



SAT® Trends

Background on the SAT Takers in the
Class of 2011

Embargoed until 11 a.m. EDT
Wednesday, Sept. 14, 2011

SAT[®] Trends

Background on the SAT Takers in the Class of 2011

The information in this report is based on students who responded to the SAT[®] Questionnaire, an optional set of questions that most students complete when they register for the SAT.

The class of 2011 included 1,647,123 college-bound students who took the SAT.

Comparing States and Schools

The SAT is a strong indicator of trends in college-bound populations. Mean scores should never be used alone for comparison between states or schools because participation, demographics and other nonschool factors can have a strong effect on scores, making comparisons inappropriate.

**Embargoed until 11 a.m. EDT
Wednesday, Sept. 14, 2011**

This report contains embargoed information. Please do not share any of this information before **11 a.m. EDT Wednesday, Sept. 14**, when public versions will be available at www.collegeboard.org/satprofiles.

All media requests for this information prior to that time should be directed to communications@collegeboard.org.

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How Have College-Bound Seniors Changed in **10 years***?



SAT takers are diverse — and increasingly so over time.

Ethnic diversity has increased over the past decade.

Traditionally underserved minorities make up a much greater proportion compared to 10 years ago.

| Race/Ethnicity | 2001 | 2010 | 2011 |
|--------------------------------------|------|------|------|
| American Indian or Alaska Native | 1% | 1% | 1% |
| Asian, Asian Am. or Pacific Islander | 8 | 11 | 11 |
| Black or African American | 9 | 13 | 13 |
| Hispanic/Latino** | 8 | 14 | 15 |
| White | 55 | 54 | 53 |
| Other | 3 | 3 | 4 |
| No Response | 16 | 4 | 4 |

Language diversity is increasing.

More than 1 in 4 testers speak languages other than English at home.

| First language | 2001 | 2010 | 2011 |
|------------------------------|------|------|------|
| English | 81% | 74% | 73% |
| English and another language | 10 | 15 | 15 |
| Another language | 9 | 11 | 12 |

Almost half intend to be the first in their family to attend a 4-year college.

| Parental education | 2001 | 2010 | 2011 |
|------------------------|------|------|------|
| No high school diploma | 4% | 5% | 6% |
| High school diploma | 32 | 31 | 31 |
| Associate degree | 9 | 8 | 8 |
| Bachelor's degree | 29 | 31 | 31 |
| Graduate degree | 26 | 25 | 25 |

Most test-takers are from public schools.

| School type | 2001 | 2010 | 2011 |
|-------------|------|------|------|
| Public | 83% | 83% | 84% |
| Nonpublic | 17 | 17 | 16 |

Women continue to be a majority.

| Gender | 2001 | 2010 | 2011 |
|--------------------|------|------|------|
| Female test-takers | 54% | 53% | 53% |

(Women became the majority in the early 1970s.)

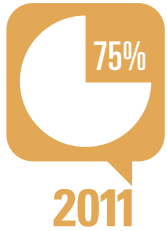
* Cohort data presented prior to 2007 include students testing through March of the senior year, while cohort data from 2007 to the present include students testing through June. For further information, see www.collegeboard.org/sat/cbs-2011-trends.

** Hispanic/Latino includes students who identified as Mexican or Mexican American, Puerto Rican, Other Hispanic, Latino or Latin American.

How Have College-Bound Seniors Changed in **10 years?**

College plans of SAT takers.

| | 2001 | 2010 | 2011 |
|------------------------------------------------------------------------|------|------|------|
| About three in four students intend to apply for financial aid. | | | |
| Plan to apply for financial aid | 73% | 75% | 75% |



| | 2001 | 2010 | 2011 |
|--------------------------------------------------------------|------|------|------|
| Half of all students plan to pursue advanced degrees. | | | |
| Certificate program | 1% | 1% | 1% |
| Associate degree | 2 | 1 | 1 |
| Bachelor's degree | 25 | 28 | 30 |
| Master's degree | 31 | 30 | 29 |
| Doctoral/related degree | 21 | 21 | 21 |
| Other | 1 | 1 | 1 |
| Undecided | 19 | 18 | 16 |

| | 2001 | 2010 | 2011 |
|----------------------------------------------------------------------------------|------|------|------|
| Health careers are the most popular intended majors followed by business. | | | |
| Health Related | 15% | 18% | 19% |
| Business/Commerce | 14 | 12 | 11 |
| Arts: Visual and Performing | 8 | 8 | 8 |
| Engineering | 9 | 8 | 8 |
| Biological Sciences | 5 | 6 | 6 |
| Education | 9 | 6 | 6 |

How Have College-Bound Seniors Changed in **10 years?**

High school grades are shifting up over time.

| | 2001 | 2010 | 2011 | |
|---------------------------------------------------------|---------------------------------------|-------------|-------------|------|
| Grades are higher than 10 years ago. | Art and Music* | 3.74 | 3.74 | 3.74 |
| | English | 3.27 | 3.38 | 3.39 |
| | Foreign/Classical Languages | 3.24 | 3.32 | 3.33 |
| | Mathematics | 3.09 | 3.16 | 3.17 |
| | Natural Sciences | 3.22 | 3.26 | 3.27 |
| | Social Sciences/History | 3.35 | 3.39 | 3.40 |
| | Grade average for all subjects | 3.30 | 3.33 | 3.34 |
| | 2001 | 2010 | 2011 | |
| Students are getting more A's than 10 years ago. | A+, A, A- grade averages | 41% | 44% | 45% |
| | B+, B, B- grade averages | 47 | 45 | 45 |
| | C+, C, C- grade averages | 12 | 11 | 10 |

Score changes are slight over time.

| | 2001 | 2010 | 2011 | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------|------------|------------|
| The mean critical reading score is down 9 points versus 10 years ago (though only 2 points from 20 years ago), while the mean math score is the same. | Critical Reading | 506 | 500 | 497 |
| | Male | 509 | 502 | 500 |
| | Female | 502 | 498 | 495 |
| | Mathematics | 514 | 515 | 514 |
| | Male | 533 | 533 | 531 |
| | Female | 498 | 499 | 500 |
| | Writing** | - | 491 | 489 |
| | Male | - | 485 | 482 |
| | Female | - | 497 | 496 |

* Based on 4-point system, where A = 400

** Writing data are based on students who took the current version of the SAT, first administered in March 2005. All students in the 2010 and 2011 cohorts took the SAT writing section.

SAT Participation by Race/Ethnicity over 10 Years



| Racial/Ethnic Groups | 2001 | 2010 | 2011 | 1-year change | 10-year change |
|----------------------|---------|---------|---------|---------------|----------------|
| American Indian | 7,622 | 8,915 | 9,244 | 4% | 21% |
| Asian | 102,312 | 174,182 | 183,853 | 6% | 80% |
| Black | 120,506 | 205,387 | 215,816 | 5% | 79% |
| Hispanic/Latino | 101,172 | 229,835 | 252,703 | 10% | 150% |
| White | 703,724 | 865,971 | 865,660 | 0% | 23% |
| Other | 38,680 | 54,530 | 58,699 | 8% | 52% |

SAT Mean Scores by Race/Ethnicity over 10 Years

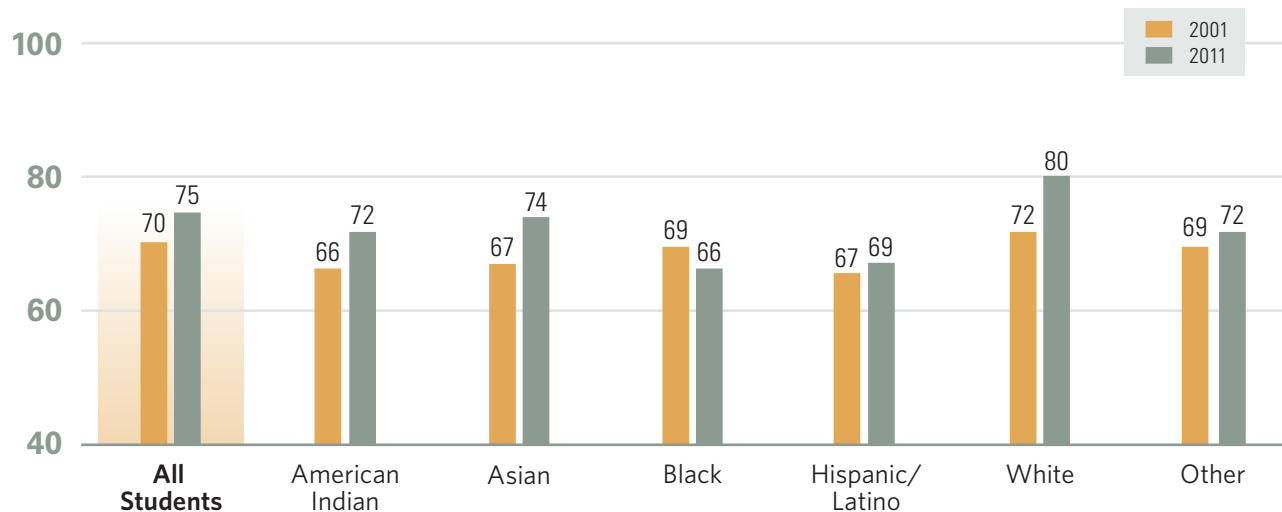
| Racial/Ethnic Groups | Critical Reading | | | | | Mathematics | | | | | Writing* | | |
|----------------------|------------------|------|------|---------------|----------------|-------------|------|------|---------------|----------------|----------|------|---------------|
| | 2001** | 2010 | 2011 | 1-Year Change | 10-Year Change | 2001 | 2010 | 2011 | 1-Year Change | 10-Year Change | 2010 | 2011 | 1-Year Change |
| American Indian | 481 | 484 | 484 | 0 | +3 | 479 | 490 | 488 | -2 | +9 | 465 | 465 | 0 |
| Asian | 501 | 519 | 517 | -2 | +16 | 566 | 593 | 595 | +2 | +29 | 526 | 528 | +2 |
| Black | 433 | 428 | 428 | 0 | -5 | 426 | 427 | 427 | 0 | +1 | 418 | 417 | -1 |
| Hispanic/Latino | 456 | 454 | 451 | -3 | -5 | 460 | 462 | 463 | +1 | +3 | 446 | 444 | -2 |
| White | 529 | 528 | 528 | 0 | -1 | 531 | 536 | 535 | -1 | +4 | 516 | 516 | 0 |
| Other | 503 | 498 | 493 | -5 | -10 | 512 | 517 | 517 | 0 | +5 | 494 | 492 | -2 |

* Writing data are based on students who took the current version of the SAT, first administered in March 2005. All students in the 2010 and 2011 cohorts took the SAT writing section.

** Cohort data presented prior to 2007 include students testing through March of the senior year, while cohort data from 2007 to the present include students testing through June. For further information, see www.collegeboard.org/sat/cbs-2011-trends.

Percentage of Students with Core Course Work During High School

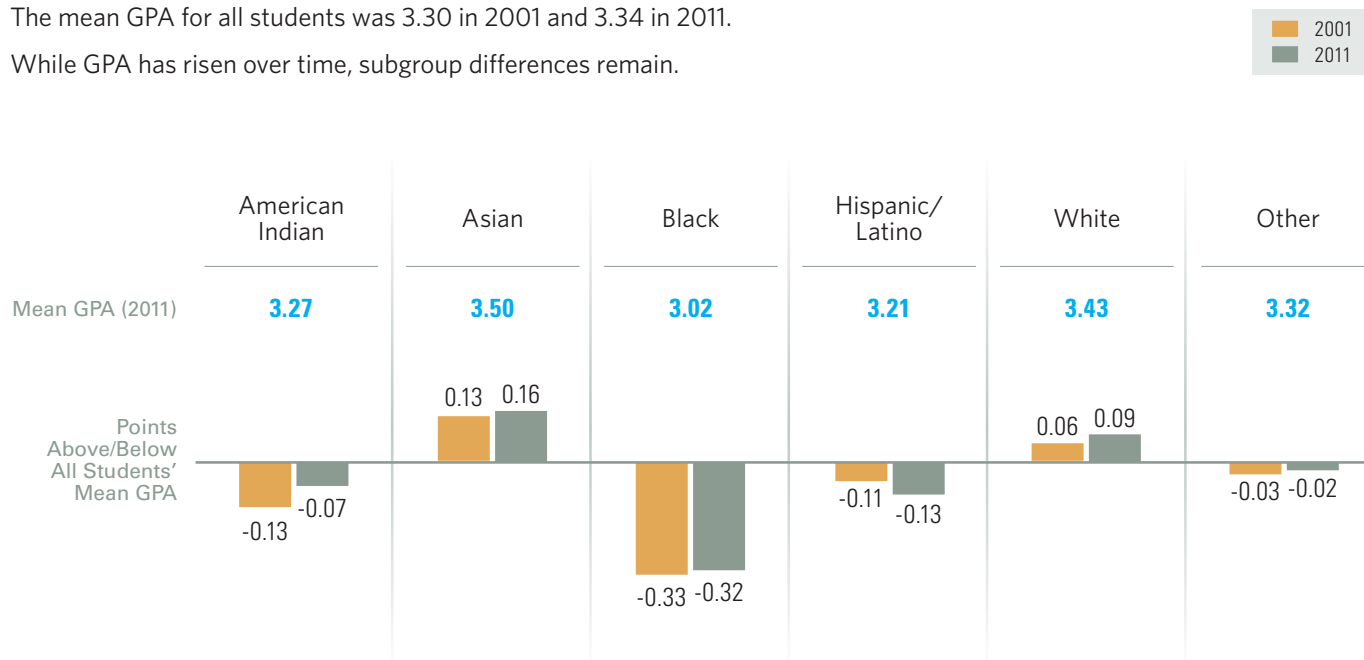
Unequal access to a core curriculum remains an issue in US schools.



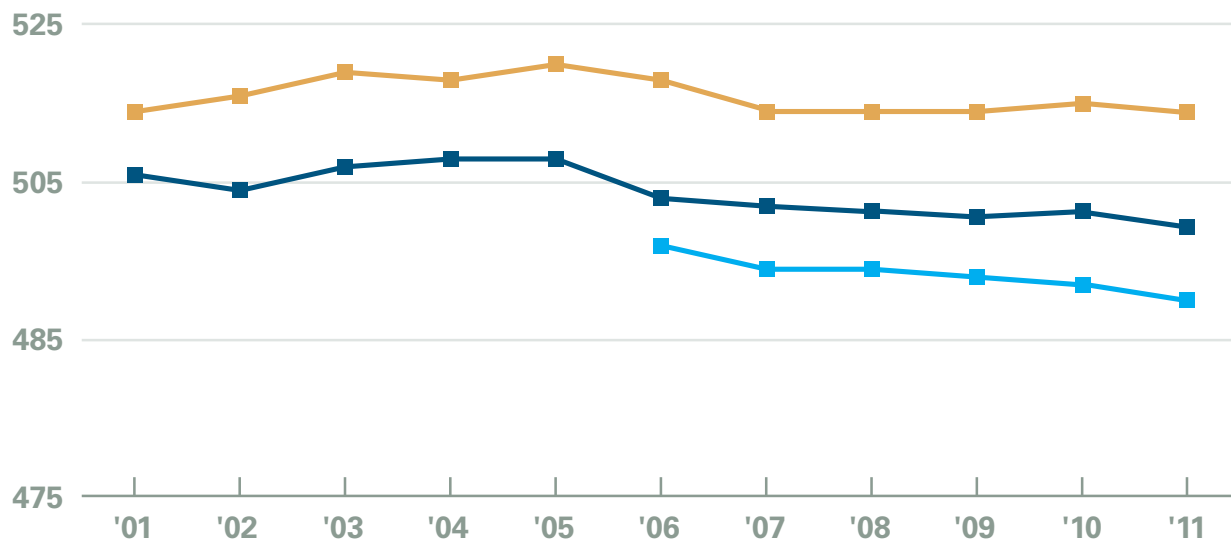
High School GPAs by Race/Ethnicity, 2001 and 2011

The mean GPA for all students was 3.30 in 2001 and 3.34 in 2011.

While GPA has risen over time, subgroup differences remain.



10-Year Trend in Mean Scores*



| Year | Critical Reading | Mathematics | Writing** |
|------|------------------|-------------|-----------|
| 2001 | 506 | 514 | - |
| 2002 | 504 | 516 | - |
| 2003 | 507 | 519 | - |
| 2004 | 508 | 518 | - |
| 2005 | 508 | 520 | - |
| 2006 | 503 | 518 | 497 |
| 2007 | 501 | 514 | 493 |
| 2008 | 500 | 514 | 493 |
| 2009 | 499 | 514 | 492 |
| 2010 | 500 | 515 | 491 |
| 2011 | 497 | 514 | 489 |

- Critical Reading
- Mathematics
- Writing

* Cohort data presented prior to 2007 include students testing through March of the senior year, while cohort data from 2007 to the present include students testing through June. For further information, see www.collegeboard.org/sat/cbs-2011-trends.

** Writing data are based on students who took the current version of the SAT, first administered in March 2005. All students in the 2010 and 2011 cohorts took the SAT writing section.

Mean SAT Scores of College-Bound Seniors, 1972–2011*



| Year | All | | | Female | | | Male | | |
|------------|------------------|-------------|-----------|------------------|-------------|-----------|------------------|-------------|-----------|
| | Critical Reading | Mathematics | Writing** | Critical Reading | Mathematics | Writing** | Critical Reading | Mathematics | Writing** |
| 1972 | 530 | 509 | - | 529 | 489 | - | 531 | 527 | - |
| 1973 | 523 | 506 | - | 521 | 489 | - | 523 | 525 | - |
| 1974 | 521 | 505 | - | 520 | 488 | - | 524 | 524 | - |
| 1975 | 512 | 498 | - | 509 | 479 | - | 515 | 518 | - |
| 1976 | 509 | 497 | - | 508 | 475 | - | 511 | 520 | - |
| 1977 | 507 | 496 | - | 505 | 474 | - | 509 | 520 | - |
| 1978 | 507 | 494 | - | 503 | 474 | - | 511 | 517 | - |
| 1979 | 505 | 493 | - | 501 | 473 | - | 509 | 516 | - |
| 1980 | 502 | 492 | - | 498 | 473 | - | 506 | 515 | - |
| 30 yr 1981 | 502 | 492 | - | 496 | 473 | - | 508 | 516 | - |
| 1982 | 504 | 493 | - | 499 | 473 | - | 509 | 516 | - |
| 1983 | 503 | 494 | - | 498 | 474 | - | 508 | 516 | - |
| 1984 | 504 | 497 | - | 498 | 478 | - | 511 | 518 | - |
| 1985 | 509 | 500 | - | 503 | 480 | - | 514 | 522 | - |
| 1986 | 509 | 500 | - | 504 | 479 | - | 515 | 523 | - |
| 1987 | 507 | 501 | - | 502 | 481 | - | 512 | 523 | - |
| 1988 | 505 | 501 | - | 499 | 483 | - | 512 | 521 | - |
| 1989 | 504 | 502 | - | 498 | 482 | - | 510 | 523 | - |
| 1990 | 500 | 501 | - | 496 | 483 | - | 505 | 521 | - |
| 20 yr 1991 | 499 | 500 | - | 495 | 482 | - | 503 | 520 | - |
| 1992 | 500 | 501 | - | 496 | 484 | - | 504 | 521 | - |
| 1993 | 500 | 503 | - | 497 | 484 | - | 504 | 524 | - |
| 1994 | 499 | 504 | - | 497 | 487 | - | 501 | 523 | - |
| 1995 | 504 | 506 | - | 502 | 490 | - | 505 | 525 | - |
| 1996 | 505 | 508 | - | 503 | 492 | - | 507 | 527 | - |
| 1997 | 505 | 511 | - | 503 | 494 | - | 507 | 530 | - |
| 1998 | 505 | 512 | - | 502 | 496 | - | 509 | 531 | - |
| 1999 | 505 | 511 | - | 502 | 495 | - | 509 | 531 | - |
| 2000 | 505 | 514 | - | 504 | 498 | - | 507 | 533 | - |
| 10 yr 2001 | 506 | 514 | - | 502 | 498 | - | 509 | 533 | - |
| 2002 | 504 | 516 | - | 502 | 500 | - | 507 | 534 | - |
| 2003 | 507 | 519 | - | 503 | 503 | - | 512 | 537 | - |
| 2004 | 508 | 518 | - | 504 | 501 | - | 512 | 537 | - |
| 2005 | 508 | 520 | - | 505 | 504 | - | 513 | 538 | - |
| 5 yr 2006 | 503 | 518 | 497 | 502 | 502 | 502 | 505 | 536 | 491 |
| 2007 | 501 | 514 | 493 | 500 | 499 | 499 | 503 | 532 | 487 |
| 2008 | 500 | 514 | 493 | 499 | 499 | 499 | 502 | 532 | 486 |
| 2009 | 499 | 514 | 492 | 497 | 498 | 498 | 502 | 533 | 485 |
| 2010 | 500 | 515 | 491 | 498 | 499 | 497 | 502 | 533 | 485 |
| 2011 | 497 | 514 | 489 | 495 | 500 | 496 | 500 | 531 | 482 |

* When the SAT was renamed in April 1995, mean scores were set at or near the midpoint of 500 of the 200 to 800 point score scale, a process called recentering. All scores in this table reflect that process. Means after 1996 are recentered, and those for 1996 are based on recentered scores plus scores converted from the original to the new scale. Means for 1987–1995 were recomputed after individual scores were converted from the original to the new scale; and means for 1972–1986 were converted to the new scale after a formula was applied to the original mean and standard deviation. Cohort data presented prior to 2007 include students testing through March of the senior year, while cohort data from 2007 to the present include students testing through June. For further information, see www.collegeboard.org/sat/cbs-2011-trends.

** Writing data are based on students who took the current version of the SAT, first administered in March 2005. All students in the 2009, 2010 and 2011 cohorts took the SAT writing section. Of the 1,518,859 students in the 2008 cohort, 1,518,176 students had scores on the SAT writing section. Of the 1,494,531 students in the 2007 cohort, 1,491,749 students had scores on the SAT writing section. Of the 1,465,744 students in the 2006 cohort, 1,376,745 students had scores on the SAT writing section.

Participation and Mean SAT Scores by State, All Schools



States are listed by percentage of high school graduates who took the SAT.*

The College Board strongly discourages the comparison or ranking of states on the basis of SAT scores alone, as varying participation rates, demographics and other factors can make such comparisons inappropriate.

| State | Participation Rate 2011** | 2011 | | | 2010 | | | 1-Year Change | | | 2001† | | 10-Year Change | |
|----------------------|---------------------------|-----------------------|-----------|--------------|-----------------------|-----------|--------------|------------------|------|---------|-----------------------|-----------|------------------|------|
| | | Critical Reading Mean | Math Mean | Writing Mean | Critical Reading Mean | Math Mean | Writing Mean | Critical Reading | Math | Writing | Critical Reading Mean | Math Mean | Critical Reading | Math |
| Maine | 93% | 469 | 469 | 453 | 468 | 467 | 454 | +1 | +2 | -1 | 506 | 500 | -37 | -31 |
| Massachusetts | 89% | 513 | 527 | 509 | 512 | 526 | 509 | +1 | +1 | 0 | 511 | 515 | +2 | +12 |
| New York | 89% | 485 | 499 | 476 | 483 | 498 | 477 | +2 | +1 | -1 | 495 | 505 | -10 | -6 |
| Connecticut | 87% | 509 | 513 | 513 | 509 | 513 | 512 | 0 | 0 | +1 | 509 | 510 | 0 | +3 |
| Georgia | 80% | 485 | 487 | 473 | 488 | 489 | 474 | -3 | -2 | -1 | 491 | 489 | -6 | -2 |
| District of Columbia | 79% | 469 | 457 | 459 | 472 | 462 | 464 | -3 | -5 | -5 | 482 | 474 | -13 | -17 |
| New Jersey | 78% | 495 | 516 | 497 | 495 | 514 | 497 | 0 | +2 | 0 | 499 | 513 | -4 | +3 |
| New Hampshire | 77% | 523 | 525 | 511 | 520 | 523 | 510 | +3 | +2 | +1 | 520 | 516 | +3 | +9 |
| Delaware | 74% | 489 | 490 | 476 | 492 | 494 | 480 | -3 | -4 | -4 | 501 | 499 | -12 | -9 |
| Maryland | 74% | 499 | 502 | 491 | 500 | 505 | 493 | -1 | -3 | -2 | 508 | 510 | -9 | -8 |
| Pennsylvania | 73% | 493 | 501 | 479 | 491 | 500 | 479 | +2 | +1 | 0 | 500 | 499 | -7 | +2 |
| Virginia | 71% | 512 | 509 | 495 | 511 | 511 | 496 | +1 | -2 | -1 | 510 | 501 | +2 | +8 |
| South Carolina | 70% | 482 | 490 | 464 | 483 | 494 | 466 | -1 | -4 | -2 | 486 | 488 | -4 | +2 |
| Indiana | 68% | 493 | 501 | 475 | 493 | 503 | 476 | 0 | -2 | -1 | 499 | 501 | -6 | 0 |
| Rhode Island | 68% | 495 | 493 | 489 | 494 | 494 | 488 | +1 | -1 | +1 | 501 | 499 | -6 | -6 |
| North Carolina | 67% | 493 | 508 | 474 | 495 | 509 | 476 | -2 | -1 | -2 | 493 | 499 | 0 | +9 |
| Vermont | 67% | 515 | 518 | 505 | 518 | 520 | 505 | -3 | -2 | 0 | 511 | 506 | +4 | +12 |
| Florida | 64% | 487 | 489 | 471 | 495 | 496 | 478 | -8 | -7 | -7 | 498 | 499 | -11 | -10 |
| Hawaii | 64% | 479 | 500 | 469 | 482 | 504 | 470 | -3 | -4 | -1 | 486 | 515 | -7 | -15 |
| Texas | 58% | 479 | 502 | 465 | 483 | 504 | 472 | -4 | -2 | -7 | 493 | 499 | -14 | +3 |
| Washington | 57% | 523 | 529 | 508 | 524 | 531 | 507 | -1 | -2 | +1 | 527 | 527 | -4 | +2 |
| Oregon | 56% | 520 | 521 | 499 | 522 | 523 | 498 | -2 | -2 | +1 | 526 | 526 | -6 | -5 |
| California | 53% | 499 | 515 | 499 | 501 | 516 | 500 | -2 | -1 | -1 | 498 | 517 | +1 | -2 |
| Alaska | 52% | 515 | 511 | 487 | 516 | 513 | 489 | -1 | -2 | -2 | 514 | 510 | +1 | +1 |
| Nevada | 47% | 494 | 496 | 470 | 494 | 499 | 471 | 0 | -3 | -1 | 509 | 515 | -15 | -19 |
| Arizona | 28% | 517 | 523 | 499 | 518 | 524 | 498 | -1 | -1 | +1 | 523 | 525 | -6 | -2 |
| Montana | 26% | 539 | 537 | 516 | 537 | 537 | 515 | +2 | 0 | +1 | 539 | 539 | 0 | -2 |
| Ohio | 21% | 539 | 545 | 522 | 538 | 547 | 522 | +1 | -2 | 0 | 534 | 539 | +5 | +6 |
| Idaho | 20% | 542 | 539 | 517 | 542 | 540 | 517 | 0 | -1 | 0 | 543 | 542 | -1 | -3 |

* The percentage of high school graduates is based on the projection of high school graduates in 2011 by the Western Interstate Commission for Higher Education (WICHE);** and the number of students in the class of 2011 who took the SAT in each state.

** *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992–2022*, Western Interstate Commission for Higher Education, March 2008.

† Cohort data presented prior to 2007 include students testing through March of the senior year, while cohort data from 2007 to the present include students testing through June. For further information, see www.collegeboard.org/sat/cbs-2011-trends.

Participation and Mean SAT Scores by State, All Schools



States are listed by percentage of high school graduates who took the SAT.*

The College Board strongly discourages the comparison or ranking of states on the basis of SAT scores alone, as varying participation rates, demographics and other factors can make such comparisons inappropriate.

| State | Participation Rate 2011** | 2011 | | | 2010 | | | 1-Year Change | | | 2001† | | 10-Year Change | |
|---------------|---------------------------|-----------------------|-----------|--------------|-----------------------|-----------|--------------|------------------|------|---------|-----------------------|-----------|------------------|------|
| | | Critical Reading Mean | Math Mean | Writing Mean | Critical Reading Mean | Math Mean | Writing Mean | Critical Reading | Math | Writing | Critical Reading Mean | Math Mean | Critical Reading | Math |
| Colorado | 19% | 570 | 573 | 556 | 567 | 572 | 554 | +3 | +1 | +2 | 539 | 542 | +31 | +31 |
| West Virginia | 17% | 514 | 501 | 497 | 513 | 504 | 498 | +1 | -3 | -1 | 527 | 512 | -13 | -11 |
| New Mexico | 12% | 548 | 541 | 529 | 551 | 547 | 532 | -3 | -6 | -3 | 551 | 542 | -3 | -1 |
| Tennessee | 10% | 575 | 568 | 567 | 574 | 570 | 564 | +1 | -2 | +3 | 562 | 553 | +13 | +15 |
| Alabama | 8% | 546 | 541 | 536 | 556 | 550 | 543 | -10 | -9 | -7 | 559 | 554 | -13 | -13 |
| Louisiana | 8% | 555 | 550 | 546 | 554 | 548 | 545 | +1 | +2 | +1 | 564 | 562 | -9 | -12 |
| Kansas | 7% | 580 | 591 | 563 | 589 | 595 | 567 | -9 | -4 | -4 | 577 | 580 | +3 | +11 |
| Minnesota | 7% | 593 | 608 | 577 | 593 | 606 | 578 | 0 | +2 | -1 | 580 | 589 | +13 | +19 |
| Kentucky | 6% | 576 | 572 | 563 | 575 | 574 | 562 | +1 | -2 | +1 | 550 | 550 | +26 | +22 |
| Oklahoma | 6% | 571 | 565 | 547 | 567 | 566 | 544 | +4 | -1 | +3 | 567 | 561 | +4 | +4 |
| Utah | 6% | 563 | 559 | 545 | 565 | 557 | 544 | -2 | +2 | +1 | 575 | 570 | -12 | -11 |
| Arkansas | 5% | 568 | 570 | 554 | 564 | 564 | 550 | +4 | +6 | +4 | 562 | 550 | +6 | +20 |
| Illinois | 5% | 599 | 617 | 591 | 585 | 600 | 577 | +14 | +17 | +14 | 576 | 589 | +23 | +28 |
| Michigan | 5% | 583 | 604 | 573 | 583 | 603 | 574 | 0 | +1 | -1 | 561 | 572 | +22 | +32 |
| Missouri | 5% | 592 | 593 | 579 | 593 | 595 | 580 | -1 | -2 | -1 | 577 | 577 | +15 | +16 |
| Nebraska | 5% | 585 | 591 | 569 | 583 | 592 | 568 | +2 | -1 | +1 | 562 | 568 | +23 | +23 |
| Wisconsin | 5% | 590 | 602 | 575 | 593 | 603 | 578 | -3 | -1 | -3 | 584 | 596 | +6 | +6 |
| Wyoming | 5% | 572 | 569 | 551 | 568 | 565 | 543 | +4 | +4 | +8 | 547 | 545 | +25 | +24 |
| Mississippi | 4% | 564 | 543 | 553 | 564 | 547 | 550 | 0 | -4 | +3 | 566 | 551 | -2 | -8 |
| South Dakota | 4% | 584 | 591 | 562 | 591 | 601 | 566 | -7 | -10 | -4 | 577 | 582 | +7 | +9 |
| Iowa | 3% | 596 | 606 | 575 | 600 | 611 | 580 | -4 | -5 | -5 | 593 | 603 | +3 | +3 |
| North Dakota | 3% | 586 | 612 | 561 | 578 | 593 | 556 | +8 | +19 | +5 | 592 | 599 | -6 | +13 |

* The percentage of high school graduates is based on the projection of high school graduates in 2011 by the Western Interstate Commission for Higher Education (WICHE),** and the number of students in the class of 2011 who took the SAT in each state.

** *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992–2022*, Western Interstate Commission for Higher Education, March 2008.

† Cohort data presented prior to 2007 include students testing through March of the senior year, while cohort data from 2007 to the present include students testing through June. For further information, see www.collegeboard.org/sat/cbs-2011-trends.

Participation and Mean SAT Scores by State, Public Schools



States are listed by percentage of high school graduates who took the SAT.*

The College Board strongly discourages the comparison or ranking of states on the basis of SAT scores alone, as varying participation rates, demographics and other factors can make such comparisons inappropriate.

| State | 2011 Participation and Mean Scores | | | | 1-Year Change** (vs. 2010) | | | | 5-Year Change (vs. 2007) | | | |
|----------------------|------------------------------------|-----------------------|-----------|--------------|----------------------------|-----------------------|-----------|--------------|--------------------------|-----------------------|-----------|--------------|
| | Participation Rate | Critical Reading Mean | Math Mean | Writing Mean | Participation Rate | Critical Reading Mean | Math Mean | Writing Mean | Participation Rate | Critical Reading Mean | Math Mean | Writing Mean |
| Maine | 100% | 465 | 462 | 448 | 0% | +1 | +2 | 0 | +1% | +5 | +4 | -4 |
| New York | 85% | 480 | 497 | 470 | +10% | -2 | -3 | -4 | +3% | -5 | -5 | -4 |
| Massachusetts | 84% | 505 | 521 | 500 | +9% | -3 | -2 | -4 | +4% | 0 | +6 | -1 |
| Connecticut | 81% | 502 | 505 | 506 | +9% | -2 | -4 | -2 | +4% | +2 | +2 | +5 |
| Georgia | 74% | 481 | 483 | 467 | +6% | -2 | -3 | -3 | +6% | -6 | -6 | -9 |
| New Jersey | 74% | 492 | 516 | 494 | +5% | -3 | -2 | -3 | -2% | +2 | +8 | +6 |
| New Hampshire | 73% | 514 | 516 | 502 | +6% | +1 | -2 | 0 | -1% | +4 | +4 | +2 |
| Delaware | 69% | 471 | 475 | 455 | +6% | -5 | -5 | -6 | +5% | -7 | -6 | -11 |
| Maryland | 69% | 492 | 497 | 483 | +6% | -2 | -4 | -4 | +3% | +2 | +1 | -3 |
| Pennsylvania | 68% | 490 | 500 | 475 | +5% | 0 | -1 | -2 | -1% | +2 | +3 | -1 |
| Indiana | 67% | 489 | 499 | 471 | +6% | -1 | -2 | -1 | +4% | -2 | -4 | -6 |
| Virginia | 67% | 509 | 507 | 492 | +5% | -1 | -4 | -2 | -1% | +3 | 0 | 0 |
| Vermont | 65% | 516 | 517 | 505 | +6% | -6 | -5 | -3 | -2% | +1 | 0 | -1 |
| North Carolina | 64% | 489 | 507 | 469 | +7% | -4 | -2 | -3 | +4% | -1 | +1 | -8 |
| South Carolina | 64% | 479 | 489 | 459 | +5% | -2 | -6 | -4 | +9% | -5 | -7 | -12 |
| Rhode Island | 64% | 482 | 482 | 474 | +6% | -2 | -5 | -3 | +1% | -1 | -7 | -4 |
| Florida | 62% | 483 | 486 | 466 | +7% | -9 | -9 | -8 | +8% | -8 | -6 | -6 |
| Texas | 54% | 475 | 500 | 461 | +7% | -5 | -2 | -7 | +6% | -10 | -2 | -15 |
| Hawaii | 52% | 454 | 474 | 441 | +6% | -6 | -4 | -1 | +4% | -4 | -4 | -4 |
| Washington | 51% | 521 | 527 | 505 | +7% | -1 | -3 | 0 | +4% | -1 | 0 | +1 |
| Oregon | 50% | 516 | 520 | 494 | +5% | -3 | -1 | 0 | -2% | -2 | -3 | -3 |
| California | 48% | 494 | 513 | 494 | +6% | -6 | -6 | -5 | +4% | +2 | +1 | +3 |
| Alaska | 46% | 516 | 514 | 488 | +2% | -2 | -3 | -4 | 0% | 0 | -1 | 0 |
| Nevada | 43% | 493 | 495 | 468 | +5% | 0 | -4 | -2 | +2% | -4 | -8 | -8 |
| District of Columbia | 41% | 415 | 404 | 401 | +3% | +1 | -1 | 0 | -3% | +1 | +6 | -2 |
| Arizona | 24% | 515 | 523 | 496 | +3% | -1 | -2 | -1 | +1% | 0 | -1 | -1 |
| Montana | 23% | 539 | 540 | 515 | +3% | +2 | -1 | -1 | -2% | +1 | -6 | -6 |
| Idaho | 18% | 542 | 541 | 517 | +2% | -1 | -1 | 0 | +1% | +4 | +3 | +1 |
| Ohio | 16% | 535 | 545 | 516 | +1% | -1 | -4 | -1 | -5% | +5 | +5 | +2 |

* The percentage of high school graduates is based on the projection of high school graduates in 2011 by the Western Interstate Commission for Higher Education (WICHE), and the number of students in the class of 2011 who took the SAT in each state.

** A number of factors can contribute to yearly fluctuations in public school student volume and mean scores, including a state's efforts to foster a college-going culture, the academic preparedness of students taking the SAT, and changes in student behavior when completing the SAT Questionnaire. Public school participation levels are calculated based on optional, self-reported data students provide when completing the SAT Questionnaire during registration. As with any data, the College Board recommends looking at public school mean score trends over time, rather than in one-year increments that tend to overemphasize passing fluctuations. Trends over a longer period of time, such as 2007–2011, will give a more accurate picture of both student participation and mean scores.

Participation and Mean SAT Scores by State, Public Schools



States are listed by percentage of high school graduates who took the SAT.*

The College Board strongly discourages the comparison or ranking of states on the basis of SAT scores alone, as varying participation rates, demographics and other factors can make such comparisons inappropriate.

| State | 2011 Participation and Mean Scores | | | | 1-Year Change** (vs. 2010) | | | | 5-Year Change (vs. 2007) | | | |
|---------------|------------------------------------|-----------------------|-----------|--------------|----------------------------|-----------------------|-----------|--------------|--------------------------|-----------------------|-----------|--------------|
| | Participation Rate | Critical Reading Mean | Math Mean | Writing Mean | Participation Rate | Critical Reading Mean | Math Mean | Writing Mean | Participation Rate | Critical Reading Mean | Math Mean | Writing Mean |
| Colorado | 16% | 574 | 580 | 560 | +1% | 0 | -1 | 0 | -4% | +12 | +12 | +11 |
| West Virginia | 15% | 511 | 499 | 494 | +1% | -3 | -7 | -4 | -3% | -1 | -5 | -7 |
| New Mexico | 9% | 535 | 530 | 514 | +2% | -6 | -6 | -4 | -1% | -6 | -4 | -9 |
| Alabama | 7% | 539 | 538 | 530 | +1% | -9 | -9 | -6 | -1% | -19 | -17 | -20 |
| Kansas | 6% | 590 | 598 | 569 | +1% | -12 | -5 | -9 | -1% | +4 | +4 | -1 |
| Minnesota | 5% | 601 | 610 | 578 | +1% | -2 | -2 | -7 | -2% | +6 | +7 | +5 |
| Tennessee | 5% | 577 | 570 | 565 | +1% | +3 | -2 | +3 | -2% | +6 | +1 | +2 |
| Louisiana | 5% | 545 | 543 | 528 | +1% | -1 | 0 | -3 | +1% | -20 | -21 | -24 |
| Wyoming | 5% | 575 | 575 | 555 | +1% | +3 | +9 | +10 | -3% | +13 | +5 | +15 |
| Kentucky | 4% | 578 | 580 | 563 | 0% | +2 | -3 | +1 | -3% | +16 | +15 | +17 |
| Illinois | 4% | 608 | 633 | 598 | -1% | +19 | +22 | +17 | -2% | +6 | +7 | +4 |
| Utah | 4% | 585 | 580 | 565 | +1% | -2 | +2 | 0 | +1% | +1 | -4 | 0 |
| Oklahoma | 4% | 568 | 560 | 541 | +1% | +2 | -7 | 0 | -1% | -3 | -4 | -10 |
| Michigan | 4% | 583 | 608 | 572 | +1% | -1 | -1 | -3 | -4% | +22 | +31 | +27 |
| Nebraska | 4% | 582 | 590 | 565 | +1% | +2 | -3 | +2 | -2% | +8 | +10 | +11 |
| Arkansas | 4% | 568 | 573 | 553 | +1% | 0 | +5 | +1 | -1% | -9 | +4 | -12 |
| Wisconsin | 4% | 595 | 606 | 577 | +1% | -10 | -7 | -11 | -1% | +3 | +2 | -2 |
| South Dakota | 3% | 590 | 594 | 565 | +1% | -8 | -9 | -7 | -1% | +1 | -7 | -1 |
| Iowa | 3% | 602 | 612 | 581 | +1% | -12 | -12 | -13 | -1% | -8 | -6 | -6 |
| Mississippi | 3% | 549 | 529 | 540 | +1% | -2 | -5 | +1 | 0% | -15 | -11 | -15 |
| Missouri | 3% | 592 | 592 | 573 | +1% | +3 | 0 | +2 | -1% | +1 | -1 | -6 |
| North Dakota | 3% | 593 | 620 | 570 | -1% | +11 | +22 | +10 | -1% | +12 | +27 | +12 |

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How should colleges and universities use SAT scores in admission decisions?



SAT scores can make a significant contribution to admission decisions when colleges, universities and systems of higher education use them properly. To advise these institutions on the proper use of SAT scores, the *Guidelines on the Uses of College Board Test Scores and Related Data* (2011) indicates that the responsible officials and selection committee members at each institution should:

- Know enough about tests and test data to ensure that their proper uses and limitations are understood and applied.
- Use SAT scores in conjunction with other indicators, such as the secondary school record (grades and courses), interviews, personal statements, writing samples, portfolios, recommendations, etc., in evaluating the applicant’s admissibility at a particular institution.
- View admission test scores as contemporary and approximate indicators rather than as fixed and exact measures of a student’s preparation for college-level work.
- Evaluate test results and other information about applicants in the context of their particular background and experience, as well as in the context of the programs they intend to pursue.
- Ensure that small differences in test scores are not the basis for rejecting an otherwise qualified applicant.
- Guard against using minimum test scores unless used in conjunction with other information such as secondary school performance and unless properly validated. An exception to this guideline is that institutions may establish, based on empirical data, specific score levels that reflect desired skill competencies, such as English language proficiency.
- Regularly validate data used in the selection process to ensure its continuing relevance.
- Maintain adequate procedures for protecting the confidentiality of test scores and other admission data.
- When introducing or revising admission policies, allow sufficient lead time and provide adequate notice to schools and students so that they can take the new policies into account when planning school programs and curricular offerings and preparing for admission tests and other requirements.

How prevalent are changes in high school SAT scores?

This table shows that most changes in mean SAT scores are not unusual. Based on schools in which at least 50 college-bound seniors took the SAT, it shows the percentage of schools whose mean scores rose or fell at least 10, 20, 30, 40 or 50 points by the size of their test-taking populations (50–99, 100–299 and 300+ test-takers) and across all schools. Low-volume schools tend to have larger changes. For example, 59 percent of schools with 50–99 test-takers saw their SAT critical reading mean scores rise or fall 10 or more points, well above the 31 percent of schools with 300 or more test-takers.

Percentage of High Schools Whose Mean SAT Scores Rose or Fell in 2010–2011.

| | Scores rose or fell at least this many points | Percentage of schools with this much score change, by number of test-takers | | | Percentage of all schools with 50+ test-takers with this much score change |
|-------------------------|-----------------------------------------------|-----------------------------------------------------------------------------|---------|------|----------------------------------------------------------------------------|
| | | 50–99 | 100–299 | 300+ | |
| Critical Reading | 10 | 59% | 44% | 31% | 48% |
| | 20 | 27% | 13% | 6% | 18% |
| | 30 | 11% | 3% | 2% | 6% |
| | 40 | 4% | 1% | 1% | 2% |
| | 50 | 2% | 0% | 1% | 1% |
| Mathematics | 10 | 60% | 46% | 31% | 49% |
| | 20 | 28% | 14% | 6% | 18% |
| | 30 | 11% | 4% | 2% | 6% |
| | 40 | 4% | 1% | 1% | 2% |
| | 50 | 2% | 0% | 1% | 1% |
| Writing | 10 | 58% | 46% | 33% | 49% |
| | 20 | 27% | 13% | 7% | 18% |
| | 30 | 11% | 3% | 2% | 6% |
| | 40 | 3% | 1% | 1% | 2% |
| | 50 | 1% | 0% | 0% | 1% |

From *Guidelines on the Uses of College Board Test Scores and Related Data*, The College Board, 2011.

Using Aggregate Scores

Educators, the media and others should:

- ▶ Use aggregate scores in conjunction with other factors such as the number of courses taken in academic subjects, scores on other standardized tests, pupil-teacher ratios, teacher credentials, expenditures per student, participation rates, retention and attrition rates, graduation rates, and other outcome measures for:
 - Evaluation of the general direction in which education in a particular jurisdiction is headed;
 - Curriculum development;
 - Faculty staffing;
 - Student recruitment;
 - Planning for physical facilities;
 - Student services such as guidance and placement; and
 - Monitoring teacher development and curricular effectiveness over time.
- ▶ Not rank or rate teachers, educational institutions, districts or states solely on the basis of aggregate scores derived from tests that are intended primarily as a measure of individual students.

A Note on the Use of Aggregate SAT Data

As measures of developed critical reading, mathematical and writing abilities important for success in college, SAT scores are useful in making decisions about individual students and assessing their academic preparation. Because of the increasing public interest in educational accountability, aggregate test data continue to be widely publicized and analyzed. Aggregate scores can be considered one indicator of educational quality when used in conjunction with a careful examination of other conditions that affect the educational enterprise.

However, it is important to note that many College Board tests are taken only by particular groups of self-selected students. Therefore, aggregate results of their performance on these tests usually do not reflect the educational attainment of all students in a school, district or state.

Useful comparisons of students' performance are possible only if all students take the same test. Average SAT scores are not appropriate for state comparisons because the percentage of SAT takers varies widely among states. In some states, a very small percentage of the college-bound seniors take the SAT. Typically, in a state with a very small percentage of the college-bound population taking the SAT, these students have strong academic backgrounds and are applicants to the nation's most selective colleges and scholarship programs. Therefore, it is expected that the SAT critical reading, mathematics and writing averages reported for these states will be higher than the national averages. In states where a greater proportion of students with a wide range of academic backgrounds take the SAT, the scores are closer to the national averages.

Data Notes

- "Parental education" indicates the highest level of either parent's education.
- The "mean" is defined as the arithmetic average.
- "Percent" is a way of expressing a proportion, a ratio or a fraction as a whole number by using 100 as the denominator.