

# SAT<sup>®</sup>

2016 College-Bound Seniors

# State Profile Report



VERMONT

## Included in This Report

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**SAT<sup>®</sup> Data**

**SAT Subject Tests<sup>™</sup> Data**

**Demographic and Academic Information**

**College Plans**

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

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# The SAT® Program

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

## Using This Report

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

- Interpret scores of individual students within the broader context of data aggregated across groups of college-bound seniors.
- Study changes over time in the characteristics of students taking SAT tests.
- Look at year-to-year educational and demographic changes in this population, along with changes in test performance.

Keep in mind, however, that:

- Relationships between test scores and other factors such as educational background, gender, racial/ethnic background, parental education, and household income are complex and interdependent. These factors do not directly affect test performance; rather, they are associated with educational experiences both on tests such as the SAT and in schoolwork.
- Not all students in a high school, school district or state take the SAT. Since the population of test-takers is self-selected, using aggregate SAT scores to compare or evaluate teachers, schools, districts, states or other educational units is not valid, and the College Board strongly discourages such uses.
- Interpreting SAT scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT scores for any group, or subgroup, of test-takers is the proportion of students taking the test. For example, if state data are being

considered, it is appropriate to recognize that in some states there are lower participation rates. Typically, test-takers in these states have strong academic backgrounds and apply to the nation's most selective colleges and scholarship programs. For these states, it is expected that the SAT mean scores reported for students will be higher than the national average.

## Statistical Definitions

The following terms are used throughout this report. For more statistical information, visit the College Board website at [www.collegeboard.org](http://www.collegeboard.org).

### Mean

The *mean* is the arithmetic average.

### Percentile

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

### Scaled score

A *scaled score* is a score that has been converted from the raw score (number of questions answered correctly minus a fraction of the incorrect answers) for reporting. The SAT Program uses 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](http://www.collegeboard.org).

# Total Group Mean SAT Scores

## College-Bound Seniors, 1972–2016

<b>Year</b>	<b>Critical Reading</b>			<b>Mathematics</b>			<b>Writing</b>		
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1972	531	529	530	527	489	509	-	-	-
1973	523	521	523	525	489	506	-	-	-
1974	524	520	521	524	488	505	-	-	-
1975	515	509	512	518	479	498	-	-	-
1976	511	508	509	520	475	497	-	-	-
1977	509	505	507	520	474	496	-	-	-
1978	511	503	507	517	474	494	-	-	-
1979	509	501	505	516	473	493	-	-	-
1980	506	498	502	515	473	492	-	-	-
1981	508	496	502	516	473	492	-	-	-
1982	509	499	504	516	473	493	-	-	-
1983	508	498	503	516	474	494	-	-	-
1984	511	498	504	518	478	497	-	-	-
1985	514	503	509	522	480	500	-	-	-
1986	515	504	509	523	479	500	-	-	-
1987	512	502	507	523	481	501	-	-	-
1988	512	499	505	521	483	501	-	-	-
1989	510	498	504	523	482	502	-	-	-
1990	505	496	500	521	483	501	-	-	-
1991	503	495	499	520	482	500	-	-	-
1992	504	496	500	521	484	501	-	-	-
1993	504	497	500	524	484	503	-	-	-
1994	501	497	499	523	487	504	-	-	-
1995	505	502	504	525	490	506	-	-	-
1996	507	503	505	527	492	508	-	-	-
1997	507	503	505	530	494	511	-	-	-
1998	509	502	505	531	496	512	-	-	-
1999	509	502	505	531	495	511	-	-	-
2000	507	504	505	533	498	514	-	-	-
2001	509	502	506	533	498	514	-	-	-
2002	507	502	504	534	500	516	-	-	-
2003	512	503	507	537	503	519	-	-	-
2004	512	504	508	537	501	518	-	-	-
2005	513	505	508	538	504	520	-	-	-
2006	505	502	503	536	502	518	491	502	497
2007	503	500	501	532	499	514	487	499	493
2008	502	499	500	532	499	514	486	499	493
2009	502	497	499	533	498	514	485	498	492
2010	502	498	500	533	499	515	485	497	491
2011	500	495	497	531	500	514	482	496	489
2012	498	493	496	532	499	514	481	494	488
2013	499	494	496	531	499	514	482	493	488
2014	499	495	497	530	499	513	481	492	487
2015	497	493	495	527	496	511	478	490	484
2016	495	493	494	524	494	508	475	487	482

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

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## SAT<sup>®</sup> Data

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

Table 1: Overall Mean Scores

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Total	4,374	520	106	520	106	501	103	50.0	10.6	7.3	1.5

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	2,036	520	105	537	107	492	102	49.5	10.4	7.0	1.5
Female	2,338	519	108	505	103	509	104	50.5	10.8	7.4	1.4

Table 3: Year in Which Seniors Last Took the SAT

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

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Senior (2015-2016)	2,834	511	104	512	103	495	99	49.3	10.2	7.3	1.5
Junior (2014-2015)	1,528	534	110	533	111	512	109	51.3	11.2	7.2	1.5
Sophomore (2013-2014)	11	607		628		618		60.9		8.5	
Freshman (2012-2013)	1										
Total	4,374	520	106	520	106	501	103	50.0	10.6	7.3	1.5

Table 4: Mean Scores for Total Group

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

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

## SAT Data

Table 5: Percentiles for State and Total Group

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

SAT Percentile	State			Total Group		
	Critical Reading	Mathematics	Writing	Critical Reading	Mathematics	Writing
75th	590	590	570	570	590	560
50th	520	520	500	490	500	480
25th	450	450	430	410	420	400

Table 6: Score Distributions

SAT Score Range	Critical Reading			Mathematics			Writing		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
700–800	104	137	241	142	89	231	51	93	144
600-690	396	434	830	478	359	837	287	391	678
500-590	697	759	1,456	697	769	1,466	625	759	1,384
400-490	591	719	1,310	528	790	1,318	742	778	1,520
300-390	214	249	463	162	284	446	285	284	569
200-290	34	40	74	29	47	76	46	33	79

Table 7: Type of High School

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Public	3,865	89	46	54	515	517	496
Religiously Affiliated	128	3	45	55	520	512	525
Independent	338	8	54	46	562	552	542
Other or Unknown	43		37	63	617	547	591

## 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	28	1	489	102	467	90	467	112
Asian or Asian American	221	5	481	123	568	136	490	122
Black or African American	99	2	459	114	438	112	445	99
Native Hawaiian or Pacific Islander	2	0						
Hispanic, Latino, or Latin American	96	2	518	107	508	100	484	103
White	3,734	85	523	104	520	102	504	101
Two or More Races, non-Hispanic	43	1	505	111	495	97	483	104
Other	22	1	555		509		525	
No Response	129	3	530	113	515	114	509	112
Total	4,374	100	520	106	520	106	501	103

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	14	0	473		474		446	
Asian or Asian American	100	2	489	111	602	118	488	116
Black or African American	48	1	449	103	443	111	438	95
Native Hawaiian or Pacific Islander	2	0						
Hispanic, Latino, or Latin American	49	1	501	107	512	99	468	85
White	1,722	39	524	103	537	104	494	100
Two or More Races, non-Hispanic	19	0	475		483		445	
Other	8	0	620		569		571	
No Response	74	2	550	108	539	112	516	111
Total	2,036	47	520	105	537	107	492	102

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	14	0	505		460		487	
Asian or Asian American	121	3	475	132	540	143	492	127
Black or African American	51	1	469	122	433	113	451	103
Native Hawaiian or Pacific Islander	0	0						
Hispanic, Latino, or Latin American	47	1	535	105	503	100	500	117
White	2,012	46	523	104	506	98	512	101
Two or More Races, non-Hispanic	24	1	529		505		514	
Other	14	0	519		475		499	
No Response	55	1	503	115	481	109	501	113
Total	2,338	53	519	108	505	103	509	104

## 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	4,374	100	520	106	520	106	501	103
<b>First Language Learned</b>								
English	3,879	90	523	104	518	103	503	102
English and Another	242	6	508	119	517	113	495	111
Another Language	213	5	458	112	550	140	470	116
No Response	40		546	111	535	97	536	109
<b>Citizenship</b>								
U.S. Citizen / U.S. National	4,119	96	524	105	519	104	504	102
U.S. Permanent Resident or Refugee	42	1	432	138	452	151	421	109
Citizen of Another Country	142	3	460	102	574	126	470	111
Other, Unknown, or No Response	71		442	108	494	122	435	109
<b>Plans to Apply for Financial Aid</b>								
Yes	2,923	83	525	103	522	102	507	99
No	160	5	554	106	566	106	544	109
Don't Know	419	12	531	106	536	112	513	109
No Response	872		490	111	497	113	469	107
<b>Family Income</b>								
Less than \$20,000	133	5	478	115	466	107	458	112
About \$20,000 to \$40,000	356	13	488	95	490	95	473	91
About \$40,001 to \$60,000	419	15	505	100	500	97	486	93
About \$60,001 to \$80,000	422	15	527	99	524	94	504	91
About \$80,001 to \$100,000	469	17	534	100	532	99	514	94
About \$100,001 to \$140,000	544	20	545	99	540	100	529	103
About \$140,001 to \$200,000	248	9	546	103	556	106	523	101
More than \$200,000	183	7	562	110	571	107	547	105
No Response	1,600		510	111	513	112	493	108
<b>Highest Level of Parental Education</b>								
No High School Diploma	81	2	418	106	435	121	423	101
High School Diploma	1,097	26	476	94	479	97	455	87
Associate Degree	444	11	490	89	488	89	471	87
Bachelor's Degree	1,428	34	532	99	532	100	514	98
Graduate Degree	1,101	27	572	102	565	103	554	99
No Response	223		492	118	510	119	471	109
<b>Took the PSAT/NMSQT®</b>								
Yes, As a Junior	1,721	50	536	103	537	102	520	98
Yes, As a Sophomore or Younger	552	16	529	102	530	102	510	97
Yes, As a Junior and As a Sophomore or Younger	762	22	555	98	556	99	538	100
No	420	12	491	103	490	101	468	100
No Response	919		467	102	465	101	445	93

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	657	39	41	59	596	605	581
Second Tenth	487	29	45	55	529	541	512
Second Fifth	238	14	54	46	497	504	476
Final Three Fifths	290	17	58	42	458	453	436
No Response	2,702		46	54	508	504	489

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)	234	6	35	65	635	635	622
A (93–96)	834	20	35	65	576	578	563
A- (90–92)	866	21	41	59	544	546	529
B (80–89)	1,931	46	51	49	483	485	463
C (70–79)	286	7	67	33	441	429	411
D, E, or F (below 70)	6	0	100	0	467	420	428
No Response	217		53	47	514	502	487
<b>Mean Grade Point Average</b>	<b>All Students: 3.40</b>		<b>Male: 3.28</b>		<b>Female: 3.50</b>		

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	2.7	2.5	3.78	3.91	3.86
English and Language Arts	3.9	3.8	3.9	3.37	3.62	3.51
Foreign and Classical Languages	2.9	3.2	3.0	3.33	3.56	3.46
Mathematics	3.9	3.8	3.8	3.24	3.32	3.28
Natural Sciences	3.7	3.7	3.7	3.35	3.43	3.39
Social Sciences and History	3.6	3.6	3.6	3.45	3.58	3.52
<b>Total for All Subjects</b>	<b>20.2</b>	<b>20.8</b>	<b>20.5</b>			

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

<b>English and Language Arts</b>	<b>Test-Takers</b>		<b>Percent by Gender</b>		<b>SAT Mean Scores</b>		
	<b>Years of Study</b>	Number	Pct	Male	Female	Critical Reading	Mathematics
More Than 4 Years	343	11	47	53	546	544	534
4 Years	2,427	74	47	53	540	537	520
3 Years	333	10	40	60	491	497	478
2 Years	53	2	45	55	501	529	497
1 Year	28	1	32	68	480	508	467
1/2 Year or Less	77	2	51	49	445	457	426
No Response	1,113		48	52	482	487	463
AP®/Honors Courses	1,377	42	39	61	576	568	560
<b>Course Work or Experience</b>							
English/Language Arts	3,193	95	46	54	529	526	511
Journalism	329	10	49	51	520	517	503
Creative Writing	1,013	30	43	57	532	519	512
American Literature	2,230	67	46	54	530	527	512
Composition/Writing	1,748	52	45	55	537	533	521
British Literature	476	14	40	60	545	533	526
World Literature	1,091	33	46	54	535	531	517
Communications	146	4	56	44	511	514	496
Public Speaking	605	18	48	52	535	533	516
English As Second Language	111	3	40	60	471	526	478

<b>Mathematics</b>	<b>Test-Takers</b>		<b>Percent by Gender</b>		<b>SAT Mean Scores</b>		
	<b>Years of Study</b>	Number	Pct	Male	Female	Critical Reading	Mathematics
More Than 4 Years	670	19	50	50	565	582	548
4 Years	2,019	58	46	54	536	534	518
3 Years	574	17	43	57	493	471	471
2 Years	63	2	49	51	481	494	467
1 Year	31	1	61	39	475	524	477
1/2 Year or Less	112	3	40	60	443	440	429
No Response	905		47	53	480	484	460
AP/Honors Courses	1,400	40	47	53	576	595	561
<b>Highest Level of Mathematics Achieved*</b>							
Calculus	1,247	36	52	48	580	606	564
Pre-calculus	1,022	29	41	59	527	520	510
Geometry	1,113	32	45	55	477	454	457
Algebra II	38	1	50	50	456	408	423
Algebra I	27	1	41	59	436	381	411

\*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

<b>Natural Sciences</b>	<b>Test-Takers</b>		<b>Percent by Gender</b>		<b>SAT Mean Scores</b>		
<b>Years of Study</b>	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	426	13	47	53	555	568	540
4 Years	1,806	56	46	54	546	542	527
3 Years	763	23	45	55	503	492	484
2 Years	117	4	48	52	499	512	485
1 Year	51	2	41	59	483	506	472
1/2 Year or Less	86	3	48	52	461	462	439
No Response	1,125		49	51	484	490	465
AP/Honors Courses	1,194	37	42	58	578	582	559
<b>Course Work or Experience</b>							
Biology	3,309	97	46	54	529	527	511
Chemistry	3,064	90	46	54	533	534	516
Physics	2,073	61	52	48	546	553	526
Geology, Earth, or Space Science	2,410	71	46	54	527	524	508
Other Sciences	1,431	42	42	58	526	520	506

  

<b>Social Sciences and History</b>	<b>Test-Takers</b>		<b>Percent by Gender</b>		<b>SAT Mean Scores</b>		
<b>Years of Study</b>	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	279	9	45	55	554	550	546
4 Years	1,761	55	46	54	547	540	526
3 Years	935	29	45	55	511	517	495
2 Years	113	4	50	50	505	522	492
1 Year	36	1	47	53	479	523	478
1/2 Year or Less	75	2	40	60	435	442	417
No Response	1,175		48	52	485	489	465
AP/Honors Courses	1,127	35	43	57	579	573	562
<b>Course Work or Experience</b>							
U.S. History	3,206	95	46	54	527	526	510
World History or Cultures	2,575	76	47	53	534	532	516
U.S. Government or Civics	1,697	50	47	53	531	532	514
Economics	618	18	52	48	546	548	525
Geography	543	16	47	53	519	522	503
Psychology	1,141	34	35	65	531	524	513
European History	727	22	45	55	553	540	535
Sociology	462	14	35	65	520	511	499
Ancient History	507	15	53	47	549	534	526
Other Courses	1,095	33	45	55	529	525	509

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	397	12	38	62	587	578	576
4 Years	880	28	41	59	574	565	557
3 Years	884	28	46	54	527	528	510
2 Years	702	22	50	50	497	500	474
1 Year	134	4	52	48	468	468	444
1/2 Year or Less	199	6	60	40	439	454	420
No Response	1,178		49	51	484	489	464
AP/Honors Courses	511	16	37	63	595	594	585
<b>Course Work or Experience</b>							
Chinese	116	4	50	50	545	561	535
French	1,154	35	38	62	539	535	521
German	195	6	52	48	526	524	507
Greek	11	0	18	82	617	598	599
Hebrew	4	0	0	100			
Italian	22	1	32	68	573	586	586
Japanese	36	1	47	53	553	541	530
Korean	5	0	0	100	456	452	480
Latin	402	12	48	52	575	562	554
Russian	26	1	50	50	541	532	535
Spanish	1,844	56	46	54	528	524	509
Other Languages	65	2	38	62	509	509	505

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

<b>Arts and Music</b> <b>Years of Study</b>	<b>Test-Takers</b>		<b>Percent by Gender</b>		<b>SAT Mean Scores</b>		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	213	12	39	61	571	545	550
4 Years	366	20	36	64	548	540	529
3 Years	252	14	38	62	531	515	513
2 Years	406	22	46	54	517	520	500
1 Year	415	22	54	46	519	522	500
1/2 Year or Less	197	11	56	44	495	510	482
No Response	2,525		48	52	513	515	494
AP/Honors Courses	129	7	29	71	564	536	540
<b>Course Work or Experience</b>							
Acting or Play Production	763	24	36	64	567	543	547
Art History or Appreciation	461	14	38	62	535	523	521
Dance	473	15	11	89	533	506	521
Drama: Study or Appreciation	466	15	33	67	555	527	535
Music: Study or Appreciation	481	15	45	55	554	539	538
Music Performance	1,466	46	40	60	552	543	533
Photography or Film	984	31	38	62	531	518	515
Studio Art and Design	1,184	37	38	62	543	531	525
None	385	12	66	34	502	518	480

## 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
666	1,578	619	623	634	609

  

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	78	12
2	334	50
3	198	30
4 or More	56	8

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

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

	SAT Subject Test			SAT						
	N	Mean	SD	N	Critical Reading Mean	SD	Mathematics Mean	SD	Writing Mean	SD
<b>English</b>										
Literature	232	629	98	217	652	81	620	89	640	85
<b>History and Social Studies</b>										
U.S. History	192	585	107	175	627	90	608	94	613	84
World History	19	640		18	673		638		633	
<b>Mathematics</b>										
Mathematics Level 1	263	615	100	242	620	88	633	84	605	97
Mathematics Level 2	294	676	95	274	637	94	683	75	624	94
<b>Science</b>										
Biology-E	74	606	94	69	623	98	618	89	594	99
Biology-M	91	636	85	86	638	79	643	73	622	86
Chemistry	189	611	110	173	610	88	645	86	593	87
Physics	85	656	85	79	629	105	691	70	615	108
<b>Foreign and Classical Languages</b>										
Chinese/Listening	6	622		6	640		670		647	
French	50	620	116	50	650	87	637	90	641	95
French/Listening	12	597		12	632		589		637	
German	6	603		6	628		585		588	
German/Listening	2			2						
Modern Hebrew										
Italian	1			1						
Japanese/Listening	1			1						
Korean/Listening										
Latin	5	614		5	638		594		618	
Spanish	46	589	96	43	654	70	627	61	638	73
Spanish/Listening	10	625		10	662		645		661	

## 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	21	9	11	6	2	11
700-740	40	17	21	11	4	21
650-690	51	22	31	16	2	11
600-640	46	20	29	15	6	32
550-590	29	13	30	16	3	16
500-540	21	9	33	17		
450-490	11	5	12	6	2	11
400-440	8	3	14	7		
350-390	5	2	10	5		
300-340			1	1		
250-290						
200-240						
Total	232		192		19	
Mean	629		585		640	
SD	98		107			
75th percentile	700		660			
50th percentile	640		590			
25th percentile	560		510			

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	23	9	92	31	4	5	14	15	26	14	15	18
700-740	44	17	45	15	8	11	9	10	30	16	12	14
650-690	39	15	43	15	12	16	19	21	26	14	26	31
600-640	46	17	46	16	24	32	20	22	20	11	10	12
550-590	51	19	42	14	9	12	16	18	22	12	11	13
500-540	23	9	14	5	7	9	9	10	31	16	9	11
450-490	21	8	9	3	6	8	2	2	22	12	1	1
400-440	13	5	2	1	1	1	2	2	11	6	1	1
350-390	2	1	1	0	3	4			1	1		
300-340	1	0										
250-290												
200-240												
Total	263		294		74		91		189		85	
Mean	615		676		606		636		611		656	
SD	100		95		94		85		110		85	
75th percentile	700		760		660		690		710		710	
50th percentile	620		680		630		640		610		660	
25th percentile	550		600		560		570		520		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	2	33	11	22	1	8	2	33				
700-740			4	8	2	17						
650-690	1	17	5	10	1	8	1	17	1	50		
600-640			7	14	1	8	1	17	1	50		
550-590			6	12	2	17						
500-540	2	33	9	18	4	33						
450-490			6	12	1	8						
400-440	1	17	2	4			2	33				
350-390												
300-340												
250-290												
200-240												
Total	6		50		12		6		2			
Mean	622		620		597		603					
SD			116									
75th percentile			730									
50th percentile			610									
25th percentile			520									

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	4	3	30
700-740							2	40	5	11		
650-690							1	20	7	15		
600-640									6	13	2	20
550-590	1	100							12	26	3	30
500-540									6	13	1	10
450-490							2	40	6	13		
400-440									1	2	1	10
350-390									1	2		
300-340												
250-290												
200-240												
Total	1		1				5		46		10	
Mean							614		589		625	
SD									96			
75th percentile									660			
50th percentile									560			
25th percentile									530			



## 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	59	2	497	491	476
Architecture and Related Services	39	1	512	527	480
Area, Ethnic, Cultural and Gender Studies	6	0	580	545	553
Biological and Biomedical Sciences	247	7	548	544	536
Business Management, Marketing, and Related Support Services	387	11	498	522	489
Communication, Journalism and Related Programs	72	2	558	523	547
Computer and Information Sciences and Support Services	114	3	526	538	491
Construction Trades	4	0			
Education	186	5	500	498	482
Engineering	333	9	552	592	520
Engineering Technologies/Technicians	39	1	521	551	487
English Language and Literature/Letters	73	2	576	513	562
Family and Consumer Sciences/Human Sciences	8	0	431	416	411
Foreign Languages, Literatures, and Linguistics	32	1	606	553	577
Health Professions and Related Clinical Services	596	17	505	512	495
History	40	1	568	518	544
Legal Professions and Studies	48	1	540	519	527
Liberal Arts and Sciences, General Studies, and Humanities	37	1	572	541	542
Library Science And Administration	0	0			
Mathematics and Statistics	41	1	587	644	572
Mechanic and Repair Technologies/Technician	17	0	441	469	416
Military Technologies And Applied Sciences	12	0	513	519	477
Multi/Interdisciplinary Studies	32	1	605	578	565
Natural Resources and Conservation	70	2	517	521	490
Parks, Recreation, Leisure and Fitness Studies	42	1	474	484	462
Personal and Culinary Services	8	0	488	498	469
Philosophy and Religious Studies	3	0			
Physical Sciences	54	1	574	583	555
Precision Production	1	0			
Psychology	155	4	533	513	519
Public Administration and Social Services Professions	14	0	511	482	490
Security and Protective Services	98	3	475	470	451
Social Sciences	76	2	599	557	564
Theology and Religious Vocations	2	0			
Transportation and Materials Moving	2	0			
Visual and Performing Arts	273	8	532	497	518
Other	47	1	453	458	449
Undecided	338	9	548	546	534
<b>Degree-Level Goal</b>					
Certificate Program	15	0	426	451	407
Associate Degree	67	2	419	426	414
Bachelor's Degree	1,287	36	500	498	481
Master's Degree	1,048	30	539	539	522
Doctoral or Related Degree	576	16	576	577	560
Other	5	0	462	440	430
Undecided	547	15	536	529	517

## College Plans

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

Of the 4,421 students from your state who took the SAT and/or an SAT Subject Test, 3,175 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 973 institutions received score reports from your students.

Institution	State	Type	Number of Students	Percent of Score Senders*
University of Vermont	VT	Public	1,682	53.0
Castleton State College	VT	Public	612	19.3
University of New Hampshire	NH	Public	419	13.2
Saint Michael's College	VT	Private	262	8.3
Champlain College	VT	Private	259	8.2
Northeastern University	MA	Private	248	7.8
University of Maine	ME	Public	218	6.9
Vermont Technical College	VT	Public	215	6.8
University of Massachusetts Amherst	MA	Public	209	6.6
Lyndon State College	VT	Public	197	6.2
Boston University	MA	Private	185	5.8
Clarkson University	NY	Private	171	5.4
Johnson State College	VT	Public	171	5.4
Dartmouth College	NH	Private	158	5.0
Keene State College	NH	Public	152	4.8
University of New England	ME	Private	148	4.7
Middlebury College	VT	Private	145	4.6
Cornell University	NY	Private	135	4.3
University of Rhode Island	RI	Public	132	4.2
University of Connecticut	CT	Public	130	4.1
Rensselaer Polytechnic Institute	NY	Private	124	3.9
Quinnipiac University	CT	Private	123	3.9
Boston College	MA	Private	118	3.7
University of Colorado Boulder	CO	Public	115	3.6
Syracuse University	NY	Private	112	3.5
New York University	NY	Private	110	3.5
Rochester Institute of Technology	NY	Private	107	3.4
St. Lawrence University	NY	Private	104	3.3
Ithaca College	NY	Private	102	3.2
Brown University	RI	Private	99	3.1
Plymouth State University	NH	Public	98	3.1
Norwich University	VT	Private	96	3.0
Harvard College	MA	Private	95	3.0
Worcester Polytechnic Institute	MA	Private	93	2.9
Tufts University	MA	Private	92	2.9
University of Southern Maine	ME	Public	92	2.9
Fordham University	NY	Private	87	2.7
Skidmore College	NY	Private	86	2.7
Emerson College	MA	Private	81	2.6
SUNY College at Plattsburgh	NY	Public	76	2.4
Suffolk University	MA	Private	74	2.3
Colby College	ME	Private	73	2.3
Endicott College	MA	Private	73	2.3
NCAA Eligibility Center	IN	Public	71	2.2
Wentworth Institute of Technology	MA	Private	71	2.2

\*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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