

**Milestone:** All graduates will be prepared for postsecondary education and employment.

**DATA** ★ **POINT**

University System of Maryland Requirements

and

**DATA** ★ **POINT**

Completion of Career and Technology Education Program

The Maryland State Department of Education (MSDE) designates three categories of high school program completion by graduating seniors. The three categories are: 1) completing course requirements for admission to the University System of Maryland; 2) completing an approved Career and Technology Education (CTE) program; or 3) completing course requirements for admission to the University System of Maryland and completing an approved CTE program.

Requirements for admission to the University System of Maryland are set by the Board of Regents of the University System of Maryland and, at a minimum, include a cumulative grade point equivalent of a C or better, accumulated course credits in English (4 credits), social studies (3 credits), biological and physical sciences (3 credits), mathematics (3 credits), foreign language or advanced technology (2 credits), and a high school diploma.

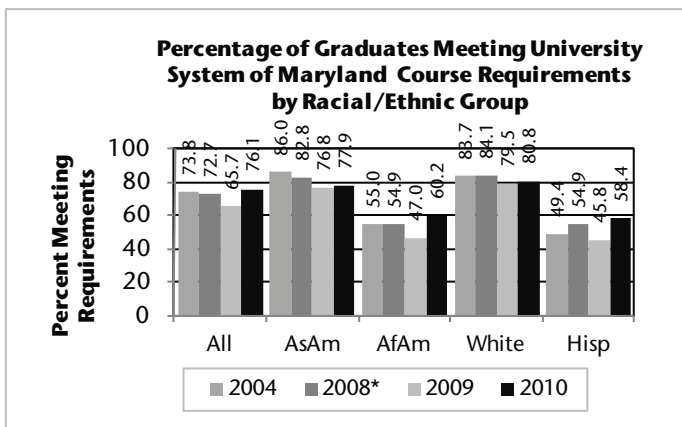
CTE programs designated by MSDE represent the full range of career opportunities for students. The following are the 11 MCPS career clusters: Art, Humanities, Media, and Communications; Biosciences and Medicine; Business Management and Finance; Construction and Development; Education, Training, and Child Studies; Engineering, Scientific Research, and Manufacturing Technologies; Environmental, Agricultural, and Natural Resources; Human and Consumer Services, Hospitality and Tourism; Information Technologies; Law, Government, Public Safety, and Administration; and Transportation, Distribution, and Logistics.

The percentage of all MCPS graduates meeting course requirements for the University of Maryland system increased 10.4 percentage points from 2009 to 2010. Among racial/ethnic subgroups, the largest one-year gains were observed among African American students and Hispanic students, whose completion rates increased 13.2 and 12.6 percentage points, respectively, from 2009 to 2010 (Figure L-1). Even larger one-year gains were observed among students receiving Free and Reduced-price Meals System (FARMS) services (23.9 percentage points), students receiving English for Speakers of Other Languages (ESOL) services (20.1 percentage points), and students receiving special education services (17.0 percentage points) from 2009–2010 (Figure L-2).

Trend data comparing the most current year (2010) to the base year (2004) showed the rate of all MCPS graduates meeting

University of Maryland entrance requirements increased by 2.3 percentage points; and the rates for Hispanic and African American students increased by 9.0 percentage points and 5.2 percentage points, respectively. The rates for Asian American and White students showed an increase from the prior year, but fell below the baseline year by 8.1 percentage points and 2.9 percentage points, respectively (Figure L-1).

Figure L-1

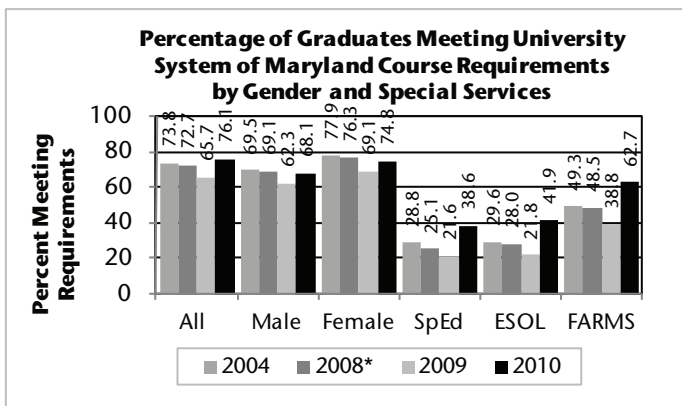


\* Summer graduates were not included in the 2008 data.

Among students receiving special services, trend data from the base year showed the rate of students receiving FARMS services meeting University of Maryland entrance requirements increased 13.4 percentage points from 2004 to 2010; and the rates for students receiving ESOL or special education services increased 12.3 percentage points and 9.8 percentage points, respectively (Figure L-2).

The percentage of male and female graduates meeting course requirements to the University System of Maryland have fluctuated from 2004 through 2010, and male graduates remain slightly below the baseline year by 1.4 percentage points, and female graduates remain 3.1 percentage points below the baseline year (Figure L-2).

Figure L-2



\* Summer graduates were not included in the 2008 data.

**GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT****MILESTONE** All graduates will be prepared for postsecondary education and employment.

Among all 2010 graduates, 4.7 percent completed a CTE program, while an additional 2.3 percent completed a CTE program and met the University System of Maryland (USM) course requirements (Table L-1). Among students receiving special services, 11.8 percent of graduates receiving special education services and 9.4 percent of graduates receiving FARMS services completed a CTE program or completed a

CTE program and also met USM course requirements. Among racial/ethnic groups, 9.2 percent of Hispanic and 7.0 percent of African American graduates completed a CTE program or completed a CTE program and also met USM course requirements. Males (7.6 percent) were more likely to complete a CTE program or complete a CTE program and also meet USM course requirements than females (5.5 percent).

**Table L-1**

2010 Graduate Completion Status by Racial/Ethnic Group and Special Services				
Subgroup	% Meeting USM Entrance Requirements	% Meeting USM Entrance Requirements and Completed CTE Program	% Completed CTE Program	% Meeting Diploma/Certificate Requirements Only
All Students	73.8	2.3	4.7	19.2
Asian American	77.2	0.7	4.7	17.4
African American	56.8	3.4	3.6	36.2
White	79.3	1.5	4.2	15.0
Hispanic	54.8	3.6	5.6	36.0
Male	65.2	2.9	4.7	27.2
Female	73.4	1.4	4.1	21.1
Special Education	36.4	2.2	9.6	51.8
ESOL	41.3	0.6	2.2	55.9
FARMS	57.5	5.2	4.2	33.1