



2013 College-Bound Seniors

State Profile Report



IOWA

Included in This Report

[SAT® Data](#)

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[Demographic and Academic Information](#)

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DATA EMBARGO IN EFFECT *This report contains information on college-bound students in the class of 2013 who took the SAT® or SAT Subject Tests™ at any time during high school. **Data and other information in this report are embargoed from dissemination to the media and general public until the College Board's press conference in mid-September.** You may use the data and other information in this report for internal purposes prior to the College-Bound Seniors press conference. If you have any questions about the embargo or the College-Board national press conference, please contact the College Board communications department at communications@collegeboard.org.*

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The SAT® Program

The SAT® (formerly known as the SAT® I: Reasoning Test) assesses student reasoning based on knowledge and skills developed by the students in their course work. The SAT Subject Tests™ (formerly known as SAT II: Subject Tests) are a series of one-hour, mostly multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. Most students also complete the optional SAT Questionnaire (formerly known as the Student Descriptive Questionnaire) when they register to take SAT Program tests, providing valuable contextual information to aid in interpreting and understanding individual and group scores. College-Bound Seniors 2013 includes students who tested through June 2013.

Using This Report

College-Bound Seniors presents data on high school graduates in the year 2013 who participated in the SAT Program. Students are counted only once, no matter how often they tested, and only their latest scores and most recent SAT Questionnaire responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound population is relatively stable from year to year, SAT Questionnaire responses from these students can be considered highly accurate. Therefore, you can use this report to:

- Interpret scores of individual students within the broader context of data aggregated across groups of college-bound seniors.
- Study changes over time in the characteristics of students taking SAT tests.
- Look at year-to-year educational and demographic changes in this population, along with changes in test performance.

Keep in mind, however, that:

- Relationships between test scores and other factors such as educational background, gender, racial/ethnic background, parental education, and household income are complex and interdependent. These factors do not directly affect test performance; rather, they are associated with educational experiences both on tests such as the SAT and in schoolwork.
- Not all students in a high school, school district or state take the SAT. Since the population of test-takers is self-selected, using aggregate SAT scores to compare or evaluate teachers, schools, districts, states or other educational units is not valid, and the College Board strongly discourages such uses.
- Interpreting SAT scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT scores for any group, or subgroup, of test-takers is the proportion of students taking the test. For example, if state data are being considered, it is appropriate to recognize that in some states there are lower participation rates. Typically, test-takers in these states have strong academic backgrounds and apply to the nation's most selective colleges and scholarship

programs. For these states, it is expected that the SAT mean scores reported for students will be higher than the national average.

Statistical Definitions

The following terms are used throughout this report. For more statistical information, visit the College Board website at www.collegeboard.org.

Mean

The *mean* is the arithmetic average.

Percentile

The *percentile*, also called the *percentile point*, is the point on the measurement scale below which a specified percentage of scores falls. The 25th, 50th and 75th percentile points are often reported for large data sets. The 50th percentile point is also called the *median* and, like the mean, is an average and a good indicator of the center of the distribution of scores. Comparing the 25th and 75th percentile points gives an idea of the range of scores in the populations reported in this document. Like the standard deviation, the difference between the scores associated with the 75th and 25th percentiles is an indication of the variability of the scores in a particular sample.

Scaled score

A *scaled score* is a score that has been converted from the raw score (number of questions answered correctly minus a fraction of the incorrect answers) for reporting. The SAT Program uses the 200- to 800-point scale.

Standard deviation (SD)

The *standard deviation* (SD) is a measure of the variability of a set of scores. If test scores cluster tightly around the mean score, as they do when the group tested is relatively homogeneous, the standard deviation is smaller than it would be with a more diverse group and a greater scatter of scores around the mean.

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program® (AP®). The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit www.collegeboard.org.

Total Group Mean SAT Scores

College-Bound Seniors, 1972–2013

Year	Critical Reading			Mathematics			Writing		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1972	531	529	530	527	489	509	-	-	-
1973	523	521	523	525	489	506	-	-	-
1974	524	520	521	524	488	505	-	-	-
1975	515	509	512	518	479	498	-	-	-
1976	511	508	509	520	475	497	-	-	-
1977	509	505	507	520	474	496	-	-	-
1978	511	503	507	517	474	494	-	-	-
1979	509	501	505	516	473	493	-	-	-
1980	506	498	502	515	473	492	-	-	-
1981	508	496	502	516	473	492	-	-	-
1982	509	499	504	516	473	493	-	-	-
1983	508	498	503	516	474	494	-	-	-
1984	511	498	504	518	478	497	-	-	-
1985	514	503	509	522	480	500	-	-	-
1986	515	504	509	523	479	500	-	-	-
1987	512	502	507	523	481	501	-	-	-
1988	512	499	505	521	483	501	-	-	-
1989	510	498	504	523	482	502	-	-	-
1990	505	496	500	521	483	501	-	-	-
1991	503	495	499	520	482	500	-	-	-
1992	504	496	500	521	484	501	-	-	-
1993	504	497	500	524	484	503	-	-	-
1994	501	497	499	523	487	504	-	-	-
1995	505	502	504	525	490	506	-	-	-
1996	507	503	505	527	492	508	-	-	-
1997	507	503	505	530	494	511	-	-	-
1998	509	502	505	531	496	512	-	-	-
1999	509	502	505	531	495	511	-	-	-
2000	507	504	505	533	498	514	-	-	-
2001	509	502	506	533	498	514	-	-	-
2002	507	502	504	534	500	516	-	-	-
2003	512	503	507	537	503	519	-	-	-
2004	512	504	508	537	501	518	-	-	-
2005	513	505	508	538	504	520	-	-	-
2006	505	502	503	536	502	518	491	502	497
2007	503	500	501	532	499	514	487	499	493
2008	502	499	500	532	499	514	486	499	493
2009	502	497	499	533	498	514	485	498	492
2010	502	498	500	533	499	515	485	497	491
2011	500	495	497	531	500	514	482	496	489
2012	498	493	496	532	499	514	481	494	488
2013	499	494	496	531	499	514	482	493	488

Note: For 1972–1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987–1995 individual student scores were converted to the recentered scale and then the mean was recomputed. From 1996–1999, nearly all students received scores on the recentered scale. Any score on the original scale was converted to the recentered scale prior to computing the mean. From 2000–2013, all scores are reported on the recentered scale. Cohort data presented prior to 2007 include students testing through March of the senior year, while cohort data from 2007 to present include students testing through June. For further information see www.collegeboard.org/cbs.

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SAT® Data

Data in this report are for high school graduates in the year 2013. Information is summarized for seniors who took the SAT at any time during their high school years through June 2013. If a student took the test more than once, the most recent score is used.

Table 1: Overall Mean Scores

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing *		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Total	1,054	592	119	601	115	570	116	58.0	11.9	7.4	1.6

Table 2: Mean Scores by Gender

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Male	517	602	123	621	115	569	120	58.2	12.2	7.2	1.7
Female	537	583	115	581	111	572	112	57.7	11.7	7.6	1.3

Table 3: Year in Which Seniors Last Took the SAT

Scores are from the last administration in which seniors took the SAT.

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Senior (2012-2013)	519	588	127	588	121	566	124	57.6	12.9	7.3	1.6
Junior (2011-2012)	517	599	109	613	108	575	108	58.4	10.9	7.6	1.5
Sophomore (2010-2011)	14	562		604		583		59.6		7.5	
Freshman (2009-2010)	4										
Total	1,054	592	119	601	115	570	116	58.0	11.9	7.4	1.6

Table 4: Mean Scores for Total Group

Mean scores for the total group may serve as points of reference when evaluating mean scores for the state.

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Total Group	1,660,047	496	115	514	118	488	114	49.0	11.5	7.1	1.6

*Writing data are based on students who took the current version of the SAT, first administered in March 2005. All students in the 2013 cohort took the SAT writing section. The writing section contains one essay (30 percent of the total score) and 49 multiple-choice questions (70 percent of the total score). Essay scores range from 2-12, with a very small percentage of students (less than 0.3 percent) receiving scores of 0 on the essay, for essays written completely off topic. Multiple-choice scores range from 20 to 80.

Note: Mean scores are reported when there are five or more test-takers. Standard deviations are reported when there are 25 or more test-takers.

SAT Data

Table 5: Percentiles for State and Total Group

A percentile represents the point below which a percentage of scores fall. Comparing the 25th percentile point to the 75th percentile point gives an idea of the range of performance in a group.

SAT Percentile	State			Total Group		
	Critical Reading	Mathematics	Writing	Critical Reading	Mathematics	Writing
75th	680	690	660	570	600	560
50th	600	610	580	490	510	480
25th	520	510	480	420	430	410

Table 6: Score Distributions

The score ranges in the following table reflect SAT Skills Insight™, a resource that identifies skills demonstrated by typical students who score in each range. For more information and resources for educators and students, please visit www.collegeboard.org/sat-skills.

SAT Score Range	Critical Reading			Mathematics			Writing		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
700–800	120	92	212	159	88	247	75	71	146
600-690	175	159	334	163	163	326	152	165	317
500-590	125	165	290	113	140	253	151	155	306
400-490	62	92	154	60	121	181	92	121	213
300-390	28	24	52	20	22	42	38	22	60
200-290	7	5	12	2	3	5	9	3	12

Table 7: Type of High School

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Public	813	81	47	53	599	609	577
Religiously Affiliated	161	16	55	45	576	577	557
Independent	28	3	57	43	534	561	523
Other or Unknown	52		52	48	568	568	534

Table 8: Test-Taking Conditions

Nonstandard conditions reflect test-takers who received an accommodation. *Disabling conditions* are self-reported student responses.

SAT	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
Disabling Conditions	45	4	549	135	545	130	518	108
Nonstandard Conditions	7	1	574		597		499	

Note: Percentiles are reported when there are 20 or more test-takers.

Demographic Information

SAT: Mean Scores by Gender Within Ethnicity

Table 9: Total Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	7	1	511		501		509	
Asian, Asian American, or Pacific Islander	149	14	573	146	651	99	572	135
Black or African American	39	4	510	118	520	124	504	106
Mexican or Mexican American	15	1	562		518		535	
Puerto Rican	6	1	525		530		463	
Other Hispanic, Latino, or Latin American	20	2	551		546		542	
White	767	73	605	108	601	112	578	110
Other	22	2	564		562		549	
No Response	29	3	569	146	574	118	548	141
Total	1,054	100	592	119	601	115	570	116

Table 10: Male Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	4	0						
Asian, Asian American, or Pacific Islander	73	7	573	147	649	102	561	140
Black or African American	19	2	517		548		516	
Mexican or Mexican American	7	1	564		527		514	
Puerto Rican	4	0						
Other Hispanic, Latino, or Latin American	9	1	532		528		483	
White	378	36	619	109	627	112	580	113
Other	7	1	536		569		487	
No Response	16	2	573		601		561	
Total	517	49	602	123	621	115	569	120

Table 11: Female Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	3	0						
Asian, Asian American, or Pacific Islander	76	7	574	144	654	96	582	130
Black or African American	20	2	504		493		494	
Mexican or Mexican American	8	1	560		510		553	
Puerto Rican	2	0						
Other Hispanic, Latino, or Latin American	11	1	566		561		589	
White	389	37	591	105	576	106	576	107
Other	15	1	577		559		577	
No Response	13	1	563		541		532	
Total	537	51	583	115	581	111	572	112

Demographic Information

SAT: Student Background Information and Characteristics

Table 12: Student Background Information and Characteristics

Student demographic information provides a broader context to aid in interpreting and understanding individual and group scores.

SAT	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
All Test-Takers	1,054	100	592	119	601	115	570	116
First Language Learned								
English	839	83	602	110	596	112	575	112
English and Another	80	8	581	142	611	132	576	132
Another Language	97	10	496	131	601	116	505	122
No Response	38		653	101	671	105	630	100
Citizenship								
U.S. Citizen / U.S. National	921	92	601	112	598	115	575	112
U.S. Permanent Resident or Refugee	28	3	583	134	638	90	578	120
Citizen of Another Country	47	5	431	107	589	116	458	111
Other, Unknown, or No Response	58		591	138	630	112	580	132
Plans to Apply for Financial Aid								
Yes	711	77	590	118	593	114	567	116
No	66	7	582	127	596	111	577	113
Don't Know	149	16	582	114	597	114	558	117
No Response	128		624	122	649	108	602	116
Family Income								
\$0 - \$20,000	35	6	514	130	568	105	492	117
\$20,000–\$40,000	51	8	544	123	537	118	521	108
\$40,000–\$60,000	85	14	566	119	556	124	545	120
\$60,000–\$80,000	80	13	569	118	555	104	545	115
\$80,000–\$100,000	86	14	586	112	594	112	557	117
\$100,000–\$120,000	86	14	610	101	605	110	587	101
\$120,000–\$140,000	52	9	601	116	602	119	574	106
\$140,000–\$160,000	26	4	604	97	620	113	577	97
\$160,000–\$200,000	43	7	602	133	621	119	590	123
More than \$200,000	65	11	606	99	616	91	585	101
No Response	445		606	120	622	111	586	117
Highest Level of Parental Education								
No High School Diploma	8	1	436		558		465	
High School Diploma	110	11	505	113	514	98	483	111
Associate Degree	65	6	552	103	549	126	524	107
Bachelor's Degree	346	34	583	115	585	112	560	112
Graduate Degree	496	48	628	109	639	103	609	105
No Response	29		556	108	586	93	513	111
Took the PSAT/NMSQT®								
Yes, As a Junior	395	40	609	113	607	110	584	109
Yes, As a Sophomore or Younger	133	14	580	95	588	106	553	99
Yes, As a Junior and As a Sophomore or Younger	214	22	656	97	665	90	636	97
No	235	24	507	110	525	104	491	104
No Response	77		609	119	636	114	590	125

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Academic Record

Table 13: High School Rank

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Highest Tenth	362	63	51	49	634	654	620
Second Tenth	128	22	52	48	563	568	538
Second Fifth	47	8	45	55	521	521	477
Final Three Fifths	36	6	61	39	511	502	479
No Response	481		46	54	582	584	557

Table 14: High School Grade Point Average

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
A+ (97–100)	203	21	46	54	660	671	651
A (93–96)	377	38	48	52	616	634	598
A- (90–92)	184	19	46	54	569	564	538
B (80–89)	192	20	52	48	506	504	473
C (70–79)	26	3	69	31	502	507	477
D, E, or F (below 70)		0					
No Response	72		54	46	598	610	579
Mean Grade Point Average	All Students: 3.78		Male: 3.74		Female: 3.82		

Table 15: Average Years of Study in Six Academic Subjects

SAT	Average Years of Study			Grade Point Average: Each Subject		
	Male	Female	Total	Male	Female	Total
Arts and Music	2.5	3.0	2.7	3.85	3.93	3.89
English and Language Arts	4.0	4.1	4.1	3.72	3.84	3.79
Foreign and Classical Languages	3.4	3.6	3.5	3.61	3.78	3.70
Mathematics	4.1	4.1	4.1	3.60	3.59	3.59
Natural Sciences	3.9	3.9	3.9	3.69	3.68	3.68
Social Sciences and History	3.7	3.8	3.8	3.75	3.76	3.75
Total for All Subjects	21.6	22.5	22.1			

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 16: English, Mathematics

English and Language Arts Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	181	20	41	59	597	608	588
4 Years	636	70	50	50	597	600	572
3 Years	63	7	51	49	529	550	504
2 Years	20	2	45	55	530	560	507
1 Year	6	1	50	50	565	510	552
1/2 Year or Less	2	0	50	50			
No Response	146		53	47	607	630	583
AP®/Honors Courses	489	54	43	57	638	634	619
Course Work or Experience							
English/Language Arts	846	97	48	52	591	596	569
Journalism	122	14	34	66	584	583	568
Creative Writing	227	26	36	64	566	553	547
American Literature	577	66	49	51	596	596	574
Composition/Writing	589	68	47	53	588	589	565
British Literature	200	23	47	53	603	598	585
World Literature	324	37	47	53	594	598	568
Communications	150	17	43	57	569	585	556
Public Speaking	378	43	45	55	590	588	567
English As Second Language	57	7	37	63	443	574	452

Mathematics Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	266	29	54	46	625	657	613
4 Years	501	55	47	53	588	588	561
3 Years	120	13	44	56	537	509	517
2 Years	13	1	38	62	527	536	482
1 Year	3	0	100	0			
1/2 Year or Less	5	1	40	60	406	416	392
No Response	146		52	48	609	630	584
AP/Honors Courses	461	51	49	51	639	660	619
Highest Level of Mathematics Achieved*							
Calculus	447	51	54	46	642	672	622
Pre-calculus	216	24	44	56	570	556	547
Geometry	202	23	41	59	511	479	489
Algebra II	8	1	63	38	483	523	466
Algebra I	3	0	33	67			

*To better reflect the relationship between students' SAT scores and their Mathematics course work, course work is now being displayed as the highest level of mathematics achieved. This means that each student is counted only once under their highest level of mathematics course taken.

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 17: Natural Sciences, Social Sciences and History

Natural Sciences	Test-Takers		Percent by Gender		SAT Mean Scores			
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	214	24	49	51	608	644	600	
4 Years	456	50	50	50	606	608	580	
3 Years	186	21	44	56	549	539	527	
2 Years	31	3	58	42	531	513	485	
1 Year	11	1	27	73	568	507	539	
1/2 Year or Less	7	1	43	57	456	450	421	
No Response	149		52	48	605	625	580	
AP/Honors Courses	440	49	48	52	640	654	619	
Course Work or Experience								
Biology	844	97	48	52	593	597	571	
Chemistry	821	94	48	52	596	601	573	
Physics	633	73	55	45	614	629	590	
Geology, Earth, or Space Science	403	46	47	53	579	581	558	
Other Sciences	384	44	45	55	585	584	562	

Social Sciences and History	Test-Takers		Percent by Gender		SAT Mean Scores			
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	147	16	44	56	597	610	587	
4 Years	469	52	48	52	599	601	577	
3 Years	240	26	53	48	578	588	553	
2 Years	33	4	55	45	536	569	503	
1 Year	11	1	45	55	603	539	578	
1/2 Year or Less	7	1	43	57	447	466	397	
No Response	147		53	47	607	629	582	
AP/Honors Courses	428	47	47	53	649	643	628	
Course Work or Experience								
U.S. History	827	95	49	51	593	597	571	
World History or Cultures	666	76	47	53	588	593	565	
U.S. Government or Civics	767	88	48	52	596	597	573	
Economics	508	58	47	53	594	600	571	
Geography	260	30	48	52	567	570	548	
Psychology	383	44	40	60	593	592	574	
European History	242	28	49	51	619	618	599	
Sociology	208	24	38	62	574	572	554	
Ancient History	152	17	45	55	572	563	552	
Other Courses	181	21	40	60	588	578	565	

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 18: Foreign and Classical Languages

Foreign and Classical Languages	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Years of Study							
More Than 4 Years	119	13	43	57	597	618	595
4 Years	451	50	47	53	624	630	603
3 Years	138	15	51	49	572	574	546
2 Years	150	17	53	47	536	536	508
1 Year	24	3	54	46	483	485	440
1/2 Year or Less	23	3	65	35	468	452	433
No Response	149		52	48	605	628	580
AP/Honors Courses	243	27	43	57	648	651	631
Course Work or Experience							
Chinese	37	4	51	49	593	655	589
French	157	18	37	63	605	598	589
German	76	9	47	53	623	615	601
Greek		0					
Hebrew	3	0	67	33			
Italian	9	1	33	67	609	572	541
Japanese	30	3	50	50	595	602	553
Korean	2	0	0	100			
Latin	25	3	40	60	609	592	587
Russian	9	1	44	56	558	611	554
Spanish	611	70	50	50	590	592	570
Other Languages	35	4	40	60	543	565	521

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 19: Arts and Music, Computers

Arts and Music	Test-Takers		Percent by Gender		SAT Mean Scores		
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics
More Than 4 Years	129	14	41	59	618	618	609
4 Years	274	31	45	55	614	617	596
3 Years	103	12	38	62	587	570	563
2 Years	128	14	47	53	567	580	541
1 Year	128	14	51	49	569	575	544
1/2 Year or Less	132	15	68	32	561	586	529
No Response	160		54	46	603	626	579
AP/Honors Courses	64	7	45	55	630	624	623
Course Work or Experience							
Acting or Play Production	238	28	41	59	607	597	591
Art History or Appreciation	111	13	42	58	567	559	547
Dance	96	11	24	76	556	579	557
Drama: Study or Appreciation	161	19	39	61	577	575	558
Music: Study or Appreciation	152	18	53	47	603	604	585
Music Performance	527	63	43	57	610	611	591
Photography or Film	164	19	40	60	572	560	552
Studio Art and Design	171	20	35	65	597	588	579
None	120	14	70	30	543	572	515

Computers	Test-Takers		Percent by Gender		SAT Mean Scores		
	Course Work or Experience	Number	Pct	Male	Female	Critical Reading	Mathematics
Computer Literacy	528	64	48	52	589	594	566
Computer Programming	159	19	67	33	623	647	595
Word Processing	529	64	48	52	590	590	568
Internet Activity	402	49	47	53	587	591	565
Using Computer Graphics	279	34	48	52	583	586	557
Creating Spreadsheets/Databases	309	38	52	48	590	599	564
None	126	15	40	60	596	608	577

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

SAT Subject Tests™ Data

Table 20: Number of Test-Takers and Tests for SAT Subject Tests

Students Who Took SAT Subject Tests		Students Who Took an SAT Subject Test and Also Took the SAT			
Number of Test-Takers	Number of Tests	Number of Test-Takers	Critical Reading Mean	Mathematics Mean	Writing Mean
332	844	227	681	700	663

Students Who Took One or More Different SAT Subject Tests		
Number of Tests Taken	Number of Test-Takers	Percent of Total Test-Takers Who Took One or More Tests
1	26	8
2	145	44
3	127	38
4 or More	34	10

Table 21: Mean Scores for SAT Subject Test Takers and for Students Who Also Took the SAT

Most, but not all, students who take SAT Subject Tests also take the SAT. This table provides SAT Subject Test scores for students who took SAT Subject Tests. It also provides the SAT scores for those students who also took the SAT.

	SAT Subject Test			N	SAT						
	N	Mean	SD		Critical Reading Mean	SD	Mathematics Mean	SD	Writing Mean	SD	
English											
Literature	103	668	79	70	693	67	665	76	667	69	
History and Social Studies											
U.S. History	81	698	80	62	700	61	685	72	675	73	
World History	12	685		10	716		676		669		
Mathematics											
Mathematics Level 1	85	660	67	55	641	97	671	50	619	86	
Mathematics Level 2	210	724	75	151	683	86	723	58	672	74	
Science											
Biology-E	53	706	78	34	706	71	715	62	695	60	
Biology-M	69	710	76	58	683	84	706	69	673	80	
Chemistry	108	700	94	80	682	87	723	64	675	69	
Physics	73	713	82	52	693	101	741	48	666	78	
Foreign and Classical Languages											
Chinese/Listening	3			3							
French	5	594		2							
French/Listening	1			1							
German	4			3							
German/Listening	4			1							
Modern Hebrew											
Italian											
Japanese/Listening	5	674		5	638		648		586		
Korean/Listening	4			4							
Latin	2										
Spanish	22	596		15	689		698		671		
Spanish/Listening											

SAT Subject Tests Score Distributions

Table 22: English, History and Social Studies

SAT Subject Tests	English		History and Social Studies			
	Literature		U.S. History		World History	
	N	Pct	N	Pct	N	Pct
750-800	12	12	25	31	4	33
700-740	28	27	26	32	3	25
650-690	30	29	10	12	1	8
600-640	17	17	9	11	1	8
550-590	7	7	8	10	2	17
500-540	5	5	2	2		
450-490	3	3	1	1		
400-440	1	1			1	8
350-390						
300-340						
250-290						
200-240						
Total	103		81		12	
Mean	668		698		685	
SD	79		80			
75th percentile	730		750			
50th percentile	670		710			
25th percentile	630		640			

Table 23: Mathematics, Science

SAT Subject Tests	Mathematics				Science							
	Mathematics Level 1		Mathematics Level 2		Biology-E		Biology-M		Chemistry		Physics	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800	7	8	104	50	20	38	26	38	44	41	34	47
700-740	23	27	35	17	17	32	19	28	22	20	11	15
650-690	20	24	29	14	5	9	13	19	14	13	13	18
600-640	19	22	28	13	4	8	5	7	10	9	8	11
550-590	11	13	12	6	4	8	3	4	5	5	4	5
500-540	3	4	1	0	2	4	2	3	11	10	1	1
450-490	2	2	1	0	1	2	1	1	2	2	2	3
400-440												
350-390												
300-340												
250-290												
200-240												
Total	85		210		53		69		108		73	
Mean	660		724		706		710		700		713	
SD	67		75		78		76		94		82	
75th percentile	720		800		760		770		790		780	
50th percentile	660		740		730		720		720		740	
25th percentile	610		660		670		660		640		660	

SAT Subject Tests Score Distributions

Table 24: Foreign and Classical Languages

SAT Subject Tests	Foreign and Classical Languages											
	Chinese/Listening		French		French/Listening		German		German/Listening		Modern Hebrew	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800	2	67			1	100	1	25				
700-740			1	20								
650-690			1	20					1	25		
600-640			1	20					1	25		
550-590	1	33					1	25				
500-540			1	20			1	25	1	25		
450-490							1	25	1	25		
400-440			1	20								
350-390												
300-340												
250-290												
200-240												
Total	3		5		1		4		4			
Mean			594									
SD												
75th percentile												
50th percentile												
25th percentile												

Table 25: Foreign and Classical Languages (continued)

SAT Subject Tests	Foreign and Classical Languages											
	Italian		Japanese/Listening		Korean/Listening		Latin		Spanish		Spanish/Listening	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800					4	100			1	5		
700-740			1	20					4	18		
650-690			3	60					3	14		
600-640			1	20					4	18		
550-590									3	14		
500-540							2	100	2	9		
450-490									4	18		
400-440												
350-390									1	5		
300-340												
250-290												
200-240												
Total			5		4		2		22			
Mean			674						596			
SD												
75th percentile									670			
50th percentile									610			
25th percentile									490			

College Plans

Table 26: Intended College Major, Degree-Level Goal

SAT Intended College Major	Test-Takers		Mean Scores		
	Number	Pct	Critical Reading	Mathematics	Writing
Agriculture, Agriculture Operations, and Related Sciences	6	1	520	503	505
Architecture and Related Services	8	1	555	588	509
Area, Ethnic, Cultural and Gender Studies	0	0			
Biological and Biomedical Sciences	77	8	618	629	595
Business Management, Marketing, and Related Support Services	74	8	534	579	509
Communication, Journalism and Related Programs	16	2	561	520	571
Computer and Information Sciences and Support Services	35	4	651	673	600
Construction Trades	1	0			
Education	29	3	544	511	504
Engineering	131	14	612	662	583
Engineering Technologies/Technicians	2	0			
English Language and Literature/Letters	12	1	681	591	644
Family and Consumer Sciences/Human Sciences	1	0			
Foreign Languages, Literatures, and Linguistics	10	1	673	624	641
Health Professions and Related Clinical Services	147	16	581	604	578
History	11	1	631	575	593
Legal Professions and Studies	25	3	624	591	603
Liberal Arts and Sciences, General Studies, and Humanities	24	3	592	548	568
Library Science And Administration	0	0			
Mathematics and Statistics	9	1	680	744	680
Mechanic and Repair Technologies/Technician	1	0			
Military Technologies And Applied Sciences	4	0			
Multi/Interdisciplinary Studies	15	2	666	639	661
Natural Resources and Conservation	9	1	607	574	581
Parks, Recreation, Leisure and Fitness Studies	2	0			
Personal and Culinary Services	1	0			
Philosophy and Religious Studies	2	0			
Physical Sciences	28	3	632	646	603
Precision Production	0	0			
Psychology	29	3	553	551	546
Public Administration and Social Services Professions	3	0			
Security and Protective Services	9	1	527	509	506
Social Sciences	31	3	649	610	624
Theology and Religious Vocations	3	0			
Transportation and Materials Moving	1	0			
Visual and Performing Arts	77	8	581	547	553
Other	12	1	518	492	508
Undecided	74	8	635	627	616
Degree-Level Goal					
Certificate Program	7	1	511	620	527
Associate Degree	7	1	469	427	423
Bachelor's Degree	216	23	548	542	523
Master's Degree	250	27	585	591	556
Doctoral or Related Degree	308	33	625	642	612
Other	3	0			
Undecided	138	15	593	589	569

College Plans

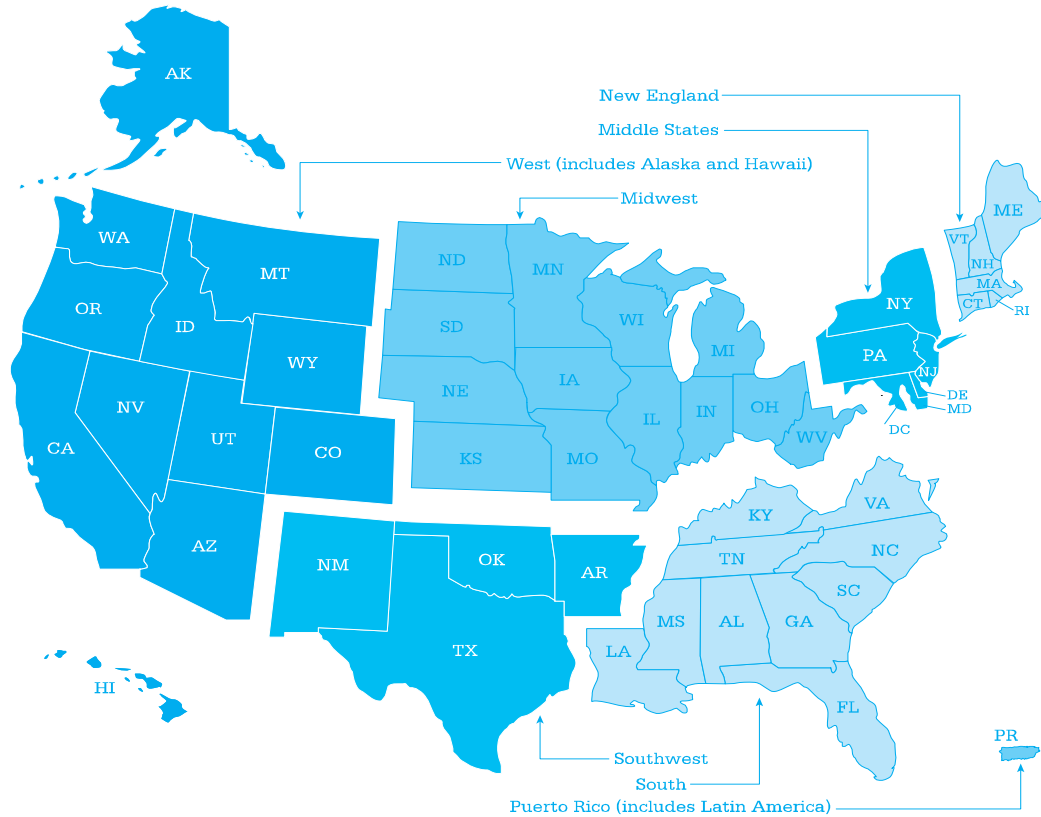
Table 27: Institutions That Received the Most SAT Program Score Reports from Your Students

Of the 1,159 students from your state who took the SAT and/or an SAT Subject Test, 801 designated that their score reports be sent to institutions. Students may designate more than one institution to receive scores. This list includes only the 45 institutions that received the most score reports. A total of 563 institutions received score reports from your students.

Institution	State	Type	Number of Students	Percent of Score Senders*
IOWA STATE UNIVERSITY	IA	Public	202	25.2
UNIVERSITY OF IOWA	IA	Public	192	24.0
NATIONAL MERIT SCHOLARSHIP CORPORATION	IL	Scholarship	182	22.7
NORTHWESTERN UNIVERSITY	IL	Private	114	14.2
STANFORD UNIVERSITY	CA	Private	103	12.9
HARVARD UNDERGRADUATE ADMISSIONS	MA	Private	102	12.7
WASHINGTON UNIVERSITY	MO	Private	95	11.9
PRINCETON UNIVERSITY	NJ	Private	93	11.6
UNIVERSITY OF CHICAGO	IL	Private	88	11.0
YALE UNIVERSITY	CT	Private	82	10.2
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	MA	Private	75	9.4
COLUMBIA UNIVERSITY UNDERGRADUATE ADMISS	NY	Private	59	7.4
UNIVERSITY OF MINNESOTA TWIN CITIES	MN	Public	55	6.9
CORNELL UNIVERSITY	NY	Private	55	6.9
UNIVERSITY OF PENNSYLVANIA UNDERGRADUATE	PA	Private	54	6.7
GRINNELL COLLEGE	IA	Private	53	6.6
BROWN UNIVERSITY	RI	Private	52	6.5
UNIVERSITY OF CALIFORNIA BERKELEY	CA	Public	52	6.5
UNIVERSITY OF MICHIGAN ANN ARBOR	MI	Public	47	5.9
DARTMOUTH COLLEGE	NH	Private	46	5.7
DRAKE UNIVERSITY	IA	Private	41	5.1
DUKE UNIVERSITY	NC	Private	40	5.0
CARLETON COLLEGE	MN	Private	40	5.0
UNIVERSITY OF WISCONSIN MADISON	WI	Public	40	5.0
GEORGETOWN UNIVERSITY	DC	Private	35	4.4
UNIVERSITY OF NOTRE DAME	IN	Private	34	4.2
UNIVERSITY OF NORTHERN IOWA	IA	Public	32	4.0
CALIFORNIA INSTITUTE OF TECHNOLOGY	CA	Private	31	3.9
UNIVERSITY OF ILLINOIS URBANA	IL	Public	31	3.9
CARNEGIE MELLON UNIVERSITY	PA	Private	30	3.7
UNIVERSITY OF SOUTHERN CALIFORNIA	CA	Private	27	3.4
UNIVERSITY OF CALIFORNIA LOS ANGELES	CA	Public	26	3.2
VANDERBILT UNIVERSITY	TN	Private	26	3.2
JOHNS HOPKINS UNIVERSITY UNDERGRADUATE A	MD	Private	26	3.2
PURDUE UNIVERSITY WEST LAFAYETTE	IN	Public	25	3.1
RICE UNIVERSITY	TX	Private	25	3.1
CASE WESTERN RESERVE UNIVERSITY	OH	Private	24	3.0
MACALESTER COLLEGE	MN	Private	23	2.9
EDUCATIONAL TALENT SEARCH	IA	Scholarship	22	2.7
NCAA ELIGIBILITY CENTER	IN	Public	22	2.7
SAINT OLAF COLLEGE	MN	Private	22	2.7
COE COLLEGE	IA	Private	20	2.5
LUTHER COLLEGE	IA	Private	20	2.5
BOSTON UNIVERSITY	MA	Private	19	2.4
NEW YORK UNIVERSITY	NY	Private	17	2.1

*Of your students who designated that their SAT and/or SAT Subject Test score reports be sent to institutions, the 'Percent of Score Senders' indicates the percent of those students who had their scores sent to each institution listed.

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