

**The Impact of Grade 10 PSAT Census Testing  
on SAT Scores**

**A Supplement to the 2004 SAT Report**

**Department of Shared Accountability**

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## Executive Summary

The mean SAT total scores of students in the Classes of 2000 through 2004 who took the PSAT in Grade 10 were statistically significantly higher than the SAT scores of comparable students who did not take the PSAT. Among students whose SAT scores were above 1100, mean SAT total scores were 37 points higher for students who also took the PSAT in Grade 10. Among students whose mean SAT total scores were below 1100, SAT total scores were 62 points higher for students who took the PSAT. This increase was sustained even after the implementation of Grade 10 PSAT census testing in October 2000 (Class of 2003), when many more students were tested.

After census administration of the PSAT began, the percentage of SAT test takers who had taken the PSAT jumped 50 points, from 43% to 93%. This percentage increase represents an opportunity for approximately 3,300 more students per year. PSAT census testing was particularly effective in reaching a greater proportion of the academically disadvantaged students. While the number of all SAT test takers who also had taken a PSAT more than doubled, the increases were highest for students who, based on their PSAT performance, were most in need of an opportunity to take a practice SAT.

One of the goals of census administration of the PSAT in Grade 10 was to identify sophomores who should be encouraged to move from regular- to Honors-level courses. The percentage of students in the Class of 2004 who moved from regular- to Honors-level English or mathematics between Grades 10 and 11 was more than double the percentage for the Class of 2000. The 5-year upward trends in Honors enrollment between Grades 10 and 11 likely are due to many factors. Over the past 5 years, MCPS has encouraged all students to improve the rigor of their academic programs. While there is some evidence that PSAT scores are being used to inform decisions about students' course placements, there have been few statistically significant changes in the percentages of students who moved from regular- to Honors-level English or mathematics between Grades 10 and 11 since PSAT census administration began.

Although the percentage of students who have changed from regular- to Honors-level English and mathematics between Grades 10 and 11 has remained small, for students who do make that change, the benefits are clear. Among students with PSAT verbal and math scores in the same ranges but differing numbers of Honors-level English and mathematics courses taken, mean SAT total scores varied by as much as 90 points. The SAT scores of students who took one or more Honors-level English or mathematics classes in Grades 10 and/or 11 were statistically significantly higher than the SAT scores of comparable students in regular-level classes.

One of the greatest challenges facing MCPS is improving academic outcomes for students during their final years of high school. After census administration began for the Class of 2003, the number of students who were identified as likely to be required to take remedial English and mathematics courses upon entry to college increased dramatically. Despite the intensified remediation efforts countywide and at the high school level that accompanied the PSAT census testing initiative, fewer than 6% of students per year whose PSAT verbal or math scores were below 38 have been able to attain SAT verbal or math scores of 550 or higher.

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# **The Impact of Grade 10 PSAT Census Testing on SAT Scores**

Clare Von Secker, Ph.D.

## **Background**

One of the most common ways that students can familiarize themselves with the SAT is to take the Preliminary SAT (PSAT). Since 2000–2001, the Montgomery County Public Schools (MCPS) has administered the PSAT to all students in October of their sophomore year. Countywide census administration of the PSAT in Grade 10, the costs of which are paid by MCPS, has the following three primary purposes:

1. To provide all students—regardless of past academic performance—with practice in taking a college entrance test
2. To identify students with Honors potential who are not yet enrolled in Honors-level English and mathematics courses and should be encouraged to do so
3. To identify students who, whether enrolled in Honors- or regular-level courses, may require further support to reduce their chances of needing to take remedial courses in English or mathematics upon entry to college

The purpose of this analysis was to determine how well MCPS has met the three primary objectives of the PSAT Grade 10 census administration.

## **Using the PSAT to Prepare for the SAT**

The College Board encourages students not to take the SAT “cold” (Powers & Camara, 1999). SAT scores are higher for students who are familiar with the content and format of the SAT and have practiced taking a college entrance examination (Nathan & Camara, 1998). Increasingly, high school students nationwide are using the PSAT as a “practice” test for the SAT (College Board, 2004b). The PSAT test items and directions are similar to those found on the SAT, and students’ performance on the PSAT is strongly correlated with SAT performance (College Board, 2004a).

Most MCPS students take the SAT in their junior or senior year of high school. MCPS ensures that every student has an opportunity to take an SAT “practice test” by administering the PSAT to all sophomores. Previous reports have documented increases in the numbers of PSAT test takers over the past 5 years. However, what has not been investigated is whether students who take the PSAT attain higher SAT scores than students who do not take a practice SAT test. This report investigates the impact of the Grade 10 PSAT census administration on SAT preparation and SAT scores.

## **Using the PSAT to Identify Honors Potential**

A second goal of census administration of the PSAT in Grade 10 was to obtain and use the individual diagnostic reports received from the College Board by each PSAT test taker. The

recommendations contained in the diagnostic reports supplement other information used by schools and individuals to counsel students about Honors enrollment options. The diagnostic reports can provide compelling evidence that may convince reluctant students or “late bloomers” that they have the potential to successfully complete more rigorous academic programs.

To date, MCPS has not investigated the extent to which students identified on the basis of Grade 10 PSAT scores as having Honors potential are transferred from regular- to Honors-level English or mathematics between Grades 10 and 11. Another question that has not been answered is whether SAT scores are higher for students who moved to Honors-level classes than for students with comparable PSAT scores who remained in regular-level English and/or mathematics classes. This report investigates those outcomes.

### **Using the PSAT to Identify Individual Academic Weaknesses**

A third goal of Grade 10 census administration of the PSAT is to better gauge students’ SAT performance and likelihood of college remediation. Colleges typically require students who attain SAT verbal and math scores below 550 to take remedial classes before being allowed to enroll in credit-bearing English and mathematics courses (College Board, 2004a; Montgomery College, 2004; U.S. Department of Education, 2003). The PSAT individualized diagnostic reports provide specific information about students’ areas of strength and weakness and can be used to supplement existing procedures for identifying sophomores who need to enhance their academic skills before taking the SAT or going to college (College Board, 2004b, 2004c).

To date, MCPS has not investigated whether sophomores who are identified on the basis of low PSAT scores as needing additional academic preparation have been able to overcome their risks for remediation. This report examines the extent to which sophomores at risk for remediation because of low PSAT verbal and math scores were able to attain SAT verbal and math scores of 550 (combined 1100) or higher by the end of Grade 12.

### **Examining the Impact of PSAT Census Testing on SAT Results**

Previous MCPS publications have described trends in Grade 10 PSAT participation and performance and provided some guidelines for using PSAT data to inform programmatic decisions (Larson, 2003; Von Secker, 2004). Since those reports appeared, MCPS leaders and other stakeholders have raised questions about the effectiveness of the PSAT as an intervention for improving SAT performance and student preparation for college or the workplace. Specifically, questions have been raised about whether the PSAT census testing program is attaining its goals. This report examines the extent to which census administration of the PSAT in Grade 10 has been an effective intervention for—

- preparing students for the SAT,
- encouraging Honors-level course taking, and
- reducing students’ remedial risk.

## Methodology

This report examines the impact of Grade 10 PSAT census administration on the SAT results for students in the Classes of 2003 and 2004. PSAT and SAT results are included for the Classes of 2000 to 2002 to provide a comparison of student performance prior to census administration of the PSAT.

### Key Research Questions

1. PSAT and SAT Preparation
  - a. Did the percentage of SAT test takers who also took a PSAT practice test increase after census testing began in October 2000 (Class of 2003)?
  - b. Were SAT scores higher for students who took PSAT?
2. PSAT and Course Taking
  - a. Since PSAT census administration began for the Class of 2003, have greater percentages of students been moved from regular- to Honors-level English and mathematics classes?
  - b. Were there significant differences in the SAT verbal and math scores of students whose Grade 10 PSAT verbal and math scores were the same but took different levels of English and mathematics in Grades 10 and 11?
3. PSAT and Risk of Remediation
  - a. What were the mean SAT verbal and math scores of students whose Grade 10 PSAT verbal and/or math scores were below 38?
  - b. What percentage of sophomores with PSAT verbal and/or math scores below 38 attained SAT verbal and/or math scores of 550 or higher?

### Sample Selection

The analytic sample is composed of 33,382 students in the MCPS Classes of 2000 to 2004 who were enrolled in 23 MCPS high schools. These 33,382 students represented approximately 88% of all students in each graduating class. Students who attended special schools were not included because there were insufficient data for subgroup analysis. Students included in the analysis met all of the following selection criteria:

1. Enrolled in the same MCPS high school for at least 3 years
2. Have valid high school transcripts for Grades 9, 10, and 11
3. Enrolled in at least one English and one mathematics class per year for each of Grades 9, 10 and 11
4. Graduated at the end of the 4<sup>th</sup> year of high school

The selection criteria were designed to provide local schools with a more accurate picture of the SAT performance of the graduates who were enrolled in their school for at least 3 years. These selection criteria have no substantive impact on inferences that can be made validly about the SAT outcomes of students who took the PSAT in Grade 10. The 88% of students who were retained in the analytic sample included about 94% of the students in each graduating class who took the PSAT in Grade 10.

## **Identifying Honors Potential and Risk of Remediation**

### *Honors Potential*

The College Board recommends that sophomores with PSAT verbal scores of 44 or higher should be encouraged to enroll in Honors-level courses (Camara, 1997; Camara & Millsap, 1998). In order to be consistent with language used by the College Board, this report identifies Honors potential using this criterion. Students are defined as having Honors potential if their verbal and or math scores are within the ranges of 44–80 or 45–80, respectively.

Many students with PSAT verbal and math scores below 44/45 take Honors-level English and/or mathematics courses and perform at a high level. There may be additional sophomores with Honors potential who do not perform as well as they could on the PSAT. Thus, while PSAT scores are indicative of Honors potential, other factors besides PSAT scores should be considered when making Honors course placement decisions.

### *Risk of College Remediation*

Most colleges require students with SAT verbal or math scores below 550 (combined score of 1100) to take either a placement test or remedial classes in English and mathematics before being allowed to enroll in credit-bearing courses (College Board, 2004a; Montgomery College, 2004; U. S. Department of Education, 2003). It is for that reason that some SAT outcomes described in this report are discussed in relationship to that score threshold.

Many factors influence students' ultimate academic outcomes. These include students' motivation, interests, and sustained academic effort, and support available from parents and school staff. Over the past 5 years, SAT scores have varied considerably for individuals with the same Grade 10 PSAT scores. Thus, summaries of the performance of a graduating class that are drawn from analysis of the average results for a group should not be interpreted as absolute portents of individual outcomes.

## Results

### Increasing the Percentages of SAT Test Takers Who Take the PSAT Practice Test

Census administration of the PSAT began with the Class of 2003. That year, the percentage of SAT test takers who took a PSAT practice test jumped 50 percentage points, from 43% to 93% (Figure 1). That percentage has held steady at about 93% for the past two graduating classes. For the Classes of 2003 and 2004, the percentage increase translated into an SAT practice opportunity for more than 3,300 additional students per year than would otherwise have been likely to take the PSAT in Grade 10. More than twice as many SAT test takers in the Classes of 2003 and 2004 took the PSAT as sophomores than did their counterparts prior to census administration of the PSAT (about 5,600 versus 2,300).

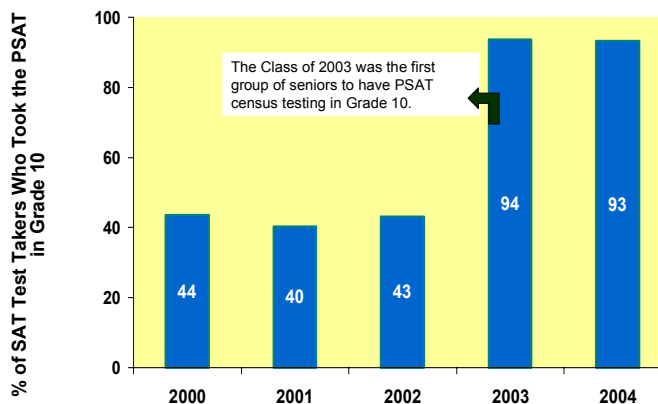


Figure 1. Percentage of SAT test takers in the Classes of 2000 to 2004 who took the PSAT in Grade 10.

Prior to census administration of the PSAT, the cohort of SAT test takers who took the PSAT was dominated by those students who attained PSAT verbal and math scores of 50 or higher (Table 1). Typically, fewer than 200 of the more than 2,000 sophomores who took the PSAT annually attained PSAT verbal and math scores of 20–37.

Table 1  
Changes in the PSAT Score Profiles of SAT Test Takers in the Classes of 2000 to 2004

Grade 10 PSAT Score Range		N SAT Test Takers in Each Graduating Class				
		2000	2001	2002	2003	2004
All	All	2,174	2,025	2,409	5,490	5,632
Verbal	20–37	152	215	218	1,011	1,032
	38–43	270	287	301	989	942
	44–49	499	398	510	1,247	1,272
	50–80	1,253	1,125	1,380	2,243	2,386
Math	20–37	136	148	147	840	941
	38–44	287	313	369	999	1,114
	45–50	493	393	445	1,075	999
	51–80	1,258	1,171	1,448	2,576	2,578

PSAT census administration in Grade 10 leveled the playing field by providing all students with the opportunity to take the practice test, including those who were less likely to get high scores (Table 1).

The changing proportions of SAT test takers who attained scores in different PSAT ranges resulted in statistically significant shifts in the PSAT profiles of SAT test takers between 2000 and 2004. Since census administration began, the group that has been

most likely to benefit from the practice PSAT are students who, based on their PSAT scores, are most in need of SAT practice.

After the onset of the PSAT census administration with the Class of 2003, the proportion of SAT test takers with PSAT verbal and math scores in the range of 50/51–80 shifted from more than 50% of the SAT test takers in graduating classes prior to 2003 to less than 40% of students in the Classes of 2003 and 2004 (Figure 2). The percentage of SAT test takers whose PSAT verbal or math scores were in the ranges of 44/45–49/50 held steady at about 21% and 19%, respectively.

The proportion of SAT test takers whose PSAT verbal and math scores were in the range of 38–43/44 increased by about 4 percentage points for the Classes of 2003 and 2004.

The most dramatic shift in the PSAT profiles of SAT test takers was for students scoring in the range of 20–37. This was due to an increase in PSAT participation by students who scored in this range. As a result of the larger increase in the number of SAT test takers with scores in the range of 20–37 (Table 1) compared with the increases in the number of SAT test takers in other groups, the percentage of SAT test takers who attained PSAT scores of 20–37 jumped from about 10% of the Classes of 2000 to 2002 to almost 25% of the Classes of 2003 and 2004.

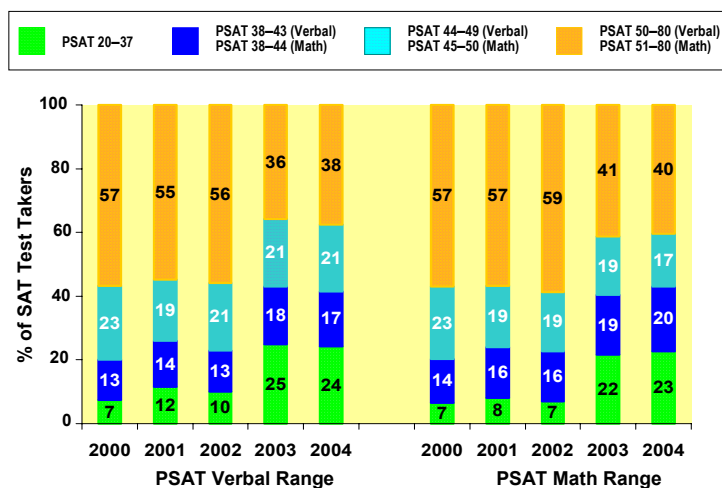


Figure 2. PSAT scores of SAT test takers in the Classes of 2000 to 2004.

Appendices A and B compare the PSAT participation and performance of students with different levels of academic preparation who differed by gender, race/ethnicity, and participation in special education, Free and Reduced-price Meals System (FARMS), and English for Speakers of Other Languages (ESOL) services. Results show that PSAT census administration met the desired goal of encouraging all students to take a practice test prior to the SAT.

PSAT census administration in Grade 10 provides an opportunity for all students—particularly those with weaker academic skills—to take a practice test prior to taking the SAT.



### Comparison of SAT Scores of Students Who Took/Did Not Take the PSAT

The College Board suggests that using the PSAT as a “practice test” for the SAT can improve students’ SAT scores (College Board, 2004). If so, PSAT census administration in Grade 10 may be a useful tool for helping to prepare students for the SAT. Over the past 5 years, SAT verbal and math scores have been consistently higher for students who took the PSAT in Grade 10 than for students who did not take the PSAT (Appendix A).

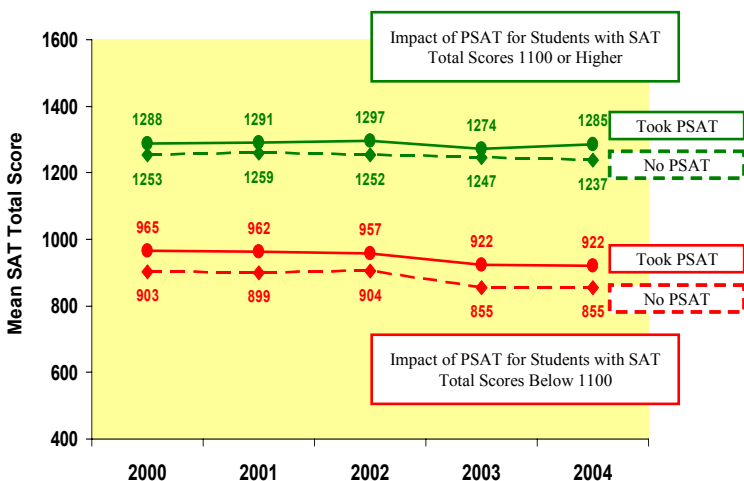


Figure 3. Most recent mean SAT total scores for the Classes of 2000 to 2004 by SAT total score range and PSAT participation.

Among all students whose mean SAT total scores were 1100 or higher, SAT total scores were an average of 37 points higher per year for students who took the PSAT (Figure 3). This point difference is consistent with what typically is observed for students who take the SAT more than one time (Nathan & Camara, 1998).

Among all students whose mean SAT total score ranges were below 1100, SAT total scores were an average of 62 points

higher per year for students who took the PSAT. This result suggests that the benefits of PSAT testing may be particularly important for students who are more academically challenged by the SAT.

Mean SAT total scores were statistically significantly higher among the students in the MCPS Classes of 2000 to 2004 who took the PSAT in Grade 10.

Taking the PSAT was most strongly associated with higher SAT scores among students whose SAT total scores were below 1100.

### Using PSAT Scores to Identify Sophomores with Honors Potential

PSAT results received by schools each spring can be used to identify sophomores who are enrolled in regular-level English or mathematics classes but should be encouraged to enroll in Honors-level English and/or mathematics courses in Grade 11.

Between 2000 and 2004, about 91% of sophomores with PSAT scores of 50 or higher were enrolled in Honors-level English 10. For sophomores in the “middle” ranges with PSAT verbal scores of 44–49 or 38–43, about 65% and 45%, respectively, were enrolled in Honors English 10. Among sophomores with PSAT scores of 20–37, about 20% were enrolled in Honors English 10.

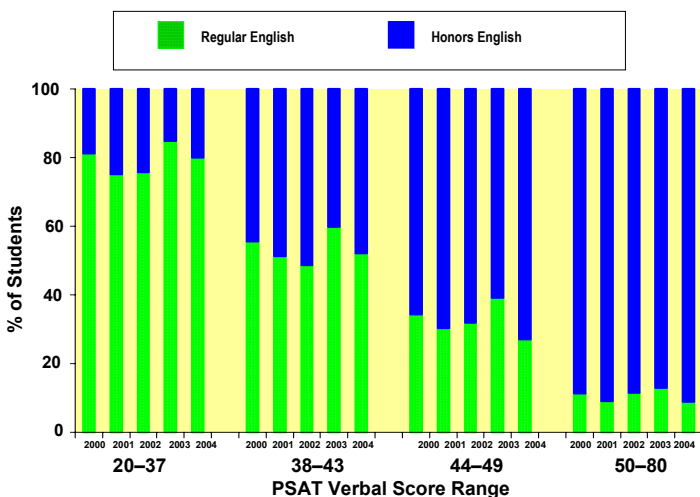


Figure 4. Grade 10 English course levels of the Classes of 2000 to 2004 by PSAT verbal score range.

The College Board recommends that sophomores with PSAT verbal scores of 44 or higher should be encouraged to enroll in Honors-level courses (Camara, 1997; Camara & Millsap, 1998). More than 1,400 sophomores in the Classes of 2003 and 2004 with Honors potential (PSAT verbal scores of 44–80) were enrolled in regular-level English.

Between 2000 and 2004, about 80% of sophomores with PSAT scores of 51 or higher were enrolled in Honors-level mathematics (usually Honors Geometry or Algebra 2 with Analysis) in Grade 10. For sophomores with PSAT math scores of 45–50, 38–44, or 20–37, about 34%, 14%, and 3%, respectively, were enrolled in an Honors-level mathematics course in Grade 10.

The College Board suggests that sophomores with PSAT math scores of 45 or higher should be encouraged to enroll in Honors-level courses (Camara, 1997; Camara & Millsap, 1998). More than 2,700 students in the Classes of 2003 and 2004 with Honors potential (PSAT math scores of 45–80) were enrolled in regular-level mathematics in Grade 10.

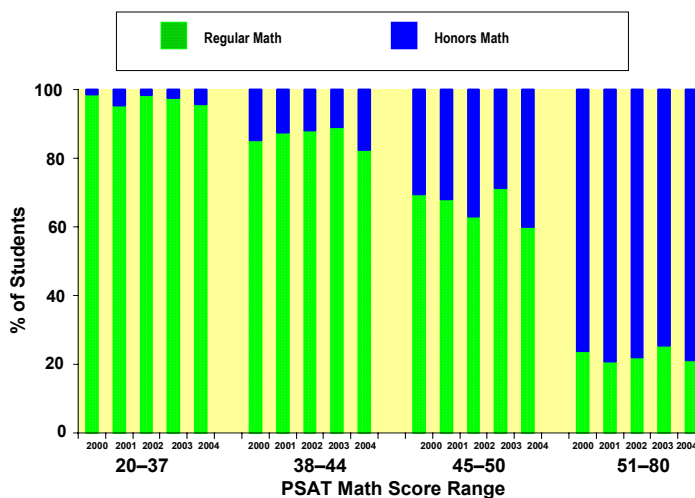


Figure 5. Grade 10 mathematics course levels of the Classes of 2000 to 2004 by PSAT math score range.

## Using PSAT Scores to Encourage Honors Enrollment

The upward trend in increasing Honors enrollment between Grades 10 and 11 was evident in graduating classes prior to 2003, the first for which the PSAT census administration was implemented (Appendices A and B). Thus, while changes in Honors enrollment in English and mathematics are statistically significant when the Classes of 2000 and 2004 are compared ( $p < .05$ ), these changes cannot be attributed to PSAT testing alone. Other MCPS initiatives aimed at increasing Honors enrollment may influence course selection as well. Nonetheless, some trends suggest that PSAT scores may play a role in facilitating this objective.

### *English Course Level Changes*

The percentage of students with PSAT verbal scores of 50–80 who moved from regular- to Honors-level English between Grades 10 and 11 was about 5 percentage points higher for the Class of 2004 than for the Class of 2002. While not statistically significant, in part because of the relatively small number of students, this trend does represent a substantive change (Figure 6).

The most continuous change in the percentage of students who moved from regular- to Honors-level English between Grades 10 and 11 were those students whose Grade 10 PSAT verbal scores were in the “middle” range of 44–49. Among students in the Class of 2004 with PSAT verbal scores in the range of 44–49, 36% moved from regular- to Honors-level or AP English between Grades 10 and 11, a percentage that is statistically significantly higher than the value of 27% for comparable students in the Class of 2002 ( $p < .05$ ).

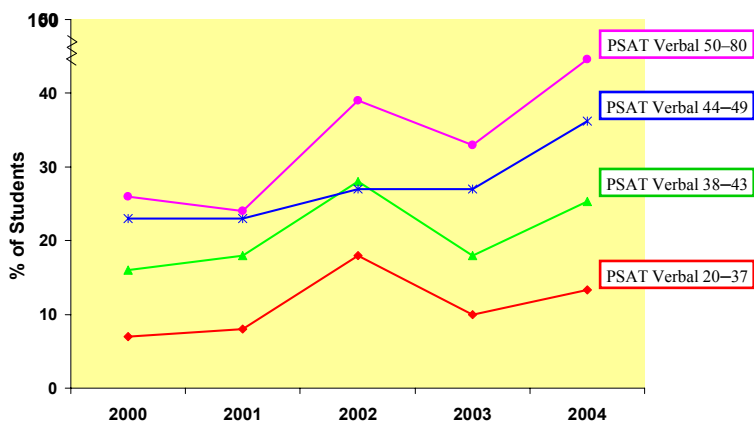


Figure 6. Percentage of students in regular-level English in Grade 10 who moved to Honors-level English in Grade 11 by graduating class and Grade 10 PSAT verbal score range.

For students in the Classes of 2002 or 2004 whose Grade 10 PSAT verbal scores were not in the ranges of 20–37 or 38–43, the percentages of students who moved from regular- to Honors-level English between Grades 10 and 11 held steady.

One goal of PSAT testing was to supplement existing procedures for identifying students who were enrolled in regular-level English in

Grade 10 but had Honors potential. In 2003 and 2004, there were 1,438 students enrolled in regular-level English classes in Grade 10 who attained PSAT verbal scores of 44–49 or 50–80. More than half of those students (959) remained in regular-level English in Grade 11 even though their PSAT scores suggested that they had Honors potential in English.

### Mathematics Course Level Changes

Countywide, the percentage of students in the Class of 2004 who moved from regular- to Honors-level mathematics between Grades 10 and 11 was more than double that for the Class of 2000 (Appendices A and B). However, these percentages, while statistically significant, were less than one third of the values of the percentages observed for English. There have been no statistically significant changes in the percentage of students moving from regular- to Honors-level mathematics between Grade 10 and 11 since Grade 10 PSAT census testing was implemented for the Class of 2003 ( $p > .2$ ).

Of 1,249 students in the Classes of 2003 and 2004 whose Grade 10 PSAT math scores were in the ranges of 50–80, only 163 moved from Grade 10 regular-level mathematics (usually Algebra 2) to Grade 11 Honors-level mathematics (usually Honors Precalculus). Most of the students with PSAT math scores of 50–80 completed Algebra 1 in Grade 8 and were thus identified in middle school as having Honors potential in mathematics. Nonetheless, they were enrolled in regular-level mathematics as freshmen or sophomores or both.

Identifying students in the “middle” PSAT math range of 45–50 who have Honors potential in mathematics is a primary goal of Grade 10 PSAT census administration. Of 1,513 students in the Classes of 2003 and 2004 who were enrolled in regular-level mathematics as sophomores and attained Grade 10 PSAT math scores between 45 and 50, only 142 moved to Honors-level mathematics in Grade 11 (usually from regular Geometry to Honors Algebra 2).

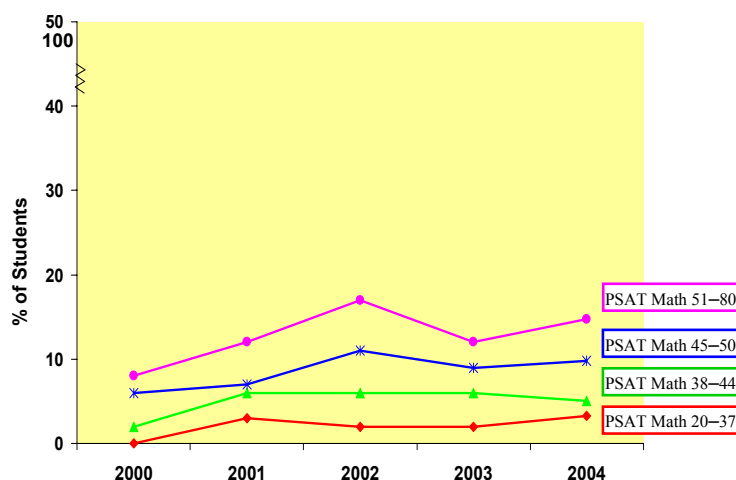


Figure 7. Percentage of students in regular-level mathematics in Grade 10 who moved to Honors-level mathematics in Grade 11 by graduating class and Grade 10 PSAT mathematics score range.

PSAT census administration in Grade 10 identified more than 3,800 sophomores in the Classes of 2003 and 2004 who were enrolled in regular-level English and/or mathematics courses but had Honors potential. More than 55% of sophomores with Honors potential in English (PSAT verbal of 44 or higher) and more than 85% of sophomores with Honors potential in mathematics (PSAT math of 45 or higher) remained in regular-level classes in Grade 11.

### Impact of Honors Course Taking on SAT Scores of Students with Comparable PSAT Scores

For MCPS students who were identified on the basis of their PSAT scores as having Honors potential and subsequently enrolled in Honors-level English or mathematics, the impact on SAT performance was substantial. Appendix A provides an overview of the SAT results for students in different PSAT score ranges who took 0, 1, or 2 Honors-level English and/or mathematics courses in Grades 10 and 11. Results presented below for the Class of 2004 are typical of those observed during the past 5 years. The relationship between Honors course taking and SAT scores was statistically significant, even after students' PSAT scores were considered.

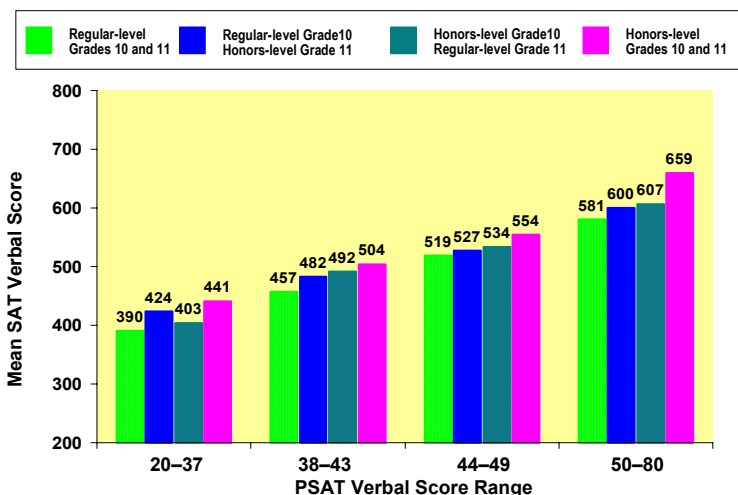


Figure 8. Mean SAT verbal scores for the Class of 2004 by PSAT verbal score range and English course levels in Grades 10 and 11.

Among students whose PSAT verbal or math scores were within the same range, mean SAT verbal and math scores varied by as much as 90 points. This difference was explained in part by the number of Honors-level English and mathematics courses students took during Grades 10 and 11 (Figures 8 and 9).

In 2004, the SAT verbal and math scores of students who remained in regular-level English and mathematics courses in both Grades 10 and 11 were as much as 34 and 45 points lower, respectively, than their counterparts in the same PSAT score ranges who moved from regular- to Honors-level English and/or mathematics courses between Grades 10 and 11.

This finding underscores the importance of using PSAT scores to identify sophomores in regular-level courses who have Honors potential and to encourage them to enroll in Honors-level courses. Taking Honors-level English or mathematics in Grade 11 has a positive impact on students' SAT verbal and math scores.

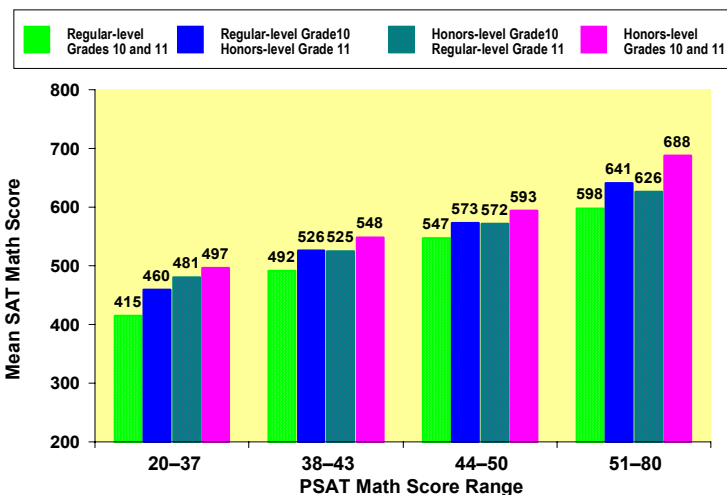


Figure 9. Mean SAT math scores for the Class of 2004 by PSAT math score range and math course levels in Grades 10 and 11.

### Overcoming Risk of College Remediation

Colleges usually require students with SAT verbal or math scores below 550 to pass placement tests and/or take remedial classes in English or mathematics before being allowed to enroll in credit-bearing courses. Students whose PSAT verbal or math scores are below 38 are less likely to attain SAT scores of 550 or higher (combined 1100).

Over the past five years, the mean SAT verbal and math scores of students whose corresponding PSAT scores were below 38 has held steady at just above 400 points. The strong correlation between PSAT and SAT results ( $r = .85$ ) illustrates one of the challenges associated with remediation of at-risk students during their final two years of high school.

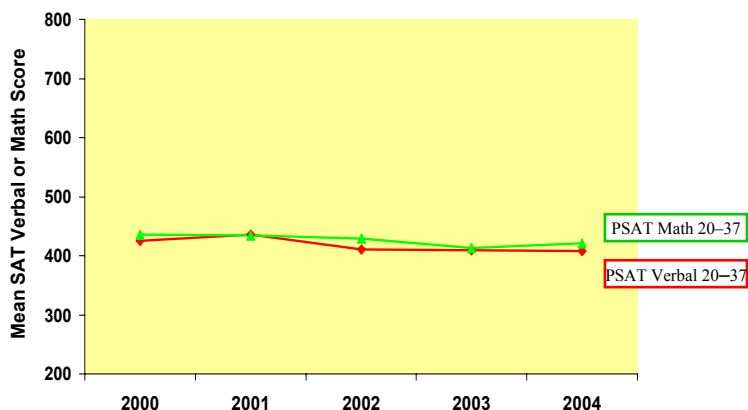


Figure 10. Most recent SAT mean verbal or math scores for students in the Classes of 2000 to 2004 by PSAT score range.

After census testing began for the Class of 2003, the number of students who were identified as at risk for remediation upon entry to college (based on PSAT verbal and/or math scores below 38) increased significantly from about 200 per year to more than 1,000 per year ( $p < .05$ ).

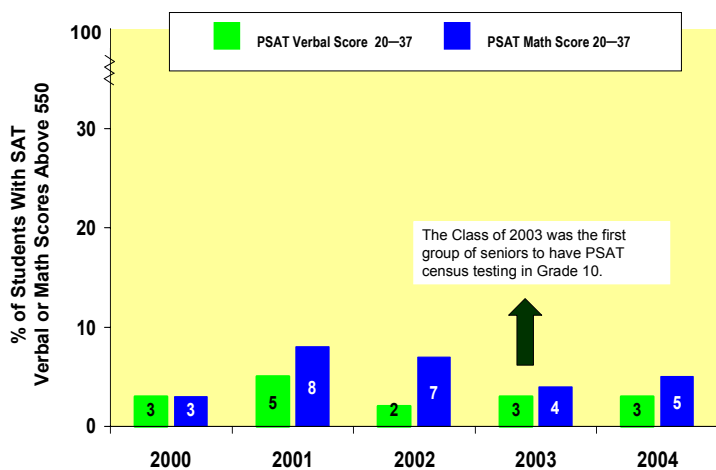


Figure 11. Percentage of SAT test takers in the Classes of 2000 to 2004 with Grade 10 PSAT verbal or math scores below 38 who attained SAT verbal or math scores of 550 or higher.

Despite increased student identification and countywide and local school efforts, only a small percentage of at risk students have attained SAT scores that exempted them from being required to take remedial classes upon entry to college. Since 2002, less than 6% of the students who earned PSAT verbal or math scores below 38 in Grade 10 attained SAT verbal or math scores of 550 or higher.

## Discussion

This report examines the extent to which PSAT census administration has—

- improved students' SAT preparation and performance,
- encouraged Honors-level course-taking, and
- reduced students' risk for remediation upon entry to college.

### Using the PSAT to Prepare for the SAT

Since census administration began, more than twice as many students have taken the PSAT prior to taking the SAT. The impact of PSAT census administration in Grade 10 has been positive for all students. Among those students whose mean SAT total scores are above 1100, SAT scores were an average of 37 points higher if they took the PSAT in Grade 10. Among students with SAT scores below 1100, SAT scores were 62 points higher for students who took the PSAT. These findings indicate that the SAT scores of students who have taken the PSAT are likely to be significantly higher than the SAT scores of students who do not take the PSAT.

### Using the PSAT to Identify Honors Potential

A second goal of census testing was to use the individual PSAT diagnostic reports to supplement other procedures used by schools and individuals to make decisions about moving students from regular- to Honors-level courses. Relatively few students in the Classes of 2000 to 2004 were transferred from regular-level English or mathematics in Grade 10 to Honors-level English or mathematics in Grade 11. However, among students who were transferred, the SAT scores were significantly higher than those of their peers who were not moved. These results should be used to identify the preconditions or barriers that restrict Honors placement of students who, on the basis of their PSAT verbal or math scores, have Honors potential.

### Using the PSAT to Identify Students at Risk for College Remediation

One of the academic challenges facing MCPS is to improve academic outcomes for students during the final years of high school. After census testing began for the Class of 2003, the number of students who were identified as at risk for remediation upon entry to college increased fivefold. Despite the improved student identification methods and intensified remediation efforts countywide and at the school level that accompanied the PSAT census initiative, fewer than 6% of students per year with PSAT verbal or math scores below 38 have overcome their risks of remediation and attained SAT verbal or math scores of 550 or higher.

Attaining SAT verbal and math scores of 550 or higher is important because they represent the threshold used by colleges to determine students' remedial requirements. Students who attain PSAT verbal or math scores below 38 in Grade 10 are unlikely to attain SAT verbal or math scores of 550 or above. Interventions initiated during high school appear to have a small impact on the SAT of students at highest risk for remediation. These results illustrate the importance of K–12 systemic initiatives for improving the academic preparation of students prior to Grade 10.

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**Appendix A:  
Countywide Trends in SAT Participation and Performance for  
Students Who Took the PSAT in Grade 10**

**Table A1**  
**Changes in the Number and Percentage of SAT Test Takers in the Classes of 2000 to 2004 Who Took the PSAT in Grade 10 by PSAT Range**

PSAT Score Range	SAT Test Takers Who Took PSAT in Grade 10										Mean Most Recent SAT Scores of Students Who Took the PSAT					% of Scores Above 550 for SAT Test Takers Who Took the PSAT				
	N					%														
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
<b>All MCPS</b>																				
SAT Verbal	2174	2025	2409	5490	5632	43.6	40.4	43.1	93.7	93.2	589	589	585	549	555	66.6	67.2	65.3	51.8	53.9
SAT Math											610	611	612	571	574	74.1	75.8	74.2	60.5	60.1
<b>Grade 10 PSAT Verbal Score Range</b>						<i>% SAT Test Taker Per Year in Each PSAT Range</i>					<i>Most Recent SAT Verbal Scores</i>					<i>% SAT Verbal Scores Above 550</i>				
20-37	152	215	218	1011	1032	7.4	11.6	10.1	25.0	24.3	425	436	411	409	408	2.6	5.1	2.3	2.8	2.8
38-43	270	287	301	989	942	12.8	14.3	12.8	18.0	17.2	491	502	485	484	485	19.3	24.4	15.6	15.7	17.3
44-49	499	398	510	1247	1272	23.1	19.4	21.3	21.2	21.0	542	554	541	542	546	48.7	57.0	48.4	47.1	50.6
50-80	1253	1125	1380	2243	2386	56.7	54.7	55.8	35.8	37.5	648	654	651	646	653	91.7	93.5	92.3	92.4	92.3
<b>Grade 10 PSAT Math Score Range</b>						<i>% SAT Test Taker Per Year in Each PSAT Range</i>					<i>Most Recent SAT Math Scores</i>					<i>% SAT Math Scores Above 550</i>				
20-37	136	148	147	840	941	6.6	8.1	7.0	21.6	22.8	436	434	429	413	422	2.9	8.1	7.5	4.2	5.2
38-44	287	313	369	999	1114	13.7	15.9	15.8	18.7	20.3	509	519	511	494	502	28.9	34.5	30.4	22.1	23.8
45-50	493	393	445	1075	999	22.8	19.1	18.5	18.5	16.6	570	578	565	554	564	65.5	74.3	62.7	57.5	62.3
51-80	1258	1171	1448	2576	2578	56.9	56.8	58.7	41.2	40.3	668	670	671	658	665	95.4	95.9	95.6	95.0	95.1

**Table A2**  
**Comparison of the SAT Verbal and Math Scores of Students in the Classes of 2000 to 2004 Who Took/Did Not Take the PSAT in Grade 10 by SAT Range**

PSAT Score Range	SAT Verbal Scores of										SAT Math Scores of									
	Students Who Took/Did Not Take the PSAT										Students Who Took/Did Not Take the PSAT by SAT									
	Took PSAT					No PSAT					Took PSAT					No PSAT				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
<b>All MCPS</b>																				
All SAT	589	589	585	549	555	515	519	516	475	480	610	611	612	571	574	533	538	536	507	493
<b>Average SAT Total Score</b>																				
Below 1100	471	470	461	452	452	443	439	442	411	421	494	492	496	470	470	460	460	462	444	434
1100+	634	634	637	625	633	617	621	615	608	612	654	656	660	648	652	636	637	637	638	625
<b>Average SAT Total Score</b>																				
Below 900	349	357	340	339	338	338	337	340	316	331	384	361	363	352	354	352	358	354	353	338
900-990	420	413	414	418	418	414	418	416	409	413	430	439	438	432	431	434	430	434	440	438
1000-1090	462	469	453	465	464	465	461	463	457	467	487	483	494	482	485	482	486	483	484	474
1100-1190	511	512	506	511	516	511	512	510	503	514	536	539	543	535	532	529	533	534	538	531
1200-1290	561	557	561	561	558	563	563	557	550	562	583	590	587	586	586	580	579	585	598	576
1300-1390	610	609	609	607	614	607	612	613	604	615	635	634	637	638	631	633	629	627	629	620
1400+	657	662	659	659	661	663	657	657	663	653	683	681	681	683	681	678	680	685	681	685

**Table A3**  
**PSAT Verbal and Math Scores of MCPS Students in the Classes of 2000 to 2004 by English and Mathematics Course Levels in Grades 10 and 11**

English and Math Course Levels in Grades 10 and 11	PSAT Verbal					PSAT Math														
	N Took PSAT					N Took PSAT and SAT														
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
(Grade 10, 11)	<b>Grade 10 Verbal Score 20–37</b>										<b>Grade 10 PSAT Math Score 20–37</b>									
Honors, Honors	26	50	51	216	277	26	49	48	193	250				17	28				16	27
Reg., Honors	10	14	34	138	171	10	13	33	113	142	5			21	47			5	16	41
Honors, Reg.	5	10	10	30	46	5	10	10	22	30	6			17	37			6	17	32
Reg., Reg.	124	168	157	1232	1117	111	143	127	683	610	146	157	168	1343	1399	134	135	140	791	841
	<b>Grade 10 Verbal Score 38–43</b>										<b>Grade 10 PSAT Math Score 38–44</b>									
Honors, Honors	112	132	156	432	517	110	132	153	404	478	23	12	27	65	118	22	12	26	60	108
Reg., Honors	26	28	43	126	151	26	28	40	118	131		17	22	62	56		17	22	56	49
Honors, Reg.	15	14	8	36	29	15	14	8	29	19	22	30	20	67	119	21	29	18	62	107
Reg., Reg.	133	126	113	569	445	119	113	100	438	314	256	274	326	1015	1057	241	255	303	821	850
	<b>Grade 10 Verbal Score 44–49</b>										<b>Grade 10 PSAT Math Score 45–50</b>									
Honors, Honors	313	269	347	785	970	312	268	340	744	921	92	82	113	212	266	92	81	112	204	254
Reg., Honors	40	28	46	143	137	39	28	43	136	119	20	18	33	77	65	18	17	30	71	56
Honors, Reg.	26	14	17	50	45	24	13	17	47	43	64	46	59	132	175	63	46	59	120	167
Reg., Reg.	137	95	124	394	241	124	89	110	320	189	334	255	259	776	595	320	249	244	680	522
	<b>Grade 10 Verbal Score 50–80</b>										<b>Grade 10 PSAT Math Score 51–80</b>									
Honors, Honors	1098	1021	1217	1980	2234	1087	1007	1203	1938	2156	824	820	1022	1688	1820	819	813	1009	1659	1784
Reg., Honors	37	25	63	99	100	36	24	63	90	93	25	29	54	79	84	25	29	52	73	79
Honors, Reg.	25	21	21	40	34	25	20	20	39	28	145	123	125	299	286	143	120	123	281	273
Reg., Reg.	107	79	98	200	124	105	74	94	176	109	277	218	270	600	486	271	209	264	563	442

*Note:* Data are not reported for subgroups with fewer than 5 students.

**Table A4**  
**SAT Verbal Performance of MCPS Students in the Classes of 2000 to 2004 Who Took the PSAT in Grade 10 by Grade 10 PSAT Verbal Score and English Course Levels in Grades 10 and 11**

PSAT Score by English Levels in Grades 10 and 11 (10, 11)	SAT Test Takers Who Took the PSAT in Grade 10										Mean Most Recent SAT Verbal Score of Students Who Took the PSAT					% Students with SAT Verbal Scores Above 550					
	N					%															
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	
<b>Grade 10 PSAT Verbal Score 20–37</b>																					
Honors, Honors	26	49	48	193	250	100	98.0	94.1	89.4	90.3	446	462	460	456	441	7.7	8.2	8.3	8.3	5.2	
Reg., Honors	10	13	33	113	142	100	92.9	97.1	81.9	83.0	450	475	402	418	424	0.0	15.4	0.0	3.5	3.5	
Honors, Reg.	5	10	10	22	30	100	100	100	73.3	65.2	398	436	449	411	403	0.0	10.0	0.0	0.0	3.3	
Reg., Reg.	111	143	127	683	610	89.5	85.1	80.9	55.4	54.6	419	423	392	394	390	1.8	2.8	0.8	1.2	1.6	
<b>Grade 10 PSAT Verbal Score 38–43</b>																					
Honors, Honors	110	132	153	404	478	98.2	100	98.1	93.5	92.5	511	521	501	505	504	27.3	34.1	22.2	21.5	23.2	
Reg., Honors	26	28	40	118	131	100	100	93.0	93.7	86.8	490	505	492	489	482	23.1	21.4	20.0	17.8	17.6	
Honors, Reg.	15	14	8	29	19	100	100	100	80.6	65.5	490	496	456	466	492	20.0	14.3	12.5	6.9	15.8	
Reg., Reg.	119	113	100	438	314	89.5	89.7	88.5	77.0	70.6	473	480	461	466	457	10.9	15.0	4.0	10.3	8.3	
<b>Grade 10 PSAT Verbal Score 44–49</b>																					
Honors, Honors	312	268	340	744	921	99.7	99.6	98.0	94.8	94.9	551	561	553	553	554	55.8	62.7	56.8	54.7	55.7	
Reg., Honors	39	28	43	136	119	97.5	100	93.5	95.1	86.9	545	550	523	539	527	43.6	57.1	34.9	44.9	37.8	
Honors, Reg.	24	13	17	47	43	92.3	92.9	100	94.0	95.6	540	551	523	520	534	41.7	61.5	23.5	29.8	44.2	
Reg., Reg.	124	89	110	320	189	90.5	93.7	88.7	81.2	78.4	519	532	511	519	519	33.9	39.3	31.8	32.8	35.4	
<b>Grade 10 PSAT Verbal Score 50–80</b>																					
Honors, Honors	1087	1007	1203	1938	2156	99.0	98.6	98.8	97.9	96.5	657	661	658	653	659	94.2	95.2	93.8	94.1	94.1	
Reg., Honors	36	24	63	90	93	97.3	96.0	100	90.9	93.0	612	599	622	610	600	83.3	75.0	92.1	86.7	82.8	
Honors, Reg.	25	20	20	39	28	100	95.2	95.2	97.5	82.4	574	609	621	614	607	76.0	90.0	85.0	97.4	85.7	
Reg., Reg.	105	74	94	176	109	98.1	93.7	95.9	88.0	87.9	587	587	585	583	581	72.4	77.0	75.5	75.6	67.0	

*Note:* Data are not reported for subgroups with fewer than 5 students.

**Table A5**  
**SAT Math Performance of MCPS Students in the Classes of 2000 to 2004 Who Took the PSAT in Grade 10 by Grade 10 PSAT Math Score and Mathematics Course Levels in Grades 10 and 11**

PSAT Score by Math Levels in Grades 10 and 11 (10, 11)	PSAT Test Takers Who Took SAT										Mean Most Recent SAT Math Score of Students Who Took the PSAT					% Students with SAT Math Scores Above 550					
	N					%															
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	
<b>Grade 10 PSAT Math Score 20–37</b>																					
Honors, Honors				16	27				94	96				499	497				31.3	18.5	
Reg., Honors		5		16	41		100		76	87		480		454	460		20.0		6.3	12.2	
Honors, Reg.		6		17	32		100		100	86		472		504	481		33.3		41.2	15.6	
Reg., Reg.	134	135	140	791	841	92	86	83	59	60	435	430	425	409	415	3.0	5.9	6.4	2.8	4.0	
<b>Grade 10 PSAT Math Score 38–44</b>																					
Honors, Honors	22	12	26	60	108	96	100	96	92	92	562	576	551	537	548	63.6	75.0	57.7	41.7	50.0	
Reg., Honors		17	22	56	49		100	100	90	88		545	568	520	526		52.9	63.6	33.9	32.7	
Honors, Reg.	21	29	18	62	107	95	97	90	93	90	531	523	517	518	525	28.6	24.1	22.2	32.3	35.5	
Reg., Reg.	241	255	303	821	850	94	93	93	81	80	502	514	503	487	492	25.3	32.5	26.1	19.1	18.5	
<b>Grade 10 PSAT Math Score 45–50</b>																					
Honors, Honors	92	81	112	204	254	100	99	99	96	95	614	614	596	593	593	85.9	88.9	81.3	83.8	79.9	
Reg., Honors	18	17	30	71	56	90	94	91	92	86	574	594	580	560	573	83.3	82.4	63.3	59.2	73.2	
Honors, Reg.	63	46	59	120	167	98	100	100	91	95	587	584	565	563	572	76.2	82.6	62.7	62.5	64.1	
Reg., Reg.	320	249	244	680	522	96	98	94	88	88	554	564	550	540	547	56.6	67.5	54.1	48.5	51.9	
<b>Grade 10 PSAT Math Score 51–80</b>																					
Honors, Honors	819	813	1009	1659	1784	99	99	99	98	98	695	690	693	684	688	99.6	97.9	98.9	98.8	98.5	
Reg., Honors	25	29	52	73	79	100	100	96	92	94	645	651	635	636	641	88.0	96.6	94.2	93.2	94.9	
Honors, Reg.	143	120	123	281	273	99	98	98	94	95	637	627	636	625	626	93.0	91.7	95.1	92.2	93.8	
Reg., Reg.	271	209	264	563	442	98	96	98	94	91	605	618	608	601	598	84.5	90.4	83.7	85.3	81.9	

*Note:* Data are not reported for subgroups with fewer than 5 students.

**Table A6**  
**Mean SAT Verbal Scores of MCPS Students in the Classes of 2000 to 2004 Who Took the PSAT in Grade 10 by Demographic Group**

Demographic Group	PSAT Test Takers Who Took SAT										Mean PSAT Verbal Score of Students Who Took SAT					Mean Most Recent SAT Verbal Score of Students Who Took the PSAT				
	N					%					2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
All MCPS	2174	2025	2409	5490	5632	97.3	96.7	96.2	84.9	84.8	52	51	52	47	48	589	589	585	549	555
Female	1236	1064	1275	2887	2968	97.5	96.5	96.7	86.4	86.5	52	51	51	47	48	589	588	585	547	554
Male	938	961	1134	2603	2664	97.1	97.0	95.5	83.2	83.1	51	50	52	47	47	589	592	586	552	557
FARMS	64	58	78	262	304	94.1	95.1	83.9	64.1	66.1	43	41	41	36	39	486	492	466	440	451
Special Ed.	82	71	71	264	257	95.3	86.6	85.5	59.1	59.9	46	43	42	38	39	533	516	489	449	460
ESOL	5				18	100				54.5	36	37	29	25	30	332				339
African Am.	154	176	210	748	798	91.7	94.1	89.7	75.5	75.2	46	44	43	40	41	525	511	498	472	474
Female	97	105	121	445	467	92.4	94.6	91.0	79.7	76.8	47	43	44	41	42	534	502	498	483	480
Male	57	71	89	303	331	90.5	93.4	88.1	70.0	73.1	44	44	43	38	40	510	523	499	455	466
FARMS	18	16	18	120	128	85.7	84.2	75.0	69.8	67.4	44	38	37	35	38	497	468	438	429	440
Asian Am.	430	379	522	908	983	97.9	98.4	98.3	92.7	90.1	50	49	51	47	48	580	579	582	551	564
Female	243	194	281	447	516	98.0	98.5	99.3	92.7	92.0	50	48	51	48	48	577	577	585	555	567
Male	187	185	241	461	467	97.9	98.4	97.2	92.6	88.1	50	49	51	47	47	585	580	580	548	562
FARMS	30	27	28	59	62	100	100	96.6	76.6	81.6	42	40	43	38	40	483	488	483	461	467
Hispanic	76	88	122	371	406	97.4	92.6	87.8	63.2	61.5	48	47	45	41	41	532	543	511	482	479
Female	50	42	60	203	208	98.0	91.3	84.5	64.6	63.2	48	47	45	41	41	538	528	496	485	471
Male	26	46	62	168	198	96.3	93.9	91.2	61.5	59.8	47	47	46	40	42	521	556	525	479	488
FARMS	11	9	24	63	83	100	100	77.4	50.8	55.7	43	41	39	35	37	444	504	445	415	423
White	1510	1381	1551	3451	3439	97.8	96.8	97.1	88.6	90.0	53	52	53	50	50	600	605	604	573	581
Female	844	723	812	1788	1774	97.9	96.5	97.8	90.1	92.0	53	53	53	50	50	601	606	604	569	580
Male	666	658	739	1663	1665	97.7	97.2	96.3	86.9	88.1	53	52	53	50	50	599	604	603	577	582
FARMS	5	6	7	20	31	83.3	100	87.5	55.6	68.9	48	51	47	44	46	562	553	533	524	542

Note: Data are not reported for subgroups with fewer than 5 students.

**Table A7**  
**Mean SAT Math Scores of MCPS Students in the Classes of 2000 to 2004 Who Took the PSAT in Grade 10 by Demographic Group**

Demographic Group	PSAT Test Takers Who Took SAT										Mean PSAT Math Score of Students Who Took SAT					Mean Most Recent SAT Math Score of Students Who Took the PSAT				
	N					%					2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
All MCPS	2174	2025	2409	5490	5632	97.3	96.7	96.2	84.9	84.8	53	52	53	50	49	610	611	612	571	574
Female	1236	1064	1275	2887	2968	97.5	96.5	96.7	86.4	86.5	52	51	52	48	48	596	594	596	557	560
Male	938	961	1134	2603	2664	97.1	97.0	95.5	83.2	83.1	55	54	55	51	50	628	631	630	586	589
FARMS	64	58	78	262	304	94.1	95.1	83.9	64.1	66.1	46	45	45	40	41	527	534	511	470	473
Special Ed.	82	71	71	264	257	95.3	86.6	85.5	59.1	59.9	47	44	44	41	40	563	532	527	465	479
ESOL	5				18	100				54.5	47	51	32	39	39	560	593	337	477	453
African Am.	154	176	210	748	798	91.7	94.1	89.7	75.5	75.2	46	44	44	41	41	528	509	501	475	471
Female	97	105	121	445	467	92.4	94.6	91.0	79.7	76.8	45	42	43	41	41	521	492	489	475	469
Male	57	71	89	303	331	90.5	93.4	88.1	70.0	73.1	47	46	46	41	41	541	535	517	475	475
FARMS	18	16	18	120	128	85.7	84.2	75.0	69.8	67.4	42	40	39	38	38	481	461	452	447	444
Asian Am.	430	379	522	908	983	97.9	98.4	98.3	92.7	90.1	55	54	55	53	53	640	636	642	607	625
Female	243	194	281	447	516	98.0	98.5	99.3	92.7	92.0	54	53	53	52	52	627	619	625	599	616
Male	187	185	241	461	467	97.9	98.4	97.2	92.6	88.1	57	56	58	54	55	657	653	663	614	634
FARMS	30	27	28	59	62	100	100	96.6	76.6	81.6	49	50	49	47	48	562	586	577	546	560
Hispanic	76	88	122	371	406	97.4	92.6	87.8	63.2	61.5	47	48	47	43	42	541	556	533	493	489
Female	50	42	60	203	208	98.0	91.3	84.5	64.6	63.2	47	47	45	42	41	538	529	507	484	470
Male	26	46	62	168	198	96.3	93.9	91.2	61.5	59.8	48	49	49	43	44	548	581	558	503	509
FARMS	11	9	24	63	83	100	100	77.4	50.8	55.7	44	40	42	36	38	499	464	460	421	431
White	1510	1381	1551	3451	3439	97.8	96.8	97.1	88.6	90.0	53	53	54	52	51	614	621	623	590	594
Female	844	723	812	1788	1774	97.9	96.5	97.8	90.1	92.0	52	52	53	50	50	600	606	608	575	579
Male	666	658	739	1663	1665	97.7	97.2	96.3	86.9	88.1	55	54	56	53	52	631	638	639	606	609
FARMS	5	6	7	20	31	83.3	100	87.5	55.6	68.9	53	47	49	45	45	546	597	587	532	532

*Note:* Data are not reported for subgroups with fewer than 5 students.



**Table A8**  
**Mean SAT Total Scores of MCPS Students in the Classes of 2000 to 2004 Who Took the PSAT in Grade 10 by Demographic Group**

Demographic Group	PSAT Test Takers Who Took SAT										Mean Combined PSAT Score (Verbal + Math) of Students Who Took SAT					Mean Most Recent SAT Total Score of Students Who Took the PSAT				
	N					%					2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
All MCPS	2174	2025	2409	5490	5632	97.3	96.7	96.2	84.9	84.8	104	103	105	97	97	1199	1201	1197	1120	1129
Female	1236	1064	1275	2887	2968	97.5	96.5	96.7	86.4	86.5	103	102	103	96	96	1185	1181	1180	1104	1115
Male	938	961	1134	2603	2664	97.1	97.0	95.5	83.2	83.1	106	104	107	99	98	1217	1222	1216	1137	1146
FARMS	64	58	78	262	304	94.1	95.1	83.9	64.1	66.1	89	86	85	77	79	1013	1026	977	910	924
Special Ed.	82	71	71	264	257	95.3	86.6	85.5	59.1	59.9	93	87	87	79	79	1096	1048	1015	914	939
ESOL	5				18	100				54.5	84	88	61	63	69	892	1143	603	817	792
African Am.	154	176	210	748	798	91.7	94.1	89.7	75.5	75.2	92	87	88	81	82	1054	1020	999	947	945
Female	97	105	121	445	467	92.4	94.6	91.0	79.7	76.8	92	85	87	82	82	1055	993	987	959	948
Male	57	71	89	303	331	90.5	93.4	88.1	70.0	73.1	92	90	88	79	81	1051	1058	1015	930	941
FARMS	18	16	18	120	128	85.7	84.2	75.0	69.8	67.4	85	78	77	73	75	977	928	889	877	883
Asian Am.	430	379	522	908	983	97.9	98.4	98.3	92.7	90.1	105	103	107	100	101	1220	1214	1225	1158	1189
Female	243	194	281	447	516	98.0	98.5	99.3	92.7	92.0	103	102	104	99	101	1204	1196	1210	1154	1182
Male	187	185	241	461	467	97.9	98.4	97.2	92.6	88.1	107	104	109	101	102	1242	1233	1242	1162	1196
FARMS	30	27	28	59	62	100	100	96.6	76.6	81.6	91	89	92	85	88	1045	1074	1059	1006	1027
Hispanic	76	88	122	371	406	97.4	92.6	87.8	63.2	61.5	95	96	92	84	84	1074	1099	1043	975	968
Female	50	42	60	203	208	98.0	91.3	84.5	64.6	63.2	95	95	90	83	82	1076	1057	1003	970	940
Male	26	46	62	168	198	96.3	93.9	91.2	61.5	59.8	95	97	94	84	86	1069	1138	1083	982	997
FARMS	11	9	24	63	83	100	100	77.4	50.8	55.7	86	81	81	71	75	943	969	905	836	854
White	1510	1381	1551	3451	3439	97.8	96.8	97.1	88.6	90.0	106	105	108	101	101	1214	1227	1227	1163	1175
Female	844	723	812	1788	1774	97.9	96.5	97.8	90.1	92.0	105	105	106	100	100	1201	1212	1212	1144	1160
Male	666	658	739	1663	1665	97.7	97.2	96.3	86.9	88.1	108	106	109	103	102	1230	1242	1242	1184	1190
FARMS	5	6	7	20	31	83.3	100	87.5	55.6	68.9	100	98	96	89	91	1108	1150	1120	1056	1074

*Note:* Data are not reported for subgroups with fewer than 5 students.

**Table A9**  
**Number and Percentage of Students in the MCPS Classes of 2000 to 2004 with PSAT Scores in the Honors Potential Ranges Who Changed from Regular-level English or Mathematics in Grade 10 to Honors-Level English or Mathematics in Grade 11 by PSAT Score Range and Demographic Group**

	Changed from Regular to Honors English										Changed from Regular to Honors Math									
	2000		2001		2002		2003		2004		2000		2001		2002		2003		2004	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	<b>Grade 10 PSAT Verbal Score 44–49</b>										<b>Grade 10 PSAT Math Score 45–50</b>									
All MCPS	40	22.6	28	22.8	46	27.1	143	26.6	137	36.2	20	5.6	18	6.6	33	11.3	77	9.0	65	9.8
Female	21	26.9	14	25.9	26	35.6	75	35.5	65	46.8	10	4.8	11	7.5	22	13.8	32	7.6	35	11.1
Male	19	19.2	14	20.3	20	20.6	68	20.9	72	30.1	10	6.9	7	5.5	11	8.3	45	10.4	30	8.7
African Am.					8	36.4	26	34.7	20	33.9			5	18.5	5	17.9	13	12.5	12	14.3
Asian Am.	9	42.9	5	45.5	13	44.8	22	33.3	18	47.4			5	15.6	14	28.6	19	20.7	16	23.5
Hispanic							13	31.0	15	39.5									7	13.0
White	27	21.1	17	18.5	23	22.5	81	22.9	84	34.7	11	4.3	8	4.0	12	6.3	41	6.8	30	6.6
FARMS					33.3		9	40.9	8	42.1							5	18.5	7	25.0
Special Ed.									7	24.1										
ESOL																				
	<b>Grade 10 PSAT Verbal Score 50–80</b>										<b>Grade 10 PSAT Math Score 51–80</b>									
All MCPS	37	25.7	25	24.0	63	39.1	99	33.1	100	44.6	25	8.3	29	11.7	54	16.7	79	11.6	84	14.7
Female	21	36.8	5	19.2	22	44.0	30	33.7	34	54.0	20	13.0	10	8.9	21	14.4	30	11.1	29	12.3
Male	16	18.4	20	25.6	41	36.9	69	32.9	66	41.0	5	3.4	19	14.1	33	18.5	49	12.0	55	16.5
African Am.							8	36.4	9	75.0					6	37.5	9	25.7	10	20.4
Asian Am.	8	38.1	3	30.0	12	42.9	19	50.0	11	50.0	9	19.6	10	30.3	14	32.6	18	20.9	12	19.0
Hispanic					6	60.0			6	42.9									5	16.1
White	23	22.3	19	23.5	43	37.4	69	31.4	74	42.0	14	6.0	14	7.4	32	12.7	50	9.6	57	13.3
FARMS																			7	35.0
Special Ed.							5	20.8											4	16.7
ESOL																				

*Note:* Data are not reported for subgroups with fewer than 5 students.

**Table A10**  
**Number and Percentage of Students in the MCPS Classes of 2000 to 2004 with PSAT Scores in the Remedial Risk Ranges Who Attained SAT Verbal or Math Scores of 550 or Higher by PSAT Score Range and Demographic Group**

	Attained SAT Verbal Score of 550 or Higher										Attained SAT Math Score of 550 or Higher									
	Grade 10 PSAT Verbal Score 20–37										Grade 10 PSAT Math Score 20–37									
	2000		2001		2002		2003		2004		2000		2001		2002		2003		2004	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
All MCPS	152	2.6	215	5.1	218	2.3	1011	2.8	1032	2.8	136	2.9	148	8.1	147	7.5	840	4.2	941	5.2
Female	72	0.0	102	2.0	115	3.5	515	2.7	519	1.0	90	4.4	96	6.3	99	9.1	500	3.0	558	4.7
Male	80	5.0	113	8.0	103	1.0	496	2.8	513	4.7	46	0.0	52	11.5	48	4.2	340	5.9	383	6.0
African Am.	33	3.0	45	0.0	59	0.0	307	1.3	314	1.3	34	0.0	46	0.0	48	2.1	287	1.7	326	1.8
Asian Am.	46	2.2	62	3.2	65	3.1	168	2.4	186	4.8	20	10.0	27	14.8	23	8.7	115	5.2	96	13.5
Hispanic	10	0.0	21	0.0	25	4.0	138	0.7	155	0.6	9	11.1	15	0.0	20	0.0	131	2.3	157	0.6
White	62	3.2	87	10.3	69	2.9	396	4.8	375	4.0	73	1.4	60	13.3	55	14.5	305	6.9	361	8.0
FARMS	14	0.0	23	0.0	26	3.8	140	0.0	151	1.3	13	7.7	17	5.9	18	0.0	117	1.7	135	1.5
Special Ed.	17	5.9	24	12.5	27	0.0	130	0.0	131	2.3	14	0.0	17	0.0	20	0.0	118	0.8	118	4.2
ESOL									17	0.0									11	9.1

*Note:* Data are not reported for subgroups with fewer than 5 students.

**Appendix B:  
Trends in SAT Participation and Performance for  
Students Who Took the PSAT in Grade 10 by High School**

**Table B1**  
**Changes in the Number and Percentage of Students in the Classes of 2000 to 2004 Who Took the PSAT and the SAT by High School**

High School	SAT Test Takers Who Took PSAT in Grade 10					Mean Most Recent SAT Total Scores of Students Who Took the PSAT					% of Students with SAT Total Scores Above 1100 for Test Takers Who Took the PSAT									
	N					%														
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004					
All MCPS	2174	2025	2409	5490	5632	43.6	40.4	43.1	93.7	93.2	1199	1201	1197	1120	1129	72.4	72.7	70.5	56.3	57.1
B-CC	89	137	123	210	238	56.0	66.2	63.1	89.0	90.2	1227	1225	1217	1165	1189	78.7	76.6	79.7	65.7	68.9
Blair	154	124	163	371	392	44.9	36.0	40.2	95.1	95.6	1316	1355	1307	1176	1177	87.0	93.5	84.7	59.8	60.2
Blake <sup>a</sup>			19	210	220			9.3	92.9	94.4			1258	1064	1093			84.2	46.7	50.0
Churchill	194	133	249	345	404	55.1	41.7	66.0	95.8	96.2	1252	1290	1248	1212	1224	82.0	86.5	79.9	75.7	74.0
Damascus	63	92	63	291	274	27.5	38.7	22.9	96.4	93.5	1170	1217	1213	1099	1099	66.7	87.0	74.6	48.8	48.9
Einstein	19	53		176	168	12.6	36.8		92.6	97.1	1147	1074		1017	1016	68.4	56.6		34.7	35.7
Gaithersburg	134	144	129	241	228	59.6	59.0	51.8	84.6	83.5	1085	1111	1098	1060	1032	49.3	56.9	54.3	44.8	38.6
Kennedy	5		30	145	148	3.1		16.5	90.6	89.2	1042		1044	1036	953	40.0		43.3	40.7	26.4
Magruder	124	156	176	266	267	58.8	59.3	64.0	96.4	91.4	1140	1136	1176	1115	1129	60.5	59.6	72.2	55.3	54.7
Northwest			19	195	183			9.2	86.7			1290	1183	1041	1074			78.9	42.1	49.7
Paint Branch	84	123	108	212	228	33.6	46.1	44.3	88.7	93.4	1168	1137	1155	1058	1054	69.0	61.8	66.7	47.2	44.3
Poolesville	43	36	37	121	135	46.2	37.9	30.6	92.4	99.3	1140	1140	1219	1101	1134	67.4	61.1	78.4	54.5	56.3
Quince Orchard	91	40	43	243	282	33.5	16.3	16.4	96.8	93.4	1197	1228	1197	1100	1124	78.0	77.5	74.4	52.7	54.6
R. Montgomery	113	96	100	223	264	46.3	36.4	37.5	94.5	92.6	1347	1381	1315	1233	1238	92.9	95.8	83.0	73.1	73.5
Rockville	100	96	88	125	109	62.5	58.5	62.0	94.7	93.2	1158	1144	1111	1102	1111	67.0	57.3	51.1	52.8	56.0
Seneca Valley	80	69	56	187	192	46.0	39.0	34.4	94.9	94.6	1136	1144	1138	1045	1046	70.0	62.3	57.1	38.5	42.2
Sherwood	192	138	169	317	308	66.2	46.8	64.3	97.5	93.9	1116	1146	1123	1083	1094	56.8	64.5	57.4	54.3	51.9
Springbrook	149	156	215	251	276	43.2	56.7	85.0	97.3	93.9	1173	1116	1092	1066	1056	66.4	56.4	50.7	49.0	46.0
W. Johnson	182	115	174	279	280	70.0	44.2	68.0	93.3	93.3	1230	1238	1249	1173	1206	81.3	82.6	78.2	67.4	73.9
Watkins Mill	128	96	106	239	222	46.9	41.2	41.9	95.2	92.1	1116	1180	1192	1075	1072	58.6	70.8	74.5	49.0	49.1
Wheaton	17	23	47	135	109	11.6	16.1	40.5	90.0	90.1	1023	1037	984	934	932	35.3	56.5	23.4	23.7	21.1
Whitman	124	120	152	353	319	40.0	39.9	44.4	95.1	93.5	1310	1308	1343	1264	1255	91.9	93.3	92.8	84.1	81.8
Wootton	89	67	143	355	386	27.6	20.9	37.8	95.4	94.1	1275	1272	1219	1188	1217	86.5	89.6	76.9	69.9	76.9

<sup>a</sup> Blake did not have a graduating class until 2001.

Note: Data are not reported for subgroups with fewer than 5 students.

**Table B2**  
**Number and Performance of Students in the Classes of 2000 to 2004 with SAT Scores of 1100 or Above Who Took/Did Not Take the PSAT in Grade 10 by High School**

High School	Number of Students With SAT Total Scores 1100 or Higher										Mean Score for Students with SAT Total Scores 1100 or Above									
	Took PSAT					Did Not Take PSAT					Student Took PSAT					Student Did Not Take PSAT				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
All MCPS	1575	1472	1699	3090	3218	1161	1310	1354	121	127	1288	1291	1297	1274	1285	1253	1259	1252	1247	1237
B-CC	70	105	98	138	164	46	31	35	13	10	1306	1313	1285	1300	1306	1268	1294	1273	1217	1252
Blair	134	116	138	222	236	67	97	101	7		1374	1384	1376	1368	1374	1336	1328	1342	1350	
Blake <sup>a</sup>			16	98	110		10	63		6			1308	1240	1255		1230	1220		1242
Churchill	159	115	199	261	299	101	135	76	12	5	1310	1332	1306	1291	1311	1284	1256	1259	1263	1246
Damascus	42	80	47	142	134	53	36	86		5	1252	1249	1289	1238	1256	1200	1179	1200		1170
Einstein	13	30		61	60	35	19	67			1222	1197		1240	1240	1204	1192	1236		
Gaithersburg	66	82	70	108	88	31	28	19	15	6	1223	1217	1231	1230	1232	1190	1199	1216	1223	1182
Kennedy			13	59	39	54	53	42			1280	1213	1248	1244	1208	1226	1232	1197		
Magruder	75	93	127	147	146	35	54	42		6	1250	1248	1251	1245	1266	1220	1219	1209		1198
Northwest			15	82	91			70	11				1250	1236	1258			1229	1222	
Paint Branch	58	76	72	100	101	46	41	52		7	1258	1245	1264	1222	1243	1197	1195	1220		1267
Poolesville	29	22	29	66	76	14	33	46			1233	1240	1288	1225	1239	1256	1248	1243		
Quince Orchard	71	31	32	128	154	71	103	98		9	1263	1288	1272	1252	1266	1223	1246	1241		1253
R. Montgomery	105	92	83	163	194	69	93	75	5	5	1375	1398	1378	1342	1353	1308	1314	1314	1266	1218
Rockville	67	55	45	66	61	19	15	19			1261	1273	1276	1250	1244	1249	1242	1204		
Seneca Valley	56	43	32	72	81	21	23	21			1220	1247	1263	1235	1233	1175	1184	1179		
Sherwood	109	89	97	172	160	38	49	28		8	1234	1235	1231	1221	1241	1215	1214	1216		1204
Springbrook	99	88	109	123	127	70	35	7			1271	1258	1252	1259	1246	1226	1205	1203		
W. Johnson	148	95	136	188	207	31	83	43	10	10	1293	1292	1324	1287	1295	1276	1275	1282	1249	1222
Watkins Mill	75	68	79	117	109	46	45	55			1222	1269	1266	1231	1247	1202	1214	1214		
Wheaton	6	13	11	32	23	23	22	7			1163	1207	1182	1199	1223	1180	1206	1233		
Whitman	114	112	141	297	261	132	125	138	13	17	1334	1336	1370	1316	1316	1295	1318	1281	1283	1258
Wootton	77	60	110	248	297	156	179	164	7	16	1314	1308	1301	1281	1292	1275	1269	1273	1253	1284

<sup>a</sup> Blake did not have a graduating class until 2001.

Note: Data are not reported for subgroups with fewer than 5 students.

**Table B3**  
**Number and Performance of Students in the Classes of 2000 to 2004 with SAT Scores Below 1100 Who Took/Did Not Take the PSAT in Grade 10 by High School**

High School	Number of Students With SAT Total Scores Below 1100										Mean Score for Students with SAT Total Scores Below 1100									
	Took PSAT					Did Not Take PSAT					Student Took PSAT					Student Did Not Take PSAT				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
All MCPS	599	553	710	2400	2414	1647	1672	1822	251	281	965	962	957	922	922	903	899	904	855	855
B-CC	19	32	25	72	74	24	39	37	13	16	934	935	951	908	927	885	826	864	901	837
Blair	20	8	25	149	156	122	123	141	12	15	925	940	925	889	878	862	873	838	860	855
Blake <sup>a</sup>				112	110		23	122	13	7				910	931		887	914	891	907
Churchill	35	18	50	84	105	57	51	52		11	988	1017	1016	964	975	958	944	954		942
Damascus	21	12	16	149	140	113	110	126	10	14	1006	1003	990	966	949	934	935	948	885	923
Einstein	6	23		115	108	97	72	90	12	5	983	914		899	891	885	836	896	874	900
Gaithersburg	68	62	59	133	140	60	72	101	29	39	952	970	941	922	906	905	922	865	898	810
Kennedy			17	86	109	103	108	110	14	16			888	893	862	838	869	864	840	830
Magruder	49	63	49	119	121	52	53	57	6	19	972	971	984	954	964	933	929	924	815	906
Northwest				113	92	6		117	19	8				898	893	950		941	867	810
Paint Branch	26	47	36	112	127	120	103	84	23	9	965	962	937	911	904	901	868	914	792	859
Poolesville	14	14	8	55	59	36	26	38	8		947	984	971	952	997	910	949	939	794	
Quince Orchard	20	9	11	115	128	110	102	121	5	11	967	1021	978	931	954	921	931	920	942	787
R. Montgomery	8		17	60	70	62	75	92	8	16	978		1007	936	921	917	897	913	858	858
Rockville	33	41	43	59	48	41	53	35	6	7	951	971	939	937	942	927	855	896	817	887
Seneca Valley	24	26	24	115	111	73	85	86	8	11	940	975	971	926	910	887	895	880	786	829
Sherwood	83	49	72	145	148	60	108	66	6	12	961	984	979	919	937	880	901	900	925	761
Springbrook	50	68	106	128	149	126	84	31	6	14	980	932	927	880	895	875	881	839	868	847
W. Johnson	34	20	38	91	73	47	62	39	10	10	956	978	978	936	955	929	924	906	798	923
Watkins Mill	53	28	27	122	113	99	92	92	10	16	967	966	976	925	904	909	920	930	907	888
Wheaton	11	10	36	103	86	107	98	62	15	12	946	815	924	851	854	883	844	819	707	755
Whitman	10	8	11	56	58	54	56	52	5	5	1037	911	994	988	982	929	959	956	918	938
Wootton	12	7	33	107	89	78	75	71	10	8	1025	963	946	973	968	992	974	967	981	955

<sup>a</sup> Blake did not have a graduating class until 2001.

Note: Data are not reported for subgroups with fewer than 5 students.

**Table B4**  
**Number and Percentage of Students in the Classes of 2000 to 2004 with PSAT Scores in the Honors Potential Ranges Who Changed from Regular-level English or Mathematics in Grade 10 to Honors-level English or Mathematics in Grade 11 by High School**

High School	Grade 10 PSAT Verbal Scores of 44-80										Grade 10 PSAT Math Scores of 45-80									
	Students Moved from English in Grade 10 to Honors English in Grade 11					Students Moved from Math in Grade 10 to Honors Math in Grade 11					Students Moved from English in Grade 10 to Honors English in Grade 11					Students Moved from Math in Grade 10 to Honors Math in Grade 11				
	N					%					N					%				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
All MCPS	77	53	109	242	237	24.0	23.3	32.9	28.9	39.4	39	40	81	122	138	6.2	7.5	12.7	8.6	10.3
B-CC	5		10	5		33.3		83.3	29.4					14						21.5
Blair				5	6				20.0	31.6			5	8	7			14.3	9.8	9.6
Blake				6	10				15.4	45.5				11	11				16.2	18.6
Churchill	12	7	16	24	26	21.1	33.3	26.7	27.0	38.2			8	5				12.1		6.0
Damascus					18					40.0										
Einstein														5						15.2
Gaithersburg			6	8	6			33.3	34.8	40.0	5			5	5	11.9			11.6	14.3
Kennedy				5					62.5											
Magruder	7		19	9	15	19.4		36.5	14.1	31.3		7	16	8	22		17.1	23.2	10.5	23.2
Northwest				13	5				37.1	22.7										
Paint Branch	9	8	5	7	18	50.0	34.8	50.0	29.2	66.7			11					42.3		
Poolesville														10						34.5
Quince Orchard				6	10				15.0	32.3										
R. Montgomery														6					20.0	
Rockville				9	9				47.4	33.3				6					11.5	
Seneca Valley	5		5	5	17	31.3		41.7	23.8	56.7					11					27.5
Sherwood			6	10	18			42.9	27.8	47.4				9	5				10.1	6.2
Springbrook	7		5	5	6	53.8		50.0	41.7	46.2				8		9.8	12.5	22.2		10.5
W. Johnson	7		9	22		28.0		47.4		13.3	5	6	12		8	5	6	7	5	5
Watkins Mill	4	7	7	14	6	14.3	41.2	33.3	29.8	28.6										
Wheaton				8	8				61.5	66.7										
Whitman	5		5	25	10	23.8		33.3	37.9	25.0				8	8				7.9	9.0
Wootton			6	47	32			17.6	49.5	72.7			7	11	9			14.9	8.7	9.5

Note: Data are not reported for subgroups with fewer than 5 students.



**Table B5**  
**SAT Verbal Scores of MCPS Students in the Class of 2004 Who Took the PSAT by English Course Levels in Grades 10 and 11 by High School**

High School	N Students Who Took PSAT				N PSAT Test Takers Who Took SAT				Mean SAT Verbal Score				% Students with SAT Verbal Scores Above 550			
	Honors Honors	Reg. Honors	Honors Reg	Reg. Reg	Honors Honors	Reg. Honors	Honors Reg	Reg. Reg	Honors Honors	Reg. Honors	Honors Reg	Reg. Reg	Honors Honors	Reg. Honors	Honors Reg	Reg. Reg
All MCPS	3998	559	154	1927	3805	485	120	1222	600	499	512	444	70.0	30.9	39.2	14.4
B-CC	216	12		39	203	9		23	618	446		402	77.3	11.1		8.7
Blair	304	17	7	171	286	15	5	86	651	486	476	399	79.7	20.0	20.0	5.8
Blake <sup>a</sup>	157	32		70	146	25		47	594	514		440	73.3	32.0		8.5
Churchill	267	37	6	120	259	36	5	104	637	558	532	499	85.3	58.3	20.0	23.1
Damascus	141	30	26	140	138	28	22	86	595	502	532	452	66.7	21.4	40.9	14.0
Einstein	131	25		80	116	17		34	554	445		398	50.0	11.8		0.0
Gaithersburg	155	21		73	149	20		57	549	457		419	47.7	10.0		10.5
Kennedy	120	16	7	53	111	13	1	23	490	435	550	367	27.0	15.4	100.0	4.3
Magruder	154	33	12	126	146	29	11	81	612	494	528	477	76.0	31.0	45.5	18.5
Northwest	107	15	8	94	99	14	5	65	588	492	582	438	71.7	21.4	80.0	16.9
Paint Branch	142	45		85	137	38		51	553	511		400	51.8	44.7		5.9
Poolesville	105		9	38	104		8	19	570		560	486	61.5		37.5	31.6
Quince Orchard	174	18	11	105	170	17	10	85	598	507	555	459	71.8	35.3	50.0	9.4
R. Montgomery	232	15	7	43	226	10	7	21	644	481	474	421	80.1	30.0	42.9	4.8
Rockville	69	15		71	61	13		35	592	522		481	72.1	46.2		25.7
Seneca Valley	100	32	12	95	98	30	8	56	572	503	481	411	65.3	30.0	25.0	7.1
Sherwood	211	33	9	94	203	27	8	70	581	510	454	444	67.0	33.3	0.0	11.4
Springbrook	216	29	7	78	200	23	5	48	562	475	344	399	56.5	21.7	0.0	6.3
W. Johnson	222	13		64	214	13		49	624	537		493	79.4	38.5		26.5
Watkins Mill	167	18		96	154	18		48	563	474		416	60.4	11.1		6.3
Wheaton	64	24		71	59	18		31	508	419		364	32.2	11.1		3.2
Whitman	251	12	6	75	238	10	5	66	648	565	576	517	86.6	60.0	100.0	43.9
Wootton	293	63		46	288	58		37	623	515		476	81.9	37.9		21.6

<sup>a</sup> The College Board reports that sophomores with PSAT verbal scores above 43 have Honors potential.

*Note:* Data are not reported for subgroups with fewer than 5 students. There are too few students to further disaggregate results by school.

**Table B6**  
**SAT Math Scores of MCPS Students in the Class of 2004 Who Took the PSAT by Math Course Levels in Grades 10 and 11 and High School**

High School	N Students Who Took PSAT				N PSAT Test Takers Who Took SAT				Mean SAT Math Score				% Students with SAT Math Scores Above 550			
	Honors Honors	Reg. Honors	Honors Reg	Reg. Reg	Honors Honors	Reg. Honors	Honors Reg	Reg. Reg	Honors Honors	Reg. Honors	Honors Reg	Reg. Reg	Honors Honors	Reg. Honors	Honors Reg	Reg. Reg
All MCPS	2086	149	461	1081	2038	135	440	964	676	612	605	570	96.2	85.9	82.5	65.7
B-CC	107	14	22	42	103	12	20	37	672	662	621	602	99.0	100.0	85.0	86.5
Blair	181	8	25	42	179	8	24	36	716	630	584	543	96.6	87.5	66.7	58.3
Blake <sup>a</sup>	84	6	9	36	82	6	9	27	633	592	571	546	86.6	83.3	66.7	51.9
Churchill	182	6	44	78	178	5	41	75	715	688	635	585	100.0	100.0	95.1	73.3
Damascus	59		34	85	59		34	74	675		611	567	98.3		85.3	58.1
Einstein	41		20	26	38		19	20	628		560	527	86.8		68.4	30.0
Gaithersburg	73	6	12	29	71	6	12	28	625	587	568	542	88.7	83.3	75.0	57.1
Kennedy	37		12	3	37		12	2	625		538	465	97.3		41.7	0.0
Magruder	93	24		73	90	21		62	668	603	650	565	98.9	95.2	100.0	67.7
Northwest	64			36	62			30	667			548	96.8			50.0
Paint Branch	64		22	41	64		22	38	656		622	553	95.3		86.4	55.3
Poolesville	33		37	27	33		35	24	662		593	565	93.9		80.0	58.3
Quince Orchard	122	6	14	58	121	6	14	52	663	550	579	543	96.7	50.0	85.7	50.0
R. Montgomery	165		14	32	164		12	25	693		608	569.2	97.6		100.0	56.0
Rockville	41		11	29	37		10	21	659		583	541	94.6		80.0	57.1
Seneca Valley	63	11	16	29	63	10	15	25	625	579	603	536	88.9	60.0	80.0	40.0
Sherwood	95	7	22	65	93	7	22	60	646	571	573	572	94.6	85.7	63.6	70.0
Springbrook	72	9	16	55	69	9	16	49	658	619	596	551	95.7	88.9	75.0	59.2
W. Johnson	119	5	25	67	117	5	24	65	691	608	609	603	99.1	100.0	87.5	81.5
Watkins Mill	53		6	68	53		5	62	681		598	575	96.2		80.0	74.2
Wheaton	29			7	25				600				72.0			
Whitman	153	9	34	70	148	9	30	67	698	681	624	613	100.0	100.0	93.3	83.6
Wootton	156	12	57	83	152	10	56	81	703	605	643	593	99.3	70.0	94.6	80.2

<sup>a</sup> The College Board reports that sophomores with PSAT verbal scores above 43 have Honors potential.

Note: Data are not reported for subgroups with fewer than 5 students. There are too few students to further disaggregate results by school.

**Table B7**  
**SAT Verbal and Mathematics Performance of Students in the Classes of 2000 to 2004 with PSAT Math Scores Below 38 by High School**

PSAT Score by High School	N SAT Test Takers With PSAT Verbal Scores Below 38					% SAT Verbal Scores Above 550					N SAT Test Takers With PSAT Math Scores Below 38					% Students with SAT Math Scores Above 550				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
All MCPS	152	215	218	1011	1032	3	5	2	3	3	348	331	388	1658	1677	16	19	19	12	10
B-CC	8	16	10	26	36	0	0	0	4	6	15	20	22	46	56	13	15	32	4	7
Blair	5		10	74	80	20		0	1	1	12	9	14	106	120	0	56	0	6	6
Blake <sup>a</sup>				40	39				5	3				89	80				11	9
Churchill	9	9	10	32	40	0	11	0	3	5	21	14	36	59	80	24	36	31	39	29
Damascus		5		43	45		0		0	2	12	6	8	90	81	25	33	13	18	7
Einstein		9		51	50		0		2	2	7	14		75	75	14	14		5	1
Gaithersburg	20	22	17	47	63	5	14	6	0	5	34	39	26	80	89	9	15	12	3	4
Kennedy			8	46	61			0	4	5			12	67	87			17	10	3
Magruder	12	28	6	44	48	8	4	0	2	0	23	33	17	69	67	13	24	24	14	9
Northwest				60	48				3	0				89	72				12	11
Paint Branch	6	18	15	62	65	0	0	7	3	6	14	31	24	90	87	14	19	21	17	7
Poolesville				26	11				0	0	11			35	27	9			17	19
Quince Orchard	5			51	54	0			2	4	7			77	67	14			4	12
R. Montgomery				22	26				14	0	5			43	52	40			12	10
Rockville	6	14	12	22	18	0	7	0	0	0	23	25	20	35	31	4	12	10	9	10
Seneca Valley	5	7	9	54	41	0	0	0	2	2	13	12		79	63	0	0		8	3
Sherwood	18	19	14	55	64	6	5	0	2	2	41	26	39	96	105	15	31	13	7	11
Springbrook	15	21	45	68	67	0	0	0	1	0	29	39	58	102	106	7	8	10	7	4
W. Johnson	12	15	14	36	34	0	7	0	8	6	28	23	25	67	56	32	30	32	16	18
Watkins Mill	13	8	7	48	44	0	0	14	6	2	34	13	16	77	88	21	0	19	5	10
Wheaton		6	14	58	43		0	7	0	0	6	6	16	85	66	33	0	13	8	9
Whitman				15	24				7	17		10	11	44	50		40	55	32	34
Wootton		5	12	31	31		20	0	3	0	8		22	58	72	50		27	26	28

Note: Data are not reported for subgroups with fewer than 5 students.

**Table B8**  
**Mean PSAT Verbal Scores of Students in the Class of 2004 Who Took the SAT by Demographic Group and High School**

High School	All		Female		Male		African American		Asian American		Hispanic		White		FARMS		Spec. Ed.		ESOL	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
All MCPS	5632	48	2968	48	2664	47	798	41	983	48	406	41	3439	50	304	39	257	39	18	30
B-CC	238	50	125	51	113	50	29	41	18	49	19	43	172	53	9	37	17	38		
Blair	392	52	204	51	188	52	104	41	72	58	33	36	183	58	45	39	9	40		
Blake	220	47	142	48	78	45	64	42	19	49	13	43	124	49	6	43				
Churchill	404	49	192	49	212	49	16	43	104	49	19	48	265	49	8	49	34	42		
Damascus	274	47	133	46	141	47	9	42	27	49	9	42	229	47			8	36		
Einstein	168	44	94	44	74	44	43	39	34	42	33	38	58	52	36	39	10	44	7	32
Gaithersburg	228	44	122	44	106	44	35	40	33	43	31	38	129	46	17	35	14	34		
Kennedy	148	40	90	41	58	39	64	38	22	43	24	36	36	46	21	36	9	39		
Magruder	267	48	146	48	121	48	21	41	47	46	12	42	187	49	8	32	9	43		
Northwest	183	44	99	44	84	45	42	38	31	47	11	37	99	47	8	37	10	34		
Paint Branch	228	43	108	43	120	43	66	39	64	44	12	40	86	46	14	39				
Poolesville	135	49	73	49	62	49			7	50			127	49						
Quince Orchard	282	47	144	47	138	46	22	42	62	46	18	44	180	48	5	48	13	35		
R. Montgomery	264	54	145	56	119	53	22	47	60	55	18	49	164	56	15	38	9	40		
Rockville	109	47	59	46	50	48	10	39	18	48	10	37	71	49	9	39				
Seneca Valley	192	45	81	46	111	44	31	41	33	42	16	45	111	47	9	40	10	37		
Sherwood	308	46	152	46	156	46	18	42	27	46	17	44	246	47	7	40	20	38		
Springbrook	276	45	135	46	141	45	97	42	64	44	20	40	94	51	28	37	10	38		
W. Johnson	280	51	155	52	125	49	9	48	48	48	13	46	208	52	6	44	20	42		
Watkins Mill	222	46	117	46	105	46	43	40	28	44	26	43	125	49	15	39				
Wheaton	109	40	64	40	45	41	33	40	20	42	27	38	29	42	28	38	9	30		
Whitman	319	53	163	52	156	53	10	46	36	48	11	48	262	54			17	45		
Wootton	386	50	225	50	161	49	9	41	109	50	14	50	254	50	6	48	13	36		

Note: Data are not reported for subgroups with fewer than 5 students.

**Table B9**  
**Mean PSAT and SAT Verbal Scores of Students in the Class of 2004 Who Took Both Tests by Demographic Group and High School**

High School	All		Female		Male		African American		Asian American		Hispanic		White		FARMS		Spec. Ed.		ESOL	
	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT
All MCPS	48	555	48	554	47	557	41	474	48	564	41	479	50	581	39	451	39	460	30	339
B-CC	50	589	51	591	50	588	41	481	49	590	43	499	53	617	37	453	38	465		
Blair	52	588	51	584	52	592	41	469	58	660	36	417	58	657	39	449	40	488		
Blake	47	550	48	558	45	536	42	497	49	590	43	521	49	575	43	533				
Churchill	49	593	49	587	49	599	43	526	49	596	48	593	49	596	49	550	42	536		
Damascus	47	536	46	530	47	541	42	454	49	560	42	486	47	538			36	405		
Einstein	44	510	44	507	44	514	39	465	42	484	38	461	52	587	39	459	44	481	32	347
Gaithersburg	44	508	44	504	44	513	40	465	43	511	38	421	46	540	35	416	34	374		
Kennedy	40	466	41	465	39	469	38	435	43	510	36	414	46	536	36	423	39	391		
Magruder	48	555	48	550	48	560	41	474	46	549	42	462	49	571	32	399	43	510		
Northwest	44	527	44	519	45	537	38	457	47	582	37	431	47	551	37	459	34	389		
Paint Branch	43	511	43	500	43	520	39	475	44	523	40	453	46	538	39	419				
Poolesville	49	556	49	561	49	550			50	553			49	557						
Quince Orchard	47	549	47	554	46	545	42	513	46	551	44	494	48	559	48	544	35	454		
R. Montgomery	54	615	56	629	53	599	47	554	55	618	49	547	56	630	38	475	41	447		
Rockville	47	548	46	536	48	563	39	463	48	559	37	444	49	573	39	470				
Seneca Valley	45	510	46	519	44	504	41	472	42	478	45	525	47	529	40	446	37	402		
Sherwood	46	541	46	537	46	544	42	483	46	542	44	535	47	545	40	470	38	459		
Springbrook	45	523	46	523	45	522	42	478	44	515	40	464	51	586	37	442	38	430		
W. Johnson	51	596	52	599	49	592	48	558	48	571	46	531	52	608	44	512	42	520		
Watkins Mill	46	523	46	524	46	521	40	438	44	506	43	495	49	561	39	440				
Wheaton	40	453	40	451	41	455	40	455	42	465	38	410	42	482	38	420	30	302		
Whitman	53	617	52	612	53	623	46	523	48	589	48	557	54	627			45	523		
Wootton	50	593	50	591	49	595	41	456	50	604	50	573	50	594	48	525	36	448		

Note: Data are not reported for subgroups with fewer than 5 students.

**Table B10**  
**Mean PSAT Math Scores of Students in the Class of 2004 Who Took the SAT by Demographic Group and High School**

High School	All		Female		Male		African American		Asian American		Hispanic		White		FARMS		Spec. Ed.		ESOL	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
All MCPS	5632	49	2968	48	2664	50	798	41	983	53	406	42	3439	51	304	41	257	40	18	39
B-CC	238	50	125	49	113	52	29	40	18	52	19	44	172	52	9	39	17	40		
Blair	392	53	204	50	188	56	104	41	72	64	33	38	183	58	45	40	9	39		
Blake	220	47	142	47	78	47	64	41	19	52	13	45	124	49	6	41				
Churchill	404	53	192	51	212	54	16	43	104	57	19	50	265	52	8	50	34	46		
Damascus	274	49	133	46	141	51	9	40	27	55	9	45	229	48		8	38			
Einstein	168	45	94	44	74	46	43	41	34	47	33	38	58	50	36	42	10	41	7	38
Gaithersburg	228	45	122	44	106	46	35	40	33	47	31	39	129	48	17	38	14	34		
Kennedy	148	41	90	41	58	42	64	39	22	47	24	36	36	47	21	37	9	38		
Magruder	267	49	146	48	121	50	21	42	47	51	12	46	187	50	8	43	9	46		
Northwest	183	46	99	45	84	48	42	39	31	54	11	36	99	48	8	39	10	37		
Paint Branch	228	47	108	44	120	49	66	41	64	50	12	41	86	50	14	35				
Poolesville	135	50	73	49	62	51			7	51			127	50						
Quince Orchard	282	50	144	50	138	51	22	44	62	53	18	46	180	50	5	48	13	43		
R. Montgomery	264	54	145	54	119	54	22	45	60	57	18	47	164	55	15	42	9	37		
Rockville	109	49	59	48	50	51	10	44	18	54	10	41	71	50	9	42				
Seneca Valley	192	46	81	46	111	47	31	42	33	49	16	46	111	47	9	46	10	34		
Sherwood	308	47	152	46	156	49	18	41	27	48	17	47	246	48	7	42	20	41		
Springbrook	276	46	135	46	141	47	97	41	64	47	20	41	94	52	28	38	10	38		
W. Johnson	280	51	155	51	125	52	9	45	48	57	13	43	208	51	6	51	20	38		
Watkins Mill	222	47	117	47	105	48	43	39	28	49	26	43	125	50	15	41				
Wheaton	109	41	64	40	45	43	33	37	20	45	27	38	29	46	28	38	9	33		
Whitman	319	53	163	53	156	54	10	44	36	55	11	45	262	54		17	45			
Wootton	386	53	225	52	161	54	9	43	109	57	14	51	254	52	6	45	13	43		

Note: Data are not reported for subgroups with fewer than 5 students.

Table B11

## Mean PSAT and SAT Math Scores of Students in the Class of 2004 Who Took Both Tests by Demographic Group and High School

High School	All		Female		Male		African American		Asian American		Hispanic		White		FARMS		Spec. Ed.		ESOL	
	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT
All MCPS	49	574	48	560	50	589	41	471	53	625	42	489	51	594	41	473	40	479	39	453
B-CC	50	599	49	585	52	615	40	486	52	621	44	500	52	627	39	471	40	495		
Blair	53	589	50	559	56	622	41	470	64	681	38	432	58	649	40	464	39	454		
Blake	47	542	47	541	47	546	41	483	52	605	45	507	49	568	41	500				
Churchill	53	631	51	615	54	645	43	526	57	680	50	586	52	621	50	569	46	558		
Damascus	49	564	46	543	51	583	40	469	55	604	45	524	48	564			38	446		
Einstein	45	506	44	504	46	509	41	439	47	532	38	448	50	573	42	463	41	493	38	397
Gaithersburg	45	524	44	506	46	544	40	477	47	558	39	445	48	546	38	433	34	407		
Kennedy	41	487	41	477	42	502	39	444	47	570	36	435	47	554	37	454	38	389		
Magruder	49	575	48	562	50	590	42	467	51	626	46	510	50	578	43	500	46	526		
Northwest	46	547	45	533	48	563	39	450	54	655	36	435	48	567	39	428	37	437		
Paint Branch	47	543	44	516	49	568	41	479	50	590	41	453	50	571	35	425				
Poolesville	50	578	49	564	51	593			51	623			50	575						
Quince Orchard	50	575	50	567	51	583	44	480	53	625	46	518	50	575	48	562	43	492		
R. Montgomery	54	623	54	618	54	629	45	515	57	660	47	541	55	633	42	487	37	439		
Rockville	49	562	48	541	51	588	44	483	54	615	41	507	50	568	42	523				
Seneca Valley	46	536	46	532	47	539	42	481	49	554	46	528	47	547	46	516	34	404		
Sherwood	47	554	46	539	49	568	41	504	48	551	47	545	48	558	42	489	41	498		
Springbrook	46	534	46	523	47	544	41	469	47	568	41	468	52	592	38	450	38	428		
W. Johnson	51	610	51	602	52	620	45	521	57	658	43	531	51	608	51	587	38	458		
Watkins Mill	47	550	47	541	48	560	39	459	49	585	43	492	50	585	41	507				
Wheaton	41	479	40	464	43	501	37	442	45	554	38	436	46	511	38	449	33	389		
Whitman	53	638	53	626	54	651	44	534	55	665	45	541	54	642			45	544		
Wootton	53	625	52	614	54	641	43	488	57	665	51	593	52	614	45	517	43	494		

Note: Data are not reported for subgroups with fewer than 5 students.

**Table B12**  
**Combined PSAT Verbal and Math Scores for Students in the Class of 2004 Who Took the SAT by Demographic Group and High School**

High School	All		Female		Male		African American		Asian American		Hispanic		White		FARMS		Spec. Ed.		ESOL	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
All MCPS	5632	97	2968	96	2664	98	798	82	983	101	406	84	3439	101	304	79	257	79	18	69
B-CC	238	101	125	100	113	101	29	81	18	101	19	87	172	105	9	76	17	79		
Blair	392	104	204	101	188	108	104	82	72	121	33	73	183	116	45	80	9	79		
Blake	220	93	142	94	78	92	64	83	19	101	13	88	124	98	6	84				
Churchill	404	102	192	100	212	104	16	86	104	107	19	98	265	101	8	99	34	88		
Damascus	274	95	133	92	141	98	9	82	27	103	9	87	229	95			8	74		
Einstein	168	89	94	88	74	90	43	80	34	89	33	76	58	102	36	80	10	85	7	70
Gaithersburg	228	89	122	88	106	90	35	81	33	90	31	76	129	94	17	73	14	68		
Kennedy	148	82	90	82	58	81	64	77	22	89	24	73	36	92	21	73	9	77		
Magruder	267	97	146	96	121	97	21	83	47	96	12	87	187	99	8	75	9	88		
Northwest	183	91	99	89	84	93	42	77	31	100	11	73	99	96	8	76	10	71		
Paint Branch	228	90	108	87	120	93	66	80	64	94	12	81	86	96	14	74				
Poolesville	135	99	73	98	62	100			7	101			127	99						
Quince Orchard	282	97	144	97	138	97	22	85	62	99	18	90	180	99	5	96	13	78		
R. Montgomery	264	109	145	110	119	107	22	92	60	112	18	96	164	111	15	80	9	76		
Rockville	109	96	59	93	50	99	10	83	18	102	10	78	71	99	9	81				
Seneca Valley	192	91	81	91	111	91	31	83	33	91	16	91	111	94	9	86	10	71		
Sherwood	308	93	152	92	156	95	18	83	27	94	17	92	246	94	7	82	20	79		
Springbrook	276	91	135	92	141	91	97	83	64	91	20	81	94	103	28	75	10	75		
W. Johnson	280	102	155	103	125	101	9	93	48	105	13	89	208	103	6	95	20	80		
Watkins Mill	222	93	117	93	105	94	43	80	28	93	26	87	125	99	15	81				
Wheaton	109	81	64	80	45	84	33	77	20	87	27	76	29	88	28	76	9	63		
Whitman	319	106	163	105	156	106	10	89	36	103	11	93	262	107			17	90		
Wootton	386	103	225	102	161	104	9	84	109	107	14	101	254	102	6	93	13	79		

Note: Data are not reported for subgroups with fewer than 5 students.



**Table B13**  
**Mean PSAT and SAT Total Scores (Verbal + Math) of Students in the Class of 2004 Who Took Both Tests by Demographic Group and High School**

High School	All		Female		Male		African American		Asian American		Hispanic		White		FARMS		Spec. Ed.		ESOL	
	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT	Mean PSAT	Mean SAT
All MCPS	97	1129	96	1115	98	1146	82	945	101	1189	84	968	101	1175	79	924	79	939	69	792
B-CC	101	1189	100	1176	101	1203	81	968	101	1211	87	999	105	1244	76	924	79	961		
Blair	104	1177	101	1143	108	1213	82	939	121	1342	73	849	116	1306	80	912	79	942		
Blake	93	1093	94	1099	92	1082	83	979	101	1195	88	1028	98	1143	84	1033				
Churchill	102	1224	100	1202	104	1244	86	1051	107	1276	98	1178	101	1217	99	1119	88	1094		
Damascus	95	1099	92	1073	98	1124	82	923	103	1163	87	1010	95	1102			74	851		
Einstein	89	1016	88	1010	90	1023	80	904	89	1016	76	909	102	1160	80	922	85	974	70	744
Gaithersburg	89	1032	88	1010	90	1057	81	943	90	1069	76	866	94	1086	73	849	68	781		
Kennedy	82	953	82	942	81	971	77	879	89	1081	73	849	92	1089	73	877	77	780		
Magruder	97	1129	96	1112	97	1150	83	941	96	1175	87	972	99	1149	75	899	88	1036		
Northwest	91	1074	89	1052	93	1100	77	906	100	1237	73	865	96	1118	76	886	71	826		
Paint Branch	90	1054	87	1017	93	1088	80	953	94	1112	81	906	96	1109	74	844				
Poolesville	99	1134	98	1125	100	1144			101	1176			99	1132						
Quince Orchard	97	1124	97	1121	97	1128	85	993	99	1176	90	1013	99	1134	96	1106	78	945		
R. Montgomery	109	1238	110	1247	107	1228	92	1069	112	1278	96	1088	111	1263	80	962	76	908		
Rockville	96	1111	93	1077	99	1151	83	946	102	1174	78	951	99	1140	81	993				
Seneca Valley	91	1046	91	1050	91	1044	83	953	91	1032	91	1053	94	1076	86	961	71	806		
Sherwood	93	1094	92	1076	95	1112	83	987	94	1093	92	1080	94	1104	82	959	79	956		
Springbrook	91	1056	92	1046	91	1066	83	946	91	1083	81	932	103	1178	75	892	75	858		
W. Johnson	102	1206	103	1201	101	1212	93	1079	105	1229	89	1062	103	1217	95	1098	80	978		
Watkins Mill	93	1072	93	1065	94	1080	80	897	93	1091	87	987	99	1146	81	947				
Wheaton	81	932	80	915	84	956	77	896	87	1019	76	846	88	993	76	869	63	691		
Whitman	106	1255	105	1238	106	1273	89	1057	103	1255	93	1098	107	1270			90	1067		
Wootton	103	1217	102	1204	104	1235	84	943	107	1268	101	1166	102	1208	93	1042	79	942		

Note: Data are not reported for subgroups with fewer than 5 students.

