

SAT[®]

2016 College-Bound Seniors

State Profile Report



SOUTH DAKOTA

Included in This Report

SAT[®] Data

SAT Subject Tests[™] Data

Demographic and Academic Information

College Plans

DATA EMBARGO IN EFFECT. This report contains information on college-bound students in the class of 2016 who took the pre-March 2016 SAT or SAT Subject Tests at any time during high school. ***Data and other information in this report are embargoed from dissemination to the media and general public until after the College Board makes state and total group-level data and information publically available. The embargo will be lifted no later than September 30, 2016.*** Prior to that time, you may use the data and other information in this report for internal purposes. The College Board will post updated information in the coming weeks about the embargo at <https://collegeboard.org/press>; if you have questions, please contact the College Board communications department at communications@collegeboard.org.

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The SAT® Program

The SAT® assesses student reasoning based on knowledge and skills developed by the students in their course work. The SAT Subject Tests™ (formerly known as SAT II: Subject Tests) are a series of one-hour, mostly multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. Most students also complete the optional SAT Questionnaire (formerly known as the 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 2016* includes students who tested through January 2016. The College Board administered the first redesigned SAT in March 2016. While a majority of the Class of 2016 took only the pre-March 2016 SAT, a small percentage took the new SAT. The report includes senior test-takers in this class who took the SAT prior to March 2016. To help schools with the transition to the new SAT, we have included an addendum on results from the March - June 2016 administrations.

Using This Report

College-Bound Seniors presents data on high school graduates in the year 2016 who participated in the SAT Program. Students are counted only once, no matter how often they tested, and only their latest scores and most recent SAT Questionnaire responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound population is relatively stable from year to year, SAT Questionnaire 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.
- 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 and in schoolwork.
- Not all students in a high school, school district or state take the SAT. Since the population of test-takers is self-selected, using aggregate SAT 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 scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT 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 mean scores reported for students will be higher than the national average.

Statistical Definitions

The following terms are used throughout this report. For more statistical information, visit the College Board website at www.collegeboard.org.

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 is also called the *median* and, like the mean, is an average and a good indicator of the center of the distribution of scores. Comparing the 25th and 75th percentile points gives an idea of the range of scores in the populations reported in this document. Like the standard deviation, the difference between the scores associated with the 75th and 25th percentiles is an indication of the variability of the scores in a particular sample.

Scaled score

A *scaled score* is a score that has been converted from the raw score (number of questions answered correctly minus a fraction of the incorrect answers) for reporting. The SAT Program uses a 200- to 800-point 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 standard deviation is smaller than it would be with a more diverse group and a greater scatter of scores around the mean.

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program® (AP®). The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit www.collegeboard.org.

Total Group Mean SAT Scores

College-Bound Seniors, 1972–2016

Year	Critical Reading			Mathematics			Writing		
	Male	Female	Total	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	-	-	-
2005	513	505	508	538	504	520	-	-	-
2006	505	502	503	536	502	518	491	502	497
2007	503	500	501	532	499	514	487	499	493
2008	502	499	500	532	499	514	486	499	493
2009	502	497	499	533	498	514	485	498	492
2010	502	498	500	533	499	515	485	497	491
2011	500	495	497	531	500	514	482	496	489
2012	498	493	496	532	499	514	481	494	488
2013	499	494	496	531	499	514	482	493	488
2014	499	495	497	530	499	513	481	492	487
2015	497	493	495	527	496	511	478	490	484
2016	495	493	494	524	494	508	475	487	482

Note: 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 2000–2016, all scores are reported on the recentered scale. Cohort data presented prior to 2007 include students testing through March of the senior year, while cohort data from 2007 to 2015 include students testing through June. Cohort data presented for 2016 includes test-takers through January 2016. For further information see www.collegeboard.org/cbs.

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SAT[®] Data

Data in this report are for high school graduates in the year 2016. Information is summarized for seniors who took the SAT at any time during their high school years through January 2016. If a student took the pre-March 2016 SAT more than once, the most recent score is used. A small percentage of seniors take their first SAT between March and June of their senior years.

Table 1: Overall Mean Scores

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Total	194	586	120	581	117	558	114	57.0	11.8	7.2	1.4

Table 2: Mean Scores by Gender

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Male	80	601	122	617	117	563	121	57.9	12.2	6.9	1.6
Female	114	575	117	556	110	555	109	56.3	11.4	7.3	1.2

Table 3: Year in Which Seniors Last Took the SAT

Scores are from the last administration in which seniors took the pre-March 2016 SAT.

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Senior (2015-2016)	88	584	128	571	122	557	123	56.7	12.6	7.3	1.5
Junior (2014-2015)	99	591	113	588	114	562	107	57.4	11.1	7.1	1.3
Sophomore (2013-2014)	5	564		644		570		60.0		6.4	
Freshman (2012-2013)	2										
Total	194	586	120	581	117	558	114	57.0	11.8	7.2	1.4

Table 4: Mean Scores for Total Group

Mean scores for the total group may serve as points of reference when evaluating mean scores for the state.

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Total Group	1,637,589	494	117	508	121	482	115	48.4	11.7	6.9	1.7

SAT Data

Table 5: Percentiles for State and Total Group

A percentile represents the point below which a percentage of scores fall. Comparing the 25th percentile point to the 75th percentile point gives an idea of the range of performance in a group.

SAT Percentile	State			Total Group		
	Critical Reading	Mathematics	Writing	Critical Reading	Mathematics	Writing
75th	670	670	650	570	590	560
50th	590	590	570	490	500	480
25th	490	500	480	410	420	400

Table 6: Score Distributions

SAT Score Range	Critical Reading			Mathematics			Writing		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
700–800	20	19	39	20	11	31	10	12	22
600-690	23	31	54	30	32	62	25	32	57
500-590	18	31	49	18	40	58	22	35	57
400-490	15	25	40	8	23	31	16	27	43
300-390	3	7	10	3	7	10	6	7	13
200-290	1	1	2	1	1	2	1	1	2

Table 7: Type of High School

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Public	159	89	40	60	581	580	552
Religiously Affiliated	19	11	47	53	624	616	612
Independent		0					
Other or Unknown	16		44	56	591	551	560

Note: Percentiles are reported when there are 20 or more test-takers.
The College Board is no longer collecting data regarding Disabling Conditions.

Demographic Information

SAT: Mean Scores by Gender Within Ethnicity

Table 8: Total Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	6	3	448		438		440	
Asian or Asian American	15	8	533		617		546	
Black or African American	9	5	476		448		440	
Native Hawaiian or Pacific Islander	0	0						
Hispanic, Latino, or Latin American	8	4	496		553		470	
White	144	74	609	108	594	107	577	102
Two or More Races, non-Hispanic	6	3	547		555		533	
Other	0	0						
No Response	6	3	630		582		590	
Total	194	100	586	120	581	117	558	114

Table 9: Male Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	4	2						
Asian or Asian American	4	2						
Black or African American	3	2						
Native Hawaiian or Pacific Islander	0	0						
Hispanic, Latino, or Latin American	2	1						
White	61	31	631	96	634	106	585	107
Two or More Races, non-Hispanic	3	2						
Other	0	0						
No Response	3	2						
Total	80	41	601	122	617	117	563	121

Table 10: Female Mean Scores by Ethnicity

SAT Test-Takers Who Described Themselves As:	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
American Indian or Alaska Native	2	1						
Asian or Asian American	11	6	568		607		565	
Black or African American	6	3	500		447		455	
Native Hawaiian or Pacific Islander	0	0						
Hispanic, Latino, or Latin American	6	3	515		565		483	
White	83	43	592	113	565	98	571	98
Two or More Races, non-Hispanic	3	2						
Other	0	0						
No Response	3	2						
Total	114	59	575	117	556	110	555	109

Demographic Information

SAT: Student Background Information and Characteristics

Table 11: Student Background Information and Characteristics

Student demographic information provides a broader context to aid in interpreting and understanding individual and group scores.

SAT	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
All Test-Takers	194	100	586	120	581	117	558	114
First Language Learned								
English	162	84	599	110	583	108	567	106
English and Another	21	11	538		550		524	
Another Language	9	5	439		614		480	
No Response	2							
Citizenship								
U.S. Citizen / U.S. National	180	94	597	113	583	115	565	111
U.S. Permanent Resident or Refugee	4	2						
Citizen of Another Country	8	4	441		588		493	
Other, Unknown, or No Response	2							
Plans to Apply for Financial Aid								
Yes	136	80	597	115	591	113	567	111
No	13	8	579		580		535	
Don't Know	22	13	593		597		580	
No Response	23		520		509		500	
Family Income								
Less than \$20,000	6	4	447		488		455	
About \$20,000 to \$40,000	18	12	487		504		481	
About \$40,001 to \$60,000	21	14	597		548		542	
About \$60,001 to \$80,000	26	17	613	128	595	115	587	106
About \$80,001 to \$100,000	23	15	587		581		550	
About \$100,001 to \$140,000	25	17	611	116	630	114	578	114
About \$140,001 to \$200,000	14	9	578		592		549	
More than \$200,000	16	11	637		633		616	
No Response	45		593	112	583	101	570	111
Highest Level of Parental Education								
No High School Diploma	3	2						
High School Diploma	28	15	521	112	518	140	501	110
Associate Degree	15	8	548		534		519	
Bachelor's Degree	67	36	586	100	589	104	558	98
Graduate Degree	73	39	625	113	618	104	600	101
No Response	8		600		549		533	
Took the PSAT/NMSQT®								
Yes, As a Junior	46	37	594	120	583	108	553	98
Yes, As a Sophomore or Younger	18	14	582		601		575	
Yes, As a Junior and As a Sophomore or Younger	34	27	669	89	647	96	643	91
No	28	22	530	102	561	130	514	101
No Response	68		563	126	549	116	534	122

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Academic Record

Table 12: High School Rank

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Highest Tenth	87	56	45	55	646	641	619
Second Tenth	42	27	36	64	574	558	546
Second Fifth	17	11	35	65	521	519	507
Final Three Fifths	10	6	70	30	497	500	444
No Response	38		34	66	515	517	487

Table 13: High School Grade Point Average

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
A+ (97–100)	54	29	52	48	675	668	642
A (93–96)	74	40	26	74	596	587	574
A- (90–92)	24	13	54	46	526	513	503
B (80–89)	30	16	37	63	493	499	462
C (70–79)	5	3	80	20	468	464	436
D, E, or F (below 70)		0					
No Response	7		71	29	483	516	440
Mean Grade Point Average	All Students: 3.86		Male: 3.83		Female: 3.88		

Table 14: Average Years of Study in Six Academic Subjects

SAT	Average Years of Study			Grade Point Average: Each Subject		
	Male	Female	Total	Male	Female	Total
Arts and Music	2.4	2.9	2.7	3.86	3.98	3.93
English and Language Arts	4.0	3.8	3.9	3.76	3.85	3.81
Foreign and Classical Languages	2.6	2.8	2.8	3.71	3.79	3.76
Mathematics	4.1	4.0	4.1	3.53	3.62	3.59
Natural Sciences	3.9	3.9	3.9	3.73	3.73	3.73
Social Sciences and History	3.4	3.4	3.4	3.75	3.85	3.81
Total for All Subjects	20.4	20.8	20.8			

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 15: English, Mathematics

English and Language Arts	Test-Takers		Percent by Gender		SAT Mean Scores			
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	24	15	54	46	622	638	619	
4 Years	117	72	40	60	613	603	582	
3 Years	12	7	42	58	550	546	478	
2 Years	3	2	100	0				
1 Year	3	2	0	100				
1/2 Year or Less	4	2	25	75				
No Response	31		35	65	505	516	489	
AP@/Honors Courses	96	59	40	60	652	638	624	
Course Work or Experience								
English/Language Arts	167	98	41	59	601	592	572	
Journalism	24	14	17	83	602	574	579	
Creative Writing	44	26	34	66	579	569	557	
American Literature	111	65	42	58	598	590	575	
Composition/Writing	115	67	42	58	605	599	580	
British Literature	34	20	44	56	583	558	557	
World Literature	41	24	44	56	590	579	576	
Communications	16	9	69	31	595	573	554	
Public Speaking	98	57	43	57	620	606	593	
English As Second Language	8	5	38	63	469	553	533	

Mathematics	Test-Takers		Percent by Gender		SAT Mean Scores			
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	70	40	47	53	640	653	615	
4 Years	77	44	36	64	592	573	562	
3 Years	15	9	53	47	521	518	474	
2 Years	3	2	67	33				
1 Year	3	2	33	67				
1/2 Year or Less	7	4	29	71	436	416	400	
No Response	19		32	68	500	501	485	
AP/Honors Courses	88	50	47	53	656	659	624	
Highest Level of Mathematics Achieved*								
Calculus	88	50	53	47	643	658	616	
Pre-calculus	51	29	29	71	560	546	537	
Geometry	34	19	32	68	524	483	492	
Algebra II		0						
Algebra I	2	1	50	50				

*To better reflect the relationship between students' SAT scores and their Mathematics course work, course work is now being displayed as the highest level of mathematics achieved. This means that each student is counted only once under their highest level of mathematics course taken.

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 16: Natural Sciences, Social Sciences and History

Natural Sciences	Test-Takers		Percent by Gender		SAT Mean Scores			
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	36	22	53	47	646	667	626	
4 Years	99	60	39	61	606	601	578	
3 Years	19	12	37	63	557	511	523	
2 Years	4	2	75	25				
1 Year	1	1	100	0				
1/2 Year or Less	5	3	40	60	390	420	364	
No Response	30		30	70	506	507	485	
AP/Honors Courses	76	46	39	61	653	654	631	
Course Work or Experience								
Biology	170	99	42	58	600	592	571	
Chemistry	160	94	41	59	606	597	577	
Physics	113	66	50	50	614	620	585	
Geology, Earth, or Space Science	69	40	38	62	571	564	538	
Other Sciences	83	49	37	63	614	591	587	

Social Sciences and History	Test-Takers		Percent by Gender		SAT Mean Scores			
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	16	10	56	44	628	623	605	
4 Years	74	45	42	58	614	599	593	
3 Years	58	35	38	62	615	619	576	
2 Years	9	5	78	22	487	511	452	
1 Year	2	1	50	50				
1/2 Year or Less	7	4	43	57	394	391	353	
No Response	28		25	75	518	512	501	
AP/Honors Courses	73	44	41	59	641	637	619	
Course Work or Experience								
U.S. History	167	98	41	59	600	592	572	
World History or Cultures	153	89	42	58	603	595	574	
U.S. Government or Civics	158	92	43	57	605	596	574	
Economics	85	50	47	53	601	602	585	
Geography	150	88	43	57	599	597	575	
Psychology	62	36	35	65	612	602	578	
European History	14	8	43	57	634	620	618	
Sociology	33	19	48	52	584	578	546	
Ancient History	15	9	33	67	649	615	623	
Other Courses	20	12	20	80	621	606	611	

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 17: Foreign and Classical Languages

Foreign and Classical Languages Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	11	7	45	55	604	650	613
4 Years	46	27	43	57	630	620	600
3 Years	35	21	29	71	615	595	591
2 Years	56	33	46	54	597	594	566
1 Year	9	5	56	44	546	512	513
1/2 Year or Less	12	7	58	42	463	480	411
No Response	25		28	72	506	504	484
AP/Honors Courses	24	14	46	54	695	691	673
Course Work or Experience							
Chinese	4	2	0	100			
French	19	11	11	89	599	579	566
German	28	17	61	39	607	610	561
Greek		0					
Hebrew		0					
Italian		0					
Japanese	1	1	0	100			
Korean	1	1	0	100			
Latin	12	7	50	50	676	644	654
Russian	1	1	0	100			
Spanish	114	68	40	60	600	591	577
Other Languages	3	2	33	67			

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

Academic Information

Course-Taking Patterns

Table 18: Arts and Music

Arts and Music Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	13	12	38	62	646	634	633
4 Years	30	29	37	63	622	624	598
3 Years	13	12	46	54	582	585	533
2 Years	14	13	50	50	574	591	559
1 Year	29	28	45	55	599	582	560
1/2 Year or Less	6	6	83	17	492	537	448
No Response	89		37	63	570	560	545
AP/Honors Courses	9	9	44	56	684	708	640
Course Work or Experience							
Acting or Play Production	59	36	32	68	625	605	593
Art History or Appreciation	22	13	50	50	559	558	543
Dance	25	15	4	96	602	588	588
Drama: Study or Appreciation	36	22	33	67	631	621	597
Music: Study or Appreciation	29	18	28	72	644	631	627
Music Performance	111	68	38	62	609	600	586
Photography or Film	26	16	31	69	580	593	562
Studio Art and Design	38	23	13	87	575	566	561
None	11	7	64	36	592	612	510

SAT Subject Tests™ Data

Table 19: Number of Test-Takers and Tests for SAT Subject Tests

Students Who Took SAT Subject Tests		Students Who Took an SAT Subject Test and Also Took the SAT			
Number of Test-Takers	Number of Tests	Number of Test-Takers	Critical Reading Mean	Mathematics Mean	Writing Mean
49	120	23	668	682	642

Students Who Took One or More Different SAT Subject Tests		
Number of Tests Taken	Number of Test-Takers	Percent of Total Test-Takers Who Took One or More Tests
1	3	6
2	26	53
3	17	35
4 or More	3	6

Table 20: Mean Scores for SAT Subject Test Takers and for Students Who Also Took the SAT

Most, but not all, students who take SAT Subject Tests also take the SAT. This table provides SAT Subject Test scores for students who took SAT Subject Tests. It also provides the SAT scores for those students who also took the pre-March 2016 SAT.

	SAT Subject Test			SAT						
	N	Mean	SD	N	Critical Reading Mean	SD	Mathematics Mean	SD	Writing Mean	SD
English										
Literature	15	643		5	660		602		624	
History and Social Studies										
U.S. History	15	621		6	735		725		685	
World History										
Mathematics										
Mathematics Level 1	12	648		5	632		658		626	
Mathematics Level 2	31	701	80	17	662		684		642	
Science										
Biology-E	7	636		1						
Biology-M	6	725		4						
Chemistry	17	645		10	689		680		682	
Physics	14	721		8	626		701		599	
Foreign and Classical Languages										
Chinese/Listening										
French										
French/Listening										
German										
German/Listening										
Modern Hebrew										
Italian										
Japanese/Listening										
Korean/Listening										
Latin										
Spanish										
Spanish/Listening	3			1						

SAT Subject Tests Score Distributions

Table 21: English, History and Social Studies

SAT Subject Tests	English		History and Social Studies			
	Literature		U.S. History		World History	
	N	Pct	N	Pct	N	Pct
750-800	2	13	1	7		
700-740	5	33	2	13		
650-690			3	20		
600-640	1	7	3	20		
550-590	6	40	4	27		
500-540						
450-490	1	7	1	7		
400-440			1	7		
350-390						
300-340						
250-290						
200-240						
Total	15		15			
Mean	643		621			
SD						
75th percentile						
50th percentile						
25th percentile						

Table 22: Mathematics, Science

SAT Subject Tests	Mathematics				Science							
	Mathematics Level 1		Mathematics Level 2		Biology-E		Biology-M		Chemistry		Physics	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800	1	8	12	39	1	14	4	67	4	24	4	29
700-740	3	25	5	16	1	14			3	18	7	50
650-690	4	33	6	19	1	14	1	17	2	12	2	14
600-640	2	17	5	16	2	29			2	12	1	7
550-590			2	6	1	14	1	17	2	12		
500-540	1	8	1	3					2	12		
450-490					1	14			2	12		
400-440	1	8										
350-390												
300-340												
250-290												
200-240												
Total	12		31		7		6		17		14	
Mean	648		701		636		725		645		721	
SD			80									
75th percentile			770									
50th percentile			700									
25th percentile			630									

SAT Subject Tests Score Distributions

Table 23: Foreign and Classical Languages

SAT Subject Tests	Foreign and Classical Languages											
	Chinese/Listening		French		French/Listening		German		German/Listening		Modern Hebrew	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800												
700-740												
650-690												
600-640												
550-590												
500-540												
450-490												
400-440												
350-390												
300-340												
250-290												
200-240												
Total												
Mean												
SD												
75th percentile												
50th percentile												
25th percentile												

Table 24: Foreign and Classical Languages (continued)

SAT Subject Tests	Foreign and Classical Languages											
	Italian		Japanese/Listening		Korean/Listening		Latin		Spanish		Spanish/Listening	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
750-800											1	33
700-740												
650-690												
600-640												
550-590											1	33
500-540												
450-490											1	33
400-440												
350-390												
300-340												
250-290												
200-240												
Total											3	
Mean												
SD												
75th percentile												
50th percentile												
25th percentile												

College Plans

Table 25: Intended College Major, Degree-Level Goal

SAT Intended College Major	Test-Takers		Mean Scores		
	Number	Pct	Critical Reading	Mathematics	Writing
Agriculture, Agriculture Operations, and Related Sciences	2	1			
Architecture and Related Services	2	1			
Area, Ethnic, Cultural and Gender Studies	0	0			
Biological and Biomedical Sciences	16	10	623	613	618
Business Management, Marketing, and Related Support Services	8	5	576	655	605
Communication, Journalism and Related Programs	3	2			
Computer and Information Sciences and Support Services	5	3	604	640	548
Construction Trades	0	0			
Education	10	6	592	602	597
Engineering	28	17	616	659	568
Engineering Technologies/Technicians	1	1			
English Language and Literature/Letters	8	5	704	608	669
Family and Consumer Sciences/Human Sciences	0	0			
Foreign Languages, Literatures, and Linguistics	0	0			
Health Professions and Related Clinical Services	21	13	621	597	591
History	0	0			
Legal Professions and Studies	5	3	548	508	536
Liberal Arts and Sciences, General Studies, and Humanities	1	1			
Library Science And Administration	0	0			
Mathematics and Statistics	4	2			
Mechanic and Repair Technologies/Technician	0	0			
Military Technologies And Applied Sciences	2	1			
Multi/Interdisciplinary Studies	3	2			
Natural Resources and Conservation	0	0			
Parks, Recreation, Leisure and Fitness Studies	0	0			
Personal and Culinary Services	0	0			
Philosophy and Religious Studies	0	0			
Physical Sciences	10	6	645	617	591
Precision Production	0	0			
Psychology	4	2			
Public Administration and Social Services Professions	1	1			
Security and Protective Services	0	0			
Social Sciences	1	1			
Theology and Religious Vocations	1	1			
Transportation and Materials Moving	0	0			
Visual and Performing Arts	18	11	581	568	553
Other	3	2			
Undecided	7	4	596	590	589
Degree-Level Goal					
Certificate Program	1	1			
Associate Degree	3	2			
Bachelor's Degree	40	23	548	553	515
Master's Degree	55	32	585	580	556
Doctoral or Related Degree	61	35	644	628	614
Other	0	0			
Undecided	14	8	611	628	611

College Plans

Table 26: Institutions That Received the Most SAT Program Score Reports from Your Students

Of the 220 students from your state who took the SAT and/or an SAT Subject Test, 148 designated that their score reports be sent to institutions. Students may designate more than one institution to receive scores. This list includes only the 45 institutions that received the most score reports. A total of 216 institutions received score reports from your students.

Institution	State	Type	Number of Students	Percent of Score Senders*
NMSC Scholarship Admin	IL	Scholarship	42	28.4
Stanford University	CA	Private	26	17.6
University of Minnesota: Twin Cities	MN	Public	25	16.9
Massachusetts Institute of Technology	MA	Private	20	13.5
South Dakota School of Mines and Technology	SD	Public	19	12.8
South Dakota State University	SD	Public	18	12.2
Yale University	CT	Private	14	9.5
University of Chicago	IL	Private	13	8.8
Princeton University	NJ	Private	13	8.8
University of Pennsylvania	PA	Private	13	8.8
Harvard College	MA	Private	12	8.1
University of South Dakota	SD	Public	12	8.1
Duke University	NC	Private	11	7.4
Northwestern University	IL	Private	11	7.4
Dartmouth College	NH	Private	10	6.8
Augustana University	SD	Private	9	6.1
University of Nebraska - Lincoln	NE	Public	9	6.1
Columbia University	NY	Private	8	5.4
University of California: Berkeley	CA	Public	8	5.4
Johns Hopkins University	MD	Private	8	5.4
Cornell University	NY	Private	7	4.7
Brown University	RI	Private	6	4.1
University of Washington	WA	Public	6	4.1
Georgia Institute of Technology	GA	Public	6	4.1
University of Notre Dame	IN	Private	5	3.4
Creighton University	NE	Private	5	3.4
Washington University in St. Louis	MO	Private	5	3.4
University of Sioux Falls	SD	Private	5	3.4
University of Texas at Austin	TX	Public	5	3.4
Black Hills State University	SD	Public	5	3.4
Northwestern Univ - Ctr for Talent Dev Prog	IL	Scholarship	4	2.7
University of Iowa	IA	Public	4	2.7
Vanderbilt University	TN	Private	4	2.7
Northwestern College	IA	Private	4	2.7
University of Oklahoma	OK	Public	4	2.7
Carnegie Mellon University	PA	Private	4	2.7
University of Virginia	VA	Public	4	2.7
Montana State University	MT	Public	4	2.7
University of Denver	CO	Private	4	2.7
University of St. Thomas	MN	Private	4	2.7
University of California: Los Angeles	CA	Public	4	2.7
University of Southern California	CA	Private	3	2.0
University of Colorado Boulder	CO	Public	3	2.0
Northern State University	SD	Public	3	2.0
Iowa State University	IA	Public	3	2.0

*Of your students who designated that their SAT and/or SAT Subject Test score reports be sent to institutions, the 'Percent of Score Senders' indicates the percent of those students who had their scores sent to each institution listed.

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