Bridge to Excellence Progress Report

Goal 1

Fall 2011

The Howard County Public School System

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Superintendent

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Overview

The Howard County Public School System (HCPSS) strategic planning and continuous improvement efforts are guided by our mission, goals, targets, and objectives articulated annually in the *Bridge to Excellence Comprehensive Master Plan*. This framework provides a basis for School Improvement Planning and ongoing monitoring systemically and within individual schools. This *Bridge to Excellence Goal 1 Progress Report* offers a comprehensive summary of the HCPSS performance on the Goal 1 targets and objectives during the 2010-2011 school year.

The HCPSS mission is to ensure excellence in teaching and learning so that each student will participate responsibly in a diverse and changing world. The HCPSS Goals 1 and 2, and the systemwide targets follow.

Goal 1
Each child, regardless of race, ethnicity, gender, disability, or socioeconomic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

Goal 2
Each school will provide a safe and nurturing school environment that values our diversity and commonality.

Systemwide Targets
1. All schools will meet Adequate Yearly Progress.
2. All high schools will have 95 percent of all students and all student groups passing the High School Assessments by the beginning of the 12th grade.

To achieve these targets, HCPSS set indicators and associated objectives, or performance expectations, in four areas: Elementary (K-5), Middle (6−8), High (9−12), and Special Education (K−12). These indicators and objectives are specified below.

Elementary School (K-5) Indicators and Objectives
Grade 2 Stanford Achievement Test Tenth Edition (SAT 10)

- 100 percent of schools with elementary grades have a minimum of 70 percent of students in all student groups scoring at proficient or advanced on the reading test.
- 100 percent of schools with elementary grades have a minimum of 70 percent of students in all student groups scoring at proficient or advanced on the mathematics test.

Maryland School Assessment (MSA) in Reading and Mathematics, Grades 3−5

- 100 percent of schools with elementary grades have a minimum of 85.9 percent of students in all student groups scoring at proficient or advanced on the MSA in reading.
- 100 percent of schools with elementary grades have a minimum of 84.5 percent of students in all student groups scoring at proficient or advanced on the MSA in mathematics.
- 100 percent of schools with elementary grades have a minimum of 98 percent of their Gifted and Talented (GT) mathematics participants in each student group scoring at the proficient or advanced level on the MSA in mathematics.

Participation in Advanced Level Programs (Grades 4 and 5)

- 100 percent of schools with elementary grades have a minimum of 15 percent of students in each racial/ethnic group and 15 percent of students receiving Free and Reduced-Price Meals System (FARMS) services participating in GT mathematics classes.

Secondary (6-12) Indicators and Objectives

Maryland School Assessment

- 100 percent of schools with middle grades have a minimum of 85.6 percent of students in all student groups scoring at proficient or advanced on the Maryland School Assessment in reading.
- 100 percent of schools with middle grades have a minimum of 78.6 percent of students in all student groups scoring at proficient or advanced on the Maryland School Assessment in mathematics.
- 100 percent of schools with middle grades have a minimum of 98 percent of their GT mathematics students in all student groups scoring at the proficient or advanced level on the Maryland School Assessment in mathematics.
- 100 percent of schools with middle grades have a minimum of 98 percent of their GT English students in all student groups scoring at the proficient or advanced level on the Maryland School Assessment in reading.

High School Assessments

- 100 percent of schools with secondary programs have a minimum of 95 percent of the students in all student groups passing the Algebra I HSA by the beginning of 12th grade.
- 100 percent of high schools have a minimum of 95 percent of students in each student group passing the English HSA by the beginning of 12th grade.
- 100 percent of high schools have a minimum of 95 percent of students in each student group passing the American Government HSA by the beginning of 12th grade.
- 100 percent of high schools have a minimum of 95 percent of the students in each student group passing the Biology HSA by the beginning of 12th grade.

Participation in Advanced Level Programs

- 100 percent of schools with middle grades have a minimum of 20 percent of students in each racial/ethnic group and 20 percent of students receiving FARMS services enrolled in one or more GT content classes.
- 100 percent of high schools have a minimum of 40 percent of students in each racial/ethnic group and 40 percent of students receiving FARMS services enrolled in one or more honors, AP and/or GT classes.

College Entrance Examinations

- 100 percent of high schools have a minimum of 80 percent of students in each racial/ethnic group and 80 percent of students receiving FARMS services in the Class of 2011 taking the SAT or ACT.
- 100 percent of high schools have a minimum of 70 percent of students in each racial/ethnic group and 70 percent of students receiving FARMS services in the Class of 2011 scoring 500 or higher on each SAT subtest or scoring a composite score of 22 or higher on the ACT.

Special Education (K-12) Indicators and Objectives

Disproportionality

- 100 percent of schools with overrepresentation of Black/African American students in Special Education will decrease disproportionality by one percentage point per year.

Alternate Maryland School Assessment (Alt-MSA)

- 100 percent of elementary students with disabilities taking Alt-MSA will score proficient/advanced.
- 100 percent of secondary students with disabilities taking Alt-MSA will score proficient/advanced.

Least Restrictive Environment (LRE)[1]

- LRE A or LRE B data will be greater than 80 percent.
- LRE C data will be less than 7.0 percent.
- Black/African-American students with disabilities instructed in separate classes (LRE C) will be less than 18 percent.
- The numbers of students with intellectual disabilities instructed in separate classes (LRE C) will be less than 30 percent.

Changes in 2011

Note that the racial/ethnic groups in 2011 are different from those in years past due to implementation of the new federal race codes. These new racial/ethnic groups and the abbreviations used in this report are provided in Table 1.

Table 1. Federal Racial/Ethnic Groups

New Federal Race Code	Abbreviation Used in this Report
American Indian or Alaskan Native	American Indian
Asian	Asian
Black or African American	Black/African American
Hispanic or Latino of Any Race	Hispanic/Latino
Native Hawaiian or Other Pacific Islander	Hawaiian
White	White
Two or More Races	Two or More Races

Also, new in 2011 are stricter rules for reporting the data. MSDE is in the process of changing their reporting conventions to further protect student anonymity and ensure compliance with the federal Family Educational Rights and Privacy Act (FERPA). It is the intent of HCPSS to provide as much data as possible without jeopardizing the anonymity of individual students. In this report, results for student counts fewer than ten are suppressed and designated with an asterisk or banded together. In some instances, complementary suppression is applied to groups greater than ten. This suppression further prevents calculations for student groups fewer than ten.

[1]LRE A, B, and C refer to the percent of the instructional day that students identified for special education services participate in the general education environment.

Target 1. All Schools will meet Adequate Yearly Progress

The federal No Child Left Behind (NCLB) Act requires that all students and student groups be proficient in reading and mathematics by the year 2014. Each year, schools, districts, and states are required to demonstrate Adequate Yearly Progress (AYP) toward attainment of proficiency. Maryland uses the Grades 3 through 8 reading and mathematics Maryland School Assessments and the Algebra/Data Analysis and English High School Assessments to demonstrate proficiency. AYP is met through the attainment of specified targets in reading and mathematics participation and performance, as well as attainment of one other academic indicator. In Maryland, elementary, middle, and K-8 schools must also meet the targets for attendance rates, and high schools must also meet the targets for the graduation rate. The targets, known as Annual Measurable Objectives (AMOs), increase each year as they approach 100 percent by 2014. Table 2, below, provides the targets used to determine AYP for individual schools in 2011.

Table 2. Annual Measurable Objectives for 2011 Adequate Yearly Progress

Level	Reading	Mathematics	Participation	Other Academic Indicator
Elementary (K-5)	85.9	84.5	95.0	Attendance: 94.0 percent
Middle (6-8)	85.6	78.6	95.0	Attendance: 93.7 percent
K-8 School	85.7	81.6	95.0	Attendance: 93.9 percent
High (9-12)	82.0	73.7	95.0	Graduation: 81.5 percent in 4 years or 84.4 percent in 5 years

Results

In 2011, 36 elementary schools, 13 middle schools and 11 high schools made AYP. The three elementary schools that did not make AYP are identified for local attention. Among the five middle schools that did not meet AYP, three are identified for local attention and two are in Year 1 of School Improvement. The high school that did not meet AYP has been identified for local attention. One middle school that made AYP in 2011 is holding in Corrective Action pending their 2012 performance. The one K-8 school did not meet AYP in 2011. This school was split into an elementary school and a middle school beginning with the 2011-2012 school year, and both of these new schools are identified for local attention (Table 3).

Table 3. Number and Percent of Schools that Met AYP in 2011, by Level

Level	Number of Schools	Number of Schools that Met AYP
Elementary	39	36
Middle	18	13
K-8 School	1	0
High	12	11

Results for individual schools for the baseline year of 2004 and the most recent three years, 2009-2011 are presented in Tables A1 and A2 in the appendix.

Target 2.	All high schools will have 95 percent of all students and all student groups passing the High School Assessments by the beginning of the 12th grade.

Students must pass High School Assessments (HSAs) to earn a Maryland high school diploma. The graduating class of 2011 was required to pass four HSAs: Algebra/Data Analysis, Biology, English, and Government. The data in this report reflect results for the graduating class of 2011.

Students have multiple avenues to meet the HSA graduation requirement. Students must earn a passing score on each HSA or pass through a combined score option. Additionally, the option to complete "Bridge Plan for Academic Validation" projects exists for students who have failed one or more HSAs multiple times. A waiver process also exists for students with exceptional circumstances.

The Maryland State Department of Education (MSDE) calculates HSA pass rates based on a status model which captures the percent of students passing the HSAs by the end of Grade 12. HCPSS expects that 95 percent of diploma-bound seniors will have met the graduation requirement upon entry into Grade 12.

Results

For the graduating class of 2011, all twelve high schools met the HSA objective for students overall and the White student group, with at least 95 percent of students passing all four HSAs by the beginning of Grade 12. Eleven of the twelve high schools met the objective for the Asian, Black/African American, and Two or More Races student groups. Ten high schools met the objective for students identified as Hispanic/Latino; and eight high schools met the objective for students receiving FARMS and Special Education services (Table 4).

Table 4. Number of Schools With 95 Percent of All Students and Each Student Group in the Graduating Class of 2011 Passing the High School Assessment by the Beginning of Grade 12.

	Number of Schools with Group Representation ≥ 5 Students	Number of Schools that Met HSA Objective
All Students	12	12
Asian	12	11
American Indian	0	n/a
Black/African American	12	11
Hawaiian	0	n/a
Hispanic/Latino	12	10
White	12	12
Two or More Races	11	11
ELL	2	0
FARMS	12	8
Special Education	11	8

Note: Results reflect diploma-bound Grade 12 students included on the September 30, 2010 enrollment file.

Individual school results for the graduating classes of 2010 and 2011 are presented in Table A3 in the appendix. Note that results for each of the four HSA exams are addressed in the discussion of Secondary Objectives and presented in Tables 20 and A8.

Indicator	Grade 2 Stanford Achievement Test Tenth Edition (SAT 10)
Objectives	100 percent of schools with elementary grades have a minimum of 70 percent of students in all student groups scoring at proficient or advanced on the reading test. 100 percent of schools with elementary grades have a minimum of 70 percent of students in all student groups scoring at proficient or advanced on the mathematics test.

HCPSS has administered the SAT 10, a norm-referenced achievement test, to Grade 2 students since the 2006-2007 school year. This assessment measures student achievement on academic standards in reading and mathematics. Results from this assessment provide parents, teachers, and administrators specific information about what students know and are able to do in the areas of Word Study Skills, Reading Vocabulary, Reading Comprehension, Mathematics Problem Solving, Mathematics Procedures, and Language. SAT 10 reports indicate the achievement level of students in each area, and also show how each student has performed in comparison to a representative sample of students across the country. Teachers and administrators use SAT 10 results, along with other objective measures, to inform instructional planning.

HCPSS set a local objective that 70 percent of students demonstrate proficiency in reading and mathematics on the SAT 10. In HCPSS, the SAT 10 is the first exposure that students have to a standardized test administered over multiple days with significant instructions and timing limits. This testing experience is valuable as it helps prepare students for the Maryland School Assessment (MSA) administered in Grade 3.

Results

In 2011, 34 of our 40 schools with elementary grades, or 85 percent, met the objective for reading; and 35 schools, or 88 percent, met the objective for mathematics. Thirty-three schools, 83 percent, met the standard for both reading and mathematics. These results reflect increases of 8, 14, and 9 percentage points, respectively, since the baseline school year of 2006-2007. Table 5 shows the number of schools that met each objective for each student group.

Table 5. Number of Schools with Elementary Grades That Met the SAT 10 Objectives, 2011

Student Group	Number of Schools with Group Representation ≥ 5 Students	Number of Schools that Met Objective: 70 percent of Students Proficient in Reading	Number of Schools that Met Objective: 70 percent of Students Proficient in Mathematics
All Students	40	34	35
Asian	39	35	37
American Indian	9	6	5
Black/African American	40	25	24
Hawaiian	1	1	1
Hispanic/Latino	40	20	22
White	40	40	38
Two or More Races	39	33	30
ELL	34	13	14
FARMS	37	17	7
Special Education	40	7	7

In 2011, 82.9 percent of assessed students attained proficiency in reading and 82.3 percent attained proficiency in mathematics, exceeding the objective. The Asian, White, and Two or More Races student groups also exceeded the standard in both reading and mathematics. Table 6, below, provides results for all student groups.

Table 6. Percentage of Grade 2 Students Achieving Proficient or Advanced in Reading and Mathematics by Student Group, 2011 Administration of the SAT 10

Student Group	Number Tested	Reading		Mathematics	
		Number	Percent	Number	Percent
All Students	3,707	3,073	82.9	3,051	82.3
Male	1,962	1,575	80.3	1,615	82.3
Female	1,745	1,497	85.8	1,438	82.4
American Indian	*	*	*	*	*
Asian	645	578	89.6	593	91.9
Black/African American	739	508	68.7	502	67.9
Hawaiian	*	*	*	*	*
Hispanic/Latino	331	220	66.4	226	68.2
White	1,683	1,503	89.3	1,478	87.8
Two or More Races	299	258	86.2	248	82.9
ELL	288	167	57.9	179	62.1
FARMS	653	392	60.0	370	56.6
Special Education	309	159	51.4	144	46.6

*To protect student confidentiality, data are not reported for groups of fewer than 10 students.

Table 7 presents results for the baseline year (2007) and the three most recent years for students, overall, by gender, and by service group. Each of the service groups achieved notable five-year gains toward attainment of the local standard (70 percent) in both reading and mathematics. The proficiency rate for English Language Learners increased 11.2 percentage points in reading and 8.3 percentage points in mathematics. The proficiency rate for students receiving Free and Reduced-Price Meals System (FARMS) services increased 12.7 percentage points in reading and 11.1 percentage points in mathematics. The proficiency rate for students receiving Special Education services increased 13.6 percentage points in reading and 2.6 percentage points in mathematics.

Table 7. Percentage of Grade 2 Students Achieving Proficient or Advanced in Reading and Mathematics on the SAT 10 by Student and Service Groups, 2007 and 2009-2011

Student Group	Reading				Change Since Baseline	Mathematics				Change Since Baseline
	2007	2009	2010	2011		2007	2009	2010	2011	
All Students	80.7	82.8	83.7	82.9	2.2	78.1	81.5	81.7	82.3	4.2
Male	77.9	79.0	82.2	80.3	2.4	77.6	80.4	82.2	82.3	4.7
Female	83.8	86.8	85.4	85.8	2.0	78.7	82.7	81.2	82.4	3.7
ELL	46.7	54.4	55.4	57.9	11.2	53.8	60.4	59.5	62.1	8.3
FARMS	47.3	58.9	63.1	60.0	12.7	45.5	52.1	58.4	56.6	11.1
Special Education	37.8	42.5	46.9	51.4	13.6	44.0	42.9	50.2	46.6	2.6

Table A4 in the appendix presents the percent of students achieving Proficient or Advanced on the SAT 10 by school for the baseline year, 2007, and the three most recent years, 2009-2011.

Indicator	Maryland School Assessment (MSA) in Reading and Mathematics, Grades 3−5
Objectives	100 percent of schools with elementary grades have a minimum of 85.9 percent of students in all student groups scoring at proficient or advanced on the MSA in reading. 100 percent of schools with elementary grades have a minimum of 84.5 percent of students in all student groups scoring at proficient or advanced on the MSA in mathematics. 100 percent of schools with elementary grades have a minimum of 98 percent of their Gifted and Talented (GT) mathematics participants in each student group scoring at the proficient or advanced level on the MSA in mathematics.

The Maryland School Assessment (MSA) is a state-mandated testing program designed to comply with the federal *No Child Left Behind Act of 2001* (NCLB). The Reading and Mathematics MSAs are administered in grades 3-8, and the Science MSA is administered in grades 5 and 8. MSA results are reported as scaled scores and banded in three proficiency levels: Basic, Proficient, and Advanced.

The MSA program has two variant assessments for students with disabilities for whom the MSA is not an appropriate assessment. The Modified MSA (Mod-MSA) is an assessment for diploma-bound students with disabilities who receive modified instruction. The Alternative MSA (Alt-MSA) is a portfolio-based assessment for students with significant cognitive disabilities who will receive a certificate of attendance upon graduation.

Results

In 2011, 38 of our 40 schools with elementary grades, 95 percent, met the objective for reading for students overall. Thirty-six schools, 90 percent, met the objective for mathematics for students overall. One hundred percent of schools with elementary grades (40) met the objective for GT mathematics. Results for individual student groups are presented in Table 8.

Table 8. Number of Schools with Elementary Grades that Met MSA Objectives, by Student Group, 2011

Student Group	Number of Schools with Group Representation ≥ 5 Students	Number of Schools that Met Objective: 85.9 percent of Students Proficient or Advanced in Reading	Number of Schools that Met Objective: 84.5 percent of Students Proficient or Advanced in Mathematics	Number of Schools that Met Objective: 98 percent Proficient or Advanced in GT Mathematics
All Students	40	38	36	40
Asian	39	37	37	39
American Indian	0	n/a	n/a	n/a
Black/African American	40	29	21	40
Hawaiian	0	n/a	n/a	n/a
Hispanic/Latino	37	25	26	39
White	40	39	40	40
Two or More Races	40	38	39	40
ELL	36	10	23	36
FARMS	37	21	16	37
Special Education	40	12	9	40

Table 9 displays data for 2004, the first year of MSA testing and the current year, 2011, for the elementary reading MSAs. Since 2004, HCPSS has experienced progress in narrowing the achievement gaps between students receiving special services and students overall. The proficiency rate for students receiving Special Education services climbed almost 12 percentage points from 59.7 percent in 2004 to 71.4 percent in 2011. The proficiency rate for students receiving ELL services climbed nearly 15 percentage points from 59.5 percent in 2004 to 74.1 percent in 2011. The proficiency rate for students receiving FARMS services climbed 20.3 percentage points from 64.2 percent in 2004 to 84.5 percent in 2011.

Table 9. Number and Percent of Students Achieving Proficient or Advanced in Reading, MSA, Grades 3–5, 2004 and 2011

Student Group	Number Tested		Number Proficient or Advanced		Percent Proficient or Advanced		Change in Percent Proficient or Advanced
	2004	2011	2004	2011	2004	2011	
All Students	11,106	11,020	9,818	10,359	88.4	94.0	5.6
Male	5,847	5,697	5,058	5,291	86.5	92.9	6.4
Female	5,253	5,323	4,759	5,068	90.6	95.2	4.6
ELL	259	522	154	387	59.5	74.1	14.6
FARMS	1,128	1,961	724	1,658	64.2	84.5	20.3
Special Education	893	822	533	587	59.7	71.4	11.7

Since 2004, the elementary mathematics proficiency rates increased 16.5 percentage points for students receiving ELL services, 22 for students receiving FARMS, and 17.8 percentage points for students receiving Special Education services. The data for elementary mathematics are displayed in Table 10.

Table 10. Number and Percent of Students Achieving Proficient or Advanced in Mathematics, MSA, Grades 3–5, 2004 and 2011

Student Group	Number Tested		Number Proficient or Advanced		Percent Proficient or Advanced		Change in Percent Proficient or Advanced
	2004	2011	2004	2011	2004	2011	
All Students	11,108	11,085	9,431	10,281	84.9	92.7	7.8
Male	5,848	5,735	4,924	5,289	84.2	92.2	8.0
Female	5,254	5,350	4,503	4,992	85.7	93.3	7.6
ELL	259	584	160	457	61.8	78.3	16.5
FARMS	1,128	1,985	650	1,581	57.6	79.6	22.0
Special Education	893	822	450	561	50.4	68.2	17.8

Results for each racial/ethnic group are provided in Table 11, below.

Table 11. Percent of Students Achieving Proficient or Advanced in Reading and Mathematics MSA, by Race/Ethnicity, Grades 3–5, 2011

Elementary	Reading	Mathematics
All Students	94.0	92.7
American Indian	95.0	90.0
Asian	96.7	97.2
Black/African American	86.5	83.1
Hispanic/Latino	87.2	85.5
Hawaiian	≥98.0	81.3
White	97.1	96.5
Two or More Races	97.1	95.5

Note. Values greater than 98 percent banded to protect student anonymity.

The third MSA objective calls for elementary grades to have a minimum of 98 percent of their GT mathematics participants in each student group scoring at the proficient or advanced level on the MSA in mathematics. Table 12, below, shows the number of students in the elementary GT mathematics program who took the mathematics MSA, as well as the number and percent proficient or advanced for 2004 and 2011.

Table 12. Number and Percent of GT Elementary Students that Met the Mathematics MSA Objective, 2004 and 2011

Student Group	Number Tested		Number Proficient or Advanced		Percent Proficient or Advanced	
	2004	2011	2004	2011	2004	2011
All Students	1,564	2,126	1,561	2,126	≥98.0	≥98.0
Male	926	1,179	924	1,179	≥98.0	≥98.0
Female	638	947	637	947	≥98.0	≥98.0

Note. Values greater than 98 percent banded to protect student anonymity.

Table A5 in the appendix presents the percent of students in grades 3 through 5 who were proficient or advanced on reading and mathematics MSA for the baseline year, 2004, and the three most recent years, 2009-2011 for each individual school. Also displayed in the table is the percent of GT mathematics students scoring proficient or advanced.

Indicator	Participation in Advanced Level Programs (Grades 4 and 5)
Objective	100 percent of schools with elementary grades have a minimum of 15 percent of students in each racial/ethnic group and 15 percent of students receiving FARMS services participating in GT mathematics classes.

In elementary schools, the GT mathematics program provides a curriculum accelerated by at least two years to students in grades 4 and 5. It replaces the general education mathematics curriculum and is taught daily by the GT Resource Teacher. This curriculum prepares students for Pre-Algebra GT in sixth grade.

Results

In 2011, 90 percent (36) of our 40 schools with elementary grades met the objective for participation in Gifted and Talented mathematics classes in grades 4 and 5. Results for individual student groups are presented in Table 13, below.

Table 13. Number of Schools with Elementary Grades That Met the Participation in Advanced Level Programs Objective, 2011

Objective	Number of Schools with Group Representation ≥ 5	Number of Schools that Met Objective: 15 Percent Participation
All Students	40	36
Asian	38	37
American Indian	0	n/a
Black/African American	40	10
Hawaiian	0	n/a
Hispanic/Latino	36	16
White	40	40
Two or More Races	39	28
FARMS	34	3

Specific information regarding the students participating in advanced level programs at the elementary level is displayed in Table 14. The number of students participating has increased by 8.6 percentage points from 20.2 in 2004 to 28.8 in 2011. Participation is greater among male students (30.9 percent) than among female students (26.5 percent).

Table 14. Number and Percent of Students in Grades 4 and 5 that Met the GT Participation Objective, 2004 and 2011

Student Group	Number of Students Enrolled in Mathematics		Number of Students Participating in GT Mathematics		Percent of Students Participating in GT Mathematics		Change in Percent
	2004	2011	2004	2011	2004	2011	
All Students	7,743	7,402	1,564	2,132	20.2	28.8	8.6
Male	4,071	3,825	926	1,183	22.7	30.9	8.2
Female	3,672	3,577	638	949	17.4	26.5	9.1

Figure 1, below, shows the percentage of students participating in elementary GT mathematics in 2010-2011, for each racial/ethnic group and for students receiving FARMS services.

Figure 1. Percent Participating in Elementary School GT Mathematics by Race/Ethnicity and FARMS, 2010-2011

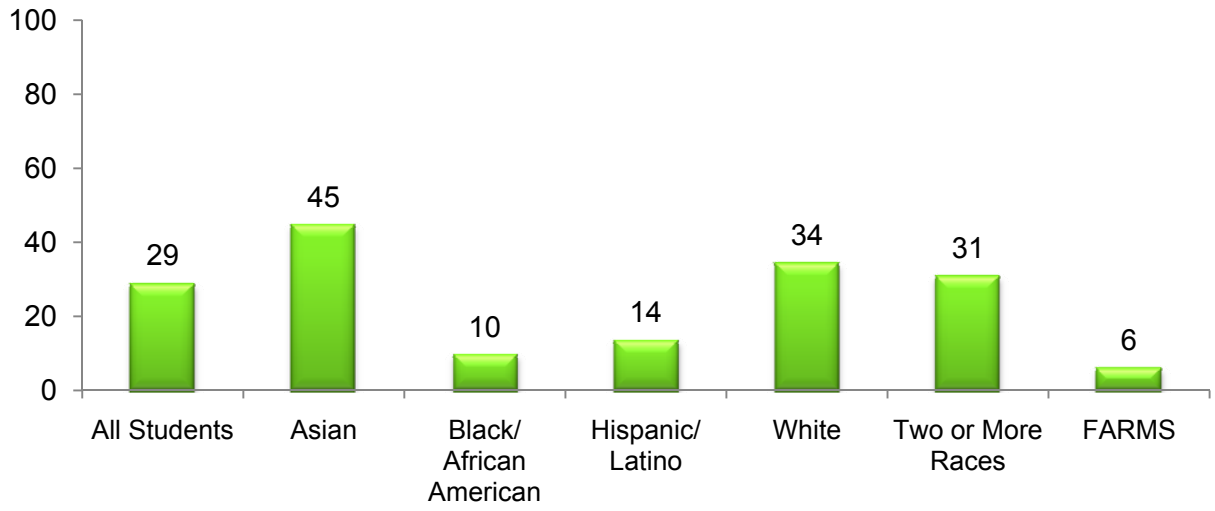


Table A6 in the appendix presents the percent of students participating in GT mathematics at grades 4 and 5 for the baseline year, 2004, and the three most recent years, 2009-2011.

Indicator	Maryland School Assessment in Reading and Mathematics, Grades 6-8
Objectives	100 percent of schools with middle grades have a minimum of 85.6 percent of students in all student groups scoring at proficient or advanced on the MSA in reading. 100 percent of schools with middle grades have a minimum of 78.6 percent of students in all student groups scoring at proficient or advanced on the MSA in mathematics. 100 percent of schools with middle grades have a minimum of 98 percent of their GT mathematics students in all student groups scoring at the proficient or advanced level on the MSA in mathematics. 100 percent of schools with middle grades have a minimum of 98 percent of their GT English students in all student groups scoring at the proficient or advanced level on the MSA in reading.

The Maryland School Assessment (MSA) is a state-mandated testing program designed to comply with the federal *No Child Left Behind Act of 2001* (NCLB). The Reading and Mathematics MSAs are administered in grades 3-8, and the Science MSA is administered in grades 5 and 8. MSA results are reported as scaled scores and banded in three proficiency levels: Basic, Proficient, and Advanced.

The MSA program has two variant assessments for students with disabilities for whom the MSA is not an appropriate assessment. The Modified MSA (Mod-MSA) is an assessment for diploma-bound students with disabilities who receive modified instruction. The Alternative MSA (Alt-MSA) is a portfolio-based assessment for students with significant cognitive disabilities who will receive a certificate of attendance upon graduation

Results

In 2011, 18 of our 19 schools with middle grades, 95 percent, met the objective for reading for students overall. Fourteen schools, 74 percent, met the objective for mathematics for students overall. All schools with middle grades met the MSA objectives for GT mathematics and GT English. Results for individual student groups are presented in Table 15.

Table 15. Number of Schools with Grades 6−8 that Met MSA Objectives, 2011

Student Group	Number of Schools with Group Representation ≥ 5 Students	Number of Schools that Met Objective: 85.6 Percent of Students Proficient or Advanced in Reading	Number of Schools that Met Objective: 78.6 Percent of Students Proficient or Advanced in Mathematics	Number of Schools that Met Objective: 98 Percent Proficient or Advanced in GT Mathematics	Number of Schools that Met Objective: 98 Percent Proficient or Advanced in GT English
All Students	19	18	14	19	19
Asian	19	18	19	19	19
American Indian	0	n/a	n/a	n/a	n/a
Black/African American	19	12	9	19	19
Hawaiian	0	n/a	n/a	n/a	n/a
Hispanic/Latino	19	11	11	19	19
White	19	19	19	19	19
Two or More Races	19	19	17	19	19
ELL	16	2	7	17	17
FARMS	19	8	8	19	19
Special Education	19	0	2	19	19

Table 16 displays results for Grades 6−8 reading MSAs in 2011 in comparison to the baseline year of 2004. Since 2004, the proficiency rate for students, overall, climbed 7.7 percentage points from 84.8 percent to 92.5 percent. The proficiency rate for students receiving ELL services increased 3.7 percentage points from 42.6 percent in 2004 to 46.3 percent in 2011. The proficiency rate for students receiving FARMS services climbed nearly 25 percentage points from 54.3 percent in 2004 to 79.2 percent in 2011. Among students receiving Special Education services, the proficiency rate increased 22.6 percentage points from 41.7 percent in 2004 to 64.3 percent in 2011.

Table 16. Number and Percent of Students Achieving Proficient or Advanced on the Reading MSA, Grades 6−8, 2004 and 2011

Student Group	Number Tested		Number Proficient or Advanced		Percent Proficient or Advanced		Change in Percent Proficient or Advanced
	2004	2011	2004	2011	2004	2011	
All Students	11,643	11,385	9,873	10,537	84.8	92.5	7.7
Male	5,974	5,871	4,917	5,307	82.3	90.4	8.1
Female	5,652	5,514	4,951	5,230	87.6	94.8	7.2
ELL	188	188	80	87	42.6	46.3	3.7
FARMS	1,306	1,900	709	1,505	54.3	79.2	24.9
Special Education	1,015	860	423	553	41.7	64.3	22.6

Notable gains have been made since 2004 in Grades 6-8 MSA mathematics proficiency rates. Among students, overall, the proficiency rate climbed 18.7 percentage points from 68.6 percent in 2004 to 87.3 percent in 2011. The proficiency rate for students receiving ELL services increased 16.9 percentage points from 40.4 percent in 2004 to 57.3 percent in 2011. Among students receiving FARMS services, the proficiency rate increased 38 percentage points from 28.8 in 2004 to 66.8 in 2011. The proficiency rate among students receiving Special Education services climbed 33 percentage points from 22.9 percent in 2004 to 55.9 percent in 2011.

Table 17. Number and Percent of Students Achieving Proficient or Advanced on the Mathematics MSA, Grades 6−8, 2004 and 2011

Student Group	Number Tested		Number Proficient or Advanced		Percent Proficient or Advanced		Change in Percent Proficient or Advanced
	2004	2011	2004	2011	2004	2011	
All Students	11,646	11,450	7,989	10,001	68.6	87.3	18.7
Male	5,977	5,906	4,064	5,121	68.0	86.7	18.7
Female	5,652	5,544	3,922	4,880	69.4	88.0	18.6
ELL	188	239	76	137	40.4	57.3	16.9
FARMS	1,306	1,921	376	1,283	28.8	66.8	38.0
Special Education	1,015	864	232	483	22.9	55.9	33.0

In 2011, Grades 6-8 MSA reading proficiency rates ranged from 84.5 percent among students identified as Black/African American to 98 percent or greater among students identified as Hawaiian. The mathematics proficiency rates ranged from 72.4 percent among students identified as Black/African American to 95.8 percent among students identified as Asian (Table 18).

Table 18. Percent of Students Achieving Proficient or Advanced on the Reading and Mathematics MSA,Grades 6−8, 2010-2011

Student Group	Reading	Mathematics
All Students	92.5	87.3
American Indian	87.9	83.9
Asian	95.5	95.8
Black/African American	84.5	72.4
Hispanic/Latino	87.7	80.0
Hawaiian	≥98.0	84.2
White	95.7	93.0
Two or More Races	94.8	87.1

Note. Values greater than or equal to 98 percent are suppressed to protect student anonymity.

Students enrolled in the Gifted and Talented Program are expected to perform at levels that mirror their advanced abilities. The performance indicator is set to assure that students reach for excellence and that schools are providing the advanced level instruction that will lead to student success.

Table 19, below, shows the number and percent of middle school students in GT English who attained proficiency on the reading MSA, and number and percent of middle school students in GT mathematics who attained proficiency on the mathematics MSA during the 2003-2004 and 2010-2011 school years. The proficiency rate has remained steady at approximately 100 percent since the 2004 baseline year.

Table 19. Number and Percent of Middle School Students in GT English and GT Mathematics who Attained Proficiency on the MSA, 2004 and 2011

Student Group	Number Tested		Percent Proficient	
	2004	2011	2004	2011
Students Enrolled in GT English	3,215	2,459	≥98.0	≥98.0
Students Enrolled in GT Mathematics	3,215	3,117	≥98.0	≥98.0

Note. Values greater than or equal to 98 percent are suppressed to protect student anonymity.

Table A7 in the appendix presents individual school results for the secondary MSA objectives.

Indicator	High School Assessments
Objectives	100 percent of schools with secondary programs have a minimum of 95 percent of the students in all student groups passing the Algebra I HSA by the beginning of 12th grade. 100 percent of high schools have a minimum of 95 percent of students in each student group passing the English HSA by the beginning of 12th grade. 100 percent of high schools have a minimum of 95 percent of students in each student group passing the American Government HSA by the beginning of 12th grade. 100 percent of high schools have a minimum of 95 percent of the students in each student group passing the Biology HSA by the beginning of 12th grade.

Students must pass High School Assessments (HSAs) to earn a Maryland high school diploma. The graduating class of 2011, whose data are reflected in this report, was required to pass four HSAs: Algebra/Data Analysis, Biology, English, and Government. It should be noted that the Government exam was discontinued during the 2011-2012 school year and will no longer be a graduation requirement beginning with the graduating class of 2012.

Students have multiple avenues to meet the HSA graduation requirement. Students must earn a passing score on each HSA or pass through a combined score option. Additionally, the option to complete "Bridge Plan for Academic Validation" projects exists for students who have failed one or more HSAs multiple times. A waiver process also exists for students with exceptional circumstances.

The Maryland State Department of Education (MSDE) calculates HSA pass rates based on the passing status of a cohort, or a group of students, who entered Grade 9 in a specific year. HCPSS expects that 95 percent of diploma-bound seniors will have met the graduation requirement upon entry into Grade 12.

In 2011, eleven of the twelve high schools met the HSA objective for the Algebra/Data Analysis and Government HSA exams. Eight high schools met the objective for the Biology HSA exam and six high schools met the objective for the English HSA exam. Results for individual student groups are presented in Table 20.

Table 20. Number of Schools that Met the High School Assessment Objectives, 2011

Student Group	Number of Schools with Group Representation ≥ 5 Students	Number of Schools that Met Objective: Algebra/Data Analysis	Number of Schools that Met Objective: Biology	Number of Schools that Met Objective: English	Number of Schools that Met Objective: Government
All Students	12	11	8	6	11
Asian	12	12	9	5	12
American Indian	0	n/a	n/a	n/a	n/a
Black/African American	12	6	2	2	7
Hawaiian	0	n/a	n/a	n/a	n/a
Hispanic/Latino	12	10	7	5	8
White	12	12	11	8	12
Two or More Races	11	9	7	10	9
ELL	2	1	0	0	5
FARMS	12	8	4	1	4
Special Education	11	3	2	0	2

Note: Results reflect Grade 12 students included on the September 30, 2010 enrollment file.

Table A8 in the appendix presents the 2011 individual school results for the HSA objectives.

Indicator	Participation in Advanced Level Programs
Objective	100 percent of schools with middle grades have a minimum of 20 percent of students in each racial/ethnic group and 20 percent of students receiving FARMS services enrolled in one or more GT content classes. 100 percent of high schools have a minimum of 40 percent of students in each racial/ethnic group and 40 percent of students receiving FARMS services enrolled in one or more honors, Advanced Placement (AP) and/or GT classes.

Encouraging students to participate in advanced level programs is an important component of ensuring that all students have access to rigorous coursework that prepares them for college and career readiness. The HCPSS Gifted and Talented (GT) Program includes GT courses in mathematics, English, science, or social studies in Grades 6-8. At the high school level students have the option to participate in Honors, GT, and AP courses.

Results

In 2011, 17 of the 19 schools with middle grades met the participation in advanced level programs objective, with at least 20 percent of students, overall, in one or more GT content classes. All 12 high schools met the objective of 40 percent participation in one or more Honors, Advanced Placement (AP) and/or GT classes. Table 21, below, presents results for each racial/ethnic group and students receiving FARMS services.

Table 21. Number of Secondary Schools that Met the Participation in Advanced Level Programs Objectives, 2011

Student Group	Number of Schools with Middle Grades with Group Representation ≥ 5 Students	Number of Schools with Middle Grades that Met Objective: 20 Percent Participation	Number of High Schools with Group Representation ≥ 5 Students	Number of High Schools that Met Objective: 40 Percent Participation
All Students	19	17	12	12
Asian	19	19	12	12
American Indian	0	n/a	3	2
Black/African American	19	6	12	12
Hawaiian	0	n/a	1	1
Hispanic/Latino	19	12	12	11
White	19	19	12	12
Two or More Races	19	19	12	12
FARMS	19	2	12	4

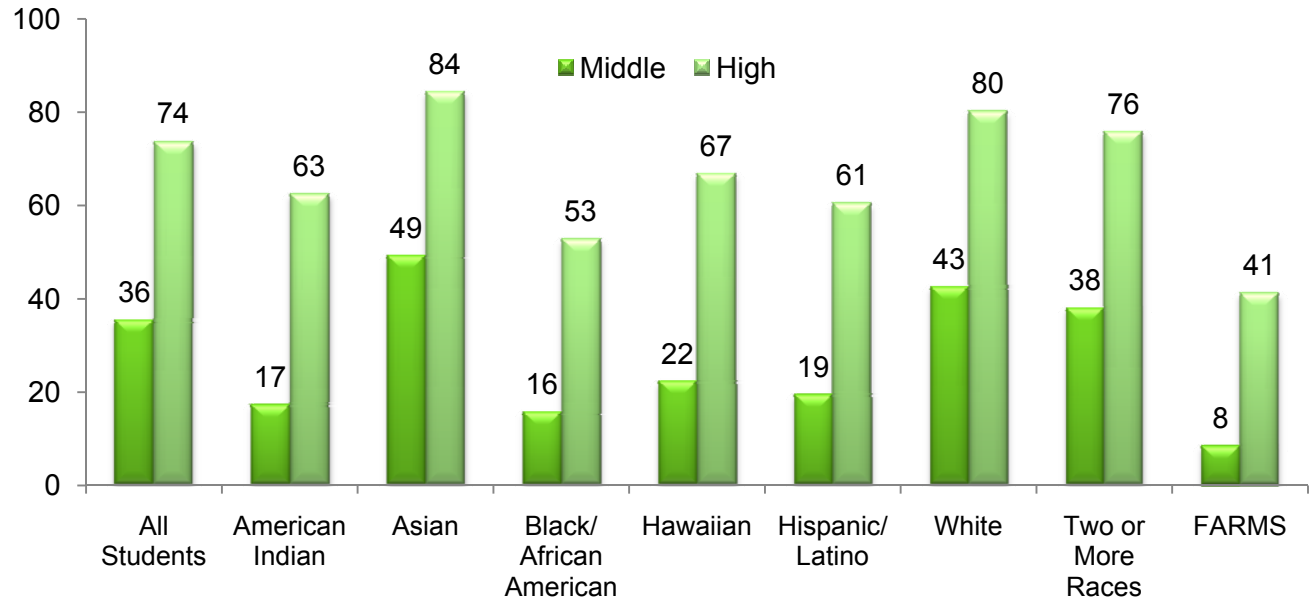
Participation in advanced level programs has increased by approximately nine percentage points at both the middle and high school levels since the baseline school year of 2004. At the middle school level, enrollment increased from 26.5 percent in 2004 to 35.5 percent in 2011. At the high school level, enrollment increased from 64.9 percent in 2004 to 73.7 percent in 2011 (Table 22).

Table 22. Number and Percent of Students in Secondary Schools Participating in Advanced Level Programs, 2004 and 2011

Level	Number Enrolled		Number of Students in Advanced Level Programs		Percent of Students in Advanced Level Programs		Change in Percent Participation
	2004	2011	2004	2011	2004	2011	
Middle (6-8)	12,279	11,512	3,248	4,089	26.5	35.5	9.0
High (9-12)	15,191	16,636	9,854	12,262	64.9	73.7	8.8

Figure 2, below shows the percentages of students enrolled in advanced level programs by racial/ethnic group and for students receiving FARMS services at the middle and high school levels.

Figure 2. Participation in Advanced Level Programs in 2011 by Racial/Ethnic group and FARMS



Individual school results for the secondary advanced level programs objectives for the baseline year, 2004, and the three most recent years, 2009-2011, are presented in Table A9 in the appendix.

Indicator	College Entrance Examinations
Objective	100 percent of high schools have a minimum of 80 percent of students in each racial/ethnic group and 80 percent of students receiving FARMS services in the Class of 2011 taking the SAT or ACT. 100 percent of high schools have a minimum of 70 percent of students in each racial/ethnic group and 70 percent of students receiving FARMS services in the Class of 2011 scoring a 500 or higher on each SAT subtest or scoring a composite score of 22 or higher on the ACT.

The HCPSS instructional program is designed to help all students prepare for college and careers. Participation in college entrance exams is one indication that students intend to explore educational opportunities beyond high school. Performance on college entrance exams provides useful information about student preparedness for college-level course work. The HCPSS college entrance examination objectives focus on participation and performance on either of the two widely accepted college entrance exams, the SAT or the ACT.

The SAT is an assessment published by the College Board and designed to measure college readiness in critical reading, mathematics, and writing. The test is comprised of selected response items, student-produced response items, and an essay. Each section is scored on a scale that ranges from 200 (lowest) to 800 (highest). The maximum composite score, combining all three sections is 2400.

The ACT test assesses high school students' general educational development and their ability to complete college-level work in four skill areas: English, mathematics, reading, and science. It also includes an optional writing test that measures skill in planning and writing a short essay. The score range for each of the four tests is 1 to 36. The composite score is the average of the four test scores earned during a single test administration, rounded to the nearest whole number.

Results

Seven of the HCPSS high schools met or exceeded the participation standard of 80 percent of students in the Class of 2011 participating in either the SAT or ACT. Table 23 presents results for each racial/ethnic group and students receiving FARMS services.

Individual school results for participation and performance on college entrance exams among students in the graduating Class of 2011 are presented in Table A10 in the appendix.

Table 23. Number of Schools that Met the College Entrance Exam Participation and Performance Objectives, 2011

Student Group	Number of Schools with Group Representation ≥ 5 Students	Number of Schools that Met Objective: 80 Percent Participated in SAT or ACT	Number of Schools that Met Objective: 70 Percent Earned a Minimum of 500 on each SAT subtest or 22 on ACT Composite
All Students	12	7	2
Asian	12	10	2
American Indian	0	n/a	n/a
Black/African American	12	5	0
Hawaiian	0	n/a	n/a
Hispanic/Latino	12	3	2
White	12	9	3
Two or More Races	11	8	4
FARMS	12	0	0

Table 24 shows the percent of the HCPSS students in the class of 2011 who participated in the SAT and/ or ACT by racial/ethnic group. The participation rate of 80.9 percent exceeded the HCPSS standard of 80 percent participation in either college entrance exam. Participation rates ranged from 66.3 percent for students identified as Hispanic/Latino to 87.9 percent of students identified as Asian.

Table 24. SAT and/or ACT Participation by Racial/Ethnic Group, Class of 2011

Racial/Ethnic Group	Percent of Group Participated in the SAT[1]	Percent of Group Participated in the SAT and/or ACT[2]
All Students	79.3	80.9
Asian	87.4	87.9
Black/African American	68.3	70.0
Hispanic/Latino	65.5	66.3
White	82.2	83.9
Two or More Races	82.4	85.4

[1]Includes students who took the SAT only and students who took both the SAT and ACT.
[2]Includes students who took the SAT only, both the SAT and ACT, and the ACT only.
Note: Due to fewer than 10 students in each group, data are not included for American Indian and Hawaiian.

Table 25, below, presents the mean SAT scores for the class of 2011 by racial/ethnic group. HCPSS has identified a score of 500 on each SAT section as an indicator of college and career readiness. The average scores for all racial/ethnic groups except Black/African American were above 500.

Table 25. HCPSS Class of 2011 Mean SAT Scores by Racial/Ethnic Group

Racial/Ethnic Group	Critical Reading	Mathematics	Writing	Composite
All Students	542	561	542	1645
Asian	560	617	573	1751
Black/African American	471	471	466	1407
Hispanic/Latino	504	514	503	1522
White	558	575	559	1692
Two or More Races	550	557	546	1652

Note: Due to fewer than 10 students in each group, data are not included for American Indian and Hawaiian.

Overall, for test-takers in the HCPSS graduating class of 2011, the average ACT composite score was 24. Results by racial/ethnic group are provided in Table 26, below.

Table 26. HCPSS Class of 2011 Mean ACT Composite Score by Racial/Ethnic Group

Racial/Ethnic Group	Composite
All Students	24
Asian	27
Black/African American	20
Hispanic/Latino	25
White	25
Two or More Races	23

Note: Due to fewer than 10 students in each group, data are not included for American Indian and Hawaiian

Indicator	Disproportionality
Objective	100 percent of schools with overrepresentation of Black/African American students in special education will decrease disproportionality by one percentage point per year.

Disproportionality exists when there is a disproportionate representation of racial and ethnic groups receiving special education services. Additionally, disproportionality may exist when there is a disproportionate representation of racial and ethnic groups in specific disability categories, e.g., Speech Language, Specific Learning Disability, Emotional Disability, Intellectual Disability, Autism and Other Health Impairment.

Results

Due to changes in the federal race codes from 2010 to 2011, it is not possible to calculate a decrease in disproportionality this year. Among the 10,324 students identified as African American in 2009-2010, 1,160 re-identified to other race codes in 2011 and 213 students identified as other races in 2010 re-identified as Black/African American in 2011.

Indicator	Alternate Maryland School Assessment (Alt-MSA)
Objective	100 percent of elementary students with disabilities taking Alt-MSA will score proficient/advanced. 100 percent of secondary students with disabilities taking Alt-MSA will score proficient/advanced.

The Alternate Maryland School Assessment or Alt-MSA is Maryland's assessment program designed for students with the most significant cognitive disabilities who meet specific participation guidelines. The Alt-MSA is not a traditional test that is given one time during the year rather a combination of instruction consistent with the student's Individualized Education Program (IEP) and assessment. The Alt-MSA measures a participating student's progress on attainment of Mastery Objectives in reading and mathematics in grades 3 through 8 and 10. From the beginning of the school year in September through March students are instructed on these objectives. When the student masters the objectives, evidence of the student's mastery is placed in a notebook or portfolio which is later scored to determine proficiency.

Results

In 2011, the percentages of elementary students who earned proficient or advanced scores on the Alt-MSA were 86.4 percent for mathematics and 90.9 percent for reading. The percentages of secondary students who earned proficient or advanced scores on the Alt-MSA were 89.3 percent for mathematics and 93.8 percent for reading (Table 27).

Table 27. Number and Percent of Elementary and Secondary Alt-MSA Test-Takers Scoring Proficient or Advanced

Level	Subject	Number Tested	Number Proficient/ Advanced	Percent Proficient/ Advanced
Elementary	Mathematics	88	76	86.4
	Reading	88	80	90.9
Secondary	Mathematics	131	117	89.3
	Reading	131	123	93.8

Indicator	Least Restrictive Environment (LRE)
Objective	LRE A or LRE B data will be greater than 80.0 percent. LRE C data will be less than 7.0 percent. Black/African American students with disabilities instructed in separate classes (LRE C) will be less than 18.0 percent. The numbers of students with intellectual disabilities instructed in separate classes (LRE C) will be less than 30.0 percent.

Least Restrictive Environment (LRE) means that a student who has a disability should have the opportunity to be educated with nondisabled peers in the general education environment, to the greatest extent appropriate. They should have access to the general education curriculum or any other program that nondisabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with nondisabled peers.

Students identified for special education services who participate in the general education environment greater than 80 percent of their instructional school day are considered to be in LRE A. Students participating in the general education environment greater than 40 percent but less than 80 percent of their instructional school day are considered to be in LRE B. Those students participating in the general education environment for less than 40 percent of their instructional school day are considered to be in LRE C.

Student groups underrepresented in LRE A include Black/African American students with disabilities and students with intellectual disabilities. To ensure all student groups have appropriate access to the general education environment, to the greatest extent appropriate, HCPSS regularly monitors these groups along with their level of participation in the general education environment.

Results

In 2011, 91 percent of students identified for Special Education services were in LRE A or B, exceeding the objective of 80 percent.

With 2.7 percent of students receiving Special Education services instructed in separate classrooms, HCPSS also met the local LRE C objective which called for fewer than 7.0 percent of students identified for special education services to be instructed in separate classrooms.

The third objective expected fewer than 18 percent of Black/African American students receiving Special Education services to be instructed in separate classrooms. This objective was not met in 2011, with 31 percent of Black/African American students identified for Special Education services instructed in separate classrooms.

The fourth objective expected less than 30 percent of students with intellectual disabilities to be instructed in separate classrooms. This objective was met, with 7.8 percent of students with intellectual disabilities to be instructed in separate classrooms (Table 28).

Table 28. Results for LRE A, B, and C Objectives, 2011

Objective	June 2011 Results
LRE A or LRE B data will be greater than 80.0 percent.	Objective Met: 91.0 percent of students receiving special education services were in LRE A and LRE B environments.
LRE C data will be less than 7.0 percent.	Objective Met: 2.7 percent of students receiving special education services were in LRE C environments.
Black/African American students with disabilities instructed in separate classes (LRE C) will be less than 18.0 percent.	Objective Not Met: 31.0 percent of Black/African American students with disabilities instructed in separate classes (LRE C).
The numbers of students with intellectual disabilities instructed in separate classes (LRE C) will be less than 30.0 percent.	Objective Met: 7.8 percent of students with intellectual disabilities instructed in separate classes (LRE C).

In 2011, HPCSS students continued to achieve on systemwide targets and Goal 1 objectives. Results for students overall on many of the objectives indicated much to celebrate, as highlighted below.

- Eighty-six percent of our schools met AYP.
- All 12 high schools met our second systemwide target with at least 95 percent of students passing the HSA exams by the beginning of Grade 12.
- Eighty-five percent of elementary schools had at least 70 percent of Grade 2 students demonstrate reading proficiency on the SAT 10; and 88 percent of elementary schools had at least 70 percent of Grade 2 students demonstrate mathematics proficiency on the SAT 10.
- Ninety-five percent of schools with elementary grades met the MSA reading objective, with at least 85.9 percent of students proficient or advanced; and 90 percent of elementary schools met the MSA mathematics objective with at least 84.5 percent of students proficient or advanced.
- All elementary schools met the GT mathematics objective, with at least 98 percent of students achieving proficient or advanced scores on the MSA.
- Thirty-six out of 40 schools with elementary grades, 90 percent, met the participation in advanced level programs objective, with a minimum of 15 percent of students, overall, participating in Gifted and Talented mathematics classes.
- Ninety-five percent of schools with middle grades met the MSA objective, with at least 85.6 percent of students proficient or advanced; and 74 percent of schools with middle grades met the MSA mathematics objective with at least 78.6 percent of students proficient or advanced. All middle schools met the GT mathematics and reading objectives with a minimum of 98 percent of their GT mathematic and GT English students scoring proficient or advanced on the mathematics and reading MSAs.
- Seventeen of the 19 schools with middle grades, 90 percent, met the participation in advanced level programs objective, with at least 20 percent of students, overall, in one or more Gifted and Talented content classes.
- All 12 high schools met the objective of 40 percent participation in one or more honors, Advanced Placement (AP) and/or Gifted and Talented classes.

These results demonstrate the effectiveness of the strategies and initiatives that support teaching and learning. These strategies include, but are not limited to, the following:

- Fostering professional learning communities of administrators, teachers, and central office staff members with a focus on developing effective school improvement plans and using data to guide instructional decisions.
- Providing differentiated resources, such as reading, mathematics, and Special Education support teachers, to provide job-embedded professional development to classroom teachers.
- Implementing a co-teaching intervention model.
- Intensifying academic support during school, before and after school, and in the summer for students performing below grade level in reading and mathematics.
- Offering High School Assessment (HSA) mastery courses.
- Aligning curriculum and locally developed assessments with state standards, the Maryland State Curriculum, and state tests.
- Training system leaders and classroom teachers in cultural proficiency.

While results for students, overall, are very encouraging, the results disaggregated by student group reveal that achievement gaps persist. More work remains in preparing students who receive FARMS services for participation in advanced level courses at both the elementary and

secondary levels. While many elementary schools are meeting the objective for participation, overall, disaggregated data reveal students identified as Black/African American, Hispanic/Latino, and students receiving FARMS services are still under-represented in advanced level programs in the majority of schools.

HCPSS remains committed to eliminating these achievement gaps. The Division of Instruction has implemented systemic expectations and differentiated supports to schools to ensure that instruction is customized for every child. These systemic expectations are:

- Know our students and the differentiated supports in place to ensure their success;
- Ensure students receive exemplary instruction that prepares them for college and careers;
- Have a process in place for continuously monitoring student progress;
- Develop a relationship with students and their families.

HCPSS has several key strategies and processes in place to help schools implement these systemic expectations with fidelity, including, but not limited to, those identified below.

- In 2011, closing the achievement gaps continues to be a focal point of monthly Leadership I and II meetings. These professional development experiences for school-based administrative teams and DOI leaders focus on school improvement, exemplary instruction, exemplary instructional leadership, and the exemplary use of data to inform instruction.

- An online school improvement planning template is in use in all HCPSS schools for the second year in a row. This comprehensive template ensures that school plans are aligned with Goal 1 and 2 objectives and address the instructional program, professional development, and parent and community involvement in every department within each school. Staff from central office conducted a comprehensive review of School Improvement Plans to provide school teams with actionable feedback.

- School teams continue to plan collaboratively and participate in data discussions in order to identify individual student needs and customize instruction and interventions. For example, twenty schools have participated in intensive training and receive ongoing support on implementation of the Classroom-Focused Improvement Process (CFIP).

- School Improvement Steering Committees are in place in schools that did not make Adequate Yearly Progress in 2011. These committees are comprised of central office and school based leaders who meet regularly and focus on implementation of the systemic expectations.

- Some schools are implementing root cause analyses to inform their School Improvement practices. In 2011, for example, several schools participated in the Teacher Capacity Needs Assessment (TCNA) process. The TCNA is a tool designed by MSDE to help teachers identify root causes of issues impacting student performance; and to facilitate agreement among school staff on improvement efforts and resource allocation.

These systemic expectations and focused strategies are yielding results. As we refine practices to meet the needs of each school, the HCPSS will continue to focus efforts on eliminating achievement gaps and ensuring excellence for every student.

Target 1: All Schools will Meet AYP

Table A1.
Adequate Yearly Progress Determinations by Elementary School, 2004 and 2009-2011

Elementary School	AYP Determination			
	2004	2009	2010	2011
Atholton	MET	MET	MET	MET
Bellows Spring	MET	MET	MET	MET
Bollman Bridge	MET	*NOT*	MET	MET
Bryant Woods	MET	MET	MET	MET
Bushy Park	MET	MET	MET	MET
Centennial Lane	MET	MET	MET	MET
Clarksville	MET	MET	MET	MET
Clemens Crossing	MET	MET	MET	MET
Cradlerock (K-8)	MET	*NOT*	MET	*NOT*
Dayton Oaks*	NA	MET	MET	MET
Deep Run	MET	MET	MET	MET
Elkridge	MET	MET	MET	MET
Forest Ridge	MET	MET	MET	MET
Fulton	MET	MET	MET	*NOT*
Gorman Crossing	MET	MET	MET	MET
Guilford	MET	MET	MET	MET
Hammond	MET	MET	MET	MET
Hollifield Station	MET	MET	MET	MET
Ilchester	MET	MET	MET	MET
Jeffers Hill	MET	MET	*NOT*	MET
Laurel Woods	MET	MET	MET	MET
Lisbon	MET	MET	MET	MET
Longfellow	MET	MET	MET	MET
Manor Woods	MET	MET	MET	MET
Northfield	MET	MET	MET	MET
Phelps Luck	MET	MET	MET	MET
Pointers Run	MET	MET	MET	MET
Rockburn	MET	MET	MET	MET
Running Brook	MET	MET	MET	*NOT*
St. John's Lane	MET	MET	MET	MET
Stevens Forest	MET	MET	MET	MET
Swansfield	MET	MET	MET	*NOT*
Talbott Springs	MET	MET	MET	MET
Thunder Hill	MET	MET	MET	MET
Triadelphia Ridge	MET	MET	MET	MET
Veterans*	NA	MET	*NOT*	MET
Waterloo	MET	MET	MET	MET
Waverly	MET	MET	MET	MET
West Friendship	MET	MET	MET	MET
Worthington	MET	MET	MET	MET

* Dayton Oaks opened in Fall 2006; Veterans opened in Fall 2007

Target 1: All Schools will Meet AYP

Table A2.
Adequate Yearly Progress Determinations by Middle School, 2004 and 2009-2011

Middle Schools	AYP Determination			
	2004	2009	2010	2011
Bonnie Branch	MET	MET	MET	MET
Burleigh Manor	MET	MET	MET	MET
Clarksville	MET	MET	MET	MET
Cradlerock (K-8)	MET	*NOT*	MET	*NOT*
Dunloggin	MET	MET	MET	*NOT*
Elkridge Landing	MET	MET	MET	*NOT*
Ellicott Mills	MET	MET	MET	MET
Folly Quarter	MET	MET	MET	MET
Glenwood	MET	MET	MET	MET
Hammond	MET	MET	MET	MET
Harper's Choice	MET	MET	MET	*NOT*
Lime Kiln	MET	MET	MET	MET
Mayfield Woods	MET	MET	*NOT*	*NOT*
Mount View	MET	MET	MET	MET
Murray Hill	MET	MET	*NOT*	MET
Oakland Mills	MET	MET	*NOT*	MET
Patapsco	MET	MET	MET	MET
Patuxent Valley	MET	*NOT*	MET	MET
Wilde Lake	MET	MET	*NOT*	*NOT*

High Schools	AYP Determinations			
	2004	2009	2010	2011
Atholton	MET	MET	MET	MET
Centennial	MET	MET	MET	MET
Glenelg	MET	MET	MET	MET
Hammond	MET	MET	MET	MET
Howard	MET	MET	MET	MET
Long Reach	MET	MET	MET	MET
Marriotts Ridge	NA	MET	MET	MET
Mt. Hebron	MET	MET	MET	*NOT*
Oakland Mills	MET	MET	*NOT*	MET
Reservoir	NA	MET	*NOT*	MET
River Hill	MET	MET	MET	MET
Wilde Lake	MET	MET	MET	MET

Target 2: All high schools will have 95 percent of all students and all student groups passing the High School Assessments by the beginning of the 12th grade.

Table A3.
Percent Students That Met the HSA Graduation Requirement By the Beginning of Grade 12

School	Class of 2010	Class of 2011
Atholton	≥98.0	≥98.0
Centennial	≥98.0	≥98.0
Glenelg	≥98.0	≥98.0
Hammond	95.5	92.8
Howard	≥98.0	97.6
Long Reach	95.2	94.1
Marriotts Ridge	≥98.0	≥98.0
Mt. Hebron	96.5	95.5
Oakland Mills	97.4	93.6
Reservoir	97.4	96.3
River Hill	≥98.0	≥98.0
Wilde Lake	95.8	91.9

Note: Values equal to or greater than 98 banded to protect student anonymity.

Elementary School (K-5) Indicator: Grade 2 Stanford Achievement Test Tenth Edition (SAT 10)

Table A4.
Percent of Students Achieving Proficient or Advanced on the SAT 10 by School, 2007 and 2009-2011

School	Grade 2 Test Reading Percent Proficient				Grade 2 Test Mathematics Percent Proficient			
	Objective = 70 percent				Objective = 70 percent			
	2007	2009	2010	2011	2007	2009	2010	2011
Atholton	75	80	77	72	67	83	81	73
Bellows Spring	85	86	89	91	82	81	78	84
Bollman Bridge	54	76	66	57	57	68	61	57
Bryant Woods	66	66	86	58	55	68	89	49
Bushy Park	91	93	89	88	90	90	91	88
Centennial Lane	91	88	88	90	92	94	89	94
Clarksville	89	94	93	96	89	94	87	95
Clemens Crossing	90	90	95	95	81	92	95	96
Cradlerock (K-8)	65	65	76	63	61	59	82	78
Dayton Oaks	89	87	95	91	89	92	≥98	82
Deep Run	69	83	86	83	73	80	74	78
Elkridge	89	86	84	85	84	79	86	82
Forest Ridge	78	84	85	85	75	80	77	86
Fulton	86	85	80	91	89	89	79	87
Gorman Crossing	66	80	91	90	63	85	79	85
Guilford	80	85	73	81	72	86	65	79
Hammond	89	≥98	90	95	95	89	91	91
Hollifield Station	84	82	83	81	80	81	78	84
Ilchester	95	95	95	88	90	93	86	88
Jeffers Hill	76	78	79	81	72	78	81	85
Laurel Woods	55	60	74	75	48	45	69	65
Lisbon	88	68	96	83	87	96	94	92
Longfellow	75	69	77	60	80	79	72	63
Manor Woods	89	93	95	92	91	89	92	86
Northfield	90	88	95	89	84	94	91	86
Phelps Luck	64	71	74	75	49	59	63	72
Pointers Run	91	90	88	94	81	88	91	93
Rockburn	83	81	89	68	78	82	86	85
Running Brook	64	50	63	74	55	44	65	76
St. John's Lane	70	91	94	95	68	93	89	94
Stevens Forest	74	85	76	74	83	83	79	84
Swansfield	61	66	70	74	58	61	60	72
Talbott Springs	75	75	71	67	89	79	74	64
Thunder Hill	91	90	92	≥98	91	87	96	94
Triadelphia Ridge	91	95	88	89	87	88	87	95
Veterans	n/a	83	82	85	n/a	72	82	84
Waterloo	76	85	82	81	86	86	82	79
Waverly	92	85	91	88	89	84	90	84
West Friendship	90	94	79	79	87	86	77	74
Worthington	90	86	86	92	82	88	87	92

Note: Values equal to or greater than 98 banded to protect student anonymity.

Elementary School (K-5) Indicator: Maryland School Assessment in Reading and Mathematics, Grades 3-5

Table A5.
Percent of Students Proficient or Advanced on the Grades 3-5 Reading and Mathematics MSA, 2004 and 2009-2011

School	Percent Proficient or Advanced on the Reading MSA (Objective=85.9 percent)				Percent Proficient or Advanced on the Mathematics MSA (Objective=84.5 percent)				Percent GT Mathematics Students Proficient or Advanced on the Mathematics MSA (Objective = 98 percent)			
	2004	2009	2010	2011	2004	2009	2010	2011	2004	2009	2010	2011
Atholton	87	95	94	95	80	91	91	95	≥98	≥98	≥98	≥98
Bellows Spring	91	96	94	95	85	95	97	94	≥98	≥98	≥98	≥98
Bollman Bridge	82	85	86	87	78	82	85	90	≥98	≥98	≥98	≥98
Bryant Woods	77	89	84	86	70	76	81	82	91	≥98	≥98	≥98
Bushy Park	95	≥98	≥98	97	93	≥98	≥98	97	≥98	≥98	≥98	≥98
Centennial Lane	97	97	≥98	≥98	94	96	97	96	≥98	≥98	≥98	≥98
Clarksville	97	≥98	≥98	≥98	95	97	≥98	≥98	≥98	≥98	≥98	≥98
Clemens Crossing	90	96	95	97	85	95	94	97	≥98	≥98	≥98	≥98
Cradlerock (K-8)	77	82	84	80	73	68	77	77	≥98	≥98	≥98	≥98
Dayton Oaks	n/a	95	95	96	n/a	95	96	96	n/a	≥98	≥98	≥98
Deep Run	78	89	92	95	71	81	92	92	≥98	≥98	≥98	≥98
Elkridge	86	88	91	93	78	84	89	90	≥98	≥98	≥98	≥98
Forest Ridge	86	93	92	90	80	89	90	91	≥98	≥98	≥98	≥98
Fulton	92	97	94	93	88	92	93	91	≥98	≥98	≥98	≥98
Gorman Crossing	85	94	94	96	81	89	91	95	≥98	≥98	≥98	≥98
Guilford	80	88	88	92	81	82	87	87	≥98	≥98	≥98	≥98
Hammond	91	96	97	≥98	92	≥98	≥98	97	≥98	≥98	≥98	≥98
Hollifield Station	91	95	92	94	86	94	87	95	≥98	≥98	≥98	≥98
Ilchester	95	≥98	≥98	≥98	94	97	≥98	≥98	≥98	≥98	≥98	≥98
Jeffers Hill	82	89	87	93	82	84	82	89	≥98	≥98	≥98	≥98
Laurel Woods	70	84	81	87	70	74	78	86	≥98	≥98	≥98	≥98

Note: Values equal to or greater than 98 banded to protect student anonymity.

Elementary School (K-5) Indicator: Maryland School Assessment in Reading and Mathematics, Grades 3-5

Table A5. (Continued).
Percent of Students Proficient or Advanced on the Grades 3-5 Reading and Mathematics MSA, 2004 and 2009-2011

School	Percent Proficient or Advanced on the Reading MSA (Objective=85.9 percent)				Percent Proficient or Advanced on the Mathematics MSA (Objective=84.5 percent)				Percent GT Mathematics Students Proficient or Advanced on the Mathematics MSA (Objective = 98 percent)			
	2004	2009	2010	2011	2004	2009	2010	2011	2004	2009	2010	2011
Lisbon	90	≥98	97	96	87	93	≥98	95	≥98	≥98	≥98	≥98
Longfellow	83	90	90	91	78	85	90	86	≥98	≥98	≥98	≥98
Manor Woods	93	≥98	≥98	≥98	87	97	97	≥98	≥98	≥98	≥98	≥98
Northfield	95	≥98	≥98	≥98	93	97	≥98	≥98	≥98	≥98	≥98	≥98
Phelps Luck	78	88	88	87	74	77	83	83	≥98	≥98	≥98	≥98
Pointers Run	95	96	96	96	93	95	96	96	≥98	≥98	≥98	≥98
Rockburn	92	92	93	96	90	91	93	96	≥98	≥98	≥98	≥98
Running Brook	82	81	81	91	75	81	77	89	≥98	≥98	≥98	≥98
St. John's Lane	85	≥98	97	97	79	≥98	97	≥98	≥98	≥98	≥98	≥98
Stevens Forest	80	89	88	90	77	87	88	92	≥98	≥98	≥98	≥98
Swansfield	78	84	84	89	73	81	81	80	≥98	≥98	≥98	≥98
Talbott Springs	77	86	86	89	77	80	92	86	≥98	≥98	≥98	≥98
Thunder Hill	94	≥98	≥98	≥98	90	95	≥98	≥98	≥98	≥98	≥98	≥98
Triadelphia Ridge	95	≥98	≥98	≥98	93	95	97	≥98	≥98	≥98	≥98	≥98
Veterans*	NA	91	91	94	n/a	87	91	93	n/a	≥98	≥98	≥98
Waterloo	92	91	92	93	86	88	89	91	≥98	≥98	≥98	≥98
Waverly	96	≥98	97	96	91	97	97	97	≥98	≥98	≥98	≥98
West Friendship	89	93	≥98	95	92	93	95	95	≥98	≥98	≥98	≥98
Worthington	94	≥98	96	≥98	94	≥98	≥98	≥98	≥98	≥98	≥98	≥98

Note: Values equal to or greater than 98 banded to protect student anonymity
* Veterans opened in Fall 2007.

Elementary School (K-5) Indicator: Participation in Advanced Level Programs (Grades 4 and 5)

Table A6.
Percent of Students Participating in Gifted and Talented Mathematics, Grades 4 and 5, 2004 and 2009-2011

School	Percent Enrolled in Gifted and Talented Mathematics (Objective= 15 percent)			
	2004	2009	2010	2011
Atholton	19	20	29	23
Bellows Spring	21	30	30	32
Bollman Bridge	16	14	13	13
Bryant Woods	19	19	16	18
Bushy Park	17	34	34	33
Centennial Lane	34	33	36	41
Clarksville	25	44	45	48
Clemens Crossing	21	27	29	40
Cradlerock	21	16	16	19
Dayton Oaks*	n/a	28	30	32
Deep Run	11	13	15	14
Elkridge	16	22	21	22
Forest Ridge	18	15	16	19
Fulton	23	31	33	32
Gorman Crossing	17	25	28	38
Guilford	13	23	26	29
Hammond	27	31	34	38
Hollifield Station	20	28	27	29
Ilchester	30	33	36	37
Jeffers Hill	12	19	30	21
Laurel Woods	9	17	15	17
Lisbon	18	25	19	26
Longfellow	22	27	24	22
Manor Woods	26	33	37	39
Northfield	30	46	43	41
Phelps Luck	6	13	14	18
Pointers Run	23	35	43	40
Rockburn	20	21	21	22
Running Brook	9	18	12	11
St. John's Lane	17	36	46	47
Stevens Forest	19	24	21	20
Swansfield	18	18	23	22
Talbott Springs	13	18	16	13
Thunder Hill	30	41	30	30
Triadelphia Ridge	27	35	31	31
Veterans*	n/a	19	18	29
Waterloo	22	25	19	23
Waverly	22	31	39	29
West Friendship	15	29	25	25
Worthington	31	31	31	40

* Dayton Oaks opened in Fall 2006; Veterans opened in Fall 2007.

Secondary (6-12) Indicator: Maryland School Assessment in Reading and Mathematics, Grades 6-8

Table A7.
Percent of Students Proficient or Advanced on the Grades 6-8 Reading and Mathematics MSA, 2004 and 2009-2011

School	Percent Proficient or Advanced on the Reading MSA (Objective=85.6 percent)				Percent Proficient or Advanced on the Mathematics MSA (Objective=78.6 percent)				Percent GT English Students Proficient or Advanced on the Reading MSA (Objective=98 percent)				Percent GT Mathematics Students Proficient or Advanced on the Mathematics MSA (Objective=98 percent)			
	2004	2009	2010	2011	2004	2009	2010	2011	2004	2009	2010	2011	2004	2009	2010	2011
Bonnie Branch	87	88	89	92	68	85	86	88	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Burleigh Manor	94	97	96	96	88	94	94	94	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Clarksville	97	≥98	≥98	≥98	91	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Cradlerock*(K-8)	74	82	80	83	52	65	74	74	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Dunloggin	83	93	92	94	72	92	93	89	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Elkridge Landing	79	91	88	90	62	86	85	81	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Ellicott Mills	90	96	95	96	80	92	93	92	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Folly Quarter	89	97	97	97	78	92	93	96	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Glenwood	91	95	95	97	80	94	94	93	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Hammond	91	95	94	94	78	93	91	92	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Harper's Choice	81	87	88	86	55	80	84	76	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Lime Kiln	95	96	96	96	86	96	95	93	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Mayfield Woods	79	87	82	87	69	81	80	81	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Mount View	92	96	96	≥98	72	93	95	97	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Murray Hill	73	89	90	91	51	85	86	89	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Oakland Mills	76	84	81	87	50	79	74	77	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Patapsco	85	94	94	95	71	89	93	94	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Patuxent Valley	80	86	85	87	53	76	77	75	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98
Wilde Lake	79	85	85	90	52	72	64	73	≥98	≥98	≥98	≥98	≥98	≥98	≥98	≥98

Note: Values equal to or greater than 98 banded to protect student anonymity.
*In 2010-2011, HCPSS had one K-8 school, the Cradlerock School. This school was separated into Cradlerock Elementary (K-5) and Lake Elkhorn Middle (6-8) beginning with the 2011-2012 school year. The 2011 AYP determination was based on the K-8 Annual Measurable Objectives.

Secondary (6-12) Indicator: High School Assessments

Table A8.
Percent of Students Passing Each High School Assessment by the Beginning of Grade 12

	Percent of Graduating Class of 2011 that Passed Each HSA by the Beginning of Grade 12				Percent of Graduating Class of 2012 that Passed Each HSA by the Beginning of Grade 12			
School	Algebra/Data Analysis	Biology	English	Government	Algebra/Data Analysis	Biology	English	Government
Atholton	≥98.0	≥98.0	96.0	≥98.0	≥98.0	≥98.0	97.1	95.1
Centennial	≥98.0	97.8	96.8	≥98.0	≥98.0	≥98.0	96.0	95.4
Glenelg	≥98.0	97.7	95.0	≥98.0	97.9	96.8	97.2	96.8
Hammond	97.8	93.4	90.0	96.6	94.6	90.1	89.8	90.8
Howard	≥98.0	96.0	97.0	97.6	≥98.0	97.1	97.1	95.6
Long Reach	≥98.0	93.4	89.5	95.7	95.7	95.4	88.6	90.4
Marriotts Ridge	≥98.0	96.8	96.8	≥98.0	≥98.0	≥98.0	97.6	97.0
Mt. Hebron	97.3	97.3	91.8	95.7	97.8	97.4	94.9	93.6
Oakland Mills	97.0	93.3	91.4	96.6	92.5	93.2	91.3	87.5
Reservoir	97.8	≥98.0	93.0	≥98.0	93.5	94.3	92.5	91.6
River Hill	≥98.0	≥98.0	≥98.0	≥98.0	≥98.0	≥98.0	97.5	95.7
Wilde Lake	93.8	93.8	91.6	94.8	93.5	91.9	87.7	89.7

Note: Values equal to or greater than 98.0 banded to protect student anonymity.

Secondary (6-12) Indicator: Participation in Advanced Level Programs

Table A9.
Percent of Students Participating in Advanced Level Programs, Grades 6-8 and Grades 9-12, 2004 and 2009-2011

Middle School	Percent of Students Enrolled in GT Course, Grades 6-8 (Objective= 20 percent)			
	2004	2009	2010	2011
Bonnie Branch	29	41	35	35
Burleigh Manor	41	47	48	47
Clarksville	40	52	51	52
Cradlerock (K-8)	21	22	18	18
Dunloggin	28	39	40	36
Elkridge Landing	16	32	32	32
Ellicott Mills	34	38	37	34
Folly Quarter	32	42	43	43
Glenwood	26	36	40	36
Hammond	37	43	44	42
Harper's Choice	24	33	31	34
Lime Kiln	29	47	43	43
Mayfield Woods	17	26	26	24
Mount View	34	42	43	47
Murray Hill	14	27	26	25
Oakland Mills	18	35	33	30
Patapsco	26	40	41	44
Patuxent Valley	21	22	20	20
Wilde Lake	20	31	31	29

High School	Percent of Students Enrolled in GT, Honors, or AP, Grades 9-12 (Objective= 40 percent)			
	2004	2009	2010	2011
Atholton	71	76	76	77
Centennial	79	79	79	80
Glenelg	62	72	71	75
Hammond	56	57	55	56
Howard	63	72	72	72
Long Reach	53	54	52	53
Marriotts Ridge	n/a	78	80	77
Mt. Hebron	70	73	76	76
Oakland Mills	59	59	58	58
Reservoir	n/a	61	61	50
River Hill	67	77	80	80
Wilde Lake	63	66	63	60

Secondary (6-12) Indicator: College Entrance Exams

Table A10.
Participation and Performance on College Entrance Exams, 2011

School	Percent of Class Participated in the SAT[1]	Percent of Class Participated in the SAT and/or ACT[2]	Mean SAT Scores				Mean ACT Score
			Critical Reading	Mathematics	Writing	Composite	Composite
Atholton	85.4	86.7	562	577	563	1702	25
Centennial	85.7	87.3	583	613	584	1780	26
Glenelg	81.7	84.3	539	566	541	1645	24
Hammond	71.3	71.9	509	518	505	1532	21
Howard	82.2	83.0	524	546	525	1594	24
Long Reach	70.0	75.1	502	517	507	1526	22
Marriotts Ridge	81.6	83.2	562	574	567	1704	23
Mt. Hebron	83.1	84.1	544	569	546	1659	24
Oakland Mills	74.4	74.4	508	525	499	1533	22
Reservoir	74.3	74.6	518	527	509	1553	23
River Hill	89.7	91.8	577	611	595	1783	27
Wilde Lake	67.8	69.1	529	538	518	1584	22

[1]Includes students who took the SAT only and students who took both the SAT and ACT.
[2] Includes students who took the SAT only, both the SAT and ACT, and the ACT only.