

SAT[®]

2015 College-Bound Seniors

State Profile Report



ARKANSAS

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 2015 who took the 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, 2015.*** 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 about the College Board Program Results press briefing, please contact the College Board communications department at communications@collegeboard.org.

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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 2015* includes students who tested through June 2015.

Using This Report

College-Bound Seniors presents data on high school graduates in the year 2015 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, 1972–2015

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

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 2000–2015, 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 www.collegeboard.org/cbs.

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SAT[®] Data

Data in this report are for high school graduates in the year 2015. Information is summarized for seniors who took the SAT at any time during their high school years through June 2015. 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	1,207	568	115	569	109	551	113	56.1	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	523	576	117	593	111	546	116	56.0	12.0	6.9	1.6
Female	684	562	112	551	104	555	111	56.1	11.7	7.4	1.3

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 (2014-2015)	694	557	120	563	113	542	120	55.0	12.5	7.2	1.5
Junior (2013-2014)	466	586	105	578	105	567	102	57.9	10.8	7.3	1.4
Sophomore (2012-2013)	40	556	91	565	87	536	96	54.5	9.7	7.1	1.6
Freshman (2011-2012)	7	483		517		493		49.0		7.6	
Total	1,207	568	115	569	109	551	113	56.1	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	1,698,521	495	116	511	120	484	115	48.7	11.6	7.0	1.7

*Writing data are based on students who took the current version of the SAT, first administered in March 2005. All students in the 2015 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	650	650	630	570	590	560
50th	580	570	560	490	510	480
25th	490	490	470	410	430	400

Table 6: Score Distributions

SAT Score Range	Critical Reading			Mathematics			Writing		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
700–800	74	80	154	91	58	149	55	68	123
600-690	170	201	371	175	181	356	135	190	325
500-590	149	210	359	168	230	398	167	217	384
400-490	90	139	229	64	171	235	118	153	271
300-390	32	48	80	21	39	60	38	49	87
200-290	8	6	14	4	5	9	10	7	17

Table 7: Type of High School

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Public	952	84	43	57	565	568	547
Religiously Affiliated	167	15	46	54	581	579	563
Independent	21	2	43	57	575	610	599
Other or Unknown	67		45	55	580	541	561

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	8	1	584		544		544	
Asian, Asian American, or Pacific Islander	152	13	556	129	640	100	564	124
Black or African American	110	9	489	112	479	110	473	115
Mexican or Mexican American	42	3	541	105	527	89	510	89
Puerto Rican	3	0						
Other Hispanic, Latino, or Latin American	32	3	503	112	518	113	471	119
White	821	68	585	107	573	103	565	105
Other	22	2	583		562		574	
No Response	17	1	526		524		500	
Total	1,207	100	568	115	569	109	551	113

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	5	0	588		562		556	
Asian, Asian American, or Pacific Islander	72	6	568	125	667	92	564	128
Black or African American	49	4	479	130	489	129	449	129
Mexican or Mexican American	11	1	548		541		482	
Puerto Rican	1	0						
Other Hispanic, Latino, or Latin American	13	1	526		558		485	
White	353	29	597	106	599	100	562	104
Other	11	1	560		569		565	
No Response	8	1	439		474		424	
Total	523	43	576	117	593	111	546	116

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	3	0						
Asian, Asian American, or Pacific Islander	80	7	546	131	616	101	564	121
Black or African American	61	5	498	95	471	92	492	99
Mexican or Mexican American	31	3	539	115	522	87	520	89
Puerto Rican	2	0						
Other Hispanic, Latino, or Latin American	19	2	487		491		462	
White	468	39	576	107	554	100	567	106
Other	11	1	606		555		582	
No Response	9	1	603		568		568	
Total	684	57	562	112	551	104	555	111

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	1,207	100	568	115	569	109	551	113
First Language Learned								
English	984	82	575	109	563	106	555	109
English and Another	113	9	567	122	577	116	544	116
Another Language	97	8	496	136	615	125	512	141
No Response	13		581		578		578	
Citizenship								
U.S. Citizen / U.S. National	1,099	93	576	110	566	107	556	109
U.S. Permanent Resident or Refugee	27	2	556	125	614	126	555	131
Citizen of Another Country	52	4	446	113	613	129	470	126
Other, Unknown, or No Response	29		487	104	538	109	488	123
Plans to Apply for Financial Aid								
Yes	878	78	569	112	566	109	551	110
No	76	7	543	116	568	113	542	115
Don't Know	165	15	572	122	579	110	559	121
No Response	88		570	119	575	113	546	121
Family Income								
\$0 - \$20,000	54	6	500	112	509	104	483	113
\$20,000–\$40,000	120	13	528	114	538	107	516	111
\$40,000–\$60,000	119	13	548	117	551	94	526	119
\$60,000–\$80,000	136	15	555	118	552	100	541	105
\$80,000–\$100,000	122	14	570	107	575	111	553	110
\$100,000–\$120,000	111	12	589	114	582	113	563	105
\$120,000–\$140,000	51	6	601	97	597	96	577	93
\$140,000–\$160,000	54	6	581	106	555	110	558	105
\$160,000–\$200,000	37	4	584	116	588	102	574	113
More than \$200,000	95	11	593	101	592	113	584	108
No Response	308		583	113	587	112	567	114
Highest Level of Parental Education								
No High School Diploma	20	2	477		524		468	
High School Diploma	221	19	522	117	528	106	503	112
Associate Degree	78	7	519	96	516	99	504	97
Bachelor's Degree	403	34	567	102	567	103	550	101
Graduate Degree	462	39	606	114	603	108	589	112
No Response	23		531		513		508	
Took the PSAT/NMSQT®								
Yes, As a Junior	287	25	574	115	573	110	561	111
Yes, As a Sophomore or Younger	238	21	543	98	538	94	521	93
Yes, As a Junior and As a Sophomore or Younger	395	34	630	94	620	96	611	91
No	228	20	493	108	518	109	479	111
No Response	59		513	96	531	102	498	107

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	468	60	42	58	616	616	604
Second Tenth	186	24	49	51	531	539	516
Second Fifth	84	11	49	51	506	512	482
Final Three Fifths	40	5	58	43	458	445	435
No Response	429		40	60	554	553	533

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)	237	20	39	61	632	627	625
A (93–96)	429	36	40	60	595	603	582
A- (90–92)	255	22	45	55	547	541	525
B (80–89)	236	20	50	50	495	492	466
C (70–79)	25	2	64	36	436	449	409
D, E, or F (below 70)		0					
No Response	25		40	60	537	575	526
Mean Grade Point Average	All Students: 3.78		Male: 3.73		Female: 3.82		

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	2.2	2.6	2.5	3.91	3.96	3.94
English and Language Arts	4.0	4.0	4.0	3.64	3.80	3.73
Foreign and Classical Languages	2.5	2.6	2.6	3.68	3.78	3.74
Mathematics	4.2	4.2	4.2	3.67	3.61	3.64
Natural Sciences	3.8	3.7	3.8	3.69	3.67	3.68
Social Sciences and History	3.8	3.7	3.8	3.71	3.71	3.71
Total for All Subjects	20.5	20.8	20.9			

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
More Than 4 Years	184	17	44	56	553	570	541
4 Years	744	70	42	58	581	576	562
3 Years	88	8	42	58	542	538	525
2 Years	17	2	29	71	508	528	506
1 Year	14	1	36	64	486	561	498
1/2 Year or Less	12	1	67	33	411	453	383
No Response	148		49	51	563	562	547
AP@/Honors Courses	729	69	40	60	600	592	584
Course Work or Experience							
English/Language Arts	992	96	42	58	572	570	555
Journalism	159	15	28	72	557	533	548
Creative Writing	182	18	30	70	571	550	565
American Literature	576	56	42	58	579	577	561
Composition/Writing	523	51	44	56	570	566	556
British Literature	244	24	42	58	600	588	583
World Literature	332	32	43	57	585	580	565
Communications	520	50	41	59	571	573	558
Public Speaking	567	55	39	61	576	564	554
English As Second Language	55	5	40	60	444	564	454
Mathematics							
Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	410	39	46	54	581	606	567
4 Years	542	51	40	60	570	555	550
3 Years	75	7	41	59	527	505	515
2 Years	9	1	22	78	534	538	504
1 Year	12	1	42	58	516	538	521
1/2 Year or Less	14	1	57	43	445	458	413
No Response	145		49	51	562	564	547
AP/Honors Courses	632	60	45	55	604	613	589
Highest Level of Mathematics Achieved*							
Calculus	527	50	50	50	606	627	593
Pre-calculus	277	26	35	65	558	539	538
Geometry	233	22	34	66	497	476	477
Algebra II	2	0	50	50			
Algebra I		0					

*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	236	22	47	53	599	620	584	
4 Years	467	44	44	56	581	575	561	
3 Years	271	26	37	63	543	536	527	
2 Years	38	4	34	66	517	514	513	
1 Year	22	2	45	55	510	536	496	
1/2 Year or Less	19	2	42	58	473	473	446	
No Response	154		49	51	559	560	542	
AP/Honors Courses	574	55	45	55	610	613	593	
Course Work or Experience								
Biology	1,008	97	42	58	570	570	552	
Chemistry	960	92	41	59	573	573	556	
Physics	653	63	48	52	588	596	569	
Geology, Earth, or Space Science	345	33	44	56	555	552	536	
Other Sciences	454	44	39	61	563	561	549	

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	196	19	44	56	586	596	575	
4 Years	495	47	43	57	583	573	563	
3 Years	301	29	43	57	551	557	533	
2 Years	29	3	34	66	538	557	534	
1 Year	18	2	28	72	464	528	462	
1/2 Year or Less	10	1	70	30	402	461	380	
No Response	158		47	53	558	559	543	
AP/Honors Courses	647	62	42	58	606	598	589	
Course Work or Experience								
U.S. History	984	95	42	58	571	572	555	
World History or Cultures	953	92	42	58	573	572	556	
U.S. Government or Civics	945	91	41	59	573	569	556	
Economics	847	82	42	58	575	575	558	
Geography	272	26	39	61	559	564	543	
Psychology	358	34	35	65	580	567	563	
European History	157	15	43	57	617	592	594	
Sociology	138	13	35	65	542	532	522	
Ancient History	97	9	36	64	568	570	549	
Other Courses	158	15	35	65	578	571	556	

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	88	8	45	55	601	618	582
4 Years	171	16	38	62	602	604	593
3 Years	198	19	40	60	581	581	571
2 Years	461	44	45	55	564	560	543
1 Year	69	7	30	70	523	508	500
1/2 Year or Less	61	6	61	39	493	519	464
No Response	159		47	53	558	561	544
AP/Honors Courses	243	23	41	59	623	621	607
Course Work or Experience							
Chinese	46	4	48	52	567	619	553
French	176	17	32	68	570	559	546
German	55	5	51	49	602	581	571
Greek	1	0	0	100			
Hebrew	1	0	100	0			
Italian	3	0	33	67			
Japanese	6	1	17	83	647	515	575
Korean	3	0	33	67			
Latin	72	7	42	58	613	600	595
Russian		0					
Spanish	714	69	42	58	567	565	551
Other Languages	22	2	41	59	525	525	516

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, Computers

Arts and Music*	Test-Takers		Percent by Gender		SAT Mean Scores			
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	137	14	43	57	571	576	559	
4 Years	195	20	32	68	582	579	564	
3 Years	106	11	34	66	568	562	549	
2 Years	162	17	34	66	553	551	540	
1 Year	220	23	53	47	589	591	571	
1/2 Year or Less	146	15	54	46	564	576	547	
No Response	241		47	53	548	548	528	
AP/Honors Courses	115	12	41	59	618	616	602	
Course Work or Experience								
Acting or Play Production	244	24	34	66	579	562	558	
Art History or Appreciation	223	22	45	55	571	562	553	
Dance	102	10	9	91	543	547	538	
Drama: Study or Appreciation	236	24	29	71	562	550	549	
Music: Study or Appreciation	188	19	48	52	571	570	549	
Music Performance	524	52	40	60	578	579	560	
Photography or Film	161	16	32	68	555	543	535	
Studio Art and Design	217	22	26	74	569	572	559	
None	88	9	59	41	514	543	499	

Computers†	Test-Takers		Percent by Gender		SAT Mean Scores		
	Course Work or Experience	Number	Pct	Male	Female	Critical Reading	Mathematics
Computer Literacy	143	62	39	61	593	600	585
Computer Programming	65	28	58	42	617	635	608
Word Processing	133	57	41	59	596	593	584
Internet Activity	107	46	46	54	590	599	586
Using Computer Graphics	73	31	51	49	590	595	585
Creating Spreadsheets/Databases	84	36	51	49	593	616	595
None	35	15	26	74	613	613	590

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.

*Information about Arts & Music is incomplete for the 2015 cohort as data was not collected through the online registration process between January and June 2015. The full collection of this data has resumed.

†Information about Computer Experience represents a small sample of the 2015 cohort as this information is no longer collected through the online registration process as of November 2013.

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
217	553	157	660	686	654

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	15	7
2	104	48
3	69	32
4 or More	29	13

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 SAT.

	SAT Subject Test			N	SAT						
	N	Mean	SD		Mean	SD	Mean	SD	Mean	SD	
English											
Literature	51	674	77	42	684	65	650	77	675	70	
History and Social Studies											
U.S. History	53	655	81	36	668	80	650	75	653	73	
World History	27	653	80	21	668		683		681		
Mathematics											
Mathematics Level 1	70	651	82	51	624	111	652	85	626	99	
Mathematics Level 2	136	706	85	100	673	91	717	62	670	82	
Science											
Biology-E	31	635	109	22	635		656		633		
Biology-M	30	686	69	21	659		698		663		
Chemistry	76	666	81	60	678	91	710	61	662	90	
Physics	50	680	95	39	651	124	728	69	646	104	
Foreign and Classical Languages											
Chinese/Listening	3			3							
French	4			3							
French/Listening	3			3							
German											
German/Listening	1			1							
Modern Hebrew											
Italian											
Japanese/Listening	1			1							
Korean/Listening	1			1							
Latin	2			2							
Spanish	13	637		11	663		673		635		
Spanish/Listening	1			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	11	22	7	13	3	11
700-740	10	20	11	21	6	22
650-690	14	27	13	25	7	26
600-640	4	8	10	19	3	11
550-590	9	18	9	17	6	22
500-540	3	6	1	2	1	4
450-490			1	2	1	4
400-440			1	2		
350-390						
300-340						
250-290						
200-240						
Total	51		53		27	
Mean	674		655		653	
SD	77		81		80	
75th percentile	730		720		710	
50th percentile	680		650		650	
25th percentile	590		600		580	

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	10	14	59	43	5	16	7	23	16	21	18	36
700-740	13	19	21	15	6	19	10	33	13	17	7	14
650-690	17	24	22	16	7	23	4	13	20	26	9	18
600-640	12	17	19	14	4	13	6	20	10	13	4	8
550-590	11	16	9	7	1	3	2	7	12	16	9	18
500-540	5	7	4	3	5	16	1	3	4	5	1	2
450-490			1	1	2	6					1	2
400-440	2	3	1	1					1	1	1	2
350-390												
300-340												
250-290					1	3						
200-240												
Total	70		136		31		30		76		50	
Mean	651		706		635		686		666		680	
SD	82		85		109		69		81		95	
75th percentile	700		780		710		740		720		760	
50th percentile	660		720		650		700		670		690	
25th percentile	590		640		540		610		600		590	

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	1	33										
700-740	2	67										
650-690												
600-640			2	50	1	33			1	100		
550-590			1	25								
500-540					1	33						
450-490			1	25	1	33						
400-440												
350-390												
300-340												
250-290												
200-240												
Total	3		4		3				1			
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	100			2	15	1	100
700-740									2	15		
650-690									3	23		
600-640			1	100					2	15		
550-590									3	23		
500-540							2	100				
450-490												
400-440									1	8		
350-390												
300-340												
250-290												
200-240												
Total			1		1		2		13		1	
Mean									637			
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	15	1	541	515	481
Architecture and Related Services	13	1	521	598	536
Area, Ethnic, Cultural and Gender Studies	1	0			
Biological and Biomedical Sciences	102	9	596	600	579
Business Management, Marketing, and Related Support Services	106	10	522	559	515
Communication, Journalism and Related Programs	32	3	574	517	563
Computer and Information Sciences and Support Services	49	4	594	620	561
Construction Trades	0	0			
Education	48	4	543	543	526
Engineering	144	13	599	629	570
Engineering Technologies/Technicians	8	1	488	544	473
English Language and Literature/Letters	26	2	652	558	607
Family and Consumer Sciences/Human Sciences	1	0			
Foreign Languages, Literatures, and Linguistics	11	1	640	580	609
Health Professions and Related Clinical Services	190	17	544	553	542
History	10	1	628	542	579
Legal Professions and Studies	29	3	598	580	580
Liberal Arts and Sciences, General Studies, and Humanities	15	1	570	529	547
Library Science And Administration	0	0			
Mathematics and Statistics	12	1	574	610	561
Mechanic and Repair Technologies/Technician	3	0			
Military Technologies And Applied Sciences	14	1	554	506	522
Multi/Interdisciplinary Studies	13	1	617	613	593
Natural Resources and Conservation	4	0			
Parks, Recreation, Leisure and Fitness Studies	2	0			
Personal and Culinary Services	4	0			
Philosophy and Religious Studies	6	1	607	597	580
Physical Sciences	27	2	627	629	617
Precision Production	0	0			
Psychology	42	4	558	515	540
Public Administration and Social Services Professions	4	0			
Security and Protective Services	7	1	507	504	486
Social Sciences	29	3	626	591	602
Theology and Religious Vocations	2	0			
Transportation and Materials Moving	1	0			
Visual and Performing Arts	68	6	571	550	560
Other	7	1	484	503	489
Undecided	63	6	641	607	616
Degree-Level Goal					
Certificate Program	8	1	563	634	579
Associate Degree	3	0			
Bachelor's Degree	260	23	522	519	506
Master's Degree	358	32	572	569	553
Doctoral or Related Degree	393	35	590	596	575
Other	8	1	459	523	471
Undecided	96	9	594	587	571

College Plans

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

Of the 1,267 students from your state who took the SAT and/or an SAT Subject Test, 828 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 533 institutions received score reports from your students.

Institution	State	Type	Number of Students	Percent of Score Senders*
University of Arkansas	AR	Public	305	36.8
NMSC Scholarship Admin	IL	Scholarship	142	17.1
University of Central Arkansas	AR	Public	111	13.4
Hendrix College	AR	Private	86	10.4
Vanderbilt University	TN	Private	81	9.8
Arkansas State University	AR	Public	79	9.5
Stanford University	CA	Private	73	8.8
Harvard College	MA	Private	73	8.8
Princeton University	NJ	Private	63	7.6
Harding University	AR	Private	55	6.6
Ouachita Baptist University	AR	Private	53	6.4
Massachusetts Institute of Technology	MA	Private	50	6.0
Baylor University	TX	Private	50	6.0
Washington University in St. Louis	MO	Private	49	5.9
Rice University	TX	Private	45	5.4
Yale University	CT	Private	44	5.3
Columbia University	NY	Private	44	5.3
Duke University Talent Identification Program	NC	Scholarship	43	5.2
Arkansas Tech University	AR	Public	41	5.0
University of Arkansas at Little Rock	AR	Public	41	5.0
University of Texas at Austin	TX	Public	41	5.0
University of California: Berkeley	CA	Public	40	4.8
Cornell University	NY	Private	38	4.6
University of Chicago	IL	Private	38	4.6
Duke University	NC	Private	37	4.5
Dartmouth College	NH	Private	36	4.3
University of Pennsylvania	PA	Private	35	4.2
Georgia Institute of Technology	GA	Public	34	4.1
Brown University	RI	Private	34	4.1
Texas A&M University	TX	Public	32	3.9
John Brown University	AR	Private	32	3.9
University of California: Los Angeles	CA	Public	30	3.6
Georgetown University	DC	Private	26	3.1
Northwestern University	IL	Private	26	3.1
Johns Hopkins University	MD	Private	26	3.1
University of Southern California	CA	Private	26	3.1
Lyon College	AR	Private	25	3.0
Oklahoma State University	OK	Public	24	2.9
New York University	NY	Private	24	2.9
University of North Carolina at Chapel Hill	NC	Public	23	2.8
University of Tulsa	OK	Private	23	2.8
Emory University	GA	Private	22	2.7
University of Arkansas at Fort Smith	AR	Public	22	2.7
University of Oklahoma	OK	Public	21	2.5
Carnegie Mellon University	PA	Private	20	2.4

*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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