

"Maryland has led the nation in many education categories, but our responsibility is to continue to strengthen our classrooms...I intend to work closely with educators and parents to make certain our next generation is ready for the world that awaits."

--Lillian M. Lowery, Ed.D., State Superintendent of Schools (July 2012)

Maryland



Student Achievement Report 2011-2012

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Student Achievement Report 2011-2012

Introduction



Who We Are

We're a not-for-profit membership organization committed to excellence and equity in education. Our mission is to connect students to college success and opportunity.

What We Do

We promote excellence and equity in education through programs for K-12 and higher education institutions, and by providing students a path to college opportunities, including financial support and scholarships. We also serve the education community through research and advocacy on behalf of students, educators, schools and colleges.

Who We Serve

Through our work in middle schools, high schools and colleges, we serve more than seven million students and parents and 3,800 colleges and universities in over 180 countries and territories, as well as policymakers on the national and state levels.

Our Meeting Today

This report on the high school class of 2012 has been prepared specifically for your state and your office. We are meeting with you in advance of our annual press release to discuss indicators of your students':

- Participation and performance in our assessment programs
- Access to College Board programs
- Preparation and readiness of students on the pathway to college



DATA EMBARGO IN EFFECT

This report contains information on college-bound students in the class of 2012 who took the SAT® at any time during high school.

This information is embargoed until 11 a.m. EDT on Monday, Sept. 24.

Once the embargo lifts, college-bound seniors press materials will be available in the SAT Pressroom at www.collegeboard.org/SATPress. You may share this information with the media in advance only if they agree to honor the embargo. Media inquiries also may be directed to the College Board Communications department at:

212-713-8052 or communications@collegeboard.org.

College/
Career Success

SAT®
Grades 11 & 12

PSAT/NMSQT®
Grades 10 & 11

readistep™
Grades 8 & 9

Three Assessments: One Powerful Tool

ReadiStep™: Intervening Early

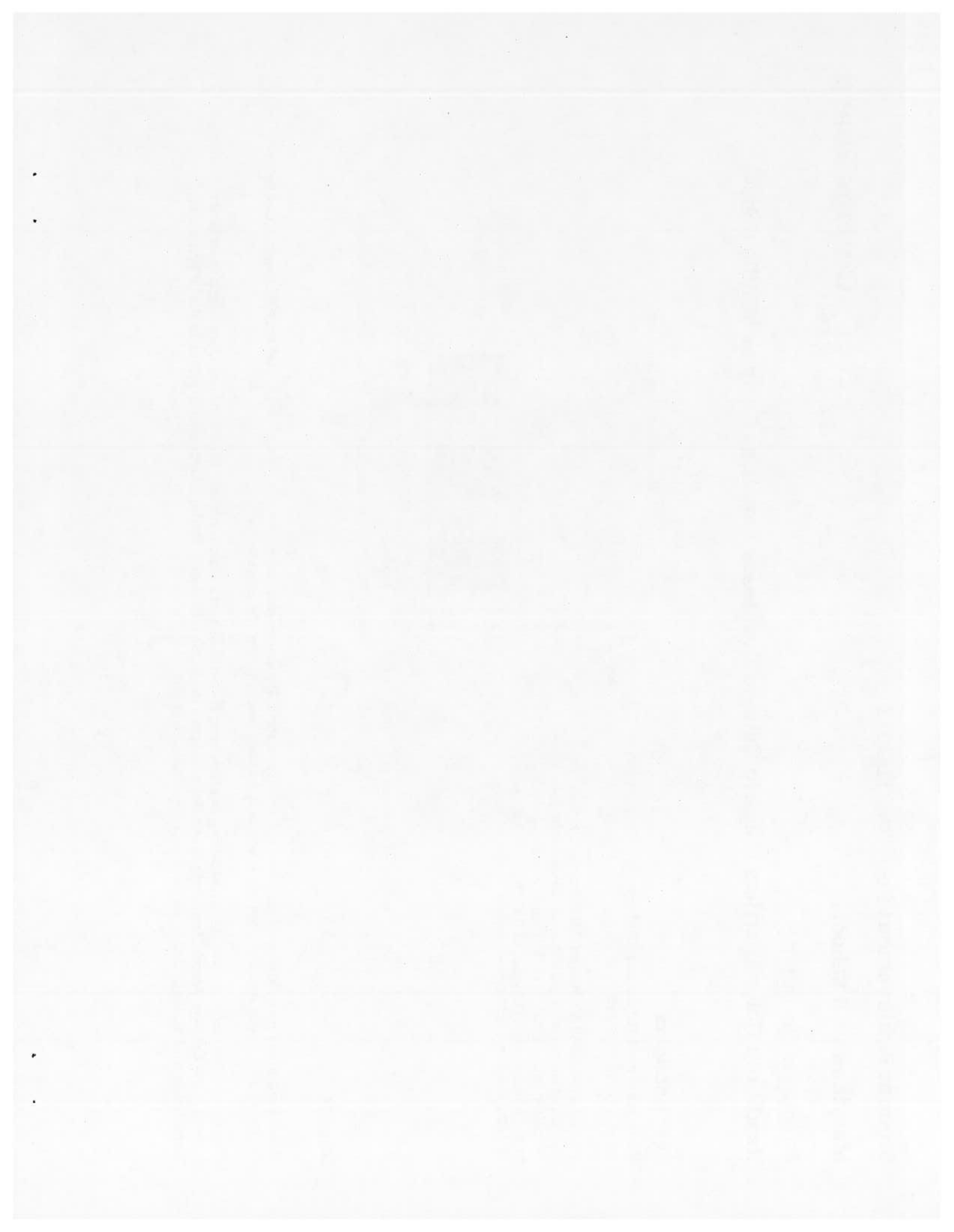
A benchmark assessment for eighth and ninth grades, providing early feedback to help students identify the skills they need to be college ready.

PSAT/NMSQT®: Identifying Opportunity

An assessment for 10th–11th grades, identifying probable success in AP® and areas of opportunity for improved college readiness.

SAT®: Providing College Access

A college admission assessment for 11th–12th grades, providing insight into the ultimate measure of a student's level of college readiness and success upon graduation from high school.



Student Achievement Report 2011-2012

Maryland - All Schools



Executive Summary

ReadiStep Helps Districts Identify College Readiness Levels as Early as Middle School

Key Highlights

2,514 Maryland All School Students took ReadiStep in the 2011-2012 school year.

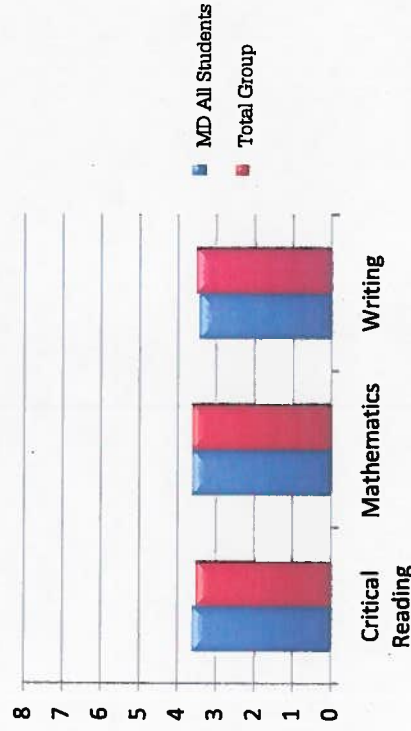
The mean scores of **Maryland All Schools 8th grade ReadiStep** test takers are **CR 3.6, M 3.6 and WR 3.4** compared to the Total Group 8th grade ReadiStep test takers mean scores of **CR 3.5, M 3.6 and WR 3.5**. (Source: 2011-2012 State Integrated Summary Maryland All Schools, pg. 40)

Impact

ReadiStep measures skills students need to be on **track for college success**. It provides insight into **students' academic progress** and also equips educators with tools they can use to **make informed decisions in the classroom**.

Like the PSAT/NMSQT and the SAT, **ReadiStep is aligned to individual state standards and the Common Core State Standards**. It is also aligned to the **College Board Standards for College Success (CBSCS)**, a **national model of rigorous standards that define the knowledge and skills** students need to be college and career ready.

Maryland - All Schools
ReadiStep Mean Scores



Source: 2011-2012 State Integrated Summary Maryland All Schools, pg. 40

Maryland - Public Schools

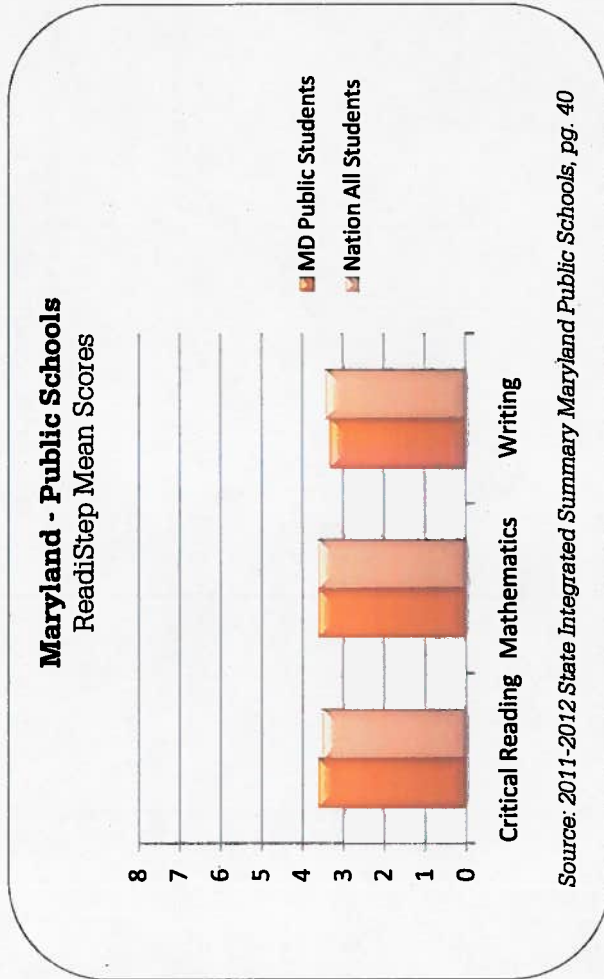
Executive Summary

ReadiStep Helps Districts Identify College Readiness Levels as Early as Middle School

Key Highlights

2,434 Maryland Public School Students took ReadiStep in the 2011-2012 school year.

The mean scores of **Maryland Public School Students** 8th grade ReadiStep test takers are **CR 3.6, M 3.6 and WR 3.3** compared to the nation's 8th grade ReadiStep test takers mean scores of **CR 3.5, M 3.6 and WR 3.4**. (Source: 2011-2012 State Integrated Summary Maryland Public Schools, pg. 40)



Source: 2011-2012 State Integrated Summary Maryland Public Schools, pg. 40

Impact

ReadiStep measures skills students need to be on track for college success. It provides insight into students' academic progress and also equips educators with tools they can use to make informed decisions in the classroom.

Like the **PSAT/NMSQT** and the **SAT**, **ReadiStep is aligned to individual state standards and the Common Core State Standards**. It is also aligned to the **College Board Standards for College Success (CBSCS)**, a national model of rigorous standards that **define the knowledge and skills students need** to be college and career ready.

Student Achievement Report 2011-2012

Maryland - All Schools

Executive Summary

Increased Access to PSAT/NMSOT is Providing Districts with Data to Inform Instruction and Identify Students with Potential for Success in AP

Key Highlights

The number of Maryland All School sophomores (60,998) taking the PSAT/NMSOT **increased** by 0.7% compared to a **decrease** of 0.4% for the total group **in the last year**.

The number of Maryland All Schools Black (11,803) and Hispanic (2,782) juniors taking the PSAT/NMSOT **decreased** by 22.4% and 14.2%, respectively, over the **past five years**.

The mean scores of Maryland All Schools junior PSAT/NMSOT test takers are CR 46.8, M 46.9 and WR 44.9 compared to the Total Group junior PSAT/NMSOT test takers mean scores of CR 47.6, M 48.3 and WR 45.6.

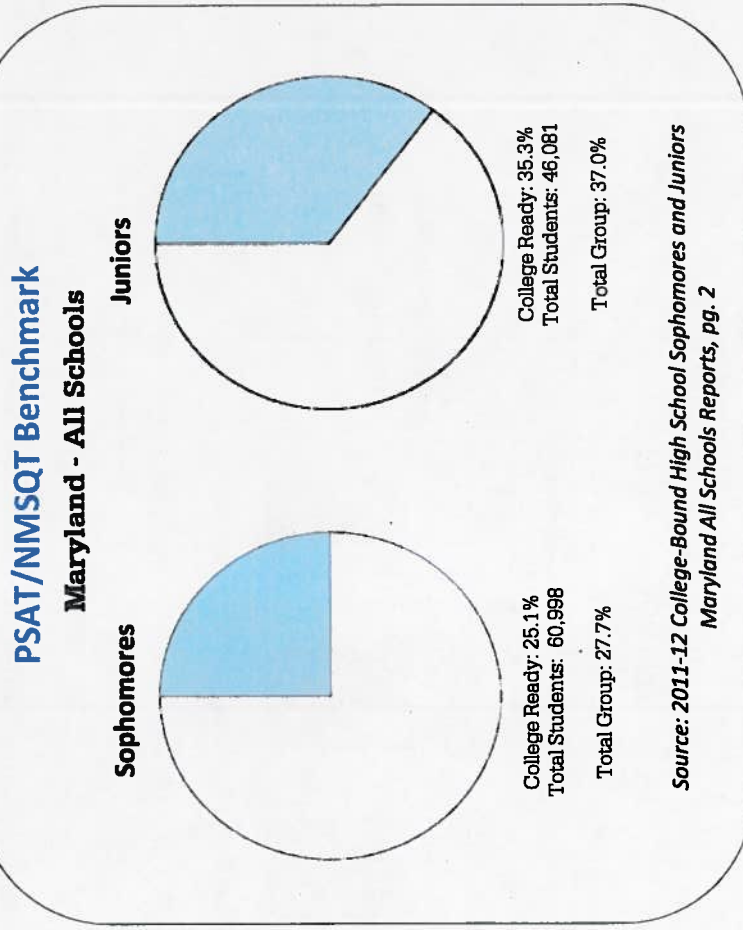
The percent of sophomores (25.1%) and juniors (35.3%) who met the PSAT/NMSOT College Readiness Benchmark **was below** the Total Group achievement for sophomores (27.7%) and juniors (37.0%). (Source: 2011-12 College-Bound High School Sophomores and Juniors Maryland All Schools Reports, pg. 2)

Impact

The **PSAT/NMSOT gives students comprehensive**, personalized feedback on their test performance, allowing them to see which questions they answered incorrectly and which academic skills they should work to improve.

The **PSAT/NMSOT provides schools and districts with important college readiness benchmarks** and data that can help **identify students who may need extra support or find those students who are ready for more rigorous coursework**.

Maryland students who take the **PSAT/NMSOT can help educators use data to inform instruction** to ensure students are **learning in a rigorous environment**.



Executive Summary

Increased Access to PSAT/NMSQT is Providing Districts with Data to Inform Instruction and Identify Students with Potential for Success in AP

Key Highlights

The number of Maryland Public School juniors (38,147) taking the PSAT/NMSQT increased by 3.7% compared to a **decrease** of 1.1% for the nation **in the last** year.

The number of Maryland Public School Black sophomores (15,534) taking the PSAT/NMSQT has **decreased** by 11.3% and the number of Maryland Public School Hispanic sophomores (4,407) taking the PSAT/NMSQT has **increased** by 15.8% over the **past five years**.

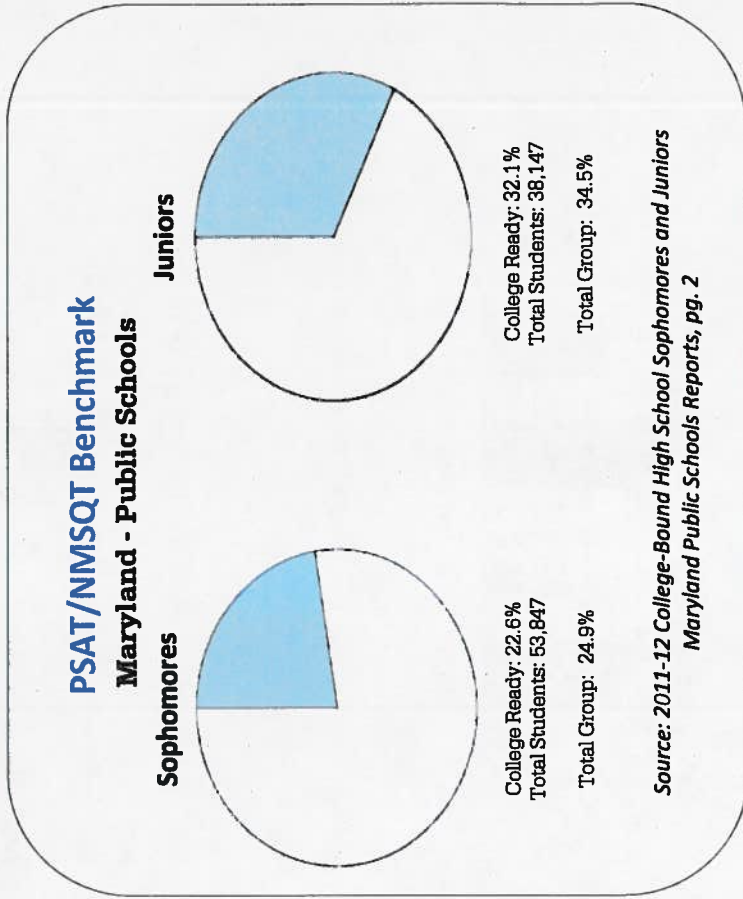
The mean scores of Maryland Public Schools junior PSAT/NMSQT test takers are CR 45.8, M 46.2 and WR 43.9 compared to the nation's Public School junior PSAT/NMSQT test takers mean scores of CR 47.0, M 47.8 and WR 44.7.

The percent of sophomores (22.6%) and juniors (32.1%) who met the PSAT/NMSQT College Readiness Benchmark **was below** the national achievement for sophomores (24.9%) and juniors (34.5%). (Source: 2011-12 College-Bound High School Sophomores and Juniors Maryland All Schools Reports, pg. 2)

Impact

The evaluation of **Maryland students' academic preparation and motivation is essential to the process of identifying students likely to succeed in AP courses**. Using the web-based tool, AP Potential, will increase access to AP and ensure that no student who has the chance of succeeding in AP is overlooked.

The **PSAT/NMSQT provides schools and districts with important college readiness benchmarks** and data that can help identify students who may need extra support or find those students who are ready for more rigorous coursework. **23 out of 24 Maryland districts use local funds to cover the cost of the PSAT/NMST for at least one grade level.**



Student Achievement Report 2011-2012

Maryland - All Schools



Executive Summary

AP Continues to Prepare More Students for College and Career Success

Key Highlights

The number of Maryland All School Black students (10,726) taking one or more AP exams **increased** by 37.3% over the **past five years**.

The number of Maryland All School Hispanic students (4,299) taking one or more AP exams **increased** by 45.3% over the **past five years**.

The number of AP exams scoring 3 or higher for Maryland All School Students (72,868) has **increased** by 9.4% over **the last year**.

The number of students taking AP STEM courses and scoring 3 or higher on the exam **increased** from 2011 to 2012.

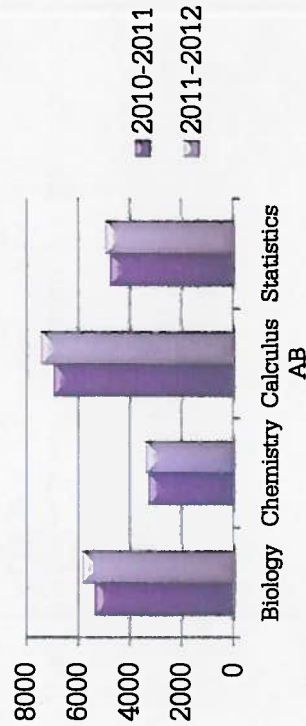
Impact

All students-regardless of background, ethnicity or geography- should be exposed to rigorous curriculum so that they are prepared for the demands of higher education and the workplace.

The Advance Placement Program exposes students to rigorous curriculum, teaches essential critical thinking skills and enables students to pursue college-level studies while still in high school.

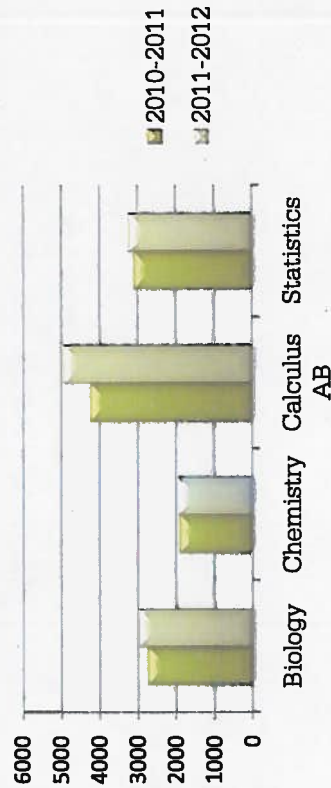
The National Center for Educational Accountability found that minority and low-income students who participate in AP - **particularly those who score a 3 or higher on the exam - are more likely to earn a college degree within five years** of beginning college than comparable minority and low-income students who do not participate in AP.

Participation - AP STEM Courses



Source: State Integrated Summary 2011-2012 Maryland All Schools pgs 22-25

Performance- Exams receiving 3 or higher



Source: State Integrated Summary 2011-2012 Maryland All Schools pgs 22-25

Student Achievement Report 2011-2012

Maryland - Public Schools



Executive Summary

AP Continues to Prepare More Students for College and Career Success

Key Highlights

Overall, more students in Maryland Public Schools are taking AP and are being exposed to college level work.

The number of Maryland Public School students (55,065) taking one or more AP exams **increased** by 28.0% over the **past five years**.

The number of AP exams scoring 3 or higher for Maryland Public School Students (62,952) has **increased** by 9.5% over **the last year**.

The number of students taking AP STEM courses and scoring 3 or higher on the exam **increased** from 2011 to 2012.

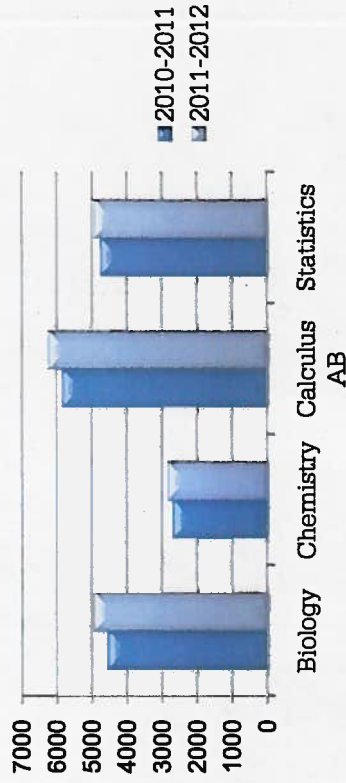
Impact

Initiatives such as **Race to the Top, Educator Effectiveness Academies, AP Incentive Programs** (*Operation ACCESS* and a statewide AP fee waiver program) and the **Breakthrough Center** continue to impact the educational landscape in Maryland.

The **Advance Placement Program exposes students to rigorous curriculum**, teaches essential critical thinking skills and enables students to pursue college-level studies while still in high school.

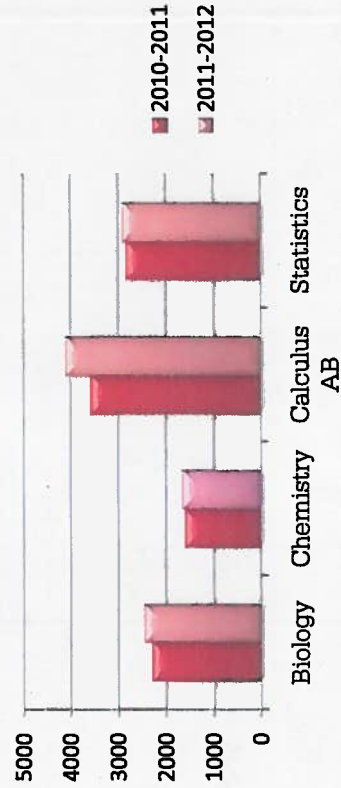
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Participation - AP STEM Courses



Source: State Integrated Summary 2011-2012. Maryland Public Schools pgs 22-25

Performance- Exams receiving 3 or higher



Source: State Integrated Summary 2011-2012. Maryland Public Schools pgs 22-25

Student Achievement Report 2011-2012

Maryland - All Schools



Executive Summary

SAT Continues to Increase Access to Higher Education

Key Highlights

The number of Maryland All Schools students (47,467) taking the SAT **decreased** by 0.7% compared to an **increase** of 1.1% for the nation, **in the last year**.

The number of Black SAT test takers (14,642) in Maryland All Schools has **increased** by 8.5% over the **past five years**.

The mean scores of Maryland All Schools School SAT test takers are CR 497, M 502 and WR 488 compared to the Total Group SAT test takers mean scores of CR 496, M 514 and WR 488.

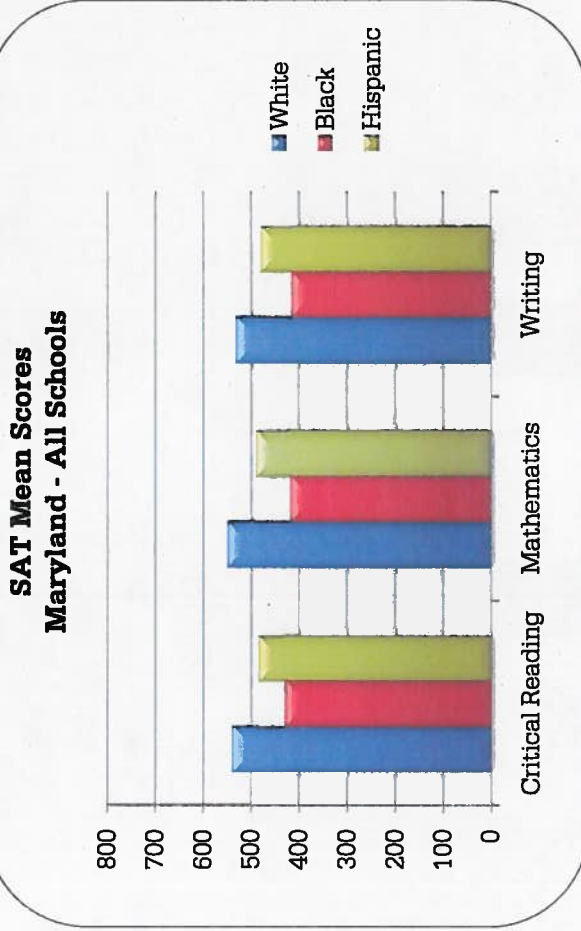
There is still an achievement gap between White, Black and Hispanic students on all three sections of the SAT.

Impact

The SAT is one of the best predictors of college success. Research shows that the SAT, along with high school grades, is the most effective way to determine whether a student is likely to do well in college.

The SAT tests the subject matter learned in high school and how well students apply that knowledge - the **critical thinking skills** necessary to succeed in college.

Districts and states that **offer the SAT to every student** help to create **new opportunities for students to achieve their aspirations for higher education.**



Student Achievement Report 2011-2012



Maryland - Public Schools

Executive Summary

SAT Continues to Increase Access to Higher Education

Key Highlights

The number of Maryland Public Schools students (38,386) taking the SAT showed **no change** compared to an **increase** of 1.2% for the nation, **in the last year**.

The number of Hispanic SAT test takers (2,378) in Maryland Public Schools has **increased** by 18.7% over the **past five years**.

The mean scores of Maryland Public Schools SAT test takers are CR 489, M 498 and WR 480 compared to the nation's Public School SAT test takers mean scores of CR 491, M 505 and WR 481.

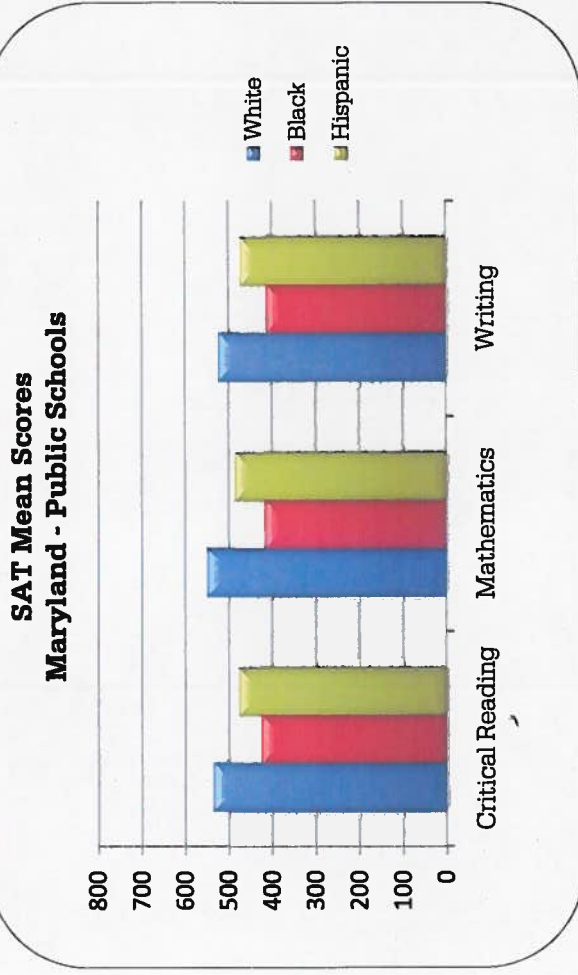
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Impact

The SAT is one of the best predictors of college success. Research shows that **the SAT, along with high school grades, is the most effective way to determine whether a student is likely to do well in college**.

The **SAT tests the subject matter learned in high school** and how well students apply that knowledge - the **critical thinking skills** necessary to succeed in college.

Districts and states that **offer the SAT to every student** help to create **new opportunities for students to achieve their aspirations for higher education**.

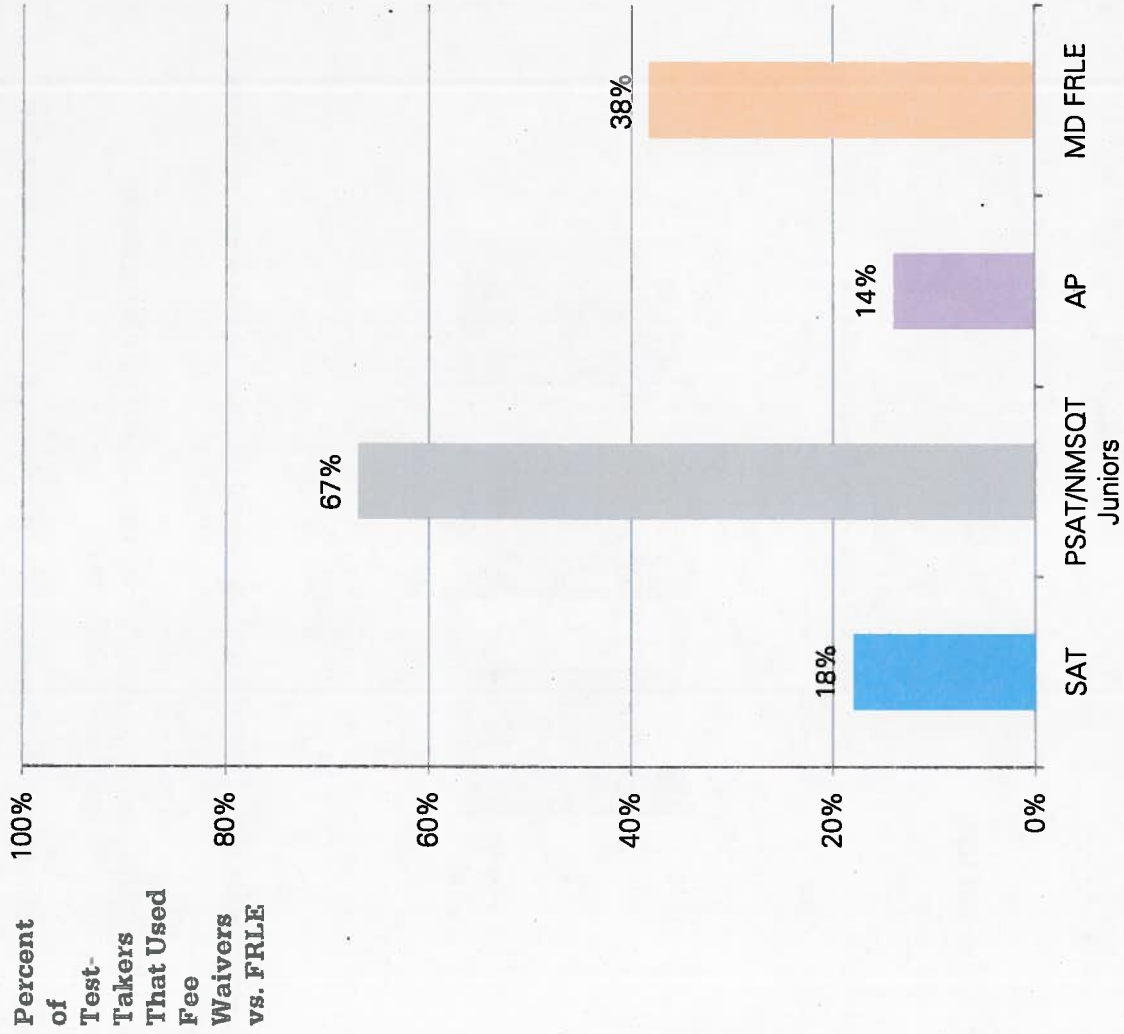


Fee Waiver Highlights

Maryland Public Schools

Only 18% of Maryland Public School SAT test takers used a fee waiver to take the SAT, but the state has a 38.3% Free and Reduced Lunch Enrollment.

(Source: <http://febp.newamerica.net>)



Student Achievement Report 2011-2012



Maryland

Road Map for Success

Maryland is committed to providing the highest quality education and academic excellence for all students. As MSDE responds to college readiness and the challenge of raising student achievement for all students, local school districts, public, private and non-public schools have allshaped strong education reform agendas tied to accountability with the goals of raising standards, improving academic performance, and preparing all students for college and career success. Suggested next steps:

Work with Dr. Lowery and local superintendents to support her vision for academic achievement and student success and reinforce the College Board - MSDE partnership .

Support use of College Board research including Academic Rigor Index, Growth Models, and College and Career Readiness Benchmarks to evaluate the strength of rigor and student performance over time.

Key Questions for Discussion

- How do schools support and prepare students in order for them to be successful on the SAT?
- How do schools recruit under-represented students into AP courses?
- What can schools and the state do to decrease the achievement gap between White, Black and Hispanic students?
- What practices or policies are in place to ensure all students have access to AP courses, SAT, PSAT/NMSQT?
- How do you build an infrastructure that prepares students for college and career success?
- What are the University System of Maryland's and the Maryland Higher Education Commission's most pressing student recruitment needs for the upcoming year?
- How can the College Board assist the University System of Maryland and the Maryland Higher Education Commission in meeting strategic goals?

"We must greatly increase educational attainment and make the needed investments in research and scholarship if the United States is to remain a world leader in creativity, innovation, and the knowledge economy."

-JSM Chancellor William "Brit" Kirwan (December 2010)

Strategies for Progress

School/District

State

College or University

| | | | |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Evaluate</p> | <ul style="list-style-type: none"> • Provide early feedback to help students identify the skills they need to be college and career ready • Identify probable success in AP and areas of opportunity for improved access to college and career readiness | <ul style="list-style-type: none"> • Measure achievement and monitor student progress toward college and career readiness by: <ul style="list-style-type: none"> • Providing funds for all students to take the PSAT/NMSQT, SAT, AP and ReadISTep assessments • Providing incentives to districts/schools to utilize school-day testing to ensure equitable access to this critical college admission step | <ul style="list-style-type: none"> • Conduct validity studies at your institutions to measure AP and SAT students' college performance, persistence and time to degree • Utilize SAT/AP performance to strengthen admissibility practices • Analyze current policies for admission <ul style="list-style-type: none"> • Weight of Standardized Testing • Importance of Writing • Score Sending Policies |
| <p>Understand</p> | <ul style="list-style-type: none"> • Provide a detailed review of students' scores and skill performance, enabling educators to: <ul style="list-style-type: none"> • Make adjustments to curricula and instructional practices • Identify remediation efforts to improve learning | <ul style="list-style-type: none"> • Provide funds for every student to take at least 1 AP STEM course and exam while in high school • Offer statewide webinars to train educators to use the College Board's free tool, AP Potential, which uses PSAT/NMSQT scores to identify students ready for AP • Provide incentives for school administrators and teachers to engage in AP Professional Development to better understand their role in promoting and encouraging rigorous coursework | <ul style="list-style-type: none"> • Recognize and collaborate with AP Honor Roll Districts located near your institution with: <ul style="list-style-type: none"> • AP teacher training • College fairs and parent outreach • Conduct "Understanding SAT" Workshops for Enrollment staff, faculty and institutional research staff |
| <p>Improve</p> | <ul style="list-style-type: none"> • Improve instructional quality through strong educator professional development • Identify best practices and effective learning approaches • Provide college and career planning tools to help students search for colleges, explore majors and careers, and get a personalized SAT study plan | <ul style="list-style-type: none"> • Leverage federal funds (Title I, Math/Science Partnership, etc.) to support expansion of AP and Pre-AP • Provide AP and Pre-AP professional development for teachers, counselors, and administrators • Encourage and provide resources for low-performing schools to engage in a diagnostic process to identify areas for improvement | <ul style="list-style-type: none"> • Develop outreach strategies to reach underserved student populations • Provide professional development on critical issues in higher education • Support the partnership between K-12 and higher education through consistent communication and feedback regarding student performance |
| <p>Advance</p> | <ul style="list-style-type: none"> • Establish a curriculum based on college readiness standards and provide access to that curriculum to all students • Develop curriculum that emphasizes critical thinking and 21st-century skills to ensure that students will be successful in high school, college and beyond • Expose more students to rigorous AP courses | <ul style="list-style-type: none"> • Provide incentives for postsecondary institutions to develop programs to recruit and support students from underserved populations • Establish a best practices roundtable for district testing directors hosted by state assessment director's office • Create state policy that requires students to graduate college ready having obtained college credit through AP exams • Implement statewide Advanced Placement[®] credit policy | <ul style="list-style-type: none"> • Develop and publicize evidence-based credit and placement policies at your institution • Promote SAT requirements for admission to include writing • Develop or enhance programs to recruit and support students from underserved populations |

Student Achievement Report 2011-2012

Maryland - All Schools



PSAT/NMSQT: Sophomore Participation by Ethnic Group



Number of Sophomores Taking the PSAT/NMSQT:

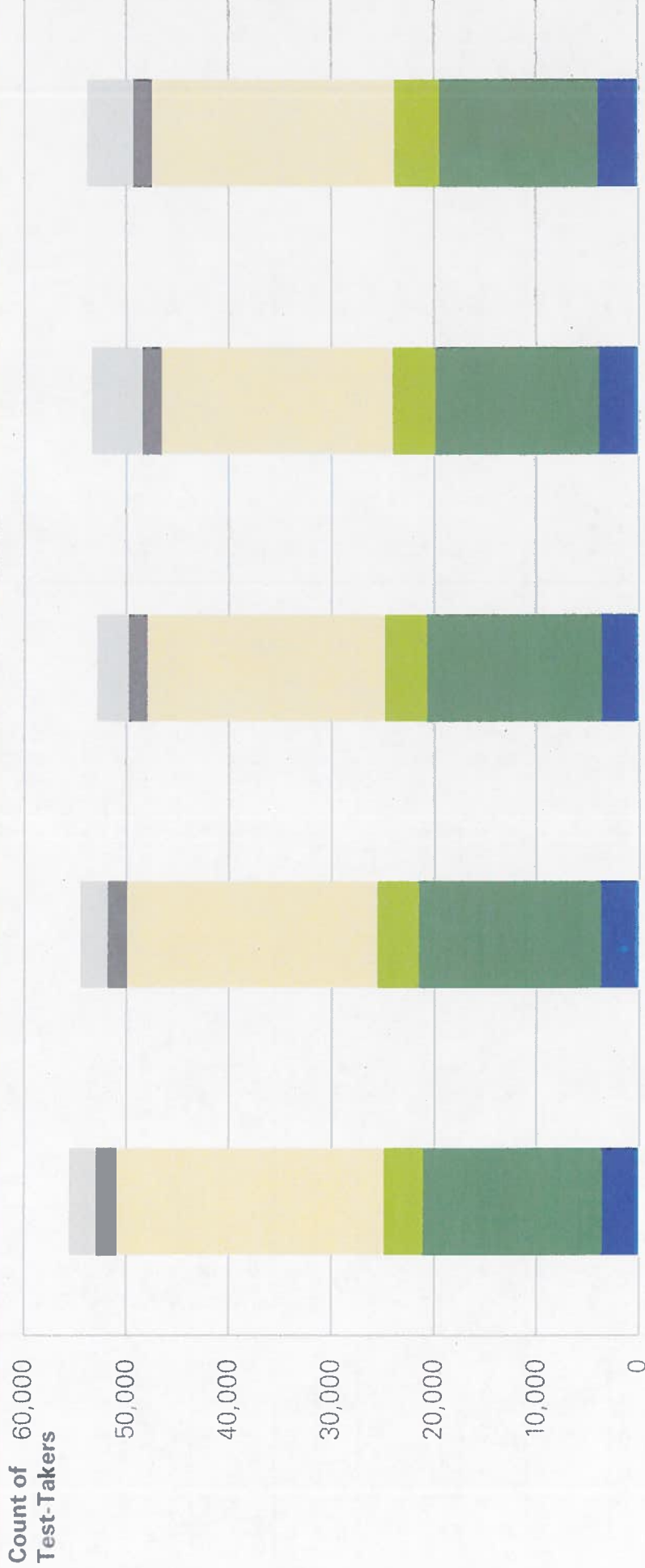
| | | | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|
| American Indian | 440 | 435 | 402 | 460 | 412 |
| Asian | 3,515 | 3,644 | 3,607 | 3,766 | 3,935 |
| Black | 18,981 | 19,346 | 18,436 | 17,315 | 16,804 |
| Hispanic | 4,036 | 4,289 | 4,369 | 4,407 | 4,650 |
| White | 31,304 | 29,633 | 27,974 | 27,177 | 28,249 |
| Other | 2,301 | 2,187 | 2,088 | 2,065 | 2,036 |
| No Response | 2,909 | 2,894 | 3,284 | 5,388 | 4,912 |
| Total | 63,486 | 62,428 | 60,160 | 60,578 | 60,998 |

Student Achievement Report 2011-2012

Maryland - Public Schools



PSAT/NMSQT: Sophomore Participation by Ethnic Group



Number of Sophomores Taking the PSAT/NMSQT:

| | | | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|
| American Indian | 397 | 410 | 377 | 425 | 378 |
| Asian | 3,183 | 3,298 | 3,272 | 3,417 | 3,554 |
| Black | 17,519 | 17,831 | 17,079 | 16,062 | 15,534 |
| Hispanic | 3,805 | 4,026 | 4,110 | 4,162 | 4,407 |
| White | 26,045 | 24,373 | 23,150 | 22,523 | 23,656 |
| Other | 2,027 | 1,917 | 1,804 | 1,840 | 1,811 |
| No Response | 2,623 | 2,646 | 3,088 | 4,962 | 4,507 |
| Total | 55,599 | 54,501 | 52,880 | 53,391 | 53,847 |

Student Achievement Report 2011-2012

Maryland - All Schools



PSAT/NMSQT: Sophomore Participation and Performance Overview

| | Maryland - All Schools | | | | Total Group - All Schools | | | |
|-------------------------|------------------------|------------|--------------|------------------|---------------------------|--------------|------------------|--------------|
| | # of Test-Takers | % of Total | Mean Reading | Mean Mathematics | Mean Writing | Mean Reading | Mean Mathematics | Mean Writing |
| Total | 60,998 | 100.0% | 42.4 | 42.0 | 40.0 | 43.1 | 43.1 | 40.9 |
| Change from last year | +0.7% | | +0.7 | -1.1 | +0.3 | +0.6 | -0.9 | +0.5 |
| Five year change | -3.9% | | +1.7 | +0.3 | 0.0 | +1.2 | -0.1 | -0.3 |
| Female | 30,577 | 50.1% | 43.5 | 41.6 | 41.2 | 43.9 | 42.6 | 42.0 |
| Change from last year | +0.6% | | +1.1 | -0.9 | +0.3 | +0.8 | -0.7 | +0.5 |
| Five year change | -4.5% | | +1.9 | +0.7 | -0.3 | +1.3 | +0.2 | -0.3 |
| Male | 29,840 | 48.9% | 41.4 | 42.6 | 38.9 | 42.3 | 43.8 | 39.9 |
| Change from last year | +1.1% | | +0.4 | -1.2 | +0.4 | +0.5 | -0.9 | +0.6 |
| Five year change | -4.4% | | +1.6 | +0.1 | +0.3 | +1.2 | -0.2 | -0.1 |
| American Indian | 412 | 0.7% | 38.6 | 38.2 | 36.0 | 40.6 | 40.1 | 37.8 |
| Change from last year | -10.4% | | +1.0 | -1.3 | 0.0 | +0.8 | -1.1 | +0.3 |
| Five year change | -6.4% | | +1.9 | +0.4 | 0.0 | +1.1 | -0.2 | -0.5 |
| Asian | 3,935 | 6.5% | 46.9 | 51.0 | 45.2 | 46.8 | 51.5 | 45.0 |
| Change from last year | +4.5% | | +0.1 | -0.6 | +0.6 | +0.5 | -0.2 | +0.5 |
| Five year change | +11.9% | | +1.1 | +0.4 | +0.5 | +1.5 | +1.0 | +0.6 |
| Black | 16,804 | 27.5% | 37.7 | 36.3 | 35.9 | 37.8 | 36.7 | 36.3 |
| Change from last year | -3.0% | | +1.0 | -1.2 | +0.5 | +1.0 | -1.1 | +0.7 |
| Five year change | -11.5% | | +2.1 | +0.8 | +0.4 | +1.8 | +0.4 | +0.5 |
| Hispanic Overall | 4,650 | 7.6% | 38.5 | 38.7 | 37.2 | 38.1 | 38.7 | 37.0 |
| Change from last year | +5.5% | | +0.3 | -0.9 | +1.3 | +0.1 | -1.0 | +1.1 |
| Five year change | +15.2% | | +1.7 | +1.0 | +0.9 | +1.4 | +0.7 | +0.8 |
| White | 28,249 | 46.3% | 45.8 | 45.3 | 42.7 | 46.9 | 46.3 | 44.0 |
| Change from last year | +3.9% | | +0.5 | -1.4 | -0.2 | +0.5 | -1.1 | 0.0 |
| Five year change | -9.8% | | +1.8 | 0.0 | -0.3 | +1.1 | -0.6 | -0.9 |
| Other | 2,036 | 3.3% | 41.1 | 40.4 | 39.0 | 42.2 | 41.9 | 40.1 |
| Change from last year | -1.4% | | +0.1 | -1.5 | 0.0 | +0.5 | -0.9 | +0.3 |
| Five year change | -11.5% | | -0.2 | -1.2 | -1.6 | +0.9 | -0.4 | -0.5 |
| No Response | 4,912 | 8.1% | 39.8 | 39.4 | 37.8 | 39.5 | 39.6 | 37.7 |
| Change from last year | -8.8% | | +0.8 | -1.1 | +0.4 | +0.9 | -0.6 | +0.8 |
| Five year change | +68.9% | | +2.3 | +1.1 | +0.7 | +2.3 | +1.1 | +1.1 |

Student Achievement Report 2011-2012

Maryland - Public Schools



PSAT/NMSQT: Sophomore Participation and Performance Overview

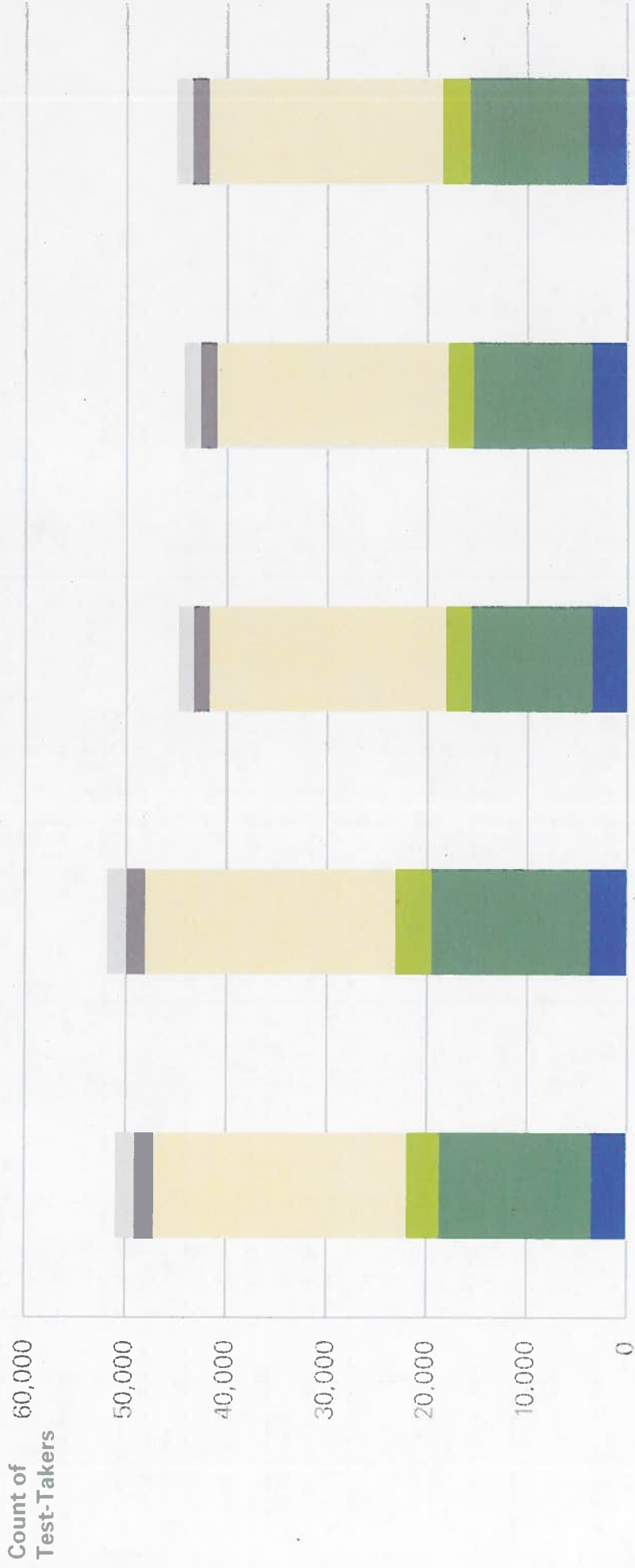
| | Maryland - Public Schools | | | | | Total Group - Public Schools | | | | |
|-------------------------|---------------------------|------------|-----------------------|------------------|--------------|------------------------------|------------|-----------------------|------------------|--------------|
| | # of Test-Takers | % of Total | Mean Critical Reading | Mean Mathematics | Mean Writing | # of Test-Takers | % of Total | Mean Critical Reading | Mean Mathematics | Mean Writing |
| Total | 53,847 | 100.0% | 41.6 | 41.4 | 39.2 | 1,351,260 | 100.0% | 42.3 | 42.4 | 40.1 |
| Change from last year | +0.9% | | +0.8 | -1.1 | +0.4 | -0.9% | | +0.7 | -0.9 | +0.5 |
| Five year change | -3.2% | | +1.8 | +0.3 | +0.1 | +12.5% | | +1.3 | -0.1 | -0.1 |
| Female | 26,972 | 50.1% | 42.7 | 41.0 | 40.3 | 695,906 | 51.5% | 43.2 | 42.0 | 41.1 |
| Change from last year | +0.8% | | +1.2 | -1.0 | +0.3 | -1.0% | | +0.9 | -0.8 | +0.4 |
| Five year change | -3.4% | | +2.0 | +0.6 | -0.2 | +10.3% | | +1.5 | +0.1 | -0.3 |
| Male | 26,318 | 48.9% | 40.6 | 41.9 | 38.0 | 644,928 | 47.7% | 41.5 | 43.0 | 39.0 |
| Change from last year | +1.1% | | +0.6 | -1.2 | +0.4 | -0.5% | | +0.6 | -1.0 | +0.6 |
| Five year change | -4.1% | | +1.7 | +0.1 | +0.3 | +14.1% | | +1.4 | -0.3 | +0.1 |
| American Indian | 378 | 0.7% | 38.1 | 37.6 | 35.4 | 10,175 | 0.8% | 40.0 | 39.6 | 37.3 |
| Change from last year | -11.1% | | +1.1 | -1.4 | +0.1 | -6.3% | | +0.8 | -1.2 | +0.3 |
| Five year change | -4.8% | | +2.3 | +0.4 | +0.3 | +19.4% | | +1.1 | -0.3 | -0.4 |
| Asian | 3,554 | 6.6% | 47.0 | 50.6 | 45.1 | 96,394 | 7.1% | 46.8 | 50.7 | 44.7 |
| Change from last year | +4.0% | | +0.3 | -0.8 | +0.6 | +2.6% | | +0.7 | -0.3 | +0.5 |
| Five year change | +11.7% | | +1.5 | +0.3 | +0.6 | +12.4% | | +1.8 | +0.8 | +0.7 |
| Black | 15,534 | 28.8% | 37.2 | 36.0 | 35.4 | 203,472 | 15.1% | 37.5 | 36.5 | 35.9 |
| Change from last year | -3.3% | | +1.0 | -1.2 | +0.5 | -5.7% | | +1.1 | -1.1 | +0.7 |
| Five year change | -11.3% | | +2.0 | +0.7 | +0.3 | -6.3% | | +1.9 | +0.4 | +0.5 |
| Hispanic Overall | 4,407 | 8.2% | 38.1 | 38.4 | 36.7 | 290,339 | 21.5% | 37.6 | 38.3 | 36.5 |
| Change from last year | +5.9% | | +0.5 | -0.7 | +1.4 | +0.8% | | 0.0 | -1.1 | +1.0 |
| Five year change | +15.8% | | +1.8 | +1.1 | +0.9 | +22.3% | | +1.5 | +0.7 | +0.8 |
| White | 23,656 | 43.9% | 45.0 | 44.9 | 41.7 | 598,422 | 44.3% | 46.3 | 45.9 | 43.2 |
| Change from last year | +5.0% | | +0.6 | -1.4 | -0.1 | +1.0% | | +0.7 | -1.1 | 0.0 |
| Five year change | -9.2% | | +2.0 | +0.1 | -0.2 | +7.8% | | +1.2 | -0.7 | -0.8 |
| Other | 1,811 | 3.4% | 40.3 | 39.7 | 38.2 | 48,232 | 3.6% | 41.5 | 41.0 | 39.2 |
| Change from last year | -1.6% | | +0.3 | -1.5 | +0.2 | -0.2% | | +0.6 | -1.0 | +0.3 |
| Five year change | -10.7% | | -0.3 | -1.4 | -1.6 | +11.3% | | +1.1 | -0.4 | -0.4 |
| No Response | 4,507 | 8.4% | 39.1 | 38.8 | 37.1 | 104,226 | 7.7% | 38.6 | 38.7 | 36.8 |
| Change from last year | -9.2% | | +0.8 | -1.2 | +0.4 | -8.3% | | +0.9 | -0.7 | +0.8 |
| Five year change | +71.8% | | +2.4 | +1.1 | +0.9 | +95.0% | | +2.7 | +1.3 | +1.5 |

Student Achievement Report 2011-2012

Maryland - All Schools



PSAT/NMSQT: Junior Participation by Ethnic Group



Number of Juniors Taking the PSAT/NMSQT:

| | | | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|
| American Indian | 284 | 308 | 267 | 251 | 290 |
| Asian | 3,238 | 3,481 | 3,270 | 3,306 | 3,642 |
| Black | 15,216 | 15,780 | 12,094 | 11,864 | 11,803 |
| Hispanic | 3,242 | 3,620 | 2,540 | 2,538 | 2,782 |
| White | 25,261 | 24,918 | 23,589 | 23,039 | 23,309 |
| Other | 1,866 | 1,868 | 1,536 | 1,630 | 1,605 |
| No Response | 1,621 | 1,680 | 1,268 | 2,280 | 2,650 |
| Total | 50,728 | 51,655 | 44,564 | 44,908 | 46,081 |

Student Achievement Report 2011-2012

Maryland - Public Schools



PSAT/NMSQT: Junior Participation by Ethnic Group



Number of Juniors Taking the PSAT/NMSQT:

| | | | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|
| American Indian | 259 | 276 | 227 | 223 | 253 |
| Asian | 2,890 | 3,108 | 2,853 | 2,910 | 3,207 |
| Black | 13,694 | 14,341 | 10,726 | 10,474 | 10,450 |
| Hispanic | 2,964 | 3,361 | 2,220 | 2,202 | 2,435 |
| White | 19,295 | 19,164 | 17,953 | 17,722 | 18,285 |
| Other | 1,566 | 1,592 | 1,234 | 1,307 | 1,339 |
| No Response | 1,403 | 1,478 | 1,099 | 1,952 | 2,178 |
| Total | 42,071 | 43,320 | 36,312 | 36,790 | 38,147 |

Student Achievement Report 2011-2012

Maryland - All Schools



PSAT/NMSQT: Junior Participation and Performance Overview

| | Maryland - All Schools | | | | Total Group - All Schools | | | | | |
|-------------------------|------------------------|------------|--------------|------------------|---------------------------|------------------|------------|--------------|------------------|--------------|
| | # of Test-Takers | % of Total | Mean Reading | Mean Mathematics | Mean Writing | # of Test-Takers | % of Total | Mean Reading | Mean Mathematics | Mean Writing |
| Total | 46,081 | 100.0% | 46.8 | 46.9 | 44.9 | 1,557,056 | 100.0% | 47.6 | 48.3 | 45.6 |
| Change from last year | +2.6% | | -0.1 | -1.0 | -0.3 | -1.0% | | +0.3 | -0.6 | +0.2 |
| Five year change | -9.2% | | +1.6 | +1.0 | +0.2 | -0.6% | | +0.8 | +0.1 | -0.3 |
| Female | 23,652 | 51.3% | 47.5 | 46.0 | 46.0 | 824,951 | 53.0% | 48.1 | 47.3 | 46.3 |
| Change from last year | +1.5% | | +0.2 | -0.9 | -0.2 | -1.2% | | +0.7 | -0.4 | +0.2 |
| Five year change | -10.6% | | +1.7 | +1.0 | +0.1 | -1.9% | | +1.1 | +0.3 | -0.3 |
| Male | 22,184 | 48.1% | 46.1 | 47.9 | 43.9 | 726,002 | 46.6% | 47.2 | 49.5 | 44.8 |
| Change from last year | +4.1% | | -0.4 | -1.2 | -0.2 | -0.5% | | 0.0 | -0.8 | +0.1 |
| Five year change | -8.0% | | +1.5 | +0.9 | +0.5 | +0.7% | | +0.7 | -0.2 | -0.3 |
| American Indian | 290 | 0.6% | 42.9 | 43.6 | 40.8 | 10,467 | 0.7% | 45.6 | 45.5 | 42.8 |
| Change from last year | +15.5% | | -2.1 | -0.8 | -2.1 | -5.2% | | +0.2 | -0.6 | -0.1 |
| Five year change | +2.1% | | +0.7 | +1.1 | -0.8 | -4.3% | | +1.0 | +0.2 | -0.3 |
| Asian | 3,642 | 7.9% | 50.5 | 56.0 | 50.0 | 133,004 | 8.5% | 50.1 | 56.0 | 49.2 |
| Change from last year | +10.2% | | -0.9 | -1.1 | -0.3 | +4.1% | | +0.1 | -0.2 | +0.5 |
| Five year change | +12.5% | | +0.5 | +0.6 | +0.9 | +11.9% | | +1.2 | +1.2 | +0.9 |
| Black | 11,803 | 25.6% | 40.6 | 39.1 | 39.2 | 177,482 | 11.4% | 41.2 | 40.3 | 39.5 |
| Change from last year | -0.5% | | +0.4 | -1.1 | +0.2 | -5.2% | | +0.9 | -0.5 | +0.6 |
| Five year change | -22.4% | | +1.7 | +0.8 | +0.5 | -6.8% | | +1.6 | +0.7 | +0.3 |
| Hispanic Overall | 2,782 | 6.0% | 43.7 | 43.9 | 42.2 | 267,306 | 17.2% | 41.9 | 42.9 | 40.7 |
| Change from last year | +9.6% | | -0.7 | -1.2 | +0.2 | +3.5% | | 0.0 | -0.7 | +0.9 |
| Five year change | -14.2% | | +3.0 | +2.6 | +1.8 | +22.5% | | +0.9 | +0.6 | +0.3 |
| White | 23,309 | 50.6% | 50.2 | 50.3 | 47.8 | 832,537 | 53.5% | 50.9 | 51.1 | 48.3 |
| Change from last year | +1.2% | | -0.2 | -1.0 | -0.5 | -1.9% | | +0.3 | -0.6 | -0.3 |
| Five year change | -7.7% | | +0.9 | 0.0 | -0.8 | -10.6% | | +1.3 | +0.2 | -0.2 |
| Other | 1,605 | 3.5% | 46.0 | 45.4 | 43.8 | 54,995 | 3.5% | 46.7 | 47.1 | 44.7 |
| Change from last year | -1.5% | | -1.2 | -2.1 | -1.6 | -2.6% | | +0.1 | -0.6 | -0.2 |
| Five year change | -14.0% | | 0.0 | -0.6 | -1.2 | +2.2% | | +0.2 | -0.2 | -0.9 |
| No Response | 2,650 | 5.8% | 44.1 | 44.0 | 42.4 | 81,265 | 5.2% | 43.8 | 44.2 | 41.9 |
| Change from last year | +16.2% | | +1.5 | 0.0 | +1.1 | -2.3% | | +1.0 | -0.2 | +0.7 |
| Five year change | +63.5% | | +3.6 | +3.0 | +2.4 | +91.2% | | +1.3 | +0.6 | +0.3 |

Student Achievement Report 2011-2012

Maryland - Public Schools



PSAT/NMSOT: Junior Participation and Performance Overview

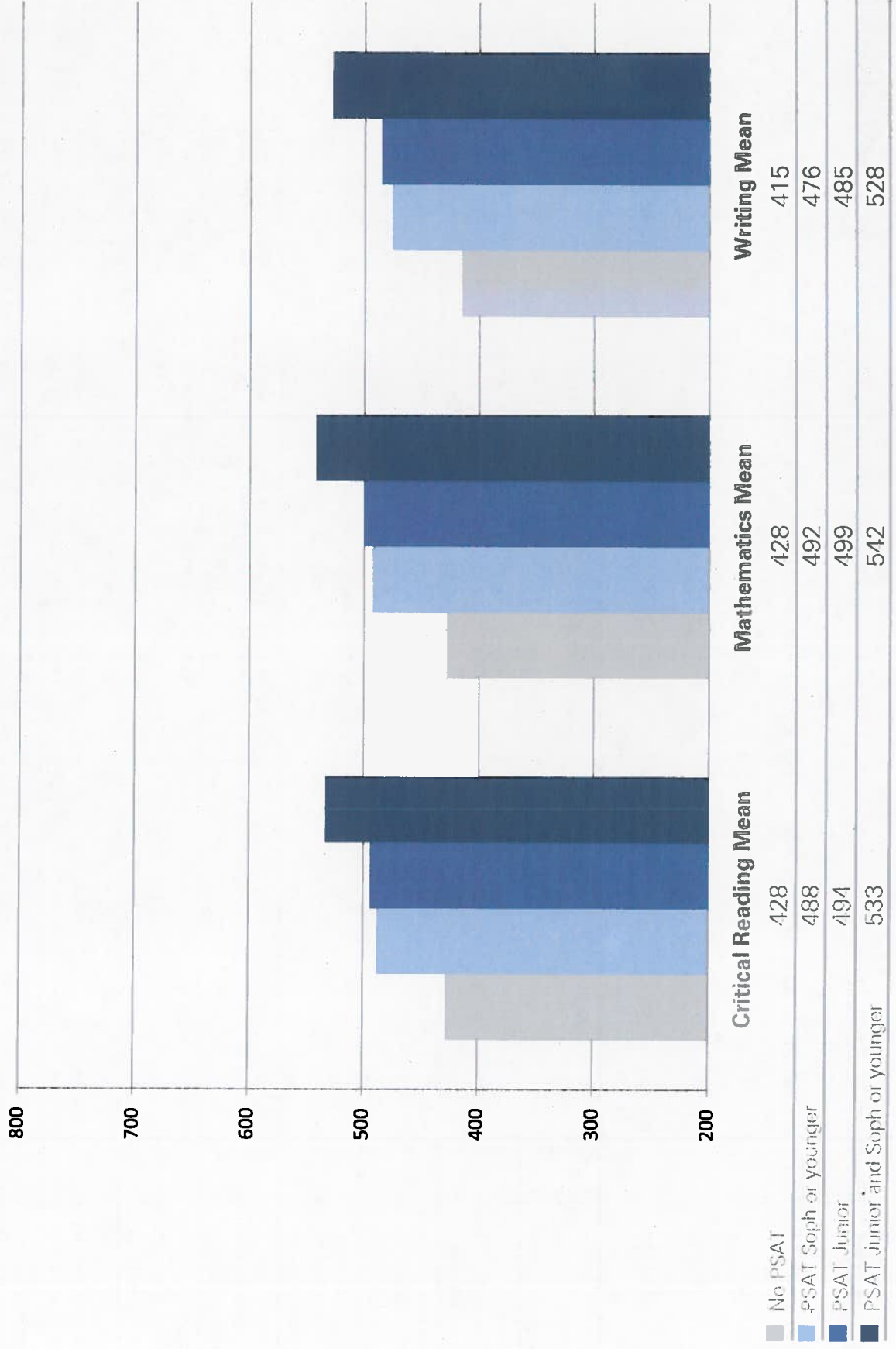
| | Maryland - Public Schools | | | | Total Group - Public Schools | | | | | |
|-------------------------|---------------------------|------------|--------------|------------------|------------------------------|------------------|------------|--------------|------------------|--------------|
| | # of Test-Takers | % of Total | Mean Reading | Mean Mathematics | Mean Writing | # of Test-Takers | % of Total | Mean Reading | Mean Mathematics | Mean Writing |
| Total | 38,147 | 100.0% | 45.8 | 46.2 | 43.9 | 1,270,452 | 100.0% | 47.0 | 47.8 | 44.7 |
| Change from last year | +3.7% | | 0.0 | -1.1 | -0.3 | -1.1% | | +0.4 | -0.5 | +0.1 |
| Five year change | -9.3% | | +1.7 | +1.1 | +0.4 | +0.1% | | +0.9 | 0.0 | -0.4 |
| Female | 19,767 | 51.8% | 46.6 | 45.4 | 44.9 | 683,485 | 53.8% | 47.4 | 46.8 | 45.5 |
| Change from last year | +2.6% | | +0.3 | -0.9 | -0.3 | -1.3% | | +0.7 | -0.4 | +0.2 |
| Five year change | -10.8% | | +1.8 | +1.1 | +0.1 | -1.4% | | +1.0 | +0.2 | -0.3 |
| Male | 18,147 | 47.6% | 45.0 | 47.1 | 42.8 | 581,403 | 45.8% | 46.5 | 48.9 | 43.9 |
| Change from last year | +5.1% | | -0.4 | -1.4 | -0.2 | -0.6% | | +0.1 | -0.8 | +0.1 |
| Five year change | -8.2% | | +1.6 | +1.0 | +0.6 | +1.5% | | +0.7 | -0.3 | -0.3 |
| American Indian | 253 | 0.7% | 42.0 | 43.1 | 40.0 | 8,835 | 0.7% | 45.2 | 45.1 | 42.2 |
| Change from last year | +13.5% | | -2.6 | -1.1 | -2.4 | -5.5% | | +0.3 | -0.8 | -0.1 |
| Five year change | -2.3% | | +0.3 | +1.2 | -1.3 | -2.9% | | +1.1 | 0.0 | -0.3 |
| Asian | 3,207 | 8.4% | 50.8 | 55.8 | 50.2 | 103,444 | 8.1% | 50.5 | 55.4 | 49.2 |
| Change from last year | +10.2% | | -0.8 | -1.2 | -0.2 | +3.4% | | +0.3 | -0.2 | +0.5 |
| Five year change | +11.0% | | +0.9 | +0.6 | +1.3 | +10.1% | | +1.6 | +1.0 | +1.1 |
| Black | 10,450 | 27.4% | 39.8 | 38.5 | 38.4 | 156,834 | 12.3% | 40.6 | 39.9 | 39.0 |
| Change from last year | -0.2% | | +0.4 | -1.2 | 0.0 | -5.7% | | +0.9 | -0.6 | +0.6 |
| Five year change | -23.7% | | +1.5 | +0.6 | +0.2 | -6.8% | | +1.5 | +0.6 | +0.3 |
| Hispanic Overall | 2,435 | 6.4% | 42.9 | 43.3 | 41.4 | 236,689 | 18.6% | 41.2 | 42.5 | 40.0 |
| Change from last year | +10.6% | | -0.4 | -1.0 | +0.4 | +3.6% | | -0.1 | -0.7 | +0.9 |
| Five year change | -17.8% | | +3.1 | +2.9 | +1.9 | +26.4% | | +1.0 | +0.7 | +0.4 |
| White | 18,285 | 47.9% | 49.3 | 49.9 | 46.8 | 657,041 | 51.7% | 50.5 | 51.0 | 47.6 |
| Change from last year | +3.2% | | -0.2 | -1.2 | -0.6 | -1.7% | | +0.4 | -0.6 | -0.4 |
| Five year change | -5.2% | | +1.0 | 0.0 | -0.7 | -10.7% | | +1.4 | +0.3 | -0.3 |
| Other | 1,339 | 3.5% | 44.6 | 44.1 | 42.4 | 41,587 | 3.3% | 46.0 | 46.2 | 43.7 |
| Change from last year | +2.4% | | -1.6 | -2.5 | -1.9 | -1.5% | | +0.1 | -0.7 | -0.2 |
| Five year change | -14.5% | | -0.4 | -1.0 | -1.6 | +1.1% | | +0.3 | -0.4 | -0.9 |
| No Response | 2,178 | 5.7% | 42.5 | 42.6 | 40.8 | 66,022 | 5.2% | 42.6 | 43.0 | 40.6 |
| Change from last year | +11.6% | | +1.2 | -0.4 | +0.7 | -4.8% | | +0.9 | -0.3 | +0.6 |
| Five year change | +55.2% | | +3.4 | +2.9 | +2.2 | +99.2% | | +1.7 | +0.9 | +0.7 |

Student Achievement Report 2011-2012

Maryland - All Schools



SAT: Performance Based on Self-Reported PSAT/NMSQT Participation

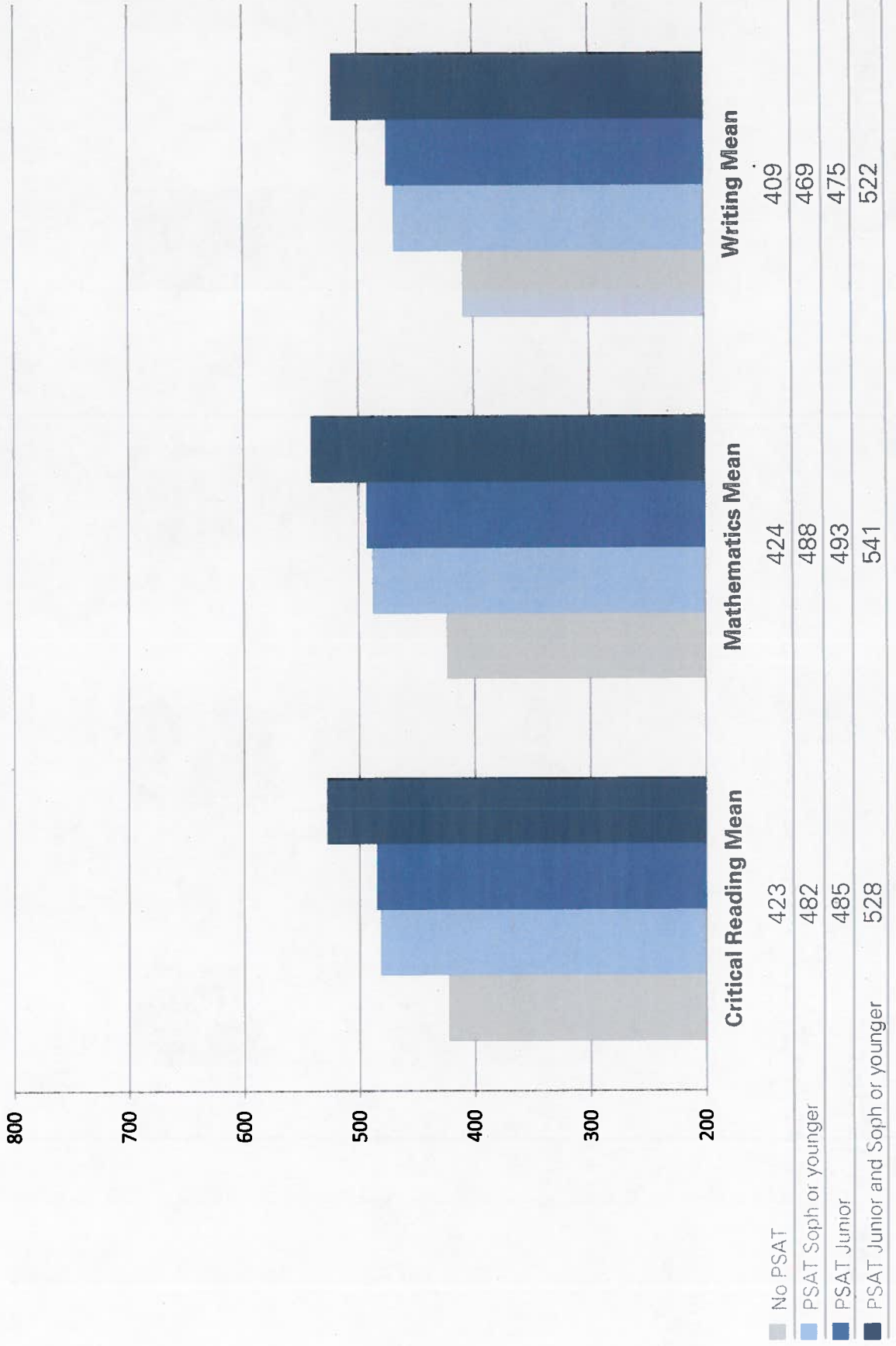


Student Achievement Report 2011-2012

Maryland - Public Schools



SAT: Performance Based on Self-Reported PSAT/NMSQT Participation



Student Achievement Report 2011-2012

Maryland - All Schools



AP: Participation by Ethnic Groups Taking One or More Exam

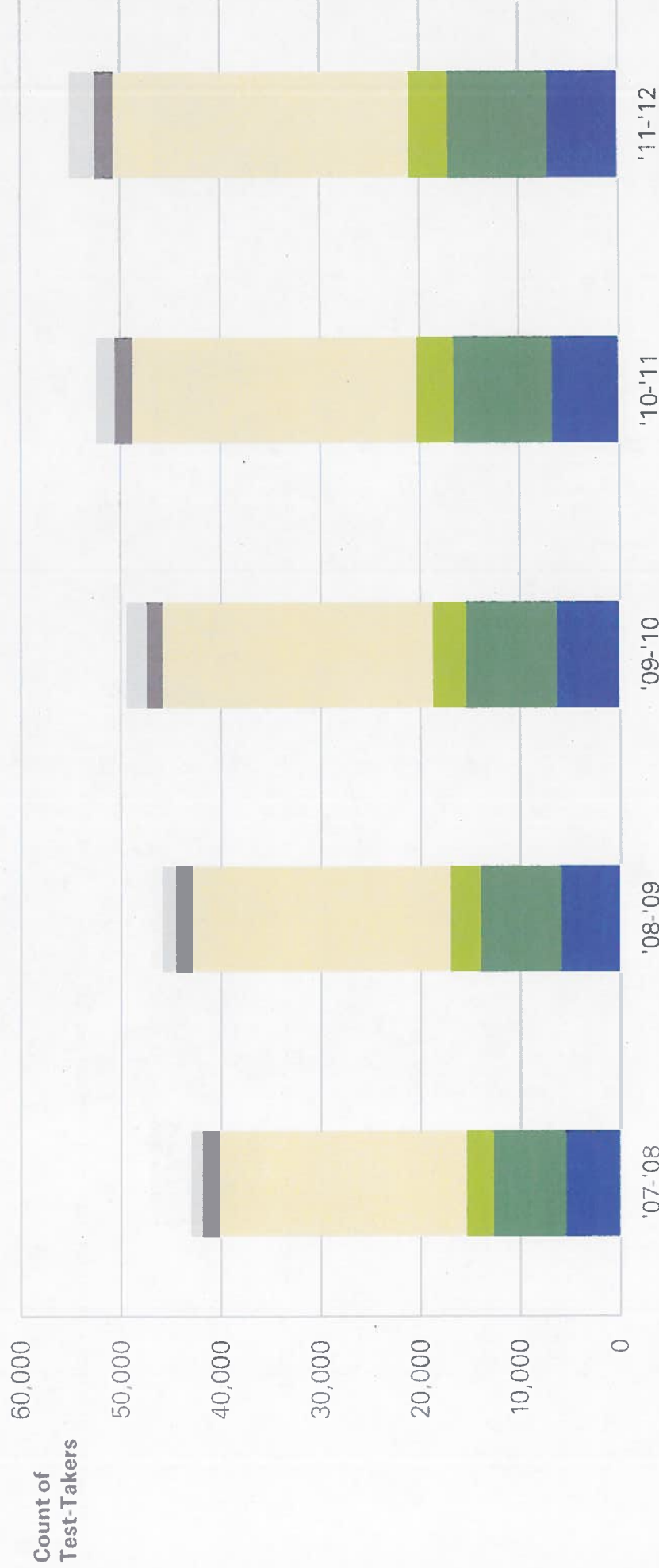


Student Achievement Report 2011-2012

Maryland - Public Schools



AP: Participation by Ethnic Groups Taking One or More Exam



Number of Students Taking One or More AP Exam:

| | | | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|
| American Indian | 148 | 178 | 198 | 217 | 204 |
| Asian | 5,296 | 5,731 | 6,108 | 6,511 | 6,919 |
| Black | 7,273 | 8,092 | 9,118 | 9,863 | 9,991 |
| Hispanic | 2,710 | 3,024 | 3,355 | 3,724 | 3,940 |
| White | 24,722 | 25,879 | 27,084 | 28,486 | 29,653 |
| Other | 1,720 | 1,608 | 1,580 | 1,781 | 1,821 |
| No Response | 1,142 | 1,385 | 2,000 | 1,867 | 2,537 |
| Total | 43,011 | 45,897 | 49,443 | 52,449 | 55,065 |

Student Achievement Report 2011-2012

Maryland - All Schools



AP: Participation by Ethnic Groups with Grades 3, 4 or 5



Number of Students With Grades 3, 4 or 5 on an AP Exam:

| | | | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|
| American Indian | 76 | 98 | 106 | 114 | 115 |
| Asian | 4,153 | 4,611 | 4,874 | 5,216 | 5,691 |
| Black | 2,361 | 2,733 | 2,964 | 3,175 | 3,636 |
| Hispanic | 1,815 | 1,928 | 2,116 | 2,258 | 2,589 |
| White | 20,735 | 22,076 | 22,534 | 23,507 | 25,292 |
| Other | 1,208 | 1,143 | 1,109 | 1,170 | 1,247 |
| No Response | 727 | 931 | 1,276 | 1,134 | 1,634 |
| Total | 31,075 | 33,520 | 34,979 | 36,574 | 40,204 |

Student Achievement Report 2011-2012

Maryland - Public Schools



AP: Participation by Ethnic Groups with Grades 3, 4 or 5



Number of Students With Grades 3, 4 or 5 on an AP Exam:

| | | | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|
| American Indian | 66 | 87 | 97 | 97 | 99 |
| Asian | 3,852 | 4,271 | 4,495 | 4,807 | 5,225 |
| Black | 2,100 | 2,420 | 2,631 | 2,855 | 3,238 |
| Hispanic | 1,633 | 1,746 | 1,902 | 2,025 | 2,315 |
| White | 17,000 | 18,285 | 18,577 | 19,486 | 21,059 |
| Other | 1,038 | 929 | 909 | 991 | 1,034 |
| No Response | 602 | 775 | 1,111 | 1,001 | 1,432 |
| Total | 26,291 | 28,513 | 29,722 | 31,262 | 34,402 |

Student Achievement Report 2011-2012

Maryland - All Schools



AP: Participation and Performance Overview

| | Maryland - All Schools | | | Total Group - All Schools | | |
|-------------------------|------------------------|------------|------------------|---------------------------|------------|------------------|
| | # of Test-Takers | % of Total | # of Exams Taken | # of Test-Takers | % of Total | # of Exams Taken |
| Total | 62,816 | 100.0% | 116,614 | 2,099,948 | 100.0% | 3,698,407 |
| Change from last year | +5.4% | | +9.4% | +6.4% | | +7.0% |
| Five year change | +26.9% | | +30.7% | +32.8% | | +35.2% |
| Female | 35,362 | 56.3% | 64,355 | 1,172,624 | 55.8% | 2,014,913 |
| Change from last year | +4.5% | | +8.4% | +6.3% | | +6.9% |
| Five year change | +26.2% | | +30.9% | +31.8% | | +33.7% |
| Male | 27,454 | 43.7% | 52,259 | 927,324 | 44.2% | 1,683,494 |
| Change from last year | +6.5% | | +10.4% | +6.5% | | +7.2% |
| Five year change | +27.9% | | +30.4% | +34.2% | | +36.9% |
| American Indian | 223 | 0.4% | 376 | 10,178 | 0.5% | 16,379 |
| Change from last year | -9.7% | | -7.0% | +3.6% | | +5.2% |
| Five year change | +36.0% | | +39.1% | +30.2% | | +34.3% |
| Asian | 7,534 | 12.0% | 16,903 | 270,136 | 12.9% | 572,404 |
| Change from last year | +6.8% | | +9.2% | +8.2% | | +8.9% |
| Five year change | +32.3% | | +37.7% | +41.2% | | +45.7% |
| Black | 10,726 | 17.1% | 17,052 | 158,218 | 7.5% | 245,231 |
| Change from last year | +2.2% | | +12.2% | +3.8% | | +4.3% |
| Five year change | +37.3% | | +55.9% | +44.4% | | +48.1% |
| Hispanic Overall | 4,299 | 6.8% | 7,458 | 333,943 | 15.9% | 554,535 |
| Change from last year | +6.6% | | +14.1% | +8.1% | | +8.7% |
| Five year change | +45.3% | | +45.2% | +57.2% | | +61.6% |
| White | 35,103 | 55.9% | 65,986 | 1,173,049 | 55.9% | 2,049,193 |
| Change from last year | +4.3% | | +6.7% | +4.8% | | +5.2% |
| Five year change | +18.6% | | +23.6% | +21.9% | | +24.0% |
| Other | 2,105 | 3.4% | 3,940 | 67,851 | 3.2% | 122,765 |
| Change from last year | +3.1% | | +11.3% | +2.2% | | +3.4% |
| Five year change | +7.2% | | +5.0% | +14.9% | | +17.1% |
| No Response | 2,826 | 4.5% | 4,899 | 86,573 | 4.1% | 137,900 |
| Change from last year | +36.3% | | +56.5% | +29.6% | | +33.5% |
| Five year change | +116.1% | | +129.5% | +127.2% | | +109.6% |

Student Achievement Report 2011-2012

Maryland - Public Schools

AP: Participation and Performance Overview



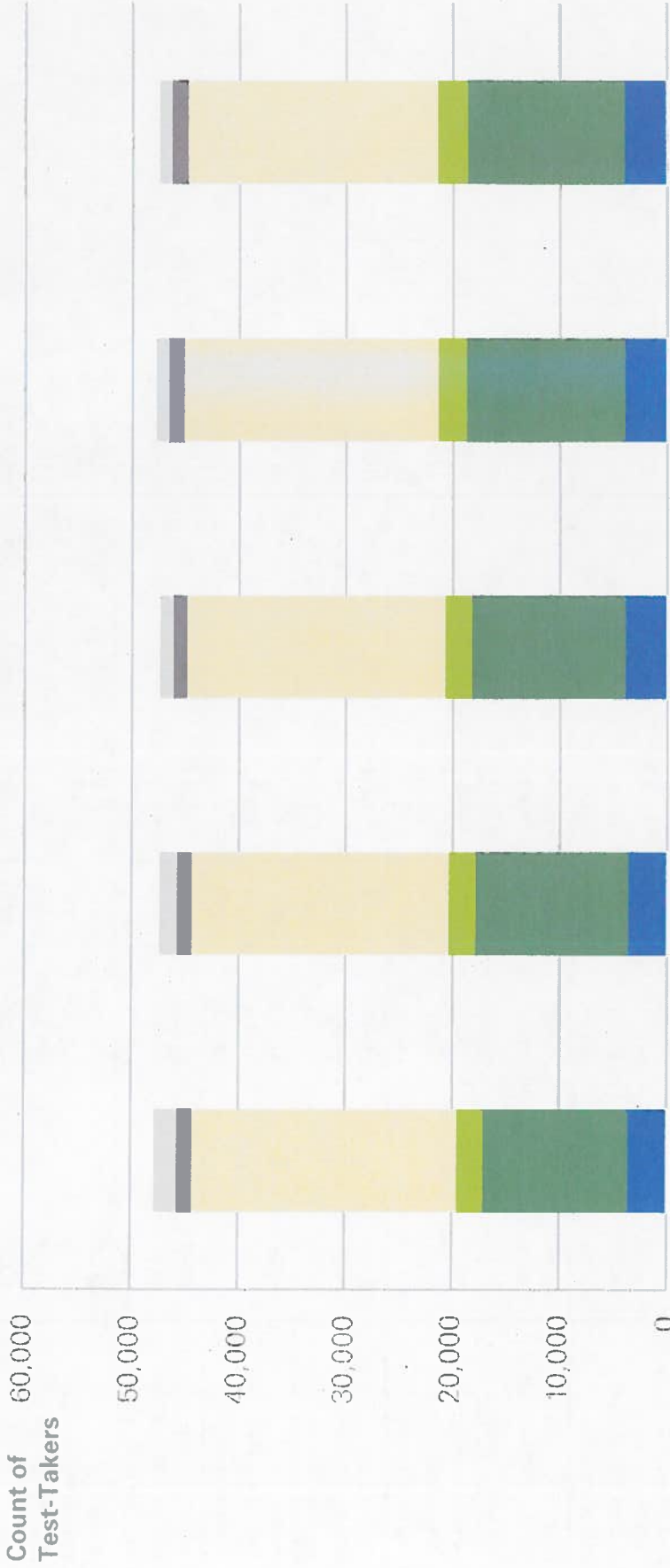
| | Maryland - Public Schools | | | Total Group - Public Schools | | | | |
|-------------------------|---------------------------|------------|------------------|------------------------------|------------------|------------|------------------|-----------------|
| | # of Test-Takers | % of Total | # of Exams Taken | # of Grades 3-5 | # of Test-Takers | % of Total | # of Exams Taken | # of Grades 3-5 |
| Total | 55,065 | 100.0% | 102,774 | 62,952 | 1,813,533 | 100.0% | 3,170,978 | 1,812,518 |
| Change from last year | +5.0% | | +5.3% | +9.5% | +6.4% | | +7.0% | +9.7% |
| Five year change | +28.0% | | +29.9% | +32.4% | +34.7% | | +36.6% | +40.4% |
| Female | 31,217 | 56.7% | 57,151 | 33,270 | 1,022,951 | 56.4% | 1,746,325 | 940,804 |
| Change from last year | +4.0% | | +4.3% | +8.2% | +6.3% | | +6.9% | +9.1% |
| Five year change | +26.9% | | +28.8% | +32.2% | +33.5% | | +35.2% | +38.8% |
| Male | 23,848 | 43.3% | 45,623 | 29,682 | 790,582 | 43.6% | 1,424,653 | 871,714 |
| Change from last year | +6.3% | | +6.4% | +11.0% | +6.5% | | +7.2% | +10.4% |
| Five year change | +29.6% | | +31.3% | +32.7% | +36.2% | | +38.4% | +42.2% |
| American Indian | 204 | 0.4% | 346 | 160 | 9,195 | 0.5% | 14,744 | 6,441 |
| Change from last year | -6.0% | | -7.0% | -9.1% | +4.1% | | +5.9% | +7.5% |
| Five year change | +37.8% | | +37.8% | +36.8% | +32.1% | | +35.6% | +42.6% |
| Asian | 6,919 | 12.6% | 15,688 | 11,513 | 216,938 | 12.0% | 458,888 | 310,683 |
| Change from last year | +6.3% | | +6.7% | +9.1% | +7.0% | | +7.8% | +10.5% |
| Five year change | +30.6% | | +31.5% | +36.9% | +37.3% | | +40.6% | +50.1% |
| Black | 9,991 | 18.1% | 15,904 | 4,866 | 147,029 | 8.1% | 227,190 | 62,534 |
| Change from last year | +1.3% | | +0.7% | +11.0% | +3.6% | | +4.1% | +12.5% |
| Five year change | +37.4% | | +39.5% | +56.8% | +45.8% | | +49.5% | +70.8% |
| Hispanic Overall | 3,940 | 7.2% | 6,769 | 3,616 | 307,621 | 17.0% | 509,524 | 210,074 |
| Change from last year | +5.8% | | +5.0% | +12.7% | +8.1% | | +8.7% | +14.0% |
| Five year change | +45.4% | | +46.9% | +43.6% | +59.9% | | +64.3% | +65.9% |
| White | 29,653 | 53.9% | 56,289 | 38,337 | 1,003,685 | 55.3% | 1,745,369 | 1,106,559 |
| Change from last year | +4.1% | | +4.1% | +7.1% | +5.1% | | +5.5% | +7.4% |
| Five year change | +19.9% | | +22.9% | +25.9% | +23.9% | | +26.1% | +31.3% |
| Other | 1,821 | 3.3% | 3,396 | 1,945 | 55,093 | 3.0% | 98,865 | 55,301 |
| Change from last year | +2.2% | | +4.8% | +9.0% | +2.7% | | +4.3% | +7.1% |
| Five year change | +5.9% | | +5.8% | +1.0% | +16.0% | | +17.9% | +21.1% |
| No Response | 2,537 | 4.6% | 4,382 | 2,515 | 73,972 | 4.1% | 116,398 | 60,926 |
| Change from last year | +35.9% | | +44.5% | +55.1% | +29.3% | | +33.3% | +40.3% |
| Five year change | +122.2% | | +128.2% | +149.0% | +135.9% | | +117.3% | +121.4% |

Student Achievement Report 2011-2012

Maryland - All Schools



SAT: Participation by Ethnic Group



Student Achievement Report 2011-2012

Maryland - Public Schools

SAT: Participation by Ethnic Group



Number of Students Taking SAT:

| | | | | | |
|-----------------|---------------|---------------|---------------|---------------|---------------|
| American Indian | 177 | 149 | 156 | 185 | 191 |
| Asian | 2,973 | 2,746 | 3,107 | 3,203 | 3,273 |
| Black | 11,252 | 11,067 | 11,742 | 12,845 | 12,669 |
| Hispanic | 2,004 | 1,920 | 2,016 | 2,206 | 2,378 |
| White | 17,966 | 15,957 | 17,063 | 17,944 | 17,770 |
| Other | 1,102 | 926 | 930 | 1,066 | 1,184 |
| No Response | 1,675 | 1,190 | 895 | 924 | 921 |
| Total | 37,149 | 33,955 | 35,909 | 38,373 | 38,386 |

Student Achievement Report 2011-2012

Maryland - All Schools



SAT: Participation and Performance Overview

| | Maryland - All Schools | | | | Total Group - All Schools | | | | | |
|-------------------------|------------------------|------------|--------------|------------------|---------------------------|------------------|------------|--------------|------------------|--------------|
| | # of Test-Takers | % of Total | Mean Reading | Mean Mathematics | Mean Writing | # of Test-Takers | % of Total | Mean Reading | Mean Mathematics | Mean Writing |
| Total | 47,467 | 100.0% | 497 | 502 | 488 | 1,664,479 | 100.0% | 496 | 514 | 488 |
| Change from last year | -0.7% | | -2 | 0 | -3 | +1.1% | | -1 | 0 | -1 |
| Five year change | -0.8% | | 0 | +1 | -7 | +6.5% | | -4 | 0 | -5 |
| Female | 25,399 | 53.5% | 495 | 488 | 496 | 886,337 | 53.3% | 493 | 499 | 494 |
| Change from last year | -0.6% | | -2 | +1 | -2 | +1.1% | | -2 | -1 | -2 |
| Five year change | -1.3% | | -1 | +3 | -7 | +6.4% | | -6 | 0 | -5 |
| Male | 22,068 | 46.5% | 498 | 519 | 479 | 778,142 | 46.7% | 498 | 532 | 481 |
| Change from last year | -0.8% | | -4 | +1 | -3 | +1.0% | | -2 | +1 | -1 |
| Five year change | +0.2% | | -1 | 0 | -8 | +6.9% | | -4 | 0 | -5 |
| American Indian | 226 | 0.5% | 488 | 481 | 469 | 9,716 | 0.6% | 482 | 489 | 462 |
| Change from last year | +0.4% | | -8 | -14 | -5 | +5.1% | | -2 | +1 | -3 |
| Five year change | +3.7% | | +17 | +8 | +7 | -3.2% | | -1 | +1 | -5 |
| Asian | 3,759 | 7.9% | 540 | 594 | 549 | 192,577 | 11.6% | 518 | 595 | 528 |
| Change from last year | +1.5% | | 0 | 0 | +1 | +4.7% | | +1 | 0 | 0 |
| Five year change | +10.1% | | +10 | +11 | +12 | +22.6% | | +5 | +13 | +12 |
| Black | 14,642 | 30.8% | 427 | 417 | 415 | 217,656 | 13.1% | 428 | 428 | 417 |
| Change from last year | -1.0% | | -2 | -2 | -3 | +0.9% | | 0 | +1 | 0 |
| Five year change | +8.5% | | +4 | +7 | -7 | +18.9% | | 0 | +4 | -4 |
| Hispanic Overall | 2,833 | 6.0% | 480 | 486 | 476 | 272,633 | 16.4% | 448 | 462 | 442 |
| Change from last year | +7.1% | | -2 | +3 | +1 | +7.9% | | -3 | -1 | -2 |
| Five year change | +15.5% | | +5 | +9 | +2 | +38.8% | | -6 | +3 | -4 |
| White | 23,366 | 49.2% | 539 | 547 | 529 | 862,144 | 51.2% | 527 | 536 | 515 |
| Change from last year | -2.1% | | -2 | +2 | -3 | -1.6% | | -1 | +1 | -1 |
| Five year change | -5.5% | | 0 | +1 | -6 | -2.6% | | 0 | +1 | -2 |
| Other | 1,487 | 3.1% | 508 | 503 | 498 | 62,340 | 3.7% | 491 | 516 | 491 |
| Change from last year | +10.3% | | -2 | +1 | -1 | +6.2% | | -2 | -1 | -1 |
| Five year change | +7.4% | | +10 | +6 | +3 | +15.0% | | -3 | +5 | -1 |
| No Response | 1,154 | 2.4% | 423 | 415 | 407 | 57,413 | 3.4% | 444 | 502 | 448 |
| Change from last year | -3.5% | | -14 | -9 | -16 | -6.1% | | -4 | +6 | -2 |
| Five year change | -45.8% | | -40 | -37 | -51 | -34.2% | | -25 | +11 | -17 |

Student Achievement Report 2011-2012

Maryland - Public Schools



SAT: Participation and Performance Overview

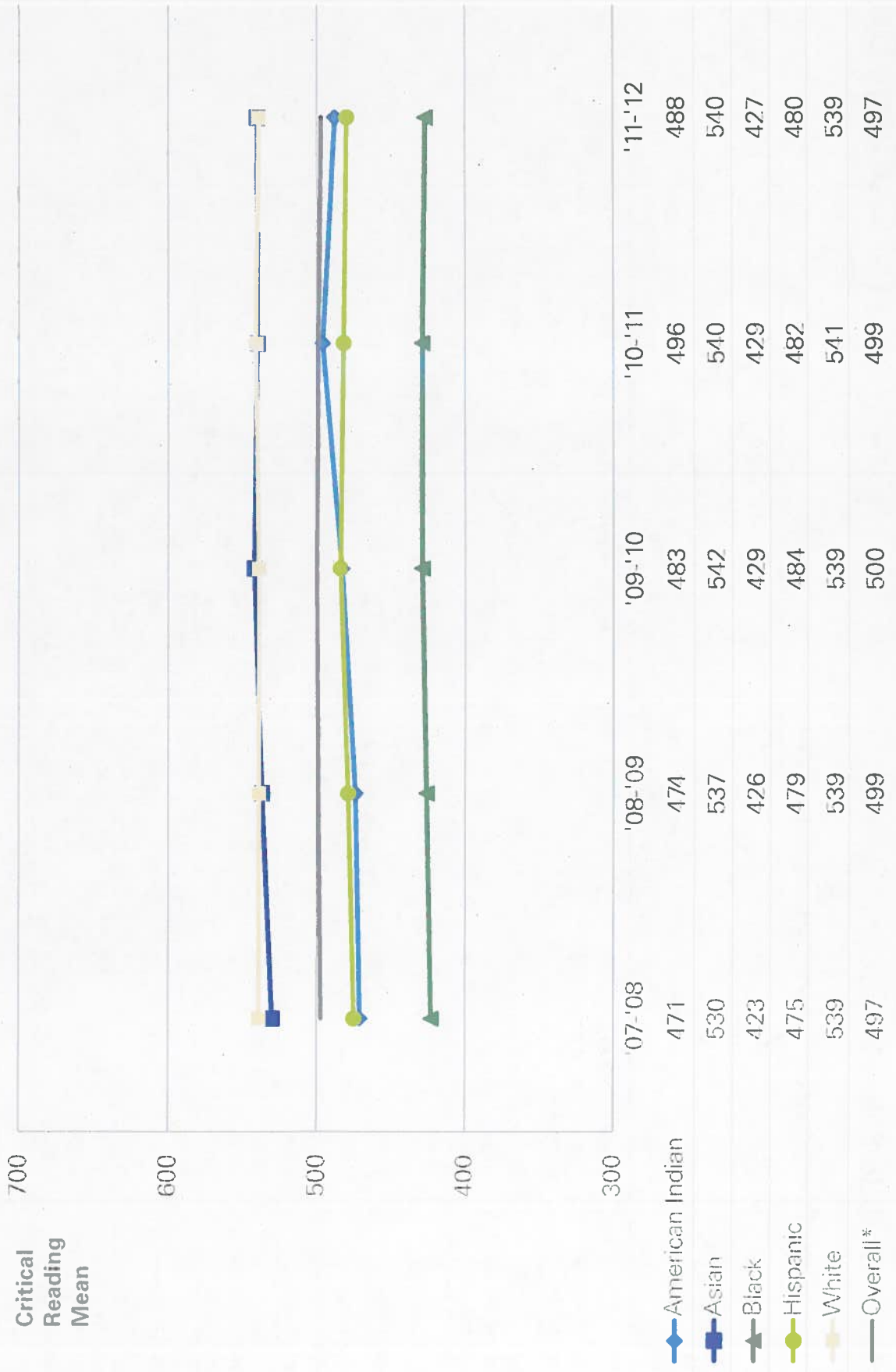
| | Maryland - Public Schools | | | | Total Group - Public Schools | | | | |
|-------------------------|---------------------------|------------|--------------|------------------|------------------------------|------------|--------------|------------------|--------------|
| | # of Test-Takers | % of Total | Mean Reading | Mean Mathematics | # of Test-Takers | % of Total | Mean Reading | Mean Mathematics | Mean Writing |
| Total | 38,386 | 100.0% | 489 | 498 | 1,284,459 | 100.0% | 491 | 505 | 481 |
| Change from last year | +0.0% | | -3 | +1 | +1.2% | | -2 | -1 | -1 |
| Five year change | +3.3% | | -1 | +2 | +8.6% | | -5 | -3 | -6 |
| Female | 20,758 | 54.1% | 487 | 483 | 699,325 | 54.4% | 488 | 490 | 486 |
| Change from last year | -0.6% | | -3 | 0 | +1.3% | | -2 | -2 | -2 |
| Five year change | +2.5% | | -1 | +2 | +9.2% | | -6 | -3 | -7 |
| Male | 17,628 | 45.9% | 491 | 515 | 585,134 | 45.6% | 495 | 524 | 474 |
| Change from last year | +0.8% | | -3 | +1 | +1.0% | | -2 | +1 | -1 |
| Five year change | +4.8% | | -1 | 0 | +8.3% | | -3 | -2 | -6 |
| American Indian | 191 | 0.5% | 481 | 476 | 7,895 | 0.6% | 479 | 485 | 458 |
| Change from last year | +3.2% | | -16 | -20 | +4.2% | | -3 | 0 | -3 |
| Five year change | +7.9% | | +11 | +3 | -1.0% | | -1 | 0 | -6 |
| Asian | 3,273 | 8.5% | 543 | 593 | 123,583 | 9.6% | 519 | 573 | 522 |
| Change from last year | +2.2% | | 0 | 0 | +3.8% | | 0 | -2 | +1 |
| Five year change | +10.1% | | +12 | +8 | +16.0% | | +8 | +5 | +11 |
| Black | 12,669 | 33.0% | 422 | 415 | 185,915 | 14.5% | 424 | 425 | 412 |
| Change from last year | -1.4% | | -4 | -1 | +1.2% | | 0 | 0 | -1 |
| Five year change | +12.6% | | +4 | +7 | +22.5% | | 0 | +3 | -5 |
| Hispanic Overall | 2,378 | 6.2% | 473 | 481 | 229,726 | 17.9% | 443 | 458 | 437 |
| Change from last year | +7.8% | | -4 | 0 | +9.1% | | -4 | -2 | -2 |
| Five year change | +18.7% | | +5 | +9 | +46.6% | | -5 | +2 | -3 |
| White | 17,770 | 46.3% | 533 | 547 | 673,080 | 52.4% | 523 | 533 | 508 |
| Change from last year | -1.0% | | -2 | +3 | -1.2% | | 0 | 0 | -2 |
| Five year change | -1.1% | | -1 | +1 | +0.4% | | 0 | -1 | -4 |
| Other | 1,184 | 3.1% | 502 | 497 | 39,202 | 3.1% | 495 | 500 | 485 |
| Change from last year | +11.1% | | -2 | -2 | +5.4% | | -1 | -2 | -2 |
| Five year change | +7.4% | | +14 | +9 | +9.8% | | +2 | 0 | -1 |
| No Response | 921 | 2.4% | 403 | 398 | 25,058 | 2.0% | 459 | 463 | 442 |
| Change from last year | -0.3% | | -15 | -6 | -15.2% | | -1 | +1 | -2 |
| Five year change | -45.0% | | -47 | -42 | -52.9% | | -13 | -10 | -17 |

Student Achievement Report 2011-2012

Maryland - All Schools



SAT: Critical Reading Performance by Ethnic Group



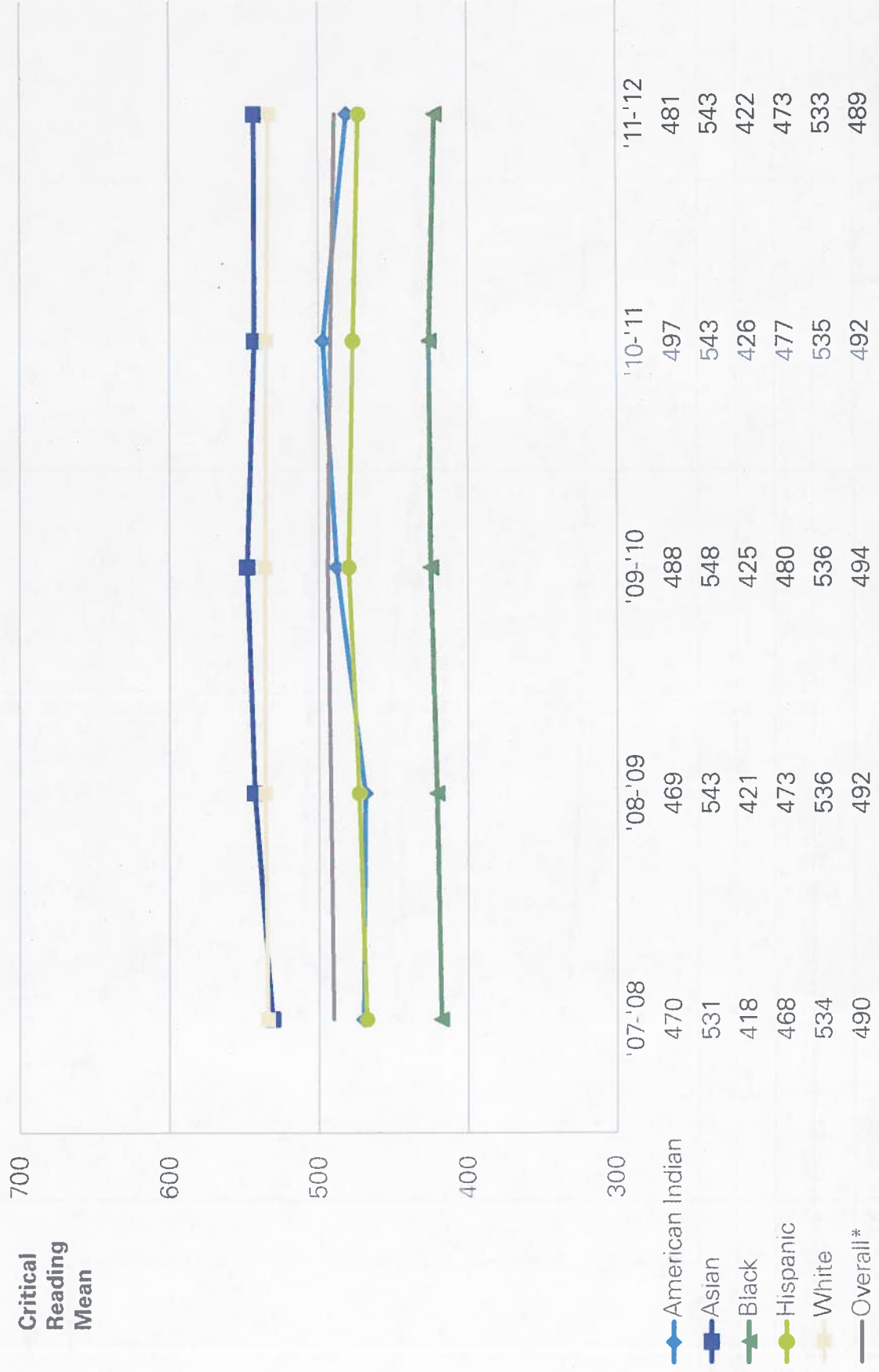
* Represents the mean score for all students, including those who responded "Other" or "No Response."

Student Achievement Report 2011-2012

Maryland - Public Schools



SAT: Critical Reading Performance by Ethnic Group



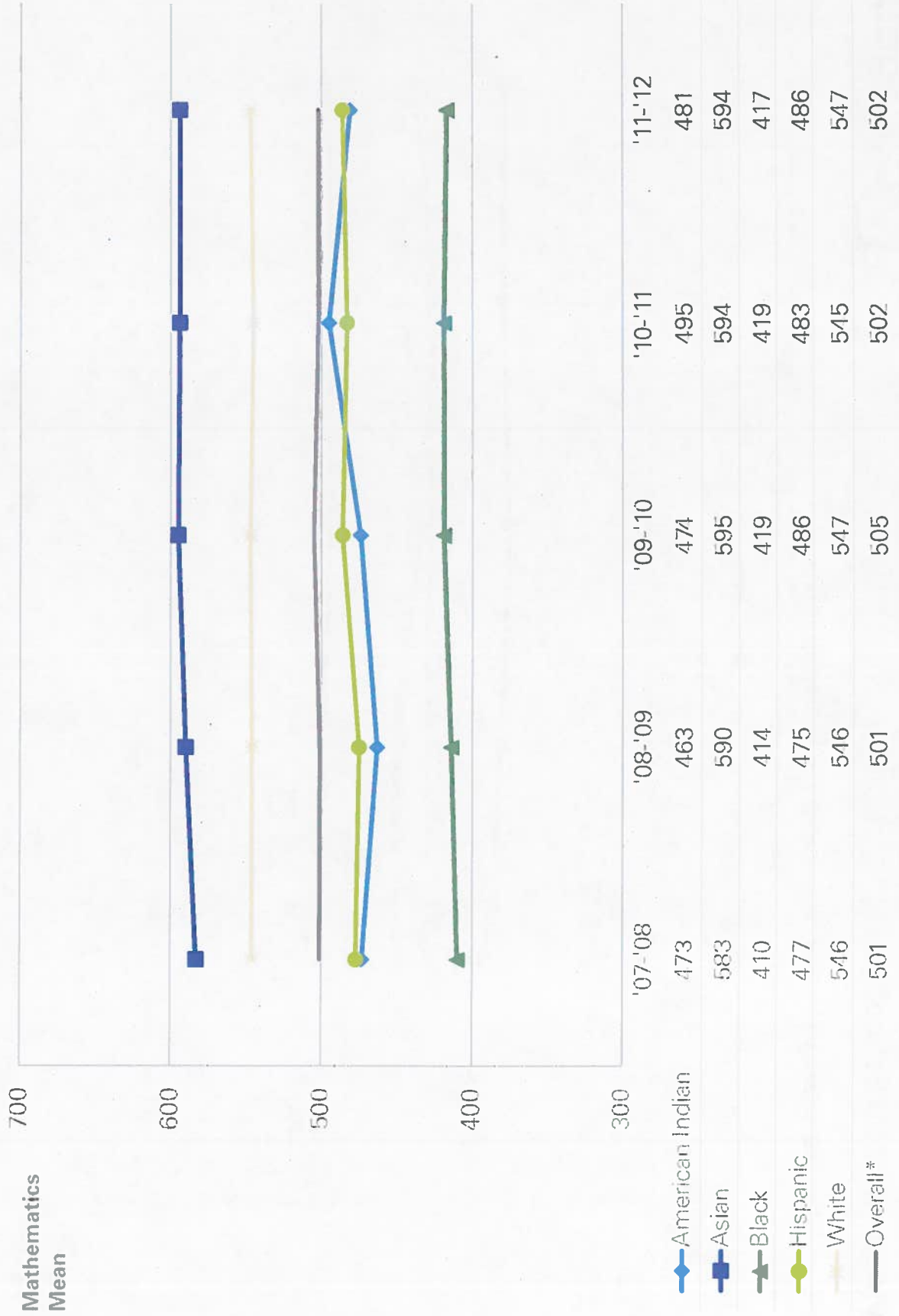
* Represents the mean score for all students, including those who responded 'Other' or 'No Response.'

Student Achievement Report 2011-2012

Maryland - All Schools



SAT: Mathematics Performance by Ethnic Group



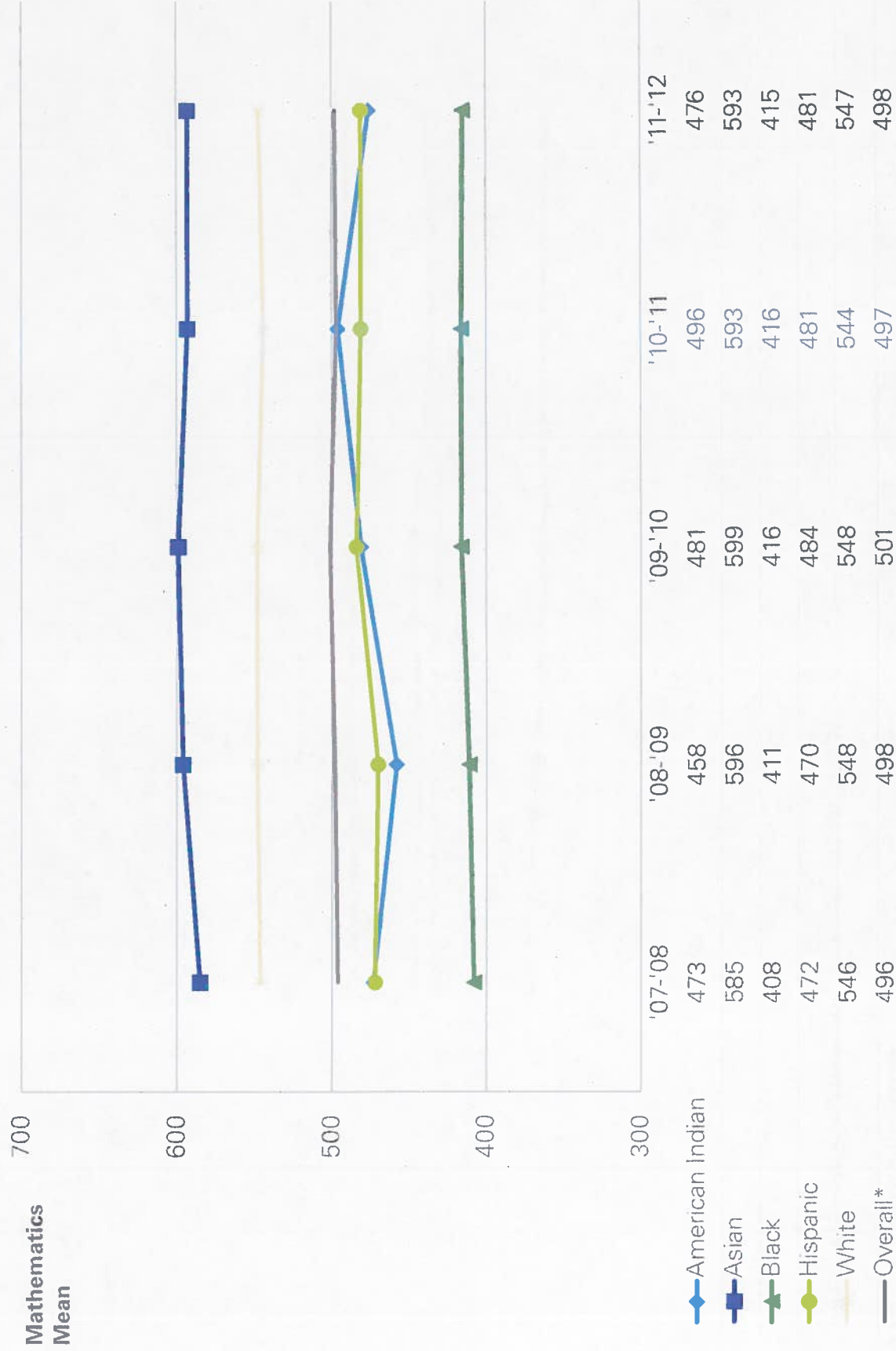
* Represents the mean score for all students, including those who responded "Other" or "No Response."

Student Achievement Report 2011-2012

Maryland - Public Schools



SAT: Mathematics Performance by Ethnic Group

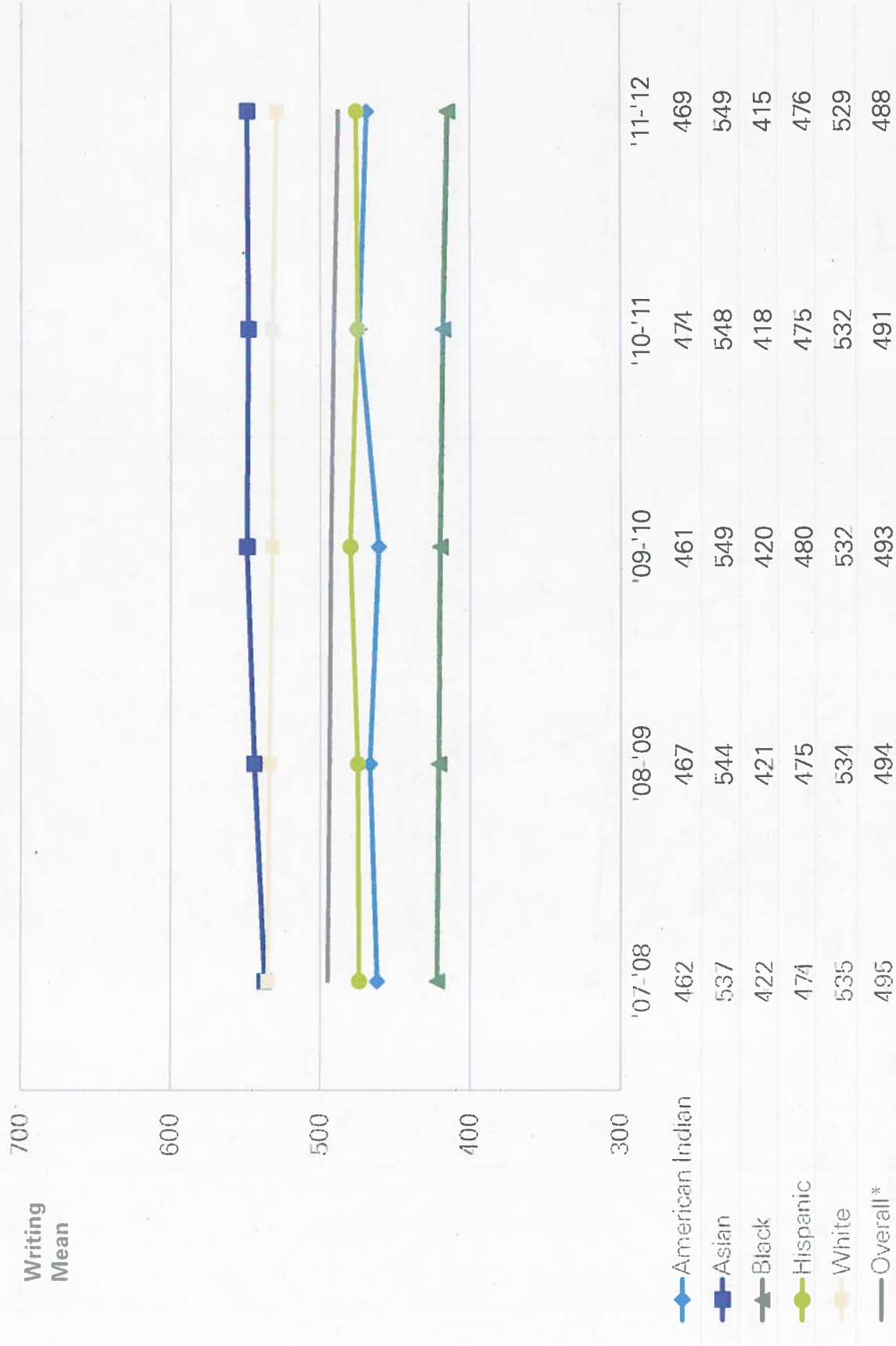


*Represents the mean score for all students, including those who responded "Other" or "No Response."

Student Achievement Report 2011-2012

Maryland - All Schools

SAT: Writing Performance by Ethnic Group

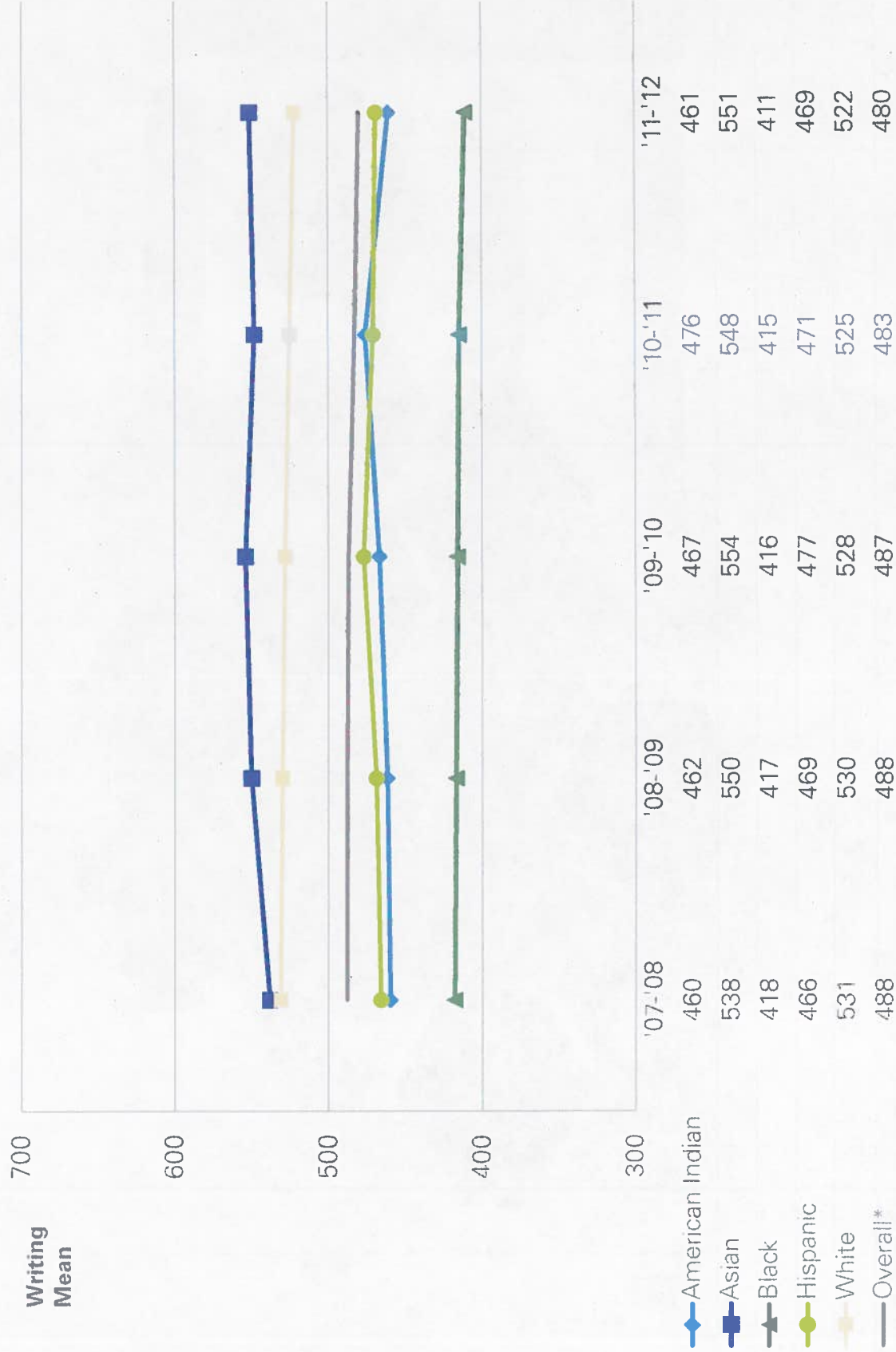


*Represents the mean score for all students, including those who responded "Other" or "No Response."

Student Achievement Report 2011-2012

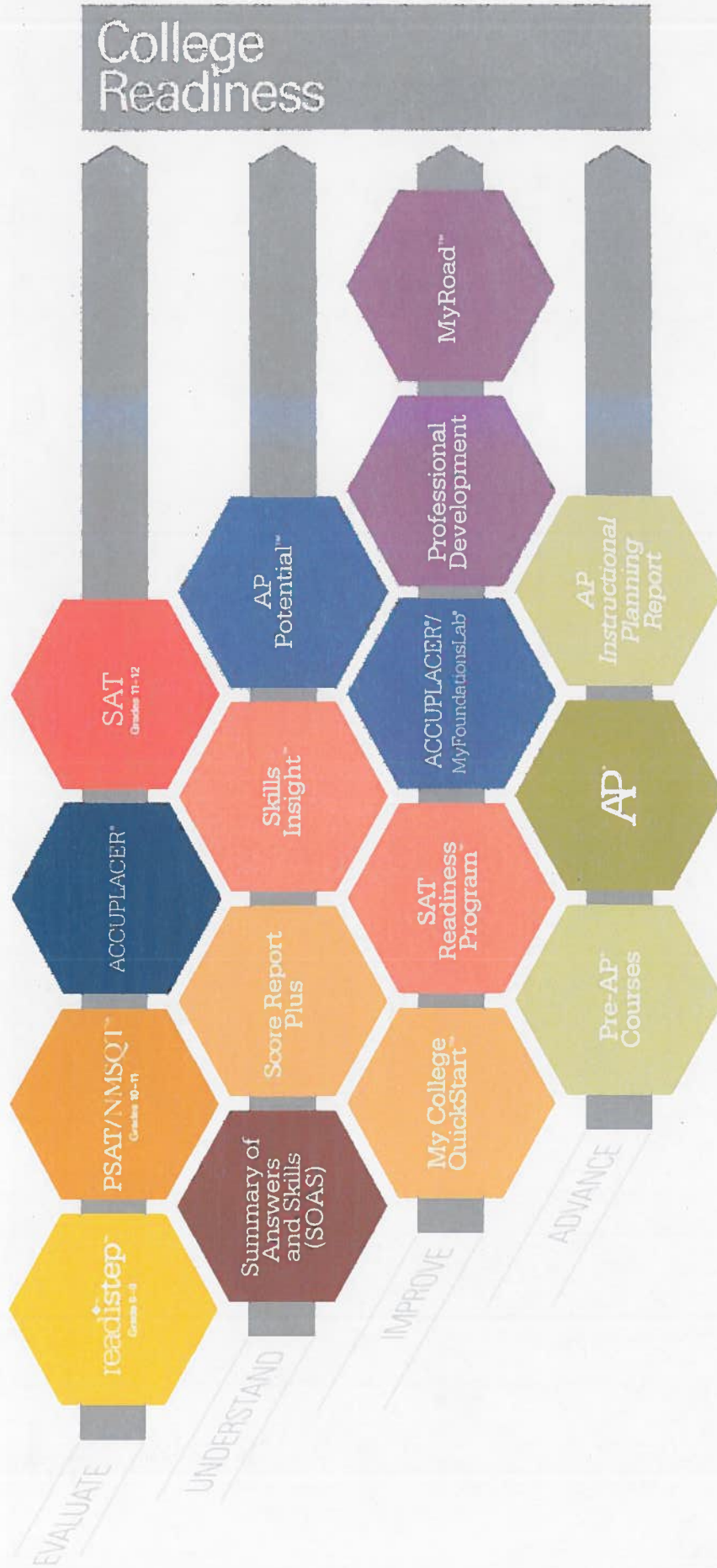
Maryland - Public Schools

SAT: Writing Performance by Ethnic Group



* Represents the mean score for all students, including those who responded "Other" or "No Response."

Strategies for Progress



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