

Maryland

<http://www.msde.state.md.us>

School and Teacher Demographics

Per pupil expenditures \$7,731
(CCD, 1999-2000)

Number of Districts 24
(CCD, 2000-01)

Number of Charter Schools -
(CCD, 2000-01)

Number of Public Schools (CCD)

	1993-94	2000-01
Elementary	832	869
Middle	210	240
High	162	201
Combined	11	21
Total	1,215	1,331

Number of FTE Teachers (CCD)

	1993-94	2000-01
Elementary	22,194	25,471
Middle	9,525	11,669
High	10,839	13,627
Combined	417	677
Total	42,975	51,444

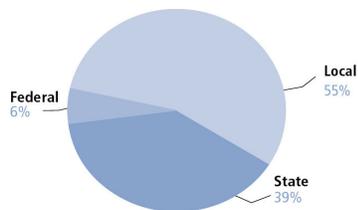
Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	86%	71%
Math	73	68
Science	86	84
Social Studies	92	91

Sources of Funding

District Average

(CCD, 1999-2000)



Student Demographics

Public school enrollment
(CCD)

	1993-94	2000-01
Pre-K	17,984	20,031
K-8	544,839	586,170
9-12	197,072	240,843
Total (K-12)	741,911	827,013

Race/ethnicity
(CCD)

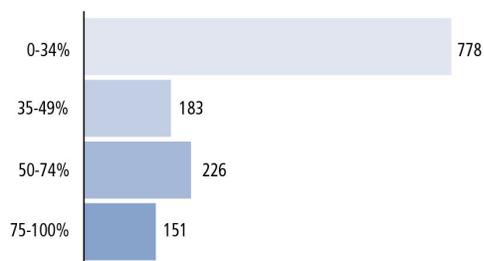
	1993-94	2000-01
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	4%	4%
Black	34	37
Hispanic	3	5
White	59	53
Other	-	-

Students with disabilities (OSEP)	1993-94 10%	2000-01 11%
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Students with limited English proficiency (ED/NCBE)	1993-94 2%	2000-01 3%
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Migratory students (OME)	1993-94 *	2000-01 *
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All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program*
(CCD, 2000-01)



*4 schools did not report.

Key

* = Less than 0.5 percent
— = Not applicable

n/a = Not available
= Sample size too small to calculate
High Poverty Schools = 75-100% of students qualify for lunch subsidies

Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year.)

Statewide Goal for Schools on State Assessment

Seventy percent of students at Satisfactory level (six subjects), 90 percent pass four functional tests.

Expected School Improvement on Assessment

Substantial and sustained progress in meeting performance standards annually (average for three years).

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

Title I 2000-01

(ED Consolidated Report, 2000-01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	295 77%	87 23%	382 100%
Schools meeting AYP Goal	195 66%	74 85%	269 70%
Schools identified for Improvement	100 34%	13 15%	113 30%

Title I Allocation \$108,414,318

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000-01)

NAEP State Results

	Grade 4	Grade 8
Reading, 2002		
Proficient level and above	29%	33%
Basic level and above	61	73
Math, 2000		
Proficient level and above	22%	28%
Basic level and above	61	64

Maryland

Student Achievement 2000-01

Assessment:

Maryland School Performance Assessment Program.

State Definition of Proficient:

Proficient: A realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

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Elementary School

Grade 3 Reading

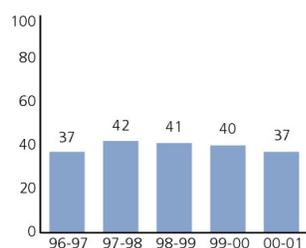
Students in:	Partially Proficient	Proficient	Advanced
All schools	62%	32%	5%
Title I schools	72	25	3
High poverty Schools	82	17	1
Students with limited English proficiency	77	19	3
Migratory students			
Students with Disabilities	72	24	3

Grade 3 Mathematics

Students in:	Partially Proficient	Proficient	Advanced
All schools	62%	34%	5%
Title I schools	72	25	3
High poverty Schools	80	18	1
Students with limited English proficiency	81	17	2
Migratory students			
Students with Disabilities	73	24	3

Student Achievement Trend

Reading 3rd grade meets or exceeds Proficient.



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Middle School

Grade 8 Reading

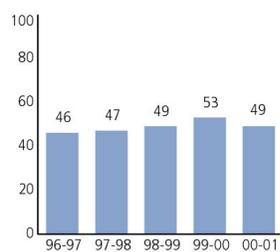
Students in:	Partially Proficient	Proficient	Advanced
All schools	72%	25%	3%
Title I schools	86	12	1
High poverty Schools	93	7	*
Students with limited English proficiency	85	14	1
Migratory students			
Students with Disabilities	92	7	*

Grade 8 Mathematics

Students in:	Partially Proficient	Proficient	Advanced
All schools	51%	35%	14%
Title I schools	79	18	3
High poverty Schools	89	10	1
Students with limited English proficiency	73	21	6
Migratory students			
Students with Disabilities	83	15	2

Student Achievement Trend

Mathematics 8th grade meets or exceeds Proficient



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High School

Grade

Students in:

All schools
 Title I schools
 High poverty Schools

Students with limited
 English proficiency
 Migratory students
 Students with Disabilities

**Grade
 Mathematics**

Students in:

All schools
 Title I schools
 High poverty Schools

Students with limited
 English proficiency
 Migratory students
 Students with Disabilities

High School Indicators	1993-94	2000-01
High school dropout rate (CCD, event)	5%	4%
	1994-95	2000-01
Postsecondary enrollment (NCES, High school grads enrolled in college)	55%	55%

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 subsidies