



2026

SAT Suite of Assessments Annual Report

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

CollegeBoard / NATIONAL MERIT SCHOLARSHIP CORPORATION

US VIRGIN ISLANDS 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.

US VIRGIN ISLANDS SUPPLEMENT

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. If a student took the SAT more than once, the most recent score is summarized.

1,792

Total test takers*

36%

Met College and Career
Readiness Benchmarks

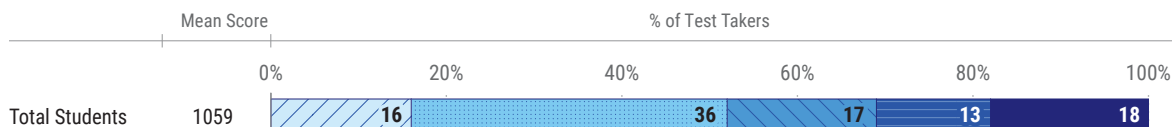
* US Virgin Islands students completing the SAT, PSAT/NMSQT, PSAT 10, or PSAT 8/9 during the 2025-26 school year.

SAT Score Distributions

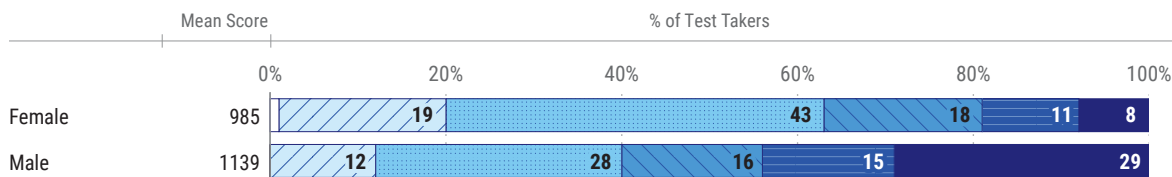
Subgroup Scores

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

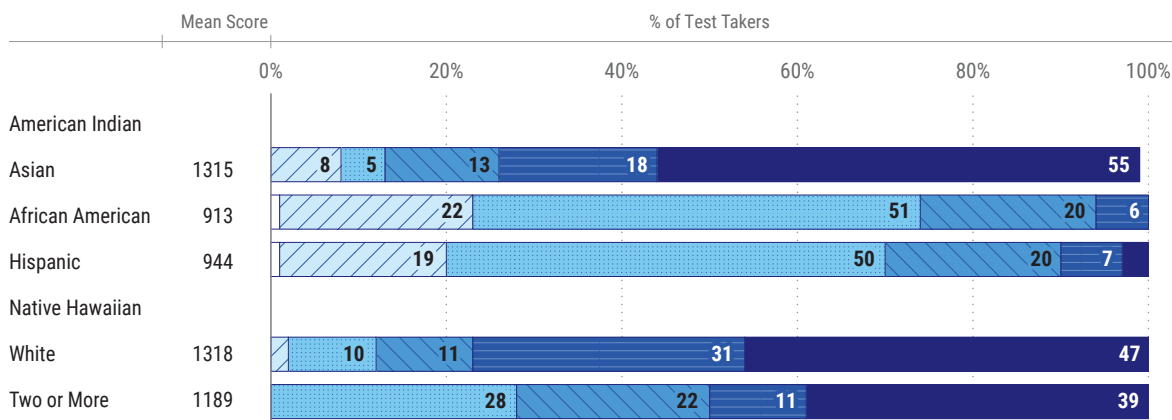
Total Students



Gender



Race/Ethnicity



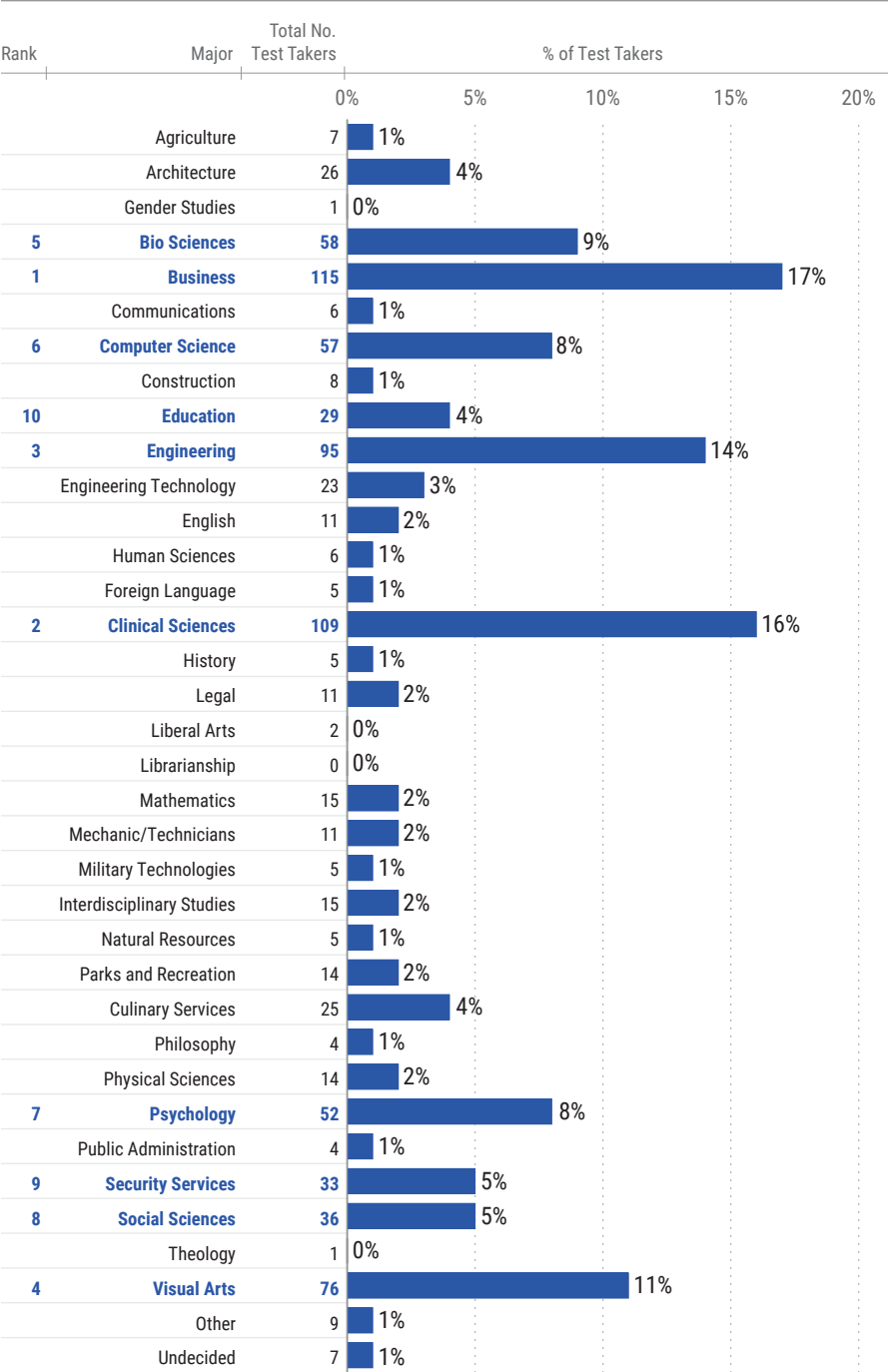
RW Section Scores	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–800	13%	7%	21%		37%	1%	4%		32%	17%
600–690	22%	19%	24%		34%	12%	11%		47%	50%
500–590	25%	27%	24%		16%	31%	33%		11%	17%
400–490	29%	35%	22%		11%	41%	39%		9%	17%
300–390	10%	12%	9%		3%	16%	13%		2%	0%
200–290	0%	1%	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)	22%	10%	35%		63%	0%	4%		59%	39%
600–690 (30–34.5)	8%	6%	9%		18%	3%	5%		16%	6%
500–590 (25–29.5)	13%	13%	12%		5%	16%	13%		11%	17%
400–490 (20–24.5)	32%	37%	27%		5%	42%	48%		10%	39%
300–390 (15–19.5)	25%	32%	17%		8%	39%	30%		4%	0%
200–290 (10–14.5)	1%	1%	1%		0%	1%	1%		0%	0%

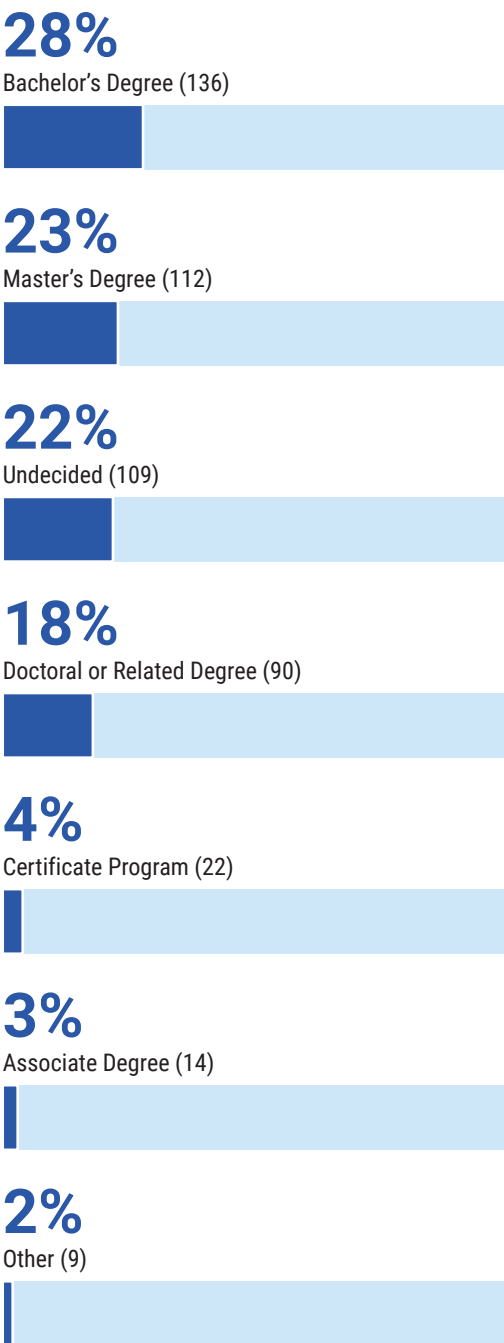
Intended College Major and Degree-Level Goal

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



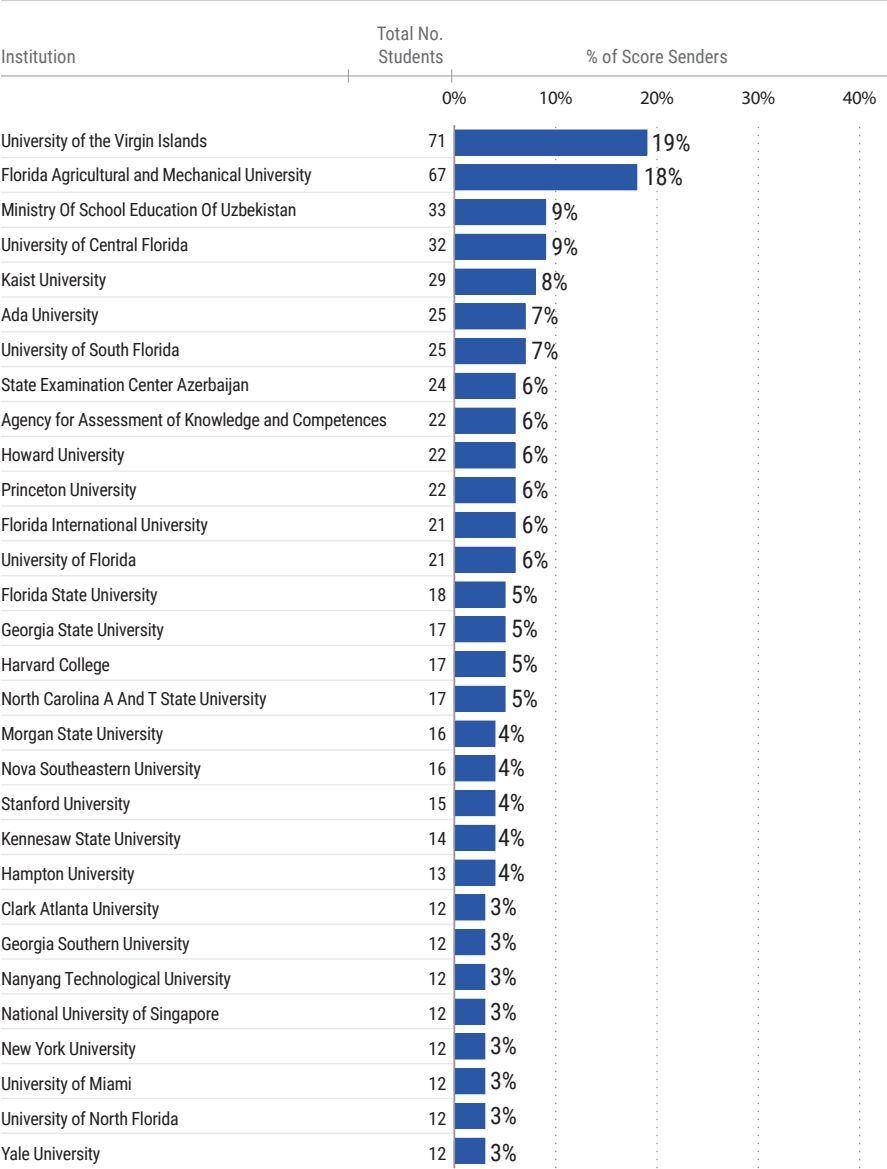
Degree-Level Goal



Institutions that Received the Most SAT Score Reports from US Virgin Islands

Of the 677 students from US Virgin Islands who took the SAT, 370 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 431 institutions received score reports from US Virgin Islands students.

Top Institutions Receiving Score Reports*



431

Total institutions received score reports from US Virgin Islands 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	677		1059	541	518	36%	66%	37%	33%
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	0	0%							
Asian	38	6%	1315	635	680	84%	87%	87%	11%
Black/African American	293	43%	913	484	429	11%	51%	12%	48%
Hispanic/Latino	131	19%	944	497	446	14%	56%	15%	42%
Native Hawaiian/Other Pacific Islander	1	0%							
White	101	15%	1318	642	676	81%	94%	81%	6%
Two or More Races	18	3%	1189	594	595	61%	89%	61%	11%
No Response	95	14%	1261	619	642	72%	85%	72%	15%

Gender	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Female	353	52%	985	515	470	23%	60%	24%	39%
Male	323	48%	1139	568	571	50%	73%	51%	26%
No Response	1								

First Language Learned	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	376	56%	941	497	444	16%	54%	17%	45%
English and Another Language	92	14%	1073	542	531	40%	64%	42%	34%
Another Language	101	15%	1348	650	698	83%	91%	83%	9%
No Response	108	16%	1188	590	598	57%	87%	58%	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	48	7%	948	483	465	19%	35%	21%	63%
High School Diploma	160	24%	929	485	444	16%	50%	18%	49%
Associate Degree	20	3%	975	517	459	15%	70%	15%	30%
Bachelor's Degree	187	28%	1117	566	551	45%	76%	46%	24%
Graduate Degree	116	17%	1209	617	592	60%	91%	61%	9%
No Response	146	22%	1055	531	524	36%	62%	36%	37%

* 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	192	38%	977	518	459	21%	65%	21%	35%
Did not use	309	62%	1209	598	611	63%	82%	64%	18%

Test-Taking History†	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
School Day	240	35%	937	491	446	15%	53%	16%	45%
School Day Only	176	26%	885	465	420	6%	41%	7%	57%
School Day and Weekend	64	9%	1081	561	520	39%	86%	41%	13%
Weekend Only	437	65%	1126	568	558	48%	73%	49%	26%

School Location‡	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
City	0	0%							
Suburb	0	0%							
Town/Rural	363	54%	905	481	424	9%	49%	10%	50%
Unknown	314	46%	1237	609	628	68%	86%	69%	13%

Median Family Income§	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Lowest Quintile (\$0–\$63,157)	0	0%							
2nd Lowest Quintile (\$63,158–\$80,990)	0	0%							
Middle Quintile (\$80,991–\$100,344)	0	0%							
2nd Highest Quintile (\$100,345–\$131,209)	0	0%							
Highest Quintile (≥\$131,210)	0	0%							
Unknown	677	100%	1059	541	518	36%	66%	37%	33%

* 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	820		880	459	421
PSAT/NMSQT	796		879	459	420
PSAT 10	25		938	482	456

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	0	0%			
Asian	20	2%	1078	546	532
Black/African American	430	52%	842	438	404
Hispanic/Latino	174	21%	851	448	403
Native Hawaiian/Other Pacific Islander	2	0%			
White	78	10%	1038	545	494
Two or More Races	27	3%	1014	528	486
No Response	89	11%	897	470	427

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	445	54%	882	463	419
Male	375	46%	878	455	423
No Response	0				

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
10th Grade	204	25%	944	497	447	31%	81%	31%	19%
11th Grade	577	70%	860	447	413	14%	43%	20%	51%
Other/No Response	39	5%	833	436	397				

First Language Learned—11th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	354	61%	853	445	408	13%	42%	18%	53%
English and Another Language	91	16%	864	444	421	15%	35%	20%	60%
Another Language	36	6%	780	384	395	6%	19%	22%	64%
No Response	96	17%	914	483	431	21%	65%	24%	32%

First Language Learned—10th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	140	69%	925	489	435	26%	81%	27%	19%
English and Another Language	17	8%	902	468	434	29%	65%	29%	35%
Another Language	3	1%							
No Response	44	22%	1027	535	492	45%	89%	45%	11%

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	45	8%	785	407	378	7%	22%	13%	71%
High School Diploma	133	23%	845	440	405	8%	46%	14%	48%
Associate Degree	21	4%	884	463	421	5%	43%	10%	52%
Bachelor's Degree	90	16%	923	481	442	23%	62%	28%	33%
Graduate Degree	80	14%	989	511	479	39%	63%	44%	33%
No Response	208	36%	807	420	387	7%	30%	13%	64%

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	4%							
High School Diploma	24	12%	959	506	453	33%	92%	33%	8%
Associate Degree	5	2%							
Bachelor's Degree	30	15%	962	509	452	40%	87%	40%	13%
Graduate Degree	43	21%	959	503	456	37%	81%	37%	19%
No Response	94	46%	942	495	447	28%	80%	28%	20%

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)	39	7%	1099	568	531	54%	85%	56%	13%
A (93–96)	102	18%	953	500	453	24%	65%	25%	34%
A- (90–92)	82	14%	872	459	413	10%	55%	15%	40%
B (80–89)	187	32%	800	412	387	6%	25%	14%	66%
C (70–79)	36	6%	738	377	360	3%	11%	14%	78%
D, E, or F (below 70)	0	0%							
No Response	131	23%	829	432	397	12%	41%	17%	54%

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)	24	12%	1088	564	525	67%	96%	67%	4%
A (93–96)	32	16%	979	514	465	38%	88%	38%	13%
A- (90–92)	20	10%	897	468	429	25%	75%	25%	25%
B (80–89)	35	17%	826	438	387	11%	57%	11%	43%
C (70–79)	0	0%							
D, E, or F (below 70)	0	0%							
No Response	93	46%	950	502	448	28%	85%	29%	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	577	306	271	0	13	326	127	1	39	18

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%	0%		15%	0%	0%		3%	0%
1200–1390	6%	5%	7%		23%	2%	6%		23%	17%
1000–1190	15%	13%	17%		15%	11%	11%		36%	50%
800–990	40%	46%	33%		38%	44%	37%		38%	11%
600–790	34%	33%	36%		8%	38%	39%		0%	22%
320–590	5%	3%	7%		0%	5%	7%		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%	1%		23%	0%	1%		10%	0%
600–690	6%	5%	8%		15%	2%	6%		21%	28%
500–590	20%	21%	18%		23%	17%	17%		41%	39%
400–490	39%	45%	33%		23%	44%	39%		28%	6%
300–390	31%	26%	35%		15%	33%	35%		0%	28%
160–290	3%	1%	4%		0%	4%	2%		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%	1%		15%	0%	2%		3%	0%
600–690 (30–34.5)	7%	6%	8%		23%	5%	3%		23%	22%
500–590 (25–29.5)	12%	12%	13%		15%	11%	6%		26%	28%
400–490 (20–24.5)	25%	26%	24%		31%	25%	27%		33%	22%
300–390 (15–19.5)	47%	49%	44%		15%	50%	52%		15%	22%
160–290 (8–14.5)	8%	5%	11%		0%	8%	9%		0%	6%

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	204	111	93	0	6	85	37	1	39	8

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%	1%			0%	0%		0%	
1200–1390	8%	8%	8%			6%	8%		13%	
1000–1190	23%	21%	25%			15%	11%		38%	
800–990	53%	51%	55%			58%	59%		46%	
600–790	16%	20%	12%			21%	22%		3%	
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	2%	2%	2%			0%	0%		5%	
600–690	12%	15%	8%			11%	11%		13%	
500–590	35%	29%	42%			28%	24%		46%	
400–490	37%	39%	35%			44%	46%		33%	
300–390	14%	15%	13%			18%	19%		3%	
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)	0%	0%	1%			0%	0%		0%	
600–690 (30–34.5)	4%	3%	6%			2%	3%		8%	
500–590 (25–29.5)	20%	21%	18%			20%	16%		23%	
400–490 (20–24.5)	48%	48%	48%			42%	43%		59%	
300–390 (15–19.5)	26%	27%	25%			34%	38%		10%	
160–290 (8–14.5)	1%	2%	1%			1%	0%		0%	

PSAT 8/9

Total	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Total	167		846	442	405
Fall	104		861	450	412
Spring	63		822	429	393

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	2	1%			
Asian	3	2%			
Black/African American	55	33%	814	420	394
Hispanic/Latino	27	16%	821	433	388
Native Hawaiian/Other Pacific Islander	0	0%			
White	27	16%	918	480	437
Two or More Races	10	6%	880	482	398
No Response	43	26%	842	437	405

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	88	53%	849	446	403
Male	79	47%	844	437	407
No Response	0				

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
8th Grade	57	34%	847	437	410	32%	72%	35%	25%
9th Grade	110	66%	846	444	402	15%	61%	15%	39%
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	80	73%	852	451	401	15%	66%	15%	34%
English and Another Language	9	8%							
Another Language	4	4%							
No Response	17	15%	863	448	415	24%	59%	24%	41%

First Language Learned—8th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	29	51%	838	431	407	28%	62%	31%	34%
English and Another Language	4	7%							
Another Language	2	4%							
No Response	22	39%	849	443	406	27%	77%	32%	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)	4	4%							
A (93–96)	19	17%	934	498	435	26%	84%	26%	16%
A- (90–92)	15	14%	837	435	402	13%	60%	13%	40%
B (80–89)	25	23%	761	396	365	4%	44%	4%	56%
C (70–79)	3	3%							
D, E, or F (below 70)	0	0%							
No Response	44	40%	859	450	409	18%	61%	18%	39%

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)	6	11%							
A (93–96)	3	5%							
A- (90–92)	0	0%							
B (80–89)	1	2%							
C (70–79)	1	2%							
D, E, or F (below 70)	0	0%							
No Response	46	81%	844	436	408	28%	72%	33%	24%

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	110	62	48	2	1	46	15	0	17	8

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%	2%			2%	0%		0%	
1200–1390	0%	0%	0%			0%	0%		0%	
1000–1190	11%	15%	6%			0%	7%		41%	
800–990	49%	48%	50%			50%	33%		47%	
600–790	39%	37%	42%			48%	60%		12%	
240–590	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
700–720	2%	2%	2%			2%	0%		0%	
600–690	2%	3%	0%			0%	0%		12%	
500–590	21%	26%	15%			11%	27%		29%	
400–490	45%	40%	50%			54%	33%		47%	
300–390	31%	29%	33%			33%	40%		12%	
120–290	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
700–720 (35–36)	1%	0%	2%			2%	0%		0%	
600–690 (30–34.5)	0%	0%	0%			0%	0%		0%	
500–590 (25–29.5)	5%	6%	2%			0%	7%		12%	
400–490 (20–24.5)	46%	42%	52%			33%	33%		76%	
300–390 (15–19.5)	46%	50%	42%			65%	53%		12%	
120–290 (6–14.5)	2%	2%	2%			0%	7%		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	57	26	31	0	2	9	12	0	10	2

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%		0%	
1200–1390	2%	0%	3%				0%		0%	
1000–1190	11%	8%	13%				17%		20%	
800–990	49%	62%	39%				25%		60%	
600–790	39%	31%	45%				58%		20%	
240–590	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
700–720	0%	0%	0%				0%		0%	
600–690	4%	4%	3%				0%		0%	
500–590	16%	4%	26%				17%		30%	
400–490	49%	65%	35%				50%		50%	
300–390	32%	27%	35%				33%		20%	
120–290	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
700–720 (35–36)	0%	0%	0%				0%		0%	
600–690 (30–34.5)	0%	0%	0%				0%		0%	
500–590 (25–29.5)	7%	8%	6%				8%		10%	
400–490 (20–24.5)	51%	46%	55%				33%		60%	
300–390 (15–19.5)	40%	42%	39%				58%		30%	
120–290 (6–14.5)	2%	4%	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	1280	640	650
50th	980	520	460
25th	840	440	390

PSAT/NMSQT and PSAT 10

Percentile	11th Grade			10th Grade		
	Total	RW	Math	Total	RW	Math
75th	960	500	460	1010	540	490
50th	840	440	390	920	490	430
25th	730	380	350	860	440	390

PSAT 8/9

Percentile	9th Grade			8th Grade		
	Total	RW	Math	Total	RW	Math
75th	910	490	430	890	460	440
50th	830	420	400	830	430	400
25th	740	390	370	760	380	370

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.