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

October 21, 2004

MEMORANDUM

To: Members of the Board of Education

From: Jerry D. Weast, Superintendent of Schools

Subject: Final 2004 Report on Maryland High School Assessment Results for the Montgomery County Public Schools

The attached report, prepared by the Department of Shared Accountability, summarizes the final Maryland High School Assessment results for the 2003–2004 school year. This final report includes an update of the preliminary data previously submitted to the Board of Education and expands upon the final results submitted on September 10, 2004. Overall passing rates increased in the four subject areas to the highest levels ever: 72.4 percent in algebra, 73.8 percent in biology, 65.7 percent in English, and 79.1 percent in government.

This report highlights the participation and passing rates for Montgomery County Public Schools students, the performance of individual subgroups of students, and comparisons with Maryland's overall results and those of selected counties. Should you have questions regarding the data in this report, please contact Dr. Theresa R. Alban, director, Department of Shared Accountability, at 301-279-3925.

JDW:csa

Attachment

Copy to:
Executive Staff
Principals

Final 2004 Report on Maryland High School Assessment Results for the Montgomery County Public Schools

Department of Shared Accountability

October 2004

Daniel E. Curry-Corcoran, Ph.D.
Jose W. Stevenson, Ph.D.

Montgomery County Public Schools

DEPARTMENT OF SHARED ACCOUNTABILITY

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

Jerry D. Weast
Superintendent of Schools

John Q. Porter
Deputy Superintendent
for Strategic Technologies
and Accountability

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Executive Summary

The final 2004 Maryland High School Assessment (HSA) results in algebra, biology, English, and government highlight positive results for the Montgomery County Public Schools (MCPS) at the county, school, and individual student levels. This report documents the growth and provides a summary of the overall student achievement that has occurred since the 2002 baseline year for each reporting subgroup.

The percentage of MCPS students passing the 2004 HSAs in algebra, biology, English, and government reached its highest level since 2002. Countywide gains in passing rates relative to 2003 ranged from 1.8 percentage points in government to 9.4 percentage points in English. This improvement in performance helped to make up for the 2003 decline in passing rates while still surpassing the baseline performance set in 2002.

Of particular note is the performance of students on the government HSA. Their passing rates continue to improve over time and are closing in on the 80% passing rate. Equally noteworthy is the improvement in the English passing rates considering the steady growth in the number of students tested, especially among students receiving English for Speakers of Other Languages (ESOL) services. ESOL students' participation rate has grown from 61 students in 2002 to 536 in 2004. It can be expected that as increased numbers of students take a test, total students' scores may decline initially. This is not the case with MCPS students, who continue to raise standards despite increasing participation.

Improved passing rates also were evident among students who receive special education and Free and Reduced-price Meals System (FARMS) support services. Students in special education gained in biology, English, and government, while maintaining their passing rate in algebra. Students in the FARMS program made gains across all four assessments, particularly in algebra and English. Again this improvement in passing rates occurred within the context of increased participation.

Clear and impressive gains in 2004 passing rates also were evident among all racial/ethnic student groups, particularly African American and Hispanic students. African American and Hispanic students achieved the largest gains relative to 2003 in algebra, biology, and English and had the second largest gain in government after Asian American students. The increase in passing rates among African American and Hispanic students also surpassed the overall countywide increase in passing rates. Asian American and White students managed to improve on their already high passing rates from previous years.

Across the state of Maryland, the passing rates for the HSAs ranged from a low of 53% in English to a high of 65.9% in government. Passing rates for each HSA increased in every subject area from the 2003 school year, yet the percentage of MCPS students receiving a passing score exceeded the overall state results in every subject area.

2004 Final Report on Maryland High School Assessment Results for the Montgomery County Public Schools

Daniel E. Curry-Corcoran
Jose W. Stevenson

Background

The Maryland State Department of Education (MSDE) currently uses the Maryland High School Assessment (HSA) to measure individual student achievement and overall school performance in the subjects of algebra, biology, English, and government. These data provide summary information for students, parents, and schools regarding the academic performance of students enrolled in these courses. These data also serve as resources to examine and compare the performance of schools and counties across the state of Maryland.

Currently students enrolled in an HSA course in middle or high school are required only to take the corresponding HSA to comply with graduation requirements. Students in the graduating class of 2009 will be the first class required to pass the HSA in order to earn a Maryland high school diploma. These students are currently in Grade 8.

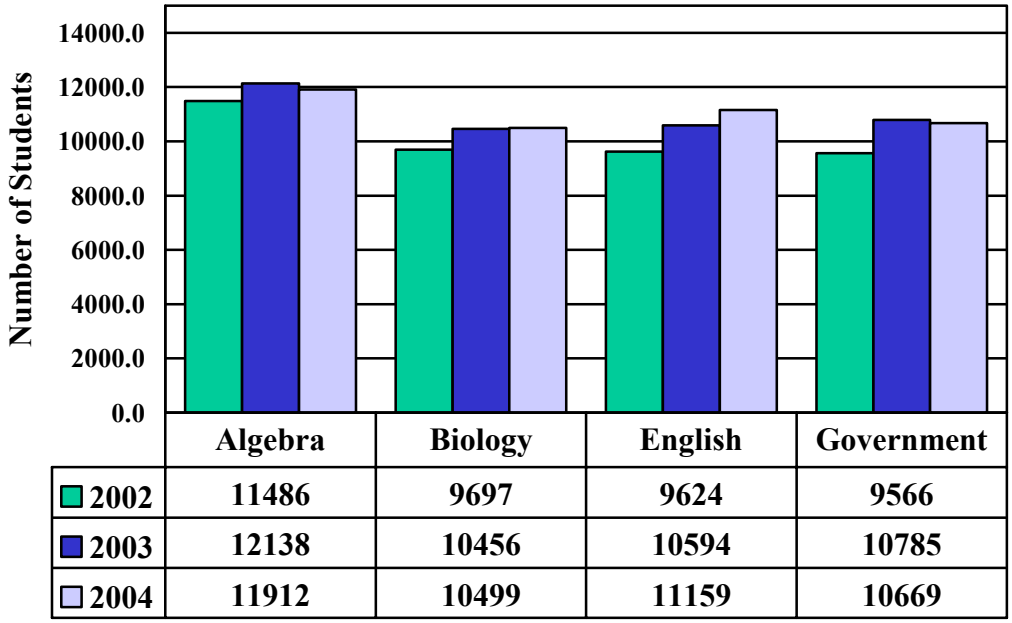
The HSA results presented in this report include the scores of students who took the HSA in January or May 2004. This report documents the performance of students enrolled in HSA courses in MCPS and provides a breakdown of scores for individual middle and high schools and detailed comparisons regarding participation and passing rates between MCPS and other counties across Maryland.

Results

Systemwide Results

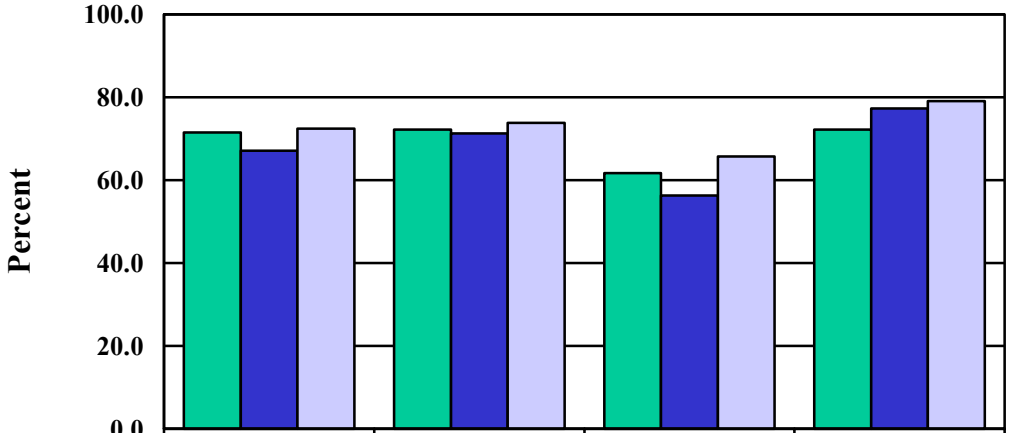
The percentage of MCPS students who passed the 2004 HSAs in algebra, biology, English, and government reached its highest level since the baseline 2002 school year. Countywide gains in passing rates relative to 2003 ranged from 1.8 percentage points in government to 9.4 percentage points in English. This improvement in performance helped make up for the 2003 decline in passing rates and surpassed the baseline performance established in 2002. These results are summarized in Figures 1 and 2.

Figure 1. Student participation on HSAs 2002–2004



	Algebra	Biology	English	Government
2002	11486	9697	9624	9566
2003	12138	10456	10594	10785
2004	11912	10499	11159	10669

Figure 2. Student passing rates on HSAs 2002–2004



	Algebra	Biology	English	Government
2002	71.5	72.2	61.7	72.2
2003	67.1	71.3	56.3	77.3
2004	72.4	73.8	65.7	79.1

Of particular note is the performance of students on the government HSA. Students' passing rates continue to improve over time and are nearing the 80% mark. While passing rates on the algebra, biology, and government HSAs surpassed the 70% mark, there was also a steady improvement in the English passing rate. This growth comes despite an increase of 565 students tested, the largest increase in student participation for any HSA.

Individual School Results

The percentages of students earning passing scores for individual MCPS schools are included in Appendixes 1 and 2. These results are further disaggregated for schools by student subgroups in Appendixes 3 through 7. The subgroups reported include students receiving English for Speakers of Other Languages (ESOL), Free and Reduced-price Meals System (FARMS), special education services, and in all racial/ethnic categories.[1]

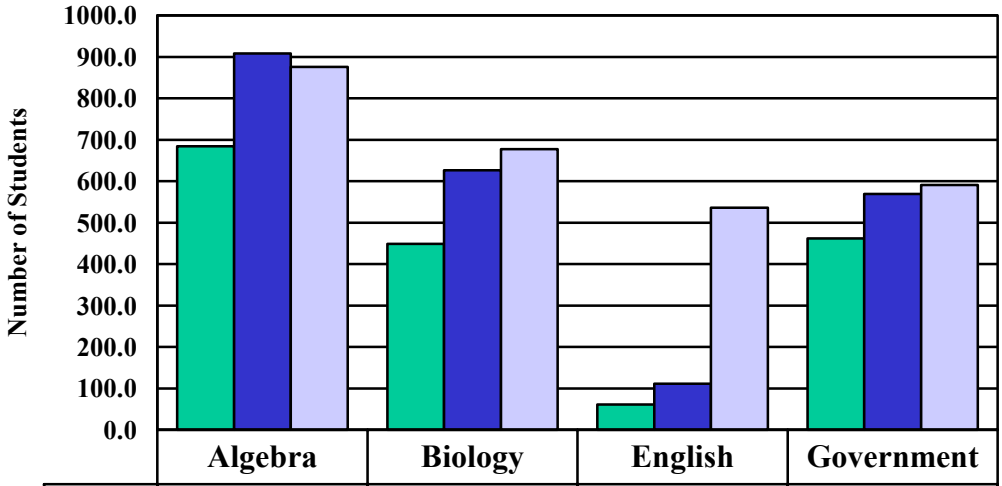
[1] To maintain consistency with results issued by the MSDE, scores for subgroups containing fewer than five students are not reported. These cells are indicated with the "na" label. If a school did not have any students who were tested in a particular subgroup, those cells are indicated with a "—" label for this report.

Student Subgroup Scores

English for Speakers of Other Languages

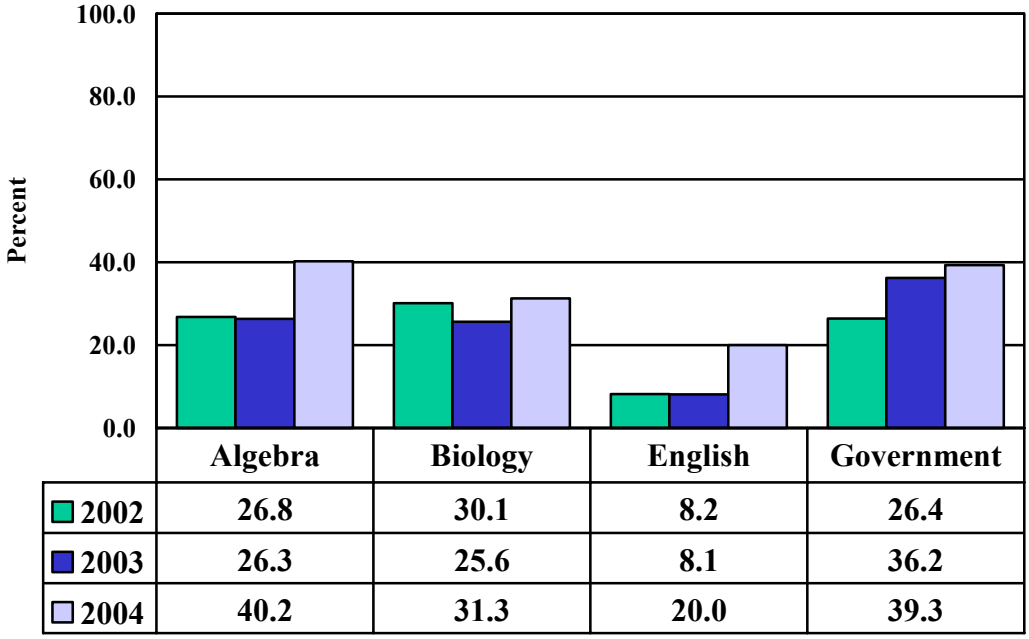
The performance of students enrolled in the ESOL program on each HSA is detailed in Figures 3 and 4. As evidenced in the overall student performance, ESOL students continue to make substantial gains in performance despite having increased participation on each HSA. Only algebra had fewer ESOL students taking the HSA over the 2003 to 2004 school years. The most notable increase occurred in participation on the English HSA for which the rate increased by 475 more students from 61 to 536.

Figure 3. ESOL student participation on HSAs 2002–2004



	Algebra	Biology	English	Government
2002	684	449	61	462
2003	908	626	111	569
2004	876	677	536	591

Figure 4. ESOL student passing rates on HSAs 2002–2004



Along with the general increase in the number of ESOL students participating on the HSA, the percentage of students passing each HSA also increased from the 2003 school year and surpassed the performance of 2002, the baseline year. The most notable gains from the 2003 school year were a 13.9% increase in algebra and an 11.9% increase in English.

Special Education and Free and Reduced-price Meals System

Improved passing rates also were evident among students who receive special education and FARMS support services. Students in special education improved in biology, English, and government, while maintaining their passing rate in algebra. The passing rate for students in the FARMS program increased on all four HSAs, particularly algebra and English. On these two tests, the improvement in passing rates occurred within the context of increased participation. Trends in participation and passing rates from the baseline school year to the 2004 school year are included in Figures 5 through 8.

Figure 5. Special education student participation on HSAs 2002–2004

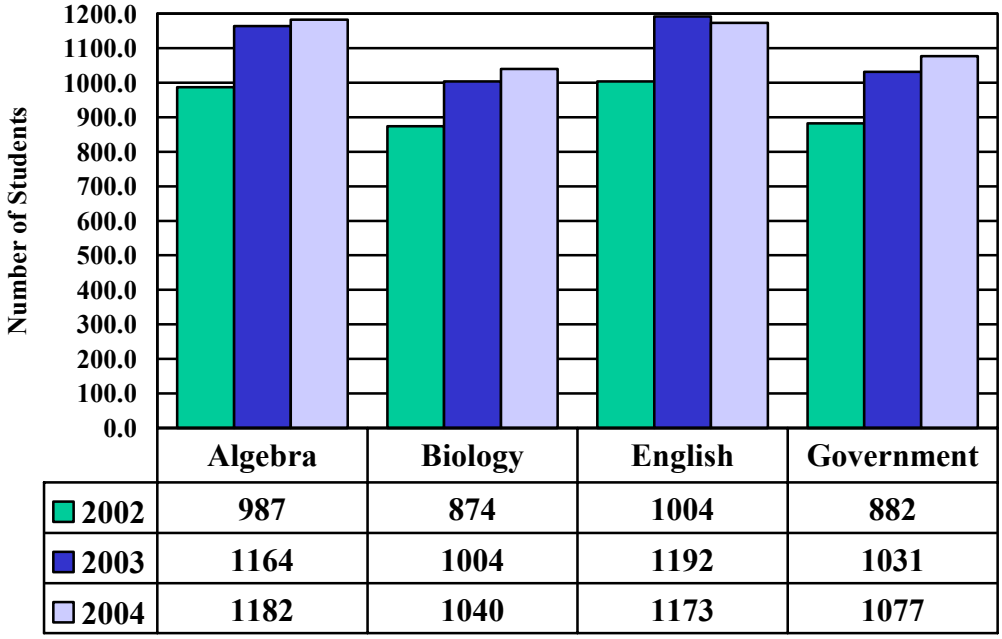


Figure 6. Special education student passing rates on HSAs 2002–2004

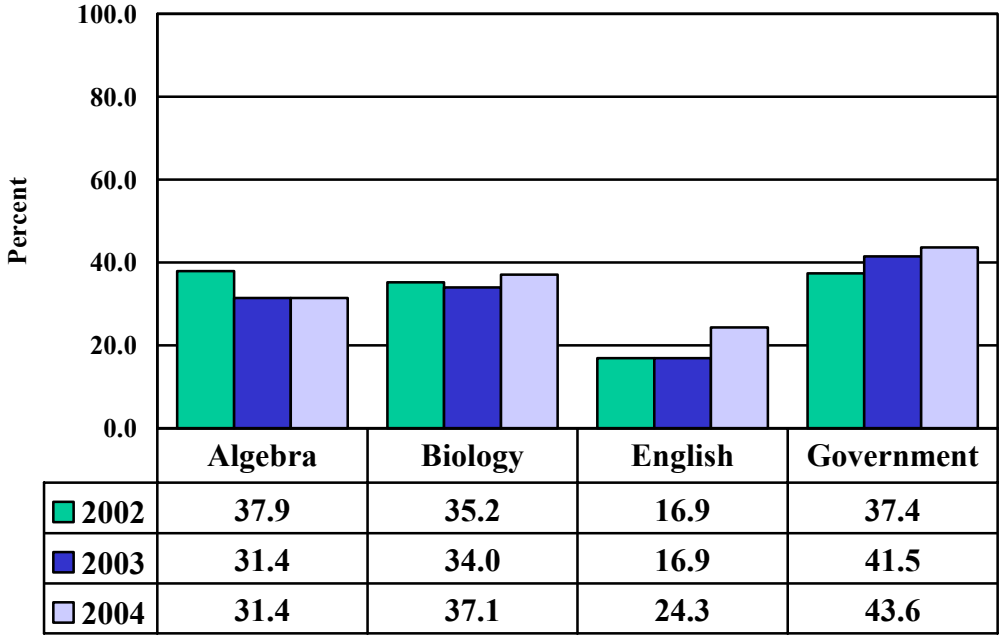


Figure 7. FARMS student participation on HSAs 2002–2004

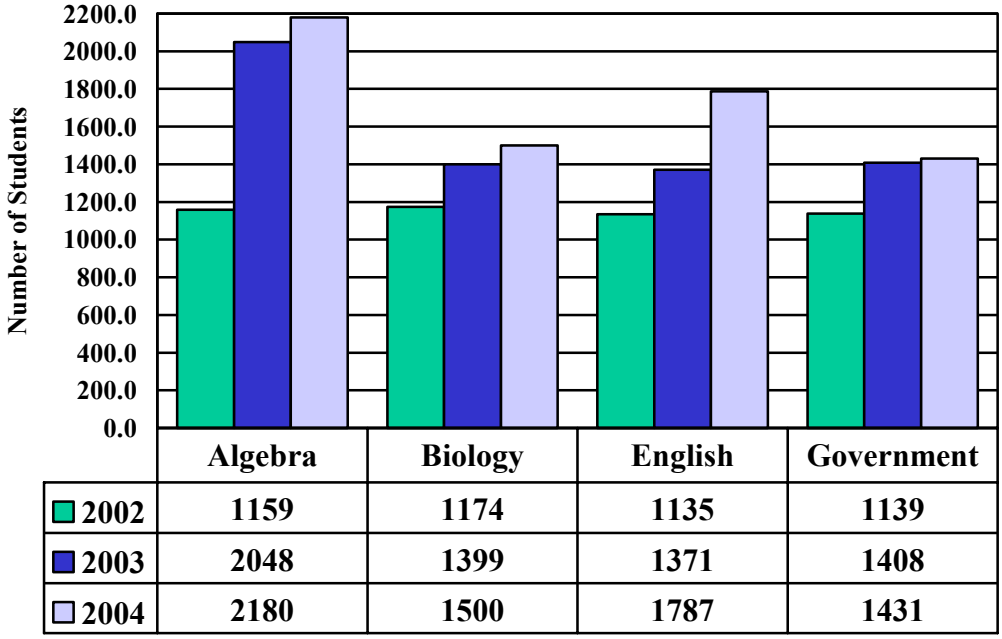
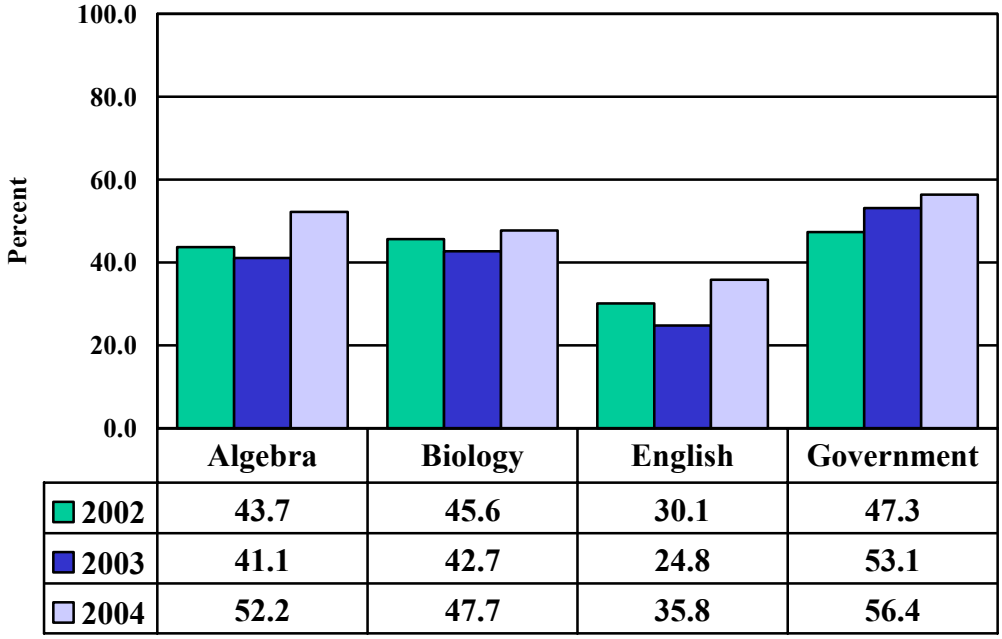


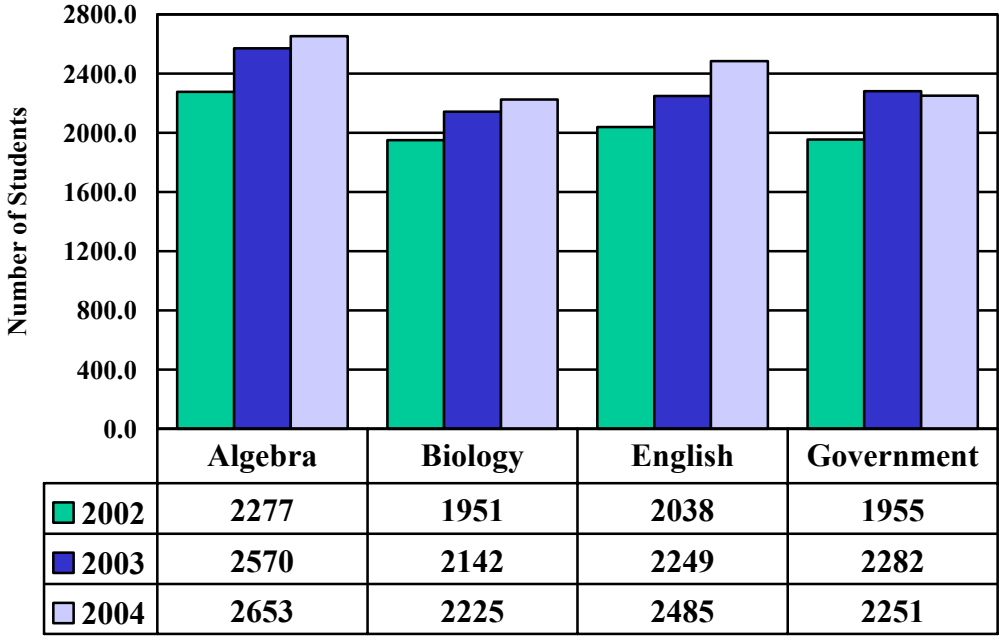
Figure 8. FARMS student passing rates on HSAs 2002–2004



Racial/Ethnic Subgroups

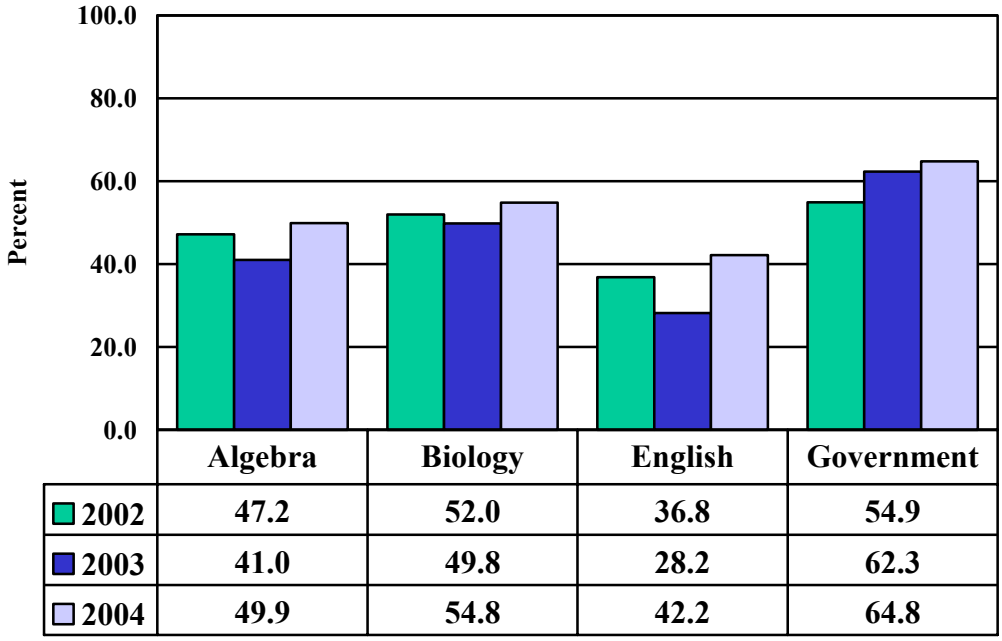
Impressive gains in 2004 passing rates also were evident among all racial/ethnic student groups, particularly African American and Hispanic students. While Asian American and White students continued to improve on their already high passing rates from previous years, African American and Hispanic students achieved the largest gains relative to 2003 in their passing rates in algebra, biology, and English. African American and Hispanic students also had the second largest gain in government after Asian American students. The increase in passing rates among African American and Hispanic students also surpassed the countywide increase in passing rates in every subject area as reported in Figure 2. Students' participation and passing rates by all racial/ethnic subgroups are summarized in Figures 9 through 16.

Figure 9. African American student participation on HSAs 2002–2004



	Algebra	Biology	English	Government
2002	2277	1951	2038	1955
2003	2570	2142	2249	2282
2004	2653	2225	2485	2251

Figure 10. African American student passing rates on HSAs 2002–2004



	Algebra	Biology	English	Government
2002	47.2	52.0	36.8	54.9
2003	41.0	49.8	28.2	62.3
2004	49.9	54.8	42.2	64.8

Figure 11. Asian American student participation on HSAs 2002–2004

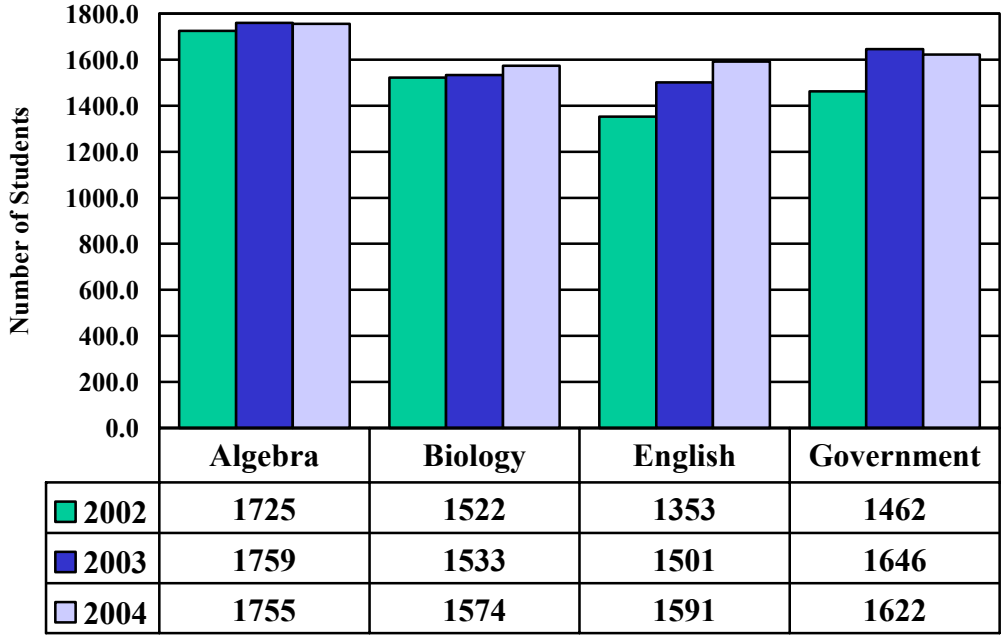


Figure 12. Asian American student passing rates on HSAs 2002–2004

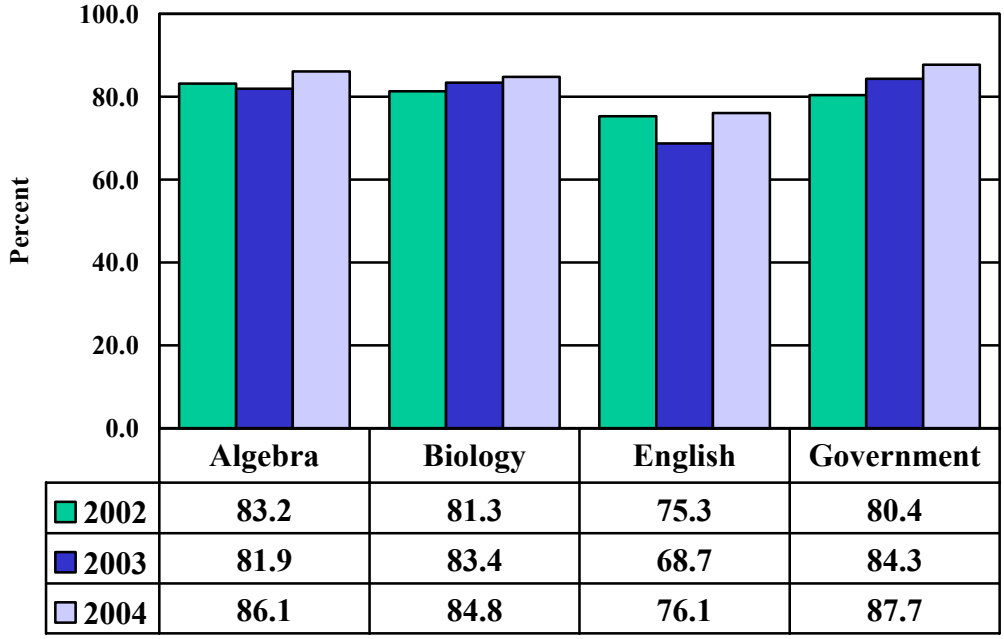


Figure 13. Hispanic student participation on HSAs 2002–2004

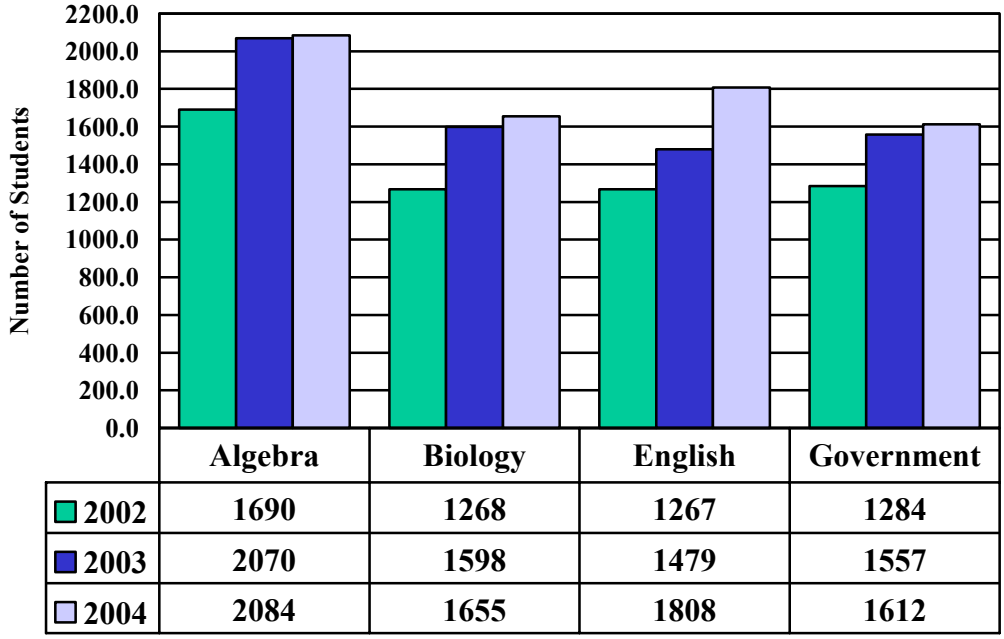


Figure 14. Hispanic student passing rates on HSAs 2002–2004

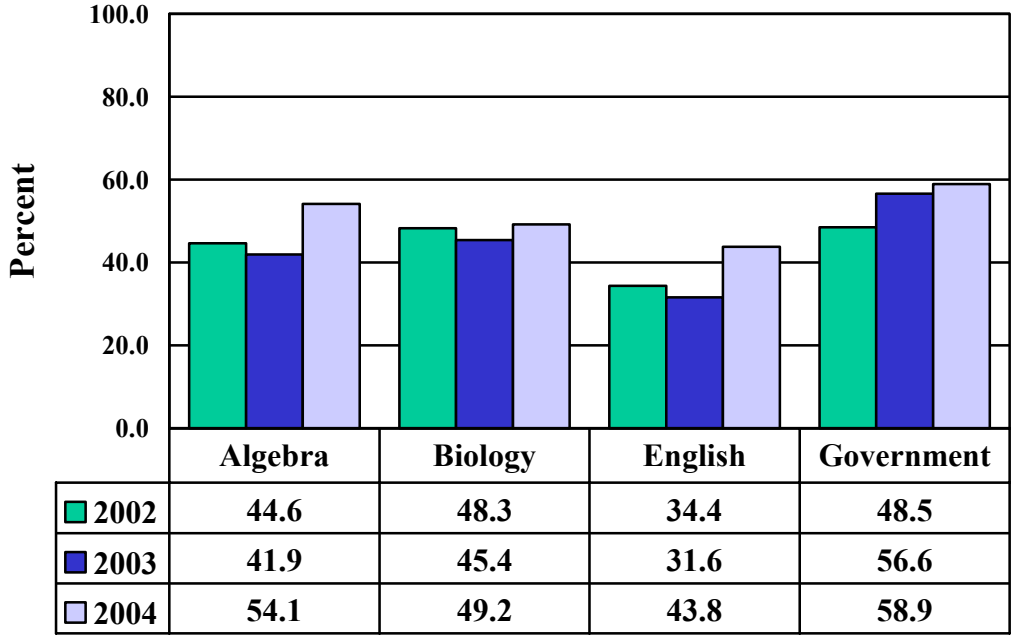


Figure 15. White student participation on HSAs 2002–2004

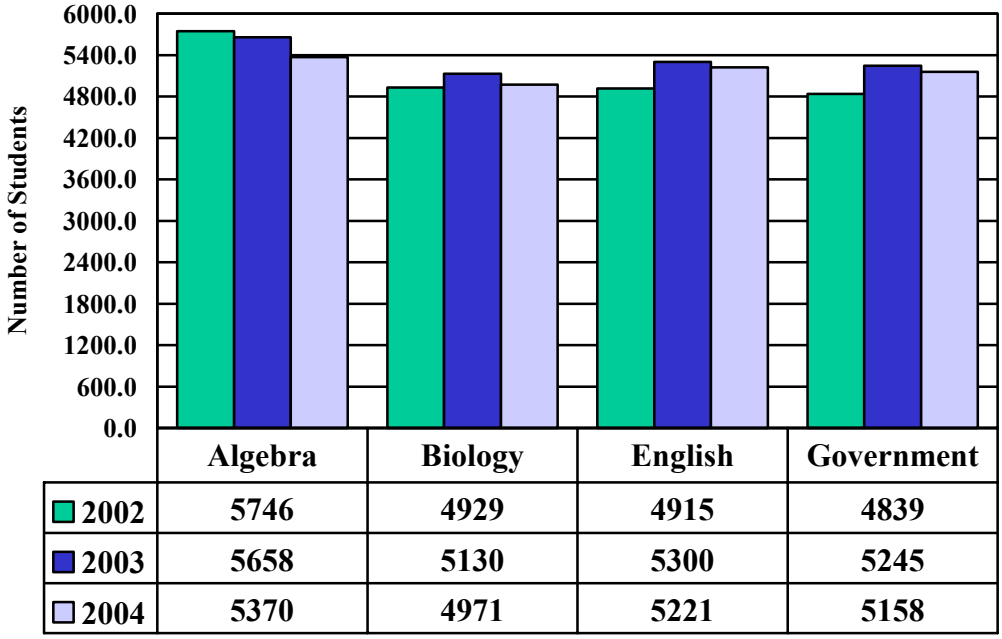
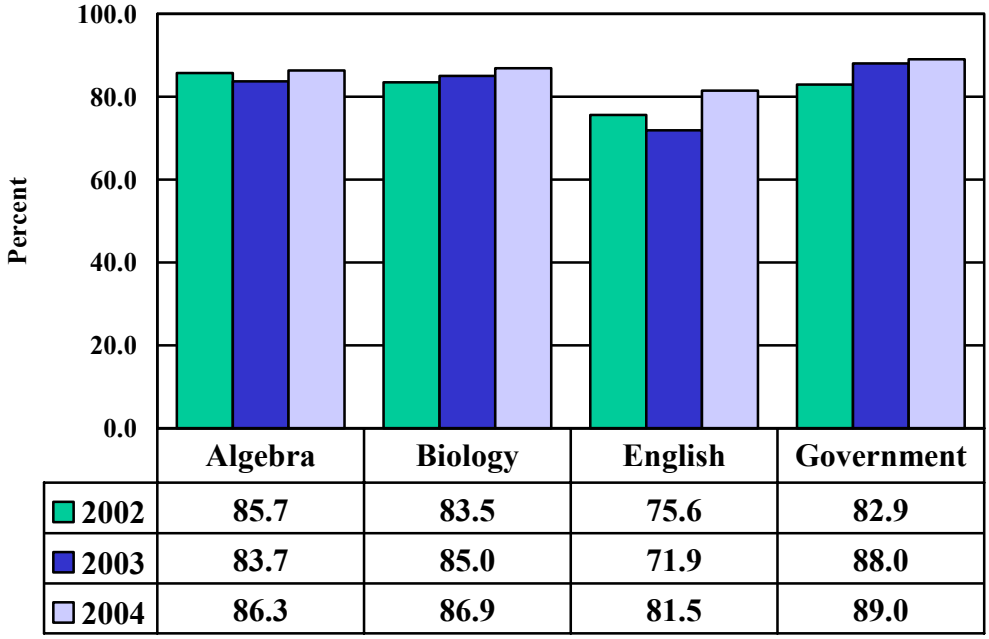


Figure 16. White student passing rates on HSAs 2002–2004



County and State Comparisons

Comparisons with Selected Counties and the State of Maryland

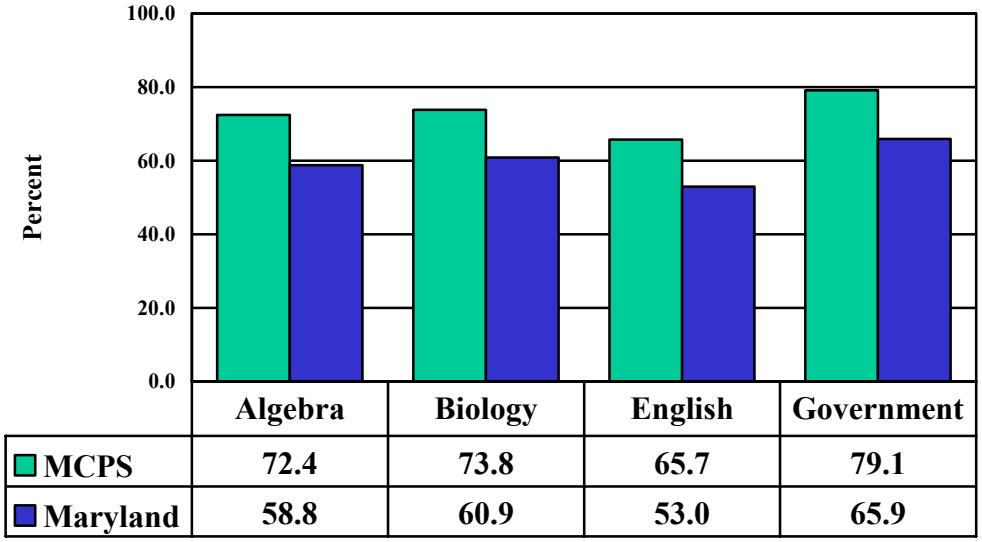
A comparison of HSA passing rates for MCPS with test takers statewide and in selected counties is included in Table 1. These passing rates reflect students' scores for the 2004 school year. Compared with the counties listed in Table 1, only the passing rates of students in Howard County exceeded those of MCPS on every HSA.[2]

Table 1. Percentage of Students Earning Passing Scores on the Maryland HSAs Statewide and in Selected Counties

	Anne Arundel	Baltimore	Frederick	Howard	Prince George's	MCPS	Maryland
Algebra	72.5	50.5	68.6	74.0	36.8	72.4	58.8
Biology	74.6	58.5	64.2	79.4	35.8	73.8	60.9
English	51.5	50.2	56.2	73.7	39.0	65.7	53.0
Government	64.9	65.0	68.1	83.1	48.8	79.1	65.9

Across the state of Maryland, the passing rates for HSAs ranged from a low of 53% in English to a high of 65.9% in government. Passing rates for each test increased in every subject area from the 2003 school year. The percentage of MCPS students receiving a passing score exceeds the overall state results in every subject area. These results are highlighted in Figure 17. The HSA passing rate in MCPS for each subject continues to exceed state performance by more than 12%.

Figure 17. MCPS and Maryland State passing rates on HSAs 2004



[2] Anne Arundel County posted higher passing rates in algebra (+.1%) and biology (+.8%).

Discussion

The percentage of MCPS students passing the HSAs in algebra, biology, English, and government reached its highest level since the 2002 baseline year. These percentages continue to improve despite steady participation rates in algebra and government and increased participation rates in biology and English. The most impressive overall performance came with the increase in passing rates on the government HSA. Student passing rates rose to nearly 80%, and there was a 9.4% passing rate increase on the English HSA.

Similar improvements in student passing rates also were evidenced in each student subgroup. Despite a participation rate that increased by nearly 800% since the 2002 baseline year, ESOL students' passing rates on the English HSA increased by 11.9% from the 2003 school year. ESOL students posted similar growth on the algebra HSA as passing rates increased by 13.9%.

Students receiving special education and FARMS supporting services also achieved improved passing rates on the HSA. Special education students made notable gains on the English HSA with a passing rate increase of 7.4%, and FARMS students posted an 11% improvement on the algebra and English HSA from the 2003 school year.

Impressive increases in 2004 passing rates also were evident among all racial/ethnic student groups, particularly African American and Hispanic students. African American students had a 14% increase in passing rates from the 2003 school year on the English HSA, and Hispanic students achieved an increase of more than 12% on both the algebra and English HSAs. While these increases were impressive, there is still a noticeable gap in the passing rate of African American and Hispanic students compared with White and Asian American students.

In analyzing scores across the state of Maryland, the passing rates for the HSAs ranged from a low of 53% in English to a high of 65.9% in government. While the passing rates for each test increased in every subject area from the 2003 school year, the percentage of MCPS students earning a passing score continued to exceed the overall state results.

In analyzing student achievement on the HSA, it is important to keep in mind that the majority of students currently taking the HSA are aware that they are not required to pass the HSA in order to receive a high school diploma. These scores also do not count toward students' end-of-course grades. While no study has analyzed the impact these psychological factors can have on test results, it is reasonable to assume that these factors could possibly impact student motivation and effort when taking the tests. Thus HSA results will become a better indicator of student achievement once these assessments have more significance for graduation requirements.

Recommendations

MCPS students made notable gains in passing rates on each HSA over the 2003 and 2004 school years across the district and for individual student subgroups. While passing rates improved, there continues to be a noticeable gap in the percentage of students passing each HSA among different student groups. The following recommendations highlight two proposals that may assist in fostering the growth patterns seen over the 2004 testing cycle for upcoming school years and developing a better understanding for ways to resolve the current achievement gap.

1. **Continue to emphasize to students and school staff the importance of the Maryland HSA testing process.**

   As the HSAs begin to take on new importance for high school graduation requirements, students and school staff must continue to be made aware of the overall importance of properly administering and preparing for the HSAs. Students currently enrolled in Grade 8 are the first cohort required to pass individual HSAs in order to satisfy Maryland graduation requirements. Ensuring that students have adequate formative assessments during their instructional time to generate data points highlighting their academic progress for themselves and teachers is pivotal to ensuring that students are prepared to take this end-of-course exam. Teachers should be reminded of the academic indicators examined on the HSAs so they can best ensure their students are aptly prepared. Helping to ensure that current classroom practices and formative assessments are aligned with the Maryland Voluntary State Curriculum will facilitate this process.

2. **Explore additional instructional opportunities and initiatives to foster continued improvement in performance of African American, Hispanic, ESOL, special education and FARMS students.**

   Students in every individual subgroup made notable strides in the passing rates on each HSA from the 2002 baseline year. Despite this improvement, a noticeable achievement gap still exists in the performance of African American and Hispanic students compared with White and Asian American students for each HSA. Investigating and diagnosing the strengths and weaknesses of students in these racial/ethnic subgroups with formative assessments in grades prior and during the actual HSA course will help in the development of initiatives and/or instructional services designed to meet their particular needs.

   While students in the ESOL, special education, and FARMS groups continue to improve from subsequent testing cycles, approximately half of the students in these subgroups did not meet the HSA passing requirements. These students will invariably benefit from any initiatives focused on reducing the achievement gap evident among different racial/ethnic subgroups, but also may benefit from additional efforts designed to meet their particular needs.

Appendix 1. Percentage of MCPS Students Earning Passing Scores on the 2004 Maryland High School Assessments by Middle School

Middle School	Algebra	
	Percent Passing	Number Tested
Argyle	90.9	88
John T. Baker	100.0	196
Benjamin Banneker	92.7	206
Briggs Chaney	98.6	145
Cabin John	97.9	242
Roberto W. Clemente	88.9	126
Eastern	93.6	156
William H. Farquhar	99.3	146
Forest Oak	98.3	174
Robert Frost	99.7	292
Gaithersburg	92.7	206
Herbert Hoover	99.6	268
Francis Scott Key	71.5	144
Martin Luther King Jr.	97.4	155
Kingsview	98.5	206
Col. E. Brooke Lee	100.0	81
Montgomery Village	90.4	94
Neelsville	97.4	116
Newport Mill	92.1	127
North Bethesda	100.0	188
Parkland	88.8	179
Rosa M. Parks	99.4	156
John H. Poole	98.0	50
Thomas W. Pyle	100.0	255
Redland	94.3	212
Ridgeview	97.5	237
Rocky Hill	98.4	125
Shady Grove	98.8	165
Silver Spring International	90.3	155
Sligo	98.0	98
Takoma Park	99.5	200
Tilden	100.0	191
Julius West	97.1	210
Westland	94.1	269
White Oak	94.4	216
Earle B. Wood	94.3	212

Appendix 2. Percentage of MCPS Students Earning Passing Scores on the 2004 Maryland High School Assessments by High School and Special School

High School	Algebra		Biology		English		Government	
	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested
Bethesda-Chevy Chase	58.0	157	88.2	415	78.7	414	87.6	410
Montgomery Blair	42.1	437	68.4	637	61.7	812	77.9	748
James Hubert Blake	47.0	217	73.8	469	66.7	457	82.8	505
Winston Churchill	75.3	154	93.7	522	91.2	545	92.5	547
Damascus	49.5	222	75.4	467	69.6	474	78.0	460
Albert Einstein	38.4	370	66.0	541	58.0	457	71.6	377
Gaithersburg	45.3	298	57.2	563	59.0	520	62.4	561
Walter Johnson	61.7	167	83.9	454	75.8	450	89.8	491
John F. Kennedy	40.8	292	55.1	372	51.8	394	67.0	342
Col. Zadok Magruder	48.7	226	75.7	530	65.2	535	83.4	529
Richard Montgomery	40.2	204	89.9	345	74.2	497	85.0	487
Northwest	38.9	329	75.4	452	57.6	514	73.9	490
Paint Branch	42.4	231	75.0	404	57.9	456	77.8	442
Poolesville	67.7	65	86.6	201	84.2	202	88.0	192
Quince Orchard	46.9	243	77.7	475	71.7	484	82.0	466
Rockville	51.6	124	64.0	292	57.4	333	68.3	265
Seneca Valley	39.0	277	63.7	366	44.0	480	71.6	377
Sherwood	53.3	270	74.3	525	66.3	575	77.6	545
Springbrook	36.7	237	63.4	506	60.1	469	79.3	458
Wheaton	30.7	270	53.9	393	41.2	410	61.1	342
Walt Whitman	81.4	188	93.7	429	90.2	448	93.8	487
Watkins Mill	42.0	326	71.5	428	55.5	483	77.9	447
Thomas S. Wootton	72.5	149	92.0	550	89.7	580	94.6	554
Alternative Programs	10.4	48	2.2	46	2.0	49	21.7	60
RICA	36.4	22	36.8	19	35.3	34	20.0	15
Mark Twain School	0.0	8	0.0	13	7.7	13	8.3	12

Appendix 3. Percentage of MCPS Students Earning Passing Scores on the 2004 Maryland High School Assessments for ESOL Subgroup

Middle School	Algebra	
	Percent Passing	Number Tested
Argyle	na	na
John T. Baker	—	—
Benjamin Banneker	42.9	7
Briggs Chaney	—	—
Cabin John	na	na
Roberto W. Clemente	na	na
Eastern	—	—
William H. Farquhar	—	—
Forest Oak	na	na
Robert Frost	100.0	9
Gaithersburg	60.0	5
Herbert Hoover	na	na
Francis Scott Key	—	—
Martin Luther King Jr.	na	na
Kingsview	na	na
Col. E. Brooke Lee	100.0	na
Montgomery Village	na	na
Neelsville	80.0	5
Newport Mill	100.0	5
North Bethesda	100.0	7
Parkland	100.0	5
Rosa M. Parks	na	na
John H. Poole	—	—
Thomas W. Pyle	na	na
Redland	—	—
Ridgeview	na	na
Rocky Hill	—	—
Shady Grove	na	na
Silver Spring International	na	na
Sligo	na	na
Takoma Park	na	na
Tilden	100.0	9
Julius West	96.2	26
Westland	100.0	8
White Oak	na	na
Earle B. Wood	na	na

High School	Algebra		Biology		English		Government	
	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested
Bethesda-Chevy Chase	32.4	34	50.0	10	26.3	19	66.7	36
Montgomery Blair	23.5	85	11.4	44	1.7	60	30.6	62
James Hubert Blake	22.2	9	62.5	8	0.0	9	85.7	7
Winston Churchill	—	—	—	—	—	—	—	—
Damascus	—	—	—	—	—	—	—	—
Albert Einstein	32.0	97	30.4	79	22.4	67	37.1	35
Gaithersburg	33.3	48	18.6	59	13.5	37	37.5	40
Walter Johnson	48.3	29	53.1	32	37.5	24	48.3	29
John F. Kennedy	36.7	60	33.3	54	17.1	35	34.9	43
Col. Zadok Magruder	47.1	17	23.1	26	0.0	9	45.8	24
Richard Montgomery	25.0	36	55.6	27	51.5	33	51.5	33
Northwest	—	—	—	—	—	—	—	—
Paint Branch	37.5	8	na	na	na	na	60.0	5
Poolesville	—	—	—	—	—	—	—	—
Quince Orchard	35.5	31	24.4	41	27.3	22	37.5	32
Rockville	53.3	15	21.1	19	23.1	13	20.0	20
Seneca Valley	38.3	60	35.1	57	10.9	55	23.6	55
Sherwood	10.0	40	10.8	37	5.9	34	11.9	42
Springbrook	22.9	35	11.1	36	29.4	17	29.0	31
Wheaton	36.1	61	24.6	61	8.8	34	25.6	39
Walt Whitman	57.9	19	86.2	29	61.5	26	83.3	30
Watkins Mill	30.0	60	41.5	41	6.9	29	54.5	22
Thomas S. Wootton	33.3	12	42.9	14	55.6	9	83.3	6
Alternative Programs	—	—	—	—	na	na	—	—
RICA	—	—	—	—	—	—	—	—
Mark Twain School	—	—	—	—	—	—	—	—
All Montgomery County Schools	40.2	876	31.3	677	20.0	536	39.3	591

Appendix 4. Percentage of MCPS Students Earning Passing Scores on the 2004 Maryland High School Assessments for FARMS Subgroup

Middle School	Algebra	
	Percent Passing	Number Tested
Argyle	80.8	26
John T. Baker	100.0	6
Benjamin Banneker	92.3	26
Briggs Chaney	90.9	11
Cabin John	na	na
Roberto W. Clemente	79.2	24
Eastern	85.3	34
William H. Farquhar	100.0	7
Forest Oak	88.5	26
Robert Frost	na	na
Gaithersburg	79.3	29
Herbert Hoover	na	na
Francis Scott Key	58.8	34
Martin Luther King Jr.	95.2	21
Kingsview	92.3	13
Col. E. Brooke Lee	100.0	10
Montgomery Village	81.3	16
Neelsville	88.9	18
Newport Mill	86.7	30
North Bethesda	100.0	6
Parkland	92.0	88
Rosa M. Parks	na	na
John H. Poole	na	na
Thomas W. Pyle	na	na
Redland	90.0	20
Ridgeview	100.0	18
Rocky Hill	na	na
Shady Grove	100.0	15
Silver Spring International	90.7	43
Sligo	90.0	20
Takoma Park	92.9	14
Tilden	100.0	12
Julius West	100.0	29
Westland	70.0	20
White Oak	89.7	39
Earle B. Wood	90.0	30

High School	Algebra		Biology		English		Government	
	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested
Bethesda-Chevy Chase	50.0	32	52.0	25	28.2	39	65.5	29
Montgomery Blair	41.1	202	50.0	118	35.9	206	61.7	149
James Hubert Blake	28.6	35	45.2	42	32.2	59	57.9	38
Winston Churchill	46.7	15	72.7	11	38.9	18	61.5	13
Damascus	36.4	22	45.8	24	34.3	35	54.5	22
Albert Einstein	31.0	168	50.0	166	44.4	153	55.9	93
Gaithersburg	36.0	86	35.0	117	33.0	109	40.8	103
Walter Johnson	23.5	17	50.0	24	26.5	34	68.2	22
John F. Kennedy	41.3	104	46.6	103	36.1	108	55.9	93
Col. Zadok Magruder	39.3	61	35.7	84	33.3	75	55.4	83
Richard Montgomery	35.6	59	73.0	37	46.2	78	68.6	70
Northwest	28.1	64	48.8	41	34.3	70	57.1	49
Paint Branch	40.4	47	59.3	59	44.3	70	59.0	61
Poolesville	na	na	83.3	6	60.0	5	100.0	6
Quince Orchard	34.0	53	43.6	55	50.0	56	64.2	53
Rockville	42.1	38	41.7	60	29.9	77	44.2	52
Seneca Valley	34.8	66	54.9	71	28.6	91	56.1	57
Sherwood	20.0	35	30.8	39	25.0	44	43.2	44
Springbrook	34.6	81	43.3	97	33.7	98	60.0	90
Wheaton	33.9	124	55.2	163	37.1	175	60.0	135
Walt Whitman	25.0	8	50.0	6	42.9	7	45.5	11
Watkins Mill	38.8	103	63.2	87	39.4	104	67.1	85
Thomas S. Wootton	50.0	6	76.5	17	70.0	20	81.3	16
Alternative Programs	12.5	24	0.0	19	0.0	23	22.2	36
RICA	na	na	na	na	0.0	6	na	na
Mark Twain School	0.0	5	0.0	9	10.0	10	14.3	7
All Montgomery Schools	52.5	2,180	47.7	1,500	35.8	1,787	56.4	1,431

Appendix 5. Percentage of MCPS Students Earning Passing Scores on the 2004 Maryland High School Assessments for Special Education Subgroup

School	Algebra	
	Percent Passing	Number Tested
Argyle	na	na
John T. Baker	na	na
Benjamin Banneker	na	na
Briggs Chaney	na	na
Cabin John	71.4	7
Roberto W. Clemente	na	na
Eastern	na	na
William H. Farquhar	100.0	7
Forest Oak	na	na
Robert Frost	100.0	8
Gaithersburg	66.7	12
Herbert Hoover	100.0	5
Francis Scott Key	83.3	6
Martin Luther King Jr.	na	na
Kingsview	100.0	5
Col. E. Brooke Lee	100.0	8
Montgomery Village	na	na
Neelsville	na	na
Newport Mill	na	na
North Bethesda	100.0	12
Parkland	100.0	8
Rosa M. Parks	na	na
John H. Poole	na	na
Thomas W. Pyle	100.0	6
Redland	71.4	7
Ridgeview	na	na
Rocky Hill	na	na
Shady Grove	83.3	6
Silver Spring International	80.0	5
Sligo	na	na
Takoma Park	na	na
Tilden	na	na
Julius West	na	na
Westland	66.7	9
White Oak	88.9	9
Earle B. Wood	na	na

High School	Algebra		Biology		English		Government	
	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested
Bethesda-Chevy Chase	44.0	25	34.8	23	29.7	37	38.9	18
Montgomery Blair	11.9	59	30.2	43	33.8	65	43.9	57
James Hubert Blake	25.9	27	30.8	39	21.9	32	47.6	42
Winston Churchill	43.2	44	74.5	51	52.8	53	65.5	58
Damascus	30.6	49	32.5	40	20.7	58	40.0	35
Albert Einstein	10.2	59	20.8	48	12.8	39	24.4	45
Gaithersburg	19.4	62	15.4	78	18.5	65	12.5	80
Walter Johnson	39.6	48	56.1	66	31.5	54	70.5	78
John F. Kennedy	12.8	47	15.7	51	11.6	43	34.6	52
Col. Zadok Magruder	15.1	53	57.1	63	19.0	63	52.3	65
Richard Montgomery	13.9	36	57.1	14	23.4	47	35.6	45
Northwest	21.0	62	43.3	30	17.1	70	38.9	36
Paint Branch	6.7	30	28.2	39	12.1	33	31.6	38
Poolesville	54.5	11	56.5	23	50.0	20	70.8	24
Quince Orchard	23.1	39	41.7	48	25.5	51	42.6	47
Rockville	31.3	16	23.1	26	20.0	35	20.8	24
Seneca Valley	12.8	39	22.9	35	10.6	47	53.1	32
Sherwood	15.4	39	29.5	44	25.0	48	41.9	43
Springbrook	8.3	24	25.6	39	25.8	31	39.4	33
Wheaton	10.3	39	27.3	33	4.4	45	34.5	29
Walt Whitman	65.0	40	76.9	26	46.7	45	79.4	34
Watkins Mill	6.3	32	20.0	30	9.1	44	21.6	37
Thomas S. Wootton	52.2	23	76.5	34	52.8	36	89.7	39
Alternative Programs	0.0	7	0.0	5	0.0	6	33.3	6
RICA	36.8	19	38.9	18	34.4	32	21.4	14
Mark Twain School	0.0	8	0.0	13	7.7	13	8.3	12
All Montgomery Schools	31.4	1,182	37.1	1,040	24.3	1,173	43.6	1,077

Appendix 6. Percentage of MCPS Students Earning Passing Scores on the 2004 Maryland High School Assessments by Middle School for Racial/Ethnic Subgroups

Algebra	American Indian		Asian American		African American		White		Hispanic	
	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested
Argyle	—	—	100.0	16	86.8	38	95.2	21	84.6	13
John T. Baker	na	na	100.0	8	100.0	6	100.0	174	100.0	6
Benjamin Banneker	na	na	92.3	52	90.5	63	98.7	76	69.2	13
Briggs Chaney	—	—	97.4	38	100.0	27	100.0	69	90.9	11
Cabin John	—	—	98.8	85	100.0	10	97.0	134	100.0	13
Roberto W. Clemente	na	na	92.0	25	82.8	29	92.6	54	81.3	16
Eastern	na	na	96.9	32	84.6	26	96.9	64	90.6	32
William H. Farquhar	—	—	100.0	26	92.9	14	100.0	100	100.0	6
Forest Oak	na	na	na	na	89.3	28	100.0	102	100.0	21
Robert Frost	—	—	na	na	100.0	8	100.0	167	100.0	8
Gaithersburg	—	—	97.5	40	89.3	28	95.4	109	79.3	29
Herbert Hoover	na	na	100.0	77	80.0	5	100.0	177	100.0	8
Francis Scott Key	—	—	57.9	19	58.3	72	96.8	31	90.9	22
Martin Luther King Jr.	—	—	100.0	25	88.9	27	98.9	87	100.0	16
Kingsview	—	—	100.0	66	83.3	18	100.0	118	na	na

Algebra	American Indian		Asian American		African American		White		Hispanic	
	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested
Col. E. Brooke Lee	na	na	100.0	17	100.0	19	100.0	28	100.0	16
Montgomery Village	—	—	90.9	11	93.1	29	96.9	32	77.3	22
Neelsville	—	—	91.7	24	100.0	20	98.3	59	100.0	13
Newport Mill	—	—	91.3	23	93.8	16	95.8	48	87.5	40
North Bethesda	na	na	100.0	23	na	na	100.0	150	100.0	10
Parkland	—	—	100.0	24	82.0	50	90.3	31	89.2	74
Rosa M. Parks	—	—	100.0	16	na	na	99.2	132	100.0	6
John H. Poole	—	—	—	—	na	na	100.0	45	na	na
Thomas W. Pyle	—	—	100.0	36	—	—	100.0	217	na	na
Redland	—	—	96.6	29	83.3	18	95.0	139	96.2	26
Ridgeview	—	—	98.3	58	100.0	11	97.4	155	92.3	13
Rocky Hill	—	—	100.0	14	87.5	8	98.9	93	100.0	10
Shady Grove	na	na	100.0	34	100.0	22	98.9	93	93.3	15
Silver Spring International	—	—	100.0	16	82.5	40	96.7	60	84.6	39
Sligo	—	—	100.0	11	94.1	17	100.0	51	94.7	19
Takoma Park	na	na	100.0	58	100.0	28	100.0	103	90.0	10
Tilden	—	—	100.0	48	100.0	5	100.0	125	100.0	13
Julius West	na	na	98.4	63	94.4	18	98.2	109	89.5	19
Westland	—	—	100.0	22	75.8	33	98.9	183	80.6	31
White Oak	na	na	98.0	50	92.0	50	97.7	87	82.1	28
Earle B. Wood	—	—	96.4	28	71.4	21	98.6	139	87.5	24

Appendix 7. Percentage of MCPS Students Earning Passing Scores on the 2004 Maryland High School Assessments by High School and Special School for Racial/Ethnic Subgroups

		American Indian		Asian American		African American		White		Hispanic	
		Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested
Bethesda-Chevy Chase	Algebra	na	Na	75.0	8	45.5	33	71.4	63	47.1	51
	Biology	na	Na	100.0	24	69.0	71	96.1	284	54.3	35
	English	na	Na	84.0	25	60.3	58	92.0	261	43.5	69
	Government	—	—	91.3	23	69.7	66	93.1	276	77.8	45
Montgomery Blair	Algebra	na	Na	63.0	27	36.5	208	57.6	33	41.9	167
	Biology	na	Na	85.6	97	52.6	192	96.8	188	43.4	159
	English	na	Na	71.9	121	45.1	233	90.1	262	36.8	193
	Government	na	Na	93.4	122	67.7	223	98.2	220	55.5	182
James Hubert Blake	Algebra	na	Na	68.4	19	29.8	104	71.4	70	30.4	23
	Biology	—	—	87.8	41	54.2	168	89.9	217	54.8	42
	English	na	Na	73.9	46	48.7	158	82.9	205	48.9	45
	Government	—	—	82.5	40	69.8	162	93.8	256	68.9	45
Winston Churchill	Algebra	—	—	76.5	17	53.8	26	80.6	93	77.8	18
	Biology	na	Na	96.6	118	60.0	25	95.4	350	89.3	28
	English	—	—	94.7	114	54.3	35	94.2	365	83.9	31
	Government	na	Na	94.9	118	57.1	28	95.1	367	84.8	33

		American Indian		Asian American		African American		White		Hispanic	
		Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested
Damascus	Algebra	—	—	33.3	6	21.7	23	53.8	173	50.0	20
	Biology	na	na	94.4	36	52.9	34	76.8	370	61.5	26
	English	na	na	85.2	27	43.3	30	71.8	380	57.6	33
	Government	na	na	91.4	35	54.3	35	80.4	362	63.0	27
Albert Einstein	Algebra	na	na	43.3	30	31.7	104	66.0	53	33.5	182
	Biology	na	na	72.2	72	60.3	136	90.0	140	50.0	192
	English	na	na	67.3	55	52.0	100	82.5	126	41.4	174
	Government	—	—	80.0	45	61.1	108	95.4	109	55.7	115
Gaithersburg	Algebra	—	—	62.1	29	40.9	93	53.7	82	37.6	93
	Biology	—	—	69.5	59	44.4	135	77.5	218	34.4	151
	English	—	—	56.6	53	52.5	122	74.5	212	41.4	133
	Government	na	na	70.6	51	47.2	142	77.3	233	49.3	134
Walter Johnson	Algebra	—	—	53.3	15	58.6	29	74.2	93	31.0	29
	Biology	—	—	80.0	60	63.4	41	90.6	309	61.4	44
	English	—	—	72.6	62	45.9	37	86.6	292	44.1	59
	Government	—	—	87.3	63	85.0	40	94.2	328	71.7	60
John F. Kennedy	Algebra	na	na	59.3	27	39.0	141	54.2	24	34.3	99
	Biology	na	na	64.2	53	48.1	160	74.3	70	46.5	86
	English	na	na	64.0	50	44.3	176	76.1	71	41.1	95
	Government	na	na	78.0	50	65.9	138	79.4	63	52.8	89

		American Indian		Asian American		African American		White		Hispanic	
		Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested
Col. Zadok Magruder	Algebra	na	na	53.8	26	39.4	66	58.8	85	39.6	48
	Biology	na	na	83.8	105	50.0	80	87.5	264	50.6	79
	English	na	na	81.1	90	38.1	113	77.0	265	42.4	66
	Government	na	na	90.5	105	66.7	78	90.0	269	67.1	76
Richard Montgomery	Algebra	na	na	55.0	20	33.9	59	49.2	61	33.3	63
	Biology	—	—	93.0	100	74.3	35	96.6	178	59.4	32
	English	na	na	86.5	104	40.8	76	85.3	252	51.6	64
	Government	—	—	92.2	116	62.2	74	95.5	220	66.2	77
Northwest	Algebra	na	na	62.1	29	26.1	138	49.5	111	38.8	49
	Biology	na	na	82.5	57	59.4	133	86.4	214	64.4	45
	English	na	na	72.0	75	42.8	159	66.8	226	43.4	53
	Government	na	na	78.9	71	65.8	149	81.7	218	58.0	50
Paint Branch	Algebra	na	na	61.1	36	36.4	129	54.1	37	32.1	28
	Biology	na	na	92.0	87	66.0	159	82.2	118	53.8	39
	English	na	na	73.5	83	43.2	192	75.8	132	40.4	47
	Government	na	na	87.5	96	74.4	176	86.6	127	42.9	42
Poolesville	Algebra	—	—	—	—	42.9	7	70.2	57	na	na
	Biology	—	—	100	12	62.5	8	86.9	175	83.3	6
	English	—	—	100	8	25.0	8	86.3	182	na	na
	Government	—	—	100	10	57.1	7	89.3	169	66.7	6

		American Indian		Asian American		African American		White		Hispanic	
		Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested
Quince Orchard	Algebra	na	na	57.7	26	30.8	65	56.0	91	46.7	60
	Biology	—	—	87.8	82	56.4	78	91.0	245	42.9	70
	English	na	na	74.7	83	47.0	83	84.5	252	50.8	65
	Government	—	—	87.1	85	62.9	70	91.8	245	59.1	66
Rockville	Algebra	na	na	57.9	19	35.5	31	61.1	36	47.1	34
	Biology	na	na	87.1	31	39.6	48	78.5	130	44.9	78
	English	na	na	79.5	44	20.8	77	80.8	130	41.0	78
	Government	na	na	77.1	35	46.3	41	82.2	118	52.9	70
Seneca Valley	Algebra	—	—	50.0	22	26.7	101	52.3	86	36.8	68
	Biology	na	na	62.2	45	52.2	113	79.0	143	50.0	64
	English	na	na	49.0	51	28.6	140	61.0	195	29.0	93
	Government	na	na	64.7	51	68.4	117	84.4	154	48.1	54
Sherwood	Algebra	na	na	53.1	32	34.8	46	66.2	148	30.8	39
	Biology	na	na	74.5	55	49.3	75	81.0	321	47.4	38
	English	na	na	57.9	76	41.1	73	76.9	360	48.1	52
	Government	na	na	77.2	57	64.4	87	83.6	354	59.5	42
Springbrook	Algebra	—	—	42.3	26	37.5	128	58.3	12	29.6	71
	Biology	na	na	81.9	94	58.9	214	86.5	96	33.7	101
	English	na	na	70.9	86	51.0	204	88.4	95	39.5	81
	Government	—	—	92.7	109	70.8	195	92.7	82	66.7	72

		American Indian		Asian American		African American		White		Hispanic	
		Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested
Wheaton	Algebra	na	na	27.3	11	22.5	80	42.4	33	33.6	143
	Biology	—	—	71.1	45	49.0	96	57.6	66	51.4	183
	English	na	na	56.4	39	29.6	125	51.8	56	42.9	189
	Government	—	—	78.4	37	58.4	77	70.1	67	55.7	158
Walt Whitman	Algebra	na	na	88.2	17	55.6	9	83.8	142	72.2	18
	Biology	na	na	96.6	58	81.8	11	95.1	324	82.1	28
	English	—	—	92.7	55	52.4	21	93.0	345	80.8	26
	Government	na	na	96.7	60	85.7	14	95.0	377	79.4	34
Watkins Mill	Algebra	na	na	41.9	31	32.9	149	65.5	55	42.0	88
	Biology	na	na	82.7	52	60.3	141	87.8	147	56.0	84
	English	na	na	60.8	51	39.4	170	76.8	151	47.2	108
	Government	na	na	90.6	53	69.7	155	89.5	152	63.5	85
Thomas S. Wootton	Algebra	na	na	75.0	32	37.5	16	81.0	84	56.3	16
	Biology	—	—	91.5	188	76.2	21	94.1	320	81.0	21
	English	na	na	92.1	191	50.0	26	92.2	335	80.8	26
	Government	—	—	94.1	187	76.2	21	96.9	325	81.0	21
Alternative Programs	Algebra	—	—	na	na	0.0	17	14.3	14	12.5	16
	Biology	—	—	na	na	0.0	16	7.7	13	0.0	14
	English	—	—	na	na	0.0	26	10.0	10	0.0	8
	Government	—	—	na	na	18.5	27	33.3	12	15.0	20

		American Indian		Asian American		African American		White		Hispanic	
		Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested
RICA	Algebra	—	—	na	na	0.0	6	63.6	11	na	na
	Biology	—	—	—	—	0.0	6	63.6	11	na	na
	English	—	—	na	na	12.5	8	37.5	24	na	na
	Government	—	—	na	na	0.0	5	37.5	8	na	na
Mark Twain School	Algebra	—	—	—	—	0.0	8	—	—	—	—
	Biology	—	—	—	—	0.0	9	na	na	na	na
	English	—	—	—	—	14.3	7	na	na	na	na
	Government	—	—	—	—	16.7	6	0.0	5	na	na
All Montgomery County Schools	Algebra	78.4	37	86.1	1755	49.9	2653	86.3	5370	54.1	2084
	Biology	81.8	22	84.8	1574	54.8	2225	86.9	4971	49.2	1655
	English	51.4	35	76.1	1591	42.2	2485	81.5	5221	43.8	1808
	Government	87.5	16	87.7	1622	64.8	2251	89.0	5158	58.9	1612