

Districts and schools

Number of districts (CCD)	1993-94	2003-04
	24	24

Number of public schools (CCD)		
Elementary	832	864
Middle	213	238
High	175	210
Combined	18	24
Other	15	30
Total	1,253	1,366

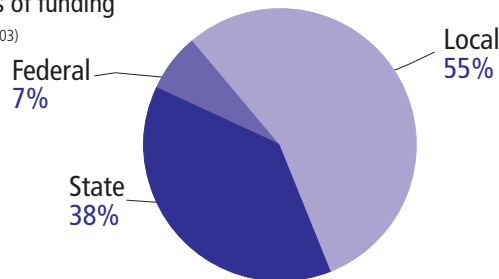
Number of charter schools (CCD)	1
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Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$3,683,709	\$4,934,017
Noninstructional	308,894	362,635
Support	2,101,925	2,636,403
Total	6,094,528	7,933,055

Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$7,889	\$9,153
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Sources of funding (CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A)	\$153,983,710
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KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate
 FTE = Full Time Equivalent

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	17,964	21,391
K-8	544,834	582,121
9-12	197,072	260,526
Total (K-12)	741,906	842,647

Race/ethnicity (CCD)		
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	4%	5%
Black, non-Hispanic	34	38
Hispanic	3	6
White, non-Hispanic	59	50

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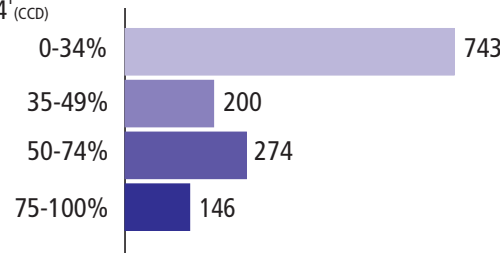
Students with limited English proficiency (NCELA)	2%	3%
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Migrant students (OME)	*	*
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	41%	32%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD)	272,822
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]3 schools did not report.

Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	22,194	26,447
Middle	9,536	12,033
High	11,371	14,670
Combined	511	567
Other	347	583
Total	43,959	54,300

Number of FTE non-teacher staff (CCD)		
Instructional aides	7,277	9,910
Instructional coordinators	669	1,203
Administrators	3,155	4,002
Other	27,481	37,216
Total	38,582	52,331

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, 2003-04 (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)		
Reading, Grade 4	1994	2005
Proficient level or above	26%	32%
Basic level or above	55	64
Math, Grade 8	1996	2005
Proficient level or above	24%	30%
Basic level or above	57	67

Statewide Accountability Information

See Appendix B for Maryland's definitions of proficient for Reading and mathematics for grades 3, 8, and high school.

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: TBD

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2003-04)
Grade 3	Reading	40%	42.7%
	Mathematics	47.4	49.8
Grade 8	Reading	43	45.6
	Mathematics	19	22.7
Grade HS	Reading	42.9	45.5
	Mathematics	20.9	27.5

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	292 (77%)	1,069 (79%)	15 (63%)
Identified for improvement:			
Year 1	31 (8%)	140 (10%)	8 (34%)
Year 2	18 (5%)	19 (1%)	0
Corrective action	7 (2%)	13 (1%)	1 (4%)
Restructuring	59 (16%)	83 (6%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 94%	Met
Middle school 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	2%
Supplemental educational services:	5,077	17%

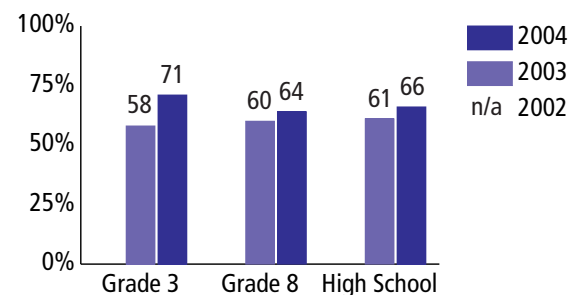
Student Achievement 2003-04

Maryland School Assessments, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	71%	64%	66%
Economically disadvantaged students	54	43	43
Migrant students	75	43	33
Students with disabilities	43	21	27
Students with limited English proficiency	45	18	15
Black, non-Hispanic	58	48	47
Hispanic students	59	48	49
White, non-Hispanic	82	76	79

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	72%	46%	48%
Economically disadvantaged students	56	23	23
Migrant students	81	14	#
Students with disabilities	42	11	16
Students with limited English proficiency	50	25	30
Black, non-Hispanic	58	24	21
Hispanic students	64	32	35
White, non-Hispanic	83	60	63

Student achievement trend: Mathematics percent proficient level or above

