

SAT® Trends Dashboard Report: Interpretive Guide

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Introduction

The **SAT® Trends Dashboard Report** is designed to help institutions understand students' SAT score reporting behavior as it applies to their institution. Each year, millions of students take an SAT exam. As part of that exam process, students have the option to share their SAT score reports with higher education organizations. The Dashboard provides insight on students who are sharing their SAT score reports with a particular institution.

What is in the Dashboard?

Institutional SAT data is accessible at two levels. A reader can view the most recently completed year to see how SAT score reports are trending from year to year. Or, they can view the SAT score report for the current academic year to see how SAT score reports are trending on a weekly basis. In both cases, the format gives institutions a comprehensive view of SAT score reports.

Who is represented in this report?

This report provides several representative views:

All Graduating Classes

When reviewing sections designated “All Graduating Classes,” the reader is shown SAT score reports regardless of high school graduation year. These reports are monitored throughout the academic year. **Note:** For page one of the Dashboard, students sending SAT score reports are counted once for each month they send an SAT score report, even if they send multiple reports in the same month.

Graduating Class

When reviewing “Graduating Class,” the reader views SAT score reports for that graduating class only. The SAT Trends Dashboard report gives the reader SAT score report information on the most recent graduating classes so the reader can see how their institution is performing in the most recent high school senior recruitment cycle. Each month represents the number of students who sent an SAT score report from that corresponding graduating class during their high school career. **Example:** A student in the graduating class of 2016 sends the institution their SAT score report in May of their junior year. Then that same student retakes the SAT in October of their senior year and sends a new SAT score report. That student is counted as an SAT score report in both the month of May and the month of October for their graduating class. **Note:** SAT score reports are shown this way for Dashboard page one only. All remaining pages show “All Graduating Classes” and “Graduating Class” volumes as “Unique SAT Prospective Applicants.”

Unique SAT Prospective Applicants

Although page one of the Dashboard shows SAT score reports, which could include the same student in more than one month, “Unique SAT Prospective Applicants” focuses on individual students. Starting on page 2, the Dashboard shows unique individual SAT score reports, counting each student only once and sharing their latest report information. The remainder of the Dashboard focuses on individual students. In this way, the reader can view important demographic information, such as ethnicity/race, socioeconomic status, and geographic locations for enrollment management purposes.

Why use the term “Unique SAT Prospective Applicants”?

When students register for an SAT, they get a chance to share their SAT score report with up to four institutions. Students may wish to send additional scores later in the college application process. A student chooses to share their SAT score report with an institution because they are interested in attending that institution. Sending an SAT score report is one of the strongest indicators that a student will become an applicant.

What is the source for the Dashboard data?

This data was compiled from information given by students during the SAT registration process and from official score results kept on file by the SAT Program. The SAT Program also tracks each student’s SAT score report–sending information when it compiles reports for higher education institutions.

What’s New in the Dashboard?

Beginning September 2016, the SAT Trends Dashboard added several new features. Using reporting capabilities from the College Board’s Enrollment Planning Service™, institutions can now view their SAT score reports by four new segments:

- Top Competitor
- Top 5 Geomarkets
- Top 5 Feeder High Schools
- Intended Majors

The Dashboard helps institutions better understand prospective students’ behavior. The new segments listed above give institutions a clearer sense of the institutions with which they’re competing for students; which geomarkets and high schools are sending them the most SAT score reports; and which academic programs students are most interested in pursuing at their institution.

Besides the Enrollment Planning Service features listed above, the Dashboard has added the following segments and features:

- Low-socioeconomic status
- First-generation status
- Mean scores

The low-socioeconomic status and first-generation SAT score reports let institutions carefully monitor progress toward important access goals. The mean score feature lets institutions gain a better perspective on a particular segment of the student population. Mean score information shows institutions how well students are doing in relation to the general population. **Example:** Are your institutional mean scores higher or lower than the segment you’re viewing? What could this mean for marketing strategies? **Note:** Population segments with less than 10 (<10) score reports won’t have a computed mean score.

SAT Score Senders Volume by Month—page 1

Page one of the Dashboard focuses on the academic year, showing monthly SAT score reports from September through August. Figure 1 highlights the left side of page one. This represents all score reports from all graduating classes for a particular academic year. **Note:** Students sending scores in multiple months are counted once in each month they send an SAT score report throughout the academic year. Consequently, totals will be higher here than in other sections of the Dashboard.

Figure 1:

ALL SCORE REPORTS FROM ALL GRADUATING CLASSES						
MONTH	MONTHLY SCORE REPORTS 2015 - 2016	CUMULATIVE SCORE REPORTS 2015 - 2016	MONTHLY SCORE REPORTS 2014 - 2015	CUMULATIVE SCORE REPORTS 2014 - 2015	YOY CHANGE	CUMULATIVE YOY CHANGE
September	365	365	410	410	45 ▼	45 ▼
October	201	566	4,221	4,631	4,020 ▼	4,065 ▼
November	8,858	9,424	4,672	9,303	4,186 ▲	121 ▲
December	8,638	18,062	9,432	18,735	794 ▼	673 ▼
January	5,542	23,604	5,313	24,048	229 ▲	444 ▼
February	1,948	25,552	2,234	26,282	286 ▼	730 ▼
March	748	26,300	1,014	27,296	266 ▼	996 ▼
April	183	26,483	225	27,521	42 ▼	1,038 ▼
May	733	27,216	1,136	28,657	403 ▼	1,441 ▼
June	939	28,155	926	29,583	13 ▲	1,428 ▼
July	812	28,967	91	29,674	721 ▲	707 ▼
August	214	29,181	109	29,783	105 ▲	602 ▼

• Students sending scores multiple times in one month are counted only once within a single month.
 Students sending scores in multiple months are counted once in each month.

The right side of page one (Figure 2) looks at SAT score reports sent during the academic year by high school graduating class. This helps an institution understand the behavior of their most important prospects: high school seniors. Students sending scores in multiple months are counted once in each month they send an SAT score report throughout the academic year for both reports. Therefore, a high school senior who sent their SAT score report in May of their junior year and an SAT score report in October of their senior year is counted twice for purposes of both report sections.

Note: Monthly counts for “Graduating Class” reports are recorded differently than those for “All Graduating Classes.” The “Graduating Class” represents reports sent during a particular month while enrolled in high school; the “All Graduating Classes” represents reports sent during a particular month in that specific academic year.

Figure 2:

CURRENT GRADUATING CLASS COMPARED TO PREVIOUS GRADUATING CLASS						
MONTH	MONTHLY SCORE REPORTS 2016 GRADUATING CLASS	CUMULATIVE SCORE REPORTS 2016 GRADUATING CLASS	MONTHLY SCORE REPORTS 2015 GRADUATING CLASS	CUMULATIVE SCORE REPORTS 2015 GRADUATING CLASS	YOY CHANGE	CUMULATIVE YOY CHANGE
September	430	430	397	397	33 ▲	33 ▲
October	266	696	4,117	4,514	3,851 ▼	3,818 ▼
November	8,562	9,258	4,710	9,224	3,852 ▲	34 ▲
December	8,469	17,727	9,401	18,625	932 ▼	898 ▼
January	5,401	23,128	5,261	23,886	140 ▲	758 ▼
February	1,836	24,964	2,140	26,026	304 ▼	1,062 ▼
March	1,043	26,007	1,036	27,062	7 ▲	1,055 ▼
April	156	26,163	205	27,267	49 ▼	1,104 ▼
May	1,094	27,257	1,272	28,539	178 ▼	1,282 ▼
June	903	28,160	1,088	29,627	185 ▼	1,467 ▼
July	94	28,254	120	29,747	26 ▼	1,493 ▼
August	117	28,371	120	29,867	3 ▼	1,496 ▼

In most cases, the volumes for the “All Graduating Classes” section will be larger than the volumes for the “Graduating Class” columns on this page. This is because the “All Graduating Classes” volumes include multiple graduating classes, while the “Graduating Class” columns highlight just the current senior population for that graduating year. The purpose of this view is twofold: It enables the reader to see all SAT score reports and to focus on the high school senior pool for potential applicants.

Unique SAT Prospective Applicants to Date—page 2

In the remainder of the SAT Trends Dashboard, each student is considered on an individual basis. The information contained on these pages is collected using the student’s most recent SAT score report sent to an institution. Using our previous example of a high school senior who sent an SAT score report in May of their junior year and then another SAT score report in October of their senior year, the following information shown in Figure 3 would be taken from the October SAT score report.

In Figure 3, the Dashboard explores unique student SAT score reports for “All Graduation Years” in a particular academic year as well as “Graduating Class” (which represents the high school senior pool). This particular portion of the dashboard shows all students, broken out by gender and the country of origin. **Note:** The Country of Origin category does not include U.S. territories. If an institution includes SAT score reports sent by students from a U.S. territory, the total figures won’t equal the “All Students” volume shown here. U.S. territories will be included in a later version of the SAT Trends Dashboard.

Figure 3:

UNIQUE SAT PROSPECTIVE APPLICANTS TO DATE							Your unique SAT score reports, each student is counted only once with their latest information		
FOR 2016 GRADUATES, NEW SAT SCORES HAVE BEEN CONCORDED TO OLD SAT SCORES IN THIS REPORT									
	ALL SCORE REPORTS FROM ALL GRADUATING YEARS			CURRENT GRADUATING CLASS AGAINST PREVIOUS GRADUATING CLASS			OLD SAT MEAN SCORES 2016 GRADUATING CLASS		
	TOTAL SCORE REPORTS 2015 - 2016 END OF YEAR	TOTAL SCORE REPORTS 2014 - 2015 END OF YEAR	DIFFERENCE	TOTAL SCORE REPORTS 2016 GRADUATING CLASS END OF YEAR	TOTAL SCORE REPORTS 2015 GRADUATING CLASS END OF YEAR	DIFFERENCE	CRITICAL READING	MATH	WRITING
All Students	27,613	27,543	70 ▲	25,954	26,695	741 ▼	578	622	572
SEX									
Male	15,689	15,756	67 ▼	14,687	15,178	491 ▼	583	638	570
Female	11,924	11,787	137 ▲	11,267	11,517	250 ▼	571	601	575
No Response	—	—	—	—	—	—	—	—	—
COUNTRY OF ORIGIN									
Domestic	24,312	24,499	187 ▼	22,852	23,688	836 ▼	576	611	565
International	3,227	2,961	266 ▲	3,024	2,898	126 ▲	592	710	626
No Response	8	9	1 ▼	11	34	23 ▼	580	770	600

Academic interest appears on page 2 of the Dashboard (Figure 4). This feature provides insight into the type of majors students are seeking when sending their SAT score reports to an institution. As in previous pages, this data is shown for “All Graduating Years” and “Graduating Class.” The table is sorted based on student interest in the “All Graduating Years.” The purpose of this section is to highlight student interest overall (“All Graduating Years”) and by the high school senior class. **Note:** For purposes of reporting intended majors, only domestic students are included. Domestic students are defined by the address of the attending high school in which the student is enrolled. These volumes do not include international students or U.S. territories.

Figure 4:

	TOTAL SCORE REPORTS 2015 - 2016 END OF YEAR	TOTAL SCORE REPORTS 2014 - 2015 END OF YEAR	DIFFERENCE	TOTAL SCORE REPORTS 2016 GRADUATING CLASS END OF YEAR	TOTAL SCORE REPORTS 2015 GRADUATING CLASS END OF YEAR	DIFFERENCE	OLD SAT MEAN SCORES 2016 GRADUATING CLASS		
							CRITICAL READING	MATH	WRITING
INTENDED MAJOR - TOP 10									
Engineering	5,104	5,135	31 ▼	4,685	4,957	272 ▼	594	646	576
Health Professions	2,635	2,868	233 ▼	2,532	2,777	245 ▼	551	574	549
Biological Science	2,181	2,291	130 ▼	2,069	2,220	151 ▼	614	635	607
Computer/Info Sys	2,151	2,024	127 ▲	1,995	1,906	89 ▲	603	642	578
Undecided	1,471	1,682	211 ▼	1,405	1,671	266 ▼	608	642	601
Business/Mgmt	1,450	1,619	169 ▼	1,418	1,597	179 ▼	536	589	539
Visual/Perform Art	1,252	1,250	2 ▲	1,184	1,201	17 ▼	569	572	555
Physical Sciences	699	660	39 ▲	654	615	39 ▲	619	658	604
Engineering Tech	534	551	17 ▼	501	552	51 ▼	553	611	538
Psychology	516	573	57 ▼	489	574	85 ▼	543	545	535

Unique SAT Prospective Applicants to Date—page 3

In Figure 5, the Dashboard continues exploring unique student SAT score reports for “All Graduation Years” in a particular academic year as well as “Graduating Class.” But this section also explores ethnicity/race, first-generation, and low socioeconomic status (SES).

Note: For purposes of reporting ethnicity/race, first generation, and low SES, only domestic students (as defined in the paragraph above) are included.

Figure 5:

	ALL SCORE REPORTS FROM ALL GRADUATING YEARS			CURRENT GRADUATING CLASS AGAINST PREVIOUS GRADUATING CLASS						
	TOTAL SCORE REPORTS 2015 - 2016 END OF YEAR	TOTAL SCORE REPORTS 2014 - 2015 END OF YEAR	DIFFERENCE	TOTAL SCORE REPORTS 2016 GRADUATING CLASS END OF YEAR	TOTAL SCORE REPORTS 2015 GRADUATING CLASS END OF YEAR	DIFFERENCE	OLD SAT MEAN SCORES 2016 GRADUATING CLASS			
							CRITICAL READING	MATH	WRITING	
ETHNICITY / RACE										
American Indian/Alaska Native	49	77	28 ▼	45	77	32 ▼	516	544	511	
Asian	5,059	5,120	61 ▼	4,898	4,955	57 ▼	595	683	612	
Black/African American	2,041	2,168	127 ▼	1,936	2,157	221 ▼	491	493	477	
Hispanic/Latino	2,638	2,290	348 ▲	2,487	2,229	258 ▲	529	542	514	
Native Hawaiian/Other Pacific Islander	20	—	20 ▲	20	19	19 ▲	573	611	546	
White	13,028	13,344	316 ▼	12,118	12,841	723 ▼	592	615	572	
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Two or more races	659	55	604 ▲	604	3	601 ▲	615	628	596	
No Response	818	1,445	627 ▼	745	1,426	681 ▼	548	602	546	
FIRST GENERATION										
No College	2,785	2,793	8 ▼	2,669	2,734	65 ▼	511	552	503	
Some College	3,748	3,871	123 ▼	3,546	3,783	237 ▼	535	563	521	
Not first generation	16,805	16,751	54 ▲	15,756	16,053	297 ▼	600	635	590	
No response	974	1,084	110 ▼	881	1,118	237 ▼	505	562	506	
LOW SOCIO ECONOMIC STATUS										
Low SES	4,850	5,135	285 ▼	4,703	5,110	407 ▼	509	538	498	

Beginning on page 4, the SAT Trends Dashboard focuses on the most recent high school graduating class. The reader is no longer looking at “All Graduating Years” versus “Graduating Class.” The remaining pages focus strictly on the most recent graduating class and their most recent SAT score report.

Page 4 highlights new features in the Dashboard. Using reporting capabilities from the College Board’s Enrollment Planning Service, institutions can now view their SAT score reports by three new fields: *Top Competitor*, *Top 5 Geomarkets*, and *Top 5 Feeder High Schools* (Figure 6). With Enrollment Planning Service reporting, institutions can use the Dashboard to better understand which competitor is getting the highest overlap volume of their reports and which geomarkets and high schools are sending the most SAT score reports.

Figure 6:

TOP COMPETITOR OVERLAP											Your top competitor based on the volume of overlap score reports with your institution		
TOTAL SCORE REPORTS 2016 GRADUATING CLASS													
RANK / DI NAME	DI CODE	DI CITY / STATE	TOTAL OVERLAP SCORE REPORTS END OF YEAR	CHANGE IN OVERLAP FROM PREVIOUS END OF YEAR	OVERLAP OLD SAT MEAN SCORES			MY TOTAL SCORE REPORTS END OF YEAR	MY OLD SAT MEAN SCORES				
					CRITICAL READING	MATH	WRITING		CRITICAL READING	MATH	WRITING		
01	Top University	0000	City, State	4,396	127 ▼	641	695	645	25,954	578	622	572	

TOP 5 GEOMARKETS											Your top 5 geomarkets based on the volume of score reports to your institution		
TOTAL SCORE REPORTS 2016 GRADUATING CLASS													
RANK / GEOMARKET NAME	GEO CODE		TOTAL SAT TEST TAKERS	GEOMARKET OLD SAT MEAN SCORES			MY TOTAL SCORE REPORTS END OF YEAR	CHANGE FROM PREVIOUS END OF YEAR	MY OLD SAT MEAN SCORES				
				CRITICAL READING	MATH	WRITING			CRITICAL READING	MATH	WRITING		
01	Manhattan	NY27	83,858	476	543	474	2,092	118 ▼	554	631	567		
02	Rochester & Monroe Co	NY04	5,541	514	524	491	1,502	34 ▼	543	557	518		
03	Erie Co	NY02	7,473	492	501	470	906	1 ▲	549	571	524		
04	Tri Cities	NY09	6,277	520	531	499	645	1 ▲	575	599	553		
05	Westchester Co	NY15	9,229	513	520	512	612	18 ▼	566	593	564		

TOP 5 FEEDER SCHOOLS											Your top 5 high schools based on the volume of score reports to your institution		
TOTAL SCORE REPORTS 2016 GRADUATING CLASS													
RANK / AI NAME	AI CODE	AI CITY / STATE	TOTAL SAT TEST TAKERS	FEEDER OLD SAT MEAN SCORES			MY TOTAL SCORE REPORTS END OF YEAR	CHANGE FROM PREVIOUS END OF YEAR	MY OLD SAT MEAN SCORES				
				CRITICAL READING	MATH	WRITING			CRITICAL READING	MATH	WRITING		
01	High School A	000000	City, State	1,306	594	668	592	243	1 ▲	590	685	595	
02	High School B	000000	City, State	779	686	739	678	134	21 ▲	682	748	675	
03	High School C	000000	City, State	422	536	561	512	99	33 ▼	543	584	529	
04	High School D	000000	City, State	756	643	703	652	94	15 ▼	634	719	628	
05	High School E	000000	City, State	266	536	557	511	89	2 ▼	547	568	517	

Unique SAT Prospective Applicants by State—pages 5–6

On pages 5 and 6, the Dashboard focuses on SAT score reports from individual states. Institutions can view which states are sending the most SAT score reports (Figure 7). Using the new mean score feature, they can assess the mean score of their SAT score reports, compared to the state mean score. This assists institutions with their recruitment outreach.

Example: Are you seeing higher mean scores in one state versus another? What can you learn from these differences? **Note:** For purposes of state counts, student SAT score reports are determined by the attending high school address. This is the one area of the Dashboard where institutions can view U.S. territory reports.

Figure 7:

DOMESTIC PROFILE - TOTAL UNIQUE SAT PROSPECTIVE APPLICANTS				The number of SAT score reports to your institution by state, ranked by volume of score reports sent					
TOTAL SCORE REPORTS 2016 GRADUATING CLASS				STATE OLD SAT MEAN SCORES			MY OLD SAT MEAN SCORES		
	TOTAL SAT TAKERS	MY SCORE REPORTS END OF YEAR	CHANGE FROM PREVIOUS END OF YEAR	CRITICAL READING	MATH	WRITING	CRITICAL READING	MATH	WRITING
New York	219,205	12,108	683 ▼	483	516	475	544	578	533
Massachusetts	59,793	1,602	33 ▲	517	529	506	617	660	606
New Jersey	85,148	1,425	53 ▼	494	512	491	612	649	610
California	240,517	1,287	42 ▼	490	500	484	620	667	626
Pennsylvania	93,787	1,241	74 ▼	499	504	479	608	641	593
Connecticut	36,276	851	40 ▲	498	498	495	603	636	593
Maryland	47,733	640	37 ▲	489	489	475	616	641	600
Texas	198,939	413	45 ▼	466	476	448	596	616	586
Virginia	58,194	410	59 ▲	518	514	496	617	646	595
New Hampshire	10,455	392	51 ▲	524	528	508	595	635	573
Florida	127,280	288	8 ▼	481	471	460	595	620	589
Ohio	14,894	227	8 ▼	554	561	532	636	653	618
Maine	12,021	217	14 ▼	483	482	469	595	639	588
Washington	44,231	184	1 ▼	501	506	480	641	663	630
Vermont	4,371	143	43 ▼	518	518	499	596	630	569
North Carolina	55,219	123	7 ▼	499	505	473	604	631	592
Georgia	68,801	121	21 ▼	490	486	472	608	636	603
Illinois	4,646	120	21 ▲	602	617	589	660	714	653
Rhode Island	7,866	118	6 ▼	490	490	479	586	618	576
Oregon	17,045	86	2 ▼	523	518	498	646	673	635
Delaware	9,929	79	4 ▼	457	451	438	603	608	579
Indiana	45,179	74	9 ▼	494	497	475	597	643	595
Hawaii	7,587	74	0	491	509	475	614	657	603
Arizona	19,236	73	17 ▼	526	530	503	624	644	618
District of Columbia	4,716	71	9 ▼	434	433	420	595	598	579
US Territories	4,929	67	16 ▼	430	431	427	575	623	588

• Domestic students based on high school address

Unique SAT Prospective Applicants by Country—pages 7–8

On pages 7 and 8, the Dashboard focuses on SAT score reports from international countries (Figure 8). Institutions can view which countries are sending the most SAT score reports (Figure 8). Using the new mean score feature, they can assess the mean score of their SAT score reports, compared to the country mean score. This assists institutions with their international recruitment outreach.

Example: Which countries are sending you the most reports? **Note:** For purposes of international counts, student SAT score reports are determined by the attending high school address. These pages will only populate countries from which an institution receives reports. These pages will only appear if an institution receives international country reports. If an institution receives reports from fewer than 26 countries, only one page will appear.

Figure 8:

INTERNATIONAL PROFILE - TOTAL UNIQUE SAT PROSPECTIVE APPLICANTS				The number of SAT score reports to your institution by country, ranked by volume of score reports sent					
TOTAL SCORE REPORTS 2016 GRADUATING CLASS				COUNTRY OLD SAT MEAN SCORES			MY OLD SAT MEAN SCORES		
	TOTAL SAT TAKERS	MY SCORE REPORTS END OF YEAR	CHANGE FROM PREVIOUS END OF YEAR	CRITICAL READING	MATH	WRITING	CRITICAL READING	MATH	WRITING
China	13,045	1,737	112 ▲	541	710	593	601	749	649
India	4,434	171	1 ▲	550	636	569	587	671	602
Canada	6,061	87	13 ▼	555	591	542	613	683	623
Korea, South (ROK)	1,376	83	5 ▲	605	688	633	624	729	666
Pakistan	3,590	75	12 ▼	512	609	541	586	675	627
Taiwan	918	65	15 ▲	539	659	560	594	709	625
Hong Kong	1,225	53	26 ▲	586	658	592	619	684	628
Turkey	890	48	4 ▲	524	649	536	567	702	595
Singapore	2,757	40	6 ▼	635	706	624	625	726	643
United Arab Emirates	6,747	38	1 ▼	352	495	356	517	586	541
Jamaica	800	38	1 ▼	507	503	497	573	581	579
Mexico	1,121	29	8 ▼	524	550	505	591	628	579
United Kingdom	1,753	23	2 ▼	591	614	583	597	655	633
Thailand	1,619	22	2 ▲	459	592	433	532	634	533
Nigeria	973	22	6 ▲	471	507	477	568	640	569
Nepal	551	20	4 ▲	483	600	499	546	673	566
Swaziland	98	19	9 ▲	533	560	543	517	596	537
Japan	1,314	17	4 ▲	523	570	516	573	647	565
Costa Rica	296	17	8 ▲	538	567	532	548	603	534
Saudi Arabia	3,034	15	23 ▼	432	530	459	554	592	583
Italy	598	15	5 ▲	531	550	519	619	692	612
Brazil	680	14	2 ▲	548	590	528	592	685	570
Dominican Republic	380	14	5 ▼	485	492	473	524	541	524
Ethiopia	231	14	4 ▲	498	567	498	547	623	531
South Africa	221	14	7 ▲	543	581	536	504	609	524

• International students based on high school address

Subject Test—last page

The Dashboard’s final page (page 7, 8, or 9, depending on the number of international countries your institution receives SAT reports from) focuses on SAT Subject Test reports (Figure 9). Institutions can view their SAT Subject Test reports (Figure 9).

Figure 9:

SAT SUBJECT TEST – TOTAL UNIQUE SAT PROSPECTIVE APPLICANTS TOTAL SCORE REPORTS 2016 GRADUATING CLASS				The number of SAT Subject Test Scores received by Subject		
SUBJECT TEST	TOTAL SCORE REPORTS END OF YEAR	CHANGE FROM PREVIOUS END OF YEAR	MEAN SCORE	MEAN READING SUBSCORE	MEAN LISTENING SUBSCORE	MEAN USAGE SUBSCORE
Mathematics Level 2	8,826	489 ▲	723	—	—	—
Chemistry	4,806	719 ▲	697	—	—	—
Physics	4,469	150 ▲	695	—	—	—
Mathematics Level 1	2,862	56 ▼	655	—	—	—
U.S. History	2,434	149 ▼	650	—	—	—
Biology M	1,839	325 ▲	679	—	—	—
Literature	1,507	132 ▼	638	—	—	—
Biology E	1,141	232 ▲	644	—	—	—
World History	714	479 ▲	630	—	—	—
Spanish	518	23 ▲	652	—	—	—
French	238	29 ▼	644	—	—	—
Chinese with Listening	212	41 ▲	770	77	76	77
Latin	101	15 ▲	613	—	—	—
Korean with Listening	75	9 ▲	774	78	76	78
Spanish with Listening	68	13 ▼	664	66	66	—
French with Listening	56	4 ▼	670	67	66	—
Japanese with Listening	51	4 ▼	736	73	73	72
German	27	7 ▲	643	—	—	—
Italian	19	1 ▼	703	—	—	—
German with Listening	14	2 ▲	579	58	58	—
Modern Hebrew	13	8 ▲	646	—	—	—

Frequently Asked Questions

How often is the Dashboard updated?

The current academic year Dashboard is updated on a weekly basis. Students send their SAT score reports throughout the year, and each week the College Board records changes and updates the Dashboard. Previous academic year Dashboards are finalized on August 31 each year and do not change once the academic year is completed.

Why do some weeks/months have significant changes?

The most popular time for students to send their SAT score reports is when they first get their scores. So in months that have an SAT administration, you will likely see an increase in SAT score reporting activity. To understand anticipated volume increases, consult the SAT score release dates [available online](#).

Why do some months have big fluctuations in volumes from previous years?

Typically SAT score reports are sent in a consistent time frame, but schedule changes can occur. Changes can cause fluctuations in monthly volumes from one year to the next. To better understand anticipated volume increases, consult the SAT score release dates [available online](#).

Why haven't I received any SAT score reports this month?

Throughout an academic year, there are times when students are less likely to send SAT score reports. For instance, September is not an SAT administration month so very few students will send an SAT score report during this time. However, most institutions will see a spike in SAT score reports in October because of the October administration. For this reason, it's important to check your Dashboard regularly. You may not have many reports to begin the academic year, but you will likely see that change quickly in October.

Is it possible to have more SAT score reports in a given month from the "Graduating Class" than the "All Graduating Classes"?

Yes, though this may seem counterintuitive. Remember that "All Graduating Classes" shows SAT score reports for one month in one given year. The "Graduating Classes" shows all SAT score reports sent by that graduating class for a particular month for multiple years. Here's an example: Students graduating in 2016 may have sent their SAT score reports in March 2015 as juniors and again in March 2016 as seniors. In this case, they would be counted twice for that month in the "Graduating Class" column but would be counted only once in the "All Graduating Classes" column.

How is "first generation" defined?

When students complete their SAT student data questionnaire (SDQ), they can elect to share their parents' educational attainment. This information is compiled for institutions to define "first generation" in relation to a student.

- *No college* means the student has reported that neither parent has had any schooling beyond high school.
- *Some college* means the student has reported that at least one parent has furthered their education beyond high school and may have completed an associate degree.
- *Not first generation* means the student has reported that at least one parent has a bachelor's degree.
- *No response* means the student did not complete this portion of the SDQ. We know that each institution defines first generation differently. So, by reporting the data this way, each institution receiving SAT score reports can determine how they want to use this information to determine first-generation status.

How are you defining “low-socioeconomic status”?

The College Board has developed a process to estimate family income, based on a number of factors that include geographic and demographic information, as well as data from the U.S. census.

Why aren’t my numbers for Country of Origin matching my “All Students” reports?

In some cases, when adding the domestic, international, and no-response volumes, your total won’t equal the “All Students” volume given. This is because you likely have some U.S. territory SAT score reports not found in the *Country of Origin* category. A future enhancement will include this additional category for this section. To see your U.S. territories reports, look at pages 5–6 in which students are reported by states.

How do you define “international” versus “domestic” students?

To determine whether a report is international or domestic, the student’s attending high school address is used. If you get SAT score reports from an international student studying at a U.S. high school, their report shows up as a domestic report. Sharing the data in this manner helps institutions determine domestic versus international recruiting opportunities.

How is student ethnicity/race determined?

When students complete the SAT student data questionnaire, they can elect to share with us any and all of the ethnicities/races with which they identify. For this reason, adding all the ethnicity/race categories will not likely equal your “All Students” reports. Note that only domestic students are included in the ethnicity/race categories.

How is my top competitor determined?

Your top competitor as defined by the Dashboard is the institution with the highest overlap of SAT score reports at the time the Dashboard is generated. Your top competitor may vary during the course of the year.

What are geomarkets?

Geomarkets are areas within a state that represent a further segmentation of a population. Students from California don’t all share the same college-going behaviors. We have accounted for this variance by segmenting the 50 states into 304 geomarkets to provide further insight into student behaviors within particular areas of individual states.

Why are some mean scores not available?

When compiling mean scores, the group size becomes meaningful. As a general practice, the College Board requires a minimum of 10 scores to calculate a mean score. All portions of this Dashboard with fewer than 10 reports won’t have a calculated mean score.

When will you start using the new SAT scores to calculate mean scores?

Starting with the 2017 cohort class, all reports will use the new SAT scores to calculate mean scores. All reports showing the 2016 cohort or earlier use the old SAT scores to calculate mean scores.

Are you using concordance tables to calculate mean scores?

Dashboard reports for the 2016 graduating class include mean scores based on the old SAT. Students from this graduating class whose most recent score came from the new SAT have that score concorded to the old SAT for purposes of the mean score calculation. Mean scores for students in the 2017 graduating class will be based on new SAT scores. Students in this graduating class whose most recent score is from an old SAT will have their score concorded to determine mean SAT scores for this graduating class.

When I add mean section scores, they don't always equal mean total score. Why?

This can happen for two reasons. The first reason may be a case of rounding. When mean scores are averaged, sometimes rounding causes the section scores to be unequal to the total score. This is likely the case if the total of the section scores falls within 1–2 points of the total score. The same thing can happen if there are considerable differences in student section scores. Over large populations, the means tend to even out. But in small populations, a few score reports with substantial differences in section scores can show a greater difference between adding mean section scores and the total mean score.

Why can't I see the international country pages?

The international country pages will only populate if international score reports have been sent to your institution. So these pages may show one country, 5 countries, 50 countries, or no countries depending on your SAT score report population. Remember: International countries are based on the student's high school address. If you receive SAT score reports from an international student studying at a U.S. high school, their report will show up as a domestic report.

How are the top 10 intended majors determined?

The intended majors are ranked by the most recent graduating class. Look at the "Current Graduating Class" section, and then follow the first column in this section. You may have more SAT score reports for a particular major in the "All Graduating Classes" column, which indicates that younger students are more interested in a particular major than your current high school seniors.

Learn more

For more information about College Board Search and how it will help you reach your recruitment and enrollment goals, contact your College Board regional representative or email us at collegeboardsearch@collegeboard.org.

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