

2026

SAT Suite of Assessments Annual Report

 SAT[®]  PSAT/NMSQT[™]  PSAT[™] 10  PSAT[™] 8/9

 CollegeBoard /  NATIONAL MERIT
SCHOLARSHIP CORPORATION

ALABAMA SUPPLEMENT

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Introduction

About This Report

This report presents data on students in the class of 2026 who took the SAT® during high school, as well as takers of PSAT-related assessments—the PSAT/NMSQT®, PSAT™ 10, and PSAT™ 8/9—during the 2025–26 school year.

Within each assessment, test takers are counted only once and only their latest scores and most recent demographic responses are summarized. Most students supply optional demographic information when they register for or take tests in the SAT Suite of Assessments, which provides valuable contextual information to aid in interpreting and understanding individual and group scores.

This report is compiled by the College Board as a summary of the SAT program results, inclusive of all test takers. In some states, the SAT is offered as an accountability assessment to all students in 11th grade.* Because this report is focused on the total SAT test taking activity of the graduating Class of 2026, it is not comparable with or a substitute for data that is provided by state agencies regarding their state testing programs.

* Colorado, Connecticut, Delaware, Indiana, Michigan, New Hampshire, New Mexico, Rhode Island, and West Virginia.

Score Ranges

Here are the ranges for reported scores for the Reading and Writing (RW) and Math sections of each assessment in the SAT Suite:

- SAT sections: 200–800
- PSAT/NMSQT and PSAT 10 sections: 160–760
- PSAT 8/9 sections: 120–720

Race/Ethnicity Data Collection and Reporting

In June 2015, the College Board aligned its collection and reporting of race/ethnicity categories with U.S. Department of Education guidelines. In addition, while previous SAT cohort assignment reflected self-reported information collected during SAT or SAT Subject Test registration only, it now leverages the most recent information from the SAT, PSAT-related assessment, or AP programs in an effort to more closely align with school, district, and state data systems. For these reasons, we advise caution when comparing data points in this report to those in previous reports.

SAT School Day

In the United States, students may take the SAT on a weekday in their school when it is provided by their state, district, or school through the SAT School Day program. SAT School Day is administered on test dates in the fall and spring. Students testing in the most recent school year as part of a state testing program are only included in the cohort-level data presented here if they are a member of the graduating class of 2026.

Median Family Income Estimates

To generate high-level estimates of participation in the SAT Suite of Assessments by income band, we estimate family income by linking students to the median family income in the census tract in which they live, according to American Community Survey (ACS) data. Each census tract’s income estimate is a three-year rolling average of the most recent available ACS data. Median family income estimates are available for the total group and for U.S. states only.

Caveat on Using the Data

Relationships between test scores and other background or contextual factors are complex and interdependent. Caution is warranted when using scores to compare or evaluate teachers, schools, districts, or states, because of differences in participation and test taker populations.

Statistical Definitions

Mean score: The mean score is the arithmetic average of a defined set of test scores. Mean score statistics are reported here if there are ten or more students in a group or subgroup. Due to rounding, the mean section scores (RW and Math) may not add up to the Total score.

Scaled score: A scaled score is the result of adjusting a raw score (the number of questions answered correctly) in ways that ensure that results across different test forms are comparable. The scores shown here and reported to educators, students, and institutions are scaled scores.

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

College and Career Readiness Benchmarks

Each assessment in the SAT Suite has an associated set of metrics called the College and Career Readiness Benchmarks.

- The SAT Math benchmark is the section score associated with a 75% chance of earning at least a C in first-semester, credit-bearing, college-level courses in algebra, statistics, precalculus, or calculus.
- The SAT Reading and Writing (RW) benchmark is associated with a 75% chance of earning at least a C in first-semester, credit-bearing, college-level courses in history, literature, social science, or writing.

The grade-level benchmark scores for PSAT-related assessments are based on expected student growth toward the SAT benchmarks at each grade. While SAT benchmarks indicate likelihood of success in college, grade-level benchmarks indicate whether a student is on track for college and career readiness for their grade. The benchmarks are set to reflect typical annual growth from year to year from 8th through 12th grades.

Assessment/ Grade level	RW Section Score	Math Section Score
SAT	480	530
Grade 11	460	510
Grade 10	430	480
Grade 9	410	450
Grade 8	390	430

The current SAT Suite benchmark outcomes should not be compared against results from the old SAT or PSAT/NMSQT, as the score scale and benchmark definitions have changed.

Benchmark statistics are reported if there are ten or more students in a group or subgroup.

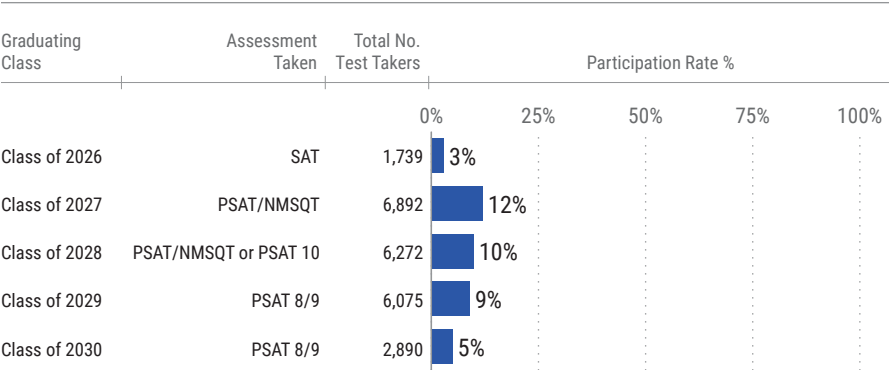
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Participation and Performance

SAT Suite Participation

This section reflects SAT test activity for students in the graduating class of 2026 who took the SAT during high school, including participation rates based on the state’s estimated population of high school graduates. In some cases, the actual number of test takers may exceed the original enrollment estimates. If a student took the SAT more than once, the most recent score is summarized.

SAT Participation by Graduating Class*



27,103

Total test takers†

64%

Met College and Career Readiness Benchmarks

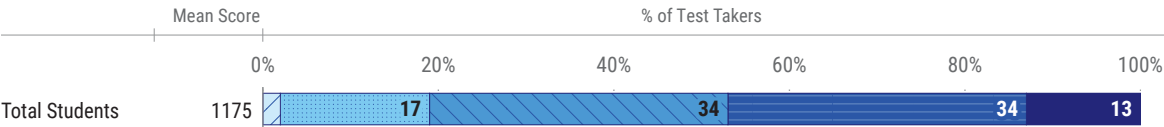
* Class enrollment from Knocking at the College Door, WICHE, December 2024. PSAT-related assessment data reflect students who tested during the 2025-26 school year.

† Alabama students completing the SAT, PSAT/NMSQT, PSAT 10, or PSAT 8/9 during the 2025-26 school year.

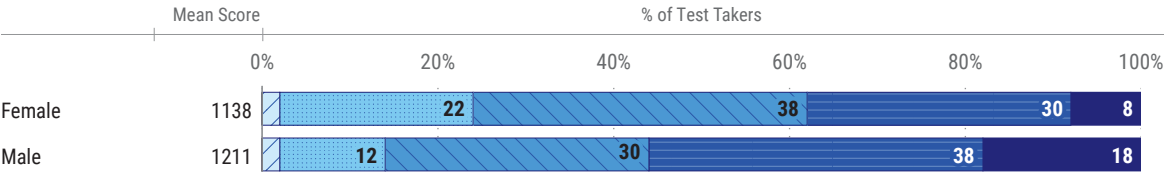
SAT Score Distributions

Subgroup Scores 400-590 600-790 800-990 1000-1190 1200-1390 1400-1600

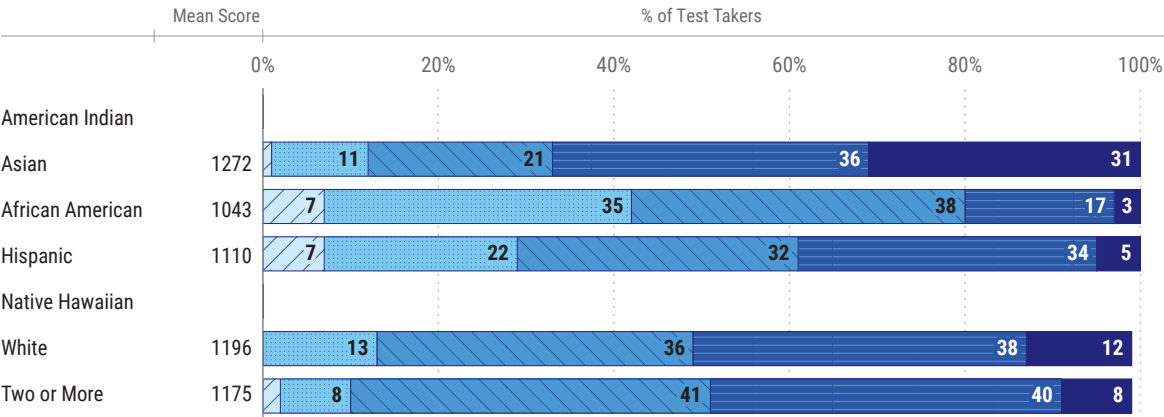
Total Students



Gender



Race/Ethnicity



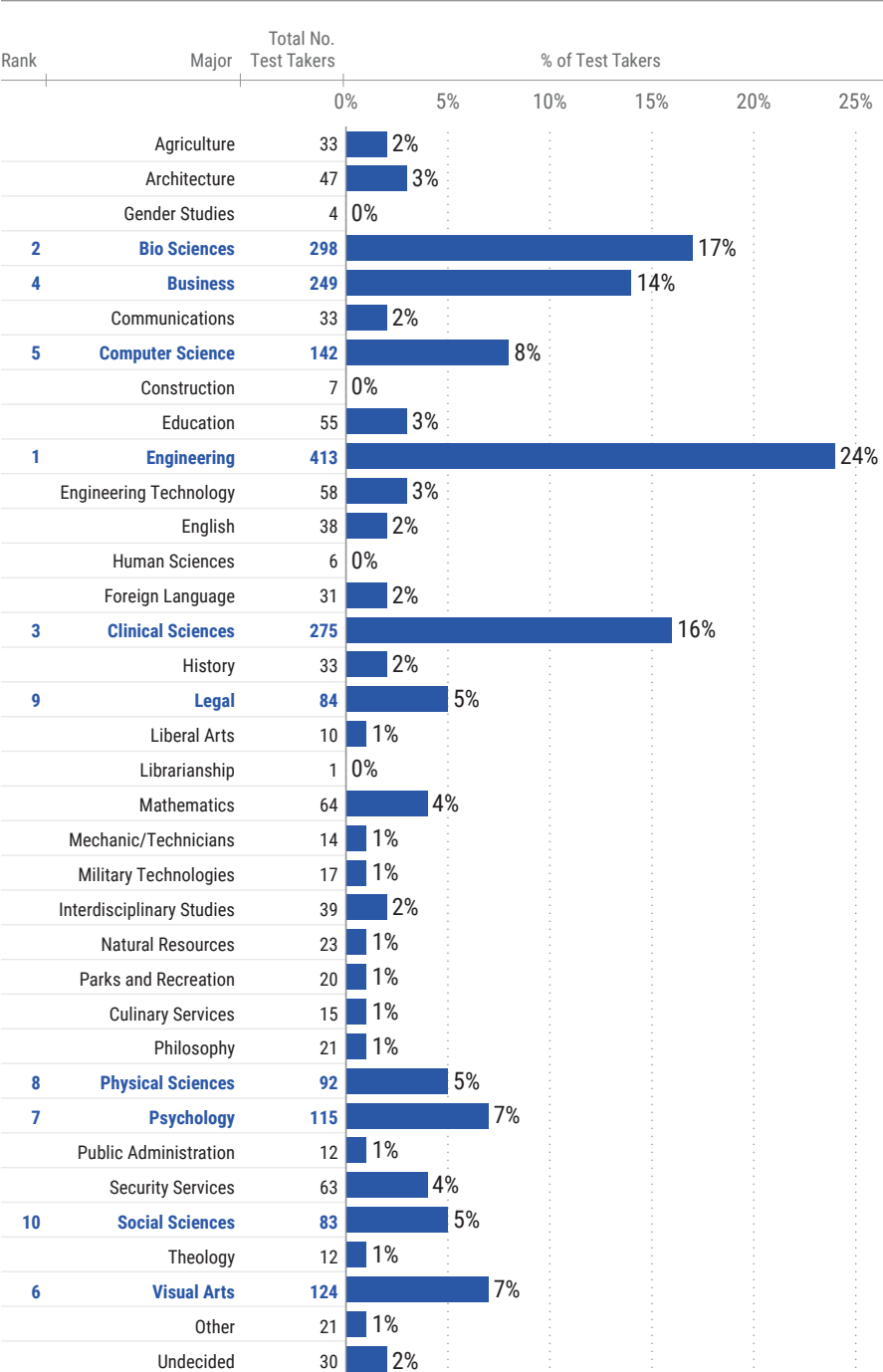
RW Section Scores	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700-800	18%	14%	22%		27%	6%	8%		21%	14%
600-690	36%	34%	38%		36%	23%	39%		39%	38%
500-590	31%	35%	27%		22%	40%	26%		31%	39%
400-490	12%	14%	10%		12%	26%	19%		8%	7%
300-390	3%	3%	3%		3%	5%	8%		1%	2%
200-290	0%	0%	0%		0%	0%	0%		0%	0%

Math Section Scores	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–800 (35–40)	15%	10%	19%		39%	3%	8%		11%	9%
600–690 (30–34.5)	28%	23%	34%		33%	13%	24%		33%	31%
500–590 (25–29.5)	32%	34%	30%		18%	32%	36%		35%	43%
400–490 (20–24.5)	21%	28%	15%		9%	41%	23%		19%	14%
300–390 (15–19.5)	3%	4%	2%		0%	10%	8%		1%	3%
200–290 (10–14.5)	0%	0%	0%		0%	0%	0%		0%	0%

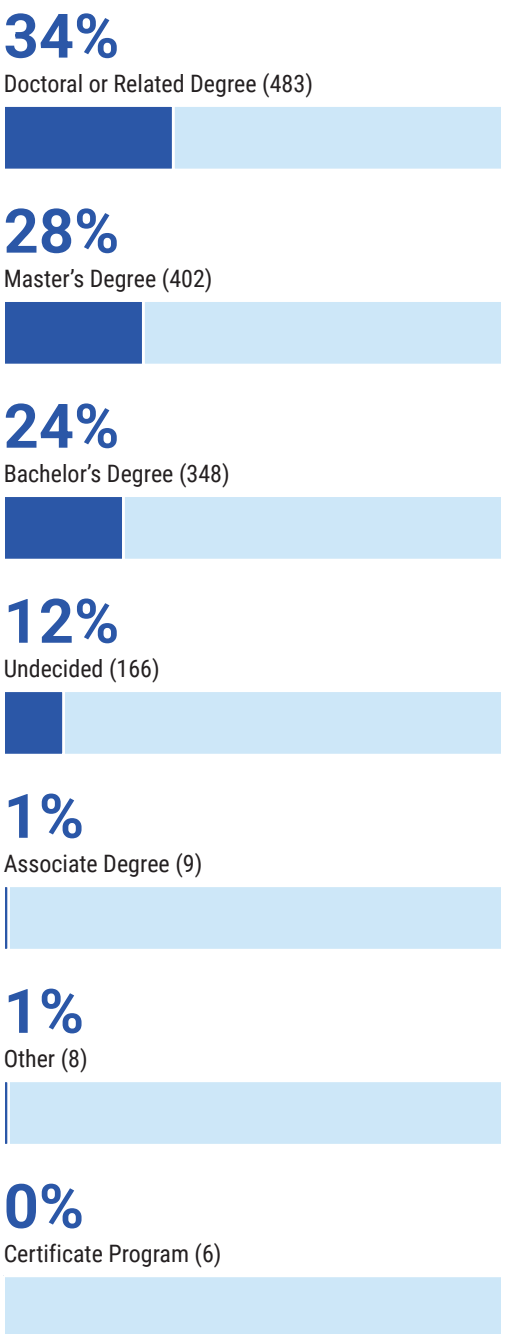
Intended College Major and Degree-Level Goal

Data reflect SAT test activity for students who graduated high school in 2026. If a student took the SAT more than once, the most recent score is summarized. Students can select up to five majors of interest; a student selecting multiple majors is counted in each corresponding category below.

Intended College Major



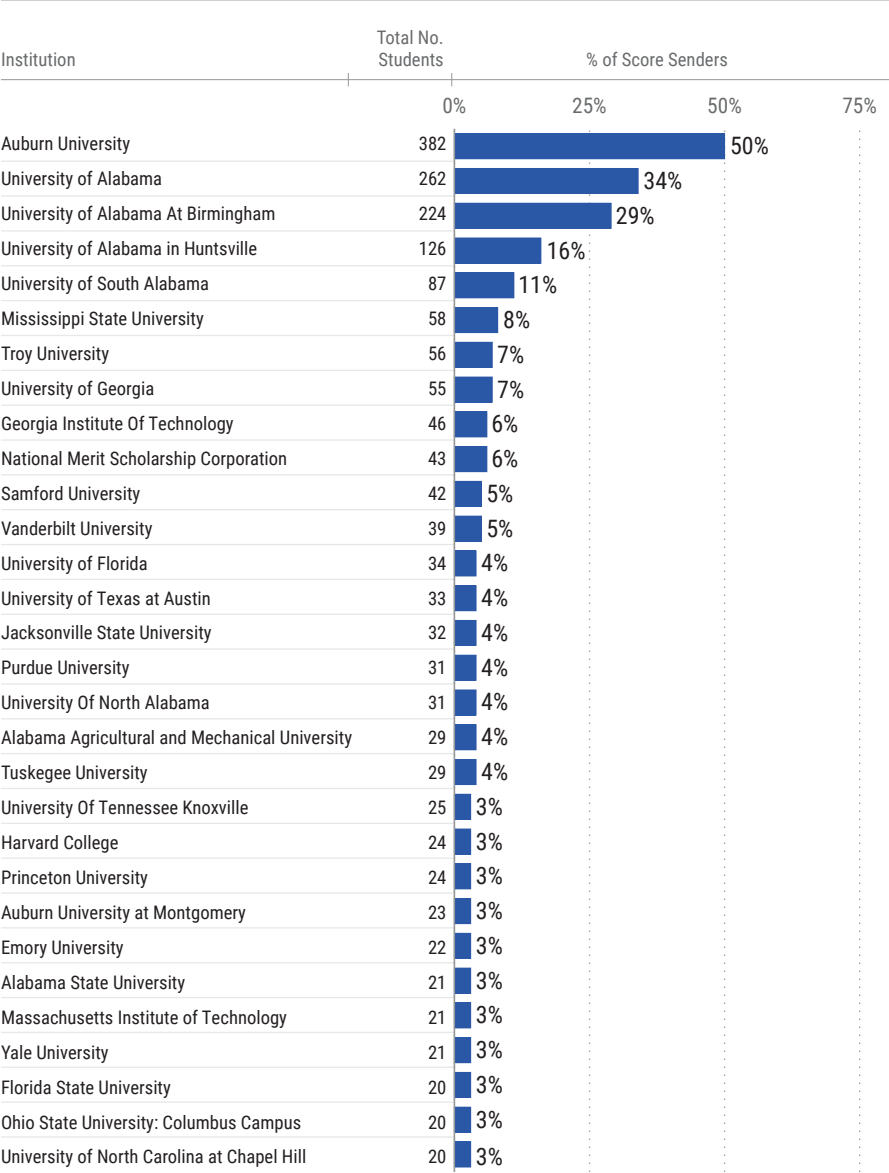
Degree-Level Goal



Institutions that Received the Most SAT Score Reports from Alabama

Of the 1,739 students from Alabama who took the SAT, 768 designated that their score reports be sent to institutions. Students may designate more than one institution to receive scores. This list includes only the institutions that received the most score reports. A total of 485 institutions received score reports from Alabama students.

Top Institutions Receiving Score Reports*



485

Total institutions received score reports from Alabama students

* Of students who designated that their SAT score reports be sent to institutions, the 'Percent of Score Senders' indicates the percent of those students who had their scores sent to each institution listed.

Appendix

SAT

Total	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Total	1,739		1175	600	575	64%	90%	65%	9%
Took Essay*	8	0%							

Race/Ethnicity	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
American Indian/Alaska Native	2	0%							
Asian	267	15%	1272	618	654	81%	89%	87%	5%
Black/African American	270	16%	1043	543	500	36%	79%	36%	21%
Hispanic/Latino	145	8%	1110	565	545	52%	81%	53%	18%
Native Hawaiian/Other Pacific Islander	1	0%							
White	847	49%	1196	618	578	69%	95%	69%	4%
Two or More Races	87	5%	1175	604	571	69%	92%	72%	5%
No Response	120	7%	1193	606	587	64%	88%	66%	11%

Gender	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Female	875	51%	1138	588	550	55%	89%	56%	10%
Male	850	49%	1211	611	600	73%	91%	75%	7%
No Response	14		1312	697	615	79%	100%	79%	0%

First Language Learned	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	1,262	73%	1167	603	564	63%	92%	63%	8%
English and Another Language	218	13%	1218	606	612	69%	87%	73%	9%
Another Language	137	8%	1218	581	636	74%	82%	82%	9%
No Response	122	7%	1137	584	553	52%	87%	53%	12%

Highest Level of Parental Education	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
No High School Diploma	45	3%	1039	519	520	44%	62%	44%	38%
High School Diploma	220	13%	1102	564	538	50%	84%	52%	15%
Associate Degree	73	4%	1101	576	524	42%	86%	42%	14%
Bachelor's Degree	552	32%	1156	589	568	62%	90%	64%	7%
Graduate Degree	699	40%	1232	630	602	74%	94%	75%	5%
No Response	150	9%	1165	594	571	61%	89%	63%	9%

* Reflects the most recent essay of test takers who completed the SAT Essay at any point, not necessarily on the most recent test administration date. College Board discontinued the optional SAT Essay after June 2021, but it remains available in states where it is required as part of the use of the SAT as an accountability assessment.

SAT Fee Waiver*	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Used at any point	143	9%	1134	587	547	52%	90%	53%	9%
Did not use	1,392	91%	1193	608	585	67%	91%	69%	7%

Test-Taking History†	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
School Day	274	16%	1135	582	553	61%	86%	62%	14%
School Day Only	204	12%	1083	557	526	51%	81%	51%	18%
School Day and Weekend	70	4%	1288	656	632	91%	100%	91%	0%
Weekend Only	1,465	84%	1183	604	579	64%	91%	66%	8%

School Location‡	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
City	537	31%	1165	593	572	59%	86%	61%	12%
Suburb	442	25%	1186	602	584	64%	90%	66%	8%
Town/Rural	379	22%	1128	582	546	58%	90%	59%	9%
Unknown	381	22%	1225	627	598	77%	94%	78%	5%

Median Family Income§	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Lowest Quintile (\$0–\$63,157)	168	10%	1084	561	523	48%	82%	49%	17%
2nd Lowest Quintile (\$63,158–\$80,990)	195	11%	1123	578	545	57%	86%	58%	13%
Middle Quintile (\$80,991–\$100,344)	283	16%	1171	600	571	63%	92%	65%	6%
2nd Highest Quintile (\$100,345–\$131,209)	380	22%	1188	605	583	67%	91%	68%	8%
Highest Quintile (≥\$131,210)	556	32%	1229	625	604	72%	94%	73%	5%
Unknown	157	9%	1123	572	551	55%	85%	57%	13%

* Reflects students who used a fee waiver for an SAT registration for a Weekend administration compared to weekend test takers who did not. Students who take the SAT on a School Day are generally eligible to receive fee waivers or reductions through their schools; for more, visit www.sat.org/register.

† All students who took the SAT on a School Day as part of a State, District or School testing initiative at any point are classified under the 'School Day' breakout, including students who took a test on a weekend in addition to their School Day test. Students who tested exclusively on a nationally offered SAT administration date are classified as 'Weekend Only'.

‡ Schools are categorized according to the National Center for Education Statistics' locale classification definitions.

§ "Median family income" refers to the median family income of students' home census tracts.

PSAT/NMSQT and PSAT 10

Total	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Total	13,709		1043	538	505
PSAT/NMSQT	13,476		1045	539	506
PSAT 10	239		949	491	459

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	38	0%	945	486	459
Asian	868	6%	1169	578	591
Black/African American	2,024	15%	915	477	439
Hispanic/Latino	1,083	8%	987	510	477
Native Hawaiian/Other Pacific Islander	15	0%	1005	505	499
White	8,057	59%	1074	555	519
Two or More Races	588	4%	1037	537	500
No Response	1,036	8%	1011	522	489

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	7,096	52%	1034	538	496
Male	6,555	48%	1052	537	515
No Response	58		1186	622	564

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
10th Grade	6,272	46%	1013	523	490	54%	84%	55%	15%
11th Grade	6,892	50%	1078	555	523	55%	84%	56%	15%
Other/No Response	545	4%	933	486	447				

First Language Learned—11th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	3,048	44%	1036	536	500	45%	78%	45%	21%
English and Another Language	294	4%	1056	534	522	48%	74%	50%	24%
Another Language	138	2%	1075	523	552	51%	67%	57%	28%
No Response	3,412	50%	1118	575	543	65%	91%	66%	8%

First Language Learned—10th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	3,300	53%	976	506	470	45%	81%	45%	18%
English and Another Language	336	5%	960	488	472	40%	69%	42%	30%
Another Language	131	2%	978	477	500	44%	63%	54%	27%
No Response	2,505	40%	1071	553	519	68%	91%	69%	7%

Highest Level of Parental Education—11th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
No High School Diploma	200	3%	920	472	449	24%	56%	25%	43%
High School Diploma	872	13%	999	518	480	39%	74%	40%	25%
Associate Degree	234	3%	1035	539	497	44%	81%	45%	19%
Bachelor's Degree	2,303	33%	1098	564	533	60%	89%	61%	10%
Graduate Degree	2,021	29%	1144	587	557	68%	92%	69%	7%
No Response	1,262	18%	1026	529	497	44%	76%	46%	23%

Highest Level of Parental Education—10th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
No High School Diploma	170	3%	907	463	444	32%	64%	32%	36%
High School Diploma	632	10%	948	490	458	38%	73%	39%	25%
Associate Degree	159	3%	979	506	473	45%	83%	47%	16%
Bachelor's Degree	1,825	29%	1037	535	502	61%	90%	62%	9%
Graduate Degree	1,612	26%	1074	554	519	68%	92%	69%	7%
No Response	1,874	30%	972	502	470	42%	77%	44%	22%

High School Grade Point Average—11th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
A+ (97–100)	1,400	20%	1212	619	593	83%	97%	84%	3%
A (93–96)	1,605	23%	1132	581	551	68%	93%	69%	6%
A- (90–92)	970	14%	1052	542	510	49%	83%	50%	16%
B (80–89)	1,079	16%	953	496	457	24%	68%	25%	31%
C (70–79)	137	2%	799	416	384	8%	26%	8%	74%
D, E, or F (below 70)	8	0%							
No Response	1,692	25%	1036	535	501	48%	82%	49%	17%

High School Grade Point Average—10th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
A+ (97–100)	914	15%	1146	591	555	83%	97%	83%	2%
A (93–96)	1,478	24%	1065	549	515	69%	95%	70%	5%
A- (90–92)	732	12%	989	510	479	47%	86%	48%	12%
B (80–89)	920	15%	896	463	433	23%	68%	24%	30%
C (70–79)	126	2%	786	403	383	6%	37%	6%	63%
D, E, or F (below 70)	9	0%							
No Response	2,091	33%	994	514	480	49%	81%	51%	18%

Score Distributions by Subgroup—11th Grade

Test Takers	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
Total	6,892	3,588	3,263	16	415	1,130	560	8	4,132	265

Total Score	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
1400–1520	4%	2%	5%	0%	18%	1%	2%		3%	5%
1200–1390	25%	23%	28%	6%	39%	7%	16%		29%	24%
1000–1190	38%	39%	36%	50%	30%	27%	33%		42%	40%
800–990	27%	30%	23%	13%	11%	44%	36%		22%	28%
600–790	6%	6%	7%	31%	2%	18%	13%		2%	4%
320–590	1%	0%	1%	0%	0%	3%	1%		0%	0%

Section Scores—RW	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–760	5%	5%	6%	0%	16%	1%	3%		6%	7%
600–690	33%	32%	34%	6%	38%	14%	24%		39%	35%
500–590	34%	35%	33%	50%	31%	30%	35%		35%	34%
400–490	22%	24%	20%	19%	12%	39%	27%		17%	21%
300–390	5%	5%	6%	19%	3%	14%	10%		3%	4%
160–290	0%	0%	1%	6%	0%	1%	1%		0%	0%

Section Scores—Math	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–760 (35–38)	5%	3%	7%	0%	26%	1%	3%		4%	5%
600–690 (30–34.5)	20%	17%	23%	13%	32%	6%	12%		23%	18%
500–590 (25–29.5)	35%	35%	36%	31%	27%	23%	33%		40%	35%
400–490 (20–24.5)	31%	36%	25%	31%	13%	41%	36%		29%	33%
300–390 (15–19.5)	8%	9%	8%	25%	1%	25%	15%		4%	7%
160–290 (8–14.5)	1%	1%	1%	0%	1%	4%	1%		0%	1%

Score Distributions by Subgroup—10th Grade

Test Takers	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
Total	6,272	3,240	3,016	18	394	761	499	7	3,707	301

Total Score	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
1400–1520	1%	0%	2%	6%	9%	0%	1%		1%	1%
1200–1390	13%	12%	14%	6%	30%	4%	10%		14%	13%
1000–1190	40%	40%	39%	28%	40%	23%	31%		45%	37%
800–990	36%	37%	34%	39%	18%	46%	41%		35%	38%
600–790	9%	9%	9%	17%	3%	26%	16%		5%	11%
320–590	1%	0%	1%	6%	0%	2%	2%		0%	1%

Section Scores—RW	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–760	2%	2%	2%	6%	7%	1%	1%		2%	2%
600–690	23%	23%	23%	11%	33%	9%	18%		25%	22%
500–590	36%	36%	36%	56%	36%	25%	29%		40%	33%
400–490	30%	31%	29%	6%	18%	43%	35%		28%	35%
300–390	8%	8%	9%	17%	6%	21%	15%		5%	8%
160–290	1%	0%	1%	6%	0%	2%	1%		0%	0%

Section Scores—Math	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–760 (35–38)	2%	1%	3%	6%	13%	0%	1%		1%	2%
600–690 (30–34.5)	10%	8%	12%	11%	31%	2%	7%		10%	8%
500–590 (25–29.5)	35%	34%	35%	17%	33%	19%	27%		40%	35%
400–490 (20–24.5)	40%	44%	37%	39%	21%	45%	43%		42%	39%
300–390 (15–19.5)	12%	13%	12%	28%	2%	32%	20%		7%	14%
160–290 (8–14.5)	1%	1%	2%	0%	1%	2%	2%		0%	2%

PSAT 8/9

Total	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Total	12,000		829	427	402
Fall	7,501		836	432	404
Spring	4,692		820	420	401

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	80	1%	717	369	348
Asian	298	2%	1014	502	513
Black/African American	2,107	18%	740	383	357
Hispanic/Latino	1,357	11%	776	396	380
Native Hawaiian/Other Pacific Islander	14	0%	782	398	384
White	4,376	36%	900	465	435
Two or More Races	534	4%	867	448	419
No Response	3,234	27%	792	407	384

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	5,868	49%	837	435	403
Male	6,124	51%	820	419	401
No Response	8				

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
8th Grade	2,890	24%	828	425	403	34%	64%	36%	34%
9th Grade	6,075	51%	882	454	428	38%	65%	39%	34%
Other/No Response	3,035	25%	723	374	349				

First Language Learned—9th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	3,460	57%	872	450	422	35%	65%	36%	34%
English and Another Language	435	7%	810	408	402	21%	43%	24%	54%
Another Language	183	3%	801	402	399	24%	42%	26%	56%
No Response	1,997	33%	922	477	446	47%	72%	49%	26%

First Language Learned—8th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	1,850	64%	830	428	403	34%	65%	36%	33%
English and Another Language	241	8%	843	426	417	37%	65%	38%	34%
Another Language	111	4%	824	413	412	34%	59%	37%	39%
No Response	688	24%	817	418	399	33%	61%	35%	37%

High School Grade Point Average—9th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
A+ (97–100)	363	6%	1017	525	492	69%	83%	69%	16%
A (93–96)	754	12%	988	509	480	63%	86%	64%	13%
A- (90–92)	466	8%	898	459	439	41%	76%	42%	22%
B (80–89)	725	12%	801	411	390	15%	47%	17%	51%
C (70–79)	198	3%	705	363	342	5%	24%	5%	75%
D, E, or F (below 70)	23	0%	685	353	332	4%	13%	4%	87%
No Response	3,546	58%	871	449	422	35%	63%	36%	35%

High School Grade Point Average—8th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
A+ (97–100)	162	6%	937	484	454	60%	76%	62%	22%
A (93–96)	251	9%	916	470	445	55%	87%	57%	12%
A- (90–92)	204	7%	844	433	411	33%	71%	36%	27%
B (80–89)	345	12%	774	396	378	22%	54%	23%	44%
C (70–79)	86	3%	696	356	340	1%	21%	1%	79%
D, E, or F (below 70)	19	1%	642	332	310	0%	16%	0%	84%
No Response	1,823	63%	823	422	401	34%	63%	35%	35%

Score Distributions by Subgroup—9th Grade

Test Takers	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
Total	6,075	2,999	3,068	19	198	1,089	720	10	2,524	318

Total Score	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
1400–1440	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%
1200–1390	6%	5%	6%	0%	21%	1%	2%	0%	8%	5%
1000–1190	21%	22%	20%	0%	36%	7%	11%	10%	30%	24%
800–990	39%	43%	36%	53%	28%	31%	34%	40%	44%	44%
600–790	30%	28%	31%	37%	13%	53%	45%	50%	16%	24%
240–590	5%	3%	6%	11%	1%	9%	8%	0%	1%	3%

Section Scores—RW	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–720	1%	2%	1%	0%	4%	0%	0%	0%	2%	3%
600–690	9%	10%	8%	0%	19%	2%	4%	0%	13%	7%
500–590	23%	24%	21%	5%	35%	8%	13%	0%	31%	26%
400–490	36%	38%	34%	53%	24%	34%	35%	60%	38%	42%
300–390	27%	25%	30%	37%	17%	49%	42%	40%	14%	21%
120–290	4%	2%	5%	5%	1%	6%	6%	0%	1%	2%

Section Scores—Math	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–720 (35–36)	0%	0%	1%	0%	7%	0%	0%	0%	0%	0%
600–690 (30–34.5)	4%	3%	5%	0%	22%	0%	2%	10%	5%	2%
500–590 (25–29.5)	18%	18%	19%	0%	30%	4%	9%	20%	26%	22%
400–490 (20–24.5)	39%	43%	36%	32%	27%	29%	34%	10%	47%	42%
300–390 (15–19.5)	33%	33%	34%	58%	13%	56%	48%	50%	19%	31%
120–290 (6–14.5)	5%	4%	6%	11%	1%	11%	7%	10%	1%	3%

Score Distributions by Subgroup—8th Grade

Test Takers	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
Total	2,890	1,395	1,495	22	88	472	333	0	1,153	136

Total Score	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
1400–1440	0%	0%	0%	0%	1%	0%	0%		0%	0%
1200–1390	2%	2%	2%	0%	15%	0%	0%		2%	4%
1000–1190	14%	14%	14%	9%	31%	5%	7%		19%	15%
800–990	38%	40%	36%	14%	43%	28%	36%		43%	47%
600–790	39%	39%	39%	59%	10%	55%	48%		32%	30%
240–590	7%	5%	9%	18%	0%	11%	9%		4%	3%

Section Scores—RW	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–720	1%	1%	1%	0%	6%	0%	0%		1%	1%
600–690	4%	5%	4%	5%	15%	1%	1%		5%	5%
500–590	16%	15%	16%	5%	22%	8%	8%		21%	21%
400–490	37%	39%	35%	14%	41%	29%	34%		41%	40%
300–390	38%	38%	37%	73%	16%	55%	49%		29%	30%
120–290	5%	2%	7%	5%	1%	7%	8%		3%	2%

Section Scores—Math	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–720 (35–36)	0%	0%	0%	0%	2%	0%	0%		0%	0%
600–690 (30–34.5)	2%	1%	2%	0%	11%	0%	0%		2%	1%
500–590 (25–29.5)	12%	12%	12%	14%	38%	2%	7%		16%	17%
400–490 (20–24.5)	39%	41%	37%	9%	43%	29%	34%		44%	49%
300–390 (15–19.5)	41%	41%	40%	55%	6%	57%	50%		34%	27%
120–290 (6–14.5)	7%	6%	8%	23%	0%	11%	9%		5%	6%

Interquartile Ranges

Comparing the 25th percentile point to the 75th percentile point gives an idea of the range of performance in a group. SAT data reflect test activity for students who graduated high school in 2026. PSAT/NMSQT and PSAT 10 data reflect 10th or 11th grade students who took the PSAT/NMSQT and/or PSAT 10 during the 2025-26 school year. PSAT 8/9 data reflect 8th or 9th grade students who took the PSAT 8/9 during the 2025-26 school year. If a student took the respective assessment more than once, the most recent score is summarized.

SAT

Percentile	Total Students		
	Total	RW	Math
75th	1320	670	650
50th	1180	610	570
25th	1040	530	490

PSAT/NMSQT and PSAT 10

Percentile	11th Grade			10th Grade		
	Total	RW	Math	Total	RW	Math
75th	1220	630	590	1130	590	550
50th	1090	560	520	1020	520	490
25th	940	490	450	890	460	430

PSAT 8/9

Percentile	9th Grade			8th Grade		
	Total	RW	Math	Total	RW	Math
75th	1010	520	490	930	480	450
50th	870	440	420	810	410	400
25th	760	380	370	730	370	360

About College Board

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