

WISCONSIN REPORT

1999 **College-Bound SENIORS**



**Summary
Reporting
Service™**

**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.

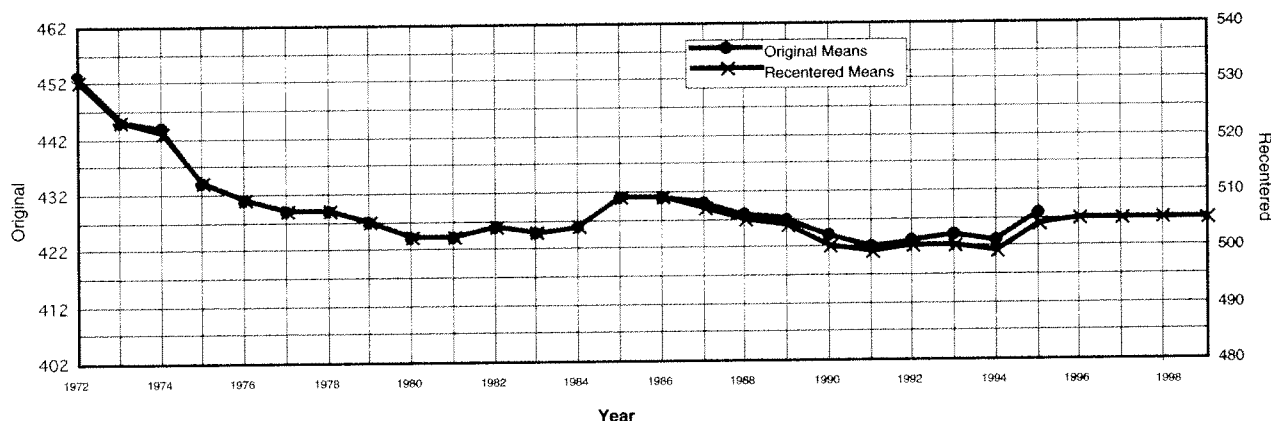
In April 1995, the College Board recentered the score scales for all tests in the SAT Program to reflect the

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.

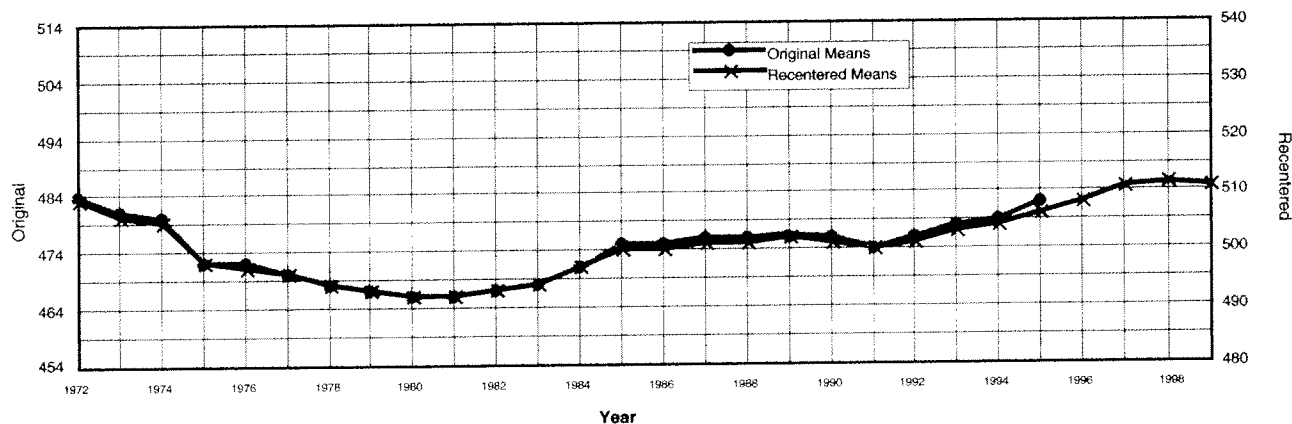
The following graphs demonstrate that although the numerical value of SAT scores has changed, the pattern of scores over time for college-bound seniors has not. (See also the table of recentered mean scores — 1972 through 1999 — for males, females, and all college-bound seniors.)

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.)

Contents: Profile of College-Bound Seniors

Table		Page
1	General Information	1
2	Academic Record	2
	<ul style="list-style-type: none"> • High School Rank • High School Grade Point Average • Years of Study in Six Academic Subjects • Average Years of Study for Selected Subjects • Grade Point Average for Each of the Selected Subjects • Mean Grade Point Average: All Students 	
3	Course-Taking Patterns	3
	<ul style="list-style-type: none"> • English • Mathematics • Natural Sciences • Social Sciences and History • Foreign and Classical Languages • Arts and Music • Computer Course Work or Experience 	4
4	Background Information	6
	<ul style="list-style-type: none"> • Ethnicity • First Language Learned • Citizenship • Disabling Condition • SAT I Taken Under Standard/Nonstandard Conditions • Plans to Apply for Financial Aid • Family Income • Highest Level of Parental Education • Calculator Experience • Preliminary SAT/National Merit Scholarship Qualifying Test 	7
5	College Plans	8
	<ul style="list-style-type: none"> • Intended College Major • Degree-Level Goal • Plans for Advanced Standing in College Courses 	
6	Score Distributions SAT I: Reasoning Test	9
7	Score Distributions SAT II: Subject Tests	10
	<ul style="list-style-type: none"> • Average Across Subjects • English Tests • History and Social Studies Tests • Math Tests • Science Tests • Tests of Foreign and Classical Languages 	11
8	High School Information	14
	<ul style="list-style-type: none"> • Size of Senior Class • Type of High School • Location of High School 	
9	Colleges, Universities, and Scholarship Programs	15

**Table
1**

1999 Profile of College-Bound Seniors

WISCONSIN

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				
	Male	Female	Total	Verbal	Math
Total Number of Students	2,270	2,447	4,717		
Students with at Least One Student Descriptive Questionnaire (SDQ) Response	2,179	2,416	4,595		
Percent with at Least One SDQ Response	96	99	97		
SAT Program Test Takers					
All Students with Either SAT I or SAT II Scores	2,136	2,292	4,428		
Students with SAT I Scores	2,067	2,228	4,295	584	595
Students with SAT II Scores	479	495	974		
Students with Both SAT I and SAT II Scores	410	431	841	656	668
Year in Which Seniors Last took SAT I					
Senior	804	860	1,664	581	590
Junior	1,243	1,352	2,595	587	599
Sophomore	18	13	31	598	623
Freshman	2	3	5	568	526



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

**Table
2**

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

High School Rank	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Top Tenth	1,572	41	44	56	639	657
Second Tenth	937	25	50	50	583	598
Second Fifth	823	22	47	53	543	549
Third Fifth	384	10	55	45	519	513
Fourth Fifth	71	2	55	45	478	472
Fifth Fifth	13	0	69	31	473	483
No Response	495					
High School Grade Point Average						
A + (97-100)	595	15	43	57	655	673
A (93-96)	1,209	30	42	58	621	635
A- (90-92)	886	22	46	54	586	599
B (80-89)	1,165	29	52	48	536	539
C (70-79)	201	5	68	32	478	480
D, E, or F (Below 70)	10	0	70	30	420	441
No Response	229					
Mean Grade Point Average: All Students 3.60						
Years of Study in Six Academic Subjects						
20 or More Years	2,800	76	44	56	606	615
19 or 19½ Years	326	9	56	44	551	574
18 or 18½ Years	211	6	59	41	534	556
17 or 17½ Years	132	4	59	41	523	539
16 or 16½ Years	77	2	53	47	518	528
15 or 15½ Years	74	2	66	34	515	534
Less Than 15 Years	74	2	65	35	508	523
No Response	601					
Academic Subject	Average Years of Study			Grade Point Average: For Each Subject		
	Male	Female	Total	Male	Female	Total
Arts and Music	2.1	2.7	2.4	3.80	3.90	3.86
English	4.0	4.1	4.0	3.48	3.70	3.59
Foreign and Classical Languages	3.2	3.5	3.4	3.40	3.61	3.51
Mathematics	4.0	3.9	4.0	3.45	3.44	3.44
Natural Sciences	3.8	3.8	3.8	3.54	3.56	3.55
Social Sciences and History	3.6	3.6	3.6	3.58	3.69	3.64
Total for All Subjects	20.7	21.6	21.2	Mean Grade Point Average: All Students		
				Male	Female	Total
				3.53	3.67	3.60

**Table
3-1**

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

English	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Years of Study						
More Than 4 Years	522	13	41	59	615	612
4 Years	3,108	78	48	52	587	599
3 Years	346	9	55	45	540	559
2 Years	24	1	71	29	492	531
1 Year	4	0	50	50		
One-half Year or Less	6	0	67	33	555	578
No Response	285					
Course Work or Experience						
American Literature	3,720	91	47	53	590	599
Grammar	2,920	72	47	53	591	599
Composition	3,366	83	46	54	596	605
Literature Historical Periods	2,445	60	44	56	602	606
British Literature	1,969	48	44	56	612	611
Speaking and Listening	2,289	56	46	54	594	603
Literature Other Country	1,164	29	41	59	613	610
English as a Second Language	77	2	49	51	501	565
Honors Course Taken	2,133	53	39	61	622	626
Mathematics						
Years of Study						
More Than 4 Years	607	15	54	46	618	650
4 Years	2,761	69	46	54	588	597
3 Years	604	15	46	54	551	544
2 Years	37	1	51	49	526	521
1 Year	2	0	50	50		
One-half Year or Less	4	0	75	25		
No Response	280					
Course Work						
Algebra	3,891	94	47	53	584	593
Geometry	4,022	97	47	53	586	596
Trigonometry	2,880	70	48	52	591	604
Precalculus	2,708	66	49	51	607	625
Other Math Courses	874	21	45	55	574	582
Calculus	1,829	44	51	49	628	656
Computer Math	472	11	64	36	594	618
Honors Course Taken	1,903	47	47	53	626	650

**Table
3-2**

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

Natural Sciences	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Years of Study						
More Than 4 Years	679	17	50	50	622	651
4 Years	2,068	52	48	52	592	602
3 Years	1,097	27	45	55	562	564
2 Years	105	3	46	54	533	531
1 Year	21	1	38	62	569	572
One-half Year or Less	22	1	45	55	535	536
No Response	303					
Course Work						
Biology	4,023	98	47	53	586	596
Chemistry	3,911	95	47	53	588	599
Physics	3,097	75	50	50	598	615
Geology, Earth Science, or Space Science	1,473	36	47	53	572	578
Other Sciences	1,482	36	41	59	581	588
Honors Course Taken	1,754	44	46	54	625	642

Social Sciences and History

Years of Study						
More Than 4 Years	401	10	50	50	618	623
4 Years	1,931	48	46	54	592	598
3 Years	1,532	38	48	52	575	593
2 Years	96	2	54	46	527	555
1 Year	12	0	33	67	523	555
One-half Year or Less	13	0	23	77	588	572
No Response	310					
Course Work						
U.S. History	4,013	97	47	53	586	597
World History or Cultures	3,286	80	48	52	588	598
U.S. Government or Civics	2,752	67	47	53	587	595
Economics	1,976	48	50	50	590	603
Geography	815	20	46	54	565	575
Psychology	1,726	42	38	62	587	594
European History	1,219	30	47	53	602	611
Other Courses	1,053	26	45	55	588	596
Sociology	823	20	42	58	578	583
Ancient History	480	12	51	49	591	597
Anthropology	102	2	43	57	582	584
Honors Course Taken	1,570	39	43	57	627	631

**Table
3-3**

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

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	497	12	36	64	619	625
4 Years	1,738	43	43	57	610	618
3 Years	908	23	50	50	573	587
2 Years	755	19	60	40	542	558
1 Year	60	1	55	45	536	516
One-half Year or Less	61	2	64	36	487	510
No Response	276					
Course Work						
Chinese	38	1	45	55	627	649
French	981	24	37	63	606	606
German	588	14	52	48	607	616
Greek	16	0	56	44	613	608
Hebrew	70	2	44	56	600	607
Italian	17	0	35	65	606	628
Japanese	70	2	43	57	584	600
Korean	13	0	62	38	563	607
Latin	236	6	51	49	620	624
Russian	36	1	42	58	619	613
Spanish	2,574	62	48	52	578	589
Other Languages	73	2	33	67	556	574
Honors Course Taken	1,043	26	40	60	628	633
Arts and Music						
Years of Study						
More Than 4 Years	466	12	34	66	621	619
4 Years	1,039	26	40	60	601	603
3 Years	450	11	39	61	580	588
2 Years	535	13	48	52	577	584
1 Year	692	17	51	49	574	586
One-half Year or Less	831	21	63	37	570	602
No Response	282					
Course Work or Experience						
Acting or Play Production	1,299	32	37	63	610	603
Art History or Appreciation	770	19	47	53	586	584
Dance	454	11	17	83	583	583
Drama: Study or Appreciation	708	17	35	65	597	589
Music: Study or Appreciation	745	18	42	58	609	604
Music Performance	2,254	56	40	60	603	607
Photography or Film	737	18	40	60	586	586
Studio Art and Design	1,025	25	43	57	587	589
None	557	14	65	35	561	598
Honors Course Taken	501	12	36	64	617	611
Computer Course Work or Experience						
Computer Literacy	2,524	62	49	51	590	600
Computer Programming	941	23	66	34	599	619
Word Processing	3,429	84	46	54	590	599
Internet Activity	805	20	44	56	595	597
Using Computer Graphics	428	11	54	46	599	609
Creating Spreadsheets/Databases	2,150	53	51	49	594	607
None	290	7	48	52	582	602

**Table
4-1**

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

SAT I Test Takers Who Described Themselves as:	Number of			Percent	
	Males	Females	Total	Male	Female
American Indian or Alaskan Native	11	21	32	34	66
Asian, Asian American, or Pacific Islander	92	99	191	48	52
African American or Black	77	111	188	41	59
Hispanic or Latino Background:					
Mexican or Mexican American	18	19	37	49	51
Puerto Rican	3	9	12	25	75
Latin American, South American, Central American, or Other Hispanic or Latino	12	8	20	60	40
White	1,643	1,790	3,433	48	52
Other	51	62	113	45	55
No Response	160	109	269	59	41

SAT I Test Takers Who Described Themselves as:	Number of			Percent Responding		
	Males	Females	Total	Male	Female	Total
American Indian or Alaskan Native	11	21	32	1	1	1
Asian, Asian American, or Pacific Islander	92	99	191	5	5	5
African American or Black	77	111	188	4	5	5
Hispanic or Latino Background:						
Mexican or Mexican American	18	19	37	1	1	1
Puerto Rican	3	9	12	0	0	0
Latin American, South American, Central American, or Other Hispanic or Latino	12	8	20	1	0	0
White	1,643	1,790	3,433	86	84	85
Other	51	62	113	3	3	3
Total	1,907	2,119	4,026	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	504	606	571			96	565	563	564			91
Asian, Asian American, or Pacific Islander	569	569	569	120	122	121	640	591	615	118	115	119
African American or Black	492	490	491	102	107	105	502	463	479	96	114	109
Hispanic or Latino Background:												
Mexican or Mexican American	504	538	522			107	531	543	537			92
Puerto Rican		520	538					544	555			
Latin American, South American, Central American, or Other Hispanic or Latino	557	601	575				564	583	572			
White	597	589	593	97	95	96	622	585	603	96	92	96
Other	578	604	592	108	96	102	597	585	590	108	84	96
No Response	543	601	567	131	105	124	581	596	587	116	108	113

**Table
4-2**

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

	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	4,295		48	52	584	102	595	102
First Language Learned								
English	3,771	92	47	53	590	99	598	101
English and Another Language	178	4	50	50	553	108	566	106
Another Language	129	3	47	53	531	127	594	118
No Response	217							
Citizenship								
U.S. Citizen or U.S. National	3,956	97	47	53	588	100	597	102
U.S. Permanent Resident or Refugee	68	2	50	50	567	119	615	105
Citizen of Another Country	46	1	57	43	477	120	560	119
Other, Unknown or No Response	225							
Disabling Condition								
Yes	144	3	52	48	564	119	560	114
No Response or Unknown	4,151	97	48	52				
SAT I Taken Under								
Standard Conditions	4,270	99	48	52	585	102	596	102
Nonstandard Conditions	25	1	76	24	531	90	550	101
Plans to Apply for Financial Aid								
Yes	2,955	73	45	55	591	101	599	101
No	466	11	53	47	569	99	590	97
Don't Know	650	16	54	46	576	97	591	107
Family Income								
Less Than \$10,000	39	1	28	72	519	122	546	125
\$10,000 - \$20,000	111	3	41	59	509	120	524	107
\$20,000 - \$30,000	219	6	40	60	568	97	573	103
\$30,000 - \$40,000	289	8	42	58	565	108	570	102
\$40,000 - \$50,000	329	9	48	52	587	101	592	104
\$50,000 - \$60,000	440	12	45	55	582	102	600	102
\$60,000 - \$70,000	344	9	43	57	594	99	598	99
\$70,000 - \$80,000	384	10	48	52	597	97	597	101
\$80,000 - \$100,000	502	14	50	50	598	95	607	97
More Than \$100,000	1,001	27	52	48	599	94	613	96
No Response	637							
Highest Level of Parental Education								
No High School Diploma	17	0	41	59	511		534	
High School Diploma	750	19	42	58	544	101	558	105
Associate's Degree	223	6	39	61	553	101	564	107
Bachelor's Degree	1,399	35	49	51	590	94	602	98
Graduate Degree	1,640	41	49	51	609	97	615	97
Calculator Experience								
Use Almost Every Day	3,576	89	47	53	590	99	602	99
Use Once or Twice Weekly or Less	427	11	49	51	565	108	561	109
Never Use or No Response	292							
Took the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)								
Only as a Junior	3,093	77	47	53	593	98	604	99
As a Sophomore or Younger, or as both a Jr. & a Soph. or Younger	430	11	44	56	607	101	610	104
No	479	12	49	51	537	101	547	99

**Table
5**

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

Intended College Major	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Agriculture or Natural Resources	39	1	41	59	594	586
Architecture or Environmental Design	110	3	58	42	574	607
Arts: Visual and Performing	333	8	39	61	587	574
Biological Sciences	313	8	33	67	599	606
Business and Commerce	439	11	61	39	551	578
Communications	156	4	31	69	579	559
Computer or Information Sciences	143	4	87	13	612	637
Education	232	6	29	71	562	557
Engineering	458	11	78	22	601	643
Foreign or Classical Languages	35	1	26	74	653	622
General or Interdisciplinary	14	0	36	64	649	634
Health and Allied Services	626	16	31	69	574	594
Home Economics	8	0		100	520	514
Language and Literature	87	2	32	68	672	623
Library and Archival Sciences	2	0		100		
Mathematics	39	1	62	38	635	715
Military Sciences	20	0	70	30	538	557
Philosophy, Religion, or Theology	29	1	76	24	611	591
Physical Sciences	108	3	65	35	638	658
Public Affairs and Services	47	1	38	62	548	542
Social Sciences and History	514	13	39	61	600	589
Technical and Vocational	21	1	71	29	520	551
Undecided	237	6	46	54	570	582
Degree-Level Goal						
Certificate Program	17	0	76	24	555	544
Associate's Degree	11	0	64	36	511	583
Bachelor's Degree	637	16	54	46	552	561
Master's Degree	1,287	32	49	51	581	596
Doctoral or Related Degree	1,356	34	44	56	610	620
Other	15	0	47	53	458	463
Undecided	652	16	42	58	585	592
Plans for Advanced Standing in College Courses						
Art	180	4	47	53	585	577
Biology	835	21	43	57	617	625
Chemistry	713	18	60	40	631	663
Computer Science	189	5	83	17	628	656
English	1,752	44	39	61	627	623
Foreign Languages	1,619	40	39	61	618	625
Humanities	139	3	43	57	655	624
Mathematics	1,824	45	52	48	622	654
Music	243	6	39	61	594	586
Physics	546	14	64	36	635	669
Social Studies	1,380	34	47	53	627	627
None of These	828	21	52	48	520	529

**Table
6**

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

Verbal

Score Ranges	Number of			Percent		
	Males	Females	Total	Male	Female	Total
750-800	146	126	272	7	6	6
700-749	166	179	345	8	8	8
650-699	282	287	569	14	13	13
600-649	372	441	813	18	20	19
550-599	409	447	856	20	20	20
500-549	300	338	638	15	15	15
450-499	218	230	448	11	10	10
400-449	93	99	192	4	4	4
350-399	46	52	98	2	2	2
300-349	22	17	39	1	1	1
250-299	7	11	18	0	0	0
200-249	6	1	7	0	0	0

Math

Score Ranges	Number of			Percent		
	Males	Females	Total	Male	Female	Total
750-800	215	80	295	10	4	7
700-749	262	173	435	13	8	10
650-699	370	326	696	18	15	16
600-649	366	457	823	18	21	19
550-599	338	423	761	16	19	18
500-549	234	320	554	11	14	13
450-499	156	229	385	8	10	9
400-449	73	136	209	4	6	5
350-399	36	52	88	2	2	2
300-349	11	25	36	1	1	1
250-299	6	5	11	0	0	0
200-249		2	2		0	0

Number of

	Males	Females	Total
Number	2,067	2,228	4,295
Mean	585	584	584
Standard Deviation	105	100	102
Percentile			
75th	660	650	660
50th (Median)	590	590	580
25th	520	520	520

Number of

	Males	Females	Total
Number	2,067	2,228	4,295
Mean	613	579	595
Standard Deviation	103	99	102
Percentile			
75th	690	650	670
50th (Median)	620	580	600
25th	540	520	530

NATIONAL

Number	562,911	657,219	1,220,130
Mean	509	502	505
Standard Deviation	113	110	111
Percentile			
75th	590	580	580
50th (Median)	510	500	500
25th	430	430	430

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

**Table
7-1**

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

Students who took one or more different SAT II: Subject Tests.

Number of Subject Tests	Number	Percent
1	39	4
2	64	7
3	713	73
4 or more	158	16

Score Ranges	SAT II: Subject Tests Average		English Writing		Literature		History and Social Studies			
	Number	Percent	Number	Percent	Number	Percent	American History		World History	
							Number	Percent	Number	Percent
750-800	74	8	188	20	34	14	24	11	2	4
700-749	192	20	188	20	49	21	32	15	1	2
650-699	240	25	177	21	51	21	46	21	10	22
600-649	202	21	140	16	42	18	42	19	7	16
550-599	153	16	98	11	43	18	35	16	11	24
500-549	72	7	72	8	11	5	21	10	6	13
450-499	31	3	27	3	3	1	13	6	5	11
400-449	8	1	3	0	1	0	6	3	3	7
350-399	2	0	3	0	4	2	1	0		
300-349			1	0						
250-299										
200-249										
Number	974		857		238		220		45	
Mean	644		661		651		629		584	
Standard Deviation	77		90		84		91		92	
Percentile										
75th	700		730		710		700		650	
50th (Median)	650		660		660		640		590	
25th	590		600		590		570		510	

Students Who Also Have SAT I Scores

Number	841	755	205	181	43
Verbal					
Mean	656	659	667	667	668
Standard Deviation	83	82	78	79	83
Math					
Mean	668	670	644	655	634
Standard Deviation	84	82	83	95	87

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)
WISCONSIN**

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	18	6	139	26	6	9	1	5	10	28	41	17	23	15
700-749	51	16	115	21	12	19	2	9	6	17	52	22	23	15
650-699	69	21	112	21	10	16	5	23	6	17	49	21	34	23
600-649	75	23	104	19	9	14	5	23	10	28	35	15	30	20
550-599	57	18	41	8	8	13	3	14	4	11	26	11	21	14
500-549	26	8	20	4	10	16	4	18			21	9	14	9
450-499	16	5	6	1	6	9	1	5			7	3	3	2
400-449	6	2			2	3					4	2	1	1
350-399	5	2			1	2	1	5						
300-349														
250-299														
200-249														
Number	323		537		64		22		36		235		149	
Mean	623		685		617		604		678		657		653	
Standard Deviation	85		79		99				70		91		83	
Percentile														
75th	680		750		700		670		750		720		710	
50th (Median)	630		680		610		620		670		670		650	
25th	570		630		530		530		600		590		590	
Students Who Also Have SAT I Scores														
Number	261		485		53		14		32		205		132	
Verbal														
Mean	622		676		653		626		669		668		668	
Standard Deviation	80		78		92				71		82		83	
Math														
Mean	635		705		653		659		684		710		707	
Standard Deviation	75		65		84				65		66		70	

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)
WISCONSIN**

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	3	60	6	9	1	6			3	20		
700-749			7	10	1	6			1	7	1	50
650-699	1	20	3	4	2	12	1	17	4	27		
600-649	1	20	11	16	3	18	2	33	1	7		
550-599			16	23	2	12	1	17	3	20		
500-549			9	13	5	29						
450-499			15	22	2	12	2	33	2	13		
400-449			1	1	1	6			1	7		
350-399			1	1							1	50
300-349												
250-299												
200-249												
Number	5		69		17		6		15		2	
Mean	734		584		578		572		628			
Standard Deviation			97									
Percentile												
75th			630									
50th (Median)			560									
25th			490									
Students Who Also Have SAT I Scores												
Number	5		65		15		6		14		1	
Verbal												
Mean	616		670		657		610		648			
Standard Deviation			73									
Math												
Mean	718		670		662		655		658			
Standard Deviation			73									

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)
WISCONSIN**

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			1	33	1	50			5	4	6	15
700-749					1	50	1	17	17	14	5	12
650-699							2	33	22	18	7	17
600-649									14	11	5	12
550-599			1	33			1	17	27	22	9	22
500-549							1	17	22	18	7	17
450-499			1	33			1	17	12	10		
400-449									4	3	2	5
350-399									2	2		
300-349												
250-299												
200-249												
Number			3		2		6		125		41	
Mean							605		595		626	
Standard Deviation									85		97	
Percentile												
75th									670		690	
50th (Median)									590		620	
25th									510		550	
Students Who Also Have SAT I Scores												
Number			3		1		6		110		40	
Verbal												
Mean							713		648		667	
Standard Deviation									90		77	
Math												
Mean							710		656		666	
Standard Deviation									83		77	

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

**Table
8**

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

Size of Senior Class	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
More than 1,000	17	0	65	35	549	551
750 - 1,000						
500 - 749	78	2	44	56	639	623
250 - 499	2,069	50	45	55	589	605
100 - 249	1,307	31	50	50	589	598
Fewer than 100	681	16	54	46	562	568
Unknown	143					
Type of High School						
Public	3,100	75	45	55	593	605
Religiously Affiliated	755	18	53	47	570	579
Independent	303	7	66	34	545	555
Other or Unknown	137					
Location of High School						
Large City	887	21	50	50	572	583
Medium-size City	1,101	26	47	53	590	604
Small City or Town	739	18	51	49	578	585
Suburban	1,257	30	48	52	593	606
Rural	176	4	41	59	597	604
Unknown	135					

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
WISCONSIN**

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

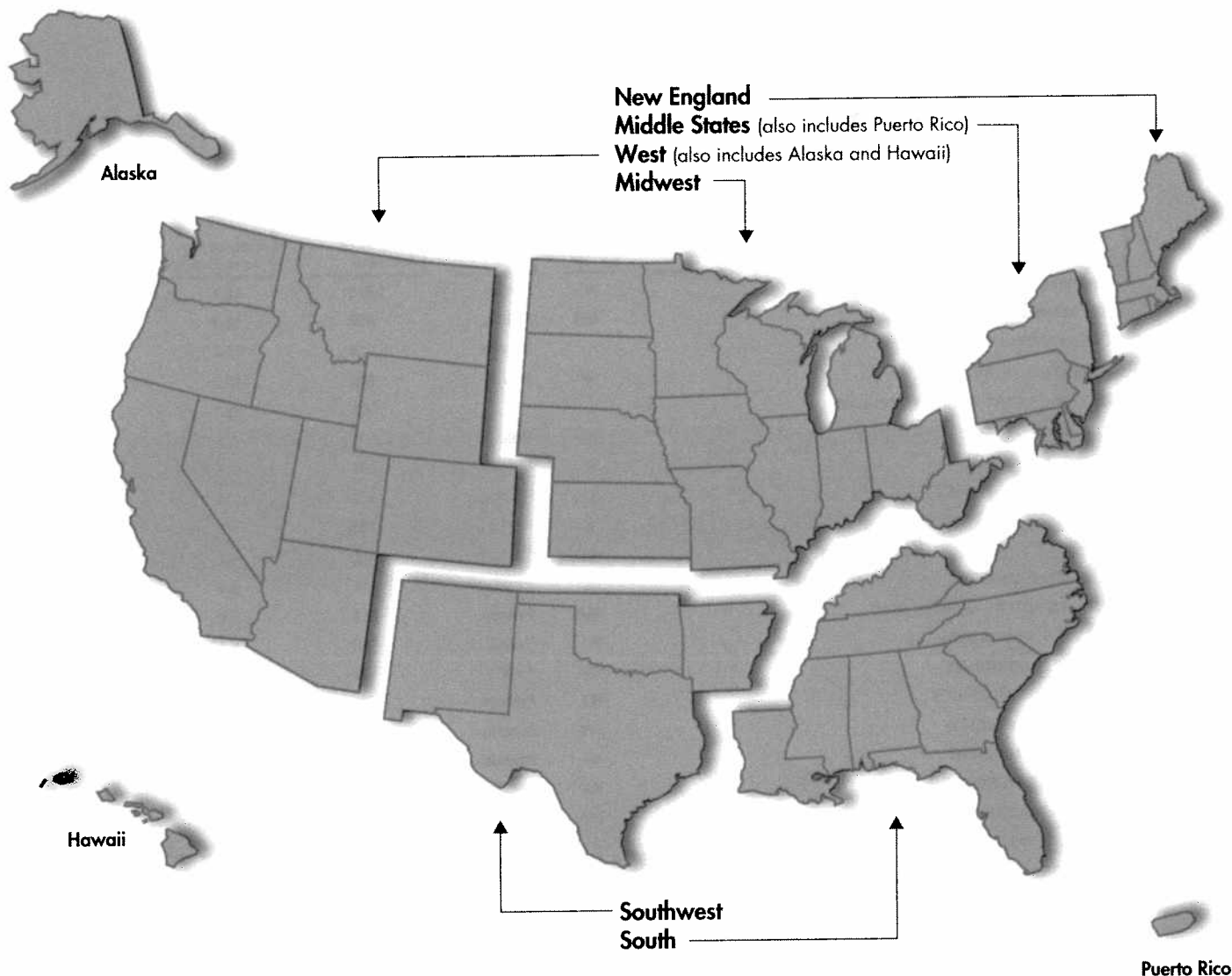
Institution	State	Type	Number of Students	Percent of Score Senders
UNIV WISC MADISON*	WI	Public	1,658	42.7
UNIV MINNESOTA MINNEAPOLIS*	MN	Public	630	16.2
NORTHWSTRN UNIVERSITY*	IL	Private	618	15.9
MARQUETTE UNIVERSITY	WI	Private	505	13.0
NATIONAL MERIT SCHOL PROGRAM	IL		453	11.7
UNIV WISC MILWAUKEE	WI	Public	325	8.4
HARVARD UNDERGRAD ADM	MA	Private	282	7.3
STANFORD UNIVERSITY	CA	Private	278	7.2
UNIV MICHIGAN ANN ARBOR*	MI	Public	255	6.6
WASHINGTON UNIVERSITY	MO	Private	237	6.1
UNIV NOTRE DAME	IN	Private	217	5.6
MASS INSTITUTE TECHNOLOGY	MA	Private	214	5.5
UNIV WISC EAU CLAIRE	WI	Public	198	5.1
UNIV CALIF BERKELEY	CA	Public	186	4.8
PRINCETON UNIVERSITY	NJ	Private	186	4.8
CORNELL UNIVERSITY	NY	Private	178	4.6
LAWRENCE UNIVERSITY	WI	Private	173	4.5
UNIV WISC LA CROSSE	WI	Public	172	4.4
BOSTON UNIVERSITY	MA	Private	172	4.4
YALE UNIVERSITY	CT	Private	169	4.4
NEW YORK UNIVERSITY	NY	Private	168	4.3
UNIV CHICAGO	IL	Private	166	4.3
BOSTON COLLEGE	MA	Private	161	4.1
UNIV WISC WHITEWATER	WI	Public	158	4.1
MILWAUKEE SCHOOL ENGINEERING	WI	Private	152	3.9
ARIZONA STATE UNIV TEMPE	AZ	Public	152	3.9
DUKE UNIVERSITY	NC	Private	151	3.9
BROWN UNIVERSITY	RI	Private	150	3.9
UNIV WISC OSHKOSH	WI	Public	145	3.7
UNIV WISC STEVENS POINT	WI	Public	144	3.7
PURDUE UNIV WEST LAFAYETTE*	IN	Public	143	3.7
UNIV SOUTHERN CALIFORNIA	CA	Private	141	3.6
UNIV COLORADO BOULDER*	CO	Public	137	3.5
CARLETON COLLEGE	MN	Private	132	3.4
UNIV NORTH CAROLINA CHAPEL HL	NC	Public	127	3.3
GEORGETOWN UNIVERSITY	DC	Private	116	3.0
MACALESTER COLLEGE	MN	Private	113	2.9
UNIV ILLINOIS URBANA*	IL	Public	110	2.8
NCAA INITIAL ELIG CLEARINGHSE	IA		107	2.8

1,150 Number of colleges, universities, or scholarship programs, not listed, that received reports from your students.

1,189 Total number of colleges, universities, or scholarship programs that received reports from your students.

*Main Campus

Areas served by College Board Regional Offices



COLLEGE BOARD ONLINE®: www.collegeboard.org

Middle States Regional Office:
3440 Market Street
Suite 410
Philadelphia, PA 19104-3338
215.387.7600
215.387.5805 (FAX)

Midwestern Regional Office
1560 Sherman Avenue
Suite 1001
Evanston, IL 60201-4805
847.866.1700
847.866.9280 (FAX)

New England Regional Office
470 Totten Pond Road
Waltham, MA 02451-1982
781.890.9150
781.890.0693 (FAX)

Southern Regional Office
100 Crescent Centre Parkway
Suite 340
Tucker, GA 30084
770.908.9737
770.934.4885 (FAX)

Southwestern Regional Office
4330 South MoPac Expressway
Suite 200
Austin, TX 78735
512.891.8400
512.891.8404 (FAX)

Western Regional Office
2099 Gateway Place
Suite 480
San Jose, CA 95110-1017
408.452.1400
408.453.7396 (FAX)
In Alaska and Hawaii, direct
inquiries to the Western Regional Office.

**In Puerto Rico, inquiries
should be addressed to:**
The College Board
Banco Popular Center
Suite 1501
209 Muñoz Rivera Avenue
Hato Rey, PR 00918
787.759.8625
787.759.8629 (FAX)
Mailing Address:
PO Box 71101
San Juan, PR 00936-8001

The SAT[®] Summary Reporting Service[™] (SRS[™]) is part of the Admission and Enrollment Services (AES) group of the College Board. The AES group provides solutions for traditional and emerging challenges facing admission and enrollment managers and their institutions. The other services provided by the AES group are the Admitted Class Evaluation Service[™] (ACES[™]), the Admitted Student Questionnaire[™] (ASQ[™]), Enrollment Planning Service[™] (EPS[™]), EPS Predictor Plus[™], and the Student Search Service[®] (SSS[®]).

This publication was prepared and produced by Educational Testing Service (ETS), which operates the SAT Summary Reporting Service for the College Board.

The College Board and Educational Testing Service are dedicated to the principle of equal opportunity and their programs, services, and employment policies are guided by that principle.