

## Districts and schools

	1993-94	2002-03
Number of districts (CCD)	24	24
<b>Number of public schools (CCD)</b>		
Elementary	799	862
Middle	209	241
High	158	205
Combined	7	23
Other	2	28
Total	1,175	1,359
Number of charter schools (CCD)		n/a

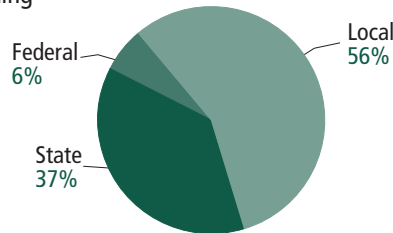
## Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$3,700,987	\$4,653,921
Noninstructional	310,379	355,058
Support	2,111,805	2,471,745
Total	6,123,170	7,480,724

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$7,926	\$8,692

## Sources of funding

(CCD, 2001-02)



## Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$153,983,710

## Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	17,984	20,397
K-8	544,839	587,066
9-12	197,072	253,506
Total (K-12)	741,911	840,572

## Race/ethnicity (CCD)

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	4%	5%
Black, non-Hispanic	34	37
Hispanic	3	6
White, non-Hispanic	59	52

Students with disabilities (OSEP)	10%	10%
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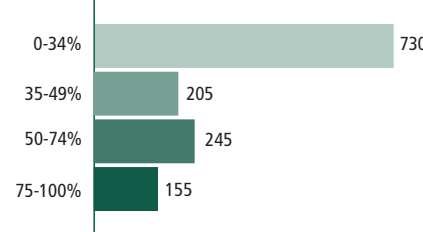
Students with limited English proficiency (NCELA)	2%	3%
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Migrant students (OME)	*	*
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	41%	32%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) 265,989

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup> (CCD)



<sup>†</sup>24 schools did not report.

## Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	21,532	26,487
Middle	9,507	11,896
High	10,733	14,104
Combined	295	638
Other	2,104	2,258
Total	44,171	55,382

## Number of FTE non-teacher staff (CCD)

Instructional aides	7,277	9,726
Instructional coordinators	669	948
Administrators	3,155	3,963
Other	27,481	32,623
Total	38,582	47,260

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

	1994	2000
English	86%	71%
Mathematics	73	68
Science	86	84
Social studies	92	91

## Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



## Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	4%
Avg. freshman graduation rate (NCES)	79	79
College-going rate (IPEDS/NCES)	55	55

## NAEP state results (NCES)

	1994	2003
Reading, Grade 4		
Proficient level or above	26%	32%
Basic level or above	55	62
Math, Grade 8		
Proficient level or above	24%	30%
Basic level or above	57	67

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

## Statewide Accountability Information

See Appendix B for Maryland's definitions of proficient for reading and mathematics for grades 3, 8, and 10.

See <http://mdreportcard.org/> for more details on the statewide accountability system.

**State assessment for NCLB accountability:** Maryland School Assessments (MSA)

**State student achievement levels:** Basic, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading	40%	40%
	Mathematics	47.4	47.4
Grade 8	Reading	43	43
	Mathematics	19	19
High school	Reading	42.9	42.9
	Mathematics	20.9	20.9

### 2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences*	Title I schools	All schools	All districts
Made AYP	188 (40%)	871 (65%)	0
Identified for improvement:			
Year 1	19 (4%)	511 (38%)	0
Year 2	26 (1%)	48 (4%)	0
Corrective action	14 (*)	19 (1%)	0
Restructuring	61 (13%)	64 (5%)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	n/a	n/a	n/a

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 94%	Met
Middle indicator: Attendance	Meet or progress toward 94%	Met
High school indicator: Graduation rate	Meet or progress toward 90%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	914	1%
Supplemental educational services:	5,077	4%

\*Some AYP outcomes for this state are not available due to issues with data collection, measurement, or other reasons. For more information please visit the state's Web site, above.

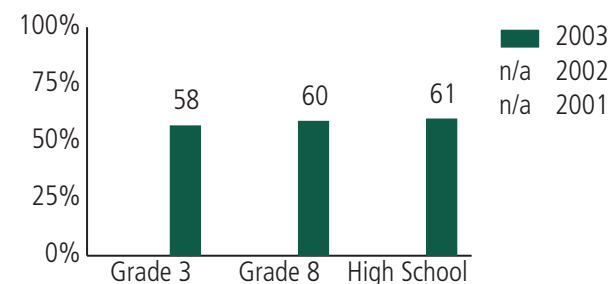
## Student Achievement 2002-03

### Maryland School Assessments (MSA), used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	58%	60%	61%
Economically disadvantaged students	37	36	38
Migrant students	31	13	33
Students with disabilities	25	20	22
Students with limited English proficiency	18	13	15
Black, non-Hispanic students	41	40	41
Hispanic students	39	45	45
White, non-Hispanic students	72	74	75

#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	65%	40%	43%
Economically disadvantaged students	45	16	20
Migrant students	52	25	n/a
Students with disabilities	37	8	14
Students with limited English proficiency	38	20	29
Black, non-Hispanic students	47	18	17
Hispanic students	53	27	30
White, non-Hispanic students	79	54	58

#### Student achievement trend: Mathematics percent proficient level or above

