



2013 College-Bound Seniors

State Profile Report



MONTANA

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

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.

Table of Contents

SAT®

SAT Data	Page 1
----------	--------

Table 1: Overall Mean Scores
Table 2: Mean Scores by Gender
Table 3: Year in Which Seniors Last Took the SAT
Table 4: Mean Scores for Total Group
Table 5: Percentiles for State and Total Group
Table 6: Score Distributions
Table 7: Type of High School

Demographic Information

SAT: Mean Scores by Gender Within Ethnicity	Page 3
---	--------

Table 9: Total Mean Scores by Ethnicity
Table 10: Male Mean Scores by Ethnicity
Table 11: Female Mean Scores by Ethnicity

SAT: Student Background Information and Characteristics	Page 4
---	--------

Table 12: Student Background Information and Characteristics
--

Academic Information

Academic Record	Page 5
-----------------	--------

Table 13: High School Rank
Table 14: High School Grade Point Average
Table 15: Average Years of Study in Six Academic Subjects

Course-Taking Patterns	Page 6
------------------------	--------

Table 16: English and Language Arts, Mathematics
Table 17: Natural Sciences, Social Sciences and History
Table 18: Foreign and Classical Languages
Table 19: Arts and Music, Computers

SAT Subject Tests™

SAT Subject Tests Data	Page 10
------------------------	---------

Table 20: Number of Test-Takers and Tests for SAT Subject Tests
Table 21: Mean Scores for SAT Subject Test Takers and for Students Who Also Took the SAT

SAT Subject Tests Score Distributions	Page 11
---------------------------------------	---------

Table 22: English, History and Social Studies
Table 23: Mathematics, Science
Table 24: Foreign and Classical Languages
Table 25: Foreign and Classical Languages (continued)

College Plans

Intended College Major, Degree-Level Goal	Page 13
---	---------

Table 26: Intended College Major, Degree-Level Goal

Institutions That Received the Most SAT® Program Score Reports from Your Students	Page 14
---	---------

Table 27: Institutions That Received the Most SAT Program Score Reports from Your Students
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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	2,308	539	100	540	97	516	99	52.0	10.3	7.3	1.4

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	1,051	546	103	563	97	512	102	51.9	10.3	7.1	1.5
Female	1,257	534	97	521	92	519	98	52.0	10.2	7.4	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)	1,385	535	99	534	96	510	98	51.4	10.2	7.2	1.4
Junior (2011-2012)	915	546	101	548	97	525	100	52.8	10.3	7.4	1.4
Sophomore (2010-2011)	7	593		599		610		61.4		7.9	
Freshman (2009-2010)	1										
Total	2,308	539	100	540	97	516	99	52.0	10.3	7.3	1.4

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	600	610	590	570	600	560
50th	540	540	510	490	510	480
25th	470	470	440	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	81	73	154	77	41	118	38	53	91
600-690	250	251	501	333	229	562	199	229	428
500-590	393	474	867	379	480	859	352	446	798
400-490	255	373	628	217	417	634	328	423	751
300-390	64	82	146	40	82	122	121	96	217
200-290	8	4	12	5	8	13	13	10	23

Table 7: Type of High School

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Public	1,932	89	46	54	538	541	513
Religiously Affiliated	127	6	47	53	535	546	518
Independent	115	5	57	43	555	522	541
Other or Unknown	134		33	67	557	527	529

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	84	4	504	96	497	104	475	94
Nonstandard Conditions	42	2	543	103	505	123	536	112

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	41	2	483	94	476	87	444	95
Asian, Asian American, or Pacific Islander	73	3	501	119	564	108	481	106
Black or African American	21	1	485		478		463	
Mexican or Mexican American	28	1	505	92	503	103	475	102
Puerto Rican	8	0	570		539		513	
Other Hispanic, Latino, or Latin American	32	1	516	112	498	110	498	87
White	1,982	86	543	98	543	95	520	98
Other	22	1	548		542		517	
No Response	101	4	543	107	527	102	522	104
Total	2,308	100	539	100	540	97	516	99

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	16	1	506		506		459	
Asian, Asian American, or Pacific Islander	29	1	501	137	609	91	474	113
Black or African American	8	0	496		490		478	
Mexican or Mexican American	12	1	538		541		490	
Puerto Rican	3	0						
Other Hispanic, Latino, or Latin American	16	1	519		545		504	
White	900	39	549	101	564	95	516	101
Other	8	0	523		564		460	
No Response	59	3	543	101	552	99	512	103
Total	1,051	46	546	103	563	97	512	102

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	25	1	469	81	456	79	435	95
Asian, Asian American, or Pacific Islander	44	2	500	106	534	109	485	100
Black or African American	13	1	478		470		454	
Mexican or Mexican American	16	1	480		474		463	
Puerto Rican	5	0	552		522		502	
Other Hispanic, Latino, or Latin American	16	1	513		452		493	
White	1,082	47	538	95	525	91	523	96
Other	14	1	562		530		549	
No Response	42	2	545	116	493	95	536	105
Total	1,257	54	534	97	521	92	519	98

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	2,308	100	539	100	540	97	516	99
First Language Learned								
English	2,081	94	541	99	540	96	516	98
English and Another	92	4	533	101	536	91	507	97
Another Language	48	2	477	117	544	122	476	118
No Response	87		556	104	533	109	545	112
Citizenship								
U.S. Citizen / U.S. National	2,168	98	541	98	540	95	517	98
U.S. Permanent Resident or Refugee	14	1	525		570		489	
Citizen of Another Country	22	1	438		569		450	
Other, Unknown, or No Response	104		532	116	529	108	519	116
Plans to Apply for Financial Aid								
Yes	1,589	77	540	98	540	97	516	98
No	129	6	521	102	529	109	503	106
Don't Know	337	16	530	100	537	91	502	95
No Response	253		556	109	551	97	539	106
Family Income								
\$0 - \$20,000	86	6	504	101	502	97	474	89
\$20,000–\$40,000	215	15	536	100	526	99	504	102
\$40,000–\$60,000	240	16	536	100	531	87	510	93
\$60,000–\$80,000	267	18	532	103	539	99	508	98
\$80,000–\$100,000	256	17	549	97	555	93	521	98
\$100,000–\$120,000	156	11	539	93	545	91	518	97
\$120,000–\$140,000	80	5	541	90	545	99	520	100
\$140,000–\$160,000	40	3	548	96	546	91	509	90
\$160,000–\$200,000	50	3	545	102	554	91	530	84
More than \$200,000	89	6	579	104	572	103	551	107
No Response	829		540	101	539	98	521	101
Highest Level of Parental Education								
No High School Diploma	19	1	454		481		430	
High School Diploma	531	25	505	94	513	91	478	95
Associate Degree	169	8	505	88	506	87	482	86
Bachelor's Degree	855	40	547	95	546	93	523	94
Graduate Degree	572	27	576	101	570	97	553	98
No Response	162		529	104	528	104	516	103
Took the PSAT/NMSQT®								
Yes, As a Junior	1,004	47	550	99	551	96	526	100
Yes, As a Sophomore or Younger	284	13	530	89	534	89	510	88
Yes, As a Junior and As a Sophomore or Younger	324	15	574	98	576	90	556	92
No	516	24	503	93	499	88	473	89
No Response	180		539	111	536	104	521	110

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	582	42	43	57	593	606	575
Second Tenth	392	28	47	53	544	548	517
Second Fifth	231	17	49	51	512	518	487
Final Three Fifths	188	13	48	52	482	473	456
No Response	915		45	55	522	513	498

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)	198	9	36	64	613	617	606
A (93–96)	601	28	42	58	577	585	557
A- (90–92)	498	23	46	54	542	550	518
B (80–89)	744	34	50	50	497	491	468
C (70–79)	109	5	50	50	486	461	452
D, E, or F (below 70)	8	0	50	50	541	524	529
No Response	150		45	55	531	520	509
Mean Grade Point Average	All Students: 3.54		Male: 3.48		Female: 3.58		

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	2.4	2.7	2.6	3.86	3.92	3.90
English and Language Arts	4.0	4.0	4.0	3.51	3.69	3.61
Foreign and Classical Languages	2.3	2.4	2.4	3.46	3.61	3.54
Mathematics	3.9	3.8	3.9	3.30	3.29	3.30
Natural Sciences	3.5	3.4	3.5	3.45	3.46	3.45
Social Sciences and History	3.4	3.4	3.4	3.60	3.62	3.61
Total for All Subjects	19.5	19.7	19.8			

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	Test-Takers		Percent by Gender		SAT Mean Scores			
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	193	10	45	55	553	551	530	
4 Years	1,631	81	44	56	541	541	517	
3 Years	143	7	48	52	512	519	490	
2 Years	25	1	48	52	508	497	488	
1 Year	9	0	44	56	502	501	472	
1/2 Year or Less	10	0	40	60	453	492	430	
No Response	297		55	45	542	541	522	
AP®/Honors Courses	878	44	38	62	584	575	562	
Course Work or Experience								
English/Language Arts	1,860	98	44	56	540	540	516	
Journalism	228	12	33	67	544	522	520	
Creative Writing	556	29	39	61	543	530	521	
American Literature	1,097	58	43	57	543	540	519	
Composition/Writing	1,042	55	42	58	534	533	512	
British Literature	295	15	37	63	564	543	539	
World Literature	636	33	45	55	546	539	520	
Communications	210	11	45	55	523	521	506	
Public Speaking	450	24	41	59	539	538	521	
English As Second Language	45	2	36	64	474	518	460	

Mathematics	Test-Takers		Percent by Gender		SAT Mean Scores			
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	279	14	53	47	557	586	537	
4 Years	1,278	64	43	57	546	548	522	
3 Years	377	19	42	58	512	494	484	
2 Years	59	3	41	59	502	461	478	
1 Year	4	0	25	75				
1/2 Year or Less	10	0	40	60	487	468	455	
No Response	301		54	46	540	539	520	
AP/Honors Courses	801	40	50	50	586	603	563	
Highest Level of Mathematics Achieved*								
Calculus	686	35	53	47	586	608	561	
Pre-calculus	552	28	44	56	535	538	512	
Geometry	686	35	36	64	500	480	476	
Algebra II	16	1	38	63	503	473	459	
Algebra I	16	1	31	69	428	402	385	

*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	239	12	46	54	580	598	558	
4 Years	833	42	48	52	556	558	533	
3 Years	639	32	37	63	522	515	498	
2 Years	223	11	48	52	498	491	466	
1 Year	39	2	33	67	483	488	449	
1/2 Year or Less	19	1	53	47	481	493	453	
No Response	316		54	46	541	541	521	
AP/Honors Courses	550	28	46	54	592	594	569	
Course Work or Experience								
Biology	1,892	98	44	56	540	541	516	
Chemistry	1,453	75	44	56	553	557	530	
Physics	851	44	56	44	568	582	542	
Geology, Earth, or Space Science	1,387	72	44	56	536	537	511	
Other Sciences	854	44	39	61	533	535	513	

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	119	6	47	53	557	564	541	
4 Years	808	40	45	55	547	541	521	
3 Years	862	43	43	57	537	542	513	
2 Years	168	8	48	52	512	518	487	
1 Year	27	1	22	78	499	504	480	
1/2 Year or Less	15	1	47	53	488	486	451	
No Response	309		54	46	542	540	522	
AP/Honors Courses	604	30	44	56	591	585	569	
Course Work or Experience								
U.S. History	1,884	97	44	56	540	541	515	
World History or Cultures	1,531	79	44	56	542	542	517	
U.S. Government or Civics	1,779	92	43	57	542	542	517	
Economics	307	16	51	49	553	541	524	
Geography	504	26	44	56	540	536	515	
Psychology	583	30	32	68	544	534	519	
European History	413	21	46	54	562	551	535	
Sociology	193	10	36	64	529	523	498	
Ancient History	248	13	47	53	532	521	509	
Other Courses	448	23	41	59	538	540	518	

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 Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	84	4	44	56	576	573	563
4 Years	300	15	39	61	589	585	574
3 Years	387	19	38	62	557	554	538
2 Years	864	43	47	53	529	532	503
1 Year	185	9	41	59	500	496	468
1/2 Year or Less	172	9	55	45	490	500	450
No Response	316		54	46	539	540	521
AP/Honors Courses	162	8	44	56	602	588	586
Course Work or Experience							
Chinese	20	1	50	50	554	562	537
French	322	17	31	69	555	547	533
German	218	11	45	55	562	552	530
Greek	5	0	60	40	600	572	602
Hebrew	2	0	0	100			
Italian	7	0	29	71	651	583	633
Japanese	7	0	43	57	517	534	484
Korean	4	0	50	50			
Latin	100	5	42	58	584	572	556
Russian	12	1	33	67	543	543	508
Spanish	1,272	66	45	55	537	540	516
Other Languages	53	3	32	68	576	541	542

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	214	11	42	58	576	561	550
4 Years	467	23	37	63	544	537	527
3 Years	284	14	40	60	542	531	515
2 Years	437	22	40	60	534	538	510
1 Year	509	26	54	46	530	545	501
1/2 Year or Less	84	4	58	42	489	511	465
No Response	313		55	45	543	540	522
AP/Honors Courses	132	7	36	64	581	567	556
Course Work or Experience							
Acting or Play Production	413	22	39	61	566	546	541
Art History or Appreciation	291	15	40	60	537	532	516
Dance	168	9	14	86	541	532	523
Drama: Study or Appreciation	293	16	33	67	553	535	532
Music: Study or Appreciation	219	12	44	56	559	548	538
Music Performance	1,083	57	40	60	550	548	528
Photography or Film	405	21	34	66	539	525	513
Studio Art and Design	530	28	36	64	540	540	518
None	201	11	62	38	504	518	477

Computers	Test-Takers		Percent by Gender		SAT Mean Scores		
	Course Work or Experience	Number	Pct	Male	Female	Critical Reading	Mathematics
Computer Literacy	1,292	69	44	56	541	540	514
Computer Programming	286	15	60	40	532	545	500
Word Processing	1,347	72	44	56	542	540	516
Internet Activity	973	52	43	57	539	535	514
Using Computer Graphics	751	40	47	53	538	540	512
Creating Spreadsheets/Databases	898	48	46	54	537	543	513
None	192	10	39	61	536	540	515

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
200	486	167	653	654	632

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	14	7
2	102	51
3	73	37
4 or More	11	6

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	81	618	116	63	670	86	628	88	634	89	
History and Social Studies											
U.S. History	73	658	106	65	672	81	636	91	643	85	
World History	6	600		6	655		592		652		
Mathematics											
Mathematics Level 1	52	625	107	39	631	73	648	84	612	71	
Mathematics Level 2	112	672	84	96	660	82	689	69	641	79	
Science											
Biology-E	22	639		14	659		653		644		
Biology-M	34	672	86	30	645	75	668	53	634	75	
Chemistry	55	625	103	45	660	78	687	70	641	76	
Physics	22	643		17	631		705		639		
Foreign and Classical Languages											
Chinese/Listening	1			1							
French	4			4							
French/Listening											
German											
German/Listening	1			1							
Modern Hebrew											
Italian											
Japanese/Listening											
Korean/Listening											
Latin	3			3							
Spanish	16	577		15	649		651		647		
Spanish/Listening	4			4							

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	8	10	16	22	1	17
700-740	20	25	19	26	2	33
650-690	13	16	8	11		
600-640	10	12	9	12		
550-590	7	9	8	11		
500-540	8	10	6	8		
450-490	9	11	5	7	3	50
400-440	2	2				
350-390	3	4	2	3		
300-340	1	1				
250-290						
200-240						
Total	81		73		6	
Mean	618		658		600	
SD	116		106			
75th percentile	710		740			
50th percentile	640		680			
25th percentile	520		570			

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	9	17	27	24	2	9	6	18	7	13	4	18
700-740	8	15	16	14	3	14	9	26	10	18	1	5
650-690	5	10	24	21	6	27	10	29	11	20	4	18
600-640	10	19	23	21	5	23	5	15	8	15	7	32
550-590	9	17	17	15	3	14	1	3	6	11	3	14
500-540	2	4	2	2	2	9	1	3	5	9	3	14
450-490	6	12	3	3	1	5	1	3	3	5		
400-440	1	2							5	9		
350-390	2	4					1	3				
300-340												
250-290												
200-240												
Total	52		112		22		34		55		22	
Mean	625		672		639		672		625		643	
SD	107		84				86		103			
75th percentile	710		740		670		730		700		660	
50th percentile	630		660		640		680		640		640	
25th percentile	570		600		580		610		540		570	

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	1	100	1	25								
700-740												
650-690			1	25								
600-640			1	25								
550-590												
500-540									1	100		
450-490			1	25								
400-440												
350-390												
300-340												
250-290												
200-240												
Total	1		4						1			
Mean												
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									2	13		
700-740									1	6	1	25
650-690									2	13		
600-640									2	13		
550-590							2	67	1	6	1	25
500-540							1	33	3	19	1	25
450-490									4	25	1	25
400-440									1	6		
350-390												
300-340												
250-290												
200-240												
Total							3		16		4	
Mean									577			
SD												
75th percentile												
50th percentile												
25th percentile												

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	27	1	474	498	459
Architecture and Related Services	38	2	508	550	499
Area, Ethnic, Cultural and Gender Studies	2	0			
Biological and Biomedical Sciences	118	6	563	570	537
Business Management, Marketing, and Related Support Services	142	7	506	528	490
Communication, Journalism and Related Programs	44	2	565	528	555
Computer and Information Sciences and Support Services	39	2	568	599	532
Construction Trades	0	0			
Education	102	5	517	507	503
Engineering	231	12	567	605	540
Engineering Technologies/Technicians	15	1	520	591	491
English Language and Literature/Letters	38	2	638	554	589
Family and Consumer Sciences/Human Sciences	5	0	440	468	422
Foreign Languages, Literatures, and Linguistics	33	2	600	561	588
Health Professions and Related Clinical Services	415	21	522	528	510
History	25	1	559	512	509
Legal Professions and Studies	38	2	560	544	530
Liberal Arts and Sciences, General Studies, and Humanities	26	1	565	522	537
Library Science And Administration	1	0			
Mathematics and Statistics	11	1	545	587	517
Mechanic and Repair Technologies/Technician	7	0	467	467	391
Military Technologies And Applied Sciences	7	0	531	557	504
Multi/Interdisciplinary Studies	14	1	616	607	597
Natural Resources and Conservation	22	1	533	520	499
Parks, Recreation, Leisure and Fitness Studies	10	0	470	469	456
Personal and Culinary Services	4	0			
Philosophy and Religious Studies	7	0	539	501	487
Physical Sciences	29	1	583	590	548
Precision Production	0	0			
Psychology	96	5	539	516	511
Public Administration and Social Services Professions	6	0	572	547	540
Security and Protective Services	33	2	490	495	455
Social Sciences	43	2	575	541	545
Theology and Religious Vocations	6	0	580	545	535
Transportation and Materials Moving	1	0			
Visual and Performing Arts	171	9	546	523	520
Other	29	1	509	511	476
Undecided	171	9	565	561	538
Degree-Level Goal					
Certificate Program	20	1	456	478	419
Associate Degree	30	1	470	450	420
Bachelor's Degree	701	34	518	518	494
Master's Degree	541	26	545	550	520
Doctoral or Related Degree	399	19	576	580	557
Other	9	0	484	479	446
Undecided	385	18	536	529	509

College Plans

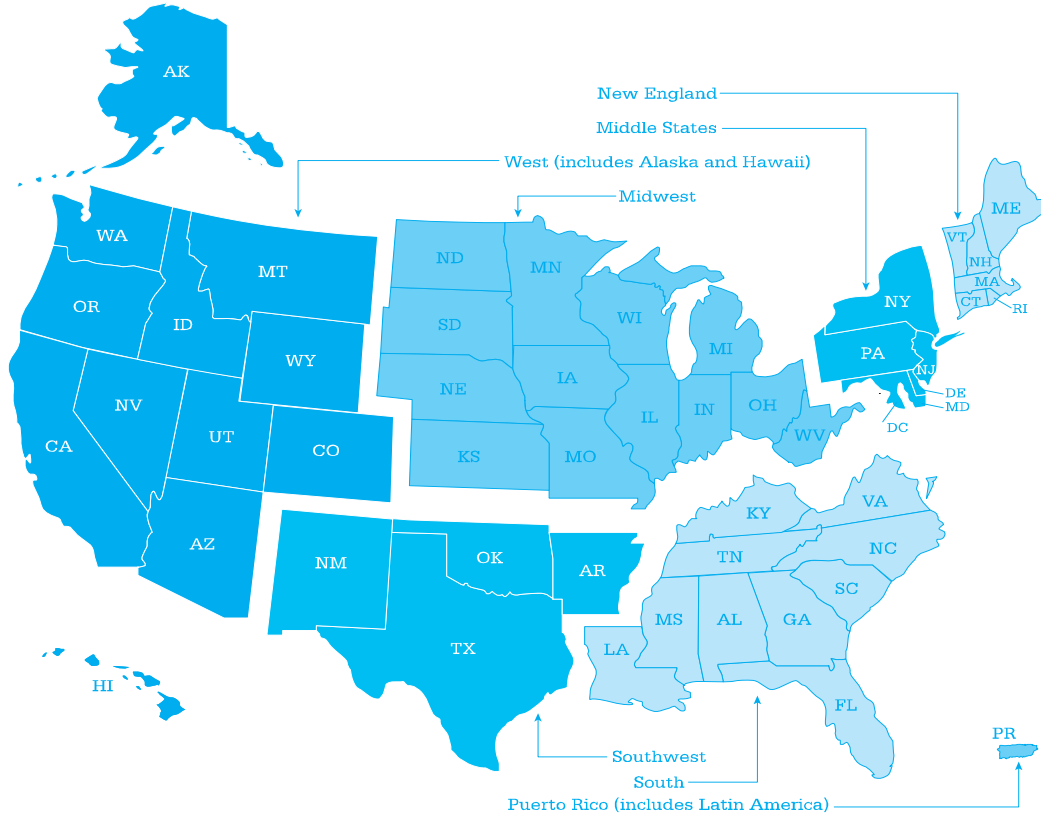
Table 27: Institutions That Received the Most SAT Program Score Reports from Your Students

Of the 2,341 students from your state who took the SAT and/or an SAT Subject Test, 1,535 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 674 institutions received score reports from your students.

Institution	State	Type	Number of Students	Percent of Score Senders*
MONTANA STATE UNIVERSITY	MT	Public	789	51.4
UNIVERSITY OF MONTANA	MT	Public	523	34.1
CARROLL COLLEGE MONTANA	MT	Private	158	10.3
UNIVERSITY OF WASHINGTON	WA	Public	104	6.8
MONTANA TECH OF UNIVERSITY MONTANA	MT	Public	93	6.1
STANFORD UNIVERSITY	CA	Private	78	5.1
MONTANA STATE UNIVERSITY BILLINGS	MT	Public	77	5.0
UNIVERSITY OF OREGON	OR	Public	74	4.8
NCAA ELIGIBILITY CENTER	IN	Public	72	4.7
GONZAGA UNIVERSITY	WA	Private	72	4.7
MONTANA AGATE	MT	Scholarship	64	4.2
WASHINGTON STATE UNIVERSITY	WA	Public	63	4.1
NATIONAL MERIT SCHOLARSHIP CORPORATION	IL	Scholarship	57	3.7
ROCKY MOUNTAIN COLLEGE	MT	Private	55	3.6
UNIVERSITY OF MONTANA WESTERN	MT	Public	52	3.4
HARVARD UNDERGRADUATE ADMISSIONS	MA	Private	47	3.1
UNIVERSITY OF COLORADO BOULDER	CO	Public	46	3.0
WESTERN WASHINGTON UNIVERSITY	WA	Public	44	2.9
WHITWORTH UNIVERSITY	WA	Private	41	2.7
DARTMOUTH COLLEGE	NH	Private	39	2.5
ARIZONA STATE UNIVERSITY	AZ	Public	37	2.4
FLATHEAD VALLEY COMMUNITY COLLEGE	MT	Public	37	2.4
PACIFIC LUTHERAN UNIVERSITY	WA	Private	36	2.3
UNIVERSITY OF IDAHO	ID	Public	35	2.3
BOISE STATE UNIVERSITY	ID	Public	35	2.3
PRINCETON UNIVERSITY	NJ	Private	34	2.2
UNIVERSITY OF PUGET SOUND	WA	Private	34	2.2
EASTERN WASHINGTON UNIVERSITY	WA	Public	33	2.1
OREGON STATE UNIVERSITY	OR	Public	32	2.1
COLORADO STATE UNIVERSITY FT COLLINS	CO	Public	32	2.1
PORTLAND STATE UNIVERSITY	OR	Public	32	2.1
YALE UNIVERSITY	CT	Private	32	2.1
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	MA	Private	31	2.0
UNIVERSITY OF CALIFORNIA BERKELEY	CA	Public	31	2.0
UNIVERSITY OF PORTLAND	OR	Private	31	2.0
SEATTLE UNIVERSITY	WA	Private	30	2.0
WILLAMETTE UNIVERSITY	OR	Private	30	2.0
UNIVERSITY OF SOUTHERN CALIFORNIA	CA	Private	28	1.8
CORNELL UNIVERSITY	NY	Private	28	1.8
BRIGHAM YOUNG UNIVERSITY	UT	Private	28	1.8
BROWN UNIVERSITY	RI	Private	28	1.8
COLUMBIA UNIVERSITY UNDERGRADUATE ADMISSIONS	NY	Private	27	1.8
UNIVERSITY OF GREAT FALLS	MT	Private	27	1.8
UNIVERSITY WYOMING	WY	Public	27	1.8
BRIGHAM YOUNG UNIVERSITY	ID	Private	26	1.7

*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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