

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

August 31, 2004

MEMORANDUM

To: Members of the Board of Education

From: Jerry D. Weast, Superintendent of Schools

Subject: SAT Results for the Class of 2004

The highest systemwide average SAT score (1102) ever achieved by the Montgomery County Public Schools was produced by the graduating class of 2004, marking the first time the average score has exceeded 1100. The average score increased by eight points, a statistically significant improvement compared to 2003. The average included the highest ever average mathematics score (561) and the highest average verbal score in 12 years (541), the first increase in the average verbal score in five years. The improvements were achieved with a student participation rate of 80.2 percent, representing the largest group (7,263 students) ever to take the test in the school district. This is the first graduating class of students taking the SAT who were exposed to the full range of the ongoing high school reforms in Montgomery County. The reforms began when the students were ninth graders in the 2000-2001 school year and have expanded greatly the opportunities for more rigorous coursework in preparation for college.

The improvement in the SAT results included a significant gain in the system's "average highest score," the same number used by colleges to identify the best performance among students on the SAT. The system's average highest score increased to 1115 last year, the best result ever and an increase of eight points over the year before.

Overall, there were 10 individual records established in the SAT results for 2004:

- Highest ever average SAT score of 1102, a gain of eight points
- First ever average score above 1100
- Best ever "average highest SAT score" of 1115, a gain of eight points
- Highest ever average math score (561)
- Highest average verbal score (541) in 12 years
- Largest number of students ever taking the SAT (7,263 students)
- Highest average score for white students (1163), a gain of 10 points
- Highest average score for Asian American students (1160), a gain of 32 points
- Most high schools (four) with average scores above 1200
- Most high schools (11) with average scores above 1100

The gains in SAT performance reflect the structural and content improvements implemented in the system's high schools over the last five years. These improvements have included strengthened curriculum, improved assessments, greater coordination among and within schools,

increased staff training and professional development, increased student enrollment in expanded Advanced Placement (AP) and honors courses, increased participation in AP exams in which students have consistently earned high scores for college credit, greater use of the PSAT in Grade 10 as a predictive assessment for more challenging course work, improved guidance and counseling, more specialized preparation courses, and higher expectations for both better teaching and learning. The improved SAT results are but one of several data points indicating the success of this initiative. The work of high school principals, teachers, and support staff is having an obvious positive effect on the performance of their students.

Indeed, twice as many high schools (four) produced average SAT scores above 1200 this year, compared to two high schools in 2000; and 11 high schools produced average scores above 1100, compared to just seven high schools five years ago. During that five-year period (2000-2004), the school system maintained a participation rate of 80 percent on the SAT, compared to 76 percent during the previous five years. At the same time, the SAT scores have remained consistently high, averaging at about 1095 during the most recent five years, compared to 1091 in the five years prior to 2000. All of this has occurred during a significant demographic change in student enrollment, characterized by greater cultural and racial/ethnic diversity, greater student impoverishment, greater limited English proficiency, and more students with disabilities. Indeed, nearly half (49.2 percent) of last year's graduating class were African American, Asian American, and Hispanic students.

The eight-point gain to an average score of 1102 is the largest single-year improvement in 16 years, surpassing by 76 points this year both the Maryland and national average of 1026. While the state and national performance has remained essentially flat, the school system has continued to move forward. The improvement was spurred in large measure by a 33-point improvement by Asian American students (1160) and a 10-point gain by white students (1163). The overall average scores for African American and Hispanic students largely did not change, remaining steady among African American (917) and declining by one point among Hispanic students (944). However, the average scores for African American and Hispanic students receiving federal meal assistance increased significantly—up 17 points among African American students (854) and six points among Hispanic students (837). This is an important point because the percentage of both groups of students participating in the Free and Reduced-price Meal System (FARMS) is increasing, lowering the overall average score for each group even as the specific subgroup scores increase. In the case of Hispanic students, the average scores for both FARMS and non-FARMS students increased but the overall average declined. This effect is known mathematically as “Simpson's Paradox” and figures prominently in our understanding of the effects of the changing demographics of Montgomery County and the impact of greater poverty among students.

Overall, the average score among students receiving meal assistance increased by 16 points to 894, significantly below the average score among those who did not receive such assistance (1119, up 11 points). The average score among students in the English for Speakers of Other Languages (ESOL) program was 757, down 54 points from 2003, compared to an average score of 1108 (up 11 points) among non-ESOL students. The average score of students receiving special education services increased by 26 points to 924, compared to an average score of 1112 (up seven points) among students who do not receive special education services.

This year's historic average score of 1102 will be the last such score for the current form of the SAT, which is measured on a 1600-point scale. A new SAT is being introduced that will be measured on a 2400-point scale. In the past, most college-bound seniors took the SAT before March of their senior year. Thus the impact of the new SAT on district and school SAT scores may not be evident immediately for the Class of 2005. Students most likely to be affected by the changes to the content and format of the SAT are those planning to graduate in 2006 and 2007. We are implementing new strategies to enhance current interventions so that students are prepared for the revised test.

The SAT, in whatever form, will remain a substantive measure of student readiness for college, which is a major goal of our school system. The success this past year in improving student achievement among high school students reflects, in part, the continuing progress in enrolling more students in rigorous and challenging coursework. Similar initiatives are under way at the elementary level. We know, for example, that our efforts to overcome the influence of poverty on academic achievement in elementary grades are making a sizable difference, as evident in the recent results of the Comprehensive Tests of Basic Skills (CTBS) and the Maryland School Assessment (MSA). Schools most heavily impacted by student poverty show improvement in student achievement. This is known as the "greening of the red zone" because schools with heavy student poverty are achieving the same high level of achievement as schools without such poverty. Now, significant work needs to be undertaken at the middle school level to link the academic reform initiatives between elementary schools and high schools and form a true pre-kindergarten through Grade 12 improvement program. The end result will be even better preparation of students for success beyond high school.

JDW:kmy

Attachment

Copy to:

Executive Staff

Principals



**An Examination of the SAT Results for the
Class of 2004**

Department of Shared Accountability

August 2004

Clare Von Secker, Ph.D.



DEPARTMENT OF SHARED ACCOUNTABILITY

Dr. Theresa R. Alban, Director
850 Hungerford Drive
Rockville, Maryland 20850
301-279-3925

Dr. Jerry D. Weast
Superintendent of Schools

John Q. Porter, Esq.
*Deputy Superintendent
for Strategic Technologies
and Accountability*

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Executive Summary

The SAT mean total score¹ reported by the College Board for the Montgomery County Public Schools (MCPS) Class of 2004 was the highest in MCPS history—1102, a gain of 8 points over the previous year. The MCPS SAT mean total score was statistically significantly higher than the national mean total score of 1026 (Figure 1). The overall improvement in SAT results also included gains in the “average highest SAT score,” the result used by colleges to identify the best effort among students. The average highest SAT score for the Class of 2004 was also the highest in MCPS history—1115, a gain of 8 points over the previous year.²

The SAT mean mathematics score of 561 was the highest ever reported by the College Board for MCPS. The SAT mean verbal score of 541 was the highest reported by the College Board for MCPS in 12 years (since 1992). The MCPS SAT participation rate of 80.2% (7,263 students) for the Class of 2004 represented the largest number of students to take the SAT in MCPS history.

This SAT score increase occurred even though a greater proportion of economically disadvantaged or academically challenged students took the SAT. Between 2003 and 2004, SAT participation of students who received Free and Reduced-price Meals System (FARMS) services increased by more than 3 percentage points and SAT participation of students who received English for Speakers of

Other Languages (ESOL) services increased by nearly 7 percentage points. Traditionally the SAT mean scores of these two student populations are lower than average.

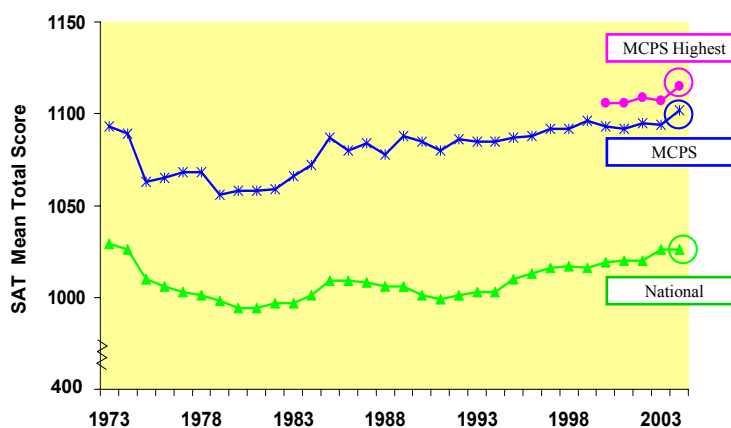


Figure 1. Most recent SAT mean total scores for the Classes of 1973 to 2004 as reported by the College Board.

Note: MCPS also reports the highest combined SAT total score.

The SAT scores of 1102/1103 and 1115 for the MCPS Class of 2004 were the highest of all time.^{1,2}

The SAT mean total scores reported by MCPS were statistically significantly higher in 2004 than in 2003. Not only did the overall score increase, but many subgroups of students contributed to this gain. For example, the most recent SAT mean total scores of all males and all females were 10 and 9 points higher, respectively, in 2004 than in 2003. The most recent SAT mean total scores of students who received special education services were 26 points higher in 2004 than in 2003.

¹ The College Board reports SAT mean scores from the most recent administration (1102).

² MCPS reports most recent and highest SAT scores for Grade 12 students enrolled in June (1103 and 1115).

The most recent SAT mean total scores of 1160 for Asian American and 1163 for White students were 33 points and 10 points higher, respectively, in 2004 than in 2003 (Appendix B). Examination of MCPS archival data confirmed that the SAT mean total scores achieved by Asian American and White students in the MCPS Class of 2004 were the highest in MCPS history.³

The most recent SAT mean total scores of students who were African American or Hispanic were not significantly different in 2003 and 2004 when the groups were considered as a whole. However, there were statistically significant differences in the SAT mean total scores of African American and Hispanic students when FARMS participation was considered.

The most recent SAT mean total score for African American students who received FARMS services was 17 points higher in 2004 than in 2003, a statistically significant change. The most recent SAT mean total scores for subgroups of Hispanic students who received FARMS services

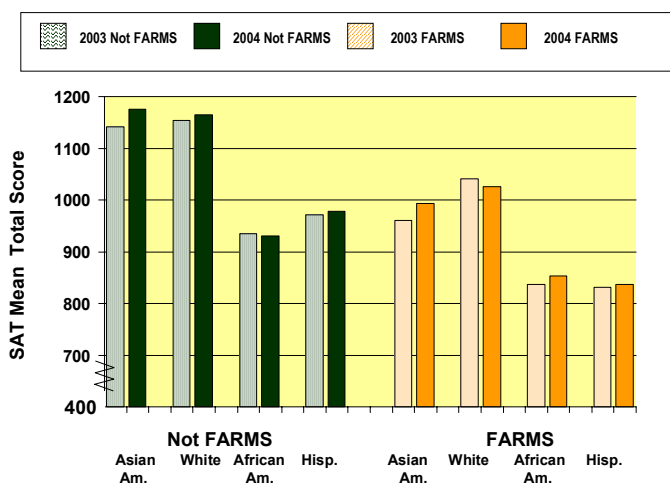


Figure 2. Most recent SAT mean total scores for MCPS graduates, by FARMS status and race/ethnicity.

and those who did not were each 6 points higher in 2004 than in 2003 (Figure 2). The changes for these subgroups were statistically significant.

The reason why the overall and subgroup results for African American and Hispanic students suggest different conclusions is a result of a mathematical effect known as *Simpson's Paradox*. This effect occurs when the percentages of students in the subgroups used to calculate an overall average are unequal.

The SAT mean total scores for African American and Hispanic students showed no substantive change from 2003 to 2004. However, when the students are further subdivided into those students who receive and those who do not receive FARMS services, one-year gains are evident. The overall mean remains the same because (1) the percentage of the test takers who receive FARMS services has grown; and (2) these students traditionally have SAT mean total scores that are approximately 100 points lower than those of students who do not receive FARMS services. As the number of SAT test takers who receive FARMS services increases, the overall mean remains unchanged despite the increases seen for those students.

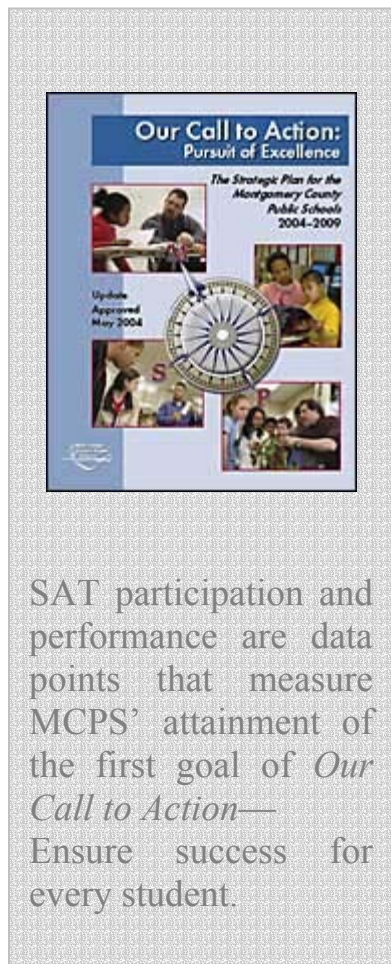
Students from many schools contributed to the notable achievement attained by the district in 2004. A record number of the 23 high schools in MCPS attained SAT mean total scores above 1100 (11 schools) and 1200 (4 schools).

³ Source: Department of Shared Accountability, Montgomery County Public Schools.

An Examination of the SAT Results for the Class of 2004

Clare Von Secker, Ph.D.

Background



Goal 1 of the Montgomery County Public Schools (MCPS) Strategic Plan, *Our Call to Action: Pursuit of Excellence* (MCPS, 2004), is to ensure success for every student. One measure of success for students who plan to attend college is students' preparation for college-level course work. The SAT is designed to measure attainment of skills considered essential for academic success in college (College Board, 2001). Thus, student participation and performance on the SAT are important data points for measuring MCPS attainment of Goal 1. This report describes the district- and school-level progress toward meeting the Goal 1 milestone of increasing SAT participation and the performance for students in the Classes of 2000 through 2004.

A Description of the 2004 SAT

The SAT is a norm-referenced standardized test that measures the verbal and mathematics skills that have been identified as essential for college-level academic study (College Board, 2001). SAT subtest scores are reported in increments of 10 on a scale that ranges from 200 to 800. Each scaled score represents a particular level of verbal or mathematics achievement. The primary focus of the verbal portion of the SAT is critical reading and the use of language. Students read and analyze fiction and nonfiction passages from natural science, social studies, and the humanities; evaluate patterns in sentences; and focus on relationships between words. The primary focus of the mathematics portion of the SAT is problem solving. Students apply mathematical rules, formulas, and basic facts of arithmetic, algebra, and geometry in flexible ways to solve nonroutine problems or to make quantitative comparisons (College Board, 2001).

How the SAT is Used

The SAT was designed to provide objective information that can be used by colleges and universities to make informed admissions decisions (College Board, 2002). SAT scores are not intended to be absolute predictors of student performance or persistence in college (Bridgeman,

McCamley-Jenkins, & Ervin, 2000; Burton & Famist, 2001). However, they provide a uniform measure of students' knowledge and skills that is different from other, more subjective, indicators of student success such as high school records. The SAT scores of students with comparable school records may vary widely because of differences in teacher grading practices, school course offerings, or other factors (Brookhart, 1994; Camara & Echternacht, 2000; Camara, Kimmel, Scheuneman, & Sawtell, 2003; Hardy, 1997; Stiggins, Frisbie, & Griswold, 1989). Thus, SAT scores contribute valuable and unique information that enhances the effectiveness of the screening processes used to select candidates for college admission.

SAT scores are intended to be combined with other relevant academic and personal information to help students, parents, and guidance counselors better understand and interpret students' qualifications and preparation for college; and to guide decisions about course selection, postsecondary plans, college majors, and careers (College Board, 2002; Educational Testing Service, 2003). The summaries presented in Appendices C and D describe the SAT results for five cohorts of MCPS graduates who attended different high schools. This information can be used to make finer-grained comparisons about students' relative performance than are possible from data provided in the national and state summary reports produced by the College Board.

The SAT is intended as a measure of individual, as opposed to group, performance (College Board, 2002). Nonetheless, aggregate SAT data are widely published and analyzed. Aggregate test data, including mean scores of districts, schools, and subgroups of students, may validly be used as an indicator of educational quality only when considered in combination with other conditions that affect the educational outcomes. The College Board strongly discourages using SAT scores to evaluate teachers, schools, districts, or other educational units. This is because students' demographic characteristics, prior performance, course-taking patterns, family income, level of parental education, and other social and psychological factors are strongly associated with educational experiences that influence average SAT scores. This limitation should be recognized in reviewing the aggregated and disaggregated SAT scores presented in this report and elsewhere.

Comparability of SAT Scores for Students of Different Backgrounds

There are significant, longstanding differences in the SAT performance of students who differ because of demographic status, family background, level of parental education, or economic advantage (Camara & Schmidt, 1999). Nationwide, the SAT total scores of students who are members of disadvantaged racial/ethnic groups, or who are affected by poverty, disability, or limited English proficiency, are about 200 points lower than those of other students (Burton, 2003; Nettles, Millett, & Ready, 2003). MCPS has observed similar gaps and is making efforts to narrow them. However, the national data presented below underscores the challenges associated with these efforts.

Nationally, there are differences of almost 200 points in the SAT total scores of students who differ because of demographic status, family background, the level of education of their parents, or economic advantage.

Race/Ethnicity. Figure 3 presents the most recent SAT mean total scores reported by the College Board for national samples of college-bound seniors in the Classes of 1999 through 2004 (2004a). The reports include SAT scores for all students and for those who identified themselves as members of different racial/ethnic groups. The flat lines for each racial/ethnic group illustrate the persistence of the racial/ethnic gap in SAT performance. Over the past 5 years, SAT mean total scores of Asian American and White students have been about 200 points higher than those of African American students and more than 100 points higher than those of Hispanic students.

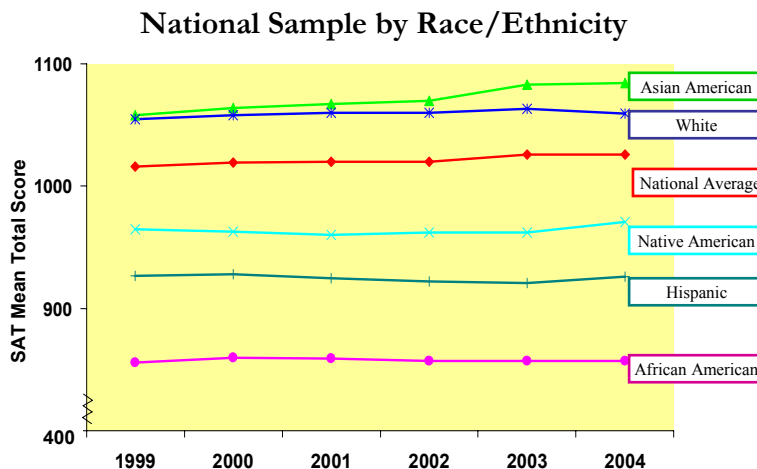


Figure 3. Most recent SAT mean total scores for college-bound seniors in the Classes of 1999 to 2004 by race/ethnicity (national sample).

Special Groups. Figure 4 presents the most recent mean SAT total scores for national samples of college-bound seniors in the Classes of 1999 through 2003 (College Board, 2004a).⁴ The College Board’s national reports include mean SAT scores for students who identified themselves by level of family income, disability, and English proficiency. Of particular concern is the impact of poverty. Over the past 5 years, SAT total scores of students who were from families whose incomes qualified them for Free and Reduced-price Meals System (FARMS) were more than 150 points below the national averages.

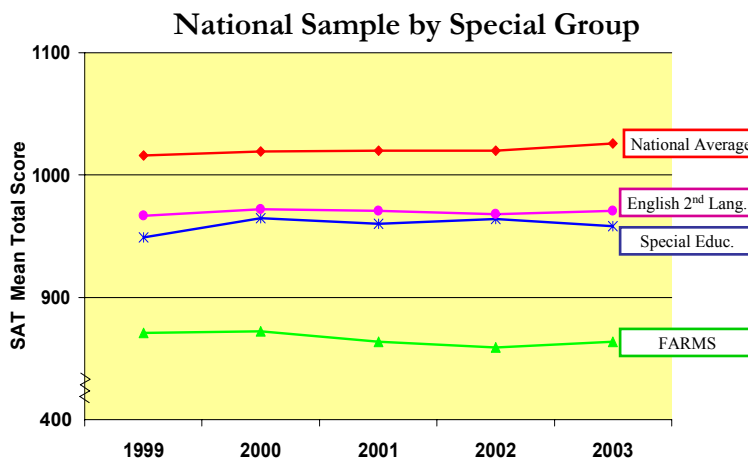


Figure 4. Most recent SAT mean total scores for college-bound seniors in the Classes of 1999 to 2003 by special group (national sample).

The SAT scores of students with disabilities or for whom English was a second language were about 50 points below the national average. This included students who may not have been receiving special education or English for Speakers of Other Languages (ESOL) services at the time they took the SAT. This distinction is important because it may explain why national SAT scores for students with disabilities or English as a second language are higher than the average SAT scores that have been observed for MCPS students who receive special education or ESOL services in Grade 12.

⁴ The national information for 2004 was not available at the time this report was published.

Preparing Students for the New SAT

Beginning in March 2005, the College Board will administer a new SAT test that is better aligned with current curriculum and institutional practices in high school and college (College Board, 2004c). Although the new SAT is not expected to be “harder” than the current version, it will be longer and will measure content and skills that vary somewhat from those measured in 2004.

The new SAT will include changes to the existing verbal and mathematics subtests. The verbal subtest will be renamed “critical reading.” The analogies that are part of the current verbal subtest will be eliminated and shorter reading passages will be added. The mathematics content will be expanded to include Algebra 2, and quantitative comparisons will be eliminated. In addition to changes in the verbal and mathematics subtests, the new SAT will include a measure of writing ability for the first time. The writing items will include an essay in response to a prompt and multiple choice items that measure how well students use standard written English. With the addition of the writing subtest, the total time allotted for SAT will be 3 hours and 35 minutes rather than the 3 hours allotted for the current SAT, an increase of 35 minutes (College Board, 2004c).

In anticipation of changes to the SAT, MCPS designed curricular and instructional interventions to help students meet the demands of a longer test that placed more emphasis on critical reading, writing, and Algebra. MCPS curricular and instructional programs already provide students with opportunities to write essays that require them to take a position on an issue and use examples to support their position. In addition, MCPS mathematics curricula are aligned with SAT expectations so that students learn the content and skills that are tested on the new SAT. District and local school leaders are working together to plan and implement school-based SAT preparation programs that are tailored to the needs of students at different high schools.

Methodology

The following are key research questions addressed in this report, along with the selection criteria that were used for identifying the students who were included in the SAT analyses conducted by the College Board and MCPS.

Key Research Questions

This report focused on how the SAT performance for the Class of 2004 compared with that of other MCPS classes. The key questions addressed in this report are—

1. What are the trends in MCPS SAT participation and performance as reported by the College Board?
2. What are the trends in Grade 12 SAT participation and performance reported by MCPS?
3. What are the trends in Grade 12 SAT participation and performance for students of different genders?
4. What are the trends in Grade 12 SAT participation and performance for students of different races/ethnicities?
5. What are the trends in Grade 12 SAT participation and performance for students who received FARMS services compared with those who did not?
6. What are the trends in Grade 12 SAT participation and performance for students who received special education services compared to those who did not?
7. What are the trends in Grade 12 SAT participation and performance for students who received special education or ESOL services compared with those who did not?
8. To what extent are racial/ethnic gaps in SAT performance related to FARMS participation?

Sample Selection

Both MCPS and the College Board report the most recent SAT scores attained through the first spring administration of the SAT (usually late March or early April). Grade 12 SAT scores from the May or June SAT administrations are not reported. Students are counted once regardless of how many times they took the SAT.

However, minor variations in the aggregated SAT scores that are reported by the College Board versus MCPS occur because of differences in the rules that are applied to select the Grade 12 students who are included in each analysis. These selection criteria have no substantive impact on group differences or on inferences that can be made validly about SAT outcomes. SAT scores reported by MCPS typically are within two points of those reported by the College Board. The adjustments made by MCPS provide local schools with a more accurate picture of the SAT

performance of the seniors who they taught while at the same time presenting SAT results and trends that are consistent with those presented by the College Board. A description of the differences in sample selection is provided below.

College Board. The College Board sample includes all students who identified themselves as MCPS students scheduled to graduate in a given academic year. Descriptions of students' demographic status and background are taken from student self-reports completed at the time they took the SAT.

The College Board does not report participation rates. MCPS calculates SAT participation rates based on College Board data by dividing the number of MCPS test takers reported by the College Board by the number of students who were enrolled in MCPS on September 30 of that academic year. Students who receive special education services more than 50% of the time are not included in the September 30 enrollment count used in this formula.

MCPS. MCPS reports all SAT records provided by the College Board except for students who (1) were not enrolled in June of the year of graduation; (2) are non-diploma-bound special education students with certificates of completion; (3) are special education students enrolled in community-based "Life Skills" programs; or (4) are night school students (or others) enrolled for only one day in order to be identified with an MCPS high school for the purpose of graduation. MCPS also excludes SAT scores received from the College Board for students whose identifying information (e.g., identification number, name) does not appear in MCPS records.

Participation rates for the MCPS reporting sample are calculated by dividing the number of students who have SAT scores by the number of non-excluded Grade 12 students who were enrolled in MCPS in June of that academic year. Over the past 5 years, the SAT participation rates reported by MCPS have been 5 to 7 percentage points lower than the participation rates calculated by the College Board.

Descriptions of students' demographic status (e.g., gender, race/ethnicity) and Grade 12 participation in special education, ESOL, or FARMS services are taken from MCPS records, not the student self-reports used by the College Board. MCPS data is used to obtain more complete and accurate information. More than 20% of students either omit demographic data or report something different on the College Board survey than what is shown on MCPS records (College Board, 2003; Larson & Boykin, 2003; Whittington, 2004).

Additional Information Reported by MCPS

The College Board reports only SAT mean scores from the most recent administration. In keeping with the College Board tradition, this report will include most recent SAT scores as well. However, in response to increased interest from the MCPS community, this report also presents the SAT mean scores from the administration of the SAT for which a student earned his or her highest SAT total score. For students who took the SAT one time only, the most recent and highest SAT scores are the same.

Results

Since 1999, SAT participation and performance have climbed to the highest levels in MCPS history (MCPS, 2003). In keeping with criteria stated in the MCPS strategic plan (MCPS, 2004), SAT participation and performance data trends are disaggregated by gender; race/ ethnicity; and participation in special education, ESOL, and FARMS services.

Three calculations of SAT total, verbal, and mathematics results are presented in this report. The first is the College Board report of the most recent SAT scores for the MCPS Class of 2004. The second and third are MCPS reports of the most recent and highest scores for the Class of 2004. Together, these scores provide a way of measuring MCPS progress toward the milestone of greater SAT participation and performance.

SAT Participation and Performance as Reported by the College Board

The SAT mean total score of 1102 for the Class of 2004 is higher than at any time in MCPS history (Appendix A). The continuous improvement in SAT participation and performance has occurred during a period in the school system that has been marked by increasing demographic, economic, and cultural diversity (MCPS, 2003).

MCPS is now among the largest and most diverse school districts in the nation (MCPS, 2003). Yet SAT participation and performance have improved continuously over the past 5 years, and exceeds SAT scores attained more than 30 years ago (1973) when the participation rate was only 62%, and fewer test takers were affected by poverty or limited English proficiency. Appendix A describes trends in districtwide SAT performance as reported by the College Board.

Table 1
Trends in MCPS Grade 12 SAT Participation and Performance
as Reported by the College Board

MCPS Class	Participation Rate		Most Recent SAT Mean Score		
	N	%	Total	Verbal	Math
2000	6,144	79.9	1093	536	557
2001	6,348	79.4	1092	536	556
2002	6,814	80.8	1095	535	560
2003	7,172	81.0	1094	535	559
2004	7,263	80.2	1102	541	561*

Note: The College Board reports number of test takers only. The College Board participation rates shown above are calculated by MCPS using a formula that considers Grade 12 enrollment as of September 30 of the academic year.

SAT Participation and Performance as Reported by MCPS

The gains in SAT performance illustrated in Table 2 reflect the contributions of many subgroups of students, including those who were affected by poverty or received special education services (Appendix B). The most recent and highest SAT mean total scores for the Class of 2004 were 9 and 8 points higher, respectively, than for the Class of 2003. The most recent and highest SAT mean verbal and mathematics scores were as high, or higher, than at any time in the past 5 years.

Table 2
Trends in MCPS Grade 12 SAT Participation and Performance
as Reported by MCPS

MCPS Class	Participation Rate		Most Recent SAT Mean Score			Highest SAT Mean Score		
	N	%	Total	Verbal	Math	Total	Verbal	Math
2000	5862	72.9	1095	537	557	1106	544	563
2001	6064	72.4	1093	537	557	1106	543	563
2002	6409	74.0	1097	536	561	1109	541	567
2003	6762	73.5	1094	535	558	1107	543	564
2004	6892	73.1	1103	542	561	1115	548	567

Note: MCPS participation rates are calculated using a formula that considers Grade 12 enrollment as of June 30 of the academic year.

SAT Participation and Performance by Gender

The SAT participation rates for females and males were not significantly different in the past two years (Table 3). The most recent SAT mean total scores of females and males in the Class of 2004 were 9 and 10 points higher, respectively, than for the Class of 2003. The highest SAT mean total scores for females and males were 8 points higher for the Class of 2004 than for the Class of 2003.

Table 3
MCPS Grade 12 SAT Participation and Performance
in 2003 and 2004 by Gender

Gender	Participation Rate		Most Recent SAT Total Score			Highest SAT Total Score		
	2003	2004	2003	2004	Change	2003	2004	Change
Female	76.4	76.1	1079	1088	9*	1093	1101	8*
Male	70.5	70.0	1110	1120	10*	1122	1130	8*

* The College Board reports that a one-year change of this magnitude is statistically significant.

The 30 point gap in the SAT total scores of females and males who attend MCPS, while noteworthy, is 25% smaller than the national gender gap that has been observed for more than 30 years (College Board, 2003). Between 1973 and 2004 the College Board reported SAT mean verbal and mathematics scores for males that were an average of 7 and 39 points higher, respectively, than those of females. Five-year trends in the most recent and highest SAT mean total, verbal, and mathematics score of females and males in MCPS are provided in Appendix B.

SAT Participation and Performance by Race/Ethnicity

The SAT participation rates for Asian American, White, Hispanic, and Native American students were about the same in 2004 as in 2003. The participation rate of African American students, while 4 percentage points lower than in 2003, was about the same level of participation as for the Classes of 2000 through 2002 (Appendix B).

The most recent SAT mean total scores of Asian American and White students in the Class of 2004 were significantly higher—33 and 10 points, respectively—than for their counterparts in the Class of 2003. The most recent SAT mean total scores of African American and Hispanic students in the Class of 2004 were about the same as (0 and 1 point lower) those of their counterparts in the Class of 2003.

The highest SAT total scores of Asian American and White students in the Class of 2004 were significantly higher—31 and 10 points higher, respectively—compared with their counterparts in the Class of 2003. The highest SAT total scores of African American students in the Class of 2004 were not significantly different (1 point lower) from those of African American students in the Class of 2003. The highest SAT total scores of Hispanic students in the Class of 2004 were 4 points lower than for Hispanic students in the Class of 2003, a statistically significant decline.

Table 4
MCPS Grade 12 SAT Participation and Performance in 2003 and 2004
by Race/Ethnicity

Race/Ethnicity	Participation Rate %		Most Recent SAT Mean Total Score			Highest SAT Mean Total Score		
	2003	2004	2003	2004	Change	2003	2004	Change
Asian American	84.3	84.6	1127	1160	33*	1144	1175	31*
White	81.5	82.7	1153	1163	10*	1165	1175	10*
African American	64.3	60.7	917	917	0	930	929	-1
Hispanic	42.5	43.4	945	944	-1	958	954	-4*

* The College Board reports that a one-year change of this magnitude is statistically significant.

Appendix B shows the 5-year trends in the most recent and highest SAT total, verbal, and mathematics performance of students of different races/ethnicities.

SAT Participation and Performance by FARMS Group

SAT participation of students who received FARMS services was about 3 percentage points higher for the Class of 2004 than for the Class of 2003 (Table 5). Despite participation by a greater number of students affected by poverty, the most recent and highest SAT scores of students who received FARMS services in the Class of 2004 were 16 and 14 points higher, respectively, than for the Class of 2003. The most recent and highest total SAT scores of students who did not receive FARMS services were 11 and 10 points higher, respectively, for the Class of 2004 than for the Class of 2003. All of these differences were statistically significant (Table 5).

Table 5
MCPS Grade 12 SAT Participation and Performance
in 2003 and 2004 by FARMS Group

FARMS Group	Participation Rate %		Most Recent SAT Mean Total Score			Highest SAT Mean Total Score		
	2003	2004	2003	2004	Change	2003	2004	Change
FARMS	45.4	48.8	878	894	16*	891	905	14*
Non-FARMS	76.7	76.0	1108	1119	11*	1121	1131	10*

* The College Board reports that a one-year change of this magnitude is statistically significant.

The most recent and highest SAT mean total scores of students who received FARMS services were more than 200 points lower than those who did not. This pattern also is observed nationally (College Board, 2003). The results were encouraging, however, because the gap in the performance of FARMS and non-FARMS students in the Class of 2004 was slightly smaller than for the Class of 2003. Five-year trends in the most recent and highest SAT mean total, verbal, and mathematics performance of students who did and did not receive FARMS services are provided in Appendix B.

SAT Participation and Performance of Special Education Students

The SAT participation rate of special education students was about 3 percentage points lower in 2004 than in 2003. However, the difference is unreliable because of the relatively small number of Grade 12 special education students who take the SAT in any given year. In MCPS, the number of SAT test takers who received special education services was only 27 fewer in 2004 than in 2003. Five-year trends in the participation rates and most recent and highest SAT mean total, verbal, and mathematics performance of students who received special education services are provided in Appendix B.

The average most recent and highest SAT total scores for special education students in the Class of 2004 were 26 and 20 points higher, respectively, than the scores of their counterparts in the Class of 2003 (Table 6).

Table 6
MCPS Grade 12 SAT Participation and Performance
in 2003 and 2004 by Special Education Group

Special Education Services	Participation Rate		Most Recent SAT Mean Total Score			Highest SAT Mean Total Score		
	2003	2004	2003	2004	Change	2003	2004	Change
All MCPS	73.5	73.1	1094	1103	9*	1107	1115	8*
Special Education	41.6	38.3	898	924	26*	913	933	20*
No Special Educ.	76.9	76.7	1105	1112	7*	1118	1124	6*

* The College Board reports that a one-year change of this magnitude is statistically significant.

SAT Participation and Performance of ESOL Students

The SAT participation rate of ESOL students was about 7 percentage points higher in 2004 than in 2003. However, the difference is unreliable because of the relatively small number of Grade 12 ESOL students who take the SAT in any given year (Appendix B). In MCPS, the number of SAT test takers who received ESOL services was only 29 more in 2004 than in 2003.

The effect of limited English proficiency continues to be a factor in student performance on the SAT. Among graduates in the Class of 2004 who received ESOL services, the average most recent and highest SAT total scores were 54 and 57 points lower than the scores of their counterparts in the Class of 2003. The decrease in SAT scores was offset somewhat by the increase in the number and percentage of ESOL students who took the SAT (Appendix B). The results suggest that ESOL students in the Class of 2004 may have been more likely to take the SAT, even if their English proficiency levels were low.

Table 7
MCPS Grade 12 SAT Participation and Performance
in 2003 and 2004 by ESOL Group

ESOL Services	Participation Rate		Most Recent SAT Mean Total Score			Highest SAT Mean Total Score		
	2003	2004	2003	2004	Change	2003	2004	Change
All MCPS	73.5	73.1	1094	1103	9*	1107	1115	8*
ESOL Services	19.2	25.9	811	757	-54*	824	767	-57*
No ESOL	75.9	75.1	1097	1108	11*	1110	1120	10*

* The College Board reports that a one-year change of this magnitude is statistically significant.

SAT Participation and Performance by Race/Ethnicity and FARMS Group

A closer examination of the SAT performance and participation that considered simultaneously students' race/ethnicity and whether they received FARMS services revealed a different trend than that observed for race/ethnicity or FARMS alone. The greatest increases in SAT participation were for students who received FARMS services (Table 8). SAT participation rates for Asian American, White, and Hispanic students who received FARMS services increased from about 8 to 10 percentage points. There were no substantive differences in SAT participation for Asian American, White, or Hispanic students who did not receive FARMS services. Among African American students, SAT participation rates for FARMS and non-FARMS students were more than 3 percentage points lower in 2004 than in 2003.

Table 8
MCPS Grade 12 SAT Participation Rates
in 2003 and 2004
by Race/Ethnicity and FARMS Status

Race/Ethnicity	FARMS Status	% Took SAT		
		2003	2004	Change
Asian American	FARMS	61.1	68.9	7.8
	Not FARMS	87.3	86.4	-0.9
White	FARMS	37.0	46.9	9.9
	Not FARMS	82.3	83.4	1.1
African American	FARMS	56.1	52.8	-3.3
	Not FARMS	66.4	62.8	-3.6
Hispanic	FARMS	28.9	36.8	7.9
	Not FARMS	47.7	46.0	-1.7

Asian American Students. SAT scores for Asian Americans, whether considered overall or disaggregated by FARMS subgroup, were statistically significantly higher in 2004 than in 2003 (Table 9). In 2004, the most recent and highest SAT mean total scores for all Asian American students improved by 33 and 31 points, respectively. Examination of disaggregated results shows that, on average, the changes in the most recent and highest SAT mean total scores for Asian American students who received FARMS services differed by 2 or 3 points from those of Asian American students who did not receive FARMS services.

Table 9
MCPS Grade 12 SAT Performance in 2003 and 2004
by Race/Ethnicity and FARMS Status

Race/Ethnicity	Farms Status	Most Recent			Highest		
		SAT Mean Total Score 2003	SAT Mean Total Score 2004	Change	SAT Mean Total Score 2003	SAT Mean Total Score 2004	Change
All	All	1094	1103	9*	1107	1115	8*
	FARMS	878	894	16*	891	905	14*
	Not FARMS	1108	1119	11*	1121	1131	10*
Asian American	All	1127	1160	33*	1144	1175	31*
	FARMS	961	993	32*	976	1010	34*
	Not FARMS	1142	1176	34*	1159	1190	31*
White	All	1153	1163	10*	1165	1175	10*
	FARMS	1041	1025	-16	1050	1032	-18
	Not FARMS	1154	1165	11*	1166	1177	11*
African American	All	917	917	0	930	929	-1
	FARMS	837	854	17*	851	864	13*
	Not FARMS	935	931	-4*	947	944	-3*
Hispanic	All	945	944	-1	958	954	-4*
	FARMS	831	837	6*	843	847	4*
	Not FARMS	972	978	6*	985	987	2

* The College Board reports that a one-year change of this magnitude is statistically significant.

White Students. In 2004, the most recent and highest SAT mean total scores for all White students improved by 10 points, a statistically significant gain. Examination of disaggregated results shows that, on average, the changes in the most recent and highest SAT total scores for White students who received FARMS services were 27 and 29 points lower, respectively, than for White students who did not receive FARMS services (Table 9). Because the number of White students who received FARMS services was very small (about 1%), the weighted mean for these students did not contribute as heavily to the total group average as did the improvement of the 99% of White students who did not receive FARMS services. The aggregated most recent and highest SAT mean total scores for White students were higher in 2004 than in 2003. However, the aggregated means concealed a substantial decrease in SAT mean total score of the small number of White students who received FARMS services.⁵

⁵ This change was not statistically significant because the number of White students who received FARMS services was so small.

African American Students. In 2004, the most recent and highest SAT total scores for all African American students changed by 0 and -1 points. Neither of these changes is statistically significant. Examination of disaggregated results (Figure 5) shows that the total difference in the most recent and highest SAT total scores for African American students who received FARMS services was 21 to 16 points, respectively, higher than for African American students who did not receive FARMS services (and had negative changes).

The most recent mean SAT total scores decreased by 4 points for African American students who did not receive FARMS services, but increased by 17 points for those who did. Because the proportions of students who received FARMS services or not contributed unequally to the aggregated score, the overall SAT mean total score for African American test takers was flat.

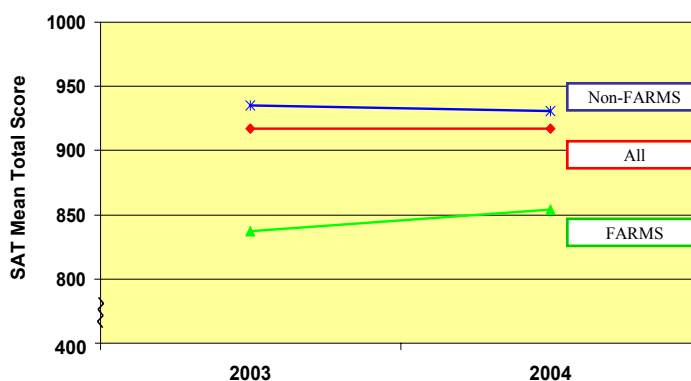


Figure 5. Most recent SAT mean total scores for African American seniors in the MCPS Classes of 2003 and 2004.

Hispanic Students. In 2004, the most recent and highest SAT mean total scores for all Hispanic students decreased by 1 and 4 points, respectively. Closer examination of disaggregated results shows that, on average, the most recent SAT scores were 6 points higher for both Hispanic students who received FARMS services and for those who did not. This paradox can be understood by examining two things—the relative SAT performance of Hispanic students who received FARMS services or not, and the proportions of Hispanic students who were in the FARMS and non-FARMS groups.

Over the past 5 years, the SAT mean total scores of Hispanic students who receive FARMS services have been nearly 150 points lower than the average SAT total scores of Hispanic students who do not receive FARMS. Thus the weighted average SAT total score for all Hispanics is sensitive to changes in the proportions of Hispanic SAT test takers who receive FARMS services. In years where the proportion of Hispanic FARMS test takers increase significantly relative to the

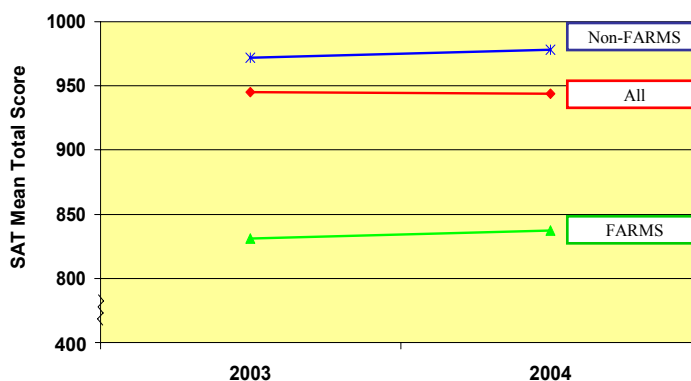


Figure 6. Most Recent SAT mean total scores for Hispanic seniors in the MCPS Classes of 2003 and 2004.

proportion of Hispanic test takers who do not receive FARMS, the mean SAT total score for all Hispanics goes down. That is what happened in 2004 (Figure 6).

Between 2003 and 2004, the proportion of Hispanic test takers who received FARMS services increased from 18% to 24%, and the proportion of Hispanic test takers who did not receive FARMS services decreased from 82% to 76%.

The larger contribution of the large number of low SAT scores resulted in a decrease in the aggregated mean for all Hispanic students even though the improvement for each subgroup was 6 points higher. The change for each subgroup of Hispanic students was statistically significant, but the overall change was not.

Simpson's Paradox

The disparity between the average overall and subgroup changes in the most recent SAT mean total scores of Hispanic students was the result of a mathematical effect known as *Simpson's Paradox*. This effect may occur whenever the percentages of students in the subgroups used to calculate the overall average are unequal.

In 2004, the most recent SAT mean total scores for subgroups of Hispanic students who did and did not receive FARMS services were 6 points higher. The overall SAT total score was 1 point lower because the percentage of students in the lower-scoring FARMS subgroup was higher in 2004 than in 2003.

Discussion

Districtwide SAT results are cause for celebration in MCPS. The most recent mean SAT total score of 1103 is the highest in more than 30 years. There was a wide variance in the SAT participation and performance for subgroups of students in the district. SAT scores of Asian American and White students were among the highest levels in the nation (College Board, 2004b). The SAT total scores of African American and Hispanic MCPS students, while about 100 points higher than the national average for their subgroups, were more than 200 points lower than the total scores of Asian American and White students.

The average SAT verbal score of 542 was the highest reported by the College Board for MCPS in 15 years (since 1989). The average SAT mathematics score of 561 was highest reported by the College Board for MCPS in more than 30 years (since 1973). The MCPS SAT participation rate as reported by the College Board remained at the all-time high of 81% for the Class of 2004.

This SAT score increase occurred at the same time as a greater proportion of economically disadvantaged or academically challenged seniors took the SAT. Between 2003 and 2004, SAT participation of students who received FARMS services increased by more than 3 percentage points and SAT participation of students who received ESOL services increased by nearly 7 percentage points. Traditionally, the SAT scores of these two populations of students are lower than average.

The most recent SAT total scores reported by MCPS were statistically significantly higher in 2004 than in 2003. Many subgroups of students contributed to the gain. The statistically significant improvements in the most recent mean SAT total scores of subgroups were—

- Males, 10 points;
- Females, 9 points;
- Asian American students, 32 points;
- White students, 10 points;
- Students who received FARMS services, 16 points; and
- Students who received special education services, 26 points.

The most recent SAT total scores of students who were African American or Hispanic were not significantly different in 2003 and 2004 when the groups were considered as a whole (0 and -1 points, respectively). However, there were significant differences in the SAT total scores of African American and Hispanic students when FARMS participation was considered, namely—

- African American students who received FARMS services, 17 points;
- Hispanic students who received FARMS services, 6 points; and
- Hispanic students who did not receive FARMS services, 6 points.

While SAT scores for the MCPS Class of 2004 were the best ever, more work needs to be done to ensure success for every student. About one half have SAT subtest scores that are below the threshold of 550 needed to exempt them from being required to pass a placement examination or

take remedial course work upon entry to college (Camara, 2003; Larson, 2003). Striving to attain this level of performance will enhance the likelihood that MCPS graduates who enter college are able to be successful there and are more likely to obtain college degrees (Boylan, et al., 1996; Kirst, 1998; Rosenbaum, 2001; U.S. Department of Education, 2001).

The aggregated district results present a different picture than results that are disaggregated by school. When the SAT total score for the Class of 2004 is compared with the average SAT total score for the four prior graduating classes, school improvement varies by 84 points. To some extent, trends in SAT scores are related to the school's demographic composition. On average, SAT scores are lower in schools with larger proportions of students who receive FARMS services or have limited English proficiency.

Appendix C provides a 5-year comparison of the SAT participation and the most recent and highest mean SAT total, verbal, and mathematics scores for students who attended 23 high schools and special schools. This information provides an overview of all MPCS high schools that can be a starting point for discussion about relative SAT performance and the many factors that contribute to school differences countywide.

Appendix D provides a trend analysis of participation and performance of subgroups of students who attended each high school. Trends are disaggregated by gender, race/ethnicity, and for students who receive special education, ESOL, or FARMS services. District and school leaders can use this information to identify the needs of particular groups of students at each school and to inform the school improvement planning process.

The new SAT will be administered beginning in March 2005. In the past, most college-bound seniors have taken an SAT before March of their senior year. Thus the impact of the new SAT on district and school SAT scores may not be evident immediately for the Class of 2005. Students most likely to be affected by the changes to the content and format of the SAT are the current freshmen and sophomores in the Classes of 2006 and 2007. District and school leaders are continuing to design and implement an action plan to help students prepare for a test that is longer, has a greater emphasis on critical thinking and writing, and includes a broader range of mathematics content and skills. Action plan interventions—some of which are already in place—include revision of some instructional guides produced by the Office of Curriculum and Instruction, development of SAT preparation courses of varying lengths that are offered for free to MCPS students, and compilation of lists of free, on-line SAT resources for students, parents, and teachers.

Recommendations

MCPS has made great strides in achieving the strategic plan's milestone of increasing SAT participation and performance. However, more work needs to be done to narrow gaps in the SAT performance of different subgroups of students. Decisions about what next steps are most likely to be effective for meeting the MCPS goal of success for every student can be found by considering the impact of some of the MCPS academic reforms of the past 5 years.

The Department of Shared Accountability can assist decision-makers by providing supplemental analyses that show relationships between SAT results and academic reforms. These may include analysis of the relationship between SAT performance and other data points that measure student success such as—

1. The relationship between taking Honors/AP courses and SAT performance;
2. The effects of Grade 10 PSAT census testing and SAT coaching on SAT performance;
3. Middle school and high school Algebra 1 completion and SAT performance;
4. SAT performance of students receiving special services; and
5. The relative performance of different subgroups of students on the SAT and the ACT.

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Table A1
Most Recent SAT Results Reported by the College Board for the
Senior Classes of 1973 to 2004

Senior Class	MCPS Results					National Results		
	Total	Verbal	Math	N Tested	% Seniors	Total	Verbal	Math
1968	<i>Data are not available for MCPS.</i>					1059	543	516
1969	<i>Data are not available for MCPS.</i>					1057	540	517
1970	<i>Data are not available for MCPS.</i>					1049	537	512
1971	<i>Data are not available for MCPS.</i>					1045	532	513
1972	<i>Data are not available for MCPS.</i>					1039	530	509
1973	1093	558	535	5,486	62	1029	523	506
1974	1089	556	533	5,657	62	1026	521	505
1975	1063	541	522	5,988	65	1010	512	498
1976	1065	539	526	6,289	67	1006	509	497
1977	1068	540	528	5,986	63	1003	507	496
1978	1068	541	527	5,823	62	1001	507	494
1979	1056	533	523	5,999	65	998	505	493
1980	1058	533	525	6,179	68	994	502	492
1981	1058	533	525	5,852	68	994	502	492
1982	1059	534	525	5,764	67	997	504	493
1983	1066	537	529	5,383	67	997	503	494
1984	1072	539	533	5,333	69	1001	504	497
1985	1087	545	542	5,374	69	1009	509	500
1986	1080	542	538	5,418	71	1009	509	500
1987	1084	544	540	5,814	74	1008	507	501
1988	1078	540	538	5,649	73	1006	505	501
1989	1088	543	545	5,323	74	1006	504	502
1990	1085	539	546	4,814	74	1001	500	501
1991	1080	538	542	4,730	74	999	499	500
1992	1086	541	545	4,774	73	1001	500	501
1993	1085	539	546	4,717	74	1003	500	503
1994	1085	537	548	4,738	73	1003	499	504
1995	1087	540	547	5,044	73	1010	504	506
1996	1088	538	550	5,033	75	1013	505	508
1997	1092	539	553	5,271	76	1016	505	511
1998	1092	537	555	5,651	77	1017	505	512
1999	1096	540	556	5,802	79	1016	505	511
2000	1093	536	557	6,144	80	1019	505	514
2001	1092	536	556	6,348	79	1020	506	514
2002	1095	535	560	6,814	81	1020	504	516
2003	1094	535	559	7,172	81	1026	507	519
2004	1102	541	561	7,263	80	1026	508	518

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Table B1
SAT Participation Rates of MCPS Seniors in the Classes of 2000 through 2004 by Demographic Group

Graduating Class	Participation Rate (%)					Number of Seniors					Number of Seniors Who Took SAT				
	MCPS Class					MCPS Class					MCPS Class				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
All MCPS	72.9	72.4	74.0	73.5	73.1	8036	8377	8660	9205	9434	5862	6064	6409	6762	6892
Female	76.7	75.9	77.8	76.4	76.1	4118	4172	4203	4625	4760	3158	3167	3271	3533	3621
Male	69.0	68.9	70.4	70.5	70.0	3918	4205	4457	4580	4674	2704	2897	3138	3229	3271
Asian American	84.1	84.4	86.5	84.3	84.6	1254	1242	1353	1384	1440	1054	1048	1170	1167	1218
White	81.0	81.5	82.7	81.5	82.7	4206	4340	4425	4842	4756	3408	3538	3659	3947	3933
African American	59.0	58.1	59.4	64.3	60.7	1647	1693	1741	1729	1920	971	984	1034	1111	1165
Hispanic	46.1	44.4	47.5	42.5	43.4	907	1078	1119	1228	1304	418	479	531	522	566
Native American	50.0	62.5	68.2	68.2	71.4	22	24	22	22	14	11	15	15	15	10
FARMS	50.9	47.1	46.1	45.4	48.8	864	843	836	943	1024	440	397	385	428	500
No FARMS	75.6	75.2	77.0	76.7	76.0	7172	7534	7824	8262	8410	5422	5667	6024	6334	6392
ESOL	33.2	30.4	28.6	19.2	25.9	428	358	409	391	401	142	109	117	75	104
No ESOL	75.2	74.3	76.3	75.9	75.1	7608	8019	8251	8814	9033	5720	5955	6292	6687	6788
Special Ed.	39.4	39.0	41.1	41.6	38.3	742	807	801	887	893	292	315	329	369	342
No Special Ed.	76.4	75.9	77.4	76.9	76.7	7294	7570	7859	8318	8541	5570	5749	6080	6393	6550

Table B2
Most Recent SAT Scores of MCPS Seniors in the Classes of 2000 through 2004 by Demographic Group

Graduating Class	Mean SAT Total Score MCPS Class					Mean SAT Verbal Score MCPS Class					Mean SAT Math Score MCPS Class				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
All MCPS	1095	1093	1097	1094	1103	537	537	536	535	542	557	557	561	558	561
Female	1079	1076	1082	1079	1088	537	535	536	534	540	542	541	546	545	547
Male	1112	1113	1112	1110	1120	538	539	536	537	543	575	574	576	573	576
Asian American	1125	1127	1138	1127	1160	528	529	536	530	546	596	598	603	597	614
White	1153	1154	1159	1153	1163	570	571	570	568	576	583	584	589	585	587
African American	915	911	906	917	917	458	454	451	456	458	457	457	455	460	459
Hispanic	960	949	950	945	944	475	472	467	466	468	485	477	482	479	477
Native American	1125	1046	1035	1088	928	571	527	534	537	476	555	519	501	551	452
FARMS	895	875	890	878	894	426	419	423	418	430	468	456	467	459	464
No FARMS	1111	1109	1110	1108	1119	546	545	543	543	551	564	564	567	565	568
ESOL	821	795	779	811	757	344	331	319	333	319	477	463	461	478	438
No ESOL	1101	1099	1103	1097	1108	542	540	540	538	545	559	559	563	559	563
Special Ed.	952	932	908	898	924	471	460	443	442	454	480	472	465	455	470
No Special Ed.	1102	1102	1107	1105	1112	541	541	541	541	546	561	562	566	564	566

Table B3
Highest Combined SAT Scores of MCPS Seniors in the Classes of 2000 through 2004 by Demographic Group

Graduating Class	Mean SAT Total Score					Mean SAT Verbal Score					Mean SAT Math Score				
	MCPS Class					MCPS Class					MCPS Class				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
All MCPS	1106	1106	1109	1107	1115	544	543	541	543	548	563	563	567	564	567
Female	1091	1090	1095	1093	1101	543	542	542	542	547	548	548	553	551	554
Male	1123	1124	1123	1122	1130	544	544	541	544	548	580	580	582	578	582
Asian American	1139	1143	1153	1144	1175	537	537	543	540	554	602	606	611	604	621
White	1164	1166	1170	1165	1175	576	577	575	575	582	588	590	595	590	593
African American	927	924	917	930	929	464	461	455	462	463	463	463	462	467	466
Hispanic	969	961	959	958	954	480	478	472	475	473	489	483	487	483	481
Native American	1131	1049	1038	1097	956	567	529	535	545	492	564	521	503	551	464
FARMS	909	887	902	891	905	435	424	428	428	435	474	462	474	463	470
No FARMS	1122	1122	1122	1121	1131	552	552	549	550	556	570	570	573	571	575
ESOL	832	808	789	824	767	353	344	323	341	326	479	465	467	483	441
No ESOL	1113	1112	1115	1110	1120	548	547	545	545	551	565	565	569	565	569
Special Ed.	960	947	919	913	933	476	469	449	451	460	483	478	470	462	473
No Special Ed.	1114	1115	1119	1118	1124	547	547	546	548	552	567	568	573	570	572

Table B4
SAT Participation Rates of MCPS Seniors in the Classes of 2000 through 2004 by Race/Ethnicity and FARMS

Graduating Class	% Took SAT MCPS Class					Number of Seniors MCPS Class					Number of Seniors Who Took SAT MCPS Class				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Asian American	84.1	84.4	86.5	84.3	84.6	1254	1242	1353	1384	1440	1054	1048	1170	1167	1218
FARMS	85.5	64.9	71.4	61.1	68.9	171	134	126	157	151	128	87	90	96	104
No FARMS	74.9	86.7	88.0	87.3	86.4	1083	1108	1227	1227	1289	926	961	1080	1071	1114
White	81.0	81.5	82.7	81.5	82.7	4206	4340	4425	4842	4756	3408	3538	3659	3947	3933
FARMS	81.5	52.2	45.7	37.0	46.9	71	92	81	81	96	36	48	37	30	45
No FARMS	50.7	82.2	83.4	82.3	83.4	4135	4248	4344	4761	4660	3372	3490	3622	3917	3888
African American	59.0	58.1	59.4	64.3	60.7	1647	1693	1741	1729	1920	971	984	1034	1111	1165
FARMS	60.5	50.5	48.3	56.1	52.8	332	327	317	362	409	176	165	153	203	216
No FARMS	53.0	60.0	61.9	66.4	62.8	1315	1366	1424	1367	1511	795	819	881	908	949
Hispanic	46.1	44.4	47.5	42.5	43.4	907	1078	1119	1228	1304	418	479	531	522	566
FARMS	51.5	33.2	33.9	28.9	36.8	288	289	307	342	367	99	96	104	99	135
No FARMS	34.4	48.5	52.6	47.7	46.0	619	789	812	886	937	319	383	427	423	431

Table B5
Most Recent SAT Scores of MCPS Seniors in the Classes of 2000 through 2004 by Race/Ethnicity and FARMS

Graduating Class	Mean SAT Total Score					Mean SAT Verbal Score					Mean SAT Math Score				
	MCPS Class					MCPS Class					MCPS Class				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Asian American	1125	1127	1138	1127	1160	528	529	536	530	546	596	598	603	597	614
FARMS	934	966	975	961	993	411	423	433	432	437	524	543	542	529	556
No FARMS	1151	1141	1152	1142	1176	545	538	544	539	557	606	603	608	603	619
White	1153	1154	1159	1153	1163	570	571	570	568	576	583	584	589	585	587
FARMS	1022	979	1054	1041	1025	497	471	512	508	510	526	508	543	533	515
No FARMS	1154	1157	1160	1154	1165	571	572	571	569	577	583	585	589	585	588
African American	915	911	906	917	917	458	454	451	456	458	457	457	455	460	459
FARMS	840	818	819	837	854	417	403	399	406	421	423	415	420	431	433
No FARMS	932	930	922	935	931	467	465	460	468	467	465	465	461	467	465
Hispanic	960	949	950	945	944	475	472	467	466	468	485	477	482	479	477
FARMS	896	837	864	831	837	437	417	418	404	412	459	421	446	427	425
No FARMS	980	977	971	972	978	487	486	479	480	485	493	491	491	492	493

Table B6
Highest Combined SAT Scores of MCPS Seniors in the Classes of 2000 through 2004 by Race/Ethnicity and FARMS

Graduating Class	Mean SAT Total Score					Mean SAT Verbal Score					Mean SAT Math Score				
	MCPS Class					MCPS Class					MCPS Class				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Asian American	1139	1143	1153	1144	1175	537	537	543	540	554	602	606	611	604	621
FARMS	954	981	991	976	1010	425	431	443	439	445	530	550	548	536	565
No FARMS	1165	1158	1167	1159	1190	552	547	551	549	564	612	611	616	610	626
White	1164	1166	1170	1165	1175	576	577	575	575	582	588	590	595	590	593
FARMS	1030	983	1065	1050	1032	503	473	515	513	518	527	510	550	537	514
No FARMS	1165	1169	1172	1166	1177	577	578	576	575	582	588	591	596	591	594
African American	927	924	917	930	929	464	461	455	462	463	463	463	462	467	466
FARMS	853	831	831	851	864	424	408	403	414	424	429	423	428	437	440
No FARMS	943	943	933	947	944	473	472	464	473	472	471	471	468	474	472
Hispanic	969	961	959	958	954	480	478	472	475	473	489	483	487	483	481
FARMS	906	846	870	843	847	443	420	420	418	418	463	426	450	424	429
No FARMS	988	989	980	985	987	491	492	485	489	490	497	497	496	496	497

Table C1
SAT Participation Rates of MCPS Seniors in the Classes of 2000 through 2004 by High School

Graduating Class	Participation Rate (%)					Number of Seniors					Number of Seniors Who Took SAT				
	MCPS Class					MCPS Class					MCPS Class				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
B-CC	82.0	84.2	79.4	82.9	82.6	239	285	282	316	362	196	240	224	262	299
Blair	69.2	65.0	68.6	66.5	67.2	561	589	653	692	668	388	383	448	460	449
Blake	n/a ^a	75.8	72.6	77.2	77.4	n/a	277	347	338	359	n/a	210	252	261	278
Churchill	89.1	93.5	90.7	89.5	88.3	430	372	454	448	505	383	348	412	401	446
Damascus	75.0	75.7	79.2	72.2	73.7	324	342	384	453	422	243	259	304	327	311
Einstein	62.0	59.8	58.4	59.0	57.1	308	323	327	376	380	191	193	191	222	217
Gaithersburg	64.7	61.9	70.8	73.3	72.8	377	436	401	445	449	244	270	284	326	327
Kennedy	68.1	63.7	69.7	61.4	62.2	301	303	310	321	323	205	193	216	197	201
Magruder	71.7	72.6	72.9	69.5	66.1	329	391	414	453	492	236	284	302	315	325
Northwest	68.0	71.3	77.5	76.6	69.3	225	247	329	367	352	153	176	255	281	244
Paint Branch	74.3	79.6	81.7	78.8	75.1	393	377	355	364	381	292	300	290	287	286
Poolesville	76.7	75.2	76.8	79.5	81.8	129	145	168	176	176	99	109	129	140	144
Quince Orchard	76.9	74.7	75.8	76.4	79.5	407	395	413	398	419	313	295	313	304	333
R. Montgomery	74.5	71.2	77.2	72.9	77.0	364	393	394	380	430	271	280	304	277	331
Rockville	67.9	72.7	70.4	61.9	56.0	268	264	233	257	225	182	192	164	159	126
Seneca Valley	63.9	61.1	59.1	63.3	69.0	324	329	330	360	345	207	201	195	228	238
Sherwood	76.7	80.4	77.2	83.3	77.6	429	404	394	436	469	329	325	304	363	364
Springbrook	78.0	74.9	71.6	70.7	73.7	523	451	405	450	483	408	338	290	318	356
W. Johnson	78.3	80.1	81.0	82.0	83.0	392	386	368	410	423	307	309	298	336	351
Watkins Mill	67.0	61.5	68.0	69.4	60.8	458	436	437	425	451	307	268	297	295	274
Wheaton	61.7	58.4	52.7	58.5	60.7	303	296	262	311	270	187	173	138	182	164
Whitman	89.6	89.2	91.9	87.4	85.5	386	397	418	462	447	346	354	384	404	382
Wootton	89.4	89.0	89.8	90.7	92.7	397	392	459	453	479	355	349	412	411	444
Special Schools	11.8	10.2	2.4	5.3	1.6	169	147	123	114	124	20	15	3	6	2

^a Blake HS did not have a graduating class until 2001.

Table C2
Most Recent SAT Scores of MCPS Seniors in the Classes of 2000 through 2004 by High School

Graduating Class	Mean SAT Total Score MCPS Class					Mean SAT Verbal Score MCPS Class					Mean SAT Mathematics Score MCPS Class				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
B-CC	1128	1139	1153	1139	1161	562	564	572	566	576	566	575	581	573	585
Blair	1134	1144	1135	1128	1148	562	567	560	557	572	572	577	575	571	576
Blake	n/a ^a	1033	1029	1042	1068	n/a	520	511	518	538	n/a	513	518	524	529
Churchill	1205	1211	1199	1200	1210	589	590	582	582	587	616	621	617	618	623
Damascus	1058	1074	1077	1087	1090	520	523	520	527	532	538	551	556	560	558
Einstein	973	947	1012	998	990	487	476	505	493	492	486	471	507	504	498
Gaithersburg	1047	1050	1006	1036	994	519	516	491	507	489	528	533	514	529	505
Kennedy	958	978	950	997	940	470	477	469	490	461	488	501	481	507	479
Magruder	1088	1104	1114	1092	1104	529	538	545	539	543	559	566	568	554	560
Northwest	1033	1021	1042	1021	1042	514	503	507	497	510	519	518	535	524	532
Paint Branch	1030	1033	1064	1021	1036	501	503	512	490	503	528	530	552	531	533
Poolesville	1068	1121	1136	1082	1145	525	553	559	538	563	543	568	577	545	581
Quince Orchard	1079	1087	1061	1089	1102	523	527	513	529	537	556	560	548	560	565
R. Montgomery	1210	1209	1155	1200	1203	595	600	568	592	594	615	609	587	607	610
Rockville	1095	1050	1067	1063	1091	547	519	523	520	537	548	531	544	543	554
Seneca Valley	1023	1016	986	1020	1015	495	493	480	499	493	528	522	506	521	522
Sherwood	1069	1054	1056	1070	1072	526	517	518	524	528	542	537	538	545	544
Springbrook	1057	1031	1038	1041	1034	520	504	503	509	513	537	527	536	532	521
W. Johnson	1155	1150	1180	1154	1177	573	560	578	566	581	582	591	601	587	597
Watkins Mill	1050	1071	1081	1053	1049	517	530	532	517	513	533	542	549	536	536
Wheaton	930	923	909	887	895	450	450	442	435	433	480	473	467	451	462
Whitman	1227	1223	1242	1248	1234	598	601	609	613	605	629	622	633	635	629
Wootton	1196	1195	1191	1180	1207	577	578	572	566	587	619	617	619	614	620
Special Schools	948	966	937	1017	860	476	497	483	477	490	472	469	453	540	370

^a Blake HS did not have a graduating class until 2001.

Table C3
Highest SAT Scores of MCPS Seniors in the Classes of 2000 through 2004 by High School

Graduating Class	Mean SAT Total Score MCPS Class					Mean SAT Verbal Score MCPS Class					Mean SAT Mathematics Score MCPS Class				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
B-CC	1138	1152	1164	1150	1172	567	570	575	572	581	571	582	589	578	591
Blair	1144	1155	1144	1139	1155	567	572	564	563	575	578	583	580	576	580
Blake	n/a ^a	1045	1041	1055	1081	n/a	525	517	526	545	n/a	520	525	529	536
Churchill	1217	1222	1213	1213	1224	596	594	588	588	594	621	628	625	624	630
Damascus	1070	1086	1089	1099	1108	525	529	527	534	540	545	557	562	565	568
Einstein	981	957	1023	1009	999	491	481	509	499	496	489	475	513	510	502
Gaithersburg	1062	1062	1019	1047	1005	528	522	499	513	495	534	540	520	534	510
Kennedy	970	991	966	1009	956	475	483	473	498	469	495	508	493	512	486
Magruder	1102	1117	1125	1104	1115	535	544	551	544	548	566	573	574	560	567
Northwest	1042	1034	1053	1033	1054	519	510	513	503	517	523	524	540	529	538
Paint Branch	1040	1049	1077	1038	1050	508	512	518	502	508	532	537	559	536	542
Poolesville	1079	1129	1148	1093	1157	531	557	563	545	571	547	573	584	548	586
Quince Orchard	1091	1101	1074	1104	1116	531	534	519	536	545	560	567	555	568	572
R. Montgomery	1219	1223	1164	1212	1214	600	607	573	599	600	620	616	591	613	615
Rockville	1107	1062	1081	1074	1105	554	524	529	527	543	553	538	552	548	563
Seneca Valley	1036	1026	998	1032	1027	502	499	486	506	499	534	527	512	526	528
Sherwood	1080	1074	1071	1092	1087	533	530	526	536	534	547	545	545	556	553
Springbrook	1072	1046	1054	1054	1047	527	512	510	516	519	545	535	544	538	528
W. Johnson	1164	1161	1192	1164	1185	579	567	583	572	584	586	594	609	592	601
Watkins Mill	1063	1084	1091	1064	1060	524	536	535	525	519	539	548	556	539	541
Wheaton	946	940	918	904	911	458	457	444	444	443	488	482	474	460	468
Whitman	1235	1236	1249	1260	1245	602	609	612	619	610	633	627	637	641	634
Wootton	1206	1208	1203	1195	1220	582	586	578	574	592	624	622	625	621	627
Special Schools	952	970	970	1037	860	481	499	487	487	490	471	471	483	550	370

^a Blake HS did not have a graduating class until 2001.

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Table D1
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Bethesda-Chevy Chase High School

SAT Indicator	Class Year	All	Gender		Race/Ethnicity				Special Services			
			Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	82.0	80.9	82.9	85.7	92.5	79.2	43.2	57.9	50.0	70.0	
	2001	84.2	86.2	82.0	85.7	88.3	84.9	59.4	75.0	61.5	65.0	
	2002	79.4	83.6	75.4	83.3	89.1	60.8	59.0	64.3	n/a	63.0	
	2003	82.9	84.8	81.0	83.3	91.1	81.5	45.2	52.9	n/a	77.5	
	2004	82.6	84.6	80.5	88.5	87.8	74.5	61.4	44.0	41.7	81.5	
Most Recent SAT Scores	Total	2000	1128	1069	1177	1073	1227	878	901	848	773	988
		2001	1139	1125	1155	1095	1238	896	924	832	689	826
		2002	1153	1142	1165	986	1245	915	962	822	n/a	952
		2003	1139	1117	1162	1012	1236	885	881	763	n/a	920
		2004	1161	1143	1182	1186	1233	920	946	906	830	960
	Verbal	2000	562	540	580	507	614	437	433	395	353	503
		2001	564	566	561	536	615	444	446	417	289	413
		2002	572	566	577	489	621	444	465	387	n/a	478
		2003	566	558	574	481	615	448	433	364	n/a	461
		2004	576	573	580	573	612	462	474	449	349	473
	Math	2000	566	530	597	567	613	441	468	453	420	485
		2001	575	558	595	559	623	452	478	415	400	413
		2002	581	576	587	497	624	472	497	435	n/a	474
		2003	573	559	587	531	621	438	448	398	n/a	459
		2004	585	570	602	613	621	459	472	457	481	487
Highest SAT Scores	Total	2000	1138	1081	1185	1073	1233	903	908	888	773	997
		2001	1152	1142	1164	1121	1248	916	949	873	714	855
		2002	1164	1155	1174	992	1257	931	968	839	n/a	980
		2003	1150	1128	1174	1039	1244	901	908	782	n/a	945
		2004	1172	1152	1195	1190	1245	934	958	906	832	966
	Verbal	2000	567	544	586	507	617	454	434	434	354	522
		2001	570	575	564	551	618	456	463	433	315	430
		2002	575	570	581	495	624	447	470	385	n/a	484
		2003	572	565	579	500	618	455	448	378	n/a	470
		2004	581	578	585	571	617	467	481	449	351	477
	Math	2000	571	537	599	567	616	449	474	455	419	475
		2001	582	567	600	570	629	460	486	441	399	425
		2002	589	585	593	497	632	483	498	454	n/a	496
		2003	578	563	594	539	625	446	460	404	n/a	475
		2004	591	574	610	620	627	467	477	457	481	489

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D2
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Blair High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	69.2	71.3	66.8	84.1	88.0	58.2	34.1	54.8	19.0	52.5	
	2001	65.0	66.8	63.3	76.9	91.5	53.1	32.5	38.8	21.6	37.5	
	2002	68.6	73.5	64.3	83.1	89.9	63.3	34.6	43.6	14.3	29.6	
	2003	66.5	67.7	65.4	74.3	88.7	63.8	34.5	45.3	15.2	29.2	
	2004	67.2	69.6	64.7	83.0	89.7	64.0	29.5	51.7	11.1	23.8	
Most Recent SAT Scores	Total	2000	1134	1107	1166	1249	1256	923	863	923	705	979
		2001	1144	1091	1199	1306	1275	891	945	922	801	955
		2002	1135	1106	1163	1236	1322	883	959	897	685	920
		2003	1128	1085	1170	1221	1295	902	911	904	689	951
		2004	1148	1115	1184	1316	1301	922	872	899	688	960
	Verbal	2000	562	560	565	593	630	468	424	443	294	501
		2001	567	545	590	634	638	439	466	442	342	463
		2002	560	554	566	592	661	442	463	424	274	468
		2003	557	542	573	590	648	445	443	430	285	455
		2004	572	568	576	642	655	459	431	431	288	494
	Math	2000	572	547	601	656	625	455	439	479	411	478
		2001	577	546	609	672	636	452	479	480	459	492
		2002	575	553	597	644	660	441	496	473	411	453
		2003	571	544	598	632	647	457	468	474	404	496
		2004	576	546	608	674	646	463	440	468	400	466
Highest SAT Scores	Total	2000	1144	1118	1175	1262	1266	932	868	937	715	986
		2001	1155	1103	1208	1316	1283	906	956	935	801	966
		2002	1144	1117	1170	1247	1329	890	976	902	685	926
		2003	1139	1096	1180	1234	1304	914	921	919	701	964
		2004	1155	1125	1190	1321	1309	933	877	908	688	960
	Verbal	2000	567	565	569	597	637	470	430	447	299	502
		2001	572	550	594	637	642	446	473	447	340	469
		2002	564	557	570	596	664	444	471	426	279	474
		2003	563	548	578	597	653	449	450	437	294	466
		2004	575	572	579	643	659	462	433	436	288	494
	Math	2000	578	553	606	665	629	462	438	489	416	484
		2001	583	553	614	679	642	460	483	489	461	497
		2002	580	560	600	652	664	446	505	476	406	453
		2003	576	549	602	637	650	465	471	482	407	497
		2004	580	553	611	678	649	470	443	472	400	466

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D3
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Blake High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	FARM S	ESOL	Spec. Ed.	
Percent Took SAT	2000	<i>Blake did not have a senior class until 2001.</i>										
	2001	75.8	80.9	70.6	87.5	89.3	63.3	50.0	57.6	50.0	33.3	
	2002	72.6	76.9	67.7	87.5	84.0	58.1	51.9	64.7	n/a	40.9	
	2003	77.2	80.9	72.7	82.6	82.8	74.1	45.8	50.0	n/a	60.0	
	2004	77.4	79.5	74.1	77.8	89.4	69.6	53.1	35.7	n/a	38.9	
Most Recent SAT Scores	2000	n/a										
	2001	1033	1014	1056	1075	1092	933	941	836	778	856	
	2002	1029	1045	1008	1045	1108	888	966	908	n/a	928	
	2003	1042	1048	1034	1134	1104	921	1028	805	n/a	902	
	2004	1068	1071	1062	1164	1143	953	978	909	n/a	904	
	Verbal	2000	n/a									
		2001	520	520	520	501	558	479	479	413	326	450
		2002	511	531	484	486	556	442	484	430	n/a	482
		2003	518	527	506	529	550	464	504	382	n/a	450
		2004	538	545	527	571	576	483	500	471	n/a	416
	Math	2000	n/a									
		2001	513	494	536	575	535	454	462	423	452	406
		2002	518	514	523	560	552	446	482	478	n/a	446
2003		524	520	529	605	554	457	525	423	n/a	452	
2004		529	526	535	593	566	471	478	438	n/a	489	
Highest SAT Scores	2000	n/a										
	2001	1045	1026	1068	1084	1104	945	969	839	792	860	
	2002	1041	1056	1022	1077	1119	897	969	930	n/a	928	
	2003	1055	1060	1046	1147	1115	935	1050	822	n/a	907	
	2004	1081	1084	1075	1173	1157	966	991	909	n/a	911	
	Verbal	2000	n/a									
		2001	525	525	526	506	563	484	484	412	334	448
		2002	517	534	493	509	561	443	486	446	n/a	482
		2003	526	536	512	534	559	468	529	391	n/a	458
		2004	545	551	535	576	583	490	502	471	n/a	423
	Math	2000	n/a									
		2001	520	501	543	578	541	462	485	428	458	412
		2002	525	521	529	568	558	454	483	484	n/a	446
2003		529	525	535	613	557	466	521	431	n/a	449	
2004		536	534	541	598	574	476	489	438	n/a	489	

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D4
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Churchill High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	89.1	90.5	87.8	94.7	90.1	58.3	88.9	n/a	n/a	61.8	
	2001	93.5	95.6	91.7	98.7	93.4	78.9	87.5	85.7	n/a	84.0	
	2002	90.7	92.2	89.2	97.9	93.3	37.5	81.8	n/a	n/a	73.0	
	2003	89.5	90.2	88.8	93.5	89.2	88.5	77.3	n/a	n/a	60.0	
	2004	88.3	88.8	87.9	92.8	90.4	56.3	80.8	90.0	n/a	62.1	
Most Recent SAT Scores	Total	2000	1205	1197	1213	1240	1204	1061	1159	n/a	n/a	1051
		2001	1211	1199	1222	1241	1221	1047	1045	1017	n/a	1132
		2002	1199	1196	1202	1249	1196	1048	1092	n/a	n/a	1005
		2003	1200	1191	1208	1247	1206	981	1171	n/a	n/a	1006
		2004	1210	1185	1231	1256	1207	1027	1141	1059	n/a	1093
	Verbal	2000	589	589	590	590	593	524	577	n/a	n/a	510
		2001	590	591	589	599	595	530	517	493	n/a	565
		2002	582	587	577	592	584	507	544	n/a	n/a	482
		2003	582	581	582	597	586	476	582	n/a	n/a	494
		2004	587	579	593	587	592	507	573	511	n/a	539
	Math	2000	616	608	623	650	611	537	583	n/a	n/a	540
		2001	621	608	634	642	626	517	528	523	n/a	567
		2002	617	610	625	657	612	541	548	n/a	n/a	523
		2003	618	611	626	650	620	505	589	n/a	n/a	511
		2004	623	606	637	669	615	519	568	548	n/a	553
Highest SAT Scores	Total	2000	1217	1209	1225	1258	1214	1071	1164	n/a	n/a	1060
		2001	1222	1211	1233	1256	1230	1057	1070	1025	n/a	1134
		2002	1213	1211	1215	1263	1209	1056	1107	n/a	n/a	1019
		2003	1213	1206	1219	1265	1218	989	1182	n/a	n/a	1019
		2004	1224	1202	1242	1273	1220	1038	1160	1090	n/a	1104
	Verbal	2000	596	597	596	600	599	532	579	n/a	n/a	514
		2001	594	596	591	605	598	531	526	497	n/a	565
		2002	588	594	581	598	589	508	557	n/a	n/a	489
		2003	588	590	587	605	593	478	582	n/a	n/a	498
		2004	594	589	599	596	599	517	586	532	n/a	546
	Math	2000	621	612	629	657	615	539	584	n/a	n/a	546
		2001	628	614	642	651	632	527	544	528	n/a	569
		2002	625	617	633	665	620	548	549	n/a	n/a	530
		2003	624	617	632	661	624	511	599	n/a	n/a	521
		2004	630	613	644	678	621	522	574	558	n/a	558

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D5
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Damascus High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	75	81	69	63	76	67	63	n/a	n/a	48	
	2001	76	83	68	81	76	71	64	n/a	n/a	34	
	2002	79	80	78	90	80	66	73	56	n/a	48	
	2003	72	77	68	89	73	76	33	36	n/a	33	
	2004	74	79	69	91	75	43	69	43	n/a	30	
Most Recent SAT Scores	Total	2000	1058	1059	1055	1102	1067	911	1022	n/a	n/a	837
		2001	1074	1073	1076	1112	1083	943	960	n/a	n/a	825
		2002	1077	1064	1088	1134	1085	965	978	962	n/a	885
		2003	1087	1071	1104	1104	1097	862	1026	860	n/a	943
		2004	1090	1070	1110	1167	1093	923	994	858	n/a	901
	Verbal	2000	520	527	511	514	525	451	506	n/a	n/a	412
		2001	523	529	515	548	527	463	476	n/a	n/a	376
		2002	520	518	522	544	523	491	469	470	n/a	417
		2003	527	526	528	522	532	445	474	412	n/a	438
		2004	532	529	535	561	535	454	474	420	n/a	429
	Math	2000	538	532	544	588	542	459	516	n/a	n/a	425
		2001	551	544	561	564	557	479	484	n/a	n/a	449
		2002	556	546	566	590	562	474	509	492	n/a	468
		2003	560	545	576	582	565	416	552	448	n/a	505
		2004	558	540	575	606	558	469	520	438	n/a	472
Highest SAT Scores	Total	2000	1070	1074	1066	1114	1081	914	1038	n/a	n/a	843
		2001	1086	1085	1088	1118	1095	969	968	n/a	n/a	827
		2002	1089	1075	1102	1146	1098	974	989	962	n/a	901
		2003	1099	1084	1116	1134	1108	880	1026	878	n/a	965
		2004	1108	1089	1126	1191	1110	943	1005	882	n/a	906
	Verbal	2000	525	532	516	526	530	452	510	n/a	n/a	410
		2001	529	534	522	543	532	484	477	n/a	n/a	378
		2002	527	523	530	554	529	494	477	470	n/a	426
		2003	534	533	536	545	538	452	472	430	n/a	454
		2004	540	538	542	573	543	460	476	415	n/a	430
	Math	2000	545	542	550	588	550	462	528	n/a	n/a	433
		2001	557	551	567	575	563	485	491	n/a	n/a	449
		2002	562	551	572	592	569	479	512	492	n/a	475
		2003	565	551	580	589	570	428	554	448	n/a	512
		2004	568	551	584	618	567	483	529	467	n/a	476

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D6
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Einstein High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	62	68	56	89	68	61	43	56	30	46	
	2001	60	62	58	66	78	53	48	57	26	43	
	2002	58	67	50	67	78	61	35	43	33	43	
	2003	59	63	55	77	73	62	33	46	n/a	42	
	2004	57	66	49	70	76	57	35	51	44	38	
Most Recent SAT Scores	Total	2000	973	986	958	928	1124	877	939	885	774	848
		2001	947	906	987	950	1094	832	868	765	700	706
		2002	1012	982	1051	1027	1146	861	922	824	678	1003
		2003	998	972	1025	985	1121	886	900	839	n/a	789
		2004	990	974	1010	984	1146	869	901	905	751	998
	Verbal	2000	487	508	463	439	581	440	470	405	329	422
		2001	476	457	495	443	567	423	434	357	330	356
		2002	505	499	513	474	582	431	465	383	287	507
		2003	493	484	503	453	568	442	446	399	n/a	402
		2004	492	483	503	451	577	445	457	437	333	487
	Math	2000	486	479	494	489	544	438	469	481	445	426
		2001	471	449	493	507	527	409	434	407	370	350
		2002	507	483	538	553	564	430	457	441	391	496
		2003	504	487	522	532	553	443	454	440	n/a	387
		2004	498	491	507	533	570	424	444	469	418	511
Highest SAT Scores	Total	2000	981	995	965	944	1131	882	945	897	796	860
		2001	957	919	993	964	1101	840	877	768	700	721
		2002	1023	996	1059	1042	1157	870	934	827	686	1010
		2003	1009	982	1038	999	1130	896	917	849	n/a	795
		2004	999	984	1018	997	1152	876	914	919	753	1004
	Verbal	2000	491	513	467	450	583	442	473	414	343	428
		2001	481	465	497	451	568	428	441	361	330	360
		2002	509	504	516	481	588	433	467	381	284	516
		2003	499	490	508	459	571	444	463	406	n/a	407
		2004	496	489	506	458	579	449	465	444	334	493
	Math	2000	489	482	498	494	547	440	473	484	453	432
		2001	475	454	496	513	533	413	436	407	370	361
		2002	513	491	543	561	569	437	467	446	402	494
		2003	510	492	529	540	559	452	454	443	n/a	388
		2004	502	495	511	538	573	427	449	475	419	511

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D7
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Gaithersburg High School

SAT Indicator	Class Year	All	Gender		Race/Ethnicity				Special Services			
			Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	64.7	70.1	58.5	80.8	78.3	48.8	31.7	26.7	n/a	42.1	
	2001	61.9	61.0	63.0	78.1	79.8	38.3	38.2	22.0	n/a	20.0	
	2002	70.8	74.1	67.3	81.8	84.7	60.3	41.5	43.9	n/a	45.5	
	2003	73.3	75.0	71.5	84.2	86.3	62.7	44.4	43.9	n/a	39.4	
	2004	72.8	75.9	69.6	84.6	90.2	60.4	50.0	54.8	23.5	53.7	
Most Recent SAT Scores	Total	2000	1047	1029	1073	1034	1100	927	939	881	n/a	950
		2001	1050	1032	1069	1076	1094	917	962	975	n/a	990
		2002	1006	1003	1008	1031	1075	818	892	853	n/a	733
		2003	1036	1030	1042	1049	1089	945	895	948	n/a	807
		2004	994	977	1014	1001	1075	900	848	802	655	779
	Verbal	2000	519	515	524	497	548	469	454	426	n/a	454
		2001	516	516	516	507	544	450	484	493	n/a	494
		2002	491	495	488	482	528	402	449	406	n/a	351
		2003	507	508	505	499	536	462	441	456	n/a	407
		2004	489	487	491	472	536	443	410	387	274	371
	Math	2000	528	513	548	536	552	458	485	456	n/a	496
		2001	533	516	552	569	551	467	477	482	n/a	496
		2002	514	508	521	549	547	416	443	447	n/a	382
		2003	529	522	537	550	553	482	454	492	n/a	400
		2004	505	490	523	530	539	457	438	415	381	408
Highest SAT Scores	Total	2000	1062	1045	1084	1051	1115	942	945	891	n/a	954
		2001	1062	1044	1081	1099	1104	928	970	975	n/a	1000
		2002	1019	1018	1020	1052	1087	837	895	883	n/a	757
		2003	1047	1040	1053	1055	1101	955	906	949	n/a	808
		2004	1005	990	1022	1014	1087	908	858	809	655	785
	Verbal	2000	528	525	532	508	557	475	461	431	n/a	454
		2001	522	522	523	516	548	456	490	493	n/a	503
		2002	499	502	495	498	534	415	448	430	n/a	362
		2003	513	513	513	503	541	469	451	456	n/a	402
		2004	495	494	495	479	543	445	414	387	274	376
	Math	2000	534	520	553	543	557	467	484	460	n/a	500
		2001	540	523	558	583	556	472	480	482	n/a	497
		2002	520	515	525	554	553	422	447	453	n/a	395
		2003	534	527	541	552	560	486	455	493	n/a	406
		2004	510	496	527	535	543	463	444	422	381	409

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D8
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Kennedy High School

SAT Indicator	Class Year	All	Gender		Race/Ethnicity				Special Services			
			Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	68.1	73.8	62.8	82.5	76.9	67.4	50.0	53.8	36.8	37.8	
	2001	63.7	71.4	54.9	80.4	71.4	62.8	37.3	46.9	n/a	28.9	
	2002	69.7	70.5	68.8	87.2	79.7	65.6	56.8	58.6	25.0	37.5	
	2003	61.4	60.2	62.5	81.0	65.1	64.8	38.6	48.5	n/a	39.6	
	2004	62.2	68.8	54.4	90.6	67.2	65.7	39.2	53.2	23.8	32.4	
Most Recent SAT Scores	Total	2000	958	925	995	1084	1140	846	863	790	766	774
		2001	978	986	966	1067	1105	859	873	862	n/a	755
		2002	950	916	985	1026	1050	893	866	843	628	729
		2003	997	1005	990	1064	1146	893	901	886	n/a	887
		2004	940	932	951	1053	1091	866	850	828	762	793
	Verbal	2000	470	459	482	505	565	421	424	382	340	374
		2001	477	489	458	502	546	423	419	421	n/a	355
		2002	469	460	478	471	526	447	438	401	286	358
		2003	490	501	480	510	568	440	449	418	n/a	431
		2004	461	462	458	500	538	428	418	405	342	396
	Math	2000	488	466	513	579	575	425	439	408	426	401
		2001	501	497	508	565	559	436	454	440	n/a	400
		2002	481	456	508	555	524	445	428	442	342	372
		2003	507	503	511	554	578	454	452	468	n/a	457
		2004	479	470	493	553	552	439	432	423	420	397
Highest SAT Scores	Total	2000	970	937	1006	1098	1153	858	867	797	766	775
		2001	991	1004	972	1081	1114	877	879	868	n/a	765
		2002	966	928	1005	1042	1069	908	880	857	696	743
		2003	1009	1019	999	1073	1158	906	914	903	n/a	890
		2004	956	954	959	1067	1105	882	864	844	762	814
	Verbal	2000	475	463	488	512	568	427	423	387	340	374
		2001	483	496	463	511	549	431	424	419	n/a	366
		2002	473	465	481	480	530	449	441	405	280	356
		2003	498	509	487	514	572	448	463	433	n/a	432
		2004	469	474	463	506	549	436	422	412	342	417
	Math	2000	495	474	518	586	584	431	443	410	426	401
		2001	508	508	509	571	565	446	455	449	n/a	399
		2002	493	464	524	562	539	459	438	452	416	387
		2003	512	510	513	559	586	457	451	470	n/a	458
		2004	486	480	496	561	556	446	442	432	420	398

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D9
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Magruder High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	71.7	71.1	72.4	84.6	77.6	61.7	43.9	34.4	23.8	37.5	
	2001	72.6	73.2	72.0	94.4	82.9	55.7	27.1	27.3	n/a	34.4	
	2002	72.9	76.6	69.3	77.0	84.5	50.7	40.4	32.3	n/a	48.4	
	2003	69.5	73.4	65.3	74.3	79.4	55.9	37.7	26.1	n/a	37.8	
	2004	66.1	68.2	63.6	64.6	79.6	51.5	30.6	28.8	n/a	28.8	
Most Recent SAT Scores	Total	2000	1088	1105	1073	1157	1111	968	961	936	830	1001
		2001	1104	1097	1111	1100	1143	949	1052	869	n/a	1005
		2002	1114	1102	1127	1133	1155	924	962	838	n/a	847
		2003	1092	1085	1102	1135	1112	989	1006	824	n/a	879
		2004	1104	1088	1124	1163	1131	945	959	916	n/a	933
	Verbal	2000	529	549	511	541	543	480	471	445	354	478
		2001	538	543	533	514	563	470	506	417	n/a	486
		2002	545	549	542	539	568	472	450	396	n/a	396
		2003	539	541	536	545	550	497	503	408	n/a	413
		2004	543	540	548	544	563	476	463	437	n/a	468
	Math	2000	559	556	562	616	568	488	489	491	476	523
		2001	566	554	578	586	580	479	546	452	n/a	519
		2002	568	553	585	594	587	452	512	442	n/a	451
		2003	554	544	566	590	562	492	503	417	n/a	466
		2004	560	549	575	618	569	469	496	479	n/a	465
Highest SAT Scores	Total	2000	1102	1115	1089	1172	1124	980	971	936	848	1018
		2001	1117	1110	1124	1119	1155	963	1061	881	n/a	1035
		2002	1125	1113	1137	1142	1167	936	968	842	n/a	855
		2003	1104	1099	1110	1146	1124	1003	1013	839	n/a	891
		2004	1115	1100	1133	1171	1143	959	964	919	n/a	933
	Verbal	2000	535	552	520	544	550	484	475	445	372	483
		2001	544	548	539	521	568	476	510	423	n/a	499
		2002	551	554	547	544	574	474	454	397	n/a	398
		2003	544	548	540	553	556	501	502	413	n/a	419
		2004	548	546	550	548	566	482	467	438	n/a	468
	Math	2000	566	564	569	628	574	496	496	491	476	535
		2001	573	562	585	598	587	487	551	458	n/a	535
		2002	574	559	591	598	593	462	514	445	n/a	457
		2003	560	551	570	593	568	501	511	426	n/a	473
		2004	567	555	583	623	576	477	497	481	n/a	465

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D10
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Northwest High School

SAT Indicator	Class Year	All	Gender		Race/Ethnicity				Special Services			
			Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	68.0	66.4	69.9	89.3	66.7	66.1	52.2	52.6	n/a	34.8	
	2001	71.3	74.6	67.3	86.4	81.4	57.5	43.5	35.3	n/a	37.0	
	2002	77.5	79.1	76.1	86.8	84.4	71.3	50.0	43.8	n/a	42.4	
	2003	76.6	72.6	80.7	93.8	77.0	75.8	56.1	70.0	n/a	42.5	
	2004	69.3	75.4	63.0	81.6	73.2	61.9	55.2	71.4	n/a	39.0	
Most Recent SAT Scores	Total	2000	1033	1035	1032	1101	1085	919	943	929	n/a	815
		2001	1021	1017	1026	1016	1060	937	966	810	n/a	855
		2002	1042	1038	1045	1079	1092	926	948	947	n/a	851
		2003	1021	1010	1031	1067	1097	876	953	919	n/a	764
		2004	1042	1008	1084	1198	1108	866	862	831	n/a	797
	Verbal	2000	514	522	506	535	540	469	456	454	n/a	398
		2001	503	506	499	487	520	473	479	410	n/a	426
		2002	507	514	501	511	533	454	466	473	n/a	407
		2003	497	498	495	498	537	438	450	441	n/a	376
		2004	510	499	525	556	546	434	434	415	n/a	386
	Math	2000	519	513	526	566	545	450	488	475	n/a	418
		2001	518	511	527	529	541	464	487	400	n/a	429
		2002	535	524	544	569	559	472	482	474	n/a	444
		2003	524	512	535	569	560	439	503	478	n/a	388
		2004	532	510	559	643	561	433	428	415	n/a	411
Highest SAT Scores	Total	2000	1042	1045	1040	1108	1095	931	948	944	n/a	834
		2001	1034	1029	1039	1024	1076	947	970	813	n/a	872
		2002	1053	1047	1058	1095	1105	933	951	951	n/a	869
		2003	1033	1023	1042	1087	1106	888	967	929	n/a	778
		2004	1054	1022	1094	1209	1119	884	864	844	n/a	799
	Verbal	2000	519	527	510	537	546	473	463	466	n/a	410
		2001	510	515	503	490	527	482	479	413	n/a	437
		2002	513	518	508	514	539	460	464	476	n/a	421
		2003	503	506	502	510	542	442	462	447	n/a	384
		2004	517	505	530	562	553	438	438	415	n/a	388
	Math	2000	523	517	530	571	548	458	484	478	n/a	424
		2001	524	515	536	534	549	465	491	400	n/a	435
		2002	540	530	550	581	565	473	486	476	n/a	449
		2003	529	517	540	577	564	446	505	482	n/a	395
		2004	538	517	564	647	565	445	427	429	n/a	411

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D11
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Paint Branch High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	74.3	82.2	65.4	88.5	78.8	63.7	63.6	70.0	n/a	31.3	
	2001	79.6	83.1	76.1	91.8	81.3	72.0	70.8	59.3	n/a	44.4	
	2002	81.7	83.6	79.5	90.4	83.2	73.5	75.0	83.3	n/a	50.0	
	2003	78.8	84.0	74.1	88.9	82.7	72.9	61.9	53.8	n/a	46.2	
	2004	75.1	74.5	75.6	83.9	84.6	64.3	60.7	70.4	n/a		
Most Recent SAT Scores	Total	2000	1030	1019	1045	1098	1075	922	1023	890	n/a	824
		2001	1033	1015	1054	1111	1080	920	981	888	n/a	746
		2002	1064	1053	1078	1116	1131	921	1018	986	n/a	827
		2003	1021	1018	1023	1064	1093	933	936	881	n/a	670
		2004	1036	999	1072	1105	1104	929	907	862	n/a	
	Verbal	2000	501	499	504	519	525	457	509	435	n/a	389
		2001	503	502	504	519	530	456	486	435	n/a	383
		2002	512	510	514	523	548	449	502	453	n/a	410
		2003	490	495	485	495	527	454	456	415	n/a	311
		2004	503	491	514	520	537	461	449	417	n/a	
	Math	2000	528	520	541	578	549	465	514	454	n/a	435
		2001	530	513	550	591	550	464	495	453	n/a	363
		2002	552	543	564	593	583	472	516	533	n/a	417
		2003	531	524	538	568	566	479	480	467	n/a	359
		2004	533	508	558	585	567	468	458	444	n/a	
Highest SAT Scores	Total	2000	1040	1033	1050	1110	1086	931	1026	900	n/a	829
		2001	1049	1032	1067	1128	1096	935	990	900	n/a	753
		2002	1077	1066	1091	1137	1142	931	1023	1007	n/a	828
		2003	1038	1034	1042	1088	1111	946	958	897	n/a	723
		2004	1050	1013	1085	1128	1114	941	910	872	n/a	
	Verbal	2000	508	508	508	529	531	463	514	439	n/a	391
		2001	512	511	513	529	540	464	486	442	n/a	378
		2002	518	518	519	528	557	454	501	459	n/a	410
		2003	502	507	497	512	537	466	468	429	n/a	357
		2004	508	497	519	531	541	465	451	418	n/a	
	Math	2000	532	525	542	581	555	468	513	461	n/a	438
		2001	537	521	555	599	556	471	504	458	n/a	376
		2002	559	548	572	609	585	476	521	547	n/a	418
		2003	536	528	545	576	574	480	490	468	n/a	367
		2004	542	516	566	597	573	476	459	454	n/a	

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D12
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Poolesville High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	76.7	79.7	73.3	n/a	78.6	n/a	n/a	n/a	n/a	46.2	
	2001	75.2	76.7	73.6	100.0	75.9	n/a	n/a	n/a	n/a	54.5	
	2002	76.8	77.6	75.7	100.0	78.4	46.7	85.7	n/a	n/a	n/a	
	2003	79.5	86.3	71.6	n/a	79.8	n/a	n/a	n/a	n/a	38.9	
	2004	81.8	87.6	75.9	100.0	84.9	n/a	n/a	n/a	n/a	n/a	
Most Recent SAT Scores	Total	2000	1068	1020	1128	n/a	1079	n/a	n/a	n/a	n/a	1140
		2001	1121	1115	1127	1174	1121	n/a	n/a	n/a	n/a	898
		2002	1136	1110	1172	1213	1141	1079	1022	n/a	n/a	n/a
		2003	1082	1085	1078	n/a	1083	n/a	n/a	n/a	n/a	817
		2004	1145	1138	1152	1176	1142	n/a	n/a	n/a	n/a	n/a
	Verbal	2000	525	516	537	n/a	533	n/a	n/a	n/a	n/a	580
		2001	553	557	549	536	555	n/a	n/a	n/a	n/a	463
		2002	559	552	568	573	561	556	510	n/a	n/a	n/a
		2003	538	544	529	v	538	n/a	n/a	n/a	n/a	409
		2004	563	569	557	553	563	n/a	n/a	n/a	n/a	n/a
	Math	2000	543	504	592	n/a	547	n/a	n/a	n/a	n/a	560
		2001	568	558	578	638	566	n/a	n/a	n/a	n/a	435
		2002	577	559	603	640	580	523	512	n/a	n/a	n/a
		2003	545	542	549	n/a	546	n/a	n/a	n/a	n/a	409
		2004	581	569	596	623	579	n/a	n/a	n/a	n/a	n/a
Highest SAT Scores	Total	2000	1079	1033	1136	n/a	1089	n/a	n/a	n/a	n/a	1150
		2001	1129	1123	1135	1196	1129	n/a	n/a	n/a	n/a	898
		2002	1148	1125	1181	1221	1154	1093	1022	n/a	n/a	n/a
		2003	1093	1098	1086	n/a	1093	n/a	n/a	n/a	n/a	840
		2004	1157	1151	1164	1189	1154	n/a	n/a	n/a	n/a	n/a
	Verbal	2000	531	523	542	n/a	538	n/a	n/a	n/a	n/a	583
		2001	557	561	552	544	559	n/a	n/a	n/a	n/a	463
		2002	563	558	570	583	566	553	510	n/a	n/a	n/a
		2003	545	551	536	n/a	544	n/a	n/a	n/a	n/a	423
		2004	571	574	567	561	571	n/a	n/a	n/a	n/a	n/a
	Math	2000	547	510	594	n/a	551	n/a	n/a	n/a	n/a	567
		2001	573	563	583	652	570	n/a	n/a	n/a	n/a	435
		2002	584	567	610	639	588	540	512	n/a	n/a	n/a
		2003	548	547	550	n/a	549	n/a	n/a	n/a	n/a	417
		2004	586	577	597	627	583	n/a	n/a	n/a	n/a	n/a

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D13
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Quince Orchard High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	76.9	80.0	73.8	89.9	84.7	55.9	40.5	52.4	55.8	44.1	
	2001	74.7	77.5	71.8	93.0	81.3	52.6	39.0	58.8	82.4	42.1	
	2002	75.8	81.1	70.8	84.8	85.2	50.7	57.9	37.9	48.7	50.0	
	2003	76.4	79.4	73.0	84.9	83.0	65.0	45.7	51.6	43.2	51.5	
	2004	79.5	81.0	78.0	87.1	85.1	61.2	54.5	52.9	31.6	52.9	
Most Recent SAT Scores	Total	2000	1079	1058	1101	1080	1117	937	912	955	919	898
		2001	1087	1062	1115	1084	1138	878	913	867	902	1026
		2002	1061	1047	1077	1066	1107	887	978	868	835	877
		2003	1089	1058	1127	1124	1129	922	961	939	986	804
		2004	1102	1109	1096	1149	1127	931	961	942	742	919
	Verbal	2000	523	519	527	498	548	456	450	440	377	427
		2001	527	525	530	493	558	446	472	414	375	516
		2002	513	516	510	481	545	444	479	413	337	427
		2003	529	520	539	507	557	464	495	453	393	403
		2004	537	545	528	532	555	479	466	462	288	451
	Math	2000	556	539	575	582	569	480	462	515	542	471
		2001	560	538	585	591	580	432	441	453	527	510
		2002	548	530	567	585	562	443	499	455	497	450
		2003	560	538	588	616	572	457	466	486	594	401
		2004	565	563	568	617	572	451	495	480	453	468
Highest SAT Scores	Total	2000	1091	1069	1114	1093	1129	950	917	955	925	917
		2001	1101	1078	1126	1105	1151	883	919	867	915	1040
		2002	1074	1058	1090	1083	1121	890	982	870	841	884
		2003	1104	1071	1144	1137	1146	931	970	948	1001	804
		2004	1116	1124	1109	1167	1140	946	970	948	757	944
	Verbal	2000	531	525	537	506	556	467	454	440	383	444
		2001	534	533	536	505	564	449	475	417	386	527
		2002	519	522	516	490	550	442	486	419	346	433
		2003	536	525	550	515	565	467	503	459	400	403
		2004	545	552	537	541	564	487	468	469	303	459
	Math	2000	560	544	577	587	573	483	463	515	542	473
		2001	567	545	591	600	588	434	444	450	529	513
		2002	555	536	575	593	571	448	497	451	495	451
		2003	568	546	594	622	580	464	468	489	601	401
		2004	572	572	572	626	577	459	503	479	453	485

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D14
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Richard Montgomery High School

SAT Indicator	Class Year	All	Gender		Race/Ethnicity				Special Services			
			Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	74.5	77.5	70.6	81.5	84.0	55.6	35.0	39.4	n/a	38.2	
	2001	71.2	74.0	68.3	83.1	81.4	40.5	41.3	46.7	17.4	26.5	
	2002	77.2	81.6	72.5	85.7	81.1	64.7	60.0	67.7	44.0	42.3	
	2003	72.9	75.8	69.4	84.0	78.3	65.8	36.7	44.8	n/a	30.0	
	2004	77.0	82.9	71.4	94.4	85.7	54.7	40.6	56.5	n/a	38.9	
Most Recent SAT Scores	Total	2000	1210	1194	1232	1221	1262	982	899	1005	n/a	1059
		2001	1209	1220	1195	1197	1270	939	968	881	605	1144
		2002	1155	1149	1161	1171	1214	980	958	921	753	901
		2003	1200	1187	1217	1194	1238	1000	1131	1039	n/a	1045
		2004	1203	1210	1196	1245	1239	1042	987	963	n/a	918
	Verbal	2000	595	589	603	567	627	495	459	478	n/a	537
		2001	600	610	588	564	638	476	488	411	290	548
		2002	568	570	566	549	605	494	462	409	283	429
		2003	592	592	593	566	617	510	566	489	n/a	517
		2004	594	606	581	594	617	530	495	452	n/a	457
	Math	2000	615	605	629	654	635	488	440	527	n/a	522
		2001	609	610	607	633	633	463	480	469	315	597
		2002	587	579	595	622	608	486	496	512	470	472
		2003	607	595	624	628	621	489	565	550	n/a	528
		2004	610	604	615	650	622	512	492	511	n/a	461
Highest SAT Scores	Total	2000	1219	1204	1240	1231	1270	998	909	1015	n/a	1064
		2001	1223	1235	1209	1220	1282	945	987	891	605	1151
		2002	1164	1159	1170	1182	1224	990	961	930	753	920
		2003	1212	1200	1228	1213	1248	1012	1139	1045	n/a	1055
		2004	1214	1221	1206	1262	1248	1050	995	981	n/a	927
	Verbal	2000	600	594	608	571	631	509	462	484	n/a	536
		2001	607	617	596	578	643	480	493	424	290	552
		2002	573	575	571	555	610	500	464	415	283	441
		2003	599	600	598	577	622	516	569	496	n/a	518
		2004	600	611	587	605	621	531	502	462	n/a	457
	Math	2000	620	610	633	660	639	489	447	531	n/a	528
		2001	616	618	614	642	639	465	494	468	315	599
		2002	591	584	600	627	614	490	498	514	470	479
		2003	613	600	630	636	626	496	571	548	n/a	537
		2004	615	610	619	658	627	519	492	519	n/a	470

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D15
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Rockville High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	67.9	64.7	71.3	74.3	77.2	54.8	45.7	60.9	20.0	32.3	
	2001	72.7	81.0	65.2	75.6	78.6	71.8	51.2	60.0	n/a	46.9	
	2002	70.4	72.6	68.3	90.6	79.1	53.2	47.4	40.0	33.3	47.4	
	2003	61.9	69.2	54.3	68.2	72.8	48.6	31.0	42.1	n/a	34.3	
	2004	56.0	57.3	54.6	77.4	73.1	37.5	22.0	29.8	n/a	12.9	
Most Recent SAT Scores	Total	2000	1095	1060	1128	1101	1153	896	993	927	810	1011
		2001	1050	1035	1066	995	1140	925	841	862	n/a	842
		2002	1067	1051	1082	1102	1134	894	911	1008	885	848
		2003	1063	1048	1083	1046	1102	950	954	961	n/a	929
		2004	1091	1054	1133	1144	1133	893	954	971	n/a	933
	Verbal	2000	547	539	554	518	579	453	514	464	320	534
		2001	519	518	519	455	571	463	420	414	n/a	423
		2002	523	523	522	501	562	455	453	505	333	415
		2003	520	519	522	492	543	478	463	446	n/a	457
		2004	537	522	553	540	570	430	445	444	n/a	465
	Math	2000	548	521	574	583	574	443	479	463	490	477
		2001	531	517	547	540	569	462	421	448	n/a	419
		2002	544	528	560	602	572	439	458	503	553	433
		2003	543	529	561	554	559	472	491	515	n/a	473
		2004	554	532	579	605	563	463	508	527	n/a	468
Highest SAT Scores	Total	2000	1107	1073	1140	1120	1166	903	1002	944	810	1014
		2001	1062	1046	1079	1010	1149	943	855	873	n/a	861
		2002	1081	1069	1093	1117	1149	909	922	1012	885	857
		2003	1074	1059	1094	1056	1114	958	967	974	n/a	958
		2004	1105	1069	1147	1160	1147	909	965	984	n/a	980
	Verbal	2000	554	545	562	530	588	452	515	471	320	533
		2001	524	524	524	461	574	473	430	419	n/a	431
		2002	529	531	527	508	568	460	461	505	345	424
		2003	527	525	528	490	551	491	476	459	n/a	473
		2004	543	529	558	547	575	441	450	453	n/a	488
	Math	2000	553	528	578	590	578	451	488	473	490	481
		2001	538	523	556	549	576	470	424	454	n/a	430
		2002	552	538	565	609	580	449	462	507	540	433
		2003	548	534	566	566	564	467	491	515	n/a	486
		2004	563	540	588	614	572	468	515	531	n/a	493

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D16
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Seneca Valley High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	63.9	67.3	60.6	69.6	76.8	50.0	34.0	45.9	40.8	43.5	
	2001	61.1	66.1	55.5	68.3	75.0	44.9	33.3	27.0	15.0	25.9	
	2002	59.1	64.6	54.6	91.2	63.0	54.5	30.4	41.9	39.1	37.8	
	2003	63.3	64.6	62.2	73.0	74.0	53.6	37.9	45.9	16.7	34.2	
	2004	69.0	67.8	69.9	83.0	78.0	61.6	39.2	56.3	n/a	39.4	
Most Recent SAT Scores	Total	2000	1023	992	1056	956	1083	892	957	914	789	879
		2001	1016	985	1057	956	1062	907	965	774	818	924
		2002	986	978	994	974	1070	844	888	797	733	812
		2003	1020	1000	1040	1044	1081	901	865	876	712	904
		2004	1015	1021	1011	1027	1064	890	1027	938	n/a	807
	Verbal	2000	495	485	505	429	530	443	452	398	319	456
		2001	493	490	498	436	521	434	486	362	307	457
		2002	480	481	479	455	528	412	416	362	327	415
		2003	499	498	501	476	536	441	426	406	282	448
		2004	493	502	487	474	521	434	518	428	n/a	393
	Math	2000	528	507	551	527	553	448	505	516	470	423
		2001	522	495	559	520	541	473	479	412	512	467
		2002	506	498	514	518	542	432	471	435	406	397
		2003	521	502	539	568	545	460	440	469	430	455
		2004	522	518	525	553	543	457	510	511	n/a	414
Highest SAT Scores	Total	2000	1036	1003	1073	968	1096	909	964	926	803	879
		2001	1026	996	1067	980	1072	911	965	786	850	936
		2002	998	989	1007	985	1083	855	897	811	738	828
		2003	1032	1013	1051	1067	1092	911	875	888	712	927
		2004	1027	1035	1021	1039	1078	900	1031	942	n/a	818
	Verbal	2000	502	492	513	439	537	451	461	412	335	456
		2001	499	497	501	456	523	437	487	376	353	464
		2002	486	485	488	463	534	418	426	377	336	426
		2003	506	505	508	488	540	448	440	422	282	456
		2004	499	512	490	479	528	441	521	428	n/a	403
	Math	2000	534	510	560	528	560	458	503	514	469	423
		2001	527	499	566	524	548	474	478	410	497	471
		2002	512	504	519	522	549	437	471	434	402	401
		2003	526	508	543	579	551	463	434	466	430	471
		2004	528	523	531	559	550	460	511	513	n/a	415

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D17
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Sherwood High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	76.7	82.5	70.1	61.8	85.3	50.0	59.1	36.8	25.0	58.5	
	2001	80.4	81.0	79.9	75.0	85.3	77.4	46.4	48.0	27.3	53.8	
	2002	77.2	84.7	71.4	78.4	85.3	56.8	54.2	48.5	30.8	44.7	
	2003	83.3	83.0	83.6	87.0	87.9	72.4	46.2	44.0	33.3	62.9	
	2004	77.6	77.0	78.2	81.6	84.5	50.9	55.0	44.4	26.1	55.6	
Most Recent SAT Scores	Total	2000	1069	1069	1069	1053	1089	897	1040	867	682	934
		2001	1054	1038	1069	1002	1086	953	942	856	615	989
		2002	1056	1032	1078	1026	1094	915	999	928	691	896
		2003	1070	1051	1090	1076	1086	985	981	841	693	870
		2004	1072	1059	1086	1041	1097	886	1074	974	638	920
	Verbal	2000	526	531	519	487	538	461	516	394	276	450
		2001	517	518	517	461	533	485	468	414	263	480
		2002	518	514	522	478	538	466	493	443	299	434
		2003	524	520	529	488	537	502	478	382	290	432
		2004	528	527	529	494	543	431	532	471	277	445
	Math	2000	542	537	550	566	551	436	524	473	406	484
		2001	537	520	552	540	553	469	474	442	352	509
		2002	538	518	555	548	556	449	506	484	393	463
		2003	545	532	561	588	550	483	503	459	403	438
		2004	544	531	557	546	554	454	542	503	362	476
Highest SAT Scores	Total	2000	1080	1080	1081	1059	1102	902	1044	884	704	952
		2001	1074	1060	1088	1016	1110	962	967	867	638	1025
		2002	1071	1045	1095	1041	1108	934	1018	947	714	902
		2003	1092	1074	1112	1102	1107	1008	1016	883	747	911
		2004	1087	1074	1099	1061	1110	900	1085	993	638	925
	Verbal	2000	533	538	527	492	545	462	521	419	300	464
		2001	530	531	528	474	546	492	485	426	277	500
		2002	526	520	531	484	546	473	502	452	306	440
		2003	536	532	541	505	548	510	504	410	320	455
		2004	534	535	532	508	548	433	535	485	277	450
	Math	2000	547	542	554	567	557	440	523	466	404	488
		2001	545	529	560	542	564	470	482	441	362	525
		2002	545	525	564	557	562	460	516	495	408	462
		2003	556	541	571	597	560	498	512	473	427	456
		2004	553	539	567	554	563	467	551	508	362	476

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D18
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Springbrook High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	78.0	83.6	71.9	81.8	88.7	74.4	46.2	60.5	25.0	45.0	
	2001	74.9	77.7	72.5	83.0	85.4	76.9	40.3	58.1	n/a	44.8	
	2002	71.6	71.2	72.0	83.5	83.7	69.1	33.3	48.3	n/a	n/a	
	2003	70.7	74.7	66.5	89.1	81.6	62.7	37.5	50.0	n/a	53.8	
	2004	73.7	73.3	74.1	81.6	84.9	74.3	40.8	56.3	n/a	47.8	
Most Recent SAT Scores	Total	2000	1057	1029	1093	1051	1186	935	968	858	694	986
		2001	1031	992	1070	1071	1122	922	991	930	n/a	848
		2002	1038	998	1077	1102	1153	906	876	855	n/a	n/a
		2003	1041	1012	1075	1034	1181	946	849	846	n/a	824
		2004	1034	1021	1047	1069	1169	933	921	861	n/a	855
	Verbal	2000	520	516	525	491	589	469	495	411	316	494
		2001	504	488	521	501	557	461	491	437	n/a	423
		2002	503	492	513	513	566	449	425	420	n/a	
		2003	509	499	519	489	582	474	413	407	n/a	394
		2004	513	512	514	510	583	472	457	430	n/a	429
	Math	2000	537	513	568	560	597	465	473	447	378	491
		2001	527	504	549	570	565	461	500	493	n/a	425
		2002	536	505	564	588	587	457	451	435	n/a	n/a
		2003	532	512	556	545	599	472	435	439	n/a	429
		2004	521	509	533	559	586	461	464	431	n/a	426
Highest SAT Scores	Total	2000	1072	1044	1107	1063	1201	949	993	870	704	988
		2001	1046	1007	1084	1088	1140	936	994	942	n/a	855
		2002	1054	1014	1091	1117	1171	919	893	862	n/a	n/a
		2003	1054	1024	1088	1047	1190	964	855	852	n/a	827
		2004	1047	1033	1060	1082	1185	945	924	870	n/a	891
	Verbal	2000	527	523	531	497	597	475	505	417	318	502
		2001	512	496	527	507	567	468	494	444	n/a	426
		2002	510	499	520	518	575	454	440	423	n/a	n/a
		2003	516	508	525	501	587	480	416	409	n/a	396
		2004	519	518	520	518	591	475	458	432	n/a	448
	Math	2000	545	521	575	566	604	474	488	453	386	486
		2001	535	511	558	581	573	468	500	498	n/a	429
		2002	544	516	571	599	596	464	453	439	n/a	n/a
		2003	538	516	563	547	603	484	439	444	n/a	431
		2004	528	515	540	564	593	470	466	438	n/a	443

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D19
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Walter Johnson High School

SAT Indicator	Class Year	All	Gender		Race/Ethnicity				Special Services			
			Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	78.3	84.1	70.9	76.0	83.5	58.8	60.0	54.5	31.0	60.0	
	2001	80.1	80.2	79.9	82.1	86.8	51.5	60.9	76.5	33.3	79.6	
	2002	81.0	82.8	79.4	93.9	83.4	69.2	52.9	35.7	38.9	64.8	
	2003	82.0	84.8	79.0	85.2	87.7	62.5	58.9	45.5	n/a	63.2	
	2004	83.0	86.4	79.3	91.8	87.6	55.2	55.0	44.0	n/a	54.2	
Most Recent SAT Scores	Total	2000	1155	1168	1135	1112	1199	908	988	1013	856	1084
		2001	1150	1140	1160	1160	1194	891	956	1016	810	1011
		2002	1180	1174	1185	1196	1204	975	1044	946	921	1033
		2003	1154	1137	1173	1147	1190	942	995	948	n/a	996
		2004	1177	1172	1183	1201	1194	1035	1035	1004	n/a	971
	Verbal	2000	573	587	553	525	600	449	486	490	363	549
		2001	560	564	555	523	588	449	469	459	279	506
		2002	578	588	570	573	592	482	529	458	369	519
		2003	566	567	566	538	588	467	489	436	n/a	495
		2004	581	584	577	554	596	531	513	472	n/a	507
	Math	2000	582	582	582	587	599	459	502	523	492	535
		2001	591	576	605	637	606	442	487	557	531	505
		2002	601	586	615	623	613	493	515	488	553	514
		2003	587	570	607	608	602	475	505	512	n/a	500
		2004	597	588	607	648	598	504	522	532	n/a	463
Highest SAT Scores	Total	2000	1164	1177	1145	1125	1209	916	992	1017	866	1090
		2001	1161	1154	1167	1176	1203	906	961	1021	861	1017
		2002	1192	1186	1197	1218	1215	990	1053	988	921	1038
		2003	1164	1149	1181	1168	1198	950	1004	958	n/a	998
		2004	1185	1181	1189	1214	1200	1041	1053	1036	n/a	975
	Verbal	2000	579	592	559	533	606	453	488	493	378	553
		2001	567	574	561	535	594	465	475	460	319	512
		2002	583	592	574	586	594	484	533	468	369	524
		2003	572	572	571	552	592	469	495	438	n/a	500
		2004	584	589	579	562	598	529	528	497	n/a	511
	Math	2000	586	585	586	592	603	463	505	524	488	537
		2001	594	580	606	641	610	442	487	561	543	505
		2002	609	594	623	633	620	506	521	520	553	515
		2003	592	576	610	616	606	481	508	520	n/a	498
		2004	601	593	610	652	602	512	525	539	n/a	464

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D20
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Watkins Mill High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	67.0	67.9	66.0	87.5	71.7	54.8	52.4	46.5	n/a	23.5	
	2001	61.5	71.4	52.0	79.5	67.5	49.1	48.1	36.4	n/a	27.9	
	2002	68.0	71.6	64.8	83.6	79.2	48.0	47.6	39.6	n/a	22.2	
	2003	69.4	75.6	63.4	83.3	77.5	54.2	54.1	38.9	n/a	22.0	
	2004	60.8	60.8	60.7	82.6	75.0	46.0	40.0	31.3	n/a	13.9	
Most Recent SAT Scores	Total	2000	1050	1030	1072	1112	1098	914	974	845	n/a	806
		2001	1071	1068	1076	1077	1132	941	990	903	n/a	883
		2002	1081	1050	1111	1081	1146	957	931	893	n/a	993
		2003	1053	1039	1069	1095	1116	901	928	819	n/a	842
		2004	1049	1037	1063	1081	1129	892	967	967	n/a	950
	Verbal	2000	517	514	520	533	544	452	485	395	n/a	386
		2001	530	533	526	515	561	469	492	444	n/a	418
		2002	532	529	535	518	562	487	469	440	n/a	485
		2003	517	513	522	516	549	450	474	401	n/a	427
		2004	513	513	513	499	554	440	493	435	n/a	448
	Math	2000	533	516	552	580	554	462	489	451	n/a	420
		2001	542	535	550	561	570	472	498	459	n/a	466
		2002	549	521	576	563	585	471	462	453	n/a	508
		2003	536	526	547	579	567	450	454	418	n/a	416
		2004	536	523	550	582	575	453	473	532	n/a	502
Highest SAT Scores	Total	2000	1063	1042	1087	1128	1107	932	993	870	n/a	806
		2001	1084	1080	1089	1090	1146	952	995	921	n/a	893
		2002	1091	1063	1118	1099	1155	964	939	904	n/a	996
		2003	1064	1049	1081	1112	1126	912	938	834	n/a	860
		2004	1060	1051	1071	1095	1140	901	977	979	n/a	962
	Verbal	2000	524	521	529	542	548	465	494	414	n/a	386
		2001	536	539	532	524	569	470	494	444	n/a	426
		2002	535	533	537	525	564	487	472	443	n/a	486
		2003	525	520	530	531	555	456	481	415	n/a	440
		2004	519	522	515	507	559	446	497	444	n/a	452
	Math	2000	539	522	558	586	560	467	499	456	n/a	420
		2001	548	541	557	566	576	481	500	477	n/a	468
		2002	556	530	581	574	591	477	467	460	n/a	510
		2003	539	529	551	581	571	456	457	419	n/a	420
		2004	541	529	556	588	581	455	480	535	n/a	510

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D21
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Wheaton High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	61.7	76.2	44.6	86.8	68.8	59.5	42.7	65.7	34.3	37.0	
	2001	58.4	65.1	51.7	79.1	68.8	55.7	41.9	53.3	n/a	39.1	
	2002	52.7	56.7	49.3	64.3	55.6	57.6	44.8	47.2	n/a	32.3	
	2003	58.5	57.4	59.5	79.2	68.8	62.9	41.8	51.5	27.3	50.0	
	2004	60.7	66.2	55.2	80.0	64.1	71.2	45.7	62.8	40.0	50.0	
Most Recent SAT Scores	Total	2000	930	921	949	946	973	901	890	900	747	764
		2001	923	893	962	974	1030	824	833	836	n/a	762
		2002	909	901	916	1023	967	861	861	893	n/a	800
		2003	887	903	873	965	966	802	824	843	623	691
		2004	895	877	917	959	975	864	820	837	625	678
	Verbal	2000	450	453	445	425	479	454	435	431	328	390
		2001	450	437	466	441	508	407	421	400	n/a	373
		2002	442	439	445	462	478	422	423	427	n/a	369
		2003	435	452	421	466	478	396	405	407	294	336
		2004	433	432	435	430	476	436	396	402	315	308
	Math	2000	480	468	504	520	495	447	455	469	418	374
		2001	473	455	496	533	522	418	412	437	n/a	389
		2002	467	462	471	561	488	438	438	465	n/a	431
		2003	451	450	452	499	488	406	419	436	329	356
		2004	462	445	482	528	499	428	423	435	310	370
Highest SAT Scores	Total	2000	946	937	964	970	989	909	904	919	775	770
		2001	940	913	973	996	1040	840	855	854	n/a	779
		2002	918	912	924	1042	975	869	867	902	n/a	800
		2003	904	918	891	995	977	816	838	859	647	697
		2004	911	895	931	976	992	882	832	852	637	691
	Verbal	2000	458	459	457	443	482	459	442	443	339	392
		2001	457	448	470	454	515	413	427	406	n/a	384
		2002	444	443	446	466	478	424	427	429	n/a	369
		2003	444	458	432	477	485	402	415	418	307	336
		2004	443	443	442	436	490	442	406	410	328	318
	Math	2000	488	478	507	527	506	450	462	477	436	378
		2001	482	466	503	542	525	427	427	448	n/a	394
		2002	474	469	478	576	497	445	440	473	n/a	431
		2003	460	460	460	517	491	414	424	441	340	361
		2004	468	452	488	540	502	440	426	441	309	373

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D22
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Walt Whitman High School

SAT Indicator	Class Year	Gender			Race/Ethnicity				Special Services			
		All	Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	89.6	87.8	91.6	84.6	92.6	60.0	85.7	n/a	48.0	68.8	
	2001	89.2	91.2	87.4	89.5	92.0	66.7	75.0	58.3	65.0	73.7	
	2002	91.9	95.1	88.7	92.6	94.2	68.4	76.2	n/a	55.0	78.3	
	2003	87.4	92.6	82.4	89.6	89.8	53.3	69.2	n/a	31.6	57.9	
	2004	85.5	88.1	82.9	86.2	86.9	83.3	65.4	n/a	45.5	53.2	
Most Recent SAT Scores	Total	2000	1227	1230	1223	1206	1249	1012	1098	n/a	916	1080
		2001	1223	1213	1233	1217	1239	1029	1152	1030	860	978
		2002	1242	1228	1257	1193	1269	1072	1091	n/a	988	883
		2003	1248	1216	1283	1273	1257	934	1154	n/a	1080	1088
		2004	1234	1222	1247	1230	1255	985	1126	n/a	984	1058
	Verbal	2000	598	607	589	558	615	498	547	n/a	370	542
		2001	601	604	599	561	619	505	570	459	352	477
		2002	609	608	609	566	626	521	534	n/a	384	424
		2003	613	601	625	594	622	483	576	n/a	400	560
		2004	605	603	608	566	620	490	571	n/a	374	526
	Math	2000	629	623	634	648	634	513	551	n/a	546	538
		2001	622	609	634	656	620	524	583	571	508	501
		2002	633	619	648	627	643	552	557	n/a	605	458
		2003	635	615	658	680	635	451	578	n/a	680	528
		2004	629	618	639	664	634	495	555	n/a	610	532
Highest SAT Scores	Total	2000	1235	1238	1233	1220	1256	1023	1113	n/a	925	1084
		2001	1236	1230	1241	1232	1251	1030	1161	1030	865	1003
		2002	1249	1235	1264	1204	1274	1087	1098	n/a	997	896
		2003	1260	1230	1294	1291	1269	934	1164	n/a	1080	1095
		2004	1245	1233	1257	1242	1265	1008	1131	n/a	1003	1062
	Verbal	2000	602	612	593	568	619	487	553	n/a	382	543
		2001	609	613	606	570	626	510	580	459	353	494
		2002	612	614	610	570	628	535	539	n/a	385	431
		2003	619	608	631	602	628	483	584	n/a	408	566
		2004	610	608	612	572	625	496	574	n/a	380	530
	Math	2000	633	626	640	652	637	537	560	n/a	543	541
		2001	627	617	635	663	625	520	581	571	512	509
		2002	637	621	654	635	646	552	559	n/a	613	466
		2003	641	622	663	689	641	451	580	n/a	672	529
		2004	634	624	645	671	640	512	557	n/a	623	532

^{n/a} Results are not reported for subgroups with fewer than five students.

Table D23
SAT Scores of MCPS Seniors in the Classes of 2000 through 2004
for Wootton High School

SAT Indicator	Class Year	All	Gender		Race/Ethnicity				Special Services			
			Female	Male	Asian Am.	White	Afr. Am.	Hisp.	F A R M S	E S O L	Spec. Ed.	
Percent Took SAT	2000	89.4	89.4	89.5	95.3	89.1	71.4	75.0	n/a	n/a	46.7	
	2001	89.0	90.2	87.9	95.3	90.5	58.3	70.6	n/a	n/a	53.8	
	2002	89.8	90.7	88.9	96.0	87.5	86.7	76.2	63.6	n/a	69.2	
	2003	90.7	94.1	87.5	96.3	90.4	75.0	72.7	60.0	n/a	73.7	
	2004	92.7	95.8	89.0	95.8	93.3	76.5	77.3	90.0	n/a	82.6	
Most Recent SAT Scores	Total	2000	1196	1190	1203	1236	1187	1069	1186	n/a	n/a	1097
		2001	1195	1193	1196	1262	1181	1064	1084	n/a	n/a	960
		2002	1191	1182	1200	1254	1167	1048	1091	1033	n/a	969
		2003	1180	1172	1189	1224	1173	1015	1060	992	n/a	1010
		2004	1207	1197	1220	1238	1205	968	1172	1040	n/a	951
	Verbal	2000	577	584	570	585	576	532	598	n/a	n/a	500
		2001	578	583	573	600	574	533	538	n/a	n/a	466
		2002	572	575	569	594	564	511	531	487	n/a	462
		2003	566	570	562	574	568	513	516	482	n/a	488
		2004	587	587	587	588	593	474	577	523	n/a	457
	Math	2000	619	606	633	651	611	537	588	n/a	n/a	597
		2001	617	610	623	663	607	531	547	n/a	n/a	494
		2002	619	607	631	660	603	537	561	546	n/a	507
		2003	614	602	627	651	606	502	544	510	n/a	522
		2004	620	610	633	651	612	494	595	517	n/a	494
Highest SAT Scores	Total	2000	1206	1201	1211	1254	1194	1072	1188	n/a	n/a	1106
		2001	1208	1207	1209	1278	1193	1071	1110	n/a	n/a	993
		2002	1203	1194	1212	1267	1179	1054	1108	1046	n/a	972
		2003	1195	1187	1203	1239	1188	1026	1075	995	n/a	1038
		2004	1220	1212	1229	1255	1215	982	1182	1041	n/a	954
	Verbal	2000	582	590	573	593	579	536	601	n/a	n/a	503
		2001	586	592	580	612	581	541	543	n/a	n/a	484
		2002	578	580	576	600	570	514	537	486	n/a	463
		2003	574	578	571	584	575	517	523	477	n/a	501
		2004	592	594	590	594	596	488	584	524	n/a	457
	Math	2000	624	612	638	661	615	536	587	n/a	n/a	603
		2001	622	615	629	666	612	530	568	n/a	n/a	509
		2002	625	615	636	666	609	540	571	560	n/a	508
		2003	621	610	632	655	613	509	552	518	n/a	537
		2004	627	619	639	661	619	494	598	517	n/a	497

^{n/a} Results are not reported for subgroups with fewer than five students.

^{n/a} Results are not reported for subgroups with fewer than five students.