



Summary Reporting Service (SRS)

IDAHO REPORT

2004

# College- Bound Seniors

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



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# The SAT<sup>®</sup> Program

The SAT<sup>®</sup> 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. College-Bound Seniors 2004 includes students who tested through March 2004. Because the New SAT will first be introduced in March 2005, all students in these reports took the current SAT.

## Using This Report

This *Profile of College-Bound Seniors* presents data for high school graduates in the year 2004 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<sup>1</sup>

- **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.

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<sup>1</sup>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, 1972-2004\*  
(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
2004	512	504	508	537	501	518

\*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 2000-2004, all scores are reported on the recentered scale.

# Table 1

## 2004 Profile of College-Bound Seniors

IDAHO

### 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 2004. 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				SAT I Mean Scores	
	Male	Female	Total	Verbal	Math
Total Number of Students	1,688	1,782	3,470		
Students with at Least One SAT Questionnaire (formerly known as Student Descriptive Questionnaire) Response	1,522	1,647	3,169		
Percent with at Least One SQ Response	90	92	91		
<b>SAT Program Test-takers</b>					
All Students with Either SAT I or SAT II Scores	1,552	1,650	3,202		
Students with SAT I Scores	1,542	1,638	3,180	540	539
Students with SAT II Scores	138	150	288		
Students with Both SAT I and SAT II Scores	128	138	266	629	630
<b>Year in Which Seniors Last took SAT I</b>					
Senior	990	1,040	2,030	537	534
Junior	542	584	1,126	546	549
Sophomore	8	11	19	538	546
Freshman	2	3	5	562	528



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# Table 2

## 2004 Profile of College-Bound Seniors Academic Record IDAHO

High School Rank	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Top Tenth	738	39	41	59	598	604
Second Tenth	474	25	51	49	535	549
Second Fifth	389	21	52	48	519	515
Third Fifth	241	13	53	47	490	482
Fourth Fifth	32	2	50	50	495	470
Fifth Fifth	12	1	67	33	495	470
No Response	1,294					

High School Grade Point Average	Number	Percent	Male	Female	Verbal	Math
A+ (97-100)	240	9	40	60	621	626
A (93-96)	815	29	40	60	575	576
A- (90-92)	581	21	46	54	545	550
B (80-89)	965	35	54	46	503	500
C (70-79)	191	7	62	38	470	460
D, E, or F (Below 70)	4	0	100			
No Response	384					

**Mean Grade Point Average: All Students 3.48**

Years of Study in Six Academic Subjects	Number	Percent	Male	Female	Verbal	Math
20 or More Years	957	40	41	59	572	567
19 or 19% Years	293	12	47	53	543	542
18 or 18% Years	316	13	50	50	536	537
17 or 17% Years	262	11	52	48	520	527
16 or 16% Years	189	8	53	47	525	520
15 or 15% Years	144	6	47	53	501	499
Less Than 15 Years	229	10	58	42	495	506
No Response	790					

Academic Subject	Average Years of Study			Grade Point Average: For Each Subject		
	Male	Female	Total	Male	Female	Total
Arts and Music	1.6	2.3	2.0	3.74	3.90	3.83
English	3.9	3.9	3.9	3.36	3.61	3.49
Foreign and Classical Languages	2.2	2.4	2.3	3.27	3.54	3.42
Mathematics	3.8	3.6	3.7	3.27	3.30	3.29
Natural Sciences	3.4	3.3	3.4	3.44	3.45	3.44
Social Sciences and History	3.3	3.4	3.3	3.53	3.59	3.56
<b>Total for All Subjects</b>	<b>18.2</b>	<b>18.9</b>	<b>18.6</b>	<b>Mean Grade Point Average: All Students</b>		
				Male	Female	Total
				3.39	3.57	3.48

**Table  
3-1**

**2004 Profile of College-Bound Seniors  
Course-Taking Patterns  
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<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	204	8	45	55	532	525
4 Years	2,031	78	48	52	544	544
3 Years	298	11	51	49	525	526
2 Years	35	1	40	60	537	528
1 Year	14	1	50	50	512	536
One-half Year or Less	10	0	70	30	483	482
No Response	588					
<b>Course Work or Experience</b>						
American Literature	2,097	89	47	53	548	544
Grammar	1,658	70	47	53	552	548
Composition	1,607	68	47	53	561	555
Literature Historical Periods	1,333	56	45	55	561	556
British Literature	696	29	46	54	575	562
Speaking and Listening	1,127	48	46	54	548	547
Literature Other Country	514	22	44	56	570	557
English as a Second Language	58	2	36	64	452	525
<b>Honors Course Taken</b>	903	35	40	60	592	582

**Mathematics**

<b>Years of Study</b>	<b>Number</b>	<b>Percent</b>	<b>Male</b>	<b>Female</b>	<b>Verbal</b>	<b>Math</b>
More Than 4 Years	259	10	53	47	550	572
4 Years	1,457	56	51	49	551	555
3 Years	776	30	39	61	525	509
2 Years	78	3	44	56	496	468
1 Year	11	0	55	45	504	557
One-half Year or Less	13	1	77	23	451	468
No Response	586					
<b>Course Work</b>						
Algebra	2,554	98	48	52	541	539
Geometry	2,522	97	48	52	543	542
Trigonometry	987	38	52	48	564	572
Precalculus	1,281	49	52	48	571	585
Other Math Courses	633	24	44	56	534	535
Calculus	667	26	56	44	590	613
Computer Math	120	5	68	33	558	565
<b>Honors Course Taken</b>	689	27	52	48	596	611

**Table  
3-2**

**2004 Profile of College-Bound Seniors  
Course-Taking Patterns (Continued)  
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Natural Sciences	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
<b>Years of Study</b>						
More Than 4 Years	193	7	51	49	559	570
4 Years	1,045	41	49	51	561	562
3 Years	1,003	39	47	53	531	526
2 Years	252	10	39	61	506	503
1 Year	58	2	55	45	498	486
One-half Year or Less	29	1	55	45	469	491
No Response	600					
<b>Course Work</b>						
Biology	2,452	94	47	53	540	538
Chemistry	2,009	77	48	52	552	553
Physics	1,125	43	58	42	568	579
Geology, Earth Science, or Space Science	1,746	67	48	52	545	542
Other Sciences	859	33	42	58	523	519
<b>Honors Course Taken</b>	608	24	51	49	596	603

**Social Sciences and History**

<b>Years of Study</b>						
More Than 4 Years	202	8	48	52	548	538
4 Years	1,054	41	46	54	547	541
3 Years	834	32	48	52	545	548
2 Years	392	15	49	51	528	532
1 Year	70	3	40	60	489	502
One-half Year or Less	21	1	76	24	434	482
No Response	607					
<b>Course Work</b>						
U.S. History	2,564	98	48	52	541	539
World History or Cultures	1,415	54	47	53	543	540
U.S. Government or Civics	2,173	83	47	53	543	542
Economics	1,967	76	46	54	542	541
Geography	772	30	47	53	526	525
Psychology	540	21	35	65	545	535
European History	390	15	49	51	565	555
Other Courses	385	15	49	51	540	538
Sociology	289	11	37	63	533	522
Ancient History	231	9	50	50	574	561
Anthropology	27	1	44	56	544	514
<b>Honors Course Taken</b>	526	20	43	57	606	597

**Table  
3-3**

**2004 Profile of College-Bound Seniors  
Course-Taking Patterns (Continued)**

IDAHO

Foreign and Classical Languages	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
<b>Years of Study</b>						
More Than 4 Years	76	3	33	67	533	546
4 Years	303	12	46	54	591	580
3 Years	541	21	42	58	565	564
2 Years	1,200	46	50	51	534	535
1 Year	282	11	49	51	510	507
One-half Year or Less	181	7	59	41	489	489
No Response	597					
<b>Course Work</b>						
Chinese	12	0	42	58	538	628
French	537	21	34	66	552	539
German	214	8	59	41	554	548
Greek	24	1	33	67	588	575
Hebrew	10	0	30	70	546	546
Italian	10	0	30	70	591	552
Japanese	81	3	67	33	565	570
Korean	6	0	83	17	458	623
Latin	184	7	43	57	581	570
Russian	11	0	45	55	595	564
Spanish	1,737	67	49	51	538	538
Other Languages	40	2	40	60	497	520
<b>Honors Course Taken</b>	156	6	40	60	602	593
<b>Arts and Music</b>						
<b>Years of Study</b>						
More Than 4 Years	187	7	37	63	560	546
4 Years	404	16	34	66	559	544
3 Years	302	12	36	64	550	536
2 Years	396	16	44	56	533	528
1 Year	520	21	56	44	539	545
One-half Year or Less	701	28	59	41	528	541
No Response	670					
<b>Course Work or Experience</b>						
Acting or Play Production	544	22	35	65	563	542
Art History or Appreciation	389	16	39	61	549	537
Dance	233	10	6	94	529	517
Drama: Study or Appreciation	388	16	32	68	550	531
Music: Study or Appreciation	370	15	44	56	573	562
Music Performance	1,015	42	39	61	561	550
Photography or Film	523	22	42	58	538	531
Studio Art and Design	534	22	42	58	547	540
None	508	21	64	36	520	540
<b>Honors Course Taken</b>	180	7	40	60	572	558
<b>Computer Course Work or Experience</b>						
Computer Literacy	1,725	69	47	53	541	540
Computer Programming	377	15	72	28	542	551
Word Processing	1,906	77	47	53	542	541
Internet Activity	1,447	58	50	50	545	545
Using Computer Graphics	844	34	55	45	547	546
Creating Spreadsheets/Databases	943	38	55	45	545	553
None	251	10	39	61	557	547



**Table  
4-1**

**2004 Profile of College-Bound Seniors  
Background Information  
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SAT I Test Takers Who Described Themselves as:	Number of			Percent	
	Males	Females	Total	Male	Female
American Indian or Alaskan Native	9	13	22	41	59
Asian, Asian American, or Pacific Islander	50	62	112	45	55
African American or Black	10	6	16	63	38
Hispanic or Latino Background:					
Mexican or Mexican American	27	49	76	36	64
Puerto Rican	2		2	100	
Latin American, South American, Central American, or Other Hispanic or Latino	6	19	25	24	76
White	1,111	1,203	2,314	48	52
Other	32	33	65	49	51
No Response	295	253	548	54	46

SAT I Test Takers Who Described Themselves as:	Number of			Percent Responding		
	Males	Females	Total	Male	Female	Total
American Indian or Alaskan Native	9	13	22	1	1	1
Asian, Asian American, or Pacific Islander	50	62	112	4	4	4
African American or Black	10	6	16	1	0	1
Hispanic or Latino Background:						
Mexican or Mexican American	27	49	76	2	4	3
Puerto Rican	2		2	0		0
Latin American, South American, Central American, or Other Hispanic or Latino	6	19	25	0	1	1
White	1,111	1,203	2,314	89	87	88
Other	32	33	65	3	2	2
<b>Total</b>	<b>1,247</b>	<b>1,385</b>	<b>2,632</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	478	518	502				519	472	491			
Asian, Asian American, or Pacific Islander	492	514	504	145	104	124	567	551	558	102	104	103
African American or Black	518	538	526				557	505	538			
Hispanic or Latino Background:												
Mexican or Mexican American	531	481	499	83	88	89	559	456	493	68	80	91
Puerto Rican												
Latin American, South American, Central American, or Other Hispanic or Latino	505	501	502			90	485	498	495			107
White	543	539	541	94	98	96	559	521	539	97	91	96
Other	543	559	551	103	101	103	557	531	544	101	108	106
No Response	557	547	553	109	102	106	560	527	545	106	97	103

**Table  
4-2**

**2004 Profile of College-Bound Seniors  
Background Information (Continued)  
IDAHO**

	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>	3,180		48	52	540	99	539	98
<b>First Language Learned</b>								
English	2,573	92	48	52	544	97	541	97
English and Another Language	151	5	41	59	526	96	510	100
Another Language	79	3	44	56	450	116	539	116
No Response	377							
<b>Citizenship</b>								
U.S. Citizen or U.S. National	2,736	98	48	52	543	97	540	97
U.S. Permanent Resident or Refugee	29	1	38	62	463	113	496	115
Citizen of Another Country	31	1	55	45	391	102	561	121
Other, Unknown, or No Response	384							
<b>Disabling Condition</b>								
Yes	148	5	54	46	503	92	493	109
No Response or Unknown	3,032	95	48	52				
<b>SAT I Taken Under</b>								
Standard Conditions	3,156	99	48	52	540	99	540	98
Nonstandard Conditions	24	1	75	25	491		492	
<b>Plans to Apply for Financial Aid</b>								
Yes	1,988	76	45	55	544	98	540	99
No	149	6	58	42	522	95	529	91
Don't Know	479	18	57	43	533	101	540	95
<b>Family Income</b>								
Less Than \$10,000	37	2	41	59	500	102	498	96
\$10,000 - \$20,000	128	6	43	57	491	99	507	99
\$20,000 - \$30,000	166	8	36	64	529	101	522	102
\$30,000 - \$40,000	258	13	43	57	535	93	530	97
\$40,000 - \$50,000	204	10	50	50	536	102	537	100
\$50,000 - \$60,000	241	12	49	51	531	98	530	95
\$60,000 - \$70,000	203	10	53	47	527	99	531	95
\$70,000 - \$80,000	184	9	51	49	539	93	535	101
\$80,000 - \$100,000	258	13	50	50	552	99	552	96
More Than \$100,000	380	18	52	48	552	94	558	90
No Response	1,121							
<b>Highest Level of Parental Education</b>								
No High School Diploma	39	2	38	62	474	94	472	99
High School Diploma	728	28	44	56	511	95	510	96
Associate's Degree	210	8	43	57	519	86	518	85
Bachelor's Degree	830	32	50	50	545	94	548	94
Graduate Degree	757	30	49	51	574	98	569	96
<b>Calculator Experience</b>								
Use Almost Every Day	1,757	73	48	52	553	97	556	94
Use Once or Twice Weekly or Less	654	27	45	55	524	95	511	95
Never Use or No Response	769							
<b>Took the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®)</b>								
Only as a Junior	1,089	43	45	55	549	93	550	92
As a Sophomore or Younger, or as both a Jr. & a Soph. or Younger	665	26	46	54	574	93	572	94
No	760	30	52	48	501	94	500	93

**Table  
5**

**2004 Profile of College-Bound Seniors  
College Plans  
IDAHO**

Intended College Major	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Agriculture or Natural Resources	32	1	47	53	494	500
Architecture or Environmental Design	63	3	59	41	519	545
Arts: Visual and Performing	197	9	38	62	552	522
Biological Sciences	149	7	36	64	564	552
Business and Commerce	219	10	56	44	515	529
Communications	72	3	26	74	552	525
Computer or Information Sciences	107	5	94	6	544	566
Education	165	7	28	72	520	512
Engineering	259	11	84	16	566	601
Foreign or Classical Languages	25	1	28	72	566	549
General or Interdisciplinary	9	0	44	56	472	500
Health and Allied Services	408	18	27	73	522	525
Home Economics	7	0		100	514	494
Language and Literature	56	2	29	71	614	546
Library and Archival Sciences						
Mathematics	28	1	64	36	561	624
Military Sciences	18	1	72	28	529	517
Philosophy, Religion, or Theology	20	1	50	50	595	570
Physical Sciences	63	3	65	35	590	606
Public Affairs and Services	46	2	46	54	516	495
Social Sciences and History	201	9	39	61	559	542
Technical and Vocational	21	1	67	33	463	496
Undecided	113	5	56	44	556	563
<b>Degree-Level Goal</b>						
Certificate Program	18	1	56	44	481	503
Associate's Degree	27	1	52	48	491	483
Bachelor's Degree	643	25	47	53	519	516
Master's Degree	777	31	52	48	548	549
Doctoral or Related Degree	576	23	44	56	566	563
Other	11	0	55	45	471	489
Undecided	494	19	45	55	537	538
<b>Plans for Advanced Standing in College Courses</b>						
Art	63	3	40	60	530	502
Biology	321	13	46	54	585	583
Chemistry	231	10	61	39	587	606
Computer Science	89	4	85	15	556	580
English	750	31	40	60	595	575
Foreign Languages	254	10	39	61	591	583
Humanities	140	6	43	57	579	559
Mathematics	675	28	57	43	578	605
Music	81	3	30	70	552	535
Physics	257	11	74	26	608	633
Social Studies	444	18	49	51	606	586
None of These	1,024	42	47	53	504	502

**Table  
6**

**2004 Profile of College-Bound Seniors  
Score Distributions SAT I: Reasoning Test  
IDAHO**

Score Ranges	Verbal						Math					
	Number of			Percent			Number of			Percent		
	Males	Females	Total	Male	Female	Total	Males	Females	Total	Male	Female	Total
750-800	39	34	73	3	2	2	38	12	50	2	1	2
700-749	68	64	132	4	4	4	95	38	133	6	2	4
650-699	122	123	245	8	8	8	168	106	274	11	6	9
600-649	228	240	468	15	15	15	286	176	462	19	11	15
550-599	305	296	601	20	18	19	275	332	607	18	20	19
500-549	294	319	613	19	19	19	303	345	648	20	21	20
450-499	243	279	522	16	17	16	191	296	487	12	18	15
400-449	150	174	324	10	11	10	101	191	292	7	12	9
350-399	51	64	115	3	4	4	55	86	141	4	5	4
300-349	26	32	58	2	2	2	21	37	58	1	2	2
250-299	13	8	21	1	0	1	6	14	20	0	1	1
200-249	3	5	8	0	0	0	3	5	8	0	0	0

	Number of		
	Males	Females	Total
Number	1,542	1,638	3,180
Mean	543	537	540
Standard Deviation	99	99	99
<b>Percentile</b>			
75th	610	600	610
50th	540	540	540
25th	480	470	470

	Number of		
	Males	Females	Total
Number	1,542	1,638	3,180
Mean	559	521	539
Standard Deviation	99	94	98
<b>Percentile</b>			
75th	630	580	610
50th	560	520	540
25th	500	460	480

**NATIONAL (TOTAL GROUP)**

Number	660,270	758,737	1,419,007	660,270	758,737	1,419,007
Mean	512	504	508	537	501	518
Standard Deviation	113	111	112	116	110	114
<b>Percentile</b>						
75th	590	580	580	620	580	600
50th	510	500	510	540	500	510
25th	440	430	430	460	420	440

**Table  
7-1**

**2004 Profile of College-Bound Seniors  
Score Distributions SAT II: Subject Tests  
IDAHO**

	Number of Subject Tests	Number	Percent
<b>Students who took one or more different SAT II: Subject Tests.</b>	1	22	8
	2	24	8
	3	216	75
	4 or more	26	9

Score Ranges	English				History and Social Studies			
	Writing		Literature		United States History		World History	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	36	14	10	14	9	10		
700-749	31	12	8	11	10	11		
650-699	51	19	12	17	14	15		
600-649	47	18	10	14	18	19	2	33
550-599	40	15	15	21	18	19	1	17
500-549	32	12	6	8	11	12	2	33
450-499	17	6	7	10	8	9	1	17
400-449	8	3	2	3	5	5		
350-399	2	1			1	1		
300-349			1	1				
250-299								
200-249								
<b>Number</b>	<b>264</b>		<b>71</b>		<b>94</b>		<b>6</b>	
<b>Mean</b>	<b>624</b>		<b>620</b>		<b>606</b>		<b>555</b>	
<b>Standard Deviation</b>	<b>99</b>		<b>102</b>		<b>99</b>			
<b>Percentile</b>								
75th	700		690		680			
50th	630		610		610			
25th	550		550		530			

**Students Who Also Have SAT I Scores**

<b>Number</b>	248	65	87	6
<b>Verbal</b>				
Mean	633	632	631	613
Standard Deviation	89	90	78	
<b>Math</b>				
Mean	634	604	616	543
Standard Deviation	87	80	90	

**Points to Note:**

- Includes scores placed on hold by students and not released.
- For the 266 students who took any SAT II: Subject Test and the SAT I test, the mean SAT I verbal score was 629 (standard deviation = 90) and the mean SAT I math score was 630 (standard deviation = 88).

**Table  
7-2**

**2004 Profile of College-Bound Seniors  
Score Distributions SAT II: Subject Tests (Continued)  
IDAHO**

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	1	1	21	19			2	5	1	6	7	13	11	38
700-749	15	12	26	24			7	18	4	25	3	6	2	7
650-699	17	14	21	19			9	23	2	13	9	17	7	24
600-649	21	17	20	19			6	15	4	25	10	19	1	3
550-599	27	22	12	11			12	31	2	13	11	21	4	14
500-549	26	21	5	5			3	8	3	19	3	6	3	10
450-499	12	10	3	3							7	13	1	3
400-449	2	2									1	2		
350-399	1	1									2	4		
300-349														
250-299														
200-249														
Number	122		108				39		16		53		29	
Mean	589		669				631		638		605		674	
Standard Deviation	84		81				71				103		101	
Percentile														
75th	650		720				680				670		760	
50th	590		680				620				600		670	
25th	520		610				570				530		560	
<b>Students Who Also Have SAT I Scores</b>														
Number	111		102				36		14		48		25	
<b>Verbal</b>														
Mean	600		664				646		622		637		645	
Standard Deviation	83		87				75				95		105	
<b>Math</b>														
Mean	603		690				639		621		666		693	
Standard Deviation	76		69				77				92		70	

**Points to Note:**

- Includes scores placed on hold by students and not released.
- For the 266 students who took any SAT II: Subject Test and the SAT I test, the mean SAT I verbal score was 629 (standard deviation = 90) and the mean SAT I math score was 630 (standard deviation = 88).

# Table 7-3

## 2004 Profile of College-Bound Seniors Score Distributions SAT II: Subject Tests (Continued) IDAHO

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	100	1	10								
700-749												
650-699			1	10					1	100		
600-649					1	100	1	100				
550-599			2	20								
500-549			1	10								
450-499			1	10								
400-449			1	10								
350-399			3	30								
300-349												
250-299												
200-249												
Number	1		10		1		1		1			
Mean			507									
Standard Deviation												
Percentile												
75th												
50th												
25th												
<b>Students Who Also Have SAT I Scores</b>												
Number	1		9		1		1		1			
<b>Verbal</b>												
Mean			670									
Standard Deviation												
<b>Math</b>												
Mean			596									
Standard Deviation												

**Points to Note:**

- Includes scores placed on hold by students and not released.
- For the 266 students who took any SAT II: Subject Test and the SAT I test, the mean SAT I verbal score was 629 (standard deviation = 90) and the mean SAT I math score was 630 (standard deviation = 88).

**Table  
7-4**

**2004 Profile of College-Bound Seniors  
Score Distributions SAT II: Subject Tests (Continued)  
IDAHO**

**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									3	33	2	50
700-749												
650-699									2	22		
600-649												
550-599											1	25
500-549									2	22		
450-499									2	22		
400-449											1	25
350-399												
300-349												
250-299												
200-249												
Number									9		4	
Mean									631			
Standard Deviation												
Percentile												
75th												
50th												
25th												
<b>Students Who Also Have SAT I Scores</b>												
Number									7		4	
<b>Verbal</b>												
Mean									650			
Standard Deviation												
<b>Math</b>												
Mean									664			
Standard Deviation												

**Points to Note:**

- Includes scores placed on hold by students and not released.
- For the 266 students who took any SAT II: Subject Test and the SAT I test, the mean SAT I verbal score was 629 (standard deviation = 90) and the mean SAT I math score was 630 (standard deviation = 88).



<h1>Table 7-5</h1>
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**2004 Profile of College-Bound Seniors**  
**ELPT™ (English Language Proficiency Test™)**  
**IDAHO**

### Score Distribution

Score Ranges	Total		Ranges	Reading Subscore			Listening Subscore			Reading Proficiency	
	Number	Percent		Number	Percent	Ranges	Number	Percent	Ranges	Number	Percent
990-999			46-50	1	25	46-50			H	1	25
980-989	3	75	41-45	1	25	41-45	3	75	A	1	25
970-979			36-40	1	25	36-40	1	25	+	2	50
960-969	1	25	31-35			31-35			I		
950-959			26-30	1	25	26-30			L		
<hr/>											
940-949			21-25			21-25				Listening Proficiency	
930-939			16-20			16-20			Ranges	Number	Percent
920-929			11-15			11-15			H		
910-919			06-10			06-10			A	3	75
901-909			01-05			01-05			+	1	25
									I		
									L		

---

Number 4  
 Mean  
 Standard Deviation  
 Percentile  
 75th  
 50th  
 25th

**Students Who Also Have SAT I Scores**

Number 4  
**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](http://www.collegeboard.com).

**Table  
8**

**2004 Profile of College-Bound Seniors  
High School Information  
IDAHO**

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	434	21	50	50	537	547
250 - 499	565	28	49	51	542	545
100 - 249	623	30	44	56	534	534
Fewer than 100	432	21	51	49	533	525
Unknown	1,126					
<b>Type of High School</b>						
Public	2,501	87	47	53	539	541
Religiously Affiliated	229	8	51	49	568	560
Independent	129	5	70	30	522	517
Other or Unknown	321					
<b>Location of High School</b>						
Large City	118	4	51	49	533	543
Medium-size City	821	29	47	53	550	550
Small City or Town	692	24	48	52	537	535
Suburban	140	5	47	53	582	580
Rural	1,067	38	48	52	534	536
Unknown	342					

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

# Table 9

## 2004 Profile of College-Bound Seniors Colleges, Universities, and Scholarship Programs IDAHO

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

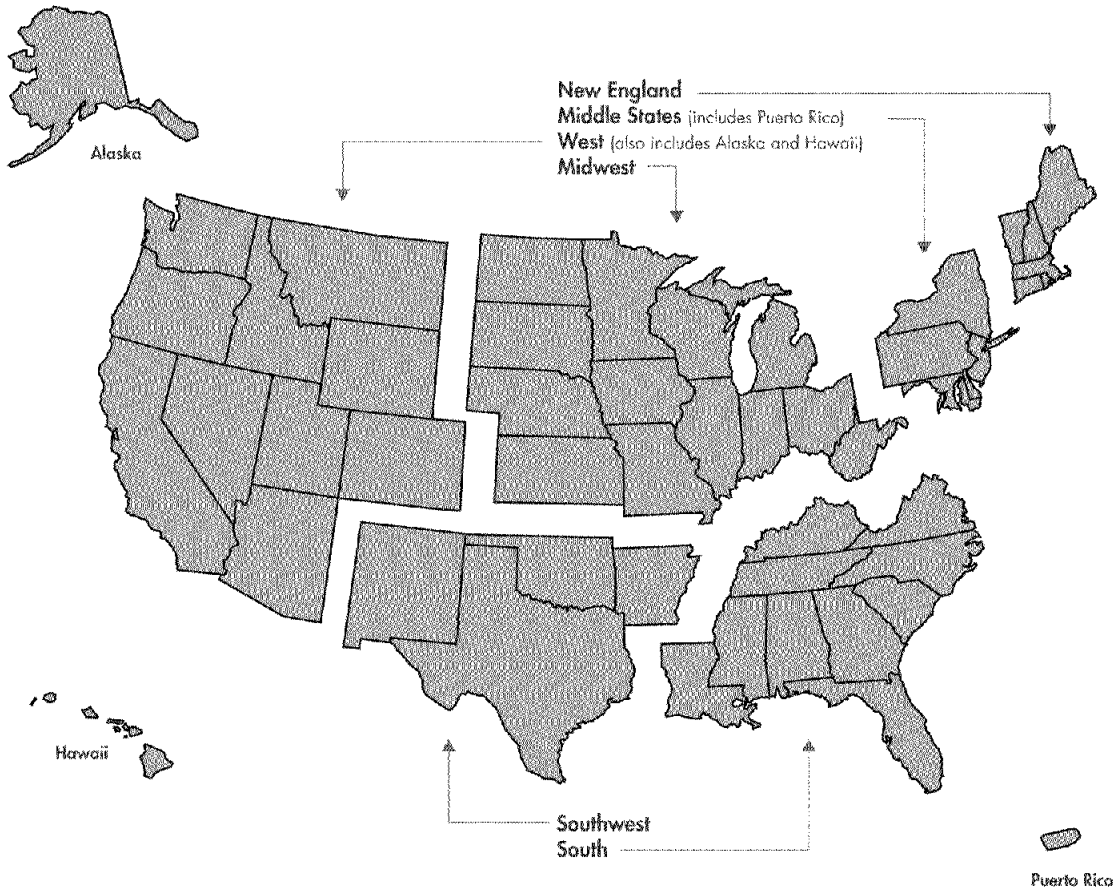
Institution	State	Type	Number of Students	Percent of Score Senders
UNIV IDAHO	ID	Public	1,130	42.5
BOISE STATE UNIVERSITY	ID	Public	941	35.4
IDAHO STATE UNIVERSITY	ID	Public	356	13.4
ALBERTSON COLLEGE OF IDAHO	ID	Private	345	13.0
UNIV WASHINGTON	WA	Public	340	12.8
WASHINGTON STATE UNIV	WA	Public	331	12.5
NORTH IDAHO COLLEGE	ID	Public	219	8.2
GONZAGA UNIVERSITY	WA	Private	199	7.5
UNIV OREGON	OR	Public	199	7.5
OREGON STATE UNIVERSITY	OR	Public	172	6.5
LEWIS CLARK STATE COLLEGE	ID	Public	148	5.6
STANFORD UNIVERSITY	CA	Private	142	5.3
NATIONAL MERIT SCHOL PROGRAM	IL		140	5.3
COLL SOUTHERN IDAHO	ID	Public	121	4.6
UNIV MONTANA	MT	Public	121	4.6
NORTHWST NAZARENE UNIVERSITY	ID	Private	119	4.5
BRIGHAM YOUNG UNIV UTAH	UT	Private	113	4.3
MONTANA STATE UNIV BOZEMAN	MT	Public	112	4.2
BRIGHAM YOUNG UNIV	ID	Private	108	4.1
UNIV UTAH	UT	Public	107	4.0
ARIZONA STATE UNIV TEMPE	AZ	Public	107	4.0
UNIV PUGET SOUND	WA	Private	97	3.7
UNIV COLORADO BOULDER*	CO	Public	96	3.6
SEATTLE UNIVERSITY	WA	Private	88	3.3
UNIV PORTLAND	OR	Private	83	3.1
EASTERN WASHINGTON UNIVERSITY	WA	Public	81	3.0
SEATTLE PACIFIC UNIVERSITY	WA	Private	76	2.9
WESTRN WASHINGTON UNIVERSITY	WA	Public	70	2.6
WHITWORTH COLLEGE	WA	Private	69	2.6
HARVARD UNDERGRAD ADM	MA	Private	66	2.5
WILLAMETTE UNIVERSITY	OR	Private	65	2.4
UNIV ARIZONA	AZ	Public	64	2.4
UNIV CALIF BERKELEY	CA	Public	61	2.3
UTAH STATE UNIVERSITY	UT	Public	61	2.3
COLORADO STATE UNIV FT COLLINS	CO	Public	58	2.2
UNIV SOUTHERN CALIFORNIA	CA	Private	58	2.2
UNIV CALIF SANTA BARBARA	CA	Public	56	2.1
SAN DIEGO STATE UNIVERSITY	CA	Public	56	2.1
PEPPERDINE UNIVERSITY	CA	Private	55	2.1

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

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

\*Main Campus

# Areas served by College Board Regional Offices



**Middle States Regional Office**  
Two Bala Plaza  
Suite 900  
Bala Cynwyd, PA 19004-1501  
610.667.4400

**Midwestern Regional Office**  
One Rotary Center  
1560 Sherman Avenue  
Suite 1001  
Evanston, IL 60201-4805  
847.866.1700

**New England Regional Office**  
470 Totten Pond Road  
Waltham, MA 02451-1982  
781.890.9150

**Southern Regional Office**  
3700 Crestwood Parkway  
Suite 700  
Duluth, GA 30096  
770.908.9737

**Southwestern Regional Office**  
4330 South MoPac Expressway  
Suite 200  
Austin, TX 78735-6734  
512.891.8400

**Western Regional Office**  
2099 Gateway Place  
Suite 480  
San Jose, CA 95110-1048  
408.452.1400

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

**Mailing Address:**  
PO Box 71101  
San Juan, PR 00936-8001

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The College Board is a national nonprofit membership association whose mission is to prepare, inspire, and connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,500 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>®</sup>, and the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

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