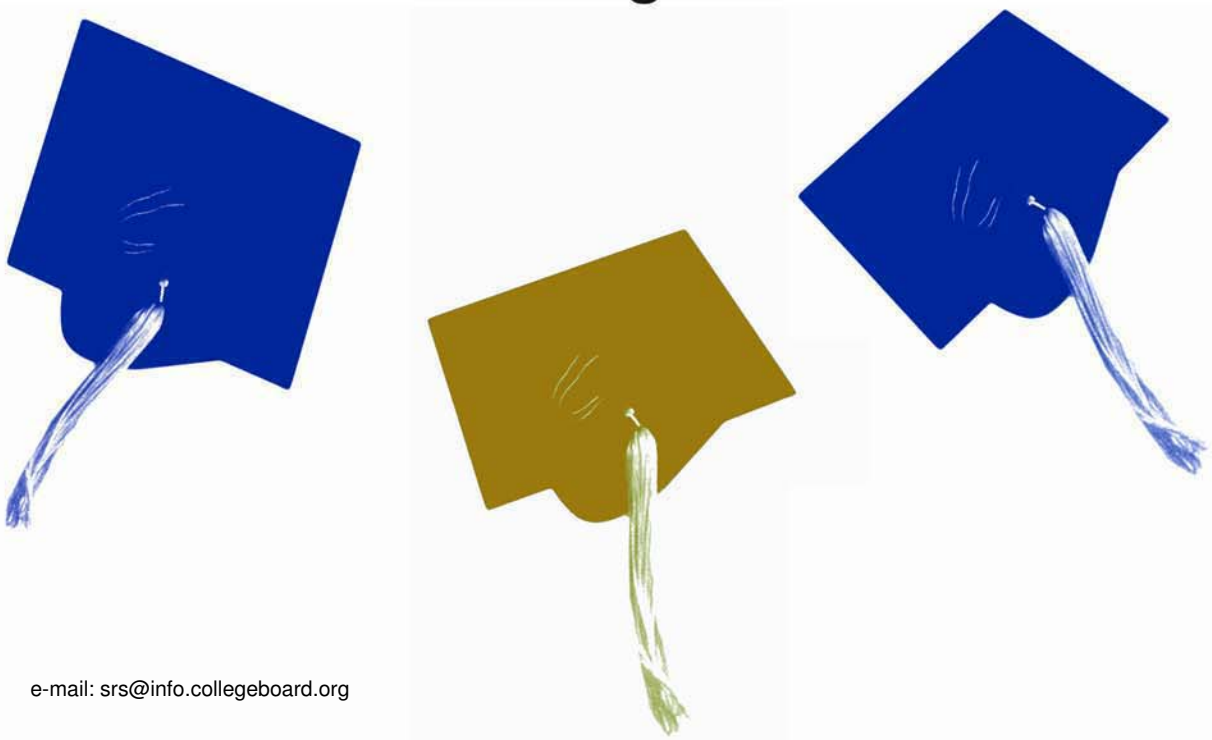
The College Board SAT®

Summary Reporting Service (SRS)

ILLINOIS REPORT

2003 College-Bound Seniors

A Profile of SAT® Program Test Takers



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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 SAT Questionnaire (formerly known as 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.

Using This Report

This *Profile of College-Bound Seniors* presents data for high school graduates in the year 2003 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 SQ responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound seniors population is relatively stable from year to year, SQ 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.

Statistical Definitions [1]

- **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, like the mean, gives an idea of the performance of the typical student. Comparing the 25th to the 75th percentile point gives an idea of the range of ability in the population.
- **Scaled score**
  A scaled score is a score that has been converted from the raw score scale for reporting. The SAT Program uses the 200-800 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 SD is smaller than it would be with a more diverse group and a greater scatter of scores around the mean.

[1] For more statistical definitions, visit the College Board Web site at http://www.collegeboard.com/sat/cbsenior/html/define.html.

Table A. Total Group Mean SAT/SAT I Scores for College-Bound Seniors, 1972-2003* (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
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

* 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 2000-2003, all scores are reported on the recentered scale

Contents: Profile of 2003 College-Bound Seniors

Table		Page
1	General Information	1
2	Academic Record	2
	● 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
	● English	
	● Mathematics	
	● Natural Sciences	4
	● Social Sciences and History	
	● Foreign and Classical Languages	5
	● Arts and Music	
	● Computer Course Work or Experience	
4	Background Information	6
	● Ethnicity	
	● First Language Learned	7
	● 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	
5	College Plans	8
	● 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: Subjects Tests	10
	● English Tests	
	● History and Social Studies Tests	
	● Math Tests	11
	● Science Tests	
	● Tests of Foreign and Classical Languages	12
	● ELPT™ (English Language Proficiency Test™)	14
8	High School Information	15
	● Size of Senior Class	
	● Type of High School	
	● Location of High School	
9	Colleges, Universities, and Scholarship Programs	16

Table 1

2003 Profile of College-Bound Seniors

ILLINOIS

Points to Note for this Report

- 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 April 2003. 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 SAT Questionnaire (formerly known as Student Descriptive Questionnaire).
- The most recent responses to the SQ are summarized.

Students Who Registered for the SAT I: Reasoning Test or an SAT II: Subject Test	Male	Female	Total	SAT I Mean Scores Verbal	SAT I Mean Scores Math
Total Number of Students	7,791	8,683	16,474		
Students with at Least One SAT Questionnaire (formerly known as Student Descriptive Questionnaire) Response	6,658	7,567	14,225		
Percent with at Least One SQ Response	85	87	86		
SAT Program Test Takers					
All Students with Either SAT I or SAT II Scores	7,310	8,078	15,388		
Students with SAT I Scores	7,012	7,661	14,673	583	596
Students with SAT II Scores	2,104	2,351	4,455		
Students with Both SAT I and SAT II Scores	1,806	1,934	3,740	652	672
Year in Which Seniors Last took SAT I					
Senior	2,471	2,686	5,157	576	592
Junior	4,442	4,889	9,331	587	599
Sophomore	69	65	134	586	615
Freshman	30	21	51	539	564

The College Board SAT®

Summary Reporting Service (SRS)

Table 2

2003 Profile of College-Bound Seniors
Academic Record
ILLINOIS

High School Rank	SAT I Test Takers: Number	SAT I Test Takers: Percent	Percent: Male	Percent: Female	SAT I Mean Scores: Verbal	SAT I Mean Scores: Math
Top Tenth	3,961	41	44	56	635	656
Second Tenth	2,313	24	47	53	583	605
Second Fifth	1,883	20	51	49	553	564
Third Fifth	1,246	13	50	50	511	515
Fourth Fifth	185	2	56	44	485	492
Fifth Fifth	55	1	78	22	486	483
No Response	5,030					
High School Grade Point Average						
A+ (97-100)	1,858	15	43	57	643	665
A (93-96)	3,004	25	41	59	613	631
A- (90-92)	2,412	20	45	55	590	610
B (80-89)	4,142	34	52	48	542	550
C (70-79)	577	5	66	34	481	480
D, E, or F (Below 70)	13	0	62	38	465	426
No Response	2,667					
Mean Grade Point Average: All Students	3.57					
* **Years of Study in Six Academic Subjects**						
20 or More Years	6,972	65	42	58	605	617
19 or 19½ Years	1,303	12	53	47	570	587
18 or 18½ Years	885	8	52	48	548	559
17 or 17½ Years	512	5	54	46	528	543
16 or 16½ Years	338	3	60	40	525	539
15 or 15½ Years	286	3	55	45	524	538
Less Than 15 Years	391	4	58	42	505	521
No Response	3,986					

Academic Subject	Average Years of Study: Male	Average Years of Study: Female	Average Years of Study: Total	Grade Point Average: For Each Subject: Male	Grade Point Average: For Each Subject: Female	Grade Point Average: For Each Subject: Total
Arts and Music	1.7	2.3	2.0	3.74	3.87	3.82
English	3.9	4.0	4.0	3.36	3.60	3.49
* Foreign and Classical Languages	3.2	3.4	3.3	3.33	3.55	3.45
* Mathematics	4.0	3.9	4.0	3.39	3.38	3.38
* Natural Sciences	3.6	3.6	3.6	3.43	3.48	3.45
* Social Sciences and History	3.4	3.5	3.5	3.51	3.60	3.56
* **Total for All Subjects**	19.8	20.7	20.4			

Mean Grade Point Average: All Students: Male	Female	Total
3.50	3.64	3.57

* These data may be slightly inflated due to differences in the way web and paper registrants responded to the SAT Questionnaire (formerly known as Student Descriptive Questionnaire).

Table 3-1

2003 Profile of College-Bound Seniors

Course-Taking Patterns

ILLINOIS

English	SAT I Test Takers		Percent		SAT I Mean Scores	
Years of Study	Number	Percent	Male	Female	Verbal	Math
More Than 4 Years	1,028	9	39	61	607	610
4 Years	9,354	81	47	53	583	598
3 Years	1,055	9	51	49	544	559
2 Years	110	1	44	56	558	591
1 Year	15	0	53	47	559	627
One-half Year or Less	7	0	86	14	497	523
No Response	3,104					
Course Work or Experience						
American Literature	9,823	89	46	54	586	597
Grammar	7,596	69	47	53	585	597
Composition	8,072	73	45	55	592	602
Literature Historical Periods	5,960	54	44	56	600	607
British Literature	5,842	53	45	55	602	606
Speaking and Listening	4,729	43	46	54	590	602
Literature Other Country	2,747	25	44	56	604	610
English as a Second Language	308	3	44	56	490	602
Honors Course Taken	6,435	56	42	58	619	627

Mathematics						
Years of Study						
* More Than 4 Years	1,886	16	55	45	615	658
* 4 Years	7,614	66	46	54	583	596
3 Years	1,874	16	42	58	547	538
2 Years	140	1	41	59	534	523
1 Year	10	0	40	60	507	527
One-half Year or Less	7	0	57	43	546	524
No Response	3,142					
Course Work						
Algebra	11,009	95	47	53	579	592
Geometry	11,286	97	47	53	581	594
Trigonometry	8,402	72	47	53	589	608
Precalculus	7,597	65	47	53	598	623
Other Math Courses	2,782	24	46	54	585	601
Calculus	5,200	45	51	49	620	656
Computer Math	1,170	10	70	30	596	635
Honors Course Taken	6,268	54	48	52	616	644

* These data may be slightly inflated due to differences in the way web and paper registrants responded to the SAT Questionnaire (formerly known as Student Descriptive Questionnaire).

Table 3-2

2003 Profile of College-Bound Seniors

Course-Taking Patterns (Continued)

ILLINOIS

Natural Sciences	SAT I Test Takers		Percent		SAT I Mean Scores	
Years of Study	Number	Percent	Male	Female	Verbal	Math
* More Than 4 Years	1,147	10	50	50	621	655
* 4 Years	5,756	50	48	52	594	611
3 Years	3,814	33	44	56	562	567
2 Years	599	5	49	51	534	529
1 Year	93	1	48	52	510	528
One-half Year or Less	47	0	53	47	484	505
No Response	3,217					
Course Work						
Biology	11,408	98	47	53	581	595
Chemistry	11,067	95	47	53	584	599
Physics	9,095	78	49	51	594	614
Geology, Earth Science, or Space Science	3,072	26	46	54	554	561
Other Sciences	3,077	26	42	58	567	576
Honors Course Taken	6,197	54	47	53	619	640

Social Sciences and History						
Years of Study						
* More Than 4 Years	928	8	44	56	618	615
* 4 Years	4,502	39	47	53	594	602
3 Years	5,094	44	46	54	572	591
2 Years	887	8	51	49	546	567
1 Year	63	1	48	52	503	558
One-half Year or Less	19	0	79	21	459	512
No Response	3,180					
Course Work						
U.S. History	11,437	98	47	53	582	595
World History or Cultures	9,874	85	47	53	584	597
U.S. Government or Civics	5,781	50	46	54	583	596
Economics	4,914	42	49	51	582	601
Geography	1,913	16	49	51	553	571
Psychology	4,230	36	37	63	580	589
European History	3,091	27	50	50	616	622
Other Courses	2,841	24	45	55	584	595
Sociology	1,745	15	39	61	564	570
Ancient History	1,329	11	52	48	601	610
Anthropology	217	2	40	60	583	583
Honors Course Taken	5,992	52	45	55	621	632

* These data may be slightly inflated due to differences in the way web and paper registrants responded to the SAT Questionnaire (formerly known as Student Descriptive Questionnaire).

Table 3-3

2003 Profile of College-Bound Seniors

Course-Taking Patterns (Continued)

ILLINOIS

Foreign and Classical Languages	SAT I Test Takers		Percent		SAT I Mean Scores	
Years of Study	Number	Percent	Male	Female	Verbal	Math
* More Than 4 Years	967	8	36	64	620	632
* 4 Years	5,434	47	43	57	604	617
3 Years	2,469	21	50	50	575	591
2 Years	2,247	19	54	46	540	551
1 Year	242	2	58	42	502	507
One-half Year or Less	198	2	66	34	469	510
No Response	3,116					
Course Work						
Chinese	138	1	51	49	557	639
French	2,862	25	37	63	596	602
German	797	7	58	42	604	618
Greek	78	1	54	46	621	621
Hebrew	241	2	52	48	589	597
Italian	167	1	43	57	556	564
Japanese	153	1	56	44	593	625
Korean	65	1	46	54	501	611
Latin	880	8	59	41	616	619
Russian	66	1	55	45	606	624
Spanish	7,389	63	48	52	574	589
Other Languages	281	2	33	67	544	567
Honors Course Taken	5,016	43	42	58	616	629
Arts and Music						
Years of Study						
More Than 4 Years	827	7	37	63	611	617
4 Years	2,161	19	38	62	599	601
3 Years	1,190	11	37	63	575	581
2 Years	1,774	16	41	59	570	583
1 Year	2,329	21	50	50	577	594
One-half Year or Less	3,002	27	59	41	576	600
No Response	3,390					
Course Work or Experience						
Acting or Play Production	2,536	23	36	64	603	595
Art History or Appreciation	2,283	21	41	59	585	586
Dance	1,495	13	13	87	581	584
Drama: Study or Appreciation	1,574	14	34	66	590	581
Music: Study or Appreciation	2,303	21	47	53	597	600
Music Performance	5,001	45	40	60	597	605
Photography or Film	2,042	18	37	63	585	591
Studio Art and Design	2,758	25	38	62	578	586
None	1,902	17	65	35	562	592
Honors Course Taken	1,491	13	42	58	617	623
Computer Course Work or Experience						
Computer Literacy	7,319	65	48	52	585	597
Computer Programming	2,081	19	71	29	591	626
Word Processing	8,113	72	47	53	584	597
Internet Activity	6,458	58	48	52	589	601
Using Computer Graphics	3,352	30	56	44	587	605
Creating Spreadsheets/Databases	4,451	40	52	48	591	606
None	1,636	15	41	59	581	591

* These data may be slightly inflated due to differences in the way web and paper registrants responded to the SAT Questionnaire (formerly known as Student Descriptive Questionnaire).

Table 4-1

2003 Profile of College-Bound Seniors

Background Information

ILLINOIS

SAT I Test Takers Who Described Themselves as:	Number of Males	Number of Females	Number of Total	Percent Male	Percent Female
American Indian or Alaskan Native	17	15	32	53	47
Asian, Asian American, or Pacific Islander	686	789	1,475	47	53
African American or Black	313	429	742	42	58
Hispanic or Latino Background:					
Mexican or Mexican American	135	178	313	43	57
Puerto Rican	22	44	66	33	67
Latin American, South American, Central American, or Other Hispanic or Latino	70	96	166	42	58
White	4,064	4,470	8,534	48	52
Other	143	178	321	45	55
No Response	1,562	1,462	3,024	52	48

SAT I Test Takers Who Described Themselves as:	Number of Males	Number of Females	Number of Total	Percent Responding Male	Percent Responding Female	Percent Responding Total
American Indian or Alaskan Native	17	15	32	0	0	0
Asian, Asian American, or Pacific Islander	686	789	1,475	13	13	13
African American or Black	313	429	742	6	7	6
Hispanic or Latino Background:						
Mexican or Mexican American	135	178	313	2	3	3
Puerto Rican	22	44	66	0	1	1
Latin American, South American, Central American, or Other Hispanic or Latino	70	96	166	1	2	1
White	4,064	4,470	8,534	75	72	73
Other	143	178	321	3	3	3
Total	5,450	6,199	11,649	100	100	100

SAT I Test Takers Who Described Themselves as:	SAT I Verbal Mean Scores Male	SAT I Verbal Mean Scores Female	SAT I Verbal Mean Scores Total	SAT I Verbal Standard Deviations Male	SAT I Verbal Standard Deviations Female	SAT I Verbal Standard Deviations Total	SAT I Math Mean Scores Male	SAT I Math Mean Scores Female	SAT I Math Mean Scores Total	SAT I Math Standard Deviations Male	SAT I Math Standard Deviations Female	SAT I Math Standard Deviations Total
American Indian or Alaskan Native	583	558	571			95	611	539	577			97
Asian, Asian American, or Pacific Islander	572	566	569	107	118	113	649	613	630	95	105	102
African American or Black	504	516	511	103	108	106	509	494	500	120	105	112
Hispanic or Latino Background:												
Mexican or Mexican American	556	544	549	94	93	93	573	518	542	101	95	101
Puerto Rican	565	534	544		95	93	568	510	529		106	104
Latin American, South American, Central American, or Other Hispanic or Latino	583	550	564	93	103	100	604	541	567	97	113	111
White	594	587	590	94	91	92	620	583	601	97	94	97
Other	590	575	582	98	105	102	610	561	583	103	100	104
No Response	594	590	592	99	98	99	621	582	602	101	102	103

Table 4-2

2003 Profile of College-Bound Seniors
Background Information (Continued)
ILLINOIS

	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	14,673		48	52	583	99	596	104
First Language Learned								
English	9,541	82	47	53	586	95	594	102
English and Another Language	1,169	10	45	55	564	105	589	111
Another Language	903	8	43	57	551	116	613	104
No Response	3,060							
Citizenship								
U.S. Citizen or U.S. National	11,662	96	47	53	585	97	595	103
U.S. Permanent Resident or Refugee	390	3	45	55	550	121	615	108
Citizen of Another Country	159	1	50	50	491	127	621	100
Other, Unknown, or No Response	2,462							
Disabling Condition								
Yes	502	3	62	38	557	105	561	109
No Response or Unknown	14,171	97	47	53				
SAT I Taken Under								
Standard Conditions	14,392	98	47	53	584	98	597	104
Nonstandard Conditions	281	2	63	37	540	107	556	105
Plans to Apply for Financial Aid								
Yes	7,710	67	45	55	580	100	590	104
No	1,451	13	51	49	585	95	609	98
Don't Know	2,357	20	51	49	582	98	601	103
Family Income								
Less Than $10,000	105	1	46	54	495	121	532	126
$10,000 - $20,000	207	2	40	60	512	113	531	115
$20,000 - $30,000	352	4	45	55	541	103	552	107
$30,000 - $40,000	557	7	43	57	545	104	557	111
$40,000 - $50,000	491	6	44	56	565	105	575	102
$50,000 - $60,000	678	8	45	55	568	95	575	105
$60,000 - $70,000	622	7	47	53	573	94	582	102
$70,000 - $80,000	695	8	45	55	574	99	585	105
$80,000 - $100,000	1,328	16	47	53	584	95	596	99
More Than $100,000	3,515	41	51	49	597	90	614	96
No Response	6,123							
Highest Level of Parental Education								
No High School Diploma	111	1	44	56	494	109	536	113
High School Diploma	1,623	15	43	57	540	100	551	104
Associate's Degree	510	5	46	54	545	100	555	108
Bachelor's Degree	3,608	33	46	54	575	93	590	102
Graduate Degree	5,160	47	49	51	606	93	619	97
Calculator Experience								
Use Almost Every Day	9,745	86	46	54	588	96	605	100
Use Once or Twice Weekly or Less	1,541	14	50	50	549	106	550	108
Never Use or No Response	3,387							
Took the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®)								
Only as a Junior	5,840	51	46	54	581	97	594	102
As a Sophomore or Younger, or as both a Jr. & a Soph. or Younger	4,506	39	47	53	594	95	610	99
No	1,086	9	49	51	534	108	549	112

Table 5

2003 Profile of College-Bound Seniors

College Plans

ILLINOIS

Intended College Major	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Agriculture or Natural Resources	65	1	32	68	560	558
Architecture or Environmental Design	195	2	51	49	541	584
Arts: Visual and Performing	843	8	37	63	578	566
Biological Sciences	719	7	34	66	595	606
Business and Commerce	1,460	13	58	42	559	589
Communications	476	4	31	69	582	566
Computer or Information Sciences	436	4	89	11	588	623
Education	620	6	23	77	553	564
Engineering	1,305	12	79	21	595	643
Foreign or Classical Languages	66	1	29	71	622	599
General or Interdisciplinary	58	1	34	66	624	615
Health and Allied Services	1,539	14	32	68	569	590
Home Economics	20	0	10	90	538	509
Language and Literature	255	2	27	73	651	600
Library and Archival Sciences	3	0	33	67		
Mathematics	140	1	61	39	611	680
Military Sciences	47	0	77	23	541	561
Philosophy, Religion, or Theology	82	1	54	46	610	597
Physical Sciences	241	2	61	39	613	650
Public Affairs and Services	131	1	37	63	529	520
Social Sciences and History	1,362	13	39	61	606	591
Technical and Vocational	52	0	75	25	528	534
Undecided	732	7	50	50	581	601
Degree-Level Goal						
Certificate Program	59	1	51	49	529	551
Associate's Degree	44	0	41	59	515	500
Bachelor's Degree	1,631	14	49	51	546	553
Master's Degree	3,871	34	50	50	579	596
Doctoral or Related Degree	3,595	32	43	57	602	617
Other	28	0	29	71	511	543
Undecided	2,098	19	46	54	587	599
Plans for Advanced Standing in College Courses						
Art	450	4	34	66	585	574
Biology	2,145	19	41	59	619	635
Chemistry	1,777	16	55	45	625	667
Computer Science	582	5	83	17	614	655
English	4,167	37	40	60	632	633
Foreign Languages	3,312	30	39	61	617	631
Humanities	433	4	45	55	628	623
Mathematics	4,775	43	51	49	619	659
Music	460	4	48	52	593	598
Physics	1,796	16	67	33	633	678
Social Studies	4,531	41	46	54	627	635
None of These	2,778	25	47	53	521	524

Table 6

2003 Profile of College-Bound Seniors

Score Distributions SAT I: Reasoning Test

ILLINOIS

Verbal

Score Ranges	Number of Males	Number of Females	Number of Total	Percent Male	Percent Female	Percent Total
750-800	393	372	765	6	5	5
700-749	568	516	1,084	8	7	7
650-699	1,045	1,061	2,106	15	14	14
600-649	1,359	1,543	2,902	19	20	20
550-599	1,388	1,486	2,874	20	19	20
500-549	1,039	1,202	2,241	15	16	15
450-499	669	787	1,456	10	10	10
400-449	340	402	742	5	5	5
350-399	117	183	300	2	2	2
300-349	58	67	125	1	1	1
250-299	20	37	57	0	0	0
200-249	16	5	21	0	0	0

Math

Score Ranges	Number of Males	Number of Females	Number of Total	Percent Male	Percent Female	Percent Total
750-800	655	310	965	9	4	7
700-749	958	592	1,550	14	8	11
650-699	1,395	1,179	2,574	20	15	18
600-649	1,258	1,409	2,667	18	18	18
550-599	1,099	1,458	2,557	16	19	17
500-549	789	1,110	1,899	11	14	13
450-499	443	817	1,260	6	11	9
400-449	243	471	714	3	6	5
350-399	106	193	299	2	3	2
300-349	45	84	129	1	1	1
250-299	8	27	35	0	0	0
200-249	13	11	24	0	0	0

	Number of Males	Number of Females	Number of Total	Number of Males	Number of Females	Number of Total
Number	7,012	7,661	14,673	7,012	7,661	14,673
Mean	587	579	583	616	578	596
Standard Deviation	99	99	99	102	101	104
Percentile						
75th	660	650	650	690	650	670
50th	590	580	580	630	580	600
25th	520	520	520	550	510	530

NATIONAL (TOTAL GROUP)

Number	652,606	753,718	1,406,324	652,606	753,718	1,406,324
Mean	512	503	507	537	503	519
Standard Deviation	112	110	111	116	111	115
Percentile						
75th	590	580	580	620	580	600
50th	510	500	510	540	500	520
25th	440	430	430	460	430	440

Table 7-1

2003 Profile of College-Bound Seniors

Score Distributions SAT II: Subject Tests

ILLINOIS

	Number of Subject Tests	Number	Percent
Students who took one or more different SAT II: Subject Tests.	**1**	224	5
	2	284	6
	3	3,107	70
	4 or more	840	19

Score Ranges	English				History and Social Studies			
	Writing		Literature		United States History		World History	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	652	16	83	8	199	14	17	12
700-749	761	19	190	19	268	19	21	14
650-699	784	20	241	24	300	21	22	15
600-649	815	21	205	20	231	16	25	17
550-599	498	13	136	13	176	13	20	14
500-549	294	7	87	9	131	9	17	12
450-499	98	2	44	4	61	4	20	14
400-449	50	1	21	2	28	2	3	2
350-399	9	0	4	0	7	0	1	1
300-349	1	0	1	0				
250-299								
200-249								
Number	3,962		1,012		1,401		146	
Mean	654		637		645		617	
Standard Deviation	87		85		92		103	
Percentile								
75th	720		700		720		700	
50th	660		650		660		620	
25th	600		580		590		530	
Students Who Also Have SAT I Scores								
Number	3,397		803		1,190		131	
Verbal								
Mean	657		664		665		660	
Standard Deviation	79		76		79		85	
Math								
Mean	675		642		670		661	
Standard Deviation	80		80		79		101	

Points to Note:

- Includes scores placed on hold by students and not released.
- For the 3,740 students who took any SAT II: Subject Test and the SAT I test, the mean SAT I verbal score was 652 (standard deviation = 83) and the mean SAT I math score was 672 (standard deviation = 80).

Table 7-2

2003 Profile of College-Bound Seniors

Score Distributions SAT II: Subject Tests (Continued)

ILLINOIS

Score Ranges	Math: Math Level IC Number	Math: Math Level IC Percent	Math: Math Level IIC Number	Math: Math Level IIC Percent	Science: Biology Number	Science: Biology Percent	Science: Biology-E Number	Science: Biology-E Percent	Science: Biology-M Number	Science: Biology-M Percent	Science: Chemistry Number	Science: Chemistry Percent	Science: Physics Number	Science: Physics Percent
750-800	110	7	848	36			35	13	78	19	163	19	199	27
700-749	354	21	453	19			41	15	88	21	183	21	162	22
650-699	375	23	454	19			57	21	92	22	178	20	154	21
600-649	320	19	327	14			52	20	62	15	146	17	102	14
550-599	238	14	188	8	1	100	36	14	52	12	104	12	55	8
500-549	147	9	62	3			29	11	26	6	62	7	34	5
450-499	72	4	13	1			10	4	14	3	30	3	21	3
400-449	27	2	4	0			4	2	4	1	14	2	3	0
350-399	11	1	2	0			1	0	1	0	1	0		
300-349	1	0												
250-299							1	0						
200-249														
Number	1,655		2,351		1		266		417		881		730	
Mean	635		700				637		662		659		684	
Standard Deviation	86		80				92		88		89		85	
Percentile														
75th	700		770				710		720		730		750	
50th	650		710				640		670		670		690	
25th	580		640				580		600		600		630	
Students Who Also Have SAT I Scores														
Number	1,355		2,042		1		218		361		754		652	
Verbal														
Mean	629		670				657		663		666		665	
Standard Deviation	82		77				86		83		79		80	
Math														
Mean	644		711				665		687		712		721	
Standard Deviation	72		62				81		74		66		67	

Points to Note:

- Includes scores placed on hold by students and not released.
- For the 3,740 students who took any SAT II: Subject Test and the SAT I test, the mean SAT I verbal score was 652 (standard deviation = 83) and the mean SAT I math score was 672 (standard deviation = 80).

Table 7-3

2003 Profile of College-Bound Seniors

Score Distributions SAT II: Subject Tests (Continued)

ILLINOIS

Foreign and Classical Languages

Score Ranges	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	22	59	19	8	7	14	4	17	3	15	6	22
700-749	8	22	19	8	7	14	5	22			3	11
650-699	3	8	32	13	8	16	1	4	1	5	2	7
600-649	1	3	36	14	7	14	3	13	3	15	1	4
550-599	1	3	57	23	5	10	2	9	5	25	6	22
500-549	2	5	39	16	13	25	3	13	3	15	4	15
450-499			31	12	3	6	4	17	3	15	3	11
400-449			13	5	1	2	1	4	2	10	1	4
350-399			2	1								
300-349			1	0							1	4
250-299												
200-249												
Number	37		249		51		23		20		27	
Mean	741		588		620		621		573		610	
Standard Deviation	79		99		104						133	
Percentile												
75th	790		660		710		740		620		720	
50th	770		580		600		600		550		570	
25th	720		510		530		490		480		500	

Students Who Also Have SAT I Scores

Number	34	219	47	23	18	20
Verbal						
Mean	628	661	646	638	648	653
Standard Deviation	131	77	62			
Math						
Mean	705	657	636	660	645	687
Standard Deviation	79	78	82			

Points to Note:

- Includes scores placed on hold by students and not released.
- For the 3,740 students who took any SAT II: Subject Test and the SAT I test, the mean SAT I verbal score was 652 (standard deviation = 83) and the mean SAT I math score was 672 (standard deviation = 80).

Table 7-4

2003 Profile of College-Bound Seniors

Score Distributions SAT II: Subject Tests (Continued)

ILLINOIS

Foreign and Classical Languages (Continued)

Score Ranges	Italian		Japanese with Listening		Korean with Listening		Latin		Spanish		Spanish with Listening	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	1	13	12	60	26	84	9	18	49	11	10	15
700-749	1	13	1	5	2	6	5	10	49	11	5	7
650-699					1	3	6	12	76	17	11	16
600-649	3	38	2	10	1	3	4	8	84	19	8	12
550-599	2	25	1	5			6	12	70	15	12	18
500-549					1	3	6	12	65	14	10	15
450-499	1	13	3	15			13	26	29	6	8	12
400-449			1	5			1	2	25	6	3	4
350-399									4	1	1	1
300-349									3	1		
250-299												
200-249												
Number	8		20		31		50		454		68	
Mean	618		688		767		606		610		602	
Standard Deviation					59		119		103		107	
Percentile												
75th			800		800		710		690		690	
50th			760		790		580		620		590	
25th			580		770		490		540		510	
Students Who Also Have SAT I Scores												
Number	6		19		29		46		382		57	
Verbal												
Mean	640		576		529		682		643		625	
Standard Deviation					96		83		78		71	
Math												
Mean	648		682		685		683		654		646	
Standard Deviation					68		69		78		74	

Points to Note:

- Includes scores placed on hold by students and not released.
- For the 3,740 students who took any SAT II: Subject Test and the SAT I test, the mean SAT I verbal score was 652 (standard deviation = 83) and the mean SAT I math score was 672 (standard deviation = 80).

Table 7-5

2003 Profile of College-Bound Seniors

ELPT™ (English Language Proficiency Test™)

ILLINOIS

Score Distribution

Score Ranges	Total Number	Total Percent	*Ranges*	Reading Subscore Number	Reading Subscore Percent	*Ranges*	Listening Subscore Number	Listening Subscore Percent	*Ranges*	Reading Proficiency Number	Reading Proficiency Percent
990-999	1	9	46-50	1	9	46-50	1	9	H	1	9
980-989	1	9	41-45	1	9	41-45	3	27	A	1	9
970-979	2	18	36-40			36-40	2	18	+	3	27
960-969	2	18	31-35	2	18	31-35	2	18	I	5	45
950-959	2	18	26-30	1	9	26-30			L	1	9
940-949			21-25	3	27	21-25	1	9		**Listening Proficiency**	
930-939	2	18	16-20	1	9	16-20	2	18	*Ranges*	Number	Percent
920-929	1	9	11-15	1	9	11-15			H		
910-919			06-10	1	9	06-10			A	4	36
901-909			01-05			01-05			+	4	36
									I	3	27
									L		

Number	11		
Mean	960	27	34
Standard Deviation			
Percentile			
75th			
50th			
25th			

Students Who Also Have SAT I Scores

Number 3

Verbal

Mean

Standard Deviation

Math

Mean

Standard Deviation

Points to Note: Whereas most SAT II tests are **achievement** tests in a given curriculum area or academic subject, the ELPT is a **proficiency** test in the area of English as a Second Language. As such, the ELPT should not be linked to the SAT II 200-800 score scale used for subject achievement tests. ELPT is on a separate scale ranging from 901-999.

The ELPT Reading and Listening subscores range from 1 to 50.

Proficiency Ranges: H - Advanced High or Higher
A - Advanced
+ - Intermediate High
I - Intermediate
L - Below Intermediate

For more information on the ranges, please visit the College Board Web site at www.collegeboard.com.

Table 8

2003 Profile of College-Bound Seniors

High School Information

ILLINOIS

	SAT I Test Takers		Percent		SAT I Mean Scores	
Size of Senior Class	Number	Percent	Male	Female	Verbal	Math
More than 1,000	140	1	31	69	543	511
750 - 1,000	1,194	9	49	51	593	625
500 - 749	4,463	33	47	53	582	606
250 - 499	4,780	35	49	51	586	597
100 - 249	1,752	13	47	53	586	591
Fewer than 100	1,305	10	48	52	584	583
Unknown	1,039					
Type of High School						
Public	9,967	73	47	53	586	608
Religiously Affiliated	2,953	22	50	50	577	575
Independent	657	5	53	47	602	600
Other or Unknown	1,096					
Location of High School						
Large City	2,189	16	47	53	579	580
Medium-size City	1,102	8	47	53	590	606
Small City or Town	780	6	47	53	597	605
Suburban	9,049	68	48	52	584	603
Rural	157	1	48	52	580	591
Unknown	1,396					

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

Table 9

2003 Profile of College-Bound Seniors

Colleges, Universities, and Scholarship Programs

ILLINOIS

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

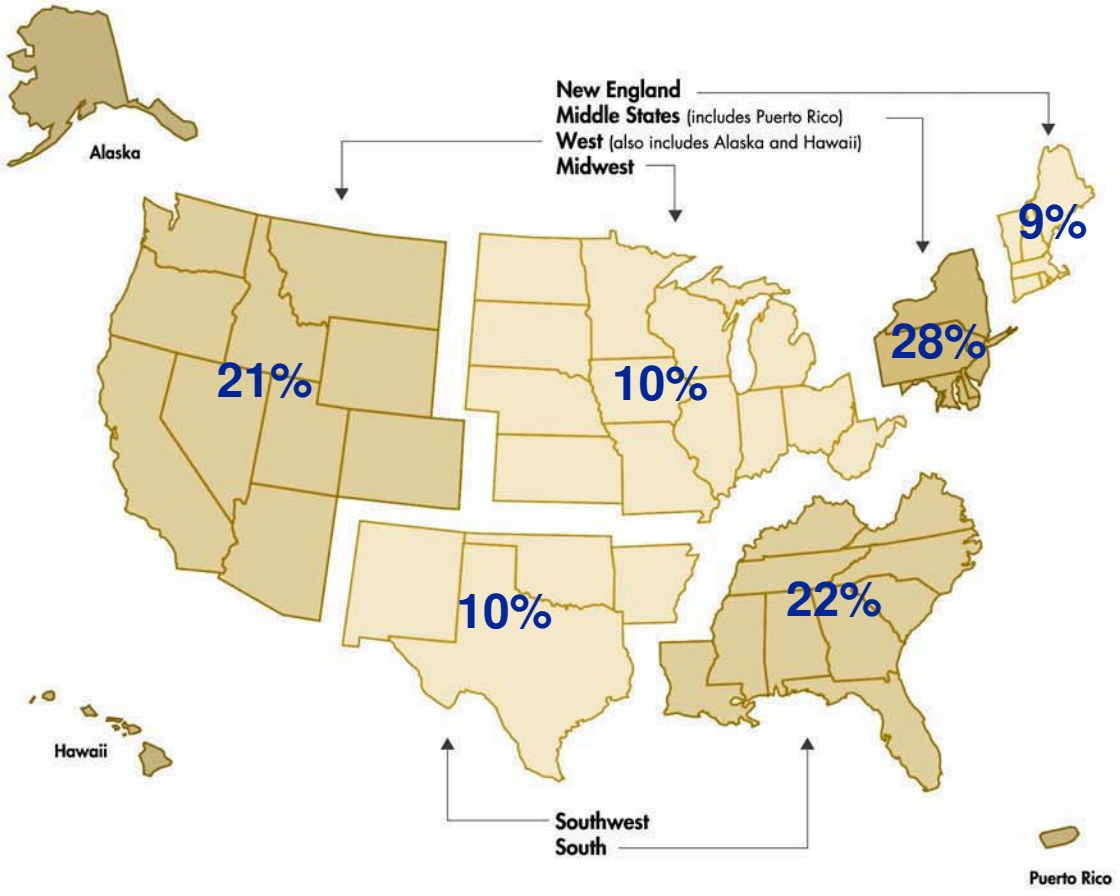
Institution	State	Type	Number of Students	Percent of Score Senders
UNIV ILLINOIS URBANA*	IL	Public	5,252	42.3
NORTHWSTRN UNIVERSITY*	IL	Private	2,657	21.4
UNIV ILLINOIS CHICAGO	IL	Public	1,577	12.7
UNIV MICHIGAN ANN ARBOR*	MI	Public	1,502	12.1
UNIV CHICAGO	IL	Private	1,400	11.3
UNIV WISC MADISON*	WI	Public	1,261	10.1
WASHINGTON UNIVERSITY	MO	Private	1,254	10.1
PURDUE UNIV WEST LAFAYETTE*	IN	Public	1,125	9.1
HARVARD UNDERGRAD ADM	MA	Private	981	7.9
NATIONAL MERIT SCHOL PROGRAM	IL		891	7.2
DEPAUL UNIVERSITY	IL	Private	883	7.1
STANFORD UNIVERSITY	CA	Private	863	6.9
LOYOLA UNIV CHICAGO	IL	Private	860	6.9
ILLINOIS STATE UNIVERSITY	IL	Public	843	6.8
NORTHRN ILLINOIS UNIVERSITY	IL	Public	829	6.7
UNIV NOTRE DAME	IN	Private	811	6.5
NEW YORK UNIVERSITY	NY	Private	755	6.1
INDIANA UNIV BLOOMINGTON*	IN	Public	744	6.0
CORNELL UNIVERSITY	NY	Private	716	5.8
PRINCETON UNIVERSITY	NJ	Private	688	5.5
MARQUETTE UNIVERSITY	WI	Private	666	5.4
DUKE UNIVERSITY	NC	Private	649	5.2
UNIV IOWA	IA	Public	648	5.2
YALE UNIVERSITY	CT	Private	647	5.2
GEORGETOWN UNIVERSITY	DC	Private	646	5.2
BOSTON UNIVERSITY	MA	Private	643	5.2
MASS INSTITUTE TECHNOLOGY	MA	Private	600	4.8
BOSTON COLLEGE	MA	Private	591	4.8
UNIV CALIF BERKELEY	CA	Public	578	4.7
MIAMI UNIV OXFORD	OH	Public	573	4.6
UNIV CALIF LOS ANGELES	CA	Public	533	4.3
ILLINOIS WESLEYAN UNIVERSITY	IL	Private	523	4.2
UNIV PENNSYLVANIA UNDRGRD ADM*	PA	Private	518	4.2
BROWN UNIVERSITY	RI	Private	501	4.0
BRADLEY UNIVERSITY	IL	Private	468	3.8
UNIV SOUTHERN CALIFORNIA	CA	Private	464	3.7
DARTMOUTH COLLEGE	NH	Private	451	3.6
MICHIGAN STATE UNIVERSITY	MI	Public	447	3.6
SOUTHRN ILLINOIS UNIV CARBNDLE	IL	Public	440	3.5

1,714 **Number of colleges, universities, or scholarship programs, not listed, that received reports from your students.**

1,753 **Total number of colleges, universities, or scholarship programs that received reports from your students.**

***Main Campus**

Areas served by College Board Regional Offices



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The College Board: Expanding College Opportunity

The College Board is a national nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 4,200 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges, through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, contact www.collegeboard.com.

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