

2026

SAT Suite of Assessments Annual Report

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

 CollegeBoard /  NATIONAL MERIT
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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.

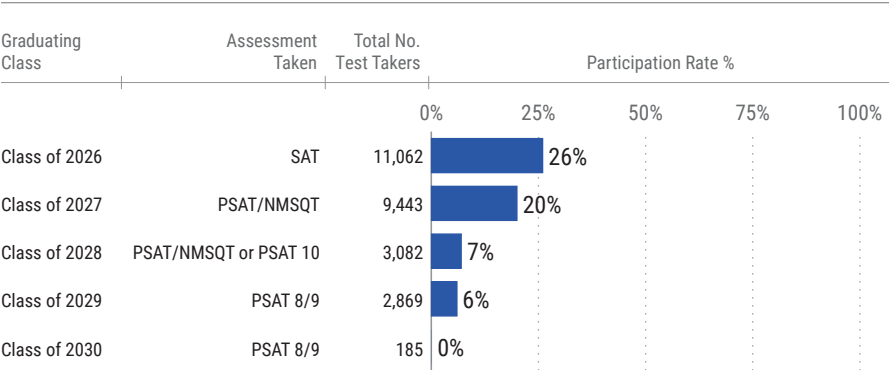
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Participation and Performance

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*



24,574

Total test takers†

57%

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.

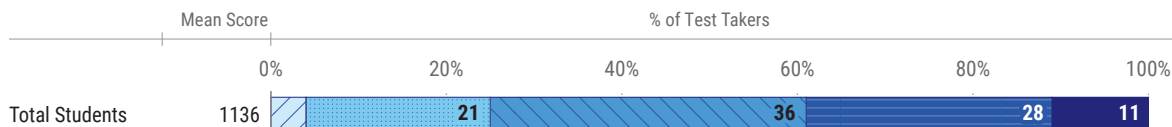
† Oregon students completing the SAT, PSAT/NMSQT, PSAT 10, or PSAT 8/9 during the 2025-26 school year.

SAT Score Distributions

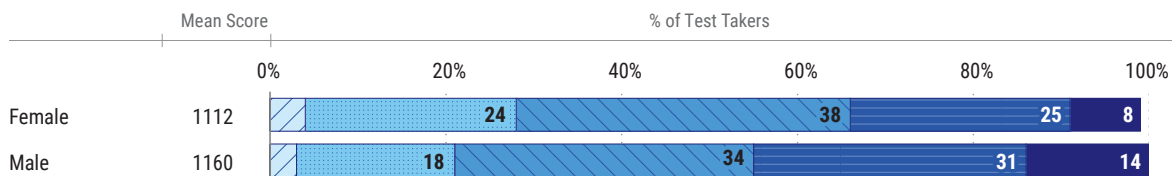
Subgroup Scores

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

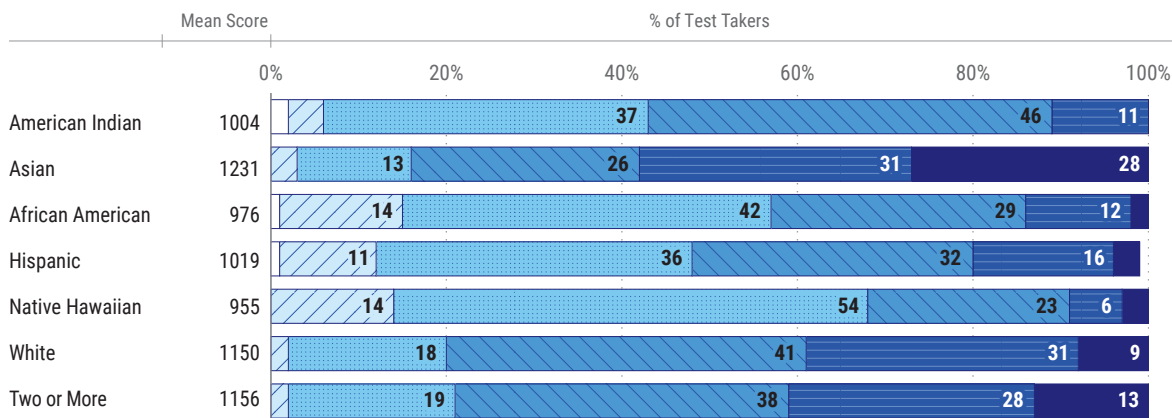
Total Students



Gender



Race/Ethnicity



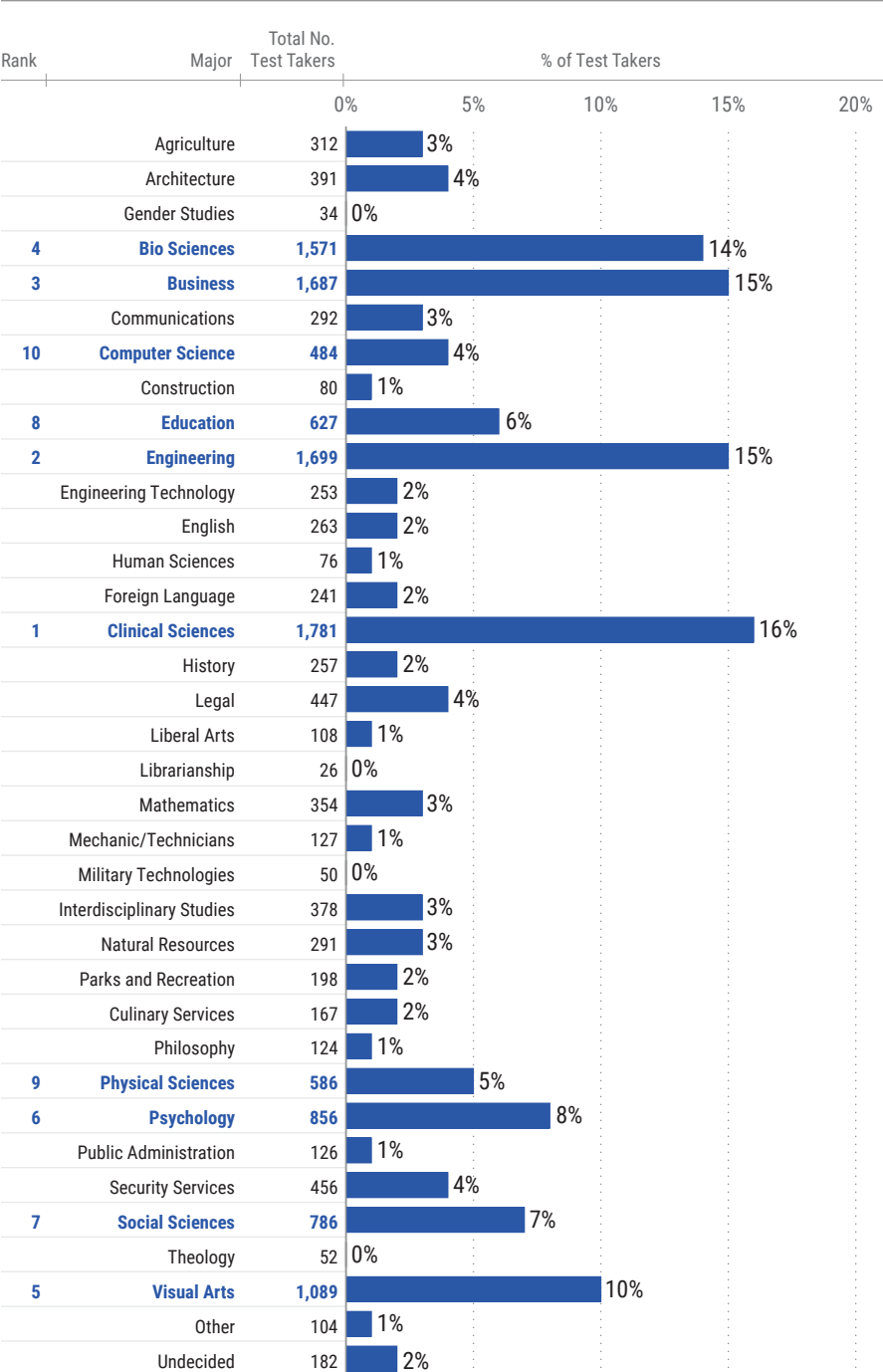
RW Section Scores	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–800	15%	14%	16%	7%	26%	3%	6%	3%	15%	17%
600–690	33%	32%	34%	15%	32%	16%	23%	11%	37%	34%
500–590	33%	33%	32%	37%	26%	34%	32%	17%	35%	33%
400–490	15%	16%	14%	30%	12%	33%	28%	54%	11%	13%
300–390	4%	4%	3%	9%	3%	13%	10%	14%	2%	2%
200–290	0%	0%	0%	2%	0%	0%	1%	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)	11%	8%	15%	0%	32%	2%	4%	3%	9%	13%
600–690 (30–34.5)	23%	19%	27%	7%	27%	10%	12%	9%	25%	23%
500–590 (25–29.5)	34%	35%	31%	43%	23%	27%	29%	17%	37%	36%
400–490 (20–24.5)	26%	31%	22%	37%	14%	37%	40%	40%	26%	24%
300–390 (15–19.5)	6%	7%	5%	11%	3%	22%	14%	31%	3%	4%
200–290 (10–14.5)	0%	0%	0%	2%	0%	1%	1%	0%	0%	0%

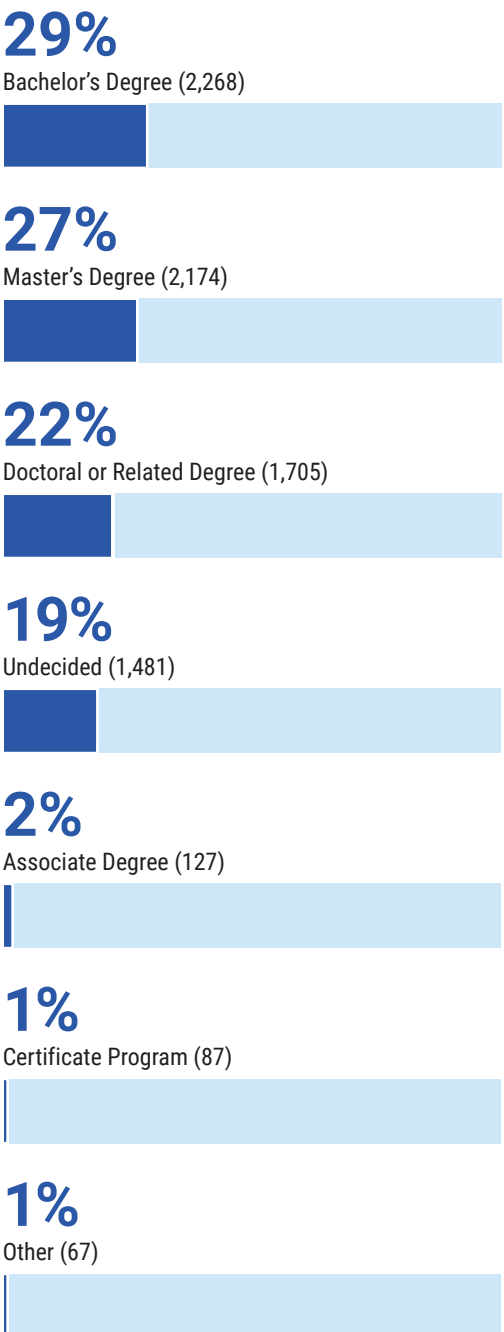
Intended College Major and Degree-Level Goal

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



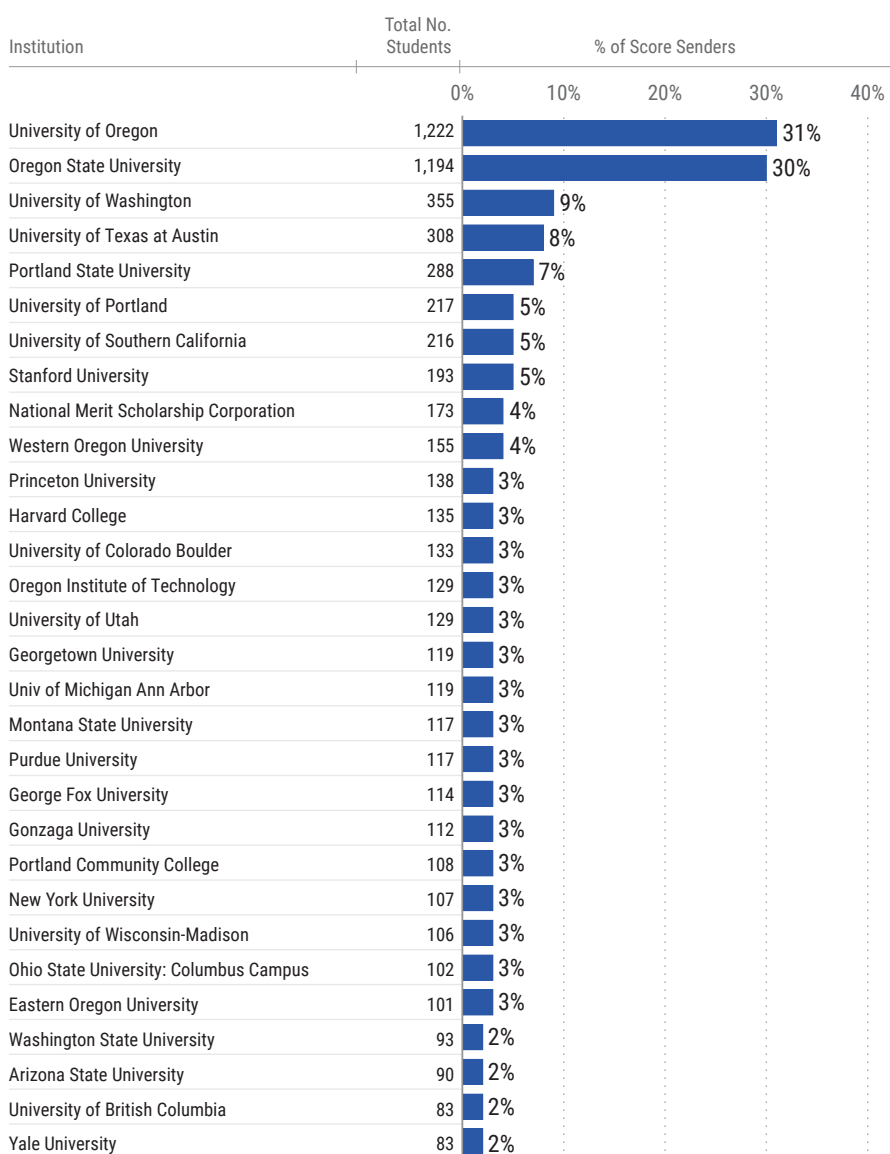
Degree-Level Goal



Institutions that Received the Most SAT Score Reports from Oregon

Of the 11,062 students from Oregon who took the SAT, 3,948 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 983 institutions received score reports from Oregon students.

Top Institutions Receiving Score Reports*



983

Total institutions
received score reports
from Oregon 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	11,062		1136	585	552	57%	86%	58%	13%
Took Essay*	2	0%							

Race/Ethnicity	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
American Indian/Alaska Native	46	0%	1004	518	486	37%	65%	37%	35%
Asian	1,068	10%	1231	610	621	74%	88%	76%	10%
Black/African American	326	3%	976	506	470	28%	60%	29%	40%
Hispanic/Latino	1,501	14%	1019	526	493	34%	68%	34%	32%
Native Hawaiian/Other Pacific Islander	35	0%	955	491	464	23%	49%	23%	51%
White	5,935	54%	1150	596	555	60%	91%	61%	8%
Two or More Races	893	8%	1156	594	562	60%	89%	61%	11%
No Response	1,258	11%	1167	599	568	63%	87%	64%	12%

Gender	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Female	5,694	52%	1112	578	534	50%	84%	51%	15%
Male	5,161	48%	1160	589	571	64%	87%	65%	12%
No Response	207		1213	643	570	68%	98%	68%	2%

First Language Learned	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	7,181	65%	1149	593	556	60%	89%	60%	10%
English and Another Language	1,480	13%	1137	576	561	58%	79%	58%	21%
Another Language	602	5%	1118	555	563	53%	73%	56%	24%
No Response	1,799	16%	1091	567	524	47%	84%	48%	15%

Highest Level of Parental Education	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
No High School Diploma	410	4%	947	483	464	22%	55%	23%	44%
High School Diploma	1,471	13%	1036	537	499	36%	74%	37%	25%
Associate Degree	441	4%	1087	563	524	46%	86%	48%	12%
Bachelor's Degree	3,500	32%	1147	590	556	60%	91%	61%	8%
Graduate Degree	3,648	33%	1232	631	601	76%	96%	76%	4%
No Response	1,592	14%	1049	542	507	40%	71%	41%	28%

* 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	681	10%	1093	559	534	48%	78%	50%	20%
Did not use	5,952	90%	1218	621	596	74%	95%	75%	4%

Test-Taking History†	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
School Day	5,779	52%	1089	564	525	47%	80%	48%	19%
School Day Only	4,429	40%	1034	539	495	36%	75%	36%	24%
School Day and Weekend	1,350	12%	1270	645	625	84%	97%	85%	3%
Weekend Only	5,283	48%	1188	607	581	68%	92%	69%	7%

School Location‡	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
City	6,050	55%	1128	582	547	56%	85%	56%	15%
Suburb	2,033	18%	1189	606	583	67%	91%	68%	9%
Town/Rural	2,383	22%	1099	566	533	50%	83%	51%	16%
Unknown	596	5%	1189	616	573	65%	91%	66%	8%

Median Family Income§	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Lowest Quintile (\$0–\$63,157)	306	3%	1055	543	512	41%	74%	42%	25%
2nd Lowest Quintile (\$63,158–\$80,990)	989	9%	1091	562	529	47%	81%	49%	18%
Middle Quintile (\$80,991–\$100,344)	1,335	12%	1091	564	527	50%	82%	50%	18%
2nd Highest Quintile (\$100,345–\$131,209)	2,562	23%	1157	596	560	62%	90%	63%	9%
Highest Quintile (≥\$131,210)	3,923	35%	1219	623	596	73%	95%	74%	5%
Unknown	1,947	18%	1009	524	485	31%	69%	32%	30%

* 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	12,727		1052	542	510
PSAT/NMSQT	12,169		1055	544	511
PSAT 10	566		1000	515	485

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	56	0%	891	455	436
Asian	1,156	9%	1150	569	581
Black/African American	314	2%	928	483	445
Hispanic/Latino	1,726	14%	938	485	454
Native Hawaiian/Other Pacific Islander	56	0%	851	438	413
White	6,724	53%	1062	552	510
Two or More Races	890	7%	1059	546	512
No Response	1,805	14%	1092	560	532

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	6,691	53%	1036	539	497
Male	5,868	47%	1068	544	524
No Response	168		1153	616	536

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
10th Grade	3,082	24%	1033	532	501	55%	87%	57%	12%
11th Grade	9,443	74%	1061	547	514	50%	81%	51%	17%
Other/No Response	202	2%	926	480	446				

First Language Learned—11th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	5,239	55%	1073	554	518	52%	84%	53%	15%
English and Another Language	1,132	12%	1054	533	520	49%	72%	51%	26%
Another Language	453	5%	973	488	485	35%	58%	40%	38%
No Response	2,619	28%	1058	549	509	47%	84%	48%	15%

First Language Learned—10th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	1,757	57%	1015	527	488	52%	88%	52%	12%
English and Another Language	331	11%	1020	517	504	50%	78%	52%	20%
Another Language	118	4%	1002	497	504	47%	75%	53%	20%
No Response	876	28%	1080	553	526	66%	89%	67%	9%

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	327	3%	884	451	433	19%	48%	22%	49%
High School Diploma	1,296	14%	963	497	466	28%	67%	29%	32%
Associate Degree	323	3%	1004	520	483	34%	75%	34%	24%
Bachelor's Degree	2,786	30%	1081	558	523	54%	88%	55%	10%
Graduate Degree	2,574	27%	1166	599	568	71%	94%	72%	5%
No Response	2,137	23%	1005	520	485	39%	72%	40%	27%

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	83	3%	880	458	422	13%	63%	16%	35%
High School Diploma	278	9%	940	486	454	31%	74%	32%	24%
Associate Degree	71	2%	946	492	454	34%	80%	34%	20%
Bachelor's Degree	729	24%	1047	540	507	59%	93%	59%	7%
Graduate Degree	664	22%	1118	574	544	73%	96%	74%	4%
No Response	1,257	41%	1016	523	493	53%	83%	55%	16%

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)	1,946	21%	1195	610	585	77%	96%	78%	4%
A (93–96)	2,237	24%	1116	572	543	63%	90%	64%	9%
A- (90–92)	1,356	14%	1053	542	510	47%	84%	49%	14%
B (80–89)	1,302	14%	950	493	457	25%	66%	26%	33%
C (70–79)	208	2%	825	429	396	5%	38%	6%	62%
D, E, or F (below 70)	18	0%	785	413	372	6%	33%	6%	67%
No Response	2,375	25%	990	516	474	34%	72%	35%	26%

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)	552	18%	1148	586	562	81%	98%	82%	2%
A (93–96)	650	21%	1068	548	520	65%	93%	65%	6%
A- (90–92)	342	11%	974	508	466	39%	87%	39%	13%
B (80–89)	354	11%	905	470	434	25%	71%	26%	28%
C (70–79)	50	2%	810	425	385	8%	44%	10%	54%
D, E, or F (below 70)	10	0%	750	415	335	0%	40%	0%	60%
No Response	1,124	36%	1028	529	499	55%	85%	57%	14%

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	9,443	4,916	4,376	35	802	232	1,390	53	5,022	671

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%	6%	0%	15%	0%	2%	0%	2%	3%
1200–1390	21%	18%	24%	6%	29%	8%	9%	2%	23%	23%
1000–1190	37%	38%	36%	20%	32%	23%	24%	30%	42%	39%
800–990	29%	32%	27%	40%	20%	44%	43%	25%	29%	27%
600–790	7%	8%	7%	34%	4%	22%	20%	34%	4%	8%
320–590	1%	1%	1%	0%	0%	2%	2%	9%	0%	0%

Section Scores—RW	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–760	6%	5%	6%	0%	11%	2%	2%	0%	5%	5%
600–690	30%	28%	31%	14%	32%	11%	14%	8%	33%	33%
500–590	34%	34%	33%	20%	32%	29%	27%	25%	37%	34%
400–490	24%	25%	22%	29%	19%	40%	37%	26%	22%	21%
300–390	7%	7%	7%	31%	5%	17%	18%	38%	3%	6%
160–290	1%	1%	1%	6%	0%	1%	2%	4%	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)	5%	4%	7%	0%	22%	0%	2%	0%	3%	4%
600–690 (30–34.5)	16%	13%	20%	9%	25%	11%	7%	4%	17%	18%
500–590 (25–29.5)	33%	33%	33%	14%	28%	15%	22%	21%	38%	35%
400–490 (20–24.5)	34%	38%	30%	40%	20%	42%	40%	32%	36%	32%
300–390 (15–19.5)	11%	12%	9%	37%	5%	31%	27%	34%	6%	10%
160–290 (8–14.5)	1%	1%	1%	0%	0%	1%	2%	9%	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	3,082	1,686	1,379	17	343	80	315	3	1,600	204

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%	3%	0%	9%	0%	0%		1%	0%
1200–1390	17%	15%	19%	6%	34%	4%	7%		15%	14%
1000–1190	38%	39%	37%	6%	31%	21%	26%		42%	49%
800–990	35%	37%	33%	59%	22%	60%	46%		37%	32%
600–790	7%	8%	7%	29%	3%	14%	20%		6%	4%
320–590	1%	1%	1%	0%	0%	1%	1%		0%	1%

Section Scores—RW	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–760	3%	2%	3%	0%	7%	0%	1%		2%	0%
600–690	25%	26%	24%	6%	36%	9%	11%		25%	29%
500–590	37%	37%	37%	29%	34%	35%	29%		39%	44%
400–490	28%	27%	29%	41%	18%	45%	38%		28%	21%
300–390	7%	8%	7%	18%	5%	10%	20%		5%	5%
160–290	0%	0%	1%	6%	0%	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)	3%	2%	5%	0%	14%	1%	0%		1%	0%
600–690 (30–34.5)	15%	12%	18%	0%	33%	3%	5%		13%	11%
500–590 (25–29.5)	31%	30%	31%	12%	32%	9%	19%		33%	39%
400–490 (20–24.5)	40%	45%	35%	53%	17%	63%	51%		44%	44%
300–390 (15–19.5)	10%	10%	10%	35%	4%	24%	22%		9%	4%
160–290 (8–14.5)	1%	1%	1%	0%	0%	1%	2%		1%	1%

PSAT 8/9

Total	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Total	3,092		847	437	410
Fall	2,567		823	425	398
Spring	563		958	496	462

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	23	1%	747	378	369
Asian	131	4%	966	479	487
Black/African American	85	3%	831	437	394
Hispanic/Latino	649	21%	755	387	367
Native Hawaiian/Other Pacific Islander	43	1%	775	396	380
White	1,159	37%	900	468	432
Two or More Races	170	5%	897	471	427
No Response	832	27%	824	424	400

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	1,521	49%	844	440	405
Male	1,563	51%	849	435	414
No Response	8				

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
8th Grade	185	6%	898	459	439	47%	75%	48%	24%
9th Grade	2,869	93%	842	435	407	29%	58%	31%	40%
Other/No Response	38	1%	1000	521	479				

First Language Learned—9th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	1,403	49%	876	455	422	35%	67%	37%	31%
English and Another Language	413	14%	774	396	378	15%	42%	17%	55%
Another Language	172	6%	752	383	369	10%	35%	16%	59%
No Response	881	31%	836	431	404	29%	55%	31%	43%

First Language Learned—8th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	68	37%	882	453	430	46%	74%	46%	26%
English and Another Language	33	18%	944	485	459	52%	88%	52%	12%
Another Language	3	2%							
No Response	81	44%	896	453	443	47%	72%	49%	26%

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)	193	7%	1007	526	481	66%	84%	67%	15%
A (93–96)	369	13%	934	482	451	49%	78%	51%	19%
A- (90–92)	211	7%	895	464	431	37%	75%	41%	21%
B (80–89)	254	9%	787	405	382	10%	45%	14%	51%
C (70–79)	53	2%	709	364	345	9%	34%	11%	64%
D, E, or F (below 70)	15	1%	611	319	293	7%	13%	7%	87%
No Response	1,774	62%	812	419	393	23%	52%	25%	46%

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)	11	6%	958	478	480	91%	91%	91%	9%
A (93–96)	17	9%	962	485	477	76%	88%	76%	12%
A- (90–92)	10	5%	968	516	452	60%	100%	60%	0%
B (80–89)	12	6%	826	433	393	25%	58%	25%	42%
C (70–79)	0	0%							
D, E, or F (below 70)	1	1%							
No Response	134	72%	889	453	436	41%	72%	43%	26%

Score Distributions by Subgroup—9th Grade

Test Takers	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
Total	2,869	1,428	1,433	21	105	75	639	43	1,091	159

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%	1%	0%	0%	0%	0%	0%
1200–1390	4%	4%	4%	0%	12%	1%	1%	0%	5%	6%
1000–1190	16%	15%	17%	0%	22%	15%	6%	9%	22%	23%
800–990	40%	41%	39%	38%	43%	43%	33%	33%	47%	45%
600–790	32%	33%	31%	57%	18%	35%	47%	44%	22%	21%
240–590	8%	7%	9%	5%	4%	7%	14%	14%	4%	6%

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%	2%	1%	0%	4%	1%	0%	0%	2%	3%
600–690	7%	7%	7%	0%	11%	5%	3%	2%	10%	10%
500–590	19%	18%	18%	5%	24%	20%	8%	16%	25%	26%
400–490	35%	37%	34%	29%	32%	36%	33%	28%	39%	35%
300–390	31%	31%	32%	57%	23%	35%	46%	44%	21%	21%
120–290	6%	6%	7%	10%	6%	3%	10%	9%	3%	5%

Section Scores—Math	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–720 (35–36)	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%
600–690 (30–34.5)	2%	1%	3%	0%	13%	1%	0%	0%	2%	5%
500–590 (25–29.5)	13%	11%	14%	0%	19%	11%	4%	9%	18%	13%
400–490 (20–24.5)	40%	40%	40%	33%	52%	35%	30%	28%	47%	48%
300–390 (15–19.5)	36%	40%	33%	62%	11%	47%	52%	47%	27%	25%
120–290 (6–14.5)	9%	7%	10%	5%	3%	7%	14%	16%	5%	8%

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	185	76	109	2	21	9	8	0	44	11

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%		5%				0%	0%
1200–1390	6%	5%	6%		10%				5%	9%
1000–1190	21%	20%	21%		38%				20%	36%
800–990	41%	43%	39%		43%				39%	45%
600–790	27%	29%	26%		5%				32%	9%
240–590	4%	3%	5%		0%				5%	0%

Section Scores—RW	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–720	2%	1%	3%		5%				5%	0%
600–690	7%	8%	6%		24%				2%	18%
500–590	25%	25%	26%		29%				20%	45%
400–490	36%	36%	37%		38%				41%	27%
300–390	26%	28%	26%		5%				30%	9%
120–290	3%	3%	3%		0%				2%	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)	4%	1%	6%		10%				0%	0%
600–690 (30–34.5)	4%	3%	6%		5%				2%	9%
500–590 (25–29.5)	16%	14%	17%		33%				18%	9%
400–490 (20–24.5)	42%	47%	39%		43%				43%	55%
300–390 (15–19.5)	29%	30%	28%		10%				32%	27%
120–290 (6–14.5)	5%	4%	6%		0%				5%	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	1280	660	630
50th	1140	590	550
25th	1000	520	470

PSAT/NMSQT and PSAT 10

Percentile	11th Grade			10th Grade		
	Total	RW	Math	Total	RW	Math
75th	1200	630	580	1160	600	560
50th	1060	550	510	1030	530	490
25th	930	480	440	910	460	430

PSAT 8/9

Percentile	9th Grade			8th Grade		
	Total	RW	Math	Total	RW	Math
75th	960	500	460	1000	520	480
50th	830	420	400	880	450	420
25th	730	370	360	770	380	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.