

+ The **SSAT**

2021-2022

Interpretive Guide

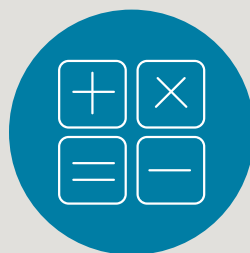
for the Middle & Upper Level SSATs



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 the 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 SSATs* 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., in 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 website: 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 six 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 weekly on the Wednesday following the Monday through Sunday test date range. 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 advisers 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.

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 2021-2022 year, the scores of a test taker are placed in many different contexts on the school score report.



School Score Report Sample



The SSAT

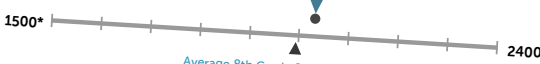
Mango Ssat
713 Fawn Way
Finksburg, MD 21048
United States

ssattest2017+fruit@gmail.com
4447772222
Gender: Male
DOB: Aug 05, 2005

Grade: 8
Level: Upper Grades 8-12
Test Date: Aug 02, 2021
Registration ID: 210540463

Mango's Total SSAT Score Summary

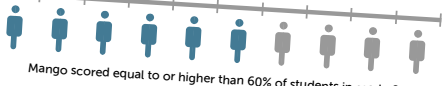
Your Score
2031



Average 8th Grade Score: 1993

* All scores fall between 1500 and 2400 (with 2400 being a perfect score)


60th Percentile



Mango scored equal to or higher than 60% of students in grade 8

Verbal 55th Percentile

Your Score
671



Average 8th Grade Score 665

If taken multiple times, your score would fall between: 650 - 692

Total Items: 60 Not Reached: 0

| | | |
|---------|-----------|--------------|
| 36 | 23 | 1 |
| Correct | Incorrect | Not Answered |

Synonyms Total: 30

| | | |
|---------|-----------|--------------|
| 15 | 15 | 0 |
| Correct | Incorrect | Not Answered |


Analogies Total: 30

| | | |
|---------|-----------|--------------|
| 21 | 8 | 1 |
| Correct | Incorrect | Not Answered |

Questions testing your knowledge of words (synonyms) and your ability to relate ideas (analogies)

Quantitative 67th Percentile

Your Score
701



Average 8th Grade Score 674

If taken multiple times, your score would fall between: 680 - 722

Total Items: 50 Not Reached: 0

| | | |
|---------|-----------|--------------|
| 33 | 13 | 4 |
| Correct | Incorrect | Not Answered |

Number Concepts & Operations Total: 22

| | | |
|---------|-----------|--------------|
| 14 | 6 | 2 |
| Correct | Incorrect | Not Answered |


Algebra, Geometry & Other Total: 28

| | | |
|---------|-----------|--------------|
| 19 | 7 | 2 |
| Correct | Incorrect | Not Answered |

Questions testing your knowledge of number properties and relationships, basic computation, concepts of equivalencies, geometry, measurement, and interpretation of charts/graphs

Reading 53rd Percentile

Your Score
659



Average 8th Grade Score 654

If taken multiple times, your score would fall between: 638 - 680

Total Items: 40 Not Reached: 2

| | | |
|---------|-----------|--------------|
| 23 | 14 | 3 |
| Correct | Incorrect | Not Answered |

Reading Main Idea & Content Total: 15

| | | |
|---------|-----------|--------------|
| 9 | 6 | 0 |
| Correct | Incorrect | Not Answered |

Reading Higher Order & Interpretation Total: 25

| | | |
|---------|-----------|--------------|
| 14 | 8 | 3 |
| Correct | Incorrect | Not Answered |

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

Only scaled scores should be used to compare between individuals.

Applicant Comparison Data for EMA Sample Academy (Grade 8)

Your school's applicant comparison data must be provided in order to complete this chart.

| | All 2019-2020 Reports | | |
|---------------------|-----------------------|----------------------------------|----------------------------------|
| | Rank Order | All Accepted Students Rank Order | All Enrolled Students Rank Order |
| Verbal | | | |
| Quantitative (Math) | | | |
| Reading | | | |
| TOTAL | | | |
| <hr/> | | | |
| | Average Score | | |
| Verbal | | | |
| Quantitative (Math) | | | |
| Reading | | | |
| TOTAL | | | |

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

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 any one. 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.

Mango Ssat
713 Fawn Way
Finksburg, MD 21048
United States

ssattest2017+fruit@gmail.com
4447772222
Gender: Male
DOB: Aug 05, 2005

Grade: 8
Level: Upper Grades 8-12
Test Date: Aug 02, 2021
Registration ID: 210540463

Mango's Total SSAT Score Summary

Your Score 2031

60th Percentile

Mango scored equal to or higher than 60% of students in grade 8

Verbal 55th Percentile

Your Score 671

| | | | | | |
|-----------------|-----------|--------------|----------------|--|--|
| Total Items: 60 | | | Not Reached: 0 | | |
| 36 | 23 | 1 | | | |
| Correct | Incorrect | Not Answered | | | |

Synonyms Total: 30

| | | |
|---------|-----------|--------------|
| 15 | 15 | 0 |
| Correct | Incorrect | Not Answered |

Analogies Total: 30

| | | |
|---------|-----------|--------------|
| 21 | 8 | 1 |
| Correct | Incorrect | Not Answered |

Questions testing your knowledge of words (synonyms) and your ability to relate ideas (analogies)

Quantitative 67th Percentile

Your Score 701

| | | | | | |
|-----------------|-----------|--------------|----------------|--|--|
| Total Items: 50 | | | Not Reached: 0 | | |
| 33 | 13 | 4 | | | |
| Correct | Incorrect | Not Answered | | | |

Number Concepts & Operations Total: 22

| | | |
|---------|-----------|--------------|
| 14 | 6 | 2 |
| Correct | Incorrect | Not Answered |

Algebra, Geometry & Other Total: 28

| | | |
|---------|-----------|--------------|
| 19 | 7 | 2 |
| Correct | Incorrect | Not Answered |

Questions testing your knowledge of number properties and relationships, basic computation, concepts of equivalencies, geometry, measurement, and interpretation of charts/graphs

Reading 53rd Percentile

Your Score 659

| | | | | | |
|-----------------|-----------|--------------|----------------|--|--|
| Total Items: 40 | | | Not Reached: 2 | | |
| 23 | 14 | 3 | | | |
| Correct | Incorrect | Not Answered | | | |

Reading Main Idea & Content Total: 15

| | | |
|---------|-----------|--------------|
| 9 | 6 | 0 |
| Correct | Incorrect | Not Answered |

Reading Higher Order & Interpretation Total: 25

| | | |
|---------|-----------|--------------|
| 14 | 8 | 3 |
| Correct | Incorrect | Not Answered |

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

How to Interpret Your Scores

How are my scores calculated?

Upper Level and Middle Level SSAT: Scores are calculated by awarding one point for each correct answer and subtracting one-quarter of one point for each incorrect answer.

Elementary Level SSAT: Scores are calculated by awarding one point for each correct answer and zero points for each incorrect answer. * All scores are scaled scores.

What is a score range?

We provide a score range to emphasize the possibility of small score differences if you had taken a different edition of the test instead of the one you took, accounting for changes in difficulty and different editions of the test. 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.

For more information about the SSAT and to take a free practice test, please visit our website: www.ssat.org/practice.

What does "Not Answered" mean?

Questions not answered include both skipped questions and questions not reached. The number of Correct, Incorrect, Not Reached, or Not Answered questions should not be compared between different test takers. The number of Correct, Incorrect, Not Reached, or Not Answered not only depends on the test taker's ability but also depends on the difficulty of the questions.

What do percentiles mean?

SSAT percentiles have a range from 1 to 99, indicating that your scaled score was equal to or higher than the percentage of other test takers shown. If you are concerned that your percentile is lower than other scores, that may be because SSAT test takers are a small and highly competitive group of students who plan to go to the world's best independent schools.

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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) who took the test on a Standard test date typically within the past 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 student’s scaled score is 698 and his/her percentile is 69 on the verbal section, it means that 69% of verbal section scores of all the other 8th grade students (who took the test for the first time on a Standard test date over a three-year period in the U.S. and Canada) fell at or below 698.

Tables 1 to 7 (pages 20 to 26) 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. The average scores shown are for all first-time test takers testing in the U.S. and Canada on a Standard test date over a three-year period of the same grade 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 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 2020-21 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: 2021 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: 2021 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—These questions test the student’s verbal capability.
- + Analogies—These questions 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, 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 Content—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 and Interpretation—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

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.





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.



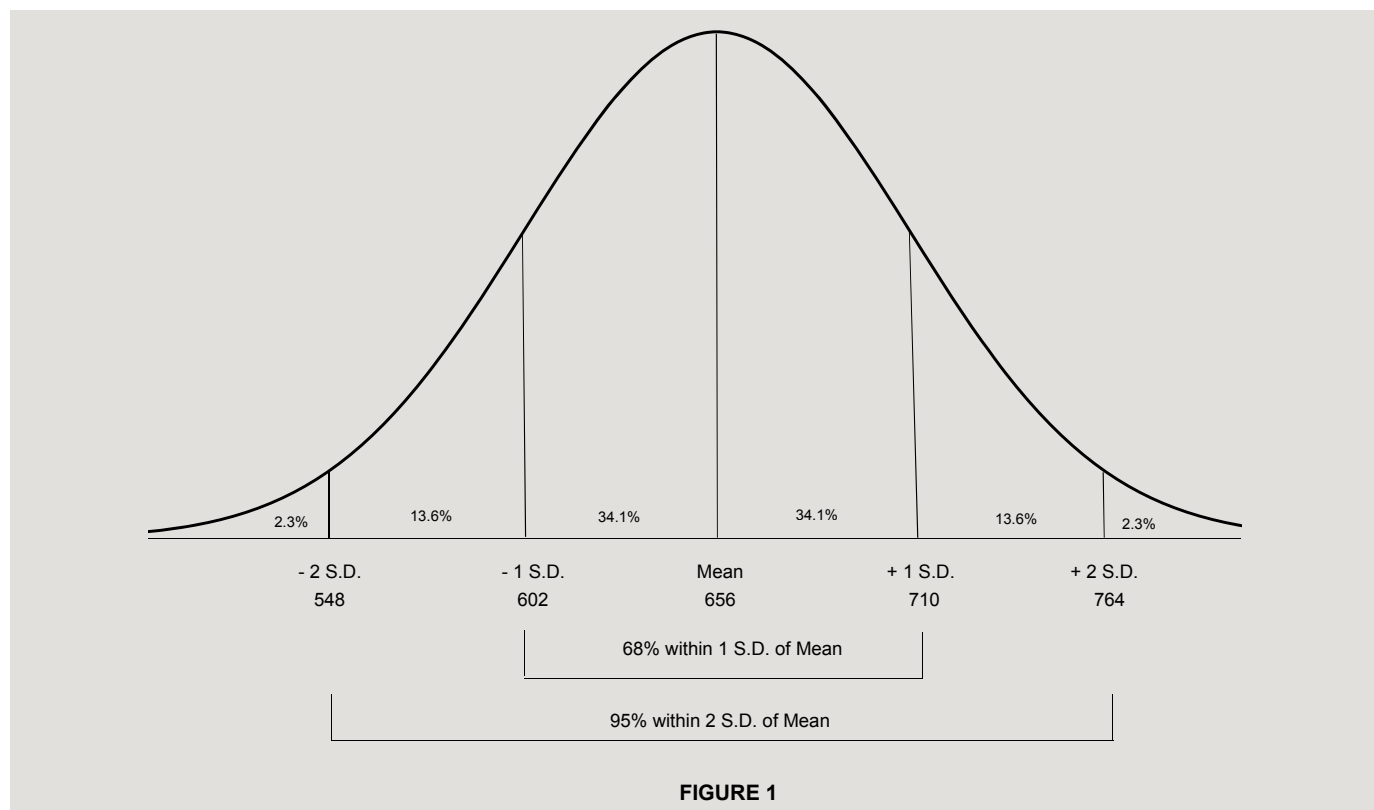


Standard Deviation

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 26% score between one and two standard deviations above or below the mean, so 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 Test SEM | Middle Level Test 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 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 by 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 of 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 test takers who reached at least three-quarters of the questions in a timed section. A test section may be regarded as being virtually un-speeded 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 un-speeded. 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 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 may be found in the following tables. EMA now provides only scores based on mixed gender scores.

Guide to Reading Tables

| | |
|------------------------------------|----------|
| Verbal | V |
| Quantitative | Q |
| Reading Comprehension | R |



Table 1

**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 | | | Scaled Score | SSAT Percentile | | | Scaled Score | Percentile Total | Scaled Score | Percentile Total | Scaled Score | Percentile Total | Scaled Score | Percentile Total |
|--------------|-----------------|----|----|--------------|-----------------|----|----|--------------|------------------|--------------|------------------|--------------|------------------|--------------|------------------|
| | V | Q | R | | V | Q | R | | | | | | | | |
| 710 | 99 | 99 | 99 | 572 | 27 | 28 | 30 | 2130 | 99 | 1926 | 82 | 1722 | 27 | 1518 | 1 |
| 707 | 99 | 99 | 99 | 569 | 25 | 26 | 28 | 2127 | 99 | 1923 | 82 | 1719 | 26 | 1515 | 1 |
| 704 | 99 | 99 | 99 | 566 | 24 | 25 | 26 | 2124 | 99 | 1920 | 81 | 1716 | 25 | 1512 | 1 |
| 701 | 99 | 99 | 99 | 563 | 22 | 23 | 24 | 2121 | 99 | 1917 | 80 | 1713 | 25 | 1509 | 1 |
| 698 | 98 | 99 | 99 | 560 | 20 | 21 | 22 | 2118 | 99 | 1914 | 80 | 1710 | 24 | 1506 | 1 |
| 695 | 98 | 98 | 98 | 557 | 19 | 19 | 20 | 2115 | 99 | 1911 | 79 | 1707 | 23 | 1503 | 1 |
| 692 | 98 | 98 | 98 | 554 | 17 | 17 | 19 | 2112 | 99 | 1908 | 78 | 1704 | 22 | 1500 | 1 |
| 689 | 97 | 97 | 98 | 551 | 15 | 15 | 17 | 2109 | 99 | 1905 | 78 | 1701 | 22 | 1497 | 1 |
| 686 | 97 | 96 | 97 | 548 | 14 | 14 | 15 | 2106 | 99 | 1902 | 77 | 1698 | 21 | 1494 | 1 |
| 683 | 96 | 96 | 96 | 545 | 13 | 12 | 13 | 2103 | 99 | 1899 | 76 | 1695 | 20 | 1491 | 1 |
| 680 | 95 | 95 | 96 | 542 | 11 | 11 | 12 | 2100 | 99 | 1896 | 76 | 1692 | 19 | 1488 | 1 |
| 677 | 94 | 94 | 95 | 539 | 10 | 9 | 10 | 2097 | 99 | 1893 | 75 | 1689 | 19 | 1485 | 1 |
| 674 | 94 | 93 | 95 | 536 | 8 | 8 | 9 | 2094 | 99 | 1890 | 74 | 1686 | 18 | 1482 | 1 |
| 671 | 93 | 92 | 94 | 533 | 8 | 7 | 8 | 2091 | 99 | 1887 | 74 | 1683 | 17 | 1479 | 1 |
| 668 | 92 | 91 | 93 | 530 | 7 | 6 | 7 | 2088 | 99 | 1884 | 73 | 1680 | 17 | 1476 | 1 |
| 665 | 91 | 90 | 92 | 527 | 6 | 5 | 6 | 2085 | 99 | 1881 | 72 | 1677 | 16 | 1473 | 1 |
| 662 | 90 | 89 | 91 | 524 | 5 | 4 | 5 | 2082 | 99 | 1878 | 72 | 1674 | 16 | 1470 | 1 |
| 659 | 88 | 87 | 89 | 521 | 4 | 3 | 5 | 2079 | 99 | 1875 | 71 | 1671 | 15 | 1467 | 1 |
| 656 | 87 | 86 | 88 | 518 | 4 | 3 | 4 | 2076 | 99 | 1872 | 70 | 1668 | 14 | 1464 | 1 |
| 653 | 86 | 85 | 87 | 515 | 3 | 2 | 3 | 2073 | 99 | 1869 | 69 | 1665 | 14 | 1461 | 1 |
| 650 | 84 | 83 | 86 | 512 | 3 | 2 | 3 | 2070 | 99 | 1866 | 69 | 1662 | 13 | 1458 | 1 |
| 647 | 82 | 82 | 84 | 509 | 2 | 1 | 2 | 2067 | 99 | 1863 | 68 | 1659 | 13 | 1455 | 1 |
| 644 | 81 | 80 | 82 | 506 | 2 | 1 | 2 | 2064 | 99 | 1860 | 67 | 1656 | 12 | 1452 | 1 |
| 641 | 79 | 78 | 81 | 503 | 1 | 1 | 2 | 2061 | 98 | 1857 | 66 | 1653 | 12 | 1449 | 1 |
| 638 | 77 | 76 | 79 | 500 | 1 | 1 | 1 | 2058 | 98 | 1854 | 65 | 1650 | 11 | 1446 | 1 |
| 635 | 75 | 75 | 77 | 497 | 1 | 1 | 1 | 2055 | 98 | 1851 | 65 | 1647 | 11 | 1443 | 1 |
| 632 | 73 | 73 | 76 | 494 | 1 | 1 | 1 | 2052 | 98 | 1848 | 64 | 1644 | 10 | 1440 | 1 |
| 629 | 71 | 71 | 73 | 491 | 1 | 1 | 1 | 2049 | 98 | 1845 | 63 | 1641 | 10 | 1437 | 1 |
| 626 | 69 | 69 | 72 | 488 | 1 | 1 | 1 | 2046 | 98 | 1842 | 62 | 1638 | 9 | 1434 | 1 |
| 623 | 67 | 67 | 70 | 485 | 1 | 1 | 1 | 2043 | 97 | 1839 | 61 | 1635 | 9 | 1431 | 1 |
| 620 | 64 | 64 | 68 | 482 | 1 | 1 | 1 | 2040 | 97 | 1836 | 60 | 1632 | 8 | 1428 | 1 |
| 617 | 62 | 62 | 66 | 479 | 1 | 1 | 1 | 2037 | 97 | 1833 | 59 | 1629 | 8 | 1425 | 1 |
| 614 | 60 | 60 | 64 | 476 | 1 | 1 | 1 | 2034 | 97 | 1830 | 59 | 1626 | 8 | 1422 | 1 |
| 611 | 58 | 58 | 62 | 473 | 1 | 1 | 1 | 2031 | 96 | 1827 | 58 | 1623 | 7 | 1419 | 1 |
| 608 | 55 | 56 | 59 | 470 | 1 | 1 | 1 | 2028 | 96 | 1824 | 57 | 1620 | 7 | 1416 | 1 |
| 605 | 53 | 53 | 57 | 467 | 1 | 1 | 1 | 2025 | 96 | 1821 | 56 | 1617 | 6 | 1413 | 1 |
| 602 | 50 | 51 | 55 | 464 | 1 | 1 | 1 | 2022 | 96 | 1818 | 55 | 1614 | 6 | 1410 | 1 |
| 599 | 48 | 49 | 52 | 461 | 1 | 1 | 1 | 2019 | 95 | 1815 | 54 | 1611 | 6 | 1407 | 1 |
| 596 | 46 | 46 | 50 | 458 | 1 | 1 | 1 | 2016 | 95 | 1812 | 53 | 1608 | 5 | 1404 | 1 |
| 593 | 43 | 44 | 47 | 455 | 1 | 1 | 1 | 2013 | 95 | 1809 | 53 | 1605 | 5 | 1401 | 1 |
| 590 | 41 | 42 | 45 | 452 | 1 | 1 | 1 | 2010 | 95 | 1806 | 52 | 1602 | 5 | 1398 | 1 |
| 587 | 39 | 39 | 43 | 449 | 1 | 1 | 1 | 2007 | 94 | 1803 | 51 | 1599 | 4 | 1395 | 1 |
| 584 | 37 | 37 | 40 | 446 | 1 | 1 | 1 | 2004 | 94 | 1800 | 50 | 1596 | 4 | 1392 | 1 |
| 581 | 34 | 35 | 38 | 443 | 1 | 1 | 1 | 2001 | 94 | 1797 | 49 | 1593 | 4 | 1389 | 1 |
| 578 | 32 | 33 | 35 | 440 | 1 | 1 | 1 | 1998 | 94 | 1794 | 48 | 1590 | 4 | 1386 | 1 |
| 575 | 30 | 31 | 33 | | | | | 1995 | 93 | 1791 | 47 | 1587 | 3 | 1383 | 1 |
| | | | | | | | | 1992 | 93 | 1788 | 46 | 1584 | 3 | 1380 | 1 |
| | | | | | | | | 1989 | 92 | 1785 | 45 | 1581 | 3 | 1377 | 1 |
| | | | | | | | | 1986 | 92 | 1782 | 45 | 1578 | 3 | 1374 | 1 |
| | | | | | | | | 1983 | 92 | 1779 | 44 | 1575 | 3 | 1371 | 1 |
| | | | | | | | | 1980 | 91 | 1776 | 43 | 1572 | 2 | 1368 | 1 |
| | | | | | | | | 1977 | 91 | 1773 | 42 | 1569 | 2 | 1365 | 1 |
| | | | | | | | | 1974 | 90 | 1770 | 41 | 1566 | 2 | 1362 | 1 |
| | | | | | | | | 1971 | 90 | 1767 | 40 | 1563 | 2 | 1359 | 1 |
| | | | | | | | | 1968 | 90 | 1764 | 39 | 1560 | 2 | 1356 | 1 |
| | | | | | | | | 1965 | 89 | 1761 | 38 | 1557 | 1 | 1353 | 1 |
| | | | | | | | | 1962 | 89 | 1758 | 38 | 1554 | 1 | 1350 | 1 |
| | | | | | | | | 1959 | 88 | 1755 | 37 | 1551 | 1 | 1347 | 1 |
| | | | | | | | | 1956 | 88 | 1752 | 36 | 1548 | 1 | 1344 | 1 |
| | | | | | | | | 1953 | 87 | 1749 | 35 | 1545 | 1 | 1341 | 1 |
| | | | | | | | | 1950 | 87 | 1746 | 34 | 1542 | 1 | 1338 | 1 |
| | | | | | | | | 1947 | 86 | 1743 | 33 | 1539 | 1 | 1335 | 1 |
| | | | | | | | | 1944 | 86 | 1740 | 32 | 1536 | 1 | 1332 | 1 |
| | | | | | | | | 1941 | 85 | 1737 | 31 | 1533 | 1 | 1329 | 1 |
| | | | | | | | | 1938 | 85 | 1734 | 30 | 1530 | 1 | 1326 | 1 |
| | | | | | | | | 1935 | 84 | 1731 | 29 | 1527 | 1 | 1323 | 1 |
| | | | | | | | | 1932 | 84 | 1728 | 29 | 1524 | 1 | 1320 | 1 |
| | | | | | | | | 1929 | 83 | 1725 | 28 | 1521 | 1 | | |



Table 2

**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 | | | Scaled Score | SSAT Percentile | | | Scaled Score | Percentile Total | Scaled Score | Percentile Total | Scaled Score | Percentile Total | Scaled Score | Percentile Total |
|--------------|-----------------|----|----|--------------|-----------------|----|----|--------------|------------------|--------------|------------------|--------------|------------------|--------------|------------------|
| | V | Q | R | | V | Q | R | | | | | | | | |
| 710 | 99 | 99 | 99 | 572 | 16 | 14 | 19 | 2130 | 99 | 1926 | 65 | 1722 | 14 | 1518 | 1 |
| 707 | 97 | 98 | 98 | 569 | 15 | 13 | 18 | 2127 | 99 | 1923 | 64 | 1719 | 14 | 1515 | 1 |
| 704 | 96 | 98 | 98 | 566 | 14 | 12 | 16 | 2124 | 99 | 1920 | 63 | 1716 | 13 | 1512 | 1 |
| 701 | 95 | 97 | 97 | 563 | 13 | 11 | 15 | 2121 | 99 | 1917 | 62 | 1713 | 13 | 1509 | 1 |
| 698 | 94 | 96 | 97 | 560 | 11 | 10 | 14 | 2118 | 99 | 1914 | 62 | 1710 | 12 | 1506 | 1 |
| 695 | 93 | 95 | 95 | 557 | 10 | 9 | 13 | 2115 | 99 | 1911 | 61 | 1707 | 12 | 1503 | 1 |
| 692 | 92 | 93 | 94 | 554 | 9 | 8 | 11 | 2112 | 99 | 1908 | 60 | 1704 | 11 | 1500 | 1 |
| 689 | 91 | 92 | 94 | 551 | 8 | 7 | 10 | 2109 | 99 | 1905 | 59 | 1701 | 11 | 1497 | 1 |
| 686 | 90 | 90 | 92 | 548 | 7 | 6 | 9 | 2106 | 99 | 1902 | 58 | 1698 | 11 | 1494 | 1 |
| 683 | 89 | 89 | 91 | 545 | 7 | 5 | 8 | 2103 | 99 | 1899 | 57 | 1695 | 10 | 1491 | 1 |
| 680 | 87 | 87 | 90 | 542 | 6 | 5 | 7 | 2100 | 98 | 1896 | 57 | 1692 | 10 | 1488 | 1 |
| 677 | 86 | 85 | 88 | 539 | 5 | 4 | 6 | 2097 | 98 | 1893 | 56 | 1689 | 9 | 1485 | 1 |
| 674 | 84 | 83 | 87 | 536 | 5 | 3 | 6 | 2094 | 98 | 1890 | 55 | 1686 | 9 | 1482 | 1 |
| 671 | 82 | 81 | 86 | 533 | 4 | 3 | 5 | 2091 | 98 | 1887 | 54 | 1683 | 9 | 1479 | 1 |
| 668 | 80 | 79 | 84 | 530 | 4 | 2 | 4 | 2088 | 97 | 1884 | 53 | 1680 | 8 | 1476 | 1 |
| 665 | 78 | 77 | 83 | 527 | 3 | 2 | 4 | 2085 | 97 | 1881 | 52 | 1677 | 8 | 1473 | 1 |
| 662 | 77 | 75 | 81 | 524 | 3 | 2 | 3 | 2082 | 97 | 1878 | 51 | 1674 | 8 | 1470 | 1 |
| 659 | 74 | 72 | 79 | 521 | 2 | 1 | 3 | 2079 | 96 | 1875 | 50 | 1671 | 7 | 1467 | 1 |
| 656 | 73 | 70 | 77 | 518 | 2 | 1 | 2 | 2076 | 96 | 1872 | 50 | 1668 | 7 | 1464 | 1 |
| 653 | 71 | 68 | 76 | 515 | 2 | 1 | 2 | 2073 | 95 | 1869 | 49 | 1665 | 7 | 1461 | 1 |
| 650 | 69 | 66 | 74 | 512 | 1 | 1 | 2 | 2070 | 95 | 1866 | 48 | 1662 | 6 | 1458 | 1 |
| 647 | 67 | 63 | 72 | 509 | 1 | 1 | 1 | 2067 | 95 | 1863 | 47 | 1659 | 6 | 1455 | 1 |
| 644 | 64 | 60 | 70 | 506 | 1 | 1 | 1 | 2064 | 94 | 1860 | 46 | 1656 | 6 | 1452 | 1 |
| 641 | 62 | 58 | 67 | 503 | 1 | 1 | 1 | 2061 | 94 | 1857 | 45 | 1653 | 6 | 1449 | 1 |
| 638 | 60 | 56 | 65 | 500 | 1 | 1 | 1 | 2058 | 93 | 1854 | 44 | 1650 | 5 | 1446 | 1 |
| 635 | 58 | 54 | 63 | 497 | 1 | 1 | 1 | 2055 | 93 | 1851 | 44 | 1647 | 5 | 1443 | 1 |
| 632 | 55 | 51 | 62 | 494 | 1 | 1 | 1 | 2052 | 92 | 1848 | 43 | 1644 | 5 | 1440 | 1 |
| 629 | 53 | 49 | 59 | 491 | 1 | 1 | 1 | 2049 | 92 | 1845 | 42 | 1641 | 5 | 1437 | 1 |
| 626 | 51 | 47 | 57 | 488 | 1 | 1 | 1 | 2046 | 92 | 1842 | 41 | 1638 | 5 | 1434 | 1 |
| 623 | 48 | 44 | 54 | 485 | 1 | 1 | 1 | 2043 | 91 | 1839 | 40 | 1635 | 4 | 1431 | 1 |
| 620 | 46 | 42 | 52 | 482 | 1 | 1 | 1 | 2040 | 91 | 1836 | 40 | 1632 | 4 | 1428 | 1 |
| 617 | 43 | 40 | 50 | 479 | 1 | 1 | 1 | 2037 | 90 | 1833 | 39 | 1629 | 4 | 1425 | 1 |
| 614 | 42 | 38 | 48 | 476 | 1 | 1 | 1 | 2034 | 90 | 1830 | 38 | 1626 | 4 | 1422 | 1 |
| 611 | 39 | 36 | 45 | 473 | 1 | 1 | 1 | 2031 | 89 | 1827 | 37 | 1623 | 3 | 1419 | 1 |
| 608 | 37 | 34 | 43 | 470 | 1 | 1 | 1 | 2028 | 89 | 1824 | 36 | 1620 | 3 | 1416 | 1 |
| 605 | 35 | 32 | 41 | 467 | 1 | 1 | 1 | 2025 | 88 | 1821 | 36 | 1617 | 3 | 1413 | 1 |
| 602 | 33 | 30 | 39 | 464 | 1 | 1 | 1 | 2022 | 88 | 1818 | 35 | 1614 | 3 | 1410 | 1 |
| 599 | 31 | 28 | 36 | 461 | 1 | 1 | 1 | 2019 | 87 | 1815 | 34 | 1611 | 3 | 1407 | 1 |
| 596 | 29 | 26 | 35 | 458 | 1 | 1 | 1 | 2016 | 86 | 1812 | 33 | 1608 | 3 | 1404 | 1 |
| 593 | 27 | 24 | 32 | 455 | 1 | 1 | 1 | 2013 | 86 | 1809 | 32 | 1605 | 2 | 1401 | 1 |
| 590 | 26 | 22 | 30 | 452 | 1 | 1 | 1 | 2010 | 85 | 1806 | 32 | 1602 | 2 | 1398 | 1 |
| 587 | 24 | 21 | 29 | 449 | 1 | 1 | 1 | 2007 | 85 | 1803 | 31 | 1599 | 2 | 1395 | 1 |
| 584 | 22 | 20 | 27 | 446 | 1 | 1 | 1 | 2004 | 84 | 1800 | 30 | 1596 | 2 | 1392 | 1 |
| 581 | 21 | 18 | 25 | 443 | 1 | 1 | 1 | 2001 | 83 | 1797 | 29 | 1593 | 2 | 1389 | 1 |
| 578 | 19 | 17 | 23 | 440 | 1 | 1 | 1 | 1998 | 83 | 1794 | 29 | 1590 | 2 | 1386 | 1 |
| 575 | 18 | 16 | 21 | | | | | 1995 | 82 | 1791 | 28 | 1587 | 2 | 1383 | 1 |
| | | | | | | | | 1992 | 81 | 1788 | 27 | 1584 | 1 | 1380 | 1 |
| | | | | | | | | 1989 | 81 | 1785 | 27 | 1581 | 1 | 1377 | 1 |
| | | | | | | | | 1986 | 80 | 1782 | 26 | 1578 | 1 | 1374 | 1 |
| | | | | | | | | 1983 | 80 | 1779 | 25 | 1575 | 1 | 1371 | 1 |
| | | | | | | | | 1980 | 79 | 1776 | 25 | 1572 | 1 | 1368 | 1 |
| | | | | | | | | 1977 | 78 | 1773 | 24 | 1569 | 1 | 1365 | 1 |
| | | | | | | | | 1974 | 77 | 1770 | 23 | 1566 | 1 | 1362 | 1 |
| | | | | | | | | 1971 | 76 | 1767 | 23 | 1563 | 1 | 1359 | 1 |
| | | | | | | | | 1968 | 76 | 1764 | 22 | 1560 | 1 | 1356 | 1 |
| | | | | | | | | 1965 | 75 | 1761 | 21 | 1557 | 1 | 1353 | 1 |
| | | | | | | | | 1962 | 74 | 1758 | 21 | 1554 | 1 | 1350 | 1 |
| | | | | | | | | 1959 | 73 | 1755 | 20 | 1551 | 1 | 1347 | 1 |
| | | | | | | | | 1956 | 73 | 1752 | 19 | 1548 | 1 | 1344 | 1 |
| | | | | | | | | 1953 | 72 | 1749 | 19 | 1545 | 1 | 1341 | 1 |
| | | | | | | | | 1950 | 71 | 1746 | 18 | 1542 | 1 | 1338 | 1 |
| | | | | | | | | 1947 | 70 | 1743 | 18 | 1539 | 1 | 1335 | 1 |
| | | | | | | | | 1944 | 70 | 1740 | 17 | 1536 | 1 | 1332 | 1 |
| | | | | | | | | 1941 | 69 | 1737 | 17 | 1533 | 1 | 1329 | 1 |
| | | | | | | | | 1938 | 68 | 1734 | 16 | 1530 | 1 | 1326 | 1 |
| | | | | | | | | 1935 | 67 | 1731 | 16 | 1527 | 1 | 1323 | 1 |
| | | | | | | | | 1932 | 67 | 1728 | 15 | 1524 | 1 | 1320 | 1 |
| | | | | | | | | 1929 | 66 | 1725 | 15 | 1521 | 1 | | |

Table 3

**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 | | | Scaled Score | SSAT Percentile | | | Scaled Score | Percentile Total | Scaled Score | Percentile Total | Scaled Score | Percentile Total | Scaled Score | Percentile Total |
|--------------|-----------------|----|----|--------------|-----------------|---|----|--------------|------------------|--------------|------------------|--------------|------------------|--------------|------------------|
| | V | Q | R | | V | Q | R | | | | | | | | |
| 710 | 99 | 99 | 99 | 572 | 11 | 8 | 12 | 2130 | 99 | 1926 | 51 | 1722 | 8 | 1518 | 1 |
| 707 | 94 | 97 | 96 | 569 | 10 | 7 | 11 | 2127 | 99 | 1923 | 50 | 1719 | 7 | 1515 | 1 |
| 704 | 93 | 96 | 95 | 566 | 9 | 6 | 10 | 2124 | 99 | 1920 | 49 | 1716 | 7 | 1512 | 1 |
| 701 | 92 | 94 | 93 | 563 | 8 | 6 | 9 | 2121 | 99 | 1917 | 48 | 1713 | 7 | 1509 | 1 |
| 698 | 90 | 93 | 93 | 560 | 8 | 5 | 9 | 2118 | 99 | 1914 | 47 | 1710 | 6 | 1506 | 1 |
| 695 | 89 | 91 | 91 | 557 | 7 | 5 | 8 | 2115 | 99 | 1911 | 46 | 1707 | 6 | 1503 | 1 |
| 692 | 87 | 89 | 89 | 554 | 6 | 4 | 7 | 2112 | 98 | 1908 | 45 | 1704 | 6 | 1500 | 1 |
| 689 | 86 | 86 | 88 | 551 | 6 | 4 | 6 | 2109 | 98 | 1905 | 44 | 1701 | 6 | 1497 | 1 |
| 686 | 83 | 84 | 86 | 548 | 5 | 3 | 5 | 2106 | 98 | 1902 | 43 | 1698 | 6 | 1494 | 1 |
| 683 | 82 | 82 | 84 | 545 | 5 | 3 | 5 | 2103 | 97 | 1899 | 43 | 1695 | 5 | 1491 | 1 |
| 680 | 80 | 79 | 83 | 542 | 4 | 2 | 4 | 2100 | 97 | 1896 | 42 | 1692 | 5 | 1488 | 1 |
| 677 | 78 | 77 | 81 | 539 | 4 | 2 | 4 | 2097 | 96 | 1893 | 41 | 1689 | 5 | 1485 | 1 |
| 674 | 76 | 74 | 79 | 536 | 3 | 2 | 3 | 2094 | 96 | 1890 | 40 | 1686 | 5 | 1482 | 1 |
| 671 | 74 | 71 | 77 | 533 | 3 | 1 | 3 | 2091 | 95 | 1887 | 39 | 1683 | 4 | 1479 | 1 |
| 668 | 71 | 68 | 75 | 530 | 2 | 1 | 2 | 2088 | 94 | 1884 | 38 | 1680 | 4 | 1476 | 1 |
| 665 | 69 | 65 | 73 | 527 | 2 | 1 | 2 | 2085 | 94 | 1881 | 38 | 1677 | 4 | 1473 | 1 |
| 662 | 67 | 62 | 71 | 524 | 2 | 1 | 2 | 2082 | 94 | 1878 | 37 | 1674 | 4 | 1470 | 1 |
| 659 | 64 | 59 | 68 | 521 | 2 | 1 | 1 | 2079 | 93 | 1875 | 36 | 1671 | 3 | 1467 | 1 |
| 656 | 62 | 56 | 66 | 518 | 2 | 1 | 1 | 2076 | 92 | 1872 | 35 | 1668 | 3 | 1464 | 1 |
| 653 | 59 | 54 | 64 | 515 | 1 | 1 | 1 | 2073 | 92 | 1869 | 35 | 1665 | 3 | 1461 | 1 |
| 650 | 57 | 51 | 62 | 512 | 1 | 1 | 1 | 2070 | 91 | 1866 | 34 | 1662 | 3 | 1458 | 1 |
| 647 | 55 | 48 | 59 | 509 | 1 | 1 | 1 | 2067 | 90 | 1863 | 33 | 1659 | 3 | 1455 | 1 |
| 644 | 53 | 46 | 57 | 506 | 1 | 1 | 1 | 2064 | 90 | 1860 | 32 | 1656 | 3 | 1452 | 1 |
| 641 | 50 | 43 | 54 | 503 | 1 | 1 | 1 | 2061 | 89 | 1857 | 32 | 1653 | 2 | 1449 | 1 |
| 638 | 48 | 41 | 52 | 500 | 1 | 1 | 1 | 2058 | 88 | 1854 | 31 | 1650 | 2 | 1446 | 1 |
| 635 | 46 | 38 | 50 | 497 | 1 | 1 | 1 | 2055 | 88 | 1851 | 30 | 1647 | 2 | 1443 | 1 |
| 632 | 44 | 36 | 48 | 494 | 1 | 1 | 1 | 2052 | 87 | 1848 | 29 | 1644 | 2 | 1440 | 1 |
| 629 | 41 | 34 | 45 | 491 | 1 | 1 | 1 | 2049 | 86 | 1845 | 29 | 1641 | 2 | 1437 | 1 |
| 626 | 39 | 32 | 44 | 488 | 1 | 1 | 1 | 2046 | 85 | 1842 | 28 | 1638 | 2 | 1434 | 1 |
| 623 | 37 | 30 | 42 | 485 | 1 | 1 | 1 | 2043 | 85 | 1839 | 27 | 1635 | 2 | 1431 | 1 |
| 620 | 35 | 28 | 39 | 482 | 1 | 1 | 1 | 2040 | 84 | 1836 | 27 | 1632 | 2 | 1428 | 1 |
| 617 | 32 | 26 | 37 | 479 | 1 | 1 | 1 | 2037 | 83 | 1833 | 26 | 1629 | 2 | 1425 | 1 |
| 614 | 31 | 24 | 35 | 476 | 1 | 1 | 1 | 2034 | 83 | 1830 | 25 | 1626 | 2 | 1422 | 1 |
| 611 | 29 | 23 | 33 | 473 | 1 | 1 | 1 | 2031 | 82 | 1827 | 25 | 1623 | 2 | 1419 | 1 |
| 608 | 27 | 21 | 32 | 470 | 1 | 1 | 1 | 2028 | 81 | 1824 | 24 | 1620 | 1 | 1416 | 1 |
| 605 | 25 | 20 | 30 | 467 | 1 | 1 | 1 | 2025 | 80 | 1821 | 24 | 1617 | 1 | 1413 | 1 |
| 602 | 24 | 19 | 28 | 464 | 1 | 1 | 1 | 2022 | 79 | 1818 | 23 | 1614 | 1 | 1410 | 1 |
| 599 | 22 | 17 | 26 | 461 | 1 | 1 | 1 | 2019 | 78 | 1815 | 23 | 1611 | 1 | 1407 | 1 |
| 596 | 20 | 16 | 24 | 458 | 1 | 1 | 1 | 2016 | 77 | 1812 | 22 | 1608 | 1 | 1404 | 1 |
| 593 | 19 | 15 | 22 | 455 | 1 | 1 | 1 | 2013 | 76 | 1809 | 21 | 1605 | 1 | 1401 | 1 |
| 590 | 18 | 13 | 21 | 452 | 1 | 1 | 1 | 2010 | 75 | 1806 | 21 | 1602 | 1 | 1398 | 1 |
| 587 | 16 | 12 | 19 | 449 | 1 | 1 | 1 | 2007 | 75 | 1803 | 20 | 1599 | 1 | 1395 | 1 |
| 584 | 15 | 11 | 17 | 446 | 1 | 1 | 1 | 2004 | 74 | 1800 | 19 | 1596 | 1 | 1392 | 1 |
| 581 | 14 | 10 | 16 | 443 | 1 | 1 | 1 | 2001 | 73 | 1797 | 19 | 1593 | 1 | 1389 | 1 |
| 578 | 13 | 10 | 15 | 440 | 1 | 1 | 1 | 1998 | 72 | 1794 | 18 | 1590 | 1 | 1386 | 1 |
| 575 | 12 | 9 | 13 | | | | | 1995 | 71 | 1791 | 18 | 1587 | 1 | 1383 | 1 |
| | | | | | | | | 1992 | 70 | 1788 | 17 | 1584 | 1 | 1380 | 1 |
| | | | | | | | | 1989 | 70 | 1785 | 17 | 1581 | 1 | 1377 | 1 |
| | | | | | | | | 1986 | 69 | 1782 | 16 | 1578 | 1 | 1374 | 1 |
| | | | | | | | | 1983 | 68 | 1779 | 16 | 1575 | 1 | 1371 | 1 |
| | | | | | | | | 1980 | 67 | 1776 | 15 | 1572 | 1 | 1368 | 1 |
| | | | | | | | | 1977 | 66 | 1773 | 15 | 1569 | 1 | 1365 | 1 |
| | | | | | | | | 1974 | 65 | 1770 | 14 | 1566 | 1 | 1362 | 1 |
| | | | | | | | | 1971 | 64 | 1767 | 13 | 1563 | 1 | 1359 | 1 |
| | | | | | | | | 1968 | 63 | 1764 | 13 | 1560 | 1 | 1356 | 1 |
| | | | | | | | | 1965 | 62 | 1761 | 12 | 1557 | 1 | 1353 | 1 |
| | | | | | | | | 1962 | 61 | 1758 | 12 | 1554 | 1 | 1350 | 1 |
| | | | | | | | | 1959 | 60 | 1755 | 12 | 1551 | 1 | 1347 | 1 |
| | | | | | | | | 1956 | 60 | 1752 | 11 | 1548 | 1 | 1344 | 1 |
| | | | | | | | | 1953 | 59 | 1749 | 11 | 1545 | 1 | 1341 | 1 |
| | | | | | | | | 1950 | 58 | 1746 | 10 | 1542 | 1 | 1338 | 1 |
| | | | | | | | | 1947 | 57 | 1743 | 10 | 1539 | 1 | 1335 | 1 |
| | | | | | | | | 1944 | 56 | 1740 | 10 | 1536 | 1 | 1332 | 1 |
| | | | | | | | | 1941 | 55 | 1737 | 9 | 1533 | 1 | 1329 | 1 |
| | | | | | | | | 1938 | 54 | 1734 | 9 | 1530 | 1 | 1326 | 1 |
| | | | | | | | | 1935 | 53 | 1731 | 9 | 1527 | 1 | 1323 | 1 |
| | | | | | | | | 1932 | 52 | 1728 | 8 | 1524 | 1 | 1320 | 1 |
| | | | | | | | | 1929 | 51 | 1725 | 8 | 1521 | 1 | | |



Table 4

**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 | | | Scaled Score | SSAT Percentile | | | Scaled Score | Percentile Total | Scaled Score | Percentile Total | Scaled Score | Percentile Total | Scaled Score | Percentile Total |
|--------------|-----------------|----|----|--------------|-----------------|----|----|--------------|------------------|--------------|------------------|--------------|------------------|--------------|------------------|
| | V | Q | R | | V | Q | R | | | | | | | | |
| 800 | 99 | 99 | 99 | 647 | 40 | 31 | 44 | 2400 | 99 | 2175 | 84 | 1950 | 38 | 1725 | 4 |
| 797 | 98 | 96 | 99 | 644 | 38 | 30 | 42 | 2397 | 99 | 2172 | 84 | 1947 | 37 | 1722 | 4 |
| 794 | 98 | 96 | 99 | 641 | 37 | 28 | 40 | 2394 | 99 | 2169 | 83 | 1944 | 37 | 1719 | 4 |
| 791 | 98 | 95 | 99 | 638 | 35 | 27 | 38 | 2391 | 99 | 2166 | 83 | 1941 | 36 | 1716 | 3 |
| 788 | 98 | 94 | 99 | 635 | 34 | 25 | 36 | 2388 | 99 | 2163 | 82 | 1938 | 35 | 1713 | 3 |
| 785 | 97 | 94 | 99 | 632 | 32 | 24 | 34 | 2385 | 99 | 2160 | 82 | 1935 | 35 | 1710 | 3 |
| 782 | 97 | 93 | 99 | 629 | 31 | 22 | 32 | 2382 | 99 | 2157 | 81 | 1932 | 34 | 1707 | 3 |
| 779 | 96 | 92 | 99 | 626 | 29 | 21 | 31 | 2379 | 99 | 2154 | 81 | 1929 | 34 | 1704 | 3 |
| 776 | 96 | 92 | 99 | 623 | 27 | 20 | 29 | 2376 | 99 | 2151 | 80 | 1926 | 33 | 1701 | 3 |
| 773 | 95 | 91 | 99 | 620 | 26 | 19 | 27 | 2373 | 99 | 2148 | 80 | 1923 | 32 | 1698 | 2 |
| 770 | 95 | 90 | 98 | 617 | 25 | 17 | 26 | 2370 | 99 | 2145 | 79 | 1920 | 32 | 1695 | 2 |
| 767 | 94 | 89 | 98 | 614 | 23 | 16 | 24 | 2367 | 99 | 2142 | 79 | 1917 | 31 | 1692 | 2 |
| 764 | 94 | 88 | 98 | 611 | 22 | 15 | 22 | 2364 | 99 | 2139 | 78 | 1914 | 30 | 1689 | 2 |
| 761 | 93 | 87 | 98 | 608 | 21 | 14 | 21 | 2361 | 99 | 2136 | 78 | 1911 | 30 | 1686 | 2 |
| 758 | 92 | 86 | 97 | 605 | 19 | 13 | 19 | 2358 | 99 | 2133 | 77 | 1908 | 29 | 1683 | 2 |
| 755 | 91 | 85 | 97 | 602 | 18 | 12 | 18 | 2355 | 99 | 2130 | 77 | 1905 | 29 | 1680 | 2 |
| 752 | 90 | 84 | 97 | 599 | 17 | 11 | 16 | 2352 | 99 | 2127 | 76 | 1902 | 28 | 1677 | 1 |
| 749 | 89 | 83 | 97 | 596 | 16 | 10 | 15 | 2349 | 99 | 2124 | 75 | 1899 | 27 | 1674 | 1 |
| 746 | 89 | 82 | 96 | 593 | 15 | 9 | 14 | 2346 | 99 | 2121 | 75 | 1896 | 27 | 1671 | 1 |
| 743 | 88 | 81 | 95 | 590 | 14 | 8 | 13 | 2343 | 99 | 2118 | 74 | 1893 | 26 | 1668 | 1 |
| 740 | 87 | 80 | 95 | 587 | 13 | 8 | 11 | 2340 | 99 | 2115 | 74 | 1890 | 26 | 1665 | 1 |
| 737 | 86 | 79 | 95 | 584 | 12 | 7 | 10 | 2337 | 99 | 2112 | 73 | 1887 | 25 | 1662 | 1 |
| 734 | 84 | 78 | 94 | 581 | 11 | 6 | 9 | 2334 | 99 | 2109 | 73 | 1884 | 25 | 1659 | 1 |
| 731 | 83 | 76 | 94 | 578 | 10 | 5 | 8 | 2331 | 99 | 2106 | 72 | 1881 | 24 | 1656 | 1 |
| 728 | 82 | 75 | 93 | 575 | 9 | 5 | 7 | 2328 | 98 | 2103 | 71 | 1878 | 23 | 1653 | 1 |
| 725 | 81 | 73 | 92 | 572 | 8 | 4 | 6 | 2325 | 98 | 2100 | 71 | 1875 | 23 | 1650 | 1 |
| 722 | 79 | 72 | 90 | 569 | 7 | 4 | 6 | 2322 | 98 | 2097 | 70 | 1872 | 22 | 1647 | 1 |
| 719 | 78 | 71 | 89 | 566 | 7 | 4 | 5 | 2319 | 98 | 2094 | 70 | 1869 | 22 | 1644 | 1 |
| 716 | 77 | 69 | 87 | 563 | 6 | 3 | 4 | 2316 | 98 | 2091 | 69 | 1866 | 21 | 1641 | 1 |
| 713 | 75 | 68 | 86 | 560 | 5 | 3 | 4 | 2313 | 98 | 2088 | 68 | 1863 | 21 | 1638 | 1 |
| 710 | 74 | 66 | 84 | 557 | 5 | 2 | 3 | 2310 | 98 | 2085 | 68 | 1860 | 20 | 1635 | 1 |
| 707 | 73 | 65 | 83 | 554 | 4 | 2 | 3 | 2307 | 97 | 2082 | 67 | 1857 | 20 | 1632 | 1 |
| 704 | 71 | 63 | 80 | 551 | 4 | 2 | 2 | 2304 | 97 | 2079 | 66 | 1854 | 19 | 1629 | 1 |
| 701 | 69 | 61 | 79 | 548 | 3 | 1 | 2 | 2301 | 97 | 2076 | 66 | 1851 | 19 | 1626 | 1 |
| 698 | 68 | 60 | 77 | 545 | 3 | 1 | 2 | 2298 | 97 | 2073 | 65 | 1848 | 18 | 1623 | 1 |
| 695 | 66 | 58 | 75 | 542 | 2 | 1 | 1 | 2295 | 97 | 2070 | 64 | 1845 | 18 | 1620 | 1 |
| 692 | 65 | 56 | 74 | 539 | 2 | 1 | 1 | 2292 | 97 | 2067 | 64 | 1842 | 17 | 1617 | 1 |
| 689 | 63 | 55 | 71 | 536 | 2 | 1 | 1 | 2289 | 96 | 2064 | 63 | 1839 | 17 | 1614 | 1 |
| 686 | 62 | 53 | 70 | 533 | 1 | 1 | 1 | 2286 | 96 | 2061 | 63 | 1836 | 16 | 1611 | 1 |
| 683 | 60 | 51 | 68 | 530 | 1 | 1 | 1 | 2283 | 96 | 2058 | 62 | 1833 | 16 | 1608 | 1 |
| 680 | 58 | 49 | 66 | 527 | 1 | 1 | 1 | 2280 | 96 | 2055 | 61 | 1830 | 15 | 1605 | 1 |
| 677 | 57 | 48 | 64 | 524 | 1 | 1 | 1 | 2277 | 96 | 2052 | 61 | 1827 | 15 | 1602 | 1 |
| 674 | 55 | 46 | 62 | 521 | 1 | 1 | 1 | 2274 | 95 | 2049 | 60 | 1824 | 14 | 1599 | 1 |
| 671 | 53 | 44 | 60 | 518 | 1 | 1 | 1 | 2271 | 95 | 2046 | 59 | 1821 | 14 | 1596 | 1 |
| 668 | 52 | 42 | 58 | 515 | 1 | 1 | 1 | 2268 | 95 | 2043 | 59 | 1818 | 14 | 1593 | 1 |
| 665 | 50 | 41 | 56 | 512 | 1 | 1 | 1 | 2265 | 95 | 2040 | 58 | 1815 | 13 | 1590 | 1 |
| 662 | 49 | 39 | 54 | 509 | 1 | 1 | 1 | 2262 | 94 | 2037 | 57 | 1812 | 13 | 1587 | 1 |
| 659 | 47 | 37 | 52 | 506 | 1 | 1 | 1 | 2259 | 94 | 2034 | 57 | 1809 | 12 | 1584 | 1 |
| 656 | 45 | 36 | 50 | 503 | 1 | 1 | 1 | 2256 | 94 | 2031 | 56 | 1806 | 12 | 1581 | 1 |
| 653 | 44 | 34 | 48 | 500 | 1 | 1 | 1 | 2253 | 94 | 2028 | 55 | 1803 | 12 | 1578 | 1 |
| 650 | 42 | 32 | 46 | | | | | 2250 | 93 | 2025 | 55 | 1800 | 11 | 1575 | 1 |
| | | | | | | | | 2247 | 93 | 2022 | 54 | 1797 | 11 | 1572 | 1 |
| | | | | | | | | 2244 | 93 | 2019 | 53 | 1794 | 10 | 1569 | 1 |
| | | | | | | | | 2241 | 93 | 2016 | 53 | 1791 | 10 | 1566 | 1 |
| | | | | | | | | 2238 | 92 | 2013 | 52 | 1788 | 10 | 1563 | 1 |
| | | | | | | | | 2235 | 92 | 2010 | 51 | 1785 | 9 | 1560 | 1 |
| | | | | | | | | 2232 | 92 | 2007 | 51 | 1782 | 9 | 1557 | 1 |
| | | | | | | | | 2229 | 91 | 2004 | 50 | 1779 | 9 | 1554 | 1 |
| | | | | | | | | 2226 | 91 | 2001 | 49 | 1776 | 8 | 1551 | 1 |
| | | | | | | | | 2223 | 91 | 1998 | 49 | 1773 | 8 | 1548 | 1 |
| | | | | | | | | 2220 | 90 | 1995 | 48 | 1770 | 8 | 1545 | 1 |
| | | | | | | | | 2217 | 90 | 1992 | 47 | 1767 | 7 | 1542 | 1 |
| | | | | | | | | 2214 | 90 | 1989 | 47 | 1764 | 7 | 1539 | 1 |
| | | | | | | | | 2211 | 89 | 1986 | 46 | 1761 | 7 | 1536 | 1 |
| | | | | | | | | 2208 | 89 | 1983 | 45 | 1758 | 7 | 1533 | 1 |
| | | | | | | | | 2205 | 88 | 1980 | 45 | 1755 | 6 | 1530 | 1 |
| | | | | | | | | 2202 | 88 | 1977 | 44 | 1752 | 6 | 1527 | 1 |
| | | | | | | | | 2199 | 88 | 1974 | 43 | 1749 | 6 | 1524 | 1 |
| | | | | | | | | 2196 | 87 | 1971 | 43 | 1746 | 6 | 1521 | 1 |
| | | | | | | | | 2193 | 87 | 1968 | 42 | 1743 | 5 | 1518 | 1 |
| | | | | | | | | 2190 | 86 | 1965 | 41 | 1740 | 5 | 1515 | 1 |
| | | | | | | | | 2187 | 86 | 1962 | 41 | 1737 | 5 | 1512 | 1 |
| | | | | | | | | 2184 | 86 | 1959 | 40 | 1734 | 5 | 1509 | 1 |
| | | | | | | | | 2181 | 85 | 1956 | 39 | 1731 | 4 | 1506 | 1 |
| | | | | | | | | 2178 | 85 | 1953 | 39 | 1728 | 4 | 1503 | 1 |
| | | | | | | | | | | | | | | 1500 | 1 |



Table 5

**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 | | | Scaled Score | SSAT Percentile | | | Scaled Score | Percentile Total | Scaled Score | Percentile Total | Scaled Score | Percentile Total | Scaled Score | Percentile Total |
|--------------|-----------------|----|----|--------------|-----------------|----|----|--------------|------------------|--------------|------------------|--------------|------------------|--------------|------------------|
| | V | Q | R | | V | Q | R | | | | | | | | |
| 800 | 99 | 99 | 99 | 647 | 38 | 22 | 40 | 2400 | 99 | 2175 | 78 | 1950 | 31 | 1725 | 3 |
| 797 | 97 | 93 | 99 | 644 | 36 | 21 | 38 | 2397 | 99 | 2172 | 78 | 1947 | 31 | 1722 | 3 |
| 794 | 97 | 92 | 99 | 641 | 35 | 20 | 36 | 2394 | 99 | 2169 | 77 | 1944 | 30 | 1719 | 3 |
| 791 | 96 | 91 | 99 | 638 | 33 | 19 | 34 | 2391 | 99 | 2166 | 77 | 1941 | 30 | 1716 | 3 |
| 788 | 96 | 90 | 99 | 635 | 32 | 18 | 32 | 2388 | 99 | 2163 | 76 | 1938 | 29 | 1713 | 2 |
| 785 | 95 | 89 | 99 | 632 | 30 | 17 | 30 | 2385 | 99 | 2160 | 76 | 1935 | 29 | 1710 | 2 |
| 782 | 94 | 88 | 99 | 629 | 29 | 16 | 29 | 2382 | 99 | 2157 | 75 | 1932 | 28 | 1707 | 2 |
| 779 | 94 | 87 | 98 | 626 | 27 | 15 | 27 | 2379 | 99 | 2154 | 74 | 1929 | 28 | 1704 | 2 |
| 776 | 93 | 85 | 98 | 623 | 26 | 14 | 26 | 2376 | 99 | 2151 | 74 | 1926 | 27 | 1701 | 2 |
| 773 | 93 | 84 | 98 | 620 | 25 | 13 | 24 | 2373 | 99 | 2148 | 73 | 1923 | 27 | 1698 | 2 |
| 770 | 92 | 83 | 97 | 617 | 24 | 12 | 22 | 2370 | 99 | 2145 | 73 | 1920 | 26 | 1695 | 2 |
| 767 | 91 | 82 | 97 | 614 | 22 | 11 | 21 | 2367 | 99 | 2142 | 72 | 1917 | 25 | 1692 | 2 |
| 764 | 90 | 80 | 97 | 611 | 21 | 11 | 20 | 2364 | 99 | 2139 | 71 | 1914 | 25 | 1689 | 1 |
| 761 | 89 | 79 | 96 | 608 | 20 | 10 | 18 | 2361 | 99 | 2136 | 71 | 1911 | 24 | 1686 | 1 |
| 758 | 88 | 78 | 96 | 605 | 19 | 9 | 17 | 2358 | 99 | 2133 | 70 | 1908 | 24 | 1683 | 1 |
| 755 | 87 | 76 | 96 | 602 | 18 | 8 | 16 | 2355 | 99 | 2130 | 70 | 1905 | 23 | 1680 | 1 |
| 752 | 86 | 75 | 95 | 599 | 17 | 8 | 14 | 2352 | 98 | 2127 | 69 | 1902 | 23 | 1677 | 1 |
| 749 | 85 | 74 | 95 | 596 | 16 | 7 | 13 | 2349 | 98 | 2124 | 69 | 1899 | 22 | 1674 | 1 |
| 746 | 84 | 72 | 94 | 593 | 14 | 6 | 12 | 2346 | 98 | 2121 | 68 | 1896 | 22 | 1671 | 1 |
| 743 | 83 | 70 | 93 | 590 | 13 | 6 | 11 | 2343 | 98 | 2118 | 67 | 1893 | 21 | 1668 | 1 |
| 740 | 82 | 69 | 93 | 587 | 12 | 5 | 10 | 2340 | 98 | 2115 | 67 | 1890 | 21 | 1665 | 1 |
| 737 | 81 | 68 | 93 | 584 | 12 | 5 | 9 | 2337 | 98 | 2112 | 66 | 1887 | 20 | 1662 | 1 |
| 734 | 80 | 66 | 92 | 581 | 11 | 4 | 8 | 2334 | 98 | 2109 | 65 | 1884 | 19 | 1659 | 1 |
| 731 | 79 | 64 | 91 | 578 | 10 | 4 | 8 | 2331 | 97 | 2106 | 65 | 1881 | 19 | 1656 | 1 |
| 728 | 77 | 63 | 90 | 575 | 9 | 3 | 7 | 2328 | 97 | 2103 | 64 | 1878 | 18 | 1653 | 1 |
| 725 | 76 | 61 | 89 | 572 | 8 | 3 | 6 | 2325 | 97 | 2100 | 64 | 1875 | 18 | 1650 | 1 |
| 722 | 75 | 60 | 87 | 569 | 8 | 3 | 5 | 2322 | 97 | 2097 | 63 | 1872 | 17 | 1647 | 1 |
| 719 | 73 | 58 | 86 | 566 | 7 | 2 | 5 | 2319 | 97 | 2094 | 62 | 1869 | 17 | 1644 | 1 |
| 716 | 72 | 57 | 84 | 563 | 6 | 2 | 4 | 2316 | 96 | 2091 | 62 | 1866 | 16 | 1641 | 1 |
| 713 | 71 | 55 | 82 | 560 | 6 | 2 | 3 | 2313 | 96 | 2088 | 61 | 1863 | 16 | 1638 | 1 |
| 710 | 69 | 54 | 80 | 557 | 5 | 2 | 3 | 2310 | 96 | 2085 | 60 | 1860 | 16 | 1635 | 1 |
| 707 | 68 | 52 | 78 | 554 | 5 | 1 | 2 | 2307 | 96 | 2082 | 60 | 1857 | 15 | 1632 | 1 |
| 704 | 66 | 50 | 76 | 551 | 4 | 1 | 2 | 2304 | 95 | 2079 | 59 | 1854 | 15 | 1629 | 1 |
| 701 | 65 | 49 | 75 | 548 | 4 | 1 | 2 | 2301 | 95 | 2076 | 58 | 1851 | 14 | 1626 | 1 |
| 698 | 64 | 47 | 72 | 545 | 3 | 1 | 1 | 2298 | 95 | 2073 | 58 | 1848 | 14 | 1623 | 1 |
| 695 | 62 | 45 | 70 | 542 | 3 | 1 | 1 | 2295 | 94 | 2070 | 57 | 1845 | 13 | 1620 | 1 |
| 692 | 60 | 44 | 69 | 539 | 2 | 1 | 1 | 2292 | 94 | 2067 | 56 | 1842 | 13 | 1617 | 1 |
| 689 | 59 | 42 | 66 | 536 | 2 | 1 | 1 | 2289 | 94 | 2064 | 56 | 1839 | 13 | 1614 | 1 |
| 686 | 57 | 41 | 65 | 533 | 2 | 1 | 1 | 2286 | 93 | 2061 | 55 | 1836 | 12 | 1611 | 1 |
| 683 | 56 | 39 | 62 | 530 | 1 | 1 | 1 | 2283 | 93 | 2058 | 54 | 1833 | 12 | 1608 | 1 |
| 680 | 54 | 38 | 61 | 527 | 1 | 1 | 1 | 2280 | 93 | 2055 | 54 | 1830 | 12 | 1605 | 1 |
| 677 | 52 | 37 | 59 | 524 | 1 | 1 | 1 | 2277 | 92 | 2052 | 53 | 1827 | 11 | 1602 | 1 |
| 674 | 51 | 35 | 57 | 521 | 1 | 1 | 1 | 2274 | 92 | 2049 | 53 | 1824 | 11 | 1599 | 1 |
| 671 | 49 | 34 | 55 | 518 | 1 | 1 | 1 | 2271 | 92 | 2046 | 52 | 1821 | 10 | 1596 | 1 |
| 668 | 48 | 32 | 53 | 515 | 1 | 1 | 1 | 2268 | 91 | 2043 | 51 | 1818 | 10 | 1593 | 1 |
| 665 | 47 | 31 | 51 | 512 | 1 | 1 | 1 | 2265 | 91 | 2040 | 51 | 1815 | 10 | 1590 | 1 |
| 662 | 45 | 29 | 49 | 509 | 1 | 1 | 1 | 2262 | 91 | 2037 | 50 | 1812 | 10 | 1587 | 1 |
| 659 | 43 | 27 | 47 | 506 | 1 | 1 | 1 | 2259 | 90 | 2034 | 49 | 1809 | 9 | 1584 | 1 |
| 656 | 42 | 26 | 45 | 503 | 1 | 1 | 1 | 2256 | 90 | 2031 | 49 | 1806 | 9 | 1581 | 1 |
| 653 | 40 | 25 | 43 | 500 | 1 | 1 | 1 | 2253 | 90 | 2028 | 48 | 1803 | 9 | 1578 | 1 |
| 650 | 39 | 24 | 41 | | | | | 2250 | 89 | 2025 | 47 | 1800 | 8 | 1575 | 1 |
| | | | | | | | | 2247 | 89 | 2022 | 47 | 1797 | 8 | 1572 | 1 |
| | | | | | | | | 2244 | 89 | 2019 | 46 | 1794 | 8 | 1569 | 1 |
| | | | | | | | | 2241 | 88 | 2016 | 45 | 1791 | 8 | 1566 | 1 |
| | | | | | | | | 2238 | 88 | 2013 | 45 | 1788 | 7 | 1563 | 1 |
| | | | | | | | | 2235 | 87 | 2010 | 44 | 1785 | 7 | 1560 | 1 |
| | | | | | | | | 2232 | 87 | 2007 | 43 | 1782 | 7 | 1557 | 1 |
| | | | | | | | | 2229 | 87 | 2004 | 43 | 1779 | 6 | 1554 | 1 |
| | | | | | | | | 2226 | 86 | 2001 | 42 | 1776 | 6 | 1551 | 1 |
| | | | | | | | | 2223 | 86 | 1998 | 42 | 1773 | 6 | 1548 | 1 |
| | | | | | | | | 2220 | 86 | 1995 | 41 | 1770 | 6 | 1545 | 1 |
| | | | | | | | | 2217 | 85 | 1992 | 40 | 1767 | 6 | 1542 | 1 |
| | | | | | | | | 2214 | 85 | 1989 | 39 | 1764 | 5 | 1539 | 1 |
| | | | | | | | | 2211 | 84 | 1986 | 39 | 1761 | 5 | 1536 | 1 |
| | | | | | | | | 2208 | 84 | 1983 | 38 | 1758 | 5 | 1533 | 1 |
| | | | | | | | | 2205 | 83 | 1980 | 38 | 1755 | 5 | 1530 | 1 |
| | | | | | | | | 2202 | 83 | 1977 | 37 | 1752 | 4 | 1527 | 1 |
| | | | | | | | | 2199 | 82 | 1974 | 37 | 1749 | 4 | 1524 | 1 |
| | | | | | | | | 2196 | 82 | 1971 | 36 | 1746 | 4 | 1521 | 1 |
| | | | | | | | | 2193 | 81 | 1968 | 35 | 1743 | 4 | 1518 | 1 |
| | | | | | | | | 2190 | 81 | 1965 | 35 | 1740 | 4 | 1515 | 1 |
| | | | | | | | | 2187 | 80 | 1962 | 34 | 1737 | 4 | 1512 | 1 |
| | | | | | | | | 2184 | 80 | 1959 | 33 | 1734 | 3 | 1509 | 1 |
| | | | | | | | | 2181 | 79 | 1956 | 33 | 1731 | 3 | 1506 | 1 |
| | | | | | | | | 2178 | 79 | 1953 | 32 | 1728 | 3 | 1503 | 1 |
| | | | | | | | | | | | | | | 1500 | 1 |



Table 6

**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 | | | Scaled Score | SSAT Percentile | | | Scaled Score | Percentile Total | Scaled Score | Percentile Total | Scaled Score | Percentile Total | Scaled Score | Percentile Total |
|--------------|-----------------|----|----|--------------|-----------------|----|----|--------------|------------------|--------------|------------------|--------------|------------------|--------------|------------------|
| | V | Q | R | | V | Q | R | | | | | | | | |
| 800 | 99 | 99 | 99 | 647 | 39 | 20 | 40 | 2400 | 99 | 2175 | 80 | 1950 | 31 | 1725 | 2 |
| 797 | 98 | 95 | 99 | 644 | 38 | 19 | 38 | 2397 | 99 | 2172 | 79 | 1947 | 30 | 1722 | 2 |
| 794 | 97 | 94 | 99 | 641 | 36 | 18 | 36 | 2394 | 99 | 2169 | 79 | 1944 | 29 | 1719 | 2 |
| 791 | 97 | 92 | 99 | 638 | 35 | 17 | 34 | 2391 | 99 | 2166 | 78 | 1941 | 29 | 1716 | 2 |
| 788 | 97 | 91 | 99 | 635 | 33 | 16 | 32 | 2388 | 99 | 2163 | 78 | 1938 | 28 | 1713 | 2 |
| 785 | 96 | 91 | 99 | 632 | 31 | 15 | 30 | 2385 | 99 | 2160 | 77 | 1935 | 28 | 1710 | 1 |
| 782 | 96 | 89 | 98 | 629 | 30 | 14 | 28 | 2382 | 99 | 2157 | 77 | 1932 | 27 | 1707 | 1 |
| 779 | 96 | 88 | 98 | 626 | 28 | 14 | 27 | 2379 | 99 | 2154 | 76 | 1929 | 26 | 1704 | 1 |
| 776 | 95 | 87 | 98 | 623 | 27 | 12 | 25 | 2376 | 99 | 2151 | 76 | 1926 | 26 | 1701 | 1 |
| 773 | 95 | 85 | 98 | 620 | 25 | 12 | 23 | 2373 | 99 | 2148 | 75 | 1923 | 25 | 1698 | 1 |
| 770 | 94 | 84 | 97 | 617 | 24 | 11 | 22 | 2370 | 99 | 2145 | 75 | 1920 | 25 | 1695 | 1 |
| 767 | 93 | 83 | 97 | 614 | 23 | 10 | 20 | 2367 | 99 | 2142 | 74 | 1917 | 24 | 1692 | 1 |
| 764 | 92 | 81 | 97 | 611 | 22 | 9 | 19 | 2364 | 99 | 2139 | 74 | 1914 | 24 | 1689 | 1 |
| 761 | 92 | 80 | 96 | 608 | 20 | 8 | 18 | 2361 | 99 | 2136 | 73 | 1911 | 23 | 1686 | 1 |
| 758 | 91 | 78 | 96 | 605 | 19 | 8 | 16 | 2358 | 99 | 2133 | 73 | 1908 | 22 | 1683 | 1 |
| 755 | 90 | 76 | 95 | 602 | 18 | 7 | 15 | 2355 | 99 | 2130 | 72 | 1905 | 22 | 1680 | 1 |
| 752 | 89 | 75 | 95 | 599 | 17 | 7 | 14 | 2352 | 99 | 2127 | 71 | 1902 | 21 | 1677 | 1 |
| 749 | 88 | 73 | 95 | 596 | 16 | 6 | 13 | 2349 | 99 | 2124 | 71 | 1899 | 21 | 1674 | 1 |
| 746 | 87 | 71 | 94 | 593 | 15 | 6 | 11 | 2346 | 98 | 2121 | 70 | 1896 | 20 | 1671 | 1 |
| 743 | 85 | 70 | 93 | 590 | 13 | 5 | 10 | 2343 | 98 | 2118 | 69 | 1893 | 20 | 1668 | 1 |
| 740 | 85 | 68 | 93 | 587 | 13 | 5 | 9 | 2340 | 98 | 2115 | 69 | 1890 | 19 | 1665 | 1 |
| 737 | 84 | 67 | 92 | 584 | 12 | 4 | 8 | 2337 | 98 | 2112 | 68 | 1887 | 19 | 1662 | 1 |
| 734 | 83 | 65 | 92 | 581 | 11 | 4 | 8 | 2334 | 98 | 2109 | 68 | 1884 | 18 | 1659 | 1 |
| 731 | 82 | 63 | 91 | 578 | 10 | 3 | 7 | 2331 | 98 | 2106 | 67 | 1881 | 18 | 1656 | 1 |
| 728 | 81 | 61 | 90 | 575 | 9 | 3 | 6 | 2328 | 98 | 2103 | 66 | 1878 | 17 | 1653 | 1 |
| 725 | 79 | 60 | 89 | 572 | 9 | 3 | 5 | 2325 | 97 | 2100 | 66 | 1875 | 17 | 1650 | 1 |
| 722 | 77 | 58 | 87 | 569 | 8 | 2 | 5 | 2322 | 97 | 2097 | 65 | 1872 | 16 | 1647 | 1 |
| 719 | 76 | 56 | 86 | 566 | 7 | 2 | 4 | 2319 | 97 | 2094 | 64 | 1869 | 16 | 1644 | 1 |
| 716 | 75 | 55 | 84 | 563 | 6 | 2 | 3 | 2316 | 97 | 2091 | 64 | 1866 | 15 | 1641 | 1 |
| 713 | 74 | 53 | 82 | 560 | 6 | 1 | 3 | 2313 | 97 | 2088 | 63 | 1863 | 15 | 1638 | 1 |
| 710 | 72 | 51 | 80 | 557 | 5 | 1 | 2 | 2310 | 97 | 2085 | 62 | 1860 | 14 | 1635 | 1 |
| 707 | 71 | 49 | 79 | 554 | 5 | 1 | 2 | 2307 | 96 | 2082 | 61 | 1857 | 14 | 1632 | 1 |
| 704 | 69 | 48 | 77 | 551 | 4 | 1 | 2 | 2304 | 96 | 2079 | 61 | 1854 | 14 | 1629 | 1 |
| 701 | 68 | 46 | 76 | 548 | 4 | 1 | 1 | 2301 | 96 | 2076 | 60 | 1851 | 13 | 1626 | 1 |
| 698 | 67 | 44 | 73 | 545 | 3 | 1 | 1 | 2298 | 96 | 2073 | 59 | 1848 | 13 | 1623 | 1 |
| 695 | 65 | 42 | 72 | 542 | 3 | 1 | 1 | 2295 | 95 | 2070 | 59 | 1845 | 12 | 1620 | 1 |
| 692 | 63 | 40 | 70 | 539 | 3 | 1 | 1 | 2292 | 95 | 2067 | 58 | 1842 | 12 | 1617 | 1 |
| 689 | 61 | 39 | 67 | 536 | 2 | 1 | 1 | 2289 | 95 | 2064 | 57 | 1839 | 12 | 1614 | 1 |
| 686 | 60 | 37 | 66 | 533 | 2 | 1 | 1 | 2286 | 95 | 2061 | 56 | 1836 | 11 | 1611 | 1 |
| 683 | 58 | 36 | 63 | 530 | 2 | 1 | 1 | 2283 | 94 | 2058 | 56 | 1833 | 11 | 1608 | 1 |
| 680 | 57 | 34 | 61 | 527 | 1 | 1 | 1 | 2280 | 94 | 2055 | 55 | 1830 | 11 | 1605 | 1 |
| 677 | 55 | 33 | 60 | 524 | 1 | 1 | 1 | 2277 | 94 | 2052 | 54 | 1827 | 10 | 1602 | 1 |
| 674 | 53 | 31 | 57 | 521 | 1 | 1 | 1 | 2274 | 94 | 2049 | 53 | 1824 | 10 | 1599 | 1 |
| 671 | 52 | 30 | 55 | 518 | 1 | 1 | 1 | 2271 | 93 | 2046 | 53 | 1821 | 9 | 1596 | 1 |
| 668 | 50 | 29 | 53 | 515 | 1 | 1 | 1 | 2268 | 93 | 2043 | 52 | 1818 | 9 | 1593 | 1 |
| 665 | 49 | 27 | 51 | 512 | 1 | 1 | 1 | 2265 | 93 | 2040 | 51 | 1815 | 9 | 1590 | 1 |
| 662 | 47 | 26 | 49 | 509 | 1 | 1 | 1 | 2262 | 92 | 2037 | 50 | 1812 | 8 | 1587 | 1 |
| 659 | 45 | 25 | 47 | 506 | 1 | 1 | 1 | 2259 | 92 | 2034 | 50 | 1809 | 8 | 1584 | 1 |
| 656 | 44 | 24 | 45 | 503 | 1 | 1 | 1 | 2256 | 92 | 2031 | 49 | 1806 | 8 | 1581 | 1 |
| 653 | 43 | 23 | 44 | 500 | 1 | 1 | 1 | 2253 | 91 | 2028 | 48 | 1803 | 7 | 1578 | 1 |
| 650 | 41 | 22 | 42 | | | | | 2250 | 91 | 2025 | 48 | 1800 | 7 | 1575 | 1 |
| | | | | | | | | 2247 | 91 | 2022 | 47 | 1797 | 7 | 1572 | 1 |
| | | | | | | | | 2244 | 90 | 2019 | 46 | 1794 | 6 | 1569 | 1 |
| | | | | | | | | 2241 | 90 | 2016 | 45 | 1791 | 6 | 1566 | 1 |
| | | | | | | | | 2238 | 89 | 2013 | 45 | 1788 | 6 | 1563 | 1 |
| | | | | | | | | 2235 | 89 | 2010 | 44 | 1785 | 6 | 1560 | 1 |
| | | | | | | | | 2232 | 89 | 2007 | 44 | 1782 | 5 | 1557 | 1 |
| | | | | | | | | 2229 | 88 | 2004 | 43 | 1779 | 5 | 1554 | 1 |
| | | | | | | | | 2226 | 88 | 2001 | 42 | 1776 | 5 | 1551 | 1 |
| | | | | | | | | 2223 | 87 | 1998 | 42 | 1773 | 5 | 1548 | 1 |
| | | | | | | | | 2220 | 87 | 1995 | 41 | 1770 | 4 | 1545 | 1 |
| | | | | | | | | 2217 | 86 | 1992 | 40 | 1767 | 4 | 1542 | 1 |
| | | | | | | | | 2214 | 86 | 1989 | 39 | 1764 | 4 | 1539 | 1 |
| | | | | | | | | 2211 | 85 | 1986 | 39 | 1761 | 4 | 1536 | 1 |
| | | | | | | | | 2208 | 85 | 1983 | 38 | 1758 | 3 | 1533 | 1 |
| | | | | | | | | 2205 | 84 | 1980 | 37 | 1755 | 3 | 1530 | 1 |
| | | | | | | | | 2202 | 84 | 1977 | 37 | 1752 | 3 | 1527 | 1 |
| | | | | | | | | 2199 | 83 | 1974 | 36 | 1749 | 3 | 1524 | 1 |
| | | | | | | | | 2196 | 83 | 1971 | 35 | 1746 | 3 | 1521 | 1 |
| | | | | | | | | 2193 | 82 | 1968 | 35 | 1743 | 3 | 1518 | 1 |
| | | | | | | | | 2190 | 82 | 1965 | 34 | 1740 | 3 | 1515 | 1 |
| | | | | | | | | 2187 | 82 | 1962 | 33 | 1737 | 3 | 1512 | 1 |
| | | | | | | | | 2184 | 81 | 1959 | 33 | 1734 | 2 | 1509 | 1 |
| | | | | | | | | 2181 | 81 | 1956 | 32 | 1731 | 2 | 1506 | 1 |
| | | | | | | | | 2178 | 80 | 1953 | 31 | 1728 | 2 | 1503 | 1 |
| | | | | | | | | | | | | | | 1500 | 1 |



Table 7

**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 | | | Scaled Score | SSAT Percentile | | | Scaled Score | Percentile Total | Scaled Score | Percentile Total | Scaled Score | Percentile Total | Scaled Score | Percentile Total |
|--------------|-----------------|----|----|--------------|-----------------|----|----|--------------|------------------|--------------|------------------|--------------|------------------|--------------|------------------|
| | V | Q | R | | V | Q | R | | | | | | | | |
| 800 | 99 | 99 | 99 | 647 | 51 | 23 | 52 | 2400 | 99 | 2175 | 89 | 1950 | 40 | 1725 | 3 |
| 797 | 99 | 97 | 99 | 644 | 49 | 22 | 50 | 2397 | 99 | 2172 | 89 | 1947 | 39 | 1722 | 3 |
| 794 | 99 | 96 | 99 | 641 | 47 | 21 | 48 | 2394 | 99 | 2169 | 88 | 1944 | 39 | 1719 | 3 |
| 791 | 99 | 96 | 99 | 638 | 46 | 20 | 46 | 2391 | 99 | 2166 | 88 | 1941 | 38 | 1716 | 3 |
| 788 | 99 | 95 | 99 | 635 | 43 | 19 | 42 | 2388 | 99 | 2163 | 87 | 1938 | 38 | 1713 | 3 |
| 785 | 99 | 94 | 99 | 632 | 41 | 18 | 40 | 2385 | 99 | 2160 | 87 | 1935 | 36 | 1710 | 3 |
| 782 | 99 | 93 | 99 | 629 | 40 | 17 | 38 | 2382 | 99 | 2157 | 87 | 1932 | 35 | 1707 | 3 |
| 779 | 98 | 93 | 99 | 626 | 38 | 16 | 36 | 2379 | 99 | 2154 | 86 | 1929 | 34 | 1704 | 3 |
| 776 | 98 | 91 | 99 | 623 | 36 | 15 | 35 | 2376 | 99 | 2151 | 86 | 1926 | 34 | 1701 | 3 |
| 773 | 98 | 90 | 99 | 620 | 34 | 15 | 33 | 2373 | 99 | 2148 | 85 | 1923 | 33 | 1698 | 3 |
| 770 | 98 | 89 | 99 | 617 | 33 | 14 | 31 | 2370 | 99 | 2145 | 85 | 1920 | 32 | 1695 | 2 |
| 767 | 97 | 88 | 98 | 614 | 31 | 13 | 29 | 2367 | 99 | 2142 | 84 | 1917 | 31 | 1692 | 2 |
| 764 | 97 | 86 | 98 | 611 | 30 | 12 | 27 | 2364 | 99 | 2139 | 83 | 1914 | 30 | 1689 | 2 |
| 761 | 97 | 84 | 98 | 608 | 28 | 11 | 25 | 2361 | 99 | 2136 | 82 | 1911 | 30 | 1686 | 2 |
| 758 | 96 | 83 | 98 | 605 | 26 | 10 | 23 | 2358 | 99 | 2133 | 82 | 1908 | 29 | 1683 | 2 |
| 755 | 95 | 81 | 98 | 602 | 24 | 10 | 21 | 2355 | 99 | 2130 | 81 | 1905 | 28 | 1680 | 2 |
| 752 | 95 | 80 | 98 | 599 | 23 | 9 | 19 | 2352 | 99 | 2127 | 81 | 1902 | 28 | 1677 | 2 |
| 749 | 95 | 78 | 98 | 596 | 22 | 8 | 17 | 2349 | 99 | 2124 | 81 | 1899 | 27 | 1674 | 2 |
| 746 | 94 | 75 | 97 | 593 | 21 | 7 | 15 | 2346 | 99 | 2121 | 80 | 1896 | 26 | 1671 | 1 |
| 743 | 93 | 73 | 97 | 590 | 18 | 7 | 14 | 2343 | 99 | 2118 | 79 | 1893 | 25 | 1668 | 1 |
| 740 | 93 | 73 | 97 | 587 | 17 | 6 | 13 | 2340 | 99 | 2115 | 79 | 1890 | 25 | 1665 | 1 |
| 737 | 92 | 72 | 97 | 584 | 16 | 6 | 11 | 2337 | 99 | 2112 | 78 | 1887 | 24 | 1662 | 1 |
| 734 | 92 | 71 | 97 | 581 | 14 | 5 | 10 | 2334 | 99 | 2109 | 78 | 1884 | 24 | 1659 | 1 |
| 731 | 92 | 68 | 97 | 578 | 12 | 5 | 9 | 2331 | 99 | 2106 | 77 | 1881 | 23 | 1656 | 1 |
| 728 | 91 | 66 | 96 | 575 | 10 | 5 | 8 | 2328 | 99 | 2103 | 77 | 1878 | 22 | 1653 | 1 |
| 725 | 90 | 64 | 94 | 572 | 9 | 4 | 7 | 2325 | 99 | 2100 | 76 | 1875 | 22 | 1650 | 1 |
| 722 | 90 | 62 | 93 | 569 | 8 | 3 | 6 | 2322 | 99 | 2097 | 76 | 1872 | 21 | 1647 | 1 |
| 719 | 89 | 59 | 93 | 566 | 8 | 3 | 6 | 2319 | 99 | 2094 | 75 | 1869 | 21 | 1644 | 1 |
| 716 | 87 | 57 | 91 | 563 | 6 | 3 | 5 | 2316 | 99 | 2091 | 75 | 1866 | 20 | 1641 | 1 |
| 713 | 86 | 55 | 90 | 560 | 5 | 3 | 5 | 2313 | 99 | 2088 | 74 | 1863 | 19 | 1638 | 1 |
| 710 | 85 | 53 | 89 | 557 | 5 | 2 | 4 | 2310 | 99 | 2085 | 73 | 1860 | 19 | 1635 | 1 |
| 707 | 85 | 52 | 87 | 554 | 4 | 2 | 4 | 2307 | 99 | 2082 | 72 | 1857 | 19 | 1632 | 1 |
| 704 | 83 | 50 | 86 | 551 | 3 | 1 | 4 | 2304 | 99 | 2079 | 71 | 1854 | 18 | 1629 | 1 |
| 701 | 82 | 49 | 85 | 548 | 3 | 1 | 3 | 2301 | 99 | 2076 | 71 | 1851 | 18 | 1626 | 1 |
| 698 | 80 | 47 | 84 | 545 | 3 | 1 | 3 | 2298 | 98 | 2073 | 70 | 1848 | 17 | 1623 | 1 |
| 695 | 78 | 46 | 82 | 542 | 3 | 1 | 2 | 2295 | 98 | 2070 | 70 | 1845 | 17 | 1620 | 1 |
| 692 | 77 | 44 | 81 | 539 | 2 | 1 | 2 | 2292 | 98 | 2067 | 69 | 1842 | 16 | 1617 | 1 |
| 689 | 75 | 42 | 80 | 536 | 2 | 1 | 1 | 2289 | 98 | 2064 | 68 | 1839 | 16 | 1614 | 1 |
| 686 | 74 | 41 | 78 | 533 | 2 | 1 | 1 | 2286 | 98 | 2061 | 68 | 1836 | 15 | 1611 | 1 |
| 683 | 72 | 40 | 75 | 530 | 1 | 1 | 1 | 2283 | 98 | 2058 | 67 | 1833 | 15 | 1608 | 1 |
| 680 | 71 | 38 | 73 | 527 | 1 | 1 | 1 | 2280 | 98 | 2055 | 66 | 1830 | 14 | 1605 | 1 |
| 677 | 69 | 37 | 72 | 524 | 1 | 1 | 1 | 2277 | 98 | 2052 | 66 | 1827 | 13 | 1602 | 1 |
| 674 | 68 | 35 | 69 | 521 | 1 | 1 | 1 | 2274 | 98 | 2049 | 65 | 1824 | 13 | 1599 | 1 |
| 671 | 65 | 34 | 68 | 518 | 1 | 1 | 1 | 2271 | 97 | 2046 | 65 | 1821 | 12 | 1596 | 1 |
| 668 | 64 | 32 | 66 | 515 | 1 | 1 | 1 | 2268 | 97 | 2043 | 64 | 1818 | 12 | 1593 | 1 |
| 665 | 63 | 31 | 64 | 512 | 1 | 1 | 1 | 2265 | 97 | 2040 | 63 | 1815 | 12 | 1590 | 1 |
| 662 | 61 | 30 | 62 | 509 | 1 | 1 | 1 | 2262 | 97 | 2037 | 63 | 1812 | 11 | 1587 | 1 |
| 659 | 59 | 28 | 60 | 506 | 1 | 1 | 1 | 2259 | 97 | 2034 | 62 | 1809 | 11 | 1584 | 1 |
| 656 | 57 | 27 | 58 | 503 | 1 | 1 | 1 | 2256 | 97 | 2031 | 61 | 1806 | 11 | 1581 | 1 |
| 653 | 55 | 26 | 55 | 500 | 1 | 1 | 1 | 2253 | 96 | 2028 | 61 | 1803 | 10 | 1578 | 1 |
| 650 | 53 | 25 | 53 | | | | | 2250 | 96 | 2025 | 60 | 1800 | 10 | 1575 | 1 |
| | | | | | | | | 2247 | 96 | 2022 | 59 | 1797 | 10 | 1572 | 1 |
| | | | | | | | | 2244 | 96 | 2019 | 58 | 1794 | 10 | 1569 | 1 |
| | | | | | | | | 2241 | 96 | 2016 | 56 | 1791 | 10 | 1566 | 1 |
| | | | | | | | | 2238 | 95 | 2013 | 56 | 1788 | 9 | 1563 | 1 |
| | | | | | | | | 2235 | 95 | 2010 | 56 | 1785 | 9 | 1560 | 1 |
| | | | | | | | | 2232 | 95 | 2007 | 55 | 1782 | 9 | 1557 | 1 |
| | | | | | | | | 2229 | 95 | 2004 | 54 | 1779 | 8 | 1554 | 1 |
| | | | | | | | | 2226 | 95 | 2001 | 54 | 1776 | 7 | 1551 | 1 |
| | | | | | | | | 2223 | 95 | 1998 | 53 | 1773 | 7 | 1548 | 1 |
| | | | | | | | | 2220 | 94 | 1995 | 52 | 1770 | 6 | 1545 | 1 |
| | | | | | | | | 2217 | 94 | 1992 | 50 | 1767 | 6 | 1542 | 1 |
| | | | | | | | | 2214 | 94 | 1989 | 50 | 1764 | 6 | 1539 | 1 |
| | | | | | | | | 2211 | 94 | 1986 | 49 | 1761 | 6 | 1536 | 1 |
| | | | | | | | | 2208 | 93 | 1983 | 48 | 1758 | 5 | 1533 | 1 |
| | | | | | | | | 2205 | 93 | 1980 | 47 | 1755 | 5 | 1530 | 1 |
| | | | | | | | | 2202 | 93 | 1977 | 47 | 1752 | 5 | 1527 | 1 |
| | | | | | | | | 2199 | 92 | 1974 | 46 | 1749 | 5 | 1524 | 1 |
| | | | | | | | | 2196 | 92 | 1971 | 45 | 1746 | 5 | 1521 | 1 |
| | | | | | | | | 2193 | 91 | 1968 | 44 | 1743 | 4 | 1518 | 1 |
| | | | | | | | | 2190 | 91 | 1965 | 44 | 1740 | 4 | 1515 | 1 |
| | | | | | | | | 2187 | 91 | 1962 | 43 | 1737 | 4 | 1512 | 1 |
| | | | | | | | | 2184 | 90 | 1959 | 42 | 1734 | 4 | 1509 | 1 |
| | | | | | | | | 2181 | 90 | 1956 | 41 | 1731 | 4 | 1506 | 1 |
| | | | | | | | | 2178 | 90 | 1953 | 40 | 1728 | 4 | 1503 | 1 |
| | | | | | | | | | | | | | | 1500 | 1 |





Appendix B:

SSAT Means and Standard Deviations

The means and standard deviations on the following table 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. EMA now provides only scores based on mixed gender scores.



Table 1**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 | 11,496 | 8,990 | 8,417 | 58,642 | 10,882 | 4,237 | 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 | 11,496 | 8,990 | 8,417 | 58,642 | 10,882 | 4,237 | 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 | 11,496 | 8,990 | 8,417 | 58,642 | 10,882 | 4,237 | 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 | 11,496 | 8,990 | 8,417 | 58,642 | 10,882 | 4,237 | 820 |
| Mean Scaled Score | 1,805 | 1,869 | 1,913 | 2,005 | 2,036 | 2,035 | 1,992 |
| Standard Deviation | 123 | 128 | 122 | 160 | 164 | 156 | 146 |



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