

Montana Report

1999 College-Bound Seniors

A Profile of SAT[®] Program Test Takers

1999 College-Bound **SENIORS**



**A
Profile
of
SAT®
Program
Test
Takers**



The College Board
Educational Excellence for All Students

www.collegeboard.org

The SAT® Program

The SAT® I: Reasoning Test and the SAT II: Subject Tests, the primary components of the SAT Program, are designed to assess many of the skills that are important to students' success in college. Because the subject matter of high school courses as well as grading standards vary widely, the tests have been developed to provide a common standard against which students can be compared. Most students also complete the optional Student Descriptive Questionnaire (SDQ) when they register to take SAT Program tests, providing valuable contextual information to aid in interpreting and understanding individual and group scores.

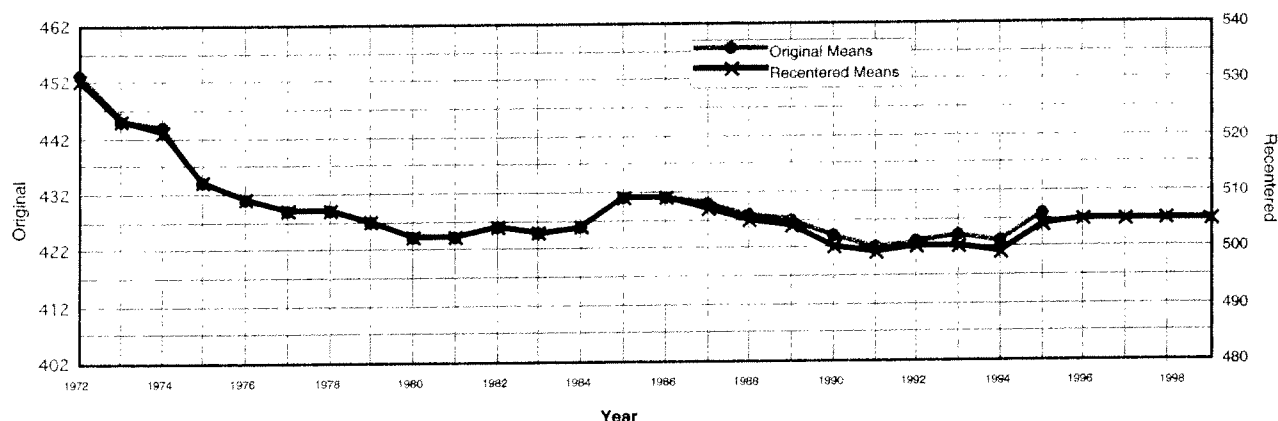
In April 1995, the College Board recentered the score scales for all tests in the SAT Program to reflect the

contemporary test taking population. Recentering reestablished the average score for a study group of 1990 seniors at about 500 — the midpoint of the 200 to 800 scale — allowing students, schools, and colleges to more easily interpret their scores in relation to those of a similar group of college-bound seniors. Recentering also simplified comparisons between students' verbal and mathematical abilities and improved reliability of SAT Program scores and their ability to predict success in college.

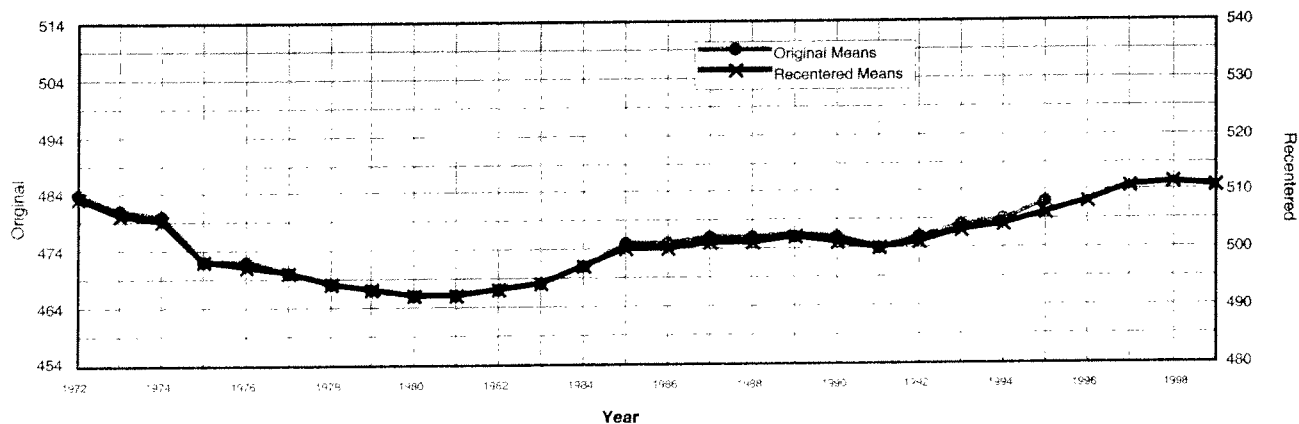
The following graphs demonstrate that although the numerical value of SAT scores has changed, the pattern of scores over time for college-bound seniors has not. (See also the table of recentered mean scores — 1972 through 1999 — for males, females, and all college-bound seniors.)

Chart A: Mean SAT/SAT I Scores for National College-Bound Seniors 1972-1999*

Verbal Scores – Original versus Recentered Scale



Math Scores – Original versus Recentered Scale



* 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. Since 1996 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.)

Using This Report

This *Profile of College-Bound Seniors* presents data for 1999 high school graduates who participated in the SAT Program during their high school years. Students are counted once no matter how often they tested, and only their latest scores and most recent SDQ responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound senior population is relatively stable from year to year, SDQ 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; and
- 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 I and in schoolwork.
- not all students in a high school, school district, or state take the SAT I. Since the population of test takers is self-selected, using aggregate SAT I 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 I scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT I 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 I mean scores reported for students will be higher than the national average.

**Table A. National Mean SAT/SAT I Scores
for College-Bound Seniors, 1972-1999*
(Recentered Scale)**

Year	Verbal			Math		
	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

*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. Since 1996 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.)

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**Table
1**

1999 Profile of College-Bound Seniors

MONTANA

Points to Note

- This report summarizes information for seniors who took the SAT I: Reasoning Test and/or SAT II: Subject Tests any time during their high school years through March 1999. If a student took a test more than once, the most recent score is used. Students are counted once no matter how often they tested.
- Mean scores are reported when there are 5 or more test takers.
- Standard deviations are reported when there are 25 or more test takers.
- Percentiles (75th, 50th, and 25th) are reported when there are 20 or more test takers.
- "No response" indicates that students skipped that question when they completed their Student Descriptive Questionnaire (SDQ).
- The most recent responses to the SDQ are summarized.

Students Who Registered for the SAT I: Reasoning Test or an SAT II: Subject Test	SAT I Mean Scores			SAT I Mean Scores	
	Male	Female	Total	Verbal	Math
Total Number of Students	1,245	1,473	2,718		
Students with at Least One Student Descriptive Questionnaire (SDQ) Response	1,189	1,437	2,636		
Percent with at Least One SDQ Response	96	98	97		
SAT Program Test Takers					
All Students with Either SAT I or SAT II Scores	1,171	1,392	2,563		
Students with SAT I Scores	1,162	1,381	2,543	545	546
Students with SAT II Scores	106	122	228		
Students with Both SAT I and SAT II Scores	97	111	208	641	648
Year in Which Seniors Last took SAT I					
Senior	737	892	1,629	542	540
Junior	418	477	895	551	556
Sophomore	5	9	14	542	531
Freshman	2	3	5	524	512



SAT® Summary Reporting Service™ (SRS™)
The College Board

**Table
2**

**1999 Profile of College-Bound Seniors
Academic Record
MONTANA**

High School Rank	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Top Tenth	703	32	41	59	602	613
Second Tenth	603	28	45	55	550	557
Second Fifth	504	23	49	51	528	522
Third Fifth	327	15	49	51	476	466
Fourth Fifth	35	2	57	43	445	445
Fifth Fifth	7	0	71	29	534	466
No Response	364					
High School Grade Point Average						
A+ (97-100)	174	7	38	62	622	637
A (93-96)	603	25	40	60	590	598
A- (90-92)	523	22	44	56	559	563
B (80-89)	883	37	46	54	512	505
C (70-79)	202	8	64	36	469	467
D, E, or F (Below 70)	12	1	83	17	548	478
No Response	146					
Mean Grade Point Average: All Students 3.42						
Years of Study in Six Academic Subjects						
20 or More Years	1,076	50	39	61	576	577
19 or 19 1/2 Years	282	13	46	54	539	543
18 or 18 1/2 Years	247	11	55	45	528	534
17 or 17 1/2 Years	178	8	50	50	520	526
16 or 16 1/2 Years	135	6	46	54	518	520
15 or 15 1/2 Years	91	4	64	36	510	506
Less Than 15 Years	151	7	57	43	485	483
No Response	383					
Academic Subject	Average Years of Study			Grade Point Average: For Each Subject		
	Male	Female	Total	Male	Female	Total
Arts and Music	2.4	2.9	2.6	3.75	3.90	3.83
English	3.9	4.0	4.0	3.28	3.56	3.43
Foreign and Classical Languages	2.0	2.3	2.2	3.23	3.48	3.37
Mathematics	3.7	3.7	3.7	3.20	3.23	3.21
Natural Sciences	3.5	3.4	3.4	3.39	3.43	3.41
Social Sciences and History	3.2	3.2	3.2	3.45	3.51	3.48
Total for All Subjects	18.7	19.5	19.1	Mean Grade Point Average: All Students		
				Male	Female	Total
				3.32	3.50	3.42

**Table
3-1**

**1999 Profile of College-Bound Seniors
Course-Taking Patterns
MONTANA**

English	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Years of Study						
More Than 4 Years	169	7	37	63	566	564
4 Years	1,918	82	45	55	547	549
3 Years	249	11	56	44	528	531
2 Years	12	1	33	67	503	498
1 Year	2	0	100			
One-half Year or Less	3	0	33	67		
No Response	190					
Course Work or Experience						
American Literature	2,111	88	45	55	552	551
Grammar	1,881	79	43	57	551	550
Composition	1,849	77	43	57	557	555
Literature Historical Periods	1,396	58	40	60	562	556
British Literature	757	32	46	54	580	567
Speaking and Listening	1,180	49	42	58	554	554
Literature Other Country	513	21	42	58	569	564
English as a Second Language	43	2	42	58	473	520
Honors Course Taken	896	38	37	63	590	582
Mathematics						
Years of Study						
More Than 4 Years	238	10	55	45	582	608
4 Years	1,338	57	44	56	553	562
3 Years	704	30	45	55	527	508
2 Years	77	3	42	58	495	481
1 Year	4	0	25	75		
One-half Year or Less	1	0	100			
No Response	181					
Course Work						
Algebra	2,261	93	45	55	545	546
Geometry	2,272	93	45	55	549	551
Trigonometry	1,481	60	48	52	559	587
Precalculus	1,043	43	49	51	574	590
Other Math Courses	562	23	40	60	526	522
Calculus	671	28	52	48	593	618
Computer Math	189	8	69	31	557	570
Honors Course Taken	619	26	49	51	597	618

**Table
3-2**

**1999 Profile of College-Bound Seniors
Course-Taking Patterns (Continued)
MONTANA**

Natural Sciences	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Years of Study						
More Than 4 Years	267	11	45	55	594	616
4 Years	955	40	48	52	561	564
3 Years	771	33	43	57	530	530
2 Years	326	14	44	56	510	493
1 Year	31	1	55	45	499	487
One-half Year or Less	11	0	27	73	524	480
No Response	182					
Course Work						
Biology	2,319	95	45	55	546	547
Chemistry	1,945	80	46	54	556	560
Physics	1,219	50	51	49	572	586
Geology, Earth Science, or Space Science	1,724	71	45	55	542	544
Other Sciences	610	25	38	62	542	537
Honors Course Taken	433	18	45	55	596	606

Social Sciences and History

Years of Study						
More Than 4 Years	93	4	40	60	572	565
4 Years	662	28	47	53	546	544
3 Years	1,343	57	43	57	547	551
2 Years	226	10	53	47	531	534
1 Year	26	1	46	54	534	501
One-half Year or Less	15	1	27	73	557	535
No Response	178					
Course Work						
U.S. History	2,377	98	45	55	546	547
World History or Cultures	2,110	87	45	55	548	549
U.S. Government or Civics	2,142	88	44	56	549	550
Economics	267	11	53	47	554	556
Geography	588	24	48	52	533	541
Psychology	674	28	32	68	551	546
European History	240	10	45	55	563	545
Other Courses	440	18	44	56	545	553
Sociology	236	10	38	62	547	531
Ancient History	129	5	50	50	551	545
Anthropology	31	1	32	68	542	557
Honors Course Taken	374	16	38	62	610	598

**Table
3-3**

1999 Profile of College-Bound Seniors
Course-Taking Patterns (Continued)
MONTANA

Foreign and Classical Languages	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Years of Study						
More Than 4 Years	49	2	33	67	600	581
4 Years	296	13	33	67	591	582
3 Years	432	18	41	59	573	571
2 Years	1,124	48	47	53	540	546
1 Year	239	10	55	45	507	507
One-half Year or Less	225	10	56	44	503	504
No Response	178					
Course Work						
Chinese	2	0	100			
French	556	23	35	65	564	553
German	282	12	47	53	565	561
Greek	11	0	45	55	515	504
Hebrew	6	0	17	83	587	523
Italian	7	0	14	86	539	514
Japanese	20	1	55	45	559	539
Korean	4	0	25	75		
Latin	100	4	50	50	587	582
Russian	19	1	21	79	523	494
Spanish	1,459	60	47	53	541	546
Other Languages	45	2	31	69	518	516
Honors Course Taken	91	4	31	69	595	591
Arts and Music						
Years of Study						
More Than 4 Years	288	12	31	69	564	560
4 Years	619	26	41	59	557	550
3 Years	321	14	44	56	551	544
2 Years	376	16	44	56	530	539
1 Year	608	26	56	44	538	550
One-half Year or Less	152	6	53	47	535	543
No Response	179					
Course Work or Experience						
Acting or Play Production	685	29	37	63	562	549
Art History or Appreciation	549	23	44	56	549	543
Dance	222	9	17	83	548	534
Drama: Study or Appreciation	450	19	37	63	558	546
Music: Study or Appreciation	452	19	38	62	565	556
Music Performance	1,472	61	38	63	554	552
Photography or Film	353	15	39	61	558	552
Studio Art and Design	601	25	48	52	544	545
None	185	8	61	39	530	533
Honors Course Taken	248	10	38	62	573	565
Computer Course Work or Experience						
Computer Literacy	1,625	68	44	56	552	551
Computer Programming	451	19	64	36	562	573
Word Processing	2,120	88	44	56	550	550
Internet Activity	936	39	44	56	547	544
Using Computer Graphics	546	23	47	53	551	550
Creating Spreadsheets/Databases	1,278	53	48	52	554	556
None	107	4	46	54	533	534

**Table
4-1**

**1999 Profile of College-Bound Seniors
Background Information
MONTANA**

SAT I Test Takers Who Described Themselves as:	Number of			Percent	
	Males	Females	Total	Male	Female
American Indian or Alaskan Native	17	21	38	45	55
Asian, Asian American, or Pacific Islander	21	18	39	54	46
African American or Black	2	8	10	20	80
Hispanic or Latino Background:					
Mexican or Mexican American	6	10	16	38	63
Puerto Rican		2	2		100
Latin American, South American, Central American, or Other Hispanic or Latino	5	8	13	38	62
White	1,021	1,215	2,236	46	54
Other	12	24	36	33	67
No Response	78	75	153	51	49

SAT I Test Takers Who Described Themselves as:	Number of			Percent Responding		
	Males	Females	Total	Male	Female	Total
American Indian or Alaskan Native	17	21	38	2	2	2
Asian, Asian American, or Pacific Islander	21	18	39	2	1	2
African American or Black	2	8	10	0	1	0
Hispanic or Latino Background:						
Mexican or Mexican American	6	10	16	1	1	1
Puerto Rican		2	2		0	0
Latin American, South American, Central American, or Other Hispanic or Latino	5	8	13	0	1	1
White	1,021	1,215	2,236	94	93	94
Other	12	24	36	1	2	2
Total	1,084	1,306	2,390	100	100	100

SAT I Test Takers Who Described Themselves as:	SAT I Verbal						SAT I Math					
	Mean Scores			Standard Deviations			Mean Scores			Standard Deviations		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
American Indian or Alaskan Native	541	484	509			83	556	500	525			80
Asian, Asian American, or Pacific Islander	509	451	482			117	559	511	537			115
African American or Black		574	551					501	487			
Hispanic or Latino Background:												
Mexican or Mexican American	515	542	532				595	474	519			
Puerto Rican												
Latin American, South American, Central American, or Other Hispanic or Latino	572	574	573				564	540	549			
White	550	544	547	96	94	95	568	531	548	95	95	97
Other	538	604	582			95	575	538	551			88
No Response	539	536	537	98	86	92	531	516	524	95	94	95

**Table
4-2**

**1999 Profile of College-Bound Seniors
Background Information (Continued)
MONTANA**

	SAT I Test Takers		Percent		SAT I Verbal		SAT I Math	
	Number	Percent	Male	Female	Mean Scores	Standard Deviations	Mean Scores	Standard Deviations
All SAT I Test Takers	2,543		46	54	545	95	546	97
First Language Learned								
English	2,309	96	45	55	548	95	548	97
English and Another Language	65	3	48	52	507	94	511	95
Another Language	30	1	53	47	461	128	554	107
No Response	139							
Citizenship								
U.S. Citizen or U.S. National	2,367	99	45	55	547	94	547	97
U.S. Permanent Resident or Refugee	8	0	63	38	540		546	
Citizen of Another Country	18	1	50	50	416		556	
Other, Unknown, or No Response	150							
Disabling Condition								
Yes	135	5	45	55	532	105	533	104
No Response or Unknown	2,408	95	46	54				
SAT I Taken Under								
Standard Conditions	2,515	99	46	54	545	96	546	97
Nonstandard Conditions	28	1	25	75	545	71	548	88
Plans to Apply for Financial Aid								
Yes	1,908	79	43	57	548	96	549	97
No	138	6	54	46	538	82	537	93
Don't Know	365	15	52	48	538	95	541	96
Family Income								
Less Than \$10,000	62	3	39	61	502	110	520	109
\$10,000 - \$20,000	183	8	40	60	532	101	523	97
\$20,000 - \$30,000	296	14	46	54	537	98	538	93
\$30,000 - \$40,000	387	18	43	57	540	90	546	92
\$40,000 - \$50,000	300	14	46	54	542	92	548	95
\$50,000 - \$60,000	271	12	46	54	544	96	547	103
\$60,000 - \$70,000	184	8	49	51	562	91	559	93
\$70,000 - \$80,000	168	8	51	49	549	99	548	97
\$80,000 - \$100,000	138	6	52	48	579	90	576	93
More Than \$100,000	189	9	50	50	564	93	571	93
No Response	365							
Highest Level of Parental Education								
No High School Diploma	16	1	63	38	458		488	
High School Diploma	760	32	42	58	524	92	527	93
Associate's Degree	143	6	41	59	537	96	532	100
Bachelor's Degree	844	35	48	52	550	93	552	97
Graduate Degree	624	26	46	54	573	95	571	93
Calculator Experience								
Use Almost Every Day	1,840	80	46	54	552	94	559	95
Use Once or Twice Weekly or Less	450	20	42	58	528	98	512	95
Never Use or No Response	253							
Took the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)								
Only as a Junior	1,630	70	44	56	556	93	558	96
As a Sophomore or Younger, or as both a Jr. & a Soph. or Younger	258	11	40	60	567	90	558	90
No	457	19	53	47	508	96	510	95

**Table
5**

**1999 Profile of College-Bound Seniors
College Plans
MONTANA**

Intended College Major	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Agriculture or Natural Resources	74	3	51	49	542	521
Architecture or Environmental Design	85	4	45	55	519	535
Arts: Visual and Performing	209	9	39	61	554	534
Biological Sciences	147	6	35	65	570	566
Business and Commerce	239	10	45	55	526	529
Communications	89	4	28	72	579	546
Computer or Information Sciences	93	4	82	18	553	588
Education	197	8	24	76	518	517
Engineering	251	11	82	18	559	599
Foreign or Classical Languages	12	1	25	75	603	563
General or Interdisciplinary	10	0	50	50	651	627
Health and Allied Services	370	16	32	68	538	549
Home Economics	7	0	14	86	477	491
Language and Literature	44	2	41	59	603	555
Library and Archival Sciences	1	0	100			
Mathematics	8	0	63	38	601	675
Military Sciences	19	1	84	16	569	551
Philosophy, Religion, or Theology	20	1	55	45	589	556
Physical Sciences	56	2	57	43	583	587
Public Affairs and Services	39	2	41	59	476	476
Social Sciences and History	210	9	33	67	564	532
Technical and Vocational	32	1	59	41	476	493
Undecided	140	6	51	49	539	549
Degree-Level Goal						
Certificate Program	29	1	72	28	479	498
Associate's Degree	20	1	30	70	466	474
Bachelor's Degree	551	24	50	50	517	518
Master's Degree	674	29	46	54	559	555
Doctoral or Related Degree	538	23	41	59	581	585
Other	6	0	50	50	493	472
Undecided	507	22	43	57	535	537
Plans for Advanced Standing in College Courses						
Art	96	4	42	58	548	532
Biology	229	10	51	49	579	590
Chemistry	195	8	56	44	574	601
Computer Science	87	4	79	21	589	606
English	727	31	38	62	600	582
Foreign Languages	282	12	33	67	585	586
Humanities	51	2	39	61	568	565
Mathematics	544	23	55	45	584	618
Music	146	6	45	55	556	553
Physics	121	5	66	34	595	632
Social Studies	426	18	46	54	612	597
None of These	1,040	44	46	54	510	512

**Table
6**

**1999 Profile of College-Bound Seniors
Score Distributions SAT I: Reasoning Test
MONTANA**

Score Ranges	Verbal			Math		
	Number of			Number of		
	Males	Females	Total	Males	Females	Total
750-800	25	26	51	28	11	39
700-749	57	47	104	77	31	108
650-699	124	122	246	133	111	244
600-649	144	214	358	202	190	392
550-599	241	271	512	255	276	531
500-549	213	278	491	188	275	463
450-499	193	226	419	152	231	383
400-449	110	112	222	74	140	214
350-399	41	57	98	37	74	111
300-349	10	22	32	13	28	41
250-299	3	4	7	2	12	14
200-249	1	2	3	1	2	3

	Number of			Number of		
	Males	Females	Total	Males	Females	Total
Number	1,162	1,381	2,543	1,162	1,381	2,543
Mean	548	543	545	565	529	546
Standard Deviation	96	95	95	96	95	97
Percentile						
75th	610	610	610	630	590	610
50th (Median)	550	540	540	570	530	550
25th	480	480	480	500	470	480

NATIONAL

Number	562,911	657,219	1,220,130	562,911	657,219	1,220,130
Mean	509	502	505	531	495	511
Standard Deviation	113	110	111	115	110	114
Percentile						
75th	590	580	580	610	570	590
50th (Median)	510	500	500	530	490	510
25th	430	430	430	450	420	430

**Table
7-1**

**1999 Profile of College-Bound Seniors
Score Distributions SAT II: Subject Tests
MONTANA**

		Number of Subject Tests				Number		Percent	
Students who took one or more different SAT II: Subject Tests.									
		1				5		2	
		2				17		7	
		3				178		78	
		4 or more				28		12	

Score Ranges	SAT II: Subject Tests		English		Literature		History and Social Studies			
	Average		Writing				American History		World History	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	9	4	14	7	9	15	4	7		
700-749	27	12	31	15	8	14	15	26		
650-699	51	22	33	16	15	25	7	12		
600-649	73	32	68	33	12	20	11	19	1	100
550-599	35	15	32	16	7	12	8	14		
500-549	18	8	10	5	4	7	11	19		
450-499	7	3	13	6	3	5	1	2		
400-449	7	3	3	1	1	2	1	2		
350-399	1	0	1	0						
300-349										
250-299										
200-249										
Number	228		205		59		58		1	
Mean	625		629		644		630			
Standard Deviation	76		83		87		90			
Percentile										
75th	680		680		700		700			
50th (Median)	630		630		660		620			
25th	580		590		580		560			

Students Who Also Have SAT I Scores										
Number	208		190		52		53		1	
Verbal										
Mean	641		644		660		666			
Standard Deviation	85		83		79		82			
Math										
Mean	648		651		622		642			
Standard Deviation	79		75		56		83			

Points to Note:

- Includes scores placed on hold by students and not released.
- All scores for the SAT II: Writing Test are on the adjusted scale introduced May 1998.

**Table
7-2**

**1999 Profile of College-Bound Seniors
Score Distributions SAT II: Subject Tests (Continued)
MONTANA**

Score Ranges	Math				Science									
	Math Level IC		Math Level IIC		Biology		Biology-E		Biology-M		Chemistry		Physics	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	3	3	18	18	3	10	3	16			4	10	5	17
700-749	18	16	21	21	4	13	2	11	1	10	2	5	3	10
650-699	23	20	20	20	7	23	3	16	1	10	7	17	5	17
600-649	25	22	23	23	7	23	5	26	4	40	12	29	9	30
550-599	20	18	11	11	6	20	6	32	1	10	5	12	5	17
500-549	11	10	7	7	1	3			2	20	6	15	3	10
450-499	7	6	1	1							4	10		
400-449	5	4			1	3					1	2		
350-399	1	1			1	3			1	10				
300-349														
250-299														
200-249														
Number	113		101		30		19		10		41		30	
Mean	612		669		628		645		584		609		653	
Standard Deviation	88		78		86						91		81	
Percentile														
75th	680		730		680						680		690	
50th (Median)	620		670		630						600		640	
25th	560		610		590						540		580	
Students Who Also Have SAT I Scores														
Number	98		95		30		18		9		38		26	
Verbal														
Mean	625		658		654		637		634		656		653	
Standard Deviation	82		86		83						78		70	
Math														
Mean	630		690		668		681		636		675		712	
Standard Deviation	73		67		83						64		60	

Point to Note: Includes scores placed on hold by students and not released.

**Table
7-3**

**1999 Profile of College-Bound Seniors
Score Distributions SAT II: Subject Tests (Continued)
MONTANA**

Score Ranges	Foreign and Classical Languages											
	Chinese with Listening		French		French with Listening		German		German with Listening		Modern Hebrew	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800					1	25						
700-749												
650-699			2	25					1	25		
600-649					1	25			1	25		
550-599			4	50								
500-549			2	25	1	25			1	25		
450-499					1	25			1	25		
400-449												
350-399												
300-349												
250-299												
200-249												
Number			8		4				4			
Mean			578									
Standard Deviation												
Percentile												
75th												
50th (Median)												
25th												
Students Who Also Have SAT I Scores												
Number			7		4				4			
Verbal												
Mean			620									
Standard Deviation												
Math												
Mean			597									
Standard Deviation												

Point to Note: Includes scores placed on hold by students and not released.

**Table
7-4**

**1999 Profile of College-Bound Seniors
Score Distributions SAT II: Subject Tests (Continued)
MONTANA**

Score Ranges	Foreign and Classical Languages (Continued)											
	Italian Number	Percent	Japanese with Listening Number	Percent	Korean with Listening Number	Percent	Latin Number	Percent	Spanish Number	Percent	Spanish with Listening Number	Percent
750-800												
700-749											1	33
650-699											1	33
600-649												
550-599							1	100	1	8		
500-549									5	38	1	33
450-499									2	15		
400-449									2	15		
350-399									2	15		
300-349									1	8		
250-299												
200-249												
Number							1		13		3	
Mean									461			
Standard Deviation												
Percentile												
75th												
50th (Median)												
25th												
Students Who Also Have SAT I Scores												
Number							1		13		3	
Verbal												
Mean									576			
Standard Deviation												
Math												
Mean									583			
Standard Deviation												

Point to Note: Includes scores placed on hold by students and not released.

**Table
8**

**1999 Profile of College-Bound Seniors
High School Information
MONTANA**

Size of Senior Class	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
More than 1,000						
750 - 1,000						
500 - 749	208	8	47	53	559	544
250 - 499	1,022	42	47	53	551	556
100 - 249	583	24	41	59	546	548
Fewer than 100	635	26	46	54	532	530
Unknown	95					
Type of High School						
Public	2,280	93	46	54	547	548
Religiously Affiliated	151	6	48	52	529	518
Independent	29	1	24	76	542	534
Other or Unknown	83					
Location of High School						
Large City						
Medium-size City	683	28	47	53	553	559
Small City or Town	1,156	47	45	55	548	545
Suburban	6	0	67	33	543	560
Rural	603	25	45	55	532	534
Unknown	95					

Point to Note: Charter, Correspondence, and Home Schools are included in Type of High School as Other or Unknown.

**Table
9**

**1999 Profile of College-Bound Seniors
Colleges, Universities, and Scholarship Programs
MONTANA**

**Colleges, universities, and scholarship programs that received the most
SAT Program Score Reports from your students.**

Institution	State	Type	Number of Students	Percent of Score Senders
MONTANA STATE UNIV BOZEMAN	MT	Public	991	45.9
UNIV MONTANA	MT	Public	924	42.8
UNIV WASHINGTON	WA	Public	225	10.4
CARROLL COLLEGE MT	MT	Private	219	10.1
MONTANA STATE UNIV BILLINGS	MT	Public	202	9.4
WASHINGTON STATE UNIV	WA	Public	174	8.1
MONTANA TECH OF UNIV MONTANA	MT	Public	167	7.7
GONZAGA UNIVERSITY	WA	Private	165	7.6
UNIV OREGON	OR	Public	131	6.1
NATIONAL MERIT SCHOL PROGRAM	IL		122	5.7
COLORADO STATE UNIVERSITY	CO	Public	113	5.2
OREGON STATE UNIVERSITY	OR	Public	112	5.2
STANFORD UNIVERSITY	CA	Private	100	4.6
UNIV IDAHO	ID	Public	92	4.3
SEATTLE UNIVERSITY	WA	Private	90	4.2
CONCORDIA COLLEGE MOORHEAD MN	MN	Private	90	4.2
ARIZONA STATE UNIV TEMPE	AZ	Public	89	4.1
UNIV COLORADO BOULDER*	CO	Public	88	4.1
FLATHEAD VALLEY CMTY COLLEGE	MT	Public	83	3.8
UNIV PUGET SOUND	WA	Private	82	3.8
ROCKY MOUNTAIN COLLEGE	MT	Private	77	3.6
WESTRN MONTANA COLLEGE	MT	Public	76	3.5
HARVARD UNDERGRAD ADM	MA	Private	64	3.0
MASS INSTITUTE TECHNOLOGY	MA	Private	62	2.9
PACIFIC LUTHERAN UNIVERSITY	WA	Private	58	2.7
SEATTLE PACIFIC UNIVERSITY	WA	Private	53	2.5
UNITED STATES AIR FORCE ACAD	CO	Public	52	2.4
UNIV NOTRE DAME	IN	Private	51	2.4
UNIV PORTLAND	OR	Private	51	2.4
NORTHWESTRN UNIVERSITY*	IL	Private	48	2.2
UNIV CALIF BERKELEY	CA	Public	47	2.2
UNIV WYOMING	WY	Public	46	2.1
WILLAMETTE UNIVERSITY	OR	Private	46	2.1
UNIV ARIZONA	AZ	Public	46	2.1
MONTANA STATE UNIV NORTHERN	MT	Public	46	2.1
ART INSTITUTE SEATTLE	WA	Private	44	2.0
UNIV SOUTHERN CALIFORNIA	CA	Private	43	2.0
NCAA INITIAL ELIG CLEARINGHSE	IA		40	1.9
UNIV CALIF LOS ANGELES	CA	Public	39	1.8

859 Number of colleges, universities, or scholarship programs, not listed, that received reports from your students.

898 Total number of colleges, universities, or scholarship programs that received reports from your students.

*Main Campus

