

2026

SAT Suite of Assessments Annual Report

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

 CollegeBoard /  NATIONAL MERIT
SCHOLARSHIP CORPORATION

NEW MEXICO 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.

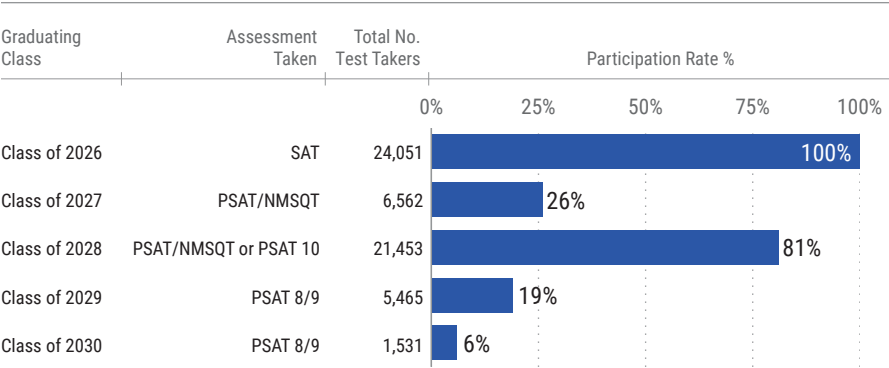
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Participation and Performance

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*



54,966

Total test takers†

13%

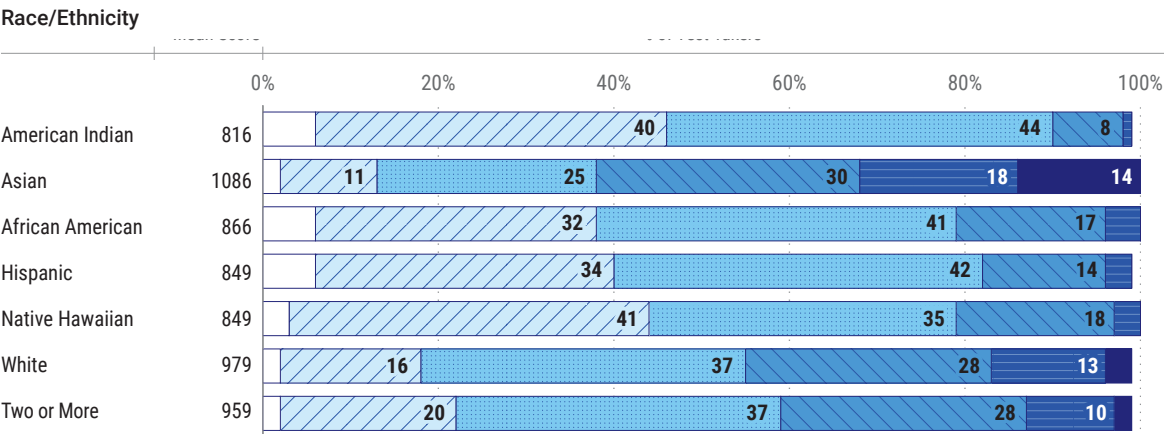
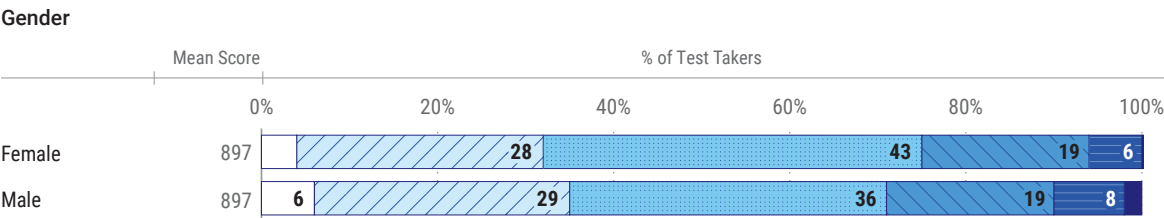
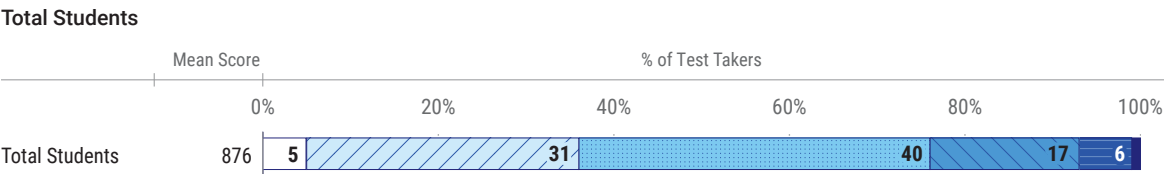
Met College and Career Readiness Benchmarks

* 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.

† New Mexico 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



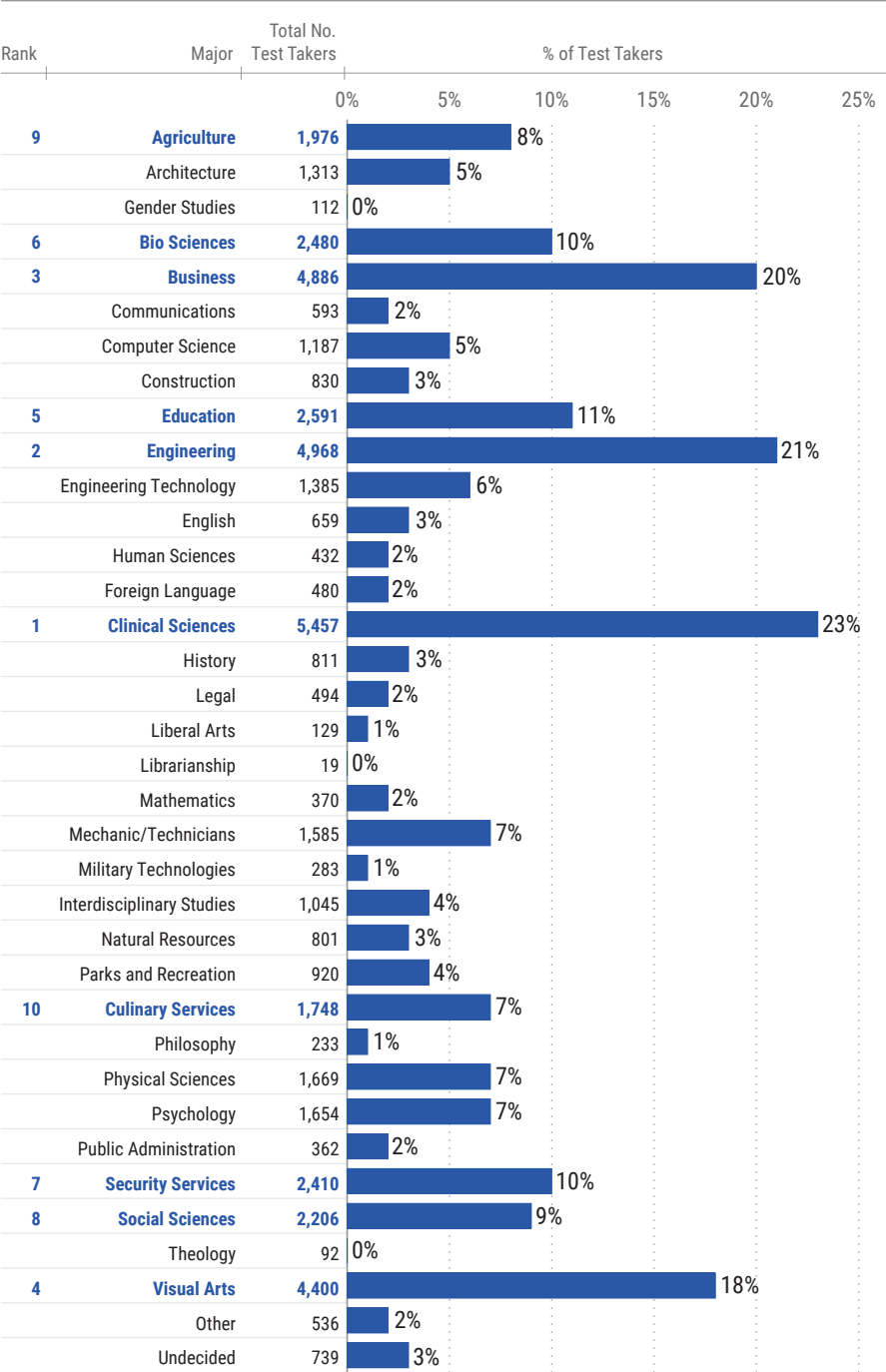
RW Section Scores	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
700-800	2%	2%	3%	0%	13%	1%	1%	0%	5%	4%
600-690	8%	10%	10%	2%	20%	7%	6%	12%	18%	17%
500-590	22%	24%	23%	13%	31%	24%	21%	15%	33%	31%
400-490	37%	39%	33%	44%	21%	37%	40%	38%	30%	31%
300-390	26%	22%	26%	36%	13%	28%	29%	32%	13%	16%
200-290	4%	2%	4%	4%	1%	3%	4%	3%	1%	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)	1%	1%	2%	0%	18%	0%	0%	0%	3%	2%
600-690 (30-34.5)	5%	5%	7%	1%	19%	6%	3%	3%	10%	9%
500-590 (25-29.5)	13%	14%	16%	8%	24%	12%	11%	18%	23%	21%
400-490 (20-24.5)	37%	40%	34%	38%	26%	35%	37%	26%	39%	39%
300-390 (15-19.5)	39%	36%	36%	47%	11%	40%	43%	47%	23%	26%
200-290 (10-14.5)	5%	4%	5%	6%	2%	7%	6%	6%	3%	3%

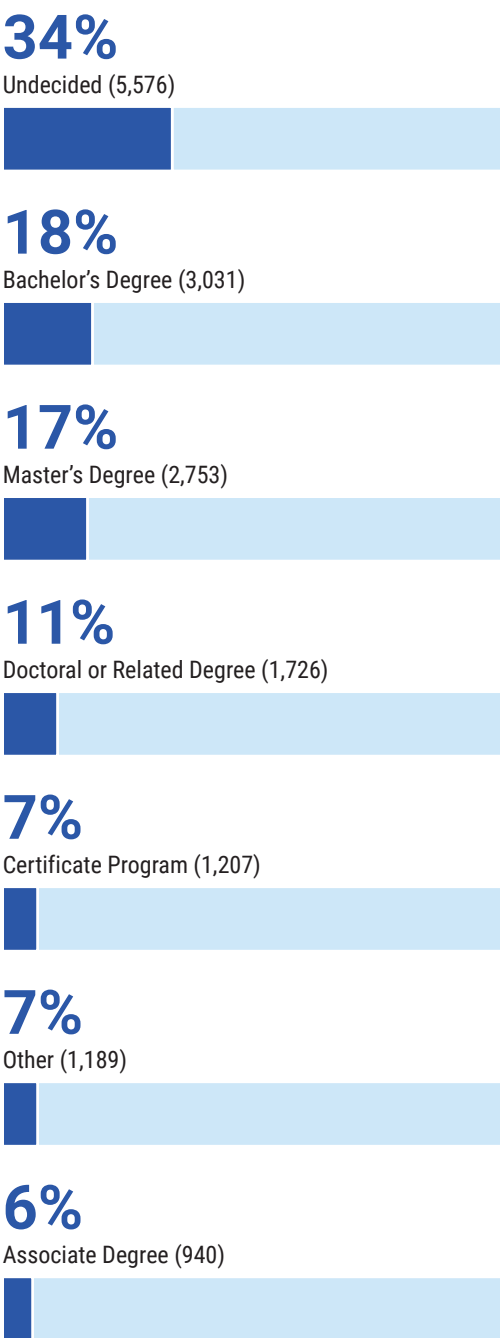
Intended College Major and Degree-Level Goal

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 New Mexico

Of the 24,051 students from New Mexico who took the SAT, 13,116 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 1,824 institutions received score reports from New Mexico students.

Top Institutions Receiving Score Reports*

Institution	Total No. Students	% of Score Senders				
		0%	15%	30%	45%	60%
University of New Mexico	6,758	52%				
New Mexico State University	4,450	34%				
Central New Mexico Community College	1,865	14%				
Texas Tech University	1,827	14%				
New Mexico State Univ Dona Ana CC	1,192	9%				
Arizona State University	1,080	8%				
Eastern New Mexico University	1,001	8%				
University of Arizona	775	6%				
University of Texas at El Paso	684	5%				
Harvard College	507	4%				
University of Colorado Colorado Springs	506	4%				
New Mexico Institute of Mining and Technology	486	4%				
University of California: Los Angeles	460	4%				
Fort Lewis College	455	3%				
Northern Arizona University	447	3%				
New Mexico Highlands University	442	3%				
University of Texas at Austin	353	3%				
Colorado State University	347	3%				
New Mexico Junior College	343	3%				
San Juan College	339	3%				
Western New Mexico University	333	3%				
University of Oregon	332	3%				
University of Colorado Boulder	315	2%				
New York University	284	2%				
Eastern New Mexico University: Roswell	267	2%				
University of Denver	259	2%				
Yale University	251	2%				
Texas A&M University-Texarkana	244	2%				
Grand Canyon University	233	2%				
Stanford University	226	2%				



1,824

Total institutions received score reports from New Mexico 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	24,051		876	454	422	13%	39%	14%	60%
Took Essay*	5	0%							

Race/Ethnicity	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
American Indian/Alaska Native	2,181	9%	816	419	397	4%	22%	5%	77%
Asian	359	1%	1086	539	547	52%	70%	55%	27%
Black/African American	374	2%	866	452	415	13%	40%	14%	59%
Hispanic/Latino	13,744	57%	849	441	409	9%	34%	10%	65%
Native Hawaiian/Other Pacific Islander	34	0%	849	441	409	15%	26%	15%	74%
White	4,522	19%	979	511	468	27%	62%	28%	37%
Two or More Races	660	3%	959	500	459	25%	59%	25%	41%
No Response	2,177	9%	832	431	400	10%	31%	11%	68%

Gender	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Female	8,394	50%	897	468	429	14%	44%	15%	56%
Male	8,236	50%	897	462	435	19%	43%	20%	56%
No Response	7,421		829	430	399	6%	31%	7%	69%

First Language Learned	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	12,750	53%	881	459	422	13%	41%	13%	59%
English and Another Language	4,081	17%	828	428	400	8%	26%	9%	73%
Another Language	1,881	8%	815	412	403	10%	26%	11%	73%
No Response	5,339	22%	922	477	444	20%	51%	21%	48%

Highest Level of Parental Education	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
No High School Diploma	2,719	11%	785	405	380	4%	19%	4%	80%
High School Diploma	7,273	30%	848	440	408	7%	33%	8%	66%
Associate Degree	1,419	6%	901	470	431	12%	46%	12%	54%
Bachelor's Degree	4,009	17%	961	500	461	23%	60%	24%	39%
Graduate Degree	2,781	12%	1018	527	492	37%	66%	37%	34%
No Response	5,850	24%	821	426	396	8%	28%	9%	71%

* 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	349	21%	1067	547	520	42%	75%	44%	23%
Did not use	1,325	79%	1180	603	577	67%	93%	68%	6%

Test-Taking History†	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
School Day	23,535	98%	870	451	418	12%	38%	13%	61%
School Day Only	22,377	93%	855	444	411	10%	36%	10%	64%
School Day and Weekend	1,158	5%	1150	586	564	61%	88%	62%	11%
Weekend Only	516	2%	1170	602	568	64%	91%	64%	8%

School Location‡	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
City	8,936	37%	900	467	434	17%	44%	18%	55%
Suburb	2,468	10%	876	454	422	13%	39%	14%	61%
Town/Rural	12,362	51%	854	444	410	10%	35%	10%	64%
Unknown	285	1%	1063	536	527	46%	71%	51%	25%

Median Family Income§	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
Lowest Quintile (\$0–\$63,157)	4,723	20%	858	443	415	9%	35%	10%	64%
2nd Lowest Quintile (\$63,158–\$80,990)	2,970	12%	902	469	432	14%	45%	15%	55%
Middle Quintile (\$80,991–\$100,344)	2,303	10%	941	489	452	21%	55%	22%	45%
2nd Highest Quintile (\$100,345–\$131,209)	2,184	9%	983	510	473	28%	63%	29%	37%
Highest Quintile (≥\$131,210)	1,162	5%	1108	570	538	52%	82%	53%	18%
Unknown	10,709	45%	816	424	392	6%	27%	6%	72%

* 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	28,241		840	436	404
PSAT/NMSQT	27,893		839	436	403
PSAT 10	607		902	464	438

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	2,458	9%	774	396	377
Asian	461	2%	1036	519	518
Black/African American	487	2%	827	428	399
Hispanic/Latino	15,996	57%	810	421	389
Native Hawaiian/Other Pacific Islander	31	0%	755	393	361
White	5,353	19%	947	493	454
Two or More Races	813	3%	922	481	441
No Response	2,642	9%	813	423	390

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	13,826	49%	843	440	403
Male	14,266	51%	837	432	405
No Response	149		921	484	437

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
10th Grade	21,453	76%	816	424	392	14%	45%	15%	54%
11th Grade	6,562	23%	920	476	444	27%	55%	28%	44%
Other/No Response	226	1%	825	431	394				

First Language Learned—11th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	3,007	46%	928	483	445	27%	58%	28%	41%
English and Another Language	1,084	17%	848	436	412	16%	39%	17%	60%
Another Language	485	7%	854	435	419	20%	38%	24%	59%
No Response	1,986	30%	963	497	466	35%	64%	36%	35%

First Language Learned—10th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	10,898	51%	820	428	393	13%	46%	14%	53%
English and Another Language	3,813	18%	767	397	370	6%	31%	7%	68%
Another Language	1,695	8%	747	383	364	5%	28%	6%	72%
No Response	5,047	24%	866	450	417	25%	58%	26%	41%

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	581	9%	778	403	375	7%	27%	8%	72%
High School Diploma	1,619	25%	851	442	409	13%	43%	15%	56%
Associate Degree	334	5%	920	474	445	23%	57%	24%	42%
Bachelor's Degree	1,281	20%	1002	518	484	38%	75%	40%	24%
Graduate Degree	1,111	17%	1085	557	528	58%	82%	59%	18%
No Response	1,636	25%	862	447	415	19%	43%	20%	55%

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	1,943	9%	730	378	353	3%	24%	4%	75%
High School Diploma	4,900	23%	802	417	385	9%	43%	10%	57%
Associate Degree	915	4%	850	441	409	15%	56%	16%	44%
Bachelor's Degree	3,093	14%	894	465	429	26%	65%	26%	34%
Graduate Degree	2,263	11%	920	478	442	32%	66%	33%	33%
No Response	8,339	39%	783	407	376	10%	37%	10%	63%

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)	629	10%	1141	582	559	72%	88%	73%	11%
A (93–96)	1,091	17%	1046	538	508	48%	78%	50%	20%
A- (90–92)	819	12%	975	505	470	32%	71%	33%	28%
B (80–89)	1,599	24%	869	450	419	15%	46%	16%	52%
C (70–79)	677	10%	761	399	363	4%	23%	5%	77%
D, E, or F (below 70)	133	2%	691	367	324	2%	14%	2%	85%
No Response	1,614	25%	856	446	411	16%	44%	18%	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)	1,200	6%	945	488	457	44%	69%	44%	30%
A (93–96)	2,631	12%	908	471	438	30%	66%	30%	33%
A- (90–92)	2,087	10%	878	455	423	22%	62%	23%	37%
B (80–89)	5,129	24%	798	414	383	7%	40%	8%	59%
C (70–79)	2,085	10%	733	382	352	3%	24%	3%	76%
D, E, or F (below 70)	475	2%	684	360	324	1%	15%	1%	84%
No Response	7,846	37%	791	412	379	10%	40%	11%	59%

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	6,562	3,288	3,180	689	179	126	3,686	6	1,448	156

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%	15%	2%	0%		2%	5%
1200–1390	10%	9%	11%	1%	30%	10%	5%		21%	30%
1000–1190	23%	24%	23%	13%	35%	32%	19%		36%	33%
800–990	34%	38%	31%	35%	15%	32%	38%		30%	22%
600–790	26%	25%	26%	45%	4%	21%	32%		9%	8%
320–590	5%	3%	7%	6%	1%	4%	6%		2%	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	2%	2%	2%	0%	11%	0%	0%		5%	8%
600–690	15%	15%	15%	1%	40%	16%	9%		30%	35%
500–590	24%	25%	24%	14%	31%	33%	21%		33%	36%
400–490	32%	34%	30%	40%	12%	27%	36%		22%	13%
300–390	23%	22%	24%	41%	6%	21%	29%		8%	6%
160–290	3%	2%	5%	4%	1%	3%	4%		2%	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)	2%	1%	3%	0%	24%	2%	1%		4%	6%
600–690 (30–34.5)	8%	7%	9%	3%	23%	6%	5%		16%	21%
500–590 (25–29.5)	20%	19%	21%	11%	30%	25%	16%		30%	32%
400–490 (20–24.5)	32%	36%	29%	28%	16%	36%	34%		34%	31%
300–390 (15–19.5)	31%	31%	30%	49%	6%	27%	37%		14%	8%
160–290 (8–14.5)	6%	4%	8%	9%	1%	4%	8%		3%	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	21,453	10,415	10,983	1,761	281	355	12,195	25	3,845	645

Total Score	Total Students	Gender		Race/Ethnicity						
		Female	Male	American Indian	Asian	African American	Hispanic	Native Hawaiian	White	Two or More
1400–1520	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%
1200–1390	2%	2%	3%	0%	14%	1%	1%	0%	6%	4%
1000–1190	11%	11%	12%	4%	26%	9%	8%	12%	24%	22%
800–990	38%	39%	36%	30%	36%	33%	37%	12%	44%	40%
600–790	42%	44%	41%	57%	17%	49%	46%	44%	22%	30%
320–590	7%	5%	8%	8%	6%	8%	7%	32%	3%	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	0%	0%	0%	0%	1%	0%	0%	0%	1%	1%
600–690	4%	4%	5%	1%	17%	3%	2%	0%	11%	10%
500–590	16%	16%	16%	8%	23%	14%	13%	16%	29%	25%
400–490	37%	39%	35%	33%	34%	35%	38%	20%	37%	38%
300–390	38%	37%	38%	53%	20%	42%	41%	48%	20%	24%
160–290	5%	4%	6%	5%	4%	7%	5%	16%	2%	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)	0%	0%	0%	0%	5%	0%	0%	0%	0%	0%
600–690 (30–34.5)	2%	1%	3%	1%	14%	1%	1%	0%	4%	4%
500–590 (25–29.5)	9%	8%	10%	4%	23%	6%	6%	8%	20%	15%
400–490 (20–24.5)	32%	33%	32%	28%	30%	30%	30%	16%	42%	40%
300–390 (15–19.5)	48%	50%	45%	58%	22%	51%	53%	44%	29%	35%
160–290 (8–14.5)	9%	7%	11%	10%	5%	12%	10%	32%	4%	5%

PSAT 8/9

Total	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Total	7,615		763	394	369
Fall	5,637		753	389	364
Spring	2,122		796	410	386

Race/Ethnicity	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
American Indian/Alaska Native	271	4%	735	373	362
Asian	78	1%	897	454	443
Black/African American	115	2%	768	399	369
Hispanic/Latino	4,206	55%	743	383	360
Native Hawaiian/Other Pacific Islander	7	0%			
White	1,377	18%	848	440	408
Two or More Races	199	3%	843	436	407
No Response	1,362	18%	724	374	350

Gender	Test Takers		Mean Score		
	Number	Percent	Total	RW	Math
Female	3,842	50%	768	398	370
Male	3,768	50%	758	389	369
No Response	5				

Grade Level	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
8th Grade	1,531	20%	750	388	362	16%	47%	17%	52%
9th Grade	5,465	72%	775	400	375	15%	41%	16%	58%
Other/No Response	619	8%	687	355	333				

First Language Learned—9th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	2,465	45%	804	417	387	18%	48%	20%	51%
English and Another Language	1,149	21%	740	381	359	8%	30%	9%	69%
Another Language	551	10%	734	372	362	8%	29%	9%	69%
No Response	1,300	24%	769	397	372	17%	41%	18%	58%

First Language Learned—8th Grade	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	RW	Math	Both	RW	Math	None
English Only	921	60%	770	400	370	18%	53%	19%	46%
English and Another Language	318	21%	717	368	349	11%	35%	12%	64%
Another Language	121	8%	700	362	338	6%	34%	7%	65%
No Response	171	11%	742	381	361	19%	44%	19%	56%

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)	281	5%	902	465	437	44%	62%	46%	36%
A (93–96)	515	9%	873	451	423	34%	66%	36%	32%
A- (90–92)	400	7%	855	442	413	26%	64%	28%	35%
B (80–89)	1,119	20%	759	389	370	7%	33%	8%	66%
C (70–79)	389	7%	696	358	338	3%	18%	3%	82%
D, E, or F (below 70)	98	2%	626	334	292	0%	16%	1%	83%
No Response	2,663	49%	755	391	364	12%	37%	13%	62%

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)	117	8%	813	425	388	34%	63%	36%	35%
A (93–96)	221	14%	820	425	395	31%	64%	32%	35%
A- (90–92)	159	10%	779	402	377	19%	55%	19%	45%
B (80–89)	345	23%	719	371	348	5%	42%	5%	58%
C (70–79)	130	8%	658	342	316	1%	18%	1%	82%
D, E, or F (below 70)	40	3%	568	298	271	0%	5%	0%	95%
No Response	519	34%	756	390	366	17%	47%	18%	52%

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	5,465	2,790	2,672	211	54	91	3,076	4	918	144

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%	1%	2%	0%	13%	0%	1%		4%	3%
1000–1190	8%	8%	8%	0%	13%	3%	5%		19%	14%
800–990	31%	32%	31%	25%	46%	51%	29%		42%	47%
600–790	49%	51%	47%	66%	26%	38%	54%		31%	31%
240–590	10%	8%	13%	8%	0%	8%	11%		3%	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	0%	1%	0%	0%	4%	0%	0%		2%	1%
600–690	3%	3%	3%	0%	7%	2%	2%		8%	5%
500–590	10%	11%	9%	3%	20%	9%	8%		21%	19%
400–490	32%	32%	31%	27%	43%	45%	31%		38%	44%
300–390	46%	46%	46%	62%	26%	35%	50%		29%	26%
120–290	8%	7%	10%	8%	0%	9%	9%		2%	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%	4%	0%	0%		0%	0%
600–690 (30–34.5)	1%	1%	1%	0%	9%	0%	0%		3%	2%
500–590 (25–29.5)	6%	5%	7%	1%	11%	1%	4%		15%	13%
400–490 (20–24.5)	28%	29%	28%	21%	50%	37%	26%		42%	41%
300–390 (15–19.5)	53%	55%	51%	71%	24%	51%	58%		34%	38%
120–290 (6–14.5)	11%	10%	13%	7%	2%	11%	12%		5%	6%

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	1,531	746	783	32	19	21	929	2	328	42

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%	0%	0%		0%	0%
1200–1390	1%	1%	1%	3%	0%	0%	0%		2%	0%
1000–1190	6%	6%	6%	0%	16%	10%	4%		11%	12%
800–990	28%	29%	28%	16%	42%	38%	23%		36%	52%
600–790	52%	54%	50%	72%	37%	33%	58%		43%	26%
240–590	13%	10%	16%	9%	5%	19%	15%		8%	10%

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%	0%	0%		0%	0%
600–690	2%	2%	2%	0%	5%	0%	1%		5%	2%
500–590	9%	10%	8%	6%	16%	10%	6%		13%	14%
400–490	31%	32%	30%	34%	42%	48%	27%		35%	55%
300–390	49%	50%	48%	53%	32%	29%	54%		42%	24%
120–290	9%	6%	13%	6%	5%	14%	11%		5%	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%	0%	0%	0%		0%	0%
600–690 (30–34.5)	1%	0%	1%	3%	0%	0%	0%		2%	0%
500–590 (25–29.5)	5%	5%	4%	0%	16%	10%	3%		7%	14%
400–490 (20–24.5)	25%	23%	26%	9%	42%	38%	18%		34%	45%
300–390 (15–19.5)	57%	60%	54%	78%	42%	29%	63%		47%	31%
120–290 (6–14.5)	14%	12%	15%	9%	0%	24%	15%		9%	10%

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	980	520	470
50th	850	440	400
25th	750	380	370

PSAT/NMSQT and PSAT 10

Percentile	11th Grade			10th Grade		
	Total	RW	Math	Total	RW	Math
75th	1070	560	520	910	480	430
50th	900	470	430	800	410	390
25th	760	390	370	710	360	340

PSAT 8/9

Percentile	9th Grade			8th Grade		
	Total	RW	Math	Total	RW	Math
75th	860	450	420	840	430	400
50th	760	390	370	750	380	370
25th	680	350	330	660	340	320

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.