

2009 ED*Facts* STATE PROFILE -- MARYLAND

Districts and Schools (ED <i>Facts</i> SY 2007-08)	State #		National #			
All districts	24		16,120			
All schools	1,453		100,809			
Title I schools	366		52,745			
Charter schools	30		4,388			
Five Largest School Districts (ED <i>Facts</i> SY 2007-08)			# of students			
1. Montgomery County Public Schools			137,717			
2. Prince George's County Public Schools			129,752			
3. Baltimore County Public Schools			104,283			
4. Baltimore City Public Schools			81,284			
5. Anne Arundel County Public Schools			73,400			
Student Enrollment (ED <i>Facts</i> SY 2007-08)	State		National			
	# of students	% of state total	# of students	% of students		
All students	845,700		49,749,368			
Economically disadvantaged students	284,448	33.6	21,586,843	43.4		
Limited English proficient students	40,421	4.8	4,512,560	9.1		
Children with disabilities (IDEA)	104,585	12.4	6,445,229	13.0		
White	397,559	47.0	27,061,791	54.4		
Black, non-Hispanic	320,893	37.9	8,266,878	16.6		
Hispanic	76,251	9.0	10,776,308	21.7		
Asian/Pacific Islander	47,709	5.6	2,348,517	4.7		
American Indian/Alaskan Native	3,288	0.4	586,990	1.2		
Adequate Yearly Progress (ED <i>Facts</i> /CSPR SY 2007-08)	All schools		Title I schools			
	#	%	#	%		
Made AYP (For SY 2007-08)	1,138	83.4	275	75.1		
Identified for improvement (Yr 1)	(For SY 2008-09)		16	4.4		
Identified for improvement (Yr 2)	(For SY 2008-09)		12	3.3		
Corrective action	(For SY 2008-09)		9	2.5		
Restructuring/Planning	(For SY 2008-09)		3	0.8		
Restructuring/Implementation	(For SY 2008-09)		48	13.1		
AMO (OESE 2008)	4th grade reading	8th grade reading	HS reading	4th grade math	8th grade math	HS math
	%	%	%	%	%	%
	76.5	75.9	74.0	74.2	69.3	67.0

State Assessment Performance (ED <i>Facts</i> /CSPR SY 2007-08)	% of students performing at or above Proficient level											
	All	White	Black	Hispanic	Asian/PI	Amer I/AN						
4th grade reading	88.5	94.0	81.7	83.6	95.4	91.9						
8th grade reading	73.0	84.9	58.8	61.9	89.0	76.6						
HS reading	82.0	89.6	69.8	75.1	90.4	82.2						
4th grade mathematics	88.6	94.5	81.1	83.7	96.6	93.2						
8th grade mathematics	62.2	78.1	41.5	51.7	88.7	62.9						
HS mathematics	84.4	93.3	69.8	79.6	95.3	84.9						
State Assessment Performance (ED <i>Facts</i> /CSPR SY 2007-08)	% of students performing at or above Proficient level											
	Economically disadvantaged		Children with disabilities (IDEA)		LEP students							
4th grade reading	80.4		72.7		75.6							
8th grade reading	54.7		39.8		27.0							
HS reading	67.4		46.2		44.8							
4th grade mathematics	80.7		67.3		75.7							
8th grade mathematics	40.4		30.3		33.6							
HS mathematics	71.1		50.2		58.6							
NAEP Achievement (NAEP 2007)	% of students performing at or above Proficient level											
	All		White		Black		Hispanic		Asian/PI		Amer-I/AN	
	S	N	S	N	S	N	S	N	S	N	S	N
4th grade reading	36	32	49	42	17	14	21	17	57	45		20
8th grade reading	33	29	45	38	14	12	24	14	62	40		19
4th grade math	40	39	55	51	17	15	28	22	68	59		26
8th grade math	37	31	53	41	13	11	21	15	66	49		17
NAEP Achievement (NAEP 2007)	% of students performing at or above Proficient level											
	Economically disadvantaged				Students with disabilities				LEP students			
	S		N		S		N		S		N	
4th grade reading	16		17		15		13		15		7	
8th grade reading	17		15		9		7				4	
4th grade math	19		22		21		19		22		13	
8th grade math	15		15		16		8				6	

Gap Analysis: State Assessment Performance (EDFacts/CSPR SY 2007-08)	Difference in % of students performing at or above Proficient level				
	Econ dis'd - All students	LEP - All Students	Black - White	Hispanic - White	Black - Hispanic
4th grade reading	-8.1	-12.9	-12.3	-10.4	-1.9
8th grade reading	-18.3	-46.0	-26.1	-23.0	-3.1
HS reading	-14.6	-37.2	-19.8	-14.5	-5.3
4th grade mathematics	-7.9	-12.9	-13.4	-10.8	-2.6
8th grade mathematics	-21.8	-28.6	-36.6	-26.4	-10.2
HS mathematics	-13.3	-25.8	-23.5	-13.7	-9.8
GAP Analysis: NAEP Assessment (NAEP 2007)	Difference in % of students performing at or above Proficient level				
	Econ dis'd - All students	LEP - All students	Black - White	Hispanic - White	Black - Hispanic
4th grade reading	-20.3	-20.7	-31.8	-27.8	-4.1
8th grade reading	-15.7		-31.6	-21.9	-9.7
4th grade mathematics	-21.4	-17.8	-38.1	-27.5	-10.6
8th grade mathematics	-21.3		-40.1	-31.7	-8.4
State Assessment System (OESE 2008)	Approved	Approval Expected	Approval Pending	Approval Pending - Compliance Agreement	
Approval status	x				
Economic Data (CCD FY 2007)	Current state \$		Current national \$		
Per-pupil expenditure	\$11,975		\$9,683		
Funding for education (in thousands)	Federal \$	State \$		Local \$	
	\$675,852	\$4,684,823		\$6,251,624	

Highly Qualified Teachers (EDFacts/CSPR SY 2007-08)	% of core classes taught by HQT		
	All	High Poverty	Low Poverty
All schools	84.6		
Elementary schools	83.9	64.0	94.2
Secondary schools	84.7	68.9	90.2
Title I Choice Options (EDFacts/CSPR SY 2007-08)	Eligible students	Participating students	
	#	#	%
Public school choice	39,042	1,208	3.1
Supplemental services	20,739	7,276	35.1
Student Outcomes			
Averaged freshman graduation rate (AFGR) (NCES SY 2005-06)		State %	National %
		79.9	73.2
Graduates and dropouts (EDFacts/CSPR SY 2007-08 for SY 2006-07)		State graduation rate %	State dropout rate %
All students		85.2	3.5
White		89.8	2.3
Black, non-Hispanic		78.6	5.0
Hispanic		79.7	5.1
Asian/Pacific Islander		94.5	1.2
American Indian/Alaskan Native		82.5	5.2
Economically disadvantaged students		80.1	2.8
Children with disabilities (IDEA)		75.6	5.0
Limited English proficient students		87.9	1.5
College enrollment rate (CCD/IPEDS 2005)		66.3	
AP participation rate (College Board 2008)		State %	
Took at least one examination		37.2	
Scored three or higher on an AP examination		State %	National %
		23.4	15.2

This profile was developed by EDFacts Performance Information Management Service staff at the U.S. Department of Education. Contact 202-401-0091 for further information. This report includes the most recent year's data, thus depending upon data sources, years will vary.

EXPLANATORY NOTES: EDFACTS STATE PROFILES

Please note that empty cells on the preceding tables indicate that either no data have been submitted by the states or data have been suppressed because of a small cell size.

Districts and Schools

The number of all districts and schools, Title I schools and charter schools in the state and the nation. The counts in the profile include only the schools and districts that are operational based on the state's current school and LEA directory submission. The count of districts includes regular school districts and special local education agencies such as regional education service agencies (RESA), supervisory unions, and independent charter districts, with student total enrollment greater than zero. The count of schools includes all operational schools in the state. (Data source: ED*Facts*, SY 2007-08).

Five Largest School Districts

The five school districts in the state with the highest student enrollment and the number of students reported for each of those five districts as of October 1, 2007 (or the closest school day to October 1). (Data source: ED*Facts*, SY 2007-08).

Student Enrollment

The number and percentage of all students enrolled in public school in the state and nation as of October 1, 2007 (or the closest school day to October 1) for all grade levels from pre-kindergarten through 12th grade, as well as ungraded students. Some states may not have submitted complete enrollment data, thereby, affecting individual state data and the overall national numbers and percentage of students enrolled. (Data source: ED*Facts*, SY 2007-08).

Economically disadvantaged students are students in schools determined to be eligible to participate in the Free Lunch Program under the National School Lunch Act.

Children with disabilities (IDEA) are children ages 3 through 21 with mental retardation, hearing impairment including deafness, speech or language impairment, visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), orthopedic impairment, autism, traumatic brain injury, developmental delay, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an individualized education program (IEP), individual family service plan (IFSP), or a services plan, provided under IDEA.

Adequate Yearly Progress

The number and percentage of all schools and Title I schools in the state according to their adequate yearly progress (AYP) status. Adequate yearly progress is an individual state's measure of yearly progress toward achieving state academic standards based on criteria contained in the No Child Left Behind (NCLB) statute. Adequate yearly progress is the minimum level of improvement that states, school districts, and schools must achieve each year. (Data source: ED*Facts*/CSPR, SY 2007-08).

Made AYP is the number and percentage of all schools and Title I schools that achieved or exceeded the state standards. This percentage is calculated using the total number of schools reported in the Consolidated State Performance Report.

Identified for improvement (Year 1) is the number and percentage of Title I schools that did not meet the state's definition of "adequate yearly progress" for two consecutive years in the same content area.

Identified for improvement (Year 2) is the number and percentage of Title I schools that did not meet the state's definition of "adequate yearly progress" for three consecutive years in the same content area.

Corrective action is the number and percentage of Title I schools that did not meet the state's definition of "adequate yearly progress" after four consecutive years in the same content area, including two years in improvement status.

Restructuring/Planning is the number and percentage of Title I schools that failed to meet the state's definition of "adequate yearly progress" after five consecutive years in the same content area.

Restructuring/Implementation is the number and percentage of Title I schools that failed to meet the state's definition of "adequate yearly progress" after six consecutive years in the same content area.

AMO

AMO stands for "annual measurable objective" and is the annual target percentage of students who perform at or above proficient on assessments relative to each subject area. Meeting AMO is the first step towards demonstrating adequate yearly progress under the federal law No Child Left Behind (NCLB). NCLB stipulates that all states demonstrate 100% proficiency by SY 2013-14. Several states have revised their AMOs with the development of new tests which may account for a lapse in data or a jump in AMOs between years. States will continue to revise their AMOs accordingly. Several states, including New York, Oklahoma, and Vermont, base their AMOs on a performance index; thus, these AMOs reflect index score points rather than the percentage of students who are proficient or above. AMO's cannot be compared across states, content areas, or, necessarily, across grades. (Data source: OESE; State Accountability Plans, 2008).

State Assessment Performance

The percentage of students in the state performing at or above the Proficient level (as determined by each state) for all students as well as students by race and ethnicity and special populations. Beginning in SY 2005-06, tests are administered every year in grades 3 through 8 in math and reading and one grade in high school. Beginning in SY 2007-08, science achievement is tested. (Data source: ED*Facts*/CSPR, SY 2007-08).

NAEP Achievement

The percentage of students in the state and nation who performed at or above the Proficient level on the state National Assessment of Educational Progress (NAEP), for all students as well as students by race and ethnicity and special populations. No Child Left Behind legislation requires states who receive Title I funding to participate in the state NAEP in reading and mathematics at grades 4 and 8 every two years. The state NAEP does not provide individual scores for the students or schools assessed. Instead, NAEP provides results about subject-matter achievement, instructional experiences, and school environment, and reports these results for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., Hispanic students). (Data source: National Assessment of Educational Progress, 2007).

Gap Analysis: State Assessment Performance

The difference in the percentage of students performing at or above the Proficient level on state assessments, for selected special populations and racial/ethnic groups. Example: If the gap between economically disadvantaged and all students is -6.8%, this indicates that economically disadvantaged students perform at 6.8 percentage points below the performance of all students. (Data source: *EDFacts/CSPR*, SY 2007-08).

Gap Analysis: NAEP Assessment

The difference in the percentage of students performing at or above the Proficient level on NAEP assessments, for selected special populations and racial/ethnic groups. Example: If the gap between economically disadvantaged and all students is -6.8%, this indicates that economically disadvantaged students perform at 6.8 percentage points below the performance of all students. (Data source: National Assessment of Educational Progress, 2007).

State Assessment System

The U. S. Department of Education's designated approval status of the state assessment system, reported for four categories. Note that "Full approval" and "Approval with recommendations" are both reported as "Approved." (Data source: Office of Elementary and Secondary Education, 2008; data as of February 14, 2009).

Economic Data

Current per-pupil expenditure data (in dollars) for each state as well as the national average, and funding for education (in thousands of dollars) at the federal, state, and local levels. Student membership is used for the denominator in calculating PPE. Detail may not sum to totals because of rounding. (Data source: U. S. Department of Education, NCES, Common Core of Data (Fiscal), "National Public Education Financial Survey, (NPEFS), FY 2007, Version 1a)

Federal funding for education are funds provided from federal government agencies to a state or local education agency for education purposes.

State funding for education are funds produced within the boundaries of an SEA that are available for the use of the SEA, including allocation of funds to LEAs.

Local funding for education are funds produced within the boundaries of an LEA that are available for the use of the LEA.

State per-pupil expenditure is calculated by dividing current expenditures by student membership.

Average national per-pupil expenditure is calculated by summing expenditures for the 50 states and DC, and dividing that by the sum of average daily attendance for the 50 states and DC.

Highly Qualified Teachers

The percentage of core academic classes taught by highly qualified teachers in the state for all schools, high poverty schools, and low poverty schools, at the elementary and secondary levels. (Data source: *EDFacts/CSPR*, SY 2007-08).

Highly qualified teachers are, generally, teachers who have obtained full state certification as a teacher (including certification obtained through alternative routes to certification) or passed the state teacher licensing examination, and hold a license to teach in such state, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the state's public charter school law. Different provisions apply to new teachers, with specifications spelled out in the No Child Left Behind Act.

High poverty schools are schools in the top quartile of poverty in the state.

Low poverty schools are schools in the bottom quartile of poverty in the state.

Title I Choice Options

The number of students eligible for school choice and supplemental services; and the number and percentage of students participating in choice options. Students in schools identified as in need of improvement have the option to transfer to better public schools in their districts (school choice) or receive supplemental services in their home school. (Data source: *EDFacts/CSPR*, SY 2007-08).

Student Outcomes

Averaged Freshman graduation rate is an estimate of the percentage of public school students in an entering high school freshman class who graduate within four years. For SY 2005-06, the term equals the total number of diploma recipients in 2005-06 divided by the average membership of the 8th grade class in 2001-02, the 9th grade class in 2002-03, and the 10th grade class in 2003-04. (Data source: Common Core of Data, "State Nonfiscal Survey of Public Elementary/Secondary Education," 2001-02; 2002-03; 2004-05; 2005-06, and 2006-07).

State graduation rate is the percentage of students measured from the beginning of high school who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years, or another definition developed by the state that more accurately measures the rate of students who graduate from high school with a regular diploma, which is approved by the Secretary in the state plan. This count does not calculate a dropout as a transfer. (Data source: *EDFacts/CSPR*, SY 2007-08 for SY 2006-07).

State dropout rate is calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with NCES CCD guidelines. (Data source: *EDFacts/CSPR*, SY 2007-08 for SY 2006-07).

College enrollment rate is the estimated percentage of high school graduates attending public or private colleges, by state, in 2005. The numerator for this rate is the number of freshman who graduated from high school in the previous 12 months (reported by IHEs on IPEDS) and the denominator is as the number of high school graduates as reported by states (CCD). (Data sources: Common Core of Data, "State Nonfiscal Survey of Public Elementary/Secondary Education," 2005-06; Private School Survey, 2004-05 (Digest of Education Statistics, 2007); and 2005 Integrated Postsecondary Education Data System (IPEDS), Spring 2006 (Digest of Education Statistics, 2006).

Advanced placement (AP) participation rate

Took at least one examination is the percentage of students in the state who took one or more Advanced Placement exams in public high schools in 2008 (Data source: College Board, 2008)

Scored 3 or higher on an AP exam is the percentage of students in the state and in the nation who scored 3 or higher on one AP exam during their high school years for the high school class of 2008 (Data source: College Board, 2008)