2019

SAT Suite of Assessments Annual Report

SAT* PSAT/NMSQT* PSAT*10 PSAT*8/9

Washington

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About This Report

This report presents data on students in the class of 2019 who took the current SAT® during high school, as well as takers of PSAT-related assessments—the PSAT/NMSQT®, PSAT™ 10, and PSAT™ 8/9—during the 2018-19 school year.

Within each assessment, test takers are counted only once and only their latest scores and most recent demographic responses are summarized. Most students supply optional demographic information when they register for or take tests in the SAT Suite of Assessments, which provides valuable contextual information to aid in interpreting and understanding individual and group scores.

Score Ranges

Here are the ranges for reported scores for the Evidence-Based Reading and Writing (ERW) and Math sections of each assessment in the SAT Suite:

- SAT sections: 200–800
- PSAT/NMSQT and PSAT 10 sections: 160–760
- PSAT 8/9 sections: 120–720

Race/Ethnicity Data Collection and Reporting

In June 2015, the College Board aligned its collection and reporting of race/ethnicity categories with U.S. Department of Education guidelines. In addition, while previous SAT cohort assignment reflected self-reported information collected during SAT or SAT Subject Test registration only, it now leverages the most recent information from the SAT, PSAT-related assessment, or AP programs in an effort to more closely align with school, district, and state data systems. For these reasons, we advise caution when comparing data points in this report to those in previous reports.

Caveat on Using the Data

Relationships between test scores and other background or contextual factors are complex and interdependent. Caution is warranted when using scores to compare or evaluate teachers, schools, districts, or states, because of differences in participation and test taker populations.

Statistical Definitions

Mean score: The mean score is the arithmetic average of a defined set of test scores. Mean score statistics are reported here if there are ten or more students in a group or subgroup. Due to rounding, the mean section scores (ERW and Math) may not add up to the Total score.

Scaled score: A scaled score is the result of adjusting a raw score (the number of questions answered correctly) in ways that ensure that results across different test forms are comparable. The scores shown here and reported to educators, students, and institutions are scaled scores.

Standard deviation (SD): The standard deviation is a measure of the variability of a set of scores. If test scores cluster tightly around the mean score, as they do when the group tested is relatively homogeneous, the standard deviation is smaller than it would be with a more diverse group and a more widely dispersed distribution of scores.

College and Career Readiness Benchmarks

Each assessment in the SAT Suite has an associated set of metrics called the College and Career Readiness Benchmarks.

- The SAT Math benchmark is the section score associated with a 75% chance of earning at least a C in first-semester, credit-bearing, college-level courses in algebra, statistics, precalculus, or calculus.
- The SAT Evidence-Based Reading and Writing (ERW) benchmark is associated with a 75% chance of earning at least a C in first-semester, credit-bearing, college-level courses in history, literature, social science, or writing.

The grade-level benchmark scores for PSAT-related assessments are based on expected student growth toward the SAT benchmarks at each grade. While SAT benchmarks indicate likelihood of success in college, grade-level benchmarks indicate whether a student is on track for college and career readiness for their grade. The benchmarks are set to reflect typical annual growth from year to year from 8th through 12th grades.

<table>
<thead>
<tr>
<th>Assessment/Grade level</th>
<th>ERW Section Score</th>
<th>Math Section Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td>480</td>
<td>530</td>
</tr>
<tr>
<td>Grade 11</td>
<td>460</td>
<td>510</td>
</tr>
<tr>
<td>Grade 10</td>
<td>430</td>
<td>480</td>
</tr>
<tr>
<td>Grade 9</td>
<td>410</td>
<td>450</td>
</tr>
<tr>
<td>Grade 8</td>
<td>390</td>
<td>430</td>
</tr>
</tbody>
</table>

The current SAT Suite benchmark outcomes should not be compared against results from the old SAT or PSAT/NMSQT, as the score scale and benchmark definitions have changed.

Benchmark statistics are reported if there are ten or more students in a group or subgroup.

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world’s leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program® (AP®). The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit www.collegeboard.org.

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SAT Suite Participation Summary

The SAT Suite of Assessments — the SAT (grades 12 and 11), PSAT/NMSQT and PSAT 10 (grades 11 and 10), and PSAT 8/9 (grades 9 and 8) — measures a student’s college and career readiness. Together, these assessments provide a comprehensive solution that systematically and progressively measures the knowledge, skills, and understandings essential for success in college and career.

151,843 test takers completed the SAT or a PSAT-related assessment (PSAT/NMSQT, PSAT 10, or PSAT 8/9) in the 2018-19 school year.

Class of 2019

| SAT Takers¹ | 49,630 |
| High School Graduates² | 70,411 |
| SAT Participation Rate | 70% |

Class of 2020

| PSAT/NMSQT Takers³ | 39,228 |
| 11th-Grade Enrollment² | 82,374 |
| Participation Rate | 48% |

Class of 2021

| PSAT/NMSQT or PSAT 10 Takers² | 39,218 |
| 10th-Grade Enrollment² | 85,565 |
| Participation Rate | 46% |

Class of 2022

| PSAT 8/9 Takers³ | 17,193 |
| 9th-Grade Enrollment² | 89,333 |
| Participation Rate | 19% |

Class of 2023

| PSAT 8/9 Takers³ | 9,683 |
| 8th-Grade Enrollment² | 86,142 |
| Participation Rate | 11% |

¹ Reflects 2019 high school graduates who took the current SAT during high school.

² Knocking at the College Door, WICHE, December 2016.

³ PSAT-related assessment data reflect students who tested during the 2018-19 school year.
SAT Participation and Performance

Data reflect 2019 high school graduates who took the current SAT during high school. If a student took the SAT more than once, the most recent score is summarized.

### Total

<table>
<thead>
<tr>
<th></th>
<th>Test Takers</th>
<th>Mean Score</th>
<th>Met Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Total ERW Math Both ERW Math None</td>
</tr>
<tr>
<td>Total</td>
<td>49,630</td>
<td>71%</td>
<td>1074 539 535 49% 71% 51% 27%</td>
</tr>
<tr>
<td>Took Essay¹</td>
<td>34,991</td>
<td>71%</td>
<td>1083 543 539 50% 70% 52% 27%</td>
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</table>

### Race / Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Test Takers</th>
<th>Mean Score</th>
<th>Met Benchmarks</th>
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<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Total ERW Math Both ERW Math None</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>503</td>
<td>1%</td>
<td>933 471 462 20% 45% 23% 53%</td>
</tr>
<tr>
<td>Asian</td>
<td>5,860</td>
<td>12%</td>
<td>1160 563 597 64% 76% 69% 18%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2,413</td>
<td>5%</td>
<td>928 470 458 20% 44% 22% 55%</td>
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<tr>
<td>Hispanic/Latino</td>
<td>8,716</td>
<td>18%</td>
<td>969 487 482 26% 51% 29% 47%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>547</td>
<td>1%</td>
<td>922 461 461 20% 38% 22% 59%</td>
</tr>
<tr>
<td>White</td>
<td>25,324</td>
<td>51%</td>
<td>1122 566 556 59% 82% 61% 16%</td>
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<tr>
<td>Two or More Races</td>
<td>3,448</td>
<td>7%</td>
<td>1112 560 552 56% 79% 58% 19%</td>
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<tr>
<td>No Response</td>
<td>2,819</td>
<td>6%</td>
<td>930 469 462 21% 43% 23% 55%</td>
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</tbody>
</table>

### Sex

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<th>Mean Score</th>
<th>Met Benchmarks</th>
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<tbody>
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<td>Number</td>
<td>Percent</td>
<td>Total ERW Math Both ERW Math None</td>
</tr>
<tr>
<td>Female</td>
<td>26,303</td>
<td>53%</td>
<td>1067 541 526 46% 72% 48% 26%</td>
</tr>
<tr>
<td>Male</td>
<td>23,272</td>
<td>47%</td>
<td>1084 537 546 52% 69% 55% 28%</td>
</tr>
<tr>
<td>No Response</td>
<td>55</td>
<td>0%</td>
<td>815 421 393 4% 20% 4% 80%</td>
</tr>
</tbody>
</table>

### First Language Learned

<table>
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<th>Test Takers</th>
<th>Mean Score</th>
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<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Total ERW Math Both ERW Math None</td>
</tr>
<tr>
<td>English Only</td>
<td>33,876</td>
<td>68%</td>
<td>1102 556 546 55% 78% 56% 20%</td>
</tr>
<tr>
<td>English and Another Language</td>
<td>7,910</td>
<td>16%</td>
<td>1043 518 525 42% 60% 45% 37%</td>
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<tr>
<td>Another Language</td>
<td>5,198</td>
<td>10%</td>
<td>1022 500 522 37% 53% 42% 42%</td>
</tr>
<tr>
<td>No Response</td>
<td>2,646</td>
<td>5%</td>
<td>920 464 457 20% 40% 22% 58%</td>
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### Highest Level of Parental Education

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<th>Test Takers</th>
<th>Mean Score</th>
<th>Met Benchmarks</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Total ERW Math Both ERW Math None</td>
</tr>
<tr>
<td>No High School Diploma</td>
<td>3,997</td>
<td>8%</td>
<td>914 455 458 16% 37% 20% 60%</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>12,831</td>
<td>26%</td>
<td>1007 506 501 34% 61% 37% 36%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>4,114</td>
<td>8%</td>
<td>1048 527 521 43% 71% 46% 26%</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>14,825</td>
<td>30%</td>
<td>1140 572 568 64% 84% 66% 14%</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>9,973</td>
<td>20%</td>
<td>1214 610 605 75% 91% 76% 8%</td>
</tr>
<tr>
<td>No Response</td>
<td>3,890</td>
<td>8%</td>
<td>883 444 439 13% 31% 15% 66%</td>
</tr>
</tbody>
</table>

### SAT Fee Waiver²

<table>
<thead>
<tr>
<th></th>
<th>Test Takers</th>
<th>Mean Score</th>
<th>Met Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Total ERW Math Both ERW Math None</td>
</tr>
<tr>
<td>Used at any point</td>
<td>6,602</td>
<td>13%</td>
<td>989 495 494 30% 54% 33% 43%</td>
</tr>
<tr>
<td>Did not use</td>
<td>43,028</td>
<td>87%</td>
<td>1088 546 542 52% 73% 54% 25%</td>
</tr>
</tbody>
</table>

¹ Reflects the most recent essay of test takers who completed the SAT Essay at any point, not necessarily on the most recent test administration date.
² Reflects students who used a fee waiver for an SAT or Subject Test registration at any point. Caution is warranted if using fee waiver usage to estimate participation and performance for low-income students. For example, fee-waiver usage will likely understate low-income participation in locations in which students participate in SAT School Day under a district or state contract.
### SAT Participation and Performance: Score Distributions

Data reflect 2019 high school graduates who took the current SAT during high school. If a student took the SAT more than once, the most recent score is summarized.

#### Total and Section Scores

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Total</th>
<th>ERW</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>1400–1600</td>
<td>3,506</td>
<td>7%</td>
<td>4,418 9%</td>
</tr>
<tr>
<td>1200–1390</td>
<td>10,453</td>
<td>21%</td>
<td>9,260 19%</td>
</tr>
<tr>
<td>1000–1190</td>
<td>17,516</td>
<td>35%</td>
<td>18,033 36%</td>
</tr>
<tr>
<td>800–990</td>
<td>13,732</td>
<td>28%</td>
<td>12,784 26%</td>
</tr>
<tr>
<td>600–790</td>
<td>4,295</td>
<td>9%</td>
<td>4,848 10%</td>
</tr>
<tr>
<td>400–590</td>
<td>128</td>
<td></td>
<td>287</td>
</tr>
<tr>
<td>Mean</td>
<td>1074</td>
<td></td>
<td>539 535</td>
</tr>
<tr>
<td>SD</td>
<td>205</td>
<td></td>
<td>105 110</td>
</tr>
</tbody>
</table>

#### Cross-Test Scores

<table>
<thead>
<tr>
<th>Analysis in History/Social Studies</th>
<th>Analysis in Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>35–40</td>
<td>4,482 5,035</td>
</tr>
<tr>
<td>30–34</td>
<td>12,237 13,504</td>
</tr>
<tr>
<td>25–29</td>
<td>17,861 15,538</td>
</tr>
<tr>
<td>20–24</td>
<td>11,105 11,598</td>
</tr>
<tr>
<td>15–19</td>
<td>3,600 3,599</td>
</tr>
<tr>
<td>10–14</td>
<td>345 356</td>
</tr>
<tr>
<td>Mean</td>
<td>27 27</td>
</tr>
<tr>
<td>SD</td>
<td>5 5</td>
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</tbody>
</table>

#### Test Scores

<table>
<thead>
<tr>
<th>Test Scores</th>
<th>Reading</th>
<th>Writing and Language</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>35–40</td>
<td>4,628</td>
<td>4,085 4,418</td>
<td></td>
</tr>
<tr>
<td>30–34.5</td>
<td>13,303 11,412</td>
<td>9,260</td>
<td></td>
</tr>
<tr>
<td>25–29.5</td>
<td>16,568 14,884</td>
<td>18,033</td>
<td></td>
</tr>
<tr>
<td>20–24.5</td>
<td>11,661 13,780</td>
<td>12,784</td>
<td></td>
</tr>
<tr>
<td>15–19.5</td>
<td>3,195 5,162</td>
<td>4,848</td>
<td></td>
</tr>
<tr>
<td>10–14.5</td>
<td>275 307 287</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>27 27 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>5 6 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Subscores

<table>
<thead>
<tr>
<th>Subscores</th>
<th>Words in Context</th>
<th>Command of Evidence</th>
<th>Expression of Ideas</th>
<th>Standard English Conventions</th>
<th>Heart of Algebra</th>
<th>Problem Solving and Data Analysis</th>
<th>Passport to Advanced Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>13–15</td>
<td>6,246</td>
<td>6,670</td>
<td>7,847</td>
<td>5,147</td>
<td>5,679</td>
<td>7,716</td>
<td>6,778</td>
</tr>
<tr>
<td>10–12</td>
<td>18,082</td>
<td>15,151</td>
<td>15,342</td>
<td>11,802</td>
<td>13,200</td>
<td>14,750</td>
<td>12,957</td>
</tr>
<tr>
<td>7–9</td>
<td>15,645</td>
<td>19,335</td>
<td>16,945</td>
<td>15,538</td>
<td>21,466</td>
<td>14,946</td>
<td>19,444</td>
</tr>
<tr>
<td>4–6</td>
<td>7,691</td>
<td>8,137</td>
<td>8,728</td>
<td>14,426</td>
<td>8,183</td>
<td>8,725</td>
<td>8,883</td>
</tr>
<tr>
<td>1–3</td>
<td>1,966</td>
<td>337</td>
<td>768</td>
<td>2,717</td>
<td>1,102</td>
<td>3,493</td>
<td>1,568</td>
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<tr>
<td>Mean</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>SD</td>
<td>3</td>
<td>3</td>
<td>3</td>
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#### Essay

<table>
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<th>Essay</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>Mean</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>294</td>
<td>1,275</td>
<td>9,974</td>
<td>7,875</td>
<td>10,048</td>
<td>3,053</td>
<td>2,472</td>
<td>5</td>
<td>1</td>
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<tr>
<td>Analysis</td>
<td>50</td>
<td>313</td>
<td>2,451</td>
<td>5,062</td>
<td>9,789</td>
<td>6,536</td>
<td>10,790</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Writing</td>
<td>616</td>
<td>2,072</td>
<td>14,821</td>
<td>6,709</td>
<td>7,563</td>
<td>1,644</td>
<td>1,566</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

¹ Reflects the most recent essay of test takers who completed the SAT Essay at any point, not necessarily on the most recent test administration date.
### SAT Participation and Performance: Score Distributions by Subgroup

Data reflect 2019 high school graduates who took the current SAT during high school. If a student took the SAT more than once, the most recent score is summarized.

<table>
<thead>
<tr>
<th>Test Takers</th>
<th>Total Students</th>
<th>Female</th>
<th>Male</th>
<th>American Indian</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Native Hawaiian</th>
<th>White</th>
<th>Two or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1400–1600</td>
<td>49,630</td>
<td>26,303</td>
<td>23,272</td>
<td>503</td>
<td>5,860</td>
<td>2,413</td>
<td>8,716</td>
<td>547</td>
<td>25,324</td>
<td>3,448</td>
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<tr>
<td>1200–1390</td>
<td></td>
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<td></td>
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<td>1000–1190</td>
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<td>800–990</td>
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<td>600–790</td>
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<td>700–800</td>
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</tbody>
</table>

¹ The Math test score is found by dividing the Math section score by 20.
SAT Participation and Performance: Intended College Major and Degree-Level Goal

Data reflect 2019 high school graduates who took the current SAT during high school. If a student took the SAT more than once, the most recent score is summarized.

### Intended College Major

<table>
<thead>
<tr>
<th>Major</th>
<th>Test Takers</th>
<th>Percent</th>
<th>Total</th>
<th>ERW</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Agriculture Operations, and Related Sciences</td>
<td>484</td>
<td>1%</td>
<td>1004</td>
<td>507</td>
<td>497</td>
</tr>
<tr>
<td>Architecture and Related Services</td>
<td>606</td>
<td>1%</td>
<td>1077</td>
<td>533</td>
<td>544</td>
</tr>
<tr>
<td>Area, Ethnic, Cultural, and Gender Studies</td>
<td>81</td>
<td>0%</td>
<td>1049</td>
<td>534</td>
<td>515</td>
</tr>
<tr>
<td>Biological and Biomedical Sciences</td>
<td>3,376</td>
<td>8%</td>
<td>1152</td>
<td>579</td>
<td>574</td>
</tr>
<tr>
<td>Business, Management, Marketing, and Related Support Services</td>
<td>4,510</td>
<td>11%</td>
<td>1092</td>
<td>545</td>
<td>547</td>
</tr>
<tr>
<td>Communication, Journalism, and Related Programs</td>
<td>806</td>
<td>2%</td>
<td>1090</td>
<td>559</td>
<td>531</td>
</tr>
<tr>
<td>Computer and Information Sciences and Support Services</td>
<td>2,284</td>
<td>6%</td>
<td>1197</td>
<td>590</td>
<td>608</td>
</tr>
<tr>
<td>Construction Trades, General</td>
<td>43</td>
<td>0%</td>
<td>937</td>
<td>468</td>
<td>469</td>
</tr>
<tr>
<td>Education</td>
<td>1,889</td>
<td>5%</td>
<td>1047</td>
<td>530</td>
<td>517</td>
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<tr>
<td>Engineering</td>
<td>4,292</td>
<td>11%</td>
<td>1164</td>
<td>571</td>
<td>593</td>
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<tr>
<td>Engineering Technologies/Technicians</td>
<td>681</td>
<td>2%</td>
<td>1078</td>
<td>529</td>
<td>549</td>
</tr>
<tr>
<td>English Language and Literature/Letters</td>
<td>390</td>
<td>1%</td>
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<td>584</td>
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<tr>
<td>Family and Consumer Sciences/Human Sciences</td>
<td>159</td>
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<td>969</td>
<td>488</td>
<td>481</td>
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<tr>
<td>Foreign Languages and Literatures, General</td>
<td>288</td>
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<tr>
<td>Health Professions and Related Clinical Sciences</td>
<td>7,039</td>
<td>17%</td>
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<td>536</td>
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<tr>
<td>History, General</td>
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<td>573</td>
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<td>Legal Studies, General</td>
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<td>Liberal Arts and Sciences, General Studies and Humanities</td>
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<td>0%</td>
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<td>Library Science/Librarianship</td>
<td>10</td>
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<td>1095</td>
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<td>Mathematics and Statistics</td>
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<td>612</td>
<td>653</td>
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<tr>
<td>Mechanic and Repair Technologies/Technicians</td>
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<tr>
<td>Military Technologies</td>
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<td>1018</td>
<td>513</td>
<td>505</td>
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<tr>
<td>Multi/Interdisciplinary Studies</td>
<td>65</td>
<td>0%</td>
<td>1179</td>
<td>608</td>
<td>571</td>
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<tr>
<td>Natural Resources and Conservation</td>
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<td>1%</td>
<td>1143</td>
<td>582</td>
<td>561</td>
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<tr>
<td>Parks, Recreation and Leisure Studies</td>
<td>199</td>
<td>0%</td>
<td>1004</td>
<td>505</td>
<td>499</td>
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<tr>
<td>Personal And Culinary Services, General</td>
<td>104</td>
<td>0%</td>
<td>987</td>
<td>497</td>
<td>489</td>
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<tr>
<td>Philosophy and Religious Studies</td>
<td>101</td>
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<tr>
<td>Physical Sciences</td>
<td>699</td>
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<td>1215</td>
<td>604</td>
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<tr>
<td>Precision Production</td>
<td>5</td>
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<tr>
<td>Psychology, General</td>
<td>1,840</td>
<td>5%</td>
<td>1080</td>
<td>553</td>
<td>527</td>
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<tr>
<td>Public Administration and Social Service Professions</td>
<td>151</td>
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<td>1046</td>
<td>539</td>
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<tr>
<td>Security and Protective Services</td>
<td>1,220</td>
<td>3%</td>
<td>1005</td>
<td>507</td>
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<tr>
<td>Social Sciences</td>
<td>713</td>
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<td>600</td>
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<tr>
<td>Theology and Religious Vocations</td>
<td>61</td>
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<td>Transportation and Materials Moving</td>
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<tr>
<td>Visual and Performing Arts, General</td>
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<td>7%</td>
<td>1081</td>
<td>553</td>
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<tr>
<td>Other</td>
<td>610</td>
<td>1%</td>
<td>991</td>
<td>498</td>
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<tr>
<td>Undecided</td>
<td>2,813</td>
<td>7%</td>
<td>1074</td>
<td>538</td>
<td>536</td>
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### Degree-Level Goal

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<tr>
<th>Degree-Level Goal</th>
<th>Test Takers</th>
<th>Percent</th>
<th>Total</th>
<th>ERW</th>
<th>Math</th>
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<tr>
<td>Certificate Program</td>
<td>407</td>
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<tr>
<td>Associate Degree</td>
<td>812</td>
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<td>919</td>
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<td>458</td>
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<tr>
<td>Bachelor's Degree</td>
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<td>32%</td>
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<tr>
<td>Master's Degree</td>
<td>10,890</td>
<td>31%</td>
<td>1154</td>
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<tr>
<td>Doctoral or Related Degree</td>
<td>6,787</td>
<td>19%</td>
<td>1179</td>
<td>590</td>
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<tr>
<td>Other</td>
<td>195</td>
<td>1%</td>
<td>924</td>
<td>456</td>
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<tr>
<td>Undecided</td>
<td>4,944</td>
<td>14%</td>
<td>1087</td>
<td>546</td>
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SAT Score Sending: Institutions That Received the Most SAT Score Reports from Washington

Of the 49,630 students from Washington who took the SAT, 34,919 designated that their score reports be sent to institutions. Students may designate more than one institution to receive scores. This list includes only the institutions that received the most score reports. A total of 3,597 institutions received score reports from Washington students.

<table>
<thead>
<tr>
<th>Institution</th>
<th>State</th>
<th>Type</th>
<th>Number of Students</th>
<th>% of Score Senders¹</th>
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<tbody>
<tr>
<td>University of Washington</td>
<td>WA</td>
<td>Public College</td>
<td>13,403</td>
<td>38.4%</td>
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<tr>
<td>Washington State University</td>
<td>WA</td>
<td>Public College</td>
<td>13,377</td>
<td>38.3%</td>
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<td>Western Washington University</td>
<td>WA</td>
<td>Public College</td>
<td>8,423</td>
<td>24.1%</td>
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<tr>
<td>Central Washington University</td>
<td>WA</td>
<td>Public College</td>
<td>8,326</td>
<td>23.8%</td>
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<tr>
<td>Eastern Washington University</td>
<td>WA</td>
<td>Public College</td>
<td>6,329</td>
<td>18.1%</td>
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<td>Gonzaga University</td>
<td>WA</td>
<td>Private College</td>
<td>3,687</td>
<td>10.6%</td>
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<tr>
<td>University of Washington Bothell</td>
<td>WA</td>
<td>Public College</td>
<td>3,334</td>
<td>9.5%</td>
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<td>Seattle University</td>
<td>WA</td>
<td>Private College</td>
<td>3,176</td>
<td>9.1%</td>
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<td>WA</td>
<td>Private College</td>
<td>2,775</td>
<td>7.9%</td>
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<td>University of Washington Tacoma</td>
<td>WA</td>
<td>Public College</td>
<td>2,432</td>
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<td>1,909</td>
<td>5.5%</td>
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<td>OR</td>
<td>Public College</td>
<td>1,853</td>
<td>5.3%</td>
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<tr>
<td>Pacific Lutheran University</td>
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<td>Private College</td>
<td>1,840</td>
<td>5.3%</td>
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<td>WA</td>
<td>Private College</td>
<td>1,769</td>
<td>5.1%</td>
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<td>University of Southern California</td>
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<td>Private College</td>
<td>1,726</td>
<td>4.9%</td>
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<tr>
<td>Oregon State University</td>
<td>OR</td>
<td>Public College</td>
<td>1,718</td>
<td>4.9%</td>
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<td>University of California: Los Angeles</td>
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<td>Public College</td>
<td>1,598</td>
<td>4.6%</td>
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<tr>
<td>University of California: Berkeley</td>
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<td>Public College</td>
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<td>University of Portland</td>
<td>OR</td>
<td>Private College</td>
<td>1,491</td>
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<td>3.9%</td>
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<td>IN</td>
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<td>1,254</td>
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<td>Public College</td>
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<tr>
<td>New York University</td>
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<td>Private College</td>
<td>970</td>
<td>2.8%</td>
</tr>
<tr>
<td>University of Colorado Boulder</td>
<td>CO</td>
<td>Public College</td>
<td>969</td>
<td>2.8%</td>
</tr>
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<td>University of Idaho</td>
<td>ID</td>
<td>Public College</td>
<td>939</td>
<td>2.7%</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>AZ</td>
<td>Public College</td>
<td>852</td>
<td>2.4%</td>
</tr>
<tr>
<td>University of California: San Diego</td>
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<td>Public College</td>
<td>807</td>
<td>2.3%</td>
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<tr>
<td>Saint Martin's University</td>
<td>WA</td>
<td>Private College</td>
<td>799</td>
<td>2.3%</td>
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<td>Public College</td>
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<td>2.2%</td>
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<td>CA</td>
<td>Private College</td>
<td>766</td>
<td>2.2%</td>
</tr>
<tr>
<td>Evergreen State College</td>
<td>WA</td>
<td>Public College</td>
<td>737</td>
<td>2.1%</td>
</tr>
<tr>
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<td>CA</td>
<td>Private College</td>
<td>694</td>
<td>2.0%</td>
</tr>
<tr>
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<td>MI</td>
<td>Public College</td>
<td>692</td>
<td>2.0%</td>
</tr>
<tr>
<td>University of Hawaii at Manoa</td>
<td>HI</td>
<td>Public College</td>
<td>679</td>
<td>1.9%</td>
</tr>
<tr>
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<td>MA</td>
<td>Private College</td>
<td>649</td>
<td>1.9%</td>
</tr>
<tr>
<td>Portland State University</td>
<td>OR</td>
<td>Public College</td>
<td>641</td>
<td>1.8%</td>
</tr>
<tr>
<td>Whitman College</td>
<td>WA</td>
<td>Private College</td>
<td>639</td>
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</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
<td>MA</td>
<td>Private College</td>
<td>615</td>
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</tr>
<tr>
<td>Spokane Falls Community College</td>
<td>WA</td>
<td>Public College</td>
<td>610</td>
<td>1.7%</td>
</tr>
<tr>
<td>George Fox University</td>
<td>OR</td>
<td>Private College</td>
<td>605</td>
<td>1.7%</td>
</tr>
<tr>
<td>Cornell University</td>
<td>NY</td>
<td>Private College</td>
<td>597</td>
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</tr>
<tr>
<td>Loyola Marymount University</td>
<td>CA</td>
<td>Private College</td>
<td>595</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

¹ Of students who designated that their SAT score reports be sent to institutions, the 'Percent of Score Senders' indicates the percent of those students who had their scores sent to each institution listed.
## PSAT/NMSQT and PSAT 10 Participation and Performance

Data reflect students who took the PSAT/NMSQT and/or PSAT 10 during the 2018-19 school year. If a student tested more than once, the most recent score and self-reported questionnaire responses are summarized.

### Test Takers and Mean Score

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Total</th>
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<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>82,104</td>
<td>987</td>
<td>497</td>
<td>490</td>
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<tr>
<td>PSAT/NMSQT</td>
<td>80,092</td>
<td>988</td>
<td>498</td>
<td>490</td>
</tr>
<tr>
<td>PSAT 10</td>
<td>2,172</td>
<td>926</td>
<td>468</td>
<td>458</td>
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</tbody>
</table>

### Sex

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
<th>Total</th>
<th>ERW</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>42,069</td>
<td>51%</td>
<td>992</td>
<td>507</td>
<td>486</td>
</tr>
<tr>
<td>Male</td>
<td>39,627</td>
<td>48%</td>
<td>983</td>
<td>488</td>
<td>494</td>
</tr>
<tr>
<td>No Response</td>
<td>408</td>
<td>0%</td>
<td>822</td>
<td>414</td>
<td>408</td>
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</table>

### Grade Level

<table>
<thead>
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<th>Total</th>
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<th>Math</th>
<th>Both</th>
<th>ERW</th>
<th>Math</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Grade</td>
<td>39,218</td>
<td>48%</td>
<td>957</td>
<td>483</td>
<td>475</td>
<td>46%</td>
<td>68%</td>
<td>49%</td>
<td>29%</td>
</tr>
<tr>
<td>11th Grade</td>
<td>39,230</td>
<td>48%</td>
<td>1024</td>
<td>516</td>
<td>508</td>
<td>46%</td>
<td>69%</td>
<td>48%</td>
<td>28%</td>
</tr>
<tr>
<td>Other/No Response</td>
<td>3,656</td>
<td>4%</td>
<td>904</td>
<td>452</td>
<td>452</td>
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</tr>
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</table>

### Race/Ethnicity

<table>
<thead>
<tr>
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<th>Percent</th>
<th>Total</th>
<th>ERW</th>
<th>Math</th>
<th>Both</th>
<th>ERW</th>
<th>Math</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>1,012</td>
<td>1%</td>
<td>846</td>
<td>424</td>
<td>422</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>9,684</td>
<td>12%</td>
<td>1083</td>
<td>532</td>
<td>551</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>3,808</td>
<td>5%</td>
<td>853</td>
<td>431</td>
<td>423</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>14,715</td>
<td>16%</td>
<td>881</td>
<td>442</td>
<td>439</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>926</td>
<td>1%</td>
<td>826</td>
<td>412</td>
<td>413</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>38,172</td>
<td>46%</td>
<td>1042</td>
<td>529</td>
<td>513</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>5,767</td>
<td>7%</td>
<td>1032</td>
<td>523</td>
<td>509</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>8,020</td>
<td>10%</td>
<td>868</td>
<td>436</td>
<td>432</td>
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</tbody>
</table>

### Met Benchmarks

<table>
<thead>
<tr>
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<th>Number</th>
<th>Percent</th>
<th>Total</th>
<th>ERW</th>
<th>Math</th>
<th>Both</th>
<th>ERW</th>
<th>Math</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>561</td>
<td>1%</td>
<td>833</td>
<td>416</td>
<td>417</td>
<td>18%</td>
<td>40%</td>
<td>21%</td>
<td>58%</td>
</tr>
<tr>
<td>Asian</td>
<td>4,265</td>
<td>11%</td>
<td>1047</td>
<td>515</td>
<td>532</td>
<td>65%</td>
<td>79%</td>
<td>69%</td>
<td>17%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>1,707</td>
<td>4%</td>
<td>837</td>
<td>422</td>
<td>415</td>
<td>21%</td>
<td>44%</td>
<td>22%</td>
<td>54%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>6,946</td>
<td>18%</td>
<td>859</td>
<td>431</td>
<td>428</td>
<td>24%</td>
<td>47%</td>
<td>27%</td>
<td>50%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>408</td>
<td>1%</td>
<td>806</td>
<td>404</td>
<td>403</td>
<td>13%</td>
<td>34%</td>
<td>15%</td>
<td>64%</td>
</tr>
<tr>
<td>White</td>
<td>17,723</td>
<td>45%</td>
<td>1015</td>
<td>516</td>
<td>499</td>
<td>59%</td>
<td>82%</td>
<td>61%</td>
<td>16%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2,629</td>
<td>7%</td>
<td>998</td>
<td>506</td>
<td>492</td>
<td>54%</td>
<td>77%</td>
<td>56%</td>
<td>21%</td>
</tr>
<tr>
<td>No Response</td>
<td>4,979</td>
<td>13%</td>
<td>857</td>
<td>430</td>
<td>428</td>
<td>26%</td>
<td>48%</td>
<td>28%</td>
<td>50%</td>
</tr>
</tbody>
</table>

### 10th Grade

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
<th>Total</th>
<th>ERW</th>
<th>Math</th>
<th>Both</th>
<th>ERW</th>
<th>Math</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>400</td>
<td>1%</td>
<td>874</td>
<td>439</td>
<td>435</td>
<td>16%</td>
<td>40%</td>
<td>19%</td>
<td>57%</td>
</tr>
<tr>
<td>Asian</td>
<td>5,068</td>
<td>13%</td>
<td>1117</td>
<td>548</td>
<td>569</td>
<td>64%</td>
<td>78%</td>
<td>68%</td>
<td>18%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>1,939</td>
<td>5%</td>
<td>872</td>
<td>441</td>
<td>432</td>
<td>17%</td>
<td>42%</td>
<td>18%</td>
<td>56%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>7,110</td>
<td>18%</td>
<td>908</td>
<td>457</td>
<td>452</td>
<td>23%</td>
<td>48%</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>460</td>
<td>1%</td>
<td>853</td>
<td>426</td>
<td>428</td>
<td>12%</td>
<td>32%</td>
<td>15%</td>
<td>65%</td>
</tr>
<tr>
<td>White</td>
<td>18,927</td>
<td>48%</td>
<td>1075</td>
<td>545</td>
<td>529</td>
<td>57%</td>
<td>81%</td>
<td>58%</td>
<td>17%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2,923</td>
<td>7%</td>
<td>1066</td>
<td>539</td>
<td>526</td>
<td>53%</td>
<td>78%</td>
<td>55%</td>
<td>20%</td>
</tr>
<tr>
<td>No Response</td>
<td>2,403</td>
<td>6%</td>
<td>900</td>
<td>453</td>
<td>447</td>
<td>24%</td>
<td>46%</td>
<td>26%</td>
<td>53%</td>
</tr>
</tbody>
</table>

1 Based on grade-level benchmarks.
PSAT/NMSQT and PSAT 10 Participation and Performance

Data reflect students who took the PSAT/NMSQT and/or PSAT 10 during the 2018-19 school year. If a student tested more than once, the most recent score and self-reported questionnaire responses are summarized.

### First Language Learned

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Test Takers</th>
<th>Mean Score</th>
<th>Met Benchmarks'</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10th Grade</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Only</td>
<td>22,712</td>
<td>58%</td>
<td>989</td>
</tr>
<tr>
<td>English and Another Language</td>
<td>6,778</td>
<td>17%</td>
<td>930</td>
</tr>
<tr>
<td>Another Language</td>
<td>2,781</td>
<td>7%</td>
<td>912</td>
</tr>
<tr>
<td>No Response</td>
<td>6,947</td>
<td>18%</td>
<td>898</td>
</tr>
<tr>
<td><strong>11th Grade</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Only</td>
<td>25,809</td>
<td>66%</td>
<td>1053</td>
</tr>
<tr>
<td>English and Another Language</td>
<td>7,385</td>
<td>19%</td>
<td>994</td>
</tr>
<tr>
<td>Another Language</td>
<td>3,631</td>
<td>9%</td>
<td>970</td>
</tr>
<tr>
<td>No Response</td>
<td>2,405</td>
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<td>884</td>
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</table>

### Highest Level of Parental Education

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Test Takers</th>
<th>Mean Score</th>
<th>Met Benchmarks'</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10th Grade</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No High School Diploma</td>
<td>2,726</td>
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<td>817</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>8,085</td>
<td>21%</td>
<td>903</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>2,457</td>
<td>6%</td>
<td>951</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>10,689</td>
<td>27%</td>
<td>1035</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>6,708</td>
<td>17%</td>
<td>1091</td>
</tr>
<tr>
<td>No Response</td>
<td>8,553</td>
<td>22%</td>
<td>854</td>
</tr>
<tr>
<td><strong>11th Grade</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No High School Diploma</td>
<td>3,280</td>
<td>8%</td>
<td>856</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>9,153</td>
<td>23%</td>
<td>950</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>2,828</td>
<td>7%</td>
<td>988</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>11,985</td>
<td>31%</td>
<td>1090</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>8,345</td>
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<td>1164</td>
</tr>
<tr>
<td>No Response</td>
<td>3,639</td>
<td>9%</td>
<td>853</td>
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</table>

### High School Grade Point Average

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Test Takers</th>
<th>Mean Score</th>
<th>Met Benchmarks'</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10th Grade</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A+ (97–100)</td>
<td>3,297</td>
<td>8%</td>
<td>1134</td>
</tr>
<tr>
<td>A (93–96)</td>
<td>8,188</td>
<td>21%</td>
<td>1060</td>
</tr>
<tr>
<td>A- (90–92)</td>
<td>6,235</td>
<td>16%</td>
<td>992</td>
</tr>
<tr>
<td>B (80–89)</td>
<td>10,172</td>
<td>26%</td>
<td>897</td>
</tr>
<tr>
<td>C (70–79)</td>
<td>3,069</td>
<td>8%</td>
<td>805</td>
</tr>
<tr>
<td>D, E, or F (below 70)</td>
<td>509</td>
<td>1%</td>
<td>749</td>
</tr>
<tr>
<td>No Response</td>
<td>7,748</td>
<td>20%</td>
<td>899</td>
</tr>
<tr>
<td><strong>11th Grade</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A+ (97–100)</td>
<td>3,469</td>
<td>9%</td>
<td>1224</td>
</tr>
<tr>
<td>A (93–96)</td>
<td>8,148</td>
<td>21%</td>
<td>1144</td>
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<tr>
<td>A- (90–92)</td>
<td>7,067</td>
<td>18%</td>
<td>1064</td>
</tr>
<tr>
<td>B (80–89)</td>
<td>12,956</td>
<td>33%</td>
<td>985</td>
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<tr>
<td>C (70–79)</td>
<td>4,148</td>
<td>11%</td>
<td>860</td>
</tr>
<tr>
<td>D, E, or F (below 70)</td>
<td>506</td>
<td>1%</td>
<td>797</td>
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<tr>
<td>No Response</td>
<td>2,936</td>
<td>7%</td>
<td>889</td>
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</table>

¹ Based on grade-level benchmarks.
### PSAT/NMSQT and PSAT 10 Participation and Performance: Score Distributions by Subgroup - 11th Grade

Data reflect students who took the PSAT/NMSQT and/or PSAT 10 during the 2018-19 school year. If a student tested more than once, the most recent score and self-reported questionnaire responses are summarized.

#### Test Takers

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Total Students</th>
<th>Female</th>
<th>Male</th>
<th>American Indian</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Native Hawaiian</th>
<th>White</th>
<th>Two or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>1400–1520</td>
<td>39,230</td>
<td>20,074</td>
<td>19,163</td>
<td>400</td>
<td>5,068</td>
<td>1,939</td>
<td>7,110</td>
<td>460</td>
<td>18,927</td>
<td>2,923</td>
</tr>
<tr>
<td>1200–1390</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
<td>0%</td>
<td>13%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>1000–1190</td>
<td>17%</td>
<td>17%</td>
<td>18%</td>
<td>3%</td>
<td>25%</td>
<td>4%</td>
<td>6%</td>
<td>1%</td>
<td>22%</td>
<td>21%</td>
</tr>
<tr>
<td>800–990</td>
<td>33%</td>
<td>34%</td>
<td>31%</td>
<td>20%</td>
<td>31%</td>
<td>18%</td>
<td>23%</td>
<td>17%</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>600–790</td>
<td>30%</td>
<td>31%</td>
<td>29%</td>
<td>44%</td>
<td>22%</td>
<td>41%</td>
<td>41%</td>
<td>40%</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>320–590</td>
<td>14%</td>
<td>13%</td>
<td>16%</td>
<td>32%</td>
<td>8%</td>
<td>33%</td>
<td>28%</td>
<td>39%</td>
<td>7%</td>
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</tr>
<tr>
<td>160–290</td>
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#### Section Scores - ERW

<table>
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<th>African American</th>
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<tr>
<td>600–690</td>
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<td>22%</td>
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<tr>
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<td>22%</td>
<td>24%</td>
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</tr>
<tr>
<td>400–490</td>
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<td>23%</td>
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<td>36%</td>
<td>22%</td>
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</tr>
<tr>
<td>300–390</td>
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<td>160–290</td>
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#### Section (Test) Scores - Math¹

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<th>Hispanic</th>
<th>Native Hawaiian</th>
<th>White</th>
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<td>20%</td>
<td>29%</td>
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<td>16%</td>
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<td>7%</td>
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<tr>
<td>160–290 (8–14.5)</td>
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#### Test Scores - Reading

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<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Native Hawaiian</th>
<th>White</th>
<th>Two or More Races</th>
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<td>20–24</td>
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<td>23%</td>
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<td>8–14</td>
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#### Test Scores - Writing and Language

<table>
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<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Native Hawaiian</th>
<th>White</th>
<th>Two or More Races</th>
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<tbody>
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<td>35–38</td>
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<td>14%</td>
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<td>9%</td>
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<td>30–34</td>
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<td>22%</td>
<td>19%</td>
<td>5%</td>
<td>25%</td>
<td>7%</td>
<td>9%</td>
<td>4%</td>
<td>27%</td>
<td>23%</td>
</tr>
<tr>
<td>25–29</td>
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<td>31%</td>
<td>28%</td>
<td>18%</td>
<td>28%</td>
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<td>22%</td>
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<td>30%</td>
<td>33%</td>
<td>38%</td>
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<tr>
<td>15–19</td>
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<td>33%</td>
<td>11%</td>
<td>33%</td>
<td>28%</td>
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<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>8–14</td>
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<td>8%</td>
<td>6%</td>
<td>9%</td>
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<td>2%</td>
</tr>
</tbody>
</table>

¹ The Math test score is found by dividing the Math section score by 20.
### PSAT/NMSQT and PSAT 10 Participation and Performance: Score Distributions by Subgroup - 10th Grade

Data reflect students who took the PSAT/NMSQT and/or PSAT 10 during the 2018-19 school year. If a student tested more than once, the most recent score and self-reported questionnaire responses are summarized.

<table>
<thead>
<tr>
<th>Test Takers</th>
<th>Total Students</th>
<th>Female</th>
<th>Male</th>
<th>American</th>
<th>Asian</th>
<th>African</th>
<th>Hispanic</th>
<th>Native Hawaiian</th>
<th>White</th>
<th>Two or More Races</th>
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<tbody>
<tr>
<td></td>
<td>39,218</td>
<td>20,124</td>
<td>18,918</td>
<td>561</td>
<td>4,265</td>
<td>1,707</td>
<td>6,946</td>
<td>408</td>
<td>17,723</td>
<td>2,629</td>
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### Total Score

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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% Students</td>
<td>1%</td>
<td>10%</td>
<td>30%</td>
<td>36%</td>
<td>21%</td>
<td>2%</td>
</tr>
<tr>
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### Section Scores - ERW

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<th>600–690</th>
<th>500–590</th>
<th>400–490</th>
<th>300–390</th>
<th>160–290</th>
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<tr>
<td>% Students</td>
<td>2%</td>
<td>14%</td>
<td>30%</td>
<td>31%</td>
<td>22%</td>
<td>2%</td>
</tr>
<tr>
<td>% Score</td>
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### Section (Test) Scores - Math

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<th>500–590 (25–29.5)</th>
<th>400–490 (20–24.5)</th>
<th>300–390 (15–19.5)</th>
<th>160–290 (8–14.5)</th>
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</thead>
<tbody>
<tr>
<td>% Students</td>
<td>3%</td>
<td>9%</td>
<td>30%</td>
<td>40%</td>
<td>19%</td>
<td>3%</td>
</tr>
<tr>
<td>% Score</td>
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<td>7%</td>
<td>12%</td>
<td>12%</td>
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<td>3%</td>
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### Test Scores - Reading

<table>
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<tr>
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<tbody>
<tr>
<td>% Students</td>
<td>3%</td>
<td>16%</td>
<td>34%</td>
<td>28%</td>
<td>17%</td>
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<tr>
<td>% Score</td>
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<td>15%</td>
<td>37%</td>
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### Test Scores - Writing and Language

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</tr>
</thead>
<tbody>
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<td>% Students</td>
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* The Math test score is found by dividing the Math section score by 20.
### PSAT/NMSQT and PSAT 10 Participation and Performance: Intended College Major - 10th and 11th Grades

Data reflect students who took the PSAT/NMSQT and/or PSAT 10 during the 2018-19 school year. If a student tested more than once, the most recent score and self-reported questionnaire responses are summarized.

<table>
<thead>
<tr>
<th>Intended College Major</th>
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<th>11th Grade</th>
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<tbody>
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<td></td>
<td>Test Takers</td>
<td>Percent</td>
<td>Test Takers</td>
<td>Percent</td>
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<tr>
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<td>354</td>
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<tr>
<td>Architecture and Related Services</td>
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<td>572</td>
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<td>2,685</td>
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<tr>
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</table>
PSAT 8/9 Participation and Performance

Data reflect students who took the PSAT 8/9 during the 2018-19 school year. If a student took the PSAT 8/9 more than once during the school year, the most recent score and self-reported questionnaire responses are summarized.

### Test Takers and Mean Score

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Total</th>
<th>Number</th>
<th>Percent</th>
<th>Total</th>
<th>ERW</th>
<th>Math</th>
<th>Both</th>
<th>ERW</th>
<th>Math</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th Grade</td>
<td>9,683</td>
<td>35%</td>
<td></td>
<td>775</td>
<td>389</td>
<td>386</td>
<td>26%</td>
<td>46%</td>
<td>31%</td>
<td>49%</td>
</tr>
<tr>
<td>9th Grade</td>
<td>17,193</td>
<td>63%</td>
<td></td>
<td>881</td>
<td>443</td>
<td>438</td>
<td>44%</td>
<td>61%</td>
<td>48%</td>
<td>35%</td>
</tr>
<tr>
<td>Other / No Response</td>
<td>525</td>
<td>2%</td>
<td></td>
<td>753</td>
<td>375</td>
<td>378</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

### Race/Ethnicity

The data show different categories for race and ethnicity:
- **American Indian/Alaska Native**
- **Asian**
- **Black/African American**
- **Hispanic/Latino**
- **Native Hawaiian/Other Pacific Islander**
- **White**
- **Two or More Races**
- **No Response**

#### 8th Grade

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total</th>
<th>Number</th>
<th>Percent</th>
<th>Total</th>
<th>ERW</th>
<th>Math</th>
<th>Both</th>
<th>ERW</th>
<th>Math</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>179</td>
<td>2%</td>
<td></td>
<td>739</td>
<td>370</td>
<td>369</td>
<td>17%</td>
<td>37%</td>
<td>22%</td>
<td>58%</td>
</tr>
<tr>
<td>Asian</td>
<td>559</td>
<td>6%</td>
<td></td>
<td>825</td>
<td>410</td>
<td>415</td>
<td>37%</td>
<td>57%</td>
<td>43%</td>
<td>38%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>570</td>
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<td></td>
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<td>347</td>
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<td>13%</td>
<td>71%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2,174</td>
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<td>363</td>
<td>16%</td>
<td>32%</td>
<td>20%</td>
<td>63%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>228</td>
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<td></td>
<td>686</td>
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<td>340</td>
<td>6%</td>
<td>20%</td>
<td>8%</td>
<td>78%</td>
</tr>
<tr>
<td>White</td>
<td>2,711</td>
<td>28%</td>
<td></td>
<td>844</td>
<td>426</td>
<td>418</td>
<td>42%</td>
<td>65%</td>
<td>47%</td>
<td>30%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>388</td>
<td>4%</td>
<td></td>
<td>831</td>
<td>418</td>
<td>413</td>
<td>38%</td>
<td>63%</td>
<td>42%</td>
<td>33%</td>
</tr>
<tr>
<td>No Response</td>
<td>2,874</td>
<td>30%</td>
<td></td>
<td>755</td>
<td>379</td>
<td>376</td>
<td>21%</td>
<td>41%</td>
<td>26%</td>
<td>54%</td>
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#### 9th Grade

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<th>Number</th>
<th>Percent</th>
<th>Total</th>
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<th>Math</th>
<th>Both</th>
<th>ERW</th>
<th>Math</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>316</td>
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<td>392</td>
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</tr>
<tr>
<td>Asian</td>
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<td></td>
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<td>496</td>
<td>63%</td>
<td>73%</td>
<td>69%</td>
<td>21%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>804</td>
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<td></td>
<td>775</td>
<td>390</td>
<td>385</td>
<td>21%</td>
<td>39%</td>
<td>24%</td>
<td>58%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2,794</td>
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<td>804</td>
<td>401</td>
<td>403</td>
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<td>43%</td>
<td>30%</td>
<td>52%</td>
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<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>249</td>
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<td></td>
<td>758</td>
<td>374</td>
<td>384</td>
<td>19%</td>
<td>31%</td>
<td>22%</td>
<td>65%</td>
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<tr>
<td>White</td>
<td>6,003</td>
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<td></td>
<td>939</td>
<td>476</td>
<td>463</td>
<td>57%</td>
<td>76%</td>
<td>60%</td>
<td>21%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1,199</td>
<td>7%</td>
<td></td>
<td>908</td>
<td>459</td>
<td>449</td>
<td>49%</td>
<td>69%</td>
<td>52%</td>
<td>28%</td>
</tr>
<tr>
<td>No Response</td>
<td>4,337</td>
<td>25%</td>
<td></td>
<td>844</td>
<td>423</td>
<td>421</td>
<td>36%</td>
<td>53%</td>
<td>40%</td>
<td>42%</td>
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</table>

*Based on grade-level benchmarks.
### First Language Learned

<table>
<thead>
<tr>
<th>Grade</th>
<th>Test Takers</th>
<th>Mean Score</th>
<th>Met Benchmarks¹</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Total</td>
<td>ERW Math Both ERW Math None</td>
</tr>
<tr>
<td>8th Grade</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>English Only</td>
<td>3,009</td>
<td>827</td>
<td>417 410 36% 61% 42% 35%</td>
</tr>
<tr>
<td>English and Another Language</td>
<td>1,011</td>
<td>741</td>
<td>372 370 18% 37% 23% 59%</td>
</tr>
<tr>
<td>Another Language</td>
<td>540</td>
<td>748</td>
<td>370 378 24% 37% 29% 58%</td>
</tr>
<tr>
<td>No Response</td>
<td>5,123</td>
<td>753</td>
<td>377 376 21% 40% 26% 55%</td>
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<tr>
<td>9th Grade</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>English Only</td>
<td>8,253</td>
<td>905</td>
<td>457 448 50% 69% 53% 28%</td>
</tr>
<tr>
<td>English and Another Language</td>
<td>2,251</td>
<td>856</td>
<td>427 430 38% 53% 42% 43%</td>
</tr>
<tr>
<td>Another Language</td>
<td>1,179</td>
<td>836</td>
<td>411 426 33% 45% 39% 48%</td>
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<tr>
<td>No Response</td>
<td>5,510</td>
<td>865</td>
<td>434 431 40% 57% 44% 39%</td>
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</table>

### High School Grade Point Average

<table>
<thead>
<tr>
<th>Grade</th>
<th>Test Takers</th>
<th>Mean Score</th>
<th>Met Benchmarks¹</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Total</td>
<td>ERW Math Both ERW Math None</td>
</tr>
<tr>
<td>8th Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A+ (97–100)</td>
<td>431</td>
<td>917</td>
<td>462 455 63% 78% 66% 18%</td>
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<tr>
<td>A (93–96)</td>
<td>1,040</td>
<td>852</td>
<td>428 423 46% 67% 51% 29%</td>
</tr>
<tr>
<td>A- (90–92)</td>
<td>731</td>
<td>811</td>
<td>408 403 35% 58% 39% 37%</td>
</tr>
<tr>
<td>B (80–89)</td>
<td>1,474</td>
<td>757</td>
<td>378 379 20% 41% 25% 53%</td>
</tr>
<tr>
<td>C (70–79)</td>
<td>549</td>
<td>708</td>
<td>357 351 10% 28% 13% 68%</td>
</tr>
<tr>
<td>D, E, or F (below 70)</td>
<td>121</td>
<td>662</td>
<td>340 322 3% 21% 7% 75%</td>
</tr>
<tr>
<td>No Response</td>
<td>5,337</td>
<td>758</td>
<td>380 378 23% 42% 27% 54%</td>
</tr>
<tr>
<td>9th Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A+ (97–100)</td>
<td>1,033</td>
<td>1,024</td>
<td>516 509 76% 86% 78% 13%</td>
</tr>
<tr>
<td>A (93–96)</td>
<td>2,725</td>
<td>975</td>
<td>491 484 67% 81% 69% 16%</td>
</tr>
<tr>
<td>A- (90–92)</td>
<td>2,030</td>
<td>917</td>
<td>461 455 55% 72% 59% 23%</td>
</tr>
<tr>
<td>B (80–89)</td>
<td>3,620</td>
<td>840</td>
<td>421 419 32% 55% 37% 40%</td>
</tr>
<tr>
<td>C (70–79)</td>
<td>1,133</td>
<td>754</td>
<td>378 376 12% 30% 16% 66%</td>
</tr>
<tr>
<td>D, E, or F (below 70)</td>
<td>216</td>
<td>720</td>
<td>364 355 7% 26% 9% 72%</td>
</tr>
<tr>
<td>No Response</td>
<td>6,436</td>
<td>858</td>
<td>431 427 39% 56% 43% 40%</td>
</tr>
</tbody>
</table>

¹ Based on grade-level benchmarks.
PSAT/9 Participation and Performance: Score Distributions by Subgroup - 9th Grade

Data reflect students who took the PSAT 8/9 during the 2018-19 school year. If a student took the PSAT 8/9 more than once during the school year, the most recent score and self-reported questionnaire responses are summarized.

<table>
<thead>
<tr>
<th>Test Takers</th>
<th>Total Students</th>
<th>Female</th>
<th>Male</th>
<th>American Indian</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Native Hawaiian</th>
<th>White</th>
<th>Two or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1400–1440</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1200–1390</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>0%</td>
<td>15%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>1000–1190</td>
<td>23%</td>
<td>25%</td>
<td>22%</td>
<td>5%</td>
<td>31%</td>
<td>9%</td>
<td>11%</td>
<td>6%</td>
<td>34%</td>
<td>27%</td>
</tr>
<tr>
<td>800–990</td>
<td>39%</td>
<td>41%</td>
<td>36%</td>
<td>40%</td>
<td>33%</td>
<td>33%</td>
<td>37%</td>
<td>32%</td>
<td>41%</td>
<td>42%</td>
</tr>
<tr>
<td>600–790</td>
<td>29%</td>
<td>27%</td>
<td>31%</td>
<td>47%</td>
<td>18%</td>
<td>45%</td>
<td>44%</td>
<td>53%</td>
<td>18%</td>
<td>24%</td>
</tr>
<tr>
<td>240–590</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
<td>7%</td>
<td>2%</td>
<td>13%</td>
<td>7%</td>
<td>9%</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section Scores - ERW</th>
</tr>
</thead>
<tbody>
<tr>
<td>700–720</td>
</tr>
<tr>
<td>600–690</td>
</tr>
<tr>
<td>500–590</td>
</tr>
<tr>
<td>400–490</td>
</tr>
<tr>
<td>300–390</td>
</tr>
<tr>
<td>120–290</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Section (Test) Scores - Math¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>700–720 (35–36)</td>
</tr>
<tr>
<td>600–690 (30–34.5)</td>
</tr>
<tr>
<td>500–590 (25–29.5)</td>
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<tr>
<td>400–490 (20–24.5)</td>
</tr>
<tr>
<td>300–390 (15–19.5)</td>
</tr>
<tr>
<td>120–290 (6–14.5)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Scores - Reading</th>
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<tbody>
<tr>
<td>35–36</td>
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<td>20–24</td>
</tr>
<tr>
<td>15–19</td>
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<tr>
<td>6–14</td>
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</table>

<table>
<thead>
<tr>
<th>Test Scores - Writing and Language</th>
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</thead>
<tbody>
<tr>
<td>35–36</td>
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<tr>
<td>15–19</td>
</tr>
<tr>
<td>6–14</td>
</tr>
</tbody>
</table>

¹ The Math test score is found by dividing the Math section score by 20.
### PSAT/9 Participation and Performance: Score Distributions by Subgroup - 8th Grade

Data reflect students who took the PSAT/9 during the 2018-19 school year. If a student took the PSAT/9 more than once during the school year, the most recent score and self-reported questionnaire responses are summarized.

#### Test Takers

<table>
<thead>
<tr>
<th>Test Takers</th>
<th>Total Students</th>
<th>Female</th>
<th>Male</th>
<th>American Indian</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Native Hawaiian</th>
<th>White</th>
<th>Two or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9,683</td>
<td>4,781</td>
<td>4,867</td>
<td>179</td>
<td>559</td>
<td>2,174</td>
<td>228</td>
<td>2,711</td>
<td></td>
<td>388</td>
</tr>
</tbody>
</table>

#### Total Score

<table>
<thead>
<tr>
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<th>Total</th>
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<th>Male</th>
<th>American Indian</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Native Hawaiian</th>
<th>White</th>
<th>Two or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>1400–1440</td>
<td>0%</td>
<td>0%</td>
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<td>0%</td>
<td>0%</td>
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<td>4%</td>
<td>13%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>800–890</td>
<td>33%</td>
<td>35%</td>
<td>31%</td>
<td>31%</td>
<td>40%</td>
<td>21%</td>
<td>26%</td>
<td>12%</td>
<td>45%</td>
<td>41%</td>
</tr>
<tr>
<td>600–790</td>
<td>48%</td>
<td>47%</td>
<td>49%</td>
<td>53%</td>
<td>40%</td>
<td>59%</td>
<td>58%</td>
<td>69%</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>240–590</td>
<td>10%</td>
<td>8%</td>
<td>12%</td>
<td>12%</td>
<td>6%</td>
<td>19%</td>
<td>14%</td>
<td>18%</td>
<td>4%</td>
<td>3%</td>
</tr>
</tbody>
</table>

#### Section Scores - ERW

<table>
<thead>
<tr>
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<th>Total</th>
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<th>Male</th>
<th>American Indian</th>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Native Hawaiian</th>
<th>White</th>
<th>Two or More Races</th>
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<td>1%</td>
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<td>1%</td>
<td>1%</td>
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<tr>
<td>500–590</td>
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<td>12%</td>
<td>9%</td>
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<td>13%</td>
<td>4%</td>
<td>4%</td>
<td>2%</td>
<td>20%</td>
<td>15%</td>
</tr>
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#### Section (Test) Scores - Math¹

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¹ The Math test score is found by dividing the Math section score by 20.
## SAT Suite Performance: Interquartile Ranges

Comparing the 25th percentile point to the 75th percentile point gives an idea of the range of performance in a group. SAT data reflect 2019 high school graduates who took the current SAT during high school. PSAT/NMSQT and PSAT 10 data reflect 10th or 11th grade students who took the PSAT/NMSQT and/or PSAT 10 during the 2018-19 school year. PSAT 8/9 data reflect 8th or 9th grade students who took the PSAT 8/9 during the 2018-19 school year. If a student took the respective assessment more than once, the most recent score is summarized.

### SAT

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<th>Reading</th>
<th>Writing and Language</th>
<th>Math</th>
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### PSAT/NMSQT and PSAT 10 - Grade 11

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### PSAT/NMSQT and PSAT 10 - Grade 10

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