

# Archived Information

## Maryland

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

### School and Teacher Demographics

Number of districts 24  
(CCD, 1998-99)

Number of public schools in state (CCD, 1998-99)

Elementary	Middle	High	Combined	Other
856	232	201	20	17

Student/teacher ratio (CCD, 1998-99)

Elementary	Middle	High
18:1	17:1	18:1

Number of FTE teachers in state (CCD, 1998-99)

Elementary	Middle	High	Combined	Other
23,570	10,589	12,648	540	229

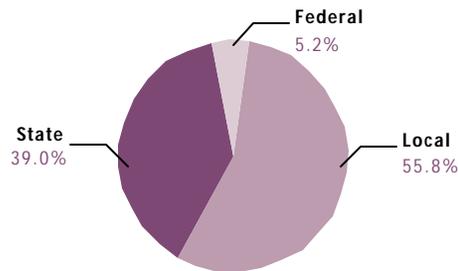
Public school enrollment (CCD) (By state definition)

	1989-90	1998-99
K-8	507,007	582,959
9-12	191,799	231,534
Pre-K	n/a	20,013

### Sources of funding

District average

(CCD, 1996-97)



### Student Demographics

Race/ethnicity (CCD, K-12)

	1989-90	1998-99
American Indian/Alaskan Natives	0.2%	0.3%
Asian/Pacific Islander	3.3	4.0
Black	32.7	36.6
Hispanic	2.1	4.0
White	61.7	55.0

Students with disabilities (OSEP, K-12)

	1990-91	1998-99
Students with disabilities	11.1%	11.0%

Limited English proficient (USED/NCBE, K-12)

	1989-90	1996-97
Limited English proficient	10,034	16,186

Migrant (OME, K-12)

	1993-94	1998-99
Migrant	576	1,119

Highschool dropout rate (CCD,event)

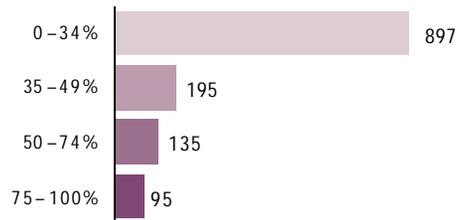
	1993-94	1997-98
Highschool dropout rate	n/a	4.3

Postsecondary enrollment (IPEDS, High school grads enrolled in college)

	1994-95	1997-98
Postsecondary enrollment	55%	64%

### All schools by percent of students eligible to participate in the Free Lunch Program\*

(CCD, 1998-99)



\* Four schools did not report.

### Statewide Accountability Information

#### Statewide Goal for Schools on State Assessment

Seventy percent of students at Satisfactory level (6subjects) by 2000, 90% pass 4 functional tests

#### Expected School Improvement on Assessment

Substantial and sustained progress in meeting performance standards annually (average for 3 yrs.).

#### Indicators for School Accountability

CRT (MSPAP) and MD Functional scores, attendance, dropouts.

#### Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal

#### Schools Meeting Title I AYP Goal

282 (94.0%)

### Title I Schools

Title I enrollment (USED)

	1998-99
K-8	122,337
9-12	613
Pre-K	n/a

Race/ethnicity (USED, K-12)

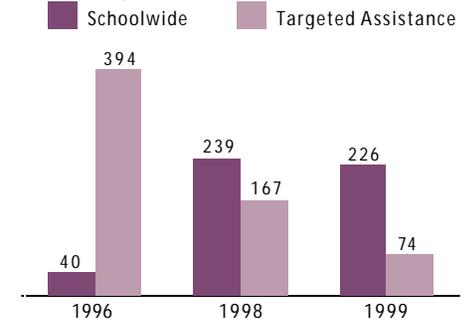
	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	490	28
Asian/Pacific Islander	2,072	615
Black	81,887	3,983
Hispanic	7,014	2,399
White	30,035	3,061

Title I allocation \$102,848,888

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998-99)

### Number of schools with Title I programs

Schoolwide vs. targeted assistance (USED)



## Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

### Grade 3

#### Reading/Language Arts

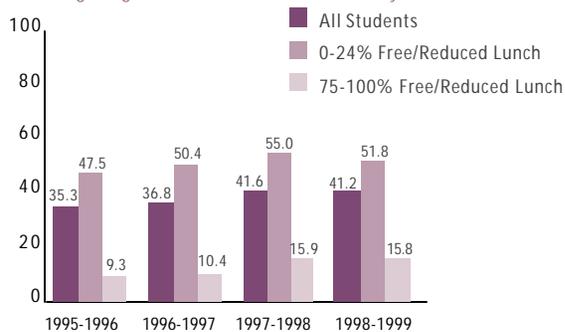
	Not Satisfactory	Satisfactory	Excellent
All Students	58.8%	34.5%	6.7%
Title I Schoolwide	75.5	21.4	3.1
Title I Targeted	60.7	33.1	6.2
Percent of School in Poverty			
00–24	48.2	42.6	9.2
75–100	84.2	14.2	1.6
LEP Students	65.0	31.8	3.2
Migrant students			

#### Mathematics

	Not Satisfactory	Satisfactory	Excellent
All Students	61.1%	32.5%	6.4
Title I Schoolwide	77.9	19.3	2.8
Title I Targeted	66.1	29.5	4.4
Percent of School in Poverty			
00–24	49.7	41.3	9.0
75–100	86.7	11.9	1.4
LEP Students	69.7	26.2	4.1
Migrant students			

### Student achievement trend

Reading 3rd grade meets or exceeds Satisfactory



### Grade 8

#### Reading/Language Arts

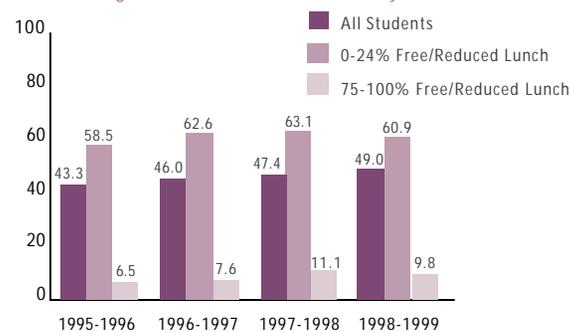
	Not Satisfactory	Satisfactory	Excellent
All Students	74.7%	23.2%	2.1%
Title I Schoolwide	91.7	7.9	0.4
Title I Targeted	85.7	13.2	1.1
Percent of School in Poverty			
00–24	69.2	28.2	2.7
75–100	94.8	5.0	0.2
LEP Students	90.9	8.3	0.8
Migrant students			

#### Mathematics

	Not Satisfactory	Satisfactory	Excellent
All Students	51.0%	33.7%	15.3%
Title I Schoolwide	86.2	12.2	1.6
Title I Targeted	65.2	27.1	7.7
Percent of School in Poverty			
00–24	39.1	40.0	20.9
75–100	90.2	8.9	0.9
LEP Students	73.4	20.5	6.1
Migrant students			

### Student achievement trend

Math 8th grade meets or exceeds Satisfactory



## Assessment Information

### Assessment Reported

Maryland School Performance Assessment Program, used since 1992

### Progress Toward Assessment Aligned with Standards

Performance standards met review criteria of the U.S. Department of Education.

### State Definition of "Proficient," used since 1993

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

### Definition of Title I Targeted Assistance

All students in Title I schools at tested grade are included in the assessment results.

### Exclusion from Assessment

Certain students with disabilities and LEP students

### Other Assessments

Comprehensive Tests of Basic Skills, given each year to all students in grades 2, 4, and 6. Maryland Functional Tests in Reading, Mathematics, and Writing. Minimum competency tests required for high school graduation.

### Grade

#### Reading

	Not Satisfactory	Satisfactory	Excellent
All Students			
Title I Schoolwide			
Title I Targeted			

#### Mathematics

	Not Satisfactory	Satisfactory	Excellent
All Students			
Title I Schoolwide			
Title I Targeted			

### NAEP State Results

	Grade 4	Grade 8
<b>Reading, 1998:</b>		
Proficient level and above	29%	31%
Basic level and above	61%	72%
<b>Math, 2000:</b>		
Proficient level and above	22%	28%
Basic level and above	61%	64%