

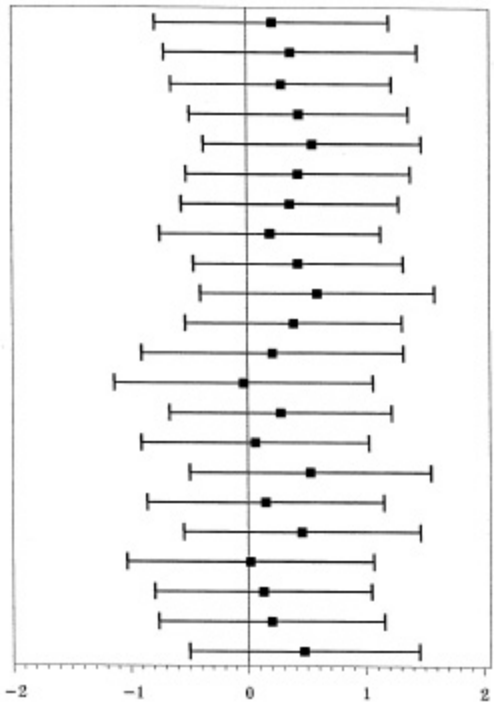
Final
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NATIONAL BOARD OF MEDICAL EXAMINERS

Performance of First Takers from Your School on 2002-2003 USMLE Step 2 Administrations

Medical School: 021-010 Johns Hopkins U School of Medicine

- Preventive Medicine & Health Maintenance
- Understanding Mechanisms of Disease
- Diagnosis
- Principles of Management
- Normal Growth & Development; Principles of Care
- Immunologic Disorders
- Diseases of Blood & Blood Forming Organs
- Mental Disorders
- Diseases of the Nervous System & Special Senses
- Cardiovascular Disorders
- Diseases of the Respiratory System
- Nutritional & Digestive Disorders
- Gynecologic Disorders
- Renal, Urinary & Male Reproductive Systems
- Disorders of Pregnancy, Childbirth & Puerperium
- Musculoskeletal, Skin & Connective Tissue Diseases
- Endocrine & Metabolic Disorders
- Medicine
- Obstetrics & Gynecology
- Pediatrics
- Psychiatry
- Surgery



The above graph provides information regarding the score distribution of first takers from your medical school relative to the distribution for all U.S./Canadian first takers in each score category. All scores are scaled in standard score units based on the performance of U.S./Canadian first takers: the mean and standard deviation (SD) for this group are 0 and 1, respectively, for each score category. To facilitate interpretation, the reliability of each score category has been used in adjusting the standard scores. This adjustment helps to make the differences in standard scores a better reflection of true differences in student performance. The mean performance of U.S./Canadian first takers is represented by the vertical solid green line at 0.0. Roughly 68% of U.S./Canadian first takers scored within one SD of the mean, between -1.0 and 1.0. The distribution of performance for first takers from your school is represented by the red boxes and horizontal lines. The red box depicts the mean performance of first takers from your school. The distance from the red box to one end of the red line indicates one SD for your school. The interval spanned by each red line represents your school mean plus/minus one SD; approximately 68% of your students scored in this interval.

By comparing the locations of the red boxes, you can determine the score category in which the performance of your students was relatively strong and weak. Because many of the scores are based on a relatively small number of items, differences smaller than a few tenths of an SD are not likely to be meaningful. In addition, because Step 2 test material is deliberately designed to be integrative with many items contributing to calculation of more than one score category, caution should be used in attributing mean differences in student performance to individual clerkships at your school.