



**Fall 2003 PSAT Participation and Performance
of Grade 10 Students
in the Montgomery County Public Schools**

Department of Shared Accountability

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EXECUTIVE SUMMARY

In October 2003, the Montgomery County Public Schools (MCPS) administered the Preliminary SAT (PSAT) to all students enrolled in Grade 10.¹ Systemwide administration of the PSAT in Grade 10 has three primary purposes:

1. To provide students at all academic performance levels with practice in taking a college entrance test.
2. To identify students with strong academic performance who are not yet enrolled in Honors-level or advanced courses and should be encouraged to take more rigorous programs of study.
3. To identify students who, whether enrolled in Honors- or regular-level courses, may require further support to reduce their chances of needing to take remedial courses in mathematics, reading, or English composition upon college entry.

The purpose of this report is to summarize the Grade 10 PSAT results for the graduating Class of 2006. The Educational Testing Service (ETS) provided students and schools with PSAT test results in January 2004. School personnel are using those results to guide individual course decisions and program plans. However, a complete understanding of the systemwide results requires access to demographic and programmatic information that is unavailable to the ETS. This report combines data from multiple sources to provide a description of PSAT results that can be used to monitor district- and school-level PSAT participation and performance.

Districtwide and schoolwide descriptions of Grade 10 participation and performance are disaggregated by gender; race/ethnicity; and participation in special education, English for Speakers of Other Languages (ESOL), or Free and Reduced-price Meals System (FARMS) services. In addition, results are compared for sophomores who were enrolled in different levels of English and mathematics courses. In addition to describing participation and performance, this report provides some guidelines for using PSAT data to inform program planning.

Key Findings

On average, the PSAT participation and performance for Grade 10 students were as follows:

- PSAT Participation—83.5%²
- PSAT Verbal Score—43.8
- PSAT Mathematics Score—45.0
- PSAT Writing Score—47.3

Since census testing began in October of the 2000–2001 academic year, the proportion of Grade 10 students taking the PSAT has risen by more than 53 percentage points.³ PSAT participation rates, while high on average, continue to be significantly different for subgroups of students with different academic profiles. Participation rates of Asian American and White students were

¹ Grade 10 PSAT census testing began in October 2000. The costs of census testing are paid by MCPS.

² In October 2002, the participation rate of Grade 10 students was 82.5%.

³ In October 1999, the year prior to census testing, 30.4% of Grade 10 students took the PSAT.

about 20 percentage points higher than those of African American or Hispanic students. About two thirds of special education and FARMS students and about one half of ESOL students took the PSAT in Grade 10. Participation rates of students who were enrolled in advanced levels of English and mathematics were more than 20 percentage points higher than those of students enrolled in regular-level classes of the same subject.

Over the past 4 years, PSAT verbal, mathematics, and writing scores of Grade 10 students have been similar to those of previous MCPS cohorts and of sophomores in Maryland and the nation. On average, annual fluctuations in subtest scores have varied by less than 3 points.⁴ While MCPS performance is stable overall, there continue to be persistent gaps in the performance of subgroups of students. As in past years, the 2004 PSAT scores varied considerably for sophomores with different demographic and/or academic profiles.

In 2004, the average MCPS Grade 10 PSAT verbal, math, and writing subtest scores of Asian American and White students were about 10 points higher than those of African American or Hispanic students who took the same subtest. Racial/ethnic performance gaps were greatest in mathematics (about 13 points). Likewise, the average MCPS PSAT subtest scores of Grade 10 students who received special education, ESOL, or FARMS services were about 9 points lower than the MCPS averages. The average verbal and writing scores of sophomores enrolled in Honors-level English were more than 13 points higher than those of sophomores enrolled in regular-level English and about 20 points higher than those of ESOL English students. The PSAT mathematics scores of sophomores enrolled in mathematics at the level of Algebra 2 or higher were about 15 points higher than those of sophomores enrolled in Geometry or Honors Geometry and 22 points higher than those enrolled in Algebra 1 or lower.

Key Implications

All students in MCPS have an opportunity to take a college entrance test in Grade 10 or earlier. Before 2001, participation was dominated by students who were Asian American or White; who did not receive special education, ESOL, or FARMS services; and who took Honors/advanced-level English and mathematics classes. In 2004, participation better reflected the demographic and academic diversity of MCPS sophomores.

MCPS considers many factors when encouraging students to enroll in Honors-level or Advanced Placement (AP) courses. As a result, increasing percentages of students have taken advantage of these academic opportunities over the past 5 years. Nonetheless, in 2004, almost 1,200 sophomores who had PSAT verbal and/or mathematics scores that were “in the middle” or higher were not enrolled in at least one Honors-level class.⁵ In addition, of the 50% of MCPS sophomores with a high likelihood of achieving AP examination scores of 3 or higher,⁶ about 20% were enrolled in regular-level English or mathematics classes. This finding suggests that PSAT data is a valuable diagnostic tool for identifying students with untapped Honors and/or AP potential. Besides increasing academic opportunities for talented students, the results also can be used to contribute to more equitable access to opportunity. The students most likely to be

⁴ Differences less than 2 points have no practical importance, even if the change is statistically significant.

⁵ Scores are defined as “in the middle” if they are within .5 SD of the mean for a given PSAT subtest.

⁶ MCPS and the College Board define “high likelihood” as greater than 50%.

identified as new candidates for more challenging academic courses are African American or Hispanic, and students who receive special education, ESOL, or FARMS services. In 2004, those groups of students were enrolled in less rigorous programs than their peers with comparable performance.

The PSAT administered in Grade 10 provides diagnostic information that can be used to identify students who need to improve their academic preparation during the final two years of high school. In 2004, more than one third of Grade 10 students who took the PSAT had scores that suggested they had a more than 50% likelihood of needing college remediation in mathematics, reading, or English upon entry to college. Risks were highest for sophomores enrolled in ESOL or regular-level English, and/or in mathematics below the level of Algebra 2. However, about 13% of students enrolled in the most advanced English and mathematics classes were at risk as well. Regardless of course level, remedial risks were higher for sophomores who were African American or Hispanic, and for those who received special education, ESOL, or FARMS services.

While PSAT scores are helpful diagnostic tools, they should not dictate final decisions about course placement. The reader is reminded that PSAT scores are predictive of the average performance of groups of students. However, outcomes for individuals within any group vary considerably. Depending on the Honors or AP course, student motivation, and other factors, students with scores in any range may be successful in more challenging programs. Conversely, students who are very capable in one area may benefit from remediation in another. Thus, PSAT data should not be used as hard and fast indicators of future individual accomplishments but rather as information that can be used to identify students' strengths and weaknesses and guide program planning.

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Fall 2003 PSAT Participation and Performance of Grade 10 Students in the Montgomery County Public Schools

INTRODUCTION

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program co-sponsored by the College Board and the National Merit Scholarship Corporation. The program began in 1955 as a way to recognize academically talented high school students. The PSAT serves as the initial screening tool for the NMSQT. It is administered to approximately 1.3 million high school juniors each fall. Of those students, about 10,000 outstanding participants receive recognition and a total of \$50 million in college scholarships (National Merit Scholarship Corporation, 2004).

Many high school students use the PSAT as a “practice” test for the SAT. Unlike the SAT, PSAT scores are not intended for use by colleges as part of their admission criteria. However, the PSAT test items on verbal and mathematical reasoning skills and the test directions are quite similar to those found on the SAT. Students’ performance on the PSAT is strongly correlated with SAT performance. The PSAT/NMSQT score report developed by the Educational Testing Service (ETS) and the College Board provides participants with estimates of the range of SAT scores they can expect based on their PSAT scores.

Students’ individual PSAT score reports also contain diagnostic information that can be used to guide academic course-taking decisions. The diagnostic analyses are based on students’ patterns of responses across all test questions. Each individualized report identifies areas of strength and weakness and lists the skills that students have the best chance of improving. The report also shows which test questions pertain to the skills described. This feedback is especially useful for Grade 10 students who review their individual PSAT reports in the winter and still have two full years of high school to enhance their academic skills before going to college. Thus, it is not surprising that the use of the PSAT as a guidance tool has become more popular among high school sophomores.⁷

Since October of the 2000–2001 school year,⁸ the Montgomery County Public Schools (MCPS) has administered the PSAT to all students enrolled in Grade 10. The costs of census testing are paid by MCPS. Systemwide administration of the PSAT in Grade 10 has three primary purposes:

- 1) To provide students at all academic performance levels with practice in taking a college entrance test prior to taking the SAT.

⁷ In 2003, 45% of PSAT/NMSQT test takers were sophomores or younger students. See <http://www.collegeboard.com/counselors/psat/about.html>.

⁸ Hereafter, in the text and tables the school years are denoted by the spring of the school year, even though the PSAT is administered in the fall of the school year.

- 2) To identify students with strong academic performance who are not yet enrolled in Honors/advanced-level courses and should be encouraged to take more rigorous programs of study.
- 3) To identify students who, whether enrolled in Honors- or regular-level courses, may require further support to reduce their chances of needing to take remedial courses in mathematics, reading, or English composition upon entry to college.

This report describes the participation and performance of Grade 10 students who took the PSAT in October 2003. Results are disaggregated for students of different gender and race/ethnicities and who received special education, English for Speakers of Other Languages (ESOL), or Free and Reduced-price Meals System (FARMS) services during their sophomore year. In addition, results are compared for sophomores who were enrolled in different levels of English and mathematics courses.

In addition to describing performance and participation, this report provides some guidelines for using PSAT data to inform program planning. Three ways that PSAT scores can be used are to—

- 1) encourage Honors-level course-taking,
- 2) estimate Advanced Placement (AP) potential, and
- 3) estimate remedial risk upon entry to college.

PSAT scores can supplement existing procedures used by schools and individuals to make decisions about enrolling in Honors-level courses. Many students who are candidates for these classes already are identified by the first semester of Grade 10. However, some promising students are not yet identified. Conversely, the PSAT scores can be used to identify students who, though enrolled in Honors-level courses, may need additional academic support.

The score ranges on the PSAT can assist counselors in encouraging and supporting students to take AP courses. However, PSAT scores should not be used as the sole indicators of AP success (Camara, 1997; The College Board, 2004a). There are substantial variations across AP subjects that must be considered. For example, a majority of sophomores with PSAT verbal scores of 44–49 receive grades of 3 or above on nearly all the English, social studies, or foreign language AP examinations. A smaller proportion of sophomores with PSAT mathematics scores below 50 attained scores of 3 or above on AP Physics and Chemistry examinations than for most other AP exams.

Students and school staff can use PSAT scores to gauge a student's level of preparation for the academic rigors of college. This is particularly important for students in the middle and lower ranges of the academic distribution. Nationally, about 42% of students who enroll in two-year public colleges are required to take remedial classes before they can take college credit-bearing courses (Parsad and Lewis, 2003). MCPS graduates are no exception. Typically, more than half of MCPS graduates attending Montgomery College are required to take remedial courses in mathematics, reading, or English composition.⁹ Analyses of college transcripts of MCPS graduates who attended Montgomery College suggested that PSAT scores are predictive of

⁹ Memorandum to the Board of Education, January 22, 2003.

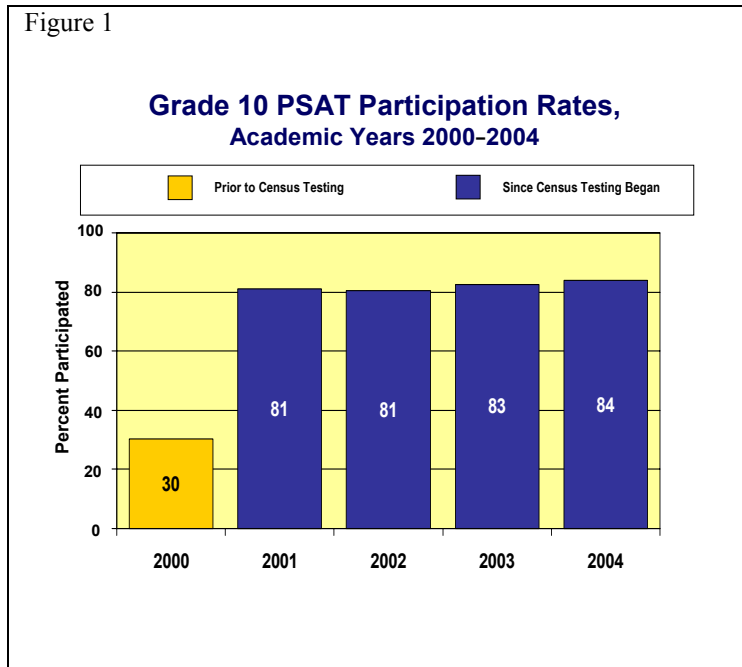
remedial risk (Larson, 2003). Students who earn PSAT verbal scores below 38 or mathematics scores below 42 have a likelihood of 50% or more of needing remediation. Thus, the PSAT administered in Grade 10 can provide valuable diagnostic information that can be used to identify students who need to improve their academic preparation during the final two years of high school.

While PSAT scores are helpful diagnostic tools, they should not dictate final decisions about course placement. The reader is reminded that PSAT scores are predictive of the average performance of groups of students. However, outcomes for individuals within any group vary considerably. Depending on the Honors or AP course, student motivation, and other factors, students with scores in any range may be successful in more challenging programs. Conversely, students who are very capable in one area may benefit from remediation in another. Thus, PSAT data should not be used as hard and fast indicators of future individual accomplishments but rather as information that can be used to identify students' strengths and weaknesses and guide program planning.

MAJOR FINDINGS

Grade 10 PSAT Participation

A primary rationale for initiation of the MCPS PSAT testing program in 2000 was to allow all students the opportunity to take a college entrance test. Data presented in Figure 1 show that more students took advantage of the PSAT testing program in 2004 than ever before.

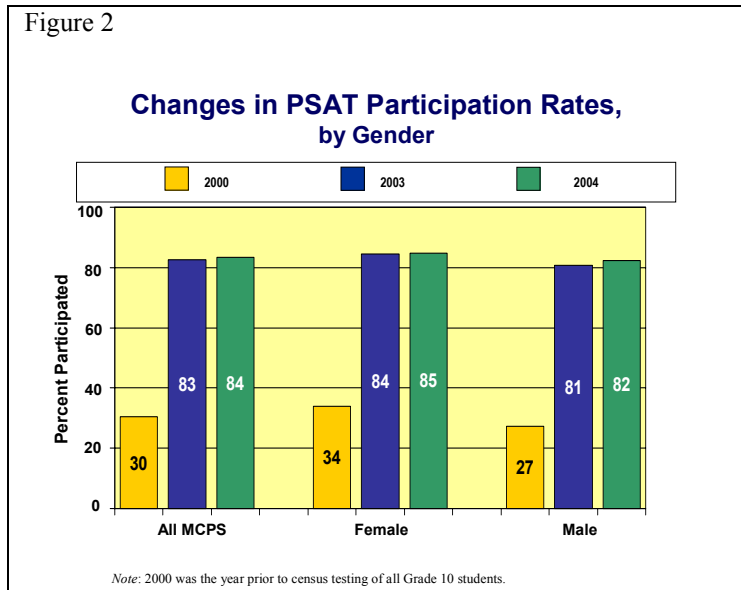


Prior to census testing, less than one third of Grade 10 students took the PSAT. In 2001, participation rates of Grade 10 students increased by more than 50 percentage points. Grade 10 participation rates have continued to rise since 2001. In 2004, 84% of Grade 10 students took the PSAT.

While participation rates for all subgroups have improved, the most dramatic gains have been among students who are African American and Hispanic; receive special education, ESOL, and FARMS services; or are enrolled in regular-level classes.

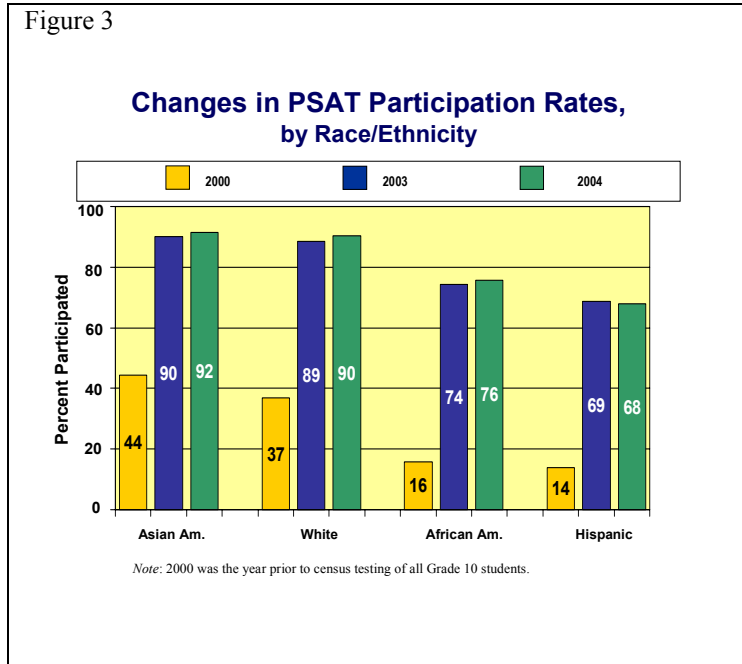
PSAT participation rates for Grade 10 females and males were significantly greater in 2004 than in 2000. Comparisons for 2003 and 2004 show that female sophomores are still slightly more likely than their male counterparts to take the PSAT. However, this difference is smaller than it was in 2000.

Among females, participation rates increased from 34% in 2000 to 85% in 2004. The participation rates of males increased even more. In 2004, 82% of males took the PSAT compared with 27% in 2000.



Figures 3 and 4 show trends in PSAT participation for groups of students who are identified by *No Child Left Behind* legislation. PSAT participation has increased significantly for all groups of students, regardless of race/ethnicity or participation in special education, ESOL, or FARMS services.

Figure 3



In 2000, Asian American and White students were more than twice as likely as African American or Hispanic students to take the PSAT in Grade 10. By 2003, participation rates were more equitable. The subgroup participation rates did not change significantly in the past year.

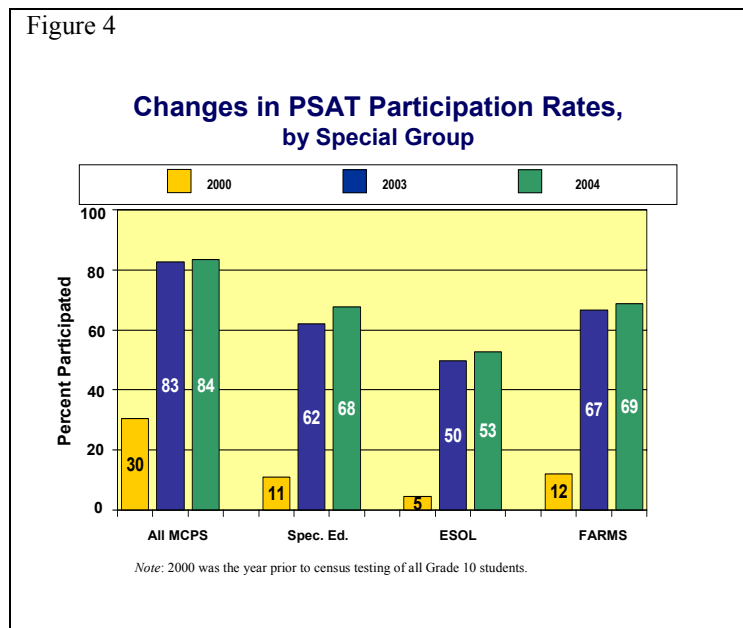
Between 2000 and 2004, the participation rates of Asian American and White students increased from 40% to 91%. Participation of African American and Hispanic students increased from 15% to 72% during those years.

Prior to census testing, students who received special services took the PSAT in Grade 10 at rates less than half the MCPS average.

Since 2000, participation rates for these students have increased by more than 50 percentage points. More than two thirds of special education and FARMS students and more than half of all ESOL students now take the PSAT in Grade 10.

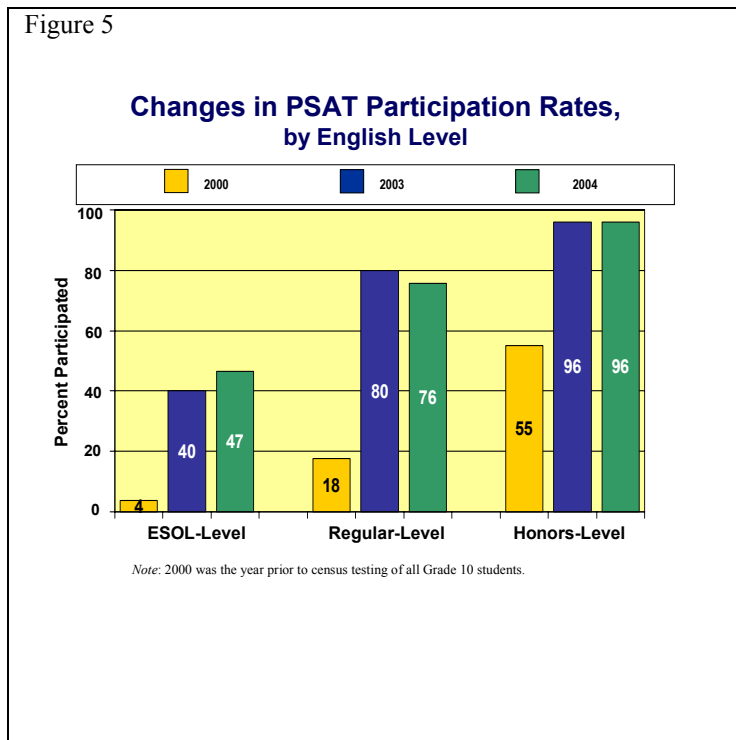
A comparison of the participation rates for 2003 and 2004 suggest that participation rates for special groups are continuing to increase.

Figure 4



Figures 5 and 6 show trends in PSAT participation for subgroups of students who were enrolled in different levels of English and mathematics. Of the 16.5 % of Grade 10 students who did not take the PSAT in 2004, most were enrolled in ESOL or regular-level English or in mathematics below the level of Algebra 2.

Figure 5



PSAT participation rates for Grade 10 students enrolled in all levels of English classes were significantly greater in 2004 than in 2000.

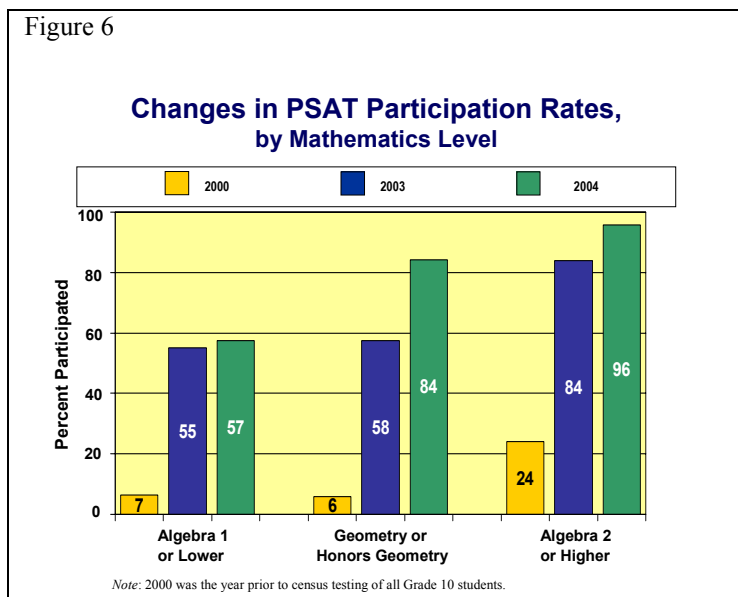
In ESOL English, participation rates increased from 4% in 2000 to 47% in 2004. Participation of students enrolled in regular-level English increased from 18% in 2000 to 76% in 2004. In 2004, 96% of Honors-level English students took the PSAT compared with 55% in 2000.

In 2004, ESOL students were more likely to take the PSAT than their counterparts in 2003. Changes in other levels of English had no practical significance.

PSAT participation rates for Grade 10 students enrolled in all levels of mathematics were significantly greater in 2004 than in 2000.

Among sophomores enrolled in Algebra 1 or lower, participation rates increased from 7% in 2000 to 57% in 2004. Participation of students enrolled in Geometry or Honors Geometry increased from 6% in 2000 to 84% in 2004. In 2004, 96% of students enrolled in Algebra 2 or higher took the PSAT compared with 24% in 2000.

Figure 6



Appendix A summarizes changes in PSAT participation from 2000 to 2004 for all of MCPS and for subgroups of sophomores. Data are disaggregated by gender, race/ethnicity, participation in

special education, ESOL, and FARMS services, and course level. Appendix A also summarizes school-level trends in PSAT participation from 2000 to 2004.

In 2004, 5 high schools had Grade 10 PSAT participation rates above 90 percent, 13 high schools had PSAT participation rates in the range of 80 to 89 percent, and 6 high schools had PSAT participation rates below 80 percent. In most schools, the Grade 10 PSAT participation rates were, for practical purposes, the same in 2004 as in 2003.¹⁰ Three high schools had small but significant improvement in Grade 10 PSAT participation rates between 2003 and 2004.

Appendix B provides 2004 participation data for Grade 10 students disaggregated by school. This information is useful for identifying the schools in which recruiting efforts appear to have been most successful and for examining patterns of participation among similar groups of sophomores who attended different schools in 2004.

Grade 10 PSAT Performance

A primary reason for systemwide PSAT testing was to encourage participation by students with a wider range of academic performance levels. Thus, it is not surprising that when more than 80% of students were tested in 2001, the PSAT averages dropped significantly from their respective levels in 2000 when only 30% of the sophomores were tested. However, since 2001, PSAT verbal, mathematics, and writing scores of Grade 10 students have been stable.

PSAT subtest scores range from 20 to 80. The standard deviation (SD) for each subtest is about 11 points. In 2004, the average verbal, math, and writing subtest scores for MCPS sophomores were 43.8, 45.0, and 47.3, respectively. Data presented in Table 2 show that, on average, annual fluctuations in mean subtest scores have varied by less than 3 points. Mean differences of this magnitude have no practical significance.

Table 1
MCPS Trends in Grade 10 PSAT Performance, 2000 to 2004

Subtest	School Year ^a				
	2000	2001	2002	2003	2004
PSAT Verbal	50.4	44.0	44.4	44.4	43.8
PSAT Mathematics	52.1	46.1	45.8	46.3	45.0
PSAT Writing	Not Tested	45.6	46.0	45.6	47.3

^a Year refers to spring of the school year, even though the PSAT is administered in the fall.

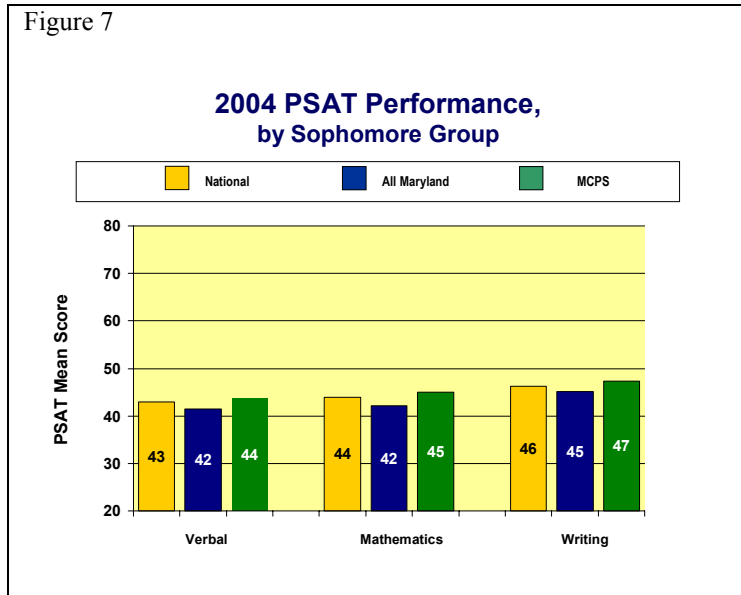
Appendix C summarizes trends in PSAT performance, from 2000 to 2004, for all of MCPS and for subgroups of sophomores. Data are disaggregated by gender; race/ethnicity; participation in special education, ESOL, and FARMS services; and level of English and mathematics class. Appendix C also summarizes school-level trends in PSAT performance from 2000 to 2004.

The College Board provides annual summaries that can be used to compare MCPS cohorts with sophomores in Maryland and the nation (The College Board, 2004b). More than 1 million

¹⁰ Changes of less than 7 percentage points have no practical significance.

sophomores nationwide took the PSAT in 2004. Of these, 49,000 were from Maryland and about 9,300 were enrolled in MCPS high schools.

Figure 7



Data presented in Figure 7 show that performance of MCPS sophomores in 2004 was similar to that of sophomores in Maryland and the nation. This finding is consistent with results observed over the past 4 years.

Because data for students who were sophomores in 2004 is so similar to that of previous cohorts and of the national and state samples, the remainder of this report discusses the disaggregated results only for the most recent cohort of sophomores.

In 2004, the average MCPS PSAT verbal, mathematics, and writing subtest scores of female students were within 2 points of those of male students who took the same subtest. For practical purposes, the gender differences in subtest means were inconsequential.

On average, the PSAT verbal and writing scores of females were slightly higher than those of males. However, the PSAT mathematics scores of males were slightly higher than those of females. There were no significant differences in the combined scores for these groups.

Figure 8

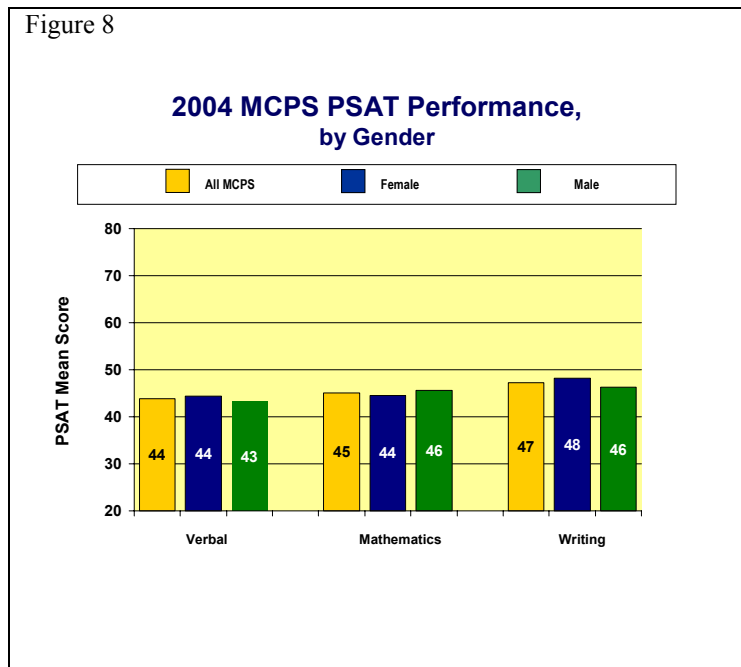
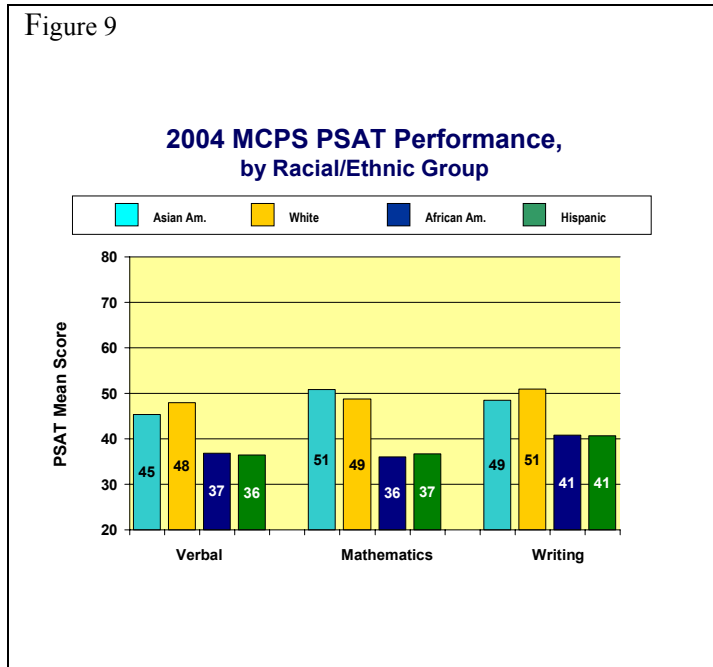


Figure 9



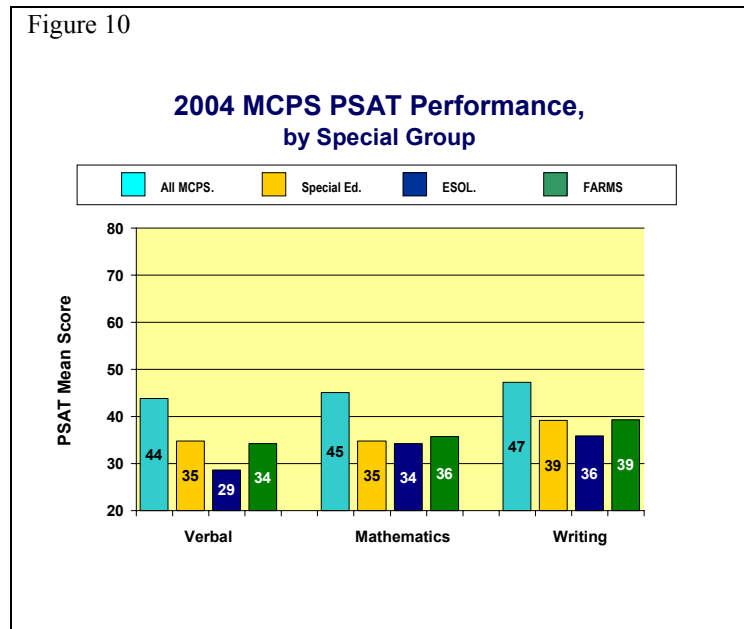
In 2004, the average MCPS PSAT verbal, mathematics, and writing subtest scores of Asian American and White students were about 10 points higher than those of African American or Hispanic students who took the same subtest.

Gaps in performance were largest in mathematics. On average, Grade 10 PSAT mathematics scores of Asian American and White students were about 5 points above the MCPS average of 45. However, the Grade 10 PSAT mathematics scores of African American and Hispanic students were more than 8 points below the MCPS average.

The PSAT verbal, mathematics, and writing scores of MCPS Grade 10 students who received special education, FARMS, and/or ESOL services were about 9 points lower than the MCPS averages of 44, 45, and 47.

ESOL PSAT verbal scores were about 6 points lower than those of students who received special education or FARMS services. In mathematics and writing, there were no significant differences in the PSAT scores for three groups of sophomores who received different types of services.

Figure 10



Appendix D provides summaries of the mean PSAT verbal, mathematics, and writing scores of subgroups of sophomores who were members of different racial/ethnic groups or who received special services. This information is useful for examining patterns of performance groups of sophomores with similar demographic profiles who attended different schools in 2004.

Figure 11

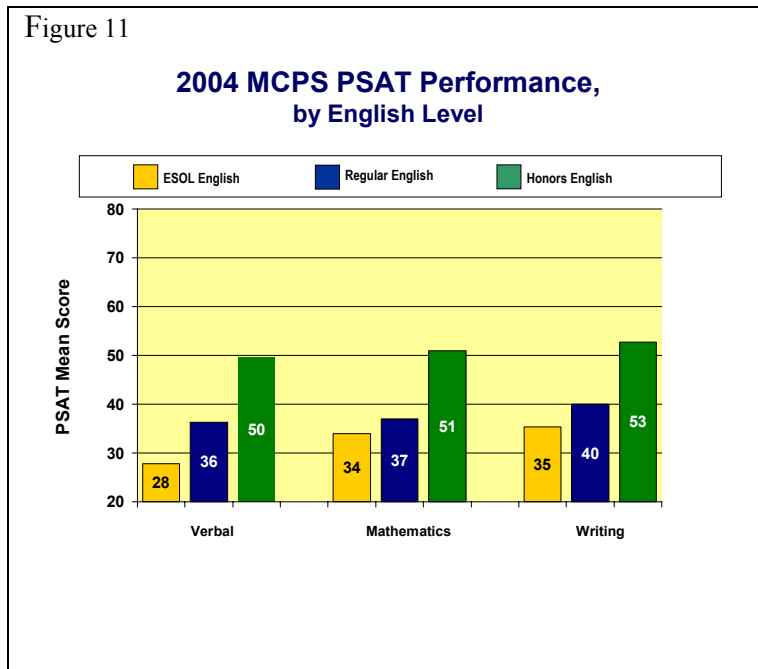


Figure 11 compares the PSAT subtest scores for sophomores enrolled in three levels of English. The average verbal and writing scores of sophomores enrolled in Honors-level English classes were more than 13 points higher than those of sophomores enrolled in regular-level English and about 20 points higher than those of sophomores enrolled in ESOL English.

The PSAT verbal scores of sophomores enrolled in ESOL-level English were 8 points lower than those of students enrolled in regular-level English.

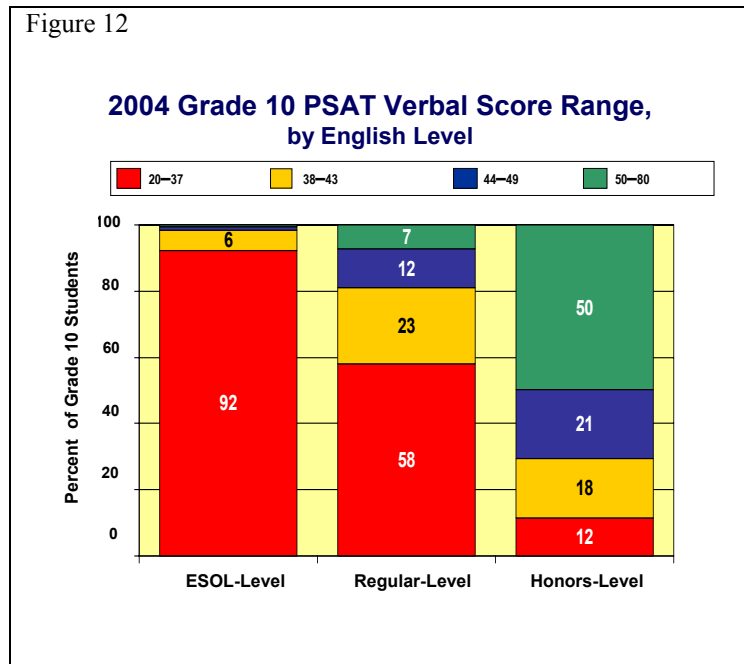
While students in more advanced English classes were more likely, on average, to have higher PSAT verbal scores, the results for individuals were less predictable. Figure 12 compares the PSAT verbal scores for sophomores enrolled in different levels of English.¹¹

PSAT verbal performance was most similar in ESOL English; 92% of students' had scores below 38. This is not surprising because these students are not yet proficient in English.

More than one half of students enrolled in regular-level English had scores below 38. However, 19% had scores of 44 or higher and performed as well as the majority of Honors English students.

In Honors-level English, 71% of students had scores of 44 or higher. However, 12% of students had scores in the lowest range.

Figure 12



¹¹ PSAT verbal score ranges were calculated using standard deviation (SD) differences from the MCPS verbal mean and standard deviation of 44 and 11. The middle ranges are within ± 5 SD of the mean. The lowest and highest ranges are more than ± 5 SD from the mean.

Figure 13

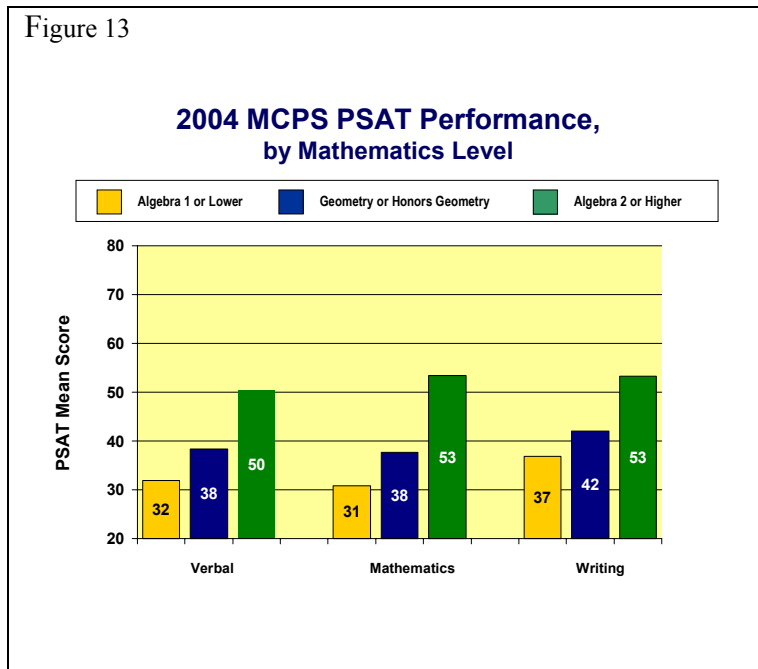


Figure 13 compares the PSAT subtest scores for sophomores enrolled in three levels of mathematics. The average PSAT mathematics subtest scores of sophomores enrolled in Algebra 2 or higher were 15 points higher than those of sophomores enrolled in Geometry or Honors Geometry and 22 points higher than those of sophomores enrolled in Algebra 1 or lower.

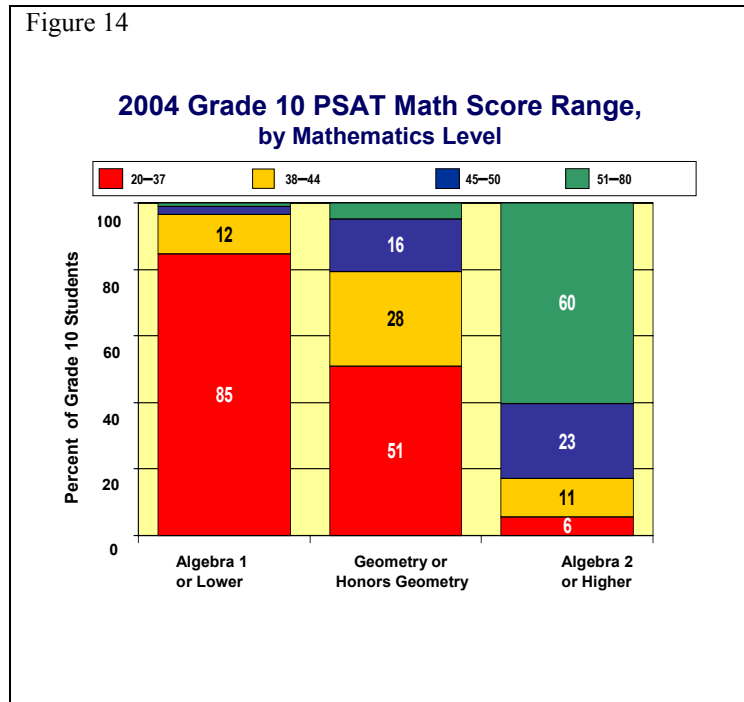
The PSAT mathematics scores of sophomores enrolled in Algebra 1 or lower were 7 points less than those of students enrolled in Geometry or Honors Geometry.

Figure 14 compares the PSAT mathematics score ranges for sophomores enrolled in three levels of mathematics.¹² Performance was most similar for students enrolled in Algebra 1 or lower where 85% of students' scores were below 38.

More than one half of sophomores enrolled in Geometry or Honors Geometry had scores below 38. However 21% had scores of 45 or higher.

In Algebra 2 or higher, 83% of students had scores at or above the mean of 45. However, 6% of sophomores had scores below 38.

Figure 14



¹² PSAT mathematics score ranges were calculated using standard deviation (SD) differences from the MCPS mathematics mean and standard deviation of 45 and 11. The middle ranges are within ± 0.5 SD of the mean. The lowest and highest ranges are more than ± 0.5 SD from the mean.

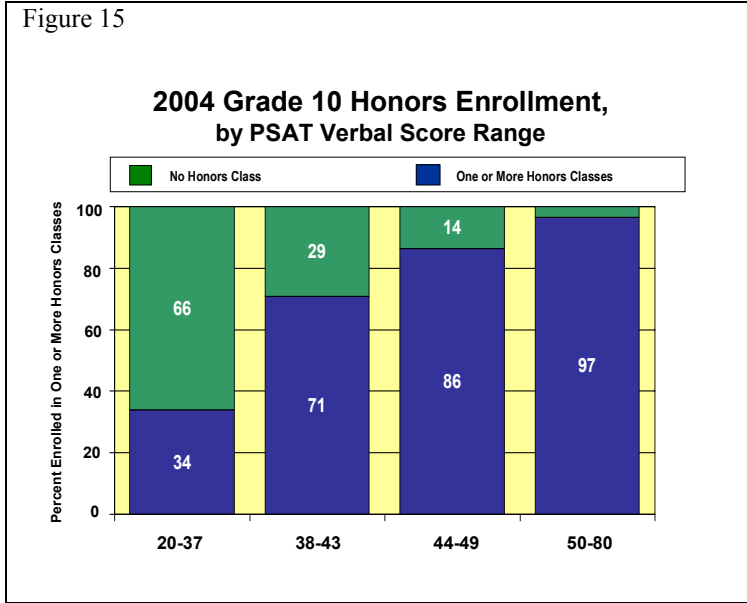
Summaries of the mean PSAT verbal, math, and writing scores of subgroups of students who were enrolled in different levels of English and mathematics classes are provided in Appendix D.

IMPLICATIONS FOR PROGRAM PLANNING

Using PSAT Scores to Encourage Students to Take Honors Courses

Results presented in Figures 15 and 16 suggest that MCPS is encouraging students with a wide range of performance to enroll in Honors-level courses. Nonetheless, almost 1,200 sophomores who had at least one PSAT score that was “in the middle” or higher were not enrolled in at least one Honors-level English, mathematics, science, or social studies class.¹³

Figure 15



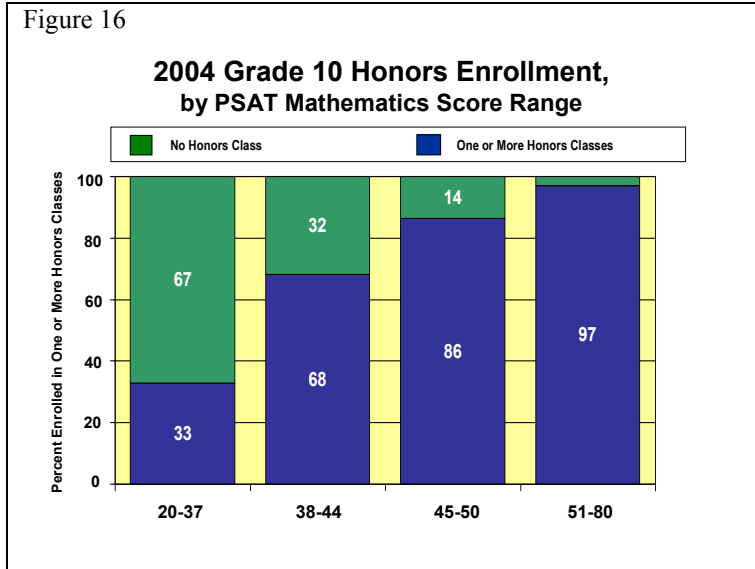
PSAT verbal performance is only one indicator of Honors potential. Among students with scores in the lowest range, 34% were enrolled in at least one Honors-level course.

However, among test takers whose PSAT verbal scores were in the middle and upper ranges, 839 sophomores were not yet enrolled in at least one Honors-level class. This information can be used to identify students whose course-taking patterns were less rigorous than those of students with comparable performance.

Among students with PSAT mathematics scores in the middle ranges of 38–44 and 45–50, 32%, and 14%, were not enrolled in at least one Honors-level course.

In many—but not all—cases, the Honors potential of these students could have been identified on the basis of their verbal PSAT scores. The PSAT mathematics scores identified an additional 352 students with Honors potential who were not enrolled in any Honors-level course in 2004.¹⁴

Figure 16



¹³ Scores are defined as “in the middle” if they are within .5 SD of the mean for a given PSAT subtest.

¹⁴ These students had PSAT verbal scores below 38 and PSAT mathematics scores above 37.

Final decisions about taking Honors courses should not be based on PSAT scores alone. However, PSAT scores are valuable diagnostic tools, and PSAT scores are one factor that should be considered during course-selection discussions. The practice of using PSAT scores to identify students “in the middle” or higher can be used to identify nearly 1,200 sophomores whose course taking in 2004 was less rigorous than those of their peers with comparable performance. While the intervention can benefit all students, the students most likely to be identified as candidates for more challenging academic courses are those who are African American and Hispanic, and students who receive special education, ESOL, or FARMS services.

Appendix E provides tabular summaries of the Honors enrollment of subgroups of students who are members of different racial/ethnic groups, receive special services, and are enrolled in different levels of English and mathematics classes. This information is useful for examining course-taking patterns of performance among similar groups of sophomores who attended different schools in 2004.

Using PSAT Scores to Estimate AP Potential

Advanced Placement (AP) courses are college-level courses intended for students who have completed relevant preliminary course work in the subject and have the skills and motivation to complete more rigorous programs of study. Many potential AP students are identified based on previous performance or as a result of self-nomination. However, not all students who can potentially benefit from, and be successful in, AP courses are identified by the end of Grade 10. PSAT scores can supplement existing procedures used by schools and individuals to make decisions about whether to enroll in specific AP courses.

Studies published by the College Board (Camara and Millsap, 1998; The College Board, 2004c), show the strong correlation between PSAT performance and the likelihood of attaining a score of at least 3 on an AP examination. Historically in MCPS, 50% of sophomores with PSAT verbal scores at the mean or above have been able to attain scores of at least 3 on an AP English Language or AP English Literature examination. Likewise, about 50% of sophomores with PSAT mathematics scores at the mean have been able to attain scores of at least 3 on one of the AP examinations. A score of 3 or higher is significant because many colleges award college credit to students who attain scores of at least 3 on an AP examination. Thus, in addition to the benefit of completing the challenging course work of an AP class, taking an AP course can be a cost-effective method of earning college credit.

While the cut scores are helpful, they are only a guideline. Depending on the AP course, student motivation, and other factors, students with scores in lower ranges also may be successful in AP classes. However, schools can use the information when considering how many and what kind of AP courses to offer their students.

Figure 17

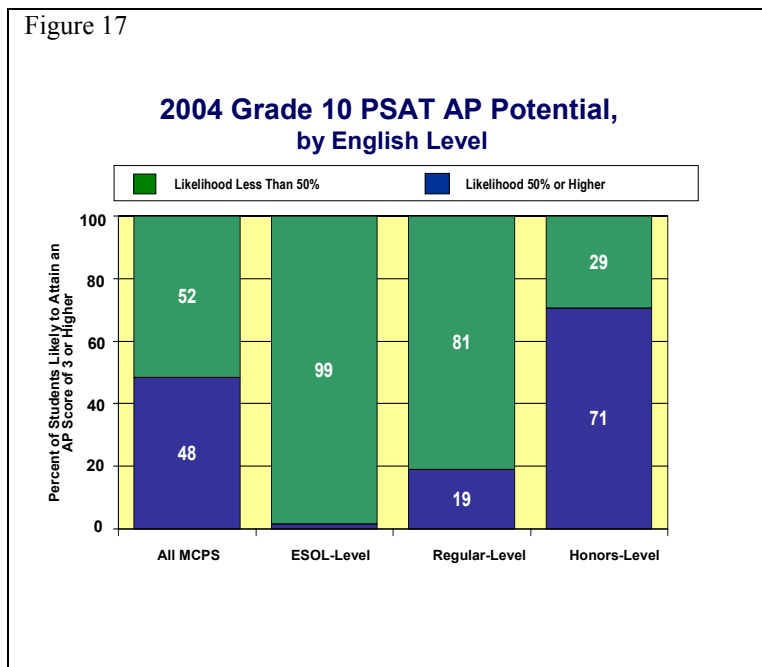


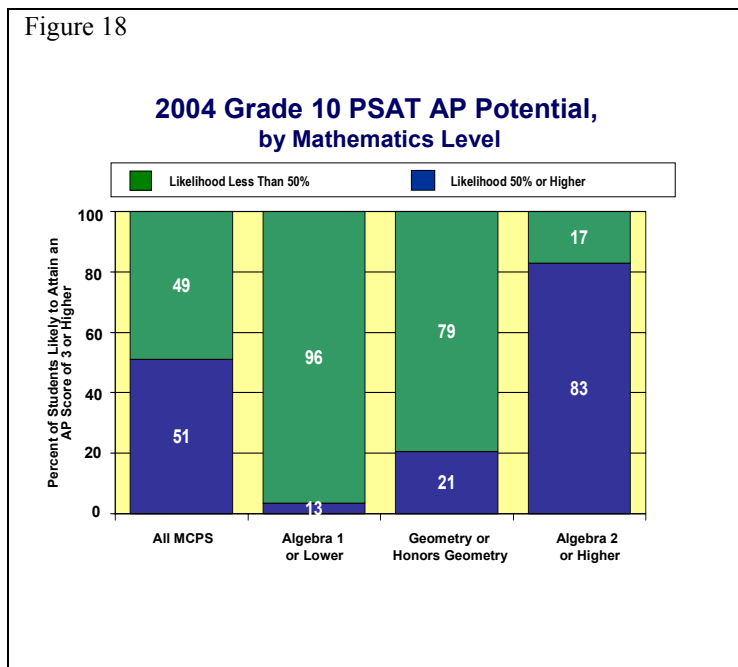
Figure 17 shows the PSAT verbal score ranges of sophomores enrolled in different levels of English. Overall, 48% of Grade 10 test takers had PSAT verbal scores of 44 or higher, the threshold at which the likelihood of getting an AP English Language or AP English Literature score of 3 or higher exceeds 50%.

Among sophomores enrolled in ESOL, regular-level, or Honors-level English, the percentages whose PSAT verbal scores indicated high AP potential were 1%, 19%, and 71%, respectively.

Figure 18 shows the AP potential of sophomores enrolled in different levels of mathematics. Overall, 51% of Grade 10 test takers had PSAT mathematics scores of 45 or higher, the threshold at which the likelihood of getting an AP score of 3 or higher exceeds 50%.

Many sophomores who were not in the most advanced mathematics classes could, through sustained academic effort, be successful in an AP course. More than 21% of students enrolled in mathematics at the level of Honors Geometry or lower had PSAT mathematics scores of 45 or higher.

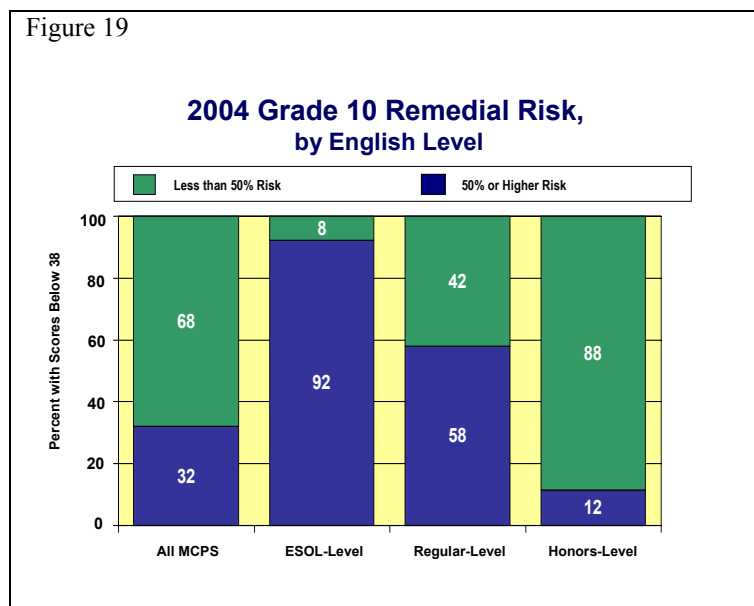
Figure 18



Appendix F summarizes the AP potential of subgroups of students who are members of different racial/ethnic groups, receive special services, and are enrolled in different levels of English and mathematics classes. This information is useful for examining the course-taking patterns of performance among similar groups of sophomores who attended different schools in 2004.

Using PSAT Scores to Estimate Remedial Risk

Another use of PSAT data is to estimate a student's level of preparation for the academic rigors of college. The Student Outcomes and Achievement Report (SOAR), published by the Maryland Higher Education Commission (MHEC), indicates that more than half of MCPS graduates are required to take remedial courses in mathematics, reading or English composition before they can take college credit-bearing courses at post-secondary institutions.¹⁵ Analyses of college transcripts of MCPS graduates who attended Montgomery College found that PSAT scores are predictive of remedial risk (Larson, 2003). Students who earn PSAT verbal scores below 38 or mathematics scores below 42 have a likelihood of 50% or more of needing college remediation.



For all of MCPS, 31% of Grade 10 students who took the PSAT had verbal scores below 38, the threshold at which the likelihood of needing college remediation in reading or English is 50% or more.

Few sophomores at high risk for needing to take remedial English classes upon entry to college were enrolled in Honors-level English. However, in ESOL and regular-level English, 92% and 58%, respectively, of sophomores had PSAT verbal scores of 37 or lower and may need college remediation.

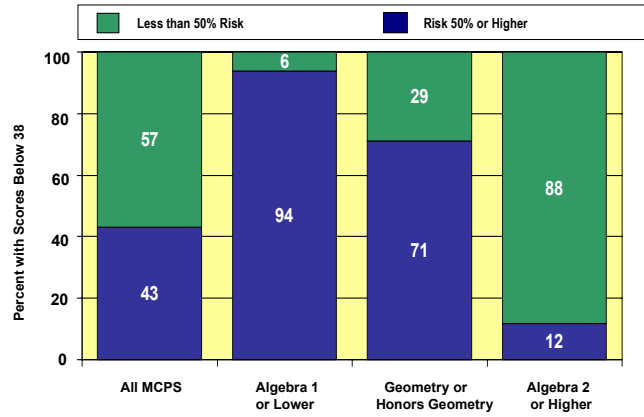
For all of MCPS, 43% of Grade 10 test takers had PSAT mathematics scores below 43, the threshold at which the likelihood of needing college remediation in mathematics is 50% or more.

About 94% of sophomores enrolled in a mathematics class at the level of Algebra 1 or lower and 71% enrolled in Geometry or Honors Geometry were at risk of needing remediation. Only 12% of students enrolled in Algebra 2 or higher had remedial risks of 50% or higher.

Figure 20

¹⁵ Memorandum to the Board of Education, January 22, 2003.

2004 Grade 10 Remedial Risk, by Mathematics Level



The PSAT administered in Grade 10 can serve as an early signal to many students who, although not enrolled in the most advanced courses, could nevertheless improve their academic preparation during the final two years of high school before enrolling in a two-year or four-year college.

Appendix G summarizes the number and percentages of subgroups of students who received PSAT verbal scores below 38 or PSAT mathematics scores below 42. Results suggest that American and Hispanic students and students who receive special education, ESOL, or FARMS services are at increased risk of needing to take remedial mathematics, reading, or English composition classes upon entry to college. This information is useful for comparing the remedial risks of comparable groups of sophomores who attended different schools in 2004.

RECOMMENDATIONS

In 2004, PSAT participation rates better reflected the demographic and academic diversity of MCPS sophomores than ever before. However, participation rates remained statistically significantly lower among African Americans and Hispanics and among students who received special education, ESOL, or FARMS services, or were enrolled in regular-level English or mathematics courses. School leaders should continue to design and implement strategies for improving the PSAT participation rates of underrepresented groups of students.

PSAT scores are highly predictive of average outcomes for groups of students. However, they are not absolute indicators of an individual's future success or failure. Many factors influence individuals' ultimate academic outcomes, including motivation, interests, sustained academic effort, and support available from parents and school staff. Nonetheless, PSAT scores and diagnostic information can be used as a focal point for at least three areas of discussion related to high school course selection and college and career planning:

1. PSAT results can be used to identify students who should be encouraged to enroll in at least one Honors-level English, mathematics, science, or social studies course. Untapped Honors potential is highest for sophomores enrolled in regular-level academic courses who have PSAT verbal and/or mathematics scores in the middle ranges (38-49). Final decisions about Honors course selection should not be based on PSAT scores alone. However, the PSAT scores provide information that can be used to encourage students to select academic courses that are comparable to those of their peers with similar PSAT scores.
2. PSAT results can be used to identify students with AP potential. Sophomores with PSAT verbal and/or mathematics scores at or above the means of 44 and 45, respectively, should be considered candidates for one or more AP classes. These cut scores are not guarantees of AP success, but may help identify talented students who otherwise might not be considered AP candidates. School staff should use PSAT scores to supplement existing procedures for identifying the number and type of AP courses that are appropriate for students at their schools.
3. PSAT scores also can be used to identify students who, whether enrolled in Honors- or regular-level courses, have a 50% or higher likelihood of needing remediation upon entry to college. Sophomores with PSAT verbal scores below 38 and/or PSAT mathematics scores below 42 are most likely to be unprepared for the academic rigors of college. Recognizing potential risks can be a first step in designing interventions plans that can strengthen students' academic preparation during the final two years of high school.

In addition to their use as diagnostic tools for evaluating individual needs, PSAT scores can be used as diagnostics to guide school and systemwide discussions about how best to support success for every student. For example, the Department of Shared Accountability is planning to produce item analyses that compare the patterns of responses of students who were enrolled in different levels of English and mathematics classes. Such analysis also would allow school

leaders and teachers to compare specific strengths and weaknesses of their students with those of similarly placed students who attended different schools. Analyses summarizing the types of items students were able to answer correctly or not could be used by the Office of Curriculum and Instructional Programs to guide continuous improvement efforts. A deeper understanding of the academic underpinnings of students' PSAT performance may facilitate development of interventions to ensure that students make the most of the many educational opportunities afforded by MCPS.

The attempt to test all Grade 10 students has not reached everyone, and for the most part, there have been only small changes in Grade 10 PSAT participation over the past three years. Throughout MCPS, non-participants are most likely to be African American or Hispanic; receive special education, ESOL, or FARMS services; and/or be enrolled in regular-level mathematics and English courses. However, overall and subgroup participation rates vary considerably from school to school. Data presented in Appendix B provide districtwide and schoolwide participation rates for Grade 10 disaggregated by academic year; race/ethnicity; and participation in special education, ESOL, and FARMS services. The Office of School Performance and school leaders can use this information to identify the schools in which recruiting efforts have been most successful, examine patterns of participation among similar groups of sophomores who attended different schools, and design strategies to improve participation rates.

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APPENDIX A

Table A1. Districtwide Trends in Grade 10 PSAT Participation, by Student Group

Student Group	2000		2001				2002				2003				2004			
	Took PSAT		Took PSAT		Change ^a		Took PSAT		Change		Took PSAT		Change		Took PSAT		Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	2885	30.4	8174	81.0	5289	50.5	8433	80.6	259	-0.4	8954	82.5	521	1.9	9305	83.5	351	1.0
Gender																		
Female	1523	33.9	4108	84.0	2585	50.1	4226	82.3	118	-1.7	4442	84.5	216	2.2	4616	84.7	174	0.2
Male	1362	27.3	4066	78.1	2704	50.8	4207	78.9	141	0.8	4512	80.6	305	1.7	4689	82.4	177	1.8
Race/Ethnicity																		
Asian	606	44.4	1216	88.1	610	43.7	1336	88.2	120	0.1	1405	90.2	69	2.0	1499	91.5	94	1.3
White	1790	36.8	4608	88.0	2818	51.2	4550	87.2	-58	-0.8	4550	88.6	0	1.5	4734	90.3	184	1.6
African Am.	307	15.7	1458	72.2	1151	56.5	1559	72.3	101	0.1	1798	74.4	239	2.1	1809	75.6	11	1.2
Hispanic	175	13.8	870	61.0	695	47.2	971	62.6	101	1.6	1173	68.6	202	6.0	1252	67.8	79	-0.8
Special Services																		
Grade 10 Spec. Ed	131	10.9	692	57.8	561	46.8	706	59.4	14	1.7	757	62.1	51	2.7	839	67.7	82	5.6
Grade 10 ESOL	29	4.6	206	33.2	177	28.6	324	45.1	118	12.0	360	49.7	36	4.5	379	52.8	19	3.1
Grade 10 FARMS	174	12.1	818	61.8	644	49.7	859	63.4	41	1.7	989	66.7	130	3.3	1042	68.8	53	2.1
English Level																		
ESOL English	24	3.7	309	27.8	285	24.1	422	35.3	113	7.5	485	40.2	63	4.9	334	46.6	-151	6.5
Regular Eng.	918	17.6	3962	81.8	3044	64.2	3463	79.3	-499	-2.5	3388	79.9	-75	0.6	3533	75.6	145	-4.3
Honors Eng.	1879	55.2	3899	96.9	2020	41.7	4536	95.7	637	-1.1	5071	96.0	535	0.2	5431	96.1	360	0.1
Mathematics Level																		
Algebra 1 or Lower	148	6.1	1436	55.9	1288	49.7	1369	55.2	-67	-0.7	1341	56.4	-28	1.2	1237	57.4	-104	1.0
Geometry/ H. Geometry	1001	26.2	3355	86.9	2354	60.7	3125	84.1	-230	-2.8	3196	85.1	71	1.1	3160	84.2	-36	-0.9
Algebra 2 or Higher	1730	55.4	3372	95.2	1642	39.7	3912	95.6	540	0.4	4388	95.9	476	0.3	4887	95.7	499	-0.2

^aChange in the number and percentage of students who took the PSAT. Each change is compared with previous year.

APPENDIX A

Table A2. Districtwide Trends in Grade 10 PSAT Participation, by School^a

	2000		2001				2002				2003				2004			
	Took PSAT		Took PSAT		Change ^a		Took PSAT		Change		Took PSAT		Change		Took PSAT		Change	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	2885	30.4	8174	81.0	5289	50.5	8433	80.6	259	-0.4	8954	82.5	521	1.9	9305	83.5	351	1.0
B-CC	145	50.3	274	85.4	129	35.0	325	89.8	145	4.4	348	89.2	23	-0.5	381	90.1	33	0.8
Blair	177	23.1	597	74.9	420	51.8	646	84.0	177	9.1	713	81.2	67	-2.8	688	83.7	-25	2.5
Blake	26	7.1	321	85.4	295	78.2	323	85.7	26	0.3	397	86.7	74	1.0	467	94.3	70	7.7
Churchill	277	59.4	423	95.5	146	36.0	475	95.4	277	-0.1	467	96.7	-8	1.3	522	96.0	55	-0.7
Damascus	74	18.2	439	86.2	365	68.1	396	82.8	74	-3.4	419	89.3	23	6.5	414	84.1	-5	-5.2
Einstein	6	1.6	342	80.1	336	78.5	355	79.6	6	-0.5	379	80.6	24	1.0	353	78.8	-26	-1.8
Gaithersburg	150	32.6	349	66.0	199	33.4	332	62.1	150	-3.9	368	69.4	36	7.4	444	80.9	76	11.4
Kennedy	43	11.7	281	76.4	238	64.6	284	74.7	43	-1.6	314	76.6	30	1.8	321	74.3	7	-2.3
Magruder	207	46.9	413	85.3	206	38.4	401	75.8	207	-9.5	436	82.6	35	6.8	457	78.0	21	-4.6
Northwest	21	6.4	295	75.8	274	69.5	335	83.3	21	7.5	389	82.8	54	-0.6	351	76.6	-38	-6.1
Paint Branch	124	34.2	308	80.6	184	46.5	331	82.1	124	1.5	390	83.3	59	1.2	379	87.1	-11	3.8
Poolesville	42	23.0	159	86.9	117	63.9	181	94.3	42	7.4	165	90.7	-16	-3.6	188	91.3	23	0.6
Quince Orchard	49	11.5	375	85.2	326	73.8	379	79.5	49	-5.8	375	78.5	-4	-1.0	361	76.5	-14	-2.0
R. Montgomery	108	25.3	319	85.8	211	60.5	391	84.6	108	-1.1	384	83.8	-7	-0.8	409	84.3	25	0.5
Rockville	102	38.5	227	76.4	125	37.9	216	80.3	102	3.9	219	80.8	3	0.5	239	83.6	20	2.8
Seneca Valley	70	19.6	318	81.5	248	62.0	313	75.6	70	-5.9	326	79.5	13	3.9	337	82.4	11	2.9
Sherwood	199	49.4	405	86.2	206	36.8	409	80.4	199	-5.8	412	86.7	3	6.4	476	86.4	64	-0.3
Springbrook	316	69.8	428	86.5	112	16.7	478	83.6	316	-2.9	428	84.1	-50	0.5	428	87.0	0	2.9
W. Johnson	212	50.5	372	85.9	160	35.4	379	87.9	212	2.0	434	87.3	55	-0.6	435	88.2	1	0.9
Watkins Mill	134	26.1	379	77.2	245	51.1	341	70.0	134	-7.2	337	74.1	-4	4.0	407	81.6	70	7.5
Wheaton	64	22.2	254	74.1	190	51.8	262	76.8	64	2.8	294	75.8	32	-1.1	270	68.4	-24	-7.4
Whitman	171	37.7	437	91.4	266	53.7	408	87.7	171	-3.7	422	89.4	14	1.7	425	87.6	3	-1.8
Wootton	166	33.1	441	92.1	275	58.9	445	92.1	166	0.1	528	95.3	83	3.2	544	94.9	16	-0.4
Special Schools	2	1.3	18	9.1	16	7.8	28	15.3	2	6.2	10	6.7	-18	-8.6	9	8.2	-1	1.5

^aThe table represents change in the number and percentage of students who took the PSAT. Each change is compared with previous year. Changes of less than ± 7 percentage points have no practical significance.

APPENDIX B

Table B1. 2004 Grade 10 PSAT Participation, by Race/Ethnicity

	Asian American				White				African American				Hispanic			
	Took PSAT		No PSAT		Took PSAT		No PSAT		Took PSAT		No PSAT		Took PSAT		No PSAT	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	1499	91.5	139	8.5	4734	90.3	509	9.7	1809	75.6	583	24.4	1252	67.8	595	32.2
B-CC	22	81.5	5	18.5	266	94.0	17	6.0	56	83.6	11	16.4	36	80.0	9	20.0
Blair	115	93.5	8	6.5	222	98.2	4	1.8	206	78.0	58	22.0	145	70.0	62	30.0
Blake	34	94.4	n/a ^a		246	97.2	7	2.8	150	93.8	10	6.3	37	80.4	9	19.6
Churchill	121	97.6	n/a		351	95.6	16	4.4	21	91.3	n/a		28	96.6	n/a	
Damascus	35	94.6	n/a		324	83.3	65	16.7	28	80.0	7	20.0	26	86.7	n/a	
Einstein	46	90.2	5	9.8	103	90.4	11	9.6	94	78.3	26	21.7	110	67.5	53	32.5
Gaithersburg	49	86.0	8	14.0	196	87.5	28	12.5	101	79.5	26	20.5	98	69.5	43	30.5
Kennedy	49	81.7	11	18.3	60	87.0	9	13.0	140	76.1	44	23.9	71	61.2	45	38.8
Magruder	91	88.3	12	11.7	252	89.4	30	10.6	67	66.3	34	33.7	46	46.5	53	53.5
Northwest	60	85.7	10	14.3	166	83.8	32	16.2	92	68.7	42	31.3	32	58.2	23	41.8
Paint Branch	89	92.7	7	7.3	124	91.2	12	8.8	143	86.7	22	13.3	23	60.5	15	39.5
Poolesville	12	100.0	0	0.0	161	91.5	15	8.5	9	75.0	n/a		6	100.0	0	0.0
Quince Orchard	73	93.6	5	6.4	207	81.8	46	18.2	46	58.2	33	41.8	35	57.4	26	42.6
R. Montgomery	86	86.0	14	14.0	204	92.3	17	7.7	54	72.0	21	28.0	65	73.0	24	27.0
Rockville	31	86.1	5	13.9	114	92.7	9	7.3	35	71.4	14	28.6	57	75.0	19	25.0
Seneca Valley	44	89.8	5	10.2	151	89.9	17	10.1	98	79.0	26	21.0	43	64.2	24	35.8
Sherwood	48	92.3	n/a		326	89.6	38	10.4	66	82.5	14	17.5	35	64.8	19	35.2
Springbrook	101	95.3	5	4.7	83	94.3	5	5.7	166	85.1	29	14.9	78	75.7	25	24.3
W. Johnson	61	96.8	n/a		302	89.9	34	10.1	28	77.8	8	22.2	44	75.9	14	24.1
Watkins Mill	56	94.9	n/a		150	93.8	10	6.3	122	70.1	52	29.9	78	75.0	26	25.0
Wheaton	39	88.6	5	11.4	51	82.3	11	17.7	59	62.1	36	37.9	121	62.7	72	37.3
Whitman	45	84.9	8	15.1	355	91.0	35	9.0	6	40.0	9	60.0	19	73.1	7	26.9
Wootton	191	97.9	n/a		315	96.0	13	4.0	19	67.9	9	32.1	19	90.5	n/a	
Special Schools	n/a		6	85.7	5	15.2	28	84.8	n/a		47	94.0	0	0.0	20	100.0

^aScores are not reported for subgroups with fewer than five students.

APPENDIX B

Table B2. 2004 Grade 10 PSAT Participation, by Special Group

	All MCPS				Special Ed.				ESOL				FARMS			
	Took PSAT		No PSAT		Took PSAT		No PSAT		Took PSAT		No PSAT		Took PSAT		No PSAT	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	9305	83.5	1835	16.5	839	67.7	400	32.3	379	52.8	339	47.2	1042	68.8	472	31.2
B-CC	381	90.1	42	9.9	23	79.3	6	20.7	14	58.3	10	41.7	23	65.7	12	34.3
Blair	688	83.7	134	16.3	67	90.5	7	9.5	25	32.9	51	67.1	114	71.3	46	28.8
Blake	467	94.3	28	5.7	35	89.7	n/a ^a		7	87.5	n/a		31	96.9	n/a	
Churchill	522	96.0	22	4.0	52	89.7	6	10.3	0	0.0	0	0.0	11	84.6	n/a	
Damascus	414	84.1	78	15.9	27	60.0	18	40.0	0	0.0	0	0.0	14	63.6	8	36.4
Einstein	353	78.8	95	21.2	46	59.7	31	40.3	43	69.4	19	30.6	89	75.4	29	24.6
Gaithersburg	444	80.9	105	19.1	47	69.1	21	30.9	27	50.9	26	49.1	77	74.0	27	26.0
Kennedy	321	74.3	111	25.7	56	70.9	23	29.1	20	40.0	30	60.0	74	69.8	32	30.2
Magruder	457	78.0	129	22.0	51	67.1	25	32.9	10	34.5	19	65.5	51	53.7	44	46.3
Northwest	351	76.6	107	23.4	20	52.6	18	47.4	n/a		0	0.0	28	68.3	13	31.7
Paint Branch	379	87.1	56	12.9	25	61.0	16	39.0	5	100.0	0	0.0	46	78.0	13	22.0
Poolesville	188	91.3	18	8.7	21	84.0	n/a		0	0.0	0	0.0	6	85.7	n/a	
Quince Orchard	361	76.5	111	23.5	30	56.6	23	43.4	12	38.7	19	61.3	28	52.8	25	47.2
R. Montgomery	409	84.3	76	15.7	45	80.4	11	19.6	16	38.1	26	61.9	50	70.4	21	29.6
Rockville	239	83.6	47	16.4	18	75.0	6	25.0	11	50.0	11	50.0	40	74.1	14	25.9
Seneca Valley	337	82.4	72	17.6	26	72.2	10	27.8	41	71.9	16	28.1	39	73.6	14	26.4
Sherwood	476	86.4	75	13.6	32	57.1	24	42.9	30	66.7	15	33.3	27	69.2	12	30.8
Springbrook	428	87.0	64	13.0	35	66.0	18	34.0	16	44.4	20	55.6	83	75.5	27	24.5
W. Johnson	435	88.2	58	11.8	54	69.2	24	30.8	22	66.7	11	33.3	18	90.0	2	10.0
Watkins Mill	407	81.6	92	18.4	38	60.3	25	39.7	26	70.3	11	29.7	76	71.7	30	28.3
Wheaton	270	68.4	125	31.6	19	50.0	19	50.0	29	43.9	37	56.1	98	67.1	48	32.9
Whitman	425	87.6	60	12.4	25	65.8	13	34.2	9	36.0	16	64.0	n/a		9	69.2
Wootton	544	94.9	29	5.1	41	80.4	10	19.6	15	93.8	n/a		15	83.3	n/a	
Special Schools	9	8.2	101	91.8	6	13.6	38	86.4	0	0.0	0	0.0	0	0.0	39	100.0

^a Scores are not reported for subgroups with fewer than five students.

APPENDIX B

Table B3. 2004 Grade 10 PSAT Participation, by English Level

	All MCPS				ESOL English				Regular English				Honors English			
	Took PSAT		No PSAT		Took PSAT		No PSAT		Took PSAT		No PSAT		Took PSAT		No PSAT	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	9305	83.5	1835	16.5	334	46.6	382	53.4	3533	75.6	1142	24.4	5431	96.1	223	3.9
B-CC	381	90.1	42	9.9	10	47.6	11	52.4	48	78.7	13	21.3	323	95.0	17	5.0
Blair	688	83.7	134	16.3	16	22.5	55	77.5	287	81.5	65	18.5	383	96.7	13	3.3
Blake	467	94.3	28	5.7	7	87.5	n/a ^a		210	89.7	24	10.3	250	98.8	n/a	
Churchill	522	96.0	22	4.0	0	0.0	0	0.0	209	94.1	13	5.9	313	97.2	9	2.8
Damascus	414	84.1	78	15.9	0	0.0	0	0.0	197	76.4	61	23.6	217	95.6	10	4.4
Einstein	353	78.8	95	21.2	29	56.9	22	43.1	152	76.8	46	23.2	171	94.0	11	6.0
Gaithersburg	444	80.9	105	19.1	23	45.1	28	54.9	201	76.7	61	23.3	220	94.8	12	5.2
Kennedy	321	74.3	111	25.7	19	34.5	36	65.5	143	70.4	60	29.6	157	92.9	12	7.1
Magruder	457	78.0	129	22.0	9	32.1	19	67.9	195	65.7	102	34.3	253	97.3	7	2.7
Northwest	351	76.6	107	23.4	0	0.0	0	0.0	156	63.4	90	36.6	195	92.0	17	8.0
Paint Branch	379	87.1	56	12.9	n/a		n/a		163	78.4	45	21.6	213	97.3	6	2.7
Poolesville	188	91.3	18	8.7	0	0.0	0	0.0	73	83.0	15	17.0	115	97.5	3	2.5
Quince Orchard	361	76.5	111	23.5	9	29.0	22	71.0	158	68.4	73	31.6	194	94.6	11	5.4
R. Montgomery	409	84.3	76	15.7	16	35.6	29	64.4	122	79.7	31	20.3	271	95.4	13	4.6
Rockville	239	83.6	47	16.4	11	50.0	11	50.0	120	78.4	33	21.6	108	99.1	n/a	
Seneca Valley	337	82.4	72	17.6	41	69.5	18	30.5	119	72.1	46	27.9	177	96.2	7	3.8
Sherwood	476	86.4	75	13.6	29	56.9	22	43.1	159	81.1	37	18.9	288	96.6	10	3.4
Springbrook	428	87.0	64	13.0	16	43.2	21	56.8	186	86.9	28	13.1	226	98.7	n/a	
W. Johnson	435	88.2	58	11.8	22	66.7	11	33.3	124	80.0	31	20.0	289	96.7	10	3.3
Watkins Mill	407	81.6	92	18.4	26	63.4	15	36.6	197	75.8	63	24.2	184	95.8	8	4.2
Wheaton	270	68.4	125	31.6	28	41.2	40	58.8	109	60.2	72	39.8	133	91.1	13	8.9
Whitman	425	87.6	60	12.4	7	26.9	19	73.1	105	79.5	27	20.5	312	96.3	12	3.7
Wootton	544	94.9	29	5.1	14	93.3	n/a		91	91.9	8	8.1	439	97.1	13	2.9
Special Schools	9	8.2	101	91.8	0	0.0	0	0.0	9	8.4	98	91.6	0	0.0	n/a	

^a Scores are not reported for subgroups with fewer than five students.

APPENDIX B

Table B4. 2004 Grade 10 PSAT Participation, by Mathematics Level

	All MCPS				Algebra or Lower				Geometry or Honors Geometry				Algebra 2 or Higher			
	Took PSAT		No PSAT		Took PSAT		No PSAT		Took PSAT		No PSAT		Took PSAT		No PSAT	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	9305	83.5	1835	16.5	1237	57.4	919	42.6	3160	84.2	593	15.8	4887	95.7	219	4.3
B-CC	381	90.1	42	9.9	33	68.8	15	31.3	111	88.8	14	11.2	237	96.3	9	3.7
Blair	688	83.7	134	16.3	102	60.7	66	39.3	220	82.4	47	17.6	359	95.0	19	5.0
Blake	467	94.3	28	5.7	52	80.0	13	20.0	205	94.9	11	5.1	210	98.1	4	1.9
Churchill	522	96.0	22	4.0	15	83.3	3	16.7	152	92.1	13	7.9	355	98.3	6	1.7
Damascus	414	84.1	78	15.9	31	55.4	25	44.6	170	80.6	41	19.4	212	97.7	5	2.3
Einstein	353	78.8	95	21.2	110	68.8	50	31.3	128	84.8	23	15.2	115	95.8	5	4.2
Gaithersburg	444	80.9	105	19.1	84	59.2	58	40.8	165	81.7	37	18.3	195	97.0	6	3.0
Kennedy	321	74.3	111	25.7	55	50.0	55	50.0	144	75.0	48	25.0	122	94.6	7	5.4
Magruder	457	78.0	129	22.0	38	34.2	73	65.8	154	82.4	33	17.6	264	92.3	22	7.7
Northwest	351	76.6	107	23.4	54	47.8	59	52.2	126	79.2	33	20.8	170	91.9	15	8.1
Paint Branch	379	87.1	56	12.9	75	68.8	34	31.2	111	89.5	13	10.5	193	97.0	6	3.0
Poolesville	188	91.3	18	8.7	11	61.1	7	38.9	58	89.2	7	10.8	118	96.7	4	3.3
Quince Orchard	361	76.5	111	23.5	40	40.8	58	59.2	138	79.8	35	20.2	181	93.8	12	6.2
R. Montgomery	409	84.3	76	15.7	24	51.1	23	48.9	120	80.0	30	20.0	264	92.6	21	7.4
Rockville	239	83.6	47	16.4	76	73.8	27	26.2	60	85.7	10	14.3	103	95.4	5	4.6
Seneca Valley	337	82.4	72	17.6	65	60.2	43	39.8	128	85.3	22	14.7	142	96.6	5	3.4
Sherwood	476	86.4	75	13.6	38	48.1	41	51.9	188	89.1	23	10.9	250	97.7	6	2.3
Springbrook	428	87.0	64	13.0	92	72.4	35	27.6	107	92.2	9	7.8	226	97.4	6	2.6
W. Johnson	435	88.2	58	11.8	41	61.2	26	38.8	104	88.1	14	11.9	290	96.7	10	3.3
Watkins Mill	407	81.6	92	18.4	114	66.3	58	33.7	151	88.3	20	11.7	142	95.9	6	4.1
Wheaton	270	68.4	125	31.6	36	38.7	57	61.3	164	73.2	60	26.8	69	90.8	7	9.2
Whitman	425	87.6	60	12.4	15	48.4	16	51.6	129	86.0	21	14.0	281	93.4	20	6.6
Wootton	544	94.9	29	5.1	31	81.6	7	18.4	126	95.5	6	4.5	387	97.5	10	2.5
Special Schools	9	8.2	101	91.8	5	6.7	70	93.3	1	4.2	23	95.8	2	40.0	3	60.0

^a Scores are not reported for subgroups with fewer than five students.

APPENDIX C

Table C1. Districtwide Trends in Grade 10 PSAT Performance, by Student Group

	Verbal Score					Mathematics Score					Writing Score				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000 ^a	2001	2002	2003	2004
Grade 10	50.4	44.0	44.4	44.4	43.8	52.1	46.1	45.8	46.3	45.0		45.6	46.0	45.6	47.3
Gender															
Female	50.3	44.5	44.9	44.6	44.4	50.5	45.3	45.1	45.5	44.5		46.6	47.2	46.6	48.2
Male	50.4	43.5	43.8	44.2	43.3	53.8	46.9	46.4	47.1	45.6		44.5	44.8	44.7	46.3
Race/Ethnicity															
Asian	50.0	44.7	45.3	46.4	45.3	54.4	50.0	50.8	52.2	50.8		45.6	46.5	47.0	48.6
White	52.9	47.8	48.2	48.7	48.0	53.8	49.4	49.0	50.1	48.8		48.4	49.5	48.9	51.0
African Am.	41.2	36.2	37.3	37.3	36.8	42.2	37.5	37.4	37.9	36.1		40.2	39.9	40.3	40.8
Hispanic	42.2	36.1	36.5	35.9	36.4	43.6	37.7	37.4	37.5	36.8		39.8	39.0	39.7	40.7
Special Services															
Grade 10 Spec. Ed	42.8	33.2	34.7	33.3	34.8	43.9	35.3	35.7	35.3	34.8		37.4	37.9	37.5	39.2
Grade 10 ESOL	32.3	28.9	30.7	29.5	28.6	44.1	35.7	38.2	35.2	34.3		35.2	36.0	35.3	35.9
Grade 10 FARMS	38.5	33.7	34.8	34.5	34.3	42.6	36.8	37.0	37.1	35.8		37.9	38.3	38.6	39.3
English Class															
ESOL English	31.1	30.7	31.5	30.5	27.9	42.4	35.1	36.3	35.0	34.0		35.8	36.3	36.0	35.4
Regular Eng.	42.7	37.4	37.4	36.7	36.3	45.0	39.9	39.1	38.9	37.0		40.3	39.6	39.6	40.0
Honors Eng.	53.8	51.8	50.9	50.8	49.7	55.3	53.3	51.8	52.4	51.0		51.7	51.8	50.6	52.7
Mathematics Class															
Algebra 1 or Lower	34.6	31.8	32.6	31.4	31.9	35.0	32.6	32.8	31.7	30.8		36.9	36.5	36.4	36.9
Geometry/ H. Geometry	44.8	40.9	40.6	39.8	38.4	44.2	41.2	40.3	40.5	37.6		42.9	42.1	41.9	42.0
Algebra 2 or Higher	54.9	52.3	51.5	51.7	50.4	58.1	56.7	54.8	55.1	53.5		51.9	52.5	51.2	53.3

^a2000 was the year prior to census testing. At that time, the PSAT did not include a writing subtest.

APPENDIX C

Table C2. Districtwide Trends in Grade 10 PSAT Performance, by School

	Verbal Score					Mathematics Score					Writing Score				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000 ^a	2001	2002	2003	2004
Grade 10	50.4	44.0	44.4	44.4	43.8	52.1	46.1	45.8	46.3	45.0		45.6	46.0	45.6	47.3
B-CC	52.1	48.8	48.2	50.3	48.7	52.5	49.4	48.0	50.8	48.6		49.2	49.1	50.5	52.6
Blair	57.9	45.1	45.2	43.6	44.1	58.6	46.6	46.2	45.5	44.8		47.2	47.1	45.8	48.0
Blake	52.3	43.9	44.5	43.8	43.2	49.5	42.8	44.3	45.2	42.2		44.7	46.1	45.6	45.5
Churchill	51.7	48.9	47.9	49.8	49.8	53.7	51.7	51.5	52.4	52.5		49.5	49.5	48.8	52.4
Damascus	53.0	42.5	44.0	44.1	43.4	53.1	44.9	45.6	46.4	45.5		43.8	45.6	45.3	46.4
Einstein	36.5	39.2	39.2	39.2	39.2	36.0	41.1	39.7	40.2	38.8		41.6	41.5	41.8	43.7
Gaithersburg	46.7	42.4	41.8	41.4	40.3	50.0	44.4	43.3	43.1	40.4		43.4	43.3	42.4	45.0
Kennedy	43.4	38.2	37.4	37.7	36.9	45.7	40.4	38.6	39.8	37.9		41.3	39.9	40.7	40.7
Magruder	50.2	43.6	45.0	43.9	44.3	52.7	45.8	46.3	46.2	45.3		44.8	46.1	45.3	46.8
Northwest	51.6	40.1	40.7	41.9	42.2	52.8	42.6	42.8	43.6	42.8		42.3	43.5	44.3	45.5
Paint Branch	47.8	41.1	40.9	41.7	41.1	49.7	44.0	44.0	44.8	44.2		43.1	42.2	43.2	44.5
Poolesville	51.6	44.6	46.6	46.5	45.9	52.1	46.4	47.4	48.0	47.7		45.8	47.6	46.1	48.3
Quince Orchard	50.6	43.6	44.9	45.5	44.0	54.2	47.7	47.6	47.9	45.3		44.8	46.5	47.2	48.1
R. Montgomery	58.6	49.7	49.7	49.5	49.2	58.3	50.0	50.0	50.9	49.4		49.8	50.6	50.2	51.1
Rockville	48.4	42.2	42.5	43.4	41.2	48.9	44.1	44.3	45.4	41.3		43.6	44.4	44.0	44.6
Seneca Valley	48.6	39.3	41.2	40.0	39.4	52.5	42.4	42.8	42.5	40.8		42.9	42.4	41.4	45.4
Sherwood	47.5	44.6	44.2	43.2	42.5	48.8	46.9	45.5	45.3	44.5		45.6	45.6	44.8	46.0
Springbrook	43.0	39.5	41.6	39.1	40.4	46.5	42.4	42.5	41.2	41.6		43.9	44.1	42.0	44.4
W. Johnson	52.0	48.2	47.7	48.8	48.2	53.4	49.2	48.8	50.5	49.8		49.1	49.3	49.0	50.4
Watkins Mill	50.8	42.5	43.3	41.6	39.5	52.2	44.6	44.2	43.4	40.9		43.9	45.0	43.0	43.1
Wheaton	41.8	35.7	35.9	35.4	35.5	43.5	37.7	37.1	37.4	36.1		39.5	38.2	38.6	39.9
Whitman	57.3	53.0	51.5	53.2	52.0	58.4	54.0	52.2	54.7	53.2		52.6	52.1	53.0	54.4
Wootton	52.0	48.4	49.3	50.1	48.0	53.5	53.0	52.4	53.3	51.9		49.1	51.1	50.3	51.7
Special School	49.5	35.6	37.8	37.7	38.2	53.0	37.3	36.6	36.3	35.9		39.4	39.2	40.1	41.1

^a2000 was the year prior to census testing. At that time, the PSAT did not include a writing subtest.

APPENDIX D

Table D1. 2004 Grade 10 Mean PSAT Subtest Scores, by Race/Ethnicity

Group	PSAT Verbal				PSAT Math				PSAT Writing			
	Asian	White	African Amer.	Hispanic	Asian	White	African Amer.	Hispanic	Asian	White	African Amer.	Hispanic
Grade 10	45.3	48.0	36.8	36.4	50.8	48.8	36.1	36.8	48.6	51.0	40.8	40.7
B-CC	45.7	52.5	38.3	38.8	51.4	52.7	35.6	36.7	52.3	56.6	41.1	41.4
Blair	52.7	54.4	35.1	34.0	58.3	54.3	34.2	34.5	55.0	57.5	39.6	39.5
Blake	41.1	47.5	37.9	38.9	45.1	46.5	35.6	37.8	43.3	49.5	40.5	41.2
Churchill	50.4	50.8	38.0	45.0	56.4	52.8	36.9	45.0	52.2	53.6	40.5	47.1
Damascus	45.2	44.2	36.2	39.3	51.5	46.1	36.3	40.7	48.5	47.1	39.4	42.5
Einstein	38.8	47.0	36.2	34.6	42.7	45.1	35.3	34.4	44.0	50.6	40.9	39.4
Gaithersburg	39.2	45.1	36.1	35.7	44.2	44.4	35.1	36.0	45.1	49.2	41.4	40.2
Kennedy	39.3	43.6	35.2	32.9	43.8	46.3	34.6	33.1	43.0	47.8	38.2	38.3
Magruder	45.1	46.6	38.2	38.9	50.1	47.0	37.3	38.4	47.7	48.7	41.0	42.9
Northwest	42.6	45.6	37.1	38.8	45.1	45.7	37.5	38.7	46.6	47.7	41.9	42.6
Paint Branch	42.4	43.7	38.9	36.3	48.8	48.1	39.1	37.7	45.5	47.7	41.8	41.2
Poolesville	50.7	46.2	36.8	42.5	55.3	47.7	38.0	49.3	51.7	48.3	42.8	47.7
Quince Orchard	44.4	47.0	36.3	35.1	49.1	47.6	35.8	36.7	48.6	50.9	41.0	40.3
R. Montgomery	52.4	52.6	41.7	40.3	56.3	52.9	38.0	39.0	53.6	55.0	43.3	41.9
Rockville	42.9	45.7	33.3	35.8	45.5	45.4	33.8	35.0	45.8	48.1	39.4	40.1
Seneca Valley	39.3	43.4	35.8	33.7	42.2	44.5	36.9	34.8	45.4	48.7	43.1	39.0
Sherwood	39.5	44.8	37.0	35.5	45.3	46.5	37.1	39.3	42.7	48.0	41.6	40.5
Springbrook	43.5	47.8	37.4	34.7	47.6	49.5	36.5	36.1	46.7	51.5	41.7	39.9
W. Johnson	46.5	50.0	42.8	41.8	55.0	50.8	41.2	40.8	49.3	52.0	45.5	44.0
Watkins Mill	41.1	43.9	35.8	35.3	47.9	44.8	35.4	36.5	45.5	46.6	39.6	40.1
Wheaton	36.5	39.1	33.3	34.7	40.6	38.3	32.9	35.3	41.7	41.6	37.8	39.6
Whitman	52.6	52.4	41.5	47.5	58.7	52.9	40.3	49.4	54.8	54.8	43.8	49.6
Wootton	47.3	49.2	40.7	42.3	55.9	50.7	42.2	42.5	50.5	53.2	45.2	44.4
Special Schools	41.0	45.0	26.0		50.0	41.8	21.3		39.0	46.0	33.7	

APPENDIX D

Table D2. 2004 Grade 10 Mean PSAT Subtest Scores, by Special Group

Group	PSAT Verbal				PSAT Math				PSAT Writing			
	All MCPS	Special Ed.	ESOL	FARMS	All MCPS	Special Ed.	ESOL	FARMS	All MCPS	Special Ed.	ESOL	FARMS
Grade 10	43.8	34.8	28.6	34.3	45.0	34.8	34.3	35.8	47.3	39.2	35.9	39.3
B-CC	48.7	37.7	33.1	35.0	48.6	37.1	38.4	33.0	52.6	42.3	39.3	40.6
Blair	44.1	33.9	29.3	32.2	44.8	33.7	30.4	33.5	48.0	39.6	35.0	38.6
Blake	43.2	34.1	33.4	35.7	42.2	32.6	36.6	35.9	45.5	37.9	38.7	39.5
Churchill	49.8	40.8		46.1	52.5	40.7		44.5	52.4	43.2		47.6
Damascus	43.4	34.2		37.6	45.5	34.7		39.4	46.4	39.0		40.1
Einstein	39.2	31.2	28.5	33.9	38.8	31.9	33.0	35.2	43.7	36.5	37.7	39.9
Gaithersburg	40.3	30.0	29.6	33.0	40.4	30.7	32.9	34.9	45.0	37.1	34.4	39.7
Kennedy	36.9	29.9	27.2	32.8	37.9	30.7	32.4	34.4	40.7	34.7	34.5	37.6
Magruder	44.3	36.3	24.5	33.7	45.3	37.1	32.2	33.7	46.8	39.3	34.4	37.5
Northwest	42.2	33.9	37.0	34.6	42.8	32.9	32.0	36.1	45.5	37.2	40.0	38.4
Paint Branch	41.1	31.3	33.4	35.6	44.2	31.2	40.8	36.5	44.5	35.8	40.2	38.8
Poolesville	45.9	36.5		51.5	47.7	39.1		44.0	48.3	40.8		50.5
Quince Orchard	44.0	34.0	31.8	35.5	45.3	35.8	35.0	36.0	48.1	39.5	34.7	39.3
R. Montgomery	49.2	34.6	27.7	38.1	49.4	32.5	32.4	39.2	51.1	37.0	34.8	42.1
Rockville	41.2	32.9	27.7	34.6	41.3	31.4	31.3	37.3	44.6	39.7	37.1	40.0
Seneca Valley	39.4	33.3	28.7	34.7	40.8	33.3	31.6	35.2	45.4	39.3	36.0	38.4
Sherwood	42.5	37.4	27.2	31.1	44.5	37.9	31.2	37.6	46.0	42.4	33.7	38.3
Springbrook	40.4	31.5	24.3	32.5	41.6	31.8	28.8	34.7	44.4	37.8	35.3	39.3
W. Johnson	48.2	40.9	31.4	36.8	49.8	38.2	46.9	41.3	50.4	41.8	35.8	41.2
Watkins Mill	39.5	30.0	28.9	34.9	40.9	30.9	32.9	36.2	43.1	37.8	35.3	39.0
Wheaton	35.5	30.1	25.7	34.3	36.1	31.1	32.8	36.7	39.9	36.2	34.7	39.0
Whitman	52.0	40.5	34.3	31.5	53.2	40.7	48.0	31.8	54.4	41.7	44.7	31.5
Wootton	48.0	42.2	27.0	32.5	51.9	44.5	45.4	37.5	51.7	44.5	36.7	39.9
Special Schools	38.2	34.5			35.9	30.5			41.1	40.2		

APPENDIX D

Table D3. 2004 Grade 10 Mean PSAT Subtest Scores, by Course Level

Group	PSAT Verbal				PSAT Math				PSAT Writing			
	All MCPS	ESOL English	Regular English	Honors English	All MCPS	Algebra or Lower	Geometry or Honors Geometry	Algebra 2 or Higher	All MCPS	ESOL English	Regular English	Honors English
Grade 10	43.8	27.9	36.3	49.7	45.0	34.8	45.7	56.7	47.3	35.4	40.0	52.7
B-CC	48.7	29.9	35.2	51.3	48.6	36.0	45.3	57.3	52.6	36.7	38.7	55.1
Blair	44.1	27.6	31.9	53.9	44.8	31.3	43.8	63.1	48.0	34.5	37.3	56.5
Blake	43.2	33.4	37.3	48.5	42.2	35.2	43.0	52.6	45.5	38.7	39.8	50.4
Churchill	49.8		43.3	54.2	52.5	40.2	50.2	60.0	52.4		45.2	57.2
Damascus	43.4		37.5	48.6	45.5	37.6	49.6	56.8	46.4		41.2	51.2
Einstein	39.2	26.6	33.9	46.0	38.8	32.9	43.3	51.4	43.7	37.1	38.6	49.3
Gaithersburg	40.3	29.0	33.5	47.7	40.4	32.4	42.8	52.0	45.0	33.1	39.0	51.6
Kennedy	36.9	26.1	31.7	43.0	37.9	31.0	40.6	50.6	40.7	34.1	35.7	46.1
Magruder	44.3	25.0	37.9	49.9	45.3	34.3	46.1	56.0	46.8	34.8	40.2	52.3
Northwest	42.2		35.5	47.6	42.8	35.6	42.6	52.6	45.5		39.1	50.7
Paint Branch	41.1	35.0	35.7	45.4	44.2	36.1	46.1	55.6	44.5	39.5	39.3	48.5
Poolesville	45.9		37.9	51.0	47.7	37.9	47.1	55.1	48.3		41.3	52.7
Quince Orchard	44.0	30.1	38.0	49.5	45.3	36.4	45.8	55.2	48.1	34.0	42.1	53.7
R. Montgomery	49.2	27.7	37.7	55.6	49.4	34.4	44.8	58.9	51.1	34.8	39.9	57.0
Rockville	41.2	27.7	35.5	49.0	41.3	33.9	46.4	54.7	44.6	37.1	39.7	50.8
Seneca Valley	39.4	28.7	35.0	44.8	40.8	34.4	42.6	50.7	45.4	36.0	40.2	50.9
Sherwood	42.5	26.7	36.7	47.3	44.5	34.6	45.9	54.7	46.0	33.6	40.0	50.6
Springbrook	40.4	24.3	34.1	46.7	41.6	33.1	43.6	56.0	44.4	35.3	39.1	49.5
W. Johnson	48.2	31.4	41.1	52.5	49.8	38.5	49.4	58.6	50.4	35.8	42.6	54.8
Watkins Mill	39.5	28.6	35.2	45.7	40.9	33.8	46.4	57.7	43.1	35.0	39.1	48.6
Wheaton	35.5	25.5	32.7	39.9	36.1	31.7	37.1	46.1	39.9	34.8	36.6	43.6
Whitman	52.0	32.6	43.6	55.4	53.2	41.4	50.9	60.2	54.4	41.3	45.0	58.0
Wootton	48.0	26.5	38.8	50.6	51.9	39.2	50.3	59.1	51.7	35.8	42.5	54.1
Special Schools	38.2		38.2		35.9	30.5	47.0		41.1		41.1	

APPENDIX E

Table E1. 2004 Grade 10 Honors Enrollment, by PSAT Score Ranges

Group	PSAT Verbal Ranges								PSAT Mathematics Ranges							
	20-37		38-43		44-49		50-80		20-37		38-44		45-50		51-80	
	Number and Percent of Students in each PSAT Range Enrolled in One or More Honors Classes															
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	1018	34.0	1281	70.8	1325	86.3	2869	96.6	971	32.9	1091	68.2	1417	86.2	3016	96.9
B-CC	31	51.7	70	90.9	57	100.0	187	100.0	47	60.3	57	91.9	69	100.0	173	100.0
Blair	52	18.6	49	53.3	65	82.3	237	100.0	58	19.7	53	61.6	66	82.5	226	99.6
Blake	48	32.9	67	67.7	59	67.8	128	94.8	52	31.9	68	66.7	95	88.0	87	93.5
Churchill	14	25.9	42	48.8	87	80.6	252	92.0	12	19.0	32	53.3	62	68.9	289	93.5
Damascus	40	32.3	58	69.9	83	83.8	105	97.2	29	28.2	53	63.1	79	82.3	125	95.4
Einstein	55	32.5	46	65.7	45	90.0	60	93.8	56	31.5	50	73.5	49	90.7	51	96.2
Gaithersburg	37	20.4	68	73.9	63	90.0	100	99.0	58	29.3	63	69.2	62	88.6	85	100.0
Kennedy	86	44.1	38	80.9	30	90.9	46	100.0	83	43.7	29	72.5	40	95.2	48	98.0
Magruder	33	26.2	61	58.7	64	84.2	140	92.7	35	25.0	53	63.1	58	79.5	152	95.0
Northwest	48	39.0	54	68.4	53	91.4	87	95.6	47	40.2	54	66.7	64	88.9	77	95.1
Paint Branch	47	35.6	84	79.2	66	88.0	66	100.0	36	31.9	50	64.9	70	85.4	107	100.0
Poolesville	18	40.0	29	85.3	31	93.9	75	98.7	12	36.4	28	82.4	43	89.6	70	95.9
Quince Orchard	29	29.3	57	66.3	60	87.0	105	98.1	28	28.6	46	60.5	61	88.4	116	98.3
R. Montgomery	35	34.3	40	70.2	47	81.0	187	97.4	30	30.3	32	62.7	53	85.5	194	98.5
Rockville	24	25.5	29	60.4	29	80.6	58	95.1	28	28.3	24	57.1	34	85.0	54	94.7
Seneca Valley	65	42.8	62	77.5	43	93.5	57	96.6	51	38.9	68	79.1	55	88.7	53	91.4
Sherwood	65	40.6	88	79.3	75	92.6	121	97.6	55	39.0	59	71.1	88	89.8	147	95.5
Springbrook	55	28.5	64	70.3	50	87.7	83	95.4	50	27.9	50	64.9	57	80.3	95	94.1
W. Johnson	30	41.1	55	71.4	61	79.2	200	96.2	22	31.0	39	63.9	71	84.5	214	97.7
Watkins Mill	51	28.0	60	66.7	50	75.8	66	95.7	48	25.8	47	56.6	46	88.5	86	100.0
Wheaton	88	50.9	36	75.0	30	96.8	18	100.0	86	50.9	39	79.6	29	85.3	18	100.0
Whitman	9	29.0	41	75.9	70	90.9	250	95.1	16	43.2	39	75.0	61	83.6	255	96.6
Wootton	58	62.4	83	86.5	107	95.5	241	99.2	32	47.8	58	86.6	105	93.8	294	98.7
Special Schools	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

^a None of the students in special schools who took the PSAT were enrolled in Honors classes.

APPENDIX E

Table E2. 2004 Grade 10 Honors Enrollment of Students with Average or Above PSAT Verbal Scores, by Race/Ethnicity

Group	PSAT Verbal Ranges																							
	38-43								44-49								50-80							
	Number and Percentage of Students in each PSAT Range Enrolled in One or More Honors Classes																							
	Asian		White		Afr. Am.		Hispanic		Asian		White		Afr. Am.		Hispanic		Asian		White		Afr. Am.		Hispanic	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	248	86.1	652	73.5	234	58.6	144	62.1	215	93.5	859	87.8	141	74.6	110	79.1	553	98.8	2002	96.7	178	92.2	133	93.7
B-CC	n/a ^a		39	92.9	17	94.4	9	75.0	n/a		46	100.0	5	100.0	n/a		10	100.0	167	100.0	6	100.0	n/a	
Blair	9	64.3	15	88.2	19	46.3	6	30.0	10	83.3	26	89.7	15	75.0	14	77.8	67	100.0	148	100.0	13	100.0	9	100.0
Blake	8	100.0	33	76.7	22	55.0	n/a		n/a		43	74.1	8	42.1	n/a		8	100.0	101	97.1	14	77.8	5	100.0
Churchill	16	76.2	24	42.9	0	0.0	n/a		11	84.6	67	79.8	n/a		8	100.0	70	95.9	174	92.6	n/a		6	60.0
Damascus	n/a		46	69.7	n/a		n/a		10	100.0	67	82.7	n/a		n/a		11	100.0	89	96.7	n/a		n/a	
Einstein	12	100.0	16	72.7	9	56.3	9	45.0	7	100.0	20	83.3	6	85.7	12	100.0	6	100.0	37	97.4	11	91.7	6	75.0
Gaithersburg	10	100.0	35	85.4	6	35.3	17	70.8	8	88.9	38	92.7	12	85.7	5	83.3	11	100.0	71	98.6	12	100.0	6	100.0
Kennedy	8	88.9	9	90.0	17	77.3	n/a		8	100.0	11	100.0	9	81.8	n/a		9	100.0	19	100.0	11	100.0	7	100.0
Magruder	15	71.4	33	62.3	11	50.0	n/a		18	90.0	42	85.7	n/a		n/a		29	96.7	92	91.1	7	87.5	11	100.0
Northwest	7	70.0	28	65.1	12	66.7	6	85.7	10	100.0	29	90.6	6	85.7	8	88.9	17	100.0	54	93.1	13	100.0	n/a	
Paint Branch	23	92.0	32	88.9	25	61.0	n/a		15	100.0	31	93.9	19	73.1	n/a		22	100.0	26	100.0	16	100.0	n/a	
Poolesville	0	0.0	28	84.8	n/a		0	0.0	n/a		27	93.1	0	0.0	n/a		7	100.0	63	98.4	n/a		n/a	
Quince Orchard	11	84.6	35	64.8	7	58.3	n/a		9	90.0	45	90.0	5	83.3	n/a		25	96.2	76	98.7	n/a		n/a	
R. Montgomery	13	100.0	17	81.0	5	38.5	5	50.0	8	100.0	29	80.6	n/a		6	75.0	47	100.0	115	96.6	13	92.9	12	100.0
Rockville	5	100.0	15	57.7	4	57.1	n/a		9	90.0	17	81.0	n/a		n/a		7	87.5	41	100.0	n/a		7	77.8
Seneca Valley	9	100.0	28	68.3	19	86.4	6	75.0	5	100.0	30	96.8	6	85.7	n/a		10	100.0	37	97.4	8	100.0	n/a	
Sherwood	13	86.7	59	78.7	11	68.8	5	100.0	7	100.0	59	93.7	7	87.5	n/a		5	100.0	104	97.2	7	100.0	5	100.0
Springbrook	27	87.1	7	77.8	24	60.0	6	54.5	11	78.6	16	100.0	18	85.7	5	83.3	28	100.0	34	91.9	13	92.9	8	100.0
W. Johnson	6	75.0	37	74.0	7	63.6	5	62.5	10	100.0	43	78.2	n/a		6	60.0	27	100.0	159	96.4	5	71.4	9	100.0
Watkins Mill	11	78.6	26	74.3	10	50.0	13	61.9	9	90.0	29	87.9	8	57.1	n/a		11	100.0	40	97.6	10	83.3	n/a	
Wheaton	7	100.0	6	60.0	n/a		19	90.5	6	100.0	10	90.9	n/a		11	100.0	4	100.0	6	100.0	n/a		6	100.0
Whitman	n/a		36	78.3	0	0.0	n/a		7	100.0	59	89.4	0	0.0	n/a		31	100.0	209	95.0	n/a		9	100.0
Wootton	28	93.3	48	84.2	0	0.0	7	100.0	28	93.3	75	96.2	n/a		n/a		91	98.9	140	99.3	6	100.0	n/a	

^a Scores are not reported for subgroups with fewer than five students.

APPENDIX E

Table E3. 2004 Grade 10 Honors Enrollment of Students with Average or Above PSAT Mathematics Scores, by Race/Ethnicity

Group	PSAT Mathematics Ranges																							
	38-44								45-50								51-80							
	Number and Percentage of Students in each PSAT Range Enrolled in One or More Honors Classes																							
	Asian		White		Afr. Am.		Hispanic		Asian		White		Afr. Am.		Hispanic		Asian		White		Afr. Am.		Hispanic	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	159	77.2	596	71.8	211	61.3	123	56.7	219	88.3	915	88.2	172	78.9	109	79.6	752	98.0	1997	96.9	126	93.3	138	95.8
B-CC	n/a ^a		37	94.9	11	100.0	5	62.5	n/a		55	100.0	6	100.0	5	100.0	12	100.0	156	100.0	n/a		n/a	
Blair	7	58.3	17	81.0	20	58.8	9	47.4	6	75.0	35	100.0	15	65.2	10	71.4	73	100.0	134	99.3	6	100.0	13	100.0
Blake	7	77.8	38	69.1	20	60.6	n/a		6	100.0	74	90.2	10	66.7	5	100.0	11	100.0	66	95.7	7	77.8	n/a	
Churchill	7	63.6	22	52.4	n/a		n/a		17	81.0	41	65.1	n/a		n/a		81	95.3	198	94.3	n/a		9	81.8
Damascus	n/a		41	61.2	n/a		n/a		8	88.9	68	84.0	n/a		0	0.0	18	100.0	99	94.3	n/a		6	100.0
Einstein	8	100.0	20	83.3	10	55.6	12	66.7	10	90.9	18	94.7	14	100.0	7	70.0	10	100.0	33	97.1	n/a		n/a	
Gaithersburg	5	83.3	39	86.7	9	52.9	10	43.5	5	71.4	39	95.1	8	72.7	10	90.9	18	100.0	55	100.0	7	100.0	5	100.0
Kennedy	9	100.0	n/a		8	47.1	8	100.0	8	100.0	17	100.0	11	84.6	n/a		14	100.0	20	95.2	10	100.0	n/a	
Magruder	9	64.3	32	68.1	11	61.1	n/a		12	85.7	42	82.4	n/a		n/a		46	97.9	89	92.7	6	100.0	10	100.0
Northwest	9	75.0	29	67.4	10	55.6	5	71.4	11	100.0	28	82.4	18	90.0	7	100.0	18	100.0	50	94.3	6	100.0	n/a	
Paint Branch	11	84.6	15	62.5	22	61.1	n/a		19	90.5	28	87.5	18	75.0	5	100.0	41	100.0	50	100.0	14	100.0	n/a	
Poolesville	n/a		24	80.0	n/a		n/a		n/a		38	92.7	n/a		n/a		7	100.0	60	95.2	n/a		n/a	
Quince Orchard	9	64.3	30	69.8	5	62.5	n/a		13	92.9	41	89.1	6	85.7	n/a		32	97.0	81	98.8	n/a		n/a	
R. Montgomery	7	87.5	12	60.0	6	60.0	7	53.8	11	91.7	32	86.5	5	83.3	5	71.4	57	100.0	118	97.5	8	100.0	11	100.0
Rockville	5	83.3	11	45.8	n/a		n/a		6	100.0	23	82.1	n/a		n/a		11	100.0	35	97.2	n/a		5	83.3
Seneca Valley	11	91.7	38	76.0	16	94.1	n/a		7	100.0	28	84.8	16	88.9	n/a		10	90.9	33	94.3	7	87.5	n/a	
Sherwood	6	85.7	39	73.6	12	66.7	n/a		8	100.0	75	88.2	n/a		n/a		15	93.8	115	95.8	7	100.0	10	100.0
Springbrook	14	82.4	9	64.3	20	62.5	7	50.0	20	83.3	16	88.9	17	77.3	n/a		37	92.5	37	97.4	12	85.7	9	100.0
W. Johnson	5	71.4	26	63.4	n/a		5	71.4	7	70.0	54	87.1	n/a		6	85.7	40	97.6	159	97.5	5	100.0	10	100.0
Watkins Mill	n/a		27	79.4	8	40.0	8	47.1	7	100.0	24	92.3	8	88.9	7	70.0	24	100.0	46	100.0	9	100.0	6	100.0
Wheaton	6	100.0	7	77.8	8	66.7	18	81.8	8	100.0	9	90.0	n/a		10	76.9	7	100.0	n/a		n/a		7	100.0
Whitman	n/a		34	75.6	0	0.0	n/a		n/a		54	84.4	n/a		n/a		38	97.4	209	96.3	0	0.0	8	100.0
Wootton	10	76.9	45	88.2	n/a		n/a		22	81.5	76	98.7	0	0.0	7	100.0	132	98.5	151	98.7	7	100.0	n/a	

^a Scores are not reported for subgroups with fewer than five students.

APPENDIX E

Table E4. 2004 Grade 10 Honors Enrollment of Students with Average or Above PSAT Verbal Scores, by Special Group

Group	PSAT Verbal Ranges																							
	38-43								44-49								50-80							
	Number and Percentage of Students in each PSAT Range Enrolled in One or More Honors Classes																							
	All MCPS		Special Ed.		ESOL		FARMS		All MCPS		Special Ed.		ESOL		FARMS		All MCPS		Special Ed.		ESOL		FARMS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	1281	70.8	49	37.7	14	45.2	128	66.0	1325	86.3	35	57.4	6	100.0	68	80.0	2869	96.6	78	85.7	n/a		55	88.7
B-CC	70	90.9	5	83.3	n/a		7	100.0	57	100.0	0	0.0	n/a		0	0.0	187	100.0	n/a		0	0.0	n/a	
Blair	49	53.3	n/a ^a		0	0.0	9	60.0	65	82.3	n/a		0	0.0	8	72.7	237	100.0	9	100.0	0	0.0	n/a	
Blake	67	67.7	n/a		0	0.0	n/a		59	67.8	0	0.0	0	0.0	n/a		128	94.8	5	100.0	0	0.0	n/a	
Churchill	42	48.8	n/a		0	0.0	0	0.0	87	80.6	n/a		0	0.0	n/a		252	92.0	8	80.0	0	0.0	n/a	
Damascus	58	69.9	n/a		0	0.0	n/a		83	83.8	n/a		0	0.0	n/a		105	97.2	n/a		0	0.0	n/a	
Einstein	46	65.7	n/a		n/a		8	57.1	45	90.0	n/a		n/a		8	100.0	60	93.8	0	0.0	0	0.0	n/a	
Gaithersburg	68	73.9	n/a		n/a		12	66.7	63	90.0	n/a		0	0.0	n/a		100	99.0	n/a		0	0.0	n/a	
Kennedy	38	80.9	n/a		n/a		12	92.3	30	90.9	n/a		0	0.0	n/a		46	100.0	n/a		0	0.0	5	100.0
Magruder	61	58.7	n/a		0	0.0	n/a		64	84.2	n/a		0	0.0	n/a		140	92.7	6	85.7	0	0.0	n/a	
Northwest	54	68.4	0	0.0	0	0.0	n/a		53	91.4	0	0.0	0	0.0	n/a		87	95.6	n/a		0	0.0	0	0.0
Paint Branch	84	79.2	n/a		n/a		7	70.0	66	88.0	0	0.0	0	0.0	6	66.7	66	100.0	n/a		0	0.0	n/a	
Poolesville	29	85.3	n/a		0	0.0	n/a		31	93.9	0	0.0	0	0.0	0	0.0	75	98.7	n/a		0	0.0	n/a	
Quince Orchard	57	66.3	n/a		0	0.0	n/a		60	87.0	n/a		0	0.0	0	0.0	105	98.1	n/a		0	0.0	n/a	
R. Montgomery	40	70.2	n/a		n/a		11	84.6	47	81.0	n/a		0	0.0	n/a		187	97.4	n/a		0	0.0	6	85.7
Rockville	29	60.4	n/a		0	0.0	n/a		29	80.6	n/a		0	0.0	n/a		58	95.1	n/a		0	0.0	n/a	
Seneca Valley	62	77.5	0	0.0	n/a		n/a		43	93.5	n/a		0	0.0	n/a		57	96.6	n/a		0	0.0	n/a	
Sherwood	88	79.3	n/a		n/a		n/a		75	92.6	n/a		0	0.0	n/a		121	97.6	n/a		0	0.0	n/a	
Springbrook	64	70.3	n/a		0	0.0	10	83.3	50	87.7	0	0.0	0	0.0	n/a		83	95.4	n/a		0	0.0	n/a	
W. Johnson	55	71.4	n/a		n/a		n/a		61	79.2	n/a		0	0.0	n/a		200	96.2	11	91.7	0	0.0	n/a	
Watkins Mill	60	66.7	0	0.0	0	0.0	12	66.7	50	75.8	n/a		0	0.0	5	71.4	66	95.7	0	0.0	0	0.0	n/a	
Wheaton	36	75.0	n/a		0	0.0	13	100.0	30	96.8	0	0.0	0	0.0	12	100.0	18	100.0	0	0.0	0	0.0	5	100.0
Whitman	41	75.9	5	50.0	0	0.0	0	0.0	70	90.9	n/a		n/a		0	0.0	250	95.1	n/a		n/a		0	0.0
Wootton	83	86.5	n/a		0	0.0	n/a		107	95.5	9	81.8	0	0.0	0	0.0	241	99.2	6	100.0	0	0.0	0	0.0

^a Scores are not reported for subgroups with fewer than five students.

APPENDIX E

Table E5. 2004 Grade 10 Honors Enrollment of Students with Average or Above PSAT Mathematics Scores, by Special Group

Group	PSAT Mathematics Ranges																							
	38-44								45-50								51-80							
	Number and Percentage of Students in each PSAT Range Enrolled in One or More Honors Classes																							
	All MCPS		Special Ed.		ESOL		FARMS		All MCPS		Special Ed.		ESOL		FARMS		All MCPS		Special Ed.		ESOL		FARMS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	1091	68.2	43	39.4	28	45.2	100	55.6	1417	86.2	50	70.4	13	50.0	91	80.5	3016	96.9	73	84.9	20	74.1	78	89.7
B-CC	57	91.9	n/a ^a		n/a		n/a		69	100.0	n/a		n/a		n/a		173	100.0	n/a		n/a		n/a	
Blair	53	61.6	n/a		0	0.0	n/a		66	82.5	n/a		0	0.0	8	72.7	226	99.6	8	100.0	0	0.0	7	100.0
Blake	68	66.7	n/a		0	0.0	n/a		95	88.0	n/a		0	0.0	0	0.0	87	93.5	n/a		0	0.0	n/a	
Churchill	32	53.3	n/a		0	0.0	0	0.0	62	68.9	n/a		0	0.0	n/a		289	93.5	8	80.0	0	0.0	n/a	
Damascus	53	63.1	n/a		0	0.0	n/a		79	82.3	0	0.0	0	0.0	n/a		125	95.4	n/a		0	0.0	n/a	
Einstein	50	73.5	0	0.0	6	85.7	11	73.3	49	90.7	n/a		n/a		7	70.0	51	96.2	0	0.0	n/a		5	100.0
Gaithersburg	63	69.2	n/a		n/a		5	45.5	62	88.6	0	0.0	n/a		6	75.0	85	100.0	n/a		0	0.0	5	100.0
Kennedy	29	72.5	n/a		n/a		5	62.5	40	95.2	n/a		n/a		8	100.0	48	98.0	n/a		0	0.0	6	100.0
Magruder	53	63.1	0	0.0	0	0.0	n/a		58	79.5	n/a		0	0.0	n/a		152	95.0	8	66.7	0	0.0	n/a	
Northwest	54	66.7	n/a		0	0.0	n/a		64	88.9	0	0.0	0	0.0	n/a		77	95.1	n/a		0	0.0	0	0.0
Paint Branch	50	64.9	n/a		n/a		6	46.2	70	85.4	n/a		0	0.0	5	100.0	107	100.0	n/a		n/a		n/a	
Poolesville	28	82.4	n/a		0	0.0	n/a		43	89.6	0	0.0	0	0.0	n/a		70	95.9	n/a		0	0.0	n/a	
Quince Orchard	46	60.5	0	0.0	n/a		0	0.0	61	88.4	n/a		0	0.0	n/a		116	98.3	n/a		0	0.0	n/a	
R. Montgomery	32	62.7	n/a		n/a		7	77.8	53	85.5	n/a		0	0.0	7	77.8	194	98.5	n/a		n/a		8	100.0
Rockville	24	57.1	0	0.0	0	0.0	n/a		34	85.0	n/a		0	0.0	5	100.0	54	94.7	0	0.0	0	0.0	n/a	
Seneca Valley	68	79.1	n/a		n/a		n/a		55	88.7	n/a		0	0.0	n/a		53	91.4	0	0.0	n/a		n/a	
Sherwood	59	71.1	n/a		n/a		5	62.5	88	89.8	n/a		0	0.0	n/a		147	95.5	5	83.3	0	0.0	n/a	
Springbrook	50	64.9	n/a		0	0.0	n/a		57	80.3	n/a		0	0.0	5	71.4	95	94.1	n/a		0	0.0	n/a	
W. Johnson	39	63.9	5	55.6	n/a		2	66.7	71	84.5	7	77.8	0	0.0	n/a		214	97.7	7	87.5	8	88.9	n/a	
Watkins Mill	47	56.6	n/a		0	0.0	9	45.0	46	88.5	0	0.0	n/a		5	71.4	86	100.0	n/a		0	0.0	6	100.0
Wheaton	39	79.6	n/a		5	100.0	20	90.9	29	85.3	0	0.0	n/a		12	85.7	18	100.0	0	0.0	n/a		7	100.0
Whitman	39	75.0	n/a		0	0.0	0	0.0	61	83.6	n/a		n/a		0	0.0	255	96.6	n/a		n/a		0	0.0
Wootton	58	86.6	n/a		n/a		n/a		105	93.8	9	100.0	n/a		n/a		294	98.7	11	84.6	n/a		n/a	

^a Scores are not reported for subgroups with fewer than five students.

APPENDIX F

Table F1. 2004 Grade 10 Students with PSAT Verbal Scores of 44 or Higher, by Race/Ethnicity and Special Group

Group	All MCPS		Race/Ethnicity								Special Group					
			Asian		White		African Amer.		Hispanic		Special Ed.		ESOL		FARMS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	4505	48.4	790	52.7	3049	64.4	382	21.1	281	22.4	152	18.1	8	2.1	147	14.1
B-CC	244	64.0	12	54.5	213	80.1	11	19.6	8	22.2	n/a ^a		n/a		n/a	
Blair	316	45.9	79	68.7	177	79.7	33	16.0	27	18.6	13	19.4	0	0.0	14	12.3
Blake	222	47.5	12	35.3	162	65.9	37	24.7	11	29.7	6	17.1	n/a		5	16.1
Churchill	382	73.2	86	71.1	272	77.5	6	28.6	18	64.3	16	30.8	0	0.0	8	72.7
Damascus	207	50.0	21	60.0	173	53.4	5	17.9	8	30.8	n/a		0	0.0	n/a	
Einstein	114	32.3	13	28.3	62	60.2	19	20.2	20	18.2	n/a		n/a		13	14.6
Gaithersburg	171	38.5	20	40.8	113	57.7	26	25.7	12	12.2	5	10.6	0	0.0	5	6.5
Kennedy	79	24.6	17	34.7	30	50.0	22	15.7	10	14.1	4	7.1	0	0.0	8	10.8
Magruder	227	49.7	50	54.9	150	59.5	12	17.9	14	30.4	11	21.6	0	0.0	n/a	
Northwest	149	42.5	27	45.0	90	54.2	20	21.7	12	37.5	n/a		0	0.0	n/a	
Paint Branch	141	37.2	37	41.6	59	47.6	42	29.4	3	13.0	n/a		0	0.0	11	23.9
Poolesville	109	58.0	10	83.3	93	57.8	n/a		n/a		n/a		0	0.0	n/a	
Quince Orchard	176	48.8	36	49.3	127	61.4	9	19.6	n/a		n/a		0	0.0	n/a	
R. Montgomery	250	61.1	55	64.0	155	76.0	20	37.0	20	30.8	6	13.3	0	0.0	11	22.0
Rockville	97	40.6	18	58.1	62	54.4	n/a		13	22.8	n/a		0	0.0	8	20.0
Seneca Valley	105	31.2	15	34.1	69	45.7	15	15.3	6	14.0	n/a		0	0.0	6	15.4
Sherwood	205	43.1	12	25.0	170	52.1	15	22.7	8	22.9	7	21.9	0	0.0	n/a	
Springbrook	144	33.6	42	41.6	53	63.9	35	21.1	14	17.9	n/a		0	0.0	6	7.2
W. Johnson	285	65.5	37	60.7	220	72.8	9	32.1	19	43.2	21	38.9	0	0.0	n/a	
Watkins Mill	135	33.2	21	37.5	74	49.3	26	21.3	13	16.7	n/a		0	0.0	9	11.8
Wheaton	49	18.1	10	25.6	17	33.3	5	8.5	17	14.0	0	0.0	0	0.0	17	17.3
Whitman	340	80.0	38	84.4	286	80.6	n/a		13	68.4	7	28.0	n/a		0	0.0
Wootton	355	65.3	122	63.9	219	69.5	7	36.8	7	36.8	17	41.5	0	0.0	0	0.0
Special Schools	n/a		0	0.0	n/a		0	0.0	0	0.0	n/a		0	0.0	0	0.0

^a Scores are not reported for subgroups with fewer than five students.

APPENDIX F

Table F2. 2004 Grade 10 Students with PSAT Mathematics Scores of 45 or Higher, by Race/Ethnicity and Special Group

Group	All MCPS		Race/Ethnicity								Special Group					
			Asian		White		African Amer.		Hispanic		Special Ed.		ESOL		FARMS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	4754	51.1	1015	67.7	3099	65.4	353	19.5	281	22.5	157	18.7	53	14.0	200	19.2
B-CC	242	63.4	15	68.2	211	79.0	9	16.1	7	19.4	5	20.8	n/a ^a		n/a	
Blair	307	44.7	81	70.4	170	76.6	29	14.1	27	18.8	12	17.9	0	0.0	18	15.9
Blake	201	43.1	17	50.0	151	61.6	24	16.0	9	24.3	n/a		n/a		5	16.1
Churchill	399	76.4	106	87.6	273	77.8	5	23.8	15	53.6	17	32.7	0	0.0	6	54.5
Damascus	227	54.8	27	77.1	186	57.4	7	25.0	7	26.9	n/a		0	0.0	5	35.7
Einstein	107	30.3	21	45.7	53	51.5	19	20.2	14	12.7	n/a		5	11.6	15	16.9
Gaithersburg	155	34.9	25	51.0	96	49.0	18	17.8	16	16.3	n/a		n/a		13	16.9
Kennedy	91	28.3	22	44.9	38	63.3	23	16.4	8	11.3	5	8.9	n/a		14	19.2
Magruder	233	51.0	61	67.0	147	58.3	10	14.9	14	30.4	13	25.5	0	0.0	n/a	
Northwest	153	43.6	29	48.3	87	52.4	26	28.3	11	34.4	n/a		0	0.0	n/a	
Paint Branch	189	49.9	62	69.7	82	66.1	38	26.6	7	30.4	n/a		n/a		7	15.2
Poolesville	121	64.4	10	83.3	104	64.6	n/a		4	66.7	5	23.8	0	0.0	n/a	
Quince Orchard	187	51.8	47	64.4	128	61.8	8	17.4	4	11.4	7	23.3	n/a		6	21.4
R. Montgomery	259	63.3	69	80.2	158	77.5	14	25.9	18	27.7	6	13.3	n/a		17	34.0
Rockville	97	40.8	17	54.8	64	56.1	5	14.3	9	16.1	n/a		n/a		11	27.5
Seneca Valley	120	35.6	18	40.9	68	45.0	26	26.5	7	16.3	n/a		n/a		7	17.9
Sherwood	252	52.9	24	50.0	205	62.9	11	16.7	11	31.4	10	31.3	0	0.0	5	18.5
Springbrook	172	40.2	64	63.4	56	67.5	36	21.7	16	20.5	n/a		0	0.0	12	14.5
W. Johnson	303	69.7	51	83.6	225	74.5	10	35.7	17	38.6	17	31.5	11	50.0	7	38.9
Watkins Mill	138	33.9	31	55.4	72	48.0	18	14.8	16	20.5	n/a		n/a		13	17.1
Wheaton	52	19.3	15	38.5	13	25.5	n/a		20	16.5	0	0.0	n/a		21	21.4
Whitman	337	79.1	41	91.1	281	78.9	n/a		13	68.4	10	40.0	5	55.6	0	0.0
Wootton	410	75.4	161	84.3	230	73.0	8	42.1	11	57.9	22	53.7	9	60.0	n/a	
Special Schools	n/a		n/a		n/a		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

^a Scores are not reported for subgroups with fewer than five students.

APPENDIX F

Table F3. 2004 Grade 10 Students with AP Potential, by Course Level

Group	English Level						Mathematics Level					
	ESOL		Regular English		Honors English		Algebra or Lower		Geometry or Honors Geometry		Algebra 2 or Higher	
	Number and Percent of PSAT Verbal Scores Above 44						Number and Percent of PSAT Mathematics Scores Above 45					
	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	5	1.5	667	18.9	3833	70.6	44	3.6	654	20.7	4051	82.9
B-CC	n/a ^a		n/a		239	74.0	n/a		26	23.4	213	89.5
Blair	0	0.0	18	6.3	298	77.8	n/a		21	9.5	283	78.8
Blake	n/a		53	25.2	168	67.2	n/a		44	21.5	154	73.7
Churchill	0	0.0	95	45.5	287	91.7	n/a		59	38.8	338	95.2
Damascus	0	0.0	45	22.8	162	74.7	n/a		38	22.4	187	88.2
Einstein	n/a		17	11.2	96	56.1	n/a		21	16.4	85	73.9
Gaithersburg	0	0.0	23	11.4	148	67.3	n/a		16	9.7	138	70.8
Kennedy	0	0.0	9	6.3	70	44.6	n/a		7	4.9	83	68.0
Magruder	0	0.0	44	22.6	183	72.3	n/a		22	14.3	209	79.2
Northwest	0	0.0	23	14.7	126	64.6	0	0.0	25	19.8	128	75.3
Paint Branch	0	0.0	22	13.5	119	55.9	5	6.7	28	25.2	156	80.8
Poolesville	0	0.0	17	23.3	92	80.0	n/a		14	24.1	103	87.3
Quince Orchard	0	0.0	33	20.9	143	73.7	n/a		26	18.8	159	87.8
R. Montgomery	0	0.0	28	23.0	222	81.9	0	0.0	28	23.3	231	87.5
Rockville	0	0.0	19	15.8	78	72.2	n/a		15	25.0	80	77.7
Seneca Valley	0	0.0	13	10.9	92	52.0	n/a		19	14.8	97	68.3
Sherwood	0	0.0	24	15.1	181	62.8	n/a		38	20.2	212	84.8
Springbrook	0	0.0	13	7.0	131	58.0	n/a		15	14.0	153	67.7
W. Johnson	0	0.0	50	40.3	235	81.3	n/a		42	40.4	259	89.3
Watkins Mill	0	0.0	31	15.7	104	56.5	n/a		20	13.2	116	81.7
Wheaton	0	0.0	5	4.6	44	33.1	n/a		13	7.9	37	53.6
Whitman	n/a		54	51.4	284	91.0	n/a		67	51.5	269	95.7
Wootton	0	0.0	24	26.4	331	75.4	0	0.0	50	39.7	360	93.0
Special Schools	0	0.0	n/a		0	0.0	0	0.0	0	0.0	n/a	

^a Scores are not reported for subgroups with fewer than five students.

APPENDIX G

Table G1. 2004 Grade 10 Students with PSAT Verbal Scores Below 38, by Race/Ethnicity and Special Group

Group	All MCPS		Race/Ethnicity								Special Group					
			Asian		White		African Amer.		Hispanic		Special Ed.		ESOL		FARMS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	2991	32.1	421	28.1	798	16.9	1028	56.8	739	59.0	557	66.4	340	89.7	701	67.3
B-CC	60	15.7	6	27.3	11	4.1	27	48.2	16	44.4	13	56.5	8	57.1	13	56.5
Blair	280	40.7	22	19.1	28	12.6	132	64.1	98	67.6	47	70.1	21	84.0	85	74.6
Blake	146	31.3	14	41.2	41	16.7	73	48.7	18	48.6	24	68.6	6	85.7	19	61.3
Churchill	54	10.3	14	11.6	23	6.6	11	52.4	5	17.9	20	38.5	0	0.0	n/a	
Damascus	124	30.0	9	25.7	85	26.2	17	60.7	12	46.2	21	77.8	0	0.0	8	57.1
Einstein	169	47.9	21	45.7	19	18.4	59	62.8	70	63.6	37	80.4	39	90.7	62	69.7
Gaithersburg	181	40.8	19	38.8	42	21.4	58	57.4	62	63.3	39	83.0	25	92.6	54	70.1
Kennedy	195	60.7	23	46.9	20	33.3	96	68.6	55	77.5	48	85.7	19	95.0	53	71.6
Magruder	126	27.6	20	22.0	49	19.4	33	49.3	24	52.2	30	58.8	10	100.0	35	68.6
Northwest	123	35.0	23	38.3	33	19.9	54	58.7	13	40.6	15	75.0	n/a		17	60.7
Paint Branch	132	34.8	27	30.3	29	23.4	60	42.0	16	69.6	21	84.0	n/a		25	54.3
Poolesville	45	23.9	n/a ^a		35	21.7	6	66.7	n/a		14	66.7	0	0.0	n/a	
Quince Orchard	99	27.4	24	32.9	26	12.6	25	54.3	24	68.6	20	66.7	10	83.3	20	71.4
R. Montgomery	102	24.9	18	20.9	28	13.7	21	38.9	35	53.8	34	75.6	15	93.8	26	52.0
Rockville	94	39.3	8	25.8	26	22.8	25	71.4	35	61.4	11	61.1	11	100.0	27	67.5
Seneca Valley	152	45.1	20	45.5	41	27.2	61	62.2	29	67.4	19	73.1	36	87.8	24	61.5
Sherwood	160	33.6	21	43.8	81	24.8	35	53.0	22	62.9	20	62.5	28	93.3	22	81.5
Springbrook	193	45.1	28	27.7	21	25.3	91	54.8	53	67.9	28	80.0	16	100.0	65	78.3
W. Johnson	73	16.8	16	26.2	32	10.6	8	28.6	17	38.6	21	38.9	18	81.8	12	66.7
Watkins Mill	182	44.7	21	37.5	41	27.3	76	62.3	44	56.4	31	81.6	24	92.3	49	64.5
Wheaton	173	64.1	22	56.4	24	47.1	44	74.6	83	68.6	16	84.2	29	100.0	68	69.4
Whitman	31	7.3	n/a		23	6.5	n/a		n/a		8	32.0	6	66.7	n/a	
Wootton	93	17.1	39	20.4	39	12.4	10	52.6	5	26.3	16	39.0	15	100.0	12	80.0
Special Schools	n/a		0	0.0	n/a		n/a		0	0.0	n/a		0	0.0	0	0.0

^a Scores are not reported for subgroups with fewer than five students.

APPENDIX G

Table G2. 2004 Grade 10 Students with PSAT Mathematics Scores Below 42, by Race/Ethnicity and Special Group

Group	All MCPS		Race/Ethnicity								Special Group					
			Asian		White		African Amer.		Hispanic		Special Ed.		ESOL		FARMS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	4000	43.0	405	27.0	1325	28.0	1358	75.1	908	72.6	653	77.7	310	81.8	786	75.6
B-CC	110	28.8	7	31.8	34	12.7	43	76.8	26	72.2	17	70.8	10	71.4	18	78.3
Blair	350	50.9	29	25.2	45	20.3	167	81.1	109	75.7	54	80.6	24	96.0	93	82.3
Blake	231	49.6	13	38.2	76	31.0	116	77.3	26	70.3	28	80.0	6	85.7	26	83.9
Churchill	105	20.1	10	8.3	65	18.5	16	76.2	13	46.4	31	59.6	0	0.0	n/a	
Damascus	157	37.9	5	14.3	116	35.8	19	67.9	16	61.5	21	77.8	0	0.0	8	57.1
Einstein	226	64.0	22	47.8	38	36.9	74	78.7	92	83.6	41	89.1	35	81.4	72	80.9
Gaithersburg	255	57.4	20	40.8	83	42.3	77	76.2	75	76.5	45	95.7	22	81.5	58	75.3
Kennedy	222	69.2	25	51.0	20	33.3	115	82.1	61	85.9	51	91.1	17	85.0	58	79.5
Magruder	191	41.8	28	30.8	87	34.5	46	68.7	30	65.2	38	74.5	10	100.0	44	86.3
Northwest	171	48.7	25	41.7	64	38.6	63	68.5	18	56.3	17	85.0	n/a		21	75.0
Paint Branch	166	43.8	23	25.8	35	28.2	94	65.7	14	60.9	22	88.0	n/a		35	76.1
Poolesville	52	27.7	n/a ^a		44	27.3	5	55.6	n/a		14	66.7	0	0.0	n/a	
Quince Orchard	146	40.4	22	30.1	58	28.0	35	76.1	31	88.6	21	70.0	11	91.7	22	78.6
R. Montgomery	137	33.5	14	16.3	41	20.1	35	64.8	47	72.3	38	84.4	14	87.5	30	60.0
Rockville	121	50.8	10	32.3	39	34.2	28	80.0	44	78.6	16	88.9	10	90.9	27	67.5
Seneca Valley	188	55.8	23	52.3	60	39.7	70	71.4	35	81.4	22	84.6	37	90.2	31	79.5
Sherwood	198	41.6	20	41.7	104	31.9	51	77.3	23	65.7	21	65.6	28	93.3	20	74.1
Springbrook	234	54.7	33	32.7	21	25.3	123	74.1	57	73.1	32	91.4	16	100.0	69	83.1
W. Johnson	112	25.7	7	11.5	65	21.5	16	57.1	24	54.5	35	64.8	10	45.5	9	50.0
Watkins Mill	243	59.7	20	35.7	65	43.3	97	79.5	61	78.2	35	92.1	22	84.6	58	76.3
Wheaton	198	73.3	20	51.3	33	64.7	52	88.1	93	76.9	19	100.0	24	82.8	65	66.3
Whitman	74	17.4	n/a		64	18.0	3	50.0	n/a		13	52.0	n/a		n/a	
Wootton	108	19.9	24	12.6	66	21.0	10	52.6	8	42.1	17	41.5	6	40.0	11	73.3
Special Schools	5	55.6	0	0.0	n/a		n/a		0	0.0	5	83.3	0	0.0	0	0.0

^a Scores are not reported for subgroups with fewer than five students.

APPENDIX G

Table G3. 2004 Grade 10 Students with High Risk for College Remediation, by Course Level

Group	English Level						Mathematics Level					
	ESOL English		Regular English		Honors English		Algebra or Lower		Geometry or Honors Geometry		Algebra 2 or Higher	
	Number and Percent of PSAT Verbal Scores Below 38						Number and Percent of PSAT Mathematics Scores Below 42					
	N	%	N	%	N	%	N	%	N	%	N	%
Grade 10	308	92.2	2046	57.9	631	88.4	1158	93.8	2249	71.1	578	11.8
B-CC	8	80.0	29	60.4	23	92.9	28	84.8	71	64.0	11	4.6
Blair	14	87.5	224	78.0	40	89.6	98	97.0	190	86.4	56	15.6
Blake	6	85.7	110	52.4	30	88.0	47	90.4	141	68.8	43	20.6
Churchill	0	0.0	48	23.0	6	98.1	13	86.7	81	53.3	11	3.1
Damascus	0	0.0	107	54.3	17	92.2	29	93.5	114	67.1	13	6.1
Einstein	27	93.1	105	69.1	37	78.4	107	97.3	98	76.6	21	18.3
Gaithersburg	22	95.7	142	70.6	17	92.3	80	95.2	137	83.0	38	19.5
Kennedy	18	94.7	120	83.9	55	65.0	54	98.2	132	91.7	36	29.5
Magruder	9	100.0	95	48.7	22	91.3	35	92.1	121	78.6	34	12.9
Northwest	0	0.0	99	63.5	24	87.7	53	98.1	89	70.6	29	17.1
Paint Branch	n/a ^a		98	60.1	32	85.0	67	89.3	71	64.0	28	14.5
Poolesville	0	0.0	37	50.7	8	93.0	8	72.7	36	62.1	8	6.8
Quince Orchard	8	88.9	76	48.1	15	92.3	38	95.0	99	71.7	8	4.4
R. Montgomery	15	93.8	66	54.1	21	92.3	24	100.0	87	72.5	25	9.5
Rockville	11	100.0	70	58.3	13	88.0	70	93.3	37	61.7	14	13.6
Seneca Valley	36	87.8	80	67.2	36	79.7	59	90.8	93	72.7	34	23.9
Sherwood	28	96.6	91	57.2	41	85.8	36	94.7	136	72.3	26	10.4
Springbrook	16	100.0	135	72.6	42	81.4	86	93.5	90	84.1	56	24.8
W. Johnson	18	81.8	41	33.1	14	95.2	36	87.8	53	51.0	23	7.9
Watkins Mill	24	92.3	122	61.9	36	80.4	110	96.5	119	78.8	14	9.9
Wheaton	28	100.0	86	78.9	59	55.6	33	91.7	136	82.9	28	40.6
Whitman	5	71.4	20	19.0	5	98.4	13	86.7	53	40.8	8	2.8
Wootton	14	100.0	41	45.1	38	91.3	29	93.5	65	51.6	14	3.6
Special Schools	0	0.0	n/a		0	0.0	5	100.0	0	0.0	0	0.0

^a Scores are not reported for subgroups with fewer than five students.