

School and Teacher Demographics

Per Pupil Expenditures \$7,326

(CCD, 1998–1999)

Number of districts 24

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
863	238	200	28	1,337

Number of charter schools 0

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
24,910	11,212	13,271	711	50,255

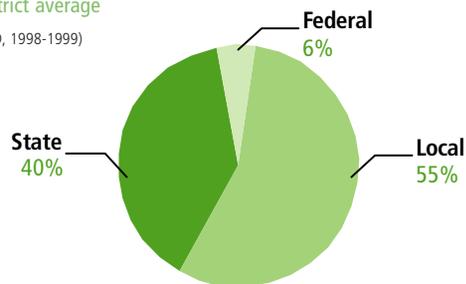
Public school enrollment 1993–1994 1999–2000

	K–8	9–12	Total
1993–1994	544,839	197,072	741,911
1999–2000	584,831	236,400	821,231
(By state definition)	Pre-K	17,984	19,285

Sources of funding

District average

(CCD, 1998–1999)



Student Demographics

Race/ethnicity 1993–1994 1999–2000

American Indian/Alaskan Natives	2,230	2,845
	*	*
Asian/Pacific Islander	28,734	35,596
	4%	4%
Black	264,444	311,529
	34%	37%
Hispanic	22,479	36,954
	3%	4%
White	454,751	459,658
	59%	54%
Other	n/a	n/a
	—	—

(CCD, K–12)

Students with disabilities 82,213 97,873

(OSEP)

10% 11%

Students with Limited English proficiency 13,951 20,855

(ED /NCBE, K–12)

2% 2%

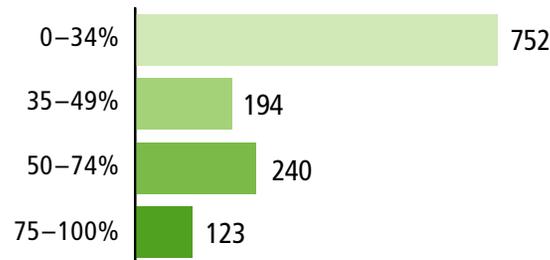
Migratory students 576 n/a

(OME, K–12)

* —

All schools by percent of students eligible to participate in the Free Lunch Program†

(CCD, 1999–2000)



† 28 schools did not report.

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate

Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

Statewide Goal for Schools on State Assessment

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

Expected School Improvement on Assessment

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

Indicators for School Accountability

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

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal

Title I 1999–2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	241	70	311
Schools Meeting AYP Goal	77%	23%	100%
Schools Identified for Improvement	129	52	181
	54%	74%	58%
	99	14	113
	41%	20%	36%

(ED Consolidated Report, 1999–2000)

Title I allocation \$107,934,631

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

NAEP State Results

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

Student Achievement 1999–2000

Assessment Maryland School Performance Assessment Program
State Definition of Proficient Satisfactory: A realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

Elementary School

Grade 3

Reading/Language Arts

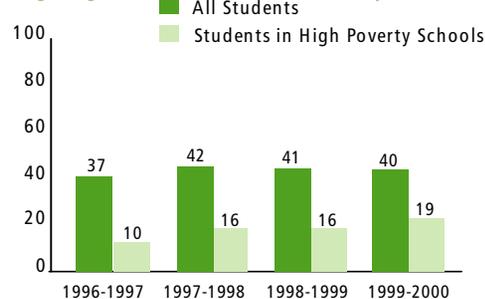
Students in:	Proficient ⇨		
	Not Satisfactory	Satisfactory	Excellent
All Schools	61%	33%	7%
Title I Schools	71	25	4
High Poverty Schools	81	17	2
Students with Limited English Proficiency	71	26	3
Migratory Students	70	25	5

Mathematics

Students in:	Proficient ⇨		
	Not Satisfactory	Satisfactory	Excellent
All Schools	59%	35%	6%
Title I Schools	84	15	1
High Poverty Schools	84	15	1
Students with Limited English Proficiency	72	25	2
Migratory Students	66	29	5

Student achievement trend

Reading 3rd grade meets or exceeds satisfactory



KEY: * = Less than 0.5 percent
 — = Not applicable
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 # = Sample size too few to calculate
 High Poverty Schools = 75-100% students receiving free/reduced lunch

Middle School

Grade 8

Reading/Language Arts

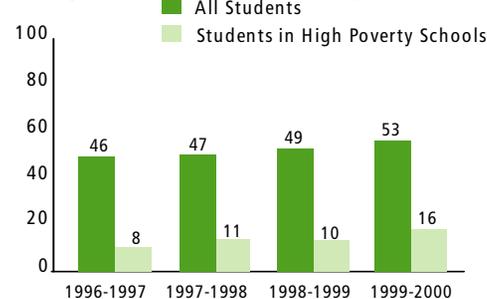
Students in:	Proficient ⇨		
	Not Satisfactory	Satisfactory	Excellent
All Schools	73%	25%	2%
Title I Schools	89	11	1
High Poverty Schools	91	9	*
Students with Limited English Proficiency	81	18	2
Migratory Students	94	6	*

Mathematics

Students in:	Proficient ⇨		
	Not Satisfactory	Satisfactory	Excellent
All Schools	47%	37%	16%
Title I Schools	79	18	3
High Poverty Schools	84	15	1
Students with Limited English Proficiency	61	28	12
Migratory Students	79	18	3

Student achievement trend

Math 8th grade meets or exceeds satisfactory



High School

Grade

Reading/Language Arts

Students in:
All Schools
Title I Schools
High Poverty Schools
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

Mathematics

Students in:
All Schools
Title I Schools
High Poverty Schools
Students with Limited English Proficiency
Migratory Students
Students with Disabilities

High School Indicators

High school dropout rate (CCD, event)	1993-94 n/a	1998-99 4%
Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994-95 24,670 63%	1998-99 29,323 66%