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# Dual Enrollment in Maryland: A Report to the Maryland General Assembly and Governor Larry Hogan


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If you have questions regarding this publication, please contact mlds.center@maryland.gov.

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## Executive Summary

This annual report on dually enrolled students is a requirement of the College and Career Readiness and College Completion Act (CCR-CCA) of 2013. It is submitted to the Governor and the General Assembly by the Maryland Longitudinal Data System Center (MLDSC) as set forth in Education Article §24-703.1, Annotated Code of Maryland. As defined in Education Article §18-14A-01, Annotated Code of Maryland, a dually enrolled student is a student who is enrolled in both a secondary school (high school) and an institution of higher education (college) in Maryland. This report examined the rates and trends in dual enrollment, the courses in which students were dually enrolled, and the college enrollment outcomes of dually enrolled students in Maryland.

Data from the Maryland Longitudinal Data System (MLDS) were used to identify students who (1) had overlapping enrollment dates in a Maryland public high school and a Maryland college and (2) were enrolled in the college for at least 30 days. Course information for dually enrolled students was identified using the student, course, grade, teacher data file and the course catalog from the Maryland State Department of Education (MSDE). Each course was classified by the public school district using the School Courses for the Exchange of Data (SCED) classification system. College enrollment outcomes were examined by linking data from dually enrolled students to college enrollments one year later and two years later to examine retention in college.

The analyses of this report indicated a large increase in the number and percentage of students dually enrolled between 2013-2014 and 2014-2015. The majority of dually enrolled students were female, white, non-Hispanic, and not eligible for FARMs. The most popular SCED classification for courses taken by dually enrolled students was miscellaneous, which included independent study, career technical education (CTE)-career development, preparation, and transition, and study skills courses. Miscellaneous was followed by English language and literature, life and physical sciences, and mathematics. A larger percentage of dually enrolled $12^{th}$ grade students enrolled in college within one academic year when compared to the percentage of the total $12^{th}$ grade population enrolling in college within one academic year.

Future reporting on dual enrollment in Maryland will provide more detailed information on courses taken by dually enrolled students and the college outcomes associated with dual enrollment participation, including examination of the association between dual enrollment participation and college outcomes after controlling for student demographic characteristics and high school achievement. Overall, the findings of this report indicate a positive upward trend in the number and percentage of dually enrolled students in Maryland. The findings also highlight the importance of continued focus on getting students involved in dual enrollment, particularly students currently under-represented in the dually enrolled population, such as male students, minority students, and students eligible for FARMs.

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# Introduction

The purpose of this report is to provide information about dually enrolled students. As defined in Education Article §18-14A-01, Annotated Code of Maryland, a dually enrolled student is a student who is enrolled in both a secondary school (high school) and an institution of higher education (college) in Maryland. There are a variety of ways in which high school students dually enroll in college courses, which may include students accessing college courses either in conjunction with a local high school or on their own. Courses for dually enrolled students can be taught on either the high school or college campus with faculty from the college or with specially credentialed high school teachers. This report is an annual requirement of the College and Career Readiness and College Completion Act (CCR-CCA) of 2013. It is submitted to the Governor and the General Assembly by the Maryland Longitudinal Data System Center (MLDSC) as set forth in Education Article §24-703.1, Annotated Code of Maryland.

This report begins with an overview of national and state-level research on dual enrollment rates and trends, an overview of state-level dual enrollment course information, and a brief overview of research on the outcomes associated with participation in dual enrollment. Next, using data from the Maryland Longitudinal Data System (MLDS), dual enrollment rates and trends, course information, and college enrollment outcomes in Maryland were examined. This dual enrollment report is the first to use data from the MLDS to report on the types of coursework taken by dually enrolled students. Finally, directions for future reporting on dual enrollment in Maryland are discussed.

# Background

### *Dual Enrollment Rates and Trends*

The most recent national statistics on high school students' dual enrollment were reported by the National Center for Education Statistics (NCES), which surveyed public high schools to gain information about student participation in dual credit courses in academic year 2010-2011 (Thomas, Marken, Gray, & Lewis, 2013). The results were based on a nationally representative survey of 1,500 public high schools with grades 11 or 12 in the 50 states and the District of Columbia. Dual credit courses were defined as courses where students could earn both high school and postsecondary credit at the same time and were classified into two groups: (1) those with an academic focus (for example, English, math, science, history, and foreign languages) and (2) those with a career and technical/vocational focus (for example, business, computer technology, automotive technology, and health care [Thomas et al., 2013]).

Eighty-two percent of high schools reported any students taking dual credit courses in the 2010-2011 academic year (Thomas et al., 2013). About three-quarters (76%) had students enrolled in dual credit courses with an academic focus and about half (49%) had students enrolled in dual credit courses with a vocational focus. Schools with 500 or more students were more likely to have students in dual credit courses of both types than schools with fewer than 500 students. Schools in towns and rural areas were more likely to have students taking

academic dual credit courses than schools in suburbs and cities. Schools in towns were considerably more likely to have students in vocational dual credit courses than schools in cities, suburbs, or rural areas. Schools in the Southeast and Central regions of the country were more likely to have students in dual credit academic courses than schools in the Northeast and Southeast, while the Central region led and the Northeast lagged in vocational course participation. Schools with higher percentages of minority students were less likely to have students taking dual credit academic courses than schools reporting lower percentages of minority students. The same relation existed for vocational courses, except that schools with 6 to 20% minority students were actually somewhat less likely to have students participating in dual credit courses than schools with less than 6% minority students.

The NCES also studied the prevalence and characteristics of dual enrollment programs at postsecondary institutions in the United States in academic year 2010-2011 (Marken, Gray, & Lewis, 2013). The results were based on a nationally representative survey of 1,650 public and private postsecondary institutions in the 50 states and the District of Columbia. Dual enrollment was defined as high school students earning college credits for courses taken through a postsecondary institution. Dual enrollment could occur through a dual enrollment program, which was defined as an organized system with special guidelines allowing high school students to take college courses. Alternatively, dual enrollment could also occur outside a dual enrollment program, which was defined as high school students simply enrolling in courses for college credit and being treated as regular college students.

Over half (53%) of postsecondary institutions reported any high school students taking courses for college credit either within or outside of an organized dual enrollment program (Marken et al., 2013). Forty-six percent reported students taking courses as part of an organized program, while 28% reported students taking courses for credit outside of a dual enrollment program. Institutions reported that approximately 1,227,100 high school students took courses for college credit within a dual enrollment program in the 2010-2011 academic year, with another 136,400 taking such courses on their own. Dual enrollment was most prevalent in public two-year colleges, 98% of which reported high school students taking college courses for credit, and public four-year colleges, where 84% reported high school students taking college courses for credit. Almost half (49%) of private nonprofit four-year colleges also reported high school students taking courses for credit, but only 10% of private for-profit colleges reported high school students taking courses for credit. Institutions with 3,000 or more students were much more likely to report high school students taking courses for credit than smaller institutions.

To provide percentages for comparison of Maryland to other states, dual enrollment data were compiled from states that had publically available information (see Table 1). Among the states examined, Iowa had the largest percentage of high school students dually enrolled (called “jointly enrolled” in Iowa), with about 30% of all public high school students and about 50% of high school seniors dually enrolled in community college credit coursework (Iowa Department of Education, n.d.). Washington also reported a large percentage (about 50%) of high school students dually enrolled, but Washington included Advanced Placement (AP) and International Baccalaureate (IB) course enrollments in the count of dual enrollment (State of Washington, n.d.).

**Table 1. Dual Enrollment Findings (2014-2015) from States that Provide Public Information on Dual Enrollment**

| State | Year Reported | Definition of Dual Enrollment | Number and Percentage of Students Dually Enrolled and Student Demographic Characteristics |
|---|---|---|---|
| Colorado[a] | Academic Year 2014-2015 | • Dual enrollment refers to a broad array of programs that allow high school students to take college-level courses for credit.<br>• Concurrent enrollment is the "simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary courses, including academic or career and technical education courses, which may include course work related to apprenticeship programs or internship, at an institution of higher education (p. 6)." | • *N* = 35,713 (nearly 30%) of all 11th and 12th grade public high school students were dually enrolled.<br>• *N* = 23,127 students were concurrently enrolled.<br>• 54% female; 55% white; 4% African American; 22% Hispanic |
| Illinois[b] | Fiscal Year 2015 | • Dual enrollment includes students who were enrolled in high school and an Illinois community college. | • *N* = 51,718 high school students were dually enrolled in Illinois community colleges.<br>• 51% female; 71% white; 7% African American; 12% Latino |
| Iowa[c] | Fiscal Year 2015 | • Jointly enrolled students are high school students enrolled in community college credit coursework. | • *N* = 44,034 (28%) high school students were jointly enrolled in community colleges.<br>• About half of all high school seniors were jointly enrolled.<br>• 49% female; 14% Minority (Minority students included 18% Black and 46% Hispanic) |
| Minnesota[d] | Fiscal Year 2015 | • The Postsecondary Enrollment Options (PSEO) program in Minnesota allows high school students to enroll in courses taught by college | • *N* = 7,768 students were enrolled in the PSEO program.<br>○ 66% female; 22% eligible for free or |

| | | | |
|---|---|---|---|
| | | professors on college campuses.<br>• Concurrent enrollment serves high school students enrolled in a postsecondary course taught during the regular school day and offered through a partnership between a high school and a college or university. Qualified high school instructors or college faculty teach the courses, which are offered at the secondary school or another location. | reduced price meals (FARMs); 79% white; 7% Black; <1% Hispanic<br>• *N* = 27,298 students were concurrently enrolled.<br>○ 57% female; 18% eligible for FARMs; 87% white; 3% Black; 3% Hispanic |
| New Mexico[e] | Academic Year 2014-2015 | • The dual credit program provides access to academic or career-technical course options that deliver simultaneous credit toward high school graduation and a postsecondary degree or certificate. | • *N* = 17,331 students were in the dual credit program.<br>• 54% female; 27% white; 1% Black; 47% Hispanic |
| Utah[f] | Academic Year 2014-2015 | • The concurrent enrollment program makes college courses available to high school students for both high school and college credit. Courses are taught either at the high school or at a college site. | • *N* = 28,551 students were in the concurrent enrollment program.<br>• 54% female; 85% white; <1% Black; 9% Hispanic |
| Washington[g] | Academic Year 2014-2015 | • Dual credit programs allow students to take rigorous college-level courses while still in high school. Dual credit programs include Advanced Placement (AP), International Baccalaureate (IB), and a number of specialized programs allowing dual credit through college course enrollment. | • *N* = 190,306 (47%) students in grades 9-12 were in dual credit programs (includes AP and IB).<br>• 50% female; 8% eligible for FARMs; 61% white; 5% Black; 17% Hispanic |

*Notes.* [a]Colorado Department of Higher Education (2016); [b]Illinois Community College Board (2016); [c]Iowa Department of Education (n.d.); [d]Minnesota Department of Education (2016); [e]New Mexico Public Education Department (2015); [f]Utah State Office of Education (2015); [g]State of Washington (n.d.). States without percentages listed did not provide enough information to calculate percentages.

### *Dual Enrollment Course Information*

Among the states examined in Table 1, three states (Illinois, Iowa, and New Mexico) provided information on coursework taken by dually enrolled students in 2014-2015 (see Table 2 for a summary of coursework information). Among two of the states—Iowa and New Mexico—the most popular subject area in which dual enrollment coursework was taken was English language and literature (Iowa Department of Education, n.d.; New Mexico Public Education Department, 2015). In Illinois, the most popular subject area in which dual enrollment coursework was taken was writing (Illinois Community College Board, 2016). Iowa and New Mexico also reported on credit hours and number of courses taken, respectively. Iowa reported that dually enrolled students enrolled in an average of 8 credit hours at Iowa community colleges (Iowa Department of Education, n.d.). New Mexico reported that the majority (70%) of dually enrolled students took only one class per academic year (New Mexico Public Education Department, 2015).

**Table 2. Coursework Information Reported for Dually Enrolled Students (2014-2015) from States that Provide Public Information on Dual Enrollment**

| State | Definition for Including Coursework | Most Popular Coursework |
|---|---|---|
| Illinois[a] | Coursework information was reported for dual credit enrollments in which both high school and college credits were earned. | 1. Writing<br>2. Mathematics<br>3. Spanish Language and Literature<br>4. Psychology<br>5. Rhetoric and Composition |
| Iowa[b] | Coursework information was reported for students jointly enrolled in community colleges through contracts with school districts and through state-approved enrollment in college coursework. Coursework information was not reported for students who enrolled in college independently and paid tuition. | 1. English Language and Literature<br>2. Social Sciences and History<br>3. Mathematics<br>4. Health Care Sciences<br>5. Engineering and Technology |
| New Mexico[c] | Coursework information was reported for dual credit courses in which college courses were taken for both high school and college credit. | 1. English Language and Literature<br>2. Visual and Performing Arts<br>3. Health Professions and Related Clinical Sciences<br>4. Mathematics and Statistics |

*Notes.* [a]Illinois Community College Board (2016); [b]Iowa Department of Education (n.d.); [c]New Mexico Public Education Department (2015); Illinois and Iowa reported coursework for Fiscal Year 2015 and New Mexico reported coursework for academic year 2014-2015.

### *College Enrollment Outcomes*

Participation in dual enrollment has been associated with a number of positive outcomes in college. For example, participation in dual enrollment in Florida and New York was associated with enrollment in college after high school, enrollment in a four-year institution, and pursuing a bachelor's degree (Karp, Calcagno, Hughes, Jeong, & Bailey, 2007). Additionally, dually enrolled students were more likely than non-dually enrolled students to persist in college past the first semester, earn more college credits after three years, and achieve higher college grade point averages (Karp et al., 2007). In a nationally representative sample of students, participation in dual enrollment was associated with increased likelihood of earning any college degree and an increased likelihood of earning a bachelor's degree (An, 2013).

The two studies reviewed above (An, 2013; Karp et al., 2007) used statistical methods that controlled for student demographic characteristics and high school achievement, factors that may be related to improved college outcomes over time. This enabled the authors to more accurately examine the true association between dual enrollment participation and college outcomes. However, any unmeasured variables that were not used as controls in the model, such as student motivation, may be contributing to the positive association between dual enrollment participation and college outcomes. Thus, although findings provide initial evidence for the positive outcomes associated with dual enrollment, findings should be interpreted with caution. More research is needed to examine dual enrollment participation after controlling for important differences between students who participate in dual enrollment and students who do not participate in dual enrollment.

Last year's dual enrollment report published by the MLDSC was the first report to use data from the MLDS to examine the college enrollment outcomes for students dually enrolled in Maryland (Henneberger, Shaw, Uretsky, & Woolley, 2015). Ninety-one percent of Maryland's 12$^{th}$ grade dually enrolled students in academic year 2012-2013 enrolled in college in the following academic year. This percentage was larger than the percentage of the total Maryland 12$^{th}$ grade population enrolling in college in the following academic year (63%). These results do not control for important characteristics that may be related to college enrollment, such as demographic characteristics and students' high school achievement, and thus should be interpreted with caution.

## Research Questions

This report answers the following statutorily mandated research questions, as defined in Education Article § 24-703.1, Annotated Code of Maryland:

(1) How many Maryland students are dually enrolled in a Maryland public high school and a Maryland college by high school district?
(2) What are the course names and numbers of students dually enrolled in a Maryland public high school and a Maryland college?

In addition, this report provides information to answer the following research questions:

(3) What are the demographic characteristics of Maryland students who are dually enrolled in a Maryland public high school and a Maryland college?

(4) What are the college enrollment outcomes of Maryland students who are dually enrolled in a Maryland public high school and a Maryland college?

## Method

Data from the MLDS were used to identify students who (1) had overlapping enrollment dates in a Maryland public high school and a Maryland college and (2) were enrolled in the college for at least 30 days. Students who met these two criteria were classified as dually enrolled[1]. The most recent data available in the MLDS at the time this report was written were for 2014-2015 enrollments in Maryland public high schools and Maryland colleges.

Course information for dually enrolled students was identified using the student, course, grade, teacher data file and the course catalog from the Maryland State Department of Education (MSDE)[2]. Each public school district assigns course information for courses and identifies students taking the courses. To identify dual enrollment courses, we selected dually enrolled students who were in courses that met any of the following criteria: (1) the course grade level indicated college level coursework, (2) the course rigor level indicated college level coursework, (3) the course delivery method indicated postsecondary or university/college, or (4) the course was flagged as a dual enrollment course. A total of 9,058 Maryland public high school students were dually enrolled, and 29% (*N* = 2,587) of dually enrolled students had dual enrollment course information identified using this method. This method identified a total of 11,938 dual enrollment courses (students were counted multiple times if identified in more than one dual enrollment course).

Each course is classified using the School Courses for the Exchange of Data (SCED) classification system. There are 22 SCED subjects coded using five digits which identify the general description of the course and the grade level of the course[3]. This report presents the core academic subjects (English language and literature, mathematics, life and physical sciences, social sciences and history, fine and performing arts, foreign language and literature), physical, health, and safety education, and the miscellaneous[4] categorization. The remaining SCED subjects[5] were grouped together in the "other subject areas" category.

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[1] Prior dual enrollment reports reported on the dual enrollment flag from the Maryland Higher Education Commission (MHEC) data. This method is no longer reported in detail because it uses data from only one of our partner agencies to identify dually enrolled students and relies on the postsecondary institution to correctly identify dually enrolled students. The number of dually enrolled students identified using the MHEC flag and the comparison to the number identified using the overlapping enrollments method is provided in Appendix A.

[2] One exception was the credit information, which was obtained from the Maryland Higher Education Commission (MHEC).

[3] Please see Bradby, Pedroso, and Rogers (2007) and/or http://nces.ed.gov/scedfinder/ for more information on the School Courses for the Exchange of Data (SCED) classification system.

[4] Miscellaneous is a SCED classification assigned to the course by the school district. Examples of dual enrollment courses classified as miscellaneous included independent study, CTE-career development, preparation, and transition, and study skills.

[5] The "other SCED" category included: religious education and theology, military science, computer and information sciences, communications and audio/video technology, business and marketing, manufacturing, health care sciences, public, protective, and government service, hospitality and tourism, architecture and construction, agriculture, food, and natural resources, human services, transportation, distribution, and logistics, and engineering and technology.

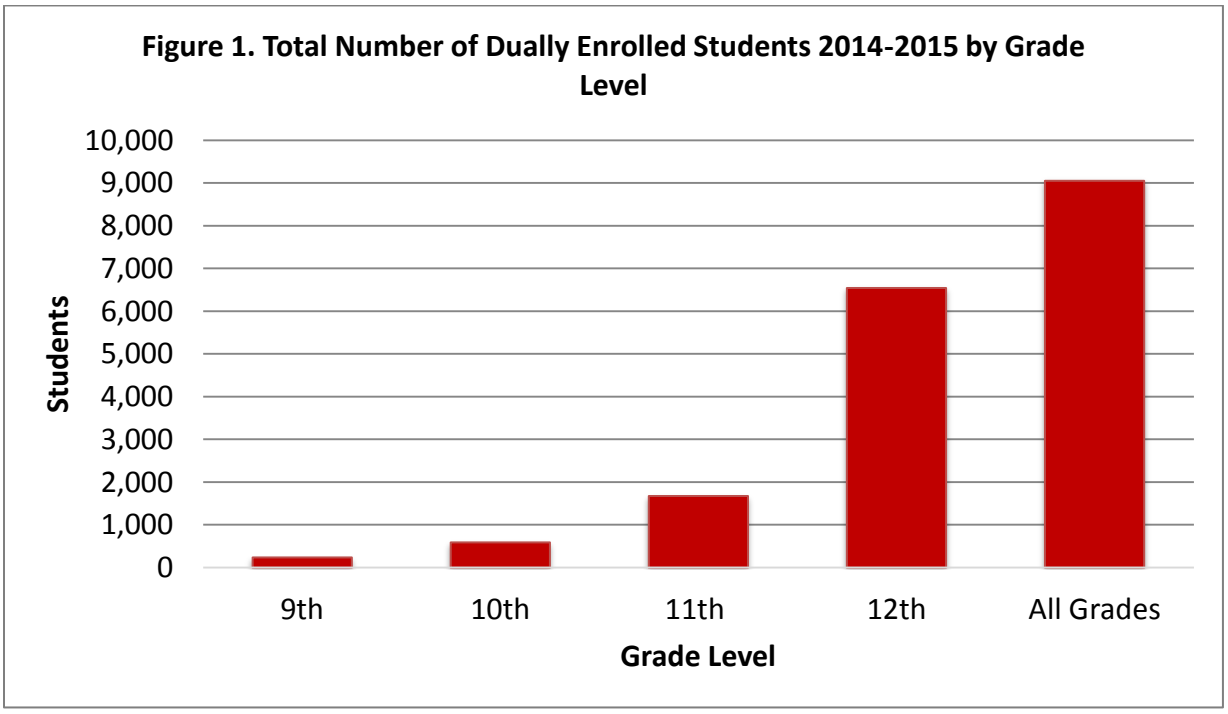
College enrollment outcomes were examined for the 2013-2014 and 2012-2013 cohorts of 12th grade students. These cohorts were used in order to have enough years of data to examine the transition from 12th grade into college. We examined one year college enrollment outcomes for the 2013-2014 12th grade cohort, and we examined the two year college enrollment outcomes for the 2012-2013 12th grade cohort.

## Findings

### *Dual Enrollment Rates and Trends*

A total of 9,058 Maryland public high school students were dually enrolled in the 2014-2015 academic year (see Figure 1). Just over 6,500 of those dually enrolled students were 12th grade students. About 1,700 were 11th grade students, about 600 were 10th grade students, and about 250 were 9th grade students.

**Figure 1. Total Number of Dually Enrolled Students 2014-2015 by Grade Level**




The total number of Maryland public high school students who were dually enrolled greatly increased from the 2013-2014 to the 2014-2015 academic year (see Figure 2). In 2013-2014, just over 6,000 Maryland public high school students were dually enrolled and in 2014-2015, just over 9,000 Maryland public high school students were dually enrolled. This increase in the number of students dually enrolled was seen for each of the grade levels.

Figure 3 displays the percentage increase in dual enrollment from the 2013-2014 to the 2014-2015 academic year by grade level. Overall, the number of dually enrolled students in 2014-2015 represented a 47% increase from 2013-2014. The largest percentage increase occurred for 10th and 11th grade dually enrolled students. The number of 11th grade dually enrolled students in 2014-2015 represented a 269% increase from 2013-2014. The number of

10th grade dually enrolled students in 2014-2015 represented a 264% increase from 2013-2014. The number of 9th grade dually enrolled students in 2014-2015 represented a 121% increase from 2013-2014. The smallest percentage increase occurred for 12th grade dually enrolled students. The number of 12th grade dually enrolled students in 2014-2015 represented a 21% increase from 2013-2014.

**Figure 2. Increase in Number of Dually Enrolled Students between Academic Year 2013-2014 and 2014-2015 by Grade Level**

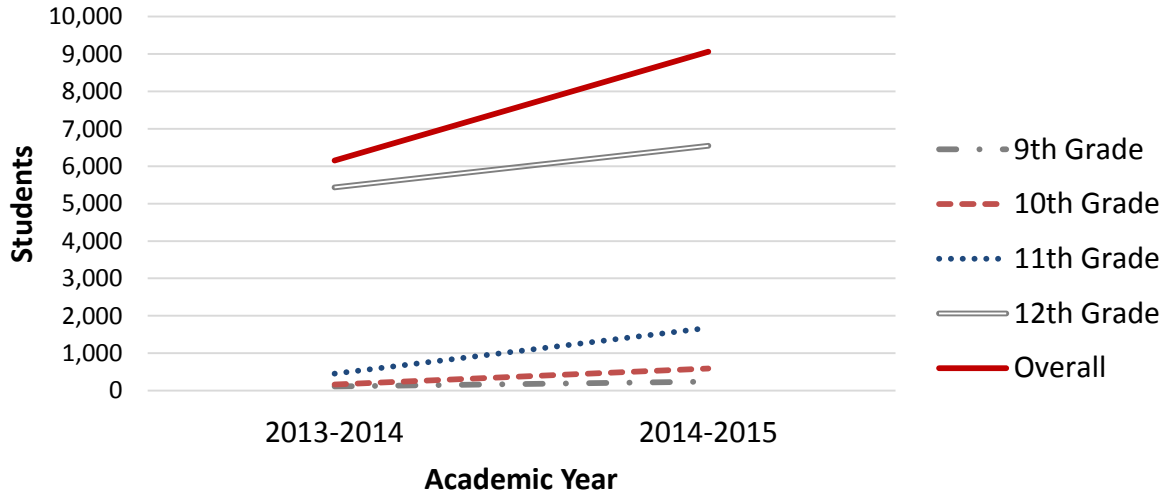
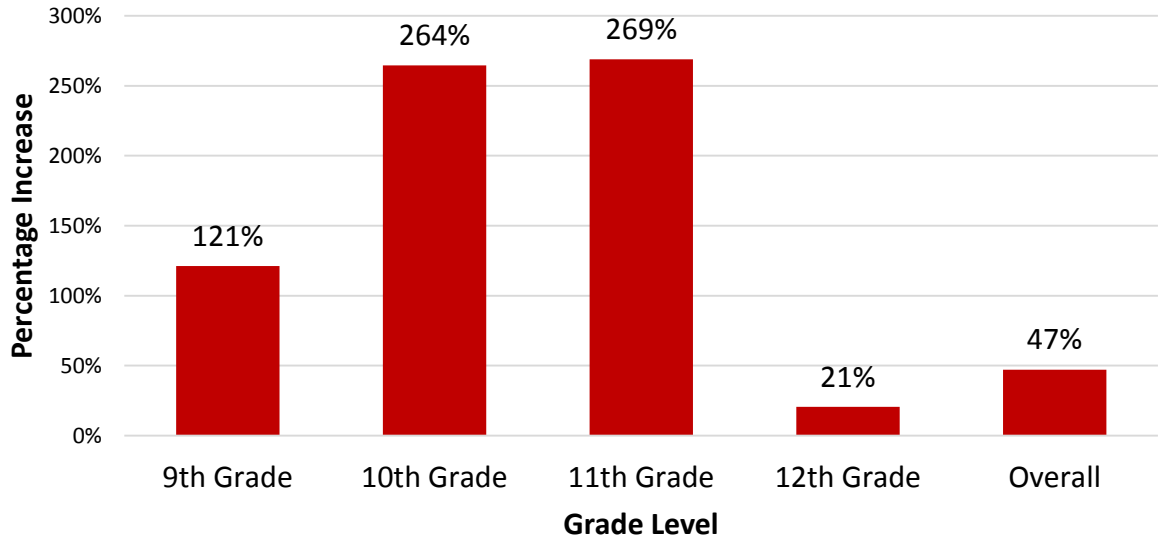
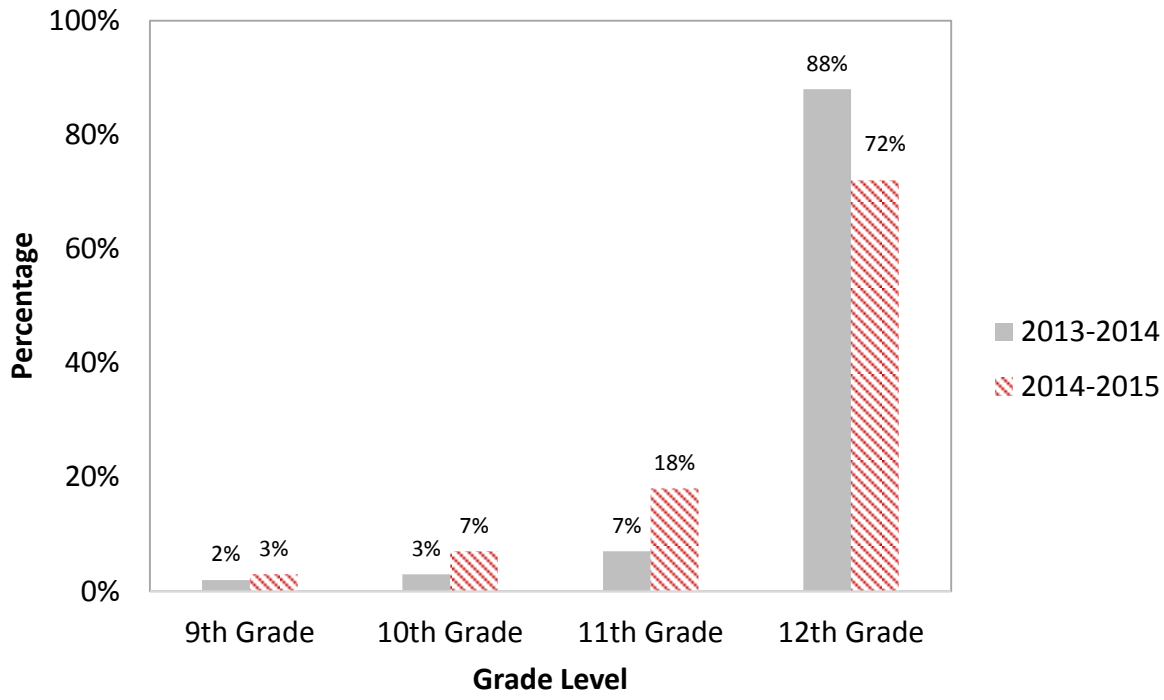



**Figure 3. Percentage Increase in Number of Dually Enrolled Students between Academic Year 2013-2014 and 2014-2015 by Grade Level**



The majority of 2014-2015 dually enrolled students (72%) were 12th grade students (see Figure 4). However, the percentage of dually enrolled students who were 12th grade students in 2014-2015 (72%) was substantially lower than the percentage of dually enrolled students who were 12th grade students in 2013-2014 (88%). This is because the percentage of dually enrolled students in lower grades increased. For example, the percentage of dually enrolled students who were 11th grade students increased from 7% in 2013-2014 to 18% in 2014-2015 and the percentage of dually enrolled students who were 10th grade students increased from 3% in 2013-2014 to 7% in 2014-2015.

**Figure 4. Grade Levels of Dually Enrolled Students by Academic Year**



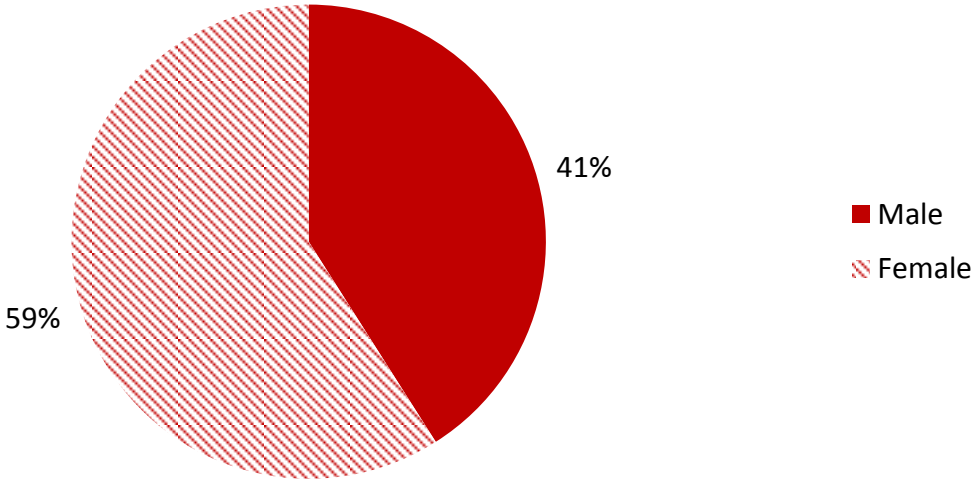

A total of 6,548 12th grade students were dually enrolled in academic year 2014-2015, which represented 11% of the total 12th grade Maryland public high school enrollment (see Table 3). The percentage of 12th grade students who were dually enrolled in 2014-2015 (11%) was higher than the percentage of 12th grade students who were dually enrolled in 2013-2014 (9%). The percentage of 12th grade students who were dually enrolled varied across high school districts, with a high of 30% in Washington County and a low of 2% in Baltimore City in the 2014-2015 academic year.

**Table 3. Number and Percentage of Maryland 12th Grade Students Dually Enrolled by School District**

| | Total 12th Grade Enrollment | Dually Enrolled | | |
|---|---|---|---|---|
| | 2014-2015 | 2014-2015 | | 2013-2014 |
| | *N* | *N* | % | % |
| Maryland | 61,622 | 6,548 | 11 | 9 |
| District | | | | |
| Allegany | 685 | 156 | 23 | 13 |
| Anne Arundel | 5,400 | 709 | 13 | 14 |
| Baltimore City | 4,895 | 119 | 2 | 3 |
| Baltimore County | 7,639 | 905 | 12 | 9 |
| Calvert | 1,347 | 216 | 16 | 15 |
| Caroline | 393 | 51 | 13 | 16 |
| Carroll | 2,157 | 217 | 10 | 11 |
| Cecil | 1,143 | 194 | 17 | 14 |
| Charles | 2,215 | 171 | 8 | 4 |
| Dorchester | 332 | 60 | 18 | 10 |
| Frederick | 3,142 | 665 | 21 | 16 |
| Garrett | 251 | 32 | 13 | 15 |
| Harford | 2,826 | 445 | 16 | 15 |
| Howard | 4,151 | 291 | 7 | 6 |
| Kent | 170 | 31 | 18 | 16 |
| Montgomery | 10,949 | 697 | 6 | 5 |
| Prince George's | 8,314 | 501 | 6 | 3 |
| Queen Anne's | 606 | 96 | 16 | 14 |
| Somerset | 175 | 34 | 19 | 8 |
| St. Mary's | 1,294 | 172 | 13 | 13 |
| Talbot | 298 | 50 | 17 | 19 |
| Washington | 1,727 | 515 | 30 | 28 |
| Wicomico | 992 | 128 | 13 | 11 |
| Worcester | 521 | 93 | 18 | 16 |

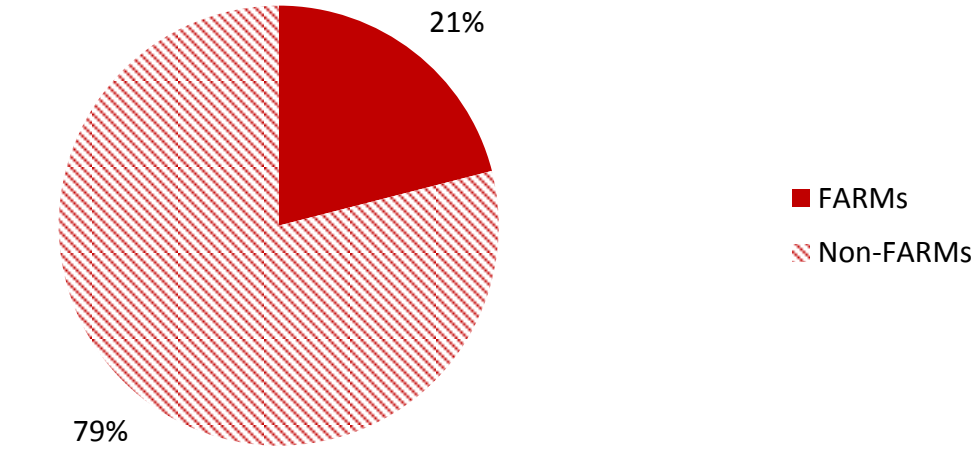
The majority (59%) of dually enrolled 12th grade students in academic year 2014-2015 were female (see Figure 5). Forty-one percent of dually enrolled 12th grade students were male.

**Figure 5. Gender of Dually Enrolled 12th Grade Students (2014-2015)**



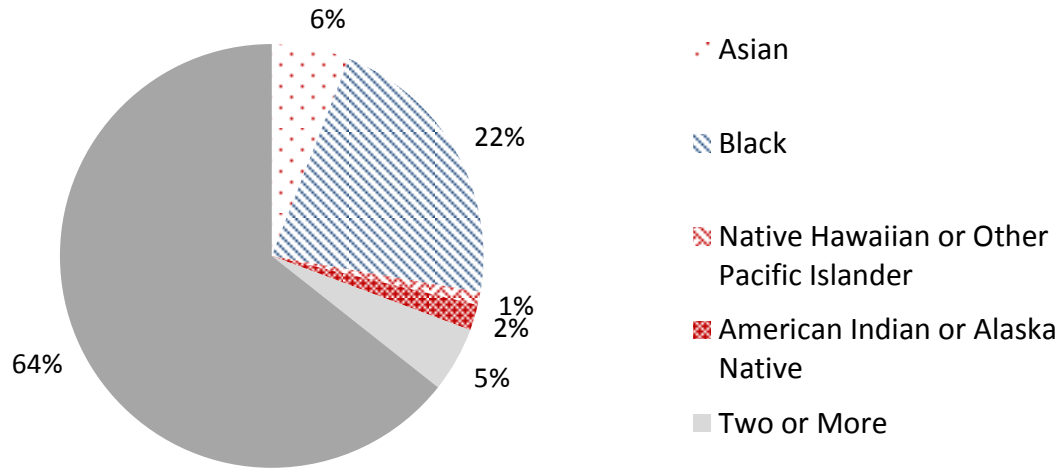

The majority (79%) of dually enrolled 12th grade students in academic year 2014-2015 were not eligible for free and reduced price meals (FARMs; see Figure 6). Twenty-one percent of dually enrolled 12th grade students were eligible for FARMs. FARMs was used as a proxy for socio-economic status (SES).

**Figure 6. Eligibility for Free and Reduced Price Meals (FARMs) Status for Dually Enrolled 12th Grade Students (2014-2015)**



The majority (64%) of dually enrolled 12th grade students in academic year 2014-2015 were white (see Figure 7). Twenty-two percent of dually enrolled 12th grade students were Black, 6% were Asian, 5% were two or more races, 2% were American Indian or Alaska Native, and less than 1% were Native Hawaiian or Other Pacific Islander.

**Figure 7. Race of Dually Enrolled 12th Grade Students (2014-2015)**




The majority (93%) of dually enrolled 12th grade students in academic year 2014-2015 were Non-Hispanic and 7% were Hispanic (see Figure 8).

**Figure 8. Ethnicity of Dually Enrolled 12th Grade Students (2014-2015)**

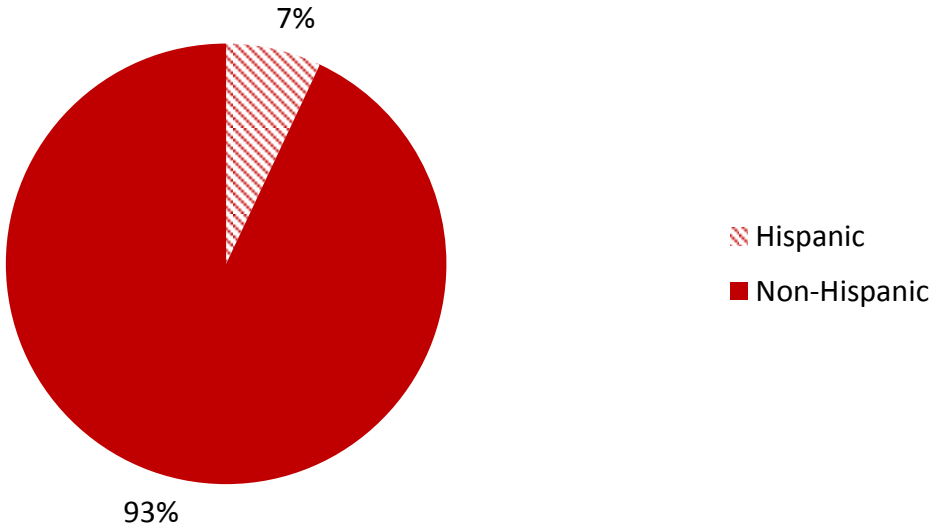


Table 4 shows the distribution of the characteristics of the Maryland 12th grade population in comparison to the 12th grade dually enrolled population to examine whether certain subgroups of students are over- or under-represented in the 12th grade dual enrollment population. In the 2014-2015 academic year, female students were over-represented in the 12th grade dually enrolled population (59%) when compared to the total 12th grade population (50%). Students eligible for FARMs were under-represented in the 12th grade dually enrolled population (21%) when compared to the total 12th grade population (34%). White students were over-represented in the 12th grade dually enrolled population (65%) when compared to the total 12th grade population (49%). Hispanic students were under-represented in the 12th grade dually enrolled population (7%) when compared to the total 12th grade population (11%).

**Table 4. Demographic Characteristics of Dually Enrolled 12th Grade Students Compared to the 12th Grade Student Population Across Academic Years**

| | 2013-2014 | | 2014-2015 | |
|---|---|---|---|---|
| | Total 12th | Dually Enrolled 12th | Total 12th | Dually Enrolled 12th |
| | % | % | % | % |
| Gender | | | | |
| Female | 50 | 60 | 50 | 59 |
| Male | 50 | 40 | 50 | 41 |
| Free and Reduced Price Meals (FARMs) | | | | |
| FARMs | 33 | 18 | 34 | 21 |
| Non-FARMs | 67 | 82 | 66 | 79 |
| Race | | | | |
| Asian | 6 | 5 | 6 | 6 |
| Black | 36 | 18 | 36 | 22 |
| Native Hawaiian or Other Pacific Islander | <1 | <1 | <1 | <1 |
| American Indian or Alaska Native | 3 | 1 | 3 | 2 |
| Two or More | 6 | 4 | 6 | 5 |
| White | 49 | 71 | 49 | 65 |
| Ethnicity | | | | |
| Hispanic | 10 | 5 | 11 | 7 |
| Non-Hispanic | 90 | 95 | 89 | 93 |

*Note.* Percentages may not add to 100 due to rounding.

Table 4 also shows the distribution of the characteristics of the Maryland 12th grade population in comparison to the Maryland 12th grade dually enrolled population by year to examine the change in the demographic distributions over time. The percentage of dually enrolled students who were eligible for FARMs increased from 18% in 2013-2014 to 21% in 2014-2015. The percentage of dually enrolled students who were Black increased from 18% in 2013-2014 to 22% in 2014-2015. The percentage of dually enrolled students who were Hispanic increased from 5% in 2013-2014 to 7% in 2014-2015.

Figure 9 shows the postsecondary institution type where 12th grade students were dually enrolled in academic year 2014-2015. The majority of 12th grade students (91%) were dually enrolled at 2-year public institutions. The remaining students were dually enrolled at 4-year public institutions (7%) and 4-year private institutions (2%).

**Figure 9. Dually Enrolled Institution Type for 12th Grade Dually Enrolled Students (Academic Year 2014-2015)**

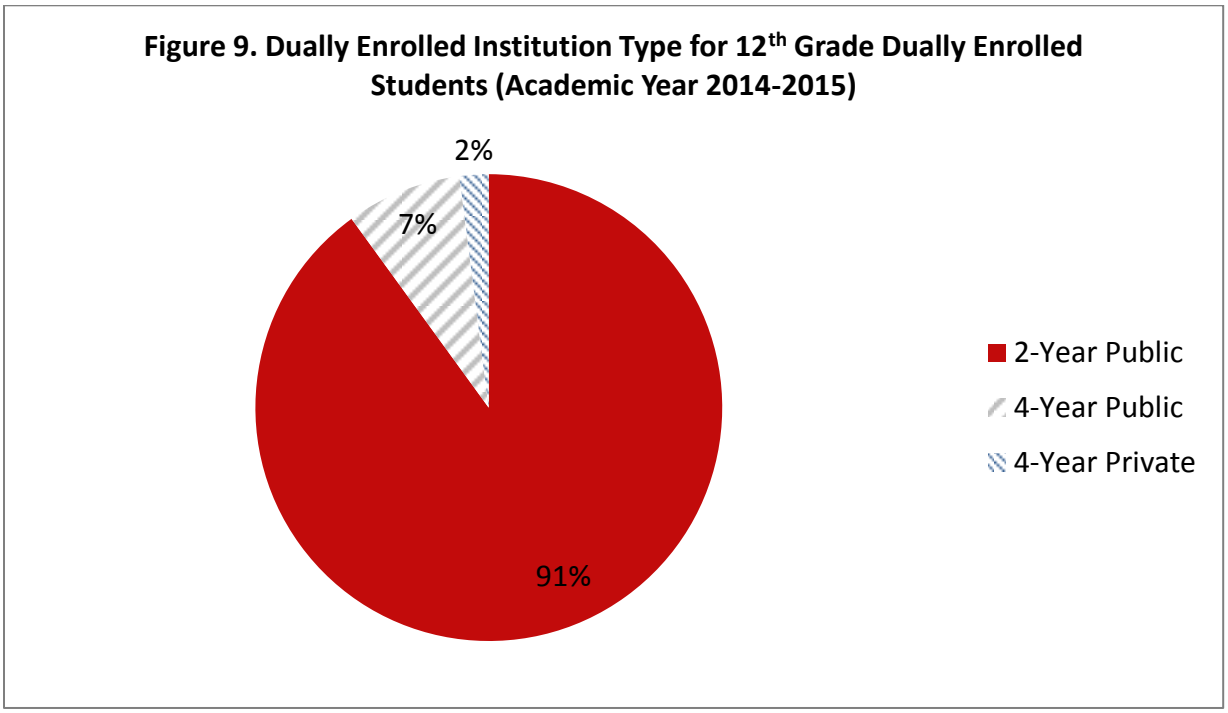



Table 5 displays the number of dually enrolled 12th grade students by college for students who attended a 2-year public institution in academic year 2014-2015. The largest number of dually enrolled 12th grade students (*N* = 869) attended the Community College of Baltimore County (CCBC). CCBC was followed by Anne Arundel Community College (*N* = 685), Montgomery College (*N* = 635), Frederick Community College (*N* = 633), College of Southern Maryland (*N* = 531), and Hagerstown Community College (*N* = 514).

Table 6 displays the number of dually enrolled 12th grade students by college for students who attended a 4-year public institution in academic year 2014-2015. The largest number of dually enrolled 12th grade students (*N* = 72) attended Bowie State University, followed very closely by Frostburg State University (*N* = 71). The University of Maryland Baltimore County (*N* = 69) and the University of Maryland College Park (*N* = 61) also had relatively high numbers of students dually enrolled, when compared to the other 4-year public institutions.

The number of dually enrolled 12th grade students who were dually enrolled in 4-year private institutions was too small to report by institution. Of the 4-year private institutions, Stevenson University had the largest number of 12th grade students dually enrolled (*N* = 45).

| **Table 5. Number of Dually Enrolled 12th Grade Students by College Dually Enrolled for 2-Year Public Institutions (Academic Year 2014-2015)** | |
|---|---|
| 2-Year Public Institution | Dually Enrolled 12th Grade Students<br>*N* |
| | |
| Allegany College of Maryland | 127 |
| Anne Arundel Community College | 685 |
| Baltimore City Community College | 40 |
| Carroll Community College | 197 |
| Cecil Community College | 186 |
| Chesapeake College | 244 |
| College of Southern Maryland | 531 |
| Community College of Baltimore County | 869 |
| Frederick Community College | 633 |
| Garrett College | 32 |
| Hagerstown Community College | 514 |
| Harford Community College | 422 |
| Howard Community College | 264 |
| Montgomery College | 635 |
| Prince George's Community College | 364 |
| Wor-Wic Community College | 245 |

| **Table 6. Number of Dually Enrolled 12th Grade Students by College Dually Enrolled for 4-Year Public Institutions (Academic Year 2014-2015)** | |
|---|---|
| 4-Year Public Institution | Dually Enrolled 12th Grade Students<br>*N* |
| | |
| Bowie State University | 72 |
| Coppin State University | 41 |
| Frostburg State University | 71 |
| Morgan State University | 11 |
| St Mary's College of Maryland | 32 |
| Salisbury University | ≤ 10 |
| Towson University | 15 |
| University of Baltimore | ≤ 10 |
| University of Maryland - Baltimore | ≤ 10 |
| University of Maryland - Baltimore County | 69 |
| University of Maryland - College Park | 61 |
| University of Maryland - University College | 11 |
| University of Maryland - Eastern Shore | 41 |

### *Dual Enrollment Course Information*

Twenty-nine percent of Maryland's dually enrolled students in academic year 2014-2015 had dual enrollment course information reported from the MSDE (see Table 7). Dual enrollment course information is only provided by the MSDE for students who participate in dual enrollment through a partnership agreement between the high school district and the institution of higher education. Thus, course information for students taking dual enrollment coursework through other arrangements, such as enrolling in coursework at a local college on their own, would not be included in this report. Additionally, the reporting of dual enrollment courses by the public high school districts is a relatively new requirement (required as of 2012) and is expected to improve over time. The percentage of dually enrolled students with course information varied by high school district and ranged from ≤10% to ≥90% of dually enrolled students[6] having dual enrollment course information. This variation indicated differential reporting and/or classification of dually enrolled students' course information across high school districts.

**Table 7. Percentage of 2014-2015 Dually Enrolled Students (All Grades) with Dual Enrollment Course Information by District**

| | % |
|---|---|
| Maryland | 29 |
| District | |
| Allegany | ≥90 |
| Anne Arundel | ≤10 |
| Baltimore City | ≤10 |
| Baltimore County | 36 |
| Calvert | ≤10 |
| Caroline | ≥90 |
| Carroll | 74 |
| Cecil | 63 |
| Charles | 58 |
| Dorchester | 72 |
| Frederick | 45 |
| Garrett | 48 |
| Harford | ≤10 |
| Howard | 13 |
| Kent | ≥75 |
| Montgomery | ≤10 |
| Prince George's | 45 |
| Queen Anne's | 79 |
| Somerset | ≥75 |
| St. Mary's | ≤10 |
| Talbot | ≥85 |
| Washington | 3 |
| Wicomico | 72 |
| Worcester | 40 |

The largest number of dual enrollment courses taken by dually enrolled students were classified as miscellaneous (*N* = 2,597) using the SCED classification system (see Figure 10). Examples of courses classified as miscellaneous included independent study, career technical education (CTE)-career development, preparation, and transition, and study skills. The next largest number of dual enrollment courses taken by dually enrolled students were classified as English language and literature (*N* = 2,256), followed by life and physical sciences (*N* = 2,173), and mathematics (*N* = 1,965). Table 8 displays the dual enrollment course information for 2014-2015 dually enrolled students by SCED subject area and high school district. The number of dual enrollment courses taken by dually enrolled students in each SCED classification varied by high school district. A list of the SCED course numbers, names, and subject areas for all dually enrolled courses by high school district can be found in Appendix B. Some of the variation by high school district may be due to course offerings available in the district and variations in high school district reporting of course information.

[6] Percentages were suppressed where calculations could generate a number less than or equal to 10.

**Figure 10. Course Information for 2014-2015 Dually Enrolled Students (All Grades) by School Courses for the Exchange of Data (SCED) Subject Area**

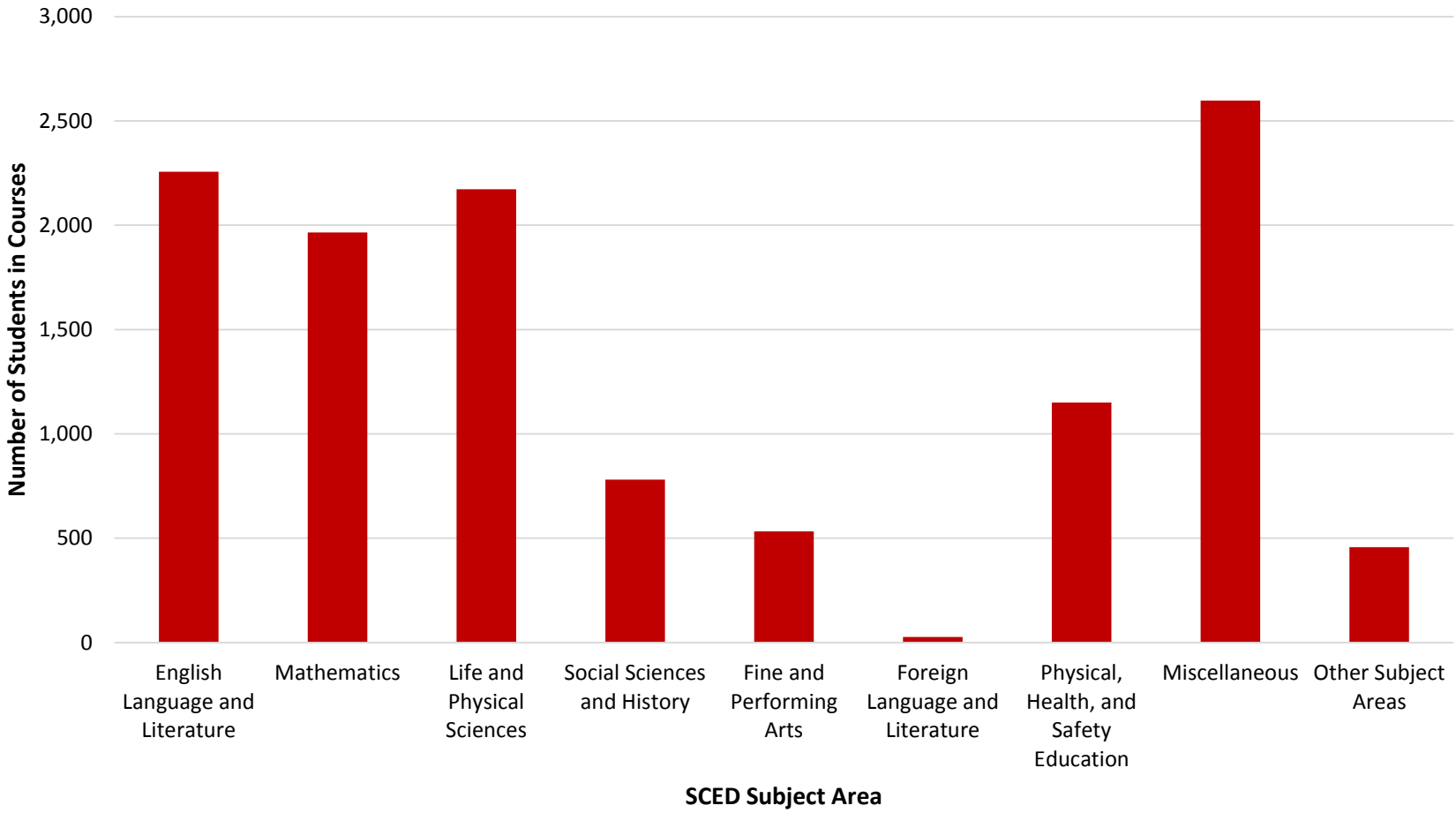


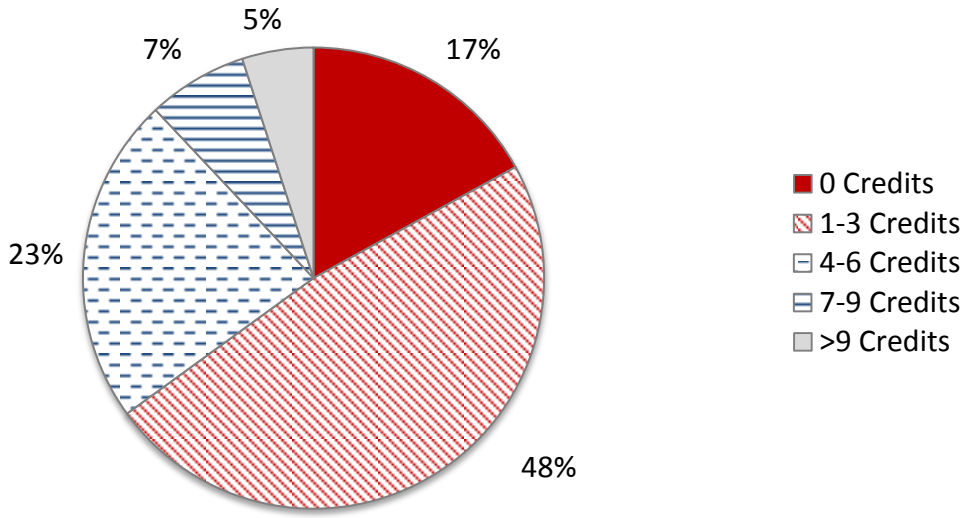
**Table 8. Course Information for 2014-2015 Dually Enrolled Students (All Grades) by SCED Subject Area and District**

| | English Language and Lit | Math | Life and Physical Sciences | Social Sciences and History | Fine and Performing Arts | Foreign Language and Lit | Physical, Health, and Safety Ed | Misc. | Other Subject Areas |
|---|---|---|---|---|---|---|---|---|---|
| Maryland Total | 2,256 | 1,965 | 2,173 | 780 | 533 | 27 | 1,150 | 2,597 | 457 |
| Allegany | 258 | 145 | 126 | 150 | 102 | 16 | 64 | 46 | * |
| Anne Arundel | * | * | * | * | * | * | * | * | * |
| Baltimore City | * | * | * | * | * | * | * | 12 | * |
| Baltimore County | * | * | * | * | * | * | * | 756 | * |
| Calvert | * | * | * | * | * | * | * | * | * |
| Caroline | * | * | * | * | * | * | * | 232 | * |
| Carroll | 70 | 34 | 16 | * | * | * | * | 192 | * |
| Cecil | * | 43 | 17 | 69 | 13 | * | * | * | * |
| Charles | * | 160 | * | * | * | * | * | * | * |
| Dorchester | * | * | * | * | * | * | * | 80 | * |
| Frederick | 330 | 86 | 29 | 70 | * | * | * | * | * |
| Garrett | 24 | * | * | * | * | * | * | * | * |
| Harford | * | * | * | * | * | * | * | * | * |
| Howard | * | * | * | * | * | * | * | * | * |
| Kent | * | 31 | * | 14 | * | * | * | * | * |
| Montgomery | * | * | * | * | * | * | * | * | * |
| Prince George's | 1,346 | 1,344 | 1,850 | 322 | 379 | * | 1,076 | 1,005 | * |
| Queen Anne's | 28 | 13 | * | 45 | 17 | * | * | 111 | * |
| Somerset | 29 | * | 19 | * | * | * | * | * | * |
| St. Mary's | * | * | * | * | * | * | * | * | * |
| Talbot | 46 | 19 | 15 | 12 | * | * | * | 161 | * |
| Washington | 14 | 19 | 42 | * | * | * | * | * | * |
| Wicomico | 71 | 49 | 32 | 89 | * | * | * | * | * |
| Worcester | 26 | 12 | 25 | * | * | * | * | * | * |

*Notes.* SCED = School Courses for the Exchange of Data; Misc. = miscellaneous; * = number is less than or equal to 10 and may be 0.

The largest percentage of dually enrolled 12th grade students[7] in academic year 2014-2015 had earned 1-3 college credits by the end of the 2014-2015 academic year (48%; see Figure 11). Twenty-three percent of dually enrolled 12th grade students had earned 4-6 credits, 7% had earned 7-9 credits, and 5% had earned more than 9 credits by the end of the 2014-2015 academic year. Seventeen percent of dually enrolled 12th grade students had earned 0 credits by the end of the 2014-2015 academic year.

**Figure 11. Credits Earned by Dually Enrolled 12th Grade Students in Academic Year 2014-2015**




*Note.* Twenty-six percent of dually enrolled students were not included due to missing data.

### *College Enrollment Outcomes*

Eighty-nine percent of dually enrolled 12th grade students in academic year 2013-2014 enrolled in a college in the following academic year (see Table 9). The percentage of dually enrolled 12th grade students who enrolled in college within one year (89%) was higher than the percentage of total Maryland 12th grade students who enrolled in college within one year (64%). This result should be interpreted with caution because a greater percentage of dually enrolled students were female, white, and not eligible for FARMs (see Table 4), all characteristics associated with greater likelihood of enrolling in college.

[7] Twenty-six percent of dually enrolled students had missing data for the credits earned variable. The credits earned variable was obtained from the Maryland Higher Education Commission (MHEC) and was collected in the Enrollment Information System (EIS) and End-of-Term System (EOTS) data collections. The percentages presented here were the percentages of dually enrolled 12th grade students in academic year 2014-2015 with non-missing information on the credits earned variable.

**Table 9. Percentage of Dually Enrolled 12th Grade Students (2013-2014) Enrolled in College One Year Later (2014-2015) in Comparison to the Maryland 12th Grade Population by District**

| | Total 12th | Dually Enrolled 12th |
|---|---|---|
| | % | % |
| Maryland | 64 | 89 |
| District | | |
| Allegany | 51 | ≥ 85 |
| Anne Arundel | 66 | 83 |
| Baltimore City | 42 | 80 |
| Baltimore County | 65 | 91 |
| Calvert | 66 | 89 |
| Caroline | 47 | ≥80 |
| Carroll | 69 | 89 |
| Cecil | 54 | 89 |
| Charles | 65 | ≥85 |
| Dorchester | 42 | ≥65 |
| Frederick | 71 | 95 |
| Garrett | 61 | ≥75 |
| Harford | 71 | 84 |
| Howard | 82 | 92 |
| Kent | 45 | ≥50 |
| Montgomery | 76 | 93 |
| Prince George's | 55 | 95 |
| Queen Anne's | 64 | ≥85 |
| Somerset | 50 | * |
| St. Mary's | 58 | 93 |
| Talbot | 62 | ≥80 |
| Washington | 54 | 84 |
| Wicomico | 56 | ≥85 |
| Worcester | 61 | ≥85 |

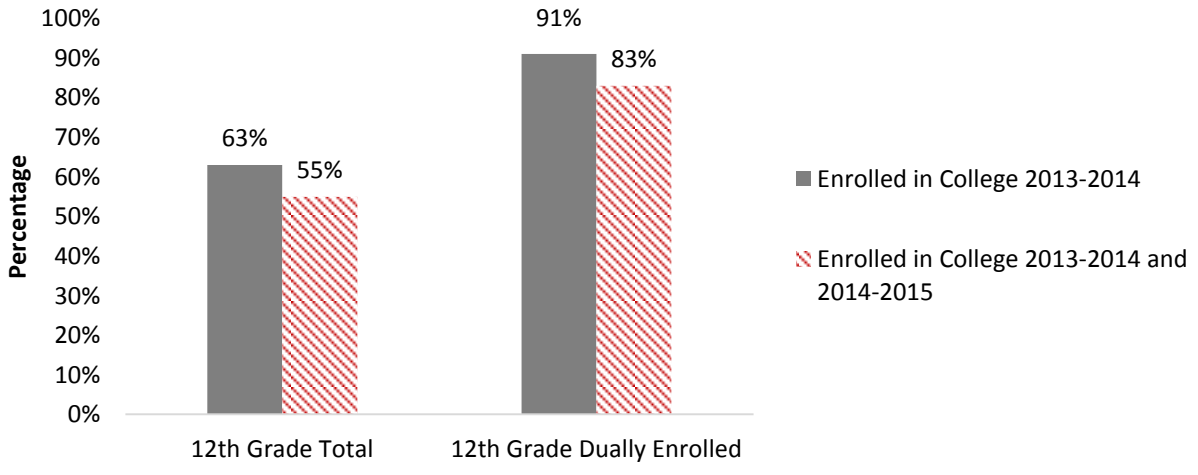
*Note.* Percentages were suppressed where calculations could generate a number less than or equal to 10. * was used to indicate a cell size that could not be reported due to size and/or uniqueness of the population.

The largest percentage of 2013-2014 dually enrolled 12th grade students who enrolled in college within one year enrolled in 2-year public institutions (47%; see Table 10). The percentage of dually enrolled 12th grade students who enrolled in an out-of-state college within one year (22%) was smaller than the percentage of the total 12th grade population of Maryland students who enrolled in an out-of-state college within one year (28%).

| **Table 10. College Type of Dually Enrolled 12th Grade Students (2013-2014) Enrolled in College One Year Later (2014-2015) in Comparison to the Maryland 12th Grade Population** | | |
|---|---|---|
| | Total 12th | Dually Enrolled 12th |
| | % | % |
| Out-of-State | 28 | 22 |
| 2-Year Public | 44 | 47 |
| 4-Year Public | 24 | 27 |
| 4-Year Private | 4 | 5 |
| *Note.* Percentages may not add to 100 due to rounding. | | |

In order to examine retention in college, the college enrollment outcomes of the 2012-2013 cohort of 12th grade students were examined after one (2013-2014) and two years (2014-2015) to measure the percentage of students who initially enrolled in college and were retained in the second year, respectively (see Figure 12). Among the 2012-2013 cohort, students who were dually enrolled in the 12th grade year were compared to the overall 12th grade population. A larger percentage of dually enrolled 12th grade students in academic year 2012-2013 (91%) enrolled in college within one year when compared to the Maryland population of 12th grade students (63%). Eighty-three percent of dually enrolled 12th grade students in academic year 2012-2013 were enrolled in college in 2013-2014 and were also retained in 2014-2015. This percentage was larger than the percentage of the total 12th grade population of students who were enrolled in college in both 2013-2014 and 2014-2015 (55%). Again, this result should be interpreted with caution because a greater percentage of dually enrolled students were female, white, and not eligible for FARMs (see Table 4), all characteristics associated with greater likelihood of enrolling in college. The percentage of students enrolled in college dropped 8 percentage points from the 2013-2014 to the 2014-2015 academic year for dually enrolled 12th grade students and the population of Maryland 12th grade students.

**Figure 12. Continued College Enrollment for 2012-2013 Dually Enrolled 12th Grade Students in Comparison to the Maryland 12th Grade Population**



## Summary of Findings

A total of 9,058 Maryland public high school students were dually enrolled in the 2014-2015 academic year. The total number of Maryland public high school students who were dually enrolled greatly increased between the 2013-2014 and 2014-2015 academic years. The majority of dually enrolled students were 12th grade students. The percentage of dually enrolled students who were 11th grade students greatly increased between 2013-2014 and 2014-2015. Eleven percent of the total 12th grade population of Maryland public high school students were dually enrolled in 2014-2015, and this percentage varied across high school districts. The majority of 12th grade dually enrolled students were female, white, non-Hispanic, and not eligible for FARMs. The percentage of dually enrolled students who were Black, Hispanic, and eligible for FARMs increased between 2013-2014 and 2014-2015. The majority of dually enrolled students were dually enrolled in 2-year public institutions.

Twenty-nine percent of Maryland dually enrolled students in academic year 2014-2015 had dual enrollment course information available and this percentage varied by high school district. The largest number of dual enrollment courses taken by dually enrolled students was classified as miscellaneous using the SCED classification system, followed by English language and literature, life and physical sciences, and mathematics. The largest percentage of dually enrolled 12th grade students in academic year 2014-2015 had earned 1-3 college credits by the end of the 2014-2015 academic year.

Eighty-nine percent of dually enrolled 12th grade students in academic year 2013-2014 enrolled in a college in the following academic year. The percentage of dually enrolled 12th grade students who enrolled in college within one year was higher than the percentage of total Maryland 12th grade students who enrolled in college within one year. Eighty-three percent of dually enrolled 12th grade students in academic year 2012-2013 were enrolled in college in academic year 2013-2014 and were retained in college in academic year 2014-2015. The percentage of dually enrolled 12th grade students who were enrolled in college in both 2013-2014 and 2014-2015 was larger than the percentage of the total 12th grade population who were enrolled in college in both 2013-2014 and 2014-2015. The college enrollment outcome information should be interpreted with caution because a greater percentage of dually enrolled students were female, white, and not eligible for FARMs, all characteristics associated with greater likelihood of enrolling in college.

## Discussion

The findings of this report can be compared to the information presented in Tables 1 and 2 to compare the findings on dually enrolled students in Maryland to other states. Eleven percent of the Maryland 12th grade population was dually enrolled in academic year 2014-2015. Iowa was the state with the highest reported 12th grade dual enrollment percentage reported for 2014-2015 (50%; Iowa Department of Education, n.d.; see Table 1). Additionally, comparatively low percentages of Maryland students in lower grade levels (9th—11th) were dually enrolled in academic year 2014-2015. However, the percentage of Maryland students

dually enrolled in lower grade levels, especially 11th grade, increased between 2013-2014 and 2014-2015.

The most popular SCED classification for dually enrolled coursework in Maryland was miscellaneous, which included independent study, career technical education (CTE)-career development, preparation, and transition, and study skills. The miscellaneous category was followed by English language and literature, life and physical sciences, and mathematics. This finding is consistent with prior reporting of dual enrollment courses nationally and in other states. Thomas et al. (2013) reported that in a nationally representative sample of public high schools, large percentages of schools had students enrolled in dual credit courses with an academic focus and a vocational focus. Additionally, consistent with the findings in Maryland, of the three states that reported course information for dually enrolled students (see Table 2), two states (Iowa and New Mexico) reported that English language and literature was the most popular course subject in which dually enrolled students were enrolled (Iowa Department of Education, n.d.; New Mexico Public Education Department, 2015).

Consistent with prior research on the positive college enrollment outcomes associated with participation in dual enrollment (An, 2013; Karp et al., 2007; Henneberger et al., 2015), we found that dually enrolled 12th grade students in Maryland were more likely to enroll in college in the academic year following graduation when compared to the population of Maryland 12th grade students. The findings on college enrollment outcomes in Maryland provide initial evidence for the positive outcomes associated with dual enrollment participation in the State. However, variables that were not used as controls in the model, such as gender, race, ethnicity, and high school achievement, may be contributing to the positive association between dual enrollment participation and college enrollment outcomes. Thus, findings should be interpreted with caution, and more research is needed to examine dual enrollment participation after controlling for important differences between students who participate in dual enrollment and students who do not participate in dual enrollment.

## Future Research

Future research on dual enrollment in Maryland using data from the MLDS will expand on the current report in a number of important ways. First, with more nuanced course information at the high school and college levels, we will be able to examine trends over time in course taking for dually enrolled students. Second, with additional years of longitudinal data, we will be able to examine longer-term outcomes for dually enrolled students, including college degrees earned and time to degree. Third, future research on dual enrollment will examine the high school correlates associated with dual enrollment, including course taking patterns, high school attendance, and test scores. Finally, future research on dual enrollment will focus on using dual enrollment to predict college outcomes after controlling for student demographic characteristics and high school correlates. This research will offer information about how well dual enrollment predicts college outcomes after accounting for variables known to be associated with college outcomes (e.g., gender, eligibility for FARMs, high school test scores).

## Conclusion

This report examined the rates and trends in dual enrollment, the courses in which students were dually enrolled, and the college enrollment outcomes of dually enrolled students in Maryland. The analyses of this report indicated a large increase in the number and percentage of students dually enrolled between 2013-2014 and 2014-2015. The majority of dually enrolled students were female, white, non-Hispanic, and not eligible for FARMs. This dual enrollment report is the first report published by the MLDSC to include course information taken by dually enrolled students. The most popular SCED classification for courses taken by dually enrolled students was miscellaneous, followed by English language and literature, life and physical sciences, and mathematics. A larger percentage of dually enrolled 12$^{th}$ grade students enrolled in college within one academic year when compared to the percentage of the total 12$^{th}$ grade population enrolling in college within one academic year. Future reporting on dual enrollment in Maryland will provide more detailed information on courses taken by dually enrolled students and the college outcomes associated with dual enrollment participation, including examination of the association between dual enrollment participation and college outcomes after controlling for student demographic characteristics and high school achievement. Overall, the findings of this report indicate a positive upward trend in the number and percentage of dually enrolled students in Maryland. The findings also highlight the importance of continued focus on student involvement in dual enrollment, particularly students currently under-represented in the dually enrolled population, such as male students, minority students, and students eligible for FARMs.

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# Appendix A

**Table A.1. Overlap of Dually Enrolled Students Identified Using Overlapping Enrollment Dates (Grades 9-12) and the MHEC Flag by Academic Year**

| | 2013-2014 | 2014-2015 |
|---|---|---|
| | *N* | *N* |
| Overlapping Enrollment Dates | 6,156 | 9,058 |
| MHEC Flag | 5,702 | 8,885 |
| Identified Using Both Methods | 3,954 | 6,738 |
| Identified Using Either Method | 7,904 | 11,205 |

# Appendix B

| Table B.1. School Courses for the Exchange of Data (SCED) Course Numbers, Names, and Subject Areas for All Dually Enrolled Courses by District | | | |
|---|---|---|---|
| District | SCED Code | SCED Subject Area Name | SCED Course Name |
| | | | |
| Allegany | 01001 | English Language and Literature | ENGLISH/LANGUAGE ARTS I (9TH GRADE) |
| Allegany | 01002 | English Language and Literature | ENGLISH/LANGUAGE ARTS II (10TH GRADE) |
| Allegany | 01003 | English Language and Literature | ENGLISH/LANGUAGE ARTS III (11TH GRADE) |
| Allegany | 01004 | English Language and Literature | ENGLISH/LANGUAGE ARTS IV (12TH GRADE) |
| Allegany | 01005 | English Language and Literature | AP ENGLISH LANGUAGE AND COMPOSITION |
| Allegany | 01006 | English Language and Literature | AP ENGLISH LITERATURE AND COMPOSITION |
| Allegany | 01054 | English Language and Literature | AMERICAN LITERATURE |
| Allegany | 01068 | English Language and Literature | CORRECTIVE READING |
| Allegany | 01102 | English Language and Literature | ENGLISH/COMPOSITION (JUNIORS AND SENIORS) |
| Allegany | 01151 | English Language and Literature | PUBLIC SPEAKING |
| Allegany | 01155 | English Language and Literature | COMMUNICATIONS |
| Allegany | 01203 | English Language and Literature | ENGLISH—TEST PREPARATION |
| Allegany | 02051 | Mathematics | PRE-ALGEBRA |
| Allegany | 02052 | Mathematics | ALGEBRA I |
| Allegany | 02055 | Mathematics | TRANSITION ALGEBRA |
| Allegany | 02056 | Mathematics | ALGEBRA II |
| Allegany | 02069 | Mathematics | ALGEBRA—OTHER |
| Allegany | 02072 | Mathematics | GEOMETRY |
| Allegany | 02102 | Mathematics | DISCRETE MATHEMATICS |
| Allegany | 02103 | Mathematics | TRIGONOMETRY |
| Allegany | 02110 | Mathematics | PRE-CALCULUS |
| Allegany | 02121 | Mathematics | CALCULUS |
| Allegany | 02124 | Mathematics | AP CALCULUS AB |
| Allegany | 02201 | Mathematics | PROBABILITY AND STATISTICS |
| Allegany | 02203 | Mathematics | AP STATISTICS |

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| Allegany | 02209 | Mathematics | PROBABILITY AND STATISTICS—OTHER |
| Allegany | 03001 | Life and Physical Sciences | EARTH SCIENCE |
| Allegany | 03003 | Life and Physical Sciences | ENVIRONMENTAL SCIENCE |
| Allegany | 03051 | Life and Physical Sciences | BIOLOGY |
| Allegany | 03052 | Life and Physical Sciences | BIOLOGY—ADVANCED STUDIES |
| Allegany | 03053 | Life and Physical Sciences | ANATOMY AND PHYSIOLOGY |
| Allegany | 03056 | Life and Physical Sciences | AP BIOLOGY |
| Allegany | 03059 | Life and Physical Sciences | GENETICS |
| Allegany | 03106 | Life and Physical Sciences | AP CHEMISTRY |
| Allegany | 03155 | Life and Physical Sciences | AP PHYSICS B |
| Allegany | 03207 | Life and Physical Sciences | AP ENVIRONMENTAL SCIENCE |
| Allegany | 04004 | Social Sciences and History | AP HUMAN GEOGRAPHY |
| Allegany | 04053 | Social Sciences and History | MODERN WORLD HISTORY |
| Allegany | 04057 | Social Sciences and History | AP WORLD HISTORY |
| Allegany | 04064 | Social Sciences and History | CONTEMPORARY WORLD ISSUES |
| Allegany | 04101 | Social Sciences and History | U.S. HISTORY—COMPREHENSIVE |
| Allegany | 04104 | Social Sciences and History | AP U.S. HISTORY |
| Allegany | 04149 | Social Sciences and History | U.S. HISTORY—OTHER |
| Allegany | 04151 | Social Sciences and History | U.S. GOVERNMENT—COMPREHENSIVE |
| Allegany | 04157 | Social Sciences and History | AP U.S. GOVERNMENT AND POLITICS |
| Allegany | 04201 | Social Sciences and History | ECONOMICS |
| Allegany | 04254 | Social Sciences and History | PSYCHOLOGY |
| Allegany | 04256 | Social Sciences and History | AP PSYCHOLOGY |
| Allegany | 04261 | Social Sciences and History | SOCIAL SCIENCE RESEARCH |
| Allegany | 05049 | Fine and Performing Arts | DANCE—OTHER |
| Allegany | 05053 | Fine and Performing Arts | THEATER—COMPREHENSIVE |
| Allegany | 05101 | Fine and Performing Arts | GENERAL BAND |
| Allegany | 05104 | Fine and Performing Arts | ORCHESTRA |
| Allegany | 05106 | Fine and Performing Arts | SMALL ENSEMBLE |
| Allegany | 05110 | Fine and Performing Arts | CHORUS |

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| Allegany | 05111 | Fine and Performing Arts | VOCAL ENSEMBLE |
| Allegany | 05113 | Fine and Performing Arts | MUSIC THEORY |
| Allegany | 05118 | Fine and Performing Arts | MUSIC APPRECIATION |
| Allegany | 05154 | Fine and Performing Arts | VISUAL ART—COMPREHENSIVE |
| Allegany | 06102 | Foreign Language and Literature | SPANISH II |
| Allegany | 06103 | Foreign Language and Literature | SPANISH III |
| Allegany | 06104 | Foreign Language and Literature | SPANISH IV |
| Allegany | 06105 | Foreign Language and Literature | SPANISH V |
| Allegany | 06112 | Foreign Language and Literature | AP SPANISH LANGUAGE AND CULTURE |
| Allegany | 06125 | Foreign Language and Literature | FRENCH V |
| Allegany | 08001 | Physical, Health, and Safety Education | PHYSICAL EDUCATION |
| Allegany | 08005 | Physical, Health, and Safety Education | FITNESS/CONDITIONING ACTIVITIES |
| Allegany | 08016 | Physical, Health, and Safety Education | LIFETIME FITNESS EDUCATION |
| Allegany | 08051 | Physical, Health, and Safety Education | HEALTH EDUCATION |
| Allegany | 08052 | Physical, Health, and Safety Education | HEALTH AND FITNESS |
| Allegany | 10008 | Computer and Information Sciences | PARTICULAR TOPICS IN COMPUTER LITERACY |
| Allegany | 10201 | Computer and Information Sciences | WEB PAGE DESIGN |
| Allegany | 10211 | Computer and Information Sciences | CTE-PRINCIPALS OF ARTS, MEDIA AND COMMUNICATION |
| Allegany | 10212 | Computer and Information Sciences | CTE-INTERACTIVE MULTIMEDIA PRODUCTION |
| Allegany | 10213 | Computer and Information Sciences | CTE-ADVANCED INTERACTIVE MULTIMEDIA PRODUCTION |
| Allegany | 11101 | Communications and Audio/Visual Technology | JOURNALISM |
| Allegany | 11103 | Communications and Audio/Visual Technology | BROADCASTING TECHNOLOGY |
| Allegany | 12005 | Business and Marketing | KEYBOARDING |
| Allegany | 12006 | Business and Marketing | WORD PROCESSING |
| Allegany | 12008 | Business and Marketing | PARTICULAR TOPICS IN ADMINISTRATION |
| Allegany | 12009 | Business and Marketing | BUSINESS COMMUNICATIONS |
| Allegany | 13002 | Manufacturing | MANUFACTURING—COMPREHENSIVE |
| Allegany | 13061 | Manufacturing | CTE-THE COMPETITIVE MANUFACTURING ENTERPRISE |
| Allegany | 13062 | Manufacturing | CTE-PROCESS DESIGN AND DEVELOPMENT |

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| Allegany | 15051 | Public, Protective, and Government Service | CRIMINAL JUSTICE |
| Allegany | 16054 | Hospitality and Tourism | NUTRITION AND FOOD PREPARATION |
| Allegany | 16056 | Hospitality and Tourism | CULINARY ART SPECIALTY |
| Allegany | 16057 | Hospitality and Tourism | PARTICULAR TOPICS IN RESTAURANT, FOOD AND BEVERAGE SERVICES |
| Allegany | 17001 | Architecture and Construction | CONSTRUCTION CAREERS EXPLORATION |
| Allegany | 17061 | Architecture and Construction | CTE-FOUNDATIONS OF BUILDING AND CONSTRUCTION TECHNOLOGY |
| Allegany | 19101 | Human Services | COSMETOLOGY—LICENSING |
| Allegany | 19112 | Human Services | CTE-ADVANCED COSMETOLOGY: THEORY AND APPLICATION |
| Allegany | 20116 | Transportation, Distribution and Logistics | AUTOMOTIVE BODY REPAIR AND REFINISHING—COMPREHENSIVE |
| Allegany | 20117 | Transportation, Distribution and Logistics | PARTICULAR TOPICS IN AUTOMOTIVE BODY REPAIR AND REFINISHING |
| Allegany | 21051 | Engineering and Technology | TECHNOLOGICAL LITERACY |
| Allegany | 21053 | Engineering and Technology | EMERGING TECHNOLOGIES |
| Allegany | 21056 | Engineering and Technology | PARTICULAR TOPICS IN TECHNOLOGY APPLICATIONS |
| Allegany | 22002 | Miscellaneous | STATE TEST PREPARATION |
| Allegany | 22162 | Miscellaneous | CTE-CAREER DEVELOPMENT, PREPARATION, AND TRANSITION |
| Allegany | 22208 | Miscellaneous | FAMILY LIVING |
| Allegany | 22999 | Miscellaneous | MISCELLANEOUS—OTHER |
| Baltimore City | 22999 | Miscellaneous | MISCELLANEOUS—OTHER |
| Baltimore County | 22997 | Miscellaneous | MISCELLANEOUS—INDEPENDENT STUDY |
| Calvert | 01004 | English Language and Literature | ENGLISH/LANGUAGE ARTS IV (12TH GRADE) |
| Caroline | 22999 | Miscellaneous | MISCELLANEOUS—OTHER |
| Carroll | 01004 | English Language and Literature | ENGLISH/LANGUAGE ARTS IV (12TH GRADE) |
| Carroll | 02999 | Mathematics | MATHEMATICS—OTHER |
| Carroll | 03101 | Life and Physical Sciences | CHEMISTRY |
| Carroll | 03201 | Life and Physical Sciences | INTEGRATED SCIENCE |
| Carroll | 03999 | Life and Physical Sciences | LIFE AND PHYSICAL SCIENCES—OTHER |
| Carroll | 05199 | Fine and Performing Arts | VISUAL ARTS—OTHER |
| Carroll | 06999 | Foreign Language and Literature | FOREIGN LANGUAGE AND LITERATURE—OTHER |

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| Carroll | 08051 | Physical, Health, and Safety Education | HEALTH EDUCATION |
| Carroll | 12055 | Business and Marketing | BUSINESS PRINCIPLES AND MANAGEMENT |
| Carroll | 12142 | Business and Marketing | CTE-ADVANCED ACCOUNTING |
| Carroll | 12169 | Business and Marketing | SOCIAL MEDIA MARKETING |
| Carroll | 12305 | Business and Marketing | CTE-FINANCIAL PLANNING |
| Carroll | 14261 | Health Care Sciences | CTE-PRINCIPLES OF THE BIOMEDICAL SCIENCES |
| Carroll | 14262 | Health Care Sciences | CTE-HUMAN BODY SYSTEMS |
| Carroll | 14263 | Health Care Sciences | CTE-MEDICAL INTERVENTIONS |
| Carroll | 14264 | Health Care Sciences | CTE-BIOMEDICAL INNOVATION |
| Carroll | 18012 | Agriculture, Food, and Natural Resources | CTE-PRINCIPLES OF AGRICULTURAL SCIENCES- ANIMAL |
| Carroll | 18014 | Agriculture, Food, and Natural Resources | CTE-ANIMAL AND PLANT BIOTECHNOLOGY |
| Carroll | 18016 | Agriculture, Food, and Natural Resources | CTE-AGRICULTURAL BUSINESS, RESEARCH, AND DEVELOPMENT (CAPSTONE) |
| Carroll | 21024 | Engineering and Technology | CTE-PRINCIPLES OF ENGINEERING- MOVE TO 21018 |
| Carroll | 21026 | Engineering and Technology | CTE-INTRODUCTION TO ENGINEERING DESIGN- MOVE TO 21017 |
| Carroll | 21028 | Engineering and Technology | CTE-DIGITAL ELECTRONICS- MOVE TO 21023 |
| Carroll | 21030 | Engineering and Technology | CTE-COMPUTER INTEGRATED MANUFACTURING- MOVE TO 21022 |
| Carroll | 22999 | Miscellaneous | MISCELLANEOUS—OTHER |
| Cecil | 01006 | English Language and Literature | AP ENGLISH LITERATURE AND COMPOSITION |
| Cecil | 02102 | Mathematics | DISCRETE MATHEMATICS |
| Cecil | 02111 | Mathematics | LINEAR ALGEBRA |
| Cecil | 02121 | Mathematics | CALCULUS |
| Cecil | 02122 | Mathematics | MULTIVARIATE CALCULUS |
| Cecil | 02123 | Mathematics | DIFFERENTIAL CALCULUS |
| Cecil | 02201 | Mathematics | PROBABILITY AND STATISTICS |
| Cecil | 02203 | Mathematics | AP STATISTICS |
| Cecil | 03001 | Life and Physical Sciences | EARTH SCIENCE |
| Cecil | 03004 | Life and Physical Sciences | ASTRONOMY |
| Cecil | 03005 | Life and Physical Sciences | MARINE SCIENCE |

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| Cecil | 03056 | Life and Physical Sciences | AP BIOLOGY |
| Cecil | 03099 | Life and Physical Sciences | BIOLOGY—OTHER |
| Cecil | 03106 | Life and Physical Sciences | AP CHEMISTRY |
| Cecil | 03151 | Life and Physical Sciences | PHYSICS |
| Cecil | 03155 | Life and Physical Sciences | AP PHYSICS B |
| Cecil | 03207 | Life and Physical Sciences | AP ENVIRONMENTAL SCIENCE |
| Cecil | 04004 | Social Sciences and History | AP HUMAN GEOGRAPHY |
| Cecil | 04157 | Social Sciences and History | AP U.S. GOVERNMENT AND POLITICS |
| Cecil | 04256 | Social Sciences and History | AP PSYCHOLOGY |
| Cecil | 04258 | Social Sciences and History | SOCIOLOGY |
| Cecil | 05114 | Fine and Performing Arts | AP MUSIC THEORY |
| Cecil | 05167 | Fine and Performing Arts | PHOTOGRAPHY |
| Cecil | 05168 | Fine and Performing Arts | CINEMATOGRAPHY/VIDEO PRODUCTION |
| Cecil | 05169 | Fine and Performing Arts | MULTIMEDIA ART |
| Cecil | 05172 | Fine and Performing Arts | AP STUDIO ART—DRAWING |
| Cecil | 10153 | Computer and Information Sciences | VISUAL BASIC (VB) PROGRAMMING |
| Cecil | 10154 | Computer and Information Sciences | C++ PROGRAMMING |
| Cecil | 10155 | Computer and Information Sciences | JAVA PROGRAMMING |
| Cecil | 10156 | Computer and Information Sciences | COMPUTER PROGRAMMING—OTHER LANGUAGE |
| Cecil | 12003 | Business and Marketing | OFFICE AND ADMINISTRATIVE TECHNOLOGIES |
| Cecil | 12051 | Business and Marketing | INTRODUCTORY BUSINESS |
| Cecil | 12055 | Business and Marketing | BUSINESS PRINCIPLES AND MANAGEMENT |
| Cecil | 12104 | Business and Marketing | ACCOUNTING |
| Cecil | 12164 | Business and Marketing | PRINCIPLES OF MARKETING |
| Cecil | 13207 | Manufacturing | WELDING |
| Cecil | 14002 | Health Care Sciences | HEALTH CARE OCCUPATIONS—COMPREHENSIVE |
| Cecil | 14263 | Health Care Sciences | CTE-MEDICAL INTERVENTIONS |
| Cecil | 16052 | Hospitality and Tourism | RESTAURANT, FOOD AND BEVERAGE SERVICES—COMPREHENSIVE |
| Cecil | 17002 | Architecture and Construction | CONSTRUCTION—COMPREHENSIVE |
| Cecil | 18002 | Agriculture, Food, and Natural | AGRICULTURE—COMPREHENSIVE |

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| | | Resources | |
| Cecil | 19152 | Human Services | EDUCATIONAL METHODOLOGY |
| Cecil | 21004 | Engineering and Technology | PRINCIPLES OF ENGINEERING |
| Cecil | 21006 | Engineering and Technology | ENGINEERING DESIGN |
| Cecil | 21007 | Engineering and Technology | ENGINEERING DESIGN AND DEVELOPMENT |
| Cecil | 21008 | Engineering and Technology | DIGITAL ELECTRONICS |
| Cecil | 21012 | Engineering and Technology | CIVIL ENGINEERING AND ARCHITECTURE |
| Cecil | 21026 | Engineering and Technology | CTE-INTRODUCTION TO ENGINEERING DESIGN- MOVE TO 21017 |
| Cecil | 21107 | Engineering and Technology | CAD DESIGN AND SOFTWARE |
| Charles | 02110 | Mathematics | PRE-CALCULUS |
| Charles | 21007 | Engineering and Technology | ENGINEERING DESIGN AND DEVELOPMENT |
| Charles | 21010 | Engineering and Technology | COMPUTER INTEGRATED MANUFACTURING |
| Charles | 21012 | Engineering and Technology | CIVIL ENGINEERING AND ARCHITECTURE |
| Charles | 21013 | Engineering and Technology | AEROSPACE ENGINEERING |
| Dorchester | 22999 | Miscellaneous | MISCELLANEOUS—OTHER |
| Frederick | 01003 | English Language and Literature | ENGLISH/LANGUAGE ARTS III (11TH GRADE) |
| Frederick | 01997 | English Language and Literature | ENGLISH LANGUAGE AND LITERATURE—INDEPENDENT STUDY |
| Frederick | 02121 | Mathematics | CALCULUS |
| Frederick | 02203 | Mathematics | AP STATISTICS |
| Frederick | 02997 | Mathematics | MATHEMATICS—INDEPENDENT STUDY |
| Frederick | 03097 | Life and Physical Sciences | BIOLOGY—INDEPENDENT STUDY |
| Frederick | 04254 | Social Sciences and History | PSYCHOLOGY |
| Frederick | 04258 | Social Sciences and History | SOCIOLOGY |
| Frederick | 04997 | Social Sciences and History | SOCIAL SCIENCES AND HISTORY—INDEPENDENT STUDY |
| Garrett | 01103 | English Language and Literature | COMPOSITION |
| Garrett | 02103 | Mathematics | TRIGONOMETRY |
| Garrett | 02202 | Mathematics | INFERENTIAL PROBABILITY AND STATISTICS |
| Howard | 10123 | Computer and Information Sciences | CTE-CCNA DISCOVERY III: ROUTING AND SWITCHING IN THE ENTERPRISE |
| Howard | 10129 | Computer and Information Sciences | CTE-CYBERWATCH: SECURITY+ (CW160) |
| Howard | 11056 | Communications and Audio/Visual | PARTICULAR TOPICS IN AUDIO/VIDEO TECHNOLOGY AND FILM |

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| | | Technology | |
| Howard | 11161 | Communications and Audio/Visual Technology | CTE-INTRODUCTION TO GRAPHIC COMMUNICATIONS |
| Howard | 11167 | Communications and Audio/Visual Technology | CTE- SCREEN PRINTING |
| Howard | 11999 | Communications and Audio/Visual Technology | COMMUNICATION AND AUDIO/VIDEO TECHNOLOGY—OTHER 1199 |
| Howard | 12103 | Business and Marketing | FINANCE |
| Howard | 12149 | Business and Marketing | FINANCE—OTHER |
| Howard | 14071 | Health Care Sciences | CTE-FOUNDATIONS OF MEDICINE AND HEALTH SCIENCE |
| Howard | 14072 | Health Care Sciences | CTE-STRUCTURE AND FUNCTIONS OF THE HUMAN BODY |
| Howard | 14077 | Health Care Sciences | CTE-AHP ALLIED HEALTH INTERNSHIP |
| Howard | 14248 | Health Care Sciences | HEALTH SUPPORT SERVICES—WORKPLACE EXPERIENCE |
| Howard | 14299 | Health Care Sciences | HEALTH SCIENCES—OTHER |
| Howard | 15111 | Public, Protective, and Government Service | CTE-FOUNDATIONS OF HOMELAND SECURITY AND EMERGENCY PREPAREDNESS |
| Howard | 15116 | Public, Protective, and Government Service | CTE-S.T.A.R.S. COURSE 1 – INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS AND REMOTE SENSING |
| Howard | 15118 | Public, Protective, and Government Service | CTE-S.T.A.R.S. COURSE 3 – ADVANCED SKILL-BASED TRAINING FOR GEOGRAPHIC INFORMATION SYSTEMS AND REMOTE SENSING |
| Howard | 15120 | Public, Protective, and Government Service | CTE-INTERNSHIP/CAPSTONE EXPERIENCE/DUAL ENROLLMENT |
| Howard | 15161 | Public, Protective, and Government Service | CTE-EMERGENCY MEDICAL TECHNICIAN – BASIC |
| Howard | 16111 | Hospitality and Tourism | CTE-PRINCIPLES OF HOSPITALITY AND TOURISM |
| Howard | 16112 | Hospitality and Tourism | CTE-HOSPITALITY AND TOURISM MANAGEMENT |
| Howard | 17998 | Architecture and Construction | ARCHITECTURE AND CONSTRUCTION—WORKPLACE EXPERIENCE |
| Howard | 17999 | Architecture and Construction | ARCHITECTURE AND CONSTRUCTION—OTHER |
| Howard | 20101 | Transportation, Distribution and Logistics | ENERGY/POWER |
| Howard | 20213 | Transportation, Distribution and Logistics | CTE-ELECTRICAL/ELECTRONIC SYSTEMS |
| Kent | 01058 | English Language and Literature | WORLD LITERATURE |
| Kent | 01131 | English Language and Literature | WRITING (GRADE 1) |

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| Kent | 02201 | Mathematics | PROBABILITY AND STATISTICS |
| Kent | 04153 | Social Sciences and History | POLITICAL SCIENCE |
| Kent | 04254 | Social Sciences and History | PSYCHOLOGY |
| Kent | 04302 | Social Sciences and History | HUMANITIES |
| Kent | 04306 | Social Sciences and History | PHILOSOPHY |
| Kent | 05099 | Fine and Performing Arts | THEATER—OTHER |
| Kent | 07002 | Religious Education and Theology | COMPARATIVE RELIGION |
| Kent | 08058 | Physical, Health, and Safety Education | SUBSTANCE ABUSE PREVENTION |
| Kent | 10001 | Computer and Information Sciences | INTRODUCTION TO COMPUTER TECHNOLOGY |
| Kent | 12104 | Business and Marketing | ACCOUNTING |
| Kent | 12105 | Business and Marketing | BUSINESS ECONOMICS |
| Kent | 15051 | Public, Protective, and Government Service | CRIMINAL JUSTICE |
| Prince George's | 01004 | English Language and Literature | ENGLISH/LANGUAGE ARTS IV (12TH GRADE) |
| Prince George's | 01155 | English Language and Literature | COMMUNICATIONS |
| Prince George's | 02058 | Mathematics | PARTICULAR TOPICS IN ALGEBRA |
| Prince George's | 02069 | Mathematics | ALGEBRA—OTHER |
| Prince George's | 02105 | Mathematics | TRIGONOMETRY/MATH ANALYSIS |
| Prince George's | 02110 | Mathematics | PRE-CALCULUS |
| Prince George's | 02121 | Mathematics | CALCULUS |
| Prince George's | 02201 | Mathematics | PROBABILITY AND STATISTICS |
| Prince George's | 03051 | Life and Physical Sciences | BIOLOGY |
| Prince George's | 03053 | Life and Physical Sciences | ANATOMY AND PHYSIOLOGY |
| Prince George's | 03060 | Life and Physical Sciences | MICROBIOLOGY |
| Prince George's | 03099 | Life and Physical Sciences | BIOLOGY—OTHER |
| Prince George's | 04254 | Social Sciences and History | PSYCHOLOGY |
| Prince George's | 04258 | Social Sciences and History | SOCIOLOGY |
| Prince George's | 05199 | Fine and Performing Arts | VISUAL ARTS—OTHER |
| Prince George's | 08001 | Physical, Health, and Safety Education | PHYSICAL EDUCATION |
| Prince George's | 08051 | Physical, Health, and Safety Education | HEALTH EDUCATION |

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| Prince George's | 22003 | Miscellaneous | STUDY SKILLS |
| Prince George's | 22999 | Miscellaneous | MISCELLANEOUS—OTHER |
| Queen Anne's | 01066 | English Language and Literature | STRATEGIC READING |
| Queen Anne's | 01068 | English Language and Literature | CORRECTIVE READING |
| Queen Anne's | 01131 | English Language and Literature | WRITING (GRADE 1) |
| Queen Anne's | 01992 | English Language and Literature | ENGLISH PROFICIENCY DEVELOPMENT |
| Queen Anne's | 02069 | Mathematics | ALGEBRA—OTHER |
| Queen Anne's | 02121 | Mathematics | CALCULUS |
| Queen Anne's | 02201 | Mathematics | PROBABILITY AND STATISTICS |
| Queen Anne's | 03051 | Life and Physical Sciences | BIOLOGY |
| Queen Anne's | 03151 | Life and Physical Sciences | PHYSICS |
| Queen Anne's | 04101 | Social Sciences and History | U.S. HISTORY—COMPREHENSIVE |
| Queen Anne's | 04203 | Social Sciences and History | AP MICROECONOMICS |
| Queen Anne's | 04254 | Social Sciences and History | PSYCHOLOGY |
| Queen Anne's | 04258 | Social Sciences and History | SOCIOLOGY |
| Queen Anne's | 05099 | Fine and Performing Arts | THEATER—OTHER |
| Queen Anne's | 05118 | Fine and Performing Arts | MUSIC APPRECIATION |
| Queen Anne's | 05119 | Fine and Performing Arts | COMPOSITION/SONGWRITING |
| Queen Anne's | 05169 | Fine and Performing Arts | MULTIMEDIA ART |
| Queen Anne's | 05181 | Fine and Performing Arts | ART (GRADE 1) |
| Queen Anne's | 08001 | Physical, Health, and Safety Education | PHYSICAL EDUCATION |
| Queen Anne's | 12011 | Business and Marketing | CTE-OFFICE SYSTEMS MANAGEMENT II |
| Queen Anne's | 12052 | Business and Marketing | BUSINESS MANAGEMENT |
| Queen Anne's | 12151 | Business and Marketing | MARKETING CAREER EXPLORATION |
| Queen Anne's | 14154 | Health Care Sciences | MEDICAL TERMINOLOGY |
| Queen Anne's | 22106 | Miscellaneous | SEMINAR |
| Queen Anne's | 22999 | Miscellaneous | MISCELLANEOUS—OTHER |
| Somerset | 01102 | English Language and Literature | ENGLISH/COMPOSITION (JUNIORS AND SENIORS) |
| Somerset | 03003 | Life and Physical Sciences | ENVIRONMENTAL SCIENCE |
| Somerset | 03101 | Life and Physical Sciences | CHEMISTRY |

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| Talbot | 01005 | English Language and Literature | AP ENGLISH LANGUAGE AND COMPOSITION |
| Talbot | 01006 | English Language and Literature | AP ENGLISH LITERATURE AND COMPOSITION |
| Talbot | 01068 | English Language and Literature | CORRECTIVE READING |
| Talbot | 02124 | Mathematics | AP CALCULUS AB |
| Talbot | 02125 | Mathematics | AP CALCULUS BC |
| Talbot | 02201 | Mathematics | PROBABILITY AND STATISTICS |
| Talbot | 03056 | Life and Physical Sciences | AP BIOLOGY |
| Talbot | 04004 | Social Sciences and History | AP HUMAN GEOGRAPHY |
| Talbot | 04159 | Social Sciences and History | AP GOVERNMENT |
| Talbot | 05174 | Fine and Performing Arts | AP STUDIO ART—TWO-DIMENSIONAL |
| Talbot | 06313 | Foreign Language and Literature | AP LATIN (VIRGIL, CATULLUS AND HORACE) |
| Talbot | 22999 | Miscellaneous | MISCELLANEOUS—OTHER |
| Washington | 01101 | English Language and Literature | ENGLISH/COMPOSITION (FRESHMEN AND SOPHOMORES) |
| Washington | 02069 | Mathematics | ALGEBRA—OTHER |
| Washington | 02110 | Mathematics | PRE-CALCULUS |
| Washington | 02121 | Mathematics | CALCULUS |
| Washington | 02126 | Mathematics | PARTICULAR TOPICS IN CALCULUS |
| Washington | 03051 | Life and Physical Sciences | BIOLOGY |
| Washington | 03053 | Life and Physical Sciences | ANATOMY AND PHYSIOLOGY |
| Washington | 03099 | Life and Physical Sciences | BIOLOGY—OTHER |
| Washington | 03101 | Life and Physical Sciences | CHEMISTRY |
| Washington | 03106 | Life and Physical Sciences | AP CHEMISTRY |
| Washington | 03210 | Life and Physical Sciences | SCIENCE, TECHNOLOGY AND SOCIETY |
| Washington | 04064 | Social Sciences and History | CONTEMPORARY WORLD ISSUES |
| Washington | 04151 | Social Sciences and History | U.S. GOVERNMENT—COMPREHENSIVE |
| Washington | 04254 | Social Sciences and History | PSYCHOLOGY |
| Washington | 05113 | Fine and Performing Arts | MUSIC THEORY |
| Washington | 05119 | Fine and Performing Arts | COMPOSITION/SONGWRITING |
| Washington | 05154 | Fine and Performing Arts | VISUAL ART—COMPREHENSIVE |
| Washington | 06999 | Foreign Language and Literature | FOREIGN LANGUAGE AND LITERATURE—OTHER |

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| Washington | 10101 | Computer and Information Sciences | NETWORK TECHNOLOGY |
| Washington | 10129 | Computer and Information Sciences | CTE-CYBERWATCH: SECURITY+ (CW160) |
| Washington | 10151 | Computer and Information Sciences | BUSINESS PROGRAMMING |
| Washington | 14251 | Health Care Sciences | HEALTH SCIENCE |
| Washington | 15051 | Public, Protective, and Government Service | CRIMINAL JUSTICE |
| Washington | 22106 | Miscellaneous | SEMINAR |
| Wicomico | 01004 | English Language and Literature | ENGLISH/LANGUAGE ARTS IV (12TH GRADE) |
| Wicomico | 01999 | English Language and Literature | ENGLISH LANGUAGE AND LITERATURE—OTHER |
| Wicomico | 02121 | Mathematics | CALCULUS |
| Wicomico | 02126 | Mathematics | PARTICULAR TOPICS IN CALCULUS |
| Wicomico | 02201 | Mathematics | PROBABILITY AND STATISTICS |
| Wicomico | 03099 | Life and Physical Sciences | BIOLOGY—OTHER |
| Wicomico | 03149 | Life and Physical Sciences | CHEMISTRY—OTHER |
| Wicomico | 03999 | Life and Physical Sciences | LIFE AND PHYSICAL SCIENCES—OTHER |
| Wicomico | 04062 | Social Sciences and History | WORLD PEOPLE STUDIES |
| Wicomico | 04254 | Social Sciences and History | PSYCHOLOGY |
| Wicomico | 05154 | Fine and Performing Arts | VISUAL ART—COMPREHENSIVE |
| Worcester | 01101 | English Language and Literature | ENGLISH/COMPOSITION (FRESHMEN AND SOPHOMORES) |
| Worcester | 01102 | English Language and Literature | ENGLISH/COMPOSITION (JUNIORS AND SENIORS) |
| Worcester | 02106 | Mathematics | TRIGONOMETRY/ALGEBRA |
| Worcester | 02204 | Mathematics | PARTICULAR TOPICS IN PROBABILITY AND STATISTICS |
| Worcester | 03001 | Life and Physical Sciences | EARTH SCIENCE |
| Worcester | 03101 | Life and Physical Sciences | CHEMISTRY |
| Worcester | 03156 | Life and Physical Sciences | AP PHYSICS C |

*Note.* Anne Arundel, Harford, Montgomery, and St. Mary's public school districts were not included in this table because they did not have any course names classified as dual enrollment courses.