



2026

SAT Suite of Assessments Annual Report

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

 CollegeBoard /  NATIONAL MERIT
SCHOLARSHIP CORPORATION

VIRGINIA 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.

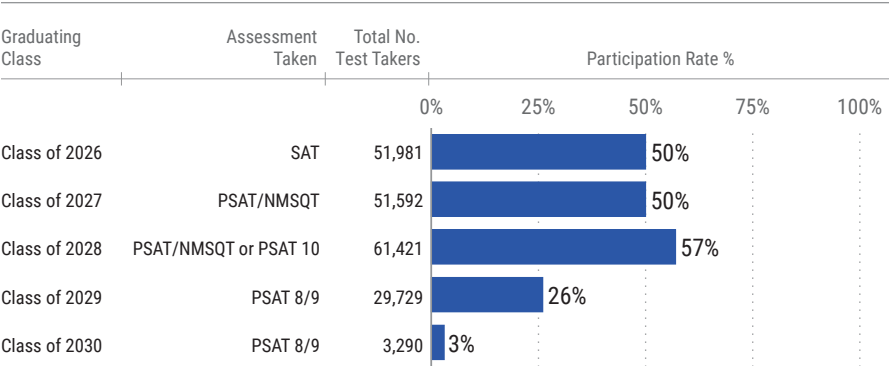
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Participation and Performance

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*



189,522

Total test takers†

54%

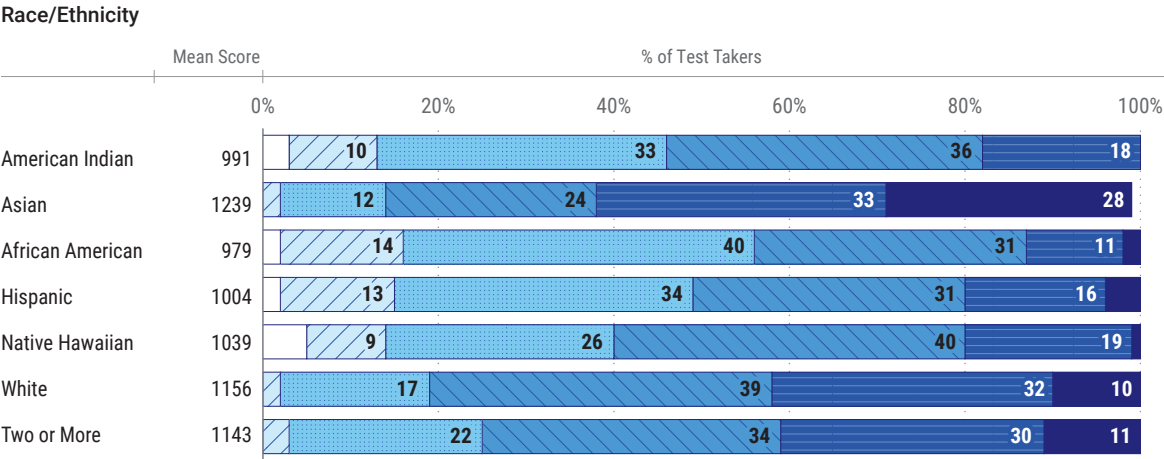
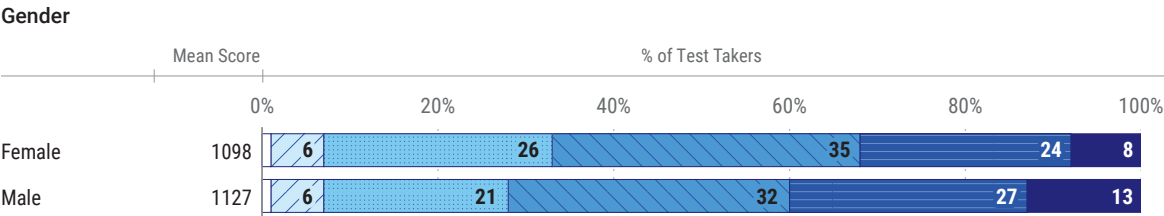
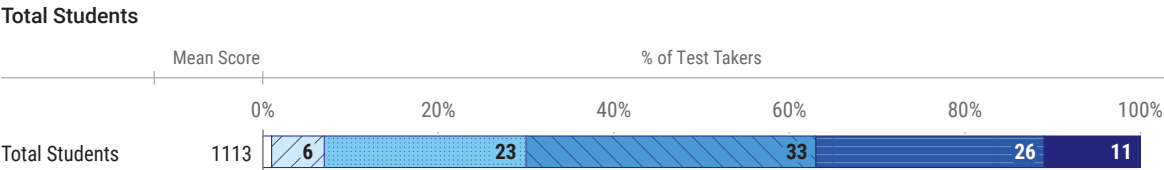
Met College and Career Readiness Benchmarks

* 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.

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

SAT Score Distributions

Subgroup Scores 400-590 600-799 800-999 1000-1199 1200-1399 1400-1600



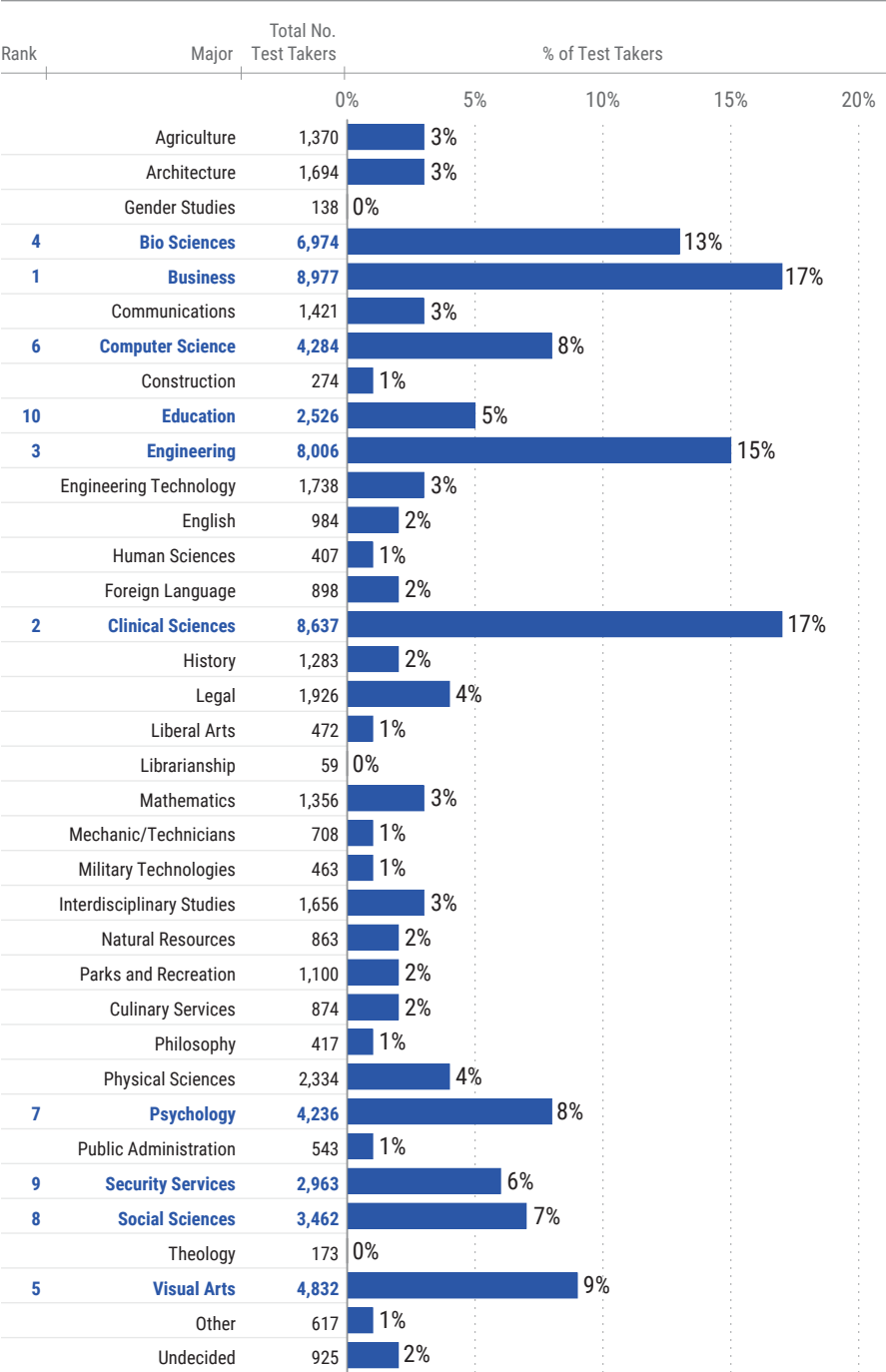
RW Section Scores	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700-800	13%	12%	14%	1%	25%	3%	5%	7%	14%	15%
600-690	29%	29%	30%	18%	35%	15%	20%	23%	36%	33%
500-590	32%	33%	32%	42%	25%	34%	32%	28%	35%	33%
400-490	18%	19%	17%	24%	11%	33%	27%	30%	13%	17%
300-390	6%	6%	6%	13%	3%	13%	14%	9%	2%	3%
200-290	1%	1%	1%	1%	0%	2%	3%	2%	0%	1%

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)	12%	9%	15%	1%	33%	3%	4%	7%	10%	12%
600-690 (30-34.5)	23%	21%	24%	12%	29%	10%	14%	19%	28%	26%
500-590 (25-29.5)	31%	32%	29%	30%	22%	25%	27%	33%	37%	31%
400-490 (20-24.5)	27%	31%	24%	42%	13%	43%	37%	28%	23%	26%
300-390 (15-19.5)	7%	8%	7%	13%	2%	17%	15%	9%	3%	4%
200-290 (10-14.5)	1%	1%	1%	1%	0%	2%	2%	5%	0%	0%

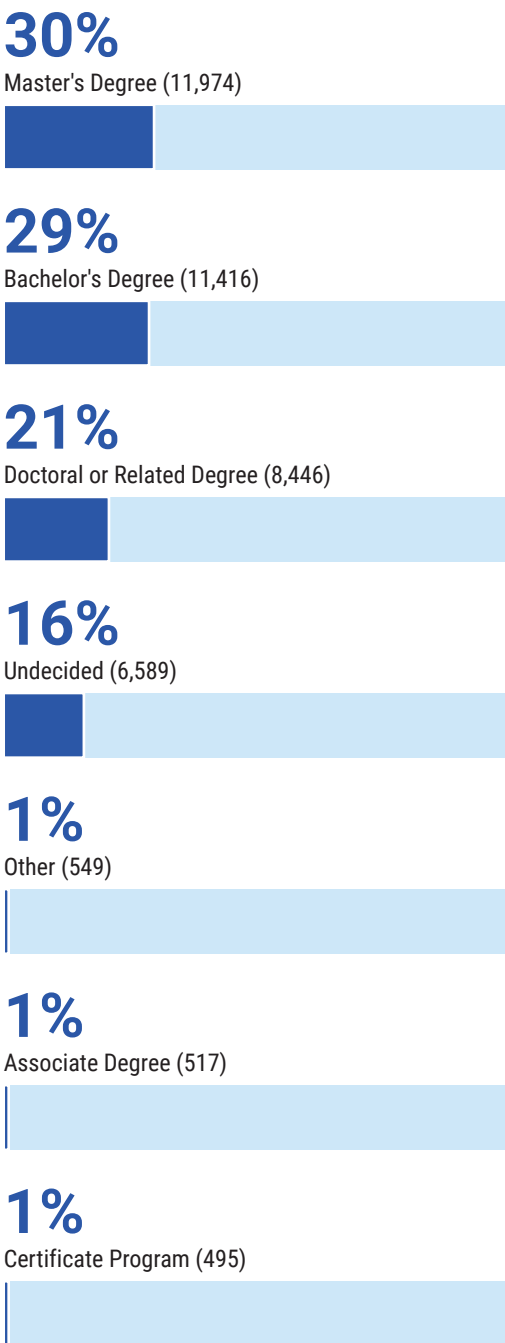
Intended College Major and Degree-Level Goal

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 Virginia

Of the 51,981 students from Virginia who took the SAT, 24,388 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 1,990 institutions received score reports from Virginia students.

Top Institutions Receiving Score Reports*

Institution	Total No. Students	% of Score Senders				
		0%	10%	20%	30%	40%
University of Virginia	5,338	22%				
James Madison University	4,636	19%				
Virginia Tech	4,632	19%				
George Mason University	4,305	18%				
Virginia Commonwealth University	4,140	17%				
Old Dominion University	2,322	10%				
Penn State University Park	2,126	9%				
University of Maryland: College Park	2,105	9%				
University of Pittsburgh	2,093	9%				
William and Mary	1,971	8%				
Christopher Newport University	1,681	7%				
University Of Tennessee Knoxville	1,461	6%				
Clemson University	1,458	6%				
University of Georgia	1,361	6%				
Ohio State University: Columbus Campus	1,292	5%				
Auburn University	1,264	5%				
Georgetown University	1,177	5%				
University of Florida	1,143	5%				
University of Texas at Austin	1,105	5%				
Purdue University	1,086	4%				
University of South Carolina: Columbia	911	4%				
Georgia Institute Of Technology	860	4%				
West Virginia University	839	3%				
Hampton University	835	3%				
Virginia State University	796	3%				
University of Mary Washington	779	3%				
University of North Carolina at Chapel Hill	767	3%				
Norfolk State University	759	3%				
North Carolina State University	747	3%				
Princeton University	747	3%				



1,990

Total institutions received score reports from Virginia 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	51,981		1113	566	548	54%	80%	56%	19%
Took Essay*	55	0%	1051	540	511	42%	82%	44%	16%

Race/Ethnicity	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
American Indian/Alaska Native	67	0%	991	508	483	30%	69%	30%	31%
Asian	6,630	13%	1239	612	627	77%	89%	79%	9%
Black/African American	7,887	15%	979	501	478	27%	60%	29%	38%
Hispanic/Latino	8,367	16%	1004	510	494	35%	63%	37%	35%
Native Hawaiian/Other Pacific Islander	43	0%	1039	524	514	49%	70%	51%	28%
White	22,060	42%	1156	591	565	63%	90%	64%	9%
Two or More Races	3,549	7%	1143	582	561	60%	85%	61%	14%
No Response	3,378	6%	1143	580	563	59%	81%	60%	18%

Gender	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Female	26,782	52%	1098	563	535	50%	80%	51%	19%
Male	24,725	48%	1127	567	560	59%	80%	60%	19%
No Response	474		1236	642	594	76%	96%	76%	4%

First Language Learned	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	34,437	66%	1125	574	550	57%	84%	58%	16%
English and Another Language	8,849	17%	1116	560	556	55%	75%	57%	23%
Another Language	3,627	7%	1064	527	537	47%	64%	51%	32%
No Response	5,068	10%	1066	544	522	44%	74%	46%	25%

Highest Level of Parental Education	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
No High School Diploma	1,849	4%	950	477	472	26%	50%	29%	47%
High School Diploma	7,529	14%	1010	515	495	34%	66%	36%	32%
Associate Degree	1,943	4%	1054	541	513	41%	77%	42%	21%
Bachelor's Degree	15,801	30%	1126	573	553	57%	86%	58%	13%
Graduate Degree	16,708	32%	1213	615	598	73%	92%	74%	7%
No Response	8,151	16%	1031	523	508	39%	64%	41%	35%

* 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	4,044	11%	1076	547	529	46%	78%	48%	20%
Did not use	32,681	89%	1197	607	590	71%	92%	72%	7%

Test-Taking History†	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
School Day	25,185	48%	1053	534	519	43%	69%	45%	29%
School Day Only	15,256	29%	943	482	461	22%	54%	23%	45%
School Day and Weekend	9,929	19%	1220	613	607	77%	94%	78%	5%
Weekend Only	26,796	52%	1170	596	575	65%	90%	66%	9%

School Location‡	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
City	11,185	22%	1110	564	545	54%	77%	55%	21%
Suburb	27,217	52%	1116	564	552	56%	79%	57%	20%
Town/Rural	10,842	21%	1095	561	534	50%	82%	51%	17%
Unknown	2,737	5%	1171	606	565	61%	91%	62%	8%

Median Family Income§	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Lowest Quintile (\$0–\$63,157)	1,768	3%	982	502	480	27%	60%	29%	39%
2nd Lowest Quintile (\$63,158–\$80,990)	3,137	6%	1050	539	511	41%	75%	43%	23%
Middle Quintile (\$80,991–\$100,344)	4,685	9%	1063	544	519	44%	75%	46%	23%
2nd Highest Quintile (\$100,345–\$131,209)	8,200	16%	1090	556	533	50%	80%	51%	19%
Highest Quintile (≥\$131,210)	27,222	52%	1183	599	584	68%	89%	69%	10%
Unknown	6,969	13%	963	488	474	27%	54%	29%	44%

* 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	114,487		977	497	480
PSAT/NMSQT	108,631		979	498	481
PSAT 10	5,874		931	472	459

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	211	0%	846	428	418
Asian	13,311	12%	1103	547	556
Black/African American	16,322	14%	866	442	424
Hispanic/Latino	20,733	18%	881	448	433
Native Hawaiian/Other Pacific Islander	129	0%	919	470	450
White	42,333	37%	1037	531	506
Two or More Races	7,775	7%	1005	513	492
No Response	13,673	12%	931	474	458

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	56,669	50%	976	501	475
Male	57,175	50%	976	492	484
No Response	643		1139	593	546

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
10th Grade	61,421	54%	944	480	464	42%	69%	44%	30%
11th Grade	51,592	45%	1015	517	499	44%	71%	45%	27%
Other/No Response	1,474	1%	985	506	479				

First Language Learned—11th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	28,452	55%	1033	528	505	47%	75%	48%	24%
English and Another Language	8,701	17%	1000	503	497	41%	63%	43%	35%
Another Language	3,632	7%	926	459	466	30%	47%	33%	50%
No Response	10,807	21%	1012	517	494	42%	74%	44%	23%

First Language Learned—10th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	23,925	39%	911	466	446	34%	64%	35%	34%
English and Another Language	7,032	11%	885	446	439	29%	53%	31%	45%
Another Language	3,179	5%	818	404	413	18%	37%	22%	60%
No Response	27,285	44%	1003	510	493	56%	80%	57%	18%

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	2,148	4%	843	425	418	14%	38%	16%	60%
High School Diploma	7,359	14%	924	471	452	26%	56%	28%	41%
Associate Degree	1,485	3%	983	503	480	37%	71%	38%	27%
Bachelor's Degree	14,048	27%	1057	538	519	52%	81%	53%	17%
Graduate Degree	12,918	25%	1133	575	559	66%	87%	67%	11%
No Response	13,634	26%	940	479	461	29%	58%	31%	40%

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	2,164	4%	793	399	394	15%	37%	17%	61%
High School Diploma	7,230	12%	884	450	434	29%	60%	31%	39%
Associate Degree	1,246	2%	923	472	451	34%	68%	35%	31%
Bachelor's Degree	12,324	20%	1013	515	498	56%	83%	58%	16%
Graduate Degree	11,038	18%	1063	541	522	66%	87%	67%	12%
No Response	27,419	45%	894	454	440	32%	60%	34%	38%

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)	5,907	11%	1193	600	593	79%	91%	80%	8%
A (93–96)	10,674	21%	1133	573	560	68%	88%	69%	10%
A- (90–92)	8,293	16%	1063	540	523	54%	83%	55%	15%
B (80–89)	12,063	23%	935	479	456	25%	61%	27%	38%
C (70–79)	2,098	4%	795	407	388	6%	29%	7%	69%
D, E, or F (below 70)	198	0%	721	373	348	4%	18%	5%	81%
No Response	12,350	24%	917	470	447	24%	57%	26%	41%

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)	5,023	8%	1112	562	550	76%	88%	77%	11%
A (93–96)	9,375	15%	1058	536	522	66%	87%	67%	12%
A- (90–92)	6,183	10%	981	499	483	49%	79%	50%	19%
B (80–89)	9,701	16%	861	438	423	22%	55%	24%	43%
C (70–79)	1,905	3%	745	378	367	5%	26%	6%	73%
D, E, or F (below 70)	211	0%	686	351	335	6%	22%	7%	77%
No Response	29,012	47%	913	465	448	36%	65%	38%	34%

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	51,592	25,593	25,644	80	6,381	6,910	9,922	62	20,336	3,540

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%	15%	0%	1%	0%	4%	4%
1200–1390	17%	16%	18%	5%	29%	6%	7%	8%	22%	20%
1000–1190	31%	32%	30%	20%	29%	22%	22%	42%	39%	34%
800–990	32%	34%	30%	39%	21%	42%	40%	37%	29%	33%
600–790	13%	12%	13%	25%	6%	24%	24%	11%	6%	8%
320–590	3%	2%	3%	11%	1%	5%	5%	2%	1%	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	4%	4%	5%	0%	11%	1%	1%	2%	5%	4%
600–690	23%	23%	22%	8%	33%	10%	11%	11%	29%	26%
500–590	31%	32%	30%	24%	29%	25%	24%	37%	36%	34%
400–490	27%	28%	26%	34%	19%	36%	35%	34%	24%	27%
300–390	13%	11%	14%	28%	7%	23%	24%	15%	6%	8%
160–290	2%	2%	3%	8%	1%	4%	5%	2%	1%	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%	7%	0%	20%	1%	1%	0%	5%	6%
600–690 (30–34.5)	15%	13%	16%	5%	25%	6%	7%	6%	18%	16%
500–590 (25–29.5)	28%	28%	28%	20%	27%	19%	20%	34%	36%	31%
400–490 (20–24.5)	34%	37%	31%	38%	20%	41%	40%	50%	33%	34%
300–390 (15–19.5)	15%	15%	15%	26%	7%	28%	27%	10%	7%	11%
160–290 (8–14.5)	3%	2%	3%	11%	1%	5%	5%	0%	1%	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	61,421	30,316	30,820	128	6,795	9,257	10,649	66	21,397	4,124

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%	1%	0%	5%	0%	0%	0%	1%	1%
1200–1390	11%	10%	12%	2%	25%	3%	4%	5%	14%	12%
1000–1190	28%	29%	27%	17%	35%	16%	19%	20%	38%	31%
800–990	37%	39%	34%	41%	25%	41%	39%	48%	37%	39%
600–790	19%	19%	20%	31%	9%	33%	31%	11%	9%	15%
320–590	4%	3%	6%	9%	1%	7%	8%	17%	1%	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	1%	1%	1%	0%	4%	0%	0%	2%	2%	1%
600–690	15%	15%	15%	5%	27%	5%	7%	12%	21%	17%
500–590	28%	30%	27%	20%	34%	18%	21%	20%	36%	31%
400–490	33%	34%	31%	38%	24%	38%	35%	38%	31%	33%
300–390	19%	18%	21%	29%	10%	32%	30%	21%	9%	15%
160–290	4%	3%	5%	9%	1%	6%	7%	8%	1%	2%

Section Scores—Math	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700–760 (35–38)	2%	1%	3%	0%	9%	0%	1%	0%	1%	2%
600–690 (30–34.5)	10%	8%	11%	3%	24%	3%	4%	2%	12%	11%
500–590 (25–29.5)	25%	25%	26%	16%	32%	14%	17%	20%	35%	27%
400–490 (20–24.5)	38%	42%	34%	38%	25%	40%	39%	50%	40%	41%
300–390 (15–19.5)	21%	21%	20%	35%	9%	35%	32%	11%	11%	17%
160–290 (8–14.5)	4%	3%	6%	9%	1%	8%	7%	18%	2%	3%

PSAT 8/9

Total	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Total	33,143		862	438	424
Fall	31,816		859	436	423
Spring	1,335		919	476	444

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	78	0%	775	391	384
Asian	3,061	9%	984	492	492
Black/African American	5,020	15%	787	399	388
Hispanic/Latino	5,740	17%	794	402	392
Native Hawaiian/Other Pacific Islander	34	0%	805	395	410
White	9,424	28%	932	477	455
Two or More Races	2,016	6%	886	451	435
No Response	7,770	23%	822	418	404

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	16,211	49%	867	444	423
Male	16,853	51%	857	432	425
No Response	79		1018	528	491

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
8th Grade	3,290	10%	813	412	401	32%	58%	35%	39%
9th Grade	29,729	90%	867	440	427	37%	60%	39%	38%
Other/No Response	124	0%	908	474	435				

First Language Learned—9th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	13,786	46%	874	445	429	37%	63%	40%	34%
English and Another Language	4,823	16%	841	425	416	31%	53%	33%	45%
Another Language	1,900	6%	811	405	406	25%	44%	28%	53%
No Response	9,220	31%	882	448	434	41%	62%	44%	36%

First Language Learned—8th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	1,778	54%	839	426	413	37%	65%	40%	32%
English and Another Language	298	9%	828	416	413	33%	61%	36%	36%
Another Language	112	3%	810	403	407	36%	54%	38%	44%
No Response	1,102	33%	767	389	378	23%	48%	25%	50%

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)	1,922	6%	994	506	489	64%	79%	66%	19%
A (93–96)	3,408	11%	967	491	476	60%	80%	62%	17%
A- (90–92)	2,178	7%	893	452	442	41%	71%	45%	25%
B (80–89)	3,322	11%	795	403	393	17%	44%	20%	53%
C (70–79)	706	2%	693	351	341	5%	21%	6%	78%
D, E, or F (below 70)	86	0%	622	327	295	6%	15%	8%	83%
No Response	18,105	61%	853	434	419	34%	57%	36%	40%

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)	164	5%	918	468	449	52%	74%	54%	24%
A (93–96)	265	8%	931	474	458	62%	84%	65%	13%
A- (90–92)	163	5%	866	442	424	39%	79%	42%	18%
B (80–89)	353	11%	782	393	389	22%	55%	26%	41%
C (70–79)	68	2%	687	349	338	4%	25%	9%	71%
D, E, or F (below 70)	13	0%	673	336	337	8%	15%	8%	85%
No Response	2,264	69%	797	404	393	29%	55%	32%	43%

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	29,729	14,541	15,112	62	2,954	4,260	5,350	33	8,645	1,790

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	5%	4%	5%	2%	13%	1%	2%	6%	7%	6%
1000–1190	19%	19%	20%	6%	33%	10%	11%	6%	27%	21%
800–990	39%	42%	36%	32%	36%	36%	34%	42%	46%	44%
600–790	30%	30%	30%	47%	15%	43%	43%	36%	18%	26%
240–590	6%	5%	8%	13%	2%	10%	10%	9%	2%	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%	2%	1%	0%	3%	0%	0%	0%	2%	2%
600–690	7%	7%	7%	2%	14%	2%	3%	3%	11%	7%
500–590	20%	21%	19%	15%	31%	12%	13%	12%	27%	22%
400–490	36%	37%	34%	31%	35%	33%	32%	36%	40%	39%
300–390	30%	29%	31%	42%	15%	43%	42%	39%	18%	26%
120–290	6%	4%	8%	11%	2%	8%	9%	9%	2%	3%

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%	1%	0%	2%	0%	0%	0%	0%	0%
600–690 (30–34.5)	4%	3%	6%	0%	14%	1%	2%	6%	5%	5%
500–590 (25–29.5)	18%	17%	19%	10%	31%	9%	10%	15%	25%	20%
400–490 (20–24.5)	39%	43%	36%	27%	35%	36%	34%	27%	48%	44%
300–390 (15–19.5)	31%	32%	30%	53%	15%	44%	44%	45%	20%	27%
120–290 (6–14.5)	6%	5%	8%	10%	2%	9%	9%	6%	2%	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	3,290	1,604	1,684	14	101	735	380	1	757	214

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%	2%	0%	0%		0%	0%
1200–1390	2%	2%	2%	0%	7%	0%	1%		4%	1%
1000–1190	13%	12%	14%	0%	26%	7%	9%		24%	14%
800–990	38%	38%	37%	29%	49%	36%	36%		48%	44%
600–790	39%	42%	37%	64%	16%	47%	43%		22%	37%
240–590	8%	7%	10%	7%	1%	10%	11%		2%	3%

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%	0%	0%	3%	0%	0%		1%	0%
600–690	4%	3%	5%	0%	13%	1%	2%		9%	3%
500–590	15%	15%	14%	0%	20%	10%	10%		27%	19%
400–490	34%	34%	33%	21%	46%	32%	34%		41%	38%
300–390	38%	38%	37%	79%	17%	47%	42%		20%	33%
120–290	9%	8%	10%	0%	2%	10%	12%		2%	7%

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%	3%	0%	0%		0%	0%
600–690 (30–34.5)	1%	1%	2%	0%	8%	1%	2%		3%	0%
500–590 (25–29.5)	11%	10%	12%	0%	29%	6%	6%		21%	13%
400–490 (20–24.5)	39%	38%	39%	29%	45%	37%	39%		48%	43%
300–390 (15–19.5)	41%	45%	38%	64%	15%	47%	45%		27%	42%
120–290 (6–14.5)	7%	6%	8%	7%	1%	8%	7%		2%	2%

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	1270	650	630
50th	1110	570	540
25th	960	490	460

PSAT/NMSQT and PSAT 10

Percentile	11th Grade			10th Grade		
	Total	RW	Math	Total	RW	Math
75th	1170	600	580	1090	560	530
50th	1010	520	490	940	480	460
25th	870	440	410	810	400	390

PSAT 8/9

Percentile	9th Grade			8th Grade		
	Total	RW	Math	Total	RW	Math
75th	990	510	490	920	480	450
50th	860	430	420	800	400	400
25th	750	370	370	710	350	360

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.