



MONTANA REPORT

2001

# College- Bound Seniors

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



e-mail: [srs@info.collegeboard.org](mailto:srs@info.collegeboard.org)

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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 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.

## Using This Report

This *Profile of College-Bound Seniors* presents data for high school graduates in the year 2001 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, 1972-2001\*  
(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

\*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. For 2000 and 2001, all scores are reported on the recentered scale.

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# Table 1

## 2001 Profile of College-Bound Seniors

MONTANA

### 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 March 2001. 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	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	1,359	1,636	2,995		
Students with at Least One Student Descriptive Questionnaire (SDQ) Response	1,325	1,595	2,920		
Percent with at Least One SDQ Response	97	97	97		
<b>SAT Program Test Takers</b>					
All Students with Either SAT I or SAT II Scores	1,271	1,518	2,789		
Students with SAT I Scores	1,259	1,503	2,762	539	539
Students with SAT II Scores	118	111	229		
Students with Both SAT I and SAT II Scores	106	96	202	643	649
<b>Year in Which Seniors Last took SAT I</b>					
Senior	841	1,047	1,888	535	533
Junior	405	442	847	549	553
Sophomore	11	10	21	556	532
Freshman	2	4	6	533	467

**Information about years of study and honors was collected differently for paper and Web registrations. These questions were abbreviated slightly on the Web to speed up the registration process. The information about Honors will be available later this year.**



# Table 2

## 2001 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	726	33	42	58	597	604
Second Tenth	627	28	45	55	544	553
Second Fifth	524	24	47	53	509	510
Third Fifth	293	13	44	56	475	459
Fourth Fifth	28	1	68	32	437	453
Fifth Fifth	11	0	55	45	473	462
No Response	553					

High School Grade Point Average	Number	Percent	Male	Female	Verbal	Math
A+ (97-100)	168	7	40	60	622	630
A (93-96)	660	26	41	59	581	588
A- (90-92)	570	23	41	59	554	556
B (80-89)	953	38	49	51	502	501
C (70-79)	178	7	59	41	461	448
D, E, or F (Below 70)	4	0	50	50		
No Response	229					

**Mean Grade Point Average: All Students**     3.44

### Years of Study in Six Academic Subjects

20 or More Years  
 19 or 19½ Years  
 18 or 18½ Years  
 17 or 17½ Years  
 16 or 16½ Years  
 15 or 15½ Years  
 Less Than 15 Years  
 No Response

Data are not available. Please see the explanation on page 1.

Academic Subject	Average Years of Study			Grade Point Average: For Each Subject		
	Male	Female	Total	Male	Female	Total
Arts and Music				3.74	3.89	3.83
English				3.29	3.56	3.44
Foreign and Classical Languages				3.28	3.50	3.40
Mathematics				3.22	3.20	3.21
Natural Sciences				3.40	3.40	3.40
Social Sciences and History				3.48	3.52	3.50
<b>Total for All Subjects</b>				<b>Mean Grade Point Average: All Students</b>		
				Male	Female	Total
				3.38	3.50	3.44

Data are not available. Please see the explanation on page 1.

# Table 3-1

## 2001 Profile of College-Bound Seniors Course-Taking Patterns MONTANA

<b>English</b>	<b>SAT I Test Takers</b>		<b>Percent</b>		<b>SAT I Mean Scores</b>	
	<b>Number</b>	<b>Percent</b>	<b>Male</b>	<b>Female</b>	<b>Verbal</b>	<b>Math</b>
<b>Years of Study</b>						
More Than 4 Years	186	8	41	59	577	565
4 Years	1,926	79	44	56	538	541
3 Years	305	13	50	50	530	526
2 Years	14	1	36	64	508	500
1 Year	4	0	25	75		
One-half Year or Less	3	0	33	67		
No Response	324					
<b>Course Work or Experience</b>						
American Literature	2,074	86	43	57	545	544
Grammar	1,904	79	42	58	545	544
Composition	1,863	77	42	58	548	547
Literature Historical Periods	1,341	56	42	58	556	552
British Literature	685	28	43	57	570	558
Speaking and Listening	1,131	47	44	56	549	547
Literature Other Country	448	19	44	56	562	553
English as a Second Language	46	2	43	57	484	530
<b>Honors Course Taken</b>	924	38	35	65	583	576

### Mathematics

#### Years of Study

More Than 4 Years	Data are not available. Please see the explanation on page 1.					
4 Years						
3 Years	738	30	41	59	518	496
2 Years	93	4	49	51	498	464
1 Year	5	0	20	80	546	496
One-half Year or Less	4	0	25	75		
No Response	307					

#### Course Work

Algebra	2,406	95	45	55	539	540
Geometry	2,362	94	45	55	542	544
Trigonometry	1,352	54	46	54	551	563
Precalculus	1,169	46	46	54	567	585
Other Math Courses	588	23	43	57	524	515
Calculus	683	27	51	49	587	613
Computer Math	163	6	60	40	549	562

#### Honors Course Taken

Data are not available. Please see the explanation on page 1.

# Table 3-2

## 2001 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
<b>Years of Study</b>	Data are not available. Please see the explanation on page 1.					
More Than 4 Years						
4 Years						
3 Years	861	35	41	59	530	528
2 Years	369	15	46	54	501	488
1 Year	47	2	47	53	473	462
One-half Year or Less	11	0	9	91	515	476
No Response	325					
<b>Course Work</b>						
Biology	2,418	96	44	56	541	540
Chemistry	1,940	77	44	56	551	555
Physics	1,147	45	50	50	566	578
Geology, Earth Science, or Space Science	1,754	69	45	55	536	536
Other Sciences	677	27	42	58	535	528
<b>Honors Course Taken</b>	Data are not available. Please see the explanation on page 1.					

### Social Sciences and History

<b>Years of Study</b>	Data are not available. Please see the explanation on page 1.					
More Than 4 Years						
4 Years						
3 Years	1,254	52	45	55	540	544
2 Years	287	12	48	52	528	526
1 Year	27	1	30	70	511	514
One-half Year or Less	8	0	38	63	476	465
No Response	329					
<b>Course Work</b>						
U.S. History	2,439	97	45	55	540	540
World History or Cultures	2,149	85	45	55	542	542
U.S. Government or Civics	2,131	84	44	56	542	543
Economics	336	13	48	52	537	529
Geography	593	24	47	53	527	527
Psychology	613	24	34	66	550	542
European History	256	10	45	55	560	543
Other Courses	422	17	45	55	541	544
Sociology	271	11	35	65	539	531
Ancient History	175	7	51	49	538	525
Anthropology	31	1	52	48	548	540
<b>Honors Course Taken</b>	Data are not available. Please see the explanation on page 1.					

# Table 3-3

## 2001 Profile of College-Bound Seniors Course-Taking Patterns (Continued) MONTANA

### Foreign and Classical Languages

Years of Study	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
More Than 4 Years	Data are not available. Please see the explanation on page 1.					
4 Years	Data are not available. Please see the explanation on page 1.					
3 Years	487	20	38	62	568	564
2 Years	1,051	43	44	56	535	538
1 Year	285	12	55	45	511	503
One-half Year or Less	282	12	56	44	499	501
No Response	318					

### Course Work

Chinese	8	0	38	63	539	670
French	537	22	36	64	555	546
German	239	10	49	51	552	554
Greek	7	0	29	71	606	526
Hebrew	4	0	50	50		
Italian	6	0	17	83	558	492
Japanese	13	1	46	54	576	583
Korean	3	0		100		
Latin	115	5	51	49	574	561
Russian	19	1	47	53	557	520
Spanish	1,539	62	44	56	539	542
Other Languages	35	1	51	49	496	502

### Honors Course Taken

Data are not available. Please see the explanation on page 1.

### Arts and Music

#### Years of Study

More Than 4 Years	291	12	39	61	573	555
4 Years	597	24	34	66	552	545
3 Years	364	15	43	57	535	529
2 Years	448	18	46	54	532	532
1 Year	610	25	56	44	527	544
One-half Year or Less	138	6	49	51	518	526
No Response	314					

#### Course Work or Experience

Acting or Play Production	669	27	36	64	559	539
Art History or Appreciation	569	23	43	57	536	529
Dance	244	10	11	89	529	509
Drama: Study or Appreciation	456	19	35	65	554	534
Music: Study or Appreciation	397	16	37	63	558	543
Music Performance	1,412	57	37	63	552	547
Photography or Film	462	19	41	59	536	525
Studio Art and Design	645	26	43	57	542	531
None	174	7	64	36	502	524
<b>Honors Course Taken</b>	<b>224</b>	<b>9</b>	<b>42</b>	<b>58</b>	<b>577</b>	<b>562</b>

### Computer Course Work or Experience

Computer Literacy	1,829	74	45	55	543	544
Computer Programming	437	18	59	41	543	559
Word Processing	2,091	84	44	56	544	543
Internet Activity	1,679	68	45	55	543	544
Using Computer Graphics	917	37	51	49	547	553
Creating Spreadsheets/Databases	1,178	48	47	53	547	552
None	158	6	42	58	527	521

# Table 4-1

## 2001 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	11	28	39	28	72
Asian, Asian American, or Pacific Islander	18	31	49	37	63
African American or Black	3	2	5	60	40
Hispanic or Latino Background:					
Mexican or Mexican American	13	12	25	52	48
Puerto Rican	1	2	3	33	67
Latin American, South American, Central American, or Other Hispanic or Latino	9	8	17	53	47
White	1,064	1,278	2,342	45	55
Other	17	22	39	44	56
No Response	123	120	243	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	11	28	39	1	2	2
Asian, Asian American, or Pacific Islander	18	31	49	2	2	2
African American or Black	3	2	5	0	0	0
Hispanic or Latino Background:						
Mexican or Mexican American	13	12	25	1	1	1
Puerto Rican	1	2	3	0	0	0
Latin American, South American, Central American, or Other Hispanic or Latino	9	8	17	1	1	1
White	1,064	1,278	2,342	94	92	93
Other	17	22	39	1	2	2
<b>Total</b>	<b>1,136</b>	<b>1,383</b>	<b>2,519</b>	<b>100</b>	<b>100</b>	<b>100</b>

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	509	488	494		110	111	468	468	468		78	85
Asian, Asian American, or Pacific Islander	510	532	524		78	83	558	574	568		90	87
African American or Black			452						420			
Hispanic or Latino Background:												
Mexican or Mexican American	539	483	512			103	548	464	508			101
Puerto Rican												
Latin American, South American, Central American, or Other Hispanic or Latino	513	479	497				503	476	491			
White	542	538	540	92	92	92	561	524	541	95	92	95
Other	585	546	563			125	636	505	562			115
No Response	548	545	546	100	86	94	542	515	529	97	89	94

**Table  
4-2**

**2001 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
<b>All SAT I Test Takers</b>	2,762		46	54	539	93	539	96
<b>First Language Learned</b>								
English	2,373	96	45	55	541	93	541	96
English and Another Language	80	3	33	68	512	89	509	96
Another Language	29	1	52	48	458	97	535	120
No Response	280							
<b>Citizenship</b>								
U.S. Citizen or U.S. National	2,516	99	45	55	540	93	541	96
U.S. Permanent Resident or Refugee	13	1	38	62	465		482	
Citizen of Another Country	15	1	47	53	429		579	
Other, Unknown, or No Response	218							
<b>Disabling Condition</b>								
Yes	181	7	51	49	512	110	506	110
No Response or Unknown	2,581	93	45	55				
<b>SAT I Taken Under</b>								
Standard Conditions	2,732	99	46	54	540	93	539	96
Nonstandard Conditions	30	1	23	77	521	91	523	94
<b>Plans to Apply for Financial Aid</b>								
Yes	1,913	77	44	56	542	93	543	95
No	155	6	50	50	526	97	522	97
Don't Know	414	17	47	53	532	92	535	97
<b>Family Income</b>								
Less Than \$10,000	34	2	24	76	519	98	501	122
\$10,000 - \$20,000	144	7	40	60	539	91	527	103
\$20,000 - \$30,000	265	12	42	58	533	87	540	97
\$30,000 - \$40,000	346	16	49	51	534	95	538	96
\$40,000 - \$50,000	283	13	45	55	543	94	543	94
\$50,000 - \$60,000	289	13	43	57	541	98	542	92
\$60,000 - \$70,000	181	8	47	53	530	90	545	83
\$70,000 - \$80,000	186	9	41	59	536	87	539	93
\$80,000 - \$100,000	170	8	45	55	549	94	559	93
More Than \$100,000	257	12	49	51	556	91	550	102
No Response	607							
<b>Highest Level of Parental Education</b>								
No High School Diploma	17	1	35	65	485		476	
High School Diploma	743	30	40	60	518	92	521	95
Associate's Degree	144	6	41	59	509	85	518	92
Bachelor's Degree	890	36	47	53	549	92	550	94
Graduate Degree	652	27	48	52	561	92	558	94
<b>Calculator Experience</b>								
Use Almost Every Day	1,825	79	44	56	551	91	557	92
Use Once or Twice Weekly or Less	497	21	45	55	513	91	502	92
Never Use or No Response	440							
<b>Took the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)</b>								
Only as a Junior	1,404	57	42	58	548	91	548	91
As a Sophomore or Younger, or as both a Jr. & a Soph. or Younger	534	22	44	56	561	89	564	96
No	509	21	52	48	500	91	499	95

**Table  
5**

**2001 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	47	2	38	62	501	508
Architecture or Environmental Design	73	3	56	44	507	538
Arts: Visual and Performing	214	9	37	63	548	521
Biological Sciences	127	5	37	63	551	548
Business and Commerce	256	10	50	50	517	540
Communications	60	2	25	75	564	525
Computer or Information Sciences	127	5	82	18	557	582
Education	208	9	23	77	512	507
Engineering	297	12	82	18	563	595
Foreign or Classical Languages	19	1	21	79	587	568
General or Interdisciplinary	13	1	46	54	541	522
Health and Allied Services	367	15	26	74	528	534
Home Economics	11	0	9	91	506	468
Language and Literature	36	1	36	64	603	548
Library and Archival Sciences	2	0		100		
Mathematics	10	0	90	10	590	689
Military Sciences	14	1	71	29	506	521
Philosophy, Religion, or Theology	17	1	65	35	588	561
Physical Sciences	45	2	53	47	576	596
Public Affairs and Services	31	1	45	55	517	481
Social Sciences and History	261	11	32	68	563	526
Technical and Vocational	41	2	59	41	475	484
Undecided	170	7	46	54	539	543
<b>Degree-Level Goal</b>						
Certificate Program	37	2	43	57	486	486
Associate's Degree	28	1	39	61	481	471
Bachelor's Degree	621	26	50	50	516	519
Master's Degree	675	28	46	54	546	548
Doctoral or Related Degree	508	21	40	60	573	575
Other	6	0	17	83	490	532
Undecided	527	22	42	58	538	534
<b>Plans for Advanced Standing in College Courses</b>						
Art	107	4	33	67	530	509
Biology	223	9	43	57	569	573
Chemistry	171	7	52	48	564	590
Computer Science	87	4	76	24	555	582
English	728	30	35	65	594	579
Foreign Languages	262	11	40	60	593	587
Humanities	70	3	36	64	559	540
Mathematics	610	25	51	49	580	611
Music	144	6	40	60	548	539
Physics	125	5	66	34	602	629
Social Studies	404	17	45	55	599	586
None of These	1,066	44	44	56	504	504

# Table 6

## 2001 Profile of College-Bound Seniors Score Distributions SAT I: Reasoning Test MONTANA

### Verbal

Score Ranges	Number of			Percent		
	Males	Females	Total	Male	Female	Total
750-800	15	22	37	1	1	1
700-749	46	45	91	4	3	3
650-699	121	113	234	10	8	8
600-649	186	230	416	15	15	15
550-599	241	298	539	19	20	20
500-549	271	299	570	22	20	21
450-499	191	252	443	15	17	16
400-449	116	157	273	9	10	10
350-399	49	57	106	4	4	4
300-349	17	22	39	1	1	1
250-299	6	7	13	0	0	0
200-249		1	1		0	0

### Math

Score Ranges	Number of			Percent		
	Males	Females	Total	Male	Female	Total
750-800	23	6	29	2	0	1
700-749	66	40	106	5	3	4
650-699	154	94	248	12	6	9
600-649	221	180	401	18	12	15
550-599	244	293	537	19	19	19
500-549	232	320	552	18	21	20
450-499	173	253	426	14	17	15
400-449	91	188	279	7	13	10
350-399	30	87	117	2	6	4
300-349	15	29	44	1	2	2
250-299	9	11	20	1	1	1
200-249	1	2	3	0	0	0

	Number of		
	Males	Females	Total
Number	1,259	1,503	2,762
Mean	542	537	539
Standard Deviation	94	93	93
<b>Percentile</b>			
75th	610	600	600
50th (Median)	540	540	540
25th	480	470	470

	Number of		
	Males	Females	Total
Number	1,259	1,503	2,762
Mean	559	522	539
Standard Deviation	96	93	96
<b>Percentile</b>			
75th	630	580	610
50th (Median)	560	530	540
25th	490	460	480

### NATIONAL

	MONTANA			NATIONAL		
	Males	Females	Total	Males	Females	Total
Number	592,366	683,954	1,276,320	592,366	683,954	1,276,320
Mean	509	502	506	533	498	514
Standard Deviation	112	109	111	115	109	113
<b>Percentile</b>						
75th	590	580	580	610	570	590
50th (Median)	510	500	500	530	500	510
25th	430	430	430	450	420	440

# Table 7-1

## 2001 Profile of College-Bound Seniors Score Distributions SAT II: Subject Tests MONTANA

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

Number of Subject Tests	Number	Percent
1	9	4
2	18	8
3	181	79
4 or more	21	9

Score Ranges	English				History and Social Studies			
	Writing		Literature		American History		World History	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	17	9	1	2	3	4		
700-749	30	15	13	28	14	21	2	40
650-699	40	20	12	26	11	16		
600-649	36	18	11	23	15	22	1	20
550-599	37	19	6	13	13	19		
500-549	19	10	2	4	7	10	2	40
450-499	10	5	1	2	1	1		
400-449	4	2	1	2	1	1		
350-399	3	2			3	4		
300-349								
250-299								
200-249								
Number	196		47		68		5	
Mean	624		647		616		628	
Standard Deviation	91		71		92			
Percentile								
75th	690		700		680			
50th (Median)	630		660		620			
25th	570		600		570			

### Students Who Also Have SAT I Scores

Number	177	44	56	5
<b>Verbal</b>				
Mean	644	654	639	636
Standard Deviation	80	55	67	
<b>Math</b>				
Mean	652	643	629	596
Standard Deviation	69	56	70	

### 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.
- For the 202 students who took any SAT II: Subject Test and the SAT I test, the mean SAT I verbal score was 643 (standard deviation = 81) and the mean SAT I math score was 649 (standard deviation = 67).
- Averages across Subject Tests are no longer reported. Because the average reflects different combinations of tests, scores on individual tests are more useful.

# Table 7-2

## 2001 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	4	4	25	26			1	3	1	7	1	3	10	27
700-749	16	15	11	11			3	9	1	7	3	9	7	19
650-699	15	14	17	18			9	26	4	29	4	12	5	14
600-649	32	30	18	19			9	26	3	21	6	18	7	19
550-599	16	15	20	21			5	15	3	21	5	15	5	14
500-549	10	9	4	4			2	6	1	7	11	33	3	8
450-499	12	11					2	6	1	7	3	9		
400-449	1	1	1	1			2	6						
350-399	1	1					1	3						
300-349														
250-299														
200-249														
Number	107		96				34		14		33		37	
Mean	610		666				604		622		588		674	
Standard Deviation	85		87				88				81		87	
Percentile														
75th	670		750				650				630		740	
50th (Median)	620		660				610				560		670	
25th	550		590				560				520		610	
<b>Students Who Also Have SAT I Scores</b>														
Number	91		88				28		12		29		36	
<b>Verbal</b>														
Mean	613		656				636		618		645		654	
Standard Deviation	78		93				71				92		82	
<b>Math</b>														
Mean	631		681				639		627		657		698	
Standard Deviation	64		62				56				72		55	

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

# Table 7-3

## 2001 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	13	2	50						
700-749												
650-699					1	25						
600-649	2	100	1	13								
550-599			1	13	1	25						
500-549			2	25								
450-499			2	25								
400-449			1	13								
350-399												
300-349												
250-299												
200-249												

Number	2	8	4
Mean		545	
Standard Deviation			
Percentile			
75th			
50th (Median)			
25th			

### Students Who Also Have SAT I Scores

Number	2	8	4
--------	---	---	---

Verbal	
Mean	689
Standard Deviation	

Math	
Mean	674
Standard Deviation	

- Points to Note:**
- Includes scores placed on hold by students and not released.
  - Provisional scores reported for students who took Chinese with Listening in April 1994 are not included on this report. Comparisons between the provisional scores and subsequent scores on this test should not be made.

# Table 7-4

## 2001 Profile of College-Bound Seniors Score Distributions SAT II: Subject Tests (Continued) MONTANA

### 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	100					1	6	1	25
700-749							1	25	1	6	1	25
650-699									1	6	1	25
600-649									3	18		
550-599									4	24		
500-549							1	25	2	12		
450-499							1	25	3	18		
400-449							1	25	1	6	1	25
350-399									1	6		
300-349												
250-299												
200-249												

Number 1 4 17 4

Mean Standard Deviation 565

Percentile

75th

50th (Median)

25th

### Students Who Also Have SAT I Scores

Number 1 3 16 4

### Verbal

Mean Standard Deviation 669

### Math

Mean Standard Deviation 641

#### Points to Note:

- Includes scores placed on hold by students and not released.
- Provisional scores reported for students who took Japanese with Listening in April 1993 and Korean with Listening in November 1997 are not included on this report. Comparisons between the provisional scores and subsequent scores on these tests should not be made.

**Table  
7-5**

2001 Profile of College-Bound Seniors  
**ELPT™ (English Language Proficiency Test™)**  
 MONTANA

**Score Distribution**

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

Number  
 Mean  
 Standard Deviation  
 Percentile  
 75th  
 50th (Median)  
 25th

**Students Who Also Have SAT I Scores**

Number  
**Verbal**  
 Mean  
 Standard Deviation  
**Math**  
 Mean  
 Standard Deviation

**Point 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.

# Table 8

## 2001 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	197	8	51	49	540	533
250 - 499	1,070	42	46	54	546	554
100 - 249	588	23	47	53	537	538
Fewer than 100	691	27	43	57	537	531
Unknown	216					
<b>Type of High School</b>						
Public	2,374	91	46	54	540	543
Religiously Affiliated	140	5	42	58	556	532
Independent	100	4	52	48	511	493
Other or Unknown	148					
<b>Location of High School</b>						
Large City						
Medium-size City	669	26	46	54	544	553
Small City or Town	1,213	48	45	55	542	543
Suburban	4	0	100			
Rural	663	26	44	56	535	530
Unknown	213					

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

# Table 9

## 2001 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.**

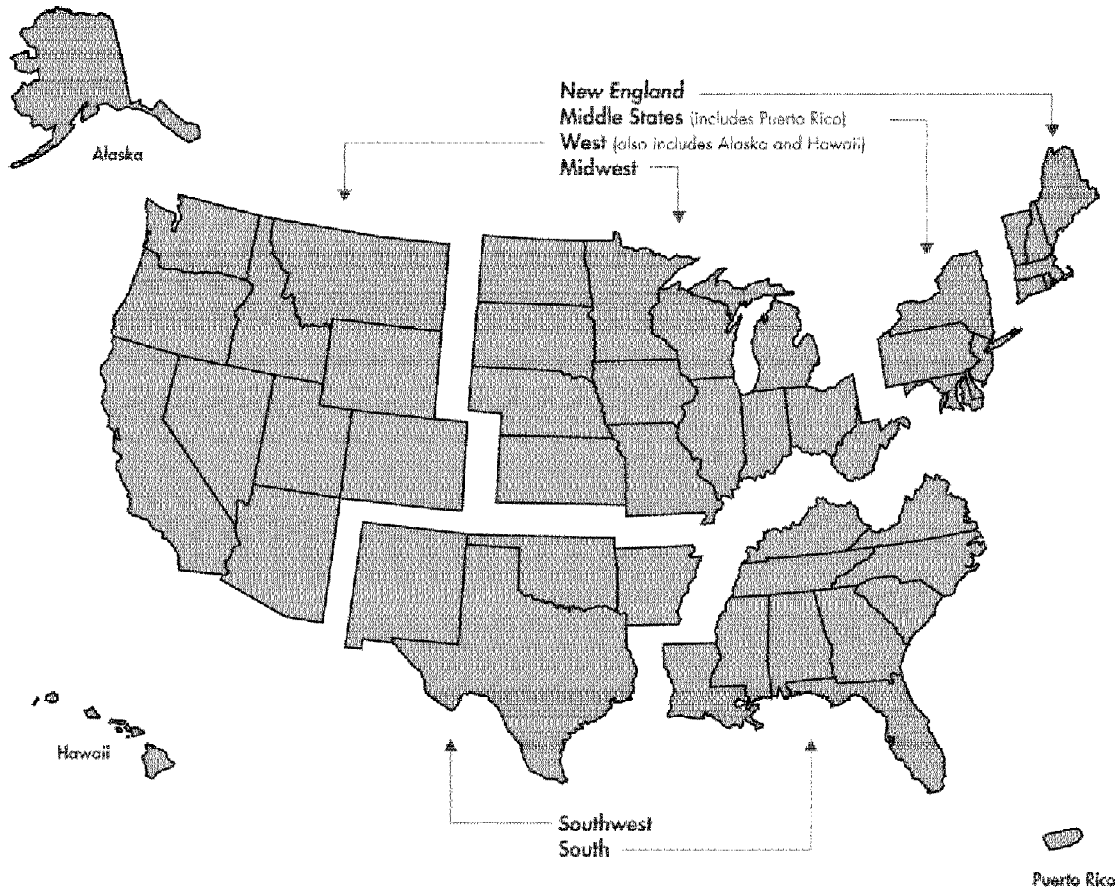
Institution	State	Type	Number of Students	Percent of Score Senders
MONTANA STATE UNIV BOZEMAN	MT	Public	1,043	43.9
UNIV MONTANA	MT	Public	972	40.9
CARROLL COLLEGE MT	MT	Private	292	12.3
UNIV WASHINGTON	WA	Public	267	11.2
GONZAGA UNIVERSITY	WA	Private	250	10.5
MONTANA STATE UNIV BILLINGS	MT	Public	201	8.5
MONTANA TECH OF UNIV MONTANA	MT	Public	183	7.7
WASHINGTON STATE UNIV	WA	Public	173	7.3
UNIV OREGON	OR	Public	133	5.6
NATIONAL MERIT SCHOL PROGRAM	IL		123	5.2
OREGON STATE UNIVERSITY	OR	Public	122	5.1
COLORADO STATE UNIVERSITY	CO	Public	113	4.8
UNIV PUGET SOUND	WA	Private	113	4.8
SEATTLE UNIVERSITY	WA	Private	107	4.5
STANFORD UNIVERSITY	CA	Private	104	4.4
FLATHEAD VALLEY CMTY COLLEGE	MT	Public	99	4.2
HARVARD UNDERGRAD ADM	MA	Private	94	4.0
WESTRN MONTANA COLLEGE	MT	Public	88	3.7
UNIV COLORADO BOULDER*	CO	Public	85	3.6
ARIZONA STATE UNIV TEMPE	AZ	Public	85	3.6
UNIV IDAHO	ID	Public	84	3.5
CONCORDIA COLLEGE MOORHEAD MN	MN	Private	78	3.3
MASS INSTITUTE TECHNOLOGY	MA	Private	71	3.0
EASTERN WASHINGTON UNIVERSITY	WA	Public	68	2.9
ROCKY MOUNTAIN COLLEGE	MT	Private	68	2.9
UNIV PORTLAND	OR	Private	66	2.8
UNIV CALIF BERKELEY	CA	Public	61	2.6
MONTANA STATE UNIV NORTHERN	MT	Public	55	2.3
SEATTLE PACIFIC UNIVERSITY	WA	Private	55	2.3
CALIF INSTITUTE TECH	CA	Private	53	2.2
BOSTON UNIVERSITY	MA	Private	50	2.1
UNIV NOTRE DAME	IN	Private	49	2.1
WHITMAN COLLEGE	WA	Private	49	2.1
NEW YORK UNIVERSITY	NY	Private	48	2.0
WILLAMETTE UNIVERSITY	OR	Private	47	2.0
PACIFIC LUTHERAN UNIVERSITY	WA	Private	46	1.9
PORTLAND STATE UNIVERSITY	OR	Public	45	1.9
NATIONAL ACHIEVEMENT SCHOL PRG	IL		44	1.9
LEWIS CLARK COLLEGE	OR	Private	43	1.8

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

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

\*Main Campus

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