



## Maryland State Data

This online document contains:

### 1. Maryland State 2002-03 Test Data

- Aggregate State 2003 Maryland School Assessment Results
- Other Academic Indicators (attendance and graduation rates)
- Professional Qualifications of Teachers

### 2. Information about the Maryland School Report

For more information about the Maryland School Report,  
please visit [marylandpublicschools.org](http://marylandpublicschools.org).

# Maryland State 2002-2003

## 2003 MARYLAND SCHOOL ASSESSMENT RESULTS

Participation in MSA or IMAP is mandatory for all students

% A dvanced % P roficient % B asic	All Students			American Indian/ Alaskan Native			Asian/Pacific Islander			African American			White (not of Hispanic origin)			Hispanic		
	A	P	B	A	P	B	A	P	B	A	P	B	A	P	B	A	P	B
<b>READING</b>																		
Maryland School Assessment (MSA)																		
Grade 3	8.6	49.5	41.9	5.6	44.7	49.6	17.2	58.1	24.8	2.3	39.1	58.6	13.5	58.7	27.8	3.3	35.8	60.8
Grade 5	26.0	39.7	34.4	23.7	40.7	35.6	43.4	36.3	20.3	10.7	37.4	52.0	37.5	41.9	20.6	13.2	38.3	48.6
Grade 8	25.6	34.3	40.1	19.9	35.9	44.2	40.1	33.6	26.2	10.3	29.9	59.8	36.6	37.7	25.7	12.2	32.4	55.4
Grade 10	29.9	31.5	38.7	23.2	31.3	45.5	45.9	29.3	24.8	11.6	29.8	58.6	42.1	33.1	24.8	15.9	29.0	55.1
Independence Mastery Assessment Program (IMAP) - an alternate assessment for students with severe disabilities																		
Grade 3	21.3	31.4	47.3	*	*	*	26.1	26.1	47.8	17.3	30.6	52.2	25.9	32.9	41.2	18.2	27.3	54.5
Grade 5	26.0	28.3	45.7	*	*	*	32.1	32.1	35.7	25.9	27.1	47.0	25.8	29.5	44.7	21.4	25.0	53.6
Grade 8	20.7	26.6	52.7	--	--	--	26.3	15.8	57.9	21.0	26.7	52.3	18.0	26.9	55.0	46.2	30.8	23.1
Grade 11	18.4	25.0	56.6	*	*	*	21.7	17.4	60.9	20.9	24.6	54.5	16.5	25.2	58.3	8.7	39.1	52.2
AYP Goal <sup>1</sup>	Met			Met			Met			Met			Met			Met		
<b>MATHEMATICS</b>																		
Maryland School Assessment (MSA)																		
Grade 3	14.8	50.3	34.9	11.6	46.4	41.9	33.5	52.0	14.5	4.2	42.8	52.9	22.5	56.6	21.0	6.9	46.1	47.0
Grade 5	9.5	45.5	45.0	8.5	43.2	48.3	27.4	52.8	19.7	1.7	33.2	65.0	14.4	54.9	30.7	3.9	39.7	56.4
Grade 8	13.3	26.4	60.4	6.5	23.8	69.7	36.8	34.7	28.5	2.5	15.1	82.4	19.6	34.2	46.2	5.7	21.1	73.2
Geometry	10.2	33.2	56.6	6.3	19.0	74.6	27.1	43.5	29.4	1.3	15.3	83.3	14.0	43.4	42.6	4.7	25.0	70.3
Independence Mastery Assessment Program (IMAP) - an alternate assessment for students with severe disabilities																		
Grade 3	27.0	30.0	43.0	*	*	*	47.8	17.4	34.8	22.7	27.0	50.4	29.6	34.6	35.8	27.3	31.8	40.9
Grade 5	30.6	29.7	39.7	*	*	*	28.6	39.3	32.1	28.0	31.1	40.9	34.2	27.5	38.3	21.4	28.6	50.0
Grade 8	23.5	29.7	46.8	--	--	--	21.1	36.8	42.1	21.7	29.6	48.6	24.6	29.6	45.9	38.5	26.9	34.6
Grade 11	20.8	28.7	50.5	*	*	*	17.4	43.5	39.1	22.4	27.7	49.8	20.2	26.8	53.0	13.0	52.2	34.8
AYP Goal	Met			Met			Met			Not Met			Met			Met		

% A dvanced % P roficient % B asic	Special Education			Limited English Proficient			Free/Reduced Price Meals			Migrant			Male			Female		
	A	P	B	A	P	B	A	P	B	A	P	B	A	P	B	A	P	B
<b>READING</b>																		
Maryland School Assessment (MSA)																		
Grade 3	2.0	23.0	75.0	0.5	17.2	82.2	1.6	35.4	63.1	0.0	31.0	69.0	6.8	47.1	46.1	10.6	52.1	37.3
Grade 5	6.9	28.3	64.9	2.5	21.3	76.2	8.5	36.4	55.1	0.0	18.2	81.8	23.5	39.1	37.5	28.6	40.3	31.1
Grade 8	4.1	16.0	79.9	1.8	10.7	87.6	7.6	27.9	64.4	0.0	12.5	87.5	22.2	32.9	44.9	29.2	35.9	34.9
Grade 10	5.4	16.3	78.4	1.1	13.4	85.5	9.5	28.0	62.5	0.0	33.3	66.7	25.8	29.6	44.6	34.0	33.5	32.5
Independence Mastery Assessment Program (IMAP) - an alternate assessment for students with severe disabilities																		
Grade 3	21.3	31.4	47.3	28.6	71.4	0.0	18.5	31.7	49.8	*	*	*	20.1	31.4	48.5	23.9	31.4	44.7
Grade 5	26.0	28.3	45.7	20.0	40.0	40.0	27.2	26.6	46.2	--	--	--	24.8	30.7	44.4	27.5	24.6	47.8
Grade 8	20.7	26.6	52.7	*	*	*	23.4	25.5	51.2	--	--	--	20.6	26.5	52.9	20.9	27.0	52.2
Grade 11	18.4	25.0	56.6	*	*	*	15.1	24.0	60.9	--	--	--	16.7	28.5	54.7	21.0	19.5	59.6
AYP Goal	Not Met			Not Met			Not Met			Not required for AYP			Not required for AYP			Not required for AYP		
<b>MATHEMATICS</b>																		
Maryland School Assessment (MSA)																		
Grade 3	4.8	32.3	62.9	4.7	33.5	61.8	4.1	41.1	54.8	0.0	51.7	48.3	14.6	49.8	35.6	15.1	50.8	34.1
Grade 5	2.0	21.3	76.7	2.6	26.6	70.8	1.5	31.8	66.7	0.0	13.6	86.4	10.7	44.0	45.3	8.2	47.2	44.7
Grade 8	1.9	6.4	91.7	7.3	12.8	79.9	2.4	13.4	84.1	0.0	25.0	75.0	13.8	24.6	61.5	12.7	28.2	59.1
Geometry	1.6	12.4	85.9	6.5	22.0	71.5	2.3	17.4	80.3	0.0	0.0	100.0	11.2	33.1	55.7	9.3	33.6	57.1
Independence Mastery Assessment Program (IMAP) - an alternate assessment for students with severe disabilities																		
Grade 3	27.0	30.0	43.0	28.6	42.9	28.6	22.8	30.5	46.7	*	*	*	29.0	28.8	42.2	22.9	32.4	44.7
Grade 5	30.6	29.7	39.7	20.0	20.0	60.0	30.4	28.1	41.5	--	--	--	30.5	29.1	40.4	30.4	30.8	38.8
Grade 8	23.5	29.7	46.8	*	*	*	22.1	31.4	46.5	--	--	--	22.7	29.8	47.5	24.8	29.5	45.7
Grade 11	20.8	28.7	50.5	*	*	*	19.0	27.2	53.8	--	--	--	20.5	30.4	49.1	21.3	25.8	52.8
AYP Goal	Not Met			Met			Met			Not required for AYP			Not required for AYP			Not required for AYP		

<sup>1</sup> Adequate Yearly Progress Goal \* Fewer than 5 students -- No students in category

Other Academic Indicators			
Percent	Attendance Rate		Graduation Rate
	Elementary	Middle	Grade 12
All Students	95.2	93.5	84.68
AYP Goal	Met		Met

Professional Qualifications of Teachers		
Percent of Teachers Holding State Certificates:		
Advanced Professional Certificate	47.1	Percent of teachers is based on the number of teachers assigned in the school building to teach core academic subjects.
Standard Professional Certificate	34.3	
Resident Teacher Certificate	0.1	
Conditional Certificate	11.6	

For additional information about the 2003 Maryland Report Card, log onto [www.mdreportcard.org](http://www.mdreportcard.org).

# Introduction

## More Data On Web Site

In August 2003, the Maryland State Department of Education released the first of the 2003 Maryland School Performance data on the web site at [www.mdreportcard.org](http://www.mdreportcard.org). Additional data was subsequently released on the web site as data became available. The web site also includes information on the Maryland High School Assessments and other information that is not required to be reported as part of the federal No Child Left Behind Act.

## Local School Information Available

The Maryland Report Card contains detailed information on the state, its 24 school systems, and data on the performance of three state-reconstituted schools in Baltimore City. This year, for the first time, the overall state information also includes data from the Special Placement Schools that are not part of the 24 regular Maryland school systems. These schools provide educational opportunities appropriate to their students' abilities and needs (example: Maryland School for the Deaf). Individual school performance data for the Special Placement Schools is available on our web site. In addition, each local system is required to produce a report detailing information on each of its schools. Contact your local school system for information about local schools. The performances of school systems and individual schools are judged against their own growth from year to year, not against growth in other school systems or in other schools. This is an important point to remember as you review the data contained in this booklet and on our web site.

## Information Reported

### Maryland School Assessment (MSA)

In the spring of 2003, Maryland introduced the Maryland School Assessment, the new measure of student achievement in K-8 reading and mathematics and grade 10 reading. High school mathematics achievement is measured by the end-of-course High School Assessment in geometry, which fulfills the federal requirement for a mathematics test at the high school level. The MSA replaced the previously administered Maryland School Performance Assessment Program (MSPAP).

### Independence Mastery Assessment Program (IMAP)

The Independence Mastery Assessment Program is the Maryland assessment in which students with disabilities participate if, through the Individualized Education Plan (IEP) process, it has been determined they cannot participate in the MSA even with accommodations.

### Student Performance Achievement Levels

Student performance is reported at three achievement levels. All students should be at Proficient or Advanced.

**Advanced** – a highly challenging and exemplary level of achievement indicating outstanding accomplishment

**Proficient** – the minimum academic achievement level expected for every student

**Basic** – a level of achievement indicating that more work is needed to attain proficiency.

See the web site [mdreportcard.org](http://mdreportcard.org) for specific information about these levels as they relate to reading and mathematics.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress is the gain that schools, school systems, and states must make each year in the proportion of students achieving proficiency in reading and mathematics.

### Disaggregated Data

Student performance data are reported by gender and race/ethnicity if five or more students are included in one of the following categories: American Indian/Alaskan Native, Asian/Pacific Islander, African-American, White (not of Hispanic origin) and Hispanic. In addition, performance data are reported when five or more students are included in the following categories: Limited English Proficient, Free/Reduced Price Meals, Special Education, and Migrant. For definitions of these categories, see information below.

- Limited English Proficient students have a primary or home language other than English and limited or no age-appropriate ability to understand, speak, read or write English.

- Special Education students are students with disabilities who have current Individualized Education Plans (IEPs).
- Free or Reduced Price Meals figures reflect students whose applications meet family size and income guidelines of the United States Department of Agriculture.
- Migrant students are students whose parents or guardians are migratory agricultural workers (including dairy and fishing workers) and who, in the preceding 36 months, have moved from one school district to another to accompany their parents or guardians.

### Attendance Rate

This rate reflects the percentage of students present in school during the school year. Attendance rate is an NCLB academic indicator for elementary and middle schools. The proficient standard for attendance rate for AYP is 94%.

### Graduation Rate

This is the percentage of students who received a Maryland high school diploma during the reported school year. This is an estimated cohort rate. It is calculated by dividing the number of high school graduates by the sum of the dropouts for grades 9 through 12, respectively, in consecutive years, plus the number of high school graduates. The performance standard for graduation rate for AYP is 90%.

### Independence Mastery Assessment Program (IMAP)

This is an alternate assessment to the MSA for students with severe cognitive disabilities who are not able to participate in MSA even with accommodations.

## Professional Qualifications of Teachers

The percentage in each of the categories reflects the number of teachers with credentials teaching core academic subjects as defined by the Federal government. These subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. Teachers teaching other subjects are not included.

Three professional certificates are available in Maryland.

**Standard Professional Certificate (I and II)** – The Standard Professional Certificate I is issued to an applicant who meets all certification requirements

and is employed by a local school system or an accredited non-public school. The Standard Professional Certificate II requires three years of satisfactory, professional school-related experience plus six hours of acceptable credit and a professional development plan for the Advanced Professional Certificate.

**Advanced Professional Certificate** – Requires verification of three years of full-time professional school-related experience, six semester hours of acceptable credit; and a master’s degree, or a minimum of 36 semester hours of post baccalaureate course work which must include at least 21 hours of graduate credit.

**Resident Teacher Certificate** – Issued to an applicant who has been selected by a local school system in a specialized program.

**Conditional Certificate** – Issued only at the request of a local school system superintendent to an applicant employed in a local school system who does not meet all certification requirements.

## Use of Data

The data in this report provide a snapshot of the state and each local school system. The data in reports produced by each school system provide a look at each individual school. Schools, school systems, and the state use the data in this report, and local information, to make instructional improvement decisions; improve performance; and measure improvement from year to year. Caution must be taken in interpreting changes in data when small numbers of students are involved.

## Verification of Data

Local school systems submitted the local data contained in this report to the Maryland State Department of Education. Local superintendents agreed with data reconciliation reached by local school system and State Department of Education personnel. State data are an aggregation of local system data.