

Office of the Superintendent of Schools  
MONTGOMERY COUNTY PUBLIC SCHOOLS  
Rockville, Maryland

August 28, 2001

MEMORANDUM

To: Members of the Board of Education

From: Jerry D. Weast, Superintendent of Schools

Subject: 2001 Results of the Scholastic Assessment Test (SAT)

The continuing disparity by race and ethnicity in student achievement within the Montgomery County Public Schools (MCPS) is reflected in the 2001 results of the Scholastic Assessment Test (SAT). White students achieved an overall average score of 1154, the highest ever reported and a gain of 15 points since 1997. Asian American students increased to an average score of 1127, a 14-point gain compared to four years ago. But the average score for African American students fell by four points to 911, a loss of 13 points since 1997, and the score for Hispanic students declined by 11 points to 949, a 45-point decline over four years.

The lowest scores were among students impacted heavily by poverty, English language development, and fewest years of schooling in MCPS, especially among African American and Hispanic students, according to an analysis of the data by the Office of Shared Accountability (see Attachment). More than one fifth of the African American students (23 percent) and Hispanic students (22 percent) taking the SAT were new to the school system in high school. Forty-four percent of the Hispanic students and 11 percent of the African American students taking the SAT had participated in the English for Speakers of Other Languages (ESOL) Program. Fifty-seven percent of the Hispanic students and 47 percent of the African American students had qualified previously for Free and Reduced-price Meal Service (FARMS).

By comparison, the achievement of white and Asian American students, who represent nearly three-fourths of all students who took the SAT, reflects a distinctly different picture. For example, less than 10 percent of white students taking the SAT enrolled in MCPS beginning in high school, or participated in English language instruction, or qualified for meal assistance. Except for language instruction and meal assistance, the experience of Asian American students is very similar. Indeed, the percentage of students who scored above 1200 (a level consistent with the most competitive schools nationally) increased by two percentage points to 41 percent for white students and by one percentage point to 40 percent for Asian American students. By comparison, the percentage of African American students at this level decreased by one percentage point to just seven percent, and Hispanic students decreased by four percentage points to 10 percent. The implications of this difference go to the heart of our plans for the future of our school system.

Overall, the average score for the school system was 1092, the highest systemwide average score in Maryland, 74 points above the statewide average, and 72 points above the national average. The systemwide score reflects a decrease of one point due to a single-point decline in the average mathematics score (556) from the record-setting performance achieved the year before. The average score in the verbal portion of the exam remained the same at 536. The one-point changes are not statistically significant.

The differences in the SAT results by race and ethnicity are significant but they are not unique to Montgomery County, nor will the gap be erased quickly. The stark reality and depth of the differences, however, demonstrate the vast implications of the responsibilities we have accepted to raise the achievement of all students through a rigorous academic program.

The changing enrollment is another critical factor affecting long-term strategies. The percentage of students in ESOL systemwide exceeded seven percent last year, representing nearly half of the entire such enrollment in Maryland. The percentage of students participating in FARMS was nearly 22 percent last year, and the percentage of students ever in FARMS has reached 34 percent systemwide. The entire enrollment growth of more than 6,400 students from 1998 to 2000 was among Hispanic, African American, and Asian American students, with Hispanic students increasing by 62 percent (nearly three times the growth rate of African American and Asian American students). The white student enrollment declined by eight percent.

These continued enrollment changes underscore the importance of the multiyear instructional and accountability initiatives under way as a result of the original findings and recommendations of the landmark report *Our Call to Action* (published in October 1999). The initiatives focus on early childhood education, community and parent collaboration, literacy, mathematics, class-size reductions, professional development and evaluation of staff, assessment and accountability, and the alignment of the curriculum with recognized state, national, and international standards. The Board of Education established last year a system of shared accountability and approved this summer a series of specific assessment measurements and targets, in which individual student performance and equity are key indicators. These are long-term initiatives that will take time, patience, and an understanding that they will not affect students who are currently in the latter years of high school. Ongoing intervention and remedial programs, along with SAT preparation programs and increased enrollment in Honors and Advanced Placement courses, are helpful and necessary components. But the issues are larger than that and involve fundamental questions about educational opportunity, academic expectations, active learning, consistent teaching, academic leadership, and individual parental support, particularly at the secondary school level.

The pathways to success for African American and Hispanic students must continue to be made as clear as they are for white and Asian American students, by both their schools and their families. Currently, the SAT results show that African American students enrolled in MCPS since kindergarten or first grade achieved an average score (943) that was 211 points below the average score for white students (1154) who had been enrolled for the same period of time. This is a fundamental disparity that strikes at the core of our academic mission. I believe we can end this disparity. Already, the preliminary data from a study of the new curriculum and the full-day program in kindergarten suggest significant improvement in student literacy skills and the potential for long-term gains. That improvement will only happen, however, if we apply such lessons to each and every grade for each and every student at each and every school. We intend to do just that.

JDW:kmy

Attachment

Copy to:

Executive Staff  
Principals

Montgomery County Public Schools  
Rockville, Maryland

**2001 SCHOLASTIC ASSESSMENT TEST (SAT)  
RESULTS FOR MONTGOMERY COUNTY PUBLIC SCHOOLS**

August 2001

Dr. Jerry D. Weast  
Superintendent of Schools

Larry A. Bowers  
Chief Operating Officer

Office of Shared Accountability  
Montgomery County Public Schools  
Rockville, Maryland

**2001 SCHOLASTIC ASSESSMENT TEST (SAT)  
RESULTS FOR MONTGOMERY COUNTY PUBLIC SCHOOLS**

August 2001

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**Scholastic Assessment Test (SAT) Results 2001  
Montgomery County Public Schools**

*SAT average scores in Montgomery County Public Schools remain at a high level when compared to previous years in the district, compared to Maryland or compared to the nation. SAT math scores, in particular, remain within one point of the historic high of 557. The racial/ethnic group differences in academic performance endemic to the nation's schools, the "race gap," are also found in MCPS. While the SAT average for white students reached an all-time high (1154), the race gap also expanded. The recent expansion of the race gap in SAT scores in MCPS appears related not just to the increases among white students, but also to the performance declines among Hispanic and African American female and not male students. Many high schools show recent upward trends in SAT participation rate. High schools with higher average SAT scores tended also to show greater subsequent improvements in SAT scores while schools with lower SAT averages tended to show subsequent declines in SAT performance. This pattern suggests that MCPS programs are productive with the more academically-prepared students, but that the challenge remains to reinforce the academic productivity among students in the moderate to lower ranges of academic standing.*

**OVERALL PROFICIENCY AND PARTICIPATION RATES**

The SAT average score for Montgomery County Public Schools (MCPS) remains at a high plateau far above the averages for Maryland and the nation. The SAT total score in 2001 for MCPS of 1092 averaged 74 points above the Maryland mean (1018) and 72 points above the national mean (1020). The MCPS average SAT total score for 2001 was one point lower than in 2000.

Table 1.  
SAT Average Scores for Montgomery County Public Schools  
From 1997 to 2001

	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>SAT Total</b>	1092	1092	1096	1093	1092
<b>SAT Verbal</b>	539	537	540	536	536
<b>SAT Math</b>	553	555	556	557	556
<b>Took SAT</b>	76%	77%	79%	80%	79%

The SAT math average for MCPS of 556 is one point lower than last year's record high of 557, the highest SAT math average recorded in MCPS since 1973. The SAT verbal average, at 536, remains the same as the previous year. Over the past 16 years the SAT verbal average for MCPS has fluctuated within four points of 540. During that same period of time, the percentage of students in the district that has experienced Free and Reduced-price Meals Service (FARMS) grew from 19 percent to 34 percent.

The percentage of seniors in 2001 that took the SAT was 79 percent, one point lower than the previous year and three points higher than five years ago. This SAT participation rate is calculated by dividing the number of SAT scores for MCPS, as reported by Educational Testing Service (ETS), by the September 30 enrollment of seniors in MCPS.

## **DETAILED RESULTS**

### **New Reporting Format**

In order to produce detailed analyses of the SAT results it is necessary to have detailed information on the students who took the SAT as well as, in some analyses, their classmates who did not take the SAT. We obtained detailed student information linked to SAT records by extracting from the MCPS database the students' histories of SAT scores obtained each year from ETS and merging that information with other student records. The detailed analyses described below are based on those MCPS data extracts.

The ETS report also provides several detailed results analyzed by such student characteristics as gender, racial/ethnic type, native language, parents' income and education levels. However, many of those categories of information derived from student self-reports on the ETS "Student Demographic Questionnaire" have significant amounts of missing information. For example: family income - 35 percent missing data; racial/ethnic type - 22 percent missing or "other"; first language learned - 19 percent missing data; parents' highest level of education - 21 percent missing data. Such high amounts of missing data, particularly when cross-categorized and detailed by high school, cannot be used for accurate reporting of results.

Because of these problems, the detailed analyses of SAT results were aligned with the results from the new System of Shared Accountability (SSA) using the same group of seniors at the same point in the school year. These SAT results and various student characteristics were compiled for 2001 and for the prior four years under the new System of Shared Accountability (SSA) in order to produce the "equity" and "trend" analyses provided for other school measures in the SSA. Results thus differ slightly from the prior years of reporting SAT summaries directly from the Educational Testing Service report issued each August.

There were several important reasons for shifting to the new SSA reporting system for the SAT data. First, an audit of the ETS data on which the SAT report was traditionally

based revealed that many SAT records were included in the ETS report from students who were not seniors in MCPS. For example, in the year 2000 data from ETS, 247 excess records were found (see Appendix A for details). Second, as noted above, some of the demographic data (e.g. racial/ethnic codes) on the ETS data were either missing or reported by students differently from the codes on the MCPS database. Third, several of the detailed student characteristics of interest to MCPS schools and administrators are not available from ETS. Fourth, the increasingly detailed analyses required in the SSA require that data be uniformly defined and extracted from a common database. This alignment requires several conditions. For example, the results for the SSA analysis and the SAT analysis are based on the same group of students (Grade 12 students) enrolled at the same time in the school year (June) with data defined in the same way for all students. Only diploma-bound students are included. Students earning a “certificate of completion” instead of a diploma are deleted, as are students enrolled in fundamental life-skills programs. Previously, the September 30 enrollment was used as the base group, even though some seniors drop out or leave MCPS prior to June and others arrive after September 30.

A summary of the detailed SAT analysis, in Appendix B, shows the average SAT total scores, verbal and math scores for the following subgroups of seniors:

- Racial/ethnic group
- Gender
- FARMS groups
- English for Speakers of Other Languages (ESOL)
- Special Education, and
- Tenure in MCPS (number of years of schooling in MCPS)

The five-year trend from 1997 to 2001 is shown for each of these subgroups. These data represent all Grade 12 students enrolled in MCPS during the month of June for each year. Appendix C provides a detailed summary of SAT performance for these subgroups of students within each high school.

### **Trends for Gender**

The results for 2001 show that the gender gap found in previous years and in the national data also persists in MCPS. Results in Appendix B show that the SAT total score averaged 1113 for males and 1076 for females – a gap of 37 points. The SAT total scores for both males and females averaged two points higher in 1997, and the gender gap was the same. The ETS report of national data for 2001 show a gender gap of 42 points in the SAT total scores.

### **Trends for Racial/ethnic Groups**

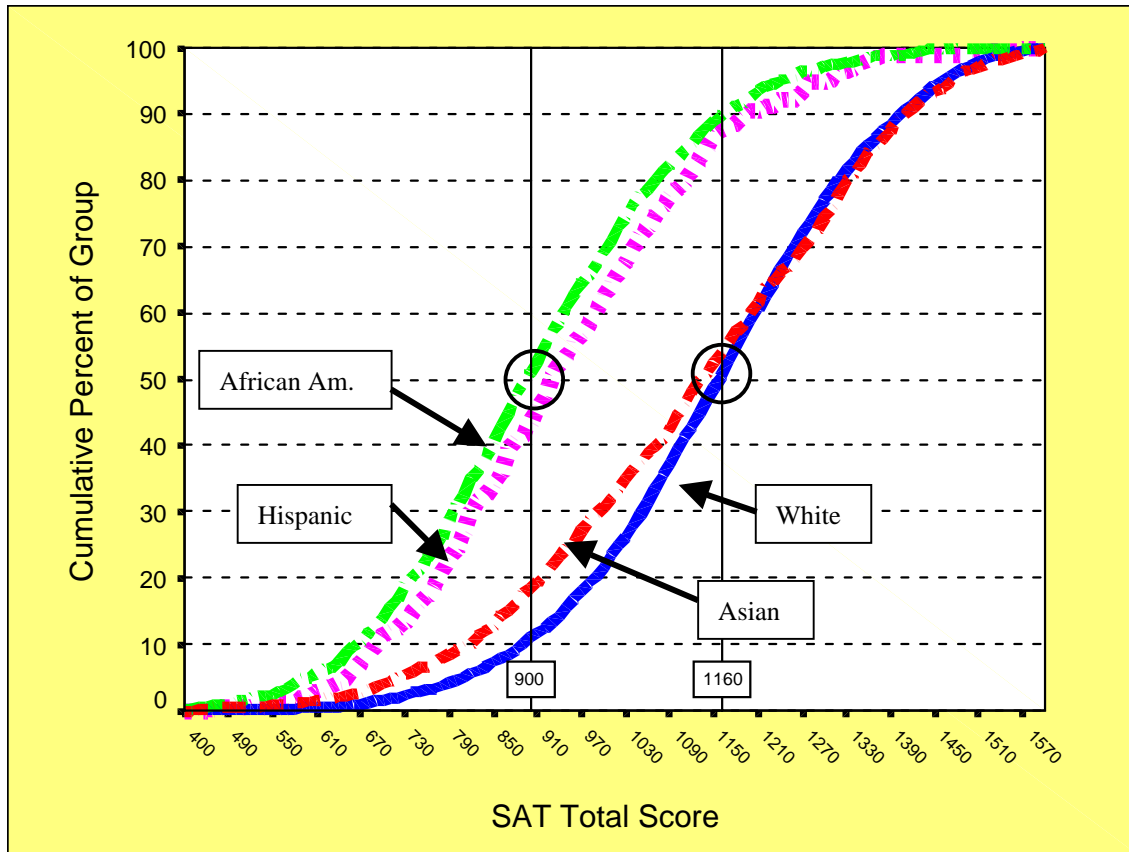
Over the past five years the SAT average for white students rose 15 points to an all-time high of 1154, and for Asian American students the average rose 14 points to 1127.

Meanwhile, the SAT average for African American students dropped 13 points to 911 and the average for Hispanic students dropped 45 points to 949.

Since 1997 the SAT participation rate for white students fluctuated within two percentage points of 80 percent and, for Asian American students, within two percentage points of 83 percent. During that same period of time, the SAT participation rate for African American students remained within one percentage point of 59 percent. For Hispanic students the SAT participation rate rose 6 percentage points since 1997 to 44 percent in 2001.

The considerable gap in SAT average scores among racial/ethnic groups appears to be widening over the past five years. For example, by 2001 the middle of the SAT score distribution for African American students was 260 points below the middle of the distribution for white students (see Figure 1). This means that the student at the 50<sup>th</sup>

Figure 1  
The Race Gap in SAT Total Scores in 2001



percentile among African American students (at 900) stood at the 11th percentile within the distribution for white students. Conversely, students at the 90<sup>th</sup> percentile of the distribution among African American scores stood at the middle of the distribution for white students (1160). Students at the 50<sup>th</sup> percentile among Hispanic students (at 930) stood at the 13th percentile within the distribution for white students. These large



separations between racial/ethnic groups, together with the differences in trends described above, may suggest that the programs that benefit more academically-prepared students may not translate directly into equal benefits for the less academically-prepared students.

A more detailed analysis of the gender differences within each racial/ethnic group revealed that the markedly lower Hispanic scores in 2001 were due largely to the 29-point drop for Hispanic females, because the Hispanic males showed an 8-point increase (see Table 2). A similar pattern was also found among African American students where the average score for females dropped 18 points while the average for males rose 16 points between 2000 and 2001. On the other hand, Asian American females showed a 10-point increase while Asian American males showed a 10-point decrease.

Table 2.  
Gender Differences on SAT Total Scores, 1997 – 2001.

			1997	1998	1999	2000	2001
<b>Female</b>	<b>Asian</b>		1093	1117	1130	1109	1119
	<b>African Am.</b>		919	931	919	918	900
	<b>White</b>		1125	1122	1136	1140	1142
	<b>Hispanic</b>		990	977	952	952	923
<b>Male</b>	<b>Asian</b>		1137	1160	1135	1144	1134
	<b>African Am.</b>		930	908	925	912	928
	<b>White</b>		1152	1155	1163	1166	1167
	<b>Hispanic</b>		999	1026	997	972	980

### Trends for High Schools

Of the 23 high schools in MCPS, two have just graduated their first senior classes within the past two years. The five-year trends for the remaining 21 high schools are summarized below. A detailed equity analysis of various group differences in SAT scores for each high school is included in Appendix C. Trends over five years are analyzed because school averages fluctuate from one year to the next, often reversing direction several times over the course of several years. A formula was developed to compare recent SAT performance to prior performance in a manner that avoids defining trends based on just two data points.

The school's trend is defined as the difference between: (a) the average of the two most recent years' SAT means, and (b) the average of the school's means from the three years earlier than that. This formula overcomes to some extent the instability of the annual one-year fluctuations, and still provides information on recent performance compared to past performance. Using five data points in this manner overcomes the arbitrary selection of any two given years as a basis for identifying trends. The five-year results for SAT total scores and SAT participation rates are summarized below in Table 3 for 21 high schools. Schools are ordered from highest to lowest SAT trend as defined above.

Table 3.  
Listing of High School SAT Results by Descending Order of Trend\*

	TREND	SAT Total Score Performance					SAT Participation Rate				
		1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
Churchill	32	1178	1163	1188	1205	1211	90%	88%	92%	89%	94%
B-CC	31	1095	1097	1115	1128	1139	79%	73%	79%	82%	84%
Wootton	20	1189	1165	1172	1196	1195	88%	87%	91%	89%	89%
Whitman	17	1206	1191	1225	1227	1223	88%	91%	91%	90%	89%
Seneca Valley	16	1003	1010	999	1023	1016	63%	60%	63%	64%	61%
Walter Johnson	14	1148	1138	1131	1155	1150	72%	78%	80%	78%	80%
Rockville	7	1043	1088	1065	1095	1050	71%	65%	66%	68%	73%
Gaithersburg	5	1034	1038	1057	1047	1050	61%	66%	62%	65%	62%
Sherwood	4	1031	1083	1057	1069	1054	79%	79%	74%	77%	80%
Magruder	4	1084	1093	1100	1088	1104	70%	73%	79%	72%	73%
Springbrook	1	1027	1060	1043	1057	1031	71%	71%	73%	78%	75%
Poolesville	-2	1090	1085	1113	1068	1121	69%	74%	75%	77%	75%
R. Montgomery	-2	1221	1203	1208	1210	1209	73%	73%	70%	74%	71%
Damascus	-5	1068	1064	1082	1058	1074	68%	67%	69%	75%	76%
Watkins Mill	-6	1092	1061	1046	1050	1071	66%	68%	67%	67%	61%
Blair	-7	1148	1145	1146	1134	1144	68%	66%	69%	69%	65%
Quince Orchard	-10	1069	1103	1108	1079	1087	79%	78%	74%	77%	75%
Paint Branch	-13	1052	1039	1044	1030	1033	74%	78%	79%	74%	80%
Kennedy	-21	1003	985	980	958	978	54%	54%	64%	68%	64%
Einstein	-26	996	983	978	973	947	59%	63%	58%	62%	60%
Wheaton	-40	991	969	941	930	923	48%	51%	53%	62%	58%

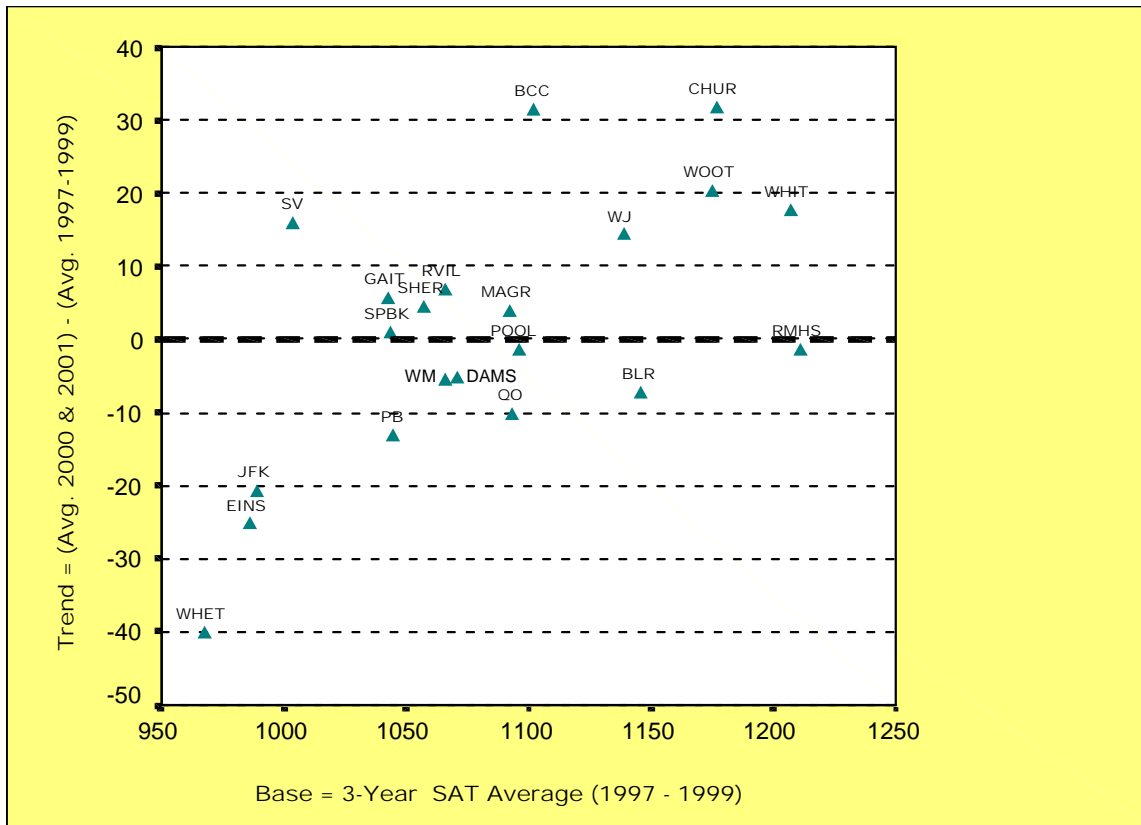
\* TREND = Average of the two most recent years versus average of the three years prior to that.

Table 3 shows six schools with upward trends in SAT averages greater than 10 points: Churchill; Bethesda-Chevy Chase; Wootton; Whitman; Seneca Valley; and Walter Johnson. During the past year, two of these schools gained somewhat, three declined slightly and one remained virtually the same in SAT averages. However, the more stable two-year averages for the 2000 and 2001 years combined show that these schools have maintained more consistent recent increases in SAT averages compared to a baseline of three prior years.

Table 3 also shows five schools whose SAT averages over the past two years have declined by 10 points or more compared to the 1997-1999 combined average. These schools are: Quince Orchard; Paint Branch; Kennedy; Einstein; and Wheaton. Three of these schools showed upward, one-year shifts between 2000 and 2001, and two of them showed downward shifts. However, their SAT performance in the three prior years averaged higher than in the two most recent years. The SAT averages among the other 10 schools showed patterns of variable gains and reversals over the five-year period.

One other feature of the trends analysis is noteworthy. The positive trends in SAT scores tended to be found (with the exception of Seneca Valley) among schools with higher

Figure 2  
Schools with High Baseline Averages Tend Also to Have Higher SAT Gains



baseline scores from the prior three years, and the negative trends tended to be found (with the exception of Quince Orchard) among schools with lower baseline scores. The

overall correlation between baseline level and SAT improvements, shown in Figure 2, (.69 in the 21-school sample) suggests that the programs in MCPS high schools are producing the most academic benefits to students who are already better-prepared while students at lower levels of performance are gaining relatively less benefit from the high school programs.

Table 3 also shows five-year trends in the SAT participation rates for 10 of the high schools. Nine of the high schools showed statistically significant, upward trends in SAT participation rates. The results in Table 3 show that many schools are successfully pursuing strategies to boost the numbers of students taking the SAT.

### **Trends for Free and Reduced-price Meals Groups**

Results in Appendix B show that the nonFARMS group had a five-year average SAT total score that was 189 points higher than the FARMS average across five years. Trends for these groups showed that the nonFARMS group had a statistically significant rise of 10 points over the five years while the FARMS group showed a decline of 11 points over the same period. In a pattern similar to that found among the high school trends, student groups that were better prepared academically tended also to show higher improvements whereas student groups that were less academically prepared tended to show declines over the recent five-year period.

There are considerable racial/ethnic group differences in the percentage of students that ever had FARMS. For example, among the students who took the SAT in 2001, 47 percent of the African American and 57 percent of the Hispanic students had at some time received FARMS. Among Asian American students that figure was 32 percent, and just 7 percent of the white students with SAT scores had received FARMS at some time in MCPS. It is likely, then, that some of the racial/ethnic group differences in SAT scores may be due to the group differences in FARMS participation rates. Table 4 shows the SAT scores of FARMS and nonFARMS groups for each racial/ethnic group.

Within each racial/ethnic group the FARMS/nonFARMS gap in SAT total scores is considerable, ranging from 107 points for African American students (averaged across five years) to 110 for white students and 167 for Asian American and Hispanic groups. Therefore, conditions of economic stress affect the school attainments of all racial/ethnic groups. In addition, among students who had received FARMS, there were still sizable racial/ethnic group differences. For example, the African American-white difference in SAT total scores among FARMS students averaged 185 points (across the five years taken together); the Hispanic-white difference averaged 148 points; and the Asian American-white difference averaged 31 points. These patterns suggest that the benefits from schools and their programs are not distributed evenly across racial/ethnic groups even among students who have experienced approximately similar levels of economic stress in their homes.

Table 4  
Summary of SAT Data for Racial/ethnic Groups by  
Free and Reduced-price Meals Services Categories

				1997	1998	1999	2000	2001
African Am.	Never FARMS	SAT Total	Mean	971	967	964	958	967
			n	424	443	485	534	523
		Took SAT	Mean	69%	70%	71%	70%	69%
	Ever FARMS	SAT Total	Mean	852	860	867	863	848
			n	278	332	378	438	462
		Took SAT	Mean	46%	48%	50%	49%	49%
Asian	Never FARMS	SAT Total	Mean	1166	1182	1187	1186	1175
			n	626	712	696	698	716
		Took SAT	Mean	90%	91%	90%	89%	92%
	Ever FARMS	SAT Total	Mean	995	1018	1019	1005	1023
			n	286	267	331	356	332
		Took SAT	Mean	68%	70%	74%	76%	72%
Hispanic	Never FARMS	SAT Total	Mean	1084	1091	1068	1044	1030
			n	149	181	177	183	208
		Took SAT	Mean	58%	65%	65%	68%	61%
	Ever FARMS	SAT Total	Mean	900	900	899	895	886
			n	143	182	225	235	271
		Took SAT	Mean	28%	31%	37%	37%	37%
White	Never FARMS	SAT Total	Mean	1145	1145	1157	1159	1164
			n	2923	3002	3034	3214	3288
		Took SAT	Mean	81%	81%	82%	84%	84%
	Ever FARMS	SAT Total	Mean	1042	1040	1051	1059	1026
			n	183	217	204	195	250
		Took SAT	Mean	54%	52%	50%	49%	55%

### Trends for ESOL Groups

The five-year trend for the students who at some time in MCPS had experienced ESOL services showed a 20-point drop to 956 between 2000 and 2001 after a four-year period of averages in the 970 and 980 range. More detailed analyses showed that much of this decline among prior ESOL students was due to white students (-31 points) and to African American students (-49 points) while Asian American and Hispanic students with prior ESOL service showed minor fluctuations of less than 10 points.

The proportion of students with prior ESOL service among the SAT sample of seniors has stood within one percentage point of 13 percent over the past five years. The average

difference in SAT scores between the ESOL and non-ESOL groups differed somewhat by racial/ethnic group, ranging from a difference of 115 points among Hispanic students to 170 points among African American students.

Table 5.  
Five-year Trends in SAT Total Scores Among Students with or without Prior ESOL Services, by Racial/ethnic Group.

				1997	1998	1999	2000	2001
Never ESOL	African Am.	Mean		942	933	941	928	931
		n		633	709	768	869	874
	Asian	Mean		1174	1200	1190	1179	1180
		n		560	611	652	664	679
	Hispanic	Mean		1045	1034	1021	1012	999
		n		196	225	257	257	270
White	Mean		1140	1142	1154	1156	1158	
	n		3016	3115	3123	3291	3420	
Ever ESOL	African Am.	Mean		760	791	769	809	760
		n		69	66	95	103	111
	Asian	Mean		1015	1033	1032	1033	1029
		n		352	368	375	390	369
	Hispanic	Mean		888	932	889	876	884
		n		96	138	145	161	209
White	Mean		1077	1019	1033	1069	1038	
	n		90	104	115	118	118	

### Trends by Years of Schooling in MCPS

Students were grouped according to how many years they had been in MCPS, or “MCPS tenure.” Seniors who had attended MCPS for 12 or 13 years were termed “stayers.” Students with at least some elementary schooling in MCPS after Grade 1 were labeled “some elementary.” Students with no elementary experience but some attendance in middle schools were called “some middle school,” and students with four or fewer years in MCPS were termed “high school only.” The trend analysis in Appendix B showed that the stayers maintained high SAT total averages, and even improved by small margins in the past two years compared to their average of 1119 in 1997. Their average SAT total score in 2001 was 1124. The students with some elementary experience in MCPS averaged 1092 in 2001, just 8 points lower than in 1997. The group with some middle school experience in MCPS averaged 1066 in 2001, with some fluctuations over the five-year period. The students new to MCPS in their high school years have declined markedly from an average of 1031 in 1997 to an average of 994 in 2001.

Table 6  
Summary of SAT Data for Racial/ethnic Groups by  
Years of Schooling in MCPS

				1997	1998	1999	2000	2001
Stayers	African Am.	SAT Total	Mean	953	927	955	944	943
			n	222	290	283	362	380
		Took SAT	Mean	53%	58%	59%	58%	57%
	Asian	SAT Total	Mean	1157	1190	1170	1174	1170
			n	363	405	471	475	484
		Took SAT	Mean	90%	92%	91%	91%	89%
	Hispanic	SAT Total	Mean	1038	970	1019	988	988
			n	116	122	156	163	204
		Took SAT	Mean	57%	50%	60%	56%	53%
	White	SAT Total	Mean	1136	1139	1154	1154	1154
			n	1873	1996	2115	2241	2406
		Took SAT	Mean	81%	81%	81%	82%	83%
Some Elem.	African Am.	SAT Total	Mean	946	944	942	925	924
			n	169	186	206	200	200
		Took SAT	Mean	65%	62%	61%	61%	61%
	Asian	SAT Total	Mean	1144	1154	1135	1117	1139
			n	210	239	238	222	200
		Took SAT	Mean	89%	90%	89%	85%	84%
	Hispanic	SAT Total	Mean	982	1019	954	943	939
			n	67	113	106	98	103
		Took SAT	Mean	39%	50%	51%	51%	45%
	White	SAT Total	Mean	1141	1144	1160	1165	1167
			n	618	605	536	553	542
		Took SAT	Mean	80%	77%	81%	81%	81%
Some Mid. Sch.	African Am.	SAT Total	Mean	917	915	919	906	912
			n	145	130	145	169	170
		Took SAT	Mean	63%	59%	60%	61%	62%
	Asian	SAT Total	Mean	1082	1085	1094	1103	1119
			n	177	155	141	161	161
		Took SAT	Mean	82%	78%	83%	81%	88%
	Hispanic	SAT Total	Mean	947	989	918	916	947
			n	61	80	74	77	67
		Took SAT	Mean	39%	43%	41%	44%	39%
	White	SAT Total	Mean	1144	1156	1147	1159	1156
			n	312	315	289	336	283
		Took SAT	Mean	76%	79%	77%	83%	80%
Hi.Sch. Only	African Am.	SAT Total	Mean	867	890	863	870	848
			n	166	169	229	241	235
		Took SAT	Mean	54%	56%	60%	57%	55%
	Asian	SAT Total	Mean	1005	1040	1060	1032	1016
			n	162	180	177	196	203
		Took SAT	Mean	62%	70%	68%	72%	72%
	Hispanic	SAT Total	Mean	963	1015	959	965	883
			n	48	48	66	80	105
		Took SAT	Mean	20%	23%	28%	32%	36%
	White	SAT Total	Mean	1146	1097	1105	1115	1127
			n	303	303	298	279	307
		Took SAT	Mean	68%	67%	65%	68%	70%

A detailed analysis of the MCPS tenure groups by racial/ethnic group revealed significantly different trends across tenure and racial/ethnic groups (see Table 6). First, the MCPS tenure, or mobility, varied considerably among racial/ethnic groups. For example, about two-thirds of the white seniors, but only about 40 to 45 percent of the non-white groups had attended MCPS for 12 or more years. Conversely, only about one-tenth of the white students, but one-fifth to one-fourth of the non-white students had attended MCPS only in high school.

Second, recent increases in SAT average scores were found among white students both in the “stayers” and the “high school only” groups. However, recent declines in SAT average scores were found among non-white students in the “high school only” group, particularly among Hispanic students new to MCPS.

Third, the difference in scores between the “stayers” and the “high school only” groups, that is to say the “mobility handicap,” varies by racial/ethnic group. White students new to the district have SAT scores more similar to white “stayers” than is true for non-white groups. They are most likely moving into wealthier neighborhoods, on average, than are the non-white students new to MCPS high schools.

Taken together, the influence of these conditions on SAT scores suggests the following conclusion: Mobile white students are different from mobile non-white students in that they are relatively fewer in number, have higher SAT scores and show improvements in recent years. On the other hand, mobile non-white students comprise a relatively larger proportion of their racial/ethnic groups, have notably lower scores than do the “stayers” within their racial/ethnic groups, and they show declining SAT scores in recent years. The challenge for MCPS schools and programs is not that the students new to high schools are a rapidly expanding group within the county. They have comprised about one out of seven students each year since 1997. The challenge is to devise strategies for reinforcing the academic accomplishments of students lower in the performance range, some of whom may have and some of whom may not have had the benefit of an elementary education in MCPS.



Office of Shared Accountability  
Montgomery County Public Schools  
Rockville, Maryland

**2001 SCHOLASTIC ASSESSMENT TEST (SAT)  
RESULTS FOR MONTGOMERY COUNTY PUBLIC SCHOOLS**

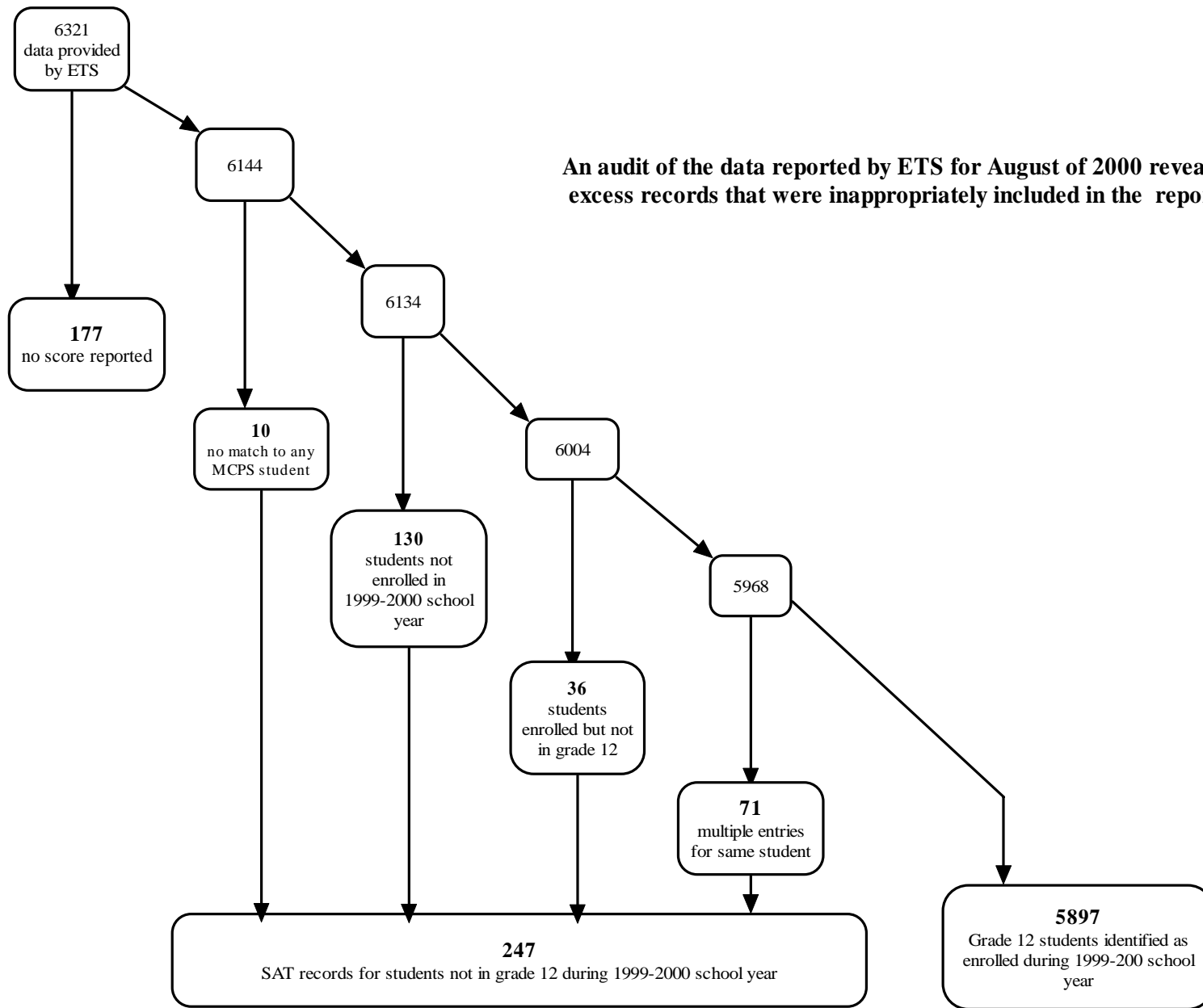
August 2001

DATA APPENDIX

- A. Audit of excess records in ETS data report for 2000
- B. District Overall Analysis of SAT Results for 2001 for Data Prepared in the System of Shared Accountability
- C. System of Shared Accountability Analysis of 2001 SAT Data for Each High School
- D. Summary of Historical SAT Results, PSAT Results and SAT II Results for 2001

APPENDIX A.

Audit of excess records in ETS data report for 2000





APPENDIX B.

DISTRICT OVERALL ANALYSIS OF SAT RESULTS FOR 2001  
FOR DATA PREPARED IN THE SYSTEM OF SHARED ACCOUNTABILITY

**Summary of SAT Performance and Participation Rate, 1997-2001  
In New Reporting Format for the System of Shared Accountability.**

				1997	1998	1999	2000	2001	
TOTAL	SAT Total	Mean		1095	1096	1098	1095	1093	
		Valid N		5028	5354	5544	5864	6065	
	SAT Verbal	Mean		540	539	541	537	537	
	SAT Math	Mean		555	557	557	557	557	
	Took SAT	Mean		71%	72%	72%	73%	72%	
African Am.	SAT Total	Mean		924	921	922	915	911	
		Valid N		702	775	863	972	985	
	SAT Verbal	Mean		466	461	465	458	455	
	SAT Math	Mean		457	460	457	457	457	
	Took SAT	Mean		58%	59%	60%	59%	58%	
Asian	SAT Total	Mean		1113	1137	1133	1125	1127	
		Valid N		912	979	1027	1054	1048	
	SAT Verbal	Mean		523	535	538	528	529	
	SAT Math	Mean		589	602	594	596	598	
	Took SAT	Mean		82%	84%	85%	84%	84%	
Hispanic	SAT Total	Mean		994	995	973	960	949	
		Valid N		292	363	402	418	479	
	SAT Verbal	Mean		496	495	486	475	472	
	SAT Math	Mean		497	500	487	485	477	
	Took SAT	Mean		38%	42%	46%	46%	44%	
White	SAT Total	Mean		1139	1138	1150	1153	1154	
		Valid N		3106	3219	3238	3409	3538	
	SAT Verbal	Mean		566	565	570	570	571	
	SAT Math	Mean		572	573	580	583	584	
	Took SAT	Mean		79%	78%	79%	81%	81%	
Native Am.	SAT Total	Mean		1059	1004	1084	1125	1046	
		Valid N		16	18	14	11	15	
	SAT Verbal	Mean		507	491	517	571	527	
	SAT Math	Mean		552	513	567	555	519	
	Took SAT	Mean		73%	69%	74%	50%	63%	
GENDER	Female	SAT Total	Mean		1078	1080	1084	1079	1076
			Valid N		2642	2825	2801	3159	3167
		SAT Verbal	Mean		539	537	541	537	535
		SAT Math	Mean		538	542	542	542	541
		Took SAT	Mean		74%	75%	75%	76%	76%
	Male	SAT Total	Mean		1115	1115	1113	1112	1113
			Valid N		2386	2529	2743	2705	2898
		SAT Verbal	Mean		542	541	541	538	539
		SAT Math	Mean		573	573	572	575	574
Took SAT	Mean		68%	68%	70%	69%	69%		
Ever FARMS	Never	SAT Total	Mean		1128	1130	1136	1135	1138
			Valid N		4134	4354	4404	4638	4749
		SAT Verbal	Mean		558	557	561	559	560
		SAT Math	Mean		569	573	575	576	577
		Took SAT	Mean		80%	80%	81%	82%	82%
	Ever	SAT Total	Mean		945	949	951	942	934
			Valid N		894	1000	1140	1226	1316
		SAT Verbal	Mean		457	460	464	456	452
		SAT Math	Mean		489	488	487	486	483
Took SAT	Mean		47%	48%	51%	51%	51%		

NOTES:

- a) Compiled from MCPS data base, includes only Grade 12 diploma-bound students enrolled in June
- b) Special education students with certificates or enrolled in "Life Skills" program are excluded
- c) SAT Total means may not equal the sum of SAT Math and SAT Verbal means due to rounding

**Summary of SAT Performance and Participation Rate, 1997-2001  
In New Reporting Format for the System of Shared Accountability.**

				1997	1998	1999	2000	2001
Ever ESOL	Never	SAT Total	Mean	1112	1112	1118	1113	1115
			Valid N	4419	4676	4810	5091	5258
		SAT Verbal	Mean	553	551	555	550	551
		SAT Math	Mean	559	561	563	562	564
		Took SAT	Mean	75%	75%	76%	77%	76%
	Ever	SAT Total	Mean	976	987	970	976	956
			Valid N	609	678	734	773	807
		SAT Verbal	Mean	449	455	455	453	443
		SAT Math	Mean	526	532	516	523	513
		Took SAT	Mean	51%	53%	54%	54%	53%
Now SpEd > 15 Hrs.	Not Now Sp.Ed.	SAT Total	Mean	1096	1098	1101	1097	1096
			Valid N	5004	5321	5493	5806	6003
		SAT Verbal	Mean	541	540	542	539	538
		SAT Math	Mean	555	558	558	559	558
		Took SAT	Mean	73%	73%	74%	75%	74%
	Sp.Ed. Senior	SAT Total	Mean	881	860	832	843	852
			Valid N	24	33	51	58	62
		SAT Verbal	Mean	437	440	431	424	425
		SAT Math	Mean	444	420	401	419	426
		Took SAT	Mean	11%	15%	19%	16%	18%
Years in MCPS	Stayers	SAT Total	Mean	1119	1117	1131	1125	1124
			Valid N	2577	2819	3028	3246	3481
		SAT Verbal	Mean	554	552	559	553	552
		SAT Math	Mean	565	565	572	572	572
	Some Elem.	SAT Total	Mean	1100	1101	1093	1091	1092
			Valid N	1069	1145	1089	1077	1048
		SAT Verbal	Mean	547	544	543	537	540
		SAT Math	Mean	553	557	551	554	553
	Some Mid. Sch.	SAT Total	Mean	1064	1074	1058	1064	1066
			Valid N	698	682	651	744	683
		SAT Verbal	Mean	521	528	520	525	522
		SAT Math	Mean	543	546	538	539	544
	Hi.Sch. Only	SAT Total	Mean	1031	1026	1011	1005	994
			Valid N	684	708	776	797	853
		SAT Verbal	Mean	500	491	490	485	481
		SAT Math	Mean	532	535	521	520	512
Took SAT	Mean	54%	57%	58%	58%	59%		

**NOTES:**

- a) Compiled from MCPS data base, includes only Grade 12 diploma-bound students enrolled in June
- b) Special education students with certificates or enrolled in "Life Skills" program are excluded
- c) SAT Total means may not equal the sum of SAT Math and SAT Verbal means due to rounding

APPENDIX C.

ANALYSIS FOR EACH HIGH SCHOOL OF SAT RESULTS FOR 2001  
FOR DATA PREPARED IN THE SYSTEM OF SHARED ACCOUNTABILITY



**Equity Analysis of SAT Performance in MCPS 1997-2001**

B.C.C. HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	285	240	84%	1139	564	575
		2000	239	196	82%	1128	562	566
		1999	268	212	79%	1115	553	562
		1998	244	179	73%	1097	545	552
		1997	242	191	79%	1095	549	545
Race/ Ethnicity	African American	2001	53	45	85%	896	444	452
		2000	48	38	79%	878	437	441
		1999	57	37	65%	900	444	456
		1998	57	42	74%	929	453	476
		1997	52	35	67%	887	447	440
	Asian American	2001	21	18	86%	1095	536	559
		2000	7	6	86%	1073	507	567
		1999	17	13	76%	1158	545	613
		1998	15	12	80%	1195	573	622
		1997	15	12	80%	988	463	524
	Hispanic	2001	32	19	59%	924	446	478
		2000	37	16	43%	901	433	468
		1999	30	19	63%	879	443	436
		1998	38	15	39%	975	486	489
		1997	39	21	54%	1030	511	519
	White	2001	179	158	88%	1238	615	623
		2000	147	136	93%	1227	614	613
1999		163	142	87%	1199	598	601	
1998		132	110	83%	1167	586	582	
1997		134	122	91%	1177	594	583	
GENDER	Female	2001	152	131	86%	1125	566	558
		2000	110	89	81%	1069	540	530
		1999	139	115	83%	1118	561	557
		1998	112	90	80%	1105	559	546
		1997	125	99	79%	1060	540	520
	Male	2001	133	109	82%	1155	561	595
		2000	129	107	83%	1177	580	597
		1999	129	97	75%	1110	543	567
		1998	132	89	67%	1089	531	558
		1997	117	92	79%	1132	559	573
Free and Reduced-Priced Meals	Never	2001	225	196	87%	1205	598	607
		2000	183	166	91%	1179	589	590
		1999	201	173	86%	1169	581	588
		1998	171	139	81%	1148	573	575
		1997	183	157	86%	1144	576	568
	Now/Ever	2001	60	44	73%	842	413	430
		2000	56	30	54%	847	411	436
		1999	67	39	58%	873	429	444
		1998	73	40	55%	920	449	471
Special Education	Not Currently	2001	281	239	85%	1141	565	576
		2000	234	194	83%	1132	563	568
		1999	261	209	80%	1122	557	565
		1998	237	177	75%	1099	546	553
		1997	240	191	80%	1095	549	545
	Now	2001	4	1	.	.	.	.
		2000	5	2	.	.	.	.
		1999	7	3	.	.	.	.
		1998	7	2	.	.	.	.
		1997	2	0	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

B.C.C. HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	237	208	88%	1181	588	593
		2000	204	181	89%	1151	576	576
		1999	215	179	83%	1161	581	580
		1998	188	153	81%	1130	566	564
		1997	201	172	86%	1118	564	554
	Now/Ever	2001	48	32	67%	863	404	459
		2000	35	15	43%	849	394	455
		1999	53	33	62%	862	401	461
		1998	56	26	46%	904	423	481
		1997	41	19	46%	886	415	471
	Years in MCPS	1-4 years	2001	57	37	65%	1029	495
2000			55	42	76%	941	463	478
1999			64	44	69%	997	486	511
1998			65	42	65%	1013	498	515
1997			61	40	66%	1069	539	530
5-11 years		2001	90	73	81%	1071	539	532
		2000	67	57	85%	1111	554	558
		1999	92	74	80%	1104	556	548
		1998	84	59	70%	1106	548	558
		1997	87	71	82%	1077	540	537
12+ years		2001	137	130	95%	1208	597	610
		2000	116	97	84%	1219	609	610
		1999	110	94	85%	1178	582	596
		1998	95	78	82%	1136	569	567
		1997	92	80	87%	1123	563	560

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

M. BLAIR HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	589	383	65%	1144	567	577
		2000	561	388	69%	1134	562	572
		1999	561	389	69%	1146	570	576
		1998	528	351	66%	1145	567	578
		1997	520	351	68%	1148	572	576
Race/ Ethnicity	African American	2001	192	102	53%	891	439	452
		2000	182	106	58%	923	468	455
		1999	181	117	65%	913	458	455
		1998	163	94	58%	961	485	476
		1997	161	94	58%	909	457	452
	Asian American	2001	78	60	77%	1306	634	672
		2000	107	90	84%	1249	593	656
		1999	102	85	83%	1259	606	653
		1998	75	60	80%	1258	600	658
		1997	95	66	69%	1252	603	649
	Hispanic	2001	120	39	33%	945	466	479
		2000	85	29	34%	863	424	439
		1999	109	45	41%	976	490	487
		1998	101	39	39%	899	442	457
		1997	87	26	30%	1021	507	515
	White	2001	199	182	91%	1275	638	636
		2000	184	162	88%	1256	630	625
1999		168	142	85%	1324	666	658	
1998		186	156	84%	1275	635	640	
1997		177	165	93%	1263	636	627	
GENDER	Female	2001	292	195	67%	1091	545	546
		2000	293	209	71%	1107	560	547
		1999	271	193	71%	1096	553	543
		1998	284	188	66%	1100	553	548
		1997	249	168	67%	1123	564	559
	Male	2001	297	188	63%	1199	590	609
		2000	268	179	67%	1166	565	601
		1999	290	196	68%	1194	586	608
		1998	244	163	67%	1196	584	612
		1997	271	183	68%	1172	580	592
Free and Reduced-Priced Meals	Never	2001	310	258	83%	1253	624	629
		2000	307	256	83%	1232	615	617
		1999	301	256	85%	1270	635	635
		1998	313	256	82%	1234	615	619
		1997	292	255	87%	1233	619	614
	Now/Ever	2001	279	125	45%	919	450	469
		2000	254	132	52%	944	460	484
		1999	260	133	51%	907	445	463
		1998	215	95	44%	904	438	466
		1997	228	96	42%	922	447	475
Special Education	Not Currently	2001	573	381	66%	1146	568	578
		2000	544	385	71%	1137	564	574
		1999	542	387	71%	1148	571	577
		1998	520	350	67%	1146	568	578
		1997	506	347	69%	1153	575	578
	Now	2001	16	2	.	.	.	.
		2000	17	3	.	.	.	.
		1999	19	2	.	.	.	.
		1998	8	1	.	.	.	.
		1997	14	4	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

M. BLAIR HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	432	324	75%	1192	594	598
		2000	403	314	78%	1167	586	581
		1999	409	324	79%	1189	596	592
		1998	402	294	73%	1186	593	593
		1997	378	295	78%	1187	596	590
	Now/Ever	2001	157	59	38%	881	419	462
		2000	158	74	47%	995	462	533
		1999	152	65	43%	933	440	493
		1998	126	57	45%	932	434	498
		1997	142	56	39%	946	446	500
		Years in MCPS	1-4 years	2001	147	60	41%	870
2000	145			67	46%	940	462	478
1999	128			58	45%	850	410	441
1998	105			41	39%	984	479	506
1997	121			44	36%	918	445	472
5-11 years	2001		172	104	60%	1108	554	553
	2000		190	132	69%	1104	546	558
	1999		193	130	67%	1103	551	552
	1998		189	118	62%	1111	548	563
	1997		197	133	68%	1092	543	549
12+ years	2001		269	219	81%	1236	614	622
	2000		224	189	84%	1224	608	615
	1999		240	201	84%	1259	629	630
	1998		233	192	82%	1199	598	602
	1997		202	174	86%	1250	626	623

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

J. HUBERT BLAKE HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	277	210	76%	1033	520	513
		2000	.	.	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
Race/ Ethnicity	African American	2001	98	62	63%	933	479	454
		2000	.	.	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	Asian American	2001	40	35	88%	1075	501	575
		2000	.	.	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	Hispanic	2001	26	13	50%	941	479	462
		2000	.	.	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
White	2001	112	100	89%	1092	558	535	
	2000	.	.	.	.	.	.	
	1999	.	.	.	.	.	.	
	1998	.	.	.	.	.	.	
	1997	.	.	.	.	.	.	
GENDER	Female	2001	141	114	81%	1014	520	494
		2000	.	.	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	Male	2001	136	96	71%	1056	520	536
		2000	.	.	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
Free and Reduced-Priced Meals	Never	2001	193	160	83%	1064	540	524
		2000	.	.	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	Now/Ever	2001	84	50	60%	935	457	478
		2000	.	.	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
Special Education	Not Currently	2001	274	209	76%	1035	521	514
		2000	.	.	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	Now	2001	3	1	.	.	.	.
		2000	.	.	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

J. HUBERT BLAKE HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	239	184	77%	1043	532	511
		2000	.	.	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	Now/Ever	2001	38	26	68%	966	435	530
		2000	.	.	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
Years in MCPS	1-4 years	2001	67	52	78%	972	491	481
		2000	.	.	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	5-11 years	2001	91	67	74%	1042	525	517
		2000	.	.	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	12+ years	2001	119	91	76%	1061	533	528
		2000	.	.	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

CHURCHILL HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	372	348	94%	1211	590	621
		2000	430	383	89%	1205	589	616
		1999	382	352	92%	1188	581	607
		1998	373	329	88%	1163	566	597
		1997	376	338	90%	1178	575	603
Race/ Ethnicity	African American	2001	19	15	79%	1047	530	517
		2000	24	14	58%	1061	524	537
		1999	22	14	64%	878	426	452
		1998	26	15	58%	978	495	483
		1997	18	11	61%	1093	523	570
	Asian American	2001	78	77	99%	1241	599	642
		2000	95	90	95%	1240	590	650
		1999	81	78	96%	1259	608	651
		1998	78	76	97%	1214	574	640
		1997	81	80	99%	1259	608	651
	Hispanic	2001	16	14	88%	1045	517	528
		2000	18	16	89%	1159	577	583
		1999	16	16	100%	1131	567	564
		1998	22	17	77%	1144	578	566
		1997	20	15	75%	1080	529	551
	White	2001	259	242	93%	1221	595	626
		2000	292	263	90%	1204	593	611
1999		263	244	93%	1187	582	604	
1998		246	220	89%	1161	568	593	
1997		256	231	90%	1160	569	591	
GENDER	Female	2001	180	172	96%	1199	591	608
		2000	201	182	91%	1197	589	608
		1999	185	168	91%	1176	580	596
		1998	164	142	87%	1125	562	563
		1997	181	169	93%	1178	582	596
	Male	2001	192	176	92%	1222	589	634
		2000	229	201	88%	1213	590	623
		1999	197	184	93%	1199	582	617
		1998	209	187	89%	1193	569	623
		1997	195	169	87%	1179	568	611
Free and Reduced-Priced Meals	Never	2001	344	325	94%	1224	597	627
		2000	393	361	92%	1214	595	619
		1999	355	335	94%	1198	587	611
		1998	345	311	90%	1172	571	601
		1997	348	319	92%	1184	579	604
	Now/Ever	2001	28	23	82%	1032	496	536
		2000	37	22	59%	1060	499	561
		1999	27	17	63%	984	470	514
		1998	28	18	64%	1019	483	536
		1997	28	19	68%	1093	510	583
Special Education	Not Currently	2001	368	346	94%	1213	591	622
		2000	424	383	90%	1205	589	616
		1999	377	351	93%	1188	581	607
		1998	368	329	89%	1163	566	597
		1997	368	336	91%	1179	576	604
	Now	2001	4	2	.	.	.	.
		2000	6	0	.	.	.	.
		1999	5	1	.	.	.	.
		1998	5	0	.	.	.	.
		1997	8	2	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

CHURCHILL HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	347	325	94%	1219	594	624
		2000	399	355	89%	1213	595	618
		1999	354	325	92%	1196	586	610
		1998	342	301	88%	1171	571	599
		1997	357	320	90%	1182	579	603
	Now/Ever	2001	25	23	92%	1103	527	577
		2000	31	28	90%	1113	518	595
		1999	28	27	96%	1088	526	562
		1998	31	28	90%	1086	514	572
		1997	19	18	95%	1124	517	607
	Years in MCPS	1-4 years	2001	34	29	85%	1176	580
2000			47	41	87%	1162	570	592
1999			56	47	84%	1103	531	571
1998			56	45	80%	1140	538	602
1997			48	43	90%	1145	549	596
5-11 years		2001	116	108	93%	1167	565	602
		2000	138	121	88%	1192	581	611
		1999	99	90	91%	1164	572	592
		1998	129	114	88%	1130	553	577
		1997	124	110	89%	1182	583	599
12+ years		2001	221	210	95%	1239	604	635
		2000	244	221	91%	1221	598	623
		1999	227	215	95%	1216	596	621
		1998	186	169	91%	1193	583	610
		1997	203	185	91%	1184	577	607

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding



**Equity Analysis of SAT Performance in MCPS 1997-2001**

DAMASCUS HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	342	259	76%	1074	523	551
		2000	324	243	75%	1058	520	538
		1999	307	212	69%	1082	536	545
		1998	329	220	67%	1064	525	539
		1997	288	197	68%	1068	522	546
Race/ Ethnicity	African American	2001	17	12	71%	943	463	479
		2000	21	14	67%	911	451	459
		1999	15	4	.	.	.	.
		1998	19	11	58%	808	390	418
		1997	18	10	56%	929	449	480
	Asian American	2001	16	13	81%	1112	548	564
		2000	8	5	63%	1102	514	588
		1999	6	6	100%	925	455	470
		1998	10	8	80%	1135	533	603
		1997	7	7	100%	1200	573	627
	Hispanic	2001	14	9	64%	960	476	484
		2000	8	5	63%	1022	506	516
		1999	2	2	.	.	.	.
		1998	8	4	.	.	.	.
		1997	12	7	58%	1117	554	563
	White	2001	292	223	76%	1083	527	557
		2000	285	217	76%	1067	525	542
1999		283	199	70%	1088	539	549	
1998		290	195	67%	1075	532	543	
1997		250	173	69%	1069	523	546	
GENDER	Female	2001	185	153	83%	1073	529	544
		2000	167	135	81%	1059	527	532
		1999	150	106	71%	1075	545	530
		1998	163	120	74%	1042	520	522
		1997	139	94	68%	1044	518	526
	Male	2001	157	106	68%	1076	515	561
		2000	157	108	69%	1055	511	544
		1999	157	106	68%	1088	528	560
		1998	166	100	60%	1091	532	559
		1997	149	103	69%	1090	526	564
Free and Reduced-Priced Meals	Never	2001	284	229	81%	1084	528	556
		2000	275	216	79%	1063	523	540
		1999	270	198	73%	1085	538	548
		1998	287	202	70%	1069	528	541
		1997	255	183	72%	1070	525	545
	Now/Ever	2001	58	30	52%	997	486	510
		2000	49	27	55%	1013	494	519
		1999	37	14	38%	1029	520	509
		1998	42	18	43%	1012	492	521
Special Education	Not Currently	2001	338	259	77%	1074	523	551
		2000	320	241	75%	1059	520	539
		1999	302	212	70%	1082	536	545
		1998	321	220	69%	1064	525	539
		1997	285	197	69%	1068	522	546
	Now	2001	4	0	.	.	.	.
		2000	4	2	.	.	.	.
		1999	5	0	.	.	.	.
		1998	8	0	.	.	.	.
		1997	3	0	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

DAMASCUS HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	331	253	76%	1073	523	551
		2000	317	239	75%	1060	521	539
		1999	303	208	69%	1082	537	545
		1998	322	218	68%	1064	525	539
		1997	283	196	69%	1069	523	546
	Now/Ever	2001	11	6	55%	1093	552	542
		2000	7	4	.	.	.	.
		1999	4	4	.	.	.	.
		1998	7	2	.	.	.	.
		1997	5	1	.	.	.	.
Years in MCPS	1-4 years	2001	20	14	70%	1017	521	496
		2000	18	13	72%	1169	599	570
		1999	19	10	53%	1053	523	530
		1998	27	19	70%	1016	502	514
		1997	20	13	65%	1148	579	569
	5-11 years	2001	72	54	75%	1090	543	547
		2000	64	50	78%	1072	526	547
		1999	72	49	68%	1099	548	551
		1998	60	34	57%	1094	542	552
		1997	66	41	62%	1038	506	532
	12+ years	2001	248	191	77%	1073	518	556
		2000	241	180	75%	1045	513	533
		1999	216	153	71%	1078	534	544
		1998	242	167	69%	1064	524	539
1997		202	143	71%	1069	522	548	

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

EINSTEIN HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	323	193	60%	947	476	471
		2000	308	191	62%	973	487	486
		1999	272	157	58%	978	499	479
		1998	245	154	63%	983	489	494
		1997	221	131	59%	996	501	495
Race/ Ethnicity	African American	2001	95	50	53%	832	423	409
		2000	97	59	61%	877	440	438
		1999	70	39	56%	866	444	422
		1998	65	41	63%	886	446	440
		1997	56	34	61%	876	443	433
	Asian American	2001	53	35	66%	950	443	507
		2000	45	40	89%	928	439	489
		1999	41	28	68%	949	460	489
		1998	42	34	81%	993	464	529
		1997	32	23	72%	973	467	506
	Hispanic	2001	93	45	48%	868	434	434
		2000	82	35	43%	939	470	469
		1999	75	33	44%	939	491	448
		1998	62	21	34%	846	422	424
		1997	56	19	34%	870	432	438
	White	2001	81	63	78%	1094	567	527
		2000	84	57	68%	1124	581	544
1999		85	56	66%	1093	561	532	
1998		76	58	76%	1094	557	537	
1997		76	55	72%	1124	575	549	
GENDER	Female	2001	154	95	62%	906	457	449
		2000	150	102	68%	986	508	479
		1999	126	77	61%	957	496	461
		1998	133	88	66%	985	494	491
		1997	110	72	65%	975	502	473
	Male	2001	169	98	58%	987	495	493
		2000	158	89	56%	958	463	494
		1999	146	80	55%	998	501	497
		1998	112	66	59%	980	482	498
		1997	111	59	53%	1023	501	522
Free and Reduced-Priced Meals	Never	2001	154	99	64%	1025	524	501
		2000	146	105	72%	1017	522	495
		1999	122	81	66%	1044	534	510
		1998	112	78	70%	1046	525	521
		1997	100	66	66%	1082	557	525
	Now/Ever	2001	169	94	56%	866	426	440
		2000	162	86	53%	919	445	474
		1999	150	76	51%	908	461	447
		1998	133	76	57%	918	452	467
1997	121	65	54%	909	444	465		
Special Education	Not Currently	2001	312	188	60%	954	479	474
		2000	302	190	63%	976	489	487
		1999	263	157	60%	978	499	479
		1998	242	154	64%	983	489	494
		1997	216	131	61%	996	501	495
	Now	2001	11	5	45%	712	360	352
		2000	6	1	.	.	.	.
		1999	9	0	.	.	.	.
		1998	3	0	.	.	.	.
1997	5	0	.	.	.	.		

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

EINSTEIN HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	224	149	67%	984	503	481
		2000	212	141	67%	1001	511	490
		1999	182	113	62%	1033	530	503
		1998	169	116	69%	1014	514	500
		1997	159	103	65%	1028	523	506
	Now/Ever	2001	99	44	44%	822	385	438
		2000	96	50	52%	893	420	473
		1999	90	44	49%	837	419	419
		1998	76	38	50%	887	411	476
		1997	62	28	45%	879	423	457
Years in MCPS	1-4 years	2001	93	46	49%	835	406	429
		2000	82	45	55%	895	430	464
		1999	76	36	47%	947	476	471
		1998	46	21	46%	887	420	466
		1997	62	34	55%	915	449	466
	5-11 years	2001	101	65	64%	935	474	461
		2000	105	61	58%	949	471	478
		1999	93	56	60%	903	463	439
		1998	98	62	63%	944	467	477
		1997	76	44	58%	971	486	485
	12+ years	2001	128	82	64%	1020	517	503
		2000	119	85	71%	1032	529	503
		1999	101	65	64%	1060	542	519
		1998	99	71	72%	1045	528	517
		1997	83	53	64%	1069	547	522

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

GAITHERSBURG HIGH

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	436	270	62%	1050	516	533
		2000	377	244	65%	1047	519	528
		1999	379	235	62%	1057	518	539
		1998	379	251	66%	1038	512	526
		1997	353	217	61%	1034	515	518
Race/ Ethnicity	African American	2001	107	41	38%	917	450	467
		2000	84	41	49%	927	469	458
		1999	68	31	46%	983	497	485
		1998	71	34	48%	898	441	457
		1997	52	32	62%	1000	507	494
	Asian American	2001	64	50	78%	1076	507	569
		2000	52	42	81%	1034	497	536
		1999	64	46	72%	1054	502	552
		1998	61	52	85%	1055	503	551
		1997	66	55	83%	1041	502	539
	Hispanic	2001	76	29	38%	962	484	477
		2000	60	19	32%	939	454	485
		1999	63	24	38%	990	492	499
		1998	48	10	21%	1053	521	532
		1997	60	12	20%	909	458	451
	White	2001	188	150	80%	1094	544	551
		2000	180	141	78%	1100	548	552
1999		182	132	73%	1085	532	553	
1998		197	153	78%	1065	531	535	
1997		175	118	67%	1052	529	523	
GENDER	Female	2001	228	139	61%	1032	516	516
		2000	201	141	70%	1029	515	513
		1999	180	118	66%	1046	521	525
		1998	181	116	64%	1047	522	525
		1997	174	113	65%	1035	524	511
	Male	2001	208	131	63%	1069	516	552
		2000	176	103	59%	1073	524	548
		1999	199	117	59%	1069	516	554
		1998	198	135	68%	1030	503	527
		1997	179	104	58%	1032	506	527
Free and Reduced-Priced Meals	Never	2001	246	192	78%	1072	530	543
		2000	235	187	80%	1079	537	543
		1999	239	177	74%	1079	527	552
		1998	238	196	82%	1072	532	540
		1997	217	162	75%	1061	529	532
	Now/Ever	2001	190	78	41%	993	483	510
		2000	142	57	40%	942	462	481
		1999	140	58	41%	991	492	499
		1998	141	55	39%	917	440	477
1997	136	55	40%	952	473	479		
Special Education	Not Currently	2001	428	270	63%	1050	516	533
		2000	372	243	65%	1048	520	528
		1999	374	235	63%	1057	518	539
		1998	371	249	67%	1038	512	526
		1997	346	217	63%	1034	515	518
	Now	2001	8	0	.	.	.	.
		2000	5	1	.	.	.	.
		1999	5	0	.	.	.	.
		1998	8	2	.	.	.	.
1997	7	0	.	.	.	.		

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

GAITHERSBURG HIGH

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	343	237	69%	1059	522	537
		2000	297	214	72%	1066	531	535
		1999	310	210	68%	1069	525	544
		1998	312	223	71%	1046	519	528
		1997	274	181	66%	1045	523	522
	Now/Ever	2001	93	33	35%	982	472	510
		2000	80	30	38%	914	434	480
		1999	69	25	36%	960	460	500
		1998	67	28	42%	970	457	513
		1997	79	36	46%	974	476	498
		Years in MCPS	1-4 years	2001	59	24	41%	947
2000	51			22	43%	995	510	485
1999	57			23	40%	1066	508	558
1998	63			39	62%	990	488	502
1997	49			18	37%	1008	497	511
5-11 years	2001		124	75	60%	1035	502	533
	2000		116	65	56%	1020	505	515
	1999		118	71	60%	1049	518	532
	1998		117	71	61%	1021	506	515
	1997		123	82	67%	1036	511	525
12+ years	2001		253	171	68%	1070	528	542
	2000		210	157	75%	1066	526	539
	1999		204	141	69%	1060	520	540
	1998		199	141	71%	1060	521	539
	1997		180	117	65%	1036	521	515

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

WALTER JOHNSON HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	386	309	80%	1150	560	591
		2000	392	307	78%	1155	573	582
		1999	368	295	80%	1131	565	566
		1998	331	259	78%	1138	564	574
		1997	312	226	72%	1148	566	582
Race/ Ethnicity	African American	2001	33	17	52%	891	449	442
		2000	34	20	59%	908	449	459
		1999	23	20	87%	956	476	480
		1998	26	18	69%	912	445	467
		1997	15	9	60%	990	492	498
	Asian American	2001	56	46	82%	1160	523	637
		2000	50	38	76%	1112	525	587
		1999	45	38	84%	1136	541	594
		1998	36	29	81%	1137	521	616
		1997	25	23	92%	1096	505	591
	Hispanic	2001	46	28	61%	956	469	487
		2000	35	21	60%	988	486	502
		1999	38	20	53%	975	483	493
		1998	45	23	51%	1088	542	546
		1997	38	17	45%	1066	528	538
	White	2001	250	217	87%	1194	588	606
		2000	272	227	83%	1199	600	599
1999		260	216	83%	1161	585	576	
1998		223	188	84%	1166	585	581	
1997		233	176	76%	1172	583	590	
GENDER	Female	2001	187	150	80%	1140	564	576
		2000	220	185	84%	1168	587	582
		1999	173	145	84%	1112	565	547
		1998	169	138	82%	1137	570	567
		1997	148	115	78%	1125	565	560
	Male	2001	199	159	80%	1160	555	605
		2000	172	122	71%	1135	553	582
		1999	195	150	77%	1148	564	585
		1998	162	121	75%	1139	556	583
		1997	164	111	68%	1171	567	604
Free and Reduced-Priced Meals	Never	2001	324	269	83%	1170	572	598
		2000	326	269	83%	1180	587	593
		1999	300	256	85%	1152	578	574
		1998	278	234	84%	1156	576	581
		1997	269	206	77%	1166	576	589
	Now/Ever	2001	62	40	65%	1020	475	545
		2000	66	38	58%	979	475	504
		1999	68	39	57%	992	477	515
		1998	53	25	47%	962	451	510
		1997	43	20	47%	964	463	501
Special Education	Not Currently	2001	358	290	81%	1163	564	599
		2000	371	299	81%	1161	576	585
		1999	343	279	81%	1145	569	575
		1998	308	252	82%	1146	567	578
		1997	297	224	75%	1148	566	582
	Now	2001	28	19	68%	962	488	474
		2000	21	8	38%	913	460	453
		1999	25	16	64%	885	484	401
		1998	23	7	30%	853	430	423
1997	15	2	.	.	.	.		

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

WALTER JOHNSON HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math	
ESOL	Never	2001	311	261	84%	1175	578	597	
		2000	317	266	84%	1168	585	584	
		1999	294	246	84%	1156	584	572	
		1998	260	215	83%	1162	581	580	
		1997	263	198	75%	1165	579	586	
	Now/Ever	2001	75	48	64%	1017	458	559	
		2000	75	41	55%	1067	500	568	
		1999	74	49	66%	1003	467	536	
		1998	71	44	62%	1020	477	543	
		1997	49	28	57%	1023	475	548	
	Years in MCPS	1-4 years	2001	89	57	64%	1049	485	564
			2000	76	42	55%	1026	489	537
1999			73	41	56%	1042	510	531	
1998			72	49	68%	1047	491	556	
1997			58	35	60%	1049	501	548	
5-11 years		2001	121	107	88%	1151	564	588	
		2000	143	115	80%	1144	574	570	
		1999	117	97	83%	1097	543	554	
		1998	109	81	74%	1129	562	567	
		1997	104	73	70%	1129	564	566	
12+ years		2001	176	145	82%	1190	586	604	
		2000	172	150	87%	1200	597	603	
		1999	177	157	89%	1174	592	583	
		1998	149	129	87%	1177	592	585	
		1997	150	118	79%	1188	587	601	

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding



**Equity Analysis of SAT Performance in MCPS 1997-2001**

KENNEDY HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	303	193	64%	978	477	501
		2000	301	205	68%	958	470	488
		1999	278	179	64%	980	480	500
		1998	241	129	54%	985	494	491
		1997	293	157	54%	1003	494	508
Race/ Ethnicity	African American	2001	121	76	63%	859	423	436
		2000	138	93	67%	846	421	425
		1999	118	75	64%	880	439	441
		1998	88	48	55%	867	437	431
		1997	122	67	55%	919	465	454
	Asian American	2001	46	37	80%	1067	502	565
		2000	40	33	83%	1084	505	579
		1999	45	37	82%	1072	511	561
		1998	40	27	68%	1095	534	561
		1997	55	38	69%	1057	499	557
	Hispanic	2001	51	19	37%	873	419	454
		2000	58	29	50%	863	424	439
		1999	45	19	42%	876	428	447
		1998	53	16	30%	952	486	466
		1997	36	8	22%	951	470	481
	White	2001	84	60	71%	1105	546	559
		2000	65	50	77%	1140	565	575
1999		69	47	68%	1106	540	566	
1998		60	38	63%	1069	543	527	
1997		79	43	54%	1097	540	557	
GENDER	Female	2001	161	115	71%	986	489	497
		2000	145	107	74%	925	459	466
		1999	133	95	71%	977	484	493
		1998	128	79	62%	1011	516	495
		1997	151	94	62%	987	498	489
	Male	2001	142	78	55%	966	458	508
		2000	156	98	63%	995	482	513
		1999	145	84	58%	982	475	507
		1998	113	50	44%	944	460	484
		1997	142	63	44%	1026	489	537
Free and Reduced-Priced Meals	Never	2001	161	121	75%	1046	512	534
		2000	148	116	78%	1019	500	520
		1999	160	110	69%	1024	503	521
		1998	130	87	67%	1020	515	504
		1997	169	103	61%	1035	514	521
	Now/Ever	2001	142	72	51%	864	417	447
		2000	153	89	58%	879	431	448
		1999	118	69	58%	908	443	465
		1998	111	42	38%	913	450	462
		1997	124	54	44%	941	457	484
Special Education	Not Currently	2001	294	193	66%	978	477	501
		2000	293	203	69%	959	471	488
		1999	264	175	66%	979	479	500
		1998	225	127	56%	988	496	493
		1997	265	155	58%	1004	495	509
	Now	2001	9	0	.	.	.	.
		2000	8	2	.	.	.	.
		1999	14	4	.	.	.	.
		1998	16	2	.	.	.	.
		1997	28	2	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

KENNEDY HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math	
ESOL	Never	2001	227	153	67%	1008	495	513	
		2000	227	164	72%	983	486	497	
		1999	202	139	69%	994	492	502	
		1998	174	113	65%	988	497	491	
		1997	233	130	56%	1024	509	515	
	Now/Ever	2001	76	40	53%	862	407	455	
		2000	74	41	55%	860	407	453	
		1999	76	40	53%	928	438	491	
		1998	67	16	24%	965	478	487	
		1997	60	27	45%	900	422	478	
	Years in MCPS	1-4 years	2001	64	33	52%	862	412	450
			2000	72	44	61%	899	440	459
1999			75	40	53%	873	426	448	
1998			59	25	42%	936	474	463	
1997			79	32	41%	889	428	461	
5-11 years		2001	99	67	68%	944	460	484	
		2000	107	71	66%	913	450	463	
		1999	102	64	63%	980	478	502	
		1998	101	56	55%	1003	497	505	
		1997	111	66	59%	1006	502	504	
12+ years		2001	137	93	68%	1043	511	532	
		2000	121	89	74%	1023	501	522	
		1999	99	75	76%	1036	510	526	
		1998	81	48	59%	990	502	488	
		1997	103	59	57%	1061	521	539	

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

MAGRUDER HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	391	284	73%	1104	538	566
		2000	329	236	72%	1088	529	559
		1999	359	284	79%	1100	541	560
		1998	337	245	73%	1093	539	553
		1997	312	218	70%	1084	536	548
Race/ Ethnicity	African American	2001	70	39	56%	949	470	479
		2000	47	29	62%	968	480	488
		1999	38	30	79%	957	470	487
		1998	38	14	37%	956	501	456
		1997	29	14	48%	936	479	457
	Asian American	2001	54	51	94%	1100	514	586
		2000	39	33	85%	1157	541	616
		1999	57	50	88%	1099	529	570
		1998	67	52	78%	1092	524	568
		1997	52	38	73%	1086	526	560
	Hispanic	2001	48	13	27%	1052	506	546
		2000	41	18	44%	961	471	489
		1999	41	17	41%	982	489	493
		1998	36	19	53%	1047	520	527
		1997	30	10	33%	1018	495	523
	White	2001	217	180	83%	1143	563	580
		2000	201	156	78%	1111	543	568
		1999	222	186	84%	1134	560	574
		1998	194	159	82%	1111	551	560
		1997	200	155	78%	1103	547	556
GENDER	Female	2001	198	145	73%	1097	543	554
		2000	159	113	71%	1105	549	556
		1999	180	150	83%	1094	545	548
		1998	171	132	77%	1074	536	537
		1997	163	116	71%	1066	534	532
	Male	2001	193	139	72%	1111	533	578
		2000	170	123	72%	1073	511	562
		1999	179	134	75%	1108	536	572
		1998	166	113	68%	1115	543	572
		1997	149	102	68%	1104	538	566
Free and Reduced-Priced Meals	Never	2001	289	238	82%	1134	555	579
		2000	245	197	80%	1102	536	566
		1999	279	239	86%	1119	552	568
		1998	255	213	84%	1111	549	562
		1997	239	195	82%	1102	544	558
	Now/Ever	2001	102	46	45%	948	453	495
		2000	84	39	46%	1021	495	526
		1999	80	45	56%	999	482	516
		1998	82	32	39%	973	478	495
		1997	73	23	32%	931	463	468
Special Education	Not Currently	2001	381	283	74%	1106	539	567
		2000	314	233	74%	1092	531	561
		1999	353	284	80%	1100	541	560
		1998	329	244	74%	1093	539	554
		1997	303	216	71%	1089	538	551
	Now	2001	10	1	.	.	.	.
		2000	15	3	.	.	.	.
		1999	6	0	.	.	.	.
		1998	8	1	.	.	.	.
		1997	9	2	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

MAGRUDER HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	325	255	78%	1122	550	571
		2000	283	216	76%	1099	536	563
		1999	302	251	83%	1111	548	563
		1998	288	222	77%	1104	548	556
		1997	252	193	77%	1104	548	556
	Now/Ever	2001	66	29	44%	946	431	515
		2000	46	20	43%	973	460	513
		1999	57	33	58%	1017	484	532
		1998	49	23	47%	985	456	529
		1997	60	25	42%	930	439	491
		Years in MCPS	1-4 years	2001	46	24	52%	1000
2000	39			17	44%	950	442	508
1999	41			25	61%	1050	506	545
1998	38			18	47%	1051	508	542
1997	52			20	38%	1008	491	517
5-11 years	2001		85	61	72%	1100	534	567
	2000		81	62	77%	1064	521	543
	1999		104	74	71%	1074	535	538
	1998		108	77	71%	1107	543	564
	1997		100	69	69%	1066	533	533
12+ years	2001		260	199	77%	1117	547	570
	2000		209	157	75%	1113	542	571
	1999		214	185	86%	1118	548	570
	1998		191	150	79%	1090	542	549
	1997		159	129	81%	1105	544	561

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

R. MONTGOMERY HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	393	280	71%	1209	600	609
		2000	364	271	74%	1210	595	615
		1999	371	260	70%	1208	601	608
		1998	382	278	73%	1203	591	612
		1997	336	245	73%	1221	607	614
Race/ Ethnicity	African American	2001	37	15	41%	939	476	463
		2000	45	25	56%	982	495	488
		1999	44	23	52%	1089	550	538
		1998	53	24	45%	1032	517	515
		1997	42	24	57%	976	489	487
	Asian American	2001	65	54	83%	1197	564	633
		2000	65	53	82%	1221	567	654
		1999	68	57	84%	1173	576	596
		1998	85	73	86%	1237	588	649
		1997	44	30	68%	1137	539	598
	Hispanic	2001	63	26	41%	968	488	480
		2000	40	14	35%	899	459	440
		1999	45	17	38%	1115	559	556
		1998	32	17	53%	1069	530	539
		1997	38	14	37%	1093	536	557
	White	2001	226	184	81%	1270	638	633
		2000	212	178	84%	1262	627	635
		1999	212	162	76%	1248	621	627
		1998	211	163	77%	1228	610	618
		1997	211	176	83%	1279	641	638
GENDER	Female	2001	204	151	74%	1220	610	610
		2000	204	158	77%	1194	589	605
		1999	187	141	75%	1201	598	603
		1998	196	154	79%	1205	599	606
		1997	177	128	72%	1217	610	608
	Male	2001	189	129	68%	1195	588	607
		2000	160	113	71%	1232	603	629
		1999	184	119	65%	1217	603	614
		1998	186	124	67%	1201	581	620
		1997	159	117	74%	1226	604	621
Free and Reduced-Priced Meals	Never	2001	269	224	83%	1263	630	632
		2000	265	230	87%	1242	612	630
		1999	275	225	82%	1234	616	618
		1998	277	223	81%	1245	614	631
		1997	256	209	82%	1263	631	632
	Now/Ever	2001	124	56	45%	993	478	514
		2000	99	41	41%	1030	496	533
		1999	96	35	36%	1040	499	542
		1998	105	55	52%	1035	497	538
		1997	80	36	45%	980	471	509
Special Education	Not Currently	2001	373	278	75%	1208	600	608
		2000	343	269	78%	1210	594	616
		1999	354	259	73%	1209	601	609
		1998	373	278	75%	1203	591	612
		1997	331	245	74%	1221	607	614
	Now	2001	20	2	.	.	.	.
		2000	21	2	.	.	.	.
		1999	17	1	.	.	.	.
		1998	9	0	.	.	.	.
		1997	5	0	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

R. MONTGOMERY HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math	
ESOL	Never	2001	305	241	79%	1241	622	620	
		2000	284	233	82%	1240	614	626	
		1999	300	231	77%	1234	617	617	
		1998	308	230	75%	1236	614	622	
		1997	269	212	79%	1247	625	622	
	Now/Ever	2001	88	39	44%	1007	467	540	
		2000	80	38	48%	1026	475	551	
		1999	71	29	41%	1007	472	534	
		1998	74	48	65%	1043	480	564	
		1997	67	33	49%	1058	494	564	
	Years in MCPS	1-4 years	2001	69	37	54%	1145	559	586
			2000	63	34	54%	1103	510	593
1999			67	39	58%	1070	514	556	
1998			63	36	57%	1066	500	566	
1997			62	31	50%	1178	574	605	
5-11 years		2001	134	92	69%	1185	591	594	
		2000	101	79	78%	1227	611	616	
		1999	122	84	69%	1189	598	591	
		1998	133	105	79%	1208	596	612	
		1997	93	67	72%	1219	600	618	
12+ years		2001	190	151	79%	1239	616	623	
		2000	199	158	79%	1224	605	619	
		1999	182	137	75%	1260	627	633	
		1998	184	137	74%	1235	611	625	
		1997	181	147	81%	1232	617	614	

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

NORTHWEST HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	247	176	71%	1021	503	518
		2000	225	153	68%	1033	514	519
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
Race/ Ethnicity	African American	2001	73	42	58%	937	473	464
		2000	62	41	66%	919	469	450
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	Asian American	2001	22	19	86%	1016	487	529
		2000	28	25	89%	1101	535	566
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	Hispanic	2001	23	10	43%	966	479	487
		2000	23	12	52%	943	456	488
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	White	2001	129	105	81%	1060	520	541
		2000	111	74	67%	1085	540	545
1999		.	.	.	.	.	.	
1998		.	.	.	.	.	.	
1997		.	.	.	.	.	.	
GENDER	Female	2001	134	100	75%	1017	506	511
		2000	122	81	66%	1035	522	513
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	Male	2001	113	76	67%	1026	499	527
		2000	103	72	70%	1032	506	526
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
Free and Reduced-Priced Meals	Never	2001	166	136	82%	1037	510	527
		2000	156	113	72%	1050	523	527
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	Now/Ever	2001	81	40	49%	966	478	487
		2000	69	40	58%	987	489	498
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
Special Education	Not Currently	2001	246	176	72%	1021	503	518
		2000	216	152	70%	1035	515	520
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	Now	2001	1	0	.	.	.	.
		2000	9	1	.	.	.	.
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
1997	.	.	.	.	.	.		

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

NORTHWEST HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	222	160	72%	1026	508	519
		2000	198	137	69%	1030	514	516
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	Now/Ever	2001	25	16	64%	968	454	514
		2000	27	16	59%	1061	514	546
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
Years in MCPS	1-4 years	2001	38	28	74%	1047	511	535
		2000	27	19	70%	1017	514	503
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	5-11 years	2001	71	47	66%	1014	502	512
		2000	72	50	69%	1043	524	519
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.
	12+ years	2001	137	101	74%	1017	501	516
		2000	123	84	68%	1031	509	523
		1999	.	.	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding



**Equity Analysis of SAT Performance in MCPS 1997-2001**

PAINT BRANCH HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	377	300	80%	1033	503	530
		2000	393	292	74%	1030	501	528
		1999	384	302	79%	1044	513	531
		1998	373	292	78%	1039	511	528
		1997	356	262	74%	1052	519	532
Race/ Ethnicity	African American	2001	125	90	72%	920	456	464
		2000	146	93	64%	922	457	465
		1999	124	79	64%	907	458	449
		1998	100	74	74%	879	439	440
		1997	120	75	63%	954	479	474
	Asian American	2001	73	67	92%	1111	519	591
		2000	87	77	89%	1098	519	578
		1999	71	61	86%	1060	504	556
		1998	68	61	90%	1093	526	567
		1997	73	64	88%	1110	531	579
	Hispanic	2001	24	17	71%	981	486	495
		2000	22	14	64%	1023	509	514
		1999	30	23	77%	973	487	486
		1998	28	15	54%	957	491	467
		1997	12	7	58%	909	477	431
	White	2001	155	126	81%	1080	530	550
		2000	137	108	79%	1075	525	549
1999		159	139	87%	1126	553	574	
1998		176	141	80%	1107	542	565	
1997		150	115	77%	1091	542	549	
GENDER	Female	2001	189	157	83%	1015	502	513
		2000	208	171	82%	1019	499	520
		1999	200	163	82%	1043	521	522
		1998	193	154	80%	1031	513	519
		1997	181	143	79%	1013	506	507
	Male	2001	188	143	76%	1054	504	550
		2000	185	121	65%	1045	504	541
		1999	184	139	76%	1044	504	541
		1998	180	138	77%	1048	508	539
		1997	175	119	68%	1098	536	562
Free and Reduced-Priced Meals	Never	2001	278	231	83%	1058	518	540
		2000	288	231	80%	1050	512	538
		1999	282	234	83%	1071	526	545
		1998	281	233	83%	1064	523	541
		1997	272	209	77%	1070	530	540
	Now/Ever	2001	99	69	70%	952	452	500
		2000	105	61	58%	951	460	491
		1999	102	68	67%	949	467	481
		1998	92	59	64%	939	462	477
Special Education	Not Currently	2001	372	299	80%	1035	503	531
		2000	379	291	77%	1032	502	529
		1999	375	300	80%	1046	514	532
		1998	368	289	79%	1040	511	529
		1997	350	261	75%	1052	519	532
	Now	2001	5	1	.	.	.	.
		2000	14	1	.	.	.	.
		1999	9	2	.	.	.	.
		1998	5	3	.	.	.	.
		1997	6	1	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

PAINT BRANCH HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	348	274	79%	1037	507	530
		2000	343	257	75%	1033	503	530
		1999	356	276	78%	1049	516	533
		1998	335	264	79%	1043	514	530
		1997	328	241	73%	1056	524	532
	Now/Ever	2001	29	26	90%	993	460	533
		2000	50	35	70%	1004	485	519
		1999	28	26	93%	990	478	512
		1998	38	28	74%	998	483	516
		1997	28	21	75%	1001	467	534
	Years in MCPS	1-4 years	2001	58	38	66%	948	476
2000			62	42	68%	945	462	482
1999			83	54	65%	955	473	482
1998			56	32	57%	962	478	484
1997			61	32	52%	973	498	475
5-11 years		2001	104	83	80%	1036	502	534
		2000	136	98	72%	1007	490	517
		1999	123	99	80%	1018	504	514
		1998	145	116	80%	1026	504	521
		1997	140	109	78%	1067	523	544
12+ years		2001	213	179	84%	1050	509	541
		2000	193	152	79%	1068	519	548
		1999	177	149	84%	1093	534	560
		1998	170	144	85%	1067	523	544
		1997	155	121	78%	1058	522	537

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

POOLESVILLE HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	145	109	75%	1121	553	568
		2000	129	99	77%	1068	525	543
		1999	144	108	75%	1113	549	564
		1998	141	105	74%	1085	538	547
		1997	98	68	69%	1090	549	541
Race/ Ethnicity	African American	2001	2	0	.	.	.	.
		2000	7	4	.	.	.	.
		1999	1	0	.	.	.	.
		1998	5	2	.	.	.	.
		1997	5	2	.	.	.	.
	Asian American	2001	5	5	100%	1174	536	638
		2000	5	4	.	.	.	.
		1999	1	1	.	.	.	.
		1998	3	3	.	.	.	.
		1997	2	2	.	.	.	.
	Hispanic	2001	4	3	.	.	.	.
		2000	4	3	.	.	.	.
		1999	2	1	.	.	.	.
		1998	4	3	.	.	.	.
		1997	1	1	.	.	.	.
	White	2001	133	101	76%	1121	555	566
		2000	112	88	79%	1079	533	547
		1999	140	106	76%	1112	548	564
		1998	128	96	75%	1090	541	549
1997		89	62	70%	1088	548	540	
GENDER	Female	2001	73	56	77%	1115	557	558
		2000	69	55	80%	1020	516	504
		1999	71	47	66%	1106	546	560
		1998	68	54	79%	1092	549	543
		1997	46	35	76%	1072	551	521
	Male	2001	72	53	74%	1127	549	578
		2000	60	44	73%	1128	537	592
		1999	73	61	84%	1118	551	567
		1998	73	51	70%	1078	527	550
		1997	52	33	63%	1110	547	563
Free and Reduced-Priced Meals	Never	2001	127	102	80%	1118	554	564
		2000	114	90	79%	1076	528	547
		1999	123	105	85%	1112	548	564
		1998	114	96	84%	1090	540	550
		1997	86	62	72%	1090	549	542
	Now/Ever	2001	18	7	39%	1167	546	621
		2000	15	9	60%	991	493	498
		1999	21	3	.	.	.	.
		1998	27	9	33%	1031	522	509
Special Education	Not Currently	2001	141	107	76%	1126	554	572
		2000	125	98	78%	1067	524	543
		1999	141	108	77%	1113	549	564
		1998	138	104	75%	1088	539	548
		1997	98	68	69%	1090	549	541
	Now	2001	4	2	.	.	.	.
		2000	4	1	.	.	.	.
		1999	3	0	.	.	.	.
		1998	3	1	.	.	.	.
		1997	.	.	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

POOLESVILLE HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	143	107	75%	1122	554	568
		2000	128	98	77%	1065	523	542
		1999	144	108	75%	1113	549	564
		1998	140	104	74%	1085	539	546
		1997	97	67	69%	1087	548	539
	Now/Ever	2001	2	2	.	.	.	.
		2000	1	1	.	.	.	.
		1999	.	.	.	.	.	.
		1998	1	1	.	.	.	.
		1997	1	1	.	.	.	.
Years in MCPS	1-4 years	2001	13	11	85%	1053	504	549
		2000	5	3	.	.	.	.
		1999	3	1	.	.	.	.
		1998	8	5	63%	1056	558	498
		1997	3	2	.	.	.	.
	5-11 years	2001	25	17	68%	1171	591	581
		2000	28	23	82%	1092	540	552
		1999	31	23	74%	1085	545	540
		1998	34	28	82%	1123	555	568
		1997	26	18	69%	1083	548	536
	12+ years	2001	107	81	76%	1120	552	568
		2000	96	73	76%	1060	519	541
		1999	110	84	76%	1121	550	571
		1998	99	72	73%	1072	531	542
		1997	69	48	70%	1099	552	546

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

QUINCE ORCHARD HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	395	295	75%	1087	527	560
		2000	407	313	77%	1079	523	556
		1999	449	331	74%	1108	541	567
		1998	458	357	78%	1103	541	561
		1997	451	355	79%	1069	527	542
Race/ Ethnicity	African American	2001	57	30	53%	878	446	432
		2000	59	33	56%	937	456	480
		1999	56	29	52%	963	495	468
		1998	54	37	69%	980	498	482
		1997	53	33	62%	948	494	454
	Asian American	2001	71	66	93%	1084	493	591
		2000	69	62	90%	1080	498	582
		1999	85	75	88%	1129	521	608
		1998	79	73	92%	1104	516	589
		1997	79	72	91%	1039	474	565
	Hispanic	2001	41	16	39%	913	472	441
		2000	42	17	40%	912	450	462
		1999	40	11	28%	1014	491	523
		1998	40	16	40%	981	503	478
		1997	40	15	38%	975	501	474
	White	2001	225	183	81%	1138	558	580
		2000	236	200	85%	1117	548	569
		1999	266	214	80%	1126	558	569
		1998	283	229	81%	1130	559	571
		1997	278	234	84%	1101	550	551
GENDER	Female	2001	200	155	78%	1062	525	538
		2000	205	164	80%	1058	519	539
		1999	219	159	73%	1088	538	549
		1998	218	180	83%	1088	540	548
		1997	239	189	79%	1054	526	528
	Male	2001	195	140	72%	1115	530	585
		2000	202	149	74%	1101	527	575
		1999	230	172	75%	1127	544	584
		1998	240	177	74%	1118	542	575
		1997	212	166	78%	1087	529	558
Free and Reduced-Priced Meals	Never	2001	278	236	85%	1117	541	576
		2000	300	257	86%	1103	537	566
		1999	351	284	81%	1118	549	569
		1998	366	309	84%	1118	549	568
		1997	362	301	83%	1093	543	550
	Now/Ever	2001	117	59	50%	967	472	495
		2000	107	56	52%	967	457	510
		1999	98	47	48%	1049	492	557
		1998	92	48	52%	1007	490	516
		1997	89	54	61%	935	439	497
Special Education	Not Currently	2001	393	294	75%	1086	527	560
		2000	399	313	78%	1079	523	556
		1999	444	329	74%	1111	542	568
		1998	455	357	78%	1103	541	561
		1997	448	354	79%	1069	527	542
	Now	2001	2	1	.	.	.	.
		2000	8	0	.	.	.	.
		1999	5	2	.	.	.	.
		1998	3	0	.	.	.	.
		1997	3	1	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

QUINCE ORCHARD HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	317	240	76%	1104	543	561
		2000	319	257	81%	1100	541	559
		1999	359	281	78%	1121	555	565
		1998	385	313	81%	1119	556	563
		1997	364	296	81%	1089	548	541
	Now/Ever	2001	78	55	71%	1013	458	555
		2000	88	56	64%	982	437	545
		1999	90	50	56%	1038	461	578
		1998	73	44	60%	986	438	548
		1997	87	59	68%	970	424	546
		Years in MCPS	1-4 years	2001	66	50	76%	974
2000	71			49	69%	982	448	533
1999	79			45	57%	1088	516	572
1998	61			43	70%	1027	468	559
1997	81			63	78%	1000	473	527
5-11 years	2001		115	85	74%	1101	538	563
	2000		125	93	74%	1088	533	555
	1999		138	106	77%	1109	538	571
	1998		161	121	75%	1141	566	575
	1997		146	107	73%	1094	537	557
12+ years	2001		213	160	75%	1115	544	571
	2000		211	171	81%	1101	538	563
	1999		232	180	78%	1113	549	564
	1998		236	193	82%	1096	542	554
	1997		224	185	83%	1079	540	538

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

ROCKVILLE HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	263	192	73%	1050	519	531
		2000	268	182	68%	1095	547	548
		1999	248	164	66%	1065	522	543
		1998	251	162	65%	1088	533	555
		1997	271	193	71%	1043	505	538
Race/ Ethnicity	African American	2001	38	28	74%	925	463	462
		2000	42	23	55%	896	453	443
		1999	43	29	67%	986	493	493
		1998	35	20	57%	921	453	468
		1997	31	19	61%	815	404	412
	Asian American	2001	41	31	76%	995	455	540
		2000	35	26	74%	1101	518	583
		1999	47	37	79%	1081	512	569
		1998	35	27	77%	1084	503	581
		1997	50	43	86%	1055	466	589
	Hispanic	2001	43	22	51%	841	420	421
		2000	46	21	46%	993	514	479
		1999	39	11	28%	930	461	469
		1998	42	16	38%	1010	499	511
		1997	43	19	44%	921	467	453
	White	2001	140	110	79%	1140	571	569
		2000	145	112	77%	1153	579	574
1999		118	87	74%	1102	544	558	
1998		137	99	72%	1136	563	574	
1997		146	112	77%	1098	544	554	
GENDER	Female	2001	126	102	81%	1035	518	517
		2000	139	90	65%	1060	539	521
		1999	113	86	76%	1051	513	537
		1998	113	74	65%	1066	525	541
		1997	140	102	73%	1022	504	518
	Male	2001	137	90	66%	1066	519	547
		2000	129	92	71%	1128	554	574
		1999	135	78	58%	1082	532	549
		1998	138	88	64%	1107	540	567
		1997	131	91	69%	1066	506	560
Free and Reduced-Priced Meals	Never	2001	163	135	83%	1106	549	557
		2000	168	135	80%	1149	575	575
		1999	161	120	75%	1101	544	558
		1998	168	121	72%	1115	547	568
		1997	183	146	80%	1075	529	546
	Now/Ever	2001	100	57	57%	916	446	470
		2000	100	47	47%	938	467	470
		1999	87	44	51%	967	464	503
		1998	83	41	49%	1009	490	520
Special Education	Not Currently	2001	250	189	76%	1057	522	534
		2000	254	182	72%	1095	547	548
		1999	238	163	68%	1065	522	543
		1998	243	162	67%	1088	533	555
		1997	263	193	73%	1043	505	538
	Now	2001	13	3	.	.	.	.
		2000	14	0	.	.	.	.
		1999	10	1	.	.	.	.
		1998	8	0	.	.	.	.
		1997	8	0	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

ROCKVILLE HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	202	155	77%	1088	545	543
		2000	210	152	72%	1115	562	553
		1999	187	137	73%	1084	537	547
		1998	193	136	70%	1105	546	559
		1997	207	158	76%	1061	524	536
	Now/Ever	2001	61	37	61%	888	409	479
		2000	58	30	52%	991	473	518
		1999	61	27	44%	970	447	523
		1998	58	26	45%	1002	463	538
		1997	64	35	55%	962	418	544
	Years in MCPS	1-4 years	2001	41	27	66%	975	454
2000			29	18	62%	968	463	506
1999			37	22	59%	1030	501	529
1998			32	15	47%	984	443	541
1997			45	27	60%	982	436	546
5-11 years		2001	77	54	70%	1005	504	501
		2000	81	47	58%	1084	544	540
		1999	72	47	65%	1035	506	529
		1998	98	62	63%	1054	516	537
		1997	93	67	72%	1004	487	518
12+ years		2001	145	111	77%	1089	541	548
		2000	158	117	74%	1118	561	557
		1999	138	95	69%	1089	535	553
		1998	120	85	71%	1132	560	571
		1997	133	99	74%	1086	537	549

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding



**Equity Analysis of SAT Performance in MCPS 1997-2001**

SENECA VALLEY HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	329	201	61%	1016	493	522
		2000	324	207	64%	1023	495	528
		1999	394	250	63%	999	498	501
		1998	408	246	60%	1010	501	510
		1997	372	236	63%	1003	497	506
Race/ Ethnicity	African American	2001	69	31	45%	907	434	473
		2000	66	33	50%	892	443	448
		1999	100	56	56%	853	436	417
		1998	104	60	58%	904	453	451
		1997	78	43	55%	887	447	441
	Asian American	2001	41	28	68%	956	436	520
		2000	46	32	70%	956	429	527
		1999	42	31	74%	1014	476	537
		1998	47	29	62%	952	425	528
		1997	56	34	61%	1038	487	551
	Hispanic	2001	54	18	33%	965	486	479
		2000	47	16	34%	957	452	505
		1999	46	22	48%	895	448	448
		1998	46	16	35%	933	475	458
		1997	37	15	41%	901	451	451
	White	2001	164	123	75%	1062	521	541
		2000	164	126	77%	1083	530	553
1999		205	140	68%	1070	535	535	
1998		209	140	67%	1077	540	537	
1997		200	144	72%	1039	519	520	
GENDER	Female	2001	174	115	66%	985	490	495
		2000	159	107	67%	992	485	507
		1999	212	143	67%	970	490	480
		1998	230	147	64%	995	498	497
		1997	186	126	68%	997	503	494
	Male	2001	155	86	55%	1057	498	559
		2000	165	100	61%	1056	505	551
		1999	182	107	59%	1037	507	530
		1998	178	99	56%	1033	505	528
		1997	186	110	59%	1009	490	519
Free and Reduced-Priced Meals	Never	2001	198	140	71%	1070	524	546
		2000	202	155	77%	1061	517	544
		1999	239	167	70%	1044	525	520
		1998	251	177	71%	1046	523	523
		1997	244	179	73%	1041	518	523
	Now/Ever	2001	131	61	47%	891	423	468
		2000	122	52	43%	908	427	481
		1999	155	83	54%	907	443	464
		1998	157	69	44%	919	442	477
		1997	128	57	45%	882	431	451
Special Education	Not Currently	2001	319	201	63%	1016	493	522
		2000	317	203	64%	1029	497	532
		1999	382	250	65%	999	498	501
		1998	399	245	61%	1012	502	511
		1997	364	235	65%	1004	498	506
	Now	2001	10	0	.	.	.	.
		2000	7	4	.	.	.	.
		1999	12	0	.	.	.	.
		1998	9	1	.	.	.	.
		1997	8	1	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

SENECA VALLEY HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	257	176	68%	1029	507	523
		2000	245	174	71%	1053	517	537
		1999	321	212	66%	1018	513	505
		1998	330	216	65%	1023	513	510
		1997	314	213	68%	1013	505	508
	Now/Ever	2001	72	25	35%	920	400	520
		2000	79	33	42%	862	378	484
		1999	73	38	52%	891	411	480
		1998	78	30	38%	919	409	510
		1997	58	23	40%	903	421	482
Years in MCPS	1-4 years	2001	63	21	33%	900	408	492
		2000	56	26	46%	933	423	510
		1999	59	27	46%	964	459	505
		1998	65	30	46%	941	438	503
		1997	64	32	50%	976	477	499
	5-11 years	2001	100	58	58%	998	488	510
		2000	87	49	56%	987	490	497
		1999	124	87	70%	974	483	491
		1998	160	88	55%	1014	510	505
		1997	129	81	63%	1016	508	508
	12+ years	2001	166	122	73%	1044	511	533
		2000	179	132	74%	1054	511	543
		1999	211	136	64%	1021	514	507
		1998	182	128	70%	1024	509	515
		1997	179	123	69%	1001	495	506

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

SHERWOOD HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	404	325	80%	1054	517	537
		2000	429	329	77%	1069	526	542
		1999	432	319	74%	1057	524	533
		1998	444	350	79%	1083	529	554
		1997	404	321	79%	1031	505	525
Race/ Ethnicity	African American	2001	62	48	77%	953	485	469
		2000	50	25	50%	897	461	436
		1999	69	44	64%	908	457	451
		1998	44	27	61%	910	461	450
		1997	55	33	60%	879	437	442
	Asian American	2001	36	27	75%	1002	461	540
		2000	55	34	62%	1053	487	566
		1999	38	27	71%	966	447	519
		1998	57	48	84%	1048	463	585
		1997	50	36	72%	944	415	530
	Hispanic	2001	28	13	46%	942	468	474
		2000	22	13	59%	1040	516	524
		1999	24	9	38%	1037	506	531
		1998	28	15	54%	955	453	501
		1997	21	12	57%	854	438	417
	White	2001	278	237	85%	1086	533	553
		2000	300	256	85%	1089	538	551
1999		300	238	79%	1096	546	550	
1998		314	259	82%	1115	553	562	
1997		277	239	86%	1073	532	541	
GENDER	Female	2001	195	158	81%	1038	518	520
		2000	228	188	82%	1069	531	537
		1999	208	151	73%	1037	524	514
		1998	234	191	82%	1066	528	538
		1997	199	167	84%	1007	500	507
	Male	2001	209	167	80%	1069	517	552
		2000	201	141	70%	1069	519	550
		1999	224	168	75%	1075	524	551
		1998	210	159	76%	1104	531	573
		1997	205	154	75%	1056	511	545
Free and Reduced-Priced Meals	Never	2001	325	284	87%	1068	526	542
		2000	357	299	84%	1083	535	548
		1999	341	272	80%	1080	536	544
		1998	361	306	85%	1107	544	563
		1997	314	274	87%	1052	520	533
	Now/Ever	2001	79	41	52%	956	459	496
		2000	72	30	42%	927	438	488
		1999	91	47	52%	927	454	474
		1998	83	44	53%	916	429	488
		1997	90	47	52%	905	421	484
Special Education	Not Currently	2001	396	324	82%	1053	517	536
		2000	420	327	78%	1072	528	544
		1999	423	319	75%	1057	524	533
		1998	432	347	80%	1085	530	555
		1997	392	317	81%	1035	507	527
	Now	2001	8	1	.	.	.	.
		2000	9	2	.	.	.	.
		1999	9	0	.	.	.	.
		1998	12	3	.	.	.	.
		1997	12	4	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

SHERWOOD HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	354	303	86%	1072	530	542
		2000	373	308	83%	1078	535	544
		1999	371	287	77%	1083	539	544
		1998	383	313	82%	1104	547	556
		1997	335	282	84%	1050	523	527
	Now/Ever	2001	50	22	44%	803	347	456
		2000	56	21	38%	930	403	527
		1999	61	32	52%	828	388	440
		1998	61	37	61%	910	377	533
		1997	69	39	57%	891	379	512
Years in MCPS	1-4 years	2001	55	35	64%	876	425	451
		2000	61	28	46%	1034	497	537
		1999	69	38	55%	969	473	496
		1998	66	44	67%	999	453	546
		1997	83	53	64%	984	464	519
	5-11 years	2001	97	72	74%	1065	528	538
		2000	127	96	76%	1055	526	530
		1999	133	97	73%	1060	526	534
		1998	154	124	81%	1100	543	556
		1997	132	107	81%	1030	508	522
	12+ years	2001	251	218	87%	1079	529	550
		2000	241	205	85%	1080	531	549
		1999	230	184	80%	1074	533	541
		1998	224	182	81%	1092	538	554
		1997	188	160	85%	1046	516	530

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

SPRINGBROOK HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	451	338	75%	1031	504	527
		2000	523	408	78%	1057	520	537
		1999	510	372	73%	1043	513	530
		1998	454	323	71%	1060	521	540
		1997	430	307	71%	1027	503	524
Race/ Ethnicity	African American	2001	143	110	77%	922	461	461
		2000	180	134	74%	935	469	465
		1999	174	121	70%	941	479	462
		1998	165	106	64%	930	467	462
		1997	126	87	69%	899	458	441
	Asian American	2001	112	93	83%	1071	501	570
		2000	121	99	82%	1051	491	560
		1999	116	101	87%	1091	518	574
		1998	107	90	84%	1122	528	594
		1997	99	77	78%	1047	489	557
	Hispanic	2001	72	29	40%	991	491	500
		2000	52	24	46%	968	495	473
		1999	73	30	41%	896	449	446
		1998	57	19	33%	917	460	457
		1997	59	22	37%	993	507	485
	White	2001	123	105	85%	1122	557	565
		2000	168	149	89%	1186	589	597
1999		145	119	82%	1142	559	583	
1998		125	108	86%	1162	577	585	
1997		146	121	83%	1112	544	568	
GENDER	Female	2001	215	167	78%	992	488	504
		2000	274	229	84%	1029	516	513
		1999	265	199	75%	1031	517	514
		1998	250	185	74%	1043	517	526
		1997	236	176	75%	1014	501	514
	Male	2001	236	171	72%	1070	521	549
		2000	249	179	72%	1093	525	568
		1999	245	173	71%	1057	509	548
		1998	204	138	68%	1084	526	558
		1997	194	131	68%	1044	507	537
Free and Reduced-Priced Meals	Never	2001	258	229	89%	1082	535	547
		2000	316	280	89%	1129	559	570
		1999	319	266	83%	1088	537	551
		1998	272	227	83%	1124	554	571
		1997	272	223	82%	1075	528	547
	Now/Ever	2001	193	109	56%	924	440	484
		2000	207	128	62%	901	436	465
		1999	191	106	55%	932	454	478
		1998	182	96	53%	909	442	467
		1997	158	84	53%	899	438	461
Special Education	Not Currently	2001	439	335	76%	1033	505	528
		2000	518	407	79%	1058	521	538
		1999	500	371	74%	1045	514	531
		1998	451	323	72%	1060	521	540
		1997	428	307	72%	1027	503	524
	Now	2001	12	3	.	.	.	.
		2000	5	1	.	.	.	.
		1999	10	1	.	.	.	.
		1998	3	0	.	.	.	.
		1997	2	0	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

SPRINGBROOK HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	343	277	81%	1047	517	530
		2000	418	342	82%	1083	537	545
		1999	412	316	77%	1061	526	535
		1998	363	271	75%	1077	533	544
		1997	348	266	76%	1048	516	532
	Now/Ever	2001	108	61	56%	959	446	513
		2000	105	66	63%	925	430	495
		1999	98	56	57%	941	440	501
		1998	91	52	57%	973	454	519
		1997	82	41	50%	889	418	471
		Years in MCPS	1-4 years	2001	75	56	75%	950
2000	97			67	69%	983	484	499
1999	95			68	72%	979	482	497
1998	89			46	52%	996	493	502
1997	82			36	44%	987	502	485
5-11 years	2001		155	104	67%	995	489	507
	2000		184	137	74%	1009	495	514
	1999		188	121	64%	1020	504	516
	1998		165	116	70%	1016	501	515
	1997		175	129	74%	992	482	510
12+ years	2001		220	178	81%	1078	530	548
	2000		240	204	85%	1114	548	565
	1999		226	183	81%	1083	531	552
	1998		200	161	81%	1111	543	569
	1997		173	142	82%	1068	523	545

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

WATKINS MILL HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	436	268	61%	1071	530	542
		2000	458	307	67%	1050	517	533
		1999	377	253	67%	1046	515	531
		1998	401	273	68%	1061	525	535
		1997	345	229	66%	1092	547	545
Race/ Ethnicity	African American	2001	116	57	49%	941	469	472
		2000	126	69	55%	914	452	462
		1999	84	47	56%	943	477	466
		1998	88	45	51%	934	470	465
		1997	73	34	47%	976	503	473
	Asian American	2001	39	31	79%	1077	515	561
		2000	56	49	88%	1112	533	580
		1999	46	39	85%	1066	512	554
		1998	34	28	82%	1166	554	612
		1997	37	33	89%	1122	550	572
	Hispanic	2001	52	25	48%	990	492	498
		2000	42	22	52%	974	485	489
		1999	36	20	56%	989	493	496
		1998	36	21	58%	982	491	491
		1997	26	10	38%	1063	537	526
	White	2001	228	154	68%	1132	561	570
		2000	233	167	72%	1098	544	554
		1999	211	147	70%	1082	531	550
		1998	242	178	74%	1086	540	546
1997		207	150	72%	1114	558	556	
GENDER	Female	2001	213	152	71%	1068	533	535
		2000	243	165	68%	1030	514	516
		1999	187	124	66%	1035	513	522
		1998	212	153	72%	1044	522	523
		1997	194	139	72%	1078	546	532
	Male	2001	223	116	52%	1076	526	550
		2000	215	142	66%	1072	520	552
		1999	190	129	68%	1057	517	540
		1998	189	120	63%	1081	530	551
		1997	151	90	60%	1114	549	565
Free and Reduced-Priced Meals	Never	2001	275	198	72%	1110	551	559
		2000	299	226	76%	1080	536	544
		1999	247	183	74%	1068	528	541
		1998	289	212	73%	1086	537	549
		1997	252	189	75%	1106	554	552
	Now/Ever	2001	161	70	43%	962	471	491
		2000	159	81	51%	964	465	500
		1999	130	70	54%	988	482	506
		1998	112	61	54%	971	484	487
		1997	93	40	43%	1029	517	512
Special Education	Not Currently	2001	412	266	65%	1074	532	542
		2000	444	305	69%	1051	518	534
		1999	360	248	69%	1050	516	533
		1998	388	269	69%	1066	528	538
		1997	335	229	68%	1092	547	545
	Now	2001	24	2	.	.	.	.
		2000	14	2	.	.	.	.
		1999	17	5	29%	870	444	426
		1998	13	4	.	.	.	.
1997	10	0	.	.	.	.		

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

WATKINS MILL HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math	
ESOL	Never	2001	372	234	63%	1079	535	544	
		2000	398	274	69%	1057	523	534	
		1999	331	228	69%	1054	522	533	
		1998	351	242	69%	1071	533	538	
		1997	311	210	68%	1098	550	548	
	Now/Ever	2001	64	34	53%	1016	491	525	
		2000	60	33	55%	989	465	525	
		1999	46	25	54%	970	453	517	
		1998	50	31	62%	980	469	512	
		1997	34	19	56%	1031	516	514	
	Years in MCPS	1-4 years	2001	53	35	66%	1044	529	515
			2000	67	41	61%	1053	522	530
1999			45	28	62%	1000	508	493	
1998			51	30	59%	1090	537	553	
1997			37	14	38%	1091	533	559	
5-11 years		2001	126	72	57%	1056	521	535	
		2000	152	101	66%	1020	499	521	
		1999	140	88	63%	1050	511	539	
		1998	147	103	70%	1068	527	541	
		1997	157	112	71%	1096	552	545	
12+ years		2001	255	161	63%	1085	534	550	
		2000	238	165	69%	1067	527	540	
		1999	192	137	71%	1053	519	534	
		1998	202	140	69%	1049	521	527	
		1997	151	103	68%	1088	545	543	

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding



**Equity Analysis of SAT Performance in MCPS 1997-2001**

WHEATON HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	296	173	58%	923	450	473
		2000	303	187	62%	930	450	480
		1999	260	139	53%	941	464	477
		1998	277	140	51%	969	471	498
		1997	245	117	48%	991	486	505
Race/ Ethnicity	African American	2001	79	44	56%	824	407	418
		2000	84	50	60%	901	454	447
		1999	71	35	49%	871	447	424
		1998	68	40	59%	899	452	448
		1997	59	28	47%	901	450	452
	Asian American	2001	43	34	79%	974	441	533
		2000	53	46	87%	946	425	520
		1999	38	29	76%	939	445	493
		1998	49	33	67%	973	452	521
		1997	40	30	75%	997	456	541
	Hispanic	2001	93	39	42%	833	421	412
		2000	89	38	43%	890	435	455
		1999	82	33	40%	914	448	465
		1998	90	24	27%	976	474	502
		1997	73	19	26%	915	464	451
	White	2001	80	55	69%	1030	508	522
		2000	77	53	69%	973	479	495
1999		69	42	61%	1024	504	520	
1998		69	43	62%	1026	500	526	
1997		72	40	56%	1087	546	541	
GENDER	Female	2001	149	97	65%	893	437	455
		2000	164	125	76%	921	453	468
		1999	127	76	60%	932	466	466
		1998	147	81	55%	934	453	481
		1997	116	65	56%	992	499	493
	Male	2001	147	76	52%	962	466	496
		2000	139	62	45%	949	445	504
		1999	133	63	47%	953	462	491
		1998	130	59	45%	1017	495	522
		1997	129	52	40%	990	471	519
Free and Reduced-Priced Meals	Never	2001	104	71	68%	1007	494	513
		2000	97	67	69%	986	479	507
		1999	94	59	63%	998	494	504
		1998	109	69	63%	995	490	505
		1997	105	59	56%	1028	513	515
	Now/Ever	2001	192	102	53%	865	419	446
		2000	206	120	58%	899	434	465
		1999	166	80	48%	899	442	457
		1998	168	71	42%	943	451	492
		1997	140	58	41%	954	459	495
Special Education	Not Currently	2001	282	169	60%	932	455	478
		2000	290	183	63%	937	454	483
		1999	250	138	55%	944	466	479
		1998	268	139	52%	971	472	499
		1997	236	117	50%	991	486	505
	Now	2001	14	4	.	.	.	.
		2000	13	4	.	.	.	.
		1999	10	1	.	.	.	.
		1998	9	1	.	.	.	.
		1997	9	0	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

WHEATON HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	180	111	62%	974	482	492
		2000	191	126	66%	959	472	487
		1999	159	98	62%	958	477	481
		1998	164	98	60%	968	476	492
		1997	157	90	57%	1002	500	502
	Now/Ever	2001	116	62	53%	832	391	441
		2000	112	61	54%	871	405	466
		1999	101	41	41%	902	433	469
		1998	113	42	37%	971	458	513
		1997	88	27	31%	957	442	515
		Years in MCPS	1-4 years	2001	62	29	47%	850
2000	64			38	59%	910	428	482
1999	50			16	32%	934	451	483
1998	51			20	39%	989	479	510
1997	47			14	30%	964	491	473
5-11 years	2001		83	42	51%	856	409	447
	2000		102	60	59%	912	443	468
	1999		80	44	55%	876	430	446
	1998		109	52	48%	940	457	484
	1997		89	42	47%	966	475	491
12+ years	2001		151	102	68%	972	476	496
	2000		135	88	65%	955	466	489
	1999		129	79	61%	979	486	493
	1998		116	68	59%	984	479	506
	1997		109	61	56%	1015	493	522

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

WHITMAN HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	397	354	89%	1223	601	622
		2000	386	346	90%	1227	598	629
		1999	408	370	91%	1225	598	628
		1998	389	355	91%	1191	580	611
		1997	363	319	88%	1206	589	618
Race/ Ethnicity	African American	2001	15	10	67%	1029	505	524
		2000	10	6	60%	1012	498	513
		1999	16	11	69%	1020	493	527
		1998	16	13	81%	935	464	472
		1997	11	9	82%	968	506	462
	Asian American	2001	76	68	89%	1217	561	656
		2000	78	66	85%	1206	558	648
		1999	83	76	92%	1178	533	645
		1998	73	68	93%	1218	557	660
		1997	59	55	93%	1167	519	649
	Hispanic	2001	28	21	75%	1152	570	583
		2000	28	24	86%	1098	547	551
		1999	18	15	83%	1109	553	556
		1998	26	18	69%	1132	553	579
		1997	29	15	52%	1169	570	599
	White	2001	276	254	92%	1239	619	620
		2000	270	250	93%	1249	615	634
		1999	291	268	92%	1254	623	631
		1998	273	255	93%	1202	594	608
		1997	262	238	91%	1227	610	617
GENDER	Female	2001	182	166	91%	1213	604	609
		2000	196	172	88%	1230	607	623
		1999	207	186	90%	1246	615	631
		1998	184	173	94%	1167	575	592
		1997	184	164	89%	1197	594	603
	Male	2001	215	188	87%	1233	599	634
		2000	190	174	92%	1223	589	634
		1999	201	184	92%	1204	579	625
		1998	205	182	89%	1213	585	629
		1997	179	155	87%	1217	584	633
Free and Reduced-Priced Meals	Never	2001	375	342	91%	1229	606	623
		2000	368	336	91%	1233	601	632
		1999	380	347	91%	1238	606	631
		1998	369	339	92%	1200	585	615
		1997	346	307	89%	1212	593	619
	Now/Ever	2001	22	12	55%	1064	472	593
		2000	18	10	56%	1005	481	524
		1999	28	23	82%	1035	465	570
		1998	20	16	80%	993	471	522
		1997	17	12	71%	1068	489	579
Special Education	Not Currently	2001	387	351	91%	1225	603	623
		2000	382	345	90%	1228	598	630
		1999	404	368	91%	1227	599	629
		1998	389	355	91%	1191	580	611
		1997	363	319	88%	1206	589	618
	Now	2001	10	3	.	.	.	.
		2000	4	1	.	.	.	.
		1999	4	2	.	.	.	.
		1998	.	.	.	.	.	.
		1997	.	.	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

WHITMAN HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math	
ESOL	Never	2001	330	305	92%	1247	621	626	
		2000	337	312	93%	1247	613	634	
		1999	348	323	93%	1245	615	630	
		1998	335	314	94%	1207	597	611	
		1997	308	281	91%	1226	607	620	
	Now/Ever	2001	67	49	73%	1077	480	597	
		2000	49	34	69%	1042	460	582	
		1999	60	47	78%	1086	477	609	
		1998	54	41	76%	1067	454	613	
		1997	55	38	69%	1059	458	601	
	Years in MCPS	1-4 years	2001	98	78	80%	1144	555	590
			2000	92	68	74%	1156	539	617
1999			94	77	82%	1099	510	589	
1998			89	74	83%	1115	526	590	
1997			88	62	70%	1103	515	588	
5-11 years		2001	119	109	92%	1232	603	629	
		2000	129	121	94%	1199	594	605	
		1999	118	111	94%	1231	604	626	
		1998	121	111	92%	1192	582	610	
		1997	129	119	92%	1231	606	625	
12+ years		2001	179	167	93%	1255	623	632	
		2000	165	157	95%	1279	626	652	
		1999	196	182	93%	1275	630	645	
		1998	179	170	95%	1223	602	621	
		1997	145	138	95%	1232	607	625	

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

WOOTTON HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
TOTAL		2001	392	349	89%	1195	578	617
		2000	397	355	89%	1196	577	619
		1999	386	350	91%	1172	569	603
		1998	399	348	87%	1165	569	596
		1997	382	337	88%	1189	581	608
Race/ Ethnicity	African American	2001	24	14	58%	1064	533	531
		2000	21	15	71%	1069	532	537
		1999	21	17	81%	946	481	466
		1998	13	10	77%	889	446	443
		1997	12	8	67%	978	498	480
	Asian American	2001	107	102	95%	1262	600	663
		2000	107	102	95%	1236	585	651
		1999	116	111	96%	1257	599	658
		1998	100	94	94%	1226	581	644
		1997	97	94	97%	1232	589	643
	Hispanic	2001	17	12	71%	1084	538	547
		2000	12	9	75%	1186	598	588
		1999	17	14	82%	1114	542	571
		1998	22	18	82%	1097	536	561
		1997	14	8	57%	1084	520	564
	White	2001	241	218	90%	1181	574	607
		2000	257	229	89%	1187	576	611
1999		232	208	90%	1150	562	588	
1998		264	226	86%	1157	572	585	
1997		257	225	88%	1185	585	600	
GENDER	Female	2001	194	175	90%	1193	583	610
		2000	207	185	89%	1190	584	606
		1999	171	152	89%	1150	567	583
		1998	200	181	91%	1153	566	587
		1997	184	164	89%	1187	592	596
	Male	2001	198	174	88%	1196	573	623
		2000	190	170	89%	1203	570	633
		1999	215	198	92%	1189	570	619
		1998	199	167	84%	1177	572	605
		1997	198	173	87%	1191	572	619
Free and Reduced-Priced Meals	Never	2001	355	324	91%	1204	583	622
		2000	358	326	91%	1207	584	624
		1999	334	312	93%	1182	574	608
		1998	359	320	89%	1174	574	600
		1997	352	319	91%	1192	583	609
	Now/Ever	2001	37	25	68%	1068	512	555
		2000	39	29	74%	1072	506	566
		1999	52	38	73%	1089	527	563
		1998	40	28	70%	1062	514	548
		1997	30	18	60%	1144	555	589
Special Education	Not Currently	2001	390	349	89%	1195	578	617
		2000	392	354	90%	1197	578	619
		1999	380	346	91%	1177	571	606
		1998	397	348	88%	1165	569	596
		1997	378	337	89%	1189	581	608
	Now	2001	2	0	.	.	.	.
		2000	5	1	.	.	.	.
		1999	6	4	.	.	.	.
		1998	2	0	.	.	.	.
		1997	4	0	.	.	.	.

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

**Equity Analysis of SAT Performance in MCPS 1997-2001**

WOOTTON HS

			N of Students	N of Scores	% Took SAT	SAT Total	SAT Verbal	SAT Math
ESOL	Never	2001	348	312	90%	1195	581	614
		2000	342	310	91%	1195	580	615
		1999	338	308	91%	1171	571	601
		1998	361	313	87%	1167	572	595
		1997	342	302	88%	1189	585	604
	Now/Ever	2001	44	37	84%	1195	556	639
		2000	55	45	82%	1207	560	648
		1999	48	42	88%	1181	558	623
		1998	38	35	92%	1143	543	601
		1997	40	35	88%	1188	552	637
Years in MCPS	1-4 years	2001	32	28	88%	1193	585	608
		2000	33	27	82%	1130	551	580
		1999	42	37	88%	1164	568	596
		1998	42	29	69%	1048	501	547
		1997	40	36	90%	1240	602	638
	5-11 years	2001	130	112	86%	1203	585	619
		2000	143	124	87%	1204	580	623
		1999	142	126	89%	1190	581	608
		1998	142	126	89%	1183	583	600
		1997	135	119	88%	1188	582	606
	12+ years	2001	230	209	91%	1190	573	617
		2000	220	204	93%	1200	579	622
		1999	202	187	93%	1162	561	601
		1998	215	193	90%	1170	570	600
		1997	207	182	88%	1180	577	603

- a) Based on MCPS data extract of SAT records for Grade 12 students in June
- b) Data cells with fewer than 5 cases have been deleted
- c) SAT Verbal and Math scores may not sum to the SAT Total score due to rounding

APPENDIX D.

SUMMARY OF HISTORIC SAT RESULTS, PSAT RESULTS AND SAT II  
RESULTS FOR 2001





TABLE D1  
Scholastic Assessment Test (SAT I) Results for Graduating Classes  
for MCPS and National, 1973-2001\*  
(Mean Scores)

Year	MCPS						Number	Percentage of Sept. 30 Enrollment	NATIONAL					
	Verbal			Math					Verbal			Math		
	Male	Female	Total	Male	Female	Total			Male	Female	Total	Male	Female	Total
1973	560	556	558	556	516	535	5,486	62	523	521	523	525	489	506
1974	559	555	556	552	514	533	5,657	62	524	520	521	524	488	505
1975	545	539	541	546	502	522	5,988	65	515	509	512	518	479	498
1976	542	538	539	550	505	526	6,289	67	511	508	509	520	475	497
1977	542	538	540	553	504	528	5,986	63	509	505	507	520	474	496
1978	542	540	541	548	507	527	5,823	62	511	503	507	517	474	494
1979	535	530	533	546	502	523	5,999	65	509	501	505	516	473	493
1980	537	529	533	550	503	525	6,179	68	506	498	502	515	473	492
1981	542	528	533	550	503	525	5,852	68	508	496	502	516	473	492
1982	539	529	534	551	501	525	5,764	67	509	499	504	516	473	493
1983	538	536	537	551	510	529	5,383	67	508	498	503	516	474	494
1984	544	535	539	554	515	533	5,333	69	511	498	504	518	478	497
1985	551	540	545	565	524	542	5,374	69	514	503	509	522	480	500
1986	545	539	542	560	518	538	5,418	71	515	504	509	523	479	500
1987	545	543	544	559	522	540	5,814	74	512	502	507	523	481	501
1988	545	537	540	557	522	538	5,649	73	512	499	505	521	483	501
1989	548	538	543	566	523	545	5,323	74	510	498	504	523	482	502
1990	545	536	539	567	526	546	4,814	74	505	496	500	521	483	501
1991	539	537	538	560	525	542	4,730	74	503	495	499	520	482	500
1992	545	538	541	563	528	545	4,774	73	504	496	500	521	484	501
1993	539	539	539	562	530	546	4,717	74	504	497	500	524	484	503
1994	535	538	537	565	533	548	4,738	73	501	497	499	523	487	504
1995	538	542	540	563	533	547	5,044	73	505	502	504	525	490	506
1996	536	540	538	563	536	550	5,033	75	507	503	505	527	492	508
1997	539	539	539	571	538	553	5,271	76	507	503	505	530	494	511
1998	539	536	537	571	541	555	5,651	77	509	502	505	531	496	512
1999	541	540	540	571	541	556	5,802	79	509	502	505	531	495	511
2000	536	536	536	574	541	557	6,144	80	507	504	505	533	498	514
2001	538	534	536	573	540	556	6,348	79	509	502	506	533	498	514

- MCPS scores for 1973 to 1991 are estimates from the College Board based on converting the original means to the recentered scale. These estimates should be within 2 points of the actual, which cannot be computed. The 1992 to 2001 means are direct computations. National scores came from the College Board

TABLE D2  
SAT II: Subject Test Results  
for Graduating Classes for MCPS and National, 1997-2001

	MCPS						NATIONAL				
	1997		1998		1999		2000		2001		2000 <sup>c</sup>
	Number Tested	Mean	Number Tested	Mean	Number Tested	Mean	Number Tested	Mean	Number Tested	Mean	Mean
American History	273	631	292	627	294	618	313	629	338	640	585
Biology	295	626	240	627	249	607	362	636	268	642	597
Chemistry	321	651	278	641	364	655	325	651	349	661	608
French <sup>a</sup>	186	612	169	637	192	630	193	618	165	634	605
Literature	259	633	312	634	319	638	328	637	330	646	592
Mathematics IC	545	595	589	606	765	615	823	623	816	624	585
Mathematics IIC	815	681	794	677	821	686	750	694	776	699	659
Physics	223	650	237	662	242	662	233	663	229	657	641
Spanish <sup>a</sup>	206	599	252	607	232	589	249	607	221	623	594
World History	113	610	125	608	130	619	90	618	134	625	577
Writing	1463	601	1445	609	1558	638	1582	639	1599	644	596
All Tests	1580	622 <sup>b</sup>	1568	625	1680	632					

- Results for Foreign Language tests include two tests, one with listening and one without.
- Average of all scores across all of the tests. The College Board stopped reporting this score in 2000.
- The National data for 2001 will not be available until August 28, 2001. National data for 2000 are included as a comparison to MCPS data. The national data generally vary by less than 10 points from year to year.

TABLE D3

Preliminary Scholastic Assessment (PSAT) Results  
for High School Juniors in MCPS High Schools and the Nation  
October, 1982-2000<sup>a</sup>

Year	MCPS				NATIONAL	
	Verbal Mean	Math Mean	Number Tested	Percent Tested	Verbal Mean	Math Mean
1982	52.7	51.7	4052	50	49.0	47.7
1983	53.3	52.1	4183	52	48.9	47.7
1984	52.7	51.3	3959	50	49.0	47.3
1985	53.3	52.7	4275	53	48.9	48.0
1986	53.0	52.2	4173	52	48.8	47.9
1987	53.3	52.4	4089	53	48.3	47.9
1988	52.9	52.3	3749	54	48.6	48.4
1989	52.5	51.5	3682	56	48.1	47.3
1990	52.7	52.5	3841	57	48.3	47.8
1991	52.5	52.3	3722	56	48.4	48.5
1992	52.2	52.1	3928	58	48.2	48.4
1993	53.3	53.1	4269	60	48.9	48.5
1994	53.3	52.6	4026	61	48.8	47.9
1995	52.6	53.6	4241	59	48.7	48.9
1996	52.2	53.0	4645	61	48.2	49.2
1997	52.6	54.3	4585	60	48.9	48.9
1998	51.2	52.6	4895	62	47.8	48.6
1999	51.5	52.5	5458	65	48.3	49.2
2000	50.8	53.1	6113	71	48.3	49.4

a. Scores from 1982 to 1985 are estimates from the College Board based on converting the original mean to the recentered

scale. These estimates should be within .4 of a point from the actual, which is not available. The 1986 to 2000 means are direct computations.

TABLE D4

School Results on the Preliminary Scholastic Assessment Test (PSAT)  
1997 -2000

School Name	Verbal Mean				Math Mean				Percent Tested			
	1997	1998	1999	2000	1997	1998	1999	2000	1997	1998	1999	2000
B-CC	56.1	54.1	55.6	56.0	55.8	53.5	55.8	56.4	66	65	72	76
Blair	58.7	56.0	59.2	54.7	59.8	58.1	59.4	55.9	53	49	44	58
Blake	--	--	50.3	49.3	--	--	48.8	49.4			65	57
Churchill	56.1	54.2	55.8	54.5	58.0	56.4	57.2	57.2	85	84	89	95
Damascus	51.0	47.9	51.3	49.1	51.0	49.0	52.8	52.0	61	66	61	79
Einstein	49.1	49.2	40.3	43.4	49.0	47.6	41.5	44.4	45	37	92	82
Gaithersburg	47.4	47.4	48.7	46.7	48.8	47.9	49.8	49.6	55	56	53	62
W. Johnson	54.5	53.4	53.4	55.9	55.0	53.7	55.4	56.4	70	76	73	79
Kennedy	49.1	48.1	47.2	44.7	50.7	50.0	47.2	46.3	40	38	53	58
Magruder	50.7	48.8	51.5	52.4	53.2	52.2	52.6	54.8	68	59	65	66
Richard Montgomery	57.7	58.3	59.0	57.7	59.4	58.8	58.0	58.2	66	66	67	62
Northwest <sup>a</sup>	--	47.9	50.1	48.8	--	49.0	48.9	50.1	--	65	49	65
Paint Branch	50.1	46.8	50.3	47.4	52.6	48.2	51.1	52.2	53	54	57	70
Poolesville	53.5	51.3	53.3	52.8	53.8	51.2	54.4	54.8	61	73	63	72
Quince Orchard	51.4	49.6	51.0	48.2	53.9	52.3	52.8	52.1	68	63	72	80
Rockville	49.0	50.4	50.6	50.2	50.8	50.0	50.4	52.3	62	65	56	62
Seneca Valley	49.7	47.9	48.5	45.2	50.4	51.3	51.4	48.6	40	44	51	54
Sherwood	50.7	49.2	50.1	48.1	51.5	50.9	51.1	50.3	66	64	70	81
Springbrook	48.5	48.8	44.9	44.1	50.1	49.6	48.3	47.1	55	75	86	91
Watkins Mill	49.5	49.2	52.4	51.3	50.7	50.0	51.5	53.4	58	61	56	61
Wheaton	46.2	44.1	43.1	42.5	47.8	46.9	45.9	46.2	19	30	37	30
Whitman	56.8	56.5	58.0	58.4	60.5	59.1	58.9	59.9	75	70	75	88
Wootton	55.2	54.4	54.9	54.5	59.4	57.3	57.8	59.0	71	80	78	82
County	52.6	51.2	51.5	50.8	54.3	52.6	52.5	53.1	60	62	65	71
National	48.9	47.8	48.3	48.3	48.9	48.6	49.2	49.4				