



2013 College-Bound Seniors

# State Profile Report



SOUTH DAKOTA

## Included in This Report

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[SAT<sup>®</sup> Data](#)

[SAT Subject Tests<sup>™</sup> Data](#)

[Demographic and Academic Information](#)

[College Plans](#)

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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<sup>®</sup> or SAT Subject Tests<sup>™</sup> 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](mailto: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](http://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](http://www.collegeboard.org).

# Total Group Mean SAT Scores

## College-Bound Seniors, 1972–2013

<b>Year</b>	<b>Critical Reading</b>			<b>Mathematics</b>			<b>Writing</b>		
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
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](http://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	262	592	113	601	113	567	109	57.6	11.3	7.4	1.5

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	124	612	113	639	110	583	111	59.4	11.0	7.5	1.6
Female	138	573	108	567	106	553	106	56.0	11.2	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)	140	587	114	594	114	568	113	57.4	11.6	7.5	1.4
Junior (2011-2012)	120	597	112	609	113	567	104	58.0	10.7	7.3	1.5
Sophomore (2010-2011)	1										
Freshman (2009-2010)	1										
Total	262	592	113	601	113	567	109	57.6	11.3	7.4	1.5

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	650	570	600	560
50th	600	600	570	490	510	480
25th	510	520	490	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](http://www.collegeboard.org/sat-skills).

SAT Score Range	Critical Reading			Mathematics			Writing		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
700–800	27	18	45	47	18	65	19	15	34
600-690	47	41	88	33	36	69	37	32	69
500-590	32	42	74	32	55	87	45	49	94
400-490	12	31	43	9	20	29	17	32	49
300-390	4	6	10	3	8	11	5	10	15
200-290	2		2		1	1	1		1

### Table 7: Type of High School

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Public	210	86	50	50	598	607	573
Religiously Affiliated	33	14	36	64	554	607	553
Independent		0					
Other or Unknown	19		42	58	583	527	521

### 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	6	2	605		632		555	
Nonstandard Conditions	1	0						

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	3	506		493		481	
Asian, Asian American, or Pacific Islander	20	8	555		666		565	
Black or African American	5	2	634		596		650	
Mexican or Mexican American	4	2						
Puerto Rican	0	0						
Other Hispanic, Latino, or Latin American	4	2						
White	213	81	600	104	599	115	569	107
Other	6	2	565		595		592	
No Response	3	1						
Total	262	100	592	113	601	113	567	109

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	3	1						
Asian, Asian American, or Pacific Islander	11	4	545		687		566	
Black or African American	1	0						
Mexican or Mexican American	1	0						
Puerto Rican	0	0						
Other Hispanic, Latino, or Latin American	2	1						
White	103	39	621	105	637	109	585	110
Other	2	1						
No Response	1	0						
Total	124	47	612	113	639	110	583	111

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	4	2						
Asian, Asian American, or Pacific Islander	9	3	566		640		562	
Black or African American	4	2						
Mexican or Mexican American	3	1						
Puerto Rican	0	0						
Other Hispanic, Latino, or Latin American	2	1						
White	110	42	580	99	563	108	553	102
Other	4	2						
No Response	2	1						
Total	138	53	573	108	567	106	553	106

## 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	262	100	592	113	601	113	567	109
<b>First Language Learned</b>								
English	221	86	598	106	597	115	567	108
English and Another	20	8	545		594		556	
Another Language	17	7	571		669		588	
No Response	4							
<b>Citizenship</b>								
U.S. Citizen / U.S. National	239	95	601	107	600	114	573	106
U.S. Permanent Resident or Refugee	4	2						
Citizen of Another Country	9	4	457		618		497	
Other, Unknown, or No Response	10		520		586		493	
<b>Plans to Apply for Financial Aid</b>								
Yes	190	80	597	110	598	114	568	107
No	14	6	592		621		611	
Don't Know	33	14	576	121	612	99	559	121
No Response	25		567	110	595	117	543	100
<b>Family Income</b>								
\$0 - \$20,000	10	6	517		518		504	
\$20,000–\$40,000	21	12	535		533		520	
\$40,000–\$60,000	25	15	603	103	592	111	571	96
\$60,000–\$80,000	36	21	593	117	588	127	564	107
\$80,000–\$100,000	27	16	587	104	609	118	568	98
\$100,000–\$120,000	18	11	616		630		565	
\$120,000–\$140,000	5	3	582		568		532	
\$140,000–\$160,000	5	3	640		662		620	
\$160,000–\$200,000	6	4	550		578		512	
More than \$200,000	17	10	661		652		608	
No Response	92		593	119	615	105	579	113
<b>Highest Level of Parental Education</b>								
No High School Diploma	2	1						
High School Diploma	35	14	551	103	531	114	518	100
Associate Degree	16	6	508		516		496	
Bachelor's Degree	116	46	588	108	601	115	560	106
Graduate Degree	85	33	638	97	649	88	619	90
No Response	8		536		588		501	
<b>Took the PSAT/NMSQT®</b>								
Yes, As a Junior	111	44	597	113	616	106	574	105
Yes, As a Sophomore or Younger	25	10	561	70	573	92	539	71
Yes, As a Junior and As a Sophomore or Younger	56	22	670	76	671	80	644	92
No	58	23	528	111	524	106	499	93
No Response	12		542		560		524	

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	122	63	52	48	646	660	625
Second Tenth	43	22	42	58	590	593	552
Second Fifth	15	8	33	67	537	534	492
Final Three Fifths	14	7	57	43	501	514	455
No Response	68		43	57	526	533	513

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)	70	28	53	47	672	683	652
A (93–96)	104	42	42	58	600	605	575
A- (90–92)	35	14	51	49	536	566	514
B (80–89)	33	13	42	58	513	517	479
C (70–79)	5	2	60	40	450	460	452
D, E, or F (below 70)	2	1	100	0			
No Response	13		46	54	527	515	495
<b>Mean Grade Point Average</b>	<b>All Students: 3.86</b>		<b>Male: 3.85</b>		<b>Female: 3.88</b>		

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	2.9	2.8	3.87	3.95	3.91
English and Language Arts	4.1	4.0	4.0	3.72	3.83	3.78
Foreign and Classical Languages	2.7	2.8	2.8	3.65	3.73	3.70
Mathematics	4.4	4.1	4.3	3.72	3.57	3.64
Natural Sciences	4.0	4.0	4.0	3.76	3.74	3.75
Social Sciences and History	3.6	3.7	3.6	3.77	3.85	3.81
<b>Total for All Subjects</b>	<b>21.3</b>	<b>21.5</b>	<b>21.5</b>			

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

<b>English and Language Arts</b>	<b>Test-Takers</b>		<b>Percent by Gender</b>		<b>SAT Mean Scores</b>			
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	39	16	64	36	667	676	632	
4 Years	176	74	44	56	590	595	563	
3 Years	16	7	25	75	548	540	554	
2 Years	6	3	83	17	513	572	522	
1 Year		0						
1/2 Year or Less	2	1	50	50				
No Response	23		52	48	542	581	521	
AP®/Honors Courses	130	54	45	55	639	639	614	
<b>Course Work or Experience</b>								
English/Language Arts	220	97	47	53	599	604	574	
Journalism	32	14	34	66	559	595	548	
Creative Writing	66	29	35	65	567	561	531	
American Literature	169	74	46	54	603	607	576	
Composition/Writing	155	68	49	51	595	601	568	
British Literature	75	33	43	57	603	599	581	
World Literature	86	38	48	52	599	604	574	
Communications	32	14	47	53	562	588	568	
Public Speaking	159	70	48	52	611	620	587	
English As Second Language	11	5	55	45	520	630	548	

<b>Mathematics</b>	<b>Test-Takers</b>		<b>Percent by Gender</b>		<b>SAT Mean Scores</b>			
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	106	44	61	39	638	669	611	
4 Years	107	45	34	66	572	558	546	
3 Years	21	9	38	62	528	519	517	
2 Years	3	1	67	33				
1 Year		0						
1/2 Year or Less	3	1	33	67				
No Response	22		55	45	552	585	527	
AP/Honors Courses	125	52	56	44	639	666	615	
<b>Highest Level of Mathematics Achieved*</b>								
Calculus	126	54	54	46	638	664	611	
Pre-calculus	61	26	41	59	563	554	543	
Geometry	37	16	30	70	546	500	517	
Algebra II	2	1	50	50				
Algebra I		0						

\*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
More Than 4 Years	62	26	63	37	633	670	612
4 Years	137	57	38	62	585	583	559
3 Years	29	12	38	62	591	573	556
2 Years	7	3	86	14	587	580	593
1 Year	1	0	100	0			
1/2 Year or Less	3	1	67	33			
No Response	23		57	43	542	573	517
AP/Honors Courses	113	47	50	50	646	656	621
<b>Course Work or Experience</b>							
Biology	222	97	47	53	597	603	574
Chemistry	218	96	47	53	600	605	576
Physics	154	68	55	45	614	635	593
Geology, Earth, or Space Science	94	41	53	47	575	589	547
Other Sciences	118	52	37	63	581	584	558

Social Sciences and History	Test-Takers		Percent by Gender		SAT Mean Scores		
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics
More Than 4 Years	26	11	58	42	628	630	584
4 Years	125	53	42	58	594	597	566
3 Years	70	29	44	56	595	609	579
2 Years	10	4	70	30	613	624	608
1 Year	4	2	50	50			
1/2 Year or Less	3	1	67	33			
No Response	24		58	42	560	587	537
AP/Honors Courses	114	48	49	51	654	654	626
<b>Course Work or Experience</b>							
U.S. History	216	96	47	53	600	607	577
World History or Cultures	202	90	46	54	600	605	576
U.S. Government or Civics	207	92	47	53	603	608	579
Economics	132	59	48	52	609	614	580
Geography	201	89	47	53	598	607	576
Psychology	95	42	43	57	611	623	577
European History	39	17	51	49	579	586	554
Sociology	44	20	41	59	590	582	571
Ancient History	32	14	41	59	606	577	558
Other Courses	33	15	61	39	599	617	578

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	21	9	48	52	662	677	646
4 Years	50	21	38	62	625	626	603
3 Years	51	21	47	53	604	610	581
2 Years	97	41	54	46	584	595	554
1 Year	11	5	27	73	494	513	475
1/2 Year or Less	8	3	50	50	446	446	440
No Response	24		50	50	556	578	527
AP/Honors Courses	31	13	35	65	661	669	644
<b>Course Work or Experience</b>							
Chinese	4	2	75	25			
French	32	14	44	56	603	581	581
German	36	16	58	42	604	579	563
Greek		0					
Hebrew		0					
Italian		0					
Japanese		0					
Korean		0					
Latin	9	4	67	33	666	610	638
Russian		0					
Spanish	151	67	45	55	604	618	584
Other Languages	6	3	17	83	510	503	470

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

<b>Arts and Music</b>	<b>Test-Takers</b>		<b>Percent by Gender</b>		<b>SAT Mean Scores</b>		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
<b>Years of Study</b>							
More Than 4 Years	25	10	40	60	653	656	622
4 Years	74	31	39	61	604	604	589
3 Years	26	11	38	62	572	555	561
2 Years	55	23	55	45	573	609	538
1 Year	49	21	53	47	601	603	572
1/2 Year or Less	10	4	60	40	523	531	504
No Response	23		57	43	560	587	529
AP/Honors Courses	13	5	62	38	656	656	634
<b>Course Work or Experience</b>							
Acting or Play Production	57	26	35	65	592	594	566
Art History or Appreciation	27	12	30	70	560	557	537
Dance	22	10	14	86	553	537	531
Drama: Study or Appreciation	47	21	36	64	589	581	565
Music: Study or Appreciation	31	14	45	55	616	622	596
Music Performance	139	63	45	55	625	617	601
Photography or Film	45	20	27	73	548	554	519
Studio Art and Design	52	24	38	62	590	608	566
None	14	6	71	29	569	573	521

<b>Computers</b>	<b>Test-Takers</b>		<b>Percent by Gender</b>		<b>SAT Mean Scores</b>		
<b>Course Work or Experience</b>	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Computer Literacy	155	70	47	53	600	606	575
Computer Programming	39	18	64	36	582	620	557
Word Processing	143	65	47	53	605	605	577
Internet Activity	116	53	52	48	607	606	577
Using Computer Graphics	96	44	47	53	592	605	564
Creating Spreadsheets/Databases	103	47	50	50	597	611	566
None	15	7	33	67	546	556	534

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
79	201	53	665	688	647

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	3	4
2	45	57
3	24	30
4 or More	7	9

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		Mean	SD	Mean	SD	Mean	SD	
<b>English</b>											
Literature	29	659	88	19	676		652		648		
<b>History and Social Studies</b>											
U.S. History	21	660		12	679		656		617		
World History	3			1							
<b>Mathematics</b>											
Mathematics Level 1	26	674	73	17	652		675		643		
Mathematics Level 2	48	715	74	33	678	100	722	46	656	73	
<b>Science</b>											
Biology-E	4			2							
Biology-M	14	686		9	680		679		653		
Chemistry	29	686	90	20	697		722		671		
Physics	18	704		14	646		718		623		
<b>Foreign and Classical Languages</b>											
Chinese/Listening	1			1							
French	1										
French/Listening											
German											
German/Listening	1			1							
Modern Hebrew											
Italian											
Japanese/Listening											
Korean/Listening	1			1							
Latin	1			1							
Spanish	4			2							
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	4	14	5	24		
700-740	7	24	5	24	2	67
650-690	6	21	3	14		
600-640	4	14	2	10	1	33
550-590	5	17	3	14		
500-540	1	3				
450-490	2	7	3	14		
400-440						
350-390						
300-340						
250-290						
200-240						
Total	29		21		3	
Mean	659		660			
SD	88					
75th percentile	730		730			
50th percentile	650		650			
25th percentile	580		580			

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	5	19	20	42	2	50	6	43	9	31	7	39
700-740	6	23	10	21			2	14	6	21	3	17
650-690	7	27	8	17	2	50	2	14	3	10	3	17
600-640	5	19	6	13					5	17	3	17
550-590			4	8			1	7	3	10	2	11
500-540	3	12					2	14	3	10		
450-490							1	7				
400-440												
350-390												
300-340												
250-290												
200-240												
Total	26		48		4		14		29		18	
Mean	674		715				686		686		704	
SD	73		74						90			
75th percentile	730		780						750			
50th percentile	680		720						690			
25th percentile	620		670						620			

## 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										
700-740												
650-690												
600-640												
550-590												
500-540			1	100								
450-490									1	100		
400-440												
350-390												
300-340												
250-290												
200-240												
Total	1		1						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					1	100						
700-740									1	25		
650-690							1	100	1	25		
600-640									1	25		
550-590												
500-540												
450-490									1	25		
400-440												
350-390												
300-340												
250-290												
200-240												
Total					1		1		4			
Mean												
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	1	0			
Architecture and Related Services	2	1			
Area, Ethnic, Cultural and Gender Studies	0	0			
Biological and Biomedical Sciences	25	11	625	628	603
Business Management, Marketing, and Related Support Services	18	8	555	593	534
Communication, Journalism and Related Programs	8	3	571	571	588
Computer and Information Sciences and Support Services	4	2			
Construction Trades	0	0			
Education	9	4	562	520	526
Engineering	37	16	635	665	585
Engineering Technologies/Technicians	0	0			
English Language and Literature/Letters	7	3	596	560	580
Family and Consumer Sciences/Human Sciences	0	0			
Foreign Languages, Literatures, and Linguistics	3	1			
Health Professions and Related Clinical Services	42	18	565	590	552
History	2	1			
Legal Professions and Studies	4	2			
Liberal Arts and Sciences, General Studies, and Humanities	2	1			
Library Science And Administration	0	0			
Mathematics and Statistics	2	1			
Mechanic and Repair Technologies/Technician	0	0			
Military Technologies And Applied Sciences	2	1			
Multi/Interdisciplinary Studies	3	1			
Natural Resources and Conservation	0	0			
Parks, Recreation, Leisure and Fitness Studies	0	0			
Personal and Culinary Services	1	0			
Philosophy and Religious Studies	0	0			
Physical Sciences	12	5	647	642	613
Precision Production	0	0			
Psychology	5	2	570	520	574
Public Administration and Social Services Professions	1	0			
Security and Protective Services	2	1			
Social Sciences	6	3	642	603	637
Theology and Religious Vocations	0	0			
Transportation and Materials Moving	0	0			
Visual and Performing Arts	13	6	572	553	552
Other	1	0			
Undecided	18	8	630	668	617
<b>Degree-Level Goal</b>					
Certificate Program	3	1			
Associate Degree	0	0			
Bachelor's Degree	45	19	551	535	515
Master's Degree	51	22	573	585	555
Doctoral or Related Degree	95	40	633	647	610
Other	2	1			
Undecided	40	17	586	589	557

## College Plans

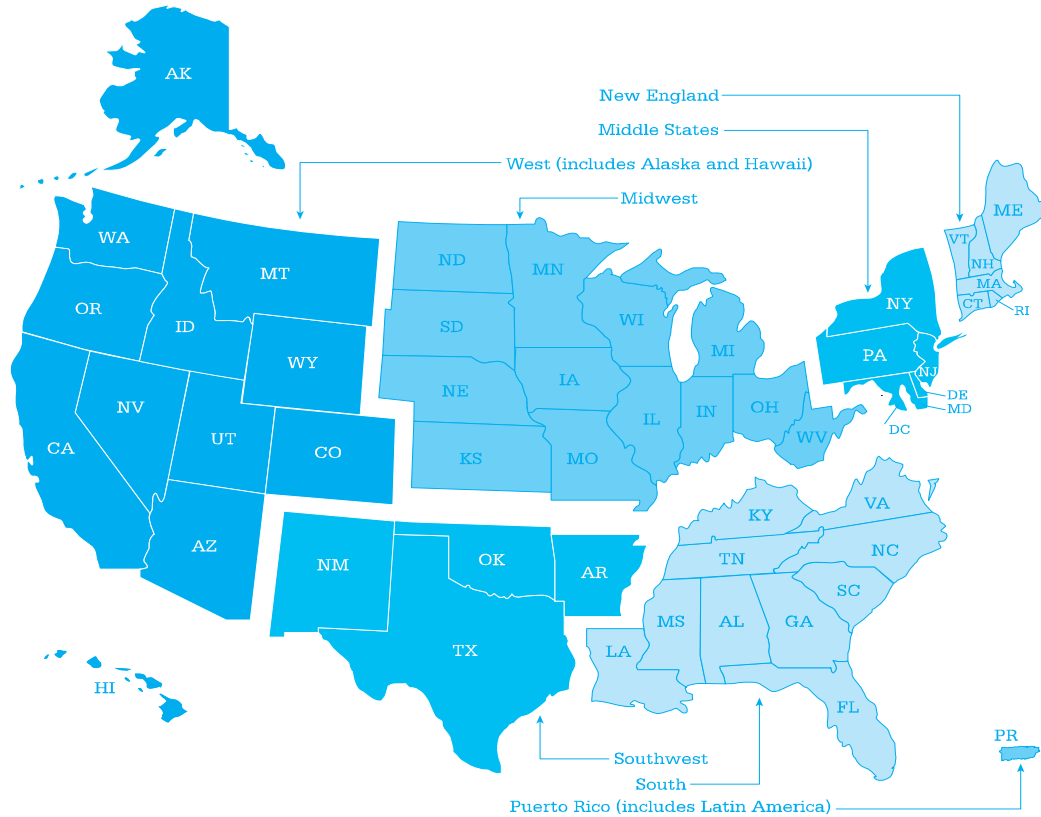
### Table 27: Institutions That Received the Most SAT Program Score Reports from Your Students

Of the 288 students from your state who took the SAT and/or an SAT Subject Test, 190 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 238 institutions received score reports from your students.

Institution	State	Type	Number of Students	Percent of Score Senders*
NATIONAL MERIT SCHOLARSHIP CORPORATION	IL	Scholarship	42	22.1
UNIVERSITY OF MINNESOTA TWIN CITIES	MN	Public	40	21.1
HARVARD UNDERGRADUATE ADMISSIONS	MA	Private	29	15.3
STANFORD UNIVERSITY	CA	Private	29	15.3
SOUTH DAKOTA STATE UNIVERSITY	SD	Public	28	14.7
SOUTH DAKOTA SCHOOL OF MINES AND TECH	SD	Public	23	12.1
UNIVERSITY OF SOUTH DAKOTA VERMILLION	SD	Public	22	11.6
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	MA	Private	19	10.0
UNIVERSITY OF NEBRASKA LINCOLN	NE	Public	19	10.0
UNIVERSITY OF CHICAGO	IL	Private	18	9.5
AUGUSTANA COLLEGE	SD	Private	16	8.4
COLUMBIA UNIVERSITY UNDERGRADUATE ADMISSIONS	NY	Private	14	7.4
YALE UNIVERSITY	CT	Private	14	7.4
PRINCETON UNIVERSITY	NJ	Private	14	7.4
CORNELL UNIVERSITY	NY	Private	13	6.8
NORTHWESTERN UNIVERSITY	IL	Private	12	6.3
BROWN UNIVERSITY	RI	Private	11	5.8
CARNEGIE MELLON UNIVERSITY	PA	Private	11	5.8
DUKE UNIVERSITY	NC	Private	10	5.3
BOSTON UNIVERSITY	MA	Private	10	5.3
BLACK HILLS STATE UNIVERSITY	SD	Public	10	5.3
IOWA STATE UNIVERSITY	IA	Public	9	4.7
UNIVERSITY OF MICHIGAN ANN ARBOR	MI	Public	9	4.7
UNIVERSITY OF ILLINOIS URBANA	IL	Public	8	4.2
DARTMOUTH COLLEGE	NH	Private	8	4.2
NEW YORK UNIVERSITY	NY	Private	8	4.2
UNIVERSITY OF WISCONSIN MADISON	WI	Public	8	4.2
UNIVERSITY OF SIOUX FALLS	SD	Private	8	4.2
WASHINGTON UNIVERSITY	MO	Private	8	4.2
UNIVERSITY OF CALIFORNIA BERKELEY	CA	Public	8	4.2
JOHNS HOPKINS UNIVERSITY UNDERGRADUATE ADMISSIONS	MD	Private	8	4.2
UNIVERSITY OF WASHINGTON	WA	Public	7	3.7
UNIVERSITY OF PENNSYLVANIA UNDERGRADUATE ADMISSIONS	PA	Private	7	3.7
CALIFORNIA INSTITUTE OF TECHNOLOGY	CA	Private	7	3.7
NORTH CAROLINA STATE UNIVERSITY RALEIGH	NC	Public	7	3.7
GEORGETOWN UNIVERSITY	DC	Private	7	3.7
SAINT OLAF COLLEGE	MN	Private	7	3.7
UNIVERSITY OF SOUTHERN CALIFORNIA	CA	Private	7	3.7
CREIGHTON UNIVERSITY	NE	Private	6	3.2
VANDERBILT UNIVERSITY	TN	Private	6	3.2
INDIANA UNIVERSITY BLOOMINGTON	IN	Public	6	3.2
NORTHWESTERN UNIVERSITY'S MIDWEST ACADEMIC TRUST	IL	Scholarship	6	3.2
BOSTON COLLEGE	MA	Private	5	2.6
GEORGIA INSTITUTE OF TECHNOLOGY	GA	Public	5	2.6
MONTANA STATE UNIVERSITY	MT	Public	5	2.6

\*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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