



**SAT Participation and Performance for the
Classes of 2006–2010**

Office of Shared Accountability

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Executive Summary

The mean SAT combined critical reading, math, and writing score of 1653 for the Montgomery County Public Schools (MCPS) Class of 2010 was the highest ever attained on the three SAT subtests. The MCPS results are statistically significantly higher than the SAT combined scores of 1502 and 1509, respectively, for Maryland and the nation.

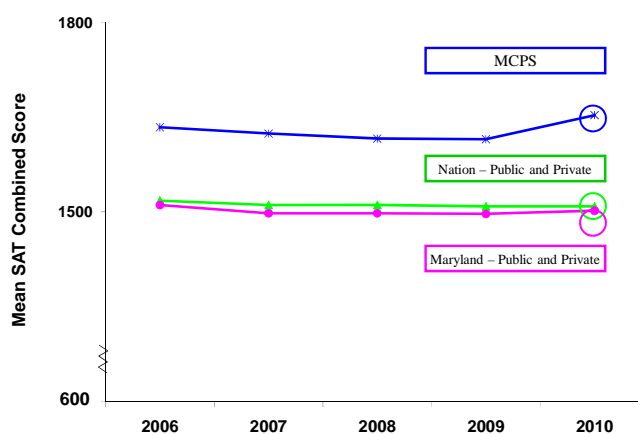


Figure 1. Mean SAT combined critical reading, math, and writing scores for the Classes of 2006 to 2010 in MCPS, Maryland, and the nation.

Prior to 2006, the SAT consisted of two subtests, verbal and math. In March 2005, the College Board replaced the SAT verbal subtest with a critical reading subtest. The MCPS Class of 2010 combined critical reading and math score of 1106 was the highest combined verbal/critical reading and math SAT score in MCPS history.

The MCPS Class of 2010 set five-year records for the highest mean SAT combined scores for males, females, and students of different races/ethnicities. For each student group, the mean SAT combined scores of MCPS students were higher than the Maryland and national mean SAT combined scores.

The MCPS Class of 2010 set new records for the percentages of SAT test takers who earned combined scores above 1500 and 1650. Nationally, about one half of SAT test takers earned SAT combined scores of 1500 or higher. More than two thirds of SAT test takers (66.7%) in the MCPS Class of 2010 earned combined scores of 1500 or higher.

More than one half of SAT test takers (50.8%) in the Class of 2010 attained combined scores of 1650 or higher. Attainment of this goal is noteworthy because students who earn SAT scores of 1650 or higher are unlikely to be required to take remedial courses upon entry to college. College freshman who are allowed to enroll in credit-bearing courses without prior remediation are more likely to obtain college degrees. Nationally, about one third of college freshman who are required to take remedial classes earn a bachelor's degree within six years compared with about one half of college freshman who are not required to take remedial classes.

Over the past five years, MCPS graduates have taken the SAT at rates that far exceeded those of public school students in Maryland and the nation. In addition, MCPS graduates increasingly are more likely to take the ACT, an alternative college entrance examination. In 2010, SAT participation of MCPS graduates declined slightly because a record number of students chose to take the ACT in lieu of the SAT.

Students from all district high schools contributed to the noteworthy accomplishments attained by the MCPS Class of 2010. Among the 25 high schools, some noteworthy accomplishments for the Class of 2010 were that graduates at 19 high schools (76%) attained mean SAT combined scores of 1500 or higher; graduates at 8 high schools (32%) attained mean SAT combined scores of 1650 or higher; and graduates at 4 high schools (16%) attained mean SAT combined scores of 1800 or higher.

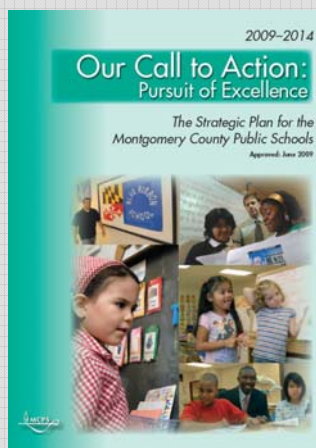
SAT accomplishments for the Class of 2010 include the following:

- Highest mean SAT combined score from two subtests (critical reading/verbal and math) in MCPS history
- Highest mean SAT combined scores since administration of the new SAT (3 subtests) for
 - All students
 - Males and females
 - African American, Asian, Hispanic, and White students
 - Students who received FARMS and ESOL services
- Combined scores of 1500 or higher for
 - More than two thirds of test takers (66.7%)
 - Means for graduates at 19 MCPS high schools (76%)
- Combined scores of 1650 or higher for
 - More than one half of test takers (50.8%)
 - Means for graduates at 8 MCPS high schools (32%)
- Mean combined scores of 1800 or higher for graduates at 4 MCPS high schools (16%)

SAT Participation and Performance for the Classes of 2006 to 2010

Clare Von Secker, Ph.D. and Shihching Liu, M.A.

Background



SAT participation and performance are data points that measure MCPS' attainment of the first goal of *Our Call to Action*—Ensure success for every student.

Goal 1 of the Montgomery County Public Schools (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence* (MCPS, 2009), is to ensure success for every student. One measure of success is students' preparation for college-level course work. The SAT is designed to measure attainment of skills considered essential for academic success in college (College Board, 2005). Thus, student participation and performance on the SAT are important data points for measuring MCPS attainment of Goal 1. This report examines SAT participation and performance for students in the MCPS Classes of 2006 to 2010.

The New SAT for the Class of 2006

The Class of 2006 was the first to take the “new” version of the SAT administered for the first time in March 2005. Although the new SAT was not expected to be more difficult than the previous version, it is longer and measures different content and skills (College Board, 2005).

The old SAT, administered prior to March 2005, was a norm-referenced standardized test that measured verbal and mathematics skills that had been identified as essential for college-level academic study (College Board, 2005). Each SAT subtest score was reported in increments of 10 on a scale that ranged from 200 to 800. Each scaled score represented a particular level of verbal or mathematics achievement.

The primary focus of the verbal portion of the SAT was critical reading and the use of language. Students read and analyzed fiction and nonfiction passages from natural sciences, social studies, and the humanities; evaluated patterns in sentences; and focused on relationships between words (analogies). The math portion of the SAT emphasized problem solving. Students applied mathematical rules, formulas, and basic facts of arithmetic, algebra, and geometry in flexible ways to solve nonroutine problems or to make quantitative comparisons (College Board, 2001).

The new SAT was designed to align better with current curriculum and institutional practices in high school and college (College Board, 2004; Fiske & Hammond, 2005; Kobrin & Schmidt, 2005). As with the old SAT, subtest scores are reported in increments of 10 on scales that range from 200 to 800. The new SAT replaced the verbal subtest with a critical reading subtest that added shorter reading passages and eliminated the analogies items. The math subtest content was expanded to include Algebra 2 and eliminated quantitative comparisons. In addition to changes to the verbal and math subtests, the new SAT has a writing subtest that includes an essay in response to a prompt and multiple choice items that measure how well students use standard written English.

Changes to the test content for the new SAT included—

- replacing the verbal subtest with a critical reading subtest that places more emphasis on critical reading,
- adding Algebra 2 content to the math subtest,
- adding a new writing subtest with a student-written essay, and
- eliminating analogies and quantitative comparisons.

Interpreting SAT Participation and Performance

SAT scores are intended to be combined with other relevant academic and personal information to help students, parents, and guidance counselors better understand and interpret students' qualifications and preparation for college. In addition, SAT scores can be used to guide decisions about course selection, postsecondary plans, college majors, and careers (College Board, 2002; Educational Testing Service, 2003). They provide a uniform measure of students' knowledge and skills that is different from other, more subjective, indicators of student success such as high school records (Camara & Echternacht, 2000; Camara, Kimmel, Scheuneman, & Sawtell, 2003). Thus, SAT scores contribute valuable and unique information that enhances the effectiveness of the screening processes used to select candidates for college admission.

The College Board strongly discourages using SAT scores to evaluate teachers, schools, school districts, or other educational units because the SAT is intended as a measure of individual, as opposed to group, performance (College Board, 2002). Aggregate test data, including mean scores of districts, schools, and subgroups of students, may validly be used as an indicator of group differences only when considered in combination with other conditions that affect the educational outcomes. Students' demographic characteristics, prior performance, course-taking patterns, family income, level of parental education, and other cognitive and noncognitive factors are strongly associated with educational experiences that influence average SAT scores.

The SAT scores of students with comparable school records may vary widely because of differences in teacher grading practices, school course offerings, or other factors (Brookhart, 1994; Camara & Echternacht, 2000; Camara, et al., 2003). Even among students with similar high school records, there are long-standing national differences in the SAT scores of students who differ because of demographic status, family background, level of parental education, or economic advantage (Burton, 2003; Camara & Schmidt, 1999; Nettles, Millett, & Ready, 2003).

SAT and College Readiness

One of the seven keys to college readiness established by MCPS is attainment of an SAT combined score of 1650 or higher (MCPS, 2010). Scoring 1650 on the SAT (Key 7) is correlated with a higher likelihood of college acceptance and a minimal probability of being required to take remedial courses upon entry to college (Von Secker, 2009a).

Attainment of Key 7 is particularly significant given the high rates of college remediation among the 75 percent of the nation's high school graduates who enter college. Nationally, about one half of all college freshmen are required to take one or more remedial courses (College Board, 2009a). In Maryland, nearly one third of Maryland high school graduates are required to take remedial courses in English and/or mathematics upon entry to college (Martino & Wilson, 2009). Even among Maryland graduates who completed a college-preparatory curriculum in high school, college remediation rates are significant and increasing (Maryland Higher Education Commission, 2009).

The consequences of unpreparedness for college coursework are expensive and time-consuming. Unprepared students must pay tuition for remedial courses but the credits earned are not applied toward a degree. Nationally, only about one third of students who are required to take remedial courses upon entry to college also remain in college and earn bachelor's degrees within six years (Graves, 2008; Strong American Schools, 2008). On the other hand, about one half of college freshmen who are not required to take remedial classes earn bachelor's degrees within six years.

Even among SAT test takers who do not attend college, strong SAT performance provides evidence that graduates are prepared for the workplace. The skills that students need to perform well on the SAT and in college are the same as the skills needed to be successful in workplace employment that offers career advancement opportunities (ACT, 2008).

Methodology

This report compares SAT participation and performance for the Classes of 2006 to 2010 in MCPS, Maryland, and the nation. SAT participation and performance data are disaggregated by gender and race/ethnicity. In addition, SAT participation and performance for the MCPS Classes of 2006 to 2010 are disaggregated by participation in Free and Reduced-price Meals System (FARMS), special education, and English for Speakers of Other Languages (ESOL) services.

This section identifies the key research questions that are addressed through the analysis, the selection criteria that were used for identifying the students who were included in the SAT analyses, and guidelines for interpreting the results.

Key Research Questions

The key research questions about trends in the SAT participation and performance for the Classes of 2006 to 2010 were as follows:

1. How does SAT participation of MCPS graduates compare with SAT participation of graduates in Maryland and the nation?
2. Are differences in SAT participation for the MCPS Classes of 2006 to 2010 explained by changes in ACT participation?
3. What are the trends in SAT participation among MCPS graduates by gender, race/ethnicity, and participation in FARMS, special education, and ESOL services?
4. How does mean SAT performance of MCPS graduates compare with mean SAT performance of graduates in Maryland and the nation?
5. What are the trends in mean SAT performance among MCPS graduates by gender, race/ethnicity, and participation in FARMS, special education, and ESOL services?
6. Have there been increases in the percentages of SAT test takers who score in ranges associated with higher likelihoods of college readiness?

Description of SAT Test Takers

The students included in this analysis of MCPS results were members of the June classes of 2006 to 2010. Students' gender, race/ethnicity, and Grade 12 participation in FARMS, special education, or ESOL services were taken from MCPS records. Students are counted once, regardless of how many times they took the SAT. Students who graduated from MCPS during the summer or midyear are excluded from the calculations for college-bound seniors. Students who took the SAT but could not be verified as MCPS graduates are excluded from the analysis.

The descriptions of graduates in Maryland and the nation who took the SAT were obtained from reports published by the College Board (College Board, 2006a, 2006b, 2007a, 2007b, 2008a, 2008b, 2009b, 2009c, 2010a, 2010b). The College Board reports the number of test takers and mean subtest scores by total group, gender, and race/ethnicity. Additional data needed to calculate SAT participation rates for Maryland and the nation were obtained from two sources.

The numbers of public school graduates in Maryland for 2006 to 2009 are taken from the Maryland State Department of Education (MSDE) website, www.mdreportcard.org. The number of Maryland public school graduates in the Class of 2010 was not available at the time this report was released. Estimates of the total number of public and private school graduates in the nation were obtained from the Western Interstate Commission for Higher Education (WICHE, 2008).

Interpreting SAT Mean Scores and Performance Levels

The SAT scores described in this report are students' most recent SAT mean scores. The most recent SAT mean scores are useful for comparing MCPS results with the state and national data reported by the College Board.

In addition to mean scores, SAT results are reported in terms of percentages of students who demonstrated two levels of readiness for college coursework. The first level is the percentage of test takers with SAT combined critical reading, math, and writing scores of 1500 or higher, a level associated with performance in the top one half of test takers nationally.

The second level is the percentage of test takers with SAT combined critical reading, math, and writing scores of 1650 or higher, a level associated with a high likelihood of being allowed to enroll in credit-bearing courses without prior remediation upon entry to college. Postsecondary institutions vary in their remediation requirements, and the threshold of 1650 is more rigorous than some institutions require. However, at institutions such as Montgomery College, one of the top two postsecondary choices of MCPS graduates, students are required to pass a diagnostic test or take remedial courses unless they earn SAT critical reading, math, and writing scores of 550 (combined 1650) or higher (Montgomery College, 2010). Students with SAT scores of 1650 or higher can be confident that they are likely to be exempt from remedial coursework at any postsecondary institution they choose to attend.

The trends in SAT participation and performance described in this report can be used to examine the

- demographic characteristics of students taking the SAT,
- performance of college-bound seniors overall and by student group, and
- college readiness levels of MCPS graduates overall and by student group.

Because SAT test takers are a self-selected sample of all college-bound seniors, interpretation of group differences and changes over time should take into account simultaneously both SAT participation and performance.

Results

Deciding to take a college admissions test is an important step in the process of exploring and planning for postsecondary goals. Taking the SAT opens doors for students by increasing their awareness of college admission procedures, college programs, college majors, and career interests. The SAT scores provide data that are useful for helping students, parents, and others understand students’ preparedness for college or the workplace relative to other test takers.

SAT Participation

Over the past five years, MCPS led Maryland and the nation in SAT participation. Between 2006 and 2010, the percentages of MCPS graduates who took the SAT were more than 20% higher than the Maryland public school participation rates and nearly double the national public school participation rates (Figure 2).

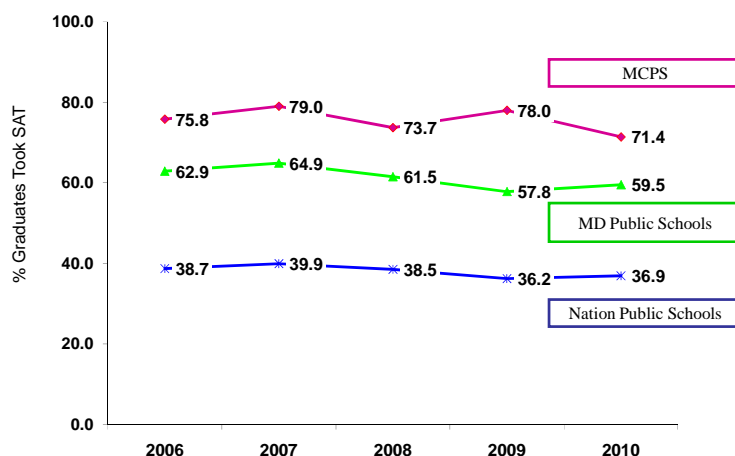


Figure 2. SAT participation rates of public school graduates in the MCPS, Maryland, and national Classes of 2006 to 2010.

Although the SAT participation rate of 71.4% for the MCPS Class of 2010 was slightly lower than in prior years, the downturn was consistent with a trend among graduates in Maryland and the nation (Appendix, Table A1). One explanation for the decrease in SAT participation is that more graduates are opting to take the ACT, an alternative college entrance examination (Von Secker, 2009b). Between 2006 and 2010, the number and percentage of MCPS graduates who took the ACT instead of the SAT more than doubled (Table 1).

Table 1
Number and Percentage of Students in the
MCPS Classes of 2006 to 2010 Who Took the ACT Instead of the SAT

Statistic	2006	2007	2008	2009	2010	5-Year Change
N Graduates	9,483	9,702	9,876	9,829	10,050	+567
N Took ACT Only	201	106	350	320	587	+386
% Took ACT Only	2.1	1.1	3.5	3.3	5.8	+3.7

SAT Participation by Gender

Gender differences in SAT participation observed in Maryland and nationally also were observed among MCPS graduates (Appendix, Table A2). Between 2006 and 2009, SAT participation rates for MCPS females were about five percentage points higher than for males. In 2010, the participation rate of females was 5.8 percentage points higher than for males (Table 2).

Table 2
SAT Participation for the MCPS
Classes of 2006 to 2010 by Gender

Gender	Percentage and Number (<i>N</i>) of Graduates Who Took the SAT				
	2006	2007	2008	2009	2010
Male	73.4 (3,398)	76.9 (3,738)	71.0 (3,475)	75.2 (3,667)	68.6 (3,511)
Female	78.2 (3,793)	81.1 (3,922)	76.2 (3,799)	80.7 (3,995)	74.4 (3,668)

SAT Participation by Race/Ethnicity

Between 2006 and 2010, SAT participation was higher among White and Asian students than among African American and Hispanic students. The racial/ethnic differences in SAT participation observed in MCPS were similar to differences observed among graduates in Maryland and the nation (Appendix, Table A3).

Between 2006 and 2009, racial/ethnic differences in participation narrowed among MCPS graduates as greater percentages of African American and Hispanic students took the SAT. In 2010, the racial/ethnic gap in SAT participation widened. More than four out of every five Asian American and White students in the Class of 2010 took an SAT compared with about two thirds of African American students and less than one half of Hispanic students (Table 3).

Table 3
SAT Participation for the MCPS
Classes of 2006 to 2010 by Race/Ethnicity

Race/Ethnicity	Percentage and Number (<i>N</i>) of Graduates Who Took the SAT				
	2006	2007	2008	2009	2010
African Am.	65.9 (1,240)	71.6 (1,453)	68.3 (1,433)	73.8 (1,555)	62.3 (1,369)
Asian	87.8 (1,366)	89.3 (1,359)	85.5 (1,294)	89.2 (1,406)	84.0 (1,445)
Hispanic	53.0 (691)	57.0 (837)	54.1 (867)	57.0 (1,003)	46.9 (818)
White	82.1 (3,884)	85.7 (3,995)	78.9 (3,656)	84.4 (3,677)	80.9 (3,526)

Decreases in SAT participation between 2009 and 2010 were countered by increases in the percentages of students of all races/ethnicities who took the ACT instead of the SAT (Table 4). Increases in ACT participation are particularly noteworthy for African American and Hispanic students. Between 2009 and 2010, the percentage of MCPS African American graduates who took the ACT increased 4.7 points, a change more than two times that for Asian and White students. Likewise, between 2009 and 2010, the percentage of MCPS Hispanic graduates who took the ACT increased 3.2 points, a change nearly two times that for Asian and White students.

Table 4
Number and Percentage of Students in the MCPS Classes of 2009 and 2010
Who Took the ACT Instead of the SAT by Race/Ethnicity

Student Group	N Graduates		N Took ACT Only		% Took ACT Only		
	2009	2010	2009	2010	2009	2010	1-Year Change
All	9,829	10,050	320	587	3.3	5.8	+2.6
African Am.	2,106	2,199	70	175	3.3	8.0	+4.7
Asian	1,577	1,720	23	50	1.5	2.9	+1.4
Hispanic	1,760	1,745	52	108	3.0	6.2	+3.2
White	4,359	4,357	173	254	4.0	5.8	+1.9

SAT Participation by Service Group

SAT participation rates among students who receive FARMS, special education, and ESOL services were lower than the MCPS average. Between 2006 and 2009, those differences narrowed as increases in the SAT participation rates among students who received FARMS and ESOL services outpaced the district average increases (Table 5).

Table 5
SAT Participation for the MCPS
Classes of 2006 to 2010 by Service Group

Student Group	Percentage and Number (N) of Graduates Who Took the SAT				
	2006	2007	2008	2009	2010
All MCPS	75.8 (7,191)	79.0 (7,660)	73.7 (7,274)	78.0 (7,662)	71.4 (7,179)
FARMS	54.0 (578)	60.9 (737)	57.6 (846)	58.7 (973)	48.4 (943)
Special Education	45.9 (371)	46.1 (334)	40.3 (319)	47.3 (356)	34.2 (278)
ESOL	35.7 (99)	39.3 (121)	45.2 (145)	40.1 (138)	22.9 (72)

Decreases in SAT participation between 2009 and 2010 among students who received FARMS and special education services are due in part to increases in ACT participation (Table 6). Between 2009 and 2010, ACT participation among MCPS graduates who received FARMS and special education services increased 3.7 and 3.0 percentage points, respectively, rates that were higher than the district one-year change for all students.

Table 6
Number and Percentage of Students in the MCPS Classes of 2009 and 2010
Who Took the ACT Instead of the SAT by Service Group

Student Group	N Graduates		N Took ACT Only		% Took ACT Only		1-Year Change ^a
	2009	2010	2009	2010	2009	2010	
All	9,829	10,050	320	587	3.3	5.8	+2.7
FARMS	1,657	1,950	69	154	4.2	7.9	+3.7
Special Ed.	753	813	50	78	6.6	9.6	+3.0
ESOL	344	314	11	12	3.2	3.8	+0.6

^a Changes are calculated on unrounded values and may differ by 0.1 point from differences calculated on rounded values shown in the table.

Mean SAT Performance

The MCPS Class of 2010 mean SAT combined reading, math, and writing score of 1653 was the highest since the new SAT was first administered five years ago to the Class of 2006. In addition, the Class of 2010 set records for the percentages of SAT test takers who attained the seventh key to college readiness—attainment of an SAT combined score of 1650 or higher.

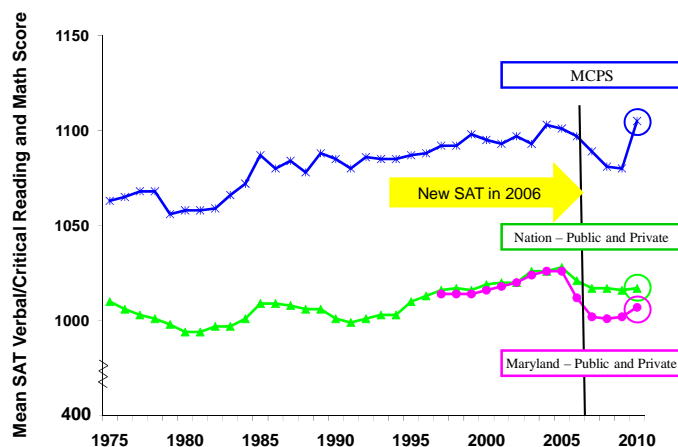
Mean SAT Scores for MCPS, Maryland, and the Nation

Over the past five years, MCPS led Maryland and the nation in SAT performance (Appendix, Table A4). Between 2006 and 2010, the mean SAT combined score of MCPS graduates was more than 100 points higher than the mean SAT combined scores in Maryland and the nation (Table 7).

Table 7
Mean SAT Combined Scores for the Classes of 2006 to 2010 in
MCPS, Maryland, and the Nation

Group	SAT Combined Critical Reading, Math, and Writing Score				
	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010
MCPS	1634	1624	1616	1615	1653
Maryland	1511	1498	1498	1497	1502
MCPS vs. Maryland	+123	+126	+118	+118	+151
Nation	1518	1511	1511	1509	1509
MCPS vs. Nation	+116	+113	+105	+106	+144

Historical SAT results for the Classes of 2005 and earlier can be linked to results for the Classes of 2006 to 2010 by examining scores for two subtests, verbal/critical reading and math. There is no historical comparison for the writing test which is administered on the new version of the SAT only. The Class of 2010's mean SAT combined score of 1106 on the verbal/critical reading and math subtests was the highest of any class in MCPS history, including classes that took the old version of the SAT (Figure 3).



Note. In 2006, the verbal subtest was replaced with a critical reading subtest.

Figure 3. Mean SAT combined verbal/critical reading and math scores for the Classes of 1975 to 2010 in MCPS, Maryland, and the nation.

MCPS has outperformed Maryland and the nation for more than 35 years. In 2010, the MCPS mean SAT combined critical reading and math score of 1106 was 99 points higher than the combined scores for Maryland (1007) and 89 points higher than the combined score for the nation (1017).

Mean SAT Scores by Gender

The mean SAT combined scores for males (1665) and females (1642) in the MCPS Class of 2010 were higher than for males and females in any of the previous four graduating classes. In 2010, the mean score for males was 17 points higher than the previous four-year high score of 1648 in 2006. In 2010, the mean score for females was 21 points higher than the previous four-year high score of 1621 in 2006 (Table 8).

Table 8
Mean SAT Combined Scores for the MCPS
Classes of 2006 to 2010 by Gender

Student Group	Graduating Class					5-Year Change (2010 vs. 2006)
	2006	2007	2008	2009	2010	
Male	1648	1635	1628	1627	1665	+17
Female	1621	1613	1604	1604	1642	+21

The relatively higher average performance of MCPS males on the SAT is consistent with longstanding gender differences observed in Maryland and the nation (Appendix, Table A4). Over the past five years, mean SAT scores of MCPS males have been more than 20 points higher than SAT scores of MCPS females. In MCPS, gender gaps in SAT performance decreased steadily over the past five years from 27 points in 2006 to 23 points in 2010.

Mean SAT Scores by Race/Ethnicity

The mean SAT combined scores for students of all races/ethnicities in the MCPS Class of 2010 were higher than for their counterparts in any of the previous four graduating classes (Table 9). Mean SAT combined scores of African American and Hispanic students in the Class of 2010 were 45 and 42 points higher, respectively, than scores of African American and Hispanic students in the Class of 2006. Mean SAT combined scores of Asian and White students in the Class of 2010 were 59 and 13 points higher, respectively, than scores of Asian and White students in the Class of 2006.

Table 9
Mean SAT Combined Scores for the MCPS
Classes of 2006 to 2010 by Race/Ethnicity

Student Group	Graduating Class					5-Year Change (2010 vs. 2006)
	2006	2007	2008	2009	2010	
African Am.	1360	1357	1336	1356	1405	+45
Asian	1710	1706	1720	1748	1769	+59
Hispanic	1410	1418	1401	1398	1452	+42
White	1735	1736	1740	1733	1748	+13

The relatively higher average performance of MCPS Asian and White students on the SAT is consistent with longstanding racial/ethnic differences observed in Maryland and the nation (Appendix, Table A4). Over the past five years, mean SAT scores of MCPS Asian and White students have been more than 300 points higher than SAT scores of MCPS African American and Hispanic students. In 2010, the racial/ethnic gaps in SAT performance narrowed because improvements in the SAT scores of African American and Hispanic students outpaced the score improvements of White students.

Mean SAT Scores by Service Group

The mean SAT combined scores for students in the MCPS Class of 2010 who received FARMS (1378) and ESOL (1259) services were higher than for their counterparts in any of the previous four graduating classes (Table 10). The mean SAT combined scores of students in the MCPS Class of 2010 who received special education services (1374) were higher than their counterparts in any of the previous three graduating classes.

The mean SAT combined scores of students in the Class of 2010 who received FARMS and ESOL services were 62 and 111 points higher, respectively, than scores of their counterparts in the Class of 2006. The mean SAT combined score of students in the Class of 2010 who received special education services was 9 points lower than their counterparts in the Class of 2006, but higher than for their counterparts in the Classes of 2007 to 2009.

Table 10
Mean SAT Combined Scores for the MCPS
Classes of 2006 to 2010 by Service Group

Student Group	Graduating Class					5-Year Change (2010 vs. 2006)
	2006	2007	2008	2009	2010	
All	1634	1624	1616	1615	1653	+19
FARMS	1316	1315	1296	1307	1378	+62
Special Ed.	1383	1353	1309	1354	1374	-9
ESOL	1148	1127	1085	1156	1259	+111

SAT Performance Levels and College Readiness

Reporting SAT results in terms of mean scores tells only one facet of the SAT performance story. Additional understanding of SAT performance may be gained by examining changes in the percentage of students whose SAT combined scores were correlated with various levels of college readiness. Students who earn SAT scores of 1500 or higher are among the highest scoring 50% of all test takers in the nation. In 2010, MCPS SAT test takers of all genders and races/ethnicities attained the 1500 combined score goal at rates that are higher than the rates of their counterparts nationally (College Board, 2010b).

Students who earn SAT scores of 1650 or higher are most likely to be prepared for college-level coursework and allowed to enroll in credit-bearing courses without remediation upon entry to college. Although remediation requirements vary by institution, students who earn SAT combined scores of 1650 or higher are unlikely to be required to take remedial coursework regardless of their postsecondary choices. In 2010, MCPS SAT test takers of all genders and races/ethnicities attained the 1650 combined score goal at rates that are higher than the rates of their counterparts nationally (College Board, 2010b).

Performance Levels by Class

The MCPS Class of 2010 set a five-year record for the percentage of test takers who scored 1500 or higher on the SAT (Figure 4). More than two thirds of SAT test takers (66.7%) in the MCPS Class of 2010 scored in the range of 1500 or higher. In addition, the MCPS Class of 2010 set a new record for the percentage of SAT test takers who earned combined scores of 1650 or higher (50.8%).

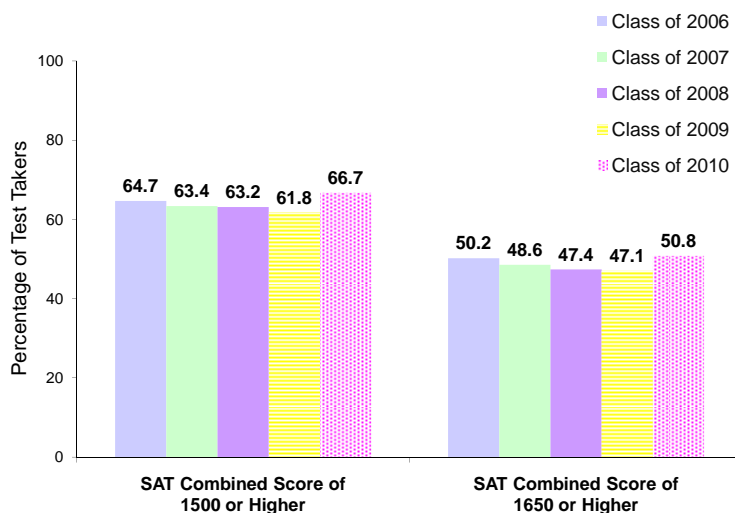


Figure 4. Percentage of SAT test takers in the Classes of 2006 to 2010 with SAT combined critical reading, math, and writing scores of 1500 or higher and 1650 or higher.

Performance Levels by Gender

The MCPS Class of 2010 set a five-year record for the percentage of male and female test takers who scored 1500 or higher on the SAT (Figure 5). About two thirds of male (68.3%) and female (65.1%) test takers scored in the range of 1500 or higher. About one half of male (52.5%) and female (49.1%) SAT test takers attained SAT combined scores of 1650 or higher, the level associated with a high likelihood of college readiness.

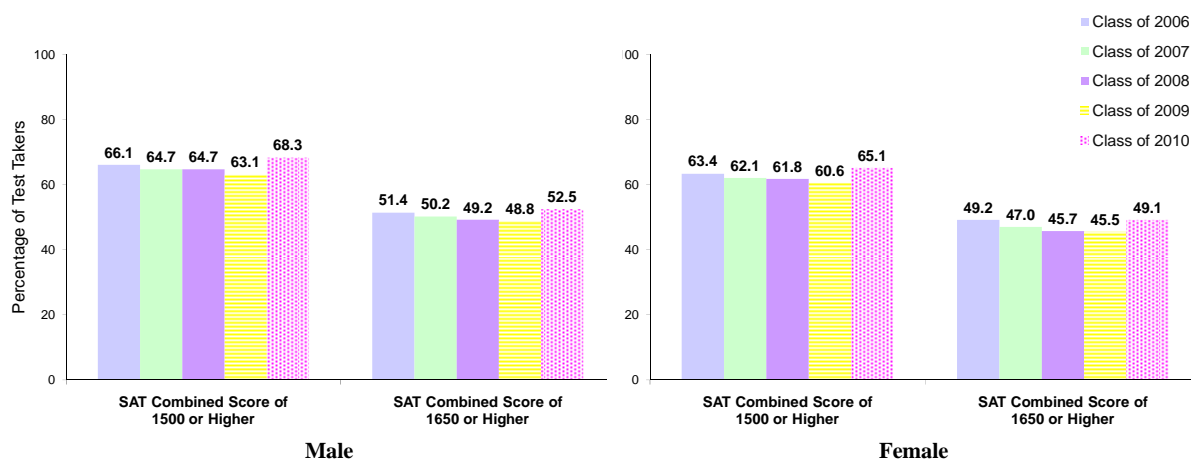


Figure 5. Percentage of SAT test takers in the Classes of 2006 to 2010 with SAT combined critical reading, math, and writing scores of 1500 or higher and 1650 or higher by gender.

Performance Levels by Race/Ethnicity

Students of all races/ethnicities in the MCPS Class of 2010 set five-year records for the percentage of test takers who scored 1500 or higher on the SAT (Figure 6). More than one third of African American (36.0%) and Hispanic (40.6%) test takers attained SAT combined scores of 1500 or higher. More than three fourths of Asian (75.8%) and White (80.9%) test takers attained SAT combined scores of 1500 or higher.

African American (17.8%), Asian (64.1%), and White (64.7%) students set five-year records for the percentages of test takers with SAT combined scores of 1650 or higher. The percentage of Hispanic (22.6%) test takers in the Class of 2010 who earned SAT combined scores of 1650 or higher was higher than for the Classes of 2007 to 2009.

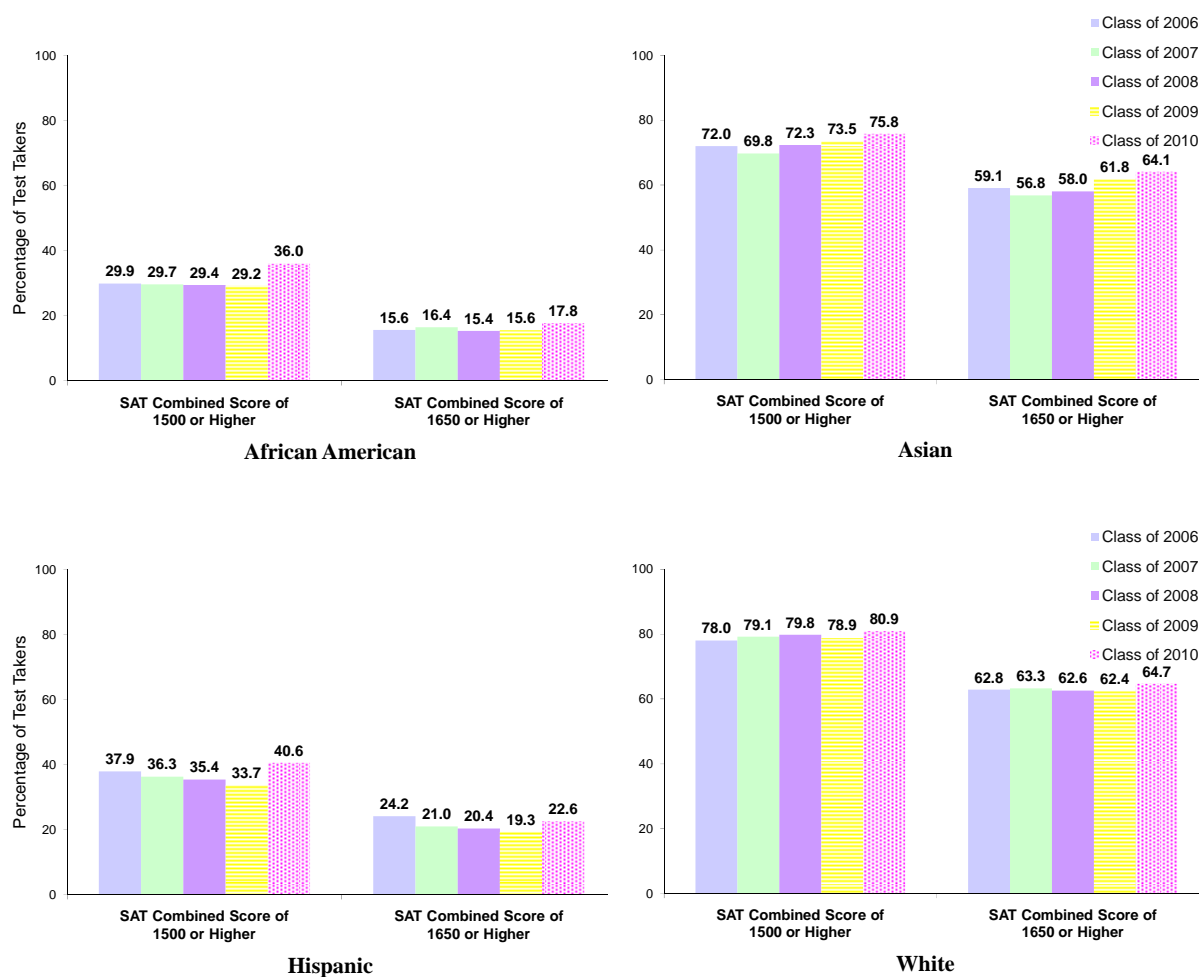


Figure 6. Percentage of SAT test takers in the Classes of 2006 to 2010 with SAT combined critical reading, math, and writing scores of 1500 or higher and 1650 or higher by race/ethnicity.

Performance Levels by Service Group

Students in the MCPS Class of 2010 who received FARMS and ESOL services set five-year records for SAT performance (Figure 7). Among students in the Class of 2010, 31.1% of test takers who received FARMS services, and 18.1% of test takers who received ESOL services attained SAT scores of 1500 or higher. In addition, 14.7% of test takers who received FARMS services earned SAT combined scores of 1650 or higher, a rate higher than at any time in the past five years.

Students in the MCPS Class of 2010 who received special education services earned their second highest performance level in the past five years. Among test takers who received special education services in 2010, 36.0% attained SAT scores of 1500 or higher and 21.2% attained SAT scores of 1650 or higher. Likewise, of test takers who received ESOL services in 2010, 5.6% attained SAT scores of 1650 or higher, rates higher than for the Classes of 2007 to 2009.

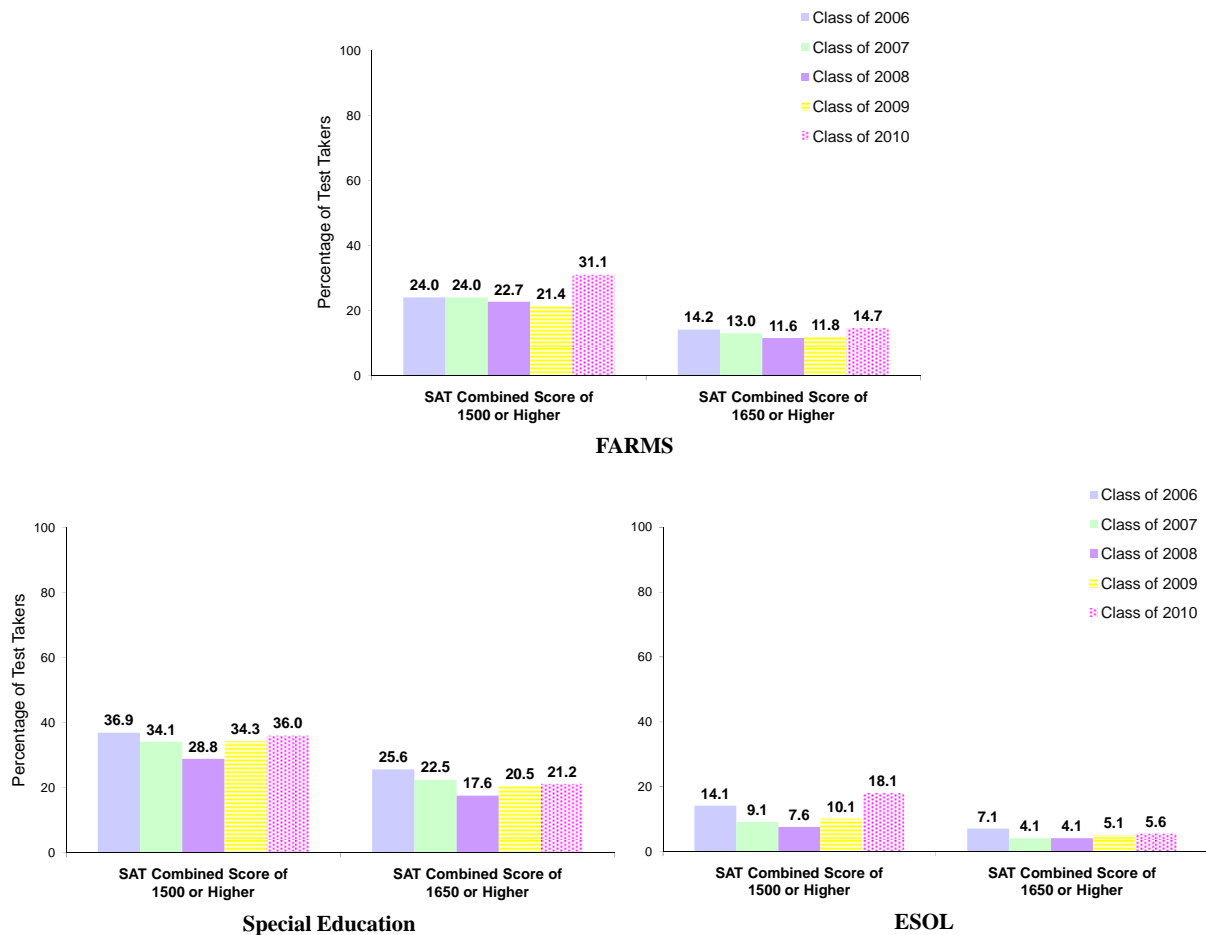


Figure 7. Percentage of SAT test takers in the Classes of 2006 to 2010 with SAT combined critical reading, math, and writing scores of 1500 or higher and 1650 or higher by service group.

Discussion

Examination of trends in SAT participation and performance provide evidence that MCPS is making progress toward the strategic plan goal of ensuring success for every student. Compared with public school students nationally, MCPS graduates are more likely to take the SAT, a college entrance examination experience that is a critical step in postsecondary academic planning. The rigorous high school curriculum and instruction provided by MCPS are paying dividends in SAT performance levels that are higher than for other test takers in Maryland and the nation.

Trends in SAT Participation

MCPS graduates take the SAT at rates that exceed state and national levels for public school students. As is true nationally, MCPS graduates who take the SAT are more likely to be female than male, and are more likely to be Asian and White than African American or Hispanic.

Over the past five years, SAT participation has declined among public school students in Maryland and the nation. One reason appears to be increases in participation on the ACT, an alternative college entrance examination. For the MCPS Class of 2010, slight declines in SAT participation were balanced by record increases in the numbers of students who took the ACT in lieu of the SAT.

Trends in SAT Performance

The mean SAT combined critical reading, math, and writing score of 1653 for the MCPS Class of 2010 was the highest since administration of the new SAT for the Class of 2006. MCPS males, females, and students of each racial/ethnic group outperformed their counterparts in Maryland and the nation. This finding is particularly noteworthy given that SAT participation for the MCPS Class of 2010 also was significantly higher than for public school students in Maryland and the nation.

Prior to 2006, the SAT consisted of two subtests, verbal and math. The new SAT, administered for the first time to the Class of 2006, replaced the verbal subtest with a critical reading subtest. The MCPS Class of 2010 combined critical reading and math score of 1106 is the highest mean SAT combined verbal/critical reading and math subtest score in MCPS history.

Trends in College Readiness as Measured by the SAT

The MCPS Class of 2010 set new records for the percentage of test takers who placed in the top half of all college-bound test takers. Nationally, about one in two SAT test takers earn combined scores of 1500 or higher. More than two out of every three SAT test takers (66.7%) in the Class of 2010 earned combined scores of 1500 or higher.

The MCPS Class of 2010 set new records for the percentages of test takers who attained the seventh key to college readiness—an SAT combined score of 1650 or higher. Students who earn scores of 1650 or higher are likely to be prepared for college coursework and are unlikely to be

required to take remedial courses upon entry to college. In turn, those college freshmen who are allowed to enroll in credit-bearing courses without prior remediation are more likely to earn college degrees.

Challenges

Although MCPS is making progress at attaining the strategic plan goals of increasing SAT participation and performance, some challenges remain (Appendix Tables A5 to A9). As is true statewide and nationally, SAT participation and performance rates are higher for Asian and White students than for African American and Hispanic students. Females are more likely to take the SAT, but mean SAT combined scores for males are higher than those of females. Also, there is considerable variation in the SAT participation and performance of students who attend different high schools (Appendix, Tables A10 to A20).

MCPS district leaders and school staff are working together to meet these challenges and continuously improve SAT participation and performance (MCPS, 2009). The district's SAT/ACT intervention plan includes a variety of preparation programs offered during and beyond the school day that identify individual students' academic needs and allow high schools to implement customized interventions that are most likely to improve the SAT/ACT preparation of individual students.

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Appendix

Table A1
SAT Participation for the Classes of 2006 to 2010 in MCPS, Maryland, and the Nation

Graduation Group	<i>N</i> Graduates					<i>N</i> Took SAT ^a					% Took SAT				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
MCPS	9483	9702	9876	9829	10050	7191	7660	7274	7662	7179	75.8	79.0	73.7	78.0	71.4
MD Public School Students ^b	55538	57564	59171	58304	59080	34939	37349	36368	33696	35152	62.9	64.9	61.5	57.8	59.5
Maryland All Students ^c	64630	65926	67748	67573	66607	45231	46558	46928	46562	46370	75.8	79.0	73.7	78.0	69.6
Nation Public School Students ^d	2891592	2956147	3033788	3018499	3016202	1118762	1178753	1167849	1093374	1114273	38.7	39.9	38.5	36.2	36.9
Nation All Students ^d	3189538	3254432	3340235	3320163	3310631	1465744	1494531	1518859	1530128	1547990	46.0	45.9	45.5	46.1	46.8

^a The number of graduates in Maryland and the nation who took the SAT is published by the College Board and available at www.collegeboard.org.

^b The number of Maryland public school graduates is reported by the Maryland State Department of Education (MSDE) at www.mdreportcard.org. Results are not available (n/a) for 2010.

^c Estimates of Maryland graduation rates are available from the Western Interstate Commission for Higher Education (WICHE) at www.wiche.edu/knocking. The number of all Maryland graduates (public and private school combined) is not available (n/a) on mdreportcard.org.

^d Estimates of the number of graduates in public and private schools are reported by WICHE at www.wiche.edu/knocking.

Table A2
Number and Percentage of SAT Test Takers in the Classes of 2006 to 2010
in MCPS, Maryland, and the Nation by Gender

Graduates	N Took SAT					% of SAT Test Takers				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
MCPS	7,191	7,660	7,274	7,662	7,179	100.0 ^b	100.0 ^b	100.0 ^b	100.0 ^b	100.0 ^b
Male	3,398	3,738	3,475	3,667	3,511	47.3	48.8	47.8	47.9	48.9
Female	3,793	3,922	3,799	3,995	3,668	52.7	51.2	52.2	52.1	51.1
MD All^a	45,231	46,558	46,928	46,562	46,370	100.0 ^b	100.0 ^b	100.0 ^b	100.0 ^b	100.0 ^b
Male	20,806	21,171	21,536	21,417	21,633	46.0	45.5	45.9	46.0	46.7
Female	24,425	25,128	25,324	25,145	24,737	54.0	54.0	54.0	54.0	53.3
Nation All^a	1,465,744	1,494,531	1,518,859	1,530,128	1,547,990	100.0 ^b	100.0 ^b	100.0 ^b	100.0 ^b	100.0 ^b
Male	674,242	690,500	704,226	711,368	720,793	46.0	46.2	46.4	46.5	46.6
Female	791,502	798,030	812,764	818,760	827,197	54.0	53.4	53.5	53.5	53.4

^a Results are presented for all test takers regardless of school type (public versus private).

^b Percentages may sum to 100 ± 0.1 because of rounding.

Table A3
Number and Percentage of SAT Test Takers in the Classes of 2006 to 2010
in MCPS, Maryland, and the Nation by Race/Ethnicity

Graduates by Race/Ethnicity	N Took SAT					% of SAT Test Takers				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
MCPS	7,191	7,660	7,274	7,662	7,179	100.0 ^b	100.0 ^b	100.0 ^b	100.0 ^b	100.0 ^b
African Am.	1,240	1,453	1,433	1,555	1,369	17.2	19.0	19.7	20.3	19.1
Asian	1,366	1,359	1,294	1,406	1,445	19.0	17.7	17.8	18.4	20.1
Hispanic	691	837	867	1,003	818	9.6	10.9	11.9	13.1	11.4
White	3,884	3,995	3,656	3,677	3,526	54.0	52.2	50.3	48.0	49.1
MD All^a	45,231	46,558	46,928	46,562	46,370	100.0 ^b	100.0 ^b	100.0 ^b	100.0 ^b	100.0 ^b
African Am.	10,834	11,652	13,091	13,853	13,877	24.0	25.0	27.9	29.8	29.9
Asian	3,255	3,206	3,387	3,398	3,610	7.2	6.9	7.2	7.3	7.8
Hispanic	1,831	2,050	2,415	2,455	2,462	4.0	4.4	5.1	5.3	5.3
White	23,380	23,701	24,397	23,774	23,465	51.7	50.9	52.0	51.1	50.6
Nation All^a	1,465,744	1,494,531	1,518,859	1,530,128	1,547,990	100.0 ^b	100.0 ^b	100.0 ^b	100.0 ^b	100.0 ^c
African Am.	150,643	159,849	174,383	187,136	196,961	10.3	10.7	11.5	12.2	12.7
Asian	138,303	140,794	151,235	158,757	166,064	9.4	9.4	10.0	10.4	10.7
Hispanic	151,761	168,544	190,203	206,584	222,380	10.4	11.3	12.5	13.5	14.4
White	825,921	828,038	858,561	851,014	838,235	56.3	55.4	56.5	55.6	54.1

^a Results are presented for all test takers regardless of school type (public versus private).

^b Maryland results include American Indian test takers and test takers who did not report their race/ethnicity. The percentages for the four races/ethnicities shown sum to less than 100%.

^c National results include American Indian test takers and test takers who did not report their race/ethnicity. The percentages for the four races/ethnicities shown sum to less than 100%.

Table A4
Mean SAT Critical Reading, Math, and Writing Scores for the Classes of 2006 to 2010 in MCPS, Maryland, and the Nation
by Gender and Race/Ethnicity

Student Group	Mean SAT Critical Reading Score					Mean SAT Math Score					Mean SAT Writing Score				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
MCPS	539	537	532	533	545	558	552	549	547	560	537	535	536	536	547
Male	542	537	534	535	546	575	569	567	564	579	531	529	527	529	540
Female	537	537	529	531	545	542	535	531	531	542	542	541	543	542	554
African Am.	457	453	443	452	471	452	451	444	451	465	451	453	449	453	469
Asian	549	549	551	561	571	607	606	610	615	621	553	552	559	572	578
Hispanic	468	470	464	466	481	479	481	473	467	487	463	467	464	465	483
White	575	577	575	574	579	588	585	586	583	590	572	574	579	576	580
MD All ^a	503	500	499	500	501	509	502	502	502	506	499	496	497	495	495
Male	505	503	501	501	503	527	522	521	520	525	493	490	489	487	487
Female	502	496	497	498	499	493	488	487	487	489	504	502	504	502	501
African Am.	430	428	423	427	430	418	415	411	414	420	427	425	423	422	422
Asian	528	528	531	538	542	585	582	584	591	595	533	530	538	545	549
Hispanic	487	478	477	480	483	488	481	479	477	486	481	474	475	475	480
White	539	540	540	540	539	548	545	547	546	547	535	535	536	534	532
Nation All ^a	503	502	502	501	501	518	515	515	515	516	497	494	494	493	492
Male	505	504	504	503	503	536	533	533	534	534	491	489	488	486	486
Female	502	502	500	498	498	502	499	500	499	500	502	500	501	499	498
African Am.	434	433	430	429	429	429	429	426	426	428	428	425	424	421	420
Asian	510	514	513	516	519	578	578	581	587	591	512	513	516	520	526
Hispanic	456	457	455	454	454	463	463	461	460	463	451	450	448	447	447
White	527	527	528	528	528	536	534	537	536	536	519	518	518	517	516

Note. The sums of rounded subtest score means may differ by one point from the combined score calculated with unrounded sums.

^a Results are presented for all test takers regardless of school type (public versus private).

Table A5
SAT Participation for the MCPS Classes of 2006 to 2010 by Demographic Group

Graduating Class	N Graduates					N Took SAT ^a					% Took SAT				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
All MCPS	9483	9702	9876	9829	10050	7191	7660	7274	7662	7179	75.8	79.0	73.7	78.0	71.4
Male	4632	4864	4891	4879	5117	3398	3738	3475	3667	3511	73.4	76.9	71.0	75.2	68.6
Female	4851	4838	4985	4950	4933	3793	3922	3799	3995	3668	78.2	81.1	76.2	80.7	74.4
African American	1882	2030	2097	2106	2199	1240	1453	1433	1555	1369	65.9	71.6	68.3	73.8	62.3
Asian American	1556	1521	1513	1577	1720	1366	1359	1294	1406	1445	87.8	89.3	85.5	89.2	84.0
Hispanic	1303	1468	1602	1760	1745	691	837	867	1003	818	53.0	57.0	54.1	57.0	46.9
White	4728	4661	4632	4359	4357	3884	3995	3656	3677	3526	82.1	85.7	78.9	84.4	80.9
FARMS	1071	1210	1468	1657	1950	578	737	846	973	943	54.0	60.9	57.6	58.7	48.4
Special Education	809	725	792	753	813	371	334	319	356	278	45.9	46.1	40.3	47.3	34.2
ESOL	277	308	321	344	314	99	121	145	138	72	35.7	39.3	45.2	40.1	22.9

Note. Results for American Indian students are included with all students but are not reported separately.

Table A6
Mean SAT Critical Reading, Math, and Writing Scores for the MCPS Classes of 2006 to 2010
by Demographic Group

Graduating Class	Mean SAT Critical Reading Score					Mean SAT Math Score					Mean SAT Writing Score				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
All MCPS	539	537	532	533	545	558	552	549	547	560	537	535	536	536	547
Male	542	537	534	535	546	575	569	567	564	579	531	529	527	529	540
Female	537	537	529	531	545	542	535	531	531	542	542	541	543	542	554
African American	457	453	443	452	471	452	451	444	451	465	451	453	449	453	469
Asian American	549	549	551	561	571	607	606	610	615	621	553	552	559	572	578
Hispanic	468	470	464	466	481	479	481	473	467	487	463	467	464	465	483
White	575	577	575	574	579	588	585	586	583	590	572	574	579	576	580
FARMS	427	428	423	428	453	461	460	446	447	471	428	428	427	433	455
Special Education	463	450	439	453	456	473	460	444	458	465	448	443	425	443	453
ESOL	351	328	327	352	378	456	461	412	447	490	342	338	346	357	390

Note. Results for American Indian students are included with all students but are not reported separately. The SAT combined score calculated from the sums of rounded subtest score means may differ by one point from the SAT combined score calculated with unrounded sums.

Table A7
SAT Participation and Mean SAT Combined Scores for the MCPS Classes of 2006 to 2010
by Demographic Group

Graduating Class	% Took SAT					Combined Three Scores (Critical Reading, Math, and Writing)					Combined Two Scores (Critical Reading and Math)				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
All MCPS	75.8	79.0	73.7	78.0	71.4	1634	1624	1616	1615	1653	1097	1089	1080	1079	1106
Male	73.4	76.9	71.0	75.2	68.6	1648	1635	1628	1627	1665	1117	1106	1101	1098	1125
Female	78.2	81.1	76.2	80.7	74.4	1621	1613	1604	1604	1642	1079	1072	1061	1062	1087
African American	65.9	71.6	68.3	73.8	62.3	1360	1357	1336	1356	1405	909	904	887	903	936
Asian American	87.8	89.3	85.5	89.2	84.0	1710	1706	1720	1748	1769	1157	1154	1161	1176	1191
Hispanic	53.0	57.0	54.1	57.0	46.9	1410	1418	1401	1398	1452	947	952	937	933	968
White	82.1	85.7	78.9	84.4	80.9	1735	1736	1740	1733	1748	1163	1162	1161	1157	1169
FARMS	54.0	60.9	57.6	58.7	48.4	1316	1315	1296	1307	1378	888	887	869	875	924
Special Education	45.9	46.1	40.3	47.3	34.2	1383	1353	1309	1354	1374	935	909	883	911	921
ESOL	35.7	39.3	45.2	40.1	22.9	1148	1127	1085	1156	1259	806	789	739	799	869

Note. Results for American Indian students are included with all students but are not reported separately. The SAT combined scores are the sums of unrounded subtest scores and may differ by one point from combined scores calculated with rounded sums.

Table A8
Number and Percentage of SAT Test Takers in the MCPS Classes of 2006 to 2010
Who Earned SAT Combined Critical Reading, Math, and Writing Scores of 1500 or Higher by Demographic Group

Graduating Class	N Took SAT					N Scored 1500 or Higher					% Scored 1500 or Higher				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
All MCPS	7191	7660	7274	7662	7179	4650	4854	4594	4735	4786	64.7	63.4	63.2	61.8	66.7
Male	3398	3738	3475	3667	3511	2246	2420	2247	2315	2398	66.1	64.7	64.7	63.1	68.3
Female	3793	3922	3799	3995	3668	2404	2434	2347	2420	2388	63.4	62.1	61.8	60.6	65.1
African American	1240	1453	1433	1555	1369	371	431	422	454	493	29.9	29.7	29.4	29.2	36.0
Asian American	1366	1359	1294	1406	1445	984	948	936	1033	1096	72.0	69.8	72.3	73.5	75.8
Hispanic	691	837	867	1003	818	262	304	307	338	332	37.9	36.3	35.4	33.7	40.6
White	3884	3995	3656	3677	3526	3029	3162	2918	2901	2853	78.0	79.1	79.8	78.9	80.9
FARMS	578	737	846	973	943	139	177	192	208	293	24.0	24.0	22.7	21.4	31.1
Special Education	371	334	319	356	278	137	114	92	122	100	36.9	34.1	28.8	34.3	36.0
ESOL	99	121	145	138	72	14	11	11	14	13	14.1	9.1	7.6	10.1	18.1

Note. Results for American Indian students are included with all students but are not reported separately.

Table A9
Number and Percentage of SAT Test Takers in the MCPS Classes of 2006 to 2010
Who Earned SAT Combined Critical Reading, Math, and Writing Scores of 1650 or Higher by Demographic Group

Graduating Class	N Took SAT					N Scored 1650 or Higher					% Scored 1650 or Higher				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
All MCPS	7191	7660	7274	7662	7179	3612	3721	3447	3606	3645	50.2	48.6	47.4	47.1	50.8
Male	3398	3738	3475	3667	3511	1746	1876	1710	1789	1844	51.4	50.2	49.2	48.8	52.5
Female	3793	3922	3799	3995	3668	1866	1845	1737	1817	1801	49.2	47.0	45.7	45.5	49.1
African American	1240	1453	1433	1555	1369	194	239	220	242	244	15.6	16.4	15.4	15.6	17.8
Asian American	1366	1359	1294	1406	1445	807	772	751	869	926	59.1	56.8	58.0	61.8	64.1
Hispanic	691	837	867	1003	818	167	176	177	194	185	24.2	21.0	20.4	19.3	22.6
White	3884	3995	3656	3677	3526	2441	2529	2289	2294	2281	62.8	63.3	62.6	62.4	64.7
FARMS	578	737	846	973	943	82	96	98	115	139	14.2	13.0	11.6	11.8	14.7
Special Education	371	334	319	356	278	95	75	56	73	59	25.6	22.5	17.6	20.5	21.2
ESOL	99	121	145	138	72	7	5	6	7	4	7.1	4.1	4.1	5.1	5.6

Note. Results for American Indian students are included with all students but are not reported separately.

Table A10
SAT Participation for the MCPS Classes of 2006 to 2010 by High School

High School	N Graduates					N Took SAT					% Took SAT				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
All Students ^a	9483	9702	9876	9829	10050	7191	7660	7274	7662	7179	75.8	79.0	73.7	78.0	71.4
Bethesda-Chevy Chase	385	410	402	414	412	312	339	327	349	328	81.0	82.7	81.3	84.3	79.6
Blair	667	658	650	556	597	522	533	502	441	457	78.3	81.0	77.2	79.3	76.5
Blake	435	401	442	455	380	346	340	327	387	269	79.5	84.8	74.0	85.1	70.8
Churchill	524	524	497	515	531	478	484	411	448	460	91.2	92.4	82.7	87.0	86.6
Clarksburg	--	--	247	338	371	--	--	115	263	255	--	--	46.6	77.8	68.7
Damascus	453	442	359	331	365	294	320	252	268	256	64.9	72.4	70.2	81.0	70.1
Einstein	330	383	318	319	315	234	262	223	196	162	70.9	68.4	70.1	61.4	51.4
Gaithersburg	427	428	479	419	415	311	326	310	322	251	72.8	76.2	64.7	76.8	60.5
Johnson, W.	452	401	449	447	458	360	331	373	379	361	79.6	82.5	83.1	84.8	78.8
Kennedy	299	334	302	267	315	194	227	227	177	170	64.9	68.0	75.2	66.3	54.0
Magruder	491	466	483	439	471	367	364	334	320	337	74.7	78.1	69.2	72.9	71.5
Montgomery, R.	426	444	432	398	493	337	353	313	307	364	79.1	79.5	72.5	77.1	73.8
Northwest	392	430	440	486	444	301	349	323	386	329	76.8	81.2	73.4	79.4	74.1
Northwood	--	--	294	270	262	--	--	178	142	126	--	--	60.5	52.6	48.1
Paint Branch	398	396	363	365	418	318	310	271	296	309	79.9	78.3	74.7	81.1	73.9
Poolesville	181	192	217	203	266	134	155	165	152	232	74.0	80.7	76.0	74.9	87.2
Quince Orchard	424	433	392	366	413	350	341	294	288	272	82.5	78.8	75.0	78.7	65.9
Rockville	230	278	266	273	260	172	202	166	213	187	74.8	72.7	62.4	78.0	71.9
Seneca Valley	315	334	290	284	270	212	227	175	194	176	67.3	68.0	60.3	68.3	65.2
Sherwood	497	515	497	508	493	316	416	397	420	384	63.6	80.8	79.9	82.7	77.9
Springbrook	415	438	374	458	388	296	340	268	342	268	71.3	77.6	71.7	74.7	69.1
Watkins Mill	384	400	351	361	299	259	269	232	259	164	67.4	67.3	66.1	71.7	54.8
Wheaton	259	300	242	266	289	163	225	187	187	146	62.9	75.0	77.3	70.3	50.5
Whitman	450	438	460	419	465	409	402	404	365	390	90.9	91.8	87.8	87.1	83.9
Wootton	545	572	563	612	605	499	529	495	549	518	91.6	92.5	87.9	89.7	85.6

Note. Results are not reported (--) for the years in which schools did not have graduating classes.

^a Includes graduates enrolled in special schools during Grade 12 as well as graduates who enrolled in an MCPS high school in June of their graduation year.

Table A11
SAT Participation and Mean SAT Combined Scores for the MCPS Classes of 2006 to 2010 by High School

High School	N Graduates					N Took SAT					Mean SAT Combined Score				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
All Students ^a	9483	9702	9876	9829	10050	7191	7660	7274	7662	7179	1634	1624	1616	1615	1653
Bethesda-Chevy Chase	385	410	402	414	412	312	339	327	349	328	1784	1745	1751	1729	1734
Blair	667	658	650	556	597	522	533	502	441	457	1628	1679	1672	1702	1727
Blake	435	401	442	455	380	346	340	327	387	269	1556	1559	1490	1560	1546
Churchill	524	524	497	515	531	478	484	411	448	460	1827	1821	1820	1813	1824
Clarksburg	--	--	247	338	371	--	--	115	263	255	--	--	1547	1459	1491
Damascus	453	442	359	331	365	294	320	252	268	256	1606	1570	1602	1605	1627
Einstein	330	383	318	319	315	234	262	223	196	162	1459	1454	1475	1503	1617
Gaithersburg	427	428	479	419	415	311	326	310	322	251	1498	1469	1514	1457	1496
Johnson, W.	452	401	449	447	458	360	331	373	379	361	1754	1733	1765	1722	1754
Kennedy	299	334	302	267	315	194	227	227	177	170	1420	1427	1342	1448	1445
Magruder	491	466	483	439	471	367	364	334	320	337	1615	1584	1602	1582	1571
Montgomery, R.	426	444	432	398	493	337	353	313	307	364	1760	1781	1797	1794	1759
Northwest	392	430	440	486	444	301	349	323	386	329	1547	1522	1527	1563	1550
Northwood	--	--	294	270	262	--	--	178	142	126	--	--	1401	1534	1492
Paint Branch	398	396	363	365	418	318	310	271	296	309	1548	1498	1489	1498	1534
Poolesville	181	192	217	203	266	134	155	165	152	232	1639	1736	1674	1728	1813
Quince Orchard	424	433	392	366	413	350	341	294	288	272	1603	1627	1635	1601	1633
Rockville	230	278	266	273	260	172	202	166	213	187	1514	1579	1571	1538	1601
Seneca Valley	315	334	290	284	270	212	227	175	194	176	1516	1475	1466	1483	1531
Sherwood	497	515	497	508	493	316	416	397	420	384	1607	1608	1576	1574	1616
Springbrook	415	438	374	458	388	296	340	268	342	268	1549	1533	1479	1445	1522
Watkins Mill	384	400	351	361	299	259	269	232	259	164	1468	1451	1408	1398	1493
Wheaton	259	300	242	266	289	163	225	187	187	146	1313	1326	1314	1323	1395
Whitman	450	438	460	419	465	409	402	404	365	390	1884	1880	1876	1872	1879
Wootton	545	572	563	612	605	499	529	495	549	518	1796	1785	1784	1808	1822

Note. Results are not reported (--) for the years in which schools did not have graduating classes. The SAT combined scores are the sums of unrounded subtest scores and may differ by one point from combined scores calculated with rounded sums.

^a Includes graduates enrolled in special schools during Grade 12 as well as graduates who enrolled in an MCPS high school in June of their graduation year.

Table A12
Mean SAT Critical Reading, Math, and Writing Scores for the MCPS Classes of 2006 to 2010 by High School

High School	Mean SAT Critical Reading Score					Mean SAT Math Score					Mean SAT Writing Score				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
All Students ^a	539	537	532	533	545	558	552	549	547	560	537	535	536	536	547
Bethesda-Chevy Chase	595	584	578	579	576	598	583	581	569	574	592	578	591	581	584
Blair	543	558	552	566	573	548	568	564	571	579	537	553	556	565	575
Blake	523	522	494	522	518	520	521	503	524	515	513	515	493	514	513
Churchill	595	596	591	588	591	628	620	625	625	630	603	604	602	600	603
Clarksburg	--	--	513	479	491	--	--	525	496	510	--	--	509	484	490
Damascus	528	518	529	521	528	557	538	549	550	560	521	515	524	534	539
Einstein	487	480	489	490	541	489	497	492	513	538	484	477	494	500	537
Gaithersburg	500	488	501	486	500	512	497	511	490	504	486	484	502	481	493
Johnson, W.	577	575	583	569	577	601	587	603	578	598	575	571	579	575	579
Kennedy	472	470	441	482	477	478	492	454	486	494	470	465	447	480	474
Magruder	537	524	527	520	516	555	544	546	540	532	523	516	529	522	522
Montgomery, R.	584	593	591	598	584	599	601	611	603	596	576	587	594	593	579
Northwest	514	509	504	520	513	522	513	514	525	520	511	500	509	518	517
Northwood	--	--	471	511	507	--	--	462	516	494	--	--	468	507	491
Paint Branch	511	489	489	491	504	534	516	507	511	524	503	493	494	496	506
Poolesville	541	575	545	565	597	565	590	576	589	620	534	571	552	575	597
Quince Orchard	523	534	536	522	537	553	556	558	545	556	527	537	541	534	539
Rockville	503	521	520	506	527	520	538	533	522	536	491	521	518	511	537
Seneca Valley	496	484	477	490	507	508	502	507	498	513	512	489	481	495	511
Sherwood	525	529	512	519	526	553	546	542	532	552	529	533	522	522	538
Springbrook	512	511	490	481	512	528	516	498	490	515	509	506	491	475	495
Watkins Mill	479	484	468	463	506	505	482	466	467	500	483	485	474	469	486
Wheaton	437	438	432	438	466	447	461	447	453	479	429	426	435	432	450
Whitman	622	625	619	621	621	639	631	629	625	633	623	624	627	625	624
Wootton	580	581	578	587	592	627	620	619	625	626	589	585	587	596	603

Note. Results are not reported (--) for the years in which schools did not have graduating classes. The SAT combined score calculated from the sums of rounded subtest score means may differ by one point from the SAT combined score calculated with unrounded sums.

^a Includes graduates enrolled in special schools during Grade 12 as well as graduates who enrolled in an MCPS high school in June of their graduation year.

Table A13
SAT Participation and Mean SAT Combined Scores for the MCPS Classes of 2006 to 2010 by High School

High School	% Took SAT					Combined Three Scores (Critical Reading, Math, and Writing)					Combined Two Scores (Critical Reading and Math)				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
All Students ^a	75.8	79.0	73.7	78.0	71.4	1634	1624	1616	1615	1653	1097	1089	1080	1079	1106
Bethesda-Chevy Chase	81.0	82.7	81.3	84.3	79.6	1784	1745	1751	1729	1734	1193	1167	1160	1148	1150
Blair	78.3	81.0	77.2	79.3	76.5	1628	1679	1672	1702	1727	1091	1126	1117	1137	1152
Blake	79.5	84.8	74.0	85.1	70.8	1556	1559	1490	1560	1546	1043	1044	997	1046	1033
Churchill	91.2	92.4	82.7	87.0	86.6	1827	1821	1820	1813	1824	1224	1216	1217	1212	1221
Clarksburg	--	--	46.6	77.8	68.7	--	--	1547	1459	1491	--	--	1038	975	1001
Damascus	64.9	72.4	70.2	81.0	70.1	1606	1570	1602	1605	1627	1085	1056	1078	1071	1088
Einstein	70.9	68.4	70.1	61.4	51.4	1459	1454	1475	1503	1617	976	977	980	1003	1079
Gaithersburg	72.8	76.2	64.7	76.8	60.5	1498	1469	1514	1457	1496	1013	985	1012	976	1003
Johnson, W.	79.6	82.5	83.1	84.8	78.8	1754	1733	1765	1722	1754	1179	1162	1186	1147	1175
Kennedy	64.9	68.0	75.2	66.3	54.0	1420	1427	1342	1448	1445	950	962	895	968	971
Magruder	74.7	78.1	69.2	72.9	71.5	1615	1584	1602	1582	1571	1092	1068	1073	1061	1049
Montgomery, R.	79.1	79.5	72.5	77.1	73.8	1760	1781	1797	1794	1759	1184	1194	1202	1201	1180
Northwest	76.8	81.2	73.4	79.4	74.1	1547	1522	1527	1563	1550	1036	1022	1018	1045	1033
Northwood	--	--	60.5	52.6	48.1	--	--	1401	1534	1492	--	--	933	1027	1000
Paint Branch	79.9	78.3	74.7	81.1	73.9	1548	1498	1489	1498	1534	1045	1005	996	1002	1028
Poolesville	74.0	80.7	76.0	74.9	87.2	1639	1736	1674	1728	1813	1105	1165	1121	1153	1217
Quince Orchard	82.5	78.8	75.0	78.7	65.9	1603	1627	1635	1601	1633	1076	1090	1094	1067	1094
Rockville	74.8	72.7	62.4	78.0	71.9	1514	1579	1571	1538	1601	1023	1058	1053	1027	1063
Seneca Valley	67.3	68.0	60.3	68.3	65.2	1516	1475	1466	1483	1531	1003	986	984	988	1020
Sherwood	63.6	80.8	79.9	82.7	77.9	1607	1608	1576	1574	1616	1077	1075	1054	1051	1078
Springbrook	71.3	77.6	71.7	74.7	69.1	1549	1533	1479	1445	1522	1040	1027	988	970	1027
Watkins Mill	67.4	67.3	66.1	71.7	54.8	1468	1451	1408	1398	1493	984	966	934	930	1006
Wheaton	62.9	75.0	77.3	70.3	50.5	1313	1326	1314	1323	1395	884	899	879	890	945
Whitman	90.9	91.8	87.8	87.1	83.9	1884	1880	1876	1872	1879	1261	1256	1249	1247	1255
Wootton	91.6	92.5	87.9	89.7	85.6	1796	1785	1784	1808	1822	1208	1200	1197	1212	1218

Note. Results are not reported (--) for the years in which schools did not have graduating classes. The SAT combined scores are the sums of unrounded subtest scores and may differ by one point from combined scores calculated with rounded sums.

^a Includes graduates enrolled in special schools during Grade 12 as well as graduates who enrolled in an MCPS high school in June of their graduation year.

Table A14
SAT Participation for the MCPS Class of 2010 by High School and Race/Ethnicity

High School	All			African American			Asian American			Hispanic			White		
	N Grads	N Took	% Took	N Grads	N Took	% Took	N Grads	N Took	% Took	N Grads	N Took	% Took	N Grads	N Took	% Took
All Students ^a	10050	7179	71.4	2199	1369	62.3	1720	1445	84.0	1745	818	46.9	4357	3526	80.9
Bethesda-Chevy Chase	412	328	79.6	64	47	73.4	31	27	87.1	57	35	61.4	259	218	84.2
Blair	597	457	76.5	181	133	73.5	123	113	91.9	130	63	48.5	163	148	90.8
Blake	380	269	70.8	141	82	58.2	36	29	80.6	63	40	63.5	137	115	83.9
Churchill	531	460	86.6	34	29	85.3	136	131	96.3	24	22	91.7	337	278	82.5
Clarksburg	371	255	68.7	116	67	57.8	59	49	83.1	67	40	59.7	126	98	77.8
Damascus	365	256	70.1	27	13	48.1	17	17	100.0	48	24	50.0	270	200	74.1
Einstein	315	162	51.4	71	46	64.8	46	24	52.2	113	24	21.2	84	67	79.8
Gaithersburg	415	251	60.5	113	72	63.7	62	39	62.9	115	45	39.1	124	95	76.6
Johnson, W.	458	361	78.8	36	24	66.7	87	77	88.5	66	44	66.7	268	215	80.2
Kennedy	315	170	54.0	131	69	52.7	53	36	67.9	93	35	37.6	37	29	78.4
Magruder	471	337	71.5	95	55	57.9	63	51	81.0	93	46	49.5	219	184	84.0
Montgomery, R.	493	364	73.8	81	52	64.2	138	115	83.3	77	35	45.5	196	161	82.1
Northwest	444	329	74.1	134	85	63.4	77	69	89.6	70	40	57.1	162	134	82.7
Northwood	262	126	48.1	88	40	45.5	17	10	58.8	82	28	34.1	75	48	64.0
Paint Branch	418	309	73.9	191	136	71.2	91	77	84.6	40	22	55.0	94	73	77.7
Poolesville	266	232	87.2	14	12	85.7	44	44	100.0	17	15	88.2	189	159	84.1
Quince Orchard	413	272	65.9	70	35	50.0	64	55	85.9	63	15	23.8	216	167	77.3
Rockville	260	187	71.9	46	29	63.0	36	28	77.8	55	35	63.6	121	93	76.9
Seneca Valley	270	176	65.2	84	49	58.3	48	36	75.0	43	21	48.8	93	69	74.2
Sherwood	493	384	77.9	80	48	60.0	60	45	75.0	48	25	52.1	304	265	87.2
Springbrook	388	268	69.1	168	119	70.8	77	61	79.2	70	29	41.4	72	59	81.9
Watkins Mill	299	164	54.8	107	55	51.4	47	34	72.3	80	28	35.0	64	46	71.9
Wheaton	289	146	50.5	61	34	55.7	39	29	74.4	153	61	39.9	36	22	61.1
Whitman	465	390	83.9	17	12	70.6	64	59	92.2	38	28	73.7	345	291	84.3
Wootton	605	518	85.6	35	25	71.4	199	188	94.5	31	18	58.1	340	287	84.4

Note. Results for American Indian students are included with all students but are not reported separately.

^a Includes graduates enrolled in special schools during Grade 12 as well as graduates who enrolled in an MCPS high school in June of their graduation year.

Table A15
SAT Participation for the MCPS Class of 2010 by High School, Gender, and Service Group

High School	Male			Female			FARMS			Special Education			ESOL		
	N Grads	N Took	% Took	N Grads	N Took	% Took	N Grads	N Took	% Took	N Grads	N Took	% Took	N Grads	N Took	% Took
All Students ^a	5117	3511	68.6	4933	3668	74.4	1950	943	48.4	813	278	34.2	314	72	22.9
Bethesda-Chevy Chase	202	157	77.7	210	171	81.4	39	28	71.8	37	18	48.6	8	3	37.5
Blair	286	201	70.3	311	256	82.3	168	100	59.5	27	9	33.3	37	12	32.4
Blake	169	108	63.9	211	161	76.3	75	43	57.3	22	6	27.3	1	--	--
Churchill	285	248	87.0	246	212	86.2	23	19	82.6	46	29	63.0	0	--	--
Clarksburg	184	125	67.9	187	130	69.5	92	42	45.7	29	11	37.9	6	2	33.3
Damascus	166	113	68.1	199	143	71.9	39	17	43.6	37	10	27.0	0	--	--
Einstein	156	67	42.9	159	95	59.7	103	27	26.2	16	1	6.3	22	2	9.1
Gaithersburg	207	121	58.5	208	130	62.5	104	45	43.3	52	13	25.0	18	1	5.6
Johnson, W.	249	191	76.7	209	170	81.3	38	21	55.3	55	22	40.0	21	11	52.4
Kennedy	155	81	52.3	160	89	55.6	142	68	47.9	19	6	31.6	10	1	10.0
Magruder	241	165	68.5	230	172	74.8	93	41	44.1	36	13	36.1	9	0	0.0
Montgomery, R.	250	185	74.0	243	179	73.7	87	48	55.2	31	11	35.5	23	8	34.8
Northwest	238	158	66.4	206	171	83.0	80	41	51.3	56	13	23.2	0	--	--
Northwood	120	51	42.5	142	75	52.8	81	28	34.6	29	6	20.7	13	1	7.7
Paint Branch	213	149	70.0	205	160	78.0	82	47	57.3	21	6	28.6	2	--	--
Poolesville	137	121	88.3	129	111	86.0	4	--	--	10	5	50.0	0	--	--
Quince Orchard	211	134	63.5	202	138	68.3	67	24	35.8	45	11	24.4	18	2	11.1
Rockville	132	90	68.2	128	97	75.8	56	32	57.1	21	7	33.3	10	1	10.0
Seneca Valley	134	87	64.9	136	89	65.4	60	33	55.0	25	6	24.0	14	4	28.6
Sherwood	256	192	75.0	237	192	81.0	65	32	49.2	26	11	42.3	22	2	9.1
Springbrook	218	148	67.9	170	120	70.6	126	62	49.2	24	12	50.0	13	3	23.1
Watkins Mill	151	64	42.4	148	100	67.6	108	46	42.6	34	3	8.8	18	1	5.6
Wheaton	171	83	48.5	118	63	53.4	159	65	40.9	20	5	25.0	25	3	12.0
Whitman	248	209	84.3	217	181	83.4	11	7	63.6	40	23	57.5	17	8	47.1
Wootton	305	258	84.6	300	260	86.7	35	24	68.6	37	20	54.1	7	4	57.1

Note. Results are not reported (--) for groups with fewer than five graduates.

^a Includes graduates enrolled in special schools during Grade 12 as well as graduates who enrolled in an MCPS high school in June of their graduation year.

Table A16
Mean SAT Combined Scores for the MCPS Class of 2010 by High School and Demographic Group

High School	All	African American	Asian American	Hispanic	White	Male	Female	FARMS	Special Education	ESOL
All Students ^a	1653	1405	1769	1452	1748	1665	1642	1378	1374	1259
Bethesda-Chevy Chase	1734	1387	1621	1449	1868	1756	1714	1298	1471	--
Blair	1727	1388	1958	1481	1960	1771	1692	1341	1271	1078
Blake	1546	1393	1608	1375	1696	1528	1558	1328	1277	--
Churchill	1824	1468	1965	1730	1802	1843	1802	1562	1479	--
Clarksburg	1491	1390	1668	1331	1538	1516	1466	1310	1286	--
Damascus	1627	1544	1729	1491	1642	1614	1637	1494	1457	--
Einstein	1617	1458	1607	1387	1813	1646	1596	1383	--	--
Gaithersburg	1496	1382	1534	1413	1606	1496	1496	1346	1240	--
Johnson, W.	1754	1441	1773	1585	1818	1787	1718	1526	1481	1430
Kennedy	1445	1350	1522	1343	1689	1475	1419	1335	1180	--
Magruder	1571	1376	1657	1405	1645	1539	1602	1389	1187	--
Montgomery, R.	1759	1503	1829	1502	1847	1742	1777	1409	1180	1271
Northwest	1550	1389	1687	1402	1622	1538	1561	1384	1268	--
Northwood	1492	1328	1631	1406	1648	1487	1495	1312	1352	--
Paint Branch	1534	1440	1606	1397	1675	1555	1514	1410	1217	--
Poolesville	1813	1711	2071	1604	1768	1828	1797	--	1594	--
Quince Orchard	1633	1312	1643	1501	1709	1657	1610	1261	1255	--
Rockville	1601	1457	1648	1448	1692	1602	1600	1425	1351	--
Seneca Valley	1531	1361	1611	1439	1639	1534	1528	1431	1085	--
Sherwood	1616	1348	1716	1467	1662	1607	1625	1419	1282	--
Springbrook	1522	1426	1667	1390	1629	1548	1490	1352	1337	--
Watkins Mill	1493	1369	1591	1434	1600	1522	1474	1387	--	--
Wheaton	1395	1353	1428	1343	1560	1416	1367	1352	1458	--
Whitman	1879	1567	1914	1820	1890	1862	1898	1449	1581	1360
Wootton	1822	1492	1913	1494	1811	1823	1820	1568	1485	--

Note. Results for American Indian students are included with all students but are not reported separately. Results are not reported (--) for groups with fewer than five test takers. The SAT combined scores are the sums of unrounded subtest scores and may differ by one point from combined scores calculated with rounded sums.

^a Includes graduates enrolled in special schools during Grade 12 as well as graduates who enrolled in an MCPS high school in June of their graduation year.

Table A17
Mean SAT Subtest Scores for the MCPS Class of 2010 by High School and Race/Ethnicity

High School	All			African American			Asian American			Hispanic			White		
	Critical Reading	Math	Writing	Critical Reading	Math	Writing	Critical Reading	Math	Writing	Critical Reading	Math	Writing	Critical Reading	Math	Writing
All Students ^a	545	560	547	471	465	469	571	621	578	481	487	483	579	590	580
Bethesda-Chevy Chase	576	574	584	465	462	460	530	555	536	483	483	483	621	615	633
Blair	573	579	575	458	460	470	640	672	646	486	496	500	663	649	648
Blake	518	515	513	470	450	473	531	556	521	455	461	459	569	568	559
Churchill	591	630	603	495	482	490	627	695	644	577	581	571	585	620	598
Clarksburg	491	510	490	461	468	461	541	590	536	438	453	441	509	523	506
Damascus	528	560	539	500	522	522	551	611	568	503	507	481	531	565	545
Einstein	541	538	537	498	481	478	532	531	544	441	480	465	611	600	602
Gaithersburg	500	504	493	468	458	457	507	526	501	468	478	467	535	542	529
Johnson, W.	577	598	579	485	479	477	557	639	576	534	524	527	604	612	602
Kennedy	477	494	474	451	447	452	494	551	477	441	450	452	559	582	548
Magruder	516	532	522	461	453	462	532	581	544	457	472	476	543	557	545
Montgomery, R.	584	596	579	509	490	504	596	639	595	500	510	492	617	619	611
Northwest	513	520	517	465	450	474	544	579	563	471	461	471	540	549	533
Northwood	507	494	491	441	446	442	526	574	531	480	455	472	573	539	536
Paint Branch	504	524	506	479	486	475	516	565	525	459	474	465	549	567	559
Poolesville	597	620	597	565	574	572	672	716	683	514	559	531	586	602	580
Quince Orchard	537	556	539	445	434	433	525	589	530	490	487	524	565	578	566
Rockville	527	536	537	486	468	503	523	585	540	474	483	491	562	564	567
Seneca Valley	507	513	511	450	451	460	529	551	531	470	481	488	547	548	545
Sherwood	526	552	538	440	451	457	549	599	569	485	492	490	542	568	551
Springbrook	512	515	495	482	476	468	549	582	537	469	464	457	554	551	524
Watkins Mill	506	500	486	475	445	449	529	546	516	492	479	463	531	545	523
Wheaton	466	479	450	454	456	443	458	523	448	454	453	436	528	531	500
Whitman	621	633	624	514	512	541	619	674	622	601	601	617	628	633	629
Wootton	592	626	603	498	492	502	607	679	627	490	520	484	598	609	604

Note. Results for American Indian students are not reported separately but are included with all students. Results are not reported (--) for groups with fewer than five test takers. The SAT combined score calculated from the sums of rounded subtest score means may differ by one point from the SAT combined score calculated with unrounded sums.

^a Includes graduates enrolled in special schools during Grade 12 as well as graduates who enrolled in an MCPS high school in June of their graduation year.

Table A18
Mean SAT Subtest Scores for the MCPS Class of 2010 by High School, Gender, and Service Group

High School	Male			Female			FARMS			Special Education			ESOL		
	Critical Reading	Math	Writing	Critical Reading	Math	Writing	Critical Reading	Math	Writing	Critical Reading	Math	Writing	Critical Reading	Math	Writing
All Students ^a	546	579	540	545	542	554	453	471	455	456	465	453	378	490	390
Bethesda-Chevy Chase	584	594	578	569	555	590	432	438	428	485	493	492	--	--	--
Blair	585	609	577	564	555	574	436	451	454	417	437	418	343	363	372
Blake	509	522	496	524	510	525	437	443	448	435	420	422	--	--	--
Churchill	593	650	601	588	608	606	508	549	505	480	511	487	--	--	--
Clarksburg	495	533	488	487	488	491	432	446	432	412	452	423	--	--	--
Damascus	519	580	516	535	544	558	482	515	496	448	532	577	--	--	--
Einstein	552	561	534	534	522	540	447	482	454	--	--	--	--	--	--
Gaithersburg	497	516	484	503	492	502	443	456	447	405	409	425	--	--	--
Johnson, W.	587	622	577	566	571	581	490	552	484	508	497	475	391	587	452
Kennedy	480	524	471	475	466	478	439	451	445	385	418	377	--	--	--
Magruder	501	542	497	532	523	547	447	480	461	386	422	378	--	--	--
Montgomery, R.	574	603	566	594	590	593	467	487	455	393	387	400	390	500	381
Northwest	509	528	501	518	512	531	456	471	457	418	422	428	--	--	--
Northwood	503	506	478	509	485	501	443	449	420	440	485	427	--	--	--
Paint Branch	506	547	502	501	503	510	462	483	466	413	407	397	--	--	--
Poolesville	596	644	588	599	593	606	--	--	--	536	548	510	--	--	--
Quince Orchard	541	579	537	534	534	542	418	413	430	415	412	427	--	--	--
Rockville	521	553	527	532	521	547	463	482	480	467	426	459	--	--	--
Seneca Valley	505	528	501	509	499	521	479	476	476	420	310	355	--	--	--
Sherwood	522	562	524	531	541	552	459	478	482	409	444	429	--	--	--
Springbrook	517	536	494	505	489	495	451	467	435	443	459	434	--	--	--
Watkins Mill	503	539	481	508	476	490	475	455	457	--	--	--	--	--	--
Wheaton	473	491	452	456	464	447	450	467	436	502	494	462	--	--	--
Whitman	614	640	608	629	626	643	413	571	464	539	511	531	385	569	406
Wootton	588	641	594	597	610	613	491	573	503	490	512	484	--	--	--

Note. Results are not reported (--) for groups with fewer than five test takers. The SAT combined score calculated from the sums of rounded subtest score means may differ by one point from the SAT combined score calculated with unrounded sums.

^a Includes graduates enrolled in special schools during Grade 12 as well as graduates who enrolled in an MCPS high school in June of their graduation year.

Table A19
Number and Percentage of SAT Test Takers in the MCPS Classes of 2006 to 2010
Who Earned SAT Combined Critical Reading, Math, and Writing Scores of 1500 or Higher by High School

High School	N Took SAT					N Scored 1500 or Higher					% Scored 1500 or Higher				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
All Students ^a	7191	7660	7274	7662	7179	4650	4854	4594	4735	4786	64.7	63.4	63.2	61.8	66.7
Bethesda-Chevy Chase	312	339	327	349	328	252	257	254	262	245	80.8	75.8	77.7	75.1	74.7
Blair	522	533	502	441	457	301	329	309	272	300	57.7	61.7	61.6	61.7	65.6
Blake	346	340	327	387	269	195	198	161	222	149	56.4	58.2	49.2	57.4	55.4
Churchill	478	484	411	448	460	416	428	357	396	406	87.0	88.4	86.9	88.4	88.3
Clarksburg	--	--	115	263	255	--	--	67	107	121	--	--	58.3	40.7	47.5
Damascus	294	320	252	268	256	195	193	165	175	177	66.3	60.3	65.5	65.3	69.1
Einstein	234	262	223	196	162	101	110	108	98	106	43.2	42.0	48.4	50.0	65.4
Gaithersburg	311	326	310	322	251	154	149	159	140	122	49.5	45.7	51.3	43.5	48.6
Johnson, W.	360	331	373	379	361	298	264	313	291	293	82.8	79.8	83.9	76.8	81.2
Kennedy	194	227	227	177	170	67	89	69	72	70	34.5	39.2	30.4	40.7	41.2
Magruder	367	364	334	320	337	239	232	223	206	202	65.1	63.7	66.8	64.4	59.9
Montgomery, R.	337	353	313	307	364	255	263	236	225	269	75.7	74.5	75.4	73.3	73.9
Northwest	301	349	323	386	329	159	180	177	224	183	52.8	51.6	54.8	58.0	55.6
Northwood	--	--	178	142	126	--	--	69	79	65	--	--	38.8	55.6	51.6
Paint Branch	318	310	271	296	309	176	156	133	145	167	55.3	50.3	49.1	49.0	54.0
Poolesville	134	155	165	152	232	93	129	124	125	197	69.4	83.2	75.2	82.2	84.9
Quince Orchard	350	341	294	288	272	230	225	192	175	189	65.7	66.0	65.3	60.8	69.5
Rockville	172	202	166	213	187	97	119	97	115	113	56.4	58.9	58.4	54.0	60.4
Seneca Valley	212	227	175	194	176	103	99	75	88	95	48.6	43.6	42.9	45.4	54.0
Sherwood	316	416	397	420	384	205	273	250	241	253	64.9	65.6	63.0	57.4	65.9
Springbrook	296	340	268	342	268	156	173	124	136	137	52.7	50.9	46.3	39.8	51.1
Watkins Mill	259	269	232	259	164	111	117	92	95	84	42.9	43.5	39.7	36.7	51.2
Wheaton	163	225	187	187	146	39	59	46	46	42	23.9	26.2	24.6	24.6	28.8
Whitman	409	402	404	365	390	372	368	373	323	345	91.0	91.5	92.3	88.5	88.5
Wootton	499	529	495	549	518	432	438	416	473	451	86.6	82.8	84.0	86.2	87.1

Note. Results are not reported (--) for groups with fewer than five graduates.

^a Includes graduates enrolled in special schools during Grade 12 as well as graduates who enrolled in an MCPS high school in June of their graduation year.

Table A20
 Number and Percentage of SAT Test Takers in the MCPS Classes of 2006 to 2010
 Who Earned SAT Combined Critical Reading, Math, and Writing Scores of 1650 or Higher by High School

High School	N Took SAT					N Scored 1650 or Higher					% Scored 1650 or Higher				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
All Students ^a	7191	7660	7274	7662	7179	3612	3721	3447	3606	3645	50.2	48.6	47.4	47.1	50.8
Bethesda-Chevy Chase	312	339	327	349	328	221	227	218	223	205	70.8	67.0	66.7	63.9	62.5
Blair	522	533	502	441	457	253	273	261	243	254	48.5	51.2	52.0	55.1	55.6
Blake	346	340	327	387	269	132	134	98	156	105	38.2	39.4	30.0	40.3	39.0
Churchill	478	484	411	448	460	353	361	304	331	341	73.8	74.6	74.0	73.9	74.1
Clarksburg	--	--	115	263	255	--	--	39	74	73	--	--	33.9	28.1	28.6
Damascus	294	320	252	268	256	130	134	107	118	115	44.2	41.9	42.5	44.0	44.9
Einstein	234	262	223	196	162	72	73	72	66	69	30.8	27.9	32.3	33.7	42.6
Gaithersburg	311	326	310	322	251	103	90	102	103	67	33.1	27.6	32.9	32.0	26.7
Johnson, W.	360	331	373	379	361	241	218	256	239	236	66.9	65.9	68.6	63.1	65.4
Kennedy	194	227	227	177	170	47	54	37	44	39	24.2	23.8	16.3	24.9	22.9
Magruder	367	364	334	320	337	168	163	146	138	146	45.8	44.8	43.7	43.1	43.3
Montgomery, R.	337	353	313	307	364	212	219	201	199	222	62.9	62.0	64.2	64.8	61.0
Northwest	301	349	323	386	329	108	121	116	155	127	35.9	34.7	35.9	40.2	38.6
Northwood	--	--	178	142	126	--	--	40	52	43	--	--	22.5	36.6	34.1
Paint Branch	318	310	271	296	309	120	99	84	84	108	37.7	31.9	31.0	28.4	35.0
Poolesville	134	155	165	152	232	66	105	89	98	171	49.3	67.7	53.9	64.5	73.7
Quince Orchard	350	341	294	288	272	163	169	145	138	144	46.6	49.6	49.3	47.9	52.9
Rockville	172	202	166	213	187	63	85	67	74	80	36.6	42.1	40.4	34.7	42.8
Seneca Valley	212	227	175	194	176	73	66	48	60	67	34.4	29.1	27.4	30.9	38.1
Sherwood	316	416	397	420	384	151	203	171	175	183	47.8	48.8	43.1	41.7	47.7
Springbrook	296	340	268	342	268	115	121	91	89	87	38.9	35.6	34.0	26.0	32.5
Watkins Mill	259	269	232	259	164	80	77	58	52	48	30.9	28.6	25.0	20.1	29.3
Wheaton	163	225	187	187	146	21	33	27	14	20	12.9	14.7	14.4	7.5	13.7
Whitman	409	402	404	365	390	345	330	322	290	304	84.4	82.1	79.7	79.5	77.9
Wootton	499	529	495	549	518	372	362	344	390	386	74.5	68.4	69.5	71.0	74.5

Note. Results are not reported (--) for groups with fewer than five graduates.

^a Includes graduates enrolled in special schools during Grade 12 as well as graduates who enrolled in an MCPS high school in June of their graduation year.

