



2026

SAT Suite of Assessments Annual Report

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

 CollegeBoard /  NATIONAL MERIT
SCHOLARSHIP CORPORATION

ILLINOIS 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.

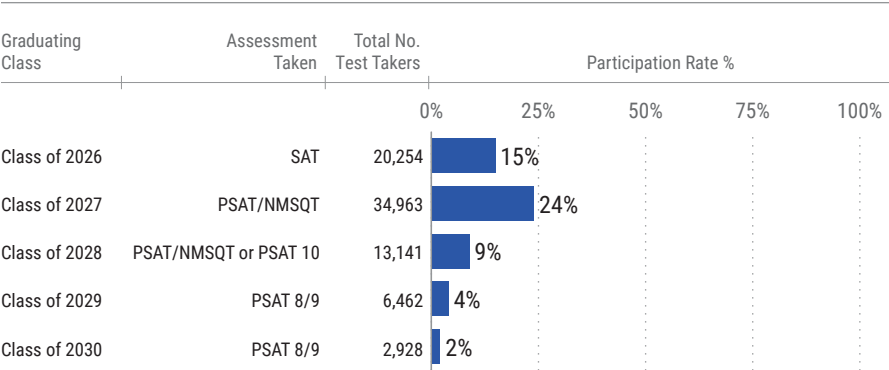
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Participation and Performance

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*



71,119

Total test takers†

76%

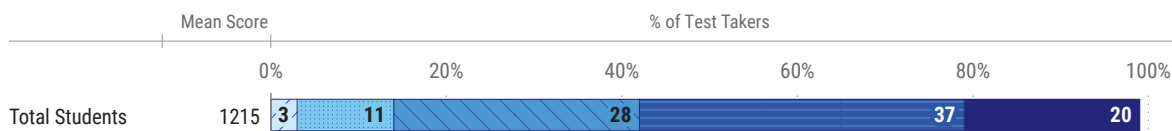
Met College and Career Readiness Benchmarks

SAT Score Distributions

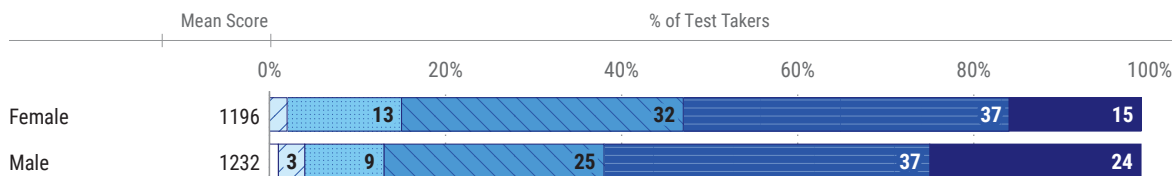
Subgroup Scores

○ 400–590 ○ 600–790 ■ 800–990 ■ 1000–1190 ■ 1200–1390 ■ 1400–1600

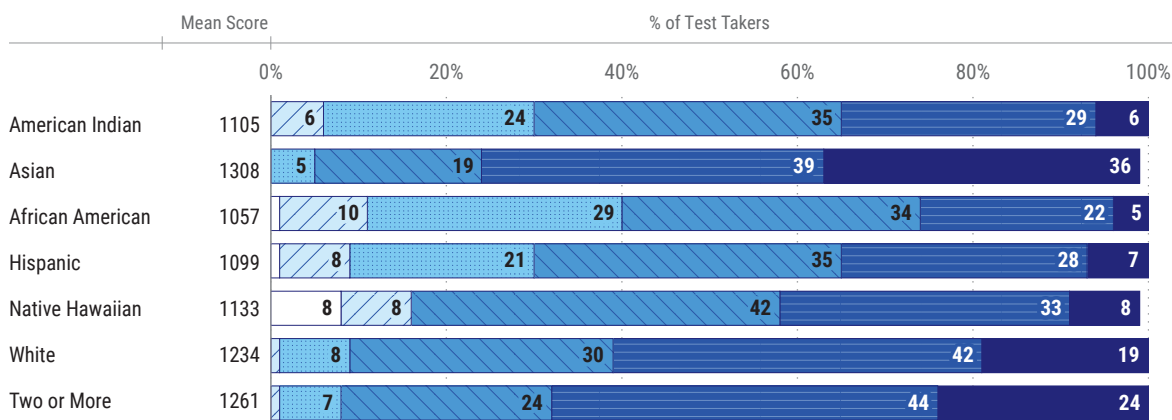
Total Students



Gender



Race/Ethnicity



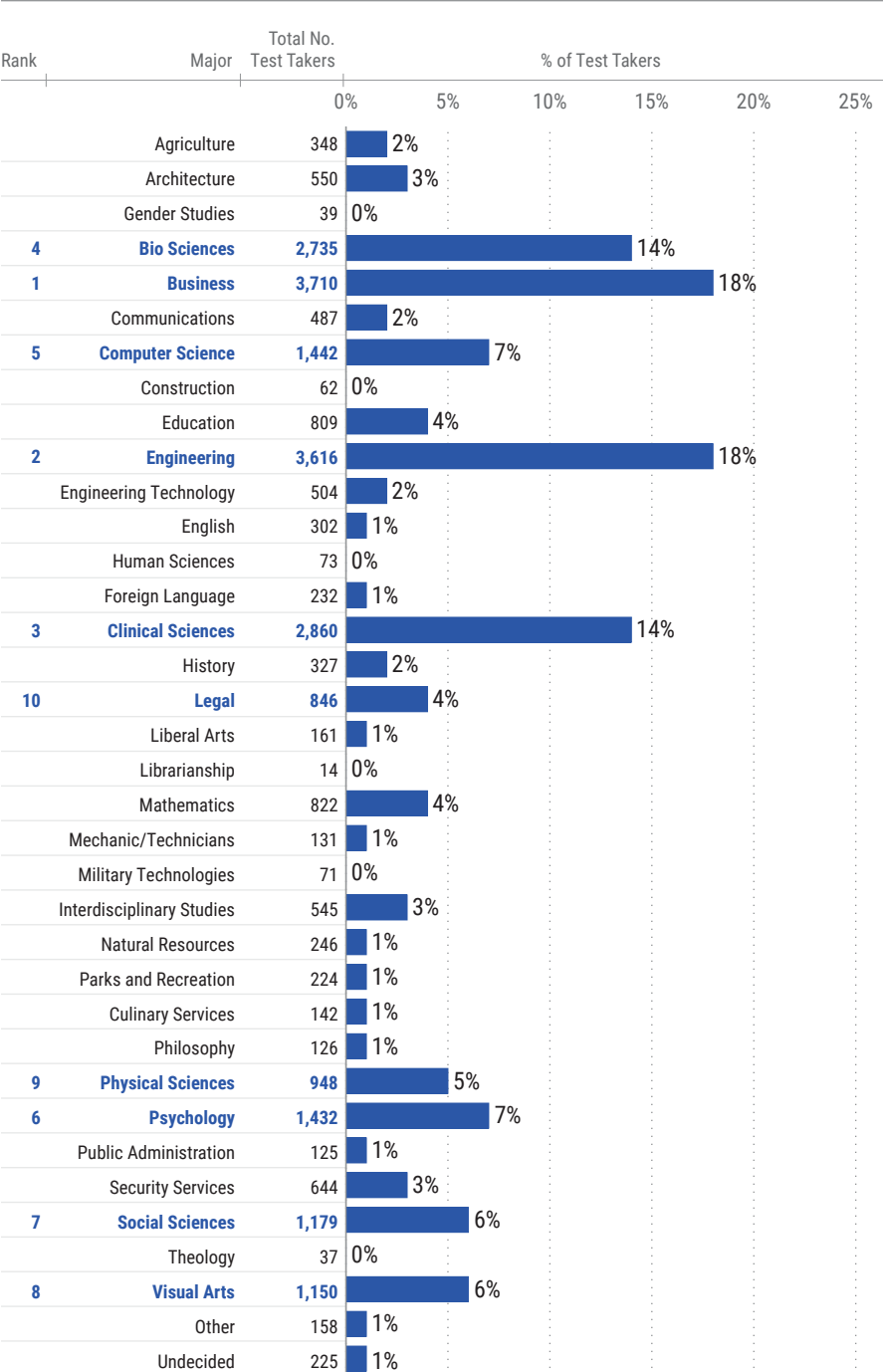
RW Section Scores	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–800	21%	19%	23%	6%	32%	6%	10%	8%	21%	25%
600–690	38%	38%	38%	35%	40%	27%	28%	50%	42%	44%
500–590	28%	30%	26%	35%	21%	34%	35%	25%	29%	24%
400–490	10%	11%	10%	24%	6%	24%	19%	0%	7%	6%
300–390	3%	2%	3%	0%	1%	8%	7%	8%	1%	1%
200–290	0%	0%	0%	0%	0%	1%	1%	8%	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)	24%	17%	29%	12%	43%	5%	9%	25%	21%	28%
600–690 (30–34.5)	33%	33%	34%	24%	35%	20%	25%	25%	38%	36%
500–590 (25–29.5)	27%	31%	23%	35%	16%	31%	32%	25%	30%	25%
400–490 (20–24.5)	13%	15%	10%	18%	5%	31%	24%	8%	10%	9%
300–390 (15–19.5)	3%	3%	4%	12%	0%	13%	9%	8%	1%	1%
200–290 (10–14.5)	0%	0%	1%	0%	0%	1%	1%	8%	0%	0%

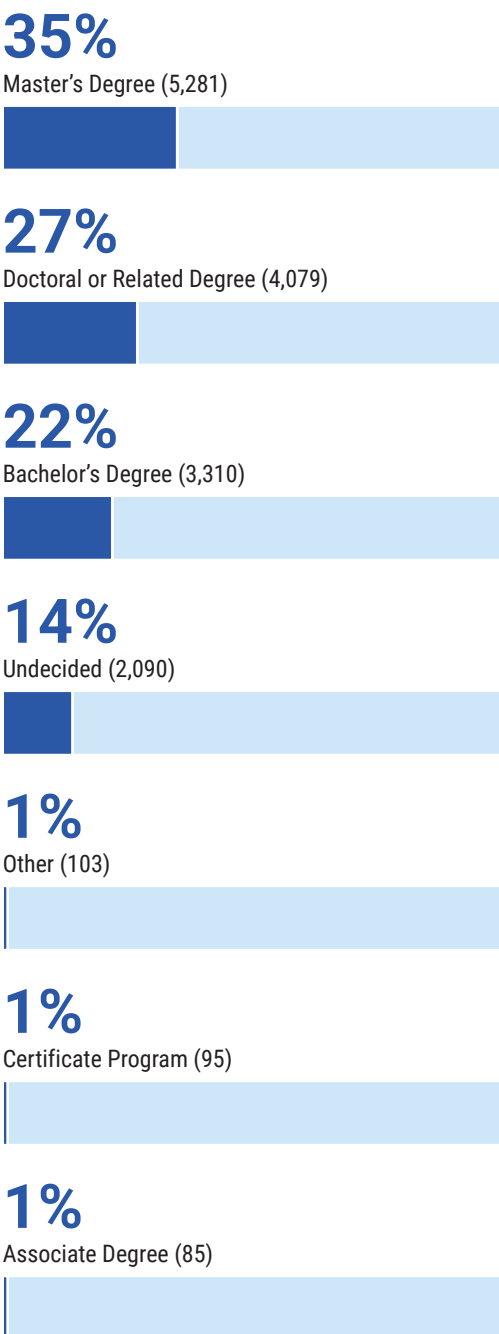
Intended College Major and Degree-Level Goal

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



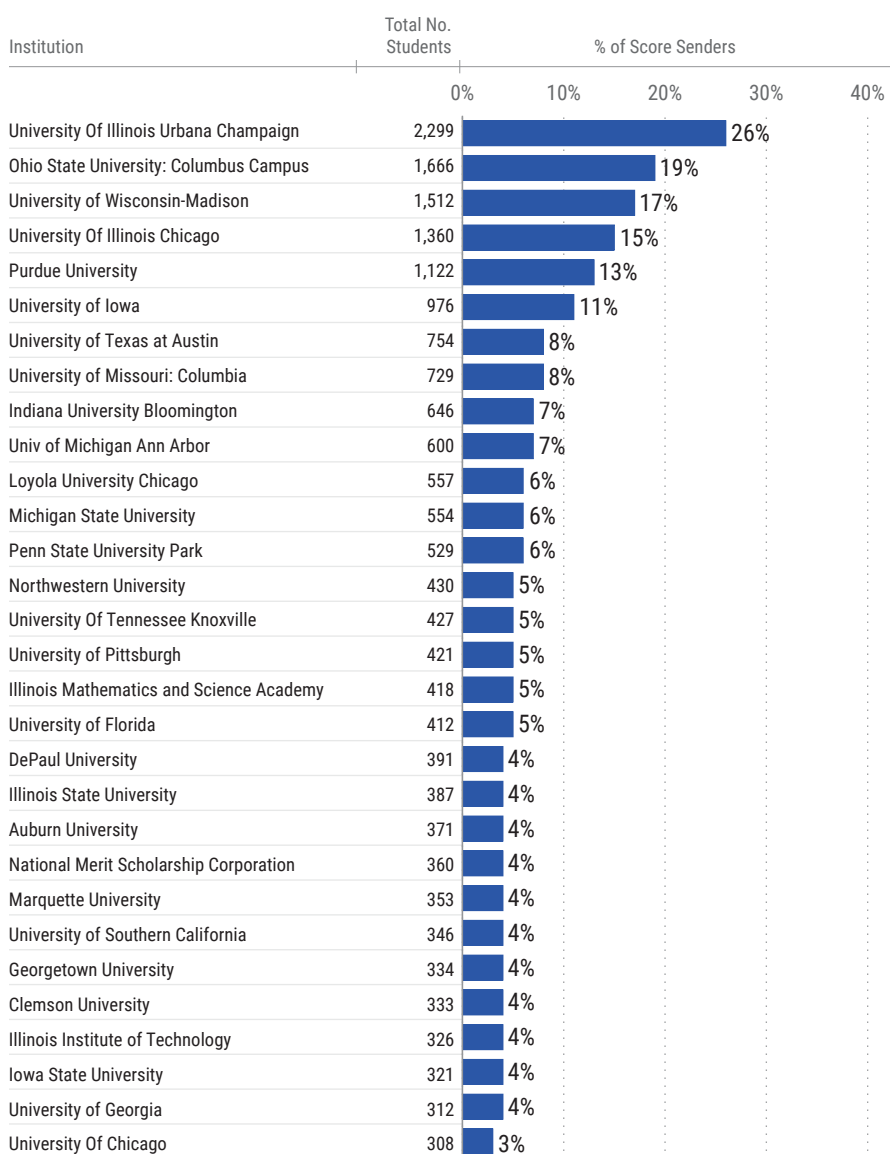
Degree-Level Goal



Institutions that Received the Most SAT Score Reports from Illinois

Of the 20,254 students from Illinois who took the SAT, 8,904 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 1,244 institutions received score reports from Illinois students.

Top Institutions Receiving Score Reports*



1,244

Total institutions received score reports from Illinois 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	20,254		1215	608	607	76%	90%	77%	8%
Took Essay*	565	3%	881	447	434	20%	38%	21%	61%

Race/Ethnicity	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
American Indian/Alaska Native	17	0%	1105	562	544	47%	76%	47%	24%
Asian	4,030	20%	1308	640	668	89%	95%	92%	3%
Black/African American	1,451	7%	1057	541	517	45%	74%	46%	26%
Hispanic/Latino	3,198	16%	1099	556	543	55%	78%	57%	20%
Native Hawaiian/Other Pacific Islander	12	0%	1133	556	577	75%	83%	75%	17%
White	9,227	46%	1234	620	614	81%	95%	82%	4%
Two or More Races	1,034	5%	1261	632	630	84%	95%	85%	4%
No Response	1,285	6%	1220	609	611	74%	87%	76%	11%

Gender	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Female	10,014	50%	1196	604	592	72%	90%	73%	9%
Male	10,076	50%	1232	611	622	79%	90%	80%	8%
No Response	164		1323	675	647	88%	98%	88%	1%

First Language Learned	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	11,598	57%	1220	613	606	77%	92%	78%	7%
English and Another Language	4,001	20%	1225	608	617	77%	89%	78%	10%
Another Language	1,660	8%	1205	593	613	74%	85%	77%	11%
No Response	2,995	15%	1190	596	594	72%	88%	74%	10%

Highest Level of Parental Education	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
No High School Diploma	707	3%	1063	531	532	50%	70%	53%	28%
High School Diploma	2,431	12%	1116	562	554	59%	81%	60%	18%
Associate Degree	573	3%	1140	574	566	65%	87%	66%	12%
Bachelor's Degree	6,160	30%	1213	608	606	77%	93%	79%	6%
Graduate Degree	8,073	40%	1285	642	643	87%	97%	88%	3%
No Response	2,310	11%	1145	572	573	61%	78%	63%	19%

* 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	1,569	9%	1178	587	591	72%	88%	74%	10%
Did not use	15,433	91%	1262	630	633	84%	96%	86%	3%

Test-Taking History†	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
School Day	4,706	23%	1073	545	527	49%	74%	50%	25%
School Day Only	3,252	16%	1009	516	493	36%	66%	38%	33%
School Day and Weekend	1,454	7%	1216	610	605	77%	93%	78%	6%
Weekend Only	15,548	77%	1258	627	631	84%	95%	85%	4%

School Location‡	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
City	6,099	30%	1201	603	598	72%	87%	74%	12%
Suburb	11,665	58%	1237	616	621	80%	93%	82%	6%
Town/Rural	1,014	5%	1183	594	589	71%	89%	73%	9%
Unknown	1,476	7%	1128	577	551	55%	85%	57%	14%

Median Family Income§	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Lowest Quintile (\$0–\$63,157)	592	3%	1077	544	532	51%	74%	53%	25%
2nd Lowest Quintile (\$63,158–\$80,990)	1,085	5%	1104	558	546	56%	77%	58%	21%
Middle Quintile (\$80,991–\$100,344)	1,868	9%	1156	583	573	66%	86%	68%	12%
2nd Highest Quintile (\$100,345–\$131,209)	3,431	17%	1204	605	599	75%	92%	76%	7%
Highest Quintile (≥\$131,210)	10,866	54%	1272	634	639	86%	96%	87%	3%
Unknown	2,412	12%	1103	555	549	55%	75%	57%	23%

* 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	48,249		1056	534	521
PSAT/NMSQT	46,826		1058	535	522
PSAT 10	2,216		987	503	484

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	60	0%	942	480	462
Asian	5,404	11%	1199	590	609
Black/African American	3,815	8%	927	476	450
Hispanic/Latino	10,560	22%	948	482	466
Native Hawaiian/Other Pacific Islander	30	0%	969	494	474
White	22,588	47%	1092	554	538
Two or More Races	2,146	4%	1108	562	546
No Response	3,646	8%	1034	523	511

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	24,703	52%	1044	533	511
Male	23,249	48%	1066	534	532
No Response	297		1216	626	590

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
10th Grade	13,141	27%	995	507	488	52%	78%	53%	21%
11th Grade	34,963	72%	1079	545	534	57%	80%	58%	18%
Other/No Response	145	0%	974	501	473				

First Language Learned—11th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	14,382	41%	1062	537	525	51%	77%	53%	21%
English and Another Language	4,132	12%	1068	533	535	53%	72%	55%	26%
Another Language	1,519	4%	1031	510	522	47%	65%	50%	32%
No Response	14,930	43%	1103	558	544	64%	87%	66%	12%

First Language Learned—10th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	4,923	37%	948	485	463	40%	74%	42%	24%
English and Another Language	1,591	12%	881	447	434	26%	55%	28%	44%
Another Language	651	5%	841	421	419	21%	42%	24%	55%
No Response	5,976	45%	1080	550	531	71%	91%	72%	8%

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	1,281	4%	918	463	454	27%	54%	28%	45%
High School Diploma	4,772	14%	995	506	490	40%	70%	42%	28%
Associate Degree	1,150	3%	1030	524	506	47%	77%	49%	21%
Bachelor's Degree	10,400	30%	1112	561	552	65%	87%	67%	11%
Graduate Degree	9,059	26%	1180	592	587	76%	92%	77%	7%
No Response	8,301	24%	1006	510	496	42%	70%	44%	29%

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	656	5%	838	425	413	22%	48%	24%	50%
High School Diploma	1,798	14%	932	475	457	37%	69%	39%	30%
Associate Degree	387	3%	950	485	465	44%	74%	45%	24%
Bachelor's Degree	3,015	23%	1044	533	511	62%	88%	64%	11%
Graduate Degree	2,858	22%	1096	558	538	72%	92%	73%	8%
No Response	4,427	34%	948	483	465	42%	71%	43%	28%

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)	4,498	13%	1238	619	618	87%	96%	87%	4%
A (93–96)	7,505	21%	1175	589	586	76%	92%	77%	7%
A- (90–92)	5,318	15%	1116	561	554	66%	88%	67%	10%
B (80–89)	5,897	17%	972	493	479	34%	66%	36%	32%
C (70–79)	929	3%	831	425	407	9%	33%	11%	66%
D, E, or F (below 70)	74	0%	758	382	376	9%	22%	9%	78%
No Response	10,731	31%	1009	513	496	44%	75%	46%	24%

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)	1,099	8%	1163	589	574	82%	94%	83%	6%
A (93–96)	2,064	16%	1077	546	531	69%	90%	70%	9%
A- (90–92)	1,388	11%	1012	515	497	55%	86%	56%	12%
B (80–89)	2,094	16%	879	449	430	23%	59%	25%	39%
C (70–79)	445	3%	748	385	363	4%	29%	4%	71%
D, E, or F (below 70)	41	0%	720	370	350	5%	15%	7%	83%
No Response	6,009	46%	992	506	486	53%	80%	54%	19%

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	34,963	17,965	16,767	46	4,278	2,461	7,096	20	17,045	1,516

Total Score	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
1400–1520	6%	4%	8%	4%	20%	1%	1%	0%	5%	9%
1200–1390	25%	23%	27%	13%	39%	9%	13%	20%	28%	32%
1000–1190	34%	35%	33%	35%	28%	27%	30%	25%	39%	33%
800–990	27%	30%	23%	22%	11%	42%	37%	45%	24%	20%
600–790	7%	7%	8%	20%	2%	19%	16%	10%	3%	5%
320–590	1%	1%	1%	7%	0%	2%	3%	0%	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	6%	5%	6%	4%	14%	1%	2%	0%	5%	9%
600–690	29%	28%	30%	17%	43%	15%	17%	25%	33%	36%
500–590	33%	34%	32%	35%	28%	30%	31%	20%	36%	32%
400–490	23%	25%	22%	17%	12%	36%	33%	45%	21%	17%
300–390	8%	7%	8%	26%	3%	17%	16%	10%	4%	5%
160–290	1%	1%	1%	0%	0%	2%	2%	0%	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)	9%	6%	11%	4%	27%	1%	2%	0%	7%	12%
600–690 (30–34.5)	22%	19%	24%	17%	34%	8%	12%	20%	24%	27%
500–590 (25–29.5)	31%	33%	30%	22%	25%	23%	27%	20%	37%	31%
400–490 (20–24.5)	28%	32%	24%	30%	12%	41%	37%	40%	27%	23%
300–390 (15–19.5)	9%	9%	9%	20%	2%	24%	19%	20%	4%	6%
160–290 (8–14.5)	1%	1%	1%	7%	0%	3%	2%	0%	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	13,141	6,649	6,426	14	1,117	1,348	3,455	10	5,455	622

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%	7%	0%	0%	0%	1%	4%
1200–1390	15%	13%	17%	0%	33%	4%	7%	0%	19%	21%
1000–1190	33%	34%	33%	29%	37%	21%	25%	40%	41%	37%
800–990	34%	37%	31%	21%	20%	44%	38%	40%	33%	27%
600–790	14%	13%	15%	43%	3%	27%	26%	10%	5%	9%
320–590	2%	1%	3%	7%	0%	3%	4%	10%	0%	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	2%	2%	2%	0%	4%	0%	1%	0%	3%	3%
600–690	20%	20%	20%	7%	36%	9%	10%	20%	25%	29%
500–590	32%	34%	31%	29%	36%	26%	25%	30%	38%	35%
400–490	30%	31%	30%	14%	18%	38%	35%	10%	28%	23%
300–390	13%	12%	15%	43%	4%	24%	25%	40%	5%	8%
160–290	2%	1%	2%	7%	0%	3%	4%	0%	0%	2%

Section Scores—Math	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–760 (35–38)	3%	2%	4%	0%	12%	1%	1%	0%	2%	5%
600–690 (30–34.5)	13%	10%	15%	0%	29%	3%	5%	0%	16%	19%
500–590 (25–29.5)	30%	30%	31%	21%	35%	19%	22%	30%	38%	31%
400–490 (20–24.5)	35%	39%	32%	21%	20%	40%	38%	50%	36%	32%
300–390 (15–19.5)	16%	17%	16%	50%	3%	33%	29%	10%	7%	11%
160–290 (8–14.5)	2%	2%	3%	7%	0%	3%	5%	10%	1%	2%

PSAT 8/9

Total	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Total	9,410		912	466	446
Fall	8,322		909	464	445
Spring	1,813		926	477	450

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	9	0%			
Asian	630	7%	1088	548	540
Black/African American	1,049	11%	815	416	399
Hispanic/Latino	2,115	22%	855	437	418
Native Hawaiian/Other Pacific Islander	5	0%			
White	2,969	32%	978	502	476
Two or More Races	361	4%	984	506	478
No Response	2,272	24%	862	439	423

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	4,620	49%	909	468	441
Male	4,775	51%	914	463	451
No Response	15		1177	623	554

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
8th Grade	2,928	31%	814	413	401	28%	58%	29%	41%
9th Grade	6,462	69%	956	490	466	53%	79%	54%	19%
Other/No Response	20	0%	1079	532	547				

First Language Learned—9th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	3,096	48%	913	469	444	43%	76%	45%	23%
English and Another Language	691	11%	905	462	443	42%	73%	44%	25%
Another Language	196	3%	920	468	452	42%	73%	45%	23%
No Response	2,479	38%	1025	525	500	68%	86%	69%	13%

First Language Learned—8th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	1,038	35%	842	430	413	34%	67%	35%	32%
English and Another Language	601	21%	807	408	399	25%	55%	27%	44%
Another Language	195	7%	776	390	387	18%	49%	20%	49%
No Response	1,094	37%	799	405	394	25%	54%	26%	45%

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)	332	5%	1061	545	516	73%	88%	74%	11%
A (93–96)	696	11%	1016	522	494	69%	90%	70%	9%
A- (90–92)	571	9%	925	473	452	46%	82%	48%	16%
B (80–89)	712	11%	845	431	414	26%	63%	27%	36%
C (70–79)	122	2%	771	394	377	12%	38%	13%	61%
D, E, or F (below 70)	7	0%							
No Response	4,022	62%	966	495	471	55%	81%	57%	18%

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)	201	7%	950	484	466	61%	77%	61%	23%
A (93–96)	225	8%	865	441	424	39%	78%	40%	22%
A- (90–92)	138	5%	833	422	411	28%	70%	33%	26%
B (80–89)	318	11%	769	389	379	11%	51%	13%	47%
C (70–79)	60	2%	713	360	353	7%	32%	7%	68%
D, E, or F (below 70)	7	0%							
No Response	1,979	68%	804	408	397	26%	55%	28%	43%

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	6,462	3,124	3,325	4	479	819	1,300	3	2,392	279

Total Score	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
1400–1440	1%	1%	1%		4%	0%	0%		1%	1%
1200–1390	9%	9%	10%		29%	2%	5%		11%	15%
1000–1190	29%	29%	28%		43%	12%	23%		36%	38%
800–990	42%	44%	41%		21%	42%	49%		42%	34%
600–790	18%	17%	19%		3%	42%	21%		9%	13%
240–590	1%	1%	1%		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
700–720	3%	3%	3%		9%	0%	1%		3%	4%
600–690	13%	12%	13%		28%	4%	8%		17%	15%
500–590	30%	32%	28%		38%	17%	25%		36%	41%
400–490	38%	39%	38%		22%	41%	46%		36%	30%
300–390	16%	14%	17%		4%	35%	19%		8%	9%
120–290	1%	1%	1%		0%	3%	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
700–720 (35–36)	1%	1%	2%		6%	0%	0%		1%	2%
600–690 (30–34.5)	8%	7%	9%		27%	2%	4%		10%	14%
500–590 (25–29.5)	25%	23%	27%		40%	10%	20%		32%	32%
400–490 (20–24.5)	44%	47%	40%		25%	43%	48%		45%	38%
300–390 (15–19.5)	21%	21%	21%		2%	42%	25%		12%	15%
120–290 (6–14.5)	1%	1%	2%		0%	3%	2%		0%	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	2,928	1,490	1,436	5	145	230	815	2	573	79

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%		3%	0%	0%		1%	0%
1200–1390	3%	2%	3%		16%	1%	0%		4%	4%
1000–1190	10%	10%	10%		28%	2%	3%		16%	23%
800–990	37%	39%	35%		41%	21%	32%		52%	46%
600–790	44%	44%	44%		10%	67%	58%		26%	23%
240–590	6%	5%	7%		1%	9%	6%		1%	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	1%	0%	1%		3%	0%	0%		1%	0%
600–690	4%	3%	5%		19%	2%	1%		6%	15%
500–590	13%	14%	11%		30%	4%	5%		21%	18%
400–490	35%	37%	34%		36%	23%	32%		45%	38%
300–390	41%	40%	42%		12%	60%	54%		24%	25%
120–290	7%	6%	8%		1%	11%	7%		2%	4%

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%		3%	0%	0%		1%	0%
600–690 (30–34.5)	2%	1%	3%		15%	1%	1%		4%	3%
500–590 (25–29.5)	9%	8%	9%		26%	0%	3%		14%	20%
400–490 (20–24.5)	36%	36%	35%		42%	24%	28%		49%	35%
300–390 (15–19.5)	48%	49%	46%		13%	64%	62%		31%	39%
120–290 (6–14.5)	5%	5%	6%		1%	10%	6%		1%	3%

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	1370	680	690
50th	1240	620	620
25th	1080	540	530

PSAT/NMSQT and PSAT 10

Percentile	11th Grade			10th Grade		
	Total	RW	Math	Total	RW	Math
75th	1230	630	610	1140	580	560
50th	1080	550	530	990	510	480
25th	930	470	450	860	440	410

PSAT 8/9

Percentile	9th Grade			8th Grade		
	Total	RW	Math	Total	RW	Math
75th	1070	550	520	900	470	440
50th	940	480	450	790	400	390
25th	830	410	400	710	350	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.