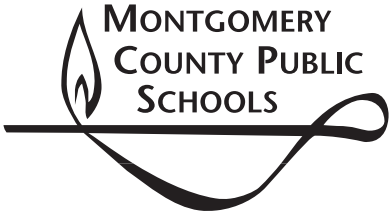

High School Senior Exit Survey: Class of 2003

Postsecondary Plans of High School Seniors and Perceptions of Their Education

Office of Shared Accountability

February 2004

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Postsecondary Plans of High School Seniors: Class of 2003

Purpose and Methodology

Purpose of the Survey

Since 1983, the Montgomery County Public Schools (MCPS) has gathered information from graduating seniors regarding their postsecondary education plans. Detailed school-by-school and districtwide results were provided to high school principals in October 2003. These results are intended to assist the schools in advising sophomores and juniors regarding postsecondary school plans. High school counselors may share this information with students and their parents as they make decisions about future school and career plans. This report summarizes the districtwide survey results. The report is intended to inform the Board of Education, MCPS management, school-based administrators, students, and parents regarding the postgraduate plans of the most recent graduating class. In addition, the report on the Class of 2003 has been expanded to include additional information on the career plans of high school seniors and feedback from MCPS high school seniors about their high school programs.

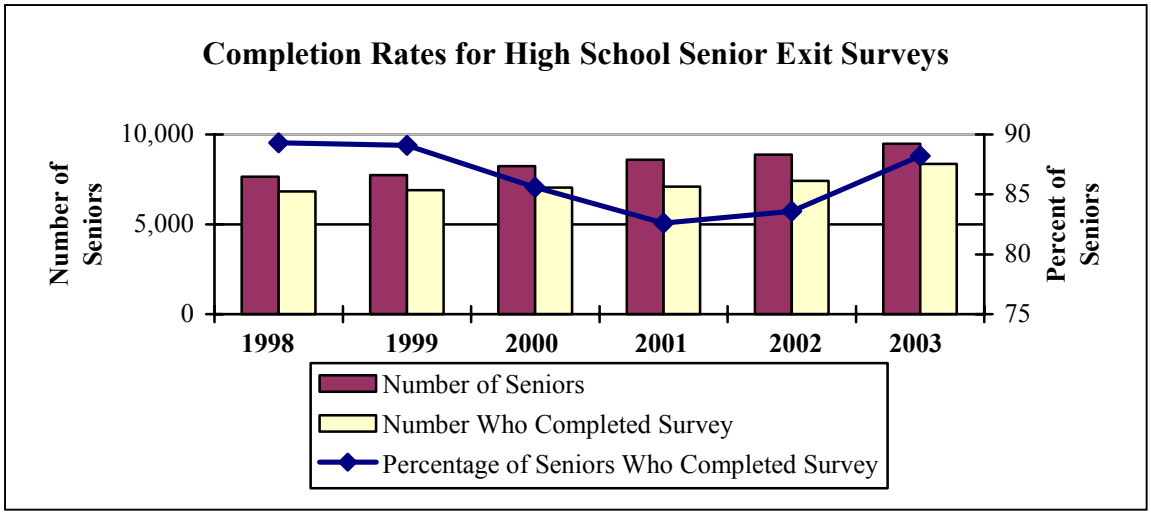
Survey Participation

The MCPS senior survey, a copy of which is in Appendix A, asked seniors in the Class of 2003 about their plans after graduation, including applications to two-year and four-year colleges. Seniors were asked to list postsecondary colleges and universities to which they applied, whether they were accepted or rejected, and state whether or not they received financial aid. A summary of this information for the 25 most popular schools, based on number of applications, is presented in Appendix B. Of 9,486 eligible seniors in the Class of 2003, 8,362 (88%) completed the survey, which is an improvement over the completion rates for 2001 and 2002 (Table 1 and Figure 1). The completion rate was higher than it had been in four years. Completion rates by race/ethnicity, gender, and special services received are shown in Appendix C, Table C-1.0.

TABLE 1
Completion Rates for High School Senior Exit Surveys

Survey Year	1998	1999	2000	2001	2002	2003
Number of Seniors	7,645	7,740	8,232	8,590	8,885	9,486
Number Who Completed Survey	6,827	6,896	7,047	7,096	7,426	8,362
Percent Who Completed Survey	89.3	89.1	85.6	82.6	83.6	88.2

FIGURE 1



Survey Results

Plans of High School Seniors After Graduation

Table 2 and Figure 2 summarize the postsecondary plans of seniors since 2000. Appendix C includes tables that provide information on postsecondary plans for the Class of 2003 by race/ethnicity, gender, and special services. Graduating seniors were asked to respond to all applicable questions relating to their postsecondary college and work plans (e.g., planning to attend college, planning to work, or both).

Many graduating seniors planned to attend college full time, primarily four-year colleges. Almost two thirds of the seniors planned to attend four-year colleges full time (62.0%) or part time (4.1%), a slight decrease from the Class of 2002. More than one quarter of the seniors planned to attend two-year colleges either full time (19.0%) or part time (7.4%), a slight increase over 2002. Few seniors planned to enter trade, business, or technical school full time or part time (3.0%), or planned to enter full-time employment (6.6%). Less than 4% of seniors planned on entering military service (3.6%). Only 3.4% of the seniors who completed the survey were undecided about their future plans.

Applications to Colleges and Universities

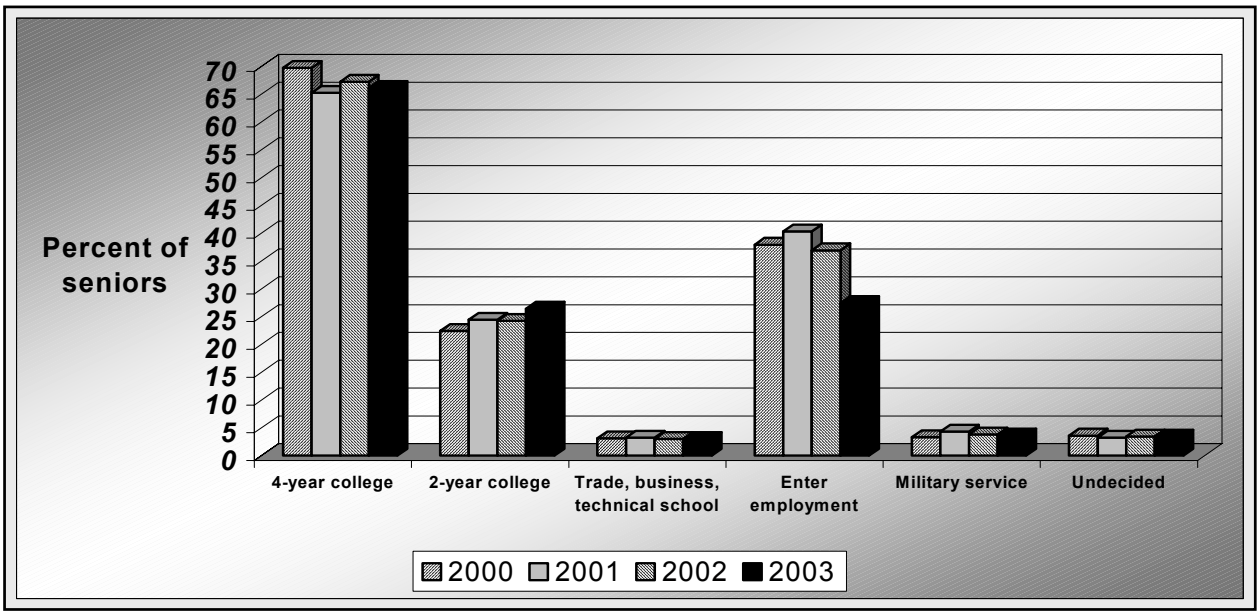
As summarized in Table 3, the percentage of members of the Class of 2003 who applied to postsecondary colleges and universities (77.7%) was more consistent with levels seen from 1999 to 2001 than with the lower level seen in 2002 (74.3%; see Table 3). The average number of colleges and universities to which seniors applied remained at about three. Appendix C includes postsecondary application information by race/ethnicity, gender, and special services.

TABLE 2
Postsecondary Plans of High School Seniors, 2000–2003

Survey Item #4: What will you do after high school graduation (fall 2003)?	**2000** **n=7,047** **%**	**2001** **n=7,096** **%**	**2002** **n=7,426** **%**	**2003** **n=8,362** **%**
Four-year college, full time	65.9	60.7	63.7	62.0
Four-year college, part time	3.8	4.5	3.5	4.1
Total four-year college	69.7	65.1	67.2	66.1
Two-year college, full time	15.8	17.4	16.8	19.0
Two-year college, part time	6.6	7.0	7.4	7.4
Total two-year college	22.4	24.4	24.2	26.4
Trade, business, or technical school, full time	1.7	1.6	1.5	1.7
Trade, business, or technical school, part time	1.4	1.6	1.5	1.3
Total trade, business, or technical school	3.1	3.2	3.0	3.0
Employment, full time	7.8	7.9	7.1	6.6
Employment, part time	22.1	25.0	23.1	20.8
Total employment	29.9	32.9	30.2	27.4
Military service, full time and part time	3.3	4.3	3.8	3.6
Undecided	3.6	3.2	3.4	3.4

Note: Respondents answered each postsecondary plan option separately. Responses are not mutually exclusive. Therefore, column percentages exceed 100.0%.

FIGURE 2
Postsecondary Plans of High School Seniors, 2000–2003



Note: Respondents answered each postsecondary plan option separately. Responses are not mutually exclusive. Therefore, column percentages exceed 100.0%.

TABLE 3
Postsecondary School Applications, 1999–2003

Category	1999	2000	2001	2002	2003
Number of responding seniors	6,896	7,047	7,096	7,426	8,362
Number of responding seniors who applied to at least one postsecondary school	5,347	5,557	5,511	5,517	6,500
Percentage of responding seniors who applied to at least one postsecondary school	77.5	78.8	77.7	74.3	77.7
Number of applications	14,621	16,589	16,014	16,225	19,076
Mean number of applications[a]	2.7	2.9	2.9	2.9	2.9
Median number of applications[a]	2.0	2.0	2.0	2.0	2.0

a. Based on only those students who had applied to at least one college or university.

Colleges and Universities Most Popular with High School Seniors

Appendix B shows the top 25 universities and colleges to which seniors in the Class of 2003 applied most frequently. Over the survey years, the list of colleges and universities to which seniors applied most frequently has changed only slightly. For example, in each of the survey years—1999, 2000, 2001, 2002, and 2003—all but two of the first 10 colleges and universities were the same: University of Maryland—College Park, Montgomery College, Towson University, University of Maryland—Baltimore County, Pennsylvania State University, Salisbury University, Frostburg State University, University of Delaware, and Virginia Polytechnic Institute. In 2002, the University of Michigan at Ann Arbor replaced James Madison University among the 10 most popular schools. The Class of 2003 then bumped the University of Michigan after only one year on the top 10 list, and replaced it with Saint Mary's College. New entries to the 25 most popular colleges and universities in 2003 included Temple University, ranked 23 in terms of number of applications, and the University of North Carolina at Chapel Hill, ranked 24 in terms of number of applications.

The data for the top 25 universities and colleges in the districtwide analysis also are shown in Appendix C for the various subgroups of students described above. The rank order of university/college popularity for each subgroup differs from the districtwide rank order presented in Appendix B. For consistency, the subgroup listings are shown in the same order as the districtwide presentation. Tables in Appendix C provide descriptive data. Inferences drawn from comparisons between or among groups may be unreliable where the number of students reporting "acceptance" at a university falls below 30 students. Such comparisons may prove more reliable if replicated over several years. Results with five or fewer respondents are not reported.

Acceptance Rates of MCPS Graduates Compared with National Rates

Appendix B lists the number of seniors applying to specific colleges and universities, acceptance rates of MCPS seniors (based on self-report), and acceptance rates of all freshmen applying to

specific colleges (based on data on www.Petersons.com). National acceptance rates were not available for the subgroup presentations included in Appendix C.

For those colleges and universities most popular with high school seniors, MCPS applicants' acceptance rates were higher in many cases than the national rates of freshmen applying. While it is possible that students may have underreported rejection rates, the results are nonetheless noteworthy. Among the 25 most popular schools in 2002, only Howard University's national acceptance rate (69%) exceeded the acceptance rate for Montgomery County high school seniors (57%). For the Class of 2003, the national acceptance rate was higher than MCPS seniors' self-reported acceptance rates for Towson University (55% versus 58%), the University of Virginia (33% versus 39%), Temple University (77% versus 78%), and the University of North Carolina at Chapel Hill (27% versus 37%). Late admissions may have affected many of the acceptance rates, in which case Montgomery County's seniors may have been accepted at the same or slightly higher rate than the national average.

Also, Appendix B reports the percentage of MCPS seniors who applied to a particular college or university and received financial aid from that school. Among the 25 most popular schools, the percentages of MCPS seniors who reported being accepted and receiving financial aid ranged from 18% (James Madison University) to 67% (New York University).

Finally, Appendix B reports the average SAT scores and the weighted and unweighted grade point averages (GPAs) of MCPS seniors who applied and reported being accepted by the colleges and universities. High school counselors may use these data to help students and their parents make decisions about whether or not to apply to specific colleges and universities.

Fields of Study or Work Preferred by MCPS Graduates

A portion of the High School Senior Exit Survey focuses on future fields of study or work. Tables 4, 5, 6, and 7 include summary results to these questions. As shown in Table 4, business (30.7%), communications (22.9%), engineering and scientific research (22.8%), and medicine and bioscience (21.3%) were the most popular fields of study or work among the Class of 2003. As can be seen in Table 5, most members of the Class of 2003 decided on their field of study or work in high school before their senior year (46.8%), and nearly one fourth decided on their field of study or work during their senior year (23.0%).

Table 6 provides a summary of information or activities that assisted the Class of 2003 in deciding on their field of study. More than one fourth of the Class of 2003 (26.7%) indicated that a high school course influenced their choice of field. Nearly one in five seniors (19.4%) indicated that admiration for an individual in their chosen field influenced their decision.

Table 7 summarizes information about people who helped the Class of 2003 decide on their field of study or work. The largest percentage of respondents indicated their parents (34.8%). Many in the Class of 2003 indicated that their choice was self-directed by indicating "No One" helped them decide their choice of field of study or work (34.3%).

TABLE 4
Planned Field of Study or Work for the Class of 2003

Field of Study	Number of Respondents	%
Business	2,568	30.7
Communications	1,916	22.9
Engineering and scientific research	1,909	22.8
Medicine and biosciences	1,782	21.3
Law, government, and public safety	1,461	17.5
Education and social services	1,447	17.3
Consumer services	660	7.9
Construction and development	633	7.6
Environmental and natural resources	428	5.1
Have not decided	970	11.6

Note: Respondents answered each choice separately. Responses are not mutually exclusive. Therefore, column percentages exceed 100%.

TABLE 5
Timing of Decision on Field of Study or Work

Field of Study Decision Timing	Number of Respondents	%
High school before Grade 12	3,419	46.8
Within last year	1,680	23.0
Middle school	906	12.4
Elementary school	632	8.6
Have not decided	670	9.2
Total	7,307	100.0

TABLE 6
Information or Activities That Helped Seniors Decide on Their Field of Study or Work

Information or Activity	Number of Respondents	%
High school course	2,233	26.7
Admiration of person in chosen field of study	1,622	19.4
Job outside school	1,388	16.6
Volunteer work	1,313	15.7
High school internship	1,087	13.0
Media event	1,012	12.1
Availability of jobs in field	928	11.1

Note: Respondents answered each choice separately, and choices are not mutually exclusive. Therefore, column percentages exceed 100%. Only responses with more than 10% of responding seniors are included.

TABLE 7
Help in Deciding on Field of Study or Work

Who Helped Decide Field of Study or Work	Number of Respondents	%
Parents	2,910	34.8
No one	2,868	34.3
Family other than parents	1,488	17.8
High school teachers	1,413	16.9
Other students	878	10.5
Internship supervisor	435	5.2
High school counselor	385	4.6
HS career information coordinator	284	3.4
Work supervisor	268	3.2
Middle school teachers	259	3.1
Elementary school teachers	201	2.4
Religious leader	151	1.8
Youth group leader	142	1.7
School or community coach	125	1.5
Middle school counselor	50	0.6
Private career counselor	67	0.8

Note: Respondents answered each choice separately. Responses are not mutually exclusive. Therefore, column percentages exceed 100%.

Educational Experiences of MCPS High School Graduates

The High School Senior Exit Survey asks several questions about high school seniors' experience with various aspects of their educational experience. Currently, the structure of the survey does not provide seniors with an opportunity to indicate whether they participated in individual activities, so only activities that would be universal among high school seniors are included in Table 8. In the area of academic experiences, English instruction was rated highly by more than half of the graduating seniors (54.0%), followed closely by math instruction (47.0%), social science instruction (44.3%), and science instruction (44.2%). In the area of educational support experiences, the highest rated experience was the variety of courses (48.2%), followed by flexibility to select courses (41.4%). Among extracurricular experiences, being with friends was rated highly by more than three fourths of the graduating class (76.5%).

Seniors were asked about issues or experiences that interfered with their high school education. Table 9 includes a listing of the five activities that were reported most frequently among all graduating seniors. The interference reported by most respondents consisted of activities outside of school (34.6%). Other interferences reported by seniors also suggest competing demands on the time of high school students. Nearly one third of the respondents reported that a job outside of school was an interference (32.4%), and 29.6% of the respondents reported that family obligations interfered with their high school education. Seniors also reported that poor study habits (33.6%) and poor class instruction (24.5%) interfered with their high school education.

TABLE 8
2003 High School Seniors Highest Rated Experiences

Experience	General Area of Experience	% Rating Excellent or Good
English instruction	Academic	54.0
Math instruction	Academic	47.0
Social science instruction	Academic	44.3
Science	Academic	44.2
Variety of courses	Educational Support	48.2
Flexibility to select courses	Educational Support	41.4
School counseling services	Educational Support	35.2
Textbooks and instructional materials	Educational Support	29.9
Grading procedures	Educational Support	23.2
Development of 4-year career plan	Educational Support	22.4
Being with friends	Extracurricular	76.5

Note: Respondents answered each choice separately, and choices are not mutually exclusive, so column percentages exceed 100%. Percentages are based on the 8,362 survey respondents. Only experiences that would be universal among graduating seniors are reported.

TABLE 9
Most Frequently Reported Activities That Interfered With High School Education

Interfering Activity	% Reporting Interference
Activities outside of school	34.6
Poor study habits	33.6
Job outside of school	32.4
Family obligations	29.6
Poor class instruction	24.5

Note: Respondents answered each choice separately, and choices are not mutually exclusive. Therefore, column percentages exceed 100%.

Seniors were asked to rate how well their high school program prepared them to perform various skills. Table 10 outlines the ratings for each of these skills. In the area of work skills and working with others, the skills that seniors felt their high school had prepared them best for included speaking so that others understand; writing so that others understand; working with others of diverse backgrounds; and working as a team member. More than 80% of seniors rated preparation for each of these skills as "excellent" or "good." In the area of decision-making skills, 80% of the seniors rated their high school preparation for learning to solve problems as "excellent" or "good."

Seniors also were positive in ratings of their high school program's preparation in computer technology skills (see Table 11). For each of several skills, more than half the seniors reported that their high school program prepared them so they could perform the skill without any help, including formatting documents with a word processor, using e-mail for communication, using the Internet for information, and assessing the accuracy of information from the Internet. Smaller percentages of seniors reported that the preparation for data analysis skills resulted in

their being able to perform the skills without any help; about one third of seniors reported that they were able to use a spreadsheet to analyze data without any help, and about one third reported that they were able to locate, analyze, and sort information on a database without any help. Nearly another half, however, reported that they were able to perform each of these technology skills with some help.

TABLE 10
High School Program Skill Preparation

Skills	Excellent %	Good %	Fair %	Poor %	Total n
Work					
Write so others understand	37.1	46.3	14.1	2.5	7,956
Speak so others understand	37.5	44.2	15.2	3.1	7,875
Perform number computations	31.1	44.2	20.9	3.9	7,669
Act appropriately in business settings	35.0	38.7	19.1	7.1	7,369
Come to work every day	36.4	38.8	18.6	6.1	7,241
Report to work on time	36.1	39.5	18.5	5.9	7,281
Make good decisions at workplace	33.6	44.7	17.3	4.5	7,225
Solve problems creatively	29.5	44.5	20.2	5.8	7,644
Working with others					
Accept supervision from others	31.5	48.1	16.6	3.8	7,700
Take initiative to complete task	32.9	46.0	17.0	4.0	7,755
Work as team member	37.4	45.0	14.5	3.1	7,753
Work with others of diverse backgrounds	45.4	38.1	13.1	3.4	7,697
Provide guidance to others at work	30.6	46.8	19.1	3.6	7,463
Decision-making					
Learn to develop educational goals	28.0	43.7	21.5	6.9	7,609
Learn to develop career goals	28.8	49.4	18.2	3.6	7,676
Learn to solve problems	35.3	44.4	15.6	4.7	7,605

Note: Totals are lower than the 8,362 total respondents because some seniors did not answer all questions.

TABLE 11
High School Technical Skill Preparation

Skill	Without any help %	With some help %	With a lot of help %	Not able to do %	Total n
Use spreadsheet to analyze data	32.0	49.9	10.5	7.6	7,004
Locate, analyze, sort database information	33.3	46.0	13.0	7.7	6,977
Format documents on a word processor	56.9	30.9	9.9	2.3	7,368
Use multimedia software	45.3	38.0	12.8	3.9	7,329
Use e-mail for communication	72.9	18.6	4.7	3.8	7,043
Use Internet for information	65.5	26.4	6.7	1.4	7,406
Assess accuracy of Internet information	53.3	36.2	7.6	2.9	7,205

Note: Totals are lower than the 8,362 total respondents because some seniors did not answer all questions.

Summary and Conclusions

This report summarized the districtwide survey results of the High School Senior Exit Survey for the Class of 2003. The report is intended to inform the Board of Education, MCPS management, school-based administrators, students, and parents regarding the postgraduate plans of the most recent graduating class. The report on the Class of 2003 was expanded to include additional information on the career plans of high school seniors and feedback from MCPS high school seniors about their high school programs.

Many graduating seniors planned to attend college full time, primarily four-year colleges. Almost two thirds of the seniors planned to attend four-year colleges full time (62.0%) or part time (4.1%), a slight decrease from the Class of 2002. More than one fourth of the seniors planned to attend two-year colleges either full time (19.0%) or part time (7.4%), a slight increase over 2002. The percentage of members of the Class of 2003 who applied to postsecondary colleges and universities (77.7%) was more consistent with levels seen from 1999 to 2001 than with the lower level seen in 2002 (74.3%). For those colleges and universities most popular with high school seniors, MCPS applicants' acceptance rates were higher in many cases than the national rates of freshmen applying.

Business (30.7%), communications (22.9%), engineering and scientific research (22.8%), and medicine and bioscience (21.3%) were the most popular fields of study or work for the Class of 2003. More than one fourth of the seniors (26.7%) indicated that a high school course influenced their choice of field. Nearly one in five seniors (19.4%) indicated that admiration for an individual in their chosen field influenced their decision. The largest percentage of respondents indicated their parents (34.8%) had influenced their choice of field of study or work, although many in the Class of 2003 indicated that their choice was self-directed by indicating "No One" helped them decide their choice of field of study or work (34.3%).

In the area of work skills and working with others, more than 80% of the responding seniors said their high school had prepared them well in several areas, including speaking so that others understand, writing so that others understand, working with others of diverse backgrounds, and working as a team member. In the area of decision-making skills, 80% of the seniors rated their high school preparation for learning to solve problems as "excellent" or "good."

Seniors were also positive in ratings of their high school program's preparation in computer technology skills. For each of several skills, more than half the seniors reported that their high school program prepared them so they could perform the skill without any help, including formatting documents with a word processor; using e-mail for communication; using the Internet for information; and assessing accuracy of information from the Internet.

The feedback provided by high school seniors should be useful for school-based and other MCPS staff. The information may be useful to school counselors, teachers, and parents in providing guidance to younger students about course selections and possible fields of study. The perceptions of each senior class allow MCPS to learn more about how the school system can assist seniors in having a rewarding high school experience that results in productive and fulfilling postgraduate academic and work experiences.

Appendices

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Appendix C: Presentation by Demographic Composition and Special Program/Categories 17

Appendix A. Questionnaire

HIGH SCHOOL SENIOR EXIT SURVEY

Class of 2003

MONTGOMERY COUNTY PUBLIC SCHOOLS

Office of Shared Accountability

Student Name:

High School Code:

Student Number:

1. Think about your high school education in MCPS. Which of the following experiences in high school would you rate as excellent or good? MARK ALL ANSWER CHOICES THAT APPLY.

Academic Experiences

- Math instruction
- Science instruction
- Social science instruction
- English instruction
- Foreign language instruction
- Technology instruction
- Career education instruction

Educational Support Experiences

- Development of your 4 year career plan
- School counseling services
- Flexibility to select courses
- Variety of courses offered
- Grading procedures
- Textbooks and instructional materials

Extra-curricular Experiences

- Being with friends
- Participating in school clubs
- Participating in musicals, plays, etc.
- Attending sports events
- Participating in sports

2. What interfered with your MCPS high school education? MARK ALL ANSWER CHOICES THAT APPLY.

- Family obligations
- Job outside of school
- Activities outside of school
- Worries about not having enough money
- Parents who don't care how I do in school
- No place to study
- Poor study habits
- Difficulty speaking English
- Being sick frequently
- Peer pressure
- Not getting along with others
- Not feeling part of the school
- Not fitting into any peer group
- Difficult courses
- Poor class instruction
- Teachers who don't encourage me
- Not having choices of courses I want
- Worried about my safety at school
- Time spent watching TV, videos, etc.
- Other, please write here: _____
- Nothing interfered with my education in MCPS.

3. What will you do after high school graduation (Fall 2003)? MARK ALL ANSWER CHOICES THAT APPLY.

- Attend a 2-year college full-time
- Attend a 2-year college part-time
- Attend a 4-year college or university full-time
- Attend a 4-year college or university part-time
- Attend a trade, technical, or business school full-time
- Attend a trade, technical, or business school part-time
- Work full-time in job related to high school courses
- Work part-time in job related to high school courses
- Work full-time in job unrelated to high school courses
- Work part-time in job unrelated to high school courses
- Enter military full-time
- Enter military part-time
- Undecided
- Other, please specify: _____

4. What is the highest degree you expect to receive? MARK ONE ANSWER CHOICE.

- High school diploma
- Associate's or trade/business/technical degree
- Bachelor's degree
- Master's degree
- Doctorate (Ph.D.) degree or professional degree (M.D., J.D.)

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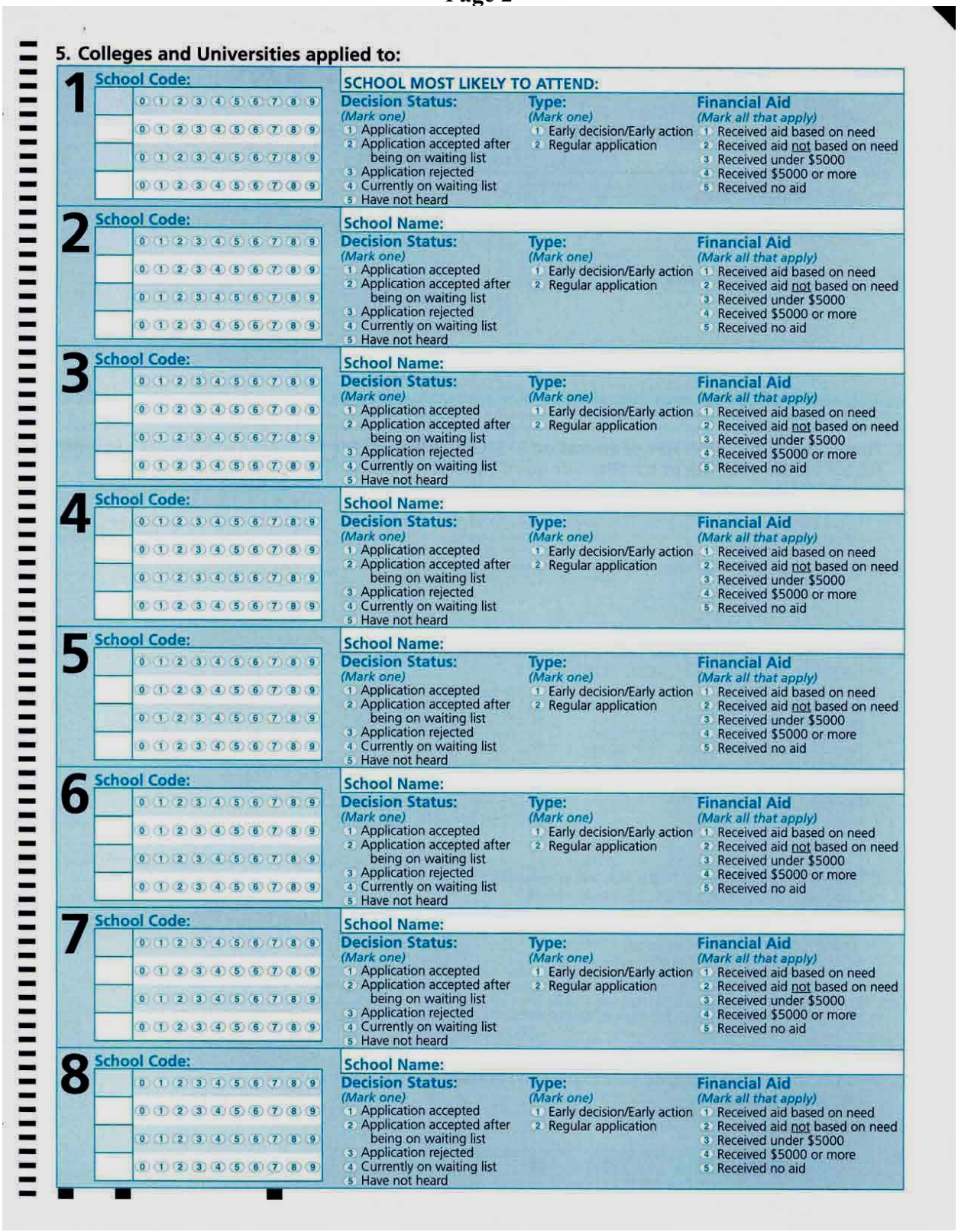

5. Colleges and Universities applied to:

1 School Code: 0 1 2 3 4 5 6 7 8 9

SCHOOL MOST LIKELY TO ATTEND:

Decision Status: *(Mark one)*
1 Application accepted
2 Application accepted after being on waiting list
3 Application rejected
4 Currently on waiting list
5 Have not heard

Type: *(Mark one)*
1 Early decision/Early action
2 Regular application

Financial Aid *(Mark all that apply)*
1 Received aid based on need
2 Received aid not based on need
3 Received under $5000
4 Received $5000 or more
5 Received no aid

2 School Code: 0 1 2 3 4 5 6 7 8 9

School Name:

Decision Status: *(Mark one)*
1 Application accepted
2 Application accepted after being on waiting list
3 Application rejected
4 Currently on waiting list
5 Have not heard

Type: *(Mark one)*
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School Name:

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1 Application accepted
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Type: *(Mark one)*
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4 School Code: 0 1 2 3 4 5 6 7 8 9

School Name:

Decision Status: *(Mark one)*
1 Application accepted
2 Application accepted after being on waiting list
3 Application rejected
4 Currently on waiting list
5 Have not heard

Type: *(Mark one)*
1 Early decision/Early action
2 Regular application

Financial Aid *(Mark all that apply)*
1 Received aid based on need
2 Received aid not based on need
3 Received under $5000
4 Received $5000 or more
5 Received no aid

5 School Code: 0 1 2 3 4 5 6 7 8 9

School Name:

Decision Status: *(Mark one)*
1 Application accepted
2 Application accepted after being on waiting list
3 Application rejected
4 Currently on waiting list
5 Have not heard

Type: *(Mark one)*
1 Early decision/Early action
2 Regular application

Financial Aid *(Mark all that apply)*
1 Received aid based on need
2 Received aid not based on need
3 Received under $5000
4 Received $5000 or more
5 Received no aid

6 School Code: 0 1 2 3 4 5 6 7 8 9

School Name:

Decision Status: *(Mark one)*
1 Application accepted
2 Application accepted after being on waiting list
3 Application rejected
4 Currently on waiting list
5 Have not heard

Type: *(Mark one)*
1 Early decision/Early action
2 Regular application

Financial Aid *(Mark all that apply)*
1 Received aid based on need
2 Received aid not based on need
3 Received under $5000
4 Received $5000 or more
5 Received no aid

7 School Code: 0 1 2 3 4 5 6 7 8 9

School Name:

Decision Status: *(Mark one)*
1 Application accepted
2 Application accepted after being on waiting list
3 Application rejected
4 Currently on waiting list
5 Have not heard

Type: *(Mark one)*
1 Early decision/Early action
2 Regular application

Financial Aid *(Mark all that apply)*
1 Received aid based on need
2 Received aid not based on need
3 Received under $5000
4 Received $5000 or more
5 Received no aid

8 School Code: 0 1 2 3 4 5 6 7 8 9

School Name:

Decision Status: *(Mark one)*
1 Application accepted
2 Application accepted after being on waiting list
3 Application rejected
4 Currently on waiting list
5 Have not heard

Type: *(Mark one)*
1 Early decision/Early action
2 Regular application

Financial Aid *(Mark all that apply)*
1 Received aid based on need
2 Received aid not based on need
3 Received under $5000
4 Received $5000 or more
5 Received no aid

6. Which of the following best describes your field of study or work that you will do after high school graduation? MARK ALL ANSWER CHOICES THAT APPLY.

Business
- ☐ Accounting
- ☐ Business and Management Consulting
- ☐ Finance
- ☐ Information Technology
- ☐ Marketing
- ☐ Sales (Wholesale/Retail)

Communications
- ☐ Visual/Performing Arts
- ☐ Media, Communication, Broadcasting
- ☐ Graphic Design and Electronic Media

Construction and Development
- ☐ Auto Body Repair/Automotive Technology
- ☐ Carpentry/Plumbing/Heating and Air Conditioning
- ☐ Construction

Consumer Services
- ☐ Hospitality
- ☐ Hotel/Travel
- ☐ Human Consumer Services, Cosmetology, Manicuring
- ☐ Restaurant Management
- ☐ Transportation

Education and Social Services
- ☐ Early Childhood/Education
- ☐ Higher Education
- ☐ Social Services/Social Work/Child Welfare

Engineering and Scientific Research
- ☐ Architecture
- ☐ Computer Science
- ☐ Computer Maintenance and Repair
- ☐ Electronics
- ☐ Engineering

Environmental and Natural Resources
- ☐ Agriculture, Horticulture, Landscaping
- ☐ Environmental Science and Research

Law, Government, Public Safety
- ☐ Fire Services
- ☐ Legal Services
- ☐ International Affairs
- ☐ Military/ROTC
- ☐ Public Administration/Government
- ☐ Public Safety (Police, Corrections)

Medicine and Biosciences
- ☐ Biotechnology
- ☐ Medical Careers (Medicine, Nursing, Medical Technology, Health Services)

- ☐ I have not decided on a specific field of study or work. **(Skip to Question 10)**

7. When did you decide on this field of study or work? MARK ONE ANSWER CHOICE.
- ☐ Elementary school
- ☐ Middle school
- ☐ High school, (before grade 12)
- ☐ Within the last year
- ☐ I have not decided on a specific field of study or work. **(Skip to Question 10)**

8. Who helped you decide on this field of study or work? MARK ALL ANSWER CHOICES THAT APPLY.
- ☐ Parents
- ☐ Family members other than parents
- ☐ Elementary school teachers
- ☐ Middle school teachers
- ☐ High school teachers
- ☐ Middle school counselor
- ☐ High school counselor
- ☐ High school career and college coordinator
- ☐ Private career counselor
- ☐ Other students
- ☐ School or community coach
- ☐ Work supervisor
- ☐ Internship supervisor
- ☐ Youth group leader, e.g., scout leader
- ☐ Religious leader
- ☐ No one

9. What information and/or activities helped you decide on this field of study or work? MARK ALL ANSWER CHOICES THAT APPLY.
- ☐ ASVAB (Armed Services Vocational Aptitude Battery)
- ☐ Interest inventory, e.g., Bridges/CX Online
- ☐ High school internship
- ☐ Job outside school
- ☐ Volunteer work
- ☐ Job shadowing; followed an employee at his(her) work
- ☐ Summer program
- ☐ Job or career fair at school
- ☐ Guest career speaker at school
- ☐ Course you took in high school
- ☐ Field trips to local businesses and industries
- ☐ Admiration of person in chosen field of study
- ☐ 4-year high school plan
- ☐ Having completed a college application
- ☐ Availability of financial aid to assist training for my chosen field of study
- ☐ Information I got about the availability of jobs in my chosen field of study
- ☐ Media event I saw or read about, e.g., television program
- ☐ Book like a biography I read
- ☐ Other, please specify: _____

10. In a typical week during the school year, how many hours do you work for pay?
MARK ONE ANSWER CHOICE.

- I don't work for pay
- Less than 8 hours per week
- 8 to 16 hours per week
- 17 to 24 hours per week
- More than 24 hours per week

11. Rate how well your high school program prepared you to perform each skill listed below:
MARK ONE ANSWER CHOICE FOR EACH SKILL.

	Excellent	Good	Fair	Poor	Can't say
Work Skills					
Write so others understand					
Speak so others understand					
Perform number computations					
Act appropriately in business settings					
Come to work everyday					
Report to work on time					
Make good decisions at the workplace					
Creatively solve problems					
Working with Others					
Accept supervision from others					
Take the initiative to complete a task					
Work as a team member					
Work with others from diverse backgrounds					
Provide structure and guidance to others in the workplace					
Decision Making Skills					
Learn how to develop educational goals					
Learn how to develop career goals					
Learn how to solve problems					
Learn how to take responsibility for personal actions					

12. MCPS coursework teaches you many different skills. Although you may have acquired many of the skills listed below on your own or through other activities, rate how well your high school program prepared you to perform each skill:
MARK ONE ANSWER CHOICE FOR EACH SKILL.

My high school program prepared me to . . .	Without any help	With some help	With a lot of help	Not able to do	Can't say
Computer Technology Skills					
Use a spreadsheet to analyze data					
Locate, analyze, and sort information on a database					
Format documents using a word-processor (e.g., inserting bullets, changing margins, changing fonts)					
Use multimedia software (e.g., PowerPoint) to create slide presentations					
Use e-mail for communication, including sending and receiving attachments					
Use the Internet to find information for a specific project					
Assess the accuracy of information obtained from the Internet					

13. Do you have a computer in your home?

- Yes
- No

14. Do you have Internet access at home?

- Yes
- No
- Don't know

THANK YOU FOR COMPLETING THIS SURVEY!

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APPENDIX B

Twenty-Five Most Popular Universities and Colleges

2003 Rank Order	University/College	2002 Rank Order	# Applying	% Applicants Accepted[a]		% Financial Aid[b]	Total SAT[c]	GPA[d]	
				MCPS	Nationally			Weighted	Unweighted
1	Univ. of Maryland—College Park	1	2,045	72	43	49	1,283	4.1	3.5
2	Montgomery College—all campuses	2	1,681	Open admissions		28	938	2.8	2.6
3	Towson University	3	751	55	58	37	1,128	3.8	3.4
4	Univ. of Maryland—Baltimore Co.	4	730	80	63	57	1,204	3.8	3.3
5	Pennsylvania State University	5	490	94	55	34	1,211	3.9	3.4
6	Salisbury University	6	368	67	50	33	1,109	3.5	3.2
7	Frostburg State University	7	360	84	70	43	1,038	3.1	2.9
8	University of Delaware	8	280	56	48	51	1,228	3.5	3.5
9	Virginia Polytechnic Institute	9	257	90	65	30	1,225	4.0	3.4
10	St. Mary's College	13	209	72	55	62	1,279	3.9	3.5
11	James Madison University	17	186	79	62	18	1,189	4.0	3.5
12	University of Michigan	10	185	65	53	31	1,363	4.0	3.7
13	University of Pennsylvania	12	178	29	20	37	1,396	4.3	3.8
14	Georgetown University	20	172	27	21	43	1,388	4.4	3.7
15	University of Virginia	16	169	33	39	27	1,380	4.4	3.7
16	George Washington University	11	164	68	40	59	1,267	4.4	3.6
17	Boston University	18	156	75	58	52	1,299	4.2	3.6
18	Johns Hopkins University	19	152	36	35	54	1,418	4.2	3.8
19	American University	20	149	70	59	59	1,219	4.4	3.4
20	West Virginia University	25	148	97	94	42	1,076	3.9	2.9
21	Cornell University	14	146	45	31	44	1,417	3.2	3.8
21	New York University	15	146	50	32	67	1,357	4.5	3.6
23	Temple University	42	145	77	78	59	1,107	4.2	3.1
24	Univ. of North Carolina Chapel Hill	31	138	27	37	27	1,352	3.5	3.7
25	Morgan State University	23	137	65	35	45	914	4.4	2.6

[a] MCPS acceptance rates are based on self-reported acceptance. Acceptance rates for 2003 freshmen applicants are from www.Petersons.com. Select Co2.8llege Search, then enter school name to view acceptance rates and other facts and figures.

[b] Percentage of applicants accepted who said that they received financial aid.

[c] Average (mean) highest total SAT for MCPS students who applied and were accepted to the college.

[d] Unweighted and weighted GPA for MCPS students who applied and were accepted to the college.

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Appendix C
Presentation by Demographic Composition and Special Program/Categories

Table #	Table Name
C-1.0	Demographic Composition and Special Programs/Categories High School Seniors: Class of 2003
C-2.1	High School Seniors' Postsecondary Plans, Class of 2003 by Race/Ethnic Group
C-2.2	High School Seniors' Postsecondary Plans, Class of 2003 by Gender
C-2.3	High School Seniors' Postsecondary Plans, Class of 2003 by Program/Category
C-3.1	Postsecondary School Applications, Class of 2003 by Race/Ethnic Group
C-3.2	Postsecondary School Applications, Class of 2003 by Gender
C-3.3	Postsecondary School Applications, Class of 2003 by Program/Category
C-4.1-C4.5	Twenty-Five Most Popular Universities and Colleges, by Race/Ethnic Group
C-4.6-C4.7	Twenty-Five Most Popular Universities and Colleges, by Gender
C-4.8-C4.10	Twenty-Five Most Popular Universities and Colleges, by Program/Category (Special Education, ESOL, FARMS)

TABLE C-1.0
Demographic Composition and Special Programs/Categories, High School Seniors, Class of 2003

	All Seniors		Survey Respondents		
	Number	Percent (%)	Number	Percentage of Respondents (%)	Response Rate in Group
All High School Seniors	9,486	100.0	8,362	100.0	88.2
Race/Ethnic Group					
African American	1,836	19.4	1,539	18.4	83.8
American Indian	26	0.3	22	0.3	84.6
Asian American	1,411	14.9	1,275	15.2	90.4
Hispanic	1,295	13.7	1,030	12.3	79.5
White	4,918	51.8	4,496	53.8	91.4
Gender					
Male	4,769	50.3	4,104	49.1	86.1
Female	4,717	49.7	4,258	50.9	90.3
Received special education services during 2002–2003	971	10.2	736	8.8	75.8
Received ESOL services during 2002–2003	422	4.4	310	3.7	73.5
Participated in Free and Reduced-price Meals program during 2002–2003 (FARMS)	913	9.6	806	9.6	88.3

TABLE C-2.1
High School Seniors' Postsecondary Plans, Class of 2003 by Race/Ethnic Group

Survey Item 4: **What will you do after high school graduation (Fall 2003)?**	**All Survey Respondents**	**Race/Ethnic Group**				
		African American	**American Indian**	**Asian American**	**Hispanic**	**White**
	n=8,362	**n=1,539**	**n=22**	**n=1,275**	**n=1,030**	**n=4,496**
	%	**%**	**%**	**%**	**%**	**%**
Attend four-year college full time	62.0	55.4	54.5	69.6	36.2	68.1
Attend four-year college part time	4.1	4.7	0.0	4.2	6.3	3.4
Attend two-year college full time	19.0	22.7	22.7	20.9	30.3	14.6
Attend two-year college part time	7.3	9.2	18.2	4.5	14.9	5.7
Attend trade, business, or technical school						
Full time	1.7	2.7	0.0	1.3	2.6	1.2
Part time	1.3	2.0	0.0	0.6	4.0	0.7
Enter employment unrelated to high school trade, business, and technical courses						
Full time	5.3	5.7	9.1	3.2	8.0	5.2
Part time	17.0	16.6	27.3	18.0	19.3	16.3
Enter employment related to high school trade, business, and technical courses						
Full time	1.3	1.4	4.5	1.0	2.8	1.0
Part time	3.8	5.7	4.5	5.1	5.9	2.3
Enter military service Full time and part time	3.6	4.0	4.5	2.8	6.7	2.9
Undecided	3.4	3.8	0.0	2.4	5.0	3.1

Note: Respondents answered each postsecondary plan option separately, and may have responded to more than one option. Therefore, column percentages may exceed 100%.

TABLE C-2.2
High School Seniors' Postsecondary Plans,
Class of 2003 by Gender

Survey Item 4: What will you do after high school graduation (Fall 2002)?	Gender		
	All Survey Respondents	Females	Males
	n=8,362	n=4,258	n=4,104
	%	%	%
Attend four-year college full time	62.0	66.4	57.5
Attend four-year college part time	4.1	3.7	4.6
Attend two-year college full time	19.0	18.8	19.2
Attend two-year college part time	7.3	6.6	8.1
Attend trade, business, technical school			
Full time	1.7	0.9	2.6
Part time	1.3	0.7	1.9
Enter employment unrelated to high school trade, business, technical courses			
Full time	5.3	4.5	6.2
Part time	17.0	18.5	15.4
Enter employment related to high school trade, business, technical courses			
Full time	1.3	1.3	1.3
Part time	3.8	4.0	3.6
Enter military service Full time and part time	3.6	1.3	5.9
Undecided	3.4	2.5	4.3

Note: Respondents answered each postsecondary plan option separately, and may have responded to more than one option. Therefore, column percentages may exceed 100%.

TABLE C-2.3
High School Seniors' Postsecondary Plans,
Class of 2003 by Program/Category

Survey Item 4: What will you do after high school graduation (fall 2003)?	All Survey Respondents	2003 Classification by Program/Category		
		Special Education	ESOL	FARMS
	n=8,362	n=736	n=310	n=806
	%	%	%	%
Attend four-year college full time	62.0	35.0	24.0	39.9
Attend four-year college part time	4.1	5.4	12.3	7.1
Attend two-year college full time	19.0	23.9	32.6	30.8
Attend two-year college part time	7.3	15.3	19.0	13.3
Attend trade, business, or technical school				
Full time	1.7	5.2	2.9	3.2
Part time	1.3	3.8	4.2	3.1
Enter employment unrelated to high school trade, business, technical courses				
Full time	5.3	11.1	10.3	8.7
Part time	17.0	16.6	14.5	20.1
Enter employment related to high school trade, business, technical courses				
Full time	1.3	3.7	3.5	2.5
Part time	3.8	6.7	7.4	6.2
Enter military service Full time and part time	3.6	4.9	4.4	5.3
Undecided	3.4	6.0	10.6	5.7

Note: Respondents answered each postsecondary plan option separately, and may have responded to more than one option. Therefore, column percentages may exceed 100%.

TABLE C-3.1
Postsecondary School Applications,
Class of 2003 by Race/Ethnic Group

Survey Item 3: **College or university applications**	**All Survey Respondents**	**Race/Ethnic Group**				
		African American	**American Indian**	**Asian American**	**Hispanic**	**White**
Number of responding seniors	8,362	1,432	22	1,179	865	3,919
Number of responding seniors who applied to at least one postsecondary school	6,500	1,069	13	1,104	668	3,646
Percentage of responding seniors who applied to at least one postsecondary school	77.7	69.5	59.1	86.6	64.9	81.1
Total number of applications	19,076	2,800	33	3,491	1,261	11,491
Mean number of applications[a]	2.9	2.6	2.5	3.2	1.9	3.2
Median number of applications[a]	2.0	2.0	2.0	3.0	1.0	3.0

[a] Based on only those students who applied to at least one college or university.

TABLE C-3.2
Postsecondary School Applications,
Class of 2003 by Gender

Survey Item 3: **College or university applied to**	**All Survey Respondents**	**Gender**	
		Female	**Male**
Number of responding seniors	8,362	4,258	4,104
Number of responding seniors who applied to at least one postsecondary school	6,500	3,477	3,023
Percentage of responding seniors who applied to at least one postsecondary school	77.7	81.7	73.7
Number of applications	19,076	10,988	8,088
Mean number of applications[a]	2.9	3.2	2.7
Median number of applications[a]	2.0	3.0	2.0

[a] Based on only those students who applied to at least one college or university.

TABLE C-3.3
Postsecondary School Applications,
Class of 2003 by Program/Category

Survey Item 3: College or university applied to	All Survey Respondents	2003 Classification by Program/Category		
		Special Education	ESOL	FARMS
Number of responding seniors	8,362	736	310	806
Number of responding seniors who applied to at least one postsecondary school	6,500	390	171	511
Percentage of responding seniors who applied to at least one postsecondary school	77.7	53.0	55.2	63.4
Number of applications	19,076	789	244	980
Mean number of applications[a]	2.9	2.0	1.4	1.9
Median number of applications[a]	2.0	1.0	1.0	1.0

[a] Based on only those students who applied to at least one college or university.

Table C-4.1
Twenty-Five Most Popular Universities and Colleges by Race/Ethnicity: African Americans

2003 Rank Order	University/College	# Applying		African Americans Accepted	% African Americans Accepted[a]	% Financial Aid[b]	Total SAT[c]	GPA[d]	
		All MCPS Respondents	African American					Weighted	Unweighted
1	Univ. of Maryland—College Park	2,045	171	108	63	60	1,128	3.7	3.3
2	Montgomery College—all campuses	1,681	302	Open Admissions		29	838	2.5	2.5
3	Towson University	751	103	38	36.9	58	1027	3.6	3.3
4	Univ. of Maryland—Baltimore Co.	730	83	50	60	68	1,147	3.7	3.2
5	Pennsylvania State University	490	41	36	88	69	1,041	3.4	3.1
6	Salisbury University	368	48	26	54	54	1,025	3.2	2.9
7	Frostburg State University	360	73	49	67	57	993	3.0	2.8
8	University of Delaware	280	18	10	56	70	1,128	3.6	3.3
9	Virginia Polytechnic Institute	257	24	21	88	43	1,150	3.7	3.3
10	St. Mary's College	209	15	13	87	69	1,048	3.6	3.1
11	James Madison University	186	e	e	e	e	e	e	e
12	University of Michigan	185	7	6	86	33	1,132	3.7	3.3
13	University of Pennsylvania	178	10	e	e	e	e	e	e
14	Georgetown University	172	18	e	e	e	e	e	e
15	University of Virginia	169	12	10	83	30	1,215	4.0	3.5
16	George Washington University	164	18	14	78	43	1,130	3.9	3.5
17	Boston University	156	13	6	46	33	1,195	3.6	3.2
18	Johns Hopkins University	152	13	6	46	100	1,223	3.9	3.4
19	American University	149	22	13	59	85	1,135	3.7	3.2
20	West Virginia University	148	9	8	89	38	959	2.6	2.5
21	Cornell University	146	7	e	e	e	e	e	e
21	New York University	146	19	7	37	57	1,317	4.1	3.5
23	Temple University	145	84	61	73	64	1,062	3.5	3.1
24	Univ. of North Carolina Chapel Hill	138	17	8	47	50	1,265	4.3	3.7
25	Morgan State University	137	129	84	65	45	906	2.7	2.6

Note: Data are presented for descriptive purposes only. Relatively small numbers of MCPS graduates reported may result in unreliable conclusions.

[a] MCPS acceptance rates are based on self-reported acceptance.

[b] Percentage of applicants *accepted* who said they received financial aid.

[c] Includes the average (mean) highest total SAT for MCPS students who applied and *were accepted to the college.*

[d] Includes the unweighted and weighted GPA for MCPS students who applied and *were accepted to the college*.

[e] MCPS does not report information on five or fewer students.

Table C-4.2
Twenty-Five Most Popular Universities and Colleges by Race/Ethnicity: American Indians

2003 Rank Order	University/College	# of Applications		American Indians Accepted	% American Indians Accepted[a]	% Financial Aid[b]	Total SAT[c]	GPA[d]	
		All MCPS Respondents	American Indian					Weighted	Unweighted
1	Univ. of Maryland—College Park	2,045	e	e	e	e	e	e	e
2	Montgomery College—all campuses	1,681	e	Open Admissions		e	e	e	e
3	Towson University	751	e	e	e	e	e	e	e
4	Univ. of Maryland—Baltimore Co.	730	e						
5	Pennsylvania State University	490	e	e	e	e	e	e	e
6	Salisbury University	368	e	e	e	e	e	e	e
7	Frostburg State University	360							
8	University of Delaware	280							
9	Virginia Polytechnic Institute	257							
10	St. Mary's College	209							
11	James Madison University	186							
12	University of Michigan	185							
13	University of Pennsylvania	178	e						
14	Georgetown University	172							
15	University of Virginia	169							
16	George Washington University	164							
17	Boston University	156							
18	Johns Hopkins University	152							
19	American University	149	e						
20	West Virginia University	148	e	e	e	e	e	e	e
21	Cornell University	146							
21	New York University	146							
23	Temple University	145	e	e	e	e	e	e	e
24	Univ. of North Carolina Chapel Hill	138							
25	Morgan State University	137							

Note: Data are presented for descriptive purposes only. Relatively small numbers of MCPS graduates being reported may result in unreliable conclusions.

[a] MCPS acceptance rates are based on self-reported acceptance.

[b] Percentage of applicants accepted who said they received financial aid.

[c] Includes the average (mean) highest total SAT for MCPS students who applied and were accepted to the college.

[d] Includes the unweighted and weighted GPA for MCPS students who applied and were accepted to the college.

[e] MCPS does not report information on five or fewer students.

Table C-4.3
Twenty-Five Most Popular Universities and Colleges by Race/Ethnicity: Asian Americans

2003 Rank Order	University/College	# of Applications		Asian Americans Accepted	% Asian Americans Accepted[a]	% Financial Aid[b]	Total SAT[c]	GPA[d]	
		All MCPS Respondents	Asian American					Weighted	Unweighted
1	Univ. of Maryland—College Park	2,045	595	420	71	58	1,304	4.2	3.6
2	Montgomery College—all campuses	1,681	335	Open Admissions		35	35	3.0	2.8
3	Towson University	751	103	58	56	38	1,095	3.8	3.4
4	Univ. of Maryland—Baltimore Co.	730	345	288	83	62	1,201	3.8	3.4
5	Pennsylvania State University	490	134	123	92	31	1,215	3.9	3.4
6	Salisbury University	368	22	15	68	40	1,107	3.5	3.2
7	Frostburg State University	360	18	14	78	50	1,035	3.3	3.0
8	University of Delaware	280	19	15	79	27	1,185	3.9	3.5
9	Virginia Polytechnic Institute	257	52	48	92	33	1,244	3.9	3.4
10	St. Mary's College	209	26	16	62	63	1,240	4.0	3.5
11	James Madison University	186	16	11	69	27	1,197	3.7	3.3
12	University of Michigan	185	42	23	55	39	1,381	4.4	3.8
13	University of Pennsylvania	178	66	13	20	62	1,373	4.4	3.7
14	Georgetown University	172	53	15	28	40	1,429	4.6	3.9
15	University of Virginia	169	55	16	29	38	1,408	4.5	3.8
16	George Washington University	164	67	45	67	67	1,286	4.2	3.6
17	Boston University	156	29	26	90	54	1,309	4.2	3.6
18	Johns Hopkins University	152	68	20	29	55	1,440	4.5	3.8
19	American University	149	26	18	69	50	1,217	4.0	3.5
20	West Virginia University	148	9	9	100	33	1,054	3.2	3.0
21	Cornell University	146	47	18	38	61	1,439	4.6	3.8
21	New York University	146	43	25	58	76	1,373	4.3	3.6
23	Temple University	145	14	10	71	70	1,205	3.9	3.5
24	Univ. of North Carolina Chapel Hill	138	18	e	e	e	e	e	e
25	Morgan State University	137	e	e	e	e	e	e	e

Note: Data are presented for descriptive purposes only. Relatively small numbers of MCPS graduates being reported may result in unreliable conclusions.

[a] MCPS acceptance rates are based on self-reported acceptance.

[b] Percentage of applicants accepted who said that they received financial aid.

[c] Includes the average (mean) highest total SAT for MCPS students who applied and were accepted to the college.

[d] Includes the unweighted and weighted GPA for MCPS students who applied and were accepted to the college.

[e] MCPS does not report information on five or fewer students.

Table C-4.4
Twenty-Five Most Popular Universities and Colleges by Race/Ethnicity: Hispanics

2003 Rank Order	University/College	# of Applications		Hispanics Accepted	% Hispanics Accepted[a]	% Financial Aid[b]	Total SAT[c]	GPA[d]	
		All MCPS Respondents	Hispanic					Weighted	Unweighted
1	Univ. of Maryland—College Park	2,045	124	88	71	42	1,150	3.8	3.4
2	Montgomery College—all campuses	1,681	377	Open Admissions		31	858	2.5	2.5
3	Towson University	751	51	24	47	50	1,141	3.8	3.4
4	Univ. of Maryland—Baltimore Co.	730	42	28	67	39	1,180	3.7	3.3
5	Pennsylvania State University	490	24	24	100	63	1,132	3.3	3.0
6	Salisbury University	368	19	11	58	45	1,085	3.4	3.1
7	Frostburg State University	360	34	29	85	55	981	2.9	2.7
8	University of Delaware	280	7	e	e	e	e	e	e
9	Virginia Polytechnic Institute	257	9	8	89	50	1,126	3.5	3.1
10	St. Mary's College	209	6	6	100	67	1,218	3.7	3.1
11	James Madison University	186							
12	University of Michigan	185	e	e	e	e	e	e	e
13	University of Pennsylvania	178	8	e	e	e	e	e	e
14	Georgetown University	172	4	e	e	e	e	e	e
15	University of Virginia	169	1	e	e	e	e	e	e
16	George Washington University	164	9	e	e	e	e	e	e
17	Boston University	156	4	e	e	e	e	e	e
18	Johns Hopkins University	152	9	e	e	e	e	e	e
19	American University	149	12	6	50	67	1,108	3.8	3.5
20	West Virginia University	148	8	8	100	25	1,066	2.8	2.7
21	Cornell University	146	3	e	e				
21	New York University	146	8	e	e	e	e	e	e
23	Temple University	145	2	e	e				
24	Univ. of North Carolina Chapel Hill	138	3	e	e	e	e	e	e
25	Morgan State University	137	5	e	e	e	e	e	e

Note: Data are presented for descriptive purposes only. Relatively small numbers of MCPS graduates being reported may result in unreliable conclusions.

[a] MCPS acceptance rates are based on self-reported acceptance.

[b] Percentage of applicants accepted who said they received financial aid.

[c] Includes the average (mean) highest total SAT for MCPS students who applied and were accepted to the college.

[d] Includes the unweighted and weighted GPA for MCPS students who applied and were accepted to the college.

[e] MCPS does not report information on five or fewer students.

Table C-4.5
Twenty-Five Most Popular Universities and Colleges by Race/Ethnicity: Whites

2003 Rank Order	University/College	# of Applications		Whites Accepted	% Whites Accepted[a]	% Financial Aid[b]	Total SAT[c]	GPA[d]	
		All MCPS Respondents	White					Weighted	Unweighted
1	Univ. of Maryland—College Park	2,045	1,151	849	74	44	1,305	4.1	3.6
2	Montgomery College—all campuses	1,681	664	Open Admissions		23	999	2.9	2.7
3	Towson University	751	492	291	59	33	1,147	3.8	3.4
4	Univ. of Maryland—Baltimore Co.	730	259	218	84	50	1,224	3.8	3.3
5	Pennsylvania State University	490	289	275	95	28	1,238	3.9	3.4
6	Salisbury University	368	279	195	70	29	1,122	3.6	3.2
7	Frostburg State University	360	234	208	89	37	1,054	3.2	2.9
8	University of Delaware	280	236	127	54	52	1,245	4.0	3.5
9	Virginia Polytechnic Institute	257	172	154	90	27	1,234	3.9	3.4
10	St. Mary's College	209	162	116	72	61	1,315	4.1	3.5
11	James Madison University	186	165	133	81	17	1,189	4.0	3.5
12	University of Michigan	185	131	89	68	28	1,378	4.4	3.7
13	University of Pennsylvania	178	93	32	34	22	1,413	4.5	3.8
14	Georgetown University	172	97	28	29	39	1,368	4.3	3.6
15	University of Virginia	169	101	29	29	21	1,423	4.4	3.7
16	George Washington University	164	70	48	69	58	1,300	4.2	3.6
17	Boston University	156	110	82	75	52	1,304	4.2	3.6
18	Johns Hopkins University	152	62	25	40	40	1,450	4.5	3.8
19	American University	149	88	68	77	56	1,244	3.9	3.4
20	West Virginia University	148	121	118	98	45	1,085	3.2	3.0
21	Cornell University	146	89	44	49	34	1,419	4.4	3.8
21	New York University	146	76	37	49	68	1,358	4.2	3.6
23	Temple University	145	44	38	86	53	1,154	3.4	3.1
24	Univ. of North Carolina Chapel Hill	138	100	21	21	19	1,387	4.4	3.7
25	Morgan State University	137							

Note: Data are presented for descriptive purposes only. Relatively small numbers of MCPS graduates being reported may result in unreliable conclusions.

[a] MCPS acceptance rates are based on self-reported acceptance.

[b] Percentage of applicants accepted who said they received financial aid.

[c] Includes the average (mean) highest total SAT for MCPS students who applied and were accepted to the college.

[d] Includes the unweighted and weighted GPA for MCPS students who applied and were accepted to the college.

Table C-4.6
Twenty-Five Most Popular Universities and Colleges by Gender: Females

2003 Rank Order	University/College	# of Applications All MCPS Respondents	# of Applications Female	Females Accepted	% Females Accepted[a]	% Financial Aid[b]	Total SAT[c]	GPA[d] Weighted	GPA[d] Unweighted
1	Univ. of Maryland—College Park	2,045	1,113	797	72	49	1,260	4.1	3.6
2	Montgomery College—all campuses	1,681	889	Open Admissions		28	920	2.9	2.7
3	Towson University	751	512	296	58	41	1,118	3.8	3.4
4	Univ. of Maryland—Baltimore Co.	730	395	305	77	57	1,189	3.9	3.4
5	Pennsylvania State University	490	243	225	93	33	1,188	3.9	3.4
6	Salisbury University	368	233	162	70	35	1,106	3.6	3.3
7	Frostburg State University	360	208	171	82	43	1,028	3.2	2.9
8	University of Delaware	280	178	92	52	51	1,201	4.0	3.6
9	Virginia Polytechnic Institute	257	101	90	89	34	1,184	3.9	3.5
10	St. Mary's College	209	145	99	68	68	1,267	4.1	3.5
11	James Madison University	186	127	106	83	20	1,168	4.0	3.5
12	University of Michigan	185	83	50	60	30	1,349	4.4	3.7
13	University of Pennsylvania	178	93	22	24	45	1,382	4.5	3.9
14	Georgetown University	172	118	31	26	48	1,405	4.5	3.8
15	University of Virginia	169	90	29	32	31	1,345	4.4	3.7
16	George Washington University	164	101	69	68	62	1,257	4.2	3.6
17	Boston University	156	113	85	75	55	1,296	4.2	3.6
18	Johns Hopkins University	152	82	27	33	63	1,398	4.4	3.7
19	American University	149	108	73	68	60	1,215	3.9	3.4
20	West Virginia University	148	73	72	99	46	1,047	3.3	3.0
21	Cornell University	146	77	31	40	45	1,405	4.5	3.8
21	New York University	146	89	45	51	71	1,347	4.3	3.7
23	Temple University	145	97	73	75	73	1,101	3.6	3.2
24	Univ. of North Carolina Chapel Hill	138	96	27	28	22	1,334	4.4	3.7
25	Morgan State University	137	80	57	71	42	905	2.8	2.7

Note: Data are presented for descriptive purposes only. Relatively small numbers of MCPS graduates being reported may result in unreliable conclusions.

[a] MCPS acceptance rates are based on self-reported acceptance.

[b] Percentage of applicants accepted who said they received financial aid.

[c] Includes the average (mean) highest total SAT for MCPS students who applied and were accepted to the college.

[d] Includes the unweighted and weighted GPA for MCPS students who applied and were accepted to the college.

Table C-4.7
Twenty-Five Most Popular Universities and Colleges by Gender: Males

2003 Rank Order	University/College	# of Applications All MCPS Respondents	# of Applications Male	Males Accepted	% Males Accepted[a]	% Financial Aid[b]	Total SAT[c]	GPA[d] Weighted	GPA[d] Unweighted
1	Univ. of Maryland—College Park	2,045	932	670	72	49	1,310	4.0	3.5
2	Montgomery College—all campuses	1,681	792	Open Admissions		28	960	2.6	2.5
3	Towson University	751	239	116	49	28	1,153	3.6	3.3
4	Univ. of Maryland—Baltimore Co.	730	335	279	83	57	1,221	3.6	3.2
5	Pennsylvania State University	490	247	234	95	35	1,233	3.8	3.3
6	Salisbury University	368	135	85	63	31	1,116	3.3	3.0
7	Frostburg State University	360	152	130	86	43	1,051	3.0	2.8
8	University of Delaware	280	102	65	64	51	1,264	3.8	3.4
9	Virginia Polytechnic Institute	257	156	141	90	28	1,250	3.9	3.4
10	St. Mary's College	209	64	52	81	52	1,304	3.8	3.3
11	James Madison University	186	59	40	68	15	1,243	3.9	3.4
12	University of Michigan	185	102	71	70	31	1,373	4.3	3.7
13	University of Pennsylvania	178	85	29	34	31	1,407	4.4	3.7
14	Georgetown University	172	54	15	28	33	1,353	4.0	3.5
15	University of Virginia	169	79	27	34	22	1,417	4.4	3.8
16	George Washington University	164	63	42	67	55	1,283	4.0	3.5
17	Boston University	156	43	32	74	44	1,307	4.1	3.5
18	Johns Hopkins University	152	70	27	39	44	1,439	4.5	3.8
19	American University	149	41	32	78	56	1,228	3.8	3.4
20	West Virginia University	148	75	72	96	39	1,101	3.1	2.8
21	Cornell University	146	69	35	51	43	1,429	4.4	3.7
21	New York University	146	57	28	49	61	1,375	4.1	3.5
23	Temple University	145	48	39	81	33	1,118	3.2	2.9
24	Univ. of North Carolina Chapel Hill	138	42	10	24	40	1,400	4.3	3.6
25	Morgan State University	137	57	32	56	50	928	2.7	2.6

Note: Data are presented for descriptive purposes only. Relatively small numbers of MCPS graduates being reported may result in unreliable conclusions.

[a] MCPS acceptance rates are based on self-reported acceptance.

[b] Percentage of applicants accepted who said they received financial aid.

[c] Includes the average (mean) highest total SAT for MCPS students who applied and were accepted to the college.

[d] Includes the unweighted and weighted GPA for MCPS students who applied and were accepted to the college.

Table C-4.8
Twenty-Five Most Popular Universities and Colleges by Program/Category: Special Education

2003 Rank Order	University/College	# of Applications		Special Education Accepted	% Special Education Accepted[a]	% Financial Aid[b]	Total SAT[c]	GPA[d]	
		All MCPS Respondents	Special Education					Weighted	Unweighted
1	Univ. of Maryland—College Park	2,045	29	15	52	13	1,280	3.7	3.2
2	Montgomery College—all campuses	1,681	157	Open Admissions		40	769	2.5	2.5
3	Towson University	751	29	10	34	40	1,171	3.5	3.2
4	Univ. of Maryland—Baltimore Co.	730	19	16	84	31	1,245	3.3	3.0
5	Pennsylvania State University	490	10	8	80	0	1,172	3.4	3.1
6	Salisbury University	368	15	7	47	29	1,010	3.1	3.0
7	Frostburg State University	360	26	19	73	37	1,028	3.0	2.9
8	University of Delaware	280	6	e	e	e	e	e	e
9	Virginia Polytechnic Institute	257	6	6	100	0	1,307	3.8	3.3
10	St. Mary's College	209	8	7	88	43	1,290	3.7	3.2
11	James Madison University	186	8	e	e	e	e	e	e
12	University of Michigan	185	2	e	e	e	e	e	e
13	University of Pennsylvania	178	1	e	e	e	e	e	e
14	Georgetown University	172	3	e	e	e	e	e	e
15	University of Virginia	169	1						
16	George Washington University	164	1						
17	Boston University	156	3	e	e	e	e	e	e
18	Johns Hopkins University	152							
19	American University	149	3	e	e	e	e	e	e
20	West Virginia University	148	6	6	100	0	988	2.6	2.5
21	Cornell University	146	1	e	e	e	e	e	e
21	New York University	146	4	e	e	e	e	e	e
23	Temple University	145	7	e	e	e	e	e	e
24	Univ. of North Carolina Chapel Hill	138							
25	Morgan State University	137	9	e	e	e	e	e	e

Note: Data are presented for descriptive purposes only. Relatively small numbers of MCPS graduates being reported may result in unreliable conclusions.

[a] MCPS acceptance rates are based on self-reported acceptance.

[b] Percentage of applicants accepted who said they received financial aid.

[c] Includes the average (mean) highest total SAT for MCPS students who applied and were accepted to the college.

[d] Includes the unweighted and weighted GPA for MCPS students who applied and were accepted to the college.

[e] MCPS does not report information on five or fewer students.

Table C-4.9
Twenty-Five Most Popular Universities and Colleges by Program Category: ESOL

2003 Rank Order	University/College	# of Applications All MCPS Respondents	# of Applications ESOL	ESOL Accepted	% ESOL Accepted[a]	% Financial Aid[b]	Total SAT[c]	GPA[d] Weighted	GPA[d] Unweighted
1	Univ. of Maryland—College Park	2,045	15	e	e	e	e	e	e
2	Montgomery College—all campuses	1,681	117	Open Admissions		25	794	2.8	2.8
3	Towson University	751	7	e	e	e	e	e	e
4	Univ. of Maryland—Baltimore Co.	730	13	8	62	50	1,049	3.4	3.3
5	Pennsylvania State University	490	2	e	e	e	e	e	e
6	Salisbury University	368	2						
7	Frostburg State University	360	3	e	e	e	e	e	e
8	University of Delaware	280							
9	Virginia Polytechnic Institute	257							
10	St. Mary's College	209	2	e	e	e	e	e	e
11	James Madison University	186	1						
12	University of Michigan	185							
13	University of Pennsylvania	178							
14	Georgetown University	172	2						
15	University of Virginia	169	2	e	e	e	e	e	e
16	George Washington University	164	2	e	e	e	e	e	ee
17	Boston University	156							
18	Johns Hopkins University	152							
19	American University	149	2						
20	West Virginia University	148							
21	Cornell University	146							
21	New York University	146							
23	Temple University	145	1						
24	Univ. of North Carolina Chapel Hill	138							
25	Morgan State University	137	1						

Note: Data are presented for descriptive purposes only. Relatively small numbers of MCPS graduates being reported may result in unreliable conclusions.

[a] MCPS acceptance rates are based on self-reported acceptance.

[b] Percentage of applicants accepted who said they received financial aid.

[c] Includes the average (mean) highest total SAT for MCPS students who applied and were accepted to the college.

[d] Includes the unweighted and weighted GPA for MCPS students who applied and were accepted to the college.

[e] MCPS does not report information on five or fewer students.

Table C-4.10
Twenty-Five Most Popular Universities and Colleges by Program/Category: FARMS

2002 Rank Order	University/College	# of Applications All MCPS Respondents	# of Applications FARMS	FARMS Accepted	% FARMS Accepted[a]	% Financial Aid[b]	Total SAT[c]	GPA[d] Weighted	GPA[d] Unweighted
1	Univ. of Maryland—College Park	2,045	89	50	56	80	1,126	3.9	3.4
2	Montgomery College—all campuses	1,681	265	Open Admissions		39	830	2.7	2.6
3	Towson University	751	35	15	43	47	1,024	3.7	3.3
4	Univ. of Maryland—Baltimore Co.	730	50	39	78	74	1,166	3.8	3.4
5	Pennsylvania State University	490	12	9	75	67	1,142	3.7	3.2
6	Salisbury University	368	18	9	50	67	1,043	3.4	3.1
7	Frostburg State University	360	26	13	50	69	959	3.2	2.9
8	University of Delaware	280	2	e	e	e	e	e	e
9	Virginia Polytechnic Institute	257	5	e	e	e	e	e	e
10	St. Mary's College	209	3	e	e	e	e	e	e
11	James Madison University	186							
12	University of Michigan	185	3	e	e	e	e	e	e
13	University of Pennsylvania	178	2	e	e	e	e	e	e
14	Georgetown University	172	5	e	e	e	e	e	e
15	University of Virginia	169	4	e	e	e	e	e	e
16	George Washington University	164	7	e	e	e	e	e	e
17	Boston University	156	2						
18	Johns Hopkins University	152	5						
19	American University	149	12	8	67	88	1,126	4.0	3.5
20	West Virginia University	148	3	e	e	e	e	e	e
21	Cornell University	146	4	e	e	e	e	e	e
21	New York University	146	2	e	e	e	e	e	e
23	Temple University	145	9	6	67	83	1,115	3.8	3.3
24	Univ. of North Carolina Chapel Hill	138							
25	Morgan State University	137	27	19	70	47	898	2.7	2.6

Note: Data are presented for descriptive purposes only. Relatively small numbers of MCPS graduates being reported may result in unreliable conclusions.

[a] MCPS acceptance rates are based on self-reported acceptance.

[b] Percentage of applicants accepted who said they received financial aid.

[c] Includes the average (mean) highest total SAT for MCPS students who applied and were accepted to the college.

[d] Includes the unweighted and weighted GPA for MCPS students who applied and were accepted to the college.

[e] MCPS does not report information on five or fewer students.