



2011 College-Bound Seniors

# State Profile Report

PUERTO RICO

## Included in This Report

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**SAT® Data**

**SAT Subject Tests™ Data**

**Demographic and Academic Information**

**College Plans**

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# The SAT® Program

The SAT® (formerly known as the SAT® I: Reasoning Test) 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 2011* includes students who tested through June 2011.

## Using This Report

*College-Bound Seniors* presents data for high school graduates in the year 2011 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 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 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.
- 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.
- 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 Web site at [www.collegeboard.org](http://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 the 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.

## The College Board: Inspiring Minds™

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,600 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 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®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). 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.

# Total Group Mean SAT Scores

## College-Bound Seniors, 1972–2011

<b>Year</b>	<b>Critical Reading</b>			<b>Mathematics</b>			<b>Writing</b>		
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
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

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 2000–2011, 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 present include students testing through June. For further information see <http://www.collegeboard.org/sat/cbs-2011-trends>.

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## SAT® Data

Data in this report are for high school graduates in the year 2011. Information is summarized for seniors who took the SAT at any time during their high school years through June 2011. If a student took the test more than once, the most recent score is used.

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	2,718	455	106	453	111	450	111	45.3	11.2	6.8	1.7

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	1,384	447	111	460	117	436	115	44.2	11.5	6.5	1.9
Female	1,334	464	101	445	103	465	104	46.4	10.7	7.1	1.5

Table 3: Year in Which Seniors Last Took the SAT

Scores are from the last administration in which seniors took the 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 (2010-2011)	2,387	453	105	449	108	447	110	44.9	11.0	6.8	1.7
Junior (2009-2010)	327	473	115	478	122	470	118	47.6	11.9	6.9	1.8
Sophomore (2008-2009)	3										
Freshman (2007-2008)	1										
Total	2,718	455	106	453	111	450	111	45.3	11.2	6.8	1.7

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	1,647,123	497	114	514	117	489	113	49.1	11.4	7.3	1.6

\*Writing data are based on students who took the current version of the SAT, first administered in March 2005. All students in the 2011 cohort took the SAT writing section. The writing section contains one essay (30 percent of the total score) and 49 multiple-choice questions (70 percent of the total score). Essay scores range from 2-12, with a very small percentage of students (less than 0.3 percent) receiving scores of 0 on the essay, for essays written completely off topic. Multiple-choice scores range from 20 to 80.

Note: Mean scores are reported when there are five or more test-takers. Standard deviations are reported when there are 25 or more test-takers.

## 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	520	530	530	570	600	560
50th	450	450	450	490	510	480
25th	390	380	380	420	430	410

**Table 6: Score Distributions**

The score ranges in the following table reflect SAT Skills Insight™, a resource that identifies skills demonstrated by typical students who score in each range. For more information and resources for educators and students, please visit [www.collegeboard.org/sat-skills](http://www.collegeboard.org/sat-skills).

SAT Score Range	Critical Reading			Mathematics			Writing		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
700–800	19	22	41	31	12	43	21	17	38
600–690	114	112	226	152	103	255	101	130	231
500–590	308	348	656	327	284	611	308	367	675
400–490	511	533	1,044	468	503	971	455	474	929
300–390	310	261	571	306	339	645	339	279	618
200–290	122	58	180	100	93	193	160	67	227

**Table 7: Type of High School**

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Public		0					
Religiously Affiliated	1,125	57	49	51	476	478	476
Independent	856	43	52	48	466	467	466
Other or Unknown	737		53	47	410	398	393

**Table 8: Test-Taking Conditions**

\*Nonstandard conditions\* reflect test-takers who received an accommodation. \*Disabling conditions\* are self-reported student responses.

SAT	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
Disabling Conditions	236	9	430	108	427	111	427	111
Nonstandard Conditions	54	2	447	127	475	135	457	123

## Demographic Information

SAT: Mean Scores by Gender Within Ethnicity

Table 9: 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								
Asian, Asian American, or Pacific Islander	13	0	434		468		458	
Black or African American	8	0	376		358		390	
Mexican or Mexican American	5	0	488		474		500	
Puerto Rican	2,491	92	455	106	453	110	450	111
Other Hispanic, Latino, or Latin American	121	4	455	111	450	108	447	110
White	50	2	500	98	473	113	478	102
Other	10	0	549		523		509	
No Response	20	1	408		409		402	
Total	2,718	100	455	106	453	111	450	111

Table 10: 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								
Asian, Asian American, or Pacific Islander	6	0	332		377		358	
Black or African American	5	0	386		360		386	
Mexican or Mexican American	3	0						
Puerto Rican	1,269	47	445	111	459	117	434	115
Other Hispanic, Latino, or Latin American	63	2	468	111	476	113	462	117
White	22	1	530		517		503	
Other	5	0	482		510		418	
No Response	11	0	426		433		395	
Total	1,384	51	447	111	460	117	436	115

Table 11: 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								
Asian, Asian American, or Pacific Islander	7	0	521		547		543	
Black or African American	3	0						
Mexican or Mexican American	2	0						
Puerto Rican	1,222	45	465	99	446	103	467	104
Other Hispanic, Latino, or Latin American	58	2	441	109	423	94	431	100
White	28	1	476	91	438	91	459	87
Other	5	0	616		536		600	
No Response	9	0	386		379		409	
Total	1,334	49	464	101	445	103	465	104

## Demographic Information

### SAT: Student Background Information and Characteristics

**Table 12: 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	2,718	100	455	106	453	111	450	111
<b>First Language Learned</b>								
English	94	3	453	114	431	112	442	114
English and Another	1,065	40	466	103	455	109	461	106
Another Language	1,536	57	449	107	454	112	445	114
No Response	23		389		403		397	
<b>Citizenship</b>								
U.S. Citizen / U.S. National	2,586	97	457	106	454	110	452	110
U.S. Permanent Resident or Refugee	43	2	444	101	462	111	451	109
Citizen of Another Country	28	1	422	110	418	119	402	129
Other, Unknown, or No Response	61		402	98	397	98	387	102
<b>Plans to Apply for Financial Aid</b>								
Yes	2,252	87	454	106	451	108	449	109
No	73	3	483	102	496	117	481	120
Don't Know	250	10	450	109	452	119	447	119
No Response	143		470	114	465	122	467	118
<b>Family Income</b>								
\$0 - \$20,000	312	15	407	101	394	93	384	97
\$20,000–\$40,000	450	22	427	105	418	101	417	111
\$40,000–\$60,000	337	17	442	108	435	105	427	106
\$60,000–\$80,000	288	14	462	98	463	102	459	103
\$80,000–\$100,000	203	10	456	100	471	108	462	99
\$100,000–\$120,000	133	7	478	106	488	106	484	100
\$120,000–\$140,000	51	3	495	104	482	122	483	99
\$140,000–\$160,000	61	3	517	106	514	114	512	110
\$160,000–\$200,000	64	3	491	88	486	89	506	90
More than \$200,000	127	6	515	97	524	103	526	95
No Response	692		472	102	471	112	473	108
<b>Highest Level of Parental Education</b>								
No High School Diploma	14	1	425		420		410	
High School Diploma	269	10	408	105	391	91	393	104
Associate Degree	166	6	390	97	388	98	378	104
Bachelor's Degree	1,071	41	451	101	449	105	443	105
Graduate Degree	1,117	42	481	105	481	112	483	107
No Response	81		455	93	456	104	446	107
<b>Took the PSAT/NMSQT®</b>								
Yes, As a Junior	585	22	456	90	457	94	454	93
Yes, As a Sophomore or Younger	270	10	475	103	473	104	479	100
Yes, As a Junior and As a Sophomore or Younger	808	31	509	99	519	101	521	95
No	966	37	409	100	394	96	387	97
No Response	89		404	95	403	98	392	100

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 13: High School Rank

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Highest Tenth	638	47	49	51	498	504	492
Second Tenth	409	30	54	46	452	454	449
Second Fifth	151	11	56	44	444	441	443
Final Three Fifths	152	11	61	39	404	402	397
No Response	1,368		49	51	443	436	438

Table 14: High School Grade Point Average

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
A+ (97–100)	385	15	44	56	496	499	492
A (93–96)	755	28	43	57	476	479	472
A- (90–92)	544	21	50	50	458	458	456
B (80–89)	881	33	59	41	427	421	422
C (70–79)	85	3	68	32	396	367	372
D, E, or F (below 70)		0					
No Response	68		62	38	401	381	383
<b>Mean Grade Point Average</b>	<b>All Students: 3.62</b>		<b>Male: 3.53</b>		<b>Female: 3.71</b>		

Table 15: 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	2.0	2.2	2.1	3.81	3.91	3.86
English and Language Arts	4.0	4.1	4.0	3.55	3.70	3.62
Foreign and Classical Languages	2.9	3.0	3.0	3.48	3.70	3.59
Mathematics	4.1	4.1	4.1	3.44	3.47	3.46
Natural Sciences	3.6	3.7	3.7	3.48	3.58	3.53
Social Sciences and History	3.9	3.9	3.9	3.56	3.69	3.63
<b>Total for All Subjects</b>	<b>20.5</b>	<b>21.0</b>	<b>20.8</b>			

## Academic Information

### Course-Taking Patterns

Table 16: English, Mathematics

English and Language Arts Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	862	35	49	51	457	458	454
4 Years	1,131	46	50	50	472	470	469
3 Years	280	12	53	47	430	424	419
2 Years	59	2	61	39	419	406	412
1 Year	58	2	52	48	388	383	383
1/2 Year or Less	43	2	60	40	381	370	372
No Response	285		53	47	440	433	433
AP®/Honors Courses	653	27	46	54	518	517	520
<b>Course Work or Experience</b>							
English/Language Arts	1,974	84	51	49	464	460	459
Journalism	459	19	47	53	447	441	440
Creative Writing	1,068	45	48	52	457	449	453
American Literature	1,844	78	50	50	467	464	466
Composition/Writing	1,757	74	49	51	458	455	453
British Literature	880	37	50	50	482	475	480
World Literature	1,175	50	50	50	473	467	470
Communications	371	16	51	49	433	431	425
Public Speaking	719	30	50	50	452	448	446
English As Second Language	1,262	53	47	53	440	436	432

Mathematics Years of Study	Test-Takers		Percent by Gender		SAT Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	949	39	52	48	463	470	461
4 Years	1,016	42	48	52	468	465	465
3 Years	320	13	52	48	438	422	424
2 Years	51	2	57	43	408	388	393
1 Year	43	2	51	49	390	376	376
1/2 Year or Less	62	3	56	44	388	360	377
No Response	277		55	45	437	431	430
AP/Honors Courses	621	25	51	49	516	539	519
<b>Highest Level of Mathematics Achieved*</b>							
Calculus	630	26	51	49	485	502	484
Pre-calculus	1,070	44	50	50	458	457	457
Trigonometry	298	12	54	46	435	414	419
Algebra II	351	14	46	54	439	418	431
Algebra I	72	3	56	44	381	360	366

\*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 17: 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	705	29	48	52	464	466	463	
4 Years	898	37	52	48	477	475	472	
3 Years	455	19	48	52	442	441	441	
2 Years	99	4	58	42	429	409	404	
1 Year	121	5	55	45	408	407	395	
1/2 Year or Less	122	5	51	49	407	397	398	
No Response	318		55	45	437	430	431	
AP/Honors Courses	418	17	50	50	526	543	530	
<b>Course Work or Experience</b>								
Biology	2,339	97	50	50	458	456	454	
Chemistry	2,343	97	50	50	459	456	455	
Physics	1,927	80	52	48	464	465	461	
Geology, Earth, or Space Science	1,050	44	52	48	439	423	425	
Other Sciences	555	23	46	54	455	454	449	

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	772	32	49	51	462	463	460	
4 Years	1,038	43	51	49	475	474	471	
3 Years	363	15	49	51	434	430	431	
2 Years	95	4	55	45	417	403	399	
1 Year	60	2	57	43	398	393	384	
1/2 Year or Less	80	3	50	50	388	378	378	
No Response	310		55	45	436	430	429	
AP/Honors Courses	346	14	50	50	531	540	534	
<b>Course Work or Experience</b>								
U.S. History	2,247	94	51	49	459	457	455	
World History or Cultures	1,981	83	49	51	467	465	465	
U.S. Government or Civics	980	41	52	48	453	449	447	
Economics	418	17	54	46	452	447	444	
Geography	869	36	53	47	436	428	427	
Psychology	333	14	49	51	464	458	466	
European History	991	41	50	50	476	470	472	
Sociology	453	19	52	48	442	427	424	
Ancient History	943	39	50	50	476	469	472	
Other Courses	876	37	51	49	464	465	457	

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: 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	580	25	50	50	476	483	474
4 Years	699	30	49	51	481	482	480
3 Years	247	11	49	51	449	445	438
2 Years	156	7	51	49	452	444	447
1 Year	174	7	47	53	447	432	436
1/2 Year or Less	483	21	52	48	421	409	412
No Response	379		57	43	428	426	423
AP/Honors Courses	368	16	46	54	529	539	531
<b>Course Work or Experience</b>							
Chinese	19	1	53	47	486	491	477
French	536	23	44	56	496	495	499
German	13	1	54	46	500	470	513
Greek	3	0	100	0			
Hebrew	4	0	25	75			
Italian	188	8	35	65	471	475	478
Japanese	27	1	48	52	513	466	484
Korean	2	0	50	50			
Latin	34	1	50	50	399	413	395
Russian	1	0	100	0			
Spanish	2,106	89	50	50	461	460	457
Other Languages	160	7	54	46	415	429	405

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 19: Arts and Music, Computers

<b>Arts and Music</b>	<b>Test-Takers</b>		<b>Percent by Gender</b>		<b>SAT Mean Scores</b>		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
<b>Years of Study</b>							
More Than 4 Years	305	13	42	58	449	447	447
4 Years	272	12	50	50	456	455	457
3 Years	287	12	46	54	465	462	464
2 Years	484	21	52	48	462	459	459
1 Year	465	20	56	44	456	453	444
1/2 Year or Less	536	23	51	49	455	454	449
No Response	369		56	44	443	439	436
AP/Honors Courses	95	4	43	57	467	468	471
<b>Course Work or Experience</b>							
Acting or Play Production	579	25	41	59	473	461	469
Art History or Appreciation	563	24	44	56	474	457	468
Dance	539	23	26	74	456	452	458
Drama: Study or Appreciation	590	25	40	60	464	450	462
Music: Study or Appreciation	482	20	56	44	479	471	474
Music Performance	909	39	54	46	463	460	460
Photography or Film	460	20	37	63	463	449	462
Studio Art and Design	425	18	37	63	465	452	460
None	475	20	59	41	437	443	430

<b>Computers</b>	<b>Test-Takers</b>		<b>Percent by Gender</b>		<b>SAT Mean Scores</b>		
<b>Course Work or Experience</b>	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Computer Literacy	1,720	73	50	50	466	463	463
Computer Programming	516	22	60	40	441	452	441
Word Processing	1,742	74	49	51	468	465	465
Internet Activity	1,503	64	51	49	463	460	459
Using Computer Graphics	790	34	52	48	459	462	462
Creating Spreadsheets/Databases	778	33	53	47	474	479	475
None	191	8	42	58	435	422	424

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.

## SAT Subject Tests™ Data

Table 20: 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
528	1,478	524	553	565	560

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	37	7
2	173	33
3	229	43
4 or More	89	17

Table 21: 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 SAT.

	SAT Subject Test			N	SAT						
	N	Mean	SD		Critical Reading Mean	SD	Mathematics Mean	SD	Writing Mean	SD	
<b>English</b>											
Literature	155	563	93	153	577	91	537	92	570	95	
<b>History and Social Studies</b>											
U.S. History	76	583	120	76	598	88	573	82	588	93	
World History	26	551	91	26	572	81	548	71	572	73	
<b>Mathematics</b>											
Mathematics Level 1	343	562	87	341	550	90	574	88	560	89	
Mathematics Level 2	150	603	96	149	564	89	623	102	577	94	
<b>Science</b>											
Biology-E	60	558	89	60	562	99	570	110	548	77	
Biology-M	105	584	91	105	577	82	603	83	588	76	
Chemistry	72	578	91	72	573	89	624	95	584	90	
Physics	47	597	82	47	590	105	653	101	596	112	
<b>Foreign and Classical Languages</b>											
Chinese/Listening	1			1							
French	46	632	97	46	599	89	588	89	610	80	
French/Listening	1			1							
German											
German/Listening	1			1							
Modern Hebrew											
Italian	27	677	35	27	535	87	553	78	558	82	
Japanese/Listening											
Korean/Listening											
Latin											
Spanish	338	773	56	335	551	89	559	98	562	91	
Spanish/Listening	30	775	26	30	555	77	560	77	548	68	

## SAT Subject Tests Score Distributions

Table 22: 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	5	3	7	9	1	4
700-740	8	5	10	13	2	8
650-690	21	14	9	12	1	4
600-640	19	12	10	13	2	8
550-590	32	21	8	11	4	15
500-540	32	21	10	13	8	31
450-490	24	15	11	14	7	27
400-440	10	6	8	11	1	4
350-390	4	3	2	3		
300-340			1	1		
250-290						
200-240						
Total	155		76		26	
Mean	563		583		551	
SD	93		120		91	
75th percentile	630		680		580	
50th percentile	550		590		530	
25th percentile	490		470		490	

Table 23: 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	3	1	16	11	1	2	7	7	2	3	1	2
700-740	20	6	12	8	3	5	6	6	4	6	5	11
650-690	38	11	18	12	6	10	16	15	15	21	8	17
600-640	69	20	28	19	9	15	14	13	9	13	10	21
550-590	69	20	35	23	16	27	25	24	18	25	10	21
500-540	65	19	22	15	14	23	19	18	12	17	7	15
450-490	47	14	12	8	6	10	12	11	5	7	3	6
400-440	25	7	4	3	2	3	5	5	5	7	3	6
350-390	7	2	3	2	2	3	1	1	2	3		
300-340					1	2						
250-290												
200-240												
Total	343		150		60		105		72		47	
Mean	562		603		558		584		578		597	
SD	87		96		89		91		91		82	
75th percentile	630		660		610		650		650		650	
50th percentile	560		590		560		570		570		590	
25th percentile	500		540		500		520		520		540	

## SAT Subject Tests Score Distributions

Table 24: 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			6	13								
700-740	1	100	10	22								
650-690			4	9								
600-640			8	17	1	100						
550-590			7	15								
500-540			7	15								
450-490			2	4					1	100		
400-440			2	4								
350-390												
300-340												
250-290												
200-240												
Total	1		46		1				1			
Mean			632									
SD			97									
75th percentile			720									
50th percentile			640									
25th percentile			540									

Table 25: 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	4							295	87	27	90
700-740	9	33							28	8	3	10
650-690	12	44							4	1		
600-640	4	15							4	1		
550-590	1	4							2	1		
500-540									1	0		
450-490									1	0		
400-440									2	1		
350-390												
300-340									1	0		
250-290												
200-240												
Total	27								338		30	
Mean	677								773		775	
SD	35								56		26	
75th percentile	700								800		790	
50th percentile	680								800		790	
25th percentile	650								760		760	



## College Plans

Table 26: 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	6	0	428	463	412
Architecture and Related Services	77	3	465	483	474
Area, Ethnic, Cultural and Gender Studies	3	0			
Biological and Biomedical Sciences	358	15	466	468	461
Business Management, Marketing, and Related Support Services	246	10	447	463	452
Communication, Journalism and Related Programs	83	4	465	440	464
Computer and Information Sciences and Support Services	41	2	424	415	403
Construction Trades	1	0			
Education	23	1	398	366	393
Engineering	325	14	463	506	458
Engineering Technologies/Technicians	34	1	439	458	437
English Language and Literature/Letters	22	1	577	474	568
Family and Consumer Sciences/Human Sciences	3	0			
Foreign Languages, Literatures, and Linguistics	22	1	545	467	518
Health Professions and Related Clinical Services	371	16	453	455	453
History	16	1	526	451	500
Legal Professions and Studies	82	3	480	452	473
Liberal Arts and Sciences, General Studies, and Humanities	24	1	478	430	484
Library Science And Administration					
Mathematics and Statistics	13	1	407	418	407
Mechanic and Repair Technologies/Technician	10	0	376	383	335
Military Technologies And Applied Sciences	5	0	434	432	402
Multi/Interdisciplinary Studies	4	0			
Natural Resources and Conservation	12	1	474	416	463
Parks, Recreation, Leisure and Fitness Studies	10	0	306	356	313
Personal and Culinary Services	15	1	401	378	380
Philosophy and Religious Studies	6	0	562	502	508
Physical Sciences	31	1	489	496	483
Precision Production					
Psychology	93	4	463	436	461
Public Administration and Social Services Professions	4	0			
Security and Protective Services	23	1	379	379	383
Social Sciences	58	2	512	480	493
Theology and Religious Vocations	2	0			
Transportation and Materials Moving	6	0	505	452	450
Visual and Performing Arts	173	7	475	434	470
Other	58	2	404	393	404
Undecided	105	4	487	503	496
<b>Degree-Level Goal</b>					
Certificate Program	10	0	474	500	453
Associate Degree	16	1	296	310	282
Bachelor's Degree	463	18	401	393	391
Master's Degree	678	26	461	461	457
Doctoral or Related Degree	1,249	48	474	472	471
Other	11	0	445	428	433
Undecided	190	7	459	455	453

## College Plans

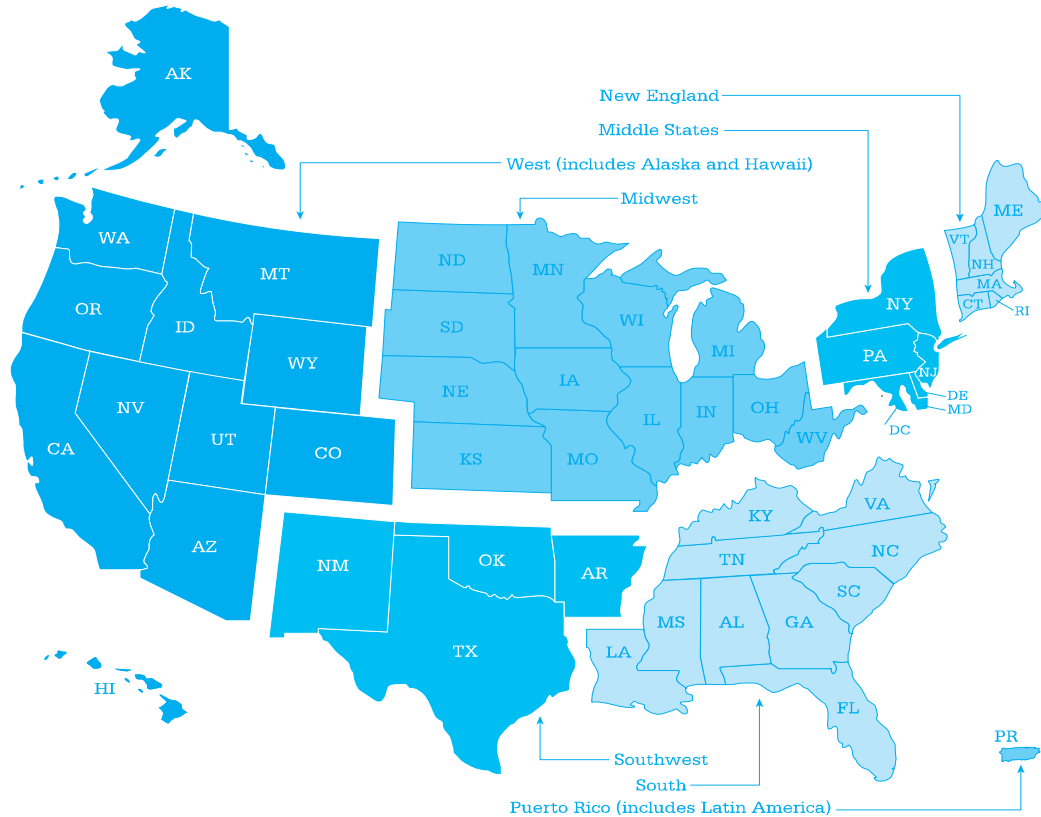
**Table 27: Institutions That Received the Most SAT Program Score Reports from Your Students**

Of the 2,722 students from your state who took the SAT and/or an SAT Subject Test, 1,723 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 876 institutions received score reports from your students.

Institution	State	Type	Number of Students	Percent of Score Senders*
SYRACUSE UNIVERSITY	NY	Private	297	17.2
FLORIDA INTERNATIONAL UNIVERSITY	FL	Public	276	16.0
BOSTON UNIVERSITY	MA	Private	215	12.5
PENNSYLVANIA STATE UNIVERSITY	PA	Public	187	10.9
NORTHEASTERN UNIVERSITY	MA	Private	172	10.0
UNIVERSITY OF MIAMI	FL	Private	170	9.9
UNIVERSITY CENTRAL FLORIDA	FL	Public	161	9.3
NEW YORK UNIVERSITY	NY	Private	161	9.3
BOSTON COLLEGE	MA	Private	158	9.2
UNIVERSITY OF FLORIDA	FL	Public	153	8.9
UNIVERSITY OF PUERTO RICO MAYAGUEZ	PR	Public	134	7.8
CORNELL UNIVERSITY	NY	Private	131	7.6
NCAA ELIGIBILITY CENTER	IN	Public	123	7.1
VILLANOVA UNIVERSITY	PA	Private	116	6.7
COLUMBIA UNIVERSITY UNDERGRADUATE ADMISS	NY	Private	116	6.7
HARVARD UNDERGRADUATE ADMISSIONS	MA	Private	113	6.6
UNIVERSITY OF PENNSYLVANIA UNDERGRADUATE	PA	Private	112	6.5
BROWN UNIVERSITY	RI	Private	112	6.5
UNIVERSITY OF TAMPA	FL	Private	109	6.3
UNIVERSITY OF SOUTH FLORIDA	FL	Public	103	6.0
UNIVERSITY OF PUERTO RICO RIO PIEDRAS CA	PR	Private	101	5.9
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	MA	Private	98	5.7
MARQUETTE UNIVERSITY	WI	Private	94	5.5
IOWA STATE UNIVERSITY	IA	Public	94	5.5
UNIVERSITY OF DAYTON	OH	Private	92	5.3
UNIVERSITY OF MICHIGAN ANN ARBOR	MI	Public	92	5.3
FORDHAM UNIVERSITY	NY	Private	91	5.3
UNIVERSITY OF NOTRE DAME	IN	Private	90	5.2
STANFORD UNIVERSITY	CA	Private	90	5.2
DUKE UNIVERSITY	NC	Private	89	5.2
FLORIDA STATE UNIVERSITY	FL	Public	87	5.0
GEORGETOWN UNIVERSITY	DC	Private	84	4.9
GEORGIA INSTITUTE OF TECHNOLOGY	GA	Public	82	4.8
SAVANNAH COLLEGE OF ART AND DESIGN ALL C	GA	Private	78	4.5
PURDUE UNIVERSITY WEST LAFAYETTE	IN	Public	78	4.5
MANHATTANVILLE COLLEGE	NY	Private	78	4.5
JOHNS HOPKINS UNIVERSITY UNDERGRADUATE A	MD	Private	75	4.4
AMERICAN UNIVERSITY DC	DC	Private	74	4.3
GEORGE WASHINGTON UNIVERSITY	DC	Private	73	4.2
TUFTS UNIVERSITY	MA	Private	72	4.2
SAINT JOSEPH'S UNIVERSITY	PA	Private	71	4.1
RUTGERS UNIVERSITY	NJ	Public	70	4.1
PRINCETON UNIVERSITY	NJ	Private	70	4.1
YALE UNIVERSITY	CT	Private	67	3.9
BENTLEY UNIVERSITY	MA	Private	64	3.7

\*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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