



2026

# SAT Suite of Assessments Annual Report

 SAT<sup>®</sup>  PSAT/NMSQT<sup>™</sup>  PSAT<sup>™</sup> 10  PSAT<sup>™</sup> 8/9

 CollegeBoard /  NATIONAL MERIT  
SCHOLARSHIP CORPORATION

MISSOURI 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/<br>Grade level | RW<br>Section Score | Math<br>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\*

| Graduating Class | Assessment Taken      | Total No. Test Takers | Participation Rate % |
|------------------|-----------------------|-----------------------|----------------------|
|                  |                       |                       | 0%25%50%75%100%      |
| Class of 2026    | SAT                   | 2,919                 | 4%                   |
| Class of 2027    | PSAT/NMSQT            | 7,631                 | 11%                  |
| Class of 2028    | PSAT/NMSQT or PSAT 10 | 7,515                 | 10%                  |
| Class of 2029    | PSAT 8/9              | 692                   | 1%                   |
| Class of 2030    | PSAT 8/9              | 59                    | 0%                   |

18,810

Total test takers†

67%

Met College and Career Readiness Benchmarks

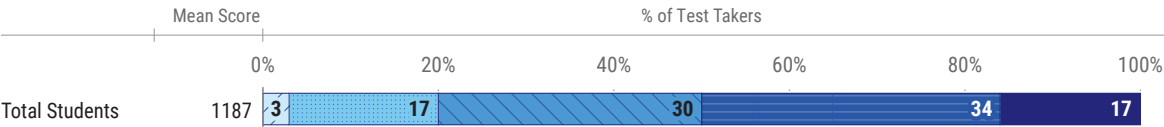
\* Class enrollment from Knocking at the College Door, WICHE, December 2024. PSAT-related assessment data reflect students who tested during the 2025-26 school year.

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

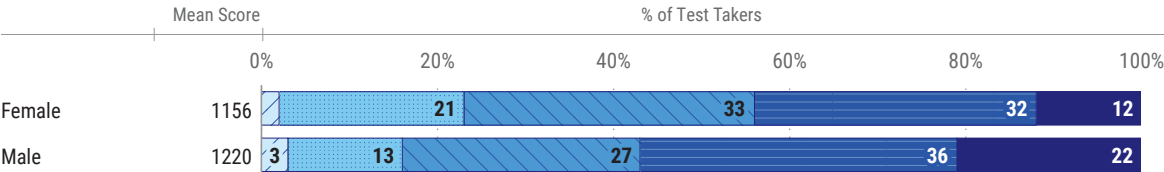
# SAT Score Distributions

Subgroup Scores 400-590 600-799 800-990 1000-1190 1200-1390 1400-1600

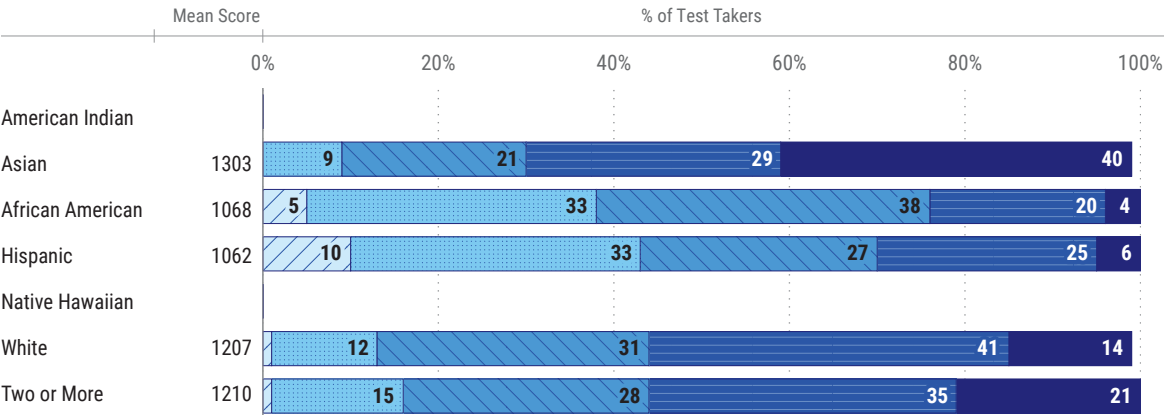
## Total Students



## Gender



## Race/Ethnicity



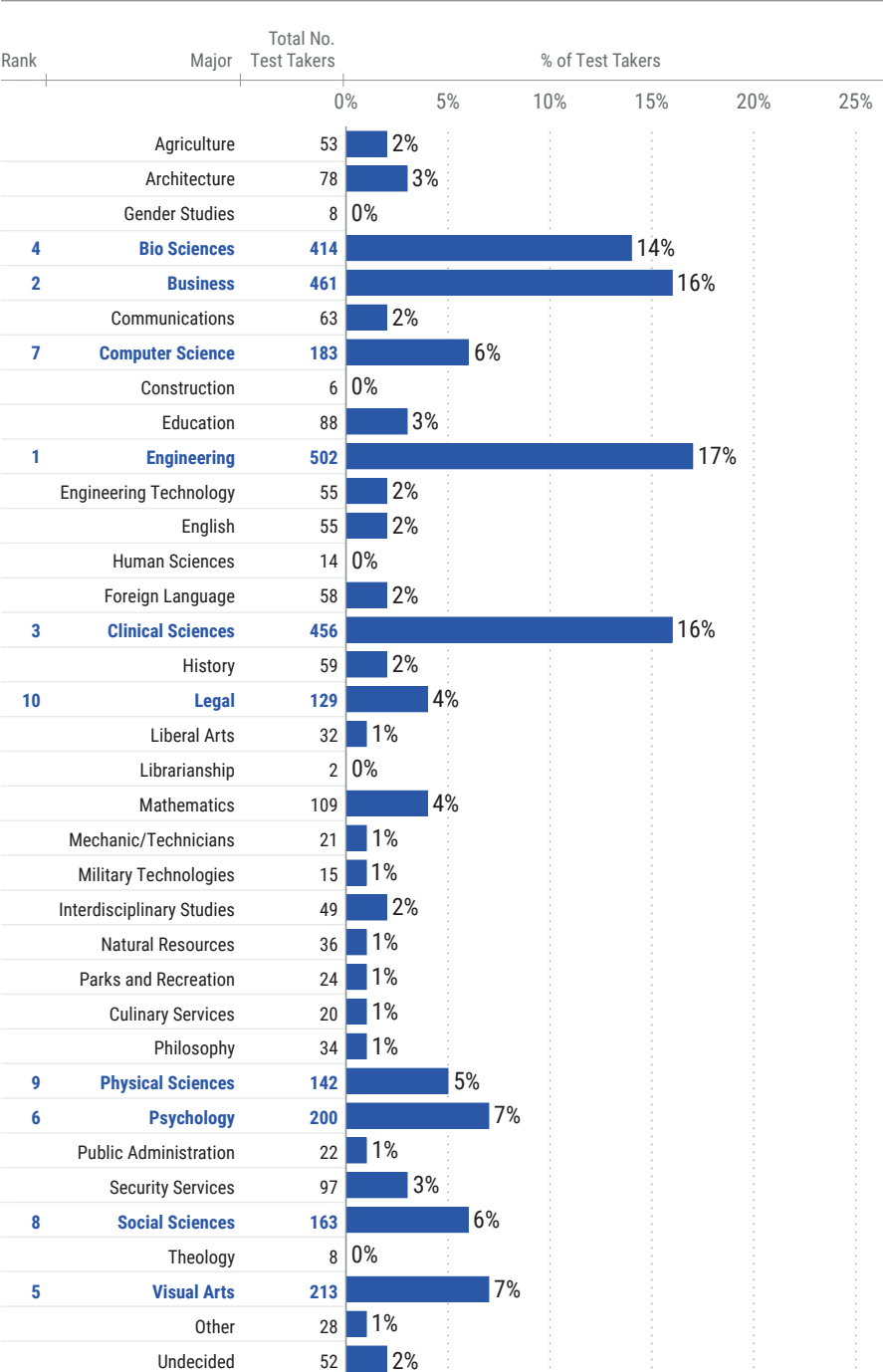
| RW Section Scores | Total Students | Gender |      | Race/Ethnicity  |       |                  |          |                 |       |             |
|-------------------|----------------|--------|------|-----------------|-------|------------------|----------|-----------------|-------|-------------|
|                   |                | Female | Male | American Indian | Asian | African American | Hispanic | Native Hawaiian | White | Two or More |
| 700–800           | 21%            | 17%    | 24%  |                 | 36%   | 7%               | 8%       |                 | 21%   | 25%         |
| 600–690           | 36%            | 35%    | 37%  |                 | 30%   | 27%              | 28%      |                 | 41%   | 39%         |
| 500–590           | 28%            | 31%    | 25%  |                 | 22%   | 40%              | 29%      |                 | 27%   | 26%         |
| 400–490           | 12%            | 14%    | 10%  |                 | 9%    | 21%              | 24%      |                 | 9%    | 9%          |
| 300–390           | 3%             | 3%     | 3%   |                 | 2%    | 6%               | 11%      |                 | 1%    | 2%          |
| 200–290           | 0%             | 0%     | 0%   |                 | 1%    | 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)     | 18%            | 12%    | 25%  |                 | 45%   | 4%               | 6%       |                 | 15%   | 22%         |
| 600–690 (30–34.5)   | 29%            | 27%    | 32%  |                 | 31%   | 18%              | 21%      |                 | 33%   | 27%         |
| 500–590 (25–29.5)   | 29%            | 32%    | 25%  |                 | 16%   | 33%              | 27%      |                 | 32%   | 28%         |
| 400–490 (20–24.5)   | 20%            | 24%    | 15%  |                 | 6%    | 37%              | 34%      |                 | 16%   | 22%         |
| 300–390 (15–19.5)   | 4%             | 5%     | 3%   |                 | 1%    | 8%               | 12%      |                 | 3%    | 2%          |
| 200–290 (10–14.5)   | 0%             | 0%     | 0%   |                 | 0%    | 0%               | 0%       |                 | 0%    | 0%          |

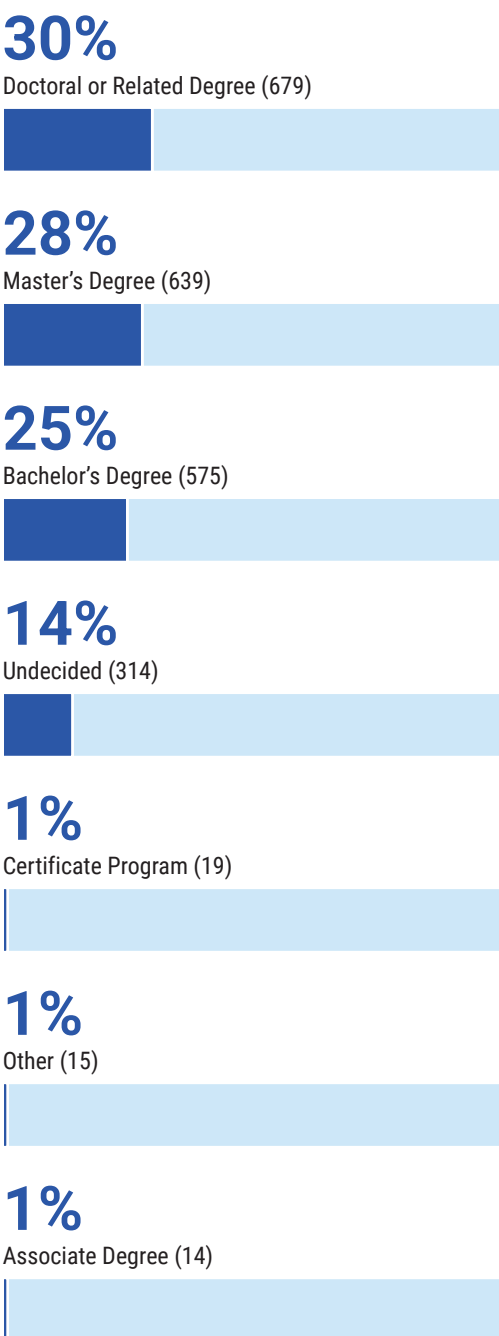
# Intended College Major and Degree-Level Goal

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



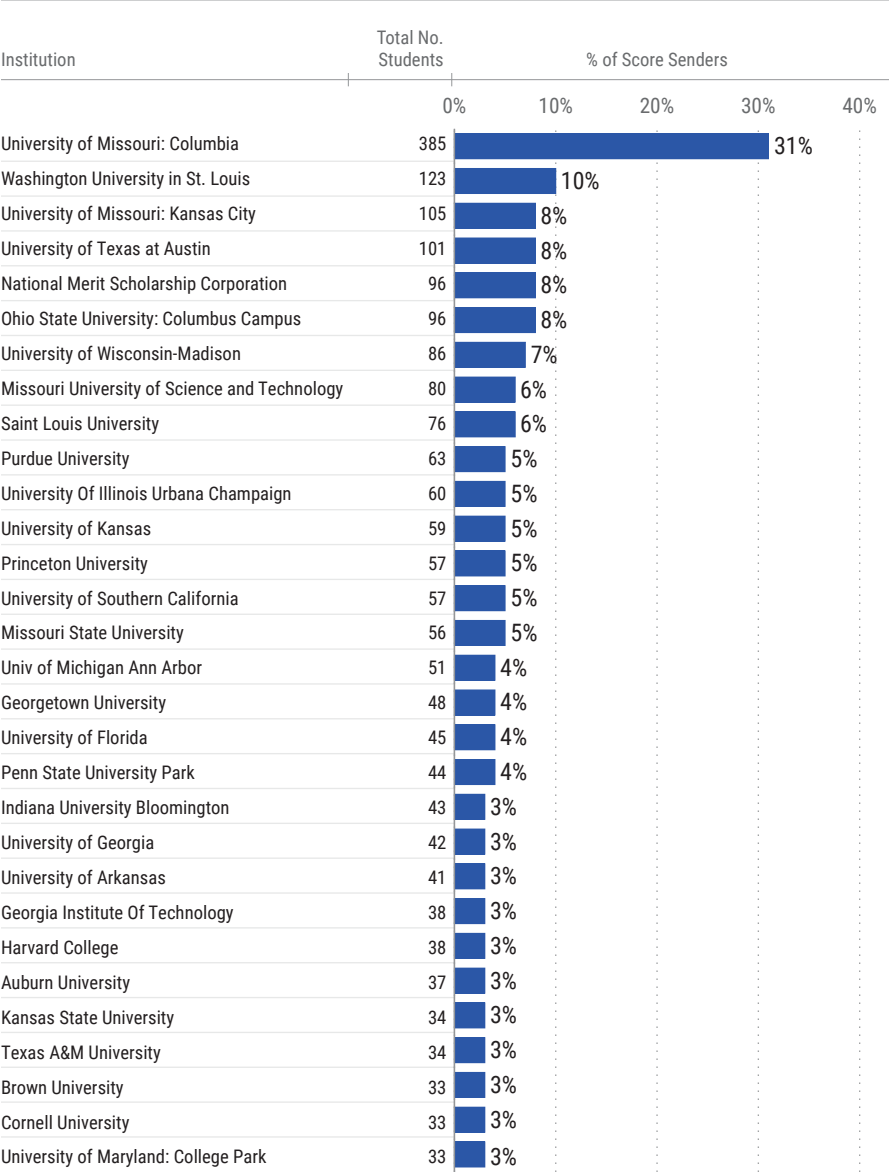
## Degree-Level Goal



# Institutions that Received the Most SAT Score Reports from Missouri

Of the 2,919 students from Missouri who took the SAT, 1,243 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 687 institutions received score reports from Missouri students.

## Top Institutions Receiving Score Reports\*



687

Total institutions received score reports from Missouri 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       | 2,919       |         | 1187       | 604 | 584  | 67%            | 88% | 68%  | 10%  |
| Took Essay* | 3           | 0%      |            |     |      |                |     |      |      |

| Race/Ethnicity                         | Test Takers |         | Mean Score |     |      | Met Benchmarks |     |      |      |
|----------------------------------------|-------------|---------|------------|-----|------|----------------|-----|------|------|
|                                        | Number      | Percent | Total      | RW  | Math | Both           | RW  | Math | None |
| American Indian/Alaska Native          | 6           | 0%      |            |     |      |                |     |      |      |
| Asian                                  | 363         | 12%     | 1303       | 635 | 667  | 84%            | 92% | 90%  | 2%   |
| Black/African American                 | 301         | 10%     | 1068       | 551 | 517  | 45%            | 79% | 45%  | 21%  |
| Hispanic/Latino                        | 280         | 10%     | 1062       | 543 | 520  | 44%            | 70% | 45%  | 28%  |
| Native Hawaiian/Other Pacific Islander | 0           | 0%      |            |     |      |                |     |      |      |
| White                                  | 1,516       | 52%     | 1207       | 618 | 589  | 72%            | 93% | 73%  | 6%   |
| Two or More Races                      | 191         | 7%      | 1210       | 618 | 592  | 70%            | 92% | 70%  | 8%   |
| No Response                            | 262         | 9%      | 1175       | 598 | 577  | 61%            | 83% | 63%  | 15%  |

| Gender      | Test Takers |         | Mean Score |     |      | Met Benchmarks |     |      |      |
|-------------|-------------|---------|------------|-----|------|----------------|-----|------|------|
|             | Number      | Percent | Total      | RW  | Math | Both           | RW  | Math | None |
| Female      | 1,501       | 52%     | 1156       | 594 | 562  | 60%            | 88% | 61%  | 11%  |
| Male        | 1,376       | 48%     | 1220       | 613 | 607  | 74%            | 89% | 76%  | 9%   |
| No Response | 42          |         | 1236       | 641 | 595  | 71%            | 93% | 71%  | 7%   |

| First Language Learned       | Test Takers |         | Mean Score |     |      | Met Benchmarks |     |      |      |
|------------------------------|-------------|---------|------------|-----|------|----------------|-----|------|------|
|                              | Number      | Percent | Total      | RW  | Math | Both           | RW  | Math | None |
| English Only                 | 2,057       | 70%     | 1196       | 612 | 584  | 69%            | 91% | 70%  | 9%   |
| English and Another Language | 419         | 14%     | 1193       | 597 | 596  | 68%            | 86% | 69%  | 13%  |
| Another Language             | 198         | 7%      | 1123       | 547 | 575  | 52%            | 72% | 61%  | 19%  |
| No Response                  | 245         | 8%      | 1158       | 594 | 564  | 61%            | 87% | 62%  | 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              | 63          | 2%      | 1033       | 524 | 509  | 33%            | 67% | 35%  | 32%  |
| High School Diploma                 | 377         | 13%     | 1069       | 550 | 519  | 41%            | 77% | 43%  | 21%  |
| Associate Degree                    | 115         | 4%      | 1096       | 566 | 530  | 50%            | 83% | 50%  | 17%  |
| Bachelor's Degree                   | 871         | 30%     | 1169       | 596 | 573  | 66%            | 89% | 67%  | 10%  |
| Graduate Degree                     | 1,218       | 42%     | 1264       | 639 | 625  | 81%            | 95% | 82%  | 4%   |
| No Response                         | 275         | 9%      | 1142       | 582 | 560  | 57%            | 79% | 59%  | 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 | 182         | 7%      | 1140       | 582 | 558  | 55%            | 86% | 57%  | 12%  |
| Did not use       | 2,452       | 93%     | 1208       | 613 | 594  | 71%            | 91% | 72%  | 8%   |

| Test-Taking History†   | Test Takers |         | Mean Score |     |      | Met Benchmarks |     |      |      |
|------------------------|-------------|---------|------------|-----|------|----------------|-----|------|------|
|                        | Number      | Percent | Total      | RW  | Math | Both           | RW  | Math | None |
| School Day             | 486         | 17%     | 1138       | 579 | 559  | 59%            | 80% | 60%  | 19%  |
| School Day Only        | 285         | 10%     | 1045       | 539 | 506  | 40%            | 69% | 41%  | 31%  |
| School Day and Weekend | 201         | 7%      | 1271       | 636 | 634  | 87%            | 96% | 88%  | 3%   |
| Weekend Only           | 2,433       | 83%     | 1197       | 609 | 588  | 68%            | 90% | 70%  | 9%   |

| School Location‡ | Test Takers |         | Mean Score |     |      | Met Benchmarks |     |      |      |
|------------------|-------------|---------|------------|-----|------|----------------|-----|------|------|
|                  | Number      | Percent | Total      | RW  | Math | Both           | RW  | Math | None |
| City             | 467         | 16%     | 1176       | 597 | 580  | 66%            | 85% | 66%  | 15%  |
| Suburb           | 1,284       | 44%     | 1227       | 621 | 607  | 75%            | 92% | 77%  | 7%   |
| Town/Rural       | 340         | 12%     | 1162       | 590 | 572  | 65%            | 86% | 66%  | 12%  |
| Unknown          | 828         | 28%     | 1142       | 588 | 554  | 55%            | 86% | 57%  | 13%  |

| Median Family Income§                      | Test Takers |         | Mean Score |     |      | Met Benchmarks |     |      |      |
|--------------------------------------------|-------------|---------|------------|-----|------|----------------|-----|------|------|
|                                            | Number      | Percent | Total      | RW  | Math | Both           | RW  | Math | None |
| Lowest Quintile (\$0–\$63,157)             | 172         | 6%      | 1049       | 541 | 508  | 34%            | 72% | 35%  | 27%  |
| 2nd Lowest Quintile (\$63,158–\$80,990)    | 273         | 9%      | 1102       | 571 | 530  | 48%            | 82% | 49%  | 16%  |
| Middle Quintile (\$80,991–\$100,344)       | 370         | 13%     | 1158       | 593 | 565  | 60%            | 86% | 61%  | 12%  |
| 2nd Highest Quintile (\$100,345–\$131,209) | 559         | 19%     | 1191       | 608 | 583  | 69%            | 92% | 69%  | 8%   |
| Highest Quintile (≥\$131,210)              | 1,237       | 42%     | 1256       | 635 | 621  | 81%            | 95% | 82%  | 4%   |
| Unknown                                    | 308         | 11%     | 1094       | 548 | 546  | 51%            | 72% | 56%  | 24%  |

\* 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](http://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      | 15,321      |         | 1082       | 553 | 530  |
| PSAT/NMSQT | 14,509      |         | 1087       | 555 | 532  |
| PSAT 10    | 845         |         | 998        | 511 | 488  |

| Race/Ethnicity                         | Test Takers |         | Mean Score |     |      |
|----------------------------------------|-------------|---------|------------|-----|------|
|                                        | Number      | Percent | Total      | RW  | Math |
| American Indian/Alaska Native          | 22          | 0%      | 962        | 499 | 463  |
| Asian                                  | 1,135       | 7%      | 1197       | 590 | 607  |
| Black/African American                 | 1,211       | 8%      | 938        | 483 | 455  |
| Hispanic/Latino                        | 1,086       | 7%      | 1018       | 524 | 495  |
| Native Hawaiian/Other Pacific Islander | 26          | 0%      | 919        | 473 | 446  |
| White                                  | 9,559       | 62%     | 1099       | 562 | 537  |
| Two or More Races                      | 803         | 5%      | 1086       | 556 | 530  |
| No Response                            | 1,479       | 10%     | 1057       | 542 | 516  |

| Gender      | Test Takers |         | Mean Score |     |      |
|-------------|-------------|---------|------------|-----|------|
|             | Number      | Percent | Total      | RW  | Math |
| Female      | 8,073       | 53%     | 1063       | 548 | 515  |
| Male        | 7,158       | 47%     | 1103       | 557 | 546  |
| No Response | 90          |         | 1206       | 629 | 576  |

| Grade Level       | Test Takers |         | Mean Score |     |      | Met Benchmarks |     |      |      |
|-------------------|-------------|---------|------------|-----|------|----------------|-----|------|------|
|                   | Number      | Percent | Total      | RW  | Math | Both           | RW  | Math | None |
| 10th Grade        | 7,515       | 49%     | 1047       | 536 | 511  | 63%            | 89% | 64%  | 10%  |
| 11th Grade        | 7,631       | 50%     | 1118       | 570 | 549  | 64%            | 88% | 65%  | 10%  |
| Other/No Response | 175         | 1%      | 1050       | 536 | 514  |                |     |      |      |

| First Language Learned—11th Grade | Test Takers |         | Mean Score |     |      | Met Benchmarks |     |      |      |
|-----------------------------------|-------------|---------|------------|-----|------|----------------|-----|------|------|
|                                   | Number      | Percent | Total      | RW  | Math | Both           | RW  | Math | None |
| English Only                      | 3,508       | 46%     | 1085       | 555 | 530  | 55%            | 84% | 57%  | 14%  |
| English and Another Language      | 423         | 6%      | 1099       | 553 | 545  | 57%            | 79% | 58%  | 20%  |
| Another Language                  | 170         | 2%      | 1081       | 530 | 550  | 56%            | 72% | 61%  | 22%  |
| No Response                       | 3,530       | 46%     | 1156       | 589 | 567  | 74%            | 94% | 75%  | 5%   |

| First Language Learned—10th Grade | Test Takers |         | Mean Score |     |      | Met Benchmarks |     |      |      |
|-----------------------------------|-------------|---------|------------|-----|------|----------------|-----|------|------|
|                                   | Number      | Percent | Total      | RW  | Math | Both           | RW  | Math | None |
| English Only                      | 3,435       | 46%     | 1013       | 520 | 493  | 55%            | 86% | 56%  | 12%  |
| English and Another Language      | 341         | 5%      | 1007       | 509 | 498  | 52%            | 82% | 54%  | 16%  |
| Another Language                  | 119         | 2%      | 964        | 481 | 483  | 46%            | 67% | 51%  | 28%  |
| No Response                       | 3,620       | 48%     | 1085       | 555 | 530  | 73%            | 93% | 73%  | 6%   |

| 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                         | 153         | 2%      | 951        | 482 | 469  | 33%            | 61% | 35%  | 37%  |
| High School Diploma                            | 898         | 12%     | 1039       | 531 | 508  | 49%            | 80% | 50%  | 18%  |
| Associate Degree                               | 276         | 4%      | 1047       | 538 | 509  | 46%            | 84% | 47%  | 14%  |
| Bachelor's Degree                              | 2,519       | 33%     | 1126       | 573 | 553  | 67%            | 92% | 68%  | 7%   |
| Graduate Degree                                | 2,359       | 31%     | 1192       | 604 | 588  | 79%            | 94% | 80%  | 5%   |
| No Response                                    | 1,426       | 19%     | 1065       | 547 | 518  | 51%            | 82% | 52%  | 17%  |

| 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                         | 145         | 2%      | 900        | 461 | 439  | 26%            | 69% | 27%  | 30%  |
| High School Diploma                            | 768         | 10%     | 985        | 505 | 480  | 48%            | 82% | 49%  | 17%  |
| Associate Degree                               | 210         | 3%      | 1010       | 519 | 490  | 57%            | 86% | 59%  | 12%  |
| Bachelor's Degree                              | 2,102       | 28%     | 1067       | 545 | 522  | 68%            | 93% | 70%  | 6%   |
| Graduate Degree                                | 2,022       | 27%     | 1106       | 565 | 541  | 76%            | 95% | 77%  | 4%   |
| No Response                                    | 2,268       | 30%     | 1009       | 517 | 491  | 55%            | 84% | 56%  | 15%  |

| 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)                                | 1,731       | 23%     | 1237       | 625 | 613  | 89%            | 98% | 89%  | 2%   |
| A (93–96)                                  | 1,925       | 25%     | 1167       | 590 | 577  | 76%            | 94% | 77%  | 5%   |
| A- (90–92)                                 | 1,006       | 13%     | 1088       | 555 | 533  | 58%            | 89% | 60%  | 9%   |
| B (80–89)                                  | 1,003       | 13%     | 966        | 497 | 469  | 29%            | 69% | 30%  | 29%  |
| C (70–79)                                  | 106         | 1%      | 883        | 456 | 427  | 16%            | 49% | 16%  | 51%  |
| D, E, or F (below 70)                      | 7           | 0%      |            |     |      |                |     |      |      |
| No Response                                | 1,853       | 24%     | 1070       | 551 | 518  | 55%            | 87% | 56%  | 12%  |

| 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)                                | 1,343       | 18%     | 1152       | 585 | 567  | 87%            | 97% | 87%  | 2%   |
| A (93–96)                                  | 1,855       | 25%     | 1082       | 552 | 530  | 74%            | 95% | 75%  | 4%   |
| A- (90–92)                                 | 800         | 11%     | 1006       | 515 | 491  | 53%            | 90% | 54%  | 9%   |
| B (80–89)                                  | 817         | 11%     | 914        | 471 | 443  | 26%            | 70% | 28%  | 28%  |
| C (70–79)                                  | 87          | 1%      | 843        | 435 | 407  | 10%            | 48% | 10%  | 52%  |
| D, E, or F (below 70)                      | 5           | 0%      |            |     |      |                |     |      |      |
| No Response                                | 2,607       | 35%     | 1029       | 529 | 500  | 60%            | 88% | 61%  | 11%  |

## 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       | 7,631          | 4,040  | 3,533 | 9               | 619   | 602              | 579      | 9               | 4,843 | 376         |

| 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%   |                 | 23%   | 1%               | 3%       |                 | 4%    | 8%          |
| 1200–1390   | 30%            | 27%    | 32%  |                 | 35%   | 10%              | 19%      |                 | 32%   | 29%         |
| 1000–1190   | 39%            | 40%    | 37%  |                 | 27%   | 28%              | 36%      |                 | 43%   | 36%         |
| 800–990     | 22%            | 25%    | 18%  |                 | 13%   | 41%              | 31%      |                 | 19%   | 25%         |
| 600–790     | 4%             | 4%     | 4%   |                 | 1%    | 18%              | 9%       |                 | 2%    | 2%          |
| 320–590     | 0%             | 0%     | 0%   |                 | 0%    | 2%               | 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           | 7%             | 6%     | 8%   |                 | 16%   | 1%               | 4%       |                 | 6%    | 8%          |
| 600–690           | 37%            | 35%    | 38%  |                 | 42%   | 15%              | 27%      |                 | 40%   | 36%         |
| 500–590           | 34%            | 35%    | 33%  |                 | 26%   | 31%              | 34%      |                 | 36%   | 34%         |
| 400–490           | 18%            | 20%    | 16%  |                 | 12%   | 35%              | 26%      |                 | 16%   | 19%         |
| 300–390           | 4%             | 4%     | 4%   |                 | 3%    | 16%              | 9%       |                 | 2%    | 3%          |
| 160–290           | 0%             | 0%     | 0%   |                 | 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)     | 8%             | 5%     | 12%  |                 | 29%   | 1%               | 5%       |                 | 6%    | 12%         |
| 600–690 (30–34.5)   | 25%            | 21%    | 28%  |                 | 33%   | 8%               | 16%      |                 | 27%   | 22%         |
| 500–590 (25–29.5)   | 36%            | 38%    | 34%  |                 | 24%   | 23%              | 31%      |                 | 41%   | 33%         |
| 400–490 (20–24.5)   | 25%            | 29%    | 21%  |                 | 12%   | 43%              | 34%      |                 | 24%   | 27%         |
| 300–390 (15–19.5)   | 5%             | 6%     | 4%   |                 | 1%    | 22%              | 14%      |                 | 3%    | 6%          |
| 160–290 (8–14.5)    | 0%             | 0%     | 1%   |                 | 0%    | 3%               | 0%       |                 | 0%    | 0%          |

## 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       | 7,515          | 3,942  | 3,542 | 13              | 500   | 603              | 497      | 17              | 4,587 | 420         |

| Total Score | Total Students | Gender |      | Race/Ethnicity  |       |                  |          |                 |       |             |
|-------------|----------------|--------|------|-----------------|-------|------------------|----------|-----------------|-------|-------------|
|             |                | Female | Male | American Indian | Asian | African American | Hispanic | Native Hawaiian | White | Two or More |
| 1400–1520   | 1%             | 1%     | 2%   | 8%              | 9%    | 0%               | 0%       | 0%              | 1%    | 1%          |
| 1200–1390   | 18%            | 14%    | 21%  | 0%              | 35%   | 7%               | 9%       | 6%              | 19%   | 18%         |
| 1000–1190   | 43%            | 43%    | 42%  | 38%             | 39%   | 24%              | 43%      | 12%             | 47%   | 46%         |
| 800–990     | 32%            | 35%    | 29%  | 46%             | 15%   | 48%              | 38%      | 65%             | 31%   | 29%         |
| 600–790     | 6%             | 6%     | 5%   | 8%              | 2%    | 21%              | 9%       | 18%             | 3%    | 5%          |
| 320–590     | 0%             | 0%     | 0%   | 0%              | 0%    | 0%               | 1%       | 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           | 2%             | 2%     | 3%   | 8%              | 7%    | 0%               | 0%       | 0%              | 2%    | 1%          |
| 600–690           | 25%            | 23%    | 27%  | 0%              | 38%   | 11%              | 19%      | 12%             | 27%   | 28%         |
| 500–590           | 40%            | 40%    | 39%  | 46%             | 37%   | 28%              | 39%      | 12%             | 43%   | 40%         |
| 400–490           | 27%            | 28%    | 25%  | 38%             | 15%   | 41%              | 33%      | 59%             | 25%   | 24%         |
| 300–390           | 6%             | 6%     | 5%   | 8%              | 3%    | 19%              | 9%       | 18%             | 3%    | 6%          |
| 160–290           | 0%             | 0%     | 0%   | 0%              | 0%    | 1%               | 1%       | 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)     | 2%             | 1%     | 4%   | 8%              | 15%   | 1%               | 0%       | 0%              | 1%    | 1%          |
| 600–690 (30–34.5)   | 15%            | 10%    | 19%  | 0%              | 34%   | 5%               | 8%       | 0%              | 15%   | 17%         |
| 500–590 (25–29.5)   | 38%            | 38%    | 38%  | 23%             | 34%   | 20%              | 34%      | 18%             | 43%   | 41%         |
| 400–490 (20–24.5)   | 37%            | 42%    | 32%  | 62%             | 15%   | 47%              | 43%      | 59%             | 36%   | 32%         |
| 300–390 (15–19.5)   | 7%             | 8%     | 6%   | 8%              | 2%    | 26%              | 13%      | 24%             | 4%    | 9%          |
| 160–290 (8–14.5)    | 0%             | 0%     | 0%   | 0%              | 0%    | 1%               | 1%       | 0%              | 0%    | 0%          |

## PSAT 8/9

| Total  | Test Takers |         | Mean Score |     |      |
|--------|-------------|---------|------------|-----|------|
|        | Number      | Percent | Total      | RW  | Math |
| Total  | 853         |         | 927        | 475 | 452  |
| Fall   | 537         |         | 877        | 450 | 426  |
| Spring | 370         |         | 974        | 497 | 478  |

| Race/Ethnicity                         | Test Takers |         | Mean Score |     |      |
|----------------------------------------|-------------|---------|------------|-----|------|
|                                        | Number      | Percent | Total      | RW  | Math |
| American Indian/Alaska Native          | 3           | 0%      |            |     |      |
| Asian                                  | 45          | 5%      | 1108       | 550 | 558  |
| Black/African American                 | 114         | 13%     | 791        | 403 | 389  |
| Hispanic/Latino                        | 131         | 15%     | 834        | 426 | 408  |
| Native Hawaiian/Other Pacific Islander | 0           | 0%      |            |     |      |
| White                                  | 320         | 38%     | 991        | 512 | 480  |
| Two or More Races                      | 52          | 6%      | 974        | 497 | 477  |
| No Response                            | 188         | 22%     | 907        | 466 | 440  |

| Gender      | Test Takers |         | Mean Score |     |      |
|-------------|-------------|---------|------------|-----|------|
|             | Number      | Percent | Total      | RW  | Math |
| Female      | 471         | 55%     | 928        | 480 | 448  |
| Male        | 382         | 45%     | 925        | 469 | 456  |
| No Response | 0           |         |            |     |      |

| Grade Level       | Test Takers |         | Mean Score |     |      | Met Benchmarks |     |      |      |
|-------------------|-------------|---------|------------|-----|------|----------------|-----|------|------|
|                   | Number      | Percent | Total      | RW  | Math | Both           | RW  | Math | None |
| 8th Grade         | 59          | 7%      | 982        | 509 | 473  | 63%            | 90% | 63%  | 10%  |
| 9th Grade         | 692         | 81%     | 930        | 476 | 454  | 47%            | 73% | 47%  | 27%  |
| Other/No Response | 102         | 12%     | 872        | 448 | 424  |                |     |      |      |

| First Language Learned—9th Grade | Test Takers |         | Mean Score |     |      | Met Benchmarks |     |      |      |
|----------------------------------|-------------|---------|------------|-----|------|----------------|-----|------|------|
|                                  | Number      | Percent | Total      | RW  | Math | Both           | RW  | Math | None |
| English Only                     | 443         | 64%     | 932        | 478 | 454  | 49%            | 77% | 50%  | 23%  |
| English and Another Language     | 82          | 12%     | 953        | 489 | 464  | 46%            | 72% | 46%  | 28%  |
| Another Language                 | 28          | 4%      | 951        | 475 | 475  | 43%            | 61% | 43%  | 39%  |
| No Response                      | 139         | 20%     | 907        | 464 | 444  | 40%            | 62% | 41%  | 37%  |

| First Language Learned—8th Grade | Test Takers |         | Mean Score |     |      | Met Benchmarks |     |      |      |
|----------------------------------|-------------|---------|------------|-----|------|----------------|-----|------|------|
|                                  | Number      | Percent | Total      | RW  | Math | Both           | RW  | Math | None |
| English Only                     | 32          | 54%     | 1004       | 514 | 490  | 72%            | 91% | 72%  | 9%   |
| English and Another Language     | 5           | 8%      |            |     |      |                |     |      |      |
| Another Language                 | 2           | 3%      |            |     |      |                |     |      |      |
| No Response                      | 20          | 34%     | 946        | 506 | 440  | 45%            | 90% | 45%  | 10%  |

| High School Grade Point<br>Average—9th Grade | Test Takers |         | Mean Score |     |      | Met Benchmarks |     |      |      |
|----------------------------------------------|-------------|---------|------------|-----|------|----------------|-----|------|------|
|                                              | Number      | Percent | Total      | RW  | Math | Both           | RW  | Math | None |
| A+ (97–100)                                  | 49          | 7%      | 1028       | 518 | 510  | 61%            | 76% | 63%  | 22%  |
| A (93–96)                                    | 119         | 17%     | 1016       | 517 | 498  | 66%            | 88% | 66%  | 12%  |
| A- (90–92)                                   | 58          | 8%      | 923        | 465 | 458  | 57%            | 79% | 57%  | 21%  |
| B (80–89)                                    | 76          | 11%     | 833        | 425 | 409  | 25%            | 59% | 25%  | 41%  |
| C (70–79)                                    | 14          | 2%      | 693        | 348 | 345  | 0%             | 14% | 0%   | 86%  |
| D, E, or F (below 70)                        | 2           | 0%      |            |     |      |                |     |      |      |
| No Response                                  | 374         | 54%     | 922        | 475 | 447  | 43%            | 71% | 44%  | 28%  |

| High School Grade Point<br>Average—8th Grade | Test Takers |         | Mean Score |     |      | Met Benchmarks |      |      |      |
|----------------------------------------------|-------------|---------|------------|-----|------|----------------|------|------|------|
|                                              | Number      | Percent | Total      | RW  | Math | Both           | RW   | Math | None |
| A+ (97–100)                                  | 8           | 14%     |            |     |      |                |      |      |      |
| A (93–96)                                    | 10          | 17%     | 1019       | 518 | 501  | 90%            | 100% | 90%  | 0%   |
| A- (90–92)                                   | 6           | 10%     |            |     |      |                |      |      |      |
| B (80–89)                                    | 1           | 2%      |            |     |      |                |      |      |      |
| C (70–79)                                    | 0           | 0%      |            |     |      |                |      |      |      |
| D, E, or F (below 70)                        | 0           | 0%      |            |     |      |                |      |      |      |
| No Response                                  | 34          | 58%     | 947        | 497 | 450  | 53%            | 85%  | 53%  | 15%  |

## 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       | 692            | 394    | 298  | 3               | 39    | 107              | 82       | 0               | 273   | 46          |

| 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%   |                 | 13%   | 0%               | 0%       |                 | 0%    | 2%          |
| 1200–1390   | 8%             | 6%     | 10%  |                 | 28%   | 1%               | 4%       |                 | 9%    | 7%          |
| 1000–1190   | 27%            | 28%    | 24%  |                 | 33%   | 7%               | 16%      |                 | 35%   | 35%         |
| 800–990     | 41%            | 43%    | 38%  |                 | 21%   | 42%              | 34%      |                 | 46%   | 39%         |
| 600–790     | 22%            | 21%    | 22%  |                 | 3%    | 44%              | 43%      |                 | 9%    | 15%         |
| 240–590     | 2%             | 1%     | 4%   |                 | 3%    | 6%               | 4%       |                 | 0%    | 2%          |

| Section Scores—RW | Total Students | Gender |      | Race/Ethnicity  |       |                  |          |                 |       |             |
|-------------------|----------------|--------|------|-----------------|-------|------------------|----------|-----------------|-------|-------------|
|                   |                | Female | Male | American Indian | Asian | African American | Hispanic | Native Hawaiian | White | Two or More |
| 700–720           | 2%             | 2%     | 2%   |                 | 10%   | 0%               | 1%       |                 | 2%    | 4%          |
| 600–690           | 12%            | 12%    | 13%  |                 | 36%   | 3%               | 2%       |                 | 16%   | 15%         |
| 500–590           | 25%            | 30%    | 18%  |                 | 23%   | 8%               | 22%      |                 | 33%   | 30%         |
| 400–490           | 37%            | 36%    | 39%  |                 | 26%   | 41%              | 30%      |                 | 41%   | 30%         |
| 300–390           | 21%            | 19%    | 24%  |                 | 5%    | 40%              | 41%      |                 | 8%    | 17%         |
| 120–290           | 2%             | 2%     | 3%   |                 | 0%    | 7%               | 2%       |                 | 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)     | 2%             | 1%     | 3%   |                 | 21%   | 0%               | 0%       |                 | 1%    | 0%          |
| 600–690 (30–34.5)   | 6%             | 5%     | 7%   |                 | 13%   | 1%               | 5%       |                 | 7%    | 9%          |
| 500–590 (25–29.5)   | 23%            | 22%    | 24%  |                 | 41%   | 4%               | 13%      |                 | 30%   | 35%         |
| 400–490 (20–24.5)   | 41%            | 45%    | 37%  |                 | 23%   | 38%              | 35%      |                 | 49%   | 35%         |
| 300–390 (15–19.5)   | 25%            | 26%    | 24%  |                 | 0%    | 49%              | 41%      |                 | 13%   | 22%         |
| 120–290 (6–14.5)    | 3%             | 1%     | 5%   |                 | 3%    | 8%               | 5%       |                 | 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       | 59             | 25     | 34   | 0               | 3     | 1                | 1        | 0               | 28    | 2           |

| Total Score | Total Students | Gender |      | Race/Ethnicity  |       |                  |          |                 |       |             |
|-------------|----------------|--------|------|-----------------|-------|------------------|----------|-----------------|-------|-------------|
|             |                | Female | Male | American Indian | Asian | African American | Hispanic | Native Hawaiian | White | Two or More |
| 1400–1440   | 2%             | 0%     | 3%   |                 |       |                  |          |                 | 4%    |             |
| 1200–1390   | 15%            | 16%    | 15%  |                 |       |                  |          |                 | 18%   |             |
| 1000–1190   | 27%            | 24%    | 29%  |                 |       |                  |          |                 | 32%   |             |
| 800–990     | 42%            | 52%    | 35%  |                 |       |                  |          |                 | 43%   |             |
| 600–790     | 14%            | 8%     | 18%  |                 |       |                  |          |                 | 4%    |             |
| 240–590     | 0%             | 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 |
| 700–720           | 7%             | 12%    | 3%   |                 |       |                  |          |                 | 7%    |             |
| 600–690           | 14%            | 8%     | 18%  |                 |       |                  |          |                 | 18%   |             |
| 500–590           | 27%            | 16%    | 35%  |                 |       |                  |          |                 | 36%   |             |
| 400–490           | 41%            | 52%    | 32%  |                 |       |                  |          |                 | 32%   |             |
| 300–390           | 12%            | 12%    | 12%  |                 |       |                  |          |                 | 7%    |             |
| 120–290           | 0%             | 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 |
| 700–720 (35–36)     | 0%             | 0%     | 0%   |                 |       |                  |          |                 | 0%    |             |
| 600–690 (30–34.5)   | 8%             | 4%     | 12%  |                 |       |                  |          |                 | 14%   |             |
| 500–590 (25–29.5)   | 29%            | 36%    | 24%  |                 |       |                  |          |                 | 32%   |             |
| 400–490 (20–24.5)   | 47%            | 56%    | 41%  |                 |       |                  |          |                 | 50%   |             |
| 300–390 (15–19.5)   | 15%            | 4%     | 24%  |                 |       |                  |          |                 | 4%    |             |
| 120–290 (6–14.5)    | 0%             | 0%     | 0%   |                 |       |                  |          |                 | 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       | 1340           | 680 | 670  |
| 50th       | 1200           | 620 | 590  |
| 25th       | 1040           | 530 | 500  |

## PSAT/NMSQT and PSAT 10

| Percentile | 11th Grade |     |      | 10th Grade |     |      |
|------------|------------|-----|------|------------|-----|------|
|            | Total      | RW  | Math | Total      | RW  | Math |
| 75th       | 1250       | 640 | 620  | 1160       | 600 | 570  |
| 50th       | 1120       | 580 | 550  | 1050       | 540 | 510  |
| 25th       | 990        | 500 | 480  | 930        | 480 | 450  |

## PSAT 8/9

| Percentile | 9th Grade |     |      | 8th Grade |     |      |
|------------|-----------|-----|------|-----------|-----|------|
|            | Total     | RW  | Math | Total     | RW  | Math |
| 75th       | 1060      | 540 | 510  | 1090      | 570 | 530  |
| 50th       | 910       | 470 | 440  | 950       | 490 | 450  |
| 25th       | 800       | 400 | 390  | 840       | 420 | 410  |

# 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](https://www.collegeboard.org).