



BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM

TITLE: Class of 2019 SAT & ACT Participation, Performance, and Three-Year Trends DATE: December 5, 2019

Ebony Langford-Brown, Executive Director of Curriculum, Instruction, and Assessment

PRESENTER(S): Eva Yiu, Coordinator of Research and Program Evaluation

Strategic Call To Action Alignment: Achieve: An individualized focus supports every person in reaching milestones for success. All students have equitable opportunities to prepare for future careers and life.

OVERVIEW:

Howard County Public School System (HCPSS) graduates continue to outpace the performance of their peers across the state and in the nation on the SAT and ACT—standardized assessments included as part of the admission process at many colleges across the United States.

Similar to the past two years, significant performance gaps exist between student groups in the Class of 2019. Over 84 percent of White or Asian test takers were considered college and career ready based on their SAT or ACT scores, compared to under 60 percent of Black/African American or Hispanic/Latinx test takers.

This report provides trend data for SAT/ACT participation and performance of HCPSS graduates. College and career readiness performance is also included. This report presents HCPSS graduates' performance in comparison to the state of Maryland and the nation for the Class of 2019.

RECOMMENDATION/FUTURE DIRECTION:

In alignment with HCPSS's commitment that every student achieves and are prepared for the future, HCPSS will develop and focus on strategies in three main areas: content preparation, exam preparation, and exam participation.

Table with 2 columns: SUBMITTED BY and APPROVAL/ CONCURRENCE. Rows list names and titles of the Executive Director, Coordinator, and Specialist, along with the Superintendent and Chief Academic Officer.

1 Maryland State Department of Education (MSDE). (2018). Maryland Every Student Succeeds Act (ESSA) consolidated state plan. Retrieved from http://marylandpublicschools.org/about/Documents/ESSA/ESSAMDSUBMISSIONConsolidatedStatePlan091718.pdf

Howard County Public School System Class of 2019 SAT and ACT Participation, Performance, and Three-Year Trends

This report provides trend data for Howard County Public School System (HCPSS) graduates’ participation and performance on both the SAT and ACT. The SAT and ACT are standardized assessments included in many colleges’ admissions requirements across the United States. In addition, students’ performance on the SAT and ACT is one way by which students may be assessed for readiness under the College and Career Readiness and College Completion Act of 2013 (CCR-CCA). The CCR-CCA requires school districts to assess all students by Grade 11 to determine whether they are ready for college-level, credit-bearing coursework in English Language Arts (ELA) and Mathematics.

This report is organized into participation trends, college and career readiness performance patterns, and separate SAT and ACT results. The appendix provides tables with total counts and results by high school.

Participation in College Entrance Exams: 2017-2019 Trends

HCPSS graduates’ overall SAT/ACT participation rate is high: over 80 percent of all HCPSS graduates² who took the SAT and/or the ACT from 2017 through 2019. However, participation decreased from almost 85 percent in 2017 to 82 percent in 2019. At the same time, participation gaps persist among student groups. Figures 1 and 2 illustrate SAT/ACT participation trends by race/ethnicity and special service groups, respectively. Highlights from the data include:

- In the Class of 2019, whereas over 87 percent of Asian or White graduates took the SAT or ACT, less than 74 percent of Black/African American (Black) and less than 59 percent of Hispanic/Latinx (Latinx) graduates took either test.
- Whereas participation rates for Asian, Two or More Races, and White graduates remained fairly stable since 2017, participation rates decreased for Black and Latinx graduates.
- About 60 percent of 2019 graduates who received Free and Reduced-Price Meals (FARMs) took the SAT or ACT, compared to about 87 percent for graduates who did not receive FARMs.
- The 2019 participation gap of 26.7 percentage points between graduates who received FARMs and their non-FARMs peers widened by 3.9 percentage points since 2017.
- A 50.0 percentage-point gap in SAT/ACT participation exists between 2019 graduates who received special education services and their peers who did not receive special education services, which widened by 6.3 percentage points since 2017.
- A 55.6 percentage-point participation gap exists between 2019 graduates who were English learners (EL) and non-ELs, which narrowed by 2.4 percentage points since 2017.

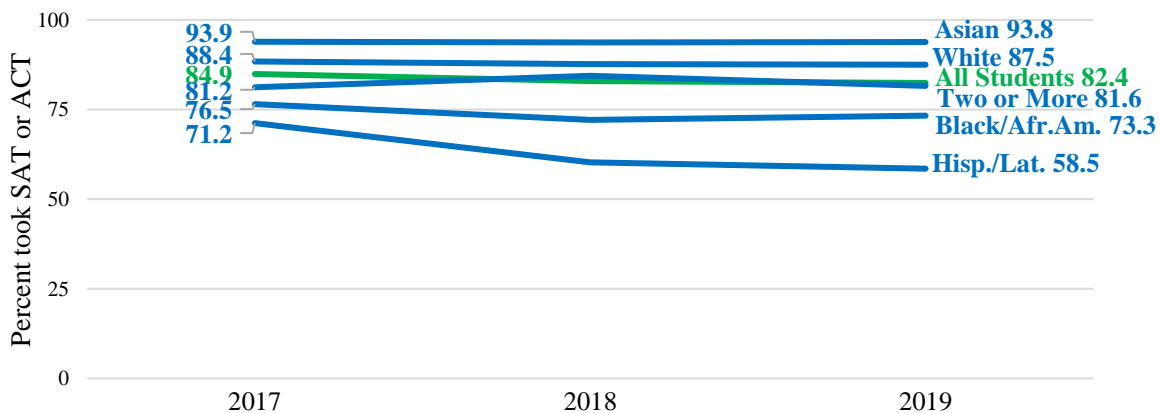


Figure 1. Percent of graduates who took the SAT or ACT by race/ethnicity.

² Graduates are defined as students who earned a high school diploma in the corresponding school year.

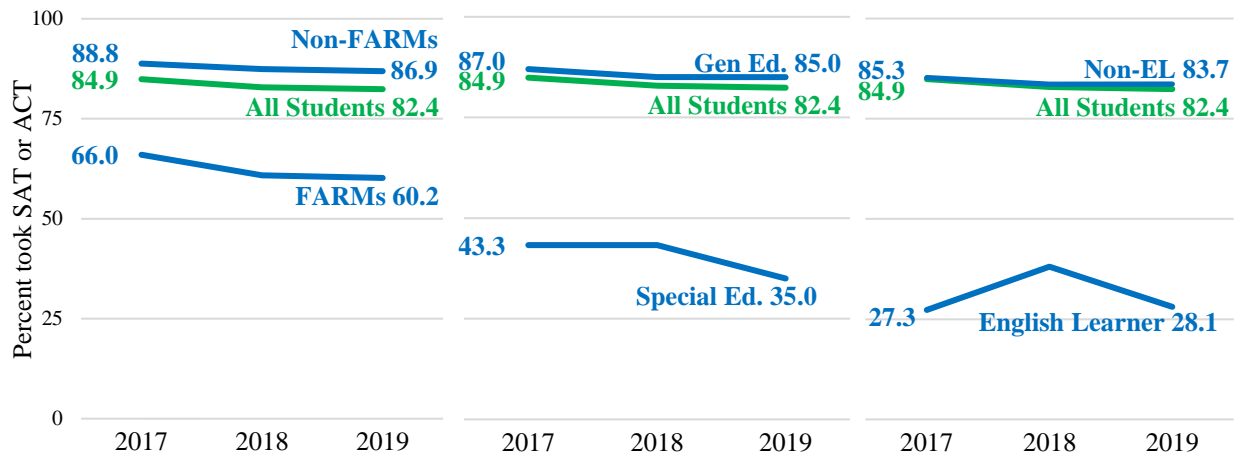


Figure 2. Percent of graduates who took the SAT or ACT by special services.

College and Career Readiness Benchmarks: Class of 2019

For the Class of 2018 and prior, the Maryland State Department of Education (MSDE)³ proposed SAT section scores of 500 and ACT⁴ scores of 21 to be used by local education agencies as options to determine whether students require more targeted support to be ready for postsecondary success. Starting with the Class of 2019⁵, college and career readiness (CCR) benchmark scores on the SAT⁶ increased to 530 on the Math section and decreased to 480 on the Evidence-Based Reading and Writing (ERW) section. The increased math benchmark score accounts for a decline in the overall college and career readiness performance for the Class of 2019.

In HCPSS 76 percent of test takers in the Class of 2019 ($n = 2,456$ of 3,234) met the CCR benchmark scores for both mathematics (530 on the SAT Math section or 21 on the ACT mathematics test) and English (480 on the SAT ERW section or an average of 21 on the ACT English and reading tests) based on the highest scores of any test administration⁷. However, as illustrated in Figure 3, significant performance gaps exist between student groups.

- By race/ethnicity, a 43.3 point gap exists between the highest (Asian) and lowest (Black) groups.
- For the special service groups, a 36.7 percentage-point gap exists between test takers who did not receive FARMs and test takers who received FARMs.
- A 47.8 percentage-point gap exists between test takers in general education and test takers who received special education services.
- A 64.4 percentage-point gap exists between non-EL test takers and test takers who were ELs.

³ MSDE. (2017). *Tool kit to determine students' college and career ready designation under the College and Career Readiness and College Completion Act of 2013*. Baltimore, MD: Author.

⁴ ACT, Inc. also derived empirically college and career readiness benchmark scores, which are 22 for Math, 18 for English, and 22 for Reading. These scores represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. (<https://www.act.org/content/act/en/college-and-career-readiness/benchmarks.html>)

⁵ MSDE. (2018). *Tool kit to determine students' college and career ready designation under the College and Career Readiness and College Completion Act of 2013*. Baltimore, MD: Author.

⁶ The College Board also developed college and career readiness benchmark scores of 530 on the Math and 480 on the ERW sections, which are associated with a 75-percent probability of obtaining a C or higher in first-semester, credit-bearing college courses in the related disciplines. Students are considered college- and career-ready when they meet both section scores. MSDE uses these CCR scores for the Class of 2019 and on.

⁷ Table A1 in the appendix breaks down the percent of test takers who met college and career readiness benchmarks by subject. Table A3 in the appendix displays college and career readiness results for each high school.

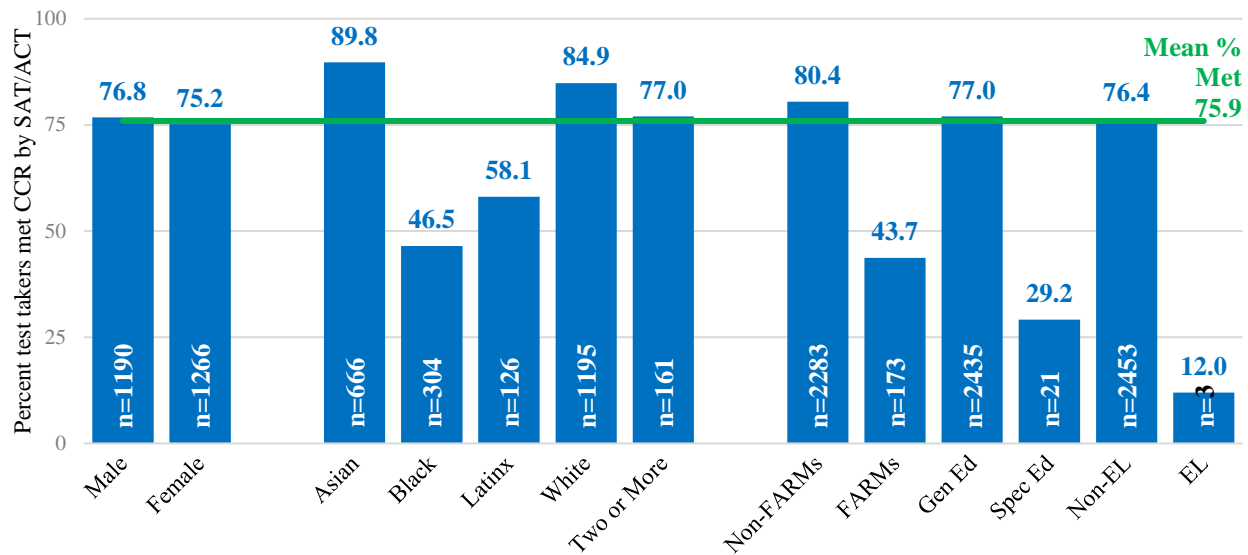


Figure 3. Percent of test takers considered college-and-career-ready using MSDE’s benchmarks for the Class of 2019.

Figure 4 disaggregates college and career readiness performance by FARMs status for each racial/ethnic group to better understand performance gaps among student groups.⁸

- Across racial/ethnic groups, graduates receiving FARMs were less likely than their non-FARMs peers to have scored college and career ready on the SAT/ACT.
- The performance gap by FARMs status was the greatest for Two or More Races graduates, followed by Hispanic/Latinx graduates. Note that the total number of Two or More Races graduates receiving FARMs is small compared to other groups.
- Even after accounting for FARMs status, the same racial/ethnic gaps persist in which higher proportions of Asian and White test takers scored at a college and career ready level compared to Black and Latinx test takers.

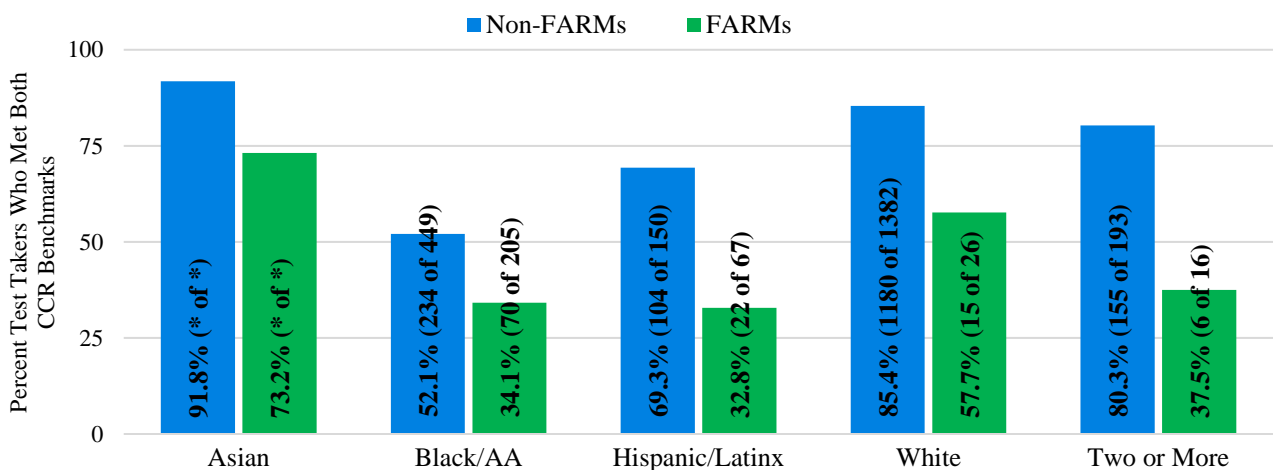


Figure 4. Percent of test takers considered college-and-career-ready using MSDE’s benchmarks for the Class of 2019 by FARMs status for each race/ethnicity. *Data suppressed to protect student privacy.

Next, performance on the SAT and ACT are examined separately and compared to the state and nation.

⁸ See Table A2 in the appendix for the three-year trend.

SAT Performance Trends

The SAT is a part of the College Board⁹ SAT Suite of Assessments, which includes the PSAT and SAT. The SAT assesses the skills and knowledge that are important for success in college and career. Two required sections of the SAT are the Evidence-Based Reading and Writing (ERW) and the Math sections. Each section score ranges from 200 to 800, resulting in a total score than ranges from 400 to 1600.

The Class of 2019 comprises 3,925 graduates. About 80 percent ($n = 3,155$) of the 2019 graduates took the SAT, reflecting a decreasing trend when compared to the Classes of 2017 and 2018¹⁰. SAT participation trends mirror the overall SAT/ACT participation trends discussed above.

HCPSS graduates outperformed peers across the state and the nation on the SAT, overall and by each racial/ethnic group¹¹. As displayed in Table 1, similar patterns in performance by racial/ethnic group are observed across HCPSS, Maryland, and the nation—Asian test takers achieved the highest mean SAT total score, followed by White, Two or More Races, Latinx, and Black test takers.

Table 1
Class of 2019 SAT Mean Performance:
Most Recent Administration of the New SAT Only

Race/Ethnicity	HCPSS ^a (new SAT only)	Maryland All Schools	Nation All Schools
All	1202	1058	1059
Asian	1310	1223	1223
Black/African American	1054	937	933
Hispanic/Latinx	1113	998	978
White	1225	1142	1114
Two or More Races	1217	1087	1095

^a Data reported here differ from that reported by the College Board due to different reporting rules. The current report matches SAT scores to the end-of-year attendance file and includes diploma graduates only; whereas the College Board reports unmatched score data for any test taker who self-reported as a Grade 12 student.

Table 2 presents SAT mean scores for the Classes of 2017 through 2019¹². The Class of 2019 mean¹³ SAT Total score of 1202 was a decrease from 1206 for the previous class, but an increase from 1184 for the Class of 2017. Mean SAT section scores also experienced one-year decrease, with 2019 mean section scores of 596 in ERW and 606 in Math. Following national practices in reporting SAT performance, this report focuses on results from students' most recent SAT administration so that results may be comparable to other published reports. The following observations highlight 2019 SAT results by student group.

⁹ College Board. (2018). *SAT: Understanding scores*. Retrieved from <https://collegereadiness.collegeboard.org/pdf/understanding-sat-scores.pdf>

¹⁰ Table A4 includes the total number of graduates in each group. Note that for smaller groups, percentages are more likely to fluctuate with small changes in the numerator.

¹¹ Data reported here differ from that reported by the College Board due to different reporting rules. The current report matches SAT scores to the end-of-year attendance file and includes diploma graduates only; whereas the College Board reports unmatched score data for any test taker who self-reported as a Grade 12 student.

¹² Table A6 presents HCPSS graduates' SAT participation and performance from 2017 through 2019 overall and by high school. Tables A7 through A10 in the appendix display the Class of 2019 SAT participation and performance by student group for each high school.

¹³ Of the 3,155 SAT test takers in the Class of 2019, 3 students (0.1%) took the SAT prior to March 2016 so their results were concorded to the new SAT scale in this report using tables published by the College Board.

- For male and female test takers, the Class of 2019 SAT Total mean scores of 1205 compared to 1199, respectively, reflect an achievement gap by gender of 6 points.
- Female outperformed male test takers on the SAT ERW section, but male outperformed female test takers on the SAT Math section.
- Mean SAT Total scores ranged from 1054 for Black graduates to 1310 for Asian graduates. Mean SAT Total scores were 1113 for Latinx, 1217 for Two or More Races, and 1225 for White graduates.
- For both SAT ERW and Math sections, Asian test takers earned the highest mean scores, followed by White, Two or More Races, Latinx, and Black test takers.
- Mean SAT Total scores were 1030 for graduates who received FARMs and 1226 for those who did not receive FARMs—an achievement gap of 196 points.
- Significant achievement gaps by special service groups exist for both SAT ERW and Math.

Table 2
SAT Performance^a of HCPSS Classes of 2017-2019 by Gender, Race/Ethnicity, and Special Services:
Most Recent SAT Administration

Student Group	SAT ERW			SAT Math			SAT Total		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	592	599	596	593	607	606	1184	1206	1202
Male	592	597	591	607	618	614	1198	1214	1205
Female	592	602	600	578	596	599	1170	1198	1199
Asian	625	634	635	652	666	675	1275	1300	1310
Black/African American	528	534	531	507	522	522	1035	1056	1054
Hispanic/Latinx	550	547	559	537	543	553	1087	1090	1113
White	611	615	609	612	620	616	1223	1235	1225
Two or More Races	598	614	609	589	611	608	1187	1225	1217
Non-FARMs	605	611	608	607	619	619	1210	1230	1226
FARMs	511	516	513	503	522	517	1013	1038	1030
General Education	595	602	598	596	610	609	1190	1212	1207
Special Education	462	489	475	460	491	478	922	980	954
Non-English Learner	*	601	597	*	608	607	*	1208	1205
English Learner	*	438	427	*	447	439	*	885	866

Note. Total number of graduates is based on the end-of-year attendance file and includes only diploma graduates. Results for American Indian and Pacific Islander students are included with all students but not reported separately due to small group sizes. Results for groups with fewer than 10 test takers are not reported to protect student privacy. Complementary group data suppression is also applied. FARMs = Free and Reduced-Price Meals Service
^aScores are based on students' most recent SAT test administration. If a student took the old SAT, the score was concorded to the new SAT scale using the College Board's concordance tables.

ACT Performance Trends

The ACT is composed of four subtests: English, mathematics, reading, and science. Each subtest is scored on a scale of 1 to 36, and the ACT Composite score is the average of the four subtests. Of the 3,925 graduates in the Class of 2019, about 25 percent ($n = 978$) took the ACT—an 8 percentage-point decrease since the Class of 2017¹⁴. In general, ACT participation trends have decreased steadily over the past three years, from almost a third of all graduates having taken the ACT in 2017 to just about a fourth of all graduates having taken it in 2019. This decreasing participation trend is observed across all student groups.

Class of 2019 results for HCPSS, Maryland, and the nation are displayed in Table 3. HCPSS graduates outperformed peers across the state and the nation on the ACT, overall and by each racial/ethnic group. Similar patterns in performance by racial/ethnic group are observed across HCPSS, Maryland, and the nation—Asian test takers achieved the highest mean ACT Composite score, followed by White, Two or More Races, Latinx, and Black test takers.

Table 3
Class of 2019 ACT Mean Performance: Most Recent Administration

Race/Ethnicity	HCPSS	Maryland	Nation
All	25.6	22.3	20.7
Asian	29.0	25.9	24.6
Black/African American	21.1	18.4	16.8
Hispanic/Latinx	24.0	20.4	18.7
White	26.0	24.0	22.1
Two or More Races	25.8	21.8	21.0

Note. Data for Maryland and nation come from the 2019 ACT Maryland State Briefing and Maryland and the 2019 ACT Profile Report – Nation.

Table 4 presents HCPSS graduates’ ACT performance from 2017 through 2019¹⁵. The Class of 2019 mean ACT Composite score was 25.6, a decrease of 0.2 points since 2017. Mean ACT scores decreased or remain the same in each subject area for the Class of 2019 compared to the Class of 2017, with 2019 means of 25.8 in reading, 25.4 in math, 25.5 in English, and 25.2 in science. The following observations highlight the 2019 ACT results by student group.

- Male test takers tended to outperform their female peers. The ACT Composite mean scores of 25.9 compared to 25.4 for male and female test takers in the Class of 2019, respectively, reflect an achievement gap by gender of 0.5 points.
- ACT Composite scores decreased for Black, Latinx, and White students whereas the Composite scores increased for Asian and Two or more races groups from 2017 to 2019.
- Class of 2019 ACT Composite scores ranged from 21.1 for Black graduates to 29.0 for Asian graduates. The 2019 ACT Composite scores were 24.0 for Latinx, 25.8 for Two or More Races, and 26.0 for White graduates.
- The ACT Composite score for graduates who received FARMs was 21.9 points, compared to 25.8 points for graduates who did not receive FARMs—an achievement gap of 3.9 points, which narrowed from a 4.8 percentage-point gap in 2017.

¹⁴ Table A11 includes the total number of graduates in each group. Note that for smaller groups, percentages are more likely to fluctuate with small changes in the numerator.

¹⁵ Tables A13 and A14 in the appendix present HCPSS graduates’ ACT participation and performance from 2017 through 2019 overall and by high school.

Table 4
ACT Performance for HCPSS Classes of 2017 to 2019 by Gender, Race/Ethnicity, and Special Services:

Student Group	Most Recent ACT Administration														
	ACT Reading			ACT Math			ACT English			ACT Science			Act Composite		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	26.1	26.2	25.8	25.9	25.6	25.4	25.6	25.8	25.5	25.2	25.3	25.2	25.8	25.8	25.6
Male	25.9	26.1	25.8	27.0	26.7	26.1	25.4	25.6	25.4	26.0	26.1	25.7	26.2	26.2	25.9
Female	26.3	26.3	25.8	24.9	24.8	24.8	25.8	26.0	25.6	24.5	24.6	24.8	25.5	25.5	25.4
Asian	28.3	27.8	28.8	29.1	28.8	29.3	28.1	28.5	29.1	27.2	27.4	28.2	28.3	28.3	29.0
Black/African Am.	21.6	22.1	21.7	20.8	20.7	20.5	20.9	21.0	20.9	20.8	20.7	20.8	21.2	21.2	21.1
Hispanic/Latinx	24.7	23.3	25.1	23.5	23.1	23.4	24.1	23.1	23.4	23.2	23.0	23.8	24.1	23.3	24.0
White	26.6	27.0	26.1	26.3	26.1	25.7	26.1	26.3	25.9	26.0	25.9	25.6	26.4	26.5	26.0
Two or More Races	25.4	26.1	26.2	24.4	25.3	25.3	24.5	26.2	25.6	24.0	25.6	25.6	24.7	26.0	25.8
Non-FARMS	26.4	26.6	26.0	26.2	26.0	25.6	26.0	26.3	25.8	25.6	25.7	25.4	26.2	26.3	25.8
FARMS	22.0	20.8	22.6	21.4	20.7	21.8	20.3	19.5	20.9	21.3	20.4	21.6	21.4	20.5	21.9
General Education	26.2	26.3	25.9	26.0	25.7	25.5	25.7	26.0	25.6	25.3	25.4	25.2	25.9	26.0	25.7
Special Education	18.9	19.5	23.1	19.3	19.2	20.0	18.8	18.2	20.9	20.0	19.2	22.9	19.3	19.1	21.9
Non-English Learner	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Learner	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Note. Results are not reported (*) for groups with fewer than ten test takers. Complementary group data suppression is also applied. Results for American Indian/Alaska Native and Native Hawaiian/Pacific Islander students are included with all students but are not reported separately due to small number of students in these groups. Scores are based on students' most recent ACT test. Number of graduates is based on the end of year attendance file and includes only diploma graduates. FARMS = Free and Reduced-Price Meals Service

Conclusion and Next Steps

HCPSS students continue to perform at high levels on the SAT and ACT compared to their peers across the state and the nation. Overall, about 82 percent of all 2019 graduates took the SAT and/or the ACT. Of those who took at least one of these tests, about 76 percent met or exceeded MSDE criteria for college and career ready performance in both mathematics and English using the SAT or ACT. By subject, 77 percent of 2019 test takers met criteria for college and career readiness in mathematics and close to 89 percent met criteria for college and career readiness in English. Note that these results do not include graduates who opted not to take either the SAT or the ACT.

Despite strong overall scores, participation and performance gaps persist among student groups. Proportionately, lower percentages of Black and Latinx students, as well as students receiving special services (English Learners, FARMS, and special education) participated in the SAT or the ACT compared to their peers. For those who did take the SAT/ACT, these same student groups also had the lowest percentages of test takers scoring at a college and career readiness level as defined by the MSDE.

Currently, various supports and strategies are in place to support all students in becoming ready for postsecondary success. In the context of the SAT and ACT, such supports aim to support equity in student access to and performance on these college entrance exams. These supports focus on providing access and opportunity and instructional excellence to all students in the areas of content and exam preparation and exam participation. Examples of these supports include:

Ensuring instructional excellence: Content preparation

- Both the SAT and the ACT test makers agree that the best way to prepare for their exams is through completing rigorous coursework in English, mathematics, social studies, and science. A central focus across all HCPSS elementary, middle and high schools is to increase students' access to appropriate and rigorous coursework aligned to the Maryland College and Career Ready Standards.
- Professional learning for teachers is integral to each school's improvement plan. Teachers are provided opportunities to grow professionally in the area of connecting reading materials to content-specific topics and increasing student writing performance across contents. Increased exposure to reading

materials in varied disciplines increases students' prior knowledge across major content areas so that they are prepared to apply what they read to future learning.

Increasing access: College entrance exam participation

- School counselors and administrators encourage student participation in taking the SAT and/or ACT.
- School counselors and administrators support students in applying for test fee waivers.

Increasing access: College entrance exam preparation

- SY2017 was the first year that the PSAT was administered to all students in Grade 9 for earlier exposure to the SAT suite of assessments.
- The PSAT continues to be administered to all Grades 10 and 11 students as a practice opportunity for the SAT. PSAT scores also produce AP Potential information to help school staff identify students for more rigorous course levels and provide appropriate interventions/enrichment programs.
- An afterschool preparation program is offered in select high schools. In-school, half-semester SAT preparation classes are available in all high schools.
- School counselors work with students to provide recommendations regarding resources, books and computer programs to support students in preparing for the SAT and/or ACT.
- The Office of School Counseling ensures that counselors have consistent information, knowledge, tools to make the best recommendation(s) for students in preparing for the SAT and/or ACT.

Multiple measures such as PSAT, SAT, and ACT, are instructional tools that educators may leverage, in combination with other information about their students, to make informed decisions about teaching and learning. Student performance on these assessments help teachers and administrators identify students with potential for higher-level coursework, especially for those students who otherwise might not have considered those courses.

In HCPSS we realize that targeted, intentional efforts must be leveraged in order to identify the factors that contribute to the observed SAT/ACT performance gaps between student groups. We continue to strive in developing evidence-based strategies that are integrated into the school improvement process and consistently implemented in daily instruction for all students.

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Table A1

Graduates' SAT/ACT Participation and Percent of Test Takers Who Met MSDE College and Career Readiness Benchmarks by Student Group: Classes of 2017-2019

Student Group	2017 ^a						2018 ^a						2019 ^b					
	Total grads	Took SAT/ACT <i>n</i>	%	% Test takers met CCR:			Total grads	Took SAT/ACT <i>n</i>	%	% Test takers met CCR:			Total grads	Took SAT/ACT <i>n</i>	%	% Test takers met CCR:		
				ELA	Math	Both				ELA	Math	Both				ELA	Math	Both
All Students	3749	3184	84.9	85.0	83.4	78.6	3894	3227	82.9	86.8	86.2	81.6	3925	3234	82.4	88.7	77.0	75.9
Male	1928	1594	82.7	84.8	85.2	79.7	1973	1592	80.7	86.9	87.6	82.2	1939	1550	79.9	87.5	77.9	76.8
Female	1821	1590	87.3	85.1	81.5	77.5	1921	1635	85.1	86.7	84.8	81.1	1986	1684	84.8	89.7	76.1	75.2
Asian	702	659	93.9	88.6	93.9	87.3	775	726	93.7	91.6	93.7	89.3	791	742	93.8	93.5	91.4	89.8
Black/African Am.	831	636	76.5	66.5	57.4	51.1	848	611	72.1	68.1	65.1	57.4	892	654	73.3	71.9	47.7	46.5
Hispanic/Latinx	312	222	71.2	70.7	66.2	58.6	335	202	60.3	71.3	70.3	63.4	371	217	58.5	80.6	58.5	58.1
White	1681	1486	88.4	93.1	92.3	89.5	1707	1497	87.7	93.6	93.3	90.0	1610	1408	87.5	94.5	85.7	84.9
Two or More Races	213	173	81.2	87.9	85.0	79.8	218	184	84.4	91.8	87.0	84.2	256	209	81.6	92.3	77.5	77.0
Non-FARMs	3114	2765	88.8	89.2	87.8	83.8	3234	2825	87.4	90.5	89.7	86.0	3267	2838	86.9	92.1	81.4	80.4
FARMs	635	419	66.0	56.8	53.9	44.4	660	402	60.9	60.7	61.2	51.0	658	396	60.2	64.1	45.2	43.7
General Ed	3569	3106	87.0	86.2	84.5	79.8	3691	3139	85.0	87.9	87.1	82.9	3719	3162	85.0	89.6	78.1	77.0
Special Ed	180	78	43.3	35.9	38.5	29.5	203	88	43.3	47.7	53.4	36.4	206	72	35.0	45.8	29.2	29.2
Non-EL	3727	3178	85.3	*	*	*	3831	3203	83.6	87.3	86.5	82.1	3836	3209	83.7	89.2	77.4	76.4
English Learner	22	6	27.3	*	*	*	63	24	38.1	16.7	37.5	12.5	89	25	28.1	24.0	16.0	12.0

Note. American Indian/Alaska Native and Native Hawaiian/Pacific Islander students are included in "All Students" but not separately reported due to small group sizes. Percentages greater than or equal to 95 and less than or equal to 5 are suppressed to protect student privacy. Data for groups with fewer than 10 graduates and performance for groups with fewer than 10 test takers are not reported (-) and suppressed (*), respectively, to protect student privacy. Complementary data suppression is applied. Performance is based on students' highest scores from any test administration. College and career readiness benchmark scores are based on the College and Career Readiness and College Completion Act (CCR-CCA) of 2013. The change in CCR benchmark scores accounts for the decline from 2018 to 2019 in the percentage of test takers scoring college and career ready.

^a For Class of 2018 and prior, CCR-CCA criteria for college and career readiness: Math: SAT Math ≥ 500 or ACT Math ≥ 21 ; ELA: SAT ERW ≥ 500 or ACT English & Reading ≥ 21

^b For Class of 2019 and later, CCR-CCA criteria for college and career readiness: Math: SAT Math ≥ 530 or ACT Math ≥ 21 ; ELA: SAT ERW ≥ 480 or ACT English & Reading ≥ 21

Table A2

Percent of SAT or ACT Test Takers Who Met MSDE College and Career Readiness Benchmarks by Race/Ethnicity and FARMs Status: Classes of 2017-2019

Race/ Ethnicity	FARMs Status	2017 ^a						2018 ^a						2019 ^b					
		Total <i>N</i>	Took SAT and/or ACT <i>n</i>	%	Met ERW %	Met Math %	Met Both %	Total <i>N</i>	Took SAT and/or ACT <i>n</i>	%	Met ERW %	Met Math %	Met Both %	Total <i>N</i>	Took SAT and/or ACT <i>n</i>	%	Met ERW %	Met Math %	Met Both %
Asian	All	702	659	93.9	88.6	93.9	87.3	775	726	93.7	91.6	93.7	89.3	791	742	93.8	93.5	91.4	89.8
	Non-FARMs	591	*	≥95.0	91.8	≥95.0	90.5	654	*	≥95.0	≥95.0	≥95.0	93.9	690	*	≥95.0	≥95.0	93.2	91.8
	FARMs	111	*	*	68.2	*	65.9	121	*	*	*	*	60.0	101	*	*	*	76.8	73.2
Black/African Am.	All	831	636	76.5	66.5	57.4	51.1	848	611	72.1	68.1	65.1	57.4	892	654	73.3	71.9	47.7	46.5
	Non-FARMs	509	424	83.3	73.6	65.1	59.0	540	431	79.8	73.8	70.5	63.3	567	449	79.2	79.1	53.2	52.1
	FARMs	322	212	65.8	52.4	42.0	35.4	308	180	58.4	54.4	52.2	43.3	325	205	63.1	56.1	35.6	34.1
Hispanic/Latino	All	312	222	71.2	70.7	66.2	58.6	335	202	60.3	71.3	70.3	63.4	371	217	58.5	80.6	58.5	58.1
	Non-FARMs	198	153	77.3	82.4	74.5	68.6	196	134	68.4	81.3	77.6	73.9	216	150	69.4	88.0	70.0	69.3
	FARMs	114	69	60.5	44.9	47.8	36.2	139	68	48.9	51.5	55.9	42.6	155	67	43.2	64.2	32.8	32.8
White	All	1681	1486	88.4	93.1	92.3	89.5	1707	1497	87.7	93.6	93.3	90.0	1610	1408	87.5	94.5	85.7	84.9
	Non-FARMs	1617	1450	89.7	93.4	92.8	90.1	1641	1461	89.0	93.7	93.4	90.2	1561	1382	88.5	94.7	86.2	85.4
	FARMs	64	36	56.3	80.6	75.0	63.9	66	36	54.5	88.9	86.1	80.6	49	26	53.1	84.6	57.7	57.7
Two or More Races	All	213	173	81.2	87.9	85.0	79.8	218	184	84.4	91.8	87.0	84.2	256	209	81.6	92.3	77.5	77.0
	Non-FARMs	191	160	83.8	90.6	87.5	83.1	193	166	86.0	≥95.0	90.4	88.0	228	193	84.6	≥95.0	80.8	80.3
	FARMs	22	13	59.1	53.8	53.8	38.5	25	18	72.0	*	55.6	50.0	28	16	57.1	*	37.5	37.5

Note. Values are suppressed (*) for groups with fewer than 10 test takers. Percentages greater than or equal to 95 and less than or equal to 5 and corresponding counts are suppressed (*) to protect student privacy. Complementary data suppression (*) is applied.

FARMs = Free and Reduced Meals Services; EL = English Learner.

^a For Class of 2018 and prior, CCR-CCA criteria for college and career readiness: Math: SAT Math ≥ 500 or ACT Math ≥ 21; ELA: SAT ERW ≥ 500 or ACT English & Reading ≥ 21

^b For Class of 2019 and later, CCR-CCA criteria for college and career readiness: Math: SAT Math ≥ 530 or ACT Math ≥ 21; ELA: SAT ERW ≥ 480 or ACT English & Reading ≥ 21

Table A3
 Number and Percent SAT/ACT Participation and Performance, and Number and Percent Meeting 530+ on the SAT Math Section or 21+ on the ACT Math Test, and 480+ on the SAT Evidence-Based Reading and Writing Section on SAT or 21+ Average on the ACT English and Reading Tests by High School, Class of 2019:
 Highest Score from Any Administration

School	Total Grads	Took SAT and/or ACT		Met ELA CCR by SAT or ACT		Met Math CCR by SAT or ACT		Met Both CCR by SAT or ACT	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All Schools	3,925	3,234	82.4	2,867	88.7	2,489	77.0	2,456	75.9
Atholton	368	322	87.5	292	90.7	255	79.2	251	78.0
Centennial	368	330	89.7	*	≥95.0	292	88.5	288	87.3
Glenelg	286	261	91.3	*	≥95.0	228	87.4	227	87.0
Hammond	287	209	72.8	157	75.1	128	61.2	124	59.3
Howard	401	351	87.5	313	89.2	280	79.8	276	78.6
Long Reach	340	234	68.8	190	81.2	137	58.5	134	57.3
Marriotts Ridge	340	316	92.9	298	94.3	272	86.1	270	85.4
Mt. Hebron	375	322	85.9	299	92.9	274	85.1	272	84.5
Oakland Mills	224	146	65.2	108	74.0	80	54.8	77	52.7
Reservoir	357	282	79.0	241	85.5	190	67.4	186	66.0
River Hill	276	259	93.8	*	≥95.0	235	90.7	233	90.0
Wilde Lake	279	200	71.7	153	76.5	118	59.0	118	59.0

Note. Percentage rates that are greater than or equal to 95% or less than or equal to 5% will be reported as ≥95 or ≤5 respectively and numerator will be reported as * to protect student confidentiality. Graduates enrolled in Homewood are included with all students but performance not separately.

Table A4
SAT Participation of HCPSS Classes of 2017 to 2019 by Gender, Race/Ethnicity, and Special Services

Student Group	Total Graduates			Number Took SAT			Percent Took SAT		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	3,749	3,894	3,925	3,070	3,133	3,155	81.9	80.5	80.4
Male	1,928	1,973	1,939	1,525	1,537	1,515	79.1	77.9	78.1
Female	1,821	1,921	1,986	1,545	1,596	1,640	84.8	83.1	82.6
Asian	702	775	791	639	706	725	91.0	91.1	91.7
Black/African American	831	848	892	616	588	634	74.1	69.3	71.1
Hispanic/Latinx	312	335	371	218	197	215	69.9	58.8	58.0
White	1,681	1,707	1,610	1,422	1,455	1,376	84.6	85.2	85.5
Two or More Races	213	218	256	168	180	201	78.9	82.6	78.5
Non-FARMs	3,114	3,234	3,267	2,658	2,738	2,766	85.4	84.7	84.7
FARMs	635	660	658	412	395	389	64.9	59.8	59.1
General Education	3,569	3,691	3,719	3,000	3,053	3,089	84.1	82.7	83.1
Special Education	180	203	206	70	80	66	38.9	39.4	32.0
Non-English Learner	3,727	3,831	3,836	3,064	3,109	3,130	82.2	81.2	81.6
English Learner	22	63	89	6	24	25	27.3	38.1	28.1

Note. Scores are based on students' most recent SAT test administration. Total number of graduates is based on the end-of-year attendance file and includes only diploma graduates. Results for American Indian and Pacific Islander students are included with all students but are not reported separately due to small group sizes.

FARMs = Free and Reduced-Price Meals Service

Table A5
 Percent of SAT Test Takers Who Met College and Career Readiness
 Benchmarks by Student Group Using Super Scores: Class of 2019

Student Group	Took SAT	% Met ERW	% Met Math	% Met Both
All Students	3155	89.0	76.9	75.9
Male	1515	87.9	78.2	77.0
Female	1640	90.0	75.8	74.9
Asian	725	93.4	91.3	89.7
Black/African American	634	73.3	48.0	46.7
Hispanic/Latinx	215	80.9	58.6	58.1
White	1376	94.6	85.3	84.6
Two or More Races	201	93.0	78.1	77.6
Non-FARMs	2766	92.4	81.4	80.5
FARMs	389	64.8	45.0	43.4
General Ed	3089	90.0	78.0	76.9
Special Education	66	43.9	27.3	27.3
Non-English Learner	3130	89.5	77.4	76.4
English Learner	25	24.0	16.0	12.0

Note. American Indian/Alaska Native and Native Hawaiian/Pacific Islander students are included in "All Students" but not separately reported due to small group sizes. The SAT benchmark scores of 530+ on Math and 480+ on ERW are used by the MSDE as one way to determine college and career readiness.

Table A6
 SAT Participation and Performance of HCPSS Classes of 2017 to 2019 by High School:
Most Recent SAT Administration

School	Total Graduates			Number Took			Percent Took SAT			SAT ERW			SAT Math			SAT Total		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
All	3,749	3,894	3,925	3,070	3,133	3,155	81.9	80.5	80.4	592	599	596	593	607	606	1184	1206	1202
Atholton	327	337	368	277	295	309	84.7	87.5	84.0	596	617	600	597	619	611	1193	1236	1211
Centennial	348	375	368	312	332	327	89.7	88.5	88.9	632	634	633	648	659	656	1278	1294	1289
Glenelg	304	263	286	272	217	258	89.5	82.5	90.2	608	620	611	615	630	625	1222	1250	1236
Hammond	288	276	287	206	189	200	71.5	68.5	69.7	559	569	562	539	564	560	1097	1133	1122
Howard	396	459	401	349	404	344	88.1	88.0	85.8	584	586	587	587	595	601	1171	1181	1189
Long Reach	299	336	340	217	247	231	72.6	73.5	67.9	545	545	558	524	538	556	1068	1083	1114
Marriotts Ridge	292	295	340	258	267	312	88.4	90.5	91.8	623	629	618	636	649	634	1258	1278	1252
Mt. Hebron	362	370	375	310	321	317	85.6	86.8	84.5	598	609	608	604	619	630	1201	1228	1238
Oakland Mills	233	242	224	160	148	145	68.7	61.2	64.7	554	540	538	545	536	530	1099	1076	1068
Reservoir	358	351	357	283	256	275	79.1	72.9	77.0	570	582	575	560	573	570	1129	1154	1145
River Hill	272	301	276	237	267	240	87.1	88.7	87.0	636	645	646	646	665	665	1279	1309	1311
Wilde Lake	242	266	279	182	189	195	75.2	71.1	69.9	565	566	559	561	565	557	1126	1131	1116

Note. Total number of graduates is based on the end-of-year attendance file and includes only diploma graduates. Graduates enrolled in Homewood are included with all students but not separately reported to protect student privacy. Scores are based on students' most recent SAT test administration. If a student's most recent SAT results were from the old SAT, scores were first concorded to the new SAT scale using concordance tables published by the College Board before calculating the mean.

Table A7

SAT Participation for the HCPSS Class of 2019 by High School and Race/Ethnicity

School	Asian			Black/African American			Hispanic/Latinx			White			Two or More Races		
	<i>N</i> Graduates	<i>n</i> Took SAT	% Took SAT	<i>N</i> Graduates	<i>n</i> Took SAT	% Took SAT	<i>N</i> Graduates	<i>n</i> Took SAT	% Took SAT	<i>N</i> Graduates	<i>n</i> Took SAT	% Took SAT	<i>N</i> Graduates	<i>n</i> Took SAT	% Took SAT
All Schools	791	725	91.7	892	634	71.1	371	215	58.0	1610	1376	85.5	256	201	78.5
Atholton	66	60	90.9	85	71	83.5	25	17	68.0	165	138	83.6	26	22	84.6
Centennial	138	128	92.8	28	21	75.0	25	19	76.0	154	138	89.6	23	21	91.3
Glenelg	23	*	≥95.0	15	12	80.0	-	-	-	223	199	89.2	16	*	≥95.0
Hammond	33	31	93.9	124	79	63.7	34	17	50.0	80	61	76.3	16	12	75.0
Howard	72	*	≥95.0	81	63	77.8	23	19	82.6	197	174	88.3	28	19	67.9
Long Reach	59	54	91.5	102	68	66.7	62	26	41.9	91	63	69.2	25	19	76.0
Marriotts Ridge	102	*	≥95.0	32	26	81.3	11	8	72.7	182	168	92.3	13	10	76.9
Mt. Hebron	122	112	91.8	56	43	76.8	29	20	69.0	146	124	84.9	22	18	81.8
Oakland Mills	20	13	65.0	99	69	69.7	45	15	33.3	44	37	84.1	16	11	68.8
Reservoir	46	38	82.6	122	95	77.9	53	35	66.0	110	90	81.8	26	17	65.4
River Hill	90	80	88.9	17	13	76.5	13	11	84.6	136	118	86.8	20	18	90.0
Wilde Lake	19	17	89.5	113	73	64.6	43	21	48.8	79	65	82.3	23	18	78.3

Note. Results are not reported (-) for groups with fewer than ten graduates. Percentage rates that are greater than or equal to 95% or less than or equal to 5% will be reported as ≥95 or ≤5 respectively and numerator will be reported as * to protect student confidentiality. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Graduates enrolled in Homewood are included with all students but performance not separately reported to protect student privacy.

Table A8
SAT Participation for the HCPSS Class of 2019 by High School and Gender and Special Services

School	Male			Female			FARMs			Special Education			English Learner		
	<i>N</i> Graduates	<i>n</i> Took SAT	% Took SAT	<i>N</i> Graduates	<i>n</i> Took SAT	% Took SAT	<i>N</i> Graduates	<i>n</i> Took SAT	% Took SAT	<i>N</i> Graduates	<i>n</i> Took SAT	% Took SAT	<i>N</i> Graduates	<i>n</i> Took SAT	% Took SAT
All Schools	1939	1515	78.1	1986	1640	82.6	658	389	59.1	206	66	32.0	89	25	28.1
Atholton	194	153	78.9	174	156	89.7	22	17	77.3	22	6	27.3	-	-	-
Centennial	180	158	87.8	188	169	89.9	37	22	59.5	17	7	41.2	-	-	-
Glenelg	151	136	90.1	135	122	90.4	-	-	-	13	5	38.5	-	-	-
Hammond	145	94	64.8	142	106	74.6	86	54	62.8	17	8	47.1	-	-	-
Howard	196	165	84.2	205	179	87.3	42	32	76.2	14	5	35.7	-	-	-
Long Reach	148	92	62.2	192	139	72.4	97	46	47.4	15	4	26.7	20	4	20.0
Marriotts Ridge	155	140	90.3	185	172	93.0	18	12	66.7	12	7	58.3	-	-	-
Mt. Hebron	198	163	82.3	177	154	87.0	49	35	71.4	22	7	31.8	-	-	-
Oakland Mills	115	74	64.3	109	71	65.1	96	47	49.0	19	5	26.3	17	2	11.8
Reservoir	165	127	77.0	192	148	77.1	84	54	64.3	22	5	22.7	-	-	-
River Hill	139	121	87.1	137	119	86.9	-	-	-	12	3	25.0	-	-	-
Wilde Lake	137	91	66.4	142	104	73.2	98	58	59.2	11	3	27.3	19	5	26.3

Note. Results are not reported (-) for groups with fewer than ten graduates. Graduates enrolled in Homewood are included with all students but performance not separately reported to protect student privacy.

FARMs = Free and Reduced Price Meals Service

Table A9

SAT Section Scores for the HCPSS Class of 2019 by High School and Race/Ethnicity: **Most Recent Administration**

School	Asian			Black/African American			Hispanic/Latinx			White			Two or More Races		
	Reading	Math	Total	Reading	Math	Total	Reading	Math	Total	Reading	Math	Total	Reading	Math	Total
All Schools	635	675	1310	531	522	1054	559	553	1113	609	616	1225	609	608	1217
Atholton	640	674	1313	539	536	1075	595	612	1206	612	621	1233	613	622	1235
Centennial	649	695	1344	577	569	1146	634	652	1286	628	635	1263	631	641	1272
Glenelg	660	703	1363	612	616	1228	-	-	-	605	617	1222	621	632	1253
Hammond	573	599	1172	520	511	1031	564	539	1104	600	596	1196	623	621	1243
Howard	607	645	1252	542	541	1083	567	538	1105	598	611	1208	592	617	1209
Long Reach	578	619	1197	536	520	1056	519	509	1028	576	565	1141	576	537	1113
Marriotts Ridge	653	695	1348	550	538	1089	*	*	*	610	616	1227	627	638	1265
Mt. Hebron	638	689	1327	537	535	1072	560	584	1144	614	624	1238	597	584	1181
Oakland Mills	603	591	1194	506	490	996	537	534	1071	574	578	1152	541	545	1085
Reservoir	624	647	1271	534	516	1051	537	522	1059	602	606	1208	629	611	1241
River Hill	682	723	1405	593	595	1188	635	621	1255	628	639	1267	649	658	1308
Wilde Lake	587	623	1210	496	493	989	510	482	992	626	629	1254	599	579	1178

Note. Results are not reported (-) for groups with fewer than ten graduates or with fewer than ten test takers (*) to protect student privacy. Results for American Indian and Pacific Islander students are included with all students but are not reported separately. Graduates enrolled in Homewood are included with all students but performance not separately reported to protect student privacy. SAT scores are based on the most recent SAT test.

Table A10

SAT Section Scores for the HCPSS Class of 2019 by High School and Gender and Special Services: **Most Recent Administration**

School	Male			Female			FARMs			Special Education			English Learner		
	Reading	Math	Total	Reading	Math	Total	Reading	Math	Total	Reading	Math	Total	Reading	Math	Total
All Schools	591	614	1205	600	599	1199	513	517	1030	475	478	954	427	439	866
Atholton	585	605	1190	614	617	1232	519	525	1044	*	*	*	-	-	-
Centennial	636	672	1308	631	640	1271	606	634	1240	*	*	*	-	-	-
Glenelg	606	635	1241	616	615	1230	-	-	-	*	*	*	.	.	.
Hammond	555	564	1119	569	556	1125	496	502	998	*	*	*	-	-	-
Howard	590	615	1205	585	588	1173	511	514	1024	*	*	*	-	-	-
Long Reach	550	556	1106	564	557	1120	502	515	1017	*	*	*	*	*	*
Marriotts Ridge	614	647	1261	622	623	1245	533	536	1068	*	*	*	-	-	-
Mt. Hebron	610	646	1256	605	613	1218	505	513	1017	*	*	*	-	-	-
Oakland Mills	528	531	1060	549	529	1077	498	494	992	*	*	*	*	*	*
Reservoir	559	564	1123	589	576	1164	527	522	1049	*	*	*	-	-	-
River Hill	644	671	1315	649	659	1308	-	-	-	*	*	*	-	-	-
Wilde Lake	543	556	1099	573	558	1131	483	484	966	*	*	*	*	*	*

Note. Results are not reported for groups with fewer than ten graduates (-) or ten test takers (*) to protect student privacy. Graduates enrolled in Homewood are included with all students but performance not separately reported to protect student privacy. SAT scores are based on the most recent SAT test.

FARMs = Free and Reduced Price Meals Service

Table A11
 ACT Participation for HCPSS Classes of 2017 to 2019 by Gender, Race/Ethnicity, and Special Services:
Most Recent ACT Administration

Student Group	Total Graduates			Number Took ACT			Percent Took ACT		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Students	3,749	3,894	3,925	1,234	1,131	978	32.9	29.0	24.9
Male	1,928	1,973	1,939	593	497	439	30.8	25.2	22.6
Female	1,821	1,921	1,986	641	634	539	35.2	33.0	27.1
Asian	702	775	791	262	222	200	37.3	28.6	25.3
Black/African American	831	848	892	175	181	181	21.1	21.3	20.3
Hispanic/Latinx	312	335	371	56	42	34	17.9	12.5	9.2
White	1,681	1,707	1,610	670	626	503	39.9	36.7	31.2
Two or More Races	213	218	256	67	57	58	31.5	26.1	22.7
Non-FARMS	3,114	3,234	3,267	1,145	1,048	918	36.8	32.4	28.1
FARMS	635	660	658	89	83	60	14.0	12.6	9.1
General Ed	3,569	3,691	3,719	1,218	1,107	963	34.1	30.0	25.9
Special Ed	180	203	206	16	24	15	8.9	11.8	7.3
Non-English Learner	3,727	3,831	3,836	*	*	*	*	*	*
English Learner	22	63	89	*	*	*	≤5.0	≤5.0	≤5.0

Note. Scores are based on students' most recent ACT test. Number of graduates is based on the end of year attendance file and includes only diploma graduates. Results are not reported for groups with fewer than ten test takers(*). Percentage rates that are greater than or equal to 95% or less than or equal to 5% are reported as ≥95 or ≤5, respectively, to protect student privacy. Complementary group suppressing is also used where relevant. Results for American Indian and Pacific Islander students are included with all students but are not reported separately due to small group sizes.
 FARMS = Free and Reduced-Price Meals Service

Table A12
 Percent of ACT Test Takers Who Met College and Career Readiness
 Benchmarks by Student Group Using Super Scores: Class of 2019

Student Group	Took ACT	% Met Eng-Read	% Met Math	% Met Both
All Students	978	78.2	76.1	70.8
Male	439	75.9	77.9	70.8
Female	539	80.2	74.6	70.7
Asian	200	90.5	93.5	87.5
Black/African American	181	51.4	42.5	38.1
Hispanic/Latinx	34	76.5	70.6	67.7
White	503	82.7	81.5	75.8
Two or More Races	58	81.0	75.9	72.4
Non-FARMs	918	79.6	77.7	72.6
FARMs	60	56.7	51.7	43.3
General Ed	963	78.6	76.4	71.1
Special Education	15	53.3	53.3	46.7
Non-English Learner	*	*	*	*
English Learner	*	*	*	*

Note. American Indian/Alaska Native and Native Hawaiian/Pacific Islander students are included in "All Students" but not separately reported due to small group sizes. Percentages greater than or equal to 95 and less than or equal to 5 are suppressed to protect student privacy. The ACT benchmark scores of 21 are used by the MSDE as one way to determine college and career readiness.

Table A13
 ACT Participation for HCPSS Classes of 2017 to 2019 by High School:
Most Recent ACT Administration

School	Total Graduates			Number Took ACT			Percent Took ACT		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Schools	3,749	3,894	3,925	1,234	1,131	978	32.9	29.0	24.9
Atholton	327	337	368	123	128	121	37.6	38.0	32.9
Centennial	348	375	368	111	96	86	31.9	25.6	23.4
Glenelg	304	263	286	141	94	117	46.4	35.7	40.9
Hammond	288	276	287	74	58	40	25.7	21.0	13.9
Howard	396	459	401	127	159	100	32.1	34.6	24.9
Long Reach	299	336	340	46	48	46	15.4	14.3	13.5
Marriotts Ridge	292	295	340	100	109	99	34.2	36.9	29.1
Mt. Hebron	362	370	375	144	114	102	39.8	30.8	27.2
Oakland Mills	233	242	224	57	42	30	24.5	17.4	13.4
Reservoir	358	351	357	121	126	123	33.8	35.9	34.5
River Hill	272	301	276	134	106	79	49.3	35.2	28.6
Wilde Lake	242	266	279	56	51	35	23.1	19.2	12.5

Note. Scores are based on students' most recent ACT test. Graduates enrolled in Homewood are included with all students but performance not separately reported. Number of graduates is based on the end of year attendance file and includes only diploma graduates.

Table A14

ACT Performance for HCPSS Classes of 2017 to 2019 by High School: **Most Recent ACT Administration**

School	ACT Reading			ACT Math			ACT English			ACT Science			Act Composite		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
All Schools	26	26	26	26	26	25	26	26	26	25	25	25	26	26	26
Atholton	26	27	26	26	26	25	26	27	26	25	26	25	26	27	26
Centennial	28	27	28	28	28	27	28	28	27	26	26	26	28	27	27
Glenelg	27	27	25	26	27	25	26	27	25	26	26	25	26	27	25
Hammond	26	26	24	24	24	23	24	25	22	24	24	22	25	25	23
Howard	26	25	25	26	25	25	26	24	25	25	25	25	26	25	25
Long Reach	22	24	25	22	22	24	21	22	24	22	22	24	22	23	24
Marriotts Ridge	27	27	26	27	27	25	27	27	25	26	26	26	27	27	26
Mt. Hebron	26	27	27	26	27	28	25	28	28	25	27	27	26	27	28
Oakland Mills	24	23	23	23	22	21	22	22	20	23	23	22	23	23	22
Reservoir	25	25	24	24	24	24	24	24	24	24	24	23	25	25	24
River Hill	28	28	28	29	28	29	29	28	29	27	27	28	28	28	29
Wilde Lake	25	23	25	24	23	25	24	23	24	24	22	25	24	23	25

Note. Scores are based on students' most recent ACT test. Graduates enrolled in Homewood are included with all students but performance not separately reported. Number of graduates is based on the end of year attendance file and includes only diploma graduates.