

# The Howard County Public School System

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DATE: August 27, 2004

TO: Sandra Erickson  
Chief of Administration and School Instruction

FROM: Portia R. White  
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RE: Superintendent's Briefing on the Class of 2004 SAT Scores

**Embargoed for the public until Noon on Tuesday, August 31, 2004**

## **BRIEFING SAT Class of 2004**

### **PURPOSE OF BRIEFING**

The purpose of this briefing is to provide results on the SAT administered to the Class of 2004 of the Howard County Public School System (HCPSS). This briefing reflects the most recent performance of students who were in the twelfth grade during the 2003-04 school year. This briefing includes data at the system and school level. In keeping with the reporting procedures for system indicators and standards, available subgroup information is included.

Previous briefings were based on ETS analysis only. HCPSS never conducted any edits or cleaning of the data. Beginning with this year, HCPSS is conducting its own analysis after editing the data. Consequently, the official figures presented in this briefing will differ from those available from ETS. The data from ETS include records of test takers not enrolled in the school system. In addition, the data include an increasing number of records of students who do not report subgroup data to ETS. To assure we have the most accurate information on our students, we matched the SAT records from ETS with the system's database. Thus, the data in this briefing reflect the enrollment and subgroup data contained in the system's database. In order to allow for trend analysis, the data from 2003 and 2002 have been reanalyzed and are reflected in this report as well.

### **COUNTY SUMMARY**

ETS Analysis: The data file used by ETS to generate their reports include records for students who are not enrolled in the HCPSS. It also contains duplicate records and other

errors. However, these are the data available from ETS to the media; therefore, they will be presented as received.

According to ETS, HCPSS' average composite score of 1097 for the class of 2004 is the county's all time high composite score. The score represents an increase of one point over the previous year. This one point increase is attributable to the average verbal score of 541 (540 in 2003). The average mathematics score of 556 is the same as in 2003.

HCPSS Analysis: This analysis includes the SAT data for students enrolled in HCPSS as seniors during the 2003-2004 school year. Though some students have taken the test multiple times, the data reported are based on their most recent score.

The analysis from this point is based on SAT data from 2002, 2003 and 2004 and reflects the analysis done by HCPSS and not ETS. Thus the information does not match data from past year's reports or data released by ETS.

Howard County is committed to increasing the participation of its students in the SAT testing program and subsequent college attendance. To that end the county adopted a participation standard that all schools are working toward. This standard is for 80 percent of the students and 80 percent of every student group to take the SAT. In the Class of 2004, 75 percent of the students (2,443 students) participated in the test. This is an increase of one percent from the Class of 2003, but does not meet the county standard.

The following table reflects SAT performance of Howard County's Class of 2004:

**Average SAT Scale Scores  
HCPSS: 2002-2004**

<i>Verbal and Mathematics Average SAT Scale Scores</i>				
	<b>Class of 2002</b>	<b>Class of 2003</b>	<b>Class of 2004</b>	<b>Change 2003 to 2004</b>
Tested	1854	2259	2443	+184
Verbal	532	539	540	+1
Math	550	554	554	0
Composite	1082	1093	1094	+1

HCPSS' average composite score for the class of 2004 is 1094. The score represents the highest composite score since the Comprehensive Plan was implemented in 2002. The system average composite has increased 12 points since 2002 and one point since 2003. The system average verbal score has increased eight points since 2002 and one point since 2003. The system average mathematics score increased four points since 2002 and remained stable since 2003. Twenty seven percent of Class of 2004 students achieved verbal scores above 600 and 35 percent achieved mathematics scores above 600.

## STUDENT GROUP SUMMARY

The following table reflects SAT participation rates and average scores for the various student subgroups:

### Participation and Average SAT Scores by Student Group – Class of 2004

Group	# Taking	% Participation	Verbal	Mathematics	Composite
Male	1194	72%	541	572	1113
Female	1249	78%	539	537	1077
Asian	325	85%	540	609	1150
African American	349	65%	462	459	921
Hispanic	40	56%	520	536	1057
White	1723	77%	556	564	1120

- The Howard County standard of 80 percent SAT participation was met by the Asian student group. Increases in participation from 2003 were achieved by the Male student group (three percent), African American student group (six percent), and Hispanic student group (11 percent).
- All of HCPSS' student groups, except African American, scored higher in both verbal and mathematics and the composite than did their counterparts in Maryland and the nation. The average state score for verbal is 509, for mathematics 515, and the composite 1024. The average score for the nation is 507 in verbal, for mathematics 519, and the composite 1026. The composite score for all groups, except African Americans is above 1000.
- The White student group achieved the highest average verbal score in 2004 (556). The Male student group scored the second highest average verbal score (541).
- Despite a decline of 17 points, the Asian student group achieved the highest average mathematics score in 2004 (609). The Male student group scored the second highest average mathematics score (572) which matches the average score for this group in 2003.
- The highest composite score was achieved by the Asian student group (1150), followed by the White student group (1120). The score for the Asian student group represents a decline of 24 points while the score for the White student group represents a gain of eight points.
- The Hispanic student group made the most significant gains in verbal, mathematics and composite scores: 51 points in verbal (469 in 2003 to 520 in 2004); 46 points in mathematics (490 in 2003 to 536 in 2004); and 98 points in composite (959 in 2003 to 1057 in 2004).
- The Asian student group experienced a decline of 24 points in their composite score (1174 in 2003 and 1150 in 2004) with a 17 point decrease in mathematics (626 in 2003 and 609 in 2004) and an eight point decrease in verbal (548 in 2003 and 540 in 2004). The African American student group had a 13 point decrease in composite score (934 in 2003 and 921 in 2004) with a 12 point decrease in verbal (474 in 2003 and 462 in 2004)

## SCHOOLS SUMMARY

The following table reflects SAT participation rates and average scores by school:

### Participation Rates and Average SAT Scores By School

	Participation Rates		Verbal Scores			Mathematics Scores			Composite Scores		
	SY2003	SY2004	SY2003	SY2004	Dif	SY2003	SY2004	Dif	SY2003	SY2004	Dif
<b>Atholton</b>	64%	66%	533	517	-15	551	531	-19	1083	1048	-35
<b>Centennial</b>	89%	85%	587	578	-9	606	598	-8	1193	1176	-17
<b>Glenelg</b>	80%	80%	547	541	-7	554	552	-2	1102	1092	-9
<b>Hammond</b>	69%	72%	522	529	7	533	529	-4	1056	1058	3
<b>Howard</b>	62%	69%	520	525	4	529	532	3	1050	1057	8
<b>Long Reach</b>	70%	68%	504	512	8	520	533	13	1024	1045	22
<b>Mt. Hebron</b>	76%	75%	531	545	14	559	566	7	1090	1111	21
<b>Oakland Mills</b>	71%	71%	527	535	7	534	533	-1	1061	1067	6
<b>River Hill</b>	86%	88%	557	554	-3	580	578	-2	1137	1132	-4
<b>Wilde Lake</b>	70%	71%	539	539	1	541	551	10	1079	1090	11

- Three Howard County high schools met the standard of 80 percent SAT participation (Centennial, 85 percent; Glenelg, 80 percent; River Hill, 88 percent).
- Participation in the SAT ranged from 66 percent at Atholton to 88 percent at River Hill. Increased participation over 2003 was experienced by five schools – Atholton, two percent; Hammond, three percent; Howard, seven percent; River Hill, two percent; and Wilde Lake, one percent.
- All schools have average composite scores above 1000, a score likely to result in college admission for an individual student. In addition Centennial, Mt. Hebron and River Hill have average composite scores above 1100.
- Six schools increased their composite scores with the greatest increase at Long Reach, 22 points and Mt. Hebron, 21 points. Other increases were as follows: Wilde Lake, 11 points; Howard, eight points; Oakland Mills, six points; and Hammond, three points.
- Four schools' composite score decreased. The largest decrease was experienced by Atholton, -35 points; followed by Centennial, -17 points; Glenelg, -9 points; and River Hill -4 points.
- All schools have verbal and mathematics scores above 500.
- Howard, Long Reach, Mt. Hebron and Wilde Lake increased both their average verbal and mathematics scores. Hammond and Oakland Mills increased their verbal score.
- Four schools experienced decreases in both verbal and mathematics average scores: Atholton, Centennial, Glenelg and River Hill. Hammond and Oakland Mills had a decrease in their mathematics score.

The table on the next page provides a breakdown of the class of 2004's average scores by gender and ethnicity for each school.

***System Indicators and State Standards Report***  
**Mean SAT Results by Subgroup By School: Class of 2004**

		Overall	Male	Female	Asian	African American	Hispanic	White
<b>Atholton</b>	<b>Tested</b>	<b>206</b>	<b>96</b>	<b>110</b>	<b>15</b>	<b>39</b>	*	<b>145</b>
	<b>Verbal</b>	<b>517</b>	<b>533</b>	<b>504</b>	<b>503</b>	<b>445</b>	*	<b>538</b>
	<b>Mathematics</b>	<b>531</b>	<b>557</b>	<b>509</b>	<b>549</b>	<b>458</b>	*	<b>549</b>
	<b>Composite</b>	<b>1048</b>	<b>1089</b>	<b>1013</b>	<b>1052</b>	<b>903</b>	*	<b>1088</b>
<b>Centennial</b>	<b>Tested</b>	<b>267</b>	<b>127</b>	<b>140</b>	<b>64</b>	*	*	<b>189</b>
	<b>Verbal</b>	<b>578</b>	<b>584</b>	<b>572</b>	<b>586</b>	*	*	<b>580</b>
	<b>Mathematics</b>	<b>598</b>	<b>625</b>	<b>574</b>	<b>654</b>	*	*	<b>585</b>
	<b>Composite</b>	<b>1176</b>	<b>1209</b>	<b>1146</b>	<b>1240</b>	*	*	<b>1165</b>
<b>Glenelg</b>	<b>Tested</b>	<b>229</b>	<b>112</b>	<b>117</b>	*	*	*	<b>215</b>
	<b>Verbal</b>	<b>541</b>	<b>524</b>	<b>556</b>	*	*	*	<b>539</b>
	<b>Mathematics</b>	<b>552</b>	<b>556</b>	<b>548</b>	*	*	*	<b>550</b>
	<b>Composite</b>	<b>1092</b>	<b>1080</b>	<b>1104</b>	*	*	*	<b>1089</b>
<b>Hammond</b>	<b>Tested</b>	<b>229</b>	<b>100</b>	<b>129</b>	<b>19</b>	<b>52</b>	*	<b>154</b>
	<b>Verbal</b>	<b>529</b>	<b>536</b>	<b>524</b>	<b>526</b>	<b>462</b>	*	<b>554</b>
	<b>Mathematics</b>	<b>529</b>	<b>550</b>	<b>513</b>	<b>546</b>	<b>449</b>	*	<b>555</b>
	<b>Composite</b>	<b>1058</b>	<b>1086</b>	<b>1037</b>	<b>1072</b>	<b>911</b>	*	<b>1109</b>
<b>Howard</b>	<b>Tested</b>	<b>185</b>	<b>82</b>	<b>103</b>	<b>25</b>	<b>29</b>	*	<b>127</b>
	<b>Verbal</b>	<b>525</b>	<b>515</b>	<b>533</b>	<b>550</b>	<b>440</b>	*	<b>538</b>
	<b>Mathematics</b>	<b>532</b>	<b>546</b>	<b>521</b>	<b>630</b>	<b>426</b>	*	<b>537</b>
	<b>Composite</b>	<b>1057</b>	<b>1061</b>	<b>1054</b>	<b>1180</b>	<b>866</b>	*	<b>1075</b>
<b>Long Reach</b>	<b>Tested</b>	<b>227</b>	<b>121</b>	<b>106</b>	<b>37</b>	<b>63</b>	*	<b>122</b>
	<b>Verbal</b>	<b>512</b>	<b>521</b>	<b>502</b>	<b>496</b>	<b>457</b>	*	<b>545</b>
	<b>Mathematics</b>	<b>533</b>	<b>558</b>	<b>504</b>	<b>577</b>	<b>464</b>	*	<b>556</b>
	<b>Composite</b>	<b>1045</b>	<b>1079</b>	<b>1007</b>	<b>1073</b>	<b>922</b>	*	<b>1100</b>
<b>Mt. Hebron</b>	<b>Tested</b>	<b>312</b>	<b>147</b>	<b>165</b>	<b>59</b>	<b>17</b>	*	<b>231</b>
	<b>Verbal</b>	<b>545</b>	<b>546</b>	<b>545</b>	<b>515</b>	<b>488</b>	*	<b>558</b>
	<b>Mathematics</b>	<b>566</b>	<b>575</b>	<b>558</b>	<b>591</b>	<b>452</b>	*	<b>569</b>
	<b>Composite</b>	<b>1111</b>	<b>1121</b>	<b>1102</b>	<b>1105</b>	<b>939</b>	*	<b>1126</b>
<b>Oakland Mills</b>	<b>Tested</b>	<b>166</b>	<b>88</b>	<b>78</b>	<b>11</b>	<b>38</b>	*	<b>112</b>
	<b>Verbal</b>	<b>535</b>	<b>536</b>	<b>533</b>	<b>501</b>	<b>444</b>	*	<b>572</b>
	<b>Mathematics</b>	<b>533</b>	<b>546</b>	<b>517</b>	<b>575</b>	<b>443</b>	*	<b>565</b>
	<b>Composite</b>	<b>1067</b>	<b>1082</b>	<b>1051</b>	<b>1075</b>	<b>887</b>	*	<b>1137</b>
<b>River Hill</b>	<b>Tested</b>	<b>381</b>	<b>193</b>	<b>188</b>	<b>63</b>	<b>33</b>	*	<b>280</b>
	<b>Verbal</b>	<b>554</b>	<b>552</b>	<b>556</b>	<b>562</b>	<b>508</b>	*	<b>558</b>
	<b>Mathematics</b>	<b>578</b>	<b>592</b>	<b>564</b>	<b>639</b>	<b>502</b>	*	<b>574</b>
	<b>Composite</b>	<b>1132</b>	<b>1144</b>	<b>1120</b>	<b>1201</b>	<b>1010</b>	*	<b>1132</b>
<b>Wilde Lake</b>	<b>Tested</b>	<b>241</b>	<b>128</b>	<b>113</b>	<b>25</b>	<b>64</b>	*	<b>148</b>
	<b>Verbal</b>	<b>539</b>	<b>537</b>	<b>541</b>	<b>521</b>	<b>458</b>	*	<b>576</b>
	<b>Mathematics</b>	<b>551</b>	<b>575</b>	<b>524</b>	<b>584</b>	<b>457</b>	*	<b>583</b>
	<b>Composite</b>	<b>1090</b>	<b>1112</b>	<b>1065</b>	<b>1105</b>	<b>915</b>	*	<b>1160</b>

\* Data not released for groups of fewer than 10.