

2026

SAT Suite of Assessments Annual Report

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

 CollegeBoard /  NATIONAL MERIT
SCHOLARSHIP CORPORATION

IDAHO 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.

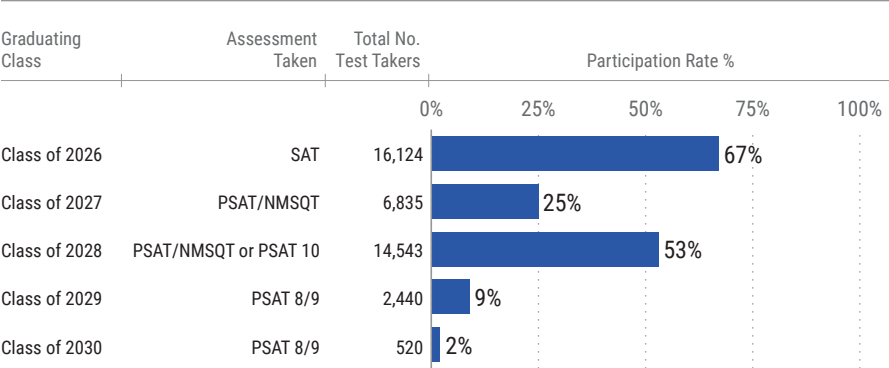
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Participation and Performance

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*



35,517

Total test takers†

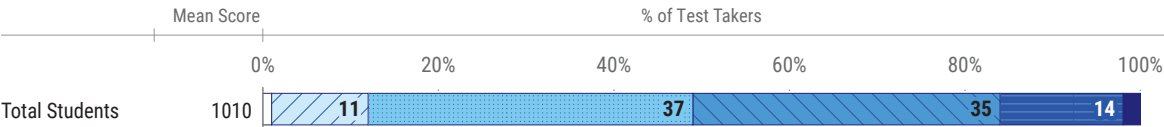
34%

Met College and Career Readiness Benchmarks

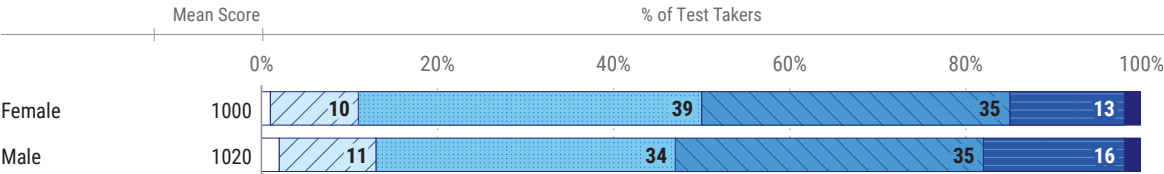
SAT Score Distributions

Subgroup Scores 400-590 600-799 800-999 1000-1199 1200-1399 1400-1600

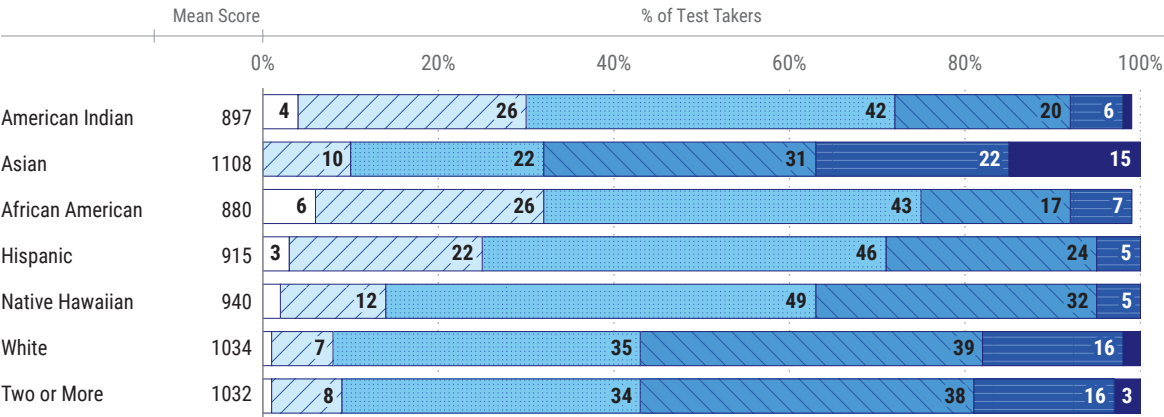
Total Students



Gender



Race/Ethnicity



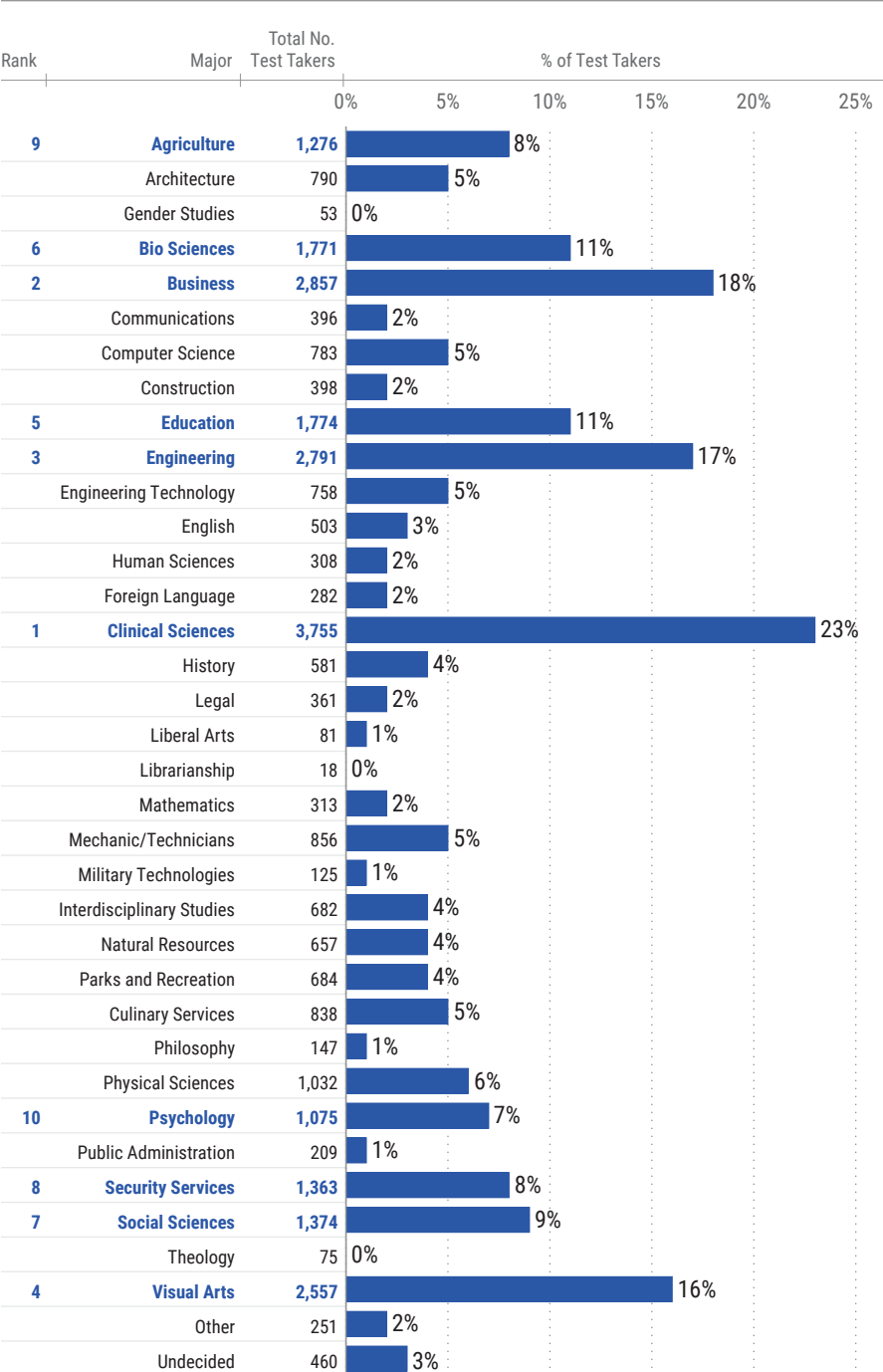
RW Section Scores	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700-800	4%	4%	5%	1%	13%	1%	2%	0%	5%	5%
600-690	18%	18%	19%	10%	23%	11%	8%	7%	20%	22%
500-590	37%	38%	37%	26%	33%	21%	29%	29%	40%	38%
400-490	29%	31%	28%	39%	20%	34%	39%	49%	27%	26%
300-390	10%	9%	11%	22%	11%	29%	21%	15%	7%	8%
200-290	1%	0%	1%	2%	0%	5%	2%	0%	1%	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)	2%	1%	4%	1%	19%	1%	1%	2%	2%	3%
600-690 (30-34.5)	13%	10%	16%	6%	19%	5%	6%	17%	14%	14%
500-590 (25-29.5)	31%	31%	31%	19%	26%	14%	21%	12%	34%	32%
400-490 (20-24.5)	39%	42%	36%	35%	23%	41%	43%	51%	39%	38%
300-390 (15-19.5)	14%	15%	13%	35%	13%	33%	27%	15%	10%	11%
200-290 (10-14.5)	1%	1%	1%	5%	0%	6%	3%	2%	1%	2%

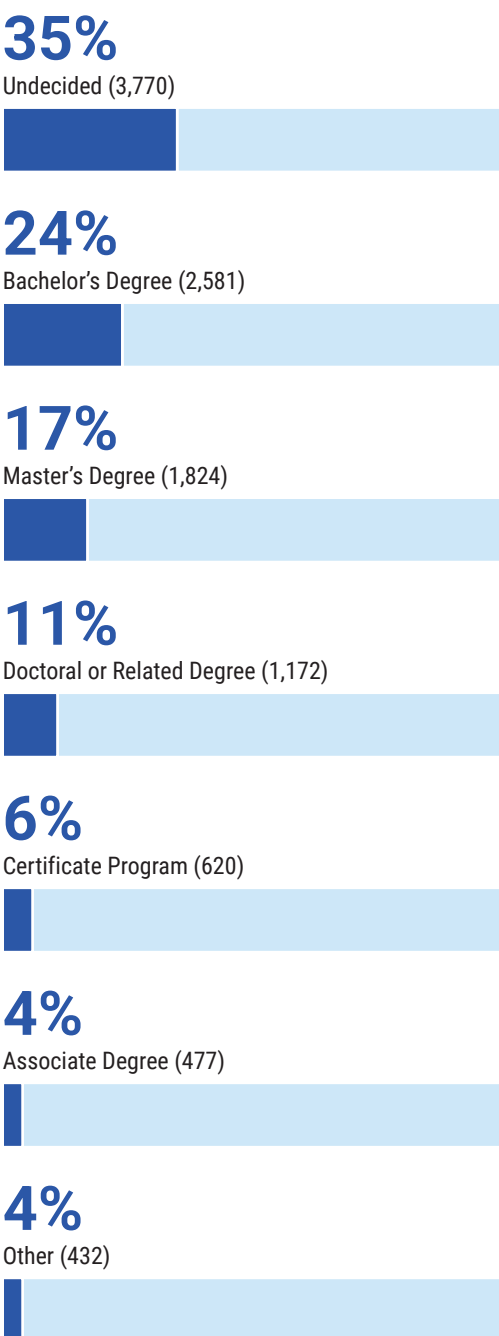
Intended College Major and Degree-Level Goal

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



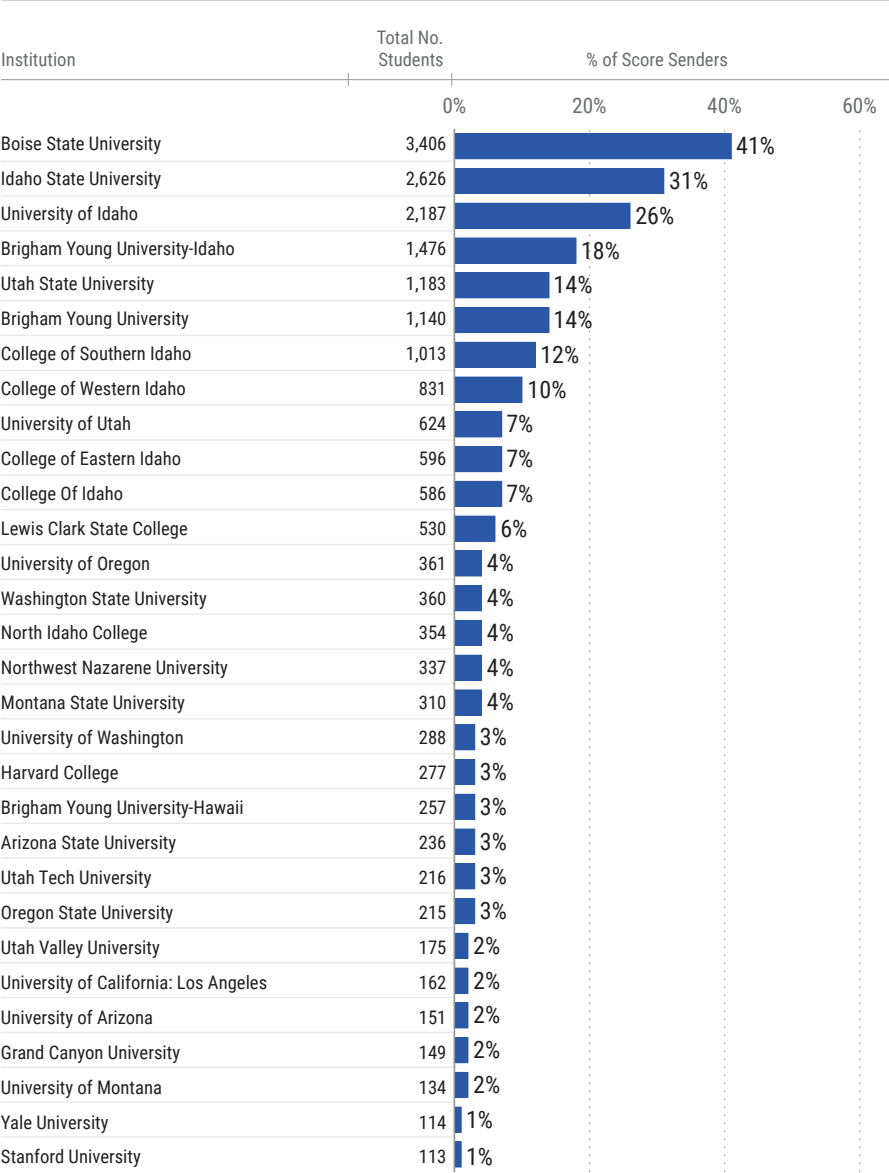
Degree-Level Goal



Institutions that Received the Most SAT Score Reports from Idaho

Of the 16,124 students from Idaho who took the SAT, 8,356 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 1,139 institutions received score reports from Idaho students.

Top Institutions Receiving Score Reports*



1,139

Total institutions received score reports from Idaho 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	16,124		1010	519	491	34%	68%	35%	31%
Took Essay*	1	0%							

Race/Ethnicity	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
American Indian/Alaska Native	144	1%	897	464	434	17%	43%	17%	57%
Asian	243	2%	1108	553	556	52%	74%	55%	23%
Black/African American	221	1%	880	453	428	14%	39%	15%	61%
Hispanic/Latino	2,680	17%	915	470	445	16%	47%	18%	52%
Native Hawaiian/Other Pacific Islander	41	0%	940	474	466	27%	46%	29%	51%
White	10,905	68%	1034	532	502	38%	73%	39%	26%
Two or More Races	658	4%	1032	533	499	37%	73%	37%	26%
No Response	1,232	8%	1021	526	495	38%	68%	39%	31%

Gender	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Female	8,261	51%	1000	519	481	30%	68%	30%	32%
Male	7,794	49%	1020	519	501	38%	68%	39%	31%
No Response	69		1173	614	559	61%	94%	61%	6%

First Language Learned	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	10,962	68%	1010	520	490	33%	69%	33%	31%
English and Another Language	1,276	8%	921	470	451	17%	45%	19%	54%
Another Language	607	4%	888	451	437	16%	38%	17%	60%
No Response	3,279	20%	1070	551	520	48%	80%	49%	19%

Highest Level of Parental Education	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
No High School Diploma	940	6%	854	438	416	7%	32%	8%	67%
High School Diploma	3,399	21%	955	492	463	22%	58%	23%	42%
Associate Degree	848	5%	1007	517	490	31%	71%	32%	28%
Bachelor's Degree	4,495	28%	1063	546	516	43%	80%	44%	19%
Graduate Degree	2,647	16%	1116	572	544	55%	86%	56%	13%
No Response	3,795	24%	964	496	468	26%	58%	27%	41%

* 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	81	5%	1085	554	531	57%	75%	59%	22%
Did not use	1,466	95%	1202	613	589	74%	94%	74%	6%

Test-Taking History†	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
School Day	15,524	96%	1005	517	489	33%	67%	34%	32%
School Day Only	14,577	90%	991	510	481	30%	65%	31%	34%
School Day and Weekend	947	6%	1233	624	609	81%	96%	82%	4%
Weekend Only	600	4%	1138	588	551	59%	87%	60%	12%

School Location‡	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
City	4,909	30%	1022	525	497	37%	68%	38%	31%
Suburb	3,356	21%	1038	534	504	39%	75%	40%	24%
Town/Rural	7,494	46%	985	506	479	28%	63%	29%	36%
Unknown	365	2%	1115	579	536	52%	84%	52%	16%

Median Family Income§	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Lowest Quintile (\$0–\$63,157)	481	3%	1000	516	484	33%	65%	33%	35%
2nd Lowest Quintile (\$63,158–\$80,990)	1,836	11%	1006	517	488	32%	67%	33%	32%
Middle Quintile (\$80,991–\$100,344)	2,579	16%	1043	536	507	39%	75%	40%	24%
2nd Highest Quintile (\$100,345–\$131,209)	3,008	19%	1086	558	529	49%	81%	50%	18%
Highest Quintile (≥\$131,210)	1,190	7%	1136	581	556	60%	87%	61%	12%
Unknown	7,030	44%	947	487	459	21%	57%	22%	43%

* 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	21,603		955	490	465
PSAT/NMSQT	21,439		955	490	465
PSAT 10	254		956	490	466

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	193	1%	808	413	395
Asian	339	2%	1056	526	530
Black/African American	215	1%	821	422	400
Hispanic/Latino	2,924	14%	863	442	421
Native Hawaiian/Other Pacific Islander	55	0%	865	444	421
White	12,841	59%	985	506	479
Two or More Races	862	4%	974	500	474
No Response	4,174	19%	930	477	453

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	10,914	51%	953	493	460
Male	10,641	49%	956	486	470
No Response	48		1118	591	526

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
10th Grade	14,543	67%	920	472	449	34%	67%	35%	31%
11th Grade	6,835	32%	1028	528	500	45%	78%	46%	21%
Other/No Response	225	1%	958	493	464				

First Language Learned—11th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	3,858	56%	1014	521	492	41%	76%	42%	22%
English and Another Language	424	6%	942	482	460	29%	55%	30%	43%
Another Language	184	3%	876	445	431	21%	45%	22%	54%
No Response	2,369	35%	1078	553	525	57%	86%	58%	12%

First Language Learned—10th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	8,454	58%	920	472	448	33%	69%	34%	30%
English and Another Language	1,070	7%	845	432	413	19%	47%	20%	51%
Another Language	424	3%	796	398	398	11%	31%	14%	66%
No Response	4,595	32%	951	488	463	41%	73%	43%	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	261	4%	864	440	424	13%	43%	15%	56%
High School Diploma	1,153	17%	956	492	465	29%	65%	31%	34%
Associate Degree	317	5%	1025	530	496	44%	79%	45%	19%
Bachelor's Degree	2,086	31%	1065	546	519	53%	86%	54%	12%
Graduate Degree	1,383	20%	1119	574	545	63%	89%	64%	9%
No Response	1,635	24%	981	505	476	37%	71%	38%	28%

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	600	4%	783	399	384	8%	34%	10%	64%
High School Diploma	2,008	14%	877	451	426	22%	61%	24%	38%
Associate Degree	489	3%	919	471	448	31%	71%	31%	29%
Bachelor's Degree	2,716	19%	982	503	479	47%	81%	49%	17%
Graduate Degree	1,660	11%	1018	522	497	57%	84%	58%	15%
No Response	7,070	49%	898	461	437	29%	63%	31%	35%

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)	935	14%	1180	602	578	79%	95%	80%	4%
A (93–96)	1,603	23%	1092	559	533	59%	90%	61%	9%
A- (90–92)	1,075	16%	1023	525	499	44%	80%	46%	18%
B (80–89)	1,358	20%	943	487	456	24%	64%	25%	35%
C (70–79)	272	4%	845	438	407	9%	43%	10%	57%
D, E, or F (below 70)	17	0%	756	396	360	0%	18%	0%	82%
No Response	1,574	23%	982	507	476	36%	72%	37%	27%

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)	1,186	8%	1072	547	525	70%	91%	71%	7%
A (93–96)	2,445	17%	1007	516	491	55%	86%	56%	12%
A- (90–92)	1,578	11%	939	480	459	36%	76%	38%	22%
B (80–89)	2,321	16%	859	440	419	17%	56%	18%	42%
C (70–79)	628	4%	768	394	374	4%	31%	5%	68%
D, E, or F (below 70)	112	1%	694	356	338	2%	13%	3%	87%
No Response	6,273	43%	895	460	435	28%	62%	30%	36%

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	6,835	3,526	3,270	33	119	71	894	21	4,711	300

Total Score	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
1400–1520	2%	1%	2%	0%	13%	0%	0%	0%	1%	2%
1200–1390	17%	14%	19%	0%	19%	6%	8%	5%	18%	17%
1000–1190	38%	38%	38%	15%	37%	14%	28%	24%	41%	40%
800–990	34%	38%	31%	55%	20%	31%	42%	48%	34%	34%
600–790	8%	8%	9%	27%	9%	42%	20%	19%	6%	6%
320–590	1%	0%	1%	3%	1%	7%	2%	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
700–760	3%	3%	3%	0%	13%	0%	1%	0%	3%	4%
600–690	24%	23%	25%	3%	28%	8%	13%	14%	26%	27%
500–590	36%	37%	35%	21%	35%	23%	30%	19%	38%	33%
400–490	29%	30%	27%	48%	14%	28%	38%	48%	27%	28%
300–390	8%	7%	9%	24%	9%	34%	17%	10%	6%	7%
160–290	1%	0%	1%	3%	1%	7%	2%	10%	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)	2%	1%	3%	0%	15%	0%	1%	0%	2%	3%
600–690 (30–34.5)	14%	11%	17%	0%	13%	4%	6%	5%	15%	15%
500–590 (25–29.5)	34%	34%	35%	18%	39%	15%	26%	19%	37%	34%
400–490 (20–24.5)	37%	42%	32%	58%	22%	32%	40%	38%	37%	37%
300–390 (15–19.5)	11%	12%	11%	21%	11%	39%	25%	33%	8%	10%
160–290 (8–14.5)	1%	1%	2%	3%	1%	8%	1%	5%	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	14,543	7,285	7,250	158	219	141	2,021	33	7,980	549

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%	0%	0%	6%	0%	0%	0%	0%	0%
1200–1390	6%	5%	7%	2%	15%	1%	1%	0%	7%	7%
1000–1190	26%	26%	26%	8%	37%	12%	13%	6%	30%	31%
800–990	45%	48%	43%	41%	26%	38%	42%	67%	47%	44%
600–790	20%	19%	21%	40%	14%	40%	38%	21%	15%	17%
320–590	3%	2%	4%	10%	2%	9%	6%	6%	1%	2%

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%	4%	0%	0%	0%	1%	0%
600–690	11%	11%	11%	3%	22%	3%	4%	3%	12%	14%
500–590	27%	29%	26%	11%	32%	15%	16%	24%	31%	30%
400–490	40%	41%	38%	39%	24%	36%	40%	48%	40%	40%
300–390	20%	18%	22%	40%	16%	39%	37%	18%	16%	16%
160–290	2%	1%	2%	7%	2%	7%	4%	6%	1%	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)	0%	0%	1%	0%	11%	0%	0%	0%	0%	0%
600–690 (30–34.5)	5%	3%	6%	1%	17%	1%	1%	0%	6%	5%
500–590 (25–29.5)	23%	22%	24%	9%	29%	10%	11%	6%	26%	29%
400–490 (20–24.5)	46%	49%	43%	39%	30%	36%	40%	61%	49%	44%
300–390 (15–19.5)	22%	23%	22%	41%	12%	44%	40%	27%	18%	20%
160–290 (8–14.5)	3%	3%	4%	11%	1%	9%	7%	6%	2%	3%

PSAT 8/9

Total	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Total	2,960		906	462	444
Fall	1,189		858	439	419
Spring	1,944		937	477	459

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	12	0%	816	404	412
Asian	51	2%	1011	495	516
Black/African American	51	2%	774	394	380
Hispanic/Latino	427	14%	805	405	399
Native Hawaiian/Other Pacific Islander	12	0%	866	441	425
White	1,518	51%	941	483	458
Two or More Races	111	4%	964	491	473
No Response	778	26%	890	451	438

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	1,429	48%	905	466	438
Male	1,529	52%	907	458	450
No Response	2				

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
8th Grade	520	18%	831	425	406	34%	66%	35%	33%
9th Grade	2,440	82%	922	470	452	45%	71%	48%	26%
Other/No Response	0	0%							

First Language Learned—9th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	1,251	51%	931	477	454	46%	76%	49%	22%
English and Another Language	207	8%	843	428	415	29%	53%	30%	46%
Another Language	94	4%	794	391	403	17%	44%	26%	48%
No Response	888	36%	942	478	464	50%	72%	52%	26%

First Language Learned—8th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	309	59%	860	442	418	39%	73%	40%	26%
English and Another Language	78	15%	790	405	384	23%	67%	26%	31%
Another Language	54	10%	728	359	369	11%	24%	13%	74%
No Response	79	15%	829	422	407	38%	68%	38%	32%

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)	208	9%	1089	557	532	81%	91%	82%	8%
A (93–96)	324	13%	1017	517	501	70%	90%	73%	7%
A- (90–92)	229	9%	942	475	467	55%	83%	59%	14%
B (80–89)	325	13%	849	434	415	25%	59%	27%	38%
C (70–79)	59	2%	747	385	362	3%	34%	3%	66%
D, E, or F (below 70)	5	0%							
No Response	1,290	53%	896	457	439	39%	66%	41%	32%

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)	46	9%	903	467	436	65%	83%	65%	17%
A (93–96)	90	17%	882	452	430	50%	82%	52%	16%
A- (90–92)	39	8%	819	417	401	23%	67%	23%	33%
B (80–89)	86	17%	760	383	377	13%	48%	13%	52%
C (70–79)	18	3%	694	341	353	6%	33%	6%	67%
D, E, or F (below 70)	4	1%							
No Response	237	46%	838	430	408	33%	68%	35%	31%

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	2,440	1,151	1,287	8	50	49	285	10	1,257	91

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%		2%	0%	0%	0%	1%	2%
1200–1390	8%	8%	7%		24%	4%	3%	0%	8%	10%
1000–1190	25%	24%	26%		26%	2%	12%	20%	31%	27%
800–990	42%	43%	41%		28%	35%	38%	60%	43%	47%
600–790	23%	23%	23%		20%	43%	43%	20%	16%	13%
240–590	2%	2%	3%		0%	16%	4%	0%	1%	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%	2%	2%		4%	0%	1%	0%	3%	5%
600–690	10%	11%	8%		24%	4%	3%	10%	11%	14%
500–590	26%	26%	26%		14%	10%	14%	10%	32%	25%
400–490	37%	38%	37%		36%	29%	38%	60%	38%	45%
300–390	23%	21%	24%		22%	43%	39%	20%	15%	10%
120–290	2%	2%	3%		0%	14%	5%	0%	1%	0%

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%	1%	1%		8%	0%	0%	0%	1%	1%
600–690 (30–34.5)	6%	5%	7%		24%	0%	2%	0%	7%	10%
500–590 (25–29.5)	23%	22%	24%		22%	6%	13%	20%	27%	30%
400–490 (20–24.5)	42%	42%	41%		20%	37%	35%	40%	45%	43%
300–390 (15–19.5)	25%	28%	23%		26%	45%	45%	40%	19%	16%
120–290 (6–14.5)	3%	2%	3%		0%	12%	5%	0%	1%	0%

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	520	278	242	4	1	2	142	2	261	20

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%		0%	0%
1200–1390	1%	1%	2%				1%		1%	10%
1000–1190	11%	11%	11%				1%		15%	10%
800–990	45%	42%	47%				31%		52%	35%
600–790	40%	42%	38%				60%		31%	40%
240–590	3%	4%	3%				7%		2%	5%

Section Scores—RW	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–720	0%	0%	0%				0%		0%	0%
600–690	4%	5%	2%				1%		4%	10%
500–590	15%	15%	14%				4%		21%	10%
400–490	41%	38%	45%				27%		48%	40%
300–390	36%	37%	36%				61%		26%	35%
120–290	3%	4%	3%				7%		2%	5%

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%		0%	0%
600–690 (30–34.5)	0%	0%	1%				0%		0%	5%
500–590 (25–29.5)	7%	4%	10%				1%		8%	10%
400–490 (20–24.5)	49%	49%	48%				32%		59%	45%
300–390 (15–19.5)	41%	43%	39%				60%		32%	35%
120–290 (6–14.5)	3%	4%	2%				7%		1%	5%

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	1130	590	550
50th	1000	520	480
25th	880	450	420

PSAT/NMSQT and PSAT 10

Percentile	11th Grade			10th Grade		
	Total	RW	Math	Total	RW	Math
75th	1160	600	560	1030	530	500
50th	1030	530	500	910	470	440
25th	900	460	430	810	400	390

PSAT 8/9

Percentile	9th Grade			8th Grade		
	Total	RW	Math	Total	RW	Math
75th	1050	540	510	920	480	440
50th	910	460	440	810	410	400
25th	790	400	390	740	380	370

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.