2013 College-Bound Seniors

State Profile Report

LOUISIANA

Included in This Report

- SAT® Data
- SAT Subject Tests™ Data
- Demographic and Academic Information
- College Plans

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

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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

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### Writing Subscores

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### Table 2: Mean Scores by Gender

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### Table 3: Year in Which Seniors Last Took the SAT

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

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### Writing Subscores

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<th>Multiple Choice</th>
<th>Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Total</td>
<td>55.8</td>
<td>12.1</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>SAT Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Total Group</td>
<td>1,660,047</td>
<td>496</td>
<td>115</td>
</tr>
</tbody>
</table>

### Writing Subscores

<table>
<thead>
<tr>
<th></th>
<th>Multiple Choice</th>
<th>Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Total</td>
<td>49.0</td>
<td>11.5</td>
</tr>
</tbody>
</table>

---

*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.*
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.

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>75th</td>
<td>640</td>
<td>640</td>
<td>630</td>
<td>570</td>
<td>600</td>
<td>560</td>
</tr>
<tr>
<td>50th</td>
<td>560</td>
<td>560</td>
<td>550</td>
<td>490</td>
<td>510</td>
<td>480</td>
</tr>
<tr>
<td>25th</td>
<td>470</td>
<td>470</td>
<td>460</td>
<td>420</td>
<td>430</td>
<td>410</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>SAT Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score Range</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>700–800</td>
<td>167</td>
<td>145</td>
</tr>
<tr>
<td>600-690</td>
<td>316</td>
<td>332</td>
</tr>
<tr>
<td>500-590</td>
<td>308</td>
<td>438</td>
</tr>
<tr>
<td>400-490</td>
<td>204</td>
<td>316</td>
</tr>
<tr>
<td>300-390</td>
<td>89</td>
<td>106</td>
</tr>
<tr>
<td>200-290</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 7: Type of High School

<table>
<thead>
<tr>
<th>SAT</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct</td>
<td>Male</td>
</tr>
<tr>
<td>Public</td>
<td>1,247</td>
<td>53</td>
<td>43</td>
</tr>
<tr>
<td>Religiously Affiliated</td>
<td>865</td>
<td>37</td>
<td>48</td>
</tr>
<tr>
<td>Independent</td>
<td>229</td>
<td>10</td>
<td>48</td>
</tr>
<tr>
<td>Other or Unknown</td>
<td>120</td>
<td></td>
<td>39</td>
</tr>
</tbody>
</table>

Table 8: Test-Taking Conditions

<table>
<thead>
<tr>
<th>SAT</th>
<th>Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Disabling Conditions</td>
<td>180</td>
<td>7</td>
<td>527</td>
<td>120</td>
</tr>
<tr>
<td>Nonstandard Conditions</td>
<td>102</td>
<td>4</td>
<td>545</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SAT Test-Takers Who Described Themselves As:</th>
<th>Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>10</td>
<td>480</td>
<td>45</td>
<td>480</td>
</tr>
<tr>
<td>Asian, Asian American, or Pacific Islander</td>
<td>210</td>
<td>587</td>
<td>132</td>
<td>639</td>
</tr>
<tr>
<td>Black or African American</td>
<td>497</td>
<td>473</td>
<td>115</td>
<td>470</td>
</tr>
<tr>
<td>Mexican or Mexican American</td>
<td>19</td>
<td>566</td>
<td>113</td>
<td>536</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>8</td>
<td>523</td>
<td>120</td>
<td>558</td>
</tr>
<tr>
<td>Other Hispanic, Latino, or Latin American</td>
<td>83</td>
<td>565</td>
<td>120</td>
<td>559</td>
</tr>
<tr>
<td>White</td>
<td>1,516</td>
<td>578</td>
<td>107</td>
<td>570</td>
</tr>
<tr>
<td>Other</td>
<td>71</td>
<td>576</td>
<td>118</td>
<td>546</td>
</tr>
<tr>
<td>No Response</td>
<td>47</td>
<td>554</td>
<td>99</td>
<td>526</td>
</tr>
<tr>
<td>Total</td>
<td>2,461</td>
<td>556</td>
<td>119</td>
<td>553</td>
</tr>
</tbody>
</table>

### Table 10: Male Mean Scores by Ethnicity

<table>
<thead>
<tr>
<th>SAT Test-Takers Who Described Themselves As:</th>
<th>Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>3</td>
<td>619</td>
<td>121</td>
<td>677</td>
</tr>
<tr>
<td>Asian, Asian American, or Pacific Islander</td>
<td>105</td>
<td>470</td>
<td>122</td>
<td>482</td>
</tr>
<tr>
<td>Black or African American</td>
<td>207</td>
<td>528</td>
<td>122</td>
<td>534</td>
</tr>
<tr>
<td>Mexican or Mexican American</td>
<td>5</td>
<td>514</td>
<td>124</td>
<td>524</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>42</td>
<td>584</td>
<td>115</td>
<td>590</td>
</tr>
<tr>
<td>Other Hispanic, Latino, or Latin American</td>
<td>686</td>
<td>586</td>
<td>112</td>
<td>595</td>
</tr>
<tr>
<td>White</td>
<td>29</td>
<td>570</td>
<td>117</td>
<td>527</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>545</td>
<td>117</td>
<td>540</td>
</tr>
<tr>
<td>Total</td>
<td>1,104</td>
<td>565</td>
<td>124</td>
<td>578</td>
</tr>
</tbody>
</table>

### Table 11: Female Mean Scores by Ethnicity

<table>
<thead>
<tr>
<th>SAT Test-Takers Who Described Themselves As:</th>
<th>Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>7</td>
<td>487</td>
<td>135</td>
<td>464</td>
</tr>
<tr>
<td>Asian, Asian American, or Pacific Islander</td>
<td>105</td>
<td>556</td>
<td>135</td>
<td>600</td>
</tr>
<tr>
<td>Black or African American</td>
<td>290</td>
<td>475</td>
<td>110</td>
<td>462</td>
</tr>
<tr>
<td>Mexican or Mexican American</td>
<td>9</td>
<td>609</td>
<td>116</td>
<td>538</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>3</td>
<td>546</td>
<td>113</td>
<td>526</td>
</tr>
<tr>
<td>Other Hispanic, Latino, or Latin American</td>
<td>9</td>
<td>570</td>
<td>103</td>
<td>549</td>
</tr>
<tr>
<td>White</td>
<td>42</td>
<td>580</td>
<td>117</td>
<td>559</td>
</tr>
<tr>
<td>Other</td>
<td>30</td>
<td>559</td>
<td>116</td>
<td>518</td>
</tr>
<tr>
<td>Total</td>
<td>1,357</td>
<td>548</td>
<td>115</td>
<td>533</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>SAT Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Pct</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>All Test-Takers</td>
<td>2,461</td>
<td>100</td>
<td>556</td>
</tr>
</tbody>
</table>

#### First Language Learned

<table>
<thead>
<tr>
<th>Language Learned</th>
<th>Number</th>
<th>Pct</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2,109</td>
<td>88</td>
<td>554</td>
<td>117</td>
<td>547</td>
<td>112</td>
<td>544</td>
<td>117</td>
</tr>
<tr>
<td>English and Another</td>
<td>191</td>
<td>8</td>
<td>562</td>
<td>127</td>
<td>584</td>
<td>129</td>
<td>559</td>
<td>127</td>
</tr>
<tr>
<td>Another Language</td>
<td>104</td>
<td>4</td>
<td>545</td>
<td>144</td>
<td>599</td>
<td>122</td>
<td>546</td>
<td>132</td>
</tr>
<tr>
<td>No Response</td>
<td>57</td>
<td></td>
<td>610</td>
<td>107</td>
<td>600</td>
<td>96</td>
<td>588</td>
<td>98</td>
</tr>
</tbody>
</table>

#### Citizenship

<table>
<thead>
<tr>
<th>Citizenship Details</th>
<th>Number</th>
<th>Pct</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Citizen / U.S. National</td>
<td>2,325</td>
<td>97</td>
<td>556</td>
<td>119</td>
<td>550</td>
<td>114</td>
<td>547</td>
<td>118</td>
</tr>
<tr>
<td>U.S. Permanent Resident or Refugee</td>
<td>41</td>
<td>2</td>
<td>569</td>
<td>139</td>
<td>641</td>
<td>114</td>
<td>552</td>
<td>138</td>
</tr>
<tr>
<td>Citizen of Another Country</td>
<td>26</td>
<td>1</td>
<td>450</td>
<td>117</td>
<td>585</td>
<td>118</td>
<td>478</td>
<td>100</td>
</tr>
<tr>
<td>Other, Unknown, or No Response</td>
<td>69</td>
<td></td>
<td>569</td>
<td>116</td>
<td>577</td>
<td>107</td>
<td>546</td>
<td>115</td>
</tr>
</tbody>
</table>

#### Plans to Apply for Financial Aid

<table>
<thead>
<tr>
<th>Plan to Apply</th>
<th>Number</th>
<th>Pct</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1,532</td>
<td>72</td>
<td>549</td>
<td>121</td>
<td>544</td>
<td>116</td>
<td>537</td>
<td>120</td>
</tr>
<tr>
<td>No</td>
<td>170</td>
<td>8</td>
<td>555</td>
<td>114</td>
<td>560</td>
<td>114</td>
<td>548</td>
<td>107</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>414</td>
<td>20</td>
<td>571</td>
<td>120</td>
<td>568</td>
<td>115</td>
<td>564</td>
<td>116</td>
</tr>
<tr>
<td>No Response</td>
<td>345</td>
<td></td>
<td>569</td>
<td>111</td>
<td>571</td>
<td>104</td>
<td>565</td>
<td>111</td>
</tr>
</tbody>
</table>

#### Family Income

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Number</th>
<th>Pct</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 - $20,000</td>
<td>126</td>
<td>10</td>
<td>464</td>
<td>119</td>
<td>475</td>
<td>110</td>
<td>456</td>
<td>107</td>
</tr>
<tr>
<td>$20,000–$40,000</td>
<td>176</td>
<td>14</td>
<td>486</td>
<td>113</td>
<td>483</td>
<td>107</td>
<td>467</td>
<td>109</td>
</tr>
<tr>
<td>$40,000–$60,000</td>
<td>165</td>
<td>13</td>
<td>521</td>
<td>118</td>
<td>503</td>
<td>115</td>
<td>498</td>
<td>104</td>
</tr>
<tr>
<td>$60,000–$80,000</td>
<td>161</td>
<td>13</td>
<td>543</td>
<td>116</td>
<td>527</td>
<td>106</td>
<td>529</td>
<td>107</td>
</tr>
<tr>
<td>$80,000–$100,000</td>
<td>165</td>
<td>13</td>
<td>544</td>
<td>125</td>
<td>546</td>
<td>116</td>
<td>532</td>
<td>120</td>
</tr>
<tr>
<td>$100,000–$120,000</td>
<td>136</td>
<td>11</td>
<td>555</td>
<td>102</td>
<td>560</td>
<td>98</td>
<td>550</td>
<td>102</td>
</tr>
<tr>
<td>$120,000–$140,000</td>
<td>58</td>
<td>5</td>
<td>576</td>
<td>117</td>
<td>583</td>
<td>110</td>
<td>569</td>
<td>122</td>
</tr>
<tr>
<td>$140,000–$160,000</td>
<td>60</td>
<td>5</td>
<td>581</td>
<td>109</td>
<td>571</td>
<td>106</td>
<td>564</td>
<td>109</td>
</tr>
<tr>
<td>$160,000–$200,000</td>
<td>64</td>
<td>5</td>
<td>567</td>
<td>110</td>
<td>548</td>
<td>119</td>
<td>556</td>
<td>118</td>
</tr>
<tr>
<td>More than $200,000</td>
<td>170</td>
<td>13</td>
<td>591</td>
<td>109</td>
<td>588</td>
<td>113</td>
<td>582</td>
<td>108</td>
</tr>
<tr>
<td>No Response</td>
<td>1,180</td>
<td></td>
<td>576</td>
<td>114</td>
<td>575</td>
<td>109</td>
<td>569</td>
<td>113</td>
</tr>
</tbody>
</table>

#### Highest Level of Parental Education

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Number</th>
<th>Pct</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No High School Diploma</td>
<td>33</td>
<td>1</td>
<td>471</td>
<td>103</td>
<td>496</td>
<td>111</td>
<td>469</td>
<td>94</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>429</td>
<td>19</td>
<td>486</td>
<td>117</td>
<td>487</td>
<td>110</td>
<td>477</td>
<td>111</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>128</td>
<td>6</td>
<td>510</td>
<td>101</td>
<td>492</td>
<td>108</td>
<td>498</td>
<td>108</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>770</td>
<td>33</td>
<td>555</td>
<td>114</td>
<td>552</td>
<td>106</td>
<td>543</td>
<td>112</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>943</td>
<td>41</td>
<td>604</td>
<td>109</td>
<td>598</td>
<td>107</td>
<td>596</td>
<td>108</td>
</tr>
<tr>
<td>No Response</td>
<td>158</td>
<td></td>
<td>519</td>
<td>96</td>
<td>530</td>
<td>96</td>
<td>509</td>
<td>91</td>
</tr>
</tbody>
</table>

#### Took the PSAT/NMSQT®

<table>
<thead>
<tr>
<th>Plan to Take</th>
<th>Number</th>
<th>Pct</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, As a Junior</td>
<td>647</td>
<td>29</td>
<td>568</td>
<td>112</td>
<td>563</td>
<td>109</td>
<td>559</td>
<td>109</td>
</tr>
<tr>
<td>Yes, As a Sophomore or Younger</td>
<td>336</td>
<td>15</td>
<td>541</td>
<td>114</td>
<td>540</td>
<td>106</td>
<td>530</td>
<td>111</td>
</tr>
<tr>
<td>Yes, As a Junior and As a Sophomore or Younger</td>
<td>777</td>
<td>35</td>
<td>608</td>
<td>104</td>
<td>601</td>
<td>103</td>
<td>599</td>
<td>106</td>
</tr>
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<td>No</td>
<td>473</td>
<td>21</td>
<td>464</td>
<td>108</td>
<td>467</td>
<td>103</td>
<td>456</td>
<td>101</td>
</tr>
<tr>
<td>No Response</td>
<td>228</td>
<td></td>
<td>552</td>
<td>104</td>
<td>559</td>
<td>100</td>
<td>543</td>
<td>106</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SAT</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct. Male</td>
<td>Female</td>
</tr>
<tr>
<td>Highest Tenth</td>
<td>678</td>
<td>56</td>
<td>47</td>
</tr>
<tr>
<td>Second Tenth</td>
<td>269</td>
<td>22</td>
<td>50</td>
</tr>
<tr>
<td>Second Fifth</td>
<td>138</td>
<td>11</td>
<td>53</td>
</tr>
<tr>
<td>Final Three Fifths</td>
<td>134</td>
<td>11</td>
<td>45</td>
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<tr>
<td>No Response</td>
<td>1,242</td>
<td>42</td>
<td>58</td>
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</tbody>
</table>

#### Table 14: High School Grade Point Average

<table>
<thead>
<tr>
<th>SAT</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct. Male</td>
<td>Female</td>
</tr>
<tr>
<td>A+ (97–100)</td>
<td>437</td>
<td>19</td>
<td>41</td>
</tr>
<tr>
<td>A (93–96)</td>
<td>750</td>
<td>32</td>
<td>44</td>
</tr>
<tr>
<td>A- (90–92)</td>
<td>403</td>
<td>17</td>
<td>45</td>
</tr>
<tr>
<td>B (80–89)</td>
<td>670</td>
<td>28</td>
<td>45</td>
</tr>
<tr>
<td>C (70–79)</td>
<td>93</td>
<td>4</td>
<td>59</td>
</tr>
<tr>
<td>D, E, or F (below 70)</td>
<td>1</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

**Mean Grade Point Average**

- All Students: 3.67
- Male: 3.64
- Female: 3.70

#### Table 15: Average Years of Study in Six Academic Subjects

<table>
<thead>
<tr>
<th>SAT</th>
<th>Average Years of Study</th>
<th>Grade Point Average: Each Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Arts and Music</td>
<td>2.2</td>
<td>2.4</td>
</tr>
<tr>
<td>English and Language Arts</td>
<td>4.1</td>
<td>4.0</td>
</tr>
<tr>
<td>Foreign and Classical Languages</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>4.0</td>
<td>3.9</td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td>3.9</td>
<td>3.9</td>
</tr>
</tbody>
</table>

**Total for All Subjects**

21.3 21.3 21.3

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**

<table>
<thead>
<tr>
<th>Years of Study</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>More Than 4 Years</td>
<td>454</td>
<td>22</td>
<td>47</td>
</tr>
<tr>
<td>4 Years</td>
<td>1,361</td>
<td>66</td>
<td>44</td>
</tr>
<tr>
<td>3 Years</td>
<td>184</td>
<td>9</td>
<td>46</td>
</tr>
<tr>
<td>2 Years</td>
<td>34</td>
<td>2</td>
<td>56</td>
</tr>
<tr>
<td>1 Year</td>
<td>15</td>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>16</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>No Response</td>
<td>397</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>AP®/Honors Courses</td>
<td>1,233</td>
<td>60</td>
<td>44</td>
</tr>
</tbody>
</table>

**Course Work or Experience**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>1,873</td>
<td>96</td>
<td>45</td>
</tr>
<tr>
<td>Journalism</td>
<td>157</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>404</td>
<td>21</td>
<td>35</td>
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<tr>
<td>American Literature</td>
<td>1,312</td>
<td>67</td>
<td>43</td>
</tr>
<tr>
<td>Composition/Writing</td>
<td>939</td>
<td>48</td>
<td>44</td>
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<tr>
<td>British Literature</td>
<td>798</td>
<td>41</td>
<td>39</td>
</tr>
<tr>
<td>World Literature</td>
<td>766</td>
<td>39</td>
<td>42</td>
</tr>
<tr>
<td>Communications</td>
<td>102</td>
<td>5</td>
<td>46</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>343</td>
<td>18</td>
<td>46</td>
</tr>
<tr>
<td>English As Second Language</td>
<td>67</td>
<td>3</td>
<td>39</td>
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</table>

**Mathematics**

<table>
<thead>
<tr>
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<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>More Than 4 Years</td>
<td>762</td>
<td>37</td>
<td>50</td>
</tr>
<tr>
<td>4 Years</td>
<td>1,068</td>
<td>52</td>
<td>41</td>
</tr>
<tr>
<td>3 Years</td>
<td>169</td>
<td>8</td>
<td>44</td>
</tr>
<tr>
<td>2 Years</td>
<td>27</td>
<td>1</td>
<td>52</td>
</tr>
<tr>
<td>1 Year</td>
<td>16</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>23</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>No Response</td>
<td>396</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>AP®/Honors Courses</td>
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<td>57</td>
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</table>

**Highest Level of Mathematics Achieved**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Calculus</td>
<td>992</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Pre-calculus</td>
<td>490</td>
<td>24</td>
<td>42</td>
</tr>
<tr>
<td>Geometry</td>
<td>501</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>Algebra II</td>
<td>10</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>Algebra I</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Years of Study</th>
<th>Number</th>
<th>Pct</th>
<th>Male</th>
<th>Female</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Than 4 Years</td>
<td>496</td>
<td>24</td>
<td>49</td>
<td>51</td>
<td>594</td>
<td>605</td>
<td>585</td>
</tr>
<tr>
<td>4 Years</td>
<td>1,201</td>
<td>69</td>
<td>44</td>
<td>56</td>
<td>558</td>
<td>547</td>
<td>545</td>
</tr>
<tr>
<td>3 Years</td>
<td>227</td>
<td>11</td>
<td>44</td>
<td>56</td>
<td>494</td>
<td>492</td>
<td>489</td>
</tr>
<tr>
<td>2 Years</td>
<td>52</td>
<td>3</td>
<td>54</td>
<td>46</td>
<td>513</td>
<td>521</td>
<td>510</td>
</tr>
<tr>
<td>1 Year</td>
<td>32</td>
<td>2</td>
<td>47</td>
<td>53</td>
<td>508</td>
<td>488</td>
<td>490</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>41</td>
<td>2</td>
<td>29</td>
<td>71</td>
<td>438</td>
<td>437</td>
<td>437</td>
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<tr>
<td>No Response</td>
<td>412</td>
<td>44</td>
<td>55</td>
<td>55</td>
<td>559</td>
<td>561</td>
<td>555</td>
</tr>
<tr>
<td>AP/Honors Courses</td>
<td>1,073</td>
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<td>47</td>
<td>53</td>
<td>607</td>
<td>608</td>
<td>593</td>
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</table>

#### Course Work or Experience

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Pct</th>
<th>Male</th>
<th>Female</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>1,932</td>
<td>98</td>
<td>45</td>
<td>55</td>
<td>556</td>
<td>551</td>
<td>546</td>
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<td>Chemistry</td>
<td>1,904</td>
<td>97</td>
<td>45</td>
<td>55</td>
<td>558</td>
<td>554</td>
<td>547</td>
</tr>
<tr>
<td>Physics</td>
<td>1,449</td>
<td>73</td>
<td>48</td>
<td>52</td>
<td>576</td>
<td>576</td>
<td>565</td>
</tr>
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<td>Geology, Earth, or Space Science</td>
<td>770</td>
<td>39</td>
<td>45</td>
<td>55</td>
<td>529</td>
<td>519</td>
<td>515</td>
</tr>
<tr>
<td>Other Sciences</td>
<td>884</td>
<td>45</td>
<td>40</td>
<td>60</td>
<td>544</td>
<td>545</td>
<td>535</td>
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</table>

#### Social Sciences and History

<table>
<thead>
<tr>
<th>Years of Study</th>
<th>Number</th>
<th>Pct</th>
<th>Male</th>
<th>Female</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Than 4 Years</td>
<td>349</td>
<td>17</td>
<td>46</td>
<td>54</td>
<td>583</td>
<td>582</td>
<td>570</td>
</tr>
<tr>
<td>4 Years</td>
<td>1,332</td>
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<td>56</td>
<td>564</td>
<td>557</td>
<td>553</td>
</tr>
<tr>
<td>3 Years</td>
<td>271</td>
<td>13</td>
<td>48</td>
<td>52</td>
<td>507</td>
<td>513</td>
<td>499</td>
</tr>
<tr>
<td>2 Years</td>
<td>55</td>
<td>3</td>
<td>58</td>
<td>42</td>
<td>501</td>
<td>503</td>
<td>491</td>
</tr>
<tr>
<td>1 Year</td>
<td>23</td>
<td>1</td>
<td>30</td>
<td>70</td>
<td>477</td>
<td>459</td>
<td>483</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>21</td>
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<td>33</td>
<td>67</td>
<td>424</td>
<td>424</td>
<td>433</td>
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<td>55</td>
<td>55</td>
<td>557</td>
<td>560</td>
<td>553</td>
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<td>55</td>
<td>607</td>
<td>598</td>
<td>593</td>
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</table>

#### Course Work or Experience

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Pct</th>
<th>Male</th>
<th>Female</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td>1,799</td>
<td>92</td>
<td>45</td>
<td>55</td>
<td>561</td>
<td>557</td>
<td>550</td>
</tr>
<tr>
<td>World History or Cultures</td>
<td>1,479</td>
<td>76</td>
<td>42</td>
<td>58</td>
<td>557</td>
<td>552</td>
<td>546</td>
</tr>
<tr>
<td>U.S. Government or Civics</td>
<td>1,817</td>
<td>93</td>
<td>44</td>
<td>56</td>
<td>558</td>
<td>553</td>
<td>547</td>
</tr>
<tr>
<td>Economics</td>
<td>912</td>
<td>47</td>
<td>43</td>
<td>57</td>
<td>561</td>
<td>556</td>
<td>546</td>
</tr>
<tr>
<td>Geography</td>
<td>1,154</td>
<td>59</td>
<td>43</td>
<td>57</td>
<td>544</td>
<td>541</td>
<td>528</td>
</tr>
<tr>
<td>Psychology</td>
<td>609</td>
<td>31</td>
<td>38</td>
<td>62</td>
<td>565</td>
<td>552</td>
<td>550</td>
</tr>
<tr>
<td>European History</td>
<td>431</td>
<td>22</td>
<td>51</td>
<td>49</td>
<td>591</td>
<td>576</td>
<td>577</td>
</tr>
<tr>
<td>Sociology</td>
<td>213</td>
<td>11</td>
<td>37</td>
<td>63</td>
<td>517</td>
<td>507</td>
<td>496</td>
</tr>
<tr>
<td>Ancient History</td>
<td>161</td>
<td>8</td>
<td>46</td>
<td>54</td>
<td>548</td>
<td>535</td>
<td>537</td>
</tr>
<tr>
<td>Other Courses</td>
<td>290</td>
<td>15</td>
<td>44</td>
<td>56</td>
<td>545</td>
<td>552</td>
<td>542</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Years of Study</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct. Male</td>
<td>Female</td>
</tr>
<tr>
<td>More Than 4 Years</td>
<td>229</td>
<td>11</td>
<td>48</td>
</tr>
<tr>
<td>4 Years</td>
<td>417</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>3 Years</td>
<td>471</td>
<td>23</td>
<td>45</td>
</tr>
<tr>
<td>2 Years</td>
<td>808</td>
<td>40</td>
<td>46</td>
</tr>
<tr>
<td>1 Year</td>
<td>69</td>
<td>3</td>
<td>41</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>51</td>
<td>2</td>
<td>47</td>
</tr>
<tr>
<td>No Response</td>
<td>416</td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>AP/Honors Courses</td>
<td>669</td>
<td>33</td>
<td>43</td>
</tr>
</tbody>
</table>

#### Course Work or Experience

<table>
<thead>
<tr>
<th>Foreign and Classical Languages</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>33</td>
<td>2</td>
<td>58</td>
</tr>
<tr>
<td>French</td>
<td>531</td>
<td>27</td>
<td>41</td>
</tr>
<tr>
<td>German</td>
<td>35</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td>Greek</td>
<td>24</td>
<td>1</td>
<td>71</td>
</tr>
<tr>
<td>Hebrew</td>
<td>5</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Italian</td>
<td>6</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>Japanese</td>
<td>6</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>Korean</td>
<td>3</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>Latin</td>
<td>279</td>
<td>14</td>
<td>49</td>
</tr>
<tr>
<td>Russian</td>
<td>5</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Spanish</td>
<td>1,300</td>
<td>66</td>
<td>45</td>
</tr>
<tr>
<td>Other Languages</td>
<td>21</td>
<td>1</td>
<td>43</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Arts and Music</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td><strong>Years of Study</strong></td>
<td>Pct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Than 4 Years</td>
<td>161</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>4 Years</td>
<td>399</td>
<td>37</td>
<td>63</td>
</tr>
<tr>
<td>3 Years</td>
<td>230</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>2 Years</td>
<td>561</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>1 Year</td>
<td>523</td>
<td>49</td>
<td>51</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>161</td>
<td>52</td>
<td>48</td>
</tr>
<tr>
<td>No Response</td>
<td>426</td>
<td>46</td>
<td>54</td>
</tr>
<tr>
<td>AP/Honors Courses</td>
<td>276</td>
<td>37</td>
<td>63</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Work or Experience</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Acting or Play Production</td>
<td>404</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>Art History or Appreciation</td>
<td>624</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>Dance</td>
<td>229</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>Drama: Study or Appreciation</td>
<td>325</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>Music: Study or Appreciation</td>
<td>437</td>
<td>54</td>
<td>46</td>
</tr>
<tr>
<td>Music Performance</td>
<td>725</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>Photography or Film</td>
<td>284</td>
<td>34</td>
<td>66</td>
</tr>
<tr>
<td>Studio Art and Design</td>
<td>456</td>
<td>35</td>
<td>65</td>
</tr>
<tr>
<td>None</td>
<td>187</td>
<td>53</td>
<td>47</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Computers</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>1,314</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>373</td>
<td>58</td>
<td>42</td>
</tr>
<tr>
<td>Word Processing</td>
<td>1,065</td>
<td>43</td>
<td>57</td>
</tr>
<tr>
<td>Internet Activity</td>
<td>727</td>
<td>43</td>
<td>57</td>
</tr>
<tr>
<td>Using Computer Graphics</td>
<td>531</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>Creating Spreadsheets/Databases</td>
<td>615</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>None</td>
<td>265</td>
<td>38</td>
<td>62</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students Who Took SAT Subject Tests</th>
<th>Students Who Took an SAT Subject Test and Also Took the SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Test-Takers</td>
<td>Number of Tests</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>506</td>
<td>1,271</td>
</tr>
</tbody>
</table>

Table 21: Number of Test-Takers and Tests for SAT Subject Tests

<table>
<thead>
<tr>
<th>Students Who Took One or More Different SAT Subject Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Tests Taken</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4 or More</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>SAT Subject Test</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>202</td>
</tr>
<tr>
<td></td>
<td>156</td>
</tr>
<tr>
<td></td>
<td>156</td>
</tr>
<tr>
<td></td>
<td>156</td>
</tr>
<tr>
<td><strong>History and Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td>U.S. History</td>
<td>236</td>
</tr>
<tr>
<td></td>
<td>189</td>
</tr>
<tr>
<td></td>
<td>189</td>
</tr>
<tr>
<td></td>
<td>189</td>
</tr>
<tr>
<td>World History</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>21</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics Level 1</td>
<td>168</td>
</tr>
<tr>
<td></td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>134</td>
</tr>
<tr>
<td>Mathematics Level 2</td>
<td>232</td>
</tr>
<tr>
<td></td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>193</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Biology-E</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>34</td>
</tr>
<tr>
<td>Biology-M</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>54</td>
</tr>
<tr>
<td>Chemistry</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>115</td>
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<tr>
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<td>115</td>
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<td>115</td>
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<td>Physics</td>
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<tr>
<td></td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>44</td>
</tr>
<tr>
<td><strong>Foreign and Classical Languages</strong></td>
<td></td>
</tr>
<tr>
<td>Chinese/Listening</td>
<td>4</td>
</tr>
<tr>
<td>French</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>27</td>
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<tr>
<td></td>
<td>27</td>
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<tr>
<td></td>
<td>27</td>
</tr>
<tr>
<td>French/Listening</td>
<td>5</td>
</tr>
<tr>
<td>German</td>
<td>2</td>
</tr>
<tr>
<td>German/Listening</td>
<td>2</td>
</tr>
<tr>
<td>Modern Hebrew</td>
<td>3</td>
</tr>
<tr>
<td>Italian</td>
<td></td>
</tr>
<tr>
<td>Japanese/Listening</td>
<td>3</td>
</tr>
<tr>
<td>Korean/Listening</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>21</td>
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<td>21</td>
</tr>
<tr>
<td>Spanish</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>36</td>
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<tr>
<td></td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Spanish/Listening</td>
<td>5</td>
</tr>
</tbody>
</table>
# SAT Subject Tests Score Distributions

## Table 22: English, History and Social Studies

<table>
<thead>
<tr>
<th>SAT Subject Tests</th>
<th>English</th>
<th>History and Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literature</td>
<td>U.S. History</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Pct</td>
</tr>
<tr>
<td>750-800</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>700-740</td>
<td>46</td>
<td>23</td>
</tr>
<tr>
<td>650-690</td>
<td>59</td>
<td>29</td>
</tr>
<tr>
<td>600-640</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>550-590</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>500-540</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>450-490</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>400-440</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>350-390</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>300-340</td>
<td></td>
<td></td>
</tr>
<tr>
<td>250-290</td>
<td></td>
<td></td>
</tr>
<tr>
<td>200-240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>202</td>
<td>236</td>
</tr>
<tr>
<td>Mean</td>
<td>657</td>
<td>667</td>
</tr>
<tr>
<td>SD</td>
<td>80</td>
<td>87</td>
</tr>
<tr>
<td>75th percentile</td>
<td>710</td>
<td>730</td>
</tr>
<tr>
<td>50th percentile</td>
<td>660</td>
<td>680</td>
</tr>
<tr>
<td>25th percentile</td>
<td>600</td>
<td>610</td>
</tr>
</tbody>
</table>

## Table 23: Mathematics, Science

<table>
<thead>
<tr>
<th>SAT Subject Tests</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematics Level 1</td>
<td>Mathematics Level 2</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Pct</td>
</tr>
<tr>
<td>750-800</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>700-740</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>650-690</td>
<td>40</td>
<td>24</td>
</tr>
<tr>
<td>600-640</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>550-590</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>500-540</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>450-490</td>
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<td>2</td>
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<tr>
<td>400-440</td>
<td>4</td>
<td>2</td>
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<tr>
<td>350-390</td>
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<td>300-340</td>
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<tr>
<td>250-290</td>
<td></td>
<td></td>
</tr>
<tr>
<td>200-240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>168</td>
<td>232</td>
</tr>
<tr>
<td>Mean</td>
<td>646</td>
<td>699</td>
</tr>
<tr>
<td>SD</td>
<td>92</td>
<td>85</td>
</tr>
<tr>
<td>75th percentile</td>
<td>720</td>
<td>780</td>
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<td>670</td>
<td>710</td>
</tr>
<tr>
<td>25th percentile</td>
<td>580</td>
<td>640</td>
</tr>
</tbody>
</table>
## SAT Subject Tests Score Distributions

### Table 24: Foreign and Classical Languages

<table>
<thead>
<tr>
<th>SAT Subject Tests</th>
<th>Foreign and Classical Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chinese/Listening</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>750-800</td>
<td>4</td>
</tr>
<tr>
<td>700-740</td>
<td>2</td>
</tr>
<tr>
<td>650-690</td>
<td>6</td>
</tr>
<tr>
<td>600-640</td>
<td>4</td>
</tr>
<tr>
<td>550-590</td>
<td>3</td>
</tr>
<tr>
<td>500-540</td>
<td>7</td>
</tr>
<tr>
<td>450-490</td>
<td>4</td>
</tr>
<tr>
<td>400-440</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
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<tr>
<td>Mean</td>
<td>585</td>
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<tr>
<td>SD</td>
<td>95</td>
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<tr>
<td>75th percentile</td>
<td>660</td>
</tr>
<tr>
<td>50th percentile</td>
<td>560</td>
</tr>
<tr>
<td>25th percentile</td>
<td>500</td>
</tr>
</tbody>
</table>

### Table 25: Foreign and Classical Languages (continued)

<table>
<thead>
<tr>
<th>SAT Subject Tests</th>
<th>Foreign and Classical Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Italian</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>750-800</td>
<td>2</td>
</tr>
<tr>
<td>700-740</td>
<td>4</td>
</tr>
<tr>
<td>650-690</td>
<td>1</td>
</tr>
<tr>
<td>600-640</td>
<td>1</td>
</tr>
<tr>
<td>550-590</td>
<td>4</td>
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<tr>
<td>500-540</td>
<td>3</td>
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<tr>
<td>450-490</td>
<td>4</td>
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<tr>
<td>400-440</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
</tr>
<tr>
<td>Mean</td>
<td>635</td>
</tr>
<tr>
<td>SD</td>
<td>107</td>
</tr>
<tr>
<td>75th percentile</td>
<td>730</td>
</tr>
<tr>
<td>50th percentile</td>
<td>620</td>
</tr>
<tr>
<td>25th percentile</td>
<td>550</td>
</tr>
</tbody>
</table>
## College Plans

### Table 26: Intended College Major, Degree-Level Goal

<table>
<thead>
<tr>
<th>SAT Test-Takers</th>
<th>Mean Scores</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended College Major</strong></td>
<td>Number</td>
<td>Pct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture, Agriculture Operations, and Related Sciences</td>
<td>8</td>
<td>0</td>
<td>436</td>
<td>404</td>
</tr>
<tr>
<td>Architecture and Related Services</td>
<td>49</td>
<td>2</td>
<td>583</td>
<td>601</td>
</tr>
<tr>
<td>Area, Ethnic, Cultural and Gender Studies</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological and Biomedical Sciences</td>
<td>232</td>
<td>11</td>
<td>579</td>
<td>572</td>
</tr>
<tr>
<td>Business Management, Marketing, and Related Support Services</td>
<td>199</td>
<td>9</td>
<td>511</td>
<td>539</td>
</tr>
<tr>
<td>Communication, Journalism and Related Programs</td>
<td>67</td>
<td>3</td>
<td>535</td>
<td>497</td>
</tr>
<tr>
<td>Computer and Information Sciences and Support Services</td>
<td>58</td>
<td>3</td>
<td>558</td>
<td>577</td>
</tr>
<tr>
<td>Construction Trades</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>49</td>
<td>2</td>
<td>497</td>
<td>497</td>
</tr>
<tr>
<td>Engineering</td>
<td>268</td>
<td>12</td>
<td>578</td>
<td>609</td>
</tr>
<tr>
<td>Engineering Technologies/Technicians</td>
<td>13</td>
<td>1</td>
<td>522</td>
<td>566</td>
</tr>
<tr>
<td>English Language and Literature/Letters</td>
<td>51</td>
<td>2</td>
<td>638</td>
<td>553</td>
</tr>
<tr>
<td>Family and Consumer Sciences/Human Sciences</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Languages, Literatures, and Linguistics</td>
<td>30</td>
<td>1</td>
<td>641</td>
<td>597</td>
</tr>
<tr>
<td>Health Professions and Related Clinical Services</td>
<td>409</td>
<td>19</td>
<td>540</td>
<td>543</td>
</tr>
<tr>
<td>History</td>
<td>28</td>
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<td>596</td>
<td>540</td>
</tr>
<tr>
<td>Legal Professions and Studies</td>
<td>61</td>
<td>3</td>
<td>559</td>
<td>530</td>
</tr>
<tr>
<td>Liberal Arts and Sciences, General Studies, and Humanities</td>
<td>23</td>
<td>1</td>
<td>583</td>
<td>538</td>
</tr>
<tr>
<td>Library Science And Administration</td>
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<td></td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
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<td>636</td>
</tr>
<tr>
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### Degree-Level Goal

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<th>Writing</th>
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Table 27: Institutions That Received the Most SAT Program Score Reports from Your Students

Of the 2,568 students from your state who took the SAT and/or an SAT Subject Test, 1,707 designated that their score reports be sent to institutions. Students may designate more than one institution to receive scores. This list includes only the 46 institutions that received the most score reports. A total of 663 institutions received score reports from your students.

<table>
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<tr>
<th>Institution</th>
<th>State</th>
<th>Type</th>
<th>Number of Students</th>
<th>Percent of Score Senders*</th>
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*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.