

2026

SAT Suite of Assessments Annual Report

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

 CollegeBoard /  NATIONAL MERIT
SCHOLARSHIP CORPORATION

MONTANA 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*

Graduating Class	Assessment Taken	Total No. Test Takers	Participation Rate %
			0%25%50%75%100%
Class of 2026	SAT	530	5%
Class of 2027	PSAT/NMSQT	1,814	15%
Class of 2028	PSAT/NMSQT or PSAT 10	721	6%
Class of 2029	PSAT 8/9	61	0%
Class of 2030	PSAT 8/9	12	0%

2,986

Total test takers†

77%

Met College and Career Readiness Benchmarks

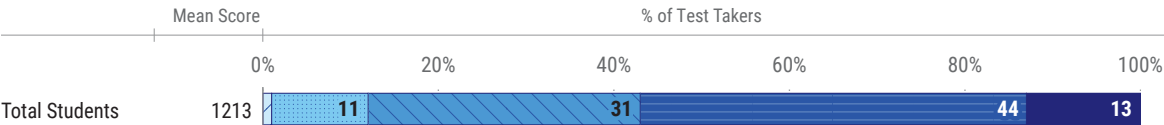
* Class enrollment from Knocking at the College Door, WICHE, December 2024. PSAT-related assessment data reflect students who tested during the 2025-26 school year.

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

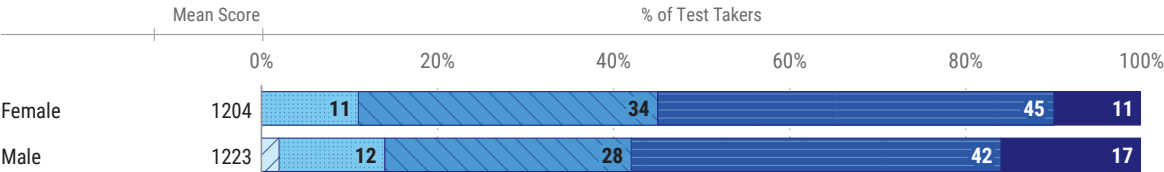
SAT Score Distributions

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

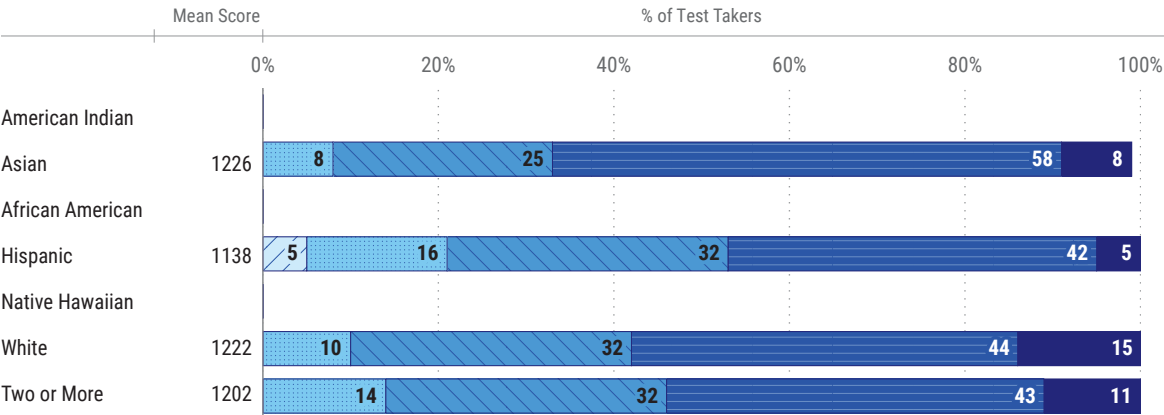
Total Students



Gender



Race/Ethnicity



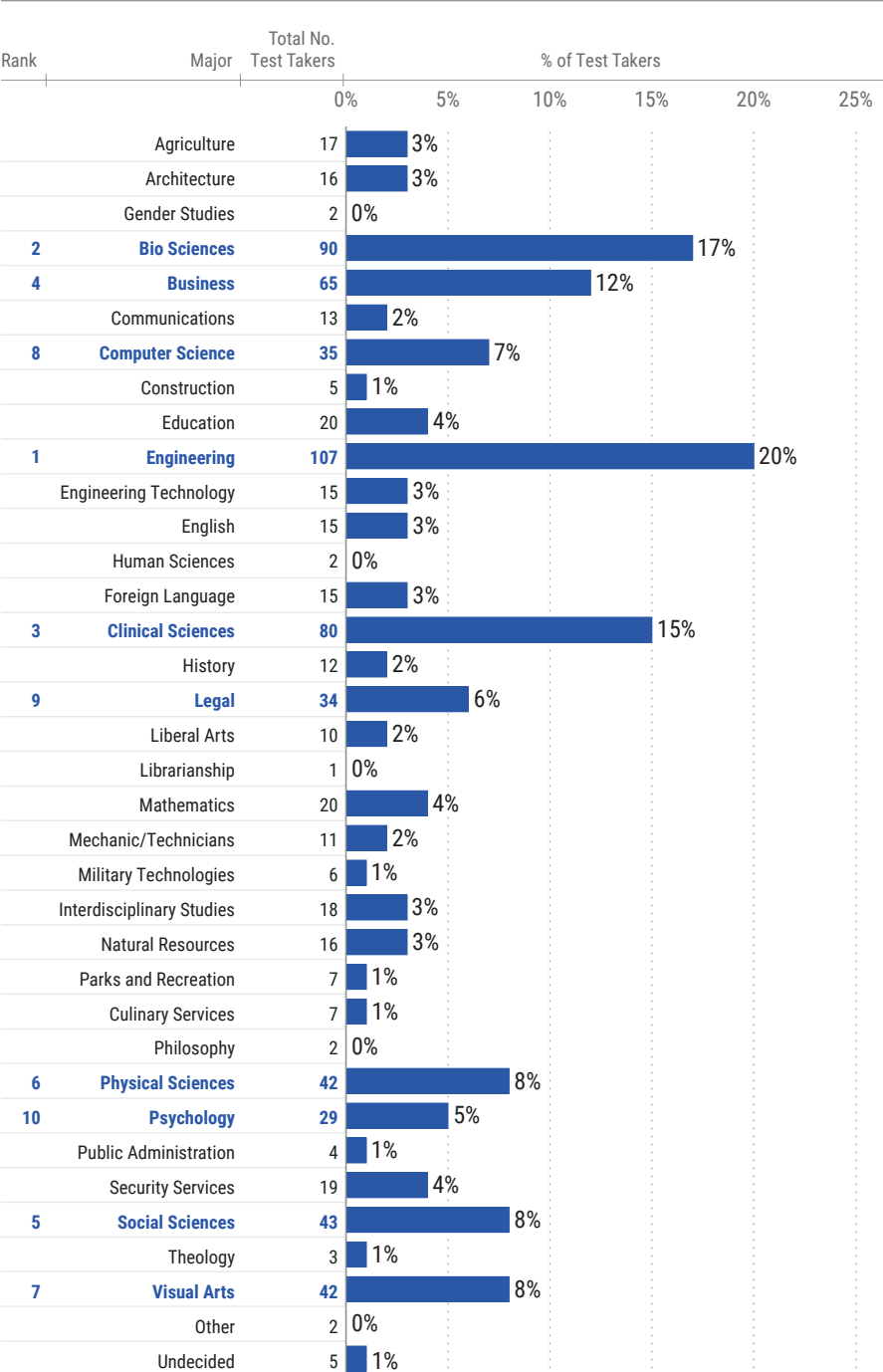
RW Section Scores	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–800	24%	25%	22%		17%		5%		24%	25%
600–690	40%	38%	41%		42%		53%		41%	36%
500–590	27%	28%	25%		33%		16%		27%	25%
400–490	9%	8%	10%		8%		26%		7%	11%
300–390	1%	0%	2%		0%		0%		1%	4%
200–290	0%	0%	0%		0%		0%		0%	0%

Math Section Scores	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700-800 (35-40)	13%	7%	20%		17%		11%		14%	7%
600-690 (30-34.5)	37%	38%	35%		50%		37%		36%	39%
500-590 (25-29.5)	36%	39%	32%		25%		32%		36%	43%
400-490 (20-24.5)	12%	14%	11%		8%		16%		12%	11%
300-390 (15-19.5)	1%	1%	2%		0%		5%		1%	0%
200-290 (10-14.5)	0%	0%	0%		0%		0%		0%	0%

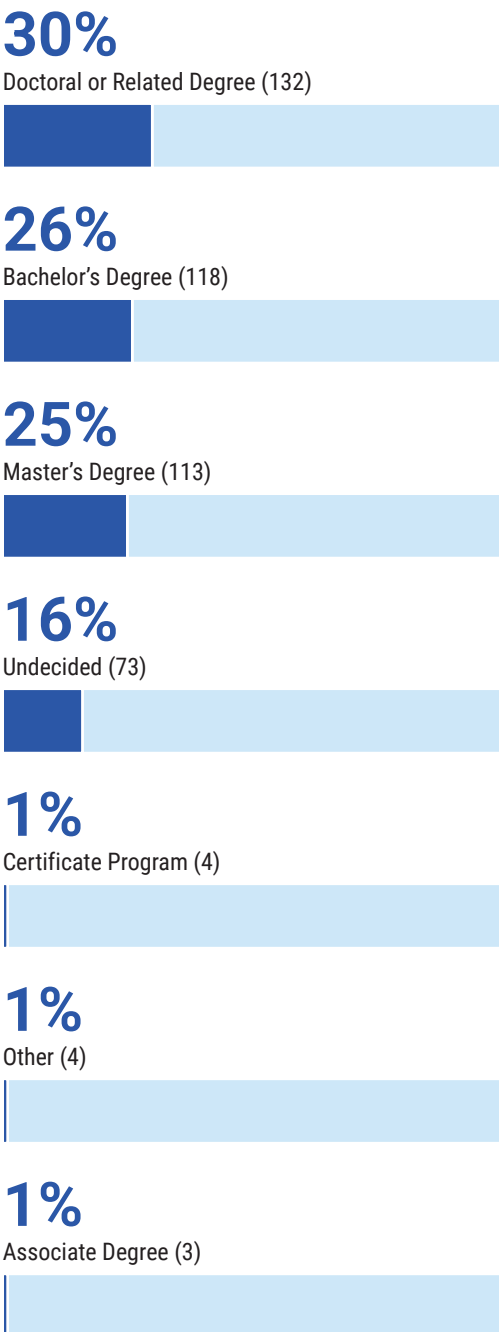
Intended College Major and Degree-Level Goal

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 Montana

Of the 530 students from Montana who took the SAT, 186 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 208 institutions received score reports from Montana students.

Top Institutions Receiving Score Reports*

Institution	Total No. Students	% of Score Senders			
		0%	20%	40%	60%
Montana State University	75	40%			
University of Montana	19	10%			
National Merit Scholarship Corporation	16	9%			
Montana Technological University	14	8%			
United States Military Academy	10	5%			
Massachusetts Institute of Technology	9	5%			
Princeton University	9	5%			
University of Texas at Austin	9	5%			
University of Washington	9	5%			
Air Force Academy	8	4%			
University of Colorado Boulder	8	4%			
Auburn University	7	4%			
Harvard College	7	4%			
United States Naval Academy	7	4%			
University of Utah	7	4%			
Brigham Young University	6	3%			
Georgetown University	6	3%			
Montana State University: Billings	5	3%			
Purdue University	5	3%			
Texas A&M University	5	3%			
University of Florida	5	3%			
University of Montana Western	5	3%			
University of North Dakota	5	3%			
Washington State University	5	3%			
Baylor University	4	2%			
Boise State University	4	2%			
Brown University	4	2%			
Colorado State University	4	2%			
Embry-Riddle Aeronautical Univ: Daytona Beach	4	2%			
Georgia Institute Of Technology	4	2%			



208

Total institutions received score reports from Montana 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	530		1213	620	594	77%	93%	78%	6%
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	2	0%							
Asian	12	2%	1226	608	618	75%	92%	83%	0%
Black/African American	4	1%							
Hispanic/Latino	19	4%	1138	581	557	74%	84%	74%	16%
Native Hawaiian/Other Pacific Islander	0	0%							
White	418	79%	1222	626	596	78%	95%	78%	5%
Two or More Races	28	5%	1202	613	589	79%	86%	82%	11%
No Response	47	9%	1181	594	588	68%	85%	72%	11%

Gender	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Female	274	52%	1204	623	581	74%	94%	75%	5%
Male	250	48%	1223	616	607	80%	92%	80%	8%
No Response	6								

First Language Learned	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	452	85%	1220	625	595	79%	94%	79%	6%
English and Another Language	27	5%	1125	563	562	56%	81%	56%	19%
Another Language	10	2%	1327	639	688	90%	90%	100%	0%
No Response	41	8%	1174	598	576	68%	88%	73%	7%

Highest Level of Parental Education	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
No High School Diploma	3	1%							
High School Diploma	52	10%	1120	574	546	56%	85%	58%	13%
Associate Degree	15	3%	1073	555	518	40%	73%	40%	27%
Bachelor's Degree	202	38%	1189	611	579	74%	93%	74%	7%
Graduate Degree	228	43%	1265	643	621	88%	97%	89%	2%
No Response	30	6%	1233	625	608	67%	87%	70%	10%

* 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	5	1%							
Did not use	476	99%	1231	628	603	81%	95%	82%	4%

Test-Taking History†	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
School Day	52	10%	1066	551	515	42%	75%	42%	25%
School Day Only	49	9%	1052	544	508	41%	73%	41%	27%
School Day and Weekend	3	1%							
Weekend Only	478	90%	1229	627	602	81%	95%	82%	4%

School Location‡	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
City	221	42%	1254	635	618	86%	96%	86%	4%
Suburb	0	0%							
Town/Rural	235	44%	1188	608	580	73%	90%	74%	9%
Unknown	74	14%	1174	612	562	65%	92%	66%	7%

Median Family Income§	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Lowest Quintile (\$0–\$63,157)	7	1%							
2nd Lowest Quintile (\$63,158–\$80,990)	51	10%	1206	621	584	76%	90%	76%	10%
Middle Quintile (\$80,991–\$100,344)	134	25%	1201	615	586	75%	93%	75%	7%
2nd Highest Quintile (\$100,345–\$131,209)	213	40%	1241	634	606	82%	96%	83%	3%
Highest Quintile (≥\$131,210)	85	16%	1243	633	610	86%	99%	86%	1%
Unknown	40	8%	1083	541	542	45%	68%	50%	28%

* 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	2,550		1063	545	518
PSAT/NMSQT	2,495		1064	546	518
PSAT 10	55		1031	528	503

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	35	1%	900	462	438
Asian	34	1%	1025	520	505
Black/African American	17	1%	916	476	440
Hispanic/Latino	121	5%	1018	524	494
Native Hawaiian/Other Pacific Islander	3	0%			
White	1,969	77%	1072	550	522
Two or More Races	135	5%	1047	537	510
No Response	236	9%	1061	545	516

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	1,398	55%	1051	544	507
Male	1,128	45%	1075	546	529
No Response	24		1162	598	563

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
10th Grade	721	28%	1035	536	498	59%	92%	60%	7%
11th Grade	1,814	71%	1075	549	525	57%	86%	59%	12%
Other/No Response	15	1%	1046	543	503				

First Language Learned—11th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	1,001	55%	1050	537	513	49%	83%	51%	15%
English and Another Language	50	3%	1007	520	487	44%	74%	44%	26%
Another Language	10	1%	1033	518	515	50%	70%	50%	30%
No Response	753	42%	1112	568	544	69%	92%	70%	7%

First Language Learned—10th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	411	57%	1002	520	482	52%	89%	53%	10%
English and Another Language	18	2%	959	491	468	33%	83%	33%	17%
Another Language	4	1%							
No Response	288	40%	1086	562	524	70%	97%	71%	2%

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	17	1%	871	444	427	12%	41%	18%	53%
High School Diploma	253	14%	1008	518	490	35%	78%	38%	19%
Associate Degree	63	3%	1049	536	513	46%	84%	48%	14%
Bachelor's Degree	624	34%	1091	555	536	64%	90%	66%	8%
Graduate Degree	476	26%	1134	581	553	72%	93%	73%	6%
No Response	381	21%	1031	528	503	46%	80%	47%	19%

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	8	1%							
High School Diploma	94	13%	994	514	480	46%	89%	48%	9%
Associate Degree	22	3%	1054	555	499	59%	91%	59%	9%
Bachelor's Degree	195	27%	1038	536	501	63%	94%	64%	5%
Graduate Degree	198	27%	1076	557	519	66%	94%	67%	5%
No Response	204	28%	1015	528	487	55%	91%	55%	9%

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)	316	17%	1187	603	585	84%	97%	85%	3%
A (93–96)	510	28%	1112	567	546	70%	92%	72%	6%
A- (90–92)	282	16%	1065	546	519	53%	90%	54%	9%
B (80–89)	250	14%	974	501	473	26%	72%	29%	26%
C (70–79)	24	1%	839	421	418	8%	33%	13%	63%
D, E, or F (below 70)	2	0%							
No Response	430	24%	1026	526	500	46%	81%	48%	17%

High School Grade Point Average—10th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
A+ (97–100)	148	21%	1098	567	532	77%	96%	77%	4%
A (93–96)	208	29%	1055	550	505	59%	95%	61%	3%
A- (90–92)	98	14%	997	514	483	55%	90%	55%	10%
B (80–89)	64	9%	933	480	453	27%	83%	30%	14%
C (70–79)	4	1%							
D, E, or F (below 70)	0	0%							
No Response	199	28%	1023	530	492	58%	91%	58%	8%

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	1,814	972	823	35	24	15	84	2	1,404	92

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%	4%	0%	8%	0%	2%		2%	2%
1200–1390	21%	19%	24%	11%	13%	0%	18%		22%	14%
1000–1190	43%	46%	40%	17%	29%	20%	37%		46%	48%
800–990	30%	32%	28%	37%	42%	67%	35%		28%	28%
600–790	3%	3%	4%	34%	8%	13%	8%		1%	8%
320–590	0%	0%	0%	0%	0%	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
700–760	4%	3%	4%	0%	0%	0%	2%		4%	1%
600–690	30%	29%	30%	17%	25%	13%	29%		31%	17%
500–590	38%	40%	37%	14%	25%	13%	36%		40%	43%
400–490	24%	25%	23%	40%	42%	67%	25%		22%	32%
300–390	4%	3%	5%	29%	8%	7%	8%		3%	7%
160–290	0%	0%	0%	0%	0%	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
700–760 (35–38)	3%	1%	4%	0%	8%	0%	2%		3%	2%
600–690 (30–34.5)	18%	15%	21%	9%	8%	0%	14%		19%	13%
500–590 (25–29.5)	42%	43%	41%	17%	29%	20%	31%		45%	46%
400–490 (20–24.5)	33%	36%	29%	37%	38%	53%	45%		31%	30%
300–390 (15–19.5)	4%	4%	4%	34%	13%	27%	7%		3%	9%
160–290 (8–14.5)	0%	0%	1%	3%	4%	0%	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	721	415	301	0	9	1	37	1	552	43

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%		0%	0%
1200–1390	13%	10%	17%				5%		12%	21%
1000–1190	46%	46%	46%				22%		49%	37%
800–990	37%	41%	32%				68%		35%	40%
600–790	4%	3%	5%				5%		4%	2%
320–590	0%	0%	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
700–760	1%	1%	2%				0%		1%	2%
600–690	25%	23%	26%				5%		26%	33%
500–590	41%	43%	38%				46%		40%	42%
400–490	29%	30%	29%				41%		30%	21%
300–390	4%	3%	5%				8%		3%	2%
160–290	0%	0%	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
700–760 (35–38)	1%	1%	0%				0%		1%	0%
600–690 (30–34.5)	9%	6%	13%				5%		9%	9%
500–590 (25–29.5)	39%	34%	45%				19%		41%	47%
400–490 (20–24.5)	46%	53%	35%				68%		45%	35%
300–390 (15–19.5)	5%	5%	6%				5%		5%	9%
160–290 (8–14.5)	0%	0%	0%				3%		0%	0%

PSAT 8/9

Total	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Total	73		918	473	445
Fall	48		944	490	454
Spring	25		868	442	426

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	1	1%			
Asian	1	1%			
Black/African American	0	0%			
Hispanic/Latino	4	5%			
Native Hawaiian/Other Pacific Islander	0	0%			
White	36	49%	916	471	444
Two or More Races	4	5%			
No Response	27	37%	931	477	454

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	35	48%	897	466	431
Male	38	52%	937	480	457
No Response	0				

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
8th Grade	12	16%	892	460	432	50%	83%	58%	8%
9th Grade	61	84%	923	476	447	43%	79%	46%	18%
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	33	54%	921	477	444	39%	79%	42%	18%
English and Another Language	2	3%							
Another Language	0	0%							
No Response	26	43%	932	478	454	46%	81%	50%	15%

First Language Learned—8th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	11	92%	907	469	438	55%	91%	64%	0%
English and Another Language	1	8%							
Another Language	0	0%							
No Response	0	0%							

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)	0	0%							
A (93–96)	7	11%							
A- (90–92)	4	7%							
B (80–89)	7	11%							
C (70–79)	0	0%							
D, E, or F (below 70)	0	0%							
No Response	43	70%	926	477	449	42%	77%	44%	21%

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)	3	25%							
A (93–96)	2	17%							
A- (90–92)	2	17%							
B (80–89)	3	25%							
C (70–79)	1	8%							
D, E, or F (below 70)	0	0%							
No Response	1	8%							

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	61	26	35	1	1	0	3	0	25	4

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%	
1200–1390	3%	0%	6%						8%	
1000–1190	26%	19%	31%						20%	
800–990	54%	62%	49%						52%	
600–790	15%	19%	11%						16%	
240–590	2%	0%	3%						4%	

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%	0%	3%						0%	
600–690	8%	8%	9%						12%	
500–590	23%	19%	26%						20%	
400–490	51%	54%	49%						44%	
300–390	15%	19%	11%						20%	
120–290	2%	0%	3%						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%						0%	
600–690 (30–34.5)	2%	0%	3%						4%	
500–590 (25–29.5)	20%	12%	26%						20%	
400–490 (20–24.5)	61%	69%	54%						56%	
300–390 (15–19.5)	16%	19%	14%						16%	
120–290 (6–14.5)	2%	0%	3%						4%	

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	12	9	3	0	0	0	1	0	11	0

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%	
1200–1390	0%								0%	
1000–1190	33%								36%	
800–990	50%								55%	
600–790	17%								9%	
240–590	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	0%								0%	
600–690	0%								0%	
500–590	42%								45%	
400–490	42%								45%	
300–390	17%								9%	
120–290	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%	
600–690 (30–34.5)	0%								0%	
500–590 (25–29.5)	8%								9%	
400–490 (20–24.5)	67%								73%	
300–390 (15–19.5)	25%								18%	
120–290 (6–14.5)	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	690	660
50th	1230	630	590
25th	1110	550	530

PSAT/NMSQT and PSAT 10

Percentile	11th Grade			10th Grade		
	Total	RW	Math	Total	RW	Math
75th	1190	620	580	1130	600	540
50th	1080	550	520	1020	530	490
25th	960	490	460	940	480	450

PSAT 8/9

Percentile	9th Grade			8th Grade		
	Total	RW	Math	Total	RW	Math
75th	1010	510	480	1000	520	470
50th	900	470	440	820	420	430
25th	830	430	410	800	400	390

About College Board

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