

SAT[®]

2014 College-Bound Seniors

State Profile Report



IOWA

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 2014 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 Oct. 7, 2014 when the College Board will make state and total group-level data and information publicly available.** 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 2014 includes students who tested through June 2014.

Using This Report

College-Bound Seniors presents data on high school graduates in the year 2014 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, 1972–2014

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
2014	499	495	497	530	499	513	481	492	487

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 2000–2014, 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 2014. Information is summarized for seniors who took the SAT at any time during their high school years through June 2014. If a student took the test more than once, the most recent score is used.

Table 1: Overall Mean Scores

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing *		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Total	1,041	605	113	611	109	578	110	58.8	11.4	7.4	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	496	612	113	635	107	575	114	58.8	11.6	7.3	1.5
Female	545	600	111	590	107	580	107	58.8	11.2	7.6	1.3

Table 3: Year in Which Seniors Last Took the SAT

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

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Senior (2013-2014)	551	600	122	607	118	572	120	58.2	12.4	7.4	1.5
Junior (2012-2013)	462	613	100	615	99	586	98	59.6	10.2	7.5	1.3
Sophomore (2011-2012)	18	621		650		593		61.1		7.3	
Freshman (2010-2011)	10	548		571		516		52.9		7.1	
Total	1,041	605	113	611	109	578	110	58.8	11.4	7.4	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	1,672,395	497	115	513	120	487	115	48.9	11.6	7.0	1.7

*Writing data are based on students who took the current version of the SAT, first administered in March 2005. All students in the 2014 cohort took the SAT writing section. The writing section contains one essay (30 percent of the total score) and 49 multiple-choice questions (70 percent of the total score). Essay scores range from 2-12, with a very small percentage of students (less than 0.3 percent) receiving scores of 0 on the essay, for essays written completely off topic. Multiple-choice scores range from 20 to 80.

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

SAT Data

Table 5: Percentiles for State and Total Group

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

SAT Percentile	State			Total Group		
	Critical Reading	Mathematics	Writing	Critical Reading	Mathematics	Writing
75th	680	690	660	570	600	560
50th	610	620	590	490	510	480
25th	530	540	500	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	104	110	214	157	89	246	70	73	143
600-690	185	175	360	183	187	370	156	187	343
500-590	135	172	307	100	172	272	163	162	325
400-490	51	64	115	42	69	111	72	96	168
300-390	14	22	36	12	26	38	27	25	52
200-290	7	2	9	2	2	4	8	2	10

Table 7: Type of High School

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Public	806	82	47	53	617	623	589
Religiously Affiliated	139	14	45	55	571	574	549
Independent	37	4	62	38	531	579	525
Other or Unknown	59		51	49	578	556	533

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	36	3	646	99	617	112	589	107
Nonstandard Conditions	3	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	3	0						
Asian, Asian American, or Pacific Islander	153	15	572	141	647	113	575	135
Black or African American	37	4	511	117	526	121	498	106
Mexican or Mexican American	15	1	555		543		553	
Puerto Rican	3	0						
Other Hispanic, Latino, or Latin American	28	3	596	89	604	105	591	94
White	744	71	618	102	612	104	583	103
Other	35	3	624	130	610	120	592	132
No Response	23	2	599		587		550	
Total	1,041	100	605	113	611	109	578	110

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	1	0						
Asian, Asian American, or Pacific Islander	72	7	570	149	668	110	561	142
Black or African American	14	1	521		539		489	
Mexican or Mexican American	2	0						
Puerto Rican	2	0						
Other Hispanic, Latino, or Latin American	14	1	603		614		591	
White	369	35	624	101	633	100	581	107
Other	12	1	624		642		577	
No Response	10	1	585		600		542	
Total	496	48	612	113	635	107	575	114

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	2	0						
Asian, Asian American, or Pacific Islander	81	8	574	133	628	111	588	127
Black or African American	23	2	504		519		503	
Mexican or Mexican American	13	1	537		514		533	
Puerto Rican	1	0						
Other Hispanic, Latino, or Latin American	14	1	590		593		591	
White	375	36	612	103	590	103	585	100
Other	23	2	624		594		600	
No Response	13	1	609		576		555	
Total	545	52	600	111	590	107	580	107

Demographic Information

SAT: Student Background Information and Characteristics

Table 12: Student Background Information and Characteristics

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

SAT	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
All Test-Takers	1,041	100	605	113	611	109	578	110
First Language Learned								
English	832	81	616	102	610	106	583	103
English and Another	94	9	607	108	637	100	596	113
Another Language	96	9	520	153	607	137	529	149
No Response	19		555		581		522	
Citizenship								
U.S. Citizen / U.S. National	928	92	620	100	616	105	588	102
U.S. Permanent Resident or Refugee	28	3	575	137	616	130	590	134
Citizen of Another Country	56	6	450	119	583	129	462	117
Other, Unknown, or No Response	29		477	132	518	131	458	126
Plans to Apply for Financial Aid								
Yes	710	76	614	105	613	107	581	105
No	66	7	598	129	625	93	584	122
Don't Know	153	16	595	116	608	113	581	113
No Response	112		572	136	594	124	548	127
Family Income								
\$0 - \$20,000	21	3	508		553		512	
\$20,000–\$40,000	53	7	543	105	542	120	521	113
\$40,000–\$60,000	94	13	578	114	565	117	530	105
\$60,000–\$80,000	97	13	594	106	581	103	555	103
\$80,000–\$100,000	123	17	615	101	619	109	587	109
\$100,000–\$120,000	122	17	626	104	634	100	597	96
\$120,000–\$140,000	49	7	632	104	621	118	597	103
\$140,000–\$160,000	44	6	621	84	647	87	596	103
\$160,000–\$200,000	45	6	622	94	641	99	595	79
More than \$200,000	84	11	632	119	642	91	612	109
No Response	309		607	116	619	105	586	114
Highest Level of Parental Education								
No High School Diploma	6	1	352		507		343	
High School Diploma	107	11	535	118	544	119	503	115
Associate Degree	59	6	542	96	557	112	520	99
Bachelor's Degree	361	36	600	97	602	100	567	93
Graduate Degree	481	47	641	105	644	99	618	103
No Response	27		518	122	557	113	489	99
Took the PSAT/NMSQT®								
Yes, As a Junior	373	38	623	105	622	103	597	101
Yes, As a Sophomore or Younger	136	14	600	95	596	100	564	92
Yes, As a Junior and As a Sophomore or Younger	262	27	665	87	666	86	637	88
No	210	21	526	102	546	109	498	101
No Response	60		526	127	565	116	510	119

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	398	67	51	49	643	660	623
Second Tenth	133	22	45	55	574	593	547
Second Fifth	37	6	59	41	559	584	536
Final Three Fifths	30	5	47	53	511	470	447
No Response	443		44	56	591	585	559

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)	211	21	53	47	664	674	647
A (93–96)	410	41	44	56	626	634	600
A- (90–92)	175	18	43	57	593	599	568
B (80–89)	167	17	49	51	523	523	483
C (70–79)	24	2	67	33	515	474	455
D, E, or F (below 70)	1	0	100	0			
No Response	53		58	42	557	570	520
Mean Grade Point Average	All Students: 3.82		Male: 3.81		Female: 3.83		

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	2.7	2.9	2.8	3.88	3.94	3.91
English and Language Arts	4.1	4.1	4.1	3.73	3.87	3.81
Foreign and Classical Languages	3.5	3.5	3.5	3.70	3.79	3.75
Mathematics	4.2	4.1	4.2	3.67	3.64	3.65
Natural Sciences	3.9	3.8	3.9	3.75	3.72	3.73
Social Sciences and History	3.8	3.8	3.8	3.79	3.81	3.80
Total for All Subjects	22.2	22.2	22.3			

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

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	185	21	43	57	614	622	592	
4 Years	624	69	50	50	618	619	589	
3 Years	68	8	43	57	563	561	522	
2 Years	17	2	35	65	544	569	516	
1 Year	4	0	25	75				
1/2 Year or Less	4	0	75	25				
No Response	139		49	51	573	597	551	
AP@/Honors Courses	503	56	43	57	649	646	624	
Course Work or Experience								
English/Language Arts	834	97	47	53	614	615	585	
Journalism	120	14	35	65	611	600	589	
Creative Writing	222	26	44	56	597	592	569	
American Literature	537	63	47	53	612	615	584	
Composition/Writing	566	66	47	53	603	606	575	
British Literature	223	26	45	55	631	633	605	
World Literature	300	35	46	54	612	606	585	
Communications	137	16	49	51	587	586	557	
Public Speaking	395	46	43	57	604	602	578	
English As Second Language	43	5	51	49	466	591	480	
Mathematics								
Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing	
More Than 4 Years	305	34	56	44	637	662	612	
4 Years	476	53	44	56	606	603	579	
3 Years	100	11	39	61	565	535	524	
2 Years	10	1	40	60	540	568	514	
1 Year	5	1	40	60	514	502	514	
1/2 Year or Less	7	1	43	57	497	493	429	
No Response	138		49	51	578	595	555	
AP/Honors Courses	496	55	49	51	655	668	630	
Highest Level of Mathematics Achieved*								
Calculus	544	62	51	49	646	666	623	
Pre-calculus	179	20	42	58	573	563	538	
Geometry	131	15	40	60	528	486	488	
Algebra II	12	1	58	42	623	574	579	
Algebra I	8	1	50	50	438	374	429	

*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	215	24	52	48	637	659	613
4 Years	457	51	48	52	619	618	591
3 Years	169	19	41	59	581	570	549
2 Years	25	3	48	52	550	534	506
1 Year	17	2	47	53	545	583	535
1/2 Year or Less	14	2	50	50	493	503	456
No Response	144		49	51	572	594	548
AP/Honors Courses	442	49	47	53	655	665	631
Course Work or Experience							
Biology	827	96	47	53	612	615	584
Chemistry	820	96	47	53	615	619	587
Physics	664	77	51	49	627	637	601
Geology, Earth, or Space Science	384	45	45	55	598	599	570
Other Sciences	370	43	43	57	597	594	569

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	144	16	47	53	631	627	604
4 Years	483	54	49	51	618	617	590
3 Years	225	25	44	56	593	605	565
2 Years	30	3	50	50	588	609	549
1 Year	9	1	44	56	537	608	528
1/2 Year or Less	9	1	44	56	469	461	418
No Response	141		49	51	574	596	551
AP/Honors Courses	454	50	46	54	655	656	630
Course Work or Experience							
U.S. History	822	96	47	53	614	615	585
World History or Cultures	673	78	47	53	611	611	582
U.S. Government or Civics	786	91	47	53	615	618	588
Economics	558	65	49	51	614	617	587
Geography	233	27	44	56	585	579	558
Psychology	418	49	40	60	620	620	594
European History	242	28	47	53	641	628	612
Sociology	194	23	44	56	590	577	561
Ancient History	112	13	49	51	589	574	553
Other Courses	166	19	48	52	607	600	583

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	137	15	45	55	618	632	603
4 Years	430	48	46	54	634	638	609
3 Years	155	17	50	50	613	605	570
2 Years	124	14	52	48	563	556	528
1 Year	23	3	52	48	520	533	483
1/2 Year or Less	27	3	41	59	506	521	470
No Response	145		48	52	571	597	550
AP/Honors Courses	224	25	40	60	662	667	642
Course Work or Experience							
Chinese	30	3	37	63	594	657	599
French	178	21	35	65	626	617	592
German	68	8	59	41	634	638	603
Greek	2	0	100	0			
Hebrew	2	0	100	0			
Italian	14	2	50	50	629	636	615
Japanese	20	2	40	60	634	662	605
Korean	3	0	33	67			
Latin	19	2	53	47	622	595	553
Russian	8	1	50	50	531	576	495
Spanish	583	67	48	52	613	613	584
Other Languages	31	4	52	48	572	579	550

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 Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	117	13	46	54	634	624	605
4 Years	310	35	46	54	634	638	606
3 Years	88	10	36	64	596	589	568
2 Years	128	14	45	55	591	600	559
1 Year	123	14	45	55	588	588	560
1/2 Year or Less	120	14	66	34	588	605	559
No Response	155		48	52	571	593	551
AP/Honors Courses	53	6	51	49	656	631	624
Course Work or Experience							
Acting or Play Production	237	28	42	58	627	610	601
Art History or Appreciation	110	13	41	59	597	585	565
Dance	96	11	16	84	589	593	577
Drama: Study or Appreciation	148	17	47	53	610	594	579
Music: Study or Appreciation	131	15	54	46	625	614	593
Music Performance	565	66	45	55	624	625	597
Photography or Film	141	16	36	64	593	585	574
Studio Art and Design	186	22	32	68	623	606	602
None	105	12	67	33	587	599	547

Computers Course Work or Experience	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Computer Literacy	481	62	50	50	619	618	591
Computer Programming	156	20	68	32	625	646	596
Word Processing	483	63	49	51	620	621	593
Internet Activity	370	48	49	51	620	619	592
Using Computer Graphics	264	34	52	48	615	622	589
Creating Spreadsheets/Databases	292	38	54	46	624	628	598
None	122	16	42	58	605	618	575

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
327	789	213	684	701	661

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	25	8
2	167	51
3	118	36
4 or More	17	5

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	75	680	79	48	714	71	666	60	680	70
History and Social Studies										
U.S. History	63	668	88	45	701	68	674	61	671	72
World History	11	679		7	743		683		693	
Mathematics										
Mathematics Level 1	84	656	91	54	654	95	665	72	639	82
Mathematics Level 2	217	724	78	148	687	86	720	62	663	87
Science										
Biology-E	52	675	75	34	696	67	696	64	667	82
Biology-M	56	720	71	42	712	71	723	50	698	67
Chemistry	107	676	100	70	696	69	724	56	672	78
Physics	84	695	81	61	678	90	721	55	648	83
Foreign and Classical Languages										
Chinese/Listening	3			2						
French	7	616		5	678		672		628	
French/Listening	3			3						
German	3			2						
German/Listening	2			2						
Modern Hebrew										
Italian	1			1						
Japanese/Listening	1			1						
Korean/Listening										
Latin										
Spanish	17	644		12	723		693		710	
Spanish/Listening	3			3						

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	16	21	13	21		
700-740	20	27	16	25	5	45
650-690	20	27	11	17	3	27
600-640	8	11	8	13	2	18
550-590	6	8	8	13		
500-540	3	4	5	8	1	9
450-490	1	1	1	2		
400-440	1	1	1	2		
350-390						
300-340						
250-290						
200-240						
Total	75		63		11	
Mean	680		668		679	
SD	79		88			
75th percentile	740		730			
50th percentile	690		690			
25th percentile	640		590			

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	13	15	118	54	7	13	25	45	32	30	28	33
700-740	22	26	31	14	19	37	12	21	22	21	21	25
650-690	9	11	31	14	11	21	8	14	13	12	12	14
600-640	18	21	19	9	9	17	8	14	12	11	10	12
550-590	13	15	13	6	3	6	2	4	13	12	10	12
500-540	4	5	5	2	1	2	1	2	10	9	2	2
450-490	4	5							5	5	1	1
400-440					2	4						
350-390	1	1										
300-340												
250-290												
200-240												
Total	84		217		52		56		107		84	
Mean	656		724		675		720		676		695	
SD	91		78		75		71		100		81	
75th percentile	730		800		730		780		770		760	
50th percentile	660		750		690		730		690		700	
25th percentile	590		670		630		660		580		640	

SAT Subject Tests Score Distributions

Table 24: Foreign and Classical Languages

SAT Subject Tests	Foreign and Classical Languages											
	Chinese/Listening		French		French/Listening		German		German/Listening		Modern Hebrew	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800	2	67	1	14								
700-740												
650-690	1	33	1	14	1	33	1	33				
600-640			3	43								
550-590			1	14			1	33				
500-540					2	67			1	50		
450-490			1	14					1	50		
400-440							1	33				
350-390												
300-340												
250-290												
200-240												
Total	3		7		3		3		2			
Mean			616									
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							1	6	2	67
700-740			1	100					5	29		
650-690									4	24		
600-640									1	6		
550-590									4	24		
500-540									1	6	1	33
450-490									1	6		
400-440												
350-390												
300-340												
250-290												
200-240												
Total	1		1						17		3	
Mean									644			
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	9	1	571	567	531
Architecture and Related Services	9	1	589	620	559
Area, Ethnic, Cultural and Gender Studies	2	0			
Biological and Biomedical Sciences	83	9	629	636	598
Business Management, Marketing, and Related Support Services	71	8	559	580	546
Communication, Journalism and Related Programs	16	2	652	605	631
Computer and Information Sciences and Support Services	42	5	668	674	625
Construction Trades	0	0			
Education	33	4	582	568	546
Engineering	121	13	614	657	585
Engineering Technologies/Technicians	13	1	594	626	562
English Language and Literature/Letters	22	2	694	600	646
Family and Consumer Sciences/Human Sciences	2	0			
Foreign Languages, Literatures, and Linguistics	17	2	635	615	606
Health Professions and Related Clinical Services	144	16	591	594	577
History	9	1	590	531	537
Legal Professions and Studies	19	2	608	614	584
Liberal Arts and Sciences, General Studies, and Humanities	19	2	648	605	569
Library Science And Administration	0	0			
Mathematics and Statistics	21	2	660	720	648
Mechanic and Repair Technologies/Technician	0	0			
Military Technologies And Applied Sciences	6	1	633	637	595
Multi/Interdisciplinary Studies	10	1	649	617	631
Natural Resources and Conservation	12	1	595	576	573
Parks, Recreation, Leisure and Fitness Studies	3	0			
Personal and Culinary Services	1	0			
Philosophy and Religious Studies	2	0			
Physical Sciences	29	3	674	676	636
Precision Production	0	0			
Psychology	25	3	602	590	554
Public Administration and Social Services Professions	0	0			
Security and Protective Services	7	1	539	514	446
Social Sciences	27	3	648	621	624
Theology and Religious Vocations	2	0			
Transportation and Materials Moving	0	0			
Visual and Performing Arts	60	7	578	558	538
Other	7	1	610	560	569
Undecided	74	8	642	639	621
Degree-Level Goal					
Certificate Program	7	1	490	547	461
Associate Degree	4	0			
Bachelor's Degree	221	23	579	571	541
Master's Degree	246	26	602	615	580
Doctoral or Related Degree	346	36	637	642	614
Other	3	0			
Undecided	124	13	602	611	569

College Plans

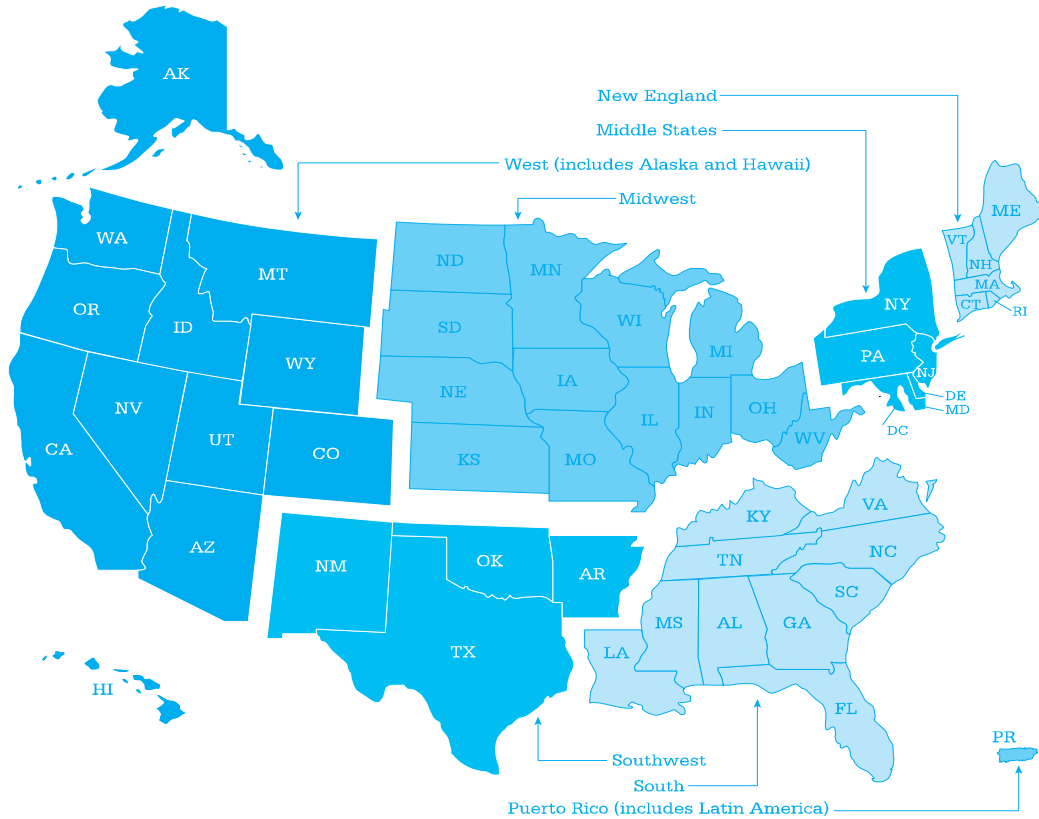
Table 27: Institutions That Received the Most SAT Program Score Reports from Your Students

Of the 1,155 students from your state who took the SAT and/or an SAT Subject Test, 821 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 560 institutions received score reports from your students.

Institution	State	Type	Number of Students	Percent of Score Senders*
University of Iowa	IA	Public	194	23.6
Iowa State University	IA	Public	186	22.7
NATIONAL MERIT SCHOLARSHIP CORPORATION	IL	Scholarship	184	22.4
Stanford University	CA	Private	106	12.9
Massachusetts Institute of Technology	MA	Private	94	11.4
Northwestern University	IL	Private	91	11.1
Harvard College	MA	Private	89	10.8
Washington University in St. Louis	MO	Private	83	10.1
University of Chicago	IL	Private	78	9.5
Princeton University	NJ	Private	78	9.5
Yale University	CT	Private	75	9.1
University of Minnesota: Twin Cities	MN	Public	61	7.4
Cornell University	NY	Private	56	6.8
University of Michigan	MI	Public	52	6.3
University of California: Berkeley	CA	Public	51	6.2
Columbia University	NY	Private	48	5.8
Brown University	RI	Private	47	5.7
Duke University	NC	Private	43	5.2
California Institute of Technology	CA	Private	41	5.0
Grinnell College	IA	Private	41	5.0
Vanderbilt University	TN	Private	38	4.6
University of Wisconsin-Madison	WI	Public	38	4.6
Carnegie Mellon University	PA	Private	37	4.5
EDUCATIONAL TALENT SEARCH	IA	Scholarship	36	4.4
Dartmouth College	NH	Private	36	4.4
University of Notre Dame	IN	Private	36	4.4
University of Pennsylvania	PA	Private	36	4.4
University of Northern Iowa	IA	Public	35	4.3
University of Illinois at Urbana-Champaign	IL	Public	33	4.0
University of North Carolina at Chapel Hill	NC	Public	32	3.9
Drake University	IA	Private	32	3.9
BELIN-BLANK EXCEPTIONAL STUDENT TALENT SEARCH	IA	Other	30	3.7
Boston University	MA	Private	29	3.5
Rice University	TX	Private	28	3.4
Case Western Reserve University	OH	Private	28	3.4
University of Southern California	CA	Private	28	3.4
Georgetown University	DC	Private	26	3.2
University of California: Los Angeles	CA	Public	25	3.0
University of Washington	WA	Public	23	2.8
University of Virginia	VA	Public	23	2.8
Carleton College	MN	Private	22	2.7
Luther College	IA	Private	22	2.7
Purdue University	IN	Public	22	2.7
Johns Hopkins University	MD	Private	20	2.4
New York University	NY	Private	20	2.4

*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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