



2010 College-Bound Seniors

Total Group Profile Report

TOTAL GROUP

Included in This Report

SAT® Data

SAT Subject Tests™ Data

Demographic and Academic Information

College Plans

The class of 2010 included over **1.59 million** college-bound students who took the SAT®.

- The data in this report includes students in the class of 2010 who took the SAT through March 2010.
- Seniors who tested for the first time in May and June are not included in the detailed analyses.
- In total, 1,597,329 million college-bound seniors in the class of 2010 took the SAT.

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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 2010* includes students who tested through March 2010.†

Using This Report

College-Bound Seniors presents data for high school graduates in the year 2010 who participated in the SAT Program. Students are counted only once, no matter how often they tested, and only their latest scores and most recent SAT Questionnaire responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound population is relatively stable from year to year, SAT Questionnaire responses from these students can be considered accurate. Therefore, you can use this report to:

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

Keep in mind, however, that:

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

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

Statistical Definitions

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

Mean

The *mean* is the arithmetic average.

Percentile

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

Scaled score

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

Standard deviation (SD)

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

The College Board: Inspiring Minds™

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,600 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns.

†The data in this report includes students in the class of 2010 who took the SAT through March 2010. Seniors who tested for the first time in May and June are not included in the detailed analyses. In total, over 1.59 million college-bound seniors in the class of 2010 took the SAT.

Total Group Mean SAT Scores

College-Bound Seniors, 1972–2010

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	504	502	502	533	499	515	489	500	494
2008	504	500	502	533	500	515	488	501	494
2009	503	498	501	534	499	515	486	499	493
2010	503	498	501	534	500	516	486	498	492

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 2000–2010, all scores are reported on the recentered scale.

Table of Contents

SAT®

SAT Data	Page 1
----------	--------

Table 1: Overall Mean Scores
Table 2: Mean Scores by Gender
Table 3: Year in Which Seniors Last Took the SAT
Table 4: Percentiles for Total Group
Table 5: Score Distributions
Table 6: Type of High School
Table 7: Test-Taking Conditions

Demographic Information

SAT: Mean Scores by Gender Within Ethnicity	Page 3
---	--------

Table 8: Total Mean Scores by Ethnicity
Table 9: Male Mean Scores by Ethnicity
Table 10: Female Mean Scores by Ethnicity

SAT: Student Background Information and Characteristics	Page 4
---	--------

Table 11: Student Background Information and Characteristics
--

Academic Information

Academic Record	Page 5
-----------------	--------

Table 12: High School Rank
Table 13: High School Grade Point Average
Table 14: Average Years of Study in Six Academic Subjects

Course-Taking Patterns	Page 6
------------------------	--------

Table 15: English and Language Arts, Mathematics
Table 16: Natural Sciences, Social Sciences and History
Table 17: Foreign and Classical Languages
Table 18: Arts and Music, Computers

SAT Subject Tests™

SAT Subject Tests Data	Page 10
------------------------	---------

Table 19: Number of Test-Takers and Tests for SAT Subject Tests
Table 20: Mean Scores for SAT Subject Tests and for Students Who Also Took the SAT

SAT Subject Tests Score Distributions	Page 11
---------------------------------------	---------

Table 21: English, History and Social Studies
Table 22: Mathematics, Science
Table 23: Foreign and Classical Languages
Table 24: Foreign and Classical Languages (continued)

College Plans

Intended College Major, Degree-Level Goal	Page 13
---	---------

Table 25: Intended College Major, Degree-Level Goal

SAT Trend Reporting Transition	Page 14
--------------------------------	---------

SAT® Data

Data in this report are for high school graduates in the year 2010. Information is summarized for seniors who took the SAT at any time during their high school years through March 2010. 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	1,547,990	501	112	516	116	492	111	49.3	11.2	7.2	1.6

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	720,793	503	114	534	118	486	112	49.0	11.2	7.0	1.7
Female	827,197	498	111	500	112	498	111	49.6	11.2	7.4	1.5

Table 3: Year in Which Seniors Last Took the SAT

Scores are from the last administration in which seniors took the SAT.

SAT	Test-Takers Number	Critical Reading		Mathematics		Writing		Writing Subscores			
		Mean	SD	Mean	SD	Mean	SD	Multiple Choice		Essay	
								Mean	SD	Mean	SD
Senior (2009-2010)	1,028,492	491	108	505	112	481	107	48.2	10.8	7.2	1.6
Junior (2008-2009)	514,194	520	118	537	120	514	116	51.6	11.7	7.4	1.6
Sophomore (2007-2008)	4,832	529	134	555	136	520	133	52.5	13.2	7.2	1.8
Freshman (2006-2007)	472	480	119	511	117	468	110	47.6	11.4	6.5	1.8
Total	1,547,990	501	112	516	116	492	111	49.3	11.2	7.2	1.6

*Writing data are based on students who took the current version of the SAT, first administered in March 2005. All students in the 2010 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 4: Percentiles for 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	Total Group		
	Critical Reading	Mathematics	Writing
75th	580	600	570
50th	500	510	490
25th	420	430	410

Table 5: Score Distributions

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

SAT Score Range	Critical Reading			Mathematics			Writing		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
700–800	35,320	35,840	71,160	65,606	38,728	104,334	28,204	38,027	66,231
600–690	120,262	125,448	245,710	158,830	127,688	286,518	95,555	123,038	218,593
500–590	216,693	246,364	463,057	223,156	244,699	467,855	195,325	240,112	435,437
400–490	223,880	273,833	497,713	186,613	272,397	459,010	247,628	279,421	527,049
300–390	101,814	122,246	224,060	72,103	121,865	193,968	129,723	127,455	257,178
200–290	22,824	23,466	46,290	14,485	21,820	36,305	24,358	19,144	43,502

Table 6: Type of High School

SAT	Test-Takers		Percent by Gender		Mean Scores		
	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
Public	1,114,273	84	45	55	498	511	488
Religiously Affiliated	142,052	11	50	50	533	534	530
Independent	76,597	6	52	48	557	583	560
Other or Unknown	215,068		48	52	474	504	468

Table 7: Test-Taking Conditions

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

SAT	Test-Takers		Critical Reading		Mathematics		Writing	
	Number	Pct	Mean	SD	Mean	SD	Mean	SD
Disabling Conditions	82,718	5	482	114	485	114	466	109
Nonstandard Conditions	32,158	2	484	122	490	129	481	122

Note: Percentiles are reported when there are 20 or more test-takers.

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	8,550	1	485	107	492	104	467	102
Asian, Asian American, or Pacific Islander	166,064	11	519	122	591	125	526	126
Black or African American	196,961	13	429	98	428	97	420	93
Mexican or Mexican American	85,761	6	454	98	467	97	448	92
Puerto Rican	24,365	2	454	103	452	103	443	100
Other Hispanic, Latino, or Latin American	112,254	7	454	104	462	104	447	100
White	838,235	54	528	102	536	102	516	102
Other	48,702	3	494	118	514	120	492	117
No Response	67,098	4	487	132	514	128	481	128
Total	1,547,990	100	501	112	516	116	492	111

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	3,848	0	487	110	508	110	459	105
Asian, Asian American, or Pacific Islander	81,208	5	520	122	605	123	520	126
Black or African American	86,509	6	426	99	436	101	408	93
Mexican or Mexican American	38,157	2	459	100	486	100	444	93
Puerto Rican	10,820	1	456	105	468	107	437	100
Other Hispanic, Latino, or Latin American	47,751	3	460	107	484	108	444	101
White	397,002	26	530	104	555	104	508	103
Other	21,314	1	494	121	534	122	484	119
No Response	34,184	2	483	134	526	131	470	127
Total	720,793	47	503	114	534	118	486	112

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	4,702	0	484	104	479	98	474	99
Asian, Asian American, or Pacific Islander	84,856	5	519	122	577	125	532	125
Black or African American	110,452	7	432	97	422	93	428	93
Mexican or Mexican American	47,604	3	451	96	451	91	451	91
Puerto Rican	13,545	1	452	102	438	98	448	100
Other Hispanic, Latino, or Latin American	64,503	4	449	103	446	99	449	100
White	441,233	29	526	101	519	98	523	101
Other	27,388	2	494	116	498	115	498	115
No Response	32,914	2	491	131	501	124	493	127
Total	827,197	53	498	111	500	112	498	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	1,547,990	100	501	112	516	116	492	111
First Language Learned								
English	1,119,011	74	510	108	516	110	498	107
English and Another	217,730	14	485	116	509	125	483	117
Another Language	169,855	11	469	118	526	135	474	122
No Response	41,394		459	132	503	135	459	129
Citizenship								
U.S. Citizen / U.S. National	1,350,753	92	505	110	514	112	495	109
U.S. Permanent Resident or Refugee	48,313	3	465	124	508	133	467	127
Citizen of Another Country	73,235	5	496	121	587	131	510	122
Other, Unknown, or No Response	75,689		441	121	491	134	442	120
Plans to Apply for Financial Aid								
Yes	1,034,611	75	499	109	510	113	489	108
No	94,740	7	530	111	554	114	528	114
Don't Know	253,301	18	516	112	538	115	510	112
No Response	165,338		469	124	498	130	464	123
Family Income								
\$0 - \$20,000	109,651	11	437	104	460	117	432	102
\$20,000–\$40,000	150,390	16	465	102	479	108	455	99
\$40,000–\$60,000	141,307	15	490	102	500	105	478	99
\$60,000–\$80,000	135,872	14	504	101	514	104	492	100
\$80,000–\$100,000	119,051	12	518	101	529	103	505	100
\$100,000–\$120,000	100,383	10	528	102	541	104	518	101
\$120,000–\$140,000	51,194	5	533	102	546	104	523	101
\$140,000–\$160,000	38,997	4	540	102	554	104	531	102
\$160,000–\$200,000	45,567	5	547	102	561	105	540	104
More than \$200,000	69,907	7	568	104	586	105	567	106
No Response	585,671		498	118	515	122	492	118
Highest Level of Parental Education								
No High School Diploma	73,865	5	422	95	446	104	419	92
High School Diploma	427,004	31	464	97	475	102	453	94
Associate Degree	119,817	9	482	95	491	98	469	92
Bachelor's Degree	415,900	30	521	102	536	107	512	102
Graduate Degree	358,717	26	561	109	575	112	554	110
No Response	152,687		460	122	488	129	456	121
Took the PSAT/NMSQT®								
Yes, As a Junior	408,678	29	501	108	513	110	492	106
Yes, As a Sophomore or Younger	286,393	20	496	104	507	107	485	102
Yes, As a Junior and As a Sophomore or Younger	440,995	31	539	109	550	111	533	109
No	270,570	19	463	106	484	118	453	104
No Response	141,354		462	123	494	132	458	123

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	246,741	34	44	56	578	606	575
Second Tenth	194,250	27	46	54	514	535	505
Second Fifth	133,848	19	50	50	484	499	472
Final Three Fifths	146,049	20	51	49	441	450	429
No Response	827,102		46	54	488	498	479

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)	86,474	6	41	59	599	621	596
A (93–96)	275,161	19	40	60	563	584	558
A- (90–92)	278,510	19	43	57	531	550	525
B (80–89)	652,695	45	48	52	473	483	462
C (70–79)	149,223	10	57	43	418	424	405
D, E, or F (below 70)	6,631	0	59	41	411	422	399
No Response	99,296		51	49	471	499	463
Mean Grade Point Average	All Students: 3.34		Male: 3.26		Female: 3.40		

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	2.0	2.3	2.2	3.67	3.82	3.75
English and Language Arts	3.9	3.9	3.9	3.27	3.49	3.39
Foreign and Classical Languages	2.8	2.9	2.8	3.20	3.43	3.33
Mathematics	3.9	3.9	3.9	3.17	3.16	3.16
Natural Sciences	3.6	3.5	3.5	3.25	3.28	3.27
Social Sciences and History	3.6	3.6	3.6	3.38	3.41	3.40
Total for All Subjects	19.8	20.1	19.9			

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	Writing
More Than 4 Years	118,084	9	45	55	517	541	512	
4 Years	998,065	76	46	54	512	524	503	
3 Years	158,396	12	44	56	465	477	458	
2 Years	21,987	2	50	50	464	490	457	
1 Year	8,649	1	47	53	443	464	436	
1/2 Year or Less	10,387	1	51	49	427	455	418	
No Response	232,422		52	48	474	500	468	
AP®/Honors Courses	544,323	41	39	61	560	564	550	
Course Work or Experience								
English/Language Arts	1,183,874	96	45	55	505	517	496	
Journalism	146,214	12	35	65	510	511	504	
Creative Writing	296,030	24	41	59	503	509	497	
American Literature	742,629	60	45	55	512	521	503	
Composition/Writing	610,278	49	44	56	506	516	498	
British Literature	323,624	26	44	56	525	532	516	
World Literature	411,616	33	46	54	517	526	507	
Communications	165,191	13	45	55	491	513	485	
Public Speaking	267,494	22	44	56	512	523	503	
English As Second Language	83,197	7	45	55	444	508	451	

Mathematics	Test-Takers		Percent by Gender		SAT Mean Scores			
	Years of Study	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing
More Than 4 Years	212,309	16	49	51	537	576	530	
4 Years	795,767	60	46	54	513	525	505	
3 Years	262,457	20	43	57	466	464	456	
2 Years	26,455	2	47	53	455	464	446	
1 Year	8,078	1	48	52	439	462	433	
1/2 Year or Less	11,912	1	47	53	427	439	418	
No Response	231,012		52	48	474	500	468	
AP/Honors Courses	471,462	36	46	54	564	593	556	
Highest Level of Mathematics Achieved*								
Calculus	356,931	28	50	50	570	612	566	
Pre-calculus	353,577	28	44	56	514	528	504	
Trigonometry	150,108	12	44	56	482	484	471	
Algebra II	349,612	27	43	57	455	447	443	
Algebra I	50,179	4	45	55	415	398	404	

*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	134,879	10	47	53	542	575	535	
4 Years	627,553	48	46	54	524	537	516	
3 Years	412,216	32	44	56	481	488	471	
2 Years	77,051	6	47	53	468	478	458	
1 Year	24,134	2	48	52	459	473	448	
1/2 Year or Less	23,745	2	43	57	427	446	421	
No Response	248,412		52	48	473	498	467	
AP/Honors Courses	441,682	34	45	55	568	587	559	
Course Work or Experience								
Biology	1,212,461	97	45	55	506	518	497	
Chemistry	1,118,078	89	45	55	512	527	504	
Physics	657,054	52	50	50	530	554	522	
Geology, Earth, or Space Science	575,632	46	46	54	491	499	480	
Other Sciences	486,127	39	41	59	499	508	490	

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	104,689	8	47	53	532	550	523	
4 Years	708,412	54	46	54	518	527	508	
3 Years	386,268	30	44	56	489	504	481	
2 Years	74,943	6	47	53	471	494	464	
1 Year	16,127	1	47	53	450	476	445	
1/2 Year or Less	15,901	1	48	52	426	461	422	
No Response	241,650		52	48	473	499	468	
AP/Honors Courses	501,440	38	43	57	563	571	553	
Course Work or Experience								
U.S. History	1,170,060	93	45	55	505	516	496	
World History or Cultures	1,059,450	85	45	55	507	519	498	
U.S. Government or Civics	810,221	65	45	55	506	516	495	
Economics	573,786	46	45	55	505	520	495	
Geography	414,428	33	45	55	496	511	487	
Psychology	334,673	27	36	64	523	526	513	
European History	282,139	23	48	52	542	550	533	
Sociology	151,258	12	38	62	502	508	491	
Ancient History	193,380	15	49	51	518	528	509	
Other Courses	182,137	15	44	56	517	527	508	

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	88,960	7	40	60	553	576	552
4 Years	298,369	23	42	58	555	566	552
3 Years	403,904	31	45	55	513	527	505
2 Years	397,540	30	49	51	472	482	458
1 Year	62,362	5	50	50	441	453	427
1/2 Year or Less	54,308	4	54	46	425	450	415
No Response	242,547		52	48	473	499	467
AP/Honors Courses	266,723	20	39	61	574	586	571
Course Work or Experience							
Chinese	29,231	2	48	52	543	614	545
French	213,556	17	37	63	524	529	516
German	52,695	4	56	44	535	544	516
Greek	4,555	0	52	48	546	551	538
Hebrew	5,606	0	48	52	549	558	548
Italian	30,206	2	44	56	502	510	498
Japanese	22,744	2	49	51	531	562	518
Korean	4,733	0	48	52	500	601	519
Latin	76,904	6	48	52	560	561	546
Russian	5,906	0	49	51	503	533	502
Spanish	890,281	71	45	55	500	511	492
Other Languages	43,452	3	42	58	485	516	482

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	87,857	7	39	61	527	539	519	
4 Years	242,564	19	38	62	536	539	528	
3 Years	169,760	13	40	60	506	514	499	
2 Years	270,096	21	46	54	501	515	493	
1 Year	317,607	25	50	50	498	517	488	
1/2 Year or Less	195,876	15	53	47	477	496	466	
No Response	264,230		52	48	476	502	470	
AP/Honors Courses	101,518	8	37	63	569	573	562	
Course Work or Experience								
Acting or Play Production	211,308	17	34	66	540	532	530	
Art History or Appreciation	220,594	18	41	59	508	514	500	
Dance	161,630	13	11	89	495	498	495	
Drama: Study or Appreciation	189,545	16	33	67	518	514	510	
Music: Study or Appreciation	171,446	14	48	52	533	536	524	
Music Performance	460,422	38	42	58	529	538	521	
Photography or Film	258,347	21	37	63	514	518	506	
Studio Art and Design	287,117	24	37	63	519	526	511	
None	224,046	19	59	41	473	497	462	
Computers								
Course Work or Experience	Number	Pct	Male	Female	Critical Reading	Mathematics	Writing	
Computer Literacy	754,273	63	46	54	512	524	502	
Computer Programming	228,739	19	57	43	501	527	492	
Word Processing	749,351	62	44	56	513	524	504	
Internet Activity	567,647	47	46	54	515	527	506	
Using Computer Graphics	408,255	34	51	49	509	524	499	
Creating Spreadsheets/Databases	414,251	35	46	54	515	529	505	
None	177,349	15	40	60	497	509	491	

Note: Occasional updates are made to the optional Student Questionnaire to improve student response rates. Fluctuations from year to year should be interpreted with appropriate consideration.

SAT Subject Tests™ Data

Table 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
296,411	779,058	280,692	593	622	597

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	19,765	7
2	118,141	40
3	122,991	41
4 or More	35,514	12

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			SAT						
	N	Mean	SD	N	Critical Reading Mean	SD	Mathematics Mean	SD	Writing Mean	SD
English										
Literature	123,408	580	111	116,801	598	113	587	108	597	110
History and Social Studies										
U.S. History	123,229	601	115	117,698	605	107	609	108	602	108
World History	16,818	605	120	15,983	622	109	623	108	617	108
Mathematics										
Mathematics Level 1	85,109	605	101	79,936	582	106	618	99	589	105
Mathematics Level 2	163,713	649	107	156,095	600	110	658	102	609	109
Science										
Biology-E	38,502	601	108	36,574	598	108	617	107	600	108
Biology-M	41,739	638	104	39,827	618	104	649	100	625	103
Chemistry	67,891	644	114	64,359	615	108	676	97	623	106
Physics	42,407	658	103	39,969	611	108	696	87	620	102
Foreign and Classical Languages										
Chinese/Listening	6,877	761	64	6,600	571	126	676	92	589	127
French	10,741	620	124	10,260	633	101	633	96	642	98
French/Listening	2,700	639	115	2,622	638	93	634	90	645	91
German	780	612	128	736	626	100	651	89	635	92
German/Listening	854	604	139	812	621	93	632	89	631	89
Modern Hebrew	535	614	144	493	612	103	632	91	631	93
Italian	750	663	126	719	601	98	596	92	608	98
Japanese/Listening	1,818	688	125	1,757	581	110	658	94	600	108
Korean/Listening	4,540	764	57	4,219	548	109	668	92	587	113
Latin	2,957	619	106	2,874	678	84	673	83	677	83
Spanish	36,538	644	114	34,708	561	123	570	120	572	123
Spanish/Listening	7,152	653	117	6,931	558	120	563	115	564	120

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	7,181	6	13,055	11	2,504	15
700-740	14,796	12	17,117	14	2,055	12
650-690	18,174	15	19,583	16	2,218	13
600-640	17,692	14	18,102	15	2,189	13
550-590	18,472	15	15,351	12	2,296	14
500-540	15,852	13	14,036	11	1,936	12
450-490	14,171	11	12,312	10	1,882	11
400-440	11,002	9	8,508	7	1,107	7
350-390	4,800	4	4,293	3	516	3
300-340	1,177	1	833	1	102	1
250-290	90	0	39	0	12	0
200-240	1	0			1	0
Total	123,408		123,229		16,818	
Mean	580		601		605	
SD	111		115		120	
75th percentile	670		690		700	
50th percentile	580		610		610	
25th percentile	490		510		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	4,682	6	41,225	25	3,168	8	6,152	15	16,047	24	10,523	25
700-740	13,404	16	20,586	13	5,153	13	8,231	20	10,742	16	6,912	16
650-690	14,723	17	23,974	15	6,514	17	7,904	19	10,276	15	6,959	16
600-640	17,166	20	24,193	15	6,732	17	6,977	17	8,741	13	6,485	15
550-590	12,602	15	23,349	14	5,882	15	4,788	11	7,403	11	4,847	11
500-540	9,370	11	15,366	9	4,348	11	3,308	8	5,783	9	3,271	8
450-490	6,257	7	10,233	6	3,020	8	2,016	5	4,662	7	2,157	5
400-440	4,194	5	3,703	2	2,003	5	1,268	3	3,174	5	1,069	3
350-390	2,161	3	805	0	1,182	3	769	2	1,034	2	181	0
300-340	524	1	278	0	449	1	309	1	29	0	3	0
250-290	26	0	1	0	51	0	17	0				
200-240												
Total	85,109		163,713		38,502		41,739		67,891		42,407	
Mean	605		649		601		638		644		658	
SD	101		107		108		104		114		103	
75th percentile	680		750		680		720		740		740	
50th percentile	620		650		610		650		660		670	
25th percentile	540		570		530		580		560		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	5,306	77	2,173	20	609	23	156	20	191	22	151	28
700-740	727	11	1,239	12	340	13	89	11	94	11	40	7
650-690	360	5	1,407	13	424	16	90	12	81	9	47	9
600-640	218	3	1,399	13	404	15	89	11	67	8	55	10
550-590	131	2	1,234	11	319	12	85	11	109	13	51	10
500-540	80	1	1,219	11	270	10	93	12	96	11	52	10
450-490	43	1	989	9	192	7	91	12	85	10	67	13
400-440	12	0	716	7	90	3	60	8	68	8	38	7
350-390			320	3	49	2	24	3	44	5	20	4
300-340			45	0	3	0	3	0	18	2	5	1
250-290									1	0	9	2
200-240												
Total	6,877		10,741		2,700		780		854		535	
Mean	761		620		639		612		604		614	
SD	64		124		115		128		139		144	
75th percentile	800		720		730		730		730		760	
50th percentile	790		620		650		620		600		620	
25th percentile	750		520		560		510		490		490	

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	257	34	884	49	3,568	79	424	14	8,290	23	2,044	29
700-740	111	15	268	15	484	11	445	15	6,071	17	1,274	18
650-690	111	15	146	8	224	5	422	14	5,824	16	862	12
600-640	82	11	102	6	129	3	432	15	4,925	13	843	12
550-590	57	8	119	7	85	2	391	13	3,710	10	590	8
500-540	29	4	111	6	33	1	392	13	3,209	9	666	9
450-490	36	5	73	4	13	0	305	10	2,252	6	433	6
400-440	37	5	59	3	4	0	127	4	1,342	4	270	4
350-390	16	2	31	2			18	1	640	2	118	2
300-340	9	1	13	1			1	0	226	1	43	1
250-290	5	1	8	0					47	0	6	0
200-240			4	0					2	0	3	0
Total	750		1,818		4,540		2,957		36,538		7,152	
Mean	663		688		764		619		644		653	
SD	126		125		57		106		114		117	
75th percentile	770		790		800		700		740		750	
50th percentile	690		740		790		620		660		680	
25th percentile	590		620		760		540		560		570	

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	9,623	1	476	485	464
Architecture and Related Services	25,761	2	492	536	487
Area, Ethnic, Cultural and Gender Studies	1,480	0	555	523	540
Biological and Biomedical Sciences	78,311	6	544	560	536
Business Management, Marketing, and Related Support Services	152,679	12	490	523	487
Communication, Journalism and Related Programs	43,225	3	524	506	520
Computer and Information Sciences and Support Services	31,164	2	510	539	486
Construction Trades	1,475	0	416	452	398
Education	81,056	6	481	486	477
Engineering	108,389	8	531	587	516
Engineering Technologies/Technicians	20,060	2	463	509	446
English Language and Literature/Letters	20,278	2	587	532	572
Family and Consumer Sciences/Human Sciences	3,777	0	459	465	455
Foreign Languages, Literatures, and Linguistics	10,025	1	572	545	562
Health Professions and Related Clinical Services	239,207	18	489	503	485
History	17,528	1	545	516	516
Legal Professions and Studies	40,256	3	511	506	499
Liberal Arts and Sciences, General Studies, and Humanities	15,219	1	559	539	549
Library Science/Librarianship	402	0	558	505	519
Mathematics and Statistics	14,001	1	522	606	522
Mechanic and Repair Technologies/Technician	3,478	0	419	452	402
Military Sciences	3,164	0	501	504	469
Multi/Interdisciplinary Studies	2,452	0	605	598	592
Natural Resources and Conservation	6,980	1	528	528	510
Parks, Recreation, Leisure and Fitness Studies	9,852	1	448	474	439
Personal and Culinary Services	5,464	0	457	460	443
Philosophy and Religious Studies	3,590	0	563	540	540
Physical Sciences	17,933	1	558	588	540
Precision Production	83	0	436	464	417
Psychology	64,174	5	505	492	496
Public Administration and Social Services Professions	4,484	0	469	459	462
Security and Protective Services	25,418	2	448	459	438
Social Sciences	23,764	2	574	558	559
Theology and Religious Vocations	2,511	0	539	524	515
Transportation and Materials Moving	823	0	464	496	451
Visual and Performing Arts	97,709	8	513	501	503
Other	24,926	2	456	465	447
Undecided	84,485	7	532	548	524
Degree-Level Goal					
Certificate Program	12,700	1	442	463	432
Associate Degree	18,036	1	414	421	405
Bachelor's Degree	395,757	28	477	488	466
Master's Degree	418,032	30	509	524	501
Doctoral or Related Degree	292,891	21	537	551	529
Other	9,075	1	431	452	427
Undecided	246,065	18	516	529	507

SAT Trend Reporting Transition

The 1,597,329 SAT takers in the graduating class of 2010 include all students who took the SAT through June 2010. The SAT college-bound seniors trend data have historically included students who took the SAT at any point in high school through March of their senior year, by which time almost all college-bound students had taken the test. Over the last five years, the College Board has observed a trend in which more students are taking the SAT for the first time in May or June of their senior year. This population of college-bound students has grown into a significant segment of nearly 50,000 students in the graduating class of 2010. The College Board believes it is important to acknowledge these students to truly complete the 2010 college-bound seniors cohort.

In order to provide a more complete view of the college-going population, the official 2010 college-bound seniors cohort of almost 1.6 million includes all students who tested through June of their senior year. To maintain consistency and reliability of year-over-year comparisons, the 2010 trend data details shown in this report continue to reflect information on the student population who tested through March of their senior year. Beginning in 2011, SAT college-bound trend reports, group profile reports and all state profile reports will include students who took the SAT at any point in high school through June of their senior year.

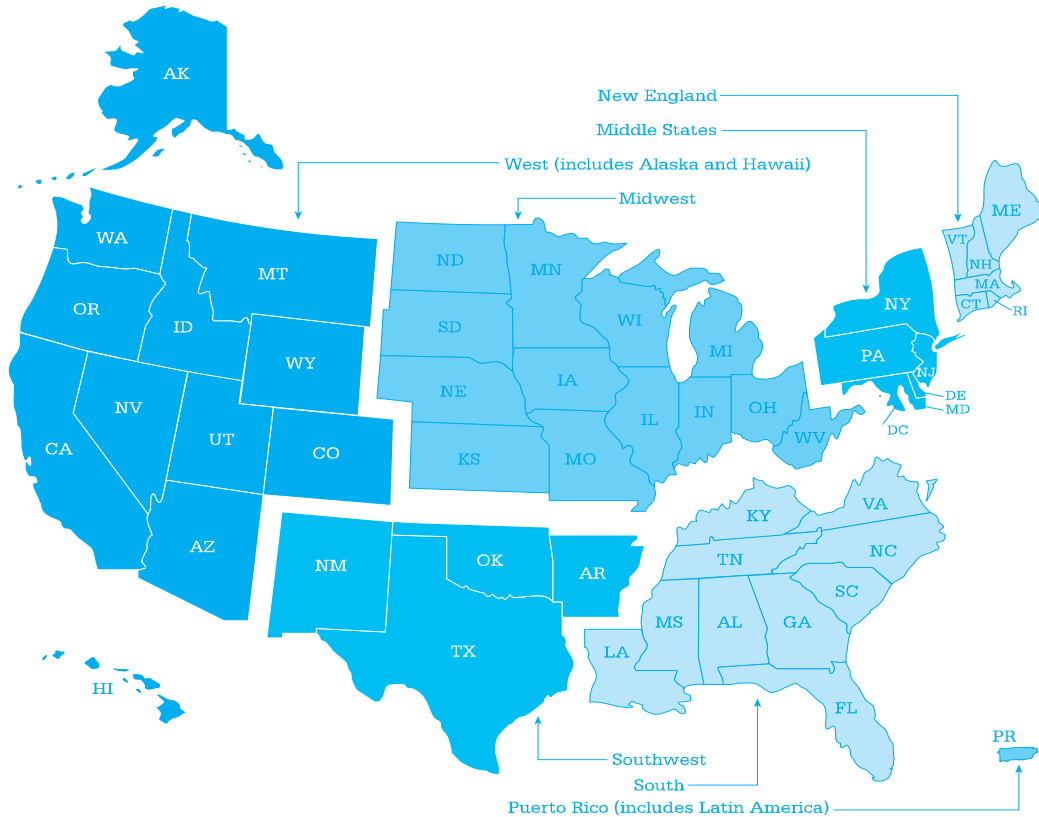
The table below provides score information for the student group through March and through June.

All Schools	2010				2009			
	Students	Critical Reading	Math	Writing	Students	Critical Reading	Math	Writing
Total Group								
June Cohort	1,597,329	500	515	491	1,573,110	499	514	492
March Cohort	1,547,990	501	516	492	1,530,128	501	515	493

As the table shows, mean scores for the full-year group that includes May and June test-takers are marginally lower than the mean scores for the March group. This difference is driven by the fact that the population of “late-starting” test-takers has lower mean SAT scores than the March cohort test-takers.

The College Board, with the high school counseling community as its partner, will also be encouraging even more students to participate in the college planning process earlier in their high school careers in order to maximize available student choices.

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