

Milestone: All schools will increase participation and performance of all students taking the SAT/ACT.

DATA POINT

SAT/ACT Participation and Performance

The SAT is a measure of student readiness for college-level work. MCPS is committed to improving SAT performance among all students as a means to ensure opportunities for further academic pursuits after high school. Information about SAT performance can be used to design preparation programs for students and influence classroom activities in all disciplines.

SAT/ACT Participation

Over the past several years, increasing numbers of MCPS graduates have taken the ACT in addition to, or in lieu of, the SAT. For this reason, MCPS began to monitor participation on both tests. In 2010, 77.3 percent of the June graduates took either the SAT, the ACT, or both (Table E-1). The highest participation rate was seen among Asian American students, while the lowest participation rate was among students receiving English for Speakers of Other Languages (ESOL) services. From 2006 to 2010, the participation rate of SAT/ACT for African American and White students increased by 2.0 and 2.3 percentage points, respectively.

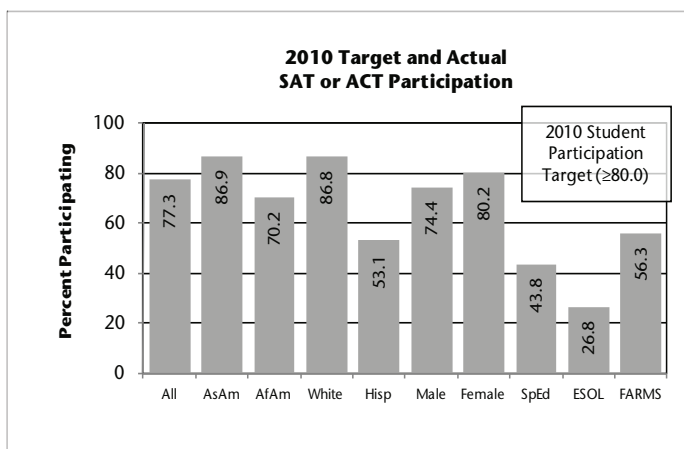
Table E-1

Participation in a College Preparation Test (SAT and/or ACT) By June Graduates				
	Percent			
	2006	2008	2009	2010
All	78.0	77.2	81.2	77.3
Asian American	88.8	87.0	90.6	86.9
African American	68.2	71.7	77.2	70.2
White	84.5	83.7	88.3	86.8
Hispanic	55.3	56.4	59.9	53.1
Male	75.2	74.4	78.4	74.4
Female	80.6	80.0	84.0	80.2
Special Education	48.8	46.8	53.9	43.8
ESOL	37.5	45.5	43.3	26.8
FARMS	56.6	60.1	62.9	56.3

Student Participation and District Targets

The 2010 district target expected 80.0 percent of all June graduates and all groups of June graduates to participate in either the SAT or ACT. While Asian American, White, and female students met the target rate of participation, the target was not met by all students, male, African American, and Hispanic students or by students who received special education, ESOL, or Free and Reduced-priced Meals System (FARMS) services (Figure E-1).

Figure E-1



The 2010 district target expected all comprehensive high schools with June graduating classes to have at least 80.0 percent of all graduating students and all student groups of graduating students take at least one SAT or ACT exam. In 2010, seven high schools had at least 80.0 percent of all students participating in the SAT or ACT (Table E-2). Seventeen high schools had at least 80.0 percent of Asian American students and nineteen schools had at least 80.0 percent of White students participating in the SAT and ACT. Five and three high schools had at least 80.0 percent of African American and Hispanic students, respectively, meet the participation target rate. While one high school had at least 80.0 percent of students who received special education services, and two schools had at least 80.0 percent of students who received FARMS services participate in the SAT or ACT, no high school had at least 80.0 percent of students who received ESOL services meet the target.

GOAL 1 ENSURE SUCCESS FOR EVERY STUDENT

MILESTONE All schools will increase participation and performance of all students taking the SAT/ACT.

Table E-2

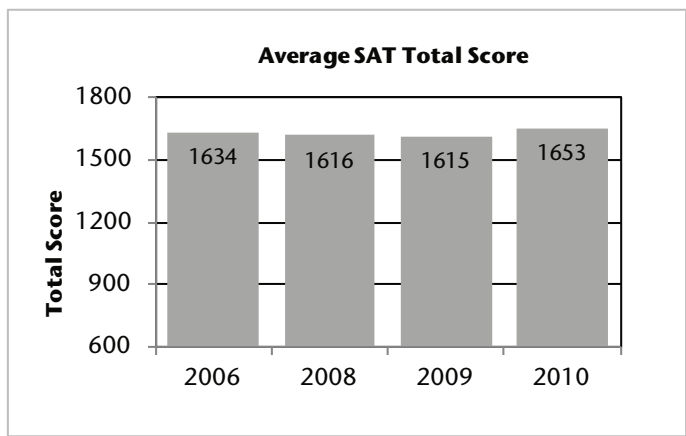
Target and Actual Number of Comprehensive High Schools With SAT/ACT Participation At or Above Expectation				
	2006 ¹	2008	2009	2010
Total Comprehensive High Schools¹	23²	25	25	25
Target	12	19	22	25
	Actual	Actual	Actual	Actual
All Students	13	9	16	7
Asian American	22	20	22	17
African American	2	3	11	5
White	19	16	23	19
Hispanic	3	3	3	3
Special Education	1	1	2	1
ESOL	0	0	2	0
FARMS	1	0	2	2

1. 23 out of 25 high schools served Grade 12 students in 2006.
2. Total schools used for determining district target vary; schools with fewer than five test takers in a group are not included.

SAT Performance

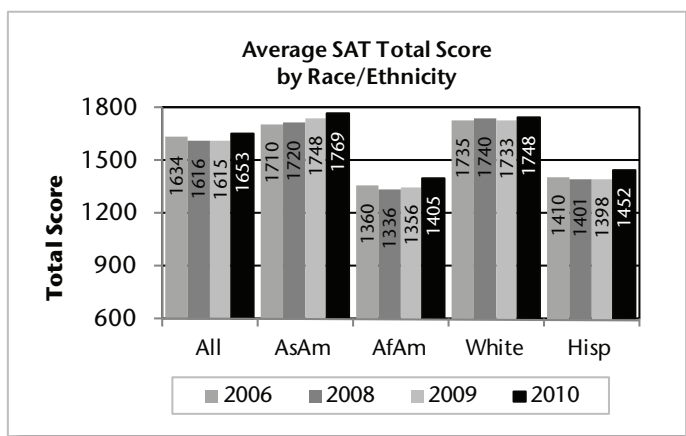
The Class of 2010 was the fifth graduating class to take the new SAT comprised of three subtests: critical reading, mathematics, and writing. The 2010 results were used to monitor improvements in SAT/ACT participation and SAT performance, and to compare with the results of the Class of 2006, the first graduating class to take the new SAT (Figure E-2).

Figure E-2



In 2010, the mean SAT combined score was 1769 for Asian American students, 1405 for African American students, 1748 for White students, and 1452 for Hispanic students. The mean SAT combined score of all racial/ethnic groups increased 19 points from 1634 in 2006 to 1653 in 2010. Similarly, mean combined scores for each racial/ethnic group increased over 2006 scores. African American and Hispanic students' mean SAT combined scores were 45 and 42 points higher, respectively, than those of their counterparts in the Class of 2006. Asian American and White students improved their mean SAT combined scores by 59 and 13 points compared with their peers in the Class of 2006 (Figure E-3a).

Figure E-3a

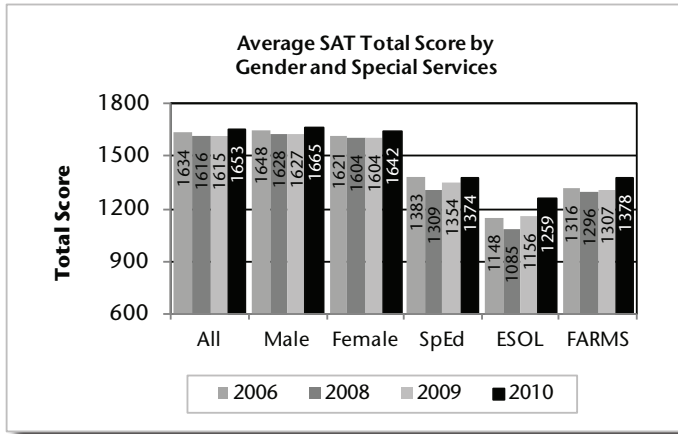


In 2010, the mean SAT combined score for male and female students was 1665 and 1642, respectively. The mean SAT combined score was 1374 for students who received special education services, 1259 for students who received ESOL services, and 1378 for students who received FARMS services. The mean SAT combined scores of female students and those who received special education, ESOL, or FARMS services were below the district average of 1653 (Figure E-3b). This year, the mean SAT combined score for male and female students was 17 and 21 points higher than scores of the male and female students in the Class of 2006. Students who received ESOL and FARMS services improved their mean SAT combined score by 111 and 62 points compared with their peers in the Class of 2006.

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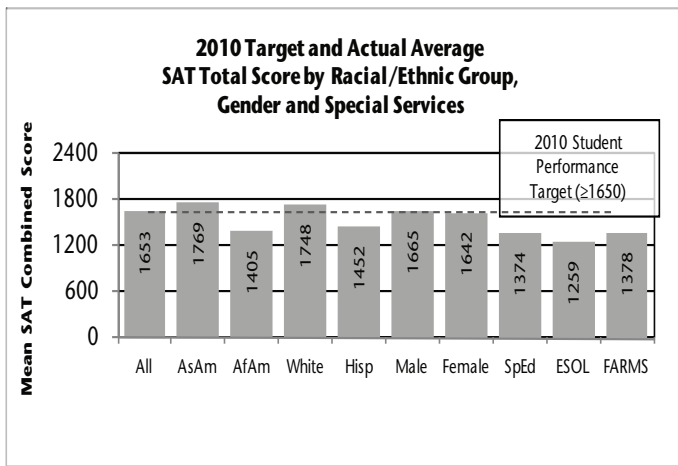
Figure E-3b



Student Performance and District Target

The 2010 district target expected the mean SAT combined score for June graduates and all groups of June graduates who participated in the SAT to be 1650 or higher. For the 2010 school year, the mean SAT combined scores for all students was higher than the performance target. Asian American and White students met the target, but African American and Hispanic students did not meet the target (Figure E-4). Male students met the target, while female students and students who received special education, ESOL, or FARMS services did not meet the target.

Figure E-4



The 2010 district target expected all comprehensive high schools with June graduating classes to have a mean SAT combined score of 1650 for all graduating students and all student groups of graduating students who participated in the test. For 2010, 13 high schools met the target for Asian American students and 15 high schools met the target for White students (Table E-3). Eight schools met the target for all students, one school met the target for African American students, two schools met the target for Hispanic students, and no school met the target for students who received special education, ESOL, or FARMS services.

Table E-3

	2006 ¹	2008	2009	2010
Total Comprehensive High Schools ²	23	25	25	25
Target	12	19	22	25
	Actual	Actual	Actual	Actual
All Students	13	8	8	8
Asian American	22	10	16	13
African American	2	0	0	1
White	19	14	14	15
Hispanic	3	2	2	2
Special Education	1	0	0	0
ESOL	0	0	0	0
FARMS	1	0	0	0

- 23 out of 25 high schools served Grade 12 students in 2006.
- Total schools used for determining district target vary; schools with fewer than five test takers in a group are not included.