



2026

SAT Suite of Assessments Annual Report

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

 CollegeBoard /  NATIONAL MERIT
SCHOLARSHIP CORPORATION

ARKANSAS 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.

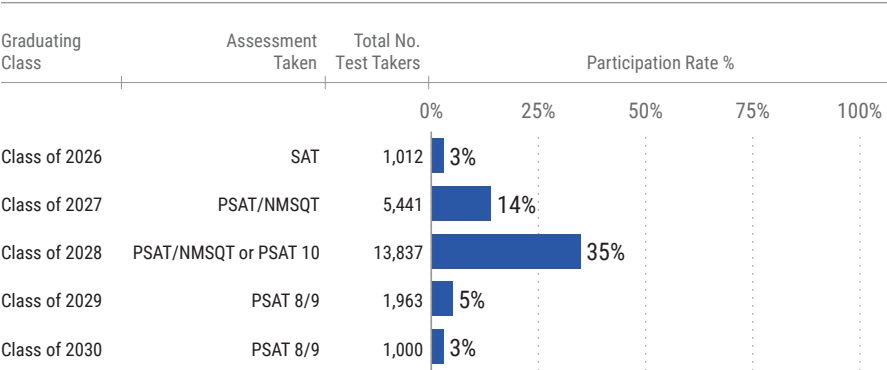
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Participation and Performance

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*



24,154

Total test takers†

66%

Met College and Career Readiness Benchmarks

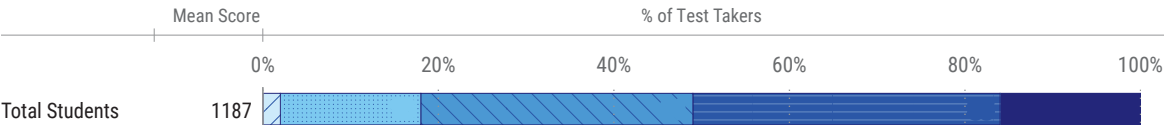
* Class enrollment from Knocking at the College Door, WICHE, December 2024. PSAT-related assessment data reflect students who tested during the 2025-26 school year.

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

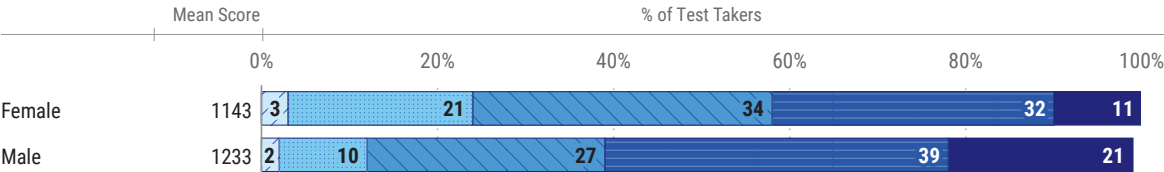
SAT Score Distributions

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

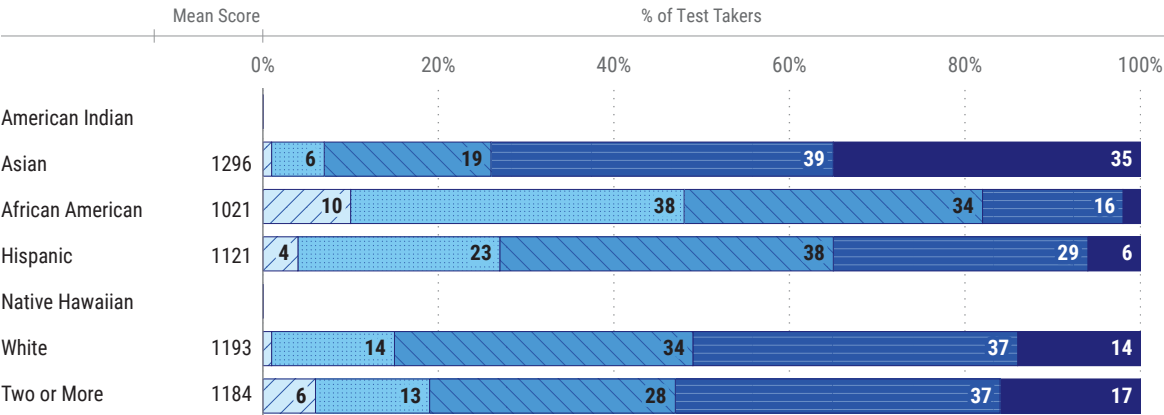
Total Students



Gender



Race/Ethnicity



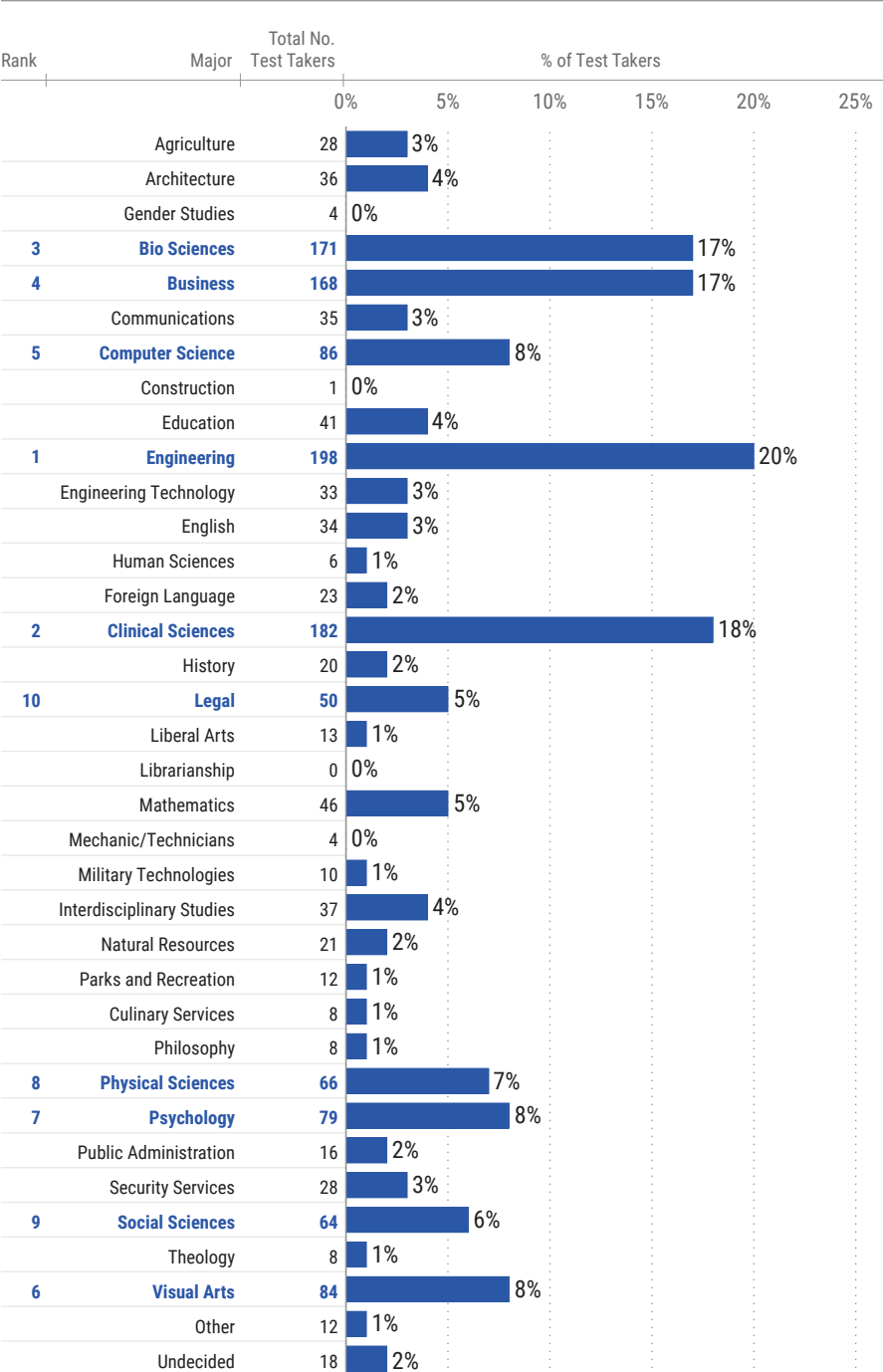
RW Section Scores	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700-800	21%	15%	27%		34%	3%	14%		21%	26%
600-690	37%	35%	38%		34%	23%	32%		42%	41%
500-590	28%	33%	24%		24%	41%	34%		27%	19%
400-490	11%	14%	8%		8%	23%	15%		9%	11%
300-390	2%	2%	2%		1%	8%	4%		1%	4%
200-290	0%	0%	0%		0%	1%	1%		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)	16%	10%	21%		38%	2%	7%		12%	13%
600-690 (30-34.5)	30%	23%	37%		38%	9%	24%		32%	31%
500-590 (25-29.5)	31%	35%	26%		19%	30%	39%		33%	31%
400-490 (20-24.5)	19%	26%	13%		5%	41%	21%		20%	19%
300-390 (15-19.5)	5%	6%	3%		0%	18%	9%		3%	6%
200-290 (10-14.5)	0%	0%	0%		0%	0%	0%		0%	0%

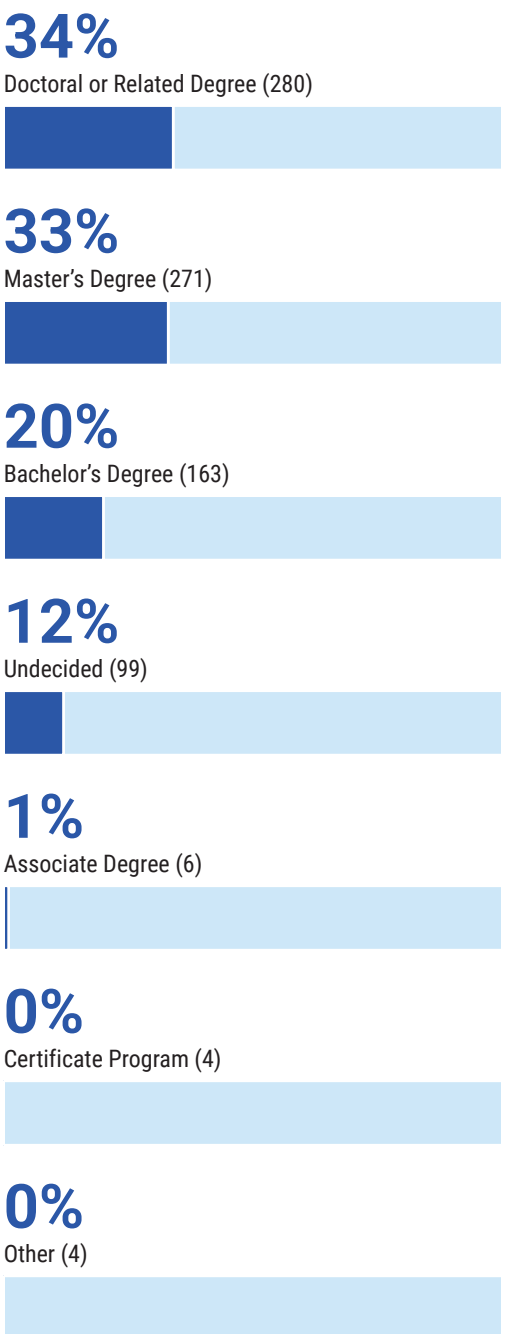
Intended College Major and Degree-Level Goal

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



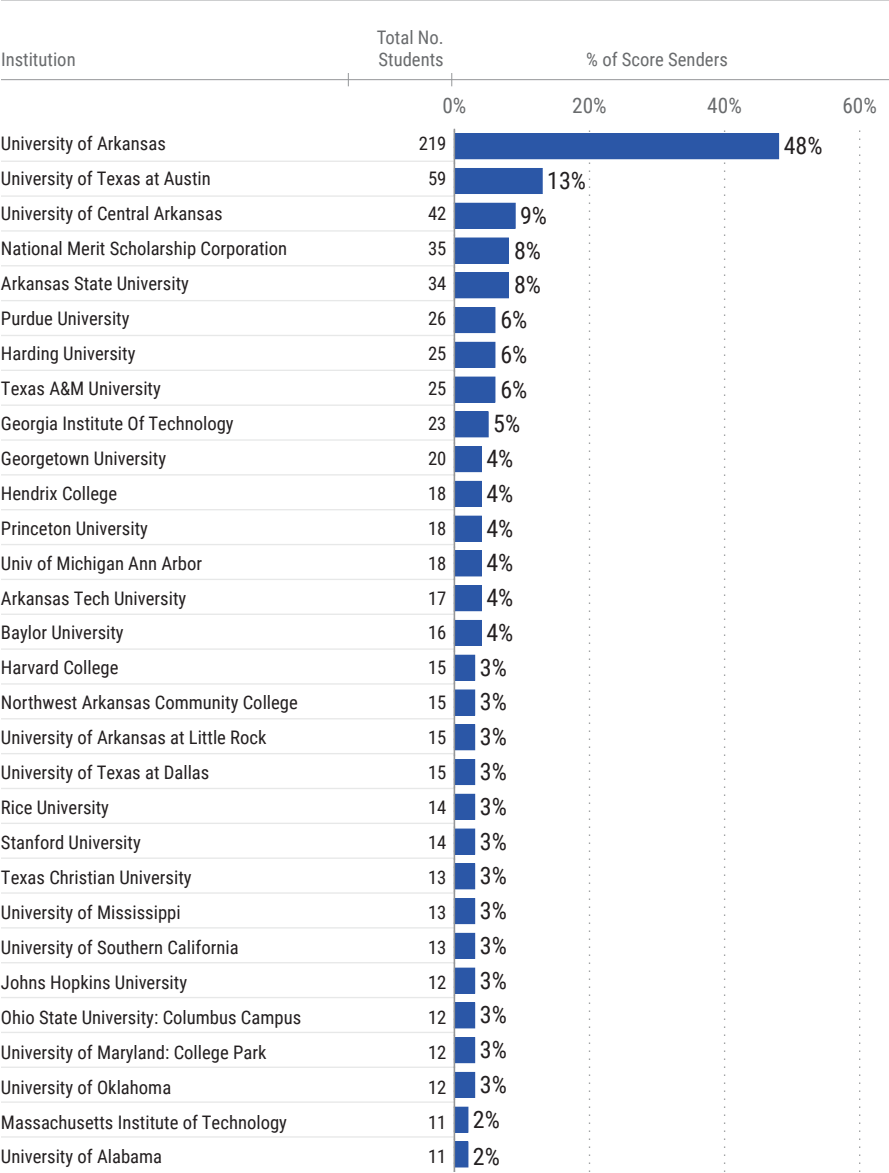
Degree-Level Goal



Institutions that Received the Most SAT Score Reports from Arkansas

Of the 1,012 students from Arkansas who took the SAT, 453 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 379 institutions received score reports from Arkansas students.

Top Institutions Receiving Score Reports*



379

Total institutions received score reports from Arkansas 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	1,012		1187	608	580	66%	91%	67%	8%
Took Essay*	4	0%							

Race/Ethnicity	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
American Indian/Alaska Native	6	1%							
Asian	170	17%	1296	637	658	87%	94%	89%	5%
Black/African American	90	9%	1021	536	485	31%	78%	32%	21%
Hispanic/Latino	111	11%	1121	575	546	56%	85%	56%	15%
Native Hawaiian/Other Pacific Islander	0	0%							
White	531	52%	1193	616	577	67%	94%	68%	5%
Two or More Races	54	5%	1184	615	570	67%	87%	69%	11%
No Response	50	5%	1192	608	584	64%	90%	64%	10%

Gender	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Female	510	51%	1143	592	551	57%	89%	58%	10%
Male	487	49%	1233	624	609	76%	93%	77%	6%
No Response	15		1215	637	579	53%	87%	60%	7%

First Language Learned	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	698	69%	1182	611	571	64%	92%	65%	7%
English and Another Language	151	15%	1232	622	610	77%	93%	77%	7%
Another Language	72	7%	1208	587	621	72%	82%	76%	14%
No Response	91	9%	1137	579	558	56%	86%	59%	11%

Highest Level of Parental Education	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
No High School Diploma	32	3%	1127	571	556	56%	81%	56%	19%
High School Diploma	148	15%	1091	564	527	48%	86%	49%	13%
Associate Degree	49	5%	1167	607	560	61%	96%	61%	4%
Bachelor's Degree	319	32%	1203	614	588	69%	92%	70%	7%
Graduate Degree	362	36%	1235	631	604	76%	94%	77%	5%
No Response	102	10%	1139	583	556	55%	84%	57%	14%

* 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	123	13%	1125	581	543	52%	89%	53%	11%
Did not use	832	87%	1208	617	591	70%	92%	71%	7%

Test-Taking History†	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
School Day	64	6%	1039	541	499	38%	77%	39%	22%
School Day Only	57	6%	1023	532	491	35%	75%	37%	23%
School Day and Weekend	7	1%							
Weekend Only	948	94%	1197	613	585	68%	92%	69%	7%

School Location‡	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
City	586	58%	1215	621	594	72%	92%	73%	7%
Suburb	71	7%	1094	567	527	48%	83%	48%	17%
Town/Rural	248	25%	1145	586	559	58%	90%	60%	8%
Unknown	107	11%	1195	614	580	64%	92%	65%	7%

Median Family Income§	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Lowest Quintile (\$0–\$63,157)	114	11%	1107	576	531	48%	87%	49%	12%
2nd Lowest Quintile (\$63,158–\$80,990)	172	17%	1142	591	551	51%	87%	53%	11%
Middle Quintile (\$80,991–\$100,344)	147	15%	1198	614	584	67%	93%	67%	7%
2nd Highest Quintile (\$100,345–\$131,209)	286	28%	1218	621	597	75%	94%	75%	6%
Highest Quintile (≥\$131,210)	217	21%	1242	628	614	79%	94%	81%	4%
Unknown	76	8%	1118	576	543	54%	82%	54%	18%

* 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	19,989		936	482	454
PSAT/NMSQT	19,143		936	482	454
PSAT 10	893		955	492	463

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	126	1%	894	459	435
Asian	844	4%	1101	549	552
Black/African American	2,061	10%	813	422	391
Hispanic/Latino	3,634	18%	854	438	416
Native Hawaiian/Other Pacific Islander	248	1%	749	378	371
White	9,981	50%	994	514	480
Two or More Races	1,042	5%	945	488	457
No Response	2,053	10%	881	453	427

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	10,151	51%	935	485	450
Male	9,743	49%	936	478	458
No Response	95		1143	601	542

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
10th Grade	13,837	69%	887	456	430	28%	59%	30%	40%
11th Grade	5,441	27%	1060	546	514	52%	82%	52%	17%
Other/No Response	711	4%	964	496	467				

First Language Learned—11th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	2,226	41%	1032	532	500	45%	77%	46%	22%
English and Another Language	314	6%	1027	520	506	45%	67%	46%	32%
Another Language	113	2%	1013	505	508	45%	65%	46%	35%
No Response	2,788	51%	1088	562	526	58%	88%	59%	11%

First Language Learned—10th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	6,433	46%	861	444	416	22%	55%	23%	44%
English and Another Language	1,265	9%	794	405	389	13%	34%	14%	64%
Another Language	670	5%	749	376	373	9%	27%	10%	72%
No Response	5,469	40%	955	493	462	43%	74%	44%	25%

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	213	4%	930	476	454	26%	59%	26%	41%
High School Diploma	935	17%	1018	527	490	41%	78%	41%	21%
Associate Degree	211	4%	1037	537	500	45%	83%	46%	16%
Bachelor's Degree	1,638	30%	1086	559	527	58%	87%	59%	12%
Graduate Degree	1,121	21%	1137	584	553	66%	91%	67%	8%
No Response	1,323	24%	1018	524	494	44%	75%	45%	24%

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	960	7%	766	394	372	10%	34%	11%	65%
High School Diploma	2,537	18%	867	448	419	22%	57%	23%	42%
Associate Degree	489	4%	905	470	435	29%	68%	30%	31%
Bachelor's Degree	2,700	20%	969	499	470	45%	78%	46%	21%
Graduate Degree	1,783	13%	995	514	481	50%	79%	51%	20%
No Response	5,368	39%	838	430	408	19%	48%	21%	51%

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)	989	18%	1203	616	587	83%	96%	84%	3%
A (93–96)	1,354	25%	1118	574	544	65%	92%	66%	8%
A- (90–92)	765	14%	1049	541	509	48%	84%	49%	15%
B (80–89)	854	16%	951	493	458	25%	66%	26%	32%
C (70–79)	95	2%	843	436	407	13%	41%	13%	59%
D, E, or F (below 70)	8	0%							
No Response	1,375	25%	990	513	478	37%	74%	38%	25%

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)	1,001	7%	1071	550	521	69%	86%	70%	12%
A (93–96)	2,019	15%	1001	515	486	52%	81%	53%	17%
A- (90–92)	1,413	10%	935	481	455	36%	73%	38%	25%
B (80–89)	2,772	20%	824	423	400	12%	47%	14%	52%
C (70–79)	665	5%	730	378	353	2%	22%	3%	78%
D, E, or F (below 70)	105	1%	675	346	329	3%	14%	3%	86%
No Response	5,862	42%	855	441	414	23%	54%	24%	45%

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	5,441	2,882	2,523	31	365	351	725	9	3,314	294

Total Score	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
1400–1520	3%	2%	4%	6%	11%	0%	1%		3%	3%
1200–1390	21%	19%	24%	10%	35%	9%	13%		24%	21%
1000–1190	39%	40%	38%	35%	33%	27%	35%		41%	39%
800–990	30%	33%	26%	39%	16%	48%	40%		27%	28%
600–790	7%	6%	7%	10%	4%	15%	11%		4%	9%
320–590	1%	0%	1%	0%	0%	1%	1%		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	4%	4%	5%	6%	9%	1%	2%		5%	5%
600–690	30%	28%	32%	16%	43%	15%	21%		33%	29%
500–590	35%	37%	33%	45%	28%	33%	35%		36%	35%
400–490	23%	25%	22%	23%	15%	38%	31%		21%	22%
300–390	7%	6%	7%	6%	4%	13%	10%		5%	8%
160–290	1%	0%	1%	3%	1%	1%	1%		0%	1%

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)	4%	2%	6%	6%	15%	0%	2%		3%	5%
600–690 (30–34.5)	17%	13%	20%	10%	32%	5%	10%		18%	14%
500–590 (25–29.5)	36%	35%	36%	32%	32%	23%	29%		39%	38%
400–490 (20–24.5)	34%	39%	28%	42%	15%	52%	42%		32%	32%
300–390 (15–19.5)	9%	10%	8%	10%	5%	20%	16%		7%	10%
160–290 (8–14.5)	1%	1%	1%	0%	1%	0%	1%		1%	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	13,837	6,931	6,852	92	412	1,695	2,762	237	6,410	721

Total Score	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
1400–1520	0%	0%	1%	0%	3%	0%	0%	0%	0%	0%
1200–1390	6%	4%	7%	3%	22%	1%	2%	0%	8%	6%
1000–1190	22%	23%	21%	17%	33%	9%	13%	2%	30%	22%
800–990	39%	42%	36%	33%	29%	33%	38%	30%	43%	41%
600–790	28%	27%	28%	41%	12%	46%	39%	59%	16%	28%
320–590	5%	3%	7%	5%	1%	11%	8%	8%	2%	3%

Section Scores—RW	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–760	1%	1%	1%	0%	3%	0%	0%	0%	1%	1%
600–690	10%	9%	11%	10%	22%	3%	4%	1%	15%	11%
500–590	23%	25%	21%	21%	33%	12%	17%	3%	30%	25%
400–490	35%	37%	33%	29%	27%	34%	36%	30%	36%	37%
300–390	26%	25%	28%	35%	14%	43%	36%	58%	16%	26%
160–290	4%	3%	5%	5%	1%	7%	7%	7%	1%	2%

Section Scores—Math	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–760 (35–38)	1%	0%	1%	0%	7%	0%	0%	0%	1%	0%
600–690 (30–34.5)	5%	3%	6%	2%	21%	1%	2%	0%	6%	5%
500–590 (25–29.5)	18%	17%	19%	18%	29%	8%	12%	3%	25%	18%
400–490 (20–24.5)	39%	43%	35%	32%	30%	29%	35%	26%	46%	41%
300–390 (15–19.5)	31%	32%	30%	41%	12%	48%	43%	61%	20%	31%
160–290 (8–14.5)	6%	5%	8%	7%	1%	14%	9%	9%	2%	4%

PSAT 8/9

Total	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Total	2,974		946	489	458
Fall	1,478		952	490	462
Spring	1,507		940	487	453

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	11	0%	941	495	446
Asian	102	3%	1033	512	520
Black/African American	268	9%	852	437	415
Hispanic/Latino	411	14%	886	455	431
Native Hawaiian/Other Pacific Islander	27	1%	836	412	424
White	1,404	47%	975	507	468
Two or More Races	178	6%	954	493	461
No Response	573	19%	950	489	460

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	1,518	51%	930	486	445
Male	1,449	49%	962	491	471
No Response	7				

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
8th Grade	1,000	34%	920	475	445	54%	85%	55%	14%
9th Grade	1,963	66%	960	496	464	52%	81%	54%	17%
Other/No Response	11	0%	803	422	381				

First Language Learned—9th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	1,152	59%	955	495	460	51%	81%	53%	17%
English and Another Language	151	8%	890	453	438	34%	67%	38%	30%
Another Language	64	3%	881	445	436	36%	70%	38%	28%
No Response	596	30%	997	516	482	61%	86%	61%	13%

First Language Learned—8th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	598	60%	911	473	438	51%	85%	52%	14%
English and Another Language	85	9%	871	443	428	49%	78%	51%	21%
Another Language	36	4%	890	451	439	56%	83%	56%	17%
No Response	281	28%	957	491	466	63%	87%	64%	12%

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)	174	9%	1110	576	534	80%	97%	81%	2%
A (93–96)	354	18%	1030	535	495	70%	92%	70%	8%
A- (90–92)	232	12%	943	483	460	50%	85%	54%	11%
B (80–89)	271	14%	878	449	429	31%	69%	33%	30%
C (70–79)	61	3%	787	405	382	16%	43%	18%	56%
D, E, or F (below 70)	5	0%							
No Response	866	44%	945	489	456	50%	80%	51%	19%

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)	81	8%	997	516	481	72%	94%	73%	5%
A (93–96)	152	15%	976	505	472	74%	95%	74%	5%
A- (90–92)	78	8%	858	440	418	40%	79%	44%	17%
B (80–89)	87	9%	821	421	399	31%	69%	31%	31%
C (70–79)	8	1%							
D, E, or F (below 70)	1	0%							
No Response	593	59%	920	475	445	53%	85%	54%	14%

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	1,963	996	961	6	70	173	286	22	994	126

Total Score	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
1400–1440	1%	0%	1%		6%	0%	0%	0%	1%	1%
1200–1390	9%	7%	11%		27%	3%	3%	0%	11%	9%
1000–1190	30%	27%	32%		26%	16%	19%	9%	36%	32%
800–990	45%	50%	40%		31%	50%	54%	55%	42%	44%
600–790	15%	15%	15%		10%	28%	22%	32%	10%	13%
240–590	1%	1%	1%		0%	3%	1%	5%	0%	1%

Section Scores—RW	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–720	3%	3%	4%		7%	1%	1%	0%	4%	2%
600–690	13%	12%	15%		24%	6%	7%	0%	16%	17%
500–590	32%	31%	32%		27%	18%	23%	18%	36%	29%
400–490	36%	39%	33%		27%	45%	45%	32%	34%	34%
300–390	14%	14%	15%		14%	27%	22%	45%	9%	16%
120–290	1%	1%	1%		0%	3%	2%	5%	0%	1%

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)	1%	0%	1%		11%	0%	0%	0%	1%	1%
600–690 (30–34.5)	6%	3%	9%		19%	1%	3%	0%	8%	6%
500–590 (25–29.5)	26%	21%	31%		33%	16%	16%	5%	31%	26%
400–490 (20–24.5)	45%	52%	39%		26%	45%	50%	64%	45%	48%
300–390 (15–19.5)	20%	22%	18%		11%	35%	29%	27%	15%	17%
120–290 (6–14.5)	1%	1%	1%		0%	3%	1%	5%	0%	1%

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	1,000	515	484	5	32	95	123	5	404	52

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%	1%		0%	0%	0%		0%	0%
1200–1390	5%	4%	5%		9%	0%	2%		4%	2%
1000–1190	25%	23%	26%		28%	13%	14%		28%	21%
800–990	48%	49%	47%		44%	45%	54%		48%	63%
600–790	22%	23%	20%		19%	41%	28%		20%	13%
240–590	1%	1%	1%		0%	1%	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
700–720	2%	1%	3%		3%	0%	0%		2%	2%
600–690	9%	9%	9%		9%	2%	6%		9%	10%
500–590	27%	27%	26%		19%	17%	16%		31%	29%
400–490	43%	43%	42%		53%	44%	50%		41%	46%
300–390	19%	18%	19%		13%	34%	27%		17%	12%
120–290	1%	1%	1%		3%	3%	1%		0%	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)	1%	0%	1%		0%	0%	0%		0%	0%
600–690 (30–34.5)	3%	2%	4%		9%	0%	1%		2%	2%
500–590 (25–29.5)	20%	16%	25%		34%	13%	12%		20%	13%
400–490 (20–24.5)	50%	52%	48%		41%	41%	57%		51%	65%
300–390 (15–19.5)	25%	29%	20%		16%	44%	28%		25%	19%
120–290 (6–14.5)	1%	1%	2%		0%	2%	2%		1%	0%

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	1330	680	670
50th	1200	620	580
25th	1050	540	500

PSAT/NMSQT and PSAT 10

Percentile	11th Grade			10th Grade		
	Total	RW	Math	Total	RW	Math
75th	1190	620	580	1010	530	490
50th	1060	550	510	880	450	420
25th	930	480	440	760	380	370

PSAT 8/9

Percentile	9th Grade			8th Grade		
	Total	RW	Math	Total	RW	Math
75th	1070	560	520	1010	530	490
50th	940	490	450	910	460	430
25th	840	420	400	810	410	390

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.