



2026

SAT Suite of Assessments Annual Report

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

 CollegeBoard /  NATIONAL MERIT
SCHOLARSHIP CORPORATION

NORTH CAROLINA 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.

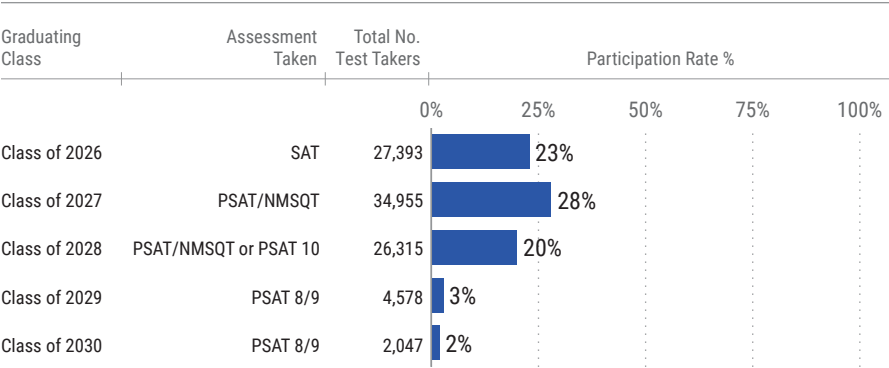
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Participation and Performance

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*



97,128

Total test takers†

70%

Met College and Career Readiness Benchmarks

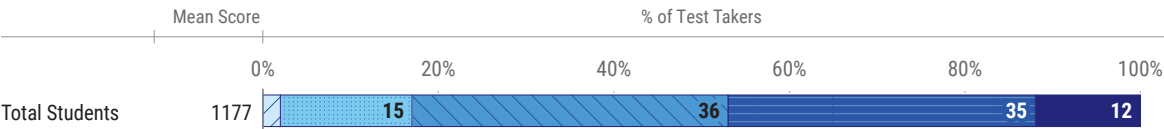
* Class enrollment from Knocking at the College Door, WICHE, December 2024. PSAT-related assessment data reflect students who tested during the 2025-26 school year.

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

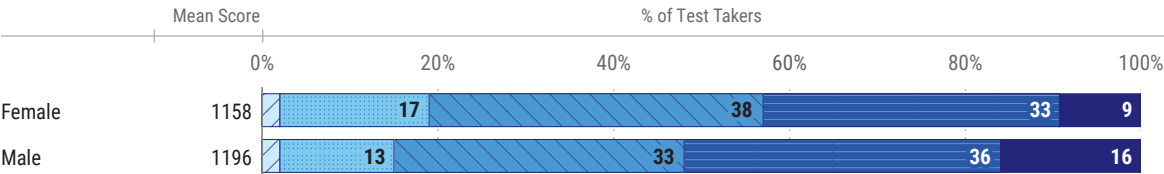
SAT Score Distributions

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

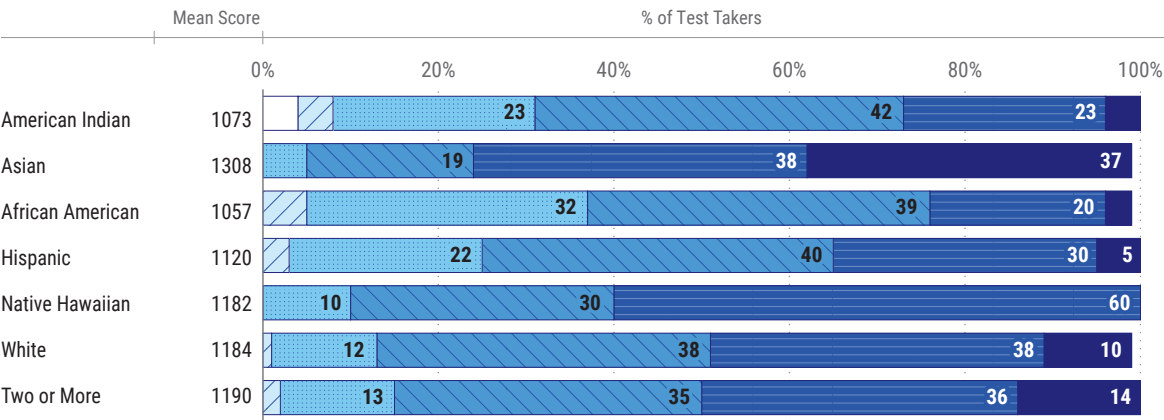
Total Students



Gender



Race/Ethnicity



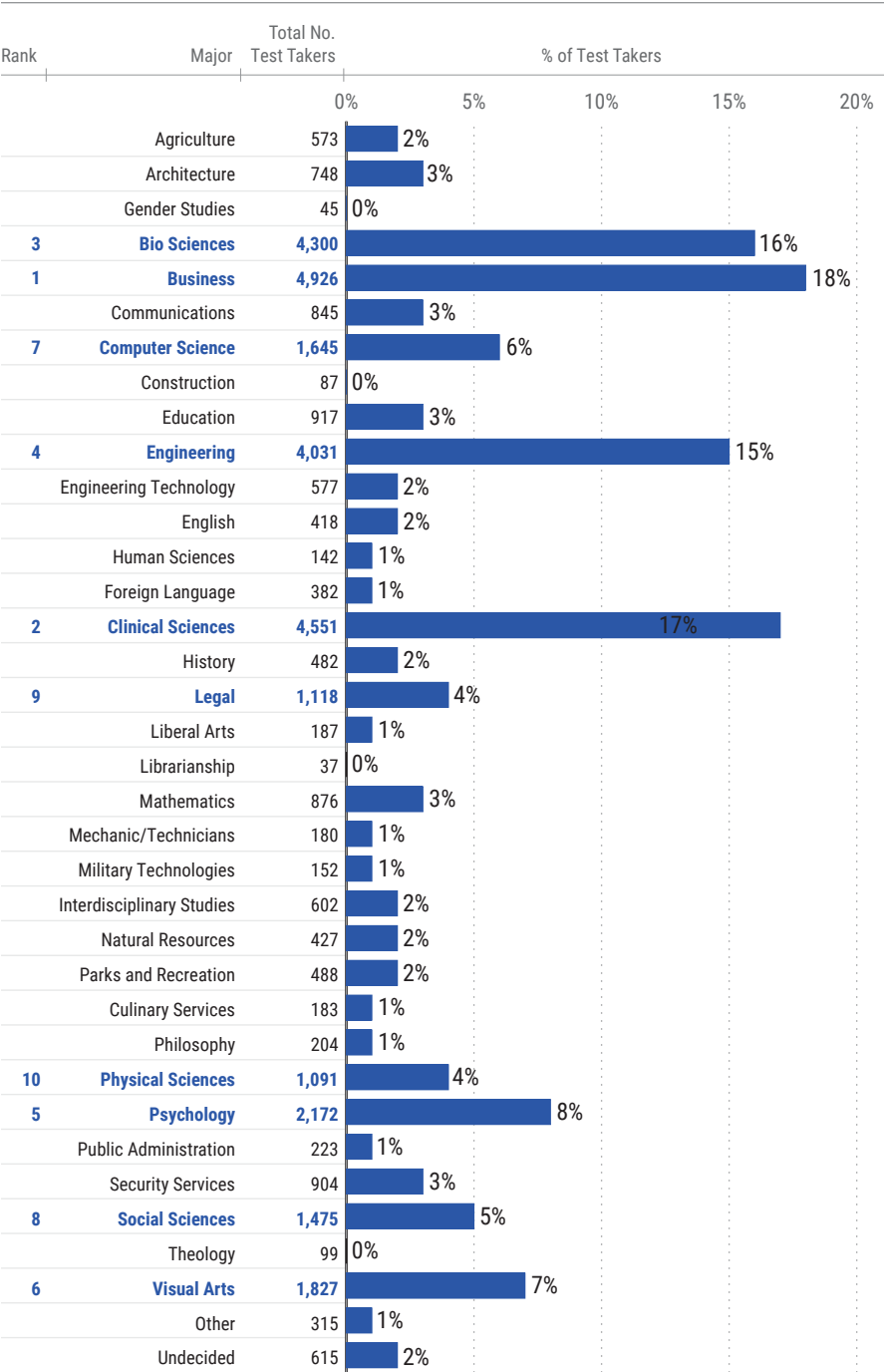
RW Section Scores	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700-800	15%	13%	17%	4%	32%	4%	8%	10%	14%	16%
600-690	36%	36%	36%	25%	39%	23%	31%	40%	39%	38%
500-590	34%	36%	32%	44%	21%	39%	38%	30%	35%	35%
400-490	13%	14%	13%	19%	7%	27%	20%	20%	10%	9%
300-390	2%	2%	2%	6%	1%	6%	3%	0%	1%	2%
200-290	0%	0%	0%	2%	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)	15%	10%	20%	4%	45%	3%	8%	20%	12%	17%
600-690 (30-34.5)	32%	30%	34%	27%	34%	19%	28%	30%	35%	31%
500-590 (25-29.5)	33%	36%	29%	42%	16%	36%	36%	40%	36%	32%
400-490 (20-24.5)	18%	21%	15%	17%	5%	34%	25%	10%	16%	18%
300-390 (15-19.5)	2%	3%	2%	8%	1%	7%	4%	0%	1%	2%
200-290 (10-14.5)	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%

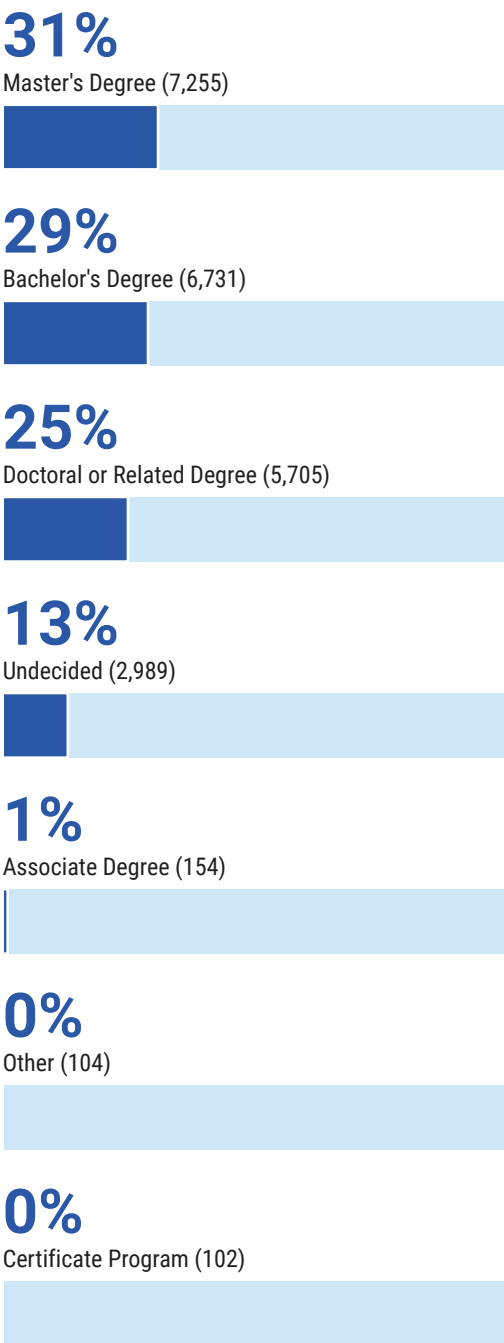
Intended College Major and Degree-Level Goal

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 North Carolina

Of the 27,393 students from North Carolina who took the SAT, 10,987 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 1,097 institutions received score reports from North Carolina students.

Top Institutions Receiving Score Reports*

Institution	Total No. Students	% of Score Senders				
		0%	10%	20%	30%	40%
North Carolina State University	2,996	27%				
University of North Carolina at Chapel Hill	2,806	26%				
Clemson University	1,610	15%				
University of North Carolina at Charlotte	1,476	13%				
University of Georgia	1,302	12%				
Auburn University	1,119	10%				
University Of North Carolina At Wilmington	1,072	10%				
University Of Tennessee Knoxville	1,067	10%				
University of South Carolina: Columbia	988	9%				
Appalachian State University	822	7%				
East Carolina University	783	7%				
Duke University	625	6%				
University of North Carolina at Greensboro	542	5%				
University of Texas at Austin	506	5%				
University of Florida	495	5%				
North Carolina A And T State University	467	4%				
Virginia Tech	462	4%				
University of Alabama	440	4%				
Wake Forest University	386	4%				
Georgia Institute Of Technology	381	3%				
High Point University	381	3%				
Ohio State University: Columbus Campus	380	3%				
National Merit Scholarship Corporation	347	3%				
Penn State University Park	337	3%				
Princeton University	310	3%				
Western Carolina University	295	3%				
Elon University	286	3%				
Florida State University	285	3%				
Georgetown University	281	3%				
University of Pittsburgh	269	2%				



1,097

Total institutions received score reports from North Carolina 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	27,393		1177	593	584	70%	89%	71%	9%
Took Essay*	102	0%	1049	540	510	45%	74%	46%	25%

Race/Ethnicity	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
American Indian/Alaska Native	52	0%	1073	542	531	48%	79%	50%	19%
Asian	3,177	12%	1308	640	668	89%	95%	91%	3%
Black/African American	3,198	12%	1057	536	521	45%	75%	47%	23%
Hispanic/Latino	2,794	10%	1120	566	554	59%	84%	61%	14%
Native Hawaiian/Other Pacific Islander	10	0%	1182	580	602	90%	90%	90%	10%
White	15,389	56%	1184	599	585	73%	93%	74%	6%
Two or More Races	1,287	5%	1190	602	588	72%	92%	73%	7%
No Response	1,486	5%	1175	593	581	65%	85%	66%	14%

Gender	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Female	14,431	53%	1158	588	570	66%	89%	67%	9%
Male	12,741	47%	1196	597	600	74%	89%	75%	9%
No Response	221		1259	652	607	85%	96%	85%	4%

First Language Learned	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	21,195	77%	1169	591	578	69%	90%	70%	9%
English and Another Language	3,688	13%	1228	610	618	76%	90%	78%	8%
Another Language	1,318	5%	1194	586	608	72%	84%	76%	12%
No Response	1,192	4%	1129	571	558	56%	81%	58%	17%

Highest Level of Parental Education	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
No High School Diploma	569	2%	1063	530	533	48%	71%	52%	25%
High School Diploma	2,765	10%	1088	549	538	53%	80%	54%	18%
Associate Degree	1,169	4%	1094	555	539	53%	82%	55%	16%
Bachelor's Degree	10,244	37%	1164	587	578	69%	90%	70%	8%
Graduate Degree	10,473	38%	1235	621	613	79%	94%	81%	5%
No Response	2,173	8%	1141	575	566	61%	82%	62%	16%

* 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	2,053	8%	1071	540	531	49%	74%	51%	23%
Did not use	23,949	92%	1195	602	594	74%	92%	75%	7%

Test-Taking History†	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
School Day	1,996	7%	1067	546	522	44%	76%	46%	23%
School Day Only	1,391	5%	1010	519	491	31%	68%	33%	30%
School Day and Weekend	605	2%	1199	607	592	75%	93%	76%	6%
Weekend Only	25,397	93%	1185	596	589	71%	91%	73%	8%

School Location‡	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
City	12,085	44%	1204	605	599	74%	91%	75%	7%
Suburb	6,954	25%	1166	585	580	70%	89%	71%	9%
Town/Rural	6,002	22%	1136	573	563	64%	87%	66%	12%
Unknown	2,352	9%	1172	601	571	61%	87%	62%	12%

Median Family Income§	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Lowest Quintile (\$0–\$63,157)	1,515	6%	1075	546	529	49%	77%	50%	21%
2nd Lowest Quintile (\$63,158–\$80,990)	2,524	9%	1104	561	543	55%	83%	57%	16%
Middle Quintile (\$80,991–\$100,344)	3,562	13%	1146	581	565	65%	88%	67%	10%
2nd Highest Quintile (\$100,345–\$131,209)	6,360	23%	1168	590	578	69%	90%	70%	8%
Highest Quintile (≥\$131,210)	11,956	44%	1230	616	614	79%	94%	81%	5%
Unknown	1,476	5%	1078	545	533	49%	77%	51%	21%

* 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	66,044		1005	507	499
PSAT/NMSQT	64,632		1006	507	499
PSAT 10	1,517		975	497	479

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	160	0%	839	422	417
Asian	6,378	10%	1171	572	598
Black/African American	11,141	17%	868	439	430
Hispanic/Latino	11,177	17%	892	449	444
Native Hawaiian/Other Pacific Islander	46	0%	932	462	470
White	27,934	42%	1069	542	527
Two or More Races	3,127	5%	1012	513	499
No Response	6,081	9%	999	505	494

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	33,617	52%	1003	509	494
Male	30,919	48%	1004	502	502
No Response	1,508		1099	552	546

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
10th Grade	26,315	40%	968	488	481	50%	72%	52%	26%
11th Grade	34,955	53%	1029	519	510	49%	72%	52%	26%
Other/No Response	4,774	7%	1034	521	512				

First Language Learned—11th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	19,319	55%	1038	524	514	51%	74%	53%	25%
English and Another Language	4,539	13%	1031	513	519	48%	65%	51%	32%
Another Language	1,869	5%	932	459	473	35%	50%	39%	47%
No Response	9,228	26%	1030	523	507	49%	76%	51%	21%

First Language Learned—10th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	11,073	42%	938	476	462	41%	68%	43%	29%
English and Another Language	2,948	11%	911	452	459	36%	55%	38%	42%
Another Language	1,489	6%	819	400	419	23%	37%	27%	59%
No Response	10,805	41%	1035	521	514	66%	85%	68%	14%

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	1,805	5%	850	423	427	19%	39%	23%	58%
High School Diploma	5,166	15%	928	469	459	30%	56%	32%	41%
Associate Degree	1,340	4%	982	498	484	38%	68%	41%	29%
Bachelor's Degree	10,156	29%	1068	538	529	57%	81%	59%	17%
Graduate Degree	8,622	25%	1145	575	569	71%	87%	73%	11%
No Response	7,866	23%	969	490	479	37%	61%	40%	36%

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	1,224	5%	805	401	403	18%	39%	22%	57%
High School Diploma	3,433	13%	889	447	442	33%	59%	35%	38%
Associate Degree	808	3%	954	482	472	45%	74%	48%	24%
Bachelor's Degree	6,475	25%	1031	519	512	63%	84%	65%	14%
Graduate Degree	5,283	20%	1066	537	529	69%	86%	71%	12%
No Response	9,092	35%	920	464	456	39%	63%	41%	34%

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)	4,332	12%	1204	604	600	83%	93%	83%	7%
A (93–96)	7,966	23%	1149	576	573	75%	90%	76%	8%
A- (90–92)	5,323	15%	1066	536	529	57%	82%	60%	15%
B (80–89)	7,114	20%	919	465	454	25%	55%	28%	43%
C (70–79)	1,497	4%	786	397	388	7%	27%	9%	71%
D, E, or F (below 70)	156	0%	730	370	360	4%	20%	6%	78%
No Response	8,562	24%	947	481	466	32%	61%	35%	36%

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)	2,726	10%	1144	575	569	83%	93%	84%	6%
A (93–96)	4,935	19%	1069	537	532	71%	90%	72%	9%
A- (90–92)	2,763	11%	983	496	487	52%	81%	55%	16%
B (80–89)	4,126	16%	862	433	429	24%	53%	27%	44%
C (70–79)	1,001	4%	741	369	372	7%	24%	10%	72%
D, E, or F (below 70)	147	1%	668	335	333	3%	13%	4%	86%
No Response	10,614	40%	939	475	465	45%	68%	47%	29%

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	34,955	17,837	16,316	76	3,027	6,442	5,931	23	15,067	1,757

Total Score	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
1400–1520	4%	3%	5%	0%	20%	0%	1%	4%	4%	4%
1200–1390	20%	19%	21%	7%	36%	6%	10%	4%	26%	20%
1000–1190	32%	33%	31%	17%	25%	21%	26%	30%	41%	35%
800–990	29%	31%	26%	36%	14%	40%	35%	30%	24%	31%
600–790	12%	12%	13%	32%	4%	27%	22%	17%	4%	8%
320–590	3%	2%	4%	9%	1%	6%	6%	13%	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	4%	4%	5%	0%	14%	0%	1%	4%	4%	4%
600–690	24%	24%	24%	7%	39%	8%	13%	0%	32%	25%
500–590	31%	32%	30%	18%	25%	23%	26%	26%	37%	34%
400–490	26%	27%	25%	36%	15%	36%	32%	48%	22%	27%
300–390	12%	12%	13%	33%	5%	26%	22%	4%	4%	9%
160–290	2%	2%	3%	7%	1%	6%	5%	17%	0%	1%

Section Scores—Math	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–760 (35–38)	6%	4%	8%	1%	27%	1%	2%	4%	6%	5%
600–690 (30–34.5)	18%	17%	20%	3%	33%	6%	10%	9%	24%	19%
500–590 (25–29.5)	30%	31%	29%	22%	21%	20%	25%	22%	38%	32%
400–490 (20–24.5)	29%	32%	26%	34%	13%	38%	34%	26%	27%	31%
300–390 (15–19.5)	14%	14%	14%	28%	4%	30%	24%	26%	5%	11%
160–290 (8–14.5)	3%	2%	4%	12%	1%	6%	5%	13%	0%	2%

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	26,315	13,513	12,270	78	2,359	4,296	4,767	21	10,963	1,179

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%	0%	7%	0%	0%	0%	1%	1%
1200–1390	13%	12%	13%	3%	35%	3%	4%	10%	16%	10%
1000–1190	32%	33%	31%	19%	37%	17%	20%	29%	44%	32%
800–990	34%	36%	31%	37%	16%	39%	36%	48%	34%	40%
600–790	16%	15%	17%	29%	4%	33%	31%	5%	5%	14%
320–590	4%	3%	6%	12%	1%	8%	10%	10%	1%	3%

Section Scores—RW	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–760	1%	1%	2%	0%	5%	0%	0%	0%	1%	1%
600–690	17%	17%	16%	8%	35%	5%	6%	14%	23%	15%
500–590	31%	32%	29%	14%	36%	18%	20%	43%	40%	32%
400–490	31%	32%	30%	35%	18%	37%	33%	24%	30%	34%
300–390	17%	16%	18%	35%	6%	33%	31%	10%	6%	15%
160–290	4%	3%	5%	9%	1%	7%	9%	10%	0%	3%

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%	2%	3%	0%	13%	0%	0%	0%	2%	1%
600–690 (30–34.5)	12%	11%	14%	5%	35%	3%	4%	14%	15%	9%
500–590 (25–29.5)	30%	31%	29%	17%	31%	16%	19%	29%	40%	30%
400–490 (20–24.5)	34%	37%	31%	37%	15%	38%	36%	43%	35%	40%
300–390 (15–19.5)	17%	17%	18%	32%	4%	34%	32%	10%	7%	17%
160–290 (8–14.5)	4%	3%	5%	9%	1%	8%	8%	5%	1%	4%

PSAT 8/9

Total	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Total	6,736		929	477	452
Fall	5,535		937	481	456
Spring	1,203		893	457	436

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	40	1%	847	438	410
Asian	458	7%	1053	522	531
Black/African American	658	10%	840	429	410
Hispanic/Latino	711	11%	862	441	421
Native Hawaiian/Other Pacific Islander	7	0%			
White	2,843	42%	949	492	457
Two or More Races	345	5%	941	486	455
No Response	1,674	25%	925	471	453

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	3,257	48%	924	478	446
Male	3,477	52%	933	475	458
No Response	2				

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
8th Grade	2,047	30%	905	462	443	50%	79%	52%	19%
9th Grade	4,578	68%	943	485	458	49%	78%	52%	20%
Other/No Response	111	2%	815	408	407				

First Language Learned—9th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	2,618	57%	934	484	450	47%	79%	49%	19%
English and Another Language	459	10%	932	470	462	47%	68%	51%	28%
Another Language	127	3%	912	458	454	46%	62%	49%	35%
No Response	1,374	30%	965	494	471	56%	81%	58%	17%

First Language Learned—8th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	1,036	51%	887	456	431	44%	79%	46%	19%
English and Another Language	297	15%	912	459	453	53%	78%	55%	20%
Another Language	74	4%	903	459	444	53%	76%	53%	24%
No Response	640	31%	931	472	459	57%	80%	59%	18%

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)	262	6%	1079	557	522	76%	91%	77%	8%
A (93–96)	610	13%	1012	522	490	67%	93%	68%	6%
A- (90–92)	380	8%	925	471	453	48%	81%	51%	16%
B (80–89)	506	11%	846	432	414	23%	58%	28%	38%
C (70–79)	92	2%	746	378	368	7%	30%	9%	67%
D, E, or F (below 70)	17	0%	796	405	391	18%	47%	18%	53%
No Response	2,711	59%	942	486	456	50%	78%	52%	19%

High School Grade Point Average—8th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
A+ (97–100)	90	4%	997	515	483	69%	86%	69%	14%
A (93–96)	198	10%	962	492	469	66%	92%	69%	5%
A- (90–92)	128	6%	890	450	440	50%	83%	52%	15%
B (80–89)	198	10%	808	413	395	23%	63%	25%	35%
C (70–79)	43	2%	700	355	345	0%	30%	0%	70%
D, E, or F (below 70)	14	1%	743	386	356	14%	43%	14%	57%
No Response	1,376	67%	914	466	448	52%	81%	54%	18%

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	4,578	2,193	2,383	20	279	484	464	1	2,100	256

Total Score	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
1400–1440	1%	0%	1%	0%	4%	0%	0%		0%	1%
1200–1390	8%	7%	9%	0%	21%	2%	4%		8%	9%
1000–1190	28%	26%	29%	10%	39%	19%	15%		32%	31%
800–990	45%	48%	43%	65%	28%	39%	49%		48%	39%
600–790	17%	18%	16%	25%	8%	33%	27%		11%	20%
240–590	2%	1%	3%	0%	0%	7%	3%		0%	1%

Section Scores—RW	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–720	2%	2%	3%	0%	6%	0%	1%		3%	3%
600–690	12%	12%	13%	5%	21%	6%	7%		15%	15%
500–590	28%	29%	27%	20%	32%	20%	20%		33%	30%
400–490	38%	39%	38%	45%	32%	35%	41%		38%	34%
300–390	17%	17%	17%	30%	9%	33%	28%		10%	18%
120–290	2%	1%	2%	0%	0%	6%	3%		0%	1%

Section Scores—Math	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–720 (35–36)	1%	1%	2%	0%	9%	0%	1%		1%	2%
600–690 (30–34.5)	5%	4%	7%	0%	20%	2%	3%		5%	6%
500–590 (25–29.5)	23%	21%	26%	5%	35%	15%	15%		26%	23%
400–490 (20–24.5)	47%	50%	45%	65%	28%	39%	48%		51%	44%
300–390 (15–19.5)	21%	23%	19%	25%	8%	37%	29%		16%	23%
120–290 (6–14.5)	2%	1%	3%	5%	0%	7%	4%		1%	1%

Score Distributions by Subgroup—8th Grade

Test Takers	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
Total	2,047	1,012	1,035	13	179	167	243	6	694	85

Total Score	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
1400–1440	0%	1%	0%	0%	1%	0%	0%		0%	0%
1200–1390	6%	5%	6%	0%	16%	0%	1%		4%	7%
1000–1190	21%	21%	21%	31%	42%	13%	12%		19%	18%
800–990	45%	44%	45%	23%	31%	39%	42%		51%	49%
600–790	26%	27%	25%	38%	10%	45%	43%		25%	22%
240–590	2%	1%	2%	8%	0%	4%	2%		0%	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	1%	1%	2%	0%	4%	0%	0%		1%	0%
600–690	8%	8%	8%	0%	15%	2%	2%		7%	13%
500–590	23%	24%	22%	23%	37%	13%	18%		21%	21%
400–490	41%	40%	43%	46%	33%	41%	39%		47%	44%
300–390	24%	25%	23%	23%	9%	39%	38%		23%	18%
120–290	2%	1%	3%	8%	1%	4%	3%		0%	5%

Section Scores—Math	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–720 (35–36)	1%	1%	1%	0%	3%	0%	0%		0%	0%
600–690 (30–34.5)	5%	4%	7%	8%	17%	1%	1%		3%	5%
500–590 (25–29.5)	18%	18%	18%	8%	39%	7%	8%		17%	15%
400–490 (20–24.5)	44%	44%	43%	38%	34%	43%	36%		50%	48%
300–390 (15–19.5)	29%	31%	28%	31%	7%	46%	51%		29%	28%
120–290 (6–14.5)	2%	2%	2%	15%	1%	4%	3%		1%	4%

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	1310	660	660
50th	1180	600	580
25th	1050	530	510

PSAT/NMSQT and PSAT 10

Percentile	11th Grade			10th Grade		
	Total	RW	Math	Total	RW	Math
75th	1190	610	590	1120	570	550
50th	1030	520	510	980	490	480
25th	880	440	420	830	410	410

PSAT 8/9

Percentile	9th Grade			8th Grade		
	Total	RW	Math	Total	RW	Math
75th	1050	550	510	1010	520	490
50th	930	480	450	880	450	430
25th	820	410	400	780	390	380

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.