

# THE NORTH CAROLINA 2014 SAT REPORT

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301 N. Wilmington Street, Raleigh, North Carolina 27601-2825**

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**Inquiries or complaints should be directed to:**

Dr. Rebecca Garland, Deputy State Superintendent  
Office of the Deputy State Superintendent  
6368 Mail Service Center, Raleigh, NC 27699-6368  
Telephone: (919) 807-3305; Fax: (919) 807-4065  
**Visit us on the Web:** [www.ncpublicschools.org](http://www.ncpublicschools.org)

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## **A Note on the Use of Aggregate SAT Data**

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

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

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

In looking at average SAT scores, the user must understand the context in which the particular test scores were earned. Other factors variously related to performance on the SAT include academic courses studied in high school, family background, and education of parents. These factors and others of a less tangible nature could very well have a significant influence on average scores.

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Excerpted from *Guidelines on the Uses of College Board Test Scores and Related Data* (2011) by The College Board.

## Background

### Evolution of the SAT®

The SAT is a high-stakes assessment that provides educators an important measure of college readiness. Typically, students take the test during their junior and senior years to assess knowledge and skills developed through rigorous high school course work and to measure how well they apply that knowledge. As such, it assesses reasoning, communication, and problem solving skills. In particular, there are measures of critical reading, mathematics, and writing.

For nearly a century, the SAT has been used by college admissions officers as one of the tools for determining a student's potential for succeeding in college. In addition to SAT scores, high school grades, course selection, and other factors are used. Course content and grading standards may vary widely among high schools; therefore, the SAT provides colleges and universities a standardized measure across all college applicants.

Since its initial development in 1926, the SAT has undergone changes in an effort to align its content with evolving curricula and instructional practices in high schools and colleges (The College Board, 2004). Below is a brief chronology of the major changes that have occurred since the test's original inception:

#### 1994

- Critical reading questions were given more emphasis.
- Longer reading passages were added.
- Non multiple-choice questions in mathematics were introduced.
- Calculators were allowed for the first time.
- Antonyms were eliminated.

#### 1995

- The Educational Testing Service (ETS) changed the test's name from the *Scholastic Aptitude Test* to the *Scholastic Assessment Test*. ETS aimed to retain the original acronym, while dispelling the numerous objections to the test being called an 'aptitude' test.
- The SAT's scale was re-centered due to increased diversity of the college-bound senior population. The original SAT verbal and mathematics scales derived their universal meaning from a 1941 reference group of slightly more than 10,000 test takers, which was less heterogeneous than the college-bound senior population in 1990. Re-centering the SAT scales resulted in two major changes: (1) The average scores for both the SAT I critical reading and mathematics tests were re-established at 500—the midpoint of the 200–800 scale; and (2) critical reading and mathematics scales were aligned so that critical reading and mathematics scores could be compared directly. Prior to re-centering, critical reading and mathematics scores could be compared only by looking at percentiles.

#### 2005

- In an effort to better align the SAT's content with contemporary curricula and practices in high schools and colleges, a new test was administered.
- The verbal test was renamed "critical reading."
- Shorter reading passages were added to existing long reading passages.
- Analogies were eliminated.
- The mathematics section was revised to increase alignment with curricula and admissions expectations.
- Quantitative comparisons were eliminated.
- Content from third-year college-preparatory mathematics was added.
- A writing section was added to help colleges make better admissions and placement decisions and to reinforce the importance of writing in a student's education. The writing test included multiple-choice items, grammar usage questions, and a written essay.

The maximum total score on the current SAT is 2400 (800 points for each of its three subsections: critical reading, mathematics, and writing). To compare current SAT total scores with total scores prior to 2006, the sum of the critical reading and mathematics subsections are used.

The critical reading section (formerly called verbal) focuses on reading and gauges students’ ability to draw inferences, to synthesize information, to differentiate between main and supporting ideas, and to understand vocabulary from context.

The mathematics section requires students to apply numerical concepts to solve problems and to use data literacy skills to interpret tables, charts, and graphs.

The writing section determines students’ ability to communicate ideas clearly and effectively, to improve writing through revision and editing, to recognize and identify sentence-level errors, to understand grammatical elements and structures, and to improve coherence of ideas within and among paragraphs.

The following is a summary of the nine subsections included on the current test:

<b>Section</b>	<b>Content</b>	<b>Number of Questions</b>
<b>Critical Reading</b> <b>70 minutes</b> <b>(two 25-minute subsections and one 20-minute subsection)</b>	Extended Reasoning	36-40
	Literal Comprehension	4-6
	Vocabulary in Context	4-6
	Sentence Completions	19
	<b>Total</b>	<b>67</b>
<b>Mathematics</b> <b>70 minutes</b> <b>(two 25-minute subsections and one 20-minute subsection)</b>	Number and Operations	11-14
	Algebra and Functions	19-22
	Geometry and Measurement	14-16
	Data Analysis, Statistics, and Probability	5-8
	<b>Total</b>	<b>54</b>
<b>Writing</b> <b>60 minutes</b> <b>(one 25-minute essay, one 25-minute multiple-choice subsection, and one 10-minute multiple-choice subsection)</b>	Essay	1
	Improving Sentences	25
	Identifying Sentence Errors	18
	Improving Paragraphs	6
	<b>Total</b>	<b>50</b>

Source: The College Board. *Advising and Admissions Handbook for the SAT<sup>®</sup> and the SAT Subject Tests<sup>™</sup>*, 2014. 16.

An additional 25-minute subsection, which may be critical reading, mathematics, or multiple-choice writing, makes the total testing time for the current SAT 3 hours and 45 minutes. The additional subsection (sometimes referred to as the “equating” or variable subsection) does not count toward the final score and is designed to equate scores on newer editions of the SAT with scores on older editions and to test new questions for future editions. The format of the 3-hour and 45-minute current version of the SAT bears little resemblance to the original test, which took about ninety-seven minutes to complete (Lawrence, Rigol, Van Essen, & Jackson, 2002).

## 2010

- In 2010, the College Board recognized that a significant segment of students were taking the SAT for the first time in May or June of their senior year. Prior to 2010, the College Board reported SAT trend data for all students who took the test through March of their senior year.
- To provide a more complete picture of the total college-bound population, the College Board moved the SAT national release date from late August to mid to late September to facilitate the inclusion of senior test-takers in the reporting cohort who took the SAT through June. (In 2014 this release date occurred in early October.)

As such, 2010 was the transition year from the March cohort to the June cohort. In this report, SAT scores reported for 2010 to 2014 are referred to as “adjusted” scores to reflect the widened cohort through June; SAT scores reported for previous years are referred to as “unadjusted” scores to reflect the March cohort.

### **Factors Influencing Score Fluctuations after 2005**

In 2014, North Carolina’s (NC) mean SAT score (1006) increased five points after a one point increase in 2013. Prior to 2013, NC’s mean score had not increased since 2008 when it was 1007. From 2009 to 2012, NC’s mean total score declined each year, from 1006 in 2009 to 997 in 2012, with the nation’s scores following a similar pattern. In 2012, NC’s total SAT score (997) was the lowest since 2001 when the total score was 993. From 2002 to 2005, NC’s total scores increased gradually each year. In 2006, after the SAT revised the critical reading and mathematics sections and added the mandatory writing subsection, the state’s scores declined two points and declined 4 points in 2007. In 2008, NC’s score (1007) increased three points from the previous year. The decline in SAT scores in NC and the nation since 2008 might be associated with the following:

1. Change in Test-Taking Patterns. Historically, students who take the SAT a second time increase their combined score by 30 points. In 2006, fewer students took the SAT a second time, which may have contributed to a score decline of seven points across the critical reading and mathematics sections of the SAT. In 2006, the nation’s critical reading score declined from 508 to 503 and its mathematics score declined from 520 to 518 for a net decrease of seven points. NC’s critical reading score declined by four points, while its mathematics score increased by 2 points—a net decrease of 2 points. The increase in cost to take the SAT after the addition of the mandatory writing section may also have contributed to the decrease in SAT repeat test taking.
2. Increased Testing Time. Although there has been speculation that the 45-minute increase in testing time, especially after 2005, has adversely affected student performance, the College Board contends that its research shows otherwise. In its analyses, the College Board reported no differences in either the number of items correct or the number of items omitted for sections that appeared early in the test and for sections that appeared later in the test.
3. Most Changes in SAT Scores Are Not Unusual. Changes in SAT scores in schools with fewer test takers tend to be largest due to random error.

In summary, when interpreting SAT score changes from year to year, the following key points should be kept in mind:

- Changes in SAT scores from year-to-year are not unusual.
- Schools with fewer test takers (less than 100) tend to have larger changes in critical reading, mathematics, and writing scores than schools with more test takers.
- The larger the test-taking population, the smaller SAT score changes tend to be.

## Scope and Limitations

In addition to being reliable indicators of students' preparation for college, aggregate SAT scores for a series of years can reveal trends in the academic preparation of students who take the test. This report includes results for NC's seniors who took the SAT at any point in high school through June 2014. Trend scores for the most recent years are also shown where possible.

Rankings or residual rankings are not used in this report in compliance with the College Board's (2011) *Guidelines on the Uses of College Board Test Scores and Related Data* and with professional standards for educational and psychological testing. The guidelines caution against the use of SAT scores in aggregate form as a single measure to rank or rate states, educational institutions, school systems, schools, or teachers. *A Note on the Use of Aggregate SAT Data* on page v provides details for why such uses are inappropriate.

In this report, two types of total scores are indicated: critical reading + mathematics (CR + M) and critical reading + mathematics + writing (CR + M + W). The CR+M total score is used for comparisons to historical SAT total scores prior to March 2005 (when writing scores were included); the CR + M + W total score permits the inclusion of writing in SAT total scores after March 2005.

This report presents SAT results for students scheduled to graduate in 2014 and represents students' most recent scores, regardless of when they took the test. Some results in this report reflect public and non-public school students in NC and the United States, while others reflect only public school students. Distinctions between these types of results are indicated accordingly.

## Overall Performance (Public and Private Schools)

NC's mean total SAT score (1006) increased five points in 2014 from the previous year, while the nation's score (1010) did not change. Up to 2012, NC's mean total score had declined each year since 2009, from 1006 to 997, respectively (see Figure 1). The nation's scores followed a similar pattern over the same period. Since 2012, the nation's score remains steady at 1010 while NC's score has increased by 9 points.

In recent years, NC's average yearly SAT gain has exceeded that of the nation. From 1989 to 2014, NC's average yearly gain has been 2.52 points, compared with an average of 0.15 points for the nation (see Figure 2).

The mean total SAT score (993) for the Southeast (Florida, Georgia, NC, South Carolina, and Virginia) in 2014 increased one point from the previous year. North Carolina's score (1006) in 2014 was 13 points higher than the Southeast score (993), compared with nine points the previous year (see Figure 1).

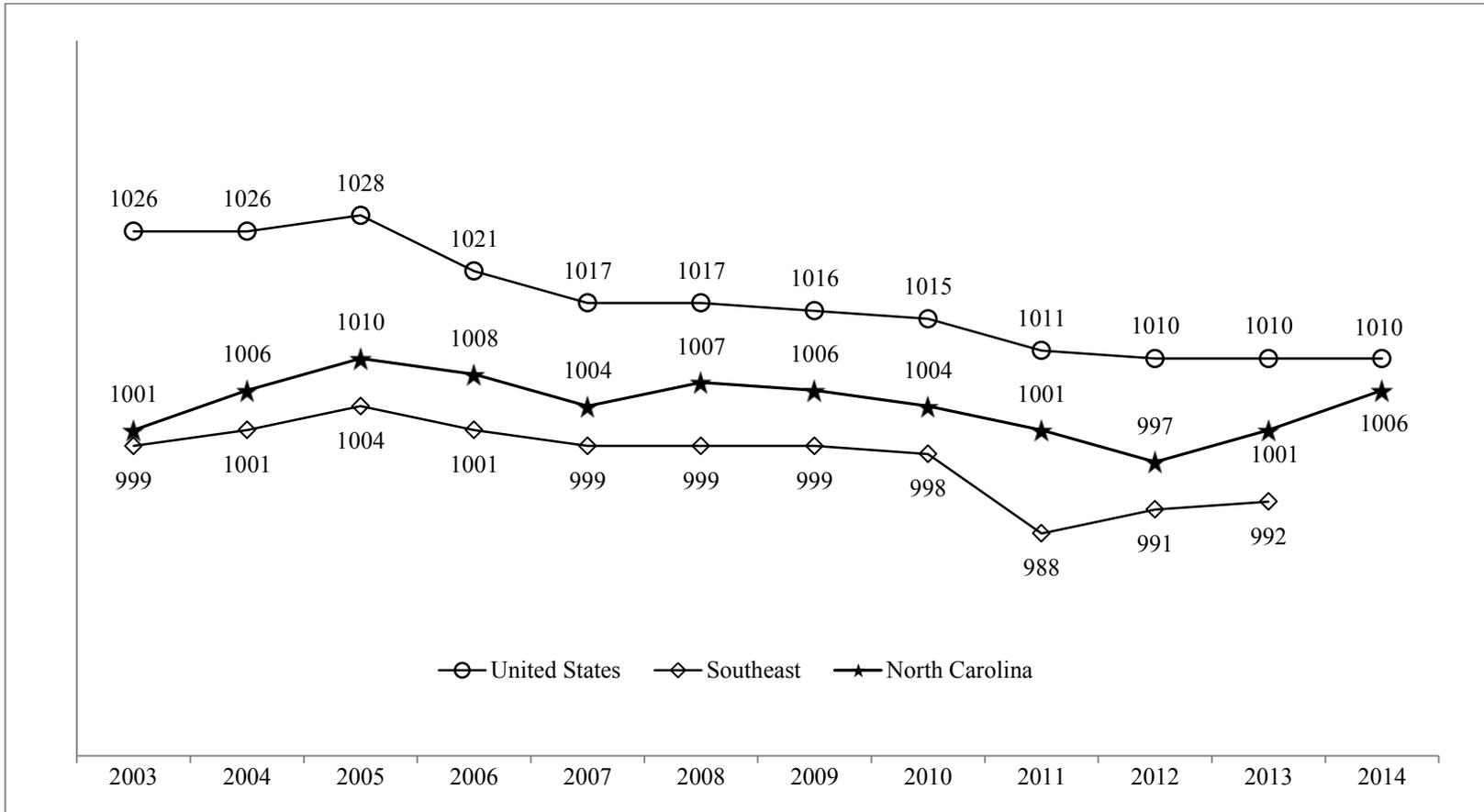
The participation rate for NC's public and private college-bound seniors in 2014 was 64 percent, up from 62 percent in 2013, but still lower than the 68 percent in 2012. The decrease since 2012 may be accounted for by the requirement for all high school juniors to take The ACT as part of the state's new accountability model beginning in 2012.

In NC, the number of private and public SAT takers for 2014 (57,997) was not significantly different from the number in 2013 (58,100). The number of SAT takers in the nation (1,672,395) increased by 0.7 percent from the previous year (The College Board, 2014b). The state's public school test-takers (50,691) remained virtually the same with a decrease of 0.01 percent in 2014, while the nation's public school test-takers (1,306,039) increased by 0.8 percent.

NC's mean total score (1006) in 2014 reflects a 4 point increase in critical reading (499) and a 1 point increase in mathematics (507) (see Tables 2 and 10 in the Appendices). The nation's mean total score (1010) remained the same; the critical reading score (497) increased by 1 point, and the mathematics score (513) decreased by 1 point.

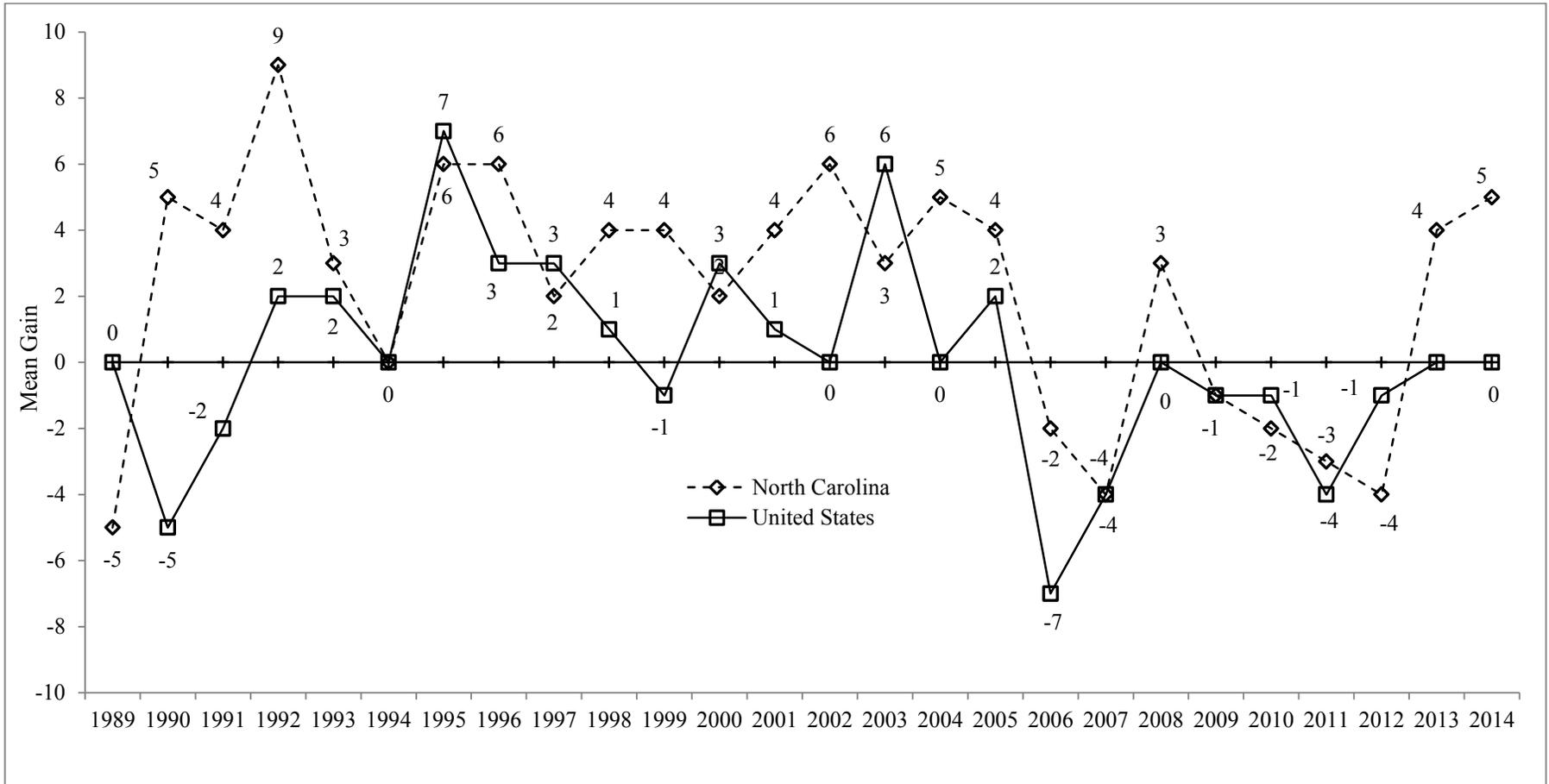
The gap between NC's mean total score and the nation's score has narrowed from 53 points in 1990 to 4 points in 2014 (see Table 2 in the Appendices). Since 1972, the SAT score gap between NC and the nation has narrowed by 79 points. Among states with at least 10 percent of high school graduates taking the SAT, NC (58 points) is third to Colorado (101 points) and Ohio (69 points) in SAT score gains from 1990 to 2014 (see Table 9). Among states with at least 50 percent SAT takers, NC has shown the highest gains (58 points) since 1990 (Vermont and Massachusetts show the next highest gains at 47 and 46 points respectively).

NC's writing score (477), down one point from 2013, trailed the nation's score (487; also down by one point) by 10 points in 2014 as shown in Table 10. In critical reading, NC's score (499), exceeded the nation's score (497) by two points. NC's mathematics score (507) increased by 1 point while the nation's score decreased by 1 point (513) lowering the nation's lead (6 points) by 2 points. NC's grand total score (1483) trailed the nation's grand total score (1497) by 14 points (see Table 8).



*Note.* Data for 2010–14 included student cohorts through June; data for previous years included cohorts only through March. These results are not directly comparable.

*Figure 1.* Mean Total SAT Scores (Critical Reading + Mathematics) for the United States, the Southeast Region, and North Carolina, 2003–14.



Note. Data for 2010–14 included student cohorts through June; data for previous years included cohorts only through March. These results are not directly comparable.

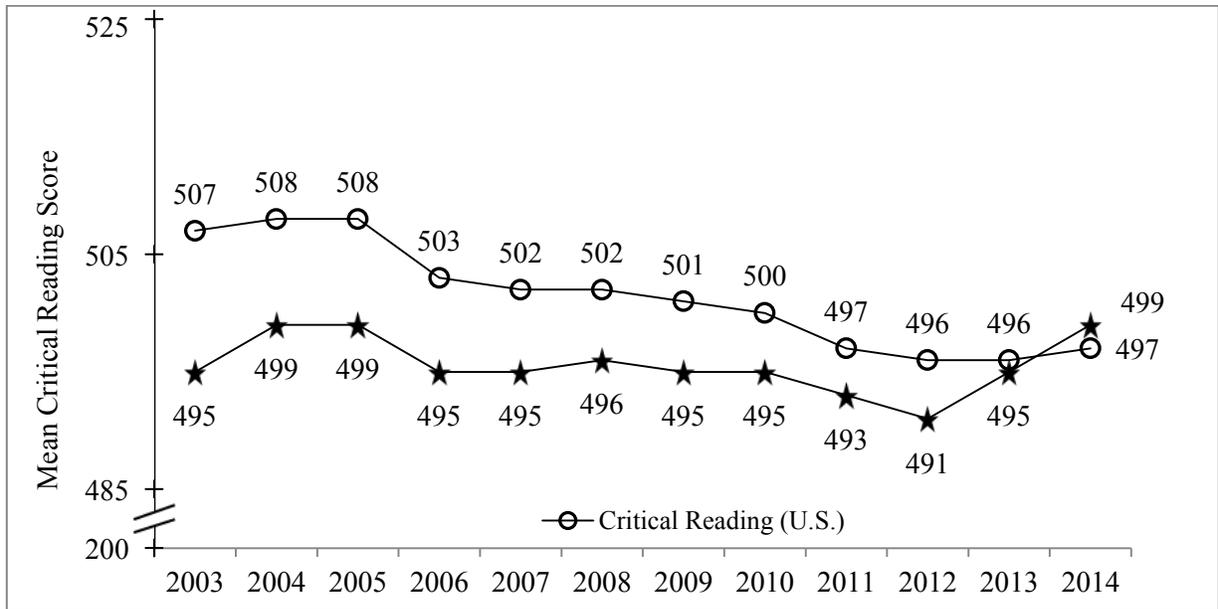
Figure 2. Average Yearly SAT Score Gains for North Carolina and the United States, 1989–2014.

## Critical Reading and Mathematics Scores

In previous years, NC's critical reading and mathematics SAT scores have lagged behind the nation's scores, but the gaps have narrowed continually over the last decade.

North Carolina's critical reading score (499) increased four points in 2014, while the nation's score (497) increased by 1 point.

- Not only has NC bridged the gap in critical reading scores, but it exceeded the nation's score by 2 points in 2014 (see Figure 3).

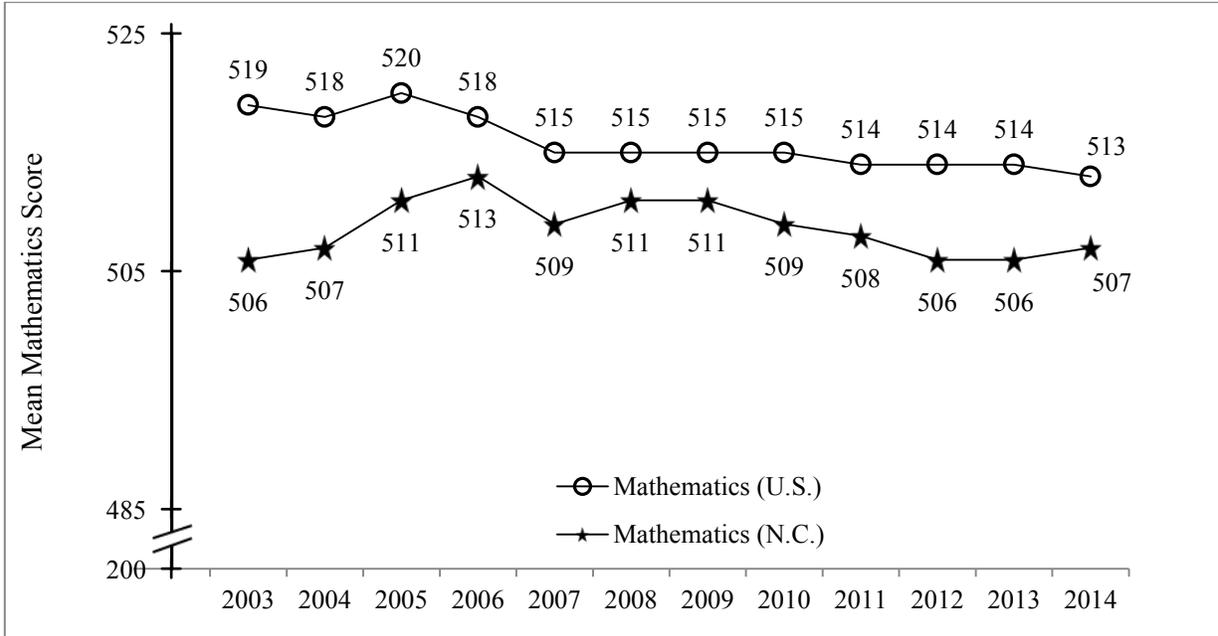


*Note.* Data for 2010–14 included student cohorts through June; data for previous years included cohorts only through March. These results are not directly comparable.

*Figure 3.* Mean SAT Critical Reading Scores for North Carolina and the Nation, 2003–14.

In 2014, NC narrowed the gap in mathematics scores by 2 points in comparison to the nation.

- NC’s mathematics score (507) in 2014 was 6 points lower than the nation’s score (513); in comparison to 8 points lower the previous year (see Figure 4).
- NC’s mathematics score in 2014 (507) is still down from the 2010 score (509) by 2 points, while the nation’s score (513) is down by 1 point after holding steady the last three years.



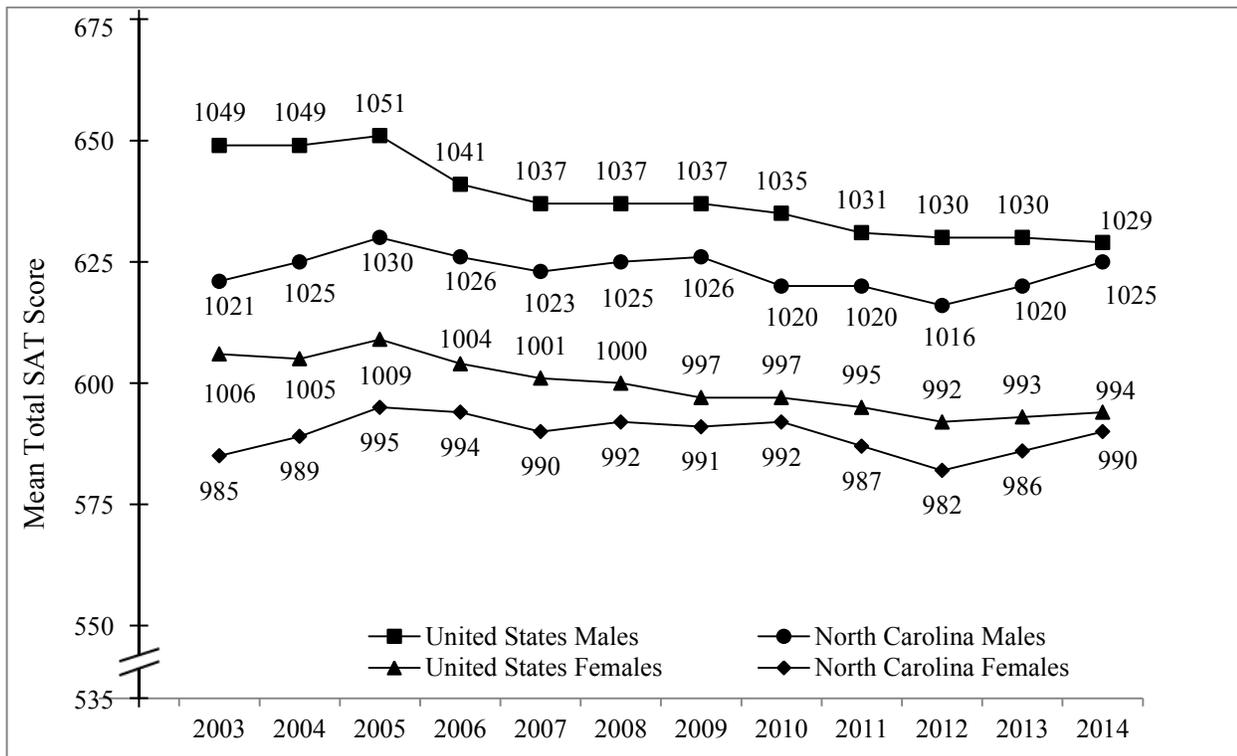
*Note.* Data for 2010–14 included student cohorts through June; data for previous years included cohorts only through March. These results are not directly comparable.

Figure 4. Mean SAT Mathematics Scores for North Carolina and the Nation, 2003–14.

## Gender

Figure 5 shows mean total SAT scores for the United States and NC by gender from 2003 to 2014. In past years, males in NC and the United States have scored higher on the SAT than females, although females earn higher grades in high school and college (Vars and Bowen, 1998).

- The gap between mean total SAT scores for NC’s males and females and the nation’s males and females is the same (35 points) in 2014.
- The gap between total mean SAT scores for the nation’s males and females (35 points) in 2014, narrowed by 8 points from the gap (43 points) in 2003.
- The gap between NC’s males and females (35) and the nation’s males and females decreased by one point from 2003 to 2014.



*Note.* Data for 2010–14 included student cohorts through June; data for previous years included cohorts only through March. These results are not directly comparable.

*Figure 5.* Mean Total SAT Scores (Critical Reading and Mathematics) for the United States and North Carolina by Gender, 2003–14.

Table 1 shows mean critical reading and mathematics scores for males and females in NC and the nation. Males have scored higher than females on the mathematics portion of the SAT since the early 1920's (Wilder and Powell, 1989). Over the past three decades, males have consistently scored higher than females in critical reading, although the differences are smaller than in mathematics.

- The average gap between male and female mathematics scores in NC from 2003 to 2014 is 28.8 points, compared with 33.4 points for the nation.
- The average gap between NC's male and female critical reading scores over the same period is 4.8 points, which is very similar to the 5.2 point average gender gap for the nation.

Table 1. *Mean Critical Reading and Mathematics SAT Scores for North Carolina and the Nation by Gender, 2003–14.*

Year	SAT Critical Reading						SAT Mathematics					
	North Carolina			Nation			North Carolina			Nation		
	M	F	Gap <sup>1</sup>	M	F	Gap <sup>2</sup>	M	F	Gap <sup>1</sup>	M	F	Gap <sup>2</sup>
2003	499	492	7.0	512	503	9.0	522	493	29.0	537	503	34.0
2004	502	496	6.0	512	504	8.0	523	493	30.0	537	501	36.0
2005	503	497	6.0	513	505	8.0	527	498	29.0	538	504	34.0
2006	497	494	3.0	505	502	3.0	529	500	29.0	536	502	34.0
2007	497	494	3.0	504	502	2.0	526	496	30.0	533	499	34.0
2008	498	494	4.0	504	500	4.0	527	498	29.0	533	500	33.0
2009	498	493	5.0	503	498	5.0	528	498	30.0	534	499	35.0
2010	496	495	1.0	502	498	4.0	524	497	27.0	533	499	34.0
2011	497	491	6.0	500	495	5.0	523	496	27.0	531	500	31.0
2012	494	489	5.0	498	493	5.0	522	493	29.0	532	499	33.0
2013	499	493	6.0	499	494	5.0	521	493	28.0	531	499	32.0
2014	502	496	6.0	499	495	4.0	523	494	29.0	530	499	31.0
Mean	499	494	4.8	504	499	5.2	525	496	28.8	534	500	33.4

<sup>1</sup>North Carolina's mean score for males (M) minus North Carolina's mean score for females (F).

<sup>2</sup>Nation's mean score for males (M) minus nation's mean score for females (F).

Note: Prior to 2007, 'Critical Reading' was referred to as 'Verbal.'

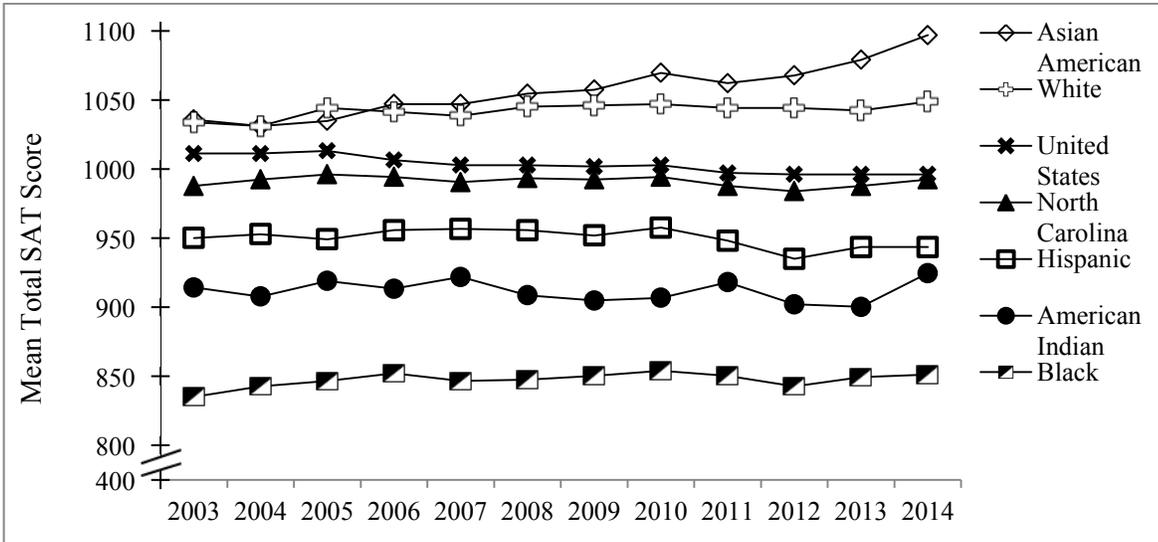
*Note.* Data for 2010–14 included student cohorts through June; data for previous years included cohorts only through March. These results are not directly comparable.

### Race/Ethnicity

Historically, Asian American and White students have attained higher SAT scores than other racial/ethnic groups in NC, while Hispanics, American Indians, and Blacks have scored lower, respectively. Figure 6 shows mean total SAT scores for NC by race/ethnicity from 2003 to 2014.

- In 2014, Asian American, White, American Indian, and Black racial/ethnic groups in NC improved scores from the previous year (19, 7, 26, and 2 points, respectively). Hispanics remained the same (954) [see Figure 6].
- For nine consecutive years, beginning in 2006, Asians (1117) scored higher than other racial/ethnic groups, followed by White (1066), Hispanic (954), American Indian (934), and Black students (856) [see Figure 6].
- NC's Asian students (1117) and White students (1066) were the only racial/ethnic groups to exceed the United States average (1010) in 2014 (Figure 6).

- In 2014, NC’s American Indians, Whites, and Blacks showed small decreases (-4.3%, -1.3%, and -0.5% respectively) in number of test-takers (The College Board, 2014b). Asians, Hispanics, and Other showed increases in test-takers (5.0%, 10.1%, and 9.9% respectively).
- Hispanic and White students in NC scored higher than their national counterparts (44 and 3 points respectively) [see Table 5].
- NC’s Black students have historically scored lower on the SAT than other racial/ethnic groups. In 2014, the score for Black students (856), while two points higher than the previous year’s score, was 261 points lower than the score for Asian students (1117), 210 points lower than the score for White students (1066), 98 points lower than the score for Hispanic students (954), and 78 points lower than the score for American Indian students (934) as shown in Figure 6 and Table 5.



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Asian American	1052	1047	1051	1064	1064	1072	1075	1088	1080	1086	1098	1117
White	1050	1047	1061	1058	1055	1062	1063	1064	1061	1061	1059	1066
United States	1026	1026	1028	1021	1017	1017	1016	1017	1011	1010	1010	1010
North Carolina	1001	1006	1010	1008	1004	1007	1006	1008	1001	997	1001	1006
Hispanic	961	964	960	967	968	967	963	969	959	945	954	954
American Indian	923	916	928	922	931	917	913	915	927	910	908	934
Black	839	847	851	857	851	852	855	859	855	847	854	856

Note. Data for 2010–14 included student cohorts through June; data for previous years included cohorts only through March. These results are not directly comparable.

Figure 6. Mean Total SAT Scores (Critical Reading and Mathematics) for North Carolina by Race/Ethnicity, 2003–14.

- Nationally, Asian American students attained the highest mean total SAT score (1117) among racial/ethnic groups in 2014 (see Table 4 and Table 5).
- White students had the second highest score (1063) nationally, followed by “Other” (1013), American Indians (967), No Response (933), Hispanics (910), and Blacks (860).

- All racial/ethnic subgroups in the nation attained higher SAT scores in 2014 than their NC counterparts, except NC's Hispanics (44 points higher in NC) and Whites (3 points higher in NC) [see Table 5].
- Among national racial/ethnic groups, the largest margin between the nation's score and NC's score was attained by Hispanic students (44 points higher in NC) and the second largest margin was seen in American Indians (33 points lower in NC) as shown in Figure 7, Table 4 and Table 5.

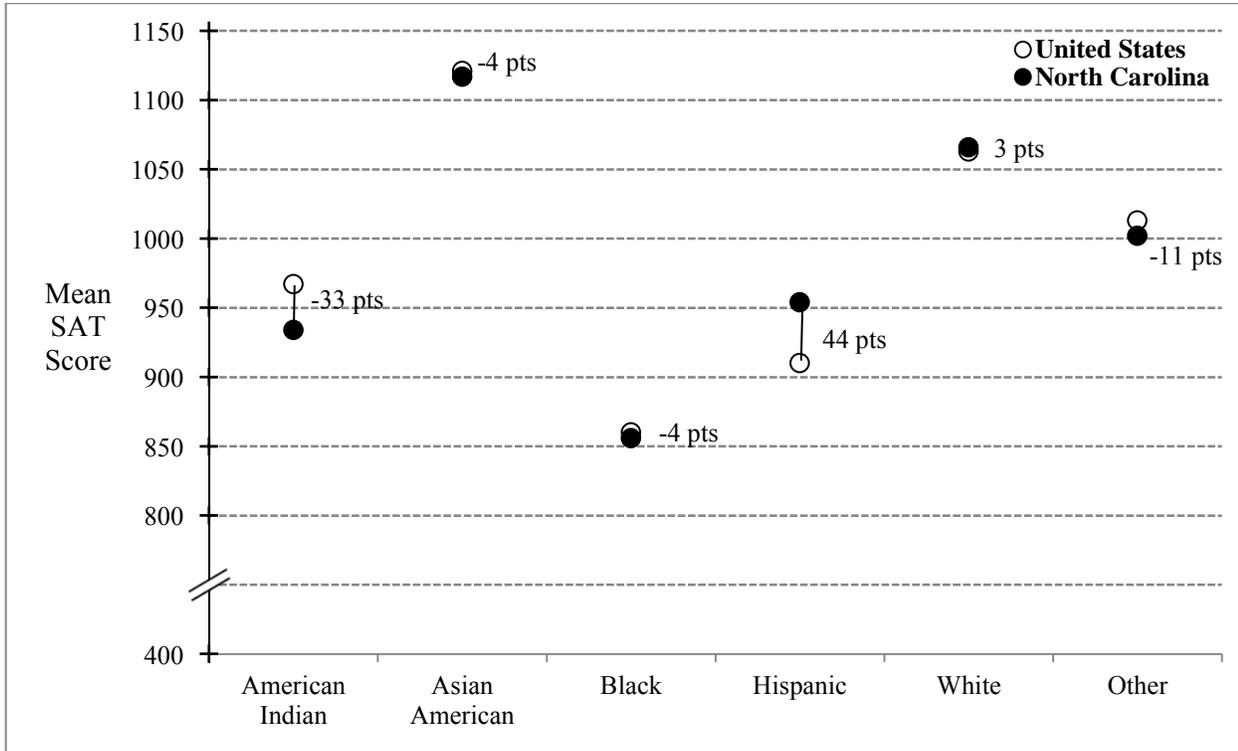


Figure 7. Differences in Mean Total SAT Scores (Critical Reading and Mathematics) for North Carolina and the United States by Race/Ethnicity, 2013–14.

## Race/Ethnicity by Gender

Figure 8 shows mean SAT critical reading scores by race/ethnicity and gender in 2014.

- Black females and those who did not respond represent the only subgroups to outperform their male counterparts in critical reading by 4 and 7 points respectively (see Figure 8).
- White males show the narrowest margin compared to females (3 points) while American Indian and Hispanic males show the widest margin (21 and 15 points respectively).
- Black males and females scored notably lower than other subgroups in critical reading.
- The highest performance in critical reading was attained by Asian males and females.

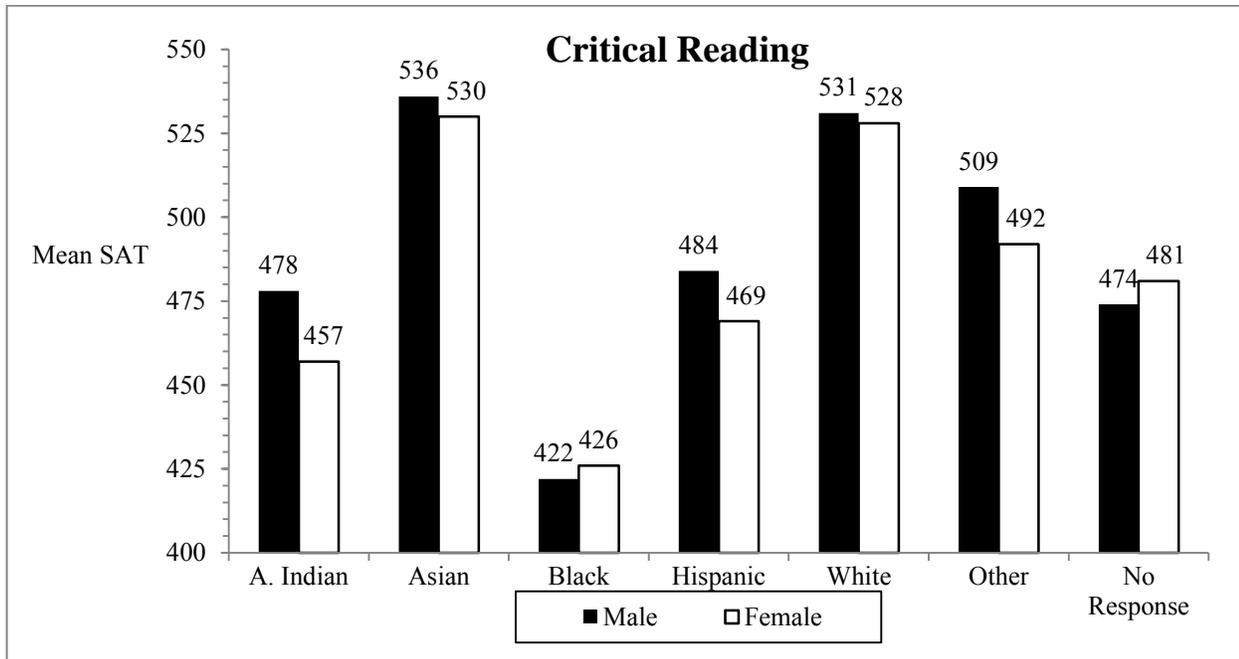


Figure 8. Mean SAT Scores in Critical Reading for North Carolina’s Racial/Ethnic Groups by Gender, 2013–14.

Figure 9 shows mean SAT mathematics scores by race/ethnicity and gender in 2014.

- Males had higher mathematics scores than females across all subgroups (see Figure 9).
- The smallest difference in mathematics performance by race/ethnicity and gender was observed for Black students (11 points), with males scoring 437 and females scoring 426.
- Asian males and females scored notably higher in mathematics than other subgroups, scoring 600 and 568, respectively.
- Males scored higher than females in mathematics by an average 28 points.

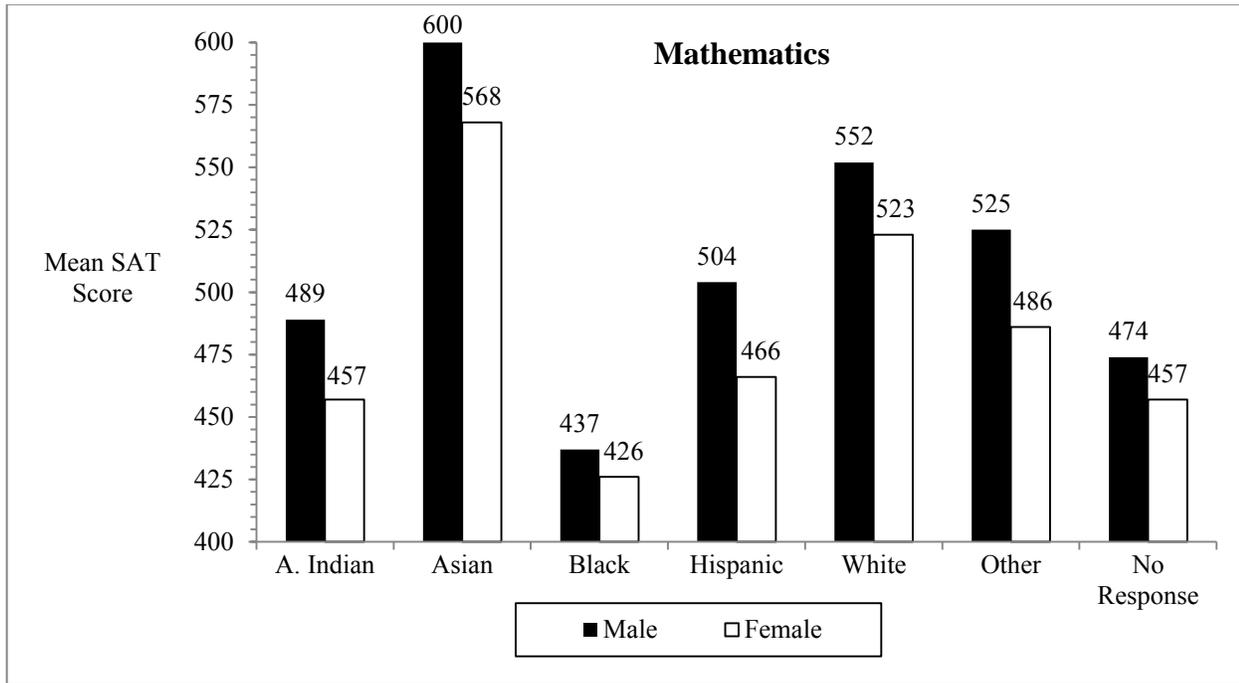


Figure 9. Mean SAT Scores in Mathematics for North Carolina’s Racial/Ethnic Groups by Gender, 2013–14.

Figure 10 shows mean SAT writing scores by race/ethnicity and gender in 2014.

In contrast to mathematics, females scored higher in writing than males across all subgroups except for the Hispanic subgroup where males scored slightly higher (see Figure 10).

- The performance of males and females across all race/ethnic groups was more uniform in writing than mathematics or critical reading.
- The average difference between male and female writing performance by race/ethnicity was 10 points, compared with 28 points in mathematics.
- Among all subgroups, Asian females (527) scored highest, followed by White females (513).
- Black males and females scored lowest in writing among the subgroups.

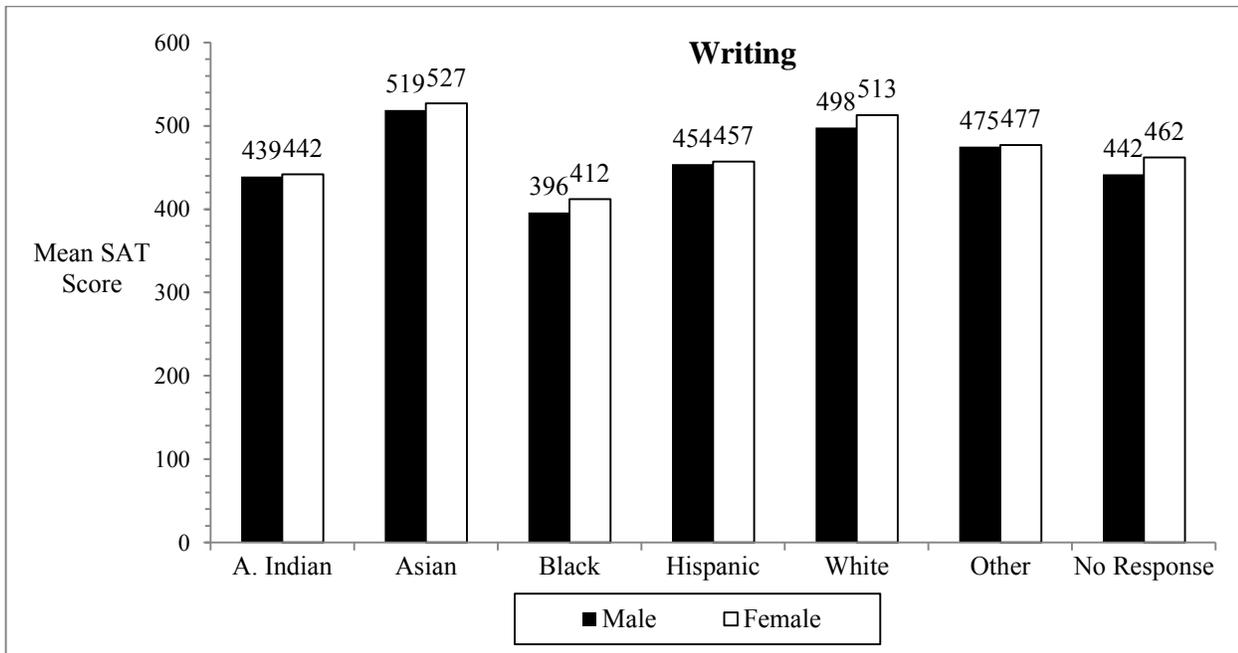


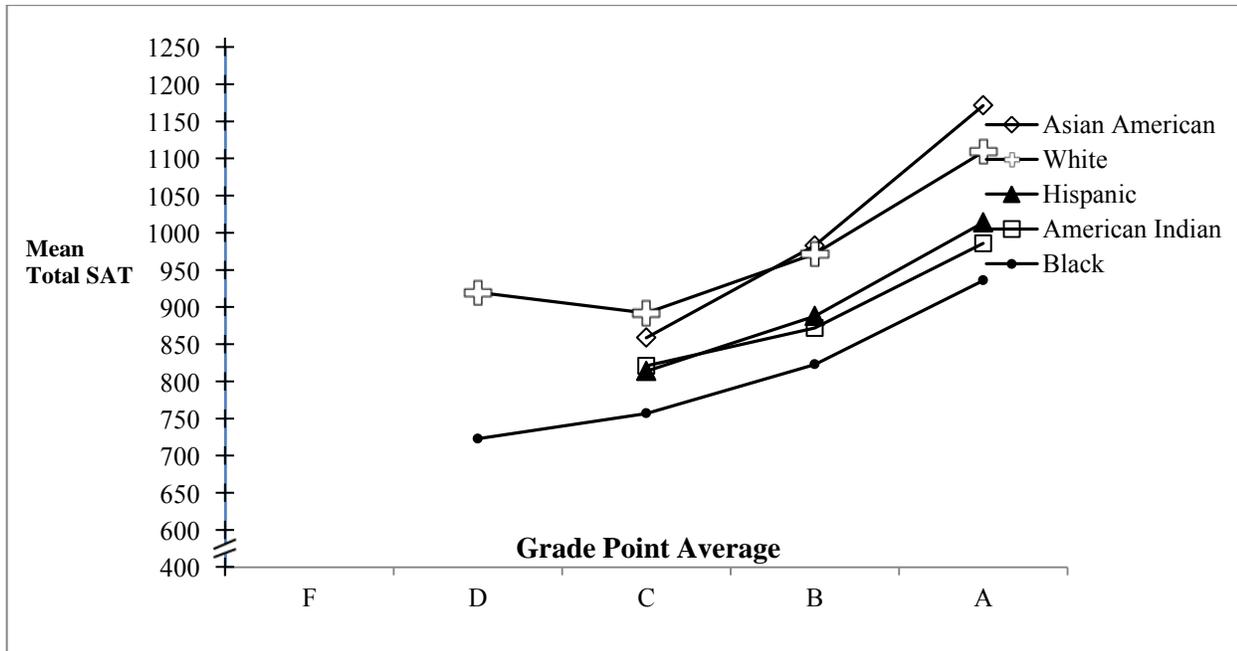
Figure 10. Mean SAT Scores in Writing for North Carolina’s Racial/Ethnic Groups by Gender, 2013–14.

## Grade Point Average (GPA)

Figure 11 shows mean total SAT scores by grade point average and racial/ethnic group for public school students in 2014.

- As self-reported GPA increased, the SAT score gap between white and black students increased from 147 points in the “E” range to 170 points in the “A” range (see Figure 11).
- In general, as self-reported GPA increased, SAT scores increased, and the white-black gap widened.

Research has shown that a composite of SAT scores and high school GPA together predict first-year college grades. The ‘predictive validity’ is approximately 0.61 (The College Board, 2008). Hence, one would expect SAT scores and high school grades to be strongly associated.



<b>Asian American</b>	*	*	859	983	1171
<b>White</b>	*	920	892	972	1109
<b>Hispanic</b>	*	*	814	888	1014
<b>American Indian</b>	*	*	821	872	986
<b>Black</b>	*	723	757	823	936

Note. An asterisk indicates no data was provided.

Figure 11. Mean Total SAT scores (Critical Reading and Mathematics) and Self-Reported Grade Point Average for Public School Racial/Ethnic Groups in North Carolina, 2013–14.

Figure 12 shows mean total SAT scores and self-reported grade point averages for male and female public school students in NC in 2014.

- Male students with self-reported GPAs of A, B, C, and E attained higher SAT scores than their female counterparts.
- Male students, who reported A, B, C and E GPAs, outscored their female counterparts by 56 points, 51 points, 33 points, and 2 points, respectively.
- Female students, who reported the D GPA, scored 9 points higher than their male counterparts. This trend was evident in the previous years.

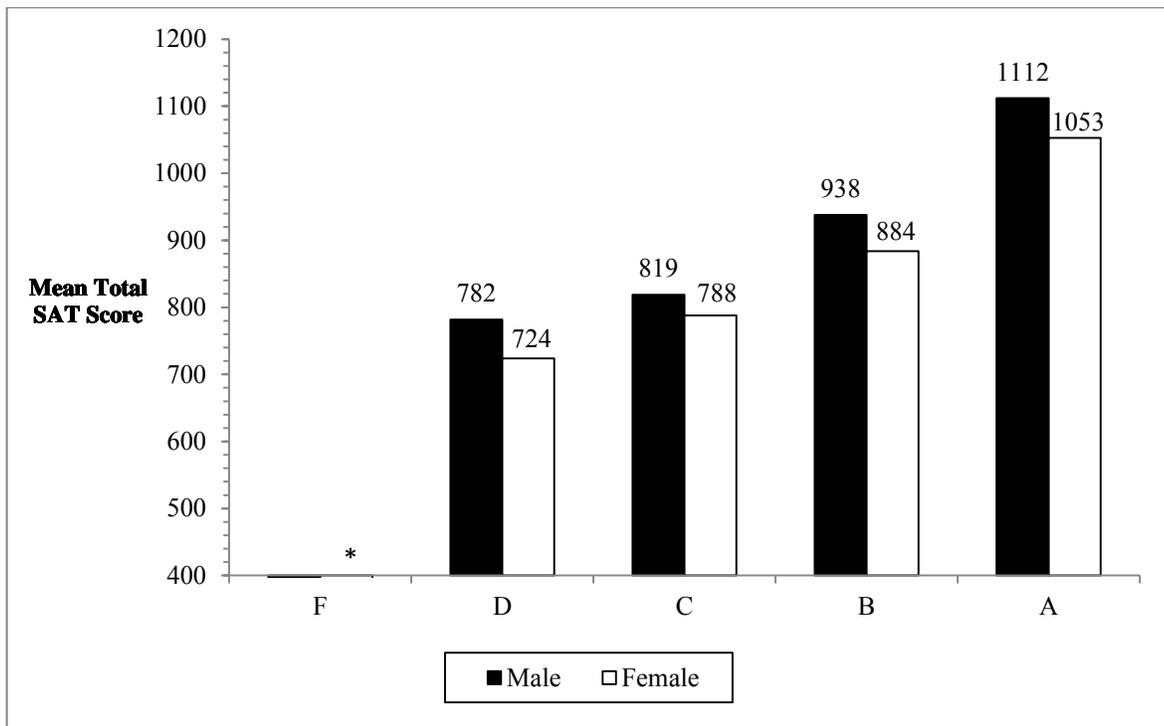


Figure 12. Mean Total SAT Scores (Critical Reading and Mathematics) and Grade Point Averages (GPA) for North Carolina's Public School Male and Female Students, 2013–14.

### North Carolina's School Systems and Schools

Among states, the higher the percentage of students taking the SAT (participation rate), the lower the average SAT scores. While this is true for states (see Figure 13) where there is a -0.88 correlation between mean total SAT scores and participation rates, the opposite association is observed for public schools in NC (see Figure 14). In 2014, the Pearson correlation between the percent of students taking the SAT and the mean total SAT score for public schools was 0.29. These correlations suggest that participation rate is a lesser factor in predicting SAT scores for public school systems and public schools in NC than for states.

In view of the above correlations, schools and school systems in NC should exercise caution when attributing decreases or increases in mean SAT scores to changes in participation rate. Interpretations of fluctuations in SAT scores at a particular school or system or between schools and systems should take into account that SAT scores are influenced by multiple factors. Among such factors are course-taking patterns, curriculum content, course standards, parental education, and family income.

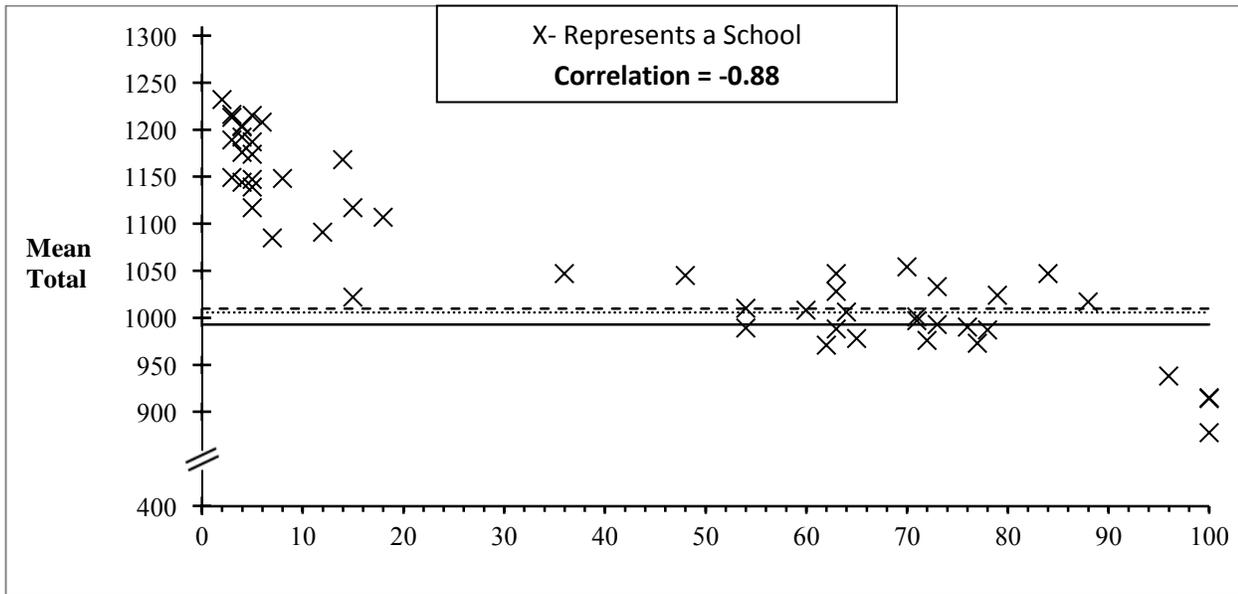


Figure 13. Scatter Plot of Mean Total SAT Scores (Critical Reading and Mathematics) by Percent of Students Tested for all States, 2013–14.

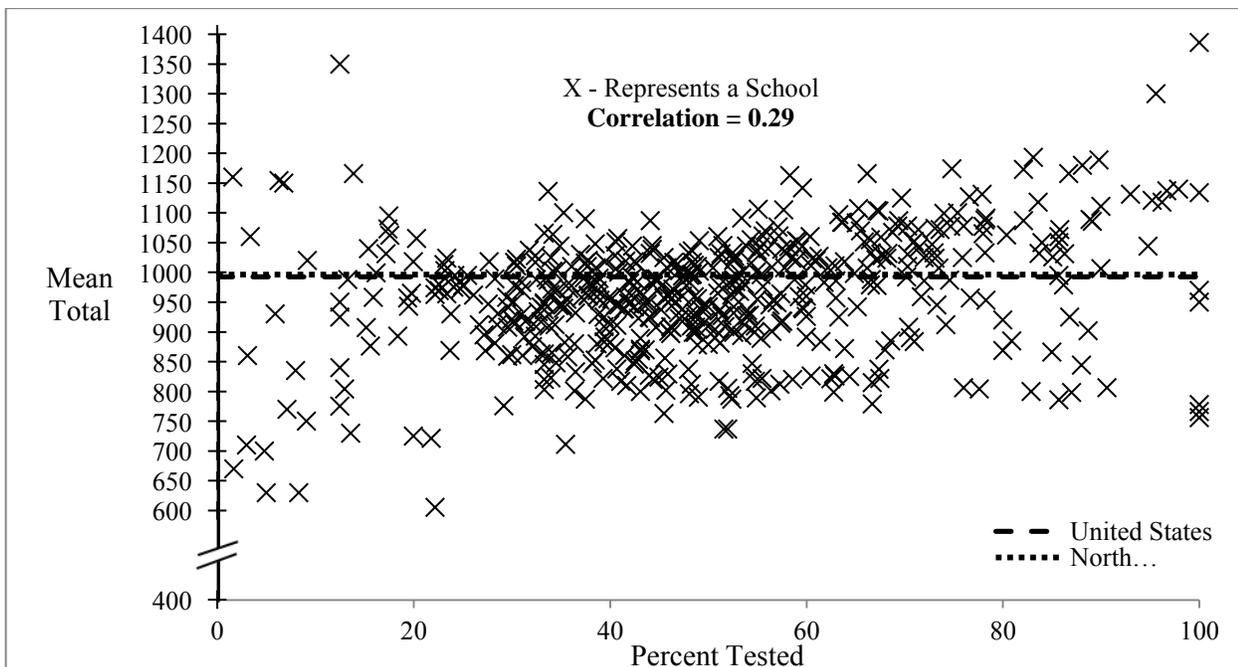
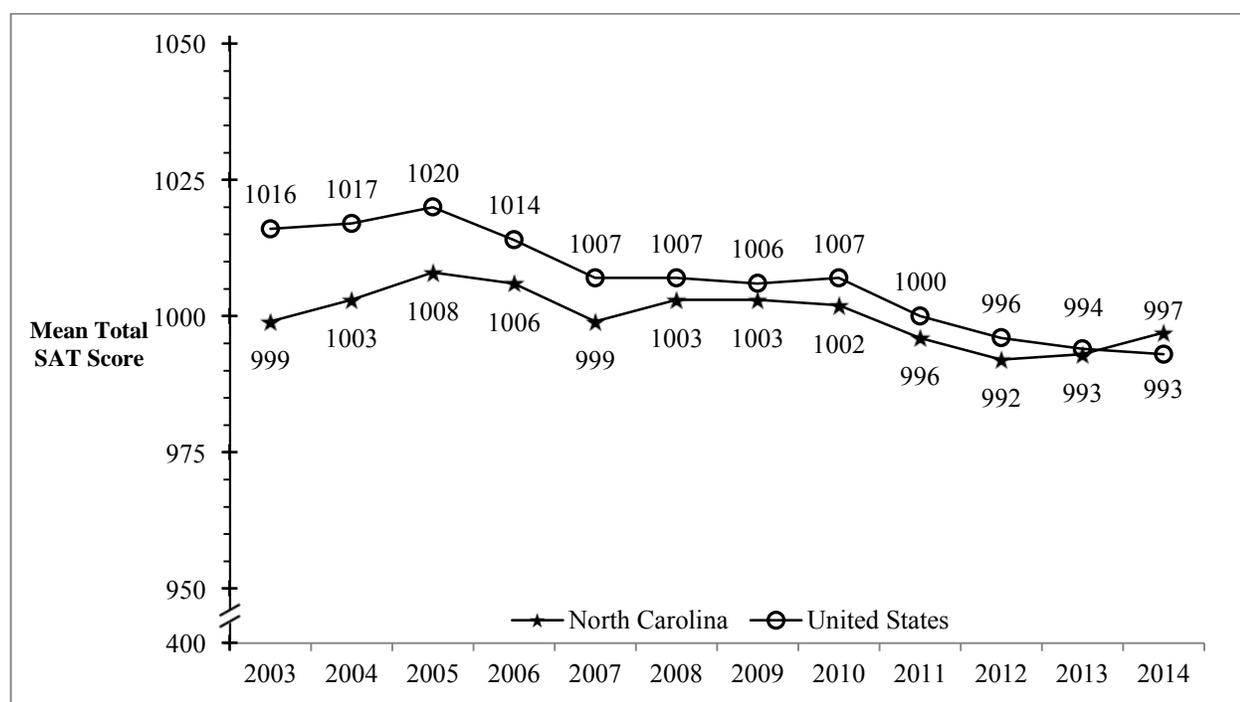


Figure 14. Scatter Plot of Mean Total SAT Scores (Critical Reading and Mathematics) by Percent of Students Tested for North Carolina Public High Schools, 2013–14.

## Public Schools

Mean total SAT scores for North Carolina’s public schools have lagged behind the scores of public schools in the nation (see Figure 15). However, in recent years NC’s public schools have been improving at a faster rate than those in the nation, and in 2014 they exceeded the nation.

- North Carolina had 50,691 public school test-takers in 2014, virtually the same as in 2013 (50,699).
- With scores of 493 in critical reading and 504 in mathematics in 2014, NC’s public school score (997) increased 4 points from the previous year (see Table 11).
- The nation’s public school mean total SAT score is 993, 492 in critical reading, and 501 in mathematics (see Table 11).
- In 2014, NC’s Public school mean score exceeded the nation’s by 4 points after gradually bridging the 17 point gap in 2003.
- The number of public school SAT takers in the nation (1,306,039) increased by 0.8 percent from the previous year (The College Board, 2014c).



*Note.* Data for 2010–14 included student cohorts through June; data for previous years included cohorts only through March. These results are not directly comparable.

*Figure 15.* Mean Total SAT Scores (Critical Reading and Mathematics) for Public School Students in North Carolina and the Nation, 2003–14.

- The mean writing score for public school students in NC (471) was down two points from the previous year’s score as shown in Table 11.
- Nationally, the writing score (478) for public school students in 2014 fell two points from the previous year’s score (480) [see Table 11].

Figures 16, 17 and 18 show the distribution of critical reading, mathematics, and writing SAT scores, respectively, for NC’s public schools by number of students. The scores for all three portions of the SAT approximate a normal distribution.

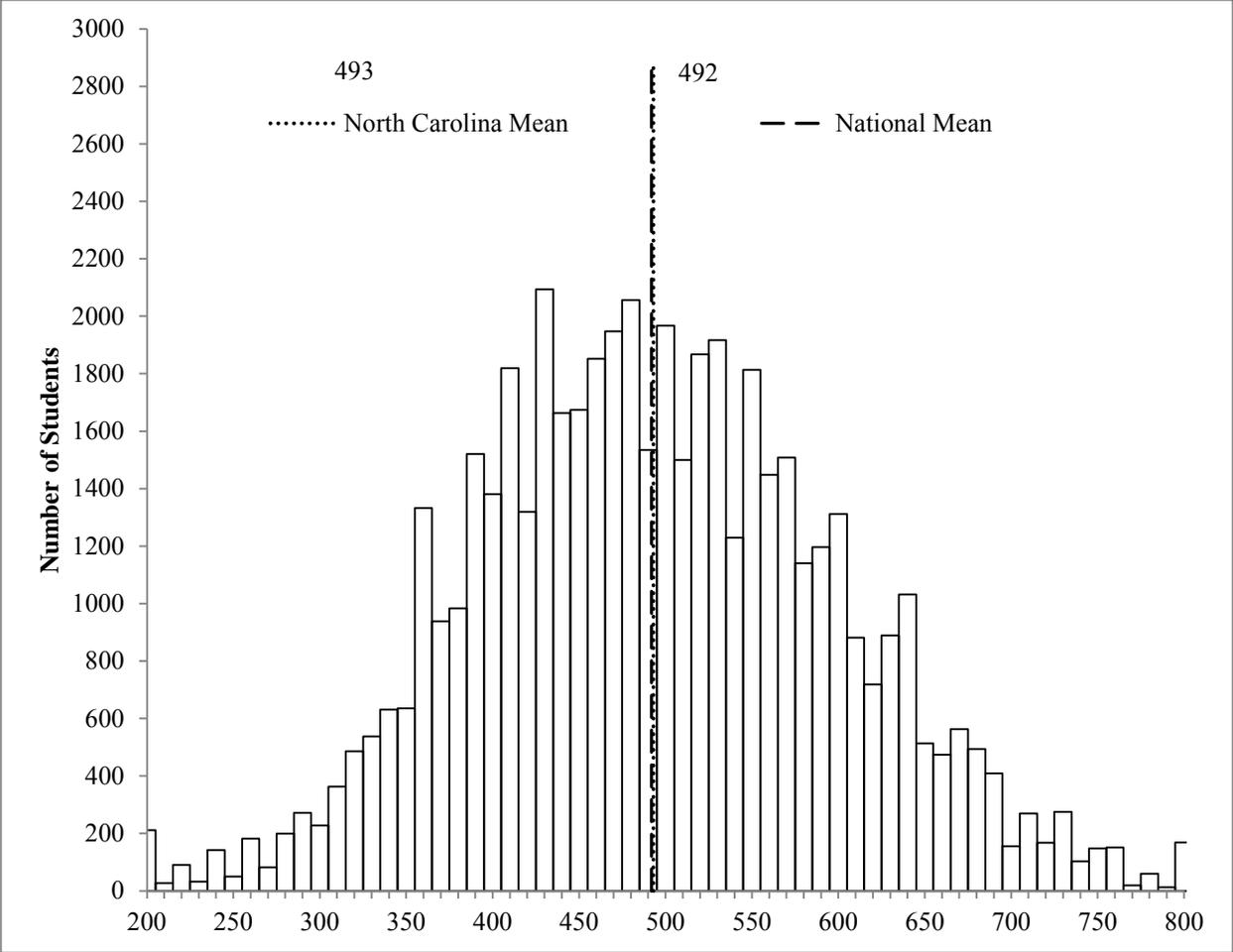


Figure 16. Distribution of SAT Critical Reading Scores for North Carolina's Public Schools, 2013–14.

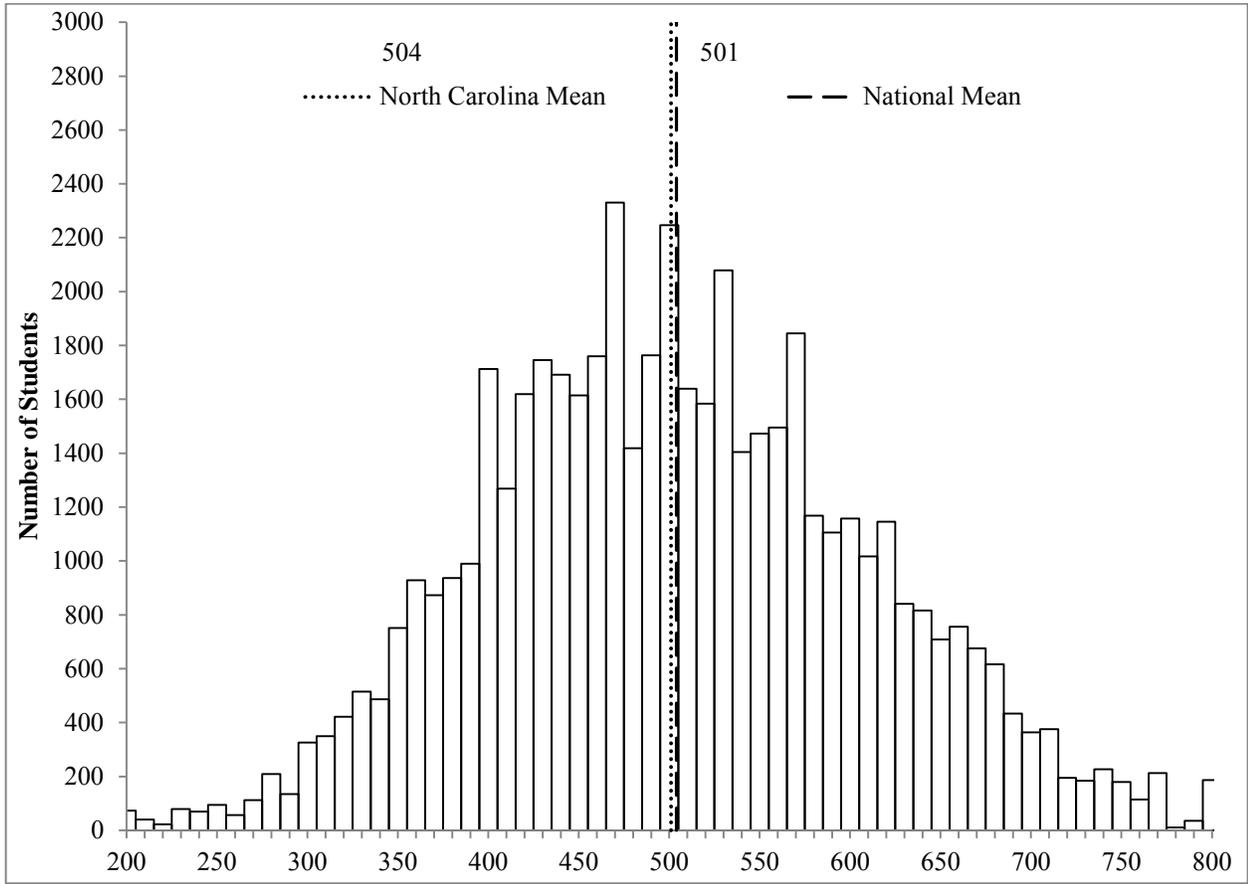


Figure 17. Distribution of SAT Mathematics Scores for North Carolina's Public Schools, 2013–14.

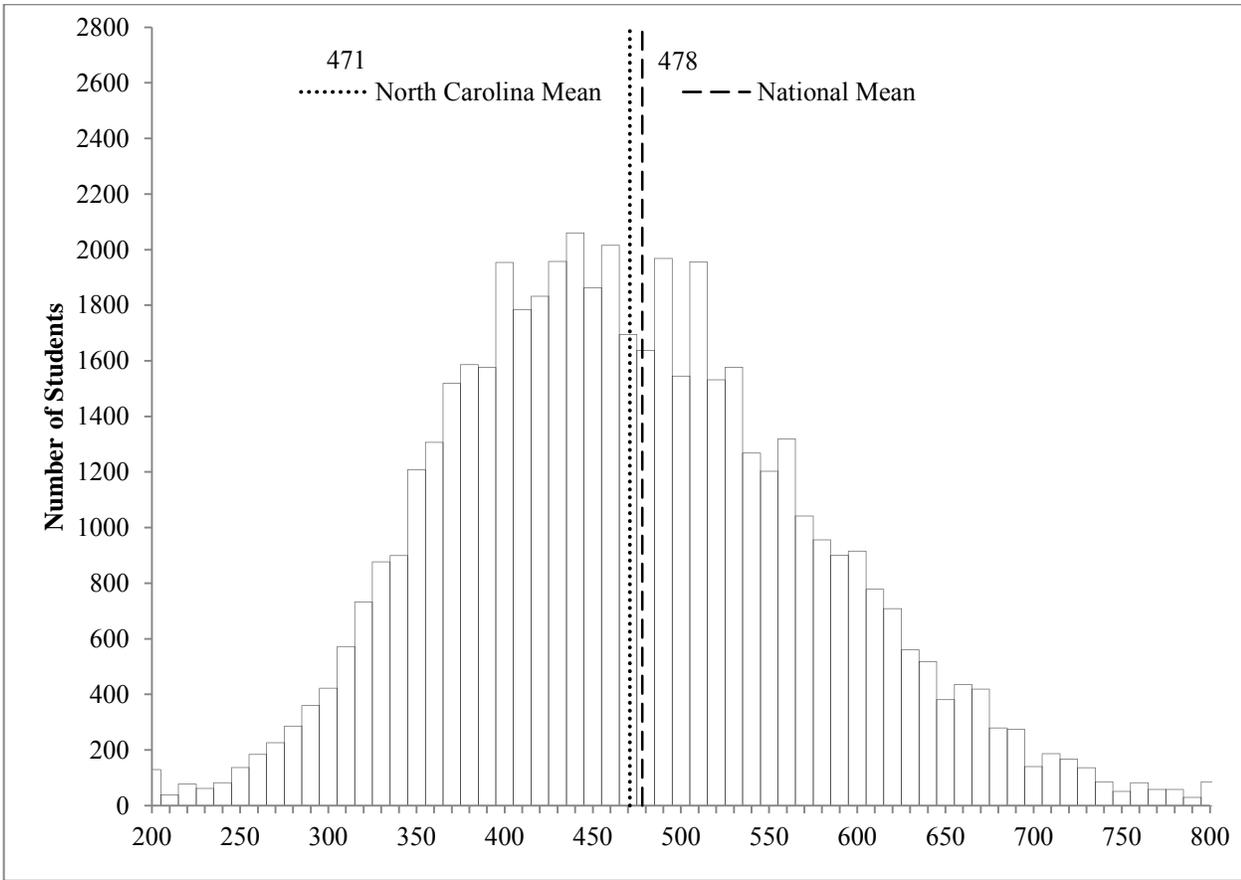


Figure 18. Distribution of SAT Writing Scores for North Carolina's Public Schools, 2013–14.

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## **Appendices**

## North Carolina and the Nation

Table 2. Mean SAT Scores for North Carolina and the United States, 1972–2014.

Year	United States (US)			North Carolina (NC)			US-NC Gap <sup>1</sup>
	Critical Reading	Mathematics	Total	Critical Reading	Mathematics	Total	
<b>2014</b>	<b>497</b>	<b>513</b>	<b>1010</b>	<b>499</b>	<b>507</b>	<b>1006</b>	<b>4</b>
2013	496	514	1010	495	506	1001	9
2012	496	514	1010	491	506	997	13
2011	497	514	1011	493	508	1001	10
2010	500	515	1015	495	509	1004	11
2009	501	515	1016	495	511	1006	10
2008	502	515	1017	496	511	1007	10
2007	502	515	1017	495	509	1004	13
2006	503	518	1021	495	513	1008	13
2005	508	520	1028	499	511	1010	18
2004	508	518	1026	499	507	1006	20
2003	507	519	1026	495	506	1001	25
2002	504	516	1020	493	505	998	22
2001	506	514	1020	493	499	992	28
2000	505	514	1019	492	496	988	31
1999	505	511	1016	493	493	986	30
1998	505	512	1017	490	492	982	35
1997	505	511	1016	490	488	978	38
1996	505	508	1013	490	486	976	37
1995	504	506	1010	488	482	970	40
1994	499	504	1003	482	482	964	39
1993	500	503	1003	483	481	964	39
1992	500	501	1001	482	479	961	40
1991	499	500	999	478	474	952	47
1990	500	501	1001	478	470	948	53
1989	504	502	1006	474	469	943	63
1988	505	501	1006	478	470	948	58
1987	507	501	1008	477	468	945	63
1986	509	500	1009	477	465	942	67
1985	509	500	1009	476	464	940	69
1984	504	497	1001	473	461	934	67
1983	503	494	997	472	460	932	65
1982	504	493	997	474	460	934	63
1981	502	492	994	469	456	925	69
1980	502	492	994	471	458	929	65
1979	505	493	998	471	455	926	72
1978	507	494	1001	468	453	921	80
1977	507	496	1003	472	454	926	77
1976	509	497	1006	474	452	926	80
1975	512	498	1010	477	457	934	76
1974	521	505	1026	488	466	954	72
1973	523	506	1029	487	468	955	74
1972	530	509	1039	489	467	956	83

<sup>1</sup>Gap is the United States mean total SAT score minus North Carolina's mean total score.

Table 3. *Frequency Distribution of Critical Reading and Mathematics and Writing SAT Scores for North Carolina's Public School Students, 2013–14.*

Score	Critical Reading (Mean = 493)			Mathematics (Mean = 504)			Writing (Mean = 471)		
	Percentile			Percentile			Percentile		
	Number	Percent	Rank	Number	Percent	Rank	Number	Percent	Rank
800	169	0.33	99	187	0.37	99	85	0.17	99
790	13	0.03	99	35	0.07	99	30	0.06	99
780	60	0.12	99	11	0.02	99	58	0.11	99
770	19	0.04	99	212	0.42	99	58	0.11	99
760	151	0.30	99	114	0.22	99	82	0.16	99
750	148	0.29	99	179	0.35	99	51	0.1	99
740	103	0.20	99	227	0.45	98	86	0.17	99
730	275	0.54	98	184	0.36	98	136	0.27	99
720	168	0.33	98	195	0.38	98	167	0.33	99
710	270	0.53	98	376	0.74	97	186	0.37	98
700	156	0.31	97	364	0.72	96	141	0.28	98
690	409	0.81	97	433	0.85	95	274	0.54	98
680	494	0.97	96	617	1.22	94	279	0.55	97
670	563	1.11	95	675	1.33	93	419	0.83	96
660	474	0.94	94	756	1.49	92	436	0.86	96
650	513	1.01	93	709	1.40	90	381	0.75	95
640	1032	2.04	91	816	1.61	89	518	1.02	94
630	889	1.75	89	841	1.66	87	561	1.11	93
620	719	1.42	88	1146	2.26	85	708	1.4	92
610	881	1.74	86	1017	2.01	83	778	1.53	90
600	1312	2.59	84	1158	2.28	81	915	1.81	88
590	1196	2.36	81	1106	2.18	79	900	1.78	87
580	1140	2.25	79	1168	2.3	76	955	1.88	85
570	1508	2.97	77	1845	3.64	73	1041	2.05	83
560	1448	2.86	74	1495	2.95	70	1319	2.6	80
550	1814	3.58	70	1473	2.91	67	1203	2.37	78
540	1230	2.43	67	1404	2.77	64	1268	2.5	76
530	1917	3.78	64	2079	4.1	61	1577	3.11	73
520	1868	3.69	61	1584	3.12	57	1531	3.02	70
510	1500	2.96	57	1640	3.24	54	1956	3.86	66
500	1967	3.88	54	2247	4.43	50	1545	3.05	63
490	1535	3.03	50	1764	3.48	46	1968	3.88	59
480	2056	4.06	47	1419	2.8	43	1638	3.23	56
470	1948	3.84	43	2331	4.6	40	1695	3.34	52
460	1852	3.65	39	1760	3.47	36	2016	3.98	49
450	1674	3.30	36	1615	3.19	32	1863	3.68	45
440	1663	3.28	32	1692	3.34	29	2060	4.06	41
430	2094	4.13	29	1746	3.44	26	1957	3.86	37
420	1320	2.60	25	1620	3.2	22	1832	3.61	33
410	1819	3.59	22	1269	2.5	19	1784	3.52	30
400	1381	2.72	19	1713	3.38	16	1954	3.85	26
390	1520	3.00	16	990	1.95	14	1576	3.11	23
380	983	1.94	14	937	1.85	12	1586	3.13	20
370	938	1.85	12	873	1.72	10	1519	3	16
360	1333	2.63	10	928	1.83	8	1307	2.58	14
350	635	1.25	8	751	1.48	7	1209	2.39	11
340	631	1.24	6	487	0.96	5	899	1.77	9
330	538	1.06	5	515	1.02	4	876	1.73	7
320	486	0.96	4	422	0.83	4	732	1.44	6
310	363	0.72	3	349	0.69	3	572	1.13	5

Score	Critical Reading (Mean = 493)			Mathematics (Mean = 504)			Writing (Mean = 471)		
	Number	Percent	Percentile Rank	Number	Percent	Percentile Rank	Number	Percent	Percentile Rank
<b>300</b>	228	0.45	3	326	0.64	2	422	0.83	4
<b>290</b>	272	0.54	2	135	0.27	2	360	0.71	3
<b>280</b>	199	0.39	2	209	0.41	1	286	0.56	2
<b>270</b>	82	0.16	2	112	0.22	1	226	0.45	2
<b>260</b>	182	0.36	1	57	0.11	1	184	0.36	1
<b>250</b>	50	0.10	1	94	0.19	1	137	0.27	1
<b>240</b>	142	0.28	1	70	0.14	1	82	0.16	1
<b>230</b>	32	0.06	1	79	0.16	1	61	0.12	1
<b>220</b>	91	0.18	1	22	0.04	1	78	0.15	1
<b>210</b>	27	0.05	1	40	0.08	1	39	0.08	1
<b>200</b>	211	0.42	1	73	0.14	1	129	0.25	1
	<b>50,691</b>	<b>100.00</b>		<b>50,691</b>	<b>99.98</b>		<b>50,691</b>	<b>99.98</b>	

Note: Due to rounding, the percentages may not add up to exactly 100.

Table 4. Mean Total SAT Scores (CR+M) by Student Profile Characteristics, 2013-14.

	United States			North Carolina			Difference
	N	Mean	%	N	Mean	%	
<b>All Students</b>	1,672,395	1010	100	57,997	1006	100	-4
<b>Gender</b>							
Male	783,570	1029	47	25,989	1025	45	-4
Female	888,825	994	53	32,008	990	55	-4
<b>Race/Ethnicity</b>							
American Indian	9,767	967	1	665	934	1	-33
Asian American	206,564	1121	12	2,689	1117	5	-4
Black	212,524	860	13	13,658	856	24	-4
Hispanic	120,243	910	18	3,955	954	7	44
White	822,821	1063	49	34,479	1066	59	3
Other	64,774	1013	4	1,863	1002	3	-11
No Response	55,588	933	3	688	942	1	9
<b>Parent Education Level</b>							
No high school diploma	100,705	868	7	1,856	882	3	14
High school diploma	440,908	935	29	15,115	922	27	-13
Associate's degree	125,781	965	8	6,868	948	12	-17
Bachelor's degree	484,624	1062	32	19,798	1047	36	-15
Graduate degree	377,443	1135	25	12,020	1119	22	-16
<b>Family Income (in \$)</b>							
\$0 - \$20,000	127,960	895	13	4,460	868	12	-27
\$20,000 - \$40,000	151,941	948	16	6,453	928	17	-20
\$40,000-60,000	133,945	989	14	5,944	975	16	-14
\$60,000-\$80,000	121,578	1016	13	5,281	1004	14	-12
\$80,000-\$100,000	107,673	1042	11	4,423	1035	12	-7
\$100,000-\$120,000	96,197	1066	10	3,624	1061	10	-5
\$120,000-\$140,000	52,111	1073	5	1,781	1071	5	-2
\$140,000-\$160,000	40,737	1091	4	1,277	1091	3	0
\$160,000-\$200,000	49,211	1102	5	1,450	1096	4	-6
More than \$200,000	74,838	1157	8	2,186	1146	6	-11
No Response	716,204	1004	43	21,118	1021	36	17
<b>Highest Level of Math Achieved<sup>1</sup></b>							
Calculus	457,711	1164	35	14,626	1158	29	-6
Pre-calculus	377,465	1011	29	15,102	1015	30	4
Geometry	423,515	897	32	18,706	902	38	5
Algebra II	16,370	894	1	460	891	1	-3
Algebra I	5,613	810	0	86	851	0	41
AP/Honors Courses	522,971	1148	39	29,931	1088	59	-60
<b>HS Grade Point Average</b>							
A+ (97-100)	104,363	1214	7	4,666	1184	8	-30
A (93-96)	321,026	1139	21	16,090	1103	29	-36
A- (90-92)	306,986	1067	20	11,682	1018	21	-49
B (80-89)	662,682	939	43	19,790	917	36	-22
C (70-79)	136,274	823	9	3,140	808	6	-15
D or below (<70)	5,214	786	0	60	772	0	-14
No Response	135,850	961	8	2,569	947	4	-14
<b>High School Class Rank<sup>2</sup></b>							
Highest Tenth	246,176	1181	35	10,597	1169	32	-12
Second Tenth	186,121	1045	27	8,839	1040	27	-5
Second Fifth	126,484	980	18	6,656	979	20	-1
Final Three Fifths	140,771	884	20	7,121	878	21	-6
No Response	972,843	983	58	24,784	967	43	-16

<sup>1</sup>In this report, *Total Years of Study in Six Academic Subjects* data has been replaced by *Highest Level of Mathematics Achieved*.

<sup>2</sup>The College Board collapsed "High School Class Rank" from six categories to four in 2006.

Note: Due to rounding, some numbers might not sum to 100%. All values in this table are based upon the number of SAT Reasoning Test test-takers and self-reported student responses.

Table 5. Mean Total SAT Scores (CR+M) for the United States and North Carolina by Student Profile Characteristics, 2013–14.

	2011			2012			2013			2014		
	US	NC	Diff.	US	NC	Diff.	US	NC	Diff.	US	NC	Diff.
<b>All Students</b>	1011	1001	-10	1010	997	-13	1010	1001	-9	1010	1006	-4
<b>Gender</b>												
Male	1031	1020	-11	1030	1016	-14	1030	1020	-10	1029	1025	-4
Female	995	987	-8	992	982	-10	993	986	-7	994	990	-4
No Response	***	***	***	***	***	***	***	***	***	***	***	***
<b>Race/Ethnicity</b>												
American Indian	972	927	-45	971	910	-61	969	908	-61	967	934	-33
Asian American	1112	1080	-32	1113	1086	-27	1116	1098	-18	1121	1117	-4
Black	855	855	0	856	847	-9	859	854	-5	860	856	-4
Hispanic	914	959	45	910	946	36	912	954	42	910	954	44
White	1063	1061	-2	1063	1061	-2	1063	1059	-4	1063	1066	3
Other	1010	992	-18	1007	992	-15	1008	999	-9	1013	1002	-11
No Response	944	960	16	952	960	8	956	985	29	933	942	9
<b>Parent Education Level</b>												
No high school diploma	870	885	15	870	888	18	874	884	10	868	882	14
High school diploma	939	927	-12	940	929	-11	941	926	-15	935	922	-13
Associate's degree	969	955	-14	968	957	-11	968	950	-18	965	948	-17
Bachelor's degree	1060	1043	-17	1,062	1040	-22	1063	1042	-21	1062	1047	-15
Graduate degree	1133	1115	-18	1,137	1106	-31	1136	1115	-21	1135	1119	-16
<b>Family Income (in U.S. \$)</b>												
\$0 - \$20,000	894	875	-19	894	877	-17	897	872	-25	895	868	-27
\$20,000 - \$40,000	944	933	-11	944	934	-10	947	929	-18	948	928	-20
\$40,000-60,000	986	973	-13	985	974	-11	987	978	-9	989	975	-14
\$60,000-\$80,000	1014	1006	-8	1011	1007	-4	1011	1000	-11	1016	1004	-12
\$80,000-\$100,000	1042	1038	-4	1036	1037	1	1036	1022	-14	1042	1035	-7
\$100,000-\$120,000	1065	1059	-6	1062	1061	-1	1058	1049	-9	1066	1061	-5
\$120,000-\$140,000	1074	1069	-5	1070	1068	-2	1066	1067	1	1073	1071	-2
\$140,000-\$160,000	1090	1086	-4	1085	1085	0	1081	1077	-4	1091	1091	0
\$160,000-\$200,000	1100	1098	-2	1097	1099	2	1094	1081	-13	1102	1096	-6
More than \$200,000	1154	1143	-11	1156	1132	-24	1151	1133	-18	1157	1146	-11
No Response	1011	1009	-2	1011	1000	-11	1011	1012	1	1004	1021	17
<b>Highest Level of Math Achieved</b>												
Calculus	1176	1163	-13	1176	1159	-17	1159	1144	-15	1164	1158	-6
Pre-calculus	1048	1042	-6	1048	1040	-8	1012	1011	-1	1011	1015	4
Geometry	*	*	*	914	911	-3	899	900	1	897	902	5
Algebra II	903	912	9	903	900	-3	899	894	-5	894	891	-3
Algebra I	816	795	-21	816	729	-87	810	803	-7	810	851	41

	2011			2012			2013			2014		
	US	NC	Diff.									
AP/Honors Courses	1151	1095	-56	1151	1090	-61	1144	1082	-62	1148	1088	-60
Trigonometry	968	953	-15	968	945	-23	*	*	*	*	*	*
<b>H S Grade Point Average</b>												
A+ (97-100)	1216	1186	-30	1213	1185	-28	1211	1182	-29	1214	1184	-30
A (93-96)	1143	1109	-34	1138	1104	-34	1137	1098	-39	1139	1103	-36
A- (90-92)	1076	1031	-45	1069	1023	-46	1065	1017	-48	1067	1018	-49
B (80-89)	949	928	-21	944	923	-21	941	915	-26	939	917	-22
C (70-79)	837	825	-12	935	824	-111	828	812	-16	823	808	-15
D or below (<70)	834	853	19	840	861	21	816	829	13	786	772	-14
No Response	969	954	-15	972	948	-24	988	984	-4	961	947	-14
<b>High School Class Rank</b>												
Top Tenth	1181	1166	-15	1179	1168	-11	1178	1160	-18	1181	1169	-12
Second Tenth	1045	1046	1	1042	1045	3	1042	1036	-6	1045	1040	-5
Second Fifth	980	978	-2	978	977	-1	978	968	-10	980	979	-1
Final Three Fifths	886	881	-5	881	882	1	881	870	-11	884	878	-6
No Response	985	963	-22	985	947	-38	987	972	-15	983	967	-16

Note: Due to rounding, numbers might not add up to 100%.

Table 7. *Distribution of North Carolina's Public School Systems by Mean Total SAT Scores (Critical Reading + Mathematics), 2013–14*

	<b>Score</b>	<b>School System</b>
	1360	NC School Of Science & Math
	...	
	1300	Raleigh Charter High School
	1190	Chapel Hill-Carrboro City Schools
	...	
	1170	NC School of The Arts, Woods Charter School
	...	
	1140	Gray Stone Day School
	1130	Thomas Jefferson Classical Academy
	1120	Lake Norman Charter
	...	
	1100	Watauga
	1090	Asheville City Schools, Community School Of Davidson, Franklin Academy, Pine Lake Preparatory
	1080	Carteret, The Hawbridge School
	1070	Wake
	1060	Orange
	1050	Buncombe, Lincoln Charter School, Roxboro Community School
	1040	Iredell-Statesville Schools, New Hanover, Union
	1030	Clay, Dare, Henderson, Macon, Mitchell, Queens Grant Community School, Union Academy Charter School
2014 United States (1010)	1020	Cabarrus, Charlotte-Mecklenburg Schools, Davie, Elkin City Schools, Hickory City Schools, Jackson, Lincoln, Madison, Mooresville Graded School Dist, Mount Airy City Schools, Polk
2014 North Carolina (1006)	1010	Catawba, Davidson, East Wake Academy, Haywood, McDowell, Moore, Pender, River Mill Academy
	1000	Ashe, Burke, Caldwell, Johnston, Kannapolis City Schools, Newton Conover City Schools, Surry, Transylvania, Voyager Academy, Winston Salem/Forsyth, Yancey
	990	Alexander, Chatham, Craven, Currituck, Lee, Wilkes
	980	Brunswick, Camden, Clover Garden, Guilford, Neuse Charter School, Piedmont Community Charter, Roanoke Rapids City Schools
	970	Alamance, Avery, Cherokee, Cleveland, Gaston, Onslow, Pitt, Stokes
	960	Alleghany, Bear Grass Charter School, Durham Public Schools, Gaston College Preparatory, Graham, Granville, Pamlico, Randolph, Rowan-Salisbury Schools
	950	Asheboro City Schools, Gates, Harnett, Hyde, Rockingham, Stanly, Triad Math And Science Academy, Wayne, Wilson, Yadkin
	940	Beaufort, Cumberland, Franklin
	930	Nash-Rocky Mount Schools, Person, Rutherford
	920	Elizabeth City-Pasquotank, Kestrel Heights School
	910	Caswell, Clinton City Schools, Lenoir, Lexington City Schools, Martin, Perquimans, Swain
	900	Edenton-Chowan Schools, Hoke, Jones, Sampson, Southern Wake Academy
	890	Rocky Mount Preparatory
	880	Richmond, Scotland
	870	Duplin, Public Schools Of Robeson County, Whiteville City Schools
	860	Columbus, Tyrrell
	850	Bladen, Edgecombe, Vance
	840	Montgomery
	830	Greene, Warren, Washington
	820	Anson, Thomasville City Schools
	810	Kennedy Charter, Northampton, Weldon City Schools
	800	Bertie, Hertford
	...	
	780	Quality Education Academy
	770	Crossnore Academy, Halifax
	760	Carter G Woodson School
	750	Pace Academy
	...	
	730	Crossroads Charter High
	***	Haliwa-Saponi Tribal School

United States and North Carolina total scores include both public and non-public schools.

## Performance of the Fifty States

Table 8. Mean Critical Reading (CR), Mathematics (M), Writing (W) and Total SAT Scores by State, 2013–14

State	Percent Tested <sup>1</sup>	Critical Reading (CR) Mean	Mathematics (M) Mean	Writing (W) Mean	CR+M	CR+M+W
Alabama	7%	547	538	532	1085	1617
Alaska	54%	507	503	475	1010	1485
Arizona	36%	522	525	500	1047	1547
Arkansas	4%	573	571	554	1144	1698
California	60%	498	510	496	1008	1504
Colorado	14%	582	586	567	1168	1735
Connecticut	88%	507	510	508	1017	1525
Delaware	100%	456	459	444	915	1359
District of Columbia	100%	440	438	431	878	1309
Florida	72%	491	485	472	976	1448
Georgia	77%	488	485	472	973	1445
Hawaii	63%	484	504	472	988	1460
Idaho	100%	458	456	450	914	1364
Illinois	5%	599	616	587	1215	1802
Indiana	71%	497	500	477	997	1474
Iowa	3%	605	611	578	1216	1794
Kansas	5%	591	596	566	1187	1753
Kentucky	5%	589	585	572	1174	1746
Louisiana	5%	561	556	550	1117	1667
Maine	96%	467	471	449	938	1387
Maryland	78%	492	495	481	987	1468
Massachusetts	84%	516	531	509	1047	1556
Michigan	4%	593	610	581	1203	1784
Minnesota	6%	598	610	578	1208	1786
Mississippi	3%	583	566	565	1149	1714
Missouri	4%	595	597	579	1192	1771
Montana	18%	555	552	530	1107	1637
Nebraska	4%	589	587	569	1176	1745
Nevada	54%	495	494	469	989	1458
New Hampshire	70%	524	530	512	1054	1566
New Jersey	79%	501	523	502	1024	1526
New Mexico	12%	548	543	526	1091	1617
New York	76%	488	502	478	990	1468
<b>North Carolina</b>	<b>64%</b>	<b>499</b>	<b>507</b>	<b>477</b>	<b>1006</b>	<b>1483</b>
North Dakota	2%	612	620	584	1232	1816
Ohio	15%	555	562	535	1117	1652
Oklahoma	5%	576	571	550	1147	1697
Oregon	48%	523	522	499	1045	1544
Pennsylvania	71%	497	504	480	1001	1481
Rhode Island	73%	497	496	487	993	1480
South Carolina	65%	488	490	465	978	1443
South Dakota	3%	604	609	579	1213	1792
Tennessee	8%	578	570	566	1148	1714
Texas	62%	476	495	461	971	1432
Utah	5%	571	568	551	1139	1690
Vermont	63%	522	525	507	1047	1554
Virginia	73%	518	515	497	1033	1530
Washington	63%	510	518	491	1028	1519
West Virginia	15%	517	505	500	1022	1522
Wisconsin	4%	596	608	578	1204	1782
Wyoming	3%	590	599	573	1189	1762
<b>United States</b>		<b>497</b>	<b>513</b>	<b>487</b>	<b>1010</b>	<b>1497</b>

Table 9. *Changes in Mean Total SAT Scores [Critical Reading (CR) + Mathematics (M)] by State, 1990–2014*

State	Percent	CR+M 1990	CR+M 2014	Change 1990 to 2014
	Tested <sup>1</sup> 2014			
Alabama	7%	1079	1085	6
Alaska	54%	1015	1010	-5
Arizona	36%	1041	1047	6
Arkansas	4%	1077	1144	67
California	60%	1002	1008	6
Colorado	14%	1067	1168	101
Connecticut	88%	1002	1017	15
Delaware	100%	1006	915	-91
District of Columbia	100%	950	878	-72
Florida	72%	988	976	-12
Georgia	77%	951	973	22
Hawaii	63%	985	988	3
Idaho	100%	1066	914	-152
Illinois	5%	1089	1215	126
Indiana	71%	972	997	25
Iowa	3%	1172	1216	44
Kansas	5%	1129	1187	58
Kentucky	5%	1089	1174	85
Louisiana	5%	1088	1117	29
Maine	96%	991	938	-53
Maryland	78%	1008	987	-21
Massachusetts	84%	1001	1047	46
Michigan	4%	1063	1203	140
Minnesota	6%	1110	1208	98
Mississippi	3%	1090	1149	59
Missouri	4%	1089	1192	103
Montana	18%	1082	1107	25
Nebraska	4%	1121	1176	55
Nevada	54%	1022	989	-33
New Hampshire	70%	1028	1054	26
New Jersey	79%	993	1024	31
New Mexico	12%	1100	1091	-9
New York	76%	985	990	5
<b>North Carolina</b>	<b>64%</b>	<b>948</b>	<b>1006</b>	<b>58</b>
North Dakota	2%	1157	1232	75
Ohio	15%	1048	1117	69
Oklahoma	5%	1095	1147	52
Oregon	48%	1024	1045	21
Pennsylvania	71%	987	1001	14
Rhode Island	73%	986	993	7
South Carolina	65%	942	978	36
South Dakota	3%	1150	1213	63
Tennessee	8%	1102	1148	46
Texas	62%	979	971	-8
Utah	5%	1121	1139	18
Vermont	63%	1000	1047	47
Virginia	73%	997	1033	36
Washington	63%	1024	1028	4
West Virginia	15%	1034	1022	-12
Wisconsin	4%	1111	1204	93
Wyoming	3%	1072	1189	117
<b>United States</b>		<b>1001</b>	<b>1010</b>	<b>9</b>

The percent of high school graduates tested is based upon the recently revised projection of high school graduates in 2008 by the Western Interstate Commission for Higher Education (WICHE) and the number of students in the class of 2008 who took the SAT in each state. Updated projections make it inappropriate to compare percentages for any given year with those of other years. CR = Critical Reading; M = Math. SOURCE: "Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992-2022," Western Interstate Commission for Higher Education (WICHE), March 2008

Table 10. *Public and Non-Public Schools: Mean SAT, Critical Reading, Mathematics, and Writing Scores by State, with Changes for 2014, 2013, and 2004*

STATE	Participation Rate 2014 <sup>1</sup>	2014			2013			One-Year Change			2004		10-Year Change	
		Critical Reading Mean	Math Mean	Writing Mean	Critical Reading Mean	Math Mean	Writing Mean	Critical Reading Mean	Math Mean	Writing Mean	Critical Reading Mean	Math Mean	Critical Reading	Math Mean
District of Columbia	100%	440	438	431	473	466	461	-33	-28	-30	489	476	-49	-38
Delaware	100%	456	459	444	451	457	443	+5	+2	+1	500	499	-44	-40
Idaho	100%	458	456	450	454	459	451	+4	-3	-1	540	539	-82	-83
Maine	96%	467	471	449	462	467	451	+5	+4	-2	505	501	-38	-30
Connecticut	88%	507	510	508	508	512	512	-1	-2	-4	515	515	-8	-5
Massachusetts	84%	516	531	509	515	529	509	+1	+2	0	518	523	-2	+8
New Jersey	79%	501	523	502	499	522	500	+2	+1	+2	501	514	0	+9
Maryland	78%	492	495	481	497	500	486	-5	-5	-5	511	515	-19	-20
Georgia	77%	488	485	472	490	487	475	-2	-2	-3	494	493	-6	-8
New York	76%	488	502	478	485	501	477	+3	+1	+1	497	510	-9	-8
Rhode Island	73%	497	496	487	491	490	487	+6	+6	0	503	502	-6	-6
Virginia	73%	518	515	497	516	514	498	+2	+1	-1	515	509	+3	+6
Florida	72%	491	485	472	492	490	475	-1	-5	-3	499	499	-8	-14
Indiana	71%	497	500	477	493	500	477	+4	0	0	501	506	-4	-6
Pennsylvania	71%	497	504	480	494	504	482	+3	0	-2	501	502	-4	+2
New Hampshire	70%	524	530	512	524	528	515	0	+2	-3	522	521	+2	+9
South Carolina	65%	488	490	465	484	487	465	+4	+3	0	491	495	-3	-5
<b>North Carolina</b>	<b>64%</b>	<b>499</b>	<b>507</b>	<b>477</b>	<b>495</b>	<b>506</b>	<b>478</b>	<b>+4</b>	<b>+1</b>	<b>-1</b>	<b>499</b>	<b>507</b>	<b>0</b>	<b>0</b>
Hawaii	63%	484	504	472	481	504	468	+3	0	+4	487	514	-3	-10
Vermont	63%	522	525	507	516	519	505	+6	+6	+2	516	512	+6	+13
Washington	63%	510	518	491	515	523	499	-5	-5	-8	528	531	-18	-13
Texas	62%	476	495	461	477	499	461	-1	-4	0	493	499	-17	-4
California	60%	498	510	496	498	512	495	0	-2	+1	501	519	-3	-9
Alaska	54%	507	503	475	508	505	482	-1	-2	-7	518	514	-11	-11
Nevada	54%	495	494	469	492	494	468	+3	0	+1	507	514	-12	-20
Oregon	48%	523	522	499	520	520	499	+3	+2	0	527	528	-4	-6
Arizona	36%	522	525	500	521	528	502	+1	-3	-2	523	524	-1	+1
Montana	18%	555	552	530	539	540	516	+16	+12	+14	537	539	+18	+13
Ohio	15%	555	562	535	548	556	531	+7	+6	+4	538	542	+17	+20
West Virginia	15%	517	505	500	514	501	498	+3	+4	+2	524	514	-7	-9
Colorado	14%	582	586	567	578	581	562	+4	+5	+5	554	553	+28	+33
New Mexico	12%	548	543	526	550	545	531	-2	-2	-5	554	543	-6	0
Tennessee	8%	578	570	566	574	569	566	+4	+1	0	567	557	+11	+13
Alabama	7%	547	538	532	544	534	530	+3	+4	+2	560	553	-13	-15
Minnesota	6%	598	610	578	595	608	577	+3	+2	+1	587	593	+11	+17
Illinois	5%	599	616	587	600	617	590	-1	-1	-3	585	597	+14	+19
Kansas	5%	591	596	566	589	595	568	+2	+1	-2	584	585	+7	+11
Kentucky	5%	589	585	572	585	584	572	+4	+1	0	559	557	+30	+28
Louisiana	5%	561	556	550	556	553	546	+5	+3	+4	564	561	-3	-5
Oklahoma	5%	576	571	550	571	569	549	+5	+2	+1	569	566	+7	+5
Utah	5%	571	568	551	569	566	549	+2	+2	+2	565	556	+6	+12
Arkansas	4%	573	571	554	572	570	555	+1	+1	-1	569	555	+4	+16
Michigan	4%	593	610	581	590	610	582	+3	0	-1	563	573	+30	+37
Missouri	4%	595	597	579	596	595	582	-1	+2	-3	587	585	+8	+12
Nebraska	4%	589	587	569	584	583	567	+5	+4	+2	569	576	+20	+11
Wisconsin	4%	596	608	578	591	604	576	+5	+4	+2	587	596	+9	+12
Iowa	3%	605	611	578	592	601	570	+13	+10	+8	593	602	+12	+9
Mississippi	3%	583	566	565	568	547	558	+15	+19	+7	562	547	+21	+19
South Dakota	3%	604	609	579	592	601	567	+12	+8	+12	594	597	+10	+12
Wyoming	3%	590	599	573	581	588	558	+9	+11	+15	551	546	+39	+53
North Dakota	2%	612	620	584	609	609	581	+3	+11	+3	582	601	+30	+19
<b>All students</b>		<b>497</b>	<b>513</b>	<b>487</b>	<b>496</b>	<b>514</b>	<b>488</b>	<b>+1</b>	<b>-1</b>	<b>-1</b>	<b>508</b>	<b>518</b>	<b>-11</b>	<b>-5</b>

<sup>1</sup>Based on projections of high school graduates in 2014 as published in "Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992-2022," Western Interstate Commission for Higher Education (WICHE), March 2012 and the number of students in the class of 2014 who took the SAT in each state.

**Note: The College Board strongly discourages the comparison or ranking of states on the basis of SAT scores alone.**

Table 11. *Public Schools: Mean SAT Critical Reading, Mathematics, and Writing Scores by State, with Changes for 2014, 2013, and 2004.*

State	Participation Rate 2014 <sup>1</sup>	2014			2013			One-Year Change			2004		Ten-Year Change	
		Critical Reading Mean	Math Mean	Writing Mean	Critical Reading Mean	Math Mean	Writing Mean	Critical Reading Mean	Math Mean	Writing Mean	Critical Reading Mean	Math Mean	Critical Reading Mean	Math Mean
District of Columbia	100%	375	375	365	407	400	393	-32	-25	-28	410	399	-35	-24
Delaware	100%	438	442	425	432	440	424	+6	+2	+1	484	484	-46	-42
Idaho	100%	456	454	447	451	456	449	+5	-2	-2	540	542	-84	-88
Maine	100%	463	466	444	457	462	446	+6	+4	-2	504	501	-41	-35
Connecticut	86%	499	500	500	499	503	504	0	-3	-4	508	507	-9	-7
Massachusetts	80%	507	523	498	506	522	500	+1	+1	-2	512	519	-5	+4
New Jersey	78%	496	521	497	495	521	496	+1	0	+1	500	516	-4	+5
Maryland	76%	482	486	470	487	493	476	-5	-7	-6	506	515	-24	-29
New York	75%	482	498	472	479	498	470	+3	0	+2	494	511	-12	-13
Georgia	73%	482	479	465	484	482	468	-2	-3	-3	490	491	-8	-12
Virginia	69%	515	512	493	512	511	494	+3	+1	-1	512	507	+3	+5
Florida	68%	486	479	465	488	486	469	-2	-7	-4	496	498	-10	-19
Pennsylvania	68%	492	501	473	489	502	476	+3	-1	-3	498	503	-6	-2
Indiana	67%	493	497	472	489	496	472	+4	+1	0	498	505	-5	-8
New Hampshire	66%	514	520	501	515	518	504	-1	+2	-3	514	514	0	+6
Rhode Island	66%	483	484	471	478	479	473	+5	+5	-2	494	497	-11	-13
South Carolina	60%	483	487	459	479	484	460	+4	+3	-1	492	498	-9	-11
Texas	60%	470	491	455	471	496	456	-1	-5	-1	490	498	-20	-7
<b>North Carolina</b>	<b>59%</b>	<b>493</b>	<b>504</b>	<b>471</b>	<b>490</b>	<b>503</b>	<b>473</b>	<b>+3</b>	<b>+1</b>	<b>-2</b>	<b>497</b>	<b>508</b>	<b>-4</b>	<b>-4</b>
Vermont	59%	520	521	504	515	514	502	+5	+7	+2	515	512	+5	+9
Washington	59%	505	514	486	511	520	495	-6	-6	-9	526	530	-21	-16
California	56%	492	506	489	492	508	489	0	-2	0	496	519	-4	-13
Alaska	51%	506	503	475	506	506	480	0	-3	-5	520	518	-14	-15
Nevada	51%	493	492	466	490	492	465	+3	0	+1	507	515	-14	-23
Hawaii	50%	459	476	443	458	478	441	+1	-2	+2	464	489	-5	-13
Oregon	45%	519	518	494	516	517	494	+3	+1	0	525	529	-6	-11
Arizona	33%	519	523	497	519	527	499	0	-4	-2	522	525	-3	-2
Montana	14%	553	556	529	538	541	513	+15	+15	+16	539	545	+14	+11
West Virginia	13%	515	503	497	509	497	494	+6	+6	+3	521	513	-6	-10
Colorado	12%	584	592	568	580	586	564	+4	+6	+4	554	557	+30	+35
Ohio	12%	551	562	528	545	556	525	+6	+6	+3	535	543	+16	+19
New Mexico	10%	532	527	508	538	532	514	-6	-5	-6	547	535	-15	-8
Alabama	5%	537	531	523	537	530	524	0	+1	-1	556	553	-19	-22
Kansas	4%	600	603	573	594	600	570	+6	+3	+3	587	591	+13	+12
Minnesota	4%	605	612	577	601	610	579	+4	+2	-2	589	594	+16	+18
Tennessee	4%	581	576	566	575	572	564	+6	+4	+2	564	557	+17	+19
Arkansas	3%	574	571	554	572	570	554	+2	+1	0	572	558	+2	+13
Illinois	3%	612	634	598	609	631	598	+3	+3	0	589	610	+23	+24
Iowa	3%	617	623	589	599	609	577	+18	+14	+12	602	612	+15	+11
Kentucky	3%	588	591	571	588	592	572	0	-1	-1	555	559	+33	+32
Louisiana	3%	561	555	544	552	553	537	+9	+2	+7	571	566	-10	-11
Michigan	3%	595	618	583	594	618	585	+1	0	-2	559	574	+36	+44
Nebraska	3%	580	578	561	581	577	561	-1	+1	0	566	576	+14	+2
Oklahoma	3%	576	571	546	569	565	544	+7	+6	+2	567	563	+9	+8
Utah	3%	598	594	573	594	587	569	+4	+7	+4	587	579	+11	+15
Wisconsin	3%	607	616	585	595	608	578	+12	+8	+7	593	606	+14	+10
Mississippi	2%	575	559	558	561	545	555	+14	+14	+3	570	554	+5	+5
Missouri	2%	597	597	574	594	593	574	+3	+4	0	585	585	+12	+12
North Dakota	2%	615	631	590	612	616	584	+3	+15	+6	585	602	+30	+29
South Dakota	2%	610	614	582	598	607	573	+12	+7	+9	597	599	+13	+15
Wyoming	2%	594	611	578	586	594	561	+8	+17	+17	554	550	+40	+61
<b>All Students</b>		<b>492</b>	<b>501</b>	<b>478</b>	<b>492</b>	<b>503</b>	<b>480</b>	<b>0</b>	<b>-2</b>	<b>-2</b>	<b>504</b>	<b>514</b>	<b>-12</b>	<b>-13</b>

<sup>1</sup>Based on projections of high school graduates in 2014 as published in "Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992-2022," Western Interstate Commission for Higher Education (WICHE), March 2012 and the number of students in the class of 2014 who took the SAT in each state.

**Note: The College Board strongly discourages the comparison or ranking of states on the basis of SAT scores alone.**