia University
Hope College	The Evergreen State College	Westminster College
Indiana University at Bloomington	The New School - All Divisions	Wheaton College
Indiana University of Pennsylvania	The Ohio State University	William and Mary
Ithaca College	The University of Akron - Main	Yale University
James Madison University	The University of Arizona	
John Carroll University	The University of Memphis	
Kent State University	The University of N.Carolina at Chapel Hill	
La Roche University	The University of Tampa	

THE HIGH SCHOOL STUDENT



EXPLANATION AND PRESENTATION OF DATA SOURCES

Summary of 2020 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 course work; 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 2020 administration. **For the 2019-2020 exam administration, due to Covid-19, students took a 45 minute online exam at home.**

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. 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.)

2020 MEAN ADVANCED PLACEMENT SCORES BY SUBJECT

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Art (Studio)	3.52	3.78	5.00	3.57	4.00	4.57	4.57	4.14	4.63	4.50
Biology	4.31	4.47	3.76	4.06	3.86	4.09	4.09	4.05	3.97	3.93
Calculus AB									3.05	4.07
Calculus BC	4.07	4.53	4.63	4.30	4.34	4.59	4.18	2.80	3.82	3.67
Chemistry	4.00	4.37	4.26	3.96	3.71	3.76	3.49	3.94	3.81	3.54
Computer Science A	NA	1.67	2.70	3.67	3.80	3.80	3.44	2.86	3.06	3.63
English Language/Comp	4.57	4.27	4.10	4.07	4.28	4.23	4.08	4.22	4.29	3.83
English Lit/Comp	4.27	4.93	3.90	4.80	4.40	4.11	4.17	4.33	4.14	3.86
Environmental Science	3.59	3.66	3.68	3.78	3.99	3.94	4.21	3.91	4.04	3.79
European History	3.71	4.07	3.50	4.18	3.77	3.25	3.86	3.86	3.84	3.74
French Language	3.18	4.00	4.20	3.86	3.89	4.33	3.86	3.70	4.13	3.92
German Language	4.09	4.20	4.13	3.93	4.06	2.86	3.89	3.67	3.38	4.27
Human Geography										3.75
Music Theory	3.00	4.00	3.38	2.78	1.88	3.20	3.50	3.40	3.11	-
Physics 1									3.69	3.57
Physics- E & M	4.29	4.86	4.17	4.38	4.60	4.50	4.17	4.27	4.63	4.37
Physics - Mechanics	3.44	3.86	3.64	4.16	4.05	3.45	3.89	3.59	3.89	4.02
Psychology	4.05	4.13	4.00	4.08	3.73	3.97	3.42	3.46	3.82	3.65
Spanish Language	3.09	4.00	3.25	4.14	4.23	4.40	4.15	3.65	3.79	3.38
Statistics	3.37	3.95	3.48	3.88	3.22	3.78	3.44	3.44	3.51	3.75
US History	3.87	3.92	4.16	3.98	3.77	3.31	3.27	3.71	3.65	3.52
US Government & Politics	4.19	4.33	3.64	3.70	3.21	3.92	3.60	3.68	3.33	3.27

Data compiled from: 2020 The College Board; AP Five Year School Summary (2020)

2020 AP TREND DATA BY SUBJECT - Enrollment, Participation and National Comparisons																		
	2015						2016						2017					
	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	6	5	83.0	4.00	3.35	0.65	14	7	50.0	4.57	3.42	1.15	14	7	50.0	4.57	2.94	1.63
Biology	80	56	70.0	3.86	2.90	0.96	67	43	64.0	4.09	2.85	1.24	85	67	79.0	4.09	2.90	1.19
Calculus BC	48	41	85.0	4.34	3.72	0.62	42	37	88.0	4.59	3.80	0.79	54	49	91.0	4.18	3.78	0.40
Chemistry	50	51	100.0	3.71	2.62	1.09	63	62	98.0	3.76	2.69	1.07	65	63	97.0	3.49	2.67	0.82
Computer Science A	13	5	38.0	3.80	3.07	0.73	28	20	71.0	3.80	3.04	0.76	38	9	24.0	3.44	3.15	0.29
English Lang/Comp	46	25	54.0	4.28	2.78	1.50	47	31	66.0	4.23	2.82	1.41	57	36	63.0	4.08	2.77	1.31
English Lit/Comp	20	15	75.0	4.40	2.78	1.62	21	18	86.0	4.11	2.75	1.36	19	12	63.0	4.17	2.69	1.48
Environmental Science	157	132	84.0	3.99	2.58	1.41	177	143	81.0	3.94	2.55	1.39	188	151	80.0	4.21	2.67	1.54
European History	24	13	54.0	3.77	2.74	1.03	22	8	36.0	3.25	2.71	0.54	28	7	25.0	3.86	2.81	1.05
French Language	13	9	69.0	3.89	3.21	0.68	11	6	55.0	4.33	3.32	1.01	6	8	133.0	3.86	3.29	0.57
German Language	26	16	62.0	4.06	3.34	0.72	14	7	50.0	2.86	3.27	0.41	18	9	50.0	3.89	3.39	0.50
Music Theory	13	8	62.0	1.88	3.01	-1.13	17	5	29.0	3.20	2.99	0.21	10	6	60.0	3.50	3.02	0.48
Physics - E & M	17	10	59.0	4.60	3.35	1.25	19	10	53.0	4.50	3.51	0.99	20	12	60.0	4.17	3.49	0.68
Physics - Mechanics	54	41	76.0	4.05	3.50	0.55	63	42	67.0	3.45	3.60	0.15	69	44	64.0	3.89	3.71	0.18
Psychology	109	63	58.0	3.73	3.11	0.62	117	72	62.0	3.97	3.07	0.90	104	52	50.0	3.42	3.06	0.36
Spanish Language	52	13	25.0	4.23	3.77	0.46	48	15	31.0	4.40	3.77	0.63	30	13	43.0	4.15	3.61	0.54
Statistics	103	69	67.0	3.22	2.78	0.44	65	32	49.0	3.78	2.88	0.90	56	32	57.0	3.44	2.72	0.72
U.S. History	58	52	90.0	3.77	2.63	1.14	95	75	79.0	3.31	2.70	0.61	86	67	78.0	3.27	2.65	0.62
U.S. Gov. & Politics	47	34	72.0	3.21	2.54	0.67	38	25	66.0	3.92	2.64	1.28	42	15	36.0	3.60	2.58	1.02
TOTALS	936	658					968	658					989	659				
Overall % Tested	70.3%						68.0%						66.6%					

2020 AP TREND DATA BY SUBJECT - Enrollment, Participation and National Comparisons

	2018										2019										2020									
	Students		%		MTLSD		Nat'l.		Avg.		Students		%		MTLSD		Nat'l.		Avg.		Students		%		MTLSD		Nat'l.		Avg.	
	Enrolled	Testing	Enrolled	Testing	Mean	Mean	Mean	Mean	Diff.	Diff.	Enrolled	Testing	Enrolled	Testing	Mean	Mean	Mean	Mean	Diff.	Diff.	Enrolled	Testing	Enrolled	Testing	Mean	Mean	Mean	Mean	Diff.	Diff.
Art - Studio	17	7	41.2	4.14	3.47	0.67					18	8	44.4	4.63	3.57	1.06					25	6	24.0	4.50	3.49	1.01				
Biology	79	61	77.2	4.05	2.86	1.19					91	74	81.3	3.97	2.93	1.04					112	85	75.9	3.93	3.03	0.90				
Calculus AB											98	76	77.6	3.05	2.97	0.08					111	61	55.0	4.07	3.06	1.01				
Calculus BC	47	35	74.5	2.80	3.74	-0.94					52	45	86.5	3.82	3.80	0.02					35	33	94.3	3.67	3.84	-0.17				
Chemistry	51	51	100.0	3.94	2.75	1.19					53	52	98.1	3.81	2.74	1.07					44	39	88.6	3.54	2.75	0.79				
Computer Science A	52	7	13.5	2.86	3.17	-0.31					68	17	25.0	2.94	3.26	-0.32					65	19	29.2	3.63	3.25	0.38				
English Lang/Comp	46	18	39.1	4.22	2.82	1.40					41	24	58.5	4.29	2.78	1.51					65	52	80.0	3.83	2.96	0.87				
English Lit/Comp	24	18	75.0	4.33	2.56	1.77					20	14	70.0	4.14	2.62	1.52					11	7	63.6	3.86	2.84	1.02				
Environmental Science	211	180	85.3	3.91	2.62	1.29					182	162	89.0	4.04	2.68	1.36					212	188	88.7	3.79	2.84	0.95				
European History	22	14	63.6	3.86	2.89	0.97					41	18	43.9	3.94	2.90	1.04					36	23	63.9	3.74	2.95	0.79				
French Language	15	10	66.7	3.70	3.25	0.45					10	8	80.0	4.13	3.30	0.83					13	13	100.0	3.92	3.56	0.36				
German Language	20	18	90.0	3.67	3.22	0.45					10	8	80.0	3.38	3.30	0.08					15	11	73.3	4.27	3.48	0.79				
Human Geography																					86	77	89.5	3.75	2.75	1.00				
Music Theory	19	5	26.3	3.40	3.17	0.23					24	9	37.5	3.11	3.11	0.00					0	0	0.0	0.00	0.00	0.00				
Physics 1											122	70	57.4	3.69	2.51	1.18					36	28	77.8	3.57	2.65	0.92				
Physics - E & M	23	15	65.2	4.27	3.56	0.71					16	8	50.0	4.63	3.60	1.03					24	19	79.2	4.37	3.67	0.70				
Physics - Mechanics	52	37	71.2	3.59	3.52	0.08					54	36	66.7	3.89	3.76	0.13					57	45	78.9	4.02	3.87	0.15				
Psychology	111	57	51.4	3.46	3.13	0.33					107	68	63.6	3.82	3.30	0.52					118	54	45.8	3.65	3.21	0.44				
Spanish Language	33	17	51.5	3.65	3.68	-0.03					43	14	32.6	3.79	3.71	0.08					43	21	48.8	3.38	3.86	-0.48				
Statistics	67	39	58.2	3.44	2.85	0.59					74	35	47.3	3.51	2.87	0.64					61	36	59.0	3.75	2.93	0.82				
U.S. History	95	76	80.0	3.71	2.66	1.05					62	48	77.4	3.65	2.71	0.94					75	66	88.0	3.52	2.83	0.69				
U.S. Gov. & Politics	61	28	45.9	3.68	2.70	0.98					25	15	60.0	3.33	2.73	0.60					19	11	57.9	3.27	2.85	0.42				
TOTALS	1045	693									1211	809									1263	894								
Overall % Tested	66.3%										66.8%										70.8%									

Data compiled from: 2020 The College Board; AP Five-Year School Score Summary (2020)

AP SCORE ANALYSIS BY SUBJECT					
ART - STUDIO	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	5	4	2	6	3
# of 4	1	3	4	1	3
# of 3	1	-	1	1	-
# of 2	-	-	-	-	-
# of 1	-	-	-	-	-
Total Tested	7	7	7	8	6
% of 5	71%	57%	29%	75%	50%
% of 4 and above	86%	43%	86%	88%	100%
% of 3 and above	100%	100%	100%	100%	100%
BIOLOGY	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	12	22	19	20	24
# of 4	23	30	26	34	35
# of 3	8	14	16	18	22
# of 2	-	1	-	2	4
# of 1	-	0	-	-	-
Total Tested	43	67	61	74	85
% of 5	28%	33%	31%	27%	28%
% of 4 and above	81%	78%	74%	73%	69%
% of 3 and above	100%	99%	100%	97%	95%
CALCULUS AB	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	-	-	-	8	23
# of 4	-	-	-	19	24
# of 3	-	-	-	21	10
# of 2	-	-	-	25	3
# of 1	-	-	-	3	1
Total Tested				76	61
% of 5	-	-	-	11%	38%
% of 4 and above	-	-	-	36%	77%
% of 3 and above	-	-	-	64%	93%
CALCULUS BC	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	27	28	2	17	11
# of 4	5	7	4	11	5
# of 3	5	10	15	9	12
# of 2	-	3	13	8	5
# of 1	-	1	1	-	-
Total Tested	37	49	35	45	33
% of 5	73%	57%	6%	38%	33%
% of 4 and above	86%	71%	17%	62%	48%
% of 3 and above	100%	92%	60%	82%	85%

CHEMISTRY	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	14	10	18	10	6
# of 4	24	22	16	24	17
# of 3	19	21	13	16	9
# of 2	5	9	4	2	6
# of 1	-	1	-	-	1
Total Tested	62	63	51	52	39
% of 5	23%	16%	35%	19%	15%
% of 4 and above	61%	51%	67%	65%	59%
% of 3 and above	92%	84%	92%	96%	82%
COMPUTER SCIENCE A	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	5	3	-	3	6
# of 4	9	0	2	4	4
# of 3	3	5	3	2	6
# of 2	3	0	1	5	2
# of 1	-	1	1	3	1
Total Tested	20	9	7	17	19
% of 5	25%	33%	0%	18%	32%
% of 4 and above	70%	33%	29%	42%	53%
% of 3 and above	85%	89%	71%	54%	84%
ENGLISH LANG/COMP	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	12	13	9	11	16
# of 4	15	13	5	10	17
# of 3	3	10	3	2	13
# of 2	1	-	1	1	6
# of 1	-	-	-	-	-
Total Tested	31	36	18	24	52
% of 5	39%	36%	50%	46%	31%
% of 4 and above	87%	72%	78%	88%	63%
% of 3 and above	97%	100%	94%	96%	88%
ENGLISH LIT/COMP	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	9	5	9	5	2
# of 4	4	4	6	6	3
# of 3	4	3	3	3	1
# of 2	-	-	-	-	1
# of 1	1	-	-	-	-
Total Tested	18	12	18	14	7
% of 5	50%	42%	50%	36%	29%
% of 4 and above	72%	75%	83%	79%	71%
% of 3 and above	94%	100%	100%	100%	86%

ENVIRONMENTAL SCIENCE	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	37	60	62	54	54
# of 4	73	66	69	75	78
# of 3	21	22	22	20	23
# of 2	11	3	24	12	28
# of 1	1	-	3	1	5
Total Tested	143	151	180	162	188
% of 5	26%	40%	34%	33%	29%
% of 4 and above	77%	83%	73%	79%	70%
% of 3 and above	92%	98%	85%	91%	82%
EUROPEAN HISTORY	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	-	-	5	5	6
# of 4	4	6	3	8	10
# of 3	2	1	5	4	2
# of 2	2	-	1	1	5
# of 1	-	-	-	-	-
Total Tested	8	7	14	18	23
% of 5	0%	0%	36%	28%	26%
% of 4 and above	50%	86%	57%	72%	70%
% of 3 and above	75%	100%	93%	94%	78%
FRENCH LANGUAGE	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	3	2	2	2	3
# of 4	2	3	3	5	6
# of 3	1	3	5	1	4
# of 2	-	-	-	-	-
# of 1	-	-	-	-	-
Total Tested	6	8	10	8	13
% of 5	50%	25%	20%	25%	23%
% of 4 and above	83%	63%	50%	88%	69%
% of 3 and above	100%	100%	100%	100%	100%
GERMAN LANGUAGE	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	1	3	5	2	4
# of 4	-	3	5	2	6
# of 3	3	2	5	2	1
# of 2	3	1	3	1	-
# of 1	-	-	-	1	-
Total Tested	7	9	18	8	11
% of 5	14%	33%	28%	25%	36%
% of 4 and above	14%	67%	56%	50%	91%
% of 3 and above	57%	89%	83%	75%	100%

HUMAN GEOGRAPHY	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	-	-	-	-	29
# of 4	-	-	-	-	19
# of 3	-	-	-	-	16
# of 2	-	-	-	-	7
# of 1	-	-	-	-	6
Total Tested					77
% of 5	-	-	-	-	38%
% of 4 and above	-	-	-	-	62%
% of 3 and above	-	-	-	-	83%
MUSIC THEORY	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	2	1	1	2	-
# of 4	-	2	-	-	-
# of 3	1	2	4	4	-
# of 2	1	1	-	3	-
# of 1	1	-	-	-	-
Total Tested	5	6	5	9	-
% of 5	40%	17%	20%	22%	-
% of 4 and above	40%	50%	20%	22%	-
% of 3 and above	60%	83%	100%	66%	-
PHYSICS 1	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	-	-	-	18	6
# of 4	-	-	-	23	6
# of 3	-	-	-	19	14
# of 2	-	-	-	9	2
# of 1	-	-	-	1	-
Total Tested				70	28
% of 5	-	-	-	26%	21%
% of 4 and above	-	-	-	59%	43%
% of 3 and above	-	-	-	86%	93%
PHYSICS - E & M	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	7	6	7	5	12
# of 4	2	3	5	3	3
# of 3	-	2	3	-	3
# of 2	1	1	-	-	1
# of 1	-	-	-	-	-
Total Tested	10	12	15	8	19
% of 5	70%	50%	47%	63%	63%
% of 4 and above	90%	75%	80%	100%	79%
% of 3 and above	90%	92%	100%	100%	95%

PHYSICS - MECHANICS	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	10	14	9	14	16
# of 4	10	15	12	11	19
# of 3	11	11	10	6	6
# of 2	11	4	4	3	3
# of 1	-	-	2	2	1
Total Tested	42	44	37	36	45
% of 5	24%	32%	24%	39%	36%
% of 4 and above	48%	66%	57%	70%	78%
% of 3 and above	74%	91%	84%	87%	91%
PSYCHOLOGY	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	26	11	13	18	19
# of 4	27	15	20	27	13
# of 3	13	16	8	16	13
# of 2	3	5	12	7	2
# of 1	3	5	4	0	7
Total Tested	72	52	57	68	54
% of 5	36%	21%	23%	26%	35%
% of 4 and above	74%	50%	58%	66%	59%
% of 3 and above	92%	81%	72%	90%	83%
SPANISH LANGUAGE	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	7	3	1	2	2
# of 4	7	9	9	8	7
# of 3	1	1	7	3	9
# of 2	-	-	-	1	3
# of 1	-	-	-	-	-
Total Tested	15	13	17	14	21
% of 5	47%	23%	6%	14%	10%
% of 4 and above	93%	92%	59%	71%	43%
% of 3 and above	100%	100%	100%	92%	86%
STATISTICS	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	8	5	10	6	13
# of 4	13	12	9	12	9
# of 3	7	9	10	13	7
# of 2	4	4	8	2	6
# of 1	-	2	2	2	1
Total Tested	32	32	39	35	36
% of 5	25%	16%	26%	17%	36%
% of 4 and above	66%	53%	49%	51%	61%
% of 3 and above	88%	81%	74%	88%	81%

U.S. GOV & POLITICS	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	9	4	6	3	2
# of 4	7	5	8	3	4
# of 3	7	3	13	5	2
# of 2	2	2	1	4	1
# of 1	-	1	-	-	2
Total Tested	25	15	28	15	11
% of 5	36%	27%	21%	20%	18%
% of 4 and above	64%	60%	50%	40%	55%
% of 3 and above	92%	80%	96%	73%	73%
U.S. HISTORY	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	13	12	19	14	13
# of 4	20	18	26	13	21
# of 3	23	16	23	12	21
# of 2	15	18	6	8	9
# of 1	4	3	2	1	2
Total Tested	75	67	76	48	66
% of 5	17%	18%	25%	29%	20%
% of 4 and above	44%	45%	59%	56%	52%
% of 3 and above	75%	69%	90%	81%	83%
TOTAL	2015-16	2016-17	2017-18	2018-19	2019-20
# of 5	207	206	199	225	273
# of 4	246	236	232	299	311
# of 3	133	151	169	177	194
# of 2	62	52	78	94	94
# of 1	10	14	15	14	27
Total Tested	658	659	693	809	899
% of 5	31%	31%	29%	28%	30%
% of 4 and above	69%	67%	62%	65%	65%
% of 3 and above	89%	90%	87%	87%	87%
Data compiled from: 2020 The College Board; AP Current Year Score Summary (2020)					

AP EQUITY AND EXCELLENCE TREND DATA

Academic Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
10TH*	10.9%	12.4%	10.6%	12.0%	16.6%	20.1%
11TH*	36.3%	37.9%	40.1%	42.4%	41.3%	46.0%
12TH*	38.4%	36.7%	30.2%	31.6%	38.5%	36.7%
GRADUATING CLASS SUMMARY**	52.4%	46.2%	46.4%	46.4%	51.1%	49.1%

* 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: 2020 The College Board; AP Equity and Excellence (2020)

2020 AMERICAN COLLEGE TEST (ACT) MEAN SCORES

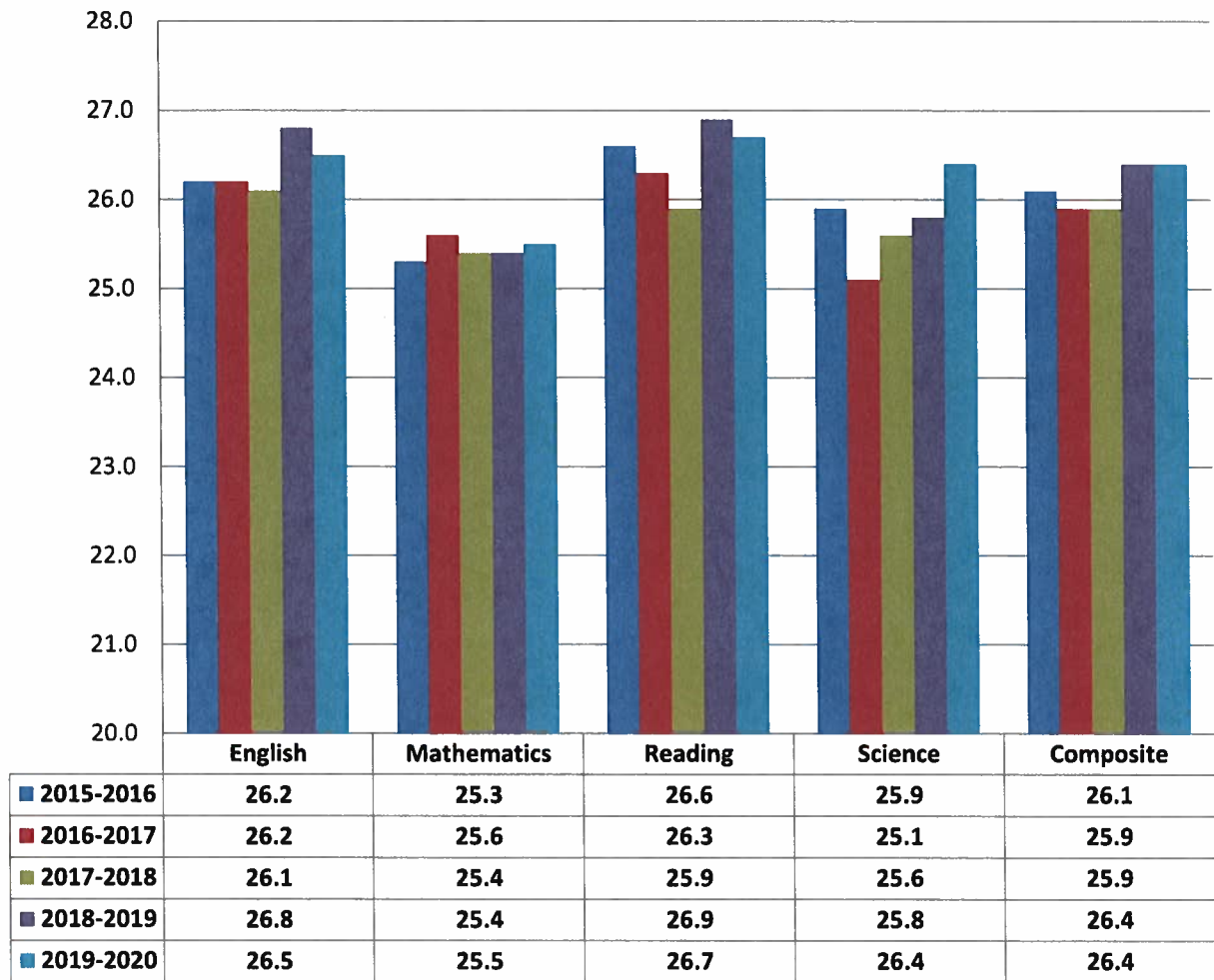
The ACT Assessment is a college admission test in direct competition with the SAT. The ACT Assessment contains four curriculum based tests that measure academic achievement in the areas of English, Mathematics, Reading and Science. The ACT also provides an overall Composite score. In addition to these 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 2020 was 367. The average ACT composite score for Mt. Lebanon students this year was 26.4.

ACT RESULTS



Data compiled from:
<http://www.pde.state.pa.us>

2020 AMERICAN COLLEGE TEST (ACT) PARTICIPATION RATES & MEAN SCORES

Mt. Lebanon*	# of Students	% of Class Participating	English	Math	Reading	Science	Composite
2010-2011	244	58	25.9	25.5	26.2	24.9	25.8
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
Pennsylvania*			English	Math	Reading	Science	Composite
2010-2011			21.9	22.6	22.6	21.8	22.3
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
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

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

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

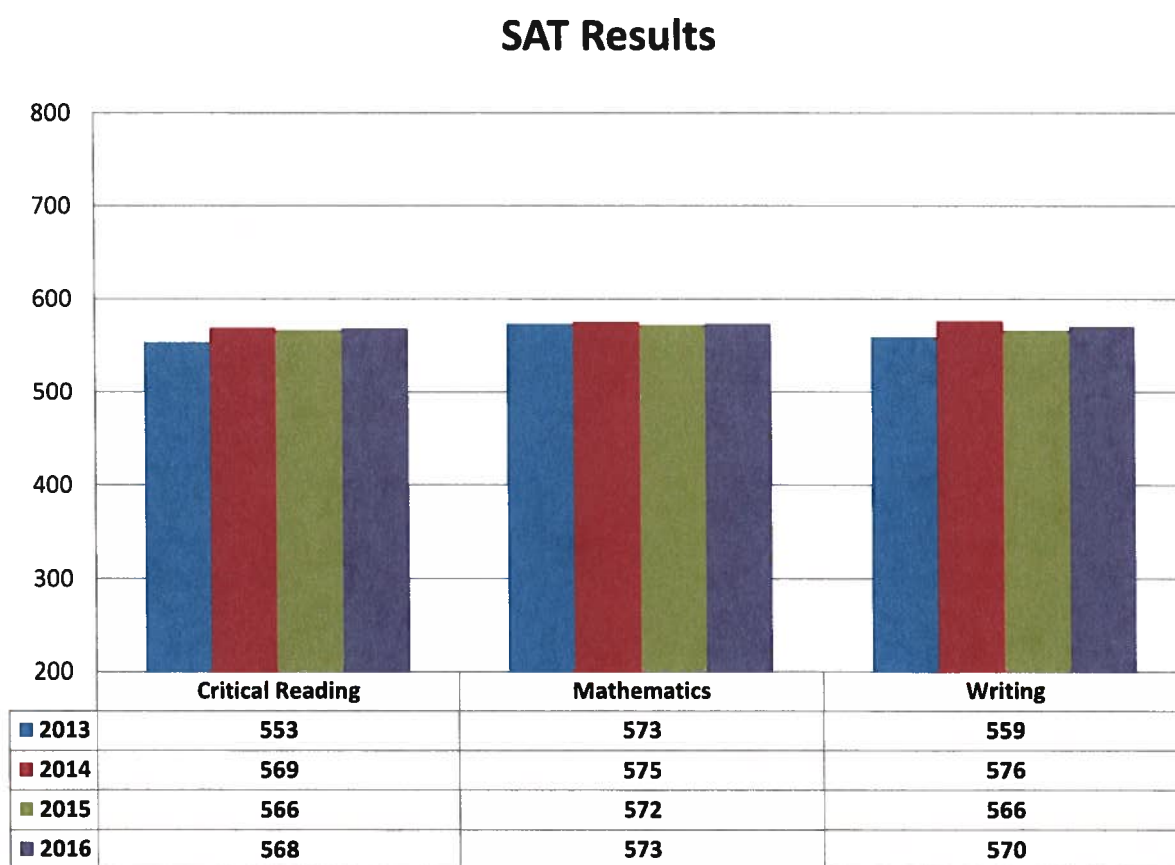
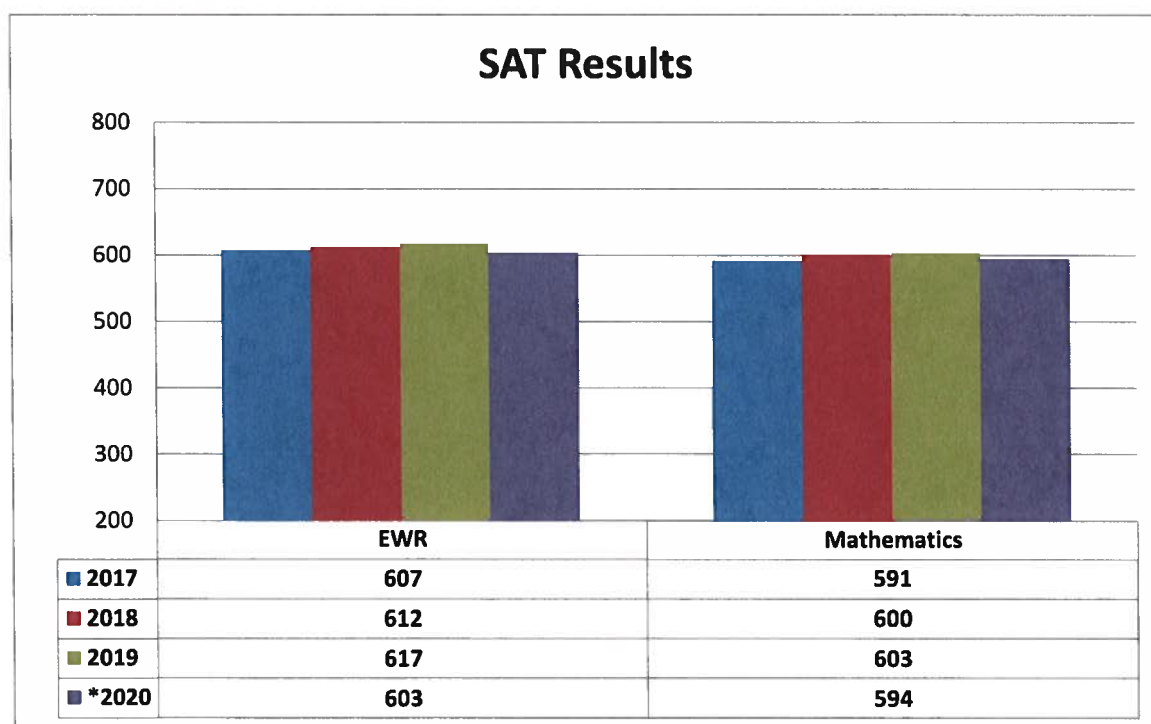
2020 SUMMARY OF SAT SCORES

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 1197 (ERW 603, Mathematics 594), 146 points higher than the national mean and 120 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 2020 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.



Data compiled from: 2020 SAT Annual Report

High School Report: Mt. Lebanon

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

**MT. LEBANON SCHOOL DISTRICT SAT REASONING MEAN SCORES
TREND SUMMARY - 2020**

IERW	% OF CLASS TESTING				NATION			PENNSYLVANIA		
	YEAR	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED
	2016-17	602	611	607	532	534	533	542	538	540
	2017-18	608	616	612	534	539	536	549	546	547
	2018-19	605	630	617	529	534	531	546	545	545
	2019-20	606	600	603	523	532	528	544	543	543
MATH	MT. LEBANON SCHOOL DISTRICT				NATION			PENNSYLVANIA		
	YEAR	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

CRITICAL READING	MT. LEBANON SCHOOL DISTRICT				NATION			PENNSYLVANIA		
	YEAR	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED
	2010-11	573	578	575	500	495	498	497	490	493
	2011-12	562	552	557	498	493	496	495	488	491
	2012-13	551	554	553	499	494	496	497	491	496
	2013-14	576	563	569	499	495	497	501	493	497
	2014-15	563	569	566	497	493	495	504	494	499
	2015-16	564	572	568	495	493	494	504	497	500

MATH	MT. LEBANON SCHOOL DISTRICT				NATION			PENNSYLVANIA		
	YEAR	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED
	2010-11	595	581	589	531	500	515	517	486	501
	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				NATION			PENNSYLVANIA		
	YEAR	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED	MALE	FEMALE	COMBINED
	2010-11	558	590	573	482	496	489	472	486	479
	2011-12	561	576	568	481	494	488	472	487	480
	2012-13	559	565	562	482	493	488	476	487	488
	2013-14	576	575	576	481	492	487	474	484	487
	2014-15	551	583	566	478	490	484	477	486	482

Data compiled from: 2020 The College Board; 2020 College-Bound Seniors High School Highlights Report for Mt. Lebanon High School

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.

*Ten year summary for previously identified comparable schools in Western Pennsylvania, and a nine year comparison for newly identified schools throughout the state.

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

Class of	Students in Class	Students Taking the NMSQT	Semi-Finalist Students	Commended Students	Total Semi-Finalists & Commended Students
2012	447	249	7	13	20
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

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 2018 (2018-19). 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 2021, the index score was 217 to be a National Merit Semi-Finalist.

NATIONAL MERIT SEMIFINALISTS
10-YEAR COMPARISONS OF SOUTHWESTERN PENNSYLVANIA SCHOOLS
AND 9-YEAR COMPARISON OF COMPARATOR PENNSYLVANIA SCHOOLS
2019-2020 (CLASS OF 2021)

DISTRICT	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	TOTAL
Bethel Park School District	0	1	2	2	4	1	1	0	0	2	13
Central Bucks School District**		15	12	19	17	20	18	28	19	27	175
Fox Chapel School District	9	17	8	9	15	14	3	11	14	7	107
Gateway School District	0	1	1	0	1	0	3	0	3	2	11
Great Valley School District		10	2	8	10	11	13	4	16	11	85
Hampton School District		3	0	0	4	2	2	6	8	3	28
Lower Merion School District*		23	21	18	21	20	23	29	28	33	216
Lower Moreland School District		3	3	5	5	4	5	4	6	3	38
Mt. Lebanon School District	7	3	11	4	10	9	11	5	9	7	76
North Allegheny School District	17	27	15	28	21	19	29	29	22	14	221
Peters Township School District		5	1	6	2	5	7	1	3	3	33
Radnor School District		24	8	11	12	11	13	16	20	10	125
South Fayette School District		0	2	2	3	3	2	1	1	3	17
Taylor Alderice (Pittsburgh Public School District)	12	3	8	3	4	5	7	4	2	6	54
Tredyffrin-Easttown School District		35	26	44	33	33	34	34	42	29	310
Unionville-Chadds Ford School District		13	13	19	7	15	18	15	22	13	135
Upper Dublin School District		11	15	12	12	5	12	16	8	13	104
Upper St. Clair School District	12	14	5	8	14	12	11	4	6	11	97
Wallingford-Swarthmore School District		12	18	12	5	13	9	7	8	14	98

* Denotes two (2) high schools

** Denotes three (3) high schools

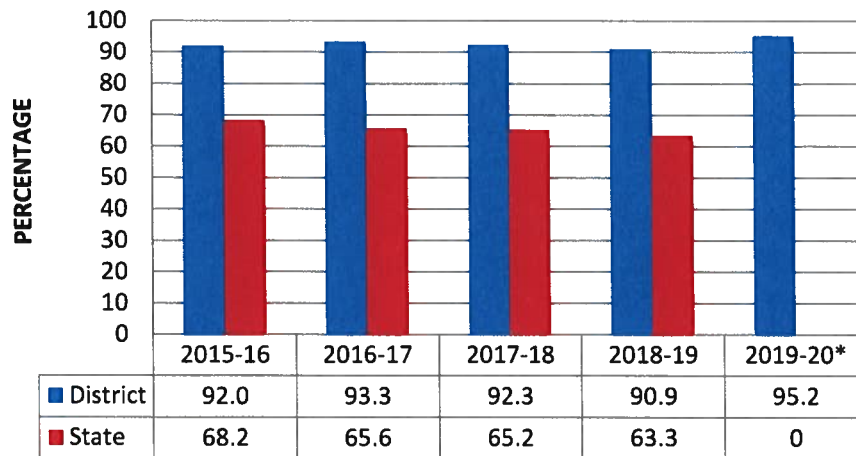
KEYSTONE EXAMS

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 the exam in a particular year, e.g., 2020 data represents the results of the Junior cohort who took the exam up through the Spring of 2020 (Class of 2021). For the Class of 2021, the Pennsylvania Department of Education cancelled the Spring 2020 administration of the Keystone Exams. **Therefore, this class data only reflects administrations up through the winter of 2019.**

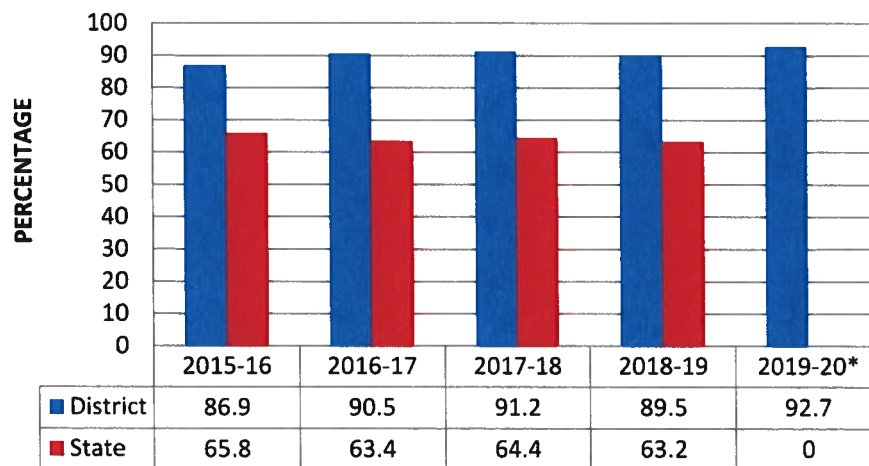
The District maintains consistently high scores in each of the exams.

- Algebra 1 = 95.2% Proficient or Advanced
- Biology = 92.7% Proficient or Advanced
- ELA = 96.4% Proficient or Advanced

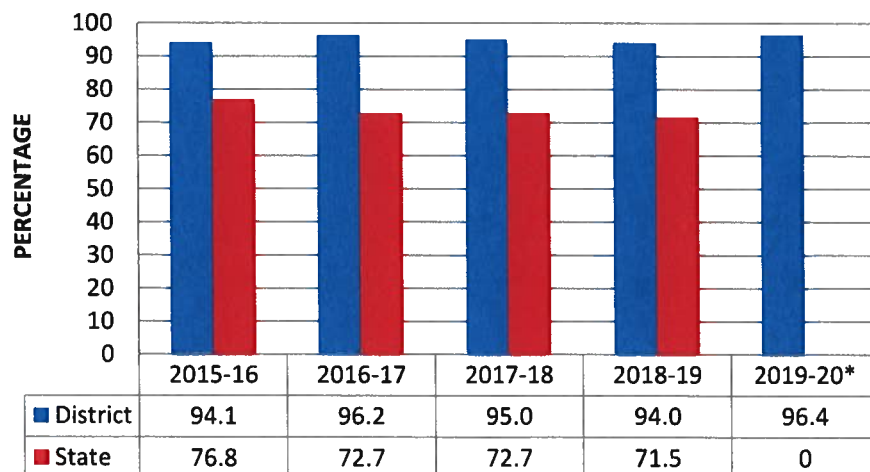
KEYSTONE - ALGEBRA 1



KEYSTONE - BIOLOGY



KEYSTONE - ELA



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

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)
AnCenter 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)
 Antioch U Los Angeles (CA)
 Antioch U Santa Barbara (CA)
 Appalachian State U (NC)
 Aquinas Coll (MI)
 Arcadia U (PA)
 Arizona State U at the Downtown Phoenix campus (AZ)
 Arizona State U at the Polytechnic campus (AZ)
 Arizona State U at the Tempe campus (AZ)
 Arizona State U at the West campus (AZ)
 Arkansas Tech U (AR)
 Asbury U (KY)
 Ashland U (OH)
 Assumption Coll (MA)
 Auburn U (AL)
 Auburn U at Montgomery (AL)
 Augsburg U (MN)
 Augustana Coll (IL)
 Augustana U (SD)
 Aultman Coll of Nursing and Health Sciences (OH)
 Aurora U (IL)
 Austin Peay State U (TN)
 Averett U (VA)
 Azusa Pacific U (CA)
 Baker U (KS)
 Baldwin Wallace U (OH)
 Baptist Coll of Health Sciences (TN)
 Bard Coll (NY)
 Barry U (FL)
 Baylor U (TX)
 Bay Path U (MA)
 Beacon Coll (FL)
 Becker Coll (MA)
 Belhaven U (MS)
 Belknap U (KY)
 Belmont U (TN)
 Bemidji State U (MN)
 Benedictine U (IL)
 Berea Coll (KY)
 Berry Coll (GA)
 Bethany Lutheran Coll (MN)
 Bethel Coll (KS)
 Bethel U (MN)
 Biola U (CA)
 Birmingham-Southern Coll (AL)
 Blackburn Coll (IL)
 Blue Mountain Coll (MS)
 Bluffton U (OH)
 Boise State U (ID)
 Bowling Green State U (OH)
 Bradley U (IL)
 Brenau U (GA)
 Brescia U (KY)
 Bridgewater Coll (VA)
 Bridgewater State U (MA)
 Brigham Young U (UT)
 Brigham Young U-Idaho (ID)
 Bryan Coll (TN)
 Bryant U (RI)
 Buena Vista U (IA)
 Buffalo State Coll, State U of New York (NY)
 Butler U (IN)
 Cairn U (PA)
 Caldwell U (NJ)
 California Baptist U (CA)
 California Lutheran U (CA)
 California Polytechnic State U, San Luis Obispo (CA)
 California State Polytechnic U, Pomona (CA)
 California State U, Dominguez Hills (CA)
 California State U, Fullerton (CA)
 California State U, Long Beach (CA)
 California State U, Los Angeles (CA)
 California State U Maritime Acad (CA)
 California State U, Monterey Bay (CA)
 California State U, Northridge (CA)
 California State U, Sacramento (CA)
 California State U, San Bernardino (CA)
 California State U, San Marcos (CA)
 California State U, Stanislaus (CA)
 California U of Pennsylvania (PA)
 Calvin Coll (MI)
 Campbellsville U (KY)
 Canisius Coll (NY)
 Capital U (OH)
 Cardinal Stritch U (WI)

Carroll Coll (MT)
 Carroll U (WI)
 Carson-Newman U (TN)
 Carthage Coll (WI)
 Catawba Coll (NC)
 Cedar Crest Coll (PA)
 Cedarville U (OH)
 Centenary Coll of Louisiana (LA)
 Central Connecticut State U (CT)
 Central Methodist U (MO)
 Central Michigan U (MI)
 Chaminade U of Honolulu (HI)
 Champlain Coll (VT)
 Charles R. Drew U of Medicine and Science (CA)
 Charleston Southern U (SC)
 Chatham U (PA)
 Chestnut Hill Coll (PA)
 Christendom Coll (VA)
 Christian Brothers U (TN)
 Christopher Newport U (VA)
 The Citadel, The Military Coll of South Carolina (SC)
 City Coll of the City U of New York (NY)
 Clark Atlanta U (GA)
 Clarke U (IA)
 Clark U (MA)
 Cleveland State U (OH)
 Coastal Carolina U (SC)
 Coe Coll (IA)
 Cogswell Polytechnical Coll (CA)
 Coker Coll (SC)
 The Coll at Brockport, State U of New York (NY)
 Coll of Charleston (SC)
 The Coll of Idaho (ID)
 Coll of Mount Saint Vincent (NY)
 The Coll of New Rochelle (NY)
 Coll of Saint Benedict (MN)
 The Coll of Saint Rose (NY)
 The Coll of St. Scholastica (MN)
 Coll of the Ozarks (MO)
 The Coll of Wooster (OH)
 Colorado Christian U (CO)
 Colorado State U (CO)
 Columbia Coll (SC)
 Concordia Coll-New York (NY)
 Concordia U (QC, Canada)
 Concordia U Chicago (IL)
 Concordia U Irvine (CA)
 Concordia U, Nebraska (NE)
 Concordia U of Edmonton (AB, Canada)
 Concordia U Wisconsin (WI)
 Conservatorio de Musica de Puerto Rico (PR)
 Converse Coll (SC)
 Corban U (OR)
 Cornell Coll (IA)
 Cornish Coll of the Arts (WA)
 Cottey Coll (MO)
 Covenant Coll (GA)
 Creighton U (NE)
 The Culinary Inst of America (NY)
 Culver-Stockton Coll (MO)
 Curry Coll (MA)
 Daemen Coll (NY)
 Dakota State U (SD)
 Dallas Baptist U (TX)
 Dean Coll (MA)
 Defiance Coll (OH)
 Delaware State U (DE)
 DePaul U (IL)
 DePauw U (IN)
 DEREÉ - The American Coll of Greece (Greece)
 DeSales U (PA)
 Dominican U (IL)
 Dominican U of California (CA)
 Drake U (IA)
 Drew U (NJ)
 Drexel U (PA)
 Drury U (MO)
 Duquesne U (PA)
 D'Youville Coll (NY)
 East Carolina U (NC)
 Eastern Mennonite U (VA)
 Eastern Michigan U (MI)
 Eastern Nazarene Coll (MA)
 Eastern U (PA)
 East Stroudsburg U of Pennsylvania (PA)

East Tennessee State U (TN)
 East Texas Baptist U (TX)
 Eckerd Coll (FL)
 ECPI U, Virginia Beach (VA)
 Edgewood Coll (WI)
 Elizabethtown Coll (PA)
 Elmhurst Coll (IL)
 Elms Coll (MA)
 Elon U (NC)
 Embry-Riddle Aeronautical U-Daytona (FL)
 Endicott Coll (MA)
 Escuela de Artes Plasticas y Dise&nno de Puerto Rico (PR)
 Evangel U (MO)
 The Evergreen State Coll (WA)
 Fairleigh Dickinson U, Florham Campus (NJ)
 Fairleigh Dickinson U, Metropolitan Campus (NJ)
 Farmingdale State Coll (NY)
 Fashion Inst of Technology (NY)
 Felician U (NJ)
 FIDM/Fashion Inst of Design & Merchandising, Los Angeles Campus (CA)
 FIDM/Fashion Inst of Design & Merchandising, San Francisco Campus (CA)
 Fitchburg State U (MA)
 Florida Ag and Mech U (FL)
 Florida Atlantic U (FL)
 Florida Coll (FL)
 Florida Gulf Coast U (FL)
 Florida Inst of Technology (FL)
 Florida Intl U (FL)
 Florida National U (FL)
 Florida Southern Coll (FL)
 Fort Lewis Coll (CO)
 Framingham State U (MA)
 Francis Marion U (SC)
 Franklin Coll (IN)
 Franklin U Switzerland (Switzerland)
 Friends U (KS)
 Frostburg State U (MD)
 Furman U (SC)
 Gannon U (PA)
 Geneva Coll (PA)
 Georgetown Coll (KY)
 Georgia Coll & State U (GA)
 Georgian Court U (NJ)
 Georgia Southern U (GA)
 Georgia Southwestern State U (GA)
 Georgia State U (GA)
 Golden Gate U (CA)
 Goldfarb School of Nursing at Barnes-Jewish Coll (MO)
 Gonzaga U (WA)
 Gordon Coll (MA)
 Goshen Coll (IN)
 Governors State U (IL)
 Graceland U (IA)
 Grand Valley State U (MI)
 Green Mountain Coll (VT)
 Greenville U (IL)
 Grove City Coll (PA)
 Guilford Coll (NC)
 Gutenberg Coll (OR)
 Gwynedd Mercy U (PA)
 Hallmark U (TX)
 Hamline U (MN)
 Hampden-Sydney Coll (VA)
 Hampshire Coll (MA)
 Hampton U (VA)
 Harding U (AR)
 Hardin-Simmons U (TX)
 Hartwick Coll (NY)
 Hawai'i Pacific U (HI)
 HEC Montreal (QC, Canada)
 Heidelberg U (OH)
 High Point U (NC)
 Hiram Coll (OH)
 Hofstra U (NY)
 Hollins U (VA)
 Holy Names U (CA)
 Hood Coll (MD)
 Hope Coll (MI)
 Hope Intl U (CA)
 Houston Baptist U (TX)
 Howard Payne U (TX)
 Hunter Coll of the City U of New York (NY)
 Husson U (ME)

Huston-Tillotson U (TX)	Marymount U (VA)	Nova Southeastern U (FL)
Illinois Coll (IL)	Maryville Coll (TN)	Oakland U (MI)
Immaculate 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)	Millisaps 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)
Malae 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)	Toccoa 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)
Sienna 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)	Wartburg 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 Int'l 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 93 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)
Cornerstone 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

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 (RI)
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)	Unh 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 (LA)	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)	

