 Included in This Report

SAT® Data

SAT Subject Tests™ Data

Demographic and Academic Information

College Plans
The SAT® Program

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

Using This Report

College-Bound Seniors presents data on high school graduates in the year 2016 who participated in the SAT Program. Students are counted only once, no matter how often they tested, and only their latest scores and most recent SAT Questionnaire responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound population is relatively stable from year to year, SAT Questionnaire responses from these students can be considered highly accurate. Therefore, you can use this report to:

• Interpret scores of individual students within the broader context of data aggregated across groups of college-bound seniors.

• Study changes over time in the characteristics of students taking SAT tests.

• Look at year-to-year educational and demographic changes in this population, along with changes in test performance.

Keep in mind, however, that:

• Relationships between test scores and other factors such as educational background, gender, racial/ethnic background, parental education, and household income are complex and interdependent. These factors do not directly affect test performance; rather, they are associated with educational experiences both on tests such as the SAT and in schoolwork.

• Not all students in a high school, school district or state take the SAT. Since the population of test-takers is self-selected, using aggregate SAT scores to compare or evaluate teachers, schools, districts, states or other educational units is not valid, and the College Board strongly discourages such uses.

• Interpreting SAT scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT scores for any group, or subgroup, of test-takers is the proportion of students taking the test. For example, if state data are being considered, it is appropriate to recognize that in some states there are lower participation rates. Typically, test-takers in these states have strong academic backgrounds and apply to the nation’s most selective colleges and scholarship programs. For these states, it is expected that the SAT mean scores reported for students will be higher than the national average.

Statistical Definitions

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

Mean

The mean is the arithmetic average.

Percentile

The percentile, also called the percentile point, is the point on the measurement scale below which a specified percentage of scores falls. The 25th, 50th and 75th percentile points are often reported for large data sets. The 50th percentile point is also called the median and, like the mean, is an average and a good indicator of the center of the distribution of scores. Comparing the 25th and 75th percentile points gives an idea of the range of scores in the populations reported in this document. Like the standard deviation, the difference between the scores associated with the 75th and 25th percentiles is an indication of the variability of the scores in a particular sample.

Scaled score

A scaled score is a score that has been converted from the raw score (number of questions answered correctly minus a fraction of the incorrect answers) for reporting. The SAT Program uses a 200- to 800-point scale.

Standard deviation (SD)

The standard deviation (SD) is a measure of the variability of a set of scores. If test scores cluster tightly around the mean score, as they do when the group tested is relatively homogeneous, the standard deviation is smaller than it would be with a more diverse group and a greater scatter of scores around the mean.

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world’s leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program® (AP®). The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit www.collegeboard.org.
Total Group Mean SAT Scores
College-Bound Seniors, 1972–2016

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Note: For 1972–1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987–1995 individual student scores were converted to the recentered scale and then the mean was recomputed. From 1996–1999, nearly all students received scores on the recentered scale. Any score on the original scale was converted to the recentered scale prior to computing the mean. From 2000–2016, all scores are reported on the recentered scale. Cohort data presented prior to 2007 include students testing through March of the senior year, while cohort data from 2007 to 2015 include students testing through June. Cohort data presented for 2016 includes test-takers through January 2016. For further information see www.collegeboard.org/cbs.
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SAT® Data

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

Table 1: Overall Mean Scores

<table>
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<tr>
<th>SAT</th>
<th>Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
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<td>485 112</td>
<td>472 105</td>
<td>47.4 10.7 6.8 1.7</td>
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Table 2: Mean Scores by Gender

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<th>SAT</th>
<th>Test-Takers</th>
<th>Critical Reading</th>
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Table 3: Year in Which Seniors Last Took the SAT

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

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<td>486 109</td>
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<td>472 105</td>
<td>47.4 10.7 6.8 1.7</td>
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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.

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<th>Mathematics</th>
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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.

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<td>460</td>
<td>490</td>
<td>500</td>
<td>480</td>
</tr>
<tr>
<td>25th</td>
<td>410</td>
<td>410</td>
<td>400</td>
<td>410</td>
<td>420</td>
<td>400</td>
</tr>
</tbody>
</table>

### Table 6: Score Distributions

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>700-800</td>
<td>186</td>
<td>191</td>
<td>377</td>
<td>313</td>
<td>145</td>
<td>458</td>
<td>111</td>
<td>153</td>
<td>264</td>
</tr>
<tr>
<td>600-690</td>
<td>730</td>
<td>799</td>
<td>1,529</td>
<td>867</td>
<td>696</td>
<td>1,563</td>
<td>543</td>
<td>694</td>
<td>1,237</td>
</tr>
<tr>
<td>500-590</td>
<td>1,617</td>
<td>1,764</td>
<td>3,381</td>
<td>1,580</td>
<td>1,614</td>
<td>3,194</td>
<td>1,369</td>
<td>1,769</td>
<td>3,138</td>
</tr>
<tr>
<td>400-490</td>
<td>1,939</td>
<td>2,226</td>
<td>4,165</td>
<td>1,847</td>
<td>2,345</td>
<td>4,192</td>
<td>2,067</td>
<td>2,238</td>
<td>4,305</td>
</tr>
<tr>
<td>300-390</td>
<td>920</td>
<td>987</td>
<td>1,907</td>
<td>837</td>
<td>1,111</td>
<td>1,948</td>
<td>1,297</td>
<td>1,158</td>
<td>2,455</td>
</tr>
<tr>
<td>200-290</td>
<td>265</td>
<td>209</td>
<td>474</td>
<td>213</td>
<td>265</td>
<td>478</td>
<td>270</td>
<td>164</td>
<td>434</td>
</tr>
</tbody>
</table>

### Table 7: Type of High School

<table>
<thead>
<tr>
<th>SAT</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct.</td>
<td>Male</td>
</tr>
<tr>
<td>Public</td>
<td>10,248</td>
<td>87</td>
<td>47</td>
</tr>
<tr>
<td>Religiously Affiliated</td>
<td>229</td>
<td>2</td>
<td>47</td>
</tr>
<tr>
<td>Independent</td>
<td>1,272</td>
<td>11</td>
<td>54</td>
</tr>
<tr>
<td>Other or Unknown</td>
<td>84</td>
<td>45</td>
<td>55</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Test-Takers Who Described Themselves As:</th>
<th>Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Mean  SD</td>
<td>Mean  SD</td>
<td>Mean  SD</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>116</td>
<td>441  97</td>
<td>422  88</td>
<td>415  82</td>
</tr>
<tr>
<td>Asian or Asian American</td>
<td>508</td>
<td>469  122</td>
<td>579  131</td>
<td>480  126</td>
</tr>
<tr>
<td>Black or African American</td>
<td>343</td>
<td>411  107</td>
<td>402  101</td>
<td>401  96</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>3</td>
<td>471  121</td>
<td>459  126</td>
<td>453  115</td>
</tr>
<tr>
<td>Hispanic, Latino, or Latin American</td>
<td>10,076</td>
<td>490  106</td>
<td>485  108</td>
<td>475  103</td>
</tr>
<tr>
<td>White</td>
<td>56</td>
<td>538  94</td>
<td>529  110</td>
<td>517  89</td>
</tr>
<tr>
<td>Two or More Races, non-Hispanic</td>
<td>253</td>
<td>461  128</td>
<td>597  136</td>
<td>470  131</td>
</tr>
<tr>
<td>Other</td>
<td>261</td>
<td>479  113</td>
<td>477  120</td>
<td>462  108</td>
</tr>
<tr>
<td>No Response</td>
<td>261</td>
<td>471  121</td>
<td>459  126</td>
<td>453  115</td>
</tr>
<tr>
<td>Total</td>
<td>11,833</td>
<td>486  109</td>
<td>485  112</td>
<td>472  105</td>
</tr>
</tbody>
</table>

Table 9: Male Mean Scores by Ethnicity

<table>
<thead>
<tr>
<th>Test-Takers Who Described Themselves As:</th>
<th>Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Mean  SD</td>
<td>Mean  SD</td>
<td>Mean  SD</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>59</td>
<td>435  95</td>
<td>429  89</td>
<td>405  84</td>
</tr>
<tr>
<td>Asian or Asian American</td>
<td>253</td>
<td>461  128</td>
<td>597  136</td>
<td>470  131</td>
</tr>
<tr>
<td>Black or African American</td>
<td>197</td>
<td>412  109</td>
<td>412  107</td>
<td>398  98</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>442  99</td>
<td>450  110</td>
<td>432  104</td>
</tr>
<tr>
<td>Hispanic, Latino, or Latin American</td>
<td>139</td>
<td>476  114</td>
<td>491  119</td>
<td>454  105</td>
</tr>
<tr>
<td>White</td>
<td>4,747</td>
<td>490  110</td>
<td>498  113</td>
<td>466  105</td>
</tr>
<tr>
<td>Two or More Races, non-Hispanic</td>
<td>25</td>
<td>536  119</td>
<td>570  118</td>
<td>532  108</td>
</tr>
<tr>
<td>Other</td>
<td>37</td>
<td>442  99</td>
<td>450  110</td>
<td>432  104</td>
</tr>
<tr>
<td>No Response</td>
<td>200</td>
<td>478  117</td>
<td>479  124</td>
<td>450  108</td>
</tr>
<tr>
<td>Total</td>
<td>5,657</td>
<td>485  112</td>
<td>498  117</td>
<td>463  107</td>
</tr>
</tbody>
</table>

Table 10: Female Mean Scores by Ethnicity

<table>
<thead>
<tr>
<th>Test-Takers Who Described Themselves As:</th>
<th>Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Mean  SD</td>
<td>Mean  SD</td>
<td>Mean  SD</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>57</td>
<td>448  99</td>
<td>415  86</td>
<td>426  78</td>
</tr>
<tr>
<td>Asian or Asian American</td>
<td>255</td>
<td>476  116</td>
<td>561  124</td>
<td>489  120</td>
</tr>
<tr>
<td>Black or African American</td>
<td>146</td>
<td>409  103</td>
<td>388  90</td>
<td>406  94</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>3</td>
<td>482  112</td>
<td>461  119</td>
<td>472  111</td>
</tr>
<tr>
<td>Hispanic, Latino, or Latin American</td>
<td>122</td>
<td>482  112</td>
<td>461  119</td>
<td>472  111</td>
</tr>
<tr>
<td>White</td>
<td>5,329</td>
<td>490  104</td>
<td>474  102</td>
<td>483  101</td>
</tr>
<tr>
<td>Two or More Races, non-Hispanic</td>
<td>31</td>
<td>539  68</td>
<td>496  91</td>
<td>505  68</td>
</tr>
<tr>
<td>Other</td>
<td>47</td>
<td>468  129</td>
<td>451  121</td>
<td>450  116</td>
</tr>
<tr>
<td>No Response</td>
<td>186</td>
<td>464  125</td>
<td>438  125</td>
<td>457  121</td>
</tr>
<tr>
<td>Total</td>
<td>6,176</td>
<td>487  106</td>
<td>474  107</td>
<td>480  103</td>
</tr>
</tbody>
</table>

In June 2015, the College Board changed the collection and reporting of race/ethnicity categories to reflect US Department of Education recommendations; trends may not be available for all race/ethnicity categories.
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.

<table>
<thead>
<tr>
<th>SAT</th>
<th>Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>All Test-Takers</td>
<td>11,833</td>
<td>100</td>
<td>486</td>
<td>109</td>
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</tbody>
</table>

First Language Learned

<table>
<thead>
<tr>
<th>Language Learned</th>
<th>Number</th>
<th>Pct</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>10,478</td>
<td>90</td>
<td>491</td>
<td>107</td>
<td>484</td>
<td>108</td>
<td>475</td>
<td>104</td>
</tr>
<tr>
<td>English and Another</td>
<td>598</td>
<td>5</td>
<td>455</td>
<td>112</td>
<td>462</td>
<td>118</td>
<td>444</td>
<td>108</td>
</tr>
<tr>
<td>Another Language</td>
<td>604</td>
<td>5</td>
<td>433</td>
<td>118</td>
<td>537</td>
<td>150</td>
<td>446</td>
<td>122</td>
</tr>
<tr>
<td>No Response</td>
<td>153</td>
<td></td>
<td>450</td>
<td>120</td>
<td>436</td>
<td>122</td>
<td>425</td>
<td>116</td>
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</table>

Citizenship

<table>
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<th>Number</th>
<th>Pct</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Citizen / U.S. National</td>
<td>11,077</td>
<td>96</td>
<td>490</td>
<td>107</td>
<td>483</td>
<td>109</td>
<td>474</td>
<td>104</td>
</tr>
<tr>
<td>U.S. Permanent Resident or Refugee</td>
<td>128</td>
<td>1</td>
<td>413</td>
<td>124</td>
<td>436</td>
<td>130</td>
<td>413</td>
<td>123</td>
</tr>
<tr>
<td>Citizen of Another Country</td>
<td>355</td>
<td>3</td>
<td>443</td>
<td>117</td>
<td>597</td>
<td>123</td>
<td>464</td>
<td>121</td>
</tr>
<tr>
<td>Other, Unknown, or No Response</td>
<td>273</td>
<td></td>
<td>414</td>
<td>112</td>
<td>450</td>
<td>139</td>
<td>400</td>
<td>112</td>
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</tbody>
</table>

Plans to Apply for Financial Aid

<table>
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<tr>
<th>Plans to Apply</th>
<th>Number</th>
<th>Pct</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6,124</td>
<td>81</td>
<td>504</td>
<td>104</td>
<td>499</td>
<td>106</td>
<td>489</td>
<td>102</td>
</tr>
<tr>
<td>No</td>
<td>285</td>
<td>4</td>
<td>520</td>
<td>116</td>
<td>549</td>
<td>128</td>
<td>517</td>
<td>115</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>1,197</td>
<td>16</td>
<td>480</td>
<td>111</td>
<td>484</td>
<td>115</td>
<td>468</td>
<td>106</td>
</tr>
<tr>
<td>No Response</td>
<td>4,227</td>
<td></td>
<td>459</td>
<td>109</td>
<td>462</td>
<td>114</td>
<td>445</td>
<td>103</td>
</tr>
</tbody>
</table>

Family Income

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Number</th>
<th>Pct</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $20,000</td>
<td>571</td>
<td>11</td>
<td>438</td>
<td>103</td>
<td>424</td>
<td>103</td>
<td>422</td>
<td>95</td>
</tr>
<tr>
<td>About $20,000 to $40,000</td>
<td>814</td>
<td>15</td>
<td>477</td>
<td>102</td>
<td>468</td>
<td>99</td>
<td>459</td>
<td>97</td>
</tr>
<tr>
<td>About $40,001 to $60,000</td>
<td>824</td>
<td>15</td>
<td>488</td>
<td>104</td>
<td>482</td>
<td>106</td>
<td>472</td>
<td>102</td>
</tr>
<tr>
<td>About $60,001 to $80,000</td>
<td>878</td>
<td>16</td>
<td>496</td>
<td>102</td>
<td>494</td>
<td>100</td>
<td>482</td>
<td>95</td>
</tr>
<tr>
<td>About $80,001 to $100,000</td>
<td>728</td>
<td>13</td>
<td>511</td>
<td>100</td>
<td>515</td>
<td>105</td>
<td>493</td>
<td>97</td>
</tr>
<tr>
<td>About $100,001 to $140,000</td>
<td>856</td>
<td>16</td>
<td>520</td>
<td>98</td>
<td>525</td>
<td>103</td>
<td>508</td>
<td>97</td>
</tr>
<tr>
<td>About $140,001 to $200,000</td>
<td>419</td>
<td>8</td>
<td>522</td>
<td>106</td>
<td>533</td>
<td>108</td>
<td>515</td>
<td>107</td>
</tr>
<tr>
<td>More than $200,000</td>
<td>307</td>
<td>6</td>
<td>550</td>
<td>112</td>
<td>568</td>
<td>109</td>
<td>545</td>
<td>112</td>
</tr>
<tr>
<td>No Response</td>
<td>6,436</td>
<td></td>
<td>477</td>
<td>110</td>
<td>476</td>
<td>114</td>
<td>463</td>
<td>106</td>
</tr>
</tbody>
</table>

Highest Level of Parental Education

<table>
<thead>
<tr>
<th>Education</th>
<th>Number</th>
<th>Pct</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No High School Diploma</td>
<td>252</td>
<td>2</td>
<td>413</td>
<td>98</td>
<td>414</td>
<td>116</td>
<td>407</td>
<td>90</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>3,581</td>
<td>34</td>
<td>453</td>
<td>96</td>
<td>452</td>
<td>100</td>
<td>438</td>
<td>90</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>1,121</td>
<td>11</td>
<td>470</td>
<td>91</td>
<td>465</td>
<td>98</td>
<td>455</td>
<td>90</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>3,476</td>
<td>33</td>
<td>507</td>
<td>101</td>
<td>509</td>
<td>105</td>
<td>494</td>
<td>99</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>2,003</td>
<td>19</td>
<td>554</td>
<td>108</td>
<td>551</td>
<td>109</td>
<td>540</td>
<td>105</td>
</tr>
<tr>
<td>No Response</td>
<td>1,400</td>
<td></td>
<td>444</td>
<td>112</td>
<td>445</td>
<td>116</td>
<td>430</td>
<td>107</td>
</tr>
</tbody>
</table>

Took the PSAT/NMSQT®

<table>
<thead>
<tr>
<th>Took the PSAT/NMSQT®</th>
<th>Number</th>
<th>Pct</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, As a Junior</td>
<td>1,658</td>
<td>17</td>
<td>476</td>
<td>108</td>
<td>480</td>
<td>118</td>
<td>465</td>
<td>106</td>
</tr>
<tr>
<td>Yes, As a Sophomore or Younger</td>
<td>2,707</td>
<td>27</td>
<td>472</td>
<td>102</td>
<td>467</td>
<td>102</td>
<td>455</td>
<td>96</td>
</tr>
<tr>
<td>Yes, As a Junior and As a Sophomore or Younger</td>
<td>4,808</td>
<td>49</td>
<td>518</td>
<td>105</td>
<td>516</td>
<td>108</td>
<td>506</td>
<td>104</td>
</tr>
<tr>
<td>No</td>
<td>718</td>
<td>7</td>
<td>447</td>
<td>106</td>
<td>446</td>
<td>111</td>
<td>433</td>
<td>97</td>
</tr>
<tr>
<td>No Response</td>
<td>1,942</td>
<td></td>
<td>447</td>
<td>106</td>
<td>452</td>
<td>112</td>
<td>430</td>
<td>99</td>
</tr>
</tbody>
</table>

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.
### Table 12: High School Rank

<table>
<thead>
<tr>
<th>SAT</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Pct</td>
<td>Male Female</td>
<td>Critical Reading Mathematics Writing</td>
</tr>
<tr>
<td>Highest Tenth</td>
<td>1,326 34</td>
<td>38 62</td>
<td>576 588 569</td>
</tr>
<tr>
<td>Second Tenth</td>
<td>1,003 26</td>
<td>46 54</td>
<td>516 523 505</td>
</tr>
<tr>
<td>Second Fifth</td>
<td>718 19</td>
<td>55 45</td>
<td>486 489 473</td>
</tr>
<tr>
<td>Final Three Fifths</td>
<td>813 21</td>
<td>56 44</td>
<td>436 435 420</td>
</tr>
<tr>
<td>No Response</td>
<td>7,973</td>
<td>48 52</td>
<td>472 468 457</td>
</tr>
</tbody>
</table>

### Table 13: High School Grade Point Average

<table>
<thead>
<tr>
<th>SAT</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Pct</td>
<td>Male Female</td>
<td>Critical Reading Mathematics Writing</td>
</tr>
<tr>
<td>A+ (97–100)</td>
<td>633 6</td>
<td>36 64</td>
<td>600 614 596</td>
</tr>
<tr>
<td>A (93–96)</td>
<td>2,056 19</td>
<td>37 63</td>
<td>550 558 544</td>
</tr>
<tr>
<td>A- (90–92)</td>
<td>2,043 19</td>
<td>44 56</td>
<td>513 518 499</td>
</tr>
<tr>
<td>B (80–89)</td>
<td>5,213 47</td>
<td>51 49</td>
<td>455 452 439</td>
</tr>
<tr>
<td>C (70–79)</td>
<td>1,035 9</td>
<td>65 35</td>
<td>414 402 394</td>
</tr>
<tr>
<td>D, E, or F (below 70)</td>
<td>44 0</td>
<td>64 36</td>
<td>398 373 364</td>
</tr>
<tr>
<td>No Response</td>
<td>809 50</td>
<td>50 50</td>
<td>457 445 436</td>
</tr>
</tbody>
</table>

Mean Grade Point Average

- All Students: 3.34
- Male: 3.23
- Female: 3.43

### Table 14: Average Years of Study in Six Academic Subjects

<table>
<thead>
<tr>
<th>SAT</th>
<th>Average Years of Study</th>
<th>Grade Point Average: Each Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male Female Total</td>
<td>Male Female Total</td>
</tr>
<tr>
<td>Arts and Music</td>
<td>2.1 2.5 2.3</td>
<td>3.76 3.90 3.85</td>
</tr>
<tr>
<td>English and Language Arts</td>
<td>3.7 3.7 3.7</td>
<td>3.33 3.57 3.46</td>
</tr>
<tr>
<td>Foreign and Classical Languages</td>
<td>2.6 2.7 2.7</td>
<td>3.30 3.55 3.44</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.6 3.6 3.6</td>
<td>3.19 3.28 3.24</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>3.5 3.6 3.5</td>
<td>3.30 3.39 3.35</td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td>3.4 3.4 3.4</td>
<td>3.42 3.52 3.48</td>
</tr>
<tr>
<td><strong>Total for All Subjects</strong></td>
<td><strong>18.9 19.5 19.2</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Years of Study</th>
<th>English and Language Arts</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>More Than 4 Years</td>
<td>610</td>
<td>9</td>
<td>41</td>
<td>59</td>
</tr>
<tr>
<td>4 Years</td>
<td>5,136</td>
<td>73</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>3 Years</td>
<td>728</td>
<td>10</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>2 Years</td>
<td>164</td>
<td>2</td>
<td>43</td>
<td>57</td>
</tr>
<tr>
<td>1 Year</td>
<td>96</td>
<td>1</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>337</td>
<td>5</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>No Response</td>
<td>4,762</td>
<td>53</td>
<td>47</td>
<td>45</td>
</tr>
<tr>
<td>AP®/Honors Courses</td>
<td>2,855</td>
<td>40</td>
<td>37</td>
<td>63</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years of Study</th>
<th>Mathematics</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct.</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>More Than 4 Years</td>
<td>1,125</td>
<td>15</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>4 Years</td>
<td>4,428</td>
<td>57</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>3 Years</td>
<td>1,415</td>
<td>18</td>
<td>44</td>
<td>56</td>
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<tr>
<td>2 Years</td>
<td>181</td>
<td>2</td>
<td>52</td>
<td>48</td>
</tr>
<tr>
<td>1 Year</td>
<td>99</td>
<td>1</td>
<td>59</td>
<td>41</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>500</td>
<td>6</td>
<td>46</td>
<td>54</td>
</tr>
<tr>
<td>No Response</td>
<td>4,085</td>
<td>53</td>
<td>47</td>
<td>45</td>
</tr>
<tr>
<td>AP®/Honors Courses</td>
<td>3,008</td>
<td>39</td>
<td>45</td>
<td>55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highest Level of Mathematics Achieved*</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus</td>
<td>2,164</td>
<td>27</td>
<td>52</td>
</tr>
<tr>
<td>Pre-calculus</td>
<td>2,130</td>
<td>27</td>
<td>42</td>
</tr>
<tr>
<td>Geometry</td>
<td>3,264</td>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>Algebra II</td>
<td>152</td>
<td>2</td>
<td>51</td>
</tr>
<tr>
<td>Algebra I</td>
<td>106</td>
<td>1</td>
<td>51</td>
</tr>
</tbody>
</table>

*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**

<table>
<thead>
<tr>
<th>Natural Sciences</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td><strong>Years of Study</strong></td>
<td>Pct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Than 4 Years</td>
<td>718</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>4 Years</td>
<td>3,850</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>3 Years</td>
<td>1,640</td>
<td>43</td>
<td>57</td>
</tr>
<tr>
<td>2 Years</td>
<td>242</td>
<td>56</td>
<td>44</td>
</tr>
<tr>
<td>1 Year</td>
<td>111</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>346</td>
<td>44</td>
<td>56</td>
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<tr>
<td>No Response</td>
<td>4,926</td>
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<td>47</td>
</tr>
<tr>
<td>AP/Honors Courses</td>
<td>2,409</td>
<td>43</td>
<td>57</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Work or Experience</th>
<th>Number</th>
<th>Male</th>
<th>Female</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>7,304</td>
<td>44</td>
<td>56</td>
<td>502</td>
<td>499</td>
<td>488</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6,792</td>
<td>44</td>
<td>56</td>
<td>507</td>
<td>507</td>
<td>494</td>
</tr>
<tr>
<td>Physics</td>
<td>4,508</td>
<td>48</td>
<td>52</td>
<td>519</td>
<td>527</td>
<td>506</td>
</tr>
<tr>
<td>Geology, Earth, or Space Science</td>
<td>4,504</td>
<td>45</td>
<td>55</td>
<td>501</td>
<td>495</td>
<td>485</td>
</tr>
<tr>
<td>Other Sciences</td>
<td>2,982</td>
<td>39</td>
<td>61</td>
<td>501</td>
<td>496</td>
<td>487</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Sciences and History</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td><strong>Years of Study</strong></td>
<td>Pct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Than 4 Years</td>
<td>449</td>
<td>43</td>
<td>57</td>
</tr>
<tr>
<td>4 Years</td>
<td>3,162</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>3 Years</td>
<td>2,361</td>
<td>42</td>
<td>58</td>
</tr>
<tr>
<td>2 Years</td>
<td>394</td>
<td>52</td>
<td>48</td>
</tr>
<tr>
<td>1 Year</td>
<td>131</td>
<td>51</td>
<td>49</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>300</td>
<td>42</td>
<td>58</td>
</tr>
<tr>
<td>No Response</td>
<td>5,036</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>AP/Honors Courses</td>
<td>2,397</td>
<td>42</td>
<td>58</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Work or Experience</th>
<th>Number</th>
<th>Male</th>
<th>Female</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td>7,147</td>
<td>44</td>
<td>56</td>
<td>503</td>
<td>501</td>
<td>489</td>
</tr>
<tr>
<td>World History or Cultures</td>
<td>5,251</td>
<td>44</td>
<td>56</td>
<td>507</td>
<td>505</td>
<td>494</td>
</tr>
<tr>
<td>U.S. Government or Civics</td>
<td>3,669</td>
<td>44</td>
<td>56</td>
<td>501</td>
<td>496</td>
<td>487</td>
</tr>
<tr>
<td>Economics</td>
<td>1,865</td>
<td>47</td>
<td>53</td>
<td>504</td>
<td>504</td>
<td>490</td>
</tr>
<tr>
<td>Geography</td>
<td>1,734</td>
<td>44</td>
<td>56</td>
<td>492</td>
<td>493</td>
<td>477</td>
</tr>
<tr>
<td>Psychology</td>
<td>2,241</td>
<td>33</td>
<td>67</td>
<td>516</td>
<td>506</td>
<td>502</td>
</tr>
<tr>
<td>European History</td>
<td>1,296</td>
<td>48</td>
<td>52</td>
<td>544</td>
<td>537</td>
<td>525</td>
</tr>
<tr>
<td>Sociology</td>
<td>1,057</td>
<td>31</td>
<td>69</td>
<td>498</td>
<td>493</td>
<td>490</td>
</tr>
<tr>
<td>Ancient History</td>
<td>933</td>
<td>52</td>
<td>48</td>
<td>527</td>
<td>520</td>
<td>509</td>
</tr>
<tr>
<td>Other Courses</td>
<td>1,571</td>
<td>42</td>
<td>58</td>
<td>510</td>
<td>502</td>
<td>495</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Foreign and Classical Languages</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct</td>
<td>Male</td>
</tr>
<tr>
<td>More Than 4 Years</td>
<td>500</td>
<td>7</td>
<td>42</td>
</tr>
<tr>
<td>4 Years</td>
<td>1,703</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>3 Years</td>
<td>1,440</td>
<td>21</td>
<td>44</td>
</tr>
<tr>
<td>2 Years</td>
<td>2,068</td>
<td>30</td>
<td>46</td>
</tr>
<tr>
<td>1 Year</td>
<td>427</td>
<td>6</td>
<td>45</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>652</td>
<td>10</td>
<td>49</td>
</tr>
<tr>
<td>No Response</td>
<td>5,043</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>AP/Honors Courses</td>
<td>1,259</td>
<td>19</td>
<td>58</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Work or Experience</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>206</td>
<td>3</td>
<td>50  50</td>
</tr>
<tr>
<td>French</td>
<td>2,353</td>
<td>33</td>
<td>38  62</td>
</tr>
<tr>
<td>German</td>
<td>301</td>
<td>4</td>
<td>55  45</td>
</tr>
<tr>
<td>Greek</td>
<td>26</td>
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<td>62  38</td>
</tr>
<tr>
<td>Hebrew</td>
<td>4</td>
<td>0</td>
<td>75  25</td>
</tr>
<tr>
<td>Italian</td>
<td>37</td>
<td>1</td>
<td>35  65</td>
</tr>
<tr>
<td>Japanese</td>
<td>63</td>
<td>1</td>
<td>40  60</td>
</tr>
<tr>
<td>Korean</td>
<td>7</td>
<td>0</td>
<td>43  57</td>
</tr>
<tr>
<td>Latin</td>
<td>1,111</td>
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<td>43  57</td>
</tr>
<tr>
<td>Russian</td>
<td>34</td>
<td>0</td>
<td>56  44</td>
</tr>
<tr>
<td>Spanish</td>
<td>3,839</td>
<td>54</td>
<td>45  55</td>
</tr>
<tr>
<td>Other Languages</td>
<td>205</td>
<td>3</td>
<td>32  68</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Years of Study</th>
<th>Test-Takers</th>
<th>Percent by Gender</th>
<th>SAT Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct.</td>
<td>Critical Reading</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>548</td>
</tr>
<tr>
<td>More Than 4 Years</td>
<td>334</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>4 Years</td>
<td>629</td>
<td>19</td>
<td>34</td>
</tr>
<tr>
<td>3 Years</td>
<td>415</td>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td>2 Years</td>
<td>703</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>1 Year</td>
<td>941</td>
<td>28</td>
<td>49</td>
</tr>
<tr>
<td>1/2 Year or Less</td>
<td>377</td>
<td>11</td>
<td>48</td>
</tr>
<tr>
<td>No Response</td>
<td>8,434</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>AP/Honors Courses</td>
<td>367</td>
<td>11</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>566</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Work or Experience</th>
<th>Test-Takers</th>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting or Play Production</td>
<td>1,251</td>
<td>19</td>
<td>34</td>
<td>66</td>
</tr>
<tr>
<td>Art History or Appreciation</td>
<td>1,026</td>
<td>15</td>
<td>39</td>
<td>61</td>
</tr>
<tr>
<td>Dance</td>
<td>711</td>
<td>11</td>
<td>12</td>
<td>88</td>
</tr>
<tr>
<td>Drama: Study or Appreciation</td>
<td>918</td>
<td>14</td>
<td>32</td>
<td>68</td>
</tr>
<tr>
<td>Music: Study or Appreciation</td>
<td>948</td>
<td>14</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>Music Performance</td>
<td>2,823</td>
<td>42</td>
<td>39</td>
<td>61</td>
</tr>
<tr>
<td>Photography or Film</td>
<td>1,639</td>
<td>25</td>
<td>33</td>
<td>67</td>
</tr>
<tr>
<td>Studio Art and Design</td>
<td>1,838</td>
<td>28</td>
<td>35</td>
<td>65</td>
</tr>
<tr>
<td>None</td>
<td>1,115</td>
<td>17</td>
<td>56</td>
<td>44</td>
</tr>
</tbody>
</table>

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

<table>
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<th>Students Who Took SAT Subject Tests</th>
<th>Students Who Took an SAT Subject Test and Also Took the SAT</th>
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### Students Who Took One or More Different SAT Subject Tests

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

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

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## SAT Subject Tests Score Distributions

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## College Plans

### Table 25: Intended College Major, Degree-Level Goal

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<th>SAT Test-Takers</th>
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<th>Critical Reading</th>
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<th>Writing</th>
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<td>528</td>
<td>521</td>
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<td>500</td>
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<td>Other</td>
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### Degree-Level Goal

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<th>Test-Takers</th>
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<th>Writing</th>
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### Table 26: Institutions That Received the Most SAT Program Score Reports from Your Students

Of the 11,864 students from your state who took the SAT and/or an SAT Subject Test, 5,409 designated that their score reports be sent to institutions. Students may designate more than one institution to receive scores. This list includes only the 46 institutions that received the most score reports. A total of 1,132 institutions received score reports from your students.

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<tr>
<th>Institution</th>
<th>State</th>
<th>Type</th>
<th>Number of Students</th>
<th>Percent of Score Senders*</th>
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<td>Public</td>
<td>831</td>
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<td>586</td>
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<td>561</td>
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<td>548</td>
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<td>Husson University</td>
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<td>Private</td>
<td>526</td>
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<td>523</td>
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<td>Private</td>
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<td>Public</td>
<td>308</td>
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<tr>
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<td>277</td>
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</table>

*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.