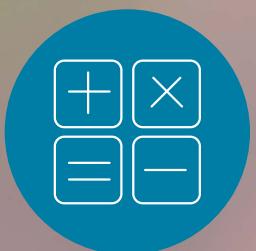


The SSAT
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2020-2021

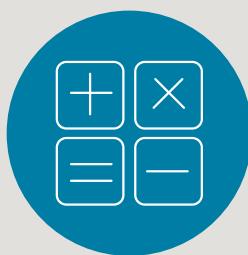
Interpretive Guide for the Middle & Upper Level SSATs



The Enrollment Management Association is pleased to provide this guide in order to acquaint member schools and organizations with various aspects of the Secondary School Admission Test (SSAT) and to provide guidelines for the interpretation and use of test scores.

For more than 50 years, the SSAT has been used to help students and schools make critical decisions about applying and admission. Sections of the SSAT measure verbal and mathematical ability and reading comprehension. The test also includes an unscored, timed writing sample which is sent to schools with the student's score report to supplement a student's application for admission.

Each student takes the SSAT under standardized testing conditions and is given the same amount of time and instruction (exceptions are made for those who qualify for testing accommodations). This guide contains information for the Middle and Upper Level exams for students in grades 5-11.



The **Enrollment Management** Association
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Introduction

The *Interpretive Guide for the Middle and Upper Level SSAT* has been prepared to assist with the interpretation of SSAT results. Although this guide does not cover all aspects of the psychometric data that is available about the SSAT, it does provide information that can help admission officers and educators with those aspects of the test that are most useful to them. In addition, this guide contains general information about the SSAT.

Purpose of the SSAT

The SSAT is designed for students who are seeking entrance to independent schools in grades 4 to PG in the U.S., Canada, and worldwide. The purpose of the SSAT is to measure the basic verbal, quantitative, and reading skills students develop over time that are needed for successful performance in independent schools. The SSAT provides independent school admission professionals with meaningful information about the possible academic success of potential students at their institutions, regardless of students' background or experience.

The SSAT is not an achievement test. It is not designed to measure the extent of knowledge about a specific curriculum that has been covered in class. Further, SSAT tests are not designed to measure other characteristics such as motivation, persistence, or creativity, that may contribute to a student's success in school.

Test Development Process

SSAT test items are written by test development specialists and subject matter experts. Our test editors review all test material for any questions that may be inappropriate for various subgroups of the population. In addition, questions are reviewed for ambiguities to ensure that there is only one "best" response for each item.

In order to develop a pool of items for future tests, the Middle and Upper Level SSATs contain a brief experimental section. These questions have been developed, scrutinized, and determined to meet SSAT standards. Each test question is then analyzed statistically to determine its usefulness. Satisfactory items become part of the item pool from which new editions of the test are assembled. Unsatisfactory items are discarded or rewritten. Rewritten items are subject to the review and pretesting process again. These experimental questions are not part of a student's score.

Test Specifications

This guide contains information on two levels of the SSAT. The Middle Level test is administered to students in grades 5-7, and the Upper Level test is administered to students in grades 8-11.

The SSAT consists of four multiple-choice sections with a testing time of 30 minutes for the verbal and each of the two quantitative sections, and 40 minutes for the reading section. These sections yield four scores:

- + Verbal
- + Quantitative (Math)
- + Reading Comprehension
- + Total (Verbal + Quantitative + Reading)

In addition, each administration of the SSAT includes a 25-minute writing sample. Writing samples are not scored, but are submitted to score recipients to supplement a student's application. The total testing time for a standard SSAT administration is 185 minutes, including the experimental section and two breaks.



Samples of SSAT question types are provided on the SSAT website and in *The Official Study Guide for the Middle Level SSAT* and *The Official Study Guide for the Upper Level SSAT*. These publications are available for purchase through the SSAT website, www.ssat.org.

Content and statistical specifications can help ensure that the test measures the intended construct for the target population, that multiple forms are built to the same blueprint, and that scores earned on different forms are comparable after score equating. Items are scrutinized according to a number of factors so that content, skills measured, and overall difficulty of items are consistent in all test editions. A brief description of content specifications for each section of the SSAT follows.

Verbal Section

The verbal section of the test consists of 30 synonym questions and 30 analogy questions. The synonym portion measures verbal ability. The analogy portion measures a student's proficiency in identifying logical relationships between words and concepts.

The verbal section is not intended to be a test of vocabulary only, and therefore includes common words that are expected to be familiar to the average SSAT test taker.

Both types of verbal items—synonyms and analogies—are carefully balanced to avoid advantage or disadvantage to students whose interests and backgrounds may have led them to read more or acquire a large vocabulary in specific areas.

Quantitative Section

The SSAT includes two quantitative sections containing 25 questions each. The quantitative score is comprised of all 50 questions in the two sections. The questions are designed to measure understanding of mathematical concepts, computation, routine mathematical manipulations, and problem solving, as well as some recall of basic nomenclature and rules. The test items vary in difficulty and measure different levels of understanding. Depending upon the student's experiences in school, some concepts may be unfamiliar.

The questions in this section are drawn from the following areas:

- + Arithmetic word problems (including percent, ratio)
- + Basic concepts of addition, subtraction, multiplication, and division
- + Estimation
- + Rational numbers
- + Sequences and series
- + Frequencies
- + Properties of exponents
- + Algebraic word problems
- + Equations of lines
- + Patterns
- + Absolute value
- + Area and circumference of a circle
- + Area and perimeter of a polygon
- + Volume of a cube, cylinder, box
- + Pythagorean theory and properties of right, isosceles, equilateral triangles
- + Properties of parallel and perpendicular lines
- + Coordinate geometry (Upper Level test only)
- + Slope (Upper Level test only)
- + Interpretation (tables, graphs)
- + Trends and inferences
- + Probability



Reading Comprehension Section

The reading comprehension section consists of 40 questions based on reading passages that generally fall into the categories of narrative (literary fiction, novels, short stories, poems) and argument (the presentation of an obvious and definite point of view on some subject, such as essays). The subject matter of the reading passages is drawn from the following general fields: humanities (such as art, biography, and poetry), social studies (such as history, economics, and sociology), and science (such as medicine, astronomy, and anthropology). The passages cover a variety of sources and subject areas so that examinees will not be at an advantage or disadvantage as a result of encountering material related to an area with which they may or may not be familiar. The passages vary in length, but are typically 100 to 350 words.

The reading comprehension questions, designed to measure a student's ability to understand and assimilate what has been read, ask the test taker to:

- + Recognize the main idea
- + Locate details
- + Make inferences
- + Derive the meaning of a word or phrase from its context
- + Determine the author's purpose
- + Determine the author's attitude and tone
- + Understand and evaluate opinions/arguments
- + Make predictions based on information in the passage

Writing Section

The SSAT includes an unscored writing sample that is sent to schools with the student's score report. The Middle Level exam includes two prompts: one creative and one essay, from which the student will choose one. The Upper Level writing section presents two essay prompts: one personal and one general, from which the student will choose one. All students have 25 minutes to complete the writing portion of the exam. The writing sample can be up to two pages long.



Administration of the SSAT

Test Security

The SSAT is a secure test. The integrity of the test prior to and following a test administration is strictly maintained. Testing centers must meet rigid standards and comply with established rules for the receipt, storage, administration, and return shipment of test materials.

Uniform Conditions

The SSAT is a standardized test. Test development, interpretation of scores, and test administration are managed in a prescribed way. To ensure that scores earned by examinees at different administrations are strictly comparable, the *Test Administrator's Guide to the SSAT* provides precise instructions, to be followed by qualified and experienced test administrators, from the moment the student is admitted to the test center until the time of dismissal. Any deviations from the uniform testing conditions are reported in writing to The Enrollment Management Association. Each report is reviewed by The Enrollment Management Association and issues and/or problems are resolved.

Testing Accommodations

A student with a disability may apply for testing accommodations for administrations of the SSAT. Students requiring testing accommodations such as extra time, large print, or Braille editions of the test, for example, may be accommodated, pending application and submission of documentation (if applicable).

Additional information regarding application for testing accommodations is available on the SSAT web site: www.ssat.org/TA.

Reporting SSAT Scores

There are two types of scored test administrations – paper based and computer based. Computer based testing is available at Prometric test sites and through the SSAT at Home, the new at-home administration of the SSAT. Paper based testing is available through member schools, on five scheduled test dates at select locations, or on an as-needed basis.

School scores for paper based tests are routinely reported online ten days after the test. For computer based tests, scores are routinely reported online three business days after the test date. Score reports to students are routinely reported the day after they are available to schools.

Score Reports

The SSAT score report is available to schools, educational consultants, and educational organizations. Parents, guardians, students, or advisors designate school score report recipients. A separate score report is provided to the test taker. Score reports to test takers do not contain any school-specific information.

There are a number of SSAT score reporting procedures. SSAT scores are reported to schools online in exportable rosters and as individual report PDFs.

Context is a key component to effective interpretation of test scores. To increase support for SSAT score interpretation, school applicant comparison context data is added to the school score reports following the school's submission of data on accepted and enrolled students. For the 2020-2021 year, the scores of a test taker are placed in many different contexts on the school score report.



School Score Report Sample

The SSAT

Secondary School Admission Test Score Report

Student Name SSAT, Kevin	School ID 1717	Registration Number 212170107
Family Address 862 Route 518 Skillman NJ 08558	Family Phone #	Family Email
Test Date 01 Aug 2020	Test Center ID 1717	Test Level Upper
		Current Grade 9
		Gender Male
		Birth Date 04 Apr 2001

	Test Taker's Scores		SSAT Reference Information			
	Possible Scaled Score Range: 500-800		Grade 9 Total		Grade 9 Male	
Verbal	Score 737	Range 716 - 758	Student Percentile 81	Average Score 672	Student Percentile 81	Average Score 669
Quantitative	734	715 - 753	66	701	64	704
Reading	662	641 - 683	49	663	52	659
Total	2133		70	2036	70	2032

Applicant Comparison Data for 1717 (Grade 9)		
All 2019-2020 Reports		2020 Accepted Students
Verbal	Rank Order 3 of 11	Rank Order 3 of 5
Quantitative	4 of 11	3 of 5
Reading	8 of 11	Below Range
Total	3 of 11	3 of 5
	Average Score 669	Average Score 727
Verbal	703	724
Quantitative	676	723
Reading	2048	2174
Total		2106

Applicant Comparison Data ranks the scores in this report among all grade 9 score reports sent to your school in the previous year, 2019-2020.
N/A indicates that data has not been submitted for your school; please contact members@enrollment.org for more information.

	Number of Questions			Percent Correct	Percent Correct
	Right	Wrong	Not Answered	Right/Total	Right/Answered
Verbal Synonyms	23	7	0	77 %	77 %
Verbal Analogies	22	8	0	73 %	73 %
Verbal Questions Not Reached: 0					
Number Concepts and Operations	12	6	0	67 %	67 %
Algebra, Geometry and Other Math	21	11	0	66 %	66 %
Quantitative Questions Not Reached: 0					
Reading Main Idea and Content	17	5	0	77 %	77 %
Reading Higher Order and Interpretation	9	9	0	50 %	50 %
Reading Questions Not Reached: 0					

Questions not answered include both omitted questions and questions not reached. The number of Right, Wrong, and Not Answered questions should NOT be compared across different forms, for the same test taker or between different test takers. The number of Right, Wrong, and Not Answered questions not only depends on a test taker's ability, but also depends on the difficulty of the questions. Hence, score equating is used to adjust the form difficulty differences, and the resulting scaled scores can be compared across forms.



SSAT Writing Sample

Page 2

Use Pencil Only.

Writing Sample

Schools would like to get to know you better through a story you tell using one of the ideas below. Please choose the idea you find most interesting and write a story using the idea as your first sentence. Please fill in the circle next to the one you choose.

A I put my hand in my pocket and pulled out ...

B All I wanted was a glass of water.

Use this page and the next page to complete your writing sample.

I put my hand in my pocket and pulled out a crumpled piece of paper. I didn't remember putting it there. I carefully opened it, and it was a treasure map! I put it back in my pocket and ran to get my friends Anna and Paul. They lived in this neighborhood their whole lives and would recognize the landmarks. They were as excited as I was! The map started at the big tree by the stream. We followed the stream until we came to the bridge. We crossed over and followed the path through the woods. At the abandoned house, we turned left and headed down the bike path.

Continue on next page

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Use Pencil Only.

Page 3

Anna was getting worried.
"No one knows where we are.
Where did the map come from?"
Just then we saw the
tree house the map pointed
to. What was in the tree
house? We looked around, but
didn't see anyone. I climbed
up first, and didn't give
away what I found until
both Paul and Anna were in
the treehouse with me. It was
my little brother with a
plate of cookies! My brother
and dad built the treehouse
in the field behind our
house. Now we all had a
place to play.



Family Score Report

The family score report is available to families online for free. A hard copy of the score report can be mailed to a family for an additional fee.

Secondary School Admission Test Score Report

The SSAT

About You

Name	Grade
Kevin SSAT	9
Gender	Date of Birth
Male	04 Apr 2001

Kevin SSAT
862 Route 518
Skillman, NJ 08558

The Test You Took

Registration ID	Test Date
212170107	01 Aug 2020
Test Level	Test Center
Upper	SSAT Academy (Sample Center - Not Real) (1717)

	Your Scaled Scores		SSAT Reference Information		
	Possible Scaled Score Range: 500-800		Grade 9 Total		Grade 9 Male
	Score	Range	Your Percentile	Average Score	Average Score
Verbal	737	716 - 758	81	672	669
Quantitative	734	715 - 753	66	701	704
Reading	662	641 - 683	49	663	659
Total	2133		70	2036	2032

What is my Scaled Score, and Why Do I have a Personal Score Range?

Scores are first calculated by awarding one point for each correct answer and subtracting one-quarter of one point for each incorrect answer. These scores are called raw scores. Raw scores can vary from one edition of the test to another due to differences in difficulty among different editions. A statistical procedure called "equating" is used to adjust for these differences. Even after these adjustments, no single test score provides a perfectly accurate estimate of your proficiency. Therefore, we provide a score range on the SSAT score scale to emphasize the possibility of score differences if you had taken a different edition of the test instead of the one you took. Your scores on these different versions would likely fall within the scaled score ranges indicated above.

What Do My SSAT Percentiles Mean?

Your SSAT percentiles have a range of 1 to 99, indicating the percentage of other test takers who scored at or below your scaled score. The two percentiles compare your performance to the performances of all other students in the same grade level, and of the same grade level and gender who have taken the SSAT within the past three years, respectively. If you are concerned that your percentiles are lower than you have earned on other tests, please remember that SSAT test takers are members of a small and highly competitive group of students who plan to attend some of the world's best independent schools. You should not be discouraged by what seems to be a lower percentile than you usually attain on standardized tests. The average score is the average scaled score of all students in the same grade level, and of the same grade level and gender who have taken the SSAT within the past three years.

Test Question Breakdown

	Right	Wrong	Not Answered
Verbal	23	7	0
Questions testing your knowledge of words (synonyms) and your ability to relate ideas (analogies).	22	8	0
Math	12	6	0
Questions testing your knowledge of number properties and relationships, basic computation, concepts of equivalencies, geometry, measurement, and interpretation of charts/graphs.	21	11	0
Reading	17	5	0
Questions regarding the main idea and supporting details of a passage or requiring higher order skills, such as deriving the meaning of words from context, extracting the meaning of a passage, or interpreting an author's logic, attitude and tone.	9	9	0

Questions not answered include both omitted questions and questions not reached. The number of Right, Wrong, and Not Answered questions should NOT be compared across different forms, for the same test taker or between different test takers. The number of Right, Wrong, and Not Answered questions not only depends on a test taker's ability, but also depends on the difficulty of the questions. Hence, score equating is used to adjust the form difficulty differences, and the resulting scaled scores can be compared across forms.



Interpreting SSAT Scores

Raw Scores

Scores for the Middle and Upper Levels are calculated by adding one point for each correct answer and zero points for each omitted question, and by subtracting one-quarter of one point for each incorrect answer. The number of answers scored as right, wrong, and omitted on each subsection of the test constitute the *raw score* for that subsection (subscore). Raw scores from different editions of the test cannot be compared directly to each other.

Scaled Scores

The raw score is converted to a score on the 440-710 Middle Level scale or 500-800 Upper Level scale, which is called the *scaled score*. This is the score that appears on the student's score report. The scaled score yielded by a raw score can vary slightly from one edition of the test to another. This is due to small differences in difficulty among different editions. A statistical procedure called "equating" is used to adjust for these small differences. See "Score Equating" on page 15 for more details.

Range of Scaled Scores

In reality, a perfectly reliable test is never realized. Standard Error of Measurement (SEM) measures how a student's observed test scores vary from his or her "true" score (see "True Score" on page 18). This is why ranges of scaled scores are provided in the score reports, to emphasize the possibility of score differences due to SEM. See "Standard Error of Measurement" on page 17 for more details.

The crucial use of the SEM is to treat each scaled score as a band rather than as a point when using scores to make decisions about test takers. It is a common practice to extend the band one SEM above the obtained score and one SEM below the obtained score. For example, the SEM of the Upper Level test is 21 on the verbal section. If a student gets a scaled score of 698 on verbal, there is a 68% chance that his/her score will fluctuate between 677 and 719 if he or she takes the test again.

Norms and Percentiles

The SSAT is a norm-referenced test. A *norm-referenced* test interprets an individual test taker's score relative to the distribution of scores for a comparison group, referred to as the *norm* group. The SSAT Middle Level and Upper Level test norm groups consist of all the first-time test takers (same grade level and same gender) who took the test on a Standard test date over the most recent three-year period in the U.S. and Canada. For students who tested multiple times, only the first test scores are used to calculate the ranking percentile.

The SSAT reports percentiles. The *percentile* is the percentage of students in the norm group whose scores fall at or below a particular scaled score. For example, if an 8th grade male student's scaled score is 698 and his percentile is 69 on the verbal section, it means that 69% of verbal section scores of all the other 8th grade male students (who took the test for the first time on a Standard test date over the most recent three-year period in the U.S. and Canada) fell at or below 698.

The two sets of SSAT percentiles are different because the test taker's scores are being compared with two different groups of test takers. Grade-only and grade-and-gender percentiles vary by competitive group, while the scaled scores are constant.

Tables 1A to 7B (pages 20 to 33) provide percentiles for grades 5 through 11.



Average Scores

The average of a group of scores provides a useful reference point when considering an individual score (e.g., above average, below average) for a test taker's grade and gender. The average scores shown are for all first-time test takers testing in the U.S. and Canada on a Standard test date over the most recent three-year period of the same grade and the same grade and gender as the reported test taker. For students who tested multiple times, only the first test scores are used to calculate the average score.

Questions Not Answered

Questions not answered includes both omitted questions and questions not reached. *Omitted* questions are questions test takers are able to reach but choose not to answer after consideration. For example, if a test taker does not answer question #10, but answers questions 11, 12, 13, etc., question #10 is counted as an omitted question. *Questions not reached* refers to those questions (usually near the end of a section or a test) that test takers are not able to reach because they run out of time. For example, if a test has a 50 questions, and a test taker does not answer questions 46-50, questions 46-50 are counted as not reached.

The SSAT is designed to ensure that test takers have sufficient time to consider every question on the test. The number of *not reached* questions is generally very low.

School-Specific Context Data

Context is a key component to effective interpretation of test scores. The most important context for interpretation of test scores and other information is your school; thus your school's context data is added to each test taker's SSAT score report if your school reports its accepted and enrolled data to The Enrollment Management Association. The contexts included on the school score report place the test taker's scores into the school's environment, providing a much more meaningful comparison. School score reports are specific to each school and include context data for that school.

School Context: All 2019-20 Reports

This table places the test taker's scores in the context of all of the same-grade test takers who sent scores to your school in the last admission year. The reported test taker's scores can be compared directly with those of all of the same-grade test takers' scores received by your school last year. Also shown are the mean (average) scores for all of the same-grade test takers whose scores your school received in the last admission year.

School Context: 2020 Accepted Students

This table places the test taker's scores in the context of all scores of the same-grade test takers accepted by your school in the last admission year. Also shown are the average scores for all of the same-grade test takers accepted by your school in the last admission year. (If your school does not participate in the Applicant Comparison Data share, these fields are blank.)

School Context: 2020 Enrolled Students

This table places the test taker's scores in the context of all of the same-grade test takers enrolled by your school in the last admission year. Also shown are the average scores for all of the same-grade test takers enrolled by your school in the last admission year. (If your school does not participate in the Applicant Comparison Data share, these fields are blank.)



SSAT Subject Areas

SSAT results are reported in the following subject areas:

Verbal

- + Synonyms—Test the student’s verbal capability.
- + Analogies—Test the student’s ability to relate ideas to each other logically.

Quantitative

- + Number Concepts and Operations—These questions deal with the way numbers are used or written and include concepts of and operations with integers, fractions, decimals, and percents, as well as number problems and relationships.
- + Algebra, Geometry, Measurement, and Other Math—These questions cover the use of variables in equations and inequalities; coordinate systems; informal measurement-related concepts of area, perimeter, volume, and measure; the knowledge of triangles and other plane and solid shapes taught in the elementary school years; graphs, tables, charts, and miscellaneous topics such as simple probability and statistics, logic and flowcharts.

Reading Comprehension

- + Main Idea and Supporting Details—Some of these questions require students to recognize the main idea of a passage either by choosing a main idea statement or by choosing a title for the passage that most appropriately describes the author’s main point. The remaining questions require students to recognize the details from a passage that support the author’s thesis.
- + Higher Order Skills—These questions require students to reason, draw inferences, and apply information, recognize meaning not directly stated in a passage, and identify such elements of the passage as the author’s logic, style, and tone.

For each subject area the score report provides:

- + The number of questions answered correctly
- + The number of questions answered incorrectly
- + The number of questions omitted
- + The number of questions not reached at the end of each test section (for school reports only)

It is recommended that schools use this information to understand a child’s scores in more depth. For instance, a low reading comprehension score could indicate either a reading problem or a slower reading speed. A score report may reflect the latter in the number of items not reached as compared to the total number of questions omitted in the entire section. (Note—family score reports do not contain not-reached numbers).



Statistical Terms and the SSAT

Score Equating

Different SSAT forms are built and administered to students each year. Although test developers follow prescribed specifications when they assemble new forms so that different forms can be parallel in difficulty as much as possible, in reality it is inevitable that there are variations in form difficulty. A statistical procedure referred to as *score equating* is used to adjust for minor form difficulty differences, so that scores reported to students taking different forms are comparable.

Mean

The *mean* of a group of scores is the arithmetic average. Computing the mean is a useful way to determine the average of a group for most kinds of measurement. The mean becomes a more useful and reliable measure as the size of the group upon which it is based increases. It is determined by adding the scores and dividing by the number of scores in that group.



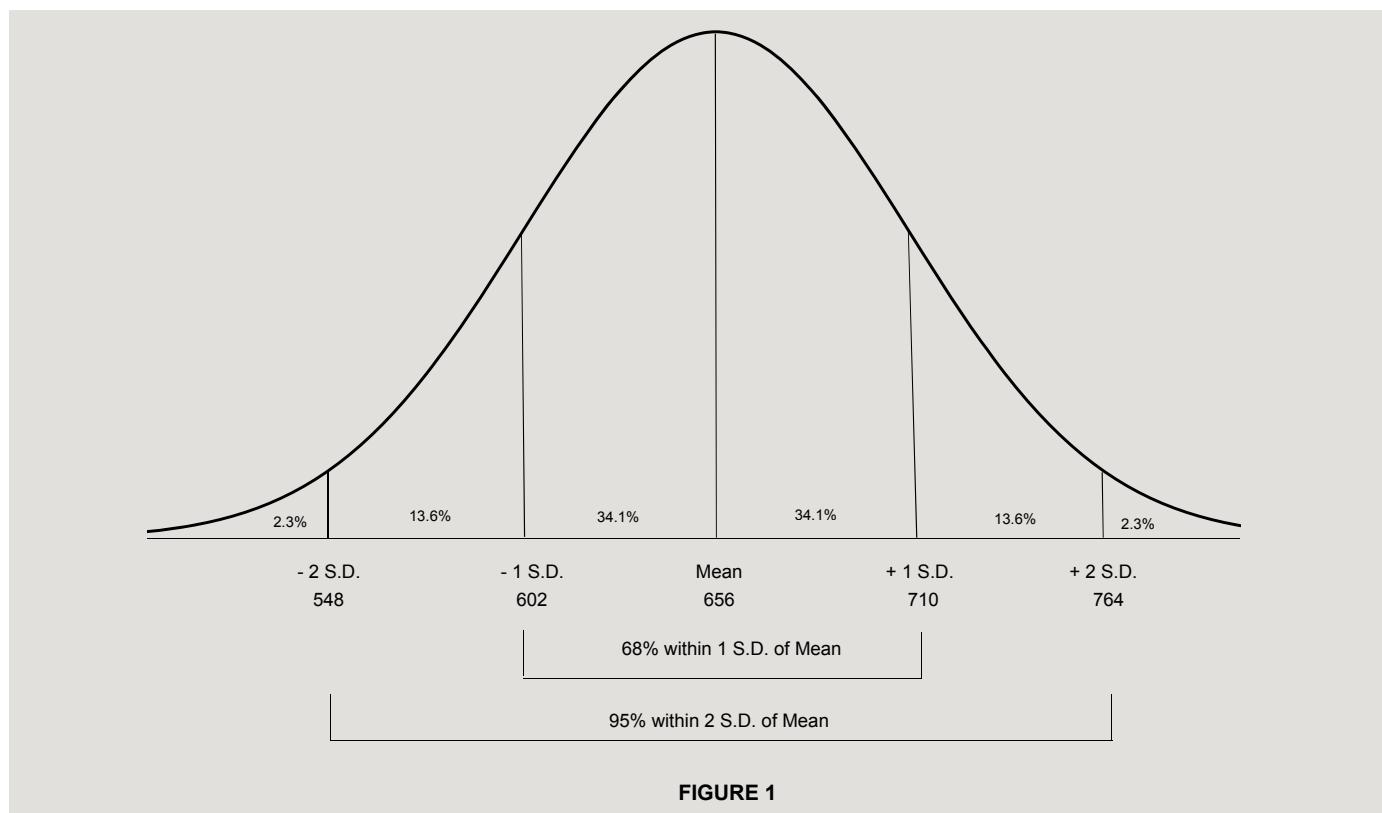


Standard Deviation

The standard deviation is a statistic that indicates how much variation exists in a set of scores. A group with many high scores and many low scores will have a large standard deviation. A group of scores that are all close together will have a small standard deviation. If a group of scores has a normal distribution (the familiar bell-shaped curve), as is the case for national norm groups on many tests, about 68% of scores will fall within one standard deviation of the mean. About 16% of the scores will be more than one standard deviation below the mean score and about 16% will be more than one standard deviation above the mean.

Figure 1 illustrates the relationship between standard deviation and test scores. The mean score for this test is 656 and the standard deviation is 54 points. One standard deviation above the mean is a score of 710, and 34% of the test-taking population earn scores that are between 656 and 710. Similarly, another 34% of the population score within one standard deviation below the mean, or between 602 and 656. This means that 68% of the test-taking population score within one standard deviation (54 points) above or below the mean score (656), or between 602 and 710. More than 13% score between one and two standard deviations above or below the mean, so that a total of 95% of the test takers score within two standard deviations of the mean, or between 548 and 764. Notice that less than 5% of test takers score more than two standard deviations above or below the mean.

An understanding of how means and standard deviations are related can help you to compare how students perform relative to the entire test-taking population and may help you to identify those who are “average,” “above/below average,” or “exceptional” in either direction. You may be aware that a score of 770 on the reading comprehension section is very good. However, when you consult Figure 1, you will see that such a score is greater than two standard deviations above the mean, and that you have before you a student who has scored in the top 2% of all test takers.





Reliability of Test Scores

Reliability is the tendency of test scores to be consistent on two or more occasions of testing, if there is no real change in the test taker's abilities. Most concern focuses on reliability as it involves the specific questions that a student answers. As the questions on a particular test represent a mere sample of the many questions that could possibly have been included, one must consider how closely the test results agree with the results that would have been produced by a different set of similar questions.

For scaled scores, a reliability coefficient of 1.00 indicates perfect reliability; a coefficient of .00 indicates no reliability at all. The Middle Level SSAT tests have reliability coefficients ranging between .82 and .93. The Upper Level SSAT tests have reliability coefficients ranging between .82 and .94.

Standard Error of Measurement (SEM)

Standard Error of Measurement (SEM) does not mean that someone has made a mistake in administering or scoring the test. It only means that students' scores on a test tend to differ somewhat from the scores they would earn if the test were perfectly reliable (true score). In reality, however, a perfectly reliable test is never realized. Standard Error of Measurement (SEM) measures how a student's test scores vary from his or her "true score" (see "True Score" on page 18).

The crucial use of the SEM is to treat each scaled score as a band rather than as a point when using scores to make decisions about test takers. It is a common practice to extend the band one SEM above the obtained score and one SEM below the obtained score. For example, the SEM of the Upper Level test is 21 on verbal. If a student gets a scaled score of 698 on verbal, there is a 68% chance that his/her score will fluctuate between 677 (one SEM below 698) and 719 (one SEM above 698) if he or she takes the test again.

The chart that follows specifies the Standard Error of Measurement for each section of the test.

Section	Upper Level Forms SEM	Middle Level Forms SEM
Reading Comprehension	21 points	19 points
Verbal	21 points	16 points
Quantitative	19 points	14 points

Standard Error of Difference (SED)

Because test scores are not perfect measures of ability, we expect an examinee's scores to differ if the person takes the test more than once (see "Standard Error of Measurement" above). In the same way, we should expect the scores of two examinees of equal ability to differ. *The Standard Error of the Difference (SED)* is an index of the average-sized difference that we would expect between test scores of two examinees of equal ability. If the test scores of two examinees differ by less than the SED, there is no substantial evidence that the two examinees differ in ability. As the test scores differ by an amount greater than the SED (say, two times the SED), then we may have confidence that the two individuals truly differ in ability as measured by the test.

The SED is calculated as $\sqrt{2} \times SEM$. For example, the SEM of the SSAT Upper Level test is 21 points on verbal. The SED is roughly 30 points. If two individuals' verbal scores differ more than 45 points (1.5 times the SED), then we may have confidence that the two individuals truly differ in their verbal abilities as measured by the SSAT.



True Score

True score is a hypothetical concept indicating what an individual's score on a test would be if the test were perfectly reliable. It is thought of as the hypothetical average of an infinite number of obtained scores for a test taker with the effect of practice removed.

Validity

Test validity refers to the degree to which evidence exists to support the interpretation of test scores for particular purposes. It is important to note that we validate a test score for a particular use (e.g., admission, placement), and that validity is not the property of a test in and of itself. This means that as opposed to talking about a test as simply valid or not valid, one should instead state, for example, "There is a great deal of validity evidence to support the use of SSAT scores for independent school admission decisions." This also represents the notion that validity is a matter of degree and not absolute. It is therefore very important to gather validity evidence over time to either enhance, confirm or contradict previous findings.

There are various sources of validity evidence that can be examined, such as the content tested (e.g., subject area and types of items), the internal structure of the test (e.g., reliability and other psychometric properties), and relationships between the test scores and other variables (e.g., correlations with the outcomes the test is expected to predict). The SSAT is primarily used in making independent school admission decisions. For that reason, admission officers are interested in its ability to predict first-year school grades. In spring 2015, The Enrollment Management Association conducted a predictive validity study. We received responses from 59 schools, with 2,918 Middle Level students and 13,744 Upper Level students.

The results showed that both Middle and Upper Level SSATs are strong predictors the first year GPA (FYGPA). The correlation coefficients of individual section scores (verbal, quantitative, and reading) with FYGPA range from 0.44 to 0.53 for the Middle Level test, and from 0.44 to 0.50 for the Upper Level test. The total SSAT score (V, Q, R) correlates even higher: 0.54 for the Middle Level and 0.53 for the Upper Level.

Test Speededness

The SSAT began a transition from a speeded to a non-speeded test in the 2003-2004 test year. The transition was completed in the 2004-2005 test year.

A test section is *speeded* to the extent that performance on it is determined by the number of questions examinees have time to answer. There is no single criterion to determine test speededness, but several criteria can be used together. One measure is provided by the percent of the test takers who reached at least three-quarters of the questions in a timed section. A test section may be regarded as being virtually unspeeded if essentially all test takers reach at least three-quarters of all the items in that section.

In the 2004-2005 test year, all sections of the SSAT were essentially unspeeded. For example, a typical Upper Level form, analyzed for grade 8 students, shows that three-quarters of the items in the verbal section were reached by 99.9% of the students, 99.7% for the quantitative sections, and 99% for the reading comprehension section. Corresponding percents for grade 6 students who took the Middle Level form are 99.9% (verbal), 99.9% (quantitative), and 97.7% (reading).



Appendices

Appendix A:

SSAT Program Norms by Gender and Grade

The norms presented in the following tables are based on first-time test takers who tested at a United States or Canadian Standard administration of the Secondary School Admission Test between August 1, 2017 and July 31, 2020. If a student tested multiple times, only the first test scores were used to calculate the norms. They are not representative of students in general throughout the country, nor are they representative of all students enrolled in independent schools.

Percentiles reported on individual score report forms are based on the performance of students of the same grade and of the same grade level and gender and may be found in the following tables.

Guide to Reading Tables

Verbal	V
Quantitative	Q
Reading Comprehension	R

**Table 1A**
PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST
5TH GRADE - VERBAL, QUANTITATIVE, AND READING

Based on United States and Canadian Standard First Time Test Takers August 2017-July 2020

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
710	99	99	99	99	99	99	99	99	99
707	99	99	99	99	99	99	99	99	99
704	99	99	99	99	99	99	99	99	99
701	99	99	99	98	98	99	99	99	99
698	99	99	99	98	98	99	98	99	99
695	98	99	98	98	97	98	98	98	98
692	98	99	98	97	96	98	98	98	98
689	98	99	98	97	95	98	97	97	98
686	97	98	97	96	94	97	97	96	97
683	97	98	97	95	94	96	96	96	96
680	96	97	96	95	93	96	95	95	96
677	96	97	95	94	92	95	94	94	95
674	95	96	95	93	90	94	94	93	95
671	94	95	94	92	89	94	93	92	94
668	93	94	93	90	88	93	92	91	93
665	92	93	92	89	87	91	91	90	92
662	91	92	91	88	85	90	90	89	91
659	90	92	90	87	84	89	88	87	89
656	89	91	89	85	82	88	87	86	88
653	87	90	88	84	80	86	86	85	87
650	86	88	87	82	79	85	84	83	86
647	84	87	84	80	77	83	82	82	84
644	83	86	83	78	75	82	81	80	82
641	81	84	82	77	73	80	79	78	81
638	80	83	79	74	71	78	77	76	79
635	78	81	78	72	69	77	75	75	77
632	76	79	76	70	67	75	73	73	76
629	74	78	73	68	65	73	71	71	73
626	72	76	72	66	62	72	69	69	72
623	70	74	70	64	60	69	67	67	70
620	67	72	68	61	57	67	64	64	68
617	65	70	66	59	55	65	62	62	66
614	63	68	64	57	53	63	60	60	64
611	61	66	62	55	51	61	58	58	62
608	59	63	60	52	49	59	55	56	59
605	56	61	57	50	46	57	53	53	57
602	53	59	54	47	44	55	50	51	55
599	51	57	52	46	42	52	48	49	52
596	48	54	49	43	39	50	46	46	50
593	46	51	46	41	37	48	43	44	47
590	43	49	44	39	35	46	41	42	45
587	40	46	42	37	33	43	39	39	43
584	38	44	39	35	31	41	37	37	40
581	36	42	37	33	29	39	34	35	38
578	33	39	34	30	27	36	32	33	35
575	31	37	31	28	25	34	30	31	33

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
572	29	34	29	26	23	31	27	28	30
569	26	31	26	24	22	29	25	26	28
566	25	30	24	23	20	27	24	25	26
563	22	27	22	21	18	25	22	23	24
560	21	25	21	19	17	23	20	21	22
557	19	23	19	18	15	22	19	19	20
554	17	21	17	17	14	20	17	17	19
551	16	18	15	15	13	18	15	15	17
548	14	17	14	14	11	16	14	14	15
545	13	15	12	12	10	15	13	12	13
542	11	13	11	11	9	13	11	11	12
539	10	11	9	10	8	12	10	9	10
536	8	10	8	9	7	10	8	8	9
533	7	8	7	8	6	9	8	7	8
530	6	7	6	7	5	8	7	6	7
527	5	6	5	6	4	7	6	5	6
524	5	5	4	5	3	6	5	4	5
521	4	4	4	5	3	6	4	3	5
518	4	3	3	4	2	5	4	3	4
515	3	3	3	3	2	4	3	2	3
512	3	2	2	3	1	3	2	1	2
509	2	1	2	2	1	2	1	1	2
506	2	1	2	2	1	2	2	1	2
503	2	1	1	1	1	1	1	1	2
500	1	1	1	1	1	1	1	1	1
497	1	1	1	1	1	1	1	1	1
494	1	1	1	1	1	1	1	1	1
491	1	1	1	1	1	1	1	1	1
488	1	1	1	1	1	1	1	1	1
485	1	1	1	1	1	1	1	1	1
482	1	1	1	1	1	1	1	1	1
479	1	1	1	1	1	1	1	1	1
476	1	1	1	1	1	1	1	1	1
473	1	1	1	1	1	1	1	1	1
470	1	1	1	1	1	1	1	1	1
467	1	1	1	1	1	1	1	1	1
464	1	1	1	1	1	1	1	1	1
461	1	1	1	1	1	1	1	1	1
458	1	1	1	1	1	1	1	1	1
455	1	1	1	1	1	1	1	1	1
452	1	1	1	1	1	1	1	1	1
449	1	1	1	1	1	1	1	1	1
446	1	1	1	1	1	1	1	1	1
443	1	1	1	1	1	1	1	1	1
440	1	1	1	1	1	1	1	1	1

Table 1B**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST
5TH GRADE - TOTAL SCALED SCORES**

Based on United States and Canadian Standard First Time Test Takers August 2017-July 2020

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
1926	85	80	82	1722	29	25	27	1518	1	1	1
1923	85	79	82	1719	28	24	26	1515	1	1	1
1920	84	78	81	1716	27	24	25	1512	1	1	1
1917	84	78	80	1713	26	23	25	1509	1	1	1
1914	83	77	80	1710	25	22	24	1506	1	1	1
1911	83	76	79	1707	25	22	23	1503	1	1	1
1908	82	75	78	1704	24	21	22	1500	1	1	1
1905	81	75	78	1701	23	20	22	1497	1	1	1
1902	81	74	77	1698	22	20	21	1494	1	1	1
1899	80	73	76	1695	21	19	20	1491	1	1	1
1896	79	72	76	1692	21	18	19	1488	1	1	1
1893	78	72	75	1689	20	18	19	1485	1	1	1
1890	78	71	74	1686	19	17	18	1482	1	1	1
1887	77	70	74	1683	18	17	17	1479	1	1	1
1884	76	70	73	1680	18	16	17	1476	1	1	1
1881	76	69	72	1677	17	16	16	1473	1	1	1
1878	75	69	72	1674	16	15	16	1470	1	1	1
1875	74	68	71	1671	16	14	15	1467	1	1	1
1872	74	67	70	1668	15	14	14	1464	1	1	1
1869	73	66	69	1665	15	13	14	1461	1	1	1
1866	72	65	69	1662	14	13	13	1458	1	1	1
1863	71	64	68	1659	14	12	13	1455	1	1	1
1860	71	64	67	1656	13	12	12	1452	1	1	1
1857	70	63	66	1653	12	11	12	1449	1	1	1
1854	69	62	65	1650	12	11	11	1446	1	1	1
1851	68	61	65	1647	11	11	11	1443	1	1	1
1848	68	60	64	1644	10	10	10	1440	1	1	1
1845	67	59	63	1641	10	10	10	1437	1	1	1
1842	66	58	62	1638	9	9	9	1434	1	1	1
1839	65	57	61	1635	9	9	9	1431	1	1	1
1836	64	57	60	1632	8	8	8	1428	1	1	1
1833	64	56	59	1629	8	8	8	1425	1	1	1
1830	63	55	59	1626	7	8	8	1422	1	1	1
1827	62	54	58	1623	7	7	7	1419	1	1	1
1824	61	53	57	1620	7	7	7	1416	1	1	1
1821	60	53	56	1617	6	7	6	1413	1	1	1
1818	59	52	55	1614	6	6	6	1410	1	1	1
1815	58	51	54	1611	5	6	6	1407	1	1	1
1812	57	50	53	1608	5	5	5	1404	1	1	1
1809	57	49	53	1605	5	5	5	1401	1	1	1
1806	56	48	52	1602	4	5	5	1398	1	1	1
1803	55	47	51	1599	4	5	4	1395	1	1	1
1800	54	47	50	1596	4	4	4	1392	1	1	1
1797	53	45	49	1593	4	4	4	1389	1	1	1
1794	52	45	48	1590	3	4	4	1386	1	1	1
1791	51	44	47	1587	3	3	3	1383	1	1	1
1788	50	43	46	1584	3	3	3	1380	1	1	1
1785	49	42	45	1581	3	3	3	1377	1	1	1
1782	48	41	45	1578	2	3	3	1374	1	1	1
1779	47	40	44	1575	2	3	3	1371	1	1	1
1776	47	39	43	1572	2	3	2	1368	1	1	1
1773	46	39	42	1569	2	3	2	1365	1	1	1
1770	45	38	41	1566	2	2	2	1362	1	1	1
1767	44	37	40	1563	2	2	2	1359	1	1	1
1764	43	36	39	1560	1	2	2	1356	1	1	1
1761	42	35	38	1557	1	2	1	1353	1	1	1
1758	41	35	38	1554	1	1	1	1350	1	1	1
1755	40	34	37	1551	1	1	1	1347	1	1	1
1752	39	33	36	1548	1	1	1	1344	1	1	1
1749	38	32	35	1545	1	1	1	1341	1	1	1
1746	37	31	34	1542	1	1	1	1338	1	1	1
1743	36	30	33	1539	1	1	1	1335	1	1	1
1740	35	30	32	1536	1	1	1	1332	1	1	1
1737	34	29	31	1533	1	1	1	1329	1	1	1
1734	33	28	30	1530	1	1	1	1326	1	1	1
1731	32	27	29	1527	1	1	1	1323	1	1	1
1728	31	27	29	1524	1	1	1	1320	1	1	1
1725	30	26	28	1521	1	1	1				

Table 2A**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST
6TH GRADE - VERBAL, QUANTITATIVE, AND READING**

Based on United States and Canadian Standard First Time Test Takers August 2017-July 2020

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
710	99	99	99	99	99	99	99	99	99
707	97	99	98	97	98	98	97	98	98
704	96	99	98	96	97	98	96	98	98
701	95	98	97	95	96	97	95	97	97
698	95	97	97	94	95	97	94	96	97
695	94	96	95	93	93	95	93	95	95
692	93	95	94	92	92	94	92	93	94
689	92	94	93	90	90	94	91	92	94
686	90	93	91	89	88	92	90	90	92
683	89	92	90	88	86	91	89	89	91
680	88	90	89	87	84	90	87	87	90
677	86	89	88	85	82	89	86	85	88
674	85	88	87	83	80	87	84	83	87
671	83	86	86	81	77	86	82	81	86
668	81	84	84	80	75	85	80	79	84
665	79	82	82	77	73	83	78	77	83
662	78	80	80	76	70	81	77	75	81
659	75	78	78	74	67	79	74	72	79
656	73	76	77	72	65	78	73	70	77
653	72	74	75	70	62	76	71	68	76
650	70	72	74	68	60	75	69	66	74
647	68	69	71	66	58	72	67	63	72
644	66	67	69	63	55	70	64	60	70
641	63	65	67	61	53	68	62	58	67
638	61	63	64	59	50	66	60	56	65
635	59	61	63	56	48	64	58	54	63
632	56	58	61	54	45	62	55	51	62
629	54	55	58	52	43	59	53	49	59
626	51	53	56	50	41	58	51	47	57
623	49	51	53	48	39	55	48	44	54
620	47	48	51	45	37	53	46	42	52
617	44	46	49	43	35	51	43	40	50
614	42	44	46	41	33	49	42	38	48
611	39	42	44	38	31	46	39	36	45
608	38	40	41	36	29	44	37	34	43
605	35	37	40	34	27	42	35	32	41
602	33	35	37	32	25	39	33	30	39
599	32	33	35	31	24	37	31	28	36
596	30	31	34	29	22	36	29	26	35
593	28	29	31	27	20	33	27	24	32
590	26	27	29	25	19	32	26	22	30
587	24	25	27	24	18	30	24	21	29
584	22	23	25	22	17	28	22	20	27
581	21	21	24	21	16	26	21	18	25
578	19	20	21	19	15	24	19	17	23
575	18	18	19	18	14	23	18	16	21

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
572	16	16	17	16	13	21	16	14	19
569	15	15	16	15	12	20	15	13	18
566	13	13	15	14	11	18	14	12	16
563	13	12	13	13	10	16	13	11	15
560	11	11	12	12	9	15	11	10	14
557	10	10	11	11	8	14	10	9	13
554	9	8	10	10	7	12	9	8	11
551	8	7	9	9	6	11	8	7	10
548	7	7	8	8	6	10	7	6	9
545	6	6	7	7	5	9	7	5	8
542	5	5	6	6	4	8	6	5	7
539	5	4	5	6	4	7	5	4	6
536	4	4	5	5	3	7	5	3	6
533	4	3	4	5	3	6	4	3	5
530	3	3	3	4	2	5	4	2	4
527	3	2	3	4	2	4	3	2	4
524	3	2	3	3	2	4	3	2	3
521	2	1	2	3	2	3	2	1	3
518	2	1	2	2	1	3	2	1	2
515	2	1	2	2	1	2	2	1	2
512	1	1	1	2	1	2	1	1	2
509	1	1	1	1	1	2	1	1	1
506	1	1	1	1	1	1	1	1	1
503	1	1	1	1	1	1	1	1	1
500	1	1	1	1	1	1	1	1	1
497	1	1	1	1	1	1	1	1	1
494	1	1	1	1	1	1	1	1	1
491	1	1	1	1	1	1	1	1	1
488	1	1	1	1	1	1	1	1	1
485	1	1	1	1	1	1	1	1	1
482	1	1	1	1	1	1	1	1	1
479	1	1	1	1	1	1	1	1	1
476	1	1	1	1	1	1	1	1	1
473	1	1	1	1	1	1	1	1	1
470	1	1	1	1	1	1	1	1	1
467	1	1	1	1	1	1	1	1	1
464	1	1	1	1	1	1	1	1	1
461	1	1	1	1	1	1	1	1	1
458	1	1	1	1	1	1	1	1	1
455	1	1	1	1	1	1	1	1	1
452	1	1	1	1	1	1	1	1	1
449	1	1	1	1	1	1	1	1	1
446	1	1	1	1	1	1	1	1	1
443	1	1	1	1	1	1	1	1	1
440	1	1	1	1	1	1	1	1	1

Table 2B**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST
6TH GRADE - TOTAL SCALED SCORES**

Based on United States and Canadian Standard First Time Test Takers August 2017-July 2020

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
2130	99	99	99	1926	67	63	65	1722	14	14	14
2127	99	99	99	1923	66	62	64	1719	14	14	14
2124	99	99	99	1920	65	62	63	1716	13	13	13
2121	99	99	99	1917	65	61	62	1713	13	13	13
2118	99	99	99	1914	64	60	62	1710	12	13	12
2115	99	99	99	1911	63	59	61	1707	12	12	12
2112	99	99	99	1908	62	58	60	1704	11	11	11
2109	99	99	99	1905	61	57	59	1701	11	11	11
2106	99	99	99	1902	60	56	58	1698	10	11	11
2103	99	98	99	1899	60	56	57	1695	10	10	10
2100	99	98	98	1896	59	55	57	1692	10	10	10
2097	98	98	98	1893	58	54	56	1689	9	10	9
2094	98	97	98	1890	57	53	55	1686	9	9	9
2091	98	97	98	1887	57	52	54	1683	8	9	9
2088	98	97	97	1884	56	51	53	1680	8	9	8
2085	97	97	97	1881	55	51	52	1677	8	8	8
2082	97	96	97	1878	54	49	51	1674	7	8	8
2079	97	96	96	1875	53	48	50	1671	7	8	7
2076	97	95	96	1872	52	47	50	1668	7	7	7
2073	96	95	95	1869	51	47	49	1665	6	7	7
2070	96	95	95	1866	50	46	48	1662	6	7	6
2067	96	94	95	1863	50	45	47	1659	6	7	6
2064	95	94	94	1860	49	44	46	1656	5	6	6
2061	95	93	94	1857	48	43	45	1653	5	6	6
2058	94	93	93	1854	47	42	44	1650	5	6	5
2055	94	92	93	1851	46	42	44	1647	5	6	5
2052	93	92	92	1848	45	41	43	1644	5	5	5
2049	93	91	92	1845	45	40	42	1641	4	5	5
2046	93	91	92	1842	44	39	41	1638	4	5	5
2043	92	90	91	1839	43	38	40	1635	4	5	4
2040	92	90	91	1836	42	38	40	1632	4	4	4
2037	91	89	90	1833	41	37	39	1629	3	4	4
2034	91	89	90	1830	40	36	38	1626	3	4	4
2031	90	88	89	1827	39	35	37	1623	3	4	3
2028	90	88	89	1824	38	35	36	1620	3	3	3
2025	89	87	88	1821	37	34	36	1617	3	3	3
2022	89	87	88	1818	37	33	35	1614	3	3	3
2019	88	86	87	1815	36	32	34	1611	2	3	3
2016	87	85	86	1812	35	32	33	1608	2	3	3
2013	87	85	86	1809	34	31	32	1605	2	3	2
2010	86	84	85	1806	34	30	32	1602	2	2	2
2007	86	84	85	1803	33	29	31	1599	2	2	2
2004	85	83	84	1800	32	29	30	1596	2	2	2
2001	84	82	83	1797	31	28	29	1593	2	2	2
1998	84	82	83	1794	30	28	29	1590	1	2	2
1995	83	81	82	1791	30	27	28	1587	1	2	2
1992	83	80	81	1788	29	26	27	1584	1	1	1
1989	82	79	81	1785	28	25	27	1581	1	1	1
1986	82	79	80	1782	27	25	26	1578	1	1	1
1983	81	78	80	1779	27	24	25	1575	1	1	1
1980	80	77	79	1776	26	24	25	1572	1	1	1
1977	80	77	78	1773	25	23	24	1569	1	1	1
1974	79	76	77	1770	24	22	23	1566	1	1	1
1971	78	75	76	1767	24	22	23	1563	1	1	1
1968	77	74	76	1764	23	21	22	1560	1	1	1
1965	77	73	75	1761	22	21	21	1557	1	1	1
1962	76	72	74	1758	21	20	21	1554	1	1	1
1959	75	72	73	1755	21	19	20	1551	1	1	1
1956	75	71	73	1752	20	19	19	1548	1	1	1
1953	74	70	72	1749	19	18	19	1545	1	1	1
1950	73	69	71	1746	19	18	18	1542	1	1	1
1947	72	69	70	1743	18	17	18	1539	1	1	1
1944	72	68	70	1740	18	17	17	1536	1	1	1
1941	71	67	69	1737	17	17	17	1533	1	1	1
1938	70	66	68	1734	17	16	16	1530	1	1	1
1935	69	66	67	1731	16	15	16	1527	1	1	1
1932	68	65	67	1728	16	15	15	1524	1	1	1
1929	68	64	66	1725	15	15	15	1521	1	1	1

Table 3A**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST
7TH GRADE - VERBAL, QUANTITATIVE, AND READING**

Based on United States and Canadian Standard First Time Test Takers August 2017-July 2020

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
710	99	99	99	99	99	99	99	99	99
707	95	98	96	94	95	97	94	97	96
704	93	97	94	93	94	96	93	96	95
701	92	96	92	92	93	94	92	94	93
698	90	95	92	91	91	93	90	93	93
695	89	94	90	89	89	92	89	91	91
692	87	92	88	88	87	91	87	89	89
689	85	90	87	86	83	90	86	86	88
686	83	88	84	84	81	88	83	84	86
683	81	86	82	83	78	86	82	82	84
680	79	84	81	81	75	85	80	79	83
677	77	81	79	78	73	83	78	77	81
674	75	78	77	76	70	81	76	74	79
671	73	75	75	74	67	79	74	71	77
668	71	72	73	71	64	77	71	68	75
665	69	70	71	69	61	75	69	65	73
662	67	67	69	67	58	73	67	62	71
659	64	64	66	64	55	70	64	59	68
656	61	61	64	62	52	68	62	56	66
653	59	58	62	60	50	66	59	54	64
650	57	56	60	57	47	64	57	51	62
647	54	53	56	55	44	61	55	48	59
644	52	51	54	53	41	59	53	46	57
641	50	48	52	51	39	56	50	43	54
638	47	45	49	49	37	54	48	41	52
635	45	43	48	47	34	52	46	38	50
632	43	40	46	45	32	50	44	36	48
629	40	37	43	42	30	47	41	34	45
626	38	35	42	40	28	45	39	32	44
623	36	33	40	38	26	43	37	30	42
620	33	31	37	36	25	41	35	28	39
617	31	29	35	34	23	39	32	26	37
614	30	27	33	32	22	37	31	24	35
611	27	26	31	30	20	35	29	23	33
608	25	24	29	28	19	33	27	21	32
605	24	22	28	26	17	32	25	20	30
602	22	21	25	25	17	30	24	19	28
599	21	19	23	23	15	28	22	17	26
596	20	18	21	21	14	26	20	16	24
593	18	16	19	20	13	24	19	15	22
590	17	15	18	19	12	23	18	13	21
587	15	14	17	17	11	21	16	12	19
584	14	13	15	16	10	19	15	11	17
581	13	12	14	15	9	18	14	10	16
578	13	11	12	14	8	17	13	10	15
575	11	10	11	12	8	15	12	9	13

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
572	10	9	10	11	7	14	11	8	12
569	9	8	9	10	6	13	10	7	11
566	9	7	8	9	6	12	9	6	10
563	8	7	8	9	5	11	8	6	9
560	7	6	7	8	5	10	8	5	9
557	6	5	6	7	4	9	7	5	8
554	6	5	6	6	4	8	6	4	7
551	5	4	5	6	3	7	6	4	6
548	5	4	4	5	3	7	5	3	5
545	4	3	4	5	2	6	5	3	5
542	4	3	3	4	2	5	4	2	4
539	3	2	3	4	2	4	4	2	4
536	3	2	2	3	2	4	3	2	3
533	3	1	2	3	1	4	3	1	3
530	2	1	2	3	1	3	2	1	2
527	2	1	1	2	1	3	2	1	2
524	2	1	1	2	1	2	2	1	2
521	2	1	1	2	1	2	2	1	1
518	1	1	1	2	1	2	2	1	1
515	1	1	1	2	1	2	1	1	1
512	1	1	1	1	1	1	1	1	1
509	1	1	1	1	1	1	1	1	1
506	1	1	1	1	1	1	1	1	1
503	1	1	1	1	1	1	1	1	1
500	1	1	1	1	1	1	1	1	1
497	1	1	1	1	1	1	1	1	1
494	1	1	1	1	1	1	1	1	1
491	1	1	1	1	1	1	1	1	1
488	1	1	1	1	1	1	1	1	1
485	1	1	1	1	1	1	1	1	1
482	1	1	1	1	1	1	1	1	1
479	1	1	1	1	1	1	1	1	1
476	1	1	1	1	1	1	1	1	1
473	1	1	1	1	1	1	1	1	1
470	1	1	1	1	1	1	1	1	1
467	1	1	1	1	1	1	1	1	1
464	1	1	1	1	1	1	1	1	1
461	1	1	1	1	1	1	1	1	1
458	1	1	1	1	1	1	1	1	1
455	1	1	1	1	1	1	1	1	1
452	1	1	1	1	1	1	1	1	1
449	1	1	1	1	1	1	1	1	1
446	1	1	1	1	1	1	1	1	1
443	1	1	1	1	1	1	1	1	1
440	1	1	1	1	1	1	1	1	1

Table 3B**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST
7TH GRADE - TOTAL SCALED SCORES**

Based on United States and Canadian Standard First Time Test Takers August 2017-July 2020

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
2130	99	99	99	1926	51	50	51	1722	7	8	8	1518	1	1	1
2127	99	99	99	1923	50	49	50	1719	7	8	7	1515	1	1	1
2124	99	99	99	1920	50	49	49	1716	7	7	7	1512	1	1	1
2121	99	99	99	1917	49	48	48	1713	6	7	7	1509	1	1	1
2118	99	99	99	1914	48	47	47	1710	6	7	6	1506	1	1	1
2115	99	98	99	1911	47	46	46	1707	6	7	6	1503	1	1	1
2112	98	98	98	1908	46	45	45	1704	5	6	6	1500	1	1	1
2109	98	98	98	1905	45	44	44	1701	5	6	6	1497	1	1	1
2106	98	97	98	1902	44	43	43	1698	5	6	6	1494	1	1	1
2103	98	97	97	1899	43	42	43	1695	5	6	5	1491	1	1	1
2100	97	96	97	1896	42	41	42	1692	5	5	5	1488	1	1	1
2097	97	96	96	1893	42	40	41	1689	4	5	5	1485	1	1	1
2094	96	95	96	1890	41	39	40	1686	4	5	5	1482	1	1	1
2091	95	95	95	1887	40	39	39	1683	4	5	4	1479	1	1	1
2088	95	94	94	1884	39	38	38	1680	4	4	4	1476	1	1	1
2085	94	94	94	1881	38	37	38	1677	4	4	4	1473	1	1	1
2082	94	93	94	1878	37	37	37	1674	3	4	4	1470	1	1	1
2079	93	93	93	1875	37	36	36	1671	3	4	3	1467	1	1	1
2076	92	92	92	1872	36	35	35	1668	3	3	3	1464	1	1	1
2073	92	91	92	1869	35	35	35	1665	3	3	3	1461	1	1	1
2070	92	91	91	1866	34	34	34	1662	3	3	3	1458	1	1	1
2067	91	90	90	1863	33	33	33	1659	3	3	3	1455	1	1	1
2064	90	89	90	1860	33	32	32	1656	2	3	3	1452	1	1	1
2061	89	89	89	1857	31	32	32	1653	2	3	2	1449	1	1	1
2058	89	88	88	1854	30	31	31	1650	2	3	2	1446	1	1	1
2055	88	87	88	1851	30	30	30	1647	2	2	2	1443	1	1	1
2052	87	87	87	1848	29	30	29	1644	2	2	2	1440	1	1	1
2049	86	86	86	1845	28	29	29	1641	2	2	2	1437	1	1	1
2046	85	85	85	1842	28	29	28	1638	2	2	2	1434	1	1	1
2043	85	85	85	1839	27	28	27	1635	2	2	2	1431	1	1	1
2040	84	84	84	1836	26	27	27	1632	1	2	2	1428	1	1	1
2037	83	83	83	1833	26	26	26	1629	1	2	2	1425	1	1	1
2034	82	83	83	1830	25	26	25	1626	1	2	2	1422	1	1	1
2031	82	82	82	1827	24	25	25	1623	1	2	2	1419	1	1	1
2028	81	81	81	1824	24	25	24	1620	1	2	1	1416	1	1	1
2025	80	80	80	1821	24	24	24	1617	1	2	1	1413	1	1	1
2022	80	79	79	1818	23	24	23	1614	1	1	1	1410	1	1	1
2019	79	78	78	1815	22	23	23	1611	1	1	1	1407	1	1	1
2016	78	77	77	1812	22	22	22	1608	1	1	1	1404	1	1	1
2013	77	76	76	1809	21	22	21	1605	1	1	1	1401	1	1	1
2010	76	75	75	1806	20	21	21	1602	1	1	1	1398	1	1	1
2007	75	74	75	1803	20	20	20	1599	1	1	1	1395	1	1	1
2004	74	73	74	1800	19	20	19	1596	1	1	1	1392	1	1	1
2001	74	72	73	1797	18	19	19	1593	1	1	1	1389	1	1	1
1998	73	72	72	1794	18	19	18	1590	1	1	1	1386	1	1	1
1995	72	71	71	1791	17	18	18	1587	1	1	1	1383	1	1	1
1992	71	70	70	1788	17	18	17	1584	1	1	1	1380	1	1	1
1989	70	69	70	1785	16	17	17	1581	1	1	1	1377	1	1	1
1986	70	68	69	1782	15	17	16	1578	1	1	1	1374	1	1	1
1983	69	67	68	1779	15	16	16	1575	1	1	1	1371	1	1	1
1980	68	66	67	1776	14	16	15	1572	1	1	1	1368	1	1	1
1977	67	65	66	1773	14	15	15	1569	1	1	1	1365	1	1	1
1974	66	64	65	1770	13	15	14	1566	1	1	1	1362	1	1	1
1971	65	63	64	1767	13	14	13	1563	1	1	1	1359	1	1	1
1968	64	63	63	1764	12	14	13	1560	1	1	1	1356	1	1	1
1965	63	62	62	1761	12	13	12	1557	1	1	1	1353	1	1	1
1962	62	61	61	1758	11	13	12	1554	1	1	1	1350	1	1	1
1959	61	60	60	1755	11	12	12	1551	1	1	1	1347	1	1	1
1956	60	59	60	1752	10	12	11	1548	1	1	1	1344	1	1	1
1953	59	58	59	1749	10	11	11	1545	1	1	1	1341	1	1	1
1950	58	57	58	1746	10	11	10	1542	1	1	1	1338	1	1	1
1947	57	57	57	1743	9	11	10	1539	1	1	1	1335	1	1	1
1944	56	56	56	1740	9	10	10	1536	1	1	1	1332	1	1	1
1941	55	55	55	1737	8	10	9	1533	1	1	1	1329	1	1	1
1938	55	54	54	1734	8	10	9	1530	1	1	1	1326	1	1	1
1935	54	53	53	1731	8	9	9	1527	1	1	1	1323	1	1	1
1932	53	52	52	1728	8	9	8	1524	1	1	1	1320	1	1	1
1929	52	51	51	1725	7	8	8	1521	1	1	1				

Table 4A**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST
8TH GRADE - VERBAL, QUANTITATIVE, AND READING**

Based on United States and Canadian Standard First Time Test Takers August 2017-July 2020

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
800	99	99	99	99	99	99	99	99	99
797	99	97	99	98	95	99	98	96	99
794	98	97	99	98	94	99	98	96	99
791	98	96	99	98	94	99	98	95	99
788	98	96	99	97	93	99	98	94	99
785	97	95	99	97	92	99	97	94	99
782	97	95	99	97	91	99	97	93	99
779	97	94	99	96	90	99	96	92	99
776	96	94	99	96	89	99	96	92	99
773	96	93	99	95	88	99	95	91	99
770	95	92	98	95	87	99	95	90	98
767	94	92	98	94	86	98	94	89	98
764	94	91	98	93	85	98	94	88	98
761	93	90	98	93	84	98	93	87	98
758	92	89	97	92	83	98	92	86	97
755	92	89	97	91	82	97	91	85	97
752	91	88	97	90	81	97	90	84	97
749	90	87	96	89	80	97	89	83	97
746	89	86	96	88	78	96	89	82	96
743	88	85	95	87	77	96	88	81	95
740	87	83	95	86	76	95	87	80	95
737	86	83	95	85	75	95	86	79	95
734	85	81	94	84	74	95	84	78	94
731	84	80	94	83	72	94	83	76	94
728	82	79	92	82	71	93	82	75	93
725	81	77	91	81	69	92	81	73	92
722	80	76	89	79	68	90	79	72	90
719	78	75	89	78	66	90	78	71	89
716	77	73	87	77	65	88	77	69	87
713	76	72	85	75	63	86	75	68	86
710	74	70	83	74	62	85	74	66	84
707	73	69	82	72	60	83	73	65	83
704	71	67	80	71	59	81	71	63	80
701	69	66	78	70	57	80	69	61	79
698	68	64	76	68	55	78	68	60	77
695	66	62	74	66	53	77	66	58	75
692	65	60	73	65	52	75	65	56	74
689	63	59	70	63	50	73	63	55	71
686	62	57	68	62	48	71	62	53	70
683	60	55	66	60	47	69	60	51	68
680	58	53	64	59	45	67	58	49	66
677	57	51	62	57	44	66	57	48	64
674	55	50	60	55	42	63	55	46	62
671	53	48	58	54	40	62	53	44	60
668	52	46	56	52	39	60	52	42	58
665	50	44	54	50	37	58	50	41	56
662	48	42	52	49	36	56	49	39	54
659	46	41	50	47	34	54	47	37	52
656	45	39	48	46	32	52	45	36	50
653	43	37	46	44	31	50	44	34	48
650	41	35	43	42	29	48	42	32	46

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
647	40	34	42	41	28	46	40	31	44
644	38	32	40	39	27	44	38	30	42
641	36	31	38	37	25	42	37	28	40
638	35	29	36	36	24	40	35	27	38
635	33	27	34	35	23	38	34	25	36
632	31	26	32	33	21	37	32	24	34
629	30	24	30	31	20	35	31	22	32
626	28	23	28	30	19	33	29	21	31
623	27	22	27	28	18	31	27	20	29
620	25	20	25	27	17	30	26	19	27
617	24	19	23	26	16	28	25	17	26
614	22	18	22	24	15	26	23	16	24
611	21	17	20	23	14	25	22	15	22
608	19	15	19	22	13	23	21	14	21
605	18	14	17	21	12	21	19	13	19
602	17	13	16	19	11	20	18	12	18
599	16	12	14	18	10	19	17	11	16
596	15	11	13	17	9	17	16	10	15
593	14	10	12	16	8	16	15	9	14
590	13	9	11	15	8	14	14	8	13
587	12	8	10	13	7	13	13	8	11
584	11	7	9	13	6	12	12	7	10
581	10	7	8	12	6	11	11	6	9
578	9	6	7	11	5	10	10	5	8
575	8	5	6	10	5	9	9	5	7
572	7	5	5	9	4	8	8	4	6
569	6	4	5	8	4	7	7	4	6
566	6	4	4	7	3	6	7	4	5
563	5	3	3	7	3	5	6	3	4
560	5	3	3	6	2	5	5	3	4
557	4	2	2	5	2	4	5	2	3
554	4	2	2	5	2	4	4	2	3
551	3	2	2	4	2	3	4	2	2
548	3	1	1	3	1	3	3	1	2
545	2	1	1	3	1	2	3	1	2
542	2	1	1	3	1	2	2	1	1
539	2	1	1	2	1	1	2	1	1
536	1	1	1	2	1	1	2	1	1
533	1	1	1	2	1	1	1	1	1
530	1	1	1	1	1	1	1	1	1
527	1	1	1	1	1	1	1	1	1
524	1	1	1	1	1	1	1	1	1
521	1	1	1	1	1	1	1	1	1
518	1	1	1	1	1	1	1	1	1
515	1	1	1	1	1	1	1	1	1
512	1	1	1	1	1	1	1	1	1
509	1	1	1	1	1	1	1	1	1
506	1	1	1	1	1	1	1	1	1
503	1	1	1	1	1	1	1	1	1
500	1	1	1	1	1	1	1	1	1

Table 4B**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST
8TH GRADE - TOTAL SCALED SCORES**

Based on United States and Canadian Standard First Time Test Takers August 2017-July 2020

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
2400	99	99	99	2175	85	83	84	1950	38	38	38	1725	4	4	4
2397	99	99	99	2172	85	82	84	1947	38	37	37	1722	3	4	4
2394	99	99	99	2169	84	82	83	1944	37	36	37	1719	3	4	4
2391	99	99	99	2166	84	82	83	1941	36	36	36	1716	3	4	3
2388	99	99	99	2163	84	81	82	1938	36	35	35	1713	3	3	3
2385	99	99	99	2160	83	81	82	1935	35	35	35	1710	3	3	3
2382	99	99	99	2157	83	80	81	1932	34	34	34	1707	3	3	3
2379	99	99	99	2154	82	80	81	1929	34	33	34	1704	2	3	3
2376	99	99	99	2151	82	79	80	1926	33	33	33	1701	2	3	3
2373	99	99	99	2148	81	79	80	1923	32	32	32	1698	2	3	2
2370	99	99	99	2145	81	78	79	1920	32	32	32	1695	2	2	2
2367	99	99	99	2142	80	77	79	1917	31	31	31	1692	2	2	2
2364	99	99	99	2139	79	77	78	1914	30	31	30	1689	2	2	2
2361	99	99	99	2136	79	76	78	1911	30	30	30	1686	2	2	2
2358	99	99	99	2133	78	76	77	1908	29	29	29	1683	1	2	2
2355	99	99	99	2130	78	75	77	1905	29	29	29	1680	1	2	2
2352	99	99	99	2127	77	75	76	1902	28	28	28	1677	1	2	1
2349	99	99	99	2124	77	74	75	1899	27	28	27	1674	1	2	1
2346	99	99	99	2121	76	73	75	1896	27	27	27	1671	1	1	1
2343	99	99	99	2118	76	73	74	1893	26	26	26	1668	1	1	1
2340	99	99	99	2115	75	72	74	1890	25	26	26	1665	1	1	1
2337	99	99	99	2112	74	72	73	1887	25	25	25	1662	1	1	1
2334	99	99	99	2109	74	71	73	1884	24	25	25	1659	1	1	1
2331	99	99	99	2106	73	71	72	1881	24	24	24	1656	1	1	1
2328	99	98	98	2103	73	70	71	1878	23	24	23	1653	1	1	1
2325	98	98	98	2100	72	69	71	1875	23	23	23	1650	1	1	1
2322	98	98	98	2097	72	69	70	1872	22	23	22	1647	1	1	1
2319	98	98	98	2094	71	68	70	1869	21	22	22	1644	1	1	1
2316	98	98	98	2091	70	68	69	1866	21	22	21	1641	1	1	1
2313	98	98	98	2088	70	67	68	1863	20	21	21	1638	1	1	1
2310	98	97	98	2085	69	66	68	1860	20	21	20	1635	1	1	1
2307	98	97	97	2082	68	66	67	1857	19	20	20	1632	1	1	1
2304	98	97	97	2079	68	65	66	1854	19	20	19	1629	1	1	1
2301	97	97	97	2076	67	64	66	1851	18	19	19	1626	1	1	1
2298	97	97	97	2073	66	64	65	1848	18	19	18	1623	1	1	1
2295	97	96	97	2070	66	63	64	1845	17	18	18	1620	1	1	1
2292	97	96	97	2067	65	63	64	1842	17	18	17	1617	1	1	1
2289	97	96	96	2064	64	62	63	1839	16	17	17	1614	1	1	1
2286	97	96	96	2061	64	61	63	1836	16	17	16	1611	1	1	1
2283	96	96	96	2058	63	61	62	1833	15	16	16	1608	1	1	1
2280	96	95	96	2055	62	60	61	1830	15	16	15	1605	1	1	1
2277	96	95	96	2052	62	59	61	1827	14	15	15	1602	1	1	1
2274	96	95	95	2049	61	59	60	1824	14	15	14	1599	1	1	1
2271	96	95	95	2046	60	58	59	1821	13	15	14	1596	1	1	1
2268	95	94	95	2043	60	58	59	1818	13	14	14	1593	1	1	1
2265	95	94	95	2040	59	57	58	1815	13	14	13	1590	1	1	1
2262	95	94	94	2037	58	57	57	1812	12	13	13	1587	1	1	1
2259	95	94	94	2034	58	56	57	1809	12	13	12	1584	1	1	1
2256	95	93	94	2031	57	55	56	1806	11	13	12	1581	1	1	1
2253	94	93	94	2028	56	55	55	1803	11	12	12	1578	1	1	1
2250	94	93	93	2025	56	54	55	1800	11	12	11	1575	1	1	1
2247	94	92	93	2022	55	53	54	1797	10	11	11	1572	1	1	1
2244	94	92	93	2019	54	53	53	1794	10	11	10	1569	1	1	1
2241	93	92	93	2016	53	52	53	1791	9	11	10	1566	1	1	1
2238	93	91	92	2013	53	51	52	1788	9	10	10	1563	1	1	1
2235	93	91	92	2010	52	51	51	1785	9	10	9	1560	1	1	1
2232	92	91	92	2007	51	50	51	1782	8	10	9	1557	1	1	1
2229	92	90	91	2004	51	49	50	1779	8	9	9	1554	1	1	1
2226	92	90	91	2001	50	49	49	1776	8	9	8	1551	1	1	1
2223	92	90	91	1998	49	48	49	1773	7	9	8	1548	1	1	1
2220	91	89	90	1995	49	47	48	1770	7	8	8	1545	1	1	1
2217	91	89	90	1992	48	47	47	1767	7	8	7	1542	1	1	1
2214	91	88	90	1989	47	46	47	1764	7	8	7	1539	1	1	1
2211	90	88	89	1986	47	45	46	1761	6	7	7	1536	1	1	1
2208	90	88	89	1983	46	45	45	1758	6	7	7	1533	1	1	1
2205	89	87	88	1980	45	44	45	1755	6	7	6	1530	1	1	1
2202	89	87	88	1977	45	44	44	1752	6	6	6	1527	1	1	1
2199	89	86	88	1974	44	43	43	1749	5	6	6	1524	1	1	1
2196	88	86	87	1971	43	42	43	1746	5	6	6	1521	1	1	1
2193	88	86	87	1968	42	42	42	1743	5	6	5	1518	1	1	1
2190	87	85	86	1965	42	41	41	1740	5	5	5	1515	1	1	1
2187	87	85	86	1962	41	40	41	1737	5	5	5	1512	1	1	1
2184	87	84	86	1959	40	40	40	1734	4	5	5	1509	1	1	1
2181	86	84	85	1956	40	39	39	1731	4	5	4	1506	1	1	1
2178	86	83	85	1953	39	38	39	1728	4	5	4	1503	1	1	1

Table 5A**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST
9TH GRADE - VERBAL, QUANTITATIVE, AND READING**

Based on United States and Canadian Standard First Time Test Takers August 2017-July 2020

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
800	99	99	99	99	99	99	99	99	99
797	97	95	99	97	91	99	97	93	99
794	97	94	99	97	90	99	97	92	99
791	96	93	99	96	89	99	96	91	99
788	96	92	99	96	88	99	96	90	99
785	95	92	99	95	87	99	95	89	99
782	95	91	99	94	86	99	94	88	99
779	94	90	98	94	84	98	94	87	98
776	93	88	98	93	83	98	93	85	98
773	93	87	98	92	82	98	93	84	98
770	92	86	97	92	81	98	92	83	97
767	91	85	97	91	79	97	91	82	97
764	90	83	97	90	78	97	90	80	97
761	89	82	96	89	77	97	89	79	96
758	88	81	96	88	75	96	88	78	96
755	87	80	95	88	74	96	87	76	96
752	86	78	95	87	72	95	86	75	95
749	85	77	94	86	71	95	85	74	95
746	84	75	94	85	70	95	84	72	94
743	83	73	93	84	68	94	83	70	93
740	82	71	93	83	67	93	82	69	93
737	81	70	92	81	65	93	81	68	93
734	79	69	92	80	64	93	80	66	92
731	78	67	91	79	62	92	79	64	91
728	77	65	89	78	61	90	77	63	90
725	76	64	88	76	59	90	76	61	89
722	74	62	86	75	58	88	75	60	87
719	73	61	85	74	56	87	73	58	86
716	72	59	83	72	55	85	72	57	84
713	70	58	81	71	53	83	71	55	82
710	68	56	79	70	52	81	69	54	80
707	67	54	77	69	50	80	68	52	78
704	65	52	74	68	49	77	66	50	76
701	63	51	73	66	47	76	65	49	75
698	62	49	70	65	46	74	64	47	72
695	60	47	68	63	44	72	62	45	70
692	58	46	66	62	43	71	60	44	69
689	57	44	63	60	41	68	59	42	66
686	55	42	62	59	40	67	57	41	65
683	53	41	59	57	38	65	56	39	62
680	52	39	57	56	37	63	54	38	61
677	50	38	56	55	35	62	52	37	59
674	48	37	53	54	34	60	51	35	57
671	47	35	51	52	33	58	49	34	55
668	45	33	49	50	31	56	48	32	53
665	44	32	47	49	30	54	47	31	51
662	42	30	45	47	28	52	45	29	49
659	40	29	43	46	27	50	43	27	47
656	39	27	41	44	25	49	42	26	45
653	38	26	39	43	24	47	40	25	43
650	36	25	37	41	23	45	39	24	41

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
647	35	23	35	40	21	43	38	22	40
644	33	22	33	39	20	41	36	21	38
641	31	21	31	37	19	40	35	20	36
638	30	19	29	36	18	38	33	19	34
635	28	18	27	34	17	36	32	18	32
632	27	17	26	33	16	34	30	17	30
629	26	16	24	32	16	33	29	16	29
626	24	15	23	30	15	31	27	15	27
623	23	14	21	29	14	29	26	14	26
620	22	13	20	28	13	27	25	13	24
617	21	12	18	26	12	26	24	12	22
614	19	11	17	25	12	24	22	11	21
611	18	10	16	24	11	23	21	11	20
608	17	9	15	22	10	21	20	10	18
605	16	9	13	21	9	20	19	9	17
602	15	8	12	20	9	18	18	8	16
599	14	7	11	19	8	17	17	8	14
596	13	7	10	17	7	16	16	7	13
593	12	6	9	16	7	14	14	6	12
590	11	6	8	15	6	13	13	6	11
587	11	5	7	14	6	12	12	5	10
584	10	4	7	13	5	11	12	5	9
581	9	4	6	12	5	10	11	4	8
578	8	4	6	11	4	9	10	4	8
575	8	3	5	11	3	8	9	3	7
572	7	3	5	10	3	7	8	3	6
569	6	2	4	9	3	6	8	3	5
566	6	2	3	8	3	6	7	2	5
563	5	2	3	8	2	5	6	2	4
560	5	2	2	7	2	4	6	2	3
557	4	2	2	6	2	3	5	2	3
554	4	1	1	6	1	3	5	1	2
551	3	1	1	5	1	2	4	1	2
548	3	1	1	4	1	2	4	1	2
545	2	1	1	4	1	2	3	1	1
542	2	1	1	4	1	1	3	1	1
539	2	1	1	3	1	1	2	1	1
536	1	1	1	3	1	1	2	1	1
533	1	1	1	2	1	1	2	1	1
530	1	1	1	2	1	1	1	1	1
527	1	1	1	1	1	1	1	1	1
524	1	1	1	1	1	1	1	1	1
521	1	1	1	1	1	1	1	1	1
518	1	1	1	1	1	1	1	1	1
515	1	1	1	1	1	1	1	1	1
512	1	1	1	1	1	1	1	1	1
509	1	1	1	1	1	1	1	1	1
506	1	1	1	1	1	1	1	1	1
503	1	1	1	1	1	1	1	1	1
500	1	1	1	1	1	1	1	1	1

Table 5B**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST
9TH GRADE - TOTAL SCALED SCORES**

Based on United States and Canadian Standard First Time Test Takers August 2017-July 2020

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
2400	99	99	99
2397	99	99	99
2394	99	99	99
2391	99	99	99
2388	99	99	99
2385	99	99	99
2382	99	99	99
2379	99	99	99
2376	99	99	99
2373	99	99	99
2370	99	99	99
2367	99	99	99
2364	99	99	99
2361	99	99	99
2358	99	98	99
2355	99	98	99
2352	99	98	98
2349	99	98	98
2346	99	98	98
2343	98	98	98
2340	98	98	98
2337	98	97	98
2334	98	97	98
2331	98	97	97
2328	97	97	97
2325	97	97	97
2322	97	96	97
2319	97	96	97
2316	97	96	96
2313	96	96	96
2310	96	95	96
2307	96	95	96
2304	96	95	95
2301	95	94	95
2298	95	94	95
2295	95	94	94
2292	95	94	94
2289	94	93	94
2286	94	93	93
2283	94	92	93
2280	93	92	93
2277	93	92	92
2274	93	92	92
2271	92	91	92
2268	92	91	91
2265	91	91	91
2262	91	90	91
2259	91	90	90
2256	91	90	90
2253	90	89	90
2250	90	89	89
2247	89	89	89
2244	89	88	89
2241	89	88	88
2238	89	87	88
2235	88	87	87
2232	88	86	87
2229	87	86	87
2226	87	86	86
2223	87	85	86
2220	86	85	86
2217	86	84	85
2214	85	84	85
2211	85	84	84
2208	84	83	84
2205	84	82	83
2202	84	82	83
2199	83	82	82
2196	83	81	82
2193	82	81	81
2190	81	81	81
2187	81	80	80
2184	80	80	80
2181	80	79	79
2178	79	79	79

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
2175	79	78	78
2172	78	78	78
2169	77	77	77
2166	77	76	77
2163	77	76	76
2160	76	75	76
2157	75	75	75
2154	75	74	74
2151	74	74	74
2148	74	73	73
2145	73	72	73
2142	72	72	72
2139	72	71	71
2136	71	71	71
2133	70	70	70
2130	70	70	70
2127	69	69	69
2124	69	69	69
2121	68	68	68
2118	67	67	67
2115	67	67	67
2112	66	66	66
2109	65	66	65
2106	64	65	65
2103	64	65	64
2100	63	64	64
2097	62	63	63
2094	62	63	62
2091	61	62	62
2088	60	62	61
2085	59	61	60
2082	58	61	60
2079	58	60	59
2076	57	60	58
2073	57	59	58
2070	56	58	57
2067	55	58	56
2064	54	57	56
2061	54	56	55
2058	53	56	54
2055	52	55	54
2052	52	54	53
2049	51	54	53
2046	51	53	52
2043	50	52	51
2040	49	52	51
2037	49	51	50
2034	48	51	49
2031	47	50	49
2028	46	49	48
2025	46	49	47
2022	45	48	47
2019	44	48	46
2016	44	47	45
2013	43	46	45
2010	42	46	44
2007	41	45	43
2004	41	44	43
2001	40	44	42
1998	40	43	42
1995	39	42	41
1992	38	42	40
1989	37	41	39
1986	37	41	39
1983	36	40	38
1980	36	39	38
1977	35	39	37
1974	35	38	37
1971	34	38	36
1968	33	37	35
1965	32	36	35
1962	32	36	34
1959	31	35	33
1956	30	35	33
1953	30	34	32

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
1950	29	33	31
1947	29	33	31
1944	28	32	30
1941	27	32	30
1938	27	31	29
1935	26	31	29
1932	26	30	28
1929	25	30	28
1926	25	29	27
1923	24	29	27
1920	23	28	26
1917	23	27	25
1914	23	27	25
1911	22	26	24
1908	21	26	24
1905	21	25	23
1902	20	25	23
1899	20	24	22
1896	19	24	22
1893	19	23	21
1890	18	23	21
1887	17	22	20
1884	17	21	19
1881	16	21	19
1878	16	21	18
1875	15	20	18
1872	15	20	17
1869	14	19	17
1866	14	18	16
1863	13	18	16
1860	13	18	16
1857	13	17	15
1854	12	17	15
1851	12	16	14
1848	12	16	14
1845	11	15	13
1842	11	15	13
1839	11	14	13
1836	10	14	12
1833	10	14	12
1830	10	13	12
1827	9	13	11
1824	9	12	11
1821	9	12	10
1818	8	11	10
1815	8	11	10
1812	8	11	10
1809	8	11	9
1806	7	10	9
1803	7	10	9
1800	7	10	8
1797	7	9	8
1794	6	9	8
1791	6	9	8
1788	6	8	7
1785	6	8	7
1782	5	8	7
1779	5	8	6
1776	5	7	6
1773	5	7	6
1770	4	7	6
1767	4	7	6
1764	4	6	5
1761	4	6	5
1758	4	6	5
1755	4	5	5
1752	3	5	4
1749	3	5	4
1746	3	5	4
1743	3	5	4
1740	3	4	4
1737	3	4	4
1734	3	4	3
1731	2	4	3
1728	2	4	3

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
1725	2	4	3
1722	2	3	3
1719	2	3	3
1716	2	3	3
1713	2	3	2
1710	2	3	2
1707	2	3	2
1704	1	2	2
1701	1	2	2
1698	1	2	2
1695	1	2	2
1692	1	2	2
1689	1	2	1
1686	1	2	1
1683	1	2	1
1680	1	1	1
1677	1	1	1
1674	1	1	1
1671	1	1	1
1668	1	1	1
1665	1	1	1
1662	1	1	1
1659	1	1	1
1644	1	1	1
1641	1	1	1
1638	1	1	1
1635	1	1	1
1632	1	1	1
1629	1	1	1
1626	1	1	1
1623	1	1	1
1620	1	1	1
1617	1	1	1
1614	1	1	1
1611	1	1	1
1608	1	1	1
1605	1	1	1
1602	1	1	1
1599	1	1	1
1596	1	1	1
1593	1	1	1
1590	1	1	1
1587	1	1	1
1584	1	1	1
1581	1	1	1
1578	1	1	1
1575	1	1	1
1572	1	1	1
1569	1	1	1
1566	1	1	1
1563	1	1	1
1560	1	1	1
1557	1	1	1
1554	1	1	1
1551	1	1	1
1548	1	1	1
1545	1	1	1
1542	1	1	1
1539	1	1	1
1536	1	1	1
1533	1	1	1
1530	1	1	1
1527	1	1	1
1524	1	1	1
1521	1	1	1
1518	1	1	1
1515	1	1	1
1512	1	1	1
1509	1	1	1
1506	1	1	1
1503	1	1	1
1500	1	1	1

Table 6A**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST
10TH GRADE - VERBAL, QUANTITATIVE, AND READING**

Based on United States and Canadian Standard First Time Test Takers August 2017-July 2020

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
800	99	99	99	99	99	99	99	99	99
797	97	96	99	98	94	99	98	95	99
794	97	95	99	98	93	99	97	94	99
791	96	93	99	98	92	99	97	92	99
788	96	92	99	97	91	99	97	91	99
785	96	92	99	97	90	99	96	91	99
782	95	90	98	97	89	99	96	89	98
779	95	89	98	96	87	98	96	88	98
776	94	88	98	96	86	98	95	87	98
773	94	86	97	95	85	98	95	85	98
770	93	85	97	95	83	98	94	84	97
767	92	84	97	94	82	98	93	83	97
764	91	82	96	93	80	97	92	81	97
761	90	81	95	92	79	97	92	80	96
758	89	79	95	92	78	96	91	78	96
755	88	77	95	91	76	96	90	76	95
752	87	76	94	90	74	96	89	75	95
749	86	74	94	89	72	95	88	73	95
746	85	73	93	88	71	95	87	71	94
743	83	71	93	87	69	94	85	70	93
740	83	69	92	86	67	94	85	68	93
737	81	68	91	85	66	93	84	67	92
734	81	66	91	85	64	93	83	65	92
731	79	65	90	84	62	92	82	63	91
728	78	63	89	82	60	92	81	61	90
725	76	61	88	81	58	91	79	60	89
722	75	60	85	79	56	88	77	58	87
719	74	58	83	78	55	88	76	56	86
716	72	57	81	77	53	86	75	55	84
713	71	55	79	76	51	84	74	53	82
710	69	53	77	75	50	82	72	51	80
707	68	51	76	74	48	81	71	49	79
704	66	49	74	72	47	80	69	48	77
701	64	47	72	70	45	78	68	46	76
698	63	45	70	69	43	76	67	44	73
695	61	43	68	67	41	75	65	42	72
692	59	41	66	66	40	73	63	40	70
689	57	40	63	64	38	71	61	39	67
686	56	38	61	63	36	69	60	37	66
683	54	37	58	61	35	67	58	36	63
680	53	35	56	60	33	65	57	34	61
677	51	34	55	58	32	64	55	33	60
674	49	33	52	57	31	61	53	31	57
671	47	31	50	55	29	59	52	30	55
668	45	30	47	54	28	57	50	29	53
665	44	28	45	52	27	56	49	27	51
662	42	27	43	51	25	54	47	26	49
659	40	26	41	49	24	52	45	25	47
656	39	25	39	47	23	50	44	24	45
653	37	25	37	46	22	48	43	23	44
650	36	23	35	45	20	46	41	22	42

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
647	34	22	33	43	19	45	39	20	40
644	33	20	32	41	18	43	38	19	38
641	32	19	30	40	17	40	36	18	36
638	30	18	29	38	16	38	35	17	34
635	29	17	26	36	15	36	33	16	32
632	27	16	24	34	14	34	31	15	30
629	25	15	23	33	14	32	30	14	28
626	24	14	22	31	13	30	28	14	27
623	23	13	21	29	12	28	27	12	25
620	22	13	19	28	11	26	25	12	23
617	21	12	18	26	10	25	24	11	22
614	20	11	17	25	9	23	23	10	20
611	19	10	16	24	9	21	22	9	19
608	18	9	15	22	8	20	20	8	18
605	17	8	14	21	7	18	19	8	16
602	16	8	13	20	7	17	18	7	15
599	15	7	11	18	6	16	17	7	14
596	14	7	10	17	6	15	16	6	13
593	13	6	9	16	6	13	15	6	11
590	12	5	8	15	5	12	13	5	10
587	11	5	7	14	4	11	13	5	9
584	10	4	6	13	4	10	12	4	8
581	10	4	6	12	4	9	11	4	8
578	9	4	5	11	3	8	10	3	7
575	8	3	4	10	3	7	9	3	6
572	7	3	3	10	2	7	9	3	5
569	7	2	3	9	2	6	8	2	5
566	6	2	3	8	2	5	7	2	4
563	5	2	2	7	2	4	6	2	3
560	5	2	2	6	1	4	6	1	3
557	5	1	2	6	1	3	5	1	2
554	4	1	2	5	1	3	5	1	2
551	4	1	1	5	1	2	4	1	2
548	3	1	1	4	1	2	4	1	1
545	3	1	1	3	1	1	3	1	1
542	3	1	1	3	1	1	3	1	1
539	2	1	1	3	1	1	3	1	1
536	2	1	1	2	1	1	2	1	1
533	1	1	1	2	1	1	2	1	1
530	1	1	1	2	1	1	2	1	1
527	1	1	1	1	1	1	1	1	1
524	1	1	1	1	1	1	1	1	1
521	1	1	1	1	1	1	1	1	1
518	1	1	1	1	1	1	1	1	1
515	1	1	1	1	1	1	1	1	1
512	1	1	1	1	1	1	1	1	1
509	1	1	1	1	1	1	1	1	1
506	1	1	1	1	1	1	1	1	1
503	1	1	1	1	1	1	1	1	1
500	1	1	1	1	1	1	1	1	1

Table 6B**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST
10TH GRADE - TOTAL SCALED SCORES**

Based on United States and Canadian Standard First Time Test Takers August 2017-July 2020

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
2400	99	99	99	2175	78	81	80	1950	27	33	31
2397	99	99	99	2172	78	80	79	1947	27	33	30
2394	99	99	99	2169	77	80	79	1944	26	32	29
2391	99	99	99	2166	76	80	78	1941	25	31	29
2388	99	99	99	2163	76	79	78	1938	25	31	28
2385	99	99	99	2160	75	79	77	1935	24	30	28
2382	99	99	99	2157	75	78	77	1932	24	29	27
2379	99	99	99	2154	74	78	76	1929	23	29	26
2376	99	99	99	2151	73	77	76	1926	23	28	26
2373	99	99	99	2148	73	77	75	1923	22	27	25
2370	99	99	99	2145	72	77	75	1920	22	27	25
2367	99	99	99	2142	72	76	74	1917	21	26	24
2364	99	99	99	2139	71	76	74	1914	21	26	24
2361	99	99	99	2136	71	75	73	1911	20	25	23
2358	99	99	99	2133	70	74	73	1908	20	25	22
2355	99	99	99	2130	69	74	72	1905	19	24	22
2352	99	99	99	2127	69	73	71	1902	18	23	21
2349	99	99	99	2124	68	72	71	1899	18	23	21
2346	98	98	98	2121	68	72	70	1896	17	22	20
2343	98	98	98	2118	67	71	69	1893	17	22	20
2340	98	98	98	2115	67	71	69	1890	17	21	19
2337	98	98	98	2112	66	70	68	1887	16	21	19
2334	98	98	98	2109	65	69	68	1884	16	20	18
2331	98	98	98	2106	65	69	67	1881	16	20	18
2328	97	98	98	2103	64	68	66	1878	15	19	17
2325	97	98	97	2100	63	68	66	1875	15	18	17
2322	97	97	97	2097	62	67	65	1872	14	18	16
2319	97	97	97	2094	62	66	64	1869	14	17	16
2316	97	97	97	2091	61	65	64	1866	14	17	15
2313	97	97	97	2088	61	65	63	1863	13	16	15
2310	96	97	97	2085	60	64	62	1860	13	16	14
2307	96	97	96	2082	59	63	61	1857	13	15	14
2304	96	96	96	2079	58	63	61	1854	12	15	14
2301	96	96	96	2076	57	62	60	1851	12	14	13
2298	95	96	96	2073	57	61	59	1848	11	14	13
2295	95	95	95	2070	56	61	59	1845	11	13	12
2292	95	95	95	2067	55	60	58	1842	10	13	12
2289	95	95	95	2064	54	59	57	1839	10	13	12
2286	94	95	95	2061	54	58	56	1836	10	12	11
2283	94	95	94	2058	53	57	56	1833	10	12	11
2280	94	94	94	2055	52	57	55	1830	10	11	11
2277	94	94	94	2052	51	56	54	1827	9	11	10
2274	93	94	94	2049	50	56	53	1824	9	11	10
2271	93	93	93	2046	50	55	53	1821	8	10	9
2268	93	93	93	2043	49	54	52	1818	8	10	9
2265	93	93	93	2040	48	54	51	1815	8	9	9
2262	92	93	92	2037	47	53	50	1812	7	9	8
2259	92	92	92	2034	47	52	50	1809	7	9	8
2256	92	91	92	2031	46	51	49	1806	7	8	8
2253	91	91	91	2028	45	51	48	1803	6	8	7
2250	91	91	91	2025	45	50	48	1800	6	8	7
2247	90	91	91	2022	44	49	47	1797	6	7	7
2244	90	90	90	2019	43	48	46	1794	5	7	6
2241	89	90	90	2016	42	48	45	1791	5	7	6
2238	89	90	89	2013	41	47	45	1788	5	7	6
2235	89	89	89	2010	41	47	44	1785	5	6	6
2232	88	89	89	2007	40	46	44	1782	4	6	5
2229	88	88	88	2004	40	46	43	1779	4	6	5
2226	87	88	88	2001	39	45	42	1776	4	5	5
2223	87	87	87	1998	38	44	42	1773	4	5	5
2220	86	87	87	1995	37	43	41	1770	4	5	4
2217	86	86	86	1992	36	43	40	1767	3	5	4
2214	85	86	86	1989	36	42	39	1764	3	5	4
2211	85	86	85	1986	35	41	39	1761	3	4	4
2208	84	85	85	1983	35	40	38	1758	3	4	3
2205	83	85	84	1980	34	40	37	1755	2	4	3
2202	83	85	84	1977	33	40	37	1752	2	4	3
2199	82	84	83	1974	33	39	36	1749	2	4	3
2196	82	84	83	1971	32	38	35	1746	2	4	3
2193	81	83	82	1968	31	37	35	1743	2	3	3
2190	81	83	82	1965	30	36	34	1740	2	3	3
2187	80	82	82	1962	29	36	33	1737	2	3	3
2184	80	82	81	1959	29	35	33	1734	2	3	2
2181	79	82	81	1956	28	35	32	1731	1	3	2
2178	79	81	80	1953	28	34	31	1728	1	3	2

Table 7A**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST
11TH GRADE - VERBAL, QUANTITATIVE, AND READING**

Based on United States and Canadian Standard First Time Test Takers August 2017-July 2020

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
800	99	99	99	99	99	99	99	99	99
797	99	95	99	99	98	99	99	97	99
794	99	94	99	99	97	99	99	96	99
791	99	93	98	99	96	99	99	96	99
788	98	91	98	99	96	99	99	95	99
785	97	90	98	99	95	99	99	94	99
782	97	87	98	99	95	99	99	93	99
779	97	87	98	99	94	99	98	93	99
776	96	86	98	99	93	99	98	91	99
773	95	85	97	99	92	99	98	90	99
770	95	83	97	99	90	99	98	89	99
767	94	83	97	98	89	99	97	88	98
764	94	82	97	98	87	99	97	86	98
761	94	79	97	97	86	99	97	84	98
758	93	77	96	97	84	98	96	83	98
755	93	75	96	96	83	98	95	81	98
752	93	74	96	96	81	98	95	80	98
749	92	73	96	95	79	98	95	78	98
746	91	71	95	95	77	98	94	75	97
743	90	69	95	94	75	98	93	73	97
740	89	69	95	94	73	98	93	73	97
737	89	69	95	93	73	97	92	72	97
734	89	68	95	93	71	97	92	71	97
731	89	66	95	93	69	97	92	68	97
728	87	63	93	92	67	97	91	66	96
725	86	63	89	91	64	96	90	64	94
722	85	61	87	91	62	95	90	62	93
719	84	59	86	91	59	94	89	59	93
716	80	57	85	89	57	93	87	57	91
713	79	56	85	88	55	92	86	55	90
710	78	55	82	87	53	91	85	53	89
707	77	53	79	87	52	90	85	52	87
704	77	51	78	85	49	89	83	50	86
701	75	50	78	84	48	87	82	49	85
698	73	49	77	82	47	86	80	47	84
695	70	47	76	81	46	83	78	46	82
692	69	44	75	80	43	82	77	44	81
689	67	41	74	77	42	81	75	42	80
686	66	39	71	76	41	80	74	41	78
683	64	39	70	75	40	77	72	40	75
680	61	38	66	73	38	75	71	38	73
677	60	38	64	71	37	74	69	37	72
674	58	37	62	70	35	71	68	35	69
671	55	35	60	68	33	70	65	34	68
668	55	33	59	66	32	68	64	32	66
665	53	32	55	65	31	66	63	31	64
662	50	32	54	64	29	65	61	30	62
659	47	29	53	62	27	62	59	28	60
656	46	29	50	60	26	60	57	27	58
653	46	28	45	58	25	58	55	26	55
650	45	27	45	55	24	56	53	25	53

Scaled Score	SSAT Percentile Female			SSAT Percentile Male			SSAT Percentile Total		
	V	Q	R	V	Q	R	V	Q	R
647	43	26	45	53	22	54	51	23	52
644	43	25	43	51	22	52	49	22	50
641	42	24	41	49	20	50	47	21	48
638	41	23	39	47	20	48	46	20	46
635	36	22	34	45	18	45	43	19	42
632	33	20	31	44	18	42	41	18	40
629	33	19	29	42	17	41	40	17	38
626	31	16	27	40	16	39	38	16	36
623	29	14	27	38	15	37	36	15	35
620	26	13	26	36	15	36	34	15	33
617	25	13	23	35	14	33	33	14	31
614	25	12	20	33	13	31	31	13	29
611	24	11	19	31	12	29	30	12	27
608	22	10	18	30	11	27	28	11	25
605	21	10	15	27	11	25	26	10	23
602	19	10	13	26	10	23	24	10	21
599	18	10	13	24	9	20	23	9	19
596	18	9	12	23	8	18	22	8	17
593	17	7	11	22	7	16	21	7	15
590	17	7	10	19	7	15	18	7	14
587	16	6	10	17	6	13	17	6	13
584	15	6	9	16	6	12	16	6	11
581	14	5	9	14	5	11	14	5	10
578	12	5	6	12	5	10	12	5	9
575	10	4	5	10	5	9	10	5	8
572	10	3	4	9	4	8	9	4	7
569	9	3	3	8	4	7	8	3	6
566	9	3	3	7	3	7	8	3	6
563	7	3	3	6	3	6	6	3	5
560	6	3	3	5	2	6	5	3	5
557	5	2	2	5	2	5	5	2	4
554	5	2	2	4	2	4	4	2	4
551	3	2	2	3	1	4	3	1	4
548	3	1	2	3	1	4	3	1	3
545	3	1	1	3	1	3	3	1	3
542	3	1	1	2	1	3	3	1	2
539	2	1	1	2	1	2	2	1	2
536	2	1	1	2	1	2	2	1	1
533	2	1	1	2	1	1	2	1	1
530	2	1	1	1	1	1	1	1	1
527	2	1	1	1	1	1	1	1	1
524	2	1	1	1	1	1	1	1	1
521	1	1	1	1	1	1	1	1	1
518	1	1	1	1	1	1	1	1	1
515	1	1	1	1	1	1	1	1	1
512	1	1	1	1	1	1	1	1	1
509	1	1	1	1	1	1	1	1	1
506	1	1	1	1	1	1	1	1	1
503	1	1	1	1	1	1	1	1	1
500	1	1	1	1	1	1	1	1	1

Table 7B**PERCENTILES ON THE SECONDARY SCHOOL ADMISSION TEST
11TH GRADE - TOTAL SCALED SCORES**

Based on United States and Canadian Standard First Time Test Takers August 2017-July 2020

Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL	Total Scaled Score	Female TOTAL	Male TOTAL	Total TOTAL
2400	99	99	99	2175	85	90	89	1950	32	42	40	1725	2	4	3
2397	99	99	99	2172	84	90	89	1947	31	41	39	1722	2	4	3
2394	99	99	99	2169	83	89	88	1944	31	41	39	1719	2	4	3
2391	99	99	99	2166	83	89	88	1941	31	40	38	1716	2	3	3
2388	99	99	99	2163	82	89	87	1938	30	40	38	1713	2	3	3
2385	99	99	99	2160	82	88	87	1935	29	38	36	1710	2	3	3
2382	99	99	99	2157	82	88	87	1932	29	37	35	1707	2	3	3
2379	99	99	99	2154	82	87	86	1929	27	36	34	1704	2	3	3
2376	99	99	99	2151	82	87	86	1926	26	36	34	1701	2	3	3
2373	99	99	99	2148	80	87	85	1923	25	35	33	1698	2	3	3
2370	99	99	99	2145	80	86	85	1920	23	34	32	1695	2	3	2
2367	99	99	99	2142	78	85	84	1917	23	34	31	1692	2	3	2
2364	99	99	99	2139	78	84	83	1914	22	33	30	1689	2	2	2
2361	99	99	99	2136	77	84	82	1911	22	32	30	1686	2	2	2
2358	99	99	99	2133	77	83	82	1908	21	31	29	1683	2	2	2
2355	99	99	99	2130	77	82	81	1905	19	31	28	1680	2	2	2
2352	99	99	99	2127	77	82	81	1902	18	30	28	1677	2	2	2
2349	99	99	99	2124	76	82	81	1899	18	29	27	1674	2	2	2
2346	99	99	99	2121	74	82	80	1896	18	29	26	1671	2	1	1
2343	98	99	99	2118	74	81	79	1893	17	28	25	1668	1	1	1
2340	98	99	99	2115	74	80	79	1890	15	27	25	1665	1	1	1
2337	98	99	99	2112	73	80	78	1887	15	27	24	1662	1	1	1
2334	98	99	99	2109	73	79	78	1884	15	26	24	1659	1	1	1
2331	98	99	99	2106	73	78	77	1881	14	25	23	1656	1	1	1
2328	98	99	99	2103	73	78	77	1878	14	24	22	1653	1	1	1
2325	98	99	99	2100	72	78	76	1875	13	24	22	1650	1	1	1
2322	98	99	99	2097	70	77	76	1872	13	23	21	1647	1	1	1
2319	98	99	99	2094	70	77	75	1869	13	23	21	1644	1	1	1
2316	98	99	99	2091	70	76	75	1866	13	22	20	1641	1	1	1
2313	98	99	99	2088	69	75	74	1863	13	21	19	1638	1	1	1
2310	98	99	99	2085	69	74	73	1860	13	21	19	1635	1	1	1
2307	98	99	99	2082	67	73	72	1857	13	21	19	1632	1	1	1
2304	98	99	99	2079	66	72	71	1854	12	20	18	1629	1	1	1
2301	98	99	99	2076	66	72	71	1851	12	20	18	1626	1	1	1
2298	98	99	98	2073	66	71	70	1848	12	19	17	1623	1	1	1
2295	98	99	98	2070	66	71	70	1845	12	18	17	1620	1	1	1
2292	97	99	98	2067	66	70	69	1842	12	18	16	1617	1	1	1
2289	97	98	98	2064	66	69	68	1839	12	17	16	1614	1	1	1
2286	97	98	98	2061	65	69	68	1836	12	16	15	1611	1	1	1
2283	97	98	98	2058	65	68	67	1833	11	16	15	1608	1	1	1
2280	97	98	98	2055	63	67	66	1830	10	15	14	1605	1	1	1
2277	97	98	98	2052	62	67	66	1827	9	15	13	1602	1	1	1
2274	97	98	98	2049	62	66	65	1824	9	14	13	1599	1	1	1
2271	97	98	97	2046	61	65	65	1821	9	13	12	1596	1	1	1
2268	97	98	97	2043	61	65	64	1818	7	13	12	1593	1	1	1
2265	96	98	97	2040	60	64	63	1815	7	13	12	1590	1	1	1
2262	95	98	97	2037	59	64	63	1812	7	12	11	1587	1	1	1
2259	94	98	97	2034	59	62	62	1809	7	12	11	1584	1	1	1
2256	94	98	97	2031	58	62	61	1806	7	11	11	1581	1	1	1
2253	94	97	96	2028	57	62	61	1803	7	11	10	1578	1	1	1
2250	93	97	96	2025	57	61	60	1800	7	11	10	1575	1	1	1
2247	93	97	96	2022	55	60	59	1797	7	11	10	1572	1	1	1
2244	93	97	96	2019	54	59	58	1794	7	11	10	1569	1	1	1
2241	92	97	96	2016	53	58	56	1791	7	10	10	1566	1	1	1
2238	91	97	95	2013	53	57	56	1788	7	10	9	1563	1	1	1
2235	91	97	95	2010	51	57	56	1785	6	10	9	1560	1	1	1
2232	91	96	95	2007	51	56	55	1782	6	9	9	1557	1	1	1
2229	90	96	95	2004	50	55	54	1779	6	8	8	1554	1	1	1
2226	90	96	95	2001	50	54	54	1776	5	8	7	1551	1	1	1
2223	90	96	95	1998	49	54	53	1773	4	8	7	1548	1	1	1
2220	90	96	94	1995	49	53	52	1770	4	7	6	1545	1	1	1
2217	90	95	94	1992	47	51	50	1767	4	7	6	1542	1	1	1
2214	90	95	94	1989	46	51	50	1764	4	6	6	1539	1	1	1
2211	90	95	94	1986	45	50	49	1761	4	6	6	1536	1	1	1
2208	90	94	93	1983	45	49	48	1758	4	6	5	1533	1	1	1
2205	90	94	93	1980	43	48	47	1755	4	6	5	1530	1	1	1
2202	89	94	93	1977	42	48	47	1752	4	6	5	1527	1	1	1
2199	89	93	92	1974	39	48	46	1749	4	5	5	1524	1	1	1
2196	88	93	92	1971	39	46	45	1746	3	5	5	1521	1	1	1
2193	87	92	91	1968	38	46	44	1743	3	5	4	1518	1	1	1
2190	86	92	91	1965	38	45	44	1740	3	5	4	1515	1	1	1
2187	86	92	91	1962	36	45	43	1737	3	5	4	1512	1	1	1
2184	86	91	90	1959	35	44	42	1734	3	4	4	1509	1	1	1
2181	86	91	90	1956	33	43	41	1731	3	4	4	1506	1	1	1
2178	86	91	90	1953	33	42	40	1728	2	4	4	1503	1	1	1



Appendix B:

SSAT Means and Standard Deviations

The means and standard deviations on the following tables are based on first-time test takers who tested at a United States or Canadian Standard administration of the Secondary School Admission Test from August 1, 2017 through July 31, 2020. If a student tested multiple times, only the first test scores were used to calculate the means. They are not representative of students in general throughout the country, nor are they representative of all students enrolled in independent schools.



Table 1 Boys Tested August 2017-July 2020

MEANS AND STANDARD DEVIATIONS ON THE SECONDARY SCHOOL ADMISSION TEST Based on United States and Canadian Standard Male First Time Test Takers August 2017-July 2020

Verbal	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	6010	4855	4448	28785	6010	2439	645
Mean Scaled Score	605	625	636	665	669	664	646
Standard Deviation	48	49	49	65	70	66	57

Quantitative	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	6010	4855	4448	28785	6010	2439	645
Mean Scaled Score	611	633	648	689	704	706	696
Standard Deviation	47	47	43	65	67	62	62

Reading	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	6010	4855	4448	28785	6010	2439	645
Mean Scaled Score	599	616	629	653	659	658	644
Standard Deviation	48	49	49	55	57	55	51

Total	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	6010	4855	4448	28785	6010	2439	645
Mean Scaled Score	1815	1874	1913	2007	2032	2028	1986
Standard Deviation	127	130	124	164	170	158	146



Table 2 Girls Tested August 2017-July 2020

MEANS AND STANDARD DEVIATIONS ON THE SECONDARY SCHOOL ADMISSION TEST Based on United States and Canadian Standard Female First Time Test Takers August 2017-July 2020

Verbal	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	5486	4135	3969	29856	4872	1798	175
Mean Scaled Score	600	624	639	667	676	675	660
Standard Deviation	45	48	47	63	66	66	63

Quantitative	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	5486	4135	3969	29856	4872	1798	175
Mean Scaled Score	595	621	639	677	698	702	698
Standard Deviation	44	45	43	62	63	63	66

Reading	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	5486	4135	3969	29856	4872	1798	175
Mean Scaled Score	600	619	636	659	668	670	659
Standard Deviation	45	47	47	52	53	53	53

Total	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	5486	4135	3969	29856	4872	1798	175
Mean Scaled Score	1795	1864	1914	2003	2042	2047	2017
Standard Deviation	118	126	120	157	156	152	146



Table 3 All Students Tested August 2017-July 2020

MEANS AND STANDARD DEVIATIONS ON THE SECONDARY SCHOOL ADMISSION TEST Based on United States and Canadian Standard First Time Test Takers August 2017-July 2020

Verbal	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	11496	8990	8417	58642	10882	4237	820
Mean Scaled Score	603	624	637	666	672	668	649
Standard Deviation	47	49	48	64	69	66	59

Quantitative	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	11496	8990	8417	58642	10882	4237	820
Mean Scaled Score	603	628	644	683	701	704	696
Standard Deviation	47	47	43	64	65	63	63

Reading	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	11496	8990	8417	58642	10882	4237	820
Mean Scaled Score	599	617	632	656	663	663	647
Standard Deviation	46	49	48	54	55	55	52

Total	Middle			Upper			
Grade	05	06	07	08	09	10	11
Total Test Takers	11496	8990	8417	58642	10882	4237	820
Mean Scaled Score	1805	1869	1913	2005	2036	2035	1992
Standard Deviation	123	128	122	160	164	156	146



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